# CURRICULUM AND INSTRUCTION 08.212 AP.2

# (Continued)

**Lesson Plan Template**

Teacher: **David Heun** Grade Level: **EBD Unit** Date(s): Aug. 15 - Aug. 26, 2016

Content Area: **Math and Science**

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| CCSS.MATH.CONTENT.2.NBT.A.3  Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  CCSS.MATH.CONTENT.2.NBT.B.5  Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  CCSS.MATH.CONTENT.2.NBT.B.6  Add up to four two-digit numbers using strategies based on place value and properties of operations.  CCSS.MATH.CONTENT.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.MATH.CONTENT.2.NBT.B.8  Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.  CCSS.MATH.CONTENT.3.NBT.A.1  Use place value understanding to round whole numbers to the nearest 10 or 100.  CCSS.MATH.CONTENT.3.NBT.A.2  Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  ESS2.A: Earth Materials and Systems  Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)  LS1.A: Structure and Function  All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (MS-LS1-1) | Student Friendly Learning Targets Congruent to Standard(s):  **Math:**  I can identify the place value of a digit in a number.  I can read and write numbers in word form.  I can compute with whole numbers to solve word problems.  **Science:**  I can define science.  I can name two new technological discoveries.  I can name three different branches of science.  I can identify two careers in Science.  **Math:**  LESSON 1: I can determine place value of a digit in a number.  LESSON 2: I can read and write numbers in word form.  LESSON 3: I can demonstrate the ability to solve addition by adding whole numbers.  LESSON 4: I can demonstrate the ability to subtract whole numbers.  LESSON 5: I can solve adding and subtracting word problems by utilizing the BUCK strategy.  LESSON 6: I can estimate number’s when given a set of number’s in a word problem to solve. |
| Instructional Method/Instructional Delivery  X Guided Discussion □ Providing Descriptive Feedback  X Reading X Direct Instruction  X Audio/Visual/Technology □ Workshop Model  X Small Group X Demo/Hands-on  □ Partner/Pairs  *□ Other (Describe)* | Critical Vocabulary and Lesson Notes  **Science**  Atoms  Experiments  Field  Infinity  Observations  Process  Science  Technology  Universe  **Math**  Digit  Place value  Addition  Subtraction  Estimate  Whole numbers  Addend  Order  Sum  Zero  Horizontal  Vertical  Difference |
| Lesson Strategies and Activities:  **DAY 1: Math**  **Bell Ringer:**  (10 min.)  Place value problem on Smart board  **Individual:**  Automaticity, AGS Basic Math Skills, Place Value pg. 2 Exercise A & B, High number toss game  **Exit:**  Exit Slip on place value  **Day 2: Science**  **Bell Ringer:** (10 min.)  Define Science  **Lesson:** AGS The Wonder of Science: From Atoms to Galaxies  **Small Group:**   * Read Chapter 1 as a group, record vocab words and define in binder, and complete words to know crossword puzzle   **Individual:**   * record vocab words and define in binder, complete Words to Know crossword puzzle   **Exit:**  Exit Slip: What is science?  **DAY 3: Math**  **Bell Ringer:**  (10 min.)  Reading, writing and rounding number problems  **Lesson 1:** Automaticity, AGS Basic Math Reading, Writing, and rounding  **Small Group:**  Short discussion/ lecture on reading, rounding and writing numbers  **Individual:** Automaticity, AGS pg. 4-7 problem solving  **Exit/Assessment:** exit slip  **---------------------------------------------------------**  **DAY 4: Science**  **Bell Ringer:**  (10 min.)  Name two new technological discoveries that help science today.  **Lesson:** The Wonder of Science from Atoms to Galaxies  **Small Group:**  Class discussion/review on technological break throw’s that help make science more efficient.  **Individual:**   * Students will complete Exercise 4 Technology worksheet.   **Exit/Assessment:**  teacher will ask class to name 2-3 new technologies in science and describe how they work.  **------------------------------------------------------------**  **DAY 5: Math**  **Bell Ringer:**  (10 min.)  Adding whole number problem on smart board  **Lesson:** Lesson 2: AGS Adding whole numbers  **Small Group:**  Classroom discussion/lecture on adding whole numbers  **Individual:** automaticity, AGS work on pg.10 exercises C and D  **Exit/Assessment:** work sample  **DAY 6: Science**  **Bell Ringer:**  What are the three branches of Science?  **Lesson:** Branches of Science  **Individual:**   * Complete the Critical Thinking: Science and Civics worksheet   **Exit/Assessment:**  teacher observation/student work  **Day 7: Math**  **Bell Ringer:**  Subtraction problem  **Lesson:** Lesson 3 Subtracting whole numbers  **Small Group:**  Classroom discussion/lecture on subtraction norms, solving several problems as a group.  **Individual:**   * Automaticity, AGS pg.12 Exercises B,C, and D   **Exit/Assessment:** Exit Slip subtraction problem  **DAY 8: Science**  **BELL RINGER:**  What is studied in life science?  **Small Group:**   * Review the three branches that represent science * Discuss careers in the Science field   **Individual:**  Students will complete Exercise 6 Careers in Science worksheet.  **Exit/Assessment:**  Teacher observation/student work  **Day 9: Math**  **Bell Ringer:**  Smart board Estimating problem  **Lesson:** Lesson 4 Adding and Subtracting whole numbers review  **Individual:**   * Automaticity, Word problem worksheet and number sense estimating word problem’s   **Small Group:**  Classroom discussion/ review from previous days lessons  **Exit/Assessment:** formative assessment : student work & participation  **DAY 10: Science**  **Bell Ringer:**  (10 min.)  What Scientific mistake did Aristotle make?  **Lesson:** Review Chapter 1 of AGS Science  **Small Group:**   * Discuss vocab words, discuss technology in Science, careers in Science, and Science ever evolving climate   **Individual:**  Students will begin working on Chapter Quiz, Reporting on  Science, and Mad Scientists Challenge  **Exit/Assessment:** formative assessment : student work & participation | Methods of Formative / Summative Assessments:  □ Flash Back X Exit Slip  X Bell Ringer  Oral Questions  □ Quiz □ Open Response  □ Constructed Response □ On-Demand  □ Multiple Choice X Presentation  X Conferring □ Live Scoring  □ Self-Evaluation/Student Self-Assessment  *X Other (describe)SHORT ANSWER, FILL IN THE BLANKS*  X Modifications/Accommodations for Students with IE Identified Disabilities ***According to IEP’s***  Chunking assignments  Shortened work time  AGS Science text  Extended time |
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Assignments / Classroom Work / Home Assignments: