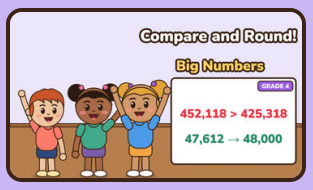
HAKILLO KIDS · TEACHER GUIDE · VIRGINIA SOL EDITION · GRADE 4 · LESSON 2

Comparing and Rounding Big Numbers



VIRGINIA SOL (2023)
4.NS.2, 4.CE.1

VIDEO LENGTH
5:09 · Common Core edition also available

WATCH THE LESSON FREE
hakillokids.org/math/grade-4#G4-02

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

4.NS.2 The student will demonstrate an understanding of the base 10 system to compare and order whole numbers up to seven digits.

4.CE.1 The student will estimate, represent, solve, and justify solutions to single-step and multistep problems, including those in context, using addition and subtraction with whole numbers.

Materials: Place-value charts, number lines with big intervals (0 to 100,000), digit cards.

Students will

- Compare multi-digit numbers by lining up places and starting at the left.
- Know that a number with more digits is greater.
- Round whole numbers to any place.
- Use the rule: five or more rounds up, four or less rounds down.

Key words

compare	decide which number is greater or less
greater than (>), less than (<)	symbols for comparing
round	change a number to a nearby, easier number
rounding place	the place we round to; we look at the digit to its right

Before the video 2 minutes

Write 89,000 and 91,000. Ask: “Which is greater? Which thousand is 89,600 closest to?”

What happens in the video

0:00	Welcome and today's goal: comparing and rounding big numbers
0:20	Comparing 425,000 and 452,000 place by place from the left
0:43	More digits means a greater number
0:58	Rounding 47,612 to the nearest thousand: 48,000
1:17	Rounding 732,000 to the nearest hundred thousand: 700,000
1:35	Spot the mistake: a five rounds up, so 64,500 rounds to 65,000
2:03	Your turn! Students answer during each pause (see below)
4:49	Recap and goodbye

Spot the mistake at 1:35

> **Sam:** Round sixty-four thousand, five hundred to the nearest thousand. Five is in the middle, so round down. Sixty-four thousand!
> **Ivy:** Hmm... what's our rule for five?
> **Mia:** Five or more, round up! Sixty-four thousand, five hundred rounds up to sixty-five thousand.
> **Sam:** Oops! Five rounds up. Sixty-five thousand!

- Ask: “What is our rule when the digit to the right is a 5?” (Five or more rounds up.)
- Show 64,500 on a number line between 64,000 and 65,000. It sits exactly in the middle; the rule says round up.
- Have students round 12,500 and 37,500 to the nearest thousand using the rule.

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

TIME	QUESTION	ANSWER IN THE VIDEO
2:04	Thirty-eight thousand, two hundred, or thirty-eight thousand, twenty. Which is greater?	Thirty-eight thousand, two hundred! Two hundreds beats zero hundreds.
2:22	Round five thousand, six hundred forty to the nearest thousand.	Six thousand! Six hundreds rounds up.
2:37	One million, five hundred thousand, or nine hundred ninety-nine thousand, nine hundred ninety-nine. Which is greater?	One million, five hundred thousand! It has more digits.
2:58	Round eighty-two thousand, three hundred seventy-one to the nearest ten thousand.	Eighty thousand! Two rounds down.
3:14	Six hundred seven thousand, or six hundred seventy thousand. Which is greater?	Six hundred seventy thousand!
3:29	Round two hundred forty-nine thousand, eight hundred to the nearest hundred thousand.	Two hundred thousand! Four rounds down.
3:46	Forty-five thousand, nine hundred ninety-nine, or forty-six thousand. Which is greater?	Forty-six thousand!
4:03	Round seven thousand, three hundred fifty to the nearest hundred.	Seven thousand, four hundred! Five rounds up.
4:19	Round three million, five hundred thousand to the nearest million.	Four million! Five rounds up.
4:33	Two million, thirty thousand, or two million, three hundred thousand. Which is greater?	Two million, three hundred thousand!

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 start comparing at the left?
2. Round 3,849,000 to the nearest million and to the nearest hundred thousand. Why are the answers different?
3. When would a rounded number be more useful than the exact one?

Go further

Rounding relay: teams get a number card and must round it to every place (tens through hundred thousands) on a chart. The first team with all correct roundings wins.

Answer key for the practice page

1. 348,201 > 348,120
2. 5,230; 52,300; 523,000
3. 64,000
4. 800,000
5. 2,500
6. 50,000 - look at the thousands digit (7), which is five or more, so round up.

© 2026 Hakillo Kids · Free to copy for classroom and home use · hakillokids.org
Virginia Standards of Learning © Commonwealth of Virginia, Virginia Department of Education.

HAKILLO KIDS · GRADE 4 · LESSON 2 · PRACTICE

Comparing and Rounding Big Numbers

Name: _____ **Date:** _____

1. **Compare: 348,201 ___ 348,120 (write >, < or =)**

   Answer: _____

2. **Order from least to greatest: 52,300; 5,230; 523,000**

   Answer: _____

3. **Round 63,749 to the nearest thousand.**

   Answer: _____

4. **Round 815,000 to the nearest hundred thousand.**

   Answer: _____

5. **Round 2,450 to the nearest hundred.**

   Answer: _____

6. **A town has 47,812 people. Round to the nearest ten thousand and explain which digit you looked at.**

   Answer: _____

Watch the lesson free: hakillokids.org/math/grade-4#G4-02
Practice online with Mia, Sam & Ivy: **learn.hakillokids.org**