**Mathematics**



 **What is place value?**



**Mathematics**

|  |  |
| --- | --- |
| **What you will need** | * Grey lead pencil, eraser and paper
* A computer is useful if you have one, because there may be interactive activities in some lessons.
* A calculator is sometimes used and is useful to check your answers.
 |
| **The activities** | * Learning tasks
* Games
* A fortnightly test
* A fortnightly reflection
 |
| **Check your answers with your supervisor/parent/carer** | Check your answers after each activity to see how well you are going and how your skills are developing. Checking your answers also prepares you for the tests and reflections.  |
| **When to use your calculator** | Generally, you **won’t** need your calculator. The Maths activities develop skills; ways of working with numbers, mental arithmetic, estimating and using times tables.Please only use your calculator when it’s part of the activity. |
| **Asking for help…** | There may be times when you are not sure about an example or an exercise.When this happens, ask for help from:* Your supervisor/parent/carer
* Your teacher
 |

**Guidelines for the Supervisor**

***Working with your child***

|  |  |
| --- | --- |
| **Assisting your child** | Please go through the explanation and examples of mathematical concepts and ensure that your child understands the tasks before beginning. Your child can work independently but you will need to monitor their progress and offer assistance if and when difficulties arise. Encourage your child to double- check his or her answers to each activity. Please schedule time to **correct your child’s work** using the Maths Solutions booklet provided. If your child has made an error, discuss how and why the error was made and encourage him or her to have another go. Always provide **positive feedback** on progress made. If your child experiences **difficulty,** c**ontact the teacher as soon as possible** for extra help. |
| **The fortnightly test** | We would like your child to complete the skills test at the end **without any assistance** (although help with reading instructions may be required).This will allow the teacher to assess your child’s understanding and recall of the concepts taught in each lesson. |
| **Reflections** | There is an opportunity for students to reflect on their learning and whether or not they understood the concepts or need to consolidate their understanding further.  |
| **Your feedback** | Please feel free to write comments on your child’s work in terms of their progress, attitude, difficulties etc.  |
| **Your child’s teacher** | When the teacher receives your child’s work he or she will provide feedback, positive reinforcement and assistance.If you have any questions it is important to contact your child’s teacher. The teacher can help you and adjust the work to best suit your child’s individual needs. |

***Learning Intention***

***Revise the concept of place value.***

***Digits*** are single numbers from 0 – 9, that is:

**0, 1, 2, 3, 4, 5, 6, 7, 8, 9**

Digits are grouped together to make larger numbers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  | *4* |
|  |  |  | *1* | *1* |
|  |  | *1* | *2* | *2* |
|  | *1* | *1* | *1* | *1* |
| *1* | *2* | *1* | *1* | *2* |

An example of a ***one-digit*** number is ***4***.

An example of a ***two-digit number*** is ***11***.

An example of a ***three-digit*** ***number*** is ***122***.

An example of a ***four-digit number*** is ***1 111.***

An example of a ***five-digit number*** is ***12 112.***

A number with four or more digits is separated into groups of three digits using spaces, e.g. ***1 111*** and ***12 112***.

|  |  |
| --- | --- |
| Screen bean character with a light bulb over its head | *The value of a* [*digit*](http://www.math.com/school/subject1/lessons/S1U1L1GL.html) *depends on its place* *in the number*. |

What is place value?

Digits are grouped together to make larger numbers.

Each digit has a place according to its value.

*4 is made up of 4 ones.*



*1 + 1 + 1 + 1 = 4*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  | *4* |

*11 is made up of 1 tens and 1 ones.*

******

 *10 + 1 = 11*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  | *1* | *1* |

*122 is made up of 1 hundreds, 2 tens and 2 ones.*

******

*100 + 20 + 2 = 122*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  | *1* | *2* | *2* |

*1 111 is made up of 1 thousands, 1 hundreds, 1 tens and 1 ones.*

******

*1 000 + 100 + 10 + 1 = 1 111*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  | *1* | *1* | *1* | *1* |

*12 112 is made up of 1 tens of thousands, 2 thousands, 1 hundreds, 1 tens and 2 ones.*

******

******

*10 000 + 2 000 + 100 + 10 + 2 = 12 112*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
| *1* | *2* | *1* | *1* | *2* |

1. *Write each number in the place value chart.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
| **22 508** | ***2*** | ***2*** | ***5*** | ***0*** | ***8*** |
| **9 733** |  |  |  |  |  |
| **159** |  |  |  |  |  |
| **26** |  |  |  |  |  |
| **5** |  |  |  |  |  |

**![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\O1F2Y5HM\MP900438715[1].jpg]()***You will need a die for this activity.*

1. *Take it in turns with your supervisor to:*
2. *Roll the die four times each.*
3. *Record the digits.*
4. *Create the largest and smallest numbers you can using the digits you rolled*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Digits Rolled** | **Largest Number** | **Smallest Number** |
| Player 1 |  |  |  |
| Player 2 |  |  |  |
| Player 1 |  |  |  |
| Player 2 |  |  |  |
| Player 1 |  |  |  |
| Player 2 |  |  |  |
| Player 1 |  |  |  |
| Player 2 |  |  |  |

1. *What did you notice with the number patterns of the largest and smallest numbers?*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please ask your supervisor to correct today’s work with you.

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***Learning Intention***

***Understand the value that individual digits hold within a number.***

|  |  |
| --- | --- |
| Screen bean character with a light bulb over its head | ***The value of a*** [***digit***](http://www.math.com/school/subject1/lessons/S1U1L1GL.html) ***depends on its place* *in the number*.** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |

1. *Underline the number in the ones place.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *a.* | 112 | *b.* | 236 | *c.* | 489 | *d.* | 5 667 |
| *e.* | 28 | *f.* | 19 | *g.* | 189 | *h.* | 2 690 |
| *i.* | 3 300 | *j.* | 4 222 | *k.* | 15 144 | *l.* | 70 |

1. *Underline the number in the tens place.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *a.* | 563 | *b.* | 296 | *c.* | 89 |  *d.* | 114 |
| *e.* | 98 | *f.* | 15 | *g.* | 589 |  *h.* | 72 963 |
| *i.* | 3 307 | *j.* | 4 107 | *k.* | 8 891 |  *l.* | 70 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |

1. *Underline the number in the hundreds place.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *a.* | 1 153 | *b.* | 5 961 | *c.* | 610 | *d.* | 112 |
| *e.* | 293 | *f.* | 4 122 | *g.* | 107 | *h.* | 9 969 |
| *i.* | 839 | *j.* | 267 | *k.* | 3 872 | *l.* | 4 579 |

1. *Underline the number in the thousands place.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *a.* | 3 563 | *b.* | 9 296 | *c.* | 8 889 | *d.* | 2 114 |
| *e.* | 4 098 | *f.* | 11 015 | *g.* | 7 589 | *h.* | 74 009 |
| *i.* | 13 307 | *j.* | 1 107 | *k.* | 5 800 | *l.* | 5 570 |

1. *Underline the number in the tens of thousands place.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *a.* | 21 153 | *b.* | 95 961 | *c.* | 77 610 | *d.* | 50 112 |
| *e.* | 33 293 | *f.* | 40 122 | *g.* | 99 107 | *h.* | 97 969 |
| *i.* | 80 039Please ask your supervisor to correct today’s work with you.C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900440410[1].wmf | *j.* | 41 267 | *k.* | 63 872 | *l.* | 84 579 |

***Learning Intention***

***Understand place value to 9 999.***

1. *Place each set of numbers in descending order (from largest to smallest).*
2. *8 507, 7 503, 5 073, 3 057*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *2 645, 3 658, 1 999, 2 500*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *2 907, 8 436, 3 541, 2 657*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *3 524, 5 234, 2 453, 4 532*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *837, 238, 1 438, 2 745*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *Write the largest number using the digits below.*
2. *3, 5, 6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
3. *7, 0, 9 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
4. *3, 4, 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
5. *1, 3, 6, 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
6. *2, 7, 3, 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
7. *Expand each number. The first one has been done for you.*
8. *4 527 = 4 000 + 500 + 20 + 7*

1. *5 436 = + + +*
2. *6 748 = + + +*
3. *6 740 = + + +*
4. *8 407 = + + +*
5. *7 987 = + + +*
6. *8 579 = + + +*

Please ask your supervisor to correct today’s work with you.

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***Learning Intention***

***Understand place value to tens of thousands.***

1. *Write the numbers on the place value chart. The first one has been done for you.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
| 456 |  |  | *4* | *5* | *6* |
| 2 456 |  |  |  |  |  |
| 32 187 |  |  |  |  |  |
| 45 356 |  |  |  |  |  |
| 37 291 |  |  |  |  |  |
| 45 678 |  |  |  |  |  |

1. *Write the place value of each bold digit. The first one has been done you.*
2. **4**56 *hundreds*
3. 2 35**4** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. **3** 629 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. 4 **7**13 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. 2**3** 256 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. **4**7 123 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. 89 **4**13 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. 2**5** 369 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. *Order the numbers in ascending order (from smallest to largest).*
11. *86 351, 6 741, 7 961, 3 211*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *6 791, 9 761, 7 691, 1 976*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *36 251, 46 365, 15 207, 27 391*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *86 237, 35 628, 21, 492, 67, 351*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *97 999, 21 359, 35 291, 47 987*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *77 671, 31 356, 86 357, 99 398*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *35 001, 75 601, 27 500, 50 139*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *Arrange the cards to make the largest number and then the smallest number using all the digits.*

***a.***

|  |  |  |
| --- | --- | --- |
| ***Cards*** | ***Largest number*** | ***Smallest number*** |
| *5* | *3* | *9* |  |  |  |  |  |  |

***b.***

|  |  |  |
| --- | --- | --- |
| ***Cards*** | ***Largest number*** | ***Smallest number*** |
| *7* | *4* | *3* | *9* |  |  |  |  |  |  |  |  |

***c.***

|  |  |  |
| --- | --- | --- |
| ***Cards*** | ***Largest number*** | ***Smallest number*** |
| *4* | *3* | *8* | *6* | *2* |  |  |  |  |  |  |  |  |  |  |

Please ask your supervisor to correct today’s work with you.

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***Learning Intention***

***Understand how to read and write numbers as words and numerals.***

1. *Read the numbers before writing them in the place value chart. The first one has been done for you. You must place a digit in every column. Remember to use 0 (zero) as a place holder. E.g.*

*a. Forty-one thousand and nine*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
| *4* | *1* |  | *0* | *0* | *9* |

*b. Thirty-two thousand, two hundred and twenty-two*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

*c. Ninety-eight thousand, two hundred and fifty-one*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

*d. Sixty-four thousand, seven hundred and twenty-four*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

*e. Forty-seven thousand, two hundred and ninety-two*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

*f. Sixty-three thousand and twenty-six*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

*g. Thirty-six thousand and ten*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

*h. Thirteen thousand*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

*Now you are going to write numbers in words. The table below will help you with this.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | zero | 11 | eleven | 30 | thirty |
| 1 | one | 12 | twelve | 40 | forty |
| 2 | two | 13 | thirteen | 50 | fifty |
| 3 | three | 14 | fourteen | 60 | sixty |
| 4 | four | 15 | fifteen | 70 | seventy |
| 5 | five | 16 | sixteen | 80 | eighty |
| 6 | six | 17 | seventeen | 90 | ninety |
| 7 | seven | 18 | eighteen | 100 | one hundred |
| 8 | eight | 19 | nineteen | 101 | one hundred and one |
| 9 | nine | 20 | twenty | 1 000 | one thousand |
| 10 | ten | 21 | twenty-one |  |  |

*\*Remember to use the correct spelling and hyphenate numbers when required.*

1. *Write these numbers in words.*
2. 35 213

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 45 316

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 40 126

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 30 962

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 41 309

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 74 018

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Write the place value of each bold digit followed by its total value. The first one has been done for you.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number** | **Place value** | **Total Value** |
| *a.* | 3**1** 264 | thousands | 1 000 |
| *b.* | 2**4** 406 |  |  |
| *c.* | 34 **5**01 |  |  |
| *d.* | 74 6**8**3 |  |  |
| *e.* | **7**2 137 |  |  |
| *f.* | 5**4** 309 |  |  |
| *g.* | **6**5 362 |  |  |
| *h.* | 37 60**1** |  |  |

Please ask your supervisor to correct today’s work with you.

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***Learning Intention***

***Understand how to partition numbers to tens of thousands.***

1. *Expand these numbers. The first one has been done for you.*

*a. 37 589 = 30 000 + 7 000 + 500 + 80 + 9*

1. *29 634 = + + + +*
2. *75 798 = + + + + +*
3. *67 483 = + + + +*
4. *96 798 = + + + +*
5. *35 266 = + + + +*
6. *29 064 = + + + +*
7. *35 009 = + + + +*

*Now you are going to make a number expander. A number expander is a simple aid made from a strip of paper which can show the many ways of renaming a number. Please view a demonstration at:*

[***http://www.youtube.com/watch?v=0NSI0C6cnDA***](http://www.youtube.com/watch?v=0NSI0C6cnDA)

1. *Using the template below, complete the number expander to show how 42 735 can be expressed in different ways.*
2. *Fill in the numbers*
3. *Cut around the edges of the expander*
4. *Fold along the blue lines*
5. *Discuss with your supervisor*

***42 735***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **tens of thousands** |  | **thousands** |  | **hundreds** |  | **tens** |  | **ones** |

1. *Fill in the number expander to show how 42 735 can be expressed or rearranged in different ways.*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **thousands** |  | **hundreds** |  | **tens** |  | **ones** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **hundreds** |  | **tens** |  | **ones** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **tens** |  | **ones** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **ones** |

*SPARE NUMBER EXPANDERS*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **tens of thousands** |  | **thousands** |  | **hundreds** |  | **tens** |  | **ones** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **tens of thousands** |  | **thousands** |  | **hundreds** |  | **tens** |  | **ones** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **tens of thousands** |  | **thousands** |  | **hundreds** |  | **tens** |  | **ones** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **tens of thousands** |  | **thousands** |  | **hundreds** |  | **tens** |  | **ones** |

1. *How many tens are there in each number altogether? Make a number expander for any number you are unsure of.*
2. *32 \_\_\_\_\_\_*
3. *374 \_\_\_\_\_\_*
4. *2 134 \_\_\_\_\_\_*
5. *4 271 \_\_\_\_\_\_*
6. *Write a number that is equal to the following amounts.*
7. *8 tens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
8. *40 tens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
9. *20 tens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
10. *80 tens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
11. *4 hundreds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
12. *8 hundreds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
13. *20 hundreds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
14. *3 thousands \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
15. *6 thousands \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
16. *9 thousands \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
17. *6 tens of thousands \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Please ask your supervisor to correct today’s work with you.

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***Learning Intention***

***Understand place value patterns.***

*The place value system is based on a pattern of tens formed by multiplying by 10, e.g.*

*7 × 10 =* ***70***

*70 × 10 =* ***700***

*700 × 10 =* ***7 000***

*7 000 × 10 =* ***70 000***

*or*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  | **7** |
|  |  |  | **7** | **0** |
|  |  | **7** | **0** | **0** |
|  | **7** | **0** | **0** | **0** |
| **7** | **0** | **0** | **0** | **0** |

1. *Multiply each number in the ones column repeatedly by 10 to increase its value. (Work from right to left.) The first one has been done for you.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *× 10**tens of thousands* | *× 10**(thousands)* | *× 10**(hundreds)* | *× 10**(tens)* | *(ones)* |
| 70 000 | 7 000 | 700 | 70 | ***7*** |
|  |  |  |  | ***8*** |
|  |  |  |  | ***3*** |
|  |  |  |  | ***4*** |
|  |  |  |  | ***6*** |
|  |  |  |  | ***9*** |

1. *Now divide each number in the tens of thousands column repeatedly by 10 to decrease its value. (Work from left to right.) The first one has been done for you. You may use a calculator or create number expanders to help you with this task.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *(tens of thousands)* | *÷ 10**(thousands)* | *÷ 10**(hundreds)* | *÷ 10**(tens)* | *÷ 10**(ones)* |
| ***40 000*** | 4 000 | 400 | 40 | 4 |
| ***80 000*** |  |  |  |  |
| ***50 000*** |  |  |  |  |
| ***30 000*** |  |  |  |  |
| ***70 000*** |  |  |  |  |
| ***90 000*** |  |  |  |  |

1. *Study the pattern in the number expander on the following page before attempting the following questions.*
2. *How many thousands are there altogether in 36 234?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *How many hundreds are there altogether in 24 567?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *How many tens are there altogether in 56 336?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *How many ones are there altogether in 26 445?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *How many thousands are there altogether in 45 675?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *How many hundreds are there altogether in 56 459?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *How many tens are there altogether in 86 674?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3 | **tens of thousands** | 6 | **thousands** | 7 | **hundreds** | 4 | **tens** | 3 | **ones** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3 | 6 | **thousands** | 7 | **hundreds** | 4 | **tens** | 3 | **ones** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3 | 6 | 7 | **hundreds** | 4 | **tens** | 3 | **ones** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 3 | 6 | 7 | 4 | **tens** | 3 | **ones** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | 6 | 7 | 4 | 3 | **ones** |

*SPARE NUMBER EXPANDERS*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **tens of thousands** |  | **thousands** |  | **hundreds** |  | **tens** |  | **ones** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **tens of thousands** |  | **thousands** |  | **hundreds** |  | **tens** |  | **ones** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **tens of thousands** |  | **thousands** |  | **hundreds** |  | **tens** |  | **ones** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **tens of thousands** |  | **thousands** |  | **hundreds** |  | **tens** |  | **ones** |

*Write the numbers.*

1. *27 tens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
2. *35 tens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
3. *26 hundreds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
4. *39 hundreds ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
5. *126 tens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
6. *126 hundreds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Please ask your supervisor to correct today’s work with you.

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***Learning Intention***

***Understand how to solve problems with place value.***

******

 **A B C D**

 1 thousand 1 hundred 1 ten 1 one

1. *How many times as big is the number shown in:*
2. ***A*** *compared to the one shown in* ***B?***
3. ***B*** *compared to the one shown in* ***C?***
4. ***C*** *compared to the one shown in* ***D?***
5. ***A*** *compared to the one shown in* ***C?***
6. ***B*** *compared to the one shown in* ***D?***
7. ***A*** *compared to the one shown in* ***D?***
8. *Which number is larger? Write it in the box.*
9. *60 000 + 7 000 + 600 + 80 + 1*

*OR*

1. *60 000 + 900 + 90 + 9*
2. *80 000 + 1 000 + 200 + 40 + 9*

*OR*

1. *80 000 + 2 000 + 100 + 60 + 2*
2. *20 000 + 5 000 + 700 + 10 + 8*

*OR*

1. *20 000 + 5 000 + 800 + 80 + 1*
2. *50 000 + 3 000 + 900 + 90 + 2*

*OR*

1. *50 000 + 9 000 + 700 + 90 + 2*
2. *Write the correct numbers in the boxes below.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *a.* | *74 186* | *c.* | *60 715* | *e.*  | *97 364* |
| *b.* | *79 146* | *d.* | *40 207* | *f.* | *98 170* |

1. *Which number has a 7 that stands for 7 000?*
2. *Which numbers contains 6s that have the same value?*

1. *Which numbers contain 9s that have the same value?*
2. *Which numbers contain 7s that have the same value?*
3. How many times as big is the 7 in **B** compared to the 7 in **E**?

Please ask your supervisor to correct today’s work with you.

![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900440410[1].wmf]()

***Learning Intention***

***Use a calculator to demonstrate the place value of numbers.***

*Now you will play a fun game with an adult and get the opportunity to demonstrate your understanding of place value.*

**![C:\Users\Vicki\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DBSL4CH0\MC900433884[1].png]()***You will need a calculator for this activity.*

**WIPE OUT A DIGIT**

***HOW TO PLAY****:*

*The student begins by entering any 5-digit number into the calculator, e.g. 5 634.*

*The supervisor selects a digit for the student to ‘wipe out’ in their number by changing that digit to zero. For example, if the supervisor wants the student to wipe out the 6 (which really has a value of 600) the student would subtract 600 from their number. Only one operation can be entered into the calculator to wipe out a digit. The number then becomes 5 034 and the student would then record a score of 1.*

*The process repeats until there is only 0 on the calculator screen. Then it is the supervisor’s turn to enter any 5-digit number on the calculator and wipe out digits selected by the student.*

|  |  |
| --- | --- |
| ***Student Score*** | ***Supervisor Score*** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**ASSESSMENT TASKS – NUMBER AND PLACE VALUE**

***Students:*** *Please complete this section without looking back through the previous work and without assistance from your supervisor.*

***Supervisors:*** *Please* ***do not*** *correct the student’s work.*

1. *Expand each number on the place value chart.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
| 2 008 |  |  |  |  |  |
| 59 121 |  |  |  |  |  |
| 692 |  |  |  |  |  |
| 74 |  |  |  |  |  |
| 9 |  |  |  |  |  |

1. *Underline the number in the ones place.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *a.* | 10 039 | *b.* | 2466 | *c.* | 456 | *d.* | 46 |

1. *Underline the number in the tens place.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *a*. | 8 583 |  *b.* | 206 |  *c.* | 99 |  *d.* | 1. 64
 |

1. *Underline the number in the hundreds place.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *a.* | 1 053 | *b.* | 45 901 | *c.* | 630 | *d.* | 333 112 |

1. *Underline the number in the thousands place.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *a.* | 70 523 | *b.* | 9 296 | *c.* | 38 889 | *d.* | 2 014 |

1. *Underline the number in the tens of thousands place.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *a.* | 91 453 | *b.* | 85 111 | *c.* | 17 613 | *d.* | 155 112 |

1. *Place each set of numbers in descending order (from largest to smallest).*
2. *92 645, 37 658, 1 999, 22 555*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *Order the numbers in ascending order (from smallest to largest).*
2. *98 351, 6 741, 37 961, 3 211*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *Write the largest number using the digits below.*
2. *9, 5, 6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*b. 7, 0, 9, 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*c. 3, 4, 2, 8, 7 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *Expand each number.*
2. *6 789 = + + +*
3. *2 340 = + + +*
4. *1 099 = + + +*
5. *4 407 = + + +*

*10. Write the place value of each bold digit.*

* 1. *12 554 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	2. *29 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	3. *7 113 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	4. *111 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	5. *4 700 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
1. *Arrange the cards to make the largest number and then the smallest number using all the digits.*

*a.*

|  |  |  |
| --- | --- | --- |
| ***Cards*** | ***Largest number*** | ***Smallest number*** |
| *1* | *2* | *3* |  |  |  |  |  |  |

*b.*

|  |  |  |
| --- | --- | --- |
| ***Cards*** | ***Largest number*** | ***Smallest number*** |
| *5* | *1* | *9* | *8* |  |  |  |  |  |  |  |  |

*c.*

|  |  |  |
| --- | --- | --- |
| ***Cards*** | ***Largest number*** | ***Smallest number*** |
| *4* | *3* | *8* | *6* | *2* |  |  |  |  |  |  |  |  |  |  |

1. *Read the numbers before writing them in the place value chart.*
2. *Forty-seven thousand, two hundred and twenty-three*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

1. *Ninety-two thousand and twenty-two*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

1. *Eighty thousand and seven*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tens of Thousands** | **Thousands** |  | **Hundreds** | **Tens** | **Ones** |
|  |  |  |  |  |

1. *Write these numbers in words.*
2. 53 343

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 4 333

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Write the place value of each bold digit followed by its total value.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number** | **Place value** | **Total Value** |
| *a.* | 3**1** 264 |  |  |
| *b.* | 40**6** |  |  |
| *c.* | 34 **5**01 |  |  |
| *d.* |  1 1**8**3 |  |  |
| *e.* | **9**2 137 |  |  |

**REFLECTION**

*What is place value?*

**Please think about what you’ve learnt. Place a tick or smiley face in one of the columns below.**

|  |  |  |
| --- | --- | --- |
| **LEARNING INTENTION**  | **I CAN DO THIS** | **I NEED MORE PRACTICE** |
| **Solve problems using place value.** |  |  |

*In your own words, please explain what place value is. You may draw a diagram or picture to support your explanation.*

|  |
| --- |
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**TEACHER ASSESSMENT**

*What is place value?*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Level 4**

|  |  |  |
| --- | --- | --- |
| **Number and Algebra** | Demonstrated | Needs further opportunity |
| Recognise, represent and order numbers to at least tens of thousands  |  |  |
| Apply [place value](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Place%20value) to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems  |  |  |