



2019. LESSON PLAN STUDY (Undergraduate)

NAME: Elizabeth White

Supervising Practitioner:

Grade: 2nd grade

School:

Date: 10/18/2019

LESSON INFORMATION			
Subject Area	Math		
Topic or Unit of Study	Numbers and Operations in Base Ten		
Lesson Focus	Place Value		
Sequence in Unit	First		
Allotted Time for Lesson	45 minutes		
Instructional Setting:			
Whole group: <u> X </u>	Small group: <u> </u>	One-on-one: <u> </u>	Other: <u> </u>
Centers <u> </u>	Workshop: <u> </u>	Lab: <u> </u>	Inquiry Project
Instructional Group:			
# of students in the classroom: 21	# of students engaged in lesson: 15		
# of students on IEPs engaged in lesson: 4	# of ELL engaged in lesson: 1		
# of students above grade level on this content area: 2	Language Level(s): 3&4		
Other descriptors:			
Notes:			

Stage 1 - DESIRED RESULTS	
Content Standards (Established goals by National, State, or District)	<p>CCSS.MATH.CONTENT.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.</p> <p>SMP.2 - Reason abstractly and quantitatively. SMP.4 - Model with mathematics. SMP.5 - Use appropriate tools strategically. SMP.6 - Attend to precision.</p>

	SMP.7 - Look for and make use of structure.																												
Essential Questions/ Enduring Understanding (SMK)	<p>Essential Questions:</p> <ul style="list-style-type: none"> - How can you estimate sums/differences of three digit numbers? - How does understanding place value help you compare three digit numbers? <p>Essential Understandings:</p> <ul style="list-style-type: none"> - Solving three-digit addition/subtraction problems can be broken down using place value starting with ones, tens, then hundreds. - Our number system is based on groups of ten. 																												
Instructional Goals	<ol style="list-style-type: none"> 1. Students will be able to compare three-digit numbers and know which ones are bigger or smaller. 2. Students will be able to decompose three-digit numbers in various ways. 3. Students use numbers, base-ten models, and real-word pictures to examine ways to place numbers in their correct place. 																												
Instructional Objectives Standard 1.a Essential Element 1.a.4	<ol style="list-style-type: none"> 1. Students will be able to represent each digit in a three-digit number using hundreds, tens, and ones. 2. Students will be able to explain the value of zeros in a given hundred as zero tens and zero ones. 																												
Prerequisite Knowledge Understandings	Students will need to understand place value in one and two-digit numbers.																												
Essential Vocabulary and Definitions, Source of Definition	Place Value Digit Hundreds Tens Ones																												
Language Objective WIDA Standards Standard 1.a, SEI a Essential Element 1.a.4	<p>Language Domain(s): Type an “X” in the box to the left of the language domain(s) addressed in this lesson.</p> <table border="1"> <thead> <tr> <th colspan="2">Language Domain(s)</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>Speaking</td> </tr> <tr> <td></td> <td>Reading</td> </tr> <tr> <td>X</td> <td>Writing</td> </tr> <tr> <td></td> <td>Listening</td> </tr> </tbody> </table> <p>LANGUAGE SUPPORTS:</p> <table border="1"> <thead> <tr> <th colspan="2">SENSORY SUPPORT</th> <th colspan="2">GRAPHIC SUPPORT</th> <th colspan="2">INTERACTIVE SUPPORT</th> </tr> </thead> <tbody> <tr> <td></td> <td>Real-life object</td> <td>X</td> <td>Charts</td> <td>X</td> <td>In pairs or partners</td> </tr> <tr> <td>X</td> <td>Manipulates</td> <td></td> <td>Number Lines</td> <td></td> <td>In triads or small</td> </tr> </tbody> </table>	Language Domain(s)		X	Speaking		Reading	X	Writing		Listening	SENSORY SUPPORT		GRAPHIC SUPPORT		INTERACTIVE SUPPORT			Real-life object	X	Charts	X	In pairs or partners	X	Manipulates		Number Lines		In triads or small
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				groups
	Pictures & Photographs		Graphs	Using cooperative group structures
	Magazines & newspapers		Timelines	Using the Internet or software programs
	Physical activities		Graphic organizers	
	Videos & films			
	Broadcasts			In the native language
X	Models & figures			With mentors
	Other		Other	Other
<p>Students will use manipulatives such as base ten blocks and charts, place value mat, for graphic support.</p> <p>LANGUAGE OBJECTIVE: 3.TTP.1.b: Provide reasons that support the opinion.</p>				
<p>Misconceptions of Content for being taught. <i>(SMK)</i></p>		<ol style="list-style-type: none"> 1. Students might reverse digits by putting the wrong numbers in the correct place on the place value chart. 2. Students may think that if there is a 0 in the number than there is no significance or number in that place value. 		

Stage 2 - ASSESSMENT EVIDENCE <i>(Evidence of Assessment that guides instruction)</i>				
<i>Description of Assessment Prior to Lesson</i>				
Pre- Assessments	The students have previously learned about place value and addition for two-digit numbers. Their classwork and homework from that section will be their pre-assessment. Also, the opening question of the lesson will give me a glimpse of the student's understanding as well.			
Description of Assessment Tasks/Tools to be Used for this Lesson Standard 1.b Essential Element 1.b.2				
Performance task(s) to demonstrate understanding	The opening activity that requires the students to come up with an answer to a problem and discuss it with a partner. The worksheet with the five numbers the students will be breaking down into place value. The ending question which has the students demonstrate place value. The homework also helps the students demonstrate their understanding.			
Criteria to assess understanding	Include: criteria; scale or rating with 3 or more qualifiers; descriptors, or sample words that identify the effectiveness of the expectations			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Objective</td> <td style="width: 33%;">Impact Rating</td> <td style="width: 33%;">Parameters</td> </tr> </table>	Objective	Impact Rating	Parameters
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		High	Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas with minor errors.
		Moderate	The full task is accomplished with minimal feedback from the teacher and errors are minor. Teacher guidance may be required, but not necessary.
		Low	The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.
Other Assessment Evidence	<p>Observations - I will be walking around the classroom during the lesson to see who is and is not understanding the concept. I will be writing down my observations, so that I can go back and look at who needs more one-on-one help.</p> <p>Homework- The students will be given a homework assignment where they will make up 5 of their own problems. I will collect it the next morning and look over each one.</p>		

Stage 3 – Lesson Plan LESSON DELIVERY – INSTRUCTIONAL STRATEGIES AND TIME FRAME	
Material and Resources Standard 2.a and 2.d Essential Element 2.1.3 & 2.d.2	For the teacher: Notecards with 0-9 written on them
	For the students: Base 10 Blocks Notebook or piece of paper
Identify Technology or Media to be used	The Elmo will be used to display the work on the board so that all students can see.
Resources and/or Feedback from Colleagues, Families and Community to Enhance Learning	EngageNY.org betterlesson.com
Role of Support Personnel during lesson	Support personnel will make sure that all students are following along and on track. Also, they will answer questions students have when going around the room and observing.

<p>Classroom Management, Classroom Routines, Transitions and Layout Considerations Needed for This Lesson Standard 2.b, 2.f and SEI d Essential Element 1.a.4, 2.b.1, a</p>	<p>All students will complete this work independently at their desks and then discuss it with their partners when instructed to. I will pick on students that I see are working hard, staying focused and on their best behavior to come up to the front of the room for the activity at the end of the lesson.</p>				
<p>Differentiation</p>	<p>The 7 students that are on IEPs and require extra help in math will complete a different lesson that the special education teacher takes them out of the classroom to work on. The 2 students that are above grade level will do the same activity, but they will be given more problems than the other classmates and given the challenge of the thousands place if time allows.</p>				
<p>Accommodations</p>	<p>Students on IEPs that do not benefit from learning math in the classroom will be taken out with the special education teacher. She will teach them the same topic, but an easier concept with different strategies.</p>				
<p>Modifications</p>	<p>Students who are really struggling with the concept will go back to reviewing two-digit numbers and their place value.</p>				
<p>PROCEDURES OR DELIVERING THE LESSON: SEQUENCE</p>					
<p>Motivation and Introduction (Hook)</p>	<p>“Now that you have all mastered place value and addition with two-digit numbers, let’s build on that knowledge and learn about three-digit numbers!”</p>				
<p>Written/Verbal Learning Objectives Communicated to the Students in Student Friendly Language</p>	<ul style="list-style-type: none"> - Students will be able to identify three-digit numbers. - Students will be able to differentiate between hundreds, tens, and ones. - Students will be able to break three-digit numbers into hundreds, tens, and ones. 				
<p>Lesson Components/Developmental Activities (Step by Step Plan)</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="578 1514 724 1614">Time Frame</th> <th data-bbox="724 1514 1430 1614">COMPONENTS OF THE LESSON Step by Step Plan. - Number the steps</th> </tr> </thead> <tbody> <tr> <td data-bbox="578 1614 724 1860">8:30-8:40</td> <td data-bbox="724 1614 1430 1860"> Introduction: <ol style="list-style-type: none"> 1. Write 706, 670, 760, and 607 on the board. Ask students to write about these four numbers on a sheet of paper - which of these numbers is largest? Which number is the smallest? 2. Give students a few minutes to discuss their </td> </tr> </tbody> </table>	Time Frame	COMPONENTS OF THE LESSON Step by Step Plan. - Number the steps	8:30-8:40	Introduction: <ol style="list-style-type: none"> 1. Write 706, 670, 760, and 607 on the board. Ask students to write about these four numbers on a sheet of paper - which of these numbers is largest? Which number is the smallest? 2. Give students a few minutes to discuss their
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	<p>answers with a partner at their table. Then, students will read aloud what they wrote on their papers, and to explain to the class how they figured out the larger or smaller numbers.</p> <ol style="list-style-type: none"> After students have shared then I will ask them to decide what two numbers are in the middle. Once they have had a chance to discuss this question with a partner, they will share their answers again.
	<p>8:40-8:55 Main Lesson:</p> <ol style="list-style-type: none"> I will discuss what the digits mean in each of these numbers, and how their placement is important to the number. The 6 in 607 is very different than the 6 in 706. I will highlight this to students by asking them if they would rather have the "6" quantity in points in a video game from the 607 or the 706. I will model 706 on the Elmo, and then have students draw 706 and other numbers using base 10 blocks.
	<p>8:55-9:10 Independent Practice:</p> <ol style="list-style-type: none"> After we do 706 together, I will write the following numbers on the board and have students do them in order: 135, 318, 420, 864, 900. The students will use their base 10 blocks to figure out the answer and the students will then draw it on a place value mat. If students finish the 5 numbers I gave them before it is time to move on I will give them more numbers to complete.
	<p>9:10-9:15 Closing:</p> <ol style="list-style-type: none"> Every student is given a notecard with one numeral on it. I will have 3 students come to the front of the class and they will stand next to each other. A volunteer will "read" the number correctly when the notecards are held together. I will then ask the students who are in the tens place, who is in the ones place, and who is in the hundreds place. I will repeat as I see necessary.
<p>Cognitive Closure of Lesson/</p>	<p>"Give me a thumbs up if you are feeling good about place value, one in</p>

Student Reflection on Lesson	the middle if you're getting there and a thumbs down if not." - I will take note of the students that have their thumbs down and sideways so that I can meet with them and reteach them.
Homework or Home Connection	Students will draw five three-digit numbers of their choice using squares for hundreds, lines for tens, and small squares for ones.
Transition at the end of the lesson	"Now that we have learned about place value, modeled it using base ten blocks and your classmates, I want you to go home and use your knowledge on your homework!"