

Lesson Plan Template

Grade: 2nd		Subject: math
Materials: Fake and real coins giant calculator and number table		Technology Needed: calculator
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) Explain:
Standard(s) CCSS.MATH.CONTENT.2.OA.A.1		Differentiation Below Proficiency: begin by counting to 100 then use basic math functions while using simulations. Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences: visual, auditory, and touch and learning preferences since the student has visual and learning disabilities
Objective(s) Represent and solve problems involving addition and subtraction.		
Classroom Management- (grouping(s), movement/transitions, etc.) In a quiet room in the general education room.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) rules are for answering questions and staying on task student will earn coins toward a reward: snack, iPad time, or reading.
Minutes	Procedures	
	Set-up/Prep: Get materials ready to head from special education room to general education classroom.	
	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) Beginning activity will be counting from 1 to 100 asking questions throughout.	
	Explain: (concepts, procedures, vocabulary, etc.) Student will then be given a situation simulating a transaction at a store, movie theater, or gas station and have to give the right amount of money without going over and then help talk through how much change he would receive back after paying.	
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Student will work through scenarios to find out how much money to give cashier before then working with me to find out how much change to give back.	
	Review (wrap up and transition to next activity): Finish up by asking what he plans to buy next from the store and asking how much money he/she will need to save in order to have enough and then talk over how much change they get back if they had extra money.	

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Formative Assessment: (linked to objectives)
Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.
analyzing students work in a 1 on 1 setting. using numbers to add and subtract to receive some sort of thing from the store.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)
End of lesson:

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):