

Eureka Math

4th Grade Module 1 Lesson 6

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.



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Icons



Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



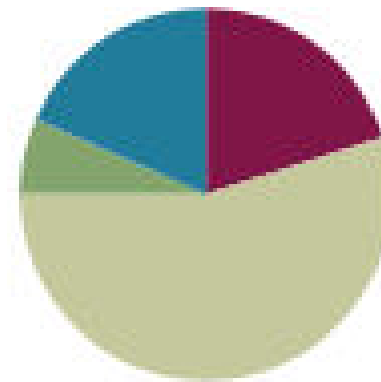
Small Group Time

Lesson 6

Objective: Find 1, 10, and 100 thousand more and less than a given number.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(4 minutes)
■ Concept Development	(33 minutes)
■ Student Debrief	(11 minutes)
Total Time	(60 minutes)





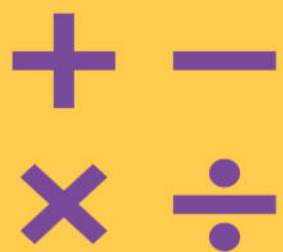
I can find 1, 10, and 100 thousand more and less than a given number.



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.



Rename Units

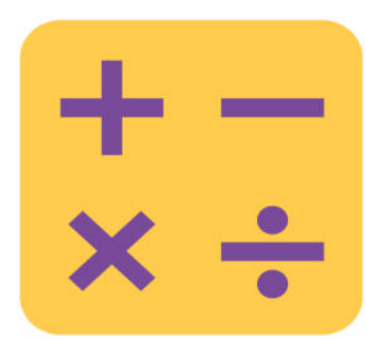
54, 783

How many thousands?

54,783 = _____ thousands _____ ones

How many ten thousands?

54,783 = _____ ten thousands _____ hundreds
_____ ones



Compare Numbers

$$231,005 \quad \bigcirc \quad 83,872$$



Application Problem

Use the digits 5,6,8,2,4 and 1 to create two six digit numbers. Be sure to use each of the digits within both numbers. Express the numbers in word form and use a comparison symbol to show their relationship. When finished put your two numbers in expanded form.



1 thousand MORE and LESS

- Draw 2 thousand on your place value chart
- What is one thousand more?
- Write 3 thousand 112 ones. Model with dots and numbers.
- What is one thousand more? Show using dots and digits.
- Draw 1 ten thousand dot. What number do you now have?
- What is one ten thousand MORE?
- What is one ten thousand LESS?

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



10 thousand MORE and LESS

- Draw 2 ten thousand and 3 thousand.
Read/write expanded form.
- What is 10 thousand more than 2 ten thousand 3 thousand? Show this in expanded form.
- Show using disks. What is 10 thousand more than 134,000?
- What number is 10 thousand less than 25,130?
- Write your number, then WHISPER it to your partner.



100 thousand more/less

200,352

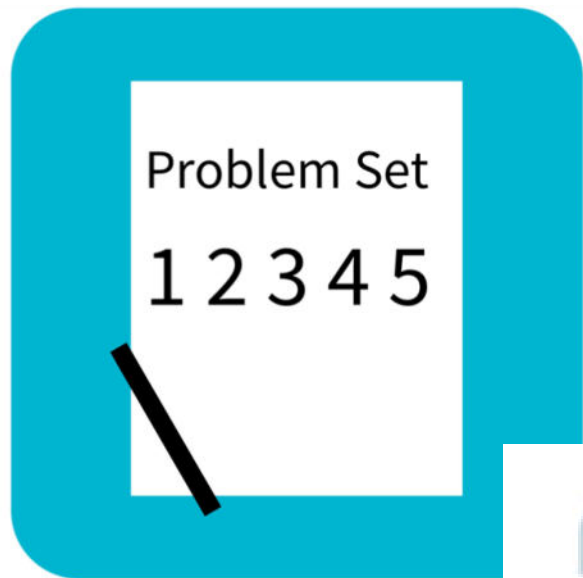
- With your partner, what is 100 thousand more?
- Write it in standard and expanded form.



100 thousand more/less

545,000 445,000 345,000

- Read these numbers with your partner.
- Predict what you think the next number in this pattern will be. How do you know?

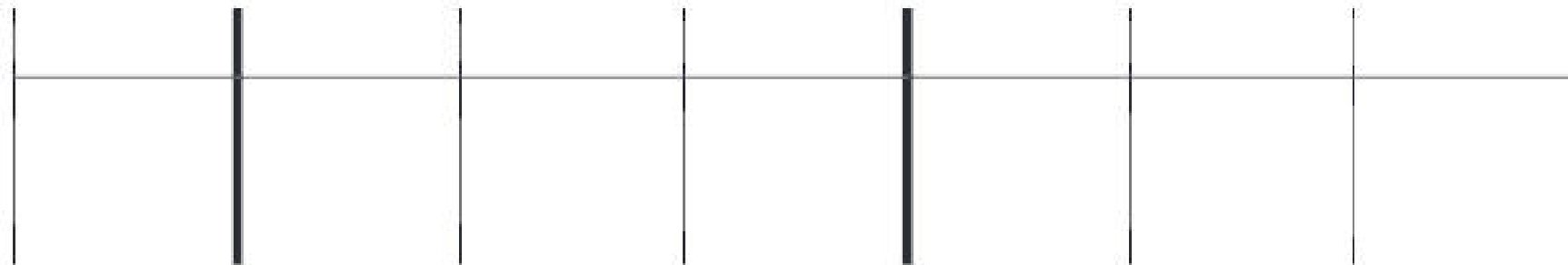


Problem Set

Name _____ Date _____

1. Label the place value chart. Use place value disks to find the sum or difference. Write the answer in standard form on the line.

a. 10,000 more than six hundred five thousand, four hundred seventy-two is _____.



b. 100 thousand less than $400,000 + 80,000 + 1,000 + 30 + 6$ is _____.





Debrief

- When drawing place value disks in the problem set, how did you show that a number was added or that a number was added or a number was taken away? If you used symbols, which symbols would you use?
- Look at problem 4. What strategy did you use to complete the pattern? How many ways can we model to solve? Which way is best? Why do you think so?
- Compare problem 3 and 4. Which was easier to solve

Exit Ticket

Name _____

Date _____

1. Fill in the empty boxes to complete the pattern.

468,235			471,235	472,235	
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Explain in pictures, numbers, or words how you found your answers.

2. Fill in the blank for each equation.

a. $1,000 + 56,879 =$ _____

b. $324,560 - 100,000 =$ _____

c. $456,080 - 10,000 =$ _____

d. $10,000 + 786,233 =$ _____