

Getting Ready

OBJECTIVE: Student will add and subtract 4-digit numbers with a calculator.



Materials

Warm Up

- Vocabulary card (1,000)
- Place Value Frame cards (100 frames)
- All-Turn-It spinner
- calculator

Explore

- poster (Hanging Out at the Mall, Quantities)
- calculator

Warm Up

A. VOCABULARY REVIEW: 1,000

Show/give Concrete Connection: Place ten 100 frames in plastic zipper bag, and label “1,000.” Show “1,000” Vocabulary card.

Say, “**Read** it.”

Students **locate** and **show** examples of 1,000 using past work, pictures from home, or books.

B. FUN & GAMES: Calculator Spin

PREPARATION

Place six random 2-digit numbers on All-Turn-It spinner.

DIRECTIONS

Player **spins**. Player **adds** or **subtracts** ten with calculator. Write answer on board. Each player gets one turn. Replace numbers on spinner with “most” and “least.” Spin. Spinner selection (most or least) determines winning score. Line up scores to see who won. Repeat with 3-digit numbers and 100.

Explore

A. POSTER: Hanging Out at the Mall, Quantities

Point out large amounts to add and subtract with the calculator, e.g. money in a cash register, price paid for a large T.V. from bank account, amounts of foods sold in the food court, etc.

Discuss amounts of 1,000 and past lesson.

B. TOOLS & MANIPULATIVES

Say, “Let’s **explore** adding thousands with the calculator.”

Write “1,000 + 2,000” on board.

Model entering amounts, taking care to enter all zeros.

Students **hold** and **explore** calculator.

OBJECTIVE

Student will add and subtract 4-digit numbers with a calculator.

Materials

Introduce

- poster (Hanging Out at the Mall, Quantities)
- Vocabulary card (*calculator*)
- small calculator
- plastic bag

Teach

- approx. 2,000 popcorn seeds (1 cup)
- 2 plastic bags
- rubber stamps
- calculator
- Numeral cards
- Symbols and Operations pics (CD)

Introduce and Connect

A. EXPLORE POSTER: Hanging Out at the Mall, Quantities

Show/give student(s) Concrete Connections: Place *calculator* in bag. Label "*calculator*."

Model adding two sets of amounts of estimated thousand(s) from poster. Direct students to **point** to an amount of 1,000 or more from poster.

B. SHOW & TELL

Ask, "What do you know about thousands and adding and subtracting with the calculator?" Students **tell** what they **see** on the poster and what they know. Write student comments on Number Notes poster with numbers, math symbols, words, pic-symbols, objects. Use past student work or items from home when possible. *Note: Objects or pictures can be fastened to the Number Notes poster.*

C. VOCABULARY: *calculator*

Show "*calculator*" Vocabulary card.

Say, "This says *calculator*. **Read** it."

Students **say**, "*calculator*" three times.

Calculator is a tool for solving math problems.

P Hanging Out at the Mall



Sensing Math

- **Say** together: "When you use the *calculator*, start over here. To the left, to the left. Repeat."
- Students **find** four numbers each, buried in popcorn seeds or cotton balls. Students **place** them in 4-digit numbers and add them with a calculator.

Level Guide

1 Level = Severe

2 Level = Moderate

3 Level = Mild

Teach

A. VISIBLE THINKING

Use two bags of popcorn seeds and pic-symbols to show what you are thinking. Write vertical green line to left of number for starting point. Demonstrate each CSA level twice.

C

Place two bags of popcorn seeds on table. Label each 1,000. Write “1,000 + 1,000 = ____.” Count to 2,000 by thousands. Repeat for 2,000 - 1,000.

S

Show two sets of about 1,000 books on shelves in library. Write “1,000 + 1,000 = ____.” Show green line on left. Enter in calculator and write answer. Label answer “books.” Repeat for 2,000 - 1,000 = ____.

A

Write equations for “1,000 + 1,000 = ____” and “2,000 - 1,000 = ____.” Show green line on left. Enter each equation in calculator. Write answer to each equation.

B. TRY IT: Skill Drill Worksheet

Students adding and subtracting amounts from 1,000 to 9,999 with calculator.

Problem Solving

A. DEMO: Problem Solving Steps poster

The managers of two restaurants had a contest to see who could sell more french fries in two days. The first day, Mike’s restaurant sold 1,375 and the second day, 1,625. How many did Mike sell in two days? Place calculator.

B. SOLVE IT

Mike’s restaurant sold 3,000 fries. Dama’s restaurant sold 2,375. How many more french fries did Mike sell? Place calculator on table. Draw green vertical line on left of number.

1
Level

Point to green line and 3. Show three choices (-, 3, 3) Ask, “Which number is first?” Students **choose** 3 and **enter** in calculator. Repeat for remaining numbers and symbols. Show amount on calculator window. Ask, “How many?” Students **choose** stamps to match and **record**.

2
Level

Say, “**Write** equation.” Students **write** $3,000 - 2,375 = \underline{\quad}$. Call attention to green line and operation. Students **enter** equation in calculator and **record**.

3
Level

Students **write** equation and uses calculator to solve the problems. Students **record** on worksheet.

C. TRY MORE: Problem Solving Worksheet

Students solve 4-digit problems with calculator.

Close

A. SHOW ME, SHOW OTHERS: I Learned...

Review what students have learned. Ask students to demonstrate skill, share their worksheets or read their Number Notes. It is essential that students have a meaningful way to communicate what they have learned.

B. NUMBER NOTES

Model writing vocabulary “*calculator*” on Teacher Number Notes. Students **write** “*calculator*” in Number Notes using numbers, math symbols, words, pic-symbols, or objects. Option: Place math pics on Number Notes page and circle or stamp the pic-symbols that represent what you have learned.

Follow Up

OBJECTIVE: Student will add and subtract 4-digit numbers with a calculator.



Real Life Problem Solving

CLASSROOM: **Show** the difference between 4-digit numbers and 4-digit numbers as money amounts. Show the decimal point and how to read dollar amounts to the left of the decimal point and how to enter them in the calculator.

CALENDAR: There are 600 months in 50 years. How many months in 100 years? (Add $600 + 600$) How many months in 200 years? (Add $1,200 + 1,200$).

COMMON: Visit the custodian. **Ask** the custodian how many boxes are delivered to the school in a week. Ask about supplies used in the school and the amounts that are used. **Take** pictures with amounts listed on the boxes for display in the classroom. **Add** these amounts in the classroom, e.g., add boxes paper towels or straws.



Workstations

MATERIALS / PREPARATION

Record equations on Step-by-Step, one number and operation per step. Place calculator on table. Fasten equation answers on cubes. Option: calculator software.

1
Level

Students partner with a peer to **add** equations. Students give equations with Step-by-Step while partner operates calculator. Partner shows answer on calculator window and student locates matching answer on cube and moves to equation.

2
Level

Students **complete** 10 addition and subtraction equations with a calculator and **matches** answers to the equations.

3
Level

Students **complete** 15 addition and subtraction equations with the calculator and **write** the answer. Students use inverse operation to check the answer, given the equation.



Games

A. VOCABULARY: Spinning for Calculator

MATERIALS / PREPARATION

Place Hanging Out at the Mall game board on table. Place pic-symbols (*calculator*, blanks) on All-Turn-It spinner. Give each student a pawn.

GAME DIRECTIONS

Player **spins** All-Turn-It. If player spins “*calculator*,” he/she **reads** it and **moves** pawn to next space. If player spins a blank, he/she loses a turn. Player to reach the end of the board first wins.

B. SKILL: Number Stand-Off

MATERIALS / PREPARATION

Place 4-in-a Row game board (two copies per team) on table. Write numerals 0-9 on sticky notes and place on All-Turn-It spinner. Split into teams.

GAME DIRECTIONS

Player **spins**. Team **places** number on game board. Continue play. When teams fill both game boards, they can **move** numbers to best location for maximum amount. When finished, each team **adds** their numbers on the *calculator*. Team with the most wins. Option: Subtract the amounts.