

Kacey Legare

LAP 5: Math Meeting Extension

Topic 9: Numbers to 1,000 (9-9/9-10)

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 finishing our enriched and extended math meetings. We will conclude with a similar structure. We will have our brief meeting about how many days we have been in school and update the place value chart. Students will then complete their quick checks and have the option of playing any of the online games we have played in this unit. I will break apart the students into groups for reteaching and intervention or extension and challenges. This allows my students to practice the exact areas they need practice.

- 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 compare and contrast different ways to represent the same number.
 - SWBAT compare the value of given numbers on hundreds charts, number lines, and by their place values.
 - SWBAT use greater than and less than symbols to describe numbers' relations.
 - 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.

- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - This is the final lesson within this unit. Students will now use their knowledge of place value and finding patterns with skip counting to compare numbers in hundreds charts, on number lines, and by their place values. Moving forward, students will begin to add and subtract with regrouping with 3 digit numbers. This final lesson not only concludes our work with Topic 9: Numbers to 1,000, but also launches students forward to think about how to solve operational problems with 3 digit numbers. These learning goals summarize the importance of being able to compare large numbers through patterns and knowledge about place value.

- IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.
 - In this lesson, I will know my students are ready to move on not only from the quick checks and the worksheets but from their final assessment. At the end of every unit, students complete the paper assessment as a review and then take the online assessment for the district. Students will complete this lesson in a similar fashion as the others but with an additional two assessments after. The paper test will give us one final chance to correct any misconceptions. The online test will be their final assessment for this unit.

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 in a multitude of ways. Students will get to use their Math Word wall to own the vocabulary needed to make thoughtful and robust explanations around their thinking. They will be able to hear problems aloud, see them, read them. They will get to access all manipulatives and physical representations or pictorial representations of a problem as needed to make clarifications. All students will get to refer to the Anchor Chart with the patterns we had found. Students can use the tools available to them around the classroom to understand how to compare 3 digit numbers. All students will be divided and grouped based off of their scaffolding needs regardless of language. Throughout this unit and this lesson, students are fluid to move in and out of the teacher’s instruction and support as they need. This allows ELLs to access help when they need and push themselves when they can.

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: Monday 9-9: Compare Numbers on the Number Line

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	Pearson: 9-8 Quick Check	Assist with Chromebooks and Clever Badges	Today’s Challenge Worksheets, Chromebooks and Clever Badges
Online Game 12:39-12:45	Game of Choice (Pearson: Save the Word, Gobbling 100s, Space Jump, or Greg Tang: How Much How Many, Place Value)	Organize Groups	Chromebooks
Enrichment 12:45-12:55	Explain How to Compare by Place Value, Enrichment Puzzle	Jen’s Group	Enrichment 9-8 Sheets, Bottom of Reteaching Sheets
Reteach	Use the Reteaching	Kacey's Group	Chromebooks,

12:45-12:55	Worksheet and Digital Tool for 9-8		Reteaching 9-8 Sheets (evens)
Clean Up 12:55-1:00	9-8 CC Review is needed	Clean Up Tech	9-8 CC Review Sheets

Day 2: Tuesday 9-10: Look For and Use Structure

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	Pearson: 9-9 Quick Check	Assist with Chromebooks and Clever Badges	Today's Challenge Worksheets, Chromebooks and Clever Badges
Online Game 12:39-12:45	Game of Choice (Pearson: Save the Word, Gobbling 100s, Space Jump, or Greg Tang: How Much How Many, Place Value)	Organize Groups	Chromebooks
Enrichment 12:45-12:55	Enrichment Puzzle	Kacey's Group	Enrichment 9-9 Sheets
Reteach 12:45-12:55	Reteaching and Digital Tool (Printed)	Jen's Group	Reteaching 9-9 Sheets and Digital Tool for 9-9 Printed
Clean Up 12:55-1:00	9-9 CC Review is needed	Clean Up Tech	9-9 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 getting students to transition might be somewhat challenging. At this point, the routine should be established and the expectations clear. However, when introducing the element of choice, sometimes young students forget the expectations and are harder to manage as a whole group. To prepare for this adversity, I plan to go over expectations in the brief meeting before sending students off to get Chromebooks. I will remind them of why we need to be quick with transitions and give them a clear schedule for when we need to quit the game we are on and move on to the next activity. Hopefully, by the end of the unit, they will have established a strong sense of predictability with the new model for math meeting and will not need much reminding. To address the problem before it arises is the best way to combat any management issue.

VII. List the Massachusetts Learning Standards this lesson addresses.

- Grade 2 Common Core standards
 - 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.A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
 - 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.2. Reason abstractly and quantitatively.
 - MP.3. Construct viable arguments and critique the reasoning of others.
 - MP.5. Use appropriate tools strategically.
 - MP.7. Look for and make use of structure.
 - MP.8. Look for and express regularity in repeated reasoning.