

# Blue Star Products Standards

## I GET IT! USING MANIPULATIVES TO CONQUER MATH: PLACE VALUE (Grades 3-5)

(Individual lesson page correlation available upon request.)

Content Area	Standard	Grade
Numbers and Operations in Base Ten	<b>CCSS.MATH.CONTENT.3.NBT.A.2</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3
	<b>CCSS.MATH.CONTENT.3.NBT.A.3</b> Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.	3
	<b>CCSS.MATH.CONTENT.3.NBT.A.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.	3
	<b>CCSS.MATH.CONTENT.4.NBT.A.3</b> Use place value understanding to round multi-digit whole numbers to any place.	4
	<b>CCSS.MATH.CONTENT.4.NBT.B.4</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.	4
	<b>CCSS.MATH.CONTENT.4.NBT.A.1</b> Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	4
	<b>CCSS.MATH.CONTENT.4.NBT.A.2</b> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	4
	<b>CCSS.MATH.CONTENT.5.NBT.A.1</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.	5

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Numbers and Operations in Base Ten	<b>CCSS.MATH.CONTENT.5.NBT.A.3.A</b> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	5
	<b>CCSS.MATH.CONTENT.5.NBT.A.4</b> Use place value understanding to round decimals to any place.	5
	<b>CCSS.MATH.CONTENT.5.NBT.A.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	5
	<b>CCSS.MATH.CONTENT.5.NBT.A.3</b> Read, write, and compare decimals to thousandths.	5
	<b>CCSS.MATH.CONTENT.5.NBT.A.3.A</b> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	5
	<b>CCSS.MATH.CONTENT.5.NBT.A.3.B</b> Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	5
	<b>CCSS.MATH.CONTENT.5.NBT.B.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm.	5
	<b>CCSS.MATH.CONTENT.5.NBT.B.6</b> 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.	5
	<b>CCSS.MATH.CONTENT.5.NBT.B.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	5

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<b>Operations and Algebraic Thinking</b>	<b><i>CCSS.MATH.CONTENT.3.OA.A.2</i></b> Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .	3
	<b><i>CCSS.MATH.CONTENT.3.OA.A.4</i></b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$ , $5 = \_ \div 3$ , $6 \times 6 = ?$	3
	<b><i>CCSS.MATH.CONTENT.3.OA.B.5</i></b> Apply properties of operations as strategies to multiply and divide.	3
	<b><i>CCSS.MATH.CONTENT.5.NBT.B.5</i></b> Fluently multiply multi-digit whole numbers using the standard algorithm.	5