



Instructor's Name: Cassie Schroer

Subject : Math

Grade: 1st Grade

Title of Lesson: Basically Base Ten: Discovering Place Value Meaning Using Base Ten Blocks (3.2)

Materials and Resources (including technology):

<https://www.youtube.com/watch?v=5W47G-h7myY>

<http://illuminations.nctm.org/lesson.aspx?id=3760>

<http://illuminations.nctm.org/uploadedFiles/Content/Lessons/Resources/preK-2/BasicallyBaseTen-AS.pdf>

Standard(s) the Lesson will Address:

1.1.1.2 Read, write and **represent whole numbers** up to 120.

Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and **base 10 blocks**. (Minnesota)

Objective: State the CONDITION, the BEHAVIOR, and the CRITERIA. Label in () the predominant domain of **C** for Cognitive, **A** for Affective, or **P** for Psychomotor. DO NOT make every condition “at the conclusion of the lesson..”

Students will:

- Learn the values of base ten blocks and use base ten blocks to model two- and three-digit numbers. (C and A)
- Use base ten blocks to sum numbers and to model numbers to 100 with and without regrouping. (P)

Vocabulary:

Academic: Language needed by students to do the work in schools.

Content: Flat, Rod, Unit

Anticipatory Set: I will already have a bag with the flat, rods and units on each student's desk. I will excite the students by telling them we will be able to represent numbers with the new tools.

Input: (SCRIPTED) *Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions and key questions as well as timings.)*

1. Introduction
2. I do (Teacher showing what to do)
3. Use units, rods and flats to represent different numbers
4. Have students practice showing the numbers
5. Exit ticket

Guided Practice (Formative Assessment):

Introduce students to base ten blocks. **Teacher: “Units represent ones, rods represent tens, and flats represent hundreds”.**

Ask students to create one rod using units. [Students show ten units.]

Ask students to show one flat using rods. [Students show ten rods.]

This type of activity is especially important for struggling students who may have difficulty with conservation of the numbers 10 and 100.

Demonstrate how students can model numbers, starting with single-digit numbers.

Ask students **Teacher: how many unit blocks are needed to show the numbers 7, 32, and 105.**

[To show the number 7, seven units are needed. To show the number 32, three rods and two units are needed. To show the number 105, one flat and five units are needed.]

Have students construct greater-value blocks with lesser-value blocks.

Then have students use the Basically Base Ten Activity Sheet to build these two-digit numbers: 35, 86, and 99.

Circulate and check for understanding. Some students may have difficulty identifying two-digit numbers correctly (e.g., mistaking 86 for 68).

Although this lesson focus is double-digit numbers, three-digit numbers can also be made using base ten blocks.

Closure: (SCRIPTED)

Teacher: “Now I want you to show me with your units, rods and flats the numbers: 5, 26, 78 and 103

Independent Practice/Summative Assessment: (How will students extend or apply their learning OR demonstrate mastery? If demonstrating mastery, include criteria for evaluation (checklist, rubric, sample, etc).

Student will show the numbers that were asked above. The teacher will circulate and make sure students are understanding what to do.

I will have an exit ticket with pictures representing different numbers with the units, rods and flats. The student will need to write the number that is being represented in the picture.

Accommodations & differentiation for learners: (For all practice lesson assume that you have at least one student in each category: attention/focus issue, language processing issue, sensory issues)

For a student with language processing issue I will have a one written on a unit, a ten written on a rod and 100 written on the flat. This will show them visually with the number what each represents.

For the student with attention/ focus issue I will not give them the bag of units, rods and flats until it is time to use them. This will make the distraction less with not having anything for them to touch on their desk.

For the student with sensory issues I could look for an application that can show flats, units and rods so they can move them around on their ipad or other technology device.

Multiple Intelligences Addressed: Address at least ONE of these intelligences: verbal linguistic, musical/rhythmic, visual/spatial, intrapersonal, **logical/mathematical**, interpersonal, bodily/kinesthetic, naturalistic

AFTER TEACHING THE LESSON:

Respond with *professional insights that go beyond superficial considerations.*

- As I reflect on the lesson, to what extent were students productively engaged?
 - I kept the students listening by having them repeat what I said during the instruction part of the lesson.
- To what extent did the students learn what I intended? Were instructional objectives met?
 - I felt like the objectives were met and when the students did not understand a concept I could work more on that area or do more practice problems for my practice.
- To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?
 - I don't think I altered anything during this lesson. If I was teaching to first graders I would have slowed down the instruction part to make sure that all of the students understood the concept.
- To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?
 - I used call and response to keep the students engaged with the lesson
 - Slow down the instruction and do more examples for practice
- To what extent did I provide closure to the lesson?
 - I ended with an exit ticket to show if the students understood the concept that was taught this will help with the next day lesson planning on knowing if I need to reteach any areas.
- If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?
 - Provide more I do examples so the students watch first and then they do it on their own after.