What is found in an Engaging Mathematics TEKS-based activity?

TEKS have been phrased in student-friendly language so that students may gauge their learning.

Directions are included as a separate document to guide student completion of activities with multiple steps.

Representing Numbers, Activity 1
2(2)(B)

Activity Objective

I can represent numbers.

I can draw a model to represent the value of a number.

Materials

- **Directions: Using Expanded Form and Words**
- **Using Expanded Form and Words**
- **Number Strips**
- Scissors
- Colored pencils
- Tape or glue

ELPS have been included in the form of a student-friendly language objective.

Answer Key

Standard form: (folded paper)

1	1	9	3

Expanded form: 1,000 + 100 + 90 + 3

Word form: one thousand, one hundred ninety-three

Standard form: (folded paper)

5	8	7

Expanded form: 500 + 80 + 7

Word form: five hundred eighty-seven

Common classroom materials are used for ease of preparation. Materials are listed 1-per-student unless otherwise noted. Page titles for student handouts are bolded.

Debriefing questions are included to assist the teacher with facilitating a post-activity student discussion.

Debriefing Questions

- How did you determine the value of each digit?
- How does your understanding of place value help you create your model?

Communicating about Mathematics

Students may respond by talking to a partner and drawing a picture in the space provided.

Possible sentence frame:
My model represents _____ because _____.

Listen For . . .

- Connections between the total values of each place and the number.
- Connections between the digits and the value of each digit.
- Appropriate use of digits and place value.

Listen For . . .

Correct use of a model, such as base-ten blocks, to represent the value of each digit in the number.

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Each activity includes an opportunity for students to articulate and summarize their own learning. A sentence frame is provided for students who may need language support.

Key learning outcomes from the debriefing discussion are summarized here.

Key learning outcomes from the Communicating about Mathematics section are included here.