

**Mid-Unit Assessment Study Guide**  
**Place Value, Comparing, Ordering, Rounding and Equality**  
*Test on Friday, September 13*

- Students should be able to compare and order numbers through the hundred millions place using symbols (<, >, and =)
  - Example:
    - $7,309,309$  \_\_\_  $73,000,004$
    - $8,309,573$  \_\_\_  $839,905$
  
- Students should be able to identify the value and the actual digits in the ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, ten millions and hundred millions place.
  - Example:
    - What is the value of the 7 in the number 9,837,095?
      - a. 7
      - b. 700
      - c. 7,000
  
- Students should be able to identify numbers in standard, word, and expanded forms
  - Example:
    - 1,250,309
    - one million, two hundred fifty thousand, three hundred nine
    - $1,000,000 + 200,000 + 50,000 + 300 + 9$
  
- Students should be able to round numbers up through the hundred millions place value. Students should also be able to use rounding to estimate the answer to addition and subtraction problems.
  - Example:
    - Rounding to ten thousand, what is the best estimate for  $195,398 + 25,839$ ?
  
- Students should be able to use their knowledge of place value to solve addition problems.
  - Example: Add one group of ten thousand to the number 38,291.
  
- Students should know and understand addition properties (students do not need to know the names) and equality.
  - The addends in an addition problem can be grouped in any way, and the answer will still be the same. Example:  $(2 + 4) + 6 = 2 + (4 + 6)$  or  $6 + (9 + 8) = 15 + 8$
  - The order of the addends in an addition problem do not change the sum. Example:  $9 + 3 = 3 + 9$