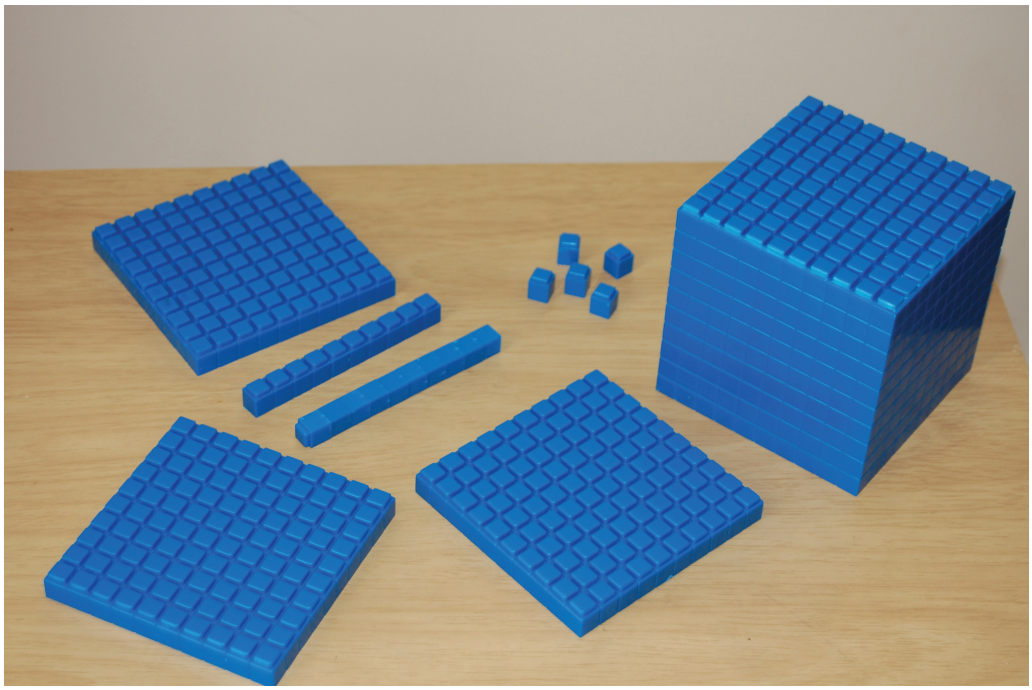
Lesson 8: Beyond 100,000

- Let's read, write, and represent numbers beyond 100,000.

Warm-up: How Many Do You See?

How many do you see? How do you see them?



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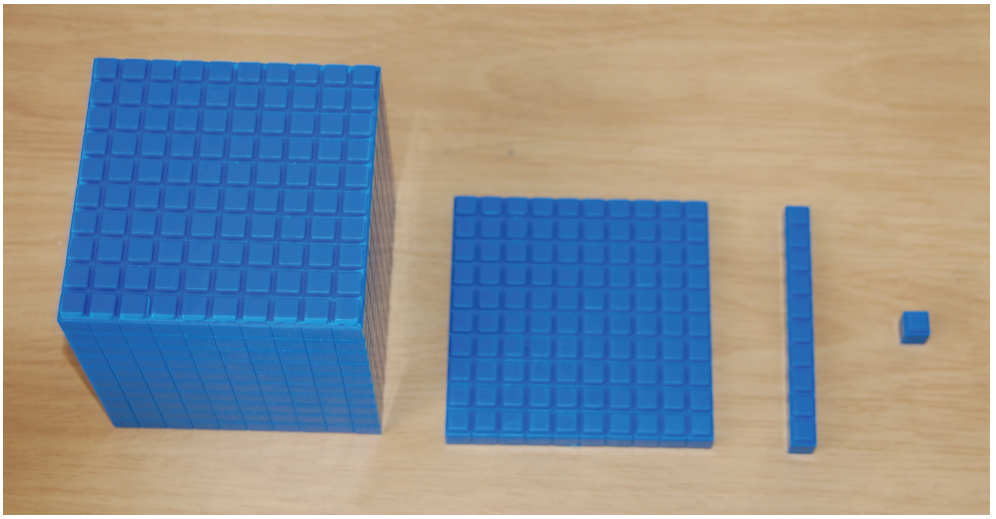
8.1: Lin's Representation

1. Use base-ten blocks or draw a base-ten diagram to represent 15,710.

2. Lin is using blocks like these to represent 15,710. She decided to change the value of the small cube to represent 10.



What is the value of each block if the value of the small cube is 10?

a. Small cube: 10

b. Long rectangular block: _____

c. Large square block: _____

d. Large cube: _____

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3. Use Lin's strategy to represent 15,710.

4. Use Lin's strategy to represent each number.

a. 23,000

b. 58,100

c. 69,470

5. Using her strategy, which base-ten blocks would be used to represent 100,000?

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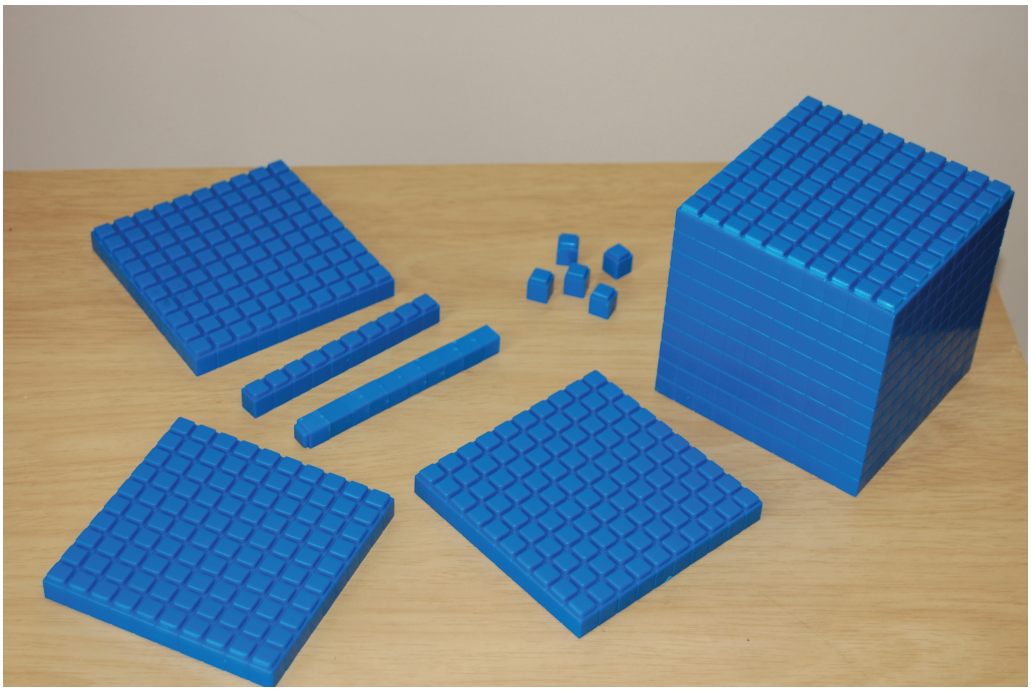
8.2: What Number is Represented?



1. A small cube represents 1. What value do the blocks in the picture represent?

2. A small cube is now worth 10. What is the new value that the blocks in the picture represent?

3. Write two statements comparing the numbers in the previous problems.

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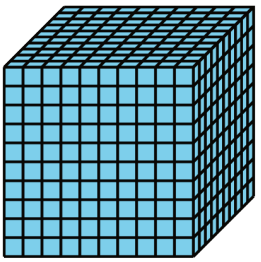
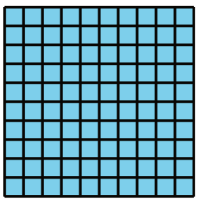
8.3: Build Hundred-thousands

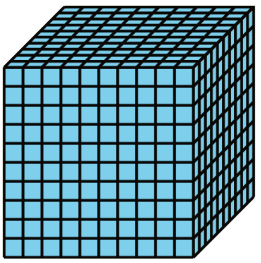
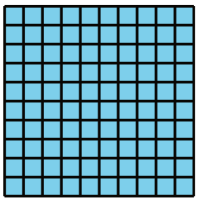
1. To represent large numbers, Lin changed the value of the small cube to 10. She used the following blocks to represent her first number.

type of block				
number of blocks used	4	9	8	3

a. What number did Lin represent? Show or explain your reasoning.

b. Write an equation to represent the value of the blocks.

2. She used more blocks to represent another number.

type of block				
number of blocks used	10	20	4	5

a. What number did Lin represent? Show or explain your reasoning.

b. Write an equation to represent the value of the blocks.

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