

Place Value Mingle Match™ - Expanded Form

This Really Good Stuff® product includes:

- Place Value Mingle Match™ - Expanded Form
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Place Value Mingle Match™ - Expanded Form**—a fun, interactive game combining place value skills with social and kinesthetic activity.

Meeting Common Core State Standards

This Really Good Stuff® **Place Value Mingle Match™ - Expanded Form** is aligned with the following Common Core State Standards for Mathematics:

Number and Operations in Base Ten

- 2.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
- 2.3** Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.

Displaying and Preparing Place Value Mingle Match™ - Expanded Form

Before introducing **Place Value Mingle Match™ - Expanded Form**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Separate the *Place Value Mingle Match Wrist Bands* along the perforations.

Introducing Place Value Mingle Match™ - Expanded Form
Place Value Mingle Match™ - Expanded Form includes 40 *Wrist Bands*; two pairs of matching *Bands* representing two- and three-digit numbers in both their numeral and expanded form. Prior to playing, select the number of matches appropriate for your class. If you have an odd number of students, wear one of the matches yourself. Pass out the *Bands* randomly to each of your students. If needed, help them, or instruct them to help each other, wrap the *Bands* around their wrists and then slide the two notched ends together, so they are worn comfortably, and the text is facing the wearer. Have students stand and push in their chairs. On “Go”, tell students they are to move about the room, attempting to find the student wearing the *Band* that matches his or her own. Explain that once they have found their match, they should stand or sit together until the

entire class is finished. Collect the *Bands*, randomly redistribute them, and play again as time allows.

Rolling for Place Value Small Group Practice

Take out enough dice for each student in your small group to have three dice, and enough dry erase boards for each student to get one board. Explain that they are going to roll for place value. Model how you roll one die and then write the number onto the dry erase board. Repeat with the other two dice until you have written a three-digit number. Ask if they can read the number you have created. Then, ask them if they can challenge themselves by saying and writing the expanded form of that number. Let them take turns rolling and writing the number they created in its numeral and expanded form. After practicing as a group, give students their set of dice and their dry erase board and let them try on their own. Monitor each student to assess his or her comprehension of place value.

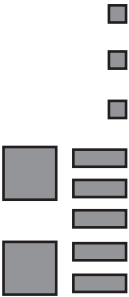
What’s My Number?

You will need base ten blocks, the *Place Value Wrist Bands*, and enough reproducibles for each child in your class. Project a copy on your classroom board, or reproduce the table from the *What’s My Number? Reproducible* onto chart paper. Gather your students together and tell them that they are going to play *What’s My Number?* using the *Wrist Bands* and the reproducible. Model taking a *Wrist Band* and filling in the section on the table for the number on the *Band*. For example, if the number is in the numeral form it should go in the first column and if it is in expanded form it should go in the last column. Show students how to count out the correct number of base ten blocks and then draw their base ten blocks into the second column. Model how to then fill in the place value chart in the third column. Let different students come up and grab a *Wrist Band*. Let them ask their classmates to help them to complete the chart for their *Band*. Match your students with a partner. Give them a reproducible, a few *Wrist Bands* and place the base ten blocks in an accessible place for the groups to use when needed. Review the instructions and let them practice taking turns playing *What’s My Number?* with their partner. This activity can then be placed in a math station to extend their understanding of the concept of place value.

Name _____

What's My Number?

Pick a wrist band and express your number in several ways using place value.

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Division Guy Poster

This Really Good Stuff® product includes:

- **Division Guy Poster**, laminated
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Division Guy Poster**—a visual reminder of the four steps used to divide numbers.

Meeting Common Core State Standards

This Really Good Stuff® **Division Guy Poster** is aligned with the following Common Core State Standards for Mathematics:

Operations and Algebraic Thinking

- 3.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (for example, knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Numbers and Operations in Base Ten

- 4.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 5.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Displaying the Division Guy Poster

Before displaying the **Division Guy Poster**, make copies of this Really Good Stuff® Activity Guide, and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the *Poster* where students will be able to see it easily.

Introducing the Division Guy Poster

Gather students around the board, and display a division problem. Ask students what they know about the division problem. Lead a brief discussion about students' prior knowledge, and list their ideas on the board. The discussion and list should at least include the following facts about division:

Concept:

- dividing or separating a number into smaller groups
- the opposite of multiplication

Vocabulary:

- *divisor*
- *dividend*
- *quotient*

Review with students that they are to use four simple steps to solve a division problem with the standard algorithm. Reveal the **Division Guy Poster**, and explain how it will be displayed in the classroom to help them remember the four steps. Encourage students to use the *Poster* when stuck on one of the steps. Urge students to chant the four steps with you: "Divide, multiply, subtract, bring down."

Using black, blue, red, and green markers to match the four steps on the *Poster*, solve your division problem on the board illustrating the four steps. Give students a second division problem, and have them complete the problem with you. Emphasize the use of the four steps by repeating the chant when necessary.

Throughout the year, refer to the **Division Guy Poster** during math lessons to reinforce the steps.

Division Guy Personal Poster Reproducible

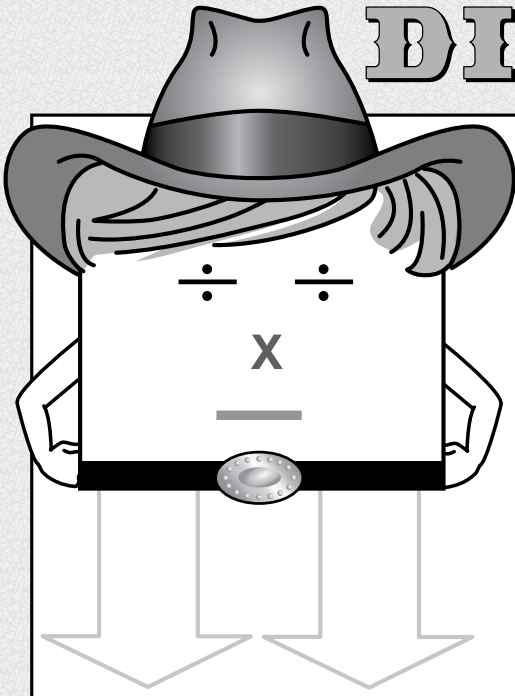
Copy, cut apart, and laminate the *Division Guy Personal Poster Reproducible*. Attach a copy to the desks, notebooks, or folders of students who may need additional help during individual practice. Have students take the reproducible home to use as a homework resource.

Division Guy Practice Reproducible

Copy and distribute the *Division Guy Practice Reproducible* as early practice of the long division algorithm. Have each student use a black, blue, red, and green colored pencil to solve the problems, following the four steps as shown on the *Poster*.

Review the answers with students, and have them circle any problems that are incorrect. Instruct students to highlight the step of the problem where they made the error.

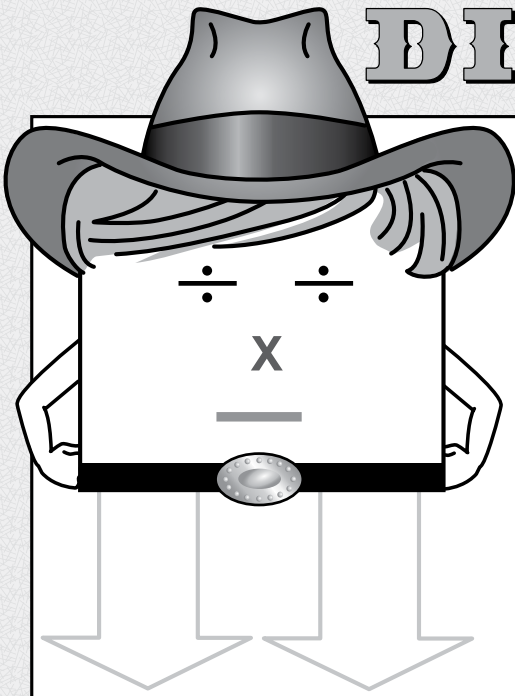
Answers: a) 34, b) 78, c) 49, d) 42, e) 38, f) 67, g) 78, h) 181



DIVISION GUY

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Divide
Multiply
Subtract
Bring Down

$$\begin{array}{r} 27 \\ 3 \overline{) 81} \\ \underline{-6} \downarrow \\ 21 \\ \underline{-21} \\ 0 \end{array}$$


DIVISION GUY

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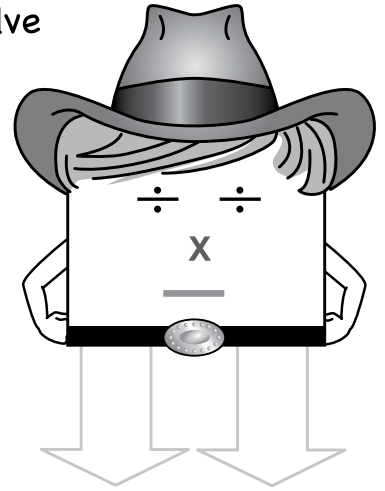
Divide
Multiply
Subtract
Bring Down

$$\begin{array}{r} 27 \\ 3 \overline{) 81} \\ \underline{-6} \downarrow \\ 21 \\ \underline{-21} \\ 0 \end{array}$$

Name: _____

Date: _____

Directions: Use black, blue, red, and green pencils to solve the following division problems. Use *Division Guy* to help you to remember the steps.



a) $3 \overline{)102}$

b) $6 \overline{)468}$

c) $7 \overline{)343}$

d) $5 \overline{)210}$

e) $9 \overline{)342}$

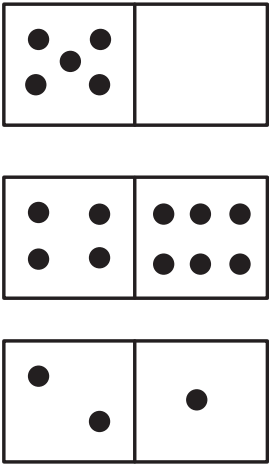
f) $4 \overline{)268}$

g) $6 \overline{)468}$

h) $3 \overline{)543}$

Domino Place Value

Grab 3 dominoes. Make your number by counting the number of dots on the top of each domino. Write the numeral and written form for each number you created.

 245 Two hundred forty-five		



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the student wearing the *Band* that matches his or her own. Explain that once they have found their match, they should stand or sit together until the entire class is finished. Collect the *Bands*, randomly redistribute them, and play again as time allows.

Place Value Twist

Write the numerals 1-9 around the rim of each of four Styrofoam cups. On one cup, place a comma after each number. Stack the cups together, nesting the cup with commas inside all of the others. Lay them on their side and make different numbers by twisting the rims on different cups. Take out the *Number Word Wrist Bands* and gather a small group of students together. Show them how you can make different numbers by twisting the cups. Give each student a *Number Word Wrist Band*. Ask each student to read the number on their *Wrist Band* and make the number in numeral form using the place value cups.

Domino Place Value

Take out a set of dominoes and enough *Domino Place Value Reproducibles* for half of your class. Gather your students together where they can easily see the reproducible and the dominoes. Explain that they are going to use the dominoes to create different numbers. Take out three dominoes and model how to count the top dots and write down each number onto the reproducible. Ask them if they can tell you what number you made. Model how you will write the word form of the number under the numeral form. Ask a student to come up and pick three dominoes. Pick another student to count the dots on the top of each domino and write the numeral form of that number onto the reproducible. Select another student to try to meet the challenge of writing the word form of the number. Divide the students into partners and let them take turns picking out dominoes and writing the numeral and word form for their numbers. Place this reproducible in a math center to further develop students' understanding of place value.