**Class:** Math, Gr.3 **Instructor:** Miss Kobbert

**Date:** Monday, September 12th 2016

**Time:** 60 Minutes

**Topic: Place Value - Ones, Tens, and Hundreds**

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| **Objective:** * **Students will learn the math procedures and explore some of the beginning concepts.**

**Key Questions:*** **What are the mad minutes procedures?**
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| **General and Specific Learning Outcomes:****General Outcome:** Develop number sense.**Specific Outcome 1****Say the number sequence 0 to 100 by:*** 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively
* 10s, using starting points from 1 to 9
* 2s, starting from 1.
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| **Differentiation/Modifications:** | **Materials/Technology Needed:** |
| * Tell students the procedure, model the procedure for students, check for student understanding and then ask students to practice the procedure
* Reinforce students for positive behaviors and remind students of procedure along the way
 | **Materials:** WhiteboardMad Minutes Handout and KeyHundreds Chart Handout**Technology:** SMART board |

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| **Time** | **Content/Description** | **Assessment Strategy** |
| 15 mins. | **Introduction** * Write Agenda on the board:

*Math - This is How We Math**Social - The Name Jar, Bio Glyphs**Agendas**Home Time ☺** Mad Minutes - Explain to students that they will come into class after recess and before getting started on math, they will work on mad minutes. The goal is to practice our math facts, to get quicker so that we can look at them and just know. The more we do it the quicker and better they will get.
* IT IS NOT A RACE AGAINST EVERYONE ELSE IT IS A RACE AGAINST YOU. (Try to beat the number you got last time.)
* Each student will have a piece of paper on his or her desk. When everyone is in their desks quiet they will flip over their paper and work on the questions, starting on the top left and working through the rows. (Have students point with their finger to the question order on their paper.) Tell them that they have to work in order and can’t skip questions. They have a minute to do as much as they can.
* Have students practice coming into the room quiet as a mouse and when I say begin, flip over their paper.
* When I say time, have them flip their papers over. After have students put their pencils away and take out a different colored marker or pencil crayon. Students will mark their own paper; they stop marking when they get to the first one that they got wrong.
* Flip papers back over and pass them down the rows.
 | Have students practice the mad minutes procedure and explain why we mad minutes is important. **(FOR)** |
| 15 mins. | **Procedures/Activities:** Math Puzzles and Games* Hand out JUMP Math books and have students put them away.
* NS3-1 Place Value - Ones, Tens and Hundreds
* Photocopy the BLM “Place Value Cards” and cut out the three cards. Write the number 321 on the board, leaving extra space between all the digits, and hold the “ones” card under the 3.
* ASK: Did I put the card in the right place? Is 3 the ones digit? Have a volunteer put the card below the correct digit. Invite volunteers to position the other cards correctly. Cards can be affixed to the board temporarily using tape or sticky tack.
* Now erase the 3 and take away the hundreds card. ASK: Are these cards still in the right place?
* Write the 3 back in, put the hundreds card back beneath the 3, erase the 1, and remove the ones card.
* ASK: Are these cards still in the right place? Have a volunteer reposition the cards correctly. Repeat this process with 3 1 (erase the 2).
* Write 989 on the board and ask students to identify the place value of the underlined digit. (NOTE: If you give each student a copy of the BLM “Place Value Cards,” individuals can hold up their answers. Have students cut out the cards before you begin.) Repeat with several 2- and 3-digit numbers that have an underlined digit.
* Vary the question slightly by asking students to find the place value of a particular digit without underlining it.
* (EXAMPLE: Find the place value of the digit 4 in the numbers: 401, 124, 847.) Continue until students can identify place value correctly and confidently. Include examples where you ask for the place value of the digit 0.
* Then introduce the place value chart and have students write the digits from the number 231 in the correct column:
* Do more examples together. Include numbers with 1, 2, and 3 digits and have volunteers come to the board to write the numbers in the correct columns.

**Sponge Activities:*** **Number Bingo and Math About Me -** Have students fill in their 100s chart to gather info on their number sense. Students will take out a different colored marker and to fill in during bingo.
* **I’m Thinking of a Rule -** Have students take out their whiteboards. The teacher thinks up a secret rule. After silently giving a few examples that obey the rule (show the pattern), the teacher offers students the chance to show (not tell) that they "got" the pattern by silently doing more of what the teacher had been doing.
* If the student's action was correct, the teacher nods (or just invites another student); if wrong, the teacher undoes the student's reply (letting the class see it first) to indicate that it does not follow the rule.
 | Use the class discussion to observe the students abilities. **(AS)**Provide sample questions for the students to work on with their whiteboards. **(FOR, OF)** |
| 5 mins. | **Closure*** **Count to 21 -** Students will sit in a circle and In a game players take it in turns to say up to 3 numbers (starting at 1 and working their way up) and who every say's 21 is eliminated.
* Try with teams, boys vs. girls
 | Begin to mentally note the different abilities seen in students. **(FOR)** |

**Lesson Reflection/Notes:**