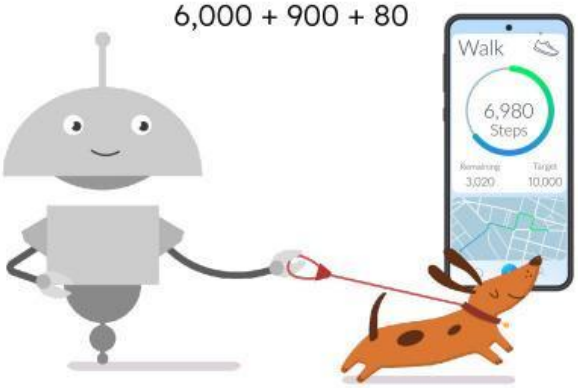
Math: Level D

Numbers to the Thousands Review

Numbers are everywhere! Where else have you found numbers in the world around you?

Six thousand, nine hundred eighty

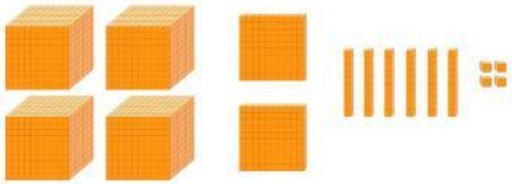
6,000 + 900 + 80



4,264

Four thousand, two hundred sixty four

4,000 + 200 + 60 + 4



Activity Checklist

Day 1

- ❑ Video and Guided Notes
- ❑ Practice - Level 1

Day 2

- ❑ Place Value Builders
- ❑ Practice - Level 2

Day 3

- ❑ Number Riddles
- ❑ Practice - Level 3
- ❑ Practice - Level 4

Day 4

- ❑ Number Match-Up
- ❑ Assessment

Lesson Objectives

- ❑ I can describe the places and values of digits in numbers to 9,999.
- ❑ I can identify and represent four-digit numbers several ways, like by using digits, words, values, and visual models.

: Watch video : Take notes : Practice game : Activity : Assessment

Numbers to the Thousands Review
Guided Notes

Numbers - tell specific _____ and are often made using digits

Digits - __ 1 __ 3 __ __ 6 7 __ __

PAUSE Why isn't 10 a digit?

Place Value - the value given to a _____ based on its location in a number

Put the digits in the correct place value locations.

6 in the thousands place

7 in the hundreds place

3 in the tens place

8 in the ones place

Thousands	Hundreds	Tens	Ones

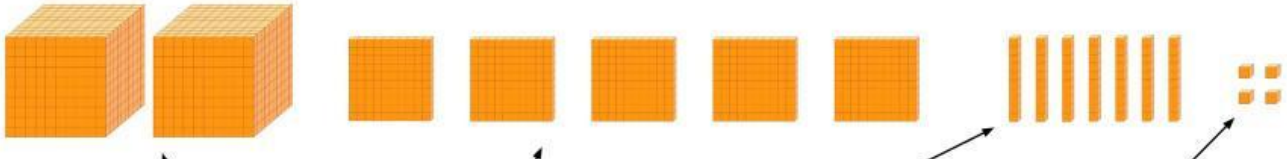
Put a comma in the correct location.

6738

Word form - recording a number using _____, as though saying it out loud

PAUSE Record the number using digits: two thousand, five hundred seventy-four

_ _ _ _



Digit in the thousands place: __
Value of that digit: _____

Digit in the hundreds place: __
Value of that digit: _____

Digit in the tens place: __
Value of that digit: _____

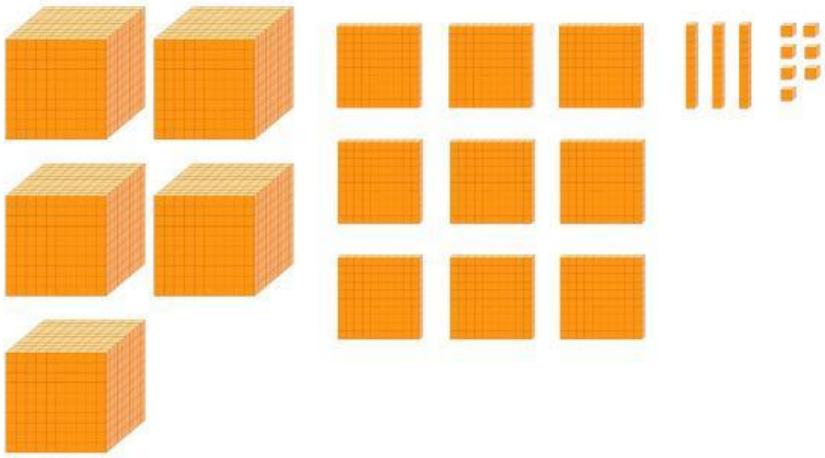
Digit in the ones place: 4
Value of that digit: 4

Expanded form - expanding all the digits of a number into their _____ and writing them as being added together

2,574 in expanded form is 2,000 + _____ + 70 + 4

PAUSE

Record the number at least two different ways.



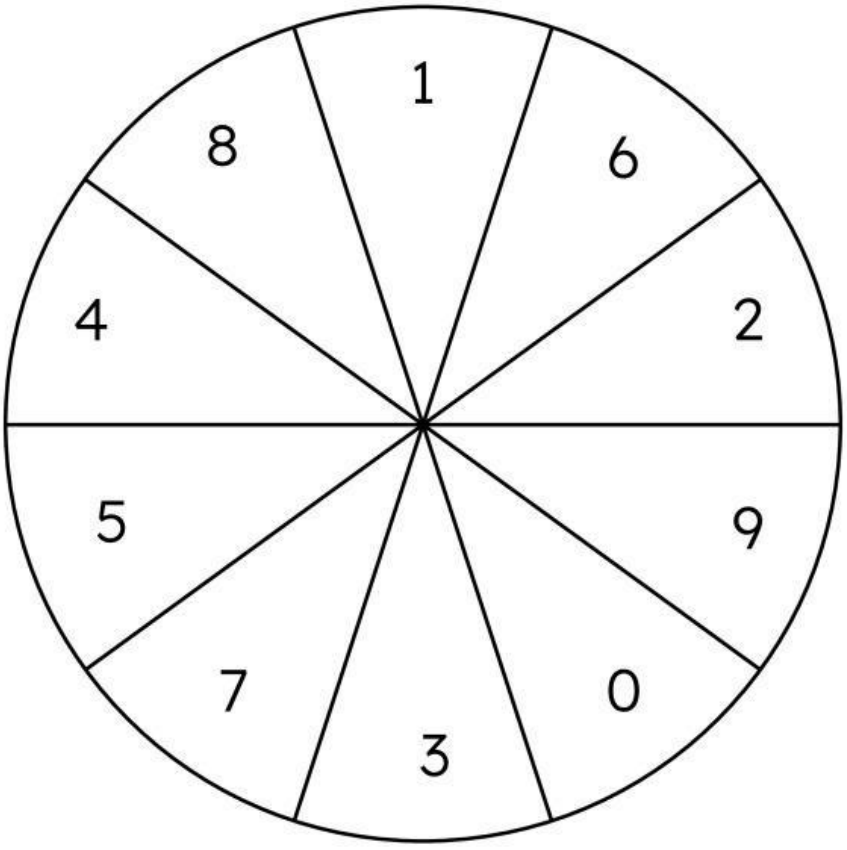
- ❑ Digits
- ❑ Word form
- ❑ Expanded form

Activity: Place Value Builders

Directions: Get ready to be place value builders! In this activity, you'll build six different numbers using a spinner.

1. Using a pencil and paperclip, spin to find four digits for your number. Record the digits in the provided spaces.
2. Choose how you want to arrange those digits and record your four-digit number. Don't forget the comma!
3. Identify the digit in each place and its value.
4. Represent the number one other way, such as word form, expanded form, or a visual model.

★ Check out the resource that follows this activity for more information about representing numbers.



Activity: Place Value Builders

Digits: __ __ __ __ Number: __________ Digit in the ones place: __ Value: __ Digit in the tens place: __ Value: ____ Digit in the hundreds place: __ Value: ______ Digit in the thousands place: __ Value: ______	❑ Words ❑ Expanded ❑ Model
Digits: __ __ __ __ Number: ___________ Digit in the ones place: __ Value: __ Digit in the tens place: __ Value: ____ Digit in the hundreds place: __ Value: ______ Digit in the thousands place: __ Value: ______	❑ Words ❑ Expanded ❑ Model
Digits: __ __ __ __ Number: __________ Digit in the ones place: __ Value: __ Digit in the tens place: __ Value: ____ Digit in the hundreds place: __ Value: ______ Digit in the thousands place: __ Value: ______	❑ Words ❑ Expanded ❑ Model
Digits: __ __ __ __ Number: __________ Digit in the ones place: __ Value: __ Digit in the tens place: __ Value: ____ Digit in the hundreds place: __ Value: ______ Digit in the thousands place: __ Value: ______	❑ Words ❑ Expanded ❑ Model

Activity: Place Value Builders

Digits: __ __ __ __ Number: _____ Digit in the ones place: __ Value: __ Digit in the tens place: __ Value: _____ Digit in the hundreds place: __ Value: _____ Digit in the thousands place: __ Value: _____	❑ Words ❑ Expanded ❑ Model

Digits: __ __ __ __ Number: _____ Digit in the ones place: __ Value: __ Digit in the tens place: __ Value: _____ Digit in the hundreds place: __ Value: _____ Digit in the thousands place: __ Value: _____	❑ Words ❑ Expanded ❑ Model

Bonus: In our lesson, we learned that 10 ones make a ten, 10 tens make a hundred, and 10 hundreds make a thousand.

How many tens are needed to make a thousand? _____

How many ones are needed to make a thousand? _____

In the number 4,444, what pattern do you notice about the values of the digits in the ones, tens, hundreds, and thousands places?

Value of the digit in the ones place: _____ _____

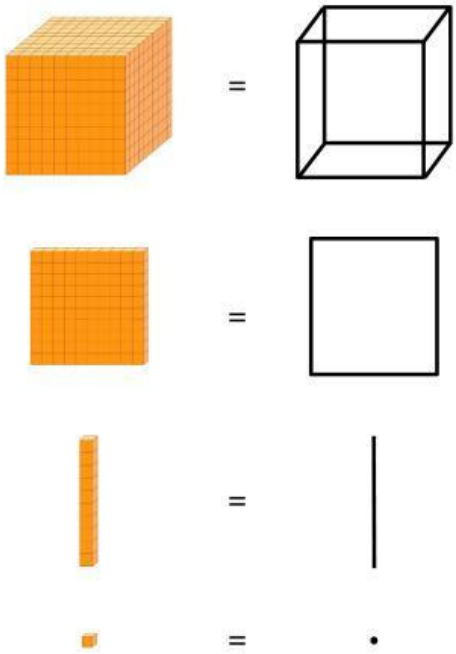
Value of the digit in the tens place: _____ _____

Value of the digit in the hundreds place: _____ _____

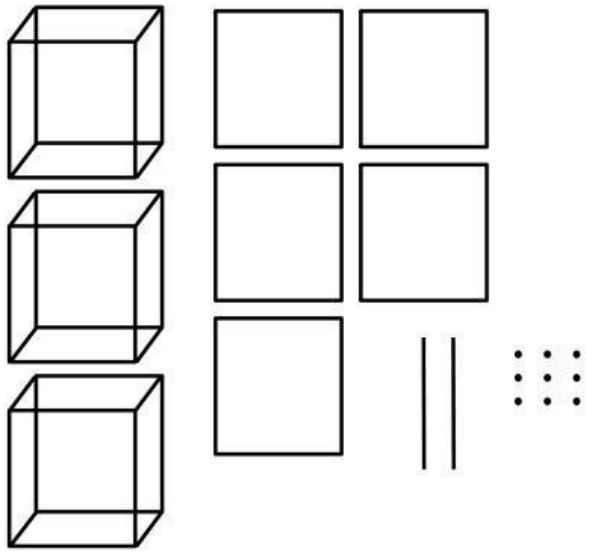
Value of the digit in the thousands place: _____ _____

Representing Numbers Resource

Visual Models



3,529



Expanded Form

Remember, this means to expand all the digits of a number into their values and write them as being added together.

8,904

8,000 + 900 + 4

Word Form

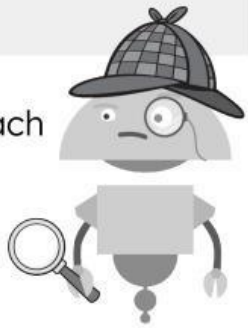
Remember, this means to record a number using words, as though saying it out loud.

2,075

Two thousand seventy-five

0 zero	10 ten	20 twenty
1 one	11 eleven	30 thirty
2 two	12 twelve	40 forty
3 three	13 thirteen	50 fifty
4 four	14 fourteen	60 sixty
5 five	15 fifteen	70 seventy
6 six	16 sixteen	80 eighty
7 seven	17 seventeen	90 ninety
8 eight	18 eighteen	100 hundred
9 nine	19 nineteen	1,000 thousand

Activity: Number Riddles



Directions: Get ready to become a number detective! Read each riddle carefully and use the clues about the number's digits and places to figure out the mystery number! How many numbers can you make with the clues for #3?

1. My ones digit is 3, my tens digit is 8, my hundreds digit is 1, and my thousands digit is 7. What number am I? _____

2. In expanded form, I look like this: 2,000 + 300 + 40 + 5. What number am I? _____

3. My thousands place and ones place digits are the same. My hundreds place digit is a 4. I have a 0 in the tens place. What number could I be? _____

4. In word form, I look like this: six thousand, four hundred two. What number am I? _____

5. I am a number greater than 1,000. All of my digits are the same, and they add up to 8. What number am I? _____

Bonus: Record your own riddle for the number 6,814.

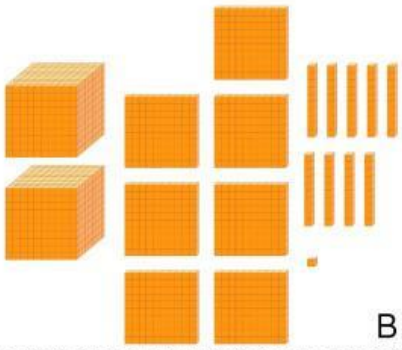
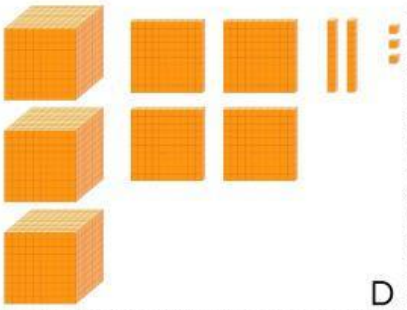
50 Gold

Activity: Number Match-Up

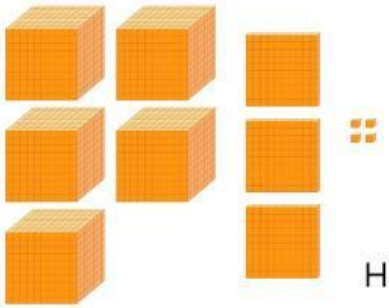
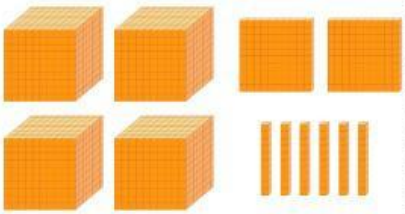
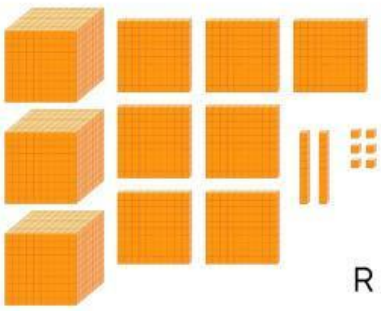
Directions: Cut out all 18 cards. They represent nine different numbers. Use your understanding of place value and numbers to match the pairs of cards that represent the same number.

Modifications:

- You can also play this as a memory game! Lay all the cards face down and flip over two at a time to find a match. If the cards don't match, turn them back over and remember their location and value for your next turn.
- Each card has a letter. Record the letter of the card that has the matching number in the top left corner of the card.
- Instead of cutting out the cards, record the number each card represents with digits in its top left corner. Then, record the letter of the matching card next to the digit form.

Two thousand, three hundred fifty-seven A	 B	1,000 + 800 + 70 + 5 C
 D	1,000 + 80 + 2 E	Five thousand, three hundred four F

Activity: Number Match-Up

2,000 + 300 + 50 + 7 G	 H	Six thousand, five hundred nineteen I
 J	Three thousand, four hundred twenty-three K	3,000 + 700 + 20 + 6 L
 M	6,000 + 500 + 10 + 9 N	Four thousand, two hundred sixty O
2,000 + 700 + 90 + 1 P	One thousand, eight hundred seventy-five Q	 R