

TEKS	STAAR Mathematics Practice Unit	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11	3.12	3.13	3.14	3.15
I. Number, Operations, and Quantitative Reasoning	Unit 1: Use Place Value to Read and Compare Numbers	✓														✓
	Unit 2: Use Place Value/Round Numbers					✓										✓
	Unit 3: Count Coins and Bills	✓														✓
	Unit 4: Understand Fractions		✓													✓
	Unit 5: Estimate Sums and Differences					✓										✓
	Unit 6: Add Whole Numbers			✓												✓
	Unit 7: Subtract Whole Numbers			✓												✓
	Unit 8: Solve Two-Step Word Problems			✓												✓
	Unit 9: Meaning of Multiplication					✓										✓
	Unit 10: Properties of Multiplication					✓										✓
	Unit 11: Multiply by Multiples of Ten					✓										✓
	Unit 12: Solve Multiplication Problems					✓										✓
	Unit 13: Meaning of Division					✓										✓
II. Patterns, Relationships, and Algebraic Reasoning	Unit 14: Identify and Extend Patterns						✓									✓
	Unit 15: Patterns in Multiplication						✓									✓
	Unit 16: Fact Families Mult. and Div.						✓									✓
	Unit 17: Patterns in Tables and Charts							✓								✓
III. Geometry and Spatial Reasoning	Unit 18: Describe/Compare Plane Figures								✓							✓
	Unit 19: Describe/Compare Solid Figures								✓							✓
	Unit 20: Identify Congruent Figures									✓						✓
	Unit 21: Identify Lines of Symmetry									✓						✓
IV. Measurement	Unit 22: Numbers on a Number Line										✓					✓
	Unit 23: Measure Length											✓				✓
	Unit 24: Find Perimeter											✓				✓
	Unit 25: Understand Area											✓				✓
	Unit 26: Measure Temperature												✓			✓
V. Probability and Statistics	Unit 27: Time to the Minute												✓			✓
	Unit 28: Make a Pictograph													✓		✓
	Unit 29: Make a Bar Graph													✓		✓
	Unit 30: More Likely, Less Likely													✓		✓

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# Unit 1 Mini-Lesson

## Use Place Value to Read and Compare Whole Numbers

**Standard**

**I. Number, Operations, and Quantitative Reasoning**

**Use Place Value to Read and Compare Whole Numbers**

- 3.1A (55) Use place value to read, write (in symbols and words) and describe the value of whole numbers through 999,999.
- 3.1B (55) Use place value to compare and order whole numbers through 9,999.

**Model the Skill**

Hand out base-ten blocks and write the following on the board.

hundreds	tens	ones
2	6	5

**265**  
 \_\_\_ hundreds \_\_\_ tens \_\_\_ ones  
**Expanded Form:** \_\_\_ 00 + \_\_\_ 0 + \_\_\_

- ◆ **Say:** Today we will show the same number in different ways. Read aloud the number on the board. (two hundred sixty-five) Show that number with base-ten blocks. Have students build the number with blocks. Guide them to write the number of hundreds, tens, and ones.
- ◆ **Say:** You can show a number as a sum of the hundreds, tens, and ones. Look at the third column. What would you write to show the numeral for 2 hundreds? (a 2 in front of the zeros) What do you need to write to show the numeral for 6 tens? (a 6 in front of the zero) What do you need to write to show the numeral for 5 ones? (a 5) Refer to all three columns to show the same number in different ways.
- ◆ Assign students the appropriate practice pages to support their understanding of the skill. Remind them that they need to write the zeros for the hundreds as well as the tens in the expanded form.

**Assess the Skill**

Use the following problems to pre-/post-assess students' understanding of the skill.

Write each number in standard, expanded, and word form.

721   582   490   817   968   101

Count by 5s from 600 to 650.

Count by 10s from 800 to 900.

Name \_\_\_\_\_ Date \_\_\_\_\_

Write the number shown in three different ways. Use base-ten blocks if you wish.

1 

hundreds	tens	ones
1	9	0

 standard form: \_\_\_\_\_  
 expanded form: \_\_\_00 + \_\_\_0 + \_\_\_  
 word form: \_\_\_\_\_

2 standard form: **249** expanded form: \_\_\_ + \_\_\_ + \_\_\_  
 word form: \_\_\_\_\_

3 standard form: \_\_\_ expanded form: **600 + 20 + 8**  
 word form: \_\_\_\_\_

4 standard form: \_\_\_ expanded form: \_\_\_ + \_\_\_ + \_\_\_  
 word form: **eight hundred thirty-four**

5 Skip count by 100s. 6 Skip count by 10s.

← 300 400 500 \_\_\_ \_\_\_ \_\_\_ \_\_\_ →      ← 460 470 480 \_\_\_ \_\_\_ \_\_\_ \_\_\_ →

7 Skip count by 5s. 8 Look for a skip-counting pattern. Write the missing numbers.

← 510 515 520 \_\_\_ \_\_\_ \_\_\_ \_\_\_ →      630, 640, 650, \_\_\_\_, \_\_\_\_, \_\_\_

☆ Tell how you know the different ways to write a number.



Name \_\_\_\_\_ Date \_\_\_\_\_

Fill in the blanks for each problem.

1 standard form: **732** expanded form: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
word form: \_\_\_\_\_

2 standard form: \_\_\_\_\_ expanded form: **500 + 90 + 4**  
word form: \_\_\_\_\_

3 standard form: \_\_\_\_\_ expanded form: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
word form: **six hundred nine**

4 standard form: **813** expanded form: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
word form: \_\_\_\_\_

Look for a skip-counting pattern. Write the missing numbers.

5 325, 330, 335, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_      6 500, 600, 700, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

7 740, 750, 760, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_      8 445, 450, 455, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

9 450, 550, 650, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_      10 975, 980, 985, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

★ Tell how you know which number comes next.

Name \_\_\_\_\_ Date \_\_\_\_\_

Write the number in the missing forms.

1 standard form: **768**      2 standard form: \_\_\_\_\_  
expanded form: \_\_\_\_\_      expanded form: \_\_\_\_\_  
word form: \_\_\_\_\_      word form: **four hundred seventy**

Look for a skip-counting pattern. Write the missing numbers.

3 630, 640, 650, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_      4 260, 270, 280, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5 945, 950, 955, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_      6 705, 710, 715, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

7 420, 430, 440, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_      8 685, 690, 695, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

9 825, 830, 835, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_      10 320, 330, 340, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Choose the correct answer for each problem.

11 Look at the pattern below.  
What number comes next?  
**805, 810, 815, \_\_\_\_\_**

- A 825  
B 816  
C 915  
D 820

12 Look at the pattern below.  
What number comes next?  
**780, 790, 800, \_\_\_\_\_**

- A 880  
B 810  
C 801  
D 900