Lesson 13 Vocabulary: Sight words, homographs, and academic vocabulary

1. **direct** — To go straight to a place or to show exactly how something should be done.
2. **October** — The tenth month of the year.
3. **pharmacy** — A place where people get medicine from a pharmacist.
4. **scissors** — A tool with two sharp blades used for cutting paper and other things.
5. **skunk** — A small black-and-white animal that sprays a stinky smell when scared.
6. **increase** — To make something bigger in number, size, or amount.
7. **convict** — A person who has been found guilty of a crime and sent to prison.
8. **finance** — The work of managing money, like saving, spending, and paying bills.
9. **wound** — A hurt on the body, like a cut or scrape.
10. **business** — A place or activity where people make, sell, or trade goods and services.
11. **separate** — To keep things apart or to move them away from each other.
12. **approximate** — Almost correct; close to the real amount or answer.
13. **estimate** — A careful guess about the size, amount, or cost of something.
14. **associate** — A person you work with, or someone connected to you; also, to join ideas together.
15. **certificate** — A paper that proves you completed something or reached a goal.
16. **colony** — A group of people, animals, or plants that live together in one place.
17. **spherical** — Shaped like a ball or a round ball.
18. **projection** — A picture or map that shows something; also, a guess about what might happen in the future.
19. **navigation** — The way of finding a path or direction to get from one place to another.
20. **cartographer** — A person who makes maps.

Remember, write each word 3 times to practice spelling. Then write each work into your own sentence. Study the words and be ready for the test on Friday!

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Climate Zones: What are the 3 main climate zones and their associated weather conditions? Be specific.		**Climate Factors:** How does latitude, elevation, and proximity to water affect the temperature and precipitation in any climate zone? Be specific.	
Tropical		Latitude	
Temperate		Elevation	
Polar		Proximity to Water	

Environments: What are the associated weather conditions associated with the 6 different Environments? Be specific.

Desert	Rainforest	Wetland/Swamp
Grassland	Mountain	Tundra



Geography Standard: Knows the physical processes that shape patterns on Earth's surface

Benchmark: Knows the major processes that shape patterns in the physical environment

Brrr! The Ice Ages

No one knows for sure what triggers an ice age. Most scientists believe that between every 10,000 to 20,000 years the Earth wobbles a little bit. This causes a slight change in its orbit around the sun. As a result, the area around the North Pole gets less sunlight. Then the ice sheets that cover the Arctic Circle start to spread south.

During an ice age, huge ice sheets called glaciers cover a lot of the Earth's land. The frozen water trapped in glaciers comes from the oceans. This makes the sea level drop all over the world. As the water level falls, land that used to be underwater gets revealed. Since water absorbs the sun's heat better than land, the reduction of ocean water substantially cools the Earth's atmosphere. This means that instead of a scorching 98°F (37°C) day, a really hot summer day would be just 71°F (22°C). Only near the equator do temperatures stay relatively normal during an ice age.

Glaciers **alter** the Earth's surface. The slow-moving ice sheets keep water from draining away, forming lakes. Rivers change their courses to flow along the edges of the ice. Rain or snow falls on the glaciers. That water freezes and adds to its weight. The heavy weight can push the Earth's crust down by as much as 1,000 feet (305 m). In fact, the continent of Antarctica is almost completely underwater because of the weight of its two-mile-thick glaciers!

The freezing and thawing of glaciers causes erosion of the rocks under and near the ice sheets. These loose rock pieces get dragged along, scratching deep grooves into the land. This can turn V-shaped mountain valleys into wider, deeper U-shaped valleys. As glacier ice melts, it drops pieces of rock and soil, forming a series of hills or ridges. During the time between ice ages, the ice sheets mostly disappear. Although we live in one of those times, huge, thick sheets of ice still cover much of Greenland and almost all of Antarctica.

The Earth has had several ice ages, and each one lasted for thousands of years. The last ice age ended about 11,500 years ago. Many scientists agree that a new ice age could begin at any time.

Brrr! The Ice Ages *(cont.)*

Comprehension Questions

1. **Glaciers often change**
   - (a) the length of an ice age.
   - (b) the Earth's orbit around the sun.
   - (c) the temperature at the North Pole.
   - (d) the course of rivers.
2. **During an ice age, what happens second?**
   - (a) Glaciers extend further south than usual.
   - (b) The North Pole gets less sunlight.
   - (c) The level of the Earth's oceans falls.
   - (d) The Earth's orbit changes slightly.
3. **A glacier moving across land is most like**
   - (a) a whittling knife carving a chunk of wood.
   - (b) a ship moving through big waves.
   - (c) a chain saw cutting down a tree.
   - (d) the damage caused by a tornado.
4. ***Alter* means**
   - (a) damage.
   - (b) cool.
   - (c) change.
   - (d) create.
5. **What effect would global warming most likely have on glaciers?**
   - (a) Glaciers might float to cooler places.
   - (b) More glaciers would form.
   - (c) Glaciers would start to form in Africa.
   - (d) Glaciers might melt.
6. **Picture a V-shaped mountain valley. Do you think a glacier formed it?**
   - (a) No, because the valley would be more U-shaped if it'd been formed by a glacier.
   - (b) No, because glaciers never affect valleys.
   - (c) Yes, glaciers have made all the valleys on Earth.
   - (d) Yes, glaciers often left this type of valley as they retreated.
7. **Do you think it would be difficult for the people in this country to survive an ice age? Explain.**

_____

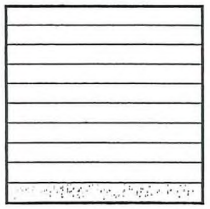
_____

_____

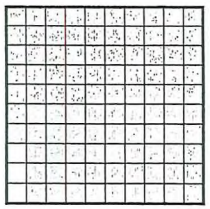
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Determining Decimal Value (Visual) Name:

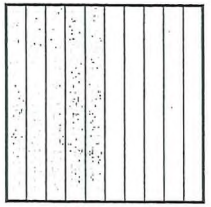
Determine which letter best represents the amount shaded of the whole.

1) 

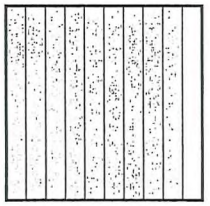
A. 0.1
B. 10
C. 100
D. 0.01

2) 

A. 97
B. 0.97
C. 0.097
D. 970

3) 

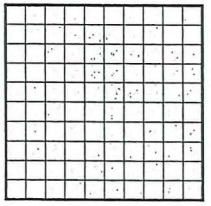
A. 5
B. 0.05
C. 50
D. 0.5

4) 

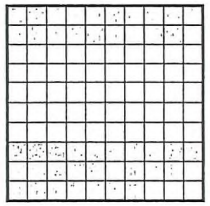
A. 900
B. 9
C. 90
D. 0.9

5) 

A. 0.08
B. 80
C. 800
D. 0.8

6) 

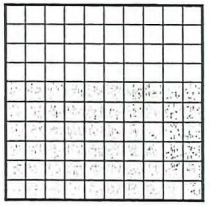
A. 9.1
B. 0.91
C. 910
D. 0.091

7) 

A. 500
B. 50
C. 0.05
D. 0.5

8) 

A. 200
B. 2
C. 0.2
D. 20

9) 

A. 0.6
B. 600
C. 0.06
D. 6

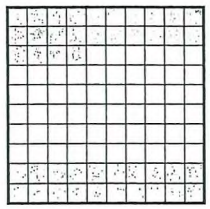
Answers

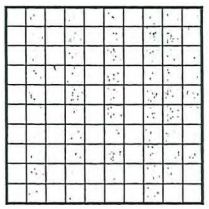
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

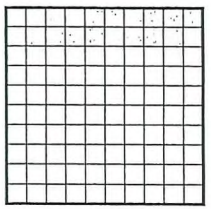
1-9	89	78	67	56	44	33	22	11	0

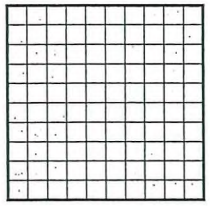
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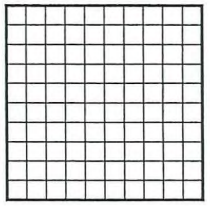
Determine the amount shaded of the whole. Write your answer as a decimal.

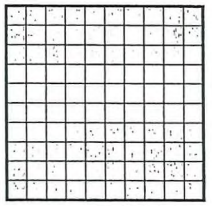
1) 

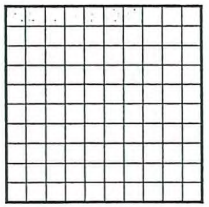
2) 

3) 

4) 

5) 

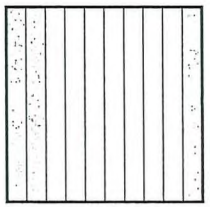
6) 

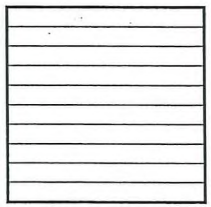
7) 

8) 

9) 

10) 

11) 

12) 

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1-10	92	83	75	67	58	50	42	33	25	1
11-12	8	0								

3.1

Multiplying by Positive Powers of Ten (A)

Name: _____ Date: _____

Multiply each number by positive powers of ten.

$8 \times 1 =$	$9 \times 1 =$
$8 \times 10 =$	$9 \times 10 =$
$8 \times 100 =$	$9 \times 100 =$
$8 \times 1000 =$	$9 \times 1000 =$
$8 \times 10{,}000 =$	$9 \times 10{,}000 =$
$5 \times 1 =$	$1 \times 1 =$
$5 \times 10 =$	$1 \times 10 =$
$5 \times 100 =$	$1 \times 100 =$
$5 \times 1000 =$	$1 \times 1000 =$
$5 \times 10{,}000 =$	$1 \times 10{,}000 =$
$3 \times 1 =$	$6 \times 1 =$
$3 \times 10 =$	$6 \times 10 =$
$3 \times 100 =$	$6 \times 100 =$
$3 \times 1000 =$	$6 \times 1000 =$
$3 \times 10{,}000 =$	$6 \times 10{,}000 =$
$7 \times 1 =$	$2 \times 1 =$
$7 \times 10 =$	$2 \times 10 =$
$7 \times 100 =$	$2 \times 100 =$
$7 \times 1000 =$	$2 \times 1000 =$
$7 \times 10{,}000 =$	$2 \times 10{,}000 =$
$4 \times 1 =$	$10 \times 1 =$
$4 \times 10 =$	$10 \times 10 =$
$4 \times 100 =$	$10 \times 100 =$
$4 \times 1000 =$	$10 \times 1000 =$
$4 \times 10{,}000 =$	$10 \times 10{,}000 =$

Multiply and Divide by 10 (A)

Find each product or quotient.

$4.314 \times 10 =$	$8.768 \div 10 =$
$8.45 \times 10 =$	$6.0139 \times 10 =$
$9.528 \times 10 =$	$4.06 \div 10 =$
$7.6364 \times 10 =$	$1.952 \div 10 =$
$9.88 \div 10 =$	$7.0081 \times 10 =$
$4.2 \div 10 =$	$9.788 \times 10 =$
$6.5464 \div 10 =$	$6.13 \times 10 =$
$7.6 \times 10 =$	$7.3225 \div 10 =$
$9.4 \times 10 =$	$8.4 \div 10 =$
$5.75 \times 10 =$	$2.6061 \div 10 =$

3:1

Name _____ Date _____

Summary: Ancient Americans

People Arrive in the Americas

During the Ice Age much of the world's water was frozen in glaciers. The ocean floor between Alaska and Asia was a grassy land bridge. Many scientists think people followed migrating animal herds across it. Migration stopped about 10,000 years ago when the glaciers melted and the seas rose. People who had crossed from Asia, called Paleo-Indians, spread out over North and South America. They are the ancestors of modern American Indians.

Civilizations Develop

Early Paleo-Indians hunted big animals. About 11,000 years ago the big animals began to die out. People learned new ways to get food. They hunted smaller animals, fished, and gathered wild plants.

About 9,000 years ago some Paleo-Indians began to use agriculture. Scientists think people in present-day Mexico grew the first crops of corn, beans, and squash. People's lives changed as they stopped migrating to grow crops. More people survived because of the supply of food.

Paleo-Indians farmed and built villages and cities. The Adena, Hopewell, and Mississippians were Mound Builders. They built giant earth mounds and large villages in North America. Their civilization lasted for about 2,500 years.

The Ancient Pueblo civilization lived in the Southwest region for about 800 years. The Ancient Pueblo built big buildings made of stone with many rooms. The Ancient Pueblo also built underground rooms, called kivas, used for religious ceremonies. Around 1300, the Ancient Pueblo left their villages. No one knows why they left.

The Aztec civilization controlled Central Mexico around 1300 and was strong for 200 years. American Indian groups developed civilizations in almost every region of North America.

Before You Read

Find and underline each vocabulary word.

glacier *noun,* a huge, thick sheet of slowly moving ice

migration *noun,* movement from one region to another

agriculture *noun,* farming, or growing plants

civilization *noun,* a group of people living together with organized systems of government, religion, and culture

pueblo *noun,* the Spanish word for town

After You Read

REVIEW **According to scientists, how did people first come to North America?** Circle the sentences that tell how scientists think people came to North America.

REVIEW **Where did the mound building civilizations live?** Underline the sentence that tells you the answer.

REVIEW **What were kivas?** Highlight the sentence that tells how kivas were used.

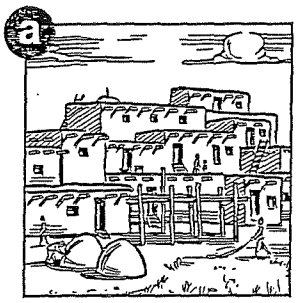
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Name _____ Date _____

CHAPTER 2

Support for Language Development

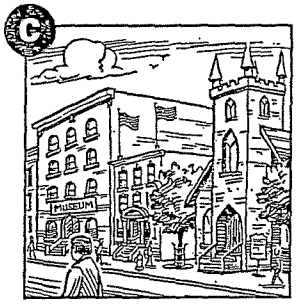
1. Write the letter of the picture and word that goes with the definition below.



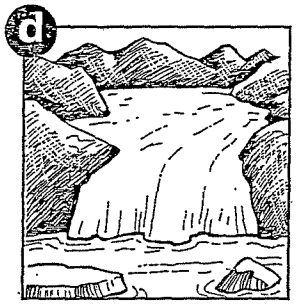
pueblo



agriculture



civilization



glacier

____ a group of people living together with organized systems of government, religion, and culture

____ farming, or growing plants

____ the Spanish word for town

____ a huge, thick sheet of slowly moving ice

2. Read the sentences below. Which happened first? Write "1" in front of the first event. Write "2" in front of the second event. Write "3" in front of the third event. Write "4" in front of the fourth event.

____ **A.** Ice Age ended.

____ **B.** Ancient people crossed the land bridge between Asia and Alaska.

____ **C.** Aztecs built Tenochtitlán.

____ **D.** Agriculture began in Central Mexico.

Multiply by Powers of Ten (A)

Find each product.

$58 \times 10 =$	$75 \times 10 =$
$54 \times 10 =$	$21 \times 0.1 =$
$2 \times 0.001 =$	$3 \times 0.1 =$
$54 \times 1{,}000 =$	$71 \times 100 =$
$33 \times 10 =$	$24 \times 100 =$
$61 \times 10 =$	$61 \times 10 =$
$95 \times 1 =$	$4 \times 0.01 =$
$68 \times 10 =$	$17 \times 0.01 =$
$89 \times 1 =$	$52 \times 1{,}000 =$
$20 \times 0.001 =$	$49 \times 1 =$

Multiply and Divide by Positive Powers of Ten (A)

Find each product or quotient.

$6.3 \div 100 =$	$7.129 \times 100 =$
$2.97 \div 1{,}000 =$	$0 \times 1{,}000 =$
$0.193 \div 10 =$	$2.3979 \div 1{,}000 =$
$2.3 \times 1{,}000 =$	$1.175 \div 100 =$
$8.4 \times 1{,}000 =$	$9.1 \times 1{,}000 =$
$9.6 \times 1{,}000 =$	$8.425 \times 1{,}000 =$
$8.3 \div 1{,}000 =$	$1.13 \div 100 =$
$5.6629 \div 100 =$	$1.88 \div 1{,}000 =$
$0.1804 \div 1{,}000 =$	$5.2 \div 100 =$
$8.84 \times 10 =$	$9.63 \times 1{,}000 =$

3.2

Name _____ Date _____

Summary: Peoples of the Northwest

The Pacific Northwest

The Pacific Northwest region stretches from Alaska to northern California. It lies between the Pacific Ocean on the west and the mountains to the east. There are many islands and bays. Thick forests cover much of the land.

American Indians who lived in the area around 1500 got everything they needed from the land and water. On land they gathered berries and fern roots. They hunted deer, geese, elks, and bears. One key resource was salmon. They caught so much salmon that the surplus was dried to eat during the year. They also ate seals, whales, and shellfish. The forests were another important resource. People made houses from wood and decorated them with carvings. They used cedar logs to make totem poles and placed them in front of their houses. The tall poles told the history of families who lived there. Canoes were also carved from cedar and used to carry goods. On important occasions, families held potlatches. Families demonstrated their wealth by giving gifts to the rest of the community.

The Tlingit

The Tlingit (KLINK-it) were one of the largest American Indian groups in the Pacific Northwest. They lived near the coast or on rivers. They shredded bark to make clothes. In cold weather they wore animal skins.

The Tlingit society is divided into clans. A clan is a group of related families. Strict rules told people how to act toward other clans. Several families from the same clan lived together in big houses. Each family had its own area. Families gathered by a central fire to talk and cook. During the winter, people stayed inside. They had time then to weave, carve, paint, and sew. They held ceremonies and potlatches.

About 17,000 Tlingit live in southeastern Alaska now. Their clans and traditions are strong. They still have potlatches for important occasions.

Before You Read

Find and underline each vocabulary word.

surplus *adjective,* extra

potlatch *noun,* large feast that lasts for days

clan *noun,* group of related families

After You Read

REVIEW **What two important resources helped the Northwest Indians live?** Underline the words that tell where the Indian people in the Northwest got the things they needed. Highlight two important resources.

REVIEW **How were clans important to the Tlingit?** Draw a box around the words that say what a clan is. Underline the sentence that tells how clans influenced how people lived.

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Name _____ Date _____

CHAPTER 2

Support for Language Development

1. Write the vocabulary word on the line next to its meaning.

surplus	potlatch	clan

	_____	large feast that lasts for several days
	_____	group of related families
	_____	extra

2. Write the word or words that complete the sentence correctly.

A. The Northwest is close to the _____ Ocean.

B. Two key resources of the Tlingit were _____ and _____.

C. On special occasions Northwest Indians held a _____.

D. American Indians dried _____ salmon, so they had food all year long.

Reading a Decimal in Word Form

Name: _____

What is the word form of each decimal?

1. 0.2 _____
2. 0.02 _____
3. 0.002 _____
4. 0.12 _____
5. 0.012 _____
6. 0.102 _____
7. 1.002 _____
8. 9.4 _____
9. 90.04 _____
10. 0.94 _____
11. 500.2 _____
12. 8.008 _____
13. 700.06 _____
14. 6.335 _____
15. 3,000.001 _____
16. What strategies did you use to help you read the decimals? Explain.

3.3

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Fluency and Skills Practice

Reading a Decimal in Word Form

Name: _____

What is the word form of each decimal?

1. 0.2 _____
2. 0.02 _____
3. 0.002 _____
4. 0.12 _____
5. 0.012 _____
6. 0.102 _____
7. 1.002 _____
8. 9.4 _____
9. 90.04 _____
10. 0.94 _____
11. 500.2 _____
12. 8.008 _____
13. 700.06 _____
14. 6.335 _____
15. 3,000.001 _____
16. What strategies did you use to help you read the decimals? Explain.

3.3

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Lesson 3-3

Additional Practice

Name _____

Review

You can write decimals to the thousandths using standard form, expanded form, and word form.

tens	ones	tenths	hundredths	thousandths
2	7	5	4	9

In the chart, 27.549 is written in standard form. Write the number in expanded form and word form.

Remember to write the decimal point as "and" when writing the number in word form.

twenty-seven and five hundred forty-nine thousandths

When writing the number in expanded form using decimals, multiply each digit by its place value.

$(2 \times 10) + (7 \times 1) + (5 \times 0.1) + (4 \times 0.01) + (9 \times 0.001)$

1. A piece of ribbon is 3.75 feet long. Write 3.75 in expanded form using fractions.

_____ + _____ + _____

2. Write 59.107 in expanded form. Use the place-value chart to find the value of each digit.

tens	ones	tenths	hundredths	thousandths
5	9	1	0	7

_____ + _____ + _____ + _____

_____ + _____ + _____ + _____

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Read and Write Decimals

Name _____

Review

Decimal numbers can be written in standard form, word form, and expanded form.

Standard form: 12.528

Word form: twelve and five hundred twenty-eight thousandths

Expanded form: $10 + 2 + 0.5 + 0.02 + 0.008$

$$10 + 2 + \frac{5}{10} + \frac{2}{100} + \frac{8}{1000}$$

Notice the word **and** goes where the decimal point is when reading a decimal number or writing a decimal number in word form.

Write each of the expressions in standard form.

1. forty-two and seventy-three hundredths _____
2. $58 + 0.1 + 0.03 + 0.009$ _____

Write each of the expressions in word form.

3. 89.058 _____

_____

4. $70 + 1 + \frac{4}{10} + \frac{3}{100} + \frac{7}{1000}$

_____

_____

Write each of the expressions in expanded form.

5. ninety-seven and five hundred forty-eight thousandths

_____

_____

6. 2.064 _____

_____

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Name _____ Date _____

Summary: Peoples of the Southwest

The Southwest

The Southwest region includes New Mexico and Arizona, and parts of Utah, Nevada, Colorado, Texas, southern California, and northern Mexico. The Southwest is mostly low, flat desert or desert on high plateaus. There are some mountains and deep canyons. There is almost no rain and the land is very dry. Streams are fed by snow melting in the mountains. There are few trees.

Native Americans in the Southwest built houses of sticks, stones, and clay called adobe. They built their homes on top of steep mesas to keep them safe from attacks. They planted their corn deep in the ground so the roots could get moisture from the earth. They developed irrigation to water their crops in order to get good harvests. They also planted crops on land that was flooded in the spring.

The Hopi

The Hopi have lived in the Southwest for hundreds of years. They are Pueblo Indians. Early Hopi used irrigation to grow corn, beans, and squash. Corn was the staple food. Hopi grew red, blue, yellow, white, and purple corn. They grew enough to store so it would last all year. They also made clay pottery. They were among the first people to fire pottery. Firing pottery with coal makes the clay hard and strong.

Through their religion the Hopi acted as caretakers of the land. They believed that when the land is healthy, the harvest would be good. Throughout the year the Hopi prayed and held ceremonies as part of taking care of the land. For instance, at a ceremony called the Bean Dance, the Hopi danced and prayed for a good harvest.

Modern Hopi follow many traditions of their culture. They continue to take part in ceremonies. Visitors are sometimes allowed to watch. Many Hopi are skilled at traditional pottery, weaving, and jewelry making. Others hold jobs, are teachers, or run their own businesses.

Before You Read

Find and underline each vocabulary word.

irrigation *noun,* supplying water to crops using streams, ditches, or pipes

staple *noun*, main crop that is used for food

ceremony *noun*, special event at which people gather to express important beliefs

After You Read

REVIEW **Why was irrigation necessary for the Southwest Indians?** Highlight the sentence that describes the climate of the region.

REVIEW **What is the Bean Dance?** Underline the sentence that tells you the answer.

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Name _____ Date _____

CHAPTER 2

Support for Language Development

1. Write the vocabulary word on the line next to its meaning.

staple	ceremony	irrigation

	_____	a special event at which people gather to express important beliefs
	_____	supplying water to crops using streams, ditches, or pipes
	_____	main crop that is used for food

2. Write the word or words that complete the sentence correctly.

A. The _____ is mostly dry desert.

B. The _____ believe they are the caretakers of the land.

C. Hopis were among the first to fire _____ to make it strong.

D. Visitors can sometimes watch Hopi _____.

Writing a Decimal in Standard Form

Name: _____

What decimal represents each number?

1. one and six tenths

   _____

2. eight and eleven hundredths

   _____

3. $6 \times 1 + 5 \times \frac{1}{10}$

   _____

4. thirteen and thirteen thousandths

   _____

5. $2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}$

   _____

6. $4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1{,}000}$

   _____

7. five hundred twelve thousandths

   _____

8. $8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1{,}000}$

   _____

9. $2 \times 1 + 4 \times \frac{1}{100}$

   _____

10. forty-two and forty-one hundredths

    _____

11. $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$

    _____

12. twelve and sixty-eight thousandths

    _____

13. $3 \times 1{,}000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1{,}000}$

    _____

14. nine hundred fifty-six and four hundred twenty-seven thousandths

    _____

15. How was writing decimals for numbers in word form different from writing decimals for numbers in expanded form?

3.4

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Fluency and Skills Practice

Writing a Decimal in Standard Form

Name: _____

What decimal represents each number?

1. one and six tenths

2. eight and eleven hundredths

3. $6 \times 1 + 5 \times \frac{1}{10}$

4. thirteen and thirteen thousandths

5. $2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}$

6. $4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1{,}000}$

7. five hundred twelve thousandths

8. $8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1{,}000}$

9. $2 \times 1 + 4 \times \frac{1}{100}$

10. forty-two and forty-one hundredths

11. $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$

12. twelve and sixty-eight thousandths

13. $3 \times 1{,}000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1{,}000}$

14. nine hundred fifty-six and four hundred twenty-seven thousandths

15. How was writing decimals for numbers in word form different from writing decimals for numbers in expanded form?

3.4

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Lesson 3-4

Additional Practice

Name _____

Review

You can use place value to decompose decimal numbers.

Use place value to decompose 42.097.

tens	ones	tenths	hundredths	thousandths
4	2	0	9	7

4 tens + 2 ones + 9 hundredths + 7 thousandths

Notice that the zero tenths are not shown.

Decompose the decimal number. Choose all that apply.

1.

hundreds	tens	ones	tenths	hundredths	thousandths
1	4	8	3	0	7

A. 1 hundred + 48 ones + 3 tenths + 7 thousandths

B. 1 hundred + 4 tens + 8 ones + 37 thousandths

C. 148 tens + 3 tenths + 7 thousandths

D. 148 ones + 3 tenths + 7 thousandths

2. 204.069

A. 200 tens + 4 ones + 69 tenths

B. 2 hundreds + 4 ones + 69 thousandths

C. 2 hundreds + 4 ones + 6 hundredths + 9 thousandths

D. 204 ones + 6 tenths + 9 hundredths

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Compose and Decompose Multi-Digit Numbers with Decimals

Name _____

Review

You can use the place values in a decimal number to help you decompose it.

tens	ones	tenths	hundredths	thousandths
1	8	7	2	3

You can decompose the number into the value of each digit. There are multiple ways to decompose the number.

18.723 = 1 tens + 8 ones + 7 tenths + 2 hundredths + 3 thousandths

18.723 = 18 ones + 7 tenths + 23 thousandths

Decompose the decimal number.

1.

tens	ones	tenths	hundredths	thousandths
3	4	0	5	8

_____

2. 12.625

_____

3. 147.301

_____

Compose the number. Write in standard form.

4. 1 ten + 2 ones + 5 tenths + 2 thousandths _____

5. 33 ones + 2 tenths + 8 hundredths + 5 thousandths _____

6. 28 tens + 6 ones + 4 hundredths + 2 thousandths _____

7. 3 hundreds + 8 ones + 1 tenth + 15 thousandths _____

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