

Unit Title: Number Sense

Grade Level: (example: 9, 10, 11, 12 or 7-8) 3rd grade

Subject Area: (example: Science, Physics; English, Short Stories) Math

Duration/Length/Number of class periods: (example: 5 class periods) 8 class periods

Description:

Students will compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.

Established Goals (National, State, Local):

3.1.1.1 Read, write and represent whole numbers up to 100,000.

3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.

3.1.1.3 Find 10,000 more or 10,000 less than a given five-digit number. Find 1000 more or 1000 less than a given four- or five-digit. Find 100 more or 100 less than a given four- or five-digit number.

3.1.1.4 Round numbers to the nearest 10,000, 1000, 100 and 10. Round up and round down to estimate sums and differences.

3.1.1.5 Compare and order whole numbers up to 100,000.

What Enduring Understandings are desired?

I can read, write, and use numbers up to 100,000 in standard, expanded and word forms.

I can round numbers to the nearest 10, 100, 1000 or 10,000.

I can order numbers up to 100,000.

I can skip count by 10's, 100's, 1000's and 10,000s.

What Essential Questions will be considered?

How do I determine the best numerical representation (pictorial, symbolic, objects) for a given situation?

How does finding the common characteristics among similar problems help me to be a more efficient problem solver? What kinds of experiences help develop number sense?

How can I express this in a different way?

Why do we need so many different ways to represent our thinking?

When am I ever going to have to use this?

Where is this leading to?
How is this useful to me?

Students will know / be able to:

Read, write, and use numbers up to 100,000 in standard, expanded and word forms
Round numbers to the nearest 10, 100, 1000 or 10,000
Order numbers up to 100,000
Skip count by 10's, 100's, 1000's and 10,000s

Description	<i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Use base-10 ten blocks to represent numbers - build and write numbers ; ABCya.com, Flipgrid video,					X			
Exit slips using Google Forms, Quizlet, Kahoot		X				X		
Seesaw and Flipgrids to demonstrate learning						X		
Google Forms, Google Classroom, Google Sites		X	X			X	X	

Materials, tools and resources: SMART Board presentations, enVision Math curriculum

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Additional credit given to