General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ 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 (RL.5.1-5.4)

Objective

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

Instructional Plan: Segment 1: 45-60 minutes

Subject

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

Objective

- Students will 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.*
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

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):

ELL:
Write one or more of the above morals on a visual display (dry erase board or poster paper) for English Language Learners or students with special needs.

The setting of the fable is _____ because the text says "_____".

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

You will be repeating Back to Back and Face to Face **followed by** On your feet/ Get ready to meet/ Go and Greet **protocol for each series of partner discussion questions. You may want to review these partner protocols before beginning.**

Note:
Throughout the lesson place Questions/Sentence Frames/Protocols on the document camera if available or recreate on a visual display (dry erase board or poster paper).

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

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

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

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
T *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 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 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.

ELL:
Write one or more of the above morals on a visual display (dry erase board or poster paper). Encourage the remainder of the class to keep their original moral ideas.

***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.**

Name: _ANSWER KEY_____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

- Students will determine the main events of a fable and analyze a character.
- Students will 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.

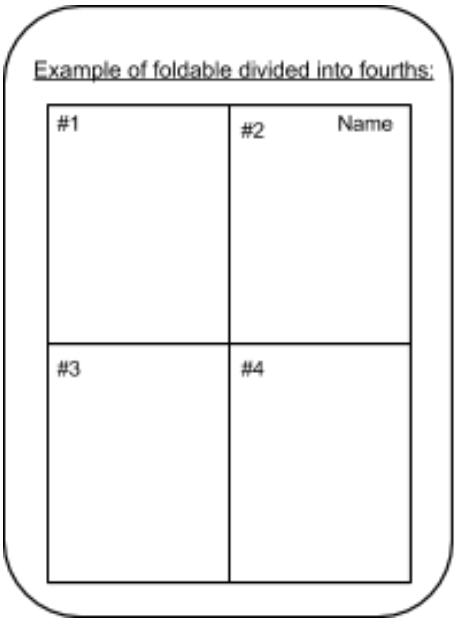
T *Good stories have main events that drive the plot and make you want to read more of the story.*

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.

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 with new partner
(with fable and a pencil, then...)
Back to Back and Face to Face

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.*

Note:
Allow 10 to 15 minutes for illustrations.

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.

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

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

- Students will identify and defend the lesson or moral of the fable using text supports.
- Students will 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

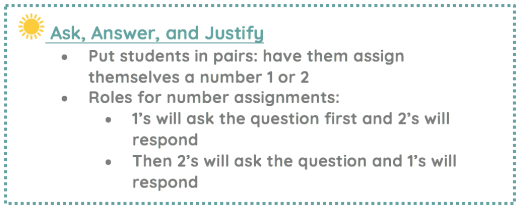
Make sure that students have their copy of the student text, "The Crow and The Pitcher" from segment 1.

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.



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.*

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 *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.

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 4: 30-45 minutes

Subject

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

Objective

- Students will 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.*

Checklist for Students

- 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

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.

Cartoon Strip Criteria:

- Characters are simple (stick figures are accepted)
- Only one action per frame (box)
- Thoughts are written inside thought bubbles
- Dialogue is written inside dialogue bubbles
- Cartoon needs to show a conflict and resolution
- Cartoon may be colored after all boxes have been completed.

Name: __ANSWER KEY_____Date: _____

Exit Slip: Segment 4

"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.)

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.

Name: _____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…"

_____

_____

_____

_____

_____

_____

Name: _____Date: _____

Exit Slip: Segment 4

"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.

_____

_____

_____

_____

_____

_____

Protocols:

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!

Break Up Your Day: Thumbs Up!

- Student is called on (use name cards or equity cards if available) to state a quality they see in themselves (kindness, honesty, hard work, humor).
- Other students signify whether they see that quality in themselves.
- Tally their responses.
- The quality with the most votes or Thumbs Up is the theme for the classroom!

Break Up Your Day: Common Classroom!

- Students states three objects in the classroom.
- Their shoulder buddy tries to discover what these three things might have in common (compare).
- Shoulder buddy then finds three objects in the classroom and first buddy discoveries comparisons.
- Have several teams share their commonalities.

Break Up Your Day: Comparisons Outside!

- Students take a scratch paper/pencil outside and make a list of objects on the playground they can see that share a theme. (Example: Movable: swings, basketball hoop, tetherball chain, etc.)

Break Up Your Day: Buddy, Buddy!

FORMATION: Partners
EQUIPMENT: Paper
RULES/DIRECTIONS:

- Have partners ball up a piece of paper and place it on the floor.
- Ask the partners to pick up the paper using the body parts called out by the teacher: Elbow and elbow, Foot and foot, Knee and knee, Forearm and elbow, Foot and elbow, Knee and elbow, Forehead and back of hand, Toe and finger
- Students can place the paper ball back on their desks, or move it to other parts of the room.

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Place Value: Introduction to Vocabulary and Value of Digits Through the Thousandths Place *(45-60 Minutes)*
- Segment 2: Place Value: Ten Times the Value & 1/10 the Value *(45-60 Minutes)*
- Segment 3: Game: Highest Value Race *(30-60 Minutes)*

Subject(s)

- Place Value understanding for multi-digit whole numbers and decimals to the thousandths place. (5.NBT.A1)

Objective

- Students will recognize that in a multi-digit whole number, a digit represents ten times what it represents in the place to its right and 1/10 what it represents in the place to the left.
- Students will identify the value of a number with relation to other place values.
- Students will increase or decrease the value of numbers by multiplying and dividing a number by 10 showing 10x the value and 1/10 the value.

Materials

- blank paper (3 per student)
- pencil & crayons/colored pencils
- personal student dry erase boards & dry erase marker
- blank paper a few per student -OR- Student dry erase board -OR- Place value mat
- deck of playing cards/number cards/or index cards to make cards (30-40 per group)
- document camera or whiteboard
- **Optional:** printable "Exit Slips" (page 14)
- **Optional:** printable game directions (pages 15-17)
- **Optional:** printable "Break Up Your Day" brain/movement break ideas (page 18)

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 Through the Thousandths Place

Objective

- Students will recognize that in a multi-digit whole number, a digit represents ten times what it represents in the place to its right and 1/10 what it represents in the place to the left.

Materials

- blank paper (2 per student)
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable Exit Slip (page 14)

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

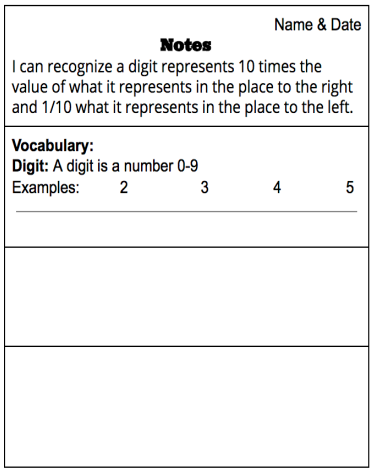
T *Underneath your title write the statement, "I can recognize a digit represents 10 times the value of what it represents in the place to the right and 1/10 what it represents in the place to the left."* See example & model so students can follow.

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.*


Name & Date

Notes

I can recognize a digit represents 10 times the value of what it represents in the place to the right and 1/10 what it represents in the place to the left.

Vocabulary:
Digit: A digit is a number 0-9
Examples: 2 3 4 5

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 a made up of many "digits", or numbers 0-9 put together.*

T *The root word multi means more than one or many.*

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 using decimals.* **Answers will vary. Possible Examples:** (2 digit) 1.7, (3 digit) 56.2, (4 digit) 270.1, (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.

Name & Date

Notes

I can recognize a digit represents 10 times the value of what it represents in the place to the right.

Vocabulary:
Digit: A digit is a number 0-9
Examples: 2 3 4 5

Place Value: how much a digit is worth, depending on where it is in a number.

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.
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 to share their answers.**

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 to share their answers.**
T *What if that baseball was used during the World Series? Would that change its value?* **Call on students to share their answers.**
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 to share their answers.**
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, and down to the thousandths place.*
T *Do you hear the difference when I say the word "thousands" and "thousandths?"* Exaggerate the "ths" at the end of Thousandths so that they can hear the difference. **Call on students to share their answers.**
T *When I am pronouncing the decimal places, you will hear a "ths" at the end.*

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

Thousands	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths
				.			

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 6,923.296 on your chart.* Model this step so students can follow along with your example. See example on next page.

Thousands	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths
6	9	2	3	.	2	9	6

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 *When we look at our 3 decimal places: tenths, hundredths, and thousandths we can use some base 10 blocks to understand how they relate to whole numbers.*
T *Let's add a little chart into our "Notes" so we can refer back if we get confused.*

T *Let's imagine that one whole equaled a Base-Ten block.*  Model this by either drawing it or using Base-Ten Blocks. Also, have the students add a chart into their notes.

T *The block is made up of 1,000 little cubes.*

T *Our tenths place is represented by a "flat"*  .

T *It would take 10 flats, to equal one big cube.*

T *Each has a value of 1/10.*

T *The next place to the right is our hundredths place, represented by a rod.* 

T *It would take 10 rods to equal one flat, or a tenth.*

T *It would take 100 rods to equal one block.*

T *Each has a value of 1/100.*

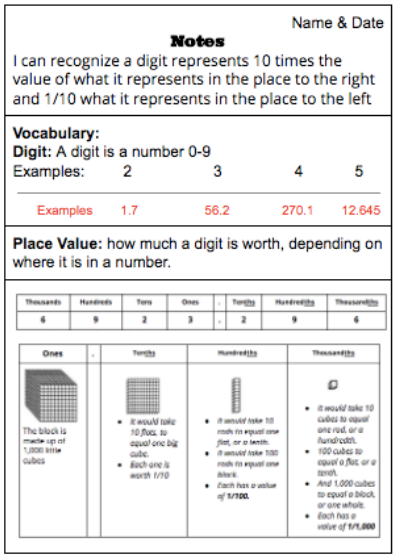
T *Last we have the thousandths place represented by a cube.* 

T *It would take 10 cubes to equal one rod, or a hundredth.*

T *100 cubes to equal a flat, or a tenth.*

T *And 1,000 cubes to equal a block, or one whole.*

T *Each has a value of 1/1,000*


Name & Date

Notes

I can recognize a digit represents 10 times the value of what it represents in the place to the right and 1/10 what it represents in the place to the left

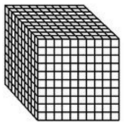
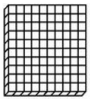
Vocabulary:
Digit: A digit is a number 0-9
Examples: 2 3 4 5

Examples 1.7 56.2 270.1 12.645

Place Value: how much a digit is worth, depending on where it is in a number.

Thousands	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths
6	9	2	3	.	2	9	6

Ones	.	Tenths	Hundredths	Thousandths
The block is made up of 1,000 little cubes		• It would take 10 flats, to equal one big cube. • Each one is worth 1/10	• It would take 10 rods to equal one flat, or a tenth. • It would take 100 rods to equal one block. • Each has a value of **1/100.**	• It would take 10 cubes to equal one rod, or a hundredth. • 100 cubes to equal a flat, or a tenth. • And 1,000 cubes to equal a block, or one whole. • Each has a value of **1/1,000**

Ones	**.**	**Tenths**	**Hundredths**	**Thousandths**
 ***T*** The block is made up of 1,000 little cubes		 • *It would take 10 flats, to equal one big cube.* • *Each one is worth 1/10*	 • *It would take 10 rods to equal one flat, or a tenth.* • *It would take 100 rods to equal one block.* • *Each has a value of **1/100.***	 • *It would take 10 cubes to equal one rod, or a hundredth.* • *100 cubes to equal a flat, or a tenth.* • *And 1,000 cubes to equal a block, or one whole.* • *Each has a value of **1/1,000***

T *Flip your "Notes" over to the backside of the paper.*

T *Now let's go back to determining the value of the digits in our number.*

T *How many of each Base-Ten block would we use to make our number?*

T *Work with your partner to draw the blocks that would represent our number of 6,923.296.*

Answer:

Thousands	**Hundreds**	**Tens**	**Ones**	**.**	**Tenths**	**Hundredths**	**Thousandths**
6	**9**	**2**	**3**	**.**	**2**	**9**	**6**
6,000	**900**	**20**	**3**	**.**	**2/10**	**9/100**	**6/1000**

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

T *So, what would be the Value of each digit?*

- ***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.

- ***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 equation I can do 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*** *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*** *Below the Place Value Chart, I would like you to make a 2 by 4 grid.* See example to the right.
- ***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, and 1/10 the value of what it represents to the left.*
- ***T*** *In the first row, we are going to write our two rules:*
- ***T*** *If a number is one place to the left, you multiply by 10. (x10)- It is 10 times more, than the place to its right.*
- ***T*** *Example: The tens place is 10x the value of the ones place. 7 tens = 70 ones*
- ***T*** *The hundreds place is 100x the value of the ones place. It is 10 x the value.*
- ***T*** *In the next box write: If a number is one place to the right, you divide by 10. (1/10 the value)*
- ***T*** *Example: The tenths place is 1/10 the value of the ones place.*
- ***T*** *The hundredths place is 1/100 the value of the ones place.*
- ***T*** *Example: 70 ones = 7 tens*
- ***T*** *We are going to use our number from our place value chart for the next 6 problems.*

If a number is one place to the **left**, you multiply by 10. **(x10)-** It is 10 times more, than the place to its right. **Example:** The tens place is 10x the value of the ones place The hundreds place is 100x the value of the ones place.	If a number is one place to the **right**, you divide by 10. **(1/10 the value)** **Example:** The tenths place is 1/10 the value of the ones place. The hundredths place is 1/100 the value of the ones place.
6 tens =_____ ones. Answer: 60 ones	**Equation:** Answer: 6 x 10 = 60.
60 hundreds =____thousands. Answer: 6 thousand.	**Equation:** Answer: 60/10=6
500 ones =_____ tens Answer: 50 tens	**Equation:** Answer: 500/10= 50 tens

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

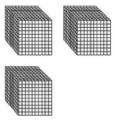
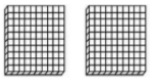
You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 14), or simply have students copy the problems on a half sheet of paper.

Name: _Answer Key_____Date: _____

Exit Slip: Segment 1

A digit represents 10 times the value of what it represents in the place to the right and 1/10 what it represents to the left.

1) Draw a place value chart showing the ones through the thousandths 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.
Answers will vary based on the number students select

Place Value Names	Ones	.	Tenths	Hundredths	Thousandths
Number	3	.	2	3	5
Base-Ten Blocks		.			
Value:	3	.	2/10	3/100	5/1,000

2) Fill in the blank to make each statement true. Show the equation used to complete each statement.
a) 90 ones = ___9___ 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 18)

Instructional Plan: Segment 2: 45-60 minutes

Subject

- Place Value: Ten Times the Value & 1/10 the Value

Objective

- Students will recognize that in a multi-digit whole number or decimal, a digit represents ten times what it represents in the place to its right and 1/10 what it represents in the place to the left.
- Students will identify the value of a number with relation to other place values.

Materials

- blank paper (2 per student)
- pencil
- document camera or whiteboard
- **Optional:** printable Exit Slip (page 14)

Pass out 2 pieces of paper per student. One will be for "Notes" and the either 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 *We will also look at the relationship in value between different places on our chart.*

Setting up Paper

This is a guided note taking section. Fill in your own notes for students to copy as you go.

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 that in a multi-digit whole number or decimal, a digit represents ten times what it represents in the place to its right and 1/10 what it represents in the place to the left."* See example

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*

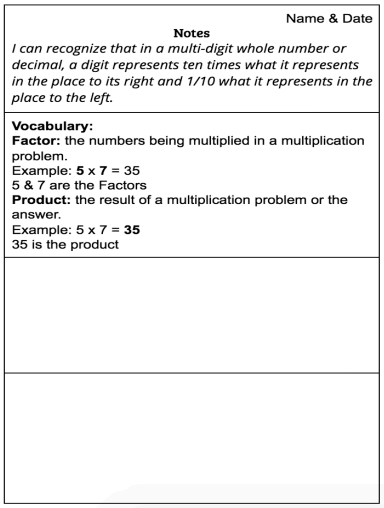
T *5 & 7 are the Factors*

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 x 7 = 35*

T *35 is the product*


Name & Date

Notes

I can recognize that in a multi-digit whole number or decimal, a digit represents ten times what it represents in the place to its right and 1/10 what it represents in the place to the left.

Vocabulary:
Factor: the numbers being multiplied in a multiplication problem.
Example: **5** x **7** = 35
5 & 7 are the Factors
Product: the result of a multiplication problem or the answer.
Example: 5 x 7 = **35**
35 is the product

10x more

- ***T*** *Now let's look at a category we will call, "10x more"*
- ***T*** *Now let's try some practice increasing the value of our products by using 0 as a placeholder within our numbers.*
- ***T*** *This will make our number "10x more"*
- ***T*** *Let's start with a basic fact like 5 x 7 =_____.*
- ***T*** *Now what would be 50 x 7?* **Answer: 350**
- ***T*** *350 is 10x more than 35.*
- ***T*** *500 x 7?* **Answer: 3,500**
- ***T*** *3,500 is 100x more than 35, and 10x more than 350.*
- ***T*** *What happened to the "value" or our product?* **Answer: It increased by one place, as the products increased by a place. It became 10 x more**
- ***T*** *Below these examples let's write the following sentences in our notes.* **Model so students can follow.**
- ***T*** *"The Value of our product increases as the value of the factors increase."*
- ***T*** *"When we add a 0 to the end of the number it makes the number 10x more."*

Name & Date

Notes

I can recognize that in a multi-digit whole number or decimal, a digit represents ten times what it represents in the place to its right and 1/10 what it represents in the place to the left.

Vocabulary:
Factor: the numbers being multiplied in a multiplication problem.
Example: **5** x **7** = 35
5 & 7 are the Factors
Product: the result of a multiplication problem or the answer.
Example: 5 x 7 = **35**
35 is the product

10x more
5 x 7 = *35*
50 x 7 = *350* *is 10x more than 35*
500 x 7 = *3,500,* *is 100x more than 35 & 10x more than 350*
The Value of our product increases as the value of the factors increase. When we add a 0 to the end of the number it makes the number 10x more.

1/10 the value
50 x 700 = ***35,000***
50 x 70 = ***3,500*** *is 1/10 the value of 35,000*
50 x 7= ***350*** *is 1/10 the value of 3,500 & 1/100 the value of 35,000*
The Value of our product decreases as the value of the factors decrease. When we take away a 0 at the end of the number it makes it 1/10 the value.

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

1/10 the Value

- ***T*** *The next category is 1/10 less.*
- ***T*** *If when we added 0's to our factors, the product increased 10x, what do you think would happen if we took away 0's from our factors?* **Call on students to share their answers.**
- ***T*** *Now let's see what would happen if we decreased the 0's in our factors.*
- ***T*** *Let's start with an equation where there are several 0's in our factors.*
- ***T*** *What is 50 x 700?* **Answer: 35,000** **Call on students to share their answers.**
- ***T*** *Now what if we take away a 0 from one of our factors.*
- ***T*** *What is 50 x 70?* **Answer: 3,500**
- ***T*** *How much less in value is 3,500 than 35,000?* **Call on students to share their answers.** **Answer: 3,500 is 1/10 the value of 35,000**
- ***T*** *What if we took away another 0 from one of our factors?*
- ***T*** *What is 50 x 7?* **Answer: 350**
- ***T*** *Can you tell me 350 is (_____) the value of 3,500, and (_____) the value of 35,000?* **Answer: 350 is 1/10 the value of 3,500 and 1/100 the value of 35,000.**
- ***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*** *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*** *We are going to be comparing the value of digit when they are in different places.*
- ***T*** *Let's try one together.*
- ***T*** *In the number 6,923.296.* **six thousand, nine-hundred, twenty-three and two hundred ninety-six thousandths.**
- ***T*** *There is a 2 in both the tens place and the tenths place.*
- ***T*** *But do they share the same value?* **Call on students to share their answers.** **Answer: No**
- ***T*** *I can say: the tens place is 100x the value of the tenths place because the tens place is 2 places to the left.*
- ***T*** *So, I would multiply x10, to get to the ones places, and then x10 to get to the tens place*
- ***T*** *X10 two times = 100x*
- ***T*** *Now if I were to say the tenths place first, or the smaller place.*

T *I would say, the tenths place is 1/100 the value of the tens place because the tenths place is 2 places to the right.*
T *So, I would divide by 10 to get to the ones place, and then divide 10 to get to the tenths place.*
T *1/10 x 1/10 gives me 1/100.*
T *Each time you move another place a 0 gets added.*
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

Write this up on the board for students to use.

Thousands	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths
6	9	2	3	.	2	9	6
6,000	900	20	3	.	2/10	9/100	6/1000

If 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 number equals in each place value:	
3. In the number 6923.296 The 2 in the tens place is _____ the value of the 2 in the tenths place?	**4.** In the number 6923.396 The 3 in the ones place is _____ the value of the 3 in the tenths place?
5. In the number 6923.396 The 9 in the hundredths place is _____ the value of the 9 in the hundreds place?	**6.** In the number 6727.396 The 7 in the ones place is _____ the value of the 7 in the hundreds place?
7. Write a 3-digit number. _____ What number is 100 times more. Show this on a place value chart.	**8.** Write a 4-digit number with decimals. _____ What number is 1/10 the value. 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.) 100x the value 4.) 10x the value 5.) 1/10,000 the value 6.) 1/100 the value 7.) answers will vary example: 345 x 100= 34,500 8.) answers will vary example:

23.15/10= 2.315 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 14), 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 the value of what it represents in the place to the right.

4) In the number 68.18, there are two 8's. Do both 8's have the same value?

No, both 8's do not have the same value.

Explain: **Answers will vary, possible responses**

- **There is an "8" in the ones place with the value of 8 and an "8" in the hundredths place with a value of 8/100**
- **The "8" in the ones place is 100x the value of the "8" in the hundredths place.**
- **The "8" in the hundredths place is 1/100 the value of the "8" in the ones place.**

5) Fill in the blanks

Tens place is __**100x**____ the value of the tenths place

Tens place is __**1/100**____the value of the thousands place

6) Fill in these sentences to make a true statement.

c. When you move a number one place to the __**left**___, you multiply by 10.

d. When you move a number one place to the __**right**___, you divide by 10.

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 18)

Instructional Plan: Segment 3: 45-60 minutes

Subject
- Game: Highest Value Race

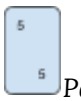
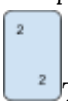
Objective
- Students will increase or decrease the value of numbers by multiplying and dividing a number by 10 showing 10x the value and 1/10 the value.

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 (pgs. 15-17)

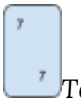
T *We are going to practice Place Value by playing a game.*
T *This game is called "Highest Value Race".*
T *During this game, your number will be increasing and decreasing in value.*
T *The player or team with the highest value at the end wins.*
T *You will play against a partner or another small group.* Assign partners or teams.
T *You will need: a deck of playing cards or index cards with numbers written on them.* Students 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 number 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.*

Example Round 1:
T *Partner/Team 1: Draws a*  *Partner/Team 2: Draws a* 
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.*
T  *Team 1 pulls the top card; Team 2 pulls the next card.*
T *Team 1:*  *Team 2:*  *... Team 2's 9 is higher than Team 1's 2.*
T *So, Team 2 gets to make their original number "3" ten times more.* 3 x 10= 30
T *Since Team 1's original number "5" is already in the ones place.*
T *They need to insert a "0" in the ones place and move their "5" into the tenths place.*

T *The value is now 5/10 or 0.5*

T *Draw Again*  *Team 1:*  *Team 2:* 

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.*

Round 1:

TEAM 1 Points	***Thousands***	***Hundreds***	***Tens***	***Ones***	**.**	***Tenths***	***Hundredths***	***Thousandths***
5				***5***	**.**			
5/10				***0***	**.**	***5***		
5			***0***	***5***	**.**			

TEAM 2 Points	***Thousands***	***Hundreds***	***Tens***	***Ones***	**.**	***Tenths***	***Hundredths***	***Thousandths***
3				***3***	**.**			
30			***3***	***0***	**.**			
3				***3***	**.**			

Round 2:

T *Each team will start by pulling 2 cards to begin.*

T *That will be their original number.*

T *When a team gets a penalty, they cannot drop below a number in tens place.*

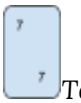
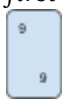
Example:

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.*

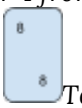
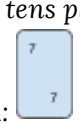
T *Team 2 draws a card first because 45 has a greater value than 23.*

T *Team 2:*  *Team 1:* 

T *9 is larger than 7.*

T *Team 1 gets to increase their number by 10. (23 x10= 230)*

T *Team 2 decreases their number by 1/10. So, they will shift their 5 from the ones place to the tenths, and their 4 from the tens place to the ones place. (45/10= 4.5)*

T *Team 2:*  *Team 1:* 

T 8 is larger than 7.
T Team 2 gets to increase their number by 10 (4.5 x 10= 45)
T Team 1 decreases by 10 (230/ 10= 23)
T *Keep going until there are no cards left in the deck.*
T *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:

	Thousands	*Hundreds*	*Tens*	*Ones*	.	*Tenths*	*Hundredths*	*Thousandths*
23			*2*	*3*	.			
230		*2*	*3*	*0*	.			
23			*2*	*3*	.			

TEAM 2 Points	*Thousands*	*Hundreds*	*Tens*	*Ones*	.	*Tenths*	*Hundredths*	*Thousandths*
45			*4*	*5*	.			
4.5				*4*	.	*5*		
45			*4*	*5*	.			

Name: _____Date: _____

Exit Slip: Segment 1

A digit represents 10 times the value of what it represents in the place to the right and 1/10 what it represents to the left.

3) Draw a place value chart showing the ones through the thousandths 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					
Number					
Base-Ten Blocks					
Value:					

4) 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.
1) In the number 68.18, there are two 8's. Do both 8's have the same value?

Explain:

2) Fill in the blanks
Tens place is _____ the value of the tenths place
Tens place is _____the value of the thousands place

3) Fill in these sentences to make a true statement.
a. When you move a number one place to the _____, you multiply by 10.
b. When you move a number one place to the _____, you divide 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 and 1/10 what it represents to the left.
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
- 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 time you will go back to a single digit number for Round 4.*

Step 1: Choosing your "Number"

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

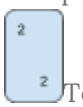
Step 2: Begin the Game

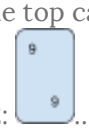
- Whose ever number original number is higher, gets to go first.
- The other partner will then draw another card.
- Whose ever card is higher gets to go up 10 times. (Original number x 10)
- The other person or team will then go down 10 times. (Original number / 10)
-
- * If your original number is in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

Example Round 1:

- 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 need to insert a "0" in the ones place and move their "5" into the tenths place. The value is now 5/10 or 0.5.

- 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*	.	*Tenths*	*Hundredths*	*Thousandths*
5				*5*	.			
5/10				*0*	.	*5*		
5			*0*	*5*	.			

TEAM 2 Points	*Thousands*	*Hundreds*	*Tens*	*Ones*	.	*Tenths*	*Hundredths*	*Thousandths*
3				*3*	.			
30			*3*	*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 decreases their number by 1/10. So, they will shift their 5 from the ones place to the tenths, and their 4 from the tens place to the ones place. (45/10= 4.5)
- Team 2:  Team 1: 
- 8 is larger than 7.

- Team 2 gets to increase their number by 10 (4.5 x 10= 45)
- 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*	.	*Tenths*	*Hundredths*	*Thousandths*
23			*2*	*3*	.			
230		*2*	*3*	*0*	.			
23			*2*	*3*	.			

TEAM 2 Points	*Thousands*	*Hundreds*	*Tens*	*Ones*	.	*Tenths*	*Hundredths*	*Thousandths*
45			*4*	*5*	.			
4.5				*4*	.	*5*		
45			*4*	*5*	.			

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: Thumbs Up!

- Student is called on to state their favorite number from 1 to 20.
- Other students signify whether they see that number somewhere in the classroom.
- Tally their responses. The number with the most votes or Thumbs Up is the winner for the activity!

Break Up Your Day: Count Down!

- Challenge students to write as many multiplication facts as possible in one minute. *(example: 1 x 2 = 2, 2 x 5 = 10, 3 x 3 = 9, etc.)*
- Students trade papers with a shoulder buddy and the buddy counts the correct facts.
- Whoever has the most correct facts may share their facts with the class (if document camera is available) or they simply become the new Count Down Kid!

Break Up Your Day: Math Outside!

- Students take scratch paper/pencil and find numbers outside.
- Students write multiplication problems they see on the playground. *(examples: 3 basketball courts times 6 students equals 18 basketball players, four hopscotches times 5 students equals 20 students playing hopscotch.)*