

students back on task.

Group Norms:

- Students will behave and act professionally when working with other peers
- Students will be open to listening and discussing with their peers when placed in a partner or group
- Students will learn to collaborate and work well with one another in order to complete the given tasks

Instructional Sequence/Engagement/Activities

Time	Instructional Component (Describe Engagement and Methodological Strategies throughout the sequence) Detailed, step-by-step directions of what the teacher and the students are doing	Rationale
10 min	Introduction/Do Now/Warm-Up (What meaningful activity will students complete as soon as they enter the classroom?) Teacher will use the attention-getters, letting the students know when the signal will be given each day, so that they know when the teacher is calling of them after certain tasks. "One, two, three eyes on me." "Teacher says the bell is ringing begin a problem." "Students use thumbs-up/down in order to signal when they have completed a problem." Teacher will ask students and get to know the vocabulary that they have in regards to the academic vocabulary of the lesson. "Do you know what a word problem is?" "Do you know what a tape diagram is?" "Are you familiar with solving word problems?" The teacher will record the responses that the students give and discuss that with us. The whole board is filled of the class. To demonstrate what the students know up with and somewhere with student signals on the top. Creating a discussion with the student. "I think it means this." "I think it's like this." "I don't understand this."	It is important to set expectations for the students to look for signals, so they know when to redirect the attention back to the teacher. That way students are able to practice learning behaviors. UDL: Multiple Means of Engagement The use of establishing the attention-getters before the lesson sets the tone of behaviors and expectations throughout the lesson. It is important to establish vocabulary before the lesson and getting to know what students are/are not familiar with already. To build on the prior knowledge of the subject in order to get the student ready for terms that may appear later in the lesson.
15 min	Review or Preparation for Lesson (How will students be activated by question? Is there vocabulary that must be introduced/reviewed? Is there prior knowledge that should be engaged? Is there background that students need to complete before the lesson begins?) The teacher after having had a discussion with the students over	It is important for the teacher to ask the students about how familiar they are with the math terms, so that a sense of understanding is

Word Problems Lesson Plan For 2 Grade

Karin Nielsen-Saines



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