

# LESSON PLAN

UNIT Word Problems

GRADE 2-3

THEME Baseball Math

EQUIPMENT: Computer/Internet/Worksheets

LEARNING OUTCOMES: Students will:

1. Solve real-world problems using addition or subtraction of whole numbers.
2. Solve real-world problems using 1-digit multiplication.
3. Solve real-world problems using money exchange computations.

TIME	LESSON CONTENT - ACTIVITY
15 minutes	<p><b>Introductory Activities:</b></p> <p>Before beginning, have students view <a href="http://www.mathplayground.com/thinkingblocks.html">http://www.mathplayground.com/thinkingblocks.html</a> to understand step-by-step problem solving of various word problems.</p> <p>Next, have students complete the corresponding worksheet first before viewing presentation. Direct students to show all work and to have a final answer for each problem ready. Explain that the presentation will act as a check for their worksheets.</p>
15 minutes	<p><b>Main Learning Activities:</b></p> <ol style="list-style-type: none"><li>1. Students will use website at <a href="http://www.k8websites.com">www.k8websites.com</a> 2-3 Grade Level, "Baseball Math: Level 2 Word Problems" activity in the Mathematics section.</li></ol>
	<p><b>Curriculum and Content Area Standards</b> <i>Mathematics Standards</i></p> <p><b>STANDARD 1 : NUMBER AND OPERATION</b> Mathematics instructional programs should foster the development of number and operation sense so that all students —</p> <ul style="list-style-type: none"><li>• understand numbers, ways of representing numbers, relationships among numbers, and number systems;</li><li>• understand the meaning of operations and how they relate to each other;</li></ul> <p><b>STANDARD 2 : PATTERNS, FUNCTIONS, AND ALGEBRA</b> Mathematics instructional programs should include attention to patterns, functions, symbols, and models so that all students —</p> <ul style="list-style-type: none"><li>• understand various types of patterns and functional relationships;</li><li>• use symbolic forms to represent and analyze mathematical situations and structures;</li></ul> <p><b>STANDARD 6 : PROBLEM SOLVING</b></p>

	<p>Mathematics instructional programs should focus on solving problems as part of understanding mathematics so that all students —</p> <ul style="list-style-type: none"> <li>• build new mathematical knowledge through their work with problems;</li> <li>• develop a disposition to formulate, represent, abstract, and generalize in situations within and outside mathematics;</li> <li>• apply a wide variety of strategies to solve problems and adapt the strategies to new situations;</li> <li>• monitor and reflect on their mathematical thinking in solving problems.</li> </ul> <p><b>STANDARD 7 : REASONING AND PROOF</b></p> <p>Mathematics instructional programs should focus on learning to reason and construct proofs as part of understanding mathematics so that all students —</p> <ul style="list-style-type: none"> <li>• recognize reasoning and proof as essential and powerful parts of mathematics;</li> <li>• make and investigate mathematical conjectures;</li> <li>• develop and evaluate mathematical arguments and proofs;</li> <li>• select and use various types of reasoning and methods of proof as appropriate.</li> </ul>
15 minutes	<p><b>Closure</b></p> <p>Have students share how they obtained their answers by demonstrating on the board. This helps other students who had difficulty figuring out the problems.</p>
	<p><b>Evaluation:</b></p> <p>Students should be evaluated on how well they did on their worksheets. Each correct answer is one point. Multiply final score by ten to obtain percentage.</p>
	<p><b>Resources:</b></p> <p>More word problems can be found at:  <a href="http://www.kidzone.ws/math/wordproblems.htm">http://www.kidzone.ws/math/wordproblems.htm</a></p> <p>Resources for practicing using money can be found at:  <a href="http://www.mathcats.com/microworlds/usingmoney_overview.html">http://www.mathcats.com/microworlds/usingmoney_overview.html</a></p>