Name _____ Period _____

# Unit 5 Base 10 Week of 2/24/20

Learning Targets from 6th Grade Common Core State Standards:

Lesson 1 Using Decimals in a Shopping Context

- ☐ I can use decimals to make estimates and calculations about money.

Lesson 2 Using Diagrams to Represent Addition and Subtraction

- ☐ I can use diagrams and vertical calculations to represent and reason about addition and subtraction of decimals.

Lesson 3 Adding and Subtracting Decimals with Few Non-Zero Digits

- ☐ I know how to solve subtraction problems with decimals that require "unbundling" or "decomposing."
- ☐ I can tell whether writing or removing a zero in a decimal will change its value.

This Week's Vocabulary Words:

| | | | |
|---|---|---|---|
| sum | decimal | bundle | regroup |
| difference | place value | unbundle | decompose |

Homework is due the following day.

| Day | Class work—All in Spiral using iPad | Homework | Complete | Correct |
|---|---|---|---|---|
| Monday | Start Unit 5 Operations with Decimals--Lesson 1, Work with Numbers Spread Sheets PDF p. 2 | U5 L1 HW Problems 4, 5, 7 # 6 is the Challenge | /4 | /8 |
| Tuesday | Lesson 1 Part 2--Planning a Menu | U5 L1 HW Problems 1, 2, 3 | /4 | /5 |
| Wednesday | Lesson 2 Part 1--modeling addition of decimals PDF p. 5 | U5 L2 HW Problems 1 & 2 | /4 | /6 |
| Thursday | Lesson 2 Part 2--modeling subtraction of decimals | U5 L2 HW Problems 3 & 4 | /4 | /6 |
| Friday | Lesson 3 Adding and subtracting decimals with few non-zero digits PDF p. 13 | None | | |
| | | Total | /16 | |
| | | Quality | /4 | |
| | | Total | /20 | |

Homework Quality—Remember, if you don't know how to complete a problem you should read it again and write down the information you have, draw a picture, or write a question you have, please do not leave blank or write "?" or idk. You can also come in and get help before school☺!

- ☐ Work is ***thorough*** with ***detailed*** explanations (2 pts)
- ☐ Homework is corrected (with additions needed) in a different color pen/pencil (2 pts)

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T6

# Unit 5, Lesson 1
# Practice Problems

T

1. Mai had $14.50. She spent $4.35 at the snack bar and $5.25 at the arcade. What is the exact amount of money Mai has left?

   A. $9.60

   B. $10.60

   C. $4.90

   D. $5.90

T

2. A large cheese pizza costs $7.50. Diego has $40 to spend on pizzas. How many large cheese pizzas can he afford? Explain or show your reasoning.

3

3. Tickets to a show cost $5.50 for adults and $4.25 for students. A family is purchasing 2 adult tickets and 3 student tickets.

   a. Estimate the total cost.

   b. What is the exact cost?

   c. If the family pays $25, what is the exact amount of change they should receive?

3

4. Chicken costs $3.20 per pound, and beef costs $4.59 per pound. Answer each question and show your reasoning.

   a. What is the exact cost of 3 pounds of chicken?

   b. What is the exact cost of 3 pound of beef?

   c. How much more does 3 pounds of beef cost than 3 pounds of chicken?

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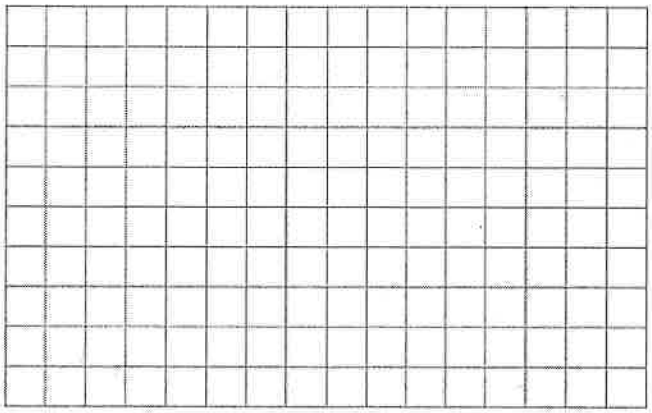
5. a. How many $\frac{1}{5}$-liter glasses can Lin fill with a $1\frac{1}{2}$-liter bottle of water?

2 b. How many $1\frac{1}{2}$-liter bottles of water does it take to fill a 16-liter jug?

6. Use the grid to complete this problem.

1 3



Let the side length of each small square on the grid represent $\frac{1}{2}$ unit. Draw two different triangles, each with base $5\frac{1}{2}$ units and area $19\frac{1}{4}$ $\text{units}^2$. Why does each of your triangles have area $19\frac{1}{4}$ $\text{units}^2$? Explain or show your reasoning.

3 7. Find each quotient.

a. $\frac{5}{6} \div \frac{1}{6}$ b. $1\frac{1}{6} \div \frac{1}{12}$ c. $\frac{10}{6} \div \frac{1}{24}$

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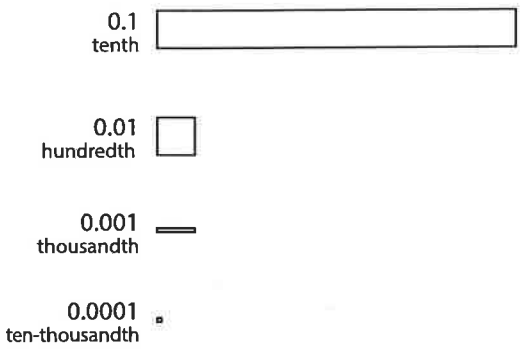
# Unit 5, Lesson 2
# Practice Problems

1. Use the given key to answer the questions.



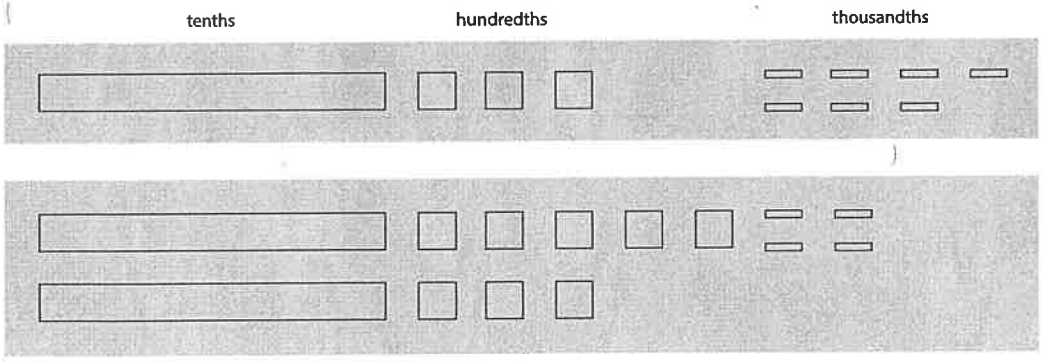

a. What number does this diagram represent?

3

b. Draw a diagram that represents 0.216.

c. Draw a diagram that represents 0.304.

2. Here are diagrams that represent 0.137 and 0.284.




a. Use the diagram to find the value of $0.137 + 0.284$. Explain your reasoning.

3

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b. Calculate the sum vertically.

$$\begin{array}{r} 0.137 \\ +\ 0.284 \\ \hline \square.\square\square\square \end{array}$$

c. How was your reasoning in the first two questions different? How was it similar or the same?

3. For the first two problems, circle the vertical calculation where digits of the same kind are lined up. Then, finish the calculation and find the sum. For the last two problems, find the sum using vertical calculation.

4

a. $3.25 + 1$

$$\begin{array}{r} 3.25 \\ +\ 1.0 \\ \hline \end{array} \qquad \begin{array}{r} 3.25 \\ +\ 1.0 \\ \hline \end{array} \qquad \begin{array}{r} 3.25 \\ +\ 1 \\ \hline \end{array}$$

b. $0.5 + 1.15$

$$\begin{array}{r} 0.5 \\ +1.15 \\ \hline \end{array} \qquad \begin{array}{r} 0.5 \\ +1.15 \\ \hline \end{array} \qquad \begin{array}{r} 0.50 \\ +1.150 \\ \hline \end{array}$$

c. $10.6 + 1.7$

d. $123 + 0.2$

2

4. Andre has been practicing his math facts. He can now complete 135 multiplication facts in 90 seconds.

a. If Andre is answering questions at a constant rate, how many facts can he answer per second?

b. Noah also works at a constant rate, and he can complete 75 facts in 1 minute. Who is working faster? Explain or show your reasoning.