

# Eureka Math™

## Grade 5 Module 1

### Student File\_A

### Student Workbook

This file contains

- G5-M1 Problem Sets
- G5-M1 Homework
- G5-M1 Templates (including cut outs)<sup>1</sup>

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<sup>1</sup>Note that not all lessons in this module include templates or cut outs.

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Printed in the U.S.A.

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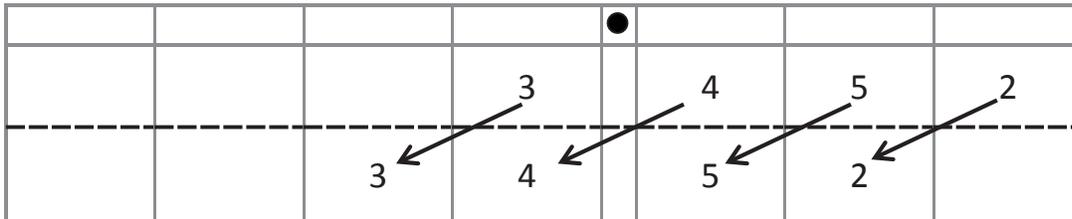
G5-M1-SFA-1.3.1-05.2016

Name \_\_\_\_\_

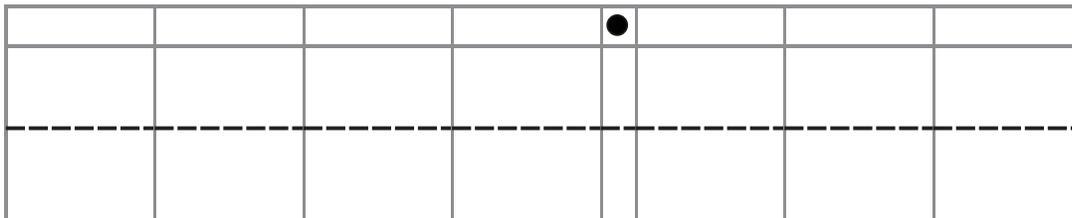
Date \_\_\_\_\_

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.

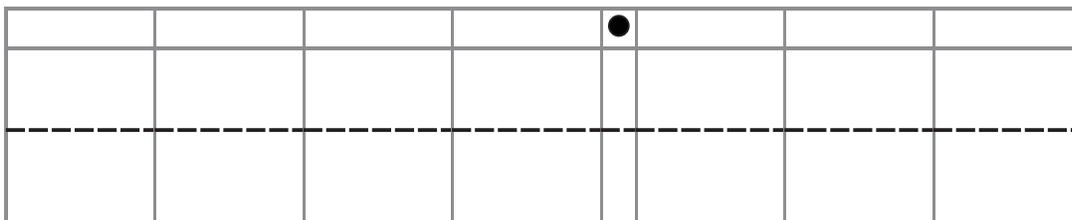
a.  $3.452 \times 10 = \underline{34.52}$



b.  $3.452 \times 100 = \underline{\hspace{2cm}}$



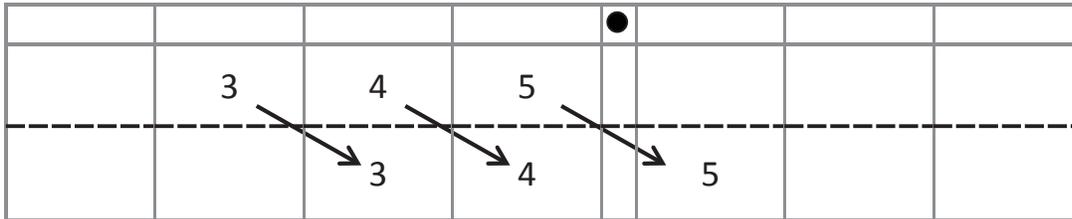
c.  $3.452 \times 1,000 = \underline{\hspace{2cm}}$



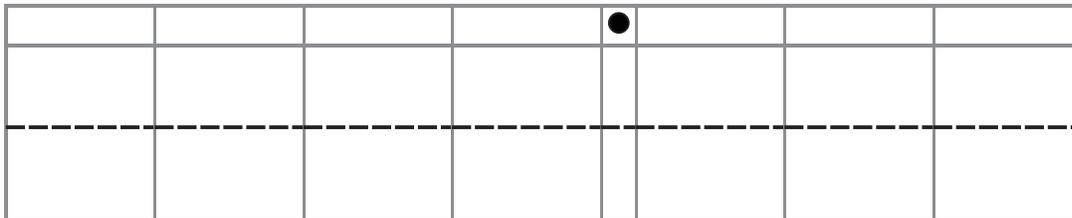
- d. Explain how and why the value of the 5 changed in (a), (b), and (c).

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.

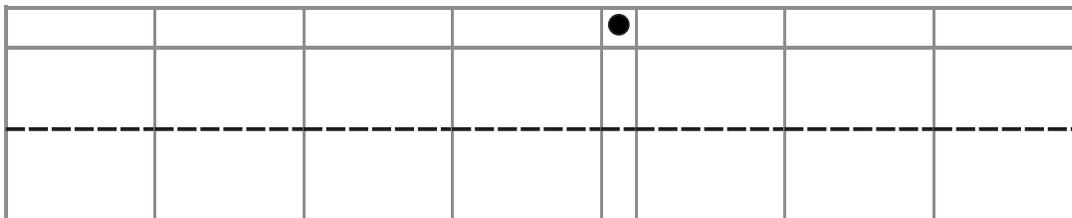
a.  $345 \div 10 = \underline{34.5}$



b.  $345 \div 100 = \underline{\hspace{2cm}}$



c.  $345 \div 1,000 = \underline{\hspace{2cm}}$



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.

				●			

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.

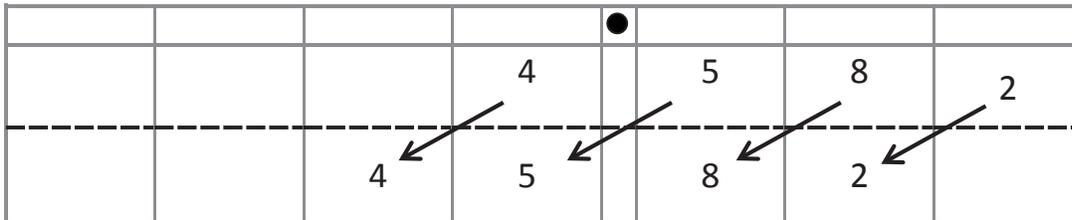
5. A microscope has a setting that magnifies an object so that it appears 100 times as large when viewed through the eyepiece. If a tiny insect is 0.095 cm long, how long will the insect appear in centimeters through the microscope? Explain how you know.

Name \_\_\_\_\_

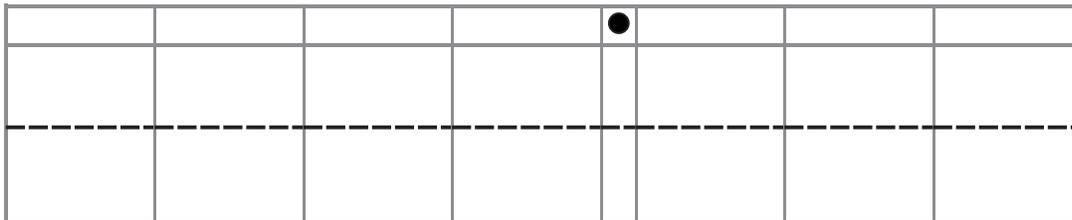
Date \_\_\_\_\_

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.

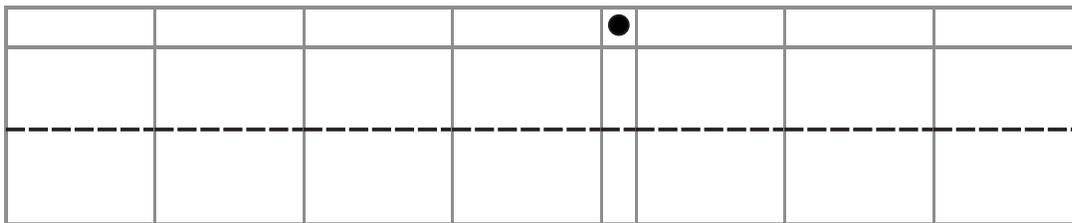
a.  $4.582 \times 10 = \underline{45.82}$



b.  $7.281 \times 100 = \underline{\hspace{2cm}}$



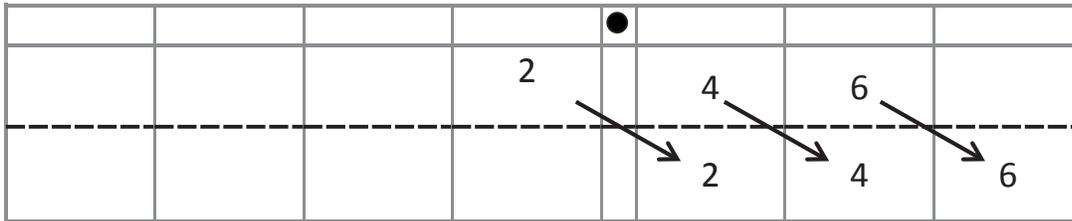
c.  $9.254 \times 1,000 = \underline{\hspace{2cm}}$



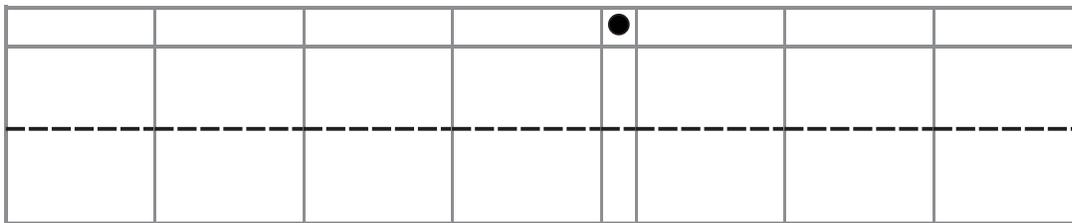
d. Explain how and why the value of the 2 changed in (a), (b), and (c).

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.

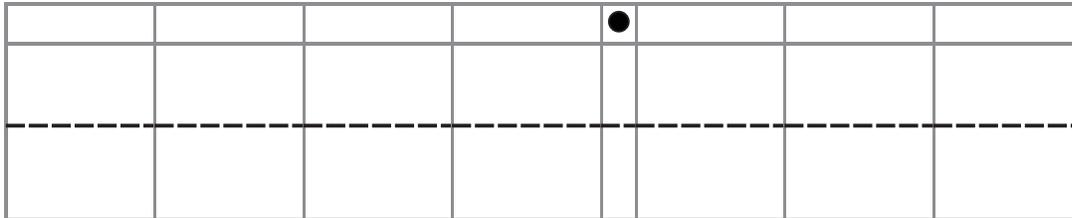
a.  $2.46 \div 10 = \underline{\quad 0.246 \quad}$



b.  $678 \div 100 = \underline{\hspace{2cm}}$



c.  $67 \div 1,000 = \underline{\hspace{2cm}}$



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.

				●			

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.



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve.

a.  $54,000 \times 10 =$  \_\_\_\_\_

e.  $0.13 \times 100 =$  \_\_\_\_\_

b.  $54,000 \div 10 =$  \_\_\_\_\_

f.  $13 \div 1,000 =$  \_\_\_\_\_

c.  $8.7 \times 10 =$  \_\_\_\_\_

g.  $3.12 \times 1,000 =$  \_\_\_\_\_

d.  $8.7 \div 10 =$  \_\_\_\_\_

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.  $152 \div 10 =$  \_\_\_\_\_
- b.  $152 \div 100 =$  \_\_\_\_\_
- c.  $152 \div 1,000 =$  \_\_\_\_\_
- 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.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve.

a.  $36,000 \times 10 =$  \_\_\_\_\_

e.  $2.4 \times 100 =$  \_\_\_\_\_

b.  $36,000 \div 10 =$  \_\_\_\_\_

f.  $24 \div 1,000 =$  \_\_\_\_\_

c.  $4.3 \times 10 =$  \_\_\_\_\_

g.  $4.54 \times 1,000 =$  \_\_\_\_\_

d.  $4.3 \div 10 =$  \_\_\_\_\_

h.  $3,045.4 \div 100 =$  \_\_\_\_\_

2. Find the products.

a.  $14,560 \times 10 =$  \_\_\_\_\_

b.  $14,560 \times 100 =$  \_\_\_\_\_

c.  $14,560 \times 1,000 =$  \_\_\_\_\_

Explain how you decided on the number of zeros in the products for (a), (b), and (c).

3. Find the quotients.

a.  $16.5 \div 10 =$  \_\_\_\_\_

b.  $16.5 \div 100 =$  \_\_\_\_\_

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.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Write the following in exponential form (e.g.,  $100 = 10^2$ ).

a.  $10,000 =$  \_\_\_\_\_

d.  $100 \times 100 =$  \_\_\_\_\_

b.  $1,000 =$  \_\_\_\_\_

e.  $1,000,000 =$  \_\_\_\_\_

c.  $10 \times 10 =$  \_\_\_\_\_

f.  $1,000 \times 1,000 =$  \_\_\_\_\_

2. Write the following in standard form (e.g.,  $5 \times 10^2 = 500$ ).

a.  $9 \times 10^3 =$  \_\_\_\_\_

e.  $4.025 \times 10^3 =$  \_\_\_\_\_

b.  $39 \times 10^4 =$  \_\_\_\_\_

f.  $40.25 \times 10^4 =$  \_\_\_\_\_

c.  $7,200 \div 10^2 =$  \_\_\_\_\_

g.  $72.5 \div 10^2 =$  \_\_\_\_\_

d.  $7,200,000 \div 10^3 =$  \_\_\_\_\_

h.  $7.2 \div 10^2 =$  \_\_\_\_\_

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  $2.5 \times 10^2 = 2.500$  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.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Write the following in exponential form (e.g.,  $100 = 10^2$ ).

a.  $1000 =$  \_\_\_\_\_

d.  $100 \times 10 =$  \_\_\_\_\_

b.  $10 \times 10 =$  \_\_\_\_\_

e.  $1,000,000 =$  \_\_\_\_\_

c.  $100,000 =$  \_\_\_\_\_

f.  $10,000 \times 10 =$  \_\_\_\_\_

2. Write the following in standard form (e.g.,  $4 \times 10^2 = 400$ ).

a.  $4 \times 10^3 =$  \_\_\_\_\_

e.  $6.072 \times 10^3 =$  \_\_\_\_\_

b.  $64 \times 10^4 =$  \_\_\_\_\_

f.  $60.72 \times 10^4 =$  \_\_\_\_\_

c.  $5,300 \div 10^2 =$  \_\_\_\_\_

g.  $948 \div 10^3 =$  \_\_\_\_\_

d.  $5,300,000 \div 10^3 =$  \_\_\_\_\_

h.  $9.4 \div 10^2 =$  \_\_\_\_\_

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  $247 \div 10^2$  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  $247 \times 10^3$ .

10	$10 \times \underline{\quad}$	

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powers of 10 chart

Name \_\_\_\_\_

Date \_\_\_\_\_

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

a. 3 meters to centimeters       $3 \text{ m} = 300 \text{ cm}$                  $3 \times 10^2 = 300$           

b. 105 centimeters to meters       $105 \text{ cm} = \underline{\hspace{1cm}} \text{ m}$       \_\_\_\_\_

c. 1.68 meters to centimeters                 m =            cm      \_\_\_\_\_

d. 80 centimeters to meters                 cm =            m      \_\_\_\_\_

e. 9.2 meters to centimeters                 m =            cm      \_\_\_\_\_

f. 4 centimeters to meters                 cm =            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                 m =            mm      \_\_\_\_\_

b. 1.2 meters to millimeters                 m =            mm      \_\_\_\_\_

c. 1,020 millimeters to meters                 mm =            m      \_\_\_\_\_

d. 97 millimeters to meters                 mm =            m      \_\_\_\_\_

e. 7.28 meters to millimeters                 m =            mm      \_\_\_\_\_

f. 4 millimeters to meters                 mm =            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.  $3.512 \text{ m} =$  \_\_\_\_\_  $\text{mm}$        $3.512 \times 10^3 = 3,512$

b.  $8 \text{ cm} =$  \_\_\_\_\_  $\text{m}$       \_\_\_\_\_

c.  $42 \text{ mm} =$  \_\_\_\_\_  $\text{m}$       \_\_\_\_\_

d.  $0.05 \text{ m} =$  \_\_\_\_\_  $\text{mm}$       \_\_\_\_\_

e.  $0.002 \text{ m} =$  \_\_\_\_\_  $\text{cm}$       \_\_\_\_\_

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       $108\text{ cm} = \underline{\hspace{1cm}}\text{ m}$       \_\_\_\_\_

c. 2.49 meters to centimeters       $\underline{\hspace{1cm}}\text{ m} = \underline{\hspace{1cm}}\text{ cm}$       \_\_\_\_\_

d. 50 centimeters to meters       $\underline{\hspace{1cm}}\text{ cm} = \underline{\hspace{1cm}}\text{ m}$       \_\_\_\_\_

e. 6.3 meters to centimeters       $\underline{\hspace{1cm}}\text{ m} = \underline{\hspace{1cm}}\text{ cm}$       \_\_\_\_\_

f. 7 centimeters to meters       $\underline{\hspace{1cm}}\text{ cm} = \underline{\hspace{1cm}}\text{ m}$       \_\_\_\_\_

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       $\underline{\hspace{1cm}}\text{ m} = \underline{\hspace{1cm}}\text{ mm}$       \_\_\_\_\_

b. 1.7 meters to millimeters       $\underline{\hspace{1cm}}\text{ m} = \underline{\hspace{1cm}}\text{ mm}$       \_\_\_\_\_

c. 1,050 millimeters to meters       $\underline{\hspace{1cm}}\text{ mm} = \underline{\hspace{1cm}}\text{ m}$       \_\_\_\_\_

d. 65 millimeters to meters       $\underline{\hspace{1cm}}\text{ mm} = \underline{\hspace{1cm}}\text{ m}$       \_\_\_\_\_

e. 4.92 meters to millimeters       $\underline{\hspace{1cm}}\text{ m} = \underline{\hspace{1cm}}\text{ mm}$       \_\_\_\_\_

f. 3 millimeters to meters       $\underline{\hspace{1cm}}\text{ mm} = \underline{\hspace{1cm}}\text{ m}$       \_\_\_\_\_

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.

Name \_\_\_\_\_

Date \_\_\_\_\_

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

a. Four thousandths	0.004
b. Twenty-four thousandths	
c. One and three hundred twenty-four thousandths	
d. Six hundred eight thousandths	
e. Six hundred and eight thousandths	
f. $\frac{46}{1000}$	
g. $3\frac{946}{1000}$	
h. $200\frac{904}{1000}$	

2. Express each of the following values in words.

a. 0.005 \_\_\_\_\_

b. 11.037 \_\_\_\_\_

c. 403.608 \_\_\_\_\_

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. 35.827

Tens	Ones		Tenths	Hundredths	Thousandths
3	5	●	8	2	7

$$35.827 = 3 \times 10 + 5 \times 1 + 8 \times \left(\frac{1}{10}\right) + 2 \times \left(\frac{1}{100}\right) + 7 \times \left(\frac{1}{1000}\right) \text{ or}$$

$$= 3 \times 10 + 5 \times 1 + 8 \times 0.1 + 2 \times 0.01 + 7 \times 0.001$$

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.

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. $7\frac{528}{1000}$	
h. $300\frac{502}{1000}$	

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	Ones		Tenths	Hundredths	Thousandths
2	7	●	3	4	6

$$27.346 = 2 \times 10 + 7 \times 1 + 3 \times \left(\frac{1}{10}\right) + 4 \times \left(\frac{1}{100}\right) + 6 \times \left(\frac{1}{1000}\right) \text{ or}$$

$$27.346 = 2 \times 10 + 7 \times 1 + 3 \times 0.1 + 4 \times 0.01 + 6 \times 0.001$$

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.

Thousands	
Hundreds	
Tens	
Ones	
Tenths	
Hundredths	
Thousandths	

\_\_\_\_\_

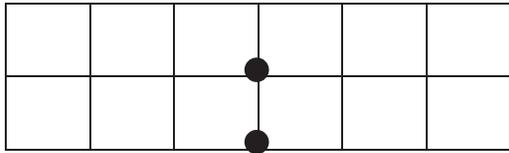
thousands through thousandths place value chart

Name \_\_\_\_\_

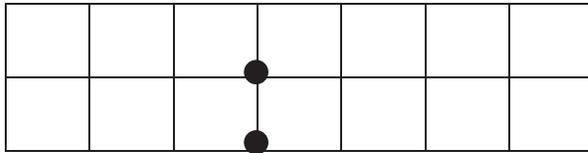
Date \_\_\_\_\_

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 ○ 34.232



0.8 ○ 0.706



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

a. 16.3	○	16.4
b. 0.83	○	$\frac{83}{100}$
c. $\frac{205}{1000}$	○	0.205
d. 95.580	○	95.58
e. 9.1	○	9.099
f. 8.3	○	83 tenths
g. 5.8	○	Fifty-eight hundredths

h. Thirty-six and nine thousandths		4 tens
i. 202 hundredths		2 hundreds and 2 thousandths
j. One hundred fifty-eight thousandths		158,000
k. 4.15		415 tenths

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?

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Use  $>$ ,  $<$ , or  $=$  to compare the following.

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

2. Arrange the numbers in increasing order.

a. 8.08   8.081   8.09   8.008

\_\_\_\_\_

b. 14.204   14.200   14.240   14.210

\_\_\_\_\_

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.

Name \_\_\_\_\_

Date \_\_\_\_\_

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



Tens	Ones	Tenths	Hundredths	Thousandths
		●		

2. 115.376

- a. Hundredths      b. Ones      c. Tens



Tens	Ones	Tenths	Hundredths	Thousandths
		●		

3. 0.994

Tens	Ones	Tenths	Hundredths	Thousandths
		●		

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.

Name \_\_\_\_\_

Date \_\_\_\_\_

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



Tens	Ones	Tenths	Hundredths	Thousandths
		●		

2. 225.286

- a. Hundredths      b. Ones      c. Tens



Tens	Ones	Tenths	Hundredths	Thousandths
		●		

3. 8.984

Tens	Ones	Tenths	Hundredths	Thousandths
		●		

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.

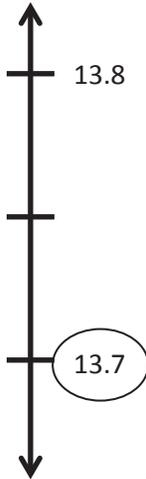
Thousands					
Hundredths					
Tenths					
•					
Ones					
Tens					
Hundreds					

---

hundreds to thousandths place value chart



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.



Name \_\_\_\_\_

Date \_\_\_\_\_

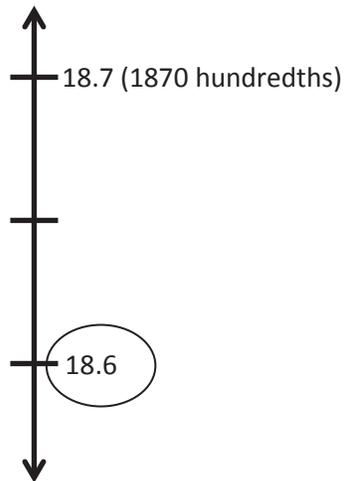
1. Write the decomposition that helps you, and then round to the given place value. Draw number lines to explain your thinking. Circle the rounded value on each number line.

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

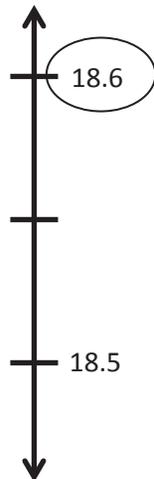
b. 243.875 to nearest tenth, hundredth, ten, and hundred.

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.



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve, and then write the sum in standard form. Use a place value chart if necessary.

a.  $1 \text{ tenth} + 2 \text{ tenths} = \underline{\hspace{2cm}} \text{ tenths} = \underline{\hspace{2cm}}$

b.  $14 \text{ tenths} + 9 \text{ tenths} = \underline{\hspace{2cm}} \text{ tenths} = \underline{\hspace{2cm}} \text{ one(s)} \underline{\hspace{2cm}} \text{ tenth(s)} = \underline{\hspace{2cm}}$

c.  $1 \text{ hundredth} + 2 \text{ hundredths} = \underline{\hspace{2cm}} \text{ hundredths} = \underline{\hspace{2cm}}$

d.  $27 \text{ hundredths} + 5 \text{ hundredths} = \underline{\hspace{2cm}} \text{ hundredths} = \underline{\hspace{2cm}} \text{ tenths} \underline{\hspace{2cm}} \text{ hundredths} = \underline{\hspace{2cm}}$

e.  $1 \text{ thousandth} + 2 \text{ thousandths} = \underline{\hspace{2cm}} \text{ thousandths} = \underline{\hspace{2cm}}$

f.  $35 \text{ thousandths} + 8 \text{ thousandths} = \underline{\hspace{2cm}} \text{ thousandths} = \underline{\hspace{2cm}} \text{ hundredths} \underline{\hspace{2cm}} \text{ thousandths} = \underline{\hspace{2cm}}$

g.  $6 \text{ tenths} + 3 \text{ thousandths} = \underline{\hspace{2cm}} \text{ thousandths} = \underline{\hspace{2cm}}$

h.  $7 \text{ ones } 2 \text{ tenths} + 4 \text{ tenths} = \underline{\hspace{2cm}} \text{ tenths} = \underline{\hspace{2cm}}$

i.  $2 \text{ thousandths} + 9 \text{ ones } 5 \text{ thousandths} = \underline{\hspace{2cm}} \text{ thousandths} = \underline{\hspace{2cm}}$

2. Solve using the standard algorithm.

a. $0.3 + 0.82 = \underline{\hspace{2cm}}$	b. $1.03 + 0.08 = \underline{\hspace{2cm}}$
c. $7.3 + 2.8 = \underline{\hspace{2cm}}$	d. $57.03 + 2.08 = \underline{\hspace{2cm}}$

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.

New York City Walking Trails	
Central Park	_____ km
Marine Park	1.28 km
Van Cortlandt Park	_____ km

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.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve.

a.  $3 \text{ tenths} + 4 \text{ tenths} = \underline{\hspace{2cm}}$  tenths

b.  $12 \text{ tenths} + 9 \text{ tenths} = \underline{\hspace{2cm}}$  tenths =  $\underline{\hspace{1cm}}$  one(s)  $\underline{\hspace{1cm}}$  tenth(s)

c.  $3 \text{ hundredths} + 4 \text{ hundredths} = \underline{\hspace{2cm}}$  hundredths

d.  $27 \text{ hundredths} + 7 \text{ hundredths} = \underline{\hspace{1cm}}$  hundredths =  $\underline{\hspace{1cm}}$  tenths  $\underline{\hspace{1cm}}$  hundredths

e.  $4 \text{ thousandths} + 3 \text{ thousandths} = \underline{\hspace{2cm}}$  thousandths

f.  $39 \text{ thousandths} + 5 \text{ thousandths} = \underline{\hspace{1cm}}$  thousandths =  $\underline{\hspace{1cm}}$  hundredths  $\underline{\hspace{1cm}}$  thousandths

g.  $5 \text{ tenths} + 7 \text{ thousandths} = \underline{\hspace{2cm}}$  thousandths

h.  $4 \text{ ones } 4 \text{ tenths} + 4 \text{ tenths} = \underline{\hspace{2cm}}$  tenths

i.  $8 \text{ thousandths} + 6 \text{ ones } 8 \text{ thousandths} = \underline{\hspace{2cm}}$  thousandths

2. Solve using the standard algorithm.

a. $0.4 + 0.7 = \underline{\hspace{2cm}}$	b. $2.04 + 0.07 = \underline{\hspace{2cm}}$
c. $6.4 + 3.7 = \underline{\hspace{2cm}}$	d. $56.04 + 3.07 = \underline{\hspace{2cm}}$

e.  $72.564 + 5.137 = \underline{\hspace{2cm}}$

f.  $75.604 + 22.296 = \underline{\hspace{2cm}}$

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?

Name \_\_\_\_\_

Date \_\_\_\_\_

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.

a. 10 tens – 1 ten 1 tenth	b. 3 – 22 tenths	c. 37 tenths – 1 one 2 tenths
d. 8 ones 9 hundredths – 3.4	e. 5.622 – 3 hundredths	f. 2 ones 4 tenths – 0.59

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.

a. 30 tens – 3 tens 3 tenths	b. 5 – 16 tenths	c. 24 tenths – 1 one 3 tenths
d. 6 ones 7 hundredths – 2.3	e. 8.246 – 5 hundredths	f. 5 ones 3 tenths – 0.53

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.

Name \_\_\_\_\_

Date \_\_\_\_\_

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

7

$7 \times 3$ ones	$7 \times 1$ tenth	$7 \times 2$ hundredths
-------------------	--------------------	-------------------------

\_\_\_\_\_ + \_\_\_\_\_ + 0.14 = \_\_\_\_\_

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?

Name \_\_\_\_\_

Date \_\_\_\_\_

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

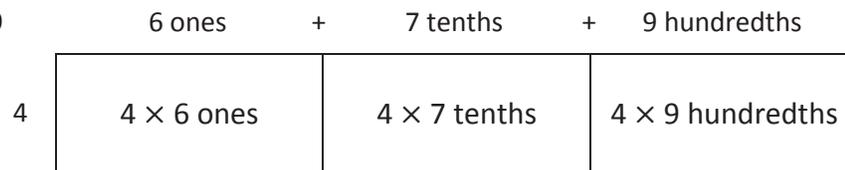
c. 4 times 7 tenths

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.  $4 \times 6.79$ 

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

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?

Name \_\_\_\_\_

Date \_\_\_\_\_

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

a.  $2.5 \times 4$

0.1

1

10

100

---

b.  $3.14 \times 7$

2198

219.8

21.98

2.198

---

c.  $8 \times 6.022$

4.8176

48.176

481.76

4817.6

---

d.  $9 \times 5.48$

493.2

49.32

4.932

0.4932

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.

Name \_\_\_\_\_

Date \_\_\_\_\_

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

a.  $2.1 \times 3$                       0.63                      6.3                      63                      630

---

b.  $4.27 \times 6$                       2562                      256.2                      25.62                      2.562

---

c.  $7 \times 6.053$                       4237.1                      423.71                      42.371                      4.2371

---

d.  $9 \times 4.82$                       4.338                      43.38                      433.8                      4338



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Complete the sentences with the correct number of units, and then complete the equation.

a. 4 groups of \_\_\_\_\_ tenths is 1.6.  $1.6 \div 4 =$  \_\_\_\_\_

b. 8 groups of \_\_\_\_\_ hundredths is 0.32.  $0.32 \div 8 =$  \_\_\_\_\_

c. 7 groups of \_\_\_\_\_ thousandths is 0.084.  $0.084 \div 7 =$  \_\_\_\_\_

d. 5 groups of \_\_\_\_\_ tenths is 2.0.  $2.0 \div 5 =$  \_\_\_\_\_

2. Complete the number sentence. Express the quotient in units and then in standard form.

a.  $4.2 \div 7 =$  \_\_\_\_\_ tenths  $\div 7 =$  \_\_\_\_\_ tenths  $=$  \_\_\_\_\_

b.  $2.64 \div 2 =$  \_\_\_\_\_ ones  $\div 2 +$  \_\_\_\_\_ hundredths  $\div 2$   
 $=$  \_\_\_\_\_ ones  $+$  \_\_\_\_\_ hundredths  
 $=$  \_\_\_\_\_

c.  $12.64 \div 2 =$  \_\_\_\_\_ ones  $\div 2 +$  \_\_\_\_\_ hundredths  $\div 2$   
 $=$  \_\_\_\_\_ ones  $+$  \_\_\_\_\_ hundredths  
 $=$  \_\_\_\_\_

d.  $4.26 \div 6 =$  \_\_\_\_\_ tenths  $\div 6 +$  \_\_\_\_\_ hundredths  $\div 6$   
 $=$  \_\_\_\_\_  
 $=$  \_\_\_\_\_

e.  $4.236 \div 6 =$  \_\_\_\_\_  
= \_\_\_\_\_  
= \_\_\_\_\_

3. Find the quotients. Then, use words, numbers, or pictures to describe any relationships you notice between each pair of problems and quotients.

a.  $32 \div 8 =$  \_\_\_\_\_       $3.2 \div 8 =$  \_\_\_\_\_

b.  $81 \div 9 =$  \_\_\_\_\_       $0.081 \div 9 =$  \_\_\_\_\_

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.

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.  $1.5 \div 3 =$  \_\_\_\_\_

b. 6 groups of \_\_\_\_\_ hundredths is 0.24.  $0.24 \div 6 =$  \_\_\_\_\_

c. 5 groups of \_\_\_\_\_ thousandths is 0.045.  $0.045 \div 5 =$  \_\_\_\_\_

2. Complete the number sentence. Express the quotient in units and then in standard form.

a.  $9.36 \div 3 =$  \_\_\_\_\_ ones  $\div 3 +$  \_\_\_\_\_ hundredths  $\div 3$   
 $=$  \_\_\_\_\_ ones  $+$  \_\_\_\_\_ hundredths  
 $=$  \_\_\_\_\_

b.  $36.012 \div 3 =$  \_\_\_\_\_ ones  $\div 3 +$  \_\_\_\_\_ thousandths  $\div 3$   
 $=$  \_\_\_\_\_ ones  $+$  \_\_\_\_\_ thousandths  
 $=$  \_\_\_\_\_

c.  $3.55 \div 5 =$  \_\_\_\_\_ tenths  $\div 5 +$  \_\_\_\_\_ hundredths  $\div 5$   
 $=$  \_\_\_\_\_  
 $=$  \_\_\_\_\_

d.  $3.545 \div 5 =$  \_\_\_\_\_  
 $=$  \_\_\_\_\_  
 $=$  \_\_\_\_\_

3. Find the quotients. Then, use words, numbers, or pictures to describe any relationships you notice between each pair of problems and quotients.

a.  $21 \div 7 =$  \_\_\_\_\_       $2.1 \div 7 =$  \_\_\_\_\_

b.  $48 \div 8 =$  \_\_\_\_\_       $0.048 \div 8 =$  \_\_\_\_\_

4. Are the quotients below reasonable? Explain your answers.

a.  $0.54 \div 6 = 9$

b.  $5.4 \div 6 = 0.9$

c.  $54 \div 6 = 0.09$

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.  $4.236 \div 3 =$  \_\_\_\_\_

Ones	Tenths	Hundredths	Thousandths

$$3 \overline{) 4.236}$$

b.  $1.324 \div 2 =$  \_\_\_\_\_

Ones	Tenths	Hundredths	Thousandths

$$2 \overline{) 1.324}$$

2. Solve using the standard algorithm.

a. $0.78 \div 3 =$ _____	b. $7.28 \div 4 =$ _____	c. $17.45 \div 5 =$ _____
--------------------------	--------------------------	---------------------------

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.

Name \_\_\_\_\_

Date \_\_\_\_\_

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

a.  $5.241 \div 3 = \underline{\hspace{2cm}}$

Ones	Tenths	Hundredths	Thousandths

$$3 \overline{) 5.241}$$

b.  $5.372 \div 4 = \underline{\hspace{2cm}}$

Ones	Tenths	Hundredths	Thousandths

$$4 \overline{) 5.372}$$

2. Solve using the standard algorithm.

a. $0.64 \div 4 = \underline{\hspace{2cm}}$	b. $6.45 \div 5 = \underline{\hspace{2cm}}$	c. $16.404 \div 6 = \underline{\hspace{2cm}}$
---	---	---

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?

Name \_\_\_\_\_

Date \_\_\_\_\_

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

$$2 \overline{) 0.5}$$

b.  $5.7 \div 4 =$  \_\_\_\_\_

Ones	•	Tenths	Hundredths	Thousandths

$$4 \overline{) 5.7}$$

2. Solve using the standard algorithm.

a. $0.9 \div 2 =$	b. $9.1 \div 5 =$	c. $9 \div 6 =$
d. $0.98 \div 4 =$	e. $9.3 \div 6 =$	f. $91 \div 4 =$

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.  $0.7 \div 4 =$  \_\_\_\_\_

Ones	●	Tenths	Hundredths	Thousandths

$$4 \overline{) 0.7}$$

b.  $8.1 \div 5 =$  \_\_\_\_\_

Ones	●	Tenths	Hundredths	Thousandths

$$5 \overline{) 8.1}$$

2. Solve using the standard algorithm.

a. $0.7 \div 2 =$	b. $3.9 \div 6 =$	c. $9 \div 4 =$
d. $0.92 \div 2 =$	e. $9.4 \div 4 =$	f. $91 \div 8 =$

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?

Name \_\_\_\_\_

Date \_\_\_\_\_

Solve.

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.

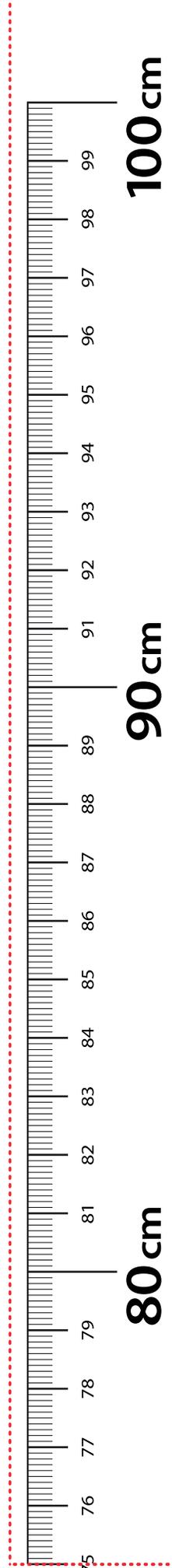
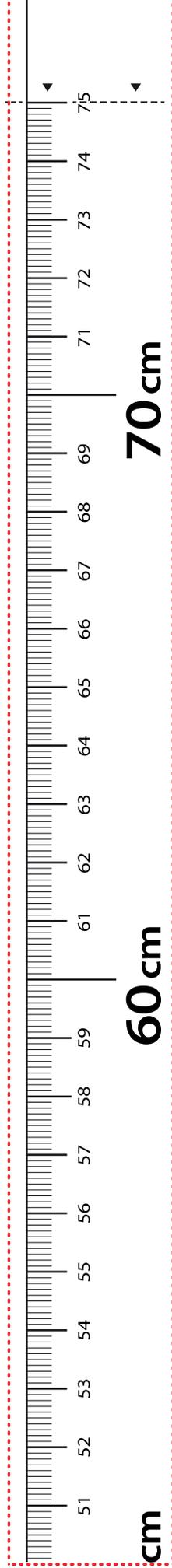
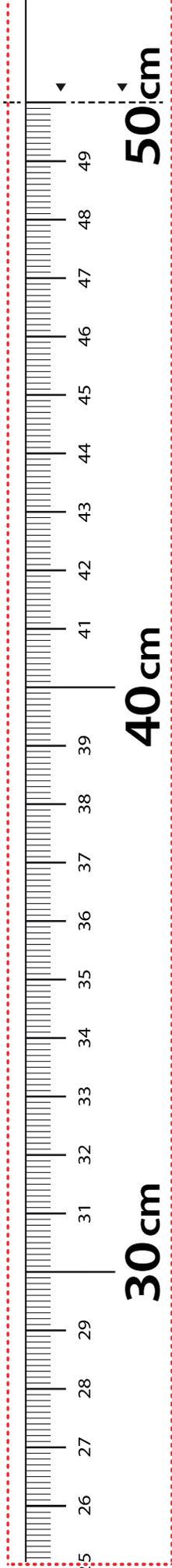
3. Mr. Hower can buy a computer with a down payment of \$510 and 8 monthly payments of \$35.75. If he pays cash for the computer, the cost is \$699.99. How much money will he save if he pays cash for the computer instead of paying for it in monthly payments?
4. Brandon mixed 6.83 lb of cashews with 3.57 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.



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**



**LEGEND**

..... CUT

----- ALIGN EDGE