

GRADE: 2	TEACHER: J. MILAM	DATE: 2-27-02	COACHING FOCUS: Number Sense/Algebraic Thinking
TEKS: 1, 5A, 6A, 6C, 13A	OBJECTIVES: To explore patterns To use the constant function on the calculator To guess the constant function programmed into the calculator		
LESSON PLAN/Directions attached Focus: Read <i>A Million Fish . . . More or Less</i> by Patricia McKissack. <ol style="list-style-type: none"> 1. Ask children how much one million is. Have a student write the number 1,000,000. 2. During the reading, have children make predictions about the story. Focus particularly on the number one million. 3. After reading, go back and look at the picture where the boy has his wagon loaded down with fish. Ask children about how many. How could we find out? Guide them to explain that if we can only see 64, there must be others behind those. What could we do with 64 to make it into 1,000,000? 4. Children will probably put forth the idea of adding $64 + 64 + 64$, etc. to reach 1,000,000. Have them experiment with this using the TI-10. 5. Circulate among the children, asking what numbers they have reached. Comment on the “big numbers.” Has anyone reached 1,000,000? 6. At this point introduce using the constant function on the TI-10. Have children input the constant function with 64 and do this for a while. 7. Eventually, tell the children that 1,000,000 is a <i>very</i> large number and it would take more time to get there. 8. Teach children how to use the calculator to do “Guess My Pattern”. They can do this with a partner. 9. Have children share the patterns they found. Summarize today’s lesson and what was learned. 			MATERIALS NEEDED: <ul style="list-style-type: none"> • <i>A Million Fish . . . More or Less</i> by Patricia McKissack • TI-10 Calculator poster • TI-10 calculators