Differentiated Instruction

Place Value and Number Sense

Lesson 1

Submitted by Kimberly DeSchryver

Grade 3

9/11/17

Students will relate 4-digit numbers to thousands, hundreds, tens, and ones.

Students will read and write up to 4-digit numbers and relate each digit in a number to its

place value.

Time-

65-70 minutes

Materials- Purposeful Design Mathematics third grade skill practice page 3 and 4.

 BLM 3 from Purposeful Design Mathematics for enrichment

 Simply Skilled in Second Numbers to 10,000 pre-assessment

Center Materials- review games and recording sheets for each game (purchased online)

 math fact sheets adding two’s and three’s

 addition wrap ups

 math journal story problem cut outs (purchased with review games)

 lined paper

 individual white boards and supplies

Pre-assessment- A few days prior to lesson 1 administer Numbers to 1,000 pre-assessment to determine which children need extra support or enrichment on each skill. Record those notes (I keep mine in an anecdotal notebook).

Introduction- 5-10 minutes

Read Sir Circumference and All the the Kings Tens by Cindy Neuschwander. Begin discussion of numbers. Write 1,245 on chart a piece of chart paper. Ask how can we show this number? Elicit responses and write them down.

Whole Class Mini Lesson- Anchor Chart Numbers to 10,000 10 minutes

Write the following on the chart 1,324- Standard Form

 The digits are 1,3,2,4

Make a place value chart underneath showing the number in the place value chart

Write Place Value next to the chart and explain that each place value represents a value.

Review how to count each place value, 1’s, 10’s, 100’s, 100’s.

Explain that each digit has a value.

Write the following underneath the place value chart

\_\_\_\_\_\_\_\_\_\_place \_\_\_\_\_\_\_\_\_value

for each digit write the place and the value

Then explain how to write explanded notation for the number using the place value chart

write Expanded Notation and write the expanded notation for 1,324

Then write Word Form and explain how to write a number using words. Write one-nine and hundred, thousand on the paper.

Show how to write the number in word form

Review the terms: digits, standard form, place, value, expanded form, and word form

Rotation Review: 5 minutes

Review with children how to complete the game stations, independent work, fact practice and math journal (taught on previous days).

On Math board have written names of students for each station (work with teacher, games, independent work). Go over rotation. Explain the need to’s that are written on board:

Independent practice

game

fact practice

math journal

Each child must complete these activities.

Then explain want to’s that are written on board

math wrap up

white board practice with partner

write my own story problem

write and song or wrap for adding two’s and three’s.

Explain that when children are done with the need to’s they may complete a want to. During this lesson the children may not get to the want to’s because the rotations are shortened. However, they may complete the want to’s during the rest of the week.

Start math rotations.

Since this is the first day spend about 10-12 minutes meeting with each group.

Pass out number cards with digits 0-9. Have children turn four cards over at a time and practice reading numbers, locating digits, and describing their value. Have them build their numbers on a place value mat with place value discs. Do this two or three times. Each time have them compare their number to the students sitting next to them.

Have each student take out pages 3,4 from math book and go over directions. Have them complete pages during independent work time.

Students needing extra support, start with building numbers to 100 and guide them through the more difficult problems on the math page.

For the advanced learners, have them build numbers to 10, 000 and complete the BLM enrichment page in the math curriculum.