# CURRICULUM AND INSTRUCTION 08.212 AP.2

#  (Continued)

**Lesson Plan Template**

Teacher: **David Heun** Grade Level: **EBD Unit** Date(s): Sep. 9 – Sep.23, 2016

Content Area: **Math and Science**

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| CCSS.MATH.CONTENT.2.NBT.A.3Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.CCSS.MATH.CONTENT.2.NBT.B.5Fluently 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.6Add up to four two-digit numbers using strategies based on place value and properties of operations.CCSS.MATH.CONTENT.2.NBT.B.7Add 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.8Mentally 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.1Use place value understanding to round whole numbers to the nearest 10 or 100.CCSS.MATH.CONTENT.3.NBT.A.2Fluently 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 SystemsRainfall 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 FunctionAll 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 demonstrate the ability to subtract whole numbers.LESSON 2: I can solve adding and subtracting word problems by utilizing the BUCK strategy.LESSON 3: I can demonstrate the ability to multiply whole numbers.LESSON 4: I can solve multiplication word problems.LESSON 5: I can solve basic division problems.  |
| Instructional Method/Instructional DeliveryX Guided Discussion □ Providing Descriptive FeedbackX Reading X Direct InstructionX Audio/Visual/Technology □ Workshop ModelX Small Group X Demo/Hands-on□ Partner/Pairs*□ Other (Describe)* | Critical Vocabulary and Lesson Notes**Science**AtomsExperimentsFieldInfinityObservationsProcessScienceTechnologyUniverse**Math**DigitPlace valueAdditionSubtractionEstimateWhole numbersAddendOrderSumZeroHorizontalVerticalDifference |
| Lesson Strategies and Activities:**DAY 1: 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 2: Science****Bell Ringer:** (10 min.)Ecology is the study of relationship between what?**Lesson:** Ecology Interactions Within the Environment**Small Group:** * Review some key aspects of Ecology article and review relationships and roles we play in the study of ecology.

**Individual:** * Complete the vocab portion of Interaction within the Environment from last lesson.

**Exit:**  Exit Slip: Name the habitat that a catfish lives in (sleeps, eats, etc.)?**DAY 3: 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 4: Science****Bell Ringer:**  (10 min.)What is the difference between Abiotic and biotic? **Lesson:** Abiotic and Biotic**Small Group:**Class discussion about bell ringer and a deeper look into abiotic and biotic within Ecology. The class will discuss different aspects of both biotic and abiotic and the roles they play. **Individual:*** Students will complete the graphic organizer on abiotic and biotic
* **Exit/Assessment:**  Each student will give one example of biotic and abiotic and describe on a notecard to be turned in.

**------------------------------------------------------------****DAY 5: Math****Bell Ringer:**  (10 min.)Multiplying whole number problem on smart board**Lesson:** Lesson 5: AGS Multiplying whole numbers**Small Group:**Classroom discussion/lecture on multiplying whole numbers**Individual:** automaticity, AGS work on pg.15 exercises B. 1-10, C. 1-5, and D. 1-10**Exit/Assessment:** work sample**DAY 6: Science****Bell Ringer:** Name several types of consumers within the study of ecology.**Lesson:** Types of Consumers, Producers, and Decomposers introduction reviewed from reading and much more detail through discussion.**Small Group:**Class will discuss the three types of consumers**Individual:** * Graphic organizer Consumers and types of Symbiotic Relationships

**Exit/Assessment:**  teacher observation/student work**Day 7: Math****Bell Ringer:** Multiplication Word Problem**Lesson:** Lesson 5 Multiplying numbers in Word problems**Small Group:**The class will focus on multiplication word problems by solving several problems together before completing assigned problems from the AGS textbook.**Individual:*** Automaticity, AGS pg.20 Exercises 1 Problem Solving 1-6.

**Exit/Assessment:** none**DAY 8: Science****BELL RINGER:**  What is studied in life science?**Small Group:**Part 2 of Consumers, Producers, and Decomposers **Individual:** Students will continue to work on the graphic organizer that Explains Food webs and how energy transfers.**Exit/Assessment:**  Teacher observation/student work**Day 9: Math****Bell Ringer:** Smart board Estimating problem**Lesson:** Lesson 6 Dividing Whole Numbers**Individual:*** Automaticity, Student’s will work on Ex. A 1-10, Ex. B 1-10, Ex. E 1-5

**Small Group:** Teacher will review dividing whole numbers on the board with class by solving several problems that are student driven. Students will come to the white board and solve out loud and together to reinforce review content. **Exit/Assessment:** formative assessment : student work & participation**DAY 10: Science****Bell Ringer:**  (10 min.)Describe what life science studies and why is it important.**Lesson: The Study of Life****Small Group:** * Describe five very different life forms. Botany, Zoology, Genetics, Microbiology, and Ecology

**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 SlipX Bell Ringer  Oral Questions□ Quiz □ Open Response□ Constructed Response □ On-Demand□ Multiple Choice X PresentationX 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 assignmentsShortened work timeAGS Science textExtended time |
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Assignments / Classroom Work / Home Assignments: