

## Plunge Into Place Value

### Brief Overview:

Understanding place value and expanded notation are critical components in understanding number sense. Through the lessons and activities in this unit, students will be able to read and write numbers up to 1,000 (up to 10,000 for third grade), write numbers in expanded notation, and identify the place value of a digit in a whole number.

### NCTM Content Standard/National Science Education Standard:

Students should understand numbers, ways of representing numbers, relationships among numbers, and number systems in order to

- Use multiple models to develop initial understandings of place value and the base-ten number system
- Develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers
- Connect number words and numerals to the quantities they represent, using various physical models and representations

### Grade/Level:

**Grades 2-3**

### Duration/Length:

**3 days (60 minutes each day)  
1 day- Summative Assessment**

### Student Outcomes:

#### Students will:

- Read, write, and represent whole numbers using symbols, words, and models
- Identify the place value of a digit in a whole number
- Express whole numbers using expanded notation

### Materials and Resources:

## Lesson 1

- Base ten blocks: [thousands for third grade], hundreds, tens, and ones (enough for students to work in pairs)
- Teacher Resource 1- Answer Key Pre-assessment 2<sup>nd</sup> Grade
- Teacher Resource 2- Answer Key Pre-assessment 3<sup>rd</sup> Grade
- Teacher Resource 3- "Digit Cards"
- Student Resource 1 -Pre assessment 2<sup>nd</sup> Grade
- Student Resource 2- Pre assessment 3<sup>rd</sup> Grade
- Student Resource 3- Place Value Mat 2<sup>nd</sup> Grade
- Student Resource 4- Place Value Mat 3<sup>rd</sup> Grade
- Student Resource 5- Show, Write, Draw 2<sup>nd</sup> Grade
- Student Resource 6- Show, Write, Draw 3<sup>rd</sup> Grade
- Student Resource 7- Independent Worksheet 3<sup>rd</sup> Grade
- Student Resource 8 - Independent Worksheet 2<sup>nd</sup> Grade
- Teacher Resource 4- Independent Worksheet Answer Key (2<sup>nd</sup>)
- Teacher Resource 5- Independent Worksheet Answer Key (3<sup>rd</sup>)
- Book: Earth Day - Hooray By Stuart J. Murphy
- Index cards (4)
- Ziploc Bags (one per student)
- Chart Paper

## Lesson 2

- Base ten blocks (enough for at least partners)
- Student Resource 9- 2<sup>nd</sup> Grade "The Search for the Secret Number"- cards
- Student Resource 10- 2<sup>nd</sup> Grade "The Search for the Secret Number" -board
- Student Resource 11- 3<sup>rd</sup> Grade "The Search for the Secret Number"-cards
- Student Resource 12- 3<sup>rd</sup> Grade "The Search for the Secret Number" -board
- Student Resource 13- 2<sup>nd</sup> Grade - "Exit Ticket"
- Student Resource 14- 3<sup>rd</sup> Grade- "Exit Ticket"
- Teacher Resource - 6- 2<sup>nd</sup> Grade "Exit Ticket" answers
- Teacher Resource -7 -3<sup>rd</sup> Grade "Exit Ticket" answer
- Student Resource 15 or 16- cut out the spinner
- Paper clips
- Blackboard/chart paper
- White boards

### Lesson 3

- Student Resource 15 - 2<sup>nd</sup> grade "Spin, Stretch, Write"
- Student Resource 16- 3<sup>rd</sup> grade "Spin, Stretch, Write"
- Student Resource 17- 2<sup>nd</sup> grade Brief Constructed Response
- Student Resource 18- 3<sup>rd</sup> grade Brief Constructed Response
- Student Resource 19- 2<sup>nd</sup> grade Summative Assessment
- Student Resource 20- 3<sup>rd</sup> grade Summative Assessment
- Teacher Resource -8 2<sup>nd</sup> grade Answer Key "Spin, Stretch, Write"
- Teacher Resource -9 3<sup>rd</sup> grade Answer Key "Spin, Stretch, write"
- Teacher Resource -10 2<sup>nd</sup> grade BCR Answer Key
- Teacher Resource -11 3<sup>rd</sup> grade BCR Answer Key
- Teacher Resource -12 2<sup>nd</sup> grade Summative Answer Key
- Teacher Resource - 13 3<sup>rd</sup> grade Summative Answer Key
- Paper Clips (one per student)
- Base ten blocks
- White boards and markers
- Blackboard/ chart paper
- Overhead projector
- Transparency
- Overhead base ten blocks

Development/Procedures:

### Lesson 1

#### Teacher Preparation

- Photocopy onto colored paper, cut out, and laminate Teacher Resource 3 "Digit Cards" for each student. Place each set into a Ziploc bag for storage.
- Photocopy onto colored paper and laminate Student Resource 3 or 4, "Place Value Mat" for each student partnership.
- Photocopy Student Resource 5 or 6 "Show, Write, Draw" and Student Resource 7 or 8 for each student.
- Pre-read Earth Day - Hooray and write selected numbers on index cards for discussion during read-aloud. Suggested numbers: 56; 691; 2,174; and 5,026.

Pre-assessment-

Distribute **Student Resource 1 or 2** and **Teacher Resource 1 or 2** (answer keys).

Before teaching this unit, the students should be able to read and write numbers up to 100 for second graders and 1,000 for third graders.

- Informally assess the students as they are taking the assessment to gauge students' strategies in working with place value problems.
- After reviewing the assessment, place the students into groups based on their assessment scores. This data will help drive small group instruction.

Launch-

Earth Day - Hooray By Stuart J. Murphy

- Introduce the book to the class. Read aloud.
- While reading, discuss selected numbers with the students as they appear in the book.
- Ask students to read the number on the index card. Draw attention to the fact that the numbers look different.
- Ask students, "How are these numbers different from each other?"
- Explain that different numbers have different numbers of digits.
- Explain to students that over the next few days they will be talking about numbers and how they are made.
- Tell students that they are going to "look inside" the numbers they have talked about. Model two or three of the numbers discussed above with base ten blocks on chart paper or on the overhead projector.

Teacher Facilitation

- Ask students questions to activate their prior knowledge about numbers of different magnitudes. Sample questions include: *How old are you?* [one digit numbers], *How old are your parents?* [two digit numbers], *How many students are in the school?* [three digit numbers], *What year were you born?* [four digit numbers].
- After asking each question, write the number on the board into a blank (unlabeled) place value chart with each digit in the correct place and model the number with place value blocks.

- Ask students what they notice about each number. (Answers may include: “the last digit is always in the same place” or “you always put the number of ones as the last digit you wrote.”)
- Introduce the ones, tens, hundreds, and thousands place. The teacher can also model these numbers with base ten blocks. Allow students to identify the places of the digits.
- Introduce the base ten blocks to the students. Distribute a bag of flats, rods, and singles units to each student. Discuss the value of each. Review that ten units are equivalent to one 10 and ten rods is equivalent to one hundred, etc.
- Model a number for the students using the base ten blocks. Guide students in modeling different numbers with the base ten blocks. Do two or three examples.

#### Student Application

- Introduce Student Resource 3 or 4 “Place Value Mat.” For Student Resources 3 and 4, use number cards made from Teacher Resource 3. Then introduce Student Resource 5 or 6 “Show, Write, Draw” to the class. Two choices are provided depending on the needs of the class. Student Resources 4 and 6 has place value to the thousands. Using a student “partner,” model the *Show, Write, Draw* game to the students. Teacher Resources 4 and 5 show sample answers.
- Assign student partnerships.
- Circulate, observe, facilitate, and address misconceptions as students work cooperatively at their seats to complete the game.
- After working on the *Show, Write, Draw* game, review what has been learned in the day’s lesson.

#### Embedded Assessment

- At the end of the lesson, students will complete a worksheet, Student Resource 7 or 8, independently to show mastery.

#### Reteaching/Extension

- Reteaching- 2<sup>nd</sup> Grade- Guide students in modeling 2-digit numbers and identifying the tens and ones place. As they

build understanding, work with them at also identifying the hundreds.

**3<sup>rd</sup> Grade-** Have the students read numbers out loud and then model for them using the Student Resource 4. Give the students a number and guide them in modeling it using base ten blocks.

- **Extension- 2<sup>nd</sup> Grade-** Show/introduce the thousands place to the students. Have the students read numbers in the thousands along with modeling them with base ten blocks.

**3<sup>rd</sup> Grade-** Practice writing numbers in the thousands and discuss what the comma represents.

## Lesson 2

**Teacher Preparation-** Cut out spinner from Student Resource 15 or 16. Laminate Student Resource 9 or 11 "Search for the Secret Number-- Cards" (optional)

## Launch

- Spin a number using a spinner like the ones found on Student Resources 15 and 16.
- Students work with a partner to model the number with base ten blocks
- Informally assess the students as they are working through observation and questioning.

## Teacher Facilitation

- Using base ten blocks, model a 3-digit (or 4-digit) number on the overhead projector.
- Ask students to identify the number represented and elicit student responses to the questions: How many hundreds are there? How many tens are there? How many ones are there? (Write the digits in the corresponding columns).
- Connect base ten models with corresponding columns and digits.
- Repeat with additional numbers as needed.
- Distribute Student Resource 3 or 4 (one for each pair).
- Provide other numbers for additional student practice.

**Student Application-** Student Resources 9 and 10 or 11 and 12

- Explain the game "Search for The Secret Number."
- Directions: The students will work with a partner to complete this game. One partner will give the clue and the

other partner will have to organize the clues to figure out the number. Then the students can switch and play again.

- Circulate to ensure that students are playing correctly and informally assess understanding.

Embedded Assessment- Student Resource 13 or 14; Teacher Resource 6 or 7 (answer key)

- The students will complete an exit ticket independently. Use this data to determine who needs reteaching activities.

Reteaching/Extension

- Reteach- 2<sup>nd</sup> Grade- review place value with the students and making number with the base ten blocks.  
3<sup>rd</sup> Grade- review place value up to the thousands with these students.
- Extension- 2<sup>nd</sup> Grade- give the students' clues to find the secret number up to the thousands place.  
3<sup>rd</sup> Grade- introduce expanded notation to the students.

Lesson 3

Teacher Preparation- Draw a place value mat on a blank transparency.

Launch

- Review place value and identifying the secret number with the students. This is a review of the last two days.

Teacher Facilitation

- Write the number 25 on chart paper. Have the students make this number with the base ten blocks. The teacher should model by drawing the base ten blocks on the chart paper. Have the students check their work.
- Ask the students; *how many tens are there?* (The students should say 20. Write the number 20 under the picture of the rods. Ask: *How many ones are there?* (The students should say 5.) Write the number 5 on the chart paper. Ask the students: *What is 20 + 5?* (The students should say 25.)
- Explain to the students that they just wrote the number 25 in expanded notation. Write the number in expanded notation again for the students.  $20+5=25$ .
- Do another example using a 3-digit number. Have the students model the number and then write it out in

expanded notation. (3<sup>rd</sup> grade teachers can use 4- digit numbers)

- After several examples the students can stop modeling the number with base ten blocks and just use white boards to write numbers in expanded notation.

### Student Application

- Model how to play the game "Spin, Stretch, Write" (Student Resource 15 or 16; Teacher Resource 8 or 9, answer keys).
- Directions: To make the spinner, students will use their pencils and paper clips. Model for the students. When their paper clip lands on a number the students will write that number in expanded notation in the spaces below the spinner. They will repeat this 8 times.
- After completing the expanded notation the students are to choose 2 numbers from the spinner and write them using words.

### Embedded Assessment-

Student Resource 17 or 18 and Teacher Resource 10 or 11

- The students are to complete the final assessment. (You can carry this over another day if needed.)
- Informally assess the students as they are taking the assessment and then look over the assessment in detail.
- After the assessment determine who need reteaching.
- Selected Response summative assessment should be given the following day.

### Reteaching/Extension

- Reteach-  
2<sup>nd</sup> Grade- have the students model the numbers with base ten blocks to help them write 2 and 3-digit numbers in expanded notation.  
3<sup>rd</sup> grade- Have the students model the numbers with base ten blocks to help them write 2, 3 and 4 digit numbers in expanded notation.
- Extension  
2<sup>nd</sup> grade- have the students write 4 digit numbers in expanded notation.  
3<sup>rd</sup> grade- give the students a number in expanded notation and have them write the number in standard form. Example:  
 $1,000+500+60+3= 1,563$

**Summative Assessment: Student Resource 19 or 20 and Teacher Resource 12 or 13**

- **Students will demonstrate an understanding of place value and expanded notation by completing a final assessment with selected responses and a brief constructed response using the new vocabulary acquired during these lessons. This assessment includes identifying the value each digit in a whole number along with writing numbers in expanded notation. This data will help to determine if a student understands place value.**

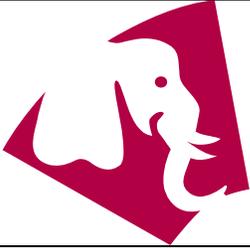
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Name \_\_\_\_\_ Date \_\_\_\_\_



What ZOO you know about Place Value?

Listen carefully as your teacher reads numbers out loud. Write down the number that you hear.

1. ___9___	2. __67___	3. ___89___
4. ___157___	5. __891___	6. ___706___

Write these numbers in standard form.

7. fifty-two            \_\_\_52\_\_\_  
 8. seventy-eight        \_\_\_78\_\_\_  
 9. two hundred sixty    \_\_\_260\_\_\_  
 10. five hundred two    \_\_\_502\_\_\_

What number does this picture show?

	<p>11. ___234___</p>
<p>□ □ □ □</p>	

**\*CHALLENGE:** On the back write your answer to number 11 in expanded form.  $200+30+4= 234$

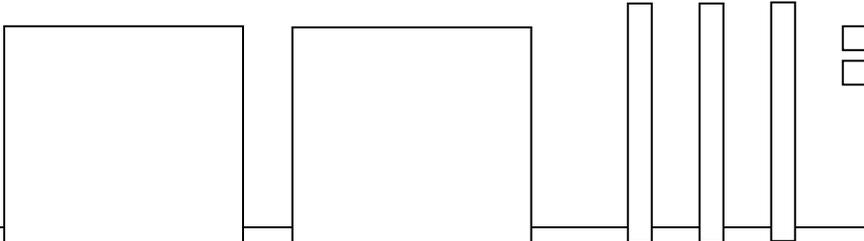
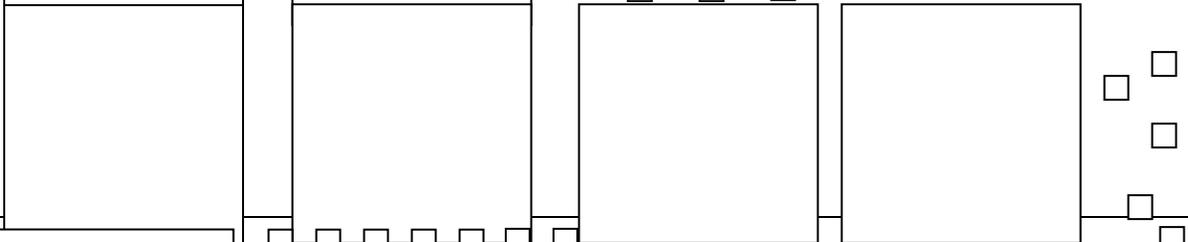
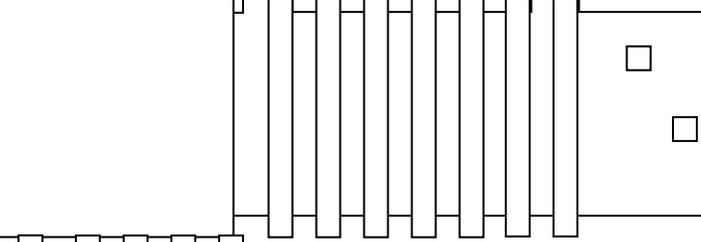
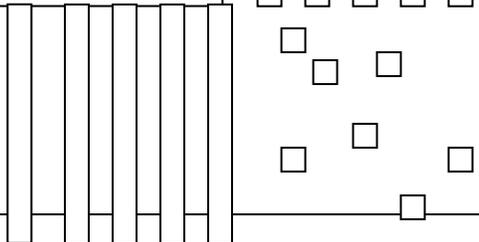


**1****2****3****4****5****6****7****8****9****0****1****2****3****4****5****6****7****8****9****0**

Names \_\_\_\_\_ Date \_\_\_\_\_

**Show, Write, Draw**

Answers will vary. See sample answers below.

<b>Number</b>	<b>Draw</b>
<b>232</b>	
<b>405</b>	
<b>172</b>	
<b>57</b>	

**BONUS/Challenge:**

What is the greatest number that you made? 405

What is the smallest number that you made? 57

Names \_\_\_\_\_ Date \_\_\_\_\_

**Show, Write, Draw**

Answers will vary. See sample answers below.

Number	Draw
172	
2,150	
806	
23	

**BONUS/Challenge:**

What is the greatest number that you made? 2,150

What is the smallest number that you made? 23









**Brief Constructed Response**

**On a field trip to the zoo, the zookeeper told the class that the largest giraffe eats 135 pounds of food each day. When they got back to school the teacher asked Juan to write that number in expanded form. What did he write?**

Step A

He wrote  $100+30+5=135$ .

Step B

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

The number was 135. The digit in the hundreds place was a one so it has a value of 100. The digit in the tens place is a three so it has a value of 30. The digit in the ones place is a five so it has a value of 5. When I write it in expanded form I show it as:  $100+30+5$ .

**Brief Constructed Response**

**On a field trip to the zoo, the zookeeper told the class that the largest giraffe weighs 3,568 pounds. When they got back to school the teacher asked Jazmine to write that number in expanded form. What did she write?**

Step A

She wrote  $3,000+500+60+8= 3,568$ .

Step B

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

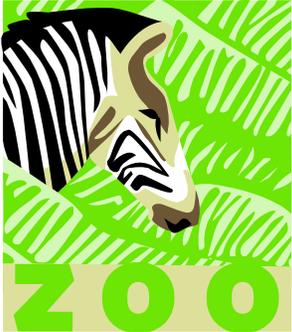
The number was 3,568. The digit in the thousands place was a three so it has a value of 3,000. The digit in the hundreds place is a five so it has a value of 500. The digit in the tens place is a six so it has a value of 60. The digit in the ones place is an eight so it has a value of 8. When I write it in expanded form I show it as:  $3,000+500+60+8$ .



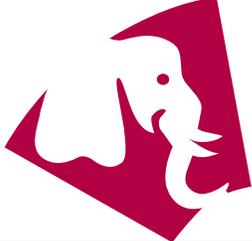
Name \_\_\_\_\_ Date \_\_\_\_\_

**ANSWER KEY**

*Place Value at the Zoo: Selected Response Assessment*

	<p>Jessica made a number with two thousands cubes, three hundred flats, four tens rods, and six ones. How much is her number worth?</p> <p>A) 2, 436                      C) 2,346          B) 1, 634                      D) 3,460</p>
<p>Brandon went to the butterfly exhibit. He estimated that he saw 5,230 butterflies. What is the value of the 5 in this number?</p> <p>A) 5                                      C) 500          B) 50                                    D) 5,000</p>	
	<p>Mrs. Van Dyken told her class that their class had read 5,245 pages so far this year. What is this number in expanded form?</p> <p>A) <math>5 + 2 + 4</math>                      C) <math>5,000 + 20 + 4</math>          B) <math>50 + 20 + 4</math>                    D) <math>5,000 + 200 + 40 + 5</math></p>
<p>Michelle's class was counting fish in the aquarium. They counted 1,048 fish. What is this number in expanded form?</p> <p>A) <math>1,000 + 40 + 8</math>                  C) <math>1,000 + 400 + 10 + 8</math>          B) <math>1,000 + 400 + 8</math>                D) <math>40 + 10 + 8</math></p>	
<p>Ms. Rector said that there are two thousand seven hundred eight jellybeans in the jellybean jar. What is this number in standard form?</p> <p>A) 2,078                                      C) 2,278          B) 2,780                                      D) 2,708</p>	

Name \_\_\_\_\_ Date \_\_\_\_\_

	<p><u>What ZOO you know about Place Value?</u></p>
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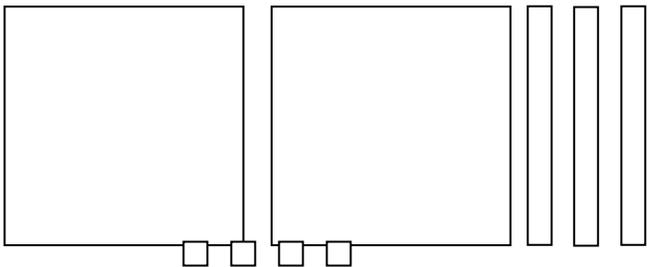
Listen carefully as your teacher reads numbers out loud. Write down the number that you hear.

Write these numbers in standard form.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____

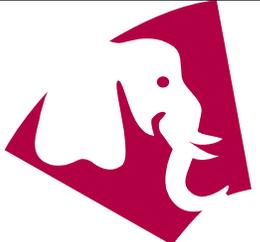
- 7. fifty-two                      \_\_\_\_\_
- 8. seventy-eight                      \_\_\_\_\_
- 9. two hundred sixty                      \_\_\_\_\_
- 10. five hundred two                      \_\_\_\_\_

What number does this picture show?

	<p>11. _____</p>
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**\*CHALLENGE:** On the back write your answer to number 11 in expanded form.

Name \_\_\_\_\_ Date \_\_\_\_\_

	<p><u>What ZOO you know about Place Value?</u></p>
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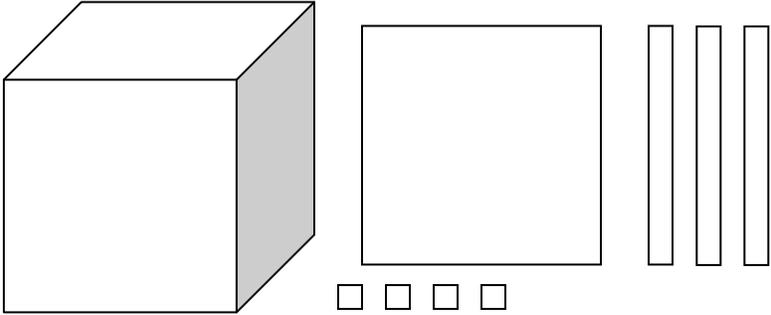
Listen carefully as your teacher reads numbers out loud. Write down the number that you hear.

Write these numbers in standard form.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____

- 7. fifty-two \_\_\_\_\_
- 8. three hundred seventy-eight \_\_\_\_\_
- 9. one thousand two hundred sixty \_\_\_\_\_
- 10. five thousand three hundred two \_\_\_\_\_

What number does this picture show?

	<p>11. _____</p>
--	------------------

**\*CHALLENGE:** On the back write your answer to number 11 in expanded form.

**HUNDREDS**

**TENS**

**ONES**

<b>HUNDREDS</b>	<b>TENS</b>	<b>ONES</b>

<b>THOUSANDS</b>	<b>HUNDREDS</b>	<b>TENS</b>	<b>ONES</b>

Names \_\_\_\_\_ Date \_\_\_\_\_

**Show, Write, Draw****Directions:**

1. Pick a number. Using base ten blocks, show that number of hundreds on your place value mat.
2. Pick a number. Using base ten blocks, show that number of tens on your place value mat.
3. Pick a number. Using base ten blocks, show that number of ones on your place value mat.
4. Write the number below.
5. Draw a model that matches your number.

<b>Number</b>	<b>Draw</b>

**BONUS/Challenge:**

What is the greatest number that you made? \_\_\_\_\_

What is the smallest number that you made? \_\_\_\_\_

Talk to your partner about how you know which number is the greatest and which is the smallest.

Names \_\_\_\_\_ Date \_\_\_\_\_

**Show, Write, Draw****Directions:**

1. Pick a number. Using base ten blocks, show that number of thousands on your place value mat.
2. Pick a number. Using base ten blocks, show that number of hundreds on your place value mat.
3. Pick a number. Using base ten blocks, show that number of tens on your place value mat.
4. Pick a number. Using base ten blocks, show that number of ones on your place value mat.
5. Write the number below.
6. Draw a model that matches your number.

<b>Number</b>	<b>Draw</b>

**BONUS/Challenge:**

What is the greatest number that you made? \_\_\_\_\_

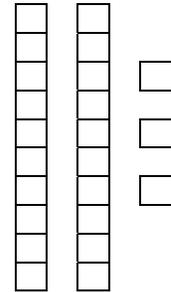
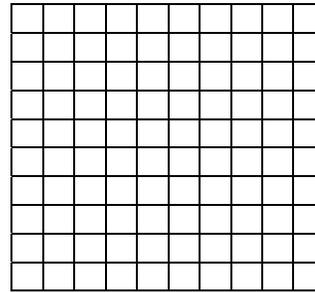
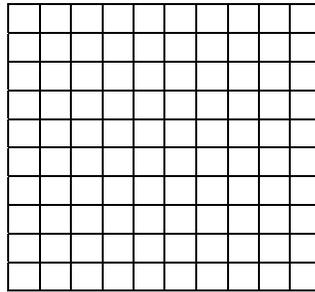
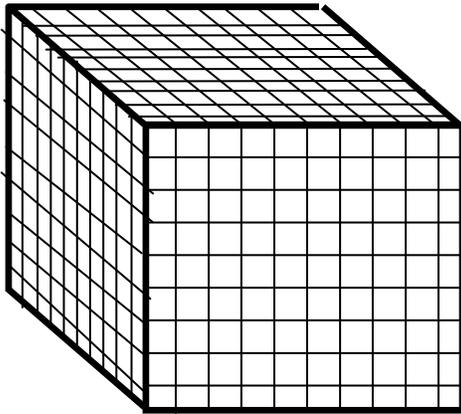
What is the smallest number that you made? \_\_\_\_\_

Talk to your partner about how you know which number is the greatest and which is the smallest.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Jay used his base ten blocks to show a number. What number did he show?**



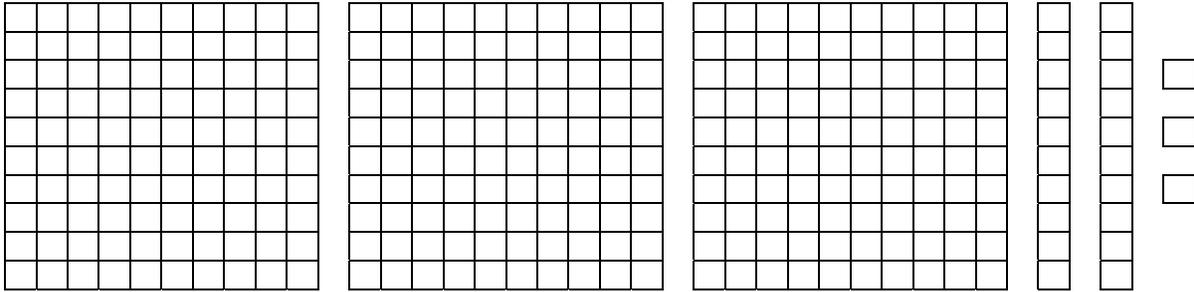
**Jay showed \_\_\_\_\_.**

**Use what you know about place value to explain how you found your answer. Use words, pictures, and/or numbers.**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Jay used his base ten blocks to show a number. What number did he show?**



**Jay showed \_\_\_\_\_.**

**Use what you know about place value to explain how you found your answer. Use words, pictures, and/or numbers.**



The digit in the tens place is 8.  
 The digit in the ones place is 5.  
 The digit in the hundreds place is 2.

Can you guess my number?

**Shhh! 285**



The digit in the tens place is 7.  
 The digit in the ones place is 6.  
 The digit in the hundreds place is 9.

Can you guess my number?

**Shhh! 976**



The digit in the ones place is 1.  
 The digits in the hundreds place is 3.  
 The digit in the tens place is 4.

Can you guess my number?

**Shhh! 341**



The digits in the hundreds place is 4.  
 The digit in the tens place is 0.  
 The digit in the ones place is 2.

Can you guess my number?

**Shhh! 402**



The digit in the ones place is 9.  
 The digit in the tens place is 9.  
 The digit in the hundreds place is 8.

Can you guess my number?

**Shhh! 899**



The digit in the tens place is 3.  
 The digit in the ones place is 0.  
 The digit in the hundreds place is 2.

Can you guess my number?

**Shhh! 230**



**The Search for the Secret Number!**  
**Hush-Hush**

HUNDREDS	TENS	ONES



**The Search for the Secret Number!**  
**Top-Secret**



The digit in the ones place is 1.  
 The digits in the hundreds place is 3.  
 The digit in the tens place is 4.  
 The digit in the thousands place is 5.

Can you guess my number?

Shhh! 5,341



The digits in the hundreds place is 4.  
 The digit in the tens place is 0.  
 The digit in the ones place is 2.

Can you guess my number?

Shhh! 402



The digit in the ones place is 9.  
 The digit in the tens place is 9.  
 The digit in the hundreds place is 8.

Can you guess my number?

Shhh! 899



The digit in the tens place is 3.  
 The digit in the thousands place is 4.  
 The digit in the ones place is 0.  
 The digit in the hundreds place is 2.

Can you guess my number?

Shhh! 4,230



The digit in the tens place is 8.  
 The digit in the ones place is 5.  
 The digits in the hundreds place is 2.

Can you guess my number?

Shhh! 285



The digit in the tens place is 7.  
 The digit in the ones place is 6.  
 The digit in the hundreds place is 9.  
 The digit in the thousands place is 9.

Can you guess my number?

Shhh! 9,976



**The Search for the Secret Number!**  
**Hush-Hush**

THOUSANDS	HUNDREDS	TENS	ONES



**The Search for the Secret Number!**  
**Top-Secret**




## EXIT TICKET

The digit in the tens place is 9.

The digit in the ones place is 0.

The digit in the hundreds place is 3.

The secret number is: \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_



## EXIT TICKET

The digit in the tens place is 9.

The digit in the ones place is 0.

The digit in the hundreds place is 3.

The secret number is: \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_



## EXIT TICKET

**The digit in the thousands place is 6.**

**The digit in the tens place is 9.**

**The digit in the ones place is 0.**

**The digit in the hundreds place is 3.**

**The secret number is: \_\_\_\_\_**

**Name \_\_\_\_\_ Date \_\_\_\_\_**



## EXIT TICKET

**The digit in the thousands place is 6.**

**The digit in the tens place is 9.**

**The digit in the ones place is 0.**

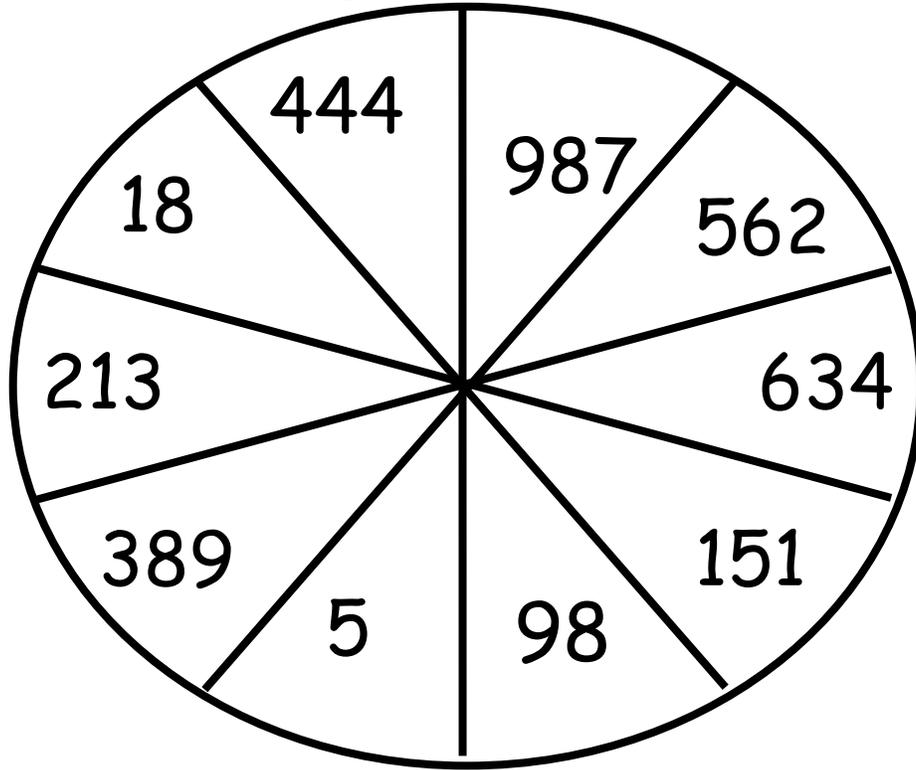
**The digit in the hundreds place is 3.**

**The secret number is: \_\_\_\_\_**

**Name \_\_\_\_\_ Date \_\_\_\_\_**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Spin, Stretch, Write**



**Write each number in expanded form.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

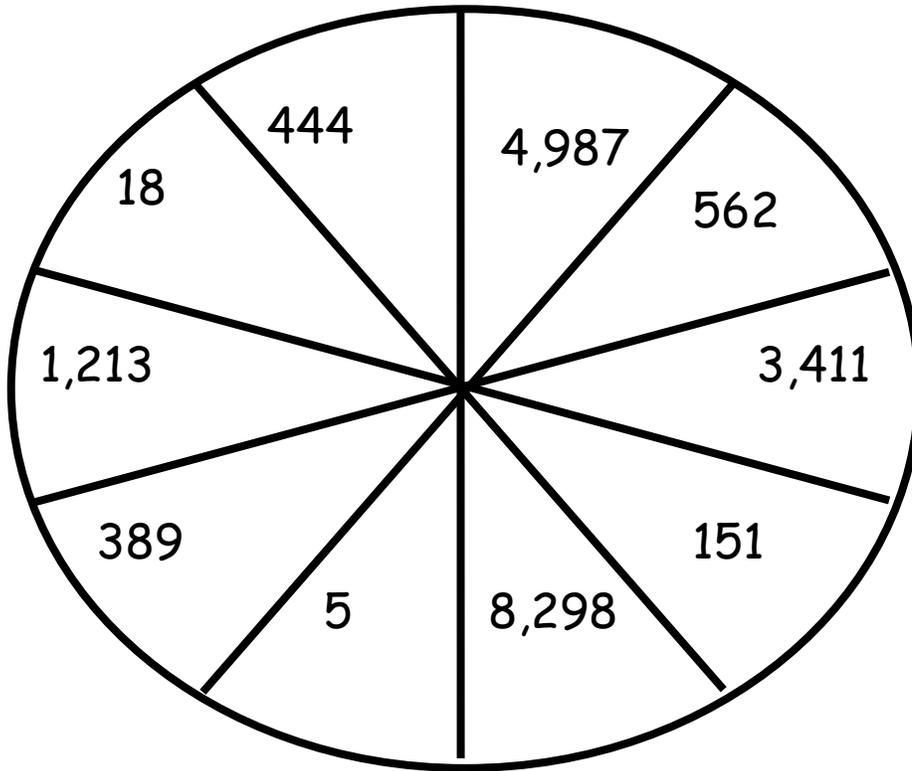
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Choose 2 numbers from the spinner and write them using words.**

1. \_\_\_\_\_
2. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**Spin, Stretch, Write**



**Write each number in expanded form.**

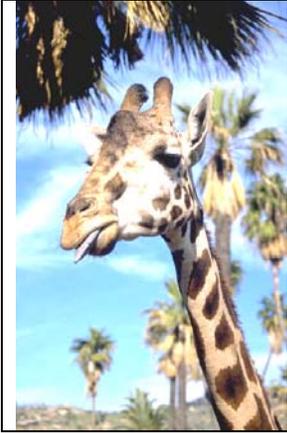
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Choose 2 numbers from the spinner and write them using words.**

1. \_\_\_\_\_
2. \_\_\_\_\_

### Brief Constructed Response



**On a field trip to the zoo, the zookeeper told the class that the largest giraffe eats 135 pounds of food each day. When they got back to school the teacher asked Juan to write that in expanded form. What did he write?**

Step A \_\_\_\_\_

#### Step B

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

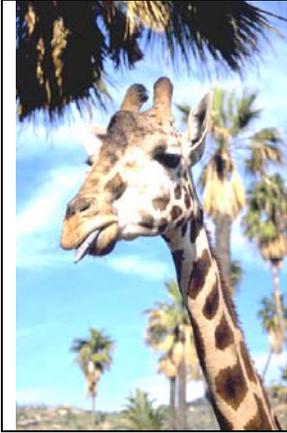
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**Brief Constructed Response**

**On a field trip to the zoo, the zookeeper told the class that the largest giraffe weighs 3,568 pounds. When they got back to school the teacher asked Jazmine to write that number in expanded form. What did she write?**

Step A \_\_\_\_\_

**Step B**

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

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