

Elementary Lesson Plan Template:

Grade: 2

Subject: Math

Lesson Focus (Driving Question): Can you represent and partition just right numbers on a rekenrek ?

Outcomes from Curriculum Documents:

NO1: Students will be expected to say the number sequence by 1s to 200, 2s to 100, 5s and 10s using starting points that are multiples of 5 and 10 respectively to 100.

NO4: Students will be expected to represent and partition numbers to 100

Timeframe: 45-60 minutes (Define lessons, days, etc.)

“I CAN” statements (Indicators):

I CAN use a rekenrek to show a just right number in many ways.
I CAN break a number into parts using a rekenrek
I CAN use a rekenrek as a math tool appropriately

School Improvement Connection: We are in our first year and do not have identified goals at this time

Literacy: N/A

Math: N/A

Other: N/A

Resources:

Materials Needed: Class set of rekenreks (located on top shelf by coat hook)
Math Journals (in individual cubbies)

Teacher Resources:

Rekenrek Document https://drive.google.com/open?id=0B4S4Yy4_LF8ed2lCYjRmcFVSZHM

Technology: (Hyperlinks, Screencasts, Videos)

Not familiar with the rekenrek ? Take a few minutes to watch the tutorial below
https://youtu.be/Lp_ogl2iH_Q

Assessment: As students explore the rekenreks the teacher should circulate to ensure that students are understanding how to use the rekenrek properly and that the numbers are just right for each individual student. The teacher can also work with a small group of students who are having difficulty.

The teacher should fill out the SOAK Assessment Chart as the circulate and work with

students. <https://drive.google.com/open?id=14DNltx-pja52PFBqmfwRPLZ-CJBrHtzjk-Uvl6wV3ro>

Part 1: 10 - 15 minutes maximum* (Mini- Lesson)

Identify which 21C skills are being used in this section:

- | | |
|---|---|
| <input type="checkbox"/> Create and Publish | <input checked="" type="checkbox"/> Communicate and Collaborate |
| <input type="checkbox"/> Evaluate and Leverage | <input checked="" type="checkbox"/> Find and Validate |
| <input type="checkbox"/> Apply and Interconnect | <input checked="" type="checkbox"/> Citizenship |
| <input type="checkbox"/> Analyze and Synthesize | <input type="checkbox"/> Critical thinking |

Connection to Prior Knowledge

Yesterday we talked about...

What do you know about..

Review how to use a rekenrek

- all beads are in REST on the right side

-slide them to the right in one swoop

-Variety of different ways to count

Explicit Teaching (I do)

Teacher models/demonstrates. Use explicit language.

Prompts:

Watch as I...

I want you to notice how ...

Together create an I CAN chart for using Rekenreks

<p><i>This is how we use this strategy to help us....</i></p>			
<p>Guided Practice (We do)</p> <p><i>How will students participate and practice what they have just learned?</i></p> <p>Prompts:</p> <p><i>Turn and talk to your partner about...</i></p> <p><i>Go into your notebook and...</i></p> <p><i>Work with a partner and...</i></p>	<p>Show the number 10 on the rekenrek. Record on chart paper the answer. Ex $10+0=10$</p> <p>Have a student share another way to make 10 Ex: 8 and 2 more makes 10. Draw students attention to how the beads are moved on the rekenrek. Record the number sentence on the chart paper. $8+2=10$</p> <p>Have students take turns showing other ways to make 10 on the rekenrek. Model and record on the chart paper each possibility they come up with .</p>		
<p>Part 2: Should be the largest portion of the lesson</p> <p>Identify which 21C skills are being used in this section:</p> <table border="1" data-bbox="224 1184 1443 1392"> <tr> <td data-bbox="224 1184 812 1392"> <ul style="list-style-type: none"> <input type="checkbox"/> Create and Publish <input checked="" type="checkbox"/> Evaluate and Leverage <input checked="" type="checkbox"/> Apply and Interconnect <input checked="" type="checkbox"/> Analyze and Synthesize </td> <td data-bbox="812 1184 1443 1392"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate and Collaborate <input type="checkbox"/> Find and Validate <input checked="" type="checkbox"/> Citizenship <input checked="" type="checkbox"/> Critical thinking </td> </tr> </table>		<ul style="list-style-type: none"> <input type="checkbox"/> Create and Publish <input checked="" type="checkbox"/> Evaluate and Leverage <input checked="" type="checkbox"/> Apply and Interconnect <input checked="" type="checkbox"/> Analyze and Synthesize 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate and Collaborate <input type="checkbox"/> Find and Validate <input checked="" type="checkbox"/> Citizenship <input checked="" type="checkbox"/> Critical thinking
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<p>Independent (You do)</p> <p>OR</p> <p>Independent Work in groups (We do)</p> <p>Practice/Conference focus:</p> <p><i>Name the skill/strategy from the explicit teaching.</i></p> <p><i>Students try it independently and/or in a group</i></p> <p>Prompts</p> <p><i>When working today, use this strategy when...</i></p> <p><i>When working today, remember...</i></p>	<p>(15 mins) Explain to students that with a partner they will choose a just right number that they would like to represent. Using their just right number one partner will share a way to show the number while the other partner records the number in their math journal. Then students can switch roles. This will continue until students have exhausted all possibilities.</p> <p><u>MIDWAY SHARE: See share section</u></p> <p><i>Model with a group before sending them back to work.</i></p> <p>Setup 2 Rekenreks back to back with a divider between them so that if you are standing in front of the rekenrek you cannot see your partners rekenrek.</p> <p>3 students per group. 1 student selects the number card while the other 2 students try to create that number on the rekenrek. The goal is to see if you and your partner can make the same number a different way.</p> <p>I would typically select the groups in advance so that they are working with just right groups and just right numbers. The number cards would also be prepared in advance to ensure the cards are just right numbers also</p>
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Part 3: Time to Share

Identify which 21C skills are being used in this section:

<ul style="list-style-type: none"> <input type="checkbox"/> Create and Publish <input checked="" type="checkbox"/> Evaluate and Leverage <input checked="" type="checkbox"/> Apply and Interconnect <input type="checkbox"/> Analyze and Synthesize 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate and Collaborate <input type="checkbox"/> Find and Validate <input checked="" type="checkbox"/> Citizenship <input checked="" type="checkbox"/> Critical thinking
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<p>Time to Share (We share)</p> <ul style="list-style-type: none"> -a mini-lesson reinforcement? -a problem solving opportunity -an opportunity for descriptive feedback -an opportunity for assessment <p>What will it look like?</p> <ul style="list-style-type: none"> • Whole class • Partner • Small group <p>Prompts:</p> <ul style="list-style-type: none"> • <i>Something I noticed today...</i> • <i>Today we learned...</i> • <i>Student name will share his/her learning....</i> • <i>Student name will share a connection to his/her learning...</i> • <i>One thing I'd like you to talk with your partner about while you share...</i> • <i>While you are sharing, I will be looking for...</i> 	<p>This is a midway share to be completed after students have had time to find multiple ways to partition a number.</p> <p>Invite students back to the meeting area. Have them go around the circle to share one way that they were able to break apart their just right number.</p> <p><u>Go back to lesson</u></p>
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<p>21st Century Skills: <i>(these need to be identified in each section, not just at the end)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create and Publish <input checked="" type="checkbox"/> Evaluate and Leverage <input checked="" type="checkbox"/> Apply and Interconnect <input checked="" type="checkbox"/> Analyze and Synthesize <input checked="" type="checkbox"/> Communicate and Collaborate <input checked="" type="checkbox"/> Find and Validate 	<p>Reflection: This lesson went well. The class came up with lots of things they CAN do using a Rekenrek. Students for the most part understand how to use a rekenrek for counting and skip-counting. Some more practice with partitioning on the rekenrek will need to be done.</p>
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Using a Rekenrek
I CAN...

- I can do addition
- I can do subtraction
- I can count in many ways
- I can count to 100 by 2s, 5s,
- I can skip count by any number
- I can show a number in different ways
- I can break a number into pieces (partitioning)



DIFFERENTIATION: Students are using Just Right Numbers therefore they use

IPPS: Numbers to 5, Numbers to 10 records pictures and some numbers

Adaptations: 1 Step directions - Often i will use these students in my explanation or model. Frequent check-ins are required for some students to ensure understanding I also have ipads available for students will fine motor challenges.

Behaviour: Students are encouraged to take breaks as needed. In our classroom we have a sparks fly bike that students can use for self-regulation. We also use flexible seating so students can sit around the room. We have standing spots available for students who work better standing up or for students who need a change.

Enrichment: Students who need to be challenged were prompted to use subtraction as well as addition.

Assessment: Teacher will record notes on the SOAK assessment chart

<https://drive.google.com/open?id=14DNItx-pja52PFBqmfWRPLZ-CJBrHtzjk-Uvl6wV3ro>

I found my students for the most part understand how to use a rekenrek for counting. Some more practice with partitioning on the rekenrek is needed.

Assessment opportunity - students skip counting on the rekenrek.

https://drive.google.com/a/gnspes.ca/file/d/0B4S4Yy4_LF8ebjlfR05URjhHTkU/view?usp=sharing

https://drive.google.com/a/gnspes.ca/file/d/0B4S4Yy4_LF8eaHNhZzF1c3JhUUK/view?usp=sharing