Lesson 1 Problem Set

Name ________________________________ Date ________________

1. Use the place value chart and arrows to show how the value of the each digit changes. The first one has been done for you.

   a. \(3.452 \times 10 = \underline{34.52}\)

   b. \(3.452 \times 100 = \underline{\underline{345.2}}\)

   c. \(3.452 \times 1,000 = \underline{\underline{3452}}\)

   d. Explain how and why the value of the 5 changed in (a), (b), and (c).
2. Use the place value chart and arrows to show how the value of each digit changes. The first one has been done for you.

a. \[ 345 \div 10 = 34.5 \]

\[ \begin{array}{cccc}
\text{3} & \text{4} & \text{5} & \text{\bullet} \\
\hline
\end{array} \]

\[ \begin{array}{cccc}
\text{3} & \text{4} & \text{5} & \text{\bullet} \\
\hline
\end{array} \]

b. \[ 345 \div 100 = \underline{\text{\hspace{1cm}}} \]

\[ \begin{array}{cccc}
\text{3} & \text{4} & \text{5} & \text{\bullet} \\
\hline
\end{array} \]

\[ \begin{array}{cccc}
\text{3} & \text{4} & \text{5} & \text{\bullet} \\
\hline
\end{array} \]

c. \[ 345 \div 1,000 = \underline{\text{\hspace{1cm}}} \]

\[ \begin{array}{cccc}
\text{3} & \text{4} & \text{5} & \text{\bullet} \\
\hline
\end{array} \]

\[ \begin{array}{cccc}
\text{3} & \text{4} & \text{5} & \text{\bullet} \\
\hline
\end{array} \]

d. Explain how and why the value of the 4 changed in the quotients in (a), (b), and (c).
3. A manufacturer made 7,234 boxes of coffee stirrers. Each box contains 1,000 stirrers. How many stirrers did they make? Explain your thinking, and include a statement of the solution.

4. A student used his place value chart to show a number. After the teacher instructed him to multiply his number by 10, the chart showed 3,200.4. Draw a picture of what the place value chart looked like at first.

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Explain how you decided what to draw on your place value chart. Be sure to include your reasoning about how the value of each digit was affected by the multiplication. Use words, pictures, or numbers.

5. A microscope has a setting that magnifies an object so that it appears 100 times as large when viewed through the eyepiece. If a tiny insect is 0.095 cm long, how long will the insect appear in centimeters through the microscope? Explain how you know.
Lesson 1 Homework

Name ___________________________ Date __________________

1. Use the place value chart and arrows to show how the value of each digit changes. The first one has been done for you.

   a. \(4.582 \times 10 = 45.82\)

   
   \[
   \begin{array}{cccc}
   & & 4 & 5 \\
   \hline
   & 4 & 5 & 8 \\
   \hline
   & 4 & 5 & 8 \\
   \hline
   & 4 & 5 & 8 \\
   \end{array}
   \]

   b. \(7.281 \times 100 = __________\)

   
   \[
   \begin{array}{cccc}
   & & 7 & 2 \\
   \hline
   & 7 & 2 & 8 \\
   \hline
   & 7 & 2 & 8 \\
   \hline
   & 7 & 2 & 8 \\
   \end{array}
   \]

   c. \(9.254 \times 1,000 = __________\)

   
   \[
   \begin{array}{cccc}
   & & 9 & 2 \\
   \hline
   & 9 & 2 & 5 \\
   \hline
   & 9 & 2 & 5 \\
   \hline
   & 9 & 2 & 5 \\
   \end{array}
   \]

   d. Explain how and why the value of the 2 changed in (a), (b), and (c).
2. Use the place value chart and arrows to show how the value of each digit changes. The first one has been done for you.

   a. \(2.46 \div 10 = \underline{0.246}\)

   
   
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   b. \(678 \div 100 = \underline{6.78}\)

   
   
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   c. \(67 \div 1,000 = \underline{0.067}\)

   
   
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   d. Explain how and why the value of the 6 changed in the quotients in (a), (b), and (c).
3. Researchers counted 8,912 monarch butterflies on one branch of a tree at a site in Mexico. They estimated that the total number of butterflies at the site was 1,000 times as large. About how many butterflies were at the site in all? Explain your thinking, and include a statement of the solution.

4. A student used his place value chart to show a number. After the teacher instructed him to divide his number by 100, the chart showed 28.003. Draw a picture of what the place value chart looked like at first.

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Explain how you decided what to draw on your place value chart. Be sure to include reasoning about how the value of each digit was affected by the division.

5. On a map, the perimeter of a park is 0.251 meters. The actual perimeter of the park is 1,000 times as large. What is the actual perimeter of the park? Explain how you know using a place value chart.
### Lesson 1 Template 2

<table>
<thead>
<tr>
<th>1,000,000</th>
<th>100,000</th>
<th>10,000</th>
<th>1,000</th>
<th>100</th>
<th>10</th>
<th>1</th>
<th>(\frac{1}{10})</th>
<th>(\frac{1}{100})</th>
<th>(\frac{1}{1000})</th>
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</thead>
<tbody>
<tr>
<td>Millions</td>
<td>Hundred Thousands</td>
<td>Ten Thousands</td>
<td>Thousands</td>
<td>Hundreds</td>
<td>Tens</td>
<td>Ones</td>
<td>Tenths</td>
<td>Hundredths</td>
<td>Thousandths</td>
</tr>
</tbody>
</table>

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**millions through thousandths place value chart**

**Lesson 1:** Reason concretely and pictorially using place value understanding to relate adjacent base ten units from millions to thousandths.
Lesson 2 Problem Set

Name ________________________________ Date __________________

1. Solve.
   a. \(54,000 \times 10 = \) ___________________
   b. \(54,000 \div 10 = \) ___________________
   c. \(8.7 \times 10 = \) ___________________
   d. \(8.7 \div 10 = \) ___________________
   e. \(0.13 \times 100 = \) ___________________
   f. \(13 \div 1,000 = \) ___________________
   g. \(3.12 \times 1,000 = \) ___________________
   h. \(4,031.2 \div 100 = \) ___________________

2. Find the products.
   a. \(19,340 \times 10 = \) ___________________
   b. \(19,340 \times 100 = \) ________________
   c. \(19,340 \times 1,000 = \) ___________________
   d. Explain how you decided on the number of zeros in the products for (a), (b), and (c).
3. Find the quotients.
   a. $152 \div 10 = \underline{\hspace{2cm}}$
   b. $152 \div 100 = \underline{\hspace{2cm}}$
   c. $152 \div 1,000 = \underline{\hspace{2cm}}$
   d. Explain how you decided where to place the decimal in the quotients for (a), (b), and (c).

4. Janice thinks that 20 hundredths is equivalent to 2 thousandths because 20 hundreds is equal to 2 thousands. Use words and a place value chart to correct Janice’s error.

5. Canada has a population that is about $\frac{1}{10}$ as large as the United States. If Canada’s population is about 32 million, about how many people live in the United States? Explain the number of zeros in your the answer.
Lesson 2 Homework

Name ________________________________ Date __________________

1. Solve.
   a. $36,000 \times 10 = \underline{\hspace{2cm}}$
   b. $36,000 \div 10 = \underline{\hspace{2cm}}$
   c. $4.3 \times 10 = \underline{\hspace{2cm}}$
   d. $4.3 \div 10 = \underline{\hspace{2cm}}$
   e. $2.4 \times 100 = \underline{\hspace{2cm}}$
   f. $24 \div 1,000 = \underline{\hspace{2cm}}$
   g. $4.54 \times 1,000 = \underline{\hspace{2cm}}$
   h. $3,045.4 \div 100 = \underline{\hspace{2cm}}$

2. Find the products.
   a. $14,560 \times 10 = \underline{\hspace{2cm}}$
   b. $14,560 \times 100 = \underline{\hspace{2cm}}$
   c. $14,560 \times 1,000 = \underline{\hspace{2cm}}$

   Explain how you decided on the number of zeros in the products for (a), (b), and (c).
3. Find the quotients.
   a. $16.5 \div 10 = \underline{\hspace{2cm}}$
   b. $16.5 \div 100 = \underline{\hspace{2cm}}$
   c. Explain how you decided where to place the decimal in the quotients for (a) and (b).

4. Ted says that 3 tenths multiplied by 100 equals 300 thousandths. Is he correct? Use a place value chart to explain your answer.

5. Alaska has a land area of about 1,700,000 square kilometers. Florida has a land area $\frac{1}{10}$ the size of Alaska. What is the land area of Florida? Explain how you found your answer.
Lesson 3 Problem Set 5+1

Name _____________________________________________ Date ______________________________

1. Write the following in exponential form (e.g., 100 = 10^2).
   a. 10,000 = ____________  
   b. 1,000 = ____________  
   c. 10 × 10 = ____________  
   d. 100 × 100 = ____________  
   e. 1,000,000 = ____________  
   f. 1,000 × 1,000 = ____________

2. Write the following in standard form (e.g., 5 × 10^2 = 500).
   a. 9 × 10^3 = ____________  
   b. 39 × 10^4 = ____________  
   c. 7,200 ÷ 10^2 = ____________  
   d. 7,200,000 ÷ 10^3 = ____________  
   e. 4.025 × 10^3 = ____________  
   f. 40.25 × 10^4 = ____________  
   g. 72.5 ÷ 10^2 = ____________  
   h. 7.2 ÷ 10^2 = ____________

3. Think about the answers to Problem 2(a–d). Explain the pattern used to find an answer when you multiply or divide a whole number by a power of 10.

4. Think about the answers to Problem 2(e–h). Explain the pattern used to place the decimal in the answer when you multiply or divide a decimal by a power of 10.
5. Complete the patterns.
   a. 0.03 0.3 ____________ 30 ____________ __________
   b. 6,500,000 65,000 ____________ 6.5 ____________
   c. ____________ 9,430 ____________ 94.3 9.43 ____________
   d. 999 9990 99,900 ____________ ____________ ____________
   e. ____________ 7.5 750 75,000 ____________ ____________
   f. Explain how you found the unknown numbers in set (b). Be sure to include your reasoning about the number of zeros in your numbers and how you placed the decimal.
   g. Explain how you found the unknown numbers in set (d). Be sure to include your reasoning about the number of zeros in your numbers and how you placed the decimal.

6. Shaunnie and Marlon missed the lesson on exponents. Shaunnie incorrectly wrote $10^5 = 50$ on her paper, and Marlon incorrectly wrote $2.5 \times 10^7 = 2.500$ on his paper.
   a. What mistake has Shaunnie made? Explain using words, numbers, or pictures why her thinking is incorrect and what she needs to do to correct her answer.
   b. What mistake has Marlon made? Explain using words, numbers, or pictures why his thinking is incorrect and what he needs to do to correct his answer.
Lesson 3: Use exponents to name place value units, and explain patterns in the placement of the decimal point.

Name ___________________________ Date ______________

1. Write the following in exponential form (e.g., 100 = 10^2).
   a. 1000 = __________
   b. 10 × 10 = __________
   c. 100,000 = __________
   d. 100 × 10 = __________
   e. 1,000,000 = __________
   f. 10,000 × 10 = __________

2. Write the following in standard form (e.g., 4 × 10^2 = 400).
   a. 4 × 10^3 = __________
   b. 64 × 10^4 = __________
   c. 5,300 ÷ 10^2 = __________
   d. 5,300,000 ÷ 10^3 = __________
   e. 6.072 × 10^3 = __________
   f. 60.72 × 10^4 = __________
   g. 948 ÷ 10^3 = __________
   h. 9.4 ÷ 10^2 = __________

3. Complete the patterns.
   a. 0.02  0.2  _________  20  _________  _________
   b. 3,400,000  34,000  _________  3.4  _________
   c. _________  8,570  _________  85.7  8.57  _________
   d. 444  4440  44,400  _________  _________  _________
   e. _________  9.5  950  95,000  _________  _________
4. After a lesson on exponents, Tia went home and said to her mom, “I learned that $10^4$ is the same as 40,000.” She has made a mistake in her thinking. Use words, numbers, or a place value chart to help Tia correct her mistake.

5. Solve $247 \div 10^3$ and $247 \times 10^2$.

   a. What is different about the two answers? Use words, numbers, or pictures to explain how the digits shift.

   b. Based on the answers from the pair of expressions above, solve $247 \div 10^3$ and $247 \times 10^3$. 
Lesson 3:

Use exponents to name place value units, and explain patterns in the placement of the decimal point.

powers of 10 chart
1. Convert and write an equation with an exponent. Use your meter strip when it helps you.
   a. 3 meters to centimeters $ \quad 3 \text{ m} = 300 \text{ cm} \quad 3 \times 10^2 = 300$
   b. 105 centimeters to meters $ \quad 105 \text{ cm} = \square \text{ m}$
   c. 1.68 meters to centimeters $ \quad \square \text{ m} = \square \text{ cm}$
   d. 80 centimeters to meters $ \quad \square \text{ cm} = \square \text{ m}$
   e. 9.2 meters to centimeters $ \quad \square \text{ m} = \square \text{ cm}$
   f. 4 centimeters to meters $ \quad \square \text{ cm} = \square \text{ m}$
   g. In the space below, list the letters of the problems where larger units are converted to smaller units.

2. Convert using an equation with an exponent. Use your meter strip when it helps you.
   a. 3 meters to millimeters $ \quad \square \text{ m} = \square \text{ mm}$
   b. 1.2 meters to millimeters $ \quad \square \text{ m} = \square \text{ mm}$
   c. 1,020 millimeters to meters $ \quad \square \text{ mm} = \square \text{ m}$
   d. 97 millimeters to meters $ \quad \square \text{ mm} = \square \text{ m}$
   e. 7.28 meters to millimeters $ \quad \square \text{ m} = \square \text{ mm}$
   f. 4 millimeters to meters $ \quad \square \text{ mm} = \square \text{ m}$
   g. In the space below, list the letters of the problems where smaller units are converted to larger units.
3. Read each aloud as you write the equivalent measures. Write an equation with an exponent you might use to convert.

   a. $3.512 \text{ m} = \underline{\hspace{2cm}} \text{ mm}$
      $3.512 \times 10^3 = 3512$

   b. $8 \text{ cm} = \underline{\hspace{2cm}} \text{ m}$

   c. $42 \text{ mm} = \underline{\hspace{2cm}} \text{ m}$

   d. $0.05 \text{ m} = \underline{\hspace{2cm}} \text{ mm}$

   e. $0.002 \text{ m} = \underline{\hspace{2cm}} \text{ cm}$

4. The length of the bar for a high jump competition must always be 4.75 m. Express this measurement in millimeters. Explain your thinking. Include an equation with an exponent in your explanation.

5. A honey bee’s length measures 1 cm. Express this measurement in meters. Explain your thinking. Include an equation with an exponent in your explanation.

6. Explain why converting from meters to centimeters uses a different exponent than converting from meters to millimeters.
Name _____________________________________    Date __________________

1. Convert and write an equation with an exponent. Use your meter strip when it helps you.

   a. 2 meters to centimeters    \[ 2 \text{ m} = 200 \text{ cm} \]    \[ 2 \times 10^2 = 200 \]

   b. 108 centimeters to meters   \[ 108 \text{ cm} = \_\_\_\_ \text{ m} \]    \[ \_\_\_\_ \times 10^2 \]

   c. 2.49 meters to centimeters  \[ \_\_\_ \text{ m} = \_\_\_ \text{ cm} \]

   d. 50 centimeters to meters    \[ \_\_\_ \text{ cm} = \_\_\_ \text{ m} \]

   e. 6.3 meters to centimeters   \[ \_\_\_ \text{ m} = \_\_\_ \text{ cm} \]

   f. 7 centimeters to meters     \[ \_\_\_ \text{ cm} = \_\_\_ \text{ m} \]

   g. In the space below, list the letters of the problems where smaller units are converted to larger units.

2. Convert using an equation with an exponent. Use your meter strip when it helps you.

   a. 4 meters to millimeters   \[ \_\_\_ \text{ m} = \_\_\_ \text{ mm} \]

   b. 1.7 meters to millimeters \[ \_\_\_ \text{ m} = \_\_\_ \text{ mm} \]

   c. 1,050 millimeters to meters  \[ \_\_\_ \text{ mm} = \_\_\_ \text{ m} \]

   d. 65 millimeters to meters   \[ \_\_\_ \text{ mm} = \_\_\_ \text{ m} \]

   e. 4.92 meters to millimeters \[ \_\_\_ \text{ m} = \_\_\_ \text{ mm} \]

   f. 3 millimeters to meters    \[ \_\_\_ \text{ mm} = \_\_\_ \text{ m} \]

   g. In the space below, list the letters of the problems where larger units are converted to smaller units.
3. Read each aloud as you write the equivalent measures. Write an equation with an exponent you might use to convert.

   a. 2.638 m = ___________ mm \[ 2.638 \times 10^3 = 2,638 \]

   b. 7 cm = ___________ m

   c. 39 mm = ___________ m

   d. 0.08 m = ___________ mm

   e. 0.005 m = ___________ cm

4. Yi Ting’s height is 1.49 m. Express this measurement in millimeters. Explain your thinking. Include an equation with an exponent in your explanation.

5. A ladybug’s length measures 2 cm. Express this measurement in meters. Explain your thinking. Include an equation with an exponent in your explanation.

6. The length of a sticky note measures 77 millimeters. Express this length in meters. Explain your thinking. Include an equation with an exponent in your explanation.
Lesson 5: Name decimal fractions in expanded, unit, and word forms by applying place value reasoning.

1. Express as decimal numerals. The first one is done for you.

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<tr>
<td>a.</td>
<td>Four thousandths</td>
<td>0.004</td>
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<td>b.</td>
<td>Twenty-four thousandths</td>
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<td>c.</td>
<td>One and three hundred twenty-four thousandths</td>
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<td>d.</td>
<td>Six hundred eight thousandths</td>
<td></td>
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<tr>
<td>e.</td>
<td>Six hundred and eight thousandths</td>
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<tr>
<td>f.</td>
<td>( \frac{46}{1000} )</td>
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<tr>
<td>g.</td>
<td>( 3 \frac{946}{1000} )</td>
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<td>h.</td>
<td>( 200 \frac{904}{1000} )</td>
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2. Express each of the following values in words.

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<td>a.</td>
<td>0.005</td>
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<td>b.</td>
<td>11.037</td>
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<td>c.</td>
<td>403.608</td>
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3. Write the number on a place value chart. Then, write it in expanded form using fractions or decimals to express the decimal place value units. The first one is done for you.

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</tbody>
</table>

\[
35.827 = 3 \times 10 + 5 \times 1 + 8 \times \left( \frac{1}{10} \right) + 2 \times \left( \frac{1}{100} \right) + 7 \times \left( \frac{1}{1000} \right) \text{ or } \]
\[
= 3 \times 10 + 5 \times 1 + 8 \times 0.1 + 2 \times 0.01 + 7 \times 0.001
\]
Lesson 5: Name decimal fractions in expanded, unit, and word forms by applying place value reasoning.

Lesson 5 Problem Set

b. 0.249

c. 57.281

4. Write a decimal for each of the following. Use a place value chart to help, if necessary.
   a. \(7 \times 10 + 4 \times 1 + 6 \times \left(\frac{1}{10}\right) + 9 \times \left(\frac{1}{100}\right) + 2 \times \left(\frac{1}{1000}\right)\)
   b. \(5 \times 100 + 3 \times 10 + 8 \times 0.1 + 9 \times 0.001\)
   c. \(4 \times 1,000 + 2 \times 100 + 7 \times 1 + 3 \times \left(\frac{1}{100}\right) + 4 \times \left(\frac{1}{1000}\right)\)

5. Mr. Pham wrote 2.619 on the board. Christy says it is two and six hundred nineteen thousandths. Amy says it is 2 ones 6 tenths 1 hundredth 9 thousandths. Who is right? Use words and numbers to explain your answer.
Lesson 5 Homework

Name ________________________________ Date ______________

1. Express as decimal numerals. The first one is done for you.

| a. Five thousandths                  | 0.005 |
| b. Thirty-five thousandths          |
| c. Nine and two hundred thirty-five thousandths |
| d. Eight hundred and five thousandths |
| e. \( \frac{8}{1000} \)            |
| f. \( \frac{28}{1000} \)           |
| g. \( \frac{7528}{1000} \)         |
| h. \( \frac{300502}{1000} \)       |

2. Express each of the following values in words.

| a. 0.008                              |
| b. 15.062                             |
| c. 607.409                            |

3. Write the number on a place value chart. Then, write it in expanded form using fractions or decimals to express the decimal place value units. The first one is done for you.

| a. 27.346                             |
| Tens: 2 | Ones: 7 | Tenths: 3 | Hundredths: 4 | Thousandths: 6 |

\[
27.346 = 2 \times 10 + 7 \times 1 + 3 \times \left( \frac{1}{10} \right) + 4 \times \left( \frac{1}{100} \right) + 6 \times \left( \frac{1}{1000} \right) \quad \text{or} \\
27.346 = 2 \times 10 + 7 \times 1 + 3 \times 0.1 + 4 \times 0.01 + 6 \times 0.001
\]
b. 0.362

c. 49.564

4. Write a decimal for each of the following. Use a place value chart to help, if necessary.
   a. \(3 \times 10 + 5 \times 1 + 2 \times \left(\frac{1}{10}\right) + 7 \times \left(\frac{1}{100}\right) + 6 \times \left(\frac{1}{1000}\right)\)
   b. \(9 \times 100 + 2 \times 10 + 3 \times 0.1 + 7 \times 0.001\)
   c. \(5 \times 1000 + 4 \times 100 + 8 \times 1 + 6 \times \left(\frac{1}{100}\right) + 5 \times \left(\frac{1}{1000}\right)\)

5. At the beginning of a lesson, a piece of chalk is 4.875 inches long. At the end of the lesson, it is 3.125 inches long. Write the two amounts in expanded form using fractions.
   a. At the beginning of the lesson:
   b. At the end of the lesson:

6. Mrs. Herman asked the class to write an expanded form for 412.638. Nancy wrote the expanded form using fractions, and Charles wrote the expanded form using decimals. Write their responses.
# Lesson 5 Template

## Place Value Chart

<table>
<thead>
<tr>
<th>Thousands</th>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
<th>Tenths</th>
<th>Hundredths</th>
<th>Thousandths</th>
</tr>
</thead>
</table>

## Thousands Through Thousandths Place Value Chart

Lesson 5: Name decimal fractions in expanded, unit, and word forms by applying place value reasoning.
Lesson 6 Problem Set

1. Show the numbers on the place value chart using digits. Use >, <, or = to compare. Explain your thinking in the space to the right.

   34.223 〇 34.232

   0.8 〇 0.706

2. Use >, <, or = to compare the following. Use a place value chart to help, if necessary.

<table>
<thead>
<tr>
<th>a. 16.3</th>
<th>〇</th>
<th>16.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. 0.83</td>
<td>〇</td>
<td>83/100</td>
</tr>
<tr>
<td>c. 205/1000</td>
<td>〇</td>
<td>0.205</td>
</tr>
<tr>
<td>d. 95.580</td>
<td>〇</td>
<td>95.58</td>
</tr>
<tr>
<td>e. 9.1</td>
<td>〇</td>
<td>9.099</td>
</tr>
<tr>
<td>f. 8.3</td>
<td>〇</td>
<td>83 tenths</td>
</tr>
<tr>
<td>g. 5.8</td>
<td>〇</td>
<td>Fifty-eight hundredths</td>
</tr>
</tbody>
</table>
Lesson 6: Compare decimal fractions to the thousandths using like units, and express comparisons with >, <, =.

Lesson 6 Problem Set

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>h.</td>
<td>Thirty-six and nine thousandths</td>
<td>4 tens</td>
</tr>
<tr>
<td>i.</td>
<td>202 hundredths</td>
<td>2 hundreds and 2 thousandths</td>
</tr>
<tr>
<td>j.</td>
<td>One hundred fifty-eight thousandths</td>
<td>158,000</td>
</tr>
<tr>
<td>k.</td>
<td>4.15</td>
<td>415 tenths</td>
</tr>
</tbody>
</table>

3. Arrange the numbers in increasing order.
   a. 3.049  3.059  3.05  3.04

   ______________________________________________________

   b. 182.205  182.05  182.105  182.025

   ______________________________________________________

4. Arrange the numbers in decreasing order.
   a. 7.608  7.68  7.6  7.068

   ______________________________________________________

   b. 439.216  439.126  439.612  439.261

   ______________________________________________________
5. Lance measured 0.485 liter of water. Angel measured 0.5 liter of water. Lance said, “My beaker has more water than yours because my number has three decimal places and yours only has one.” Is Lance correct? Use words and numbers to explain your answer.

6. Dr. Hong prescribed 0.019 liter more medicine than Dr. Tannenbaum. Dr. Evans prescribed 0.02 less than Dr. Hong. Who prescribed the most medicine? Who prescribed the least?
1. Use >, <, or = to compare the following.

   a. 16.45 〇 16.454
   b. 0.83 〇 \( \frac{83}{100} \)
   c. \( \frac{205}{1000} \) 〇 0.205
   d. 95.045 〇 95.545
   e. 419.10 〇 419.099
   f. Five ones and eight tenths 〇 Fifty-eight tenths
   g. Thirty-six and nine thousandths 〇 Four tens
   h. One hundred four and twelve hundredths 〇 One hundred four and two thousandths
   i. One hundred fifty-eight thousandths 〇 0.58
   j. 703.005 〇 Seven hundred three and five hundredths

2. Arrange the numbers in increasing order.

   a. 8.08 8.081 8.09 8.008

3. Arrange the numbers in decreasing order.
   a. 8.508  8.58  7.5  7.058

   ____________________________________________

   b. 439.216  439.126  439.612  439.261

   ____________________________________________

4. James measured his hand. It was 0.17 meter. Jennifer measured her hand. It was 0.165 meter. Whose hand is bigger? How do you know?

5. In a paper airplane contest, Marcel’s plane travels 3.345 meters. Salvador’s plane travels 3.35 meters. Jennifer’s plane travels 3.3 meters. Based on the measurements, whose plane traveled the farthest distance? Whose plane traveled the shortest distance? Explain your reasoning using a place value chart.
Fill in the table, and then round to the given place. Label the number lines to show your work. Circle the rounded number.

1. 3.1
   a. Hundredths  
   b. Tenths  
   c. Tens

   

2. 115.376
   a. Hundredths  
   b. Ones  
   c. Tens

   

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3. 0.994

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
<th>Tenths</th>
<th>Hundredths</th>
<th>Thousandths</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Hundredths  

b. Tenths  

c. Ones  

d. Tens

4. For open international competition, the throwing circle in the men’s shot put must have a diameter of 2.135 meters. Round this number to the nearest hundredth. Use a number line to show your work.

5. Jen’s pedometer said she walked 2.549 miles. She rounded her distance to 3 miles. Her brother rounded her distance to 2.5 miles. When they argued about it, their mom said they were both right. Explain how that could be true. Use number lines and words to explain your reasoning.
Fill in the table, and then round to the given place. Label the number lines to show your work. Circle the rounded number.

1. 4.3
   a. Hundredths
   b. Tenths
   c. Ones

2. 225.286
   a. Hundredths
   b. Ones
   c. Tens
3. 8.984

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
<th>Tenths</th>
<th>Hundredths</th>
<th>Thousandths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Hundredths  
b. Tenths  
c. Ones  
d. Tens

4. On a Major League Baseball diamond, the distance from the pitcher’s mound to home plate is 18.386 meters.

a. Round this number to the nearest hundredth of a meter. Use a number line to show your work.

b. How many centimeters is it from the pitcher’s mound to home plate?

5. Jules reads that 1 pint is equivalent to 0.473 liters. He asks his teacher how many liters there are in a pint. His teacher responds that there are about 0.47 liters in a pint. He asks his parents, and they say there are about 0.5 liters in a pint. Jules says they are both correct. How can that be true? Explain your answer.
Lesson 7: Round a given decimal to any place using place value understanding and the vertical number line.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ones</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hundredths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thousandths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

hundreds to thousandths place value chart
Lesson 8 Problem Set

Name ___________________________________________  Date _______________

1. Write the decomposition that helps you, and then round to the given place value. Draw number lines to explain your thinking. Circle the rounded value on each number line.

   a. Round 32.697 to the nearest tenth, hundredth, and one.

   b. Round 141.999 to the nearest tenth, hundredth, ten, and hundred.

2. A root beer factory produces 132,554 cases in 100 days. About how many cases does the factory produce in 1 day? Round your answer to the nearest tenth of a case. Show your thinking on the number line.

Lesson 8: Round a given decimal to any place using place value understanding and the vertical number line.
3. A decimal number has two digits to the right of its decimal point. If we round it to the nearest tenth, the result is 13.7.

a. What is the maximum possible value of this number? Use words and the number line to explain your reasoning. Include the midpoint on your number line.

b. What is the minimum possible value of this decimal? Use words and the number line to explain your reasoning. Include the midpoint on your number line.
1. Write the decomposition that helps you, and then round to the given place value. Draw number lines to explain your thinking. Circle the rounded value on each number line.

   a. 43.586 to the nearest tenth, hundredth, and one.

   b. 243.875 to nearest tenth, hundredth, ten, and hundred.

2. A trip from New York City to Seattle is 2,852.1 miles. A family wants to make the drive in 10 days, driving the same number of miles each day. About how many miles will they drive each day? Round your answer to the nearest tenth of a mile.
3. A decimal number has two digits to the right of its decimal point. If we round it to the nearest tenth, the result is 18.6.

a. What is the maximum possible value of this number? Use words and the number line to explain your reasoning. Include the midpoint on your number line.

b. What is the minimum possible value of this decimal? Use words, pictures, or numbers to explain your reasoning.
Lesson 9 Problem Set

Name ____________________________  Date __________________

1. Solve, and then write the sum in standard form. Use a place value chart if necessary.
   a. 1 tenth + 2 tenths = _______ tenths = _______
   b. 14 tenths + 9 tenths = _______ tenths = ______ one(s) ______ tenth(s) = ______
   c. 1 hundredth + 2 hundredths = ________ hundredths = ______
   d. 27 hundredths + 5 hundredths = _____ hundredths = _____ tenths _____ hundredths = ______
   e. 1 thousandth + 2 thousandths = ______ thousandths = ______
   f. 35 thousandths + 8 thousandths = ____ thousandths = ____ hundredths ____ thousandths = ______
   g. 6 tenths + 3 thousandths = ___________ thousandths = ______
   h. 7 ones 2 tenths + 4 tenths = _____________ tenths = ______
   i. 2 thousandths + 9 ones 5 thousandths = ___________ thousandths = ______

2. Solve using the standard algorithm.

<table>
<thead>
<tr>
<th>a. 0.3 + 0.82 = ____________</th>
<th>b. 1.03 + 0.08 = ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. 7.3 + 2.8 = ____________</td>
<td>d. 57.03 + 2.08 = ____________</td>
</tr>
</tbody>
</table>
Lesson 9:
Add decimals using place value strategies, and relate those strategies to a written method.

Lesson 9 Problem Set

### e. \[62.573 + 4.328 = \] ____________

### f. \[85.703 + 12.197 = \] ____________

3. Van Cortlandt Park’s walking trail is 1.02 km longer than Marine Park’s. Central Park’s walking trail is 0.242 km longer than Van Cortlandt’s.

   a. Fill in the missing information in the chart below.

<table>
<thead>
<tr>
<th>New York City Walking Trails</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Park</td>
</tr>
</tbody>
</table>
   | Marine Park                 | 1.28 km
   | Van Cortlandt Park          |

   b. If a tourist walked all 3 trails in a day, how many kilometers would he or she have walked?

4. Meyer has 0.64 GB of space remaining on his iPod. He wants to download a pedometer app (0.24 GB), a photo app (0.403 GB), and a math app (0.3 GB). Which combinations of apps can he download? Explain your thinking.
1. Solve.
   a. 3 tenths + 4 tenths = ____________ tenths
   b. 12 tenths + 9 tenths = ____________ tenths = ____________ one(s) ____________ tenth(s)
   c. 3 hundredths + 4 hundredths = ____________ hundredths
   d. 27 hundredths + 7 hundredths = ______ hundredths = ______ tenths ______ hundredths
   e. 4 thousandths + 3 thousandths = ____________ thousandths
   f. 39 thousandths + 5 thousandths = ____ thousandths = ____ hundredths ____ thousandths
   g. 5 tenths + 7 thousandths = ____________ thousandths
   h. 4 ones 4 tenths + 4 tenths = ____________ tenths
   i. 8 thousandths + 6 ones 8 thousandths = ____________ thousandths

2. Solve using the standard algorithm.
   a. 0.4 + 0.7 = ____________
   b. 2.04 + 0.07 = ____________
   c. 6.4 + 3.7 = ____________
   d. 56.04 + 3.07 = ____________
Lesson 9 Homework

3. Walkway Over the Hudson, a bridge that crosses the Hudson River in Poughkeepsie, is 2.063 kilometers long. Anping Bridge, which was built in China 850 years ago, is 2.07 kilometers long.
   a. What is the total span of both bridges? Show your thinking.

   b. Leah likes to walk her dog on the Walkway Over the Hudson. If she walks across and back, how far will she and her dog walk?

4. For his parents’ anniversary, Danny spends $5.87 on a photo. He also buys a balloon for $2.49 and a box of strawberries for $4.50. How much money does he spend all together?
1. Subtract, writing the difference in standard form. You may use a place value chart to solve.
   
a. 5 tenths – 2 tenths = _______ tenths = _______
   
b. 5 ones 9 thousandths – 2 ones = _______ ones ______ thousandths = _______
   
c. 7 hundreds 8 hundredths – 4 hundredths = _______ hundreds ______ hundredths = _______
   
d. 37 thousandths – 16 thousandths = _______ thousandths = _______

2. Solve using the standard algorithm.
   
a. 1.4 – 0.7 = _______
   
b. 91.49 – 0.7 = _______
   
c. 191.49 – 10.72 = _______
   
d. 7.148 – 0.07 = _______
   
e. 60.91 – 2.856 = _______
   
f. 361.31 – 2.841 = _______
3. Solve.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>10 tens – 1 ten 1 tenth</td>
</tr>
<tr>
<td>b.</td>
<td>3 – 22 tenths</td>
</tr>
<tr>
<td>c.</td>
<td>37 tenths – 1 one 2 tenths</td>
</tr>
<tr>
<td>d.</td>
<td>8 ones 9 hundredths – 3.4</td>
</tr>
<tr>
<td>e.</td>
<td>5.622 – 3 hundredths</td>
</tr>
<tr>
<td>f.</td>
<td>2 ones 4 tenths – 0.59</td>
</tr>
</tbody>
</table>

4. Mrs. Fan wrote 5 tenths minus 3 hundredths on the board. Michael said the answer is 2 tenths because 5 minus 3 is 2. Is he correct? Explain.

5. A pen costs $2.09. It costs $0.45 less than a marker. Ken paid for one pen and one marker with a five-dollar bill. Use a tape diagram with calculations to determine his change.
Name ________________________________ Date ________________

1. Subtract. You may use a place value chart.
   a. 9 tenths – 3 tenths = ________ tenths
   b. 9 ones 2 thousandths – 3 ones = ________ ones ________ thousandths
   c. 4 hundreds 6 hundredths – 3 hundredths = ________ hundreds ________ hundredths
   d. 56 thousandths – 23 thousandths = ________ thousandths = ________ hundredths ________ thousandths

2. Solve using the standard algorithm.

| a. 1.8 – 0.9 = ________ | b. 41.84 – 0.9 = ________ | c. 341.84 – 21.92 = ________ |
|_________________________|__________________________|______________________________|
| d. 5.182 – 0.09 = ________ | e. 50.416 – 4.25 = ________ | f. 741 – 3.91 = ________ |
3. Solve.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>30 tens – 3 tens 3 tenths</td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d.</td>
</tr>
</tbody>
</table>

4. Mr. House wrote 8 tenths minus 5 hundredths on the board. Maggie said the answer is 3 hundredths because 8 minus 5 is 3. Is she correct? Explain.

5. A clipboard costs $2.23. It costs $0.58 more than a notebook. Lisa bought two clipboards and one notebook. She paid with a ten-dollar bill. How much change does Lisa get? Use a tape diagram to show your thinking.
1. Solve by drawing disks on a place value chart. Write an equation, and express the product in standard form.
   a. 3 copies of 2 tenths
   b. 5 groups of 2 hundredths
   c. 3 times 6 tenths
   d. 6 times 4 hundredths
   e. 5 times as much as 7 tenths
   f. 4 thousandths times 3

2. Draw a model similar to the one pictured below for Parts (b), (c), and (d). Find the sum of the partial products to evaluate each expression.
   a. 7 \times 3.12
      3 ones + 1 tenth + 2 hundredths
      \[
      \begin{array}{c|c|c}
      \text{7} & \text{7} & \text{7} \\
      \times 3 \text{ ones} & \times 1 \text{ tenth} & \times 2 \text{ hundredths} \\
      \hline
      21 & 7 & 14 \\
      \end{array}
      \]
      \[
      = 7 \times 3 + 7 \times 1 + 7 \times 2 + 0.14 = \underline{28.14}
      \]
   b. 6 \times 4.25
c. 3 copies of 4.65

d. 4 times as much as 20.075

3. Miles incorrectly gave the product of $7 \times 2.6$ as 14.42. Use a place value chart or an area model to help Miles understand his mistake.

4. Mrs. Zamir wants to buy 8 protractors and some erasers for her classroom. She has $30. If protractors cost $2.65 each, how much will Mrs. Zamir have left to buy erasers?
1. Solve by drawing disks on a place value chart. Write an equation, and express the product in standard form.
   a. 2 copies of 4 tenths
   b. 4 groups of 5 hundredths
   c. 4 times 7 tenths
   d. 3 times 5 hundredths
   e. 9 times as much as 7 tenths
   f. 6 thousandths times 8

2. Draw a model similar to the one pictured below. Find the sum of the partial products to evaluate each expression.
   a. \[4 \times 6.79 \quad 6 \text{ ones} \quad + \quad 7 \text{ tenths} \quad + \quad 9 \text{ hundredths}\]
      \[
      \begin{array}{ccc}
        & 4 \times 6 \text{ ones} & 4 \times 7 \text{ tenths} & 4 \times 9 \text{ hundredths} \\
        4 & & & \\
      \end{array}
      \]
      \[= \quad \quad \quad + \quad \quad \quad + \quad \quad \quad = \quad \quad \quad \]

Lesson 11: Multiply a decimal fraction by single-digit whole numbers, relate to a written method through application of the area model and place value understanding, and explain the reasoning used.
b. \( 6 \times 7.49 \)

c. 9 copies of 3.65

d. 3 times 20.175

3. Leanne multiplied \( 8 \times 4.3 \) and got 32.24. Is Leanne correct? Use an area model to explain your answer.

4. Anna buys groceries for her family. Hamburger meat is $3.38 per pound, sweet potatoes are $0.79 each, and hamburger rolls are $2.30 a bag. If Anna buys 3 pounds of meat, 5 sweet potatoes, and 1 bag of hamburger rolls, what will she pay in all for the groceries?
Lesson 12 Problem Set

Name ____________________________ Date ____________________

1. Choose the reasonable product for each expression. Explain your reasoning in the spaces below using words, pictures, or numbers.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Choose the Reasonable Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. $2.5 \times 4$</td>
<td>0.1 1 10 100</td>
</tr>
<tr>
<td>b. $3.14 \times 7$</td>
<td>2198 219.8 21.98 2.198</td>
</tr>
<tr>
<td>c. $8 \times 6.022$</td>
<td>4.8176 48.176 481.76 4817.6</td>
</tr>
<tr>
<td>d. $9 \times 5.48$</td>
<td>493.2 49.32 4.932 0.4932</td>
</tr>
</tbody>
</table>
2. Pedro is building a spice rack with 4 shelves that are each 0.55 meter long. At the hardware store, Pedro finds that he can only buy the shelving in whole meter lengths. Exactly how many meters of shelving does Pedro need? Since he can only buy whole-number lengths, how many meters of shelving should he buy? Justify your thinking.

3. Marcel rides his bicycle to school and back on Tuesdays and Thursdays. He lives 3.62 kilometers away from school. Marcel’s gym teacher wants to know about how many kilometers he bikes in a week. Marcel’s math teacher wants to know exactly how many kilometers he bikes in a week. What should Marcel tell each teacher? Show your work.

4. The poetry club had its first bake sale, and they made $79.35. The club members are planning to have 4 more bake sales. Leslie said, “If we make the same amount at each bake sale, we’ll earn $3,967.50.” Peggy said, “No way, Leslie! We’ll earn $396.75 after five bake sales.” Use estimation to help Peggy explain why Leslie’s reasoning is inaccurate. Show your reasoning using words, numbers, or pictures.
Lesson 12 Homework

Name ____________________________________________ Date ______________________

1. Choose the reasonable product for each expression. Explain your thinking in the spaces below using words, pictures, or numbers.

   a. \(2.1 \times 3\)  
      \[
      \begin{array}{l}
      0.63 \\
      6.3 \\
      63 \\
      630 \\
      \end{array}
      \]

   b. \(4.27 \times 6\)  
      \[
      \begin{array}{l}
      2562 \\
      256.2 \\
      25.62 \\
      2.562 \\
      \end{array}
      \]

   c. \(7 \times 6.053\)  
      \[
      \begin{array}{l}
      4237.1 \\
      423.71 \\
      42.371 \\
      4.2371 \\
      \end{array}
      \]

   d. \(9 \times 4.82\)  
      \[
      \begin{array}{l}
      4.338 \\
      43.38 \\
      433.8 \\
      4338 \\
      \end{array}
      \]
2. Yi Ting weighs 8.3 kg. Her older brother is 4 times as heavy as Yi Ting. How much does her older brother weigh in kilograms?

3. Tim is painting his storage shed. He buys 4 gallons of white paint and 3 gallons of blue paint. Each gallon of white paint costs $15.72, and each gallon of blue paint is $21.87. How much will Tim spend in all on paint?

4. Ribbon is sold at 3 yards for $6.33. Jackie bought 24 yards of ribbon for a project. How much did she pay?
1. Complete the sentences with the correct number of units, and then complete the equation.
   a. 4 groups of _____ tenths is 1.6.  
      \[ 1.6 \div 4 = \underline{\ ? } \]
   b. 8 groups of _____ hundredths is 0.32.  
      \[ 0.32 \div 8 = \underline{\ ? } \]
   c. 7 groups of _____ thousandths is 0.084.  
      \[ 0.084 \div 7 = \underline{\ ? } \]
   d. 5 groups of _____ tenths is 2.0.  
      \[ 2.0 \div 5 = \underline{\ ? } \]

2. Complete the number sentence. Express the quotient in units and then in standard form.
   a. \[ 4.2 \div 7 = \underline{\ ? } \] tenths \( \div 7 = \underline{\ ? } \) tenths = \underline{\ ? } 
   b. \[ 2.64 \div 2 = \underline{\ ? } \] ones \( \div 2 + \underline{\ ? } \) hundredths \( \div 2 \)
      = \underline{\ ? } ones + \underline{\ ? } hundredths
      = \underline{\ ? }
   c. \[ 12.64 \div 2 = \underline{\ ? } \] ones \( \div 2 + \underline{\ ? } \) hundredths \( \div 2 \)
      = \underline{\ ? } ones + \underline{\ ? } hundredths
      = \underline{\ ? }
   d. \[ 4.26 \div 6 = \underline{\ ? } \] tenths \( \div 6 + \underline{\ ? } \) hundredths \( \div 6 \)
      = \underline{\ ? }
      = \underline{\ ? }

**Lesson 13**: Divide decimals by single-digit whole numbers involving easily identifiable multiples using place value understanding and relate to a written method.
Lesson 13 Problem Set

3. Find the quotients. Then, use words, numbers, or pictures to describe any relationships you notice between each pair of problems and quotients.
   
a. \[ 32 \div 8 = \ \text{ } \] \[ 3.2 \div 8 = \ \text{ } \]

b. \[ 81 \div 9 = \ \text{ } \] \[ 0.081 \div 9 = \ \text{ } \]

4. Are the quotients below reasonable? Explain your answers.
   
a. \[ 5.6 \div 7 = 8 \]

b. \[ 56 \div 7 = 0.8 \]

c. \[ 0.56 \div 7 = 0.08 \]
5. 12.48 milliliters of medicine were separated into doses of 4 mL each. How many doses were made?

6. The price of milk in 2013 was around $3.28 a gallon. This was eight times as much as you would have probably paid for a gallon of milk in the 1950s. What was the cost for a gallon of milk during the 1950s? Use a tape diagram, and show your calculations.
Lesson 13 Homework

Name __________________________________________ Date ____________________

1. Complete the sentences with the correct number of units, and then complete the equation.
   a. 3 groups of _____ tenths is 1.5.  \[ 1.5 \div 3 = \boxed{0.5} \]
   b. 6 groups of _____ hundredths is 0.24. \[ 0.24 \div 6 = \boxed{0.04} \]
   c. 5 groups of _____ thousandths is 0.045. \[ 0.045 \div 5 = \boxed{0.009} \]

2. Complete the number sentence. Express the quotient in units and then in standard form.
   a. \[ 9.36 \div 3 = \boxed{3.0} \text{ ones} + \boxed{0.6} \text{ hundredths} \div 3 \]
      \[ = \boxed{3.0} \text{ ones} + \boxed{0.2} \text{ hundredths} \]
      \[ = \boxed{3.2} \]
   b. \[ 36.012 \div 3 = \boxed{12.0} \text{ ones} + \boxed{0.04} \text{ thousandths} \div 3 \]
      \[ = \boxed{12.0} \text{ ones} + \boxed{0.01} \text{ thousandths} \]
      \[ = \boxed{12.1} \]
   c. \[ 3.55 \div 5 = \boxed{0.7} \text{ tenths} + \boxed{0.0} \text{ hundredths} \div 5 \]
      \[ = \boxed{0.7} \]
      \[ = \boxed{0.70} \]
   d. \[ 3.545 \div 5 = \boxed{0.709} \]
      \[ = \boxed{0.709} \]
      \[ = \boxed{0.709} \]
3. Find the quotients. Then, use words, numbers, or pictures to describe any relationships you notice between each pair of problems and quotients.
   a. \(21 ÷ 7 = \) ________________  \(2.1 ÷ 7 = \) ________________
   b. \(48 ÷ 8 = \) ________________  \(0.048 ÷ 8 = \) ________________

4. Are the quotients below reasonable? Explain your answers.
   a. \(0.54 ÷ 6 = 9\)
   b. \(5.4 ÷ 6 = 0.9\)
   c. \(54 ÷ 6 = 0.09\)
5. A toy airplane costs $4.84. It costs 4 times as much as a toy car. What is the cost of the toy car?

6. Julian bought 3.9 liters of cranberry juice, and Jay bought 8.74 liters of apple juice. They mixed the two juices together and then poured them equally into 2 bottles. How many liters of juice are in each bottle?
Name __________________________ Date __________________

1. Draw place value disks on the place value chart to solve. Show each step using the standard algorithm.

a. \(4.236 \div 3 = \) ________

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<th>Ones</th>
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\(3 \overline{4.236} \)

b. \(1.324 \div 2 = \) ________

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\(2 \overline{1.324} \)
2. Solve using the standard algorithm.

\[
\begin{array}{ccc}
\text{a. } 0.78 \div 3 &=& \\
\text{b. } 7.28 \div 4 &=& \\
\text{c. } 17.45 \div 5 &=& \\
\end{array}
\]

3. Grayson wrote \(1.47 \div 7 = 2.1\) in her math journal.
   Use words, numbers, or pictures to explain why Grayson’s thinking is incorrect.

4. Mrs. Nguyen used 1.48 meters of netting to make 4 identical mini hockey goals. How much netting did she use per goal?

5. Esperanza usually buys avocados for $0.94 apiece. During a sale, she gets 5 avocados for $4.10. How much money did she save per avocado? Use a tape diagram, and show your calculations.
1. Draw place value disks on the place value chart to solve. Show each step using the standard algorithm.
   a. $5.241 \div 3 = \underline{\qquad}$

   
   
   
   
   
   
   
   

   $\underline{3}$
   $\underline{5}$
   $\underline{.}$
   $\underline{2}$
   $\underline{4}$
   $\underline{1}$

   ___________

   
   
   
   

   b. $5.372 \div 4 = \underline{\qquad}$

   
   
   
   

   $\underline{4}$
   $\underline{5}$
   $\underline{.}$
   $\underline{3}$
   $\underline{7}$
   $\underline{2}$

   ___________

   
   
   
   

Lesson 14 Homework

2. Solve using the standard algorithm.

\[
\begin{array}{ccc}
\text{a. } 0.64 \div 4 = & \text{b. } 6.45 \div 5 = & \text{c. } 16.404 \div 6 = \\
\phantom{0} & \phantom{0} & \phantom{0} \\
\end{array}
\]

3. Mrs. Mayuko paid $40.68 for 3 kg of shrimp. What’s the cost of 1 kilogram of shrimp?

4. The total weight of 6 pieces of butter and a bag of sugar is 3.8 lb. If the weight of the bag of sugar is 1.4 lb, what is the weight of each piece of butter?
1. Draw place value disks on the place value chart to solve. Show each step in the standard algorithm.

   a. $0.5 \div 2 = ______$

       | Ones | Tenths | Hundredths | Thousandths |
       |------|--------|------------|-------------|
       |      |        |            |             |


       $2 \overset{0.5}{\overline{\div 2}}$

   b. $5.7 \div 4 = ______$

       | Ones | Tenths | Hundredths | Thousandths |
       |------|--------|------------|-------------|
       |      |        |            |             |


       $4 \overset{5.7}{\overline{\div 4}}$

Lesson 15: Divide decimals using place value understanding, including remainders in the smallest unit.
2. Solve using the standard algorithm.

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<tbody>
<tr>
<td>a.</td>
<td>0.9 ÷ 2 =</td>
<td>b.</td>
</tr>
<tr>
<td>d.</td>
<td>0.98 ÷ 4 =</td>
<td>e.</td>
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</tbody>
</table>

3. Six bakers shared 7.5 kilograms of flour equally. How much flour did they each receive?

4. Mrs. Henderson makes punch by mixing 10.9 liters of apple juice, 0.6 liters of orange juice, and 8 liters of ginger ale. She pours the mixture equally into 6 large punch bowls. How much punch is in each bowl? Express your answer in liters.
Name ___________________________  Date _________________

1. Draw place value disks on the place value chart to solve. Show each step in the standard algorithm.

   a. \(0.7 \div 4 = \underline{\hspace{2cm}}\)

      \[
      \begin{array}{c|c|c|c}
      \text{Ones} & \bullet & \text{Tenths} & \text{Hundredths} & \text{Thousandths} \\
      \hline
      \end{array}
      \]

      \[
      \begin{array}{c|c|c|c}
      \text{Ones} & \bullet & \text{Tenths} & \text{Hundredths} & \text{Thousandths} \\
      \hline
      \end{array}
      \]

      \[
      \begin{array}{c|c|c|c}
      \text{Ones} & \bullet & \text{Tenths} & \text{Hundredths} & \text{Thousandths} \\
      \hline
      \end{array}
      \]

   b. \(8.1 \div 5 = \underline{\hspace{2cm}}\)

      \[
      \begin{array}{c|c|c|c}
      \text{Ones} & \bullet & \text{Tenths} & \text{Hundredths} & \text{Thousandths} \\
      \hline
      \end{array}
      \]

      \[
      \begin{array}{c|c|c|c}
      \text{Ones} & \bullet & \text{Tenths} & \text{Hundredths} & \text{Thousandths} \\
      \hline
      \end{array}
      \]

      \[
      \begin{array}{c|c|c|c}
      \text{Ones} & \bullet & \text{Tenths} & \text{Hundredths} & \text{Thousandths} \\
      \hline
      \end{array}
      \]

Lesson 15: Divide decimals using place value understanding, including remainders in the smallest unit.
2. Solve using the standard algorithm.

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<tbody>
<tr>
<td>a. $0.7 \div 2 =$</td>
<td>b. $3.9 \div 6 =$</td>
<td>c. $9 \div 4 =$</td>
</tr>
<tr>
<td>d. $0.92 \div 2 =$</td>
<td>e. $9.4 \div 4 =$</td>
<td>f. $91 \div 8 =$</td>
</tr>
</tbody>
</table>

3. A rope 8.7 meters long is cut into 5 equal pieces. How long is each piece?

4. Yasmine bought 6 gallons of apple juice. After filling up 4 bottles of the same size with apple juice, she had 0.3 gallon of apple juice left. How many gallons of apple juice are in each container?
1. Mr. Frye distributed $126 equally among his 4 children for their weekly allowance.
   a. How much money did each child receive?
   b. John, the oldest child, paid his siblings to do his chores. If John pays his allowance equally to his brother and two sisters, how much money will each of his siblings have received in all?

2. Ava is 23 cm taller than Olivia, and Olivia is half the height of Lucas. If Lucas is 1.78 m tall, how tall are Ava and Olivia? Express their heights in centimeters.
3. Mr. Hower can buy a computer with a down payment of $510 and 8 monthly payments of $35.75. If he pays cash for the computer, the cost is $699.99. How much money will he save if he pays cash for the computer instead of paying for it in monthly payments?

4. Brandon mixed 6.83 lb of cashews with 3.57 lb of pistachios. After filling up 6 bags that were the same size with the mixture, he had 0.35 lb of nuts left. What was the weight of each bag? Use a tape diagram, and show your calculations.
5. The bakery bought 4 bags of flour containing 3.5 kg each. 0.475 kg of flour is needed to make a batch of muffins, and 0.65 kg is needed to make a loaf of bread.

a. If 4 batches of muffins and 5 loaves of bread are baked, how much flour will be left? Give your answer in kilograms.

b. The remaining flour is stored in bins that hold 3 kg each. How many bins will be needed to store the flour? Explain your answer.
Solve using tape diagrams.

1. A gardener installed 42.6 meters of fencing in a week. He installed 13.45 meters on Monday and 9.5 meters on Tuesday. He installed the rest of the fence in equal lengths on Wednesday through Friday. How many meters of fencing did he install on each of the last three days?

2. Jenny charges $9.15 an hour to babysit toddlers and $7.45 an hour to babysit school-aged children.
   a. If Jenny babysat toddlers for 9 hours and school-aged children for 6 hours, how much money did she earn in all?
   b. Jenny wants to earn $1,300 by the end of the summer. How much more will she need to earn to meet her goal?
3. A table and 8 chairs weigh 235.68 lb together. If the table weighs 157.84 lb, what is the weight of one chair in pounds?

4. Mrs. Cleaver mixes 1.24 liters of red paint with 3 times as much blue paint to make purple paint. She pours the paint equally into 5 containers. How much blue paint is in each container? Give your answer in liters.
Cut Out Packet
Lesson 4: Use exponents to denote powers of 10 with application to metric conversions