

GETTING STARTED

with Guided Math

MANAGING

math

stations

in the primary classroom



SADDLE UP FOR 2ND GRADE



SETTING

Up Your

math block

in the primary classroom



SADDLE UP FOR 2ND GRADE



GUIDED

math

Breakdown

in the primary classroom



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GUIDED

math

Establishing
Procedures



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MATH

station

Must Haves



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GUIDED

math

Differentiation
Made Easy



SADDLE UP FOR 2ND GRADE



Want to know more about setting up Guided Math? Click on any of the photos above to take you to my 6 part blog series.

LESSON PLANS

These lesson plans were designed to use this unit for 20 days. They cover teaching pairing even and odd numbers, comparing and ordering numbers up to 1,200, and number lines. They are to be used as a guide when planning instruction. Depending on your curriculum pacing guide, you may have more or less days to teach this concept.

Each day includes a warm up activity (5 minutes), whole group lesson (10-20 minutes), independent practice activity (10 minutes) and a small group activity (15 minutes). Times can be adjusted based on your schedule. You can read more about how to set up your math block on my blog. (See Getting Started with Guided Math Page).



These lesson plans are filled with hands on engagement and interactive notebook activities. Games and task cards are also included and can be used all year long. You will not find lots of worksheets in this unit.

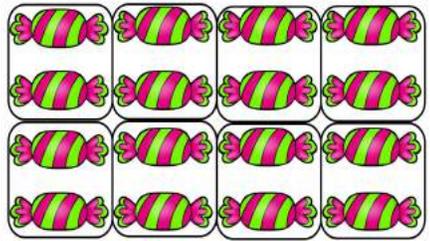
ANCHOR CHARTS

Color and Black & White Options

Even Steven



0, 2, 4, 6, 8
even
numbers are really great.

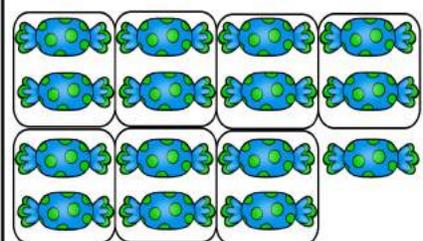


Even numbers all have pairs.

Odd Todd



1, 3, 5, 7, 9
Odd
numbers are mighty fine.



Odd numbers do not have pairs.

Even or Odd?

8 2 9

is **odd**.

Look at the **ones place** to determine if a number is even or odd.

Comparing numbers

> **<** **=**
greater than less than equal to

732 **>** **406**
577 **<** **961**

The larger number gets two dots.
The smaller number gets one dot.

Ordering numbers

least to greatest
408, 612, 809, 915
Use place value to put numbers in order from the smallest to largest.

greatest to least
788, 504, 418, 199
Use place value to put numbers in order from largest to the smallest.

Number lines

less than/smaller **<** greater than/larger **>**

Number lines go on and on with no end.

What's the missing number?
55 60 65 70 75 80 85 95 100
What's the number pattern? Skip count to find the missing number.

What does Point M represent?
205 210 215 **M** 225 230 235 240 245 250
What's the number pattern? Skip count to find the missing point.

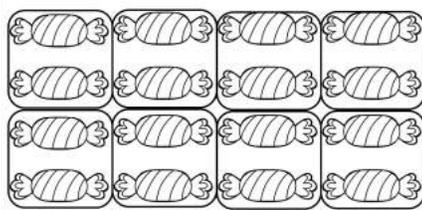
Open Number Lines
200 260 300
Where's the half way point? Then mark where your number would go.

ANCHOR CHARTS

Color and Black & White Options

Even Steven

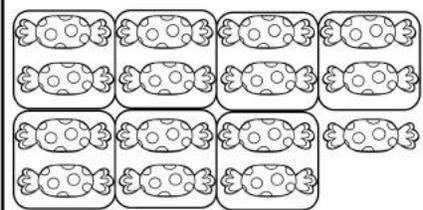
0, 2, 4, 6, 8
even
numbers are really great.

Even numbers all have pairs.

Odd Todd

1, 3, 5, 7, 9
Odd
numbers are mighty fine.

Odd numbers do not have pairs.

Even or Odd?

829
is **odd**.

Look at the **ones place** to determine if a number is even or odd.

Comparing numbers

> **<** **=**
greater than less than equal to
than than to

732 > 406
577 < 961

The larger number gets two dots.
The smaller number gets one dot.

Ordering numbers

least to greatest ↗
408, 612, 809, 915
Use place value to put numbers in order from the smallest to largest.

greatest to least ↖
788, 504, 418, 199
Use place value to put numbers in order from largest to the smallest.

Number lines

less than/smaller ← ← ←
1 2 3 4 5 6 7 8 9 10
↗ ↘ ↙ ↚
greater than/larger

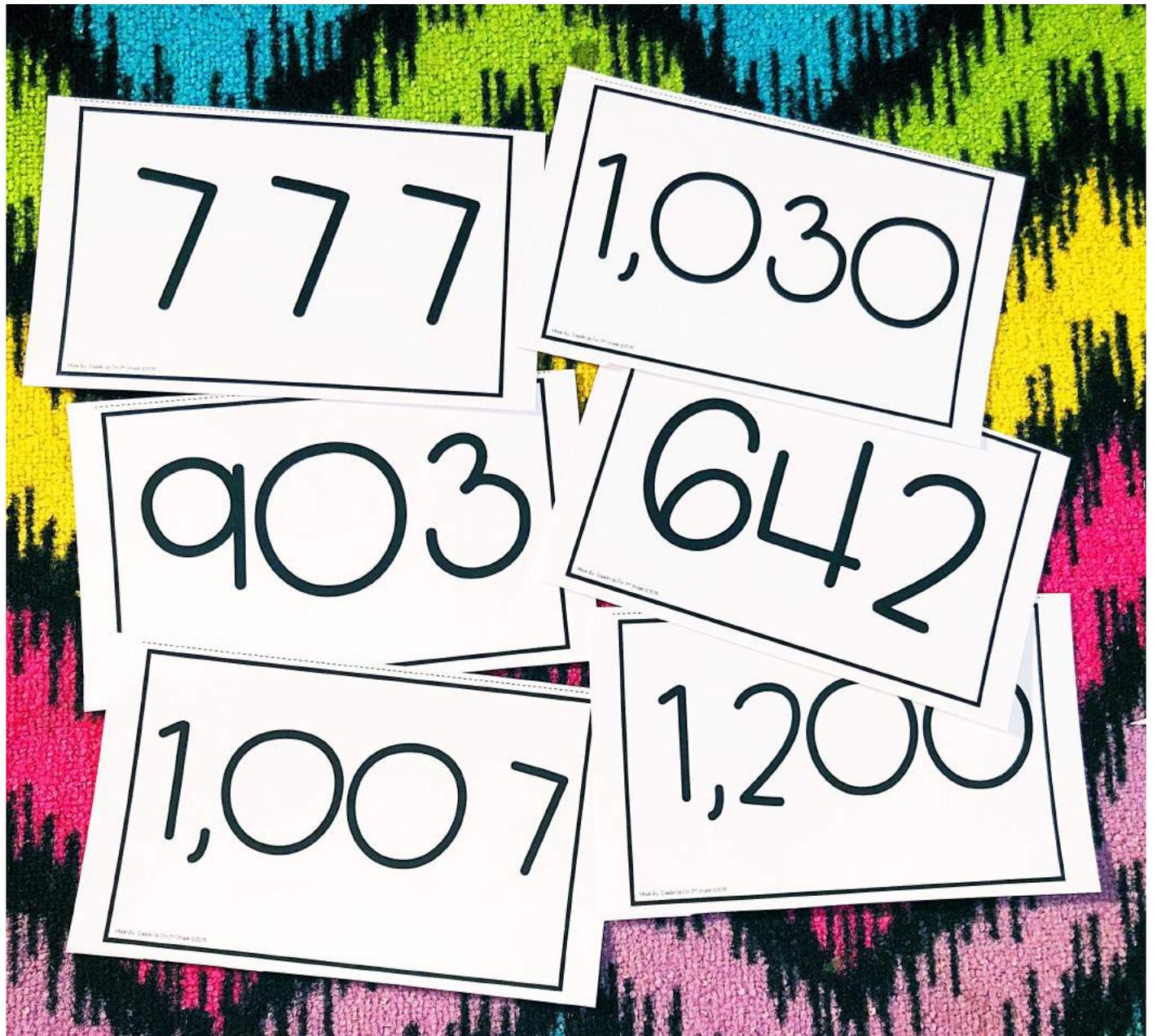
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What does Point M represent?
205 210 215 **M** 225 230 235 240 245 250
What's the number pattern? Skip count to find the missing point.

Open Number Lines
200 260 300
Where's the half way point? Then mark where your number would go.

LARGE Number Cards



These will be referenced and used several times throughout the unit.

SMALL Number Cards



These will be referenced and used several times throughout the unit.

* DAY 1

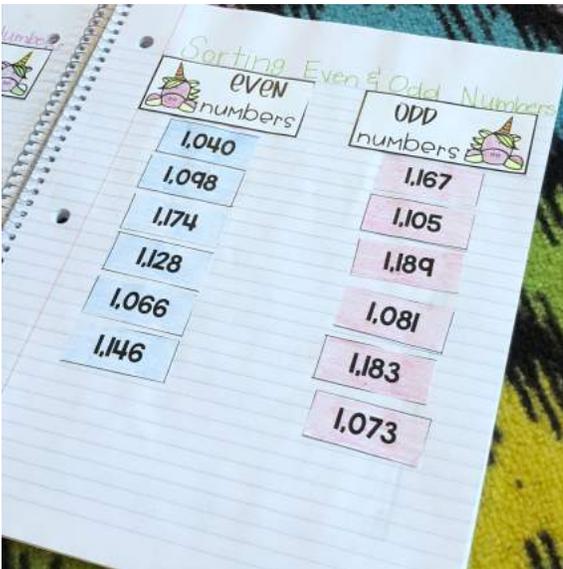
Whole Group



Literature: Even Steven & Odd Todd

To review even and odd numbers students will create a number line using sentence strips or the pre-made version provided. They'll color the even numbers blue and odd numbers red.

Independent Practice



Even and Odd Journal Sort: 2 number options provided. Teacher chooses which works best for students.

Students will color a set of numbers based on if they are even or odd. Then cut and sort them into their math journals.

Small Group

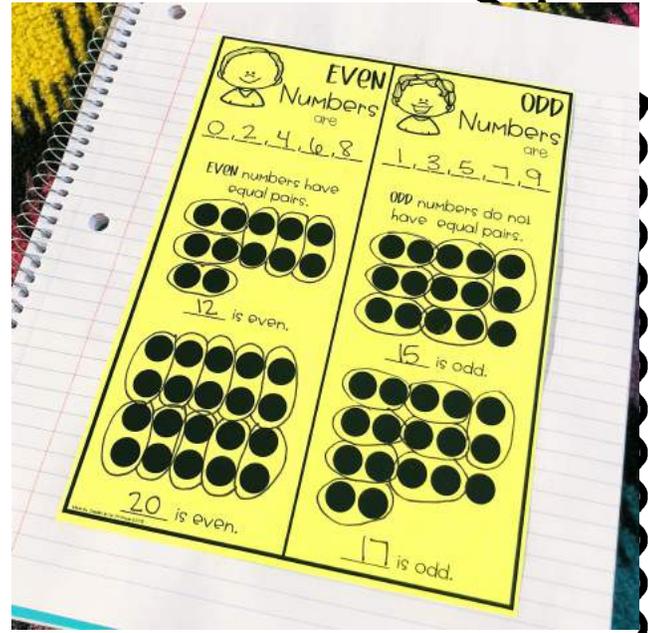


Teacher models and reviews even and odd numbers. In pairs students will place the game Racing for Even and Odd numbers. Teacher assists as needed. Students will discuss how they know numbers are even and odd. 2 sets of number cards are provided for differentiation.

* DAY 2

Whole Group

Introduce pairing numbers with even and odd numbers up to 40 using a mini anchor chart in their math journal.



Independent Practice

Students will practice pairing numbers using manipulatives on a double ten frame mat. (Center directions and a recording sheet are also included to use during math stations).



Small Group

Repeats from Day 1

Even and Odd Number Races

2 different options

Set 1: up to 999

Set 2: up to 1,200



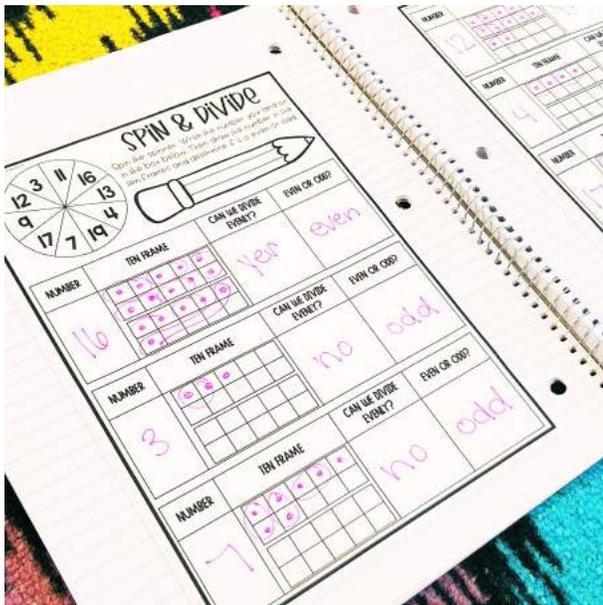
* DAY 3

Whole Group



Even and Odd
Number Races

Independent Practice



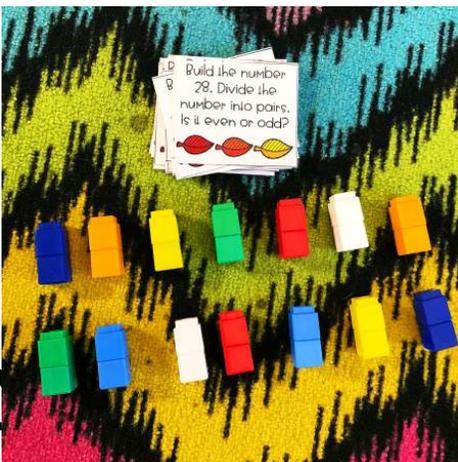
Spin and Divide
Journal Game

(Can be used again for a
math station later on)

Small Group

Build and Pair Cards

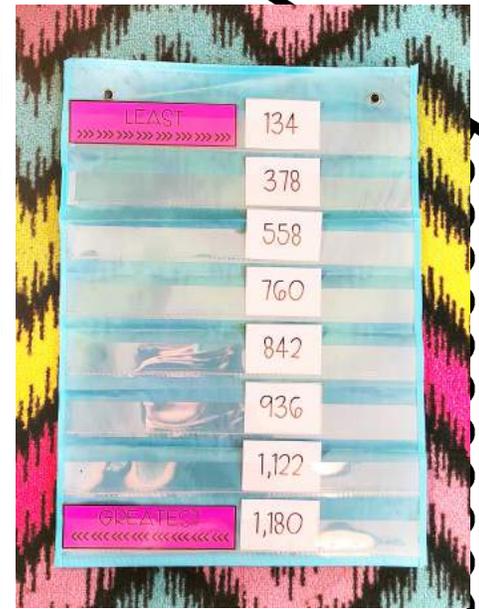
Practice pairing numbers up to 40.
(Center directions and a recording
sheet are also included to use
during math stations).



Day 4

Whole Group

Even and Odd Pocket Chart Sort
Ordering Numbers from Least
to Greatest
(Center directions and a
recording sheet are also
included to use during math
stations).



Independent Practice

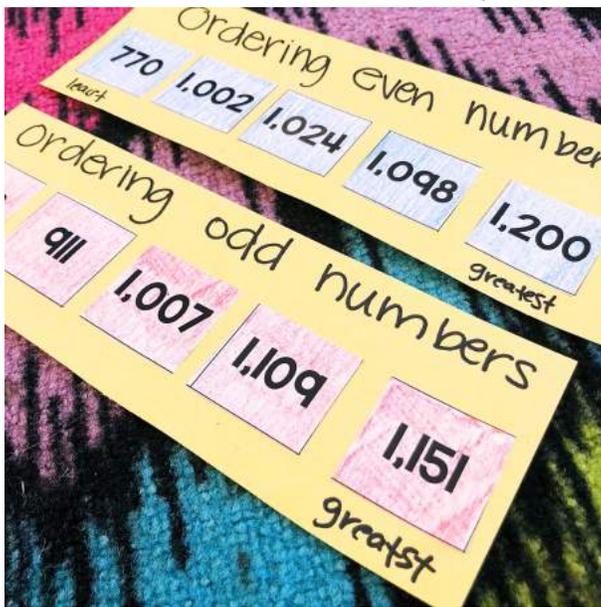
Sorting and Ordering
Number Cards

3 Different Number Options

Set 1: Numbers up to 99

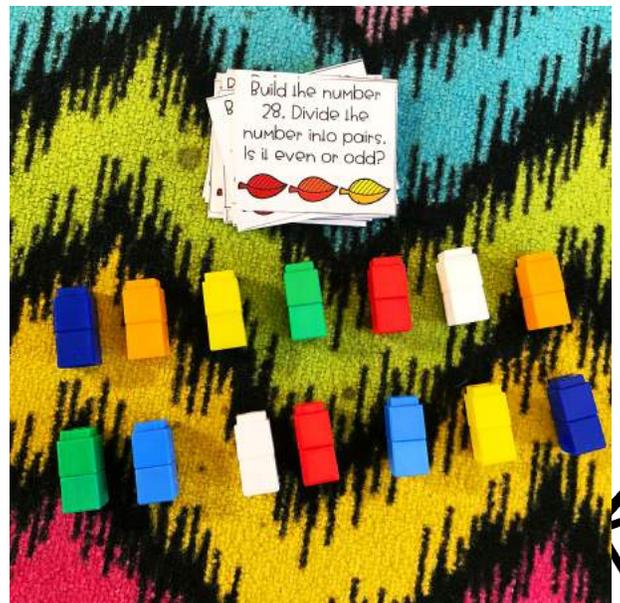
Set 2: Numbers up to 999

Set 3: Numbers up to 1,200



Small Group

Repeat from Day 3: Build and Pair
Cards. Practice pairing numbers
up to 40. (Center directions and
a recording sheet are also
included to use during math
stations).



*DAY 6

Whole Group

On a pocket chart, students will sort a set of numbers they are given based on their order.



Independent Practice



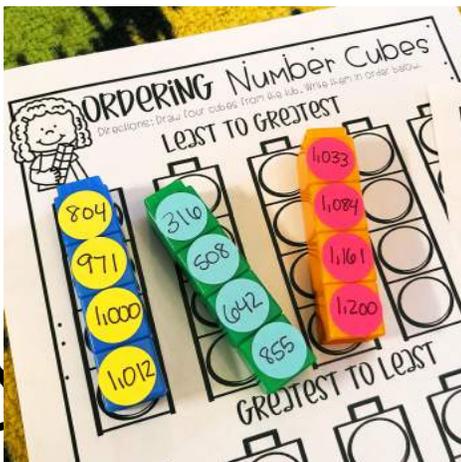
Students will create a pocketbook and sort sets of numbers based on their order.

Small Group

Repeat from Day 5:

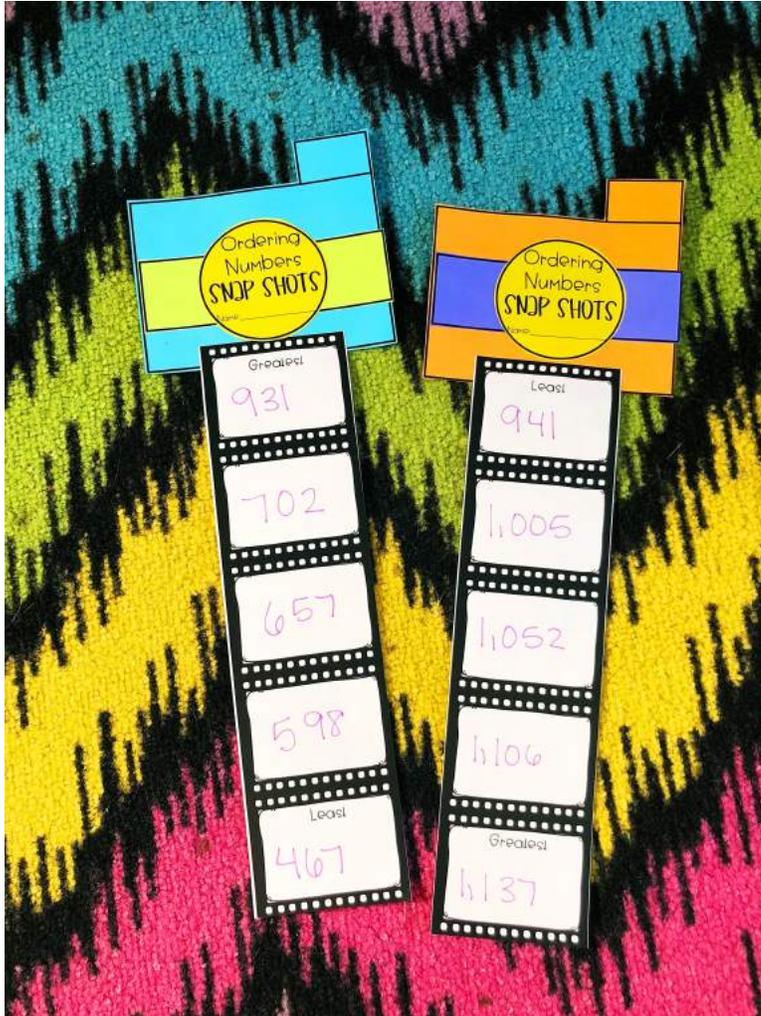
Ordering Number Cubes

(Center directions and a recording sheet are also included to use during math stations).



* DAY 7

Whole Group & Independent Practice



To review what they've learned, students will order a set of given numbers from least to greatest or greatest to least. Then, they can create this fun camera craft for display.

Small Group

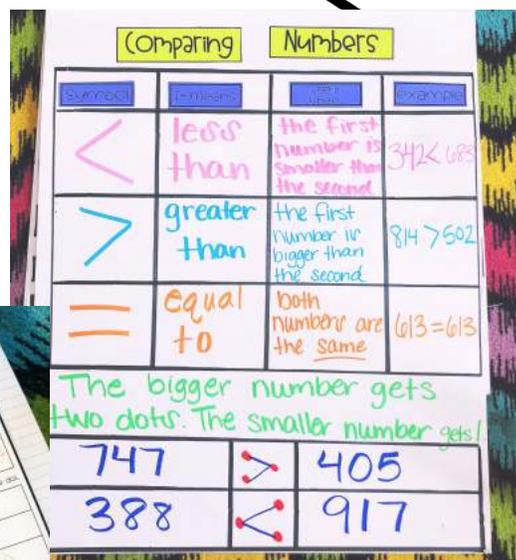
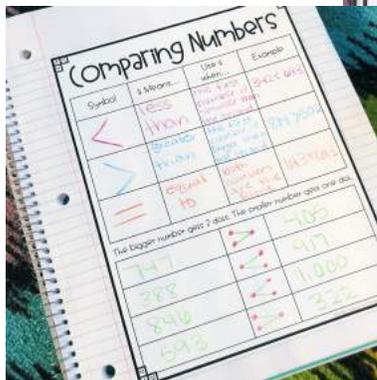
Students will play a game called "FLIP" using the small number cards.



*DAY 8

Whole Group

Teacher will create a whole group anchor chart to show how to compare numbers. Students will create a mini one and glue it into their math journals.



Independent Practice

Using dice, students will practice comparing numbers using the "dot" method. (Center directions and a recording sheet are also included to use during math stations).



Small Group

Repeat from Day 7:

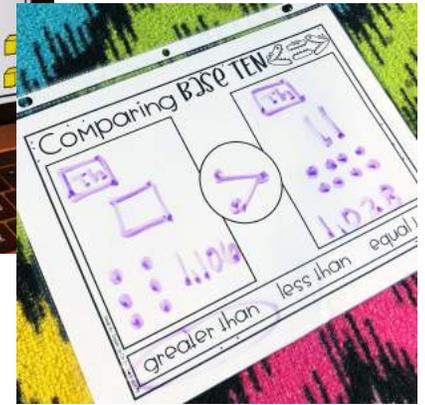
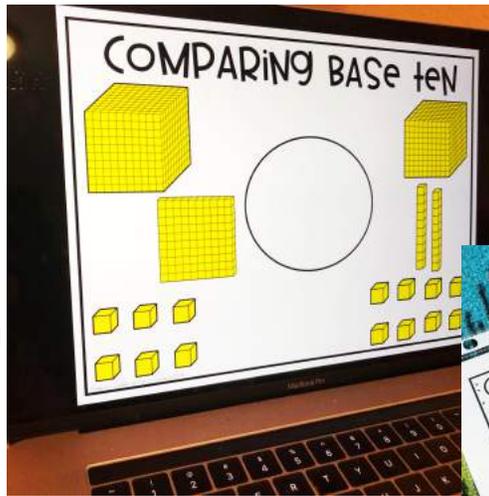
Students will play a game called "FLIP" using the small number cards.



* DAY 9

Whole Group

Teacher will display comparing base ten PowerPoint. Students will build or draw the numbers shown and then compare on their work mat.



Independent Practice

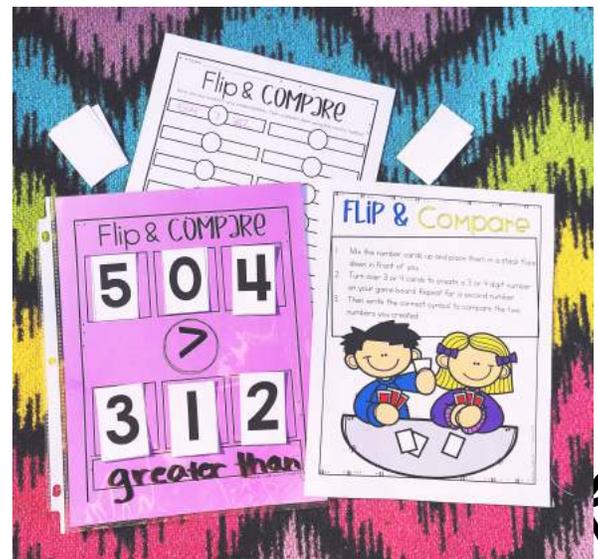


Spin, Expand & Compare. Students will write two numbers in expanded form and then compare them using the correct symbol.

Small Group

Using number cards, students will create 3 or 4 digit numbers and compare them.

3 & 4 digit work mats are included.



*DAY 10

Whole Group

Using the large number cards students will play Ring Around and Compare. This hands on activity allows students to move around the room and partner up to compare two numbers.

Independent Practice



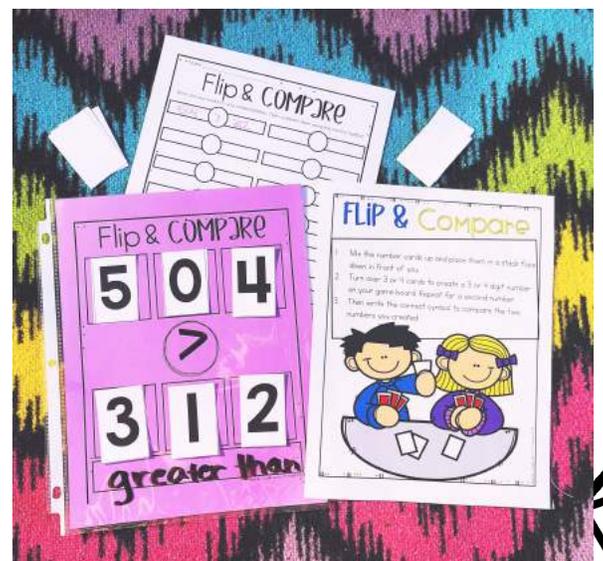
In their math journal, students will compare sets of numbers using the correct symbol and then sort them under the flip flaps.

Small Group

Repeat from Day 9:

Using number cards, students will create 3 or 4 digit numbers and compare them.

3 & 4 digit work mats are included.



* DAY 11

Whole Group

In a pocket chart, students will sort comparing equations based on if they are true or false. (Center directions and a recording sheet are also included to use during math stations).



Independent Practice



Students will create a Snatching Up Comparing Numbers Hat.

Small Group

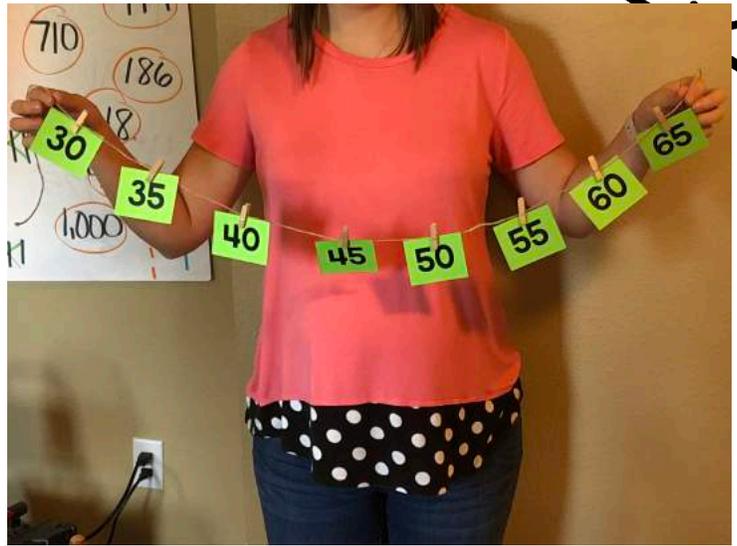
Using dice, students will roll to see what column they'll need to compare two numbers in. Keep rolling until the entire board has been completed.



* DAY 12

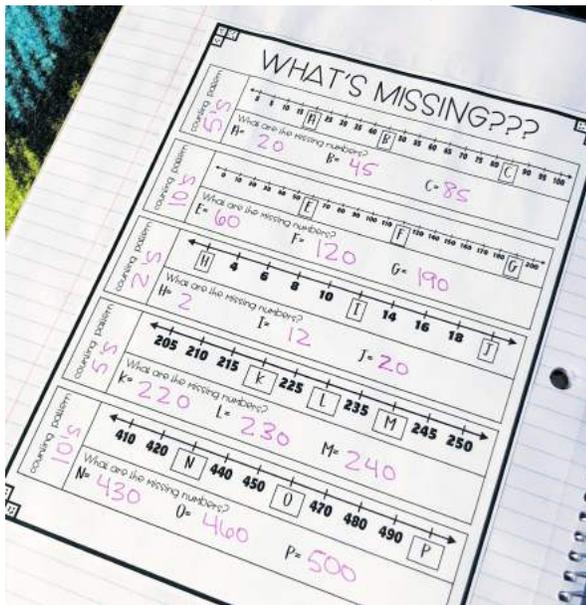
Whole Group

Use yarn and number cards to create an interactive number line. Students will try to determine the counting pattern and missing numbers.



Independent Practice

In their math journals, students will determine the counting pattern on a number line. Then, determine the missing numbers.



Small Group

Repeat from Day 11:

Using dice, students will roll to see what column they'll need to compare two numbers in. Keep rolling until the entire board has been completed.



* DAY 13

Whole Group

Create a giant number line on the floor using paper plates and painters tape. Students will practice determining the skip counting pattern and finding the missing numbers.



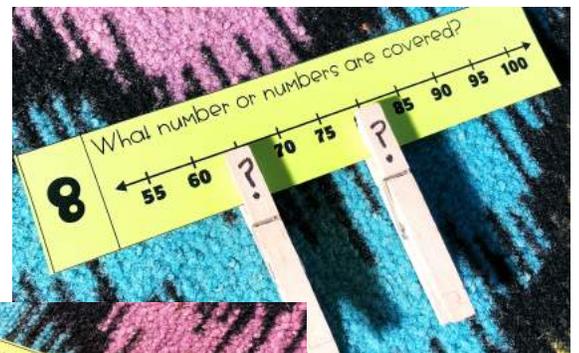
Independent Practice

Using a spinner, students will spin a number to create their own number lines based on the the first number spun and the counting pattern they spun.



Small Group

Students will play Guess My Number with task cards. Number lines with 2, 3, and 4 digit numbers are provided. (Center directions and a recording sheet are also included to use during math stations).



*DAY 14

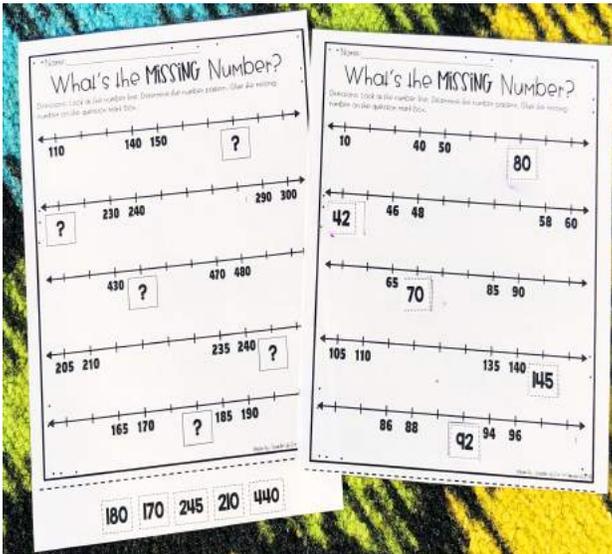
Whole Group

Create a giant number line on the floor using paper plates and painters tape. Students will practice determining various points on a number line.



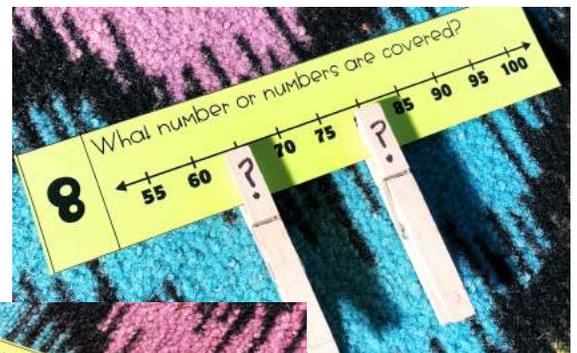
Independent Practice

Students will practice finding the the number pattern and missing numbers on an open number line.



Small Group

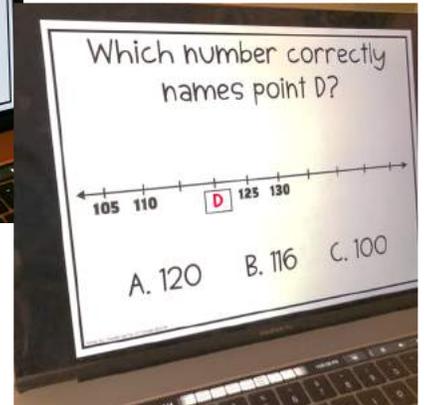
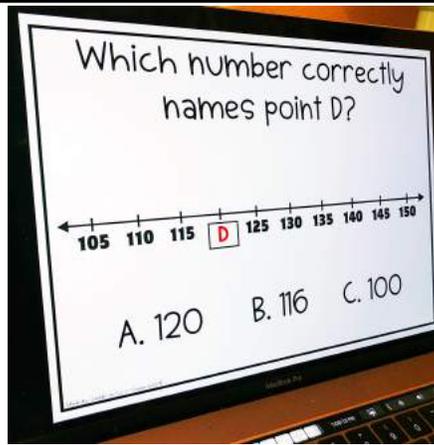
Students will play Guess My Number with task cards. Number lines with 2, 3, and 4 digit numbers are provided. (Center directions and a recording sheet are also included to use during math stations).



*DAY 15

Whole Group & Independent Practice

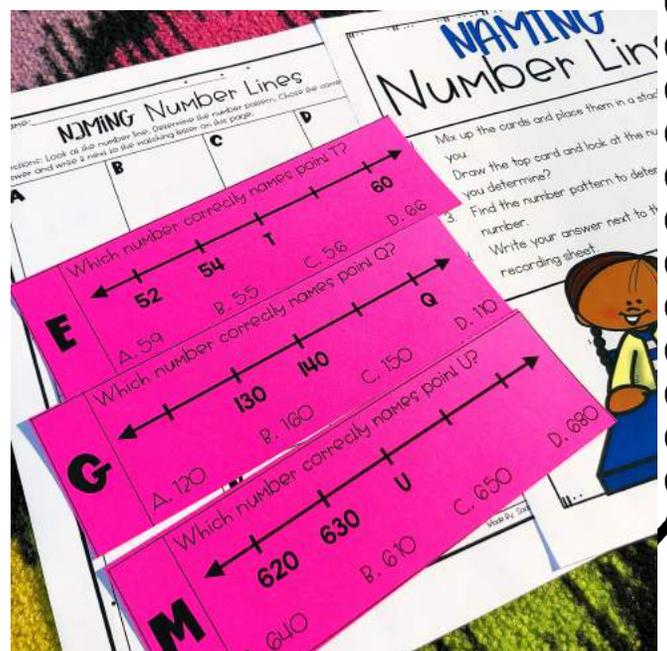
This number line PowerPoint comes in two different levels. Display onto your board and have students solve using their white boards.



Use independent time to do an extra round of math stations or more whole group review.

Small Group

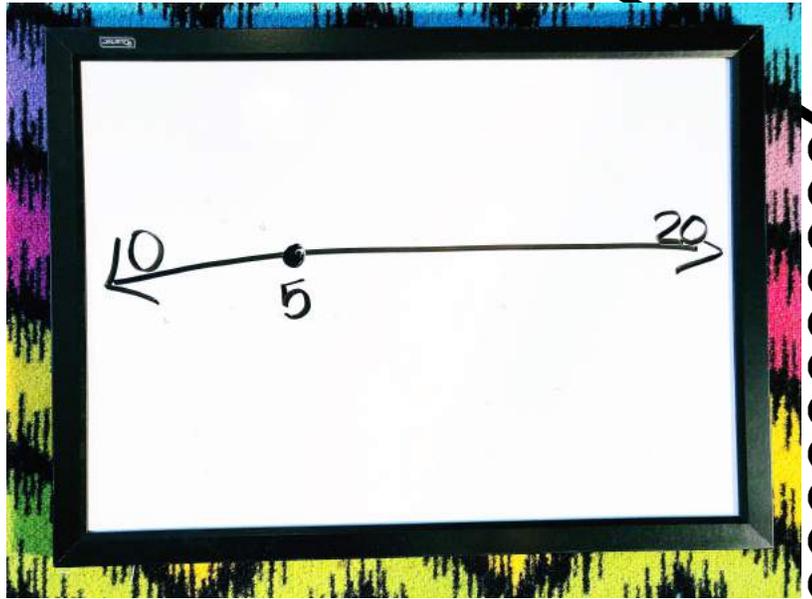
Using the Naming Number Line task cards, have students practice determining the number that represents a point on a number line. (Center directions and a recording sheet are also included to use during math stations).



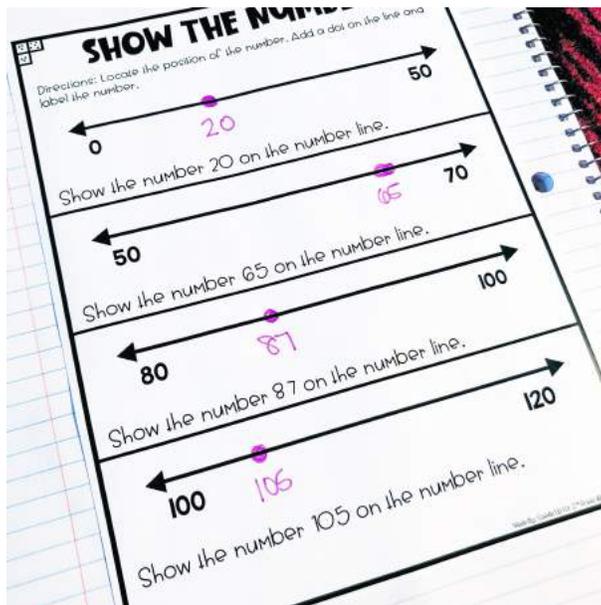
DAY 16

Whole Group

Teacher will guide students in drawing an open number line. Then they will draw a dot to represent where certain numbers go.



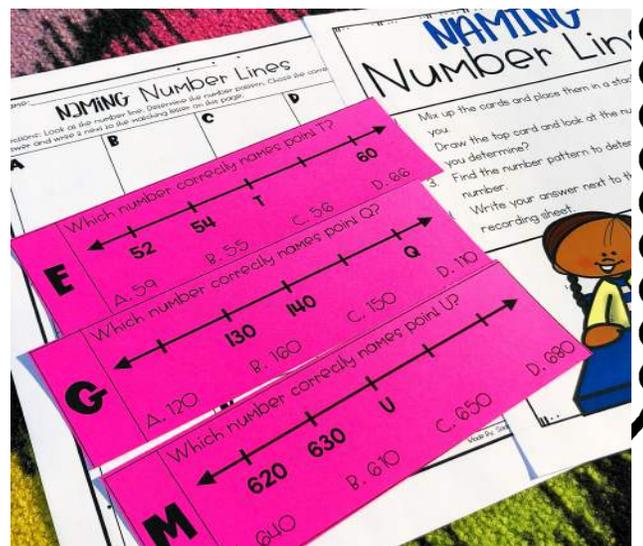
Independent Practice



In their math journals, students will be practicing showing where various points on different number lines go. 2 different number options are included.

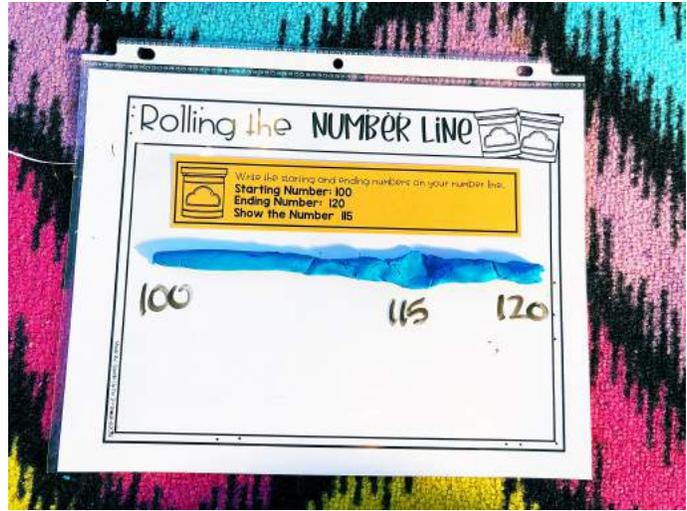
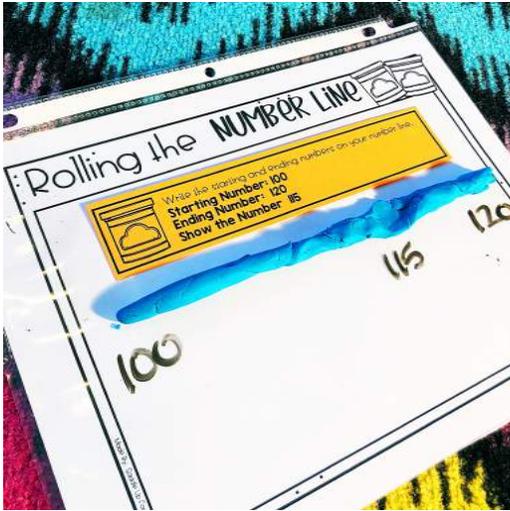
Small Group

Repeat from Day 15. Using the Naming Number Line task cards, have students practice determining the number that represents a point on a number line. (Center directions and a recording sheet are also included to use during math stations).



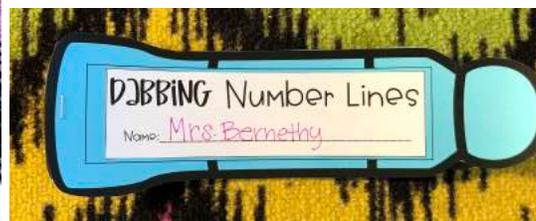
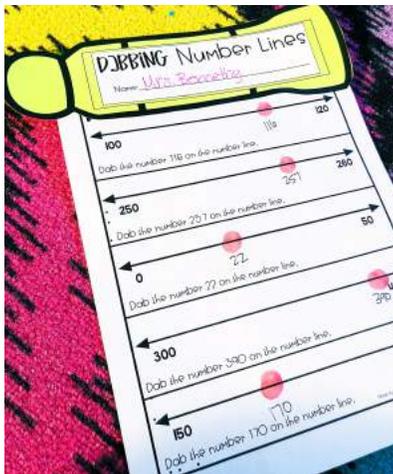
* DAY 17

Whole Group & Independent Practice



On their work mats, students will create an open number line out of playdough. Teacher will show a task card to determine the starting and ending number of the number line. Then students will mash down on the playdough to mark where the number should be shown on the line and label it with a marker.

Small Group

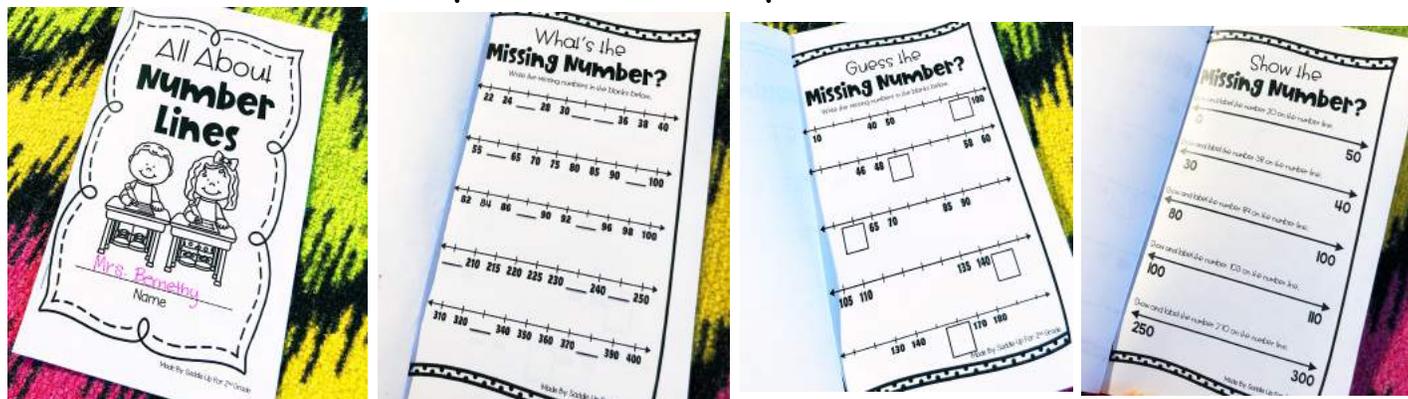


Use bingo dabbers to determine a point on an open number line.

Two versions of this activity are provided.

* DAY 18

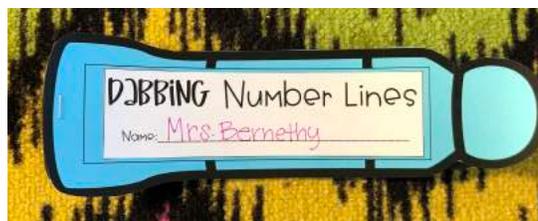
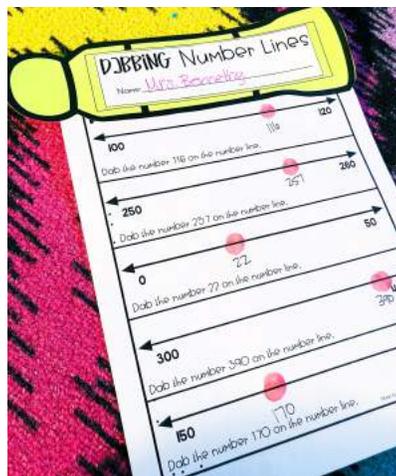
Whole Group & Independent Practice



Whole group or independently, students will complete the number line booklet to practice and review the skills they have learned.

Use independent time for more practice or do an extra round of math stations.

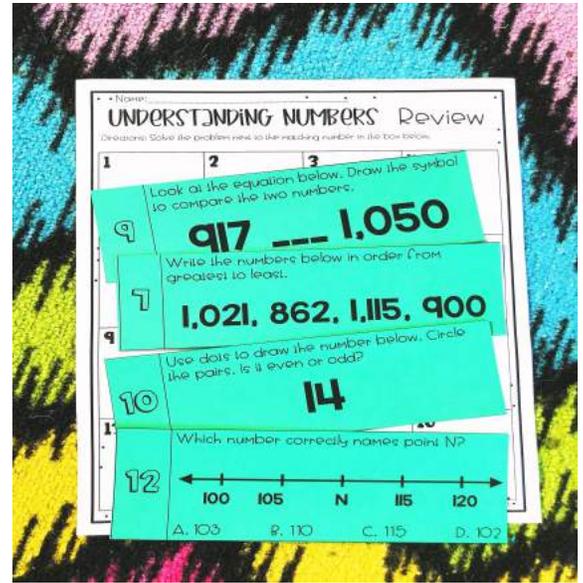
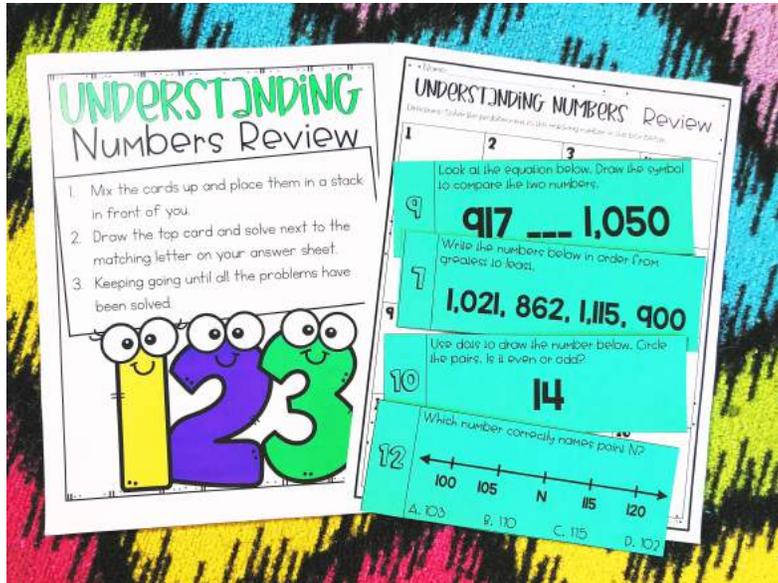
Small Group



Repeat from day 17. Use bingo dabbers to determine a point on an open number line. Two versions of this activity are provided.

* DAY 19

Whole Group & Independent Practice



Play iSpy around the room using the review task cards. These cards cover even and odd numbers, comparing and ordering numbers, and number lines.

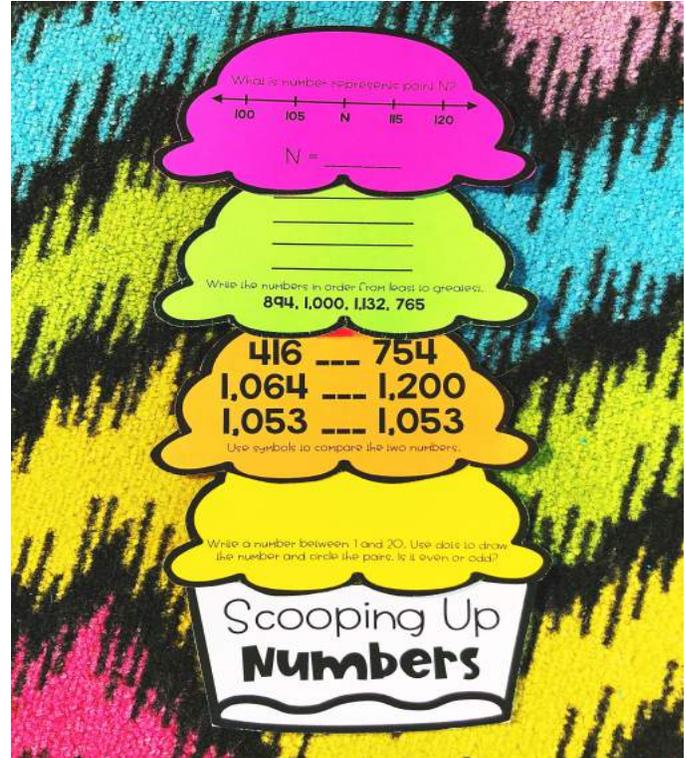
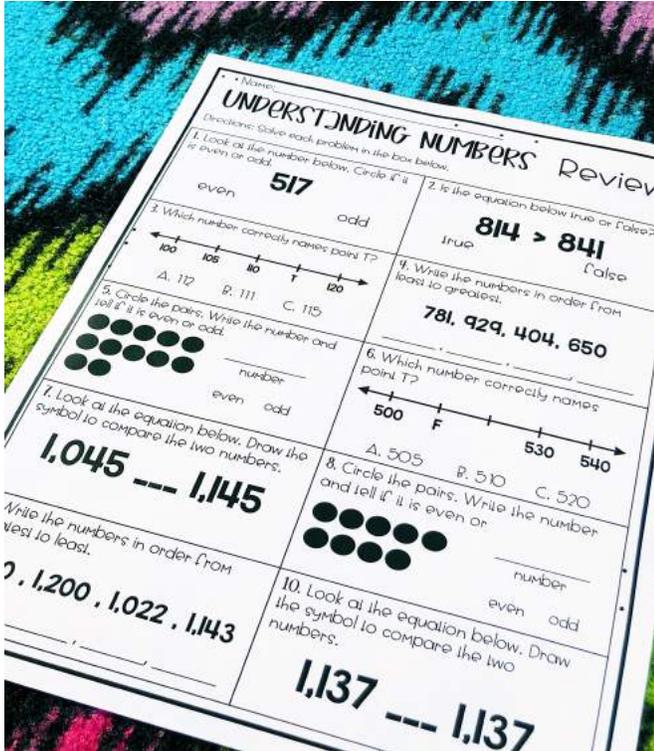
Use independent time for more practice or do an extra round of math stations.

Small Group

Review with any games or activities from the unit based on student needs.

* DAY 20

Whole Group & Independent Practice



Students will complete the review sheet as an assessment over what they have learned. When finished, they can create the Scooping Up Numbers review ice cream craft.

Small Group

Review with any games or activities from the unit based on student needs.

HIGHER ORDER THINKING

QUESTIONS

These H.O.T. tasks are to be used to guide students and get them thinking. These tasks are both challenging and fun. There are multiple types of each problem. Some include a challenge question that can be used to allow students to challenge themselves a little further. These tasks can be used during a whole group warm up, math talk time, small groups, or as exit tickets. I love to see the discussions that occur when my students walk me through their process. They show their peers new ways of thinking that help them in later tasks. They also impress me over and over again!

