

Math 4

1-1 Place Value of Whole Numbers

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| --- | --- | --- | --- |
| **Name:** |  | **Date:** |  |

|  |  |
| --- | --- |
| **Common Core Standards** | [CCSS.MATH.CONTENT.4.NBT.1](http://www.corestandards.org/Math/Content/4/NBT/A/1/)Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division*. |

1-1 Place Value of Whole Numbers

**Place Value**

Identify:

What is the place value of the 2?

642,517

Answer: The 2 is in the thousands place.

**Place Value of Whole Numbers**

Situation:

Kayla has 99 dollars and her grandmother gives her 1 more dollar for her birthday.











Write how many dollars she has total:

**\_, \_\_\_, \_\_\_**

**$**

**Tens**

**Ten Thousands**

**Hundred thousands**

**Thousands**

**Hundreds**

**Millions**

**Ones**

When she writes out her new total to what place value will her number go?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part A: How many tens do you need to make a thousand?

10 tens = 1 hundred

10 hundred = 1 thousand

1 thousand = 10 hundred = how many tens?

1000 ÷ 10 = \_\_\_\_\_\_\_\_\_\_\_

Part B: Look at the zeros to find the answer.

Example 1) 50 x 20 = 1,000 because 5 x 2 = 10 and then you add the two zeros that you were left with.

Example 2) 300 ÷ 50 = 60 because 30 ÷ 5 = 6 and you’re left with one extra zero to add onto the answer.

|  |  |  |
| --- | --- | --- |
| 1. How many is 10 one hundreds?
 | 100 x 100 |   |
| 1. How many is 30 one thousands?
 | 30 x 1,000 |  |
| 1. How many 100s are in a hundred thousand?
 | 100,000 ÷ 100 |  |

Part C: Task Cards

Match the pink card to the blue card with the correct matching phrase of the given numerical expressions.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|

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| --- |
| **1.** |
| $$308$$ |

 |  |

|  |
| --- |
| **a.** |
| 3,000 |

 |
|  |  |  |
|

|  |
| --- |
| **2.** |
| $$ 900÷30$$ |

 |  |

|  |
| --- |
| **b.** |
| 400 |

 |

|  |
| --- |
| **3.** |
| $$10 x 900$$ |

|  |
| --- |
| **c.** |
| 16,000  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| **4.** |
| $$800 x 20$$ |

 |  |

|  |
| --- |
| **d.** |
| 186 hundreds |

 |
|  |  |  |
|

|  |
| --- |
| **5.** |
| $$18,600$$ |

 |  |

|  |
| --- |
| **e.** |
| 9,000 |

 |

|  |
| --- |
| **6.** |
| $$1,200 ÷30$$ |

|  |
| --- |
| **f.** |
| 308 ones |

|  |  |
| --- | --- |
|  | **ANSWER KEY** |
|  | **Situation 1** | **$ 100 -****One hundreds place** |
|  | **Part A:** | **100** |
|  | **Part B:** |  |
|  | **1.**  | **10,000** |
|  | **2.** | **30,000** |
|  | **3.** | **1,000** |
|  | **Part C:****Task Cards** |  |
|  | **1.**  | **f.** |
|  | **2.** | **a.** |
|  | **3.** | **e.**  |
|  | **4.** | **c.**  |
|  | **5.**  | **d.**  |
|  | **6.** | **b.** |