

Adding and Subtracting Word Problems

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Resources

- Color bins
- Folders with classwork and graded work labels
- Dot markers
- Copy paper

Worksheets- activity sheet, exit slip, rubric

- Monsters on the board
- Pencils in color bin
- A question ball
- Copy paper

Worksheets- enrichment and intervention exit slips

- Mini white boards
- Markers
- addition/subtraction hint sheet for desk

Worksheets- blue and yellow multiple choice “tests”

- Pencils
- Lined paper

Worksheets- ice cream starter, two columned exit slip worksheets

- Mini white board
- Marker
- Blocks
- Pencils
- Memory game

Book- Ten Apples Up on Top

Ashleigh Campbell, 9/14/17, 2nd Grade

Learning Objectives and Goals: Students will be able to review addition and subtraction.

Students will be able to read and comprehend the directions.

Common Core Content Standards:

1. Operations and Algebraic Thinking (2.OA.A.1). Represent and solve problems involving addition and subtraction.
1. Reading: Foundational Skills (RF.2.4) Read with sufficient accuracy and fluency to support comprehension.

Methods: First the students will get to the room and the teacher will be standing outside the door greeting them as they come in. When it's time to start class, the teacher will walk in the door, close the door, then turn around and make sure all the students are sitting in their seats ready to go for class. The teacher will walk in the front of the room where all the students are facing her. The teacher will begin by saying good morning/good afternoon to the students and then following that she will ask them if they know what an addition and a subtraction problem looks like. The teacher says if you know what they look like give me thumbs up. This way the teacher knows who is comfortable with addition and subtraction problems. If a child is hesitant and looks around the room at all the students putting their thumbs up then the teacher knows that this student needs a refresher. Then the teacher will ask if the students can give her an example of an addition problem on the board for the class. Students will raise their hands the teacher will call on someone and they will answer the question (student says $2+2=4$) on the board. The teacher tells the students to clap for the student because they got the answer correct. The teacher then asks if the students can give her an example of a subtraction problem on the board. The students raise their hands and the teacher will call on someone and they will answer the question (student says $3-2=1$) on the board. The teacher tells the class to clap because the student got the correct answer. The teacher goes over to the board and gives the children a visual of what those examples look like. Then as a class we do the problems $3+4$ and $5-2$ as sample questions. The teacher says for the first answer, is it 6 or 7? If you say 6 raise your hand and if you say 7 put your finger on your nose. The teacher says the correct answer is 7. The teacher shows the class

steps on how she/he got the answer on the board using pictures, so they have a visual. Now we do 5-2 as a class. The teacher says if you think the answer is 7 raise your hand and if you think the answer is 3 put your finger on your nose. The correct answer is 3. The teacher shows how he/she got the answer on the board using pictures as a visual. Now that we have done some sample questions let's give it a try on our own now. The teacher walks over to her desk grabbing the assigned worksheet with 5 addition problems and 5 subtraction problems on it, and asks the class to put thumbs up when they think they are ready for the addition/subtraction worksheet and explains not to start because we are reading the directions at the top of the page together. The teacher walks over to every student who has their thumbs up and gives them a paper. Now as a class we read the directions together and the teacher says thumbs up if you understand what you are doing. Once students are ready they may begin. If there happens to be a child with their thumb not up the teacher will sit with them and help them through an addition problem and a subtraction problem on the worksheet until they understand how to do it. After all the students start working on their assignment the teacher will walk around the room and make sure the students are doing the problems right and help them if help is needed. The teacher then says when you are finished flip your paper over and draw a picture on the back using math symbols and different objects you see in the classroom. Once all the students are finished we as a class will go over the problems. The teacher will call on students randomly to answer questions on the board and if the student got it wrong or needs help the teacher will help them figure it out. Once we are done going over the problems together on the board, the teacher will tell the students to put their worksheet in their math folder on the side that says class work that's in their math bin provided for each table. (The tables are broken up in the colors blue, pink, purple, and green.) The students walk over to their color math bin when their color group is called and put their worksheets in the folders with their names on it. While the students go do that and then go sit at their desks, the teacher will be getting the "dot" markers for each child in the room in one of the cabinets in the room. The dot markers are what we are using for part of the performance task. This is so the kids can put a certain number of dots on the paper in the correct spot instead of writing out the numbers. This gives the children a better visual and understanding of how and why they get the answer they do. Once she gets all the markers she will walk around the room and pass them out to all the kids. While she passes them out she explains to the students that they need to keep the markers closed until told they can use them. When the teacher is done passing out the markers she then goes to get copy paper at the front of the room and explains that the class will be using the markers while working on math problems. The teacher passes out the

copy paper to each student and then walks up to the board and writes 2 addition problems and 2 subtraction problems. The teacher goes over a rubric with the class. She tells the students to first use their pencils and write their names at the top left of the paper along with the date at the top right of the paper. The teacher then tells the students to write number 1 on their papers under their names while the teacher does a sample of what the paper should look like on the board. The teacher then walks around the room and looks at all the student's papers to make sure they got the paper right. After she sees that all the student's papers look right she explains to the students that they will take their markers and do the problem on the board. The teacher does an example on the board so the students who need a visual understand the directions (...+..=.....). After the example the teacher tells the students to give thumbs up when they understand what they are doing. The teacher then says that they can open the markers and do the first problem. The teacher walks around the room making sure the students are doing the assignment correctly. After she checks the student's papers she says to write number 2 under number 1 with their pencils and do the next problem. The teacher continues to go around the room and check their papers. She instructs the students to write number 3 and then number 4 under 1 and 2 and do the problems while she walks around the room. The teacher puts a visual on the board, so the students know what their paper should look like when they are finished. Once the students are done with the assignment the teacher tells the students to put their work on the counter in the classroom side by side not on top of each other's papers and to put the markers up. While the students do this the teacher is passing out an exit slip to each of their desks and telling them to do the paper before they line up. The teacher also tells the students to hand her the paper at the door after they get their stuff to go home or to the next class. While the students do the exit slip the teacher waits at the door. The students get up and go to the door and give the teacher the paper as she says get in line so we can leave as a class. The teacher says goodbye to the students as they leave her classroom. Once the students are gone the teacher goes and collects all the papers on the counter and grades them at her desk. Then the teacher grades the exit slips. She records the grades. The teacher then goes and puts the graded work in their math folders in their color bins on the side of the folder that they didn't put anything in yet that is labeled graded.

Materials/Resources: color bins, folders with classwork and graded work labels, dot markers, worksheet, copy paper, exit slip, and a rubric.

Connection to Prior Knowledge: They should already know how to add and subtract from previous grades. Today is a review day to get back into adding and subtracting so we, as a class, can do word problems.

Assessment:

Before: Oral Question

During: Performance Task

After: Exit slip

Special Needs:

Enrichment- do all the steps like we did with the dots (draw the problems out and label the steps)

Intervention- draw out the numbers like we did in activity. (this way they understand how to get to an answer correctly. If they get the wrong answer the teacher can at least see they are headed in the right direction.)

Reflection:

P- The students get up and put their papers in their folders, putting their thumbs up

C- Reviewing addition and subtraction problems

L- Answering the questions I ask

S- The students clap for the child who gets the right answers on the board.

Rubric	decent	Great	fantastic
Correct answers			
Followed directions			

Name:

Date:

Ashleigh Campbell, 10/12/17, 2nd Grade

Learning Goals/Objectives: Students will be able to identify "hint" words for addition word problems. Students will be able to comprehend word problems they read to figure out the correct answer.

Common Core Content Standards:

1) Operations and Algebraic Thinking (2.OA.A.1). Represent and solve problems involving addition and subtraction.

2) Reading: Foundational Skills (RF.2.4) Read with sufficient accuracy and fluency to support comprehension.

Methods: The teacher stands out in the hall greeting all the students who come into her classroom. The teacher tells the students to look at the picture on the board of the silly monsters. The teacher also tells person 1 out of each color table to get one piece of paper (on the paper: problem numbers and for the name they put their color table) from the front of the room for their table and get the little basket of pencils provided for each table. The rest of students put their belongings in their cubbies and observe the silly monsters on the board. Then group member number 1 observes the monsters when they have finished the tasks. Each monster has a different color. There is blue, green, red, orange, mint, and purple monster. The teacher comes in and closes the door. The teacher walks to the middle of the room and asks the students what they think sum is. Some of the kids answer but they get the wrong answer. The teacher says that sum is the answer to an addition problem. The teacher asks the students what they think total means in an addition problem. Some students say what they think it is. The teacher tells the students that total means sum. The teacher asks the students how the word altogether relates to an addition problem. The teacher lets some students give their opinions. Teacher tells the students that altogether means sum. The teacher asks what the students think adding to means in an addition problem. The students give their opinions. Teacher tells the students that adding to means to add to get the sum. The teacher tells the students to make a big circle around the room. Brain-break: students circle up around the room and toss the question ball around the circle. The questions are random. (example: what is your favorite color?) The teacher participates in the brain-break. The teacher tells the students to go back to their seats so she can assign monsters.

Then she walks to the front of the room where the monsters are on the board. She assigns each student at their color tables a monster. Each table seats six kids. After the teacher assigns the kids to a certain monster she tells the kids they will be doing an activity reviewing addition problems. The teacher tells the blue, green, and purple monsters to stand up at their desks. The teacher then asks the students to work together to figure out how many people are standing up at their table. The teacher instructs person number two to write down on the paper how many monsters are standing up next to the number 1. The teacher tells the current monsters to stay standing and she says I want to try adding monsters to the standing monsters. The teacher tells the orange and mint monsters to stand up. The teacher has person number two record how many people just stood up with the other monsters on the sheet after the plus sign in the first problem they already started. The table has to work together to figure out how many people are standing altogether. The teacher then explains that the total monsters standing is the sum of the equation they just did. The teacher has person number 2 record the answer after the equal sign on the first problem. Teacher: "Altogether means?" Students: "Sum!" The teacher walks around the room and checks the student's answers. After the teacher checks the papers she instructs person number 2 to give the paper to person number 3 so they can record the next problem. The teacher tells the mint and red monster to stand up. The table now works together and person number 3 records how many people stood up next to the number 2 on the paper. The teacher tells the blue monster to stand up and for person 3 to record how many people the table thinks stood up to add to the other monsters. The teacher tells the students to work together at the table and for person 3 to record the total they came up with. Then the teacher tells the students to yell out "total means sum" (teacher yells it too). The teacher checks all the answers on the papers. The teacher walks to the middle of the room instead of standing in the front this time. The teacher instructs person number 3 to pass the paper to person number 4 to record. The teacher tells the blue, orange, and purple monsters to stand and for person 4 to record. Then the teacher tells the mint, red, and green monsters to stand up and for person number 4 to record how many monsters stood up and how many monsters there are altogether. The teacher tells the students when I yell add to you yell to get the sum. "Add to" "To get the sum!" The teacher instructs person 4 to pass their paper to person 5 after she checks it. The teacher tells the red monster to stand up. Person 5 records the number of monsters standing. The teacher tells the green, blue, purple, orange, and mint monsters to stand and for person 5 to record the monsters added and the total monsters. Teacher: "What's the total mean?" The students scream sum! The teacher checks the papers and stands near the back tables when she is done. The teacher tells student to pass the paper to person 6. The

teacher tells the purple, mint, and green monsters to stand up. Person 6 records. Then the teacher tells the orange monster to stand and person 6 records the monsters added and the total. Teacher: "what is sum?" Students: "the answer to addition problem!" The teacher checks the papers and then tells person 6 to pass the paper to person 1. The teacher tells the green monster to stand up. Person 1 records. The teacher tells the purple monster to stand up. Person 1 records the added monsters and the total monsters. Teacher: "Total means?" Students: "Sum!" The teacher has person 5 turn in the paper to the turn in tray and put the pencil container back in the front of the room. While they do this the teacher passes out exit slips. On the exit slip there are four addition word problems using the addition hint words we discussed in class.

Materials/Resources: monsters on the board (blue, green, mint, orange, red, purple), paper (with problem # and group color for name), pencils in table color container, and question ball (questions are written on the ball so whatever question the child sees first is what they answer.)

Connection to Prior Knowledge: they know how to add from day 1 and the previous year, but addition hint words are new information.

Assessment:

Before- Questioning

During- Project Based Learning

After- Exit Slip

Special Needs of Students:

Enrichment: harder exit slip questions (they do the steps on their own for each problem.)

Intervention: easier exit slip questions (each problem has the steps somewhat in front of them.

$_ + _ = _$)

Reflection:

Physical: Brain-break

Cognitive: Reviewing addition problems while doing monster activity

Language: students answer the questions about addition hint words in the beginning of the lesson.

Social Emotional: students work together during the addition problem/ hint word activity.

This lesson is appropriate by having an age appropriate activity and it goes over the content needed to be learned for their age.

Rubric for Monster Activity

	Decent	Great	Fantastic
Correct answers			
Followed Directions			
Collaborated with each other			

Group Color:

Exit Slip *

1) Sally has 2 apples. Jane gave Sally 3 more apples. How many apples does Sally have total?

$$_ + _ = _$$

2) Kevin has 4 pencils for school. Jane has 3 pencils for school. How many pencils did they both have altogether?

$$_ + _ = _$$

3) Jane has 2 fruit snacks. Kevin has 3 fruit snacks. Sally has 4 fruit snacks. What is the sum?

$$_ + _ + _ = _$$

4) If Sally had 1 taco for lunch and Kevin adds to her taco by giving her 1 more taco, how many tacos does Sally have?

$$_ + _ = _$$

Exit Slip**

1) Sally has 6 apples. Jane gave Sally 4 more apples. How many apples does Sally have total?

2) Kevin has 10 pencils for school. Jane has 5 pencils for school. How many pencils did they both have altogether?

3) Jane has 6 fruit snacks. Kevin has 5 fruit snacks. Sally has 4 fruit snacks. What is the sum?

4) If Sally had 5 tacos for lunch and Kevin adds to her 5 tacos by giving her 3 more tacos, how many tacos does Sally have?

Ashleigh Campbell, 10/19/17, 2nd Grade

Learning Goals/Objectives: Students will be able to identify “hint” words for subtraction word problems. Students will be able to read a word problem and comprehend it well so he/she can get to the correct answer.

Common Core Content Standards: Operations and Algebraic Thinking (2.OA.A.1). Represent and solve problems involving addition and subtraction. Reading: Foundational skills (RF.2.4) Read with sufficient accuracy and fluency to support comprehension.

Methods: The teacher will stand outside the door greeting students as they come in the class. The teacher tells the students to put their things away and sit at their desks and tell the people at their tables what they did for fun yesterday until class begins. Once class has begun, the teacher comes inside, closes the door, and asks a child to tell the class about their fun activity yesterday. The teacher walks to the front of the room while listening to the student. When the student finishes the teacher tells the class to do a “snap, snap, clap” for that child. The teacher now moves to the middle of the room asking the children, “What are some of the hint words we went over yesterday?” The teacher waits 5 seconds before she calls on a student. After 5 seconds of waiting the teacher calls on Sam. Sam says that one of the hint words the class went over yesterday was “adding to”. The teacher asks the class if they agree with Sam and they all agreed. The teacher asks for a “snap, snap, clap” from the students to congratulate Sam. The teacher then asks the class for some more hint words. The teacher waits 5 seconds and notices that no one was raising their hands so she asked the class, “What is the answer to an addition problem?” The teacher saw light bulbs go on all around the room. Hands raised one after the other. The teacher called on Sally and she said the answer to the question is sum. The teacher asked the rest of the class if they agreed and they did. The teacher asked for another “snap, snap, clap” from the students. The teacher asked if anyone knows the last two we went over. The teacher waited 5 seconds and then called on Jenny to answer. Jenny said that the last two hint words were total and altogether. The teacher was very pleased and told the class to give Jenny two “snap, snap, clap” because she answered two correctly. After the teacher questions the class over yesterday's work the teacher

has the students stand up and stretch with her. The teacher has them reach to the sky as high as they can. Then she has the students wiggle their fingers and toes. After wiggling their toes and fingers, the teacher tells them to scrunch up their face (mad face) and then raise their eyebrows and make a surprised face (happy face). The teacher tells the students to wiggle their fingers and toes while stretching up to the sky and making faces. Then the teacher says, "Okay, now that we have our blood circulating and we had a good laugh we can begin our activity." The teacher asks Megan to give her a number between 1 and 8. Megan gives the teacher the number 5. The teacher draws 5 circles on the board. Then the teacher calls on Travis and asks him to give her a different number that is smaller than 5. Travis gives her the number 3. The teacher takes the marker and crosses out 3 circles out of the 5. Then the teacher asks the class to think about how many circles are left, but don't say it outloud. "When you get the answer look at me." The teacher waited about 5 seconds and then called on Rachel. Rachel said there is 2 circles left. The teacher asked the class if they agreed and they did. The teacher says, "I need a volunteer." Student's hands shot up and the teacher picked Alex. Alex came up to the front of the room and the teacher gave him the marker. The teacher whispers in his ear telling him to draw 4 circles on the board and then ask the class how many circles there are. So Alex drew the 4 circles and asked the students how many circles are on the board. Alex called on Susie and she answered 4. The teacher told Alex to have a seat at his desk. The teacher picked Charlie to come up next. She gave the marker to Charlie and whispered in Charlie's ear to cross out 1 circle and ask the class how many circles she has left. Charlie did what the teacher had asked and she called on Billy. Billy said that there are 3 circles left. The teacher asked if the students agreed and they did. The teacher asks the students to come pick up a whiteboard and a marker at the front of the room while the teacher erases the board. As the students start to sit back down the teacher projects a sentence on the board in the front of the room that says, "Jenny has 5 oranges. Alex asks Jenny if he can have 2 of her oranges. After Jenny gives away 2 of her oranges, how many oranges are left?" The teacher asks the students how many oranges Jenny has in the beginning. The children say 5. The teacher instructs the students to draw 5 oranges on their boards and hold them up when they are finished. The teacher checks them. Then the teacher asks how many oranges Jenny gives to Alex. The students said 2. The teacher instructs the students to "take away" 2 oranges by crossing them out. Then the teacher tells the students to raise their boards. The teacher checks. The teacher notices the students got the breakdown with the numbers in the word problems. The teacher walks over to her desk and grabs two different color papers while she tells the students to put the whiteboards and markers away. The blue paper is for enrichment kids and

the yellow paper is for the intervention kids. The teacher passes them out to the correct children. Everyone's numbers are different so they don't catch on to what the teacher is doing. The blue paper uses bigger numbers (Sally has 10 oranges and gives away 5 how many oranges does she have left?) while the yellow uses smaller numbers (Sally has 5 oranges and gives away 3 how many oranges does she have left?). The children with the blue sheet must show all the steps to getting the right answer so they understand how and why they got the answer they did. The children with the yellow sheet have to do the same steps so they can show the teacher they are moving in the right direction, even if they get the wrong answer.) Each paper has 3 problems on it. The teacher instructs the students to keep the papers flipped over until they can begin doing the problems. The teacher writes "take away", "give away", difference, "take apart", and "have left" on the board. The teacher labels them subtraction hint words. The teacher tells the students if you have any of these words or phrases in your word problem it means to subtract. The teacher comes around with a little cut out piece of paper and tapes one to each of the student's desk so they have a visual of the words in front of them as well. The teacher tells the students they can flip the paper over and start the problems. The teacher also says if you need help raise your hand. When the students are finished with the paper the teacher tells person number 5 at each table to turn in the table's papers in the turn in tray. While the students do that the teacher comes around the room and tapes another cut out paper to their desks. The teacher explains that these words and phrases are the addition hint words we learned yesterday and that we went over in the beginning of class. The teacher goes over all the words (addition and subtraction) with the class, then asks the students if they understand the words. The teacher says good after all the students say yes. The teacher passes out a multiple choice "test" to all the students. The teacher tells the students that they have the rest of the class to take this test. The teacher tells them if they have questions to raise their hands. The teacher also informs the students that this test has a bonus question and to read the word problems carefully. The teacher tells the students to draw pictures to help solve the word problems. "When you are finished with your test flip it over and practice making and answering word problems on your own. They can be addition or subtraction." The teacher says begin. As the students take the test the teacher walks to the board and writes down the directions so the children have a visual of everything he/she just said. The multiple choice test goes over subtraction word problems. There is only 5 questions on each test. The fifth question is a bonus question and it is an addition word problem. This test isn't a real "test", this is just to see if the kids know the material they have been learning. When all the students are

finished the teacher collects the “test” and has the kids get their things and line up at the door to switch classes or go home.

Materials: Whiteboards, markers, addition/subtraction hint word mini sheet (taped on desks), blue and yellow worksheets, multiple choice “test”

Connections to Prior Knowledge: addition hint words from the previous day, they already know how to subtract from previous grade, subtraction hint words are new.

Assessment:

Before- questioning

During- whiteboard activity/worksheet

After- multiple choice test

Special Needs: blue worksheet in for enrichment kids (the children have to go in depth by showing me why they got the answer they did using steps), yellow paper is for intervention kids (the children have to be moving in the right direction when showing me the steps they took to get to the correct answer. If they didn't get the right answer but did the work correct I will know they understand the concept).

Reflection:

P- brain break stretching with the teacher.

C- the whiteboard activity/when the teacher called on students to write what she whispered.

L- answering the questions I asked in the beginning of class.

S- “Snap, snap, clap” for students who got answers correct.

Name:

Date:

Multiple Choice Test- Subtraction Word Problems (BLUE)

Directions: Show all your work in the space provided. Be sure to label all the steps used to get your answer. Make sure you CIRCLE your answer.

Sally has 10 oranges and she gives away 5, how many oranges does she have left?

Jenn has 8 pencils and gives Susan 3, how many pencils does she have left?

Tom has 10 pencils and Jenn has 8 pencils. What is the difference?

Billy has 11 toy cars. He got in trouble so his mom took away his 5 favorite cars. How many cars does Billy have left to play with and share with his friends?

Josh has 12 apples and Stephanie has 12 apples. How many apples do they have altogether?

Name:

Date:

Multiple Choice Test- Subtraction Word Problems (YELLOW)

Directions: Show all your work in the space provided. Be sure to label all the steps used to get your answer. Make sure to CIRCLE your answer.

Sally has 5 oranges and gives away 3, how many oranges does she have left?

Jenn has 4 pencils and gives Susan 2, how many oranges does she have left?

Tom has 7 pencils and Jenn has 5 pencils. What is the difference?

Billy has 9 toy cars. He got in trouble so his mom took away his 5 favorite cars. How many cars does Billy have left to play with and share with his friends?

Josh has 6 apples and Stephanie has 5 apples. How many apples do they have altogether?

Ashleigh Campbell, 10-25-17, 2nd Grade

Learning Goals/Objectives:

1. Students will be able to identify "hint" words to determine if they should add or subtract in a word problem.
1. Students will be able to comprehend the word problems well to get the correct answer.

Common Core Content Standards: Operations and Algebraic Thinking (2.OA.A.1). Represent and solve problems involving addition and subtraction. Reading: Foundational Skills (RF.2.4) Read with sufficient accuracy and fluency to support comprehension.

Methods: Teacher stands outside of the room greeting students as they come in her classroom. She tells the students to go in the classroom, put their things away, and sit and talk to their "neighbor" about their favorite ice cream. When it is time to begin class, the teacher comes in and closes the door. She walks to the center of the room and asks the students to yell out their favorite ice cream on three. The teacher counts to three and all the students shout their favorite ice cream (so does the teacher). The teacher tells the students she had them do that because she has an ice cream starter for them. She passes out a sheet of paper that has an ice cream cone on it. At the top of the page is the word problem and the children must show their work by adding what the word problem says to the ice cream cone and adding it all up in the end in the form of an addition problem. The teacher tells the students that this is their starter for the day. After the children do their starter the teacher has them put their starter in the turn in tray. The teacher has the students come up and get a piece of lined paper at the front of the room. The teacher instructs person 3 to get the pencil container for their table to use. After the children are seated the teacher explains that they will be doing a class/group activity. The teacher tells the students that they will be writing their own word problems. Each child must write four-word problems, two addition and two subtraction. The teacher writes a sample word problem on the board. The students were also told by the teacher that they have their taped addition and subtraction hint words on their desks. The teacher lets the students work on their word problems while walking around the room and helping the students. The teacher checks over their word problems to make sure they make

sense and have some of the hint words in them. After the teacher has checked every student's paper she tells the class to stand up with your lined paper and a pencil. The teacher also tells the students they will put one hand up in the air and walk around the room to find a partner. The students will high five their partner and they will both do each other's first problems on their partners paper. The teacher tells the students they must put their names on the problem they did so the teacher knows who did which problem. After the partners are done in each group the teacher tells the students to say thank you to their partner and go high five someone else and do their second problem. The teacher says they must put their names on the paper again so they are reminded. After they are finished the teacher tells the students to thank their partner and go high five another person in the room to do the third problem. The teacher reminds them to put their names on the problem they are doing. After the students are done with the third problem the students thank each other and high five the last partner. The teacher tells the students to put their names on the problem. The students do problem four on their partners lined paper. When they are finished they say thank you and the teacher instructs them to turn in their papers in the turn in tray. The teacher has the students go back to their seats while she passes out a two-columned exit slip. She goes around and covers up the mini addition and subtraction hint words with black construction paper taped over it. She explains to the class that they will be writing the hint words under the appropriate column. On the back of the worksheet there is a word problem with different numbers on them so every student's paper is different. For intervention kids they will have a regular word problem and for enrichment kids they will try a multistep word problem. When they are finished they will turn it in to the turn in tray. The teacher has person number 4 go put the groups pencils up. Then all the students get packed up to leave. The teacher stands by the door and tells the students to line up in a straight line so they can go home/go to a different room. Materials: starter, pencils, a sheet of paper (lined), two-columned exit slip

Connection to Prior Knowledge: everything we learned over the course of the week.

Assessment:

Before- ice-cream starter

During- cooperative learning

After- two-columned exit slip

Special Needs of Students:

Intervention- On the exit slip they will have a regular word problem, but to push them I will not set up the addition equation they will have to write it themselves. They also have bigger numbers than they are used to in a word problem.

Enrichment- Since they have been using big numbers in their word problems, I want them to get out of their comfort zone and try a multi step word problem.

Reflection:

P- students walking around the room high fiving each other, turning in their work, picking up the lined paper and getting/putting the pencils away.

C- the students making their own word problems.

L- the students yelling their favorite ice cream and saying thank you to their partners

S- The students working in partners to switch their papers and do the other student's problem they creating

Name:

Date:

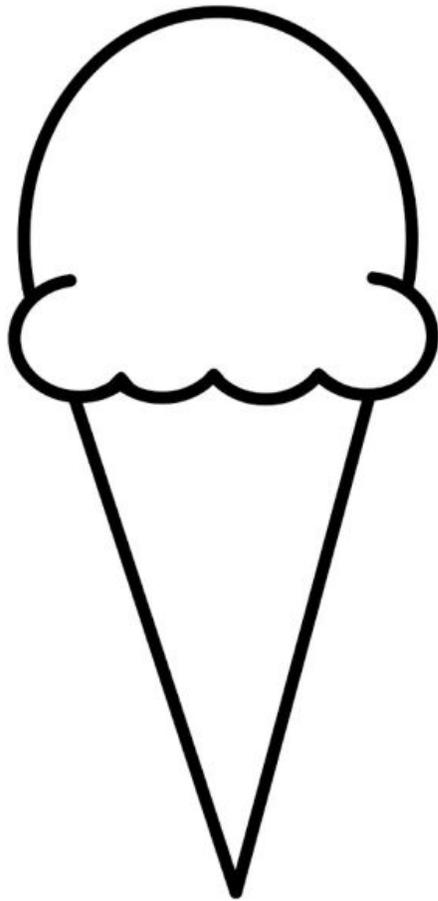
Ice Cream Starter

Directions: On the ice cream cone provided, draw out all the ingredients Cody wants on his ice cream cone. After drawing the ingredients on the ice cream cone, set up an equation to show how this answer would look mathematically. (Look at the hint)

Word Problem:

Cody got an ice cream cone. He wants to add 10 sprinkles, 2 cherries, 1 gummy worm, and 6 chocolate chips. How many ingredients will Cody have on his ice cream cone?

(hint: $_ + _ + _ + _ = _$)



Name:

Date:

Two-Columned Exit Slip

Subtraction	Addition
1.	1.
2.	2.
3.	3.
4.	4.
5.	

Word Problem:

Max has 7 dogs, 3 cats, 1 parrot, 4 fish, and 2 turtles. How many pets does Max have altogether?

Name:

Date:

Two-Columned Exit Slip

Subtraction	Addition
1.	1.
2.	2.
3.	3.
4.	4.
5.	

Word Problem:

Jim has 12 pairs of shoes. Jim just bought 6 more pairs of shoes. How many shoes does Jim have altogether?

Ashleigh Campbell, 11/2/17, 2nd Grade

Learning Goals/Objectives: Students will be able to complete each station by using the "hint" words they have learned and going through steps to get to each answer. Students will be able to comprehend the vocabulary in the word problems so they understand what the problem is informing them to do and they are able to create their own word problem based off of books they read.

Common Core Content Standards: Operations and Algebraic Thinking (2.OA.A.1). Represent and solve problems involving addition and subtraction. Reading: Foundational skills (RF.2.4) Read with sufficient accuracy and fluency to support comprehension.

Methods: The teacher stands outside the classroom and greets the students as they come in. When it's time for class to begin the teacher walks to the front of the room and begins explaining that the students will be doing stations today in class. The teacher explains that there is paper and pencils provided at the stations that need them. The teacher puts the children into groups based on intervention and enrichment students. Each group has 6 students in it. (The groups are different than their table groups). The teacher names off who is in group one and explains that they are the creation station. The teacher explains that the creation station is where you will be creating a real-life story. The topic is: Your mom gives you \$15 for doing all your chores. You want to go to the store and spend your money. Create a word problem on all the things you can buy with your \$15. The teacher tells the students to put their name on the paper and turn it into the turn in tray. Next the teacher assigns 6 students to station 2. She explains that station 2 is a partner station where the kids will pair up and play a memory game based on the content. The children must match the word problem to the answer. The teacher picks 6 more students for station 3. She explains that station 3 is the students reading the book "Ten Apples Up on Top" and the students must write a word problem based off of the book they just read. The students can read the book together, but they have to make their own word problem. The teacher tells the students to put their name on the paper they did their word problem on and turn it into the turn in tray. Finally, the teacher groups the last students together and explains that they are going to be doing an interview with the teacher. The teacher will provide a word problem for each student who comes up to her desk. The teacher will provide blocks, a marker, and a dry erase board. The

students must show the teacher the steps they take to get to the answer with the provided materials. The students must also talk through the steps so the teacher can hear what they are thinking out loud. The intervention groups will be given different word problems. The word problems will have some higher numbers and less complex vocabulary. All of the enrichment students will have different problems as well. The only difference the enrichment students have is more complex vocabulary. They will have higher numbers just like the intervention kids. Every child does the problems the same way, they just have different numbers and words. The children will have to be able to comprehend the vocabulary well so they are able to do the problem. After the teacher explains what the students are doing at each station the students begin working. The teacher also tells the students that she will tell them when they can switch stations. After all the students have gone through each station, the teacher tells the students to get ready to go home/to a different classroom.

Materials: Dry erase board, marker, blocks, paper, pencils, memory game, and "Ten Apples Up on Top" book by Theo. LeSeig.

Connection to Prior Knowledge: everything we learned throughout the week. (hint words, how to do a word problem, how to add and subtract (reviewed), and how to comprehend word problems.)

Assessments:

4 Stations

Special Needs:

Intervention- When being interviewed by the teacher, the students will have less complex vocabulary in their word problems. (will have higher numbers)

Enrichment- When being interviewed by the teacher, the students will get a more complex vocabulary in their word problems. (will have higher numbers)

Reflection:

P- Moving from station to station.

C- The students creating their own real-life story for a word problem activity.

L- The students talking through the steps to the teacher.

S- the students work with their partner while playing memory.