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Teacher Notes

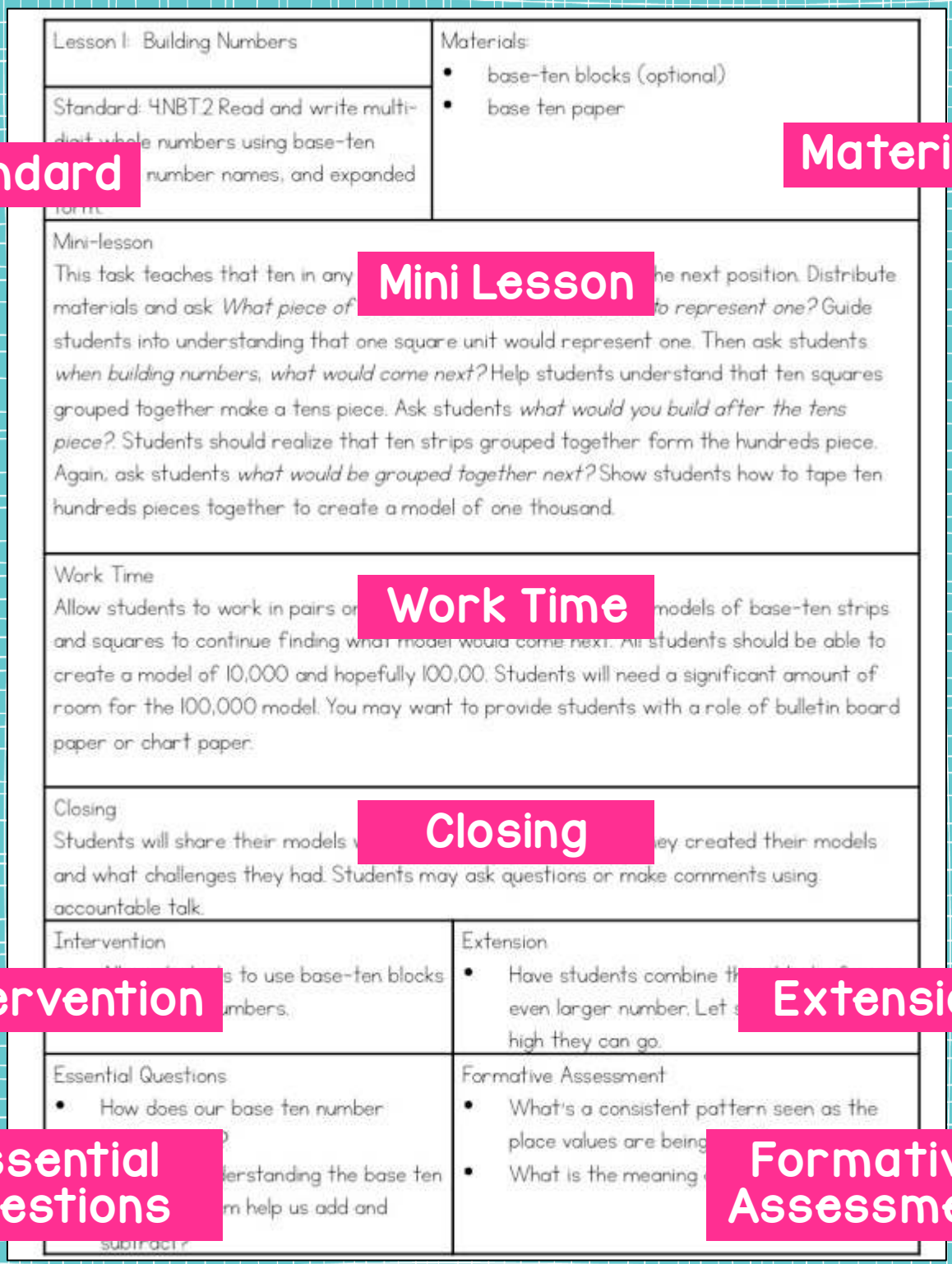
I sincerely hope that you and your students enjoy this place value and rounding unit! This unit has been designed around the Common Core Standards, but you should find the content useful in any fourth grade classroom. In this unit you will find performance tasks to conceptually teach new skills through 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

Unit at a Glance

Representing Numbers	Lesson 1 What Comes Next Skill: Place Value Practice 1	Lesson 2 Naming Numbers Skill: Place Value Practice 2	Lesson 3 Forms of Numbers Skill: Place Value Practice 3	Lesson 4 Place Value Scavenger Hunt Skill: Place Value 4	Lesson 5 If I Had a Million Dollars Skill: Place Value 5
Size of Digits & Comparing Numbers	Lesson 6 Ten Times a Number Skill: Multiply by Ten	Lesson 7 Dividing by Ten Skill: PV Cut and Paste	Lesson 8 Animal Line Up Skill: Changing Places	Lesson 9 Comparing Numbers Skill: Comparing Numbers	Lesson 10 Comparing and Ordering Numbers Skill: Comparing & Ordering Numbers
Rounding	Lesson 11 Nice Numbers Skill: Rounding Practice 1	Lesson 12 Making the Rounds Skill: Rounding Practice 2	Lesson 13 Finding the Midpoint Skill: Rounding Riddles	Lesson 14 Roll and Round Skill: Rounding Practice 3	Lesson 15 Rounding Scavenger Hunt Skill: Rounding practice 4

Detailed Lesson Plans



Lesson 1: Building Numbers

Materials:
- base-ten blocks (optional)
- base ten paper

Standard: 4NBT.2 Read and write multi-digit whole numbers using base-ten number names, and expanded form.

Mini-lesson
This task teaches that ten in any ... the next position. Distribute materials and ask *What piece of ... to represent one?* Guide students into understanding that one square unit would represent one. Then ask students *when building numbers, what would come next?* Help students understand that ten squares grouped together make a tens piece. Ask students *what would you build after the tens piece?* Students should realize that ten strips grouped together form the hundreds piece. Again, ask students *what would be grouped together next?* Show students how to tape ten hundreds pieces together to create a model of one thousand.

Work Time
Allow students to work in pairs or ... models of base-ten strips and squares to continue finding what model would come next. All students should be able to create a model of 10,000 and hopefully 100,00. Students will need a significant amount of room for the 100,000 model. You may want to provide students with a role of bulletin board paper or chart paper.

Closing
Students will share their models ... ey created their models and what challenges they had. Students may ask questions or make comments using accountable talk.

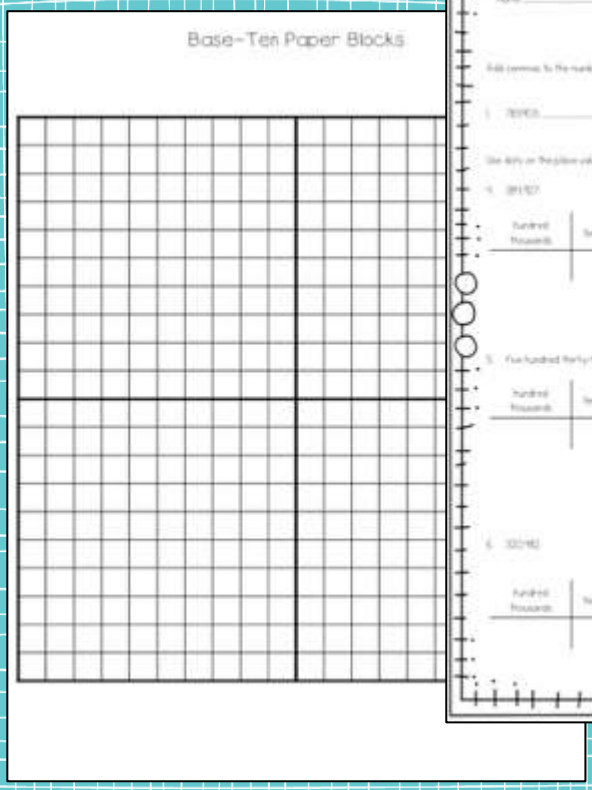
Intervention
... s to use base-ten blocks ... umbers.

Extension
- Have students combine th... even larger number. Let ... high they can go.

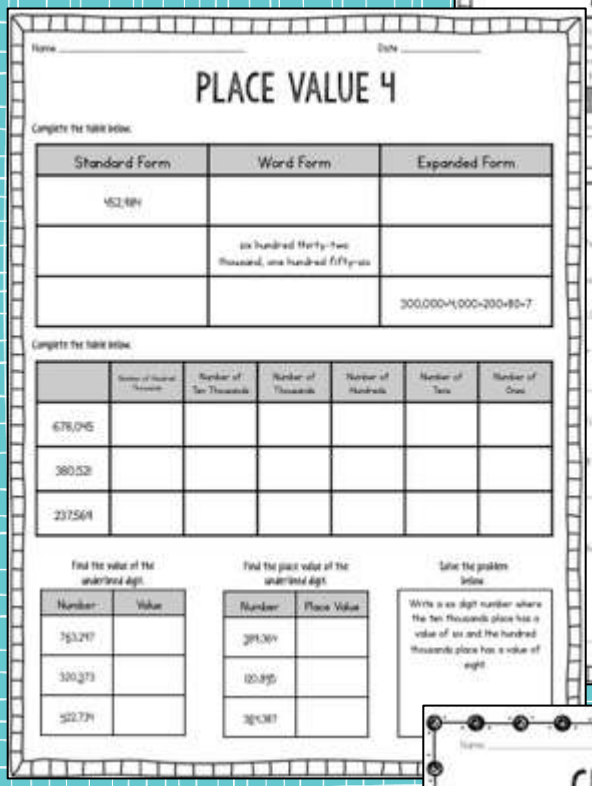
Essential Questions
- How does our base ten number ...
- ...derstanding the base ten ...rn help us add and subtract?

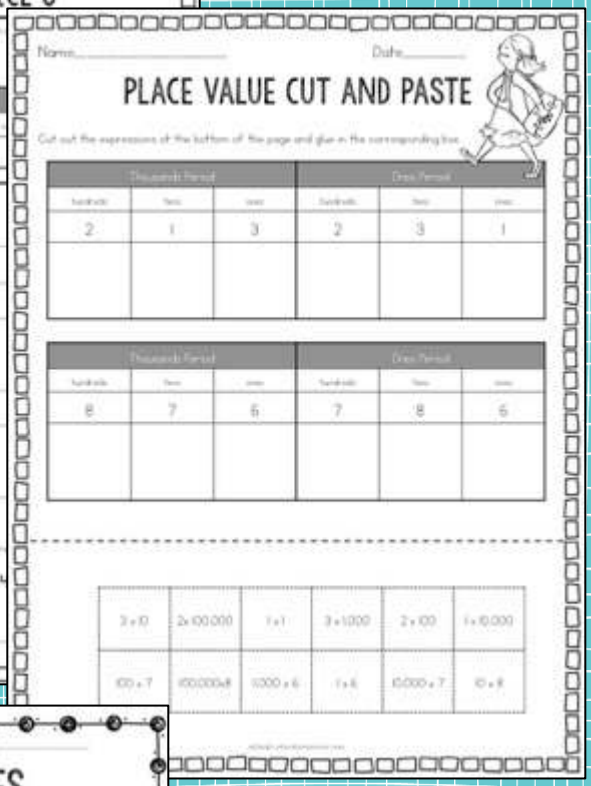
Formative Assessment
- What's a consistent pattern seen as the place values are being ...
- What is the meaning ...

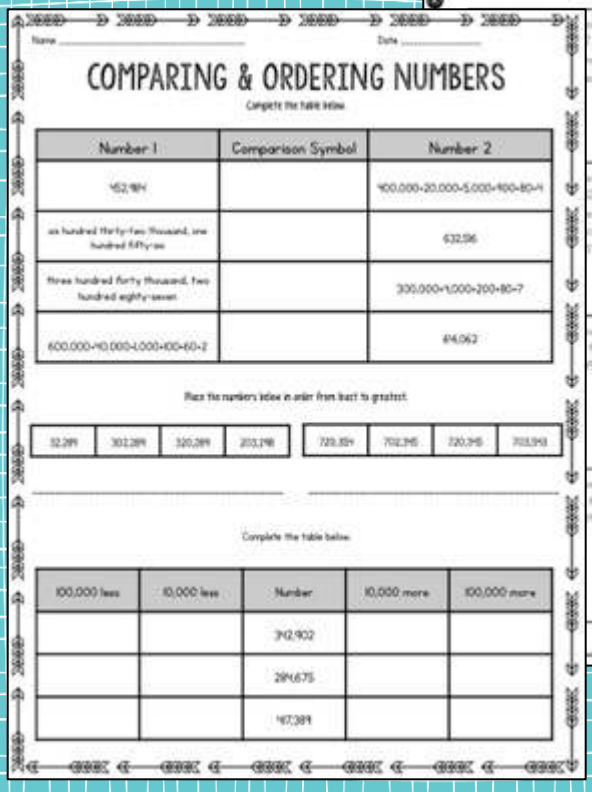
15 Conceptual Lessons

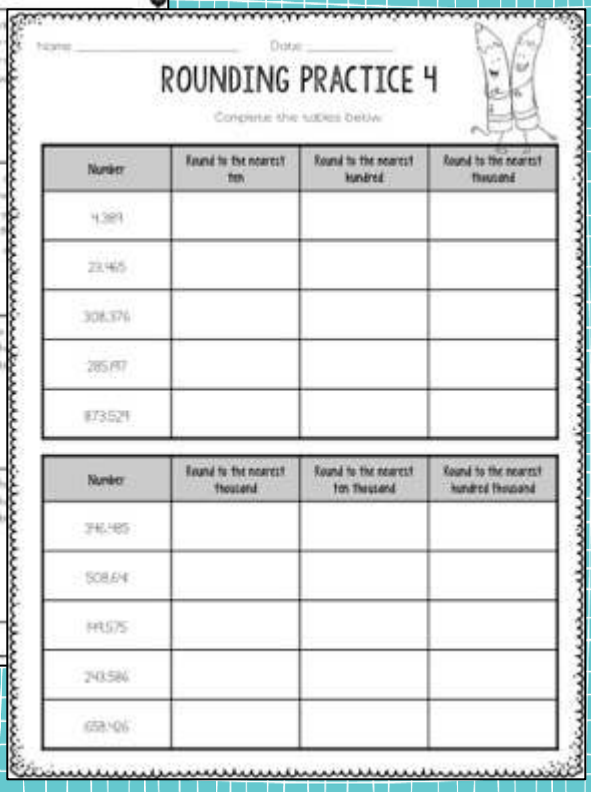


15 Practice Sheets

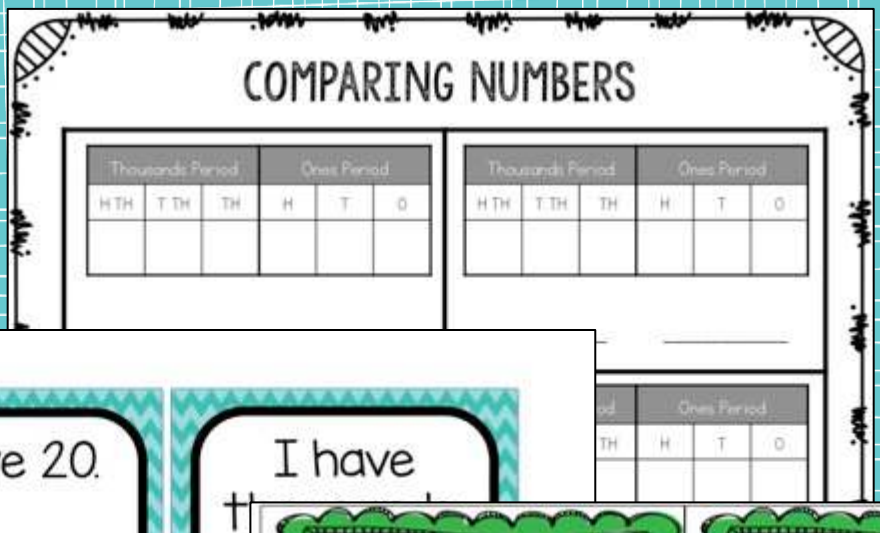


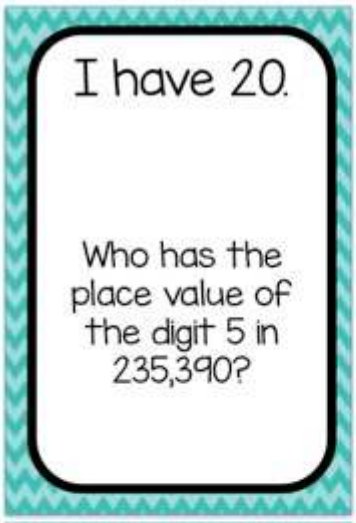


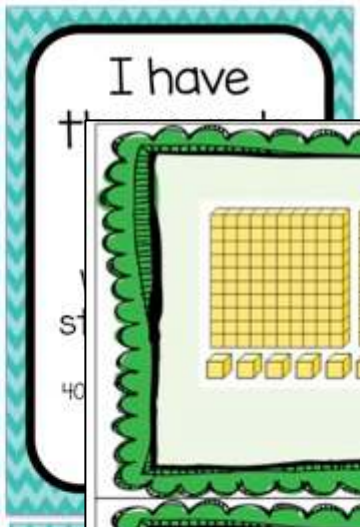


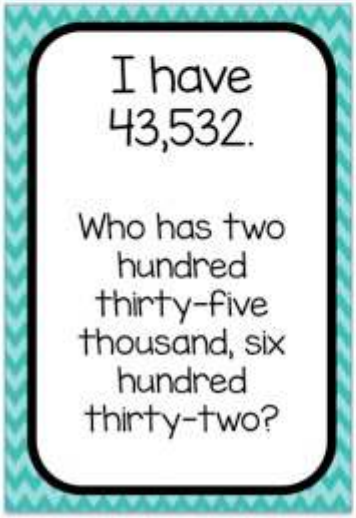


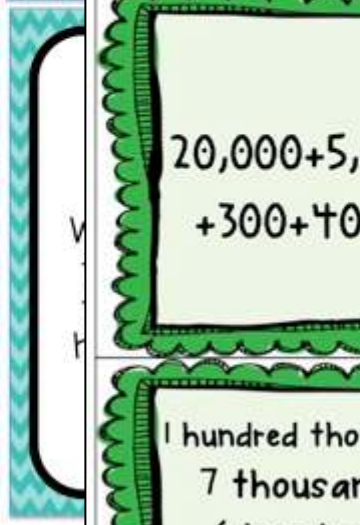
3 Games


COMPARING NUMBERS
Thousands Period
Ones Period
H TH
T TH
TH
H
T
O


I have 20.
Who has the place value of the digit 5 in 235,390?


I have


I have 43,532.
Who has two hundred thirty-five thousand, six hundred thirty-two?



126
20,000+5,000 +300+40+8
25,348
1 hundred thousand
7 thousands
6 hundreds
5 tens
3 ones
107,653