

lesson seven - student resource sheet

Lesson Objective: Multiply a decimal by a decimal with factors to the thousandths.

Vocabulary Box

tenths – The largest decimal place value; the first place to the right of the decimal point. 1 whole = 10 tenths. Example: In the number 1,234.567, the 5 is in the tenths place.

hundredths – The second largest decimal place value; the second place to the right of the decimal point. 1 whole = 100 hundredths. Example: In the number 1,234.567, the 6 is in the hundredths place.

thousandths – The third largest decimal place value; the third place to the right of the decimal point. 1 whole = 1,000 thousandths. Example: In the number 1,234.567, the 7 is in the thousandths place.



Guided Practice

Directions: Complete the following practice problems. Your teacher will review the answers. Make sure that you show all your work.

I. Order the decimals from least to greatest. You may work with a partner.

1. 0.016, 0.008, 0.0103

2. 0.82, 0.81, 0.082, 1.82

3. 5.144, 5.14, 5.114, 5.1149

II. Work with a partner to find each product. Double-check your decimal placement in the answer.

1. 0.18×0.4

2. 0.01×1.3

3. 12.45×0.6

III. Work independently to find each product. Double-check your decimal placement in the answer.

1. 8.02×21.5

2. 4.07×36.3

3. 21.4×0.3



Summary/Closure

A. Vocabulary Words

Directions: Fill in the boxes with the correct place value terms to the right of the decimal point.

Thousands	Hundreds	Tens	Ones	Decimal Point			
				■			

B. Summarize What We Learned Today

1. Write the rule for placement of the decimal point in a product of a multiplication problem.
2. Write a sample problem multiplying a decimal by a decimal. Then write complete sentences explaining how you placed the decimal point in your product.

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Independent Practice

Directions: Please complete the following practice problems on your own. Your teacher will review the answers. Make sure you show all your work.

I. Write each set of numbers in order from least to greatest.

1. 7.318, 7.008, 7.23

2. 4.46, 4.6, 4.046

3. 3.0412, 3.0416, 3.4006

II. Find each product:

$$\begin{array}{r} 1. \quad 6.45 \\ \times 0.7 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 36.17 \\ \times 0.2 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 8.9 \\ \times 3.7 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 0.78 \\ \times 6.5 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 5.9 \\ \times 0.02 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 0.63 \\ \times 0.8 \\ \hline \end{array}$$

BONUS?

Compare each pair of numbers. Write <, =, or > in the blank.

1. 8.62 _____ 8.062

2. 3.40 _____ 3.4

3. 3.8 _____ 3.725

4. 0.048 _____ 0.148

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Problem **Solving**

Directions: Solve each word problem, using problem-solving strategies you have learned. Show all your work, and write each answer in a complete sentence using words from the problem.

1. The students in Washington's sophomore class had a car wash. They washed 80 vehicles in all and charged \$12.50 for each vehicle. How much money did they make?
2. If sales tax is \$0.08 for every dollar spent, what will be the tax on a shirt that costs \$15.50?
3. Serena is knitting 5 scarves and each scarf uses 52.5 yards of yarn. How many yards of yarn should she buy in all?
4. Jamie put \$50.80 in a savings account that pays \$0.15 in interest per dollar every month. How much interest will Jamie's money earn in a month?



Directions: Use what you know about multiplying decimals to answer each question.

1.
$$\begin{array}{r} 43.27 \\ \times 1.2 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 87.6 \\ \times 6.9 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 321.45 \\ \times 6.7 \\ \hline \end{array}$$

lesson nine - student resource sheet

Lesson Objective: Divide a decimal by a whole number and a whole number by a decimal.

Vocabulary Box

repeating decimal – A decimal in which the digits endlessly repeat a pattern.

Example: $31.83333\ldots$ or $31.8\overline{3}$.



Guided Practice

Directions: Complete the following practice problems. Make sure you show all your work, and watch the decimal point placement carefully. Your teacher will review the answers.

I. Find each quotient. You may work with a partner.

1. $5 \overline{)23.10}$

2. $0.05 \overline{)405}$

3. $10 \overline{)1.35}$

4. $75 \overline{)4.5}$

5. $24 \overline{)2.16}$

II. Find each quotient. Please work independently.

1. $1.5 \overline{)285}$

2. $8 \overline{)0.008}$

3. $0.3 \overline{)95}$



Summary/Closure

A. Vocabulary Words

Directions: Fill in the blanks below with the correct terms from today's lesson.

1. In division of decimals, the _____ must be a whole number.
2. We must determine where to place the _____ before we start to divide.
3. Whatever we do to the divisor, we must do to the _____.
4. The place value second from the right of the decimal point is _____.
5. The place value third from the right of the decimal point is _____.
6. If the dividend cannot be divided evenly, we will continually have the same digit in the quotient. We call this a _____.

lesson nine - student resource sheet

B. Summarize What We Learned Today

Directions: Write a sample problem of a whole number divided by a decimal. Solve it and explain in words the steps you used to place the decimal properly in your quotient.

