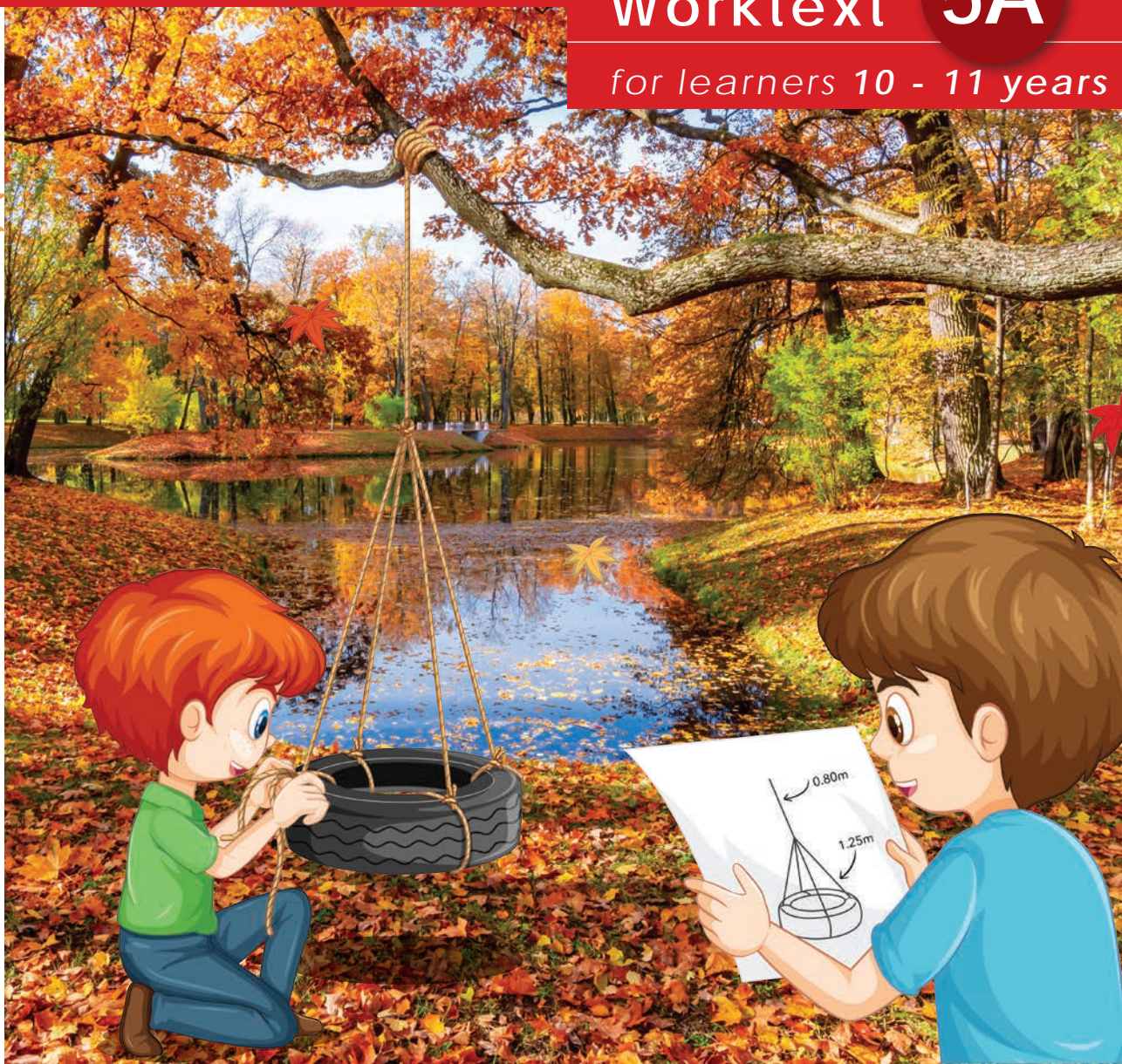




# Let's Do MATHEMATICS

Worktext **5A**

for learners 10 - 11 years old



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# Let's Do Mathematics

Let's Do Mathematics is a series covering levels K-6 and is fully aligned to the United States Common Core State Standards (USCCSS). Each level consists of two books (Book A and Book B) and combines textbook-style presentation of concepts as well as workbook practice.

Central to the USCCSS is the promotion of problem-solving skills and reasoning. Let's Do Mathematics achieves this by teaching and presenting concepts through a problem-solving based pedagogy and using the concrete-pictorial-abstract (CPA) approach. Learners acquire knowledge and understanding of concepts through a guided progression beginning with concrete examples and experiences which then flow into pictorial representations and finally mastery at the abstract and symbolic level. This approach ensures that learners develop a fundamental understanding of concepts rather than answering questions by learned procedures and algorithms.

Key features of the series include:



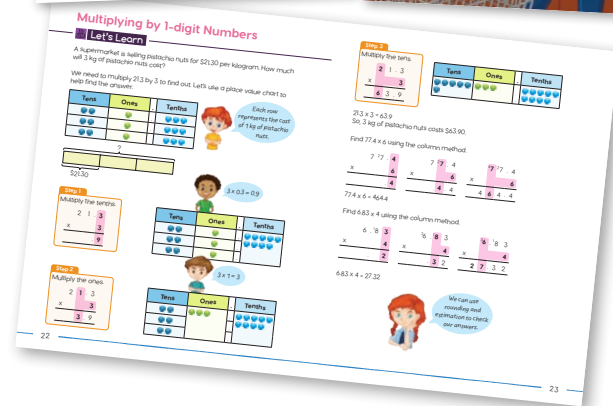
## Anchor Task

Open-ended activities serve as the starting point for understanding new concepts. Learners engage in activities and discussions to form concrete experiences before the concept is formalized.



## Let's Learn

Concepts are presented in a clear and colorful manner. Worked problems provide learners with guided step-by-step progression through examples. Series mascots provide guidance through helpful comments and observations when new concepts are introduced.



## Let's Practice

Learners demonstrate their understanding of concepts through a range of exercises and problems to be completed in a classroom environment. Questions provide a varying degree of guidance and scaffolding as learners progress to mastery of the concepts.

**Let's Practice**

1. Fill in the blanks.

(a)  $58,795$   $53,795$   $55,795$   $57,795$   $?$

Look at the ten thousands place.

The ten thousands digit increases by \_\_\_\_\_ in each step.

The numbers increase by \_\_\_\_\_ in each step.

The next number in the pattern is \_\_\_\_\_.

(b)  $324,575$   $1,574,575$   $2,824,575$   $4,074,575$   $?$

The numbers increase by \_\_\_\_\_ in each step.

The next number in the pattern is \_\_\_\_\_.

2. Fill in the blanks.

(a) 

Million	Hundred Thousand	Ten Thousand	Thousand	Hundred	Ten	One
100,000	10,000	1,000	100	10	1	

100,000 less      10,000 more

(b) 

Million	Hundred Thousand	Ten Thousand	Thousand	Hundred	Ten	One
100,000	10,000	1,000	100	10	1	

100,000 less      10,000 more

(c) 

Million	Hundred Thousand	Ten Thousand	Thousand	Hundred	Ten	One
100,000	10,000	1,000	100	10	1	

100,000 less      10,000 more

(d) 

Million	Hundred Thousand	Ten Thousand	Thousand	Hundred	Ten	One
100,000	10,000	1,000	100	10	1	

100,000 less      10,000 more

## At Home

Further practice designed to be completed without the guidance of a teacher. Exercises and problems in this section follow on from those completed under Let's Practice.

**At Home**

1. Classify each triangle.

(a)

(b)

(c)

(d)

2. Classify each triangle. Choose one classification per triangle.

(a)

(b)

(c)

(d)

(e)

(f)

Legend:

- Right-angled
- Scalene
- Isosceles

## Hands On

Learners are encouraged to 'learn by doing' through the use of group activities and the use of mathematical manipulatives.

**Hands On**

1. Work in groups of 4-5. As a group, write on edge number in your notebook. That is between 5 million and 6 million.

2. Place a counter on the start square.

3. Roll the dice and move your counter forward the number of spaces shown on your dice.

4. Everyone in the group must complete the number pattern in order to move forward.

5. Repeat steps 3 to 4 with the original number till you reach the finish.

## Solve It!

Activities that require learners to apply logical reasoning and problem-solving. Problems are often posed which do not have a routine strategy for solving them. Learners are encouraged to think creatively and apply a range of problem-solving heuristics.

**Solve It!**

(a) OACB is a parallelogram. SP is a straight line. Find  $\angle QPO$ .

(b) MNQP is a trapezoid. NP is a straight line. Find  $\angle Q$ .

(c) GH is a parallelogram. HI is a straight line. Find  $\angle m$ .

## Looking Back

Consolidated practice where learners demonstrate their understanding on a range of concepts taught within a unit.

**Looking Back**

1. The line plot shows the distances the students in Grade 5 ran during the school fun run.

**Fun Run Distances**

Miles	Number of Students
$\frac{3}{4}$	1
1	3
$1\frac{1}{4}$	4
$1\frac{1}{2}$	5
$1\frac{3}{4}$	3
2	2
$2\frac{1}{4}$	1

(a) How many students ran 2 miles? \_\_\_\_\_

(b) How many students ran further than  $1\frac{1}{2}$  miles? \_\_\_\_\_

(c) What is the combined distance ran by the students who ran 1 mile or less? \_\_\_\_\_ mi

(d) What is the combined distance ran by the students who ran  $1\frac{1}{4}$  miles or further? \_\_\_\_\_ mi

2. Use the ordered pairs to plot the points on the coordinate grid.

(a) A(1, 2)      (b) F(4, 4)      (c) J(3, 7)

(d) W(3, 2)      (e) C(5, 5)      (f) H(4, 4)

(g) E(4, 8)      (h) R(8, 4)      (i) O(4, 5)

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# 1

# Whole Numbers



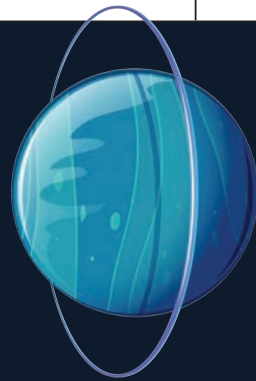
Anchor Task





### Diameter of Planets

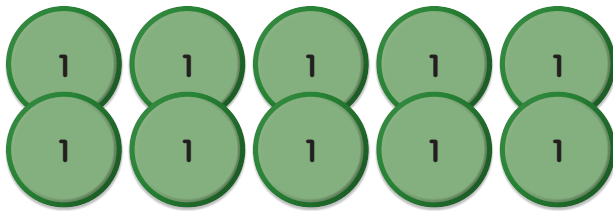
Planet	Diameter (km)			
Mercury	4,879			
Venus	12,104			
Earth	12,742			
Mars	6,779			
Jupiter	139,820			
Saturn	116,460			
Uranus	50,724			
Neptune	49,244			



# Numbers Beyond 1,000,000

## Let's Learn

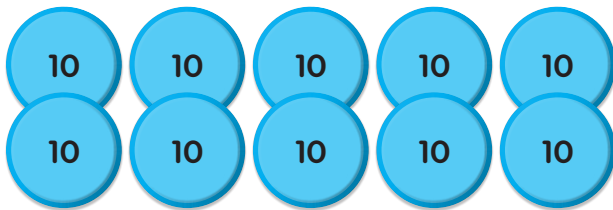
Use place value disks to show numbers up to 1 million.



10 ones



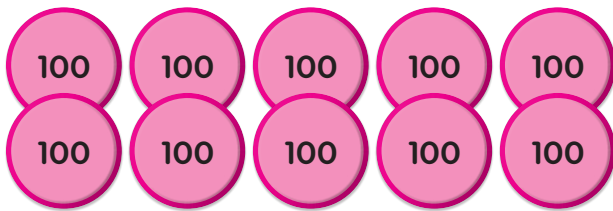
1 ten



10 tens



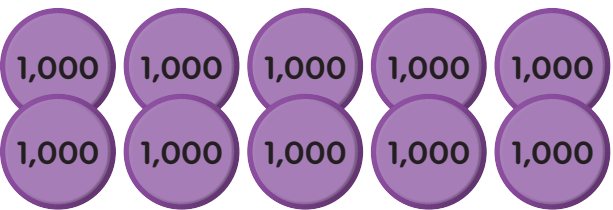
1 hundred



10 hundreds



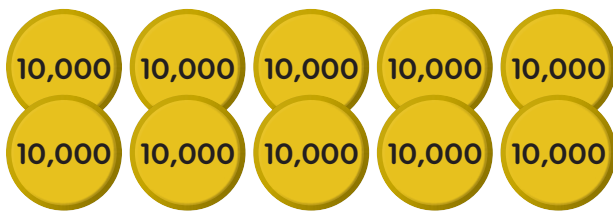
1 thousand



10 thousands



1 ten thousand

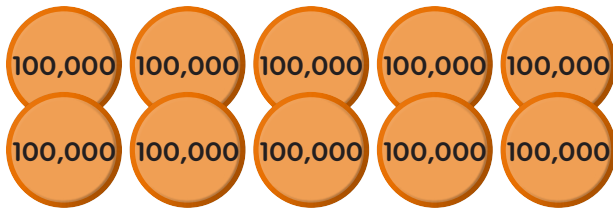


10 ten thousands



1 hundred thousand





10 hundred thousands



1 million



One million is a one followed by 6 zeros.

Find the number represented in the place value chart.

(a)

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

We say: Thirty thousand, five hundred forty.

We write: 30,540.

(b)

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●●●	●●●●		●●●●● ●●●●		●

We say: Five hundred forty thousand, nine hundred one.

We write: 540,901.

(c)

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●	●●●●●	●	●●●●		●●●●

We say: Three hundred fifty-one thousand, four hundred four.

We write: 351,404.



(d)

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●		●●●●●● ●			●●●●	●●●●●●

We say: Three million, sixty thousand, forty-five.

We write: 3,060,045.

(e)

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●●●			●●●●	●●●●	●●●●●● ●●●	●●●●●● ●●●●

We say: Five million, five thousand, four hundred eighty-nine.

We write: 5,005,489.

(f)

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●●●● ●	●●●●●● ●●●●●	●●●●●●	●●●●	●●●●●● ●●●●		

We say: Six million, nine hundred fifty-four thousand, eight hundred.

We write: 6,954,800.

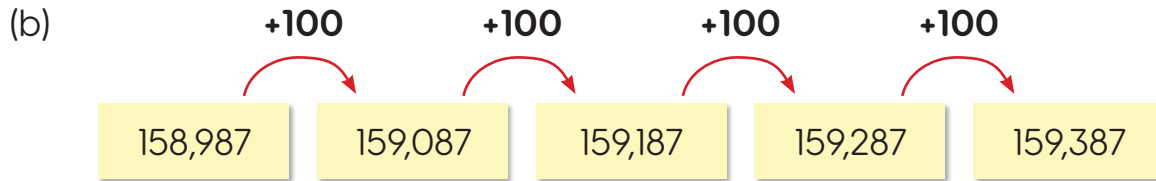
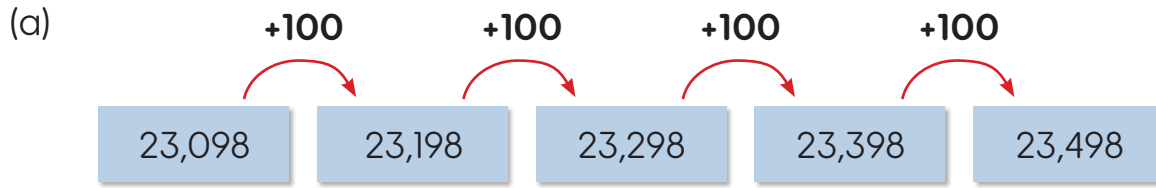
(g)

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●●●● ●●●●	●●●●●● ●●●●			●●●●●● ●	●●●●●●	

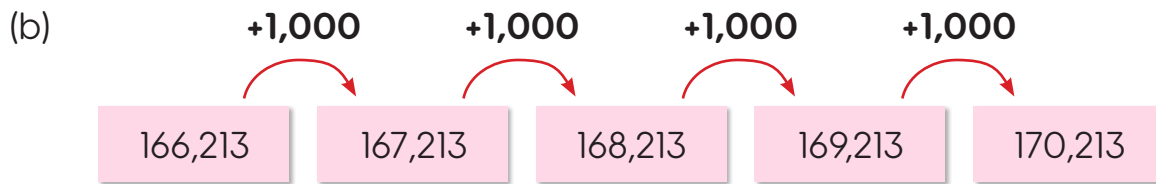
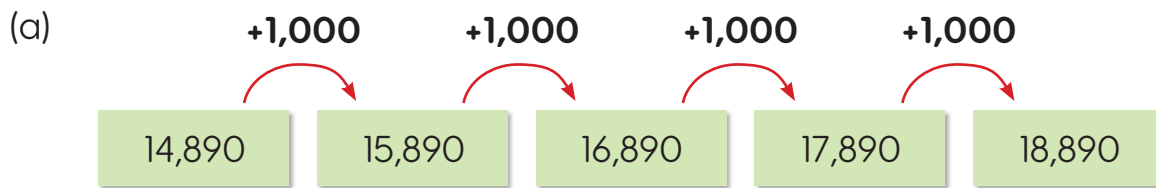
We say: Nine million, eight hundred thousand, six hundred fifty.

We write: 9,800,650.

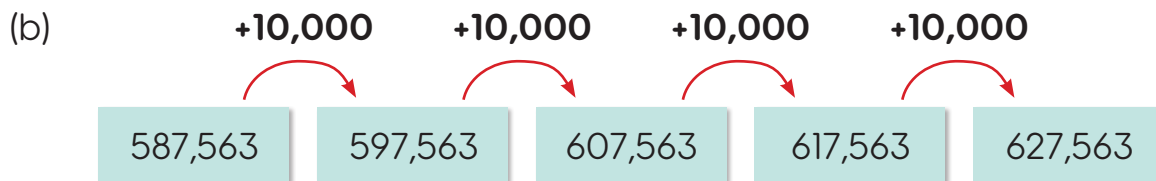
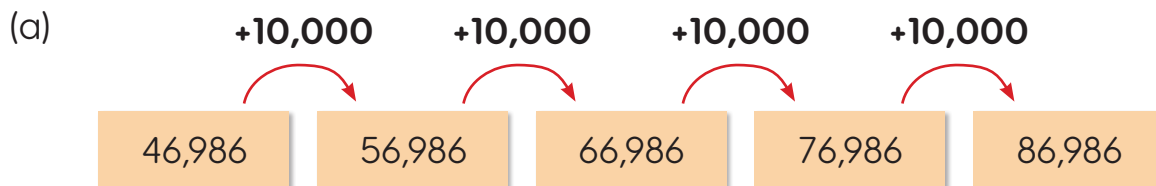
Count on in hundreds.



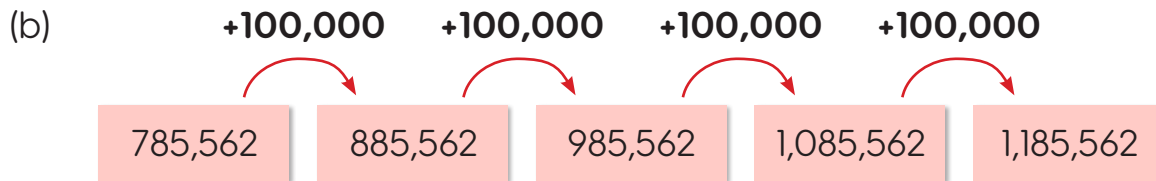
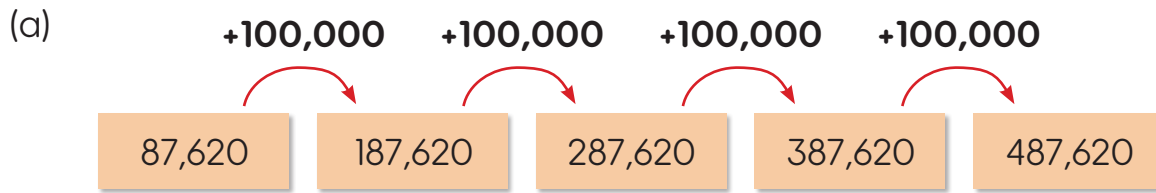
Count on in thousands.



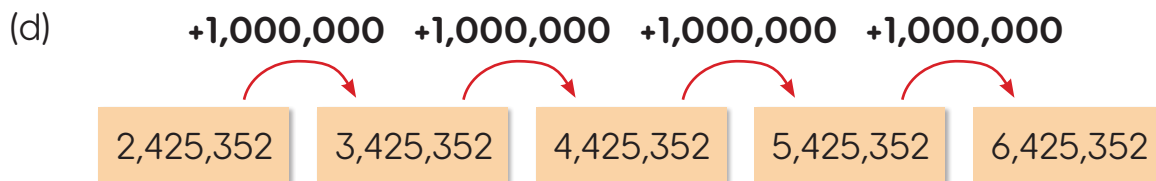
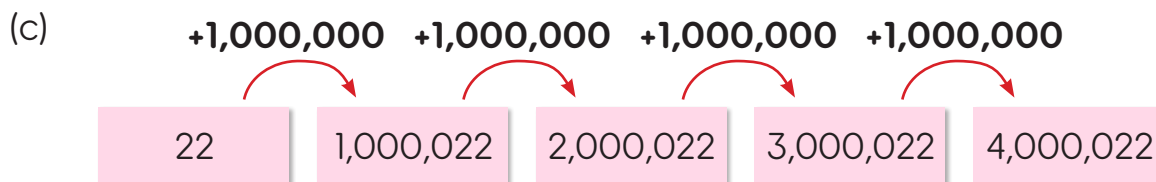
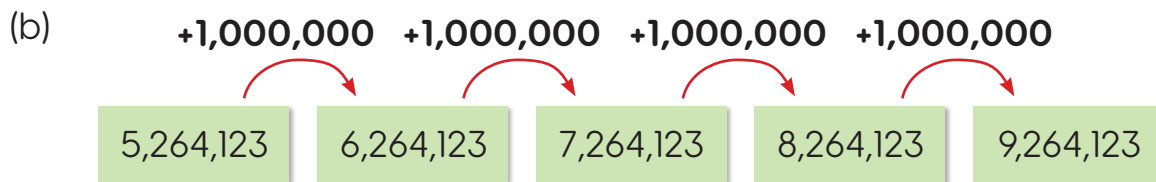
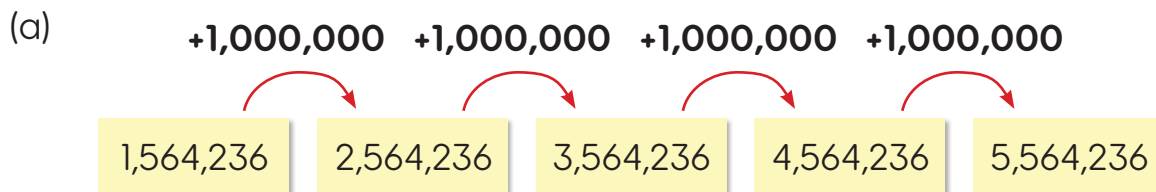
Count on in ten thousands.



Count on in hundred thousands.



Count on in millions.





# Let's Practice

1. Write as numerals and words.

(a)

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●●●	●●●		●●●●● ●●●		

---



---

(b)

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●●●	●●●●●	●●●●	●●●●● ●●●●		●

---



---

(c)

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●●●	●●●●● ●●●	●●●●●	●●●●	●●●●● ●		●

---



---



2. Write the numbers.

(a) One hundred thousand, fifty-six.

\_\_\_\_\_

(b) Four hundred sixty thousand, eight hundred fifty-four.

\_\_\_\_\_

(c) Nine million, four thousand, eighty-one.

\_\_\_\_\_

(d) Five million, seven hundred eighty thousand, two hundred twelve.

\_\_\_\_\_

(e) Two million, seventy thousand, nine hundred thirty-five.

\_\_\_\_\_

(f) Eight million, six hundred forty-five thousand, eight hundred eleven.

\_\_\_\_\_

3. Write in words.

(a) 1,758,284

\_\_\_\_\_  
\_\_\_\_\_

(b) 4,576,264

\_\_\_\_\_  
\_\_\_\_\_

(c) 9,649,538

\_\_\_\_\_  
\_\_\_\_\_





4. Count on in 1,000s.

(a) **5,856**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(b) **254**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(c) **87,934**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(d) **563,573**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5. Count on in 10,000s.

(a) **98,546**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(b) **89,354**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(c) **8,345**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(d) **265,925**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. Count on in 100,000s.

(a) **530**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(b) **640,240**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(c) **64,012**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(d) **1,542,155**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

7. Count on in 1,000,000s.

(a) **1,754,899**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(b) **5,983,085**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(c) **879,690**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(d) **3,958,684**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Hands On

Form pairs of students.

Each pair receives a dice and a place value chart. Roll the dice 7 times to form a 7-digit number. Write the number in the place value chart. Your teacher will say a count on number. Take turns counting on from your number.



Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones



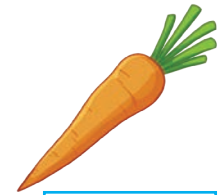


## At Home

1. Match.



seven hundred ninety thousand, thirty eight



230,400



two hundred thirty thousand, four hundred



8,444,080



eight million, four hundred forty-four thousand, eighty



650,366



nine million, two hundred thousand, six hundred two



790,038



six hundred fifty thousand, three hundred sixty-six



9,200,602



2. Write as numerals and words.

(a)

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●●●	●●●	●●●	●●●●● ●●●		●

\_\_\_\_\_

\_\_\_\_\_

(b)

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●●	●●●●●	●●●	●●●●	●●		●●●●● ●●●

\_\_\_\_\_

\_\_\_\_\_

3. Count on in 10,000s.

(a) **98,546**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(b) **89,354**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. Count on in 100,000s.

(a) **54,570**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(b) **2,316,546**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5. Count on in 1,000,000s.

(a) **24,641**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(b) **4,234,231**, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

# Place Value



## Let's Learn

Find the value of each digit in the numbers shown.

(a)

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
●●●	●	●●	●●●●	●●●●●● ●	●●●●●● ●●●	●●●●●● ●●

The digit in the millions place is 3. It represents 3,000,000.

The digit in the hundred thousands place is 1. It represents 100,000.

The digit in the ten thousands place is 2. It represents 20,000.

The digit in the thousands place is 4. It represents 4,000.

The digit in the hundreds place is 6. It represents 600.

The digit in the tens place is 8. It represents 80.

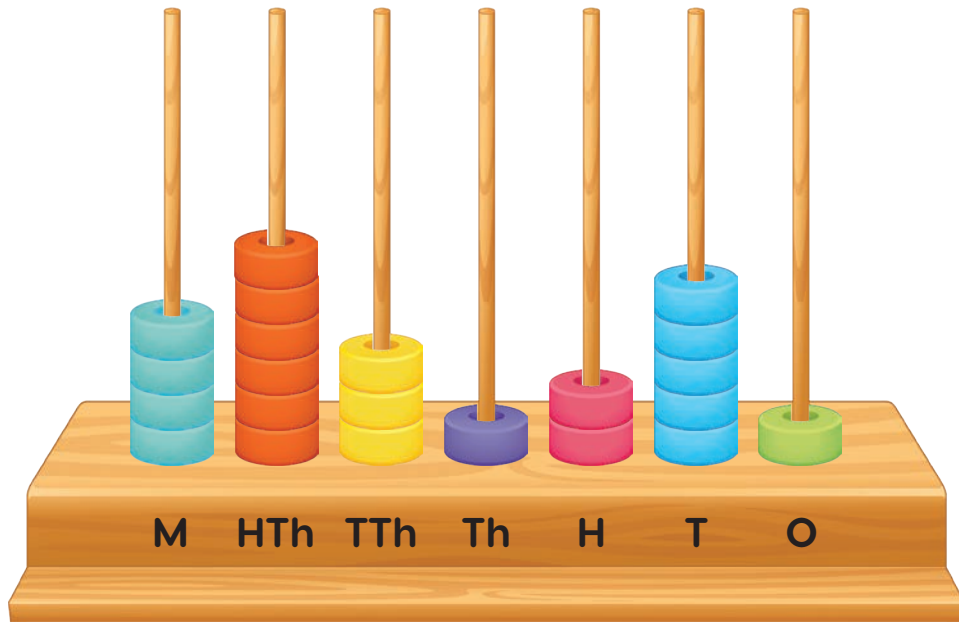
The digit in the ones place is 7. It represents 7.

$$3,000,000 + 100,000 + 20,000 + 4,000 + 600 + 80 + 7 = 3,124,687$$



The number can be found by adding the place values of each digit!

(b)



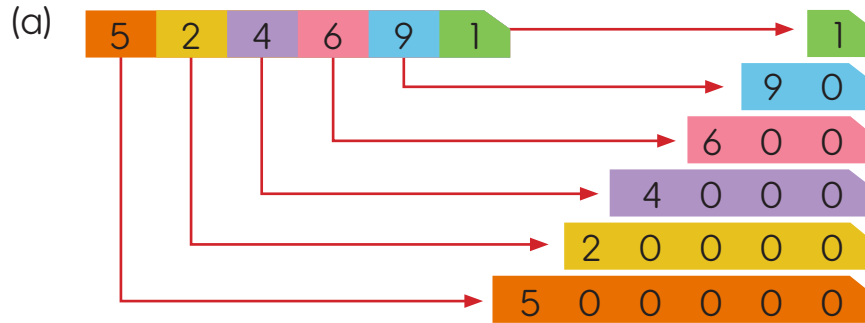
The digit in the millions place is 4. It represents 4,000,000.  
The digit in the hundred thousands place is 6. It represents 600,000.  
The digit in the ten thousands place is 3. It represents 30,000.  
The digit in the thousands place is 1. It represents 1,000.  
The digit in the hundreds place is 2. It represents 200.  
The digit in the tens place is 5. It represents 50.  
The digit in the ones place is 1. It represents 1.

$$4,000,000 + 600,000 + 30,000 + 1,000 + 200 + 50 + 1 = 4,631,251$$



What is the value of the digit in the millions place?

Let's find the value of each digit in the number.



The value of the digit 5 is 500,000.

The value of the digit 2 is 20,000.

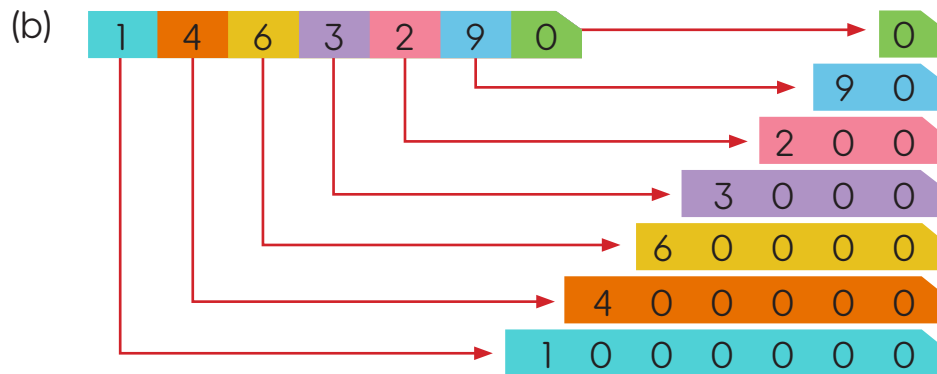
The value of the digit 4 is 4,000.

The value of the digit 6 is 600.

The value of the digit 9 is 90.

The value of the digit 1 is 1.

$$500,000 + 20,000 + 4,000 + 600 + 90 + 1 = 524,691$$



The value of the digit 1 is 1,000,000.

The value of the digit 4 is 400,000.

The value of the digit 6 is 60,000.

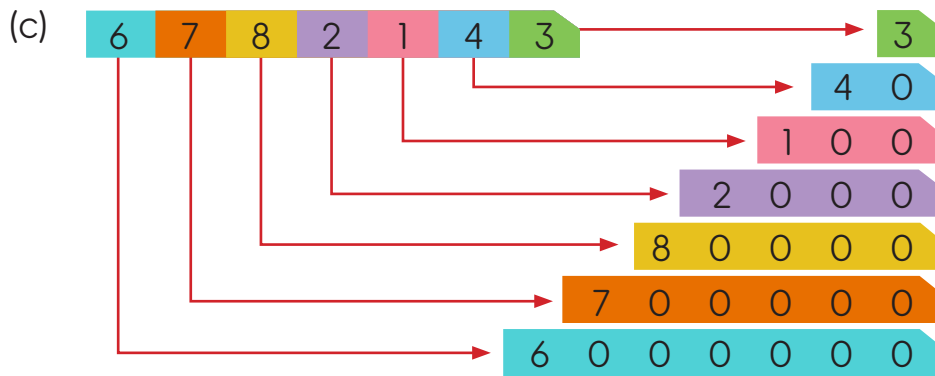
The value of the digit 3 is 3,000.

The value of the digit 2 is 200.

The value of the digit 9 is 90.

The value of the digit 0 is 0.

$$1,000,000 + 400,000 + 60,000 + 3,000 + 200 + 90 = 1,463,290$$



The value of the digit 6 is 6,000,000.

The value of the digit 7 is 700,000.

The value of the digit 8 is 80,000.

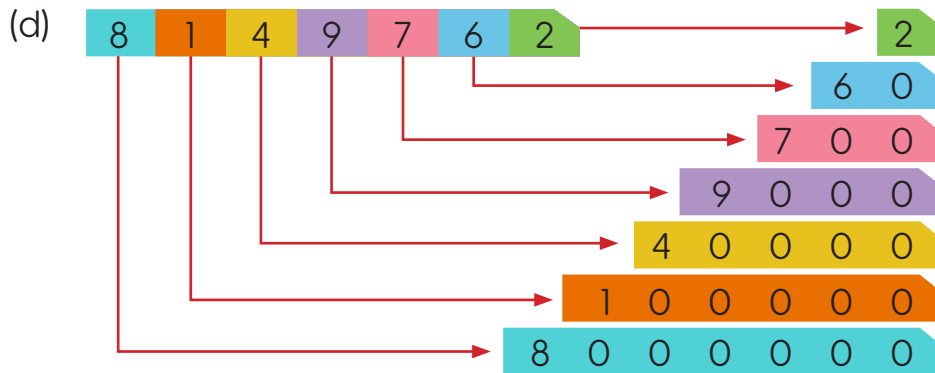
The value of the digit 2 is 2,000.

The value of the digit 1 is 100.

The value of the digit 4 is 40.

The value of the digit 3 is 3.

$$6,000,000 + 700,000 + 80,000 + 2,000 + 100 + 40 + 3 = 6,782,143$$



The value of the digit 8 is 8,000,000.

The value of the digit 1 is 100,000.

The value of the digit 4 is 40,000.

The value of the digit 9 is 9,000.

The value of the digit 7 is 700.

The value of the digit 6 is 60.

The value of the digit 2 is 2.

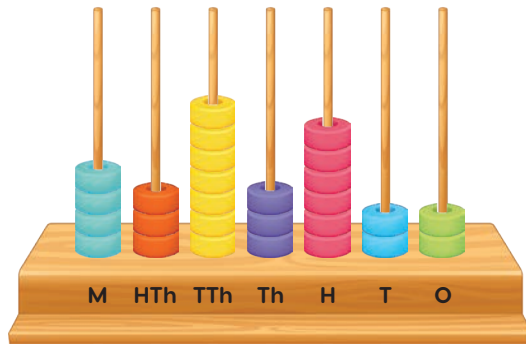
$$8,000,000 + 100,000 + 40,000 + 9,000 + 700 + 60 + 2 = 8,149,762$$



## Let's Practice

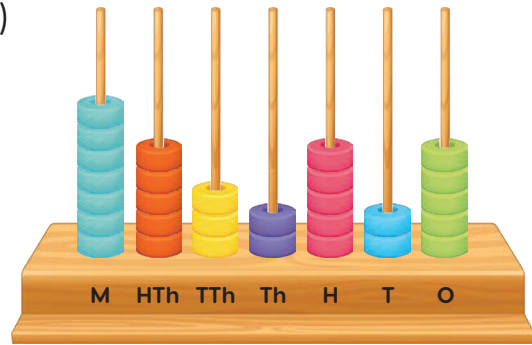
1. Write the numbers shown in the place value abacus.

(a)



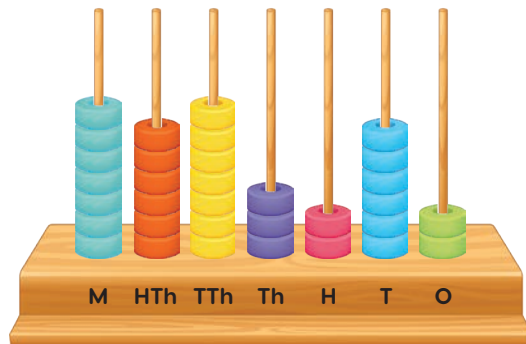
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(b)



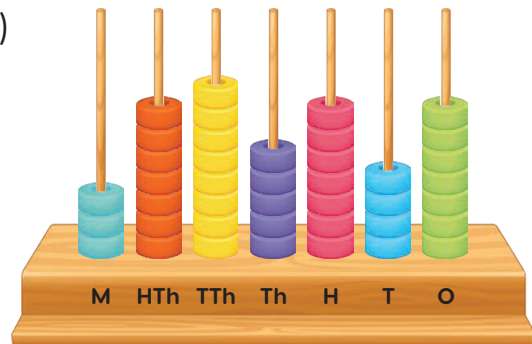
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(c)



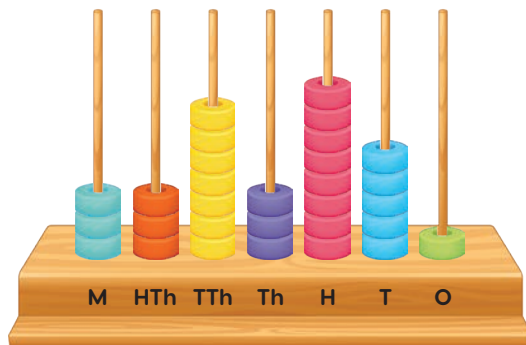
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(d)



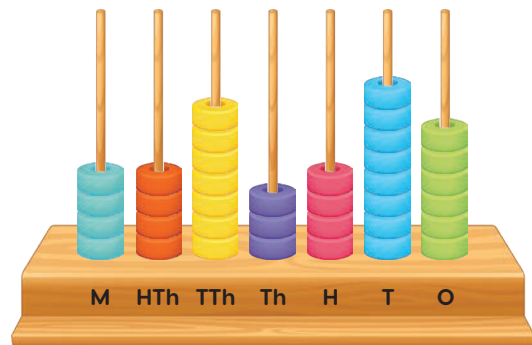
---

(e)



---

(f)



---







4. Write the value of each digit. Then add the values.

(a) 

4	7	5	8	0	6	1
---	---	---	---	---	---	---

\_\_\_\_\_

\_\_\_\_\_

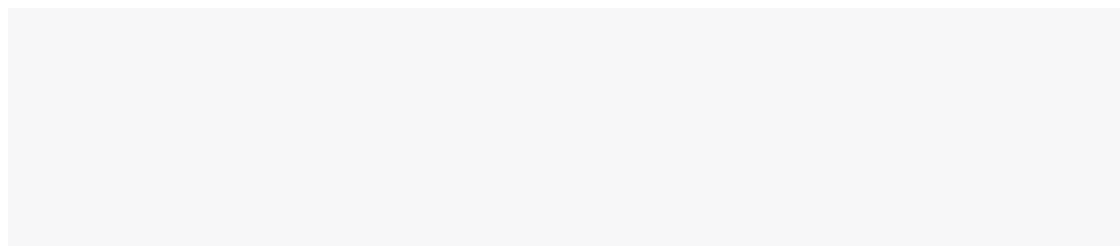
\_\_\_\_\_

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(b) 

7	1	8	6	5	3	4
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\_\_\_\_\_

\_\_\_\_\_

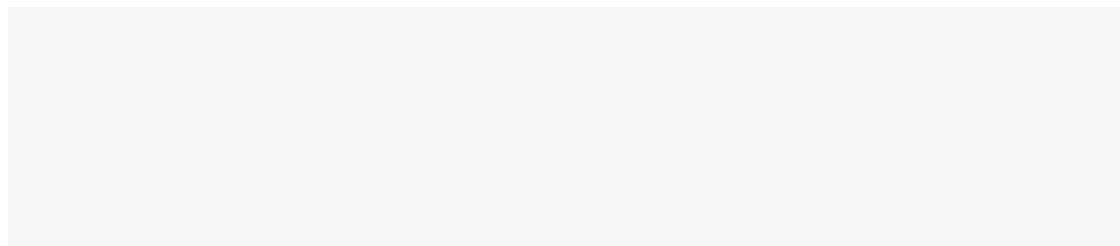
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## Solve It!

Halle is helping her father paint the house. She accidentally spills some paint onto the brochure containing the price for her new house. The real estate agent leaves some clues to help Halle and her father find the price of the house. Use the clues to help them find the house price!



- The price has 7 digits.
- The price is greater than 2 million and less than 3 million.
- The price is an even number.
- The sum of the digits in the hundreds, tens and ones place is 8.
- The digit in the ten thousands place is 5.
- No digit is equal to 4.
- All digits are less than 8 and no 2 digits are the same.

House price \$ \_\_\_\_\_



## At Home

1. Match the numbers in two ways.

563,859 •

five hundred sixty-three

• thousand, eight hundred  
fifty-nine

•  $3,000,000 + 700,000 + 40,000$   
 $+ 8,000 + 100 + 60 + 7$

five hundred sixty-nine

• thousand, one hundred  
ninety-four

3,748,167 •

•  $5,000,000 + 100,000 + 70,000$   
 $+ 8,000 + 100 + 90 + 3$

three million, seven hundred

• forty-eight thousand, one  
hundred sixty-seven

5,178,193 •

five million, one hundred

• seventy-eight thousand, one  
hundred ninety-three

569,194 •

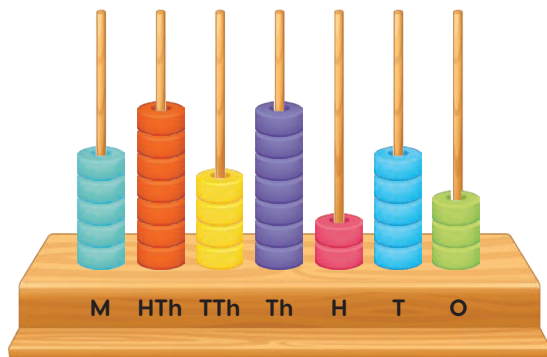
•  $500,000 + 60,000 + 3,000 +$   
 $800 + 50 + 9$

•  $500,000 + 60,000 + 9,000 +$   
 $100 + 90 + 4$



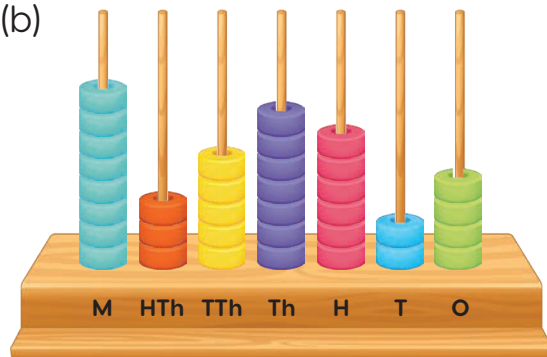
2. Write the numbers shown in the place value abacus.

(a)



\_\_\_\_\_

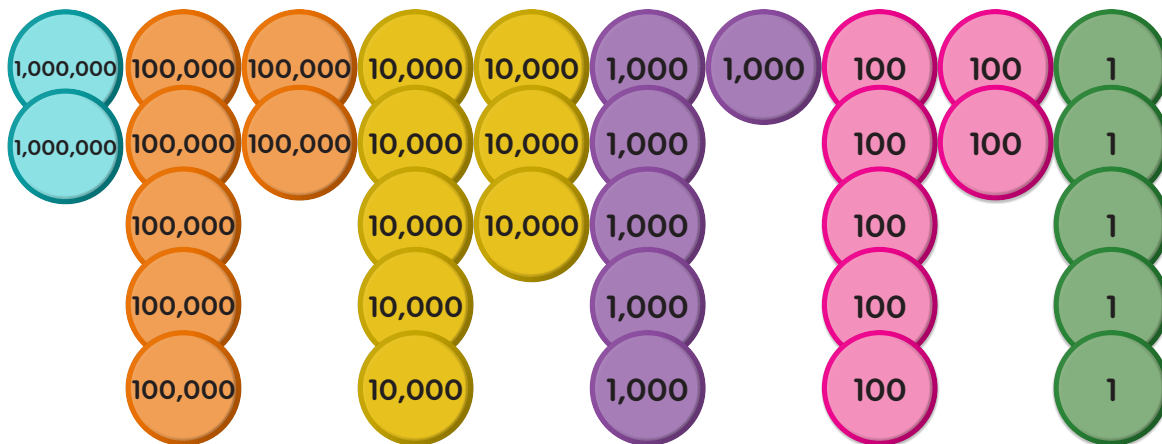
(b)



\_\_\_\_\_

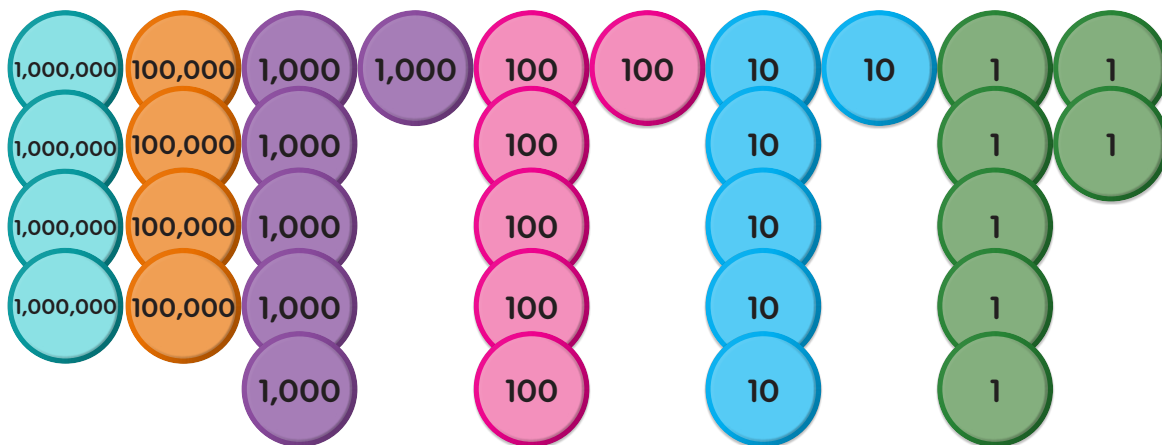
3. Write the numbers represented by the place value disks.

(a)



\_\_\_\_\_

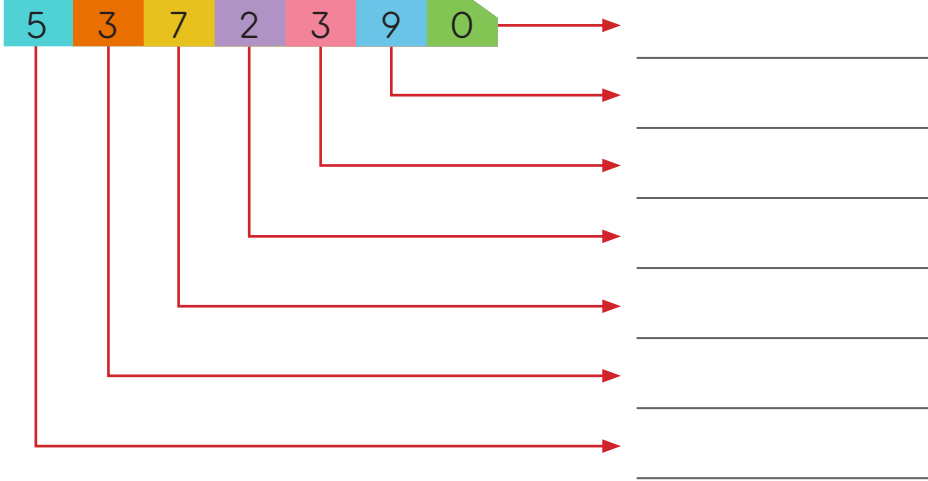
(b)



\_\_\_\_\_



4. Write the value of each digit. Then add the values.

(a) 

\_\_\_\_\_

\_\_\_\_\_

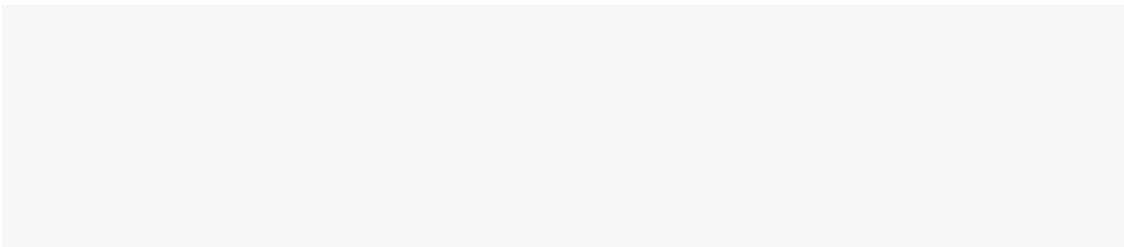
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5. Add the place values.

(a)  $40,000 + 2,000 + 200 + 50 =$  \_\_\_\_\_

(b)  $100,000 + 60,000 + 1,000 + 7 =$  \_\_\_\_\_

(c)  $400,000 + 50,000 + 300 + 60 + 1 =$  \_\_\_\_\_

(d)  $500,000 + 80,000 + 3,000 =$  \_\_\_\_\_

(e)  $3,000,000 + 20,000 + 800 + 4 =$  \_\_\_\_\_

(f)  $400,000 + 70,000 + 400 + 30 + 2 =$  \_\_\_\_\_

(g)  $7,000,000 + 600,000 + 10,000 + 8,000 + 800 + 20 + 2 =$  \_\_\_\_\_

(h)  $4,000,000 + 500,000 + 40,000 + 7,000 + 500 + 60 + 6 =$  \_\_\_\_\_

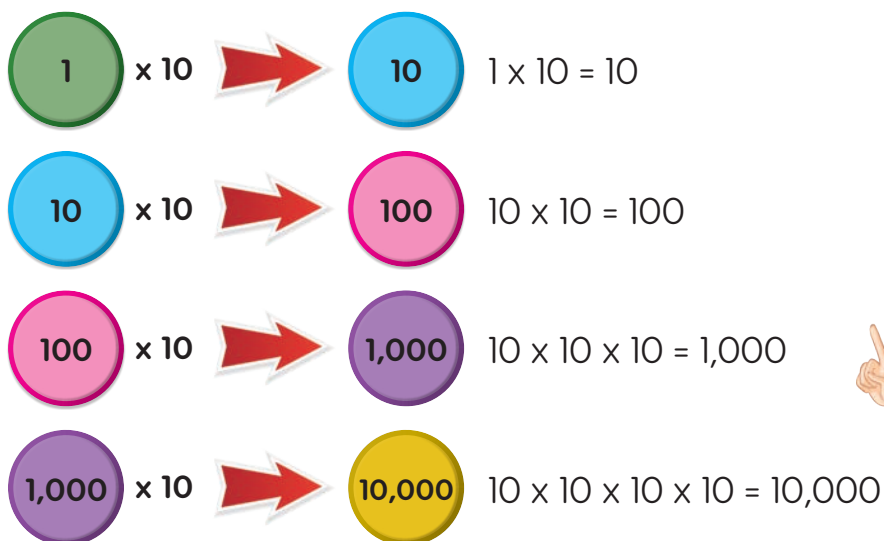
# Powers of 10 and Exponents

## Let's Learn

We can show repeated addition using multiplication.

$$10 + 10 + 10 + 10 = 40$$
$$4 \times 10 = 40$$

Similarly, we can show repeated multiplication with exponents. Halle uses place value disks to show repeated multiplication of 10.



What pattern can you see?



$$10 \times 10 \times 10 \times 10 = 10^4 = 10,000$$

base  $\rightarrow$  exponent

The **base** is the number that is repeatedly multiplied.  
The **exponent** tells how many times the base is multiplied.

We write:  $10^4$

We say: the fourth power of 10



Let's look at the powers of 10 to 1,000,000.

1	$10^0 = 1$
$1 \times 10$	$10^1 = 10$
$1 \times 10 \times 10$	$10^2 = 100$
$1 \times 10 \times 10 \times 10$	$10^3 = 1,000$
$1 \times 10 \times 10 \times 10 \times 10$	$10^4 = 10,000$
$1 \times 10 \times 10 \times 10 \times 10 \times 10$	$10^5 = 100,000$
$1 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$	$10^6 = 1,000,000$

Dominic read in his space book that the distance from Earth to the moon is about  $4 \times 10^5$  km. Write the distance as a whole number.

$$10^5 = 100,000$$

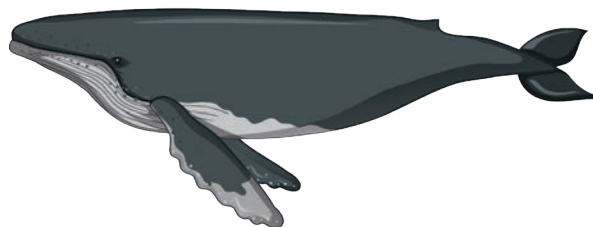
$$4 \times 10^5 = 4 \times 100,000 \\ = 400,000$$



So, the distance from Earth to the moon is about 400,000 km.

Blue whales can reach a mass of 150,000 kg. Find the mass as a whole number multiplied by a power of 10.

$$150,000 = 15 \times 10,000 \\ = 15 \times 10^4$$



So, blue whales can reach a mass of  $15 \times 10^4$  kg.



## Let's Practice

1. Write in exponent form in numbers and in words.

(a)  $10 \times 10 \times 10$

Exponent form: \_\_\_\_\_ Word form: \_\_\_\_\_

(b)  $10 \times 10$

Exponent form: \_\_\_\_\_ Word form: \_\_\_\_\_

(c)  $10 \times 10 \times 10 \times 10$

Exponent form: \_\_\_\_\_ Word form: \_\_\_\_\_

(d)  $10 \times 10 \times 10 \times 10 \times 10 \times 10$

Exponent form: \_\_\_\_\_ Word form: \_\_\_\_\_

2. Write the number.

(a)  $10^1 =$  \_\_\_\_\_

(b)  $10^2 =$  \_\_\_\_\_

(c)  $10^5 =$  \_\_\_\_\_

(d)  $10^4 =$  \_\_\_\_\_

(e)  $10^3 =$  \_\_\_\_\_

(f)  $10^6 =$  \_\_\_\_\_

(g)  $10^0 =$  \_\_\_\_\_

(h)  $10^7 =$  \_\_\_\_\_

3. Write the number.

(a)  $2 \times 10^2 =$  \_\_\_\_\_

(b)  $3 \times 10^1 =$  \_\_\_\_\_

(c)  $15 \times 10^3 =$  \_\_\_\_\_

(d)  $25 \times 10^3 =$  \_\_\_\_\_

(e)  $9 \times 10^5 =$  \_\_\_\_\_

(f)  $3 \times 10^6 =$  \_\_\_\_\_

(g)  $99 \times 10^2 =$  \_\_\_\_\_

(h)  $10 \times 10^4 =$  \_\_\_\_\_





## At Home

Match the numbers in two ways.

$10^2$

$10^4$

$10^1$

$10^3$

$10$

$1,000$

$10 \times 10 \times 10$

$10,000$

$1 \times 10$

$100$

$10 \times 10 \times 10 \times 10$

$10 \times 10$

# Comparing and Ordering Numbers

## Let's Learn

- (a) Compare 1,422,645 and 1,432,523.  
Which number is greater?

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
1	4	2	2	6	4	5
1	4	3	2	5	2	3

First, compare the values in the millions place. The values in the millions place are the same. Compare the values in the next place – hundred thousands. The values in the hundred thousands place are also the same. Compare the values in the ten thousands place. 3 ten thousands is greater than 2 ten thousands.

So, 1,432,523 is greater than 1,422,645.

- (b) Compare the numbers 3,619,381 and 3,619,728.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	6	1	9	3	8	1
3	6	1	9	7	2	8

The values in the millions, hundred thousands, ten thousands and thousands are the same. Compare the values in the hundreds place. 3 hundreds is smaller than 7 hundreds.

$$3,619,381 < 3,619,728 \quad 3,619,728 > 3,619,381$$