

Objectives

- Order numbers from least to greatest and greatest to least
- Identify even and odd numbers

Teacher Materials

- Fact family flashcards: 6-6-12, 5-7-12, 4-8-12, 3-9-12, and previously memorized facts

Student Materials

- $8\frac{1}{2} \times 11$ sheet of paper

Practice and Review

Add 2- and 3-digit numbers

- Write these problems for display and choose students to solve them.

$\begin{array}{r} 47 \\ + 38 \\ \hline 85 \end{array}$	$\begin{array}{r} 576 \\ + 153 \\ \hline 729 \end{array}$	$\begin{array}{r} 390 \\ + 47 \\ \hline 437 \end{array}$	$\begin{array}{r} 79 \\ + 35 \\ \hline 114 \end{array}$	$\begin{array}{r} 183 \\ + 729 \\ \hline 912 \end{array}$	$\begin{array}{r} 648 \\ + 26 \\ \hline 674 \end{array}$
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- Direct each student to explain the solution to his problem. Guide the explanation as needed; encourage the students to use the words *addend* and *renaming*.

Fact families: 6-6-12, 5-7-12, 4-8-12, 3-9-12

Use fact family flashcards to review the addition and subtraction facts in these fact families and those from previous lessons.

Practice facts
8–10 minutes
daily.

Introduce the Lesson

Some people who do not believe in God say the earth, plants, animals, and man have evolved over millions of years. However, Christians know that God is the Creator of all things. He created each animal species with all its distinct characteristics. He created the land and oceans where the animals live. After creating all of these, God created man in His own image. [Bible Promise: I. God as Master]

Teach for Understanding

Order numbers from least to greatest

- Write the numbers 896,405; 8,501,091; 630,273 and 4,160 for display. Draw an answer line below each number. Write *least* under the first line and *greatest* under the fourth line.
- Explain that you want to put the numbers in order from *least* to *greatest*.
 - Which of these numbers has the greatest value? How do you know? *8,501,091; it has more periods than the other numbers.*
 - How many periods does 8,501,091 have? *3* How many periods do the other numbers have? *2*
Write 8,501,091 on the *greatest* answer line and then cross out the 8,501,091 originally written for display.
 - Which of the 3 remaining numbers has the least value? How do you know it is least? *4,160; elicit that the remaining 2 numbers have digits in the Ten Thousands and Hundred Thousands*

places, and the place with the greatest value in 4,160 is the One Thousands place.

Write 4,160 on the *least* answer line and then cross out the 4,160 originally written for display.

- Which of the 2 remaining numbers is greater? How do you know? *896,405; it has 8 Hundred Thousands, and 630,273 has only 6 Hundred Thousands.*

Write 896,405 on the third line and then cross out the 896,405 originally written for display. Write 630,273 on the remaining line. Leave the numbers displayed.

- Why does 630,273 belong in the second position of this number order? *Elicit that 630,273 is greater than 4,160 but less than 896,405.*

- Write 6,610,845; 661,854; 55,637 and 56,376 for display. Draw an answer line below each number. Write *least* under the first line and *greatest* under the fourth line.

- Which of these numbers has the greatest value? How do you know? *6,610,845; it has more periods than the other numbers.*

- How many periods does 6,610,845 have? *3* How many periods do the other numbers have? *2*

Write 6,610,845 on the *greatest* answer line, and then cross out the 6,610,845 originally written for display.

- What do you notice about the 3 remaining numbers? *Elicit that all 3 numbers have a Ones Period and a Thousands period. Only 661,854 has a digit in the Hundred Thousands place. The place with the greatest value in the other 2 numbers is the Ten Thousands place.*

- Which of the remaining 3 numbers has the greater value? How do you know? *661,854; it is the only number that has a digit in the Hundred Thousands place.*

Write 661,854 on the third line, and then cross out the 661,854 originally written for display.

- What must you do to determine which of the 2 remaining numbers is less? Why? *Compare the digits in the One Thousands place; both numbers have the same digit, 5, in the Ten Thousands place.*

- How many one thousands are in 55,637? *5* 56,376? *6*

- Which number is less? *55,637*

Write 55,637 on the *least* answer line and then cross out the 55,637 originally written for display. Write 56,376 on the remaining line.

- Why does 56,376 belong in the second position of this number order? *Elicit that 56,376 is greater than 55,637 but less than 661,854.*

- Call attention to both sets of ordered numbers.

- What questions did you answer as we ordered both of these groups of numbers from least to greatest? *Which number is greatest or greater? Which number is least or less?*

- Explain that when ordering several numbers, first identifying the number with the least or the greatest value simplifies the process.

- Use a similar procedure for ordering 17,969; 902; 1,794; and 9,200. *902; 1,794; 9,200; 17,969*

Order numbers from greatest to least

- Write 461,426; 186,410; 461,425 and 1,039,123 for display. Draw an answer line below each number. Write *greatest* under the first line and *least* under the fourth line.

- Explain that you want to put these numbers in order from *greatest* to *least*.

- Use a procedure similar to the one in the previous activity to order the numbers. *1,039,123; 461,426; 461,425; 186,410*

Order Numbers

Name _____

Write the numbers from *least to greatest*.

- | | | | |
|---------------|----------------|----------------|----------------|
| 364,001 | 374,022 | 67,001 | 467,033 |
| 67,001 | 364,001 | 374,022 | 467,033 |
- | | | | |
|---------------|---------------|----------------|----------------|
| 511,718 | 73,560 | 869,204 | 62,300 |
| 62,300 | 73,560 | 511,718 | 869,204 |
- | | | | |
|---------------|----------------|----------------|----------------|
| 71,032 | 372,653 | 702,761 | 327,530 |
| 71,032 | 327,530 | 372,653 | 702,761 |
- | | | | |
|--------------|---------------|---------------|----------------|
| 158,071 | 75,980 | 9,648 | 10,128 |
| 9,648 | 10,128 | 75,980 | 158,071 |

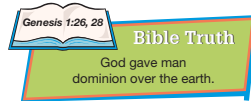


Mark the row of numbers that is written from *greatest to least*.

- | | | | | |
|----------------------------------|---------|---------|---------|---------|
| <input type="radio"/> | 516,439 | 698,176 | 700,000 | 708,416 |
| <input checked="" type="radio"/> | 913,652 | 157,365 | 35,120 | 35,000 |
| <input type="radio"/> | 7,900 | 7,989 | 7,994 | 7,999 |
- | | | | | |
|----------------------------------|---------|---------|---------|---------|
| <input type="radio"/> | 386,187 | 789,420 | 800,000 | 100,307 |
| <input type="radio"/> | 730,000 | 800,000 | 982,146 | 23,871 |
| <input checked="" type="radio"/> | 591,383 | 506,972 | 480,378 | 200,000 |

Circle the even numbers.

- | | | |
|----------------|---------------|------------------|
| 1,219 | 79,582 | 924 |
| 243,498 | 57,146 | 16,805 |
| 683 | 389,317 | 1,000,000 |



Math 4 Worktext, Chapter 1, Lesson 5

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Write the numbers from *least to greatest*.

- | | | | |
|----------------|----------------|----------------|----------------|
| 633,490 | 122,659 | 651,208 | 346,615 |
| 122,659 | 346,615 | 633,490 | 651,208 |
- | | | | |
|----------------|----------------|----------------|------------------|
| 717,298 | 1,000,000 | 958,653 | 713,824 |
| 713,824 | 717,298 | 958,653 | 1,000,000 |
- | | | | |
|--------------|---------------|---------------|----------------|
| 12,386 | 112,326 | 9,875 | 19,210 |
| 9,875 | 12,386 | 19,210 | 112,326 |

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

- One Millions place: **4**, 589, 632 → **4,000,000**
- Tens place: 3, 296, **5**78 → **70**
- Hundred Thousands place: 7, **0**52, 183 → **900,000**
- One Thousands place: 9, 5**0**8, 764 → **8,000**

Complete the table.

8. Standard form	509,327
Expanded form	500,000 + 9,000 + 300 + 20 + 7
9. Word form	five hundred nine thousand, three hundred twenty-seven

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

- $5,000 + 700 + 40 + 6$ \ominus 5,746
- $10,000 + 2,000 + 80 + 1$ \lt 12,890
- six hundred fourteen \lt 6,000
- seventy thousand \gt 58,714



It is estimated that over 3,000,000 shipwrecks exist around the world!

Complete **Daily Review** on page 26.

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Math 4 Worktext, Chapter 1, Lesson 5

► How is ordering numbers from greatest to least the same as ordering numbers from least to greatest? Elicit that you ask the same questions: "Which number is greatest or greater?" and "Which number is least or less?" How is it different? Elicit that the position of the numbers is different.

- Explain that when ordering numbers from *least to greatest*, the number with the least value is first in the order; the other numbers are in order of increasing value; the number with the greatest value is last. Point out that when ordering numbers from *greatest to least*, the number with the greatest value is first in the order; the other numbers are in order of decreasing value; the number with the least value is last.
- Use a similar procedure to order these sets of numbers from *greatest to least*.
32,013; 23,019; 527,327; 870 **527,327; 32,013; 23,019; 870**
71,032; 7,104,761; 127,530; 7,812 **7,104,761; 127,530; 71,032; 7,812**
- Direct each student to write on paper a number with a minimum of 3 digits but no more than 9 digits. Instruct students to write the number large enough to span the entire width of the sheet of paper.
- Choose four students to bring their numbers to the front of the classroom and to arrange themselves in numerical order from *least to greatest*.
► What questions can you think of to help order the numbers? Which number is greatest or greater? Which number is least or less?
- Choose four other students to display their numbers and to arrange themselves in numerical order from *greatest to least*. Continue the activity, varying the directions: least

to greatest or greatest to least. Allow each student an opportunity to participate.

Identify even and odd numbers

- What makes a number even? Elicit that the number can be evenly divided between 2 sets with nothing left over.
 - Which numbers from 1 to 9 are even? 2, 4, 6, 8
 - Which numbers are odd? 1, 3, 5, 7, 9
- Write the numbers 17,342, and 4,563 for display.
► How can you determine whether larger numbers such as these are even or odd? Answers will vary, but elicit that you look at the digit in 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.
 - Write the numbers 10; 330; 500; and 1,900.
► What is the value of zero? Nothing; it has no value.
► Are numbers that have a zero in the Ones place odd or even? Answers will vary.
Explain that since zero has no value, it cannot be evenly divided between 2 sets; but when a number having 2 or more digits has a zero in the Ones place, that number can be evenly divided into 2 equal groups and is an even number.
 - Write for display: 2,374,981; 356,294; 1,462,350; 265,395.
► Which of these numbers are even? **356,294; 1,462,350**
► Which numbers are odd? **2,374,981; 265,395**



Worktext pages 11–12, 26 (e)