

Student Teacher/Intern: Allison Boyll		Date: 7/24/21		
Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement		Formal Observation # 1-4:		
Unit Title: Place Value and Comparing Numbers		Age/Grade Level: 2		
Lesson Title: Place Value		Order in Learning Segment: 1		
Total # of Students:	# IEP Students:	# ELL Students:		
CALLA: PREPARATION				
Context of the Lesson:				
<ul style="list-style-type: none"> Students are learning to put more than two numbers together to reach the hundreds place. Students are also learning how to compare the quantity to identify if a number is greater than or less than. 				
Standards to Address:				
<ul style="list-style-type: none"> <u>2.NS.7 (Indiana 2nd grade mathematics standard) Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</u> 				
Academic Language and Language Demands:				
<ul style="list-style-type: none"> hundred, tens, ones, greater than, less than, equal to, comparison, place value 				
Assessment Plan:				
Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge / Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
1. Content Objective: Students will break apart three digit numbers using hundreds, tens, and one place value. (CCSS:) (IN Standard) 2.NS.7 Language Objective:	Informatl	Informal assessment by teacher--watch as students do independent work formal assessment: exit ticket	Create, Apply, Understand	Remember to cover vocabulary and show physical examples to support CLD students. For students with fine motor difficulties, teachers may need to show support with number cubes.
2. Language Objective: Students will understand and be able to use vocabulary of hundreds, tens, ones, and place value appropriately and accurately. (CCSS:)	Informatl	Informal assessment by teacher--watch as students do independent work formal assessment: exit ticket	Create, Apply, Understand	It might be a good idea to offer the information in both L1 and L2.
3. (CCSS:)				
Materials/Resources/Media Technology Needed:				
<ul style="list-style-type: none"> white board, computer with ability to play video, place value mats, base ten blocks/number cubes, exit tickets, ipad for Boom cards 				
INSTRUCTION AND ASSESSMENT				
Time	INTRODUCTION			Accommodations
	Anticipatory Set <ul style="list-style-type: none"> Talk about having a birthday party and having a cake with candles. Each candle is "1." When a person is 9, it is a one digit number. Then when a person turns 10 they are two digits. Talk about how old the 2nd graders are and how many more years until they are two digits old. 			<ul style="list-style-type: none"> ELL: show a picture of a birthday cake with candles--if possible use an interactive whiteboard to place a candle each time we talk about a candle pausing each time to

		determine if it's a one digit number or a two digit number
Time	LESSON DEVELOPMENT	Accommodations
	Step-by-Step Input, Checks for Understanding, and Modeling	<ul style="list-style-type: none"> ● Recognize that some students may not know what Place Value is and may leave the "K" column blank.
	1. Complete Pre-Assessment Do the "K" part of the KWL Chart	
	2. Discuss the "W" part of the chart	
	3. Define important vocabulary on whiteboard	
	4. Add words to word wall in classroom Use vocabulary packet. Credit: Erica Hennigh, Top of Texas Teachers, downloaded from Teachers Pay Teachers	
	5. Show video: https://www.youtube.com/watch?v=a4FXl4zb3E4 Credit: Numberock.com	
	6. Get out number cubes and use the place mat to talk about number places Mat credit: Rachel Liepins, "Lipe in to Learning" downloaded from Teachers Pay Teachers	
	7. Have students place number cubes independently and show teacher.	
	8. Finish by filling in the L part of the KWL chart. Ask students to evaluate their own learning paying special attention to the strategy in which he/she learned.	
	9. Exit Ticket	
	10. Ask students to spend 2 minutes reflecting on the lesson with a partner, paying special attention to what is learned and the strategy that was used	
Time	GUIDED PRACTICE	Accommodations
	Activities ("We do") <ul style="list-style-type: none"> ● K and L of KWL Chart ● Vocab on whiteboard ● Add word wall words ● Number cubes on the mat 	<ul style="list-style-type: none"> ● Make sure CLD students understand the vocabulary by doing informal assessments regularly.
Time	INDEPENDENT PRACTICE	Accommodations
	Assignments ("You do") <ul style="list-style-type: none"> ● Have students practice placing number cubes on their own 	<ul style="list-style-type: none"> ● Some students who may have just been introduced to place value for the first time may need more guided practice.
Time	CLOSURE	
	<ul style="list-style-type: none"> ● Fill out the L "What I Learned" part of the KWL chart ● Assessment: Exit Ticket 	
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	<ul style="list-style-type: none"> ● Place Value Boom Cards 	<ul style="list-style-type: none"> ● Differentiated boom cards can be selected based on student level.

SERVICE | ACADEMICS | LEADERSHIP | TEACHING

Nyack College School of Education

Manhattan Campus - 2 Washington St., New York, NY 10004 | (212) 625-0500, ext. 6128

				•
				•
				•
				•
				•