HAKILLO KIDS · TEACHER GUIDE · COMMON CORE EDITION · GRADE 4 · LESSON 1

# Place Value to Millions




**COMMON CORE**
4.NBT.A.1, 4.NBT.A.2

**VIDEO LENGTH**
4:46 · Virginia SOL edition also available

**WATCH THE LESSON FREE**
hakillokids.org/math/grade-4#G4-01

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

**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.

**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:** Place-value chart through hundred millions, digit cards, a newspaper or website with big numbers (populations, distances).

## Students will

- Read and write numbers through the millions using periods and commas.
- Name the place and value of any digit in a number up to nine digits.
- Write numbers in expanded form.
- Explain that each place is ten times the place to its right.

## Key words

| | |
|---|---|
| **period** | a group of three digits (ones, thousands, millions) |
| **comma** | marks where each period starts |
| **place value** | the value of a digit because of its place |
| **expanded form** | a number written as the sum of the values of its digits |
| **standard form** | a number written with digits, like 3,452,108 |

## Before the video 2 minutes

Write 1,000,000 on the board. Ask: “How many thousands make a million? How could we find out?”

## What happens in the video

| | |
|---|---|
| **0:00** | Welcome to fourth grade and today's big idea: millions |
| **0:20** | Periods: ones, thousands and millions, separated by commas |
| **0:39** | Reading 2,345,678 one period at a time |
| **0:55** | The value of the 7 in 4,725,000 is 700,000 |
| **1:13** | Each place is ten times the place to its right |
| **1:35** | Spot the mistake: reading the thousands period as 5 instead of 50 |
| **1:59** | Your turn! Students answer during each pause (see below) |
| **4:24** | Recap and goodbye |

## Spot the mistake at 1:35

> **Sam:** Three million, five thousand, two hundred!
> **Ivy:** Hmm... look at the thousands period again.
> **Mia:** The thousands period says zero, five, zero. That's fifty thousand! Three million, fifty thousand, two hundred.
> **Sam:** Oops! Read all three digits in each period. Fifty thousand!

- Ask: “How many digits are in every period?” (Three.)
- Write 3,050,200 on a place-value chart and read the thousands period aloud: zero, five, zero.
- Compare 3,005,200 and 3,050,200. Which digit changed places, and how did its value change?

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

| TIME | QUESTION | ANSWER IN THE VIDEO |
|---|---|---|
| **2:00** | Five million, two hundred eighty-three thousand. What digit is in the millions place? | Five! |
| **2:15** | Six hundred forty thousand. What is the value of the six? | Six hundred thousand! |
| **2:29** | Read this number out loud. | One million, two hundred thousand! |
| **2:42** | Three hundred thousand, plus forty thousand, plus two thousand. What number is that? | Three hundred forty-two thousand! |
| **2:58** | Two million, nine hundred seven thousand. What is the value of the nine? | Nine hundred thousand! |
| **3:13** | Sixty-three thousand, five hundred. What digit is in the ten thousands place? | Six! |
| **3:27** | Read this number out loud. | Eight million, sixteen thousand, four hundred fifty! |
| **3:42** | What is ten times fifty thousand? | Five hundred thousand! One more zero. |
| **3:55** | Four million, one hundred thousand. What place is the four in? | The millions place! |
| **4:09** | What number comes right after nine hundred ninety-nine thousand, nine hundred ninety-nine? | One million! |

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 put commas in big numbers?
2. How is the 4 in 400,000 related to the 4 in 40,000?
3. Where have you seen numbers in the millions?

## Go further

Big number hunt: students find three numbers in the millions (city populations, distances to planets), write each in standard, word and expanded form, and order them.

## Answer key for the practice page

1. 800,000
2. 4,325,607
3. 5,040,009
4. 700,000 + 2,000 + 300 + 10 + 5
5. 30,000
6. The 6 in 600,000 is worth ten times as much (600,000 is 10 × 60,000).

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HAKILLO KIDS · GRADE 4 · LESSON 1 · PRACTICE

# Place Value to Millions

**Name:** _____ **Date:** _____

1. **In 3,846,215, what is the value of the 8?**

   Answer: _____

2. **Write in standard form: 4,000,000 + 300,000 + 20,000 + 5,000 + 600 + 7**

   Answer: _____

3. **Write in standard form: five million, forty thousand, nine.**

   Answer: _____

4. **Write 702,315 in expanded form.**

   Answer: _____

5. **10 × 3,000 =**

   Answer: _____

6. **Explain how the 6 in 600,000 compares to the 6 in 60,000.**

   Answer: _____

**Watch the lesson free:** hakillokids.org/math/grade-4#G4-01
Practice online with Mia, Sam & Ivy: **learn.hakillokids.org**