

PLACE VALUE

TEKS Unit Bundle

Comparing Numbers

Roll two dice to determine your number. Your partner will do the same. If you get doubles, you can create your own number. The player with the greatest number wins and advances one space on the game board. The first player to make it to the end, wins!!!



3rd
GRADE

_____ is greater than _____
because it has a larger digit in the _____ place.

PLACE VALUE

DAY 9
Lesson plan

Compare Numbers up to 4 Digits

TEKS: 3.2D Compare and order whole numbers up to 100,000 using the symbols $>$, $<$, or $=$.

Laminated

554 705 1,804 2,399 8,004

539 2,400 640 7,400

554 is greater than 539 because it has a larger digit in the _____ place.

2,399 is greater than 2,400 because it has a larger digit in the _____ place.

Lesson:

1. Work through the **Comparing Whole Numbers**...
 2. Show students the... from the **Num...**
- Have students... their place...

Resources that work together seamlessly



3.2B

PLACE VALUE Relationships with money

13

10x
Greater

100 = 10 x ____

10 = 1 x ____

\$ | | |

Write the value of each digit.

This value is 10 times greater than

This value is 1 times greater than

This value is 1 times greater than

\$ 2, 2 2 2

The value of the underlined digit is ____ times the value of the circled digit.

3.2B

Place Value RELATIONSHIPS

Player 1 selects a spot on the game board below and names the type of relationship between the circled and underlined digits. Player 2 checks using the key. If the answer is correct, Player 1 may place a chip on that box. Alternate turns. The first player to have 4-in-a-row wins!!!

"The value of the circled digit is ____ the value of the underlined digit."
(10x or not 10x)

5 <u>5</u> 7	9 <u>8</u> 83	7 <u>4</u> 4	10 <u>8</u> 8	7 <u>7</u> 98
5 <u>5</u> 5	4 <u>4</u> 2	7 <u>2</u> 21	3, <u>3</u> 00	4 <u>3</u> 3
2, <u>2</u> 37	9, <u>9</u> 54	1, <u>0</u> 76	4 <u>4</u> 3	6 <u>5</u> 5
9 <u>9</u> 0	7,3 <u>9</u> 9	8 <u>6</u> 6	2 <u>2</u> 5	5 <u>3</u> 3
3 <u>3</u> 9	2 <u>2</u> 5	1,0 <u>5</u> 5	6 <u>6</u> 7	7 <u>0</u> 9

Organized & Easy to Use

3rd Grade Place Value TEKS Tracking Sheet	3.2A Compose and decompose numbers up to 100,000 as the sum of so many tens, etc., + expanded notation						3.2B Relationships in the base-10 place value system				3.2C Represent a number on a number line to build to rounding				3.2D Compare and order whole numbers up to 100,000 using the symbols >, <, =					
Exit Slip # →	1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	5	6
Alexander	1	1	1		1	1	1	1												
Valeria	0	½	½		0	0	½	1												
Jaekwon	1	1	1		1	1	1	1												
Chantal	1	1	1		1	1	1	1												
Marco	½	½	1		0	½	1	1												
Enrique	1	1	1		1	1	1	1												
Lillian	1	1	1		1	1	1	1												
Elisa	1	1	1		1	1	1	1												
Ming	0	½	½		½	½	½	1												
Sophie	½	1	1		½	1	1	1												
Miguel	1	1	1		1	1	1	1												

Name: _____

PLACE VALUE 3.2D

Compare & Order Whole Numbers

Order the trucks from least to greatest mileage.
Use the truck owners' names.

Truck	Mileage (total miles driven)
David's truck	65,430
Emily's truck	65,287
Isla's truck	58,297
Andre's truck	58,400

Least _____

Name: _____

PLACE VALUE 3.2D #6

Compare & Order Whole Numbers

Order the trucks from least to greatest mileage.
Use the truck owners' names.

Truck	Mileage (total miles driven)
David's truck	65,430
Emily's truck	65,287
Isla's truck	58,297
Andre's truck	58,400

Least _____

Name: _____

PLACE VALUE 3.2D #6

Compare & Order Whole Numbers

Order the trucks from least to greatest mileage.
Use the truck owners' names.

Truck	Mileage (total miles driven)
David's truck	65,430
Emily's truck	65,287
Isla's truck	58,297
Andre's truck	58,400

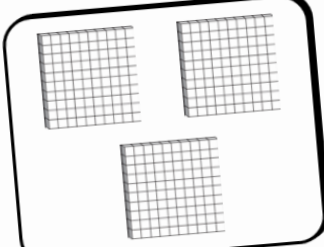
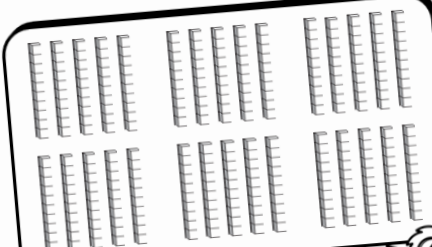
Least _____

Fun & Engaging Activities For Math Stations

TEKS 3.2B

SAME VALUE, DIFFERENT NUMBERS

Name: _____



1. Describe each model.

2. What is the value of each model?

3. Fill in the blanks with numbers or phrases to describe the models above.

_____ TENS

_____ tens is _____ greater than, less than, or equal to _____

It takes _____ times as many tens as _____

same value.

Think about the patterns you saw in the models above to help you answer these questions. You can also draw a picture on a separate page or on scratch paper.

4. How many ones would you need to represent _____

_____ would you need to represent _____

_____ tens would you need to represent _____

_____ pattern would you need to place _____

ROUNDING TO THE NEAREST HUNDRED

Name: Ellie



THE SHARK IS COMING where will the fish swim?

The shark is coming! Every fish needs to swim to the nearest hiding place. Help each fish decide where to swim by rounding its number to the nearest hundred. Cut out the fish on the bottom of the page. Glue each fish above the correct number line and put a dot to represent the fish's location. Draw an arrow to the hundred the number rounds to. One example is shown.



400



416



432



449



470



485



500



718



740



750



760



770



Interactive Google Slide Activities

ROUNDING ON A NUMBER LINE

ROUND **254** TO THE NEAREST **HUNDRED**

?

Put the number on the number line.

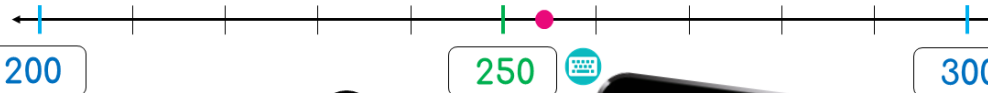
1

Find the hundreds the number is between and place them on the number line.



100

400



2

Type the number that is between these HUNDREDS

4

Determine which **HUNDRED** the number is closer to.

254 ROUNDS TO

Example

Type the number **50,710** in the chart below and represent the value of the number with place value discs and expanded notation.

Type	5	0	7	1	0
	HUNDRED THOUSAND	TEN THOUSAND	ONE THOUSAND	HUNDRED	TEN
Drag Place Value discs here					
Type					

Expanded notation: $5 \times 10,000 + 0 \times 1,000 + 7 \times 100 + 1 \times 10 + 0 \times 1$

Drag a white rectangle over any unused boxes in the bottom row.

Engaging Games

Includes fun games to use at math stations to practice important skills

Comparing Numbers



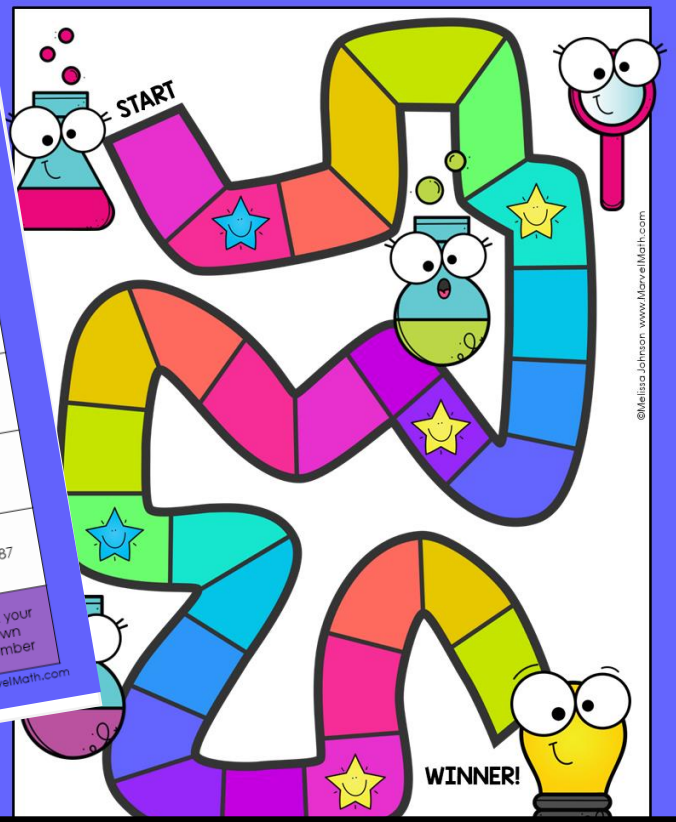
320

Roll two dice to determine your number. Your partner will do the same. If you get doubles, you can create your own number. The player with the greatest number wins and advances one space on the game board. The first player to make it to the end, wins!!!



					
Pick your own number	59,735	94,587	6,199	74,820	9,245
20,073	Pick your own number	6,632	59,579	60,071	7,872
49,632	64,820	Pick your own number	90,173	9,701	70,015
9,387	50,073	9,438	Pick your own number	10,080	6,990
78,842	6,579	59,900	74,907	Pick your own number	63,587
65,787	62,872	73,458	65,900	64,872	Pick your own number

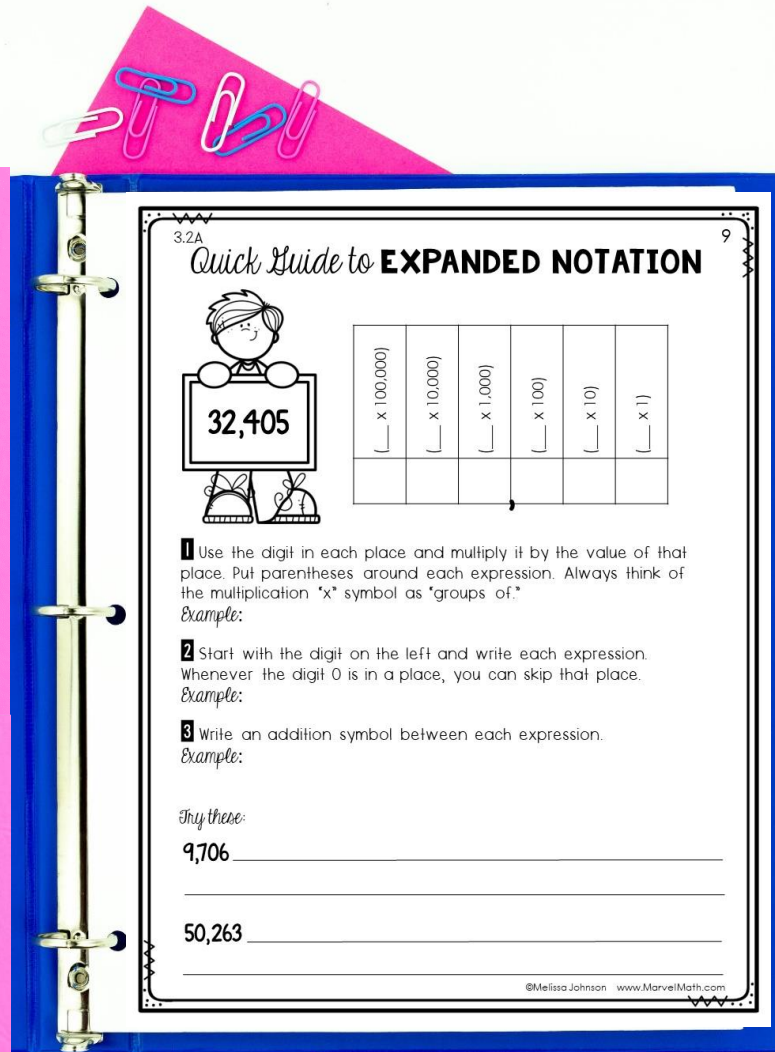
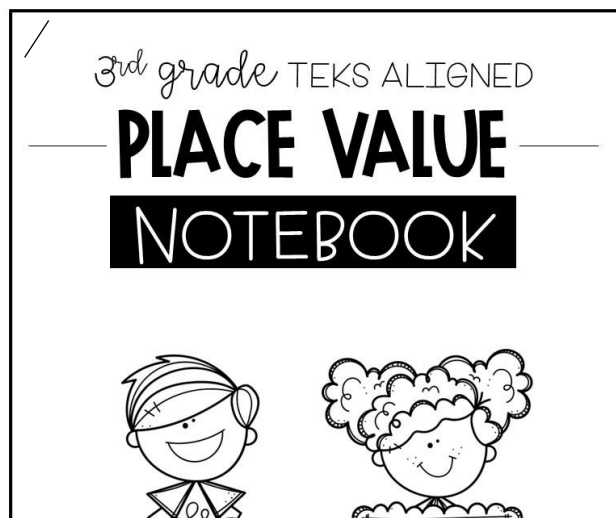
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Notebook Pages

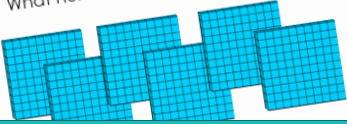
To introduce each Place Value Topic



Task Cards

Print and
Digital versions
included

5 PLACE VALUE What number is represented by the model?



6 PLACE VALUE The expanded form of a number is shown.

$$70,000 + 1,000 + 50$$

What is the standard form of this number?

7 PLACE VALUE Which statement does NOT describe Jaelynn's number?

5,140

A The sum of five thousands, and fourteen hundred.

8 PLACE VALUE The expanded notation of a number is shown. What is the standard form of this number?

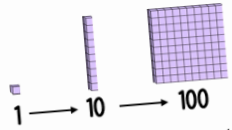
$$(3 \times 10,000) + (9 \times 100) + (4 \times 1)$$

9 PLACE VALUE Compare the value of the digit 8 in each number. Which statement is true?

80 800

A The digit 8 in 80 has a value ten times the value of the digit 8 in 800.

10 PLACE VALUE Which statement is supported by this model?



1 → 10 → 100

A The value of the digit 1 is the same in each number shown.

B The value of the digit 1 in the number 100 is ten times greater than the value of the digit 1 in the number 10.

C The value of the digit 1 in the number 100 has the least value.

NAME: _____

PLACE VALUE review

Show your work or justify your answers in the boxes. Record all your answers HERE. ➡

1	2	3
4	5	6
7	8	9
10	11	12

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
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23.
24.

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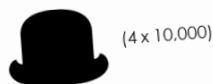
Worksheets Students Love

To practice skills they need

PARTY GUESTS

Name: _____

Write the value of each mystery guest in standard form.



(4 x 10,000)



(2 x 10,000)



(5 x 1,000)



(7 x 100)



(6 x 100)



(9 x 1)



(8 x 10)



(5 x 10)



(7 x 10)



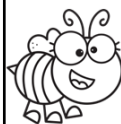
(3 x 1)



EXPANDED NOTATION PUZZLES

Name: _____

Cut out the cards at the bottom of the page. Glue the boxes to show how to write each 5-digit number in expanded notation.

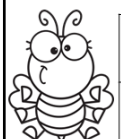


13

--	--	--	--	--

24,135

--	--	--	--	--



--	--	--	--	--

(1 x 100)	(3 x 10)
(3 x 1,000)	(4 x 1)
(5 x 1,000)	(2 x 1)

MARVEL Math

EXPLORING THE base 10 system.

Name: _____

Write each value so it ends in the place named. Fill in "placeholder" zeros in the empty boxes to the right.



Hundred Thousands	Ten Thousands	One Thousands	Hundreds	Tens	Ones

Do you know "x" symbol means "times"? It means "groups of". Read each number sentence below. When you see the symbol, say "groups of."

10 ones =

10 tens =

10 hundreds =

10 thousands =

10 ten thousands =

10 x 1 =

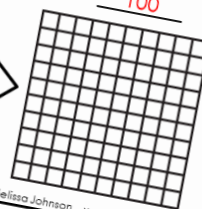
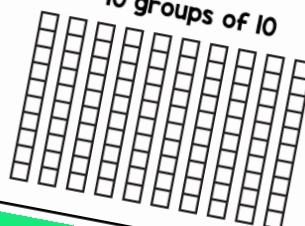
10 x 10 =

10 x 100 =

10 x 1,000 =

10 x 10,000 =

10 groups of 10



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2 Versions of the Unit Test

Printable PDF and Self-Grading
Google Forms for Both Versions

PLACE VALUE ASSESSMENT #1

Name: _____



Once you have completed your entire test, record your answers here.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

1. Raven wrote this description about her number:

My number has five thousands, four tens and three ones.

What is Raven's number? _____

2. Samir recorded the value of his mystery number below.

$$(4 \times 10,000) + (3 \times 1,000) + (7 \times 10) + (9 \times 1)$$

How do you write this number in standard form?

- A. 4,379
B. 43,079
C. 43,790
D. 43,790

3. Select all that describe the number 28,400.

- A. The sum of two ten thousands, eight thousands, and four tens
B. The sum of two ten thousands, eight thousands, and forty tens
C. The sum of two ten thousands, eight thousands, and four tens
D. The sum of two ten thousands, eight thousands, and four hundreds
E. The sum of two ten thousands, eight thousands, and four hundreds

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#1 [TEKS 3.2A]

Raven wrote this description about her number:

My number has five thousands, four tens and three ones.

What is Raven's number?

Type your answer below using digits.

Your answer: _____



#2 [TEKS 3.2A]

Samir recorded the value of his mystery number below.

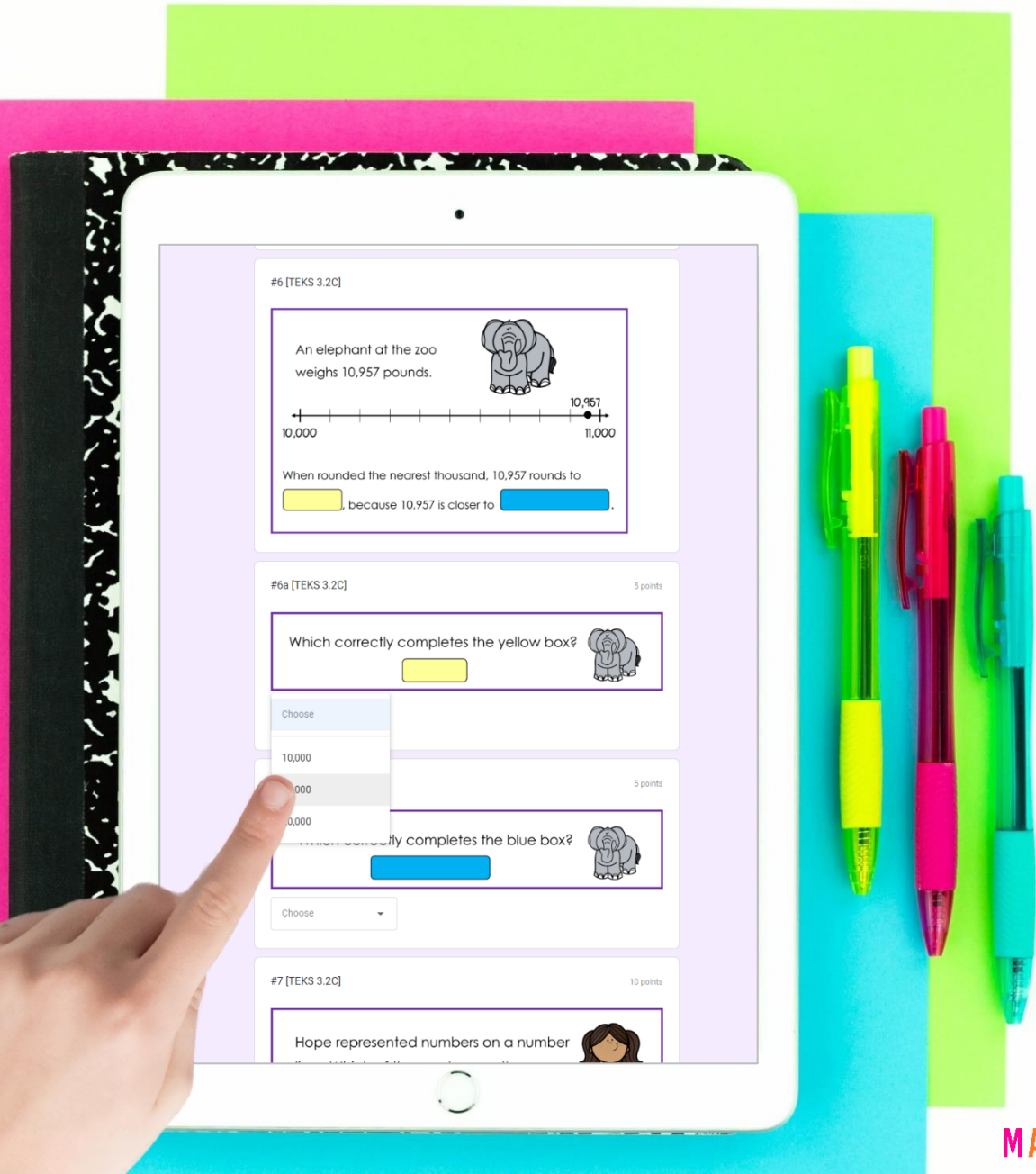
$$(4 \times 10,000) + (3 \times 1,000) + (7 \times 10) + (9 \times 1)$$

How do you write this number in standard form?



- ☐ 4,379
☐ 43,079
☐ 40,379
☐ 43,709

Includes Digital Practice



Vocabulary Bunting

Support your students during your
Place Value Unit

DIGITS

Digits are used to create numbers.

0, 1, 2, 3, 4, 5,
6, 7, 8, & 9

NUMBERS

Numbers are formed with digits.

350 1,432 17

LESS THAN

The smaller number goes in front of the less than sign.

$$25 < 63$$

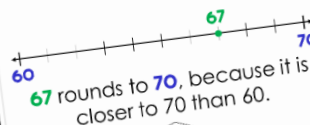
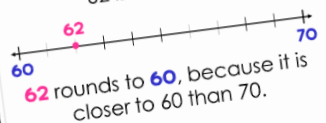
GREATER THAN

The larger number goes in front of the greater than sign.

$$63 > 25$$

ROUND

Round 62 to the nearest tens place means find the ten that 62 is closest to.



STANDARD FORM

625

WORD FORM

Six hundred twenty-five

EXPANDED FORM

$$600 + 20 + 5$$

EXPANDED NOTATION

Think about expanded notation as showing place value groups.

6 groups of 100

$$(6 \times 100) + (2 \times 10) + (5 \times 1)$$

EXPRESSION

Shows a mathematical relationship without an equals sign

$$5 \times 8 \quad 34 + y$$

EQUATION

Shows a mathematical relationship of equality with an equals sign

$$15 + ? = 17 + 3$$

COMPOSE



Can be put together to compose

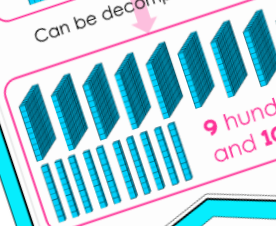


DECOMPOSE



1 thousand

Can be decomposed into



MARVEL Math

Journal Prompts

To get students thinking more deeply about each Place Value concept

Represent the number 50,342 with place value discs, expanded form, expanded notation, and words. What connections do you see between these different ways of representing this number?



3.2A #2b

Represent the number 50,342 with place value discs, expanded form, expanded notation, and words. What connections do you see between these different ways of representing this number?

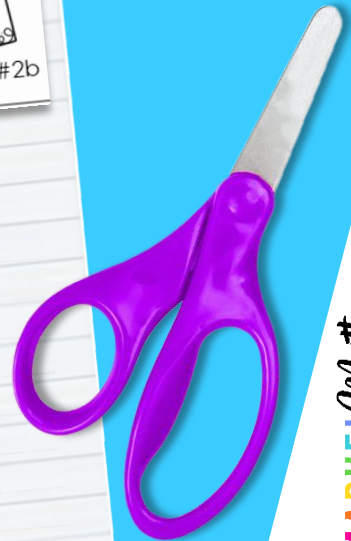


3.2A #2b

Represent the number 50,342 with place value discs, expanded form, expanded notation, and words. What connections do you see between these different ways of representing this number?



3.2A #2b



Covers All Place Value Topics

- 
- ✓ Composing and Decomposing numbers up to 100,000
 - ✓ Expanded Form
 - ✓ Expanded Notation
 - ✓ Describing Place Value Relationships in the Base-10 Number Line
 - ✓ Representing Numbers on a Number Line
 - ✓ Comparing and Ordering Whole Numbers up to 100,000

About the Author

This resource was created by Melissa Johnson, who has 16 years of k-10 teaching experience and a masters degree in Mathematics Education. Her resources build conceptual understanding, make connections between math topics and engage students in the mathematics they are learning.

