



Program Information	<i>[Lesson Title]</i> Counting Past 100		TEACHER NAME Tessa Torowski		PROGRAM NAME Project LEARN of Summit County			
	<i>[Unit Title]</i>		NRS EFL(s) 2		TIME FRAME 45 minutes			
Instruction	<u>ABE/ASE Standards – Mathematics</u>							
	Numbers (N)		Algebra (A)		Geometry (G)		Data (D)	
	Numbers and Operation	N.2.1	Operations and Algebraic Thinking		Geometric Shapes and Figures		Measurement and Data	
	The Number System		Expressions and Equations		Congruence		Statistics and Probability	
	Ratios and Proportional Relationships		Functions		Similarity, Right Triangles. And Trigonometry		<i>Benchmarks identified in RED are priority benchmarks. To view a complete list of priority benchmarks and related Ohio ABE lesson plans, please see the Curriculum Alignments located on the Teacher Resource Center.</i>	
	Number and Quantity				Geometric Measurement and Dimensions			
					Modeling with Geometry			
	Mathematical Practices (MP)							



<input type="checkbox"/>	Make sense of problems and persevere in solving them. (MP.1)	<input type="checkbox"/>	Use appropriate tools strategically. (MP.5)
<input type="checkbox"/>	Reason abstractly and quantitatively. (MP.2)	<input type="checkbox"/>	Attend to precision. (MP.6)
<input type="checkbox"/>	Construct viable arguments and critique the reasoning of others. (MP.3)	<input type="checkbox"/>	Look for and make use of structure. (MP.7)
<input checked="" type="checkbox"/>	Model with mathematics. (MP.4)	<input type="checkbox"/>	Look for and express regularity in repeated reasoning. (MP.8)
LEARNER OUTCOME(S)		ASSESSMENT TOOLS/METHODS	
<ul style="list-style-type: none"> Learners will be able to dissect three digit numbers into their one, tens, and hundreds components and model with base ten blocks and money. 		<ul style="list-style-type: none"> Formative assessments during activity <i>Place Value – Ones, Tens, Hundreds Assessment</i> and <i>Place Value – Base Ten Blocks Assessment</i> 	
LEARNER PRIOR KNOWLEDGE			
<ul style="list-style-type: none"> Learners will need to know the concept of bunching ones to make tens, and the value of dimes and dollars. This lesson builds from lessons <i>Making Cents</i> and <i>Counting to 100</i>. 			
INSTRUCTIONAL ACTIVITIES		RESOURCES	
<ol style="list-style-type: none"> Open with the following matching activity: <ol style="list-style-type: none"> Give students mix of the <i>Base Ten Pieces, Dimes, and Dollars</i>. Ask them to organize them in a logical way. Students will likely put all of the similar pieces together (dimes with dimes, ones with ones, etc). Ask if there are any other ways to organize the pieces. Through questioning and suggestions guide students to think about the dimes being similar to the tens strips and the dollars to being like the hundred grids. This lesson will use concepts of money to help students think about counting in a base ten system. 		<p>Copies of <i>Base Ten Pieces, Dimes, and Dollars</i> for student use (attached)</p> <p>Copies of <i>Penny Pieces</i> for student use (attached)</p> <p>Student copies of <i>Place Value Chart</i> (attached)</p> <p>Scissors for student use</p> <p>Student copies of <i>Place Value Reference Sheet</i> (attached)</p>	



<ol style="list-style-type: none">2. Explain that in this lesson they will explain three digit numbers by how many ones, tens and hundreds there are.3. Review bunching ones to make tens. Show that you can bunch ten pennies to make a dime, and that you can bunch ten ones to make a ten in the base ten counting pieces.4. Give a few practice problems (ex: show 30 in dimes, show 40 in tens strips, etc.)5. In small groups, have students answer the following and explain how they got their answer:<ol style="list-style-type: none">a. Ask students to demonstrate how many dimes are in a dollar.b. Ask how many pennies are in a dollar.c. Show three dollars and ask how many pennies. Show three hundreds grids ask how many ones.d. Repeat with dimes.6. Once students demonstrate mastery of what makes a hundred. Challenge them by asking them to represent 100,200,300,400,500 etc. They can use either money or base ten, but by the end of the lesson they should demonstrate understand of both.7. Show the students 706 and ask them to represent the number with the base ten blocks or money if they prefer.8. Pass out the <i>Place Value Chart</i>. Demonstrate that there are 7 hundreds so a 7 goes in the hundreds place. There are no tens (or dimes) so a 0 goes in the tens place, and there are 6 ones. So, a 6 goes in the ones place.9. Repeat this exercise. Let students provide the three digit numbers.10. Once students demonstrate fluency through practice, complete the assessments.	<p>Student copies of <i>Place Value – Base Ten Blocks Assessment</i></p> <p>Place Value - Base Ten Blocks Assessment [PDF file]. (n.d.). Retrieved from http://www.theteachersguide.com/placevalue/placevaluebaseblocks.pdf</p> <p>Student copies of <i>Place Value – Ones, Tens, Hundreds Assessment</i></p> <p>Place Value - Ones, Tens, Hundreds Assessment [PDF file]. (n.d.). Retrieved from http://www.theteachersguide.com/placevalue/placevalueonestenshundreds.pdf</p>
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	DIFFERENTIATION <ul style="list-style-type: none">• Higher level student can attempt any of the these skills with higher place values• Group students to promote peer learning• Provide place value and number name sheet as needed
Reflection	TEACHER REFLECTION/LESSON EVALUATION
	ADDITIONAL INFORMATION



Place Value Chart

Number	Hundreds (100)	Tens (10)	Ones (1)
Ex: 706	7	0	6



Place Value Reference Sheet

one	1	eleven	11	ten	10
two	2	twelve	12	twenty	20
three	3	thirteen	13	thirty	30
four	4	fourteen	14	forty	40
five	5	fifteen	15	fifty	50
six	6	sixteen	16	sixty	60
seven	7	seventeen	17	seventy	70
eight	8	eighteen	18	eighty	80
nine	9	nineteen	19	ninety	90
ten	10				

Millions		Hundred thousands	Ten thousands	Thousands		Hundreds	Tens	Ones
	,				,			



