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Teacher's Toolkit CD

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REVIEWS Answer Key
Teacher's Visual Packet (reduced size for use with individual student or small groups of students)

Sample Lesson

The correlated Worktext pages and Reviews pages are listed at the top of each lesson.

Objectives point out the skills to teach in the lesson.

Materials list items to collect or prepare ahead of time.

Notes contain helpful information for the teacher. They include the location of the Enrichment pages, Reteaching pages, and Fact Reviews on the Teacher's Toolkit CD.

Practice and Review provides activities for practicing skills—such as counting and fact memorization—and for reviewing concepts.

Introduce the Lesson broadens the student's knowledge and interest in the "Homes Around the World" theme or initiates a discussion to cultivate biblical principles.

LESSON **Worktext** **Correlated Math Reviews**
 page 124–26 page 121–22

Objectives

- Demonstrate an understanding of hundreds, tens, and ones
- Identify the number of hundreds, tens, and ones in a 3-digit number
- Recognize and make 3-digit numbers
- Count by 100s to 1,000

Teacher Materials

- Chart 2, Our Thousand
- Fact Family Flashcards: 5-5-10, 1-8-9, and previously memorized fact families
- Place Value Kit: 10 hundredths, 20 tens, 9 ones
- Place Value Mat (Chart 4) (C4-8)
- A Bible

Student Materials

- Fact Family Flashcards: 5-5-10, 1-8-9
- Place Value Kit: 10 hundredths, 20 tens, 9 ones
- Tens/Ones Mat
- Hundreds Mat

Notes

The Tens/Ones Mat and the Hundreds Mat may be taped together to form the Place Value Mat. Or you may leave the mats separate and direct the students to place them in the correct position for each lesson. These mats will be referred to as the Place Value Mat in future lessons.

Rather than using your Place Value Kit with a dozen Place Value frames, you may prefer to demonstrate the problems in this chapter on an overhead projector, using base ten blocks and the Place Value Place Transparency (Appendix page A62).

If you do not have enough students for the first teaching activity, you may choose to use 10 index cards with 10 paper clips attached to each card or 20 beads of 50 Centrite Cakes each.

Preview the Reteaching pages 29–34 and the Enrichment pages 33–38 located on the Teacher's Toolkit CD.

Practice and Review

Tell and write time to the 3-minute interval

- Display the demonstration clock.
- While counting intervals and tell about each number on the clock.
- Lead in counting by 5s as you point to each number on the clock.
- Set the demonstration clock for 1:15.
- When time is 1:20, ask students after 1, quarter after 1, or 1:25.
- Select a volunteer to write 1:15 for display.
- Continue the activity; set the clock for these times: 5:40, 7:05, 10:20, 8:55.

Memorize fact families: 5-5-10 and 1-8-9

- Display your Fact Family Flashcards 5-5-10 and 1-8-9. Call on students to give the fact family equations.
 $5 + 5 = 10$ $10 - 5 = 5$
 $1 + 8 = 9$ $8 + 1 = 9$ $9 - 1 = 8$ $9 - 8 = 1$
- Use the Fact Family Flashcards included in this lesson and in previous lessons to review addition and subtraction.

facts. Distribute Fact Family Flashcards 5-5-10 and 1-8-9 to each student to study.

Introduce the Lesson

- Direct attention to the picture on Worktext page 124. Read aloud the theme story on page 129 of the Chapter 8 Overview.
 - Why wouldn't Daddy help when the wheels all crossed? They were too heavy.
- Read aloud Galatians 6:2. Explain that some problems are too "heavy" or difficult for one person to handle alone and that God wants us always to be watching for ways that we can serve, help, and pray for others. (BIB: 2a Servanthood)

Teach for Understanding

- Demonstrate an understanding of a hundred**
- Call 5 students to the front of the room. Instruct 1 student to hold up his hands with his fingers extended.
 - How many fingers do you see? 10
 - Direct all 5 students to hold their hands up with their fingers extended. Point to each pair of hands as you lead in counting all the fingers by 10s: 10, 20, 30, ..., 100.
 - How many fingers are there altogether? 100
 - How many sets of 10 make 100? 10
 - Call 5 more students to the front, directing them to hold up their hands with their fingers extended. Lead in counting all the fingers by 10s: 10, 20, 30, ..., 150.
 - How many fingers are there altogether? 150
 - How many sets of 10 make 150? 15
 - Remind the students that there are 10 ones in a set of 10 and there are 10 tens in a set of 100.

- Demonstrate an understanding of hundreds, tens, and ones**
- Distribute the Place Value Mats and the Place Value Kits.
 - Place a 100 cube above the hundreds column, a 10 rod in the tens column, and a 1 unit cube below the ones column.
 - Direct the students to place 10 Ten strips on 1 Hundred square. Explain that just as there are special places to show the ones and tens in a number, there is also a special place to show the ones, hundreds, tens, and ones in a number.
 - Display 2 hundredths, 3 tens, and 5 ones in a Place Value frame. Direct the students to do the same on their mats.
 - How many hundreds are there? 2
 - Write 2 hundred below the Hundreds section.
 - How many tens are there? 3
 - Write 3 tens below the Tens section.
 - How many ones are there? 5
 - Write 5 ones below the Ones section.
 - What number is 2 hundreds + 3 tens + 5 ones? 235
 - Write 235 for display. Lead the students in reading the number aloud: two hundred thirty-five.

Chapter 8: Place Value—Three-Digit Numbers

Encourage a Christian worldview by teaching biblical principles using Scripture, Bible Action Truths, and Bible Promises. Appendix pages A3–A5 provide explanations of Bible Action Truths and Bible Promises.

Teach for Understanding and Check for Understanding provide effective procedures for explaining math concepts, using manipulatives, and encouraging problem solving.

