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| Subject/Grade: Math Grade TwoLesson Title: Days of the Week and 1-month CalendarDate: Wednesday, March 10thTeacher: Ms. Haley Miller | |
| Stage 1: Identify Desired Results | |
| **Outcome(s)/Indicator(s):**  SS2.1: Demonstrate understanding of non-standard units for linear measurements by: describing the choice and appropriate use of non-standard units, estimating, measuring, comparing and analyzing measurements. | |
| **Key Understandings: (‘I Can’ statements)**   * I can name and order the days of the week * I can place the correct order of the seven days * I can write the date out * I can find the date of today, yesterday and tomorrow * I can use the rows in a calendar to tell me the upcoming dates | **Essential Questions:**  How many days are in 1 week?  How many days are in 2 weeks?  What is the first day of the week?  What is the last day of the week?  How can I tell if something is more or less than 1 week away? |
| Prerequisite Learning:  * The students will know how to count up to 31 * The students will be able to write out the day and numbers on a calendar * The Students will know the purpose of a calendar * The students will be familiar with a calendar layout | |
| Instructional Strategies:  * Direct Instruction: when explaining “Spinner” activity and worksheet (students will engage in independent study during these) * Interactive instruction throughout the rest of the lesson (sing along, calendar questions and placement) | |
| Stage 2: Determine Evidence for Assessing Learning | |
| * I will be using the students’ fill-in the blank worksheet as a formative assessment tool as I can look at the answers filled in which will tell me information for further planning * I will also be asking multiple and different students throughout “set and engagement” questions related to this lesson for understanding, which I can document in my assessment sheet. | |
| Stage 3: Build Learning Plan | |
| **Set (Engagement): YouTube Sing Along (see** [**presentation)**](https://docs.google.com/presentation/d/1QYMxRgoRTInKW8TMRMauoAwCAGvdQVIc0DMQkZlZpJA/edit#slide=id.gc592e64f04_0_1)  **Length of Time: 10-12 mins (ish)**   * Play Youtube Sing Along 2x, the second time ask the students to sing along (teacher too!) * Then put slide #2 on, get the students to sing along with you and sing the song while pointing at each day of the week. After, count aloud each day, Sunday-1…. Saturday-7. Explain to the students that 1 week has 7 days, and these are the 7 days of the week on the board. * Then, put slide #3 on the board. Ask a student to tell you what this picture is (March calendar) * Explain to the students that we read a calendar we read it like a book, using the ROWS, going left to right. * Use a white board marker to circle each of the 7 days of the week at the top of calendar (count and repeat the days) * Then make a star with a white board marker on today’s date, ask a new student to read out the date for you (today is Wednesday, March 10th, 2021) – while student is reading out the date, use pointer to show each area being read out * Then make a smiley face on tomorrows date and ask a new student to read out the date fully and repeat for yesterday’s date with a new student – while student is reading out the date, use pointer to show each area being read out * Make a heart on Jordyn’s birthday, Wednesday, March 3rd, ask a new student how many days ago that date was = 1 week ago * Make a new shape on Wednesday, March 17 (St. Patrick’s Day), ask a new student how many days until this date = 1 week away * Make a shape on Monday March 15th, ask a new student if this is more or less than 1 week from today? * Make a shape on Friday March 19th, ask a new student if it is more or less than 1 week away from today. * Make a new shape on Wednesday, March 24th (2 weeks away), count with the students how many weeks away. Explain that if 1 week has 7 days then 2 weeks would be 14 days – will touch on this more next lesson…   **Development: “Spinner” Activity & Days of the Week Fill-in the blanks Worksheet Time: 25 mins (ish)**   * Show students Ms. Miller’s Days of the Week “Spinner” example- show them how it works and the steps in creating it * Hand out circle sheet & full sheet for “Spinner” activity (color THEN cut the circle out, then push pin into middle of both sheets), also hand out Days of the Week worksheet to fill-in independently using their new spinners to help   **Closure:**  **Time: 3 mins (ish)**   * Make sure students names are on spinners and work sheets * Teacher will pick up worksheets but students can keep their spinners to use during morning routine tomorrow! | **Materials/Resources:**   * Google Slides [Presentation](https://docs.google.com/presentation/d/1QYMxRgoRTInKW8TMRMauoAwCAGvdQVIc0DMQkZlZpJA/edit#slide=id.gc592e64f04_0_1) * White board markers and pointer * Days of the Week worksheet (printed) * Today, Tomorrow and Yesterday activity (will need split pin AKA brass fastener, crayons and/or markers)   **Possible Adaptations/**  **Differentiation:**   * Provide a blank “spinner” for more advanced students to fill in * Provide already filled in “spinner” for students who need extra assistance   **Management Strategies:**   * Set timer for 25-30 mins to work on activity and work sheet (this allows student to be aware of their own time management)   **Safety Considerations:**   * Split pins could be considered shape, offer Teacher assistance with this part |
| **Stage 4: Reflection** | |
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