

TASK 1 · WORKED EXAMPLE

Place Value to 1,000,000

Recognize that a digit is worth $10\times$ the same digit to its right · 4.NBT.A.1

Every digit's value depends on its **place**. Moving one place to the left makes a digit worth **10 times more**. The chart below shows the seven places from ones up to millions. Notice how the same digit means something different in each spot.

MILLIONS			THOUSANDS			ONES		
hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones
			3	3	3	3	3	3
			300,000	30,000	3,000	300	30	3

The number 333,333 — every digit is the same, but each one is worth $10\times$ the digit to its right.

Step 1: Find the digit you're being asked about. Pretend everything else is hidden.

Step 2: Look at its **place** in the number — ones, tens, hundreds, etc.

Step 3: The value of that digit = the digit times its place value.

Step 4: Compare two digits' places to find the $10\times$ relationship between them.

The $10\times$ rule: Each place is 10 times the place to its right. So the 7 in 7,000 is worth $10\times$ the 7 in 700, and $100\times$ the 7 in 70.

Try It: What is the value of the 4 in the number 245,890?

Check your thinking: 40,000 — the 4 is in the ten thousands place.



Task 1: Place Value to 1,000,000

Recognize that a digit is worth 10× the same digit to its right · 4.NBT.A.1 · Page 1 of 2

Directions: Solve each problem. Show your work in the box and write your final answer on the line.

1. What is the value of the **5** in 35,827?

Answer: _____

2. What is the value of the **8** in 681,243?

Answer: _____

3. What is the value of the **3** in 943,510?

Answer: _____

4. What is the value of the **6** in 7,604?

Answer: _____

5. In 472,189, the digit **4** is in what place?

Answer: _____

6. In 50,927, the digit **9** is in what place?

Answer: _____

Task 1: Place Value to 1,000,000

Recognize that a digit is worth 10× the same digit to its right · 4.NBT.A.1 · Page 2 of 2

Directions (continued): Finish Task 1 with problems 7–12.

7. The 6 in 6,500 is how many times the value of the 6 in 650?

Answer: _____

8. The 2 in 2,000 is how many times the value of the 2 in 20?

Answer: _____

9. Write the number that has 4 in the ten thousands place, 7 in the thousands place, 0 in the hundreds, 2 in the tens, and 9 in the ones.

Answer: _____

10. In 88,888, how does the value of the leftmost 8 compare to the rightmost 8?

Answer: _____

11. Word Problem: A theater holds 4,250 people. What does the digit 4 represent?

Answer: _____

12. Word Problem: A library has 327,604 books. What does the digit 3 represent?

Answer: _____

TASK 2 · WORKED EXAMPLE

Reading & Writing Multi-Digit Numbers

Standard, word, and expanded form · 4.NBT.A.2

Numbers can be written three ways. **Standard form** uses digits (256,478). **Word form** uses words (two hundred fifty-six thousand, four hundred seventy-eight). **Expanded form** shows the value of each digit added together. Commas separate the number into groups of three called **periods**: ones, thousands, millions.

STANDARD

256,478

WORD

two hundred fifty-six thousand, four hundred seventy-eight

EXPANDED

200,000 + 50,000 + 6,000 + 400 + 70 + 8

Step 1: Read the digits from left to right, one period at a time.

Step 2: Say the period name (millions, thousands) when you reach the comma — but don't say 'ones.'

Step 3: For expanded form, write each digit's value, then add them together.

Step 4: Don't say 'and' in the middle of a whole number. 'And' is reserved for the decimal point.

Watch out for zero placeholders. 'Three hundred five thousand' is 305,000 (not 35,000). Every place needs a digit — even if that digit is zero.

Try It: Write 408,073 in word form.

Check your thinking: Four hundred eight thousand, seventy-three.



Task 2: Reading & Writing Multi-Digit Numbers

Standard, word, and expanded form · 4.NBT.A.2 · Page 1 of 2

Directions: Solve each problem. Show your work in the box and write your final answer on the line.

1. Write in word form: 4,506

Answer: _____

2. Write in word form: 73,200

Answer: _____

3. Write in standard form: *Six thousand, four hundred twelve*

Answer: _____

4. Write in standard form: *Ninety thousand, fifty-three*

Answer: _____

5. Write in expanded form: 5,837

Answer: _____

6. Write in expanded form: 24,605

Answer: _____

Task 2: Reading & Writing Multi-Digit Numbers

Standard, word, and expanded form · 4.NBT.A.2 · Page 2 of 2

Directions (continued): Finish Task 2 with problems 7–12.

7. Write in word form: 281,940

Answer: _____

8. Write in standard form: *Forty thousand, two hundred seven*

Answer: _____

9. Write in expanded form: 308,041

Answer: _____

10. Write in standard form: *Five hundred sixty thousand, eighteen*

Answer: _____

11. Write in word form: 19,025

Answer: _____

12. Word Problem: A stadium ticket says 47,309 seats. Write the seat count in word form.

Answer: _____

TASK 3 · WORKED EXAMPLE

Comparing & Ordering Multi-Digit Numbers

Use $<$, $>$, and $=$ based on place value · 4.NBT.A.2

To compare two whole numbers, **line them up by place value**. If they have a different number of digits, the one with more digits is greater. If they have the same number of digits, compare from the leftmost place — the first place where the digits differ tells you which number is larger.

$$\begin{array}{r}
 45,678 \\
 45,687
 \end{array}$$

$$45,678 < 45,687$$

First three places match. The tens digit differs: $7 < 8 \rightarrow$ first number is smaller.

Step 1: Stack the numbers so each place lines up.

Step 2: If one number has more digits, it is larger. Stop.

Step 3: If they have the same number of digits, compare digits from left to right.

Step 4: At the first place where they differ, the larger digit wins.

The alligator eats the larger number. The open end of $<$ or $>$ faces the bigger number. $8 > 5$ means '8 is greater than 5.'

Try It: Compare using $<$, $>$, or $=$: $62,805$ ___ $62,850$

Check your thinking: $62,805 < 62,850$ (the tens place differs: $0 < 5$)



Task 3: Comparing & Ordering Multi-Digit Numbers

Use $<$, $>$, and $=$ based on place value · 4.NBT.A.2 · Page 1 of 2

Directions: Solve each problem. Show your work in the box and write your final answer on the line.

1. Compare using $<$, $>$, or $=$:

3,492 ___ 3,924

Answer: _____

2. Compare using $<$, $>$, or $=$:

58,610 ___ 58,610

Answer: _____

3. Compare using $<$, $>$, or $=$:

74,038 ___ 74,308

Answer: _____

4. Compare using $<$, $>$, or $=$:

129,500 ___ 95,899

Answer: _____

5. Compare using $<$, $>$, or $=$:

406,072 ___ 406,720

Answer: _____

6. Compare using $<$, $>$, or $=$:

89,999 ___ 90,000

Answer: _____

Task 3: Comparing & Ordering Multi-Digit Numbers

Use $<$, $>$, and $=$ based on place value · 4.NBT.A.2 · Page 2 of 2

Directions (continued): Finish Task 3 with problems 7–12.

7. Order from **least to greatest** :

5,408 5,084 5,840 5,480

Answer: _____

8. Order from **greatest to least** :

62,150 62,015 62,510 62,051

Answer: _____

9. Order from **least to greatest** :

301,400 310,040 300,410 310,400

Answer: _____

10. Which number is greater:

seventy-four thousand, two hundred OR
seventy-four thousand, twenty?

Answer: _____

11. Word Problem: City A has 38,406 people and City B has 38,460 people. Which city has more people?

Answer: _____

12. Word Problem: A book has 1,205 pages and another has 1,250 pages. Which is the longer book?

Answer: _____

TASK 4 · WORKED EXAMPLE

Rounding Multi-Digit Whole Numbers

Round to any place using place value · 4.NBT.A.3

Rounding means finding a number that is close to the original but ends in zeros — useful for estimating. To round to a place, look at the digit ONE place to the right. If it is **5 or more**, round up. If it is **4 or less**, round down. Replace every digit to the right with zeros.

6 7 4 3 2 → 67,000

pink = thousands place (rounding to) · *teal* = check digit ($4 < 5 \rightarrow$ round down)

Step 1: Underline the place you are rounding to.

Step 2: Look at the digit to its **right** (only one digit — not the rest).

Step 3: If that digit is **5 or more**, the underlined digit goes up by 1. If **4 or less**, it stays the same.

Step 4: Replace every digit after the underlined one with **zero**.

The 5-and-up rule: 5, 6, 7, 8, 9 all round up. 0, 1, 2, 3, 4 all round down. Look at only ONE digit — the one immediately to the right of your target place.

Try It: Round 8,572 to the nearest hundred.

Check your thinking: 8,600. Hundreds digit is 5; look right at 7; $7 \geq 5 \rightarrow$ round up to 6; replace with zeros.



Task 4: Rounding Multi-Digit Whole Numbers

Round to any place using place value · 4.NBT.A.3 · Page 1 of 2

Directions: Solve each problem. Show your work in the box and write your final answer on the line.

1. Round to the nearest **ten** : 47

Answer: _____

2. Round to the nearest **hundred** : 832

Answer: _____

3. Round to the nearest **thousand** : 4,629

Answer: _____

4. Round to the nearest **thousand** : 12,418

Answer: _____

5. Round to the nearest **ten thousand** : 56,790

Answer: _____

6. Round to the nearest **hundred** : 5,851

Answer: _____

Task 4: Rounding Multi-Digit Whole Numbers

Round to any place using place value · 4.NBT.A.3 · Page 2 of 2

Directions (continued): Finish Task 4 with problems 7–12.

7. Round to the nearest **thousand** : 89,500

Answer: _____

8. Round to the nearest **ten thousand** :
248,300

Answer: _____

9. Round to the nearest **hundred thousand** :
471,800

Answer: _____

10. Round 73,649 to (a) the nearest ten, (b) the nearest hundred, (c) the nearest thousand.

Answer: _____

11. Word Problem: A stadium has 47,829 fans. About how many, rounded to the nearest thousand?

Answer: _____

12. Word Problem: A town has 256,401 residents. Round to the nearest hundred thousand.

Answer: _____

TASK 5 · WORKED EXAMPLE

Error Analysis: Place Value

Find and fix common place-value mistakes · 4.NBT.A.1, A.2, A.3

Place-value errors usually come from a few specific mistakes: confusing what a digit **represents**, dropping a zero placeholder when writing in standard form, comparing without lining up by place, or rounding the wrong direction. For each problem, find the mistake, explain it, and write the correct answer.

✗ WRONG

$$3,475 \rightarrow 3,400$$

*looked at the ones (5)
instead of the tens (7)*

✓ CORRECT

$$3,475 \rightarrow 3,500$$

*tens digit is 7; $7 \geq 5$ → round
up*

Look: Read the problem and the student's answer carefully.

Find: Where did the error happen? Place value, word form, comparison, or rounding?

Explain: State the mistake in your own words: 'They confused tens with hundreds,' etc.

Fix: Redo the problem the right way and write the correct answer.

Sanity check yourself. When you round, your answer should end in zeros. When you write a number in standard form, count the digits — every place needs one. When you compare, the number with more digits is always larger.

Try It: A student wrote 'sixty thousand, four' as 60,400. Find the mistake.

Check your thinking: They put the 4 in the wrong place. 'Four' is in the ones place. Correct: 60,004.



Task 5: Error Analysis: Place Value

Find and fix common place-value mistakes · 4.NBT.A.1, A.2, A.3 · Page 1 of 2

Directions: Solve each problem. Show your work in the box and write your final answer on the line.

1. A student says the value of the 7 in 47,392 is 7 . Find the mistake.

Answer: _____

2. A student wrote 'three hundred eight thousand, five' as **38,005** . Find the mistake.

Answer: _____

3. A student rounded 4,361 to the nearest hundred and got **4,300** . Find the mistake.

Answer: _____

4. A student says **5,890 > 12,005** because 5 is bigger than 1. Find the mistake.

Answer: _____

5. A student wrote 23,750 in expanded form as **2 + 3 + 7 + 5 + 0** . Find the mistake.

Answer: _____

6. A student rounded 8,924 to the nearest thousand and got **8,000** . Find the mistake.

Answer: _____

Task 5: Error Analysis: Place Value

Find and fix common place-value mistakes · 4.NBT.A.1, A.2, A.3 · Page 2 of 2

Directions (continued): Finish Task 5 with problems 7–12.

7. A student says the 5 in 5,200 is 10 times the value of the 5 in 50. Find the mistake.

Answer: _____

8. A student wrote 'ninety thousand, sixty-three' as **90,063** . Is this correct? Explain.

Answer: _____

9. A student rounded 47,500 to the nearest thousand and got **47,000** . Find the mistake.

Answer: _____

10. A student ordered 4,890; 4,098; 4,809 from least to greatest as **4,098 < 4,890 < 4,809** . Find the mistake.

Answer: _____

11. Explain: why is it important to use commas (every 3 digits) when writing large numbers?

Answer: _____

12. Explain: why does the 5-and-up rounding rule work? (Hint: think about which side of the halfway point a number is on.)

Answer: _____

Mini-Assessment — Place Value & Whole Numbers

Score: _____ / 8

Directions: Show your work in the space provided. Read each problem carefully. This mini-assessment covers all 5 tasks in the packet.

1. What is the value of the **6** in 462,891?

Answer: _____

2. Write 305,094 in **word form** .

Answer: _____

3. Write the **expanded form** of 728,406.

Answer: _____

4. Compare using $<$, $>$, or $=$:

49,876 ___ 49,867

Answer: _____

5. Round 583,492 to the nearest **ten thousand** .

Answer: _____

6. Round 47,650 to the nearest **hundred** .

Answer: _____

7. A student wrote 'five hundred thousand, sixty-two' as **500,062** . Is this correct? Explain.

Answer: _____

8. **Error Analysis:** A student rounded 38,475 to the nearest hundred and got **38,400** . Explain the mistake and give the correct answer.

Answer: _____