

MY OWN QUESTIONS AND TASKS

Lesson Goal:

Grade Band: Third Grade

Students will create up to a six digit number and read the number in standard form, expand the number, and write the number in word form.

Standard(s) Addressed: SOL 3.1a Place Value

Underlying Big Idea(s): Students will develop number sense by playing Place Value Mambo. Students will be able to read, write, and expand up to six digit numbers.

Open Question(s):

How many ways can you make a six digit number?

Parallel Tasks:

Option 1: Use four dice to create a four digit number by playing Place Value Mambo with a team of four players. Players will be assigned tasks one through four. The first player will complete task one, the second player will complete task two, and so on until all four players have completed their task. Then the game board will be turned so that each player will have a different task to complete. The game will continue until all four players have completed all four tasks.

Option 2: Use six dice to create a six digit number by playing Place Value Mambo with a team of four players. Players will be assigned tasks one through four. The first player will complete task one, the second player will complete task two, and so on until all four players have completed their task. Then the game board will be turned so that each player will have a different task to complete. The game will continue until all four players have completed all four tasks.

Principles to Keep in Mind:

- All open questions must allow for correct responses at a variety of levels.
- Parallel tasks need to be created with variations that allow struggling students to be successful and proficient students to be challenged.
- Questions and tasks should be constructed in such a way that allow all students to participate together in follow-up discussions.

This worksheet accompanies "Good Questions" (Teachers College Press:2009).



TEAM

<p>Roll 4 dice.</p>	<p>Write the word form.</p>
<p>2</p> <p>Put them in the place value chart and say the standard form.</p>	<p>4</p> <p>3</p> <p>Write the expanded form.</p>

Think and Turn



Jaylen

① 4,253

② 6,631

③ 3,753

④ $3,000 + 400 + 50 + 3$

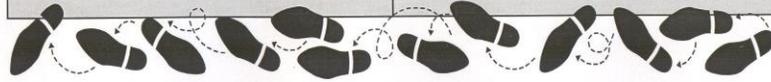
⑤ five thousand - four hundred - four~~and~~ five

⑥ $30,000 + 1,000 + 2,000 + 600 + 20 + 2$

TEAM TURN



<p>Roll the dice six times. Write each digit in the place value chart.</p>	<p>Write the word form.</p>
<p>1</p>	<p>4</p>
<p>2</p>	<p>3</p>
<p>Read the six digit number in standard form.</p>	<p>Write the expanded form.</p>



4 - THOUGHT

Name Daymond Jr Date Dec 7, 20

Whole-Number Place-Value Charts

tens	ones

tens	ones

tens	ones

tens	ones

hundreds	tens	ones

hundreds	tens	ones

Four hundred thousand fourty-four

$$400,000 + 40,000 + 4,000 +$$

thousands			ones		
h	t	o	h	t	o
6	4	5	3	6	5
6	6	4	4	3	5
4	4	4	1	5	2

thousands			ones		
h	t	o	h	t	o

$$100 + 50 + 2$$

$$600,000 + 40,000 + 5,000 + 300 + 60 + 5 =$$

645,365

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Grade 3, Chapter 1

6. Six hundred sixty-four thousand four hundred ^{thirty} _{five}

Reflections

This lesson was designed to target students receiving remediation for SOL 3.1a Place Value-reading and writing up to six digit numbers. Students were placed in groups of four and given a Mambo Board. The students were put in order from the weakest to the strongest student set up around the Mambo Board strategically as players 1 through 4. When each player completed all tasks on the board, it was moved clockwise in order for each person to perform each task.

The students were excited to help each other and couldn't wait until it was their turn to perform each task. I was pleasantly surprised to find that my weakest student who I knew only had mastered the hundreds place was just as involved and asking questions. The game challenged each player by giving four different tasks. My weakest player had a chance to see how the other students solved their task three times before they had to perform the most challenging task. This made the students comfortable to talk about the process and help each other.