



Unit 5: Big Numbers, Estimation, and Computation

In this unit, your child will begin to multiply 1- and 2-digit numbers using what we call the **partial-products method**. In preparation for this, students will learn to play the game *Multiplication Wrestling*. Ask your child to explain the rules to you and play an occasional game together. While students are expected to learn the partial-products method, they will also investigate the **lattice multiplication method**, which students have often enjoyed in the past.

If your child is having trouble with multiplication facts, give short (five-minute) reviews at home, concentrating on the facts he or she finds difficult.

Another important focus in this unit is on reading and writing big numbers. Big numbers are part of our everyday lives. Students will use big numbers to solve problems and make reasonable estimates.

Sometimes it is helpful to write big numbers in an abbreviated form so that they are easier to work with. One way is to use **exponents**, which tell how many times a number is a factor. For example, 100,000 is equal to $10 * 10 * 10 * 10 * 10$. So 100,000 can be written as 10^5 . The small raised 5 is called an exponent, and 10^5 is read as “10 to the fifth power.” This will be most students’ first experience with exponents, which will be studied in depth during fifth and sixth grades. Help your child locate big numbers in newspapers and other sources and ask your child to read them to you. Or, you can read the numbers and have your child write them.

The class is well into the World Tour. Students are beginning to see how numerical information about a country helps them get a better understanding of the country—of its size, climate, location, and population distribution—and how these characteristics affect the way people live. The next stop on the World Tour will be Budapest, Hungary, the starting point for an exploration of European countries. Encourage your child to bring to school materials about Europe, such as articles in the travel section of your newspaper, magazine articles, and travel brochures.

Please keep this Family Letter for reference as your child works through Unit 5.

Vocabulary

Important terms in Unit 5:

billion 1,000,000,000, or 10^9 ; 1,000 million.

estimate A close, rather than exact, answer; an approximate answer to a computation; a number close to another number.

exponent See *exponential notation*.

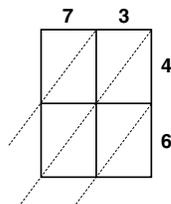
exponential notation A way to show repeated multiplication by the same factor. For example, 2^3 is exponential notation for $2 * 2 * 2$. The small, raised 3, is the *exponent*. It tells how many times the number 2, called the *base*, is used as a *factor*.

2^3 ← exponent
 ↑ base

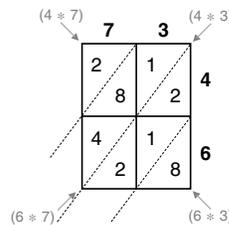
extended multiplication fact A multiplication fact involving multiples of 10, 100, and so on. In an extended multiplication fact, each factor has only one digit that is not 0. For example, $400 * 6 = 2,400$ and $20 * 30 = 600$ are extended multiplication facts.

lattice multiplication A very old way to multiply multidigit numbers. The steps below show how to find the product $46 * 73$ using lattice multiplication.

Step 1: Write the factors on the outside of the lattice.

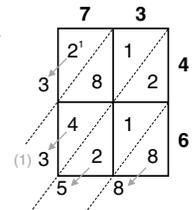


Step 2: Multiply each digit in one factor by each digit in the other factor.



Step 3: Add the numbers inside the lattice along each diagonal.

$46 * 73 = 3,358$



magnitude estimate A very rough estimate. A magnitude estimate tells whether an answer should be in the 1s, 10s, 100s, 1,000s, and so on.

million 1,000,000, or 10^6 ; 1,000 thousand.

partial-products method A way to multiply in which the value of each digit in one factor is multiplied by the value of each digit in the other factor. The final product is the sum of the several partial products.

Partial-Products Method
 Multiply each part of one factor by each part of the other factor. Then add the partial products.

power of 10 A whole number that can be written as a product using only 10s as factors. For example, 100 is equal to $10 * 10$, or 10^2 ; it is 10 to the second power.

$$\begin{array}{r} 73 \\ * 46 \\ \hline 40 * 70 \rightarrow 2800 \\ 40 * 3 \rightarrow 120 \\ 6 * 70 \rightarrow 420 \\ 6 * 3 \rightarrow \underline{18} \\ \hline 3,358 \end{array}$$

rough estimate An estimate that is probably not very close to the exact answer. Rough estimates are often good enough for practical purposes.

round a number To replace a number with a nearby number that is easier to work with or better reflects the precision of the data. Often, numbers are rounded to the nearest multiple of 10, 100, 1,000, and so on. For example, 12,964 rounded to the nearest thousand is 13,000.

Do-Anytime Activities

To work with your child on concepts taught in this unit, try these interesting and rewarding activities:

- 1 To facilitate your child's ease in handling big numbers, have him or her look up the distances from Earth to some of the planets in the solar system, such as the distance from Earth to Mars, to Jupiter, to Saturn, and so on.
- 2 Have your child look up the box-office gross of one or more favorite movies.
- 3 Help your child look up the populations and land areas of the state and city in which you live and compare them with the populations and areas of other states and cities.
- 4 Have your child locate big numbers in newspapers and other sources and ask him or her to read them to you. Or, you can read the numbers and have your child write them.

Building Skills through Games

In Unit 5, your child will practice multiplication skills and build his or her understanding of multidigit numbers by playing the following games. For detailed instructions, see the *Student Reference Book*.

Multiplication Wrestling See *Student Reference Book* page 202.

This is a game for 2 players and requires 4 each of the number cards 0 through 9. The game reinforces understanding of the partial-products method for multiplication.

High-Number Toss See *Student Reference Book* page 201.

This is a game for 2 players and requires 1 six-sided die and paper and pencil. The game reinforces understanding of place value.

Number Top-It See *Student Reference Book* page 204.

This is a game for 2 to 5 players and requires a place-value mat and 4 each of the number cards 0 through 9. The game strengthens understanding of place value.

As You Help Your Child with Homework

As your child brings assignments home, you may want to go over the instructions together, clarifying them as necessary. The answers listed below will guide you through some of the Study Links in this unit.

Study Link 5.1

1. 1,104
2. 1,200
3. 832
4. 3,008
5. 1,854
6. 6,450

Study Link 5.2

Mike:

$$(50) * (20) = 1,000$$

$$(50) * (6) = 300$$

$$(2) * (20) = 40$$

$$(2) * (6) = 12$$

Score: 1,352

Jenny:

$$19 * 68 = (10 + 9) * (60 + 8)$$

$$(10) * (60) = 600$$

$$(10) * (8) = 80$$

$$(9) * (60) = 540$$

$$(9) * (8) = 72$$

Score: 1,292

Study Link 5.3

Sample answers:

1. Estimate: $400 + 1,000 + 500 = 1,900$; 1,824
2. Estimate: $400 + 700 = 1,100$
3. Estimate: $600 + 600 + 400 = 1,600$; 1,595
4. Estimate: $800 + 700 = 1,500$; 1,547
5. Estimate: $300 + 300 + 500 = 1,100$

Kara:

$$38 * 32 = (30 + 8) * (30 + 2)$$

$$(30) * (30) = 900$$

$$(30) * (2) = 60$$

$$(8) * (30) = 240$$

$$(8) * (2) = 16$$

Score: 1,216

Larry:

$$13 * 99 = (10 + 3) * (90 + 9)$$

$$(10) * (90) = 900$$

$$(10) * (9) = 90$$

$$(3) * (90) = 270$$

$$(3) * (9) = 27$$

Score: 1,287

Study Link 5.4

Sample answers:

1. Number model: $20 * 400 = 8,000$; 1,000s
2. Number model: $10 * 20 = 200$; 100s
3. Number model: $6,000 * 20 = 120,000$; 100,000s
4. Number model: $10,000 * 50 = 500,000$; 100,000s
5. Number model: $10 * 500,000 = 5,000,000$; 1,000,000s

Study Link 5.5

1. a. 392
b. 2,200
c. 11,916
2. a. 36
c. 1,296
- b. 216
d. 1,554

Study Link 5.6

1. 1,680
2. 486
3. 3,266
4. 17,000
5. 4,074
6. 3,133

Study Link 5.7

7. 6,552

	7	8	
6	5	6	4
	2	3	2
5	8	8	2
	5	2	

	84
*	78
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5	600
	280
	640
	<hr/>
	32
	<hr/>
	6552

Study Link 5.8

92,106,354,879
92 billion, 106 million, 354 thousand, 879

Study Link 5.10

1. 19,000; 24,000; 22,000; 18,000;
19,000; 20,000; 20,000; 17,000
2. Boston Celtics and Milwaukee Bucks;
New Jersey Nets and New York Knicks
3. 123,000,000; 151,000,000; 203,000,000;
249,000,000