

Lesson Plan Format

Identifying Place Value to hundreds – writing three digit numbers in expanded form

Student Teacher: Alicia Nelson **Date:** Thursday November 17, 2011

Grade Level: Third Grade **Subject:** Math **Supervisor:** Mrs. Schadler

PRELIMINARY PLANNING

***Math is taught at two times every day. My intro is the first 20 min. segments and the through and beyond is the information covered in the 1 hour time block for Math.**

PA Standards:

Assessment Anchor - M3.A.1: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

Anchor Descriptor - M3.A.1.1: Apply place-value concepts and numeration to counting, ordering, grouping and equivalency.

M3.A.1.1.1: Match the word name with the appropriate whole number (up through 9,999).

Objective: Identifying place value to hundred – writing three digit numbers in expanded form

Materials:

LEARNING SEQUENCE

Description: Daily math meeting routine questions and review **Time:** 20 min

INTO Introduction/Motivation/ Focus Attention

- The students will gather on the rug for a math meeting
- The teacher will have all the materials ready in the morning so the students can complete the information discussed during math meeting.
- Calendar – Write the date and the digit date. Date on the 1st Wednesday of the month? Day of the week on the 21st of the month? Date 1 week from today? Number of weeks in 14 days? Number of days in 7 weeks? Number of months in 2 years?
- Number of the day? – even or odd – students create a number sentence
- Counting – 7 from 0 to 70, 25 from 0 to 250, Today we will use a new counting strip to count by 3's we will count from 0 to 30 by 3's
- Pattern – Who would like to tell us what numbers to write on the lines after 105 – rule +5

- Time – 3:50 p.m. and what is the time 2 hours from now 5:50p.m. is this the morning, afternoon, evening, or night? – afternoon.
- Problem of the day – What information do we know? – is there any extraneous information in the problem? = 45 cents + 30 cents = 75 cents
- Money – 71 cents

Description Time: Class Fact Practice and Lesson : **30 minutes**

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

- FACT PRACTICE
- LESSON
- Today we will learn how to identify place value to hundreds and how to write three – digit numbers in expanded form.
- SHOW the children a hundred dollar bill, ten, and one dollar bill.
- Are these bills the same?
- Which is worth the least?
- Which is worth the most?
- “Let’s list the bills in order from the one that is worth the most to the one that is worth the least.”
- What will I write?
 - Draw on the board

Place Value Chart		
Hundreds	tens	ones
 -
 -
 - This is called a place value chart
 - I would like to give (Child’s name) \$263.
 - What bills would I use? – 2 hundreds, 6 tens, and 3 ones
 - Write 2 below the hundreds, 6 below the tens, and 3 below the ones
 - What’s the place value of the 2 – hundreds
 - What’s the place value of the 6 – tens
 - What’s the place value of the 3 – ones
 - What are the hundred dollar bills worth? - \$200
 - The digit 2 has the value of \$200.
 - What are the ten dollar bills worth? - \$60
 - The digit 6 has the value of \$60
 - What are the one dollar bills worth? - \$3
 - The digit 3 has the value of \$3
 - “two hundred sixty-three is 200 plus sixty plus three

- Write $\$263 = \$200 + \$60 + \3
 - This is called writing the number in expanded form
- Repeat with $\$467 - \705
- Close your eyes. I will put some bills in a pile. Then I will give clues and we will see if you can guess how much money is in the pile.
 - Put 4 hundreds, 3 tens, 1 one
- Open your eyes. I have 3 tens, 4 hundreds, and the rest are ones.
- There are 8 bills altogether. How much money do I have?
- How can we find out how much money this is altogether?
 - Fill in the numbers on the place value chart
- How many one must I have? – 1
- How much money is this - $\$431$
- What is the place value of the digit 4? – 400
- How will I write the number in an expanded form?
 - $\$431 = \$400 + \$30 + \1
- Hold 7 hundreds, 2 tens, and 4 one in your hand.
- I need some volunteers to come up and help me fill in my chart....
- I have 4 one dollar bills – have child come up and put it into the right place value slot
- I have 7 hundred dollar bills
- I have 2 ten dollar bills
- How much money do I have - $\$724$
- What is the place value for the digit 7? 2? And 4?
- What is the value of 7 - $\$700$ repeat with 2 and 4
- Who can come up to the board and help me write the number in expanded form?
- $\$700 + \$20 + \$4$
- Write the number 235 on the board, ask a student to come up and circle the number that is in the hundreds place.
- 789 – ask a student to come up and circle the number that is in the tens place

Description: Guided class practice worksheet **Time:** 20 minutes

BEYOND

Closure (Check for Understanding, Summarize, Future Forecast, Transition)

- Guided class practice worksheet

POST INSTRUCTIONAL PLANNING

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?