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Ed. Psych

Lesson Plan

Lesson: Add or Subtract Whole Numbers up to 1000

Length: Two Class Periods

Age or Grade Level Intended: 3rd Grade

Academic Standard: 3.2.1 Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.

Performance Objectives:

- Given 5 addition problems using whole numbers up to 1,000 students will individually add correctly with 100% accuracy. Example 342+200=542

Assessment: Write 5 problems on the board. All these problems will be addition, and have them solve them. Tell the students they will be handing it in to show me they understand, or if they need more practice.

Advanced Preparation by Teacher

- Prepare 20 practice problems for tomorrow to use during class.
- Write notes on how to teach addition and ways the students will understand best.

Procedure:

Introduction/Motivation

Tell students we are learning how to deal with numbers up to 1000, and all the cool numbers we can make in between. Ask someone in class how to make 500, by adding what two numbers? Ask if anyone knows, then tell them we will be able to figure this out by the end of the lesson. Students need to be able to add so they can pay the bills when they are older, or if they are buying things from a store and they are buying more than one thing they need to be able to add up the total in their head so they have enough money to pay for both.

Step–by-Step Plan:

1. Write practice problems on the board. Tell the students we are going to learn how to add numbers in the hundred place. (**Gardner: Verbal Linguistic)**

2. Show the students how to line up the numbers for addition. Tell them you add one number at a time, it is no different than doing a one or two digit addition problem. Make sure the students understand the carrying effect. If a number is greater than 10, carry the on one's place.

3. Divide the students into groups of three. Number off students so they are in groups of three.

4. In these groups they will practice together and help each other do a set of 10 prepared problems. **(Gardner: Interpersonal; Bloom: Knowledge)**

5. Tell students to get back into their original seats. Ask the class if they understand how to add numbers together or is there any last second questions?

6. Write 5 problems on the board. All these problems will be addition, and have them solve them, tell them they will be handing it in to show me they understand, or if they need more practice.**(Gardner: Logical/Mathematical)**

7. After the students have turned in their assessment tell them about their homework on page 242 numbers 1 – 15 all the addition problems. The homework is just for the students who did not master the skills from the quiz. Those who got a perfect score do not have homework. The students who did not master the skill need to do the homework.

Closure: Today we learned how to add numbers and how to carry digits over a place.

Adaptations/Enrichment:

Boy with ADD: Keep boy focused on class, the group work will keep him entertained. Make sure he is a group that will not get off topic easily.

Girl with High Ability: Have her work alone on task and make up problems for her to solve to test her knowledge. Also if possible try to teach her subtraction.

Boy with Autism: Allow him to work alone.

Self Evaluation: I will look at the assignment that I made the students turn in and see if they understand what I am teaching them. I also will be able to see if they understand by the scores of the assignments, the homework, the quiz and eventually the test. At the end of the day I will ask myself if I think my students understood. If necessary and all the students failed the quiz I would go back and completely re-teach the section. I would change my notes and my presentation of the material to the students.

Class Notes

Adding numbers with three digits

Line up numbers so the ones places match up, tens match and the hundreds place match up.

Add the numbers in that column. Record the number that one gets under in the column.

Do this for all the columns.

Example: 465+232=697

If one needs to carry a digit

Carry a digit occurs when two numbers go over 10. So for example if you have 7 and 5 in the ones column you right down 2 in the column underneath. You carry the 1 over to the next column and add one to your final answer for that column. This is done every time one gets an answer that is bigger than 10. Except for the final column, here it just is the number you add there is no carrying.

Practice Questions

1. 200+300
2. 150+274
3. 555+111
4. 449+291
5. 215+613
6. 726+121
7. 321+545
8. 832+150
9. 646+343
10. 328+454
11. 434+531
12. 121+232
13. 438+654
14. 712+89
15. 811+199
16. 709+201
17. 12+132
18. 523+124
19. 800+200
20. 354+586