**Name**: Andrea MacMurray **Date**: 9/19/11 **Students**: ‘I’ & ‘E’

**Grade Level:** Third **Subject**: Mathematics **Topic**: Review of time, money, and place value

**NH Curriculum Frameworks**

Grade 3: Numbers and Operations

M:N&O:3:4 **Accurately solves problems involving** addition and subtraction with regrouping;the concept of multiplication; and addition orsubtraction of decimals (in the context of money).

Grade 3: Data, Statistics, and Probability

M:DSP:3:4 **Uses counting techniques to solve problems** involving combinations and simplepermutations using a variety of strategies (e.g.,student diagrams, organized lists, tables, treediagrams, or others).

**SAU 29 Curriculumn Frameworks**

**Grade 3: Numbers and Operations Pacing:**

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.

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.

**Grade 3: Measurement and Data**

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1.Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

**Objective(s)**:

**Place Value:** ‘I’ and ‘E’ will accurately be able to put place value index cards in the correct order (ones, tens, hundreds, thousands). When given manipulatives ‘E’ and ‘I’ can accurately match ones with the ones column, tens with the tens column, hundreds with the hundreds column and thousandths with the thousandths column. ‘E’ and ‘I’ when given more manipulatives can add them together using manipulative and/or writing it out.

**Time:** When given an index card with a picture of a clock ‘E’ and ‘I’ will be able to verbalize which hand (hour or minute) the blue arrow is pointing to as well as match the corresponding card. When given index cards with pictures of clocks depicting various times to the hour, quarter of the hour, and half past the hour ‘E’ and ‘I’ will be able to match the corresponding time cards.

**Money**: ‘I’ and ‘E’ will match a picture of a penny with the corresponding amount of a penny, 1¢, and the name of the coin. The following cards will include nickel, dime, quarter, and a dollar. When given a penny ‘I’ and ‘E’ can verbalize that it is a penny and it is worth one cent… (Nickel, dime, quarter)

**Rationale:**

This learning experience is designed to be taught as a review each day to activate prior knowledge. These two boys need constant review to reinforce concepts that they have previously learned. This learning experience was designed to reinforce time, place value, and money it is separated into three separate concept games in order to break down each concept. The learning experience will be in the form of self directed. However, I will be actively engaged with the boys during the learning experience to examining accuracy and determining if there is any need to re-teach the concepts of time, money, and or place value. ‘E’ loves to work with manipulatives and truly loves to do mathematics he will enjoy this learning experience as much as he needs the review of prior concepts. ‘I’ has trouble staying motivated when he has to write. This learning experience meets both of their IEP’s in which modifications should be made to reduce the amount of writing. ‘I’ is relatively strong in mathematics but he needs constant review as does ‘E’. ‘E’ in order to comprehend what the speaker is saying must be seated where he can easily see the speaker and his right ear is stronger than his left. According to both ‘E’ and ‘I’s IEP’s state that for maximum performance they must be in an environment that is quiet and free of distractions (i.e. Fans, traffic, lots of peers, etc…). When speaking I will use slow clear speech to meet both ‘E’ and ‘I’ needs. As well as rephrasing direction when they have a question. I make a point to provide extra think time for ‘I’ and specifically ‘E’ according to his IEP because he needs time to process what the speaker has just said and to formulate his expressive language.

**Materials:**

Index Cards – Time, Place Value, and Money

Money – Penny, Nickel, Dime, and a Quarter

Place Value Manipulatives

Manipulative Clock

Assistive Hearing Technology

**Procedures**

**‘E’**

Time

Money

Place Value

**‘I’**

Place Value

Time

Money

Introduction**:**

Hi ‘I’ and ‘E’! Today we are going to work at this table. (I will sit the boys across from me so when they are each working individually on the cards I can help each one easily and quickly be able to see how the other one is doing.) Today I am going to introduce you to this review game. These cards are going to help you review time, money, and place value. What do you remember about time? What time do you think this clock shows? I will make a point to give the reverse answer to see if they can point out the hour and minute hand if they cannot I will point them out. Here are four coins? How much money do I have here? Tell me about how you came to that conclusion. The last part of our review game is about place value. Here are some manipulatives can you tell me what each one of these is worth?

Body of Learning Experience:

 ‘E’ how about you start with time and ‘I’ you start with place value. ‘E’ what hand is the blue arrow pointing to do you think? How about you find that card and see if you are right. Now there are nine clocks for you to match the time with. See if you can figure out the time on each clock and match with the digital time. ‘I’ how are you doing with place value? I see you matched each manipulative with the ones, tens, hundreds, and thousands cards. How much in total do you have on the table? What if you added one ten more, what would the amount be then? Now that you are both finished let’s take a quick break and then switch. ‘E’ you are now going to work with the money cards and ‘I’ you are going to work with the time cards. We will do this one more time after this.

Conclusion**:**

You both worked really hard today, how about you tell me a little bit about it.

* What was one part that was really easy?
* What was one part that was really hard?

**Positive Feedback:**

Throughout the entire learning experience I will be actively trying to give positive feedback to ‘I’ and ‘E’. I will positively be reinforcing the concepts that they are reviewing. If I notice that they need extra assistance on a topic for instance telling time I will correct them in a positive way. For an example: If ‘E’ was looking at a clock and said it was 8:30 but it was showing 6:40 I would ask him to point to the hour hand and tell me what number it was pointing to and then the minute hand. If he was unable to differentiate between the hands I would point them out to him.

**Assessment**:

I created a chart for each area that we are reviewing to make notes about how the boys were working with the review game. During the conclusion I will take anecdotal notes on what the boys thought was too easy and too hard.

|  |  |  |
| --- | --- | --- |
| Time | ‘E’ | ‘I’ |
| Minute Hand |  |  |
| Hour Hand |  |  |
| 3:00 |  |  |
| 8:15 |  |  |
| 7:00 |  |  |
| 5:15 |  |  |
| 10:15 |  |  |
| 1:30 |  |  |
| 6:30 |  |  |
| 9:00 |  |  |
| 2:15 |  |  |
| **‘E’** | Coin | Name | Cent Value | Value |
| Penny |  |  |  |  |
| Nickel |  |  |  |  |
| Dime |  |  |  |  |
| Quarter |  |  |  |  |
| **‘I’** | Coin | Name | Cent Value | Value |
| Penny |  |  |  |  |
| Nickel |  |  |  |  |
| Dime |  |  |  |  |
| Quarter |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Place Value** | **‘E’** | **‘I’** |
| Ones |  |  |
| Tens |  |  |
| Hundreds |  |  |
| Thousands |  |  |
| Addition |  |  |
| **Conclusion** | **Really Hard** | **Really Easy** |
| **‘E’** |  |  |
| **‘I’** |  |  |

**Anticipated Problems:**

With a detailed plan I try to prepare for possible problems that could arise, here is what I think might happen with ‘I’ and ‘E’ and within my plan I planned ways to accommodate anticipated problems. ‘E’ is very focused and motivated; with manipulatives he can solve most problems with minimal assistance. ‘E’ wears an assistive hearing aid which helps him to block out background noise. I will wear the assistive technology piece that corresponds to his hearing tool so that he can hear me well. ‘I’ has a harder time being motivated to complete problems. I planned this activity in such as way that he would not have to write anything. ‘I’ typical loses his motivation when he had to write. ‘E’ needs some support and when ‘I’ distracts ‘E’ that could be a problem. I will begin by sitting them at the same table but if I see that ‘I’ is distracting ‘E’ I can switch their spots at the table where I sit in the middle and at the last resort move one of them to another table.

This learning experience was designed to be a review. If I notice that the boys did not grasp the concept enough to partake in this activity I will re-teach money, place value and or time. After re-teaching I will bring this learning experience back and possibly having both ‘E’ and ‘I’ work on the same cards so that they can learn from each other and I can easily see if they grasped that concept before moving on to the next. Another option is collaboration with another teacher where s/he works with one boy while I work with the other.

**Rules and Expectations:**

The rules for this classroom are a continuation of their classroom. I will be reinforcing the rules that they created in their classroom. For instance if ‘I’ is not wanting to do his work I will say ‘I’ this is your time to do your math work now. You have the opportunity to finish it now or you can finish it during recess. When gaining and regaining attention I will use proximity. To help refocus ‘E’ I might tap the table and say ‘E’ what card do you this one matches?