We use digits to write numbers.

Place Value

2 3 5
hundreds tens ones

How can we compare numbers?

☐ > ☐ is greater than
☐ < ☐ is less than
☐ = ☐ is equal to

What are different ways to write numbers?

Written form: three hundred forty-two
Expanded form: 300 + 40 + 2
Standard form: 342
Model form: 2 4 3

How can you represent a number in different ways?

[Diagram of ten frames or blocks]

(Put student drawings here.)

Standards and Mathematical Practices

1. We will explain to others how place value helps us understand numbers.

2. We will represent numbers using words, models, expanded form, and standard form.

Inquiry Chart

What we know about place value
What we want to learn about place value
UNIT PLANNING TOOL

Focus: 2nd Grade: Understand Place Value
CCSSM: 2.NBT.1 3 digit numbers represent hundreds, tens and ones
   a. Bundle of ten tens = 1 hundred
   b. 100, 200, 300 = ___ hundreds 0 tens 0 ones
2.NBT.2 Count within 1,000; count on, count back, 5's, 20's, 100's
2.NBT.3 Read and write #s to 1,000 using base-ten numerals, number names and expanded form
2.NBT.4 Compare two three-digit numbers based on place value using > = <

Math Practices being emphasized:
   • Construct viable arguments and critique the reasoning of others  • Model with mathematics

Essential Questions
Why should we understand place value?
What is the difference between place and value?
How does the value of a digit change when its position in a number changes?

Key Concepts
Conceptual understanding of ones, tens and hundreds
Skip counting patterns
Reading and writing numbers
Comparing numbers using place value understanding

Visual Models of Concepts

Connections (Real World Applications)
Understanding the relative size of numbers around you (65 kids are watching the movie)
Helps you understand how our number system works
Helps you to be able to add and subtract big numbers

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Vocabulary

hundreds	
tens		ones		skip count		base-ten
expanded form
greater than
less than
equal to
digit
compare
number line
bundles
value
place
number form
represent
number names (one, two, thirty...)

Language Functions/Structures

(#) is ___ hundreds, ___ tens and ___ ones. ___ is greater than ___.
There are ___ tens in (#). ___ is less than ___.
We estimate there are ___ ___. ___ is equal to ___.
I modeled (#) using ________________.

Focus and Motivation

Brain Pop Jr. – What is place value? (movie), Belly Up Comic

YouTube: Place Value Song for Kids by Numberock Math Songs
Let’s Get Fit (number review counting to 100) by Jack Hartmann

Literature – Missing Math: A Number Mystery by Loreen Leedy

Chant: Hey Kids (Let’s Count Today)

Games: Circle Counting Game – (Stepping Stones Lesson 6)
Guess My Number: Twenty Questions
I Have, Who Has? Place Value 1-2
Close, Far and In Between (Van de Walle)