

# Guided Math

## Place Value and Rounding

Numbers up to 99,999 | Rounding the Nearest Ten and Hundred



20 days worth of lesson plans  
Made By: Saddle Up for 2<sup>nd</sup> Grade

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# Lesson Plans

These lesson plans were designed to use this unit for 20 days. They cover place value up and rounding up to 99,999. They are to be used as a guide when planning instruction. Depending on your curriculum pacing guide, you may have more or less days to teach this concept.

Each day includes a warm up activity (5 minutes), whole group lesson (10-20 minutes), independent practice activity (10 minutes) and a small group activity (15 minutes). Times can be adjusted based on your schedule. You can read more about how to set up your math block on my blog. (See Getting Started with Guided Math Page).

## Place Value LESSON PLAN: DAY 1

OBJECTIVES	VOCABULARY	MATERIALS
<ul style="list-style-type: none"><li>Students will use concrete and pictorial models to compose and decompose numbers up to 1,200.</li><li>Students will use standard, word, and expanded forms to represent numbers up to 1,200.</li></ul>	<ul style="list-style-type: none"><li>Thousands</li><li>Hundreds</li><li>Tens</li><li>Ones</li><li>Value</li><li>Digit</li></ul>	<ul style="list-style-type: none"><li>Standard Form</li><li>Picture Form</li><li>Place Value Chart</li><li>KWL Chart</li><li>Number Cards</li><li>Place Value 4 Square Mat</li><li>I Can Show Numbers Journal Activity</li><li>Shake the Value</li><li>Place Value Mat</li></ul>

### WARM UP (5 MINUTES OR LESS)

Partner Counting: Put students into pairs. Students will see how high they can count with their partner by 2s! Student A will say 2, then student B says 4, so on and so forth until they get to 120 or the teacher says stop. I have them whisper as they count so everyone can hear their partner.

### WHOLE GROUP LESSON (10-20 MINUTES)

Today you will be reviewing place value by creating a KWL chart to review what they learned in 2<sup>nd</sup> grade. As you create a whole group chart, students will create one to put in the math journal. Ask: What do you already know about place value? Ex: What are the thousands? What are the four ways to write a number? How many ones are in a tens block? Etc... Write down responses under the K part of the chart. Ask them what more do they want to learn about place value in 3<sup>rd</sup> grade? Add responses to chart. Give each student a copy of the Place Value 4 Square inside a dry erase sleeve. You can use the numbers cards or create your own. Show a number and review. Ex: 1,142. What number is in the tens place? 4. What is its value? 40. Have them write their number on their 4 square model. Then they'll write the number multiple ways. Repeat with several numbers as time allows.

Complete daily word problem.

### INDEPENDENT PRACTICE (10 MINUTES)

Each student will need a copy of the I Can Show Numbers 4 Different Ways interactive journal page (they'll need 2 so make sure to give students one page and not just one template). Using the cards, show them a number or have them create their own. Write the number 4 different ways under each flap of the interactive template.

### SMALL GROUP LESSON (15 MINUTES PER GROUP)

Give each student a place value mat, 10 counters (or any small manipulative: beans, beads, paper clips etc.), and a small cup. Place the manipulatives into the cup. Carefully shake and dump manipulatives onto the place value mat. Have them write the number created four different ways, on a white board, desk, or in their math journal using the four square template.

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These lesson plans are filled with hands on engagement and interactive notebook activities. Games and task cards are also included and can be used all year long. You will not find lots of worksheets in this unit.

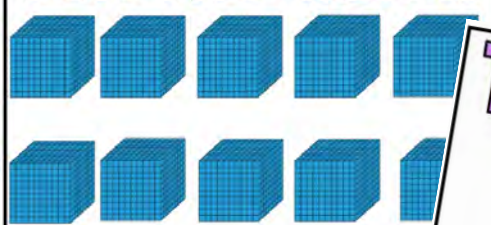
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# Vocabulary Posters

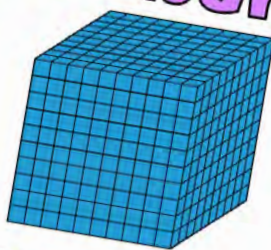
Color and Black and White Versions

## Ten Thousands



**21,047**

## Thousand



**21,047**

The one is in the...

## Rounding to the Tens

**3.413**

Underline your place.

**3.413**

Look next door.

Five and above,

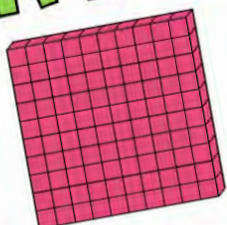


give it a shove!

Four or less,



## Hundreds



**21,047**

... is in the

## Word Form

Fifty-three thousand,



## Rounding to the Hundreds

**12.862**

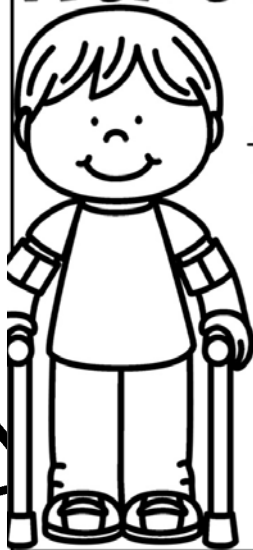
Underline your place.

**12.862**

Look next door.

Four or less,

## Draw a Picture



Th

thousands

hundreds

tens

ones

## Expanded Form



**53,515**

50,000 + 3,000 + 500 + 10 + 5

## Estimation

Adding Sums

Tens

Hundreds

**22**  
**18**

**20**  
**20**

**301**  
**178**

**300**  
**200**

Subtracting

Differences

Tens

Hundreds

**68**  
**34**

**10**  
**30**

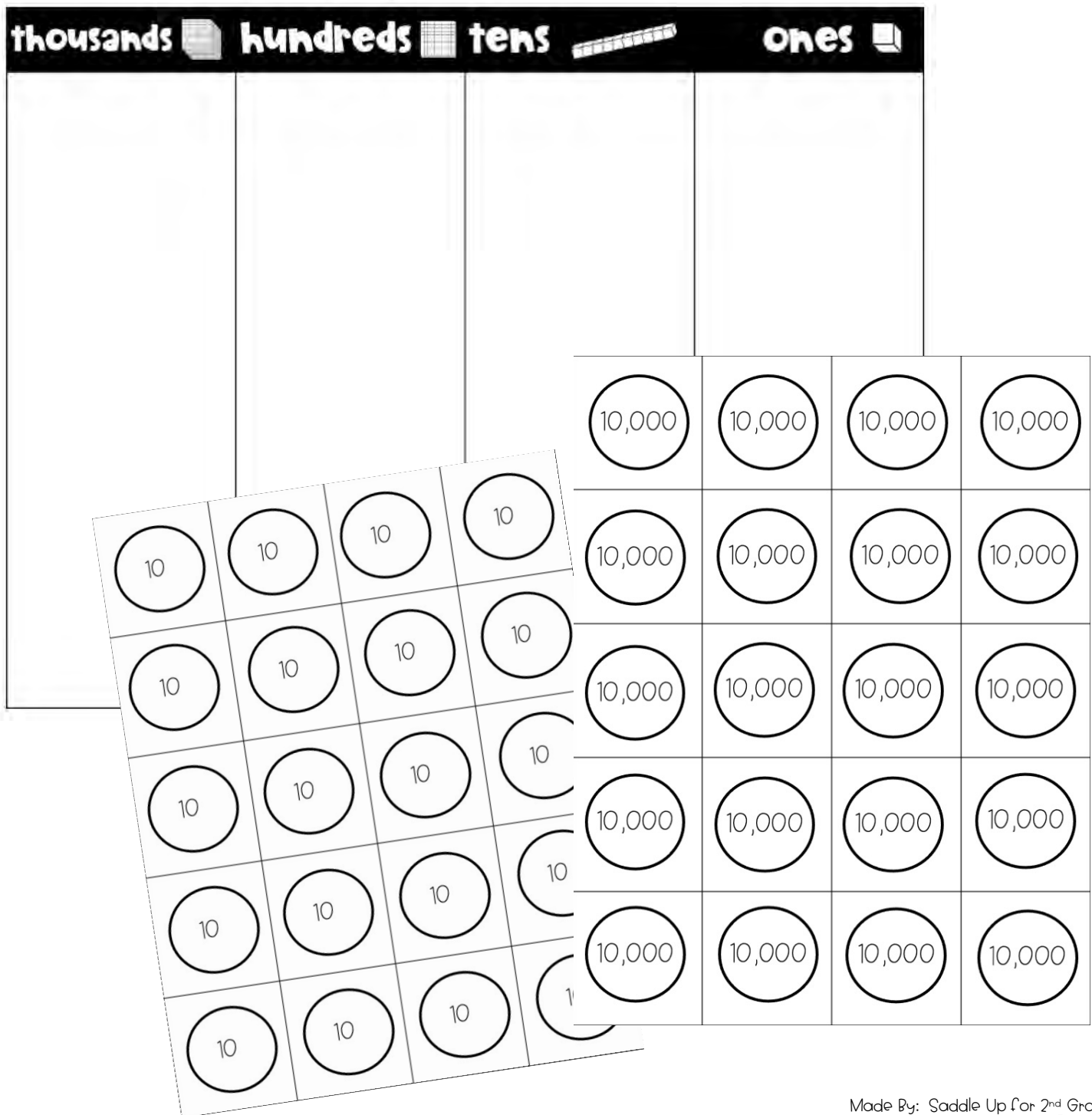
**452**  
**201**

**500**  
**300**

# Helpful Tools

These manipulative mats can be used for multiple strategies to help students solve problems.

- place value blocks
- place value discs
- place value chart



# pre-Tests

These pre-tests are absolutely optional. You will not see them included in the lesson plans. They are to be given prior to starting your next unit. Explain to your students that it is OK for them to not know the answers or how to do something. Here are some benefits for using pre-tests in your class.

- What do your students already know?
- What do you need to spend most of your time focusing on when teaching and what can you briefly review and move on?

Mark your students results on the data graphing sheet. If they already understand a concept, place an x or checkmark in the boxes.

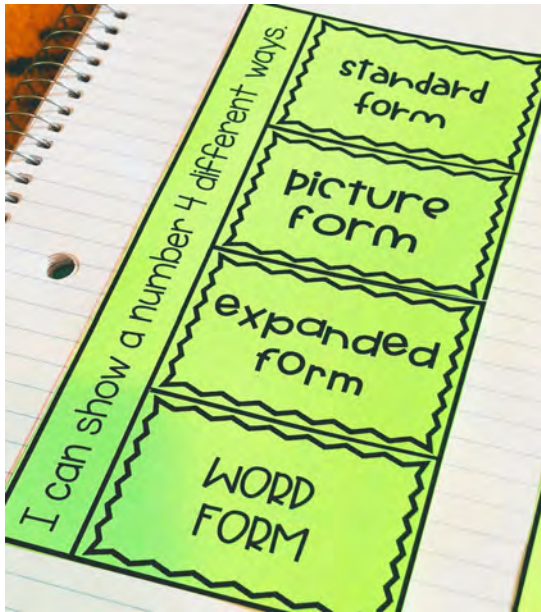
- Use this data to form your small groups.
- Use this data to plan your differentiated small group lessons.

There is also a post-assessment data sheet included after the assessment at the end of the unit.

# \* DAY 1

## Whole Group

Review place value up to 1,200 with a KWL chart and practice creating numbers using a 4 square model.



## Independent Practice

Students will create numbers four different ways in their math journal.

## Small Group

Students will use a place value mat and manipulatives to create numbers four different ways.





# \* DAY 2

## Whole Group

Practice building numbers up to 9,999 using a place value mat and place value discs.

thousands	hundreds	tens	ones

1,000	1,000	1,000	1,000
1,000	1,000	1,000	1,000
1,000	1,000	1,000	1,000
1,000	1,000	1,000	1,000
1,000	1,000	1,000	1,000

## Independent Practice



Students will create numbers using place value discs in their math journal.

## Small Group

Students will use a place value mat and manipulatives to create numbers four different ways.

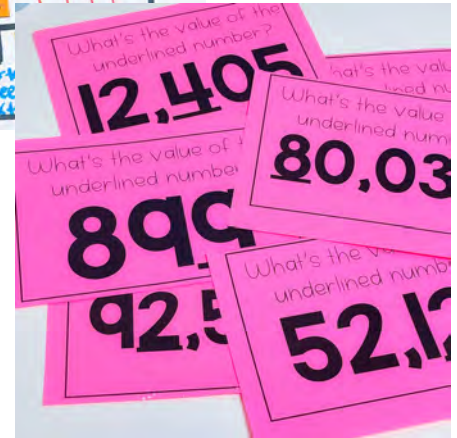
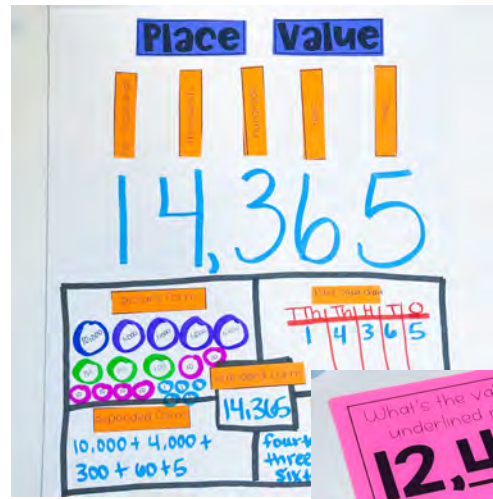




# \* DAY 3

## Whole Group

Introduce place value up to 100,000 by creating an anchor chart. Then practice identifying the value of various numbers.



## Independent Practice



Students will complete "What's the Value of the Underlined Number?" in their math journal.

## Small Group

Practice building numbers up to 99,999 in expanded form using the Expand It mats and number cards.



# Place Value LESSON PLAN : DAY 3

## OBJECTIVES

- Students will determine the value of a number up to 100,000.
- Students will use standard and word forms to represent numbers up to 100,000.

## VOCABULARY

- |                 |                   |
|-----------------|-------------------|
| • Ten Thousands | Expand            |
| • Thousands.    | Standard Form     |
| • Hundreds      | Picture Form      |
| • Tens          | Place Value Chart |
| • Ones          |                   |
| • Value         |                   |
| • Digit         |                   |

## MATERIALS

- Place Value Anchor Chart labels
- Four Square Anchor Chart and copies for student journals
- What's the Value cards (1 copy for whole group lesson)
- Place Value discs
- What's The Value of the Underlined Number
- Expand It Instructions, Mats, and multiple copies of number blocks

## WARM UP (5 MINUTES OR LESS)

Complete H.O.T #1 or one of your choice.

## WHOLE GROUP LESSON (10-20 MINUTES)

Today you will introduce place value up to one hundred thousand by creating an anchor chart. Pre-make anchor chart template (see photo). Using the number 14,365 (or a number of your choosing) to create the four square anchor chart. Give each student a copy of the matching journal activity. Have them cut out the box and glue it into their journal. As you create the large anchor chart, students will create a matching one to keep and use as reference. Today, you will only complete the standard form, picture form, and place value chart parts of the anchor chart. After creating the anchor chart, use the 'What's the Value Cards' and discuss the value of the underlined number in each 5 digit number. You can have students build out the number on each card using place value discs or have them draw visual representations. Explain that in the number 12,405 that the 4 does not represent a 4. It represents 400.

Complete daily word problem.

## INDEPENDENT PRACTICE (10 MINUTES)

Each student will need a copy of the What's the Value of the Underlined Number page. Have them cut out the template and glue into their journal to make flaps. They will write the value of each number under each flap given. Teacher will assist as needed.

## SMALL GROUP LESSON (15 MINUTES PER GROUP)

Before lesson: make multiple copies of the number cards. I normally do 2 sets per student so they have plenty of each number. I make six so that each student at my group can have their own set. They're also run off on different colored paper so that cards do not get mixed up.

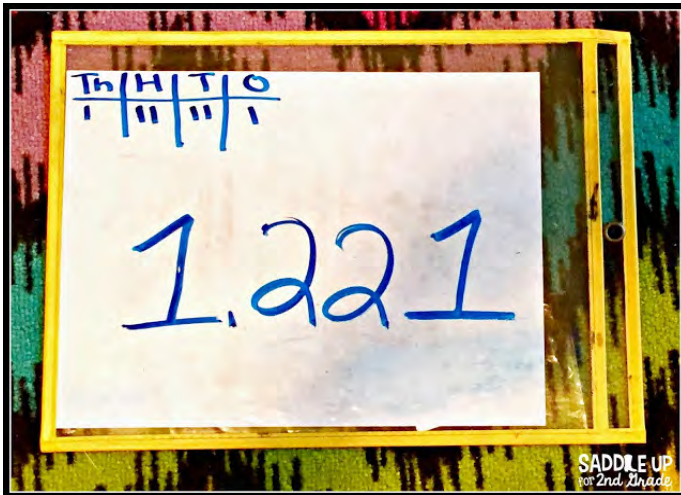
Give each student an Expand It Mat. Using the cards, have them create the number on the mat in expanded form. Repeat with 3-4 numbers as time allows.



# \*DAY 5

## Whole Group & Independent Practice

Students will play Place Value Toss to review what they've learned.



## Small Group

Students will work together to complete place value puzzles.

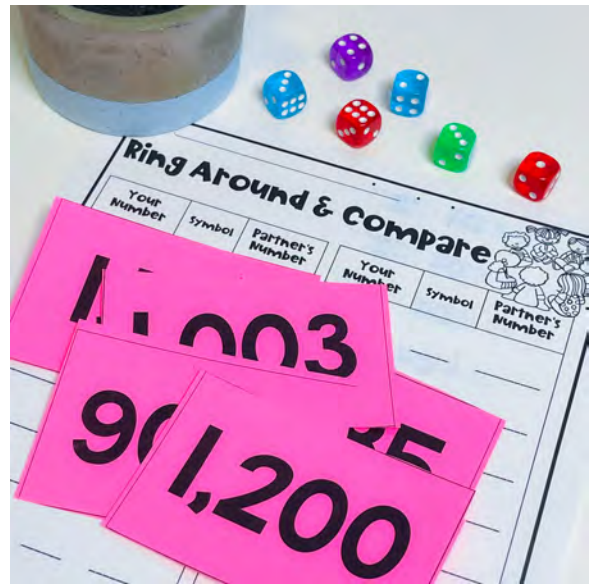




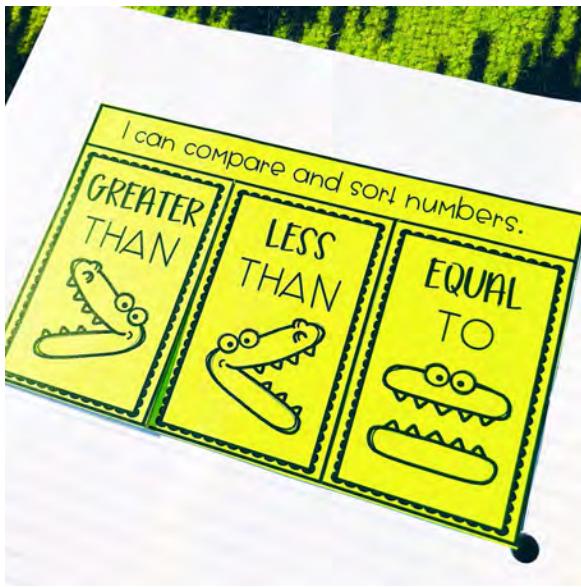
# \* DAY 7

## Whole Group

Students will practice comparing numbers by playing Ring Around Compare.



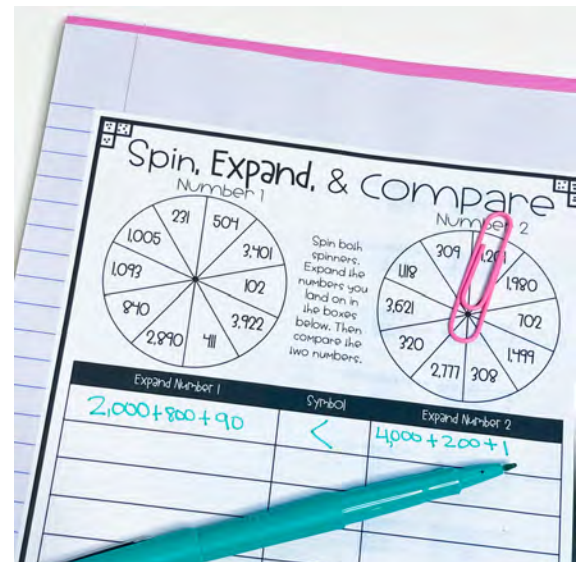
## Independent Practice



In their math journal, students will sort and compare various sets of numbers.

## Small Group

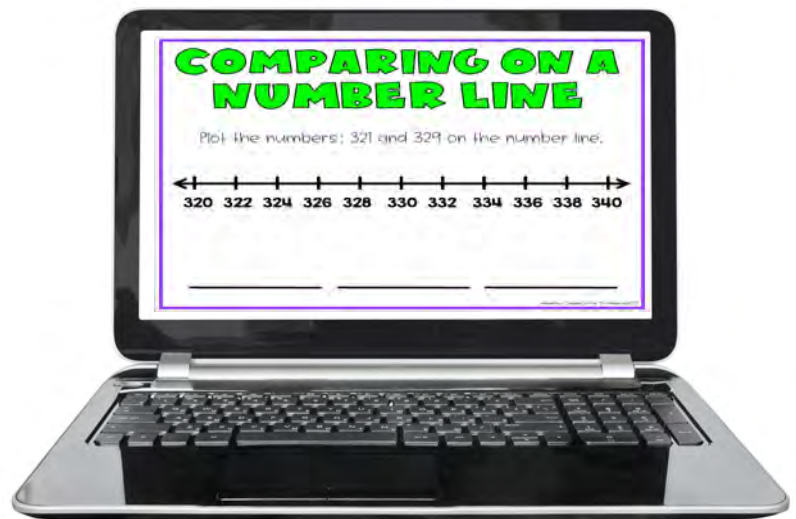
Spin, Expand & Compare. Students will write two numbers in expanded form and then compare them using the correct symbol.



# \* DAY 8

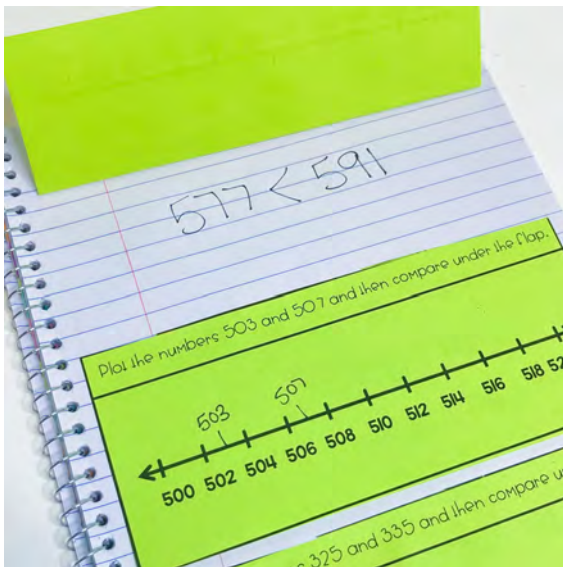
## Whole Group

Introduce and practice comparing numbers on a number line using a PowerPoint.



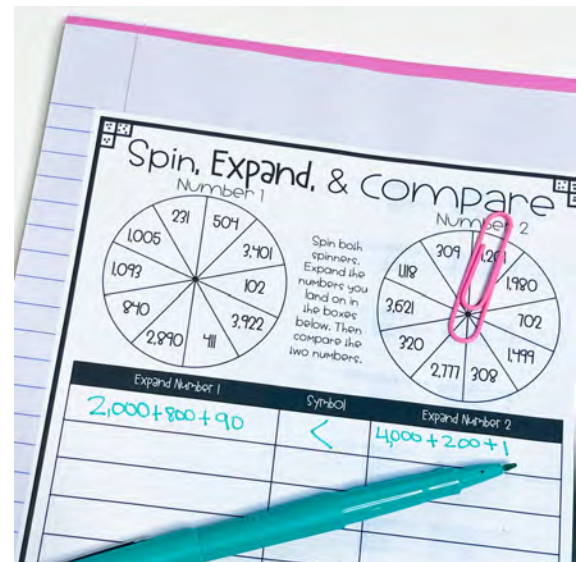
## Independent Practice

Students will practice comparing numbers on a number line in their math journal.



## Small Group

Spin, Expand & Compare. Students will write two numbers in expanded form and compare them using the correct symbol.





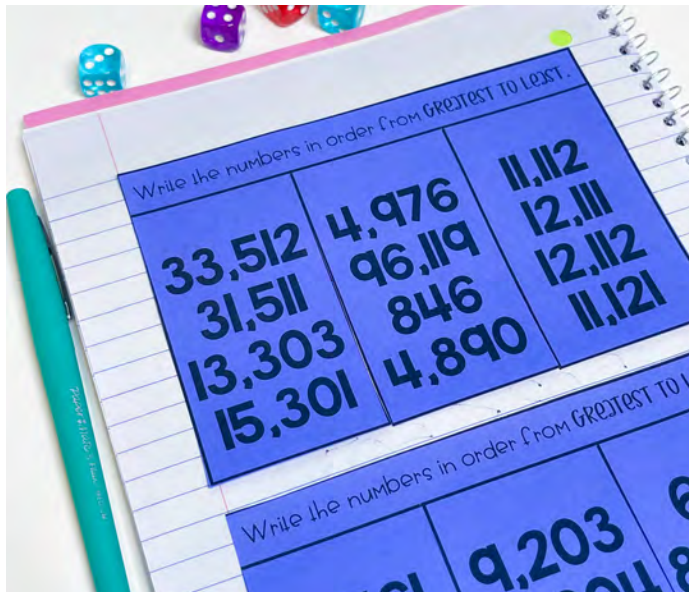
# \*Day 9

## Whole Group

Using large number cards, students will practice putting themselves in order from least to greatest and greatest to least based on the numbers they were given.



## Independent Practice



Students will identify what order a given set of numbers in their math journal.

## Small Group

Students practice ordering numbers from numbered linking cubes.





# DAY 10

## Whole Group

Students will be assessed over place value.

NAME: \_\_\_\_\_

### Place Value Review

Directions: Solve each problem in the box below.

- Look at the number represented below. Write the number in standard form.  
**thirty-four thousand, six hundred four**  
Standard form: \_\_\_\_\_
- Write the value of place value discs.  
0.00 0.00
- Which shows 55,789 in expanded form?  
A.  $55,000 + 700 + 80 + 9$   
B.  $50,000 + 7,000 + 700 + 80$   
C.  $50,000 + 5,000 + 700 + 80 + 9$
- The mystery place, a 5 in the \_\_\_\_\_ and an 8 in the \_\_\_\_\_.
- Write the correct symbol to compare the two numbers below:  
**54,809** \_\_\_\_\_ **55,890**
- Write the number in order from least to greatest below:  
A. seven  
B. seven  
C. seven
- Expand the following number on the lines below:  
**78,237**  
Expanded form: \_\_\_\_\_
- Write the numbers below in order from greatest to least:  
**21,377** \_\_\_\_\_  
**19,322** \_\_\_\_\_  
**22,108** \_\_\_\_\_
- Write the number in order from least to greatest below:

### Place Value Post-Assessment

Student	Grade	Vocab	Base Ten	Number Form	Word Form	3 digits	4 digits	5 digits	Rounding
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

## Independent Practice



Students will create a comparing numbers rocket craft.

## Small Group

Students practice ordering numbers from numbered linking cubes.



# \*DAY 11

## Whole Group

Introduce rounding to the tens place by creating an anchor chart. Then practice with the Racing into Rounding booklet.

Directions: Fill out each box as you solve a word problem. Cut around the box. Glue into your math journal.

**Rounding Numbers**

Step 1: Find the rounding place and underline it.

**52**

Step 2: Look next door.

**52**

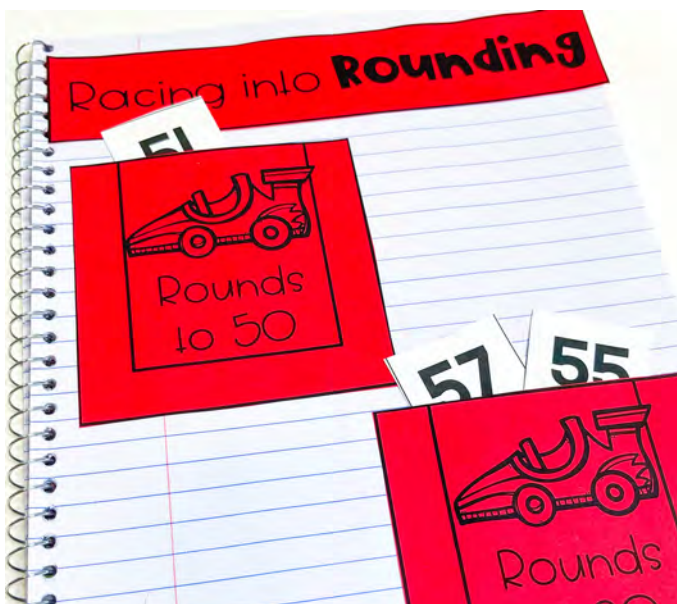
Step 3: Ask "5 or more ADD 1 MORE. 4 or less let it REST."

**52** round to \_\_\_\_\_



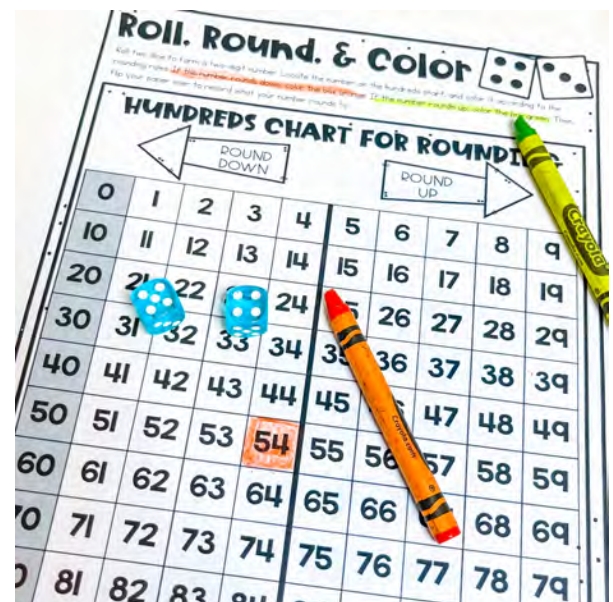
## Independent Practice

Students will round and sort numbers in their math journal.



## Small Group

Students will practice rounding using a 100 chart to play Roll, Round, and Color.

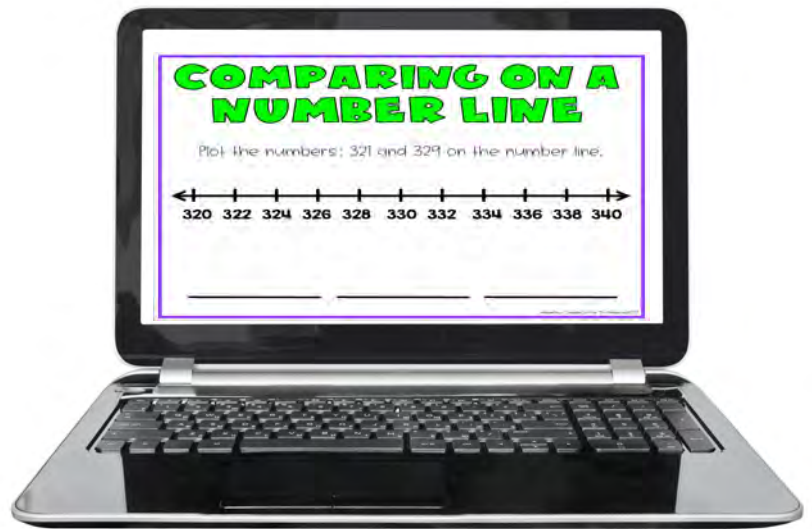




# \*Day 12

## Whole Group

Students will practice rounding numbers to the tens place using a PowerPoint and an interactive mat.



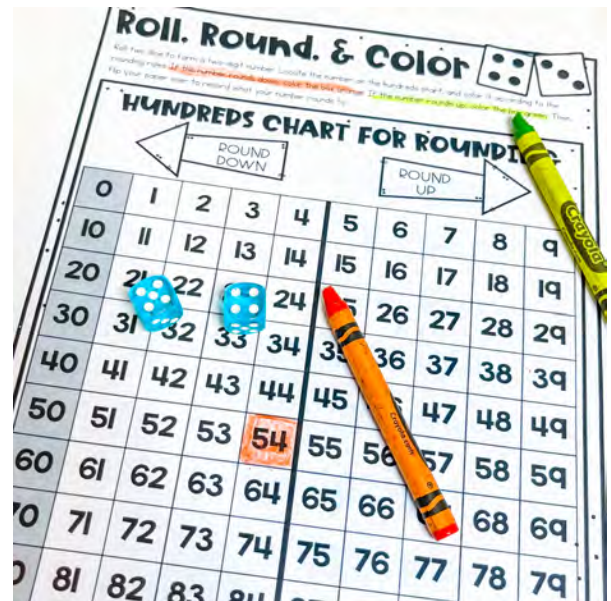
## Independent Practice



Using number cards, students will play a game of rounding memory and then glue the cards into their math journal.

## Small Group

Students will practice rounding using a 100 chart to play Roll, Round, and Color.

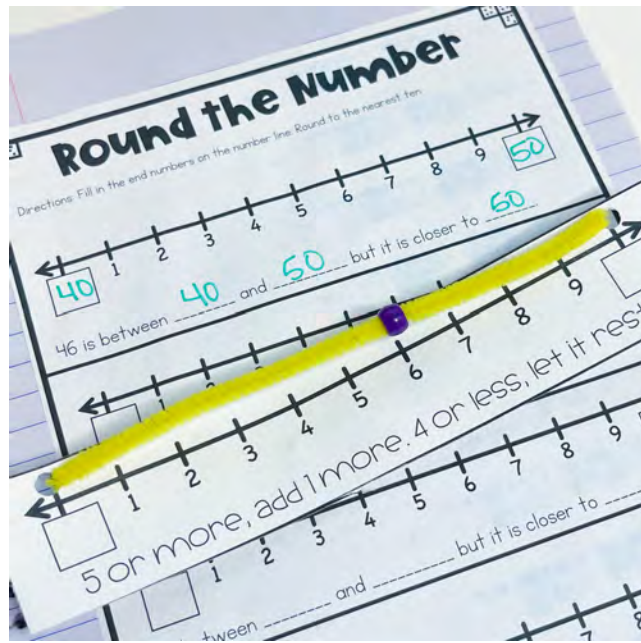




# \*DAY 13

## Whole Group

Introduce and practice with rounding using a beaded number line.



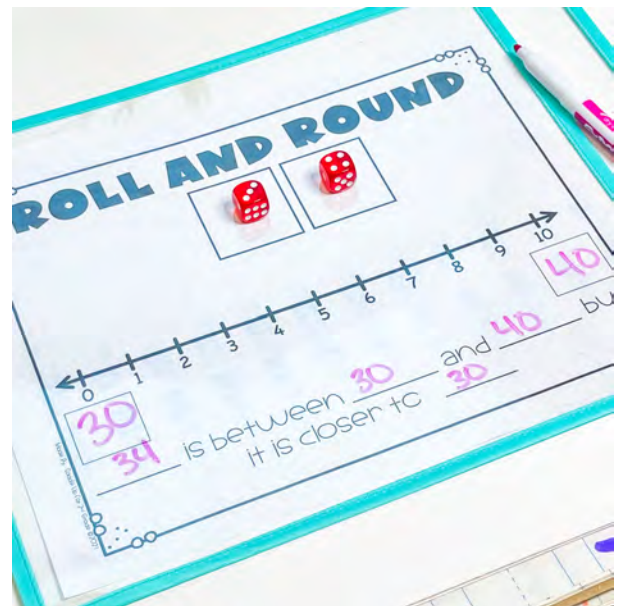
## Independent Practice



Review rounding by playing Four Corners Round Up!

## Small Group

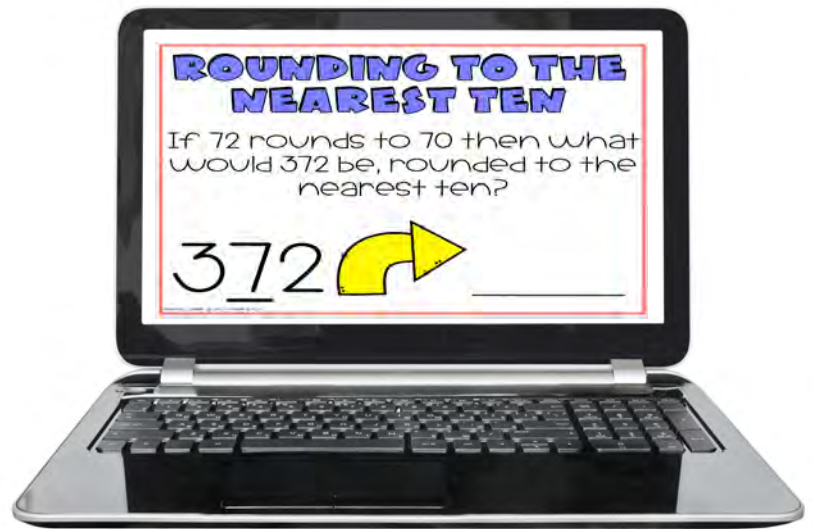
Students will practice rounding using a number line work mat.



# Day 14

## Whole Group

Students will practice rounding numbers to the tens place with 3-digit numbers using a PowerPoint and an interactive mat.



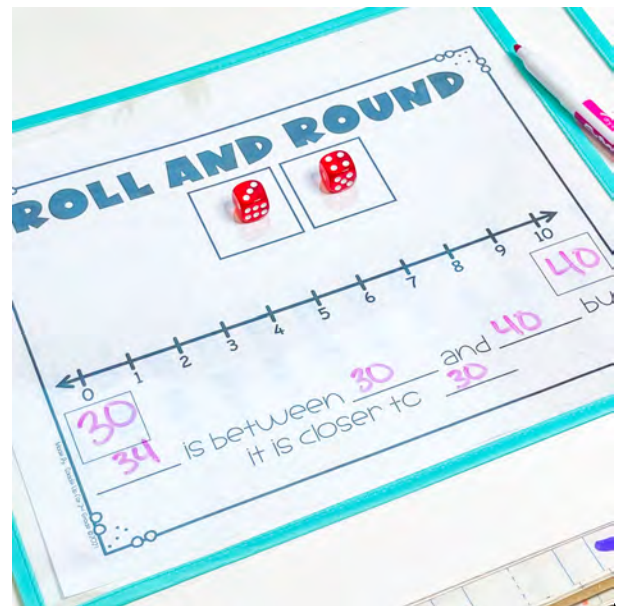
## Independent Practice



Students will practice rounding to the tens place with 3-digit numbers by creating a pocketbook and sorting number cards.

## Small Group

Students will practice rounding using a number line work mat.

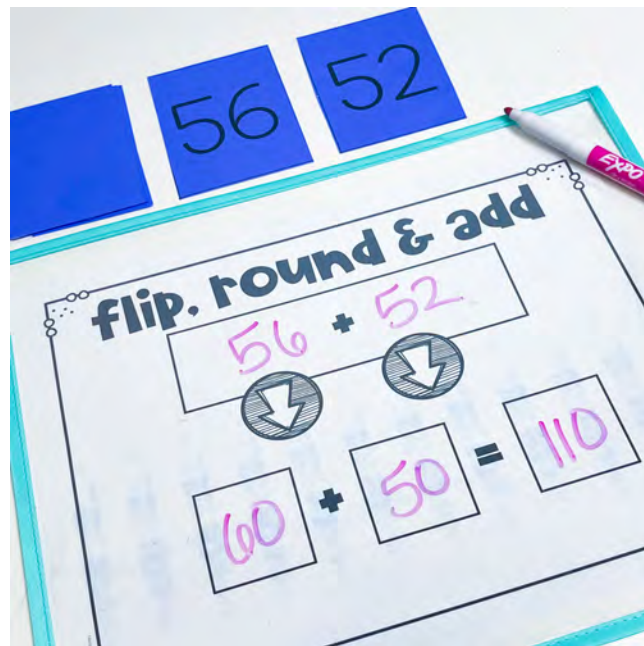




# \*Day 15

## Whole Group

Introduce rounding using estimated sums by playing Flip, Round, and Add whole group.



## Independent Practice



Students will practice rounding and estimating sums in their math journal.

## Small Group

Student will practice rounding to the tens place by playing Spin and Round.





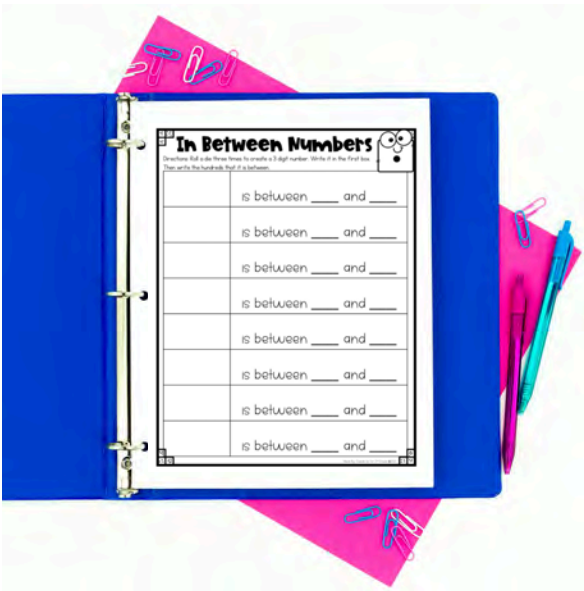
# Day 16

## Whole Group

Students will use a Rounding to the Nearest Hundred Chart to identify the hundreds that a number is between.



## Independent Practice



Students will use dice to create a 3-digit number then identify what hundreds it is between.

## Small Group

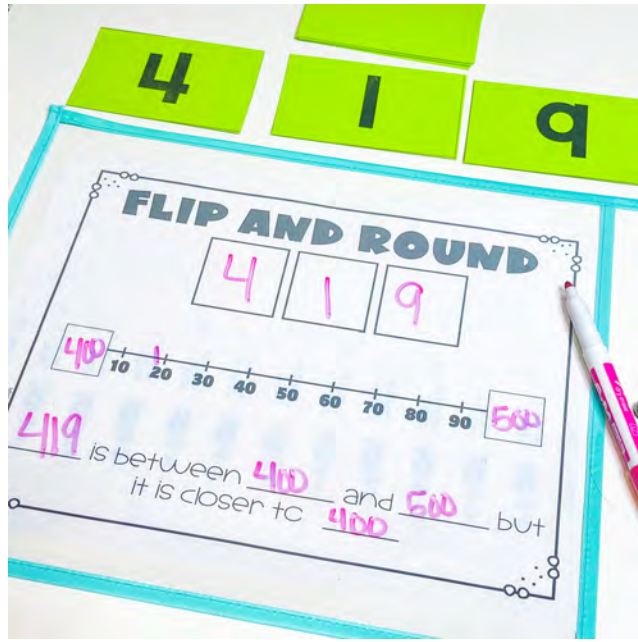
Student will practice rounding to the tens place by playing Spin and Round.



~~\*Day 17~~

# Whole Group

Students will use a  
Rounding to the Nearest  
Hundred Chart to identify  
the hundreds that a  
number is between.



## Independent Practice



Students will practice rounding with a Rounding Color by Code activity.

# Small Group

Student will practice place value and rounding by completing the Build It and Round It activity using manipulatives.





# \*Day 18

## Whole Group

Students will review  
rounding by playing  
Rounding BINGO!



## Independent Practice

Number	Nearest 10	Nearest 100
382	380	400
586	590	600
708	710	700
244	240	200
991	990	1,000

Students will complete the  
Round and Match activity in  
their journal.

## Small Group

Student will practice place  
value and rounding by  
completing the Build It and  
Round It activity using  
manipulatives.





# \*Day 19

## Whole Group & Independent Practice

Students will review rounding to the nearest 10 and 100 by playing iSpy using the Rounding Round Up Task Cards.



## Small Group

Student will practice rounding by playing Rounding Shown.



# #DAY 20

## Whole Group & Independent Practice

Students will complete the Rounding Assessment then make a Rounding Round Up craft when finished.

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

### Rounding Review

Directions: Solve each problem in the box below.

- Round the number below to the nearest 10.  
**48**  
\_\_\_\_\_
- Antonio ran 22 laps during track practice. To find the approximate number of laps he ran, round the laps to the nearest ten.  
\_\_\_\_\_
- Which number below shows 38 rounded to the nearest 100?  
A. 100  
\_\_\_\_\_
- Round the number below to the nearest 10.  
**172**  
\_\_\_\_\_

### Rounding Post-Assessment

5. Try  
Hollow  
nearest  
nearest

Student	Grade	Vocab	Rounding 10 2 Digs	Rounding 10 3 Digs	Rounding 100 3 Digs	Rounding 100 4 Digs	Estimating Sums
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

7. 36  
9. Est



## Small Group

Student will practice rounding by playing Rounding Shown.

