

20 Days of Lesson
Plans and Activities

2ND
grade



THE MAGIC OF MATH

PLACE VALUE

by Hope King and Amy Lemons

PLACE VALUE

OVERVIEW

	FOCUS	STANDARD
WEEK 1	Intro to Numbers Even/Odd and Skip Counting	TEKS: 2.7A CC: 2.0A.C.3, 2.NBTA.2
WEEK 2	Place Value: Hundreds, Tens, and Ones (up to 999) Standard/Expanded/Word Form Composing/Decomposing Numbers, Concrete & Pictorial Models	TEKS: 2.2A, 2.2B, 2.7B CC: 2.NBT.A.1 2.NBT.A.IA & IB 2.NBT.A.3
WEEK 3	Place Value: Thousands, Hundreds, Tens, and Ones (CC: up to 999, TX: up to 1,200) Standard/Expanded/Word Form Composing/Decomposing Numbers, Concrete & Pictorial Models	TEKS: 2.2A, 2.2B, 2.7B CC: 2.NBT.A.1 2.NBT.A.IA & IB 2.NBT.A.3
WEEK 4	Comparing and Ordering Numbers	TEKS 2.2C, 2.2DF CC: 2.NBT.A.4 2.NBT.A.IB

DAILY LESSON PLANS

-20 Days of Lesson Plans for:

Intro to Numbers (100s Chart, Even/Odd, Skip Counting
Place Value (to 999 OR 1,200)

Comparing and Ordering Numbers

-STANDARDS ALIGNED to Common Core and TEKS

-I Can Statements

-Description of Activities

The image displays a collection of lesson plan cards for two main topics: Place Value and Compare and Order. Each card is color-coded and includes the following sections:

- Topic:** PLACE VALUE or COMPARE AND ORDER
- Day:** Day one, Day two, Day five
- STANDARD:** TEKS 2.2A, 2.2B, 2.2B1A1, 2.2B1A1 & B, 2.2B1A.3; TEKS 2.2C, 2.2D, 2.2D1A, 2.2D1B, 2.2D1C, 2.2D1D, 2.2D1E, 2.2D1F, 2.2D1G, 2.2D1H, 2.2D1I, 2.2D1J, 2.2D1K, 2.2D1L, 2.2D1M, 2.2D1N, 2.2D1O, 2.2D1P, 2.2D1Q, 2.2D1R, 2.2D1S, 2.2D1T, 2.2D1U, 2.2D1V, 2.2D1W, 2.2D1X, 2.2D1Y, 2.2D1Z, 2.2D2A, 2.2D2B, 2.2D2C, 2.2D2D, 2.2D2E, 2.2D2F, 2.2D2G, 2.2D2H, 2.2D2I, 2.2D2J, 2.2D2K, 2.2D2L, 2.2D2M, 2.2D2N, 2.2D2O, 2.2D2P, 2.2D2Q, 2.2D2R, 2.2D2S, 2.2D2T, 2.2D2U, 2.2D2V, 2.2D2W, 2.2D2X, 2.2D2Y, 2.2D2Z, 2.2D3A, 2.2D3B, 2.2D3C, 2.2D3D, 2.2D3E, 2.2D3F, 2.2D3G, 2.2D3H, 2.2D3I, 2.2D3J, 2.2D3K, 2.2D3L, 2.2D3M, 2.2D3N, 2.2D3O, 2.2D3P, 2.2D3Q, 2.2D3R, 2.2D3S, 2.2D3T, 2.2D3U, 2.2D3V, 2.2D3W, 2.2D3X, 2.2D3Y, 2.2D3Z, 2.2D4A, 2.2D4B, 2.2D4C, 2.2D4D, 2.2D4E, 2.2D4F, 2.2D4G, 2.2D4H, 2.2D4I, 2.2D4J, 2.2D4K, 2.2D4L, 2.2D4M, 2.2D4N, 2.2D4O, 2.2D4P, 2.2D4Q, 2.2D4R, 2.2D4S, 2.2D4T, 2.2D4U, 2.2D4V, 2.2D4W, 2.2D4X, 2.2D4Y, 2.2D4Z, 2.2D5A, 2.2D5B, 2.2D5C, 2.2D5D, 2.2D5E, 2.2D5F, 2.2D5G, 2.2D5H, 2.2D5I, 2.2D5J, 2.2D5K, 2.2D5L, 2.2D5M, 2.2D5N, 2.2D5O, 2.2D5P, 2.2D5Q, 2.2D5R, 2.2D5S, 2.2D5T, 2.2D5U, 2.2D5V, 2.2D5W, 2.2D5X, 2.2D5Y, 2.2D5Z, 2.2D6A, 2.2D6B, 2.2D6C, 2.2D6D, 2.2D6E, 2.2D6F, 2.2D6G, 2.2D6H, 2.2D6I, 2.2D6J, 2.2D6K, 2.2D6L, 2.2D6M, 2.2D6N, 2.2D6O, 2.2D6P, 2.2D6Q, 2.2D6R, 2.2D6S, 2.2D6T, 2.2D6U, 2.2D6V, 2.2D6W, 2.2D6X, 2.2D6Y, 2.2D6Z, 2.2D7A, 2.2D7B, 2.2D7C, 2.2D7D, 2.2D7E, 2.2D7F, 2.2D7G, 2.2D7H, 2.2D7I, 2.2D7J, 2.2D7K, 2.2D7L, 2.2D7M, 2.2D7N, 2.2D7O, 2.2D7P, 2.2D7Q, 2.2D7R, 2.2D7S, 2.2D7T, 2.2D7U, 2.2D7V, 2.2D7W, 2.2D7X, 2.2D7Y, 2.2D7Z, 2.2D8A, 2.2D8B, 2.2D8C, 2.2D8D, 2.2D8E, 2.2D8F, 2.2D8G, 2.2D8H, 2.2D8I, 2.2D8J, 2.2D8K, 2.2D8L, 2.2D8M, 2.2D8N, 2.2D8O, 2.2D8P, 2.2D8Q, 2.2D8R, 2.2D8S, 2.2D8T, 2.2D8U, 2.2D8V, 2.2D8W, 2.2D8X, 2.2D8Y, 2.2D8Z, 2.2D9A, 2.2D9B, 2.2D9C, 2.2D9D, 2.2D9E, 2.2D9F, 2.2D9G, 2.2D9H, 2.2D9I, 2.2D9J, 2.2D9K, 2.2D9L, 2.2D9M, 2.2D9N, 2.2D9O, 2.2D9P, 2.2D9Q, 2.2D9R, 2.2D9S, 2.2D9T, 2.2D9U, 2.2D9V, 2.2D9W, 2.2D9X, 2.2D9Y, 2.2D9Z, 2.2D10A, 2.2D10B, 2.2D10C, 2.2D10D, 2.2D10E, 2.2D10F, 2.2D10G, 2.2D10H, 2.2D10I, 2.2D10J, 2.2D10K, 2.2D10L, 2.2D10M, 2.2D10N, 2.2D10O, 2.2D10P, 2.2D10Q, 2.2D10R, 2.2D10S, 2.2D10T, 2.2D10U, 2.2D10V, 2.2D10W, 2.2D10X, 2.2D10Y, 2.2D10Z, 2.2D11A, 2.2D11B, 2.2D11C, 2.2D11D, 2.2D11E, 2.2D11F, 2.2D11G, 2.2D11H, 2.2D11I, 2.2D11J, 2.2D11K, 2.2D11L, 2.2D11M, 2.2D11N, 2.2D11O, 2.2D11P, 2.2D11Q, 2.2D11R, 2.2D11S, 2.2D11T, 2.2D11U, 2.2D11V, 2.2D11W, 2.2D11X, 2.2D11Y, 2.2D11Z, 2.2D12A, 2.2D12B, 2.2D12C, 2.2D12D, 2.2D12E, 2.2D12F, 2.2D12G, 2.2D12H, 2.2D12I, 2.2D12J, 2.2D12K, 2.2D12L, 2.2D12M, 2.2D12N, 2.2D12O, 2.2D12P, 2.2D12Q, 2.2D12R, 2.2D12S, 2.2D12T, 2.2D12U, 2.2D12V, 2.2D12W, 2.2D12X, 2.2D12Y, 2.2D12Z, 2.2D13A, 2.2D13B, 2.2D13C, 2.2D13D, 2.2D13E, 2.2D13F, 2.2D13G, 2.2D13H, 2.2D13I, 2.2D13J, 2.2D13K, 2.2D13L, 2.2D13M, 2.2D13N, 2.2D13O, 2.2D13P, 2.2D13Q, 2.2D13R, 2.2D13S, 2.2D13T, 2.2D13U, 2.2D13V, 2.2D13W, 2.2D13X, 2.2D13Y, 2.2D13Z, 2.2D14A, 2.2D14B, 2.2D14C, 2.2D14D, 2.2D14E, 2.2D14F, 2.2D14G, 2.2D14H, 2.2D14I, 2.2D14J, 2.2D14K, 2.2D14L, 2.2D14M, 2.2D14N, 2.2D14O, 2.2D14P, 2.2D14Q, 2.2D14R, 2.2D14S, 2.2D14T, 2.2D14U, 2.2D14V, 2.2D14W, 2.2D14X, 2.2D14Y, 2.2D14Z, 2.2D15A, 2.2D15B, 2.2D15C, 2.2D15D, 2.2D15E, 2.2D15F, 2.2D15G, 2.2D15H, 2.2D15I, 2.2D15J, 2.2D15K, 2.2D15L, 2.2D15M, 2.2D15N, 2.2D15O, 2.2D15P, 2.2D15Q, 2.2D15R, 2.2D15S, 2.2D15T, 2.2D15U, 2.2D15V, 2.2D15W, 2.2D15X, 2.2D15Y, 2.2D15Z, 2.2D16A, 2.2D16B, 2.2D16C, 2.2D16D, 2.2D16E, 2.2D16F, 2.2D16G, 2.2D16H, 2.2D16I, 2.2D16J, 2.2D16K, 2.2D16L, 2.2D16M, 2.2D16N, 2.2D16O, 2.2D16P, 2.2D16Q, 2.2D16R, 2.2D16S, 2.2D16T, 2.2D16U, 2.2D16V, 2.2D16W, 2.2D16X, 2.2D16Y, 2.2D16Z, 2.2D17A, 2.2D17B, 2.2D17C, 2.2D17D, 2.2D17E, 2.2D17F, 2.2D17G, 2.2D17H, 2.2D17I, 2.2D17J, 2.2D17K, 2.2D17L, 2.2D17M, 2.2D17N, 2.2D17O, 2.2D17P, 2.2D17Q, 2.2D17R, 2.2D17S, 2.2D17T, 2.2D17U, 2.2D17V, 2.2D17W, 2.2D17X, 2.2D17Y, 2.2D17Z, 2.2D18A, 2.2D18B, 2.2D18C, 2.2D18D, 2.2D18E, 2.2D18F, 2.2D18G, 2.2D18H, 2.2D18I, 2.2D18J, 2.2D18K, 2.2D18L, 2.2D18M, 2.2D18N, 2.2D18O, 2.2D18P, 2.2D18Q, 2.2D18R, 2.2D18S, 2.2D18T, 2.2D18U, 2.2D18V, 2.2D18W, 2.2D18X, 2.2D18Y, 2.2D18Z, 2.2D19A, 2.2D19B, 2.2D19C, 2.2D19D, 2.2D19E, 2.2D19F, 2.2D19G, 2.2D19H, 2.2D19I, 2.2D19J, 2.2D19K, 2.2D19L, 2.2D19M, 2.2D19N, 2.2D19O, 2.2D19P, 2.2D19Q, 2.2D19R, 2.2D19S, 2.2D19T, 2.2D19U, 2.2D19V, 2.2D19W, 2.2D19X, 2.2D19Y, 2.2D19Z, 2.2D20A, 2.2D20B, 2.2D20C, 2.2D20D, 2.2D20E, 2.2D20F, 2.2D20G, 2.2D20H, 2.2D20I, 2.2D20J, 2.2D20K, 2.2D20L, 2.2D20M, 2.2D20N, 2.2D20O, 2.2D20P, 2.2D20Q, 2.2D20R, 2.2D20S, 2.2D20T, 2.2D20U, 2.2D20V, 2.2D20W, 2.2D20X, 2.2D20Y, 2.2D20Z
- OBJECTIVE:** I can represent number using concrete and pictorial models; I can place numbers; I can compare numbers.
- MATERIALS:** Paperclips, Music; Hundreds Chart; Dice; Washable Glue.
- INTRO TO NUMBERS (Day Five):** I can classify a number as odd or even; Paperclips, Music.
- WORD PROBLEM:** Tell me 100 words. Color 100 words. Draw 100 words. Write the number in order from greatest to least.
- ACTIVITY:** Cookie Monster - The students will complete the cookie monster activity. They will spin a two or three digit number (spin twice for two digit, spin three times for three digit). They will write their number in their cookie. They will circle the ones place in the number. They will represent the ones place digit using their tens frame. They will describe the entire number as odd or even and glue the cookie onto the correct monster's belly.
- INTERACTIVE NOTEBOOKS:** Students take a short assessment on their knowledge of number sense and odd/even. If needed, students can use a tens frame to create numbers when determining odd or even.

DAILY WORD PROBLEMS

20 Word Problems that fit the skills included

WORD PROBLEM- DAY FOUR	WORD PROBLEM- DAY TWO	WORD PROBLEM- DAY EIGHT (option 2)
Keenan writes the numbers 234 and 243. How are these numbers alike? How are these numbers different?	Mario has 362 stickers. Anna has 326 stickers. Who has the least amount of stickers? Use comparing symbols to compare the two numbers.	Cody drew a number. His number had 5 tens blocks, 9 hundreds blocks, and 4 ones blocks. What number did he make? Show the number in 2 different ways.
Keenan writes the numbers 234 and 243. How are these numbers alike? How are these numbers different?	DAY TWO number thirty-five on it. Write the number thirty-five.	Cody drew a number. His number had 5 tens blocks, 9 hundreds blocks, and 4 ones blocks. What number did he make? Show the number in 2 different ways.
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A number has the digit 3 in the ones place and the digit 9 in the tens place. Write this number in 3 different ways.

$\begin{array}{r l} T & O \\ \hline 9 & 3 \end{array}$	93	...
	90 + 3	
	ninety-three	

QUICK ASSESSMENTS

Weekly Assessments

NUMBER Knowledge

2 & 3 Digit Numbers

1. Look at the number. What is the value of the underlined digit?
 $\underline{5}83$
 a. 8
 b. 83
 c. 800
 d. 80

2. What is the expanded form of the number shown below?
 472
 a. $4 + 7 + 2$
 b. $400 + 7 + 2$
 c. $400 + 70 + 2$
 d. $400 + 7 + 20$

3. Choose the number that matches this word form:
 seventy-nine
 a. 97
 b. 79
 c. 70
 d. 709

4. Choose the word form of the number shown below:
 93
 a. ninety-three
 b. nine-three
 c. nine hundred three

5. Write the number below in three different ways:
 614
 a. _____
 b. _____
 c. _____

6. Write this number using word form:
 128

7. Write the expanded form of the number below:
 964

8. I am thinking of a number. My number has 5 ones, 9 _____

9. Write how the two numbers are alike and how they are different.
 561 and 516
 ALIKE: _____
 DIFFERENT: _____

10. The basketball team score one hundred thirteen points. Write the total number of points in three different forms.
 a. _____
 b. _____
 c. _____

11. The expanded form is $300 + 0 + 9$. What is the standard form?
 a. 390
 b. 309
 c. 39
 d. 399

COMPARE and Order

1. Which number sentence is true?
 a. $56 > 60$
 b. $100 < 87$
 c. $121 > 120$
 d. $49 < 50$

2. $32 > 32$
 Which matches the above comparison?
 a. 32 is greater than 32
 b. 32 is equal to 32
 c. 32 is less than 32
 d. 32 is greater than 32

3. Choose the correct way to use the less than symbol.
 a. $487 < 462$
 b. $502 < 502$
 c. $389 < 399$

4. Choose the correct way to use the greater than symbol.
 a. $345 > 32$
 b. $500 > 499$
 c. $674 > 890$

5. Write this number sentence using words:
 $45 > 37$

6. Write this number sentence using words:
 $99 < 43$

7. Choose the set of numbers that are in order from least to greatest.
 a. 54, 67, 43
 b. 29, 37, 19
 c. 67, 60, 45
 d. 39, 45, 67

8. Choose the set of numbers that are in order from greatest to least.
 a. 69, 93, 34
 b. 56, 39, 21
 c. 76, 43, 90
 d. 88, 42, 99

9. Write these numbers in order from least to greatest.
 623 523
 47 780

10. Write these numbers in order from greatest to least.
 328 672
 330 763

11. Which number has the greatest amount of hundreds?
 a. 673
 b. 892
 c. 599
 d. 324

12. Compare these two numbers:
 657 675

NUM

1. Look at the number. What is the value of the underlined digit?
 $\underline{1}174$
 a. 400
 b. 4
 c. 40
 d. 4000

2. What is the expanded form of the number shown below?
 1,116
 a. $1000 + 100 + 6$
 b. $111 + 6$
 c. $1000 + 100 + 0 + 6$
 d. 689

3. Choose the number that matches this word form:
 eighty-nine
 a. 698
 b. 600
 c. 198
 d. 689

4. Choose the word form of the number shown below:
 1,135
 a. one thousand one hundred one hundred
 b. one hundred one hundred
 c. one thousand

5. Write the number below in three different ways:
 853
 a. _____
 b. _____
 c. _____

6. Write this number using word form:
 704

7. Write the expanded form of the number below:
 1,135

8. I am thinking of a number. My number has 5 ones, 0 hundreds, 7 tens, and 1 thousands. What is my number?

9. Write how the two numbers are alike and how they are different.
 100 and 100
 ALIKE: _____
 DIFFERENT: _____

10. My class read for one thousand one hundred fifty-five minutes. Write the number of minutes using standard form.

11. The expanded form is $1000 + 200 + 0 + 0$. What is the standard form?
 a. 1000
 b. 1002
 c. 1200
 d. 20

12. Use the HTO chart to find the number shown below:
 six hundred ninety-two

H	T	O

NU

1. When counting by 2's which number would come after 12?
 a. 16
 b. 10
 c. 24
 d. 14

2. Choose a number on hundreds chart to help me guess your number.
 a. _____
 b. _____
 c. _____

3. Write the number in tens frame.

4. Write odd or even beside each number:
 a. 56 _____
 b. 24 _____
 c. 70 _____
 d. 5 _____
 e. 9 _____

5. Fill in the missing pieces of the hundreds chart.

	25	

6. Fill in the blanks:
 5, 10, _____, 20.
 25, _____, 35.
 _____, 45, _____

7. When counting by 10's which number would follow 70?
 a. 60
 b. 10
 c. 71
 d. 80

WEEK ONE:

intro

to

numbers

DAY ONE



Discovery Lesson:
Pattern Hunt on
the Hundreds



Activity:
Building Blocks
to 100 (Groups
of 3 students-
need dice)

Interactive Notebooks:
Puzzled to Pieces



DAY TWO



Activity:
Bugging Out with 5's
and 10's

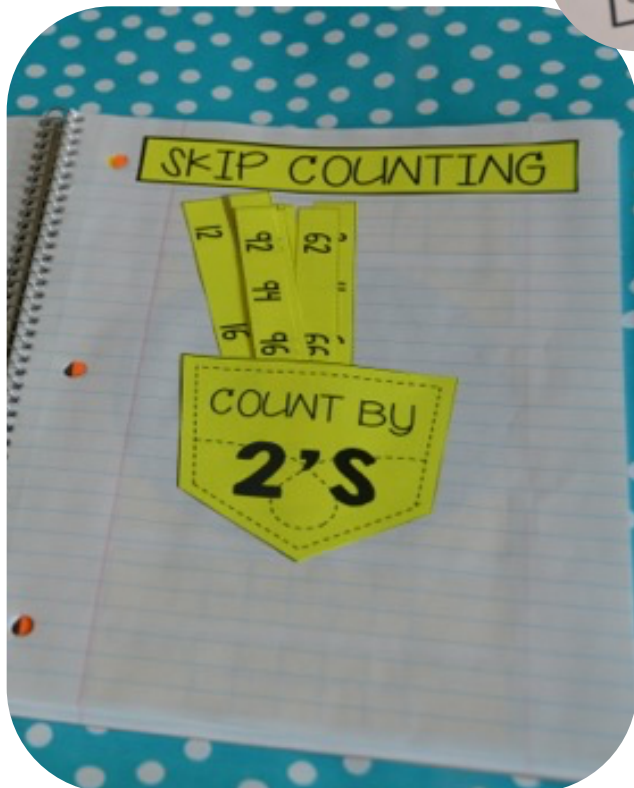
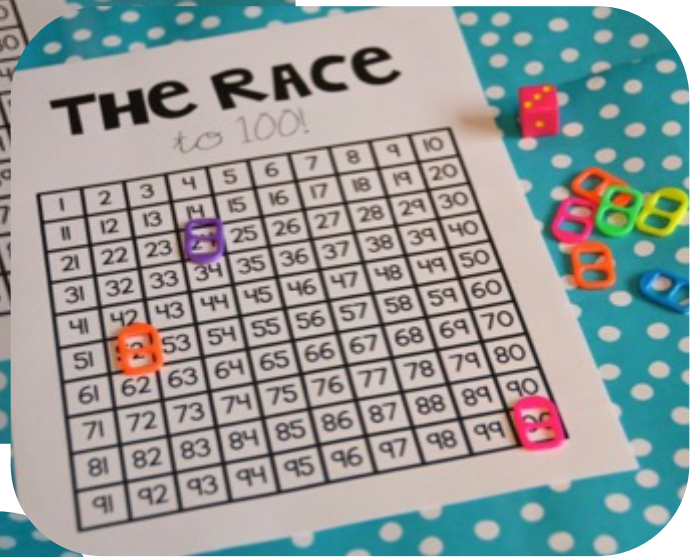
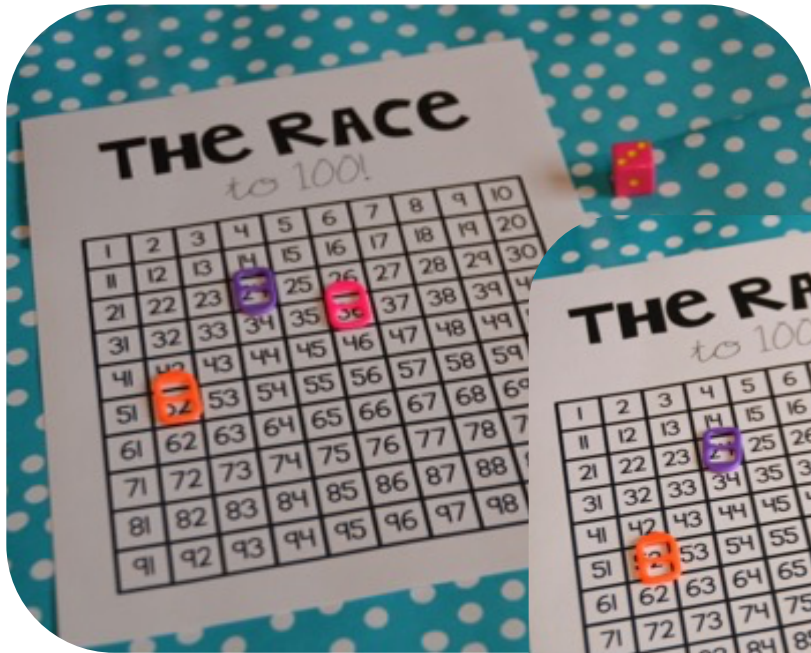


Interactive
Notebooks:
Skip Counting
Puzzles



DAY THREE

Activity: Race to 100



Interactive Notebook:
Skip Counting By 2's Strips

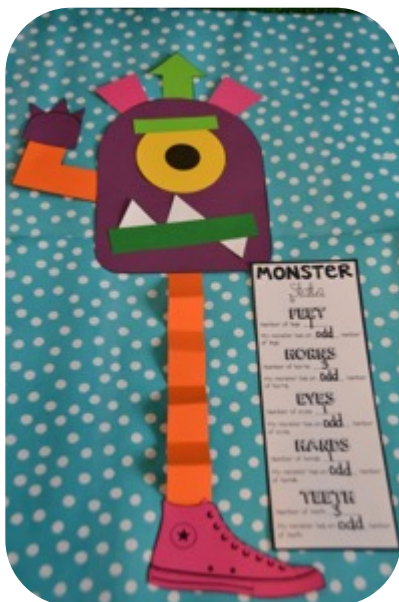
DAY FOUR



Minilesson:
M "odd" ster or Even?
Make these to display



Minilesson:
Odd and Even Tens
Frames (need paint
dotters or dot
stickers)



Activity:
The M "odd" ster
Factory

DAY FOUR



Alternate Activity:
M"odd"ster or
Even Spin and Build



You may use the
monster eyes or
puff balls (or any
space maker) for
this activity.



Interactive
Notebooks:
Spin and
Build

DAY FIVE



Miniesson:
Monster Walk
(need music)



Activity:
Cookie Monster



WEEK TWO:

place value

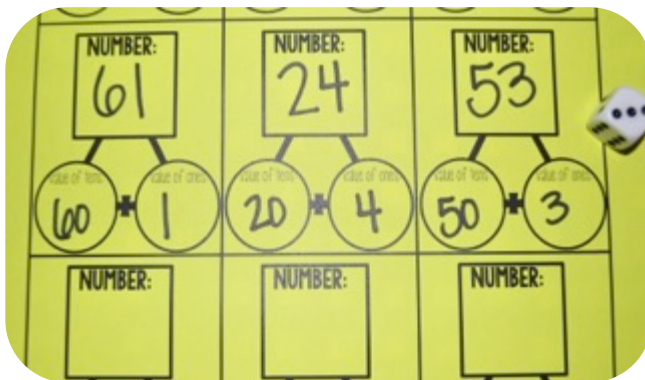
to

999

DAY ONE



Minilesson: Creating numbers with base ten blocks



Activity: Place Value Trees with Dice
(There are 3 levels for differentiation)

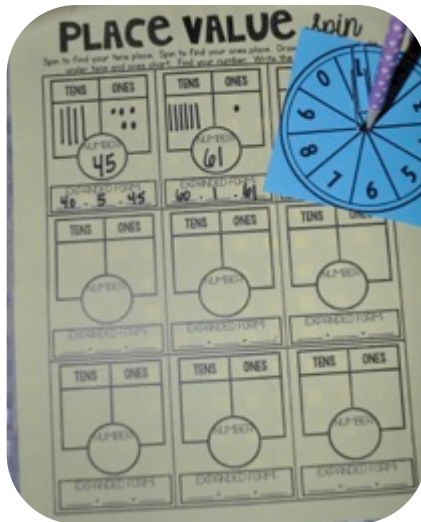


Practice: Place Value Match

DAY TWO



Minilesson: Creating numbers with base ten blocks



Activity: Place Value Spin with 0-9 spinners and paperclips (There are 3 levels for differentiation)



Interactive Notebooks: Place Value Flaps (There are 3 levels for differentiation)

DAY THREE



Minilesson: Building 3 digit numbers

Activity: SWAT It! with spinner, paperclip, swat it mat and something to swat with OR their hand will work! (There are 3 levels for differentiation)



Interactive Notebooks:
The Count is On!
(2 levels for differentiation)

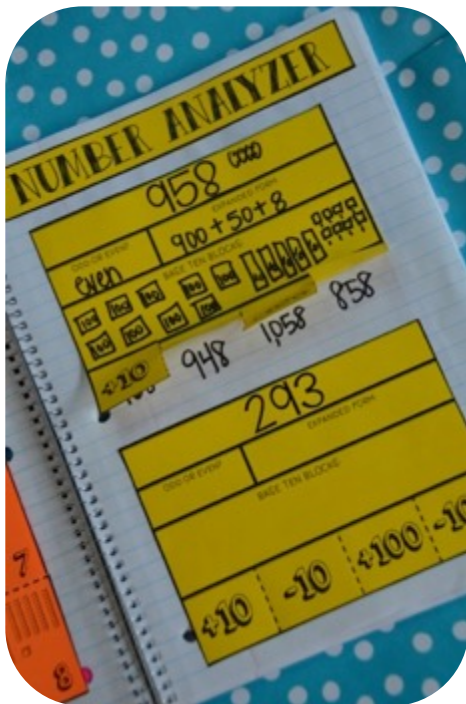


DAY FOUR

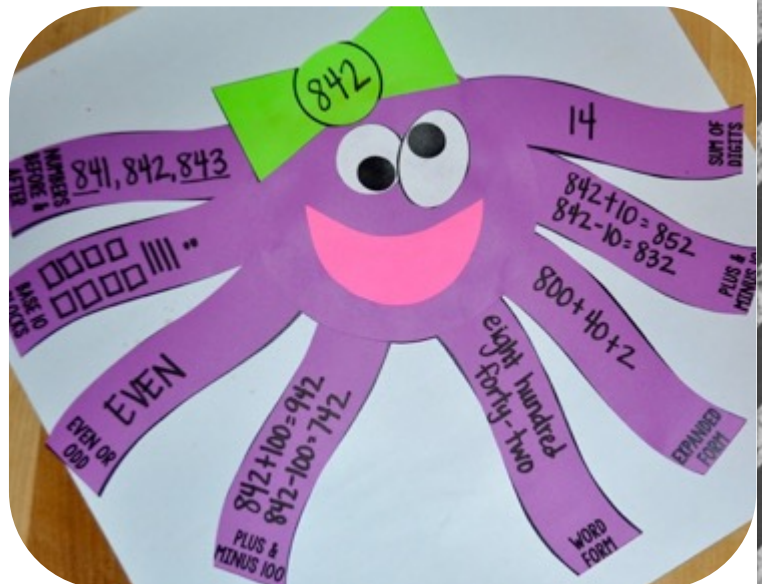
Minilessons: Place Value Display- put this up above your board or door to display throughout the year. Review the place value of digits while talking about plus/minus 10 & 100.



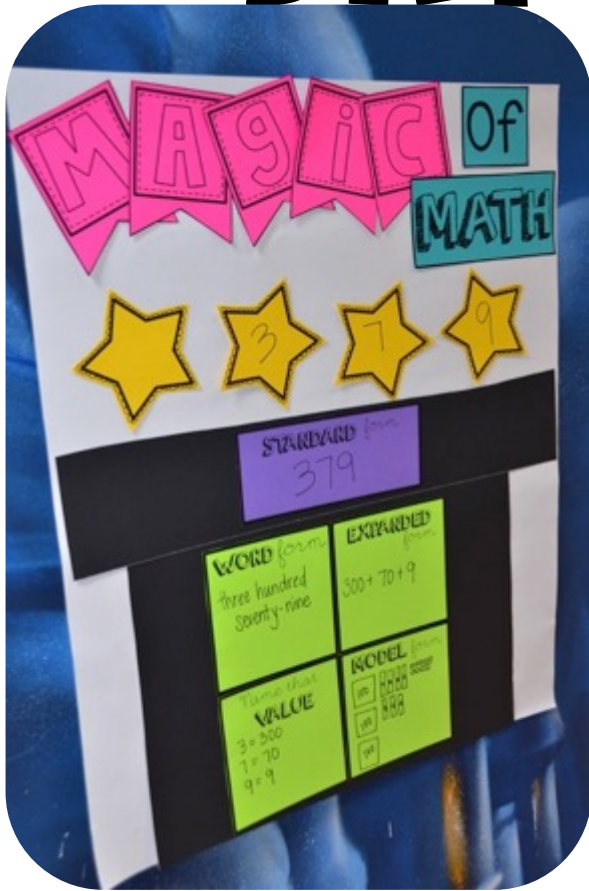
Interactive Notebooks:
Number Analyzer (2 levels for differentiation)



Activity: Octopus Fun



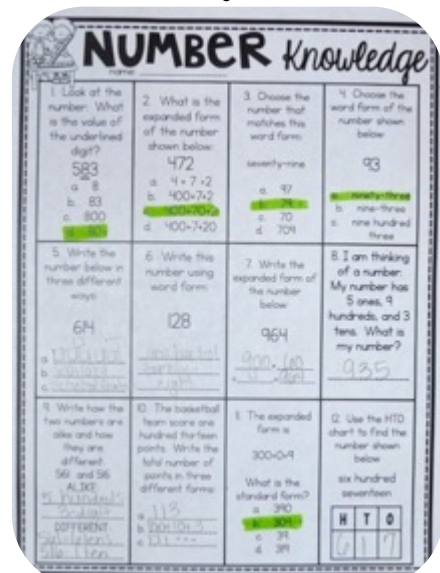
DAY FIVE



Minilesson: This anchor chart can be used throughout your place value unit. Use it to display different ways to make numbers. If you laminate the chart, it can be used time and time again! Just make a large black hat out of construction paper.

Activity: Place Value Park It! Students need dice and a game board piece.

Assessment: Number Knowledge Quiz of 2 and 3 Digit Numbers



WEEK THREE:

place value

to

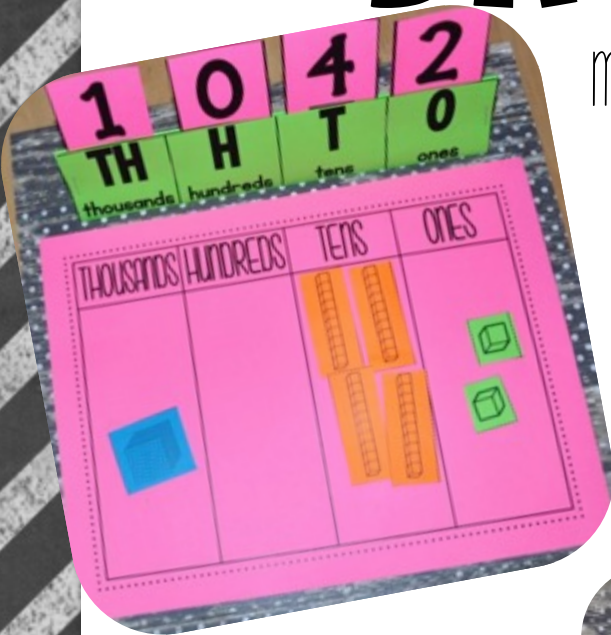
999

and/or

1200

DAY SIX

Minilesson: Place Value Mats and Blocks for either 3 or 4 digit numbers



Activity: What's the Number (2 versions included)



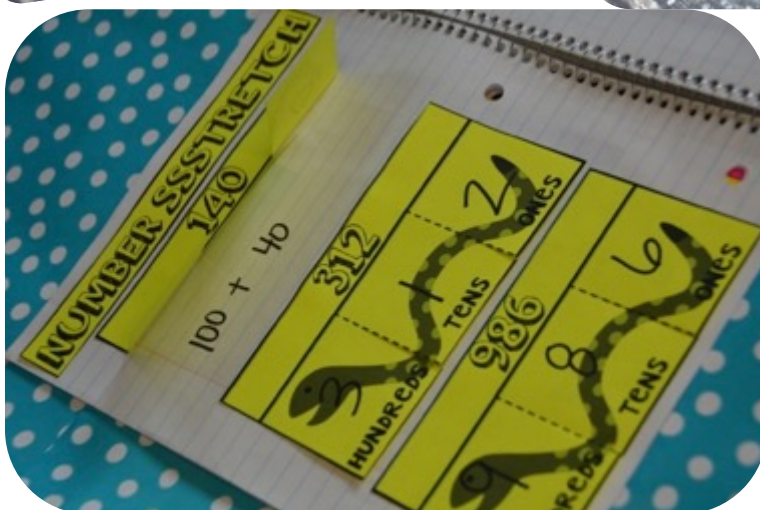
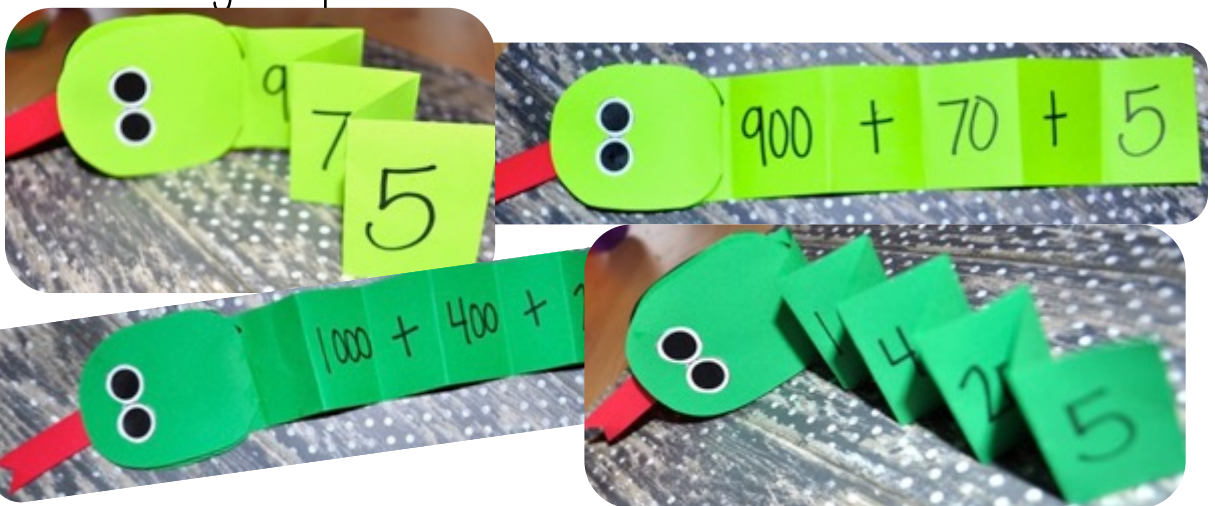
Interactive Notebooks:
What's the Value?
(2 versions as well as blank templates included)

DAY SEVEN



Mini-lesson: Use this number building chart to construct and deconstruct numbers. You can use the number form or the base ten blocks included in this unit to demonstrate and show the value of each digit.

Activity: Expandable Snake (2 versions included)



Interactive Notebooks:
Number Stretch
(2 versions for
differentiation and blank
templates included)

DAY eIGHT



Activity: Pick a Stick!
2 Versions: 3 Digit Numbers and 4 Digit Numbers

Interactive Notebooks:
Odd and Even Flip
(2 versions included for differentiation as well as a blank template)



DAY NINE



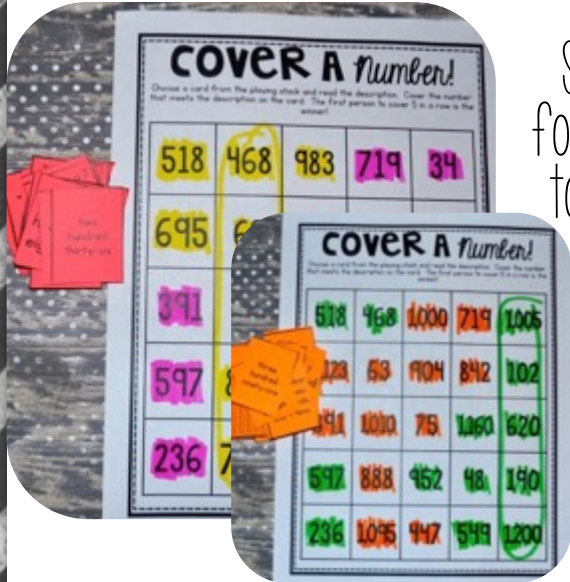
Activity: Number Munchers- Students Need Place Value Mat (You can also use PV mats from building numbers), Food, and Recording Sheet

Interactive Notebooks: Place Value Spin

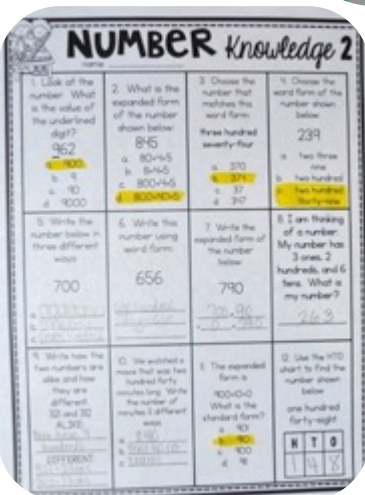
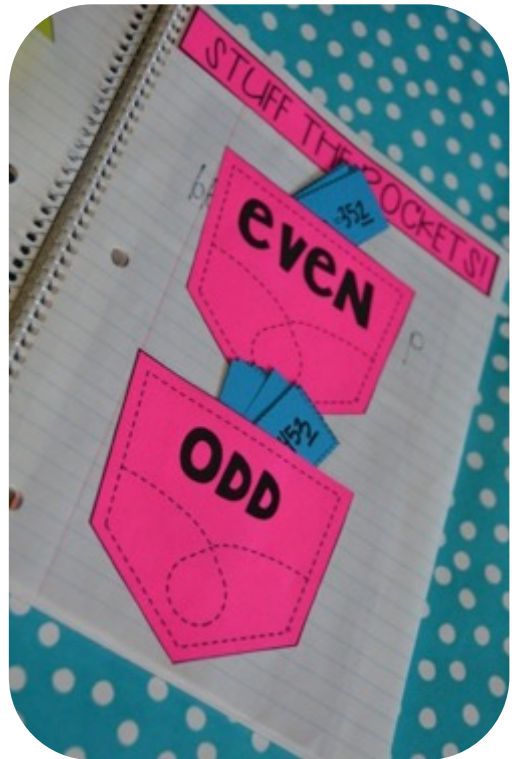


DAY TEN

Minilesson/Activity: Cover a Number - Students need game board (2 versions for differentiation), cards, and something to cover numbers with (counters, game chips, markers, etc)



Activity:
Stuff the Pockets



Assessment; Number Knowledge Test 2 - Choose between the 3 digit test or the 4 digit test

WEEK ONE:

comparing

and

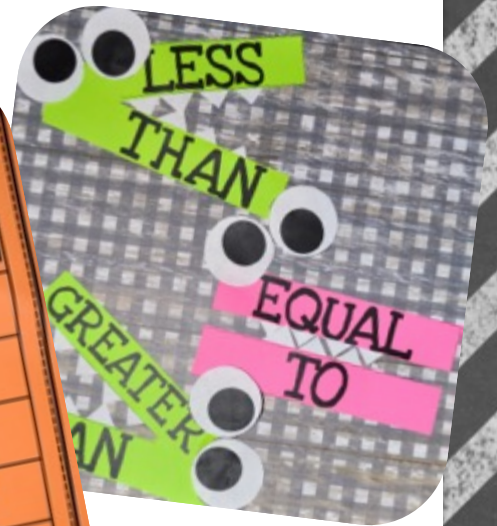
ordering

numbers

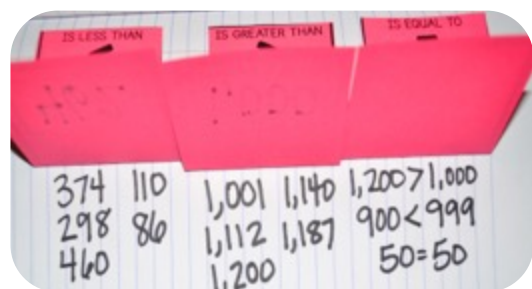
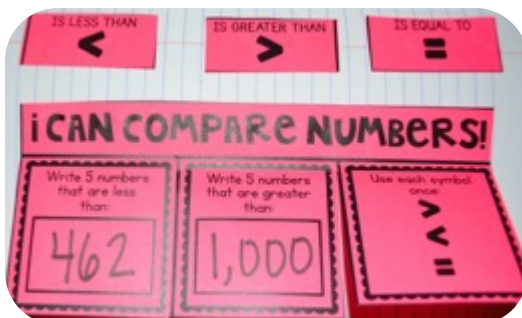
DAY ONE

Minilesson: Comparing Numbers with pocket chart

Activity: Roll and Compare- Students need dice (optional- students also make symbols)



Interactive Notebooks: I can compare numbers- Students can generate their own numbers or you can assign numbers for the outside of the flaps.

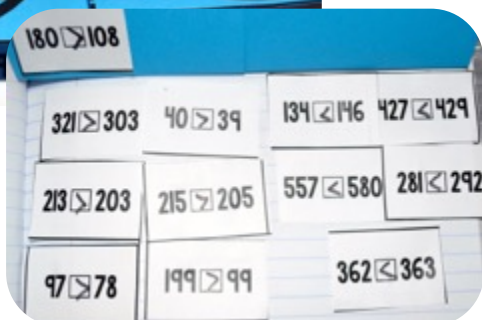


DAY TWO

Minilesson: Comparing and Ordering Numbers



Activity: Compare and Cover - Students need a paperclip and markers



Interactive Notebooks:
Looking Closely at Comparing

DAY THREE

Minilesson: Ordering numbers from least to greatest- need clothespins and yarn



Activity: Deal It! This can be done with or without the Deal It! Mats. You can use playing card or print number cards from the Place Value Components PDF.



Interactive Notebooks:
Order Up! You can use the printable or colored paper to make ice cream cones.



DAY FOUR

Minilesson: Ordering Numbers from greatest to least

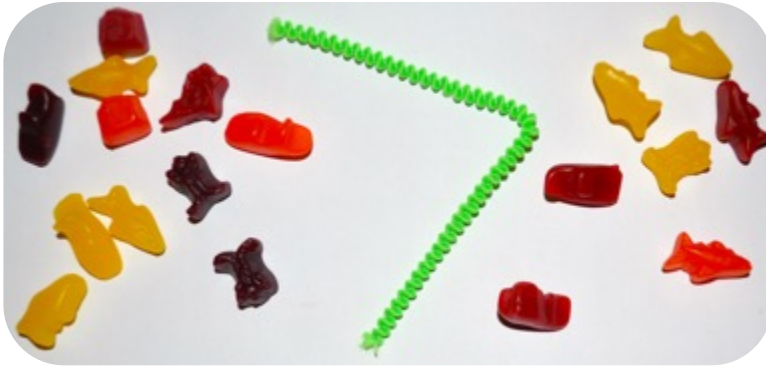


Activity: Don't be a snail! Order Numbers in a Snap! This can be done with any number and any skip counting pattern for differentiation.

Interactive Notebooks: Students can use watermelon candy to see if the numbers are in order from greatest to least. This can also be done with candy corn, or just by writing the symbols.



DAY FIVE



Minilesson: Comparing Numbers with snacks and pipe cleaners



Activity: It's War!
Students need dice and game pieces. If the board is laminated, students can play time and time again!



Interactive Notebooks:
Students order numbers from least to greatest and greatest to least.

MINILESSONS

- Ideas and materials on how to teach the concepts
- Easy to print and prep



FUN ACTIVITIES

Easy to Print Activities, Games, and Fun Stuff that help students stay engaged during your math block



INTERACTIVE NOTEBOOKS

Activities that are easy to cut and glue into math spirals/interactive notebooks



DIFFERENTIATED ACTIVITIES

Ideas and printables that meet all of your learners

PLACE VALUE Trees

Your 3-digit number goes in the rectangle. The expanded form of that number goes in the circles below the rectangle.

<p>NUMBER:</p>	<p>NUMBER:</p>
<p>NUMBER:</p>	<p>NUMBER:</p>
<p>NUMBER:</p>	<p>NUMBER:</p>

Place Value Trees

expanded form of that number goes in the circles below the rectangle.

<p>NUMBER:</p>
<p>NUMBER:</p>
<p>NUMBER:</p>

1	5
2	6
3	7
4	8

the count is on with base ten blocks

the count is on with base ten blocks

PLACE VALUE Spin

Spin to find your HUNDREDS place. Spin to find your TENS place. Spin to find your ONES place. Draw the base ten blocks under.

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H	T	O													
TH	H	T	O												

NUMBER ANALYZER	1,147	ODD-OR-EVEN?	EXPANDED FORM	
	293	ODD-OR-EVEN?	EXPANDED FORM	
	+10		BASE TEN BLOCKS	
	+10	-10	+100	-100
NUMBER ANALYZER	958	ODD-OR-EVEN?	EXPANDED FORM	
			BASE TEN BLOCKS	
	+10	-10	+100	-100

VOCABULARY CARDS

Cards that you can display on a math word wall or bulletin board

equal TO
 5 = 5

**greatest TO
least** 9, 5, 2

least TO greatest
2, 5, 9, 12

VALUE


**NUMBER
FORM** 

**STANDARD
FORM** 

WORD FORM
fifty-nine

even


ODD


greater THAN


LESS THAN


HUNDREDS
 = 200

**HUNDREDS
PLACE** 

THOUSANDS
 = 3,000

**THOUSANDS
PLACE** 

**ONES
PLACE** 


I CAN STATEMENTS

I Can Statements can be displayed throughout the unit.

I CAN:

COMPOSE AND DECOMPOSE NUMBERS
 $50 + 2 = 52$ $52 = 50 + 2$

REPRESENT NUMBERS BASED ON THEIR PLACE VALUE
 87 $8 = 80$ $7 = 7$

REPRESENT NUMBERS USING CONCRETE AND PICTORIAL MODELS SUCH AS BASE TEN BLOCKS
 $29 =$ 

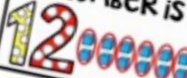
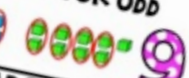
USE WORD, STANDARD, AND EXPANDED FORMS TO REPRESENT NUMBERS
forty-one = $41 = 40 + 1$

GENERATE A NUMBER THAT IS GREATER OR LESS THAN A GIVEN NUMBER
 $5 > 2$

USE PLACE VALUE TO COMPARE NUMBERS
 $48 < 52$

USE SYMBOLS ($<$, $>$, $=$) TO COMPARE NUMBERS
 $9 = 9$

USE COMPARATIVE LANGUAGE
 $5 > 2$ FIVE IS GREATER THAN TWO


DETERMINE WHETHER A NUMBER IS EVEN OR ODD
 12  9 

PUT NUMBERS IN ORDER
 $4, 7, 9$ OR $9, 7, 4$

I CAN:

COMPOSE AND DECOMPOSE NUMBERS
 $50 + 2 = 52$ $52 = 50 + 2$

REPRESENT NUMBERS BASED ON THEIR PLACE VALUE
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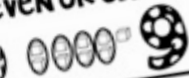
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 12  9 

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 $4, 7, 9$ OR $9, 7, 4$

MATH TOOLS

Printable Manipulatives that you can use for making numbers

