

Running Head: Lesson Plan

Bundles of Beans

Student

EDU 382

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2015

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## Bundle of Beans

Selected Lesson Plan:

Bundles of Beans: A place Value Lesson (n. d.)

Common Core Standard:

Understand place value.

CCSS. Math. Content.2. NBT.A1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals, 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

CCSS.Math.Content.2. NBT.A.1A    CCSS.Math.Content.2. NBT.A.1.B (Common Core).

## Differentiation

Content

What I plan on teaching with this lesson plan is for my students to understand the place value of numbers. How I will be doing this is by giving my students beans that will help my students understand the place value of numbers. First, I need to find out what my students already know, understand and what they are able to do. Once I find that out I can put them in groups depending on what they know. Seeing that everyone learn differently, I need to find out how my students learn and if they have trouble with math. How I would go about doing this is sending around a

survey, which my students can answer. Another thing I need to find out is if any of my students have trouble with sensory issues, if so then I will need to use something besides beans. Seeing most children know some what about money, I could use dimes. Another way, I could teach this lesson plan is by playing games, such as Guess my Number, in this game, I would pick a number from the hundred chart, the students would ask me questions trying to guess what number it is. I will cross off the number off my chart and see how many guess it takes them. Once they guess the right number, the students will have to show me how to right out the number. One group can play this game the other group could use the beans or the money. These two ways of learning this lesson can help both groups, the guessing the number game, would be fun for the students and they will still be learning. The other way I could teach this lesson is by given another group a hundred chart picture this would be a good activity for the students that are having a hard time understanding place value. The chart would be a 10 x 10 grid and I will give this group this grid and crayons. I will have the students color certain number boxes such as 501 or 351 or 15 (Manitoba Education, n. d.).

### Process

Seeing that some of the students do not understand place value, I will have the group start off with the materials I will give them such as: place value work mat, spinner template, dried beans, craft sticks, glue, paper clips and pencils. This group I will explain that each bean is a “one” so ten beans together is a “ten”. This group will count out ten beans for each stick, then they will glue these on the sticks, each stick will represent one ten (Grade 2, n. d.).

The other group that understands a bit more than the first group will be using pasta, I can have them put them in stacks of ten and have them count by ten's.

The other group for one's can use beans, for ten's, they can use cups and for the hundreds, they can use dimes in a bag.

My students will benefit from these different activities because it going along with the way they are ready, their interest and by using hand-on activity.

### Product

One thing I could have my students do to show me that they understand place-value is that I could have them pick a number and have them represent it in a graph, by putting the right numbers in the right value. I could also have the students use the computer that will assess where my students are and will provide tasks and feedback at their level (Sousa & Tomlinson, 2011). I could also have them work in small groups and help each other. My students will benefit from these products because it will show me that they understand place value and it will give my students confidence in knowing that they can do this on their own on in a group.

### Implementation

If an administrator would to come in my classroom to observe he/she would fine a flexible learning environment. I would have two groups, five students in each group, these are the groups that are having the most problems understanding place value, one group would have beans and the other group would have pasta, this is the group that did not like the feeling of

beans, so we decided on pasta. These groups would have all the materials they needed to do their work. The other group of five students would be playing the game Guess my Number. This group will be doing this quietly, so not to disturb the other students. The other group of five know a little bit more of place value, so they will be making a graph, showing the numbers 502 or 561. While my students are working in their group, I will be walking around the classroom, giving help we I can and answering questions.

### Conclusion

The lesson plan of place value seem to go well. I try to go with student's readiness and interest. Each student seem to have fun and learn what they needed to. It is important to differentiate lesson plans because it is teaching with the child in mind (Teaching Tolerance, n. d.). It help students interact and participate in class.

### References

Bundles of beans: A place value lesson. (n. d.). Retrieved from: [www.lakeshorelearning.com](http://www.lakeshorelearning.com)

Grade 2>>Number & Operations in Base Ten. (n. d.). Retrieved from: <http://www.corestandards.org/Math/Content/2/NBT>

Manitoba Education and Training Website. (n. d.). Retrieved from: <http://www.edu.gov.mb.ca/K54/cur/math>

Sousa, D. A. & Tomlinson, C. A. (2011). Differentiation and the brain: How neuroscience supports the learner-friendly classroom. Bloomington, IN: Solution Tree Press.

Teaching tolerance-Differentiated instruction. (n. d.).Retrieved from: [www.tolerance.org](http://www.tolerance.org)

