**I can use the hundreds chart in daily math**

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| **Lesson Plan Title**  I can use the hundreds chart in daily math |
| **Lesson Summary**  Students will use the hundreds chart for a guided math lesson  \*Please note that this lesson develops as the year goes on. You will add things to the number of the day sheet or take things away depending on the time of year. |
| **Curriculum Outcomes**  N04-Students will be expected to represent and partition numbers up to 100  N05- Students will be expected to compare and order numbers up to 100 |
| **Assessment Of Learning or Assessment For Learning**  Observation, Conversation, Product  Observations   * Can students represent the numbers of the hundreds chart?   Product   * Number of the day sheet (see below) |
| **Communication/Vocabulary**   * Hundreds Pocket Chart |
| **Technology**   * iPads |
| **Materials**   * Hundreds Pocket chart * White Boards * White Board Markers * Number of the day sheet |
| **Mental Mathematics**  Review counting forwards by 2’s, 5’s, and 10’s (to 100)  Review adding using the number 0 with numbers |
| **Development**  This lesson allows students to represent the number of the day in a variety of ways. Including ten more and ten less, and adding and subtracting zero from the number  **Time to Teach/Time to Practice**  Start the lesson by adding the number of the day to the hundreds pocket chart. You should be adding numbers from the first day of school on. This allows students to see how many days have past of school AND allows for slow development of the number of the day sheet. I always start by asking students to represent numbers in the ways that they know.  **Day One-Four**  -Represent using ten frames (on white boards)  <http://jkeithgrade2mathns.weebly.com/uploads/2/5/6/7/25673231/tf_lesson_1.pdf>  <http://jkeithgrade2mathns.weebly.com/uploads/2/5/6/7/25673231/tf_lesson_2.pdf>  -Represent by drawing the number (on white boards)  **Day Five**  -Represent using ten frames  -Represent by drawing the number  Introduce Tally Marks  <http://jkeithgrade2mathns.weebly.com/uploads/2/5/6/7/25673231/tallies_mj.pdf>  <http://jkeithgrade2mathns.weebly.com/uploads/2/5/6/7/25673231/tallies_survey.pdf>  **Day Six-Nine**  -Represent using tenframes  -Represent by drawing the number  -Represent using tally marks  -Introduce Pennies  <http://jkeithgrade2mathns.weebly.com/uploads/2/5/6/7/25673231/mw_day_3.pdf>  \*Continue this adding in new concepts, nickels, dimes, place value etc….. adding to this slowly so students learn the concept through the number of the day sheet (provided below please note this is the whole sheet you probably want to remove sections until you’ve introduced the concept).  My well used and loved hunderds chart- Missing 99 and 100 because it was so well used this year.  Thaw Space:ssrsb:Desktop:Weebly Website:Math Wall:Math Wall photos:IMG_0816.jpg  **Tech Integration**  For students who struggle with writing they may choose to use the show me App  http://a3.mzstatic.com/us/r30/Purple4/v4/10/df/b6/10dfb69f-bd9a-665b-86c1-da019132622e/mzl.hoityxiw.png  For More Information: <https://itunes.apple.com/ca/app/showme-interactive-whiteboard/id445066279?mt=8>  They may also use PaperPort Notes- In this App you can take a picture of the worksheet and they can type or draw over. Save it and then print or e-mail their work.  http://a5.mzstatic.com/us/r30/Purple6/v4/9c/53/c5/9c53c54c-0481-dab6-3297-55b693599f7a/icon175x175.jpeg  For More Information: <http://www.paperportnotes.com/>  **Time to Share**  Have students share how they represented their number on their white boards/Number of the Day Sheet. This can be done through small group conversations or a whole group share. |
| **Differentiation**   * Students who struggle representing numbers a guided math group would be appropriate * Students who struggle with bigger numbers may need to revisit smaller numbers first * Enrichment ask students to represent numbers in different ways OR partition in different ways |

Thaw Space:ssrsb:Desktop:myhundredschart.pdf

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part-Part-Whole:

|  |  |
| --- | --- |
|  | |
|  |  |

Show the number using place value:

Tens Ones

Write two number expressions:

\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_

(part) (part) (whole)

\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_

(whole) (part) (part)

Show the number using tally marks:

Show the number using ten frames:

Show the number using coins:

Number of the day: