Are you ready to **LEARN**?

Mission 2

Base Ten Operations

Name: ____________________________________________
Name:__________________________________________

### Weekly Goal Tracker

<table>
<thead>
<tr>
<th>Week of:</th>
<th>My goal is to earn badges for lessons:</th>
<th>Teacher Signature:</th>
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<tbody>
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Name:____________________________________________
**Name:** ____________________________________________

**Mission 2: Workbook Checklist**

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<th>Teacher Signature: ___</th>
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<td>1. Multiplication Magic</td>
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<tr>
<td>Math Chat:</td>
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<td>Notes</td>
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<td>Exit Ticket</td>
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<tr>
<td>2. Multiplication Estimation</td>
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<tr>
<td>Math Chat:</td>
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<td>Exit Ticket</td>
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<td>3. What Does That Say?</td>
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<td>Learning Lab:</td>
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<td>4. Mental Math Multiplication</td>
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<td>Math Chat:</td>
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<td>6. Area Model Multiplication Returns</td>
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<td>Math Chat:</td>
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<td>7. Area Model Multiplication Again</td>
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<td>Learning Lab:</td>
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<td>8. Is It Reasonable?</td>
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<td>9. Multi-Multiply</td>
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<td>Z-Squad:</td>
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<td>Exit Ticket</td>
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<tr>
<td>10. Times Tenths</td>
<td>Date:______  Teacher Signature:__________________</td>
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<tr>
<td>Learning Lab:</td>
<td>☐ Exit Ticket</td>
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<thead>
<tr>
<th>11. Excellent Estimation</th>
<th>Date:______  Teacher Signature:__________________</th>
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<tbody>
<tr>
<td>Math Chat:</td>
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<thead>
<tr>
<th>12. Multiplying, It's Magic!</th>
<th>Date:______  Teacher Signature:__________________</th>
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<tbody>
<tr>
<td>Z-Squad:</td>
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<tr>
<th>13. Multiply to Convert</th>
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<tbody>
<tr>
<td>Math Chat:</td>
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<tr>
<th>14. Cool Conversions</th>
<th>Date:______  Teacher Signature:__________________</th>
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<tr>
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<tr>
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<thead>
<tr>
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<td>Math Chat:</td>
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<tr>
<th>17. More Excellent Estimation</th>
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<td>Math Chat:</td>
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<thead>
<tr>
<th>18. Most Excellent Estimation</th>
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<tr>
<td>Learning Lab:</td>
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<thead>
<tr>
<th>19. Dare to Divide</th>
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<tr>
<td>Math Chat:</td>
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<thead>
<tr>
<th>20. Division Precision</th>
<th>Date:______  Teacher Signature:__________________</th>
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<tbody>
<tr>
<td>Math Chat:</td>
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<tr>
<td>Lesson Title</td>
<td>Date:________</td>
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<tr>
<td>21. Division Diver</td>
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<td>Learning Lab: Exit Ticket</td>
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<tr>
<td>22. Dramatic Division</td>
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<td>Math Chat: Exit Ticket</td>
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<td>23. Division Diver Duo</td>
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<td>Learning Lab: Exit Ticket</td>
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<tr>
<td>24. Divide the Decimal</td>
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<tr>
<td>Math Chat: Exit Ticket</td>
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<tr>
<td>25. Estimating Quotients</td>
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<td>Learning Lab: Exit Ticket</td>
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<td>26. Dividing with Decimals</td>
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<td>Math Chat: Exit Ticket</td>
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<td>27. Decimal Division Remix</td>
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<td>Learning Lab: Exit Ticket</td>
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<td>28. Dynamite Division</td>
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<td>Z-Squad: Exit Ticket</td>
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<tr>
<td>29. Deeper Dynamite Division</td>
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<tr>
<td>Z-Squad: Exit Ticket</td>
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</tbody>
</table>
SHOW YOUR WORK

130 \times 20 = 13 \text{ tens} \times 2 \text{ tens}

= \text{ } \text{ } \text{ } \text{ }

= \text{ } \text{ } \text{ } \text{ }

= \text{ } \text{ } \text{ } \text{ }
1. Find the products.
   a. \(1,900 \times 20\)  
   b. \(6,000 \times 50\)  
   c. \(250 \times 300\)

2. Explain how knowing \(50 \times 4 = 200\) helps you find \(500 \times 400\).
Lesson 2  
Multiplication Estimation

ZEARN STUDENT NOTES

1. Round the factors to estimate the product.

SHOW YOUR WORK

4,560 \times 42 \approx \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}

\approx \underline{\hspace{2cm}}

\approx \underline{\hspace{2cm}}
Lesson 2
G:5 M:2

EXIT TICKET

Name:____________________________________ Date:_____________
Complete: □ Class:_____________

1. Round the factors and estimate the products.
   a. $656 \times 106 \approx$
   b. $3,108 \times 7,942 \approx$
   c. $425 \times 9,311 \approx$
   d. $8,633 \times 57,008 \approx$
1. Draw a model. Then, write the numerical expressions.
   
a. The difference between 8 forty-sevens and 7 forty-sevens

b. 6 times the sum of 12 and 8
2. Compare the two expressions using >, <, or =.

\[ 62 \times (70 + 8) \quad \bigcirc \quad (70 + 8) \times 26 \]
8 \times 31 = \underline{_{\quad}}

31 eights

\[
\begin{array}{c}
8 8 8 \ldots 8 \\
8 8 8 \ldots 8 \\
\end{array}
\]

30 eights

31 eights = 30 eights + 1 eight

\[
(\underline{_{\quad}} \times 8) + (\underline{_{\quad}} \times 8) = \underline{_{\quad}} + \underline{_{\quad}}
\]

= \underline{_{\quad}}
8 × 29 = ______

30 eights

29 eights = 30 eights - 1 eight

= ( _____ × 8) - ( _____ × 8)

= ______ - ______

= ______
1. Solve using mental math. Draw a tape diagram and fill in the blanks to show your thinking.

a. $49 \times 11 = \underline{}$ elevens

Think: 50 elevens – 1 eleven

$$= (\underline{} \times 11) - (\underline{} \times 11)$$

$$= \underline{} - \underline{}$$

$$= \underline{}$$
b. $25 \times 13 = \underline{____} \text{ twenty-fives}$

Think: $\underline{____} \text{ twenty-fives} + \underline{____} \text{ twenty-fives}$

$= (\underline{____} \times 25) + (\underline{____} \times 25)$

$= \underline{____} + \underline{____}$

$= \underline{____}$
<table>
<thead>
<tr>
<th>Lesson 5</th>
<th>Area Model Multiplication</th>
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<tr>
<td>G:5 M:2</td>
<td>ZEARN STUDENT NOTES</td>
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</tbody>
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Name: ____________________________  Date: ____________
Complete: [ ]  Class: ____________

1

**SHOW YOUR WORK**

\[ 343 \times 21 = \]

\[ 343 \]

\[ \times 21 \]

\[ \]
1. Draw an area model, and then solve using the standard algorithm.

   a. $21 \times 23 = \underline{\phantom{0}}$

   b. $143 \times 12 = \underline{\phantom{0}}$
SHOW YOUR WORK

814 × 39 = ______

814
× 39
_
_
_
_

9
_
_
_

30
_
_
_

814 × 39 = ______
1. Draw an area model. Then, solve using the standard algorithm. Use arrows to match the partial products from the area model to the partial products in the algorithm.

   a. 78 × 42

   b. 783 × 42
1. Draw an area model. Then, solve using the standard algorithm.

   a. \( 642 \times 257 \)

   \[
   \begin{array}{c}
   \phantom{0}642 \\
   \times \phantom{0}257 \\
   \hline
   \phantom{0}642 \\
   + 1926 \\
   \hline
   163482
   \end{array}
   \]

   b. \( 642 \times 207 \)

   \[
   \begin{array}{c}
   \phantom{0}642 \\
   \times \phantom{0}207 \\
   \hline
   \phantom{0}642 \\
   + 1284 \\
   + 128400 \\
   \hline
   133134
   \end{array}
   \]
SHOW YOUR WORK

4,902 × 408

≈ __________ × __________

= ____________________________

4,902

× 408
1. Estimate the product first. Solve by using the standard algorithm. Use your estimate to check the reasonableness of the product.

   a. $283 \times 416$
   
   \[ \approx \underline{\text{_______}} \times \underline{\text{_______}} \]
   
   \[ = \underline{\text{_______}} \]

   b. $2,803 \times 406$
   
   \[ \approx \underline{\text{_______}} \times \underline{\text{_______}} \]
   
   \[ = \underline{\text{_______}} \]
Gemma and Leah are both jewelry makers. Gemma made 106 beaded necklaces. Leah made 39 more necklaces than Gemma.

Each necklace they make has exactly 104 beads on it. How many beads did both jewelers use altogether while making their necklaces?
Gemma and Leah are both jewelry makers. Gemma made 106 beaded necklaces. Leah made 39 more necklaces than Gemma.

At a recent craft fair, Gemma sold each of her necklaces for $14. Leah sold each of her necklaces for $10 more. Who made more money at the craft fair? How much more?
1. Solve.

Juwad picked 30 bags of apples on Monday and sold them at his fruit stand for $3.45 each. The following week he picked and sold 26 bags.

a. How much money did Juwad earn in the first week?

b. How much money did he earn in the second week?
c. How much did Juwad earn selling bags of apples these two weeks?

d. **Extension:** Each bag Juwad picked holds 15 apples. How many apples did he pick in two weeks? Write an expression to represent this problem.
1. Estimate the product. Solve using an area model and the standard algorithm. Remember to express your products in standard form.

   a. \(33.2 \times 21 \approx \underline{\quad} \times \underline{\quad} = \quad\)

   b. \(1.7 \times 55 \approx \underline{\quad} \times \underline{\quad} = \quad\)
2. If the product of $485 \times 35$ is $16,975$, what is the product of $485 \times 3.5$? How do you know?
Lesson 11
Excellent Estimation
ZEARN STUDENT NOTES

Name: __________________________________________ Date: ____________
Complete: [ ] Class: ____________

1

SHOW YOUR WORK

8.26 × 128 ≈ ________ × ________ = ________

8.26 × 128 = __________

826 hundredths × 128
1. Use estimation and place value reasoning to find the unknown product. Explain how you know.

If $647 \times 63 = 40,761$ then $6.47 \times 63 = \underline{\hspace{2cm}}$

2. Solve using the standard algorithm.

a. $6.13 \times 14$
   
   b. $104.35 \times 34$
At the School Store of Magic, a wand costs $2.31. Mr. Wizard wants to get a new wand for each of his 22 students. He has a $50 bill.

Does Mr. Wizard have enough money? If yes, how much money will he have left? If no, how much more money will he need?

\[
\begin{align*}
\text{Cost of 22 wands} & \approx \text{Total cost} \\
\text{Total cost} & = \text{Cost of 22 wands} \\
\end{align*}
\]
1. Estimate. Then, solve using the standard algorithm.

   a. $3.03 \times 402 \approx \underline{\phantom{000}} \times \underline{\phantom{000}} = \underline{\phantom{000}}$

   b. $667 \times 1.25 \approx \underline{\phantom{000}} \times \underline{\phantom{000}} = \underline{\phantom{000}}$
Lesson 13
Multiply to Convert
ZEARN STUDENT NOTES

1. A crate of apples weighs 5.7 kilograms.
   Convert the weight to grams.

   SHOW YOUR WORK
   
   (1 kilogram = 1,000 grams)

   5.7 kg = ___________ g

   5.7 kg = ___________ \times ( \underline{\hspace{2cm}} \text{kg} )

   = ___________ \times ( \underline{\hspace{2cm}} \text{g} )

   = ___________ g
1. Solve.

   a. Convert pounds to ounces.
      (1 pound = 16 ounces)

      14 pounds = ______ (× 1 pound)

      = _____ × ( ______ ounces)

      = ______ ounces

   b. Convert kilograms to grams.

      18.2 kilograms = ______ × ( ______ )

      = ______ × ( ______ )

      = ______ grams
1. Convert days to weeks by completing the number sentences.

   35 days = _________ × ( ___________ day)

   = _________ × ( ___________ week)

   = 

   = 

2. Convert grams to kilograms by completing the number sentences.

   4,567 grams = _________ × _________

   = _________ × _________

   =
1 Liza’s cat had six kittens! When Liza and her brother weighed all the kittens together, they weighed 4 pounds 2 ounces.

Since all the kittens are almost the same size, around how many ounces does each kitten weigh?

1 lb = 16 oz
Each Zearn costume needs 46 centimeters of yellow ribbon and 3 times as much blue ribbon.

What is the total length of ribbon needed for 64 costumes? Express your answer in meters.

1 cm = 0.01 m
1. Solve.

To practice for an Ironman competition, John swam 0.86 kilometer each day for 3 weeks.

How many meters did he swim in those 3 weeks?
24,000 ÷ 600

= 24,000 ÷ 100 ÷ 6

= _____ ÷ 6

= _____
Lesson 16
G:5 M:2

EXIT TICKET

Name: __________________________________ Date: __________
Complete: [ ] Class: __________

1. Divide. Show your thinking.
   a. \(17,000 \div 100\)
   b. \(59,000 \div 1,000\)
   c. \(12,000 \div 40\)
   d. \(480,000 \div 600\)
Lesson 17
G:5 M:2
More Excellent Estimation
ZEARN STUDENT NOTES

Name: ___________________________ Date: ____________
Complete: □
Class: ____________

1

SHOW YOUR WORK

427 ÷ 58
≈ _____ ÷ _____
= _____ ÷ _____
= _____

60 × 1 = _____
60 × 2 = _____
60 × 3 = _____
60 × 4 = _____
60 × 5 = _____
60 × 6 = _____
60 × 7 = _____
60 × 8 = _____
1. Estimate the quotient for the following problems.
   
   a. $608 \div 23$
      
      $\approx \underline{\hspace{2cm}} \div \underline{\hspace{2cm}}$
      
      $= \underline{\hspace{2cm}}$
   
   b. $913 \div 31$
      
      $\approx \underline{\hspace{2cm}} \div \underline{\hspace{2cm}}$
      
      $= \underline{\hspace{2cm}}$
   
   c. $151 \div 39$
      
      $\approx \underline{\hspace{2cm}} \div \underline{\hspace{2cm}}$
      
      $= \underline{\hspace{2cm}}$
d. \(481 \div 68\)

\[\approx \underline{\phantom{0}} \div \underline{\phantom{0}}\]

\[= \underline{\phantom{0}}\]
1. Estimate the quotients for the following problems.

   a. $6,523 \div 21$

      $\approx \frac{\underline{\text{}}} \div \underline{\text{}}$

      $= \underline{\text{}}$

   b. $8,491 \div 37$

      $\approx \frac{\underline{\text{}}} \div \underline{\text{}}$

      $= \underline{\text{}}$

   c. $3,704 \div 53$

      $\approx \frac{\underline{\text{}}} \div \underline{\text{}}$

      $= \underline{\text{}}$
d. \(4,819 \div 68\)

\[\approx \underline{\phantom{00}} \div \underline{\phantom{00}}\]

\[= \underline{\phantom{00}}\]
Lesson 19
G:5 M:2

Dare to Divide

ZEARN STUDENT NOTES

Name: ___________________________ Date: ____________
Complete: □ Class: ____________

1

SHOW YOUR WORK

430 ÷ 60

Check:

______ × ______ = ______

______ + ______ = ______
1. Divide, and then check using multiplication.
   
   a. $73 \div 20$
   
   b. $291 \div 30$
Lesson 20
Division Precision

SHOW YOUR WORK

84 ÷ 23

Check:

____ × ____ = ____

____ + ____ = ____

Estimate Check

× ________
1. Divide. Then, check with multiplication.
   
   a. \(78 \div 21\)
   
   b. \(89 \div 37\)
1. Divide. Then, check using multiplication.
   
   a. $326 \div 53$

   b. $192 \div 38$
Lesson 22
G:5 M:2
Dramatic Division
ZEARN STUDENT NOTES

Name:____________________________________ Date:__________
Complete: □ Class:__________

1

887 ÷ 27

Check:

Extra workspace:
1. Divide. Then, check using multiplication.

   a. $413 \div 19$

   b. $708 \div 67$
1. Divide. Then, check using multiplication.
   
   a. \( 8,283 \div 19 \)

   b. \( 1,056 \div 37 \)
Lesson 24
G:5 M:2
Divide the Decimal
ZEARN STUDENT NOTES

Name: ___________________________ Date: ____________
Complete: [ ] Class: ____________

1

SHOW YOUR WORK

54 ÷ 90

= 54 ÷ _____ ÷ _____

= _____ ÷ 10

= _____
1. Divide.
   a. $27.3 ÷ 3$
   b. $2.73 ÷ 30$
   c. $273 ÷ 300$

2. If $7.29 ÷ 9 = 0.81$, then the quotient of $7.29 ÷ 90$ is _________.
   Use place value reasoning to explain the placement of the decimal point.
1. Estimate the quotients.

   a. $1.64 \div 22 \approx$

   b. $123.8 \div 62 \approx$

   c. $6.15 \div 31 \approx$
16 \mid 456

Extra workspace:
1. Estimate. Then, divide using the standard algorithm and check.
   
a. \[45.15 \div 21\]

   b. \[14.95 \div 65\]
1. Divide.

   a. $28 ÷ 32$
   
   b. $68.25 ÷ 65$
A builder discovers that a load of bricks is twice as heavy as a load of sticks. The total weight of 4 loads of bricks and 4 loads of sticks is 771 kilograms.

What is the total weight of 1 load of bricks and 3 loads of sticks?

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<td>DRAW</td>
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Complete: ☐
1. Solve this problem, and show all of your work.

Kenny is ordering uniforms for both the girls’ and boys’ tennis clubs. He is ordering shirts for 43 players and two coaches at a total cost of $658.35. Additionally, he is ordering visors for each player at a total cost of $368.51.

How much will each player pay for the shirt and visor?
Valerie gives her dog 12 ounces of food in the morning and at night. There are 75 ounces of dog food in a bag.

After how many feedings will she need to buy a new bag of dog food? Explain how you know.
The area of the rectangle is $56.96 \text{ m}^2$.
If the length is 16 m, what is its perimeter?
1. Solve.

Hayley borrowed $1,854 from her parents. She agreed to repay them in equal installments throughout the next 18 months. How much will Hayley still owe her parents after a year?
Congratulations!
You completed
Grade 5 Mission 2
Base Ten Operations
Zearned it!

Name
Date