M.5.A.1.1.1 Use expanded notation to represent whole numbers or decimals.

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| COMPONENT | TIME | MATERIALS | DESCRIPTION |
| Review 4 You | 3 min. | Student Packet | C**onverting from expanded notation to standard notation.**1. **3,000+400+30+5**
2. **2,000+100+40+3**
3. **7,000+500+60+7**
4. **5,000+300+20+1**
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| Today’s Task | 2 min. | Student Packet | Tell what you get when you add these items together. C:\Users\Mama\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VTVNNT6U\MCj01854430000[1].wmf C:\Users\Mama\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\L0EIVQJ9\MPj04384610000[1].jpg Discuss with students what happens when you start with the pizza and break it down into its components. |
| Lesson | 10 min. | Math OrganizerMemory AidLesson FileLaptop/Projector | Whole group instruction of concepts and sample problems. |
| Hands-On Center | 20 min. | Student Packet | Students create standard numbers using expanded notation cards. |
| Open-Ended Center | 20 min. | Student PacketWriting Organizer | Students complete open-ended response for word problem in student packet. |
| Practice Center | 20 min. | Student Packet | Students complete tiered practice worksheet in student packet. |
| Wrap-Up | 15 min. | Student Packet | Complete pizza activity in student packet as a class.  |

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| MATH ORGANIZER |
|  + + + + + Thousands Hundreds Tens Ones Tenths Hundredths |

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| MEMORY AID |
| If the place name has a “ths” on the end remember that it has the same number of boxes but the first box is always zero and there is a decimal point after it.  |