

Lesson Plan

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Course Title: 3rd Grade Math

Date: November 29, 2018

Content Standards Covered by Activity:

Students are able to estimate by rounding.
Students are able to add two digit numbers.

Essential or Driving Question(s):

Are you able to estimate sums quickly using rounding?
Are you able to add two digit numbers to make combinations close to 100?

Launch (This is the transition into the lesson meant to engage and hook students interest):

Say, "Today we are going to play a game. It's called Shuffle to 100. Have any of you heard of this game?"

Listen to the kids reaction and start to transition into the game. Kids love games so they will get excited very quickly.

Explore (This is the active learning portion of the lesson – what will students be doing to **actively** engage in the lesson?):

I will begin by showing them the directions and explaining the game to them.

I will start with step 1, deciding who the dealer is. I will pick the dealer to keep things fair and make sure there is no arguing.

I will help the kids shuffle. Next, I will have the dealer deal 5 cards to each player, number side up.

Players will then use four out of the five cards to create 2 two-digit numbers that they think will add up to 100. The fifth card will be discarded.

Players will add their two digit numbers and record their total. To find their score, the players will find the difference between their sum and 100.

Players will discard the cards that they use. A new round begins and a new dealer is chosen. The game continues for four rounds.

The scores will be added and the player with the lowest total score is the winner.

Reflect (This is the transitioning out of and follow-up to the lesson/activity):

How will you determine what students have learned?

If students are adding numbers and getting a low score, then I will be able to see if they understand that they are trying to get close to 100. It will also show that they are using estimating because the game isn't super slow and scratch paper isn't used initially. If students are taking a long time to make their decision and are very far from 100, then I will be able to see that they are struggling.

To follow up, we will determine a winner and then will analyze what that player's scores were and what they did to win. By looking at a successful scorecard, we will be able to review estimating with the students.

Materials/Technology needed for the activity:

Deck of Cards

Everyday Mathematics Student Reference Book (game rules)

Recording Sheet

Pencil

Modifications Needed:

If adding numbers to 100 is too difficult, it could be played by adding one digit numbers to try and get close to 10 or 20.

If it is too easy, students could try adding three digit numbers to try and get close to 1,000.