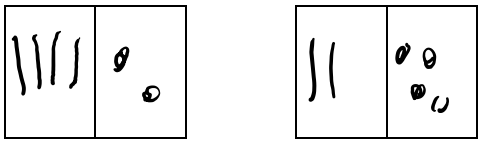
Roll & Compare

(Inspired by Illustrative Math)

You and a partner each roll a die. Your roll will determine the tens place of a two-digit number. Your partner's roll will determine the ones place. Your partner should have the same digits, but in reverse to make another two-digit number. For each roll, a) write your number, b) draw a base-10 diagram, and c) write a comparative number sentence showing which one is larger.

For example:

42 24



42 > 24

1.

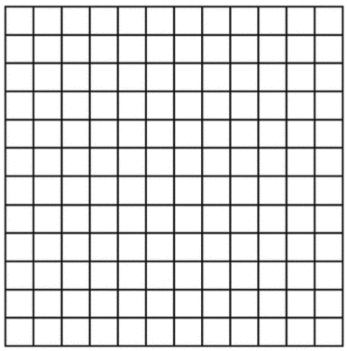
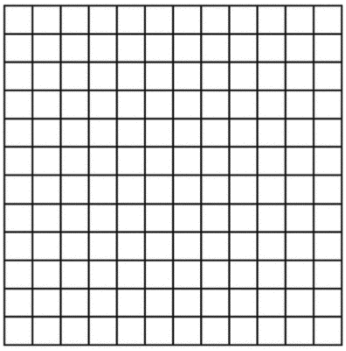
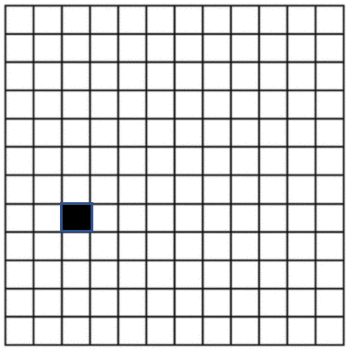
2.

3.

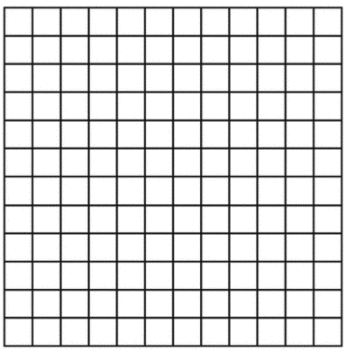
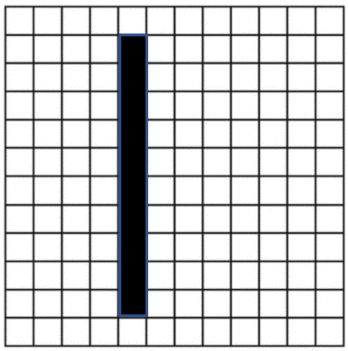
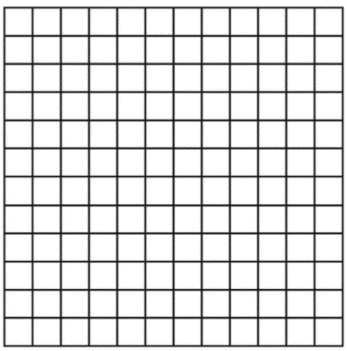
Which Is One?

In each of the charts below, a square unit is defined. Draw a rectangle or square for each of the other two given sizes.

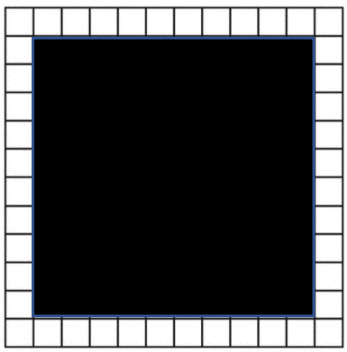
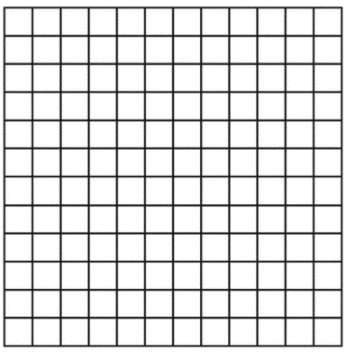
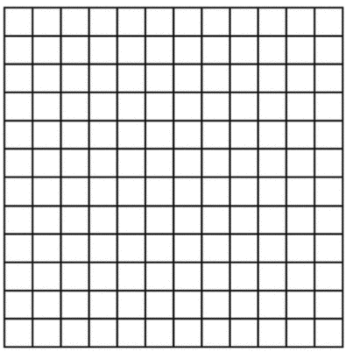
a)

hundred	**ten**	**one**
		

b)

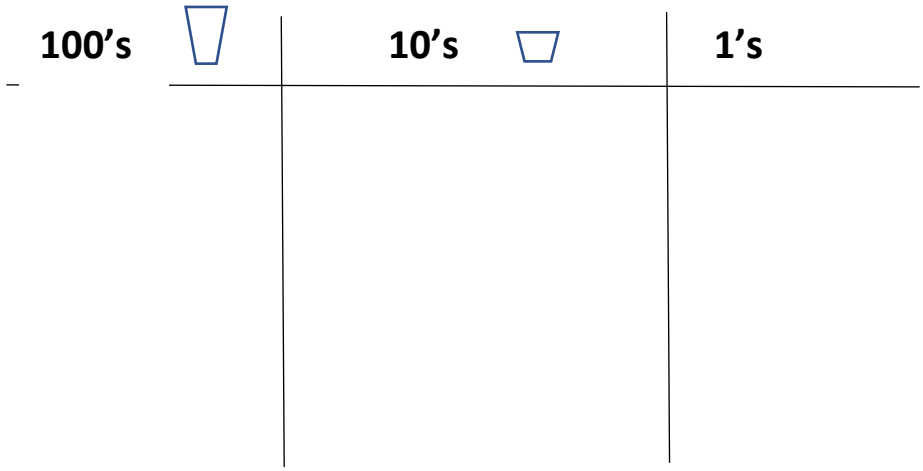
ten	**one**	**one-tenth**
		

c)

one	**one-tenth**	**one-hundredth**
		

Little Cup/Big Cup

1. Set-up your Little Cup/Big Cup place value station as shown.



2. Complete each chart below according to the examples shown in class.

a)

100's	10's	1's

= _____beans

b)

100's	10's	1's

= _____beans

Little Cup/Big Cup (cont'd)

c)

100's	10's	1's

= _____beans

d)

100's	10's	1's

= _____beans

3. With your group, complete each chart with the number of beans stated.

a) fewer than ten beans

100's	10's	1's

= _____beans

Little Cup/Big Cup (cont'd)

b) between ten and one hundred beans

100's	10's	1's

= _____beans

c) between one hundred and two hundred beans

100's	10's	1's

= _____beans

d) the whole bag of beans!
Estimate first: _____

100's	10's	1's

= _____beans

Place Value Cups

(adopted from We Are Teachers)

1. After watching the video, bit.ly/PlaceValueCups, make your own set of ___ cups.

Use your Place Value Cups to …

2. Write this number in expanded form: **4,387**

3. Write this number in numeral form: **7,000 + 900 + 200 + 5**

4. Write this number in both expanded and numeral form: **six thousand one hundred forty-nine**

Fence in the Dots

1. How many total dots are there in the dot grid on the next page? _____

2. With your pencil draw a rectangle around each of the following number of dots on the grid. For example, a rectangle drawn around two dots would something like this:

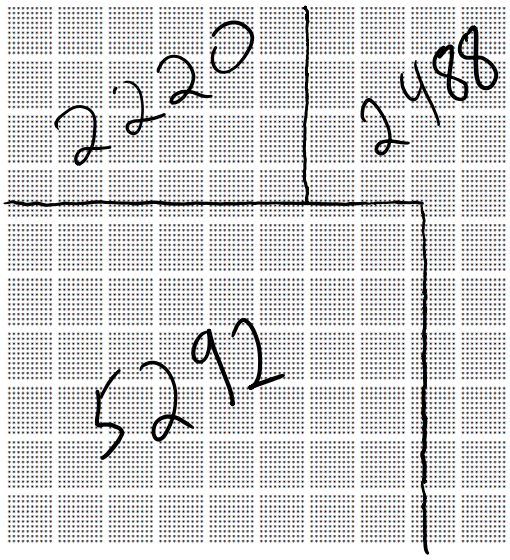
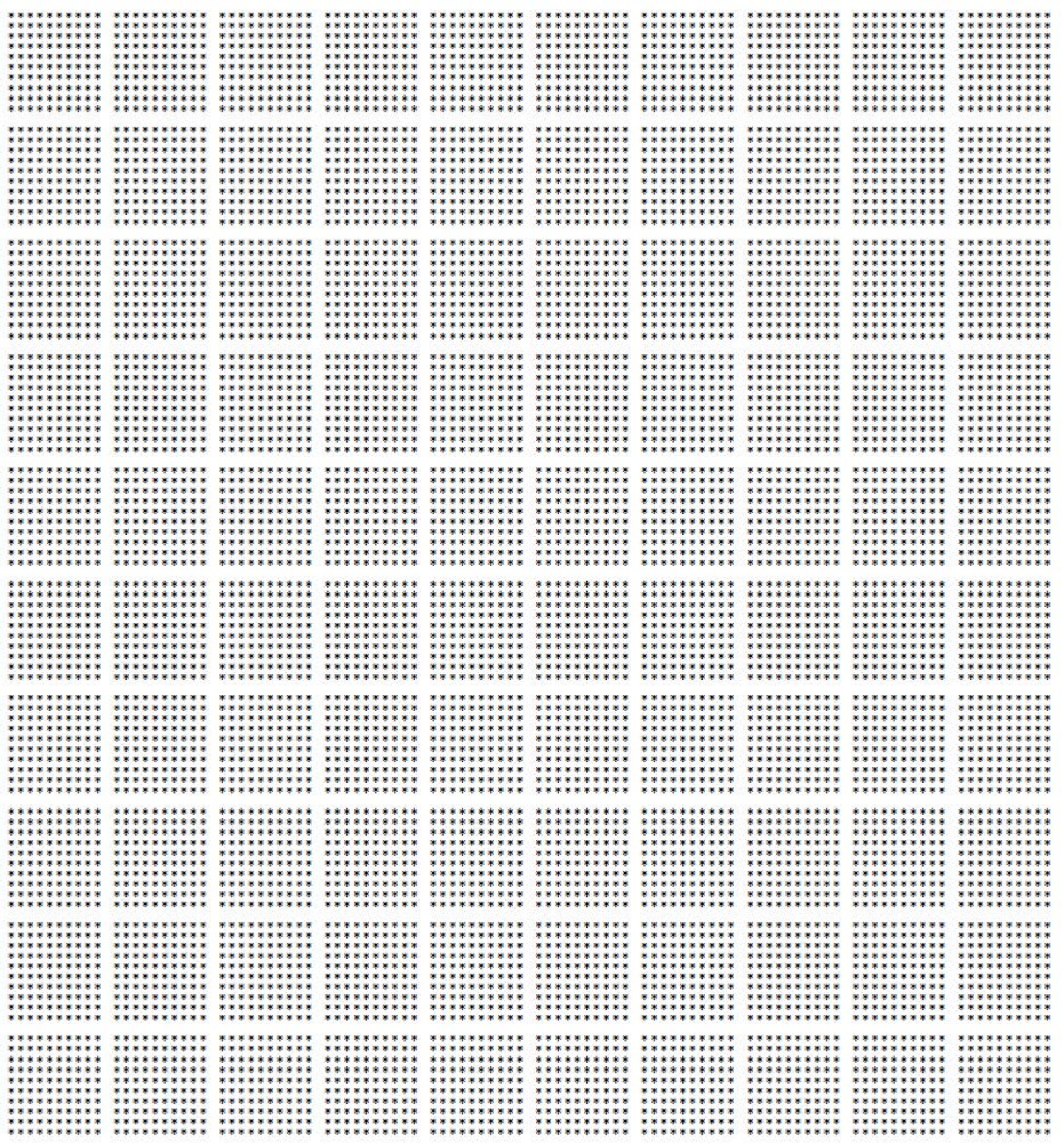
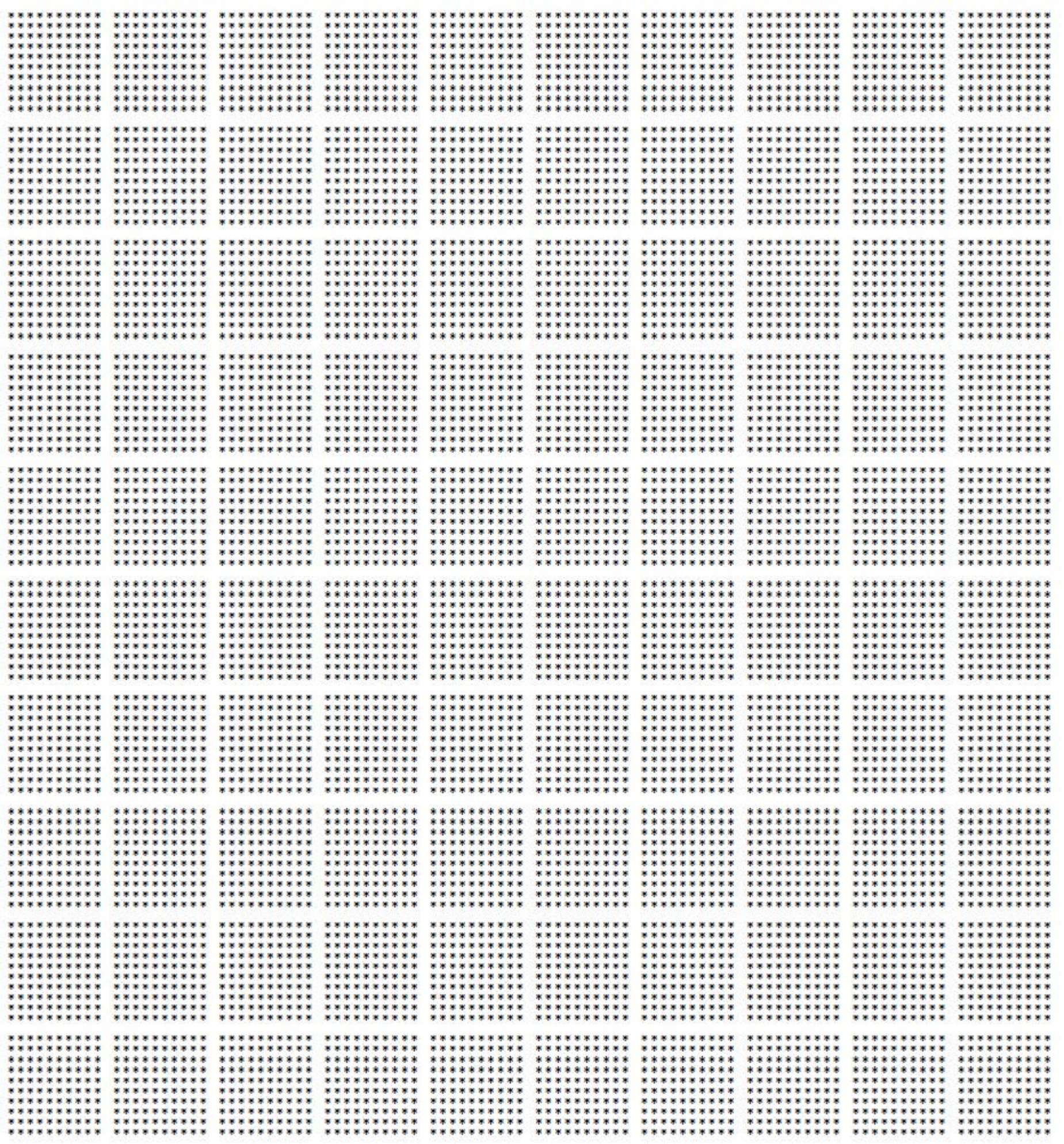
1 10 100 1,000 10,000

3. With colored pencils, draw a rectangle around each of the following number of dots on the grid. Have each rectangle drawn in a different color.

8 13 46 137 620 709 1,058 3,333

4. a) Pair with a partner. On that partner's second dot grid, use 3 lines to fence in three areas. An example is shown below.

   b) On your dot grid, determine the number of dots in each of the three areas that your partner created for you.

   c) Exchange papers one more time and check your partners answers.

For example: