



# UNIT 2 : Place Value

15 days of math lesson plans, PowerPoints, and activities.

Name: \_\_\_\_\_

## Level Up

### Unit 2 Lesson 5

Directions: Write each number in each form.

1. 435

base ten: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2.8 SKIP COUNTING

**I CAN STATEMENT**  
I can skip count by fives.

**MATERIALS**  
2.8 PowerPoint  
2.8 printouts  
hundreds chart  
(intervention)

**VOCABULARY**  
place value  
digit

Spend the first few minutes of class on this activity. These slides allow you to...

**MINI LESSON**

Cut along the scissor lines. Glue the flaps in each circle to make the inequality true. Write a sentence that represents each inequality. Example,  $34 < 43$ . Thirty-four is less than forty-three.

## COMPARING NUMBERS

Place Value

72	○
25	○
627	○
892	○

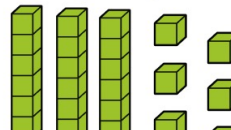
# PLACE VALUE FORMS

Standard form: 37

Expanded form:  $30 + 7$

Word form: thirty-seven

Place value blocks:



Write the number in standard form.

Six hundred forty-nine

Place the number in the place value chart.

30

hundreds	Tens	Ones

# UNIT 2: PLACE VALUE at a glance

Day 1 Digit Values	Day 2 Digit Values	Day 3 Place Value Models	Day 4 Base Ten	Day 5 Expanded Form
Day 6 Word Form	Day 7 Review	Day 8 Skip Counting by 5	Day 9 Skip Counting by 10 and 100	Day 10 Adding and Subtracting 10 and 100
Day 11 Adding and Subtracting 10 and 100	Day 12 Comparing Numbers	Day 13 Comparing Numbers	Day 14 PBL	Day 15 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, and 2.NBT.8

Notes:

Easily see your whole week at a glance with the unit pacing guide.







# Place Value Models

Vocabulary:

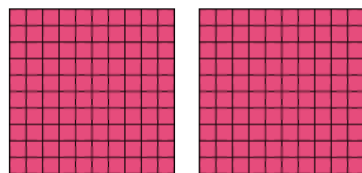
**Place value blocks:** models used to represent numbers



## Place Value Models

Example:

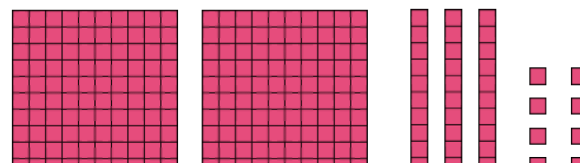
Use place value blocks to model the number 238.  
How many hundreds are in 238?



NOT SO WIMPY TEACHER

## Place Value Models

Use place value blocks to model the number 238.  
How many ones are in 238?



Deliver great lessons with step-by-step PowerPoints for teaching math skills.







Includes problem sets, homework, and exit tickets for each day.

**Unit 2**

Directions: Write the number in each place value form.

1.  $243$

Expanded form: \_\_\_\_\_

Word form: \_\_\_\_\_

Base ten form: \_\_\_\_\_

Place value blocks: \_\_\_\_\_

**Unit 2**

8. What is the value of the 2 in 732?

9. What is the value of the 9 in 908?

10. What is the value of the 5 in 356?

Directions: Determine the next number in the sequence.

Name: \_\_\_\_\_

**Unit 2 Assessment**

Directions: Compare each set of numbers using  $>$ ,  $<$ , or  $=$  symbols.

20.  $54$  \_\_\_\_\_  $23$

21.  $80$  \_\_\_\_\_  $83$

22.  $72$  \_\_\_\_\_  $72$

23.  $234$  \_\_\_\_\_  $353$

24.  $735$  \_\_\_\_\_  $343$

25.  $282$  \_\_\_\_\_  $284$

27.  $992$  \_\_\_\_\_  $995$

**Unit 2**

Directions: Write the number in each place value form.

2.  $200$

Expanded form: \_\_\_\_\_

Word form: **two hundred**

4.  $200$

Base ten form: \_\_\_\_\_

Place value blocks: \_\_\_\_\_

6. \_\_\_\_\_

Directions: Mentally add or subtract.

2.  $453 - 10 = 443$

Skill	Place Value Forms	Adding & Subtracting 10 & 100	Digit Values	Skip Counting	Comparing Numbers	Word Problems	
Student	1	2-7	8-10	11-19	20-27	28-30	TOTAL
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33
	___ / 4	___ / 6	___ / 3	___ / 9	___ / 8	___ / 3	___ / 33

Name: \_\_\_\_\_

**Assessment Answer Key**

Directions: Compare each set of numbers using  $>$ ,  $<$ , or  $=$  symbols.

21.  $80$  **<**  $83$

23.  $234$  **<**  $353$

25.  $282$  **<**  $284$

27.  $992$  **<**  $995$

in the hundreds place.

than the number 298.

board.

Mrs. Janet read more books than



Track student progress with pre- & post-assessments and recording sheet.



# COMPARING NUMBERS

Comparing numbers is determining

# COMPARING NUMBERS

## SYMBOLS

Greater than  $>$

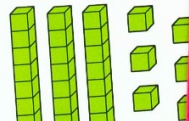
# PLACE VALUE FOR

Standard form

Expanded form

Word form: thirty

Place value



## Place Value Blocks



## 100s Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Place Value Mat

Hundreds	Tens	Ones
3	4	7
5	3	1



Cement learned skills with the included vocabulary cards, anchor charts, and tools.



BOARD  
GAME  
PLACE  
VALUE

GAME RULES

DIRECTIONS



**CARD 6:**  
Rewrite the numbers using expanded form.

**CARD 5:**  
Place the number in the value chart.  
257

**CARD 4:**  
Model the number using place value blocks.

**CARD 7:**

**16:**  
er in the plac  
chart.

**13:**  
er in stand  
n.

forty-nin

# REVIEW board game

UP 2 SPACES	GO AGAIN	FINISH	BACK 5 SPACES	LOSE A TURN	GO AGAIN
BACK 3 SPACES	LOSE A TURN	GO AGAIN	UP 2 SPACES	UP 5 SPACES	GO AGAIN
LOSE A TURN	GO AGAIN	GO AGAIN	LOSE A TURN	UP 5 SPACES	GO AGAIN
LOSE A TURN	BACK 2 SPACES	BACK 5 SPACES	LOSE A TURN	GO AGAIN	GO AGAIN

**CARD 1:**  
the 3 in my

**CARD 2:**  
the number in the  
value



Keep students engaged and excited to practice with a board game and task cards.






# Animal Shelter

You have arrived for your first day as a volunteer at Friends Fur-ever Animal Shelter.

## Adoptable Pets

Your first task as a volunteer is to match up these pets with their ID cards. Use the information on the following page to write each animal's name on their ID card below.

	NAME		NAME		NAME
---	------	---	------	---	------

## Adoptable Pets





Oliver, Murray, Morton, and Scout are all up for adoption at the shelter. Use the information to match their names with their ID cards on the previous page.

number has a 5 in the tens place.

Scout's adoption fee has a 3 in both the hundreds and tens

## Let's Go for a Walk

Your next task as a volunteer is to take some of the dogs for a walk! Record the distance of each walk using standard form, base ten numbers, and expanded form.

 OLIVE	Standard Form: 872 yards Base Ten: <u>8</u> hundreds <u>7</u> tens <u>2</u> ones Expanded Form: <u>800</u> + <u>70</u> + <u>2</u>
 CHARLIE	Standard Form: <u>681</u> yards Base Ten: <u>6</u> hundreds <u>8</u> tens <u>1</u> ones Expanded Form: <u>600</u> + <u>80</u> + <u>1</u>
 BELLA	Standard Form: _____ yards Base Ten: 7 hundreds, 0 tens, 5 ones Expanded Form: _____ + _____ + _____
 DAISY	Standard Form: 932 yards Base Ten: _____ hundreds _____ tens _____ ones Expanded Form: _____ + _____ + _____

# PBL ACTIVITY

# PLACE VALUE



AN ANIMAL-SHELTER-THEMED PROJECT-BASED LEARNING ACTIVITY

Includes a special animal-shelter-themed project-based learning activity.



**EXPANDED FORM**  
numbers that are stretched out by place value

**EQUAL TO**  
the same as the other number



**GREATER THAN**  
larger than the other



**PLACE VALUE**  
The value of each digit

Hundreds	Tens	ones
3	2	8

**SKIP COUNTING**  
counting by a number other than 1

5, 10, 15,  
20, 25, 30,

**PLACE VALUE BLOCKS**



**STANDARD FORM**  
when a number is written

512

**WORD FORM**

three hundred

**LESS THAN**

smaller than the other number



**BASE TEN FORM**

2 tens

UNIT TWO  
**VOCABULARY CARDS**  
PLACE VALUE



Teach with confidence, each day is fully planned for you with all the tools you need!