

# MATH WORKSHOP

## PLACE VALUE & ROUNDING



PRINTABLE & DIGITAL



CCSS aligned vocabulary cards for use during the lessons, your word walls, and so much more. These are also included in the digital version so you can project them on your board.

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


PLACE VALUE & ROUNDING PRE-TEST

1) Complete each box below.


PLACE of the underlined digit	VALUE of the underlined digit
1,90 <u>6</u>	
36,2 <u>4</u>	
<u>7</u> ,884	
6 <u>5</u> ,944	
2,4 <u>2</u> 2	

2) Represent 427 in each of  
\$TENS AND UNIT\$

3) Compare the following numbers using the symbols  $<$ ,  $>$ , or  $=$ .

404      Four hundred six       $300 + 20 + 6$       

2,004      2,160      forty-two thousand, three hundred       $4,000 + 200 + 30$

3,000      3,090            Six thousand, nine hundred twenty-nine

4.) Read the clues below and determine what number you have. Then write it on the line.

- The digit 4 is in the ten thousands place.
- The digit 9 is in the place not named yet.
- The digit 2 has a value of 2000.
- The digit 0 is in the ones place.
- The digit 3 is in the place to the left of the place with the digit 5.

The number is: \_\_\_\_\_

5) Round the following numbers to the nearest 10.

55	
94	
849	

6) Round the following numbers to the nearest 100.

365	
1235	
4998	

7.) When should you round a number?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Pre-tests and Post-tests are provided so that you can determine what your students know and don't know. This also helps determine growth after the unit is complete.

A suggested unit overview and pacing is provided, though it's not necessary to follow it. This is to help make planning easy on you. It is also set up so you can just click on the lesson and it'll take you directly to it in both the digital & printable versions.

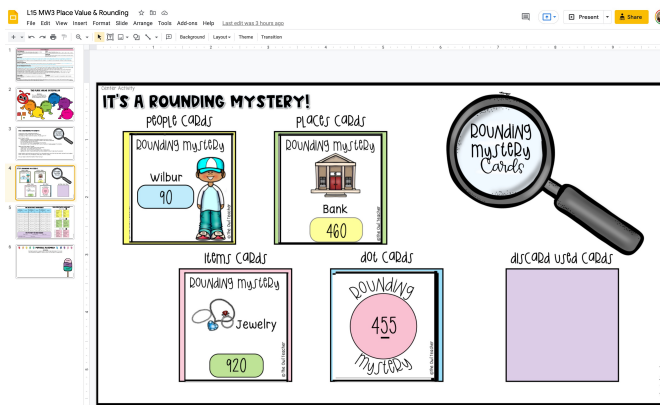
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Detailed and thorough lesson plans to help you work through the workshop model. It includes the "I Can" statement, CCSS, vocabulary, materials used, intervention ideas, and extensions.



# DIGITAL VERSION

This unit includes a digital version. You can assign parts of the resource to your students whether you are at school or distance learning.



### COMPARING AND ORDERING NUMBERS

**Comparing**

- Line up the places in each number.
- Compare each place starting from the number to the farthest left.
- Stop comparing when you have one number larger than the other in one place.
- Place the proper symbol in the circle. It always "eats" the larger number.

Order least to greatest  
245 265 256 254

1 245  
4 265  
3 256  
2 254

↑  
the same so we keep going.

### REPRESENTING PLACE VALUE

**STANDARD FORM**  
4,315

**WORD FORM**  
Four thousand, three hundred fifteen

**EXPANDED FORM**  
 $4000 + 300 + 10 + 5$

### WHEN TO ROUND

**ROUND**

BACK 1 2 3 4 5 6 7 8 9

FORWARD

## ANCHOR CHARTS

Detailed anchor charts that break things down for your students to help them understand important concepts.

## ACTIVITIES

Hands-on, concrete activities that use manipulatives. Activities are created based on research and best practices. Students are engaged and enjoy math more.

### PUZZLING ROUNDING

Directions: Read the numbers on the puzzle pieces at the bottom of this page. Decide what number the puzzle piece rounds to. Cut out the pieces and arrange them in the matching sections of the triangle. Then glue them to the sections.

### GETTING 'ROUND' THE WORLD

Can you make it all the way around the world?

Directions: Roll the spinner and solve the problem. If you solve the problem correctly, you can move your token one space. If you don't solve the problem correctly, you can't move. The first player to reach the finish line is the winner.

### Super Rounding

Directions: Decide who will be player one. When it is your turn, move one space forward and spin the spinner. Round the number in your space to the nearest place based on the spin. Have your partner check the answer key to see if you rounded correctly. If you did, you can skip in your space. If you didn't, you must move back a space. Then it is the next player's turn. The first person to have completed all their boxes correctly is the winner.

### ROBLY NUMBERS

Directions: Look at the picture form in each box and determine the number. Write the number in the box. Then go through and color in all the boxes with a seven in it. That will create a trail for the penguin to get to his igloo.

### A RACE IS IN ORDER

Directions: Place the numbers of each racer who won. The racer with the greatest number boxes on the left to help you order them.

Stan's numbers: 1 15, 2 45, 3 981

Gideon's numbers: 1 15, 2 354, 3 594

Monty's numbers: 1 15, 2 918, 3 891

Emerson's numbers: 1 15, 2 435, 3 674

Cindi's numbers: 1 15, 2 15, 3 15

THE WINNER IS...

### Sticky Numbers

Directions: Look at the base-ten blocks provided at the end of each fork. Determine what number is shown and write it on the other end of the fork. Then in the middle of the fork write the expanded form of that same number.

Number form: Expanded form:

Number form: Expanded form:

Number form: Expanded form:

Number form: Expanded form:

Number form: Expanded form:

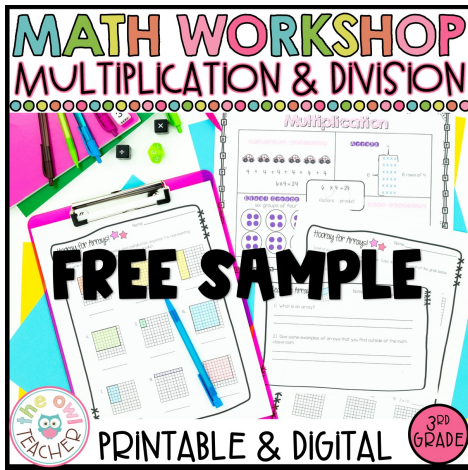
Place value: 43,678, 27,867, 48,344, 64,452

Directions: Write the place and value of the number underlined in each pancake.

## PRACTICE WORKSHEETS

Worksheets are provided to give students a chance to practice the newly learned skills and to work their way to mastery. This also provides you the opportunity to check for understanding. Answer keys are included.

INCLUDES COLOR AND B/W VERSIONS!



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SAMPLE OF THE  
THIRD-GRADE MATH  
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