

Title: Place Value/ How Much Is A Million?

Brief Overview:

This concept development unit will provide students with the knowledge and understanding of the value of digits in a whole number that are between 0 and 1,000,000. In addition, students will be able to represent whole numbers in standard form, word form and with pictorial representations of a given number. In addition, students will be able to compare and order numbers in order from least to greatest.

NCTM Content Standard/National Science Education Standard:

- Apply the knowledge of whole numbers and place value by reading, writing and representing whole numbers using symbols, words and models of numbers up to 10,000 (3rd Grade) and 1,000,000 (4th Grade).
- Identify the place value of digits in a whole number.
3rd Grade 0 - 9,999
4th Grade 0 - 999,999
- Compare, order and describe whole numbers with or without using relational symbols (<, >, =)

Grade/Level:

3rd & 4th Grade

Duration/Length:

This concept development unit should last for a period of five days with a Summative Assessment to be given on the last day.

Student Outcomes:

Students will:

- Use digits from 0-9 to form whole numbers from 0-999
- Students will use base ten blocks to represent whole numbers from 0-999 in written form, numeric form, and through the use of symbols
- Students will identify the value of digits on flash cards with numbers from 0-999

Math Vocabulary Development

<ul style="list-style-type: none">• Digit• Digit Value• Whole Number• Number Periods• Millions Period• Thousands Period• Ones Period• Equal• Expanded Form	<ul style="list-style-type: none">• Millions• Hundred Thousands• Ten Thousands• Thousands• Hundreds• Tens• Ones• Greater Than• Less Than	<ul style="list-style-type: none">• Standard Form• Word Form• Model Form• Pictorial Form• Base Ten Blocks• Cubes• Flats• Rods• Units
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Materials & Resources for Each Lesson

Lesson 1

Three is the Magic Number

- **Book entitled, “How Much Is A Million?” by David Schwartz and Steven Kellogg**
- **Math Vocabulary Cards (Teacher Resource Sheet #1)**
- **Base Ten Blocks (one set per pair of students)**
- **Student Copies of Digit Cards (Student Resource Sheet #1)**
- **Student Copies of Place Value Chart (Student Resource Sheet #2)**
- **Student Copies of Hundred Chart (Student Resource Sheet #3)**
- **Overhead Projector**
- **Overhead Projector Markers**
- **Overhead Transparencies of Student Resource Sheets #1 and #2**
- **Student Math Journals and Pencils**
- **Sandwich Bags**
- **Exit Cards (Post It Notes)**
- **Brief Constructed Response – Lesson One (Student Resource Sheet #4)**
- **Chart Paper**

Lesson 2

Give Me The Digits!

- **Book entitled, “How Much, How Many, How Far, How Heavy, How Long, How Tall Is 1,000?” by Helen Nolan and Tracy Walker**
- **Base Ten Blocks**
- **Overhead Projector**
- **Overhead Transparencies of Student Resource Sheets #1 and #2**
- **Student Digit Cards in Sandwich Bags**
- **Student Math Journals and Pencils**

- Chart Paper
- Exit Cards (Post It Notes)
- Brief Constructed Response – Lesson Two (Student Resource Sheet #4)

Lesson 3

States, Countries and Planets

(Differentiation)

- Book, “Is A Blue Whale The Biggest Thing There Is?” by Robert Wells
- State Areas (3rd Graders)
- Student Copies of State Areas
- Student Copies of Country Areas (Accelerated 3rd Graders)
- Student Copies of Planets (4th Graders)
- Student Math Journals and Pencils
- Exit Cards (post-it notes)
- Brief Constructed Response – Lesson Three (Student Resource Sheet #10)
- MSA
- Accelerated Brief Constructed Response – Lesson Three (Student Resource Sheet #11)
- Chart Paper
- Clotheslines
- Paperclips
- Paper Bag
- Cut out states, countries and planets from Student Resource Sheets #7, 8 and 9

Development/Procedures:

Lesson 1

Three is the Magic Number

Day One

Advanced Preparation –Teacher Set Up

Prior to the lesson it is necessary to make sure that all of your transparencies of **Student Resource Sheets #1 and #2** are precut and ready for modeling on the overhead projector. In addition, each child should have a copy of **Student Resource Sheets #1, #2, and #3**. Prepare manipulatives for groups of four in baskets or buckets. Have 2 sets of base ten blocks sorted into the baskets for partners in each group to share.

Warm Up – Have children count from 0 to 200 by tens.

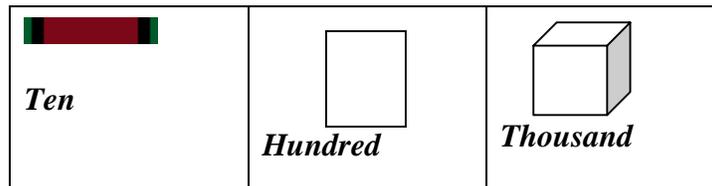
Pre-assessment – Have children share their prior knowledge about place value. Record their responses on chart paper. Write the whole number 143 on the chalkboard. Ask the students to read the number aloud. Next, have the students use their math journals to write all the ways that 143 can be represented using numbers, words and pictures. Give them about 10 minutes to write independently.

Monitor their writing and make tally marks of students who can give at least one other representation of the number proficiently for your own records. By doing this, you'll know how effective the lesson was later when you evaluate their exit cards.

Launch – Math Literature

- Introduce the book entitled, “How Much Is A Million?” Tell the children that throughout the story, they should be listening for words that have to do with place value. Read the story. Ask the children what words they heard from the story that dealt with place value. Record their responses on the chart paper.
- Use the flashcards from Teacher Resource Sheet #1 to introduce new math vocabulary words and their meanings.
- Make bigger cards of the vocabulary words. The students choose vocabulary words and make ICONS for them. When the students are done they will have three or four ICONS for each word. Have the students do a “gallery walk” to observe each groups ICONS and vote on the best ICON for the vocabulary word.

ICONS are very important to use along with math vocabulary development for students who are emergent readers, English Language Learners or students with special needs.. ICONS should be placed directly below or above the math vocabulary word to help students identify the word. Have the students vote on the best ICON for the mathematical term. When the cards are complete, post them on the math word wall or in a visible place in your classroom so that students can use them as a resource. See examples below.



- Have the students take out pre-cut **digit cards (Student Resource Sheet #1)**.
- Next, have students take out the **place value chart (Student Resource Sheet #2)**.

- Have students represent two digit numbers with base ten blocks on a **hundred chart mat**(**Student Resource Sheet #3**).

Teacher Facilitation –

- Have the place value chart and digit cards on the overhead projector ready to go.
- Children should be in groups of four at tables.
- Place the number 27 on a clear part of the projector. Ask the students to discuss where the two digits should go on the place value chart. Instruct them to discuss it in their groups for one minute and come up with an answer. They should raise their hand when they are ready to instruct you as to where the digits should go.

You are activating students' prior knowledge on the subject of place value. Ask students to place the digits for the following numbers in the correct column on the place value chart: 145, 679, 80, and 1,342.

- Use three of those same numbers and ask students to decide how to write them in word form. Record their answers on the overhead projector.
- Have the students represent the numbers 27, 145 and 80 on your place value chart using base ten blocks.

Student Application – Independent Work

- In order to begin tactile learning with base ten blocks, instruct the students to take out 5 flats, 10 rods and 10 units.
- Ask them to represent the numbers 145 on their place value charts. In addition, they should write the number in their math journals. Ask them if they can use the word form to write 145. Next, ask them if they can draw a pictorial representation of 145 in their journals.

Lesson 1

Three is the Magic Number

Day Two

Teacher Facilitation – Review From Day One

- Use the flashcards from Resource Sheet #1 with ICONS to reinforce new math vocabulary words and their meanings.
- Place the number 227 on a clear part of the projector. Ask the students to discuss where the two digits should go on

the place value chart. Instruct them to discuss it in their groups for one minute and come up with an answer. They should raise their hand when they are ready to say where the digits go.

- Write the numbers 127, 523, 1,234 on the board. Instruct the students to use their **place value charts (Student Resource Sheet #2)**, digit cards and base ten blocks to express the three numbers. Have them record the standard form, word form, and pictorial form of each number in their math journals.
- Monitor their responses and re-teach at the moment you see incorrect answers. Ask them to match each form together to make sure they are correct.

Summary – Further Practice

- Tell the children to write in their journals how they know their answers are correct after they finish expressing the three numbers.
- Demonstrate how to use standard form (1,342) and word form (one thousand, three hundred forty-two) as well as how to draw a pictorial representation of 1,342 with 1 cube, 3 flats, 4 rods and 2 units.
- Ask students to give other ways to represent the number 1,342.

Embedded Assessment – Student Monitoring

- Walk around and take notes or tallies of how many children can represent 145 in more ways than just writing the number down.
- **Brief Constructed Response – Lesson 1 (Student Resource Sheet #4)**
- **Use the MSA Mathematics BCR Rubric to evaluate (Teacher Resource Sheet #2)**

Re-teaching/Extension – Small Group Instruction

- Have the students bring their digit cards and math journals to the carpet. Have your digit cards ready to draw four digits. Write the number you drew on chart paper. Have the small group read the number. Ask them to tell you other ways to represent the number. Prompt them if they are unsure on word form and model how to draw a picture to represent the number.
- Once you are done modeling one example, have them do the same activity with a partner. They are to shuffle their digit cards and remove three or four cards at a time and place them on the carpet. Have them record the digits they removed in their math journals

and make sure to put the comma in between the thousands and the hundreds place. Next, instruct them to represent their numbers with base ten blocks and word form. They can do this activity with a partner. Monitor their work carefully and facilitate the game for the first three or four turns. Finally, have them do an exit card with a number of your choosing. Have them represent it three different ways and give their cards to you. Decide who needs further small group instruction or who can move on to do independent work with Lesson 2.

Lesson 2

Give Me The Digits!

Advanced Preparation – Teacher Set Up

- Prior to the lesson, it is necessary to make sure that your transparency of Student Resource Sheet #10 is on the overhead projector. In addition, each child should have their old copies of Student Resource Sheets #2 and #3 at hand. In addition, they should have their digit cards out for quick reference and new copies of Resource Sheet #10. Make sure that baskets are out with 2 sets of base ten blocks for each group to share. ***Do not give the students Student Resource Sheet #10 until you have modeled how to use it.***

Warm Up – Motivation

- Have the student count by hundreds from 0 to 1,000.

Pre-assessment – Write the numbers 1, 234, 567 and 31, 908 on the board. Ask the students to record the numbers in their math journals and to identify the value of the digit that is underlined.

Monitor their writing and make tally marks of students who can identify the value of at least two digit values from the numbers on the board. By doing this, you'll know how effective the lesson was later when you evaluate their exit cards.

Launch – Math Literature

- Read them the book entitled, “How Much, How Many...” by Helen Nolan.
- Before reading the book, ask them to tell you what they know about 1000. ex. How many hundreds are in 1,000? How many tens are in 1,000?

- After reading the book , ask the children to express what they know about 1,000 now that they have heard this story.

Teacher Facilitation – Review - Place Value/ Begin Digit Value

- Review the meaning of the place value chart. Use the digit cards to make the numbers 1,056, 808 and 239. Ask the students to discuss each number in their groups before they decide on where to place each digit on their place value charts. When they have their group answer, they should raise their hands and you should record their answers on the overhead projector. Discuss any wrong answers and use the base ten blocks to model the correct answers.
- Make the number 24,231 with digit cards. Have each group place one digit in the place value chart. When you are done, write the value of each digit below the digit on the place value chart.
- Begin with 24,231. Have the children say the number aloud. Next, have them identify the value of the bolded digit in their groups and record the answer in their journals. Have them raise their hand and come up to the overhead projector to write the value of the underlined digit.

If you get incorrect answers, record them anyway and ask other groups for what they think the answer is. Don't stop asking for answers when you get the correct answer. Record more than two answers and then discuss with the class why each answer is correct or incorrect. This way, they are involved in the conversation and it seems like you are making discoveries together. In addition, for the number 24,231, accept multiple answers such as the 4 is worth 4 thousands, 40 hundreds or 400 tens, etc.

- Continue this activity for at least five numbers, using the same format. Group discussion is a powerful way to have children reach a consensus and explain to each other why their answers are correct verbally before they express it to you. That is why its important to include their answers whether they are wrong or write on the projector, and discuss what makes them incorrect or correct.

Student Application – Independent Practice

- Have the students do two or three other examples of five digit numbers on their own. Tell them it is very important not to go on, so that we can make sure everyone is on the right track. Once they have completed several problems on their own, go back to whole group and discuss what the correct or incorrect answers are, and show them with base

ten blocks on the overhead projector the model of each number.

Summary

- Tell the children to write in their journals how they know their answers are correct.

Embedded Assessment – Exit Cards

- Write the number 12, 345 on the projector screen. Tell the students to write the number on their post it notes along with their name and identify the value of the underlined/bolded digit.
- **Student Resource Sheet #5** can be used to assess students understanding of digit value.
- Use **Teacher Resource Sheet #3** to grade student responses.
- In addition, pass out **Brief Constructed Response- Lesson Two (Student Resource Sheet #6)** and give them 10 minutes to complete it.
- **The answers to all Brief Constructed Responses are found on Teacher Resource Sheet #7.**
- **Use the MSA Mathematics BCR Rubric to evaluate (Teacher Resource Sheet #2)**

Re-teaching/Extension

- Have the students bring their place value worksheets and a basket of base ten blocks to the carpet. Write one of the numbers from the worksheet on the chart paper. Have the small group read the number. Underline one of the digits. Ask them to represent the number with the base ten blocks. Ask them to identify the number of blocks in each place value. For example 1 ten thousand, 2 hundreds, etc...Now, ask them to write on the papers the value of the underlined digit. Ask them to share their answers while you record them on the chart paper. Discuss all answers and constantly compare them to the base ten blocks on the floor.
- Have them complete an exit card of a number with an underlined/bolded digit. Decide who can go on to do independent work for Lesson Three.

Lesson 3

States, Countries and Planets

Advanced Preparation – Teacher Set Up

- Prior to the lesson, it would be helpful if you would make a large model of the place value chart on the board, up to the millions place. In addition, you should have large digit cards available from 0-9 including the $<$, $>$ symbols. This will be used when children need reinforcement of place value while ordering large whole numbers from greatest to least or vice versa. Make sure that there are also baskets out at each table with 2 sets of base ten blocks, including 2 or three cubes for each group to share. ***Do not give the students Student Resource Sheets #7, #8 or #9 until you have explained how to use them.***
- For Small Group Instruction during re-teaching you will need to have a clothesline up on the board with paperclips ready for students to use. In addition, you need to cut out **Resource Sheets #10, 11 and 12** and have them in a paper bag ready to be picked and ordered on the clothesline (number line).

Pre-assessment – Write the numbers 1,234,566, 1,236 and 123,456 on the board. Ask the students to record the three numbers in their math journals and put the numbers in order from least to greatest. Monitor the student responses and record which students have a proficient understanding, average understanding, and low- level of understanding. Put the children into three groups by the level of their understanding of ordering numbers sequentially.

Launch – Math Literature

- Read the book entitled, “Is a Blue Whale the Biggest Thing There Is?” by Robert Wells
- Before reading the book, ask them to tell you what they know about 1,000,000. ex. How many thousands are in 1,000,000? How many hundreds are in 1,000,000? Record their answers on chart paper.
- After reading the book, ask the children to explain what they know about 1,000,000 now that they have heard this story. Record their answers on chart paper.

Teacher Facilitation – Review - Place Value

- Review place value by writing the number 234,566 on the board. Ask the students in each group to review the number and decide on the value of each digit. Have each group come to the front of the class and recite each of the digits place value. Discuss any wrong answers and have five students come to the board and write the correct place

value answers. Have the children say aloud the correct place value answers all at once.

- Then, explain to the class that they are going to learn a new skill today. The students will learn how to compare and order whole numbers. Comparing whole numbers will help students understand how some whole numbers are greater in value than other whole numbers. It will also explain why some numbers are lesser than or equal to each other. This lesson will reinforce previous knowledge of reading numbers in standard form.
- Pass out **State Areas (Student Resource Sheet #7)**, **Country Areas (Student Resource Sheet #8)** and **Planets (Student Resource Sheet #9)** worksheets to students according to their level of understanding. Give students copies of state areas to the third graders. Student copies of country areas should be handed out to the accelerated third graders. The fourth graders should receive student copies of the planets. Answers can be found on Teacher Resource Sheets 4, 5, and 6.

Student Application

- Allow each group to give you their first answer. If their answer is incorrect, have the group members come up to the board and use your digit cards to place them in the correct spot on the place value chart. Discuss the reason why the new answer is correct. When they have finished, have each group come to the front of the class and give their answers. If the any of the answers are incorrect, have the students model the number on their place value charts with their digit cards. Discuss the differences in the numbers, and then have them organize the numbers again.
- Have students justify their answers in their journal.

Embedded Assessment

- Write the numbers 234,980 and 243,980 on the board. Have the students write the numbers on their post it notes from least to greatest. Collect their post it notes. Call out the numbers one at a time and have the students identify the least and greatest number by raising their hands.
- Use the **Teacher Resource Sheets #4, #5 and #6** to grade their worksheets.
- Pass out the **Brief Constructed Response – Lesson Three (Student Resource Sheet #10)** and allow the students to have 10 minutes to complete the sheet.

- **The answers to all Brief Constructed Responses are found on Teacher Resource Sheet #7.**
- **Use the MSA Mathematics BCR Rubric to evaluate (Teacher Resource Sheet #2)**

Re-teaching – Small Group Instruction - Clothesline

- Have students come to the carpet with their math journals. Have the states, countries, and planets cut out and put into a bag. Then have each student reach into the bag and take out one card. Give them paperclips and have them stand in the order of their numbers from least to greatest. Have each student come to the clothesline and place his or her number on the clothesline.
- Have the student write the numbers from least to greatest in their math journals.
- Next, pick three numbers in the hundred thousands place and one in the millions place. Write them on the board and have them write the numbers from least to greatest on their post-it notes. Collect their post-it notes. Discuss the answers. Have them write a reflection in their math journals.

Extension

- If there are students who have a proficient understanding of how to compare and order numbers in the millions, then they can be given the **Brief Constructed Response – Lesson Three (Student Resource Sheet #11)**.
- **The answers to all Brief Constructed Responses are found on Teacher Resource Sheet #7.**

Additional Resources – Websites

<http://quickfacts.census.gov/qfd/mtps>
www.encyclopedia.msn.com
www.cia.gov/cia/publications/factbooks/geo
www.enchantedlearning.com/usa/states/area
www.office.microsoft.com/clipart/default.aspx

Summative Assessment:

- You will give the students the summative assessment when all three lessons are completed. Before giving the test you should ask the students if they have any questions. If there are any questions, you should give some examples that coincide with the previous lessons. The students will need two pencils and some paper. You should give the students 40-45 minutes to complete the assessment.

(Student Resource Sheet #12.) Answers are on Teacher Resource Sheet #8.

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Teacher Resource Sheet #1

Lesson 1 Math Vocabulary Words

Digit	Ten Thousands	Standard Form
Digit Value	Thousands	Word Form
Whole Number	Hundreds	Pictorial Form
Number Periods	Tens	Expanded Form
Hundred Thousands	Ones	Millions

Digit Cards

0	1	2
3	4	5
6	7	8
9	+	-



Student Resource Sheet #2

Place Value Chart

Practicing Place Value (Ten Thousands)

Ten-Thousands	Thousands	Hundreds	Tens	Ones

Practicing Place Value (Millions)

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Hundred Chart

HUNDRED CHART

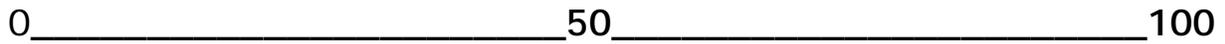
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Brief Constructed Response
Lesson One

Part A

Place the numbers in the correct position on the number line.

34 14 67 27 89 72



Part B

Use what you know about ordering numbers to explain why your answer is correct. Use number and/or words in your explanation.

**MSA Mathematics BCR Rubric
Grades 3 through 8**

2 The response demonstrates a complete understanding and analysis of a problem.

- Application of a reasonable strategy in the context of the problem is indicated.
- Explanation¹ of and/or justification² for the mathematical process(es) used to solve a problem are clear, developed, and logical.
- Connections and/or extensions made within mathematics or outside of mathematics are clear.
- Supportive information and/or numbers are provided as appropriate.³

1 The response demonstrates a minimal understanding and analysis of a problem.

- Partial application of a strategy in the context of the problem is indicated.
- Explanation¹ of and/or justification² for the mathematical process(es) used to solve a problem is partially developed, logically flawed, or missing.
- Connections and/or extensions made within mathematics or outside of mathematics are partial or overly general, or flawed.
- Supportive information and/or numbers may or may not be provided as appropriate.³

0 The response is completely incorrect, irrelevant to the problem, or missing.⁴

Notes:

¹ **Explanation** refers to students' ability to communicate **how** they arrived at the solution for an item using the language of mathematics.

² **Justification** refers to students' ability to support the reasoning used to solve a problem, or to demonstrate **why** the solution is correct using mathematical concepts and principles.

³ Students need to complete rubric criteria for *explanation*, *justification*, *connections* and/or *extensions* as cued for in a given problem.

⁴ Merely an exact copy or paraphrase of the problem will receive a score of "0".

Place Value Worksheet

Name the value of the bolded digit in each number.

2 4 ,231	22,4 0 7	10, 9 32
1 0,555	1, 9 54	5, 5 44
9,6 1 5	9, 3 51	8,7 2 2
1,5 4 5	5 ,270	2 2,806
1 10,860	2 2,980	5,6 4 0
3 ,269,845	8 05,623	2 34,621
9 51	5 2 3	4 2,128
9 9 9	9 ,999	6,5 8 7
4 05,186	753, 1 23	8 47,632
1 53	82 5	2 7
5 6	1 25	9 4 6,123
8,5 2 4	9 65	2,856,0 0 6
80 0 ,562	9 5 1,369	7 ,548,652

ANSWERS

Place Value Worksheet

24,231 4,000 or 4 thousands	22,407 0 tens	10,932 900 or 9 hundreds
10,555 10,000 or 1 ten thousands	1,954 900 or 9 hundreds	5,544 500 or 5 hundreds
9,615 10 or 1 ten	9,351 300 or 3 hundreds	8,722 20 or 2 tens
1,545 40 or 4 tens	5,270 5,000 or 5 thousands	22,806 20,000 or 2 ten thousands
110,860 100,000 or 1 hundred thousand	22,980 2,000 or 2 thousands	5,640 40 or 4 tens
3,269,845 3,000,000 or 3 millions	805,623 0 ten thousands	234,621 200,000 2 hundred thousands
951 50 or 5 tens	523 20 or 2 tens	42,128 40,000 or 4 ten thousands
999 9 or 9 ones	9,999 9,000 or 9 thousands	6,587 80 or 8 tens
405,186 400,000 or 4 hundred thousands	753,123 100 or 1 hundred	847,632 40,000 or 4 ten thousands
153 50 or 5 tens	825 5 or 5 ones	27 20 or two tens
56 6 or 6 ones	125 100 or 1 hundred	946,123 40,000 or 4 ten thousands
8,524 20 or 2 tens	965 900 or 9 hundreds	2,856,006 800,000 or 8 hundred thousand
800,562 0 thousands	951,369 50,000 or 5 ten thousands	7,548,652 7,000,000 or 7 millions

Brief Constructed Response
Lesson Two

Look at the digits in the box below.

5	7	0	6
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Part A

Use the digits above to write a number with the number 0 in the tens place, the number 7 in the ones place, the number 5 in the hundreds place, and the number 6 in the thousands place.

Part B

Use what you know about place value to explain why your answer is correct.
Use number and/or words in your explanation.

State Areas

Look at the area (sq. miles) of each state below. Cut each box out and paste them in order from least to greatest on a separate sheet of paper.

States	
Delaware 1,954 sq. miles 	Maryland 12,407 sq. miles 
Massachusetts 10,555 sq. miles 	Hawaii 10,932 sq. miles 
Rhode Island 1,545 sq. miles 	Vermont 9,615 sq. miles 
New Jersey 8,722 sq. miles 	Connecticut 5,544 sq. miles 
New Hampshire 9,351 sq. miles 	West Virginia 24,231 sq. miles 

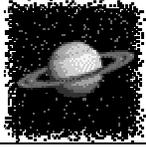
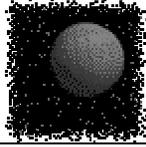
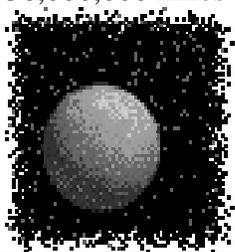
Country Areas

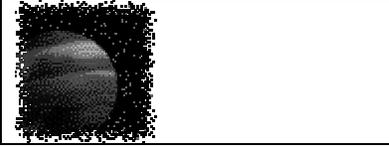
Look at the area (sq. miles) of each country below. Cut each box out and paste them in order from least to greatest on a separate sheet of paper.

<p>Brunei, Africa 5,270 sq. miles</p> 	<p>Benin, Africa 110,620 Sq. miles</p> 
<p>Cape Verde, Africa 4,033 sq. miles</p> 	<p>Cuba, Caribbean/Central America 110,860 sq. miles</p> 
<p>Belize, Central America 22,806 sq. miles</p> 	
<p>Djibouti, Africa 22,980 sq. miles</p> 	

Planets

Look at the miles (from the sun) of each planet below. Cut each box out and paste them in order in from least to greatest on a separate sheet of paper.

<p>Saturn 838,200,000 miles</p> 	<p>Mars 141,000,000 miles</p> 
<p>Earth 93,000,000 miles</p> 	<p>Mercury 36,000,000 miles</p> 
<p>Pluto 3,670,000,000 miles</p> 	<p>Venus 66,800,000 miles</p> 
<p>Neptune 2,800,000,000 miles</p> 	<p>Uranus 1,780,000,000 miles</p> 
<p>Jupiter 480,000,000 miles</p>	



State Areas

Look at the area (sq. miles) of each state below. Cut each box out and paste them in order from least to greatest on a separate sheet of paper.

ANSWERS

Rhode Island, Delaware, Connecticut, New Jersey, New Hampshire, Vermont, Massachusetts, Hawaii, Maryland, West Virginia

States	
Rhode Island 1,545 sq. miles 	Vermont 9,615 sq. miles 
Delaware 1,954 sq. miles 	Massachusetts 10,555 sq. miles 
Connecticut 5,544 sq. miles 	Hawaii 10,932 sq. miles 
New Jersey 8,722 sq. miles 	Maryland 12,407 sq. miles 

<p>New Hampshire 9,351 sq. miles</p> 	<p>West Virginia 24,231 sq. miles</p> 
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Teacher Resource Sheet #5

Country Areas

Look at the area (sq. miles) of each country below. Cut each box out and paste them in order from least to greatest on a separate sheet of paper.

ANSWERS

Cape Verde, Brunei, Belize, Djibouti, Benin, Cuba

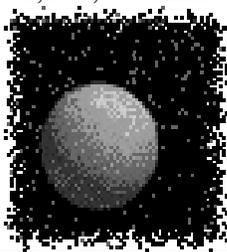
<p>Africa-Cape Verde 4,033 sq. miles</p> 	<p>Africa-Brunei 5,270 sq. miles</p> 	<p>Central America-Belize 22,806 sq. miles</p> 
<p>Africa-Djibouti 22,980 sq. miles</p> 	<p>Africa-Benin 110,620 Sq. miles</p> 	<p>Central America-Cuba 110,860 sq. miles</p> 

Planets

Look at the miles (from the sun) of each planet below. Cut each box out and paste them in order in from least to greatest on a separate sheet of paper.

ANSWERS

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto

<p>Mercury 36,000,000 miles</p> 	<p>Saturn 838,200,000 miles</p> 
<p>Venus 66,800,000 miles</p> 	<p>Uranus 1,780,000,000 miles</p> 
<p>Earth 93,000,000 miles</p> 	<p>Neptune 2,800,000,000 miles</p> 
<p>Mars 141,000,000 miles</p> 	<p>Pluto 3,670,000,000 miles</p> 
<p>Jupiter 480,000,000 miles</p> 	



Brief Constructed Response
Lesson Three

Place Value

Read the directions below and write the number that matches the riddle.

Part A

I have a number that has a long name. My number's name has 5 tens, 3 ones, 7 ten thousands, 5 hundreds, and 9 thousands. What is the name of my number?

Part B

Use what you know about place value to explain why your answer is correct. Use number and/or words in your explanation.

Brief Constructed Response
Lesson Three (Accelerated/Extension)

Part A

Express the number 1,765,003 using expanded form.

Part B

Use what you know about expanded form to explain why your answer is correct. Use number and/or words in your explanation.

BCR – Answers

Lesson One – Part A

34 14 67 27 89 72

0___14___27___34___50___67___72___89___100

Lesson Two – Part A

6,507

Lesson Three – Part A

79,553

Lesson Three (Accelerated Extension) Part A

1,765,003 in expanded form is written as $1,000,000 + 700,000 + 60,000 + 5,000 + 3$

Summative Assessment

Place Value Unit Test

Name: _____ Date: _____ Score _____

1.) Write the **greatest** number using these four digits:

5 7 8 3

2.) Write the **least** number using these four digits:

4 9 2 4

Explain why your answer is correct using numbers or words.

3.) Name the place value of the underlined digit.

5,389

4.) Name the place value of the underlined digit.

4,567

5.) Name the place value of the underlined digit.

7,231

6.) Name the place value of the underlined digit.

45

7.) Write the number in expanded form.

3,875

8.) Write the number in expanded form.

675

9.) Arrange the three states from **least** to **greatest**.

Maryland 12,407 sq. miles 	New Jersey 8,722 sq. miles 	New Hampshire 9,351 sq. miles 
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A _____ B _____ C _____

10.) Arrange the three countries from **greatest** to **least**.

Benin, Africa 110,620 Sq. miles 	Belize, Central America 22,806 sq. miles 	Cuba, Central America 110,860 sq. miles 
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A _____ B _____ C _____

Summative Assessment

Place Value Unit Test

Name: _____ Date: _____ Score _____

1.) Write the **greatest** number using these four digits: **Answer. 8,753**

5 7 8 3

2.) Write the **least** number using these four digits: **Answer. 2,449**

4 9 2 4

Explain why your answer is correct. Answers may vary.

3.) Name the place value of the underlined digit. **Answer 300 or 3 hundreds**

5,389

4.) Name the place value of the underlined digit. **Answer 60 or 6 tens**

4,567

5.) Name the place value of the underlined digit. **Answer 7,000 or 7 thousands**

7,231

6.) Name the place value of the underlined digit. **Answer 5 or 5 ones**

4 <u>5</u>

7.) Write the number in expanded form. **Answer 3,000+800+70+5**

3,875

8.) Write the number in expanded form. **Answer 600+70+5**

675

9.) Arrange the three states from **least** to **greatest**. **Answer New Jersey, New Hampshire, Maryland**

Maryland 12,407 sq. miles 	New Jersey 8,722 sq. miles 	New Hampshire 9,351 sq. miles 
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10.) Arrange the three countries from **greatest** to **least**. **Answer Cuba, Benin, Belize**

Benin, Africa 110,620 sq. miles 	Belize, Central America 22,806 sq. miles 	Cuba, Central America 110,860 sq. miles 
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