Department of Special Education

Millersville University

Lesson (Topic):\_\_Conversions\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Week Two Day Two\_\_

# Objectives:

 By the end of this lesson, my students will…

1. Identify the ones place in any two-digit number.

2. Identify the tens place in any two-digit number.

3. Group single manipulates into groups of tens.

#### Materials/Resources

* Long blocks and ones blocks (enough for whole class)
* Fifteen 20-sided dice
* Roll, Build, Draw, Write worksheet
* Color My Clues worksheet
* Pencils

**Procedures for teacher and students (**including all adaptations and modifications**)**

Teacher:

1. The teacher will introduce the block manipulatives to the class by explaining what each block represents and place value over the ELMO projector.

2. The teacher will pass out the Roll, Build, Draw, Write worksheet and do one example of the activity on the projector with the entire class.

3. The teacher will instruct students to get into pairs and then to get supplies for the worksheet; one 20-sided dice, five long blocks and ten ones blocks.

 a. In pairs, student A will go get the 20-diced cube and student B will go get the correct number of manipulatives for the activity.

3. The students will take turns rolling the dice to determine what number the pair will build, draw, and write. This will continue until students have finished worksheet or time is up.

4. Teacher will walk around classroom observing the students’ progress and answer any questions that may arise.

5. Teacher will bring the class back together after the class is done and ask the class what they have learned.

4. Students will answer the teacher’s questions in the discussion after the activity is over.

6. Teacher will then pass out the Color my Clues worksheet and explain the directions.

5. Students will individually work on the Color my Clues worksheet and ask the teacher questions, if needed.

8. While walking around, teacher will choose certain students who have the correct answers to put their answers on the board.

 a. If chosen, student will write answer on board and then explain how they got to their answer.

 b. All students will listen to their classmates as they explain each problem and ask teacher questions if needed.

Adaptation:

1. Teacher will allow Joe, Carrie, Kristie, Ashley, and Bobbie to take dice and manipulatives home to finish Roll, Build, Draw, Write worksheet.

2. Ashley & Bobbie will have yoga balls to sit during individual work.

Modifications:

1. Teacher will explain directions thoroughly and show an example to class as well as have a written copy for each student.

2. Teacher will create separate Color my Clues worksheet with only 7 questions to give to Joe, Carrie, Kristie, Ashley, and Bobby.

#### Evaluation (to be completed after each lesson is taught: hand write this section clearly)

 A. Students

 B. Yourself

#### Reflection

A. The Best Thing I did during this lesson…

B. The Thing I will change as I teach the next lesson…

C. How I enhanced the students’ performance on these objectives…

Worksheets:

<http://www.jmeacham.com/docs/math.centers/roll.build.draw.write.pdf>

<http://loryevanspage.blogspot.com/search/label/Debbie%20Diller>