Grade 5 Operations and Computation Goal: Use mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the addition and subtraction of whole numbers, decimals, and signed numbers; describe the strategies used and explain how they work.

Unit 2: Addition and subtraction of whole numbers and decimals.

Addition Using the Partial Sums Method

		233
		+ 158
Add the 100s:	200 + 100 →	300
Add the 10s:	30 + 50 →	80
Add the 1s:	3 + 8 →	+ 11
Add the partial sums:	300 + 80 + 11 →	391

Subtraction Using the Trade First Method

100s	10s	1s
3	5	2
− 1	6	4

Look at the 1s place. You cannot remove 4 ones from 2 ones.

100s	10s	1s
3	~~5~~ 4	12
− 1	6	4

So trade 1 ten for 10 ones.

Now look at the 10s place. You cannot remove 6 tens from 4 tens.

100s	10s	1s
~~3~~ 2	~~4~~ 14	12
− 1	6	4
1	8	8

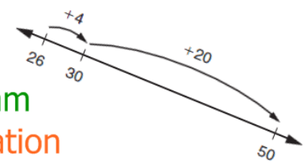
So trade 1 hundred for 10 tens.

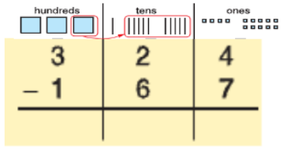
Now subtract in each column.

352 − 164 = 188

Remember to check your work in some way.

- draw base ten blocks
- use ballpark estimates
- use a different algorithm
- use the opposite operation





437 + 398 = _____

_____ = 28.5 + 89.06

56.9 + 3435.6 = _____

909 - 657 = _____

_____ = 38.2 - 33.33

439.2 - 77.7 = _____

Grade 5 Measurement Goal: Describe relationships among U.S. customary units of length; among metric units of length; and among U.S. customary units of capacity.

Unit 2: Convert between U.S. customary units of length.

Look at this chart.

Student	Height of Plant
Suzy	½ yard
Meg	15 inches
Rita	1 foot, 4 inches

Which list shows the students in order from the student with the shortest plant to the student with the tallest plant?

A. Rita, Suzy, Meg
B. Suzy, Meg, Rita
C. Rita, Meg, Suzy
D. Meg, Rita, Suzy

Mike's grandfather likes to tell the story of how he would walk 36,000 inches to school barefoot in 3 feet of snow. Mike rolled his eyes and said, "Grandpa, that is only _____ feet or _____ yards. That is not really that far, and I am sure your mom bought you boots."

Mrs. Z wanted to go on a biking trip around New Hampshire. She was looking at a map of NH and noticed the scale said 1 inch = 50 miles. She planned out a bike route that was 6 inches long. How many miles will she ride on her trip? _____
She plans to ride about 25 miles a day. How many days will it take for her to go on her trip? _____

Grade 5 Numbers and Numeration Goal: Read and write whole numbers and decimals; identify places in such numbers and the values of the digits in those places; use expanded notation to represent whole numbers and decimals.

Unit 2 : Identify place value of digits.

Write an 8-digit numeral with
4 in the hundred thousands place,
6 in the tenths place,
0 in the hundredths place,
1 in the hundreds place,
9 in the ten-thousands place,
7 in the ones place
and 3 in the other places.

___ ___ ___, ___ ___ ___ . ___ ___

What number is 12 tens more than 30,605?

A. 30,617
B. 30,725
C. 31,805
D. 42,605

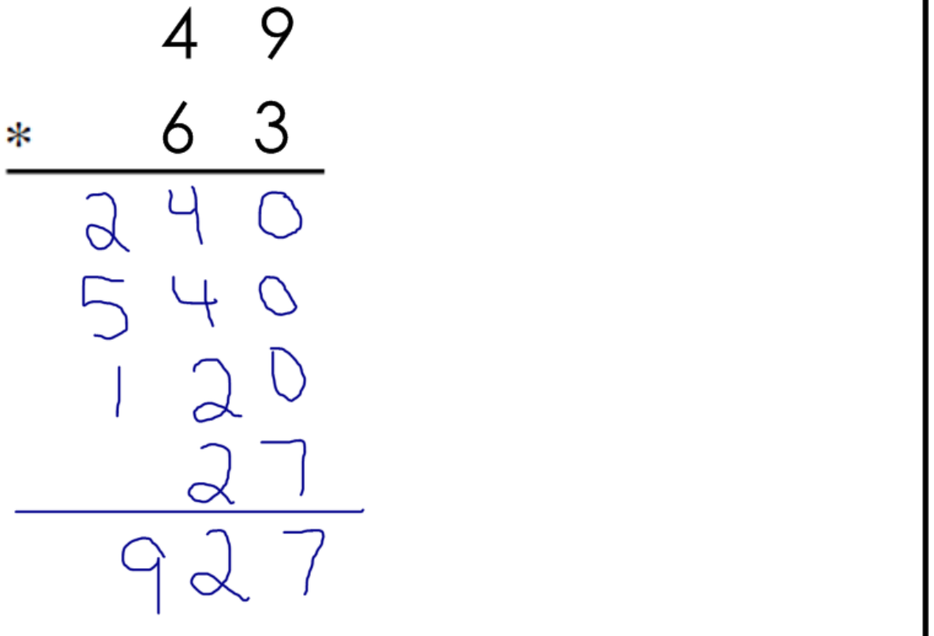
Which digit of this number will change when ten thousand is added to 24,150?

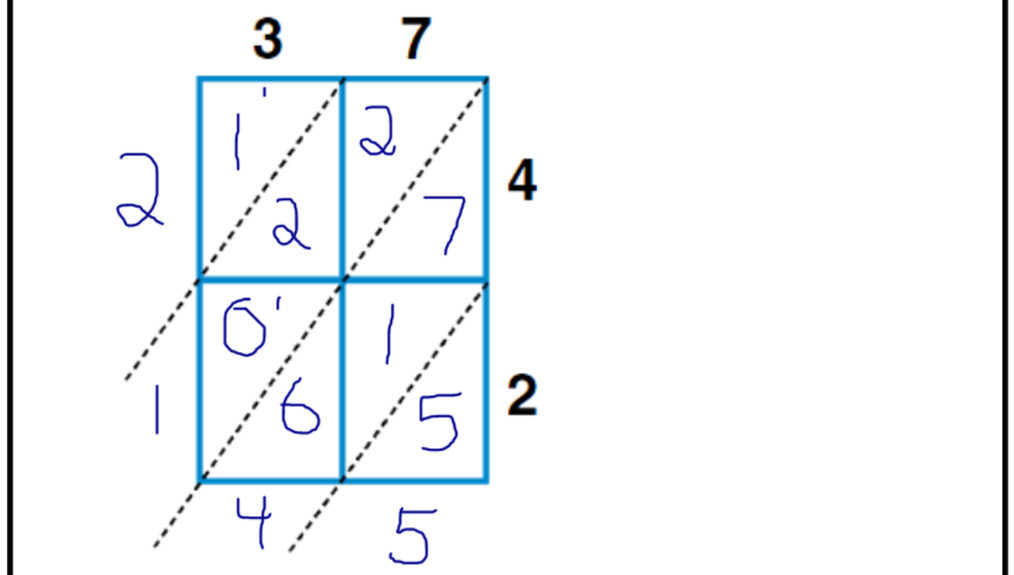
A. 2
B. 4
C. 1
D. 5

Grade 5 Operations and Computation Goal: Use mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the multiplication of whole numbers and decimals and the division of multidigit whole numbers and decimals by whole numbers; express remainders as whole numbers or fractions as appropriate; describe the strategies used and explain how they work.

Unit 2: Identify multiplication errors.

Identify the errors in the each of following problem and correct them.





Grade 5 Operations and Computation Goal: Make reasonable estimates for whole number and decimal addition, subtraction, multiplication, and division problems and fraction and mixed number addition and subtraction problems; explain how the estimates were obtained.

Unit 2: Explain usefulness of making an estimate.

Explain why making a magnitude estimate of the answer before solving the problem is helpful.

Which is the **closest estimate** of 11 × 287? Explain your estimation strategy.

a. 2,000

b. 2,200

c. 3,000

d. 3,600

Grade 5 Operations and Computation Goal: Use mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the multiplication of whole numbers and decimals and the division of multidigit whole numbers and decimals by whole numbers; express remainders as whole numbers or fractions as appropriate; describe the strategies used and explain how they work.

Unit 2: Make magnitude estimates.

25 * 37

10s	100s	1,000s	10,000s

How I estimated

Solve. Show your work below.

5.6 * 409

10s	100s	1,000s	10,000s

How I estimated

Solve. Show your work below.

Grade 5 Data and Chance Goal: Describe events using certain, very likely, likely, unlikely, very unlikely, impossible and other basic probability terms; use more likely, equally likely, same chance, 50-50, less likely, and other basic probability terms to compare events; explain the choice of language.

Unit 2: Describe given numerical probabilities using words or phrases.

Write a phrase that describes the chance the event will happen.

It will get dark tonight. _____

I will grow wings. _____

It might rain._____

The Patriots will win their next game.

_____

Each of the letters of the word RIVERBED is written on a separate card and placed in a bag. If one letter is chosen at random, which statement is true?

A. The probability of choosing an R is greater than choosing an E.

B. The probability of choosing an E is greater than choosing an R.

C. The probability of choosing an R or an E is the same.

D. There is not enough information given.