



KIDS COUNT



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.

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.





Chalkboard Definition

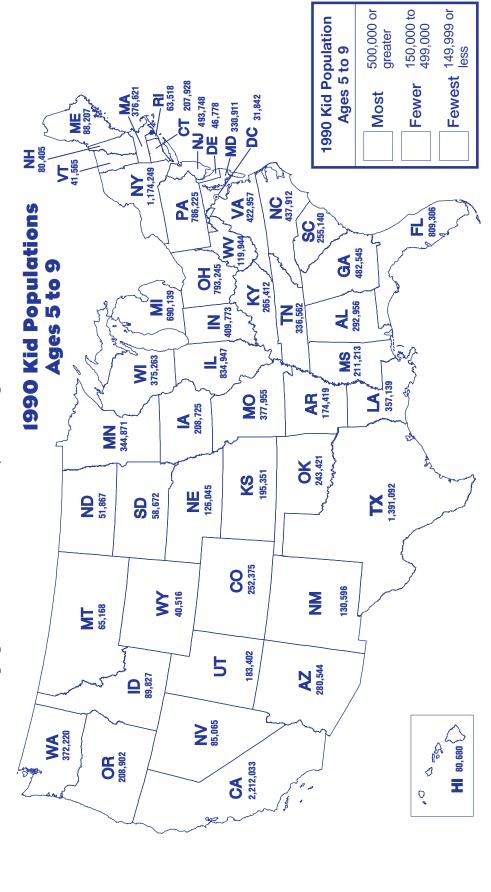
place value: the value given to a digit based on its place within a numeral. For example, in the number 6,875, 6 is in the thousands place, 8 is in the hundreds place, 7 is in the tens place, and 5 is in the ones place.



Name:

Kids Count

AK 51,508 Everyone counts in the census. Even kids! This map shows kid populations, or how many kids (ages 5 to 9) live in each state.





Lesson 2 Activity Worksheet (continued)

Name:

Kids Count (continued)

		Kids Count	(continued)		
in m	standard form. (Hi	id populations from dent: use what you know he state has that same be first one for you!	v about <mark>place val</mark> t	ie.) Then use the	
1.	Sixty-three thousa	teen	63,518		
	Delaware	Rhode Island	West Virginia		
2.	Eighty-five thousa	and, sixty-five			
	Missouri	South Dakota	Nevada		
3. Two hundred eleven thousand, two hundred thirteen					
	Pennsylvania	Mississippi	Wyoming		
4.	One hundred thirt				
	New Mexico	Kentucky	Michigan		
5.	Four hundred nine	e thousand, seven hunc	lred 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	re? T	he ones place?		