

### Five-in-a-row

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| <b>Grade: 2nd</b>   |   | <b>Subject: math</b>   |
| <b>Materials: game boards for every student, playing cards for every student, dry erase markers and erasers for every student</b>   |   | <b>Technology Needed: active board</b>   |
| <b>Instructional Strategies:</b><br><ul style="list-style-type: none"> <li>🍏 Direct instruction</li> <li>🍏 Guided practice</li> <li>🍏 Technology integration</li> <li>🍏 Peer teaching/collaboration/cooperative learning</li> <li>🍏 Visuals/Graphic organizers</li> </ul>   |   | <b>Guided Practices and Concrete Application:</b><br><ul style="list-style-type: none"> <li>🍏 Large group activity</li> <li>🍏 Independent activity</li> <li>🍏 Pairing/collaboration</li> <li>🍏 Hands-on</li> <li>🍏 Technology integration</li> </ul>   |
| <b>Standard(s)</b><br><b>2.OA.2 Use mental strategies to fluently add and subtract within 20.</b>   |   | <b>Differentiation</b><br><b>Below Proficiency:</b><br><br><b>Focus on adding within 10</b><br><br><b>Above Proficiency:</b><br><br><b>Add numbers to 20</b><br><br><b>Approaching/Emerging Proficiency:</b><br><br><b>Add numbers with in 20</b><br><br><b>Modalities/Learning Preferences:</b><br><br><b>Audial</b><br><b>Visual</b><br><b>Kinesthetic</b> |
| <b>Objective(s)</b><br><br><b>At the end of the lesson the students will demonstrate their strategies for adding mentally while playing the game “four-in-a-row”</b><br><br><b>Bloom’s Taxonomy Cognitive Level: Understanding</b>  |   |  |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b><br><br><b>Pair students with the people they sit next to, one group of three</b><br><b>Send partners to get and put materials away separately with only 20 seconds to do so</b><br><b>Monitor game by walking around observing</b><br><b>Scout out from desks when standing up quickly</b> |   | <b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b><br><br><b>Active listeners during explanation of rules</b><br><b>Respectful and engaged during game with partner</b><br><b>Actively participate when asked</b>  |
| <b>Minutes</b>  | <b>Procedures</b>   |  |
| <b>1</b>  | <b>Set-up/Prep:</b><br><b>Turn the active board on with the game ready to be displayed</b><br><b>Dry erase markers, erasers, playing cards and game boards set aside but ready to be passed out to students</b>   |  |
| <b>2</b>  | <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.</b><br><br><b>“For our math lesson today we get to play a game that is going to help us become better adders, but before we do that lets practice adding a few numbers.”</b><br><b>“I’m going to write an addition problem on the white board and give you all some time to think about the answer, do not blurt out the answer or tell your neighbor, don’t even write it down, I want you to keep it all in your head. Once I have the math problem on the white board I’m going to give you a few seconds to work on it in your head, stay seated and remember do not blurt the answer out even if you know it right away. After a few seconds I will give an answer to the problem, if also think that is the correct answer to the problem I want you to stand up as safely and quickly as you can. If you do not think that is the correct answer, stay seated.”</b> <ul style="list-style-type: none"> <li>• Give an easy example problem (1+2) and walk through the activity before doing a real problem.</li> <li>• Repeat the activity a few more time to keep students using strategies of addition. Look for students using their fingers to add or counting out loud.</li> </ul> |  |
| <b>5-10</b>   | <b>Explain: (concepts, procedures, vocabulary, etc.)</b><br><br><b>Point out strategies that some of the students used to count. Ask why that helped them to add the numbers together.</b> <ul style="list-style-type: none"> <li>• “Could we use a number line to find the answer?”</li> <li>• “Could we use objects to help us find the answer?”</li> </ul> <b>Tell students if they also used that strategy to add numbers to tap their shoulders meaning “me too”</b><br><b>Explain the rules of five-in-a-row to the students using the active board</b><br><b>First step to the game is to place the deck of cards on the top left corner of the desks, and putting the game board right underneath</b>   |  |

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|   | <p>it</p> <p>Draw four cards and place them in a row right next to the deck</p> <p>After that choose any TWO of the four cards and put them next to each other. Explain that there are many different combinations of cards to choose from. Ask what is another combination of cards we could have used</p> <p>Once we have chosen a combination of cards to add, add them together and look to the game board. Try and find the number that the two cards add to on the game board. If it is not on the board, try a different combination to find a number that is on the game board. Have students give the answer</p> <p>Write down the fact on the white board and explain that they will also be doing this when they play the game except on a piece of paper,</p> <p>After finding the number on the game board, cover it up with a game piece. Only allowed to cover one number per turn, or per four cards.</p> <p>Place the used cards in the discard pile on the right side of the desks/active board</p> <p>Repeat the process another time but this time chose a student who has been very respectful and responsible to come and play with me using the active board</p> <p>Explain that the goal is to get 5 in a row, like in bingo. You can get 5 in a row horizontally, vertically, or diagonally, just like in bingo</p> <p>If at the end of the game the cards don't add up to a number needed, shuffle the deck and try again.</p> |
| 5-10 min  | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Put students in groups of 2 and one group of three to play the game with a partner</p> <p>Remind students of their strategies of adding numbers</p> <p>Also remind them to play the game respectfully and use their inside voices</p>  |
| 1   | <p>Review (wrap up and transition to next activity):</p> <p>Have one partner put away the dry erase marker and the eraser, and the other partner put the game board and the cards away.</p> <p>Mr. Nutting will go around and pick up every groups paper of facts</p> <p>Give 20 seconds to do so and then return back to desks</p>  |
| <p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Partners write down their addition facts they used for their game boards on a piece of paper</p> <p>Consideration for Back-up Plan:</p> <p>Class discussion and observing students adding during the engagement</p>  | <p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>  |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> <li>• The lesson I though went very well. I was worried that the content was not going to come out during my teaching, but I focused on getting students to use their mental strategies, because that was the point of the lesson. When I realized that should be the focus rather than students finding the correct answer, or writing the equation down, then the learning really happened.</li> <li>• I really thought my explanation of the game was good, but I could have used up more time by having a student help me. Or by running through a few more problems. I wanted to focus on strategies of the game as well but I failed to do that. not so much failed I guess, but I just barely touched on it.</li> <li>• One thing that could have gone better is my expectations for students when they worked with partners. I told them who their partners were going to be but I failed to instruct them how to play with their partners. This really would have helped the chaos when I released them to play the game.</li> <li>• If I were to teach the lesson again I would use more visuals. Writing the expectations on the board and also the rules would have been very helpful. I also think music is a great tool to monitor noise, so I would use that as well.</li> <li>• Mr. Conlon observed me on this lesson and he had some great feedback on my lesson, mostly regarding how to manage partner work, how to better assess the students, and also how to add a different challenge to the students who are high flyers. To manage partner work he suggested that I write my expectations on the white board and act out what it should look like with an example student. To better assess students he suggested I take time and look over the mental adding strategies with all of the students. And to challenge the students more he suggested making the game into a competition verses a collaborative game.</li> </ul> |  |

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