MCC4.NBT.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.

In other words…I can show large numbers (numbers with 3 or more digits) with their word names, broken up into place values (expanded form), and their base-ten values (for example 310 = 31 tens).

> **Base-ten numerals**: 72,358
> **Number name**: seventy-two thousand, three hundred fifty-eight
> **Expanded form**: 70,000 + 2,000 + 300 + 50 + 8

I can also think of this number as having…72 thousands, 35 tens, and 8 ones
OR 7 ten-thousands, 2 thousands, and 358 ones
OR 723 hundreds, 5 tens, and 8 ones.

I also know…how to see which number is bigger or smaller (compare) two large numbers by looking at the value of each digit. For example: comparing the thousands place of two numbers like 4,678 and 6,121 (6, 121 is the bigger number because 6,000 has a bigger value than 4,000).

I can see this using a place-value chart:

Hundred-thousand	Ten-thousand	Thousand	,	Hundred	Ten	One
		4	,	6	7	8
		6	,	1	2	1

Some new math words I am using with this standard:

Expanded form – a way of writing a number that shows the values in each digit added together. 1, 925 is written as 1000 + 900 + 20 + 5 in expanded form.

Is equal to – (uses the symbol =) shows two numbers that have the same value.

Is greater than – (uses the symbol >) to show you compared two numbers and the greater (bigger) number is shown first. 6,121 > 4,678

Is less than – (uses the symbol <) to show you compared two numbers and the lesser (smaller) number is shown first. 4,678 < 6,121

Whole number – any of the numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 in any combination.

> You can help your child by having her/him show you all the ways s/he can represent a number.
>
> For example: Make up a number like 22, 701; twenty-two thousand, seven hundred one; 20,000 + 2,000 + 700 + 1; 2 ten-thousands/2 thousands/7 hundreds/1 one; 227 hundreds/1 one; 22 thousands/701 ones. Then have your child come up with a number that is greater than *and* less than the one you make up.