

Chapter Review

Objectives

- Write numbers with 9 or fewer digits in standard form, expanded form, and word form
- Identify the value of the digits in a number with 9 or fewer digits
- Compare numbers written in standard form, expanded form, and word form
- Order numbers from least to greatest and greatest to least
- Identify even and odd numbers
- Round a number to the place with the greatest value
- Read and write decimals
- Write amounts of money
- Count out amounts of money

Student Materials

- Decimal Place Value Pocket Chart Kit
- Place Value Kit
- Money Kit

Notes

Fact Reviews for each group of facts are provided on the Teacher's Toolkit CD.

This lesson reviews the concepts presented in Chapter 1 to prepare the students for the Chapter 1 Test. Worktext pages 25–30 and Math Reviews pages 23–24 provide the students with an excellent study guide.

Practice and Review

Addition and subtraction facts

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

Check for Understanding

Write numbers in standard form, expanded form, and word form; identify the value of the digits in a number

1. Write *three hundred forty-five million, eight hundred sixty thousand, nine hundred forty-two* for display.
Guide students in writing on paper the standard form for the number. Then guide them in writing the expanded form. Use procedures similar to those in Lessons 3 and 4.
 $345,860,942; 300,000,000 + 40,000,000 + 5,000,000 + 800,000 + 60,000 + 900 + 40 + 2$
2. Repeat the activity for *ninety-six thousand, one hundred sixty-eight* $96,168; 90,000 + 6,000 + 100 + 60 + 8$ and *three million, nine hundred sixty-two thousand, seventy-eight* $3,962,078; 3,000,000 + 900,000 + 60,000 + 2,000 + 70 + 8$.

Compare numbers written in standard form, expanded form, and word form

Use procedures similar to those in Lesson 4 to guide the students in comparing the numbers in each of these number sentences.

$$\begin{aligned} 73,598 < 74,598,362 & \quad 46,499 < 452,489 \\ 8,164,523 > 8,161,514 & \quad 512,394 = 512,394 \\ 30,000 + 2,000 + 800 + 60 + 7 < 132,298 \\ 662,138 = 600,000 + 60,000 + 2,000 + 100 + 30 + 8 \\ \text{seven million, eight hundred sixty-two thousand, four} \\ \text{hundred thirty-eight} > 988,706 \\ 2,310,658 < \text{two million, six hundred eighty-seven thousand,} \\ \text{two hundred twelve} \end{aligned}$$

Order numbers from least to greatest and greatest to least

Use procedures similar to those in Lesson 5 to guide the students in ordering these sets of numbers.

from least to greatest:

$$14,915 \quad 14,314 \quad 2,523,765 \quad 8,402$$

$8,402; 14,314; 14,915; 2,523,765$

$$4,000,050 \quad 432,108 \quad 49,258 \quad 400,005$$

$49,258; 400,005; 432,108; 4,000,050$

from greatest to least:

$$61,874 \quad 78,398 \quad 984 \quad 5,892,657$$

$5,892,657; 78,398; 61,874; 984$

$$724,568 \quad 2,456 \quad 9,989 \quad 72,456$$

$724,568; 72,456; 9,989; 2,456$

Identify even and odd numbers

- Which numbers from 1 to 9 are even? 2, 4, 6, 8
- Which numbers are odd? 1, 3, 5, 7, 9

1. Remind students that they can determine whether a number is even or odd by looking at the Ones place. If the digit in the Ones place is even, the number is even. If the digit in the Ones place is odd, the number is odd.
➤ When a number that has 2 or more digits (e.g., 10, 50, 120) has a zero in the Ones place, is that number odd or even?
How do you know? Even; elicit that a number with zero in the Ones place can be divided into 2 equal groups with nothing left over.
2. Write for display 549; 10,658; 962,130; 432,657; 8,364,754.
➤ Which numbers are even? 10,658; 962,130; 8,364,754
➤ Which numbers are odd? 549; 432,657

Round a number to the place with the greatest value

Follow a procedure similar to the one in Lesson 6 to guide the students in rounding these numbers.

$$\begin{aligned} 2,686 & \mathbf{3,000} & 42,138 & \mathbf{40,000} & 9,573 & \mathbf{10,000} \\ 582,731 & \mathbf{600,000} & 72,862 & \mathbf{70,000} & 928,456 & \mathbf{900,000} \end{aligned}$$

Remind the students that they can look at the digit immediately to the right of the rounding digit to determine whether to round up or down.

Read and write decimals

1. Distribute the Decimal Place Value Pocket Chart Kits and write *two and two tenths* for display.
2. Instruct each student to silently read the word form and then “write” the decimal in his pocket chart. 2.2
3. Choose a student to write the standard form of the decimal for display. Instruct the students to read aloud together the decimal: *two and two tenths*.

Cross out the exact bills and coins needed for the amount shown.

1. **\$35.48**

2. **\$16.07**

Circle the digit in the place listed.
Write the value of the circled digit.

3. Hundred Thousands place	897,281	<u>800,000</u>
4. Hundreds place	460,036	<u>100</u>
5. Ten Millions place	250,362,544	<u>50,000,000</u>

Match the number to the **word form** or **expanded form**.

- | | |
|---------------------|---|
| 6. C 927,502 | A. 20,000 + 7,000 + 900 + 70 + 1 |
| 7. B 92,502 | B. ninety-two thousand, five hundred two |
| 8. D 270,971 | C. 900,000 + 20,000 + 7,000 + 500 + 2 |
| 9. A 27,971 | D. two hundred seventy thousand, nine hundred seventy-one |

Use the chart to write the points from **least to greatest**.

TEAM	POINTS
Anchors	863,292
Captains	128,944
Sailors	84,306
Waves	857,439

10. 84,306 128,944 857,439 863,292

Write **>**, **<**, or **=** to compare.

11. 756,431 **>** 756,421 12. 60,903 **<** 65,903 13. 25,371 **<** 253,711
 14. 4,775,018 **>** 477,518 15. 6,523 **>** 3,256 16. 625,032 **<** 652,023
 17. 80,000 + 2,000 + 100 + 10 + 3 **=** 82,113
 18. 400,000 + 20,000 + 6,000 + 800 + 30 + 4 **<** 428,634

Round to the place with the greatest value.
Circle the number.

19.

66,810

70,000

60,000 40,000

20.

30,252

 40,000

30,000

21.

249,365

 300,000

200,000

22.

7,933

 8,000
7,000

8,000

23.

851

 900
800

900

24.

573,629

 600,000
500,000

600,000

Color to show the decimal.

25. 0.8

26. 1.3

27. 0.53

28. 1.87

Write the number in **standard form**.

29. seven hundredths = 0.07 30. three and twenty-five hundredths = 3.25
 31. one and six tenths = 1.6 32. eighteen hundredths = 0.18

- Direct the students to use their Place Value Kits to show two and two tenths. **2 large red ones and 2 tenths on the white Tenths Mat**
- Repeat the procedure for these decimals. Remind the students that when there are no ones in a decimal, you write a zero in the Ones place, but the zero is not read. Guide the students in renaming 10 hundredths as 1 tenth as they show the decimals with their Place Value Kit pieces.
one and twenty-five hundredths 1.25
four tenths 0.4
thirty-three hundredths 0.33
three and nine hundredths 3.09

Write amounts of money

Count out amounts of money

- Distribute the Money Kits.
- Choose a student to write \$5.45 for display and direct each student to count out the amount, using the fewest bills and coins possible. **1 five-dollar bill, 1 quarter, 2 dimes**
Discuss other combinations of currency that would equal \$5.45.
- Follow the procedure for these amounts.
\$8.06 1 five-dollar bill, 3 one-dollar bills, 1 nickel, 1 penny
\$15.29 1 ten-dollar bill, 1 five-dollar bill, 1 quarter, 4 pennies
\$22.80 1 twenty-dollar bill, 2 one-dollar bills, 3 quarters, 1 nickel
\$4.18 4 one-dollar bills, 1 dime, 1 nickel, 3 pennies
\$31.34 1 twenty-dollar bill, 1 ten-dollar bill, 1 one-dollar bill, 1 quarter, 1 nickel, 4 pennies

Worktext pages 29–30