

Name: Devon Orrin

Grade: 3

Subject: Math

Overall lesson topic/title: Chuck E Cheese Math - Addition and Subtraction Practice

Date: Monday, November 4th

CCSS(s):

3.NBT.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.

3.OA.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Learning Target/Objective(s):

- Students will be able to add and subtract within 1000.
- Students will be able to sustain independent work for several minutes.
- Students will be able to make sense of problems and persevere in solving them.
- Students will be able to reason abstractly and quantitatively.
- Students will be able to use appropriate tools strategically, such as counters, number lines, fingers, etc.

Materials:

- Blank computer paper
- Pencil
- Student copies of Chuck E Cheese worksheet
- ELMO
- screen

Rationale: The last two chapters the students have been working with involve addition and subtraction. Many of the students struggled initially with trading and the algorithm for both addition and subtraction, but have since begun to master these skills. I wanted to give the students more practice with these skills, and show them that their hard work and frustration in working toward understanding this process has yielded successful results.

I also want to introduce the students to an open-ended task. Many of the problems that they are asked to do involve math fact fluency or specific strategies, but I wanted to give the students a chance to think critically, and be able to *choose* what strategies to use to solve the problem. I also want to help foster their work ethic, and push them to keep working at the problem.

Procedures and approximate time

LAUNCH (15 minutes)

I will review "making trades" in both subtraction *and* addition problems by having the students help me through two of each problem on the board:

- $348 + 25 = ?$
- $256 + 44 = ?$
- $1000 - 75 = ?$
- $955 - 37 = ?$

Academic, Social and Linguistic support:

I will continue to encourage students to keep working at the problem, and pair struggling students with secure students, in order to facilitate

<p>I will emphasize the importance of place value, and point out the importance of knowing how to create my own diagram to help me keep the places in order.</p> <p>EXPLORE (30 minutes) I will place the Chuck E Cheese worksheet on the ELMO, and read the directions. I will explain what an "open-ended math task" is, and how the students have the freedom of using any strategy, addition or subtraction, or a mixture of both to solve. I will also explain how this means that every person's answer will be different, but that I am looking to see their thinking, and therefore, need to see their work clearly written out on the paper.</p> <p>I will pass out the paper, and allow the students to get started.</p> <p>Students who finish early will be allowed to get another copy of the worksheet, and complete the worksheet again, selecting items that a family member or friend may want.</p> <p>SUMMARIZE (15 minutes) Students will be asked to stop, and encouraged to finish the worksheet at home if they have not yet completed it. I will call on students to share how many of each item they chose to purchase with their tickets, and ask how they figured out the problem.</p>	<p>growth for both students.</p> <p>I will encourage students to use any of the strategies we used in the unit, especially writing our own place value diagrams, in order to keep their work organized, and assist in their computations.</p> <p>I will draw pictures on the pages next to some of the items, in order to help all students, not just ELLs, understand what some of the less obvious items are.</p>
<p>Formative Assessment: I will informally assess their engagement and behavior, in order to judge if introducing open-ended tasks like these would be appropriate or beneficial to this set of students.</p> <p>I will also examine their worksheets to see if their computations are correct, and that they are understanding trading with both addition and subtraction.</p>	

Name: _____ Date: _____

Wow, you have hit the jackpot! You won 1,000 tickets, and should spend all of them on prizes. Which prizes are you going to choose?

- | | |
|------------------------------|------------------------|
| Basketball - 75 | Slap bracelet - 35 |
| Soccer Ball - 75 | Mini horses - 45 |
| Rabbit foot - 50 | Motorcycles - 65 |
| Inflatable guitar - 75 | Catch game - 135 |
| Stuffed Spongebob - 250 | Paddle ball - 145 |
| Chuck-E Stuffed Animal - 200 | Bean bag dog - 175 |
| Barbie doll - 150 | Gumball machine - 300 |
| Remote control car - 350 | Erasers - 2 |
| Yo-yo - 35 | Air heads - 2 |
| Cotton candy - 45 | Blow pop - 3 |
| Bracelet - 60 | Ring pop - 5 |
| Necklace - 100 | Pop rocks - 7 |
| Whistle - 45 | Stick on earrings - 2 |
| Change purse - 25 | Gummy worms - 20 |
| Sticky hands - 15 | Small chip bag - 15 |
| Airplane gliders - 55 | Mood ring - 85 |
| Glow fangs - 25 | Bouncy ball - 30 |
| Dog tags - 85 | Temporary tattoos - 35 |

Do your work here and on the back: