

<b>Lesson Title/Focus</b>	<b>On A Number Line</b>	<b>Date</b>	Nov 24 <sup>th</sup> 2015
<b>Subject/Grade Level</b>	Grade 2 Math	<b>Time Duration</b>	1 Hour
<b>Unit</b>	Chapter 2 : #s to 50	<b>Teacher</b>	Taylor McKechnie

### OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

<b>General Learning Outcomes:</b>	Develop Number Sense
<b>Specific Learning Outcomes:</b>	Say the number sequence from 0 to 100 1) 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively

### LEARNING OBJECTIVES

**Students will:**

1. Use a number line to skip count by 2s, 5s, and 10s and to count backwards

### ASSESSMENTS

<b>Observations:</b>	<ul style="list-style-type: none"> <li>• Explanations to others, class discussions, work in the booklets</li> </ul>
<b>Products/Performances:</b>	<ul style="list-style-type: none"> <li>• Math in the booklets</li> </ul>

### LEARNING RESOURCES CONSULTED

- Program of Studies – Math
- TA Materials
- Chapter 2 : Counting to 50 (Math Makes Sense)

### MATERIALS AND EQUIPMENT

- **Large Calendar**
- **Vertical Number Line**
- **Scissors, Tape, Crayons**
- **See Through Counters**
- **Activities 2.7 and 2.4**

### PROCEDURE

<i>Prior to lesson</i>	Ensure work books are ready, get supplies needed to demonstrate the number line cutting	
Introduction		Time
Body		Time
<b>Learning Activity #1</b>	<b>Making A Number Line</b>	<i>25 minutes</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	Make a number line. Cut the number line into varying pieces. Some into single numbers, others into twos, some into 5s, and 10s. Give each student a piece of the number line. Ensure students with lower math skills get less numbers and vice versa. Tell students we are going to count from 1 to 100. Ask students to say their numbers when we get to them. Count through all. Then have students help put together a complete number line from 1-100. On whiteboards have students write down the numbers that they have. Either have them hold it up when they read or read off of. <i>If you have any multiples of 2s, circle them. Circle any even numbers as well. Are those two things going to be the same numbers? Put a triangle around any multiples of 5s.</i> If time permits, try getting the students to count backwards. Add backwards from 2s, 5s, 10s. Maybe give students a different piece of the number line and have them say there new number.	
<b>Learning Activity #2</b>	<b>On the Number Line</b>	<i>30 minutes</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	Have students complete Activity 2.7. Once they are done filling in the numbers, tell students that you would like them to put circles on any multiple of 2, triangles on multiples of 5, and squares on multiples of 10. Have students hand in the activity	

	Differentiation: Have students who are having trouble do a shorter number line. Have students who need to be challenged have two different colored markers and skip count by two different patterns on the same chart.	
<b>Closure</b>		<b>Time</b>
<i>How Will I Know Students Learned the Outcomes?</i>	Students will be able to count backwards from 30. They recognize that there is a specific order to count backwards by and that the pattern is the same as going forward. Students don't skip numbers. Students will be able to count by 2s, 5s, and 10s and recognize the different patterns and that they are not all the same pattern.	
<i>Feedback To Students</i>	If having difficulty help them correct the problem. Break things down. Say the pattern and have the students point to the letters.	
<i>Transition To Next Lesson</i>		

<b>Sponge Activity/Activities</b>	Have the students work with their abacus (made in the last class) and see what kind of patterns they can come up with there. Make a list of all the different places in the classroom, there are number lines or skip counting.
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<b>Lesson Title/Focus</b>	<b>Reading Dates on a Calendar</b>	<b>Date</b>	December 1 <sup>st</sup> , 2015
<b>Subject/Grade Level</b>	Grade 2 Math	<b>Time Duration</b>	45 minutes
<b>Unit</b>	Chapter 2 : Numbers to 50	<b>Teacher</b>	Taylor McKechnie

**OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**

<b>General Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>Develop Number Sense</li> <li>Use patterns to describe the world and to solve problems.</li> </ol>
<b>Specific Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> <li>2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li>10s, using starting points from 1 to 9</li> <li>2s, starting from 1</li> </ul> </li> <li>Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> <li>describing</li> <li>extending</li> <li>comparing</li> <li>creating</li> </ul> </li> </ol> <p>patterns using manipulatives, diagrams, sounds and actions.</p>

**LEARNING OBJECTIVES**

**Students will:**

- create the December calendar using problem solving skills and patterns to find important dates

**ASSESSMENTS**

<b>Observations:</b>	•
<b>Products/Performances:</b>	•

**LEARNING RESOURCES CONSULTED**

**MATERIALS AND EQUIPMENT**

	• Worksheets
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<ul style="list-style-type: none"> <li>• TA Resources- worksheet</li> <li>• Chapter 2 : Numbers to 50 resource guide</li> <li>• Program of Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Smartboard</li> </ul>
<b>PROCEDURE</b>	
<b>Prior to lesson</b>	Worksheet, smartboard example of calendar?
Introduction	
<b>Assessment of Prior Knowledge</b>	
Body	
<b>Learning Activity #1</b>	The December Calendar
<i>Teacher Notes: Assessments/ Differentiation</i>	Pull up a calendar on the smartboard. Fill in the blanks about the month and days of the week. Ask the students question until they can answer that we are in a new month and it is December. <i>What day is it (today/yesterday/tomorrow)? How many days in the week? How many weeks are in the whole month? Does every month have the same amount of weeks? What about days? How many days is there in the month? Does the calendar look the same in every month? Why not?</i>
<b>Learning Activity #2</b>	Making a Month Calendar
<i>Teacher Notes: Assessments/ Differentiation</i>	Tell the students that we are going to make the month of December using word problems. Explain that word problems are special math problems because they usually are questions that we have to figure out and then that gives the answer. Have the students number there calendar 1-31. Have the students put the days of the week in the correct spot at the top. What are some important dates that we know off the top of our head that we could put on our calendar? Hand out the sheets with word problems to help them put important dates on the calendar. Explain that you are going to give clue about a “special date” in the current month and that they need to use the word problems to figure out this special date. <b>Activity 2.5</b>
<b>Learning Activity #3</b>	Using the Calendar
<i>Teacher Notes: Assessments/ Differentiation</i>	Once students have put the important dates on the calendar, come back together as a class. <i>Let’s use the calendar numbers to count by 2s. Can you count backwards by 2s starting at 30? Can you count forward by 2s starting at 1? Can you count by other skip counting values?</i>
Closure	
<b>How Will I Know Students Learned the Outcomes?</b>	Students will have learned this outcome if they can recognize the cyclical nature of days on a calendar. Students will have learned this outcome if they can count and record numbers from 1 to 31 in order. Students will have learned this outcome if they can use clues provided to find a special date on the calendar
<b>Feedback To Students/ Troubleshooting</b>	If students are having trouble finding the pattern on the calendar, provide them with more than one month of the calendar so they can visual more than one month and see if they can connect to a pattern. If students are having difficulty with using the clues, you could read the clues to them or simplify them more for certain students.
<b>Sponge Activity/Activities</b>	If finished making the calendar early, have students give clues to another student and try and have them figure out what date it is from the calendar.