Section A: Practice Problems

1. **Pre-unit**

   Round each number to the nearest 10 and to the nearest 100.

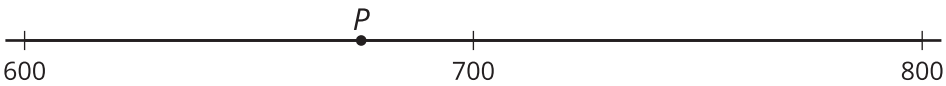
   a. 63

   b. 350

   c. 485

2. **Pre-unit**

   A number P is located on the number line.



   a. Round P to the nearest multiple of 100. Explain your reasoning.

   b. Can you tell what P is if rounded to the nearest multiple of 10? Explain your reasoning.

3. **Pre-unit**

Find the value of each expression. Show your reasoning.

a. $523 + 278$

b. $418 - 235$

4. **Pre-unit**

Here are three numbers: 265, 652, and 526. For each question, explain your reasoning.

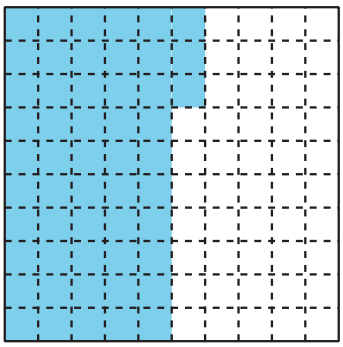
a. Does the digit 6 have a greater value in 265 or 652?

b. Does the digit 5 have a greater value in 265 or 652?

c. In which number does the digit 2 have the greatest value? In which one does it have the least value?

5. Each large square represents 1.

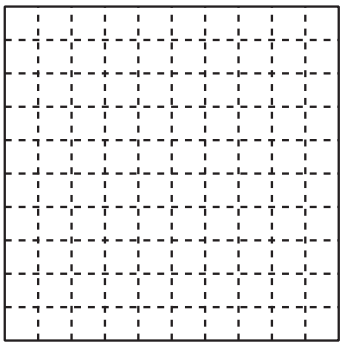
a. Write a fraction and a decimal that represent the shaded part of the large square.



Fraction: _____

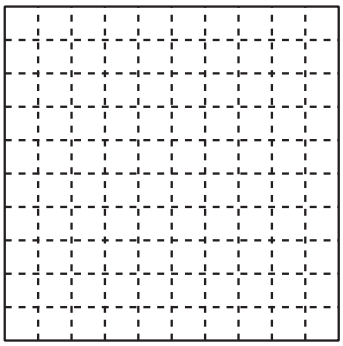
Decimal: _____

b. Shade a part of each square to represent each given number.



Fraction: $\frac{13}{100}$

Decimal: _____



Fraction: _____

Decimal: 0.44

(From Unit 4, Lesson 1.)

6. Select **all** the numbers equivalent to $\frac{2}{10}$.

A. 0.5

B. 0.2

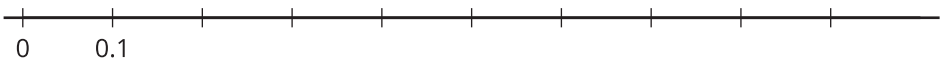
C. $\frac{20}{100}$

D. $\frac{25}{100}$

E. 0.20

(From Unit 4, Lesson 2.)

7. a. Locate and label 0.6 and 0.35 on the number line.



b. Compare 0.6 and 0.35 using < or >.

(From Unit 4, Lesson 3.)

8. Order the numbers from least to greatest:

5.90 9.05 5.95 0.59 5.59

(From Unit 4, Lesson 4.)

9. Order the numbers from least to greatest:

$\frac{13}{10}$ 1.25 1.46 $\frac{7}{5}$ $\frac{155}{100}$

(From Unit 4, Lesson 5.)

10. **Exploration**

The table shows the distances, in miles, some students walked during the school week.

Order the numbers from least to greatest.

student	distance (miles)
Han	$5\frac{3}{4}$
Tyler	$5\frac{7}{8}$
Mai	5.95
Elena	$5\frac{8}{10}$
Andre	5.79

11. **Exploration**

In a recent lesson, you learned about the lengths of the jumps made by Carl Lewis and other athletes.

Create and label a number line to show the distances of all ten jumps made by the athletes.