

PLACE VALUE DRAWINGS LESSON PLAN

3rd Grade

Lesson 1: PLACE VALUE DRAWINGS

STANDARD	I CAN STATEMENT	MATERIALS
CC.3.NBT.A.1 & 2 (Review)	I can read and write numbers in word form, base 10 numeral, expanded form and using base 10 blocks.	Manipulatives, interactive notebooks, scissors, glue, dot & write activity, 3 dice per student, place value anchor chart.

VOCABULARY WORDS	WORD PROBLEM (optional)
ones, tens, hundreds, standard form, word form, expanded form, hundreds flat, ten stick, one cube	Jordan is buying cookies for her school. She bought 4 cases of a hundred cookies, 8 boxes of ten cookies and 3 extra cookies. How many cookies did she buy?

PRE-LESSON	ACTIVITY	INTERACTIVE NOTEBOOK
Start by discussing the different ways we can write numbers. Give the example 158 and create a chart to differentiate between the different ways of writing it. Demonstrate how to build numbers using base 10 blocks from the different forms. Explain how the numbers of blocks used correlate to each place value.	Students will be given the dot & write activity. Explain that they will use 3 dice and roll 3 digit numbers filling in each digit by reading the dice they rolled. They will then need to take the standard form and convert it into word form, base 10 drawing, and expanded form. (Manipulatives can be used at your discretion.) Walk around to complete quick assessments to see how students are doing.	There are a few different options that you can use based on what your students are needing. Look at pages 2-23 to see the different types to decide. There are pages covering: <ul style="list-style-type: none"> Place Value Strips Base Ten-Blocks Expanded Form Word Form Each includes different versions for differentiation.

6,123

7,0:

BASE TEN BLOCKS & WRITE NUMBERS

Roll 3 dice and use the dice to make a standard form number in the standard form number in the blank on the top. Write the word form, word form and base 10 drawing of the standard form in the proper box.

IT: _____

Standard Form	Word Form	Base 10 Drawing
_____	_____	_____
_____	_____	_____
_____	_____	_____

Base Ten Blocks

Roll 3 dice and use the dice to make a standard form number in the blank on the top. Write the word form, word form and base 10 drawing of the standard form in the proper box.

Standard Form	Word Form	Base 10 Drawing
_____	_____	_____
_____	_____	_____
_____	_____	_____

Math Place Value Lesson Plans

Educators Progress Service

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the 'Educators Progress Service' text.

Math Place Value Lesson Plans:

Meaningful Small Groups in Math, Grades K-5 Kimberly Rimbey, 2022-08-19 Written for teachers interventionists and instructional coaches this book provides much needed guidance on how to meet the diverse needs of students using small group math instruction

Understanding the Math We Teach and How to Teach It, K-8 Small Marian, 2025-08-26 Dr Marian Small has written a landmark book for a wide range of educational settings and audiences from pre service math methods courses to ongoing professional learning for experienced teachers Understanding the Math We Teach and How to Teach It K 8 focuses on the big mathematical ideas in elementary and middle school grade levels and shows how to teach those concepts using a student centered problem solving approach Comprehensive and Readable Dr Small helps all teachers deepen their content knowledge by illustrating core mathematical themes with sample problems clear visuals and plain language Big Focus on Student Thinking The book s tools models and discussion questions are designed to understand student thinking and nudge it forward Particularly popular features include charts listing common student misconceptions and ways to address them a table of suggested manipulatives for each topic and a list of related children s book

Implementing Standards That Make Sense By focusing on key mathematics principles Understanding the Math We Teach and How to Teach It K 8 helps to explain the whys of state standards and provides teachers with a deeper understanding of number sense operations algebraic thinking geometry and other critical topics Dr Small a former dean with more than 40 years in the field conceived the book as an essential guide for teachers throughout their career Many teachers who teach at the K 8 level have not had the luxury of specialist training in mathematics yet they are expected to teach an increasingly sophisticated curriculum to an increasingly diverse student population in a climate where there are heightened public expectations They deserve help

The Mathematics Lesson-Planning Handbook, Grades K-2 Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K 2 math lessons for maximum impact and understanding Not sure of tomorrow morning s lesson plan Or maybe you feel it isn t tailored enough for your students needs What do you do For that and more help is here The Mathematics Lesson Planning Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to access students complex needs clarify learning intentions and select tasks that will best

lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you re planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you ll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students *Every Math Learner, Grades K-5* Nanci N. Smith,2017-02-01 Differentiation that shifts your instruction and boosts ALL student learning Nationally recognized math differentiation expert Nanci Smith debunks the myths surrounding differentiated instruction revealing a practical approach to real learning differences Theory lite and practice heavy this book provides a concrete and manageable framework for helping all students know understand and even enjoy doing mathematics Busy K 5 mathematics educators learn to Provide practical structures for assessing how students learn and process mathematical concepts Design implement manage and formatively assess and respond to learning in a standards aligned differentiated classroom and Adjust current instructional materials to better meet students needs Includes classroom videos and a companion website **The Best Web Sites for Teachers** Vicki F. Sharp,Martin G. Levine,Richard M. Sharp,2002 Elementary Teachers Guide to Free Curriculum Materials 2005-06 Educators Progress Service,2005-05 **Mathematics on the Internet** Jerry A. Ameis,2006 Aligned with NCTM Standards this brief book helps teachers in elementary middle and high schools to become better acquainted with some of the resource materials and information available on the Internet for teaching mathematics FEATURES Annotated list of websites Contains a list of websites that offer resources for teaching mathematics and professional development opportunities Reduces time teachers spend searching for these resources NEW receive a code to a website that links you directly to each URL listed in the book Examples Presents additional useful examples on using the Internet Assists readers in using and understanding the developing world of information technology for teaching mathematics NCTM Principles and Standards for School Mathematics overview Provides useful information regarding mathematics reform presents an example of teaching mathematics that reflects the NCTM standards and gives students a clear basis for understanding modification in mathematics **Today's Mathematics, Activities and Instructional Ideas** James W. Heddens,William R. Speer,2000-08-31 This classic allows readers to easily build a valuable set of ideas and

reference materials for actual classroom use Designed to aid the teacher in understanding mathematical concepts and relationships the authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000 Strategies for Teaching Mathematics Deborah V. Mink,Linda H.,Janis K. Drab Fackler,2009-07-15 Enhance mathematics instruction and build students understanding of mathematical concepts with this exceptional resource notebook Choose from a wide range of easy to implement strategies that enhance mathematical content **Resources in Education**,1998 Resources in Education ,1996 **Learning Mathematics in Elementary and Middle Schools** W. George Cathcart,2006 Brief Contents Chapter 1 Teaching Mathematics Influences and DirectivesChapter 2 Learning and Teaching MathematicsChapter 3 Developing Mathematical Thinking and Problem Solving AbilityChapter 4 Assessing Mathematics UnderstandingChapter 5 Developing Number ConceptsChapter 6 Developing Understanding of NumerationChapter 7 Homeschooler's Guide to Free Teaching AIDS Educators Progress Service,2004-04 *Educators Guide to Free Internet Resources* Educators Progress Service,2005-04 To provide our customers with a better understanding of each title in our database we ask that you take the time to fill out all details that apply to each of your titles Where the information sheet asks for the annotation we ask that you provide us with a brief synopsis of the book This information can be the same as what may appear on your back cover or an entirely different summary if you so desire **Teaching Mathematics to All Children** Benny F. Tucker,Ann H. Singleton,Terry L. Weaver,2006 With the composition of today s classroom in mind this book approaches teaching and planning elementary mathematics by using methods that accommodate the diverse learning needs of any student having difficulties with basic math concepts The authors use personal experience and research that supports a complete set of developmental concepts and skills to outline the effective development of mathematical concepts and skills It stresses lesson planning that will result in learning understanding and retaining important concepts and skills K 12 Special Education and General Education Teachers **Teaching Mathematics to Children** Robert J. Sovchik,1989 A textbook to help pre service and in service teachers Each chapter lists objectives and main themes and ends with discussion questions Annotation copyrighted by Book News Inc Portland OR **Teaching Mathematics Meaningfully** David H. Allsopp,David Allsopp,Maggie M. Kyger,LouAnn H. Lovin,2007 Making mathematics concepts understandable is a challenge for any teacher a challenge that s more complex when a classroom includes students with learning difficulties With this highly practical resource educators will have just what they need to teach mathematics with confidence research based strategies that really work with students who have learning disabilities ADHD or mild cognitive disabilities This urgently needed guidebook helps teachers Understand why students struggle Teachers will discover how the common learning characteristics of students with learning difficulties create barriers to understanding mathematics Review the Big Ideas Are teachers focusing on the right things A helpful primer on major NCTM endorsed mathematical concepts and processes helps them be sure Directly address students learning barriers With the lesson plans practical strategies photocopiable information gathering forms and online

strategies in action teachers will have concrete ways to help students grasp mathematical concepts improve their proficiency and generalize knowledge in multiple contexts Check their own strengths and needs Educators will reflect critically on their current practices with a thought provoking questionnaire With this timely book filled with invaluable ideas and strategies adaptable for grades K 12 educators will know just what to teach and how to teach it to students with learning difficulties

Reading and Writing to Learn Mathematics Joseph G. R. Martinez, Nancy Conrad Martinez, 2001 Shows K 6 teachers how to teach math using writing and reading lessons and activities in accordance with NCTM standard 2 math as communication Includes classroom examples lessons activities and stories for teachers to show how everyday language skills can transfer to math learning Illustrates how to make writing a meaningful part of cognitive as well as affective development how to use reading and writing in assessment of math skills and how to make reading math assignments more meaningful

Mathematics Teacher Resource Handbook, 1993 **Mathematics Methods for the Elementary and Middle School** Mary M. Hatfield, 1993

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