Week 1

Objective: Review: Weeks 1 - 13

Overview:

- Monday: Review borrowing. Work on Pgs. 98-100.
- Tuesday: Work on Pgs. 101-102.
- Wednesday: Review. Choose one or two concepts from quiz 2 and go over it with the students.
- Thursday: Give all students Math 2 Test.

Materials:

- Math 2 Textbook, Pg. 98-102; selected review pages (see instructions for your day above).

Key Vocabulary

- zero
- Subtract, equals, minus

Lesson

Warm-Up (15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas.
- Pre-teach some of the key vocabulary using examples on the board.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. Use props as needed. Instruct off pages in Math 2 Textbook as necessary to highlight concepts before having students practice similar worksheets on their own.

- Teach as much language as possible while demonstrating concepts.
- Teach students how to "read" math problems: 25 - 5 = 20 ("ten plus forty equals fifty"). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

Suggested Group Activities:

- Number Line: Make a number line on the board. Demonstrate a subtraction problem using this number line.
- Count and add objects/things in the classroom or in real life as much as possible.
- Have a student try to teach you and the class what you just taught them

- Review: Pass out slips of paper with words names written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
- Review: Pass out cards with numerals on them and with corresponding word names on them. Have students find their match and present their number to the class.
- Sequencing: pass out numbers to students. Have students line up in order and then read their number to the class.
- Write several problems on the board and have students come up front and solve them.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
- ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Note in the rubrics student progress, and whether students should progress onto next Math level.

Week 2

Objectives: Writing, Counting and Spelling: Numbers 1 - 30

Overview:

- Monday: Get to know each other; review numbers, writing numerals and words. (Pg. 1-2). If a break from spelling is needed, review simple addition problems on the board as a class.
- Tuesday: Get to know each other; review spelling and saying 1-20, practice writing numerals and words for 21-26. (Pg. 3-4). Choose a simple addition worksheet to break up spelling activities.
- Wednesday: Review spelling and saying 1-25, practice writing numerals and words for 25-30. Pg. 5-6. Choose a simple addition worksheet to break up spelling activities, or play a flyswatting game (write numerals or words on the board).
- Thursday: Review spelling and saying 1-30, practice writing numerals and words for 25-30. Pg. 7-9. Choose a simple addition worksheet to break up spelling activities, or play a flyswatting game (write numerals or words on the board). Pass out Pg. 10-11 to those who finished worksheets early.

Materials:

- Math 2 Textbook, Pg. 1-11.
- Math 2 Review Bucket – Simple Addition Worksheets. See instructions above.
- Number flashcards with words/numerals, as needed.

Key Vocabulary

- Words for number 1-30
- Add, equals, plus

Lesson

Warm-Up (15 min)

Suggested Activities:

- Name introductions. Start by introducing yourself (My name is….) and then ask each student: "What is your name?".
- Write numbers 1-30 on the board. Ask students to line up and each write a numeral. Have them rejoin the line and repeat until all numbers are written on the board.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Write number vocabulary on the board. If needed, demonstrate how to shape letters. Help students learn pronunciation and then quiz them.

- Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the numeral 5, repeat "five" as much as possible, and give students a chance to repeat after you.

- Teach students how to "read" math problems: 5+5=10 ("five plus five equals ten"). Give them a chance to try reading the problems with minimal assistance—allow wait time.
- Give periodic pop quizzes on spelling word names.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.

Suggested Group Activities (adjust according to objectives and level taught):

- Pass out slips of paper with number words written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
- Write several problems on the board and have students come up front and solve them.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have a student try to teach you and the class what you just taught them
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
- Sequencing: pass out numbers to students. Have students line up in order.
- Counting: pass out foam blocks and have students count them out loud in English.
- ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

<u>Individual Practice: (15-30 min)</u>

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Note students' progress or barriers in teacher notes.

Week 3

Objectives: Place Value: "Tens" and "Ones" / Adding Numbers 1 – 30

Overview:

- Monday: Pg. 12-13. Teach students the word "Count." Use foam blocks to demonstrate "tens" and "ones."
- Tuesday: Pg. 14-15. Pass out foam blocks for students to use while adding. For variety, advanced students can work on a simple addition worksheet from Review Bucket.
- Wednesday: Pg. 16-17. Teach students the word "Count." Pass out foam blocks for students to use while adding. For variety, advanced students can work on a simple addition worksheet from Review Bucket.
- Thursday: Review number names 1-30 using Pgs. 1-13. Review "tens" and "ones" using foam blocks and Pgs. 12-17.

Materials:

- Math 2 Textbook, Pg. 12-17.
- Math 2 Review Bucket – Simple Addition Worksheets. See instructions above.
- Foam blocks and other manipulatives, as needed.
- Flashcards with number names (one, two, three) for 1-30 (use index cards).
- Magnets.

Key Vocabulary

- Words for number 1-30
- Add, equals, plus
- Place value
- Tens, ones
- Count

Lesson

Warm-Up (15 min)

Suggested Activities:

- Review number names on the board together as a class.
- Pass out flashcards with number names 1-30 and have class organize them in order on the table, on the board, or on the floor.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** "Tens" and "ones." Use foam blocks as necessary, or draw shapes on the board.

- Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the numeral 5, repeat "five" as much as possible, and give students a chance to repeat after you. When demonstrating "tens" hold up a block of ten and repeat.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.

Suggested Group Activities (adjust according to objectives and level taught):

- Pass out slips of paper with number words written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
- Write several problems on the board and have students come up front and solve them.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have a student try to teach you and the class what you just taught them
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
- Sequencing: pass out numbers to students. Have students line up in order.
- Counting: pass out foam blocks and have students count them out loud in English.
- ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Note students' progress or barriers in teacher notes.

Week 4

Writing, Counting and Spelling: Numbers 31 - 69

Objectives:

- Monday: Pg. 18-20. Work on learning to spell 30-49. If a break from spelling is needed, review simple addition problems on the board as a class.
- Tuesday: Pg. 21-23. Work on learning to spell 30-49. For students who finish early, pass out additional simple addition practice problems.
- Wednesday: Pg. 24-25. Work on learning to spell 30-59. For students who finish early, pass out additional simple addition practice problems.
- Thursday: Pg. 26-29. Work on learning to spell 30-59. and review 30-69. Review all numbers through 69.

Materials:

- Math 2 Textbook, Pg. 18-29.
- Math 2 Review Bucket – Simple Addition Worksheets. See instructions above.
- Foam blocks and other manipulatives, as needed.
- Flashcards with number names (one, two, three) and numerals for 30-69 (check which numbers you need for your day and write on index cards). *Teachers Mon-Wed: keep together for teachers later in the week to use.*
- Magnets.

Key Vocabulary

- Words for number 1-69
- Add, equals, plus

Lesson

Warm-Up (15 min)

Suggested Activities:

- Review number names on the board together as a class.
- Review counting "tens" and "ones" using foam blocks, or draw a problem on the board for students to solve (modeled after problems on Pg. 14).
- Pass out flashcards with number names 1-30 and have class organize them in order on the table, on the board, or on the floor.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Write number vocabulary on the board. If needed, demonstrate how to shape letters. Help students learn pronunciation and then quiz them.

- Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the numeral 5, repeat "five" as much as possible, and give students a chance to repeat after you. When demonstrating "tens" hold up a block of ten and repeat.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.

Suggested Group Activities (adjust according to objectives and level taught):

- Pass out slips of paper with number words written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
- Write simple problems on the board and have students "read" them out loud (30+30=) without solving.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have a student try to teach you and the class what you just taught them
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
- Sequencing: pass out numbers to students. Have students line up in order.
- Counting: pass out foam blocks and have students count them out loud in English.
- ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Note students' progress or barriers in teacher notes.

Week 5

Objective: Writing, Counting and Spelling: Numbers 70 – 99

Overview:

- Monday: Pg. 30-33. Work on learning to spell 80-89. If a break from spelling is needed, review simple addition problems on the board as a class.
- Tuesday: Pg. 35-36. Review "tens" and "ones." Use foam blocks. For students who finish early, pass out additional simple addition practice problems.
- Wednesday: Pg. 37-38. Work on learning to spell 90-99. If a break from spelling is needed, review simple addition problems on the board as a class.
- Thursday: Pg. 39-40. Learn 90-99. Review spelling numbers 1-99.

Materials:

- Math 2 Textbook, Pg. 30-40.
- Math 2 Review Bucket – Simple Addition Worksheets. See instructions above.
- Foam blocks and other manipulatives, as needed.
- Flashcards with number names (one, two, three) and numerals for 70-99 (check which numbers you are teaching and write them on index cards). *Teachers Mon-Wed: keep together for teachers later in the week to use.*
- Magnets.

Key Vocabulary

- Words for number 70-99.
- Add, equals, plus

Lesson

Warm-Up (15 min)

Suggested Activities:

- Review number names on the board together as a class.
- Review counting "tens" and "ones" using foam blocks, or draw a problem on the board for students to solve (modeled after problems on Pg. 14).
- Pass out flashcards with number names 1-30 (or higher) and have class organize them in order on the table, on the board, or on the floor.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Write number vocabulary on the board. If needed, demonstrate how to shape letters. Help students learn pronunciation and then quiz them.

- Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the numeral 5, repeat "five" as much as possible, and give students a chance to repeat after you. When demonstrating "tens" hold up a block of ten and repeat.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.

Suggested Group Activities (adjust according to objectives and level taught):

- Pass out slips of paper with words names written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
- Pass out cards with numerals on them and with corresponding word names on them. Have students find their match and present their number to the class.
- Sequencing: pass out numbers to students. Have students line up in order and then read their number to the class.
- Write simple problems on the board and have students "read" them out loud (30+30=) without solving.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have a student try to teach you and the class what you just taught them
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
- Sequencing: pass out numbers to students. Have students line up in order.
- Counting: pass out foam blocks and have students count them out loud in English.
- ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

<u>Individual Practice: (15-30 min)</u>

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Note students' progress or barriers in teacher notes.

Week 6

Objective: Writing, Counting and Spelling: 100+ / Place Value: "Hundreds"

Overview:

- Monday: Practice counting 100s. Pg. 41-42. If a break from spelling is needed, review simple addition or subtraction problems on the board as a class.
- Tuesday: Review and practice counting 100s. Pg. 43-44.
- Wednesday: Review and practice counting 100s. Pg. 45-46. If a break from spelling is needed, review simple addition or subtraction problems on the board as a class, or pass out simple addition problems worksheets to break up counting worksheets.
- Thursday: Review counting, using Pgs. 41-47. Play the flyswatting game with hundreds on the board to review. Use flashcards with numbers written on them in an activity for review (See below for ideas).

Materials:

- Math 2 Textbook, Pg. 41-47.
- Flashcards with hundreds examples (100, 200, 300, etc. – check which numbers you are teaching and write them on index cards). *Teachers Mon-Wed: keep together for teachers later in the week to use.*
- Foam blocks and other manipulatives, as needed.

Key Vocabulary

- Hundreds
- Add, plus, equals

Lesson

Warm-Up (15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas.
- Pre-teach some of the key vocabulary using examples on the board.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. Use props as needed. Instruct off pages in Math 2 Textbook as necessary to highlight concepts before having students practice similar worksheets on their own.

- Teach as much language as possible while demonstrating concepts.
- Teach students how to "read" math problems: 471 = "four hundred seventy-one." Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

Suggested Group Activities:

- Count objects/things in the classroom or in real life as much as possible.
    - Pass out slips of paper with words names written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
    - Pass out cards with numerals on them and with corresponding word names on them. Have students find their match and present their number to the class.
    - Sequencing: pass out numbers to students. Have students line up in order and then read their number to the class.
    - Write several problems on the board and have students come up front and solve them.
    - Have everyone use manipulatives at the same time and walk around to check that they are correct.
    - Have a student try to teach you and the class what you just taught them
    - Fill out a simple addition table together (you can create one on the board)
    - Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
    - Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
    - Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
    - ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

<u>Individual Practice: (15-30 min)</u>

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Note students' progress or barriers in teacher notes.

Week 7

Objective: Making Comparisons: "Greater Than" and "Less Than" /
Individualized Review: Weeks 1 - 6

Overview:

- Monday: Review concepts from pages 1-47 in preparation for Quiz 1.
- Tuesday: Continue to review concepts from pages 1-47 in preparation for Quiz 1. Pass out Quiz 1.
- Wednesday: Introduce comparisons. Work on Pg. 48-49. Pass out Quiz 1 to students who have not taken it.
- Thursday: Review comparisons. Review Pgs. 48-49. Correct Quiz 1 in class with students.

Materials:

- Math 2 Textbook. Select problems from Pg. 1-47 and review with class for Quiz 1.
- Quiz 1.
- Math 2 Textbook, Pg. 48-49.
- Flashcards, as needed for reviewing numbers in preparation for Quiz 1.

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Key Vocabulary

- Hundreds
- Add, plus, equals
- Greater than/less than

Lesson

Warm-Up (15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas.
- Pre-teach some of the key vocabulary using examples on the board.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. Use props as needed. Instruct off pages in Math 2 Textbook as necessary to highlight concepts before having students practice similar worksheets on their own.

- Teach as much language as possible while demonstrating concepts.
- Teach students how to "read" math problems: 471 = "four hundred seventy-one." Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

Suggested Group Activities:

- Count objects/things in the classroom or in real life as much as possible.
    - Pass out slips of paper with words names written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
    - Pass out cards with numerals on them and with corresponding word names on them. Have students find their match and present their number to the class.
    - Sequencing: pass out numbers to students. Have students line up in order and then read their number to the class.
    - Write several problems on the board and have students come up front and solve them.
    - Have everyone use manipulatives at the same time and walk around to check that they are correct.
    - Have a student try to teach you and the class what you just taught them
    - Fill out a simple addition table together (you can create one on the board)
    - Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
    - Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
    - Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
    - ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

<u>Individual Practice: (15-30 min)</u>

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

*Pass out **Quiz 1** to students who need to take it. Correct together as a class on Thursday.

Week 8

Objective: Math Operations: Adding Numbers 0 - 99

Overview:

- Monday: Review simple single digit addition using worksheets from Math 2 Review Bucket. Proceed to double digit addition, Pg. 50.
- Tuesday: Review simple single digit addition using worksheets from Math 2 Review Bucket. Try giving students drills to help them memorize addition facts. Pg. 51.
- Wednesday: Review simple single digit addition using worksheets from Math 2 Review Bucket. Try giving students drills to help them memorize addition facts. Pg. 52-53.
- Thursday: Review double-digit addition: Pg. 50-54. Have students drill each other in pairs with simple addition flashcards.

Materials:

- Math 2 Textbook, Pg. 50-54.
- Foam blocks and other manipulatives, as needed.
- Math 2 Review Bucket – Simple Addition Worksheets. See instructions above.
- Foam blocks and other manipulatives, as needed.
- Simple addition flashcards for students to quiz each other with (create a few small sets with single digit addition using index cards, if preferred!).

Key Vocabulary

- Numbers 1-100, 100s
- Add, plus, equals

Lesson

Warm-Up (15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas.
- Pre-teach some of the key vocabulary using examples on the board.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. Use props as needed. Instruct off pages in Math 2 Textbook as necessary to highlight concepts before having students practice similar worksheets on their own.

- Teach as much language as possible while demonstrating concepts.
- Teach students how to "read" math problems: 10 + 40 = 50 ("ten plus forty equals fifty"). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

Suggested Group Activities:

- Count objects/things in the classroom or in real life as much as possible.
    - Pass out slips of paper with words names written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
    - Pass out cards with numerals on them and with corresponding word names on them. Have students find their match and present their number to the class.
    - Sequencing: pass out numbers to students. Have students line up in order and then read their number to the class.
    - Write several problems on the board and have students come up front and solve them.
    - Have everyone use manipulatives at the same time and walk around to check that they are correct.
    - Have a student try to teach you and the class what you just taught them
    - Fill out a simple addition table together (you can create one on the board)
    - Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
    - Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
    - Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
    - ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

<u>Individual Practice: (15-30 min)</u>

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Week 9

Objective: Math Operations: Adding Numbers 0 - 100+

Overview:

- Monday: Pg. 55. Work on lining up addition problems. Work on an additional worksheets from Math 2 Review Bucket. Use flashcards to drill students on simple 1-digit addition to aid with multiple digit addition.
- Tuesday: Pg. 56. Work on lining up addition problems. Review addition vocabulary. Work on an additional worksheets from Math 2 Review Bucket. Use flashcards to drill students on simple 1-digit addition to aid with multiple digit addition.
- Wednesday: Pg. 57. Work on lining up addition problems. Review addition vocabulary. Work on an additional worksheets from Math 2 Review Bucket. Use flashcards to drill students on simple 1-digit addition to aid with multiple digit addition.
- Thursday: Review Pg. 55-57. Work on an additional worksheets from Math 2 Review Bucket. Use flashcards to drill students on simple 1-digit addition to aid with multiple digit addition. Review Pg. 55-57.

Materials:

- Math 2 Textbook, Pg. 55-57.
- Foam blocks and other manipulatives, as needed.
- Math 2 Review Bucket – Simple Addition Worksheets. See instructions above.
- Foam blocks and other manipulatives, as needed.
- Simple addition flashcards for students to quiz each other with (create a few small sets with single digit addition using index cards, if preferred!).

Key Vocabulary

- Numbers 1-100, 100s
- "line up" and "columns"
- Add, plus, equals

Lesson

Warm-Up (15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas.
- Pre-teach some of the key vocabulary using examples on the board.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. Use props as needed. Instruct off pages in Math 2 Textbook as necessary to highlight concepts before having students practice similar worksheets on their own.

- Teach as much language as possible while demonstrating concepts.
- Teach students how to "read" math problems: 10 + 40 = 50 ("ten plus forty equals fifty"). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

Suggested Group Activities:

- Fill out a simple addition table together (you can create one on the board)
- Count and add objects/things in the classroom or in real life as much as possible.
- Have a student try to teach you and the class what you just taught them
- Review: Pass out slips of paper with words names written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
- Review: Pass out cards with numerals on them and with corresponding word names on them. Have students find their match and present their number to the class.
- Sequencing: pass out numbers to students. Have students line up in order and then read their number to the class.
- Write several problems on the board and have students come up front and solve them.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
- ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Week 10

Objective: Math Operations: Addition with Carrying

Overview:

- Monday: Teach carrying. Work on Pg. 58-59.
- Tuesday: Teach carrying. Work on Pg. 60. Use flashcards to drill students on simple 1-digit addition to aid with multiple digit addition. For additional practice, see Math 2 Review Bucket.
- Wednesday: Review Pg. 58-60. Have students work to fill out each sheet as fast as possible, and then correct together.
- Thursday: Review carrying. Work on double-digit addition worksheets from Math 2 Review Bucket.

Materials:

- Math 2 Textbook, Pg. 58-60.
- Foam blocks and other manipulatives, as needed.
- Math 2 Review Bucket –Double-digit Addition Worksheets. See instructions above.
- Foam blocks and other manipulatives, as needed.
- Simple addition flashcards for students to quiz each other with (create a few small sets with single digit addition using index cards, if preferred!).

Key Vocabulary

- Numbers 1-100, 100s
- "line up" and "columns"
- Add, plus, equals
- carrying

Lesson

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. Use props as needed. Instruct off pages in Math 2 Textbook as necessary to highlight concepts before having students practice similar worksheets on their own.

- Teach as much language as possible while demonstrating concepts.
- Teach students how to "read" math problems: 10 + 40 = 50 ("ten plus forty equals fifty"). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

Suggested Group Activities:

- Fill out a simple addition table together (you can create one on the board)

- Count and add objects/things in the classroom or in real life as much as possible.
- Have a student try to teach you and the class what you just taught them
- Review: Pass out slips of paper with words names written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
- Review: Pass out cards with numerals on them and with corresponding word names on them. Have students find their match and present their number to the class.
- Sequencing: pass out numbers to students. Have students line up in order and then read their number to the class.
- Write several problems on the board and have students come up front and solve them.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
- ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Week 11

Objective: Math Operations: Addition with More than Two Numbers

Overview:

- Monday: Review Carrying. Work on Pg. 61-62. Read over Quiz 2, (don't pass out today) and create sample problems on the board to do together as a class for review.
- Tuesday: Work on Pgs. 63-65. Use flashcards to drill students on simple 1-digit addition to aid with multiple digit addition. Pass out Quiz 2.
- Wednesday: Work on Pgs. 66-68. Pass out Quiz 2 to students who need to take it.
- Thursday: Work on Pg. 69-71. Have students work on reading problems out loud in English. Correct quiz with class on Thursday.

Materials:

- Math 2 Textbook, Pg. 61-71.
- Quiz 2.
- Foam blocks and other manipulatives, as needed.
- Math 2 Review Bucket –Double-digit Addition Worksheets. See instructions above.

Key Vocabulary

- Numbers 1-100, 100s
- "line up" and "columns"
- Add, plus, equals
- carrying

Lesson

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. Use props as needed. Instruct off pages in Math 2 Textbook as necessary to highlight concepts before having students practice similar worksheets on their own.

- Teach as much language as possible while demonstrating concepts.
- Teach students how to "read" math problems: 10 + 40 = 50 ("ten plus forty equals fifty"). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

Suggested Group Activities:

- Fill out a simple addition table together (you can create one on the board)
- Count and add objects/things in the classroom or in real life as much as possible.
- Have a student try to teach you and the class what you just taught them

- Review: Pass out slips of paper with words names written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
- Review: Pass out cards with numerals on them and with corresponding word names on them. Have students find their match and present their number to the class.
- Sequencing: pass out numbers to students. Have students line up in order and then read their number to the class.
- Write several problems on the board and have students come up front and solve them.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
- ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Pass out Quiz 2 at this time.

Week 12

Objective: Writing, Counting and Spelling: 1,000+ / Math Operations: Adding Numbers 0 - 1,000+

Overview:

- Monday: Work on Pgs. 72. Give students plenty of time to practice reading and writing the 1000s ("one thousand", "two thousand", etc.). If there's time, use flashcards to drill students on simple 1-digit addition to aid with multiple digit addition.
- Tuesday: Work on Pgs.73-74. Have students work on reading problems out loud in English.
- Wednesday: Work on Pgs. 75-76. Have students work on reading problems out loud in English.
- Thursday: Work on pg. 77-78. Have students try explaining how to do an addition problem, using the verb "carry", to the class.

Materials:

- Math 2 Textbook, Pg. 72-78.
- Foam blocks and other manipulatives, as needed.
- Math 2 Review Bucket –Take out extra worksheet practice as needed.
- Simple addition flashcards for students to quiz each other with (create a few small sets with single digit addition using index cards, if preferred!).

Key Vocabulary

- Numbers 1-100, 100s
- Thousand, 1000
- "line up" and "columns"
- Add, plus, equals
- carrying

Lesson

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. Use props as needed. Instruct off pages in Math 2 Textbook as necessary to highlight concepts before having students practice similar worksheets on their own.

- Teach as much language as possible while demonstrating concepts.
- Teach students how to "read" math problems: 10 + 40 = 50 ("ten plus forty equals fifty"). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

Suggested Group Activities:

- Fill out a simple addition table together (you can create one on the board)
- Count and add objects/things in the classroom or in real life as much as possible.
- Have a student try to teach you and the class what you just taught them
- Review: Pass out slips of paper with words names written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
- Review: Pass out cards with numerals on them and with corresponding word names on them. Have students find their match and present their number to the class.
- Sequencing: pass out numbers to students. Have students line up in order and then read their number to the class.
- Write several problems on the board and have students come up front and solve them.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
- ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Week 13

Objective: Math Operations: Subtracting Numbers 0 - 100+

Overview:

- Monday: Work on Pgs. 79-80. Use single digit subtraction flashcards to drill students and help them "memorize" simple subtraction facts.
- Tuesday: Work on Pgs. 81-83. Use single digit subtraction flashcards to drill students and help them "memorize" simple subtraction facts.
- Wednesday: Work on Pgs. 84-86. Use additional worksheets as needed from Review Bucket.
- Thursday: Work on 87-89. Use additional worksheets as needed from Review Bucket.

Materials:

- Math 2 Textbook, Pg. 79-89.
- Foam blocks and other manipulatives, as needed.
- Math 2 Review Bucket –Take out extra worksheet practice as needed.
- Simple subtraction flashcards for students to quiz each other with (create a few small sets with single digit addition using index cards, if preferred!).

Key Vocabulary

- Numbers 1-100, 100s
- Thousand, 1000
- "line up" and "columns"
- Add, plus, equals
- carrying

Lesson

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. Use props as needed. Instruct off pages in Math 2 Textbook as necessary to highlight concepts before having students practice similar worksheets on their own.

- Teach as much language as possible while demonstrating concepts.
- Teach students how to "read" math problems: 25 - 5 = 20 ("ten plus forty equals fifty"). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

Suggested Group Activities:

- Number Line: Make a number line on the board. Demonstrate a subtraction problem using this number line.
- Count and add objects/things in the classroom or in real life as much as possible.
- Have a student try to teach you and the class what you just taught them
- Review: Pass out slips of paper with words names written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
- Review: Pass out cards with numerals on them and with corresponding word names on them. Have students find their match and present their number to the class.
- Sequencing: pass out numbers to students. Have students line up in order and then read their number to the class.
- Write several problems on the board and have students come up front and solve them.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
- ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Week 14

Objective: Math Operations: Subtraction with Borrowing

Overview:

- Monday: Teach borrowing. Work on Pgs. 90-91.
- Tuesday: Work on Pgs. 92-93. Use flashcards to drill students on simple 1-digit subtraction.
- Wednesday: Work on Pgs. 94-95.
- Thursday: Work on 96-97.

Materials:

- Math 2 Textbook, Pg. 90-97.
- Math 2 Review Bucket –Take out extra worksheet practice as needed.
- Simple subtraction flashcards for students to quiz each other with (create a few small sets with single digit addition using index cards, if preferred!).

Key Vocabulary

- zero
- Subtract, equals, minus

Lesson

Warm-Up (15 min)

Suggested Activities:

- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas.
- Pre-teach some of the key vocabulary using examples on the board.

Instruction: (15-30 min)

During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board. Use props as needed. Instruct off pages in Math 2 Textbook as necessary to highlight concepts before having students practice similar worksheets on their own.

- Teach as much language as possible while demonstrating concepts.
- Teach students how to "read" math problems: 25 - 5 = 20 ("ten plus forty equals fifty"). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

Suggested Group Activities:

- Number Line: Make a number line on the board. Demonstrate a subtraction problem using this number line.
- Count and add objects/things in the classroom or in real life as much as possible.
- Have a student try to teach you and the class what you just taught them
- Review: Pass out slips of paper with words names written on them. Write a numeral on the board. Student should hold up word name if they have it and read it to the class.
- Review: Pass out cards with numerals on them and with corresponding word names on them. Have students find their match and present their number to the class.
- Sequencing: pass out numbers to students. Have students line up in order and then read their number to the class.
- Write several problems on the board and have students come up front and solve them.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- Practice phone numbers, addresses – anything that uses numbers in students' daily lives.
- ….your own activity!

Make sure to write what you taught in the **teacher's notes**.

Individual Practice: (15-30 min)

Pass out worksheets for students to work on. Try to have a couple extra related worksheets for more advanced students. For the last few minutes of class, have students who finish early come up and teach the class some of the problems.

Note in the rubrics student progress, and whether students should progress onto next Math level.