Name _____

Reteaching 51

Lesson 51

- **Adding Numbers with More Than Three Digits**
- **Checking One-Digit Division**

Adding Numbers with More Than Three Digits

- When writing whole numbers in columns, carefully line-up digits starting with the ones digit in each number.

Example: 467 + 589 + 1060 + 23

$$\begin{array}{r} 467 \\ 589 \\ 1060 \\ +\ \ 23 \\ \hline \end{array}$$

Checking One-Digit Division

- We can check a division answer by multiplying the numbers outside the division box.

Example: $3\overline{)15}$ $\quad 5$ Check: $5 \times 3 = 15$

Practice:

Add.

1. $\begin{array}{r} 1234 \\ +\ \ 607 \\ \hline \end{array}$

2. $\begin{array}{r} 47{,}019 \\ +\ 21{,}598 \\ \hline \end{array}$

3. $\begin{array}{r} 405{,}679 \\ +\ 319{,}477 \\ \hline \end{array}$

Divide. Check each answer by multiplying.

4. $3\overline{)24}$ $\quad \square$

$$\begin{array}{r} \square \\ \times\ \ 3 \\ \hline \end{array}$$

5. $7\overline{)49}$ $\quad \square$

$$\begin{array}{r} \square \\ \times\ \ 7 \\ \hline \end{array}$$

6. $6\overline{)54}$ $\quad \square$

$$\begin{array}{r} \square \\ \times\ \ 6 \\ \hline \end{array}$$

7. $9\overline{)27}$ $\quad \square$

$$\begin{array}{r} \square \\ \times\ \ 9 \\ \hline \end{array}$$

Name _____

Reteaching 52

Lesson 52

- **Subtracting Numbers with More Than Three Digits**
- **Word Problems About Equal Groups, Part 2**

Subtracting Numbers with More Than Three Digits

- Always start subtracting in the ones column. Then continue subtracting from right to left.

Example: 1157 − 1080

$$\begin{array}{r} 1157 \\ -\ 1080 \\ \hline 7 \end{array} \qquad \begin{array}{r} {\scriptstyle 0\ 15} \\ 11\cancel{5}\cancel{7} \\ -\ 1080 \\ \hline 77 \end{array} \qquad \begin{array}{r} {\scriptstyle 0\ 15} \\ 11\cancel{5}\cancel{7} \\ -\ 1080 \\ \hline 077 \end{array} \qquad \begin{array}{r} {\scriptstyle 0\ 15} \\ 11\cancel{5}\cancel{7} \\ -\ 1080 \\ \hline 0077 \end{array}$$

Word Problems About Equal Groups

- In word problems, the word "each" usually means an equal-groups problem.
- To find the number in each group, when given the total, we can divide by the number of groups.

number of groups) total — number in each group

Practice:

Subtract.

1. $\begin{array}{r} 1234 \\ -\ 607 \\ \hline \end{array}$

2. $\begin{array}{r} 47{,}019 \\ -\ 21{,}598 \\ \hline \end{array}$

3. $\begin{array}{r} 405{,}679 \\ -\ 319{,}477 \\ \hline \end{array}$

4. There are 48 people. There are 6 equal teams. How many people are in each team?

_____) _____ people in each team

5. Thirty-six students lined up equally on four risers for a chorus recital. How many students were on each riser?

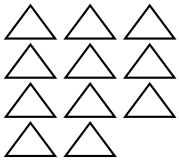
_____) _____ students on each riser

Name _____

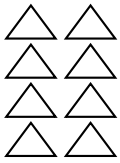
• One-Digit Division with a Remainder

- Sometimes when we try to divide a number of things into **equal groups** we have some things left over.

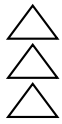
  Example: These 11 triangles cannot be divided into equal groups of four, because there are 3 triangles left over.



11 triangles



2 groups of four triangles



3 triangles left over

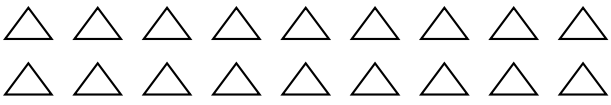
- We call the amount left over the **remainder**. Use the letter R to identify the remainder in an answer.

$$\begin{array}{r} 2\ \text{R3} \\ 4\overline{)11} \\ -\ 8 \\ \hline 3 \end{array}$$

- Any remainder in a division problem must be smaller than the **divisor**.

Practice:

1. Circle groups of triangles below to show 18 ÷ 4. Write the answer shown by your sketch.



_____ R ____

Divide. Write each answer with a remainder.

2. $2\overline{)15}$ R

3. $5\overline{)13}$ R

4. $4\overline{)21}$ R

5. 17 ÷ 2 → $\overline{)17}$ R

6. 27 ÷ 6 → $\overline{)27}$ R

7. 20 ÷ 3 → $\overline{)20}$ R

Name _____

Reteaching 54

Lesson 54

- **The Calendar**
- **Rounding Numbers to the Nearest Thousand**

The Calendar

- A **common year** has 365 days.
- A **leap year** has 366 days. The extra day is added to February. A leap year happens every 4 years.
- This will help you remember how many days are in each month:

  Thirty days have September, April, June, and November.
  The other months have 31 days, except February,
  which has 28, or 29 if it is leap year.
- A **decade** is ten years. A **century** is one hundred years.
- To find the amount of time between two years, subtract.

$$\begin{array}{r} 1996 \\ -\ 1983 \\ \hline 13 \end{array}\ \text{years}$$

Rounding Numbers to the Nearest Thousand

- To round a number to the nearest thousand:
  1. Look at the hundreds place.
  2. Ask: Is the digit in the hundreds place 5 or more? (5, 6, 7, 8, 9)
     Yes → Add 1 to the thousands place.
     No → The thousands place stays the same.
  4. Replace the numbers after the thousands place with zeros.

Example: 6259 → 6000

Practice:

Remember to write the units.

1. How often does a leap year occur? _____

2. According to this calendar, what is the date of the third Wednesday of the month?

____ ____/ ____ ____/ ____ ____ ____ ____

3. How many years were there from 1913 to 1958? _____

MAY 2014						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Round to the nearest thousand.

4. 7901 _____

5. 3399 _____

Name _____

• Prime and Composite Numbers

- Multiples are the numbers we say if we count by a number. For example, the multiples of 4 are: 4, 8, 12, 16, 20, 24, ...
- You can find multiples in a multiplication table.
- To find the **factors** of a whole number:
    1. Start with the number 1.
    2. End with the number given.
    3. Find all the numbers that divide evenly into the given number:
       Will 2 divide evenly?
       Will 3 divide evenly? (and so on)
    4. Make sure the factors are listed in order.

  Example: List the factors of 30. 1, 2, 3, 5, 6, 10, 15, 30

- Counting numbers that have exactly two different factors are **prime numbers**.
- A number with more than two factors is a **composite number**.
- The number 1 has one factor and is not prime or composite.

Practice:

1. Write all the prime numbers less than 12. _____

2. What is the eighth multiple of 3? _____

3. Is the last digit of the multiples of 4 odd or even? _____

4. List the six factors of 12. _____

5. List the factors of 16.

_____, _____, _____, _____, _____

6. Two factors of 20 are 1 and 20. Find four more factors of 20.

_____, _____, _____, _____

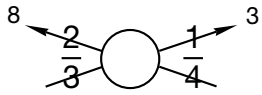
7. List the factors of 11. _____, _____

8. List the factors of 24. _____, _____, _____, _____,

_____, _____, _____

• Using Models and Pictures to Compare Fractions

- When we draw pictures to compare fractions, the pictures must have the same shape and equal size. These are called **congruent figures**.
- Another way to compare fractions:
    1. Cross multiply.
    2. Compare the products.

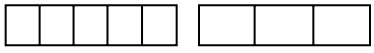


$8 > 3$, so $\frac{2}{3} > \frac{1}{4}$

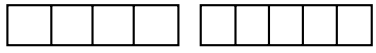
Practice:

Compare the fractions and shade the rectangles to illustrate each comparison. Use fraction manipulatives for help.

1. $\frac{3}{5} \bigcirc \frac{2}{3}$



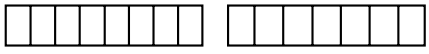
2. $\frac{1}{4} \bigcirc \frac{2}{5}$



3. $\frac{3}{5} \bigcirc \frac{1}{3}$

4. $\frac{5}{7} \bigcirc \frac{4}{5}$

5. $\frac{3}{8} \bigcirc \frac{2}{7}$



6. $\frac{4}{9} \bigcirc \frac{5}{8}$

Name _____

• Rate Word Problems

Example: If a cyclist rides 15 miles per hour, how far will he ride in 6 hours?

1. Name the two things the problem is about:
   miles
   hours
2. Fill in what you know and what you are looking for: $\frac{\text{miles}}{\text{hour}} \frac{15}{1} = \frac{?}{6}$
3. Draw a loop around the numbers that are diagonally opposite. The loop should never include the question mark.

   miles / hour $\frac{15}{1} = \frac{?}{6}$
4. Multiply the numbers inside the loop and divide by the number outside the loop if it is not 1: $6 \times 15 = 90$ miles

---

Practice:

1. Maya drove 65 miles in one hour. At that rate, how far can she drive in 7 hours?

Multiply the loop.

miles / hours $\frac{65}{1} = \frac{?}{}$

_____ miles

2. Kirby could type 42 words in 3 minutes. At that rate, how many words could he type in 30 minutes?

Multiply the loop.

words / minutes $\frac{42}{3} = \frac{?}{}$

_____ words

3. Emma is the fastest runner in her class. She can run 2 miles in 15 minutes. At that rate, how many minutes would it take her to run a 6-mile race?

Multiply the loop.

miles / minutes $\frac{2}{15} = \frac{?}{}$

_____ minutes

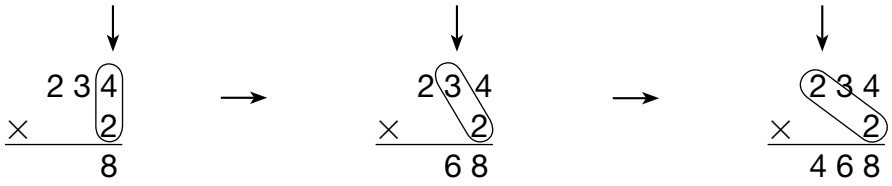
Name _____

• Multiplying Three-Digit Numbers

- We can multiply three-digit numbers the same way we multiplied two-digit numbers: one digit at a time.

Example 1:

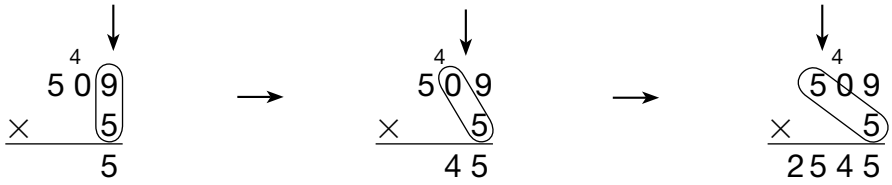
Multiply the ones digit. Multiply the tens digit. Multiply the hundreds digit.



- Try to use mental math to carry tens.

Example 2:

Multiply the ones digit. Carry the 4. Multiply the tens digit. Add the 4. Multiply the hundreds digit.



Practice:

Multiply. Remember to write the dollar sign in money problems.

1. 248 × 4

2. $618 × 5

3. $3.87 × 7

4. 501 × 6

5. $117 × 9

6. $8.34 × 3

7. $4.39 × 7

8. 723 × 8

9. 916 × 4

Name _____

• Estimating Arithmetic Answers

- To estimate an answer we often round numbers first.
- When we estimate, we find an answer that is "close to" the exact number.
- Estimating can help you see whether your exact answers make sense.

$$\begin{array}{r} 486 \\ +\ 319 \end{array} \rightarrow \begin{array}{r} 500 \\ +\ 300 \\ \hline 800 \end{array} \qquad \begin{array}{r} 64 \\ \times\ 4 \end{array} \rightarrow \begin{array}{r} 60 \\ \times\ 4 \\ \hline 240 \end{array} \qquad 53 \div 5 \rightarrow 5\overline{)50}\ 10$$

Practice:

1. Estimate Exact

$$\begin{array}{r} \\ \\ + \end{array} \qquad \begin{array}{r} 61 \\ 68 \\ +\ 47 \end{array}$$

2. Estimate Exact

$$\begin{array}{r} \\ + \end{array} \qquad \begin{array}{r} 519 \\ +\ 354 \end{array}$$

3. Estimate Exact

$$\begin{array}{r} \\ - \end{array} \qquad \begin{array}{r} 473 \\ -\ 250 \end{array}$$

4. Estimate Exact

$$\begin{array}{r} \\ - \end{array} \qquad \begin{array}{r} 72 \\ -\ 67 \end{array}$$

5. Estimate Exact

$$\begin{array}{r} \\ \times \end{array} \qquad \begin{array}{r} 39 \\ \times\ 7 \end{array}$$

6. Estimate Exact

$$\begin{array}{r} \\ \times \end{array} \qquad \begin{array}{r} 465 \\ \times\ 8 \end{array}$$

7. Estimate Exact

$$\overline{)} \qquad 4\overline{)63}$$

8. Estimate Exact

$$\overline{)} \qquad 6\overline{)55}$$

9. Carlos estimated the product of 6 and 6384 by multiplying 6 by 6000. Was Carlos' estimate more than, equal to, or less than the actual product? Why?

Carlos' estimate was _____ the actual product because

he rounded 6384 down to _____ before multiplying.

Name _____

Reteaching 60

Lesson 60

• Rate Problems with a Given Total

- Rate problems are equal-group problems. To find a missing number in an equal-groups problem (when the total is given), we can divide.

Example: Marquez can read 4 pages in 1 minute. How long will it take him to read 32 pages?

$$\text{known number} \overline{)\ \text{total}}^{\ \text{missing number}} \qquad 4 \text{ pages} \overline{)32 \text{ pages}}^{\ 8 \text{ minutes}}$$

8 minutes to read 32 pages

Practice:

1. Samantha can sign 15 thank-you cards in 1 minute. How long will it take Samantha to sign cards for the 45 people in her dance troop?

$\overline{)\quad}$ _____ minutes

2. Farley went skiing with his family. If he travels at 6 feet per second, how long will it take him to travel 48 feet?

$\overline{)\quad}$ _____ seconds

3. Destiny makes $7 an hour working at the animal shelter. If her paycheck at the end of the day is $42, how many hours did she work?

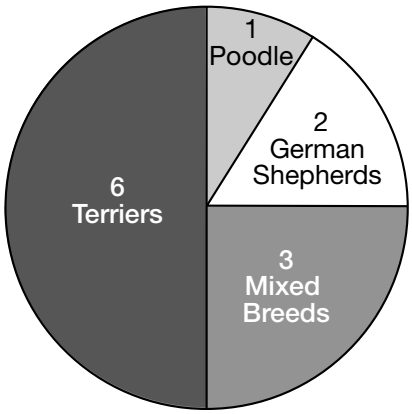
$\overline{)\quad}$ _____ hours

• Displaying Data Using Graphs

- A **survey** is an effort to gather specific information about a group, or a population.
- A **pictograph** uses pictures to display information.
- A **bar graph** displays numerical information with shaded rectangles or bars.
- A **line graph** displays numerical information as points connected by line segments. Line graphs are often used to show information that changes over time.
- **Circle graphs** or pie graphs are often used to display information about parts of a whole.
- A **legend** is often shown on a graph to describe the meaning of symbols.

Example:

Type of Dogs at the Dog Park



Practice:

Use the circle graph in the example to answer problems 1–3.

1. How many German Shepherds and Poodles are at the Dog Park? _____

2. What is the total number of dogs represented by the circle graph? _____

3. Which type of dog does the largest slice of the graph represent? _____

4. Create a bar graph to represent the same information as the circle graph.

5. Is it easier to read the results from the bar graph or the circle graph? Explain why.

_____