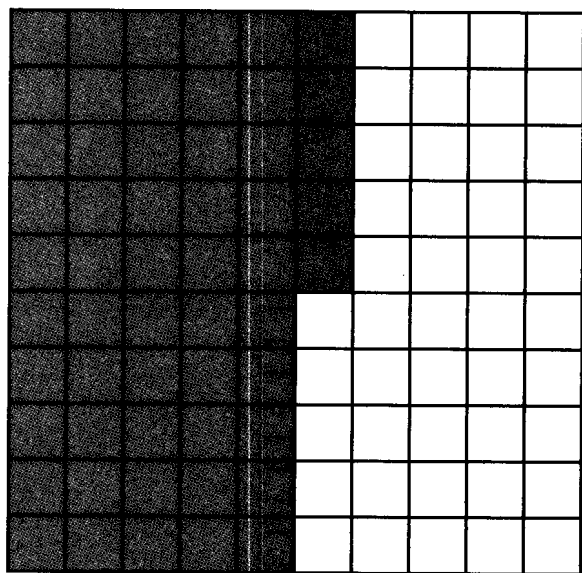
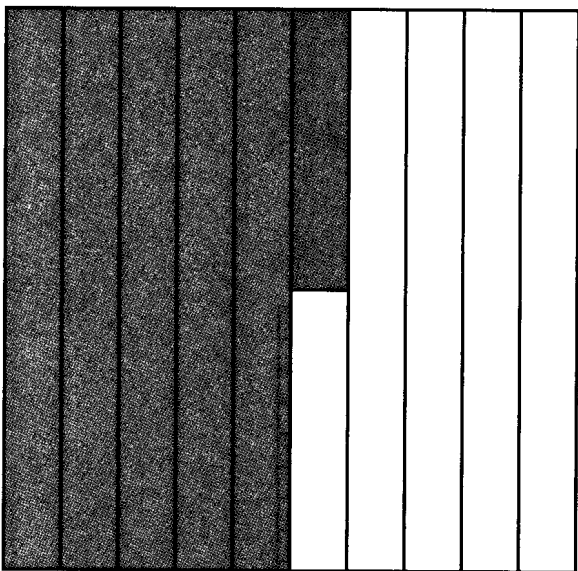
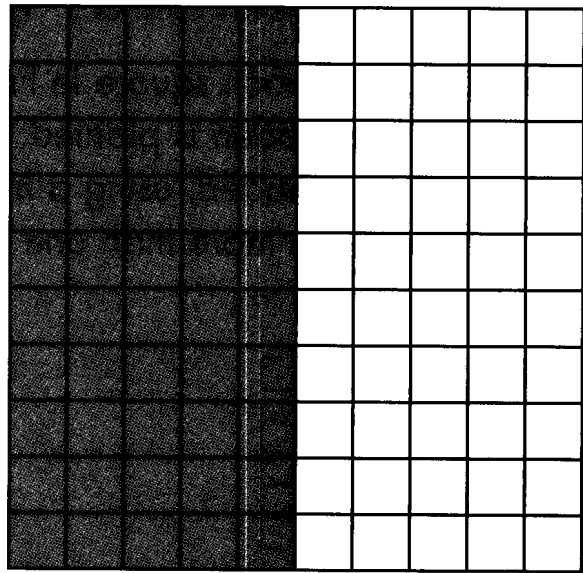
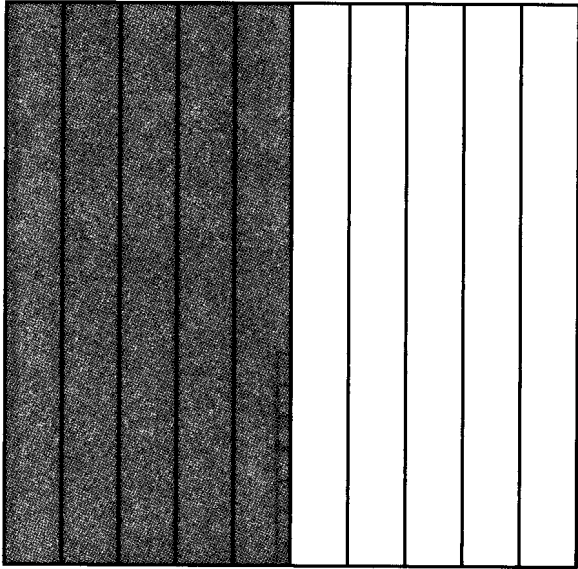


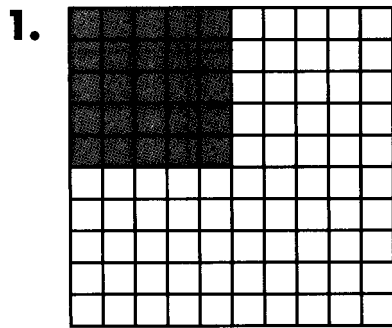
# Tenths and Hundredths



# How Much of the Garden Is Planted?

 (page 1 of 3)

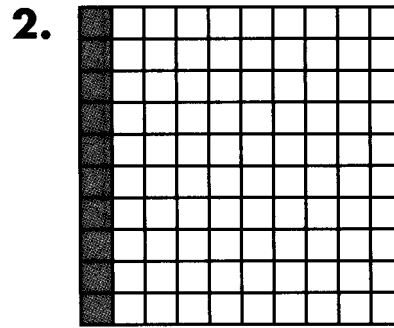
The shaded part of each square in Problems 1–10 shows how much of that garden is planted. Under each square, write how much is shaded, using a fraction, a decimal, and a percent. Write more than one fraction and one decimal if you can.



Fractions:

Decimals:

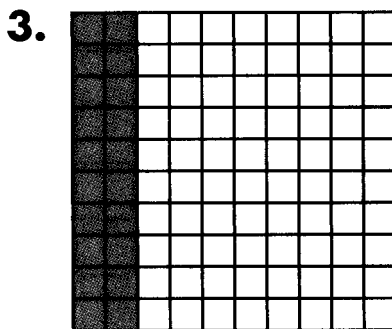
Percent:



Fractions:

Decimals:

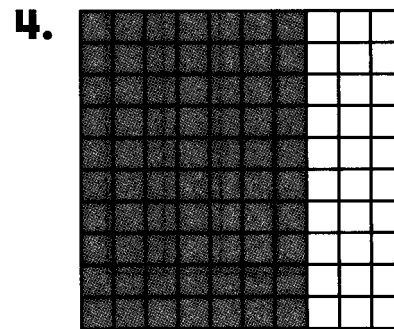
Percent:



Fractions:

Decimals:

Percent:



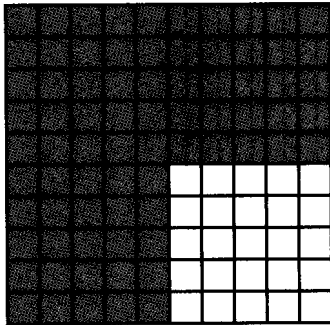
Fractions:

Decimals:

Percent:

# How Much of the Garden Is Planted? (page 2 of 3)

5.

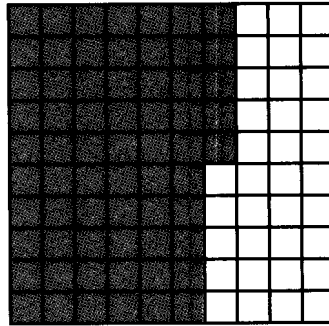


Fractions:

Decimals:

Percent:

6.

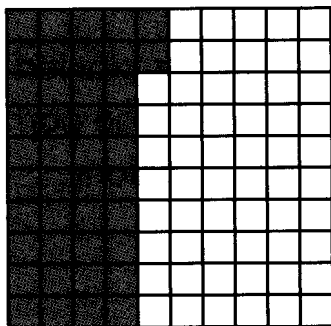


Fractions:

Decimals:

Percent:

7.

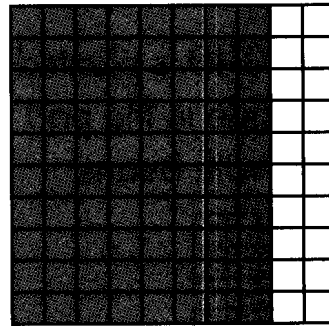


Fractions:

Decimals:

Percent:

8.

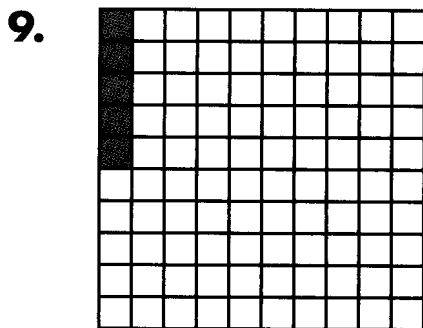


Fractions:

Decimals:

Percent:

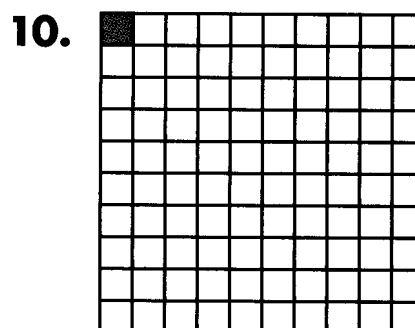
# How Much of the Garden Is Planted?

 (page 3 of 3)


Fractions:

Decimals:

Percent:

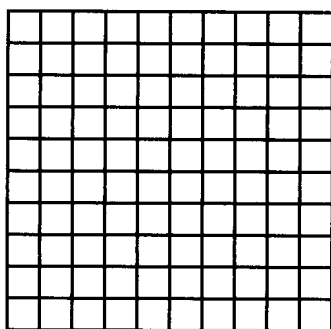


Fractions:

Decimals:

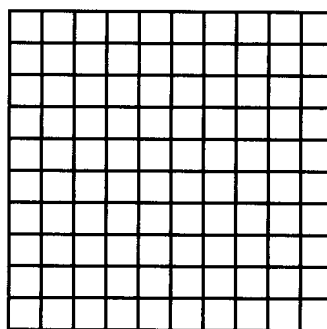
Percent:

11. In this garden, 0.40 is planted with beans. Shade in the part that is planted with beans.



What are other ways you know to write this amount?

12. In this garden, 0.98 is planted with onions. Shade in the part that is planted with onions.



What are other ways you know to write this amount?



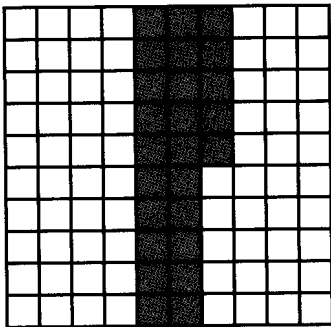
## How Much Is Shaded?

Look at the shaded part of each square. Under each square, write how much is shaded using a fraction, a decimal, and a percent. Write more than one fraction and one decimal if you can.

**NOTE** Students identify parts of a square and name them with fractions, percents, and decimals.

**SMH** 46

1.

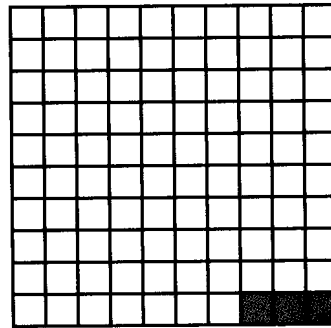


Fractions:

Decimals:

Percent:

2.

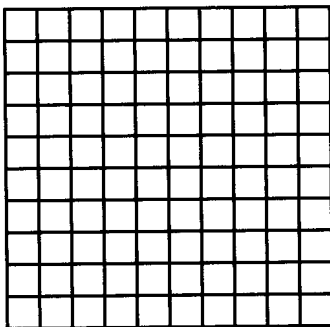


Fractions:

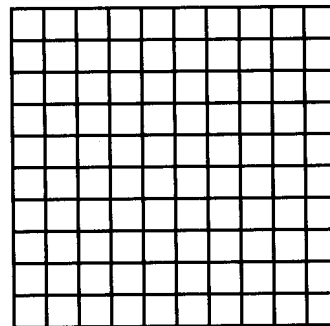
Decimals:

Percent:

3. Shade in 0.80. What are other ways you know to write this amount?



4. Shade in 0.43. What are other ways you know to write this amount?



## Ongoing Review

5. What is the decimal equivalent of 32%?

**A.** 0.032      **B.** 0.32      **C.** 3.2      **D.** 32.0

Name \_\_\_\_\_

Date \_\_\_\_\_

Decimals on Grids and Number Lines

Homework



# Adding and Subtracting Large Numbers

**NOTE** Students review adding and subtracting large numbers.

**SMH** 8-9, 10-13

Solve each problem. Your solution should be clear and concise.

1.  $9,413 - 5,582 =$  \_\_\_\_\_

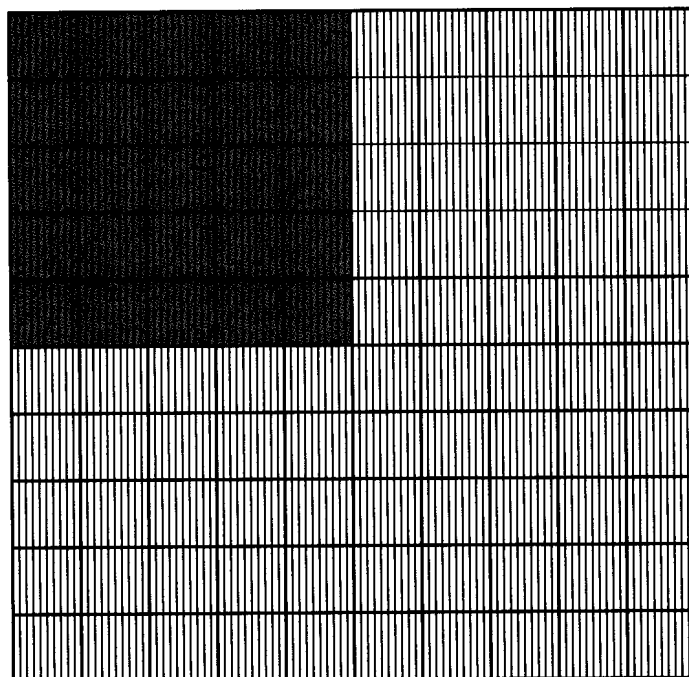
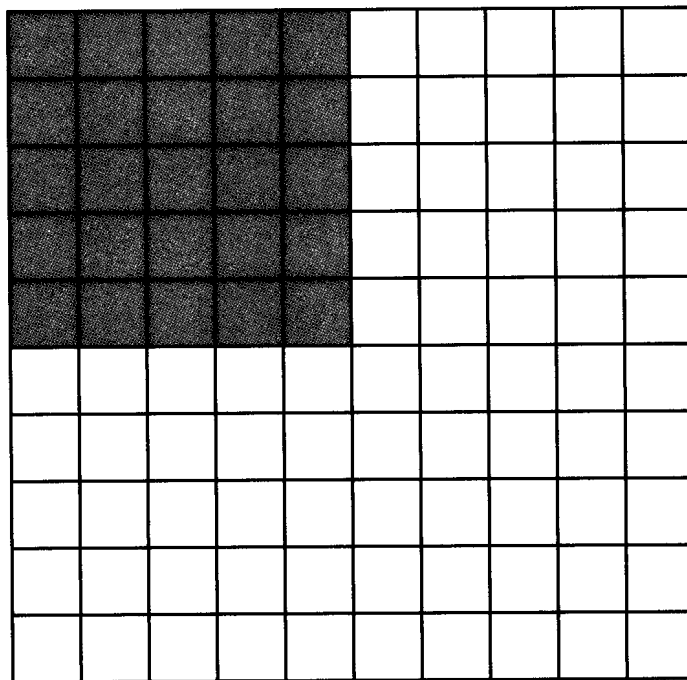
2. 
$$\begin{array}{r} 4,290 \\ -2,887 \\ \hline \end{array}$$

3.  $10,579 + 8,013 =$  \_\_\_\_\_

4. 
$$\begin{array}{r} 45,899 \\ -6,125 \\ \hline \end{array}$$

5.  $14,002 - 2,995 =$  \_\_\_\_\_

# Hundredths and Thousandths (page 1 of 2)

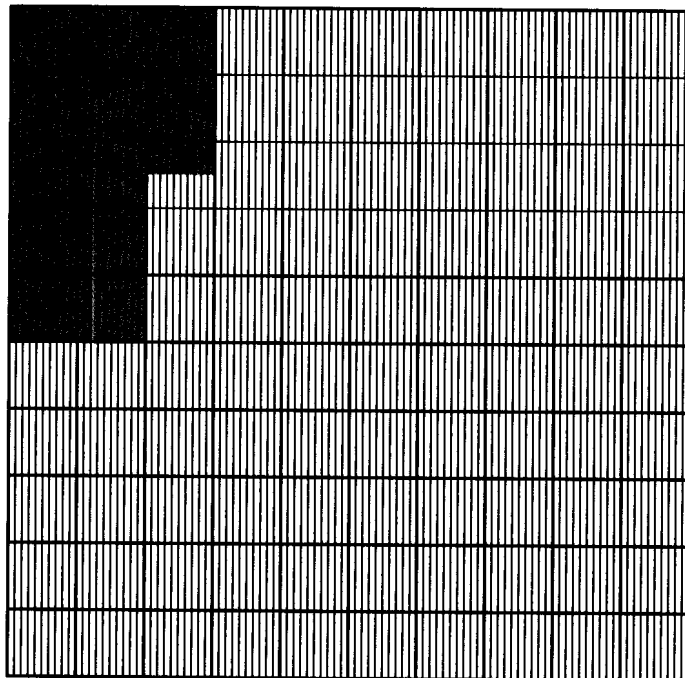
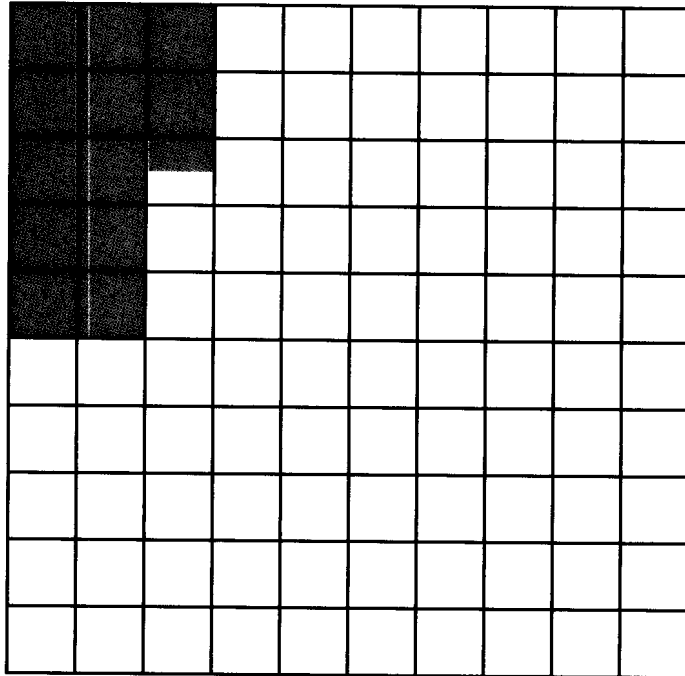


Name \_\_\_\_\_

Date \_\_\_\_\_

**Decimals on Grids and Number Lines**

# Hundredths and Thousandths (page 2 of 2)

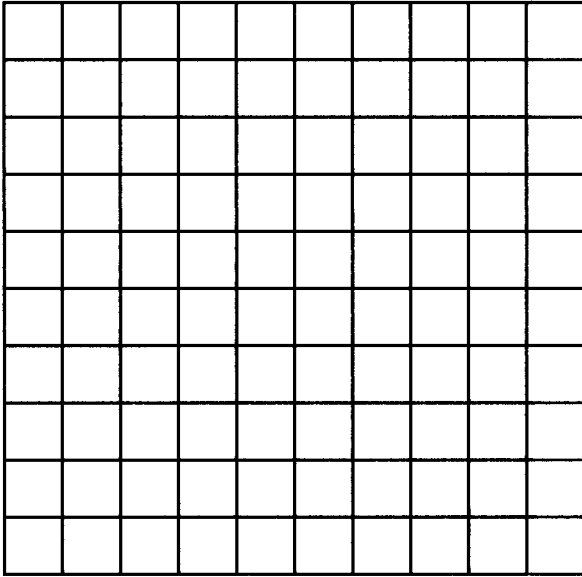




# Decimals on Hundredths and Thousandths Grids (page 1 of 6)

Shade in the squares. Write the decimals, fractions, and percent you know for each pair.

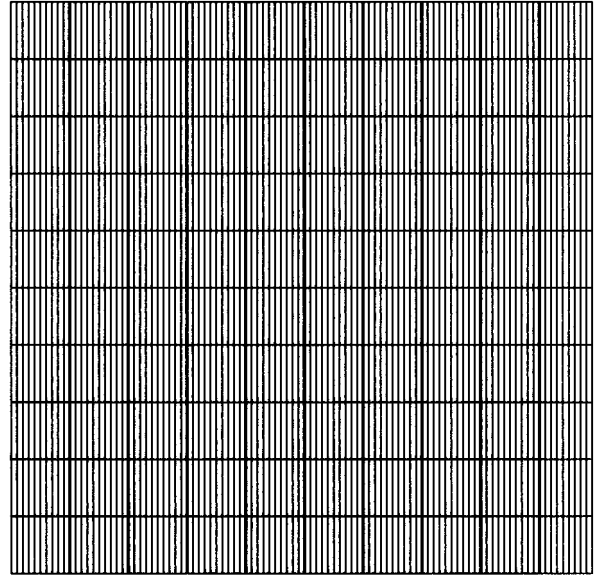
1. Shade in 0.75 on each square.



Decimals: 0.75, \_\_\_\_\_

Fractions: \_\_\_\_\_

Percent: \_\_\_\_\_



Decimals: 0.75, \_\_\_\_\_

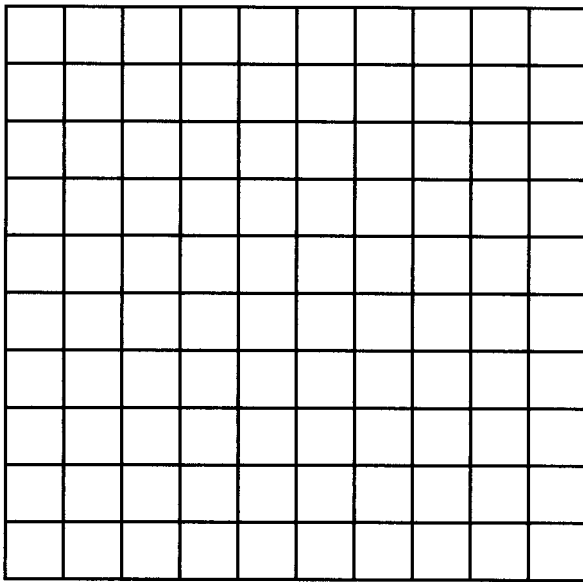
Fractions: \_\_\_\_\_

Percent: \_\_\_\_\_

# Decimals on Hundredths and Thousandths Grids (page 2 of 6)

Shade in the squares. Write the decimals, fractions, and percent you know for each pair.

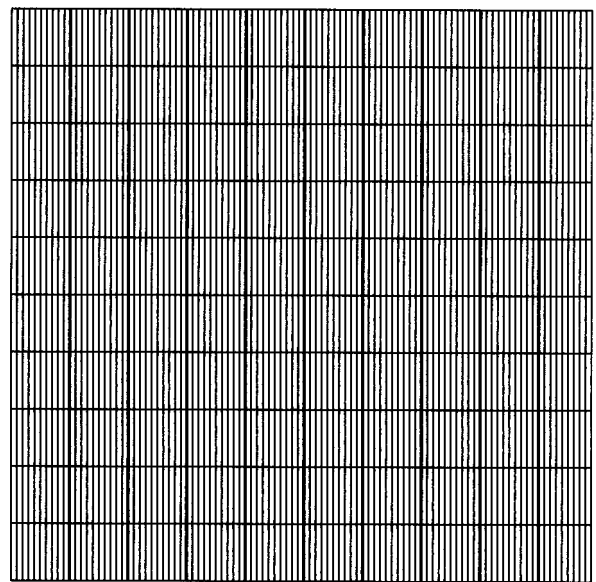
2. Shade in 0.125 on each square.



Decimals: 0.125, \_\_\_\_\_

Fractions:

Percent:



Decimals: 0.125, \_\_\_\_\_

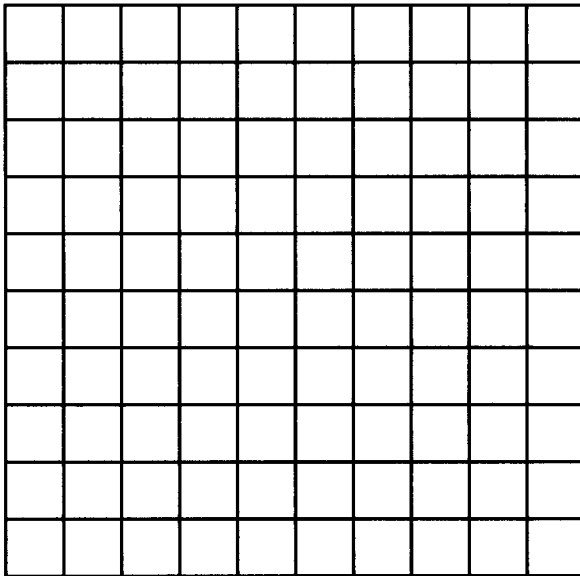
Fractions:

Percent:

# Decimals on Hundredths and Thousandths Grids (page 3 of 6)

Shade in the squares. Write the decimals, fractions, and percent you know for each pair.

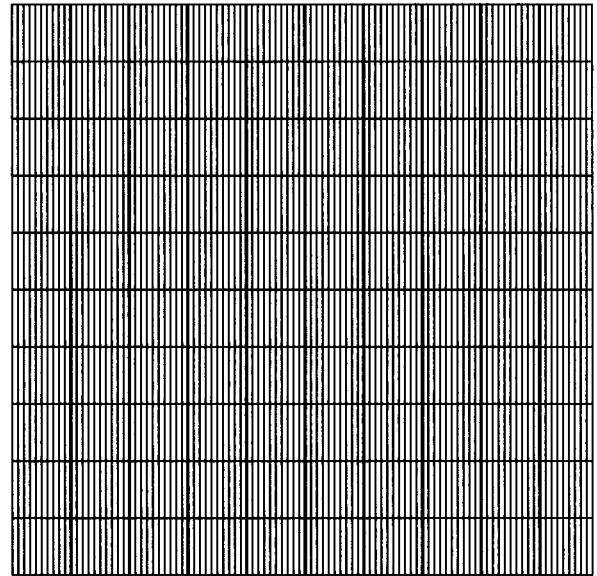
3. Shade in 0.3 on each square.



Decimals: 0.3, \_\_\_\_\_

Fractions: \_\_\_\_\_

Percent: \_\_\_\_\_



Decimals: 0.3, \_\_\_\_\_

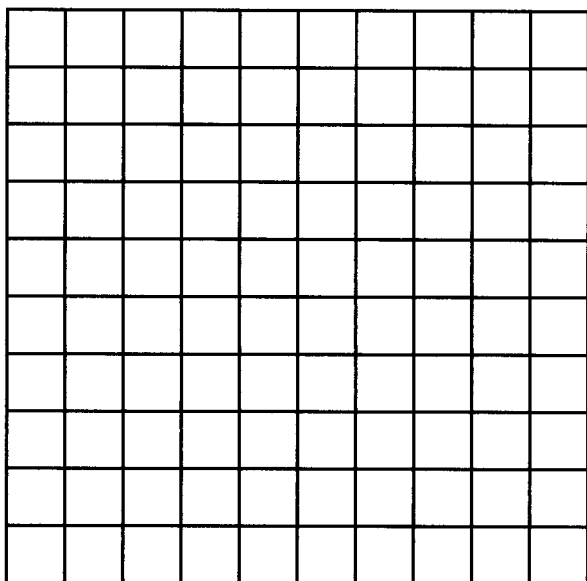
Fractions: \_\_\_\_\_

Percent: \_\_\_\_\_

# Decimals on Hundredths and Thousandths Grids (page 4 of 6)

Shade in the squares. Write the decimals, fractions, and percent you know for each pair.

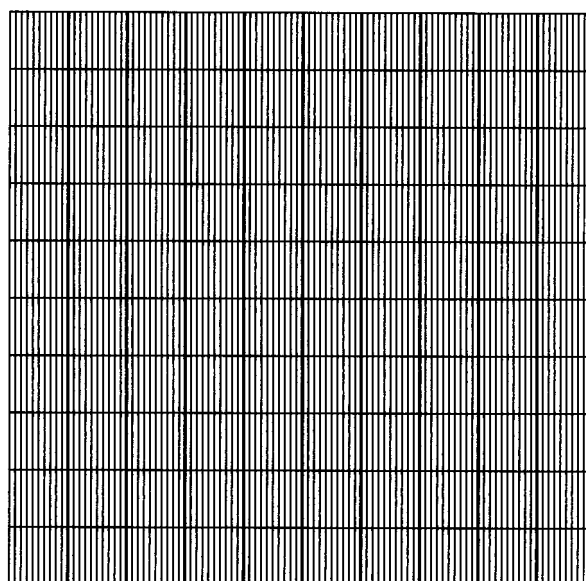
4. Shade in 0.15 on each square.



Decimals: 0.15, \_\_\_\_\_

Fractions:

Percent:



Decimals: 0.15, \_\_\_\_\_

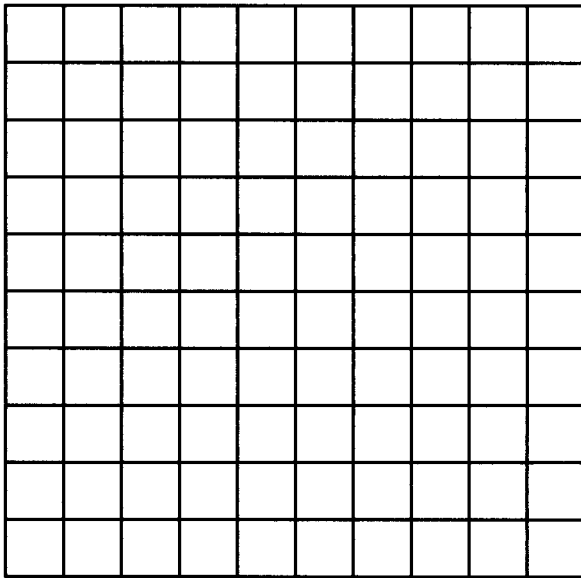
Fractions:

Percent:

# Decimals on Hundredths and Thousandths Grids (page 5 of 6)

Shade in the squares. Write the decimals, fractions, and percent you know for each pair.

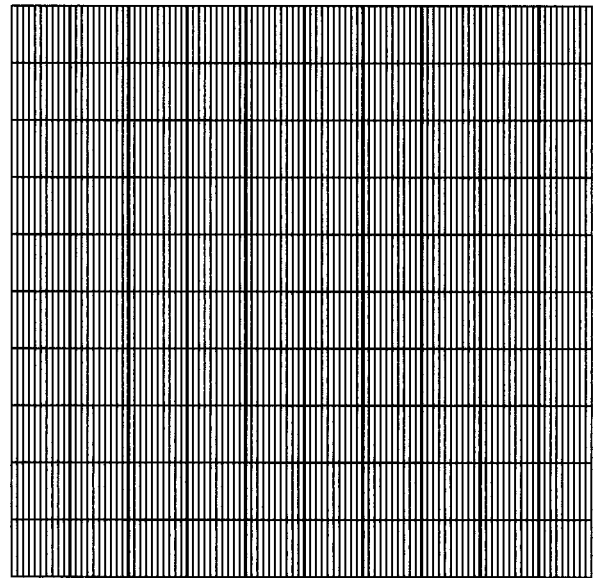
5. Shade in 0.78 on each square.



Decimals: 0.78, \_\_\_\_\_

Fractions: \_\_\_\_\_

Percent: \_\_\_\_\_



Decimals: 0.78, \_\_\_\_\_

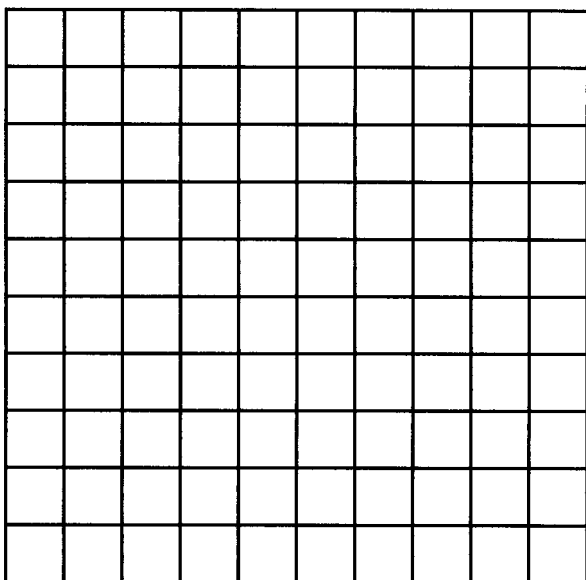
Fractions: \_\_\_\_\_

Percent: \_\_\_\_\_

# Decimals on Hundredths and Thousandths Grids (page 6 of 6)

Shade in the squares. Write the decimals, fractions, and percent you know for each pair.

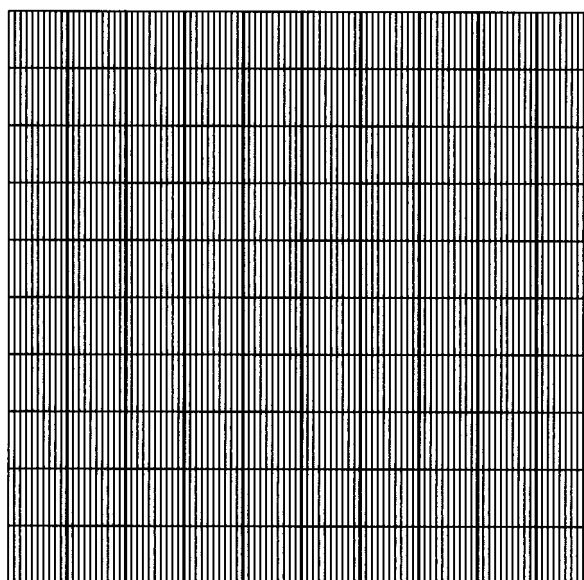
6. Shade in 0.625 on each square.



Decimals: 0.625, \_\_\_\_\_

Fractions:

Percent:



Decimals: 0.625, \_\_\_\_\_

Fractions:

Percent:

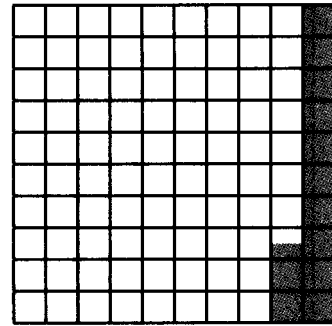
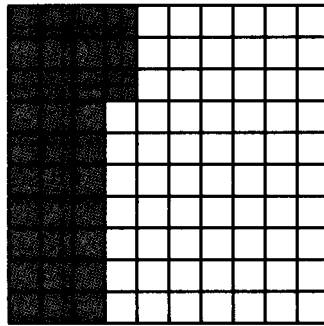
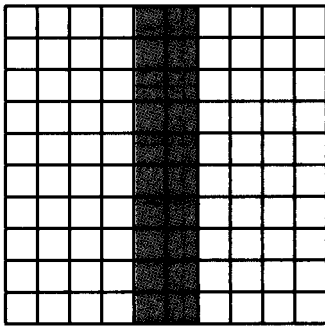


# Matching Shaded Portions

**NOTE** Students match the shaded portion of the grid with the correct decimal and fractions.

**SMH** 55–56

1. Match each grid to the fractions and decimals that describe the shaded part of the grid.



$$\frac{1}{8}$$

$$0.2$$

$$0.33$$

$$\frac{33}{100}$$

$$0.125$$

$$\frac{200}{1,000}$$

$$\frac{125}{1,000}$$

## Ongoing Review

2. Which equation is **not** true?

**A.**  $0.500 = \frac{1}{2}$

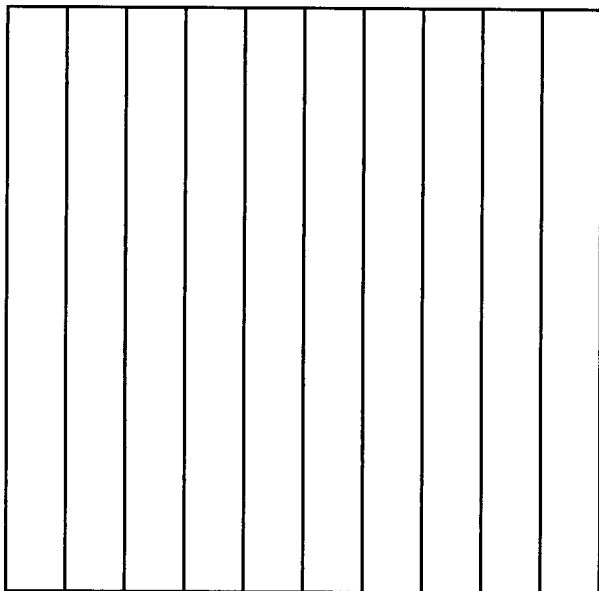
**C.**  $0.75 = \frac{3}{4}$

**B.**  $\frac{1}{3} = 0.13333$

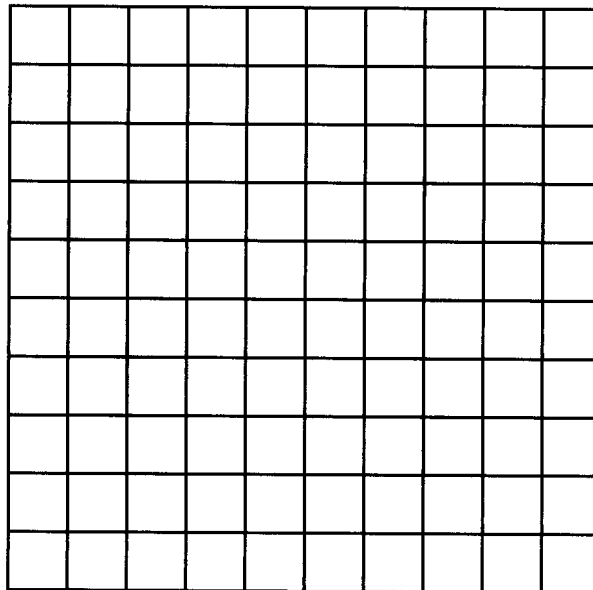
**D.**  $\frac{2}{10} = 20\%$

# Decimal Grids

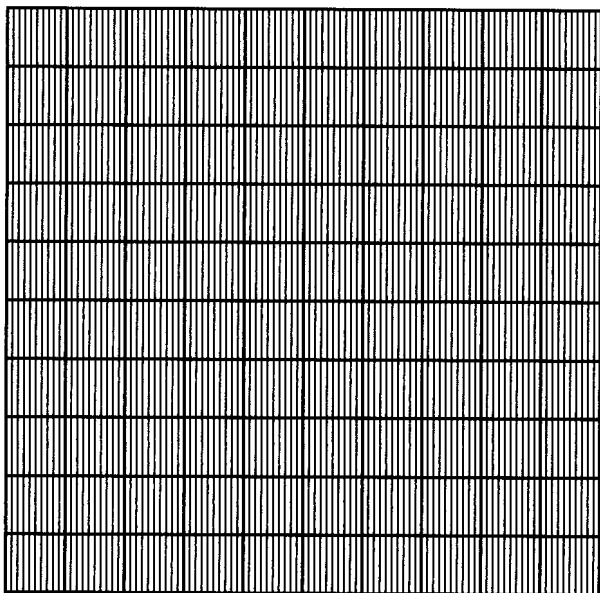
Tenths



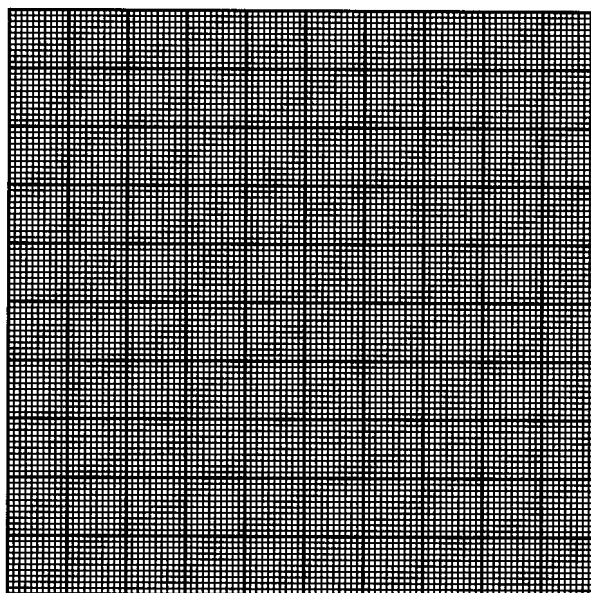
Hundredths



Thousandths



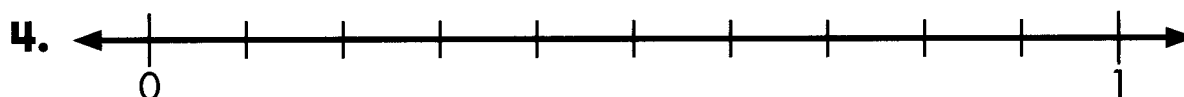
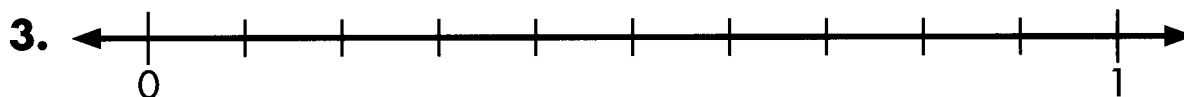
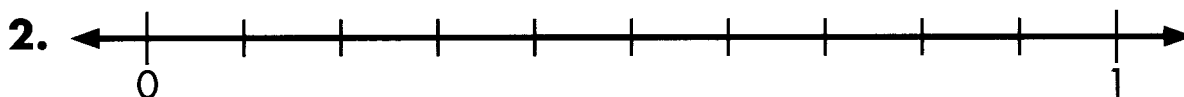
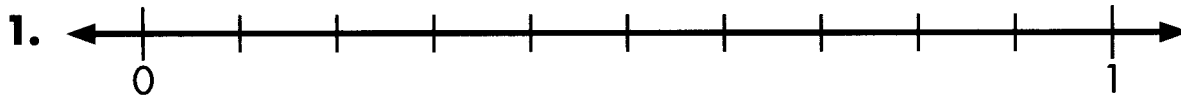
Ten Thousandths





# Ordering Decimals

For each number line, deal out five Decimal Cards and mark each decimal on the number line.





# Solve Two Ways

Solve each problem in two ways.  
Show your work clearly.

**NOTE** Students practice flexibility with solving multiplication problems and use one method to check the other. Use anytime during this unit.

**SMH** 30–32

1.  $76 \times 29 =$  \_\_\_\_\_

First way:

Second way:

2.  $58 \times 46 =$  \_\_\_\_\_

First way:

Second way:

## Ongoing Review

3. Which of the following is **true**?

**A.**  $80 \times 10 > 50 \times 20$

**C.**  $50 \times 6 < 7 \times 40$

**B.**  $30 \times 70 > 20 \times 100$

**D.**  $100 \times 70 < 30 \times 30$



# Ordering Precipitation Amounts

**NOTE** Students practice putting decimals in order.

**SMH** 61–62

Here are 30-year averages of monthly precipitation for two cities. Put the months in order from the least amount of precipitation per month to the greatest amount. All amounts are recorded in inches.

## 1. Pueblo, Colorado\*

January: 0.32    February: 0.31    March: 0.78    April: 0.88    May: 1.25

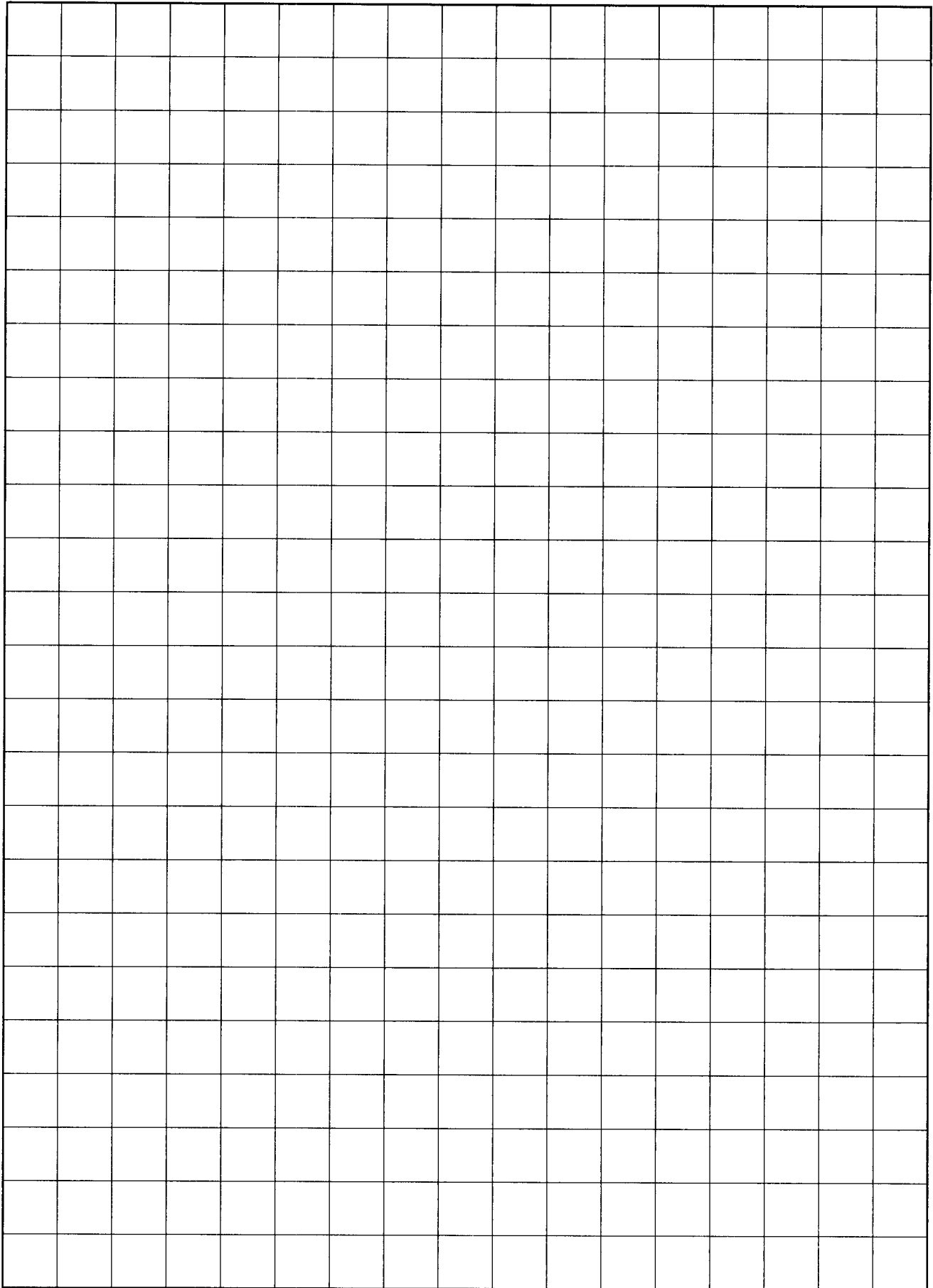
Month	Precipitation

## 2. Bridgeport, Connecticut\*

January: 3.24    February: 3.01    March: 3.75    April: 3.96    May: 3.46

Month	Precipitation

\*Data are for the years 1961–1990.





# Multiplication Starter Problems

**NOTE** Students practice flexibility with solving multiplication problems and use one method to check the other.

**SMH** 30-32

Solve each problem two ways, using the first steps listed below. Show your work clearly.

1.  $78 \times 45 =$  \_\_\_\_\_

Start by solving  $80 \times 45 =$

Start by solving  $70 \times 40 =$

2.  $32 \times 128 =$  \_\_\_\_\_

Start by solving  $32 \times 100 =$

Start by solving  $10 \times 128 =$

## Ongoing Review

3. Which number is **not** a factor of 300?

A. 25

B. 18

C. 6

D. 4



# More Precipitation

Here are 30-year averages of monthly precipitation for two cities. Put the months in order, from the least amount of precipitation per month to the greatest amount. All amounts are recorded in inches.

**NOTE** Students practice putting decimals in order.

**SMH** 61-62

## 1. Mobile, Alabama\*

January: 4.76    February: 5.46    March: 6.41    April: 4.48    May: 5.74

Month	Precipitation

## 2. Nome, Alaska\*

June: 1.12    July: 2.17    August: 2.71    September: 2.43    October: 1.35

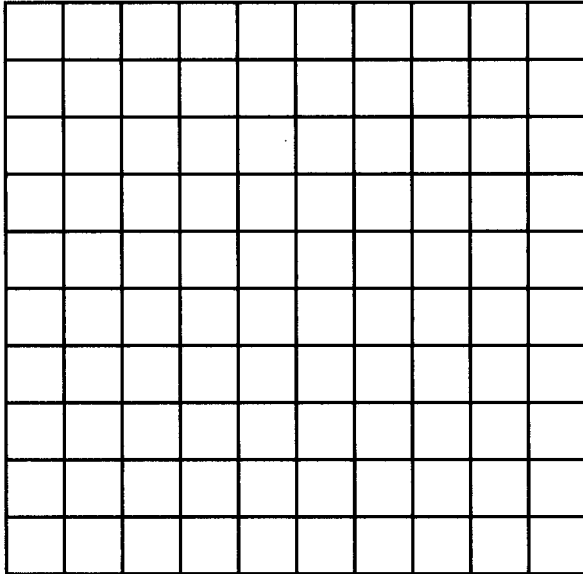
Month	Precipitation

\*Data are for the years 1961-1990.

# Decimal Problems (page 1 of 3)

Shade in the squares. Write the fraction and percent equivalents below each grid.

**1.** Shade in 0.5.

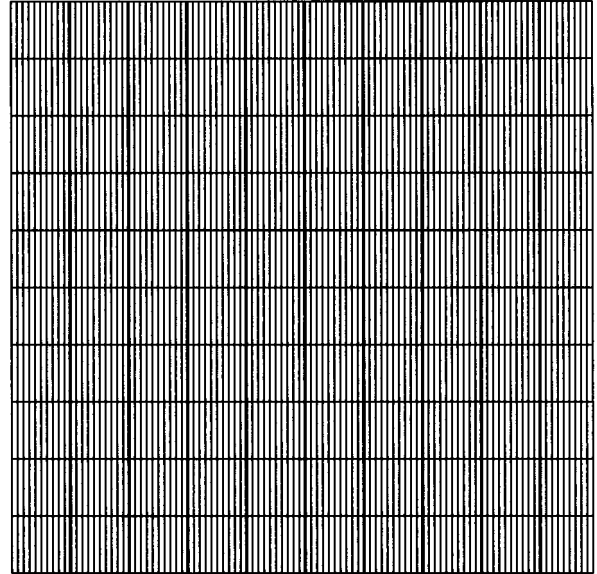


Decimals: 0.5, \_\_\_\_\_

Fractions: \_\_\_\_\_

Percent: \_\_\_\_\_

**2.** Shade in 0.295.



Decimals: 0.295, \_\_\_\_\_

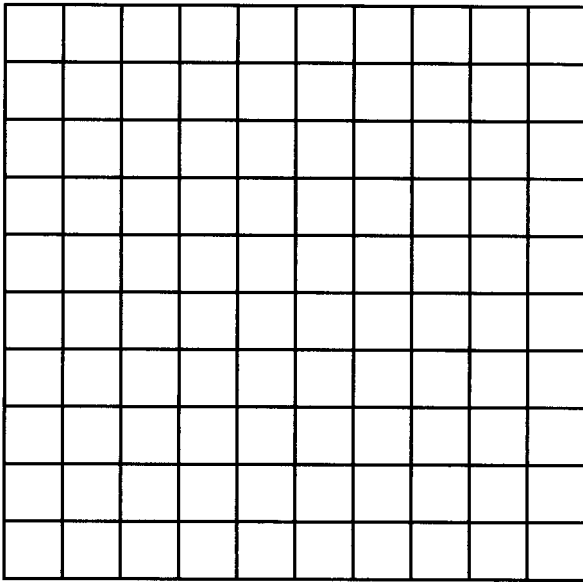
Fractions: \_\_\_\_\_

Percent: \_\_\_\_\_

# Decimal Problems (page 2 of 3)

Shade in the squares. Write the fraction and percent equivalents below each grid.

3. Shade in 0.83.

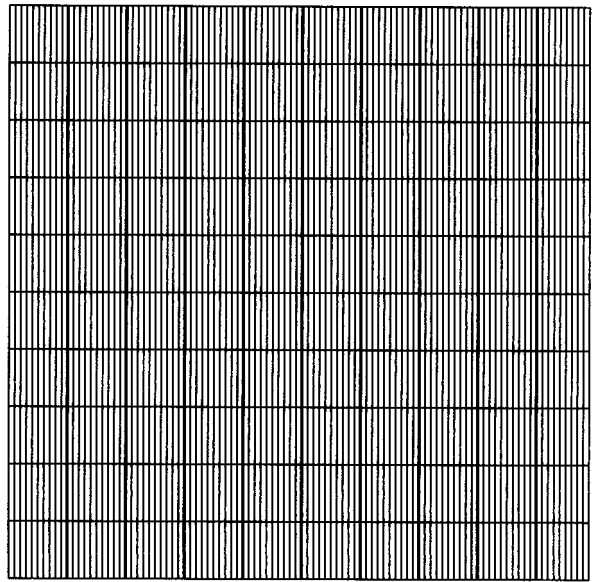


Decimals: 0.83, \_\_\_\_\_

Fractions: \_\_\_\_\_

Percent: \_\_\_\_\_

4. Shade in 0.150.



Decimals: 0.150, \_\_\_\_\_

Fractions: \_\_\_\_\_

Percent: \_\_\_\_\_



# Decimal Problems (page 3 of 3)



Solve the following decimal problems in story context.

- Mitch and Hana have gardens that are the same size.  
Mitch planted 0.250 of his garden with tomatoes.  
Hana planted  $\frac{3}{8}$  of her garden with tomatoes.  
Who planted more of the garden with tomatoes?  
Explain how you found your answer.
- Mitch planted 0.6 of his garden with corn.  
Hana planted 0.505 of her garden with corn.  
Who planted more of the garden with corn?  
Explain how you found your answer.
- Mitch also planted 0.15 of his garden with peppers.  
Which part of his garden is the largest, the part with tomatoes, the part with corn, or the part with peppers?



## The Decimal Trail

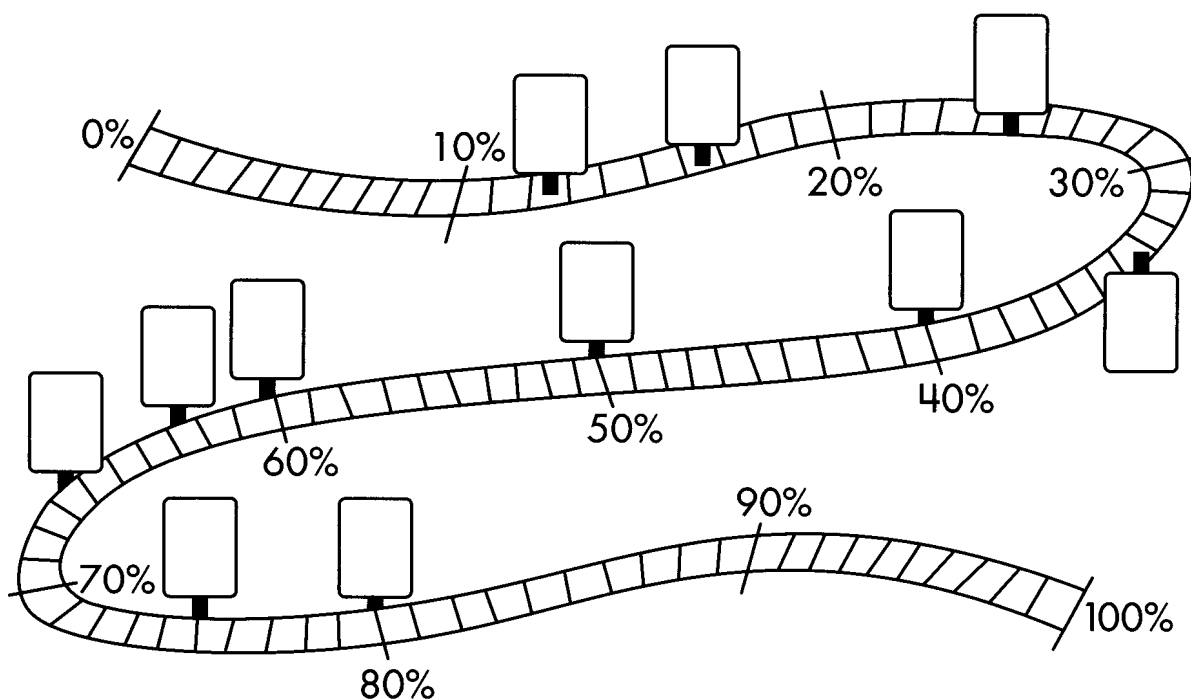
Markers show where these decimals are located along the trail.

**NOTE** Students practice ordering decimals from least to greatest.

**SMH** 61–62

0.123; 0.601; 0.661; 0.79; 0.5; 0.165;  
0.400; 0.245; 0.75; 0.333; 0.625

1. Write the decimals on the marker.



## Ongoing Review

2. Which sentence is **not** true?

**A.**  $0.15 < 0.015$

**C.**  $0.633 = \frac{633}{1,000}$

**B.**  $2.275 > 1.355$

**D.**  $0.125 < 0.25$



# Swim Meet: 100-Meter Freestyle

For each race below, place the times in order from fastest to slowest. Times are recorded in seconds (56.75 is fifty-six and 75 hundredths seconds).

**NOTE** Students practice ordering decimals by using information from the 2004 swimming U.S. Summer National Championships.

**SMH** 61-62

## 100-Meter Freestyle: Women\*

Name	Time
Kara Denby	56.75
Kate Dwelley	56.63
Tanica Jamison	55.96
Shelly Ripple Johnston	57.02
Danielle Townsend	56.65

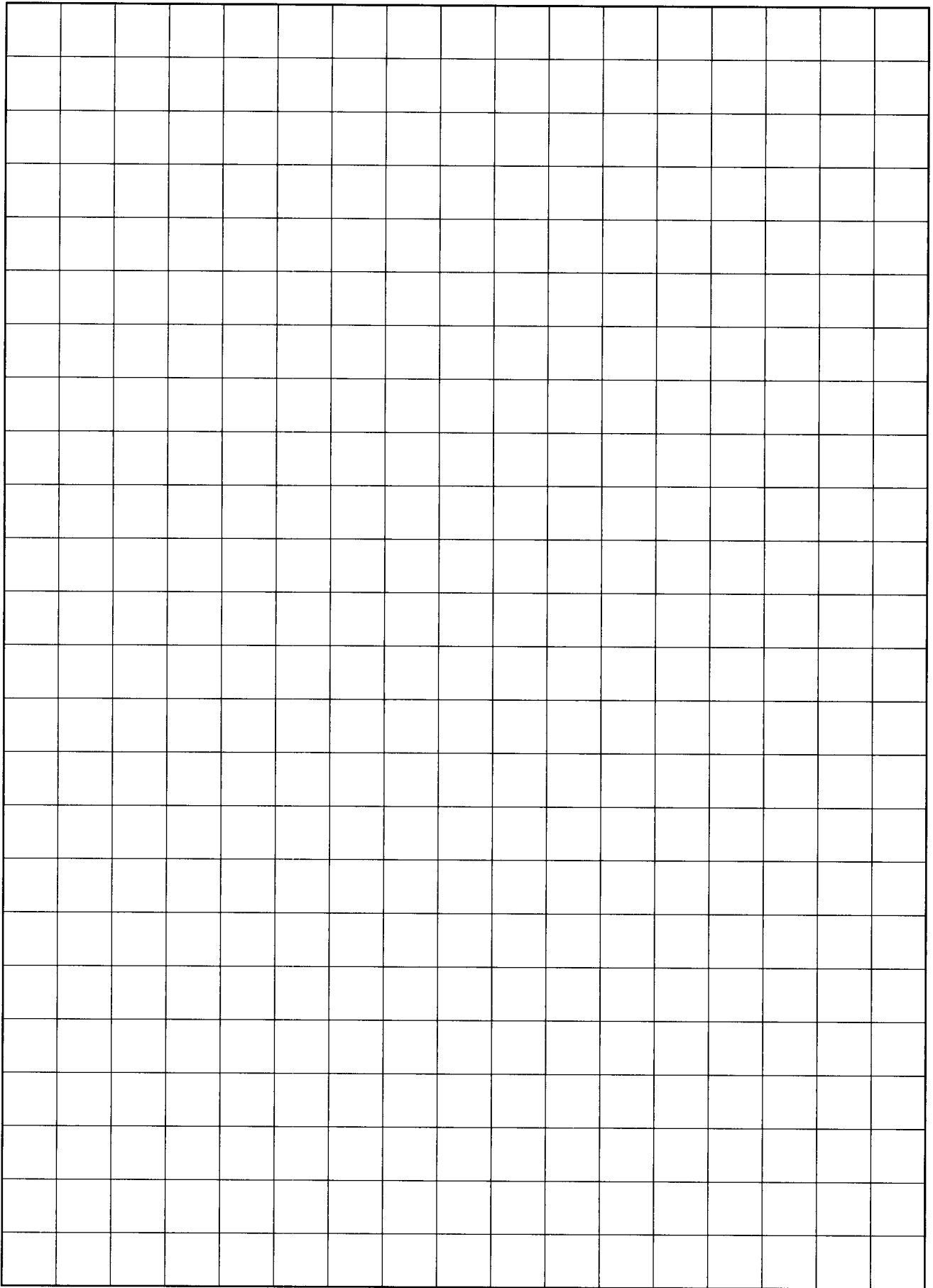
Place	Time
1st	
2nd	
3rd	
4th	
5th	

## 100-Meter Freestyle: Men\*

Name	Time
Garrett Weber-Gale	49.91
Antoine Galavtine	50.54
Scott Tucker	50.14
Ryan Verlatti	50.54
Sebastien Bodet	50.50

Place	Time
1st	
2nd	
3rd	
4th	
5th	

\*Source: [www.usaswimming.org](http://www.usaswimming.org)



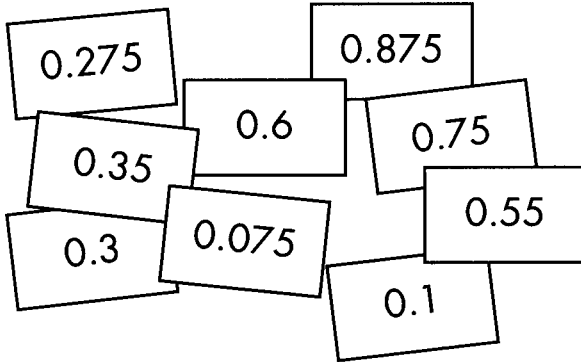


## Smaller to Larger

Arrange the decimals on the grid so that each row from left to right and each column from top to bottom is in increasing order.

**NOTE** Students practice ordering decimals from least to greatest, both horizontally and vertically, on a grid.

**SMH** 61–62, G11




## Ongoing Review

Circle the decimal number with the smallest value.

- A.** 0.5      **B.** 0.050      **C.** 0.005      **D.** 0.1



# Swim Meet: 200-Meter Butterfly

For each race below, place the times in order from fastest to slowest. Times are recorded in minutes and seconds (2:13.23 is 2 minutes, 13 and 23 hundredths seconds).

**NOTE** Students practice ordering decimals by using information from the 2004 swimming U.S. Summer National Championships.

**SMH** 61-62

## 200-Meter Butterfly: Women\*

Name	Time
Kailey Morris	2:16.76
Courtney Eads	2:11.73
Kimberly Vandenberg	2:11.08
Amanda Sims	2:16.20
Kristen Hastrup	2:13.95

Place	Time
1st	
2nd	
3rd	
4th	
5th	

## 200-Meter Butterfly: Men\*

Name	Time
Michael Klueh	2:00.67
William Stovall	2:00.03
John Abercrombie	2:00.66
Juan Valdivieso	2:02.61
Wade Kelley	2:01.26

Place	Time
1st	
2nd	
3rd	
4th	
5th	

\*Source: [www.usaswimming.org](http://www.usaswimming.org)

# Win/Loss Records

Find the record for each set of teams below, and rank them from the team with the best record to the team with the worst record. Then, write an approximate winning percentage for each of the teams.

1.

Team	Wins	Losses	Record* (decimal)	Rank	Winning Percentage
Bluebirds	20	5			
Cardinals	12	12			
Orioles	16	9			
Penguins	10	15			
Robins	19	6			

2.

Team	Wins	Losses	Record* (decimal)	Rank	Winning Percentage
Cheetahs	20	20			
Leopards	10	30			
Jaguars	18	23			
Tigers	35	5			
Lions	34	5			

\*Write the record in thousandths. For example, if a team has 16 wins and 10 losses, the calculator would display 0.6153846. Write 0.615. If a team has 9 wins and 1 loss, the calculator would display 0.9. Write 0.900.



## Factors of 360 and 600

Find all the ways to multiply to make each product, using whole numbers. First, find ways with two numbers, and then find ways to multiply with more than two numbers.

**NOTE** Students practice finding multiplication expressions with two numbers and with more than two numbers that are equal to 360 and 600.

**SMH** 18, 23–24

### Multiplying to Make 360

Ways to multiply with two numbers:

Example:  $36 \times 10$

Ways to multiply with more than two numbers:

Example:  $6 \times 6 \times 10$

### Multiplying to Make 600

Ways to multiply with two numbers:

Ways to multiply with more than two numbers:





# Swim Meet: 50-Meter Freestyle

For each race below, place the times in order from fastest to slowest. Times are recorded in seconds (26.21 is 26 and 21 hundredths seconds).

**NOTE** Students practice ordering decimals by using information from the 2004 swimming U.S. Summer National Championships.

**SMH** 61–62

## 50-Meter Freestyle: Women\*

Name	Time
Andrea Georoff	26.19
Tanica Jamison	26.11
Danielle Townsend	26.16
Katrina Radke	26.19
Brooke Bishop	26.10

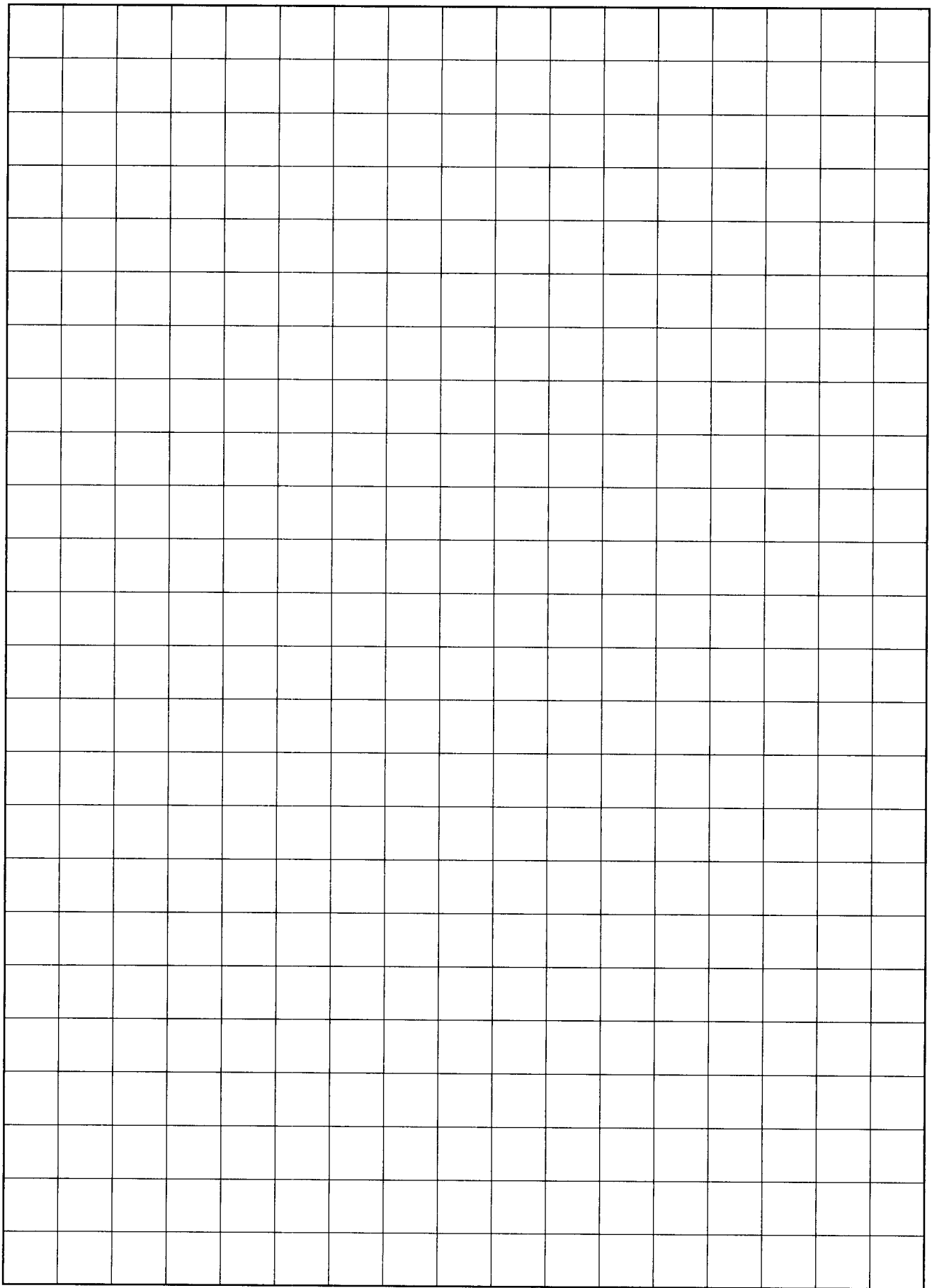
Place	Time
1st	
2nd	
3rd	
4th	
5th	

## 50-Meter Freestyle: Men\*

Name	Time
Randall Bal	22.75
Cullen Jones	23.08
David Maitre	22.86
Mark Whittington	23.04
Antoine Galavtine	23.03

Place	Time
1st	
2nd	
3rd	
4th	
5th	

\*Source: [www.usaswimming.org](http://www.usaswimming.org)



# Fraction-to-Decimal Division Table

12												
11												
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												
$\frac{N}{D}$	1	2	3	4	5	6	7	8	9	10	11	12



# Solving Division Problems



**NOTE** Students practice solving division problems.

**SMH** 38–39

1. **a.** Write a story problem that can be represented by  $390 \div 26$ .

**b.** Solve  $390 \div 26$ . Show your solution clearly.

2. **a.** Write a story problem that can be represented by  $19 \overline{)665}$ .

**b.** Solve  $19 \overline{)665}$ . Show your solution clearly.

## Ongoing Review

3. Which number is **not** a multiple of 15?

**A.** 250

**B.** 300

**C.** 345

**D.** 600

## Who's Winning?

Find the record for each set of teams below, and rank them from the team with the best record to the team with the worst record. Then, write an approximate winning percentage for each of the teams.

1.

Team	Wins	Losses	Record* (decimal)	Rank	Winning Percentage
Dolphins	15	34			
Guppies	38	11			
Marlins	25	25			
Sharks	24	25			
Swordfish	40	10			

2.

Team	Wins	Losses	Record* (decimal)	Rank	Winning Percentage
Wolves	98	27			
Coyotes	63	61			
Bobcats	96	28			
Wildcats	62	62			
Tigers	60	64			

\*Write the record in thousandths. For example, if a team has 16 wins and 10 losses, the calculator would display 0.6153846. Write 0.615. If a team has 9 wins and 1 loss, the calculator would display 0.9. Write 0.900.

Name \_\_\_\_\_

Date \_\_\_\_\_

Decimals on Grids and Number Lines

Daily Practice



# Division Practice

Solve each division problem below. Then write the related multiplication combination.

**NOTE** Students review division problems that are related to the multiplication combinations they know.

**SMH** 14, 25–29

Division Problem	Multiplication Combination
1. $7 \overline{)42}$	_____ $\times$ _____ = _____
2. $72 \div 6 =$ _____	_____ $\times$ _____ = _____
3. $8 \overline{)48}$	_____ $\times$ _____ = _____
4. $108 \div 9 =$ _____	_____ $\times$ _____ = _____
5. $60 \div 12 =$ _____	_____ $\times$ _____ = _____
6. $36 \div 6 =$ _____	_____ $\times$ _____ = _____
7. $12 \overline{)96}$	_____ $\times$ _____ = _____
8. $63 \div 7 =$ _____	_____ $\times$ _____ = _____
9. $72 \div 9 =$ _____	_____ $\times$ _____ = _____
10. $9 \overline{)54}$	_____ $\times$ _____ = _____



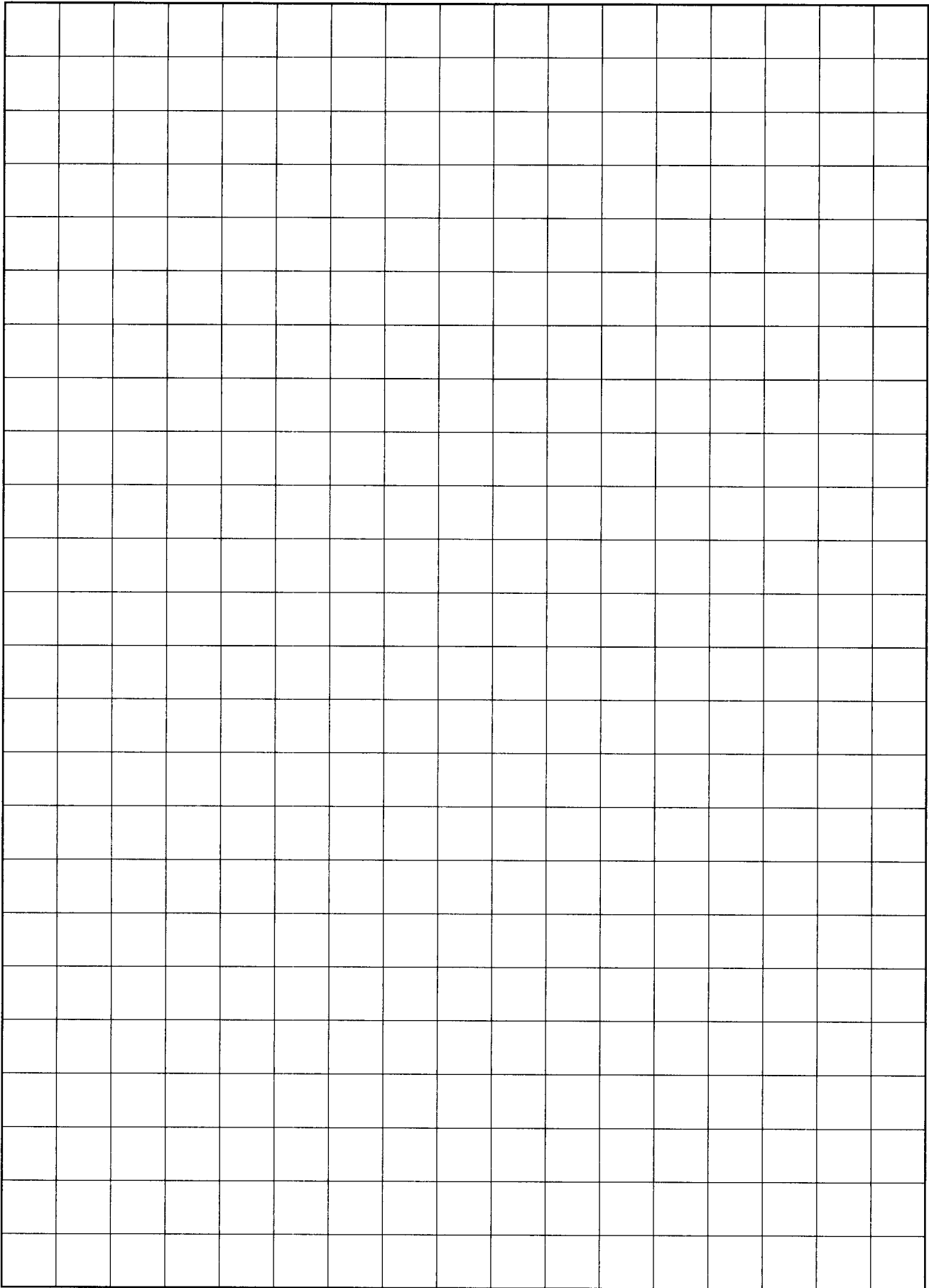
# Fraction, Decimal, and Percent Equivalents

Fill in each box with the equivalent fraction, decimal, or percent.

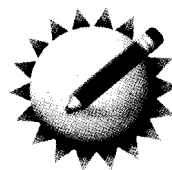
**NOTE** Students find equivalent fractions, decimals, and percents. Students will know some of these equivalents easily and may use a calculator to figure out others.

**SMH** 59–60

Fraction	Decimal	Percent
$\frac{1}{3}$		$33\frac{1}{3}\%$
$5\frac{1}{4}$		
$\frac{2}{3}$		
	2.5	250%
$\frac{1}{6}$		
		75%
$\frac{8}{10}$		
	0.375	







## Teams

Solve the problems below. Your work should be clear enough that anyone looking at it will know how you solved the problem.

**NOTE** Students practice solving multiplication and division problems in story contexts.

**SMH** 14, 30–32, 38–39

1. There are 44 teams in the youth football league. Each team has 28 players. How many football players are there?
2. 438 people signed up for a city soccer league. The league places 15 people on each team. How many teams are there?
3. There are 544 students at Field Day, organized into 34 teams. How many students are on each team?
4. There are 107 teams and 19 people on each team. How many people are on teams?



# Which Is Greater?



Solve the problems below and show or explain how you determined the answer.

**NOTE** Students practice comparing decimals and fractions.

**SMH** 59–60, 61–62

1. Which is greater? 0.15 or  $\frac{1}{5}$
  
2. Which is greater?  $\frac{7}{8}$  or 0.95
  
3. A pudding recipe calls for 0.355 liter of milk. Tavon has 0.5 liter of milk at home. Does he have enough milk for the pudding recipe?
  
4. Tavon put 4.63 ounces of chocolate in his pudding. Nora put 4.625 ounces in her pudding. Who put more chocolate in the pudding?



# Collections

Solve each of the following problems. Show your work clearly. Be sure to answer the question posed in the problem.

**NOTE** Students practice solving multiplication and division problems in story contexts.

**SMH** 14, 30–32, 38–39

1. Walter buys stickers in packages of 36 for his sticker collection. Last year he bought 97 packages of stickers. How many stickers did he buy?
  
2. **a.** Zachary wants to sell his marble collection at a yard sale. He has 744 marbles and he wants to put them into bags with 24 marbles in each bag. How many bags of marbles will he have?  
  
**b.** If Zachary sells each bag of marbles for \$14 at the yard sale, how much money will he earn by selling his marble collection?
  
3. **a.** Georgia has 580 sport cards in her collection, which she keeps in a binder that holds 32 cards on a page. How many pages are filled with cards?  
  
**b.** Georgia paid \$1.50 for each sport card. How much did she spend to buy all of the cards in her collection?



## Precipitation in the Desert

These are 30-year averages of monthly precipitation for Phoenix and Las Vegas. For each city, put the months in order, from the least amount of precipitation per month to the greatest amount. All amounts are recorded in inches.

**NOTE** Students practice ordering decimals.

**SMH** 61–62

### 1. Phoenix, Arizona\*

January: 0.67; February: 0.68; April: 0.22; May: 0.12; June: 0.13

Month	Precipitation

### 2. Las Vegas, Nevada\*

August: 0.49; September: 0.28; October: 0.21; November: 0.43; December: 0.38

Month	Precipitation

\*Data are for the years 1961–1990.

# The Jeweler's Gold

In your small groups, do the following:

1. Answer the question below. Everyone should agree on what the answer is.
2. Create a poster showing your answer, and explain how you added the numbers together.

Janet is a jeweler. When she makes new jewelry or redesigns jewelry, she is often left with small pieces of gold. At the end of one day of work, Janet had pieces of gold that weighed 0.3 gram, 1.14 grams, and 0.085 gram. How much gold did Janet have left?



**NOTE** Students practice strategies for estimating products.

## Closest Estimate

Each problem below has a choice of three estimates. Which one do you think is closest? Choose the closest estimate without solving the problem. Circle it. Then write about why you think this estimate is the closest.

1. The closest estimate for  $83 \times 29$  is:

2,000    2,400    2,800

I think this is the closest because:

2. The closest estimate for  $69 \times 38$  is:

1,800    2,200    2,600

I think this is the closest because:

3. The closest estimate for  $26 \times 211$  is:

4,500    5,000    5,500

I think this is the closest because:

4. The closest estimate for  $496 \times 18$  is:

900    9,000    90,000

I think this is the closest because:

5. Choose one or more of the problems above and, on a separate sheet of paper, solve it to get an exact answer. Show your solution with equations. Did you choose the closest estimate?



# Decimals In Between Problems

**NOTE** Students practice ordering decimals in this sample round of the “Decimals In Between” game.

**SMH** 61–62

Talisha and Avery are working together to play a perfect game in which they place all of the cards. They have each played one card. Write Talisha's and Avery's decimals in the blank cards in the game below to show how every card can be played.

Talisha's cards:

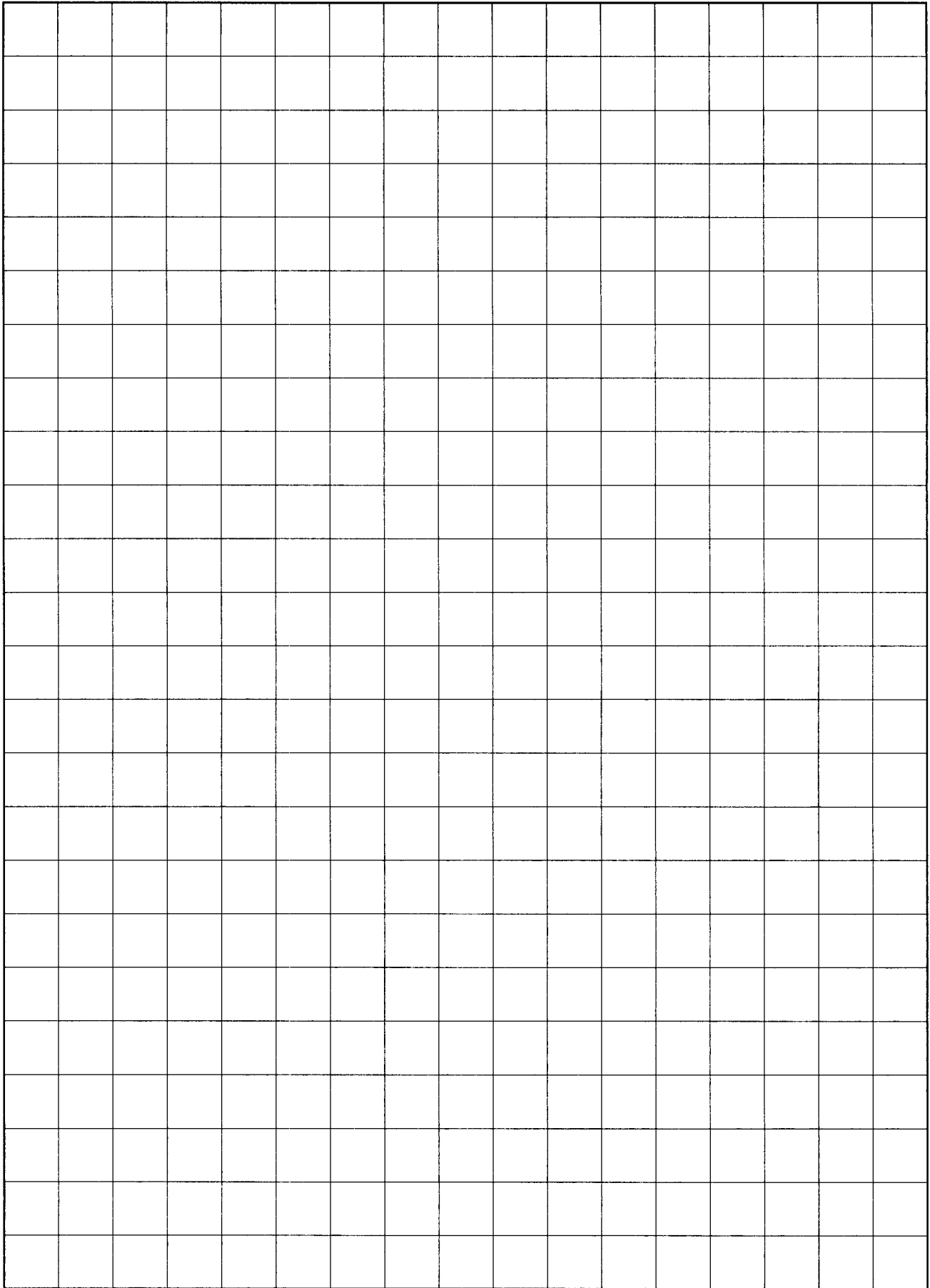
0.475	0.325	0.25	0.95	0.75
-------	-------	------	------	------

Avery's cards:

0.3	0.05	0.55	0.8	0.65
-----	------	------	-----	------

Game:

0	0.025									0.975	1
---	-------	--	--	--	--	--	--	--	--	-------	---





# Adding Decimals (page 1 of 2)

For each problem below, deal out five Decimal Cards and write them on the lines. Determine which three of the decimals have the greatest value, and add them. Show your work clearly.

**1.** Decimals: \_\_\_\_\_

Addition problem: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**2.** Decimals: \_\_\_\_\_

Addition problem: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**3.** Decimals: \_\_\_\_\_

Addition problem: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

## Adding Decimals (page 2 of 2)

For each problem below, deal out five Decimal Cards and write them on the lines. Determine which three of the decimals have the greatest value, and add them. Show your work clearly.

4. Decimals: \_\_\_\_\_

Addition problem: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. Decimals: \_\_\_\_\_

Addition problem: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. Decimals: \_\_\_\_\_

Addition problem: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



# Mystery Tower

This is the top part of Janet's Multiple Tower.  
Answer these questions about her tower.

**NOTE** Students practice solving multiplication and division problems.

**SMH 20**

1. What number did Janet count by?  
How do you know?
2. How many numbers are in Janet's tower so far?  
How do you know?

572
546
520
494
468

3. Write a multiplication equation that represents how many numbers are in Janet's Multiple Tower:

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

4. What is the 10th multiple in Janet's tower?
5. Imagine that Janet adds more multiples to her tower.
  - a. What would be the 30th multiple in her tower?  
How do you know?
  - b. What would be the 32nd multiple in her tower?  
How do you know?

## Decimal Problems (page 1 of 2)

Solve the problems below, showing your work clearly.

1. Shandra is preparing to run in a race. On Tuesday she ran 1.5 miles, on Thursday she ran 2.9 miles, and on Saturday she ran 2 miles. How many miles did she run altogether?
2. Mercedes finds two small pieces of gold in her jewelry tray. One weighs 0.48 gram and the other weighs 0.55 gram. How much gold did Mercedes find?
3.  $1.29 + 3.654 = \underline{\hspace{2cm}}$
4. Joshua is preparing for a race. On Monday he ran 1.75 miles, and on Wednesday he ran 1.6 miles. How many total miles did he run?
5.  $0.98 + 0.05 + 1.06 = \underline{\hspace{2cm}}$

## Decimal Problems (page 2 of 2)

Find the total amount of precipitation for the 3 months in the tables below, showing your work clearly. All amounts are recorded in inches.\*

6.

City	Jan.	Feb.	May	Total
Sacramento, California	3.73	2.87	0.27	

7.

City	Sept.	Oct.	Nov.	Total
Helena, Montana	1.15	0.6	0.48	

8.

City	Jan.	Feb.	March	Total
Lincoln, Nebraska	0.54	0.72	2.09	

9.

City	Jan.	Feb.	March	Total
Harrisburg, Pennsylvania	2.84	2.93	3.28	

10.

City	June	July	Sept.	Total
Austin, Texas	3.72	2.04	3.3	

\*Data are monthly averages for the years 1961–1990.

Name \_\_\_\_\_

Date \_\_\_\_\_

Decimals on Grids and Number Lines

Daily Practice



# Gymnastics: Women's All-Around Scores

Here are the scores of six female gymnasts from the 2004 Olympics in Athens, Greece.

**NOTE** Students practice adding decimals to thousandths and ordering decimals. Students should have thousandths grids available.

**SMH** 61–62, 63–65

Name	Floor Exercise	Vault	Total Score
Nan Zhang	9.600	9.325	
Kwang Sun Pyon	8.900	8.525	
Elena Gomez	9.462	9.150	
Carly Patterson	9.712	9.375	
Daniela Sofroni	9.537	9.412	
Katy Lennon	8.925	9.262	

- Find each gymnast's total score for Floor Exercise plus Vault and record it on the chart.
- Rank the gymnasts from the highest to the lowest score in Floor Exercise.

## Ongoing Review

- What is the total of the top three vault scores?  
**A.** 28.112      **B.** 27.112      **C.** 27.102      **D.** 27.002



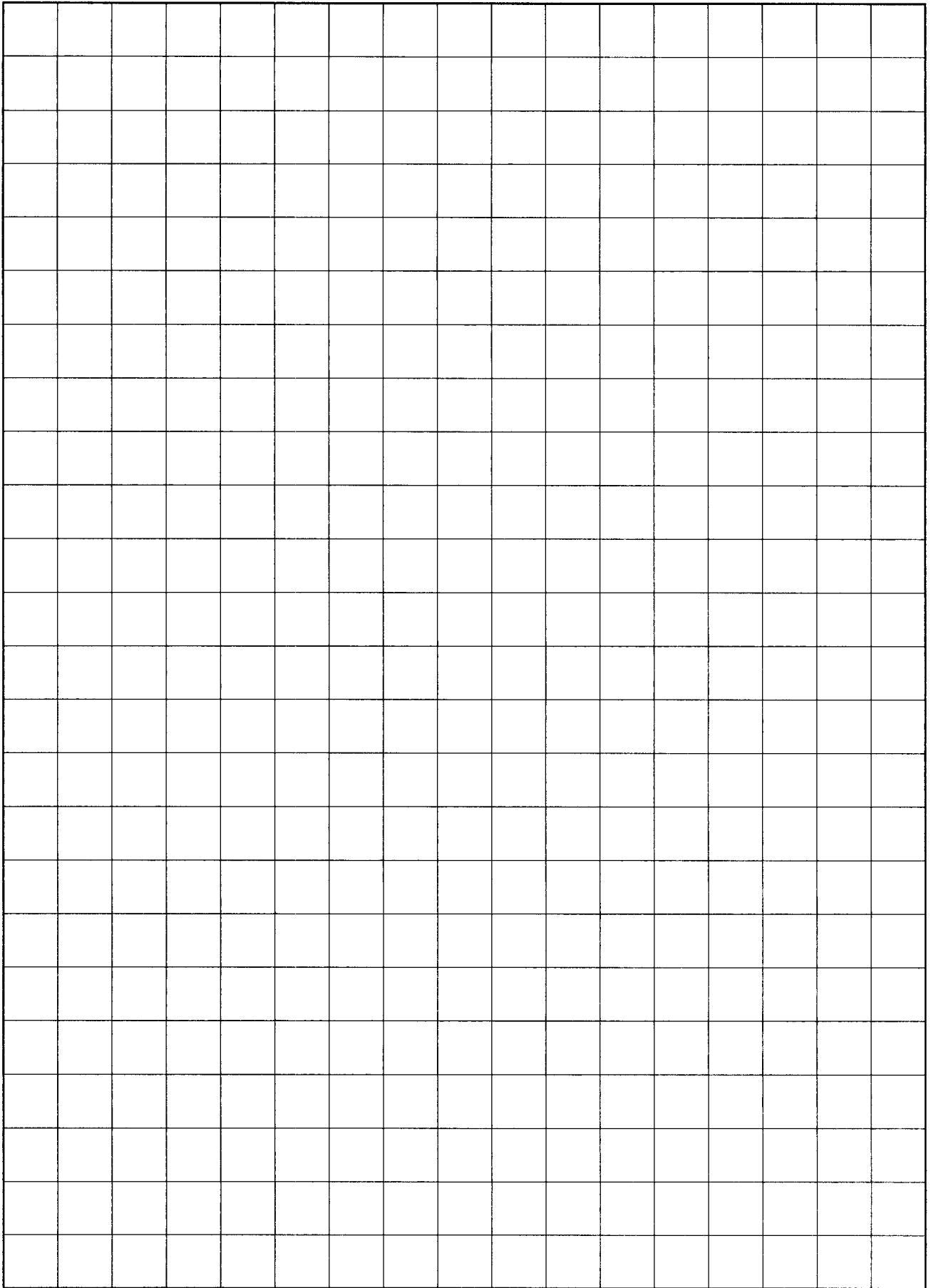
## Fill Two Problems

Nora and Charles are playing *Fill Two*.  
Answer these questions about their game.

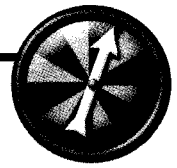
**NOTE** Students practice adding decimals with these problems from the game “Fill Two.”

**SMH** 63–65

1. On her first grid, Nora played 0.35, 0.425, and 0.075. How much of her first grid did Nora fill in? Show how you got the sum.
2. On her second grid, Nora played 0.6 and 0.25. How much of her second grid did Nora fill in? Show how you got the sum.
3. On his first grid, Charles played 0.175, 0.5, and 0.125. How much of his first grid did Charles fill in? Show how you got the sum.
4. On his second grid, Charles played 0.25, 0.65, and 0.05. How much of his second grid did Charles fill in? Show how you got the sum.
5. Who won the game? (Remember that the winner is the one with the sum of both grids closest to 2.) Show how you got your answer.





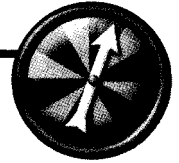


# Close to 1 Recording Sheet

(Use only the number of blanks you need.)

	Score
Round 1: _____ + _____ + _____ + _____ + _____ = _____	_____
Round 2: _____ + _____ + _____ + _____ + _____ = _____	_____
Round 3: _____ + _____ + _____ + _____ + _____ = _____	_____
Round 4: _____ + _____ + _____ + _____ + _____ = _____	_____
Round 5: _____ + _____ + _____ + _____ + _____ = _____	_____
<b>Final Score:</b> _____	

	Score
Round 1: _____ + _____ + _____ + _____ + _____ = _____	_____
Round 2: _____ + _____ + _____ + _____ + _____ = _____	_____
Round 3: _____ + _____ + _____ + _____ + _____ = _____	_____
Round 4: _____ + _____ + _____ + _____ + _____ = _____	_____
Round 5: _____ + _____ + _____ + _____ + _____ = _____	_____
<b>Final Score:</b> _____	



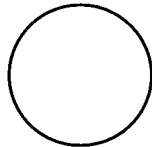
## ***Decimal Double Compare*** Recording Sheet

Choose five different rounds from *Decimal Double Compare* and record on this sheet. Use the  $<$ ,  $>$ , or  $=$  signs between the cards. Write the sum of each pair below the cards.

**1.** Your cards:

\_\_\_\_\_

Sum: \_\_\_\_\_



Partner's cards:

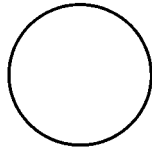
\_\_\_\_\_

Sum: \_\_\_\_\_

**2.** Your cards:

\_\_\_\_\_

Sum: \_\_\_\_\_



Partner's cards:

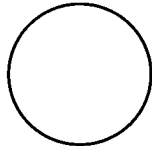
\_\_\_\_\_

Sum: \_\_\_\_\_

**3.** Your cards:

\_\_\_\_\_

Sum: \_\_\_\_\_



Partner's cards:

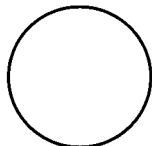
\_\_\_\_\_

Sum: \_\_\_\_\_

**4.** Your cards:

\_\_\_\_\_

Sum: \_\_\_\_\_



Partner's cards:

\_\_\_\_\_

Sum: \_\_\_\_\_

**5.** Choose one round from above and explain how you determined which sum was greater.

# Decimal Addition Problems (page 1 of 3)

Solve the problems below, showing your work clearly.

1. Nora takes three nuggets of gold to be weighed. One weighs 1.18 grams, another weighs 0.765 gram, and the third weighs 1.295 grams. What is the total weight of the gold?
2. On Monday Mercedes runs 2.25 miles, on Wednesday she runs 1.78 miles, and on Friday she runs 3.1 miles. How many total miles does she run?
3. On Tuesday Tavon runs 2.4 miles, on Thursday he runs 1.98 miles, and on Friday he runs 1.5 miles. How many total miles does he run?
4. Nora finds two more pieces of gold in her jewelry tray. One weighs 0.875 gram and the other one weighs 1.43 grams. What is the total weight of both pieces?

## Decimal Addition Problems (page 2 of 3)

Solve the following problems, showing your work clearly.

5.  $1.784 + 4.65 = \underline{\hspace{2cm}}$

6. In the finals of the men's 100-meter butterfly at the 2004 Summer National Championships, the swimmers had these times for each 50 meters of the race.\* Find the time it took them to swim the 100 meters.

Name	1st 50 Meters	2nd 50 Meters	Total
John Abercrombie	25.64	29.00	
Daniel Rohleder	25.18	28.99	
Matthew Scanlan	25.84	28.97	
Jonathan Schmidt	25.62	28.57	
William Stovall	25.48	28.76	

7. Place the swimmers in the order of their finish.

Place	Name	Time
1st		
2nd		
3rd		
4th		
5th		

\*Source: [www.usaswimming.org](http://www.usaswimming.org)

# Decimal Addition Problems (page 3 of 3)

Solve the following problems, showing your work clearly.

8. In the finals of the women's 100-meter butterfly at the 2004 Summer National Championships, the swimmers had these times for each 50 meters of the race.\* Find the time it took them to swim the 100 meters.

Name	1st 50 Meters	2nd 50 Meters	Total
Kimberly Vandenberg	28.38	31.87	
Misty Hyman	27.89	32.46	
Morgan Scroggy	28.60	31.56	
Shelly Ripple Johnston	28.54	32.62	
Tanica Jamison	27.63	31.60	

9. Place the swimmers in the order of their finish.

Place	Name	Time
1st		
2nd		
3rd		
4th		
5th		

\*Source: [www.usaswimming.org](http://www.usaswimming.org)



## Gymnastics: Men's All-Around Scores

Here are some of the scores of six male gymnasts from the 2004 Olympics in Athens, Greece.

**NOTE** Students practice adding and ordering decimals to thousandths. Students should have thousandths grids available.

**SMH** 61–62, 63–65

Name	Floor Exercise	Parallel Bars	Total Score
Rafael Martinez	9.500	9.700	
Dae Eun Kim	9.650	9.775	
Fabian Hambuechen	9.475	9.387	
Paul Hamm	9.725	9.837	
Marian Dragulescu	9.612	9.437	
Wei Yang	9.600	9.800	

- Find each gymnast's total score for Floor Exercise plus Parallel Bars and record it on the chart.
- Rank the gymnasts from the highest to the lowest score in Floor Exercise.

### Ongoing Review

- Which number is between 9.1 and 9.35?
  - 9.020
  - 9.03
  - 9.200
  - 9.4



## Close to 1

Find the sums for each pair of problems. Then circle the sum in each pair that is closer to 1.

**NOTE** Students practice adding tenths, hundredths, and thousandths. Hundredths and thousandths grids should be available.

**SMH** 63-65

1.  $0.500 + 0.583 =$  \_\_\_\_\_

$0.166 + 0.666 =$  \_\_\_\_\_

2.  $0.725 + 0.333 =$  \_\_\_\_\_

$0.166 + 0.5 + 0.333 =$  \_\_\_\_\_

3.  $0.195 + 0.07 + 0.002 =$  \_\_\_\_\_

$0.835 + 0.1 =$  \_\_\_\_\_

4.  $0.7 + 0.301 =$  \_\_\_\_\_

$0.48 + 0.06 =$  \_\_\_\_\_

5.  $0.311 + 0.666 =$  \_\_\_\_\_

$0.200 + 0.7 =$  \_\_\_\_\_



## Adding Precipitation Amounts

The table below shows the average monthly precipitation for Juneau, Alaska.\* Use the information on the table to solve each problem below, showing your work clearly. All amounts are recorded in inches.

**NOTE** Students practice adding decimals, using monthly precipitation amounts.

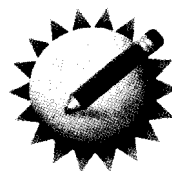
**SMH** 63–65

Jan.	Feb.	March	April	May	June	July	Aug.
4.54	3.75	3.28	2.77	3.42	3.15	4.16	5.32

- How much precipitation did Juneau receive in January and February?
- How much precipitation did Juneau receive in March and April?
- How much precipitation did Juneau receive in May and June?
- How much precipitation did Juneau receive in July and August?
- How much precipitation did Juneau receive from January to August?

\*Data are for the years 1961–1990.





## Same Answer, Different Answer

Three of the four expressions in each set are equivalent. Without actually doing all the multiplication and division, circle the three equivalent expressions. Explain how you know that those three expressions are equivalent.

**NOTE** Students use relationships among multiplication and division problems to find common products and quotients.

**SMH** 33–34

1. Which three expressions have the same product?

$2 \times 40$

$420 \times 4$

$7 \times 240$

$84 \times 20$

How do you know?

2. Which three expressions have the same product?

$100 \times 80$

$10 \times 800$

$1 \times 800$

$10 \times 10 \times 10 \times 8$

How do you know?

3. Which three expressions have the same quotient?

$720 \div 12$

$240 \div 4$

$360 \div 6$

$600 \div 6$

How do you know?

## Ongoing Review

4.  $568 \div 8 =$

**A.** 710

**B.** 71

**C.** 70

**D.** 7.1



## Speed Skating

Here are some of the results from the 2006 Torino Winter Olympics Men's Short-Track Speed Skating Competition. Determine each competitor's rank in the men's 1,500-meter race.

**NOTE** Students solve real-world problems involving the math content of this unit.

**SMH** 58, 61–62

Rank	Country	Skater's Name	Time (in minutes: seconds)
	CAN	Charles Hamelin	2:26.375
	HUN	Peter Darazs	2:24.969
	KOR	Ho-Suk Lee	2:25.600
	ITA	Fabio Carta	2:24.658
	USA	Apolo Anton Ohno	2:24.789
	CHN	JiaJun Li	2:26.005
	KOR	Hyun-Soo Ahn	2:25.341
	CAN	Mathieu Turcotte	2:24.558
	NED	Niels Kerstholt	2:24.962
	HUN	Viktor Knoch	2:26.806
	JPN	Satoru Terao	2:24.875

Explain your strategy for comparing the decimals.