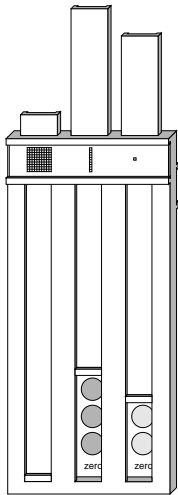


PLACE VALUE

DIVISION - CONTINUED SUBTRACTION



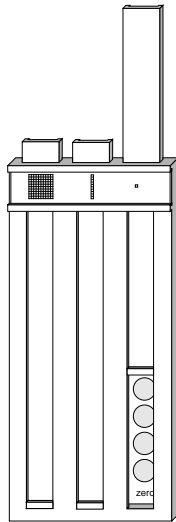
"How many eights can I take from 32?"

Students work in pairs, each with an Number Cruncher.

One student shows 32 on their Number Cruncher and progressively takes eights away while the other student tallies on their Number Cruncher the number of eights taken.

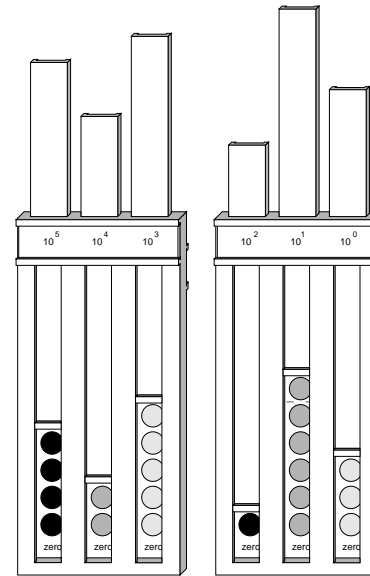
"You have shown that 32 divided by 8 equals 4."

"Find out how many twenty-fives you can take from 279."



PLACE VALUE

INDEX NOTATION



"Show the number 425 163 on the front of your Number Crunchers."

"Write the number in expanded form using index notation."

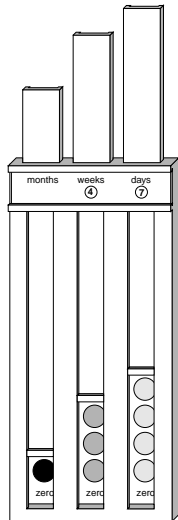
"Show this expanded number on your Number Crunchers."

$$3 \times 10^2 + 5 \times 10^5 + 7 \times 10^1 + 4 \times 10^0 + 2 \times 10^3$$

(502 374)

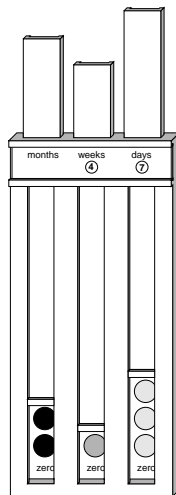
PLACE VALUE

MONTHS - WEEKS - DAYS



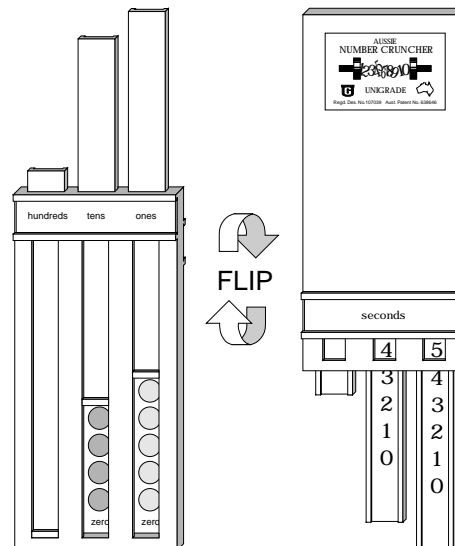
"To 1 month 3 weeks 4 days
add
1 week 6 days."
(2 months 1 week 3 days)

A good way to give students experience in bases other than ten.



PLACE VALUE

ESTIMATING SECONDS



"When I start my stop watch, start counting in seconds on the front of your Number Cruncher. Count one yellow circle for each second that passes. Don't forget to rename when you have 10 yellow circles. When I say stop, flip your Number Cruncher to show your estimate in seconds."

After comparing students estimates with the correct number of seconds:
"Who needs to count much more quickly?"
"Who needs to count a little bit more slowly?"
Graph the results to determine the range.
After practice determine the range again and compare the two results.