

ATTACK OF THE CHICKEN NUGGET MAN

Lesson Plan
by Melissa
Green, NBCT

Chapter 2 Place Value Activity

Materials:

- Smart Board or Projector that will show a website to the entire class
 - Base ten blocks for each student
 - Individual white boards or scratch paper

Whole Group Activity:

Chris's dad said that he must have told Chris 650 times to not be mean to his sister (page 11). Look at the Knowledge Nugget on this page and read it to the class. Have the students turn to a think partner to explain in their own words what they think that means.

Use the following website to show the students what 650 looks like using base ten blocks. Have the students create 650 using their own blocks and relate it to the expanded form equation in the Knowledge Nugget.

http://nlvm.usu.edu/en/nav/frames_asid_152_g_2_t_1.html?from=category_g_2_t_1.html

Do the same with 750 and then have the students work independently to answer the question in the Knowledge Nugget regarding the number 850.

Continue to use the above website to have the students practice making amounts with their base ten blocks and writing an expanded form equation to go along with it on their whiteboards or scratch paper.

$$\begin{array}{l} | \\ \hline \end{array} = 10 \quad \begin{array}{c} \square \\ \hline \end{array} = 100 \quad \bullet = 1$$

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Standards Addressed:

2.NBT.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.

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Assessment:

Using the following key, have the students draw the base ten representations for the following numbers and number sentences:

1. $300 + 20 + 3$
2. 777
3. $500 + 60 + 4$
4. 201
5. $600 + 0 + 1$
6. 833

Differentiation:

Remediation	Enrichment
Review the values of base ten blocks by having students put ten cubes together to make one ten and put ten longs together to make one flat. Use place value charts to show the written form of the number.	Students can answer the assessment questions but are given limitations as to which base ten blocks they can use. For example, they need to represent 201 but they can only use longs and cubes. Or they need to represent 564 but they can only use flats and cubes. Challenge them to think of numbers in different ways.

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