

# Hillcrest

Elementary School



## MATH Packet for GROUP C

*Paquete de matemáticas para GRUPO C*







## **Peekskill City School District**

*Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.*

**Randy Lichtenwalner**  
Principal

**Shannon O'Grady**  
Assistant Principal

**Hillcrest Elementary School, 4 Horton Drive, Peekskill, NY 10566**  
**Phone: (914) 739-2284 Fax: (914) 737-9053**  
**Email: [rlichtenwalner@peekskillschools.org](mailto:rlichtenwalner@peekskillschools.org)**  
**Email: [sogrady@peekskillschools.org](mailto:sogrady@peekskillschools.org)**

April 7, 2020

Dear Hillcrest Families,

The Peekskill City School District and Hillcrest Elementary are committed to providing instructional resources to our students for use during school closures. Our teachers have worked to create a packet of instruction that your child can use on a daily basis. We have included reading, writing, math and more.

In addition to books and worksheets, we have provided a list of online resources that we use at school and your child is familiar with and enjoys learning from. Each student has their own login and we have provided directions to our website for online access.

The information contained in this packet will be provided online on our school page as well. Please have your child work for a minimum of one hour a day on the packet. In addition, your child should read for at least 30 minutes, as well as work online if feasible via the websites provided.

If you have any questions, please reach me via email at [rlichtenwalner@peekskillschools.org](mailto:rlichtenwalner@peekskillschools.org).

We thank you for your partnership during this extraordinary time in our city and country.

Sincerely,

Randy Lichtenwalner  
Principal



## **Peekskill City School District**

*Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.*

**Randy Lichtenwalner**  
Principal

**Shannon O'Grady**  
Assistant Principal

**Hillcrest Elementary School, 4 Horton Drive, Peekskill, NY 10566**

**Phone: (914) 739-2284 Fax: (914) 737-9053**

**Email: [rlichtenwalner@peekskillschools.org](mailto:rlichtenwalner@peekskillschools.org)**

**Email: [sogrady@peekskillschools.org](mailto:sogrady@peekskillschools.org)**

07.abril.2020

Estimadas Familias de Hillcrest,

El Distrito Escolar de la Ciudad de Peekskill y la Escuela Elemental Hillcrest se comprometen a proporcionar recursos de instrucción a nuestros estudiantes para usar durante el cierre de la escuela. Nuestros maestros han trabajado para crear un paquete de instrucción que su hijo pueda usar a diario. Hemos incluido lectura, escritura, matemáticas, y mas.

Además de libros y hojas de trabajo, hemos proporcionado una lista de recursos en línea que usamos en la escuela y si hijo está familiarizado y le gusta usar a aprender. Cada estudiante tiene su nombre de usuario y hemos proporcionado instrucciones en la página electrónica de nuestra escuela para acceder en la computadora.

La información contenida en este paquete también se proporcionará en el internet en las páginas de nuestra escuela. Haga que su hijo trabaje durante un mínimo de una hora al día en el paquete. Además, su hijo debe leer durante al menos 30 minutos, así como trabajar en línea si es posible a través de los sitios web proporcionados.

Si tiene alguna pregunta, comuníquese conmigo por correo electrónico a [rlichtenwalner@peekskillschools.org](mailto:rlichtenwalner@peekskillschools.org).

Le agradecemos su colaboración durante este tiempo extraordinario en nuestra ciudad y país.

Sinceramente,

Randy Lichtenwalner  
Director

## Understanding of Multiplication Models

Name: \_\_\_\_\_

- 1 Show  $3 \times 5$  by drawing equal groups of 5.

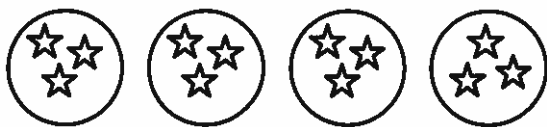
Show  $3 \times 5$  by drawing an array.

Complete the equation.  $3 \times 5 =$  \_\_\_\_\_

- 2 Write an equation that matches the array.



- 3 Write an equation that matches the picture.



- 4 Use words to describe the drawing for problem 3.

## Multiplying with 2, 5, and 10

Name: \_\_\_\_\_

**Multiply.**

1  $5 \times 2 =$  \_\_\_\_\_ 2  $2 \times 5 =$  \_\_\_\_\_ 3  $2 \times 10 =$  \_\_\_\_\_ 4  $10 \times 2 =$  \_\_\_\_\_

5  $10 \times 5 =$  \_\_\_\_\_ 6  $5 \times 10 =$  \_\_\_\_\_ 7  $6 \times 2 =$  \_\_\_\_\_ 8  $2 \times 6 =$  \_\_\_\_\_

9  $3 \times 10 =$  \_\_\_\_\_ 10  $10 \times 3 =$  \_\_\_\_\_ 11  $7 \times 2 =$  \_\_\_\_\_ 12  $2 \times 7 =$  \_\_\_\_\_

13  $4 \times 10 =$  \_\_\_\_\_ 14  $10 \times 4 =$  \_\_\_\_\_ 15  $5 \times 4 =$  \_\_\_\_\_ 16  $4 \times 5 =$  \_\_\_\_\_

17  $2 \times 2 =$  \_\_\_\_\_ 18  $5 \times 5 =$  \_\_\_\_\_ 19  $10 \times 10 =$  \_\_\_\_\_

20 What patterns do you notice in the problems? Explain.

21 Draw a model to show how you solved one of the problems.

## Multiplying with 0 and 1

Name: \_\_\_\_\_

**Write the missing digits in the boxes to make each multiplication problem true.**

$3 \times 1 = \square$

$0 \times 7 = \square$

$5 \times 1 = \square$

$1 \times 0 = \square$

$1 \times 7 = \square$

$4 \times \square = 0$

$4 \times \square = 4$

$9 \times \square = 0$

$\square \times 1 = 3$

$\square \times 9 = 9$

$\square \times 8 = 0$

$\square \times 6 = 0$

**Write two factors to make each multiplication problem true.**

$\square \times \square = 5$

$\square \times \square = 7$

$\square \times \square = 2$

$\square \times \square = 1$

**Write a digit in the box to make the multiplication problem true. Then use words to write about the groups.**

$\square \times 0 = 0$

## Multiplying with 3

Name: \_\_\_\_\_

**Multiply.**

1  $2 \times 3 =$  \_\_\_\_\_ 2  $3 \times 2 =$  \_\_\_\_\_ 3  $10 \times 3 =$  \_\_\_\_\_ 4  $3 \times 10 =$  \_\_\_\_\_

5  $5 \times 3 =$  \_\_\_\_\_ 6  $3 \times 5 =$  \_\_\_\_\_ 7  $4 \times 3 =$  \_\_\_\_\_ 8  $3 \times 4 =$  \_\_\_\_\_

9  $9 \times 3 =$  \_\_\_\_\_ 10  $3 \times 9 =$  \_\_\_\_\_ 11  $1 \times 3 =$  \_\_\_\_\_ 12  $3 \times 1 =$  \_\_\_\_\_

13  $8 \times 3 =$  \_\_\_\_\_ 14  $3 \times 8 =$  \_\_\_\_\_ 15  $6 \times 3 =$  \_\_\_\_\_ 16  $3 \times 6 =$  \_\_\_\_\_

17  $7 \times 3 =$  \_\_\_\_\_ 18  $3 \times 7 =$  \_\_\_\_\_ 19  $0 \times 3 =$  \_\_\_\_\_ 20  $3 \times 3 =$  \_\_\_\_\_

21 Tell how you could check that your answer to problem 9 is correct.

22 Draw a model to show how you solved one of the problems.



## Multiplying with 4

Name: \_\_\_\_\_

**Multiply.**

1  $2 \times 4 =$  \_\_\_\_\_ 2  $3 \times 4 =$  \_\_\_\_\_ 3  $10 \times 4 =$  \_\_\_\_\_ 4  $5 \times 4 =$  \_\_\_\_\_

5  $7 \times 4 =$  \_\_\_\_\_ 6  $6 \times 4 =$  \_\_\_\_\_ 7  $8 \times 4 =$  \_\_\_\_\_ 8  $9 \times 4 =$  \_\_\_\_\_

9  $1 \times 4 =$  \_\_\_\_\_ 10  $4 \times 5 =$  \_\_\_\_\_ 11  $0 \times 4 =$  \_\_\_\_\_ 12  $4 \times 10 =$  \_\_\_\_\_

13  $4 \times 3 =$  \_\_\_\_\_ 14  $4 \times 2 =$  \_\_\_\_\_ 15  $4 \times 1 =$  \_\_\_\_\_ 16  $4 \times 4 =$  \_\_\_\_\_

17 Tell what strategy you used to solve  $6 \times 4$ .

18 Draw a model to show how you solved one of the problems.

## Multiplying with 6

Name: \_\_\_\_\_

**Multiply.**

1  $5 \times 6 =$  \_\_\_\_\_ 2  $3 \times 6 =$  \_\_\_\_\_ 3  $10 \times 6 =$  \_\_\_\_\_ 4  $2 \times 6 =$  \_\_\_\_\_

5  $7 \times 6 =$  \_\_\_\_\_ 6  $4 \times 6 =$  \_\_\_\_\_ 7  $8 \times 6 =$  \_\_\_\_\_ 8  $1 \times 6 =$  \_\_\_\_\_

9  $9 \times 6 =$  \_\_\_\_\_ 10  $6 \times 5 =$  \_\_\_\_\_ 11  $0 \times 6 =$  \_\_\_\_\_ 12  $6 \times 10 =$  \_\_\_\_\_

13  $6 \times 3 =$  \_\_\_\_\_ 14  $6 \times 2 =$  \_\_\_\_\_ 15  $6 \times 5 =$  \_\_\_\_\_ 16  $6 \times 6 =$  \_\_\_\_\_

17 Tell a strategy you can use to show  $5 \times 6$ .

18 Explain how problem 2 and problem 13 are related.

## Multiplying with 7

Name: \_\_\_\_\_

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

1  $3 \times 7 =$  \_\_\_\_\_

2  $6 \times 7 =$  \_\_\_\_\_

3  $8 \times 7 =$  \_\_\_\_\_

4  $2 \times 7 =$  \_\_\_\_\_

5  $9 \times 7 =$  \_\_\_\_\_

6  $1 \times 7 =$  \_\_\_\_\_

7  $7 \times 0 =$  \_\_\_\_\_

8  $10 \times 7 =$  \_\_\_\_\_

9  $4 \times 7 =$  \_\_\_\_\_

10  $5 \times 7 =$  \_\_\_\_\_

11  $7 \times 3 =$  \_\_\_\_\_

12  $0 \times 7 =$  \_\_\_\_\_

13  $7 \times 2 =$  \_\_\_\_\_

14  $7 \times 10 =$  \_\_\_\_\_

15  $7 \times 4 =$  \_\_\_\_\_

16  $7 \times 1 =$  \_\_\_\_\_

17  $7 \times 5 =$  \_\_\_\_\_

18  $7 \times 7 =$  \_\_\_\_\_

### Answers

14	63	35	70	0	42
7	28	14	21	56	21
28	0	70	49	35	7

## Multiplying with 8

Name: \_\_\_\_\_

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

1  $2 \times 8 =$  \_\_\_\_\_

2  $6 \times 8 =$  \_\_\_\_\_

3  $7 \times 8 =$  \_\_\_\_\_

4  $3 \times 8 =$  \_\_\_\_\_

5  $9 \times 8 =$  \_\_\_\_\_

6  $1 \times 8 =$  \_\_\_\_\_

7  $0 \times 8 =$  \_\_\_\_\_

8  $10 \times 8 =$  \_\_\_\_\_

9  $4 \times 8 =$  \_\_\_\_\_

10  $5 \times 8 =$  \_\_\_\_\_

11  $8 \times 3 =$  \_\_\_\_\_

12  $8 \times 0 =$  \_\_\_\_\_

13  $8 \times 2 =$  \_\_\_\_\_

14  $8 \times 10 =$  \_\_\_\_\_

15  $8 \times 4 =$  \_\_\_\_\_

16  $8 \times 7 =$  \_\_\_\_\_

17  $8 \times 5 =$  \_\_\_\_\_

18  $8 \times 8 =$  \_\_\_\_\_

### Answers

64	40	48	8	0	56
72	80	24	32	16	32
24	0	80	40	56	16

## Multiplying with 9

Name: \_\_\_\_\_

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

1  $1 \times 9 =$  \_\_\_\_\_

2  $6 \times 9 =$  \_\_\_\_\_

3  $7 \times 9 =$  \_\_\_\_\_

4  $2 \times 9 =$  \_\_\_\_\_

5  $8 \times 9 =$  \_\_\_\_\_

6  $3 \times 9 =$  \_\_\_\_\_

7  $0 \times 9 =$  \_\_\_\_\_

8  $10 \times 9 =$  \_\_\_\_\_

9  $4 \times 9 =$  \_\_\_\_\_

10  $5 \times 9 =$  \_\_\_\_\_

11  $9 \times 3 =$  \_\_\_\_\_

12  $9 \times 8 =$  \_\_\_\_\_

13  $9 \times 2 =$  \_\_\_\_\_

14  $9 \times 10 =$  \_\_\_\_\_

15  $9 \times 4 =$  \_\_\_\_\_

16  $9 \times 7 =$  \_\_\_\_\_

17  $9 \times 5 =$  \_\_\_\_\_

18  $9 \times 9 =$  \_\_\_\_\_

### Answers

63	45	18	81	90	36
72	54	27	36	72	63
90	0	18	9	27	45

## Using Order to Multiply

Name: \_\_\_\_\_

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

$5 \times 6 = \square$

$2 \times 6 = \square$

$4 \times 5 = \square$

$6 \times 5 = \square$

$6 \times 2 = \square$

$5 \times 4 = \square$

$3 \times 8 = \square$

$4 \times 7 = \square$

$5 \times 9 = \square$

$8 \times 3 = \square$

$7 \times 4 = \square$

$9 \times 5 = \square$

$9 \times 2 = \square$

$\square \times 5 = 15$

$7 \times 8 = \square$

$2 \times \square = 18$

$5 \times 3 = \square$

$\square \times 7 = 56$

$\square \times 10 = 70$

$\square \times 5 = 10$

$3 \times \square = 12$

$10 \times \square = 70$

$5 \times \square = 10$

$\square \times 3 = 12$

**1** Look at  $6 \times 5$  and  $5 \times 6$ . How does the order of the factors change the product?

**2** Draw two arrays to show  $4 \times 7$  and  $7 \times 4$ .

## Using Grouping to Multiply

Name: \_\_\_\_\_

**Draw parentheses around the numbers you want to multiply first.  
Then find the product.**

**1**  $6 \times 3 \times 2$

$6 \times (3 \times 2)$

$6 \times 6 = 36$

Sample Student Work:

$3 \times 2 = 6; 6 \times 6 = 36$

**2**  $4 \times 3 \times 3$

**3**  $5 \times 2 \times 8$

**4**  $8 \times 2 \times 4$

**5**  $2 \times 2 \times 7$

**6**  $6 \times 5 \times 2$

**7**  $3 \times 3 \times 7$

**8**  $2 \times 4 \times 5$

**9**  $7 \times 4 \times 2$

**10**  $6 \times 3 \times 3$

**11**  $3 \times 3 \times 10$

**12**  $2 \times 3 \times 4$

**13** How did you decide which factors to group?

**14** Choose one problem. Tell two ways you can group the factors. Then explain which way is easier for you to solve.

## Using Order and Grouping to Multiply

Name: \_\_\_\_\_

**Order and group the factors to show how you want to multiply. Then find the product.**

**1**  $5 \times 7 \times 2$   
 $5 \times 2 \times 7$   
 $(5 \times 2) \times 7$   
 $10 \times 7 = 70$

**2**  $3 \times 5 \times 3$

**3**  $4 \times 8 \times 2$

**4**  $2 \times 9 \times 5$

**5**  $2 \times 10 \times 5$

**6**  $2 \times 8 \times 2$

**7**  $3 \times 9 \times 3$

**8**  $5 \times 2 \times 6$

**9**  $4 \times 5 \times 2$

**10**  $2 \times 9 \times 2$

**11**  $3 \times 8 \times 2$

**12**  $4 \times 2 \times 7$

**13** What strategies did you use to decide how to order and group the factors?

**14** Why do you need to reorder factors in some problems?



## Understanding of Division Models

Name: \_\_\_\_\_

- 1 Draw a model to show  $12 \div 6$ . Show 6 equal groups. How many are in each group?

There are 12 in all. There are 6 equal groups. There are \_\_\_\_\_ in each group.  
 $12 \div 6 =$  \_\_\_\_\_

- 2 Draw a model to show  $12 \div 6$ . Show 6 in each group. How many groups are there?

There are 12 in all. There are 6 in each group. There are \_\_\_\_\_ groups.  
 $12 \div 6 =$  \_\_\_\_\_

- 3 Draw an array to find  $21 \div 3$ .

- 4 Draw an array to find  $20 \div 4$ .

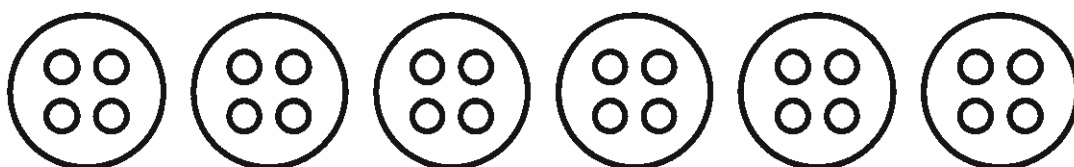
$$21 \div 3 = \underline{\hspace{2cm}}$$

$$20 \div 4 = \underline{\hspace{2cm}}$$

- 5 What situation could be modeled with the equation  $40 \div 8 = 5$ ?

# Understanding of How Multiplication and Division Are Connected

Name: \_\_\_\_\_



- 1** There are 24 marbles. Each bag has 4 marbles.

Write an equation that shows the number of bags.

\_\_\_\_\_

- 2** There are 24 marbles. An equal number of marbles are in 6 bags.

Write an equation that shows the number of marbles in each bag.

\_\_\_\_\_

- 3** There are 6 bags of marbles. 4 marbles are in each bag.

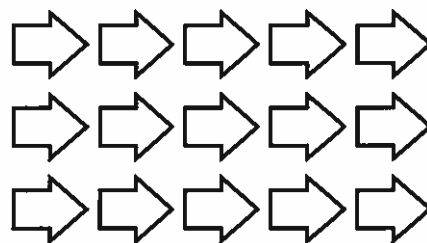
Write two different equations that show the total number of marbles.

\_\_\_\_\_

- 4** Write 2 multiplication equations and 2 division equations for this array.

\_\_\_\_\_

\_\_\_\_\_



Find the value of ? to complete each fact.

**5**  $6 \times ? = 48$

$48 \div 6 = ?$

$? = \underline{\hspace{2cm}}$

**6**  $? \times 5 = 45$

$45 \div ? = 5$

$? = \underline{\hspace{2cm}}$

**7**  $63 \div 9 = ?$

$? \times 9 = 63$

$? = \underline{\hspace{2cm}}$

**8**  $32 \div ? = 8$

$8 \times ? = 32$

$? = \underline{\hspace{2cm}}$

## Working with Division Facts

Name: \_\_\_\_\_

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

1  $40 \div 4 =$  \_\_\_\_\_

2  $18 \div 3 =$  \_\_\_\_\_

3  $24 \div 4 =$  \_\_\_\_\_

4  $24 \div 8 =$  \_\_\_\_\_

5  $14 \div 2 =$  \_\_\_\_\_

6  $40 \div 8 =$  \_\_\_\_\_

7  $42 \div 7 =$  \_\_\_\_\_

8  $64 \div 8 =$  \_\_\_\_\_

9  $32 \div 8 =$  \_\_\_\_\_

10  $56 \div 8 =$  \_\_\_\_\_

11  $27 \div 9 =$  \_\_\_\_\_

12  $28 \div 7 =$  \_\_\_\_\_

13  $72 \div 8 =$  \_\_\_\_\_

14  $90 \div 9 =$  \_\_\_\_\_

15  $54 \div 9 =$  \_\_\_\_\_

16  $48 \div 8 =$  \_\_\_\_\_

17  $49 \div 7 =$  \_\_\_\_\_

18  $27 \div 3 =$  \_\_\_\_\_

**Answers:**

4	4	9	6	7	10
5	10	3	3	6	7
8	6	6	7	6	9

## Using a Multiplication Table

Name: \_\_\_\_\_

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Write the missing numbers in the boxes to make each multiplication or division problem true.

$5 \times 7 = \square$

$32 \div 8 = \square$

$4 \times 7 = \square$

$27 \div \square = 9$

$\square \div 5 = 7$

$8 \times \square = 32$

$\square \div 4 = 7$

$9 \times \square = 27$

$4 \times 4 = \square$

$9 \times 6 = \square$

$6 \times 6 = \square$

$81 \div \square = 9$

$\square \div 4 = 4$

$54 \div \square = 6$

$63 \div \square = 9$

$40 \div 8 = \square$

$\square \div 8 = 6$

$56 \div \square = 8$

$45 \div 5 = \square$

$\square \div 7 = 7$

**1** Write 3 possible answers for the equation  $36 \div \square = \square$ .

## Understanding of Patterns

Name: \_\_\_\_\_

**Solve. Look for patterns.**

**1** Subtract.

$10 - 1 = \underline{\hspace{2cm}}$

$20 - 1 = \underline{\hspace{2cm}}$

$30 - 1 = \underline{\hspace{2cm}}$

$100 - 1 = \underline{\hspace{2cm}}$

$200 - 1 = \underline{\hspace{2cm}}$

$300 - 1 = \underline{\hspace{2cm}}$

$200 - 100 = \underline{\hspace{2cm}}$

$300 - 100 = \underline{\hspace{2cm}}$

$400 - 100 = \underline{\hspace{2cm}}$

$200 - 101 = \underline{\hspace{2cm}}$

$300 - 101 = \underline{\hspace{2cm}}$

$400 - 101 = \underline{\hspace{2cm}}$

**2** Multiply.

$2 \times 10 = \underline{\hspace{2cm}}$

$2 \times 9 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$

$3 \times 9 = \underline{\hspace{2cm}}$

$4 \times 10 = \underline{\hspace{2cm}}$

$4 \times 9 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

$5 \times 9 = \underline{\hspace{2cm}}$

$6 \times 10 = \underline{\hspace{2cm}}$

$6 \times 9 = \underline{\hspace{2cm}}$

$7 \times 10 = \underline{\hspace{2cm}}$

$7 \times 9 = \underline{\hspace{2cm}}$

$8 \times 10 = \underline{\hspace{2cm}}$

$8 \times 9 = \underline{\hspace{2cm}}$

$9 \times 10 = \underline{\hspace{2cm}}$

$9 \times 9 = \underline{\hspace{2cm}}$

**3** Describe the patterns that you notice in the problems you just solved.

## Solving Problems About Equal Groups

Name: \_\_\_\_\_

**Read and solve each problem. Show your work.**

- 1** Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be \_\_\_\_\_ photographs on each wall.

- 2** There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make \_\_\_\_\_ teams.

- 3** At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are \_\_\_\_\_ paintings.

- 4** Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for \_\_\_\_\_ minutes.

- 5** Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants \_\_\_\_\_ rows.

- 6** Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys \_\_\_\_\_ pencils.

- 7** Choose one problem. Describe the strategy you used to solve it.

## Solving Problems About Arrays

Name: \_\_\_\_\_

**Read and solve each problem. Show your work.**

- 1** A parking lot has 6 rows of parking spaces. There are 5 spaces in each row. How many parking spaces are in the lot?

There are \_\_\_\_\_ parking spaces.

- 2** Jack has 36 toy robots. He wants to display 9 on each shelf in his room. How many shelves will Jack need to display all of the robots?

Jack will need \_\_\_\_\_ shelves.

- 3** There are 24 dancers. The teacher has them stand in 3 equal rows. How many dancers are in each row?

There are \_\_\_\_\_ dancers in each row.

- 4** Emily is putting away plates. She puts 6 plates each in 3 stacks. How many plates does she put away?

Emily puts away \_\_\_\_\_ plates.

- 5** A farmer picks 54 pumpkins. She places an equal number of pumpkins in 9 wagons. How many pumpkins are in each wagon?

There are \_\_\_\_\_ pumpkins in each wagon.

- 6** The school band marches in rows at the parade. There are 24 band members and they form rows with 4 members in each row. How many rows are there?

There are \_\_\_\_\_ rows.

- 7** Choose one problem. Describe and use a strategy to check your answer.

## Solving Problems About Area

Name: \_\_\_\_\_

**Read and solve each problem. Show your work.**

- 1** Nya covers a rectangular tray with 1-square-inch tiles. She uses 42 tiles, arranged in 7 rows. How many tiles are in each row?

There are \_\_\_\_\_ tiles in each row.

- 2** Jacob uses tiles to cover a rectangular hallway. Each tile has an area of 1 square foot. He uses 3 rows of tiles, with 8 tiles in each row. What is the area of the hallway?

The area of the hallway is \_\_\_\_\_ square feet.

- 3** Sara covers the top of a box with squares of paper that are 1 square centimeter. She uses 48 squares, with 6 squares in each row. How many rows did she make?

Sara made \_\_\_\_\_ rows.

- 4** There are 64 squares on Rasha's chessboard. Each square is 1 square inch. There are 8 rows of squares on her chessboard. How many squares are in each row?

There are \_\_\_\_\_ squares in each row.

- 5** A rectangular patio at an outdoor restaurant is made of 35 tiles. Each tile is 1 square yard. If there are 5 tiles in each row, how many rows are there?

There are \_\_\_\_\_ rows of tiles.

- 6** Mr. Reilly uses square pieces of fabric that are each 1 square inch for a rectangular wall hanging. He uses 81 squares. If he makes 9 rows of squares, how many squares will be in each row?

There will be \_\_\_\_\_ squares in each row.

- 7** Choose one problem. Describe the strategy you used to solve it.

- 8** Explain why you chose that strategy to solve the problem.



## Solving Two-Step Word Problems Using Two Equations

Name: \_\_\_\_\_

**Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work.**

- 1** Hiram has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hiram make?

Hiram can make \_\_\_\_\_ batches of bread.

- 2** Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

Cassi can fill \_\_\_\_\_ pots.

- 3** Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

Becky can make \_\_\_\_\_ bowls.

- 4** Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for \$8. How much money does Marc collect for all the pies?

Marc collects \$ \_\_\_\_\_ for all the pies.

- 5** Choose one problem. Tell how you could solve the problem in a different way.

## Solving Two-Step Word Problems Using One Equation

Name: \_\_\_\_\_

**Read and solve each problem by writing one equation. Show your work.**

- 1** Mrs. Nelson has one \$10-bill and one \$20-bill. She wants to buy as many movie tickets as she can with this money. If movie tickets cost \$6 each, how many tickets,  $t$ , can she buy?

Mrs. Nelson can buy \_\_\_\_\_ tickets.

- 2** Daisy has a goal of reading 75 minutes in one week. She reads 9 minutes a day for 5 days. How many more minutes,  $m$ , will she have to read to reach her goal?

Daisy will have to read \_\_\_\_\_ more minutes.

- 3** Mr. Garcia buys 3 bags of cat food that each weigh 9 pounds and another bag of cat food that weighs 7 pounds. How many pounds,  $p$ , of cat food did Mr. Garcia buy?

Mr. Garcia bought \_\_\_\_\_ pounds of cat food.

- 4** Jackson has 48 trading cards. His sister gives him 12 more cards. Then he puts all his trading cards in 6 equal stacks. How many cards,  $c$ , are in each stack?

There are \_\_\_\_\_ cards in each stack.

- 5** Choose one problem. Explain how you decided which operations to use to solve it.

## Estimating Solutions to Word Problems

Name: \_\_\_\_\_

**Read each problem. Estimate the answer by rounding to the nearest ten.  
Then find the actual answer. Show your work.**

- 1** Marie has 231 toothpicks in one box and 175 toothpicks in another box. She uses 319 toothpicks to make a bridge. How many toothpicks does she have left?

*Estimate:* There are about \_\_\_\_\_ toothpicks left.

Marie has \_\_\_\_\_ toothpicks left.

- 2** Kennedy School has 124 third-grade students. Carter School has 16 fewer third-grade students than Kennedy School. How many third-grade students in all are at Kennedy School and Carter School?

*Estimate:* There are about \_\_\_\_\_ students.

There are \_\_\_\_\_ students.

- 3** There are 197 oak trees in the park. There are 27 more pine trees than oak trees in the park. How many trees are there in all?

*Estimate:* There are about \_\_\_\_\_ trees.

There are \_\_\_\_\_ trees in all.

- 4** On the first day of a bus trip, Brian and his dad traveled 341 miles. On the second day, they traveled 39 fewer miles. How many miles did they travel in all after two days?

*Estimate:* They traveled about \_\_\_\_\_ miles.

They traveled \_\_\_\_\_ miles.

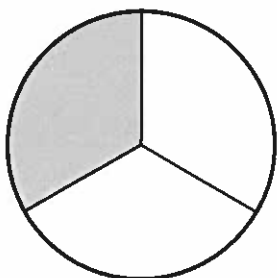
- 5** How does an estimate help you decide if your answer is reasonable?

# Describing Parts of a Whole with Fractions

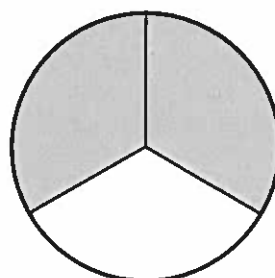
Name: \_\_\_\_\_

Write the fraction of the figure that is shaded.

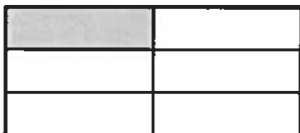
1



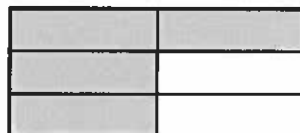
2



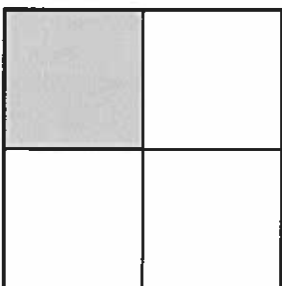
3



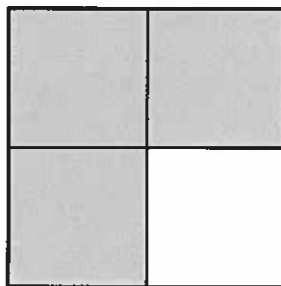
4



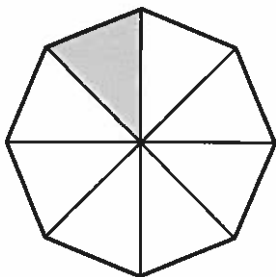
5



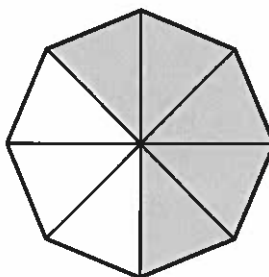
6



7



8



## Describing Parts of a Whole with Fractions *continued*

Name: \_\_\_\_\_

9 Draw a circle that shows 4 equal parts. Then shade to show  $\frac{2}{4}$ .

10 Draw a rectangle that shows 3 equal parts. Then shade to show  $\frac{2}{3}$ .

11 Draw a square that shows 8 equal parts. Then shade to show  $\frac{3}{8}$ .

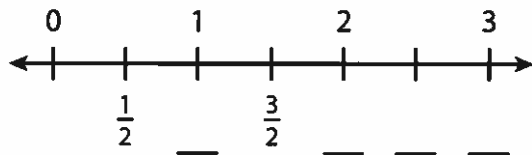
12 Draw a circle that shows 6 equal parts. Then shade to show  $\frac{5}{6}$ .

## Understanding of Fractions on a Number Line

Name: \_\_\_\_\_

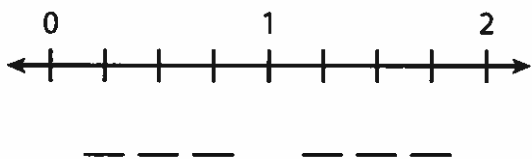
### Set A

Write the missing labels on the number line.



### Set B

Use this number line to solve problems 1–4.



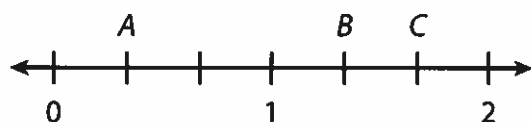
- 1 How many equal parts are between 0 and 1? \_\_\_\_\_
- 2 How many equal parts are between 1 and 2? \_\_\_\_\_
- 3 What fraction does each part show? \_\_\_\_\_
- 4 Write fractions to label the marks.

## Understanding of Fractions on a Number Line *continued*

Name: \_\_\_\_\_

### Set C

Use this number line to solve problems 5–7.



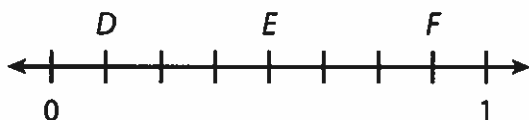
5 A is \_\_\_\_\_.

6 B is \_\_\_\_\_.

7 C is \_\_\_\_\_.

### Set D

Use this number line to solve problems 8–10.



8 D is \_\_\_\_\_.

9 E is \_\_\_\_\_.

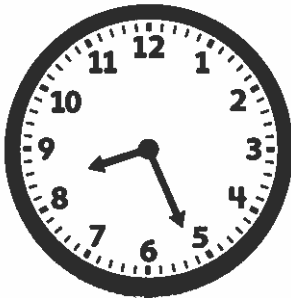
10 F is \_\_\_\_\_.

## Telling Time to the Minute

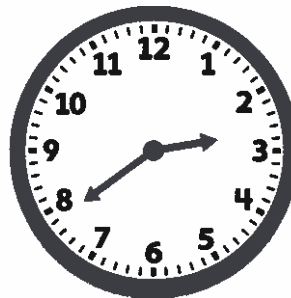
Name: \_\_\_\_\_

Write the time the clock shows.

1



2



3

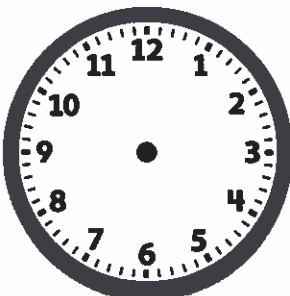


4

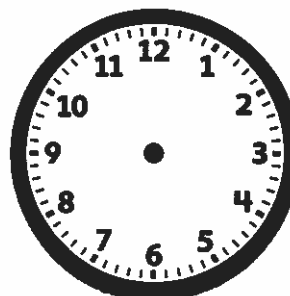


Draw hands on the clock to show the given time.

5 16 minutes after 1



6 7 minutes before 9

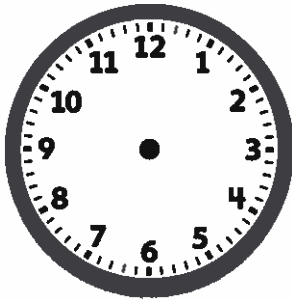




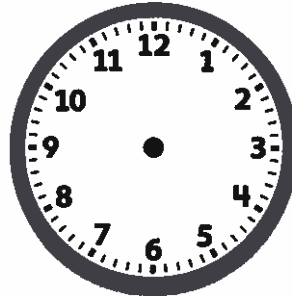
## Telling Time to the Minute *continued*

Name: \_\_\_\_\_

- 7 35 minutes after 3



- 8 26 minutes before 8



- 9 Write a word problem that could use one of the times shown on one of the clocks.