

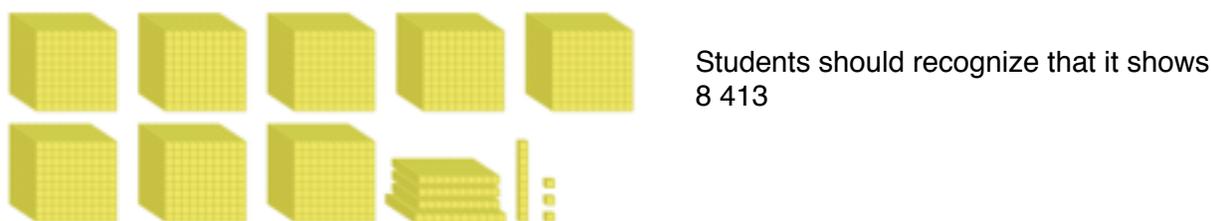
On Wednesday, November 4th, we'll be working on an assessment task that will give students an opportunity to demonstrate what they understand about place value.

Below are the concepts we have covered over the past few weeks, that students should review for Wednesday:

**[1] Identifying numbers from standard and non-standard place value models:**

When shown a standard place value model (e.g. base ten blocks), students should be able to say what number is being shown:

For example, shown this standard place value model:



This skill can be practised on IXL Math - Grade 4 - Place Value - A.1

Students should also be able to recognize non-standard place value models. For example:

Given this image:



And the information that each box holds 1,000 toothpicks, and the singles are single toothpicks, they should be able to read this number as 4 005 (4 boxes of one thousand and 4 single toothpicks)

**[2] Compare and order numbers on a number line:\*\***

Given an open number line, students should be able to place numbers on it with reasonable accuracy. For example:

Place the numbers 4200 and 712 on this number line: (red arrows show answers)



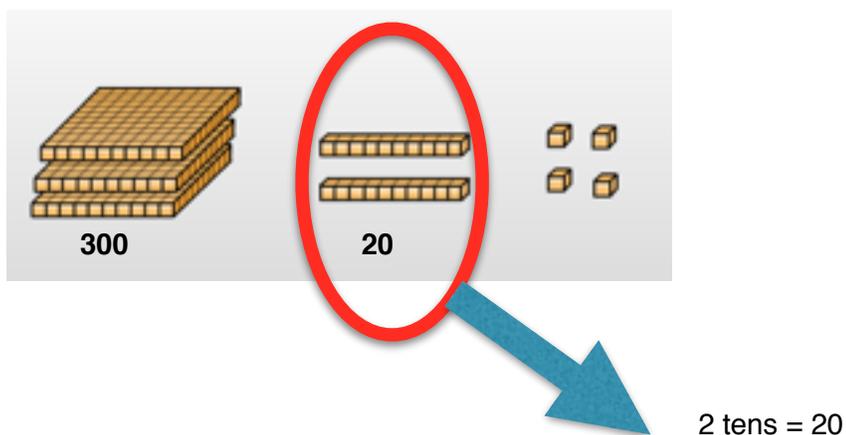
IXL doesn't have any activities to practice this skill, but there is a British site that offers some practice:

[http://mathsframe.co.uk/en/resources/resource/37/placing\\_numbers\\_on\\_a\\_number\\_line](http://mathsframe.co.uk/en/resources/resource/37/placing_numbers_on_a_number_line)

\*\* We haven't worked on this skill yet - students will have an opportunity to practice on Monday and Tuesday - don't be concerned if your child doesn't understand it yet.

**[3] Describe the value of a number, based on its place value position.**

Given a number such as 324, students should be able to describe the value of any number (e.g. "the value of the '2' in 324 is 20, because it is in the tens place and two tens is twenty"). They can choose to describe in words (as I've done above) or using pictures (as below)



**[4] Compare and order numbers, and use their understanding of place value to explain why one number is larger than another.**

For example: Place these numbers in order from least to greatest:

5706

5670

5076

5607

And.... "Which number is bigger - 2 342 or 2432? Explain how you know?"

Sample response: 2432 is bigger than 2342 because although they both have 2 thousands, 2432 has 4 hundreds, and 2342 has only 3 hundreds.

Students can practice comparing and ordering numbers on IXL - Grade 4 Place Value - A.9

[5] **Rename numbers, using different combinations of thousands, hundreds, tens and ones:**

**Example 1:**

7 thousands, 14 hundreds, 3 tens and 5 ones = ?

(8 435 - they should know that “14 hundreds” is a “funny number” - they need to regroup - put 10 hundreds together to make another thousand)

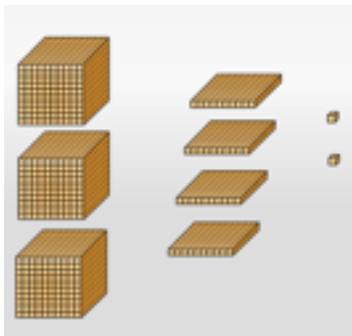
They can practice renaming numbers on this site:

<http://www.sheppardsoftware.com/mathgames/placevalue/PlaceValuesShapesShoot.htm>

**Example 2:**

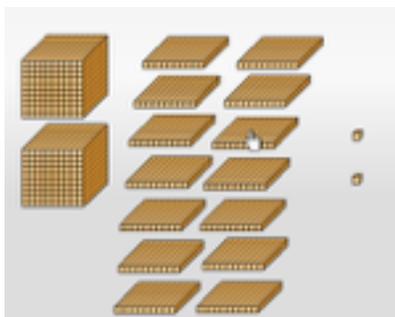
Build the number 3,402 five different ways:

[1] 3 groups of one thousand, 4 groups of one hundred, and 2 singles



OR

[2] 2 groups of one thousand, 14 groups of one hundred, and 2 singles



etc.

**Round numbers to the nearest ten, hundred and thousand:**

e.g. Round the number 2458 to the nearest:

Ten: (2460)

Hundred: (2400)

Thousand: (2000)