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EDG 575-Math

March 25th 2009

Grade: 2nd Grade Lesson Plan

Topic: How Much Is 100?

Anticipatory set: put together objects in different containers-consisting of 100 elbow macaroni noodles, paper clips, buttons, and gumballs.

I. Pre-instructional Phase

1. N.Y.S. Standards:

Standard 3: Resource Management

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

2. Cognitive Objective:

a) Students will be able to count and group quantities of 5, 10, 25, and 50 pretzels sticks to make 100 total pretzel sticks.

b) Students will need to record how they grouped their pretzel sticks utilizing words, pictures, and numbers with 100% accuracy.

Affective Objective:

a) Students will use appropriate listening skills and follow teacher directed activities.

3. Content Concept:

a) Objects can be separated into groups in different ways.

b) Any object can be grouped in quantities of 5, 10, 25, and/or 50.

Key Vocabulary: a) counting

b) grouping

c) exploring

Task Analysis:

a) Students will work in groups at their table.

b) Students will group up to 100 pretzel sticks.

c) Students will work in groups at tables so that they will be able to discuss and share their ideas with each other.

d) Students should double check their count by employing more than one method of counting.

4. Instructional Aids/Resources/Technology Used:

- a) Pretzel sticks and paper towel
- b) Pencil and paper
- d) 100 macaroni noodles, paper clips, buttons, and gumballs

5. Student modifications: (I.E.P./504 Plan)

- a) Students who have documented behavioral or learning disabilities may be assisted by a member of the special education team (teacher, assistant, or aide).
- b) The classroom teacher will pay closer attention to these students to check to see if they understand what is being asked of them.
- c) Students with difficulties learning may also be given extra time to complete an assignment.
- d) Each student's I.E.P. or behavioral plan will be followed for any further modifications necessary.

II. Interactive Phase

6a. Set/Focusing Event:

- a) "Ok, I would like everyone to look at these 3 jars. John, how many objects do you think are in this jar? Kelly, in this one? Jason, how many in this one? Can anyone raise their hand, how many in this one? You just estimated, or guessed. Those are all good guesses, but each jar contains 100 objects. Today we are going to learn how to combine objects into groups that will make counting a large amount of objects easier."

Bridge: The teacher will quickly check to make sure each table has the materials, and the students will be given an opportunity to become familiar with the materials. Each group is going to receive one bag of pretzels sticks only.

6b. Implementations:

Active Learning Strategy #1: a) Today each group is going to receive 100 pretzel sticks. Students in each group will separate the pretzels into groups of 5, 10, 25, and 50 pretzels sticks.

Formative Check: I will quickly check to see how each of the tables is grouping their 100 pretzels sticks.

Bridge: How many 10's does it take to make 100 pretzel sticks?

Active Learning Strategy #2:

- a) The students will be asked along with their group members to create groups of 5, 10, 25, or 50 using the pretzel sticks.
- b) The students will be asked to arrange the pretzel sticks in a way that shows that they have a total of 100 pretzels.

- c) Each group will then be asked to record using words, pictures, and numbers to show how it is known that their group has grouped 100 pretzel sticks.

Formative Check: Students will be reminded that a part of their task is to prove they have 100 pretzel sticks. Each group will be responsible for recording their proof using words, pictures, and numbers.

Bridge: I have been very impressed with each group's sorting skills throughout this activity.

Active Learning Strategy #3:

- a) The students' task will be to prove that they have grouped 100 pretzel sticks. Each student will be given their own worksheet to complete. Each student must individually record their answers on the worksheet. Students may work together, but still need to complete their own sheet. Each student is encouraged to share their findings.

Formative Check: Each student's completed worksheet will be checked to see if the idea of separating 100 objects into groups of 5, 10, 25, or 50 was understood.

Bridge: Are there any questions about the grouping activity that we did today? This activity can be done in small and large groups depending on the size of the class.

Questions: Ask students about what they think about grouping?

Closure: Students will be asked to write down what they learned. After each group of students has written something about what they have learned about grouping 100 items, and each group has turned in a sheet the students will be given the choice to eat their pretzel groups.

Extending Activity:

- a) At home students can practice grouping up to 100 objects. Students can use objects such as pennies, buttons, toothpicks, cheerios, or macaroni. Students can use **student sheet #2** to record their strategies for counting out 100 objects.

Post instructional phase:

7. Evaluation:

- a) How did each group come up with their counting and recording strategy will help other students.