D

FOCUS on

BUILDING NUMBER SENSE

CURRICULUM ASSOCIATES®, INC.

To the Student

In ***FOCUS on Building Number Sense, Book D,*** you will read problems and answer questions. You will practice using a math strategy. It is called Building Number Sense. You will learn about the strategy on the Learn About pages. You will see a sample passage, sample questions, and sample answer choices on the Lesson Preview pages. Then you will practice using the strategy.

Each lesson has a passage and five questions. After you finish reading the passage, answer the five questions. For the first four questions, fill in the correct answers right on the Answer Form on page 53. Or, you may fill in the correct answers right on the page. For the fifth question, show your work. Then write and explain your answer. Fill in the circle on the Answer Form to show that you have completed the fifth question.

Use the Tracking Chart on page 47. Show when you have finished each lesson and the number of questions that you answered correctly. After each group of five lessons, complete a self-assessment. This will let you see how you are doing.

So . . . FOCUS and enjoy!

Acknowledgments

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Learn About

Building Number Sense: Place Value and Writing Numbers

Numbers are made up of digits. Each digit in a number has a **place value.** The value of a digit depends on its place in a number. The chart below shows the place values of the digits in the number 42,368. The value of the 2 in this number is 2,000.

ten thousands (10,000)	thousands (1,000)	hundreds (100)	tens (10)	ones (1)
4	2	3	6	8

The number 42,368 has 4 ten thousands, 2 thousands, 3 hundreds, 6 tens, and 8 ones. Numbers can be written in different ways.

- Standard form: 42,368
- Word form: forty-two thousand, three hundred sixty-eight
- Expanded form: 40,000 + 2,000 + 300 + 60 + 8

Frank and his parents traveled 1,542 miles to see Frank's grandparents. What is the value of the 5 in the number 1,542?

The 5 is in the hundreds place.
Five hundreds is 500.
The value of the 5 is **500.**

Remember:

Each digit in a number has a place value. The place value of a digit depends on its place in a number. Numbers can be written in standard form, in word form, or in expanded form.

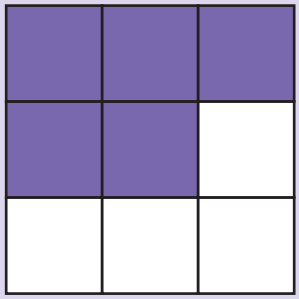
Learn About

Building Number Sense: Fractions

A figure can be divided into equal parts. Each part is a **fraction** of the figure. The figure below is divided into 6 equal parts. Each part is $\frac{1}{6}$ of the figure. Two of the parts are shaded, so $\frac{2}{6}$, or $\frac{1}{3}$, of the figure is shaded.

The top number of a fraction is the **numerator.** The bottom number of a fraction is the **denominator.** The fraction $\frac{1}{3}$ has a numerator of 1 and a denominator of 3.

Clarisa found this figure in her math book. What fraction of the figure is shaded?



The figure is divided into 9 equal parts.
There are 5 shaded parts.
The shaded parts are $\frac{5}{9}$ of the whole figure.

Remember:

A figure can be divided into equal parts. Each part is a fraction of the figure. The top number of a fraction is the numerator. The bottom number of a fraction is the denominator.

Lesson 20

Read the passage.
Then do Numbers 1–5.

Drink Count

There are four types of drinks sold in the school lunchroom. The manager of the lunchroom recorded the number of drinks sold during the year. She recorded her data in the table.

Lunchroom Drinks

Drink	Quantity Sold
Apple Juice	24,678
Milk	57,113
Orange Juice	18,598
Water Bottles	47,735

1. How are the quantities for milk and water bottles alike?

Ⓐ Both are greater than 50,000.
Ⓑ Both have a 1 in the hundreds place.
Ⓒ Both have a 7 in the thousands place.
Ⓓ Both have a 3 in the tens place.

2. What is the apple juice quantity expressed in word form?

Ⓐ twenty thousand, four hundred sixty-seven
Ⓑ twenty-four thousand, six hundred seventy-eight
Ⓒ twenty-four thousand, six hundred eighty-seven
Ⓓ twenty-four thousand, seven hundred sixty-eight

3. What fraction shows the part of the drink menu that is *not* milk?

Ⓐ $\frac{1}{4}$

Ⓑ $\frac{1}{3}$

Ⓒ $\frac{1}{2}$

Ⓓ $\frac{3}{4}$

4. What fraction of the items on the drink menu have quantities less than 20,000?

Ⓐ $\frac{1}{4}$

Ⓑ $\frac{1}{3}$

Ⓒ $\frac{1}{2}$

Ⓓ $\frac{3}{4}$

5. Order the drinks from least to greatest number sold. Explain how you used place value to order the numbers. Show your work in the space below. Remember to check your solution.

Write your solution.

Explain how you found your solution.