

# Guided Math: Unit 1, Lesson 5

## Essential Question

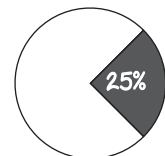
How can students decompose numbers in more than one way?

## Lesson Objective

Students will demonstrate how to decompose numbers in more than one way.

## Whole-Group Lesson

Write the number 14,500 on the board. Ask students to draw the number of hundreds it would take to represent the number. Review from the previous day as needed. Allow students to talk with a partner to answer the question. Then have them work together to complete the Naming Numbers blackline master.



## Lesson Discussion Questions

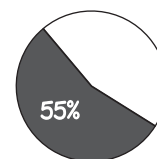
How can you represent numbers in other ways? What strategies can you use to find out how to represent numbers?

## Materials

- Naming Numbers blackline master
- Place Value Cubes
- Base Ten Blocks
- Whiteboards
- Dry-erase markers and erasers

## Small-Group Lesson

In a small group, work with students to represent numbers using different place values by rolling Place Value Cubes. Then have students model with Base Ten Blocks or draw on their whiteboards to represent the number using a different place value.



## Remediate

Start at the thousands or ten thousands place and work up. Make sure students are modeling numbers using Base Ten Blocks or drawings.

## On Level

Model, monitor, and assist as needed. Allow students to work with a partner.

## Enrich

Allow students to come up with their own numbers and check a partner's representation. Encourage students to represent the number in more than one way.

# Naming Numbers

Cut on the dotted line and glue the chart into your Math Journal. Use place value and Base Ten Blocks to name each number in different ways.

**Example:** 10,000 can be shown as 10,000 ones, 1,000 tens, 100 hundreds, or 10 thousands.

	Thousands	Hundreds	Tens	Ones
43,000				
29,000				
56,000				
19,000				
31,000				