

UNIT ONE

OVERVIEW

| | FOCUS | STANDARD |
|-------------------------|-------------------------------------|---|
| WEEK 1 | Place Value (up to 100,000) | TEKS: 3.2AB CC: MC.4.NBT.A.2 |
| WEEK 2 | Comparing Numbers | TEKS: 3.2ABD CC: MC.4.NBT.A.2 |
| WEEK 3 | Ordering Numbers & Rounding Tens | TEKS: 3.2CD, 3.4B CC: MC.3.NBT.A.1, MC.4.NBT.A.3 |
| WEEK 4 | Rounding Hundreds | TEKS: 3.2CD, 3.4B CC: MC.3.NBT.A.1, MC.4.NBT.A.3 |

DAILY LESSON PLANS

-20 Days of Lesson Plans for:

Place Value (Activities that fit 3, 4, 5, and 6 Digit Numbers)

Comparing Numbers

Ordering Numbers

Rounding

-STANDARDS ALIGNED to Common Core and TEKS

-I Can Statements

-Description of Activities

ROUNDING NUMBERS

Day FOUR

| STANDARD | OBJECTIVE | MATERIALS |
|---|--|---|
| TEKS: 3.2D, 3.4B CC: MC.1B.1A.1 MC.1B.1.A.3 | I can round two and three digit numbers I can estimate sums. | Orange Flaps (optional) Dice |
| VOCABULARY WORDS | WORD PROBLEM | |
| ROUND, HUNDREDS | I can round two digit numbers, 100 and 1000 I can round to the nearest | |
| MINILESSON | ACTIVITY | INTERACTIVE NOTEBOOKS |
| Use the three sentences any skills that you have learned from your students. There will not be a special focus today. There will be focused on reviewing all skills in preparation for tomorrow's assessment. | The goal is to round to the nearest ten. The student will use the number line to round to the nearest ten. The student will use the number line to round to the nearest ten. The student will use the number line to round to the nearest ten. | The student will use the number line to round to the nearest ten. The student will use the number line to round to the nearest ten. The student will use the number line to round to the nearest ten. |

PLACE VALUE

Day THREE

| STANDARD | OBJECTIVE | MATERIALS |
|---|---|--|
| TEKS: 3.2A CC: MC.1B.1A.2 | I can compare and order whole numbers. | Twister Game, Penns or Bean Bags |
| VOCABULARY WORDS | WORD PROBLEM | |
| GREATER THAN, LESS THAN, EQUAL TO, LEAST TO, GREATEST | Which comparative symbol makes the true? 16,900 > 100,000 < 5,000 < 100 < 80 | |
| MINILESSON | ACTIVITY | INTERACTIVE NOTEBOOKS |
| Teacher: Beat the Teacher. For this game you need a Twister Board and a number line (0-100). You will sign the Twister board with the number line. The board will have four legs. The board will have four legs. The board will have four legs. | Turn Over and Compare. This is a game where students flip over cards and compare the numbers. The student will use the number line to compare the numbers. The student will use the number line to compare the numbers. | The student will use the number line to compare the numbers. The student will use the number line to compare the numbers. The student will use the number line to compare the numbers. |

ROUNDING NUMBERS

Day TWO

| STANDARD | OBJECTIVE | MATERIALS |
|---|---|---|
| TEKS: 3.2D CC: MC.1B.1A.2 | I can round two digit numbers to the nearest ten. | paper plates, dice, laminated number line |
| VOCABULARY WORDS | WORD PROBLEM | |
| ROUND | I can round two digit numbers to the nearest ten. I can round two digit numbers to the nearest ten. I can round two digit numbers to the nearest ten. | |
| MINILESSON | ACTIVITY | INTERACTIVE NOTEBOOKS |
| Use the three sentences any skills that you have learned from your students. There will not be a special focus today. There will be focused on reviewing all skills in preparation for tomorrow's assessment. | The student will use the number line to round to the nearest ten. The student will use the number line to round to the nearest ten. The student will use the number line to round to the nearest ten. | The student will use the number line to round to the nearest ten. The student will use the number line to round to the nearest ten. The student will use the number line to round to the nearest ten. |

ORDERING NUMBERS

Day ONE

| STANDARD | OBJECTIVE | MATERIALS |
|--|---|--|
| TEKS: 3.2D, 3.4B CC: MC.1B.1A.1 MC.1B.1.A.3 | I can order two and three digit numbers. | string, paper plates or bags, brown paper bag |
| VOCABULARY WORDS | WORD PROBLEM | |
| GREATER, LEAST | Which is the greatest? 100,000 < 100,000 < 100,000 < 100,000 | |
| MINILESSON | ACTIVITY | INTERACTIVE NOTEBOOKS |
| Review what we have learned this week about comparing numbers. Go over vocabulary: greater, less, equal, and activities that were completed. Choose one of the mini-lessons or games from earlier this week to play again today as a review. | Students will use the number line to order the numbers. The student will use the number line to order the numbers. The student will use the number line to order the numbers. | The student will use the number line to order the numbers. The student will use the number line to order the numbers. The student will use the number line to order the numbers. |

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



DAILY WORD PROBLEMS

20 Word Problems that fit the skills included

PLACE VALUE WORD PROBLEM- DAY ONE

Sergio packs baseball cards in boxes of

100. How many boxes will Sergio need to pack 1,300 baseball cards?

PLACE VALUE WORD PROBLEM- DAY TWO

There were thirty-five thousand, six hundred eighty-nine people at the football game. Write the amount of people in three different forms.

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WORD PROBLEM- DAY THREE

DAY FIVE

rt. How many t? How many airport?

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rt. How many t? How many airport?

rt. How many t? How many airport?

how you know. $2,290 > 42,192$

how you know. $2,290 > 42,192$

WORD PROBLEM- DAY TWO

to the beach in May, 3,291 in July, and 3,192 in August. Write the amount of people in three different forms.

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WORD PROBLEM- DAY TWO

Penny has \$17 dollars. James has about \$20. Could Penny have more money than James? Explain your thinking.

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Penny has \$17 dollars. James has about \$20. Could Penny have more money than James? Explain your thinking.

Sergio packs baseball cards in boxes of 100. How many boxes will Sergio need to pack 1,300 baseball cards?



INTERACTIVE NOTEBOOKS

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

Read and Compare Three

| | |
|---------------------------------|--|
| $50,000 + 3,000 + 800 + 10 + 2$ | fifty-two thousand, nine hundred fifty-nine |
| $80,000 + 5,000 + 100 + 30 + 9$ | eighty-six thousand, five hundred forty-six |
| $90,000 + 5,000 + 100 + 80 + 9$ | ninety-five thousand, four hundred seventy-eight |
| $40,000 + 2,000 + 700 + 60 + 1$ | forty-two thousand, six hundred seventy-one |
| $70,000 + 6,000 + 300 + 90$ | seventy-six thousand, four hundred |

I CAN ORDER NUMBERS FROM THE LEAST TO GREATEST

NUMBER ONE: _____

NUMBER TWO: _____

NUMBER THREE: _____

NUMBER FOUR: _____

NUMBER FIVE: _____

NUMBERS BEFORE AND AFTER

| H | T | O |
|---|---|---|
| | | |
| | | |
| | | |

RODEO

NUMBERS BEFORE AND AFTER

$13 + 10$

standard form

WORD FORM

plus and minus 10

plus and minus 100

I CAN REPRESENT NUMBERS IN DIFFERENT WAYS

plus and minus 1,000

I CAN ORDER NUMBERS FROM THE LEAST TO GREATEST

$6,000 + 300$

NUMBERS BEFORE AND AFTER

LET'S EXPAND IT!

NUMBERS BEFORE AND AFTER

BASE TEN BLOCKS

I CAN ORDER NUMBERS FROM THE LEAST TO GREATEST

$20,000 + 9,000 + 10 + 5$

NUMBERS BEFORE AND AFTER

LET'S EXPAND IT!

$10,554$

$10,555$

NUMBERS BEFORE AND AFTER

$8,635$

NUMBERS BEFORE AND AFTER

$4,987$

NUMBERS BEFORE AND AFTER

$8,635$

NUMBERS BEFORE AND AFTER

$12,439$

$8,645$

$8,942$

$86,495$

$8,824$

$71,198$

$1,498$

$17,943$

$1,987$

$64,283$

431

$16,455$

NUMBERS BEFORE AND AFTER

$4,987$

NUMBERS BEFORE AND AFTER

$8,942$

NUMBERS BEFORE AND AFTER

$8,942$

NUMBERS BEFORE AND AFTER

$10,554$

NUMBERS BEFORE AND AFTER

$10,555$

NUMBERS BEFORE AND AFTER

$8,635$

NUMBERS BEFORE AND AFTER

$4,987$

NUMBERS BEFORE AND AFTER

$12,439$

NUMBERS BEFORE AND AFTER

$8,645$

$8,942$

NUMBERS BEFORE AND AFTER

$86,495$

$8,824$

NUMBERS BEFORE AND AFTER

$71,198$

$1,498$

NUMBERS BEFORE AND AFTER

$17,943$

$1,987$

NUMBERS BEFORE AND AFTER

$64,283$

431

NUMBERS BEFORE AND AFTER

$16,455$

VOCABULARY CARDS

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

TENS COUNT BY 10's

HUNDREDS COUNT BY 100's = 200

HUNDREDS PLACE 486

THOUSANDS COUNT BY 1000's = 3,000

THOUSANDS PLACE 1,486

EVEN EQUAL TO

ROUND TO THE NEAREST 10 68 IS ABOUT 70

ROUND TO THE NEAREST 100 135 IS ABOUT 140

ESTIMATE SUMS 27 + 15 IS ABOUT

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 ON THEIR PLACE VALUE CHARTS
87 8

REPRESENT CONCRETE AND REPRESENT NUMBERS ON THEIR PLACE VALUE CHARTS
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 NUMBERS

ROUND TO THE NEAREST 10
68 IS ABOUT 70

ROUND TO THE NEAREST 100
135 IS ABOUT 100

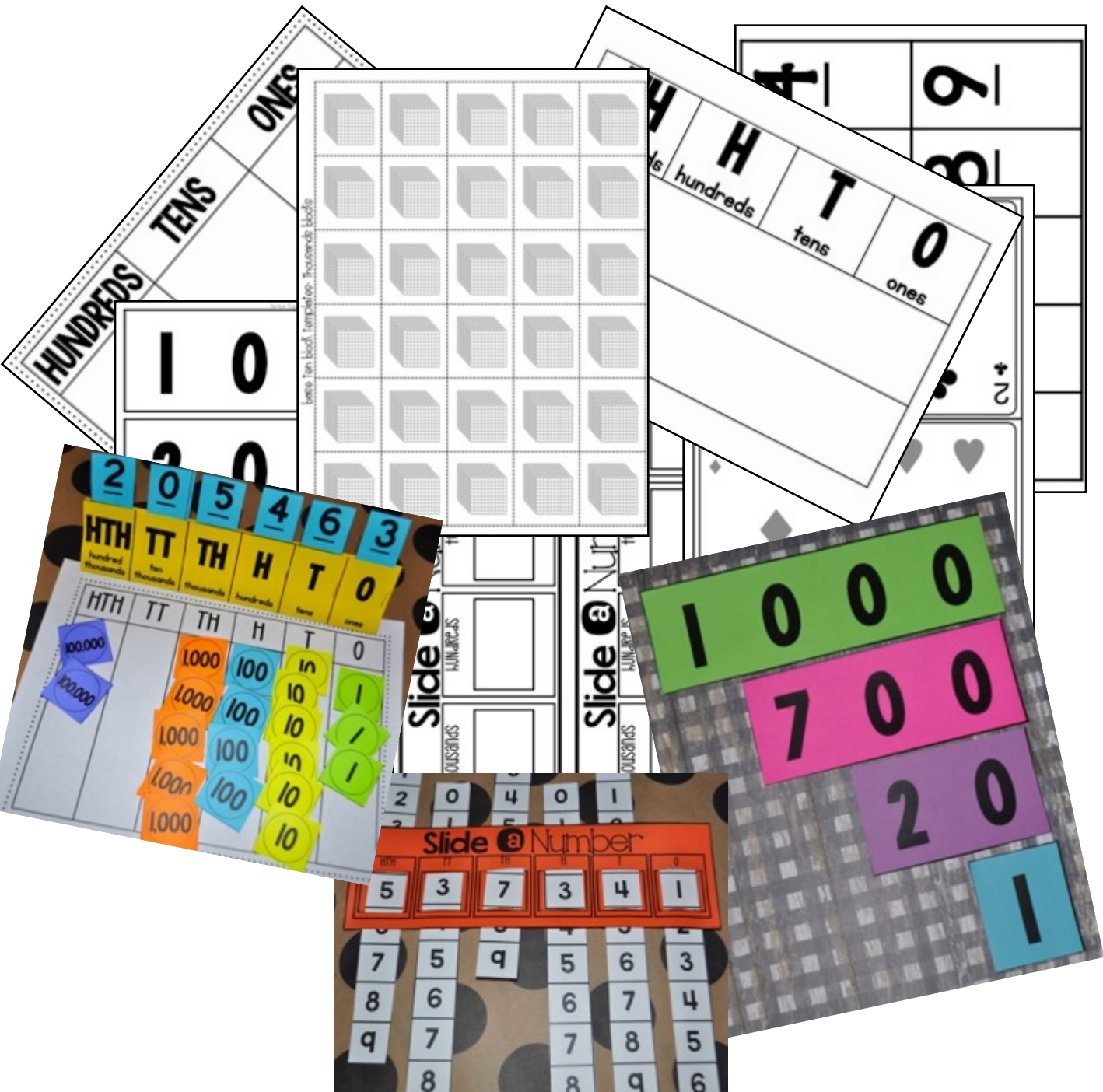
ESTIMATE SUMS
 $27 + 15$ IS ABOUT 40
30 - 20 = 50

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

PUT NUMBERS IN ORDER
79 OR 974

MATH TOOLS

Printable Manipulatives that you can use for making numbers



QUICK ASSESSMENTS

PLACE VALUE QUIZ

Sam saved \$3,546 over the course of ten years. Write the amount he saved in expanded and word form.

EXPANDED FORM:

WORD FORM:

Here is the expanded form of a number:
 $10,000 + 3,000 + 200 + 90 + 8$

Which shows the number in standard form?

- a. 1,328
- b. 13,200
- c. 13,

PLACE VALUE QUIZ

Sam saved \$398 over the course of ten years. Write the amount he saved in expanded and word form.

EXPANDED FORM:

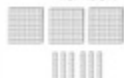
WORD FORM:

Here is the expanded form of a number:

$$200 + 90 + 8$$

Which shows the

Tanisha used base blocks to model a number.



What number did Tanisha model?

Here is the word form of a number:
eight hundred and six

Which shows this number?

NUMBER KNOWLEDGE QUIZ

1. The candy store ordered 428 lollipops, 374 candy bars, and 280 jellybeans. Which word form shows how many candy bars the store ordered?

- a. two hundred eighty
- b. four hundred twenty-eight
- c. three hundred seventy-nine
- d. three hundred seventy

2. Which correctly compares the amount of visitors that came to the zoo on Monday and Tuesday?

- 528 530
- a. >
 - b. <
 - c. =
 - d. +

3. Write the expanded form of 893.

4. The cheetah can weigh around 65 pounds. How many tens are in 65?

- a. 65
- b. 60
- c. 6
- d. 50

5. There were 978 students of school on Monday, 981 on Tuesday, and 990 on Wednesday. On which day did the least number of students attend school?

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Thursday

6. Write these numbers in order from least to greatest.
 253 307 239

7. Write the standard form of this number: eight hundred three.

8. Compare two numbers using the

NUMBER KNOWLEDGE QUIZ

store ordered 2,374 candy bars, 1,980 jellybeans. Which shows how many jellybeans the store ordered?

Correctly compares if visitors that came to the zoo on Monday and Tuesday.

3. 6,922

expanded form of

9. The killer whale can weigh around 4,570 pounds. How many hundreds are in 4,570?

- a. 50
- b. 57
- c. 5,000
- d. 5

5. There were 978 students of school on Monday, 981 on Tuesday, and 990 on Wednesday. On which day did the least number of students attend school?

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Thursday

6. Write these numbers in order from least to greatest.
 25,346 30,287 23,058

7. Write the standard form of this number: seventy-thousand.

8. Compare two numbers using the correct symbol.

ROUNDING QUIZ

Write the numbers in order:

384, 832, 386, 309, 871

From least to greatest:

greatest to least

Draw a number line and explain how you would round the number 83 to the nearest 10.

Round each number to the nearest 10:

57 _____

61 _____

85 _____

14 _____

Estimate the sum of the following number equations to the nearest 10:

$$54 + 69$$

$$84 + 22$$

$$17 + 46$$

ROUNDING QUIZ

Round each number to the nearest 100.

Round each number to the nearest 100.

829 _____

683 _____

107 _____

14 _____

Which set of numbers is not ordered from least to greatest?

Which set of numbers is in order from greatest to least?

Which set of numbers is not ordered from least to greatest?

- a) 583, 672, 939, 988
- b) 607, 602, 201, 200
- c) 613, 611, 607, 616
- d) 839, 902, 919, 920

- a) 384, 261, 216, 217
- b) 892, 801, 714, 711
- c) 701, 699, 613, 616
- d) 628, 605, 604, 606

Janay has \$36. She earned another \$5 while working with her dad. About how much money does Janay have?

Order the numbers from least to greatest:

382, 892, 313, 827, 901

Estimate the sum:

$$38 + 82$$

$$183 + 206$$