

Place Value Relationships

Topic EQ: How are greater numbers written? How can whole numbers be compared? How are place values related?

Objective: Students will be able to recognize the relationship between adjacent digits in a multidigit number.

Abstract

4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Mathematical Practices: MP.2, MP.3, MP.6

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Abstract

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Abstract

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Quoting "Hill" on page 2, *Scientific American* writes: "In addition, the fact that the [Hill] study involved only 100 subjects is a serious limitation. The study was conducted in a laboratory setting, and the subjects were not exposed to the same level of stress as they would be in a real-world situation. The study also did not control for other factors that could affect the results, such as the subjects' age, sex, and health status." (Emphasis added.)

Keywords: low-back disorders, cervical spine, chronic low-back pain, occupational stress, ergonomics, physical demands, musculoskeletal disorders, low-back pain, occupational stress, health, safety, risk factors, prevention.

Abstract—The authors describe the development of a new method for the analysis of the results of the survey of the quality of life of the population. The method is based on the use of the principal component analysis (PCA) and the cluster analysis (CA). The results of the analysis show that the quality of life of the population is determined by the level of the economic and social development of the country. The method can be used for the analysis of the results of the survey of the quality of life of the population in other countries.

Abstract This study tests the "bystander effect" in a group setting. Each participant in the study was told that the experimenter was not present and that the experimenter was not present. The results showed that the bystander effect was not significant in this study.

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Step 1: Develop (10 - 15 min) - Pose-Solve & Share problem to whole group.

"What is the relationship between the value of the first 5 and the value of the second 5 in 5,500? Solve this problem anyway you choose."

Further Methods Used

- Provide place-value charts to students (optional)
- Look for students who use a place-value chart to write greater numbers using number names.
- What does the question ask you to find?
- How can ten values be related?

Exercises 15 and 16 are assigned.

- How can you find the value of the first 5?
- How can you determine how the values of the 5s are related?

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PCG Education



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