

**Erin Anagnost**

**2019**

**Second Grade; Math station; 20 minutes**

**Hanover Elementary; Mrs. Sabetti**

**Big Idea:**

*When a value of 10 or more is achieved in the ones place, more must be carried over to the tens place.*

**Pennsylvania State Standard:**

Standard - CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.

Standard - CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.

**Essential Questions:**

* How do we add two two-digit numbers?
* What is *regrouping* or *carrying over*?
* How do we know when to regroup or carry over?

**Specific Student Objectives/Learning Outcomes (Blooms’ Taxonomy):**

**All Students**: All of the students will demonstrate and understanding of when it is necessary to regroup and when it is now.

**Some Students**: In addition, some students will proficiently present an addition problem that requires regrouping.

**Few Students:** In addition, a few students will explain the significance of place value when solving addition problems.

**Specific Vocabulary Taught:**

**All Students:** addition, regrouping, carrying over

**Some Students:** place value, tens, ones

**Few Students:**

**Instructional Materials:**

* Number magnets
* Tape
* Whiteboards and markers

**Procedure:**

1. **Introduction: (1 min.)**

* State essential questions:
  + Today we are going to focus on these three essential questions.
    - How do we add two-digit numbers?
    - What does it mean to regroup or carry over?
    - How do we know when to regroup or carry over?

1. **Motivation:** **(4 min)**

# Addition with Regrouping Song | 2-Digit Addition For Kids

1. **Lesson Development** **(12-15 min)**

* Students will be seated at the carpet for entire lesson.
  + Point student’s attention to the addition table made on the magnetic board with tape.
* Place two, two-digit numbers in the addition table as an example.
  + Point out the tens and one’s place on the table and the numbers that are in those positions.
  + Hand students a whiteboard and a marker.
  + Ask students to write this addition problem on their whiteboards and give a thumbs up when ready.
* Solve example problem, explaining the process of taking from the ones place and adding to the tens place during regrouping.
  + State: There can be no number larger than 10 in the ones place of an addition problem.
    - Ask students to repeat: *There can be no number larger than 10 in the ones place of an addition problem.*
  + State: When there is a number larger than 10, we must regroup or carry over!
    - Completely solve problem using number magnets.
    - Have students solve the problem on their whiteboard independently.
* Have a large fishbowl containing number magnets.
  + Allow each student in the group to choose four number magnets to create new and different problems.
    - Some problems may not require regrouping, which will test their knowledge on when it is necessary to regroup.
    - Have students solve each problem on their white board.
    - Have the student that chose the numbers solve the problem on the board using magnets to regroup if necessary.
      * Repeat until all of the students in the group have chosen number magnets and solved a problem on the board.

**Specific Strategies for Students for Diverse Learners**

**Universally designed strategies (for all children);** 1. Use visuals and spoken word to introduce the activity 2. Explicitly teach vocabulary words using objects or pictures and word cards (and more for children who are ELL or LD), 3. Explicitly demonstrate the regrouping with addition activity 4. Continually link prior knowledge (from other subjects and cultural backgrounds) with new concepts, 6. Use FM system; and 7. Partner children purposefully for this lesson.

**Specific Strategies (for specific students for this particular lesson);**

1. Partner child YY with another “mentor” child (planned purposefully for child for this particular lesson), 2. Preferential seating for student TT (wears digital hearing aids), 3. Larger print text for student JJ (some visual challenges), and 4. Intentionally and continually check for understanding for student GG who has specific language and processing challenges.

**Summary/Closure:**

* Ask: Now that we have done some problems where we had to regroup and some where we did not, who can tell me how we know when to regroup?
  + What does it mean to regroup?

**Formative Assessment:**

* Problem solving completed on their whiteboards during whole group activity as well as individually on the board.
* Answers during beginning and end of lesson.

**Summative Assessment:**

* End of unit assessment