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Teacher Notes

I sincerely hope that you and your students enjoy this place value unit! The unit was originally designed around the Common Core Standards, but you should find the content useful in any third grade classroom. In this unit you will find performance tasks to conceptually teach place value through the workshop model, as well as work station activities and games for review.

I have included a suggested pacing guide below. I like to supplement my math workshop lessons with a brief skill practice sheet each day. You may also notice that on Tuesdays and Thursdays, rather than including a performance task, I have included a content specific game. Even if you choose to not implement math work stations, I think you will find the games useful in any setting! As always, feel free to contact me if you have any questions. ashleigh_60@hotmail.com

Place Value Unit at a Glance

Lesson 1 Place Value Pictures Skill: Representing Numbers and Place Value	Lesson 2 I Spy a Number Skill: Place Value Check Up	Lesson 3 In Other Words Skill: Representing Numbers	Lesson 4 Place Value Puzzles Skill: Working With Numbers	Lesson 5 Number War Skill: Place Value Review
Lesson 6 Place Value Number Line Skill: Place Value Practice	Lesson 7 Building Numbers Skill: Reviewing Place Value	Lesson 8 Place Value Riddles Skill: Place Value Sort	Lesson 9 Spin a Number Skill: Create Your Own Number System	Lesson 10 Place Value Scavenger Hunt Skill:

Detailed Lesson Plans

Lesson 1: Place Value Pictures

Materials:

- Recording Sheet
- Grid Paper (.5 cm)
- Construction Paper

Materials

Standard: 3.NBT.1

Use place value understanding to round whole numbers to the nearest

Standard

Mini-lesson

Model this task step-by-step with the whole class, showing students exactly how to participate in this task. First, cut out a shape on grid paper to a one-piece design (make a creative shape). Make sure that the shape is made of squares and tens. They should only cut on the lines—with no diagonal cuts. Then, use a glue stick to glue the design on a piece of construction paper. Once the paper is glued down, outline all the groups of hundreds and tens possible to find the total number of squares in the picture. It may be beneficial to color code the tens and hundreds. Then model how to fill out the student recording sheet.

Mini Lesson

Work Time

Students can work individually or with partners to complete this task. First, have students cut out a shape on their grid paper and glue it on construction paper. They are to find all of the possible chunks of hundred or ten possible. Remind students that their chunks of tens should be made of groups of ten. They should combine any leftovers to make tens. If there are any ones left, they will be the ones. It is a good idea to color code the tens with colored pencils.

Work Time

Students should repeat the same steps with another piece of grid paper and glue it down on the same piece of construction paper (using the back if necessary). Students should then combine both pictures to find the total number of squares in both shapes.

Closing

Students will share their designs and explain how they found the hundreds and tens. Students may have questions or comments using accountable talk.

Closing

Intervention

Intervention

Have students create smaller shapes

Extension

Extension

- Have students create different shapes

Questions

Essential Questions

What do you need to make a hundred?
How do you find the difference between hundred and thousand?

Technology

Formative Assessment

- <http://www.funbindex.html>
- <http://www.toonflash.asp?err=4&noengine=1>

10 Conceptual Lessons



10 Practice Sheets

Name: _____ Date: _____

place value check-up

In what place is the underlined digit?

1. 3562 _____ 2. 4903 _____ 3. 9457 _____

What is the value of the underlined digit?

4. 6,344 _____ 5. 2890 _____ 6. 8,345 _____

Write the following numbers in expanded form.

7. 4,389 _____

8. 3,781 _____

9. 8,654 _____

Write the following numbers in written form.

10. 2,842 _____

1. 8,324 _____

Write the following numbers in standard form.

12. two thousand, five hundred nineteen _____

13. five thousand, two hundred forty-eight _____

Name: _____ Date: _____

Representing Numbers & Place Value

Part 1:

place value of the underlined digit	Identify the place value of the underlined digit
7, <u>3</u> 29	_____
<u>2</u> 89	_____
3, <u>0</u> 03	_____
80, <u>0</u>	_____

Part 2:

place value of the underlined digit	Identify the place value of the underlined digit
_____	_____
_____	_____
_____	_____

Name: _____ Date: _____

Representing Numbers

3,625

Expanded	Written
_____	_____
_____	_____

7,283

Standard	Written
_____	_____
Expanded	Picture

Standard	Written
_____	six thousand, three hundred twenty-five
Expanded	Written

Standard	Written
4,000+200+30+5	_____
Expanded	Picture

Name: _____ Date: _____

Working with Numbers

Write the place value of the underlined digit.

1. 3,692 _____ 2. 9,082 _____

3. 2,389 _____ 4. 1289 _____

5. 4,824 _____ 6. 5,001 _____

Write the value of the underlined digit.

7. 125 _____ 8. 658 _____ 9. 4,260 _____ 10. 3,235 _____

11. 6,324 _____ 12. 3,906 _____ 13. 4,756 _____ 14. 5,230 _____

Write the following numbers in expanded form.

15. 386 _____

16. 4,982 _____

17. 9,027 _____

18. 3,566 _____

19. 7,341 _____

20. 405 _____

Name: _____ Date: _____

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Name: _____ Date: _____

place value sort

Cut out each of the boxes below and sort each underlined digit to the correct place.

thousands	hundreds	tens	ones
_____	_____	_____	_____
_____	_____	_____	_____

4,682	5, <u>3</u> 83	<u>7</u> 421	5, <u>3</u> 27
9,5 <u>4</u> 2	3, <u>2</u> 68	4, <u>5</u> 31	4, <u>2</u> 30
6,0 <u>4</u> 2	<u>9</u> ,326	4, <u>6</u> 30	3, <u>5</u> 28
<u>9</u> 457	4, <u>2</u> 96	5, <u>2</u> 16	5,68 <u>3</u>

3 Games

COMPARING NUMBERS

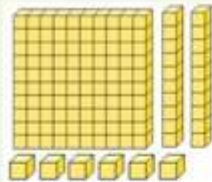
Thousands Period			Ones Period		
HTH	TTH	TH	H	T	O

Thousands Period			Ones Period		
HTH	TTH	TH	H	T	O

I have 20.

Who has the place value of the digit 5 in 235,390?

I have



126

I have 43,532.

Who has two hundred thirty-five thousand, six hundred thirty-two?

$$20,000 + 5,000 + 300 + 40 + 8$$

25,348

1 hundred thousand
7 thousands
6 hundreds
5 tens
3 ones

107,653

Pacing Guide

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