Name Date Time

HOME LINK 5·1

Frames and Arrows

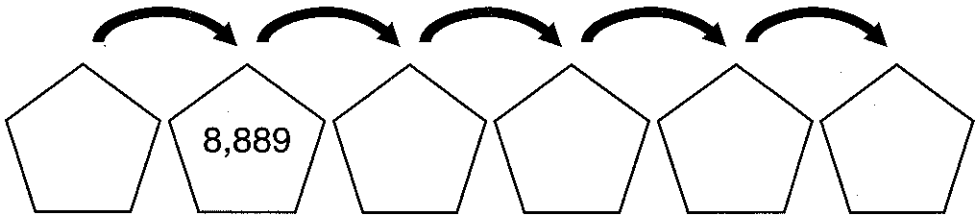
Family Note Have your child read and solve the three Frames-and-Arrows problems. Review the rule that is being used in each puzzle. Ask your child to look for patterns in the frames. For example, which digit changes when adding or subtracting 10? *(tens digit and hundreds digit change when moving from the 8,800s to the 8,900s)* 100? *(hundreds digit and thousands digit change when moving from the 8,000s to the 9,000s)* 1,000? *(thousands digit and ten-thousands digit change when moving from the 9,000s to the 10,000s)*

Please return this Home Link to school tomorrow.

Solve each Frames-and-Arrows problem.

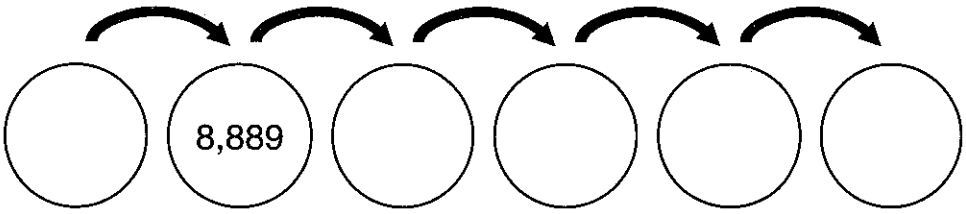
1.

Rule
Add 10



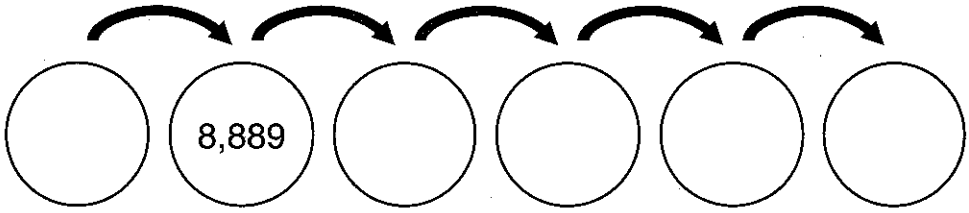
2.

Rule
Add 100



3.

Rule
Add 1,000



Name Date Time

HOME LINK 5•2

Comparing Numbers

Family Note Review the meanings of the > and < relation symbols (see box below) before your child begins this page. When your child has completed the Home Link, ask him or her to read the numbers on the page to you.

The game *Number Top-It* gives children the opportunity to practice comparing 5-digit numbers. You may wish to play *Number Top-It* with your child. (See *Student Reference Book,* pages 302 and 303.)

Please return this Home Link to school tomorrow.

Write < or >.

1. 906 _____ 960

2. 5,708 _____ 599

3. 31,859 _____ 31,958

4. 10,006 _____ 10,106

5. 48,936 _____ 4,971

6. 76,094 _____ 76,111

< means *is less than*

> means *is greater than*

Use the digits 6, 8, 3, and 9.

7. Write the smallest possible number. _____

8. Write the largest possible number. _____

9. Write two numbers that are between the smallest and largest numbers.

_____ _____

10. Fill in the missing numbers.

50,100 _____ _____ 53,100

Practice

Write these problems on the back of this page. Solve. Show your work.

11. 48 + 8

12. 86 + 77

13. 717 + 79

14. 236 + 248

Name Date Time

HOME LINK 5•3

Practice with Place Value

Family Note Help your child use the seven digit squares to make the largest and smallest whole numbers possible out of all seven digits. *Number Top-It* (7-Digit Numbers) on *Student Reference Book,* page 304 provides practice comparing 7-digit numbers. You may wish to play this game with your child.

Please return this Home Link to school tomorrow.

1. Cut out the digit squares. Use all 7 digits to make the largest number and the smallest. Add the numbers and then read them to someone at home.

largest _____

smallest _____

Total _____

6			
2			
4			
7			
1			
5			
3			

2. Read the following numbers to someone at home:

784	25,086	4,056,211	42,876
9,603	7,000,007	7,037,562	104,719

3. Write the numbers above in order from the largest to the smallest.

_____ (largest)

_____

_____

_____

_____

_____

_____

_____ (smallest)

4. Which number is 1,000 less than 43,876?

_____

5. Which number is 10,000 more than 7,027,562?

_____

6. Which number is 10,000 less than 4,066,211?

_____

7. Which number is 1,000,000 more than 6,000,007?

_____

Name Date Time

HOME LINK 5•4

Comparing Areas of Continents

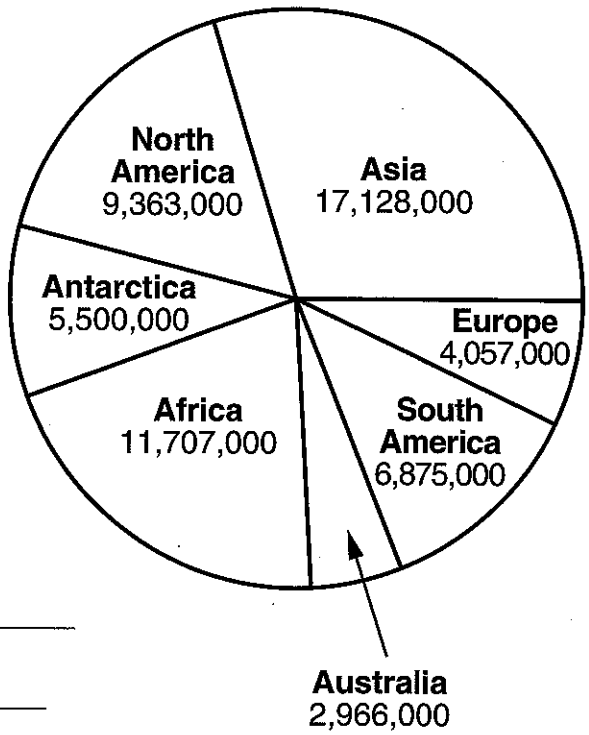
Family Note Your child has been practicing reading and writing 6- and 7-digit numerals. Use the pie graph to help him or her answer the questions about the continents. Ask your child to read each of the areas of the continents aloud to you. Encourage rounding the areas to the nearest million when making the comparisons in Problems 5–7. Remember that working with numbers in the millions is a new skill for your child.

Please return this Home Link to school tomorrow.

SRB 194

Use the graph to answer the questions.

Areas of the Continents
(in square miles)



1. How many continents are there?

_____

2. Which continent has the largest area?

_____

3. Which continent has the smallest area?

_____

4. Which continents have an area between 5 and 10 million square miles each?

_____

_____

5. Which continent is about 1 million square miles larger than Australia?

_____

6. Which continent is a little more than half the size of Asia?

_____

Try This

7. Which continent is a little less than 3 times the size of Europe?

_____

Name Date Time

HOME LINK 5•5

Writing and Ordering Numbers

Family Note Observe and encourage as your child makes 4-digit numbers using the digit squares, records the numbers, and then writes them in order from smallest to largest. Then listen as your child reads the numbers to you.

Please return this Home Link to school tomorrow.

Cut out the digit squares. Arrange them into 4-digit numbers in as many different ways as you can. Record each number you make. Then put the numbers in order from smallest to largest. Read your numbers to someone at home.

Record numbers here:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Order numbers here:

_____ (smallest)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ (largest)

3	5	8	3

Name Date Time

HOME LINK 5•6

Stories with Large Numbers

Family Note Help your child write an addition and a subtraction story using 5-, 6-, or 7-digit numbers. Your child has been working with numbers as large as millions (7 digits), so this is a realistic expectation. However, it is acceptable for children to make up stories with 5- or 6-digit numbers.

Please return this Home Link to school tomorrow.

For each number story, try to think about large numbers of things. Share your stories with someone at home. If the numbers are too big for you to add or subtract, use a calculator or ask someone at home to help.

1. Write a number story that you solve by adding. **Workspace**

Answer: _____ (unit)

2. Write a number story that you solve by subtracting.

Answer: _____ (unit)

Name Date Time

HOME LINK 5•7

Understanding Decimals

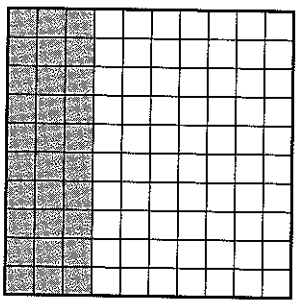
Family Note Your child has been using grids like the ones below to understand the meaning of decimals. The grid is made up of 100 squares. Each square is $\frac{1}{100}$ or 0.01 of the grid. Ten squares is $\frac{1}{10}$ or 0.10 of the grid. 0.8 is read as "eight-tenths." 0.04 is read as "four-hundredths." 0.53 is read as "fifty-three hundredths."

Please return this Home Link to school tomorrow.

SRB 33–36

If the grid is ONE, then what part of each grid is shaded?
Write a fraction and a decimal below each grid.

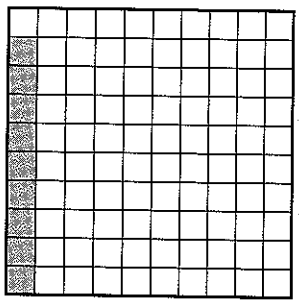
1.



fraction: _____

decimal: _____

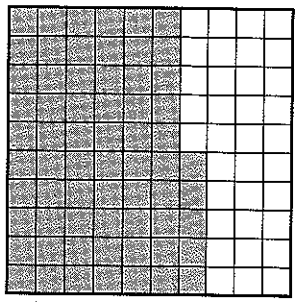
2.



fraction: _____

decimal: _____

3.



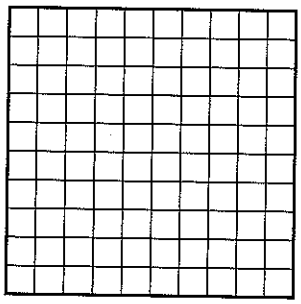
fraction: _____

decimal: _____

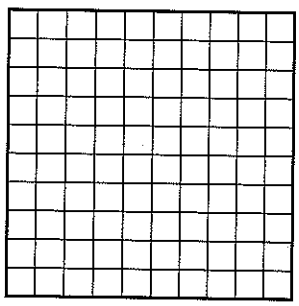
4. Which decimal is greater? Use the grids to help you.

0.3 or 0.09 _____ 0.09 or 0.65 _____ 0.3 or 0.65 _____

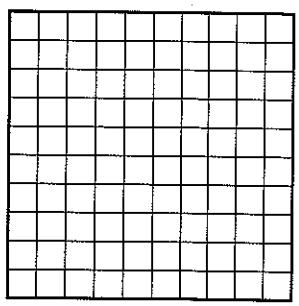
5. Color 0.8 of the grid.



6. Color 0.04 of the grid.



7. Color 0.53 of the grid.



8. Write 0.8, 0.04, and 0.53 in order from smallest to largest.

Use the grids to help you. _____ _____ _____

Name Date Time

HOME LINK 5•8

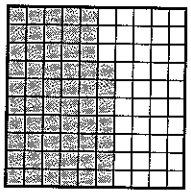
Tenths and Hundredths

Family Note Your child continues to work with decimals. Encourage him or her to think about ways to write money amounts. This is called dollars-and-cents notation. For example, $0.07 (7 cents), $0.09 (9 cents), and so on.

Please return this Home Link to school tomorrow.

Write what each diagram shows.

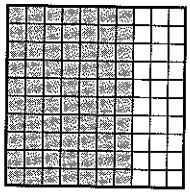
1.



_____ hundredths

___ tenths ___ hundredths

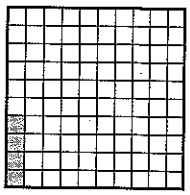
2.



_____ hundredths

___ tenths ___ hundredths

3.



_____ hundredths

___ tenths ___ hundredths

Write the words as decimal numbers.

4. twenty-three hundredths

_____

5. eight and four-tenths

_____

6. thirty and twenty-hundredths

_____

7. five-hundredths

_____

Continue each pattern.

8. 0.1, 0.2, 0.3, _____, _____, _____, _____, _____, _____

9. 0.01, 0.02, 0.03, _____, _____, _____, _____, _____, _____

Practice

Write these problems on the back of this page. Solve. Show your work.

10. 621 − 118 = _____

11. 135 + 468 = _____

Name Date Time

HOME LINK 5•9

Practice with Decimals

Family Note Your child has been using the metric system to practice measurements and to convert centimeters to meters. The following equivalencies will assist you in helping your child solve Problems 3–6.

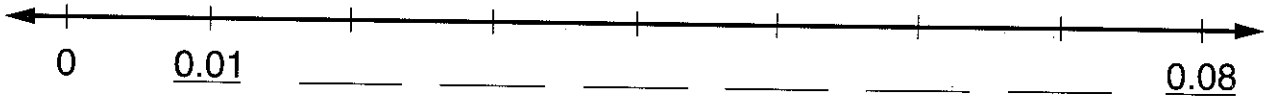
Please return this Home Link to school tomorrow.

1 cm = 10 mm
1 m = 100 cm
1 m = 1,000 mm

SRB 137–140

Fill in the missing numbers.

1.



2.

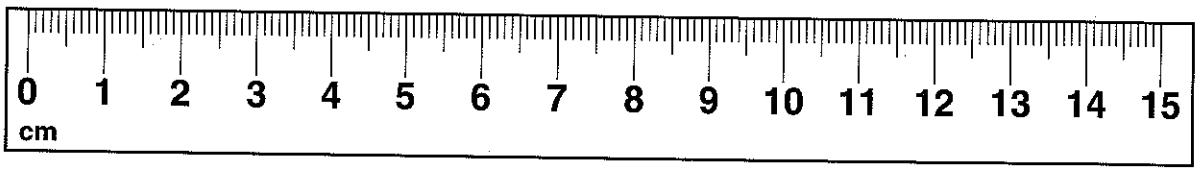
Follow these directions on the ruler below.

3. Make a dot at 7 cm and label it with the letter *A*.

4. Make a dot at 90 mm and label it with the letter *B*.

5. Make a dot at 0.13 m and label it with the letter *C*.

6. Make a dot at 0.06 m and label it with the letter *D*.



Practice

7. $3 \times 9 =$ _____ **8.** $5 \times 8 =$ _____ **9.** $0 \times 8 =$ _____

10. _____ $= 2 \times 6$ **11.** _____ $= 3 \times 3$ **12.** _____ $= 5 \times 3$

Name _____ Date _____ Time _____

HOME LINK 5·10

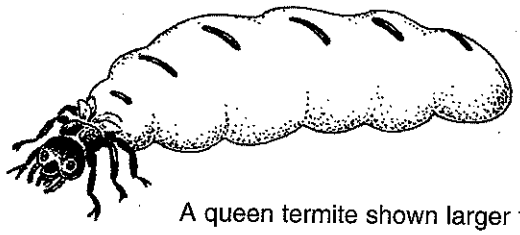
Measuring with Millimeters

Family Note Your child has been using millimeters to learn about decimal place value. This page offers a way to practice with millimeters and other metric measurements. Have your child use the ruler at the bottom of the page to answer the questions.

Please return this Home Link to school tomorrow.

SRB 137–140

A queen termite is drawn above the ruler at the bottom of the page. It is 5 millimeters long.



A queen termite shown larger than actual size

1 cm = 10 mm
1 m = 100 cm
1 m = 1,000 mm

1. How many termites would fit on:

a. 1 centimeter? _____

b. 5 centimeters? _____

c. 10 centimeters? _____

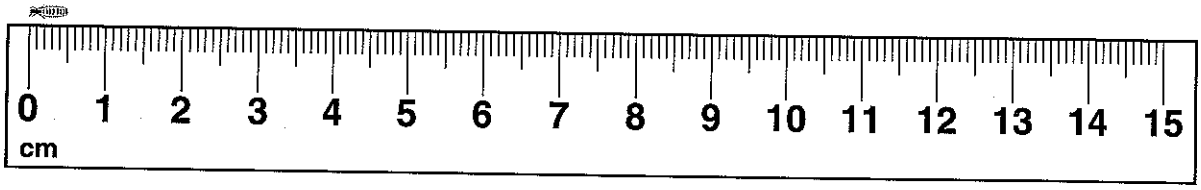
d. 50 centimeters? _____

e. 1 meterstick? _____

f. 3 metersticks? _____

2. What would be the length of a chain of 60 termites?

a. _____ centimeters **b.** _____ meters **c.** _____ millimeters



Practice

3. 7 × 7 = _____

4. _____ = 7 × 8

5. 9 × 7 = _____

6. _____ = 6 × 7

Name _____ Date _____ Time _____

HOME LINK 5•11

Comparing Decimals

Family Note Ask your child to read the decimal numerals aloud. Encourage your child to use the following method:

1. Read the whole-number part.
2. Say *and* for the decimal point.
3. Read the digits after the decimal point as though they formed their own number.
4. Say *tenths, hundredths,* or *thousandths,* depending on the placement of the right-hand digit. Encourage your child to exaggerate the *ths* sound.

Please return this Home Link to school tomorrow.

SRB 35 36

Write >, <, or =.

> means *is greater than*

< means *is less than*

1. 2.35 _____ 2.57

2. 1.008 _____ 1.8

3. 0.64 _____ 0.46

4. 0.90 _____ 0.9

5. 42.1 _____ 42.09

6. 7.098 _____ 7.542

7. 0.4 _____ 0.400

8. 0.206 _____ 0.214

Example: The 4 in 0.47 stands for 4 tenths or 0.4.

9. The 9 in 4.59 stands for 9 _____ or _____.

10. The 3 in 3.62 stands for 3 _____ or _____.

Continue each number pattern.

11. 6.56, 6.57, 6.58, _____, _____, _____

12. 0.73, 0.83, 0.93, _____, _____, _____

Write the number that is 0.1 more.

13. 4.3 _____

14. 4.07 _____

Write the number that is 0.1 less.

15. 8.2 _____

16. 5.63 _____

Practice

Solve these problems on the back of this page. Show your work.

17. 282 − 39

18. 811 − 29

19. 685 − 176

Name _____ Date _____ Time _____

HOME LINK 5·12

Subtraction & Multiplication Practice

Family Note Ask your child to explain the counting-up and trade-first subtraction methods. *Please return this Home Link to school tomorrow.*

Make a ballpark estimate. Subtract and show your work. Check to see if your answer makes sense.

1. Use the counting-up method. _____
(Ballpark estimate)

Unit

754
−299

2. Use the trade-first method. _____
(Ballpark estimate)

754
−299

Multiplication. Write facts that you know.

3. × 2 facts

$4 \times 2 = 8$

4. × 3 facts

5. × 4 facts