

Objectives

- Demonstrate an understanding of place value in 1-, 2-, 3-, and 4-digit numbers
- Develop an understanding of the term *period*
- Recognize the number of periods in a 1-, 2-, 3-, or 4-digit number
- Identify the value of the digits in a 4-digit number

Teacher Materials

- Place Value Kit: hundreds, tens, ones
- Place Value Pocket Chart Kit (pocket chart and number cards)

Student Materials (for each student)

- Place Value Mat
- Place Value Kit: hundreds, tens, ones

Notes

Preview the ReTeaching pages 1–5 located on the Teacher’s Toolkit CD. These pages provide the reteaching of concepts for the student who needs extra help.

Preview the Enrichment pages 1–6 located on the Teacher’s Toolkit CD. These pages provide individualized activities for the advanced student.

The *REVIEWS* Book Answer Key is located on the Teacher’s Toolkit CD.

The Practice and Review activities are important for a student’s retention of math skills. These activities do not need to be included as part of the math lesson; they may be integrated in 5- or 10-minute segments throughout the day.

Practice and Review**Addition facts**

Select a Fact Fun activity from Appendix pages A10–A13 to practice facts with a sum of 0–9. (A list of facts is provided on Appendix pages A14–A16.)

Introduce the Lesson

1. Read aloud this introduction to the theme character.

Captain John Bailey, a retired navy captain, works for the La Costa Museum in Florida. While on museum business, the captain uses his sloop, *Bailey’s Belle*, to sail along Florida’s coastline. From time to time he makes a brief entry in the ship’s log and describes the day’s events in his journal. You will be sharing his exciting experiences as the captain hunts for three rare Spanish treasures for the museum. First, he will search for a silver medallion, supposedly aboard a sunken Spanish galleon or ship.

2. Direct attention to the picture on Worktext page 2. Read aloud the theme story on page 3 of the Chapter 1 Overview.

Teach for Understanding**Demonstrate an understanding of place value**

1. Write the numbers 19 and 91 for display.

2. Instruct the students to imagine that they are crew members on a Spanish galleon during the 1500s and that they have been ordered to move a chest full of jewels.
 - **Would it be easier to carry the chest, without any help, if it weighed 19 pounds or if it weighed 91 pounds? Why? 19 pounds; the 19-pound chest weighs less than the 91-pound chest, or 19 pounds is lighter than 91 pounds.**
3. Explain that even though 19 and 91 contain the same digits, the value of those digits is different because of the place that they occupy in each number.
 - **What is the value of the 9 in the number 19? Why? 9; the 9 is in the Ones place, or there are 9 ones.**
 - **How many tens are in 19? 1 What is the value of 1 ten? 10**
 - **What is the value of the 9 in the number 91? Why? 90; the 9 is in the Tens place, or there are 9 tens.**
 - **How many ones are in the Ones place in 91? 1 What is the value of 1 one? 1**
4. Distribute the Place Value Mats and the Place Value Kits. Draw a 3-digit Place Value frame. Demonstrate each step.
5. Lead in counting aloud as the students place 10 ones in the Ones place on their mats: *1 one, 2 ones, . . . 10 ones.*
 - **What is another name for 10 ones? 1 ten**
Guide the students in lining up the 10 ones to form 1 ten. (**Note:** You will need to overlap the shaded portions of the ones to form the 1 ten.)
Direct the students to remove the 10 ones from their mats and place 1 ten in the Tens place.
Write *10 ones = 1 ten* for display.
6. Follow the procedure for counting and renaming 10 tens.
 - **1 hundred; 10 tens = 1 hundred**
7. Lead in counting aloud as the students place 10 hundreds in the Hundreds place on their mats: *1 hundred, 2 hundreds, . . . 10 hundreds.*
 - **What is another name for 10 hundreds? 1 one thousand**
Guide the students in lining up the 10 hundreds to form 1 one thousand. Leave the 1 one thousand displayed in the Place Value frame.
Write *10 hundreds = 1 one thousand* for display.
 - **What do you notice about how each place with a greater value is formed? Elicit that you need ten in a place to make one in the next place of greater value.**
8. Explain that the value of each place is ten times greater than the place of lesser value immediately to its right.

**Develop an understanding of the term period**



1. Write 1,000 for display below the Place Value frame.
 - **How many digits are in 1,000? 4**
 - **What do the zeros represent? no ones, no tens, and no hundreds**
 - **What do you notice about the 4-digit number 1,000 that makes it different from a 3-digit number? It has a comma.**
2. Explain that our number system is divided into sections and that commas are used to separate the sections.
3. Display the Place Value Pocket Chart. Explain that the green section on the chart is called the *Ones period*.
 - **What three places are in the Ones period? Ones, Tens, Hundreds**
Explain that the yellow section on the chart is called the *Thousands period*.
Choose a student to name the three places in the Thousands period. **Ones, Tens, Hundreds**



Place Value

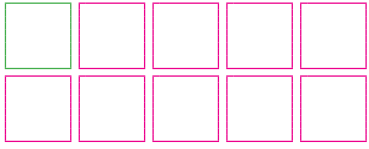
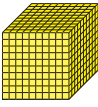
Name _____

Chapter 1

Complete the picture and the equation.

1.  = 
 10 ones = 1 ten

2.  = 
 10 tens = 1 hundred

3.  = 
 10 hundreds = 1 thousand

Write the number that is shown.

4.  = 2,324

5.  = 431

Write the value of the underlined digit.

6. 3,819 800 7. 6,432 6,000

8. 1,758 50 9. 9,526 6

10. 2,179 2,000 11. 5,410 400



Recovered treasures often have great value.

Fill in the missing labels on the place value chart. Write a 4-digit number in the chart.

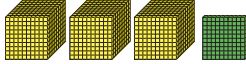
	<u>H</u>	<u>T</u>	<u>O</u>	<u>H</u>	<u>T</u>	<u>O</u>
	Thousands			Ones		
13.						

Answers will vary.

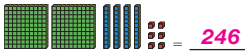
Circle the number that shows the digit with the value listed.

1. 5 hundreds 5,296 3,587 6,359
 2. 8 one thousands 1,586 2,890 8,653
 3. 6 tens 3,260 4,796 6,142

Write the number that is shown.

4.  = 3,144

5.  = 521

6.  = 246

7.  = 1,319

Write the value of the underlined digit.

8. 5,643 40 9. 3,981 3,000

10. 270 200 11. 1,279 9

12. 4,152 4,000 13. 863 60

Add.

14. $\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$	15. $\begin{array}{r} 6 \\ + 1 \\ \hline 7 \end{array}$	16. $\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$	17. $\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$	18. $\begin{array}{r} 2 \\ + 1 \\ \hline 3 \end{array}$	19. $\begin{array}{r} 1 \\ + 3 \\ \hline 4 \end{array}$	20. $\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$
21. $\begin{array}{r} 7 \\ + 0 \\ \hline 7 \end{array}$	22. $\begin{array}{r} 1 \\ + 8 \\ \hline 9 \end{array}$	23. $\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$	24. $\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array}$	25. $\begin{array}{r} 0 \\ + 2 \\ \hline 2 \end{array}$	26. $\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$	27. $\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$

Complete **Daily Review** a on page 25.



Captain Bailey is eager to discover lost treasure and explore the mysteries of the sea.

► What do you notice about the places in the Ones and the Thousands periods? They have the same names: Ones, Tens, Hundreds.

Recognize the number of periods in a number

- Display 34,587 in the pocket chart.
 - How many periods are in 34,587? How do you know? 2; a comma separates the Ones Period from the Thousands Period.
- Display 328 in the pocket chart.
 - How many periods are in 328? How do you know? 1; there are only three digits; there is no comma.
- Repeat the procedure for 782,459 2 periods, 4,568 2 periods, and 266 1 period.
- Display 4,614,380.
 - How many periods do you think are in this number? Why? Elicit 3; there are 2 commas separating the number into 3 sections.

Identify the value of the digits in a 4-digit number

- Display 5 thousands, 2 hundreds, 8 tens, and 1 one in a 4-digit Place Value frame drawn for display.
- Choose a student to write the number below the Place Value frame. 5,281 Remind the students that a comma is placed between the One Thousands and Hundreds places.
- Read the number: five thousand, two hundred eighty-one.
 - Which digit is in the One Thousands place? 5 Choose a student to write for display the value of 5 one thousands. 5,000
 - Which digit is in the Hundreds place? 2 Choose a student to write the value of 2 hundreds. 200
 - Which digit is in the Tens place? 8 Choose a student to write the value of 8 tens. 80

► Which digit is in the Ones place? 1

Choose a student to write the value of 1 one. 1

► What do you notice about the numbers that represent the values of the digits? Elicit that only the first digit in each number has any value; the rest of the digits are zeros, except for the value of the Ones place.

- Repeat the activity, using these Place Value Kit pieces.
 - 3 one thousands, 3 hundreds, 4 tens, 5 ones 3,345
 - 1 one thousand, 6 hundreds, 2 tens, 1 one 1,621
 - 2 hundreds, 7 tens, 6 ones 276
- Write for display 2,572; 7,935; 5,304; and 3,251.
 - Which number has a 3 in the Hundreds place? 5,304 a 5 in the Tens place? 3,251 a 7 in the One Thousands place? 7,935 a 2 in the Ones place? 2,572

Worktext pages 3–4, 25 (a)

Each chapter of the Worktext includes Daily Review pages. After the students complete Worktext pages 3–4, they should follow the last direction on page 4 and complete the a section on Worktext page 25. The answer key for the Daily Review pages is on pages 363–77 in this Teacher's Edition.

Extended Activities

Extended Activities enhance the lessons with optional practice and related Calculator Wise activities. Many of these activities can be used in learning centers. The activities that correlate with Chapter 1 are located on the Teacher's Toolkit CD.