

Go Four It! Teacher Version

Suggested Pre-requisite Children must have prior knowledge of reading and writing three-digit numbers.	Grade Range 2
<p style="text-align: center;">Concepts Covered</p> <ul style="list-style-type: none"> • Understand and demonstrate how to read a four-digit number. • Understand and demonstrate how to write a four-digit number. • Recognize, identify, and name the place of each digit when reading and/or writing a four-digit number. • Recognize, identify, and name the actual value of each digit when reading and/or writing a four-digit number. 	<p style="text-align: center;">Materials Needed</p> <ul style="list-style-type: none"> • Thousands Cube • 48 Four-Digit Number Cards • Bag • 12 Cards containing a Four-Digit Number (per pair) • 2 Blank Pieces of Paper • Four Dice (per small group of four) • Student Worksheet #1 • Student Worksheet #2
Activity structure Pairs	Time Needed Two sessions of 30–40 minutes each
<p>Summary Children will apply what they have learned about reading and writing three-digit numbers and demonstrate how to read and write four-digit numbers.</p>	

Introducing the Concept

- Review how to read three-digit numbers. Write a three-digit number on the blackboard. (Example: 582) Ask a child to read it out loud to the class. Discuss the number of hundreds (5 hundreds), number of tens (8 tens), and the number of ones (2 ones) that make up the number. Discuss the value of each digit (500, 80, and 2).
- Review how to write three-digit numbers. Draw a base ten block model that represents a three-digit number on the blackboard. Example: 4 flats, 7 rods, and 3 cubes (473). Ask a child to write and read the three-digit number on the blackboard. Discuss the number of hundreds, number of tens, and the number of ones that make up the number. Discuss the value of each digit.
- Introduce the thousands cube. Explain that the thousands cube equals 10 flats (hundreds), 100 rods (tens), and 1000 cubes (ones).
- Have children read four-digit numbers. Make four columns on the blackboard. Label each column thousands, hundreds, tens, and ones. Write a one-digit number in each of the columns to create a four-digit number. Remind children when they read and write a multiple digit number, they start with the largest place value on the left and finish with the smallest place value on the right. Have

children count the actual value of each digit starting in the thousands place. Write the number in expanded form underneath each column. Example: $3000 + 500 + 20 + 9$. Model how to read the number pointing to each column as you read.

- Repeat with other four-digit numbers.
- Have children act out creating four-digit numbers. Invite four children to stand next to one another in front of the class. Give each child a large number card to hold from 0–9. Model how to read the four-digit number by holding your hand over each child’s head as you read from left to right. Ask children to change places to form a new four-digit number. Have children read the new number. Repeat with other groups of four children. Note: If a child holding a 0 number card moves to the thousands place, explain that the 0 represents 0 thousands.
- Have children write four-digit numbers. Draw a place value chart labeled ones, tens, hundreds, and thousands on the blackboard. Draw 4 circles in the thousands place, 6 circles in the hundreds place, 3 circles in the tens place, and 5 circles in the ones place (4,635). Ask children to tell you the digit shown in each column and the place of that digit. Example: 4 in the thousands place. Discuss the actual value of each digit. Starting with the thousands place, model how to write the four-digit number by writing each digit underneath each group of circles. Explain that the comma always comes before the last three digits.
- Repeat with other four-digit numbers.
- Explain how to read and write a four-digit number with a “0” in the hundreds, tens, and ones place.
- Give groups of four children four dice and a blank sheet of paper. Have each child in the group roll a die. Each child reads the one-digit number he/she rolled. Children work together and write as many four-digit numbers they can using the four numbers rolled. Children share their numbers with the class.
- Say a four-digit number out loud to the class. Repeat the number several times. Children write the number on a marker board or a blank piece of paper. Model how to write the correct number on the blackboard. Explain the number of hundreds, tens, and ones and the value of each. Repeat with other numbers.

Developing the Concept

Day 1: (Reading Numbers)

- Divide children into pairs.
- Give each pair the attached four-digit number cards.
- Children shuffle the cards and place them face down on the desk.
- Each child picks seven cards and holds them so his/her partner cannot see them.
- Child #1 asks child #2 if he/she has one of the four-digit numbers. If child #2 has the four-digit number, he/she gives it to child #1 to make a pair. If child #1 makes a pair, he/she places the pair aside and continues to ask child #2.
- If child # 2 does not have the four-digit number, he/she says “Go Four It.”
- Child #1 then picks up a card from the pile of cards on the desk. If child #1 makes another pair, he/she keeps asking child #2. If child #1 doesn’t make another pair, the game continues with child #2 repeating the previous steps.

- When a child runs out of cards, the game is over. The child with the most pairs of cards at the end of the game wins!
- Children complete student worksheet #1. Children read the place value clues and write the four-digit number. Children read the four-digit numbers to their partner.

Day 2: (Writing Numbers)

- Divide children into pairs.
- Give each pair a bag containing 12 four-digit number cards.
- One child pulls a number card out of the bag so the other child cannot see it.
- He/she reads the number to the other child.
- The other child writes the four-digit number on student worksheet #2.
- Children check the written number to the number on the card.
- Children then switch roles.
- Children repeat until the student worksheet is completed. (*Answers will vary.*)

Check for Understanding

- Write a four-digit number on the blackboard. Have children read the number out loud.
- Say a four-digit number out loud. Have children write the number.

Extension

- Write a four-digit number using number words on the blackboard (Example: seven thousand two hundred forty-seven). Have children write the numeral that represents the number words on their marker boards.
- Children use five-and six-digit numbers with the activities above.

Flexible Rubric

Student Name _____

Category	3 Exceeded Objective	2 Met Objective	1 Did Not Meet Objective	0 Did Not Attempt
Demonstrates knowledge of reading four-digit numbers.				
Demonstrates knowledge of writing four-digit numbers.				
Verbal Explanation				
Use of Classroom Materials				

Go Four It Cards

5,276	2,941	8,755	6,036
4,444	3,219	7,000	4,930
3,500	5,024	2,649	8,281
9,415	5,926	3,428	2,153
1,777	1,382	6,325	9,388
7,114	8,529	1,639	4,682

Go Four It Cards

5,276	2,941	8,755	6,036
4,444	3,219	7,000	4,930
3,500	5,024	2,649	8,281
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1,777	1,382	6,325	9,388
7,114	8,529	1,639	4,682

Name: _____

Date: _____

Go Four It!

7 Tens
2 Ones
3 Thousands
8 Hundreds

5 Hundreds
9 Tens
1 One
6 Thousands

0 Hundreds
3 Ones
7 Thousands
2 Tens

9 Thousands
4 Ones
6 Hundreds
2 Tens

Name: _____

Date: _____

Go Four It!*Answer Key*

Read the place value clues and write the four-digit number.
Read the four-digit numbers to your partner.

7 Tens
2 Ones
3 Thousands
8 Hundreds

3, 872

5 Hundreds
9 Tens
1 One
6 Thousands

6, 591

0 Hundreds
3 Ones
7 Thousands
2 Tens

7, 023

9 Thousands
4 Ones
6 Hundreds
2 Tens

9, 624

Name: _____

Date: _____

Go Four It!

Take a four-digit number out of the bag.

Read it to your partner

Your partner writes the four-digit number on the line.

Take turns.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____