HAKILLO KIDS · TEACHER GUIDE · VIRGINIA SOL EDITION · GRADE 4 · LESSON 1

Place Value to Millions



VIRGINIA SOL (2023)
4.NS.1

VIDEO LENGTH
4:46 · Common Core 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.NS.1 The student will use place value understanding to read, write, and identify the place and value of each digit in a nine-digit whole number.

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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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**