



KIDS COUNT

☆☆ Grades 3-4

Skills and Objectives:

- Students will read a special purpose map.
- Students will use place value to hundred thousands.
- Students will write numbers to hundred thousands.

Suggested Groupings:

Individuals, partners

Getting Started:

● Introduce the activity by discussing the importance of counting kids in the census. One misconception about the census is that kids don't count. In fact, kids need to be counted so that areas with large populations of children can get the services they need, like schools, day care centers, playgrounds, and crossing guards.

Ask students the following questions:

- What kinds of things does a place with a lot of young children need? (*Possible answers: schools, day care centers, playgrounds.*)
- How do government agencies know where these things are needed? (*Possible answer: they use census data.*)

Using the Activity Worksheets:

- Distribute copies of the Lesson 2 Activity Worksheets (pages 7 and 8) to your class.
- Before they begin working on the Activity Worksheet on page 8, make sure students understand the information on the map on page 7. Explain that it shows the 1990 population of children ages 5-9 for each state.
- Make sure students realize that they will have to refer to the map on page 7 to figure out which state's population is represented.
- You may want to review place value and the proper placement of commas with students. Suggest to students that they create place value charts to use when completing the exercises.
- Remind students to put zeros in, if necessary, to hold a place when writing numbers in digits.
- Guide students through the questions on page 8, assisting them where necessary, and reviewing the answers as a class.

Chalkboard Definition

place value: the value given to a digit based on its place within a numeral. For example, in the number 6,875, 6 is in the thousands place, 8 is in the hundreds place, 7 is in the tens place, and 5 is in the ones place.

Wrapping Up:

- Have students look at the We Count! map. Ask students to list the states that have the most people. You may also wish to provide students with a copy of the Total State Population Chart from the inside back cover.
- Have students use the following map key categories—Most, Fewer and Fewest—as a guide for coloring in their Kids Count maps. Direct students to choose 3 crayons or colored pencils and fill in the box next to each category with a single color. Then students will color in each state with the color that corresponds to the appropriate map key category.
- How do the populations shown on the We Count! map compare to the population of children ages 5-9 for each state? (*Students should notice that the states with the highest populations on the map also have the greatest number of children ages 5-9.*)

Extension Activity: Help students update the population totals for children ages 5-9 using information from the U.S. Census Bureau Web site (www.census.gov). Your class can indicate whether this population has increased, decreased, or stayed the same in each state with the symbols +, -, or =.

Answers:

- Page 8:
1. 63,518; Rhode Island.
 2. 85,065; Nevada.
 3. 211,213; Mississippi.
 4. 130,596; New Mexico.
 5. 409,773; Indiana.
 6. Answers will vary.





Name: _____

Kids **Count** (continued)

Below are some kid populations from different states. Write each number in standard form. (Hint: use what you know about **place value**.) Then use the map to find out which state has that same kid population. Circle the right state. We've done the first one for you!

1. Sixty-three thousand, five hundred eighteen 63,518

Delaware **Rhode Island** West Virginia

2. Eighty-five thousand, sixty-five _____

Missouri South Dakota Nevada

3. Two hundred eleven thousand, two hundred thirteen _____

Pennsylvania Mississippi Wyoming

4. One hundred thirty thousand, five hundred ninety-six _____

New Mexico Kentucky Michigan

5. Four hundred nine thousand, seven hundred seventy-three _____

Oregon Indiana Georgia

6. Which state do you live in? _____

How many kids live in your state? _____

What digit is in the thousands place? _____

The hundreds place? _____ The ones place? _____