

5th Grade - Day 1

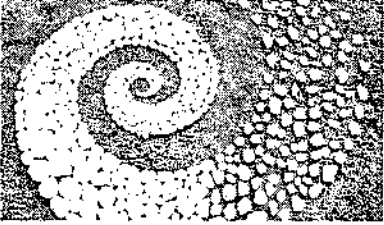


ASHEVILLE CITY SCHOOLS

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ACS Cougar Weather Packet 2021-2022

**Asheville City Schools
Fifth Grade Cougar Weather Packet
Day 1**

Reading/Writing	Science/Social Studies	Math
<p><u>Read My Friend Poem handout</u> Answer questions</p>	<p>Create a diagram of 2 food chains from the same ecosystem, then create a diagram of a food web using the organisms from both food chains.</p>	<p>Complete the handouts.</p>
Enrichment	Physical Activity	
<p><u>Andy Goldsworthy Outside Art</u> Create a work of art using natural objects you find outside (rocks, sticks, leaves) like artist Andy Goldsworthy. Look up his work if you can. Arrange It / Draw It / Photograph It</p> 	<p>Let's Play Basketball!</p> <ul style="list-style-type: none"> • 10 imaginary Jump Shots • 5 imaginary dunks • 5 crossover dribbles • 5 imaginary passes <p>Repeat 2 to 5 times</p>	

Name _____ Reading Poetry

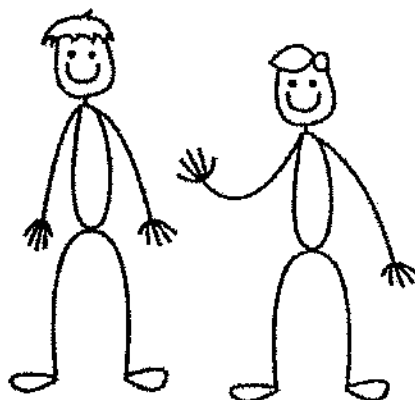
My Friend

DIRECTIONS: Read the poem aloud. Answer the questions.

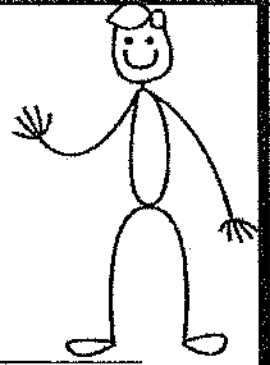
_____ Sometimes I feel all thin inside
 _____ Insufficient; small;
 _____ I feel when people look at me
 _____ They don't see me at all.

_____ I feel that all my beauty's lost
 _____ On cold, indifferent eyes
 _____ And offering what I want to give
 _____ Would only be unwise.

_____ But then a friend will greet me
 _____ and my inner life will bloom
 _____ It only takes but one kind word
 _____ To sweep away the gloom!



Name _____ Reading Poetry



1. What is this poem about?

2. What does "insufficient" mean?

3. What does "indifferent" mean?

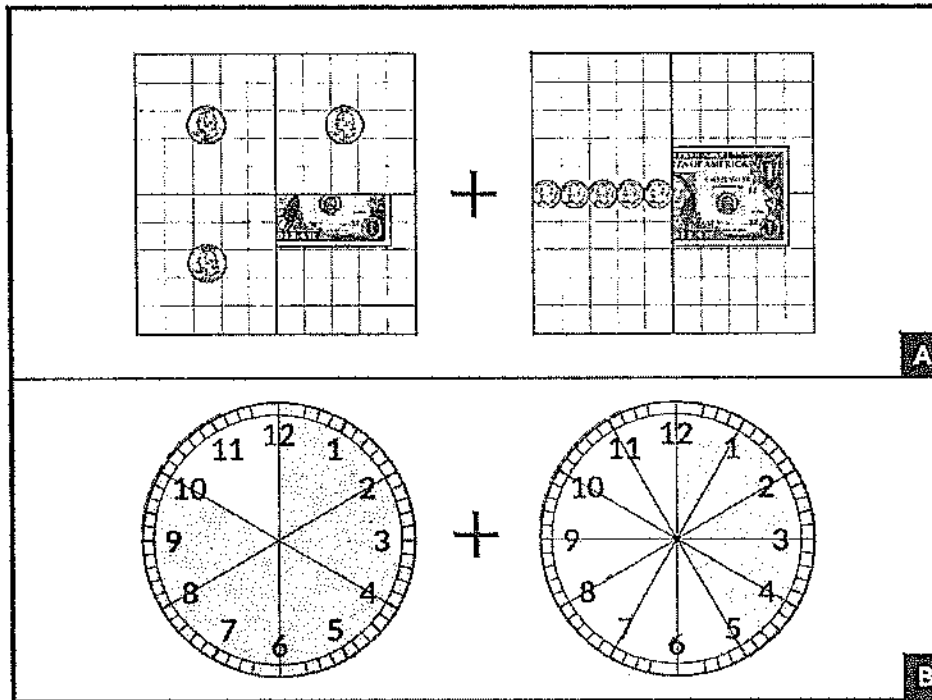
4. Use letters to chart the rhyme scheme of the poem. Write each letter on a line.

4. How many stanzas are in the poem? _____

5. Find the rhyming pairs of words in each stanza. Write them here.

Same & Different: Time & Money

Look at the two pictures. What do you notice?



- How are pictures A and B mathematically the same, and how are they different?
 - A and B are the same because ...
 - A and B are different because ...
- Make a third picture showing an expression represented with a fraction model. Explain how your picture is the same as and different from pictures A and B.

[We'd love to see your thinking! [Share your work with The Math Learning Center.](#)]

Sample Responses & Solutions



More Adding Fractions page 1 of 2

1 Show the fractions on the strips or clocks. Then add them and report the sum.

	First	Second	Add Them	Sum
a	$\frac{1}{2}$ 	$\frac{3}{8}$ 		
b	$\frac{3}{4}$ 	$\frac{3}{8}$ 		
c	$\frac{5}{8}$ 	$\frac{1}{2}$ 		
d	$\frac{3}{4}$ 	$\frac{7}{8}$ 		
e	$\frac{1}{4}$ 	$\frac{2}{3}$ 		
f	$\frac{3}{4}$ 	$\frac{2}{3}$ 		
g	$\frac{5}{6}$ 	$\frac{3}{4}$ 		
h	$\frac{1}{2}$ 	$\frac{5}{6}$ 		

NAME _____

DATE _____

More Adding Fractions page 2 of 2

Show your work for each problem using numbers, sketches, or words.

- 2** Abby and Lauren are preparing for a dance performance. On Monday, they practiced for $\frac{2}{3}$ of an hour. On Tuesday, they practiced for $\frac{5}{6}$ of an hour. How long did they practice on Monday and Tuesday together?
- 3** On Wednesday, Abby and Lauren could not practice together, so they practiced separately. Abby practiced for $\frac{11}{12}$ of an hour and Lauren practiced for $\frac{2}{3}$ of an hour. How long did they practice on Wednesday?
- 4** **CHALLENGE** If you are adding two fractions that are both greater than $\frac{1}{2}$, what must be true about the sum? Give three examples to support your thinking.

The sum must be:

- 5** **CHALLENGE** If you are adding two fractions that are both less than $\frac{1}{2}$, what must be true about the sum? Give three examples to support your thinking.

The sum must be:

5th Grade - Day 2



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ACS Cougar Weather Packet 2021-2022

Asheville City Schools
 Fifth Grade Cougar Weather Packet
 Day 2

Reading/Writing	Science/Social Studies	Math
<p><u>Poetry Choice Board handout</u> Read choice board Pick 3 types of poems Write 3 poems</p> <p><u>Capitalizing Titles handout</u> Rewrite each title using capitalization where needed.</p>	<p>Write a short story of the life of a water drop on a journey through the water cycle. Personify the water drop and write the story in first person (I/we perspective).</p>	<p>Complete the handouts</p>
Enrichment	Physical Activity	
<p><u>Mirroring</u> Stand face to face with a partner (or video chat with a friend!). Slowly, one person starts to move their body into different positions. The other person must mirror their actions exactly. You might end up in some funny poses! Take turns being the leader.</p>	<p>Practice belly breathing. Place one hand on the chest and one on the belly. As you inhale, fill up the belly like a balloon and as you exhale, allow the balloon to deflate. Repeat for one minute.</p>	

POETRY CHOICE ASSIGNMENT

1. Read through the different types of poems on the Poetry Choice Board below.
2. Pick 3 you think you could write.
3. Get your poetry on!
4. Follow the descriptions in the following chart for help.
5. Enter your 3 poems in the following table.

<p style="text-align: center;"><u>Haiku</u></p> <p>The haiku is an ancient form of Japanese poetry that has become very popular all over the world. The first and third lines have five syllables, whereas the second has seven. Haikus don't have to rhyme and are usually written to evoke a particular mood or instance.</p>	<p style="text-align: center;"><u>Bio Poem</u></p> <p>A bio poem is a simple poem written about a person, and it follows a predictable pattern. Bio poems generally don't rhyme, and they can be autobiographical or biographical.</p> <p>NOTE: Needs to be biographical this time (about someone else).</p>	<p style="text-align: center;"><u>Limerick</u></p> <p>Limericks are funny (and sometimes rude!) poems which were made popular by Edward Lear in the 19th century. They have a set rhyme scheme of AABBA, with lines one, two and five all being longer in length than lines three and four. The last line is often the punchline.</p>
<p style="text-align: center;"><u>Acrostic</u></p> <p>This type of poetry spells out a name, word, phrase or message with the first letter of each line of the poem. It can rhyme or not, and typically the word spelled out, lays down the theme of the poem.</p>	<p style="text-align: center;"><u>Ode</u></p> <p>The ode is one of the oldest forms of poetry and believed to have come from ancient Greece. Yep -- yonks ago! The word 'ode' is derived from the Greek word 'aeidein' which means 'to sing or chant', and these poems were originally performed with a musical instrument. An ode is typically written to praise a person, event or thing (you could write an ode to your pet or favourite food!) and they are usually quite short in length.</p>	<p style="text-align: center;"><u>Free Verse</u></p> <p>Free verse is a popular style of modern poetry, and as its name suggests there is a fair amount of freedom when it comes to writing a poem like this. Free verse can rhyme or not, it can have as many lines or stanzas as the poet wants, and it can be about anything you like!</p>
<p style="text-align: center;"><u>Elegy</u></p> <p>An elegy doesn't have rules like some of the other forms of poetry but it does have a set subject: <u>death</u>. They are usually written about a loved one who has passed away, but can also be written about a group of people, too. Although they can sound sad, elegies often end on a hopeful note, hooray!</p>	<p style="text-align: center;"><u>Sonnet</u></p> <p>This very old form of poetry was made famous by none other than William Shakespeare, but the sonnet actually originated in 13th century Italy where it was perfected by the poet Petrarch. The word 'sonnet' is derived from the Italian word 'sonnetto' which means 'little song'. Traditionally, sonnets are made up of 14 lines and usually deal with love. As a rule, Petrarchan (Italian) sonnets follow an ABBA ABBA CDE CDE rhyme scheme, whereas Shakespearean (English) sonnets are typically ABAB CDCD EFEF GG. But of course, rules are made to be broken!</p>	<p style="text-align: center;"><u>Ballad</u></p> <p>The ballad is another old and traditional form of poetry that typically tells a dramatic or emotional story. They came from Europe in the late Middle Ages and were initially passed down from one generation to another, and often with music. Ballads do have a set form; they are typically four lines (quatrain) and have a rhyme scheme of ABAB or ABCB. However, this form is looser than others so can be modified to suit a writer's (that's you!) needs. Most modern pop songs you hear nowadays can be referred to as ballads!</p>

Poem 1	<p>Type of Poem:</p>
Poem 2	<p>Type of Poem:</p>
Poem 3	<p>Type of Poem:</p>

Capitalizing titles

Grade 5 Capitalization Worksheet

Rewrite each title using capitalization where needed.

In titles, capitalize the first word, the last word, and any important words. Small words like *a*, *an*, *and*, *the*, *but* are not capitalized.

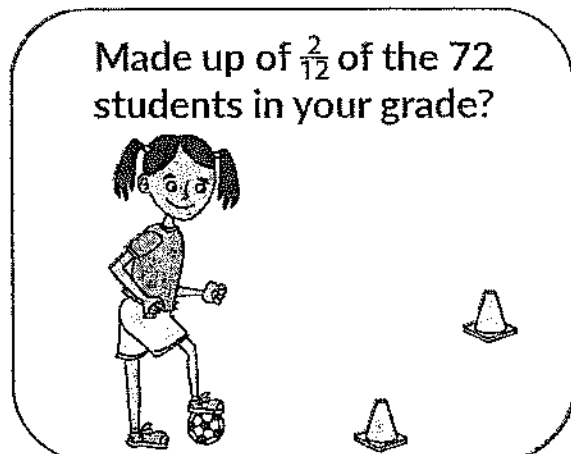
1. the man and a boat
2. a tale of three holidays
3. everybody wants to be king
4. we found a rock
5. the story of the leader of the band
6. think before you act
7. always a champion
8. the beautiful princess and the ugly frog
9. how to make money and become rich
10. mrs. smith's vacation in Hawaii
11. happily ever after
12. becoming a basketball superstar in three days

The Man and a Boat

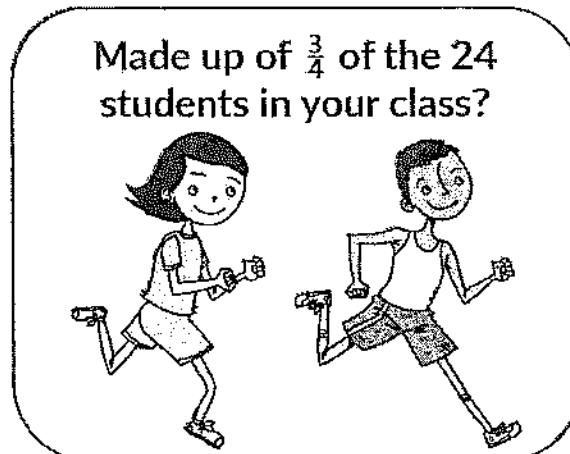


Would You Rather? Field Day

Would you rather be on a field day team ...



or



Use pictures, models, words, numbers or symbols to justify your choice.

I would rather be on a field day team ... because ...

Challenge

Can you think of a reason why the other choice might make sense?

Follow-up

Create your own problem like this one. Share it with someone else and ask them to explain their choice.

[We'd love to see your thinking! [Share your work with The Math Learning Center.](#)]

Sample Responses & Solutions

NAME _____

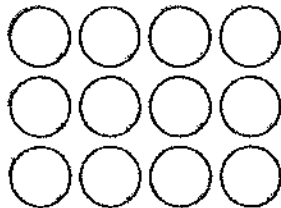
DATE _____



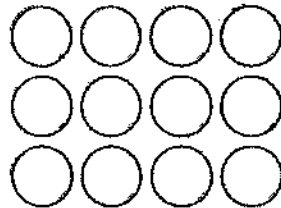
Fraction Action page 1 of 2

1 Color some of the circles in each set to show the fractions below.

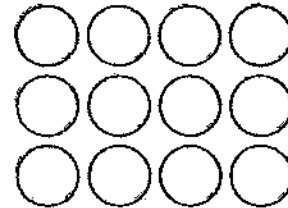
a $\frac{1}{2}$



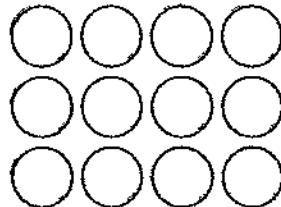
b $\frac{1}{4}$



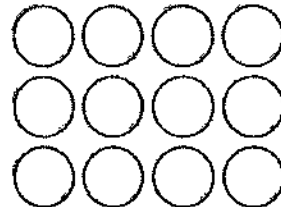
c $\frac{3}{4}$



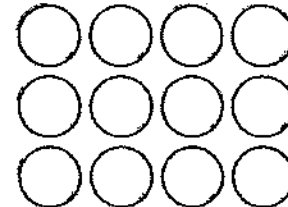
d $\frac{1}{6}$



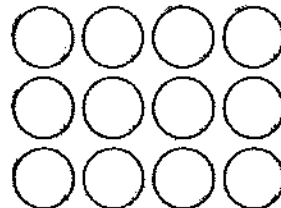
e $\frac{2}{6}$



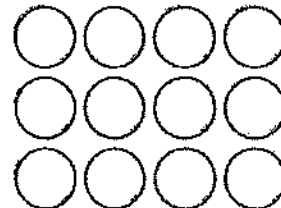
f $\frac{5}{6}$



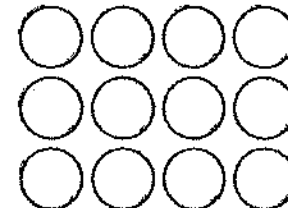
g $\frac{1}{3}$



h $\frac{3}{3}$



i $\frac{0}{3}$



2 Add the following fractions. If the sum is greater than 1, write the answer as both an improper fraction and a mixed number.

ex $\frac{1}{2} + \frac{3}{4} = \frac{5}{4} = 1\frac{1}{4}$

a $\frac{0}{3} + \frac{2}{8}$

b $\frac{1}{4} + \frac{5}{6}$

c $\frac{1}{6} + \frac{1}{3}$

d $\frac{3}{3} + \frac{3}{4}$

(continued on next page)



Adding & Subtracting Fractions page 1 of 2

- 1** Solve the problems on this page. If your answer is an improper fraction, find its equivalent mixed number.

$$\frac{3}{4} + \frac{1}{2} = \frac{3}{4} + \frac{2}{4} = \frac{5}{4} = 1\frac{1}{4}$$

$\frac{5}{4}$ is an improper fraction because 5 is greater than 4. $\frac{4}{4}$ is equal to 1, so $\frac{5}{4}$ is equal to $1\frac{1}{4}$.

a $1\frac{5}{10} - \frac{4}{10} =$

b $\frac{7}{4} - \frac{3}{4} =$

c $\frac{4}{12} + 1\frac{2}{3} =$

d $1\frac{2}{3} + \frac{1}{6} =$

e $\frac{5}{10} - \frac{1}{4} =$

f $4\frac{30}{60} + 1\frac{1}{4} =$

- 2** Find two different ways to show that $\frac{1}{3} + \frac{1}{4}$ is *not* equal to $\frac{2}{7}$. You can use numbers, words, and labeled sketches.

5th Grade - Day 3



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ACS Cougar Weather Packet 2021-2022

Asheville City Schools
Fifth Grade Cougar Weather Packet
Day 3

Reading/Writing	Science/Social Studies	Math
<p><u>Similes and Metaphors handouts</u> Determine what is being compared. Create your own similes and metaphors.</p> <p><u>Correcting Verb Tenses handout</u> Circle the incorrect sentence. Rewrite it correctly.</p>	<p>Describe how a delta is formed. Include an illustration.</p>	<p>Complete the handouts</p>
Enrichment	Physical Activity	
<p><u>Music Artist</u> Listen to your favorite song and draw or list the instruments you hear.</p>	<p>In a crab position place a toy on your tummy, see how far you can crab walk without it falling off. Have a race with a family member.</p>	

Similes Worksheet

A simile is a figure of speech in which two unlike things are compared using the words *like* or *as*. Complete each of the similes below.

The little girl is as light as a

Jenny was so pretty, she was like a

The house was so small it looked like a

If my rabbit keeps eating so much he is going to be as big as a

When my mom saw how messy my room was, she turned as white as a

That pool is as small as a

That teacher is as nice as an

The barn is as red as an

She's as smart as a

This room is as cold as a

Think of some common phrases you hear. Can you list three similes of your own? Have fun with them and make some up!

1.

2.

3.

Metaphors Worksheet

A metaphor is a figure of speech in which two unlike things are compared without the use of like or as. A metaphor takes the form of a *direct statement* (or *direct comparison*).

For example: Dad is a bear today. Metaphors are often defined by their use of the word *is*, as compared to similes which use the words *like* or *as*. Metaphors must share common ground. In the example, "Dad is a bear today," the common ground is grouchiness. Review the metaphors below. After each metaphor, write the common ground that the two objects share.

Jerry has a green thumb to make his plants grow well. _____

Mom is a bear in the mornings. _____

He is such an angel! _____

Mrs. Java is a dragon with her coffee breath! _____

Can you come up with metaphors of your own and explain the meaning of them? Write your metaphors in the spaces below:

1.

2.

3.

Correcting verb tenses

Grade 5 Verbs Worksheet

Verb tenses must be consistent with the meaning of the sentence.

Circle the incorrect sentence. Rewrite it correctly on the line below.

1. a. I sleep well on the weekends when I can.
b. When she was young, my mom slept a lot whenever she could.
When she was young, my mom **slept** a lot whenever she could.

2. a. I sings in the shower all the time.
b. My brother sang in church on Sunday.
-

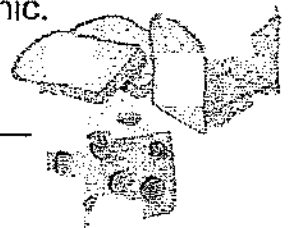
3. a. We take my dog to classes because he doesn't listen.
b. My old dog taked classes, and it really helped.
-

4. a. I think we will win all of our league games.
b. My coach thoughted we might win half of our games.
-

5. a. In the summer, my family swim at the pool because we love it.
b. Last year, we swam almost every day.
-

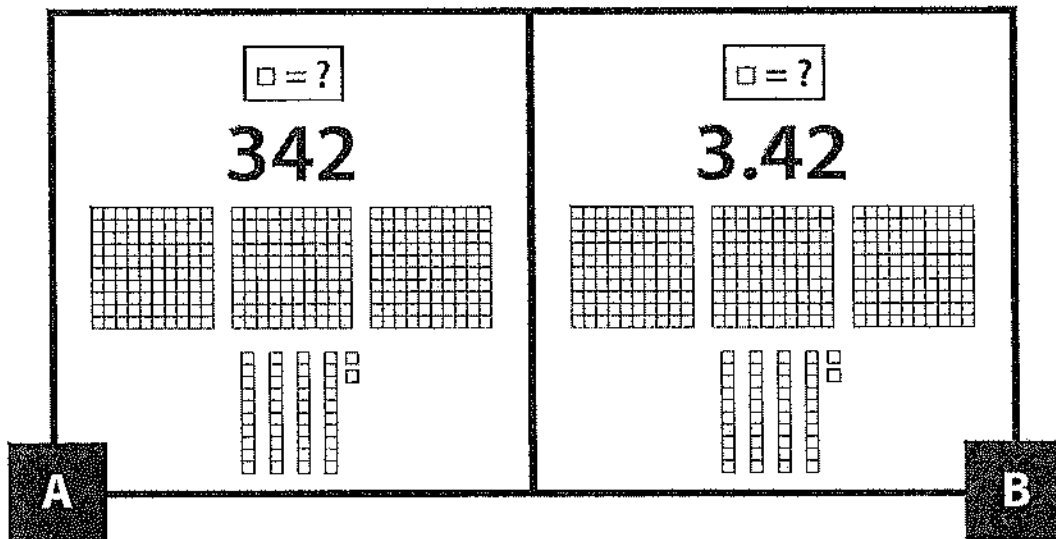
6. a. I still cannot believe we broke the vase.
b. I brokeed a different vase last year when my parents were gone.
-

7. a. I will bring apples and lemonade when we go on our picnic.
b. Did you brought any cheese and bread?
-



Same & Different: Base Ten Pieces

Look at the two pictures. What do you notice?



- How are pictures A and B mathematically the same, and how are they different?
 - A and B are the same because ...
 - A and B are different because ...
- Use base ten pieces to make a third picture that shows a number. Explain how your picture is the same as pictures A and B, and how it is different.

[We'd love to see your thinking! [Share your work with The Math Learning Center.](#)]

Sample Responses & Solutions



Using a Ratio Table page 1 of 2

1 Use a ratio table to multiply the numbers.

ex 23×26

1	2	4	10	20	26
23	46	92	230	460	598

a 35×44

1	2	4	40	44
35				

b 39×20

1	2	20
39		

c 18×65

1	2	20	18
65			

d 4×18

e 75×15

1	100	50	25	75
15				

(continued on next page)



Find the Greater Fraction page 1 of 2

1 Find the least common multiple for each pair of numbers. Show all your work.

ex 3 and 5

3: 3, 6, 9, 12, **15**, 18
 5: 5, 10, **15**, 20
 The LCM is 15.

a 4 and 6

b 3 and 7

c 5 and 8

d 6 and 9

2 Use the least common multiple to find equivalent fractions for each fraction pair. Then, use the symbol $<$ or $>$ to show the bigger fraction.

ex $\frac{3}{4}$ and $\frac{4}{6}$

a $\frac{5}{8}$ and $\frac{2}{3}$

4
6

 4, 8, **12**, 16
 6, **12**, 18, 24

$$\frac{3}{4} = \frac{3 \times 3}{4 \times 3} = \frac{9}{12} \quad \frac{4}{6} = \frac{4 \times 2}{6 \times 2} = \frac{8}{12}$$

$$\frac{9}{12} > \frac{8}{12} \quad \text{so} \quad \frac{3}{4} > \frac{4}{6}$$

b $\frac{1}{6}$ and $\frac{2}{9}$

c $\frac{7}{12}$ and $\frac{5}{8}$

(continued on next page)

5th Grade - Day 4




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**Asheville City Schools
Fifth Grade Cougar Weather Packet
Day 4**

Reading/Writing	Science/Social Studies	Math
<p><u>Theme Practice handouts</u> Read the passages. Fill in What do you notice? Fill in What do you wonder? What is the theme?</p>	<p>Create a silent act, a poem, or a drawing to explain how a canyon is formed.</p> 	<p>Complete the handouts</p>
Enrichment	Physical Activity	
<p><u>That's Not a _____, It's a _____!</u> Grab a pile of items from around your house (hairbrush, toothpaste, remote control etc) and take turns coming up with different ways to use them and acting it out. Don't tell anyone what you are pretending the item is - let them guess! ex. "That's not a hairbrush, it's a microphone! Lalala!" "That's not a microphone, it's a drumstick!"</p>	<p>30 second jumping jacks challenge: how many can you do in 30 seconds? Repeat and try to beat your score!</p>	

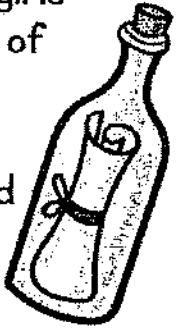
Find the Theme

The New Girl

Sarah didn't play with Laila, the new girl in her class, at recess. No one did. Laila had come to their school after winter break. She wore strange clothes and she spoke with an accent.

Then one day, the teacher put Sarah and Laila together as partners on a class project. At first Sarah was nervous about working with someone so different, but then they began to talk. She found out that Laila had a little brother just like she did. Not only that, they both loved to draw and they both collected sea shells. Sarah invited Laila over after school to work on the project and see her shell collection. The girls worked well together and before she left, Sarah gave Laila one of her best shells to take home for her collection.

The next day, Laila invited Sarah over for dinner. The food was really different than what Sarah was used to, but it tasted really good. Laila's parents were nice too. The girls got an A on their project, but even better, they became good friends.



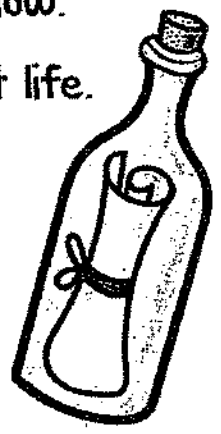
- a. Don't judge people before you get to know them.
- b. Sarah and Laila became good friends.
- c. Friends are important.

notice	wonder
--------	--------

Theme

The Main Message

- ✓ What the author wants you to learn or know.
- ✓ A broad idea about life.
- ✓ Usually not stated, must be inferred.



Find the Theme

The Recital

Kara chose a difficult piece to play for the piano recital. Her teacher advised her to select an easier one, but Kara knew she could do it.

Kara practiced every day after school. When her friends called to see if she could play, Kara told them that she couldn't and continued to practice. Even with all that practicing, a week before the recital, Kara still could not play the piece without making mistakes. Kara thought about giving up and switching to an easier piece, but instead she decided to double her practice time.

The night of the recital arrived. Kara was the last student to play. As she walked onto the stage to take her place at the piano, she remembered the long hours she had spent practicing. Kara began to play. Her hands danced across the keyboard. She knew the piece so well! When the final note faded the room erupted in applause. She had played the piece perfectly!



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- It takes a lot of practice to play the piano.
- Kara practiced a lot and did well.
- Persistence pays off.

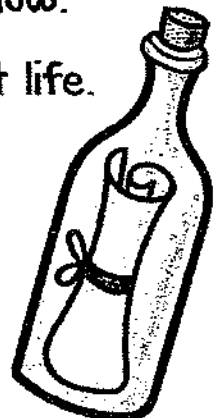
notice

wonder

Theme

The Main Message

- ✓ What the author wants you to learn or know.
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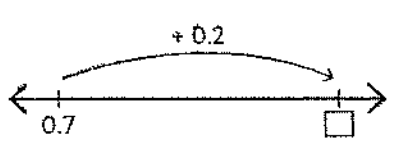
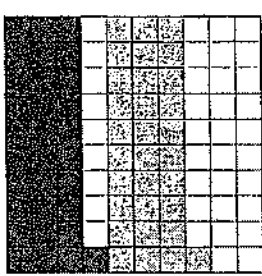
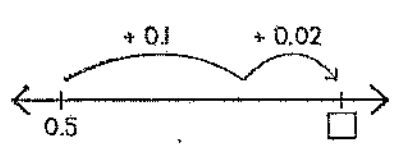
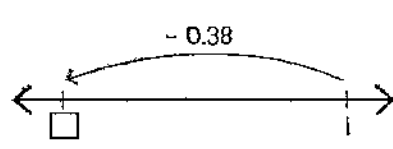


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Which One Doesn't Belong? Decimal Decisions

Look at this set of four images. Decide which one doesn't belong with the other three. Use math words to describe your thinking. There are many ways to think about each one!

<div style="background-color: black; color: white; padding: 5px; font-weight: bold; font-size: 24px; display: inline-block;">A</div> 	<div style="background-color: black; color: white; padding: 5px; font-weight: bold; font-size: 24px; display: inline-block;">B</div>  <p>$0.31 + 0.31$</p>
<div style="background-color: black; color: white; padding: 5px; font-weight: bold; font-size: 24px; display: inline-block;">C</div> 	<div style="background-color: black; color: white; padding: 5px; font-weight: bold; font-size: 24px; display: inline-block;">D</div> 

Challenge

Find reasons why *each* of the pictures might not belong with the other three.

Share

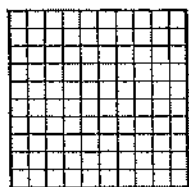
Explain your thinking to someone else. Do they have different reasons why one doesn't belong?

[We'd love to see your thinking! [Share your work with The Math Learning Center.](#)]

Sample Responses & Solutions

 **Modeling Decimals** page 1 of 2

The base ten models below can be used to represent decimal numbers.



1 whole



1 tenth

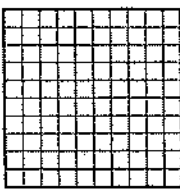


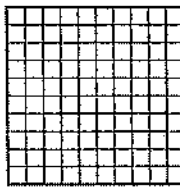

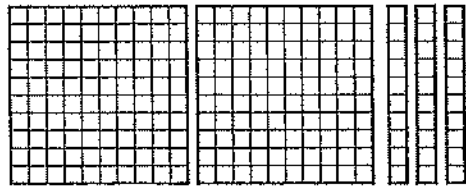


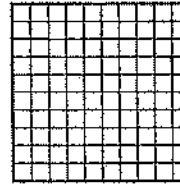




1 hundredth



1 thousandth

1 Write the number that each model represents.

	Model	Decimal Number
ex	  	1.025
a	 	
b	  	
c	  	

(continued on next page)

NAME _____

DATE _____

**More Decimal Practice** page 1 of 2**1** Round each decimal number to the nearest whole number.

a 9.7

b 16.45

c 25.3

2 Round each decimal number to the nearest tenth.

a 1.65

b 0.31

c 8.07

3 **CHALLENGE** Round each decimal number to the nearest hundredth.

a 0.351

b 0.289

c 3.016

4 Solve.

$$\begin{array}{r} 8.53 \\ + 2.48 \\ \hline \end{array}$$

$$\begin{array}{r} 8.98 \\ - 4.76 \\ \hline \end{array}$$

$$\begin{array}{r} 17.89 \\ + 12.12 \\ \hline \end{array}$$

5 Solve. Show your work.

$9.98 - 2.53 =$

$7.68 + 13.07 =$

$100.03 - 16.28 =$

(continued on next page)

NAME _____

DATE _____

**Very Small & Very Large Numbers** page 1 of 2**1** Write two fractions that are equal to each decimal number.

0.1 _____ and _____

0.01 _____ and _____

0.001 _____ and _____

0.05 _____ and _____

2 Complete the chart below.

Number	0.1 less	0.1 greater	0.01 less	0.01 greater	Challenge	
					0.001 less	0.001 greater
1.2	1.1	1.3	1.19	1.21	1.199	1.201
8.73						
4.06						
6.9						
2.896						
6						

3 Round each number to the place shown to complete the chart below.

Number	Challenge	
	Nearest tenth (0.1) Look at the 0.01 place.	Nearest hundredth (0.01) Look at the 0.001 place.
0.1629	0.2	0.16
0.9608		
0.0274		
6.0085		

(continued on next page)

5th Grade - Day 5

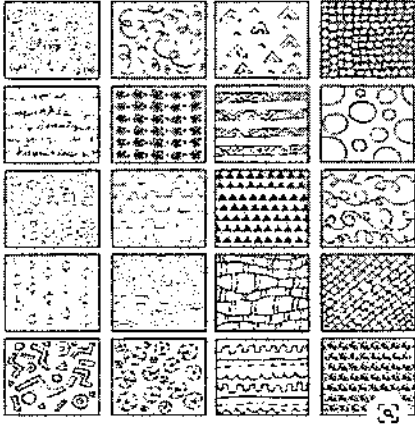


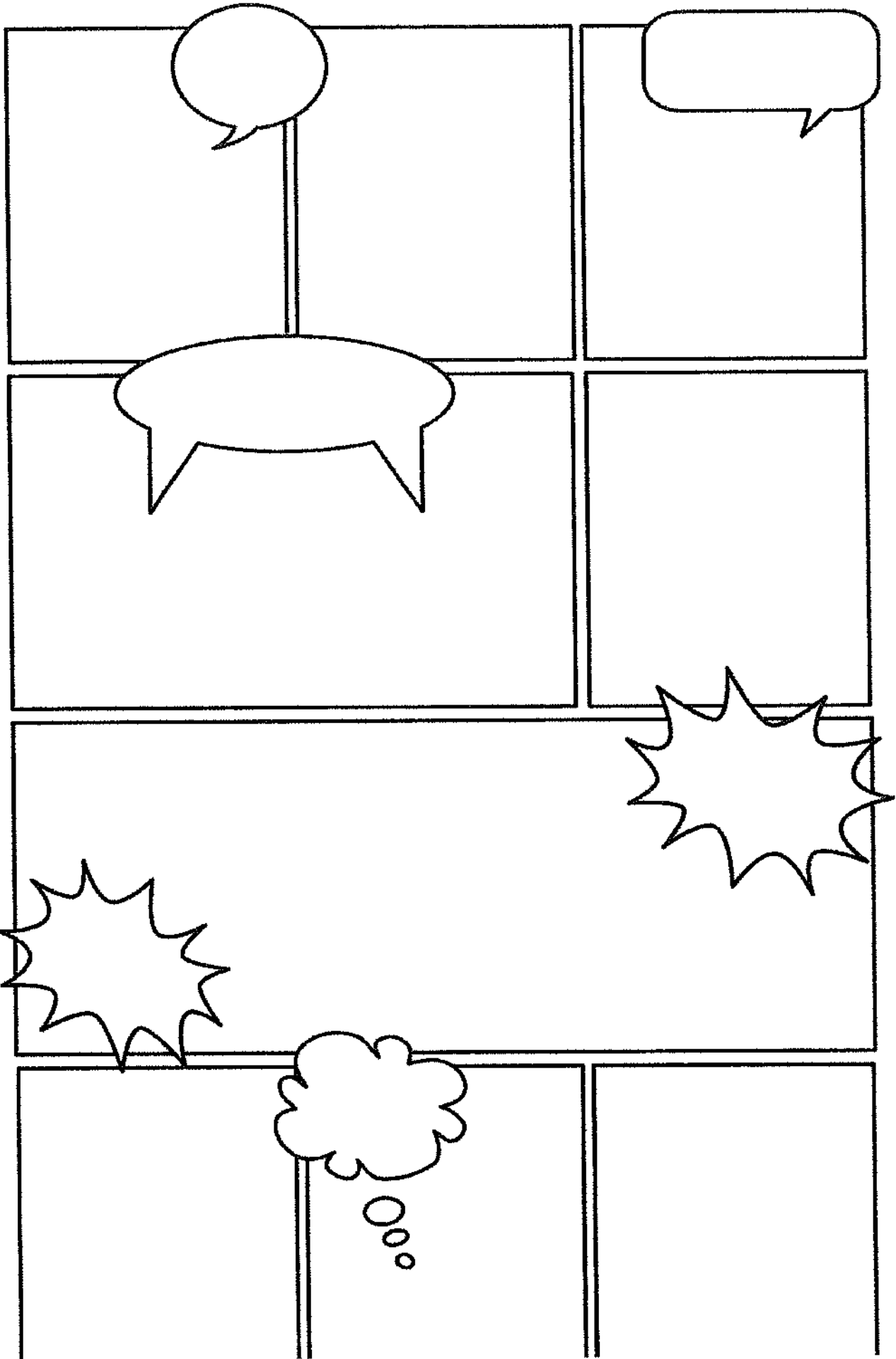
ASHEVILLE CITY SCHOOLS

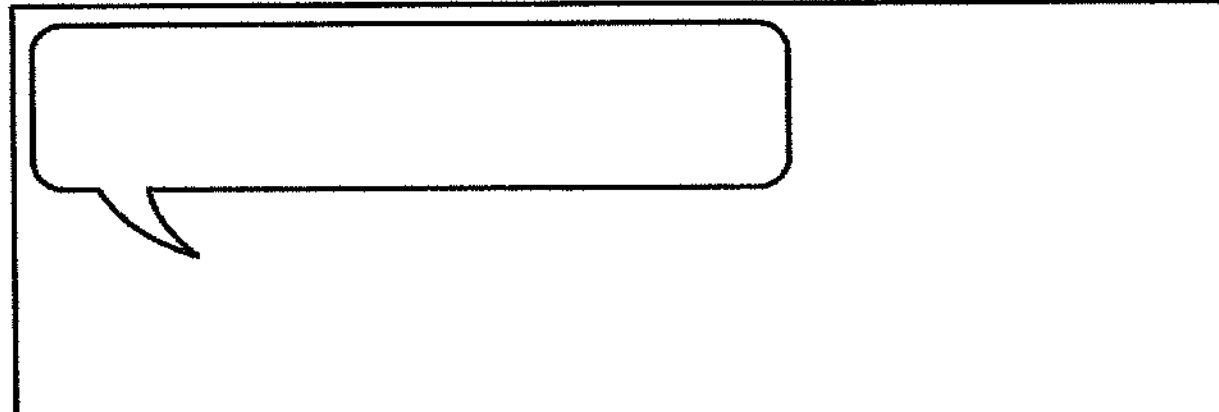
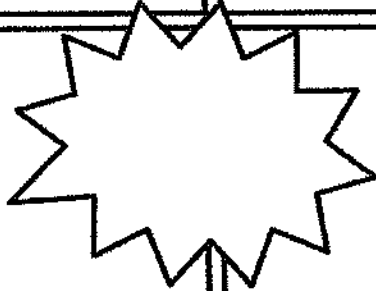
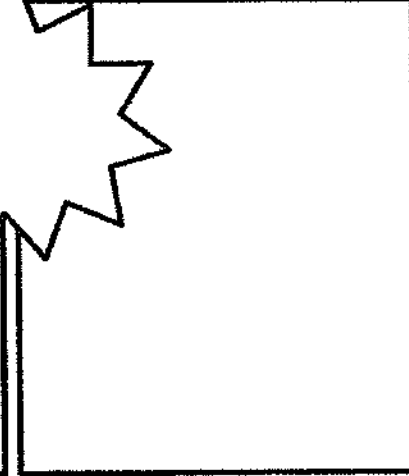
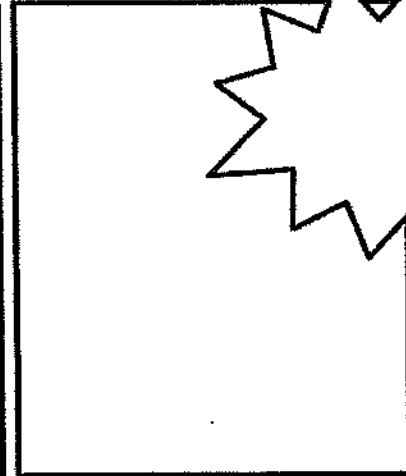
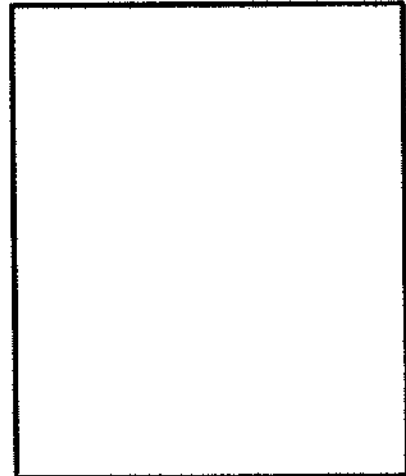
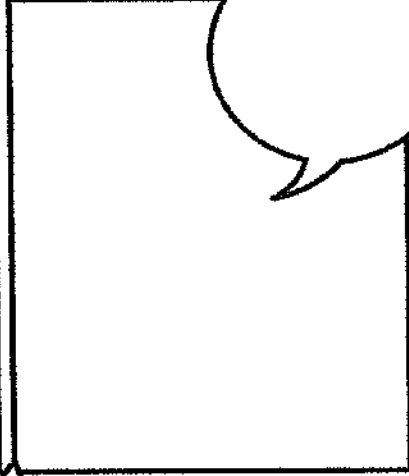
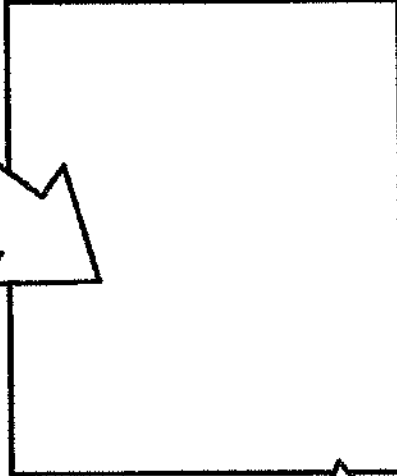
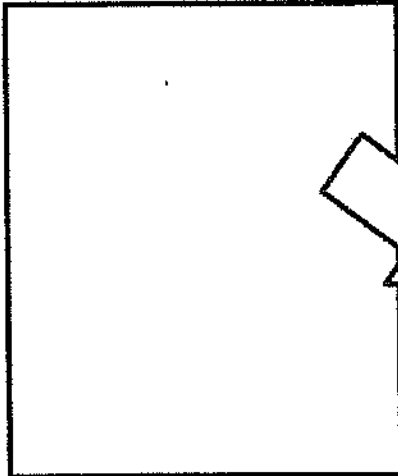
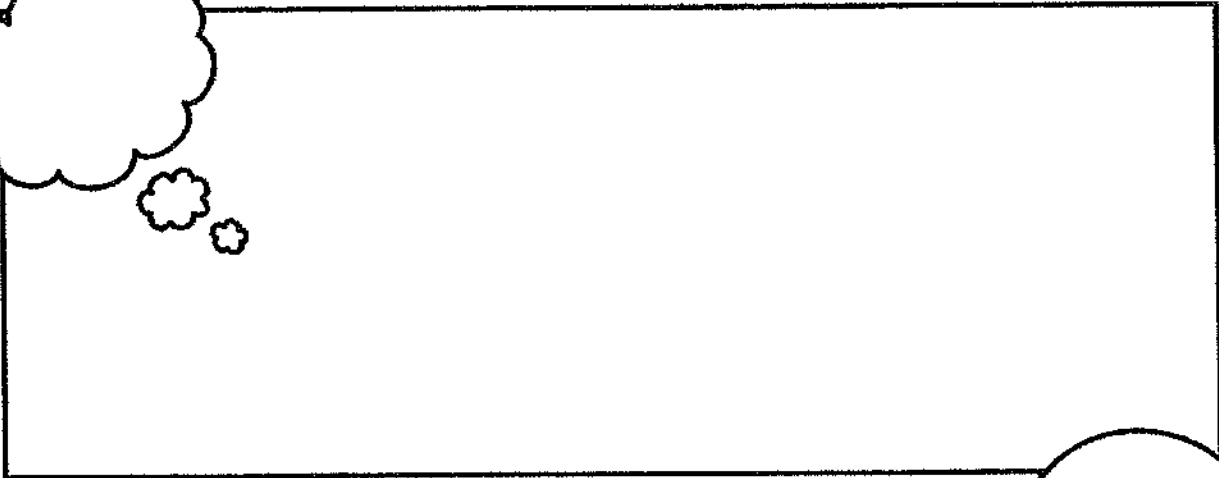
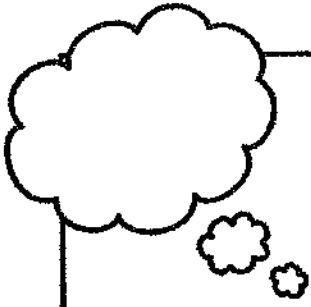
Learn. Discover. Thrive.

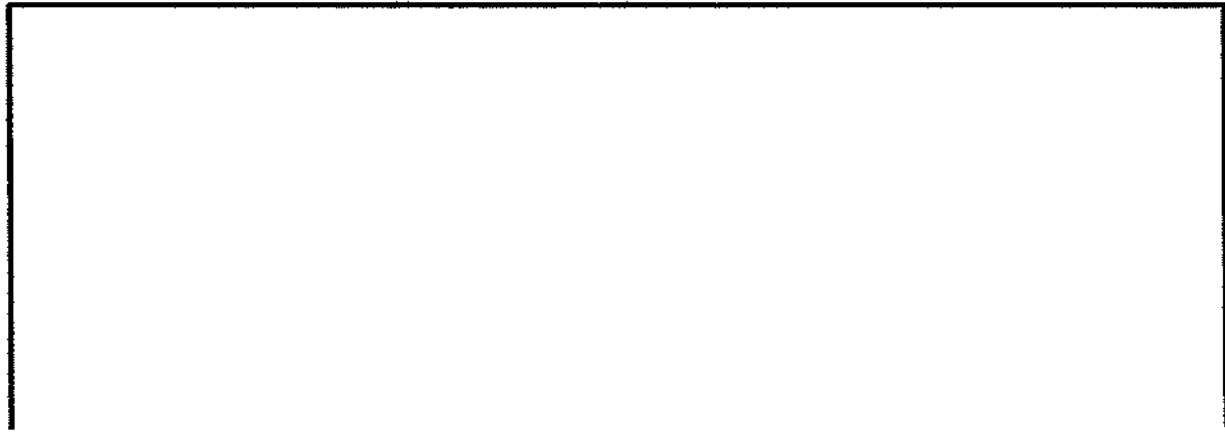
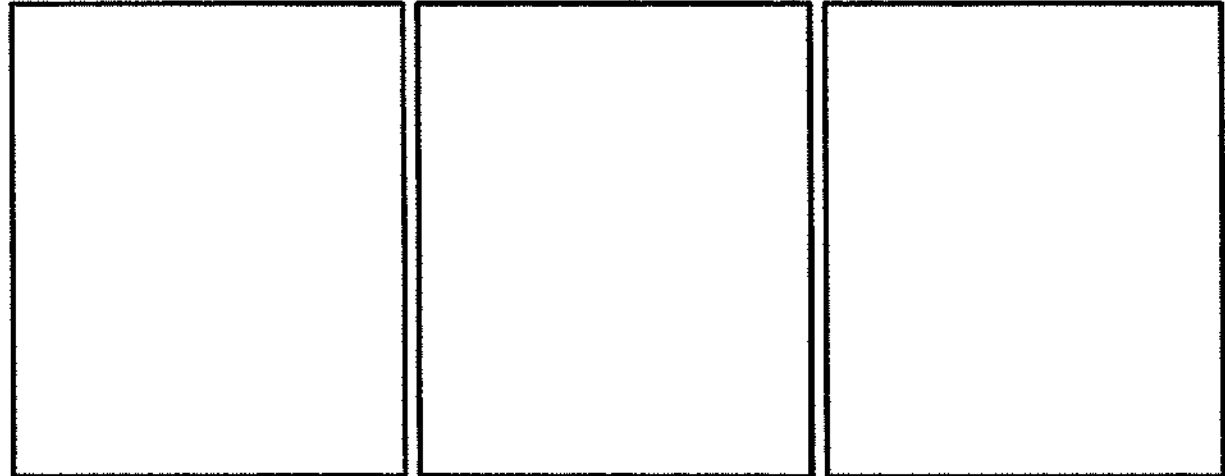
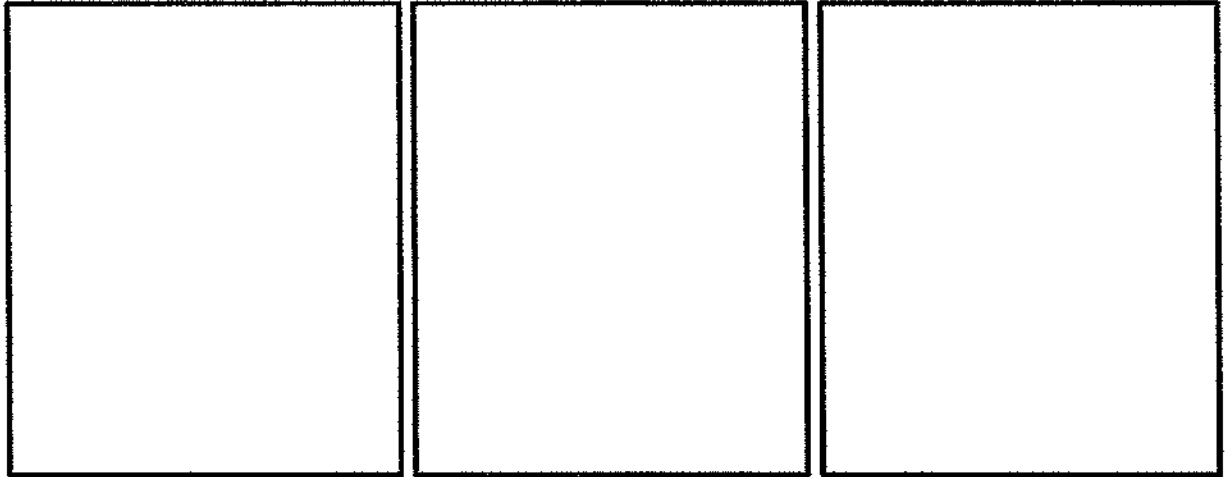
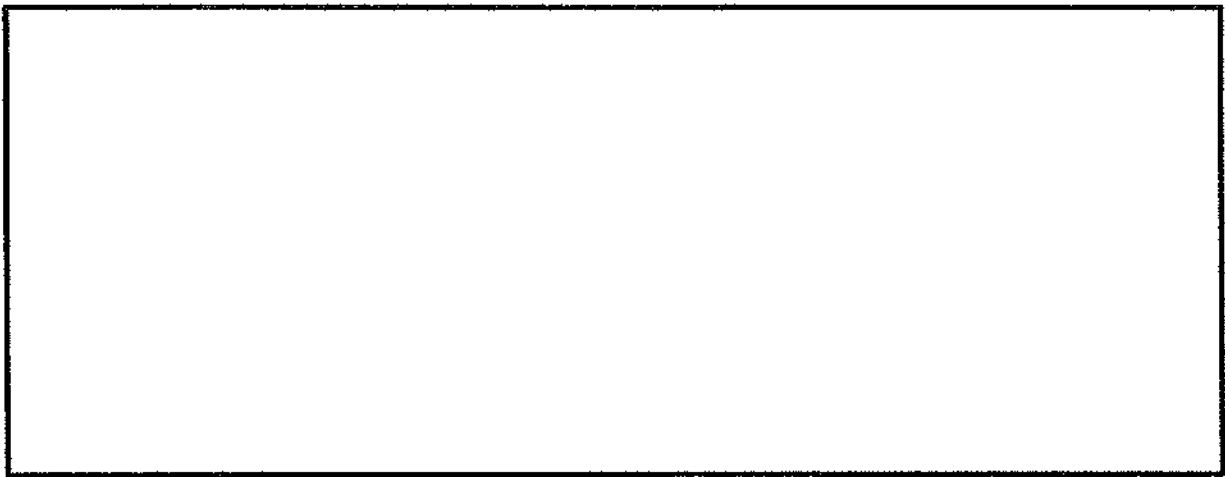
ACS Cougar Weather Packet 2021-2022

Asheville City Schools
 Fifth Grade Cougar Weather Packet
 Day 5

Reading/Writing	Science/Social Studies	Math
Use the handouts to create your own graphic novel.		Complete the handouts
Enrichment	Physical Activity	
<p><u>Zentangle Shape Designs</u> Pick one shape from around your home to trace. Fill your paper with these traced shapes. Add a different line pattern in each shape. How many designs can you draw? Color your line patterns. Below are pattern examples.</p> 	<p>Play outside for 30 minutes. Notice the sounds you hear while you're outside.</p>	



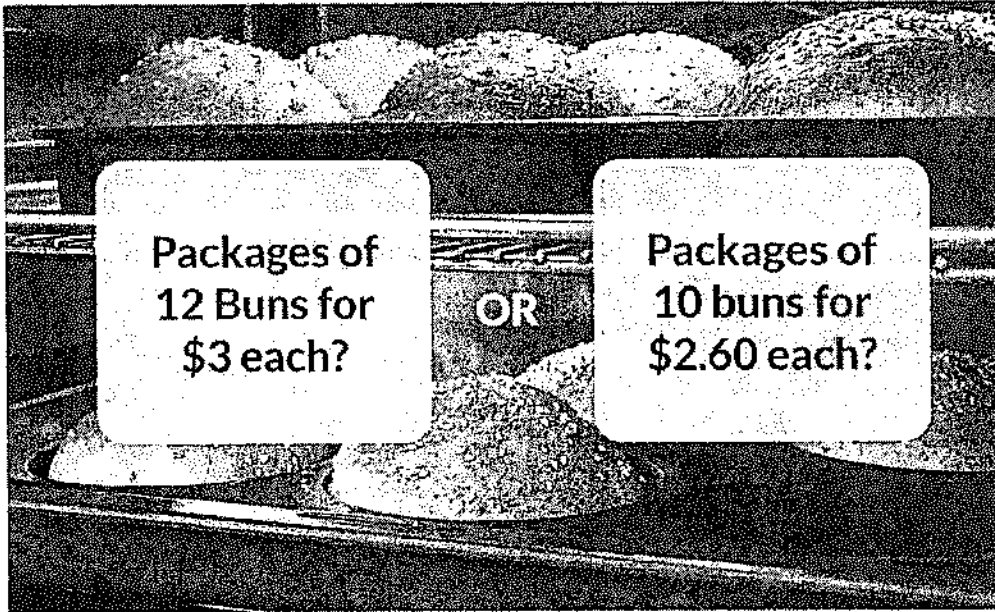




Would You Rather? The Cookout

You need 500 hamburger buns for a cookout.

Would you rather buy ...



Use pictures, models, words, numbers or symbols to justify your choice.

I would rather buy ... because ...

Challenge

Think of one thing you could change about one or both scenarios so that your decision would be different.

Follow-up

Create your own problem like this one. Share it with someone else and ask them to explain their choice.

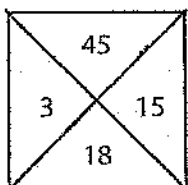
[We'd love to see your thinking! [Share your work with The Math Learning Center.](#)]

[Sample Responses & Solutions](#)



Number Review page 1 of 2

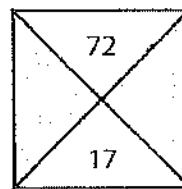
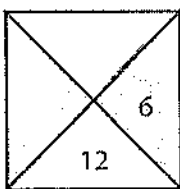
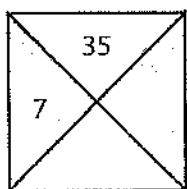
Here is a completed box challenge puzzle. If you look at it closely, you'll see that the number at the top is the product of the two numbers on the left and right, and the number at the bottom is the sum of the two numbers on the left and right.



$$3 \times 15 = 45$$

$$3 + 15 = 18$$

- 1 Fill in the blanks to complete each of the box challenge puzzles below. Remember that the number at the top is the *product* of the two numbers on the sides, and the number at the bottom is the *sum* of the two numbers on the sides.



- 2 Evaluate each expression.

a $(14 \times 3) \times 10$

b $4 \times (9 \times 20)$

c $(600 \div 20) \times 5$

d $99 \times (99 + 1)$

- 3 Julia said that she solved the problem $360 \div 12$ by dividing 36 by 12 and then multiplying her answer by 10. Write an expression to show her thinking.
- 4 Lucas said he solved $360 \div 12$ by multiplying 12 by 3 and then multiplying the product by 10. Write an expression to show his thinking.
- 5 Who got the correct quotient (answer), Julia or Lucas?
- 6 Billy said that he thinks 30×176 is three times larger than 10×176 . Do you agree or disagree? Explain your thinking.

(continued on next page)

Number Review page 2 of 2

7 Write the following decimals in standard form.

a $1,000 + 6 + 0.1 + 0.003$

b Fourteen and three hundred ninety-seven thousandths

8 Write the following decimals in word form.

a $10 + 0.06 + 0.008$

b 40.545

9 Write the following decimals in expanded notation.

a Seven hundred twenty-two and sixteen-thousandths

b 938.120

10 Compare the decimals. Fill in each blank with $<$, $>$, or $=$.

a 160.30 160.03

b 7.098 7.908

c 3.071 3.701

d 90.0 0.90