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ED 427 Section 6
February, 2019
Unit Lesson Plan #1
Topic: Small Group Math Intervention (Adding a one or two-digit number to a two-digit number)

Lesson Type: Discovery

Standards: CCSS 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

CCSS LITERACY.SL.2.1 Ask for clarification and further explanation as needed about the topics and texts under discussion.

Objective: Students will be able to add 2-digit numbers to 2-digit numbers with at least 80% accuracy and ask clarifying questions when they don't understand a concept.
Assessment Plan: 1) Students will be able to add 2-digit numbers to 2-digit numbers with 80% accuracy and ask clarifying questions when they don't understand the problem. 2) This formative assessment will occur throughout the lesson 3) as students correctly discover how to add blocks together so that they have no more than 9 of one kind in each group. 4) The instructor will listen to verbal explanations of answers and look at groupings of blocks to evaluate individual understanding of adding 5) in order to guide further instruction.

DOK: Level 1. Can we have more than 9 of one kind of block in our group? How many of these blocks can fit in a stick?

Level 2. Why can't we have more than 9 of each kind in our group? What can you do to make sure there aren't more than 9 of each kind of block in our group?

Materials Needed: Enough bags of green math block manipulatives for teacher and each student plus a couple of extra (located in bin on supply table).

Total Participation Techniques: Think-Pair-Share: During the closure of the lesson, ask the students why we can only have 9 of each type in our groups. Have them discuss with their partner and come up with a conclusion.

Differentiation: Struggling: Students who are struggling to understand how to regroup will only be required to work with one and ten blocks. Additionally, they will be given more explicit instructions during guided practice.
Advanced: They will likely understand the concept easily. During the lesson, they will be given more complicated problems involving hundred blocks. Additionally, they won't be given as

many explicit instructions and will be encouraged to come up with their own answers and conclusions.

Anticipatory Set: (Place the bags of blocks on the small kidney table).
Teacher: Who likes playing with blocks?
Students: I do!
Teacher: How do you know how many blocks you have?
Students: You count them up.
Recall Prior Knowledge: (hold up a one block)
Teacher: How many blocks am I holding? (S: 1!)
Teacher: Correct! How many of these ones make up one of these? (hold up a ten stick)
Students: 10!
Teacher: And how many sticks make up one of these? (hold up a hundred block)
Students: 10!
Teacher: How many of these single blocks can fit onto a hundred block (S:10)
Input and Modeling:
Teacher: Alright! Today we're going to we're going to play with these blocks a little bit. We're going to see how many blocks we can fit into different groups and see how we can manipulate them. I have a couple of rules. First, there can only be 9 ones, 9 sticks, or 9 hundred blocks in each group. Second, you have to use all the blocks I give you. Third, you can trade blocks with me if you need to.
Guided Practice:
Teacher: Here are some blocks (give each student a pile of 4 ones, and 3 sticks). Now I'm going to give you some more blocks (give them each 7 ones and 3 sticks). Alright, add them to your group, but remember my rule. You can't have more than 9 in each blocks of each kind in your pile, you have to use all the blocks I give you, but if you want you can trade with me.
(As the children work on their problems, walk around the room and watch the students work to make sure they are figuring out the concept of trading or regrouping ones and tens. As they correctly regroup a problem, give them another one to work on).
Closure: Teacher: Students, how was this game similar to any of the math you've done before?
Students: We regroup numbers in our math problems.
Teacher: That's correct! When we do math problems and we have to regroup, all we're doing is making sure that we don't have more than 9 in each of our columns.
Transition: Each child will tell a buddy why they think we can only have 9 of each type in a group. The teacher will listen to each pair to make sure they are coming to logical conclusions before letting them join the rest of the class.
Reflection: