Morning Meeting – Greeting (Week 6)

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| Subject | Teacher | date | time / period |
| Morning Meeting | Dana Ewing | 2/22 – 2/25 | 8:45 – 8:55 |

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| standards | 16.2 K.A - Interact with peers and adults in a socially acceptable manner.  CC.2.2.K.A.1 - Extend the concepts of putting together and taking apart to add and subtract within 10. |
| outcomes/  objectives | Given a foam die, TSWBAT verbally subtract from 10 in at least 13 out of 16 trials. |
| methods | 1. Have the students stand in their circle, and choose one student to roll the die in the middle of the circle. 2. The student will say the number out loud and then repeat the number sentence, “10 - \_\_\_\_\_ = \_\_\_\_\_\_\_\_,” filling in his/her number and the answer. 3. Scaffold using a mini whiteboard to draw 5-groups as necessary. 4. The correct answer becomes the number of students that the person must count around the circle to greet the next friend. 5. That student rolls the die, and the game continues until everyone has been greeted. |
| MATERIALS | Foam dice, mini whiteboard, and a marker |
| Differentiation | I will have a mini whiteboard for more visual learners, and we can count the dots on the die as necessary to facilitate visual and kinesthetic learners. The activity already incorporates movement for restless learners. |
| asssessment | Formative – question/answer  Summative - none |
| What did you add to the lesson to make it your own? | The students have rolled dice to add two numbers together, but I added in the subtraction component since they have now studied subtraction for over a week. This way, I can assess their comfort levels with this skill. |

Reflection

Were the students on-task and engaged in the lesson?

Can the students subtract a certain number from 10?

How much scaffolding was necessary, and for whom?

Was my pacing good?

Did I establish clear boundaries for behavior?

What would I do differently?