Berryhill 4th grade: Student Work Packet

Students and Parents: We miss you and we hope you are well!

Attached is a 2-week student work packet. These are provided for you to review and practice Math and Reading skills and prepare for 5th grade. These are not graded and will not be returned.

Our daily/weekly expectations are as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	2 pages Math packet Use answer keys to check work.	2 pages Math packet. Use answer keys to check work.	2 pages Math packet. Use answer keys to check work.	2 pages Math packet. Use answer keys to check work.	2 pages Math packet. Use answer keys to check work.
Reading	Read weekly story and complete assigned questions Read 45 min.	Read weekly story and complete assigned questions Read 45 min.	Read weekly story and complete assigned questions Read 45 min.	Read weekly story and complete assigned questions Read 45 min.	Read weekly story and complete assigned quiz. Read 45 min.
Enrichment	Online practice through Classlink (Moby Max, Freckle, Reflex, Prodigy)	Online practice through Classlink (Moby Max, Freckle, Reflex, Prodigy)	Online practice through Classlink (Moby Max, Freckle, Reflex, Prodigy)	Online practice through Classlink (Moby Max, Freckle, Reflex, Prodigy)	Online practice through Classlink (Moby Max, Freckle, Reflex, Prodigy)

Contact your teacher:

Tonya Buckalew buckalewt@santarosa.k12.fl.us

Rebekah Koppin koppinr@santarosa.k12.fl.us

Meredith Powers powersm@santarosa.k12.fl.us

Vickie Raggard raggardvl@santarosa.k12.fl.us

Terry Swanson swansont@santarosa.k12.fl.us

Heather Windle windleh@santarosa.k12.fl.us / Vicky Matthews matthewsv@santarosa.k12.fl.us

Jane Whitney whitneyj@santarosa.k12.fl.us

ESE: Beth King kingew@santarosa.k12.fl.us

ESE: Maria Wise wisemm@santarosa.k12.fl.us

ELA
Week 1

Name: Fiction: Fluency – Q1:1 Date:

As you answer this week's questions, highlight your evidence in the text.

Tricking Your Memory

During study time, Gina looked at her science notes and shook her head. "How am I going to memorize the order of the planets in the solar system for Friday's quiz? I always get them mixed up."

"Don't ask me. I can't even remember my gym locker combination, and it's only three numbers," Edward complained.

"My older sister said she uses **pneumonia** devices to help her study," said Raul.

"What's a pneumonia device?" asked Mei.

"Isn't pneumonia a disease? How can that help?" asked Gina.

"I don't know. My sister got a cell phone call and was on it all night, so I never got to ask her," explained Raul.

"I think Raul means mnemonic, not pneumonia," offered Mrs. Jackson, the school librarian. She'd been shelving books nearby and had overheard their conversation. "Mnemonic devices are memory tricks that help you remember information."

"Yeah, but we're only fourth-graders. Not in high school like Raul's sister. Mnemonic devices are probably too hard for kids our age," sighed Edward.

Mrs. Jackson smiled. "Actually, I bet you've been using mnemonics since you were toddlers. Didn't you sing The ABC Song to help you learn the alphabet?"

"The ABC Song is a mnemonic device?" asked Gina, surprised.

Mrs. Jackson nodded. "Mnemonics don't have to be complicated. They can be anything that helps you remember something. Songs, rhymes, catchy phrases. I imagine all of you know this one: Thirty days hath September…April, June and November…All the rest have thirty-one, except for February."

"We learned that in first grade," said Gina.

"I know a rhyming one!" Raul interjected. "In 1492, Columbus sailed the ocean blue."

"Yes, that is a mnemonic," said Mrs. Jackson. "They can also be phrases where the first letter of each word stands for something. Are you familiar with any of those?"

"I am!" volunteered Mei. "Last year when we were learning map skills, **N**ever **E**at **S**oggy **W**affles stood for the directions North, East, South and West."

"Can a mnemonic device help us study for our quiz on the solar system?" asked Edward.

"Absolutely," said Mrs. Jackson. "When I was in school I memorized the order of the planets using the phrase **M**y **V**ery **E**ducated **M**other **J**ust **S**erved **U**s **N**ine **P**ies."

"Oh, I get it," said Mei. "My is Mercury. Very is Venus. Educated is Earth. Mother is Mars. Just is Jupiter. Served is Saturn. Us is Uranus. Nine is Neptune. And Pies is Pluto."

"But wait," said Raul. "We can't use that one. Pluto isn't classified as a planet anymore."

"No problem," said Gina, confidently. "We can come up with a mnemonic device of our own!"

Pronunciation Key

Mnemonic: *ne-mon-ick*

Pneumonia: *ne-moan-ya*

Monday	Tuesday
Before you read, make a prediction about this story based on the title. _____	Reread the story aloud to someone. Have the person you read to sign their name below. Listener _____
Why did the author include a pronunciation key? _____	Who are the characters in the story? _____
Using a timer, see how long it takes you to read the entire story. Record your time below. _____ minutes _____ seconds	What is Gina's problem? _____
Where does the story take place? Support your answer with evidence from the text. _____	Based on the evidence, how do you think Gina will solve her problem? _____
Wednesday	**Thursday**
Reread the story aloud to someone. Have the person you read to sign their name below. Listener _____	Using a timer, see how long it takes you to read the entire story. Record your time below. Did your time improve? _____ minutes _____ seconds
According to the story, what is a mnemonic device? _____ _____	When might you use the mnemonic device **N**ever **E**at **S**oggy **W**affles?
How does Gina feel at the beginning of the story? Support your answer with evidence from the text. _____	After reading the story, what do you think the students will do next? _____
Edward feels mnemonic devices are too hard for kids his age. How does Mrs. Jackson change his mind? _____	Have you ever used a mnemonic device? If so, what was it? _____

Answer Key - Fiction: Fluency – Q1:1

Monday	Tuesday
Before you read, make a prediction about this story based on the title. Accept all reasonable answers.	Reread the story aloud to someone. Have the person you read to sign their name below. Listener _____
Why did the author include a pronunciation key? So the reader would know how to say (pronounce) a word in the story.	Who are the characters in the story? Gina, Edward, Raul, Mei, Mrs. Jackson
Using a timer, see how long it takes you to read the entire story. Record your time below. _____ minutes _____ seconds	What is Gina's problem? Gina is having trouble memorizing the order of the planets for Friday's quiz.
Where does the story take place? Support your answer with evidence from the text. In the school library. The school librarian overheard their conversation.	Based on the evidence, how do you think Gina will solve her problem? She will use a mnemonic device.
Wednesday	**Thursday**
Reread the story aloud to someone. Have the person you read to sign their name below. Listener _____	Using a timer, see how long it takes you to read the entire story. Record your time below. Did your time improve? _____ minutes _____ seconds
According to the story, what is a mnemonic device? They are memory tricks that help you remember information.	When might you use the mnemonic device **N**ever **E**at **S**oggy **W**affles? When using a map.
How does Gina feel at the beginning of the story? Support your answer with evidence from the text. Upset or frustrated. She looked at her notes and shook her head.	After reading the story, what do you think the students will do next? They will come up with a mnemonic device for the planets without Pluto.
Edward feels mnemonic devices are too hard for kids his age. How does Mrs. Jackson change his mind? She shows him he has been using mnemonic devices since he was a toddler.	Have you ever used a mnemonic device? If so, what was it? Accept all reasonable answers.

Name: _____ Score: _____

Date: Constructed Response 1 - Q1:1

Read the story, "Tricking Your Memory". What is the central idea (main idea) of the story? Cite at least 2 pieces of evidence from the story to support the central idea.
_____ _____ _____ _____ _____ _____ _____

Name: _____ Score: _____

Date: Weekly Reading Quiz - Q1:1

1. How is Gina feeling at the beginning of the story?

   a. confident
   b. concerned
   c. excited
   d. bored

2. Which option below best summarizes the story?

   a. Using a mnemonic device will guarantee the students receive a good grade on their quiz.
   b. All information can be learned by using mnemonic devices.
   c. Mnemonic devices are songs, rhymes or catchy phrases.
   d. Mnemonic devices can be a helpful tool to help remember information.

3. Using evidence from the text, what does the word, **pneumonia**, mean?

   a. a type of device
   b. memory tricks
   c. a disease
   d. a song, rhyme or catchy phrase

4. By the end of the story, Gina would agree with which of the following statements.

   a. Mnemonic devices are only for high schoolers and too hard for her to use.
   b. Using a mnemonic device will help her prepare for her planets quiz.
   c. Mnemonic devices are silly and should not be used.
   d. She is now less confident in her ability to do well on her planets quiz.

5. Read the story, "Tricking Your Memory". What character trait would you use to describe Mrs. Jackson? Cite at least 2 pieces of evidence from the story to support your opinion.

_____

_____

_____

_____

_____

_____

_____

Model Example: Constructed Response 1 - Q1:1

Read the story, "Tricking Your Memory". What is the central idea (main idea) of the story? Cite at least 2 pieces of evidence from the story to support the central idea.
The central idea of the story is that a mnemonic device is a tool that can be used to help recall information. It can help the students in this text prepare for their planets quiz. The text states many different ways mnemonic devices can be used to help remember information, such as songs, rhymes and catchy phrases. Mrs. Jackson explains to the students they can use a catchy phrase to help them with their plants quiz (My Very Educated Mother Just Served Us Nine Pies). The students are planning on coming up with their own mnemonic devices to help with their planets quiz.

Answer Key – Weekly Reading Quiz - Q1:1

1. How is Gina feeling at the beginning of the story?

   a. confident
   b. concerned
   c. excited
   d. bored

2. Which option below best summarizes the story?

   a. Using a mnemonic device will guarantee the students receive a good grade on their quiz.
   b. All information can be learned by using mnemonic devices.
   c. Mnemonic devices are songs, rhymes or catchy phrases.
   d. Mnemonic devices can be a helpful tool to help remember information.

3. Using evidence from the text, what does the word, pneumonia, mean?

   a. a type of device
   b. memory tricks
   c. a disease
   d. a song, rhyme or catchy phrase

4. By the end of the story, Gina would agree with which of the following statements.

   a. Mnemonic devices are only for high schoolers and too hard for her to use.
   b. Using a mnemonic device will help her prepare for her planets quiz.
   c. Mnemonic devices are silly and should not be used.
   d. She is now less confident in her ability to do well on her planets quiz.

5. Read the story, "Tricking Your Memory". What character trait would you use to describe Mrs. Jackson? Cite at least 2 pieces of evidence from the story to support your opinion.

One character trait that describes Mrs. Jackson is helpful. When the story begins, Mrs. Jackson is shelving books in the library. This is helpful because she is keeping the library organized and the books will be in the right place, so students can find them and check them out. Mrs. Jackson is also helpful because she explains mnemonic devices to the students when they are confused. She teaches them what a mnemonic device is and how it can help them prepare for their planets quiz. Mrs. Jackson is helpful in this story.

ELA
Week 2

Name: Fiction: Explicit Meaning – Q1:2 Date:

As you answer this week's questions, highlight your evidence in the text.

Trying Something New

Right after Thanksgiving, Maria's grandmother came to visit from Mexico. Maria was thrilled.

"I'm making tamales with my grandmother this weekend," Maria told her friends during lunch. "You two should come over. Homemade tamales are the most wonderful things in the world."

"Aren't tamales spicy?" said Brittany. "I don't eat hot peppers."

Maria shook her head. "You haven't tasted my grandmother's tamales. She makes ones with pork, ones with chicken, ones with refried beans. She cooks all sorts of tamales, and I love them all. But what's even better is that my family has a party to make them."

"You have a party to cook?" said Jackie. "My mom and I make cookies together, sometimes. It's fun, but I wouldn't call it a party."

"All my aunts and cousins come, and we work in the kitchen with grandmother. We sing songs and tell stories and make tamales."

"I wish I could join you, but I'll be at my cousin's wedding," said Brittany.

"I'm free," said Jackie. "I can't wait to see what it's like with all those people in your kitchen."

"It takes a lot of hands to make good tamales, my grandmother says," said Maria.

After all the talk about tamales, their leftover turkey sandwiches seemed very boring.

"Your grandmother doesn't make turkey tamales, does she?" asked Brittany. "I am so tired of turkey."

"No," said Maria. "Not turkey."

"Your grandmother must like to cook," said Jackie.

"She's the best cook in the world, " said Maria. "And I'm going to learn to cook just like her."

On Saturday, Jackie watched in Maria's kitchen as the family made tamales. Everyone had a job. One of Maria's aunts softened the corn shucks in boiling water. Two other aunts spread **masa** on the softened shucks. Maria and her cousins put filling on the corn masa, and then Maria's mother and her grandmother rolled up the tamales and tied them with little strips made of corn shuck. The tied tamales were put in a big steamer pot on the stove to cook.

"When I was a little girl, we ground corn for our masa," Maria's grandmother told the children. "That was hard work."

"Would you like to help Maria now?" asked Maria's mother. Maria's cousins wanted to take a break.

"Sure," said Jackie.

Maria's grandmother showed her just how much filling to put in a tamale. Carefully, Jackie spooned a seasoned chicken mixture down the center of the masa on the corn shuck.

"Perfect!" said Maria's grandmother.

Soon Jackie was helping like one of the family. Everyone talked, laughed, and told stories while they made the tamales. It was like a party, but a busy party.

The best part came later, when the tamales were finally done, and Jackie tried all the flavors they had made.

"Which do you like the best?" asked Maria's mother.

"I think I like the chicken ones. Because I helped make them," said Jackie.

"You've learned the best part about cooking," said Maria's grandmother. "Enjoying what you create."

Monday	Tuesday
Before you read, make a prediction about this story based on the title.	How does Maria feel about her grandmother? Support your answer with evidence from the text.
Where does the second part of the story take place?	What is Maria making with her grandmother this weekend?
Who are the characters in the story?	Why is Brittany not sure about trying tamales at first?
Have you ever tried something new? If so, what was it?	What is the one kind of tamale Brittany hopes Maria's grandmother doesn't make? Why?

Wednesday	Thursday
How is making tamales at Maria's house different from baking cookies at Jackie's house?	What was Jackie's job when helping Maria's family make tamales?
When Maria's grandmother says, "It takes a lot of hands to make good tamales," what does she mean?	What was the best part of cooking the tamales for Maria?
Why did the turkey sandwiches suddenly not seem so good?	How do you think Jackie feels about trying something new?
What was Maria's job when making tamales?	How do you think the author feels about trying new things?

Answer Key - Fiction: Explicit Meaning – Q1:2

Monday	Tuesday
Before you read, make a prediction about this story based on the title. Accept all reasonable answers.	How does Maria feel about her grandmother? Support your answer with evidence from the text. Maria loves her grandmother. One way you can tell is that Maria is excited to see her.
Where does the second part of the story take place? In Maria's kitchen	What is Maria making with her grandmother this weekend? tamales
Who are the characters in this story? Maria, Brittany, Jackie, Maria's Grandmother and Maria's family	Why is Brittany not sure about trying tamales at first? She thinks they will be too spicy.
Have you ever tried something new? If so, what was it? Accept all reasonable answers.	What is the one kind of tamale Brittany hopes Maria's grandmother doesn't make? Why? Turkey tamales. She is sick of turkey.

Wednesday	Thursday
How is making tamales at Maria's house different from baking cookies at Jackie's house? Making tamales at Maria's house is like a party, unlike baking cookies at Jackie's house.	What was Jackie's job when helping Maria's family make tamales? Jackie put filling in the tamales.
When Maria's grandmother says, "It takes a lot of hands to make good tamales," what does she mean? She means it requires a lot of help (people).	What was the best part of cooking the tamales for Maria? Eating them!
Why did Maria and Brittany's turkey sandwiches suddenly not seem so good? After talking about yummy tamales, the sandwiches didn't sound as good. Plus, they are sick of eating turkey.	How do you think Jackie feels about trying something new? She feels excited to try new things.
What was Maria's job when making tamales? Maria put filling on the corn masa.	How do you think the author feels about trying new things? The author likes trying new things.

Name: _____ Score: _____

Date: Constructed Response 1 - Q1:2

Read the story, "Trying Something New". This story has 2 settings. Identify the 2 settings and cite evidence from the text to support each setting.

_____

_____

_____

_____

_____

_____

_____

Name: _____ Score: _____

Date: Weekly Reading Quiz - Q1:2

1. What is the main idea (central idea) of the story?

   a. Tamales are delicious.
   b. Maria's grandma is a good cook.
   c. The tradition of tamale making is important to Maria's family.
   d. Jackie enjoyed learning how to make tamales.

2. Maria's grandmother says, "It takes a lot of hands to make good tamales."

   What can you infer Maria's grandmother means by this statement?

   a. It is impossible to make tamales without help.
   b. Preparing tamales is a lot of work.
   c. The chicken tamales were the best tasting.
   d. The best tamales are made when everyone helps.

3. How does the author support the idea that helping with something makes you appreciate the outcome more?

   a. "I think I like the chicken ones. Because I helped make them."
   b. "It takes a lot of hands to make good tamales."
   c. "Your grandmother must like to cook."
   d. "We sing songs and tell stories and make tamales."

4. Based on details from the story, what can you infer **masa** is?

   a. corn husks
   b. pork, chicken or bean filling
   c. a corn spread
   d. tamales

5. Read the story, "Trying Something New". What do you think Jackie will tell Brittany about her experience at Maria's house? Based on the text, write what you think Jackie will say. Use at least 2 examples from the text to support your response.

_____

_____

_____

_____

_____

_____

_____

Model Example: Constructed Response 1 - Q1:2

Read the story, "Trying Something New". This story has 2 settings. Identify the 2 settings and cite evidence from the text to support each setting.

The story, "Trying Something New" has two settings. The first setting is during lunch at school. I know this is the first setting because the text states, "Maria told her friends during lunch." Also, the girls were eating leftover turkey sandwiches for lunch while they talked.

The second setting is Maria's kitchen. The text states, "On Saturday, Jackie watched in Maria's kitchen as the family made tamales." The rest of the story takes place in Maria's kitchen.

Answer Key – Weekly Reading Quiz - Q1:2

1. What is the main idea (central idea) of the story?

   a. Tamales are delicious.
   b. Maria's grandma is a good cook.
   c. The tradition of tamale making is important to Maria's family.
   d. Jackie enjoyed learning how to make tamales.

2. Maria's grandmother says, "You learned the best part about cooking…enjoying what you create."

   What can you infer Maria's grandmother means by this statement?

   a. eating food is the best part of cooking
   b. cooking is a lot of work
   c. The chicken tamales were the best tasting.
   d. The best tamales are made when everyone helps.

3. How does the author support the idea that helping with something makes you appreciate the outcome more?

   a. "I think I like the chicken ones. Because I helped make them."
   b. "It takes a lot of hands to make good tamales."
   c. "Your grandmother must like to cook."
   d. "We sing songs and tell stories and make tamales.

4. Based on details from the story, what can you infer **masa** is?

   a. corn husks
   b. pork, chicken or bean filling
   c. a corn spread
   d. tamales

5. Read the story, "Trying Something New". What do you think Jackie will tell Brittany about her experience at Maria's house? Based on the text, write what you think Jackie will say. Use at least 2 examples from the text to support your response.

I think Jackie will tell Brittany that she enjoyed making tamales at Maria's house with Maria's family. Jackie watched Maria's family make tamales and when it was her turn to help, she did a really good job. The text said, "Soon Jackie was helping like one of the family. Everyone talked, laughed and told stories while they made tamales. It was like a party, a busy party." Jackie liked the chicken tamales best because she helped make them. Jackie enjoyed spending the day making tamales with Maria's family.

Math Work

Understanding of Place Value

Name: _____

Set A

1 Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 78,215 in expanded form and word form.

2 Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 540,632 in expanded form and word form.

Set B

3 Show different ways to make 25,302.

_____ thousands + _____ hundreds + _____ ones

_____ hundreds + _____ ones

_____ ones

4 Show different ways to make 708,496.

_____ hundred thousands + _____ thousands + _____ hundreds + _____ tens + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

Name: _____

Set B *continued*

5 Show different ways to make 492,623.

_____ ten thousands + _____ thousands + _____ hundreds + _____ tens + _____ ones

_____ thousands + _____ tens + _____ ones

_____ hundreds + _____ ones

6 Write 841,620 in three different ways.

7 Why do both of these show 27,974?

20,000 + 7,000 + 900 + 70 + 4

27 thousands + 97 tens + 4 ones

Comparing Multi-Digit Numbers

Name: _____

Set A

Write the symbol that makes each statement true. Use >, <, or =.

1 23,230 _____ 2,323

2 33,003 _____ 33,030

3 9,999 _____ 10,000

4 40,404 _____ 40,040

5 52,177 _____ 52,771

6 421,073 _____ 412,730

Set B

7 Circle all the numbers that are less than 78,265.

78,000 79,000 70,000 80,000 78,200 78,300

8 Circle all the numbers that are less than 45,763.

46,000 40,000 50,000 45,700 45,800 45,000

9 Circle all the numbers that are greater than 108,427.

108,000 108,400 108,500 109,000 108,430 108,420

10 How did you solve problem 7?

Rounding Whole Numbers

Name: _____

Round each number to the nearest ten.

1. 72 _____
2. 172 _____
3. 2,572 _____
4. 101,372 _____

Round each number to the nearest hundred.

5. 180 _____
6. 1,180 _____
7. 56,180 _____
8. 980 _____
9. 1,980 _____
10. 56,980 _____

Round each number to the nearest thousand.

11. 7,750 _____
12. 17,750 _____
13. 25,750 _____
14. 70,750 _____

Round each number to the nearest ten thousand.

15. 65,321 _____
16. 165,321 _____
17. 185,321 _____
18. 205,321 _____

19. Round 307,451 to each place value given below.

to the nearest thousand: _____

to the nearest hundred: _____

to the nearest ten: _____

Using Strategies to Add

Name: _____

Add using different strategies.

1 4,000 + 6,215

2 4,010 + 6,215

3 4,121 + 6,215

4 3,000 + 6,871

5 2,999 + 6,871

6 2,990 + 6,871

7 5,020 + 1,491

8 4,990 + 1,491

9 4,950 + 1,491

10 What strategies did you use to solve the problems? Explain.

11 Check your answer to problem 6 by solving it with a different strategy. Show your work.

Using Strategies to Subtract

Name: _____

Subtract.

1

$$\begin{array}{r} 4{,}003 \\ -\quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4{,}003 \\ -\quad 13 \\ \hline \end{array}$$

$$\begin{array}{r} 4{,}003 \\ -\quad 103 \\ \hline \end{array}$$

$$\begin{array}{r} 4{,}003 \\ -\ 1{,}103 \\ \hline \end{array}$$

$$\begin{array}{r} 4{,}003 \\ -\ 2{,}103 \\ \hline \end{array}$$

2

$$\begin{array}{r} 2{,}000 \\ -\ 1{,}999 \\ \hline \end{array}$$

$$\begin{array}{r} 2{,}000 \\ -\ 1{,}990 \\ \hline \end{array}$$

$$\begin{array}{r} 2{,}000 \\ -\ 1{,}985 \\ \hline \end{array}$$

$$\begin{array}{r} 2{,}000 \\ -\ 1{,}500 \\ \hline \end{array}$$

$$\begin{array}{r} 2{,}000 \\ -\ 1{,}490 \\ \hline \end{array}$$

3

$$\begin{array}{r} 3{,}007 \\ -\quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3{,}007 \\ -\quad 27 \\ \hline \end{array}$$

$$\begin{array}{r} 3{,}007 \\ -\quad 307 \\ \hline \end{array}$$

$$\begin{array}{r} 3{,}007 \\ -\ 1{,}307 \\ \hline \end{array}$$

$$\begin{array}{r} 3{,}007 \\ -\ 2{,}307 \\ \hline \end{array}$$

4 What strategy did you use to find the differences for problem 2? Explain.

5 How could you check your answer to one of the problems using another strategy?

Using the Standard Algorithm to Subtract Greater Numbers

Name: _____

Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.

1 95,217 − 39,871

2 62,554 − 31,618

3 92,023 − 71,578

4 84,724 − 43,951

5 56,417 − 24,009

6 71,677 − 13,197

7 99,902 − 33,227

8 87,591 − 46,280

9 90,434 − 51,533

10 78,282 − 40,983

11 71,731 − 61,320

12 50,118 − 18,306

13 86,496 − 54,101

14 59,176 − 17,222

15 89,971 − 11,499

16 Use estimation and addition to check one of your answers. Show your work.

17 How does checking with addition compare with checking using estimation?

Multiplication in Word Problems

Name: _____

Use a strategy of your choice to solve each problem.

1 The library has 5 mystery books on a shelf. It has 4 times as many fiction books on another shelf. How many fiction books are on the shelf?

There are _____ fiction books on the shelf.

2 Paul runs 2 laps around the gym. Carrie runs 6 times as many laps as Paul. How many laps does Carrie run?

Carrie runs _____ laps.

3 Violet has 3 markers. She has 6 times as many colored pencils as markers. How many colored pencils does she have?

Violet has _____ colored pencils.

4 Owen draws 7 comics in April. He draws 3 times as many comics in May. How many comics does Owen draw in May?

Owen draws _____ comics in May.

5 Tasha used 8 tomatoes to make salsa. She used 4 times as many tomatoes to make sauce. How many tomatoes did Tasha use to make sauce?

Tasha used _____ tomatoes to make sauce.

6 There are 7 pear trees on a farm. There are 7 times as many apple trees as pear trees. How many apple trees are on the farm?

There are _____ apple trees.

7 There are 9 school buses in the parking lot. There are 6 times as many cars as school buses in the parking lot. How many cars are in the parking lot?

There are _____ cars in the parking lot.

8 There are 8 vases at an art show. There are 9 times as many paintings as vases at the art show. How many paintings are at the art show?

There are _____ paintings at the art show.

9 Write and solve a word problem for this equation: $5 \times 6 = ?$

Solving Multi-Step Problems

Name: _____

Write and solve an equation for each problem. Show your work.

1 Tasha spends 25 minutes reading on Wednesday night. She spends 17 more minutes reading on Thursday than she did on Wednesday. Write and solve an equation to find how many minutes Tasha spent reading on Wednesday and Thursday nights.

Tasha spent _____ minutes reading.

2 Erik has 2 bags of bird seed. One bag has 10 pounds of seed, and the other bag has 8 pounds of seed. He fills 7 bird feeders with 2 pounds each. Write and solve an equation to find how many pounds of bird seed are left.

There are _____ pounds left.

3 There are 15 boys and 19 girls in math club. The tables in Mrs. Miller's classroom seat 4 students each. Write and solve an equation to find how many tables Mrs. Miller will need.

Mrs. Miller will need _____ tables.

4 Frankie earns $5 each time he babysits his little sister. He has saved $30. Frankie wants to save $52 to buy a new skateboard. Write and solve an equation to find how many more times Frankie will need to babysit.

Frankie will need to babysit _____ more times.

5 How can you estimate to check one of your answers? Show your work.

Multiplying a Three-Digit Number by a One-Digit Number

Name: _____

Find the product.

1 $500 \times 4 =$ _____ $501 \times 4 =$ _____ $506 \times 4 =$ _____

2 $300 \times 2 =$ _____ $299 \times 2 =$ _____ $298 \times 2 =$ _____

3 $400 \times 3 =$ _____ $405 \times 3 =$ _____ $410 \times 3 =$ _____

4 $499 \times 6 =$ _____ **5** $706 \times 3 =$ _____ **6** $195 \times 5 =$ _____

7 What pattern do you notice in problem 2? How could it help you solve a problem such as 297×2?

8 Choose problem 4, 5, or 6. Explain how you could check your answer.

Multiplying a Four-Digit Number by a One-Digit Number

Name: _____

Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.

1 8,491 × 2 = _____

2 6,148 × 4 = _____

3 7,062 × 5 = _____

4 4,362 × 5 = _____

5 1,789 × 8 = _____

6 2,206 × 9 = _____

7 7,218 × 4 = _____

8 9,821 × 3 = _____

9 4,762 × 6 = _____

10 6,739 × 6 = _____

11 7,964 × 4 = _____

12 3,618 × 7 = _____

13 What strategies did you use to solve the problems? Explain.

Division in Word Problems

Name: _____

Use a strategy of your choice to solve each problem.

1 There are 5 times as many tulips as rose bushes in a garden. There are 15 tulips. How many rose bushes are in the garden?

There are _____ rose bushes in the garden.

2 Kelly has 2 times as many quarters as dimes. She has 18 quarters. How many dimes does she have?

Kelly has _____ dimes.

3 There are 18 blueberries in a bowl. There are 3 times as many blueberries as strawberries in the bowl. How many strawberries are in the bowl?

There are _____ strawberries in the bowl.

4 Amanda swims for 16 minutes. This is 4 times as many minutes as Julio swims. How many minutes does Julio swim?

Julio swims _____ minutes.

5 A tile pattern has 6 times as many white squares as gray squares. There are 48 white tiles in the pattern. How many gray tiles are there?

There are _____ gray tiles in the pattern.

6 Leah has 3 times as many country songs as she has pop songs on her MP3 player. She has 27 country songs. How many pop songs does Leah have?

Leah has _____ pop songs.

7 Erik sees 42 stars in the sky on Tuesday night. This is 7 times as many stars as he sees on Monday night. How many stars does Erik see on Monday night?

Erik sees _____ stars on Monday night.

8 Lucas spends 72 minutes cleaning his room. This is 8 times as long as it takes him to wash the dishes. How long does it take Lucas to wash the dishes?

It takes Lucas _____ minutes to wash the dishes.

9 Write and solve a word problem for this equation: $6 \times n = 54$

Dividing with Arrays and Area Models

Name: _____

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 606 ÷ 2 = _____

2 606 ÷ 3 = _____

3 903 ÷ 3 = _____

4 408 ÷ 8 = _____

5 243 ÷ 3 = _____

6 721 ÷ 7 = _____

7 545 ÷ 5 = _____

8 488 ÷ 8 = _____

9 816 ÷ 4 = _____

10 728 ÷ 8 = _____

11 459 ÷ 9 = _____

12 366 ÷ 6 = _____

13 What strategies did you use to solve the problems?

14 Explain how to use multiplication to check your answer to problem 10.

Answers

91	303	61	202	204	109
81	51	301	103	51	61

Dividing Four-Digit Numbers

Name: _____

Estimate. Circle all the problems with quotients between 500 and 1,500. Then find the exact quotients of only the problems you circled.

1 2,508 ÷ 4 = _____

2 7,058 ÷ 9 = _____

3 2,726 ÷ 9 = _____

4 7,429 ÷ 5 = _____

5 3,506 ÷ 9 = _____

6 8,318 ÷ 8 = _____

7 7,645 ÷ 2 = _____

8 4,113 ÷ 4 = _____

9 3,196 ÷ 5 = _____

10 5,018 ÷ 7 = _____

11 8,127 ÷ 6 = _____

12 6,155 ÷ 3 = _____

13 What strategies did you use to estimate the quotients? Explain.

14 Check one of your answers by solving it with a different strategy. Show your work.

Understanding of Equivalent Fractions

Name: _____

Write the missing numbers in the boxes to make each equation true.

1 $\frac{2}{4} \times \frac{\square}{\square} = \frac{8}{16}$

2 $\frac{2}{3} \times \frac{\square}{\square} = \frac{12}{18}$

3 $\frac{5}{6} \times \frac{\square}{\square} = \frac{25}{30}$

4 $\frac{2}{3} \times \frac{\square}{3} = \frac{6}{\square}$

5 $\frac{3}{8} \times \frac{5}{\square} = \frac{15}{\square}$

6 $\frac{5}{6} \times \frac{\square}{\square} = \frac{\square}{12}$

7 $\frac{5}{\square} \times \frac{\square}{\square} = \frac{15}{24}$

8 $\frac{2}{\square} \times \frac{4}{\square} = \frac{\square}{12}$

9 $\frac{\square}{8} \times \frac{2}{\square} = \frac{\square}{16}$

10 Which strategies did you use to solve the problems? Explain why.

Using Common Numerators and Denominators

Name: _____

Compare the fractions. Write <, >, or = .

1 $\frac{3}{4}$ ◯ $\frac{3}{8}$

2 $\frac{2}{3}$ ◯ $\frac{4}{5}$

3 $\frac{1}{5}$ ◯ $\frac{2}{10}$

4 $\frac{2}{10}$ ◯ $\frac{23}{100}$

5 $\frac{7}{8}$ ◯ $\frac{3}{4}$

6 $\frac{7}{12}$ ◯ $\frac{5}{6}$

7 $\frac{10}{12}$ ◯ $\frac{5}{6}$

8 $\frac{53}{100}$ ◯ $\frac{1}{2}$

9 $\frac{2}{8}$ ◯ $\frac{9}{12}$

10 $\frac{1}{6}$ ◯ $\frac{3}{12}$

11 $\frac{4}{5}$ ◯ $\frac{77}{100}$

12 $\frac{1}{3}$ ◯ $\frac{5}{12}$

13 $\frac{1}{4}$ ◯ $\frac{2}{12}$

14 $\frac{9}{10}$ ◯ $\frac{90}{100}$

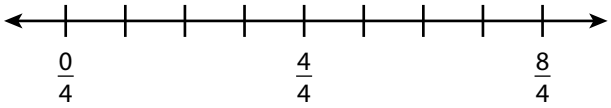
15 $\frac{2}{3}$ ◯ $\frac{3}{6}$

16 Show a model you can use to check your answer to problem 12.

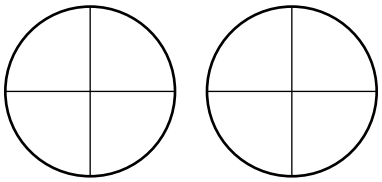
Understanding of Fraction Addition and Subtraction

Name: _____

1 Label the number line and use it to show $\frac{3}{4} + \frac{3}{4}$.

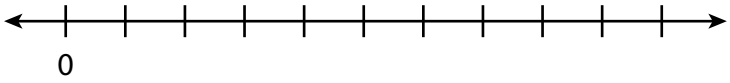


Shade the area model to show $\frac{3}{4} + \frac{3}{4}$.

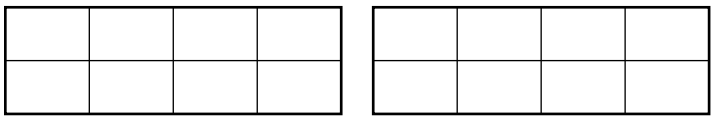


Write the sum. $\frac{3}{4} + \frac{3}{4} =$

2 Label the number line and use it to show $\frac{10}{8} - \frac{4}{8}$.



Show $\frac{10}{8} - \frac{4}{8}$ on the area model.



Write the difference. $\frac{10}{8} - \frac{4}{8} =$

Adding Fractions

Name: _____

Write the missing numbers in the boxes to make each addition problem true.

1 $\frac{1}{6} + \frac{4}{6} = \frac{\square}{6}$

2 $\frac{1}{8} + \frac{4}{8} = \frac{\square}{\square}$

3 $\frac{1}{10} + \frac{4}{10} = \frac{\square}{\square}$

4 $\frac{4}{12} + \frac{\square}{\square} = \frac{7}{12}$

5 $\frac{4}{6} + \frac{\square}{\square} = \frac{7}{6}$

6 $\frac{4}{3} + \frac{\square}{\square} = \frac{7}{3}$

7 $\frac{\square}{\square} + \frac{2}{4} = \frac{5}{4}$

8 $\frac{\square}{\square} + \frac{2}{10} = \frac{5}{10}$

9 $\frac{\square}{\square} + \frac{2}{8} = \frac{5}{8}$

10 $\frac{\square}{6} + \frac{2}{6} = \frac{\square}{6}$

11 $\frac{\square}{5} + \frac{1}{5} = \frac{\square}{5}$

12 $\frac{4}{10} + \frac{\square}{10} = \frac{\square}{10}$

13 Write a number from 1–12 in each box so that the addition problem is true.

$$\frac{\square}{12} + \frac{5}{\square} = \frac{\square}{12}$$

Subtracting Fractions

Name: _____

Solve each problem.

1 Sammy has $\frac{4}{5}$ of his art project left to paint. He paints $\frac{2}{5}$ of the project. What fraction of the project is left to paint?

2 Marianne has $\frac{6}{8}$ of a yard of green ribbon. She uses $\frac{3}{8}$ of a yard for a craft project. How much green ribbon is left?

3 Yuna plans to run 1 mile. She has run $\frac{7}{10}$ of a mile so far. What fraction of a mile does she have left to run?

4 Alex and Brady are helping to pack books into a box. Together they pack $\frac{7}{12}$ of the books. Alex packs $\frac{4}{12}$ of the books. What fraction of the books does Brady pack?

Decomposing Fractions

Name: _____

Find three ways to decompose each fraction into a sum of other fractions with the same denominator.

1 $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \_\_\_\_\_$

$\frac{3}{4} = \frac{2}{4} + \_\_\_\_\_$

$\frac{3}{4} = \frac{1}{4} + \_\_\_\_\_$

2 $\frac{7}{8} = \frac{6}{8} + \_\_\_\_\_$

$\frac{7}{8} = \frac{5}{8} + \_\_\_\_\_$

$\frac{7}{8} = \frac{4}{8} + \_\_\_\_\_$

3 $\frac{6}{5} = \_\_\_\_\_ + \frac{3}{5}$

$\frac{6}{5} = \frac{2}{5} + \_\_\_\_\_ + \_\_\_\_\_$

$\frac{6}{5} = \frac{2}{5} + \frac{2}{5} + \_\_\_\_\_ + \_\_\_\_\_$

4 $\frac{5}{6} = \_\_\_\_\_ + \frac{3}{6}$

$\frac{5}{6} = \frac{1}{6} + \_\_\_\_\_ + \_\_\_\_\_$

$\frac{5}{6} = \frac{1}{6} + \frac{1}{6} + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_$

5 $\frac{9}{12} = \_\_\_\_\_ + \frac{5}{12}$

$\frac{9}{12} = \frac{3}{12} + \frac{3}{12} + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_$

$\frac{9}{12} = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_$

6 $\frac{8}{10} = \_\_\_\_\_ + \frac{4}{10}$

$\frac{8}{10} = \frac{2}{10} + \frac{3}{10} + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_$

$\frac{8}{10} = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_$

7 Describe your strategy for finding the missing numbers.

Math
Answer Key

Set A

1 Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
	7	8	2	1	5

Write 78,215 in expanded form and word form.

70,000 + 8,000 + 200 + 10 + 5; seventy-eight thousand, two hundred fifteen

2 Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
5	4	0	6	3	2

Write 540,632 in expanded form and word form.

500,000 + 40,000 + 600 + 30 + 2; five hundred forty thousand, six hundred thirty-two

Set B

3 Show different ways to make 25,302.

25 thousands + 3 hundreds + 2 ones

253 hundreds + 2 ones

25,302 ones

4 Show different ways to make 708,496.

7 hundred thousands + 8 thousands + 4 hundreds + 9 tens + 6 ones

708 thousands + 4 hundreds + 9 tens + 6 ones

7,084 hundreds + 9 tens + 6 ones

Set B *continued*

5 Show different ways to make 492,623.

49 ten thousands + 2 thousands + 6 hundreds + 2 tens + 3 ones

492 thousands + 62 tens + 3 ones

4,926 hundreds + 23 ones

6 Write 841,620 in three different ways.

Answers will vary. Possible answer: 800,000 + 40,000 + 1,000 + 600 + 20; 841 thousands + 620 ones; eight hundred forty-one thousand, six hundred twenty

7 Why do both of these show 27,974?

20,000 + 7,000 + 900 + 70 + 4

27 thousands + 97 tens + 4 ones

Answers will vary. Possible answer: If you add the expanded form, it has a sum of 27,974. If you add 27,000 + 970 + 4, it also has a sum of 27,794.

Set A

Write the symbol that makes each statement true. Use >, <, or =.

1 23,230 ___>___ 2,323

2 33,003 ___<___ 33,030

3 9,999 ___<___ 10,000

4 40,404 ___>___ 40,040

5 52,177 ___<___ 52,771

6 421,073 ___>___ 412,730

Set B

7 Circle all the numbers that are less than 78,265.

(78,000) 79,000 (70,000) 80,000 (78,200) 78,300

8 Circle all the numbers that are less than 45,763.

46,000 (40,000) 50,000 (45,700) 45,800 (45,000)

9 Circle all the numbers that are greater than 108,427.

108,000 108,400 (108,500) (109,000) (108,430) 108,420

10 How did you solve problem 7?

Answers will vary.
Possible answer: I compared each number with 78,265. If the digits were the same in the ten-thousands place, I compared the digit to the right. I repeated this until I could tell if the number was less than 78,265.

Round each number to the nearest ten.

1. 72 — 70
2. 172 — 170
3. 2,572 — 2,570
4. 101,372 — 101,370

Round each number to the nearest hundred.

5. 180 — 200
6. 1,180 — 1,200
7. 56,180 — 56,200
8. 980 — 1,000
9. 1,980 — 2,000
10. 56,980 — 57,000

Round each number to the nearest thousand.

11. 7,750 — 8,000
12. 17,750 — 18,000
13. 25,750 — 26,000
14. 70,750 — 71,000

Round each number to the nearest ten thousand.

15. 65,321 — 70,000
16. 165,321 — 170,000
17. 185,321 — 190,000
18. 205,321 — 210,000

19. Round 307,451 to each place value given below.

to the nearest thousand: 307,000

to the nearest hundred: 307,500

to the nearest ten: 307,450

Using Strategies to Add

Add using different strategies.

1 4,000 + 6,215 = **10,215**

2 4,010 + 6,215 = **10,225**

3 4,121 + 6,215 = **10,336**

4 3,000 + 6,871 = **9,871**

5 2,999 + 6,871 = **9,870**

6 2,990 + 6,871 = **9,861**

7 5,020 + 1,491 = **6,511**

8 4,990 + 1,491 = **6,481**

9 4,950 + 1,491 = **6,441**

10 What strategies did you use to solve the problems? Explain.

Answers will vary. Possible answer: In problem 5, I needed to add 1 less than 3,000. So I added 3,000 and then subtracted 1.

11 Check your answer to problem 6 by solving it with a different strategy. Show your work.

Answers will vary.

Using Strategies to Subtract

Subtract.

1

4,003	4,003	4,003	4,003
− 3	− 13	− 103	− 1,103
4,000	**3,990**	**3,900**	**2,900**

4,003	4,003	4,003	4,003
− 1,103	− 2,103	− 3	− 13
2,900	**1,900**	**4,000**	**3,990**

2

2,000	2,000	2,000	2,000
− 1,999	− 1,990	− 1,985	− 1,500
1	**10**	**15**	**500**

2,000	2,000	2,000	2,000
− 1,500	− 1,490	− 1,985	− 1,999
500	**510**	**15**	**1**

3

3,007	3,007	3,007	3,007
− 7	− 27	− 307	− 1,307
3,000	**2,980**	**2,700**	**1,700**

3,007	3,007	3,007	3,007
− 1,307	− 2,307	− 7	− 27
1,700	**700**	**3,000**	**2,980**

4 What strategy did you use to find the differences for problem 2? Explain.

Answers will vary. Possible answer: I added on to the number being subtracted to get to 2,000.

5 How could you check your answer to one of the problems using another strategy?

Answers will vary.

Using the Standard Algorithm to Subtract Greater Numbers

N

Teacher Packet

Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.

1 95,217 − 39,871 = **55,346**

2 62,554 − 31,618 = **30,936**

3 92,023 − 71,578

4 84,724 − 43,951 = **40,773**

5 56,417 − 24,009 = **32,408**

6 71,677 − 13,197 = **58,480**

7 99,902 − 33,227

8 87,591 − 46,280 = **41,311**

9 90,434 − 51,533 = **38,901**

10 78,282 − 40,983 = **37,299**

11 71,731 − 61,320

12 50,118 − 18,306 = **31,812**

13 86,496 − 54,101 = **32,395**

14 59,176 − 17,222 = **41,954**

15 89,971 − 11,499

16 Use estimation and addition to check one of your answers. Show your work.

Answers will vary.

17 How does checking with addition compare with checking using estimation?

Answers will vary. Possible answer: Addition takes longer, but will catch wrong answers that seem reasonable. Estimation only catches wrong answers that are unreasonable.

Use a strategy of your choice to solve each problem.

1 The library has 5 mystery books on a shelf. It has 4 times as many fiction books on another shelf. How many fiction books are on the shelf?

There are 20 fiction books on the shelf.

2 Paul runs 2 laps around the gym. Carrie runs 6 times as many laps as Paul. How many laps does Carrie run?

Carrie runs 12 laps.

3 Violet has 3 markers. She has 6 times as many colored pencils as markers. How many colored pencils does she have?

Violet has 18 colored pencils.

4 Owen draws 7 comics in April. He draws 3 times as many comics in May. How many comics does Owen draw in May?

Owen draws 21 comics in May.

5 Tasha used 8 tomatoes to make salsa. She used 4 times as many tomatoes to make sauce. How many tomatoes did Tasha use to make sauce?

Tasha used 32 tomatoes to make sauce.

6 There are 7 pear trees on a farm. There are 7 times as many apple trees as pear trees. How many apple trees are on the farm?

There are 49 apple trees.

7 There are 9 school buses in the parking lot. There are 6 times as many cars as school buses in the parking lot. How many cars are in the parking lot?

There are 54 cars in the parking lot.

8 There are 8 vases at an art show. There are 9 times as many paintings as vases at the art show. How many paintings are at the art show?

There are 72 paintings at the art show.

9 Write and solve a word problem for this equation: $5 \times 6 = ?$

Answers will vary. Possible answer: There are 6 brown hens. There are 5 times as many white hens as brown hens. How many white hens are there? There are 30 white hens.

Write and solve an equation for each problem. Show your work. Possible equations shown.

1 Tasha spends 25 minutes reading on Wednesday night. She spends 17 more minutes reading on Thursday than she did on Wednesday. Write and solve an equation to find how many minutes Tasha spent reading on Wednesday and Thursday nights.

$r = 25 + (25 + 17)$
$r = 25 + 42$
$r = 67$

Tasha spent 67 minutes reading.

2 Erik has 2 bags of bird seed. One bag has 10 pounds of seed, and the other bag has 8 pounds of seed. He fills 7 bird feeders with 2 pounds each. Write and solve an equation to find how many pounds of bird seed are left.

$b = (10 + 8) - (7 \times 2)$
$b = 18 - 14$
$b = 4$

There are 4 pounds left.

3 There are 15 boys and 19 girls in math club. The tables in Mrs. Miller's classroom seat 4 students each. Write and solve an equation to find how many tables Mrs. Miller will need.

$t = (15 + 19) \div 4$
$t = 34 \div 4$
$34 \div 4 = 8$ R 2

Mrs. Miller will need 9 tables.

4 Frankie earns $5 each time he babysits his little sister. He has saved $30. Frankie wants to save $52 to buy a new skateboard. Write and solve an equation to find how many more times Frankie will need to babysit.

$b = (52 - 30) \div 5$
$b = 22 \div 5$
$22 \div 5 = 4$ R 2

Frankie will need to babysit 5 more times.

5 How can you estimate to check one of your answers? Show your work.

Answers will vary.

Multiplying a Three-Digit Number by a One-Digit Number

Find the product.

1 $500 \times 4 =$ **2,000** $501 \times 4 =$ **2,004** $506 \times 4 =$ **2,024**

2 $300 \times 2 =$ **600** $299 \times 2 =$ **598** $298 \times 2 =$ **596**

3 $400 \times 3 =$ **1,200** $405 \times 3 =$ **1,215** $410 \times 3 =$ **1,230**

4 $499 \times 6 =$ **2,994** 5 $706 \times 3 =$ **2,118** 6 $195 \times 5 =$ **975**

7 What pattern do you notice in problem 2? How could it help you solve a problem such as 297×2?

Answers will vary. Possible answer: Each product is 2 less than the previous product. As one factor decreases by 1, the product decreases by 2×1, or 2. To find 297×2, you could multiply $300 \times 2 = 600$, then subtract 3×2 from the product. You subtract 3×2 because 297 is 3 less than 300.

8 Choose problem 4, 5, or 6. Explain how you could check your answer.

Answers will vary.

Multiplying a Four-Digit Number by a One-Digit Number

Teacher Packet

Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.

1 8,491 × 2 = _____

2 6,148 × 4 = 24,592

3 7,062 × 5 = _____

4 4,362 × 5 = 21,810

5 1,789 × 8 = _____

6 2,206 × 9 = 19,854

7 7,218 × 4 = 28,872

8 9,821 × 3 = 29,463

9 4,762 × 6 = 28,572

10 6,739 × 6 = _____

11 7,964 × 4 = 31,856

12 3,618 × 7 = 25,326

13 What strategies did you use to solve the problems? Explain.

Answers will vary. Possible answer: I rounded the greater number to the nearest thousand to estimate the product. Then I used place value to multiply.

Use a strategy of your choice to solve each problem.

1 There are 5 times as many tulips as rose bushes in a garden. There are 15 tulips. How many rose bushes are in the garden?

There are 3 rose bushes in the garden.

2 Kelly has 2 times as many quarters as dimes. She has 18 quarters. How many dimes does she have?

Kelly has 9 dimes.

3 There are 18 blueberries in a bowl. There are 3 times as many blueberries as strawberries in the bowl. How many strawberries are in the bowl?

There are 6 strawberries in the bowl.

4 Amanda swims for 16 minutes. This is 4 times as many minutes as Julio swims. How many minutes does Julio swim?

Julio swims 4 minutes.

5 A tile pattern has 6 times as many white squares as gray squares. There are 48 white tiles in the pattern. How many gray tiles are there?

There are 8 gray tiles in the pattern.

6 Leah has 3 times as many country songs as she has pop songs on her MP3 player. She has 27 country songs. How many pop songs does Leah have?

Leah has 9 pop songs.

7 Erik sees 42 stars in the sky on Tuesday night. This is 7 times as many stars as he sees on Monday night. How many stars does Erik see on Monday night?

Erik sees 6 stars on Monday night.

8 Lucas spends 72 minutes cleaning his room. This is 8 times as long as it takes him to wash the dishes. How long does it take Lucas to wash the dishes?

It takes Lucas 9 minutes to wash the dishes.

9 Write and solve a word problem for this equation: $6 \times n = 54$

Answers will vary. Possible answer: Maggie has 6 times as many unicorn stickers as robot stickers. She has 54 unicorn stickers. How many robot stickers does Maggie have? Maggie has 9 robot stickers.

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. 606 ÷ 2 = 303
2. 606 ÷ 3 = 202
3. 903 ÷ 3 = 301
4. 408 ÷ 8 = 51
5. 243 ÷ 3 = 81
6. 721 ÷ 7 = 103
7. 545 ÷ 5 = 109
8. 488 ÷ 8 = 61
9. 816 ÷ 4 = 204
10. 728 ÷ 8 = 91
11. 459 ÷ 9 = 51
12. 366 ÷ 6 = 61

13. What strategies did you use to solve the problems?

Answers will vary. Possible answer: I used an area model strategy, breaking the problem apart into smaller parts and using repeated subtraction.

14. Explain how to use multiplication to check your answer to problem 10.

Possible answer: Multiply 90 × 8 = 720 and 8 × 1 = 8. Then add: 720 + 8 = 728

Answers

91	303	61	202	204	109
81	51	301	103	51	61

Estimate. Circle all the problems with quotients between 500 and 1,500. Then find the exact quotients of only the problems you circled.

1. 2,508 ÷ 4 = 627
2. 7,058 ÷ 9 = 784 R 2
3. 2,726 ÷ 9 = _____
4. 7,429 ÷ 5 = 1,485 R 4
5. 3,506 ÷ 9 = _____
6. 8,318 ÷ 8 = 1,039 R 6
7. 7,645 ÷ 2 = _____
8. 4,113 ÷ 4 = 1,028 R 1
9. 3,196 ÷ 5 = 639 R 1
10. 5,018 ÷ 7 = 716 R 6
11. 8,127 ÷ 6 = 1,354 R 3
12. 6,155 ÷ 3 = _____

13. What strategies did you use to estimate the quotients? Explain.

Answers will vary. Possible answer: I rounded each dividend to the nearest hundred. Then used basic facts and place value to estimate the quotient.

14. Check one of your answers by solving it with a different strategy. Show your work.

Answers will vary.

Write the missing numbers in the boxes to make each equation true.

Possible answers are shown.

1 $\frac{2}{4} \times \frac{\boxed{4}}{\boxed{4}} = \frac{8}{16}$

2 $\frac{2}{3} \times \frac{\boxed{6}}{\boxed{6}} = \frac{12}{18}$

3 $\frac{5}{6} \times \frac{\boxed{5}}{\boxed{5}} = \frac{25}{30}$

4 $\frac{2}{3} \times \frac{\boxed{3}}{3} = \frac{6}{\boxed{9}}$

5 $\frac{3}{8} \times \frac{5}{\boxed{5}} = \frac{15}{\boxed{40}}$

6 $\frac{5}{6} \times \frac{\boxed{2}}{\boxed{2}} = \frac{\boxed{10}}{12}$

7 $\frac{5}{\boxed{8}} \times \frac{\boxed{3}}{\boxed{3}} = \frac{15}{24}$

8 $\frac{2}{\boxed{3}} \times \frac{4}{\boxed{4}} = \frac{\boxed{8}}{12}$

9 $\frac{\boxed{7}}{8} \times \frac{2}{\boxed{2}} = \frac{\boxed{14}}{16}$

10 Which strategies did you use to solve the problems? Explain why.

Answers will vary. Possible answer: I looked at the numbers I was given. If I knew two numbers for the numerators I could use multiplication facts to figure out the third number, or apply the same strategy to the denominators. Then, since the second fraction should have the same numerator and denominator, I can use that information to fill in the other boxes.

Using Common Numerators and Denominators

Compare the fractions. Write <, >, or = .

1 $\frac{3}{4}$ > $\frac{3}{8}$

2 $\frac{2}{3}$ < $\frac{4}{5}$

3 $\frac{1}{5}$ = $\frac{2}{10}$

4 $\frac{2}{10}$ < $\frac{23}{100}$

5 $\frac{7}{8}$ > $\frac{3}{4}$

6 $\frac{7}{12}$ < $\frac{5}{6}$

7 $\frac{10}{12}$ = $\frac{5}{6}$

8 $\frac{53}{100}$ > $\frac{1}{2}$

9 $\frac{2}{8}$ < $\frac{9}{12}$

10 $\frac{1}{6}$ < $\frac{3}{12}$

11 $\frac{4}{5}$ > $\frac{77}{100}$

12 $\frac{1}{3}$ < $\frac{5}{12}$

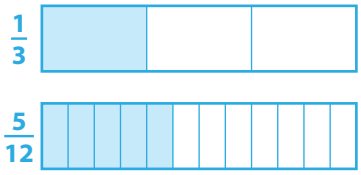
13 $\frac{1}{4}$ > $\frac{2}{12}$

14 $\frac{9}{10}$ = $\frac{90}{100}$

15 $\frac{2}{3}$ > $\frac{3}{6}$

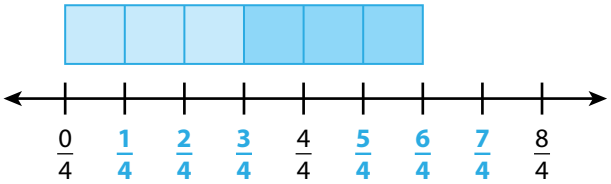
16 Show a model you can use to check your answer to problem 12.

Answers will vary. Possible model:

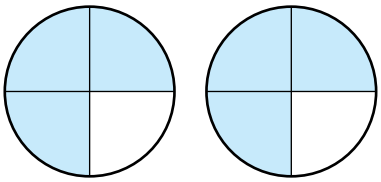


Understanding of Fraction Addition and Subtraction

1 Label the number line and use it to show $\frac{3}{4} + \frac{3}{4}$.

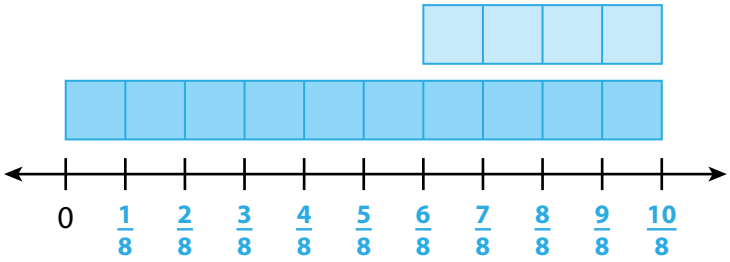


Shade the area model to show $\frac{3}{4} + \frac{3}{4}$. **Possible shading is shown.**

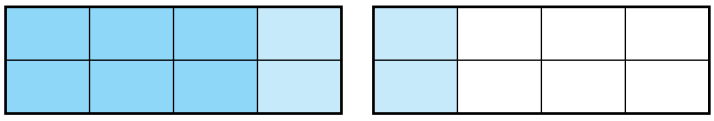


Write the sum. $\frac{3}{4} + \frac{3}{4} = \frac{6}{4}$

2 Label the number line and use it to show $\frac{10}{8} - \frac{4}{8}$.



Show $\frac{10}{8} - \frac{4}{8}$ on the area model. **Possible answer:**



Write the difference. $\frac{10}{8} - \frac{4}{8} = \frac{6}{8}$

Write the missing numbers in the boxes to make each addition problem true.

1 $\frac{1}{6} + \frac{4}{6} = \frac{\boxed{5}}{6}$

2 $\frac{1}{8} + \frac{4}{8} = \frac{\boxed{5}}{\boxed{8}}$

3 $\frac{1}{10} + \frac{4}{10} = \frac{\boxed{5}}{\boxed{10}}$

4 $\frac{4}{12} + \frac{\boxed{3}}{\boxed{12}} = \frac{7}{12}$

5 $\frac{4}{6} + \frac{\boxed{3}}{\boxed{6}} = \frac{7}{6}$

6 $\frac{4}{3} + \frac{\boxed{3}}{\boxed{3}} = \frac{7}{3}$

7 $\frac{\boxed{3}}{\boxed{4}} + \frac{2}{4} = \frac{5}{4}$

8 $\frac{\boxed{3}}{\boxed{10}} + \frac{2}{10} = \frac{5}{10}$

9 $\frac{\boxed{3}}{\boxed{8}} + \frac{2}{8} = \frac{5}{8}$

Answers will vary. Possible answers:

10 $\frac{\boxed{2}}{6} + \frac{2}{6} = \frac{\boxed{4}}{6}$

11 $\frac{\boxed{2}}{5} + \frac{1}{5} = \frac{\boxed{3}}{5}$

12 $\frac{4}{10} + \frac{\boxed{2}}{10} = \frac{\boxed{6}}{10}$

13 Write a number from 1–12 in each box so that the addition problem is true.

Answers will vary. Possible answer:

$\frac{\boxed{6}}{12} + \frac{5}{\boxed{12}} = \frac{\boxed{11}}{12}$

Solve each problem.

1 Sammy has $\frac{4}{5}$ of his art project left to paint. He paints $\frac{2}{5}$ of the project. What fraction of the project is left to paint?

$\frac{2}{5}$ of the project

2 Marianne has $\frac{6}{8}$ of a yard of green ribbon. She uses $\frac{3}{8}$ of a yard for a craft project. How much green ribbon is left?

$\frac{3}{8}$ of a yard

3 Yuna plans to run 1 mile. She has run $\frac{7}{10}$ of a mile so far. What fraction of a mile does she have left to run?

$\frac{3}{10}$ of a mile

4 Alex and Brady are helping to pack books into a box. Together they pack $\frac{7}{12}$ of the books. Alex packs $\frac{4}{12}$ of the books. What fraction of the books does Brady pack?

$\frac{3}{12}$ of the books

Find three ways to decompose each fraction into a sum of other fractions with the same denominator.

1 $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{\mathbf{1}}{\mathbf{4}}$

$\frac{3}{4} = \frac{2}{4} + \frac{\mathbf{1}}{\mathbf{4}}$

$\frac{3}{4} = \frac{1}{4} + \frac{\mathbf{2}}{\mathbf{4}}$

2 $\frac{7}{8} = \frac{6}{8} + \frac{\mathbf{1}}{\mathbf{8}}$

$\frac{7}{8} = \frac{5}{8} + \frac{\mathbf{2}}{\mathbf{8}}$

$\frac{7}{8} = \frac{4}{8} + \frac{\mathbf{3}}{\mathbf{8}}$

Answers will vary. Possible answers:

3 $\frac{6}{5} = \frac{\mathbf{3}}{\mathbf{5}} + \frac{3}{5}$

$\frac{6}{5} = \frac{2}{5} + \frac{\mathbf{2}}{\mathbf{5}} + \frac{\mathbf{2}}{\mathbf{5}}$

$\frac{6}{5} = \frac{2}{5} + \frac{2}{5} + \frac{\mathbf{1}}{\mathbf{5}} + \frac{\mathbf{1}}{\mathbf{5}}$

4 $\frac{5}{6} = \frac{\mathbf{2}}{\mathbf{6}} + \frac{3}{6}$

$\frac{5}{6} = \frac{1}{6} + \frac{\mathbf{2}}{\mathbf{6}} + \frac{\mathbf{2}}{\mathbf{6}}$

$\frac{5}{6} = \frac{1}{6} + \frac{1}{6} + \frac{\mathbf{1}}{\mathbf{6}} + \frac{\mathbf{1}}{\mathbf{6}} + \frac{\mathbf{1}}{\mathbf{6}}$

5 $\frac{9}{12} = \frac{\mathbf{4}}{\mathbf{12}} + \frac{5}{12}$

$\frac{9}{12} = \frac{3}{12} + \frac{3}{12} + \frac{\mathbf{1}}{\mathbf{12}} + \frac{\mathbf{1}}{\mathbf{12}} + \frac{\mathbf{1}}{\mathbf{12}}$

$\frac{9}{12} = \frac{\mathbf{3}}{\mathbf{12}} + \frac{\mathbf{3}}{\mathbf{12}} + \frac{\mathbf{3}}{\mathbf{12}}$

6 $\frac{8}{10} = \frac{\mathbf{4}}{\mathbf{10}} + \frac{4}{10}$

$\frac{8}{10} = \frac{2}{10} + \frac{3}{10} + \frac{\mathbf{1}}{\mathbf{10}} + \frac{\mathbf{1}}{\mathbf{10}} + \frac{\mathbf{1}}{\mathbf{10}}$

$\frac{8}{10} = \frac{\mathbf{3}}{\mathbf{10}} + \frac{\mathbf{3}}{\mathbf{10}} + \frac{\mathbf{2}}{\mathbf{10}}$

7 Describe your strategy for finding the missing numbers.

Possible answer: I thought about ways to make the numerator from smaller numbers. The denominator stays the same in each set of problems.