HAKILLO KIDS · TEACHER GUIDE · COMMON CORE EDITION · GRADE 3 · LESSON 1

Thousands Place Value



COMMON CORE
4.NBT.A.2

VIDEO LENGTH
4:32 · Virginia SOL edition also available

WATCH THE LESSON FREE
hakillokids.org/math/grade-3#G3-01

PRACTICE ONLINE
learn.hakillokids.org · videos stop for each question, scored automatically

4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Materials: Base-ten blocks (or paper flats and cubes), a place-value chart (thousands, hundreds, tens, ones), digit cards 0-9.

Students will

- Explain that ten hundreds make one thousand.
- Read and write four-digit numbers, naming the place and value of each digit.
- Write a four-digit number in expanded form (3,000 + 400 + 50 + 2).
- Use zeros to hold empty places (four thousand, seven = 4,007).

Key words

digit	one of the symbols 0-9 used to write numbers
place value	the value a digit has because of its place in a number
thousands place	the fourth place from the right; a 3 there is worth 3,000
expanded form	a number written as the sum of the values of its digits
zero as a placeholder	a 0 that holds an empty place so the other digits stay in their places

Before the video 2 minutes

Show one hundred flat. Ask: “How many hundreds would we need to make one thousand? How could we check?” Let students predict, then stack or count by hundreds to 1,000.

What happens in the video

0:00	Welcome to third grade and today's big idea: thousands
0:21	Ten hundred flats stack into one thousand cube
0:38	Reading 3,452: the 3 is in the thousands place
0:56	The value of each digit and expanded form: 3,000 + 400 + 50 + 2
1:15	Zeros hold empty places: six thousand, eighty = 6,080
1:31	Counting by thousands to ten thousand
1:52	Spot the mistake: four thousand, seven is not 47
2:17	Your turn! Students answer during each pause (see below)
4:10	Recap and goodbye

Spot the mistake at 1:52

> **Sam:** Four thousand, seven. I'll write it: four, seven. Forty-seven!
> **Ivy:** Hmm... where is the thousands place?
> **Mia:** We need zeros to hold the hundreds and tens! Four, zero, zero, seven. Four thousand, seven.
> **Sam:** Oops! Zeros hold the places. Four thousand, seven!

- Ask: “How many places does a number in the thousands need?” (Four: thousands, hundreds, tens, ones.)
- Build 4,007 on a place-value chart: 4 thousand cubes, no flats, no rods, 7 cubes. Which columns are empty?
- Write 47 and 4,007 one above the other and read them aloud. What did the zeros change?

Your-turn pauses students answer out loud, then the characters give the answer

TIME	QUESTION	ANSWER IN THE VIDEO
2:18	Two thousands, five hundreds, one ten, and eight ones. What number?	Two thousand, five hundred eighteen!
2:33	In seven thousand, three hundred, what is the seven worth?	Seven thousand!
2:46	How many hundreds make one thousand?	Ten hundreds!
2:58	Five thousands, no hundreds, four tens, and six ones. What number?	Five thousand, forty-six!
3:13	In eight thousand, six hundred twenty-one, which digit is in the hundreds place?	Six! It's worth six hundred.
3:27	What number is one thousand, plus two hundred, plus thirty, plus four?	One thousand, two hundred thirty-four!
3:43	What is the biggest four-digit number?	Nine thousand, nine hundred ninety-nine!
3:57	Three thousand, zero hundreds, nine tens, zero ones. What number?	Three thousand, ninety!

Tip: pause the video a little longer on any question your class finds hard, and ask a student to explain how they know.

After the video: talk about it

1. Why do we need zeros in 6,080? What number would it be without them?
2. Is the 5 in 5,231 worth more than the 5 in 1,523? How do you know?
3. Where do you see numbers in the thousands outside of school?

Go further

Number detectives: give each pair four digit cards. Make the greatest and the least four-digit number possible, write each in expanded form, and explain the rule they used.

Answer key for the practice page

1. 6,249
2. 300 (three hundred)
3. 4,000 + 600 + 10 + 5
4. 5,060
5. 2,308
6. Zeros must hold the hundreds and tens places: 4,009.

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Thousands Place Value

Name: _____ **Date:** _____

1. **Write the number: 6 thousands, 2 hundreds, 4 tens, 9 ones.**

   Answer: _____

2. **In 7,358, what is the value of the 3?**

   Answer: _____

3. **Write 4,615 in expanded form.**

   Answer: _____

4. **Write the number: five thousand, sixty.**

   Answer: _____

5. **Write the number shown by 2,000 + 300 + 8.**

   Answer: _____

6. **Sam wrote 'four thousand, nine' as 49. Explain the mistake and write the number correctly.**

   Answer: _____

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