

Kacey Legare

LAP 2: Math Meeting Extension

Topic 9: Numbers to 1,000 (9-3/9-4)

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 continuing an extended math meeting. In these two days, students will be completing lessons 9-3 and 9-4 from EnVisions. Before they dive into the content each day, we will meet briefly for a math meeting to go over the days we have been in school. We will also be completing a “Today’s Challenge” problem around topographic maps, then move right into our work on the Chromebooks. Students will complete the quick check for the previous lesson (9-2 and 9-3 respectively) and then get to use their extra time to play a new online game, “Gobbling 100s” where students have to collect bubbles worth 100, 10, or 1 to build a three digit number. While they finish, I will divide them into groups for Enrichment or Reteaching as an intervention. After completing their assigned worksheets, students can work on the Common Core review for the day, clean up the Chromebooks and materials and transition to the new lesson’s bookwork.

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 model 3 digit numbers with place value blocks.
- SWBAT draw 3 digit numbers pictorially.
- SWBAT tell the value of a digit based on its place in a number.

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

- In these lessons, students begin to develop a new routine with math meeting. These interventions are more than likely the most influential out of the entire unit because students need to have a strong sense of what 3 digit numbers looks like in models and pictures as well as how their place values are similar and different for identifying value associated with a number in a certain place (e.g. The 6 in 468 is worth 60 and is shown as 6 tens rods). By keeping these meetings similar, students can focus more on their work and understandings and Jen and I can help those students who need intervention. These lessons are the building blocks for the entire unit and students who build a strong sense of confidence in their abilities now, will be confident in the remainder of the unit and feel more capable of tackling complex problems.

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

- Again, my assessments will be mainly the completion of their work online and with their assigned worksheets. Most importantly, I will be assessing them during the lesson, reviewing their results from the quick checks and my own observations to determine who needs extensions and who needs interventions from the previous lessons. In addition to the quick checks, I will be reviewing their worksheets and looking for common misconceptions or red flags as a class or patterns with a individual student to better use

this time to address those specific needs as well. Each day, I should get an idea from their quick check and worksheet around their abilities. Students will also get Today's Challenge worksheets and Common Core Reviews which they can feel free to take home if they do not finish but are not required or reviewed.

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 of all language abilities. The problems are represented visually, audibly, and sometimes physically. This allows students to access the material in many ways, helping them fully grasp each problem. The Math Word wall is also still available as well as their math books. By allowing interventions to occur in small groups, those students who need more attention and scaffolding to get all the important place value concepts can get more personalized attention. Students who need Base Ten blocks or other manipulatives will have access to those to solve their respective problems. By allowing students to use their verbal, olfactory, visual, and tangible senses to experience the math in front of them, they are more likely to build strong connections, be engaged, and retain new ideas and information.

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: Friday 9-3: Name Place Values

Time	Students	Teacher	Materials
Math Meeting 12:25-12:28	Days in School	Calendar and Straws	Calendar and Straws
Do Now 12:28-12:39	Today's Challenge Question 4 and Pearson: 9-2 Quick Check	Assist with Chromebooks and Clever Badges	Today's Challenge Worksheets, Chromebooks and Clever Badges
Online Game 12:39-12:45	Pearson: Gobbling 100s Game	Organize Groups	Chromebooks
Enrichment 12:45-12:55	Enrichment Puzzle	Jen's Group	Enrichment 9-2 Sheets
Reteach 12:45-12:55	Reteach by Making Models of 3 Digit Numbers	Kacey's Group	Base Ten Blocks and Make Models Worksheets
Clean Up	9-2 CC Review is	Clean Up Tech	9-2 CC Review

12:55-1:00	needed		Sheets
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Day 2: Monday 9-4: Read and Write 3 Digit Numbers

Time	Students	Teacher	Materials
Math Meeting 12:25-12:28	Days in School	Calendar and Straws	Calendar and Straws
Do Now 12:28-12:39	Today's Challenge Question 2 and Pearson: 9-3 Quick Check	Assist with Chromebooks and Clever Badges	Today's Challenge Worksheets, Chromebooks and Clever Badges
Online Game 12:39-12:45	Pearson: Gobbling 100s Game	Organize Groups	Chromebooks
Enrichment 12:45-12:55	Enrichment Puzzle	Kacey's Group	Enrichment 9-3 Sheet
Reteach 12:45-12:55	Reteach 9-3 Worksheet	Jen's Group	Reteach 9-3 Worksheet, Base Ten Blocks
Clean Up 12:55-1:00	9-3 CC Review is needed	Clean Up Tech	9-3 CC Review Sheets

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

- I anticipate managing materials to be the hardest part of this lesson. Across these two days, students will have used their headphones, Clever badges from my desk, Chromebooks from the cart, math books, Base Ten blocks, and numerous worksheets. Students will be moving around the room from the rug to their seats (and moving a table for the projector later). This use of many materials and spaces is nice for learning and allows them to connect to the materials in genuine ways, and using tools appropriately is a standard I want to strengthen. However, I have tried my best to eliminate students jumping from space to space as they complete activities. I tried to plan for smooth transitions from the rug to our seats and from the Chromebooks to worksheets. In the previous lesson, we had discussed how we needed to make quick transitions or we won't get to do all of our work. By making both days of this lesson almost identical, I hope students relax into the flow of the lesson and allow themselves to establish a new routine and work diligently to get to do fun new ways to address math and math meeting.

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).
- 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. Worksheets and Materials

Name: _____

Making Models of 3 Digit Numbers

Please Make the Following Numbers

1. 200
2. 740
3. 130
4. 815
5. 452
6. 508

What if you didn't have any tens rods...

How would you make the following numbers?

1. 621
2. 314

What if you didn't have any hundreds flats...

How would you make the following numbers?

1. 200
2. 117

What do you notice?

Name: _____

Making Pictures of 3 Digit Numbers

Please Make the Following Numbers

600	290	360
731	683	137
841	408	1,000

Write the expanded form for these numbers.

1. $254 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

2. $816 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

3. $639 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$