

Place Value Snakes

Grade: 3-5

NCTM Standard: Number and Operation

MMCF Standards:

Strand IV, Standard 9, strand 10

Learning Style: visual learner

Materials:

Egg carton

Glue

Marker

Stapler

Small counters

Arts and craft materials for decorating (sequins, eyes, and pipe cleaner)

Activity & Procedure:

1. Cut the lid off the egg carton. Cut the base of the egg carton down the middle, so that you have six holes.
2. Cut two holes off of one end of the row of six. Staple these two holes to the other rows
3. Cut off one more hole from the short row. Glue it on top of the first hole in your long row. This will be the head of your snake. Decorate the head with eyes and a tongue.
4. Label the holes of your snake from "millions" all the way down to the "ones" with a marker.
5. Your place value snake is now finished. Here is how it works: Each counter you drop in the snake's hole for one unit in that place. For example, two counters in the "tens" hole stands for twenty.

Three Separate Activities

1. Use the place value snake to write the out the numbers in sentence form.

Ex. Given 1,010,987, the students would answer one million, ten thousand, nine hundred and eighty-seven

2. Use the place value snake to write the number in numeral form.

Ex. Given One thousand seventy-two, the students would answer 1,072

3. Use the snake to sort, take the holes and name them colors, or shapes and have the children sort the shapes accordingly.

References: Brunetto, Carolyn Ford, Math Art 1997

Pictures
from my
T.A
experience



Alisha watches while
I teach on the overhead



Helping the children with their
Art Project!



Mid-Term Practicum Evaluation

The University of Michigan –Flint
Department of Education

Student's Name: Jessica Knowles Semester: Winter 2000
 University Professor: Hannah Furrows Course: Edu 303
 Practicum School: Durant - Touri - Mott School District: Flint Community Schools
 Cooperating Teacher: Mrs. Valko

Directions For Use:

- 1 = Outstanding, goes beyond meeting course expectations
- 2 = Meets course expectations (Expectations are defined in each category listed below)
- 3 = Needs improvement
- N. O. = Not observed

CERTIFICATION

EL Sec None
 Major Special Education
 Minor
 • Hearing Impaired K-1
 • LD - Elementary

	1	2	3	Please Comment.	N. O.
1. Attendance 2 = Dependable. Notifies in advance if absent or late.		✓			
2. One-to-One Relationships 2 = Takes opportunity to work and interact with students on a one-to-one basis.		✓			
3. Student Relationships 2 = (a) Effectively manages and assists small groups of students.		2+			
(b) is able to manage whole class activities well.		✓		Jessica prepared and demonstrated an art project. This was visual; therefore, the language difference did not interfere. She read stories to the class as interpreted.	
(c) Use positive guidance; has age appropriate expectations.		✓			
4. Relates Theory to Practice 2= Uses, discusses, and/or asks questions relative to teaching practices.		✓			
5. Subject Matter Competence 2 = Demonstrates adequate subject matter knowledge and information; shows interest and enthusiasm about content.		✓			

Continue on Reverse Side

Mid-Term Practicum Evaluation Form (Continued)

	1	2	3	Please Comment.	N. O.
6. Self-Directed 2= Responds without prompting to classroom needs; shows initiative and resourcefulness.		✓			
7. Staff Relations 2 = Interacts with teachers and staff in a professional, positive manner.		✓			
8. Personal Qualities 2 = Demonstrates enthusiasm, warmth, responsibility; acts in a professional manner.		✓			

Additional Comments:

Jessica adapted well to this self-contained special education class of seven severely to profound total communication hearing impaired students. Her appearance and rapport with staff and students remained consistently professional. She is open and willing to do tasks requested of her. Her tasks are completed promptly with accuracy.

Cooperating Teacher's Signature: Susan P. Valko

Date: March 15, 2000

Student's Signature: _____

Date: _____



Final Practicum Evaluation

The University of Michigan –Flint
Department of Education

Student's Name: Jessica Knowles Semester: W/NTR 00
 University Professor: Hannah Furrows Course: Edu 303
 Practicum School: DTM School District: Flint
 Cooperating Teacher: Mrs Valko

CERTIFICATION
 EL Sec None
 Major Special Education
 Minor Hearing Impaired K- LD Elementary

Directions For Use:

- 1 = Outstanding, goes beyond meeting course expectations
- 2 = Meets course expectations (Expectations are defined in each category listed below)
- 3 = Needs improvement
- N. O. = Not observed

	1	2	3	Please Comment	N. O.
9. Attendance 2 = Dependable. Notifies in advance if absent or late.		✓			
10. One-to-One Relationships 2 = Takes opportunity to work and interact with students on a one-to-one basis.		✓			
11. Student Relationships 2 = (a) Effectively manages and assists small groups of students.		2+			
(b) is able to manage whole class activities well.		✓			
(c) Use positive guidance; has age appropriate expectations.		✓			
12. Relates Theory to Practice 2= Uses, discusses, and/or asks questions relative to teaching practices.		✓			
13. Subject Matter Competence 2 = Demonstrates adequate subject matter knowledge and information; shows interest and enthusiasm about content.		✓			

Continue on Reverse Side

Final Practicum Evaluation Form (Continued)

	1	2	3	Please Comment.	N. O.
14. Self-Directed 2= Responds without prompting to classroom needs; shows initiative and resourcefulness.		✓			
15. Staff Relations 2 = Interacts with teachers and staff in a professional, positive manner.		✓			
16. Personal Qualities 2 = Demonstrates enthusiasm, warmth, responsibility; acts in a professional manner.		✓			

Additional Comments: Jessica has continued to conduct herself in a professional manner. She was well prepared and organized for her whole class across curriculum art and math lesson. Due to time constraints, the lesson was completed on a second day. She was quick to notice and adapt to the range of ability levels. She encouraged and helped those students in need. She interacted professionally and positively with a more able student doing another student's work. Her lesson addressed various learning styles/intelligences, visual, auditory, kinesthetic, creativity and analytical.

On day two of the lesson, Jessica incorporated additional strategies, changing the format and utilizing various colors denoting different place values.

The lesson went well and the students very much enjoyed it while at the same time learning and being challenged. The students and I enjoyed having Jessica

Cooperating Teacher's Signature: Susan Valko

Date: 4-12-00

Student's Signature: J. Howles

Date: 4-16-00

as a tutor aide in our classroom.