3rd Grade

FOUNDATIONS OF NUMBER

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Whole Class Lessons and Guided Math Groups
Active Engagement and Games
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be the math teacher that gets results

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- 2nd Grade Math Lesson Plans
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I SEE YOU~

- struggling each week to write lesson plans that meet the rigor of the TEKS.
- searching endlessly for resources that will help kids learn math while being challenged and engaged.
- staying late everyday after school working on plans and creating everything from scratch.

You are exhausted from working with students all day, and still have to prep, write and create.

I SEE YOU~
SACRIFICING your time with your family and friends
to ensure success for ALL of OUR Children.

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Foundations of Number

Name	1	2	3	4	5	6	7	8	9

Name _____ Foundations of Number

LT	Statement	1	2	3	4	Evidence
1	I can compose numbers up to 100,000 using objects					
2	I can compose numbers up to 100,000 using pictorial models					
3	I can compose numbers up to 100,000 using numbers, including expanded notation as appropriate					
4	I can decompose numbers up to 100,000 using objects					
5	I can decompose numbers up to 100,000 using pictorial models					
6	I can decompose numbers up to 100,000 using numbers, including expanded notation as appropriate					
7	I can describe the mathematical relationships found in the base-10 place value system through the hundred thousands place					
8	I can compare whole numbers up to 100,000 and represent comparisons using the symbols >, <, =					
9	I can order whole numbers up to 100,000 and represent comparisons using the symbols >, <, =					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
1 3.2A	Compose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects	Proportional models: ❑ Base 10 Blocks Non-proportional models: ❑ Place value disks	Activities that include: ❑ Place values of digits given in expanded notation and standard form ❑ Place value position associated with a specific multiple of 10 ❑ Representing a number in standard form when given expanded notation ❑ Each digit described verbally based on its place value ❑ Represent a number using a verbal description of each place value position as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones when given standard form	❑ Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.
2 3.2A	Compose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using pictorial models	❑ Base 10 Blocks ❑ Place value disks ❑ Open Number Line ❑ Expanded Form		
3 3.2A	Compose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using numbers, including expanded notation as appropriate	❑ Zero may or may not be written. ❑ Expanded notation is written following the order of place value.		
4 3.2A	Decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects	Proportional models: ❑ Base 10 Blocks Non-proportional models: ❑ Place value disks		
5 3.2A	Decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using pictorial models	❑ Base 10 Blocks ❑ Place value disks ❑ Open Number Line ❑ Expanded Form		
6 3.2A	Decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using numbers, including expanded notation as appropriate	❑ Zero may or may not be written as an addend to represent the digit 0 in a number. ❑ Expanded notation is written following the order of place value.		

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
7 3.2B	Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.	Based on multiples of 10. ❑ Direction of movement on number line- left tis 10 times greater than right ❑ Whole numbers through 100,000 ❑ Relative Size of the number	Activities that include: ❑ Values represented using base-10 blocks; value of a unit cube is 1, value of a long is 10, value of a flat is 100 ❑ Value of a number represented in more than one way ❑ Determining the values represented by base-10 models	❑ Interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
8 3.2D	Compare whole numbers up to 100,000 and represent comparisons using the symbols >, <, =	Number Lines ❑ Horizontal ❑ Vertical Place Value Charts	Activities that include: ❑ How to compare numbers based on place value ❑ How to read comparison symbols ❑ Interpreting a table in based on the label. ❑ Representing the comparison of two numbers using their labels and comparison symbols	❑ Compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =.
9 3.2D	Order whole numbers up to 100,000 and represent comparisons using the symbols >, <, =	Number Line ❑ Open ❑ Closed Place value charts Quantifying descriptors	Activities that include: ❑ Comparing and ordering numbers based on place value ❑ Quantifying descriptors to describe the order of a set of numbers ❑ Interpreting a table in order by the labels	

Day 1 3.2B	Day 2 3.2A	Day 3 3.2A	Day 4 3.2A	Day 5 3.2A
Anticipation Guide Math Huddle LT 7 Relationships in Base 10 System Place Value	Mini Lesson LT 1, 4 Compose and Decompose with Objects	Mini Lesson LT 2, 5 Compose and Decompose with Pictorial Models	Mini Lesson LT 3, 6 Expanded Notation	Game LT 1 - 6
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
SCOOT	Speed Date Create	SCOOT	Scavenger Hunt	Minute To Win It!

Day 6 3.2D	Day 7 3.2D	Day 8 3.2ABD
Mini Lesson LT 8 Compare	Mini Lesson LT 9 Order	Independent Practice LT 1-9
Guided Math	Guided Math	Guided Math
Mystery Challenge	Ghost in the Graveyard	

Foundations of Number

Thank you for your download!

I hope this helps your students!

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