EUREKA MATH PUSD

Pleasanton UNIFIED SCHOOL DISTRICT **Mathematics Curriculum**

GRADE 5 • MODULE 1

Place Value and Decimal Fractions

HOMEWORK

Video tutorials: http://bit.ly/eurekapusd
Info for parents: http://bit.ly/pusdmath

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GRADE

Mathematics Curriculum

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GRADE 5 • MODULE 1

Place Value and Decimal Fractions

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 × 10 = ___45.82___

			4	●	5	8	2
		4	5		8	2	

   b. 7.281 × 100 = _____

				●			

   c. 9.254 × 1,000 = _____

				●			

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

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

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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.

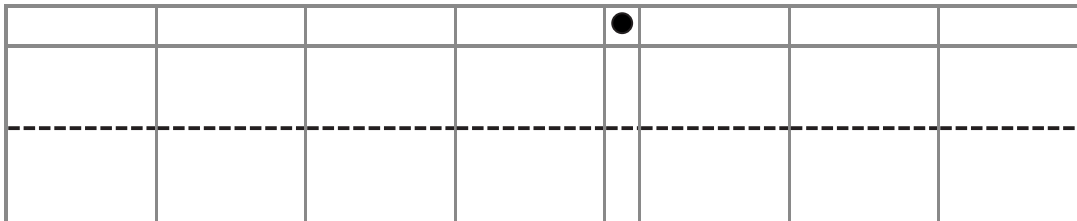   a. 2.46 ÷ 10 = _____0.246_____

				●			
			2		4	6	
					2	4	6
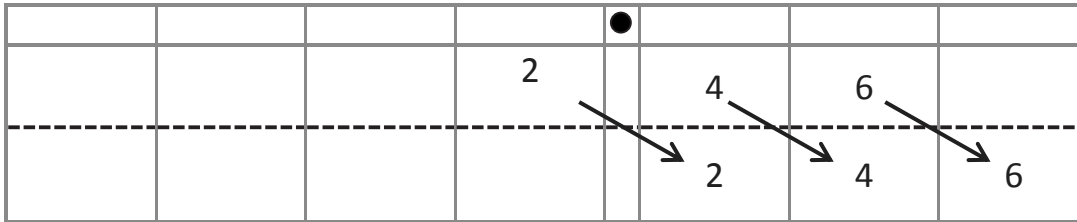
   b. 678 ÷ 100 = _____

			●			
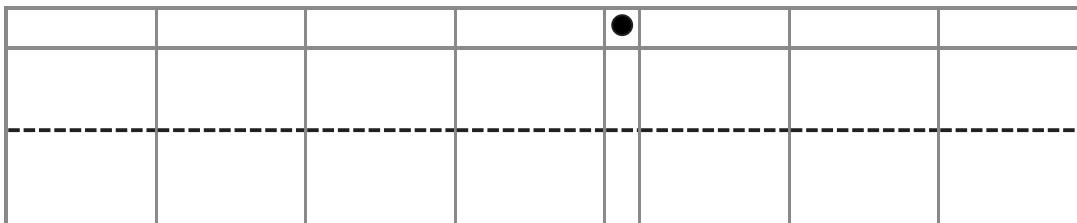
   c. 67 ÷ 1,000 = _____

			●			

   d. Explain how and why the value of the 6 changed in the quotients in (a), (b), and (c).

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

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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.

				●			

   a. 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 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.

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

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Name _____   Date _____

1. Solve.

    a. 36,000 × 10 = _____   e. 2.4 x 100 = _____

    b. 36,000 ÷ 10 = _____   f.   24 ÷ 1,000 = _____

    c. 4.3 × 10 = _____   g. 4.54 × 1,000 = _____

    d. 4.3 ÷ 10 = _____   h. 3,045.4 ÷ 100 = _____

2. Find the products.

    a. 14,560 × 10   = _____

    b. 14,560 × 100   = _____

    c. 14,560 × 1,000 = _____

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

EUREKA MATH™   **Lesson 2:**   Reason abstractly using place value understanding to relate adjacent
base ten units from millions to thousandths.

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3. Find the quotients.

   a. 1.65 ÷ 10 = _____

   b. 1.65 ÷ 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.

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Lesson 2: Reason abstractly using place value understanding to relate adjacent base ten units from millions to thousandths.

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Name _____   Date _____

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

   a. 1000 = _____

   b. 10×10 = _____

   c. 100,000 = _____

   d. 100×10 = _____

   e. 1,000,000 = _____

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

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

   a. 4×10^3 = _____

   b. 64×10^4 = _____

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

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

   e. 6.072×10^3 = _____

   f. 60.72×10^4 = _____

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

   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 247×10^2.

   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 247×10^3.

Name _____   Date _____

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

   a. 2 meters to centimeters   2m = 200 cm   _____ $2 \times 10^2 = 200$ _____

   b. 108 centimeters to meters   108 cm = _____ m   _____

   c. 2.49 meters to centimeters   _____ m = _____ cm   _____

   d. 50 centimeters to meters   _____ cm = _____ m   _____

   e. 6.3 meters to centimeters   _____ m = _____ cm   _____

   f. 7 centimeters to meters   _____ cm = _____ 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   _____ m = _____ mm   _____

   b. 1.7 meters to millimeters   _____ m = _____ mm   _____

   c. 1,050 millimeters to meters   _____ mm = _____ m   _____

   d. 65 millimeters to meters   _____ mm = _____ m   _____

   e. 4.92 meters to millimeters   _____ m = _____ mm   _____

   f. 3 millimeters to meters   _____ mm = _____ m   _____

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

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Lesson 4:   Use exponents to denote powers of 10 with application to metric conversions.

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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.

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Lesson 4:   Use exponents to denote powers of 10 with application to metric
             conversions.

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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. $\dfrac{8}{1000}$	
f. $\dfrac{28}{1000}$	
g. $7\dfrac{528}{1000}$	
h. $300\dfrac{502}{1000}$	

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

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

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

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

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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.

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

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Name _____   Date _____

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

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

_____

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Lesson 6:   Compare decimal fractions to the thousandths using like units, and express comparisons with >, <, =.

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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.

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Lesson 6:   Compare decimal fractions to the thousandths using like units, and express comparisons with >, <, =.

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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

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Lesson 7: Round a given decimal to any place using place value understanding and the vertical number line.

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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.

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Lesson 7:   Round a given decimal to any place using place value understanding and the vertical number line.

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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.
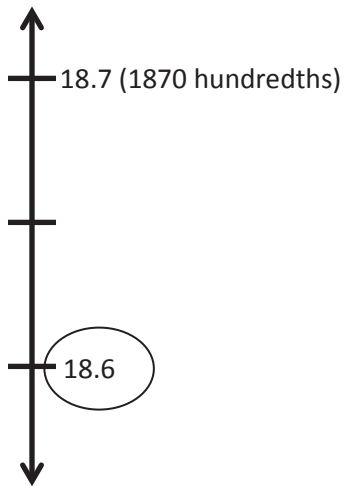
   b. What is the minimum possible value of this decimal? Use words, pictures, or numbers to explain your reasoning.
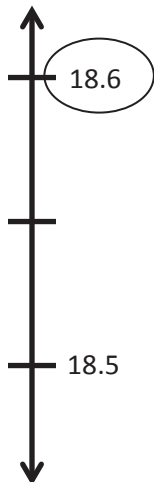
Name _____ Date _____

1. Solve.

   a. 3 tenths + 4 tenths = _____ tenths

   b. 12 tenths + 9 tenths = _____ tenths = _____ one(s) _____ tenth(s)

   c. 3 hundredths + 4 hundredths = _____ hundredths

   d. 27 hundredths + 7 hundredths = _____ hundredths = _____ tenths _____ hundredths

   e. 4 thousandths + 3 thousandths = _____ thousandths

   f. 39 thousandths + 5 thousandths = _____ thousandths = _____ hundredths _____ thousandths

   g. 5 tenths + 7 thousandths = _____ thousandths

   h. 4 ones 4 tenths + 4 tenths = _____ tenths

   i. 8 thousandths + 6 ones 8 thousandths = _____ thousandths

2. Solve using the standard algorithm.

a. 0.4 + 0.7 = _____	b. 2.04 + 0.07 = _____
c. 6.4 + 3.7 = _____	d. 56.04 + 3.07 = _____

e. 72.564 + 5.137 = _____	f. 75.604 + 22.296 = _____

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. 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. 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. 4×6.79

    6 ones   +   7 tenths   +   9 hundredths

4	4×6 ones	4×7 tenths	4×9 hundredths

    _____ + _____ + _____ = _____

Lesson 11:   Multiply a decimal fraction by single-digit whole numbers, relate to a written method through application of the area model and place value understanding, and explain the reasoning used

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b. 6×7.49

c. 9 copies of 3.65

d. 3 times 20.175

3. Leanne multiplied 8×4.3 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?

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Lesson 11: Multiply a decimal fraction by single-digit whole numbers, relate to a written method through application of the area model and place value understanding, and explain the reasoning used

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Name _____   Date _____

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

   a. 2.1×3 0.63   6.3   63   630

   b. 4.27×6 2562   256.2   25.62   2.562

   c. 7×6.053 4237.1   423.71   42.371   4.2371

   d. 9×4.82 4.338   43.38   433.8   4338

2. Yi Ting weighs 8.3 kg. Her older brother is 4 times as heavy as Yi Ting. How much does her older brother weigh in kilograms?

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Lesson 12:   Multiply a decimal fraction by single-digit whole numbers, including using estimation to confirm the placement of the decimal point.

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

4. Ribbon is sold at 3 yards for $6.33. Jackie bought 24 yards of ribbon for a project. How much did she pay?

EUREKA MATH™   **Lesson 12:**   Multiply a decimal fraction by single-digit whole numbers, including using estimation to confirm the placement of the decimal point.   64

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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 ÷ 3 = _____

    b. 6 groups of _____ hundredths is 0.24.   0.24 ÷ 6 = _____

    c. 5 groups of _____ thousandths is 0.045.   0.045 ÷ 5 = _____

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

    a. 9.36 ÷ 3 = _____ ones ÷ 3 + _____ hundredths ÷ 3

        = _____ ones + _____ hundredths

        = _____

    b. 36.012 ÷ 3 = _____ ones ÷ 3 + _____ thousandths ÷ 3

        = _____ ones + _____ thousandths

        = _____

    c. 3.55 ÷ 5 = _____ tenths ÷ 5 + _____ hundredths ÷ 5

        = _____

        = _____

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

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d. 3.545 ÷ 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 ÷ 7 = _____   2.1 ÷ 7 = _____

b. 48 ÷ 8 = _____   0.048 ÷ 8 = _____

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

a. 0.54 ÷ 6 = 9

b. 5.4 ÷ 6 = 0.9

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

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c.   54 ÷ 6 = 0.09

5.   A toy airplane costs $4.84. It costs 4 times as much as a toy car. What is the cost of the toy car?

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

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

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Name _____   Date _____

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

   a.   5.241 ÷ 3 = _____

Ones	Tenths	Hundredths	Thousandths

   $$3\overline{)5.241}$$

   b.   5.372 ÷ 4 = _____

Ones	Tenths	Hundredths	Thousandths

   $$4\overline{)5.372}$$

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Lesson 14: Divide decimals with a remainder using place value understanding and relate to a written method.

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2. Solve using the standard algorithm.

a. $0.64 \div 4 =$ _____	b. $6.45 \div 5 =$ _____	c. $16.404 \div 6 =$ _____

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?

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Lesson 14: Divide decimals with a remainder using place value understanding and relate to a written method.

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Name _____ Date _____

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

   a. 0.7 ÷ 4 = _____

Ones	●	Tenths	Hundredths	Thousandths

   $$4\overline{)0.7}$$

   b. 8.1 ÷ 5 = _____

Ones	●	Tenths	Hundredths	Thousandths

   $$5\overline{)8.1}$$

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

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2. Solve using the standard algorithm.

a. 0.7 ÷ 2 =	b. 3.9 ÷ 6 =	c. 9 ÷ 4 =
d. 0.92 ÷ 2 =	e. 9.4 ÷ 4 =	f. 91 ÷ 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?

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

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Name _____ Date _____

Solve using tape diagrams.

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

2. Jenny charges $9.15 an hour to babysit toddlers and $7.45 an hour to babysit school-aged children.

   a. If Jenny babysat toddlers for 9 hours and school-aged children for 6 hours, how much money did she earn in all?

   b. Jenny wants to earn $1,300 by the end of the summer. How much more will she need to earn to meet her goal?

3. A table and 8 chairs weigh 235.68 lb together. If the table weighs 157.84 lb, what is the weight of one chair in pounds?

4. Mrs. Cleaver mixes 1.24 liters of red paint with 3 times as much blue paint to make purple paint. She pours the paint equally into 5 containers. How much blue paint is in each container? Give your answer in liters.

Video tutorials: http://bit.ly/eurekapusd
Info for parents: http://bit.ly/pusdmath