lesson one - student resource sheet

Lesson Objective: Identify the place value and value of each digit in numbers through the hundred-thousands place.

Vocabulary Box

place value — The position, or place, of a digit in a number that tells the value of that digit. Example: In the number 75,340, the 5 is in the thousands place, giving it a value of 5,000.

numeration system — A plan for recording numbers. Example: place value.

period — A group of digits that helps us read large numbers. Example: In the number 524,961, the first period holds the digits 9, 6, and 1 and the second period holds the digits 5, 2, and 4.

Guided Practice

I. Directions: Complete the following practice problems with your partner. Your teacher will review the answers. Make sure you show all your work.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

1. Find the place value of each digit in 275,398.

   Value of 2: _____

   Value of 7: _____

   Value of 5: _____

   Value of 3: _____

   Value of 9: _____

   Value of 8: _____

2. Find the place value of each digit in 521, 962.

   Value of 5: _____

   Value of 2: _____

   Value of 1: _____

   Value of 9: _____

   Value of 6: _____

   Value of 2: _____

II. Directions: By yourself, write the number represented by the added place values.

1. 300,000 + 20,000 + 1,000 + 700 + 30 + 4 _____
2. 600,000 + 80,000 + 1,000 + 300 + 40 + 2 _____
3. 400,000 + 60,000 + 2,000 + 800 + 20 + 7 _____

III. Directions: Write the number represented by the following values.

7 hundred thousands, 4 ten thousands, 5 thousands, 9 hundreds, 3 ones

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Summary/Closure

A. Vocabulary:

Directions: For each vocabulary word listed, draw a line that connects it to its definition.

place value	groups of digits that help us read large numbers
numeration system	the position, or place, of a digit in a number that tells the value of that digit
periods	a plan for recording numbers

B. Summarize What We Learned Today

Directions: Write a number with six different digits. Then explain the value of each digit in each period and why your answer is correct. You will use this explanation as a personal reminder.

lesson two - student resource sheet

Lesson Objective: Identify the place value and value of each digit in numbers through the hundred thousands place.

Vocabulary Box

place value — The position, or place, of a digit in a number that tells the value of that digit. Example: In the number 75,340, the 5 is in the thousands place, giving it a value of 5,000.

numeration system — A plan for recording numbers. Example: place value.

period — A group of digits that helps us read large numbers. Example: In the number 524,961, the first period holds the digits 9, 6, and 1 and the second period holds the digits 5, 2, and 4.

Independent Practice

Directions: Complete the following practice problems on your own. Your teacher will review the answers. Make sure you show all your work.

I. Write the number.

1. 9 hundred thousands, 8 ten thousands, 5 thousands, 3 hundreds, 2 tens, 7 ones

   _____

2. 4 hundred thousands, 6 ten thousands, 1 thousand, 7 hundreds, 9 tens, 5 ones

   _____

3. 1 hundred thousand, 3 ten thousands, 2 thousands, 8 hundreds, 7 tens, 4 ones

   _____

II. Identify each of the following numbers represented by the place value.

1. 600,000 + 70,000 + 5,000 + 300 + 20 + 4 _____
2. 700,000 + 90,000 + 4,000 + 200 + 90 + 6 _____
3. 900,000 + 50,000 + 5,000 + 300 + 80 + 7 _____
4. Eight hundred forty-one thousand, nine hundred fifty-two _____

5. Six hundred eleven thousand, eight hundred twelve _____

6. Seven hundred one thousand _____

III. Complete the following matching exercise by writing the letter of the place value that matches the five- or six-digit number in the blank space provided.

1. _____	241,387	A. 1 hundred thousand, 2 ten thousands, 5 thousands, 7 hundreds, 6 tens, 4 ones
2. _____	809,510	B. 10,000 + 6,000 + 300 + 20
3. _____	16,320	C. 5 hundred thousands, 8 ten thousands, 4 thousands, 3 hundreds, 6 tens, 3 ones
4. _____	534,673	D. 800,000 + 9,000 + 500 + 10
5. _____	584,363	E. Answer is not listed.
6. _____	97,517	F. 9 ten thousands, 7 thousands, 5 hundreds, 1 ten, 7 ones
7. _____	487,212	G. 400,000 + 60,000 + 4,000 + 80 + 7
8. _____	125,764	H. 4 hundred thousands, 8 ten thousands, 7 thousands, 2 hundreds, 1 ten, 2 ones
9. _____	464,087	I. 500,000 + 30,000 + 4,000 + 600 + 70 + 3
10. _____	99,999	J. 2 hundred thousands, 4 ten thousands, 1 thousand, 3 hundreds, 8 tens, 7 ones

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1. Write the following numbers in words.

- 125,365 _____

  _____

- 489,321 _____

  _____

- 812,990 _____

  _____

2. Give the value of 7 in each of the numbers. Write it in words.

- 407,212 _____
- 739,218 _____
- 978,633 _____

Problem Solving

A banker has to count a lot of money in one day. Some of his customers are business owners and make very large deposits. Some of his customers are children and make very small deposits. Read the chart of deposits below and, using place value, find the total amount of money that the banker deposited today.

Customer	Deposit Amount
Little Sam Hall	$10
The Card Shop	$3,000
The PTA	$400
McDonald's	$500,000
The Gas Station	$80,000

1. What was the total deposit? _____

2. Use what you know about place value to explain how you determined your answer. Use words, numbers, or both in your explanation.

_____

_____

_____

_____

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1. The value of 6 in 864,000 is _____.
2. There are ___ digits when writing a number in the hundred thousands.
3. There are ___ periods in a number in the hundred thousands.

lesson three - student resource sheet

Lesson Objective: Add and subtract multi-digit numbers with regrouping.

Vocabulary Box

addend — A number that is added in an addition problem. Example: In 25 + 73 = 98, the addends are 25 and 73.

regrouping — Arranging numbers into new groups by trading or exchanging ones, tens, or hundreds. Example: Exchange 10 ones for 1 ten to make 10 ones in subtraction, or trade 10 ones to make 1 ten in addition.

Guided Practice

I. Directions: Complete the following practice problems with your partner. Your teacher will review the answers. Make sure you show all your work.

Find the sum.

$$\begin{array}{r} 376 \\ +\ 567 \\ \hline \end{array}$$

Check your work. You can subtract to see if your answer is correct.

$$\begin{array}{r} 943 \\ -\ 376 \\ \hline \end{array}$$

II. Directions: By yourself, add or subtract.

1. $\begin{array}{r} 769 \\ -\ 379 \\ \hline \end{array}$
2. $\begin{array}{r} 197 \\ +\ 629 \\ \hline \end{array}$
3. $\begin{array}{r} 365 \\ -\ 298 \\ \hline \end{array}$
4. $\begin{array}{r} 877 \\ +\ 69 \\ \hline \end{array}$

Summary/Closure

A. Vocabulary Words

Directions: For each vocabulary word listed, draw a line to connect it with the correct definition.

addend	A number that is added in an addition problem.
regrouping	Arranging numbers into new groups by trading or borrowing ones, tens, or hundreds.

B. Summarize What We Learned Today

Directions: Write a multi-digit addition problem and a multi-digit subtraction problem that need regrouping. Then explain what steps you must take to regroup properly and find the answer. You will use this explanation as a personal reminder.