

SPLASH! PLACE VALUE



NUMBER & OPERATIONS IN BASE 10

Name _____

Date _____

CCSS Standards

- Understanding that the two digits of a two-digit number represent amounts of tens and ones.
CCSS.MATH.CONTENT.1.NBT.B.2 (2nd Grade)
- Understand that the three digits of a three-digit number represent the amounts of hundreds, tens, and ones.
CCSS.MATH.CONTENT.2.NBTA.A.1 (2nd Grade)

Materials Needed

- Square sheet of paper- [Printer Paper to Origami Square Tutorial Video](#)
- Anchor chart paper with place value map (see example in step 4)
- Student worksheet

I Can

“I can use place value to help me identify a two or three digit number.”

Objectives

Students will be able to use place value to identify two or three-digit numbers.

Introduction



Today we will create our very own fish to find strategies to count bigger numbers!

Directions:

Graphic Examples

1



Teacher Direction

Show students pictures of fish in the ocean.



Ask students:

“What do you notice about the fish?
What do you wonder about the picture?”



Ask students:

“How many fish do you estimate are in
the picture?”

**Have students write their estimate on Q1
of the worksheet.**

Hand each student a square sheet
of origami paper

2



Depending on student level show the students
folding directions to do on their own or go step
by step to help students create their origami fish.

Video [here](#)

PDF [here](#)

Let students decorate their fish when finished.

3

Before students begin the game, play one round as a class.

Show the worksheet and fill in Q3 as a class.



How many fish did you find? Fill in the chart to show your findings. What is your number in standard form? 3 4 5

Picture Form: 	Expanded Form: $300 + 40 + 5 = 345$
Hundreds, Tens, and Ones Form: $\begin{array}{r} 3 \text{ Hundreds} \\ 4 \text{ Tens} \\ 5 \text{ ones} \end{array}$	Word Form: <u>Three hundred and forty five</u>

Teacher Note

If *not* learning regrouping, tell students to be sure there is no more than 9 fish per row.

Tell students:

“Today we will play a regrouping game with our origami fish. The directions are:

Directions:

1. Everyone will gently toss their fish into a body of water (hundreds, tens, or ones).

Teacher note

Use a big anchor chart paper or butcher paper to create place value mats for teams.

2. As a team, count how many fish are in the hundreds ocean.
3. Count how many fish are in the tens place river.
4. Count how many fish are in the ones place creek.
5. Record your answers and fill out your place value chart.
6. Collect your fish and play again!

Students will record answers on their **worksheets on Q4-Q6.**



Game Time!

While students are playing, check for understanding with each group.

7 Share Time!

Choose a few students to share their place value maps & thinking.

Encourage students to ask each other questions.



Closure

Tell students:



“Today we played a game to find two and three digit numbers.”

Ask students to share:



“Think about a big number. How does place value strategies help you to know what the number is?”

Have students write their answers

on Q8 of worksheets.