

5th Grade Chapter 1 – Place Value, Adding, and Subtracting**Multiple Choice**

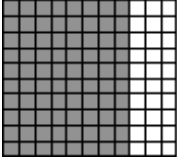
Identify the letter of the choice that best completes the statement or answers the question.

- In the number 5,163,098,427, which digit is in the millions place?
A. 1
B. 8
C. 3
D. 5
- In 2003 the U.S. government was about four hundred fifty billion dollars in debt. What is this number in standard form?
A. 50,000,400
B. 450,000,000
C. 50,000,000,400
D. 450,000,000,000
- Which number is 10,000,000 less than 586,579,859,715?
A. 586,569,859,715
B. 586,579,849,715
C. 586,589,859,715
D. 576,579,859,715
- Which sea has the greatest area?

Sea	Area in Square Miles
Bering Sea	876,000
Caribbean Sea	1,063,000
Mediterranean Sea	967,000
South China Sea	1,149,000

- A. Bering Sea
B. Caribbean Sea
C. Mediterranean Sea
D. South China Sea
- Which of the following numbers is greater than 896,052?
A. 869,052
B. 896,051
C. 896,025
D. 896,125
- Everyday after her daily walk, Charlene drinks 1.04 liters of water. Which decimal is equivalent to 1.04?
A. 1.004
B. 1.040
C. 1.400
D. 1.4

7. Which decimal is equivalent to 0.70?



- A. 0.7
B. 0.07
C. 7
D. 70
8. A green sea turtle weighs 355.3 kilograms. What is the word form of this number?
A. three hundred fifty and three tenths
B. three hundred fifty-three tenths
C. three hundred five and three tenths
D. three hundred fifty-five and three tenths
9. Which numbers are in order from least to greatest?
A. 1.742 1.558 1.671
B. 0.561 8.627 5.325
C. 4.057 4.122 5.008
D. 6.705 6.527 6.211
10. What number is the same as 45 hundreds?
A. 45
B. 450
C. 4,500
D. 45,0000
11. Which problem can be solved with the following key facts and details?
Bob planted 10 rows of vegetables in his garden. He planted carrots, onions, potatoes, pumpkins, and beans.
A. How many rows of beans did Bob plant in his garden?
B. Did Bob plant more carrots or more pumpkins in his garden?
C. What is the shape of Bob's garden?
D. How many different types of vegetables did Bob plant in his garden?

12. Charlotte's class has twice as many boys as girls. There are 20 boys in the class. How many boys and girls are in Charlotte's class?
- A. 10 boys and girls
B. 30 boys and girls
C. 40 boys and girls
D. 60 boys and girls
13. In the year 2000, there were about 168,840,000 computers in the U.S. What is this number rounded to the nearest million?
- A. 200,000,000
B. 170,000,000
C. 169,000,000
D. 168,800,000
14. Which number rounds to 30.86 when rounded to the nearest hundredth?
- A. 30.9
B. 30.85
C. 30.865
D. 30.861
15. Which of the following has a sum of 4.28?
- A. $3.21 + 0.07$
B. $0.6 + 4.22$
C. $2.19 + 2.19$
D. $1.061 + 3.219$
16. In the 2000 Summer Olympics, swimmer Pieter van den Hoogenband of the Netherlands had the three fastest times in the 100-meter freestyle event. His times were 47.84 seconds, 48.30 seconds, and 48.64 seconds. What is the difference, in seconds, between his two fastest times?
- A. 0.46 seconds
B. 0.34 seconds
C. 0.8 seconds
D. 0.19 seconds
17. Sam bought a CD for \$13.98. How much change should Sam get from a \$20 bill?
- A. \$16.02
B. \$13.98
C. \$7.02
D. \$6.02

18. The following table gives the first five books in K.J. Low's *Scary Plotter* series, in order, and the number of pages in each book. How many more pages does the fifth book have than the first book?

Title	Number of Pages
<i>The Source of the Trouble</i>	309
<i>The Room in the Cellar</i>	341
<i>The Prisoner's Daughter</i>	435
<i>The Goblins of Fife</i>	734
<i>The Order of the Stone</i>	870

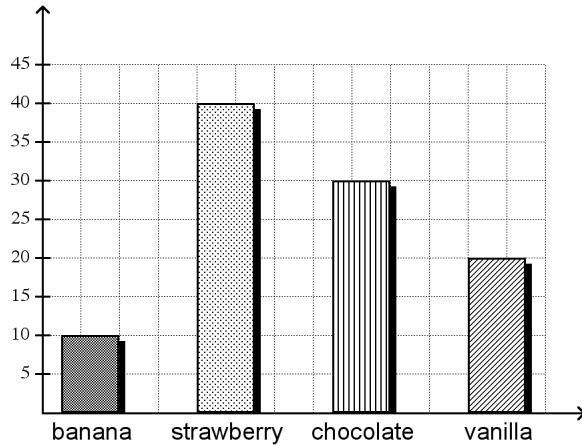
To solve this problem, Scott subtracted: $734 - 309 = 425$. Then he wrote the answer: It has 425 more pages.

What is wrong with Scott's solution?

- A. Scott used the wrong operation, subtraction.
 - B. Scott's answer of 425 pages is not reasonable.
 - C. Scott did not calculate $734 - 309$ correctly.
 - D. Scott used the wrong information.
19. Darlene had a daughter named Bonnie when she was 26 years old. Bonnie celebrated her 40th birthday in the year 2003. In what year was Darlene born?
- A. 1936
 - B. 1937
 - C. 1963
 - D. 1973
20. A middle school held a raffle to raise money for new percussion instruments for the orchestra. Isabel drew ticket number 292,704, Sara drew ticket number 296,491, Barbara drew ticket number 292,677, and Celia drew ticket number 293,549. Whose ticket had the largest number?
- A. Barbara
 - B. Celia
 - C. Isabel
 - D. Sara

Short Answer

21. Miriam asked 100 of her classmates for their favorite flavor of milk shake. The following graph shows her results. How many people said their favorite flavor was either banana or vanilla?



22. Rachel bought a dictionary that contains 3,219,441 words. What is this number rounded to the nearest thousand?
23. Mrs. Cruz purchased three kinds of meat at the grocery store. The weights are shown in the table below. What is the total weight of the meat she purchased?

WEIGHTS OF MEAT PURCHASES

Meat	Weight
chicken	1.42 pounds
veal	2.37 pounds
ham	3.14 pounds

24. Students in different parts of a city shared rainfall data online. Students at each school collected rainwater in a cylinder and measured its depth in inches. This table shows the amount of rainwater collected one day at two of the schools.

RAINWATER COLLECTED

School	Inches of Rainfall
Amani	1.3
Los Olivos	0.58

What is the difference in the amount of rain that fell at the two schools?

25. The following table shows the times of four students who ran the 400-meter relay for their school track team. Each student on the relay team ran 100 meters. What is the combined time of the four students?

400-METER RELAY TIMES

Student	Time for 100 meters
Luisa	11.2 seconds
Hoshi	12.3 seconds
Trishia	12.7 seconds
Francie	11.3 seconds

26. What are the key details and facts needed to solve this problem?

Mrs. Covell gave her students points for class participation throughout the year. Steven received 372 points, Denise received 261 points, and Cara received 258 points. How many total points did Denise and Cara receive?

27. The Everglades National Park has an area of approximately 1,508,508 acres. What is this number in expanded form?
28. According to a study, a male takes in an average of 4.027 grams of sodium a day, and a female takes in an average of 2.864 grams of sodium a day. What is the value of the 6 in the average sodium intake of a female?

5th Grade Chapter 1 – Place Value, Adding, and Subtracting Answer Section

MULTIPLE CHOICE

1. ANS: C REF: 0101 Lesson 1-1: Place Value Through Billions
OBJ: Write the standard, word, and expanded forms of whole numbers to billions, and identify the value of digits in whole numbers.
TOP: Intervention F14: Place Value to Billions, NCTM 3-5: Num.1.1, NCTM 3-5: Num.1.2
KEY: place value, whole numbers
2. ANS: D REF: 0101 Lesson 1-1: Place Value Through Billions
OBJ: Write the standard, word, and expanded forms of whole numbers to billions, and identify the value of digits in whole numbers.
TOP: Intervention F14: Place Value to Billions, NCTM 3-5: Num.1.1, NCTM 3-5: Num.1.2
KEY: place value, whole numbers, Social Studies
3. ANS: A REF: 0101 Lesson 1-1: Place Value Through Billions
OBJ: Write the standard, word, and expanded forms of whole numbers to billions, and identify the value of digits in whole numbers.
TOP: Intervention F14: Place Value to Billions, NCTM 3-5: Num.1.1, NCTM 3-5: Num.1.2
KEY: place value, whole numbers
4. ANS: D REF: 0102 Lesson 1-2: Comparing and Ordering Whole Numbers
OBJ: Compare and order numbers through millions.
TOP: Intervention F15: Comparing and Ordering Numbers, NCTM 3-5: Num.1.1
KEY: comparing, ordering, whole numbers, Geography
5. ANS: D REF: 0102 Lesson 1-2: Comparing and Ordering Whole Numbers
OBJ: Compare and order numbers through millions.
TOP: Intervention F15: Comparing and Ordering Numbers, NCTM 3-5: Num.1.1
KEY: comparing, ordering, whole numbers
6. ANS: B REF: 0103 Lesson 1-3: Place Value Through Thousandths
OBJ: Write decimals in standard, word, and expanded form through thousandths, identify the value of digits in decimal numbers, and name equivalent decimals. STO: N.ME.05.08
TOP: Intervention I5: Place Value to Thousandths, NCTM 3-5: Num.1.1, NCTM 3-5: Num.1.2
KEY: decimals, place value
7. ANS: A REF: 0103 Lesson 1-3: Place Value Through Thousandths
OBJ: Write decimals in standard, word, and expanded form through thousandths, identify the value of digits in decimal numbers, and name equivalent decimals. STO: N.ME.05.08
TOP: Intervention I5: Place Value to Thousandths, NCTM 3-5: Num.1.1, NCTM 3-5: Num.1.2
KEY: decimals, place value
8. ANS: D REF: 0103 Lesson 1-3: Place Value Through Thousandths
OBJ: Write decimals in standard, word, and expanded form through thousandths, identify the value of digits in decimal numbers, and name equivalent decimals. STO: N.ME.05.08
TOP: Intervention I5: Place Value to Thousandths, NCTM 3-5: Num.1.1, NCTM 3-5: Num.1.2
KEY: decimals, place value, Biology
9. ANS: C REF: 0104 Lesson 1-4: Comparing and Ordering Decimals
OBJ: Compare and order decimals through thousandths.
TOP: Intervention I8: Comparing and Ordering Decimals, NCTM 3-5: Num.1.1
KEY: decimals, sorting

10. ANS: C REF: 0105 Lesson 1-5: Place-Value Patterns
 OBJ: Use place value ideas to write multiples of 100, 1,000, and 10,000 in different ways.
 STO: N.MR.05.15
 TOP: Intervention F11: Place Value Patterns, Intervention I9: Place Value Patterns, NCTM 3-5: Alg.1.1, NCTM 3-5: Num.1.1
 KEY: place value, whole numbers, patterns
11. ANS: D REF: 0106 Lesson 1-6: Problem-Solving Skill: Read and Understand
 OBJ: Tell in words what is known and what needs to be determined in given word problems.
 TOP: Intervention M10: Problem-Solving Skill: Read and Understand
 KEY: problem-solving skill, Agriculture
12. ANS: B REF: 0106 Lesson 1-6: Problem-Solving Skill: Read and Understand
 OBJ: Tell in words what is known and what needs to be determined in given word problems.
 TOP: Intervention M10: Problem-Solving Skill: Read and Understand
 KEY: problem-solving skill, Agriculture
13. ANS: C REF: 0108 Lesson 1-8: Rounding Whole Numbers and Decimals
 OBJ: Round whole numbers through millions and decimals through thousandths.
 STO: N.FL.05.20
 TOP: Intervention F16: Rounding Numbers, Intervention I10: Rounding Whole Numbers and Decimals
 KEY: whole numbers, rounding, Technology
14. ANS: D REF: 0108 Lesson 1-8: Rounding Whole Numbers and Decimals
 OBJ: Round whole numbers through millions and decimals through thousandths.
 STO: N.FL.05.20
 TOP: Intervention F16: Rounding Numbers, Intervention I10: Rounding Whole Numbers and Decimals
 KEY: decimals, rounding
15. ANS: D REF: 0112 Lesson 1-12: Adding Decimals
 OBJ: Compute sums of decimals involving tenths, hundredths, and thousandths.
 STO: N.FL.05.20
 TOP: Intervention I17: Adding and Subtracting Decimals, NCTM 3-5: Num.3.2, NCTM 3-5: Num.3.5
 KEY: addition, decimals
16. ANS: A REF: 0113 Lesson 1-13: Subtracting Decimals
 OBJ: Compute differences of decimals involving tenths, hundredths, and thousandths.
 STO: N.FL.05.20
 TOP: Intervention I17: Adding and Subtracting Decimals, NCTM 3-5: Num.3.2, NCTM 3-5: Num.3.5
 KEY: subtraction, decimals, Sports
17. ANS: D REF: 0113 Lesson 1-13: Subtracting Decimals
 OBJ: Compute differences of decimals involving tenths, hundredths, and thousandths.
 STO: N.FL.05.20
 TOP: Intervention I17: Adding and Subtracting Decimals, NCTM 3-5: Num.3.2, NCTM 3-5: Num.3.5
 KEY: subtraction, decimals, money, Music
18. ANS: D REF: 0114 Lesson 1-14: Problem-Solving Skill: Look Back and Check
 OBJ: Tell whether and why the work shown for given problems is correct or not.
 STO: N.FL.05.20 TOP: Intervention M14: Problem-Solving Skill: Look Back and Check
 KEY: problem-solving skill, subtraction, Literature
19. ANS: B REF: 0114 Lesson 1-14: Problem-Solving Skill: Look Back and Check
 OBJ: Tell whether and why the work shown for given problems is correct or not.
 STO: N.FL.05.20 TOP: Intervention M14: Problem-Solving Skill: Look Back and Check
 KEY: problem-solving skill, History

20. ANS: D REF: 0102 Lesson 1-2: Comparing and Ordering Whole Numbers
OBJ: Compare and order numbers through millions.
TOP: Intervention F15: Comparing and Ordering Numbers, NCTM 3-5: Num.1.1
KEY: comparing, ordering, whole numbers

SHORT ANSWER

21. ANS:
30 people
- REF: 0106 Lesson 1-6: Problem-Solving Skill: Read and Understand
OBJ: Tell in words what is known and what needs to be determined in given word problems.
TOP: Intervention M10: Problem-Solving Skill: Read and Understand
KEY: problem-solving skill, graphs
22. ANS:
3,219,000
- REF: 0108 Lesson 1-8: Rounding Whole Numbers and Decimals
OBJ: Round whole numbers through millions and decimals through thousandths.
STO: N.FL.05.20
TOP: Intervention F16: Rounding Numbers, Intervention I10: Rounding Whole Numbers and Decimals
KEY: whole numbers, rounding
23. ANS:
6.93 pounds
- REF: 0112 Lesson 1-12: Adding Decimals
OBJ: Compute sums of decimals involving tenths, hundredths, and thousandths.
STO: N.FL.05.20
TOP: Intervention I17: Adding and Subtracting Decimals, NCTM 3-5: Num.3.2, NCTM 3-5: Num.3.5
KEY: addition, decimals
24. ANS:
0.72 inches
- REF: 0113 Lesson 1-13: Subtracting Decimals
OBJ: Compute differences of decimals involving tenths, hundredths, and thousandths.
STO: N.FL.05.20
TOP: Intervention I17: Adding and Subtracting Decimals, NCTM 3-5: Num.3.2, NCTM 3-5: Num.3.5
KEY: subtraction, decimals, Science
25. ANS:
47.5 seconds
- REF: 0114 Lesson 1-14: Problem-Solving Skill: Look Back and Check
OBJ: Tell whether and why the work shown for given problems is correct or not.
STO: N.FL.05.20 TOP: Intervention M14: Problem-Solving Skill: Look Back and Check
KEY: problem-solving skill, addition, Physical Education

26. ANS:

Denise received 261 points and Cara received 258 points.

REF: 0106 Lesson 1-6: Problem-Solving Skill: Read and Understand

OBJ: Tell in words what is known and what needs to be determined in given word problems.

TOP: Intervention M10: Problem-Solving Skill: Read and Understand

KEY: problem-solving skill

27. ANS:

$1,000,000 + 500,000 + 8,000 + 500 + 8$

REF: 0101 Lesson 1-1: Place Value Through Billions

OBJ: Write the standard, word, and expanded forms of whole numbers to billions, and identify the value of digits in whole numbers.

TOP: Intervention F14: Place Value to Billions, NCTM 3-5: Num.1.1, NCTM 3-5: Num.1.2

KEY: place value, whole numbers, Geography

28. ANS:

6 hundredths

REF: 0103 Lesson 1-3: Place Value Through Thousandths

OBJ: Write decimals in standard, word, and expanded form through thousandths, identify the value of digits in decimal numbers, and name equivalent decimals. STO: N.ME.05.08

TOP: Intervention I5: Place Value to Thousandths, NCTM 3-5: Num.1.1, NCTM 3-5: Num.1.2

KEY: decimals, place value, Health Education