Teacher\_\_\_Hui-yen Huang\_\_\_\_\_\_\_\_\_ Grade/Course\_\_\_2nd/ Math\_\_\_\_\_\_\_\_\_ Week\_\_16th 12/07 – 12/11/2015\_\_\_\_\_\_\_\_\_\_

Text books:

* Pearson Envisions Textbook (Chinese version)

Topics:

* Lesson 8-­‐1: Regrouping 10 Ones for 1 Ten
* Lesson 8-­‐2: Models to Add Two-­‐ and One-­‐Digit Numbers
* Lesson 8-­‐3: Adding Two-­‐ and One-­‐Digit Numbers
* Lesson 8-­‐4: Models to Add Two-­‐Digit Numbers

Content Objective(s):

* Lesson 8-1: Students will use models to add a one-­‐digit number to a two-­‐ digit number. (I can add a one-­‐digit number to a two-­‐digit number using object.)
* Lesson 8-2: Students will use concrete models to add a one-­‐digit number to a two-­‐digit number and decide if regrouping is needed. (I can a one-­‐digit number to a two-­‐digit number and decide if I need to regroup.)
* Lesson 8-3: Students will add a one-­‐digit number to a two-­‐digit number, regroup if necessary, and record the process in a vertical addition frame. (I can add a one-­‐digit number to a two-­‐digit number and regroup if necessary.)
* Lesson 8-4:  Students will use place-­‐value models and the standard algorithm to add 2 two-­‐digit numbers. (I can use place-­‐value models and the standard algorithm to add 2 two-­‐digit numbers.)

Language Objective(s):

* Lesson 8-1: Students will read the addition sentence. (I can read the addition sentence.)
* Lesson 8-2: Students will say “ones place” or “tens place.” (I can say “ones place” or “tens place.”)
* Lesson 8-3: Students will teach their partner the order used to regroup. (I can teach my friend how to regroup.)
* Lesson 8-4: Students will teach their partner how to add 2 two-­‐digit numbers. (I can teach my friend how to add 2 two-­‐digit numbers.)

Class website: (Week 16: 12/07 – 12/11)

http://2ndchinesedli.weebly.com/week-16-1207---1211.html

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| Key # | Components | M | T | W | Th | F |
| 1 | Standards, Objectives, Purpose | Lesson 8-1: 2.NBT.5 (also 2.NBT.9) | Lesson 8-2: 2.NBT.5 (also 2.NBT.9) | Review | Lesson 8-3: 2.NBT.5 (also 2.NBT.9) | Lesson 8-4: 2.NBT.5 (also 2.NBT.6 and 2.NBT.9) |
| 2 | Anticipatory Set (engagement) | Calendar Meth time | Calendar Meth time | Calendar Meth time | Calendar Meth time | Calendar Meth time |
| Strategies, Skills, Learning Activities | Whole Class/Tier 1  Essential Understanding:  10 ones can be regrouped for 1 ten. | Whole Class/Tier 1  Essential Understanding:  The standard addition algorithm for two-­‐digit and one-­‐digit numbers breaks the calculation into simpler calculations using place value, starting with the ones place and then the tens.  Answers to the simpler calculations are used to give the final sum. | Whole Class/Tier 1 | Whole Class/Tier 1  Essential Understanding:  The standard addition algorithm for two-­‐digit and one-­‐digit numbers breaks the calculation into simpler calculations using place value, starting with the ones place and then the tens.  Answers to the simpler calculations are used to give the final sum. | Whole Class/Tier 1  Essential Understanding:  The standard addition algorithm for two-­‐digit and two-­‐digit is just an extension of the algorithm for adding two-­‐digit and one-­‐ digit numbers. The ones are added first and then the tens. |
| 3 | Differentiation RTI/Enrichment | Intensive  Offer extra support: Wait for longer time or repeat slowly for intensive students.  Have high level students to help low level students. | Intensive  Offer extra support: Wait for longer time or repeat slowly for intensive students.  Have high level students to help low level students. | Intensive  Offer extra support: Wait for longer time or repeat slowly for intensive students.  Have high level students to help low level students. | Intensive  Offer extra support: Wait for longer time or repeat slowly for intensive students.  Have high level students to help low level students. | Intensive  Offer extra support: Wait for longer time or repeat slowly for intensive students.  Have high level students to help low level students. |
|  | Strategic  Offer extra support: Give students more time to complete difficult task.  Have high level students to help low level students. | Strategic  Offer extra support: Give students more time to complete difficult task.  Have high level students to help low level students. | Strategic  Offer extra support: Give students more time to complete difficult task.  Have high level students to help low level students. | Strategic  Offer extra support: Give students more time to complete difficult task.  Have high level students to help low level students. | Strategic  Offer extra support: Give students more time to complete difficult task.  Have high level students to help low level students. |
| Benchmark  Have high level students to help low level students.  use higher level questioning such as “why” “how”… | Benchmark  Have high level students to help low level students.  use higher level questioning such as “why” “how”… | Benchmark  Have high level students to help low level students.  use higher level questioning such as “why” “how”… | Benchmark  Have high level students to help low level students.  use higher level questioning such as “why” “how”… | Benchmark  Have high level students to help low level students.  use higher level questioning such as “why” “how”… |
| 4 | Vocabulary | Academic  Vocabulary:  regroup, ones place, tens place, 1st, 2nd, 3rd, 4th, 5th, \_\_\_\_\_\_\_\_. | Academic Vocabulary:  regroup, ones place, tens place, 1st, 2nd, 3rd, 4th, 5th, \_\_\_\_\_\_\_\_. | Same as Monday and Tuesday | Academic vocabulary regroup, ones place, tens place, 1st, 2nd, 3rd, 4th, 5th, \_\_\_\_\_\_\_\_. | Academic vocabulary:  regroup, ones place, tens place, 1st, 2nd, 3rd, 4th, 5th, \_\_\_\_\_\_\_\_. |
| 5 | Resources (Technology, Other) | Computer games, whiteboard, small whiteboard, markers, pencils, practicing sheets, cubes, Elmo, smart board, etc… | Computer games, whiteboard, small whiteboard, markers, pencils, practicing sheets, cubes, Elmo, smart board, etc… | Computer games, whiteboard, small whiteboard, markers, pencils, practicing sheets, cubes, Elmo, smart board, etc… | Computer games, whiteboard, small whiteboard, markers, pencils, practicing sheets, cubes, Elmo, smart board, etc… | Computer games, whiteboard, small whiteboard, markers, pencils, practicing sheets, cubes, Elmo, smart board, etc… |
| 6 | Assessment | Informal/Formal  1. Daily homework  2. Topic 8-1 Pearson’s math worksheet  3. Answers on small whiteboard  4. Extra math practice worksheets | Informal/Formal  1. Daily homework  2. Topic 8-2 Pearson’s math worksheet  3. Answers on small whiteboard  4. Extra math practice worksheets | Informal/Formal | Informal/Formal  1. Daily homework  2. Topic 8-3 Pearson’s math worksheet  3. Answers on small whiteboard  4. Extra math practice worksheets | Informal/Formal  1. Daily homework  2. Topic 8-4 Pearson’s math worksheet  3. Answers on small whiteboard  4. Extra math practice worksheets |
| 7 | Reflections, Modifications |  |  |  |  |  |