Unit 1- MCC4.NBT.1

MCC.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 ÷ 70 = 10 by applying concepts of place value and division.*

In other words…I know that it takes 10 ones to make 1 ten; 10 tens to make 1 hundred; 10 hundreds to make 1 thousand; 10 thousands to make 1 ten-thousand; 10 ten-thousands to make 1 hundred-thousand; and 10 hundred-thousands to make 1 million.

Million	Hundred-thousand	Ten-thousand	Thousand	Hundred	Ten	One
1,000,000	100,000	10,000	1,000	100	10	1
100,000 x 10	10,000 x 10	1,000 x 10	100 x 10	10 x 10	10 x 1	

I also know…that I can use place value to multiply and divide quickly.

Example:

700 ÷ 70 =?

I know the answer is 10 because it takes 10 tens to make 1 hundred. Both numbers "start" with 7 so all I do is multiply 70 x 10 which makes 70 tens and 70 tens = 700. Since this problem is division, I switch around the numbers (do the opposite of a multiplication problem) and get 700 ÷ 70 = 10.

Some new math words I am using with this standard: *Most of these are review words.*

Numeral -- means number

Digit – means a number (The number 200 has 3 digits)

Base-10 numerals - the way we write numbers using any of the digits 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

Place Value – the value of each digit in a number (The value of the 4 in number 416 is 400; the value of the 1 in 416 is 10; and the value of the 6 in 416 is 6).

Multiplication – (multiply uses the symbol "x" between two numbers) a math operation that combines equal groups.

Division – (dividing uses the symbol "÷" between two numbers) is a math operation that separates objects into equal groups.

Help your child by asking her/him how many "tens" are in a 2, 3, or 4 digit number. Ask how many "hundreds" are in a 3, 4, or 5 digit number. Ask how many "ones" are in a 1, 2, 3 or 4 digit number. For example: the number 310 has 310 ones, 31 tens, and 3 hundreds.