

Kacey Legare

LAP 3: Math Meeting Extension

Topic 9: Numbers to 1,000 (9-5/9-6)

**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 upon the routine for the extended math meeting. In these two days, I would be implementing similar style meetings as in the previous lesson. We start with a brief discussion about how many days we've been in school. Students then continue with the Today's Challenge problem and begin their quick checks. After they submit their quick check they may play Space Jump, a game about hundreds, basic addition, and spacial awareness. While they play, I divide students into groups based off of their quick check results and previous observations. We then transition to either an intervention and reteaching activity of the previous lesson or an enriching extension puzzle. If time allows students may complete a Common Core review. We then clean up, and transition to traditional EnVisions book work.
  
- 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 read and write 3 digit numbers in expanded, standard, and word forms.
  - SWBAT compare and contrast different ways to represent the same number.
  - SWBAT regroup hundreds into tens and tens into ones to show the same value.
  
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
  - In this part of the unit, students are beginning to represent the same number in multiple ways, whether that means word form, standard form, expanded form, or a pictorial representation. They are also beginning to regroup and recognize that you can change the representation of the number as long as you don't change the value. Previously, we had done vocabulary work, number sense work around what a hundred is, and made models of 3 digit numbers which reflected their place value. These learning goals for this lesson across these two days allow my students to extend that knowledge and apply new ideas. They can experiment and represent 3 digit numbers in a variety of ways. After this, they will begin to work on identifying patterns and noticing repetition within 3 digit numbers.
  
- IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.
  - My main assessments in this lesson are the same as the previous lessons. I will be reflecting on student's abilities to complete their assigned worksheets and other book work associated with the unit. This creates a more in depth look at what each student is capable of. I will also be evaluating their quick checks daily to see how well each individual grasped the concepts from the day before. This will be a strong determinant for how I group them for each intervention or extension. I will also be evaluating their abilities to explain their thinking closely in these two days specifically.

- 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 all students because of the nature of its design. I am allowing the students to show their own understandings and my response to their results is what will determine their placement in either an enrichment activity or an intervention to support their learning. It is critical that in this lesson, my students can explain their thought processes. I will be encouraging all students to be using the Math Words wall and trying to explain their thoughts to each other, to me, and in writing. Not only is this an important skill for the assessment, but it is important for them to own the language of the unit and use it to deepen their connections. ELL students are supported by the multiple avenues of exposure to the material. It is read aloud, visual, pictorial, and at times physical. Applying multiple representations of the same number is a great way to assess and support ELL learning in math. These two days will solidify the idea that the English words are connected to the pictures which are connected to the numbers which are connected to the green Base Ten blocks in front of them. Creating this uniformity across understanding can be difficult for ELLs but by providing them extra practice and extra visuals and interactive activities, all my students will be able to draw connections between the different ways to represent 3 digit numbers.

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: Tuesday 9-5: Different Ways to Name the Same Number

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 3 and Pearson: 9-4 Quick Check	Assist with Chromebooks and Clever Badges	Today's Challenge Worksheets, Chromebooks and Clever Badges
Online Game 12:39-12:45	Pearson: Space Jump Game	Organize Groups	Chromebooks
Enrichment 12:45-12:55	Enrichment Puzzle	Jen's Group	Enrichment 9-4 sheets
Reteach 12:45-12:55	Digital Tool Work for 9-4	Kacey's group	Chromebooks
Clean Up	9-4 CC Review is	Clean Up Tech	9-4 CC Review

12:55-1:00	needed		Sheets
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Day 2: Wednesday 9-6: Place-Value Patterns with 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 1 and Pearson: 9-5 Quick Check	Assist with Chromebooks and Clever Badges	Today's Challenge Worksheets, Chromebooks and Clever Badges
Online Game 12:39-12:45	Pearson: Space Jump Game	Organize Groups	Chromebooks
Enrichment 12:45-12:55	Digital Tool Work for 9-5	Jen's Group	Chromebooks
Reteach 12:45-12:55	Reteaching for Understanding 9-5	Kacey's Group	Reteach 9-5 Worksheets, Base Ten blocks
Clean Up 12:55-1:00	9-5 CC Review is needed	Clean Up Tech	9-5 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 this lesson to be one of the hardest for all my students to move along as a unit through. It is lessons like this, which rely heavily on vocabulary, good number sense, and critical thinking which divide my class. Some get these connections quickly, most need a range of scaffolds to understand the idea completely, and some need severe intervention to draw the connections between concepts like this. I know my students with special needs will struggle in this lesson. I will be very conscious of this as we enter into it. I am also aware that a majority of my class might need an intervention or reteaching of this lesson and that will not be possible in a whole group setting. I will do my best to anticipate who will need support and try to get as many students towards independent work as I can. They are all capable of reaching the learning goals I have set, I just anticipate more students needing more support in this lesson than the others.

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.NBT.A.3. Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.
  - 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.