

Pictures with Place Value Blocks

Task 1

By: Denise Crutchfield

Student Objective: "I can compare and round two numbers."

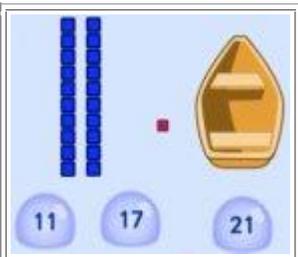
Common Core Standards to Measure	Mathematical Practices Addressed	Kagan Structures
<p>3.NBT.1, Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p>What do these look like in 3rd Grade?</p>	<p>KAGAN structures Planning Kagan Cards</p>

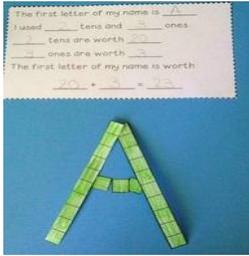
Materials Needed:

- Task 1 worksheet
- Task 2 worksheet

Paper copies of Base 10 blocks (Paper copies of base ten blocks can be found in the back of your copy of *Developing Mathematics with Base Ten*)



<h1 style="font-size: 2em;">G</h1> <p>Engage Students with the Goal</p>	<p><u>State and Rate</u> Objective: "I can compare and round two numbers." Students rate themselves to the goal (1, 2, 3, 4).</p>	<p>Setting Objectives and Providing Feedback</p>
<h1 style="font-size: 2em;">A</h1> <p>Access Prior Knowledge</p>	<p>Access prior knowledge with the base 10 smart board link below</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p style="color: blue; text-decoration: underline;">Base 10</p> </div>	<p>Nonlinguistic Representations Generating and Testing Hypotheses</p>
<h1 style="font-size: 2em;">N</h1> <p>New Information</p>	<p>Ask student," What do you think the first letter of you name is worth?" "What number would you represent if you were to build the letter with place value blocks?" Today we are going to build the first letter of our names with place value blocks. Then we will compare our letters with partners.</p>	<p>Nonlinguistic Representations Summarizing and Note-Taking Identifying Similarities and Differences Cooperative Learning Cues, Questions, and Advance Organizers</p>

	<p>Directions: Task 1 Have students use paper base ten blocks to build a picture. An example of building the first letter of the name is below</p> <p style="text-align: center;">Example of a letter</p> <p>The first letter of my name is _____ I used _____ tens and _____ ones _____ tens are worth _____ _____ ones are worth _____ The first letter of my name is worth _____ + _____ = _____</p> 	
<p style="text-align: center;">A</p> <p>Application</p>	<p>Introduce the activity. Have students work with a partner</p> <p>Directions: Task 2</p> <ol style="list-style-type: none"> 1. Provide students with cards with <, >, = on them. 2. Have students work in pairs to compare the value of their picture and round their number. Ask the student to show you which sign or place the sign in the middle that will make a true sentence. KAGAN structures (Pairs Check) 3. Allow students to verbally explain their number sentence. 4. Have students record their results on their recording sheet <p>Considerations: Watch how students recognize the amount they need to represent.</p> <ul style="list-style-type: none"> • Observe for an understanding of place value, tens and ones. • Can students read the standard numeral accurately? • Can students representing the values? • Can the student tell you which is greater or less than, but demonstrate confusion with the symbol? • Students may not understand all symbols. Are they better with greater than, less than, or equal to? • Make note if the student struggles as the values get larger. <p>Collecting Data: Student performance can be scored with recording sheet below. An Assessment Sheet is attached below</p>	<p>Homework and Practice Cooperative Learning Generating and Testing Hypotheses</p>
<p style="text-align: center;">G</p> <p>Revisit the Goal</p>	<p>State and Rate Objective: "I can compare and round two numbers ." Students rate themselves to the goal (1, 2, 3, 4).</p>	<p>Setting Objectives and Providing Feedback</p>

<p>Math Workstation ideas for additional practice with base ten.</p>	<p style="text-align: center;">Base Ten Pictures</p>
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Task 1 Directions:

Build a picture below out of paper base 10 blocks.

Record your result below

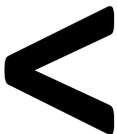
My picture is worth _____
I used _____ hundreds _____ tens and _____ ones
_____ hundreds are worth _____
_____ tens are worth _____
_____ ones are worth _____
The notation for my picture is:

Student Recording Sheet**Task 2 Directions:**

1. Provide students with cards that have $<$, $>$, $=$ on them.
2. Have students work in pairs to compare the value of their picture and round their number. Ask the student to show you which sign or place the sign in the middle that will make a true sentence.
3. Allow students to verbally explain their number sentence.
4. Have students record their results on their recording sheet
5. Students will implement the Kagan structure Mix-Pair-Discuss.
6. The teacher will call time when students are to pair with a different partner in the room

The value of my letter is _____

My # Rounded	My Value	$<$, $>$, $=$	Partner Value	Partner's # Rounded



Assessment

Name: _____

3.NBT.1

Add numbers to make each expression true.

$$\underline{\hspace{2cm}} > 143$$

$$217 < \underline{\hspace{2cm}}$$

$$385 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} < 200$$

$$639 = \underline{\hspace{2cm}}$$

$$465 > \underline{\hspace{2cm}}$$

