

4th Grade Module 1 Review

Name: Key

Date: _____

Target: Generalize place value understanding for multi-digit whole numbers.

1.

Tom wrote the number 45,378.

Bill wrote the number 36,721

How many times greater is the 7 in Bill's number than the 7 in Tom's number?

10 times greater

Use pictures, numbers, or words to demonstrate your reasoning. (Sample)

10,000	1,000	100	10	1
4	5	3	7	8
3	6	7	2	1

A handwritten place value chart with two rows and five columns. The columns are labeled 10,000, 1,000, 100, 10, and 1. The top row contains the digits 4, 5, 3, 7, and 8. The bottom row contains the digits 3, 6, 7, 2, and 1. An arrow points from the 7 in the 100 column of the bottom row to the 7 in the 10 column of the top row, with the label "x10" written above the arrow.

2.

Is this statement true or false? Explain why.

$$23,042 > 23,402$$

False. Both numbers have 23 thousands,
but the first number has no hundreds
and the second number has 4 hundreds.
This makes the second number greater.

3.

Arrange the digits below to create a number with largest value possible.

4	6	2
0	5	8

My number in standard form:

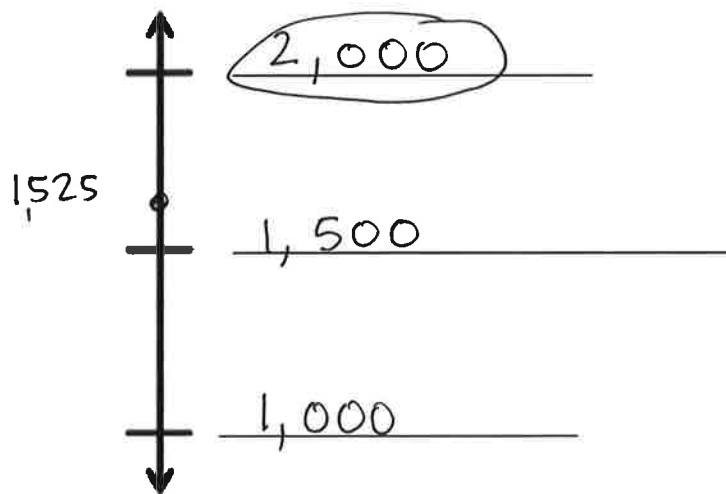
865,420

My number in expanded form:

800,000 + 60,000 + 5,000 + 400 + 20

4.

Place 1,525 on the number line below and Round it to the nearest thousand.



Target: Use place value understanding and properties of operations to perform multi-digit arithmetic.

5.

a. Write a subtraction problem for which the difference equals 1,557.

Show your work below. (various answers)

$$\begin{array}{r} 2,557 \\ - 1,000 \\ \hline 1,557 \end{array}$$

b. Write an addition problem in which an addend is 1,557.

Show your work below. (various answers)

$$\begin{array}{r} 5,000 \\ + 1,557 \\ \hline 6,557 \end{array}$$

Target: Use the four operations with whole numbers to solve problems.

6.

a.

$$\begin{array}{r} 2,5\overset{2}{\cancel{5}}\overset{15}{\cancel{5}} \\ - 2,406 \\ \hline 129 \end{array}$$

b.

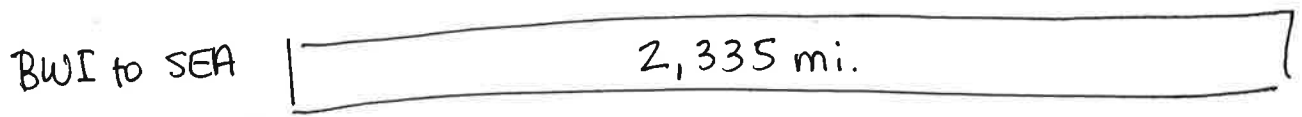
$$\begin{array}{r} 35,423 \\ + 22,379 \\ \hline 57,802 \end{array}$$

c.

$$\begin{array}{r} 2 \quad 10 \\ \cancel{3},028 \\ - 2,523 \\ \hline 505 \end{array}$$

7.

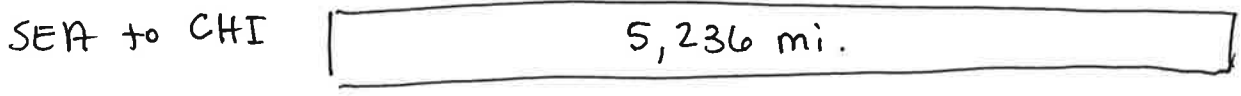
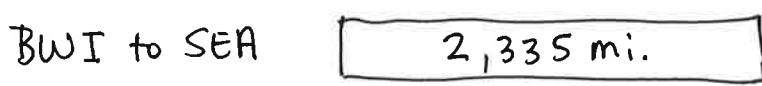
a. The shortest daily Southwest flight is between Austin and Houston. It is only 148 miles. The longest daily Southwest flight is between Baltimore-Washington and Seattle and is 2,335 miles. How many more miles is the flight from BWI to SEA? Model your thinking with a tape diagram.



$$\begin{array}{r} 2,335 \\ - 148 \\ \hline 2,187 \end{array}$$

The flight from BWI to SEA is 2,187 miles longer.

b. The flight from Baltimore-Washington to Seattle is 2,335 miles. The flight from Seattle to Chicago is 5,236 miles. If Julie flies from Baltimore-Washington to Seattle and then from Seattle to Chicago, how many miles does she fly altogether?



$$\begin{array}{r} 2,335 \\ + 5,236 \\ \hline 7,571 \end{array}$$

Julie flies 7,571 miles in all.