

# Maths 4U

## Fourth Grade

### Large numbers

#### Pages 5 - 6

### Start

#### Working out the Take the challenge activity.

Write the following operation on the board, with the 0s in colour and without the minus symbol.

$$110,000 (-) 70,000$$

Tell students that they are going to use it to find the answer to the Take the challenge section.

Ss read and guess what kind of operation is needed, and then write the symbol.

Advise ss to memorize some tips for the times they need to do some math.

**Ex.**  
**Sometimes, you can eliminate (ignore) numbers when they are repeated.**

Tell students to ignore the 0s and work out the result, and then add the 0s again.

### During

Write some four-digit numbers on the board and then explain to ss that those numbers are the result of the combination of other numbers.

Try one example on the board.

First, write the numbers downwards, and then explain to ss that they can also be put horizontally.

**Ex.**

$$\begin{array}{r} 6529 = 6000 \\ \quad \quad 500 \\ \quad \quad \quad 20 \\ + \quad \quad 9 \\ \hline 6529 \end{array}$$

$$6000 + 500 + 20 + 9$$

Ss look at the numbers on page 5 and read them out.

Invite some ss to work them out on the board – just the horizontal form.

Tell the rest of the class to wait for your call, it is you checking it is right, so they can / write copy it down in their books.

Write the number in the orange box on the board, and tell students to guess what numbers / digits can be labeled as the greatest.

Write them on the board, and explain to ss that it is just what they have to do to answer the questions below.

Choosing numbers from the greatest / biggest to the smallest will guide them through getting the first, second and third greatest numbers.

Point out that all the tree numbers needed to answer the questions can't be repeated.

Whole class doing and checking.

Ask ss to compare the number in the orange box with the ones in the previous activity.

Explain to ss that every time a number gets bigger, the digit or digits that have been added get a new value / name.

Draw ss' attention to the bars on page 6. Tell ss that those bars show the value / name a new digit has / takes when it is added to a number.

Try a choral drill...

In this number, 5 is the ones, 6 is the tens, etc.

Tell ss to look at the columns below the box and write the numbers accordingly.

Give ss some advice on how to work out this activity.

**Ex.**

- **1. - start from the right.**
- **2. - count the digits, and then write.**
- **Etc.**

### End

**It is time for you to decide on the notes for ss to write.**

**Sometimes there is no time to go over some note-writing, so it could be just writing the numbers as words in the book.**