**Autauga County Schools Strategic Lesson Plan**

School: Autaugaville School

|  |
| --- |
| 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 ChartPlace-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 |