**The Napping House**

**Grade Level:**  2nd grade

**Objectives:**

* Students will be able to solve problems up to 100 by using manipulatives and a worksheet to review.
* Students will be able to solve word problems by using their listening skills and understanding of number order.

**Common Core Standards Assessed:**

* 2.OA.1 Use addition and subtraction within 100 to solve one-and-two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**Materials:**

* The book: The Napping House by Audrey Wood
* Paper
* Pencil
* Manipulatives (ones, tens, hundredths blocks)

**Introduction:**

* Begin the lesson by reviewing the addition and subtraction of numbers up to 100.
* Have manipulatives available because the students are going to do a fun worksheet to review our counting skills!
* Here is an example of some of the problems on the worksheet:

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* Allow students to work independently or on their own.
* Make sure there are problems that review addition and subtraction.
* Students will be able to use the manipulatives as a guide to help with their counting, as a different tool or students may not need to use the manipulatives at all.
* Allow enough time for students to complete enough problems which get their mind thinking about our numbers 0-100
* Once the students have received enough time, go over some problems on the worksheet as a review to make sure everyone is on the same page!
* Have the children come to the carpet to listen to a story!

**Guided Practice/Activity:**

* The teacher will read the story The Napping House by Audrey Wood
  + The story is about the people sleeping in the Napping House. Each page there is a different person sleeping on the cozy bed.
* After reading, have the students pay close attention to the people/ animals sleeping in the room.
  + Students can use pencil and paper to make a chart or anything that will be useful for them to complete the problem we will be working on once we are finished reading the story.
* The students will be asked to solve a word problem by using the story.
* The word problem is:
  + *When all the sleepers were piled up, how many feet were in the bed? Use pictures, numbers or words to show your thinking.*
* Allow students to work with a partner or independently to figure out how many feet there were.
* Ask students to go back to their table to complete the problem.
  + For struggling students: Remind them how many feet there are on animals and people.
* For an extension of the problem, ask the students how many people would there need to be to have 80 feet in the bed.

**Conclusion:**

* Once each group or student has finished we will share as a class our answers.
* Use the white board to document the answers.
* Finally, as a class we will go through the book and count the number of people/animals and how many feet each has and we will find the answer together.
  + Allow students to take control and explain how they got their answer; make sure discussion is student led. Ask the questions to prompt: How many feet does Grammy have? Do her arms count as feet? Etc…

**Assessment:**

* Students have an understanding of numbers 0-100.
  + They are able to use manipulatives or pencil and paper to solve basic problems given to them.
* Students can solve a word problem by using their knowledge of numbers 0-100
  + Students use the story to find the number of legs that are piled in the bed.

**Differentiation:**

* Advanced Students:
  + Students can receive a more difficult problem that exceeds 100.
  + Have the students work on a different problem such as: How many fingers and toes is in the bed including animals and people?
* Struggling Students:
  + Students can work with a student where it comes easier so the advanced student can help the other.
  + Students can use manipulatives or draw pictures to help find out the number or feet there are to help solve the problem.

**Lesson Justification:**

* My lesson supports learning for understanding because we begin by reviewing numbers 1-100 and then move onto solving a word problem. The students will be able to choose to work alone or with a partner. The students are able to solve the problem using any method they would like while being able to lead the discussion at the end of the lesson. Even if the students do not get the “correct” answer, by them explaining their way of thinking allows for me to learn how they understand the lesson. When the teacher can learn the way the student thinks, allows for the teacher to understand the different methods students. When the lessons are more students centered, the students take control and will learn more from the other students rather than the teacher using direct instruction.

**Websites Used:**

* <http://www.k-5mathteachingresources.com/support-files/thenappinghouse.pdf>
* <http://www.homeschoolmath.net/teaching/a/add_subtract_tens.php>