5.2 Decimal fractions: Adding (with composing)

In this lesson, students add tenths to tenths, hundredths to hundredths, and tenths to hundredths. All examples involve regrouping.

Step 1 Preparing the lesson

Each student will need:

- 1 copy of Blackline Master 5.9
- 1 table from Blackline Master 5.11
- Student Journal 5.2

Step 2 Starting the lesson

Write 0.9 + 0.2 on the board. Distribute the blackline master to each student and explain that they are to shade squares to show the sum. Then invite students to share their strategies. Using the large squares will naturally encourage students to make one whole, so ensure they explain how they calculated the number of small squares to shade in the second large square. Repeat for 0.8 + 0.5 and 0.95 + 0.09.

Step 3 Teaching the lesson

Distribute one table from Blackline Master 5.11 to each student. Explain that the table shows the distances that a group of students were able to throw a shot put. Also explain that the lengths of the first and second throws are added together to determine a winner. Refer to the distances recorded in the table to discuss the points below:

Which student will record the greatest total distance? How can you tell?

What numbers did you add together to form your estimate?

How could you calculate the total length of Luis's first and second throws?

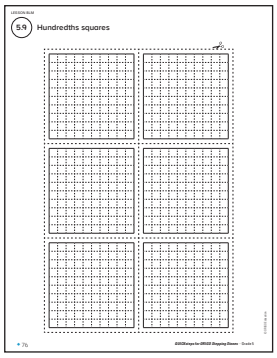
How could you break each number into parts to make it easier to add?

What do you notice about the total number of tenths?

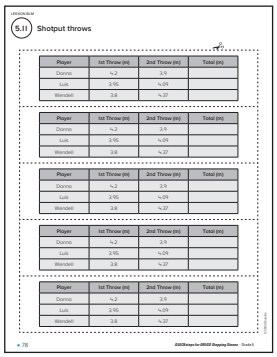
Have the students estimate the total length of each student's throws. Make sure they justify the reasonableness of their estimates and identify the numbers they used to form them (**SMP3**). Encourage the strategy of starting with the greatest place value (that is, ones), before considering the next lowest place value (that is, tenths). The students can then share their strategies for calculating the sum of Luis's first and second throws. Students who used a place-value strategy can show their thinking by writing equations on the board. A useful strategy might involve splitting each decimal fraction by place value to add the sum of the ones (4 + 3 = 7) to the sum of the tenths (0.2 + 0.9 = 1.1). Students who used a jump strategy (that is, starting at 4.2 to count on 3.9) can model their steps on a number line.

Repeat to calculate the total length of Donna's throws, then Wendell's throws. Make sure students describe the regrouping being carried out in each example.

Blackline Master 5.9



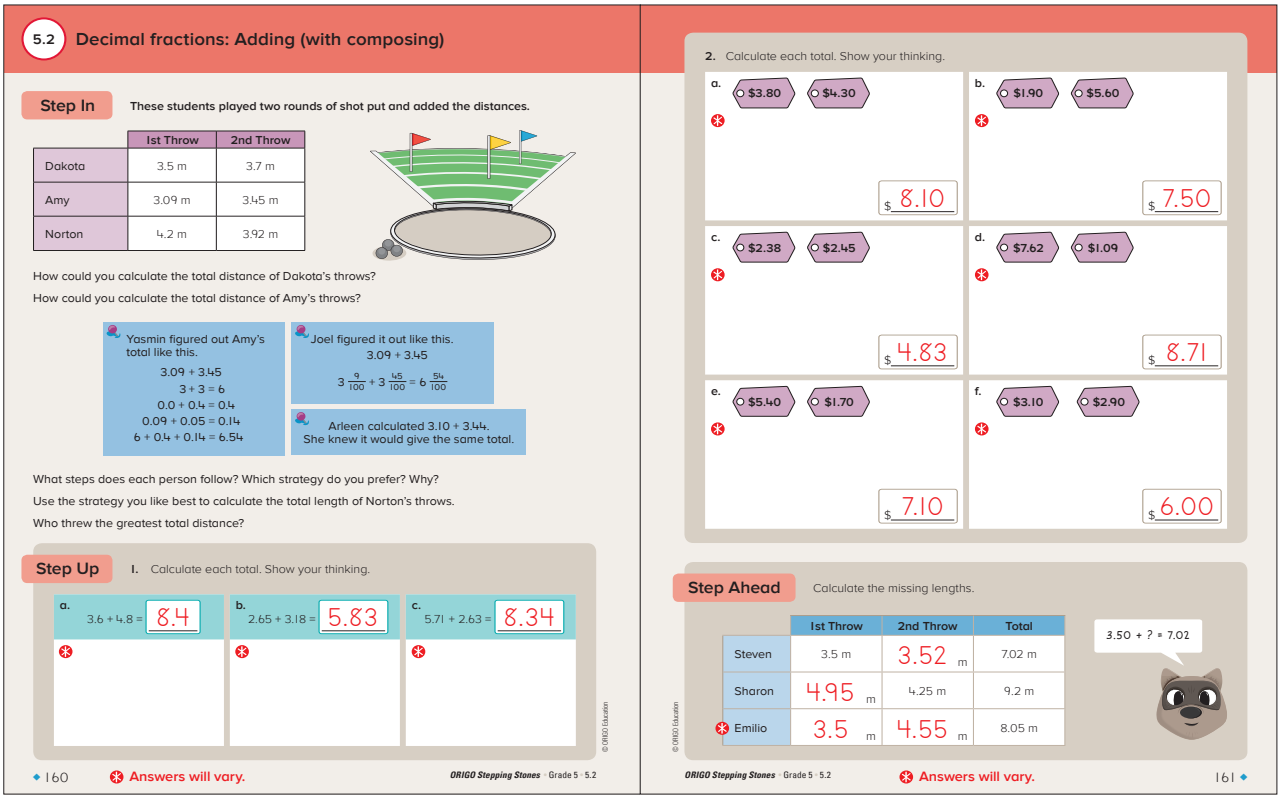
Blackline Master 5.11



ELL

Provide a pictorial example of a shot put for students to understand the context. Allow time for students to discuss the word *estimate* before moving on with the activity.

Student Journal 5.2, pp. 160–161



5.2 Decimal fractions: Adding (with composing)

Step In These students played two rounds of shot put and added the distances.

	1st Throw	2nd Throw
Dakota	3.5 m	3.7 m
Amy	3.09 m	3.45 m
Norton	4.2 m	3.92 m

How could you calculate the total distance of Dakota's throws?
How could you calculate the total distance of Amy's throws?

Yasmin figured out Amy's total like this.
3.09 + 3.45
3 + 3 = 6
0.0 + 0.4 = 0.4
0.09 + 0.05 = 0.14
6 + 0.4 + 0.14 = 6.54

Joel figured it out like this.
3.09 + 3.45
$3\frac{9}{100} + 3\frac{45}{100} = 6\frac{54}{100}$

Arleen calculated 3.10 + 3.44. She knew it would give the same total.

What steps does each person follow? Which strategy do you prefer? Why?
Use the strategy you like best to calculate the total length of Norton's throws.
Who threw the greatest total distance?

Step Up 1. Calculate each total. Show your thinking.

a. 3.6 + 4.8 = 8.4
b. 2.65 + 3.18 = 5.83
c. 5.71 + 2.63 = 8.34

160 Answers will vary. ORIGO Stepping Stones · Grade 5 · 5.2

2. Calculate each total. Show your thinking.

a. $3.80 + $4.30 = $ 8.10
b. $1.90 + $5.60 = $ 7.50
c. $2.38 + $2.45 = $ 4.83
d. $7.62 + $1.09 = $ 8.71
e. $5.40 + $1.70 = $ 7.10
f. $3.10 + $2.90 = $ 6.00

Step Ahead Calculate the missing lengths.

	1st Throw	2nd Throw	Total
Steven	3.5 m	3.52 m	7.02 m
Sharon	4.95 m	4.25 m	9.2 m
Emilio	3.5 m	4.55 m	8.05 m

3.50 + ? = 7.02

ORIGO Stepping Stones · Grade 5 · 5.2 Answers will vary. 161

Write the expressions 3.8 + 2.3, 1.09 + 5.95, 4.7 + 3.59, and 2.08 + 3.95 on the board, and have the students work independently to calculate each sum. Encourage students to think of different models they could use to visually represent each expression (for example, drawing a number line, using hundredths grids, and using or drawing pictures of money). Afterward, ask them to share their thinking and justify the appropriateness of their model (**SMP4**).

Work through the Step In discussion (Student Journal 5.2) with the whole class. Read the Step Up and Step Ahead instructions with the students. Make sure they understand what to do, then have them work independently to complete the tasks.

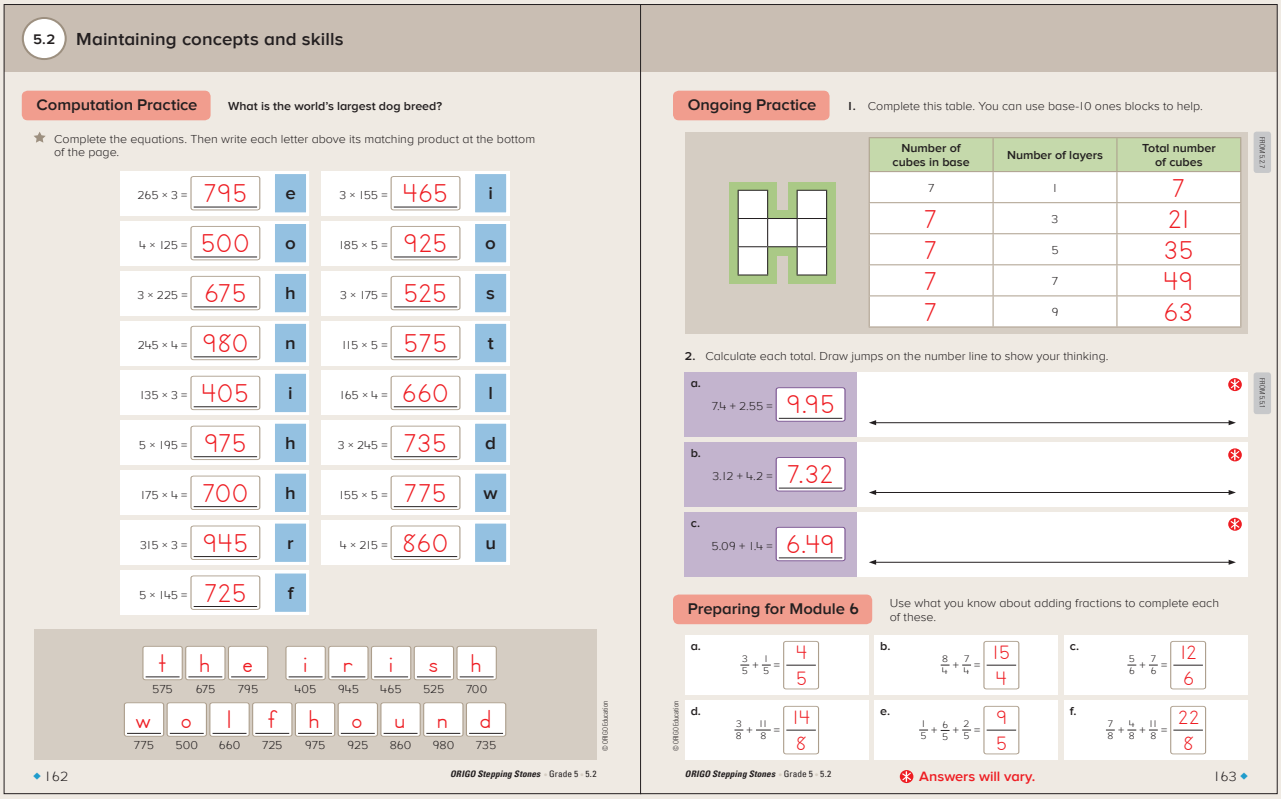
Step 4 Reflecting on the work

Discuss the students' answers to Student Journal 5.2. Have the students share their thinking for each of the examples in Question 1 (**SMP3**). Focus on the composing and decomposing that takes place to calculate each sum. For example, in Question 1a students might decompose each decimal fraction by place value to make it easier to add. They then add the sum of the ones (3 + 4) to the sum of the tenths (0.6 + 0.8) to compose the total.

Maintaining concepts and skills

This lesson provides one page of written practice for mental computation strategies. It also provides ongoing practice that revisits content from any previous module and earlier in this module, and a prerequisite skill for Module 6.

Student Journal 5.2, pp. 162–163



5.2 Maintaining concepts and skills

Computation Practice What is the world's largest dog breed?

★ Complete the equations. Then write each letter above its matching product at the bottom of the page.

265 × 3 =	795	e	3 × 155 =	465	i
4 × 125 =	500	o	185 × 5 =	925	o
3 × 225 =	675	h	3 × 175 =	525	s
245 × 4 =	980	n	115 × 5 =	575	t
135 × 3 =	405	i	165 × 4 =	660	l
5 × 195 =	975	h	3 × 245 =	735	d
175 × 4 =	700	h	155 × 5 =	775	w
315 × 3 =	945	r	4 × 215 =	860	u
5 × 145 =	725	f			

t	h	e	i	r	i	s	h	
575	675	795	405	945	465	525	700	
w	o	l	f	h	o	u	n	d
775	500	660	725	975	925	860	980	735

Ongoing Practice 1. Complete this table. You can use base-10 ones blocks to help.

Number of cubes in base	Number of layers	Total number of cubes
7	1	7
7	3	21
7	5	35
7	7	49
7	9	63

2. Calculate each total. Draw jumps on the number line to show your thinking.

a. 7.4 + 2.55 = 9.95

b. 3.12 + 4.2 = 7.32

c. 5.09 + 1.4 = 6.49

Preparing for Module 6 Use what you know about adding fractions to complete each of these.

a. $\frac{3}{5} + \frac{1}{5} = \frac{4}{5}$

b. $\frac{8}{4} + \frac{7}{4} = \frac{15}{4}$

c. $\frac{5}{6} + \frac{7}{6} = \frac{12}{6}$

d. $\frac{3}{8} + \frac{11}{8} = \frac{14}{8}$

e. $\frac{1}{5} + \frac{6}{5} + \frac{2}{5} = \frac{9}{5}$

f. $\frac{7}{8} + \frac{4}{8} + \frac{11}{8} = \frac{22}{8}$

Answers will vary.

Small group differentiation

Extra help

Organize students into pairs to play the online *Fundamentals* game, *Target 10*.

Extra practice

Each pair of students will need:

- 1 cube labeled: 2, 3, 4, 5, 6, 7

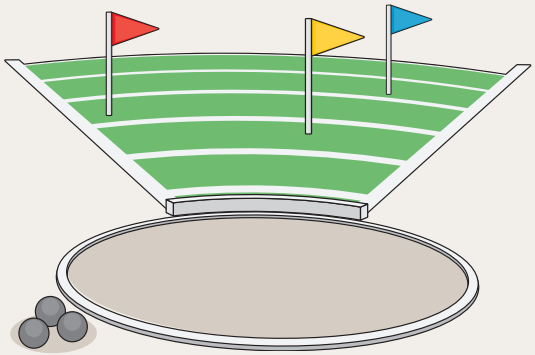
Organize students into pairs and distribute the cubes. Students take turns to roll the cube three times. They use the numbers they roll (in any order) to compose an expression in the form: __ . __ __ + __ . __ __. The objective of the game is to compose the total that is nearest to 10. For example, (Luis) rolls 3, 5, 7, then 2, 7, 6. He arranges the numbers that he rolls to form the expression 7.53 + 2.67. (Donna) must now compose a total that is closer to 10 than 10.20. Repeat the game as time allows.

5.2 Decimal fractions: Adding (with composing)

Step In

These students played two rounds of shot put and added the distances.

	1st Throw	2nd Throw
Dakota	3.5 m	3.7 m
Amy	3.09 m	3.45 m
Norton	4.2 m	3.92 m



How could you calculate the total distance of Dakota's throws?

How could you calculate the total distance of Amy's throws?

Yasmin figured out Amy's total like this.

$3.09 + 3.45$

$3 + 3 = 6$

$0.0 + 0.4 = 0.4$

$0.09 + 0.05 = 0.14$

$6 + 0.4 + 0.14 = 6.54$

Joel figured it out like this.

$3.09 + 3.45$

$3\frac{9}{100} + 3\frac{45}{100} = 6\frac{54}{100}$

Arleen calculated 3.10 + 3.44. She knew it would give the same total.

What steps does each person follow? Which strategy do you prefer? Why?

Use the strategy you like best to calculate the total length of Norton's throws.

Who threw the greatest total distance?

Step Up

1. Calculate each total. Show your thinking.

a. $3.6 + 4.8 =$ _____

b. $2.65 + 3.18 =$ _____

c. $5.71 + 2.63 =$ _____

2. Calculate each total. Show your thinking.

a. $3.80 $4.30

$_____

b. $1.90 $5.60

$_____

c. $2.38 $2.45

$_____

d. $7.62 $1.09

$_____

e. $5.40 $1.70

$_____

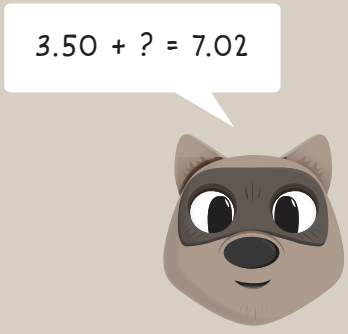
f. $3.10 $2.90

$_____

Step Ahead

Calculate the missing lengths.

	1st Throw	2nd Throw	Total
Steven	3.5 m	m	7.02 m
Sharon	m	4.25 m	9.2 m
Emilio	m	m	8.05 m



5.2 Decimal fractions: Adding (with composing)

Step In

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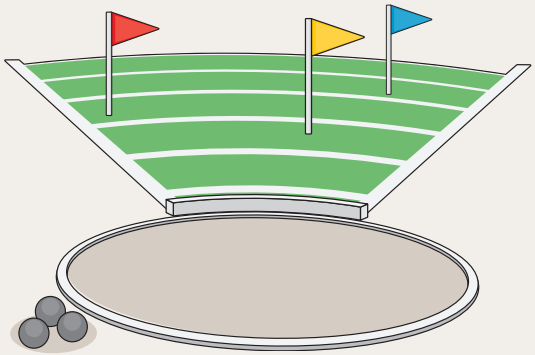

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a. $3.6 + 4.8 =$ 8.4

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c. $5.71 + 2.63 =$ 8.34

Answers will vary.

2. Calculate each total. Show your thinking.

a. $3.80 $4.30

$ 8.10

b. $1.90 $5.60

$ 7.50

c. $2.38 $2.45

$ 4.83

d. $7.62 $1.09

$ 8.71

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$ 7.10

f. $3.10 $2.90

$ 6.00

Step Ahead

Calculate the missing lengths.

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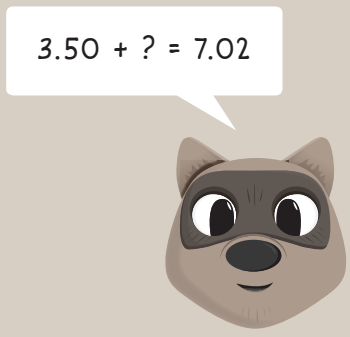

Answers will vary.

Computation Practice

What is the world's largest dog breed?

★ Complete the equations. Then write each letter above its matching product at the bottom of the page.

265 × 3 = _____	e	3 × 155 = _____	i
4 × 125 = _____	o	185 × 5 = _____	o
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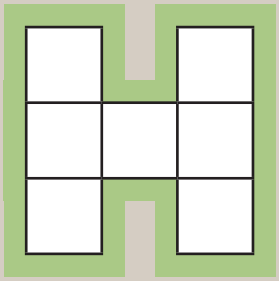
135 × 3 = _____	i	165 × 4 = _____	l
5 × 195 = _____	h	3 × 245 = _____	d
175 × 4 = _____	h	155 × 5 = _____	w
315 × 3 = _____	r	4 × 215 = _____	u
5 × 145 = _____	f		

_____	_____	_____	_____	_____	_____	_____	_____	_____
575	675	795	405	945	465	525	700	
_____	_____	_____	_____	_____	_____	_____	_____	_____
775	500	660	725	975	925	860	980	735

Ongoing Practice

1. Complete this table. You can use base-10 ones blocks to help.



Number of cubes in base	Number of layers	Total number of cubes
7	1	
	3	
	5	
	7	
	9	

FROM 5.2.7

2. Calculate each total. Draw jumps on the number line to show your thinking.

FROM 5.5.1

a. $7.4 + 2.55 =$ _____

b. $3.12 + 4.2 =$ _____

c. $5.09 + 1.4 =$ _____

Preparing for Module 6

Use what you know about adding fractions to complete each of these.

a. $\frac{3}{5} + \frac{1}{5} =$ _____

b. $\frac{8}{4} + \frac{7}{4} =$ _____

c. $\frac{5}{6} + \frac{7}{6} =$ _____

d. $\frac{3}{8} + \frac{11}{8} =$ _____

e. $\frac{1}{5} + \frac{6}{5} + \frac{2}{5} =$ _____

f. $\frac{7}{8} + \frac{4}{8} + \frac{11}{8} =$ _____

Computation Practice

What is the world's largest dog breed?

★ Complete the equations. Then write each letter above its matching product at the bottom of the page.

265 × 3 =	795	e	3 × 155 =	465	i
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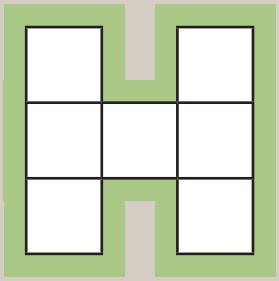
135 × 3 =	405	i	165 × 4 =	660	l
5 × 195 =	975	h	3 × 245 =	735	d
175 × 4 =	700	h	155 × 5 =	775	w
315 × 3 =	945	r	4 × 215 =	860	u
5 × 145 =	725	f			

t	h	e		i	r	i	s	h
575	675	795		405	945	465	525	700

w	o	l	f	h	o	u	n	d
775	500	660	725	975	925	860	980	735

Ongoing Practice

1. Complete this table. You can use base-10 ones blocks to help.



Number of cubes in base	Number of layers	Total number of cubes
7	1	7
7	3	21
7	5	35
7	7	49
7	9	63

FROM 5.2.7

2. Calculate each total. Draw jumps on the number line to show your thinking.

FROM 5.5.1

a. 7.4 + 2.55 = 9.95

b. 3.12 + 4.2 = 7.32

c. 5.09 + 1.4 = 6.49

Preparing for Module 6

Use what you know about adding fractions to complete each of these.

a. $\frac{3}{5} + \frac{1}{5} = \frac{4}{5}$

b. $\frac{8}{4} + \frac{7}{4} = \frac{15}{4}$

c. $\frac{5}{6} + \frac{7}{6} = \frac{12}{6}$

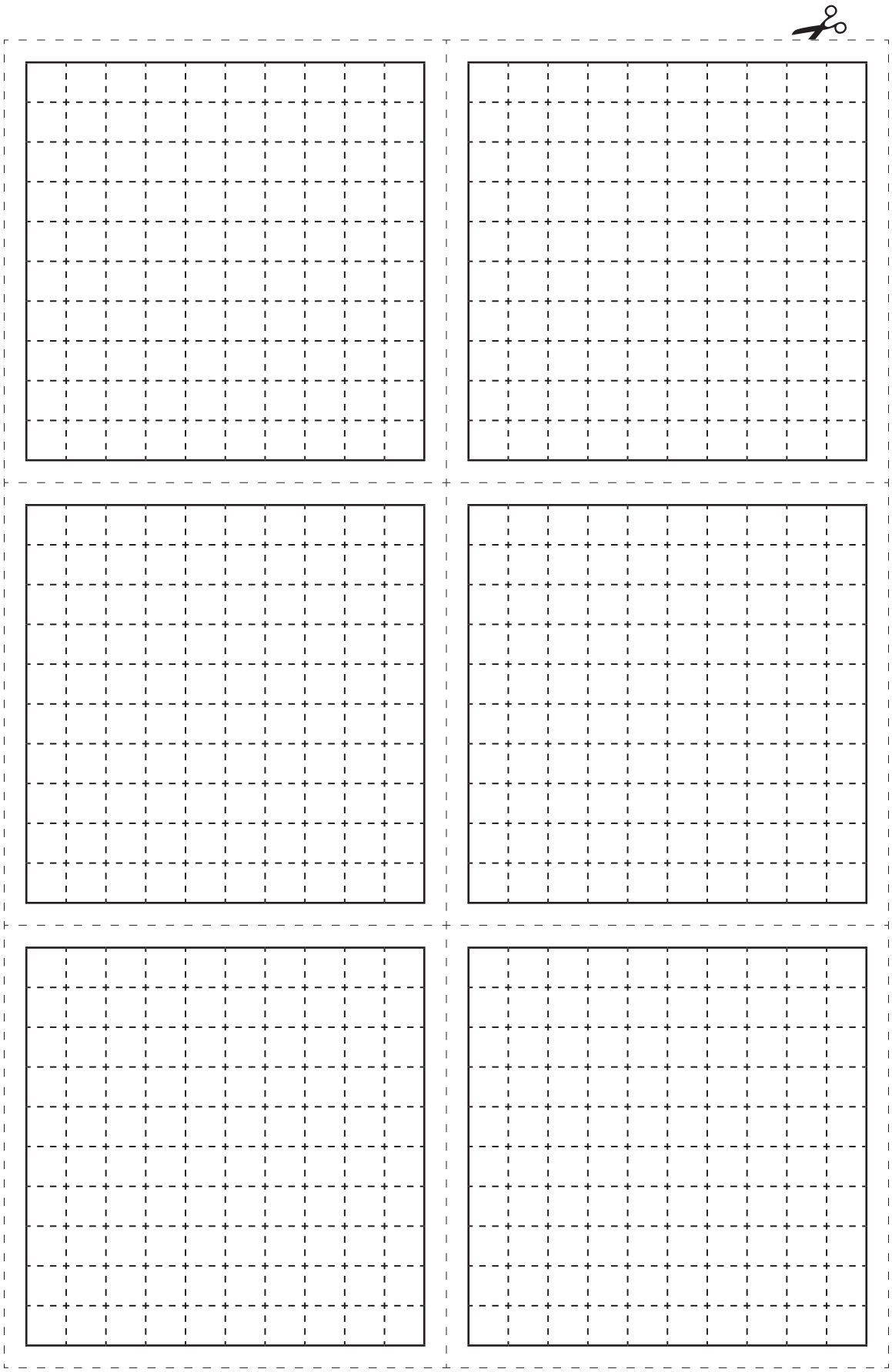
d. $\frac{3}{8} + \frac{11}{8} = \frac{14}{8}$

e. $\frac{1}{5} + \frac{6}{5} + \frac{2}{5} = \frac{9}{5}$

f. $\frac{7}{8} + \frac{4}{8} + \frac{11}{8} = \frac{22}{8}$

✻ Answers will vary.

5.9 Hundredths squares



LESSON BLM

5.11 Shotput throws

Player	1st Throw (m)	2nd Throw (m)	Total (m)
Donna	4.2	3.9	
Luis	3.95	4.09	
Wendell	3.8	4.37	

Player	1st Throw (m)	2nd Throw (m)	Total (m)
Donna	4.2	3.9	
Luis	3.95	4.09	
Wendell	3.8	4.37	

Player	1st Throw (m)	2nd Throw (m)	Total (m)
Donna	4.2	3.9	
Luis	3.95	4.09	
Wendell	3.8	4.37	

Player	1st Throw (m)	2nd Throw (m)	Total (m)
Donna	4.2	3.9	
Luis	3.95	4.09	
Wendell	3.8	4.37	

Player	1st Throw (m)	2nd Throw (m)	Total (m)
Donna	4.2	3.9	
Luis	3.95	4.09	
Wendell	3.8	4.37	

I

Calculate each answer. Show your thinking.

a. $0.4 + 0.5 =$ _____

b. $3.4 - 0.2 =$ _____

c. $2.35 + 3.12 =$ _____

d. $2.73 - 0.52 =$ _____

e. $1.6 + 0.48 =$ _____

f. $4.05 - 0.3 =$ _____

1

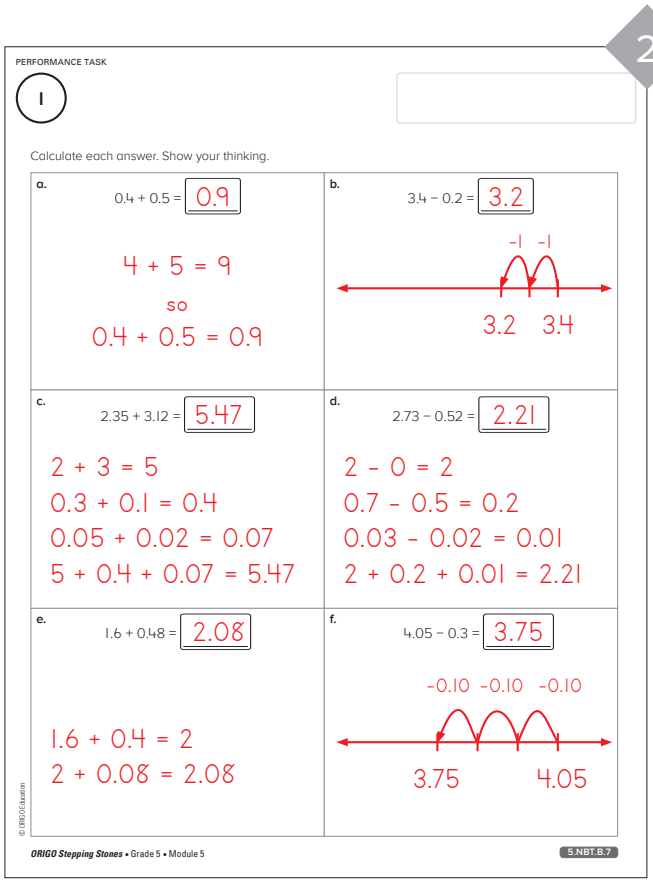
Read the instructions with the students and make sure they understand that they can choose any strategy to complete the task.

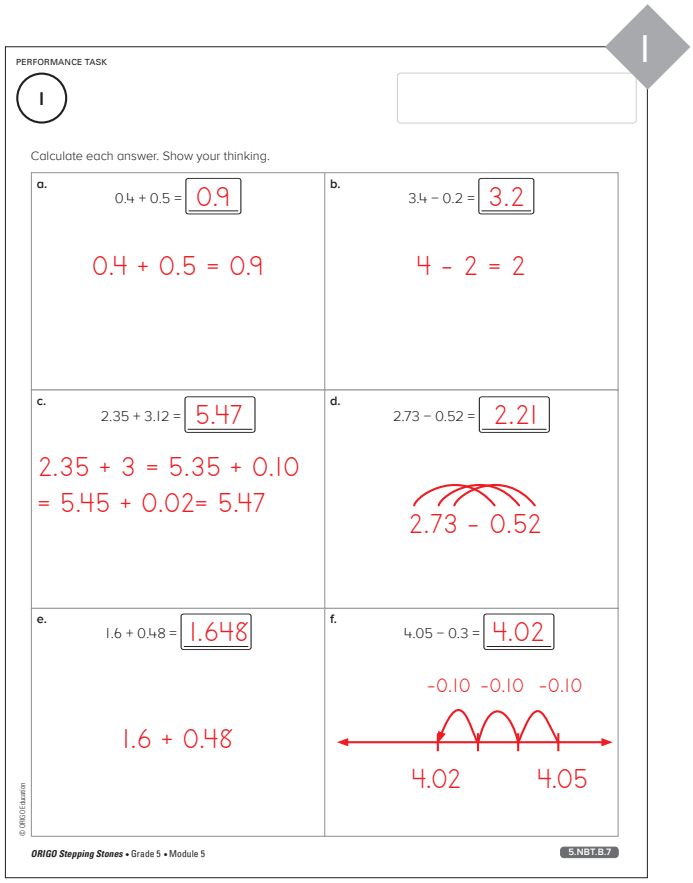
Scoring Rubric and Examples

2 Meets requirements.
Shows complete understanding.
- Correctly calculated each answer.
- Used an appropriate strategy for each calculation and clearly showed the steps they followed, either with equations or a number line diagram.

1 Partially meets requirements.
Shows some understanding.
- Correctly calculated some of the answers.
- Did not clearly show the steps followed, so there was little or no evidence of the strategy used.
- Errors were conceptual or procedural (misaligning digits) rather than minor calculation errors.

0 Does not meet requirements.
Shows no understanding.





I

1. Solve the problem. Show your thinking.

1.03 + 56 ÷ 4 = _____

2. Use the standard addition algorithm to figure out each total.

a.

T	O	t	h
	8	.	
+ 1	2	. 7	2

b.

T	O	t	h
1	1	. 8	1
+	6	. 4	

3. Complete each equation. Show your thinking.

a. 9.48 − 5.06 = _____

b. 5.3 − 2.7 = _____

c. 6.9 − 3.25 = _____

Q1 5.OA.A.1 Q2+3 5.NBT.B.7

1

Answers will vary.

1. Solve the problem. Show your thinking.

1.03 + 56 ÷ 4 = 15.03

2. Use the standard addition algorithm to figure out each total.

a.

	T	O	t	h
	1			
		8	.	
+	1	2	. 7	2
	2	0	. 7	2

b.

	T	O	t	h
		1		
	1	1	. 8	1
+		6	. 4	
	1	8	. 2	1

3. Complete each equation. Show your thinking.

a. 9.48 − 5.06 = 4.42

b. 5.3 − 2.7 = 2.6

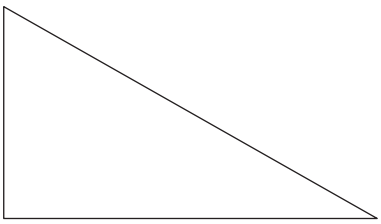
c. 6.9 − 3.25 = 3.65

Q1 5.OA.A.1 Q2+3 5.NBT.B.7

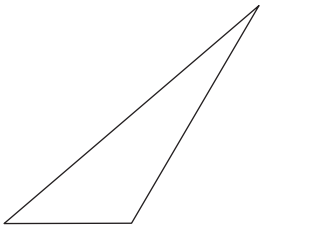
2

1. Write **acute**, **right**, or **obtuse** to describe each triangle.

a.



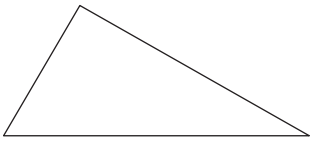
b.



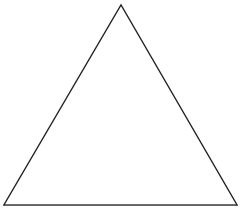
2. Read the labels then write the matching letter inside each triangle.

S - Scalene I - Isosceles E - Equilateral

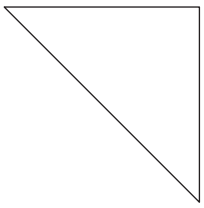
a.



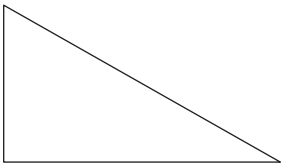
b.



c.



d.

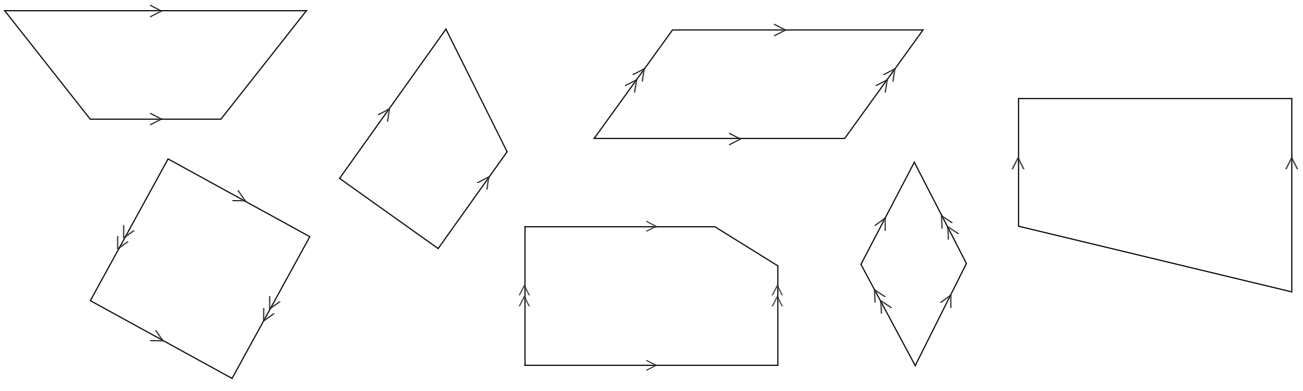


3. Color the ⬭ beside the correct answer.

A square is:

⬭ a type of rectangle and a type of rhombus.
⬭ only a type of rhombus.
⬭ only a type of rectangle.
⬭ not a type of rectangle or a type of rhombus.

4. Write **P** inside each parallelogram.

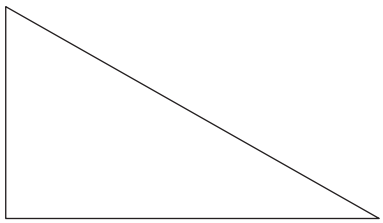


Q1-4 5.G.B.3 Q3+4 5.G.B.4

2

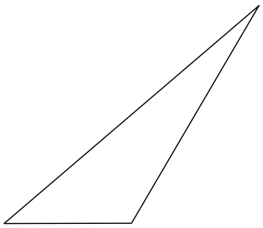
1. Write **acute**, **right**, or **obtuse** to describe each triangle.

a.



right

b.

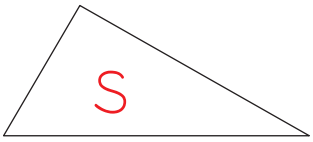


obtuse

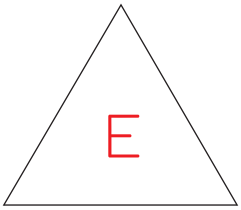
2. Read the labels then write the matching letter inside each triangle.

S - Scalene I - Isosceles E - Equilateral

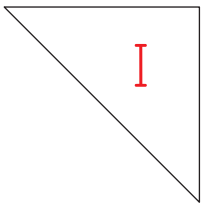
a.



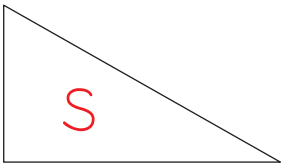
b.



c.



d.

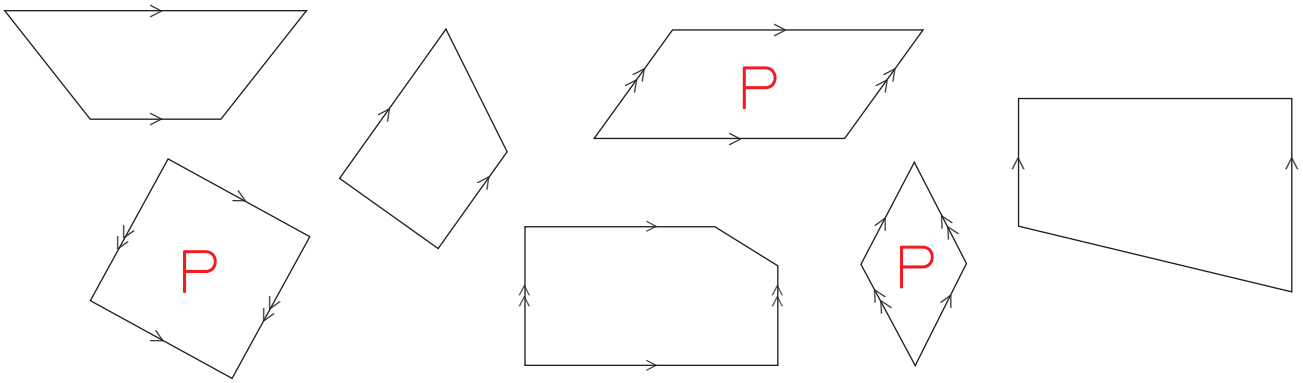


3. Color the ⬭ beside the correct answer.

A square is:

- ⬬ a type of rectangle and a type of rhombus.
- ⬭ only a type of rhombus.
- ⬭ only a type of rectangle.
- ⬭ not a type of rectangle or a type of rhombus.

4. Write **P** inside each parallelogram.



Q1-4 5.G.B.3 Q3+4 5.G.B.4

5.11 Lanzamiento de bala

Jugador	1.er tiro (m)	2.º tiro (m)	Total (m)
Donna	4.2	3.9	
Luis	3.95	4.09	
Wendell	3.8	4.37	

Jugador	1.er tiro (m)	2.º tiro (m)	Total (m)
Donna	4.2	3.9	
Luis	3.95	4.09	
Wendell	3.8	4.37	

Jugador	1.er tiro (m)	2.º tiro (m)	Total (m)
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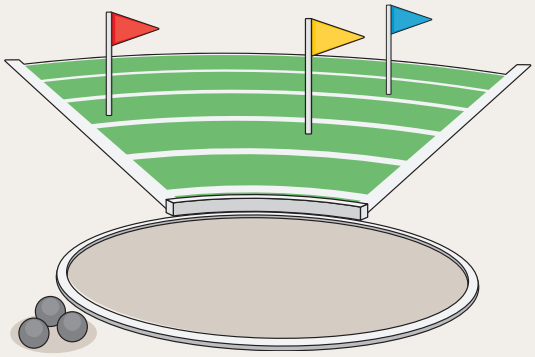
Donna	4.2	3.9	
Luis	3.95	4.09	
Wendell	3.8	4.37	

5.2 Fracciones decimales: Sumando fracciones (con composición)

Conoce

Estos estudiantes jugaron dos rondas de lanzamientos y sumaron las distancias.

	1.er lanzamiento	2.º lanzamiento
Dakota	3.5 m	3.7 m
Amy	3.09 m	3.45 m
Norton	4.2 m	3.92 m



¿Cómo podrías calcular la distancia total de los lanzamientos de Dakota?

¿Cómo podrías calcular la distancia total de los lanzamientos de Amy?

Yasmin calculó el total de Amy de esta manera:

$3.09 + 3.45$

$3 + 3 = 6$

$0.0 + 0.4 = 0.4$

$0.09 + 0.05 = 0.14$

$6 + 0.4 + 0.14 = 6.54$

Joel lo calculó de esta manera:

$3.09 + 3.45$

$3\frac{9}{100} + 3\frac{45}{100} = 6\frac{54}{100}$

Arleen calculó 3.10 + 3.44. Ella sabía que daría el mismo total.

¿Qué pasos siguió cada persona? ¿Cuál estrategia prefieres? ¿Por qué?

Utiliza la estrategia que más te guste para calcular la longitud total de los lanzamientos de Norton.

¿Quién obtuvo la mayor distancia en sus lanzamientos?

Intensifica

1. Calcula cada total. Indica tu razonamiento.

a. $3.6 + 4.8 =$ _____

b. $2.65 + 3.18 =$ _____

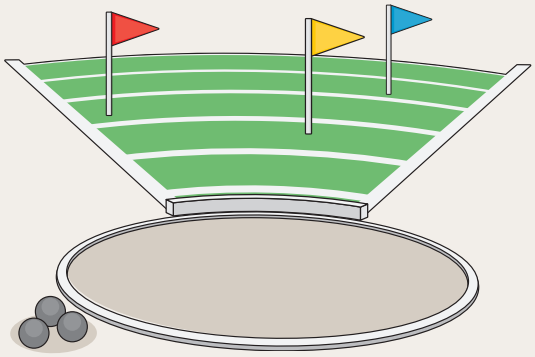
c. $5.71 + 2.63 =$ _____

5.2 Fracciones decimales: Sumando fracciones (con composición)

Conoce

Estos estudiantes jugaron dos rondas de lanzamientos y sumaron las distancias.

	1.er lanzamiento	2.º lanzamiento
Dakota	3.5 m	3.7 m
Amy	3.09 m	3.45 m
Norton	4.2 m	3.92 m



¿Cómo podrías calcular la distancia total de los lanzamientos de Dakota?

¿Cómo podrías calcular la distancia total de los lanzamientos de Amy?

Yasmin calculó el total de Amy de esta manera:

$3.09 + 3.45$

$3 + 3 = 6$

$0.0 + 0.4 = 0.4$

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Joel lo calculó de esta manera:

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$3\frac{9}{100} + 3\frac{45}{100} = 6\frac{54}{100}$

Arleen calculó 3.10 + 3.44. Ella sabía que daría el mismo total.

¿Qué pasos siguió cada persona? ¿Cuál estrategia prefieres? ¿Por qué?

Utiliza la estrategia que más te guste para calcular la longitud total de los lanzamientos de Norton.

¿Quién obtuvo la mayor distancia en sus lanzamientos?

Intensifica

1. Calcula cada total. Indica tu razonamiento.

a. $3.6 + 4.8 =$ 8.4

b. $2.65 + 3.18 =$ 5.83

c. $5.71 + 2.63 =$ 8.34

2. Calcula cada total. Indica tu razonamiento.

a. $3.80 $4.30

$_____

b. $1.90 $5.60

$_____

c. $2.38 $2.45

$_____

d. $7.62 $1.09

$_____

e. $5.40 $1.70

$_____

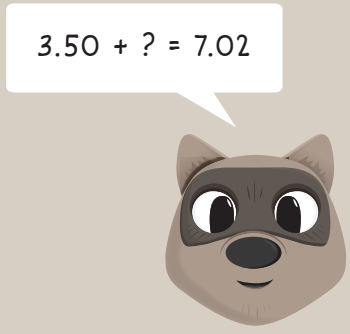
f. $3.10 $2.90

$_____

Avanza

Calcula las longitudes que faltan.

	1.er lanzamiento	2.º lanzamiento	Total
Steven	3.5 m	m	7.02 m
Sharon	m	4.25 m	9.2 m
Emilio	m	m	8.05 m



2. Calcula cada total. Indica tu razonamiento.

a. $3.80 $4.30

$ 8.10

b. $1.90 $5.60

$ 7.50

c. $2.38 $2.45

$ 4.83

d. $7.62 $1.09

$ 8.71

e. $5.40 $1.70

$ 7.10

f. $3.10 $2.90

$ 6.00

Avanza

Calcula las longitudes que faltan.

	1.er lanzamiento	2.º lanzamiento	Total
Steven	3.5 m	3.52 m	7.02 m
Sharon	4.95 m	4.25 m	9.2 m
Emilio	3.5 m	4.55 m	8.05 m

3.50 + ? = 7.02

Las respuestas pueden variar.

Práctica de cálculo

¿Cuál es el perro más grande del mundo?

★ Completa las ecuaciones. Luego escribe cada letra arriba del producto correspondiente en la parte inferior de la página.

265 × 3 =		e	3 × 155 =		i
4 × 125 =		o	185 × 5 =		o
3 × 225 =		l	3 × 175 =		s
245 × 4 =		n	115 × 5 =		r
135 × 3 =		e	165 × 4 =		l
5 × 195 =		r	3 × 245 =		d
175 × 4 =		b	155 × 5 =		a
315 × 3 =		l	4 × 215 =		é

795	675		660	500	700	405	975	925							
465	575	945	775	980	735	860	525								

Práctica de cálculo

¿Cuál es el perro más grande del mundo?

★ Completa las ecuaciones. Luego escribe cada letra arriba del producto correspondiente en la parte inferior de la página.

265 × 3 =	795	e	3 × 155 =	465	i
4 × 125 =	500	o	185 × 5 =	925	o
3 × 225 =	675	l	3 × 175 =	525	s
245 × 4 =	980	n	115 × 5 =	575	r
135 × 3 =	405	e	165 × 4 =	660	l
5 × 195 =	975	r	3 × 245 =	735	d
175 × 4 =	700	b	155 × 5 =	775	a
315 × 3 =	945	l	4 × 215 =	860	é

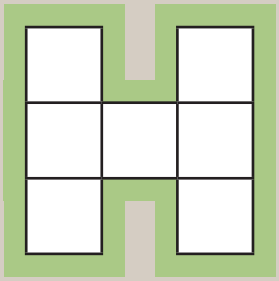
e	l	l	o	b	e	r	o
795	675	660	500	700	405	975	925

i	r	l	a	n	d	é	s
465	575	945	775	980	735	860	525

Práctica continua

1. Completa esta tabla. Puedes utilizar bloques de unidades como ayuda.

DE 5.2.7



Número de cubos en la base	Número de capas	Número total de cubos
7	1	
	3	
	5	
	7	
	9	

2. Calcula cada total. Dibuja saltos en la recta numérica para indicar tu razonamiento.

DE 5.5.1

a. $7.4 + 2.55 =$ _____

b. $3.12 + 4.2 =$ _____

c. $5.09 + 1.4 =$ _____

Prepárate para el módulo 6

Utiliza lo que sabes acerca de la suma de fracciones para completar cada una de estas ecuaciones.

a. $\frac{3}{5} + \frac{1}{5} =$ _____

b. $\frac{8}{4} + \frac{7}{4} =$ _____

c. $\frac{5}{6} + \frac{7}{6} =$ _____

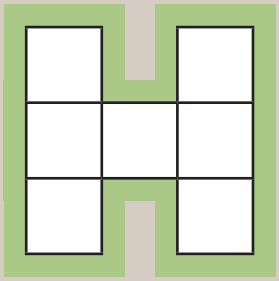
d. $\frac{3}{8} + \frac{11}{8} =$ _____

e. $\frac{1}{5} + \frac{6}{5} + \frac{2}{5} =$ _____

f. $\frac{7}{8} + \frac{4}{8} + \frac{11}{8} =$ _____

Práctica continua

1. Completa esta tabla. Puedes utilizar bloques de unidades como ayuda.



Número de cubos en la base	Número de capas	Número total de cubos
7	1	7
7	3	21
7	5	35
7	7	49
7	9	63

DE 5.2.7

2. Calcula cada total. Dibuja saltos en la recta numérica para indicar tu razonamiento.

DE 5.5.1

a. $7.4 + 2.55 =$ 9.95

b. $3.12 + 4.2 =$ 7.32

c. $5.09 + 1.4 =$ 6.49

Prepárate para el módulo 6

Utiliza lo que sabes acerca de la suma de fracciones para completar cada una de estas ecuaciones.

a. $\frac{3}{5} + \frac{1}{5} = \frac{4}{5}$

b. $\frac{8}{4} + \frac{7}{4} = \frac{15}{4}$

c. $\frac{5}{6} + \frac{7}{6} = \frac{12}{6}$

d. $\frac{3}{8} + \frac{11}{8} = \frac{14}{8}$

e. $\frac{1}{5} + \frac{6}{5} + \frac{2}{5} = \frac{9}{5}$

f. $\frac{7}{8} + \frac{4}{8} + \frac{11}{8} = \frac{22}{8}$

Las respuestas pueden variar.

DESEMPEÑO

I

Calcula cada respuesta. Indica tu razonamiento.

a. $0.4 + 0.5 =$ _____	**b.** $3.4 - 0.2 =$ _____
c. $2.35 + 3.12 =$ _____	**d.** $2.73 - 0.52 =$ _____
e. $1.6 + 0.48 =$ _____	**f.** $4.05 - 0.3 =$ _____

DESEMPEÑO

I

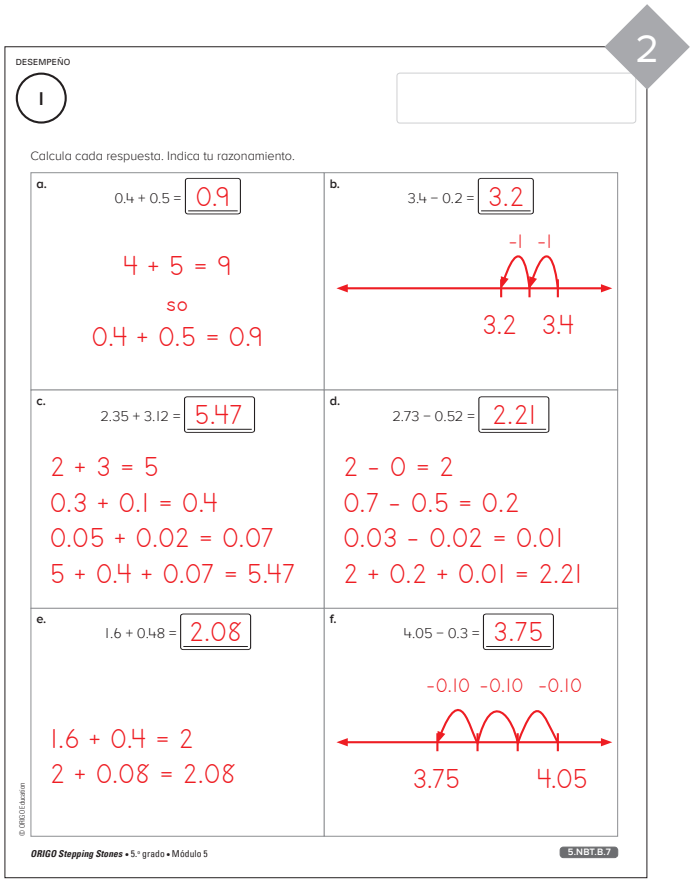
Read the instructions with the students and make sure they understand that they should only use the standard algorithm to complete the task.

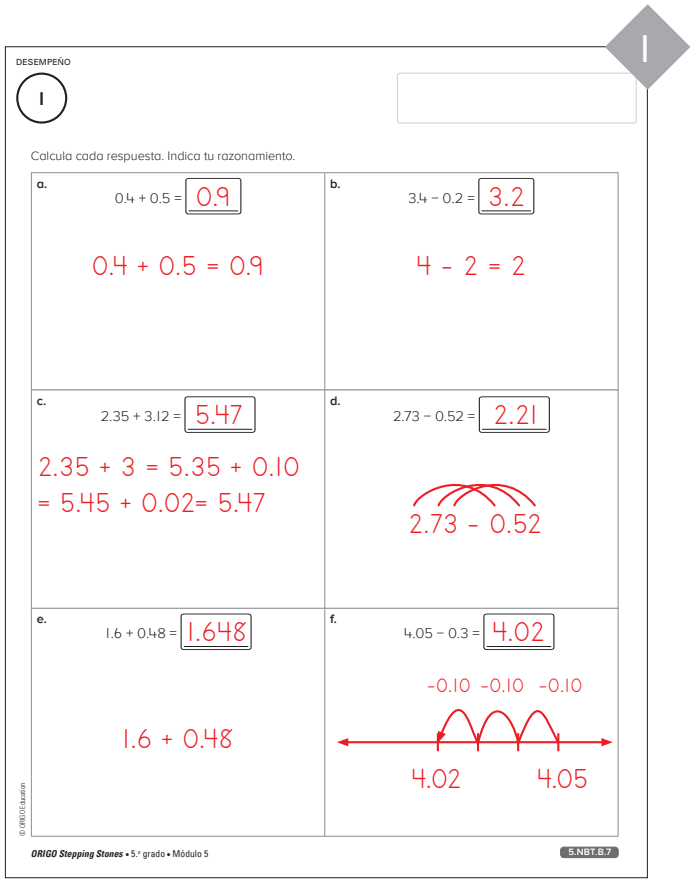
Scoring Rubric and Examples

2 Meets requirements.
Shows complete understanding.
- Used the correct procedure though there may have been minor calculation errors (e.g. 0.4 + 0.5 = 0.8).

I Partially meets requirements.
Shows some understanding.
- Used the correct procedure with partial success.
- Errors were conceptual or procedural (misaligning digits) rather than minor calculation errors (e.g. 0.4 + 0.5 = 0.8).

0 Does not meet requirements.
Shows no understanding.





I

1. Resuelve el problema. Indica tu razonamiento.

1.03 + 56 ÷ 4 = _____

2. Utiliza el algoritmo estándar de la suma para calcular cada total.

a.

D	U	d	c
	8	.	
+ 1	2	. 7	2

b.

D	U	d	c
1	1	. 8	1
+	6	. 4	

3. Completa cada ecuación. Indica tu razonamiento.

a. 9.48 − 5.06 = _____

b. 5.3 − 2.7 = _____

c. 6.9 − 3.25 = _____

Q1 5.OA.A.1 Q2+3 5.NBT.B.7

I

✻ Las respuestas pueden variar.

1. Resuelve el problema. Indica tu razonamiento.

1.03 + 56 ÷ 4 = 15.03

✻

2. Utiliza el algoritmo estándar de la suma para calcular cada total.

a.

D	U	d	c
1			
	8	.	
+ 1	2	. 7	2
2	0	. 7	2

b.

D	U	d	c
	1		
	1	. 8	1
+	6	. 4	
1	8	. 2	1

3. Completa cada ecuación. Indica tu razonamiento.

a. 9.48 − 5.06 = 4.42

✻

b. 5.3 − 2.7 = 2.6

✻

c. 6.9 − 3.25 = 3.65

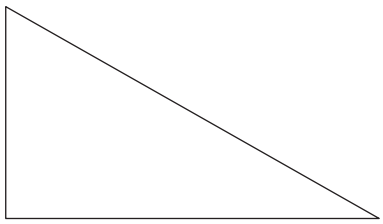
✻

Q1 5.OA.A.1 Q2+3 5.NBT.B.7

2

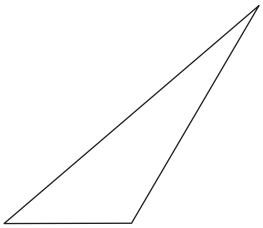
1. Escribe **acutángulo**, **rectángulo** u **obtusángulo** para describir cada triángulo.

a.



_____

b.

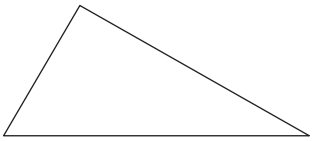


_____

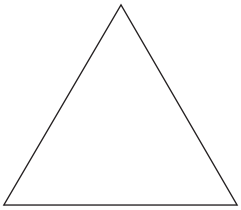
2. Lee las etiquetas y luego escribe la letra correspondiente dentro de cada triángulo.

S - Escaleno I - Isósceles E - Equilátero

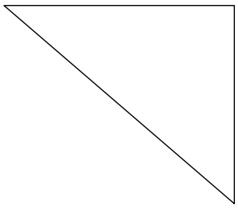
a.



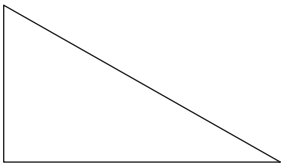
b.



c.



d.

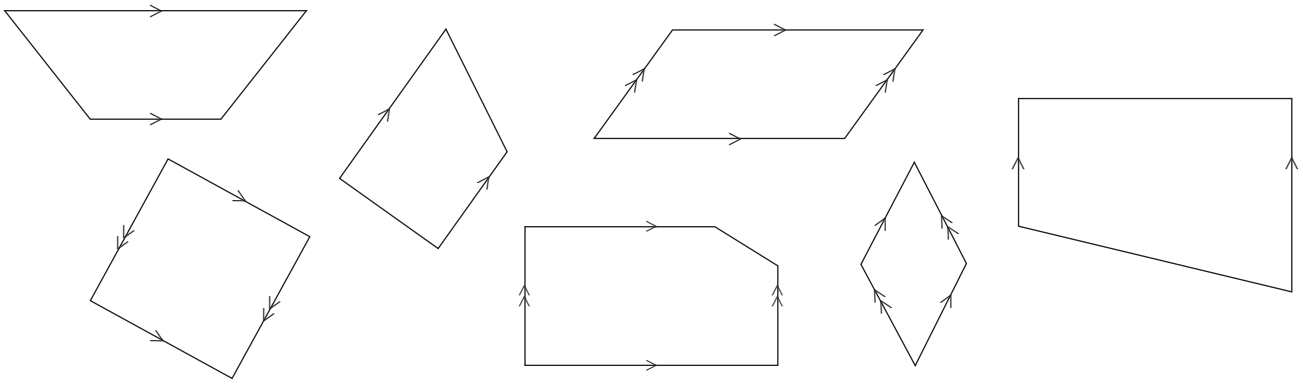


3. Colorea el ⬭ junto a la respuesta correcta.

Un cuadrado:

- ⬭ es un tipo de rectángulo y un tipo de rombo.
- ⬭ es solo un tipo de rombo.
- ⬭ es solo un tipo de rectángulo.
- ⬭ no es un tipo de rectángulo ni un tipo de rombo.

4. Escribe **P** dentro de cada paralelogramo.

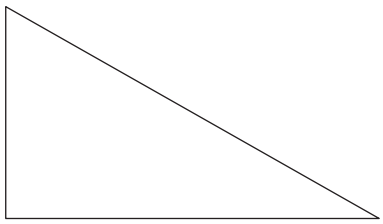


Q1-4 5.G.B.3 Q3+4 5.G.B.4

2

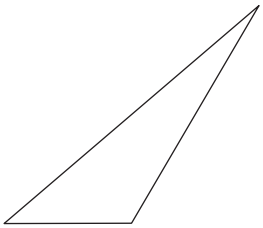
1. Escribe **acutángulo**, **rectángulo** u **obtusángulo** para describir cada triángulo.

a.



rectángulo

b.

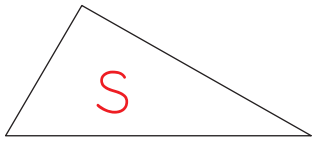


obtusángulo

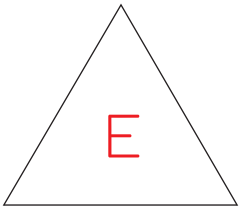
2. Lee las etiquetas y luego escribe la letra correspondiente dentro de cada triángulo.

S - Escaleno I - Isósceles E - Equilátero

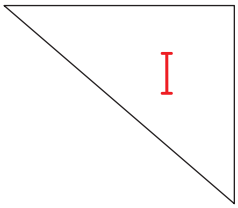
a.



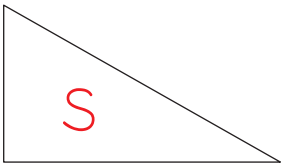
b.



c.



d.

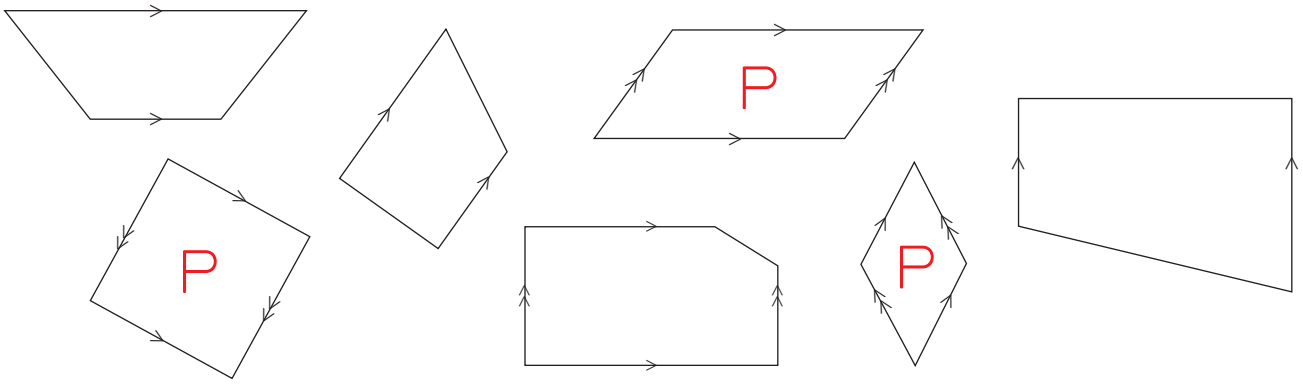


3. Colorea el ⬭ junto a la respuesta correcta.

Un cuadrado:

- ⬬ es un tipo de rectángulo y un tipo de rombo.
- ⬭ es solo un tipo de rombo.
- ⬭ es solo un tipo de rectángulo.
- ⬭ no es un tipo de rectángulo ni un tipo de rombo.

4. Escribe **P** dentro de cada paralelogramo.



Q1-4 5.G.B.3 Q3+4 5.G.B.4