Math, Math Everywhere Second Grade: Math	SBI(S)	MTH.G2.25
VISUALIZATION	Materials	
Gifted Behaviors to look for: Perceptive – Creative -	ESOL Accommodations	Activate and make connections to prior knowledge. Utilize a variety of instructional groupings.
Resourceful	Marzano Strategy	Nonlinguistic Representations
- Allocouloura	Patterns of Thinking	PERSPECTIVES/RELATIONSHIPS

Link	Say, "Math can be found everywhere. Today we are going to read a book that shows us places we might find math every day."
	Assessment: Listen for students who can share where math is found in "real-life."
Engage and Educate	 Ask: "What are examples of things you have learned to do in math?" List responses on chart paper. "Where do you see and example of math listed in the classroom?" "Where can you find math at home?" "Have you used any math today?"
	Read the <i>Math Curse</i> by Jon Scieszka and Lane Smith. <u>Assessment</u> : "Perceptive" students will find relationships between skills they are learning in math and
	when they must apply their learning to real-life experiences.
Active Learning	Create a Math Curse Class book. Each student will write a page to the book that includes an illustration. Students may decide to work with a partner for this activity.
	Extension(s): (1) Students will interview parents or grandparents about the "math" they encounter in their everyday lives. (2) Share their real life math experiences by acting them out and having classmates guess what math skill they were using.
	Assessment: "Creative" students will demonstrate innovative and inventive ideas that clearly depicts math they have experienced in their life. "Resourceful" students will draw from previous experiences such as cooking, shopping, telling time, or taking a road trip with their family.
Reflect	Share their completed math page. Compile the pages to create a class book using all of the students work.
N _{ow} and Then	Say, "Today we saw that math can be found everywhere and how important math is in our everyday lives."

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