**Early Childhood Special Education Lesson Plan**

**Teacher Candidate:** Jennifer Ortiz **Grade Level:** 2

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| **Unit of Study:** Number Sense |
| **Lesson:** Ways to make combinations of 10 |
| **Goal of Lesson (Common Core State Standards/Division of Early Childhood where appropriate)** |
| **2.OA.2-** Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two one-digit numbers.**2.OA.4-** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.**2NBT.9-** Explain why addition and subtraction strategies work, using place value and the properties of operations. |
| **Objectives:** Explore ways to make 10 through a mathematical game |
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| **Pre-Assessment:** Student watching; lessons taught prior in unit |
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| **Post-Assessment:** Whole group share, student notebook, end of unit assessment |
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| **Materials:** Bag of 20 Dice for group of 4 students (3 groups), student notebooks (All), 10 Frames and chips (for remaining group) |
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| **Use of Technology:** N/A |
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| **Differentiation:** Students are given different variations of game based on their current ability found through kid watching and previous lessons; *Group A & B*: playing game as rules stayed; *Group C*: Extending prior knowledge and exploring other ways to make 10; *Group D*: Strengthening basic facts through the use of a visual support (10 Frames)*Group A*- Mariam, Michael, Christopher, Symphony*Group B*- Juliette, Sharell, John, Jonas*Group C*- Nathaniel, Jaevaughn, Gus, Sumiaya*Group D*- Kelsey, Devin, Emilio, Fabio |
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| **Seating Configuration/Use of Physical Space:** |
| Mini-Lesson/Share: Circle on the rugDuring Game: 4 Tables, a group of 4 per table  |
| **Teaching roles and collaboration:** |
| Mrs. Holland- Group CMrs. Lopez- Groups A & BMs. Ortiz- Group D & Monitoring other groups for understanding |
| **Classroom Management:** |
| Use of positive praise and “caught being good(s)”, 5 point voice scale, grouping based on abilities and social interaction |
| **Engagement of students/anticipatory set/Motivation:** |
| Student directed learning- exploring, explaining and interacting with classmates in small group game to develop and advance mathematical knowledge.The class will be asked to contribute to a game rules list based on their prior experience playing a variation of the game. The list will be written on the whiteboard and the game modeled with teacher and three classmates.  |
| **Connection to Previous lesson/Prior Knowledge:** |
| The students add to a “how many days in school” chart daily that is made up of ten frames. The students have also taken inventory and explored place value and “packs” of 10. The game being played was played once before last week and has been re-modified with different groupings for the students to gain the most possible from the experience.  |
| **Lesson Presentation:** Estimated Time: 7-10 minutes |
| Students will review the expectations and rules of the “Rolling for 10’s” game. The game (without modifications) will be modeled by teacher and 3 student volunteers for the entire class. As the game is being modeled students will be encouraged to come up with rules. Student expectations will include using a level two voice while playing the game, establishing a turn taking order, each student will record ALL number models of ten found by all group members as well as turn-around facts. Students should be able to explain “how” they came to an answer. A group activity leader will be assigned with the responsibilities of distributing materials as well as cleaning up and counting the materials when the game is finished. Students will be given their group assignments and be called table by table to go to their game-play area. |
| **Guided Practice/Active Involvement/Small group work/Independent Practice:**Estimated Time: 25-30 minutes |
| Once the students are seated a timer will be set and the game can begin. Mrs. Holland and Ms. Ortiz will be working exclusively with Groups C and D because the rules of their game vary from those explained to the whole group. Mrs. Lopez will be helping to facilitate gameplay in groups A and B. Ms. Ortiz’ group will have individual ten frames and chips for each student. After the students in group D have grasped the game concept Ms. Ortiz will assign a short term goal (“when I get back I want to see two more number models and their turn around facts in our math notebooks. I’ll be calling on someone to show me one of the models on their ten frame”) and will check in with other groups. Throughout the game, students behavior will be monitored and if earned, caught being good(s) will be logged. |
| **Final Summary/Closure:**Estimated Time: 5-7 minutes |
| The class will return to the carpet for a group share. At least one member from each group will be expected to share a number fact the group found and explain how it equals ten. Responses will be recorded for the group to see as the student(s) explain.  |
| **Extension:** Homework, working toward generalizing place value |
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