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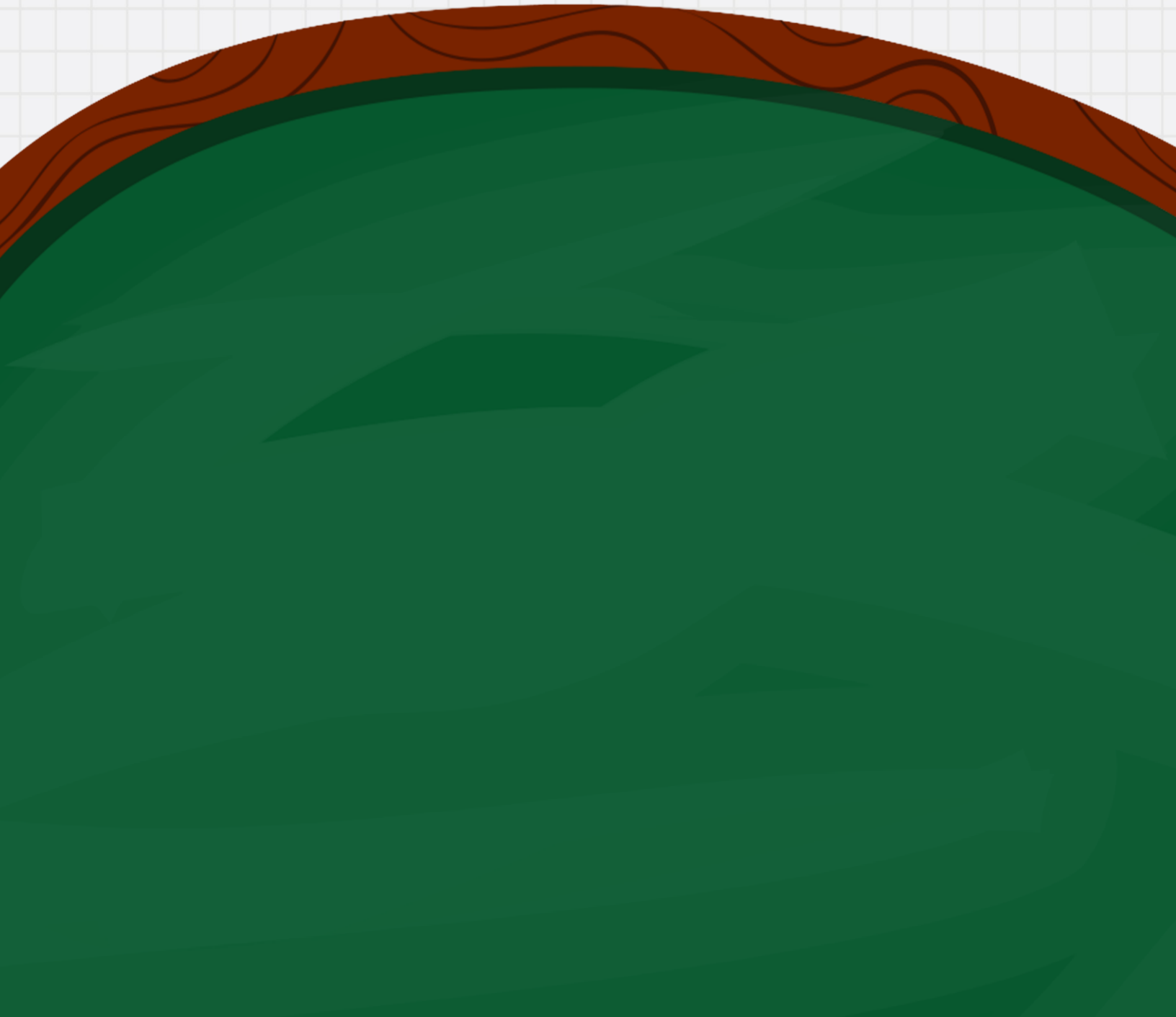
GRADE 5 MATH - NUMBERS

SCHOOLIO ONTARIO CURRICULUM
GRADE 5 MATH – TABLE OF CONTENTS

Lesson 1: Represent Whole Numbers to 100 000

Discussion:

THOUSANDS			ONES		
HUNDRED THOUSANDS	TEN THOUSANDS	THOUSANDS	HUNDREDS	TENS	ONE

You've probably heard the term 'a hundred grand' and this year that's what we are going to work on. A hundred grand really means a hundred thousand.

We are going to add another column to the left of the ten thousands that will be the hundred thousands column.   Then we are going to practice building numbers. *Show the place value chart above, and talk about the new column to the left.*

This represents an extra digit in your number now.

Activity:

Say a number like "two hundred fifty six thousand three hundred forty five". Then, have your child use the number tiles and 'create' the number on the place value chart provided. Practice this until you feel your child is proficient. Be aware that you don't want to use the word 'and.' Saying 'and' automatically should tell your child that you will be placing a decimal in that spot.

Then complete activities 1.1 – Building Numbers and 1.2 – Numbers to 100,000.

<u>Example Prompts:</u>

Five hundred sixty three thousand four hundred seventy two

Three hundred fifty five thousand six hundred twelve

Four hundred ninety five thousand seven hundred thirty four

Five hundred sixty five thousand four hundred twenty five

Nine hundred eighty four thousand three hundred nineteen

Prompts for when your child seems to have mastered building numbers:

Build a number that is one more than…. (say a number in the 100 000's)

Build a number that is five thousand more than ….

Build a number that is three hundred thousand less than ….

You can change the amount and the place value that you increase or decrease but the concept remains the same.

Your child should first build the number and then increase or decrease the number.

Place Value Mat Numbers

9	8	7	6
5	4	3	2
		1	0

9	8	7	6
5	4	3	2
		1	0

Place Value Mat

THOUSANDS			ONES		
HUNDRED THOUSANDS	TEN THOUSANDS	THOUSANDS	HUNDREDS	TENS	ONE

1.1 –Numbers to 100 000

1. Write the number in standard form and in words.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
● ● ● ●	● ● ● ●	●	●		● ●

2. Which number is larger? Use an inequality sign to show the larger number. 205 321   or 214 300

3. Draw the number on the place value chart and write it in standard form Eight hundred sixty three thousand four hundred two.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones

4. Use your place value mat to create a number that is four thousand more than 345 211. Explain your thinking.

5. Write the number 892 432 in expanded form.

6. Write the number 832 120 in expanded form.

1.1 –Numbers to a 100 000

1. Write the number in standard form and in words.

451 102 Four hundred fifty one thousand one hundred two.

	Thousands			Ones		
	Hundreds	Tens	Ones	Hundreds	Tens	Ones
	●● ●●	●● ● ● ●	●	●		● ●

2. Which number is larger? Use an inequality sign to show the larger number.
   205 321 or 214 300
   205 321 < 214 300

3. Draw the number on the place value chart and write it in standard form
   Eight hundred sixty three thousand four hundred two.
   863 402

	Thousands			Ones		
	Hundreds	Tens	Ones	Hundreds	Tens	Ones
	●● ●● ●●	●● ●● ●●	● ● ●	●● ●●		● ●

4. Use your place value mat to create a number that is four thousand more than 345 211. Explain your thinking.
   349 211. I know that the 5 is in the thousands place so I need to add four to that number to get my answer. That makes the number 349 211

5. Write the number 892 432 in expanded form. 800 000 + 90 000 +2 000 + 400 + 30 + 2

6. Write the number 832 120 in expanded form
   800 000 + 30 000 + 2000 + 100 + 20

1.2 –Numbers to 100 000

1. Write the number in standard form
   a) $400\,000 + 30\,000 + 5\,000 + 700 + 90 + 1 =$
   b) $600\,000 + 4\,000 + 200 + 70 + 1 \qquad =$
   c) $400\,000 + 80\,000 + 7\,000 + 700 + 10 + 1 =$
   d) $200\,000 + 40\,000 + 5\,000 + 900 + 30 + 6 =$
   e) $500\,000 + 90\,000 + 3\,000 + 800 + 20 + 1 =$
   f) $300\,000 + 50\,000 + 6\,000 + 700 + 80 + 5 =$
   g) $700\,000 + 90\,000 + 2\,000 + 400 + 90 \qquad =$

2. Write the number in expanded form
   a) $236\,781 =$
   b) $404\,692 =$
   c) $495\,713 =$
   d) $295\,736 =$
   e) $573\,520 =$
   f) $357\,884 =$
   g) $782\,001 =$

3. Write the place value of the underlined digit under each number.

567 <u>8</u>91	<u>1</u>39 902	139 9<u>0</u>2
9<u>0</u>2 754	567 8<u>9</u>1	7<u>8</u>73 113

4. Fill in the missing parts of the numbers to show how much of each place value they have.

Number	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
204 375						
902 754						

1.2 –Numbers to 100 000

1.Write the number in standard form
a) $400\ 000 + 30\ 000 + 5\ 000 + 700 + 90 + 1 = 435\ 791$
b) $600\ 000 + 4\ 000 + 200 + 70 + 1 \qquad = 604\ 271$
c) $400\ 000 + 80\ 000 + 7\ 000 + 700 + 10 + 1 = 487\ 771$
d) $200\ 000 + 40\ 000 + 5\ 000 + 900 + 30 + 6 = 245\ 936$
e) $500\ 000 + 90\ 000 + 3\ 000 + 800 + 20 + 1 = 593\ 821$
f) $300\ 000 + 50\ 000 + 6\ 000 + 700 + 80 + 5 = 356\ 785$
g) $700\ 000 + 90\ 000 + 2\ 000 + 400 + 90 \qquad = 792\ 490$

2.Write the number in expanded form
a) $236\ 781 = 200\ 000 + 30\ 000 + 6\ 000 + 700 + 80 + 1$
b) $404\ 692 = 400\ 000 + 4\ 000 + 600 + 90 + 2$
c) $495\ 713 = 400\ 000 + 90\ 000 + 5\ 000 + 700 + 10 + 3$
d) $295\ 736 = 200\ 000 + 90\ 000 + 5\ 000 + 700 + 30 + 6$
e) $573\ 520 = 500\ 000 + 70\ 000 + 3\ 000 + 500 + 20$
f) $357\ 884 = 300\ 000 + 50\ 000 + 7\ 000 + 800 + 80 + 4$
g) $782\ 001 = 700\ 000 + 80\ 000 + 2\ 000 + 1$

3. Write the place value of the underlined digit under each number.

567 8̲91	1̲39 902	139 9̲02
Hundreds	Hundred thousands	Tens
9̲02 754	567 89̲1	8̲73 113
Ten thousands	Tens	Hundred thousands

4. Fill in the missing parts of the numbers to show how much of each place value they have.

Number	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
204 375	2	0	4	3	7	5
902 754	9	0	2	7	5	4