In this unit you will learn to:

- read, describe and represent numbers up to 100,000.
- count by 1,000s and 10,000s.
- represent numbers according to the place value of their digits.
- compose and decompose numbers.
- compare and put numbers up to 100,000 in order.
- have a positive attitude and trust your abilities.

Atlanta  663 miles
New York  1,282 miles
Seattle  3,299 miles
What Do You Know?  Initial Evaluation

Look at the picture and answer.

1. How many miles must the car travel to reach Seattle?
   It must travel _______ miles.

2. How many miles must the car travel to reach New York? Write your answer in words.
   It must travel __________________________ miles.

3. Which product has the highest price? Mark with a √.
   □ bag of oranges
   □ watermelon
   □ bag of avocados

4. How much does it cost to buy one bag of oranges and one watermelon?

5. How much more expensive is one bag of oranges than one bag of avocados?
   □ cost a lot of money

Key Words
ten thousand
hundred thousand
number line
Section 1 Numbers Up To 100,000

Thousands, Ten Thousands and a Hundred Thousand

Connecting

John is looking at the following number cards.

• How many digits do the cards have?

10,000 has □□ digits. 100,000 has □□ digits.

• What digit is in the hundred thousands place in the number 100,000? How do you know?

The digit is □□ because __________________________

• How many 10,000 cards are needed to make the number on the orange card? Explain.

______________________________________________________________________________

Learning

One hundred thousand is equal to ten ten thousands.

ten thousand

ten

Unit 1
1. Write the quantity of thousands, ten thousands and/or hundred thousands represented. Represent

a. 9 stacks and 7 stacks

b. 9 stacks and 3 stacks

c. 8 stacks and 16 stacks

2. Complete the equivalencies with the correct number and answer. Apply

a. 

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equals _____________ O.

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equals _____________ H.

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<td>8</td>
<td>0</td>
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</tr>
</tbody>
</table>

equals _____________ Th.

b. What process or strategy did you use to complete each equivalency?

_________________________________________________________

_________________________________________________________
Bert’s teacher has written the following on the board:

- What similarities are there between the numbers in Group A and Group B?
- What difference do you see between the word form of the numbers in Group A and Group B?
- What similarities are there between the word form of the numbers in Group A and Group B?
- Is the following true? The number 27,027 is read as “two hundred seventy, twenty-seven.”
  Yes  No, because
- When you read the number 45,045 out loud, when do you say the word “thousand”? Why?
Learning

To **read numbers with five digits**, begin with the digit that is in the ten thousands place, followed by the thousands, hundreds, tens and finally, the ones.

The digits located in the thousands are read in the same way as a number with three digits but with the word **thousand** at the end. The comma separates the ones, tens and hundreds from the thousands family (thousands, ten thousands and hundred thousands).

**Example:**

- 58,258 is read: fifty-eight thousand, two hundred fifty-eight
- 100,000 is read: one hundred thousand

Remember!

Place a comma after the “thousand” and a hyphen ( - ) between the tens and ones digits.

Practicing

1. Match the numerical number with its word form. **Relate**

   - a. 78,780 → seventy-eight, seven hundred eighty
   - b. 83,380 → thirty-eight, thirty-eight
   - c. 38,380 → seventy-eight thousand, seventy-eight
   - d. 78,078 → thirty-eight thousand, three hundred eighty
   - e. 38,000 → eighty-three thousand, three hundred eighty

2. Write in word form and answer. **Represent**

   - a. 34,052 → thirty-four thousand, fifty-two
   - b. 15,268 → fifteen thousand, two hundred sixty-eight
   - c. 71,309 → seventy-one thousand, three hundred nine

   • Which of the numbers was the easiest to write in word form? Why?
Counting Up To 100,000

Connecting

Schools in Chicago are taking part in a newspaper recycling campaign.

- How many newspapers are there in each pile? ▶ In each pile there are   newspapers.

- What numbers did Robert count? ▶ __________________, __________________, __________________

- Robert is counting by what? ▶ He is counting by   .

- Mark the place value of the digit that changed in the numbers Robert counted.
  - ten thousands
  - thousands
  - hundred thousands

Learning

To count by 1,000s (thousands), change the number in the thousands place.
To count by 10,000s (ten thousands), change the number in the ten thousands place.

Counting forward by 1,000s:

25,259, 26,259, 27,259, 28,259, 29,259, 30,259, ...

Counting backward by 10,000s:

94,335, 84,335, 74,335, 64,335, 54,335, 44,335, ...

14 fourteen
Learning

1. Complete the sequences by counting by 1,000s or 10,000s. Interpret
   
   a. 0, 10,000, 20,000, 30,000, ..., ...
   
   b. 25,200, 24,200, 23,200, 22,200, ..., ...
   
   c. 35,540, 36,540, 37,540, 38,540, ..., ...
   
   d. 95,050, 85,050, 75,050, 65,050, ..., ...
   
   e. 12,006, 22,006, 32,006, 42,006, ..., ...

2. Complete the sequences, counting by: Apply Tip
   Find the logical pattern to continue a number sequence.
   
   a. 1,000s.
      
      37,092, 38,092, ..., ..., ..., ...
      
      62,450, 61,450, ..., ..., ..., ...
      
      100,000, 99,000, ..., ..., ..., ...
   
   b. 10,000s.
      
      22,823, 32,823, ..., ..., ..., ...
      
      74,609, 64,609, ..., ..., ..., ...
      
      91,350, 81,350, ..., ..., ..., ...

Numbers Up To 100,000
Place Value

Connecting

I have a challenge for you! Make the smallest number possible with the digits 9, 1, 3, 7 and 6. Do not repeat any digits.

• What is the smallest number that can be made with the digits?

• What strategy did you use to make the number? Explain.

• Which digit is in each position? Complete.

<table>
<thead>
<tr>
<th>HTh</th>
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</tr>
</thead>
</table>

• What is the largest number that can be made with the same digits?

• If you used the same digits, why is one larger and the other one smaller? Explain.

Education through Values

Recycling newspapers helps save trees. What other items can we recycle to help protect our planet?
Learning

The value of digits depends on their position in a number.

Example:
The five-digit numbers 28,000 and 82,000 are made with the same digits but represent different numbers, since the digits are in different positions.

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<tr>
<td>2</td>
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<tr>
<td>8</td>
<td>2</td>
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</tbody>
</table>

in the number 28,000 has a value of 20,000 in the ten thousands place.
in the number 82,000 has a value of 8,000 in the thousands place.
in the number 28,000 has a value of 8,000 in the thousands place.
in the number 82,000 has a value of 80,000 in the ten thousands place.

Practicing

1. Circle the numbers that have a value of 8,000 in the thousands place.

Interpret

2. Complete the table according to the highlighted digit.

<table>
<thead>
<tr>
<th>Number</th>
<th>Position</th>
<th>Place Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>29,167</td>
<td>thousands place</td>
<td>9,000</td>
</tr>
<tr>
<td>a. 86,903</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 48,257</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 93,430</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. 76,345</td>
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<tr>
<td>e. 67,221</td>
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</tbody>
</table>
Composing and Decomposing Numbers

Connecting

Mike is counting the money he will deposit in the bank.

- How much money will Mike deposit in all?

\[
7 \times 10,000 + 2 \times 1,000 + \text{__________} + \text{__________} + \text{__________}
\]

\[
70,000 + \text{__________} + \text{__________} + \text{__________} + \text{__________}
\]

He will deposit _______ dollars in all.

Learning

Numbers can be analyzed by composing and decomposing them.

**Composing:** we write each digit in the correct position according to place value.

**Example:**

\[
3 \text{ TTh} + 7 \text{ Th} + 5 \text{ H} + 4 \text{ T} + 3 \text{ O}
\]

\[
30,000 + 7,000 + 500 + 40 + 3
\]

\[
37,543
\]

**Decomposing:** we write the place value of each digit of the number.

**Example:**

\[
5 \text{ TTh} + 2 \text{ Th} + 8 \text{ H} + 9 \text{ T} + 1 \text{ one}
\]

\[
50,000 + 2,000 + 800 + 90 + 1
\]

\[
5 \text{ ten thousands} + 2 \text{ thousands} + 8 \text{ hundreds} + 9 \text{ tens}
\]

\[
52891
\]

Tip

Composing and decomposing are inverse strategies.
Quiz Yourself

Find the following numbers in the crossword puzzle. They can be horizontal or vertical.

- three thousand, five hundred ninety-eight
- sixty-two thousand, fourteen
- two thousand, seven hundred sixty-one
- \( 7 \ TTh + 6 \ Th + 4 \ H + 5 \ T + 9 \ O \)
- \( 9 \ Th + 9 \ H + 3 \ T + 8 \ O \)
- \( 2 \ TTh + 3 \ Th + 8 \ H + 1 \ T + 6 \ O \)
- \( 6 \ TTh + 4 \ Th + 5 \ H + 9 \ T + 8 \ O \)

**NUMBER SEARCH**

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</tbody>
</table>


Numbers Up To 100,000
Section 2

Order and Comparison of Numbers

Comparing and Putting Numbers in Order Using a Place Value Chart

Connecting

Which number is greater, 35,600 or 31,200?

35,600 is greater than 31,200 because the digit in the thousands place is greater in the first number than in the second.

Is Brian correct? Why or why not?

Yes  No, because ____________________________

What process did you use to compare the numbers?

Remember!

If two numbers have a different number of digits, the one that has more digits is the greater number.

Learning

To compare numbers with the same number of digits, you can use a place value chart. Using this chart, values of digits can be compared, from left to right, digit by digit.

Example:

<table>
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<tr>
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<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>0</td>
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<tbody>
<tr>
<td>3</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

30,000 = 30,000

7,000 < 9,000

39,000 is greater than 37,000

37,000 is less than 39,000

20 twenty

Unit 1
1. Circle the digits that allow you to compare the numbers. Then write which number is greater. Understand

a. \[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 8 & 5 & 2 & 3 & 5 \end{array} \quad \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 2 & 1 & 5 & 6 & 3 \end{array} \]

\[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 2 & 1 & 5 & 6 & 3 \end{array} > \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 8 & 5 & 2 & 3 & 5 \end{array} \]

b. \[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 6 & 3 & 4 & 5 & 3 \end{array} \quad \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 6 & 8 & 7 & 2 & 3 \end{array} \]

\[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 6 & 8 & 7 & 2 & 3 \end{array} > \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 6 & 3 & 4 & 5 & 3 \end{array} \]

c. \[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 9 & 1 & 5 & 0 & 2 \end{array} \quad \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 9 & 1 & 5 & 0 & 0 \end{array} \]

\[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 9 & 1 & 5 & 0 & 0 \end{array} > \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 9 & 1 & 5 & 0 & 2 \end{array} \]

2. Compare the following numbers using the place value chart and write >, < or =. Apply

a. \[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 51,381 \end{array} \quad \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 51,928 \end{array} \]

\[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 51,381 \end{array} < \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 51,928 \end{array} \]

b. \[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 64,974 \end{array} \quad \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 64,923 \end{array} \]

\[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 64,974 \end{array} > \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 64,923 \end{array} \]

c. \[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 83,521 \end{array} \quad \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 84,521 \end{array} \]

\[ \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 84,521 \end{array} > \begin{array}{cccc} \text{TTh} & \text{Th} & \text{H} & \text{T} & \text{O} \\ 83,521 \end{array} \]

Remember!

The symbols used to compare are:

\[ > \quad \text{greater than} \]
\[ < \quad \text{less than} \]
\[ = \quad \text{equal to} \]

Numbers Up To 100,000
Comparing and Putting Numbers in Order on a Number Line

Connecting

• What intervals is the number line divided into?

• Toward which side of the number line would the numbers 17,500 and 19,500 be located? Why?

• Toward which side of the number line are the numbers smaller? And greater? Explain.

• Between which numbers should the number 21,500 be placed by the student? Explain.

• Where would 23,500 and 24,500 be located on the number line? Explain.
Learning

To **compare and put numbers** in order, a **number line** can be used. A number is **less than** another number if it is located more toward the left on a number line. A number is **greater than** another number if it is located more toward the right on a number line.

**Example:**

![Number Line Diagram]

11,000 is to the left of 12,000 and is 1,000 less.  
13,000 is to the right of 12,000 and is 1,000 greater. 
Therefore, 11,000 < 12,000.

Practicing

1. Place the numbers on the number line. Then answer. **Represent**

   a. 5,000, 16,000, 8,000, 15,000, 11,000, 4,000

   ![Number Line with a]

   Which is the **greatest** number?

   b. 35,600, 34,900, 35,700, 35,000, 35,500, 35,100

   ![Number Line with b]

   Which is the **smallest** number?

   Numbers Up To 100,000
Section 2 / Order and Comparison of Numbers

2. Mark the intervals on the number lines and place the numbers. Represent

a. 63,500, 62,100, 63,400, 63,700, 62,500, 63,600

b. 37,000, 42,000, 44,000, 39,000, 41,000, 36,000

c. 42,000, 55,000, 59,000, 49,000, 45,000, 51,000

d. 81,120, 81,230, 81,190, 81,240, 81,150, 81,280
3. Look at the number line and answer. **Analyze**

- a. Which numbers on the number line are **less than** 76,500? Which are **greater**? Choose one for each.

- b. What numbers could be placed between 77,000 and 77,500? Write three.

---

**Quiz Yourself**

**Complete.**

- Using the place value chart, compare the following numbers.

  - 25,680, 25,670, 25,590

- Place the previous numbers on the number line.
Let’s Check!

**Thousands, Ten Thousands and Hundred Thousands**

1. Write the number of thousands, ten thousands and/or hundred thousands that are represented by the bills.

   ![Money Bills]

   HTh TTh Th

   ![Money Bills]

2. Write the following numbers in word form.

   a. 78,351

   b. 13,908

   c. 60,742

3. Continue the sequence, counting by:

   a. 1,000s.

   ![Money Bills]

   58,301, 59,301, ..., 60,301, ...

   b. 10,000s.

   64,413, 44,413, ..., 24,413, ...

---

26 twenty-six

Unit 1
Place Value

4. Complete according to the highlighted digit.

<table>
<thead>
<tr>
<th>Number</th>
<th>Position</th>
<th>Place Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 38,924</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 13,872</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 92,563</td>
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<td></td>
</tr>
<tr>
<td>d. 56,280</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. 21,450</td>
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<td></td>
</tr>
<tr>
<td>f. 70,382</td>
<td></td>
<td></td>
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<tr>
<td>g. 48,600</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Composing and Decomposing Numbers

5. Write the composition or decomposition of the numbers.

a. $70,000 + 3,000 + 200 + 90 + 5 = \underline{ }$

b. $80,000 + 4,000 + 300 + 70 + 9 = \underline{ }$

c. $23,985 = \underline{ } + \underline{ } + \underline{ } + \underline{ } + \underline{ }$

d. $67,142 = \underline{ } + \underline{ } + \underline{ } + \underline{ } + \underline{ }$

e. $44,753 = \underline{ } + \underline{ } + \underline{ } + \underline{ } + \underline{ }$

Numbers Up To 100,000
Exam Strategies

Multiple-Choice Questions

1. Select the description that fits the number 29,734.
   
   A. It has 5 digits, and the place value of the digit in the thousands place is 3,000.
   B. It has 4 digits. The digit in the tens place is 3, and the place value of the hundreds digit is 500.
   C. It has 5 digits. The digit in the hundreds place is 7, and the place value of the digit in the ten thousands place is 20,000.
   D. It has 5 digits. The digit in the ones place is double the amount of the digit in the tens place.

Analyzing the Answers

A. In this case, the 5 digits part is correct, but the place value of the digit in the thousands place is not 3,000.

B. The number does not have 4 digits. It has 5, so this can't be the answer.

C. The number has 5 digits. The digit in the hundreds place is 7, and the place value of the digit in the ten thousands place is 20,000.

D. In this case, the 5 digits part is correct, but double the amount of the digit in the tens place is 6. So the number described has a 6 in the ones place.

Therefore, the correct answer is C.
1. Write the numbers or the word form.
   a. ninety-two thousand, three hundred eighty-two
   b. twenty thousand, five hundred four
   c. fifty-eight thousand, four hundred thirteen
   d. 32,901
   e. 29,018
   f. 87,470

2. Follow each direction to answer.
   a. Count forward by 1,000s.
      What is the fifth number if the first number is 27,903?
   b. Count backward by 10,000s from 92,825.
      What is the third number?

3. Use composition or decomposition to complete.

<table>
<thead>
<tr>
<th>Number</th>
<th>Decomposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>25,300</td>
<td>60,000 + 40 + 3</td>
</tr>
<tr>
<td></td>
<td>8 TTh + 5 Th + 4 H + 9 O</td>
</tr>
<tr>
<td>2,000 + 800 + 60 + 9</td>
<td></td>
</tr>
</tbody>
</table>
4. Put the following numbers in order on the number line. Then write them as indicated.

**a.** 63,890, 63,590, 63,390, 63,790, 63,490, 63,690

From least to greatest:

---, ---, ---, ---, ---, ---

**b.** 89,500, 85,500, 87,500, 88,500, 84,500, 86,500

From greatest to least:

---, ---, ---, ---, ---, ---

**c.** 69,800, 70,100, 69,400, 69,700, 70,200, 69,600

From greatest to least:

---, ---, ---, ---, ---, ---
Mark the correct answer with an \( \times \).

5. Using the signs below, which city has fifty-four thousand, one hundred seventy-four people?

A. Apple Valley
B. Livermore
C. Gilroy
D. Claremont

6. How is forty thousand, three hundred sixty written using numbers?

A. 40,306
B. 40,360
C. 41,360
D. 43,600

7. Which number continues the sequence?

\[
37,250, 38,250, 39,250, \ldots
\]

A. 39,300
B. 40,200
C. 40,250
D. 41,250

Numbers Up To 100,000
8. What value does the digit 7 have in the number 73,591?
   A. 70
   B. 700
   C. 7,000
   D. 70,000

9. Which is the decomposition of 47,809 according to its place value?
   A. $4 \text{T} + 7 \text{O} + 8 \text{H} + 9 \text{O}$
   B. $4 \text{Th} + 7 \text{H} + 8 \text{T} + 9 \text{O}$
   C. $4 \text{TTh} + 7 \text{Th} + 8 \text{H} + 9 \text{O}$
   D. $4 \text{TTh} + 7 \text{Th} + 8 \text{H} + 9 \text{T}$

10. Which of the following comparisons is correct?
    A. 76,592 $>$ 67,943
    B. 59,118 $<$ 51,504
    C. 83,406 $<$ 83,298
    D. 16,894 $>$ 19,341

11. Which is the correct decomposition of 80,304?
    A. 8 thousands, 3 hundreds and 4 ones
    B. $8 \text{TTh} + 3 \text{H} + 4 \text{T}$
    C. $8 \text{TTh} + 3 \text{Th} + 9 \text{H} + 4 \text{T}$
    D. 80,000 + 300 + 4

What Did You Learn?
12. How do you read the number 5,094?
   A. Five thousand, ninety-four
   B. Five hundred, ninety-four
   C. Five thousand, nine hundred four
   D. Five thousand, nine hundred forty

13. How do you write twenty-four thousand, two hundred four?
   A. 24,204
   B. 24,024
   C. 24,240
   D. 20,424

14. In which number is the digit in the ten thousands place 6?
   A. 34,760
   B. 54,632
   C. 61,204
   D. 86,751

15. What is the place value of the digit 8 in the number 45,082?
   A. 80
   B. 800
   C. 8,000
   D. 80,000
In this unit you will learn to:

- understand a survey and its objectives.
- analyze and compare the data from a survey.
- read and interpret pictographs and simple bar charts with a scale.
- show interest and curiosity in learning math.