



- GRADE 5 – Number Sense



A drawing with symbols representing different values and a legend/key in the "describe" section is a clear, effective way for students to represent a number.

**Draw to represent the value of the number:**

**Write to describe your picture:**

$100,000 = 100,000$   
 $10,000 = 10,000$   
 $1,000 = 1,000$   
 $10 = 10$   
 $1 = 1$

**Write the number in expanded form:**

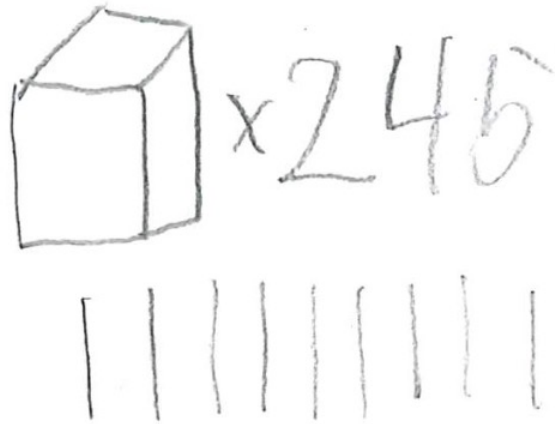
$200,000 + 40,000 + 5,000 + 90 + 3 =$

245,093

For Expanded Form, students must create an addition expression that includes the value of each digit in the number. Words (two hundred thousands, four ten thousands, etc) are also acceptable.

Since students are accustomed to representing numbers with base ten blocks, this example is totally acceptable. Ideally, they would create symbols for the hundred thousands and ten thousands places, but this strategy clearly demonstrates understanding.

Draw to represent the value of the number:



Write to describe your picture:

I have 245 groups of 1000 and 9 groups of 10 and 3 groups of 1

Write the number in expanded form:

$200000 + 40000 + 5000 + 10 + 3 = 245093$

Create 3 equations that equal the number:

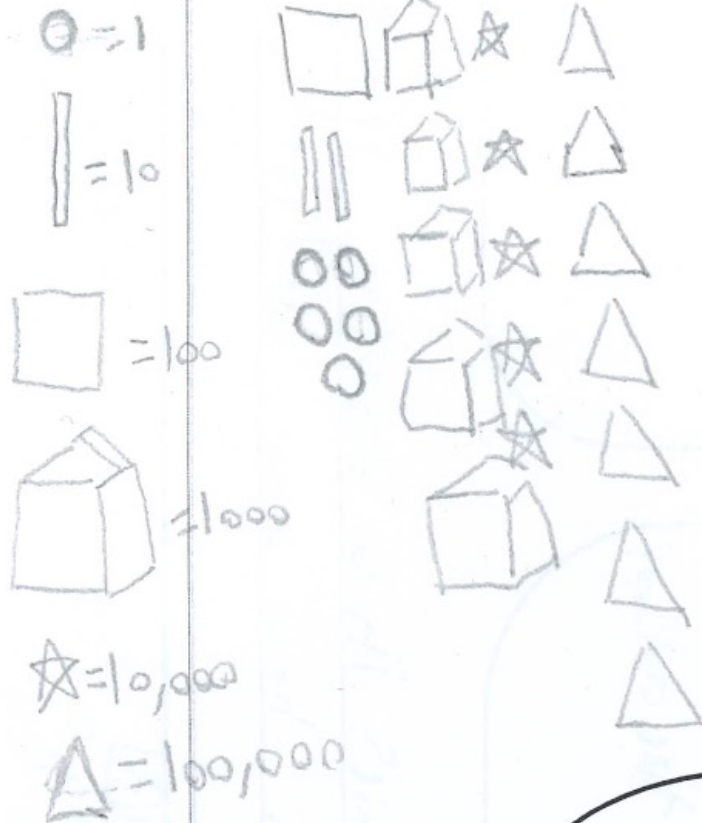
245093

Write a real life example that shows the value of the number:

This description uses words rather than a legend to describe the drawing. This is perfectly acceptable.

This is a very thorough representation that includes base ten, invented symbols, a legend, and words to clearly demonstrate understanding.

Draw to represent the value of the number:



Write to describe your picture:

I drew Base 10 blocks to represent my number

Write the number in expanded form:

$$700,000 + 50,000 + 5,000 + 100 + 20 + 5 = 755,125$$

Create 3 equations that

755,125

Write a real life example



$\heartsuit = 1,000$   $\square = 1$

755,125

Create 3 equations that equal the number:

$755,001 + 124 =$   $\nearrow$   
 $866,135 - 111,010 =$   
 $641,120 + 114,005 =$

there  
75  
in  
no  
or  
fr  
m

Although the first equation is quite simple, as a whole, this example is acceptable and age-appropriate for Grade 5.

Create 3 equations that equal the number:

735 179  
245 093  
122 546

$122546 \times 2 + 1 =$   
 $245093 \checkmark$   
 $735279 \div 3 = 245093 \checkmark$   
 ~~$112092 + 133041 =$~~   
 $245093 \checkmark$

Me  
fr  
245  
each  
wit

This example demonstrates a strong understanding of grade-level operations.

Create 3 equations that equal the number:

24509

$$121053 + 124040 =$$

$$599604 - 354517 =$$

$$134082 + 111011 =$$

or  
10  
10  
10

Create 3 equations that equal the number:

245093

$$490186 \div 2 = 245093$$

$$735279 \div 3 = 245093$$

$$240000 + 5093 = 245093$$

M  
24  
pe  
w  
ie

155093

Write a real life example  
that shows the value of  
the number:

a scientist gave 599 604 dollars to a kid to see what they would do with it. The kid spent 354 511 on pokemon blind bags just so he could get a rainbow rare. He failed and had a little temper tantrum. The scientist took the money away because he couldn't risk losing any more money. He got 245 093 dollars back.

This example demonstrates a good understanding of the value of the number, and a whole lot of personality!

245093

Write a real life example  
that shows the value of  
the number:

I have a book with 245093 words.

This is a reasonable and acceptable example.

755,125

Write a real life example  
that shows the value of  
the number:

755,125 there are 755,125  
trees in the forest

755,125

Write a real life example  
that shows the value of  
the number:



755,125 a rich business  
man makes  
755,125 dollars  
a year

Money tends to be a good way for  
students to show their  
understanding of numbers in the  
100,000s.




Students should begin their count with the number that was chosen for the assessment

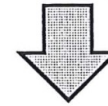
755,181
755,174
755,167
755,160
755,153
755,146
755,139
755,132
755,125
Count forwards by <u>7</u> from the number.




253,093
252,093
251,093
250,093
249,093
248,093
247,093
246,093
245,093
Count forwards by <u>100</u> from the number.

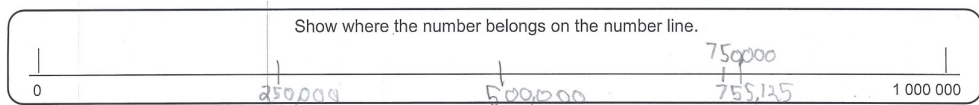


Count backwards by <u>3</u> from the number.
755,125
755,122
755,119
755,116
755,113
755,110
755,107
755,104
755,101



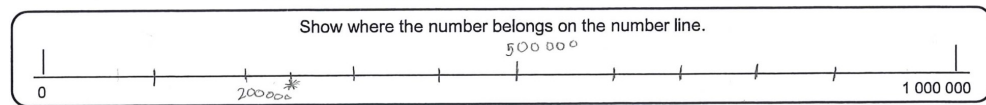
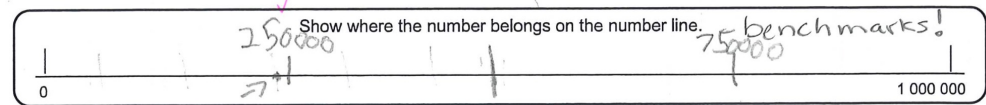
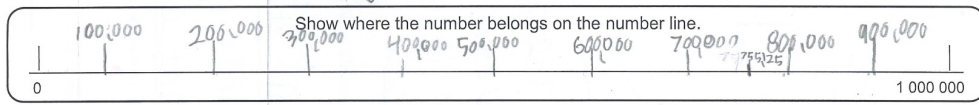
Count backwards by <u>2</u> from the number.
245,093
245,091
245,089
245,087
245,085
245,083
245,081
245,079
245,077





Students should include at least three benchmarks and a reasonably accurate position for the number. This number line uses benchmarks of 250000, 500000, and 750000).

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drawing to represent the number was easy because I've been doing it for so long I just remember it.	<b>easy</b>	<b>Reflect:</b>	<b>hard</b> writing a real life example was hard because when you have such a big number it's hard to relate to real life things
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the easy part for me was expanded from and draw the picture what I found hard was to think of something that has the amount of 755,125	<b>Reflect:</b>
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Reflections should include elements like “What was easy, “what was challenging,” “what I’m working on for next time, and/or “What I learned about myself as a mathematician”