

Math Lesson Plan

Grade Level & Subject Area: 2nd Grade Math – Place Value Addition to the Thousandths

Standards/Framework (State Standards, Content Standards, InTASC Standards)

AR.Math.Content.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on <i>place value</i> , properties of operations, and the relationship between addition and subtraction; relate the strategy to a written expression or equation.
AR.Math.Content.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.
AR.Math.Content.2.NBT.B.9	Explain why addition and subtraction strategies work, using <i>place value</i> and the properties of operations. Note: Explanations could be supported by drawings or objects.

Theme/Series of Lessons (if Not applicable, put N/A. If it is part of a series, of lessons, tell me, give a BRIEF description of the overall and tell me where this particular lesson fits):

This lesson will come after lessons over place value and double-digit addition.

Time (is this a 1 day 50-minute lesson, 5-day 1 hour lesson, once a week over a month lesson....):

Initially this is a one day, one hour lesson, and the material will be reinforced and built upon during subsequent math lessons throughout the remainder of the year.

What do the students already know? (This could be the Intro, or they have learned information before starting this lesson):

Based on the standards, the students will have already been taught how to add two-digit numbers within 100 as well as place value up to the thousandths place. We will combine these skills to work on introductory place value addition up to the thousandths place.

Objective (What are the students' going to accomplish):

The students will be able to add numbers that end in 00 up to the thousandths place with 75% accuracy by the end of the lesson. For example: 100+300; 2000+400; 300+900; etc.

Materials:

- sets of base ten blocks including ones, tens, and hundreds
- iPads with Sushi Monster app
- document camera
- projector

- whiteboard and markers
- worksheets

Procedure:

In preparation for the lesson, I will put students into groups of 2 or 3 depending on the seating arrangement and how many kids are in the class. I will designate a couple students to help pass out the sets of base ten blocks while I get the document camera and projector ready. I will instruct students to show me what 50 and 20 look like with the base ten blocks. They will be given a few moments to figure it out, and then I will ask someone to tell me how to make those numbers over the projector. I will then ask them what the answer would be if we added these two numbers together. When they say 70, I will write the equation on the board: $50+20=70$. I will show them that when you take away the zeros, you get $5+2=7$, and explain how the two zeros at the end are place-holders. We will do another problem. For example $80+40=120$ and run through the process again, also showing them that $8+4=12$. Depending on how the students respond, we may do a few more examples together before moving on. I will then pass out one worksheet to each group which has several of these type of problems on it, going all the way to the thousandths place. For example, some problems may look like this: $1300+700=2000$. They will complete the worksheet as a group. When they are finished, they will turn in their worksheet and get their iPads to individually work on addition level 4 of the Sushi Monster app. This level contains problems similar to the ones they have just worked. They will be able to keep the base ten blocks at their tables in case they need them. They will continue playing this level until we transition to the next activity.

Assessment (How will the students' show you that the objective has been met):

(Note: the assessment does not have to be a paper and pencil test)

One component of assessment will be how the group did on the worksheet. Since the objective states they will be able to do this with 75% accuracy, I expect them to get most of the problems correct. It is not so much a new skill as it is combining two already learned skills. The other component of assessment will be their performance on Sushi Monster level 4. To get 2 out of 3 stars, they have to get 75% of the problems correct. Whenever they get at least 2 stars, I will have them come show me. I will have them either play the level again (which never shows the same two problems) or allow them to play something else. If they are still having trouble, they can come to me for one-on-one assistance.

A Brief Description Of The Entire Lesson - Plus Any Additional Information to be Included:

After distribution and preparation of materials, I will have the students show me several pairs of numbers with their base ten blocks (50 & 20, 100 & 300, 1200 & 1300, etc.) and have them tell me what number they get when they add them together. We will discuss the concept of zero being a place holder and relate that to place value. I will have students work in groups to complete a worksheet of similar problems using their base ten blocks. When they have finished, they will turn it in and work individually on level 4 of their Sushi Monster app on their iPads, which contains similar problems. The goal is that they will get 75% of the problems correct during both activities. These skills will be reviewed and practiced more throughout the rest of the year.