

# A Thousand Thousands

## Purpose

Students will identify, read, and write whole numbers up to 1,000,000 given a place-value model.

## Materials

*For the teacher:* *How Much is a Million?* by David M. Schwartz, chalkboard, chalk

*For each student:* hundreds board, copy of Black Line Master (BLM) *What's My Number?*

*For each group of 3-4 students:* 2 number cubes

## Activity

### A. Pre-Activity Preparation

1. Cover half of the number cubes with stickers with the digits "7," "8," "9," "0," "0," and "0."
2. Measure one of the hundreds boards. Determine the area a thousands board would be and make a comparison to which students can relate. Determine the area a millions board would be and make a comparison to which students can relate (e.g., two times the size of the cafeteria).

### B. Introduction

1. Give each student a hundreds board. Ask them how many numbers are on their hundreds boards [100].
2. Ask students if they know how many of these boards they would need to have 1,000 numbers [10]. Tell them to imagine that they had a board big enough to have 1,000 numbers on it. Ask students how big they think that board would need to be. Give students the comparison that you determined in part A.
3. Ask students if they know how many of the thousands boards would be needed to have one million numbers [1,000]. Tell them to imagine that they had a board big enough to have 1,000,000 numbers on it. Ask students how big they think that board would need to be. Give students the comparison you determined in part A.
4. Read *How Much Is A Million?* by David M. Schwartz to the class. Discuss the comparisons that are given for one million items as you read the book.

(continued)



### INCORPORATING TECHNOLOGY

Have students visit the fourth-grade level on [www.aaamath.com](http://www.aaamath.com). Instruct them to complete several times the interactive activity under "place-value of six-digit numbers."



### MEETING INDIVIDUAL NEEDS

For students having difficulty grasping the concept of one million, have more examples of what a million represents. Bring in 1,000 small items, such as 1,000 pennies, beans, or grains of rice. Discuss with them how many 10 of the groups of items would be, 100 of the groups of items would be, and finally 1,000 of the groups of items would be. Tell them that even adults sometimes have a hard time understanding the size of one million.

### Standards Links 4.2.2, 4.7.2, 4.7.5

## Activity (continued)

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### C. Class Activity

1. Tell students that they will be learning how to write and say numbers up to one million. Tell students that they will be learning the place-value names for those numbers.
2. Draw a place-value table on the chalkboard similar to the ones in the BLM *What's My Number?* including a place-value position for millions. Have students review with you the place-value names up to 1,000 as you write the names in a place-value table on the chalkboard. Write in the remaining place-value names with students assisting.
3. Write a six-digit number on the chalkboard. Have students assist you in filling in the place-value table using the number you have written on the chalkboard. Assist them in saying the number out loud by referring to the place-value names.
4. Repeat step 3 several times, using different six digit numbers.

### D. Group Activity

1. Divide the class into groups of three or four students. Distribute copies of the BLM *What's My Number?* to each student. Give each group one regular number cube and one number cube with the digit stickers on it.
2. Tell students that they will be creating their own numbers by rolling the number cubes. Have students take turns rolling one number cube (they can choose which one) and having each member of the group fill in the place-value position of their choosing.
3. Instruct students to write the numbers they have created in the appropriate place on the BLM. Have students read their numbers aloud to their group and have group members check that the number is written and read correctly.
4. Tell students to repeat the procedure until the BLM is completed.


## Questions for Review


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### Basic Concepts and Processes

During the activity, discuss the following questions with students to gauge their understanding of the Standard Indicators:

 How do you say this number [*indicate a six-digit number*]?

 What place-value position is this digit in [*indicate a digit in a six-digit number*]?

 How did you decide that place-value position?

 What does it mean if a zero is in the hundred thousands place-value position and hundred thousands is the largest place-value in the table?



Name: \_\_\_\_\_

# What's My Number?

Use the numbers that you roll with the number cubes to fill in the place-value models below. Write the number in words and read it aloud to your group.

	THOUSANDS			ONES		
<i>Millions</i>	<i>Hundred Thousands</i>	<i>Ten Thousands</i>	<i>Thousands</i>	<i>Hundreds</i>	<i>Tens</i>	<i>Ones</i>

Write your number in words here:

	THOUSANDS			ONES		
<i>Millions</i>	<i>Hundred Thousands</i>	<i>Ten Thousands</i>	<i>Thousands</i>	<i>Hundreds</i>	<i>Tens</i>	<i>Ones</i>

Write your number in words here:

	THOUSANDS			ONES		
<i>Millions</i>	<i>Hundred Thousands</i>	<i>Ten Thousands</i>	<i>Thousands</i>	<i>Hundreds</i>	<i>Tens</i>	<i>Ones</i>

Write your number in words here:

	THOUSANDS			ONES		
<i>Millions</i>	<i>Hundred Thousands</i>	<i>Ten Thousands</i>	<i>Thousands</i>	<i>Hundreds</i>	<i>Tens</i>	<i>Ones</i>

Write your number in words here:

# What's My Number?

## Teacher Directions

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Distribute copies of the BLM *What's My Number?* and have students fill in the place-value model using the numbers that they roll with the number cubes. Instruct students to write the number that is represented by the place-value model and read it aloud to the other members of their groups.

## Answer Key

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Answers will vary.