

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ¹/₂ hours

- Segment 1: Close Reading: Key Details, Vocabulary, Central Message (Moral) (45-60 Minutes)
- Segment 2: Graphic Novel: Close Reading, Key Details, Plot, and Character Traits (45-60 Minutes)
- Segment 3: Close Reading, Inference, Theme/Lesson, Visualization (30-45 Minutes)
- Segment 4: Writing a Summary & Animation (30-45 Minutes)

Subject(s)

- Subject: ELA Literature; Fable: "The Crow and the Pitcher," by Janna Duffy
- Close Reading, Key Details, Vocabulary, Inference, Theme/Lesson, Summary

Objective

- <u>Students will</u> synthesize a fable to discover key details and find a central message.
- <u>Students will</u> determine the main events of a fable and analyze a character.
- <u>Students will</u> create a graphic novel to show their understanding of main events and sequential order.
- <u>Students will</u> identify and defend the lesson or moral of the fable using text supports.
- <u>Students will</u> identify words or phrases that help with visualizing the fable.
- <u>Students will</u> write a summary identifying the key details from the fable.

Materials

- **Required:** "The Crow and the Pitcher" (page 13) (copies needed- 1 per student)
- blank white paper
- pencil and crayons (markers or colored pencils)
- Optional: dry erase board, chalkboard, document camera or similar device to share with class
- **Optional:** printable Exit Slips for segments 1 & 4 (page 14)
- **Optional:** printable "Break Up Your Day" brain/movement break ideas (page 16)

Protocols (page 15)

- Used throughout lesson be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

Throughout these lessons, 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.

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ELA

Instructional Plan: Segment 1: 45-60 minutes

Subject

- ELA: Literature; Fable: "The Crow and the Pitcher"
- Close Reading: Key Details, Vocabulary, Setting

Objective

• <u>Students will</u> synthesize a fable to discover key details and find a central message.

Materials

- **Required:** copies of student text, "The Crow and the Pitcher" (page 13)
- pencil and crayons (markers or colored pencils)
- Optional: dry erase board, chalkboard, document camera or similar device to share with class

Distribute fable to students, students write name in top right corner.

T Once you have your fable, The Crow and the Pitcher, please write your name in the top right corner.

Introduction

- T A fable teaches a lesson about nature or human nature.
- *T* Today we are going to discover how human nature is explained in The Crow and the Pitcher by notating key details from the text.
- *T* First I would like you to read the fable independently.
- *T* As you read...
- *T* Circle one or two unfamiliar words.
- T Underline important details in the fable. Discourage students from underlining every word/line.
- T Write questions in the margin. Example: Do indigenous animals only live in hot, dry climates?

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Now I would like you to read the fable again with a shoulder buddy.
- T Take notes of wonderings in the margin. Examples: Are crows a smart bird? Could a crow pick up pebbles?
- *T* Now, turn your fable over to the backside.
- *T* Title the backside of your fable, "Notes.," and write your name in the top right corner.
- *T* Stories have a setting. The setting can be described in the story or inferred. (read between the lines)
- *T* In the fable, what words or phrases describe the setting?
- *T* You are going to look through your fable to find words or phrases that describe the setting.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Discuss the words you found in the fable that describe setting.
- *T* You may make changes to your own selections after discussing with your buddy.

Give time to complete this task. Monitor students and provide assistance as needed.

T Complete the following sentence frame in your "Notes" (use a document camera if available):



above morals on a visual

display (dry erase board

or poster paper) for English Language

Learners or students with

special needs.

T Put smiley faces next to any words that describe the setting. Possible answers: blistering day, land had shriveled, lonely surface, passing travelers, infrequent humans



Back to Back and Face to Face

Partner discussion:

- What word(s) did you not understand in the fable?
- I'm confused about the word ______ in paragraph # _____.
- Reread the sentence/paragraph containing the confusing word with your partner and see if together you can figure out the meaning of the word using the surrounding words/sentences (context clues).

Give time to complete this task. Monitor students and provide assistance as needed.

On your feet/ Get ready to meet/ Go and Greet then... Back to Back and Face to Face

Partner discussion:

- What important details did you underline that support the lesson learned from the fable?
- A detail I underlined is "______." It is important because_____.

Give time to complete this task. Monitor students and provide assistance as needed.

On your feet/ Get ready to meet/ Go and Greet then... Back to Back and Face to Face

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New partner discussion:

- What underlined details support the lesson of the fable?
- A detail I underlined is "_____ It is important because____

Students utilize previous conversation to revise and improve their answer.

Give time to complete this task. Monitor students and provide assistance as needed.

Students participate in a third round of Partner Discussion...

On your feet/ Get ready to meet/ Go and Greet then... **Back to Back and Face to Face**

Third partner discussion

- What details did you underline that support the lesson of the fable?
- A detail I underlined is "_____." It is important because

Students utilize previous conversation to revise and improve their answer.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Please return to your own seat.
- *T* The fable, "The Crow and the Pitcher", explains human nature.
- *T* The crow demonstrates human nature when he tries and eventually succeeds in getting a drink from the pitcher.
- *T* What moral does the crow show through his actions?
- *T* Discuss with your shoulder buddy possible morals of this fable. Examples: slow and steady wins the race, it is better to bend than to break, necessity is the mother of invention
- On the back of your fable where you labeled it, "Notes," write possible morals that you discuss with your shoulder buddy. Call on 3 to 5 students to above morals on a visual *T* On the back of your fable where you labeled it, "Notes," write possible share their moral with the class. Use equity cards or name cards if available.
- *T* After hearing your classmates' ideas, you may edit/revise your moral from the fable.
- *T* We will now use details from the text and your "Notes" to write a 3 to 5 of the class to keep their sentence summary regarding the fable's moral in your "Notes".
- *T* You may start with, "The fable teaches us that...". Answer found on next page on the Exit Slip.

*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 14), or simply have students copy the problems on a half sheet of paper.

ELL:

above morals on a visual display (dry erase board or poster paper). Encourage the remainder original moral ideas.

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ELA

Name: <u>ANSWER KEY</u>_____Date: _____

Exit Slip: Segment 1

Write a Summary

Use details from the text and your "Notes" to write a 3 to 5 sentence summary regarding the fable's moral.

"The fable teaches us that..."

The fable teaches us that necessity is the mother of invention. The crow had a problem, he couldn't reach the water at the bottom of the pitcher. So, he used pebbles to raise the level of the water and finally reached the water.

🏶 Make sure to "Break Up Your Day!" 🍀

Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 16)



Instructional Plan: Segment 2: 45-60 minutes

Subject

- ELA: Literature; Fable: "The Crow and the Pitcher"
- Graphic Novel: Close Reading, Key Details, Plot, and Character Traits

Objective

- <u>Students will</u> determine the main events of a fable and analyze a character.
- <u>Students will</u> create a graphic novel to show their understanding of main events and sequential order.

Materials

- Required: copies of student text, "The Crow and the Pitcher" (page 13)- from segment 1
- blank pieces of white and lined paper
- pencil and crayons (markers or colored pencils)
- Optional: dry erase board, chalkboard, document camera or similar device to share with class

Pass out a blank piece of paper to each student.

Setting up Paper

- *T* Take the piece of paper I have just given you and fold it in half twice, dividing it into fourths. see example
- *T* Label the four sections 1-4 and put your name on it. Model this on the document camera so that students have a visual model.
- *T* Good stories have main events that drive the plot and make you want to read more of the story.
- *T* We are going to create a Graphic Novel based on four main events that drive the fable.
- *T* First, we need to find four main events.
- *T* We are going to read the fable again and you are going to place stars by four events that drive the story.
- *T* Reread the fable and place stars by four main events.

Give time to complete this task. Monitor students and provide assistance as needed.

- T Discuss with a shoulder buddy your four main events. Possible answers: ★ paragraph 2: Crow sees a pitcher. ★ paragraph 3: Crow can't reach the water. ★ paragraph 6: He thinks of a plan. ★ paragraph 6: He drinks the water.
- *T* After discussing with your shoulder buddy, you may make modifications/changes to your own four main events.

Give time to complete this task. Monitor students and provide assistance as needed.

On your feet/ Get ready to meet/ Go and Greet with new partner (with fable and a pencil, then...) Back to Back and Face to Face



Differentiation:

Pair struggling students with a shoulder buddy to reread the fable. Advanced and at grade level readers should be paired, at grade level and below grade level readers should be paired.





On your feet/ Get ready to meet/ Go and Greet (should take less than one minute) • Students stand up and put their hand up in the air

- Students find another student that has their hand up to have a "new"
- partner (and get them moving around) Once they are with their new partner, they put their hands down and face the teacher

Back to Back and Face to Face
 When in pairs, direct students to stand back to back
 Ask the students to consider the question
 Give students at least a minute to consider their

- response
-

T Discuss with your new partner the four main events you chose.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Once you are finished discussing with your new buddy, please return to your original seat.
- *T* After talking to 2 buddies, you should have a good idea of what you would like your four main events to be.
- T Write each of the four main events as complete sentences at the bottom of sections #1-4 in the Graphic Novel. Examples: #1- A thirsty crow sees a pitcher by a cistern. #2 The crow can't reach the water because there is only a little bit of water left at the bottom of the pitcher. #3 He thinks of a plan that uses pebbles to raise the water. #4 He drops many pebbles into the water, raising the water's level, finally drinking the water.

On your feet/ Get ready to meet/ Go and Greet with new partner (with fable, a pencil, and Graphic Novel then...) Back to Back and Face to Face

T With a new partner, read and revise your four main events. Students make sure sentences are complete and explain a major event.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Once you are finished reading and revising, please return to your original seat.
- *T* Next we will be illustrating the four main sections of your graphic novel!
- *T* Your illustrations should include specific details from the fable.

Call students back to attention by counting backwards from 5

- *T* Eyes on me in 5...4...3...2...1...0. Thank you!
- *T* Reread paragraphs #4, #5, and #6 of fable.
- T What qualities does the crow portray? Possible answers: perseverance, creativity, courage
- *T* Discuss with your shoulder buddy what quality you see in the crow.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* After discussing write the crow's quality at top of the fable and draw a circle around the quality.
- T What words or phrases in the fable demonstrate the quality of the crow?
- **T** Draw boxes around words or phrases in the fable that demonstrate the crow's qualities. Example: perseverance is shown through: "He tried again." "He found another pebble and tossed it into the pitcher." "Another pebble was dropped inside. And another. And another. The crow continued..."

Give time to complete this task. Monitor students and provide assistance as needed.

<u>On your feet/ Get ready to meet/ Go and Greet</u> with new partner (with fable, a pencil, and Graphic Novel then...) Back to Back and Face to Face

T Discuss with your new partner what phrases you boxed and how these phrases demonstrate the quality they chose.

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Note: Allow 10 to 15 minutes for illustrations.



Give time to complete this task. Monitor students and provide assistance as needed.

T Once you are finished discussing, please return to your original seat.

Their Graphic Novel will be their final product. Please collect their Graphic Novels at the end of the lesson.

Make sure to "Break Up Your Day!"

Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 16)



Instructional Plan: Segment 3: 30-45 minutes

Subject

- ELA: Literature; Fable: "The Crow and the Pitcher"
- Close Reading, Inference, Theme/Lesson, Visualization

Objective

- <u>Students will</u> identify and defend the lesson or moral of the fable using text supports.
- <u>Students will</u> identify words or phrases that help with visualizing the fable.

Materials

- Required: copies of student text, "The Crow and the Pitcher" (page 13)- from segment 1
- backside of blank piece of paper
- pencil and crayons (markers or colored pencils)
- Optional: dry erase board, chalkboard, document camera or similar device to share with class

Make sure that students have their copy of the student text, "The Crow and The Pitcher" from segment 1.

Setting up Paper

- *T* Take the piece of paper that you divided into fourths for the last lesson and flip it over. see example
- *T* Since you have already folded it, you can see the fourths on the backside as well.
- T Label the four sections 5-8. Model this on the document camera so that students have a visual model.
- *T* What moral is the author trying to teach us? How do you know?
- *T* In the section #5 you are going to restate the moral of the fable and use exact language from the text to support your statement. You may use your "Notes".
- T You will write your opinion sentence in section #5 using sentence frame:

In my opinion the moral of the fable is	because in paragraph #
the author states "	."

Give time to complete this task. Monitor students and provide assistance as needed.

 Put students in pairs: have them assign themselves a number 1 or 2 Roles for number assignments: 	🌞 Ask	k, Answer, and Justify
 Roles for number assignments: 	•	Put students in pairs: have them assign themselves a number 1 or 2
 1's will ask the question first and 2's will respond Then 2's will ask the question and 1's will respond 	•	 Roles for number assignments: 1's will ask the question first and 2's will respond Then 2's will ask the question and 1's will respond

Ask, Answer, and Justify

- T Read paragraph #1 with a shoulder buddy.
- T Be sure to alternate sentences.
- T In section #7 write your answer to the following question: What words from the text help define the word "cistern"? Possible answer: The author uses the phrases, "deep" and "access it via a system of ropes" to define cistern.
- *T* Discuss your answer with your shoulder buddy.
- *T* After discussing with your shoulder buddy, you may make modifications/changes.



ELA

<u>On your feet/ Get ready to meet/ Go and Greet</u> with new partner (with fable, a pencil, and Graphic Novel then...) <u>Back to Back and Face to Face</u>

- *T* A good author uses words or phrases to "paint pictures" in your mind.
- **T** As you read the fable was there a word or phrase that made you "see" the story? Example: "The land had shriveled and all moisture had evaporated from its lonely surface" could make you picture a very dry land, possible a sandy desert.
- T Turn to your partner and discuss what words or phrases "painted a picture" in your mind.
- *T* You may refer to your Graphic Novel and the fable.

Give time to complete this task. Monitor students and provide assistance as needed.

T Write an opinion sentence in section #8 using sentence frame:

The word/phrase "_____" in paragraph #____ painted a picture in my mind. It made me think of _____."

Call on 3 to 5 students to share their sentence frames.

If there is time... Students may finish illustrations in graphic novel or illustrate section #8.

懸 Make sure to "Break Up Your Day!" 🐙

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Instructional Plan: Segment 4: 30-45 minutes

Subject

- ELA: Literature; Fable: "The Crow and the Pitcher"
- Writing a Summary & Animation

Objective

• <u>Students will</u> write a summary identifying the key details from the fable.

Materials

- Required: copies of student text, "The Crow and the Pitcher" (page 13)- from segment 1
- graphic novel they created- from segment 2
- blank piece of lined paper
- pencil and crayons (markers or colored pencils)
- Optional: dry erase board, chalkboard, document camera or similar device to share with class

Pass out 1 piece of lined paper per student, or pass out the printed Exit Slip to be completed.

Setting up Paper

- *T* On your piece of paper write the following statement, "I will organize my key details and create a summary."
- *T* You will be writing a 5 to 7 sentence paragraph describing the crow's character using key details.
- *T* These sentences should make a summary.
- *T* You may use your "graphic novel", notes, sentence frames or explanations from previous papers.

Once students are finished writing their summaries, they may read their paragraphs with a shoulder buddy or share with the class.

Before they begin sharing...Review editing and revising

- *T* I would like to encourage you to make revisions that are visible.
- *T* That means you should cross out phrases to revise, not erase.
- *T* A revision could make a sentence stronger or more specific.
- *T* You may revise your work after sharing it with the class or upon hearing another student's version.
- *T* You should also be editing your work for: Spelling mistakes, punctuation marks, etc.
- *T* Once you feel that your paper is your best work, and final product, turn it into me.

Give papers to teacher. These pages are their final product.

If time... Back side of paper: "Animation"

T We are going to create a cartoon strip describing The Crow and the Pitcher.

<u>Checklist for Students</u>

- I indented the first line only
- I started with a topic sentence
- I used complete
 sentences
- I used transition words
- I used details from the text and placed the exact words from the text within quotes
- I finished with a concluding sentence



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Name: ______Date: ______

T The cartoon strip should have 3 to 5 boxes and have a beginning (introduction of characters), a middle (action showing a problem or conflict), and a conclusion (solution of the problem).

Call on 3 to 5 students to share their ideas. Annotate ideas on dry erase board or under a document camera.

<u>Exit Slip: Segment 4</u> "I will organize my key details and create a summary."

Write a 5 to 7 sentence paragraph describing the crow's character using key details. These sentences should make a summary. You may use your "graphic novel", notes, sentence frames or explanations from previous papers.

Checklist for TEACHERS

- I indented the first line only
- I started with a topic sentence (example: The author of the fable used key phrases to describe a crow who persevered to get a drink of water.)
- I used complete sentences
- I used transition words (initially, for this purpose, in fact, in conclusion)
- I used details from the text and placed the exact words from the text within quotes (example: The author also showed that the crow persevered by stating, "He found another pebble and tossed it into the pitcher... And another. And another. The crow continued...")
- I finished with a concluding sentence (example: The author demonstrates that the crow never gave up, showing creativity and perseverance until he got a drink of water.)

懸 Make sure to "Break Up Your Day!" 💐

Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 16)



The Crow and the Pitcher

(1) One blistering day, not too long ago, the land had shriveled and all moisture had evaporated from its lonely surface. The only known source of water for the indigenous animals was a deep cistern used by passing travelers. Because of the depth of this cistern, only humans could access it via a system of ropes and a weathered, white pitcher.

(2) A crow, spotting the pitcher beside the cistern circled the site see if the infrequent humans had left any water within the vessel. He landed by the chipped pitcher and, tilting his head, he looked inside its narrow mouth. Shining back at him was his reflection. There was water!

(3) The crow propelled his head deep into the maw of the pitcher. The water was still inches away from the tip of his beak. He tried again. Still inches away.

(4) Cocking his head to the side, the crow eyed the pitcher, knowing that if he knocked the pitcher over the water be consumed by the parched dirt.

(5) Hopping to the back side of the pitcher the crow realized that if he could not reach the water, maybe the water could reach him!

(6) He plucked a pebble from the dirt and plopped it into the pitcher. He found another pebble and tossed it into the pitcher. Another pebble was dropped inside. And another. And another. The crow continued to find pebbles and drop them into the depths of the container until at last the water was within his reach. With a chortle of success he lapped up his success.



ELA

	Name:	Date:						
<u>Exit Slip:</u>	Segment 1							
Write a S	ummary							
Use details from the text and your "Notes" to write a 3 to 5 sentence summary regarding the fable's								
"The fable teaches us that"								
,								
	Name:	Date:						
<u>Exit Slip: S</u>	Segment 4							
"I will organize my key deta	ails and create	a summary."						
Write a 5 to 7 sentence paragraph describing the c should make a summary. You may use your "graph from previous papers.	row's character nic novel", note	r using key details. These sentences es, sentence frames or explanations						
·								



ELA





Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a "new" partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.) Note: Place Protocols under a document camera (if available) as necessary throughout the lessons



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!



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General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ¹/₂ hours

- Segment 1: Place Value-Introduction to Vocabulary and Value of Digits (45-60 Minutes)
- Segment 2: Place Value-Ten Times the Value (45-60 Minutes)
- Segment 3: Game: Highest Value Race (30-60 Minutes)

Subject(s)

• Place Value understanding for multi-digit whole numbers. (4.NBT.1)

Objective

- <u>Students will</u> recognize that in a multi-digit whole number, a digit represents ten times what it represents in the place to its right.
- <u>Students will</u> identify the value of a number in multiple place values. (For example: 500 = 500 ones, or 50 tens, or 5 hundreds)
- <u>Students will</u> increase or decrease the value of numbers by multiplying and dividing a number by 10.

Materials

- blank paper (3 per student)
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable "Exit Slips" (page 13)
- **Optional:** printable "Student Game Directions" (pages 14-16)
- **Optional:** printable "Break Up Your Day" brain/movement break ideas (page 17)

Instructional Setting

• Seated with or near another student for partner work

Throughout these lessons, 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: Segment 1: 45-60 minutes

Subject

• Place Value-Introduction to Vocabulary and Value of Digits

Objective

• <u>Students will</u> recognize that in a multi-digit whole number, a digit represents ten times what it represents in the place to its right.

Materials

- blank paper (2 per student)
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable Exit Slip (page 13)

Pass out 2 pieces of paper per student. One will be for "Notes" and the other for practice.

Introduction

- *T* Today we will be examining how each digit in a number has value.
- T In addition, we will explore how a digit in one place represents ten times what it represents in the place to its right.
- *T* We can show this is true by multiplying numbers that have a 0 in the ones, tens, or hundreds places.

Setting up Paper

- *T* Write your name and date in the top right hand corner of your paper. See example & model so students can follow.
- *T* On the top center of your paper, title it "Notes". See example & model so students can follow.
- T Underneath your title write the statement, "I can recognize a digit represents 10 times the value of what it represents in the place to its right." See example & model so students can follow.
- **T** Below this statement write "Vocabulary". See example & model so students can follow.
- T The first vocabulary word we need to know is "digit."
- *T* Let's define this in our "Notes".
- T A digit is any number 0-9.
- *T* Why do you think we call larger numbers, multi-digit numbers? Call on several students.
- *T* Larger numbers are called multi-digit numbers because they are made up of many "digits", or numbers 0-9 put together.
- *T* How many digits make up the number 7,941?
- T Discuss with a partner near you. Call on several students. Answer: 4 digits make up the number 7,941
- *T* Underneath the definition of "digit" see if you can write an example of a 2, 3, 4, and 5-digit number. Answers will vary. Possible Examples: (2 digit) 17, (3 digit) 562, (4 digit) 2,700, (5 digit) 12,645
- *T* Share your answers with your partner.

Give time to complete this task. Monitor students and provide assistance as needed.

- **T** Below the word digit in your "Notes" let's write our next vocabulary word, Place Value. Model this step so students can follow along with your example. See example on next page.
- *T* We are going to define this word as: how much a digit is worth, depending on where it is in a number. Write this definition into your notes so that the class can copy.



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- *T* The most important word to me in this definition is "Worth".
- **T** Does anyone know what the word "worth" means?
- *T* Discuss what you think the word means with your partner.

Give time to complete this task. Monitor students and provide assistance as needed.

Call on several students.

- *T* The worth of something is its value.
- T For example, what do you think the worth or value of a baseball is? Call on students.
- T What if that baseball was used during the World Series? Would that change its value? Call on students.
- *T* What if the baseball was used during the World Series and it was signed by the MVP on the winning team? Call on students.
- *T* What if the baseball was just for sale at a resale store or a garage sale?
- *T* Hopefully you can see that different factors affect the Value or worth of something.
- *T* Well the value of a digit in a multi-digit number changes based on where it is in a number.
- *T* Let's draw a place value chart for ourselves on our paper.
- T Today we will only go up to the thousands place, although I am confident you can probably go to the millions place.

Draw a place value chart on your "Notes" paper below the definition.

Thousands	Hundreds	Tens	Ones	

- *T* Now looking at this chart let's see if we can determine the "Value" of each digit in a number.
- *T* Write the number 6,923 on your chart. Model this step so students can follow along with your example. See example on next page.

Thousands	Hundreds	Tens	Ones	
6	9	2	3	

- *T* Only one digit fits in each "place".
- T The place that the digit is in tells us what the "value" of that digit is, just like the baseball changing value based on if it was a new ball, a used ball, a ball that was used in a World Series Game, or a Ball used in the World Series game and signed by the MVP!
- *T* Let's figure out the value or worth of our digits.
- *T* In order to do this, we are going to use Base-Ten Blocks.
- *T* Before we start let's draw some Base-Ten Blocks in our "Notes".
- *T* Underneath your Place Value Chart, write the words, Base-Ten Blocks.
- *T* Then draw a new Place Value Chart, but this time we will put blocks in it.
- *T* The ones block we use is called a cube.
- *T* It represents 1 one.
- T The tens block we use is called a rod.



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Name & Date





- *T* It represents 1 ten.
- *T* The hundreds block we use is called a flat.
- T It represents 1 hundred.
- *T* And last, the thousands place we use a block. It represents 1 thousand.

Thousands	Hundreds	Tens	Ones
Value: 1,000	Value: 100	Value: 10	Value: 1

- T Now let's go back to determining the value of the digits in our number.
- ${\it T}$ How many of each Base-Ten blocks would we use to make our number
- *T* Work with your partner to draw the blocks that would represent our number of 6,923.

ANSWER:



Give time to complete this task. Monitor students and provide assistance as needed.

T So, what would be the value of each digit? Answer: 6,000; 900; 20; 3



- *T* Now looking at the value of the digits, how many would I need to bundle or group together to make 1 of the place to the left?
- *T* Discuss with your partner.



Give time to complete this task. Monitor students and provide assistance as needed. Call on students to share their answers.

- *T* Many of you determined you would need 10 to be able to group them and make one of the Place to the left.
- *T* For example: it takes 10 ones to equal 1 ten, 10 tens to equal 1 hundred, and 10 hundreds to equal 1 thousand.
- *T* Does anyone know what mathematical operation I would use to move a digit from one place to the next? In other words, how could I move my digit 2 from the tens place to the hundreds place.
- *T* Hint, will I be multiplying or dividing it?
- T So instead of having 2 tens, I would have 2 hundreds? Answer: multiply it by 10 (20 x 10 = 200)
- *T* Discuss with your partner.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Turn your notes over and make a 2 by 4 grid. see example
- *T* We are going to practice using the idea that a digit represents 10 times the value of what it represents in the place to the right.
- *T* In the first row, we are going to write our two rules:
- *T* When you move a number one place to the right, you multiply by 10.
- *T* **Example:** 7 tens = 70 one
- *T* The ones place is to the right of the tens place. $7 \times 10 = 70$
- *T* In the next box write: When you move a number one place to the left, you divide by 10.
- *T* **Example:** 70 ones = 7 tens
- *T* The tens place is to the left of the ones place. 70/10=7
- *T* In the second row, you will write: 6 tens = _____ ones. Answer: 60 ones
- *T* In the second box, write out the equation that you could use to solve this. Answer: $6 \times 10 = 60$.

Call on students to share their answers.

- *T* In the next row, write: 60 hundreds = _____thousands. Be careful because this time you are moving in the other direction, from right to left. Answer: 6 thousands.
- T In the second box of this row, write the equation that you can use to solve this. Answer: 60/10=6

Call on students to share their answers.

- *T* As you can see we can bundle our hundreds in groups of 10.
- *T* Every time we have 10 in a place, we bundle it together and we can send 1 over to the column to the left.
- T In the 3rd row, write: 500 ones = _____ tens Answer: 50 tens
- T In the second box of this row, write the equation that you can use to solve this. Answer: 500/10= 50 tens

*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 13), or simply have students copy the problems on a half sheet of paper.

If a number is one place to the left , you multiply by 10. (x10) - It is 10 times more, than the place to it's right. Example: 7 tens = 70 ones The ones place is to the right of the tens place. 7 x 10= 70	If a number is one place to the right , you divide by 10. Example: 70 ones = 7 tens The tens place is to the left of the ones place. 70/10=7
6 tens = ones. Answer: 60 ones	Equation: Answer: 6 x 10 = 60.
60 hundreds =thousands. Answer: 6 thousands.	Equation: Answer: 60/10=6
500 ones = tens Answer: 50 tens	Equation: Answer: 500/10= 50 tens



- b. 8 tens = 80 ones
- c. 7 hundreds = 70 tens

🐭 Make sure to "Break Up Your Day!" 🐭

Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 17)



Instructional Plan: Segment 2: 45-60 minutes

Subject

• Place Value-Ten Times the Value

Objective

- <u>Students will</u> recognize that in a multi-digit whole number, a digit represents ten times what it represents in the place to its right.
- <u>Students will</u> identify the value of a number in multiple place values (For example: 500 = 500 ones, or 50 tens, or 5 hundreds).

Materials

- blank paper (2 per student)
- Pencil
- document camera or whiteboard
- **Optional:** printable Exit Slip (page 13)

Pass out 2 pieces of paper per student. One will be for "Notes" and the other for practice.

Introduction

- *T* Today we will be examining that when we use 0 as a placeholder in a number we are actually changing the value of that number.
- *T* Adding a factor in a multiplication problem, changes the value of the product.

Setting Up the Paper

- *T* Write your name and date in the top right hand corner of your paper. See example & model so students can follow.
- *T* On the top center of your paper, title it "Notes". See example & model so students can follow.
- T Underneath your title write the statement, "I can recognize a digit represents 10 times the value of what it represents in the place to its right." See example & model so students can follow.
- *T* Let's define a few key vocabulary words before we begin.
- *T* The first word we will define is factor.
- **T** Does anyone know what a factor is? Call on students to share their answers.
- *T* Factors are the numbers being multiplied in a multiplication problem.
- T For example: 5 x 7 = 35
- T 5 & 7 are the Factors
- **T** Next who can tell me what a product is? Call on students to share their answers.
- *T* Products are the result of a multiplication problem or the answer.
- *T* For example: $5 \times 7 = 35$
- T 35 is the product
- *T* Now let's try some practice increasing the value of our products using 0 as a placeholder within our numbers.
- *T* Let's start with a basic fact like $5 \ge 7 =$ ____.

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Name & Date

Notes

I can recognize a digit represents 10 times the value of

Factor: the numbers being multiplied in a multiplication

Product: the result of a multiplication problem or the

10x more

The Value of our product increases as the value of the

1/10 the value

what it represents in the place to the right.

Vocabulary:

Example: $5 \times 7 = 35$ 5 & 7 are the Factors

Example: 5 x 7 = 35

35 is the product

problem.

answer.

 $5 \times 7 = 35$

50 x 7 = 350

500 x 7 = 3,500

factors increase.

5 x 700 = 3,500

500 x 700 = **350,000** 50 x 700 = **35,000**

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- *T* Now what would be 50 x 7? Answer: 350
- *T* 500 x 7? Answer: 3,500
- *T* What happened to the "value" or our product? Answer: It increased by one place, as the products increased by a place.
- T What do you think would happen if we increased the value of both factors?
- *T* Could we still find our basic fact within an equation?
- T For example: 50 x 70?
- T What is our basic fact? Answer: 5 x 7
- *T* What do you notice about these equations?
- T Discuss with a partner. Call on students to share their answers.
- *T* I notice that the number of 0's in the factors matches the number of 0's in the product.
- *T* Now what would happen if we started decreasing the number of 0's in a problem.
- T We are going to label this section 1/10 the value.
- *T* Write the following 3 problems: $500 \ge 700 = 50 \ge 700$, and $5 \ge 700 = .$
- T Looking at these 3 problems, which number is decreasing in value? Call on students. Answer: 500, 50, 5.
- T In each problem it is decreasing in value by 1/10.
- *T* Therefor if I were to divide 500 by 10, I would get 50.
- *T* Then if I divided 50 by 10 I would get 5.
- *T* Let's quickly solve these.
- *T* As you can see, as the value of our factor decreases by 10 times, so does the value of our product.
- *T* On your next piece of paper, we are going to solve some place value challenges.
- *T* With a partner try to work through these problems.
- *T* If you finish early, you can make up problems for your partner to solve.

Project problems using a document camera, or write them on the whiteboard

*If there is time, call students back together as a whole class and go over answers. Call on different students to share their answers.

1. In the number 4,456. There are two 4's. Do both 4's have the same value? Explain.	2. How much more is the 4 in the thousands place than the 4 in the hundreds place?
Show how much the multi-digit nu	mber equals in each place value:
3.	4.
500	50
ones	ones
tens	tens
hundreds	hundreds
5.	6.
3,000	300
ones	ones
tens	tens
hundreds	hundreds





7. Write a 3-digit number. ————————————————————————————————————	8. Write a 2-digit number. What number is 10 times less. Show this on a place value chart.
9. Bob has 970 stamps in his collection. Last year he had 10 times less. His best friend has 10 times more. How many stamps did he have last year? How many stamps does his best friend have?	10. How many times more stamps does Bob's best friend have than he had last year?

Answers: 1.) No both 4's do not have the same value. The 4 in the Thousands place is worth 4,000 and the 4 in the hundreds place is worth 400. 2.) The 4 in the Thousands place is 10 times more than the 4 in the Hundreds place. 3.) 500 = 500 ones, 50 tens, 5 hundreds 4.) 50=50 ones, 5 tens, 0 hundreds, 5.) 3,000=3,000 ones, 300 tens, 30 hundreds 6.) 300=300 ones, 30 tens, 3 hundreds 7.) answers will vary example: $345 \times 10=3,450$ 8.) answers will vary example: $23 \times 10=230$ 9.) Last year he had 97 stamps; His friend has 9,700. 10.) Bob's best friend has 100 times the amount of stamps he had last year. (9,700/97 = 100)

*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 13), or simply have students copy the problems on a half sheet of paper.

		Name:	ANSWER KEY	Date:
		Exit Slip: Segment	2	
	A digit represents 10 times t	he value of what it re	presents in the pl	lace to the right.
	1. In the number 6,818, there are	two 8's. Do both 8's ha	ave the same value	?
	One 8 is in the hundreds place w 8	ith a value of 800 and t	he other 8 is in the	ones place with a value of
	The 8 in the 100 place is 100x mo	re than the 8 in the one	es place.	
	2. Show how much the multi-digit	number equals in eac	h place value:	
a.	700	b. 9,000	•	
	<u>700</u> _ ones	<u>9,000</u>	ones	
	70 tens	900	tens	
	hundreds	<u>90</u>	hundreds	
	3. Fill in these sentences to make	a true statement.		
a.	When you move a number one When you move a number one	place to the LEFT _, place to the RIGHT	you multiply by 10, you divide by	0. 10.



Instructional Plan: Segment 3: 30-60 minutes

Subject

• Game: Highest Value Race

Objective

• <u>Students will</u> increase or decrease the value of numbers by multiplying and dividing a number by 10.

Materials

- blank paper (a few per student) -OR- student dry erase board -OR- place value mat
- pencil or dry erase marker
- deck of playing cards/number cards/or index cards to make cards (30-40 per group)
- document camera or whiteboard
- **Optional:** Student printable directions (pages 14-16)

Game Introduction

- *T* We are going to practice Place Value by playing a game.
- *T* This game is called "Highest Value Race".
- *T* During this game, your number will be increasing and decreasing in value.
- *T* The player or team with the highest value at the end wins.
- T You will play against a partner or another small group. Assign partners or teams of up to 3.
- T You will need: a deck of playing cards or you can make a deck of playing cards by using index cards, on each one write 1 digit 0-9. Make about 3-4 of each digit. You will also need scratch paper/a place value mat/ or dry erase board.
- *T* Round 1 you will play with a single digit number, Round 2, double digit, Round 3 triple digit number. If time you will go back to a single digit number for Round 4.

Step 1: Choosing your "Number"

- *T* Shuffle the deck of cards.
- *T* Place it face down.
- *T* Each team draws 1 card.
- *T* That is your "number" Record it on your chart or dry erase board. See Example and Model it for the class to follow along.

Step 2: Begin the Game

- *T* Whose ever original number is higher, gets to go first.
- *T* The other partner will then draw another card.
- *T* Whose ever card is higher gets to go up 10 times.
- *T* The other person or team will then go down 10 times. If your original number is in the ones place you stay there, you do not drop below the ones place during the game.

Example Round 1:



- *T* Team 1's number for round 1 is: 5 & Team 2's number for round 1 is 3.
- *T* Team 1's number has a higher value so they will pick from the deck of cards first.

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T Since Team 1's original number "5" is already in the ones place. They do not get a penalty of divided by 10. Their number stays the same.



- T Team 1's card has a higher value. So, they get to make their number 10 times more. (x10)
- *T* Team 2's card has a smaller value. So, they will make their number 10 times less. (/10)
- T Keep going until there are no cards left in the deck. Whoever has the higher value at that point wins.
- *T* Important Note: The original card drawn is the only one that will change up or down. The other cards drawn throughout the game just tell who gets to move up by 10 or down by 10.

TEAM 1 Points	Thousands	Hundreds	Tens	Ones	Team 2 Points	Thousands	Hundreds	Tens	Ones
5				5	3				3
5				5	30			3	0
50			5	0	3				3

Round 1:

Round 2:

- *T* Each team will start by pulling 2 cards to begin. That will be their original number. When a team gets a penalty, they cannot drop below a number in tens place.
- **T** Example:
- T Team 1 draws 2 cards: first a 2, then a 3. Their original number is "23" & Team 2 draws 2 cards: first a 4, then a 5. Their original number is "45"
- *T* Now they are ready to start.
- *T* Place deck of cards face down.
- **T** Team 2 draws a card first because 45 has a greater value than 23.



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- T Team 1 gets to increase their number by 10 (23 x 10= 230.)
- *T* Team 2 leaves their number the same, because it is already in the tens place, it cannot get smaller.



- T Team 2: Team 7. T 8 is larger than 7.
- T Team 2 gets to increase their number by 10 (45 x 10= 450).
- *T* Team 1 decreases by 10 (230/10=23).
- *T* Keep going until there are no cards left in the deck. Whoever has the higher value at that point wins.
- *T* **Important Note:** The original card drawn is the only one that will change up or down. The other cards drawn throughout the game just tell who gets to move up by 10 or down by 10.

Round 2:

TEAM 1 Points	Thousands	Hundreds	Tens	Ones	Team 2 Points	Thousands	Hundreds	Tens	Ones
23			2	3	45			4	5
230		2	3	0	45			4	5
23			2	3	450		4	5	0

There is a set of printable student directions (pages 14-16) that you can use for a reference sheet for students while they play.



.....

		Name:		Date:				
Exit Slip: Segment 1A digit represents 10 times the value of what it represents in the place to the right.2. Draw a place value chart through the thousands place.a. On your chart, write a 4-digit number of your choice.b. Below each digit show the value of the digit using both Base-Ten Blocks and number form								
Place Value Names		0 0						
Number								
Base-Ten Blocks								
Value:								
 3. Fill in the blank to make each statement true. Show the equation used to complete each statement. a. 90 ones = tens b. 8 tens = ones c. 7 hundreds = tens 								
		Name:		Date:				
Exit Slip: Segment 2 A digit represents 10 times the value of what it represents in the place to the right. 2. In the number 6,818, there are two 8's. Do both 8's have the same value?								
Explain:								
 2. Show how much the multi-digit number equals in each place value: b. 700 b. 9,000 ones tens tens hundreds 3. Fill in these sentences to make a true statement. b. When you move a number one place to the, you multiply by 10. When you move a number one place to the, you divide by 10. 								
		, , , , , , , , , , , , , , , , , , ,	, ou airide by 10.					



Highest Value Race

Objective of the game: End with the highest valued number

Skill: Place Value- recognize that in a multi-digit whole number, a digit represents ten times what it represents in the place to its right.

Number of Players: 2-6 (singles or teams)

Materials Needed:

- blank paper a few per student -OR- Student dry erase board -OR- Place value mat
- pencil or dry erase marker
- deck of playing cards/number cards/make your own number cards
 - \circ $\,$ You can make a deck of playing cards by using index cards, on each one write 1 digit 0-9.
 - Make about 3-4 of each digit (30-40 Index cards per group).

How to Play:

Round 1 you will play with a single digit number, Round 2, double digit, Round 3 triple digit number. If there is time you will go back to a single digit number for Round 4.

Step 1: Choosing your "Number"

- 1. Shuffle the deck of cards.
- 2. Place the deck face down.
- 3. Each team draws 1 card.
- 4. That is your "number" Record it on your chart or dry erase board.

Step 2: Begin the Game

- 5. Whose ever number original number is higher, gets to go first.
- 6. The other partner will then draw another card.
- 7. Whose ever card is higher gets to go up 10 times. (Original number x 10)
- 8. The other person or team will then go down 10 times. (Original number / 10).

Example Round 1:

- Partner/Team 1: Draws a Partner/Team 2: Draws a
- Team 1's number for round 1 is: 5 & Team 2's number for round 1 is 3.
- Team 1's number has a higher value so they will pick from the deck of cards first.
- Team 1 pulls the top card. Team 2 pulls the next card.
- Team 1: Team 2: Team 2's 9 is higher than Team 1's 2.
- So, Team 2 gets to make their original number "3" ten times more. 3 x 10= 30
- Since Team 1's original number "5" is already in the ones place. They do not get a penalty of divided by 10. Their number stays the same.

2



- Draw Again Team 1: Team 2:
- Team 1's card has a higher value. So, they get to make their number 10 times more. (x10)
- Team 2's card has a smaller value. So, they will make their number 10 times less. (/10)
- Keep going until there are no cards left in the deck. Whoever has the higher value at that point wins.

Important Note: The original card drawn is the only one that will change up or down. The other cards drawn throughout the game just tell who gets to move up by 10 or down by 10.

Round 1:

TEAM 1 Points	Thousands	Hundreds	Tens	Ones	Team 2 Points	Thousands	Hundreds	Tens	Ones
5				5	3				3
5				5	30			3	0
50			5	0	3				3

Round 2:

• Each team will start by pulling 2 cards to begin. That will be their original number. When a team gets a penalty, they cannot drop below a number in tens place.

Example:

- Team 1 draws 2 cards: first a 2, then a 3. Their original number is "23" & Team 2 draws 2 cards: first a 4, then a 5. Their original number is "45"
- Now they are ready to start.
- Place deck of cards face down.
- Team 2 draws a card first because 45 has a greater value than 23.
- Team 2: Team 1:
- 9 is larger than 7.
- Team 1 gets to increase their number by 10. (23 x10= 230)
- Team 2 leaves their number the same, because it is already in the tens place, it cannot get smaller.



- Team 2: Team 1:
- 8 is larger than 7.
- Team 2 gets to increase their number by 10 (45 x 10= 450)
- Team 1 decreases by 10 (230 / 10= 23)
- Keep going until there are no cards left in the deck. Whoever has the higher value at that point wins.



Round 2:

TEAM 1 Points	Thousands	Hundreds	Tens	Ones	Team 2 Points	Thousands	Hundreds	Tens	Ones
23			2	3	45			4	5
230		2	3	0	45			4	5
23			2	3	450		4	5	0



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!

