SAMPLER

Includes Student and Teacher Edition Samples

EPS LEARNING

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Aligns to the 2025 South Carolina College- and Career-Ready Mathematics Standards

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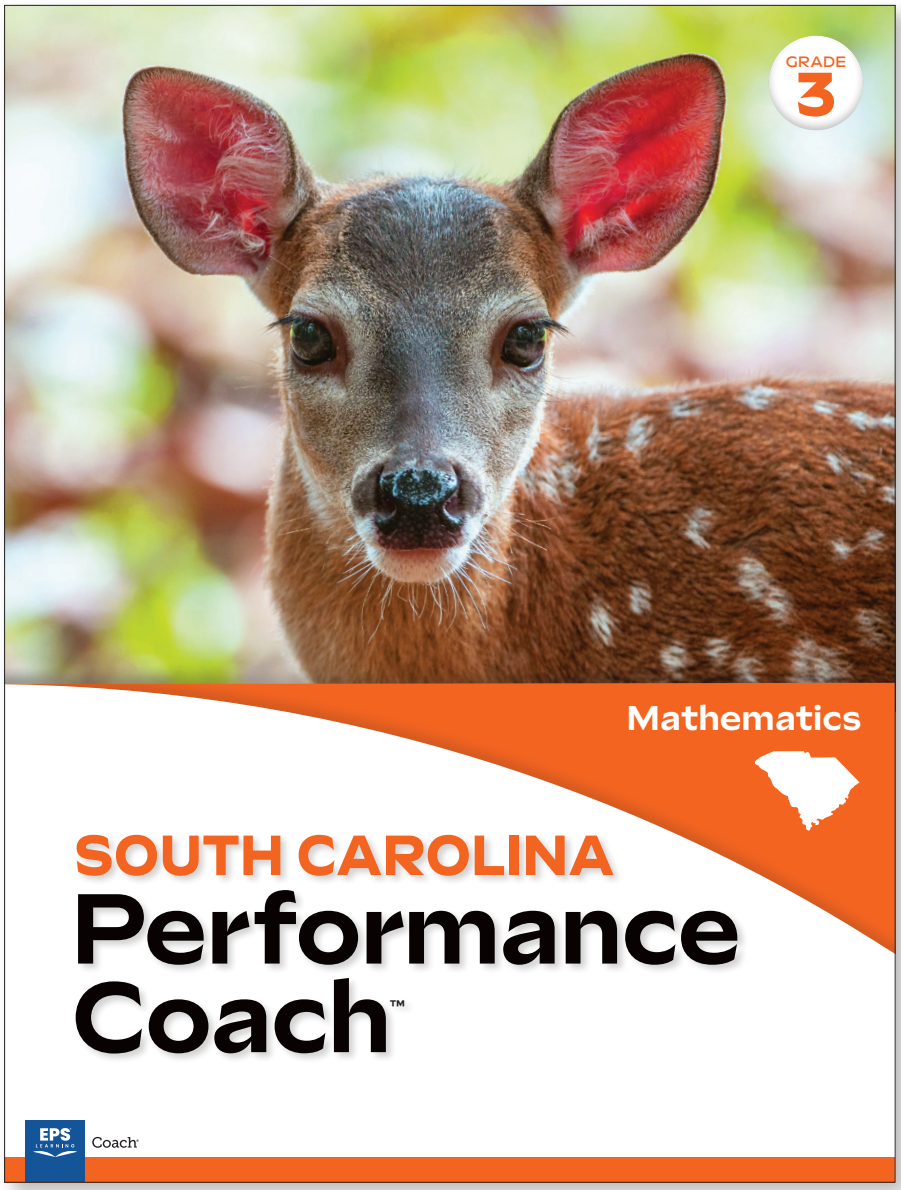


GRADE 3

LESSON 13 SAMPLE

LESSON 13

Composing and Decomposing Numbers

1 GETTING THE IDEA

Getting the Idea models strategies with stepped-out examples to enhance student understanding.

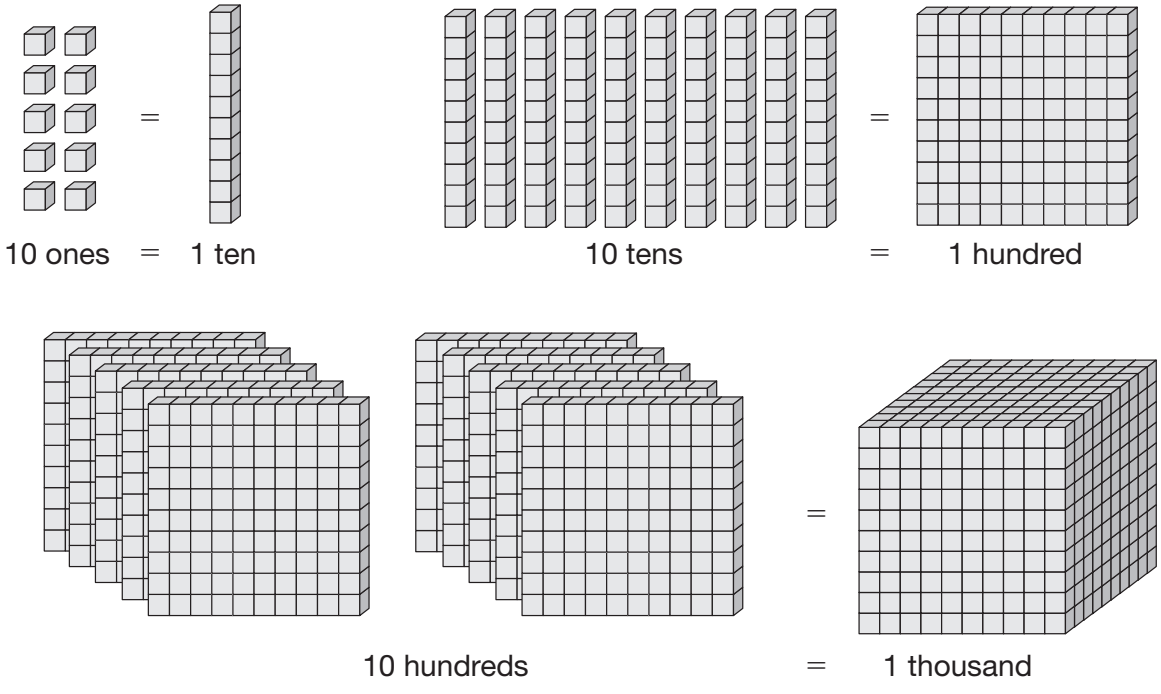
Whole numbers are the numbers 0, 1, 2, 3, 4, 5, and so on. **Digits** are used to write numbers.

The number 1,243 has four digits. Each digit's value is based on its position in the number. This is called its **place value**. A **place-value chart** can be used to show the value of each digit in a number.

Thousands		Hundreds	Tens	Ones
1	,	2	4	3

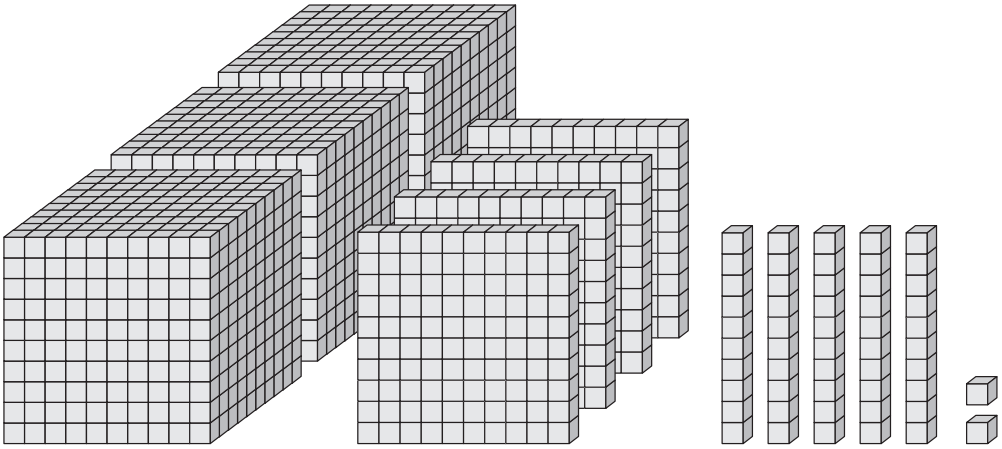
So 1,243 has 1 thousand, 2 hundreds, 4 tens, 3 ones.

The **place-value system** is based on 10s.



Example 1

What number does the model show?



Strategy **Skip count each group of blocks. Write the value of each group of blocks from greatest to least place-value position.**

Step 1 Skip count the thousands.

1,000; 2,000; 3,000

There are 3 thousands. Write a 3 in the thousands place and a comma to separate the thousands and hundreds places.

3,

Step 2 Skip count the hundreds.

100, 200, 300, 400

There are 4 hundreds. Write a 4 in the hundreds place.

3,4

Step 3 Skip count the tens.

10, 20, 30, 40, 50

There are 5 tens. Write a 5 in the tens place.

3,45

Step 4 Count the ones.

There are 2 ones. Write a 2 in the ones place.

3,452

Solution **The models show the number 3,452.**

You can write whole numbers in different ways.

Standard form: 7,348

Word Form: seven thousand, three hundred forty-eight

Expanded Form: 7,000 + 300 + 40 + 8

Example 2

Pia took a plane trip. It was 2,594 miles. Write 2,594 in word form.

Strategy **Use a place-value chart.**

Step 1 Write 2,594 in a place-value chart.

Thousands	Hundreds	Tens	Ones
2,	5	9	4

Step 2 Write the value and the word name of the digit before the comma.

The digit before the comma is the 2 in the thousands place.

2 thousands = 2,000

Write a comma after the word *thousand*.

two thousand,

Step 3 Write the value and the word name for the digits after the comma.

The digits after the comma are 594.

5 hundreds = 500 9 tens = 90 4 ones = 4

five hundred ninety-four

Step 4 Write the word name for the whole number.

two thousand, five hundred ninety-four

Solution **The word form of 2,594 is two thousand, five hundred ninety-four.**

Example 3

A stadium holds 7,903 people. What is 7,903 in expanded form?

Strategy **Use a place-value chart to find the value of each digit.**

Step 1 Write 7,903 in a place-value chart.

Write each digit in the chart.
Write a comma after the thousands place.

Thousands	Hundreds	Tens	Ones
7,	9	0	3

Step 2 Write the value of each digit.

7,000 900 3

Step 3 Write the number in expanded form.

Write a + sign between the values of each digit.

Since the tens digit has a 0, you do not have to list the value.

7,000 + 900 + 3

Solution **The expanded form of 7,903 is 7,000 + 900 + 3.**

There are many different ways to express a number. One way is expanded form.

Thousands	Hundreds	Tens	Ones
1,	2	4	3

Expanded Form: 1,000 + 200 + 40 + 3 or
1 thousand + 2 hundreds + 4 tens + 3 ones

Here are some other ways to express 1,243.

Break 1,243 into hundreds and ones.

Thousands	Hundreds	Tens	Ones
1,	2	4	3

12 hundreds 43 ones

1,243 = 12 hundreds + 43 ones

Break 1,200 into an expression with 100 as an addend: 1,100 + 100.

Then combine the remaining tens and ones with 100: 100 + 43 = 143.

Thousands	Hundreds	Tens	Ones
1,	2	4	3

1,200 = 1,100 + 100

1,243 = 1,100 + 143

Break 1,243 into tens and ones.

Thousands	Hundreds	Tens	Ones
1,	2	4	3

124 tens 3 ones

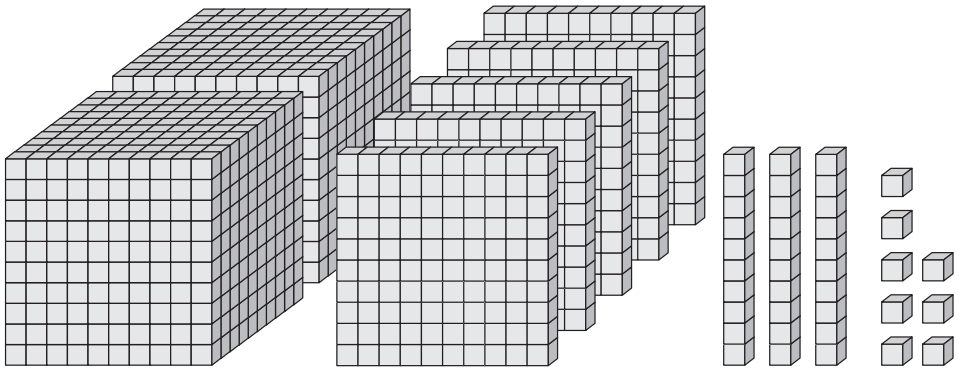
1,243 = 124 tens + 3 ones

You can express any whole number as ones by writing the number and labeling it:

1,243 = 1,243 ones

Example 4

Show the expanded form for 2,538. Then write four other ways to express the number.



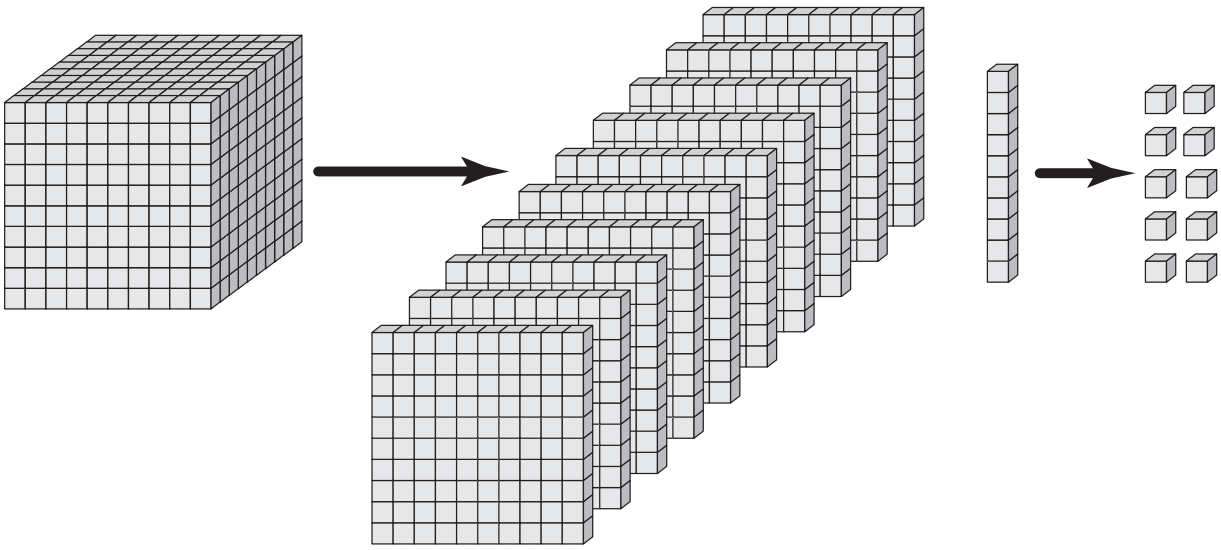
Strategy Express 2,538 in expanded form. Then break it down four different ways.

Step 1 Write the expanded form of 2,538.

Thousands	Hundreds	Tens	Ones
2,	5	3	8

2,000 + 500 + 30 + 8 or
2 thousands + 5 hundreds + 3 tens + 8 ones

Step 2 Look at the model. You can decompose each thousand block into 10 hundreds. You can decompose each ten into 10 ones. Combine thousands and hundreds as hundreds, then combine tens and ones as ones.



25 hundreds + 38 ones = 2,500 + 38

Step 3 Write 2,500 as an addition expression with 100 as an addend.

Thousands	Hundreds	Tens	Ones
2,	5	3	8

2,500 = 2,400 + 100

Then combine the 100 with the remaining tens and ones.

2,400 + 100 + 38 = 2,400 + 138

Step 4 Express 2,538 as tens and ones.

Thousands	Hundreds	Tens	Ones
2,	5	3	8

253 tens 8 ones

2,538 = 253 tens + 8 ones

Step 5 Express 2,538 as ones.

2,538 = 2,538 ones

Solution The expanded form is 2,000 + 500 + 30 + 8 or 2 thousands + 5 hundreds + 3 tens + 8 ones. Four other ways to express 2,538 are: 25 hundreds + 38 ones; 2,400 + 138; 253 tens + 8 ones; 2,538 ones.

2 COACHED EXAMPLE

Coached Example sections are scaffolded to support students during the gradual release of responsibility.

A park had 5,012 visitors. Write 5,012 in word form.

Write the number in a place-value chart.

Thousands	Hundreds	Tens	Ones

Write the word name for the value of the digits before the comma.

Write a comma after the word *thousand*.

_____

Next, write the word name for the value of the digits after the comma.

_____

Write the word name for the whole number.

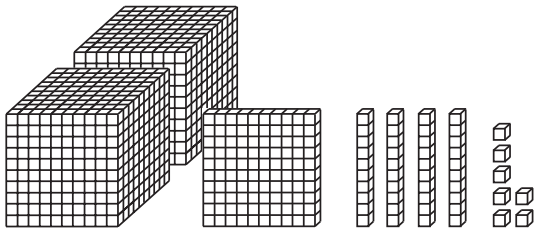
_____

The word form of 5,012 is _____.

3 LESSON PRACTICE

Lesson Practice sections allow students to practice questions on the skill independently.

1 What number is shown by the model?



- ○ **A.** 2,147
- ○ **B.** 2,174
- ○ **C.** 2,417
- ○ **D.** 7,412

2 What is the word form of this number?

8,000 + 2

- ○ **A.** eight thousand, two hundred
- ○ **B.** eight thousand, two
- ○ **C.** eighty-two thousand
- ○ **D.** eighty-two hundred

3 Which is the expanded form of 6,205?

- ○ **A.** 600 + 20 + 5
- ○ **B.** 600 + 200 + 5
- ○ **C.** 6,000 + 200 + 5
- ○ **D.** 6,000 + 20 + 5

4 Which is another way to show this number?

4,000 + 400 + 4

- ○ **A.** 4,404
- ○ **B.** 4,444
- ○ **C.** 4,004
- ○ **D.** 4,044

5 Which is **not** a way to express 3,016?

- ○ **A.** 301 tens + 6 ones
- ○ **B.** 3,000 + 10 + 6
- ○ **C.** 30 hundreds + 16 ones
- ○ **D.** 3 thousands + 1 hundred + 6 ones

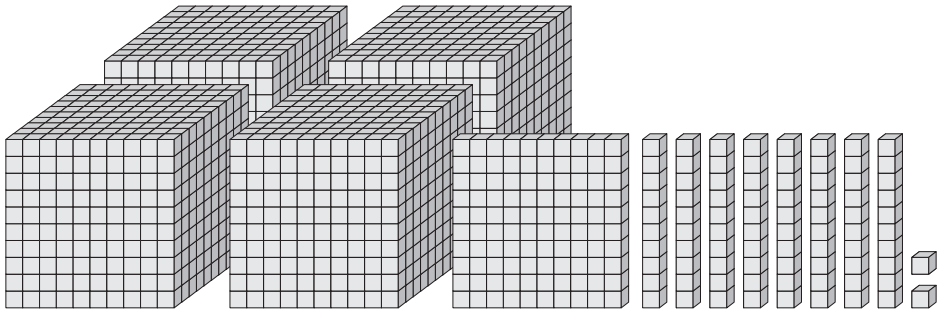
6 Which shows 1 thousand, 5 hundreds, 9 tens, 0 ones?

- ○ **A.** 159
- ○ **B.** 1,059
- ○ **C.** 1,509
- ○ **D.** 1,590

7 Which shows the number five thousand, eight hundred nineteen?

- ○ **A.** 1,854
- ○ **B.** 5,189
- ○ **C.** 5,819
- ○ **D.** 8,591

8 Frank modeled the number below.



Write the standard form of the number.

Write the word form of the number.

Write the expanded form of the number.

9 A movie theater sold 1,809 tickets. Which statement about the number of tickets is true? Mark all that apply.

- ○ **A.** The word form is one thousand, eighty-nine.
- ○ **B.** Another way to express the number is 18 thousands + 9 ones.
- ○ **C.** The expanded form is 1,000 + 800 + 9.
- ○ **D.** The word form is one thousand, eight hundred nine.
- ○ **E.** Another way to express the number is 18 hundreds + 9 ones.

10 A ballpark has 5,087 seats. Decide whether each number shows the correct word form or expanded form of 5,087. Check the correct box in the table.

Word Form or Expanded Form	Yes	No
five thousand, eighty-seven	○	○
5,000 + 800 + 70	○	○
five thousand, eight hundred seven	○	○
5,000 + 80 + 7	○	○

11 Complete the equations to show two ways to express 5,749.

5,749 = ☐ hundreds + ☐ ones

5,749 = 5,600 + ☐ + 40 + ☐

12 Express the number 7,203 four different ways.

13 Felipe and Ava wrote the word form for the number 9,000 + 100 + 1.

Felipe	Ava
nine thousand, one hundred one	nine thousand, one hundred ten

Part A

Who is correct? Use words and numbers to explain your answer.

Part B

What error did the other student make?

GRADE 3

LESSON 13 SAMPLE

LESSON 13

Composing and Decomposing Numbers

Student Edition pages 130–140

LESSON OVERVIEW

Objectives

Students will:

- Write numbers in standard form, word form, and expanded form
- Compose and decompose 4-digit whole numbers in multiple ways

Discussion Questions foster discourse that develops academic language.

Discussion Questions

C.1 How does place value help you determine and understand a number in different forms?

RC.1 How is it helpful to use place-value models and place-value charts to write numbers?

Key Terms

digits
expanded form
place value
place-value chart
place-value system
standard form
whole numbers
word form

Materials

- Math Tool: Place-Value Models
- Math Tool: Place-Value Chart

Lesson Support suggestions offer tips for supporting struggling students.

Differentiation

Lesson Support Encourage students to use Math Tool: Place-Value Models and Math Tool: Place-Value Chart as they work through the lesson. It may be helpful for some students to build the number first using models and then fill in the chart.

Lesson Extension Have students write a 4-digit number with a different numeral in each place. Then have them create a new number by switching the places of two of the digits. Ask students to continue switching digits until they have created four different numbers. Challenge students to use what they have learned about the numbers to write true/false statements in which at least two of the five statements are true.

Lesson Extensions provide acceleration suggestions for high-achieving students.

1 GETTING THE IDEA

Lesson Opener

Review the relationship between thousands, hundreds, tens, and ones in a 4-digit number. Use Math Tool: Place-Value Models to show students a unit cube and a tens rod. Ask: *How many ones are there in one ten?* (10) Then show students a tens rod and a hundreds flat. Ask: *How many tens are there in one hundred?* (10) Next, show a thousands cube. Ask: *How many hundreds are there in one thousand?* (10) Have students describe the relationship between digits in each place of the number 1,243.

▸ Example 1

Emphasize the connection between the place-value models and a place-value chart. Ask: *How does the place-value model help you understand the value of the digits?* Discuss how the value of a digit is related to its place in the number.

ELL Support features offer guidance for teaching multilingual learners.

▶ Example 2

Help students recognize that, for numbers greater than 999, they write the word name for the number in two parts. They first write the word name for the digit before the comma. Then they write the word name for the digits that come after the comma. Point out that the word names are based on the values of each digit.

▲ ***ELL Support*** *The cognate for* digit *in Spanish is* dígito. *Have students add* expanded form, place value, standard form, *and* word form *to their student dictionaries. As you progress through the lesson, have students record examples of expanded form, standard form, and word form.*

▲ ***Journal Prompt*** SP.1 *How does the comma in the number 3,423 help you write the number in word form?*

▶ Example 3

Have students compare the digits in the place-value chart to the expanded form of the number. Ask: *Why do you think that the value of the tens digit is not shown in expanded form?* (The value of the tens digit is zero. It does not affect the sum of the digits, so you do not need to show it.)

Common Error Analyses help identify common misconceptions.

▲ ***Common Error*** *When a number has a zero as one of its digits, students may not account for the zero when they write the number in expanded form. For example, they may write 7,903 as 7,000 + 900 + 30. Encourage students to compare each number in the expanded form to the digits in the number, and the digits in the place-value chart, to make sure they have recorded the correct value.*

▶ Example 4

In this example, students use additional ways to write a 4-digit number by combining place values. Walk them through the introduction to the example, then through each step of the solution. Explain that each expression is equivalent to 2,538. Ask: *Can you think of another way 2,538 can be expressed?* (Sample response: 2 thousands + 53 tens + 8 ones) After solving the problem, explain that knowing how to express numbers in different ways can help them know how to regroup when solving some addition and subtraction problems.

Journal Prompts support different learning modalities.

2 COACHED EXAMPLE

Monitor students as they work through the Coached Example. Point out that 5,012 has a zero in the hundreds place. Ask: *How does the zero affect the word form of the number?* Help students correctly complete the sentence frames as needed.

For answers, see Appendix A.

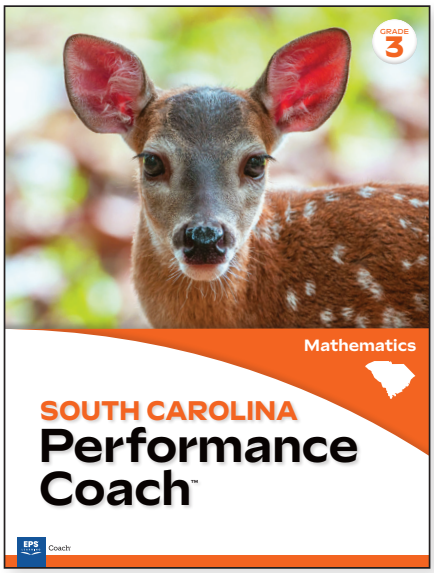
3 LESSON PRACTICE

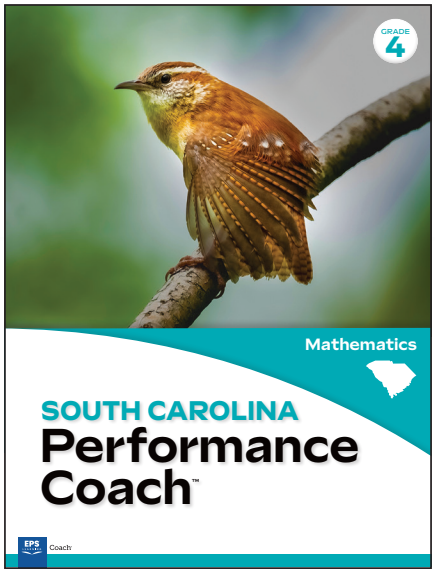
As students are working, pay special attention to problems 10 and 11. For these problems, students can look back at the strategies presented in Example 4. Problems 8 and 9 are good problems to use as a quick check of students' understanding of the concepts covered in the lesson.

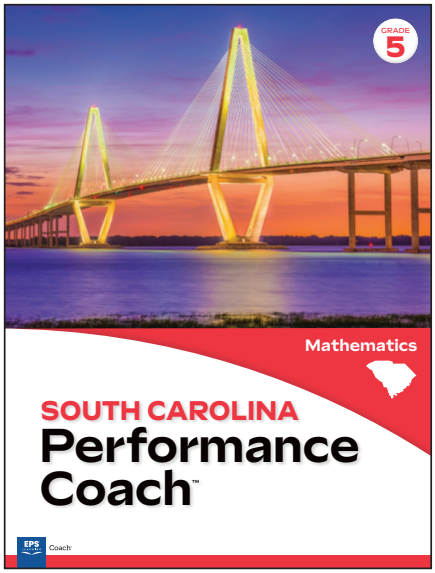
For answers, see Appendix A.

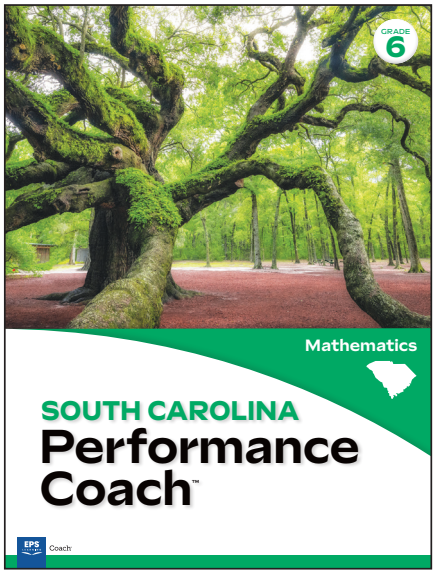
The Teacher Edition offers suggestions for teaching each lesson.

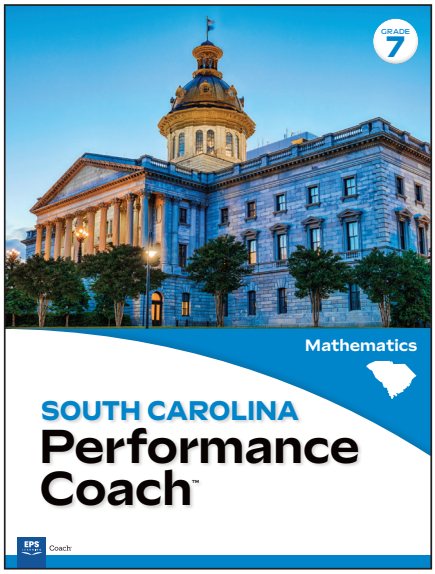
SAMPLER

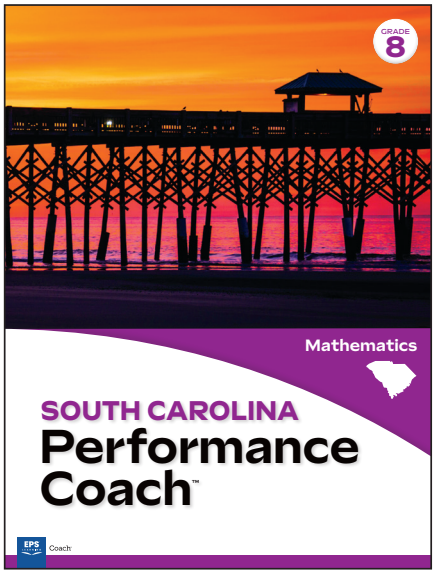












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