

General Education Mid-Quarter Lesson Template

Lesson Part	Activity description/Teacher does	Students do
Formal/Informal Assessment of Prior Learning or Preassessment <i>(Sequence start)</i>	<p>The teacher has been working with the class on mixed place value to understand that the two digits of a two-digit number represent amounts of tens, and ones; e.g., 26 equals 2 tens, and 6 ones. At the close of the previous lesson sequence, students were tested to verify if further instruction was needed prior to moving forward with the instruction of the hundreds place value. 95% of the class was proficient in this assessment material passing the assessment with an 80% or higher.</p> <p>**ELL SUPPORT and SUPPORT FOR STRUGGLING LEARNERS – Using evidence that the majority of the class understands previously learned content facilitates that all students are prepared to learn new content.</p>	<p>Students took an assessment answering several questions reviewing the place value of tens and ones.</p>

Title	Lesson 1: Understanding Place Value of Hundreds, Tens, and Ones	
Standard	CCSS.MATH.CONTENT.2.NBT.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. Understand the following as special cases: 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).	
Central Focus (CF)	Understand Place Value of Ones, Tens, and Hundreds	
Academic Language	Identify, place value, hundreds, tens, ones	
Learning Target (LT)	I can identify the value of numbers in the hundreds, tens, and ones place.	
Instruction (e.g. inquiry, preview, review, etc.)	<p>REVIEW ACTIVITY: The teacher refers to the work completed on the last assessment (described above) and compliments the class on their hard work. Students are then instructed to take out their white boards and to write the answer to the upcoming question on their whiteboards.</p> <p>The teacher writes a two-digit number (i.e. 64) on the overhead projector. The class is asked to identify and write down the number that is in the tens place. Students are instructed to give a thumbs-up when they have their answers. They are asked not to reveal their answers to the rest of the class.</p> <p>When all thumbs are up, students are asked to show their white boards for the rest of the class to see. Students with the correct answer are called upon to tell those with incorrect answers how they knew the answer was 6.</p> <p>The exercise is repeated two or three more times, only with different two-digit numbers of the teacher’s choosing, to verify students’ understanding of the ones and tens place value (i.e. 34, 15, 98, etc.).</p>	<p>Each student is at their desk and has a small white board, a dry erase marker, and a sock to wipe the board with.</p> <p>Students should write the number 6 on their boards. Students then give a thumbs-up once they are done writing.</p> <p>Students show their answers and participate with questioning and discussion exercise.</p> <p>Students show their answers and participate with questioning and discussion exercise.</p>

<p>Informal Assessment</p>	<p>ELL SUPPORT and SUPPORT FOR STRUGGLING LEARNERS: <i>If for some reason, students appear to struggle during this review, an alternate lesson is prepared for further review of ones and tens. As some students may not be struggling, they will be provided with a challenging game to continue practice with place value.</i></p>	
<p>Practice Activity or Support</p>	<p>The teacher prompts students to sit on the gathering carpet at the front of the room. Students are then shown the learning target for the day's lesson and read it aloud as the teacher points to each word.</p> <p>The teacher then asks students to explain how they identified ones and tens previously. She uses a chart on the white board and magnetic base ten blocks that students have worked with previously. Students are prompted to discuss and demonstrate knowledge using the chart (refer to Instructional Material 1.1).</p> <p>The teacher then writes a 3-digit number on the chart, introducing the hundreds spot, (e.g. 175). Students are then prompted to interpret and discuss the goals of the learning target for today's lesson. The teacher reviews academic vocabulary including place value, value, ones, tens, and the new place value, hundreds.</p> <p>The teacher asks students why they think this is important. A discussion will follow discussing the importance of place value and why the numbers of each place value should line up when adding and subtracting.</p> <p>The teacher asks which number is in the ones place? When the question is answered, the teacher writes the number 5 on a chart on the white board.</p> <p>The teacher then asks if anyone would like to place blocks on the board for this number. The teacher calls on a student. <i>If the student is struggling, the student may call on a peer to fix any errors.</i></p> <p>The teacher then asks which number is in the tens place. When the question is answered, the teacher writes the number 7 on the chart on the white board.</p> <p>The teacher then asks if anyone would like to place blocks on the board for this number. The teacher calls on a student.</p> <p>The teacher then asks if anyone can say which number is in the hundreds place, can anybody guess? When the question is answered, the teacher writes the number 1 on the chart on the white board.</p> <p>The teacher then introduces the hundreds block counting rows of ten aloud with the class. The teacher then places one hundred-block on the chart. The teacher adds the word <i>hundreds</i> to the classroom word wall.</p>	<p>Students gather on the carpet and read-aloud with their teacher.</p> <p>Students raise their hands and explain this process, discuss, and demonstrate.</p> <p>Students raise their hands and discuss what they think their learning goals are for the lesson. Students listen to instruction.</p> <p>Students raise their hands and answer the question. Students listen to instruction.</p> <p>Students raise their hands and answer the question.</p> <p>Students raise their hands. The selected student will place five one blocks on the ones column on the chart or call on a peer.</p> <p>Students raise their hands; one student will answer the question.</p> <p>Students raise their hands. The selected student will place seven tens blocks on the tens column on the chart or call on a peer.</p> <p>Students raise their hands.</p> <p>Students count aloud 1-2-3 to 10 with their teacher and watch instruction.</p>

	<p>The teacher repeats the same steps above several more times with three digit numbers such as 125, 294, 504, and 927, building up each time. The students will volunteer to arrange blocks for hundreds as well on these tasks.</p> <p><i>Students have already worked on counting to 100 during calendar review in the mornings.</i></p> <p>ELL SUPPORT and SUPPORT FOR STRUGGLING LEARNERS – <i>Pointing to words during read aloud activities promotes literacy and phonemic awareness. The whiteboard chart, base ten blocks, and word wall provide a variety of visual references to the numerical elements and academic vocabulary. Visuals used with text help ELLs. A discussion about the learning target prepares students for the math lesson. Asking students to interpret the importance of the lesson helps to motivate learners.</i></p>	<p>Students participate in repeated activity as described above.</p>
<p>Informal Assessment</p>	<p>Once it appears that all students understand the location of the hundreds place value, the teacher writes a three digit number on a sheet of paper, i.e. 564. Students are asked to write the number in the tens spot on their white boards and provide a thumbs up when they've finished. This is repeated for the tens and ones place value. The process is repeated a couple of times.</p> <p>ELL SUPPORT and SUPPORT FOR STRUGGLING LEARNERS – <i>If there are several students that are struggling, the steps above may be repeated for more practice.</i></p>	<p>Students should write the answer on their boards. Students then give a thumbs-up once they are done writing. Students then share their answers.</p>
<p>Practice Activity or Support</p>	<p>Students are asked to go back to their desks. Student desks are arranged in groups of four. Students are instructed to work in pairs with the person sitting next to them. One student from each pair is prompted to get a set of base ten blocks (refer to Instructional Material 1.2).</p> <p>The teacher then writes a three-digit number (e.g. 125) on the overhead projector and asks which number is in the ones place. The teacher then counts five one-blocks on the overhead aloud with the class.</p> <p>The teacher then asks which number is in the tens place.</p> <p>The teacher then counts two ten-blocks on the overhead aloud with the class.</p> <p>The teacher then asks which number is in the hundreds place.</p> <p>The teacher then counts one hundred-block on the overhead aloud with the class.</p> <p>ELL SUPPORT and SUPPORT FOR STRUGGLING LEARNERS – <i>Student pairs are organized so that struggling learners have peer support. Gifted learners are also invited to be peer tutors. Base ten blocks provide additional visual references for all learners. Counting aloud helps struggling learners as well.</i></p>	<p>Students pair-up and one in each group goes to the book shelves to get a set of base ten blocks.</p> <p>Students raise their hands; one student should answer 5. Students count aloud.</p> <p>Students raise their hands; one student should answer 2. Students count aloud.</p> <p>Students raise their hands; one student should answer 1. Students count aloud.</p>
<p>Informal</p>	<p>The teacher then writes another 3-digit number in the 200's range (i.e. 247) on the overhead projector and asks students to sort their blocks with their partner to make this number. The teacher then circulates and provides support when needed.</p>	<p>Student pairs sort base ten blocks to make the number 247.</p>

<p>Assessment</p>	<p>The teacher then writes increasingly complex numbers such as 350, 567, 858, and 999 on the overhead. Time may run quickly or slowly during this assessment. The teacher then circulates and provides support when needed.</p> <p>ELL SUPPORT and SUPPORT FOR STRUGGLING LEARNERS – <i>If the majority of the class understands the new material the following practice activity will ensue. If the class is struggling, the following practice activity will be replaced with more instruction involving the base ten blocks.</i></p>	<p>Student pairs sort base ten blocks to make these numbers.</p>
<p>Practice Activity or Support</p>	<p>One student from each pair is asked to put the base ten blocks away.</p> <p>The teacher passes out a worksheet to all students. The worksheet is then placed on the overhead projector for review. The teacher explains the instructions by asking students to write how many hundreds, tens, and ones are shown by the base blocks and then write the number (refer to Instructional Material 1.3).</p> <p>The teacher works on problem one with the class, repeating the processes described during the previous practice activities while asking students to raise their hands to provide answers.</p> <p>Students are then to complete the worksheet independently. The teacher circulates the classroom to provide individualized help to struggling students.</p> <p>Students are asked to turn in their assignments or take them home for homework if they need more time.</p> <p>ELL SUPPORT and SUPPORT FOR STRUGGLING LEARNERS – Worksheets have visual references and consistent charts for added support with new material. The teacher uses strategies such as I do, we do, you do to scaffold learning prior to having students practice on worksheets. <i>Students who have completed the assignment already know to read or complete unfinished work – this is a classroom rule. Students who have finished these things have access to the classroom library.</i></p>	<p>Students put the blocks away.</p> <p>Students watch instruction.</p> <p>Students watch instruction and raise hands to answer problem.</p> <p>Students work to complete the worksheet.</p> <p>Students who need more time may work on it in their own time. The worksheet is due the next day.</p>
<p>Closure Assessment of Student Voice</p>	<p>The teacher passes out prewritten notecards to the class (refer to Instructional Material 1.4). Students are prompted to share their interpretation of the learning target and why they think this is important to learn.</p> <p>The teacher asks them to look at the board. A basic rubric (refer to Instructional Material 1.5) is projected on the board. Students are to write a 1, 2, 3, or 4 on the card (based on how well they understand the new material). Students are asked to write their names on the card, what they learned today, and one reason why this lesson was important. They are then to drop their cards in the classroom mailbox.</p> <p>ELL SUPPORT and SUPPORT FOR STRUGGLING LEARNERS – Further lessons in the lesson sequence will be designed or revised based on the results of this assessment.</p>	<p>Several students should raise their hands and share their thoughts.</p> <p>Students fill out the notecards and drop them in the classroom post box.</p>