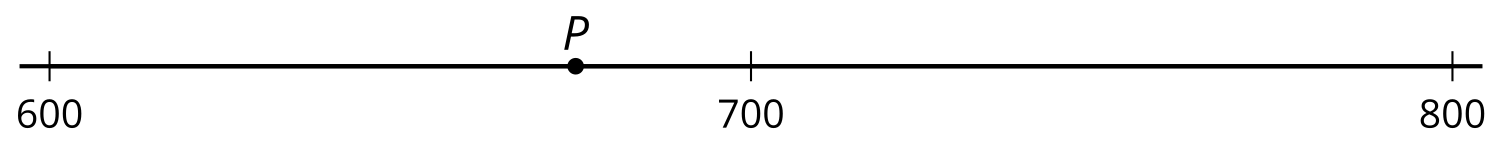
### Section A: Practice Problems

1. Pre-unit

* Round each number to the nearest 10 and to the nearest 100.
  1. 63
  2. 350
  3. 485

1. Pre-unit

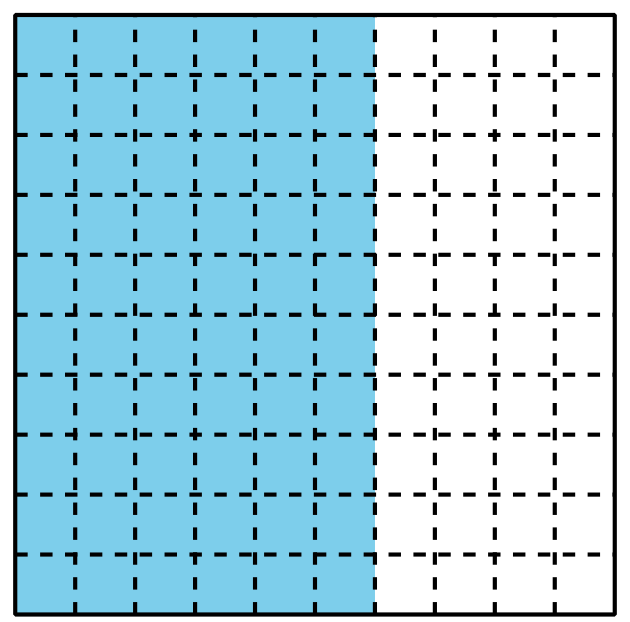
* A number is located on the number line.
* 
  1. Round  to the nearest multiple of 100. Explain your reasoning.
  2. Can you tell what is if rounded to the nearest multiple of 10? Explain your reasoning.

1. Pre-unit

* Find the value of each expression. Show your reasoning.

1. Pre-unit

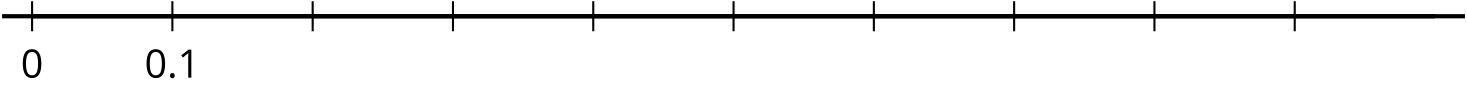
* Here are three numbers: 265, 652, and 526. For each question, explain your reasoning.
  1. Does the digit 6 have a greater value in 265 or 652?
  2. Does the digit 5 have a greater value in 265 or 652?
  3. In which number does the digit 2 have the greatest value? In which one does it have the least value?

1. Each large square represents 1.
   1. Write a fraction and a decimal that represent the shaded part of the large square.
   * 
   * Fraction: \_\_\_\_\_\_\_\_\_\_
   * Decimal: \_\_\_\_\_\_\_\_\_\_
   1. Shade a part of each square to represent each given number.
   * 
   * Fraction:
   * Decimal: \_\_\_\_\_\_\_\_\_\_
   * 
   * Fraction: \_\_\_\_\_\_\_\_\_\_
   * Decimal: 0.44

* (From Unit 4, Lesson 1.)

1. Select **all** the numbers equivalent to .
   1. 0.5
   2. 0.2

   5. 0.20

* (From Unit 4, Lesson 2.)
  1. Locate and label 0.6 and 0.35 on the number line.
  + 
  1. Compare 0.6 and 0.35 using < or >.
* (From Unit 4, Lesson 3.)

1. Order the numbers from least to greatest:

* 5.90
* 9.05
* 5.95
* 0.59
* 5.59
* (From Unit 4, Lesson 4.)

1. Order the numbers from least to greatest:

* 1.25
* 1.46
* (From Unit 4, Lesson 5.)

1. Exploration

* The table shows the distances, in miles, some students walked during the school week.
* Order the numbers from least to greatest.

|  |  |
| --- | --- |
| * student | * distance (miles) |
| * Han |  |
| * Tyler |  |
| * Mai | * 5.95 |
| * Elena |  |
| * Andre | * 5.79 |

1. Exploration

* In a recent lesson, you learned about the lengths of the jumps made by Carl Lewis and other athletes.
* Create and label a number line to show the distances of all ten jumps made by the athletes.



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