Department of Special Education

Millersville University

Lesson (Topic):\_\_Understanding Place Values\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Week One Day Five\_\_

# Objectives:

 By the end of this lesson, my students will…

1. Identify the 1's place in a 3 digit number.

2. Identify the 10's place in a 3 digit number.

3. Identify the 100's place in a 3 digit number.

3. Identify the 1's place in a 2 digit number.

4. Identify the 10's place in a 2 digit number.

#### Materials/Resources

- Small yellow pieces of paper cut into blocks and longs

- Worksheets for "My Name is..." and "I have, who has" and "Marshmallow Place Values"

- Marshmallows

- Dull toothpicks

- Placemats for the Marshmallow activity

- Cheerios

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

Teacher:

1. Students are asked to get out their math folders and inside the students will find the warm up activity.
	1. The warm up activity will instruct the students to use the longs and blocks to form the letter that their first name begins with.
	2. "My name is Seth, it starts with an S and is made up of 0 longs and 20 blocks." Or "A and is made up of two longs and four blocks."
2. Teacher will monitor the room helping students who need extra help and monitoring the progress of the students. To determine the amount of time to allocate towards this activity.
3. Once the students are wrapping up finishing those they will be instructed to hang them on a bare wall in the classroom and to grab a “I have…Who has…?” card from the learning center.
4. Teacher will then lead a game of “I have…who has..?”
5. After this game is finished the Teacher will introduce the idea of a third place value, the hundreds place. Students will be given another “I have…who has…?” card in which there will be three place values instead of only two.
6. Students will then be told to grab materials for the Marshmallow activity including worksheet.
7. Students will then work with the teacher as the teacher demonstrates, building Cheerio towers on the Marshmallows and representing them on the worksheet to show different numbers of three digits.
	1. Teacher will allow students to eat their Cheerio towers.

Adaptation:

1. Teacher will allow Joe, Carrie, Kristie, Ashley, and Bobbie to take baggies of yellow blocks and longs home to finish the warm up activity.

2. Ashley & Bobbie will have yoga balls to sit on during the entire class time.

Modifications:

1. Teacher will explain directions thoroughly
2. Teacher will show an example to class as well as have a written copy for each student. Teacher will also demonstrate more than once.
3. Joe, Carrie, Kristie, Ashley, and Bobby will be given separate “ I have..who has…?” cards which the teacher will facilitate.

#### 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…