



**Instructor's Name:** Rachael Heidorn

**Subject :** Math

**Grade:** 4th

**Title of Lesson:** Writing Numbers Through Hundred Thousands 33

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**Materials and Resources (including technology):**

- Saxon Math 4 Student Math book
- Saxon Math 4 Teacher's Guide
- Flashcards
- [Place Value worksheet](#)
- Homework worksheet

**Standard(s) the Lesson will Address:** Type out the source, number, and the text of the standard (s) addressed in this lesson

Number & Operation

4.1.1.2

Use an understanding of place value to multiply a number by 10, 100 and 1000.

**Objective:** State the CONDITION, the BEHAVIOR, and the CRITERIA. Label in ( ) the predominant domain of **C** for Cognitive, **A** for Affective, or **P** for Psychomotor. DO NOT make every condition "at the conclusion of the lesson.."

**C:** Students will be able to use digits to name and compare numbers through hundred thousands.

**P:** Students will physically represent the different place values using a manipulative.

**Vocabulary:**

**Academic:**

- population

**Content:**

- Digit
- Place value

**Anticipatory Set:** How will you get the students ready and/or excited to accept instruction?

Start off with the fast math game. Go three rounds and then have them write their new order on the board. They will know what to do. Do not let them erase until at least the first round or until they are lined up in the correct order. The order from the last time they played should be on the far right of the white board.

**Pre-Assessment Plan (if any):** Pre-assessments help you to determine what students already know and bring to the lesson content.

Hand out the place value activity. They should each have a copy of the place value worksheet. Cut the place value's into strips. Make sure they have a hundred thousands, ten thousands, thousands, comma, hundreds, tens, ones, and the number at the bottom of the worksheet.

Have them put the number on their desk and line up the place value strips with the correct number.

Once the class is finished, have them say the number. It should be read, two hundred forty five thousand, seven hundred thirty six.

**Input: (SCRIPTED)** *Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions and key questions as well as timings.)*

Ask the students why we put commas into numbers. (To make numbers easier to read)

Write 200000 on the board. Have a volunteer come up and place the commas. 200,000.

Ask them what expanded form means again.  $175,634 = 100,000 + 70,000 + 5,000 + 600 + 30 + 4$

Ask them how they would write the same number in word form. One hundred seventy five thousand, six hundred thirty four.

Ask them what standard form means. (Writing the number properly is standard form, 175,634).

**Guided Practice (Formative Assessment):**

Split the class into groups of two. Pass out the task cards. Have them complete the cards together. Have them write their answers on a piece of loose leaf paper. Do not pass out the task cards that go into the millions, that will be for the next lesson.

Once everyone has completed, if time allows, have them present their answers to the class by either writing it on the whiteboard or verbally.

**Closure: (SCRIPTED)**

“Now you can name and write numbers in the hundred thousands. Tomorrow we will work on doing the same thing with numbers in the hundred millions”

**Independent Practice/Summative Assessment:** (How will students extend or apply their learning OR demonstrate mastery? If demonstrating mastery, include criteria for evaluation (checklist, rubric, sample, etc).

Assign all the homework problems in the lesson. Walk around the class to see if they are on task or have any questions.

**Accommodations & differentiation for learners:** (For all practice lesson assume that you have at least one student in each category: attention/focus issue, language processing issue, sensory issues)

Some students take a longer time to process so you might need to explain to them individually.

A few students need to be reminded not to shout when the person is right next to them.

**Multiple Intelligences Addressed:** Address at least ONE of these intelligences: verbal linguistic, musical/rhythmic, visual/spatial, intrapersonal, logical/mathematical, interpersonal, bodily/kinesthetic, naturalistic

- logical/mathematical