

# Placement Value

## 3<sup>rd</sup> Grade – 5<sup>th</sup> Grade

### Activity

**Structured Improvisation Stop and Go:** Similar to Freeze Dance. Students will dance when the music plays and freeze when the music stops. In a structured improvisation, students are given guidelines they must follow but the movement choices are their own.

### Dance Elements

#### Weight and Size

### Content Area

#### Math

### TEKS Addressed

#### 3<sup>rd</sup> Grade

- MATH.3.2A Compose and decompose numbers to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.
- MATH3.2B Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.
- MATH.3.4A Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.



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### 4<sup>th</sup> Grade

- MATH.4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.
- MATH.4.2B Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.

### 5<sup>th</sup> Grade

- MATH.5.3K Add and subtract positive rational numbers fluently. [Whole Numbers and Decimals]



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	Basic Steps
<b>Stop and Go Activity</b>	<ul style="list-style-type: none"><li>• Ask for a volunteer to demonstrate a big, heavy shape with their body. Ask for another volunteer for a small, light shape. Ask for one last volunteer for a shape in the middle. (Large and big = 100s, middle = 10s, small and light = 1s)</li><li>• Split the class into 3 groups. One group represents 1s; one group represents 10s; 1 group represents 100s.</li><li>• When the music plays, dancers will move through the space with their movement reflecting their place value (I.E. 100s move very strong and big).</li><li>• When the music stops, dancers will move to one of three designated areas of the room (whichever is closest). Once there, they will freeze in their place value pose.</li><li>• Groups will find the whole number that each group represents.</li></ul> <p><b>Teacher Tip:</b> <i>If regrouping is needed, have the students find one or more ways to solve the problem.</i></p> <p><b>Reflection:</b> <i>This is embedded in the activity as the students identify the whole numbers.</i></p> <p><b>Alternative:</b> <i>Talk with a partner about how you felt moving as your place value (big vs. small; strong vs. light). How was this kind of moving different than how you usually move?</i></p>

