

Name: _____ Date: _____ #: _____

Unit 1: Whole Numbers, Place Value, and Rounding in Computation Grade 4

Dear Parents or Guardians,

We are off to an exciting year in Math! In our first unit, Whole Numbers, Place Value and Rounding in Computation, students have added and subtracted numbers to solve word problems, rounded numbers from the ones to the millions place, used the structure of the place value and base-ten system to build number sense, and have solved multi-step word problems.

Students should be able to:

- Read numbers correctly through the millions
- Write numbers correctly through millions in standard form
- Write numbers correctly through millions in expanded form
- Identify the place value name for multi-digit whole numbers
- Identify the place value locations for multi-digit whole numbers
- Round multi-digit whole numbers to any place
- Solve multi-step problems using the four operations

It is important that your child knows how to apply the standards in daily situations. Below is a chart that will help your child master this unit.

Standard	Examples
Writing numbers in: Standard form Word form Expanded form	Standard: 589,621 Word: Five hundred eighty-nine thousand, six hundred twenty-one Expanded: $500,000 + 80,000 + 9,000 + 600 + 20 + 1$
Rounding to any place ranging from the ones to the one millions place	Round to the nearest: 100: 6,342 rounds to 6,300 1,000: 66,342 rounds to 66,000 100,000: 679,354 rounds to 700,000
Compare numbers using $>$, $=$, and $<$.	$385,786 < 489,684$
Recognize place value	33 The 3 in the tens place is 10 times the value of the 3 in the ones place. The 3 in the ones place is $\frac{1}{10}$ the value of the 3 in the tens place.

Standards and Sample Problems:

4.NBT.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 $700 \div 70 = 10$ by applying concepts of place value and division.*

4.NBT.1 Sample Problem:

1. Look at the number below.
39,745

Calculate the difference between the value of the 9 and the value of the 4.

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4.NBT.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.

4.NBT.2 Sample Problems:

2. Standard Form: 58,412

Expanded Form: _____

Word Form: _____

4.NBT.3 - Use place value understanding to round multi-digit whole numbers to any place. (4th grade expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)

4.NBT.3 Sample Problems:

3. Round 23,347 to the nearest **tens** place: _____
4. Round 125,967 to the nearest **hundreds** place: _____

4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm. (4th grade expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)

4.NBT.4 Sample Problems:

5.
$$\begin{array}{r} 4,566 \\ + 1,345 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 643,234 \\ - 35,959 \\ \hline \end{array}$$

4.OA.3 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.OA.3 Sample Problem:

7. During the track meet Tony runs 300 feet on the first day of practice, 118 feet on the second day, and 453 on the third day. To the nearest ten, how many miles did Tony run total? Explain your thinking.

How can I study?

Students: Please remember, cramming the night before an assessment is not the best way to study! Reviewing the material nightly helps your tremendously. Most importantly, you will be less stressed, and will feel confident on assessment day!

- Review interactive notebooks
- Have your parents create a practice test
- Teach the material to your parents/siblings/friends/pets!
- Review your quizzes

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- Create an informational poster or PowerPoint
- Create a practice test or quiz for a friend, and check their work!
- Re-watch Study Jams and Brain Pops we viewed during the unit
- Go back and practice the IXL skills that were done for homework, and try to earn a higher score!
- Check out any of the posted resources on the **Weebly** (www.fourthgradenpes.weebly.com)
- Create flashcards to carry around with you so you can study when you are not at home

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is important that children solve math problems in ways that make sense to them. At home, encourage your child to explain the math thinking that supports those solutions and show you the strategies that he/she uses to solve math problems.

Happy learning!
Ms. Spaeth