

CASE: DAY 1 Math Tuesday

General Education Lesson Plan

(<http://app.education.pitt.edu/teacherprep>)

Name: Brianna Amoscato Date: Subject: Math

Things to do to prepare for the lesson:

<input type="checkbox"/> Addition algorithm	<input type="checkbox"/> fact fluency flashcards	<input type="checkbox"/>
<input type="checkbox"/> Mystery problem	<input type="checkbox"/> Individual fluency worksheets.	<input type="checkbox"/>
<input type="checkbox"/> Arrays	<input type="checkbox"/> smartboard slides.	<input type="checkbox"/>

Learning goal(s):

- **students will add double digit numbers fluently using the addition algorithm.**
- **Students will be able to identify the digit and the value of the digit in the tens and ones place.**

State Standards for the lesson:

- *NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.*
- *NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.*

Introduction:

- **Calendar: Is the number even or odd and why (review)**
- If I have the number 27 and I want to get to the number 40, how much farther do I need to go? (Get to the nearest whole number)
- If I have the number 34, and I want to get to the number 60, how much farther would I need to go? (have them get to the nearest whole number and then add on how many are left.
- If I have the number 24, and I want to get to 40, how much farther would I need to go?

Array Review: how would I write the addition (or multiplication) equation to this problem?

Play around the world with the students at 8:50 transition them to desks so they can take ten minutes to complete their fact fluency paper.

- *Transition students back to their desks and have a double-digit addition problem ready on the smart board with base ten blocks and ones. Teacher: Today we are going to be starting adding double- digit numbers. I know many of you have probably already experimented with using the addition algorithm. However, we really don't want you using the algorithm until you can explain the procedure using your base ten blocks.*

Pre-double digit addition skills reviewed:

- *Before the teacher introduces the first problem, she will review with the students place value and digits.*
- *Teacher: writes the number 28 on the board. What digit is in the ones place? (8)
What is the value of that number?
What digit is in the tens place? What is the value of that number?*
- *Teacher will then show 11 single blocks on the screen and ask the students if they can trade in these single blocks for a base ten blocks. Have a student circle the group of ten and then exchange the ten ones for one base ten block. Talk about how many blocks were left over.*

First Problem given on the smart board (may be smart to have a back up on a piece of chart paper in case the smart board decides it is not going to work for the day.

1. $42 + 29 = 71$ Begin by telling the students that they should represent the number 43 using base ten blocks and ones and the number 28 using base ten blocks and ones. Teacher will begin with the number 43 and ask students how many base ten blocks are needed (4 because there are 4 groups of ten in the problem.) Then, ask how many one are needed (3). Then, ask how many base ten blocks are needed for the number 28 (2). Then ask how many singles are needed (8)

Now that you have all the base ten blocks drawn, talk to the students about looking to make groups of ten. Look at the vertical equation. Explain to the students that you always start by adding in the ONES place. Let's look at our ones. Can we make a group of ten with our ones. Yes! We can make one group of ten. Circle the group of ten, cross it out and then add a base ten block. Now ask students to count the number of base ten blocks. There are 7 groups of ten and one single left. Ask students to help you find the number: 7 groups of 10 is $70 + 1 = 71$

2. $36 + 34$: Do another one together on the board. The problem should be written vertically. Have various students come up to the board and complete the steps. First, use base ten blocks and ones to represent each number ($36 = 3$ tens and 6 ones) 34 is (3 base ten blocks and 4 ones). Now, we need to check to see if we can make any groups of 10. Have a student come up to the board and circle the one group of ten, cross it out and make it into a base ten block. There should be 7 base ten blocks on the smart board. Ask students to count up the ones (0) Now ask students to count up the total number of blocks they have 7 base ten = 70 total. Remember to complete the algorithm simultaneously so they can see what is happening. $6+4$ is 10. However, we made those 10 ones into 1 groups of ten. We now have 0 ones and we have to carry the base ten block that we made over to the tens column. Now how many base ten blocks do we have? 7. Thus, our answer is also 70.

(Transition students back to their seat. Lead them through One or Two problems on their worksheet and then have them work on their own.)

Conclusion:

- 1. Ms. Inglis used to have a lot of stickers. Someone took 12 of her stickers. Now, Ms. Inglis has 32 butterfly stickers. How many stickers did Ms. Inglis start with?**

Have the kids use the key to find the next letter (letter i)

Name: _____ Date: _____

Addition Algorithm Challenge

David has 23 apples, and Devon has 17 apples. How many apples do they have together?

<i>Addition Equation</i>	<i>Show your work</i>
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Elliot has 27 books, and Gavin has 15 books. How many books do they have together?

<i>Addition Equation</i>	<i>Show your work</i>
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Alaina has 33 ice cream cones, and William has 17 ice cream cones. How many ice cream cones do they have together?

<i>Addition Equation</i>	<i>Show your work</i>
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Kate has 34 bananas, and Alan has 19 oranges. How many pieces of fruit do they have all together?

<i>Addition Equation</i>	<i>Show your work</i>
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