

Kacey Legare

LAP 1: Math Meeting Extension

Topic 9: Numbers to 1,000 (9-1/9-2)

How do mathematicians think about place value?

I. Content: Describe *what* it is you will teach. What is the content?

- In this lesson, I will be extending math meetings and supplementing my students critical thinking skills around the math content for Topic 9. This lesson is the first two meetings for the introduction to the topic. On Day 1, students will be introduced to the new topic. In math meeting, which happens before the lesson, students will get a chance to be introduced to the concept of hundreds and begin to think within the physical representations and pictorial models of hundreds to one thousand. This will prepare them for the introduction. On Day 2, students will get to supplement their math skills in conjunction with technological practice on the Chromebooks. The games available will allow students to develop number sense within 10 and with 3 digit numbers and practice old and new vocabulary, which they were introduced to in the previous lesson. By reinforcing the math meeting to suit these needs, students will have a stronger orientation to the entire topic and be able to build their skills in the front end of the unit.

II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.

- SWBAT identify the number of days we have been in school and correctly change the place values to represent the new number.
- SWBAT work on basic computer skills such as clicking, dragging, and scrolling.
- SWBAT count by hundreds to 1,000.
- SWBAT recognize and match definitions to relevant vocabulary words.
- SWBAT relate numbers within 10 to one another quickly.
- SWBAT add and subtract within 10 fluently and switch between the two seamlessly.
- SWBAT use algebraic thinking to find missing addends to 1,000.

III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

- In this lesson, over the first two meetings and lessons, students will have completed the Topic Opener, 9-1, and 9-2. They will have had a chance to familiarize themselves with the slightly new routine of math meeting and get accustomed to the shift we will be taking in math. To start, this lesson covers taking a quick check for lesson 9-1 on the second day of the lesson. This will happen for every meeting every day. They will also participate in activities on the computer based around familiarizing themselves with the vocabulary and basic mathematical skills needed to begin to think about what hundreds are and what a thousand is. This makes it the best way to start off the unit and set the expectations for future lessons while building a strong background for the other concepts.

IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.

- Across both lessons, I will assess students based off of their completion of assignments and ability to follow directions and transition between activities. In the first meeting, I want all students to finish their Interactive Story books and get to try the Vocabulary game. Those activities directly translate to the Topic Opener and of that day (9-1). On the

second day, all students must complete the 9-1 Quick Check and either the Enrichment or the Reteaching worksheet. I will be assessing the students quick checks to decide if they need an Enrichment or a Reteaching of what hundreds are. Their completion of these activities is what I base my assessment off of. In this unit specifically, I will be assessing their quick check while the complete other work so that I can identify who needs a reteaching intervention and who could use an extension. This is done during each meeting.

- V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?
- This lesson supports students by focusing around what the students needs are directly. As mentioned, the Math Word wall was updated and the Topic Opener was used in an introduction to the vocabulary needed for this unit. In addition to that, the Vocabulary online game will help students connect to and own the vocabulary. Also available, the visual aides for days in school place value and each vocabulary word are available for all students to see. The interactive story books provide another visual aide as well. In each online game as well as the quick check, headphones were provided and students could audibly hear directions, definitions, and other information. In all these ways, vocabulary was reinforced and materials were presented in multiple mediums making it very accessible to all levels of learners regardless of language background.

VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

Schedule:

Day 1: Wednesday 9-1: Understanding 100's

Time	Students	Teacher	Materials
Math Meeting 12:25-12:28	Days in School	Calendar and Straws Send to Groups	Calendar and Straws
Station 1 12:28-12:37	How Much How Many? Greg Tang	Assist with Chromebooks	Chromebooks and Clever Badges
Station 2 12:37-12:46	Interactive Number Story Books	Pass Out and Help with Stories	Story Books
Station 3 12:46-12:55	Pearson: Save the Word Vocab Game	Assist with Chromebooks	Chromebooks and Clever Badges

Day 2: Thursday 9-2: Models and 3 Digit Numbers

Time	Students	Teacher	Materials
Math Meeting 12:25-12:28	Days in School	Calendar and Straws Send to Groups	Calendar and Straws
Do Now 12:28-12:38	Pearson: 9-1 Quick Check	Assist with Chromebooks	Chromebooks and Clever Badges
Station 1 12:38-12:43	9-1 CC Review	Review Data and Make Groups Send to Groups	9-2 CC Sheets
Station 2 12:43-12:48	9-1 Enrichment/ Reteaching	Help the Reteach Jen help Enrichment	Differentiated Worksheets for 9-1
Station 3 12:48 - 12:55	Finish Books or Choose a Game from Yesterday	Assist with Chromebooks	Chromebooks and Clever Badges

b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

- I anticipate management to be difficult especially at the beginning of this unit.

VII. List the Massachusetts Learning Standards this lesson addresses.

- Grade 2 Common Core standards
 - 2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
 - a. 100 can be thought of as a bundle of ten tens—called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
 - 2.L.6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- Grade 2 Practice standards
 - MP.1. Make sense of problems and persevere in solving them.
 - MP.4. Model with mathematics.
 - MP.5. Use appropriate tools strategically.
 - MP.6. Attend to precision.
 - MP.7. Look for and make use of structure.
 - MP.8. Look for and express regularity in repeated reasoning.

VIII. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?

- This lesson was a great start to the unit. One successful moment I did not anticipate was the level of confidence my students had when they took their quick checks and got very strong scores. My students average 70s on their assessments usually. When we took the quick check for 9-1, this was the first time they had taken a “test” on the Chromebooks for a lesson not a unit. The lesson was the introduction to the unit and was not a challenging assessment but many of them except for two got 80s or 100s. One student got a 60 and one student with special needs got a 20. Now I still see that as a success because the student, J.K., who got the 60 showed deep understanding during the next lesson and benefited from the intervention activity. The student, C.R., who got the 20 was disappointed in his score but I reassured him that he did not score a 0, he tried his best, which is all I ask for, and he got a 20. I told him that there is room to grow but he is not starting at nothing. He is smart and will get it. He also showed a great understanding after the intervention activity despite leaving during math for special ed. So many of my students who score mediocre on most exams, lit up when they saw an 80 or a 100 pop up after hitting submit. Growing my students’ confidence in math was not the main objective of the lesson or the unit, but after seeing the power of validation for them, I knew this was a chance to make an impact on how they see themselves as learners.

As far as planning and lesson design, I was also pleased with my timing. My students need to work on the speed they transition to and from activity but I expected this. I was really happy with how much I was able to cover and include in just the math meeting. As I plan the following lessons and unit, I hope my students can continue to work hard and think deeply about the math material we cover. Math can be fun. Math is fun. Math can involve Chromebooks, small groups, and games. I am very excited to continue this unit and involve many other forms of math into our math meetings so that our students can thrive throughout this unit and beyond.

- b. What did you learn from the experience of this lesson that will inform your next LAP?

- Moving forward, I plan to go over expectations around transitions and post the schedule for math on the white board during lunch each day. This way, students know when they have to transition and can plan for what is ahead. I personally like to have the schedule posted for students so that they know what is coming and they know why we must move on from activities which may be fun and hard to leave or stop. I want to include more diversity in my lessons and have more fun outside activities. I want to go through Pearson’s online resources more in depth so that I can prepare fully for each meeting. I know if I carefully pick activities for the intervention and enrichment groups, dividing them up will be the only thing I’ll have to think about during the lesson other than my instruction. This will help me teach, help the lesson flow, and help Jen get involved to help me too.