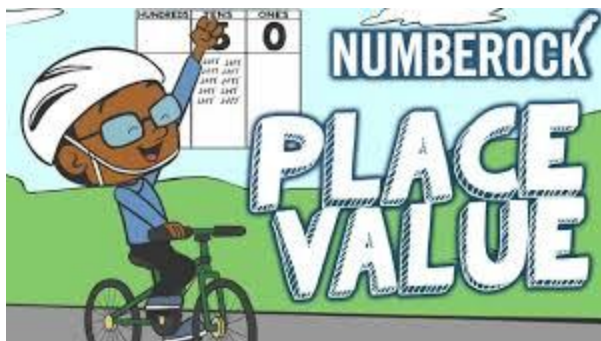


# Place Value Song



## Overview

Curator: Haley Burns

**Description of Resource:** This Numberock song does a wonderful job of explaining place value and its uses. It definitely aids students in visualizing what place value means.

**Technical & Cost considerations:** These videos are free and can be played on any PC or tablet. They can be accessed through Youtube or Numberock.com.

---

## Evaluation

Resources vary a lot in terms of which of our evaluation criteria are relevant. For your evaluation, select items from our tech tool evaluation (below) that make sense for the resource you are evaluating. Delete the criteria that are not relevant.

---

### 1. Learning Activity Types

- **LA-Present** - (read or attend to) presentation of new content/ideas: This video can introduce the concept of place value.
    - **LA-Present-Demo** - demonstration: This video demonstrates how to utilize place value.
    - **LA-Present-Explain** - explanation: This video explains the ideas behind place value.
- 

### 2. What mathematics is being learned?

The intent here is to describe the mathematics being learned and how it fits with your learning goals. Do this first by listing standards and proficiency strands and then with any additional discussion of what is being learned.

## Standards

[CCSS.MATH.CONTENT.2.NBT.A.1](#)

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

[CCSS.MATH.CONTENT.2.NBT.A.1.A](#)

100 can be thought of as a bundle of ten tens — called a "hundred."

[CCSS.MATH.CONTENT.2.NBT.A.1.B](#)

The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

## Proficiency Strands

We've also looked at the strands of mathematical proficiency laid out in *Adding It Up*. Show which strands are supported by this tech tool and activity by deleting the others (leaving those that apply). Provide a few words of justification.

- **conceptual understanding:** Students begin to understand the concept of place value from watching this video. The video shows multiple ways to represent numerals.
- **productive disposition:** Students see the usefulness of place value skills in real-world situations. This encourages them to sharpen their math skills.

## Additional comments on what is being learned

---

### 3. How is the mathematics represented?

Mathematics is represented symbolically in this video. There are three different scenarios in the video where a child shows place value with three different symbols. The technology allows a variety of scenarios to be shown and it also allows students to see representations of much higher numbers than a teacher would realistically be able to do with anything other than base ten blocks.

---

### 4. What role does technology play?

What advantages or disadvantages does the technology hold for this role? What unique contribution does the technology make in facilitating learning?

Technology allows students to see situations that a teacher would be unable to recreate in the classroom. Teachers are usually limited to base ten blocks if they want to portray numbers in the hundreds or thousands. It also shows what real-world uses place value has. The only disadvantage I can think of is that students do not really receive time to answer a question before the answer is revealed. If they are following along easily, they might be able to come up

with a solution before the video, but it would be nice if they had a pause to try to solve the situations.

## Affordances of Technology for Supporting Learning

Make boldface the affordances that play a significant role in this technology use. For each affordance that you select, comment briefly on why.

- **Computing & Automating** - This video computes the answers for the students.
- **Representing Ideas & Thinking** - The graphs and manipulatives used by the child in this video represent his thinking visually.
- Accessing Information -
- Communicating & Collaborating -
- Capturing & Creating -

---

## 5. How does the technology fit or interact with the social context of learning?

This video could be used to introduce place value, cement the idea, or review it later. As a teacher, I would even love to send this video to parents for review at home.

---

## 6. Additional Comments

I will definitely be using this video in my own classroom.