**Early Childhood Special Education Lesson Plan**

**Teacher Candidate:** Carmela Laya **Grade Level:** 2nd Grade

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| **Lesson:** Subtraction Story Problem |
| **Unit of Study:** Addition and Subtraction Situations |
| **Goal of Lesson (Common Core State Standards/Division of Early Childhood where appropriate)** |
| Subtraction Word Problems |
| **Objectives:** |
| * SWBAT identify and solve the problem about taking away from something, which is subtraction by recording their solution on paper * SWBAT solve the problem accurately by using different strategies either with manipulatives, number line and/or drawing a picture * SWBAT retell the story and explain what is happening in the problem * SWBAT explain how they solved the problem and strategy used by writing down their reasoning |
| **Pre-Assessment:** Yesterday, students practiced solving addition story problems. Students retold the problem and brainstormed how to solve the problems, and solved it independently. Students practiced using different strategies to solve the problem by using connecting cubes and number line. Students had the option to draw a picture. Students practiced explaining how they solved the problem. Afterwards students discussed the different standard notations used to write an equation, such as the (+ and =) sign. The plus sign shows that another group is being added and the equal sign shows that two things are the same or equal. |
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| **Post-Assessment:** Students will be assessed using a checklist based on student’s work on the “How many cards worksheet?”   1. Did the student identify the problem as subtraction and record their solution on paper? 2. Did the student accurately solve the problem using different strategies available to him/her? 3. Did the student retell the story and explain what is happening on the problem? 4. Did the student explain how they solved the problem and strategy used by writing down their reasoning? |
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| **Materials:** Chart paper, “How many cards?” work sheet, counting cubes, number line, pencil, paper, markers, dry erase boards, dry erase markers, dry eraser |
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| **Use of Technology:** In the future, using the Smart Board in the classroom would be helpful for students visually see the problem. The Smart Board can make the story more interactive with picture visuals. Although there is a Smart Board in the classroom during the lesson students will have stations, and moving in small groups throughout each station. With small groups it is more efficient having more one-to-one attention using chart paper. |
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| **Differentiation:**  *To make it easier:*  1. The problem will be read again to help with students with reading literacy difficulty  2. Students will use white boards to write out the problem by drawing and using connecting cubes to double check their work  3. Students will work with smaller numbers to help understand the concept of taking away  4. Students will work with a partner to solve the problem together and discuss the best solution  5. Student will draw and verbally explain the strategy used to solve the problem using manipulatives or pictures. Students will not be required to write the equation of the problem.  *To make it harder:*  1. Students will receive a challenging story problem sheet mixed with subtraction and addition problems  2. Student must write an appropriate equation for the problem  3. Student will have to explain in complete sentences how they solved the problem |
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| **Seating Configuration/Use of Physical Space:** |
| Students will be moving around during stations, in which the groups are pre-set with students in each group having different learning needs. Students that are familiar and/or understand the story problems will work individually until the small groups regroup to review different strategies used to solve the problem. Students that do not understand will sit next to the teacher to provide more 1:1 instruction and assistance, by guiding the students through the different strategy steps for solving the problem. |
| **Teaching roles and collaboration:** |
| The general education teacher will be working at another station working in small group with students either at another writing, math or word study station. The substitute teacher and teacher assistant will work at another station. Each educator in the classroom will be responsible for 1of the 5 stations during station time, either it be reading, writing, word study and/or overseeing independent work. All teachers will help with transitioning students between stations, and responsible for resetting and remodeling each station activity for each group. Each station group switches every 20 minutes. Teachers in the classroom will help with managing children’s behaviors in each station, and checking other stations to make sure students is on task. |
| **Classroom Management:** |
| To manage the students is quickly having students settling into the stations by getting them to prepare to listen and engage in the instruction. The instructions will be said in clear and a low town voice to avoid interrupting other stations near by. Students will be asked to lower their voices in a low toned voice. I will have students ask questions after I have read the problem. Encourage student volunteers and explain their strategies. To seek appropriate behavior students will do a “thumbs up” if they agree instead of sharing responses. For students with attention seeking behavior will be given a task such as giving out the materials and papers. Off task/escape behaviors will have the instructions and steps repeated to them with either a verbal or visual checklist to keep them focus on the task. Students will be encouraged to share their responses with each other towards the end. Using counting sequence will help to get their attention. |
| **Engagement of students/anticipatory set/Motivation:** |
| The problem will be written on chart paper using colorful and decorative colors. To help get students become motivated, the story problem will be read with enthusiasm. The problem will be connected to prior knowledge and a self-connection will be made. The problem will be modeled using manipulatives and markers to help write the different strategies. |
| **Connection to Previous lesson/Prior Knowledge:** |
| Students already know what addition and subtraction means. Students have experience adding numbers together and that subtraction is taking away. Students know how to write and read questions. Students know standard notation and what the symbols mean. Students know how to use the counting cubes and number line to solve problems. |
| **Lesson Presentation:**  Estimated Time: 20 minutes for each group (Total of 5 groups, 20 minutes each group= 1 ½ hour of station time) |
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| **Guided Practice/Active Involvement/Small group work/Independent Practice:**  Estimated Time: 20 minutes   1. 10 min-“Yesterday, we did story problems about children playing tag and children wanting to join in on the game. Today, I will read a new story problem. Listen carefully and think about what the problem is asking”. In small station groups the teacher will read aloud the problem from the chart paper. After the problem is read students will be given a minute to think about what the problem is asking. The teacher will ask volunteers to retell what is happening in the problem. The teacher will ask students, “Will the answer to this problem to more than 16 or less than 16? Why do you think so? You will have a chance to figure it out individually. (The teacher will show students the worksheet) You can use the counting cubes and/or number line to help you solve the problem. Make sure to remember to check your answer. Be sure to show how you solved the problem. I should be able to follow your work and when others look at your paper they should be able to understand what you did to solve it. ” Students will also solve the problem in the back and write an explanation of how they solved the problem. |
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| **Final Summary/Closure:**  Estimated Time:   1. 10 min-After students have solved the problem individually, 1 or 2 students will share their strategies and the teacher will record them on the chart paper. This is a way for the teacher to model how to record and how students can show their work. The teacher will model using counting cubes and the number line to show how students could have solved the problem. Based on student’s strategies the teacher will ask students if anyone else did the same strategy or did something different? The teacher will briefly model and demonstrate how students would write the equation, after quickly explaining the minus sign. |
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| **Extension:** Students will receive homework in their math workbooks to practice with story problems both addition and subtraction. |
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|  | Did the student identify the problem as subtraction and record their solution on paper? | Did the student accurately solve the problem using different strategies available to him/her? | Did the student retell the story and explain what is happening on the problem? | Did the student explain how they solved the problem and strategy used by writing down their reasoning? |
| 1. Adrian |  |  |  |  |
| 2. Aiden |  |  |  |  |
| 3. Alessia |  |  |  |  |
| 4. Astrid |  |  |  |  |
| 5. Ava |  |  |  |  |
| 6. Cathy |  |  |  |  |
| 7. Hillary |  |  |  |  |
| 8. Hudson |  |  |  |  |
| 9. Isaac |  |  |  |  |
| 10. Isabelle G. |  |  |  |  |
| 11. Isabel J. |  |  |  |  |
| 12. Jeagn-min |  |  |  |  |
| 13. Jacob |  |  |  |  |
| 14. Keenan |  |  |  |  |
| 15. Kuegen |  |  |  |  |
| 16. Luis |  |  |  |  |
| 17. Max |  |  |  |  |
| 18. Maxwell |  |  |  |  |
| 19. Michael |  |  |  |  |
| 20. Reese |  |  |  |  |
| 21. Renzo |  |  |  |  |
| 22. Simon |  |  |  |  |
| 23. Alex |  |  |  |  |
| 24. Tristan |  |  |  |  |
| 25. Teddy |  |  |  |  |
| 26. Sophie |  |  |  |  |
| 27. Lisia |  |  |  |  |

**Assessment Checklist**

**\*\*Worksheet will be from their math curriculum textbook Terc\*\***

Story Word Problem

**“How many cards?”**

Solve the problem. Show your work. Write and equation.

1. Kira had 16 baseball cards. She gave 7 of them away. How many baseball cards did Kira have left?
2. Kira had 26 baseball cards. She gave 7 of them away. How many baseball cards did Kira have left?

Did Problem 1 help solve Problem 2? Explain how.

**SELF-EVALUATION OF SUPERVISED OBSERVATIONS:**

Please look over the Key Areas & Skills Summary Sheet to review the areas that will be evaluated by supervisors during your observations and consider these areas when reflecting upon your performance. The purpose of this evaluation is to help you become more reflective in your practices, and to help you learn how to critically evaluate your performance in order to identify areas of strength and areas that need to be further developed. In addition, this information will be extremely useful for supervision, as your supervisor will be able to provide you with more specific support and guidance in the areas that you feel are in need of further development.

Each candidate is expected to complete this self-evaluation after every supervised observation (including the video). Please keep 1 copy to submit for your portfolio at the end of the semester, and provide a copy to your supervisor.

* **What do you think went particularly well with the lesson/activity?**

The most successful part of my lesson was my execution of explaining the how to d story problems. The students were already familiar with story problems from a previous lesson, and this helped them to learn other strategies to solve the problem. I felt like I addressed all of the learning needs in each station and group, and provided 1:1 assistance for students that needed additional guidance. I felt that I used clear and concise instructions of how to solve the problem, while managing to keep students engaged in the activity. I did a good job feeling out my students needs and making sure that they understood the problem instead of just solving it. I feel that I managed the different behaviors in each group smoothly and professionally. I made sure to cater to all the students, by having students share and valuing students thought process throughout the lesson.

* **Describe 1 or 2 skills that were demonstrated during the lesson that you feel were particular areas of strength for you.**

One skill that was strength was my management of students’ behaviors throughout the lesson. I had a variety of different behaviors that I successfully helped provide guidance. I felt that my management skills was supported by providing a range of differentiation for all students learning needs, as well as being prepared for the different behavioral challenges that occurred throughout my lesson. Another strength was my enthusiasm and making the connection with the students. I tried my best to keep students interested and tried my best to challenge them to think of different ways to solve the problem. I did well managing my time in giving assistance to students that needed the extra help, but also providing additional support for students that quickly solved the problems.

* **What areas or specific skills do you feel you still need to develop or improve upon for future lessons? What skills that were demonstrated during the lesson do you feel are an area of difficulty for you, and an area that you would like to continue to work on during the semester?**

In the future, skills that I need to improve are mastering my instructional skills. Although I felt that I displayed strength in teaching the material, I could continue to improve my execution. I could explain things better and really help challenge students to question, retain and explore different strategies. I need to better manage the entire class as a whole instead of small groups. It would be interesting to see how I can capture students’ attention in a whole group setting while effectively delivering information that students will remember and understand. Other skills I need to improve are managing the behaviors in the classroom. There were moments in my lesson that I did feel overwhelmed with students either not understanding the steps. Other skills I need to improve on are learning how to manage the entire class better. Even though stations focus on students being independent, my main focus was my station groups not the entire class. I need to learn better teaching strategies of how to manage the class as a whole and help with the transitions between stations.

* **Please describe any other thoughts or concerns about your observation:**

My concerns were how I managed specific learning behaviors of students in the classroom. Although my lesson had differentiated materials catered to students in the classroom, I felt that I could have provided more modifications for other learners in the classroom. In the future I would like to explore the options of using different transitional tools for students, and how I could manage my time better.