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1. Math Standard(s) covered:

   i. **NBT.5**: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

   ii. **Lesson Objective:** Use math drawings to represent the compositions, when adding a two digit to a three digit addend.

1. Describe manipulatives/visual representations used

   i. **Visual**: Using the Smartborad, the lesson allowed students to draw chip models to represent they're written addition with two digit and three digit addend. Students also had transparent paper and a clipboard to practice individually. Previously, the teacher used foam discs.

   ii. **Manipulatives**: Teacher using chips models to represent the numbers.

2. Briefly outline the teaching steps:

   i. The teacher started with asking students to discuss the learning objective.

   ii. After explaining the tasks, she allowed students to practice and allowed several students to practice their answers on the board.

iii. The student used their expanded form and explained their progress.

iv. Breaking students into groups and allowing them to discuss the strategies that can be used to answer the mathematical equation.

v. At the end of the lesson, students discuss what strategies work best.

vi. Reviewing the objective.

vii. Continuous practice in groups – Students discussing their work.

1. Describe extended learning activity (practice):

i. Written addition: The problem is presented in two different forms – using the chip model and using numerical components. After addressing the problem using the chip model, she encouraged students to demonstrate their understanding of the problem using an expanded version.

ii. Students talking as a team and discussing what strategies they used to answer the question.

1. Note any academic language used by the teacher to inform students

i. Additional Academic Vocabulary Includes:

1. Bundle Numbers

2. Chip Model

3. Carry Numbering

4. Addend

5. Add and Subtract

6. Tenth Place

7. Expanded Form

1. Use **The Kolb Model of Reflective Writing** found below

- **Active:** Along with training the students, the teacher, Kristen Luconte, also steps back and allows them to take the initiative; if any of them seem a little lost, she will put them in the middle and explain it. Allowing the students to work in groups was a wise choice on the part of the teacher since it encouraged them to interrogate one another and come up with solutions based on the math problem. The pupils' cooperation and ability to solve the issue have convinced me to use the method in the classroom in addition to its effectiveness. Using place value and operations law strategies,

- **Apply:** I will without a doubt implement this in my lesson to help kids easily add and subtract within 100.

- **Reflection**: Based on the lesson, I believe that the teacher did all things possible to execute the lesson. I appreciate the teacher using two forms of visual comprehension – the chip model and the numeral component.

- **Abstract Experience:** I learned the importance of having students discuss the techniques and strategies used to answer the question.

References

Gorman, L. (2019, April). A New Rubric to Formatively and Summatively Assess Case

Based Learning (CBL) of Pharmacology and Pathology in Preclinical Learners. The FASEB

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