

Grade: 2 nd		Subject: Mathematics	
Materials: I have who has cards, white boards, markers, socks		Technology Needed: N/A	
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) 	
Standard(s) 2.NBT.B.8 Mentally add 10 or 100 to its given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.		Differentiation Below Proficiency: If students aren't getting it bring out the place value squares. Allow them to use their white board for mental math part if necessary. Above Proficiency: Allow these students to mentally add 10, 20s, 30s, 40s, 50s without using a white board, have them try to mentally add other numbers during practice with dice if that is still easy. Approaching/Emerging Proficiency: Allow these students to use their board on a problem the first time, but then the second time take it away. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Write numbers on the board • Auditory: Teacher explaining how to do it mentally • Kinesthetic: Using a marker to write their numbers 	
Objective(s) Students will be able to mentally solve an addition problem adding 10 or 100 to a given number 100- 900. Bloom's Taxonomy Cognitive Level: Solve		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> -Put all of the cards in a bucket and walk around and have students draw a card. -Tell students that they should be gentle with their cards. -Remind students that when it is someone else's number not to blurt out and give them the time to think if they need it. 	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> -Students will be seated at their desk for this activity -Students can come up to the front to get their own white board and marker -Students should raise their hand if they have the answer being called out. 			
Minutes	Procedures		
5	Set-up/Prep: Cut apart I have, who has cards and laminate, have white boards ready and accessible.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Explain to them that they have learned how to write numbers several different ways, and have worked with place value. Ask students what the places they have learned so far are, thousands, hundreds, tens, and ones, make the chart on the board and have the students do this on their desk with their white board. Tell them today they will be learning how to mentally add tens/ hundreds to their numbers without regrouping.		
10	Explain: (concepts, procedures, vocabulary, etc.) Give them an example: -Say you have 220 pencils to last the school year, but you bought one hundred more so how many will you have all together now? Work it through on the board and they should be doing it on their white board. (Have students make their place value map, with TH for thousands, H for hundreds, T for tens, O for ones - Give the example of having 125 baseball cards and getting ten more, how many would you have? 135 Have students do this on their white board. (draw image on the board of one hundreds block, tens, and ones to help them visualize this!) -Explain what you are doing mentally you are adding one group of tens so you had one to the tens place. If you were to add 200 to the one hundreds place, how many would you have all together? Explain how you just add 2 to the hundreds place, so you have 300. - Tell them they can do this mentally very easily with tens and one hundreds by just changing the place value for the number of their choosing and their number stays the same -Give each students 3 dice and have them practice rolling a 3 digit number, then write on their white board what 100 more or less would be , and 10 more or less would be.		
15	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) As a whole group play I have, who has using the mental math of adding ten or one hundred. Explain to students that they should try to do it mentally, but if they need to write their number down they can do so the first couple of times. If time allows do it 2 times and have students switch cards, see if you can go faster the second time.		

3	<p>Review (wrap up and transition to next activity): Explain to students that we will keep working on this and if they don't get it right now it is okay. Discuss the importance of understanding place value for their future math classes and how often you use it with mental math in every day life. Tell them they will work on mental addition in the next coming day! Tell them how proud you are of them for their hard work.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>-Questioning What changes when you find 10 more than a number? (the tens digit increases by 1) -What changes when you find 100 more than a number? (the hundreds digit increases by 1)</p> <p>-Speed of which students are able to figure out their number while determine who needs re-teaching/ further instruction.</p> <p>-Quick check lesson in book Q-4</p>	<p>Summative Assessment (linked back to objectives, END of learning) Assessment on place value standards done at the end of other lessons about place value.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson went really, as I was shocked at how much the students knew prior to even teaching it. When reviewing what they had learned in math the day before, almost all of them remembered the different number forms and how to write them in this form. The students were excited and eager for my math lesson, probably because it was someone different than Mrs. Wanner presenting the information so it was new to them. The students were very attentive and shockingly quiet as I was doing my math lesson (which is rare for them as they are a chatty bunch). During the lesson, the students really enjoyed playing the game I have who has, it was good because they had to focus on what their peers were saying so they couldn't be talking. Some of the students struggled with staying on task for this, so I think if I split them up into smaller groups it would have been more effective for those students that struggled with focusing in such a big group of people. Another benefit to splitting the kids up would be that they could go through more sets of I have who has cards, instead of having to wait so long for their number to be called, and then once their number was called some of them may have not been attentive to what the other numbers were. Another thing I could have done is with their whiteboards everyone would have to write down the number that someone else was asking for, to ensure that they stayed engaged. The students had not played this game before, so maybe it was good however to do it in a big group and then we could have broken out into small group. Throughout the lesson I was able to assess who the high rollers were with math and those that struggled with it more, based on my questions and when they were doing their quick check lesson in book Q-4. This is the assessment Mrs. Wanner wanted me to use for the day so that they were able to stay on track. When I was correcting the papers, I was shocked at how well the students did. Most of them only got one or none wrong, with a few that more but not very intensely. I think that Mrs. Wanner had done a good job leading up to this point, so the students had a good schema in their mind already.</p> <p>I think that the students usually do the workbooks for math, so it was fun to get them playing an interactive game with the learning process. The students were able to be hands on with the game. Math sometimes is hard to have hands on materials to go with, so I think if it was linked with another subject the bridge into that would be much better. It would also help the students link what they are learning in math to real life applicable situations.</p> <p>I was nervous about teaching this lesson because math has always been a weak subject for me, but I think that helps me be a better math teacher in a sense. I understand the frustration of not getting it and just wanting to give up, so I can relate to the students and use that to motivate them. I think a lot of students have it made up in there mind they are good at some subjects and bad at other subjects, it is my job as a teacher to try and shift those attitudes so the students believe they are capable.</p>	