

You will be teaching a mathematics lesson on **numbers and operations in base 10** to a student with exceptional needs. Using your knowledge of students with exceptional needs, prepare a response in which you:

- Briefly describe the student you will be teaching (e.g., age/grade level/developmental level, exceptionality, strengths/needs).
- Describe **one** important concept or skill related to numbers and operations in base 10 you would include in this lesson.
- Describe **two** instructional activities and **two** instructional resources, including any applicable technological resources, you would use to teach this concept or skill.
- Explain how these activities and resources would be particularly effective for the student you describe and how you would measure the student's success.

The student I will be teaching is a 7 year old first grader with a specific learning disability in the area of math, the student has average cognitive abilities. The student has good communication skills and can solve basic addition and subtraction within 20. Weakness of this student is poor focus and understanding place value and the value of digits within a two digit number.

One important concept related to numbers and operations in base 10 that I would include in my lesson would be Understand that the two digits of a two-digit number represent the amount of ten and ones.

One instructional activity that I would complete with the student would be, "Representing a two digit number". For this activity I would have the student use a place value mat and I would use flash cards that contained a two digit number. I would select numbers at random. If the card was "56". The student would directly be instructed to count the amount of digits (2), then refer to the place value mat and place each digit in the correct location. Student would be directed to start from right to left (ones to tens). The numeral 6 would be written in the ones place and the 5 in the tens. We would then use our tens blocks and one blocks to make a concrete representation of that number. The student would have 5 tens blocks and 6 ones blocks. We would orally count together, first skip counting by 10s up to 50, the counting on from 50 to 56 by ones.

The second instructional activity I would complete with the student would be "Making 10s". To complete this activity I would have 100 single straws. The student would be instructed to divide the individual straws into groups of ten while referring back to a 100s chart to circle how many they were to track. The student would need to make the connection that 20 straws represents 2 tens and so on. Resources used would be straws and a hundreds chart.

Both of these activities would be effective to the student. First the student has the ability to count and recognize numbers to 100. This would continue to build on the students numeracy skills by making a concrete connection to the value of the digits. The student would also be able to visually see what groups of tens look like and see a two digit number in a concrete representation. Being the student struggles with focus, hands on learning would meet their learning style best.

In order to monitor progress towards these activities I would complete informal observations on how the student continues to represent the two digit numbers from the set of flash cards given. I would also give the student blocks and see if the student had the knowledge to trade in 10 ones for a 10 block. To progress the student would be given problems with pencil and paper for a formative assessment that I could keep on record to determine growth made. Examples on the worksheet may include- what is the value of the digit 5 in the number 56? Another example would be draw a representation of 4 tens.