**Autauga County Schools Strategic Lesson Plan**

School: Autaugaville School

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| Teacher: Graham Grade Level: 2nd Content Area: 2nd Grade Math Week of: Jan. 27-31, 2020 | | | | |
| Unit/Topic: **Topic 7: Mental Subtraction**  Vocabulary: None | | | | |
| **Before:** activate prior knowledge; build background knowledge; generate questions; make predictions; discuss vocabulary; pre-assessment; other | | | | |
| **During:** engage with the text; verify and formulate predictions; self-monitor comprehension; construct graphic organizers; summarize text; use mental imagery; integrate new information with prior knowledge; formative assessment; other | | | | |
| **After:** reflect on the content of the lesson; evaluate predictions; examine questions that guided reading; respond to text through discussion; respond to text through writing; summarize; formative assessment; other | | | | |
| **Explicit:** I Do; We Do; Y’all Do; You Do **Active Literacy:** Read, Write, Talk, Listen, Investigate (T.W.I.R.L.) | | | | |
| **Rigor (ways to add):** Necessitate a transfer of understanding (apply in new/unfamiliar situations); Require students to synthesize multiple sources; Design tasks with multiple steps that build cognitively; Use divergent perspectives; Use divergent media forms; Break away from content area convention; Require design thinking (often in PBL); Require long-term observation or analysis; Require students to take and defend positions | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| CCRS2.NBT.5, 2.NBT.8, 2.NBT.9 | CCRS: 2.NBT.5, 2.NBT.9 | CCRS: 2.NBT.5, 2.NBT.9 | CCRS: 2.NBT.5, 2.NBT.9 | CCRS: 2.NBT.5, 2.NBT.8, 2.NBT.9, 2.OA.1 |
| Outcome (Obj.):  DOK: \_2\_\_\_  Students will add using multiples of 10. | Outcome (Obj.):  DOK: \_\_2\_\_  Students will find the missing part of 100 by counting up from the given part. | Outcome (Obj.):  DOK: \_\_2\_\_  Students will find the difference between two-digit numbers less than 100. | Outcome (Obj.):  DOK: \_\_2\_\_  Students will subtract using multiples of 10. | Outcome (Obj.):  DOK: \_\_2\_\_  Students will determine whether they can solve problems with missing information or extra information. |
| Essential Question:  How are adding groups of 10 similar to adding numbers less than 10? | Essential Question:  When one part of 100 is known, how can the other part be found? | Essential Question:  How can a hundred chart be used to subtract two-digit numbers? | Essential Question:  How is subtracting groups of 10 similar to subtracting numbers less than 10? | Essential Question:  How do you know if there is extra information or missing information in a problem? |
| Before:  In this activity, the students will use little ten-frames to subtract multiples of ten from a two-digit number. | Before:  In this activity, the students will use little ten-frames to model a known part of 100 to find the missing part. | Before:  In this activity, the students will use hundred chart to find the difference between 2 two-digit numbers. | Before:  In this activity, the students will use tens models to find differences of multiples of 10 up to 100. | Before:  In this activity, the students will identify extra information and missing information in a problem. |
| During:   * **Video** Subtracting Tens * **Guided Practice** pg. 188 * **Game:** Cover Three * Taking Tens | During:   * **Video**: Finding Parts of 100 * **Guided Practice** pg. 192 * **Game:** Look and See * Make a Hundred | During:   * **Video:** Subtracting on a Hundred Chart * **Guided Practice** pg. 196 * **Game:** Helping Hands * Finding the Difference | During:   * **Video** Subtracting Multiples of 10 * **Guided Practice** pg. 200 * **Game:** Play a Game * Subtracting 10 | During:   * **Video** Problem Solving: Missing or Extra Information * **Guided Practice** pg. 204 * **Game:** Try Together * What’s Left? |
| After:  Independent Practice | After:  Independent Practice | After:  Independent Practice | After:  Independent Practice | After:  Practice 7-5 |
| Evidence of Rigor:  Necessitate a transfer of understanding (apply in new/unfamiliar situations) | Evidence of Rigor:  Necessitate a transfer of understanding (apply in new/unfamiliar situations) | Evidence of Rigor:  Necessitate a transfer of understanding (apply in new/unfamiliar situations) | Evidence of Rigor:  Necessitate a transfer of understanding (apply in new/unfamiliar situations) | Evidence of Rigor:  Necessitate a transfer of understanding (apply in new/unfamiliar situations) |
| Formative Assessment:  Quick Check 7-1 | Formative Assessment:  Quick Check 7-2 | Formative Assessment:  Quick Check 7-3 | Formative Assessment:  Quick Check 7-4 | Formative Assessment:  Quick Check 7-5 |
| Materials:  Little Ten-Frames  (teaching tool 7) | Materials:  Little Ten-Frames  (teaching tool 7) | Materials:  crayons | Materials:  Hundred Chart  Place-Value Blocks | Materials:  Connecting cubes  (teaching tool 1) |
| Homework:  Practice 7-1 | Homework:  Practice 7-2 | Homework:  Practice 7-3 | Homework:  Practice 7-4 | Homework:  None |