Sample Grade 2 Math Lesson

CCSS.MATH.CONTENT.2.OA.A.1
Use addition and subtraction within 100 to solve one- and two-step word problems.

Standards for Mathematical Practice

MP1: Make sense of problems and persevere in solving them

MP3: Construct viable arguments and critique the reasoning of others.

The teacher explains that Miguel and Mohamed are grocers. They need help counting the food in their store. Read aloud the word problems in the math book. The teacher explains there are many ways to help Miguel and Mohammed. The teacher asks students what they remember how to do. Some students volunteer they can draw pictures or use their fingers. The teacher shows the students how to use dots and sticks (base-ten) to use addition more efficiently. The teacher has a few volunteers display numbers 52 and 26 with circles/dots (ones) and sticks (tens) on the board. The teacher then models writing the addition problem in vertical and horizontal format. The teacher sets out several sets of manipulatives (cans & boxes, base ten blocks, paper and crayons, and number lines). The teacher invites the students to explain and invent a method to solve the word problems. Then have children practice with a partner and explain their invented method in pairs.

Content Standard(s)	Content Practice(s)	CELP Standard(s)
CCSS.MATH.CONTENT.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems.	Make sense of problems and persevere in solving them- **MP1**	Construct grade appropriate oral and written claims and support them with reasoning and evidence. 2-3.4
English Learners in the classroom and English Language Proficiency Levels	1 level 1 student- Spanish speaker 1 level 3 student- Arabic speaker	
Linguistic Supports	*Description of supports that are particular to the English Learners in your classroom*	
Content Objective: Language objectives	CO: SWBAT invent a method of solving a 2 digit addition word problem. LO: SWBAT explain the strategy they used to solve their problem using drawings, manipulatives, words, phrases or complete sentences.	
Vocabulary needed—include potential cognates	First, then, altogether, tens, ones, hundreds, Sum (sumar in Spanish), addends, place value, regrouped, cans, count (contar in Spanish)	
Constructs/ text structure needed		
Sentence frames in writing and discourse	First I _____. Then I, _____.	
Models of successful written responses	First I added the ones place (2+5=7), and then I added the tens place (10+50=60). Then I added the ones and the tens (60+7). My answer is 67 cans altogether.	
Background knowledge or cultural competence considerations	Muslim student should not be required to work with the opposite gender- religious reasons.	
Visual supports	Drawings/representations of adding tens/ones; manipulatives of ones, tens, hundreds.	
Student-to- Student discourse opportunities	Turn and talk to a partner with sentence frame supports	

Text supports or modifications, alternative texts	Visual supports for reading math word problem.
Native Language support available (in text or in person--peer or teacher)	Have peers explain in native language if possible, or a teacher who speaks the same language clarify the task in native language directions
Student-centered Lesson Delivery and Student Engagement supports (e.g., small group, hands-on activities, manipulatives, inquiry-based activities, etc.)	Manipulatives, mixed language ability, small group
Explicit grammar or vocabulary structures to teach (e.g., word parts (affixes, roots, etc.), word order, use of transitional words, use of pronouns, etc.)	Use of transitional words in math (first, then, altogether)