# lesson sixteen - student resource sheet

**Lesson Objective:** Identify the greater or lesser of two numbers through 999,999, using the symbols < and >.

## Vocabulary Box

**compare** – To examine the difference or similarity between objects or things. Example: To compare 25 and 30, we say 30 is more, or greater, than 25; and 25 is less than 30.

**greater than** – Of larger value than another. The greater than symbol is shown as >, with the opening facing the larger value. Example: 14 is greater than 13, so we show that inequality as 14 > 13.

**less than** – Of smaller value than another. The less than symbol is shown as <, with the point facing the lesser number. Example: 13 is less than 14, so we show that inequality as 13 < 14.

**inequality** – A comparison in which two quantities are not the same value. Example: 17 is not the same value as 25, and we show that inequality as 17 < 25.

| Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|---|---|---|---|---|---|
| | | | | | |

# Guided Practice

Use the place value chart below to assist you in answering greater than and less than problems.

| Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|---|---|---|---|---|---|
| | | | | | |

**I.** Directions: Write the inequalities you created with your partner on the lines provided below.

1. _____

_____

2. _____

_____

**II.** Directions: Use < or > to compare the two numbers.

1. 714,151 _____ 724,295
2. 109,889 _____ 108,209
3. 335,916 _____ 355,198
4. 899,134 _____ 999, 453
5. 300,002 _____ 300,003

## Summary/Closure

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**A. Vocabulary Words**

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

| | |
|---|---|
| compare | the term for a number that has a smaller value than another |
| greater than | to examine the difference or similarity between objects or things. |
| less than | a comparison in which two quantities are not the same |
| inequality | the term for a number that has more value than another |

**B. Summarize What We Learned Today**

Directions: Create your own inequality. Use multi-digit numbers up to 999,999. Make sure you draw the greater or less than sign with the opening facing the larger number.

Then explain in words how you determined your answer and why it is correct. You will use this explanation as a personal reminder.

# lesson seventeen - student resource sheet

**Lesson Objective:** Identify the greater or lesser of two numbers through 999,999, using the symbols > and < .

## Vocabulary Box

**compare**— To examine the difference or similarity between objects or things. Example: To compare 25 and 30, we say 30 is more, or greater, than 25; and 25 is less than 30.

**greater than** — Of larger value than another. The symbol for greater than is shown as >, where the opening faces the larger value. Example: 14 is greater than 13, so we show that inequality as 14 > 13.

**less than** — Of smaller value than another. The symbol for less than is shown as <, where the point faces the lesser number. Example: 13 is less than 14, so we show that inequality as 13 < 14.

**inequality** — A comparison in which two quantities do not have the same value. Example: 17 is not the same value as 25, and we show that inequality as 17 < 25.

## Independent Practice

Directions: Complete the following practice problems on your own. Your teacher will review the answers.

**I.** Use > or < to compare the two numbers.

| | |
|---|---|
| 594,044_____403,989 | 675,484_____648,459 |
| 68,200_____680,200 | 839,303_____849,038 |
| 929,303_____989,487 | 583,039_____583,046 |
| 73,039 _____173,039 | 884_____648 |

**II.** Circle the correct answer for each blank.

49,928 _____ 39,485

A. > B. < C. =

488,973_____498,972

A. > B. < C. =

425,462 _____ 565,567

A. > B. < C. =

345,754_____345,754

A. > B. < C. =

332,909 _____ 322,909

A. > B. < C. =

227,787_____272,787

A. > B. < C. =


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Directions: Order the numbers from least to greatest.

67,293 66,029 660,322 _____

546,829 573,490 513,434 _____

324,534 234,983 234,977 _____

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## Problem Solving

At the end of a popular game show, the host gave away four prizes. The players had a chance to win one of the envelopes if they guessed the correct answer to the puzzle. In the first envelope were the keys to a brand new car valued at $57,856. The second envelope had the keys to a new sports boat valued at $45,721. The third envelope contained a check made out for $237,943. The fourth envelope had a deed for a new home valued at $156,896.

1. Which has more value, envelope four or envelope three? _____

Use what you know about greater than or less than inequalities to explain why your answer is correct.

_____

_____

_____

_____

2. Organize the dollar amounts from least to greatest.

| Envelope Number | Amount |
|---|---|
| | |
| | |
| | |
| | |


**I.** Directions: Place each set of numbers in order from least to greatest.

25,343 143,675 125,343 _____

**II.** Directions: Complete the inequalities: 234,453_____235,456

783,209_____782,209

# lesson eighteen - student resource sheet

**Lesson Objective:** Multiply a multi-digit number by a one-digit number, with regrouping.

## Vocabulary Box

**place value** – The position, or place, of a digit in a number that tells the value of that digit. Example: The value of the digit 5 in 35,347 is 5 thousands, or 5,000.

**multiplication** – An operation used to combine equal groups and to shorten repeated addition. Example: Six groups of 7 equals 42, or 6 x 7 = 42.

**factor** – One of two or more expressions that are multiplied to get a product. Example: The first factor of 19 x 5 is 19, and the second factor is 5.

**product** – The result of two or more numbers being multiplied. Example: The product of 19 x 5 is 95.

**regroup** – To arrange in a new grouping. Example: When 25 and 37 are added, 10 ones are regrouped into 1 ten to get the answer 62.

## Guided Practice

Directions: Complete the following practice problems with your partner. You may use base ten blocks. Your teacher will review the answers. Make sure you show all your work. Follow the direction boxes to help you.

| Step 1 | Step 2 | Step 3 |
|---|---|---|
| Multiply the ones place. If you need to regroup, place the ones place of the product under the ones and regroup the tens above the tens place. | Multiply the tens place. If you need to regroup, place the ones place of the product under the tens, and regroup the tens of the product above the hundreds place. Add any regrouped numbers. | Multiply the hundreds place. Add any regrouped numbers. Place the final answer in the product of the problem because there are no other places to multiply. |

1. 252
x 3

2. 126
x 5

3. 463
x 3

4. 367
x 4

5. 245
x 5

6. 158
x 7

## Summary/Closure

**A. Vocabulary Words**

Directions: For each vocabulary term listed, create your own definition. Create your own example for each, as well.

**place value** –

**multiplication** –

**factor** –

**product** –

**regroup** –

**B. Summarize What We Learned Today**

Directions: Create your own multiplication problem that multiplies a multi-digit number by a one-digit number with regrouping.

Then explain in words how you determined your answer and why it is correct. You will use this explanation as a personal reminder.