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## Common Core Mathematics Practice for Grade 4

CCSS.Math.Content.4.NBT.A.2 - Worksheet #15877

| Na  | m | • |  |
|-----|---|---|--|
| 140 |   |   |  |

Standard: CCSS.Math.Content.4.NBT.A.2

Description: 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.

## Express 6-digit number names in expanded form:

| 2. 7. one hundred one thousand, three hundred twenty-one is: hundred eight as a six hundred ninety thousand, four hundred seven hundred seven hundred.   | -                                 |  |  |
|--|-----------------------------------|--|--|
| 2. 7. one hundred one thousand, three hundred twenty-one is: hundred eight as a six hundred ninety thousand, four hundred seven hundred seven hundred.   | is:                               |  |  |
| one hundred one thousand, three hundred twenty-one is:  3. six hundred ninety thousand, four hundred seven hundred | ninety-nine is:                   |  |  |
| one hundred one thousand, three hundred twenty-one is:  3. six hundred ninety thousand, four hundred seven hundred |                                   |  |  |
| one hundred one thousand, three hundred twenty-one is:  3. six hundred ninety thousand, four hundred seven hundred |                                   |  |  |
| twenty-one is:  hundred eig  3.  six hundred ninety thousand, four hundred seven hund  |                                   |  |  |
| 3. six hundred ninety thousand, four hundred seven hund  | d ninety-eight thousand, three    |  |  |
| six hundred ninety thousand, four hundred seven hund   | ghty-two is:                      |  |  |
| six hundred ninety thousand, four hundred seven hund   |                                   |  |  |
| six hundred ninety thousand, four hundred seven hund   |                                   |  |  |
|  | lred two thousand, eight hundred  |  |  |
|  | sixty-four is:                    |  |  |
|  |                                   |  |  |
| 4. 9.  |                                   |  |  |
|  | Ired seventy-three thousand, five |  |  |
|  | hundred seventy-nine is:          |  |  |
|  |                                   |  |  |
| 5. 10.   |                                   |  |  |
| two hundred nine thousand, three hundred two hundre  | d thirty-three thousand, four     |  |  |
| sixty-five is:   | -                                 |  |  |
|  |                                   |  |  |
|  |                                   |  |  |

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