

Name _____

Date _____

Lesson 1

1. Label the place value charts. Fill in the blanks to make the following equations true. Draw disks in the place value chart to show how you got your answer, using arrows to show any bundling.

a. $10 \times 3 \text{ ones} = \underline{\hspace{2cm}} \text{ ones} = \underline{\hspace{2cm}}$

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b. $10 \times 2 \text{ tens} = \underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}}$

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c. $4 \text{ hundreds} \times 10 = \underline{\hspace{2cm}} \text{ hundreds} = \underline{\hspace{2cm}}$

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2. Complete the following statements using your knowledge of place value:

- a. 10 times as many as 1 ten is _____ tens.
- b. 10 times as many as _____ tens is 30 tens or _____ hundreds.
- c. _____ as 9 hundreds is 9 thousands.
- d. _____ thousands is the same as 20 hundreds.

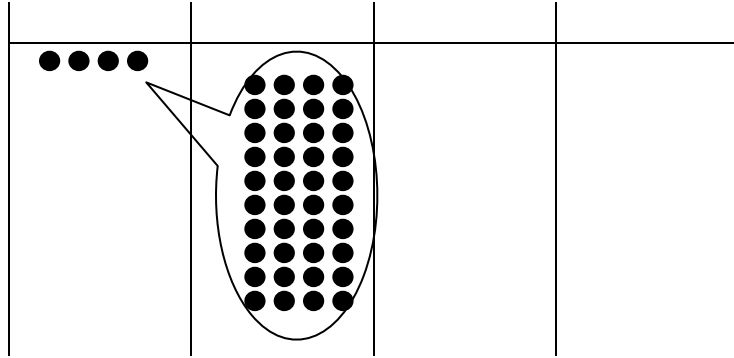
Use pictures, numbers, and words to explain how you got your answer for Part (d).

3. Matthew has 30 stamps in his collection. Matthew's father has 10 times as many stamps as Matthew. How many stamps does Matthew's father have? Use numbers and words to explain how you got your answer.
4. Jane saved \$800. Her sister has 10 times as much money. How much money does Jane's sister have? Use numbers and words to explain how you got your answer.
5. Fill in the blanks to make the statements true.
- a. 2 times as much as 4 is _____.
 - b. 10 times as much as 4 is _____.
 - c. 500 is 10 times as much as _____.
 - d. 6,000 is _____ as 600.
6. Sarah is 9 years old. Sarah's grandfather is 90 years old. Sarah's grandfather is how many times as old as Sarah?

Sarah's grandfather is _____ times as old as Sarah.

Lesson 1 Exit Ticket

1. Use the number disks in the place value chart below to complete the following problems.



- a. Label the place value chart.
- b. Tell about the movement of the disks in the place value chart by filling in the blanks to make the following equation match what is happening in the place value chart.

$$\underline{\hspace{2cm}} \times 10 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

- c. Write a statement about this place value chart using the words “10 times as many.”

Lesson 2

1. As you did during the lesson, label and represent the product or quotient drawing disks on the place value chart.

a. 10×2 thousands = _____ thousands = _____

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c. 4 thousands $\div 10$ = _____ hundreds $\div 10$ = _____

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3. Fill in the blanks to complete each number sentence. Respond first in unit form, then in standard form.

Expression	Unit form	Standard Form
$(4 \text{ tens } 3 \text{ ones}) \times 10$		
$(2 \text{ hundreds } 3 \text{ tens}) \times 10$		
$(7 \text{ thousands } 8 \text{ hundreds}) \times 10$		
$(6 \text{ thousands } 4 \text{ tens}) \div 10$		
$(4 \text{ ten thousands } 3 \text{ tens}) \div 10$		

Lesson 3

3. Represent each addend with number disks in the place value chart. Show the composition of larger units from 10 smaller units. Write the sum in standard form.

b. 24 ten thousands + 11 thousands = _____

5. Lee and Gary visited South Korea. They exchanged their dollars for South Korean bills. Lee received 15 ten thousand South Korean bills. Gary received 150 thousand bills. Use disks or numbers on a place value chart to compare Lee and Gary’s money.



Lesson 4

2. On the place value chart below, label the units and represent the number 905,203.

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

a. Write the number in word form.

b. Write the number in expanded form.

3. Complete the following chart.

Standard Form	Word Form	Expanded Form
	two thousand, four hundred eighty	
		20,000 + 400 + 80 + 2
	sixty-four thousand, one hundred six	
604,016		
960,060		

Lesson 5

2. Compare the two numbers by using the symbols $<$, $>$, and $=$. Write the correct symbol in the circle.

a. 342,001 94,981

b. $500,000 + 80,000 + 9,000 + 100$ five hundred eight thousand, nine hundred one

c. 9 hundred thousands 8 thousands 9 hundreds 3 tens 908,930

d. 9 hundreds 5 ten thousands 9 ones 6 ten thousands 5 hundreds 9 ones

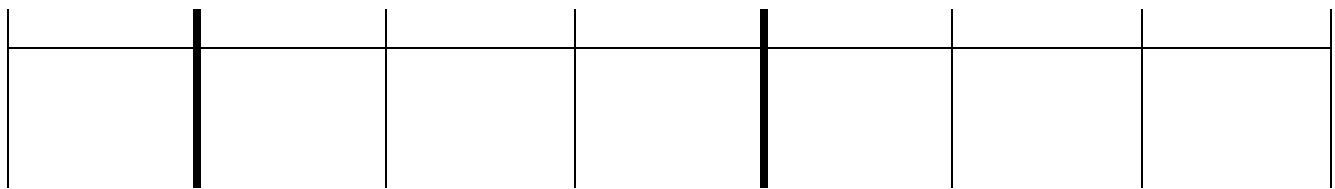
3. Use the information in the chart below to list the height in feet of each mountain from least to greatest. Then name the mountain that has the lowest elevation in feet.

Name of Mountain	Elevation in Feet (ft.)
Allen Mountain	4,347 ft.
Mount Marcy	5,343 ft.
Mount Haystack	4,960 ft.
Slide Mountain	4,180 ft.

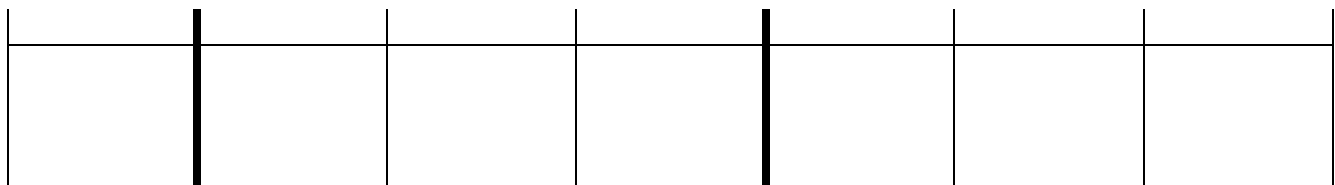
Lesson 6

1. Label the place value chart. Use place value disks to find the sum or difference.

a. 10 thousand more than six hundred five thousand, four hundred seventy-two is _____.



c. 230,070 is _____ than 130,070.



4. Fill in the empty boxes to complete the patterns.

a.

150,010		170,010		190,010	
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Explain in pictures, numbers, or words how you found your answers.

b.

	898,756	798,756			498,756
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Explain in pictures, numbers, or words how you found your answers.

Lesson 7

1. Round to the nearest thousand. Use the number line to model your thinking.

a. $6,700 =$ _____



b. $9,340 =$ _____



e. $399,499 \approx$ _____



f. $840,007 \approx$ _____



4. For the 2013-2014 school year, the cost of tuition at Cornell University was \$43,000 when rounded to the nearest thousand. What is the greatest possible amount the tuition could be? What is the least possible amount the tuition could be?

Lesson 8

1b. 42,708 to the nearest ten thousand



2b. 449,019 to the nearest hundred thousand



1c. 406,823 rounded to the nearest ten thousand is _____.



2c. 964,103 rounded to the nearest hundred thousand is _____.



4. This number was rounded to the nearest ten thousand. List the possible digits that could go in the thousands place to make this statement correct. Use a number line to show your work.

$$13_ ,644 \approx 130,000$$

Lesson 9

3. Round to the nearest hundred thousand.

a. $840,000 \approx$ _____

b. $850,471 \approx$ _____

c. $761,004 \approx$ _____

d. $991,965 \approx$ _____

e. Explain why two problems have the same answer. Write another number that has the same answer when rounded to the nearest hundred thousand.

Lesson 10

1. Round 543,982 to the nearest

a. thousand: _____

b. ten thousand: _____

c. hundred thousand: _____

3. Empire Elementary School needs to purchase water bottles for field day. There are 2,142 students. Principal Vadar rounded to the nearest hundred to estimate how many water bottles to order. Will there be enough water bottles for everyone? Explain.

5. A jet airplane holds about 65,000 gallons of gas. It uses about 7,460 gallons when flying between New York City and Los Angeles. Round each number to the largest place value. Then find about how many trips the plane can take between cities before running out of fuel

Lesson 11

1. Solve the addition problems below using the standard algorithm.

g.
$$\begin{array}{r} 52,098 \\ + 6,048 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 34,698 \\ + 71,840 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 544,811 \\ + 356,445 \\ \hline \end{array}$$

j. $527 + 275 + 752$

k. $38,193 + 6,376 + 241,457$

Lesson 12

1. Raffle tickets were sold for a school fundraiser to parents, teachers, and students. 563 tickets were sold to teachers. 888 more tickets were sold to students than to teachers. 904 tickets were sold to parents. How many tickets were sold to parents, teachers, and students?

a. About how many tickets were sold to parents, teachers, and students? Round each number to the nearest hundred to find your estimate.

b. Exactly how many tickets were sold to parents, teachers, and students?

c. Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.

Lesson 13

1. Use the standard algorithm to solve the following subtraction problems.

$$\begin{array}{r} \text{d.} \quad 4,625 \\ - \quad 435 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f.} \quad 6,025 \\ - 3,502 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h.} \quad 431,925 \\ - 204,815 \\ \hline \end{array}$$

Draw a tape diagram to represent the problem. Use numbers to solve, and write your answer as a statement. Check your answers.

2. What number must be added to 13,875 to result in a sum of 25,884?

Lesson 14

1. Use the standard algorithm to solve the following subtraction problems.

$$\begin{array}{r} \text{d.} \quad 2,460 \\ - 1,472 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e.} \quad 124,306 \\ - 31,117 \\ \hline \end{array}$$

$$\begin{array}{r} \text{i.} \quad 124,060 \\ - 31,117 \\ \hline \end{array}$$

Draw a tape diagram to represent the problem. Use numbers to solve, and write your answer as a statement. Check your answers.

3. A newspaper company delivered 240,900 newspapers before 6 a.m. on Sunday. There were a total of 525,600 newspapers to deliver. How many more newspapers needed to be delivered on Sunday?

Lesson 15

1. Use the standard subtraction algorithm to solve the problems below.

$$\begin{array}{r} 242,561 \\ - 44,702 \\ \hline \end{array}$$

$$\begin{array}{r} 242,561 \\ - 74,987 \\ \hline \end{array}$$

$$\begin{array}{r} 600,000 \\ - 592,569 \\ \hline \end{array}$$

Use tape diagrams and the standard algorithm to solve the problems below. Check your answers.

4. Shadow Software Company earned a total of \$800,000 selling programs during the year 2012. \$125,300 of that amount was used to pay expenses of the company. How much profit did Shadow Software Company make in the year 2012?

Lesson 16

1. Martin's car had 86,456 miles on it. Of that distance, Martin's wife drove 24,901 miles, and his son drove 7,997 miles. Martin drove the rest.
- About how many miles did Martin drive? Round each value to estimate.
 - Exactly how many miles did Martin drive?
 - Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.

Lesson 17

Directions: Model each problem using a tape diagram. Solve using numbers and words.

1. A mixture of 2 chemicals measures 1,034 milliliters. It contains some of Chemical A and 755 milliliters of Chemical B. How much less of Chemical A than Chemical B was in the mixture?

Lesson 18

Directions: Model each problem using a tape diagram. Solve using numbers and words.

3. In the first week of June, a restaurant sold 10,345 omelets. The second week, they sold 1,096 fewer omelets than the first week. The third week, they sold 2 thousand more than the first week. The fourth week, they sold 2 thousand fewer than the first week. How many omelets did they sell in all in June?

Lesson 19

Directions: Using the diagram below, create your own word problem and solve for the missing variable.

