Instructor: Season Duncan
Grade & Subject: Second Grade Math
Topic: Graphing on a Coordinate Grid

Objectives: The students will be able to:
Locate and identify points on a coordinate grid.

PASS: Standard 4
  1. Coordinate Locations
     b. Identify locations on a grid with ordered pairs

Materials: journals, camera, pencils, rulers, markers

Instruction:
1. Introduction- I will tell the class that we are going to begin our math lesson with a little pretest on coordinate grids and ordered pair. We will read instructions together and I will inform them that I will not help them, I just want to see how much they already know.
2. Instructional Process- Day 1 We will begin by going over our two vocabulary words (grid and ordered pair). We will talk about the definitions and I will give examples of each. They will then have to complete their vocab pages and place it in their notebooks. I will then begin our lesson by drawing a large grid on the board and the ordered pair (3,2). I will show them how we move to the right using the first number and then move up using the second number. I will place a sticky note on that location. We will then talk about why the two numbers are called an ordered pair. I will have each child come to the board and locate a point on the grid with a sticky note. Next, I will pass out a page from an atlas and we will locate cities. Last, I will explain to them that we are going outside to take a picture so we can make our own coordinate grids. They will each take a picture of anything they want.
   Day 2 We will review coordinate grids on the board. They will each then get their pictures back and we will draw lines on them one inch apart both ways. I will go over how to number the grid and pick points to find. They will need to choose three points on their grid.
3. Closure- When everyone is finished I will remind them about which way we move first on a coordinate grid and ask if anyone has any questions. I will then pass out the post-test and again go over directions together.

Assessment:
Post test and the grid they made on their pictures.
Modifications/Accommodations: I did not have to modify my lesson for any of my children. I do have a girl who has trouble with her eyes. So she sits at the front and I let her come to the board to read problems.

My computer stopped printing after only half the pictures, so I had to put them in pairs to do their grids and they all did not get the picture that they took. It ended up working really well with partners, they helped each other out a lot.

Reflections:

a. The lesson overall went pretty good. The taking picture part they loved and when they came to the board, but some of them really struggled with using a ruler. So next time I think we will have a little lesson on ruler use.

b. I loved the pre-test, but my kids hated it! I think it sort of scared them because I would not help them. Most of them did pretty well on the post test. I was really pleased.

c. I do not like my journal activity. The kids struggle with it. We do it almost everyday and they still have trouble with their own definition. They don’t understand that there is no right or wrong answer and that it is what they think. It does however help them that we talk about each vocabulary word before every lesson. I would like to use some sort of journaling, I am just not sure what to do that they can handle.

d. I let them play battleship in math center, which they loved. The grid is a little different, but I just concentrated on moving right then up.