

# Grade 5 - 2024

Term 1 – December 2024

Ms Therese – Al Sariyah

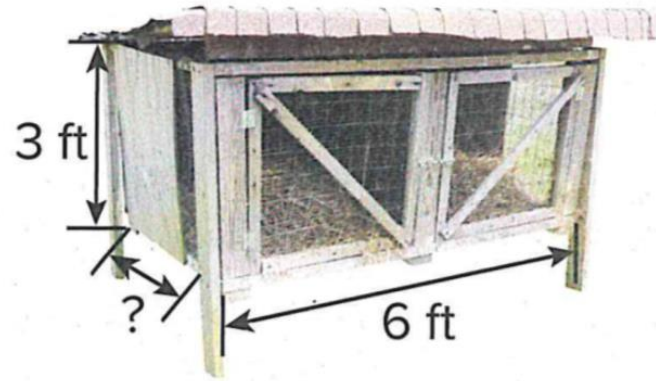
1. Lillian wants to buy the suitcase with the greater volume. Which suitcase should she buy? Explain.

p.53



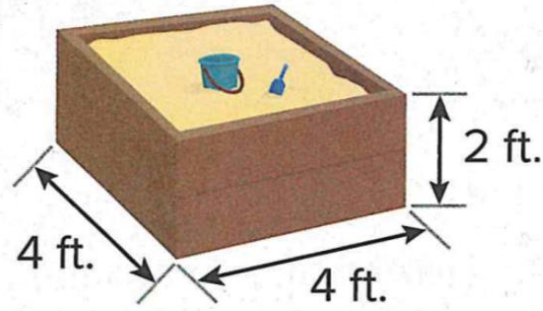
2. A cargo container has a volume of 108 cubic meters, a height of 3 meters, and a width of 2 meters. How long is the cargo container? Show your work.

3. The volume of this rabbit hutch is 36 cubic feet.  
What is the width? Show your work.



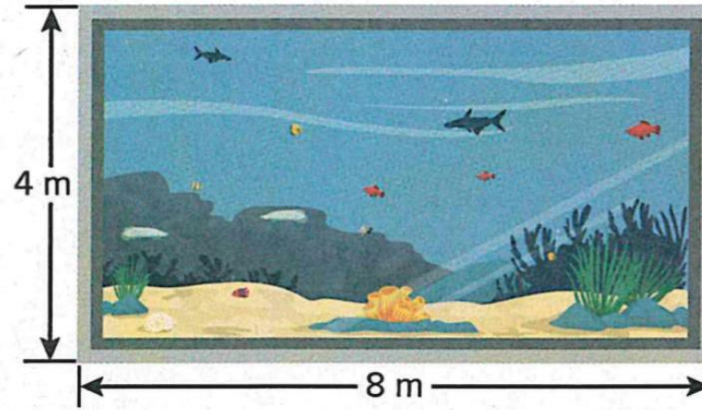
4. The base of a rectangular prism is a square with side lengths equal to 5 centimeters. The volume of the rectangular prism is 100 cubic centimeters. What is the prism's height? Explain.

5. **Error Analysis** Desmond said that the volume of the sandbox is 10 cubic feet. Do you agree with Desmond's solution? Explain your thinking.



6. Lisa is building a rectangular planter that is 2 feet wide, 4 feet long, and 1 foot high. She has 3 cubic feet of soil. How much more soil does she need to fill the planter? Explain.

7. The aquarium tank has a volume of 320 cubic meters. What is the width of the tank? Show your work.



p.54

8. **Extend Your Thinking** Rachel is helping build a rectangular sandbox with a volume of 60 cubic feet and a height of 3 feet. What are the possible lengths and widths of the sandbox?

## Learn

How can you read the mass of the strawberries?



Decimal numbers can be written in expanded form.

tens	ones	tenths	hundredths	thousandths
3	4	6	1	8

$$30 + 4 + 0.6 + 0.01 + 0.008$$

$$30 + 4 + \frac{6}{10} + \frac{1}{100} + \frac{8}{1,000}$$

Standard form uses digits and a decimal point.

34.618

The word form helps you read decimal numbers.

thirty-four and six hundred eighteen thousandths

**What is the word form of the decimal?**

1. 8.2

2. 8.02

3. 0.82

4. 0.082

**What is the standard form of the decimal?**

5.  $0.9 + 0.03 + 0.007$

6.  $20 + 0.7 + 0.08 + 0.006$

7.  $5 + 0.01 + 0.009$

8.  $7 + \frac{4}{10} + \frac{5}{1,000}$

**What is each decimal in standard form?**

**What is each decimal in expanded form?**

**9.** ninety-three and  
six thousandths

**10.** three and eight hundred  
forty-six thousandths

**11.** two hundred twelve and  
fifteen thousandths

**12.** seven hundred fifty-one  
thousandths

Write  $>$ ,  $<$ , or  $=$  in each  $\bigcirc$  to make a true comparison.  
You can use a place-value chart to help.

1.  $7.790 \bigcirc 8.7$

2.  $1.021 \bigcirc 1.095$

3.  $6.55 \bigcirc 5.66$

4.  $9.9 \bigcirc 0.99$

5.  $3.41 \bigcirc 3.41$

6.  $2.563 \bigcirc 2.573$

For exercises 7–9, use the cost of each school supply.



7. Do the pencils or the highlighters cost more?

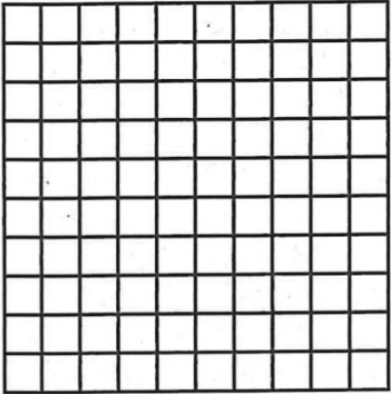
8. Write a comparison statement for the cost of the pens and the pencils.

9. Which school supply is the most expensive? Which school supply is the least expensive? Explain how you know.

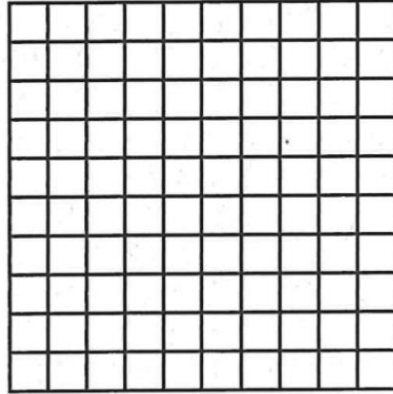
What is the difference? Use the decimal grids to solve.

p.117

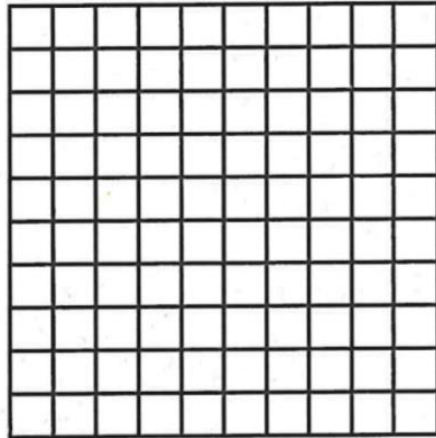
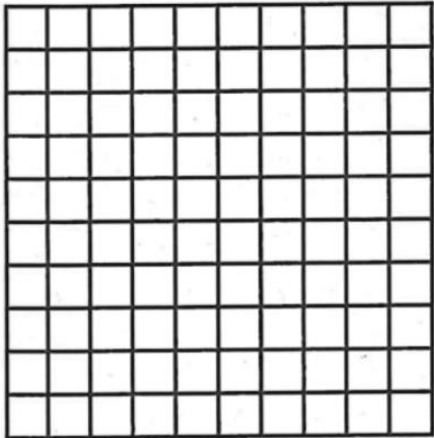
1.  $0.54 - 0.1 =$  \_\_\_\_\_



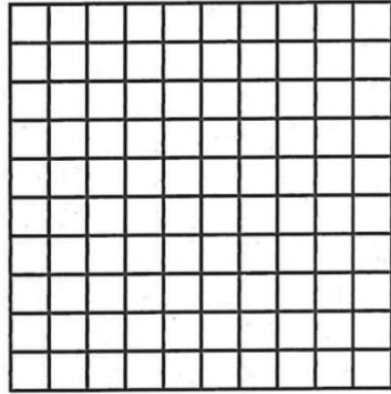
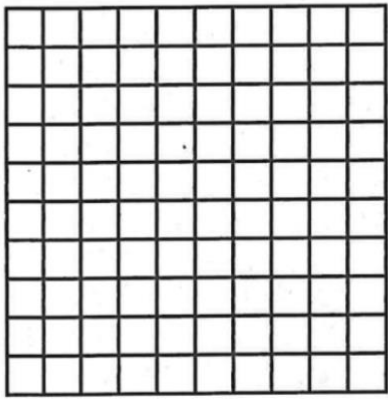
2.  $0.9 - 0.02 =$  \_\_\_\_\_



3.  $1.07 - 0.3 =$  \_\_\_\_\_



4.  $1.28 - 0.7 =$  \_\_\_\_\_



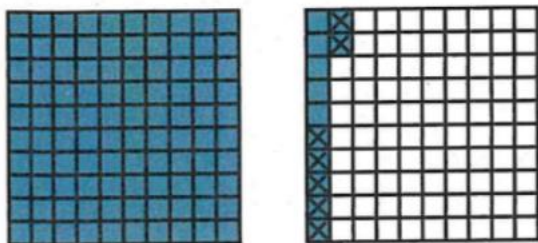
5.  $2.3 - 0.27 =$  \_\_\_\_\_

6.  $2.7 - 1.68 =$  \_\_\_\_\_

7.  $1.74 - 0.8 =$  \_\_\_\_\_

8.  $2.25 - 1.8 =$  \_\_\_\_\_

11. Benny used a decimal grid to solve  $1.12 - 0.7$ .



Which statement can help Benny correct his work? (Lesson 4-6)

- A. He should start with a number less than 1.12.
- B. He should count back by more.
- C. He should start with a number greater than 1.12.
- D. He should count back by fewer.

Find the unknown partial products. Then find the product.

1.

$$\begin{array}{r}
 325 \\
 \times 73 \\
 \hline
 21,000 \\
 1,400 \\
 350 \\
 \boxed{\phantom{000}} \\
 \boxed{\phantom{000}} \\
 + \boxed{\phantom{000}} \\
 \hline
 \boxed{\phantom{000}}
 \end{array}$$

2.

$$\begin{array}{r}
 104 \\
 \times 28 \\
 \hline
 32 \\
 800 \\
 \boxed{\phantom{000}} \\
 + \boxed{\phantom{000}} \\
 \hline
 \boxed{\phantom{000}}
 \end{array}$$

What is the product? Use partial products to solve.

3.

$$\begin{array}{r}
 17 \\
 \times 86 \\
 \hline
 \end{array}$$

4.

$$\begin{array}{r}
 24 \\
 \times 129 \\
 \hline
 \end{array}$$

5.

$$\begin{array}{r}
 36 \\
 \times 93 \\
 \hline
 \end{array}$$

6.

$$\begin{array}{r}
 222 \\
 \times 58 \\
 \hline
 \end{array}$$

7. A sporting goods store sold 24 mountain bikes. How much money did they make selling bikes?



8. The store also sold 12 mountain bike and scooter packages each for \$367. How much money did they make?

11. Complete the partial products to find  $328 \times 14$ . (Lesson 5-5)

328	
$\times 14$	
<hr/>	
3,000	$\leftarrow 10 \times 300$
<input type="text"/>	$\leftarrow 10 \times 20$
<input type="text"/>	$\leftarrow 10 \times 8$
1,200	$\leftarrow 4 \times 300$
80	$\leftarrow 4 \times 20$
<input type="text"/>	$\leftarrow 4 \times 8$

$328 \times 14 =$  \_\_\_\_\_

Write the multiplication expression using factors of 10. Then, find the value.

p.175

1.  $3.6 \times 10^2$

2.  $7.2 \times 10^3$

3.  $4.8 \times 10^4$

4.  $1.9 \times 10^2$

5. Ashley rides the train to visit her grandmother. She lives  $1.2 \times 10^2$  miles away from her grandmother. How many miles does she travel?

-----

6. Juan walks  $4.7 \times 10^3$  meters from his house to the museum. Mary walks  $9.3 \times 10^2$  meters from her house to the museum. Who walks farther, Juan or Mary? How do you know?

7. **Error Analysis** Sasha multiplied the decimals as shown. How can you help Sasha understand the patterns in multiplying decimals by powers of 10?

$$3.5 \times 10^2 = 3,500$$

$$3.5 \times 10^3 = 35,000$$

$$3.5 \times 10^4 = 350,000$$

Complete each sentence.

p.193

1. 3.8 is \_\_\_\_\_ of 38.

So,  $3.8 \times 25$  is \_\_\_\_\_ of the product  $38 \times 25$ .

2. 0.45 is \_\_\_\_\_ of 45.

So,  $0.45 \times 16$  is \_\_\_\_\_ of the product  $45 \times 16$ .

3. 7.8 is \_\_\_\_\_ of 78 and 9.2 is \_\_\_\_\_ of 92.

So,  $7.8 \times 9.2$  is \_\_\_\_\_ of the product  $78 \times 92$ .

4.  $45 \times 17 = 765$

$45 \times 1.7 =$  \_\_\_\_\_

$45 \times 0.17 =$  \_\_\_\_\_

5.  $32 \times 14 =$  \_\_\_\_\_

$32 \times 1.4 = 44.8$

$3.2 \times 1.4 =$  \_\_\_\_\_

8.  $96 \times 55 =$  \_\_\_\_\_

$96 \times 5.5 =$  \_\_\_\_\_

$9.6 \times 5.5 = 52.8$

9.  $19 \times 42 =$  \_\_\_\_\_

$1.9 \times 42 = 79.8$

$1.9 \times 4.2 =$  \_\_\_\_\_

6.  $16 \times 89 = 1,424$

$16 \times 8.9 =$  \_\_\_\_\_

$16 \times 0.89 =$  \_\_\_\_\_

7.  $61 \times 22 =$  \_\_\_\_\_

$6.1 \times 22 = 134.2$

$6.1 \times 2.2 =$  \_\_\_\_\_

10.  $67 \times 34 =$  \_\_\_\_\_

$67 \times 3.4 =$  \_\_\_\_\_

$6.7 \times 3.4 =$  \_\_\_\_\_

11.  $82 \times 67 =$  \_\_\_\_\_

$82 \times 6.7 =$  \_\_\_\_\_

$8.2 \times 6.7 =$  \_\_\_\_\_

7. Find the missing products.

(Lesson 6-5)

$$23 \times 89 = \underline{\hspace{2cm}}$$

$$23 \times 8.9 = 204.7$$

$$2.3 \times 8.9 = \underline{\hspace{2cm}}$$

p.200

1. How many groups of 23 can you make from 184?

2. How many groups of 14 can you make from 700?

3. How many groups of 12 can you make from 192?

4. How many groups of 18 can you make from 720?

p.217

**Solve for the unknown.**

5.  $396 \div 12 = n$

$$n \times 12 = 396$$

6.  $448 \div 16 = s$

$$s \times 16 = 448$$

7.  $312 \div 52 = m$

$$m \times 52 = 312$$

8.  $533 \div 41 = a$

$$a \times 41 = 533$$

1. How many groups of 23 can you make from 184?
2. How many groups of 14 can you make from 700?
3. How many groups of 12 can you make from 192?
4. How many groups of 18 can you make from 720?

**Solve for the unknown.**

5.  $396 \div 12 = n$

$$n \times 12 = 396$$

6.  $448 \div 16 = s$

$$s \times 16 = 448$$

7.  $312 \div 52 = m$

$$m \times 52 = 312$$

8.  $533 \div 41 = a$

$$a \times 41 = 533$$

9. The fifth-grade class is setting up for a performance. They need to set up enough chairs for 280 people. The chairs are set up in rows of 35. How many rows will they have?

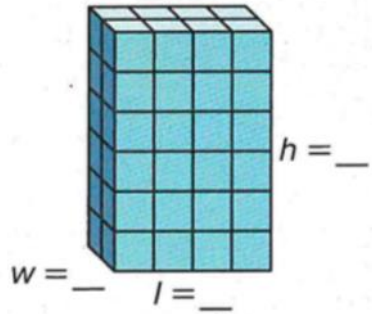
10. Merrick wants to organize his trading cards into a binder. He can fit 18 cards in each plastic sheet in the binder. He has 1,440 cards. How many plastic sheets will he need?



7. Write a multiplication equation you could use to solve  $480 \div 12$ . What is the solution?

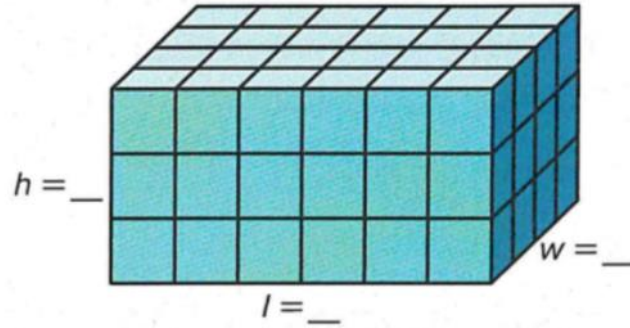
Label the dimensions and then determine the volume of the figure.

1.



$V = \underline{\hspace{2cm}}$  cubic units

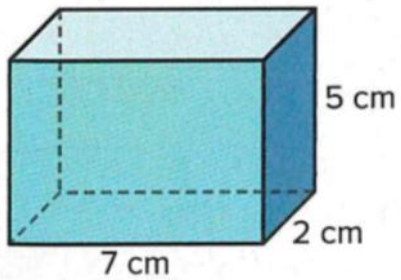
2.



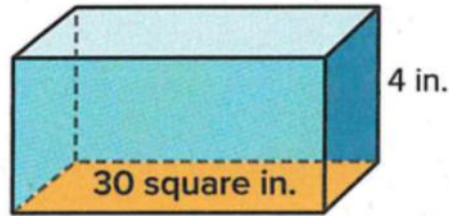
$V = \underline{\hspace{2cm}}$  cubic units

What is the volume of the figure? Tell which volume formula you used and why.

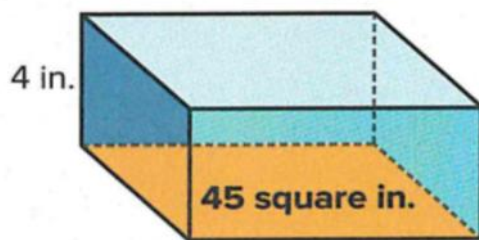
3.



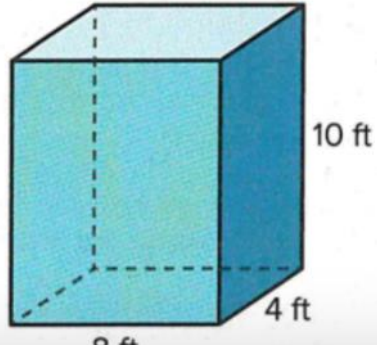
4.



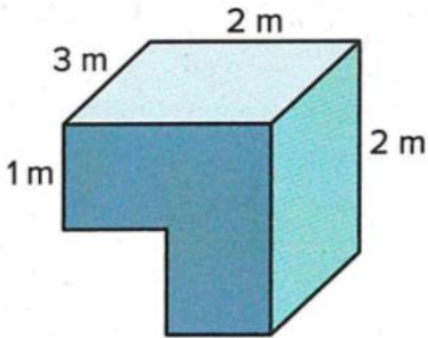
5.



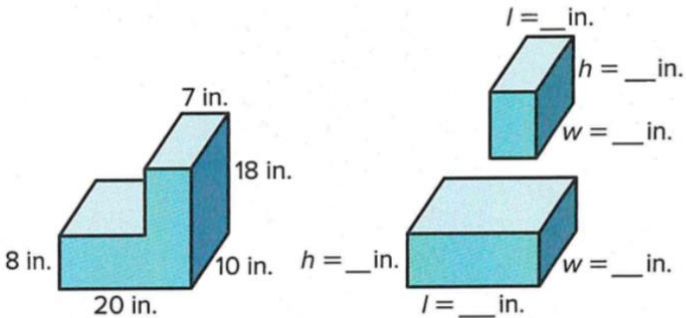
6.



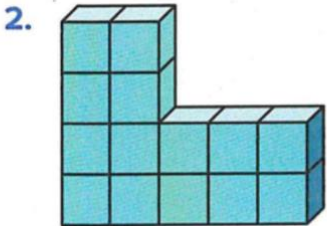
Draw lines to show how you could decompose the solid. What is the volume of the figure?



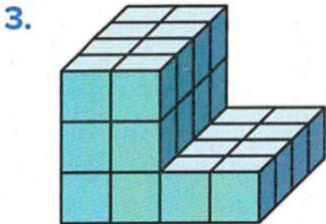
1. Label the unknown dimensions of the decomposed figure and then find the volume of the composite solid figure.



What is the volume of the figure?

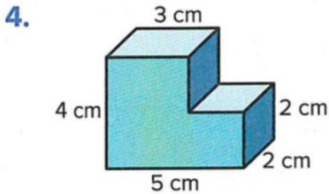


$V = \underline{\hspace{2cm}}$  cubic units

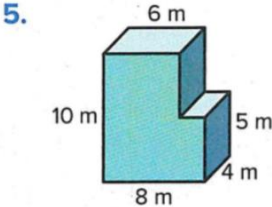


$V = \underline{\hspace{2cm}}$  cubic units

Draw line(s) to show how you decomposed the figure. What is the volume of the figure?



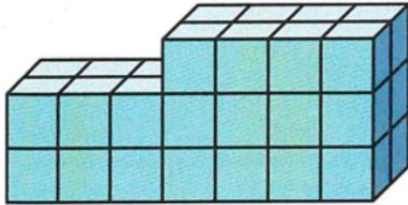
$V = \underline{\hspace{2cm}}$



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

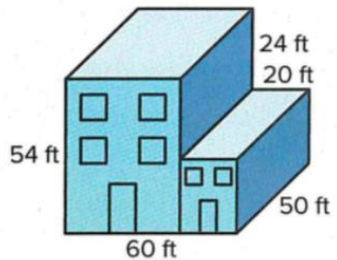
12. What is the volume of this figure?

(Lesson 2–4)



- A. 32 cubic units
- B. 38 cubic units
- C. 34 cubic units
- D. 36 cubic units

13. The figure shows the plans for a warehouse.



What will be the volume of the warehouse? (Lesson 2–4)

- A. 72,000 cubic feet
- B. 210,000 cubic feet
- C. 138,000 cubic feet
- D. 162,000 cubic feet

1. Which of the following statements is *true*?
  - A. 0.009 is ten times 0.09
  - B. 0.09 is ten times 0.009
  - C. 0.09 is  $\frac{1}{10}$  of 0.009
  - D. 9 is  $\frac{1}{10}$  of 0.9
2. Which of the following statements is *true*?
  - A. 0.003 is  $\frac{1}{10}$  of 0.03
  - B. 0.03 is  $\frac{1}{10}$  of 0.003
  - C. 0.3 is ten times 0.003
  - D. 3 is ten times 0.03

**Marcella has \$5.00, Niko has \$0.50, and Benjamin has \$0.05.**  
**Use this information to complete each sentence.**

3. Benjamin has \_\_\_\_\_ the money Niko has.
4. Marcella has \_\_\_\_\_ the money Niko has.

**Complete each sentence.**

5. \$9.00 is \_\_\_\_\_ \$0.90.
6. \$0.90 is \_\_\_\_\_ \$9.00.

7. What are two different ways to describe the relationship between the values of each digit 4 in 3.244?
  
  
  
  
  
  
  
  
  
  
8. What are two different ways to describe the relationship between the values of each digit 2 in 2.257?

**9. Error Analysis** Toby writes the number 23.2 and says that the value of the digit 2 in the tens place is 10 times the value of the digit 2 in the tenths place. How do you respond to him?

**10.** For which numbers is the value of the digit 8 ten times the value of the digit 8 in the number 4.984?

**A.** 3.814

**B.** 5.820

**C.** 6.982

**D.** 8.492

**11. STEM Connection** The world's biggest submarine can sail at a speed of about 25.5 miles per hour on the surface. How can you describe the relationship between 5 and 0.5?



**12. Extend Your Thinking** Using only the digits 1, 4, and 5, write a number so that the value of the digit 5 is ten times the value of the digit 5 in the number 1.45. Write another number so that the value of the digit 4 is  $\frac{1}{10}$  the value of the digit 4 in 1.45.

What is each decimal rounded to the nearest whole number?

You can use a number line or place value.

1. 78.39
2. 4.07
3. 12.7
4. 15.55

What is each decimal rounded to the nearest tenth?

You can use a number line or place value.

5. 42.89
6. 3.65
7. 16.12
8. 98.17

9. Danica rounded a number to the nearest tenth to get 14.7.  
What number could she have rounded to get this answer?

10. Which statements are *true*?

- A. The decimal 43.678 rounded to the nearest tenth is 43.6.
- B. The decimal 43.678 rounded to the nearest tenth is 43.7.
- C. The decimal 43.678 rounded to the nearest hundredth is 43.68.
- D. The decimal 43.678 rounded to the nearest hundredth is 43.67.

**10.** Complete each sentence.

(Lesson 3-5)

0.737 rounded to the nearest hundredth is \_\_\_\_\_.

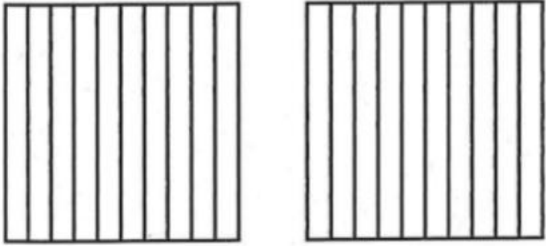
0.737 rounded to the nearest tenth is \_\_\_\_\_.

**11.** Do the numbers round to 8.1 when rounded to the nearest tenth?Choose *yes* or *no*. (Lesson 3-5)

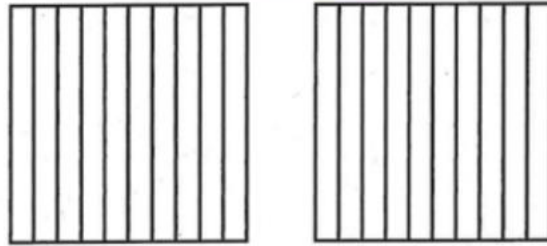
	Yes	No
7.99		
8.162		
8.074		
8.13		
8.012		

What is the sum? Use the decimal grids.

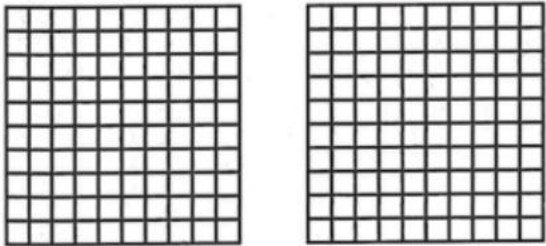
1.  $0.7 + 0.1 =$  \_\_\_\_\_



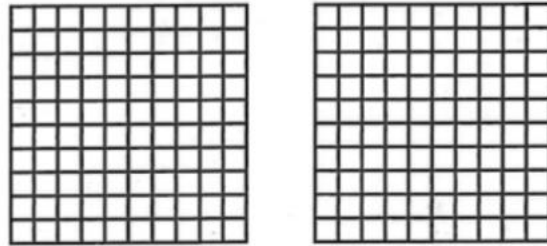
2.  $0.5 + 0.8 =$  \_\_\_\_\_



3.  $0.02 + 0.09 =$  \_\_\_\_\_



4.  $0.78 + 0.64 =$  \_\_\_\_\_



What is the sum? Use decimal grids to show the sum.

5.  $0.2 + 0.7 =$  \_\_\_\_\_

6.  $0.5 + 0.6 =$  \_\_\_\_\_

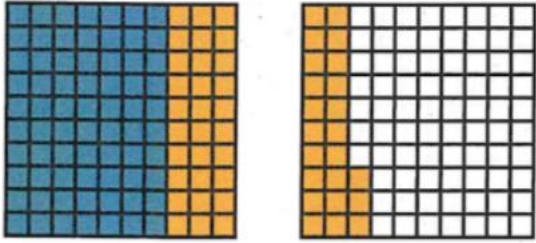
7.  $0.08 + 0.06 =$  \_\_\_\_\_

8.  $0.79 + 0.84 =$  \_\_\_\_\_

9.  $0.32 + 0.88 =$  \_\_\_\_\_

10.  $0.46 + 0.29 =$  \_\_\_\_\_

7. Look at the decimal grids.



Complete the addition equation  
that is represented by the  
decimal grids. (Lesson 4-2)

$$0.7 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

What is the sum? Use partial sums to solve.

1.  $2.57 + 8.4$

$$= 2 + 0.5 + 0.07 + 8 + 0.4$$

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

2.  $6.9 + 0.31$

$$= 6 + 0.9 + 0.3 + 0.01$$

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

3.  $35.12 + 64.73 = \underline{\hspace{2cm}}$

4.  $70.34 + 21.52 = \underline{\hspace{2cm}}$

5.  $14.53 + 11.2 = \underline{\hspace{2cm}}$

6.  $104.75 + 21.9 = \underline{\hspace{2cm}}$

8. Use partial sums to add. Show your work. (Lesson 4-4)

$4.23 + 1.6 = \underline{\hspace{2cm}}$

p.128

Learn

The table shows the decimals represented by different colors on a decimal grid.

Color	Decimal
Red	0.4
Green	0.2
Yellow	0.36
Purple	0.04

p.112

How can you determine how much more is shaded red than green?  
Yellow than purple?

Use a number line to find how much more is shaded red than green.

$0.4 - 0.2 = r$

There is 0.2 more shaded red than green.

Use a decimal grid to find how much more is shaded yellow than purple.

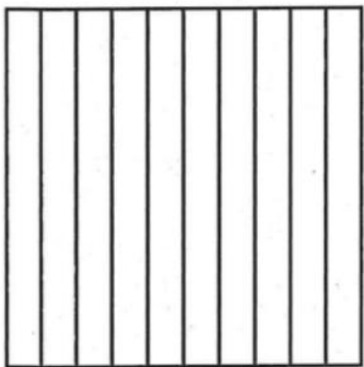
$0.36 - 0.04 = y$

Math is... Precision

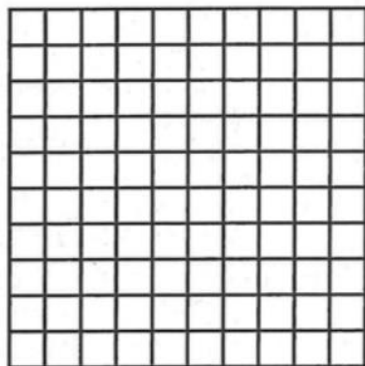
How is each quantity shown on the decimal grid?

There is 0.32 more shaded yellow than purple.

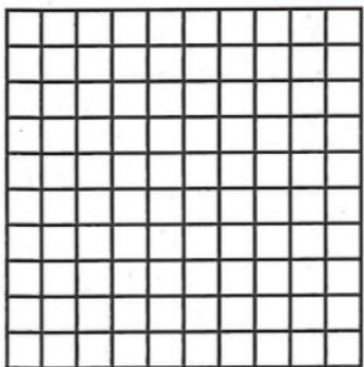
1.  $0.7 - 0.1 =$  \_\_\_\_\_



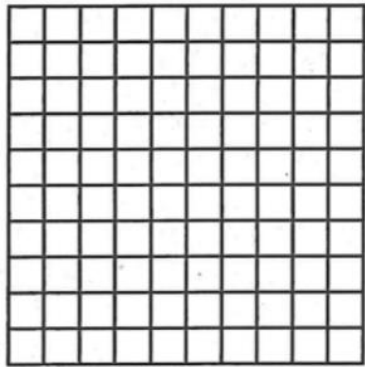
2.  $0.09 - 0.02 =$  \_\_\_\_\_



3.  $0.54 - 0.38 =$  \_\_\_\_\_



4.  $0.25 - 0.11 =$  \_\_\_\_\_



**What is the difference? Use a number line to solve.**

5.  $0.7 - 0.2 =$  \_\_\_\_\_

6.  $0.6 - 0.4 =$  \_\_\_\_\_

7. Malik has \$0.85. He bought a pencil for \$0.50. Does he have enough money left to buy a folder for \$0.30? Explain.

Decompose by place value to find the difference.

1.  $8.57 - 2.4$

2.  $7.73 - 5.1$

$8.57 - 2 =$  \_\_\_\_\_

$7.73 - 5 =$  \_\_\_\_\_

\_\_\_\_\_  $- 0.4 =$  \_\_\_\_\_

\_\_\_\_\_  $- 0.1 =$  \_\_\_\_\_

$8.57 - 2.4 =$  \_\_\_\_\_

$7.73 - 5.1 =$  \_\_\_\_\_

Count on to find the difference.

3.  $6.31 - 0.9 =$  \_\_\_\_\_



4.  $64.19 - 35.75 =$  \_\_\_\_\_



What is the difference? Show your work.

5.  $36.33 - 32.29 =$  \_\_\_\_\_

6.  $48.56 - 18.21 =$  \_\_\_\_\_

7.  $17.10 - 6.02 =$  \_\_\_\_\_

8.  $25.50 - 11.49 =$  \_\_\_\_\_

p.121

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13. Decompose by place value to subtract. Show your work.

(Lesson 4-7)

$5.70 - 2.08 =$  \_\_\_\_\_

**What is the product? Use patterns to solve.**

1.  $12 \times 10 =$  \_\_\_\_\_

$12 \times 100 =$  \_\_\_\_\_

$12 \times 1,000 =$  \_\_\_\_\_

2.  $24 \times 1,000 =$  \_\_\_\_\_

$24 \times 10,000 =$  \_\_\_\_\_

$24 \times 100,000 =$  \_\_\_\_\_

3.  $33 \times 10^2 =$  \_\_\_\_\_

$33 \times 10^3 =$  \_\_\_\_\_

$33 \times 10^4 =$  \_\_\_\_\_

4.  $57 \times 10^4 =$  \_\_\_\_\_

$57 \times 10^5 =$  \_\_\_\_\_

$57 \times 10^6 =$  \_\_\_\_\_

**What is the product?**

5.  $23 \times 10^3$

6.  $581 \times 10^2$

7.  $60 \times 10^4$

8.  $103 \times 10^2$

13. How can you describe the relationship between the equations shown?

$$6 \times 10^5 = 600,000$$

$$6 \times 10^7 = 60,000,000$$

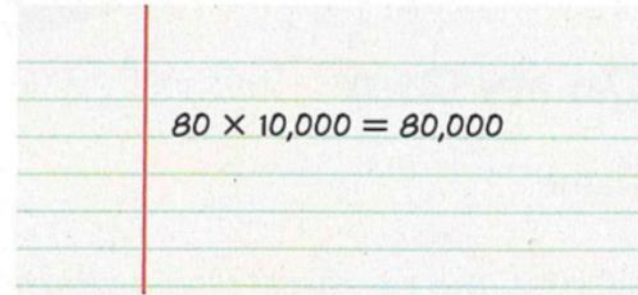
$$6 \times 10^9 = 6,000,000,000$$

**What is the unknown factor?**

9.  $571 \times$  \_\_\_\_\_  $= 5,710$     10.  $43 \times$  \_\_\_\_\_  $= 4,300,000$

11.  $6 \times$  \_\_\_\_\_  $= 6,000$     12.  $28 \times$  \_\_\_\_\_  $= 280,000$

- 14. Error Analysis** Carol says the equation that she wrote is correct. How do you respond to her?


$$80 \times 10,000 = 80,000$$

- 15.** Which equations are *true*? Circle all that apply.

- A.**  $6 \times 100 = 6 \times 10 \times 10 \times 10$
- B.**  $10,000 \times 4 = 10 \times 10 \times 10 \times 10 \times 4$
- C.**  $15 \times 10^3 = 1,500$
- D.**  $70 \times 10 \times 10 = 7,000$

- 16. Extend Your Thinking** Find the unknown factor that is a whole number. Explain your thinking.

$$? \times 10^5 = 56,300,000$$

**Estimate the product.**

1.  $643 \times 18$

2.  $325 \times 62$

3.  $438 \times 27$

4.  $572 \times 49$

p.145

5. On a school trip, 54 students went to a museum. Each ticket cost \$23. About how much did all students spend on tickets?

6. The town library has 478 shelves. Each shelf holds 38 books. About how many books does the library have?

7. A vendor at a fair is selling her paintings for \$23 each. Over the course of the fair, 339 people purchase her paintings. About how much did the vendor earn over the course of the fair?

8. The fifth graders sold 405 baked goods at the bake sale. About how much did the fifth graders earn?



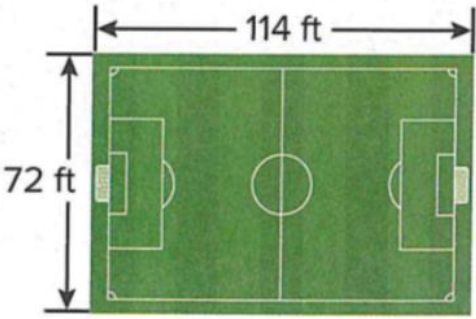
9. **Error Analysis** Han estimates that the product of 492 and 32 will be 1,200. How do you respond to Han?

10. Which equation represents a reasonable estimate for  $658 \times 19$ ?  
Explain.
- A.  $700 \times 10 = 7,000$
  - B.  $650 \times 20 = 13,000$
  - C.  $600 \times 10 = 6,000$
11. If you estimate the product of  $246 \times 38$ , will the estimate be greater using rounded numbers or compatible numbers? Why?
12. **Extend Your Thinking** A recycling club has a goal of collecting 8,000 plastic bottles. Each of the 26 students in the club collected 72 bottles a day for 5 days. About how many bottles did they collect at the end of 5 days? Did they meet their goal?

**Learn**

How can you determine the area of the youth soccer field?

You can use an area model to solve  $72 \times 114 = A$ .



Decompose the factors by place value.

	100	+	10	+	4
70					
+					
2					

Determine partial products.

	100	+	10	+	4
70	7,000		700		280
+					
2	200		20		8

Add the partial products to determine the product.

$7,000 + 700 + 280 + 200 + 20 + 8 = 8,208$

The area of the soccer field is 8,208 square feet.

**Math is...**

**Modeling**

How does an area model help you understand multiplication?

You can use area models to multiply multi-digit factors.

Complete the area model. Then solve to find the product.

1.

100 + 50 + 4

30

3,000

+

6

600

2.

400 + 20 + 1

50

20,000

+

2

What is the product? Use area models to solve.

3.

$15 \times 24 =$  \_\_\_\_\_

24

15

4.

$28 \times 132 =$  \_\_\_\_\_

132

28

5.

$33 \times 78 =$  \_\_\_\_\_

6.

$72 \times 225 =$  \_\_\_\_\_

Write the multiplication equation based on the area model.  
Then solve to find the product.

7.

200 + 10 + 8

20

+

8

8.

400 + 10 + 6

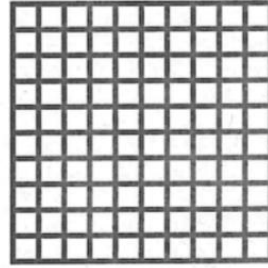
60

+

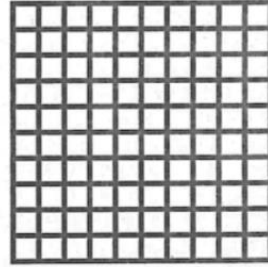
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Write an equation and use a decimal grid to help you solve.

1. Laura pours 0.08 liter of milk into her tea each day. How much milk does Laura use in her tea in one week?



2. Jason buys 0.9 pound of cabbage. The grocery store charges \$0.60 per pound. How much will Jason pay for the cabbage?

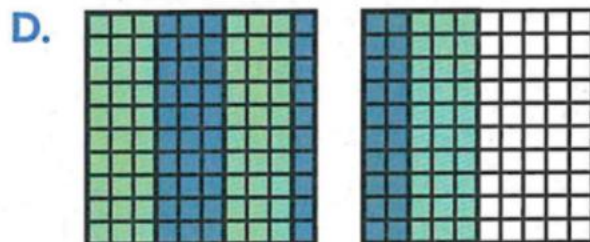
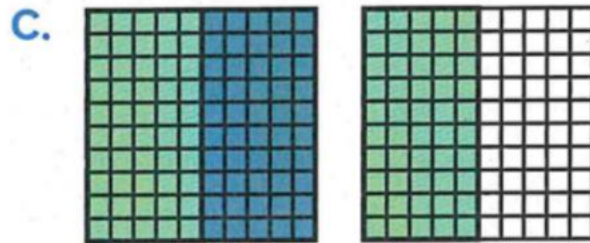
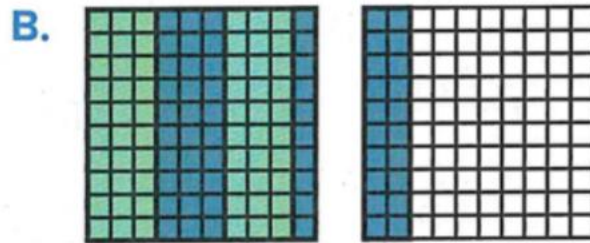
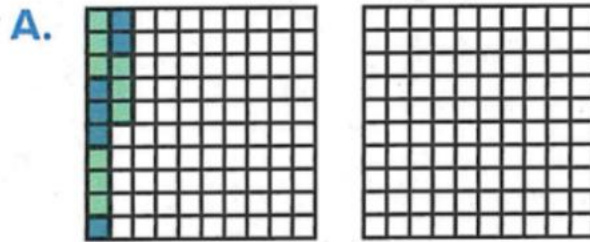


3. Tonya cuts 0.4 meter of ribbon for each gift she wraps. She wraps 6 gifts. How much ribbon does Tonya use?



4. **STEM Connection** A rock has a mass of 2.4 kilograms. Maya estimates that the amount of granite in the rock is 0.3 of the full mass of the rock. How much granite is in the rock?

15. David rides 0.3 miles each day to school. Which model shows how far he rides in 5 days? (Lesson 6-3)



What is the product? Explain the strategy you used to solve.

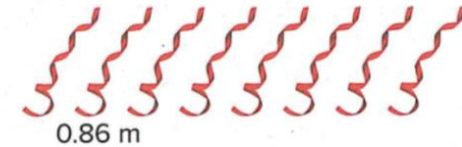
1.  $2.9 \times 0.7 = d$

2.  $5.6 \times 3.2 = b$

3. Each bottle holds the same amount. How much water can these bottles hold?



4. Rebecca cut these ribbons to the same length. How much ribbon did Rebecca use in all?



5. Experts recommend that people have 4.7 grams of potassium per day. Last week Marcus averaged 0.9 times as much potassium as the recommendation. How much potassium did Marcus average each day last week?

6. A pitcher has a capacity of 3.9 liters. A cooler has a capacity 9.2 times greater. What is the capacity of the cooler?

**Solve. Explain the strategy used to solve.**

7. Kara has a bag of apples. Each apple weighs 0.4 pound on average. There are 17 apples in her bag. What is the total weight of her apples?

8. Deshaun cuts 0.8 meter of tape for each part of his project. There are 7 parts to his project. How much tape does Deshaun use?

12. A recipe calls for 1.8 liters of milk. If the recipe needs to be tripled, how many liters of milk are needed? (Lesson 6-6)

Use a basic fact and patterns to solve.

1.  $15 \div \underline{\hspace{2cm}} = 5$

$150 \div 30 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \div 30 = 50$

$15,000 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

2.  $32 \div 8 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \div 80 = \underline{\hspace{2cm}}$

$3,200 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

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

3.  $20,000 \div 40 =$  \_\_\_\_\_

4.  $15,000 \div 30 =$  \_\_\_\_\_

5.  $18,000 \div 60 =$  \_\_\_\_\_

6.  $16,000 \div 80 =$  \_\_\_\_\_

7.  $8,000 \div 40 =$  \_\_\_\_\_

8.  $25,000 \div 50 =$  \_\_\_\_\_

9.  $32,000 \div 80 =$  \_\_\_\_\_

10.  $9,000 \div 30 =$  \_\_\_\_\_

6. Which is the quotient? (Lesson 7-1)

$24,000 \div 80$

A. 3

B. 30

C. 300

D. 3,000

12. There are 18,000 envelopes in packs of 60. How many packs of envelopes are there? (Lesson 7-1)

Estimate the quotient.

p.213

1.  $2,400 \div 34$

2.  $3,500 \div 65$

3.  $1,800 \div 92$

4.  $4,800 \div 86$

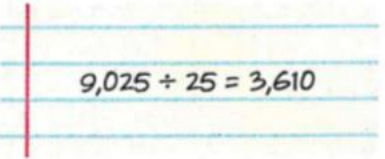
5.  $6,390 \div 31$

6.  $4,988 \div 19$

7.  $809 \div 10$

8.  $9,598 \div 11$

9. **Error Analysis** Cho writes this equation. Is her calculation reasonable? Explain.



$9,025 \div 25 = 3,610$

p.239

15. Which is the best estimate of  $3,988 \div 19$ ? (Lesson 7-2)
- A. 20
  - B. 200
  - C. 400
  - D. 2,000

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