**Title:** Identifying Place Value to Hundreds

**Subject Matter Emphasis and Level:** 3rd Grade Math

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**Brief Description of the Lesson/Unit:**

This lesson is focusing on understanding place value to the hundreds with using money and a place value chart. At the beginning of the lesson have paper money available and show the students a hundred dollar bill, a ten dollar bill, and a one dollar bill. Ask the following questions:

- Are all these bills the same?
- Which is worth the least?
- Which is worth the most?

Next give a student a desired amount of play money in the hundreds range. Ask the students what bills would I use? Place the number of each in the appropriate place value chart, then ask them what is the value of each digit on the chart. Ex: 263 the 2 is worth two hundred, 6 is worth sixty, and the 3 is worth 3. This way they are seeing that each digit is worth something and not just a number.

**SD Content Standards:**

(3.N.1.1) Students are able to place in order and compare whole numbers less than 10,000 using appropriate words and symbols.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?
   Digits have specific values in base 10

2. What essential questions will guide this unit and focus teaching/learning?
   How can money help you understand the value of a number?

3. What key knowledge and skills will students acquire as a result of this unit?
   Deeper understanding of place value and values of each digit
   Appreciation for money
   For future lessons a good background for expanded notations

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:
   Center Work
   Place Value Bingo
   Clear the Mat (center game)
   Place It! (center game)
   Base 10 Stamps and Place Value Mat and build given numbers

   Other Evidence:
   Quizzes, Tests, Prompts, Work Samples (summarized):
   Paperwork, math journals, tests, dialogue with student
Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

**Major Learning Activities:**

Center Activities
Games
Connection with money

**Materials & Resources (technology & print):**

Kid Pix

**Management:**

Whole Group lessons
Mini Lessons
Centers

**Support Services and Special Teacher Notes:**

Title 1 Teacher and teacher’s aides

**Extensions and Adaptation:**
Advanced students work with place value to thousands and struggling students work with 2 digit numbers.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**

Cards, Place Value Mats, Money, Stamps, Bingo Games, Dice

**Differentiated Content:**

Students struggling with place value may use the same games and activities but with smaller numbers. Students advanced in place value may also use the same games and activities but with larger numbers.

**Differentiated Product:**

Place Value Mats, games, individual work in centers, assignments