

## CSUMB Lesson Plan Template

### 5E MODEL: MATH

**Lesson Title: Place values**

**Lesson Duration: 40min (20 min per station)**

NAME: Carlie Patterson	SUBJECT: MATH
SCHOOL: La Mesa Elementry	GRADE LEVEL: 2nd grade
<p><b>Class Description:</b> There are 24 students in this in this classroom, 12 of whom are boys and 12 are girls. In the classroom, we have a total of 9 ELLs one of which is emerging while the others are all bridging. For of the ELLs speak Spanish and then each of the remaining students speaks one of the following languages; Arabic, Georgian, Korean, Portuguese, and Nepalese. There are also students who need interventions. Currently, seven students are being pulled for reading intervention. One student has behavioral support where the proximity to the teacher is taken into account and is in need of constant redirection. Two students have behavioral progress reports being completed by the teacher. Then there are two students on IEP. One is for speech while the other is for a nonspecific learning disability.</p>	

<b>Background Knowledge</b>	A Majority of students are able to count from 1-50 with fluency. Students will have also started the process of learning the background information for place values. They have learned this by creating bundles of straws in groups of tens. This demonstrates that there are ten ones in one bundle. Students are still developing this skill and this lesson will reinforce the idea of place values.
<b>Standards</b> <ul style="list-style-type: none"> <li>● Content</li> <li>● English Language Development (ELD)</li> </ul>	<p><b>CA Common Core Math Standard</b>                  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 hundred, 0 tens, and 6 ones. Understand the following as special cases:</p> <p><b>ELD Standard</b>                  CA ELD PI.2.1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</p>
<b>Central Focus/Learning Target</b>	In this section students will be working with place values with base tens and ones. Students will be working with the Place values packet where they will continue to develop and reinforce their place value skills. The packet asks them to determine how many tens and ones are in two different numbers. The packet starts with students seeing numbers and then breaking them into tens and ones. Then the packet shows the base tens and ones and asks students to determine the number. Page two asks them for the number of tens and ones in word form. As well as asking students to draw out the base tens and ones. Page three is more tasks but with higher numbers.
<b>Standards for Mathematical Practice</b>	MP5 Use appropriate tools strategically
<b>Lesson Learning Objective/Target</b>	Students will be able to identify the number of base tens and ones in a two-digit number.
<b>Academic Language Objective</b> <ul style="list-style-type: none"> <li>● Demands</li> <li>● Functions</li> <li>● Forms</li> </ul>	Students will be able to work with partners to complete the first two packet pages on place values: teen numbers while utilizing the hundreds, tens, and ones, sheet.

**Assessment Plan, Rubric, and Feedback Procedures After Student Work Analysis**

Students will receive a formative assessment by completing the packet. There will be a checklist to record when students are participating in the activity with partners and the use of ones, tens, and hundreds sheet. This checklist will also be used to identify if the student is meeting the math standard as well as the ELD standard.

**Scoring Rubric for the packet: (Pages 1-3)**

	0	1	2	3
#1 Collaboration	Not talking to their partner or being completely off topic.	Talking to a partner about assignments once or twice throughout the lesson.	Have discussions with their partner about the packet but are unable to translate their oral conversations to paper.	Have discussions with their partner about the packet and are able to translate the discussion to paper.
#2 Completion of the worksheet	Students have left the packet pages blank.	Students have attempted to answer the questions in the packet.	Students have completed the packet pages and have found the correct answers for 15 of the twenty problems. Or if they have time having completed the third page with 23 of the 30 problems correct.	Students will have completed the assigned two pages of the packet and have only missed one or two questions. If time allows they can work on the third page.
#3 Using strategies	Student's not utilizing the ones, tens, and hundreds sheets to help answer the problems.	Students are utilizing the ones, tens, and hundreds sheet but are not understanding how to use them properly.	Students are utilizing the one's tens and hundreds sheet but are unable to find the correct answer.	Students are able to use the ones tens and hundreds sheet and able to receive the correct answers.

Depending on how many answers the students get correct and in what section. Those items will be focused on in small groups for the following days. This is to help reinforce place value. The packet will be scored using this rubric. Some scoring will have to occur during the time of observation due to the need of hearing partner discussion and noticing when the students use the hundreds, tens, and ones, sheet. The grading can be found on the student name checklist.

**Materials**

Place value packet pgs 1-3, Hundreds, tens, and ones sheet, pencils, erasers, whiteboard markers

**Instruction and/or ENGAGEMENT Activity**  
 (Identify necessary supports/scaffolding/modifications)  
**All supports and Scaffolds are bolded.**  
*[Time Allotted: 4 ]*

Teacher Does:

1. Hello class! We are going to be working with place values today. To start we discuss some key vocabulary terms. Place values, base tens, and ones. Can anyone tell me what the term place value means? (These words will be written on the whiteboard. **Going over these vocab terms will help students understand the activity.** )

Students Do:

1. Students will answer the question. "the two places in a number like one and zero in the number ten."
2. Students will listen to the explanation of ones and ten.

	<ol style="list-style-type: none"> <li>2. That's right we call these place values, tens and ones. As given in our example there are one ten and zero ones.</li> <li>3. Let's look at an example. Let's take the number 13. (The teacher will have 13 written on the whiteboard. They will point to each number and ask the students to share out whether its a one or tens)</li> </ol>	<p>3. Students will say when pointed to the 1 in thirteen that it is the tens place. When pointed to three they will say the ones.</p>
<p><b>Formative (Informal) Assessment</b></p>	<p>Students will be given the chance to raise their hands and call out to provide answers to questions about the vocabulary. They will also be given the chance to call out to answer the ones and tens placed in a number. A mark will be added to the checklist to show participation in the activity.</p>	
<p><b>Instruction and/or EXPLORATION Activity</b></p> <p>(Identify necessary supports/scaffolding/modifications)</p> <p><b>All supports and Scaffolds are bolded.</b></p> <p><i>[Time Allotted: 4 ]</i></p>	<p>Teacher Does:</p> <ol style="list-style-type: none"> <li>1. So you have a packet placed in front of that takes a look at place values in two-digit numbers. We are going to go over one of each of the different types of problems and then you will be given a chance to work with your elbow partners. Let's take a moment to recall the activities we have done previously this week and then let's take a look at these problems.</li> <li>2. The first problem in the packet looks at the number 17. We are going to be using our hundreds, tens, and ones chart to help us complete this problem. When looking at this number can someone tell me how many tens we have? (Use the whiteboard to record the student's responses.) Now, how about how many ones be in the number 17? (Record student's response on the whiteboard.)<b>(Being able to see the problems in a different format and being able to draw pictures to help solve them will provide for a better understanding of the material.)</b></li> <li>3. Now let's take a look at problem seven. This problem is a little bit different and provides you with a picture instead of a number. How many tens are shown in problem one? (Record student's responses on the board) How about how many ones? (record students' responses) That's right our number is 12.</li> <li>4. Let's take a look at number one on page two. This problem provides the number of tens and</li> </ol>	<p>Students Do:</p> <ol style="list-style-type: none"> <li>1. Students will listen to instructions.</li> <li>2. Students will answer the questions with raised hands. The responses for the number of tens is 1 and the number of ones is 7.</li> <li>3. Students will look at the picture and be able to identify the base ten blocks and singular ones to determine ones and tens. The answers for 12 are one ten and two.</li> <li>4. Students will be able to read numbers in word form and be able to determine the number based on the number of tens and ones. The student response should be 14.</li> <li>5. The question asks students to translate the number 13 into base ten blocks in a drawn form.</li> </ol>

	<p>ones and you are tasked with writing the number. The question has one ten and four ones. Use your Ones, tens, and hundreds of charts to help you determine the number. Raise your hand when you have the answer. (Record the student's responses on the white board.)</p> <p>5. Now let's take a look at the number 13. Let's draw a picture in the packet utilizing base ten blocks and ones. (Have the students come to the board to show their drawings)</p>	<p>Students should record 1 base ten and 3 ones.</p>
<p><b>Formative (Informal) Assessment</b></p>	<p>Students will be given the chance to raise their hands and answer questions. The student's participation will be given in the student checklist.</p>	
<p><b>Instruction and/or EXPLANATION Activity</b>  (Identify necessary supports/scaffolding/modifications) <b>All supports and Scaffolds are bolded.</b>  [Time Allotted: <u>  8  </u>]</p>	<p>Teacher Does:</p> <p>1. Now it's time for you to complete your packet. if you have any questions please raise your hands and work with your elbow partners.</p> <p><b>Students are able to use the hundreds, tens, and one chart to draw out the problems in order to help answer the questions.</b></p>	<p>Students Do:</p> <p>1. Students will be given time to record there answers into the packet and ask any questions they may have. Students will also work with their partners to help answer questions.</p>
<p><b>Formative (Informal) Assessment</b></p>	<p>As students complete the packet walk around and observe to see if they are working with their partners and utilizing their hundreds, tens, and one's chart. You will utilize the student checklist and rubric to record the student's score.</p>	
<p><b>Instruction and/or ELABORATION Activity</b> Pose Purposeful Questions to Elicit Student Thinking (Identify necessary supports/scaffolding/modifications)  [Time Allotted: <u>  2  </u>]</p>	<p>Teacher Does:</p> <p>1. Does anyone have any questions they would like to go over with the group?</p> <p>2. (A example question that students might ask about) Looking at question two we have the number 18. Let's use our hundreds, tens, and ones chart to help solve this problem. Let's first start without the number of tens. Can anybody tell me what they put for the number of tens? (Write responses on the white board.) What about the number of ones? (record on the white board.)</p>	<p>Students Do:</p> <p>1. Students will be given a chance to think about any questions they would like to go over with the group.</p> <p>2. Students will ask a question. Then students can record the correct answer.</p>

<p><b>Closure with Outcomes Assessment or EVALUATION Activity</b></p> <p><i>[Time Allotted: _2_ ]</i></p>	<p>Teacher Does:</p> <ol style="list-style-type: none"> <li>1. How are you all feeling about place values?</li> <li>2. Give thumbs if you're feeling good about the topic. Thumbs down if you are still having questions about the topic. (Take data into account when going over place values in the following days.)</li> </ol>	<p>Students Do:</p> <ol style="list-style-type: none"> <li>1. Students will respond with a thumb up, in the middle, or thumbs down with how they are feeling about the material.</li> </ol>
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Student Check List

Name	Participation	Collaboration	Use of Hundreds, Tens, and One's Chart	Work sheet
Zane				
Adrienne				
Liza				
Julian				
Yeonwoo				
Lucas				
Noah				
Patrick				
Muhamad				
Kaitlyn				
Claudio				
Jalen				
Londyn				
Arya				
Bekamaya				
Shada'ja				
Adelyn				
Ismail				

Alexandra				
Eric				
Heaven				
Gabrial				
Nester				
Alexander				

Packet Pages

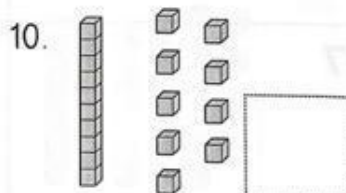
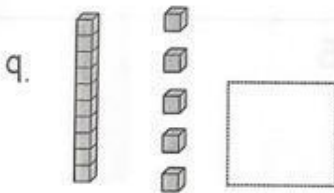
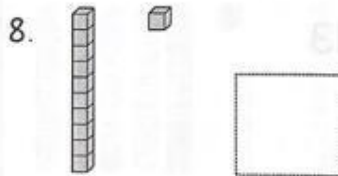
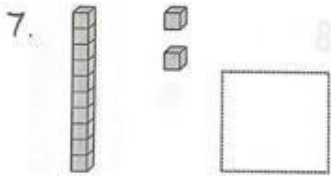
## Place Value: Teen Numbers

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write to tell how many tens and ones.

1. 17 is \_\_\_ ten and \_\_\_ ones.
2. 14 is \_\_\_ ten and \_\_\_ ones.
3. 12 is \_\_\_ ten and \_\_\_ ones.
4. 18 is \_\_\_ ten and \_\_\_ ones.
5. 13 is \_\_\_ ten and \_\_\_ ones.
6. 19 is \_\_\_ ten and \_\_\_ ones.

Directions: Write the number the blocks show.



## Place Value: Teen Numbers

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write the number.

1. One ten and **four** ones is \_\_\_\_\_.
2. One ten and **three** ones is \_\_\_\_\_.
3. One ten and **eight** ones is \_\_\_\_\_.
4. One ten and **two** ones is \_\_\_\_\_.
5. One ten and **one** one is \_\_\_\_\_.
6. One ten and **six** ones is \_\_\_\_\_.

Directions: Draw the number with base ten blocks.

13

18

17

15



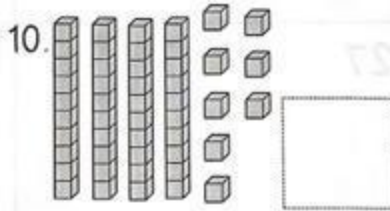
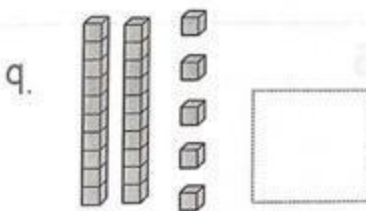
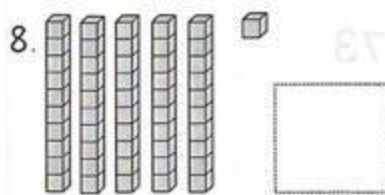
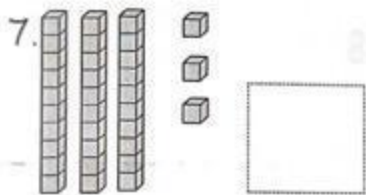
## Place Value: Tens & Ones

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write to tell how many tens and ones.

1. 28 is \_\_\_ tens and \_\_\_ ones.
2. 34 is \_\_\_ tens and \_\_\_ ones.
3. 72 is \_\_\_ tens and \_\_\_ ones.
4. 48 is \_\_\_ tens and \_\_\_ ones.
5. 33 is \_\_\_ tens and \_\_\_ ones.
6. 67 is \_\_\_ tens and \_\_\_ ones.

Directions: Write the number the blocks show.



Ones tens and hundreds chart

<b>hundreds</b>	<b>tens</b>	<b>ones</b>