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| **LESSON/ACTIVITY INFORMATION** |
| **Title: Place value to 1,000** |
| **Your name:****Amir Davis** | **Age or Grade Level:** **2nd grade** | **Integrated Disciplines/Subjects:** **Math** | **Time frame for Lesson:****30-35 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| **Standards:** **2.NBT.A.1a** 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. Understand the following as special cases: 100 can be thought of as a bundle of ten tens- called a “hundred”.  |
| **Objectives:** *Students will be able to use place-value models to show numbers up to 1,000. Make sense of problems and persevere in solving them. Use appropriate tools strategically. Attend to precision.*  |
| **Assessment:**  *Formative assessment-Students will be assessed on participation and completion/accuracy of worksheet.*  |
| **Materials:***Place value blocks**White board and Markers* |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** ***Set the Purpose****Tell students “You have learned how to show ones and tens with models. Today, you will learn how to show hundreds, tens, and ones with models.* ***Connect****Write the number 3 on the board. Hold up a tens rod. Can you use a ten to show number? (NO) WHY? (wait for answers) Next, write the number 32. How can you show this number? How do you know?**What place do you think comes after the tens place?* |
| **Guided Practice**-Explain to students that the **hundreds** place comes after the tens place. -On the board or overhead, draw a place-value mat. Write a number and ask the students how you can use the place-value blocks to show the number.-Guide children to direct you to organize the hundred, the tens, and then the ones. -Provide more examples to check for understanding. **Independent Practice**-Instruct students to take out their whiteboards and markers. Place students into groups of 2 or 3 and pass out Place value blocks to each group.-Instruct Students to make their own Hundreds, Tens, Ones chart on the white board. They will use this as their place value mat. -Game #1(w/partner) Explain to the students that they will take turn answering the questions. One partner is the student and the other one is the teacher. Write a number on the board. The student will use the place-value models to represent numbers up to 1,000 while the teacher (other partner) watches them to be sure they are doing it correctly. Repeat numerous times.-Game #2(individual) Write a three digit number somewhere out of student’s sight. Then ask the class to figure out the secret number using place value models. Tell children the number of hundreds, tens, and ones, but mix up the place value. Check to see if students wrote the correct number. Repeat numerous times.  |
| **Teacher will do:****-Explain to students the next place value. Hundreds.** **-Complete Guided Practice.****-Complete Independent Practice.****-Hand out worksheet.** | **Student will do:****-Listen to and participate as teacher introduce the next place value.****-Participate in Guided Practice.****-With a partner play Game #1****-Individually play Game #2****-Complete worksheet.** |
| **Closure:** *If time permits, give students a question on place value as an exit pass for recess or lunch.*  |
| **Differentiation:***If children write numbers in the wrong places on the place-value mat, then have them start by matching the models with the place-value chart.* *Start with lower value numbers first and gradually increase to higher number value numbers.*  |
| **Content Knowledge and Methods/Strategies:** *Modeling numbers with place-value blocks gives children a concrete representation of place-value concepts and relationships. For example, when modeling the number 235, showing 2 hundreds flats illustrates the value of the digit 2 as 200 ones or 20 tens.* *Giving children ample opportunities to work with place-value blocks can help them strengthen their understanding of whole number and place value.*  |
|  **REFLECTION***.* |