

# PLACE VALUE OF NUMBERS

## 1-200/1-500/1-1000

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### Subject

Mathematics

### Prepared By

[Instructor Name]

### Grade Level

1

### Overview

This lesson plan covers teaching content for;

1. Place value of numbers 1-200/1-500/1-1000

### Objectives

1. Students will be able to identify different place value digits within a number.
2. Students should be able to recognize that in a multidigit whole number, a digit in one place represents 10 times what it represents in the place to its right.
- 3.

### Teacher Guide

#### Day 1/Lesson 1- 20 Mins

#### Number of the Day (254 for example)

1. Create a three-digit number with student volunteers.
2. Have students build today's number using base ten blocks, balls, bottle tops etc.
3. Use balls or bottle tops, place a pile of them on a table and show that it is easier to count them in groups of ten.
4. First make groups of ten, then count the ten-groups and then the individual balls or bottle tops separately.
5. Say, "I have here 2 Hundred groups, 5 ten-groups, and four individual beans."
6. Ask students to identify the place values of each digit on the board.

### Teacher Guided Practice

#### • Day 1 Lesson 1- 15 mins

#### Number of the day (254 for example)

1. Ask students to look at their numbers.
2. How many hundreds do we have (number of hundreds?)? How many tens do we have? Write it on the board, i.e. 2 hundred, 5 tens, 4 ones.
3. What is the value of the tens (total amount)? What is the value of the ones?
4. Model how to write the number in expanded form, i.e.  $200 + 50 + 4 = 254$  and tell the students that this is called expanded form.

### Materials Required

- Pupils note books
- Small objects to use as counters such as balls, fingers, bottle tops, toes, sticks
- Pupil's Book
- Workbook
- Wall chart showing numerals and word numbers 1 to 1000
- Items for collecting into groups of 10
- Pots for putting groups of 10 into
- Number cards 1 to 1000
- Place Value Mat
- Base Ten Blocks

### Additional Resources

- <https://www.youtube.com/watch?v=1f>
- <https://www.eduplace.com/math/mw/>
- <https://www.eduplace.com/math/mw/>
- <https://www.pinterest.com/maureencl/in-focus-second-/?lp=true>
- <https://www.eduplace.com/math/mat/>
- <https://teacherthrive.com/2018/01/ha/>
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### Additional Notes

### Introduction/Instruction

1. Call students together as a group.
2. Inform the students that they will be learning

#### Day 2 /Lesson 2 – 20 Mins

1. Start by having students in groups of two or three roll three dice.

#### Day 2, Lesson 2 -15 Mins

1. Call four students up to the board.
2. Get out the number cards and spread them out.

## Objectives

- about place value, or a number's position.
3. **Place value:** the value of the position or place of a digit in a number
4. **Tens:** the left-hand place value of a two-digit number
5. **Hundreds:** the left-hand place value of a three-digit number.
6. **Units:** the place value of a one-digit number

## Teacher Guide

2. Using the numbers, they rolled, have them make as many three-digit numbers as they can.
3. Have the students tell the places of the numbers as they write them on the board.
4. You can ask the students if the 5 (for example) is worth more in this number or this number. Add a dice a day until they get to the 1000 place

## Day 3/ Lesson 3

## Teacher Guided Practice

3. Ask each student to pick up a number.
4. Ask the students to stand in a line holding their numbers up so the class can see them.
5. Ask a student to read the number aloud.
6. Next, ask the students to see if they can make the biggest number possible by changing the order of the digits in the number.
7. Allow the students time to discuss which students need to change places.
8. Ask the students to "hop" as they trade places with a peer.
9. Repeat the process but ask students to make the smallest possible number.
10. Call up groups of four students at a time until everyone in the class has had a chance to participate.

## Assessment Activity

1. Ask pupils to write numbers 100 to 200 on a piece of cardboard and to show how many tens and units are in each number.

## Assessment Activity

- 1.

## Summary