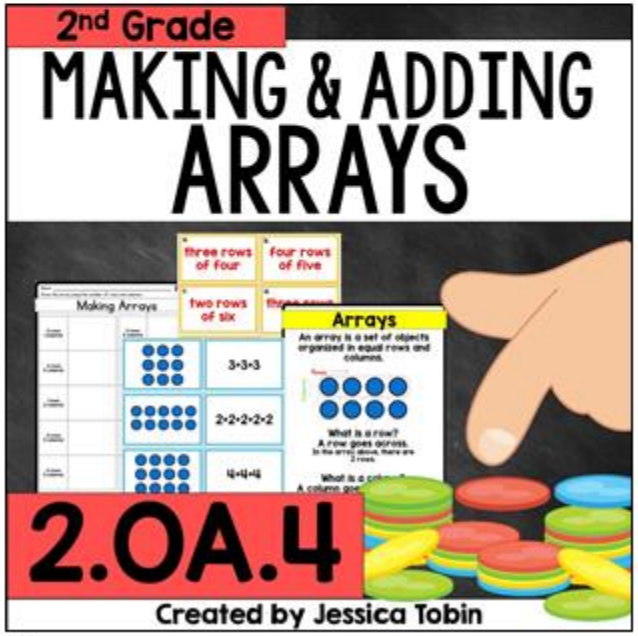
2.OA.4

This math unit provides lesson plans and math group resources to use while teaching the standard 2.OA.4, which states that students will be able to...

"Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends."



Using This Unit

Let's look at the structure of this unit.

Pre-Assessment

- A pre-assessment is included that will help give you an idea of where your students are with this specific standard. Give this pre-assessment prior to any lessons on the standard.

Daily Lessons

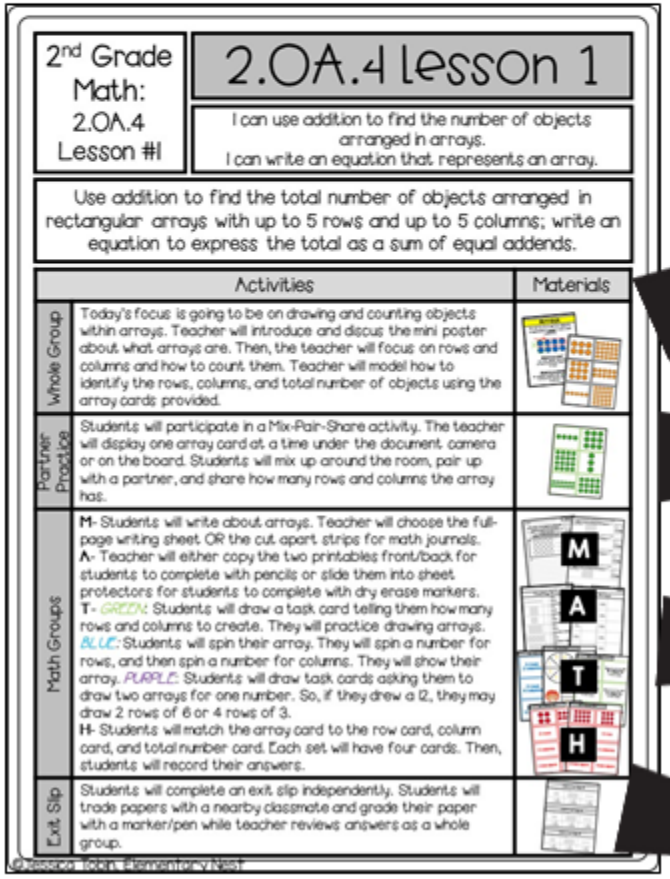
- Whole Group- The whole group lesson will typically involve an anchor chart or poster to discuss. This should take about five minutes to complete.
- Partner Practice- The whole group activity will be followed up with a partner practice activity. It will build on the knowledge the students learned or reviewed in the whole group lesson. This should take between 5-10 minutes.
- MATH Groups- There are four break-apart groups to do a day. Each rotation can last between 10-15 minutes depending on how long you get for your math block.
  - *Math Writing*- 2 writing options are given each day (one full sized page OR a cut and glue strip for a math journal)
  - *Apply Skills*- You will find a variety of practice resources here, such as printables, interactive notebooks, or partner activities.
  - Teacher Time- Small group differentiation can happen here. Most days will include a 'Remediation' activity, an 'On-Level' activity, and an 'Enrichment' activity.
  - Hands-on Practice- These centers will give your students chances to get practice with manipulatives and other engaging activities.
- Exit Slip- Every single day will come with an exit slip for students to show what they learned that day. Teacher will cut apart the three strips.

Assessment

- This is to be completed after all lessons and math groups are taught.

Daily Lesson Plans

Each standards-based math unit comes with daily lessons. Some are 3 days, while others may be 5+ days, depending on how complex the standard is. There are 4 main components of each daily lesson.



2nd Grade Math: 2.OA.4 Lesson #1

2.OA.4 lesson 1

I can use addition to find the number of objects arranged in arrays.
I can write an equation that represents an array.

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

	Activities	Materials
Whole Group	Today's focus is going to be on drawing and counting objects within arrays. Teacher will introduce and discuss the mini poster about what arrays are. Then, the teacher will focus on rows and columns and how to count them. Teacher will model how to identify the rows, columns, and total number of objects using the array cards provided.	
Partner Practice	Students will participate in a Mix-Pair-Share activity. The teacher will display one array card at a time under the document camera or on the board. Students will mix up around the room, pair up with a partner, and share how many rows and columns the array has.	
Math Groups	M- Students will write about arrays. Teacher will choose the full-page writing sheet OR the cut apart strips for math journals. A- Teacher will either copy the two printables front/back for students to complete with pencils or slide them into sheet protectors for students to complete with dry erase markers. T- GREEN: Students will draw a task card telling them how many rows and columns to create. They will practice drawing arrays. BLUE: Students will spin their array. They will spin a number for rows, and then spin a number for columns. They will show their array. PURPLE: Students will draw task cards asking them to draw two arrays for one number. So, if they drew a 12, they may draw 2 rows of 6 or 4 rows of 3. H- Students will match the array card to the row card, column card, and total number card. Each set will have four cards. Then, students will record their answers.	M A T H
Exit Slip	Students will complete an exit slip independently. Students will trade papers with a nearby classmate and grade their paper with a marker/pen while teacher reviews answers as a whole group.	

Whole group activity: This activity will typically include an anchor chart mini poster, plus some sort of teacher modeling activity.

Partner practice: This will be a hands-on partner activity following the whole-group.

M.A.T.H. groups: (Explained in depth on next page) There are four groups/centers.

Exit slip: There are 3 exit slips to a page to cut out and administer for student learning.

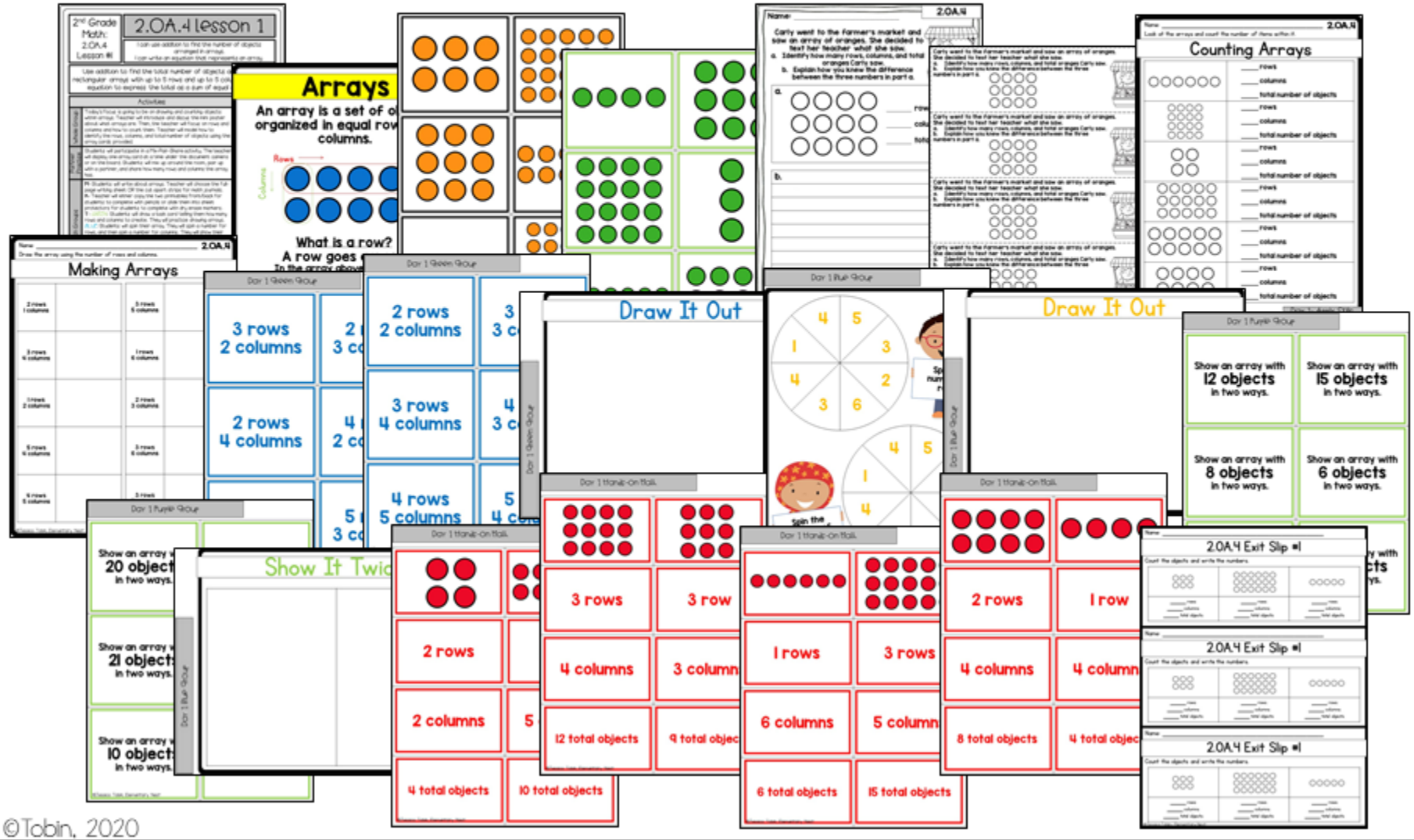
M.A.T.H. Groups

Each day comes with four group activity suggestions and materials for 'M.A.T.H.' groups. This is your small group time, splitting the class up into four groups to rotate around the room, participating in different activities for 10-20 minutes a piece.

M	Math Writing	2 options... worksheet or cut/glue notebook strips	
A	Apply New Skills	Worksheet or interactive notebook activities to apply the skill learned in whole group	
T	Teacher Time	Differentiated time for 3 levels (remediation, on-level, enrichment)	
H	Hands-On Math	Engaging center to follow up on the whole group/partner practice	

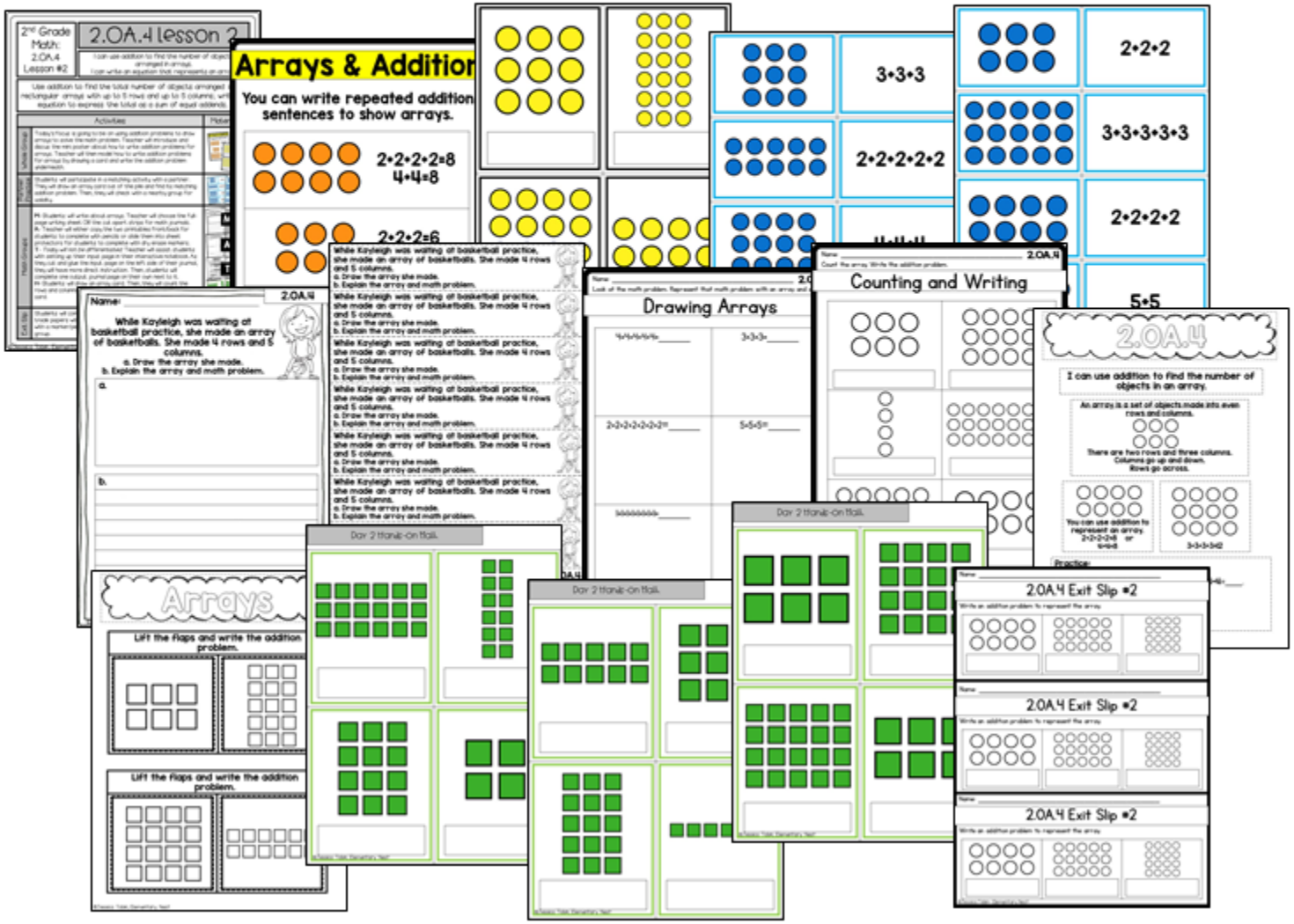
Day 1 Activities

Here's a look at day 1's whole group, partner practice, MATH group activities, and exit slip.



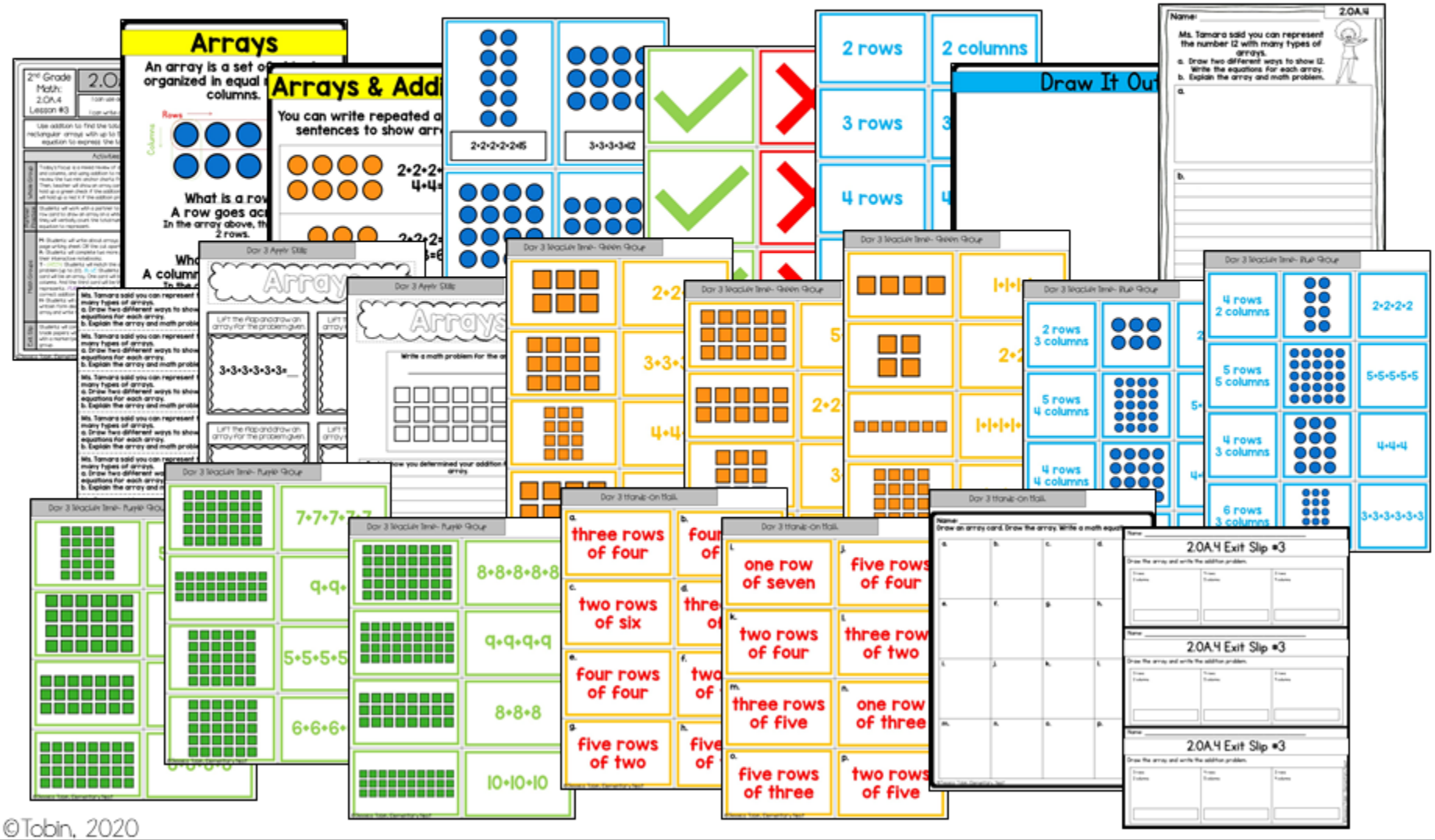
Day 2 Activities

Here's a look at day 2's whole group, partner practice, MATH group activities, and exit slip.



Day 3 Activities

Here's a look at day 3's whole group, partner practice, MATH group activities, and exit slip.



Assessments

Each unit comes with a pre-assessment to give to students before you teach the standard. This will come before any introduction to the standard. There is also an assessment to give after your unit is complete.