Kacey Legare
LAP 4: Math Meeting Extension
Topic 9: Numbers to 1,000 (9-7/9-8)
How do mathematicians think about place value?

I. <u>Content</u>: Describe *what* it is you will teach. What is the content?
   ● In this lesson, I will be continuing Topic 9 math meetings. These meetings will reflect the previous style. We will begin the same way we have been; with a brief meeting about how many days we have been in school, a Today's Challenge problem, and a quick check from the previous lesson. The online game will be Greg Tang's Place Value game where students must identify how many ones, tens, and hundreds are in certain 3 digit numbers quickly. On the first day, students will be split into intervention and enrichment groups like before. On the second day however, we will return to the rug for a whole group notice and wonder activity with skip counting and patterns. Students will identify patterns and compare results with each other.

II. <u>Learning Goal(s)</u>: 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 discover patterns and analyze them to solve problems.
   ● SWBAT use relevant vocabulary (e.g. digit, greater than, less than, standard form, expanded form, increase, decrease) to describe numbers and talk about math.
   ● SWBAT count by 1s, 5s, 10s, and 100s to 1,000.
   ● SWBAT compare the value of given numbers on hundreds charts, number lines, and by their place values.

III. <u>Rationale</u>: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
   ● In the unit, this is when students begin to apply all the knowledge they have learned so far and apply it to the mathematical practices. They begin to notice patterns and precisely analyze data. It makes sense that this type of thinking appears towards the end of the unit. I believe the learning goals associated with these two days fit the Pearson's text and allow students a chance to explore the materials and ideas a little more freely. By allowing them to solve puzzles, identify patterns, and challenge themselves, students will be able to apply that thinking to assessments and further math puzzles. Students are expected to apply the prior knowledge and learning goals to this and the final lesson in meeting and in the work from the textbook.

IV. <u>Assessment</u>: Describe *how* you and your students will know they have reached your learning goals.
   ● I will be assessing my students by their ability to find patterns and explain their thinking. The expectations that they will complete a daily check and worksheet remain stagnant. I only planned for an intervention for the first part of the lesson because finding patterns can be a low-stakes entry point for all learners. I will be assessing how well my students can find patterns, skip count, and use structure and repetition to solve problems.

V. <u>Personalization and equity</u>: 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 with ELL status because they are able to identify any pattern they see and use it to help solve problems. Again, all the accommodations remain available to them. They can read problems aloud, see it visually, and pictorially. They have access to the Word wall and can use manipulatives if needed. The nature of this lesson is to allow all students, regardless of language ability to succeed and identify a pattern within a set of 3 digit numbers. I will encourage all my students to use relevant vocabulary in their explanations such as digit, ones, tens, hundreds, increases, decreases, etc. The visual aid of the chart paper will also serve to help all my students see patterns, like a hundreds chart as well.

VI. <u>Activity description and agenda</u>
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: Thursday 9-7: Skip Counting By 5s, 10s, and 100s, to 1,000

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 5 and Pearson: 9-6 Quick Check	Assist with Chromebooks and Clever Badges	Today's Challenge Worksheets, Chromebooks and Clever Badges
Online Game 12:39-12:45	Greg Tang: Place Value Game (Whole Numbers, Easy or Hard)	Organize Groups	Chromebooks
Enrichment 12:45-12:55	Enrichment Puzzle	Kacey's Group	Enrichment for 9-6 Worksheets
Reteach 12:45-12:55	Digital Tool Work for 9-6 (Printed)	Jen's Group	Digital Tool Worksheets
Clean Up 12:55-1:00	9-6 CC Review is needed	Clean Up Tech	9-6 CC Review Sheets

Day 2: Friday 9-8: Compare Numbers Using Place Value

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 DIY Question and Pearson: 9-7 Quick Check	Assist with Chromebooks and Clever Badges	Today's Challenge Worksheets, Chromebooks and Clever Badges
Online Game 12:39-12:45	Greg Tang: Place Value Game	Organize Groups	Chromebooks
Group Notice Wonder 12:45-12:55	Record Notice and Wonders (At Least 2 Patterns)	Skip Count By 5's 500-600 and 10's from 200-400	Chart Paper, Markers, Notice and Wonder Paper
Clean Up 12:55-1:00	9-7 CC Review is needed	Clean Up Tech	9-7 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 that this lesson will be hard to time. I feel as though the first day is very heavy full of material and activities we might be able to get to all of them. The second day might not have enough to do. I believe that the second day can take a longer period of time if participation is high from the students. Some things I have considered to plan for this is that if we run out of time on the first day, we can always speed up the second day's lesson. We can even take out the quick check as we will not be dividing into enrichment groups anyways. I do not believe timing will be a major issue but of all the lessons in this unit, this one feels the most out of balance between the two days.

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.2. Count within 1,000; skip-count by 5s, 10s, and 100s. Identify patterns in skip counting starting at any number.
  - 2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
  - 2.SL.4 Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary.

- ○ 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.3. Construct viable arguments and critique the reasoning of others.
  - ○ MP.6. Attend to precision.
  - ○ MP.7. Look for and make use of structure.
  - ○ MP.8. Look for and express regularity in repeated reasoning.