CLAREZA ACADEMY

Grade 5 -- Mathematics Math

Free sample: Unit 1, Lessons 1 to 8

These are 8 lessons from *Clareza Grade 5: Mathematics*, a fifth grade year a parent runs at the kitchen table. Each lesson is a short script for you, a page to read together, and a practice sheet you may copy for your household. Answers are at the back.

Clareza Grade 5: Mathematics. Sample edition.

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Clareza is a secular curriculum. Standards references: Common Core State Standards and the Next Generation Science Standards.



MATH · UNIT 1

Place Value to the Thousandths

This unit takes the decimal and whole-number place-value understanding your child built in fourth grade and stretches it further, down to thousandths and up through powers of ten. The one idea underneath everything here is that a digit's value depends entirely on where it sits, not on the digit itself.

In this unit

1. Place values and ten times
2. Building decimals with blocks
3. Patterns of zeros in products
4. Decimal point shifts and exponents
5. Three ways to write decimals
6. Comparing decimals using place value
7. Rounding decimals using place value
8. Ranking real-world decimal measurements

MATH · UNIT 1 · LESSON 1

Place values and ten times

Goal: Given a multi-digit whole number or decimal, state the value represented by a specified digit, and explain why the digit to its left is worth 10 times as much.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** Look at 3,300. Both digits are 3. Are they worth the same? Take a guess.
   Look for: Student says no, or notices the digits are in different spots.
2. **Say:** Each place has a job. Move one spot left, and the job gets 10 times bigger. In 3,300, the first 3 is 3,000. The second 3 is 300. Ten 300s make one 3,000.
   Look for: Student can restate: left neighbor place is 10 times the right one.
3. **Say:** Now look at 6,650. Find both 6s. Tell me what each one is worth, and why the first is 10 times the second.
   Look for: Student names 6,000 and 600, and explains ten hundreds make a thousand.
4. **Say:** In 0.44, what is the first 4 worth? What is the second 4 worth?
   Look for: Student says 4 tenths (0.4) and 4 hundredths (0.04).
5. **Say:** Your turn. In 2.22, find both 2s. Tell me each value. Then explain why the first is 10 times the second.
   Look for: Student states 0.2 and 0.02, and says ten hundredths group into one tenth.
6. **Say:** You just proved the 10-times rule works with whole numbers and decimals. Now try it on your own in these practice questions.
   Look for: Student moves into practice ready to apply the same reasoning.

If they get stuck

- *The decimal with more digits is the bigger number, so 0.125 > 0.7.*
  Show both decimals on the same base-ten grid: 0.7 covers seven of ten columns, 0.125 covers barely one. Have the student point to which grid has more shaded area before looking at the digits again.
- *The decimal with fewer digits is the bigger number, so 0.4 > 0.35.*
  Convert both to the same number of decimal places first (0.40 vs 0.35) and compare digit by digit from the tenths place, not by counting length.
- *A student who reaches correct comparisons for a week can slide back into a length-based rule later.*
  Do not treat one correct assessment as mastery; keep decimal comparison in the spaced retrieval routine through Units 2 and 3, not just this unit.

Read together FOR THE STUDENT

Each place in a number has a job. Move one spot left, and the job gets 10 times bigger. Look at 5,500. The first 5 means 500. The second 5 means 5,000. Why? Ten of those 500s make one 5,000. It works the same with decimals. In 0.55, the first 5 is 5 tenths. The second 5 is 5 hundredths. Ten hundredths make one tenth.

Going further: Place value tells you what a digit is worth by where it sits. Each place is 10 times the place to its right. In 4,400, the digit 4 in the hundreds spot means 400. The digit 4 in the thousands spot means 4,000. That's because ten hundreds group into one thousand. This works past the decimal point too. In 0.44, the first 4 is 4 tenths (0.4). The second 4 is 4 hundredths (0.04). Ten hundredths group into one tenth.

Watch it work

In the number 6,650, what is the value of each 6? Why is the first 6 worth 10 times the second 6?

1. Find each 6's place. The first 6 is in the thousands place.
2. The first 6 means 6,000.
3. The second 6 is in the hundreds place. It means 600.
4. Ten hundreds group into one thousand. That is why 6,000 is 10 times 600.

The idea: Each place is 10 times the place right next to it, one spot right.

In the number 2.22, what is the value of each 2? Why is the first 2 worth 10 times the second 2?

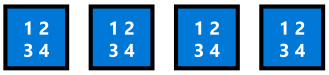
1. Find each 2's place. The first 2 (after the point) is in the tenths place.
2. That 2 means 2 tenths, or 0.2.
3. The second 2 is in the hundredths place. It means 2 hundredths, or 0.02.
4. Ten hundredths group into one tenth. That is why 0.2 is 10 times 0.02.

The idea: The 10-times rule crosses the decimal point the same way it works for whole numbers.

Clareza Grade 5 · Math Lesson 1 Name: _____

Practice: Place values and ten times

1. In 4,400, what does the first 4 mean?



4 thousands

(A) 40 (B) 4,000 (C) 400

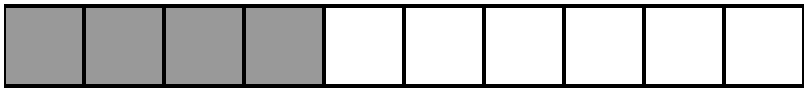
2. In 4,400, what does the second 4 mean?

(A) 4,000 (B) 400 (C) 40

3. In 4,400, the first 4 is how many times the second 4?

(A) 100 times (B) The same (C) 10 times

4. In 0.44, what does the first 4 mean?



4 tenths

(A) 4 hundredths (0.04) (B) 40 (C) 4 tenths (0.4)

5. In 0.44, the first 4 is how many times the second 4?

(A) 10 times (B) The same (C) 4 times

6. In 2.22, what does the second 2 mean?

(A) 2 ones (B) 2 tenths (0.2) (C) 2 hundredths (0.02)

7. A stadium holds 3,800 fans. What does the 3 mean?

(A) 3 (B) 300 (C) 3,000

8. A van has driven 8,250 miles. What does the 2 mean?

(A) 2,000 (B) 20 (C) 200

9. In 0.58, what does the 8 mean?

(A) 8 hundredths (B) 8 tens (C) 8 tenths

10. In 8.88, the 8 in the tenths place is worth how many times the 8 in the hundredths place?

(A) 100 times (B) 10 times (C) 8 times

11. In 0.505, the 5 in the tenths place is worth how many times the 5 in the thousandths place?

(A) 100 times (B) 1,000 times (C) 10 times

12. A student says 0.07 is greater than 0.7 because it has more digits. Which explanation uses place value correctly?

(A) 0.7 is 7 tenths, 10 times as much as 7 hundredths

(B) 0.07 is greater, since longer decimals are worth more

(C) 0.7 is greater, since shorter decimals are worth more

MATH · UNIT 1 · LESSON 2

Building decimals with blocks

Goal: Build a physical or drawn base-ten block model of a decimal to thousandths and match it to its digit form.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** Imagine you have already built tenths and hundredths with blocks. A flat is 1 whole and a small cube is a hundredth. Today we add one more tiny block. It is so small, 1000 of them make one whole flat.
   Look for: Student recalls that a flat is 1 whole and a small cube is a hundredth.
2. **Say:** Four block sizes: flat is 1, rod is 0.1, small cube is 0.01, tiny cube is 0.001. Each one is ten times smaller than the last. The digit in each decimal place tells us how many of that block to use.
   Look for: Student can name which block matches tenths, hundredths, thousandths.
3. **Say:** Let's build 0.234 together. Tenths digit is 2, how many rods do we draw? Hundredths digit is 3, how many small cubes? Thousandths digit is 4, how many tiny cubes?
   Look for: Student answers 2 rods, 3 small cubes, 4 tiny cubes, matching each digit to its block count.
4. **Say:** Now flip it around. I show you 1 flat, 0 rods, 5 small cubes, 6 tiny cubes. What decimal is this?
   Look for: Student writes 1.056, including the zero for the empty tenths place.
5. **Say:** Your turn, alone. Build 0.418 with blocks or a drawing, then write how many of each block size you used.
   Look for: Student draws or lists 4 rods, 1 small cube, 8 tiny cubes, matching digit 4-1-8.
6. **Say:** Remember: more digits does not mean a bigger number. What matters is which block size each digit names. Let's practice matching blocks to digits.
   Look for: Student is ready to interpret block models without a label already given.

If they get stuck

- *The decimal with more digits is the bigger number, so 0.125 > 0.7.*
  Show both decimals on the same base-ten grid: 0.7 covers seven of ten columns, 0.125 covers barely one. Have the student point to which grid has more shaded area before looking at the digits again.
- *The decimal with fewer digits is the bigger number, so 0.4 > 0.35.*
  Convert both to the same number of decimal places first (0.40 vs 0.35) and compare digit by digit from the tenths place, not by counting length.
- *A student who reaches correct comparisons for a week can slide back into a length-based rule later.*
  Do not treat one correct assessment as mastery; keep decimal comparison in the spaced retrieval routine through Units 2 and 3, not just this unit.

Read together FOR THE STUDENT

A decimal like 0.325 is built from blocks. A big flat is one whole. A skinny bar is a tenth (10 of them make a whole). A small square is a hundredth (100 make a whole). A tiny speck is a thousandth (1000 make a whole). To build 0.325, use 3 bars, 2 small squares, 5 specks. Count each block type, then write the digit for each place.

Going further: A decimal to the thousandths has three places after the point: tenths, hundredths, thousandths. Each place is ten times smaller than the one before it. Base-ten blocks show this: a flat = 1 whole, a rod = 0.1, a small cube = 0.01, a tiny cube = 0.001. To model 0.325, show 3 rods, 2 small cubes, 5 tiny cubes. The digit in each place tells you how many blocks of that size to use.

Watch it work

Build 0.234 with base-ten blocks and write its digit form.

1. Tenths place: digit is 2, so draw 2 rods (each rod = 0.1).
2. Hundredths place: digit is 3, so draw 3 small cubes (each = 0.01).
3. Thousandths place: digit is 4, so draw 4 tiny cubes (each = 0.001).
4. Match blocks to digits: 2 rods, 3 small cubes, 4 tiny cubes writes as 0.234.

The idea: Each block size stands for one place, and the digit tells you how many blocks of that size to draw.

A model shows 1 flat, 0 rods, 5 small cubes, 6 tiny cubes. Write the decimal.

1. 1 flat = 1 whole, so the number is 1 point something.
2. 0 rods means the tenths digit is 0.
3. 5 small cubes means the hundredths digit is 5.
4. 6 tiny cubes means the thousandths digit is 6, giving 1.056.

The idea: A missing block size still needs a digit, zero holds that place.

Clareza Grade 5 · Math Lesson 2 Name: _____

Practice: Building decimals with blocks

1. A model shows 3 rods, 0 small cubes, 5 tiny cubes. What decimal is this?



3 rods (tenths)

(A) 0.35 (B) 3.05 (C) 0.305

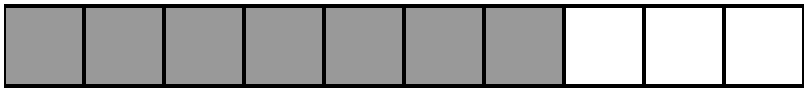
2. To build 0.142, how many small cubes (hundredths) do you draw?

(A) 2 (B) 1 (C) 4

3. A model has 0 rods, 6 small cubes, 3 tiny cubes. Which decimal matches?

(A) 0.063 (B) 6.3 (C) 0.63

4. Which number is bigger: 0.125 or 0.7?



0.7 shaded on a tenths bar

(A) 0.125, because it has a thousandths digit (B) 0.125, because it has more digits

(C) 0.7, because 7 tenths is more than 1 tenth

5. Which number is bigger: 0.4 or 0.35?

(A) 0.35, because it has more digits after the point

(B) They are equal because both round to the same block total

(C) 0.4, because 4 tenths is more than 3 tenths

6. A model shows 1 flat, 2 rods, 0 small cubes, 7 tiny cubes. Write the decimal.

(A) 1.207 (B) 1.27 (C) 12.07

7. A model shows 4 rods, 7 small cubes, and 2 tiny cubes. What decimal is this?

(A) 0.472 (B) 4.72 (C) 0.274

8. To build 0.508, how many tiny cubes (thousandths) do you draw?

(A) 8 (B) 5 (C) 0

9. Ava builds a decimal with 5 rods and nothing else. Ben builds one with 3 rods, 4 small cubes, and 9 tiny cubes. Whose model shows the bigger number?

(A) Ava's, because 5 rods is more than 3 rods (B) Ben's, because 0.349 has more digits

(C) Neither, they show the same number

10. A model shows 3 flats, 0 rods, 6 small cubes, and 8 tiny cubes. Write the decimal.

(A) 3.068 (B) 3.68 (C) 3.608

11. Zoe builds 0.3 with 3 rods. Eli builds 0.298 with 2 rods, 9 small cubes, and 8 tiny cubes. Eli says his is bigger because he used more blocks. Who has the bigger number?

(A) Neither, they are equal because both are near 0.3

(B) Eli, because he used more blocks and digits (C) Zoe, because 3 rods beat 2 rods

12. Which list shows 0.4, 0.35, and 0.512 in order from least to greatest?

(A) 0.35, 0.4, 0.512 (B) 0.512, 0.35, 0.4 (C) 0.4, 0.35, 0.512

MATH · UNIT 1 · LESSON 3

Patterns of zeros in products

Goal: Explain the pattern in the number of zeros in a product when a whole number is multiplied by 10, 100, or 1,000.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** Quick one: what is 5 x 10? Now what is 5 x 100? Tell me what you notice about the zeros.
   Look for: Student notices more zeros in the answer as the power of ten grows.
2. **Say:** Here is the rule. Count the zeros in the power of ten. Add that many zeros to the whole number. 6 x 100 has 2 zeros in 100. So we add 2 zeros to 6, and get 600.
   Look for: Student can restate: zeros in the power equal zeros added to the product.
3. **Say:** Now try 8 x 1,000 on your own. How many zeros does 1,000 have? Write 8, then add that many zeros. What's the answer?
   Look for: Student counts 3 zeros in 1,000 and writes 8,000.
4. **Say:** Try this one alone: 23 x 100. How many zeros go on the end?
   Look for: Student says 2 zeros, gets 2,300.
5. **Say:** New problem: 45 x 1,000. Work it step by step, then tell me your answer and how many zeros you added.
   Look for: Student counts 3 zeros in 1,000, writes 45,000, and explains the zero match.
6. **Say:** You just found the zero pattern for 10, 100, and 1,000. Now try the practice set and explain your thinking each time.
   Look for: Student moves into practice ready to state the rule, not just guess an answer.

If they get stuck

- *The decimal with more digits is the bigger number, so 0.125 > 0.7.*
  Show both decimals on the same base-ten grid: 0.7 covers seven of ten columns, 0.125 covers barely one. Have the student point to which grid has more shaded area before looking at the digits again.
- *The decimal with fewer digits is the bigger number, so 0.4 > 0.35.*
  Convert both to the same number of decimal places first (0.40 vs 0.35) and compare digit by digit from the tenths place, not by counting length.
- *A student who reaches correct comparisons for a week can slide back into a length-based rule later.*
  Do not treat one correct assessment as mastery; keep decimal comparison in the spaced retrieval routine through Units 2 and 3, not just this unit.

Read together FOR THE STUDENT

When you multiply a whole number by 10, you add one zero to the end. Multiply by 100, you add two zeros. Multiply by 1,000, you add three zeros. Think of 4 x 10 = 40. One zero in 10, one zero added to the answer. It works like a train. Each zero is a car hooked on the back. More zeros in the power of ten means more cars hooked on.

Going further: A power of ten like 10, 100, or 1,000 has a set number of zeros: one, two, or three. When you multiply a whole number by that power, the digits shift left. The number of zeros in the power tells you how many zeros to write after the original digits. Example: 6 x 1,000. The power 1,000 has three zeros. So the product is 6 followed by three zeros: 6,000.

Watch it work

Multiply 7 x 10.

1. Count the zeros in 10. There is 1 zero.
2. Write the 7. Then write 1 zero after it.
3. The product is 70.
4. Check: 1 zero in 10 matches 1 zero added.

The idea: The zeros in the power of ten tell you how many zeros to add.

Multiply 34 x 100.

1. Count the zeros in 100. There are 2 zeros.
2. Write 34. Then write 2 zeros after it.
3. The product is 3,400.
4. Check: 2 zeros in 100 matches 2 zeros added.

The idea: This works even when the whole number has more than one digit.

Multiply 9 x 1,000.

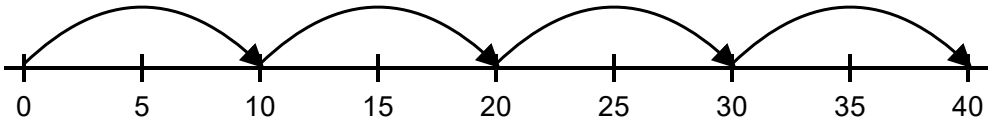
1. Count the zeros in 1,000. There are 3 zeros.
2. Write 9. Then write 3 zeros after it.
3. The product is 9,000.
4. Check: 3 zeros in 1,000 matches 3 zeros added.

The idea: The pattern holds for 10, 100, and 1,000: same number of zeros in the power and in the added zeros.

 Name: _____

Practice: Patterns of zeros in products

1. What is 4 x 10?



4 hops of 10

(A) 4 (B) 40 (C) 400

2. How many zeros does 100 have?

(A) 2 (B) 3 (C) 1

3. What is 7 x 100?

(A) 7,000 (B) 700 (C) 70

4. What is 12 x 1,000?

(A) 1,200 (B) 12,000 (C) 120,000

5. Why does 5 x 1,000 end in 3 zeros?

(A) Because 1,000 has 3 zeros, and that matches the zeros added

(B) Because 5 is an odd number, and odd numbers always add extra zeros

(C) Because 1,000 is a very big number, and big numbers make big answers

6. A student says 6 x 100 = 6,00. What mistake did they make?

(A) They multiplied the wrong two numbers

(B) They wrote the wrong number of zeros in the wrong place, not as a real number

(C) They should have used 1,000 instead of 100

(D) They should have added 3 zeros after the 6 instead of only 2 zeros, so the answer should be 6,000

7. What is 9 x 10?

(A) 910 (B) 900 (C) 90

8. You multiply 5 x 100. How many zeros get added to the end of 5?

(A) 3 zeros (B) 1 zero (C) 2 zeros

9. A bag holds 25 marbles. How many marbles are in 100 bags?

(A) 250 marbles (B) 2,500 marbles (C) 25,000 marbles

10. Maya says 3 x 100 = 3,000 because 100 has three digits. What mistake did she make?

(A) She should add just one zero for every power of ten

(B) She forgot to put a comma before the last zeros

(C) She counted the digits in 100 instead of its zeros

11. A school orders 30 boxes. Each box holds 1,000 pencils. How many pencils is that in all?

(A) 3,000 pencils (B) 30,000 pencils (C) 300,000 pencils

12. Why does 70 x 100 = 7,000 end in three zeros when 100 has only two?

(A) 100 adds three zeros whenever the other number ends in a zero

(B) 70 already has one zero, and 100 adds two more

(C) 100 adds three zeros because 70 has two digits

MATH · UNIT 1 · LESSON 4

Decimal point shifts and exponents



Goal: Predict where the decimal point lands when a decimal is multiplied or divided by a power of ten, using exponent notation to name the power.

About 18 minutes

Teach it FOR THE PARENT

1. **Say:** Quick check. Here is a number and a power of ten. Decide if the point moves right or left. Ready? 10^2, times.
   Look for: Student says 'right' because multiplying moves the point right.
2. **Say:** The exponent is the small raised number. It tells how many places the point moves. 10^2 moves 2 places. 10^3 moves 3 places. Multiply means right. Divide means left.
   Look for: Student can state exponent equals number of places moved.
3. **Say:** Watch me solve 3.6 x 10^2. The exponent is 2, so I move the point 2 places right. 3.6 becomes 36, then 360. What is the exponent telling me here?
   Look for: Student names '2' as the exponent and 'right' as the direction.
4. **Say:** Now 45.8 divided by 10^3. Exponent is 3, so 3 places left. I add zeros for room: 45.8 becomes 0.0458. Why did I add zeros?
   Look for: Student explains zeros are placeholders when digits run out.
5. **Say:** Your turn. Solve 7.2 x 10^3 on your own. Tell me the exponent, the direction, and the answer.
   Look for: Student identifies exponent 3, direction right, answer 7200.
6. **Say:** You just used the exponent to predict a point shift. Now try it on your own in the practice questions.
   Look for: Student moves into independent practice ready to apply the same steps.

If they get stuck

- *The decimal with more digits is the bigger number, so 0.125 > 0.7.*
  Show both decimals on the same base-ten grid: 0.7 covers seven of ten columns, 0.125 covers barely one. Have the student point to which grid has more shaded area before looking at the digits again.
- *The decimal with fewer digits is the bigger number, so 0.4 > 0.35.*
  Convert both to the same number of decimal places first (0.40 vs 0.35) and compare digit by digit from the tenths place, not by counting length.
- *A student who reaches correct comparisons for a week can slide back into a length-based rule later.*
  Do not treat one correct assessment as mastery; keep decimal comparison in the spaced retrieval routine through Units 2 and 3, not just this unit.

Read together FOR THE STUDENT

10 to a power is a shortcut for repeated multiplying by 10. 10^2 means 10 x 10. That equals 100. The small raised number is the exponent. It tells how many zeros or how many places to move. Multiplying a decimal by 10^2 moves the decimal point 2 places right. Think of a number sliding down a hallway. Each power of 10 is one door it passes through. Dividing moves the point left instead.

Going further: A power of ten, like 10^3, has an exponent. The exponent is the small raised number. It tells how many places the decimal point moves. Multiplying by 10^n moves the point n places right. Dividing by 10^n moves the point n places left. Example: 4.2 x 10^2 moves the point 2 places right. That gives 420. The digits never change. Only the point's spot changes.

Watch it work

Find 3.6 x 10^2.

1. Look at the exponent: 2. It means move the point 2 places.
2. Multiplying means move the point right.
3. Start at 3.6. Move the point right 2 places: 3.6 -> 36. -> 360.
4. Answer: 3.6 x 10^2 = 360.

The idea: The exponent tells the number of places; multiplying moves the point right that many places.

Find 45.8 divided by 10^3.

1. Look at the exponent: 3. It means move the point 3 places.
2. Dividing means move the point left.
3. Start at 45.8. Move left 3 places. Add a zero to have room: 045.8 -> 04.58 -> 0.458 -> 0.0458.
4. Answer: 45.8 divided by 10^3 = 0.0458.

The idea: Dividing by a power of ten moves the point left; add zeros as placeholders if you run out of digits.

Clareza Grade 5 · Math Lesson 4 Name: _____

Practice: Decimal point shifts and exponents

1. What does 10^2 equal?

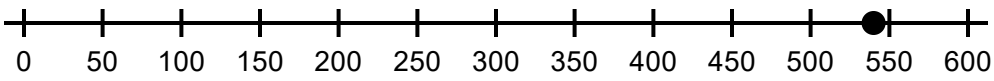
(A) 100 (B) 1000 (C) 20

2. In 10^3, what does the 3 tell you?

(A) How many places the point moves (B) The number of digits in the answer

(C) How many zeros are in the original number

3. Find 5.4 x 10^2.



5.4 moved 2 places right

(A) 54 (B) 5400 (C) 540

4. Find 82.5 divided by 10^1.

(A) 825 (B) 8.25 (C) 0.825

5. Find 0.36 x 10^3.

(A) 360 (B) 3.6 (C) 36

6. Find 6.05 divided by 10^2.

(A) 0.605 (B) 0.0605 (C) 60.5

7. What does 10^4 equal?

(A) 10,000 (B) 1,000 (C) 40

8. A decimal is multiplied by 10^2. What happens to its decimal point?

(A) It moves 10 places right (B) It moves 2 places left (C) It moves 2 places right

9. One bead weighs 3.7 grams. How many grams do 10^2 beads weigh? Find 3.7 x 10^2.

(A) 370 grams (B) 37 grams (C) 0.37 grams

10. Find 4.7 divided by 10^3.

(A) 0.0047 (B) 0.047 (C) 4,700

11. Which is greater: 12.5 divided by 10^2, or 0.7?

(A) 0.7, since 12.5 divided by 10^2 is only 0.125

(B) 12.5 divided by 10^2, since 0.125 has more digits

(C) 12.5 divided by 10^2, since it comes to 1.25

12. Which is greater: 0.352 x 10^1, or 3.4?

(A) 3.4, since 3.4 has fewer digits (B) 0.352 x 10^1, since it is 3.52

(C) 3.4, since the product is 0.0352

MATH · UNIT 1 · LESSON 5

Three ways to write decimals

Goal: Write a decimal to the thousandths in word form, standard form, and expanded form, and convert among the three.

About 20 minutes



Teach it FOR THE PARENT

1. **Say:** You can write the number 12 as '12', as 'twelve', or as '10 + 2'. Same value, three outfits. Today we do that with decimals down to the thousandths place.
   Look for: Student recognizes this is about renaming the same value, not changing it.
2. **Say:** Here is 0.215 in all three forms. Standard: 0.215. Word: two hundred fifteen thousandths. Expanded: 0.2 + 0.01 + 0.005. Notice the word form ends in 'thousandths' because the last digit, 5, sits in the thousandths spot.
   Look for: Student can point to which digit is tenths, hundredths, thousandths in the model.
3. **Say:** Your turn. Take 0.639. Write its word form. Say each digit's place in your head first: 6 is tenths, 3 is hundredths, 9 is thousandths.
   Look for: Six hundred thirty-nine thousandths, ending in 'thousandths' because the last digit is in that place.
4. **Say:** Now write 0.639 in expanded form. One addend for each digit's place value.
   Look for: 0.6 + 0.03 + 0.009, three addends matching tenths, hundredths, thousandths.
5. **Say:** Last part: you're given the words 'four hundred seventy-one thousandths'. Write the standard form.
   Look for: 0.471, three digits after the decimal point matching 4, 7, 1 in order.
6. **Say:** You just moved a decimal between all three forms. Now try it on your own with new numbers. Watch the last digit's place every time, it tells you the word name.
   Look for: Student is ready to start independent items using the same three-form routine.

If they get stuck

- *The decimal with more digits is the bigger number, so 0.125 > 0.7.*
  Show both decimals on the same base-ten grid: 0.7 covers seven of ten columns, 0.125 covers barely one. Have the student point to which grid has more shaded area before looking at the digits again.
- *The decimal with fewer digits is the bigger number, so 0.4 > 0.35.*
  Convert both to the same number of decimal places first (0.40 vs 0.35) and compare digit by digit from the tenths place, not by counting length.
- *A student who reaches correct comparisons for a week can slide back into a length-based rule later.*
  Do not treat one correct assessment as mastery; keep decimal comparison in the spaced retrieval routine through Units 2 and 3, not just this unit.

Read together FOR THE STUDENT

A decimal like 0.347 can be written three ways. Standard form uses digits: 0.347. Word form spells it out: three hundred forty-seven thousandths. Expanded form breaks it into place values added together: 0.3 + 0.04 + 0.007. Think of money split into dimes, pennies, and tiny fractions of a penny, same amount, three ways to say it. You just need to match place value names each time you switch forms.

Going further: Decimals to the thousandths have three equivalent representations. Standard form: 0.347. Word form names the digits and ends with the smallest place value: three hundred forty-seven thousandths. Expanded form shows each digit times its place value, added: 0.3 + 0.04 + 0.007. To convert, identify each digit's place (tenths, hundredths, thousandths) and rewrite it in the target form using that place value.

Watch it work

Write 0.462 in word form and expanded form.

1. Look at each digit's place: 4 is tenths, 6 is hundredths, 2 is thousandths.
2. The last digit (2) is in the thousandths place, so the word name ends in 'thousandths'.
3. Word form: four hundred sixty-two thousandths.
4. Expanded form: 0.4 + 0.06 + 0.002.

The idea: The last digit's place tells you what word to use at the end: thousandths.

Write 'five hundred eight thousandths' in standard form and expanded form.

1. The word ends in 'thousandths', so the number has three decimal places.
2. Five hundred eight means the digits 5, 0, 8 fill those three places.
3. Standard form: 0.508.
4. Expanded form: 0.5 + 0.00 + 0.008, written as 0.5 + 0.008 since the hundredths digit is 0.

The idea: The word before 'thousandths' tells you the exact three digits to place after the decimal point.

 Name: _____

Practice: Three ways to write decimals

1. What is 0.317 in word form?

[redacted]

0.317

(A) thirty-one thousandths (B) three hundred seventeen hundredths

(C) three hundred seventeen thousandths

2. What is 0.205 in word form?

(A) two hundred five hundredths (B) two hundred five thousandths

(C) twenty-five thousandths

3. What is 0.483 in expanded form?

(A) 4 + 8 + 3 (B) 0.4 + 0.8 + 0.3 (C) 0.4 + 0.08 + 0.003

4. 'Six hundred nine thousandths' in standard form is:

(A) 0.69 (B) 0.609 (C) 0.0609

5. Which expanded form matches 0.056?

(A) 0.05 + 0.006 (B) 0.056 + 0 (C) 0.5 + 0.06

6. A student compares 0.125 and 0.7 and says 0.125 is bigger because it has more digits. What is wrong with this thinking?

(A) The student is right, since 125 is a much bigger number than 7, so 0.125 must be the bigger decimal.

(B) More decimal digits does not mean a bigger value; 0.7 equals 0.700, which is greater than 0.125.

(C) The student should have said 0.7 has more digits instead.

7. What is 0.628 in word form?

(A) six hundred twenty-eight hundredths (B) six hundred twenty-eight thousandths

(C) six and twenty-eight hundredths

8. A scale reads two hundred ninety-four thousandths of a kilogram. What is that in standard form?

(A) 0.0294 (B) 2.94 (C) 0.294

9. What is 0.6 + 0.03 + 0.002 in standard form?

(A) 0.6032 (B) 0.632 (C) 0.326

10. Nina compares 0.9 and 0.912. In expanded form that is 0.9 versus 0.9 + 0.01 + 0.002. Which statement is correct?

(A) 0.9 is greater, since it has fewer digits.

(B) 0.912 is greater, since it is 0.9 plus 0.012 more.

(C) 0.912 is greater, since it has more digits.

11. Mia has 0.6 + 0.04 liter of juice. Leo has six hundred nine thousandths liter. Ana has six tenths liter. Who has the most juice?

(A) Ana, with 0.6 liter (B) Leo, with 0.609 liter (C) Mia, with 0.64 liter

12. Jo compares 0.45 and 0.389 and says 0.389 is greater, because 389 is more than 45. Which fix works for any pair of decimals?

(A) Line up the places: 4 tenths beats 3 tenths, so 0.45 wins.

(B) Count the digits: 0.389 has more, so it stays the greater.

(C) Count the digits: 0.45 has fewer, so it must be greater.

MATH · UNIT 1 · LESSON 6

Comparing decimals using place value



Goal: Compare two decimals to the thousandths place using place value reasoning, and justify the comparison by referring to the value of a specific digit rather than digit count.

About 18 minutes

Teach it FOR THE PARENT

1. **Say:** Quick guess: which is bigger, 0.7 or 0.125? Say your answer out loud before I tell you the trick.
   Look for: A guess, right or wrong. We want a prediction to test.
2. **Say:** Digit count lies to us with decimals. To compare, line up tenths, then hundredths, then thousandths. Compare left to right. Stop at the first place where the digits differ.
   Look for: Student can repeat: compare tenths first, not total digits.
3. **Say:** 0.7 vs 0.125. Write 0.7 as 0.700. Tenths: 7 vs 1. 7 wins. So 0.700 is bigger. Does the number of digits matter here?
   Look for: Student says no, only the tenths digit mattered.
4. **Say:** Now 0.4 vs 0.35. Tenths: 4 vs 3. 4 wins, so 0.4 is bigger. Even though 0.35 has two digits and 0.4 has one.
   Look for: Student names the tenths digit as the reason, not digit count.
5. **Say:** Your turn. Compare 0.09 and 0.2. Which is bigger, and which digit proves it?
   Look for: Student says 0.2 is bigger because 2 tenths beats 0 tenths.
6. **Say:** Now you try more of these on your own. Every time, find the first place where digits differ, and name that digit.
   Look for: Student is ready to start independent items using place-value comparison.

If they get stuck

- *The decimal with more digits is the bigger number, so 0.125 > 0.7.*
  Show both decimals on the same base-ten grid: 0.7 covers seven of ten columns, 0.125 covers barely one. Have the student point to which grid has more shaded area before looking at the digits again.
- *The decimal with fewer digits is the bigger number, so 0.4 > 0.35.*
  Convert both to the same number of decimal places first (0.40 vs 0.35) and compare digit by digit from the tenths place, not by counting length.
- *A student who reaches correct comparisons for a week can slide back into a length-based rule later.*
  Do not treat one correct assessment as mastery; keep decimal comparison in the spaced retrieval routine through Units 2 and 3, not just this unit.

Read together FOR THE STUDENT

To compare decimals, do not count digits. Line up the place values: tenths, hundredths, thousandths. Compare tenths first. If tenths are the same, compare hundredths. Example: 0.4 vs 0.35. Tenths are 4 and 3. 4 is bigger, so 0.4 is bigger, even though it has fewer digits.

Going further: Compare decimals by place value, not by how many digits they have. Line up tenths, hundredths, and thousandths. Start at the tenths place. Whichever number has a larger digit there wins. Only move to the next place if the digits tie. 0.7 beats 0.125 because 7 tenths is more than 1 tenth, no matter how many digits follow.

Watch it work

Compare 0.7 and 0.125. Which is greater?

1. Line up place values: 0.700 and 0.125 (0.7 = 0.700).
2. Compare tenths digits: 7 tenths vs 1 tenth.
3. 7 is greater than 1, so 0.700 > 0.125.
4. 0.7 > 0.125 because the tenths digit decides it, not the number of digits.

The idea: The tenths digit alone can decide the comparison, even when one number has far fewer digits.

Compare 0.4 and 0.35. Which is greater?

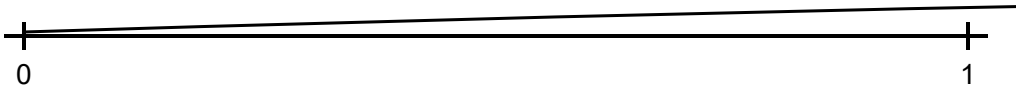
1. Line up place values: 0.40 and 0.35.
2. Compare tenths digits: 4 tenths vs 3 tenths.
3. 4 is greater than 3, so the comparison stops here.
4. 0.4 > 0.35 because 4 tenths beats 3 tenths, even though 0.4 has fewer digits.

The idea: A shorter decimal can still be larger; the tenths digit, not digit count, decides.

Clareza Grade 5 · Math Lesson 6 Name: _____

Practice: Comparing decimals using place value

1. Which is greater: 0.6 or 0.45?

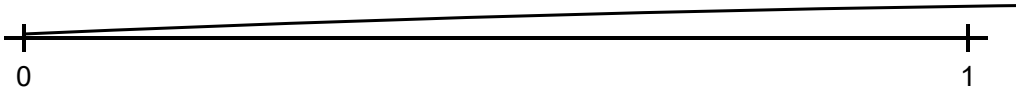


0.6 marked in tenths

(A) 0.6, because it has fewer digits (B) 0.6, because 6 tenths is more than 4 tenths

(C) 0.45, because it has more digits

2. Which is greater: 0.3 or 0.29?



0.3 marked in tenths

(A) 0.3, because it has fewer digits (B) 0.29, because it has more digits

(C) 0.3, because 3 tenths is more than 2 tenths

3. Which is greater: 0.08 or 0.2?

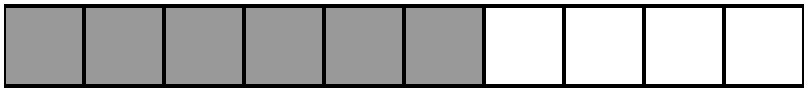


0.2 marked in tenths

(A) 0.2, because 2 tenths is more than 0 tenths (B) 0.08, because it has more digits

(C) 0.2, because it has fewer digits after the point

4. Which is greater: 0.512 or 0.6?

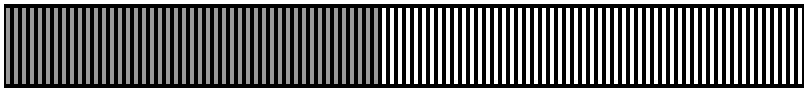


0.6 shown as 6 of 10 tenths

(A) 0.512, because it has more digits (B) 0.6, because it has fewer digits

(C) 0.6, because 6 tenths is more than 5 tenths

5. Which is greater: 0.47 or 0.408?



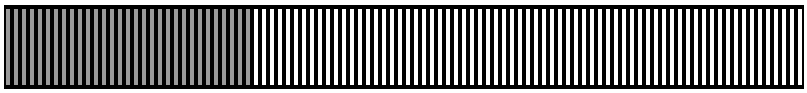
0.47 shown as 47 of 100 hundredths

(A) 0.47, because 7 hundredths is more than 0 hundredths

(B) 0.408, because it has more digits after the decimal point

(C) 0.47, because it has fewer digits

6. Which is greater: 0.309 or 0.31?



0.31 shown as 31 of 100 hundredths

(A) 0.309, because it has more digits (B) 0.31, because it has fewer digits

(C) 0.31, because 1 hundredth is more than 0 hundredths

7. Dev ran 0.9 km and Ana ran 0.78 km. Who ran farther, and why?

(A) Ana, because her decimal has more digits

(B) Dev, because 9 tenths is more than 7 tenths

(C) Dev, because his decimal has fewer digits

8. Which is greater, 0.2 or 0.75, and why?

(A) 0.2, because it has fewer digits (B) 0.75, because 7 tenths beats 2 tenths

(C) 0.75, because it has more digits

9. A bottle holds 0.1 liter and a cup holds 0.09 liter. Which holds more, and why?

(A) Bottle, because 1 tenth beats 0 tenths (B) Cup, because its decimal has more digits

(C) Cup, because 9 is a greater digit than 1

10. Which is greater, 0.351 or 0.36, and why?

(A) 0.36, because 6 hundredths is more than 5

(B) 0.351, because the number has more digits

(C) 0.36, because the number has fewer digits

11. Which is greater, 0.743 or 0.74, and why?

A) 0.74, because the shorter decimal is greater

B) 0.743, since 0.74 is 0.740 and 3 is above 0

C) 0.743, because the longer decimal is greater

12. Leo says 0.482 is greater than 0.5 because 482 is greater than 5. Which is the best correction?

A) Leo is right, because 482 is more than 5

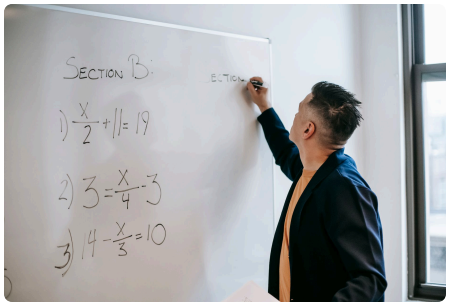
B) 0.5 is greater, because 5 tenths beats 4 tenths

C) 0.5 is greater, because it has fewer digits

Rounding decimals using place value

Goal: Round a decimal to a specified place (tenths, hundredths, or thousandths) using a number line or place value reasoning, and justify why the digit changed or stayed the same.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** Quick check first. Which is bigger, 0.4 or 0.35? Write down your answer and explain why.
   Look for: Student says 0.4 is bigger, using place value, not digit count.
2. **Say:** Today we round decimals. Rounding means finding the closest 'friendly' number. We use a number line to see which mark is closer.
   Look for: Student can restate that rounding means finding the nearest mark on a number line.
3. **Say:** Here is how to round 0.47 to the nearest tenth. Imagine a number line with marks at 0.4 and 0.5. The number 0.47 sits between them. I check the digit after tenths: it's 7. Since 7 is 5 or more, I round up to 0.5. Does that match 0.47 being closer to 0.5 than to 0.4?
   Look for: Student agrees 0.47 is closer to 0.5 than to 0.4, confirming the rule using the two marks.
4. **Say:** Now watch me round 0.634 to the nearest hundredth. The target digit is 3. The next digit is 4. 4 is less than 5, so the digit stays. 0.634 rounds to 0.63. Why didn't the 3 change?
   Look for: Student explains the deciding digit was below 5, so no change happened.
5. **Say:** Your turn. Round 0.2957 to the nearest thousandth. Write down the target digit, the deciding digit, and your answer.
   Look for: Student identifies target digit 5, deciding digit 7, and answer 0.296.
6. **Say:** One more. Round 0.849 to the nearest hundredth. Explain why the hundredths digit changes or stays.
   Look for: Student names deciding digit 9, says it is 5 or more, and rounds up to 0.85.
7. **Say:** You now know one rule for tenths, hundredths, and thousandths. Let's practice it on more numbers.
   Look for: Student is ready to start independent practice items.

If they get stuck

- *The decimal with more digits is the bigger number, so 0.125 > 0.7.*
  Show both decimals on the same base-ten grid: 0.7 covers seven of ten columns, 0.125 covers barely one. Have the student point to which grid has more shaded area before looking at the digits again.
- *The decimal with fewer digits is the bigger number, so 0.4 > 0.35.*
  Convert both to the same number of decimal places first (0.40 vs 0.35) and compare digit by digit from the tenths place, not by counting length.
- *A student who reaches correct comparisons for a week can slide back into a length-based rule later.*
  Do not treat one correct assessment as mastery; keep decimal comparison in the spaced retrieval routine through Units 2 and 3, not just this unit.

Read together FOR THE STUDENT

Rounding a decimal means finding a nearby number that is easier to use. Look at the digit right after the place you want. If it is 5 or more, round up. If it is 4 or less, keep the digit the same. Think of a number line. Your number sits between two marks. Rounding means picking the mark it is closest to. 0.47 rounded to tenths is 0.5, because 0.47 is closer to 0.5 than to 0.4.

Going further: To round a decimal, find the target place. Then look at the digit just to its right. That digit is called the deciding digit. If the deciding digit is 5, 6, 7, 8, or 9, add one to the target digit. If it is 0, 1, 2, 3, or 4, keep the target digit the same. All digits after the target place become zero, and we usually drop them. This works the same way at the tenths, hundredths, or thousandths place.

Watch it work

Round 0.47 to the nearest tenth.

1. Picture a number line from 0.4 to 0.5. The number 0.47 sits somewhere between those two marks. (You can sketch it on paper if you like.)
2. The target place is tenths. The digit there is 4.
3. Look at the deciding digit: the 7 in the hundredths spot.
4. 7 is 5 or more, so round up. 0.47 rounds to 0.5.

The idea: The deciding digit tells you which mark on the number line is closer.

Round 0.634 to the nearest hundredth.

1. Picture a number line from 0.63 to 0.64. The number 0.634 sits somewhere between those two marks. (You can sketch it on paper if you like.)
2. The target place is hundredths. The digit there is 3.
3. Look at the deciding digit: the 4 in the thousandths spot.
4. 4 is less than 5, so keep the digit the same. 0.634 rounds to 0.63.

The idea: A deciding digit under 5 means the number stays closer to the lower mark.

Round 0.2957 to the nearest thousandth.

1. Picture a number line from 0.295 to 0.296. The number 0.2957 sits somewhere between those two marks. (You can sketch it on paper if you like.)
2. The target place is thousandths. The digit there is 5.
3. Look at the deciding digit: the 7 in the ten-thousandths spot.
4. 7 is 5 or more, so round up. 0.2957 rounds to 0.296.

The idea: The same rule works at thousandths: check one digit to the right of the target place.

 Name: _____

Practice: Rounding decimals using place value

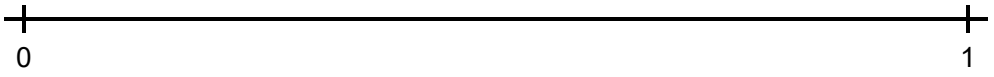
1. Round 0.62 to the nearest tenth.



0.62 between 0.6 and 0.7

(A) 0.6 (B) 0.7 (C) 0.62

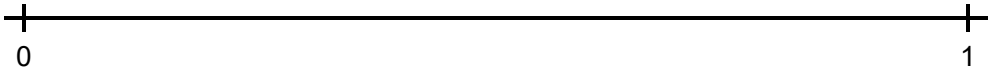
2. Round 0.58 to the nearest tenth.



0.58 between 0.5 and 0.6

(A) 0.58 (B) 0.6 (C) 0.5

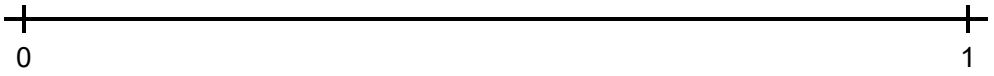
3. Round 0.723 to the nearest hundredth.



0.723 between 0.72 and 0.73

(A) 0.72 (B) 0.73 (C) 0.7

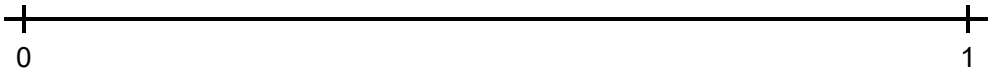
4. Round 0.847 to the nearest hundredth.



0.847 between 0.84 and 0.85

(A) 0.85 (B) 0.84 (C) 0.8

5. Round 0.4562 to the nearest thousandth.



0.4562 between 0.456 and 0.457

(A) 0.456 (B) 0.457 (C) 0.46

6. A student says 0.125 is bigger than 0.7. He rounds 0.125 to the nearest tenth. What should he get?

(A) 0.1 (B) 1.0 (C) 0.2

7. Round 0.38 to the nearest tenth.

(A) 0.3 (B) 0.8 (C) 0.4

8. Round 0.73 to the nearest tenth.

(A) 0.8 (B) 0.3 (C) 0.7

9. A rain gauge shows 0.385 inches of rain. Round this to the nearest hundredth.

(A) 0.4 (B) 0.38 (C) 0.39

10. A student says 0.246 is bigger than 0.9 because it has more digits. He then rounds 0.246 to the nearest hundredth. What should he get?

(A) 0.3 (B) 0.24 (C) 0.25

11. Maya rounds 0.7498 to the nearest tenth. Which answer and reason is correct?

(A) 0.7, because the next digit is a 4 (B) 0.8, because the 9 later on rounds it up

(C) 0.75, because it is very near 0.75

12. A scale reads 4.996 kilograms. Round this to the nearest hundredth.

(A) 5.00 (B) 4.99 (C) 4.00

MATH · UNIT 1 · LESSON 8

Ranking real-world decimal measurements



Goal: Given an unfamiliar real-world measurement context (e.g., a runner's split times to the thousandth of a second), determine which of several decimals represents the closest finish and explain the ranking using place value.

About 20 minutes

Teach it FOR THE PARENT

1. **Say:** A photo finish comes down to thousandths of a second. Today you rank real race times. No calculator can help you here. Only place value can.
   Look for: Attention on the task; no response required.
2. **Say:** To compare decimals, line up the decimal points. Pad any short number with zero. Then compare tenths, then hundredths, then thousandths. Stop at the first digit that differs.
   Look for: Student can restate: line up, pad zeros, compare left to right.
3. **Say:** Watch: 9.087 and 9.09. I pad to 9.087 and 9.090. Tenths tie at 0. Hundredths: 8 vs 9. So 9.090 is bigger. Why does 9.087 look longer but stay smaller?
   Look for: Student says digit count does not decide; the 8 vs 9 in hundredths decides.
4. **Say:** New problem. A skier's runs: 48.2 s, 48.19 s, 48.199 s. Which run was fastest? Pad the numbers first, then compare column by column.
   Look for: Student pads to 48.200, 48.190, 48.199, compares tenths tie, hundredths 2 vs 1 vs 1, picks 48.19 or 48.199 correctly by going to thousandths.
5. **Say:** You just ranked times using place value, not digit count. The practice set gives you new events. Same rule every time: line up, pad, compare left to right.
   Look for: Ready to start independent items.

If they get stuck

- *The decimal with more digits is the bigger number, so 0.125 > 0.7.*
  Show both decimals on the same base-ten grid: 0.7 covers seven of ten columns, 0.125 covers barely one. Have the student point to which grid has more shaded area before looking at the digits again.
- *The decimal with fewer digits is the bigger number, so 0.4 > 0.35.*
  Convert both to the same number of decimal places first (0.40 vs 0.35) and compare digit by digit from the tenths place, not by counting length.
- *A student who reaches correct comparisons for a week can slide back into a length-based rule later.*
  Do not treat one correct assessment as mastery; keep decimal comparison in the spaced retrieval routine through Units 2 and 3, not just this unit.

Read together FOR THE STUDENT

To compare decimals, line up the decimal points. Then compare digits column by column, left to right. Fill empty spots with zero. Example: 0.4 vs 0.35. Write 0.40 and 0.35. Tenths: 4 vs 3. 4 is bigger, so 0.40 wins. A short decimal can still be bigger. A long decimal can still be smaller. Always check the columns, never count the digits.

Going further: Decimals are compared by place value, not by length. Line up the decimal point. Compare the tenths digit first. If tenths tie, compare hundredths, then thousandths. Pad missing places with zero so every number has the same length. Example: 0.7 vs 0.125. Write 0.700 and 0.125. Tenths: 7 vs 1. 7 wins, so 0.700 is bigger. Digit count never decides a winner. Only the value in each place decides.

Watch it work

Two swimmers finish. Times: 21.4 seconds and 21.35 seconds. Who is faster?

1. Line up decimal points: 21.40 and 21.35.
2. Pad with a zero so both have two decimal places.
3. Compare tenths digit: 4 vs 3. 4 is bigger.
4. 21.40 is the bigger time. 21.35 is faster, since a smaller time wins a race.

The idea: Padding with zero lets you compare column by column, not by counting digits.

Three runners post splits: 9.087 s, 9.09 s, and 9.1 s. Rank fastest to slowest.

1. Line up decimal points and pad to three places: 9.087, 9.090, 9.100.
2. Compare tenths digit for all three: 0, 0, 1. 9.100 is largest, so it is slowest.
3. Compare hundredths digit for the remaining two: 8 vs 9. 9.090 is bigger than 9.087.
4. Order fastest to slowest: 9.087, then 9.090, then 9.100.

The idea: When tenths tie, move to hundredths, then thousandths, until a difference appears.

Clareza Grade 5 · Math Lesson 8 Name: _____

Practice: Ranking real-world decimal measurements

1. Two cyclists finish. Times: 14.6 s and 14.58 s. Which time is faster?



Times land between 14 and 15 seconds

(A) 14.6 s, because 6 is a bigger digit than 5

(B) 14.58 s, because it has more digits

(C) 14.58 s, because hundredths 8 beats hundredths 0

(D) 14.6 s, because it has fewer digits

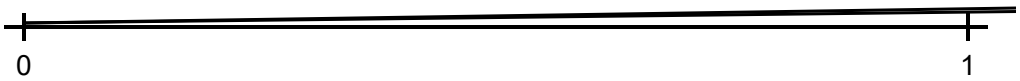
2. A diver scores closeness to a perfect 10.00. Scores: 9.85, 9.9, 9.805. Which is closest to 10?

(A) 9.9, because tenths 9 beats tenths 8

(B) 9.805, because it has the most digits

(C) 9.85, because it has fewer digits than 9.805

3. Sprint splits: 0.235 s and 0.4 s. Which split is the smaller number?



Splits between 0 and 1 second

(A) 0.4, because it has fewer digits so it must be smaller

(B) 0.235, because it has more digits so it must be smaller

(C) 0.235, because tenths 2 is less than tenths 4

4. Ski times: 55.07 s, 55.7 s, 55.071 s. Which time is fastest (smallest)?

(A) 55.07 s, comparing thousandths after tenths and hundredths tie with 55.071

(B) 55.071 s, because it has the most digits after the decimal point, so it is the smallest

(C) 55.7 s, because it has the fewest digits after the decimal point, so it must be the smallest time

(D) 55.07 s, because the hundredths digit 7 beats the hundredths digit 0 in 55.071, so 55.07 wins there

5. A dart lands closest to center wins. Distances: 0.09 cm, 0.091 cm, 0.9 cm. Which is closest to center (smallest)?

(A) 0.091 cm, because it has the most digits

(B) 0.9 cm, because it has the fewest digits after the decimal point, so it must be the smallest distance

(C) 0.09 cm, comparing thousandths after tenths and hundredths tie with 0.091

6. Four archers' arrows land these distances from bullseye: 0.108 in, 0.18 in, 0.1 in, 0.081 in. Rank closest to farthest.

(A) 0.18, 0.108, 0.1, 0.081, because more digits means closer

(B) 0.1, 0.18, 0.081, 0.108, because shorter numbers are smaller

(C) 0.1, 0.081, 0.108, 0.18

(D) 0.081, 0.1, 0.108, 0.18

Answer key

Math

Lesson 1	1. B 2. B 3. C 4. C 5. A 6. C 7. C 8. C 9. A 10. B 11. A 12. A
Lesson 2	1. C 2. C 3. A 4. C 5. C 6. A 7. A 8. A 9. A 10. A 11. C 12. A
Lesson 3	1. B 2. A 3. B 4. B 5. A 6. B 7. C 8. C 9. B 10. C 11. B 12. B
Lesson 4	1. A 2. A 3. C 4. B 5. A 6. B 7. A 8. C 9. A 10. A 11. A 12. B
Lesson 5	1. C 2. B 3. C 4. B 5. A 6. B 7. B 8. C 9. B 10. B 11. C 12. A
Lesson 6	1. B 2. C 3. A 4. C 5. A 6. C 7. B 8. B 9. A 10. A 11. B 12. B
Lesson 7	1. A 2. B 3. A 4. A 5. A 6. A 7. C 8. C 9. C 10. C 11. A 12. A
Lesson 8	1. C 2. A 3. C 4. A 5. C 6. D
Unit 1 check-up	1. A 2. C 3. C 4. A 5. B 6. B 7. A 8. C 9. C 10. A 11. C 12. B 13. B 14. C 15. C 16. B

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