

# University of Mary Division of Education

Miss Jordon Hahn

## **Adapted Math Lesson for a Student Who is not labeled ADHD but extremely distractible**

**Grade Level:** Second Grade

**Subject Area:** Math

**Materials Needed:** magnetic flashcards, small marker boards, individual flash cards

**Standards:** Understanding Place Value 2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

### **Objectives:**

Students will use the mathematic signs  $>$ ,  $<$ ,  $=$  to compare two three digit numbers. Students will compare three digit numbers to determine if they are more than less than or equal to each other. Students will order numbers in correct numerical order.

### **Learning Activities:**

- Teacher will show students and pass around a stuffed alligator
- Teacher will ask and take ideas on what an alligator might have to do with math
- The teacher will point out that its mouth looks a lot like the math symbols of  $<$  and  $>$
- Teacher will go over  $>$ ,  $<$ ,  $=$  signs on the board, using words such as more than, less than, greater, equal to.
- Teacher will use the example of the alligator eating more or less
- Teacher will use magnetic flashcards with three digit numbers on them to place in a scrambled order all over the board.
- Teacher will have a student helper to find and organize the numbers as the class answers the questions given by the teacher.
- Student Helper Job: student will stand at front of class grabbing and showing materials needed for the lesson. Student helper acts as a recorder or example for the class.  
Allen will be the helper to keep him involved. This will help him keep up with the lesson and keep him busy so that he is not distracted by other things they he may find more interesting than the math lesson.
- Questions will be asked such as:
- What is greater than 341?
- What is less than 500?
- Is  $432 >$  or  $<$  215?
- Is  $430 = 340$ ?
- Teacher will be off to the side letting the class and student helper run the lesson.
- Students will work in small groups or with a partner for practice activity.
- Each group will have materials that were used during lesson to practice and test each other.

- Break students up into groups and give each group their own set of flashcards to practice with. Allen will be placed in a smaller group so that his turn to answer and set up questions comes more often to help hold his attention.

**A**ssessment:

- Teacher will assess by visiting each group helping them quiz each other and assessing if they fully understand or if the order of numbers and  $>$ ,  $<$ ,  $=$  signs need to be reviewed more.

**R**eflection: This lesson is a good interactive way to learn and practice the  $>$ ,  $<$ , and  $=$  signs. Students become familiar with the order of numbers and the pattern becomes natural for them. This activity could become a part of daily math rotations.