Eureka Math

4th Grade
Module 1
Lesson 5

At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.

Icons

Read, Draw, Write

Learning Target

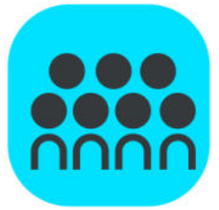
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

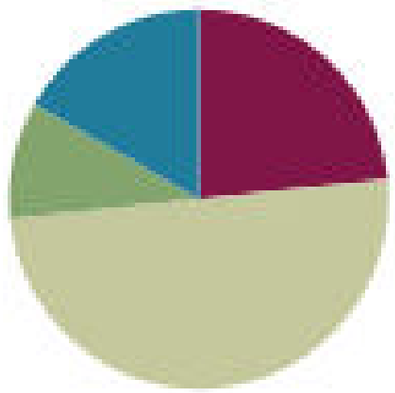
Small Group Time

Lesson 5

Objective: Compare numbers based on meanings of the digits using >, <, or = to record the comparison.

Suggested Lesson Structure

Fluency Practice	(14 minutes)
Application Problem	(6 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can compare numbers based on meanings of the digits using >,<, or = to record comparison

Unit skip-counting

Count by threes to 30.

Now count by 3 ten thousands to 30 ten thousands. When I raise my hand stop counting and say it STANDARD form.

Place Value

3,487

Say this number
What digit is in the tens place?
What's the value of the 8?
What is the value of the 3?
What about the 4?

Place Value

59,607

Say this number
What digit is in the tens place?
What's the value of the 8?
State the value of the 3.
What about the 4?

Application Problem

Draw and label the units on the place value chart to hundred thousand. Use each of the following digits (9, 8, 7, 3, 1, 0) once to create a number that is between 7 hundred thousands and 9 hundred thousands. In word form, write the number you created.

Comparing the largest unit

3,010 ◯ 2,040

- Let’s compare these two numbers
- Say the standard form to your partner and model each number on your place value chart.
- Why do you think when we compare numbers we start comparing at the greatest place value?
- What is the NAME of the unit with with the greatest value?
- Let’s take a look at the thousands. What do you notice?

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
				3		
		0		1 2		0

Comparing equal amounts of the largest unit

43,021 ◯ 45,302

- Model and read each number.
- How this comparison different than the first one?
- Since the digits are the same in ten thousands, how are we going to compare?
- If the digits in the largest value are the same, we go to the NEXT place.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
			4		3	
		0		2		1
			4		5	
		3		0		2

Comparing equal amounts of the largest unit

970,461 ◯ 970,641

- Model and read each number.
- Where are we going to start comparing?
- Since the digits in that place are the same, where will we start comparing?

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
	9	4	7	6	0	1
	9	6	0	4	7	1

Make your own

Now, make your own comparison problem for your partner to solve.

Share out as a class.

Comparing multiple numbers

32,434 ◯ 32,644

32,534

- Model and read each number.
- Where do we start?
- What do you notice?
- Where are we going to start now since the ten thousands and thousands have the same value?

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
		4	3	3	2	4
			3		2	
		6		4		4
			3		2	

Comparing Different units

700,000+30,000+20+8 ◯ 735,008

- Talk with your partner, how would you solve this?
- Model and read each number.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
		7	3		0	
		0		2		8
		7	3		5	
		0		0		8

Comparing Different units

4 hundred thousands 8 thousands 9 tens ◯ 40,000+8,000+90

- Talk with your partner, how would you solve this?
- Model and read each number.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
		4	0		8	
		0		9		0
			4		8	
		0		9		0

Problem Set

1 2 3 4 5

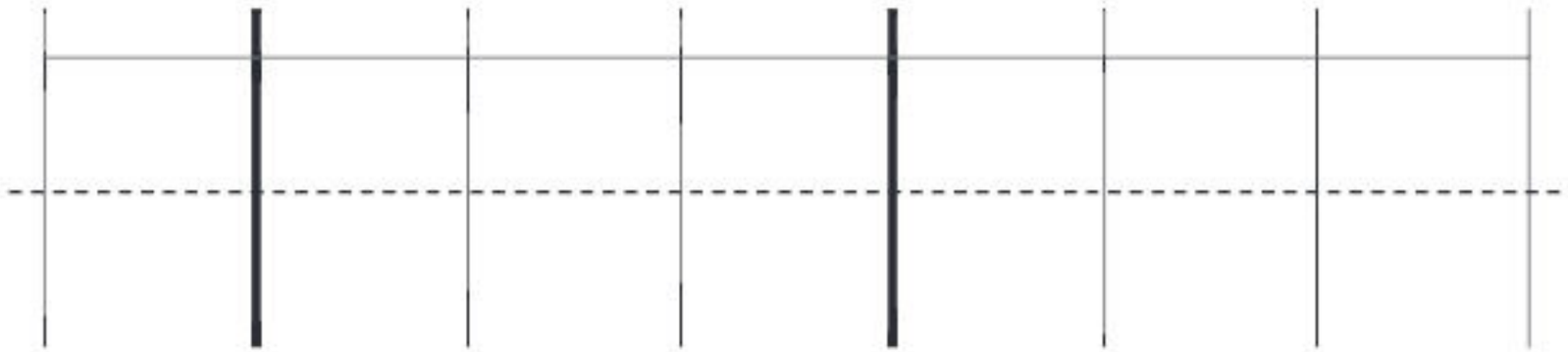
Problem Set

Name _____ Date _____

1. Label the units in the place value chart. Draw place value disks to represent each number in the place value chart. Use <, >, or = to compare the two numbers. Write the correct symbol in the circle.

a. 600,015 ◯ 60,015

b. 409,004 ◯ 440,002



Debrief

- When comparing numbers, which is more helpful to you: lining up the digits or lining up the place value chart? Explain.
- How is comparing numbers in problem 1(a) different from 1(b).
- How does your understanding of place value help to compare and order numbers.
- How can ordering numbers apply to real life?
- What challenges arise in comparing numbers when the numbers are written in different forms, such as in problem 2?

Exit Ticket

Name _____ Date _____

1. Four friends played a game. The player with the most points wins. Use the information in the table below to order the number of points each player earned from least to greatest. Then, name the person who won the game.

Player Name	Points Earned
Amy	2,398 points
Bonnie	2,976 points
Jeff	2,709 points
Rick	2,699 points