



GRADE 4 PLACE VALUE OF WHOLE NUMBERS AND DECIMALS



**Whole Class Lessons and Guided Math Groups
Active Engagement and Games
Intervention and Enrichment
Exit Tickets**



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Helping you live your life
AND

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I SEE YOU~

- struggling each week to write lesson plans that meet the rigor of the TEKS.
- searching endlessly for resources that will help kids learn math while being challenged and engaged.
- staying late everyday after school working on plans and creating everything from scratch.

You are exhausted from working with students all day, and still have to prep, write and create.

I SEE YOU~

SACRIFICING your time with your family and friends

to ensure success for ALL of OUR Children.



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Name _____

Unit 1 Place Value of Whole Numbers and Decimals

LT	Statement	1	2	3	4	Evidence
1	I can interpret the value of each place-value position as 10 times the position to the right.					
2	I can interpret the value of each place-value position as one-tenth of the value of the place to its left.					
3	I can represent the value of the digit in whole numbers through 1,000,000,000 using expanded notation and numerals.					
4	I can represent the value of the digit in whole numbers through decimals to the hundredths using expanded notation and numerals.					
5	I can compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Name _____

Unit 1 Place Value of Whole Numbers and Decimals

LT	Statement	1	2	3	4	Evidence
6	I can represent decimals, including tenths and hundredths, using concrete and visual models and money.					
7	I can compare decimals using concrete and visual models to the hundredths.					
8	I can order decimals using concrete and visual models to the hundredths.					
9	I can Determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line.					
10	I can represent decimals to the tenths or hundredths as distances from zero on a number line					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

LEARNING TARGET	WHAT DO WE WANT STUDENTS TO LEARN?	HOW WILL WE KNOW IF THEY LEARNED IT?	WHAT WILL WE DO IF THEY DON'T?	WHAT WILL WE DO IF THEY ALREADY KNOW IT?
1 4.2A	Interpret the value of each place-value position as 10 times the position to the right.	<input type="checkbox"/> Identify the relationship between two place values as 10 times or one-tenth.	<input type="checkbox"/> Understand the relationship between place value positions is based on multiples of 10	<input type="checkbox"/> Represent the value of the digit in decimals through the thousandths
2 4.2A	Interpret the value of each place-value position as one-tenth of the value of the place to its left.		<input type="checkbox"/> Understand that the value of each place value position is 10 times the position to the right and is one-tenth of the value of the place to its left <input type="checkbox"/> Describe the relationship between the ten thousands place and the thousands place when the digits are the same	<input type="checkbox"/> through the thousandths using expanded notation and numerals.
3 4.2B	Represent the value of the digit in whole numbers through 1,000,000,000 using expanded notation and numerals	<input type="checkbox"/> Represent the magnitude (relative size of whole numbers and decimals. <input type="checkbox"/> Represent standard Form	<input type="checkbox"/> Understand how to identify the place value position of a digit written in expanded notation, expanded form, standard or word form <input type="checkbox"/> Understand that a number can be decomposed into values that represent the digit in each place value position	<input type="checkbox"/> Represent the value of the digit in decimals through the thousandths using expanded notation and numerals.
4 4.2B	Represent the value of the digit in decimals to the hundredths using expanded notation and numerals	<input type="checkbox"/> Represent expanded form <input type="checkbox"/> Represent expanded notation <input type="checkbox"/> Write numbers in word form.		

LEARNING TARGET	WHAT DO WE WANT STUDENTS TO LEARN?	HOW WILL WE KNOW IF THEY LEARNED IT?	WHAT WILL WE DO IF THEY DON'T?	WHAT WILL WE DO IF THEY ALREADY KNOW IT?
5 4.2C	Compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$.	<input type="checkbox"/> Compare two numbers using place value charts <input type="checkbox"/> Compare two numbers using a number line <input type="checkbox"/> Order a set of numbers on a number line <input type="checkbox"/> Order a set of numbers on an open number line <input type="checkbox"/> Understand quantifying descriptors <input type="checkbox"/> greatest/least, <input type="checkbox"/> ascending/descending, <input type="checkbox"/> tallest/shortest, <input type="checkbox"/> warmest/coldest, <input type="checkbox"/> fastest/slowest, <input type="checkbox"/> longest/shortest, <input type="checkbox"/> heaviest/lightest, <input type="checkbox"/> closest/farthest, <input type="checkbox"/> oldest/youngest	<input type="checkbox"/> Understand how to compare and order numbers based on place value <input type="checkbox"/> Understand how to use quantifying descriptors (e.g., least to greatest) to describe the order of a set of numbers <input type="checkbox"/> Understand how to represent an ordered list of values using a comparison symbol <input type="checkbox"/> Understand the meaning of the phrases like "third in the list" <input type="checkbox"/> Understand how to interpret a list or table in order to associate numbers with their respective context labels <input type="checkbox"/> List numbers in order from least to greatest, select the context label associated with the third value in the list, and represent the ordered list using a comparison symbol	<input type="checkbox"/> Compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$.

LEARNING TARGET	WHAT DO WE WANT STUDENTS TO LEARN?	HOW WILL WE KNOW IF THEY LEARNED IT?	WHAT WILL WE DO IF THEY DON'T?	WHAT WILL WE DO IF THEY ALREADY KNOW IT?
6 4.2E	Represent decimals, including tenths and hundredths, using concrete and visual models and money.	<input type="checkbox"/> Represent using concrete and visual models: <input type="checkbox"/> Number lines <input type="checkbox"/> decimal disks <input type="checkbox"/> decimal grids, <input type="checkbox"/> base-10 blocks <input type="checkbox"/> money	<input type="checkbox"/> Understand how to determine the value of a collection of bills and coins <input type="checkbox"/> Understand how to write a monetary value in decimal form <input type="checkbox"/> Understand how to identify the place value position of a number written in decimal form <input type="checkbox"/> Represent the value of a digit written in decimal form	<input type="checkbox"/> Represent the value of the digit in decimals through the thousandths using expanded notation and numerals
7 4.2F	Compare decimals using concrete and visual models to the hundredths.	<input type="checkbox"/> Know inequality words and symbols Greater than (>) Less than (<) <input type="checkbox"/> Know equality words and symbol Equal to (=) <input type="checkbox"/> Compare two decimals using place value charts. <input type="checkbox"/> Compare two decimals with various concrete and visual models. <input type="checkbox"/> Number lines <input type="checkbox"/> decimal disks <input type="checkbox"/> decimal grids <input type="checkbox"/> base-10 blocks <input type="checkbox"/> money	<input type="checkbox"/> Understand how to determine a decimal value presented using a decimal grid model <input type="checkbox"/> Understand how to compare and order numbers based on place value <input type="checkbox"/> Understand how to use quantifying descriptors (e.g., greatest to least) to describe the order of a set of numbers <input type="checkbox"/> List decimal numbers in order from greatest to least	<input type="checkbox"/> Compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =.

LEARNING TARGET	WHAT DO WE WANT STUDENTS TO LEARN?	HOW WILL WE KNOW IF THEY LEARNED IT?	WHAT WILL WE DO IF THEY DON'T?	WHAT WILL WE DO IF THEY ALREADY KNOW IT?
8 4.2F	Order decimals using concrete and visual models to the hundredths.	<input type="checkbox"/> Order three or more decimals with various concrete and visual models. <input type="checkbox"/> Quantifying descriptors greatest/least <input type="checkbox"/> ascending/descending <input type="checkbox"/> tallest/shortest <input type="checkbox"/> warmest/coldest <input type="checkbox"/> fastest/slowest <input type="checkbox"/> longest/shortest <input type="checkbox"/> heaviest/lightest <input type="checkbox"/> closest/farthest o <input type="checkbox"/> oldest/youngest Using <input type="checkbox"/> Number lines <input type="checkbox"/> decimal disks <input type="checkbox"/> decimal grids <input type="checkbox"/> base-10 blocks <input type="checkbox"/> money	<input type="checkbox"/> Understand how to determine a decimal value presented using a decimal grid model <input type="checkbox"/> Understand how to compare and order numbers based on place value <input type="checkbox"/> Understand how to use quantifying descriptors (e.g., greatest to least) to describe the order of a set of numbers <input type="checkbox"/> List decimal numbers in order from greatest to least	<input type="checkbox"/> Compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$.
9 4.2H	Determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line.	<input type="checkbox"/> Identify characteristics of a number line and an open number line <input type="checkbox"/> Number lines representing values less than one to the tenths place <input type="checkbox"/> Number lines representing values greater than one to the tenths place <input type="checkbox"/> Number lines representing values less than one to the hundredths place <input type="checkbox"/> Number lines representing values greater than one to the hundredths place <input type="checkbox"/> Number lines representing values between tick marks	<input type="checkbox"/> Understand how to determine the value of marked and unmarked tick marks on a number line <input type="checkbox"/> Understand that a vertical number line show values in order from bottom to top <input type="checkbox"/> Determine a decimal value represented by a point on a number line	<input type="checkbox"/> Determine the corresponding decimal to the thousands place of a specified point on a number line.

LEARNING TARGET	WHAT DO WE WANT STUDENTS TO LEARN?	HOW WILL WE KNOW IF THEY LEARNED IT?	WHAT WILL WE DO IF THEY DON'T?	WHAT WILL WE DO IF THEY ALREADY KNOW IT?
10 4.3G	Represent decimals to the tenths or hundredths as distances from zero on a number line	<input type="checkbox"/> Relationship between a decimal represented using a strip diagram to a decimal represented on a number line <input type="checkbox"/> Decimals as distances from zero on a number line greater than 1 <input type="checkbox"/> Measuring a specific length using a starting point other than zero on a <input type="checkbox"/> metric ruler, <input type="checkbox"/> meter stick, or <input type="checkbox"/> measuring tape	<input type="checkbox"/> Understand that a point on a number line represents a given distance from zero <input type="checkbox"/> Understand how to identify a decimal to the hundredths represented by a point on a number line <input type="checkbox"/> Represent a decimal to the hundredths as the distance from zero on a number line	<input type="checkbox"/> Represent the value of the digit in decimals through the thousandths using expanded notation and numerals

Day 1	Day 2	Day 3	Day 4	Day 5
Directed Exploration LT 6, 9, 10 Visual Representation	Directed Exploration LT 6, 9, 10 Visual Representation	Mini Lesson LT 7-8 Compare and Order Decimals	Mini Lesson LT 5 Compare and Order Whole Numbers	Independent Practice LT 5-10
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Modeling-Teacher Directed	Speed Date Create	Make Your Own Problem	SCOOT	
Day 6	Day 7	Day 8	Day 9	Day 10
Mini Lesson LT 1, 2 10 times or one-tenth	Mini Lesson LT 3 Magnitude Whole Numbers Word, standard, form, notation	Mini Lesson LT 4 Magnitude Decimals Word, standard, form, notation	Game LT 1-4 Mix, Pair, Share	Independent Practice LT 1-4
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
2 Truths and a Lie	Mirror	Draw a Value	Mystery Challenge	

Unit 1
Place Value of
Whole Numbers and
Decimals



Thank you for your
download!

I hope this helps your
students!



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Whole Class Lessons and Guided Math Groups
Active Engagement and Games
Intervention and Enrichment
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