



Makes Maths Fun

Level 4

WHOLE NUMBER

Bloomsmath is a comprehensive mathematics program which provides a fun way for every student to be learning to the best of their ability.

By Rachel McCann (B.Teach; B.Ed Hons; M.ED (Special Ed.))

Whole Number

Level 4 is designed for students in their fourth year at school often called Year 3. Student will count, order, read and represent numbers up to 4 digits.

Knowledge: Students will complete a cross-number puzzle using numbers up to 4 digits in words and numbers.



Students who demonstrate proficiency in this activity move on to Comprehension.



Students stop here as they require additional teacher support to master this activity.

Comprehension: Students will use a calculator to write words and order these in terms of their numerical value.



Students who demonstrate proficiency in this activity move on to Application.



Students stop here if time has run out or they require additional support with this activity.

Application: Students will complete numerical computations to spell words.



Students who demonstrate proficiency in this activity move on to Analysis.



Students stop here if time has run out or they require additional support with this activity.

Analysis: Students will create their own questions to produce word answers.



Students who demonstrate proficiency in this activity move on to Synthesis.



Students stop here if time has run out or they require additional support with this activity.

Synthesis: Students will suggest numerous methods for creating a given number.

Evaluation: Suggested questions provide a starting point for discussions related to Whole Number.



Students may complete more or fewer activities for each learning outcome depending on the time allocated and their strength in the area being covered.

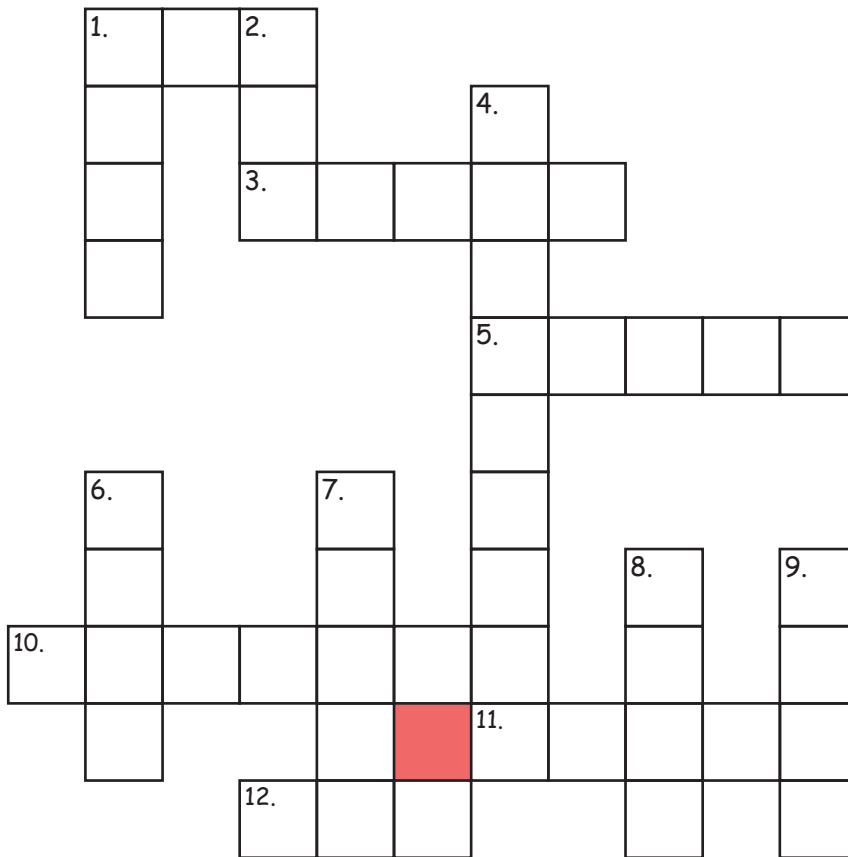


All students should participate in the Evaluation discussion to encourage the use of mathematical language, logical reasoning and reflection on that which they have completed.

Name: _____

Knowledge

Solve each question to complete the number cross-word puzzle below.



Down

1. In 4,568 the 5 is in the _____ column.
2. In 8,137 the number in hundreds column is _____.
4. In 2,016 the 2 is in the _____ column.
6. In 1,789 there are _____ digits.
7. In 7,328 the number in the hundreds column in _____.
8. In 3, 825 the number in the units column is _____.
9. In 5,492 the number in the tens column is _____.

Across

1. In the number 24 there are only _____ digits.
3. In the number 2684 the largest digit is an _____.
5. In the number 3 there is only a _____ column.
10. In the number 6,190 the 1 represents one _____.
11. In the number 7,019 there are _____ thousands.
12. In the number 1,042 there are _____ hundreds and 42 units.



Let's Try This Again



Progress To Comprehension

Name: _____

Comprehension

1. Order these numbers from smallest to largest
2. Type each number into your calculator and turn the calculator upside down to see what it spells and order the words/numbers alphabetically.

5508	3045	3080
57108	35380	38076
58078	8075	35006
07734	32135	

Numerical Order

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

Alphabetical Order

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

Whole Number - Level 4 - Student will count, order, read & represent numbers up to 4 digits.

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation



Let's Try This Again



Progress To Application

Name: _____



Application

Use a calculator to solve each problem below and find the answer to each clue.

CREATIVE CALCULATIONS

	Calculation	Numerical Answer	Clue	Word
1	$33624 \div 6$		A greedy or pig-like person.	
2	$224 \times 25 + 7$		Record of a ship's speed.	
3	$3000 + 720 - 15$		The underside of the foot.	
4	$1127 \times 3 \times 15$		A tower used for storing grain.	
5	$80 \times 90 - 95$		Top layer of the earth's surface.	
6	$2000 \times 230 + 55 \times 25$		A vehicle used over snow.	
7	$73 \times 100 + 170 \div 5$		The handle end of a violin bow.	
8	$16911 \div 3$		A limb of an animal for support.	
9	$300 \times 2000 - 88655$		The outer covering of eggs or nuts.	
10	$700 + 9 \times 9 - 10$		To be not healthy or sick.	
11	$1811 + 1234$		A hard covering for a human foot.	
12	$1000 \div 2 + 14$		The opposite of hers.	
13	$12345 + 23546 - 465$		Water birds like a swan or duck.	
14	$100 \times 55 + 7$		The act of losing or failing.	
15	$57 \times 500 \times 2 + 369 \times 2$		Metal cup-shaped instruments.	
16	$5787 \div 3 \times 4$		Breathing organ of water animals.	
17	$26 \times 25 - 12$		To ask for charity.	
18	$80 \times 68 - 102$		The animal kept by apiarists.	
19	$160 \times 25 - 1184 \div 4$		A hollowed place in something solid.	
20	$3210 + 123 + 19 \times 9$		A tube for watering the garden.	

Spare Working Space

Whole Number - Level 4 - Student will count, order, read & represent numbers up to 4 digits.

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation



Let's Try This Again



Progress To Analysis

Name: _____

Analysis

Create an equation for each number below and write a clue for the word it creates.

Number	Equation	Clue
5508		
57108		
58078		
07734		
3045		
35380		
8075		
32135		
3080		
38076		
35006		

Whole Number - Level 4 - Student will count, order, read & represent numbers up to 4 digits.

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation



Let's Try This Again



Progress To Synthesis

Name: _____

Synthesis

Suggest 10 equations which result in each number below.

I.e. $25 = 5 \times 5$; $20 + 5$; $3 \times 10 - 5$; $10 \times 2 + 5$; $4 \times 5 + 5$; $4 \times 7 - 3$; etc.

3080

5508

8075

32135

58078

Whole Number - Level 4 - Student will count, order, read & represent numbers up to 4 digits.



Let's Try This Again



Progress To Evaluation

Evaluation

The following questions and activities are provided as a starting point for fun discussions related to Whole Number. During these conversations students will have an opportunity to use appropriate mathematical language in its correct context, to engage in reflection on the Whole Number activities they have completed and to use logical reasoning to tie their inclass mathematics to its everyday context.



We have all heard of megabytes and gigabytes for software but how big is a petabyte?



Write 10^{15} for a petabyte and then break it into parts such as a billion, million etc.



In America and Britain there are different numbers that represent 1 trillion and 1 billion. In the American system one billion is 1,000,000,000 and a trillion is 1,000,000,000,000 so one trillion is one thousand times one billion. In the British system one billion is 1,000,000,000,000 and one trillion is 1,000,000,000,000,000 so one trillion is one million times one billion. Why might this be?



Would you prefer to be an English billionaire or an American billionaire why? Don't forget about currency conversion.



Did you know that numbers are like shapes and they follow the Latin naming convention. See if you can write the following numbers: A billion, a trillion, a quadrillion, a quintillion, a sextillion, a septillion, an octillion, a nonillion and a decillion.



What will come after Decillion?



BLOOMSMATH

Makes Maths Fun

If you enjoyed this strand of the Level 4 Bloomsmath program please let me know by rating this product



on TeachersPayTeachers.

While you're there why not check out some of the other amazing products I have in my store to make your teaching life easier.