ONLINE LESSON PLAN

Inclusive Best Practices Project Educating Students with Complex Support Needs 2008-2010

Respondent: Shelby Foltz, Second Grade Teacher Wingate Elementary School Bald Eagle Area School District

Date of lesson to be observed/taped: October 7, 2009

SURVEY RESPONSES

- 1. Lesson Title: Turn-Around Facts and the +9 Shortcut
- 2. Teacher(s) Name(s): Teacher 1: Shelby Foltz- second grade teacher Teacher 2: Kathy Salvanish- paraprofessional
- 3. Grade Level(s): 2
- 4. Content Area: Mathematics
- 5. Description/Abstract of Lesson:

Children use the Facts Table and the Number-Grid Poster to discuss turn-around facts and to discover the +9 shortcut.

- 6. Primary Lesson Objectives:
 - (1): identify and use patterns to solve +9 facts.
 - (2): identify and use patterns on a number grid.
 - (3): explore the turn-around rule for facts.
- 7. Cognitive Level (Check all that apply.):

Knowledge Comprehension Application Analysis Synthesis Evaluation

- 8. Standards and Anchors Addressed: Mathematics: 2.1.3.L, 2.8.3.A
- 9. Guiding questions for this lesson:
 - (1): How are turn-around facts alike and how are they different?
 - (2): Can you find a shortcut for adding 9 to another number?
 - (3): What does it mean if the calculator is always winning when playing "Beat the Calculator"?
- 10. Assessment Tools (Check all that apply.): Student pages in math journal Observation with Checklist Peer Assessment/Review
- 11. Learning Connections:

Turn-around facts and other addition shortcuts are being reviewed and have been covered over the last few lessons (the +9 shortcut is new). "Beat the Calculator" has been played in previous lessons. Prior learnings that are a foundation for this lesson are calculator usage and knowing how to use the facts table. I have not planned any curriculum connections to other topics, although they often fall naturally into a lesson.

- 12. Instructional strategies used in this lesson.(Check all that apply.)
 - Brainstorming Cooperative Learning Demonstration Guided Practice Inquiry-based Learning Instructional Technology Memorization Teacher Questions
- 13. Learning Activities or Tasks:

**See attached lesson activities/tasks from *Every Day Math* program

14. Classroom Organization and Learning Environment:

My learning environment will support my activities because of close proximity with all students and the overhead being easily viewable by all students. Students with special needs will have the option of retrieving their own materials or having a partner assist.

15. How and where will your students work?

Students will be sitting at desks in rows, two desks side-by-side, so that they can easily work with partners. They will sometimes work independently at desks.

16. Materials and Resources (Check all that apply.):

The overhead projector will be used to assist students in viewing patterns. Calculators Text Books Trade Books

17. Lesson Evaluation/Teacher Reflection: To be completed following the lesson.