Small Group Center Resource

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EDU 307

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Standard:

2.NBT.1 Demonstrate understanding that the three digits of a three-digit number represent

amounts of hundreds, tens, and ones, including:

    a. 100 can be thought of as a bundle of ten tens called a "hundred".

    b. Multiples of 100 represent a number of hundreds, 0 tens, and 0 ones

Daily Math Rotations:

M | Miss Leintz

A | Assessment

T | Technology

H | Hands on Math

Daily Math Rotation Schedule				
	Whole Group	Rotation 1	Rotation 2	Rotation 3
Striving Learners		Miss Leintz & Assessment	Technology	Hands On Math
Grade Level		Hands On Math	Miss Leintz & Assessment	Technology
High Flyers		Technology	Hands On Math	Miss Leintz & Assessment

This is how our math will be set up for the week. We will do a short whole group lesson followed by each of these rotations. Each rotation is about 15 minutes. Every day, all students will have whole group math, small group with Miss Leintz, followed by a short assessment to check for understanding, a technology integrated math activity, and a hands-on math activity. Students will be divided into three groups based on their level of understanding on this particular standard.

Day One

	Rotation 1	Rotation 2	Rotation 3
Striving Learners	Focus on recognizing place value of a two digit number (tens place, ones place) Two Digit Box/Circle Assessment	Place Value Blocks **https://www.education.com/game/place-value-blocks/**	Place Value Matching Game (2 digit numbers)
Grade Level	Place Value Matching Game (3 digit numbers)	Focus on recognizing place value of a three digit number (hundreds place, tens place, ones place) Three Digit Multiple Choice Choose the Place Value Assessment	Place Value Baking Game https://www.education.com/game/place-value-baking-3-digit/
High Flyers	Understanding Place Value Game https://www.splashmath.com/place-value-games	Place Value Matching Game (4 digit numbers)	Focus on recognizing place value of a four digit number (thousands, hundreds, tens, ones) Four Digit Multiple Choice Choose the Place Value Assessment

Day One
Materials Needed:
- Computers
- Matching Game Cards (3 different sets)
- Formative Circling/Boxing and writing each number Assessment
- White Board & Marker

Striving Learners:

Rotation 1: Meet with Miss Leintz

-"This week we are going to start learning about place value. Place value is where the number is and how much it is. For example if our number is 12, the 2 is in the ones place and is 2 ones. The 1 is in the tens place so it is worth 1 ten. Now I am going to give you a number. I want you to write it on your white boards. Then, when you have it written, I am going to tell you to circle either the one or the tens place. Do that on your white board and then tell me how much the number is. Your first number is 24. Write 24 on your white board. Now, circle the number that is in the ones place. What number did you circle? Yes, you should have circled the four. How much is the four worth? 4 ones. Now I want you to put a box around the number that is in the 10s place. Which number did you put a box around?"

-Continue practicing like this for at least five more numbers: 33, 68, 29, 53, 70

Formative Assessment (Last 5 minutes of Rotation)
-Students will be drawing boxes around numbers in the 10s place, circling the number in the ones place and writing what each number is worth

Rotation 2: Technology
Website: https://www.education.com/game/place-value-blocks/
Task: Students will have to count the blocks and put the correct number in the correct place value spot. There are groups of tens and ones, so they will continue working on two digit numbers

Rotation 3: Hands on Practice
-Students will be playing a matching game in which one card has a two digit number with one digit highlighted. The student will have to match the circled digit to the correct number that it represents. For example, if the number is 34 and the 3 is circled, the student will have to match it to the card that has the number 30 on it.

Grade Level Learners

Rotation 1: Hands on Practice
-Students will be playing a matching game in which one card has a three digit number with one digit highlighted. The student will have to match the circled digit to the correct number that it represents. For example, if the number is 234 and the 2 is circled, the student will have to match it to the card that has the number 200 on it.

Rotation 2: Meet with the Teacher
-"This week we are going to start learning about place value. You learned a little bit about place value last year, but now we are going to add another digit. We are going to add a hundreds place digit. That means our numbers will now have three digits. Today we are going to practice figuring out what each digit is worth. For example, if our number is 873, I would say that the ones place has a 3 and it is worth 3 ones. The tens place has a 7 and it is worth 7 tens or 70. The hundred place has a 8 and it is worth 8 hundreds or 800. We are going to practice doing this on our white boards. I am going to give you a number, you are going to write the number on your white board. Then I am going to ask what number is in a certain place value spot. On your white board, you will write the number that is in that spot and how much that number is. Here is your first number: 368. I want you to write the number that is in the tens spot and what it is worth. [6 and worth 6 tens or 60]. Check for understanding and continue practicing with a few more examples.
-912, 157, 820, 199, 761

Formative Assessment
-Students will be circling the ones place, boxing the tens place and drawing an X over the hundreds place. They will then write the value of each number.

Rotation 3: Technology
Website: https://www.education.com/game/place-value-baking-3-digit/
Task: They will practice making three digit numbers using hundreds, tens, and ones.

High Flyers

Rotation 1: Technology
Website: https://www.splashmath.com/place-value-games (Understand Place Value)
Task: Students will have to complete the place value chart up to the thousands place by clicking the missing value.

Rotation 2: Hands On

-Students will be playing a matching game in which one card has a four digit number with one digit highlighted. The student will have to match the circled digit to the correct number that it represents. For example, if the number is 4,987 and the 9 is circled, the student will have to match it to the card that has the number 900 on it.

Rotation 3: Meet with Teacher

-"This week we are going to start learning about place value. You learned a little bit about place value last year, but now we are going to add a couple more digits. We are going to add digits all the way to the thousands place. That means our numbers will now have four digits. Today we are going to practice figuring out what each digit is worth. For example, if our number is 4,976, I would say that the ones place has a 6 and it is worth 6 ones. The tens place has a 7 and it is worth 7 tens or 70. The hundred place has a 9 and it is worth 9 hundreds or 900. The thousands place has a 4, and has a value of 4 thousands or 4,000. We are going to practice doing this on our white boards. I am going to give you a number, you are going to write the number on your white board. Then I am going to ask what number is in a certain place value spot. On your white board, you will write the number that is in that spot and how much that number is. Here is your first number: 8,631. I want you to write the number that is in the hundreds spot and what it is worth. [6 and worth 6 hundreds or 600]. Check for understanding and continue practicing with a few more examples.

-4,156 , 6,812 , 1,234 , 9,843 , 3,265

Formative Assessment (Last five minutes of rotation)

-Students will be circling the ones place, boxing the tens place, drawing an X over the hundreds place, and putting a start over the thousands place. They will then write the value of each number.

Striving Learners Matching Game

34	4
21	20
11	1
76	70
19	9

33	30
45	5
66	60
88	8
92	90

Grade Level Learners Matching Game

189	100
246	40
318	8
487	80
508	500
621	20

715	5
899	90
901	1
776	70

High Flyers Matching Game

1,495	1,000
2,325	300
3,321	20
4,002	2
5,867	60
6,193	100
7,832	7,000

8,9**76**	900
9,5**3**2	30
1,46**9**	9

Formative Assessment Striving Learners

> Circle the number in the ones place. Box the number in the tens place. Underneath each number, write its value.
>
> <div align="center">
>
> 86
>
> </div>

> Circle the number in the ones place. Box the number in the tens place. X the number in the hundreds place. Underneath each number, write its value.
>
> <div align="center">
>
> 463
>
> </div>

Formative Assessment High Flyers

> Circle the number in the ones place. Box the number in the tens place. X the number in the hundreds place. Draw a star over the number in the thousands place. Underneath each number, write its value.
>
> <div align="center">
>
> 2,153
>
> </div>

Day Two

	Rotation 1	Rotation 2	Rotation 3
Striving Learners	Using blocks to efficiently group and build two digit numbers Exit Slip: Grouping Efficiently Assessment (2 digits)	Groups of 10 **https://www.splashmath.com/place-value-games-for-1st-graders**	Place value mats (2 digit numbers)
Grade Level	Place Value mats (3 digit number)	Using toothpicks to efficiently group over 100 toothpicks Exit Slip: Grouping Efficiently Assessment (between 100-200)	Place Value Machine https://www.education.com/game/place-value-machine-3-digit/
High Flyers	Ten Thousand https://www.splashmath.com/place-value-games-for-3rd-graders	Place Value Mats (4 digit number)	Using toothpicks to efficiently group over 200 toothpicks Grouping Efficiently Assessment (Over 200)

Day Two

Materials:
- Blocks
- Toothpicks
- Rubber bands
- Computers
- Place Value Mats
- Place Value Counters
- Number Cards

Striving Learners

Rotation 1: Meet with the Teacher

-"I am going to give each of you a pile of blocks. I want you to do whatever you think will help you to quickly count them. I should be able to look at your blocks and count them right away."

-"I see that you all grouped your blocks differently. Let's talk about how you grouped your blocks."

-"The best way to group your blocks is to put as many as you can in groups of ten. Then leave the rest of them as single blocks so we can count them up fast. *Show the students how to do this*

-"Now I want you to put as many of your blocks as you can into groups of ten, then leave the rest alone. Then, I want you to count your blocks and tell me how many you have."

-After students have done this, ask them to count out different numbers of blocks and point out how it is so much more efficient when we group them.

Formative Assessment (Last five minutes)
-Students will be given a two digit number and will have to draw groups to represent the number

Rotation 2: Technology
Website: https://www.splashmath.com/place-value-games-for-1st-graders
Task: Students will be practicing quickly being able to count groups of ten by clicking on the number that represents the groups.

Rotation 3: Hands-on Math
-Students will draw a card from the pile of two digit numbers. They will then read each digit and will have to put groups of ten or ones in the correct spot on the place value mat. They will be doing this activity on their own.

Grade Level Learners

Rotation 1: Hands-on Math
-Students will draw a card from the pile of three digit numbers. They will then read each digit and will have to put groups of hundreds, tens, and ones in the correct spot on the place value mat. The will be doing this activity on their own.

Rotation 2: Meet with the Teacher
-Each student will have a partner. I will give them a pile of toothpicks & a few rubber bands. I will tell them to efficiently count them. (There will be between 100 and 200 toothpicks.)
-I will then teach the students that the most efficient way to count them is to group them into tens and put them in rubber bands. Then, group ten groups of ten to make one hundred.
-If time allows, I will ask them to show me different amounts of numbers quickly because they already have their rubber bands grouped.

Formative Assessment (Last five minutes)
-Students will be given a three digit number and will have to draw groups to represent the number

Rotation 3: Technology
Website: https://www.education.com/game/place-value-machine-3-digit/
Task: Students will be given a three digit number and they will have to place either groups of 100, 10, or 1s in the machine to make the number efficiently.

High Level Learners

Rotation 1: Technology
Website: https://www.splashmath.com/place-value-games-for-3rd-graders (Click on 10 Thousands)
Task: Students will begin working with 10 thousands by clicking the missing value on the chart.

Rotation 2: Hands-on Math
-Students will draw a card from the pile of four digit numbers. They will then read each digit and will have to put groups of thousands, hundreds, tens, and ones in the correct spot on the place value mat. The will be doing this activity on their own.

Rotation 3: Meet with Teacher
-Each student will have a partner. I will give them a pile of toothpicks & a few rubber bands. I will tell them to efficiently count them. (There will be over 200 toothpicks)

-I will then teach the students that the most efficient way to count them is to group them into tens and put them in rubber bands. Then, group ten groups of ten to make one hundred.

-If time allows, I will ask them to show me different amounts of numbers quickly because they already have their rubber bands grouped.

<mark>Formative Assessment (Last five minutes)</mark>

-Students will be given a three digit number and will have to draw groups to represent the number

Striving Learners Hands-on Activity

12	24	31
48	57	63
76	82	92
20	19	97
60	21	33

10	10
10	10
10	10
10	10
10	10

I	I
I	I
I	I
I	I
I	I

Grade Level Learners Hands-On Activity

		Hundreds
		Tens
		Ones

Grade Level Learners Hands-On Activity

128	224	316
483	575	631
761	829	924
205	193	971
609	218	733

100	100	100
100	100	100
100	100	100

10	10	I	I
10	10	I	I
10	10	I	I
10	10	I	I
10	10	I	I

High Level Learners Hands-On Math

	Thousands	Hundreds	Tens	Ones

High Level Learners Hands-On Math

1,528	2,824	3,916
4,183	5,775	6,131
7,961	8,629	1,924
2,605	8,193	2,971
6,709	2,418	9,733

100	100	100
100	100	100
100	100	100

10	10	I	I
10	10	I	I
10	10	I	I
10	10	I	I
10	10	I	I

1,000	1,000	1,000
1,000	1,000	1,000
1,000	1,000	1,000

Striving Learner Formative Assessment

Divide the following number into tens and ones using the chart on the right.

Tens	Ones

83

Name:

Grade Level Learner Formative Assessment

Divide the following number into hundreds,
tens and ones using the chart on the right.

Hundreds	Tens	Ones

152

High Flyer Formative Assessment

Divide the following number into
thousands, hundreds, tens and ones
using the chart on the right.

Hundreds	Tens	Ones

713

Day Three

	Rotation 1	Rotation 2	Rotation 3
Striving Learners	Expanded form Two digit numbers Mini Quiz: Expanded Form 2 Digits	Fruit Splat-Place Value Level 1 (ones & tens) http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm	Math Around the Room Expanded Form (Green) Two digit numbers
Grade Level	Math Around the Room Expanded Form (Orange) Three digit numbers	Expanded form Three digit numbers Mini Quiz: Expanded Form 3 Digits	Fruit Splat-Place Value Level 2 (up to hundreds) http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm
High Flyers	Fruit Splat-Place Value Level 3 (up to thousands) http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm	Math Around the Room Expanded Form (Pink) Four digit numbers	Expanded form Four digit numbers Mini Quiz: Expanded form 4 Digits

Day Three

     Materials
- Note cards with numbers written on to pull apart numbers into expanded form
- Computers
- Clip boards
- Pencils
- Math Around the Room Tasks for each level
- Math Around the Room recording sheet

Striving Learners

Rotation 1: Meet with the Teacher

-"This week we have been learning all about place value. We have been breaking numbers into tens and ones. Let's review, if I have the number 54, how many tens do I have? (5) How many ones do I have? (4) Yes, now we are going to practice writing in word form. We are going to pull the numbers apart. (Pull apart the numbers on note cards). We have 50 + 4. See how I did that? I have five tens which is 50 and four ones which is 4. Let's practice pulling apart a few more numbers."

-Practice with these numbers: 39, 98, 20, 47, 81

Formative Assessment (last five minutes)

-Students will have to put together one expanded number and will expand one number.

Rotation 2: Technology

Website: http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm

Task: (Level 1) Students will be given a prompt, like 6 tens, then the students will have to "splat" the fruit that says sixty, putting expanded form back into a regular number.

Rotation 3: Hands-on Math

Around the room will be math prompts that either have students putting two digit numbers into expanded form or writing numbers that were already in expanded form

back into regular two digit form. They will have a clipboard and a recording sheet where they will record their answers. All of their math prompts will have green on them so they can distinguish theirs.

Grade Level Learners

Rotation 1: Hands-on Math

Around the room will be math prompts that either have students putting three digit numbers into expanded form or writing numbers that were already in expanded form back into regular three digit form. They will have a clipboard and a recording sheet where they will record their answers. All of their math prompts will have orange on them so they can distinguish theirs.

Rotation 2: Meet with the Teacher

-"This week we have been learning all about place value. We have been breaking numbers into tens and ones. Let's review, if I have the number 254, how many hundreds do I have? (2) How many tens do I have? (5) How many ones do I have? (4) Yes, now we are going to practice writing in word form. We are going to pull the numbers apart. (Pull apart the numbers on note cards). We have 200 +50 + 4. See how I did that? I have two hundreds which is 200 five tens which is 50 and four ones which is 4. Let's practice pulling apart a few more numbers."
-Practice with these numbers: 539, 918, 220, 497, 851

Formative Assessment (last five minutes)

-Students will have to put together one three digit expanded number and will expand one three digit number.

Rotation 3: Technology

Website: http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm
Task: (Level 2) Students will be given a prompt, like 5 hundreds, 2 tens, and 1 one, then the students will have to "splat" the fruit that says 521, putting expanded form back into a regular number.

High Flyers

Rotation 1: Technology

Website: http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm
Task: (Level 3) Students will be given a prompt, like 9 thousands, 5 hundreds, 2 tens, and 1 one, then the students will have to "splat" the fruit that says 9,521, putting expanded form back into a regular number.

Rotation 2: Hands-on Math

Around the room will be math prompts that either have students putting four digit numbers into expanded form or writing numbers that were already in expanded form back into regular four digit form. They will have a clipboard and a recording sheet where they will record their answers. All of their math prompts will have pink on them so they can distinguish theirs.

Rotation 3: Meet with the Teacher

-"This week we have been learning all about place value. We have been breaking numbers into tens and ones. Let's review, if I have the number 9,254. How many thousands do I have? (9) How many hundreds do I have? (2) How many tens do I have? (5) How many ones do I have? (4) Yes, now we are going to practice writing in word form. We are going to pull the numbers apart. (Pull apart the numbers on note cards). We have 9,000+200 +50 + 4. See how I did that? I have nine thousands, which is 9,000. I

have two hundreds which is 200 five tens which is 50 and four ones which is 4. Let's practice pulling apart a few more numbers."
-Practice with these numbers: 5,139, 9,182, 2,209, 1,497, 8,551
<mark>Formative Assessment (last five minutes)</mark>
-Students will have to put together one four digit expanded number and will expand one four digit number.

Striving Learners Hands On Activity

1. Write the number in expanded form. 45	2. Write the number in expanded form. 12
3. Write the number in expanded form. 97	4. Write the number in expanded form. 73
5. Write the number in expanded form. 68	6. Put the number back in two digit form. 50+8
7. Put the number back in two digit form. 80+3	8. Put the number back in two digit form. 70+6

9. Put the number back in two digit form. 20+8	10. Put the number back in two digit form. 10+9

Grade Level Learners Hands On Activity

1. Write the number in expanded form. 798	2. Write the number in expanded form. 176
3. Write the number in expanded form. 661	4. Write the number in expanded form. 465
5. Write the number in expanded form. 323	6. Put the number back in three digit form. 900+50+8

7. Put the number back in three digit form. 400+80+3	8. Put the number back in three digit form. 100+70+6
9. Put the number back in three digit form. 200+20+8	10. Put the number back in three digit form. 600+10+9

High Level Learners Hands-on Activities

1. Write the number in expanded form. 4,375	2. Write the number in expanded form. 1,982
3. Write the number in expanded form. 9,117	4. Write the number in expanded form. 7,763

5. Write the number in expanded form. 6,268	6. Put the number back in four digit form. 7,000+500+50+8
7. Put the number back in four digit form. 6,000+400+80+3	8. Put the number back in four digit form. 1,000+200+70+6
9. Put the number back in four digit form. 9,000+800+20+8	10. Put the number back in four digit form. 4,000+300+10+9

Recording Sheet for Math Around the Room (all levels)
Directions: Match the number on the task card to the number on this recording sheet. Put your answer in the corresponding box. Make sure you follow the directions on the card that is hanging

1	2
3	4
5	6
7	8
9	10

Formative Assessments

Striving Learners

Grade Level Learners

Day 3 Mini Quiz

Circle the correct answer to each question.

1. How is 57 written in expanded form?
   a. 70+5
   b. 50+7
   c. 5+70
   d. 57

2. How is 98 written in expanded form?
   a. 98
   b. 90+8
   c. 80+9
   d. 9+80

3. What two digit number represents 70+6?
   a. 76
   b. 67
   c. 70+6
   d. 706

4. What two digit number represents 80+3?
   a. 80+3
   b. 38
   c. 83
   d. 803

5. On a scale of 1-4 how are you feeling about expanded form?
1- I am so confused.
2- I understand it a little bit, but need more practice
3- I understand this pretty well, but would like more practice
4- I am confident with this concept.

Please explain why you feel this way or what I could do to make this better.
_____
_____
_____
_____

Day 3 Mini Quiz

Circle the correct answer to each question.

1. How is 357 written in expanded form?
   a. 300+70+5
   b. 300+50+7
   c. 5+300+70
   d. 357

2. How is 198 written in expanded form?
   a. 198
   b. 100+90+8
   c. 100+80+9
   d. 90+80+100

3. What three digit number represents 800+70+6?
   a. 876
   b. 678
   c. 800+70+6
   d. 786

4. What two digit number represents 200+80+3?
   a. 200+80+3
   b. 382
   c. 283
   d. 823

5. On a scale of 1-4 how are you feeling about expanded form?
1- I am so confused.
2- I understand it a little bit, but need more practice
3- I understand this pretty well, but would like more practice
4- I am confident with this concept.

Please explain why you feel this way or what I could do to make this better.
_____
_____
_____
_____

High Flyers Formative Assessment

Day 3 Mini Quiz

Circle the correct answer to each question.

1. How is 2,357 written in expanded form?
   a. 2,000+300+70+5
   b. 2,000+300+50+7
   c. 5+ 2,000+300+70
   d. 2,357

2. How is 8,198 written in expanded form?
   a. 198
   b. 8,000+100+90+8
   c. 100+80+9+8,000
   d. 90+8,080+100

3. What three digit number represents 7,000+800+70+6?
   a. 7,876
   b. 6,787
   c. 7,000+800+70+6
   d. 7,786

4. What two digit number represents 9,000+200+80+3?
   a. 9,000+200+80+3
   b. 3,829
   c. 9,283
   d. 8,23

5. On a scale of 1-4 how are you feeling about expanded form?
1- I am so confused.
2- I understand it a little bit, but need more practice
3- I understand this pretty well, but would like more practice
4- I am confident with this concept.

Please explain why you feel this way or what I could do to make this better.
_____
_____
_____
_____

Day Four

	Rotation 1	**Rotation 2**	**Rotation 3**
Striving Learners	Using Place Value to Compare Two Digit Numbers Comparison Assessment 2 Digit Numbers	Great, Less, Equal http://www.sheppardsoftware.com/mathgames/earlymath/BPGreatLessEqualWords2.htm	Comparing Place Value Puzzles Two Digit Numbers
Grade Level	Comparing Place Value Puzzles Three Digit Numbers	Using Place Value to Compare Three Digit Numbers Comparison Assessment 3 Digit Numbers	Less Than or Greater Than: 100 to 999 https://www.education.com/game/less-than-greater-than-100-999/
High Flyers	Comparing Number Values (Level: Hard) http://www.abcya.com/comparing_number_values.htm	Comparing Place Value Puzzles Four Digit Numbers	Using Place Value to Compare Four Digit Numbers Comparison Assessment 4 Digit Numbers

Day Four
> **Materials:**
> - Place Value Puzzles x 3
> - Computers
> - Whiteboards
> - Markers
> - Assessments
> - Pencils

Striving Learners
> Rotation 2: Meet with the Teacher
> -"Today we are going to practice comparing numbers. That means we are going to use the signs that show greater than, less than, or equal to. >, <, =. We can use place value to determine these numbers, by first looking at which of the numbers in the tens column is bigger. Then, we know that the value with the bigger number in the tens column is going to be the greater number. If the numbers are the same, we then move to the ones column to determine which number is greater. Again, if the number are the same, we know that our numbers are equal. Let me do an example for you. 45 __ 87. First I am going to look at the tens column. I know that the first number is 4, which means the value is 40. The second number has an 8 which means the value is 80. So I now know that 45 < 87. Let's do a couple practice ones on your white board.
> - 85 > 63, 97 > 12, 34 < 65, 87 < 61 , 44 = 44
> Assessment (Last 5 minutes)
> -Students will be filling in the correct comparison signs to four different two numbers.
> Rotation 2: Technology

Website:
http://www.sheppardsoftware.com/mathgames/earlymath/BPGreatLessEqualWords2.htm
Task: Students will be clicking the correct comparison sign to make the balloons pop.
They will be comparing two digit numbers

Rotation 3: Hands-on Math

Students will be completing puzzles in which the pieces fit together to compare two digit
numbers. They will have to complete three piece puzzles, two pieces have two digit
numbers and the middle piece has a comparison sign.

Grade Level Learners:

Rotation 1: Hands-on Math

Students will be completing puzzles in which the pieces fit together to compare three
digit numbers. They will have to complete three piece puzzles, two pieces have three
digit numbers and the middle piece has a comparison sign.

Rotation 2: Meet with the Teacher

-"Today we are going to practice comparing numbers. That means we are going to use
the signs that show greater than, less than, or equal to. $>$, $<$, $=$. We can use place value to
determine these numbers, by first looking at which of the numbers in the hundreds
column is bigger. Then, we know that the value with the bigger number in the hundreds
column is going to be the greater number. If the numbers are the same, we then move to
the tens column to determine which number is greater. If those numbers are the same
move to the ones column. Again, if the number are the same, we know that our numbers
are equal. Let me do an example for you. 945 __ 187. First I am going to look at the
hundreds column. I know that the first number is 9, which means the value is 900. The
second number has an 1 which means the value is 100. So I now know that $945 > 187$.
Let's do a couple practice ones on your white board.
- $845 > 613$, $997 > 912$, $384 < 645$, $487 < 761$, $454 = 454$

Assessment (Last 5 minutes)

-Students will be filling in the correct comparison signs to four different three numbers.

Rotation 3: Technology

Website: https://www.education.com/game/less-than-greater-than-100-999/
Task: Students will be comparing three digit numbers by clicking the correct comparison
sign.

High Flyers

Rotation 1: Technology

Website: http://www.abcya.com/comparing_number_values.htm
Task: Students will be playing a racing game in which they click the correct comparison
sign. After correctly answering five questions, they will get to play a racing game.

Rotation 2: Hands-on Math

Students will be completing puzzles in which the pieces fit together to compare four digit
numbers. They will have to complete three piece puzzles, two pieces have four digit
numbers and the middle piece has a comparison sign.

Rotation 3: Meet with the Teacher

-"Today we are going to practice comparing numbers. That means we are going to use
the signs that show greater than, less than, or equal to. $>$, $<$, $=$. We can use place value to
determine these numbers, by first looking at which of the numbers in the thousands
column is bigger. Then, we know that the value with the bigger number in the thousands

column is going to be the greater number. If the numbers are the same, we then move to the hundreds column to determine which number is greater. If those numbers are the same move to the tens column. Then, if those numbers are the same as well, we move to the ones column. Again, if the number are the same, we know that our numbers are equal. Let me do an example for you. 7,945 __ 4,187. First I am going to look at the thousands column. I know that the first number is 7, which means the value is 7,000. The second number has a 4 which means the value is 4,000. So I now know that 7,945 > 4,187. Let's do a couple practice ones on your white board.
- 4,845 > 2,613, 8,997 > 7,912, 1,384 < 2,645, 3,487 < 7,761 , 1,454 = 1,454

-Students will be filling in the correct comparison signs to four different four numbers.

Striving Learners Hands-on Activity

15	<	46

96	>	13

78	>	34

32 = 32

12 < 76

33 < 88

56 > 55

21   <   76

89   =   89

20   =   20

Grade Level Learners

135   <   496

778 > 634

132 = 132

313 < 888

396 > 123

516   >   255

145   <   222

102   <   176

819   =   819

210   =   210

High Flyers Hands-on Activity

8,135   <   9,496

7,978   >   2,634

3,513   <   9,888

7,396   >   2,018

1,819 = 1,819

2,910 = 2,910

5,516 > 2,055

1,435 < 2,522

$$1{,}202 < 2{,}176$$
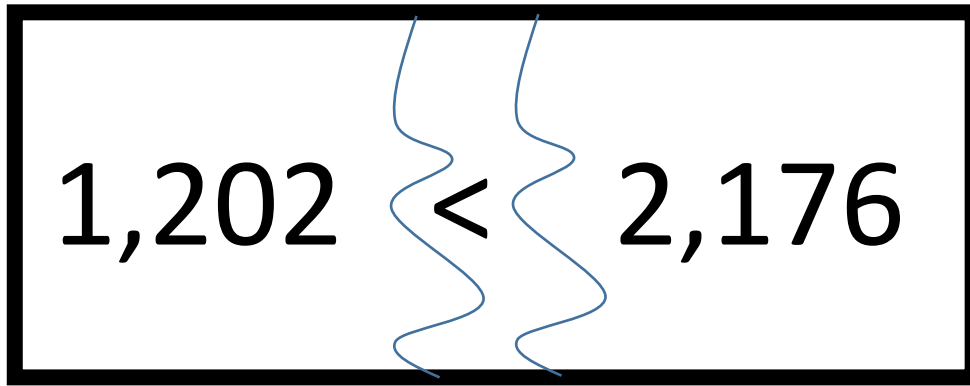
Striving Learners Formative Assessment

Directions: Write the correct comparison sign in the circle.   Name: _____

74	⬭	89
32	⬭	32
91	⬭	13
42	⬭	43
68	⬭	64

Grade Level Learners Formative Assessment

Directions: Write the correct comparison sign in the circle.   Name: _____

784	⬭	839
302	⬭	302
917	⬭	134
442	⬭	443
168	⬭	164

High Flyers Formative Assessment

Directions: Write the correct comparison sign in the circle.   Name: _____

7,184   ⬭   8,439

1,302   ⬭   1,302

9,417   ⬭   1,734

4,442   ⬭   4,443

1,168   ⬭   1,164

Day Five

	Rotation 1	Rotation 2	Rotation 3
Striving Learners	Review Two Digit Number Place Value Assessment of the whole week	Choice of website games from the whole week	Choice of activities for the last week
Grade Level	Choice of activities for the last week	Review Three Digit Number Place Value Assessment of the whole week	Choice of website games from the whole week
High Flyers	Choice of website games from the whole week	Choice of activities for the last week	Review Four Digit Number Place Value Assessment of the whole week

Day Five
    Materials:
- Pencil
- Assessment
- Hands-on Activities from previous days
- Computers

Striving Learners
Rotation 1: Meet with the Teacher
-On day five, I would meet with the students and we would practice all of our skills from the previous days. We would practice recognizing place value numbers, grouping,

expanded form, and comparing numbers. I would focus on whatever skill seemed be the hardest for the students. We would only spend a few minutes reviewing and then we would do the assessment.

Assessment

-Students will get the remainder of the time to work on the assessment.

Rotation 2: Technology

-Students will get their choice of games from the previous days. They will work on whichever game they feel they need the most practice at.

Great, Less, Equal Great, Less, Equal

http://www.sheppardsoftware.com/mathgames/earlymath/BPGreatLessEqualWords2.htm

Fruit Splat-Place Value, Level 1 (ones & tens)

http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm

Groups of 10

https://www.splashmath.com/place-value-games-for-1st-graders

Place Value Blocks

https://www.education.com/game/place-value-blocks/

Rotation 3: Hands-on Math

-Students will get to do a hands-on activity of their choice from the previous days. They will work on whichever activity they feel they need the most practice at.

-Comparing Number Puzzles

-Math Around the Room (Green)

-Place Value Mats

-Place Value Matching

Grade Level Learners

Rotation 1: Hands-on Math

-Students will get to do a hands-on activity of their choice from the previous days. They will work on whichever activity they feel they need the most practice at.

-Comparing Number Puzzles

-Math Around the Room (Orange)

-Place Value Mats

-Place Value Matching

Rotation 2: Meet with the Teacher

-On day five, I would meet with the students and we would practice all of our skills from the previous days. We would practice recognizing place value numbers, grouping, expanded form, and comparing numbers. I would focus on whatever skill seemed be the hardest for the students. We would only spend a few minutes reviewing and then we would do the assessment.

Assessment

-Students will get the remainder of the time to work on the assessment.

Rotation 3: Technology

-Students will get their choice of games from the previous days. They will work on whichever game they feel they need the most practice at.

Less Than or Greater Than: 100 to 999

https://www.education.com/game/less-than-greater-than-100-999/

Fruit Splat-Place Value-Level 2 (up to hundreds)

http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm

Place Value Machine
https://www.education.com/game/place-value-machine-3-digit/
Place Value Baking Game
https://www.education.com/game/place-value-baking-3-digit/

High Flyers

Rotation 1: Technology

-Students will get their choice of games from the previous days. They will work on whichever game they feel they need the most practice at.
Comparing Number Values (Level: Hard)
http://www.abcya.com/comparing_number_values.htm
Fruit Splat-Place Value-Level 3 (up to thousands)
http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm
Ten Thousand
https://www.splashmath.com/place-value-games-for-3rd-graders
Understanding Place Value Game
https://www.splashmath.com/place-value-games

Rotation 2: Hands-on Math

-Students will get to do a hands-on activity of their choice from the previous days. They will work on whichever activity they feel they need the most practice at.
-Comparing Number Puzzles
-Math Around the Room (Orange)
-Place Value Mats
-Place Value Matching

Rotation 3: Meet with the Teacher

-On day five, I would meet with the students and we would practice all of our skills from the previous days. We would practice recognizing place value numbers, grouping, expanded form, and comparing numbers. I would focus on whatever skill seemed be the hardest for the students. We would only spend a few minutes reviewing and then we would do the assessment.

Assessment

-Students will get the remainder of the time to work on the assessment.

Striving Learners

Assessment　　　　　　　　　　　　　Name:_____

Circle the number in the ones place. Box the number in the tens place. Underneath each number, write its value.

46　　　　　　　　　93

Divide the following numbers into tens and ones using the chart on the right.

67
20

Tens	Ones

Write the following numbers in expanded form.

76　　　___+___=___

97　　　___+___=___

Compare the following numbers using the comparison signs greater than, less than, and equal to.

54 ◯ 77　　66 ◯ 63

83 ◯ 83

Grade Level Learners

Assessment   **Name:**_____

Circle the number in the ones place. Box the number in the tens place. X the number in the hundreds place. Underneath each number, write its value.

486   931

Divide the following numbers into tens and ones using the chart on the right. Make sure you

write the value of the number.

674
250

Hundreds	Tens	Ones

Write the following numbers in expanded form.

176 ___+___+___=___
973 ___+___+___=___

Compare the following numbers using the comparison signs greater than, less than, and equal to.

546 ◯ 773 661◯ 663
832 ◯◯832

High Flyers

Assessment   **Name:**_____

Circle the number in the ones place. Box the number in the tens place. X the number in the hundreds place. Draw a star over the number in the thousands place. Underneath each number, write its value.

1,486   7,931

Divide the following numbers into tens and ones using the chart on the right. Make sure you

write the value of the number.

674
250

Thousands	Hundreds	Tens	Ones

Write the following numbers in expanded form.

7,176 ___+___+___+___=___
9,732 ___+___+___+___=___

Compare the following numbers using the comparison signs greater than, less than, and equal to.

5,461 ◯ 1,773   6,563 ◯ 6,566
8,321 ◯ 8,321