



Name: _____

COUNT, CALCULATE AND COMPARE***5TH GRADE REVIEW ***

Week of October 15, 2018

Monday's Mastery of PLACE VALUEStandard **4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Solve the addition and subtraction problems using the standard algorithm.

a. $38,193 + 6,376 + 241,457$ b. $800,500 - 79,989$ c. $879,009 - 788,492$

Parent Initials: _____

TuesdayStandard **4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Represent the following expressions with disks, regrouping as necessary, writing a matching expression, and recording the partial products vertically as shown below (The first problem is done for you).

1×43

tens	ones
• • • •	• • •

$$\begin{array}{r} 4 & 3 \\ \times & 1 \\ \hline 3 & \rightarrow 1 \times 3 \text{ ones} \\ + & 4 & 0 \quad \rightarrow 1 \times 4 \text{ tens} \\ \hline 4 & 3 \end{array}$$

7×31

hundreds	tens	ones

Parent Initials: _____



Name: _____

Wednesday

Standard **4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Represent the following expressions with disks, regrouping as necessary. Record the partial products vertically under the place value chart.

5×42

hundreds	tens	ones

6×41

hundreds	tens	ones

Parent Initials: _____

Thursday *College Bound Challenge*

Standard **4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Jasmine says she found a shortcut for doing multiplication problems. When she multiplies 3×24 , she says, "3 \times 4 is 12 ones, or 1 ten and 2 ones. Then, there's just 2 tens left in 24, so add it up, and you get 3 tens and 2 ones." Do you think Jasmine's shortcut works? Explain your thinking in words, and justify your response using a model or partial products.

Parent Signature: _____