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Mathematics

Quarter 1 - Module 2:
Label and Value It

ALTERNATIVE DELIVERY MODE
ADM

Department of Education ● Republic of the Philippines

Mathematics – Grade 4
Alternative Delivery Mode
Quarter 1 - Module 2: Label and Value It
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What This Module is About

This module is a comprehensive series of activities which will help you learn and understand better the meaning and uses of numbers in our daily life activities.

This contains series of activities that will help you learn and develop mastery on the place value and value of numbers. The activities are specially made easy and interesting just for you.

The directions are easy to follow. You can answer it yourself or you can ask for help from your parents, brothers or sisters. But of course, don't be ashamed or afraid to ask for help from your teacher. He/she is always there ready to help you.

I am sure you will learn a lot and enjoy the lesson in this module. Do your best and be a lover of numbers from now on.

What I Need to Know

In this lesson, you will be able to enjoy working with numbers specially on identifying its place value and value. By simply looking at the numbers, you will be able to identify immediately its place value and value. You can do this by using a Place Value Chart.

Example:

The number is 235 418. To identify each of their place values, we will use the chart. We should remember that we write the numbers from right to left. So, by simply looking at the number, we can immediately identify its place value.

Place Value Chart

PERIOD	THOUSANDS			UNITS		
Digits	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
Number	2	3	5	4	1	8

Now, let us see
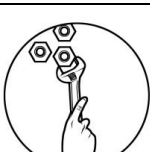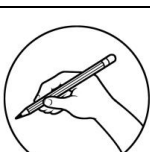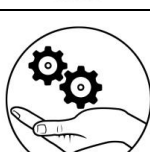
Number		Place Value			Value
2	–	hundred thousands	2 x 100 000	–	200 000
3	–	ten thousands	3 x 10 000	–	30 000
5	–	thousands	5 x 1 000	–	5 000
4	–	hundreds	4 x 100	–	400
1	–	tens	1 x 10	–	10
8	–	ones	8 x 1	–	8

How to Learn from this Module

For you to achieve the objectives cited above, you need to do the following:

- Take your time and carefully read the lesson.

- Follow the directions and/or instructions in the activities and exercises diligently.

- Answer all the given tests and exercises.

Icons of this Module

	What I Need to Know	This part contains learning objectives that are set for you to learn as you go along the module.
	What I Know	This is an assessment as to your level of knowledge to the subject matter at hand, meant specifically to gauge prior related knowledge.
	What's In	This part connects previous lessons with that of what you are going to learn.
	What's New	An introduction of the new lesson through various activities, before it will be presented to you.
	What is It	These are discussions of the activities as a way to deepen your discovery and understanding of the concept.
	What's More	These are follow-up activities that are intended for you to practice further in order to master the competencies.
	What I Have Learned	Activities designed to process what you have learned from the lesson
	What I Can Do	These are tasks designed to showcase your skills and knowledge gained, and applied into real-life concerns and situations.
	Post Assessment	This assessment evaluates your level of mastery in achieving the learning objectives.
	More Activities	These are additional activities designed to increase the level of your skills and knowledge.

Read and understand each question or statement. Choose the letter of your best answer.

1. In 50 453, which is the value of the number in ten thousands place?
   a. 0   b. 300   c. 4 000   d. 50 000

2. What is the figure form or number form of eight hundred thirty-four thousand, two hundred?
   a. 800 342   b. 834 027   c. 834 200   d. 834 270

3. What is the greatest place value in this number, 189?
   a. hundreds   b. ones   c. thousands   d. tens

4. What number has a value of 7 000 in this number 467 925?
   a. 4   b. 6   c. 7   d. 9

5. What is the place value of the underlined digit 1<u>4</u>9 320?
   a. Tens   c. Ten Thousands
   b. Hundreds   d. Hundred Thousands

6. In which number is the digit 7 in the thousands place?
   a. 52 700   b. 176 734   c. 197 416   d. 764 377

7. In 7 945 312, the value of 9 is _____.
   a. 900   c. 90 000
   b. 9 000   d. 900 000

8. How many digits are there in seventy-eight thousand, four hundred four?
   a. 3   b. 4   c. 5   d. 6

9. What is the value of the missing number in 82 791?
   80 000 + _____ + 700 + 90 + 1
   a. 20   b. 200   c. 2 000   d. 20 000

10. What is the place value of 3 in 34 789?
    a. ten thousands   c. hundreds
    b. thousands   d. tens

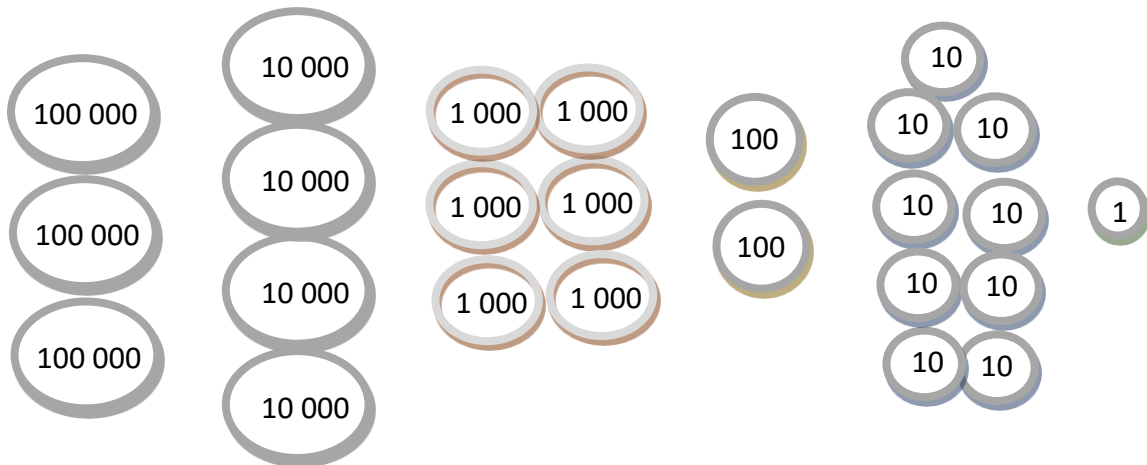# Lesson 1

Place Value and Value of Numbers

In this lesson, you will be learning about the place value of numbers.

What's In

Look at these number discs.

1. What number is formed using all these discs? _____

What number is in the:

_____ 2. Hundred thousands place

_____ 3. Ten thousands place

_____ 4. Thousands Place

_____ 5. Hundreds Place

_____ 6. Tens Place

_____ 7. Ones Place

Tina and Amaya are playing number cards. Their Lolo Peping gave each of them a number card. The number of their cards will be the amount of money they will receive from their Lolo Peping. Tina's card has the number 352 while Amaya's card number is 263.

1. Who's number card is bigger?_____

Let us focus on the number cards of the sisters 352 and 263. Observe the position of the digit 3.

2. In which number does 3 have the greatest value?

   a. 263   b. 325   c. 453   d. 534

3. What is the place value of 3 in 325?

   a. Ones   b. Tens   c. Hundreds   d. Thousands

4. What is the place value of 3 in 263?

   a. Ones   b. Tens   c. Hundreds   d. Thousands

5. In which position of the digit has the greater value?

   a. the digit on the right   c. both digits have same value

   b. the digit on the left   d. it does not matter

What is It

So that you will get to understand more about the place value and value of numbers, answer the next activity.

Let's take a look at this. We have here:

Hundreds	Tens	Ones
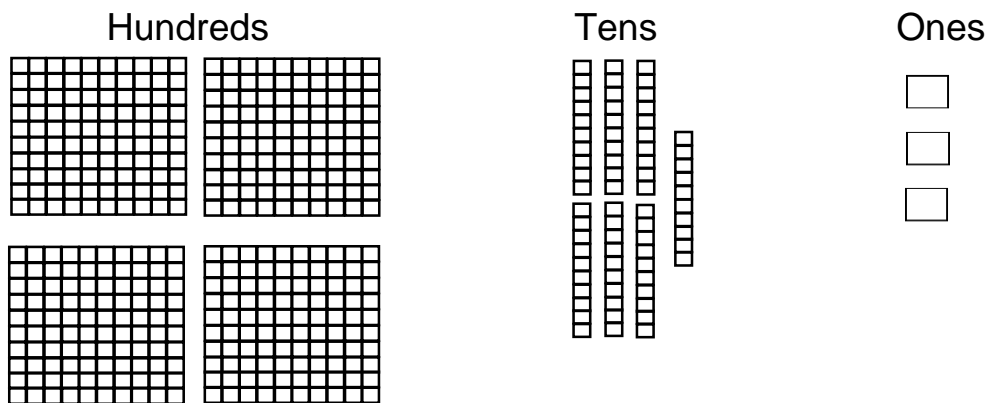
1. How many hundreds are there?_____
2. How many tens are there?_____
3. How many ones are there?_____

In this example, 4 "hundreds", 7 "tens" and 3 "ones". The number is 473. The number 473 has three digits 4, 7, and 3. Each digit in a number has a value that tells us its place value.

4 – hundreds – 400
7 – tens – 70
3 – ones – 3

You can also use your fingers to represent the place value and value of numbers. You name your fingers with the place value. Then place your fingers to a number start from the right. Follow the illustration below.

Example: 92 751
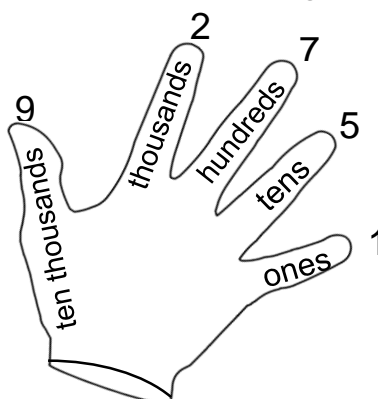
1. Using your hand what is the place value of 6 in the number 1 369? Assign each finger with a number. Start from the right with your little finger.

   <u>6</u> is the second number from the right so it <u>is on the tens place</u>

2. In the number 123 456 what is the value of 2? Assign each finger with a number. Start from the right with your little finger.

   <u>2</u> is the 5th number from the right so it <u>is on the ten thousands place</u>

What's More

Let us see how far have you gone with our lesson. Let us try this.

1. The discs below shows the number 41 320. Which number has the value of 40 000?
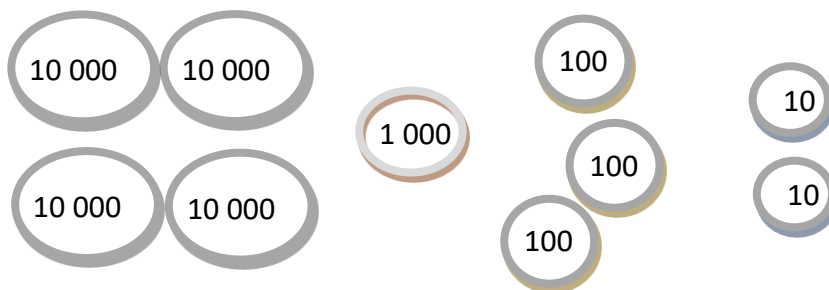
   a. 4   b. 3   c. 2   d. 1

2. In the number 356, which digit has the greatest place value?

   a. 3   b. 5   c. 6   d. 7

3. In the number 12 045, what number is in the hundreds place?

   a. 0   b. 1   c. 2   d. 4

4. What is the place value of 7 in 34 798?

   a. ten thousands   c. hundreds

   b. thousands   d. tens

5. In the number 20 876, what number has the highest value?

   a. 2   b. 6   c. 7   d. 8

What I Have Learned

Remember:

Place Value through hundred thousands has 2 periods, thousands and units. Each period is separated by a space or comma. Each period has 3 digits. The position of a digit in the numbers tells its place value and value.

You can also use blocks or units of square, number discs and hands to immediately identify the place value and value of each given number.

What I Can Do

Read and understand each item carefully.

Label each item.

	Place Value		Value
1 4 3 0 4 4	1._____	→	4
	tens	→	2._____
	hundreds	→	0
	thousands	→	3._____
	4._____	→	40 000
	5._____	→	100 000

Post Assessment

Read and understand each question or statement. Choose the letter of the correct answer.

1. How many thousands are there in 35 405?
   - a. 0
   - b. 3
   - c. 4
   - d. 5

2. What is the figure form or number form of eight hundred twenty-four thousand, seven hundred forty-two?
   - a. 834 270
   - b. 834 200
   - c. 834 027
   - d. 824 742

3. What is the greatest place value in this number, 1 345?
   - a. hundreds
   - b. ones
   - c. thousands
   - d. tens

4. What number has a value of 600 in this number 925 647?
   - a. 4
   - b. 6
   - c. 7
   - d. 9

5. What is the place value of the underlined digit 149 320?
   - a. Tens
   - c. Ten Thousands
   - b. Hundreds
   - d. Hundred Thousands

6. In which number is the digit 7 in the ones place?
   - a. 52 700
   - b. 176 734
   - c. 197 416
   - d. 764 377

7. In 7 945 312, the value of 9 is _____.
   - a. 900
   - b. 9 000
   - c. 90 000
   - d. 900 000

8. How many digits are there in eight thousand, four hundred four?
   - a. 3
   - b. 4
   - c. 5
   - d. 6

9. What is the value of the missing number in 82 791?
   80 000 + _____ + 700 + 90 + 1
   - a. 20
   - b. 200
   - c. 2 000
   - d. 20 000

10. What is the place value of 7 in 34 789?
    - a. ten thousands
    - c. hundreds
    - b. thousands
    - d. tens

Additional Activities

Study the numbers inside the box and answer the questions below.

A	B	C	D	E
1 897	46 548	52 700	179 146	529 138

1. Which is the greatest number?
2. What number has a digit 4 with the value of 40 000?
3. In which number is the digit 2 is in the ten thousands place?
4. What number is the smallest or the least?
5. What number has the digit 7 in ones place?

Answer Key

What I Know
1. D
2. C
3. A
4. C
5. C
6. C
7. D
8. C
9. C
10. A

What's In
1. 346 291
2. 3
3. 4
4. 6
5. 2
6. 9
7. 1

What's New
1. Tina
2. B
3. A
4. B
5. B

What's More
1. D
2. A
3. A
4. C
5. A

What I Can Do
1. Ones
2. 40
3. 3 000
4. Ten Thousands
5. Hundred Thousands

Post Assessment
1. D
2. D
3. C
4. B
5. D
6. D
7. D
8. B
9. C
10. C

Additional Activities
1. E
2. B
3. E
4. A
5. A

Reference:

1. Tabilan, A., I. J. Arce., R. Pascua., Calayag, N., L. Dacuba., D. Borias., Buemia, R., M. Colao., l. Morandante.,Danao, A., I. Gonzaga.,I. Briones and J. A Daganta (2015) Mathematics – Grade 4 Teachers Guide., Department of Education

2. Tabilan, A., I. J. Arce., R. Pascua., Calayag, N., L. Dacuba., D. Borias., Buemia, R., M. Colao., l. Morandante.,Danao, A., I. Gonzaga.,I. Briones and J. A Daganta (2015) Mathematics – Grade 4 Learners Materials., Department of Education

3. Tunog, Cyrene F., Jean B. Liberato (2017) Mathematics Worksheets for First Grading, Department of Education Valencia City