## Lesson 14: Multiples of 10,000 and 100,000

* Let’s explore multiples of 1,000, 10,000, and 100,000 and how other numbers relate to them.

### 14.1: On Which Line Do They Belong?

Your teacher will assign a set of numbers to you.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | 140,261 | 100,025 | 486,840 | 676,850 |
| B | 450,099 | 414,500 | 128,201 | 379,900 |
| C | 158,002 | 42,326 | 99,982 | 428,950 |
| D | 194,030 | 658,340 | 541,700 | 621,035 |
| E | 215,300 | 499,600 | 608,720 | 644,700 |

1. Several number lines are posted around the room. Work with your group to decide on which number line each number should go.
* Then, estimate the location of the number on that line, put a dot sticker to mark it, and label it with the number.
1. Look at the number line that represents 0 to 100,000 and has two points on it.
	1. Name two multiples of 10,000 that are closest to each point.
	2. Of the two multiples of 10,000 you named, which one is the nearest to each point?

### 14.2: Closer to Some Multiple

Use the number line that represents the numbers between 100,000 and 200,000 for this activity.

1. Name the multiple of 10,000 that is the nearest to each number. (Leave the last column blank for now.)

| * number
 | * nearest multiple of 10,000
 | * $$
 |
| --- | --- | --- |
| * 100,025
 |  |  |
| * 128,201
 |  |  |
| * 140,261
 |  |  |
| * 158,002
 |  |  |
| * 194,030
 |  |  |

1. Here is the number line with 215,300 shown on it. Which multiple of 100,000 is the nearest to 215,300?
* 
1. Label the last column in the table “nearest multiple of 100,000.” Then, name the nearest multiple of 100,000 for each number in the table.



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