

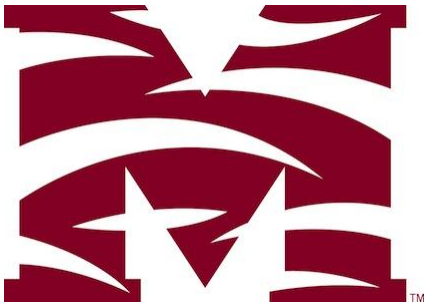


Name \_\_\_\_\_

## 4<sup>th</sup> Grade Math Remote Learning Packet

### Week 1

September 21<sup>st</sup> – September 25<sup>th</sup>



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Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

## Connect while at Home!

Subscribe to my YouTube Channel to catch up with previously taught lessons or refer back to ELA concepts if you are to need additional assistance.



Look up by the name of the channel	→	Melissa Lewis
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or

With your cell phone open up the camera and focus on the QR code. It will take you to my YouTube channel!	→	
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Date	Lesson	LEQ/Objective	Pages
9/21/2020	Lesson 1	LEQ: how do digit values change as they are moved around in larger numbers? Objective: I can interpret a multiplication equation as a comparison	4-9
9/22/2020	Lesson 2	LEQ: how do digit values change as they are moved around in larger numbers? Objective: I can recognize that the value of a digit is 10x as great when moved from right to left	10-16
9/23/2020	Lesson 3	LEQ: how do digit values change as they are moved around in larger numbers? Objective: I can name numbers within 1 million by understanding the placement of commas	17-25
9/24/2020	Lesson 4	LEQ: how do digit values change as they are moved around in larger numbers? Objective: I can read and write multi-digit numbers with number names and in expanded form	26-33
9/25/2020	Lesson 5	LEQ: How can I use place value to help compare various numbers. Objective: I can compare multi-digit numbers based of the value of a digit using the <, >, =	34-39



- Please do not separate either packet.
- Please do not remove any pages from either packet.
- Please return both packets completed on the date in which you will pick up the next set of packets.

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Date: Sept. 21, 2020

BCCS-B

Howard Morehouse Hampton

**Learning Target:** How do digit values change as they are moved around in larger numbers?

**Objective:** I can interpret a multiplication equation as a comparison.

**Do now:** Ben has a rectangular space that is 9 meters long and 6 meters wide. He wants a fence that will go around it. How many meters of fencing will he need to go around the space?

*\*hint: when finding the length of something that needs to go around a space this is called perimeter. To find perimeter we add the length of all the sides together.*

Show your work in the space provided below.

### Input

**Place Value Chart**

Millions			Thousands			Ones		
Hundred million	Ten million	One million	Hundred thousand	Ten thousand	One thousand	Hundreds	Tens	Ones
1	2	3,	4	5	6,	7	8	9

The chart to the left is an example of a place value chart from ones to thousands. We will be working with all of these place values this school year!

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### Input

**Problem 1:** 1 ten is 10 times as much as 1 one

<i>Th.</i>	<i>Hunds.</i>	<i>Tens</i>	<i>Ones</i>
			●

**Problem 2:** One hundred is 10x as much as 1 ten.

<i>Th.</i>	<i>Hunds.</i>	<i>Tens</i>	<i>Ones</i>
		●	

**Problem 3:** Model 10x as much when there is more than 1 unit.

<i>Th.</i>	<i>Hunds.</i>	<i>Tens</i>	<i>Ones</i>
			● ●

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**CFU**

**Problem 1**

Directions: model 3 ones in the place value chart provided and then show 10x as much as 3 ones. Fill in the blanks within the equation.

$10 \times 3 \text{ ones} = \underline{\quad} \text{ ones} = \underline{\quad} \text{ tens}$

Thousands	Hundreds	Tens	ones

**Problem 2**

Directions: Models 4 hundreds in the place value chart provided and then show 10x as much as 4 hundreds. Fill in the blanks within the equation.

$4 \text{ hundreds} \times 10 = \underline{\quad}$

Thousands	Hundreds	Tens	ones

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**Application Problem**

Jane saved \$80. Her sister has 10x as much money. How much money does Jane's sister have? Use numbers or words to explain how you got your answer.

Thousands	Hundreds	Tens	ones

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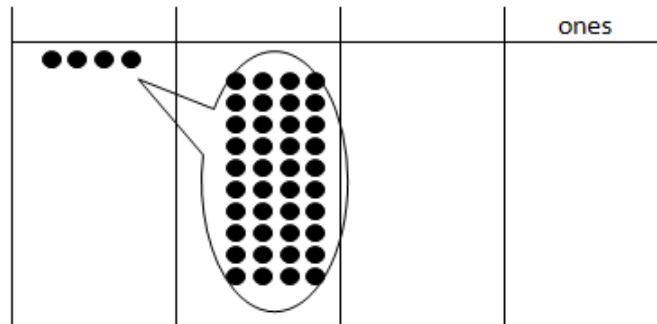
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### Exit Ticket

Directions: Using the disks in the place value chart below to complete the following problems.

1. Finish labeling the headings.



2. \_\_\_tens x 10= \_\_\_\_\_ hundreds

3. Write a statement about this place value chart using the phrase 10 times as much. \_\_\_\_\_

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### Homework

1. Label the place value charts. Fill in the blanks to make the following equations true. Draw disks in the place value chart to show how you got your answer, using arrows to show any regrouping.

a.  $10 \times 4 \text{ ones} = \underline{\hspace{2cm}} \text{ ones} = \underline{\hspace{2cm}}$

--	--	--	--

b.  $10 \times 2 \text{ tens} = \underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}}$

--	--	--	--

c.  $5 \text{ hundreds} \times 10 = \underline{\hspace{2cm}} \text{ hundreds} = \underline{\hspace{2cm}}$

--	--	--	--



Name: \_\_\_\_\_

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**Learning Target:** How do digit values change as they are around in larger numbers?

**Objective:** I can recognize that the value of a digit is 10x as great when moved from right to left.

### Do Now

Amy is baking muffins. Each baking tray can hold 6 muffins. If Amy bakes 4 trays of muffins, how many muffins will she have in all?

Show your work in the space provided below.

### Input

Yesterday we practiced how to show 10x as much by using a place value chart and also how to relate that to a multiplication sentence.

For example:

Th.	Hunds.	Tens	Ones
	● ●		

In this chart there are 2 units, these units are 2 hundreds. If I add 9 more discs to each of the hundreds, now I have 20 hundreds. I can bundle my hundreds and change it to 2 thousands. Let's do that now!

We can say: 2 thousands is **10x as much as** 2 hundreds

$$\underline{\quad\quad} \times 10 = \underline{\quad\quad}$$

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### Input

A place value chart titled "Place Value Chart" with three main columns: Millions (blue), Thousands (green), and Ones (yellow). The Millions column has three sub-columns: Hundred million, Ten million, and One million. The Thousands column has three sub-columns: Hundred thousand, Ten thousand, and One thousand. The Ones column has three sub-columns: Hundreds, Tens, and Ones. The numbers 1 through 9 are placed in the bottom row of the chart, with a comma after 3 and 6.

Millions			Thousands			Ones		
Hundred million	Ten million	One million	Hundred thousand	Ten thousand	One thousand	Hundreds	Tens	Ones
1	2	3,	4	5	6,	7	8	9

Yesterday we saw this chart. This chart shows us the places that come after the thousands place. This year we will use places up to the millions.

**Problem 1:** multiplying 2 place values by 10.

(3 tens 4 ones) x 10

Thousands	Hundreds	Tens	ones

\_\_\_\_\_ x 10 = \_\_\_\_\_

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**Input**

**Problem 2**

Ten thousands	Thousands	Hundreds	Tens	ones

10 x \_\_\_\_\_ thousand = \_\_\_\_\_ thousands = \_\_\_\_\_ ten thousand

**Problem 3**

Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	ones

10 x \_\_\_\_\_ ten thousand = \_\_\_\_\_ ten thousands = \_\_\_\_\_ one hundred thousand.

Name: \_\_\_\_\_

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**Input**

Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	ones

10 x 1 \_\_\_\_\_ hundred thousand = \_\_\_\_\_ one hundred thousands = \_\_\_\_\_ million

**CFU**

1. As you did during the lesson, label and represent the product or quotient by drawing disks on the place value chart.

a.  $10 \times 2$  thousands = \_\_\_\_\_ thousands = \_\_\_\_\_

--	--	--	--	--	--	--	--

b.  $10 \times 3$  ten thousands = \_\_\_\_\_ ten thousands = \_\_\_\_\_

--	--	--	--	--	--	--	--

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**CFU**

2. Solve for each expression by writing the solution in unit form and in standard form.

Expression	Unit form	Standard Form
$10 \times 6$ tens		
7 hundreds $\times 10$		

3. Solve for each expression by writing the solution in unit form and in standard form.

Expression	Unit form	Standard Form
$(4 \text{ tens } 3 \text{ ones}) \times 10$		
$(2 \text{ hundreds } 3 \text{ tens}) \times 10$		

**Application Problem**

Jacob saved 2 thousand dollar bills, 4 hundred dollar bills to buy a car. The car costs 10 times as much as he has saved. How much does the car cost?

Show your work in the space below. Please draw a place value chart if needed.

Name: \_\_\_\_\_

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**Exit Ticket**

1. Directions: Rewrite the equation in standard form and solve:

(4 ten thousands 6 hundreds)  $\times 10 = ?$

\_\_\_\_\_  $\times 10 =$  \_\_\_\_\_

2. The Carson family saved \$580 for a dream vacation. The cost of the vacation is 10 times as much as they have saved. How much does their dream vacation cost? Show your work below.

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### Homework

Name \_\_\_\_\_

Date \_\_\_\_\_

1. As you did during the lesson, label and represent the product or quotient by drawing disks on the place value chart.

a.  $10 \times 4$  thousands = \_\_\_\_\_ thousands = \_\_\_\_\_


b.  $4$  thousands  $\div 10$  = \_\_\_\_\_ hundreds  $\div 10$  = \_\_\_\_\_


2. Solve for each expression by writing the solution in unit form and in standard form.

Expression	Unit Form	Standard Form
$10 \times 3$ tens		
$5$ hundreds $\times 10$		
$9$ ten thousands $\div 10$		
$10 \times 7$ thousands		

Name: \_\_\_\_\_

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BCCS-B

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**Learning Target:** How do digit values change as they are around in a larger number?

**Objective:** I can name numbers within 1 million by understanding the placement of commas.

**Do Now**

**A**

Number Correct: \_\_\_\_\_

Multiply by 3

1.	$1 \times 3 =$	
2.	$3 \times 1 =$	
3.	$2 \times 3 =$	
4.	$3 \times 2 =$	
5.	$3 \times 3 =$	
6.	$4 \times 3 =$	
7.	$3 \times 4 =$	
8.	$5 \times 3 =$	
9.	$3 \times 5 =$	
10.	$6 \times 3 =$	
11.	$3 \times 6 =$	
12.	$7 \times 3 =$	
13.	$3 \times 7 =$	
14.	$8 \times 3 =$	

23.	$10 \times 3 =$	
24.	$9 \times 3 =$	
25.	$4 \times 3 =$	
26.	$8 \times 3 =$	
27.	$5 \times 3 =$	
28.	$7 \times 3 =$	
29.	$6 \times 3 =$	
30.	$3 \times 10 =$	
31.	$3 \times 5 =$	
32.	$3 \times 6 =$	
33.	$3 \times 1 =$	
34.	$3 \times 9 =$	
35.	$3 \times 4 =$	
36.	$3 \times 3 =$	



Name: \_\_\_\_\_

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**Do Now**

**B**

Number Correct: \_\_\_\_\_

Improvement: \_\_\_\_\_

Multiply by 3



1.	$3 \times 1 =$	
2.	$1 \times 3 =$	
3.	$3 \times 2 =$	
4.	$2 \times 3 =$	
5.	$3 \times 3 =$	
6.	$3 \times 4 =$	
7.	$4 \times 3 =$	
8.	$3 \times 5 =$	
9.	$5 \times 3 =$	
10.	$3 \times 6 =$	
11.	$6 \times 3 =$	
12.	$3 \times 7 =$	
13.	$7 \times 3 =$	
14.	$3 \times 8 =$	

23.	$9 \times 3 =$	
24.	$3 \times 3 =$	
25.	$8 \times 3 =$	
26.	$4 \times 3 =$	
27.	$7 \times 3 =$	
28.	$5 \times 3 =$	
29.	$6 \times 3 =$	
30.	$3 \times 5 =$	
31.	$3 \times 10 =$	
32.	$3 \times 1 =$	
33.	$3 \times 6 =$	
34.	$3 \times 4 =$	
35.	$3 \times 9 =$	
36.	$3 \times 2 =$	

Name: \_\_\_\_\_

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### Input


One pattern that I see is \_\_\_\_\_

---

Today we are going to work on placing commas in numbers so that they are easier to read and so that we can separate them by units. Below is a Tool Kit we can use for placing commas in a large number.



#### Placing Commas

1. Begin in the ones places
2. Count 3 spaces to the left
3. Place your first comma
4. Count 3 more places to the left
5. Place another comma
6. If there are more than 3 spaces/digits left in your number, count 3 more spaces and place a comma
7. If there is not more than 3 spaces/digits-no more commas are needed.

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### Input

**Problem 1:** placing commas.

# 608430325

Looking at the number above and following the tool kit on the previous page, we will begin in the ones place and count 3 spaces/digits.

The first comma will go after the \_\_\_\_\_ in the \_\_\_\_\_ place.

The second comma will go after the \_\_\_\_\_ in the \_\_\_\_\_ thousands place.

Are there any more commas needed? \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


- Label the headings of the above place value chart.
- Place the number in the chart, one digit in each place.

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### Input

Commas help reading numbers easier. Look at the number in the chart there are 3 millions places:

- \_\_\_\_\_
- \_\_\_\_\_ millions
- \_\_\_\_\_ millions

These are all millions so we can say there are \_\_\_\_\_ millions.

There are also 3 thousands places:

\_\_\_\_\_

\_\_\_\_\_ thousands

\_\_\_\_\_ thousands

There are all thousands, so we can say there are \_\_\_\_\_ thousands.

Finally we can read how many hundreds there are. When we reading the hundreds we also read the tens and ones but we do not say the unit. So we read the last part of the number as \_\_\_\_\_.

### Problem 3:

In the chart model 5 hundreds and 3 tens. Show 10x 5 hundreds and 3 tens. Now, show the same thing with digits.


Name: \_\_\_\_\_

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**Input**

Write an equation to match the process in the chart:

\_\_\_\_\_ x 10= \_\_\_\_\_

**Problem 4**

Rewrite and solve in standard form:

1 ten thousand 5 thousands 3 hundreds 9 ones x 10


\_\_\_\_\_ x 10= \_\_\_\_\_

**CFU**

1. Rewrite the following numbers including commas where appropriate:

a. 1234 \_\_\_\_\_      b. 12345 \_\_\_\_\_      c. 123456 \_\_\_\_\_

d. 1234567 \_\_\_\_\_      e. 12345678901 \_\_\_\_\_

Name: \_\_\_\_\_

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**CFU**

2. Use digits or disks on the place value chart to represent the following equations. Write the product in standard form.

a.  $10 \times 3 \text{ thousands} =$  \_\_\_\_\_

How many thousands are in the answer? \_\_\_\_\_

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

b.  $(3 \text{ ten thousands } 2 \text{ thousands}) \times 10 =$  \_\_\_\_\_

How many thousands are in the answer? \_\_\_\_\_

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

Name: \_\_\_\_\_

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### Application Problem

A large grocery store received an order of 2 thousand apples. A neighboring school received an order of 20 boxes of apples with 100 apples in each box. Use discs in the place value chart to compare the numbers that each place received. Show your work in the space below.


### Exit Ticket

1. In the spaces provided, write the following units in standard form. Be sure to place commas where appropriate.

a. 9 thousands 3 hundreds 4 ones \_\_\_\_\_

b. 6 ten thousands 2 thousands 7 hundreds 8 tens 9 ones \_\_\_\_\_

c. 1 hundred thousand 8 thousands 9 hundreds 5 tens 3 ones \_\_\_\_\_

Name: \_\_\_\_\_

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### Homework

1. Rewrite the following numbers including commas where appropriate:

a. 4321 \_\_\_\_\_ b. 54321 \_\_\_\_\_

c. 224466 \_\_\_\_\_ d. 2224466 \_\_\_\_\_

e. 10010011001 \_\_\_\_\_

2. Solve each expression. Record your answer in standard form.

Expression	Standard Form
4 tens + 6 tens	
8 hundreds + 2 hundreds	
5 thousands + 7 thousands	

3. Represent each addend with place value disks in the place value chart. Show the composition of larger units from 10 smaller units. Write the sum in standard form.

a. 2 thousands + 12 hundreds = \_\_\_\_\_

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones



Name: \_\_\_\_\_

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BCCS-B

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**Learning Target:** How do digit values change as they are moved around in larger numbers?

**Objective:** I can read and write multi-digit numbers with number names and in expanded form.

**Do Now**

There are about 41 thousand Asian elephants and about 470 thousand African elephants left in the world. About how many elephants are left in total? Use the place value chart to add and write your answer in standard form.


Expanded form: \_\_\_\_\_  
\_\_\_\_\_

Word form: \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

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**Input**

**Problem 1:** 4 digit number in expanded form

Write the number 1,708 in the place value chart. Under the digits we are going to write the value of each.


Expanded form: \_\_\_\_\_

**Problem 2:** 5 digit numbers in expanded and word form

Write the number 27,085 in the place value chart. Underneath each digit, write the value of the digits.


Expanded form: \_\_\_\_\_

Word form: \_\_\_\_\_

Name: \_\_\_\_\_

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**Input**

**Problem 3:**

Now let's try to write a number from word form back into standard form.

Two hundred seventy thousand, eight hundred fifty.

Write this number in the chart provided, write the value of each digit, and write in expanded form.


Expanded form: \_\_\_\_\_

Standard form: \_\_\_\_\_

Name: \_\_\_\_\_

Date: Sept. 24, 2020

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**Input**

**Problem 4:** expanded form to standard and word form

$$700,000+8,000+500+70+3$$

Place each digit in the correct place in the chart and now read the number you write. Write word form of the number you just read.


Word form: \_\_\_\_\_

\_\_\_\_\_

Standard form: \_\_\_\_\_

**CFU**

1. Write the following number in standard form:

Seven thousand, six hundred twenty four.

Standard form: \_\_\_\_\_

Name: \_\_\_\_\_

Date: Sept. 24, 2020

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CFU

2. a. On the place value chart below, label the units, and represent the number 90,523.

--	--	--	--	--	--	--

- b. Write the number in word form.

- c. Write the number in expanded form.

3. a. On the place value chart below, label the units, and represent the number 905,203.

--	--	--	--	--	--	--

- b. Write the number in word form.

- c. Write the number in expanded form.

Name: \_\_\_\_\_

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CFU

Complete the following chart:

Standard Form	Word Form	Expanded Form
	two thousand, four hundred eighty	
		$20,000 + 400 + 80 + 2$
	sixty-four thousand, one hundred six	

### Application Problem

Write: one hundred sixty thousand, five hundred eighty-two in expanded form.

Expanded form: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: Sept. 24, 2020

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### Exit Ticket

1. Use the place value chart below to complete the following:


- a. Label the units on the chart.
  - b. Write the number  $800,000 + 6,000 + 300 + 2$  in the place value chart.
  - c. Write the number in word form.
2. Write one hundred sixty thousand, five hundred eighty-two in expanded form.

Name: \_\_\_\_\_

Date: Sept. 24, 2020

BCCS-B

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### Homework

a. On the place value chart below, label the units, and represent the number 50,679.


b. Write the number in word form.

c. Write the number in expanded form.

Complete the following chart:

Standard Form	Word Form	Expanded Form
	five thousand, three hundred seventy	
		$50,000 + 300 + 70 + 2$
	thirty-nine thousand, seven hundred one	
309,017		



Name: \_\_\_\_\_

Date: Sept. 25, 2020

BCCS-B

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**Learning Target:** How can I use place value to compare various large numbers?

**Objective:** I can compare multi digit numbers based on the value of their digits

### Do Now

Label the place value chart to the hundred thousands place. Use each of the digits 9,8,7,3,1 and 0 once to create any 6 digit number. Write that number in word form and expanded form.


Input

**Problem 1:** comparing two numbers with the same largest unit.

3,010 ○ 2,040

These numbers have the same largest unit, what is the unit.

What is the largest unit? \_\_\_\_\_ We ONLY need to compare the digits in the thousands place.

We can simplify this problem by only comparing 3 and 2. Which is larger? \_\_\_\_\_

That tell us that 3,010 has more thousands and therefore it's larger.

This number comes first in our number sentence so we can use the > greater than

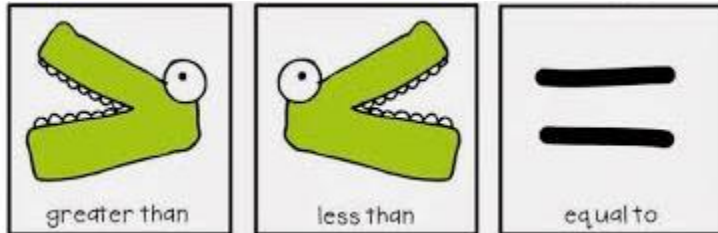
Name: \_\_\_\_\_

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### Input



Above are the 3 symbol that we use when comparing numbers.

We use the \_\_\_\_\_ than symbol when the largest number comes \_\_\_\_\_ in the number sentence.

We use the \_\_\_\_\_ than symbol when the largest number comes \_\_\_\_\_ in the number sentence.

We use the \_\_\_\_\_ to symbol when the two numbers have the same value.

**Problem 2:** comparing 2 numbers with an equal amount of the largest unit

43,021 and 45,302

Model each of the numbers in the chart with digits.


What's different about this comparison then our first? \_\_\_\_\_

\_\_\_\_\_

What do you notice about the digit in the largest unit? \_\_\_\_\_

Name: \_\_\_\_\_

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### Input

What do you think we do if the digit in the largest unit is the same?

\_\_\_\_\_

We can make this easier by comparing 3 and 5

3 is \_\_\_\_\_ than 5 therefore we will use the \_\_\_\_\_ symbol.

43,021 \_\_\_\_\_ 45,302

**Problem 3:** comparing more than 2 numbers

32,434 32,644 32,534

Stack these numbers in the chart.


Where are these 3 numbers different first? \_\_\_\_\_

Circle the digits in this place.

To make this easier we can compare just those digits.

Which number is the largest? \_\_\_\_\_

What will come next? \_\_\_\_\_ Finally, \_\_\_\_\_.

Write them greatest to least: \_\_\_\_\_



Name: \_\_\_\_\_

Date: Sept. 25, 2020

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### Application Problem

Use the information in the chart below to list the height in feet of each mountain from least to greatest. Then, name the mountain that has the lowest elevation in feet.

Name of Mountain	Elevation in Feet (ft)
Allen Mountain	4,340 ft
Mount Marcy	5,344 ft
Mount Haystack	4,960 ft
Slide Mountain	4,240 ft

Answer: \_\_\_\_\_

### Exit Ticket

1. Four friends played a game. The player with the most points wins. Use the information in the table below to order the number of points each player earned from least to greatest. Then, name the person who won the game.

Player Name	Points Earned
Amy	2,398 points
Bonnie	2,976 points
Jeff	2,709 points
Rick	2,699 points

Answer: \_\_\_\_\_

Name: \_\_\_\_\_

Date: Sept. 25, 2020

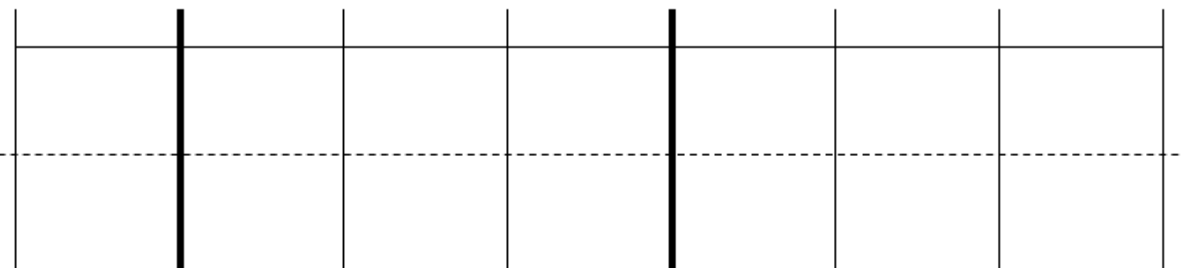
BCCS-B

Howard Morehouse Hampton

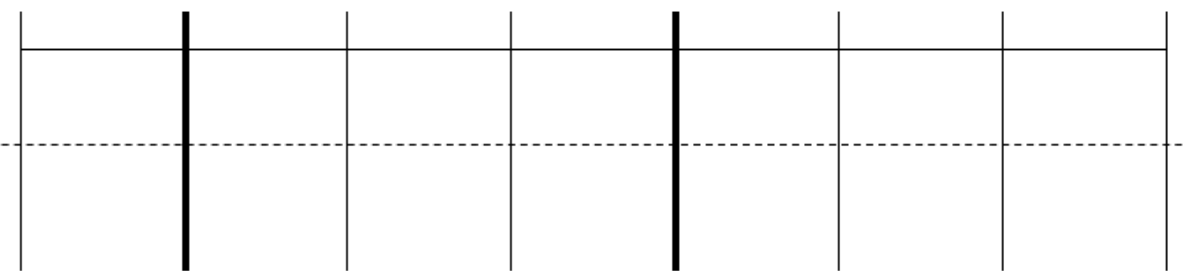
### Homework

1. Label the units in the place value chart. Draw place value disks to represent each number in the place value chart. Use  $<$ ,  $>$ , or  $=$  to compare the two numbers. Write the correct symbol in the circle.

a. 909,013  90,013



b. 210,005  220,005



2. Compare the two numbers by using the symbols  $<$ ,  $>$ , and  $=$ . Write the correct symbol in the circle.

a. 501,107  89,171

b.  $300,000 + 50,000 + 1,000 + 800$   six hundred five thousand, nine hundred eight

c. 3 hundred thousands 3 thousands 8 hundreds 4 tens  303,840

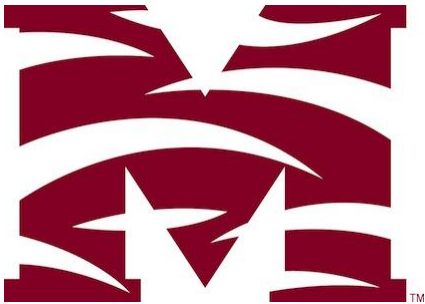


Name \_\_\_\_\_

## 4<sup>th</sup> Grade Math Remote Learning Packet

### Week 2

September 28<sup>th</sup> – October 2<sup>nd</sup>



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Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.


## Connect while at Home!

Subscribe to my YouTube Channel to catch up with previously taught lessons or refer back to ELA concepts if you are to need additional assistance.



Look up by the name of the channel	→	Melissa Lewis
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or

With your cell phone open up the camera and focus on the QR code. It will take you to my YouTube channel!	→	
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Date	Lesson	LEQ/Objective	Pages
9/28/2020	Lesson 6	LEQ: How can I use place value to help compare various numbers. Objective: I can find 1, 10 or 100 thousand more or less than a given number	43-48
9/29/2020	Lesson 7	LEQ: How can place value help make rounding multi-digit numbers easier. Objective: I can round multi-digit whole numbers to the 1000s place using a vertical number line.	49-54
9/30/2020	Lesson 8	LEQ: How can place value help make rounding multi-digit numbers easier. <i>Objective:</i> I can use my understanding of place value to round multi-digit numbers to any place.	55-61
10/1/2020	Lesson 9	LEQ: How can place value help make rounding multi-digit numbers easier. Objective: I can use place value and rounding rules to round to any place value.	62-66
10/2/2020	Quiz day	LEQ: How can I prove my understanding of the skills taught? Objective: I can demonstrate my understanding of topic A by scoring 80% or more on my quiz.	67-69



- Please do not separate either packet.
- Please do not remove any pages from either packet.
- Please return both packets completed on the date in which you will pick up the next set of packets.



Name: \_\_\_\_\_

Date: Sept. 28, 2020

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**Learning Target:** How can I use place value to help compare various numbers.

**Objective:** I can find 1, 10 or 100 thousand more or less than a given number.

### Do Now

Use the digits 5,6,8,2,4 and 1 only once to create a 6 digit number. Write that number in standard, word and expanded form.

My number is \_\_\_\_\_ (standard form)

Expanded form: \_\_\_\_\_

Word form: \_\_\_\_\_

<u>Expanded form</u> : the value of each digit written as an equation	<u>Word form</u> : the whole number written in words
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### Input

What is one difference you notice between the two numbers 3,421 and 4,421?

One difference I notice about these two numbers is \_\_\_\_\_

\_\_\_\_\_

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### Input

Problem 1: find 1 thousand more and less

Model the number 3,112 in the chart above. Add one more thousand.

What is the new number? \_\_\_\_\_

We can say  $3,112 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$  or we can say that  
 $\underline{\hspace{2cm}}$  is one thousand more than 3,112.

Cross out the thousand that you just drew so we are back at 3,112. If you cross out one more thousand our new number is \_\_\_\_\_.

We can say that  $3,112 - 1,000 = \underline{\hspace{2cm}}$  or we can say that  
 $\underline{\hspace{2cm}}$  is 1,000 less than 3,112.

### Problem 2:

Model the number 14,112.


What is 1,000 less? \_\_\_\_\_ model it.

Name: \_\_\_\_\_

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**Input**

**Problem 3:**

Model 199,465 in your chart.


What is 1,000 more? \_\_\_\_\_ model it in the chart.

We can say that \_\_\_\_\_ is 1 thousand more than 199,465.

**Problem 4:** find 10 thousand more or less

Model 2 ten thousands 3 thousands in the chart. What number do we have?

\_\_\_\_\_


What is 1 thousand more? \_\_\_\_\_

What is 1 thousand less? \_\_\_\_\_

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### Input

**Problem 5:** find 100 thousand more or less

Instead of using a chart for this example lets write an equation.

How can we show 100 thousand more than 200,352?

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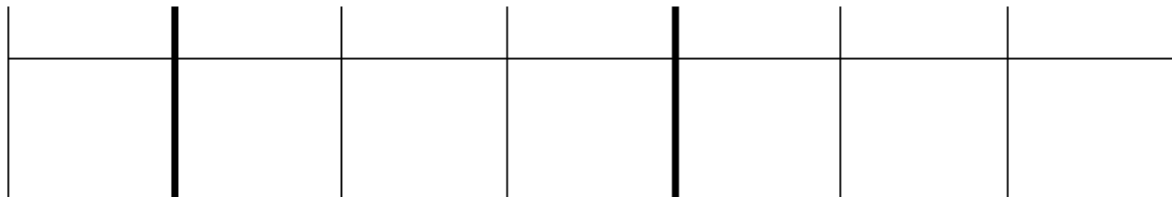
How can we show 100 thousand less than 200,352?

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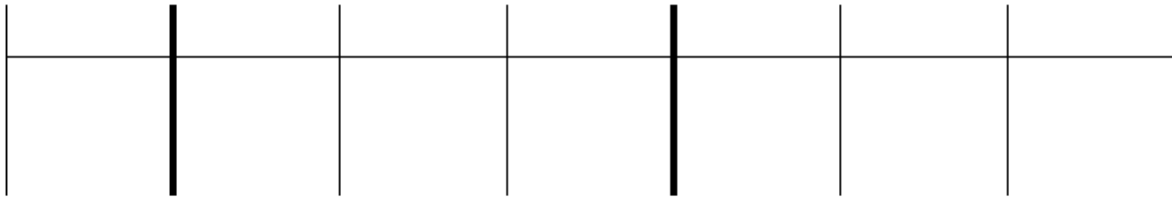
### CFU

1. Label the place value chart. Use place value disks to find the sum or difference. Write the answer in standard form on the line.

a. 10,000 more than six hundred five thousand, four hundred seventy-two is \_\_\_\_\_.



b. 100 thousand less than  $400,000 + 80,000 + 1,000 + 30 + 6$  is \_\_\_\_\_.



Name: \_\_\_\_\_

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**CFU**

2. Fill in the blank for each equation.

a.  $10,000 + 40,060 =$  \_\_\_\_\_

b.  $21,195 - 10,000 =$  \_\_\_\_\_

d.  $129,231 - 100,000 =$  \_\_\_\_\_

**Application Problem**

Lucy plays an online math game. She scored 100,000 more points on Level 2 than on Level 3. If she scored 349,867 points on Level 2, what was her score on Level 3? Show your work in the space below.

**Exit Ticket**

Fill in the blank for each equation.

a.  $1,000 + 56,879 =$  \_\_\_\_\_

b.  $324,560 - 100,000 =$  \_\_\_\_\_

c.  $456,080 - 10,000 =$  \_\_\_\_\_

d.  $10,000 + 786,233 =$  \_\_\_\_\_

Name: \_\_\_\_\_

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### Homework

1. Label the place value chart. Use place value disks to find the sum or difference. Write the answer in standard form on the line.

a. 100,000 less than five hundred sixty thousand, three hundred thirteen is \_\_\_\_\_.


b. Ten thousand more than  $300,000 + 90,000 + 5,000 + 40$  is \_\_\_\_\_.


2. Fill in the blank for each equation:

a.  $100,000 + 76,960 =$  \_\_\_\_\_

b.  $13,097 - 1,000 =$  \_\_\_\_\_

c.  $849,000 - 10,000 =$  \_\_\_\_\_

d.  $442,210 + 10,000 =$  \_\_\_\_\_

Name: \_\_\_\_\_

Date: Sept. 29, 2020

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**Learning Target:** How can place value help make rounding multi-digit numbers easier.

**Objective:** I can round multi-digit whole numbers to the 1000s place using a vertical number line.

### Do Now

According to their pedometers, Mrs. Alsup's class took a total of 42,619 steps on Tuesday. On Wednesday, they took ten thousand more steps than they did on Tuesday. How many steps did they take on Wednesday? Show your work in the space below.

#### Rounding with a Vertical Number

##### Line

1. Determine the lower endpoint and fill it in.
2. Determine the top endpoint and fill it in.
3. Determine the midpoint and fill it in.
4. Ask yourself "is the number you are rounding greater than or less than the midpoint?"
5. If its greater, plot above the midpoint, if it's less plot below the midpoint.
6. If you plot above your round up, if you plot below you

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#### Rounding Rules

1. Underline the digit in the place value you are rounding to.
2. Point to its neighbor to the right.
3. If the neighbor is 5 or more, round up
4. If the neighbor is 4 or less, round down.
5. Everything after the place you are rounding to changes to a zero
6. Everything before the place you are rounding to, stays the same.

Name: \_\_\_\_\_

Date: Sept. 29, 2020

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**Input**

Something I learned about rounding is \_\_\_\_\_

---

**Problem 1:**

Round a 4 digit number to the nearest thousands place.

4,100 rounds to \_\_\_\_\_



**Problem 2:**

Round a 4 digit number to the nearest thousands place.

4,700 rounds to \_\_\_\_\_





Name: \_\_\_\_\_

Date: Sept. 29, 2020

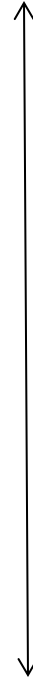
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**Input**

**Problem 3:** round a 5 or 6 digit number to the nearest thousand

14,500 rounds to \_\_\_\_\_



**Problem 4:** round a 5 or 6 digit number to the nearest thousand

215,711 rounds to \_\_\_\_\_



Name: \_\_\_\_\_

Date: Sept. 29, 2020

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**CFU**

1. Round to the nearest thousand. Use the number line to model your thinking.

a.  $6,700 \approx$  \_\_\_\_\_



b.  $9,340 \approx$  \_\_\_\_\_



c.  $16,401 \approx$  \_\_\_\_\_



d.  $39,545 \approx$  \_\_\_\_\_



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**Application Problem**

Mrs. Smith's class is learning about healthy eating habits. The students learned that the average child should consume about 12,000 calories each week. Kerry consumed 12,748 calories last week. Round Kerry's calories to the nearest thousand to determine about how many calories she consumed. Did she consume enough calories last week and how do you know?

Name: \_\_\_\_\_

Date: Sept. 29, 2020

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### Exit Ticket

1. Round to the nearest thousand. Use the number line to model your thinking.



a.  $7,621 \approx$  \_\_\_\_\_



b.  $12,502 \approx$  \_\_\_\_\_



c.  $324,087 \approx$  \_\_\_\_\_

Name: \_\_\_\_\_

Date: Sept. 29, 2020

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### Homework

1. Round to the nearest thousand. Use the number line to model your thinking.

a.  $5,900 \approx$  \_\_\_\_\_



b.  $4,180 \approx$  \_\_\_\_\_



c.  $32,879 \approx$  \_\_\_\_\_



d.  $78,600 \approx$  \_\_\_\_\_



e.  $251,031 \approx$  \_\_\_\_\_

f.  $699,900 \approx$  \_\_\_\_\_

Name: \_\_\_\_\_

Date: Sept. 30, 2020

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**LEQ:** How can place value help make rounding multi-digit numbers easier.

**Objective:** I can use my understanding of place value to round multi-digit numbers to any place.

### Do Now

**A**

Number Correct: \_\_\_\_\_

Find the Midpoint

1.	0	10	
2.	0	100	
3.	0	1000	
4.	10	20	
5.	100	200	
6.	1000	2000	
7.	30	40	
8.	300	400	
9.	400	500	
10.	20	30	
11.	30	40	
12.	40	50	
13.	50	60	
14.	500	600	
15.	5000	6000	
16.	200	300	

23.	6000	7000	
24.	600	700	
25.	60	70	
26.	260	270	
27.	9260	9270	
28.	80	90	
29.	90	100	
30.	990	1000	
31.	9990	10,000	
32.	440	450	
33.	8300	8400	
34.	680	690	
35.	9400	9500	
36.	3900	4000	
37.	2450	2460	
38.	7080	7090	

Name: \_\_\_\_\_

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**Do Now**

**B**

Number Correct: \_\_\_\_\_

Improvement: \_\_\_\_\_

Find the Midpoint

1.	10	20	
2.	100	200	
3.	1000	2000	
4.	20	30	
5.	200	300	
6.	2000	3000	
7.	40	50	
8.	400	500	
9.	500	600	
10.	30	40	
11.	40	50	
12.	50	60	
13.	60	70	
14.	600	700	
15.	6000	7000	
16.	300	400	

23.	7000	8000	
24.	700	800	
25.	70	80	
26.	270	280	
27.	9270	9280	
28.	80	90	
29.	90	100	
30.	990	1000	
31.	9990	10,000	
32.	450	460	
33.	8400	8500	
34.	580	590	
35.	9500	9600	
36.	2900	3000	
37.	3450	3460	
38.	6080	6090	

Name: \_\_\_\_\_

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### Input

#### Rounding with a Vertical Number Line

1. Determine the lower endpoint and fill it in.
2. Determine the top endpoint and fill it in.
3. Determine the midpoint and fill it in.
4. Ask yourself "is the number you are rounding greater than or less than the midpoint?"
5. If its greater, plot above the midpoint, if it's less plot below the midpoint.
6. If you plot above your round up, if you plot below you round down.

**Problem 1:** round a 5 or 6 digit number to the nearest ten thousands place

72,744 rounds to \_\_\_\_\_



Let's try a six digit number: 337,601 rounds to \_\_\_\_\_

Name: \_\_\_\_\_

Date: Sept. 30, 2020

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### Input

**Problem 2:** 6 digit number to the nearest hundred thousand

749,085 rounds to \_\_\_\_\_



### CFU

Complete each statement by rounding the number to the given place value. Use the number line to show your work.

1. a. 53,000 rounded to the nearest ten thousand is \_\_\_\_\_.



2. a. 240,000 rounded to the nearest hundred thousand is \_\_\_\_\_.





Name: \_\_\_\_\_

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**CFU**

b. 42,708 rounded to the nearest ten thousand is \_\_\_\_\_.



b. 449,019 rounded to the nearest hundred thousand is \_\_\_\_\_.



**Application Problem**

975,462 songs were downloaded in one day. Round this number to the nearest hundred thousand to estimate how many songs were downloaded in one day. Use a number line to show your work.



Name: \_\_\_\_\_

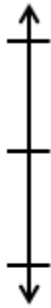
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### Exit Ticket

1. Round to the nearest ten thousand. Use the number line to model your thinking.

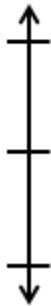


a.  $35,124 \approx$  \_\_\_\_\_



b.  $981,657 \approx$  \_\_\_\_\_

2. Round to the nearest hundred thousand. Use the number line to model your thinking.



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### Homework

Complete each statement by rounding the number to the given place value. Use the number line to show your work.

1. a. 67,000 rounded to the nearest ten thousand is \_\_\_\_\_.



2. a. 867,000 rounded to the nearest hundred thousand is \_\_\_\_\_.



- b. 51,988 rounded to the nearest ten thousand is \_\_\_\_\_.



- b. 767,074 rounded to the nearest hundred thousand is \_\_\_\_\_.



3. 491,852 people went to the water park in the month of July. Round this number to the nearest hundred thousand to estimate how many people went to the park. Use a number line to show your work.

Name: \_\_\_\_\_

Date: October 1, 2020

BCCS-B

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**Learning Target:** How can place value help make rounding multi-digit numbers easier.

**Objective:** I can use place value and rounding rules to round to any place value.

**Do Now**

34,123 people attended a basketball game. 28,310 people attended a football game. About how many people attended the basketball game? About how many people attended the football game? Round to the nearest ten thousand to find the answer. Show your work in the space below.

We will do this part together:

About how many people attended both games in all?-show how to find estimated sums.

Name: \_\_\_\_\_

Date: October 1, 2020

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### Input

#### Rounding Rules

1. Underline the digit in the place value you are rounding to.
2. Point to its neighbor to the right.
3. If the neighbor is 5 or more, round up
4. If the neighbor is 4 or less, round down.
5. Everything after the place you are rounding to changes to a zero
6. Everything before the place you are rounding to, stays the same.

#### **Problem 1:**

Round 4,333 to the nearest thousand without using a number line. Show your work.

Round 346,560 to the nearest thousand without using a number line. Show your work.

Name: \_\_\_\_\_

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### Input

#### Problem 2:

65,600 to the nearest ten thousand without using a number line. Show your work.

147,591 to the nearest hundred thousand without using a number line. Show your work.

### CFU

1. Round to the nearest thousand.

a.  $5,300 \approx$  \_\_\_\_\_

c.  $42,099 \approx$  \_\_\_\_\_

2. Round to the nearest ten thousand.

a.  $26,000 \approx$  \_\_\_\_\_

c.  $789,091 \approx$  \_\_\_\_\_

Name: \_\_\_\_\_

Date: October 1, 2020

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**CFU**

3. Round to the nearest hundred thousand.

a. 840,000  $\approx$  \_\_\_\_\_

c. 761,004  $\approx$  \_\_\_\_\_

**Application Problem**

The 2012 Super Bowl had an attendance of just 68,658 people. If the headline in the newspaper the next day read, "About 70,000 People Attend Super Bowl," how did the newspaper round to estimate the total number of people in attendance?

Name: \_\_\_\_\_

Date: October 1, 2020

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### Exit Ticket

1. Round 765,903 to the given place value:

Thousand \_\_\_\_\_

Ten thousand \_\_\_\_\_

Hundred thousand \_\_\_\_\_

### Homework

1. Round to the nearest thousand.

a. 6,842  $\approx$  \_\_\_\_\_

b. 2,722  $\approx$  \_\_\_\_\_

c. 16,051  $\approx$  \_\_\_\_\_

d. 706,421  $\approx$  \_\_\_\_\_

2. Round to the nearest ten thousand.

a. 88,999  $\approx$  \_\_\_\_\_

b. 85,001  $\approx$  \_\_\_\_\_

c. 789,091  $\approx$  \_\_\_\_\_

d. 905,154  $\approx$  \_\_\_\_\_

3. Round to the nearest hundred thousand.

a. 89,659  $\approx$  \_\_\_\_\_

c. 617,889  $\approx$  \_\_\_\_\_



Name: \_\_\_\_\_

Date: October 1, 2020

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**Learning Target:** How can I prove my understanding of the skills taught?

**Objective:** I can demonstrate my understanding of topic A by scoring 80% or more on my quiz.

**Do Now**

There are 16,850 Star coffee shops around the world. Round the number of shops to the nearest thousand and ten thousand. Which answer is more accurate? Explain your thinking using pictures, numbers, or words.

**Input (review for quiz)**

1. Round to the nearest thousand using a vertical number line.

6,842  $\approx$



16,051  $\approx$



Name: \_\_\_\_\_

Date: October 1, 2020

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**Input**

2. Round to the nearest thousand using **rounding rules.**

2,722  $\approx$

706,421  $\approx$

3. Round to the nearest ten thousand using a **vertical number line.**

85,001  $\approx$



4. Round to the nearest ten thousand using **rounding rules**

905,154  $\approx$

\*Today's quiz will be done on a google form. I will instruct you on how to complete that for the second half of Today's class\*

