

## Learning Activity for Expanded Notation 3<sup>rd</sup> Grade

**Objective:** The students will explore expanded notation using Base 10 blocks

**Materials:** Base 10 blocks; thousands, hundreds, tens, ones place value chart; a set of 0-9 number cards

### Expanded Notation

*Sung:*

Expanded notation!

Expanded notation! (Is sweeping the nation)

Expanded notation!

Expanded notation! (Is sweeping the nation)

*Spoken:*

When you're looking at numbers, large or small

You can write them out where the places fall.

How many ones, how many tens?

How many hundreds or thousands?

It never ends.

Let's look at a number like 25

Expand it like this: it's  $20 + 5$

Now let's take a number like 82

That's  $80 + 2$

It's easy to do!

*Sung:*

Expanded notation!

Expanded notation! (Is sweeping the nation)

Expanded notation!

Expanded notation! (Is sweeping the nation)

*Spoken:*

When you're looking at numbers, large or small

You can write them out where the places fall.

How many ones, how many tens?

How many hundreds or thousands?

It never ends.

124 is expanded like this  $100 + 20 + 4$

861 is expanded like this  $800 + 60 + 1$

*Sung:*

Expanded notation!

Expanded notation! (Is sweeping the nation)

Expanded notation!

Expanded notation! (Is sweeping the nation)

*Spoken:*

When you're looking at numbers, large or small

You can write them out where the places fall.

How many ones, how many tens?

How many hundreds or thousands?

It never ends.

Now 2,683 is expanded like this

It's as easy as can be  $2000 + 600 + 80 + 3$

*Sung:*

Expanded notation!

Expanded notation! (Is sweeping the nation)

Expanded notation!

Expanded notation! (Is sweeping the nation)

Expanded notation!

*(repeat and fade)*

### Procedure:

- 1) Play the song.
- 2) Teacher uses Base 10 blocks and the place value chart to model numbers in the song.
- 3) Play the song again. Students will now use Base 10 blocks to model the numbers in the song on their place value chart. Students will then write the numbers in expanded notation.
- 4) Teacher will write 2 additional numbers on the board to model and write in expanded notation.

**Evaluation:** Teacher observation during lesson. Use 4 digits to create three different 4-digit numbers. Then model each in expanded notation. Extension: Ask students to identify the largest and smallest number.