Grade 4 Place Value

Rounding to the Hundred Thousands

Build six-digit numbers, compare places, and round with number lines

INSIDE

- **Build the Number** — fill six place-value cells — p. 3
- **Expanded Form** — keep every zero place — p. 4
- **Ten Times the Value** — compare and shift digits — p. 5
- **Shift Left, Shift Right** — multiply or divide by 10 — p. 6
- **Compare Two Numbers** — find the first difference — p. 7
- **Order Up to Five** — order numbers and signs — p. 8
- **Nearest Thousand** — use a midpoint — p. 9
- **Larger Places** — round one number 3 ways — p. 10
- **Rounding Stories** — round visits and miles — p. 11
- **Place Value Stories** — compare and grow counts — p. 12
- **Place Value Code** — solve, then decode — p. 13
- **Mixed Review** — put the pieces together — p. 14

Break the number into places, then put the pieces together.

A Strategy Spotlight with a worked example opens every page.

Traced to Georgia's K-12 Mathematics Standards. The teacher page lists every code.
12 practice pages and 12 matching answer keys. Print at 100%.

TOUCHSTONE STANDARDS

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TOUCHSTONE STANDARDS | Teacher Page: Standards and How to Use

Georgia's K-12 Mathematics Standards (2021)

4.NR.1: Recognize patterns within the base ten place value system with quantities presented in real-life situations to compare and round multi-digit whole numbers through the hundred-thousands place.

4.NR.1.1: Read and write multi-digit whole numbers to the hundred-thousands place using base-ten numerals and expanded form.

4.NR.1.2: Recognize and show that a digit in one place has a value ten times greater than what it represents in the place to its right and extend this understanding to determine the value of a digit when it is shifted to the left or right, based on the relationship between multiplication and division.

4.NR.1.3: Use place value reasoning to represent, compare, and order multi-digit numbers, using >, =, and < symbols to record the results of comparisons.

4.NR.1.4: Use place value understanding to round multi-digit whole numbers.

GaDOE expectations followed

"Students are not expected to write numbers in word form."

"Students should be able to use numerical reasoning to represent and explain using concrete materials, the relationship among the numbers 1, 10, 100, and 1,000. Students should be able to extend the pattern to the hundred-thousands place."

"Students should be able to recognize the relationship of same digits located in different places in a whole number."

"Students should be able to order up to 5 whole numbers less than 1,000,000 through the hundred-thousands place."

"Students are not expected to use more than two inequality symbols when recording comparisons (< or >)."

"Grade 4 students should explore rounding within multiple authentic situations."

"Students should be able to round whole numbers to the 1,000s, 10,000s and 100,000s."

"Students should locate numbers on a number line to determine the nearest multiple of 1,000s, 10,000s or 100,000s."

Page map

3	Build the Number	4.NR.1.1	2 items
4	Expanded Form	4.NR.1.1	2 items
5	Ten Times the Value	4.NR.1.2	3 items
6	Shift Left, Shift Right	4.NR.1.2	2 items
7	Compare Two Numbers	4.NR.1.3	2 items
8	Order Up to Five	4.NR.1.3	3 items
9	Round to the Nearest Thousand	4.NR.1.4	6 items
10	Round to Larger Places	4.NR.1.4	5 items
11	Rounding Stories	4.NR.1.4	2 items
12	Place Value Stories	4.NR.1.2, 4.NR.1.3	2 items
13	Place Value Code	4.NR.1.1 to 4.NR.1.4	3 items
14	Mixed Review	4.NR.1.1 to 4.NR.1.4	3 items

Keep zero placeholders in expanded form; an equivalent form without zeros is also correct. Answers without commas are also correct. Model the Spotlight, then choose pages for the lesson. Keys are pages 15 to 26.

Print at 100% (Actual Size). Rounding results and number-line endpoints may be 1,000,000; other values stay below it. Number words are not requested. Nothing is timed.

Print check:  2 inches at 100%

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Build the Number

Name _____ Print at 100%

Complete each part and show your thinking.

Strategy Spotlight: Pieces Make the Whole
Think: 846,207 = 800,000 + 40,000 + 6,000 + 200 + 0 + 7.

1 Build the numeral from 200,000 + 80,000 + 3,000 + 0 + 40 + 6.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Numeral: ☐

Select the place of 8.

- ☐ A. hundred thousands
- ☐ B. ten thousands
- ☐ C. thousands

2 Build the numeral from 90 + 700,000 + 2 + 0 + 4,000 + 10,000.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Numeral: ☐

Select the place of 7.

- ☐ A. hundreds
- ☐ B. ten thousands
- ☐ C. hundred thousands

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Answer Key: Build the Number

Name _____ Print at 100%

Complete each part and show your thinking.

Strategy Spotlight: Pieces Make the Whole
Think: 846,207 = 800,000 + 40,000 + 6,000 + 200 + 0 + 7.

1 Build the numeral from 200,000 + 80,000 + 3,000 + 0 + 40 + 6.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
2	8	3	0	4	6

Numeral: **283,046**

283,046 is the numeral.

Select the place of 8.

- [ ] A. hundred thousands
- [x] B. ten thousands
- [ ] C. thousands

2 Build the numeral from 90 + 700,000 + 2 + 0 + 4,000 + 10,000.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
7	1	4	0	9	2

Numeral: **714,092**

714,092 is the numeral.

Select the place of 7.

- [ ] A. hundreds
- [ ] B. ten thousands
- [x] C. hundred thousands

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Round to Larger Places

Name _____ Print at 100%

Round, then choose exact or rounded for each report.

Strategy Spotlight: Pieces Make the Whole
Think: 458,271 is nearer 460,000 than 450,000.
Halfway rounds up.

1 Round 967,321 to the nearest 100,000.



2 Round 841,256 to the nearest 10,000.



3 Round 613,749 three ways.

1,000 | 10,000 | 100,000

Fair visits: 682,194; report: 680,000. ☐ A. rounded ☐ B. exact

Site visits: 953,482; report: 1,000,000. ☐ A. exact ☐ B. rounded

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Answer Key: Round to Larger Places

Name _____ Print at 100%

Round, then choose exact or rounded for each report.

Strategy Spotlight: Pieces Make the Whole
Think: 458,271 is nearer 460,000 than 450,000.
Halfway rounds up.

1 Round 967,321 to the nearest 100,000.



967,321 rounds to 1,000,000.

1,000,000

2 Round 841,256 to the nearest 10,000.



841,256 rounds to 840,000.

840,000

3 Round 613,749 three ways.

1,000	10,000	100,000
614,000	**610,000**	**600,000**

Compare each pair of nearby multiples.

Fair visits: 682,194; report: 680,000. ☑ A. rounded ☐ B. exact

Site visits: 953,482; report: 1,000,000. ☐ A. exact ☑ B. rounded

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