

# E.S.S. Lesson Plans

Sample Lesson Plans help teachers align instruction with the 2009 Mathematics Standards of Learning (SOL) by providing examples of how the knowledge and skills found in the SOL and curriculum framework can be presented to students in the classroom.

SOL Selection Expand All | Collapse All

Grades K-5

Reporting Category	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Number and Number Sense	<input type="checkbox"/> K.1	<input type="checkbox"/> 1.1	<input type="checkbox"/> 2.1	<input type="checkbox"/> 3.1	<input type="checkbox"/> 4.1	<input type="checkbox"/> 5.1
	<input type="checkbox"/> K.2	<input type="checkbox"/> 1.2	<input type="checkbox"/> 2.2	<input type="checkbox"/> 3.2	<input type="checkbox"/> 4.2	<input type="checkbox"/> 5.2
	<input type="checkbox"/> K.3	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.3	<input type="checkbox"/> 3.3	<input type="checkbox"/> 4.3	<input type="checkbox"/> 5.3
	<input type="checkbox"/> K.4		<input type="checkbox"/> 2.4		<input type="checkbox"/> 4.5	
	<input type="checkbox"/> K.5					
Computation and Estimation	<input type="checkbox"/> K.6	<input type="checkbox"/> 1.4	<input type="checkbox"/> 2.5	<input type="checkbox"/> 3.4	<input type="checkbox"/> 4.4	<input type="checkbox"/> 5.4
		<input type="checkbox"/> 1.5	<input type="checkbox"/> 2.6	<input type="checkbox"/> 3.5	<input type="checkbox"/> 4.5	<input type="checkbox"/> 5.5
		<input type="checkbox"/> 1.6	<input type="checkbox"/> 2.7	<input type="checkbox"/> 3.6		<input type="checkbox"/> 5.6
			<input type="checkbox"/> 2.8	<input type="checkbox"/> 3.7		<input type="checkbox"/> 5.7
			<input type="checkbox"/> 2.9			
Measurement	<input type="checkbox"/> K.7	<input type="checkbox"/> 1.7	<input type="checkbox"/> 2.10	<input type="checkbox"/> 3.8	<input type="checkbox"/> 4.6	<input type="checkbox"/> 5.8
	<input type="checkbox"/> K.8	<input type="checkbox"/> 1.8	<input type="checkbox"/> 2.11	<input type="checkbox"/> 3.9	<input type="checkbox"/> 4.7	<input type="checkbox"/> 5.9
	<input type="checkbox"/> K.9	<input type="checkbox"/> 1.9	<input type="checkbox"/> 2.12	<input type="checkbox"/> 3.10	<input type="checkbox"/> 4.8	<input type="checkbox"/> 5.10
	<input type="checkbox"/> K.10	<input type="checkbox"/> 1.10	<input type="checkbox"/> 2.13	<input type="checkbox"/> 3.11	<input type="checkbox"/> 4.9	<input type="checkbox"/> 5.11
		<input type="checkbox"/> 1.11	<input type="checkbox"/> 2.14	<input type="checkbox"/> 3.12		
			<input type="checkbox"/> 3.13			
Geometry	<input type="checkbox"/> K.11	<input type="checkbox"/> 1.12	<input type="checkbox"/> 2.15	<input type="checkbox"/> 3.14	<input type="checkbox"/> 4.10	<input type="checkbox"/> 5.12
	<input type="checkbox"/> K.12	<input type="checkbox"/> 1.13	<input type="checkbox"/> 2.16	<input type="checkbox"/> 3.15	<input type="checkbox"/> 4.11	<input type="checkbox"/> 5.13
			<input type="checkbox"/> 3.16	<input type="checkbox"/> 4.12		
Probability and Statistics	<input type="checkbox"/> K.13	<input type="checkbox"/> 1.14	<input type="checkbox"/> 2.17	<input type="checkbox"/> 3.17	<input type="checkbox"/> 4.13	<input type="checkbox"/> 5.14
	<input type="checkbox"/> K.14	<input type="checkbox"/> 1.15	<input type="checkbox"/> 2.18	<input type="checkbox"/> 3.18	<input type="checkbox"/> 4.14	<input type="checkbox"/> 5.15
			<input type="checkbox"/> 2.19			<input type="checkbox"/> 5.16
Patterns, Functions, and Algebra	<input type="checkbox"/> K.15	<input type="checkbox"/> 1.16	<input type="checkbox"/> 2.20	<input type="checkbox"/> 3.19	<input type="checkbox"/> 4.15	<input type="checkbox"/> 5.17
	<input type="checkbox"/> K.16	<input type="checkbox"/> 1.17	<input type="checkbox"/> 2.21	<input type="checkbox"/> 3.20	<input type="checkbox"/> 4.16	<input type="checkbox"/> 5.18
		<input type="checkbox"/> 1.18	<input type="checkbox"/> 2.22			<input type="checkbox"/> 5.19

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## Place Value

**Reporting Category** Number and Number Sense  
**Topic** Reading, writing, and identifying the place value of six-digit numerals  
**Primary SOL** 3.1 The student will  
 a) read and write six-digit numerals and identify the place value and value of each digit.

**Materials**

- Classroom set of base-10 blocks
- Place Value Mats (attached)
- Numeral Squares (attached)
- Plastic baggies
- Construction paper in six different colors
- Scissors
- Stapler

**Vocabulary**  
*digit, place value, number, numeral, standard form, expanded form*

**Student/Teacher Actions (what students and teachers should be doing to facilitate learning)**  
**Note:** Prior to the lesson, prepare multiple sets of 24 numeral squares (see attachment), and place each set in a plastic baggie. Also, create headbands as follows: Cut strips of construction paper in six different colors, and staple them to make headbands. Designate a color for each of six place values (ones, tens, hundreds, thousands, ten thousands, hundred thousands), and write a place value on each headband. Create enough sets of six headbands so each student will have one.

- Using base-10 blocks as place value models, demonstrate how to represent place value through the thousands place. Then, explain to students that they will be exploring place value through the hundred thousands place, using place value mats.
- Assemble students into groups of six, and have each group member put on a place value headband. Give each group a set of 24 numeral squares and a place value mat, and have each group create four six-digit numerals by randomly selecting numerals and putting them in the correct places on the mat: the ones-place student draws a numeral and places it in the ones place; the tens-place student draws a numeral and places it in the tens place, and so forth. After each six-digit number has been created, have each group member write it down.
- When group work is finished, ask a representative from each group to share the group's six-digit numerals with the class by reading them aloud. Have the class suggest ways to create greater or smaller numbers by moving the digits to different places.

**Note:** Use this activity throughout the unit to review place value through the hundred thousands place.

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