

General Information

Lesson Parts & Duration

Total Duration: 45 minutes to 1 hour

- Activity: “Steal the Bacon” with Mental Math Place Value!

Subject(s)

- Place Value Through the 100s Place (2.NBT.1)

Objective

- Students will understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
- Students will identify a two-digit or three-digit number correctly based on verbal descriptions using place value terms (i.e., *one group of ten and 1 one, 11 ones, or the digit 1 in the tens place and the digit 1 in the ones place*).

Materials

- white or chalk board eraser, or item of similar size
- clipboard with paper that has numbers of half of the student class count written down the left side (if there are 28 students, write #'s 10–23)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 4)

Instructional Setting

- Outside or in an open area with furniture not in the way.

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

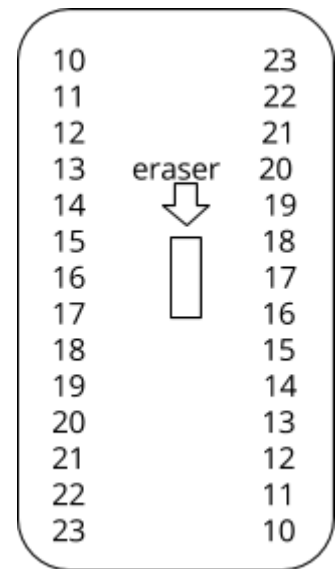
Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 45-60 minutes

It would be helpful to check off the numbers that you have called to ensure you are calling all numbers.

Introduction

- T** Let's Go Outside!! **Rainy Day?** Try this one: If room, have students quietly and respectfully move desks to the outer walls of the room, or ask the front office if the multi-purpose room, or gym is open!
- T** Today we will be playing a game called, "Steal the Bacon".
- T** It is going to help us practice our understanding of place value.
- T** We are going to get into two teams.
- T** Each team will line up on opposite sides.
- T** I am going to give you a number that has a digit in both the ten's place and the one's place.
- T** We call these two-digit numbers.
- T** There will be someone on the opposite team with that same number.
- T** In the center, between your two lines I am going to put a chalk board/dry erase board eraser or something of similar size.
- T** I will think of a number, but I won't say it directly.
- T** Instead, I will tell you either "ones" or "tens and ones".
- T** For example, for the number 11, I might call out "One group of ten and 1 one".
- T** Or I might say, "11 ones".
- T** Or I can even say, "the digit 1 in the tens place and the digit 1 in the ones place".
- T** Each of the two students with that number run to try and "steal the bacon" and run back to their place in line before getting tagged by the other student.
- T** If they make it back to their spot in line, their team gets a point.
- T** If they get tagged, no point.
- T** After all numbers have been called, the team with the most point wins!!



Proceed by calling out place value names for all numbers on the list (randomly).

**Challenge round on next page.

CHALLENGE ROUND (Three-Digit Numbers)

If there is time... Play a CHALLENGE round using numbers in the 100's. Assign each student a number starting at 115, counting up by 5's (115, 120, 125, 130, etc.) [Directions on previous page.](#)

It would be helpful to have a list of number to check off the ones that you have called to ensure you are calling all numbers.

- T* Just like the last game, I am going to give you a number.
- T* However, this time your number will have a digit in the hundred's place, ten's place, and one's place
- T* We call these three-digit numbers.
- T* There will be someone on the opposite team with that same number.
- T* In the center, between your two lines I am going to put a **chalk board/dry erase board eraser or something of similar size.**
- T* I will think of a number, but I won't say it directly.
- T* Instead, I will tell you either "hundreds, tens and ones".
- T* For example, for the number 105 I might call out "One group of hundreds, Zero groups of tens and 5 ones".
- T* Or I might say, "105 ones".
- T* Or I can even say, "the digit 1 in the hundreds place, the digit 0 in the tens place and the digit 5 in the ones place".
- T* Each of the two students with that number run to try and "steal the bacon" and run back to their place in line before getting tagged by the other student.
- T* If they make it back to their spot in line, their team gets a point.
- T* If they get tagged, no point.
- T* After all numbers have been called, the team with the most point wins!!

115		180
120		175
125		170
130		165
135		160
140	↓	155
145		150
150	□	145
155		140
160		135
165		130
170		125
175		120
180		115

Proceed by calling out place value names for all numbers on the list (randomly).

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: You’re Out of Order!



- Students buddy up and say 3 single-digit numbers out loud.
- The second buddy must repeat the numbers backwards!
- Reverse roles.
- Repeat three times. (example: Buddy 1 says, “My numbers are 5, 3, 6, Buddy 2 says, “Your numbers were 6, 3, 5.”)



Break Up Your Day: Guess My Number!



- Teacher thinks of a multiple digit number.
- The students will take turns asking yes or no questions to try and figure out the number, can use equity cards to call on students to ask questions.
- (Example: does the number have three digits, is the number in the tens place greater than 2).
- Providing paper and pencils for students to write down guesses can be helpful.)



Break Up Your Day: Body Stretches!



FORMATION: Standing at desks

EQUIPMENT: None

RULES/DIRECTIONS:

- Have students begin the day with a series of simple activities lasting 30 seconds or more: Jumping jacks, Knee lifts, Flap arms like a bird, Hopping Scissors (feet apart then cross in front, feet apart then cross in back)
- Follow each activity with a basic stretching movement: Reach for the sky, Runner’s stretch, Butterfly stretch (sit with bottom of feet together), Knee to chest, Rotate ankles, Scratch your back
- Hold stretches for 10 - 30 seconds.
- Repeat a different simple activity followed by a new basic stretch as many times as desired.