

MATH UNIT

Place value to the thousands

Grade 3

7 lessons

7 × 30 minutes

3 source books

210 minutes in all

THE QUESTION THIS UNIT FOLLOWS

Why ten, and what does the 4 in 4,207 actually count?

ABOUT THIS UNIT

The unit opens on the problem the notation exists to solve. Children try to count about two hundred beads three ways against a timer — loose in a heap, passed one at a time along a line, and dropped into cups of ten — and the first two run out of time. They then say what stopped each way using their own numbers, so the grouping that follows is something they have a reason for rather than something they were handed.

The next lessons make the size of the group visible as a choice and then settle on ten. Forty bears sit first in four groups of ten and then in eight groups of five with nothing added or taken away, which separates how many from how it was grouped. Then a pile of four hundred and fifty paper slips is clipped into tens and bagged into hundreds by hand, so that ten of one thing becoming one of the next thing is felt rather than recited. Four tents whose limits are nine, ninety, nine hundred and nine thousand give the reason the lanes are what they are: children measure each tent against its neighbour, find the same ten three times, and state the rule with a number in it before the book states it.

The last three lessons are the written form. A four-column chart is read into a numeral and a numeral built back into a chart, which turns out to be the same act done in opposite directions. Place-value cards make a digit a count of cards, and swapping two digits and rebuilding the cards shows what the swap cost. The unit ends on nine thousand nine hundred ninety-nine and one more wrapper: three trades in a row, and then the same single cube dropped into a different count where it is worth one and nothing else.

THE MATHEMATICAL ARC

Each lesson does one job the lesson before it made possible.

- 1 Counting one by one runs out of time, and you find that out yourself
- 2 The same total can sit in groups of different sizes
- 3 Choose ten, and make both exchanges with your hands
- 4 Each place holds ten times the place on its right, and you can measure it
- 5 A chart and a numeral are the same thing written two ways
- 6 A digit tells you how many groups, not what it looks like
- 7 What one slip is worth depends on what is already beside it

SOURCE BOOKS

Every lesson in this unit is already published under Math lessons. Nothing here asks you to teach anything you cannot open today.



Sir Cumference and All the King's Tens

3 lessons in this unit



Teddy Bear Math

1 lesson in this unit



The Blast-Off Kid

3 lessons in this unit

HOW TO USE THIS GUIDE

Open the source lesson before you teach.

Each day names one lesson that already exists under Math lessons, with its book, its number and its title. This guide says what that lesson is doing in the sequence and what to collect from it; the lesson itself carries the steps, the printables and the answers.

Thirty minutes a day.

Five minutes to connect to yesterday, the twenty-minute source lesson, five minutes to close on something you can see. A day that runs long should lose the close, never the core.

Teach a lesson on its own if you need to.

Every day carries a one-sentence opening for a teacher who is using that lesson outside the sequence.

Stop after a checkpoint.

The unit holds together if you stop after either checkpoint and come back to it. Stopping between a checkpoint and the next one leaves a lesson without the evidence it was built on.

WHERE THIS FITS IN YOUR YEAR

When to teach it

Early in Grade 3, before any written addition or subtraction with four-digit numbers. Nothing here needs multiplication facts.

What students need first

Children can count to one hundred, know that ten ones make a ten, and can write a three-digit number.

What this unit develops

A reason for grouping at all; separating a total from the way it was grouped; both exchanges by hand, ones to tens and tens to hundreds; each place holding ten times the place to its right; reading a place-value chart and writing the numeral it names; a digit as a count of groups; a chain of trades across four places.

What it prepares them for

Written addition and subtraction with regrouping, where every carry is the exchange from lesson 3; comparing and rounding four-digit numbers; and Grade 4 work where the same ten runs to the right of the ones.

CURRICULUM CONNECTIONS

None claimed. The lessons in this unit carry their own standards classifications on their own pages, checked lesson by lesson. A unit-level expectation is a different claim, and none has been verified for this unit, so none is printed here. Use the placement guide above to site the unit in your year, and the individual lesson pages for the codes.

UNIT AT A GLANCE

#	MATHEMATICAL MOVE	SOURCE LESSON	COLLECT
1	Counting one by one runs out of time, and you find that out yourself	Sir Cumference and All the King's Tens lesson 4, Too Slow: Finding Out Why the Crowd Had to Be Grouped	Three attempts recorded with the number reached and the stopping point for each, and the two complaints matched against the two the characters make.
2	The same total can sit in groups of different sizes	Teddy Bear Math lesson 3, Four Tens and Eight Fives Hold the Same Forty	Both arrangements on the table with both multiplications written underneath, each number pointing at something in front of them.
3	Choose ten, and make both exchanges with your hands <i>Checkpoint after this lesson</i>	The Blast-Off Kid lesson 1, Bundle, Bag, Count: Making a Pile Sayable	About four hundred and fifty slips sitting as full bags, leftover bundles and loose slips in three labelled lanes, with each lane read aloud.
4	Each place holds ten times the place on its right, and you can measure it	Sir Cumference and All the King's Tens lesson 3, Four Tents in a Row: Why Each One Is Ten Times the Last	Three measurements, all of them ten, and the rule said aloud with the number in it before the book's own sentence is read out.
5	A chart and a numeral are the same thing written two ways	The Blast-Off Kid lesson 3, Four Boxes, One Number	Four numerals written by hand, two from the book's charts and two from containers and a spoken count, each checked against what the character says.
6	A digit tells you how many groups, not what it looks like <i>Checkpoint after this lesson</i>	Sir Cumference and All the King's Tens lesson 2, Nine Groups of a Hundred: Writing What the Groups Say	The four-place count written as digits and as a sum of its four amounts, and rebuilt in cards from the digits with the book's sentence covered.
7	What one slip is worth depends on what is already beside it	The Blast-Off Kid lesson 4, The Wrapper That Was Worth Four Trades	The mat carried from nine of everything to ten thousand, with every trade said aloud and the mat read again once no lane holds ten.

UNIT VOCABULARY

Words students say, not words they are taught to define.

group	A pile of an agreed size. Lesson 2's word: the size is chosen, and the total does not change when it changes.
exchange, trade	Ten of one thing handed over for one of the next. Lesson 3 does it with clips and bags; lesson 7 does it three times in a row.
place	A lane on the mat or a column on the chart. Its size is ten times the place on its right, which is lesson 4's finding.
digit	One of the ten symbols. What it counts depends on the place it sits in, which is the whole of lesson 6.
expanded parts	A number said as its four amounts — so many thousands, so many hundreds, so many tens, so many ones.
left over	What is still loose when no further group of ten can be made.

MATERIALS

From the source lessons

Each day's materials are listed on that day's page below and on the source lesson itself. Nothing is duplicated here.

New for this unit

- Checkpoint 1 page, one per child
- Checkpoint 2 page, one per child
- Performance task set: a tub of about six hundred paper slips, paperclips, four paper bags, a four-lane place mat, a four-column chart, digit tiles and a recording sheet with a line for the numeral and four lines for the parts, one set per pair
- Performance task page, one per child

ASSESSMENT PLAN

Daily evidence

Keep the recording strip from lesson 1 with the three attempts and where each one stopped. Children forget within a week that grouping was ever a choice, and their own unfinished loose count is the quickest way to bring the reason back when the trades get mechanical.

Checkpoint 1, after lesson 3: Make both exchanges and read the three lanes

A tub of about three hundred and twenty slips, paperclips, bags and a three-lane mat. The child clips tens, bags hundreds, sets the three lanes out and says the count as bags, bundles and loose.

Book-free. Slips, clips, bags and a mat, no book.

Look for. The second exchange made without being asked, and the leftover slips named as left over rather than pushed aside. A child who bags nine bundles and stops has not yet met the rule that ten is the trigger.

Checkpoint 2, after lesson 6: What does that digit count?

The numeral 4,207 written on a card, with place-value cards available. The child says the number, lays out the cards it names, and says what each digit counts — including the zero.

Book-free. One numeral card and a set of place-value cards, no book.

Look for. The 4 described as four thousand-cards and the 0 as no hundred-cards rather than as nothing. A child who reads the digits as four, two, zero, seven has read the symbols and not the number.

Culminating task: A pile nobody can count, made sayable and written down

Each pair is handed a tub of slips nobody has counted. They clip tens and bag hundreds until no group of ten can be made, set the three lanes out on the mat and read the count aloud off the containers. They then fill a four-column chart from those containers, write the numeral underneath in their own hand, and write the number a second time as its four parts. Last, the teacher hands them one more slip and they carry out every trade it forces, saying what became what each time.

Collect. The three lanes on the mat, the filled chart, the numeral written by hand, the four parts written underneath, and a sentence saying how many trades the last slip caused and why that many.

What it assesses. One pile taken all the way from uncountable to written, in both directions, with the final trade showing that what a single slip is worth depends on what is already sitting beside it.

DAILY LESSON PAGES

Lesson 1

Counting one by one runs out of time, and you find that out yourself

SKILL LESSON

Sir Cumference and All the King's Tens (</math-library/100.html>) · lesson 4, Too Slow:

Finding Out Why the Crowd Had to Be Grouped · Grade 3 · 20 minutes

Grouping by tens as a method for counting a large amount

I CAN

I can say why counting a big pile one at a time does not work, using my own numbers.

BIG IDEA

Grouping is not a rule handed down. It is what people do when counting one at a time stops working, and you can watch it stop working.

SUCCESS

The child records where each of the three attempts stopped and says what ended the first two using their own two numbers as the reason.

CONNECT | 5 MIN

First lesson. Hold up a jar of beads and ask how long it would take to count. Write the class's guesses where they can be checked at the end.

TAUGHT ON ITS OWN

The book tries three ways to count a crowd — a loose mill, a queue, and finally grouping — and rejects the first two in the characters' own words before the third works.

SOURCE CORE | 20 MIN

Each table takes about two hundred beads and three minutes and counts them three ways: once in a loose heap, once in a single line passed bead by bead, and once dropped into cups of ten, writing the number reached and where it stopped for each attempt.

COLLECT

Three attempts recorded with the number reached and the stopping point for each, and the two complaints matched against the two the characters make.

CLOSE | 5 MIN

Tables fill cups to ten and set ten full cups on a tray, then hand their trays and cups to another table to read the total without emptying anything — and say what about the arrangement let it be read

that fast.

From the source lesson: Jars of about 200 beads; Cups, 25 per table; Three-minute timer; Recording strip with four labelled columns; Trays, 3 per table; Word cards: group, quickly

Watch for: A table that finishes the loose count inside the time. Give them the whole jar rather than a scoop; the lesson needs the failure to be real.

Lesson 2 **The same total can sit in groups of different sizes**

SKILL LESSON **Teddy Bear Math** (/math-library/99.html) · lesson 3, Four Tens and Eight Fives Hold the Same Forty · Grade 3 · 20 minutes

Regrouping one collection into equal groups of a different size without changing the total

I CAN

I can rearrange a collection into groups of a new size and say what changed and what did not.

BIG IDEA

How many and how it was grouped are two different facts. A total does not tell you the grouping, so the size of the group is a choice somebody makes.

SUCCESS

The child splits four tens into eight fives with nothing added or removed and says what changed — more groups, fewer in each — and that forty did not.

CONNECT | 5 MIN

Yesterday cups of ten beat every other way of counting. Ask whether ten was the only size that would have worked, and hold the question open.

TAUGHT ON ITS OWN

Forty bears are pulled off the pile into four groups of ten and the book says four times ten is forty; the same forty are then broken into eight groups of five and the book says to count by five to forty.

SOURCE CORE | 20 MIN

Children count forty bears off the pile into four hoops of ten, push the leftovers aside, then split each hoop in two so four hoops become eight without a bear entering or leaving, and count what has landed in each new group.

COLLECT

Both arrangements on the table with both multiplications written underneath, each number pointing at something in front of them.

CLOSE | 5 MIN

Children touch each of the eight groups and count by fives to forty, say how many number words they said, and then answer out loud what changed when the total did not.

From the source lesson: A pile of at least forty-seven bear counters per group of four; Four hoops or paper plates per group; A small whiteboard and pen per group; Four more hoops or paper plates per group, making eight in all; A number line to forty per group, marked at every five; Word cards: group, times, forty

Watch for: A bear added or removed during the split. Count both arrangements back to forty before anything is written.

Lesson 3

Choose ten, and make both exchanges with your hands

SKILL LESSON

The Blast-Off Kid (</math-library/372.html>) · lesson 1, Bundle, Bag, Count: Making a

Pile Sayable · Grade 3 · 20 minutes

Grouping ones into tens and tens into hundreds by hand

I CAN

I can clip tens and bag hundreds until no ten is left to make, and read the three lanes.

BIG IDEA

Ten of one thing becomes one of the next thing. Done twice, it turns a pile that changes size every time you count it into three lanes you can read at a glance.

SUCCESS

The child makes both exchanges without prompting, stops only when fewer than ten remain at each level, and reads the mat as bags, bundles and loose slips.

CONNECT | 5 MIN

Cups of ten worked and ten was a choice. Today ten gets used twice, and the pile is far too big for cups.

TAUGHT ON ITS OWN

Jim's collection outgrows counting twice — the number changes every time he counts and Everett loses his place among the bundles — and the repair is ten wrappers to a bundle and ten bundles to a bag.

SOURCE CORE | 20 MIN

Children try the loose count against a timer and disagree with the table beside them, then clip exactly ten slips into every bundle saying ten slips make one bundle as each clip closes, and drop exactly ten bundles into each bag saying ten bundles make one hundred as the bag fills.

COLLECT

About four hundred and fifty slips sitting as full bags, leftover bundles and loose slips in three labelled lanes, with each lane read aloud.

CLOSE | 5 MIN

Children say which lane they would go to for exactly one hundred slips and which for exactly one, then say what would have to happen for a sixth bag to exist.

From the source lesson: Tub of about 450 paper slips per group; Two-minute timer; Paperclips, sixty per group; Paper lunch bags, six per group; Sorting mat with three lanes labelled bags, bundles, loose; Word cards: bundle, loose, left over

Watch for: Bundles of nine or eleven. One miscount travels all the way to the end; have partners re-count two bundles from each bag before the bags close.

Checkpoint after this lesson: Make both exchanges and read the three lanes. The page is at the end of this guide.

Lesson 4

Each place holds ten times the place on its right, and you can measure it

SKILL LESSON

Sir Cumference and All the King's Tens (/math-library/100.html) · lesson 3, Four

Tents in a Row: Why Each One Is Ten Times the Last · Grade 3 · 20 minutes

Each place holds ten times the place to its right

I CAN	I can find how many of one place fit in the next and say the rule with a number in it.
BIG IDEA	The lanes are not an arbitrary row. Each one holds ten times what the lane on its right holds, and that same ten turns up at every step.
SUCCESS	The child measures all three neighbouring pairs, gets ten each time, and states the rule in their own words with the number in it before the book's sentence is read.
CONNECT 5 MIN	Slips went into bundles and bundles into bags. Ask how many bundles a bag swallowed and how many slips a bundle swallowed, and whether that is a coincidence.
TAUGHT ON ITS OWN	The book pitches four tents whose largest crowds are nine, ninety, nine hundred and nine thousand, and closes by saying each place is ten times bigger than the one to its right.
SOURCE CORE 20 MIN	Children build each tent's largest crowd in cubes, then set one tent's crowd beside the next tent's and find how many of the smaller fit inside the larger, doing it for every neighbouring pair and saying whether the answer changed along the row.
COLLECT	Three measurements, all of them ten, and the rule said aloud with the number in it before the book's own sentence is read out.
CLOSE 5 MIN	Children take crowd cards and put each one in the tent that holds it without spilling, giving the tent's limit as the reason the next tent down is too small — then say what a tent to the left of the tiny tent would have to hold.

From the source lesson: Interlocking cubes, ones, ten-rods, hundred-flats and thousand-cubes; Recording strip with four labelled columns; Crowd cards naming amounts from 6 to 8,400; Word cards: times, place

Watch for: The rule said without a number — bigger, or much bigger. Ask how many times and send them back to the two piles.

Lesson 5

A chart and a numeral are the same thing written two ways

SKILL LESSON

The Blast-Off Kid (/math-library/372.html) · lesson 3, Four Boxes, One Number ·

Grade 3 · 20 minutes

Reading a place value chart and writing the numeral it names

I CAN

I can write the numeral a chart names, and fill a chart from a number.

BIG IDEA

Reading a chart and writing a number are one act done in opposite directions. Whichever end you start from, each column keeps its own meaning.

SUCCESS

The child reads both of the book's charts aloud and as one number, fills an empty chart from named containers, and writes each numeral by hand.

CONNECT | 5 MIN

The mat has held bags, bundles and slips. Show a chart with one digit per box and ask what has been left out and what has been kept.

TAUGHT ON ITS OWN

The back of the book prints two charts and reads each one out loud, digit by digit and then as a whole number: four hundred thirty-seven from three boxes, two thousand one hundred fifty-six from four.

SOURCE CORE | 20 MIN

Children lay one digit tile in each box to match the book's three-box chart and read it left to right and then as a whole number, do the same with the four-box chart, and then fill an empty chart from the containers the character lists with nobody having given them a chart at all.

COLLECT

Four numerals written by hand, two from the book's charts and two from containers and a spoken count, each checked against what the character says.

CLOSE | 5 MIN

The driveway count is read aloud in the book's order and never printed; children lay the four tiles, write the number on a blank card without looking at the mat, then turn the card over and say what would happen to the leftmost box if one more wrapper arrived.

From the source lesson: Four-column chart mat labelled thousands, hundreds, tens, ones, one per pair; Digit tiles, zero to nine, two sets per pair; Dry-erase marker and cloth per pair; Blank number cards, four per pair; Word cards: chart, digit, place

Watch for: A chart filled right to left from a spoken number. Have the child say the number again slowly and lay the thousands tile first.

Lesson 6**A digit tells you how many groups, not what it looks like****SKILL LESSON****Sir Cumference and All the King's Tens** (</math-library/100.html>) · lesson 2, Nine

Groups of a Hundred: Writing What the Groups Say · Grade 3 · 20 minutes

Reading and writing four-place numbers in expanded parts

I CAN

I can build a number from its digits alone and say what each digit counts.

BIG IDEA

A digit is a count of cards of one colour. That is why moving a digit to another column changes the number without changing the digit.

SUCCESS

The child rebuilds the count from the written digits with the sentence covered, then swaps two digits, rebuilds, and says which is larger and by how many cards.

CONNECT | 5 MIN

Yesterday a chart was written as a numeral. Ask what the 8 in that numeral was actually counting, and take every answer before handing out the cards.

TAUGHT ON ITS OWN

The book never writes a number in columns, but it says two of them out in full as groups of a thousand, groups of a hundred, groups of ten and singles, and prints the matching numeral both times.

SOURCE CORE | 20 MIN

Children set out that many cards of each kind for the count the book names, write one digit under each colour so the digit tells how many cards of that colour are there, then cover the sentence and lay the cards out again from their written digits alone.

COLLECT

The four-place count written as digits and as a sum of its four amounts, and rebuilt in cards from the digits with the book's sentence covered.

CLOSE | 5 MIN

Children swap the digit in the hundreds column with the digit in the tens column, rebuild the cards to match, say the new number and by how many cards it differs, and say why the same two digits make two different numbers.

From the source lesson: Place-value cards in four colours: thousands, hundreds, tens, ones; Recording strip with four labelled columns; Word cards: digit, place, value

Watch for: A zero read as nothing. Ask how many cards of that colour are on the desk and have the child say none of them rather than skipping the column.

Checkpoint after this lesson: What does that digit count?. The page is at the end of this guide.

Lesson 7 What one slip is worth depends on what is already beside it**SKILL LESSON** **The Blast-Off Kid** (</math-library/372.html>) · lesson 4, The Wrapper That Was Worth

Four Trades · Grade 3 · 20 minutes

Regrouping across four places when one is added to nine thousand nine hundred ninety-nine

I CAN	I can carry a trade up the mat until no lane holds ten, and say why one slip caused that many trades.
BIG IDEA	A single unit can set off a chain of exchanges or none at all. The chain is not in the unit; it is in what the other lanes were already holding.
SUCCESS	The child completes every trade the count forces, saying what became what each time, then puts the same cube in a different count and says how many trades it causes there.
CONNECT 5 MIN	Every number so far has been built and read. Today one is pushed over an edge. Build nine of everything and ask what happens if one more wrapper turns up.
TAUGHT ON ITS OWN	The book's last count is nine of everything — nine trash bags, nine grocery bags, nine bundles, nine loose — and Jim opens one more bar.
SOURCE CORE 20 MIN	Children build nine thousand-cubes, nine flats, nine rods and nine units, read the four lanes in the book's order, add one unit cube, and trade ten units for a rod, then ten rods for a flat, then ten flats for a cube, saying what became what at every trade and reading the mat when it stops.
COLLECT	The mat carried from nine of everything to ten thousand, with every trade said aloud and the mat read again once no lane holds ten.
CLOSE 5 MIN	Children clear the mat, build six thousand three hundred fifty-four, put the same one cube in and say how many trades it causes now — then say what has to be true of a count before one cube can move four lanes.

From the source lesson: Four-lane place mat, one per pair; Nine thousand-cubes, nine flats, nine rods and nine units per pair; One spare unit cube per pair; Trade tray between each pair; Sentence strip reading One more made ____ into ____; Word cards: trade, regroup, worth

Watch for: A trade stopped one lane early. Ask them to count every lane out loud and point at any lane holding ten before they call it finished.

CULMINATING PERFORMANCE TASK

A pile nobody can count, made sayable and written down

Each pair is handed a tub of slips nobody has counted. They clip tens and bag hundreds until no group of ten can be made, set the three lanes out on the mat and read the count aloud off the containers. They then fill a four-column chart from those containers, write the numeral underneath in their own hand, and write the number a second time as its four parts. Last, the teacher hands them one more slip and they carry out every trade it forces, saying what became what each time.

Collect. The three lanes on the mat, the filled chart, the numeral written by hand, the four parts written underneath, and a sentence saying how many trades the last slip caused and why that many.

What it assesses. One pile taken all the way from uncountable to written, in both directions, with the final trade showing that what a single slip is worth depends on what is already sitting beside it.

TEACHER KEY AND RUBRIC

Key

- Checkpoint 1: three bags, two bundles and no more than nine loose slips. Count the tub yourself beforehand so the leftover is not zero — a leftover of nothing hides the whole idea of left over.
- Checkpoint 2: four thousand two hundred seven. Four thousand-cards, two hundred-cards, no ten-cards, seven one-cards. The zero says the tens column has nothing in it, which is a count and not an absence.

- Task: aim for a tub between five hundred and seven hundred slips, and choose an amount ending in nine ones if you want the extra slip to cause two trades. Nine hundred and ninety-nine slips makes it cause three.

Rubric

STRAND	SECURE LOOKS LIKE	DEVELOPING	NOT YET
Representation	Bags, bundles and loose slips line up with the columns of the chart and with the digits of the numeral, and the child can point from any one of the three to the matching part of the other two.	Does it with the arrangement in front of them.	Produces an answer without the arrangement or the reason.
Calculation	Every exchange is made when a place reaches ten, and the chain continues until no place holds ten. No group of ten is left unexchanged and no slip is added or lost in a trade.	Does it with the arrangement in front of them.	Produces an answer without the arrangement or the reason.
Meaning	A digit is described as a count of groups of a stated size, and a zero as a count of none rather than as nothing. Ten is spoken of as the size chosen, not as the only size possible.	Does it with the arrangement in front of them.	Produces an answer without the arrangement or the reason.
Explanation	Why grouping beats counting one by one is given with the child's own numbers from lesson 1, and the number of trades one extra slip causes is explained by what was already in the lanes.	Does it with the arrangement in front of them.	Produces an answer without the arrangement or the reason.

PRINT-READY STUDENT PAGES

CHECKPOINT 1 • GRADE 3

Make both exchanges and read the three lanes

Name

Date

Make this pile sayable. Then point at each lane and tell me how many are in it, and what is left over.

CHECKPOINT 2 • GRADE 3

What does that digit count?

Name

Date

Say this number, then build it with the cards. Now tell me what each digit is counting.
What is the zero doing?

CULMINATING TASK • GRADE 3**A pile nobody can count, made sayable and written down**

Name _____

Date _____

Make this pile sayable, then write down what it is. Fill the chart from your bags and bundles, write the numeral underneath, and write it again as its four parts. Now take this one extra slip. Put it in, make every trade it forces, and tell me how many trades it caused and why that many.

TEACHER PLANNING AND HANDOFF

- A child who can trade fluently but cannot say why ten will treat every carry in Grade 4 as a rule to remember. Lesson 4's three measurements are the cure and take ten minutes.
- Watch for the digits being read as separate numbers — four, two, zero, seven for 4,207. It passes unnoticed in oral work and shows up as nonsense in written subtraction.
- Sir Cumference's word-swap lesson, where eight groups of ten and ten groups of eight are both built in cubes, was left out because this book already gives three lessons. It is the right next thing for a class that reads the digits correctly but stumbles over the phrase.

- The same book's missing-number lesson, where the feast count has to be assembled from the two counts the story does print, is the better extension for a strong group than any further work on charts.

Known gaps in this unit

- Rounding. Nothing among the candidates asks a child to say which ten or which hundred a four-place number is nearest to, and none of the three books raises the question. It has to come from elsewhere before estimation work begins.

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