



UNIT: PLACE VALUE
DANCING NUMBERS (Lesson 1 of 5)
Grade Band: 3
Content Focus: Dance & Math



LEARNING DESCRIPTION

Students will be able to read and write multi-digit whole numbers up to 10,000 using choreography to model base-ten numerals and expanded form. Students will demonstrate their understanding by creating leveled choreography to represent the different place values in a number. Each level will represent a different place value.

LEARNING TARGETS

Essential Questions	"I Can" Statements
What is place value?	I can explain what place value is.
How can I create a movement to represent a number?	I can tell the value of digits in different place value positions. I can write numbers in standard form.



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How can levels in dance be used to represent place value?	<p>I can represent place value in multiple ways (concrete and abstract).</p> <p>I can use levels to express place value.</p> <p>I can create a movement or shape with my body to represent a number.</p>
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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>3.NR.1.1 Read and write multi-digit whole numbers up to 10,000 to the thousands using base-ten numerals and expanded form.</p> <p>3.NR.1.2 Use place value reasoning to compare multi-digit numbers up to 10,000, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>ESD3.CR.1 Demonstrate an understanding of the choreographic process.</p> <p>a. Collaborate with others to create and perform movement phrases.</p> <p>b. Create a sequence of three or more movements utilizing body, space, time, and energy.</p> <p>ESD3.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <p>ESD3.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.</p> <p>ESD3.RE.1 Demonstrate critical and creative thinking in dance.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>3.NSBT.5 Compare and order numbers through 999,999 and represent the comparison using the symbols $>$, $=$, or $<$.</p>	<p>Anchor Standard 1: I can use movement exploration to discover and create artistic ideas and works.</p> <p>Anchor Standard 2: I can choreograph a dance.</p> <p>Anchor Standard 3: I can perform movements using the dance elements.</p>

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
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| <ul style="list-style-type: none"> • <u>Place value</u> - The value of each digit in a number based on its position • <u>Ten-thousands</u> - The fifth position represents the number of ten-thousands • <u>Thousands</u> - The fourth position represents the number of thousands • <u>Hundreds</u> - The third position represents the number of hundreds • <u>Tens</u> - The second position represents the number of tens • <u>Ones</u> - The rightmost position (first place) represents the number of ones • <u>Expanded form</u> - A way of writing numbers to show the value of each digit according to its place value; it breaks down a number by expressing it as the sum of each digit multiplied by its place value • <u>Standard form</u> - The way of writing numbers using digits, without breaking them down by place value or expanding them • <u>Numerical</u> - Using digits to represent quantities, values, or amounts • <u>Digits</u> - Symbols used to represent numbers in a numeral system | <ul style="list-style-type: none"> • <u>Choreography</u> - The art of composing dances and planning and arranging the movements, steps, and patterns of dancers • <u>Body</u> - The physical instrument through which movements and expressions are conveyed; it encompasses how dancers use their whole body or specific body parts to perform movements and communicate ideas, emotions, or stories • <u>Space</u> - An element of movement involving direction, level, size, focus, and pathway • <u>Level</u> - One of the aspects of the movement element space; in dance, there are three basic levels: high, middle, and low • <u>Shape</u> - This refers to an interesting and interrelated arrangement of body parts of one dance; the visual makeup or molding of the body parts of a single dancer; the overall visible appearance of a group of dancers • <u>Dance sequence</u> - A specific order of movements or steps performed in a particular pattern or progression |
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MATERIALS

- Music
- Sound source and speakers
- Cards with four digit numbers written on them (one per group of four students)
- Name tags with four digit numbers written on them (one per student)

INSTRUCTIONAL DESIGN

Opening/Activating Strategy



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- The teacher will lead students in the Freeze Game.
 - Give students name tags with different numbers 1-999.
 - Turn the music on and have students walk through space.
 - When the music stops, students must find someone near them to partner with and freeze in a pose to show who has the higher number.
 - Continue so students have multiple opportunities to compare numbers and pose on a high and low level depending on which number is greater than or less than.
 - Pause periodically to make observations and discuss how students are demonstrating the value of a number using their bodies.
- Have students return to their seats. Facilitate a discussion around how students compared the values of two numbers using their bodies.
- Tell students that when we pose at different levels, we are using a concept called “levels” in dance.
 - Have students stand at their desks.
 - Model different levels of dance—high, middle, and low. Have students mirror your movements.

Work Session

- Introduce place value in math.
- Once students are familiar with the concept, provide directions for creating Place Value Choreography.
- Model the activity to show what is expected of the students during the work session time.
- Students will be put into groups of five.
- Each group will be assigned a five digit number written on a card.
- Students will first determine the place value of each digit.
- Next, students will use the number cards to choreograph a dance sequence that shows each digit in its place value. Each student will represent one digit and its place value (ten thousands, thousands, hundreds, tens, ones).
 - Students should use levels to demonstrate the place value and should create a shape or movement with their body to represent the digit.
 - The higher the movement or shape, the greater the value of the corresponding digit.

Closing/Reflection

- Students will perform their dance sequences. Discuss appropriate audience participation and etiquette prior to performances.
- While groups perform, the audience members will use their peer reflection form to record the performing group’s number.
- After two performances, the audience will compare the groups’ numbers.
- They will reflect on their choreographic choices in their STEAM journals.

ASSESSMENTS

Formative

- Teachers will assess students’ understanding of place value by observing how students use their bodies and levels in dance to represent place value.



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- Provide students with a copy of the self-checklist to use as they choreograph their sequences.

Self-Checklist for Dance

Number:				
Ten-thousands	Thousands	Hundreds	Tens	Ones
Movement & level:	Movement & level:	Movement & level:	Movement & level:	Movement & level:
Explain:				

Summative

- Students can accurately use levels to represent place value.
- Students can create movements and shapes with their bodies to represent digits.
- Students can compare two numbers and determine which is larger using place value.



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- Provide students with a copy of the peer-checklist to evaluate their peers during the performances.

Peer-Checklist for Dance

Group 1- Number:

Ten-thousands	Thousands		Hundreds	Tens	Ones

Number in their place value:

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Group 2- Number:

--	--	--	--	--	--

Compare: Which number is greater?

DIFFERENTIATION

Accelerated:

- Students will create choreography using larger numbers.



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- Two groups will create a new choreographic sequence that compares their numbers to each other, digit by digit.

Remedial: Students will create choreography using smaller numbers representing fewer place values.

ADDITIONAL RESOURCES

CREDITS

U.S. Department of Education- STEM + the Art of Integrated Learning
Ideas contributed by: SAIL Grant Teacher Leaders, Melissa Joy

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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