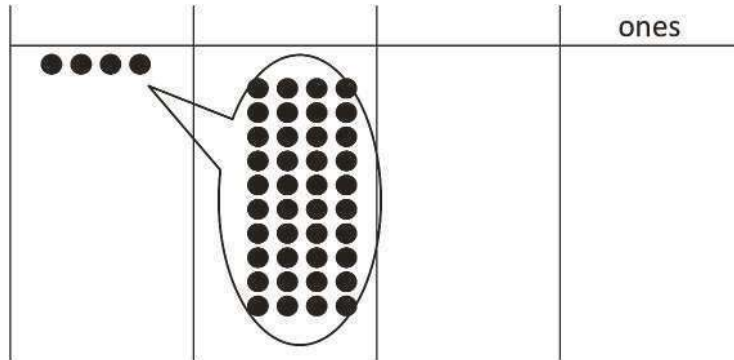


Name _____

Date _____

Use the disks in the place value chart below to complete the following problems:



1. Label the place value chart.
2. Tell about the movement of the disks in the place value chart by filling in the blanks to make the following equation match the drawing in the place value chart:

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

3. Write a statement about this place value chart using the words *10 times as many*.

Name _____

Date _____

1. Fill in the blank to make a true number sentence. Use standard form.

a. (4 ten thousands 6 hundreds) \times 10 = _____

b. (8 thousands 2 tens) \div 10 = _____

2. The Carson family saved up \$39,580 for a new home. The cost of their dream home is 10 times as much as they have saved. How much does their dream home cost?



Name _____

Date _____

1. In the spaces provided, write the following units in standard form. Be sure to place commas where appropriate.

a. 6 ten thousands 2 thousands 7 hundreds 8 tens 9 ones _____

b. 1 hundred thousand 8 thousands 9 hundreds 5 tens 3 ones _____

c. 2 hundred millions 3 thousands 4 tens _____

2. Use digits or disks on the place value chart to write 26 thousands 13 hundreds.

billions	hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

How many thousands are in the number you have written? _____

Name _____

Date _____

1. Use the place value chart below to complete the following:

- Label the units on the chart.
 - Write the number $(8 \times 100,000) + (6 \times 1,000) + (3 \times 100) + (2 \times 1)$ in the place value chart.
 - Write the number in word form.
2. Write eight million, four hundred forty-three thousand, eleven in expanded notation.

Name _____

Date _____

1. Four friends played a videogame. The player with the most points wins. Use the information in the table below to order the number of points each player earned from least to greatest. Then, name the person who won the game.

Player Name	Points Earned
Amy	2,398,542 points
Bonnie	2,976,001 points
Jeff	2,709,099 points
Rick	2,699,976 points

2. Use each of the digits 7, 6, 5, 4, 3, 2, 1 exactly once to create two different seven-digit numbers.
- a. Write each number on the line, and compare the two numbers by using the symbols $<$ or $>$. Write the correct symbol in the circle.

_____ ○ _____

- b. Use words to write a comparison statement for the problem above.

Name _____

Date _____

1. Fill in the empty boxes to complete the pattern.

468,235			471,235	472,235	
---------	--	--	---------	---------	--

Explain in pictures, numbers, or words how you found your answers.

2. Fill in the blank for each equation.

a. $1,000 + 56,879 =$ _____

b. $324,560 - 100,000 =$ _____

c. $456,080 - 10,000 =$ _____

d. $10,000 + 786,233 =$ _____

3. The population of Garland, TX in the 2010 Census was 226,876. The population of Irving, TX was about 10,000 less than Garland. About how many people lived in Irving in 2010? Explain in pictures, numbers, or words how you found your answer.

Name _____

Date _____

1. Round to the nearest thousand. Use the number line to model your thinking.



a. $7,621 \approx$ _____



b. $12,502 \approx$ _____



c. $324,087 \approx$ _____

2. It takes 39,090 gallons of water to manufacture a new car. Sammy thinks that rounds up to about 40,000 gallons. Susie thinks it is about 39,000 gallons. Who rounded to the nearest thousand, Sammy or Susie? Use pictures, numbers, or words to explain.

Name _____

Date _____

1. Round to the nearest ten thousand. Use the number line to model your thinking.



a. $35,124 \approx$ _____



b. $981,657 \approx$ _____

2. Round to the nearest hundred thousand. Use the number line to model your thinking.



a. $89,678 \approx$ _____



b. $999,765 \approx$ _____

3. Estimate the sum by rounding each number to the nearest hundred thousand.

$257,098 + 548,765 \approx$ _____

Name _____

Date _____

1. Round 765,903 to the given place value:

Thousand _____

Ten thousand _____

Hundred thousand _____

2. There are 16,850 Star coffee shops around the world. Round the number of shops to the nearest thousand and ten thousand. Which answer is more accurate? Explain your thinking using pictures, numbers, or words.

Name _____

Date _____

1. There are 598,500 Apple employees in the United States.
 - a. Round the number of employees to the given place value.

thousand: _____

ten thousand: _____

hundred thousand: _____

- b. Explain why two of your answers are the same.

2. A company developed a student survey so that students could share their thoughts about school. In 2011, 78,234 students across the United States were administered the survey. In 2012, the company planned to administer the survey to 10 times as many students as were surveyed in 2011. About how many surveys should the company have printed in 2012? Explain how you found your answer.

Name _____

Date _____

1. Solve the addition problems below using the standard algorithm.

a.
$$\begin{array}{r} 23,607 \\ + 2,307 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 3,948 \\ + 278 \\ \hline \end{array}$$

c. $5,983 + 2,097$

2. The office supply closet had 25,473 large paper clips, 13,648 medium paper clips, and 15,306 small paper clips. How many paper clips were in the closet?

Name _____

Date _____

Model the problem with a strip diagram. Solve and write your answer as a statement.

In January, Scott earned \$8,999. In February, he earned \$2,387 more than in January. In March, Scott earned the same amount as in February. How much did Scott earn altogether during those three months? Is your answer reasonable? Explain.

Name _____

Date _____

1. Use the standard algorithm to solve the following subtraction problems.

a.
$$\begin{array}{r} 8,512 \\ -2,501 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 18,042 \\ -4,122 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 8,072 \\ -1,561 \\ \hline \end{array}$$

Draw a strip diagram to represent the following problem. Use numbers to solve. Write your answer as a statement. Check your answer.

2. What number must be added to 1,575 to result in a sum of 8,625?



Lesson 13: Use place value understanding to decompose to smaller units once using the standard subtraction algorithm, and apply the algorithm to solve word problems using strip diagrams.

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Name _____

Date _____

Use the standard algorithm to solve the following subtraction problems.

1.
$$\begin{array}{r} 19,350 \\ - 5,761 \\ \hline \end{array}$$

2. $32,010 - 2,546$

Draw a strip diagram to represent the following problem. Use numbers to solve, and write your answer as a statement. Check your answer.

3. A doughnut shop sold 1,232 doughnuts in one day. If they sold 876 doughnuts in the morning, how many doughnuts were sold during the rest of the day?

Name _____

Date _____

Draw a strip diagram to model each problem and solve.

1. $956,204 - 780,169 =$ _____

2. A construction company was building a stone wall on Main Street. 100,000 stones were delivered to the site. On Monday, they used 15,631 stones. How many stones remain for the rest of the week? Write your answer as a statement.



Lesson 15: Use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm to solve word problems using strip diagrams.

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Name _____

Date _____

Quarterback Troy Aikman passed for 32,942 yards between the years 1989 and 2000. His all-time high was 3,445 passing yards in one year. In his second highest year, he threw 3,283 passing yards.

a. About how many passing yards did he throw in the remaining years? Estimate by rounding each value to the nearest thousand and then compute.

b. Exactly how many passing yards did he throw in the remaining years?

c. Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.



Name _____

Date _____

Draw a strip diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

A mixture of 2 chemicals measures 1,034 milliliters. It contains some of Chemical A and 755 milliliters of Chemical B. How much less of Chemical A than Chemical B is in the mixture?

Name _____

Date _____

Draw a strip diagram to represent the problem. Use numbers to solve, and write your answer as a statement.

Park A covers an area of 4,926 square kilometers. It is 1,845 square kilometers larger than Park B.

Park C is 4,006 square kilometers larger than Park A.

1. What is the area of all three parks?

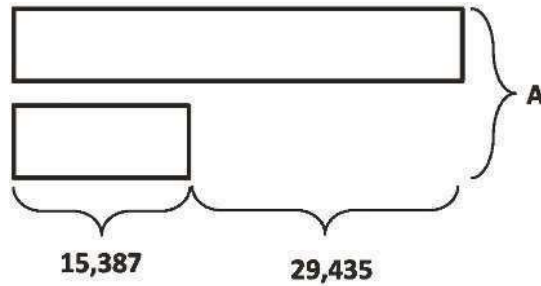
2. Assess the reasonableness of your answer.

Name _____

Date _____

Using the diagram below, create your own word problem. Solve for the value of the unknown quantity represented by a letter.

1.



2. Using the equation below, draw a strip diagram and create your own word problem. Solve for the value of the unknown quantity represented by a letter.

$$248,798 = 113,205 + A + 99,937$$

Name _____

Date _____

1. Complete the conversion table.

Distance	
71 km	_____ m
_____ km	30,000 m
81 m	_____ cm
_____ m	400 cm

2. $13 \text{ km } 20 \text{ m} = \text{_____ m}$

3. $401 \text{ km } 101 \text{ m} - 34 \text{ km } 153 \text{ m} = \text{_____}$

4. Gabe built a toy tower that measured 1 m 78 cm. After building some more, he measured it, and it was 82 cm taller. How tall is his tower now? Draw a strip diagram to model this problem. Use a simplifying strategy or an algorithm to solve, and write your answer as a statement.

Name _____

Date _____

1. Convert the measurements.

a. 21 kg 415 g = _____ g

b. 2 kg 91 g = _____ g

c. 87 kg 17 g = _____ g

d. _____ kg _____ g = 96,020 g

Use a strip diagram to model the following problem. Solve using a simplifying strategy or an algorithm, and write your answer as a statement.

2. The table to the right shows the weight of three dogs. How much more does the Great Dane weigh than the Chihuahua?

Dog	Weight
Great Dane	59 kg
Golden Retriever	32 kg 48 g
Chihuahua	1,329 g

Name _____

Date _____

1. Convert the measurements.

a. $6 \text{ L } 127 \text{ mL} = \underline{\hspace{2cm}} \text{ mL}$

b. $706 \text{ L } 220 \text{ mL} = \underline{\hspace{2cm}} \text{ mL}$

c. $12 \text{ L } 9 \text{ mL} = \underline{\hspace{2cm}} \text{ mL}$

d. $\underline{\hspace{1cm}} \text{ L } \underline{\hspace{1cm}} \text{ mL} = 906,010 \text{ mL}$

2. Solve.

$81 \text{ L } 603 \text{ mL} - 22 \text{ L } 489 \text{ mL}$

Use a strip diagram to model the following problem. Solve using a simplifying strategy or an algorithm, and write your answer as a statement.

3. The Smith's hot tub has a capacity of 1,458 liters. Mrs. Smith put 487 liters 750 milliliters of water in the tub. How much water needs to be added to fill the hot tub completely?

Name _____

Date _____

1. Fill in the unknown unit in word form.

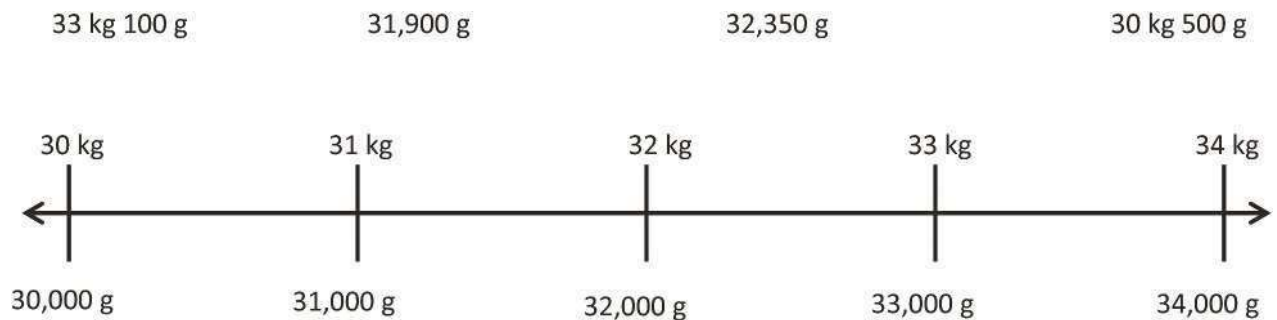
a. 8,135 is 8 _____ 135 ones.

b. 8,135 g is 8 _____ 135 g.

2. _____ mL is equal to 342 L 645 mL.

3. Compare using $>$, $<$, or $=$.a. 23 km 40 m 2,340 mb. 13,798 mL 137 L 980 mLc. 5,607 m 560,701 cm

4. Place the following measurements on the number line:

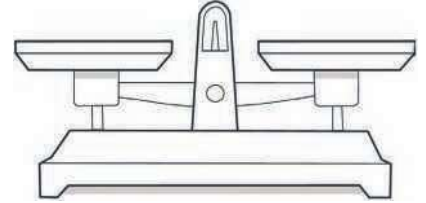


Name _____

Date _____

Model each problem with a strip diagram. Solve and answer with a statement.

1. Jeff places a pineapple with a mass of 890 grams on a balance scale. He balances the scale by placing two oranges, an apple, and a lemon on the other side. Each orange weighs 280 grams. The lemon weighs 195 grams less than each orange. What is the mass of the apple?



2. Brian is 1 meter 87 centimeters tall. Bonnie is 58 centimeters shorter than Brian. Betina is 26 centimeters taller than Bonnie. How tall is Betina?

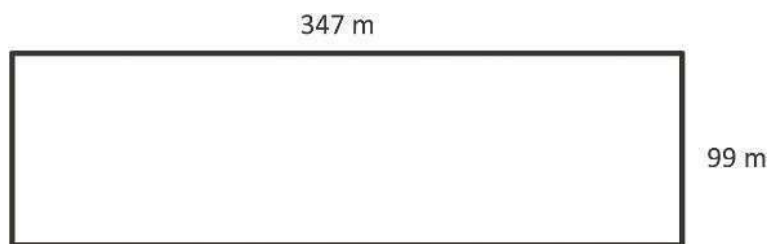
Name _____

Date _____

1. Determine the area and perimeter of the rectangle.



2. Determine the perimeter of the rectangle.



Name _____

Date _____

1. A table is 2 feet wide. It is 6 times as long as it is wide.

a. Label the diagram with the dimensions of the table.



b. Find the perimeter of the table.

2. A blanket is 4 feet wide. It is 3 times as long as it is wide.

a. Draw a diagram of the blanket, and label its dimensions.

b. Find the perimeter and area of the blanket.

Name _____

Date _____

Solve the following problem. Use pictures, numbers, or words to show your work.

A rectangular poster is 3 times as long as it is wide. A rectangular banner is 5 times as long as it is wide. Both the banner and the poster have perimeters of 24 inches. What are the lengths and widths of the poster and the banner?



Lesson 3: Demonstrate understanding of area and perimeter formulas by solving multi-step real-world problems.

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Name _____

Date _____

Fill in the blanks in the following equations.

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

b. $\underline{\hspace{2cm}} \times 5 = 500$

c. $5,000 = \underline{\hspace{2cm}} \times 1,000$

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

e. $\underline{\hspace{2cm}} \times 20 = 2,000$

f. $2,000 = 10 \times \underline{\hspace{2cm}}$

g. $100 \times 18 = \underline{\hspace{2cm}}$

h. $\underline{\hspace{2cm}} = 10 \times 32$

i. $4,800 = \underline{\hspace{2cm}} \times 100$

j. $60 \times 4 = \underline{\hspace{2cm}}$

k. $5 \times 600 = \underline{\hspace{2cm}}$

l. $8,000 \times 5 = \underline{\hspace{2cm}}$

Name _____

Date _____

Draw place value disks to represent the value of the following expressions.

1. $4 \times 200 =$ _____

4 times _____ is _____.

thousands	hundreds	tens	ones

$$\begin{array}{r} 200 \\ \times 4 \\ \hline \end{array}$$

2. $4 \times 2,000 =$ _____

_____ times _____ is _____.

thousands	hundreds	tens	ones

$$\begin{array}{r} 2,000 \\ \times 4 \\ \hline \end{array}$$

3. Find the product.

a. 30×3	b. 8×20	c. 6×400	d. 2×900
e. 8×80	f. 30×4	g. 500×6	h. $8 \times 5,000$

4. Bonnie worked for 7 hours each day for 30 days. How many hours did she work altogether?

Name _____

Date _____

Represent the following problem by drawing disks in the place value chart.

1. To solve
- 20×30
- , think

$$(2 \text{ tens} \times 3) \times 10 = \underline{\hspace{2cm}}$$

$$20 \times (3 \times 10) = \underline{\hspace{2cm}}$$

$$20 \times 30 = \underline{\hspace{2cm}}$$

hundreds	tens	ones

2. Draw an area model to represent
- 20×30
- .

$$2 \text{ tens} \times 3 \text{ tens} = \underline{\hspace{2cm}} \underline{\hspace{2cm}}$$

3. Every night, Eloise reads 40 pages. How many total pages does she read at night during the 30 days of November?

Name _____

Date _____

Represent the following expressions with disks, regrouping as necessary. To the right, record the partial products vertically.

1. 6×41

hundreds	tens	ones

2. 7×31

hundreds	tens	ones

Name _____

Date _____

Represent the following expressions with disks, regrouping as necessary. To the right, record the partial products vertically.

1. 4×513

2. $3 \times 1,054$

Name _____

Date _____

1. Solve using the standard algorithm.

a. $\begin{array}{r} 608 \\ \times \quad 9 \\ \hline \end{array}$	b. $\begin{array}{r} 574 \\ \times \quad 7 \\ \hline \end{array}$
--	--

2. Morgan is 23 years old. Her grandfather is 4 times as old. How old is her grandfather?

Name _____

Date _____

1. Solve using the standard algorithm.

a. $2,348 \times 6$

b. $1,679 \times 7$

2. A farmer planted 4 rows of sunflowers. There were 1,205 plants in each row. How many sunflowers did he plant?

Name _____

Date _____

1. Solve using the standard algorithm, the area model, the distributive property, or the partial products method.

$$2,809 \times 4$$

2. The monthly school newspaper is 9 pages long. Mrs. Smith needs to print 675 copies. What will be the total number of pages printed?

Name _____

Date _____

Use the RDW process to solve the following problem.

Jennifer has 256 beads. Stella has 3 times as many beads as Jennifer. Tiah has 104 more beads than Stella. How many beads does Tiah have?

Name _____

Date _____

Solve using the RDW process.

1. Michael earns \$9 per hour. He works 28 hours each week. How much does he earn in 6 weeks?

2. David earns \$8 per hour. He works 40 hours each week. How much does he earn in 6 weeks?

3. After 6 weeks, who earned more money? How much more money?

Name _____

Date _____

Use the RDW process to solve the following problem.

Fifty-three students are going on a field trip. The students are divided into groups of 6 students. How many groups of 6 students will there be? If the remaining students form a smaller group, and one chaperone is assigned to every group, how many total chaperones are needed?

Name _____

Date _____

Solve using an array and area model.

1. $27 \div 5$

a.

b.

2. $32 \div 6$

a.

b.

Name _____

Date _____

Show the division using disks. Relate your work on the place value chart to long division. Check your quotient and remainder by using multiplication and addition.

1. $5 \div 3$

Ones

$3 \overline{) 5}$

quotient = _____

remainder = _____

Check Your Work

2. $65 \div 3$

Tens	Ones

$3 \overline{) 67}$

quotient = _____

remainder = _____

Check Your Work

Name _____

Date _____

Show the division using disks. Relate your model to long division. Check your quotient by using multiplication and addition.

1. $5 \div 4$

Ones

$4 \overline{) 5}$

quotient = _____

remainder = _____

Check Your Work

2. $56 \div 4$

Tens	Ones

$4 \overline{) 56}$

quotient = _____

remainder = _____

Check Your Work

Name _____

Date _____

Solve using the standard algorithm. Check your quotient and remainder by using multiplication and addition.

1. $93 \div 7$

2. $99 \div 8$

Name _____

Date _____

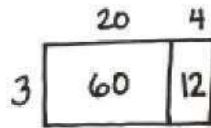
1. Molly’s photo album has a total of 97 pictures. Each page of the album holds 6 pictures. How many pages can Molly fill? Will there be any pictures left? If so, how many? Use place value disks to solve.

2. Marti’s photo album has a total of 45 pictures. Each page holds 4 pictures. She said she can only fill 10 pages completely. Do you agree? Explain why or why not.

Name _____

Date _____

1. Tony drew the following area model to find an unknown length. What division equation did he model?

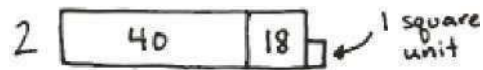


2. Solve $42 \div 3$ using the area model, a number bond, and a written method.

Name _____

Date _____

1. Kyle drew the following area model to find an unknown length. What division equation did he model?



2. Solve $93 \div 4$ using the area model, long division, and the distributive property.

Name _____

Date _____

1. Solve for the quotient. Rewrite each in unit form.

a. $600 \div 3 = 200$ 6 hundreds $\div 3 =$ ____ hundreds	b. $1,200 \div 6 =$ _____	c. $2,100 \div 7 =$ _____	d. $3,200 \div 8 =$ _____
---	---------------------------	---------------------------	---------------------------

2. Hudson and 7 of his friends found a bag of pennies. There were 320 pennies, which they shared equally. How many pennies did each person get?

Name _____

Date _____

Divide. Use place value disks to model each problem. Then, solve using the algorithm.

1. $423 \div 3$
Disks

Algorithm

2. $564 \div 4$
Disks

Algorithm

Name _____

Date _____

1. Divide. Check your work by multiplying. Draw disks on a place value chart as needed.

a. $776 \div 2$

b. $596 \div 3$

2. A carton of milk contains 128 ounces. Sara's son drinks 4 ounces of milk at each meal. How many 4-ounce servings will one carton of milk provide?

Name _____

Date _____

1. Divide, and then check using multiplication.

a. $1,773 \div 3$

b. $8,472 \div 5$

2. The post office had an equal number of each of 4 types of stamps. There was a total of 1,784 stamps. How many of each type of stamp did the post office have?

Name _____

Date _____

Divide. Check your solutions by multiplying.

1. $380 \div 4$

2. $7,040 \div 3$



Lesson 26: Solve division problems with a zero in the dividend or with a zero in the quotient.

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Name _____

Date _____

Solve the following problems. Draw strip diagrams to help you solve. Identify if the group size or the number of groups is unknown.

1. 572 cars were parked in a parking garage. The same number of cars was parked on each floor. If there were 4 floors, how many cars were parked on each floor?

2. 356 kilograms of flour were packed into sacks holding 2 kilograms each. How many sacks were packed?

**Lesson 27:**

Interpret division word problems as either *number of groups unknown* or *group size unknown*.



Name _____

Date _____

Solve the following problems. Draw strip diagrams to help you solve. If there is a remainder, shade in a small portion of the strip diagram to represent that portion of the whole.

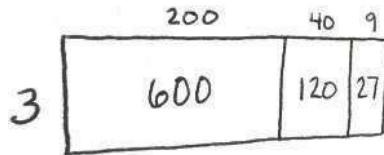
1. Mr. Foote needs exactly 6 folders for each fourth-grade student at Hoover Elementary School. If he bought 726 folders, to how many students can he supply folders?

2. Mrs. Terrance has a large bin of 236 crayons. She divides them equally among four containers. How many crayons does Mrs. Terrance have in each container?

Name _____

Date _____

1. Anna solved the following division problem by drawing an area model.



- a. What division problem did she solve?
- b. Show a number bond to represent Anna's area model, and represent the total length using the distributive property.

2. a. Draw an area model to solve $1,368 \div 2$.

- b. Draw a number bond to represent this problem.
- c. Record your work using the long division algorithm.

Name _____

Date _____

1. Use the associative property to rewrite each expression. Solve using disks, and then complete the number sentences.

20×41

$_____ \times _____ \times _____ = _____$

hundreds	tens	ones

2. Distribute 32 as $30 + 2$ and solve.

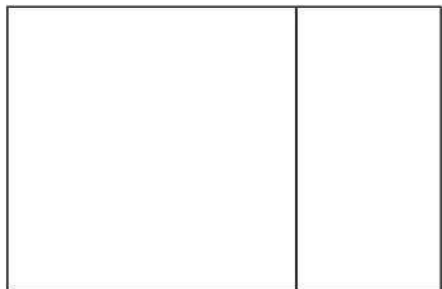
60×32

Name _____

Date _____

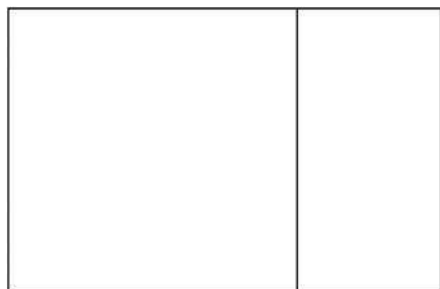
Use an area model to represent the following expressions. Then, record the partial products and solve.

1. 30×93



$$\begin{array}{r}
 93 \\
 \times 30 \\
 \hline
 \\
 + \\
 \hline
 \hline
 \end{array}$$

2. 40×76



$$\begin{array}{r}
 76 \\
 \times 40 \\
 \hline
 \\
 + \\
 \hline
 \hline
 \end{array}$$

Name _____

Date _____

Record the partial products to solve.

Draw an area model first to support your work, or draw the area model last to check your work.

1. 26×43

2. 17×55

Name _____

Date _____

1. Solve 43×22 using 4 partial products and 2 partial products. Remember to think in terms of units as you solve. Write an expression to find the area of each smaller rectangle in the area model.

<table style="margin-left: auto; margin-right: auto;"> <tr><td style="padding: 0 10px;">20</td><td style="padding: 0 10px;">2</td></tr> </table>	20	2	<table style="margin-left: auto; margin-right: auto;"> <tr><td style="padding: 0 10px;">22</td></tr> </table>	22	<table style="margin-left: auto; margin-right: auto;"> <tr><td style="padding: 0 10px;">22</td></tr> <tr><td style="padding: 0 10px;">× 43</td></tr> <tr><td style="border-top: 1px solid black; padding-top: 5px;">_____</td></tr> <tr><td style="border-top: 1px solid black; padding-top: 5px;">_____</td></tr> <tr><td style="border-top: 1px solid black; padding-top: 5px;">_____</td></tr> <tr><td style="border-top: 1px solid black; padding-top: 5px;">_____</td></tr> <tr><td style="border-top: 1px solid black; padding-top: 5px;">_____</td></tr> <tr><td style="border-top: 1px solid black; padding-top: 5px;">_____</td></tr> </table>	22	× 43	_____	_____	_____	_____	_____	_____
20	2												
22													
22													
× 43													

<p style="text-align: center;"><i>3 ones × 2 ones</i></p> <p style="text-align: center;"><i>3 ones × 2 tens</i></p> <p style="text-align: center;"><i>4 tens × 2 ones</i></p> <p style="text-align: center;"><i>4 tens × 2 tens</i></p>	<p style="text-align: center;"><i>3 ones × 22 ones</i></p> <p style="text-align: center;"><i>4 tens × 22 ones</i></p>												

2. Solve the following using 2 partial products.

	<table style="margin-left: auto; margin-right: auto;"> <tr><td style="padding: 0 10px;">64</td></tr> <tr><td style="padding: 0 10px;">× 15</td></tr> <tr><td style="border-top: 1px solid black; padding-top: 5px;">_____</td></tr> <tr><td style="border-top: 1px solid black; padding-top: 5px;">_____</td></tr> <tr><td style="border-top: 1px solid black; padding-top: 5px;">_____</td></tr> </table>	64	× 15	_____	_____	_____	<p style="text-align: center;"><i>5 ones × 64 ones</i></p> <p style="text-align: center;"><i>1 ten × 64 ones</i></p>
64							
× 15							

Name _____

Date _____

Solve using the multiplication algorithm.

1.

$$\begin{array}{r} 72 \\ \times 43 \\ \hline \end{array}$$

$$\begin{array}{r} \underline{\quad} \times \underline{\quad} \\ \underline{\quad} \times \underline{\quad} \\ \hline \end{array}$$

2. 35×53

Name _____

Date _____

1. Draw a line segment to connect the word to its picture.



.



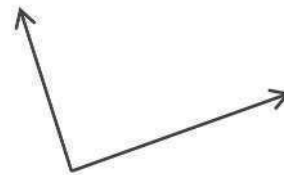
Ray

Line

Line segment

Point

Angle



2. How is a line different from a line segment?

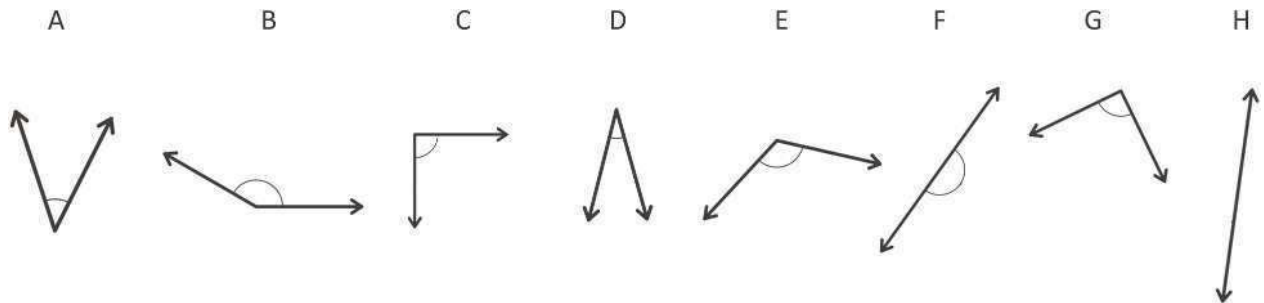
Name _____

Date _____

1. Fill in the blanks to make true statements using one of the following words: *acute*, *obtuse*, *right*, *straight*.

- In class, we made a _____ angle when we folded paper twice.
- An _____ angle is smaller than a right angle.
- An _____ angle is larger than a right angle, but smaller than a straight angle.

2. Use a right angle template to identify the angles below.



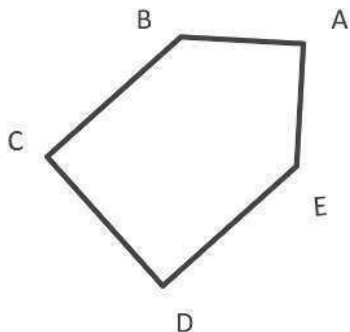
- Which angles are right angles? _____
- Which angles are obtuse angles? _____
- Which angles are acute angles? _____
- Which angles are straight angles? _____

Name _____

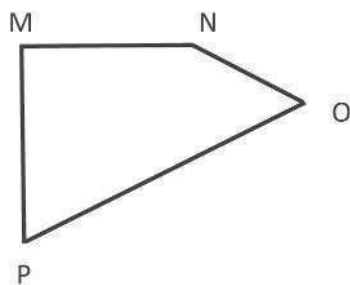
Date _____

Use a right angle template to measure the angles in the following figures. Mark each right angle with a small square. Then, name all pairs of perpendicular sides.

1.

 $\overline{BC} \perp$ _____

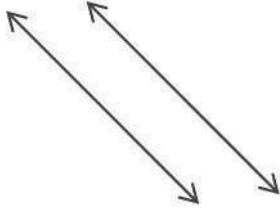
2.

 $\overline{MN} \perp$ _____

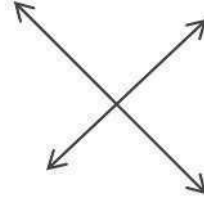
Name _____

Date _____

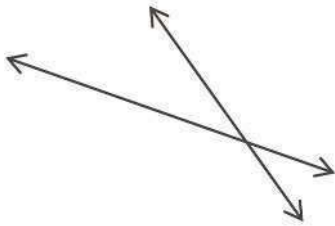
Look at the following pairs of lines. Identify if they are parallel, perpendicular, or intersecting.



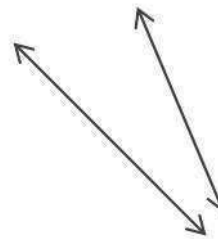
1. _____



2. _____



3. _____



4. _____

Name _____

Date _____

1. How many right angles make a circle, or a full turn?

2. What is the measurement of a right angle?

3. What fraction of a circle, or a full turn, is 1° ?

4. Name at least four benchmark angle measurements.



Name _____

Date _____

Use any protractor to measure the angles, and then record the measurements in degrees.

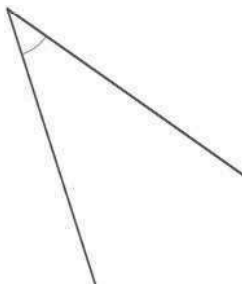
1.



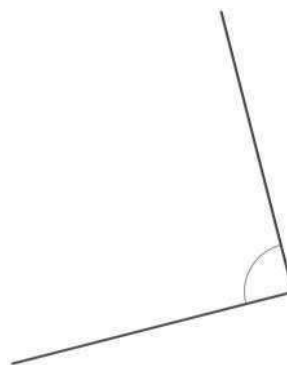
2.



3.



4.



Name _____

Date _____

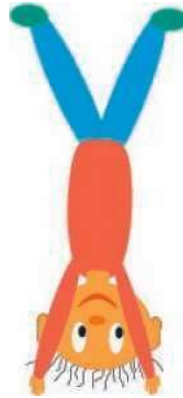
Construct angles that measure the given number of degrees. Draw an arc to indicate the angle that was measured.


1. 75° 2. 105° 3. 81° 4. 99° 

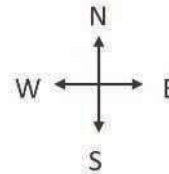
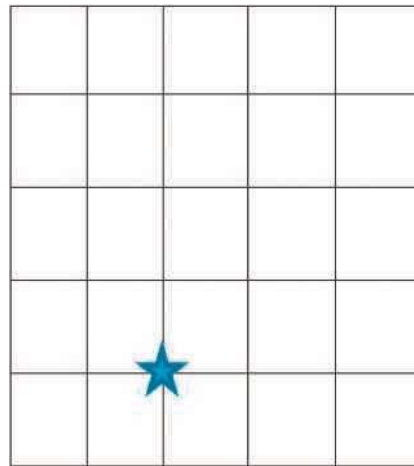
Name _____

Date _____

1. Marty was doing a handstand. Describe how many degrees his body will turn to be upright again.



2. Jeffrey started riding his bike at the . He travelled north for 3 blocks, then turned 90° to the right and rode for 2 blocks. In which direction was he headed? Sketch his route on the grid below. Each square unit represents 1 block.



Name _____

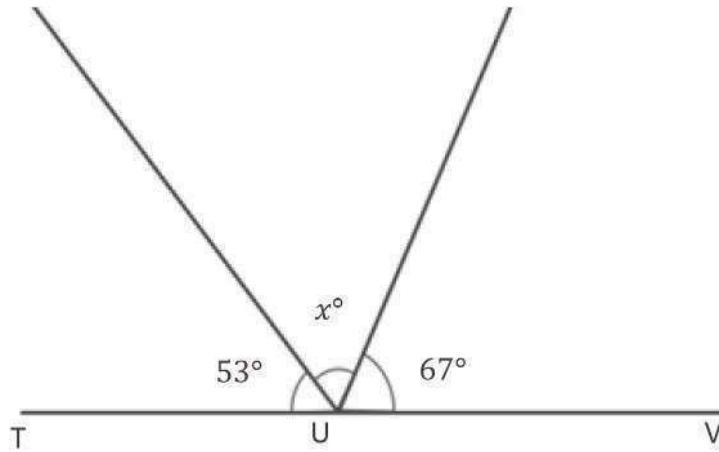
Date _____

1. Describe and sketch two combinations of the blue rhombus pattern block that create a straight angle.

2. Describe and sketch two combinations of the green triangle and yellow hexagon pattern block that create a straight angle.

Name _____

Date _____

Write an equation, and solve for x . $\angle TUV$ is a straight angle.

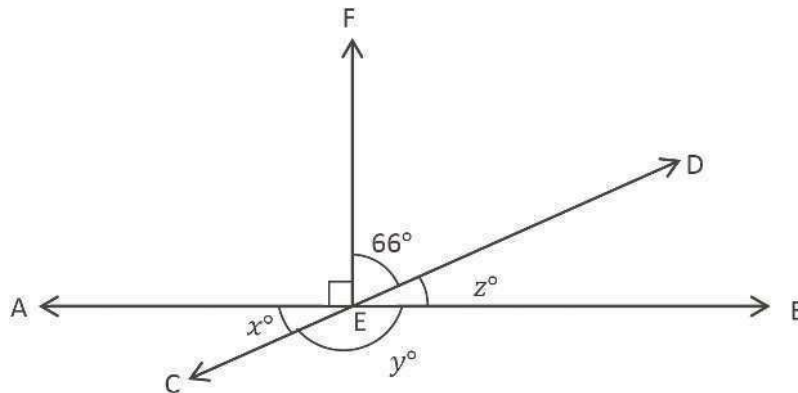
Equation: _____

 $x^\circ =$ _____

Name _____

Date _____

Write equations using variables to represent the unknown angle measurements. Find the unknown angle measurements numerically.



1. $x^\circ =$

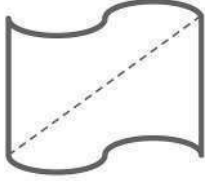
2. $y^\circ =$

3. $z^\circ =$

Name _____

Date _____

1. Is the line drawn a line of symmetry? Circle your choice.



Yes

No



Yes

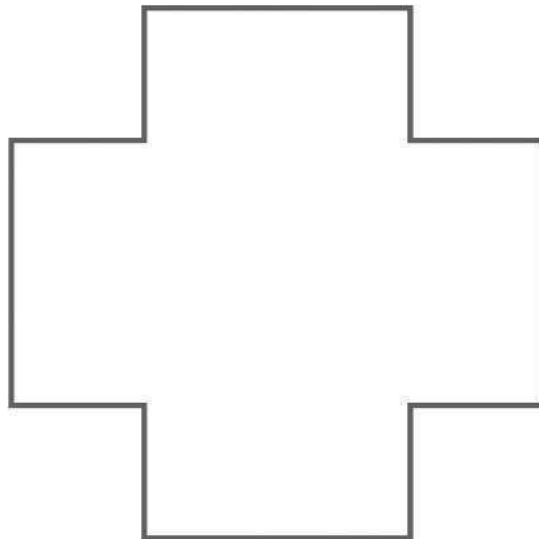
No



Yes

No

2. Draw as many lines of symmetry as you can find in the figure below.



Name _____

Date _____

1. Use appropriate tools to identify each triangle according to its angle measurements. Write the classification on the blank next to the triangle.

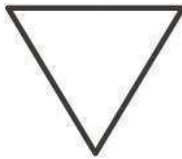
a.



b.



c.



Name _____

Date _____

1. Draw an obtuse triangle.

2. Draw a right triangle.

3. Every triangle has at least ____ acute angles.

Name _____

Date _____

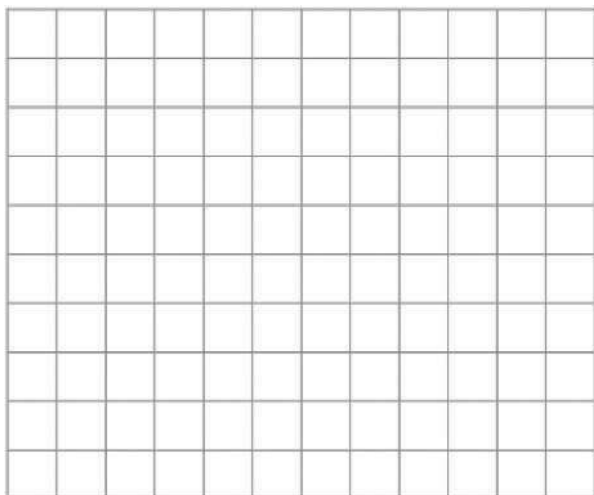
1. In the space below, draw a parallelogram.

2. Explain why a rectangle is a special parallelogram.

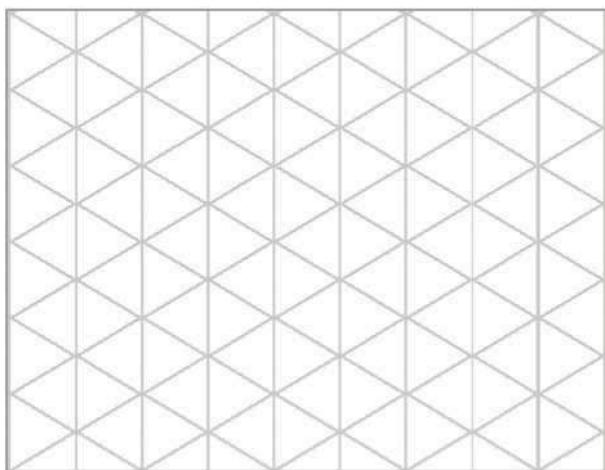
Name _____

Date _____

1. Construct a parallelogram that does not have any right angles on a rectangular grid.



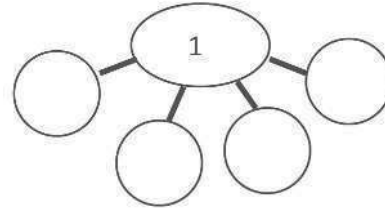
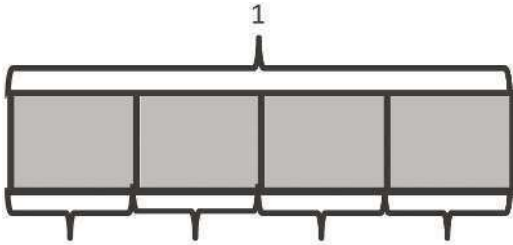
2. Construct a rectangle on a triangular grid.



Name _____

Date _____

1. Complete the number bond, and write the number sentence to match the strip diagram.



2. Draw and label strip diagrams to model each number sentence.

a. $1 = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

b. $\frac{5}{6} = \frac{2}{6} + \frac{2}{6} + \frac{1}{6}$

Name _____

Date _____

Step 1: Draw and shade a strip diagram of the given fraction.

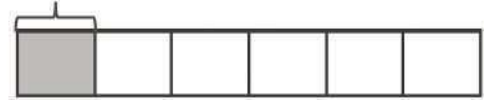
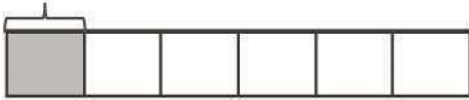
Step 2: Record the decomposition of the fraction in three different ways using number sentences.

$$\frac{4}{7}$$

Name _____

Date _____

1. The total length of the strip diagram represents 1. Decompose the shaded unit fraction as the sum of smaller unit fractions in at least two different ways.



2. Draw a strip diagram to prove the following statement.

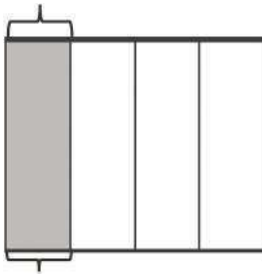
$$\frac{2}{3} = \frac{4}{6}$$

Name _____

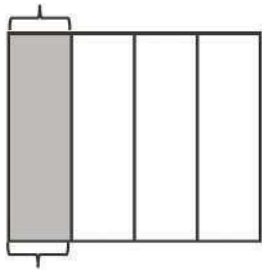
Date _____

1. Draw horizontal lines to decompose each rectangle into the number of rows as indicated. Use the model to give the shaded area as a sum of unit fractions.

- a. 2 rows



- b. 3 rows



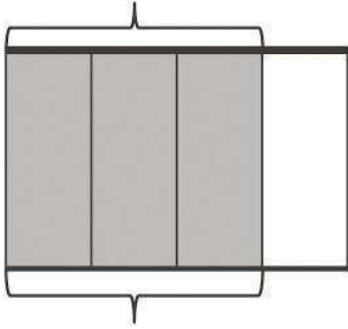
2. Draw an area model to show the decomposition represented by the number sentence below. Represent the decomposition as a sum of unit fractions.

$$\frac{3}{5} = \frac{6}{10}$$

Name _____

Date _____

1. The rectangle below represents 1. Draw horizontal lines to decompose the rectangle into eighths. Use the model to give the shaded area as a sum of unit fractions. Use parentheses to show the relationship between the number sentences.



2. Draw an area model to show the decomposition represented by the number sentence below.

$$\frac{4}{5} = \frac{8}{10}$$

Name _____

Date _____

Draw two different area models to represent $\frac{1}{4}$ by shading.
Decompose the shaded fraction into (a) eighths and (b) twelfths.
Use multiplication to show how each fraction is equivalent to $\frac{1}{4}$.

a.

b.

Name _____

Date _____

1. Use multiplication to create an equivalent fraction for the fraction below.

$$\frac{2}{5}$$

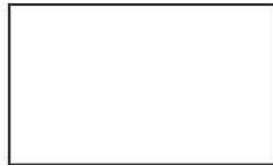
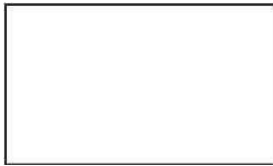
2. Determine if the following is a true number sentence. If needed, correct the statement by changing the right-hand side of the number sentence.

$$\frac{3}{4} = \frac{9}{8}$$

Name _____

Date _____

- a. In the first area model, show 2 sixths. In the second area model, show 4 twelfths. Show how both fractions can be composed, or renamed, as the same unit fraction.



- b. Express the equivalent fractions in a number sentence using division.

Name _____

Date _____

Draw an area model to show why the fractions are equivalent. Show the equivalence in a number sentence using division.

$$\frac{4}{10} = \frac{2}{5}$$

Name _____

Date _____

1. Partition a number line from 0 to 1 into sixths. Decompose $\frac{2}{6}$ into 4 equal lengths.
2. Write a number sentence using multiplication to show what fraction represented on the number line is equivalent to $\frac{2}{6}$.
3. Write a number sentence using division to show what fraction represented on the number line is equivalent to $\frac{2}{6}$.



Name _____

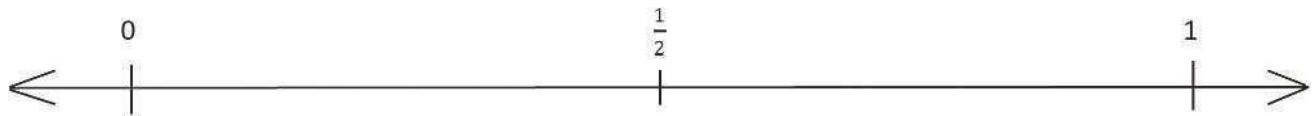
Date _____

1. Plot the following points on the number line without measuring.

a. $\frac{8}{10}$

b. $\frac{3}{5}$

c. $\frac{1}{4}$

2. Use the number line in Problem 1 to compare the fractions by writing $>$, $<$, or $=$ on the lines.

a. $\frac{1}{4}$ _____ $\frac{1}{2}$

b. $\frac{8}{10}$ _____ $\frac{3}{5}$

c. $\frac{1}{2}$ _____ $\frac{3}{5}$

d. $\frac{1}{4}$ _____ $\frac{8}{10}$

Name _____

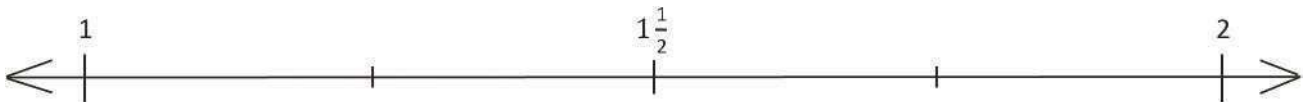
Date _____

1. Place the following fractions on the number line given.

a. $\frac{5}{4}$

b. $\frac{10}{7}$

c. $\frac{16}{9}$

2. Compare the fractions using $>$, $<$, or $=$.

a. $\frac{5}{4}$ _____ $\frac{10}{7}$

b. $\frac{5}{4}$ _____ $\frac{16}{9}$

c. $\frac{16}{9}$ _____ $\frac{10}{7}$

Name _____

Date _____

1. Draw strip diagrams to compare the following fractions:

$$\frac{2}{5} \quad \text{_____} \quad \frac{3}{10}$$

2. Use a number line to compare the following fractions:

$$\frac{4}{3} \quad \text{_____} \quad \frac{7}{6}$$



Name _____

Date _____

Draw an area model for each pair of fractions, and use it to compare the two fractions by writing $>$, $<$, or $=$ on the line.

1. $\frac{3}{4}$ _____ $\frac{4}{5}$

2. $\frac{2}{6}$ _____ $\frac{3}{5}$

Name _____

Date _____

1. Solve. Use a number bond to decompose the difference. Record your final answer as a mixed number.

$$\frac{16}{9} - \frac{5}{9}$$

2. Solve. Use a number bond to decompose the sum. Record your final answer as a mixed number.

$$\frac{5}{12} + \frac{10}{12}$$

Name _____

Date _____

1. Solve. Model the problem with a number line, and solve by both counting up and subtracting.

$$1 - \frac{2}{5}$$

2. Find the difference in two ways. Use a number bond to show the decomposition.

$$1\frac{2}{7} - \frac{5}{7}$$

Name _____

Date _____

Solve the following problems. Use number bonds to help you.

1. $\frac{5}{9} + \frac{2}{9} + \frac{4}{9}$

2. $1 - \frac{5}{8} - \frac{1}{8}$

Name _____

Date _____

Complete the subtraction sentences using number bonds. Draw a model if needed.

1. $6 - \frac{1}{5} = \underline{\hspace{2cm}}$

2. $8 - \frac{5}{6} = \underline{\hspace{2cm}}$

3. $7 - \frac{5}{8} = \underline{\hspace{2cm}}$

Name _____

Date _____

1. Rename the fraction as a mixed number by decomposing it into two parts. Model the decomposition with a number line and a number bond.

$$\frac{17}{5}$$

2. Convert the fraction to a mixed number. Model with a number line.

$$\frac{19}{3}$$

3. Convert the fraction to a mixed number.

$$\frac{11}{4}$$

Name _____

Date _____

Convert each mixed number to a fraction greater than 1.

1. $3\frac{1}{5}$

2. $2\frac{3}{5}$

3. $4\frac{2}{9}$

Name _____

Date _____

Compare the fractions given below by writing $>$, $<$, or $=$.

Give a brief explanation for each answer, referring to benchmark fractions.

1. $3\frac{2}{3}$ _____ $3\frac{4}{6}$

2. $\frac{12}{3}$ _____ $\frac{27}{7}$

3. $\frac{10}{6}$ _____ $\frac{5}{4}$

4. $3\frac{2}{5}$ _____ $3\frac{3}{10}$

Name _____

Date _____

Compare each pair of fractions using $>$, $<$, or $=$ using any strategy.

1. $4\frac{3}{8}$ _____ $4\frac{1}{4}$

2. $3\frac{4}{5}$ _____ $3\frac{9}{10}$

3. $2\frac{1}{3}$ _____ $2\frac{2}{5}$

4. $10\frac{2}{5}$ _____ $10\frac{3}{4}$



Lesson 23: Compare fractions greater than 1 by creating common numerators or denominators.



Name _____

Date _____

Mr. O’Neil asked his students to record the length of time they read over the weekend. The times are listed in the table.

- At the bottom of the page, make a dot plot of the data.
- One of the students read $\frac{3}{4}$ hour on Friday, $\frac{3}{4}$ hour on Saturday, and $\frac{3}{4}$ hour on Sunday. How many hours did that student read over the weekend? Name that student.

Student	Length of time (in hours)
Robin	$\frac{1}{2}$
Bill	1
Katrina	$\frac{3}{4}$
Kelly	$1\frac{3}{4}$
Mary	$1\frac{1}{2}$
Gail	$2\frac{1}{4}$
Scott	$1\frac{3}{4}$
Ben	$2\frac{2}{4}$

Name _____

Date _____

Estimate each sum or difference to the nearest half or whole number by rounding. Explain your estimate using words or a number line.

1. $2\frac{9}{10} + 2\frac{1}{4} \approx$ _____

2. $11\frac{8}{9} - 3\frac{3}{8} \approx$ _____

Name _____

Date _____

Solve.

1. $3\frac{2}{5} + \underline{\hspace{2cm}} = 4$

2. $2\frac{3}{8} + \frac{7}{8}$

Name _____

Date _____

Solve.

1. $2\frac{3}{8} + 1\frac{5}{8}$

2. $3\frac{4}{5} + 2\frac{3}{5}$

Name _____

Date _____

Solve.

1. $10\frac{5}{6} - \frac{4}{6}$

2. $8\frac{3}{8} - \frac{6}{8}$

Name _____

Date _____

Solve using any strategy.

1. $4\frac{2}{3} - 2\frac{1}{3}$

2. $12\frac{5}{8} - 8\frac{7}{8}$

Name _____

Date _____

Solve.

1. $7\frac{1}{6} - 2\frac{4}{6}$

2. $12\frac{5}{8} - 3\frac{7}{8}$

Name _____

Date _____

Use the RDW process to solve.

Jeff has ten packages that he wants to mail. Nine identical packages weigh $2\frac{7}{8}$ pounds each. A tenth package weighs two times as much as one of the other packages. How many pounds do all ten packages weigh?



Name _____

Date _____

1. Fill in the blank to make the sentence true in both fraction form and decimal form.

a. $\frac{9}{10}$ cm + _____ cm = 1 cm

0.9 cm + _____ cm = 1.0 cm

b. $\frac{4}{10}$ cm + _____ cm = 1 cm

0.4 cm + _____ cm = 1.0 cm

2. Match each amount expressed in unit form to its fraction form and decimal form.

3 tenths

 $\frac{5}{10}$

0.8

8 tenths

 $\frac{8}{10}$

0.3

5 tenths

 $\frac{3}{10}$

0.5

Name _____

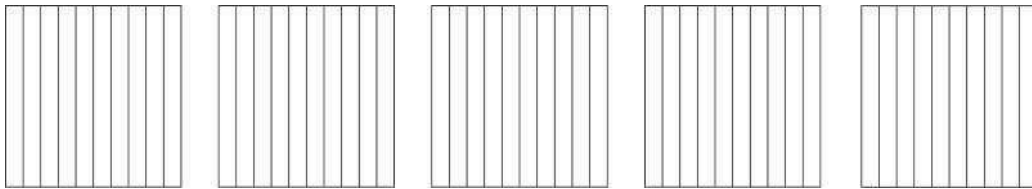
Date _____

1. For the length given below, draw a line segment to match. Express the measurement as an equivalent mixed number.

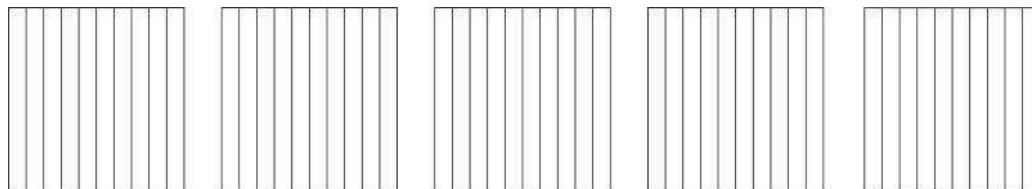
4.8 cm

2. Write the following in decimal form and as a mixed number. Shade the area model to match.

- a. 3 ones and 7 tenths = _____ = _____



- b. $\frac{24}{10}$ = _____ = _____

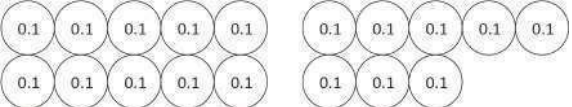


How much more is needed to get to 5? _____


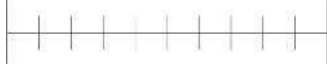
Name _____

Date _____

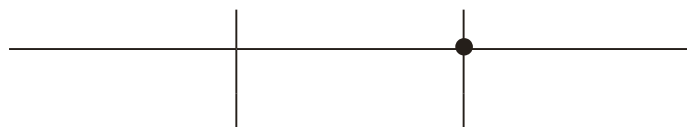
1. Circle groups of tenths to make as many ones as possible.

<p>How many tenths in all?</p>  <p>There are _____ tenths.</p>	<p>Write and draw the same number using ones and tenths.</p> <p>Decimal Form: _____</p> <p>How much more is needed to get to 2? _____</p>
---	---

2. Complete the chart.

Point	Number Line	Decimal Form	Mixed Number (ones and fraction form)	Expanded Notation (fraction or decimal form)	How much to get to the next one?
a.			$12 \frac{9}{10}$		
b.		70.7			

3. Label the place value chart, and then show $47 \frac{7}{10}$. Compare the values of the 7s using the words *one tenth as much*.

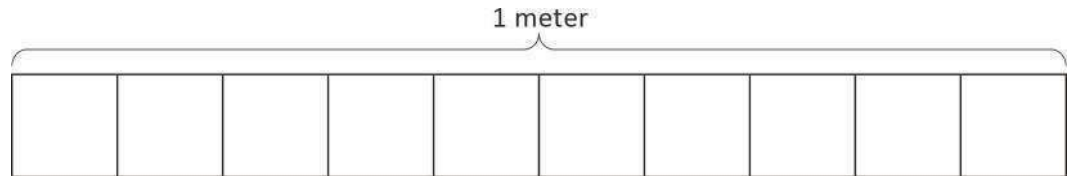


Name _____

Date _____

1. Shade in the amount shown. Then, write the equivalent decimal.

$$\frac{6}{10} \text{ m}$$



2. Draw a number bond, pulling out the tenths from the hundredths. Write the total as the equivalent decimal.

a. $\frac{62}{100} \text{ m}$

b. $\frac{27}{100}$

Name _____

Date _____

Use both tenths and hundredths place value disks to represent each fraction. Write the equivalent decimal, and fill in the blanks to represent each in unit form.

1. $\frac{7}{100} = 0.\underline{\quad}$

___ hundredths

2. $\frac{34}{100} = 0.\underline{\quad}$

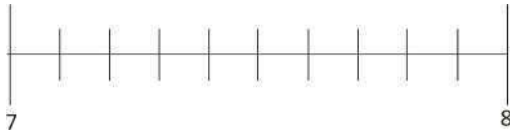
___ tenths ___ hundredths

Name _____

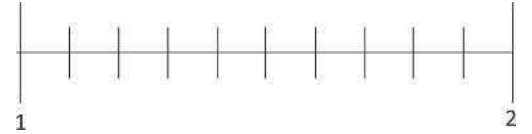
Date _____

1. Estimate to locate the points on the number lines. Mark the point, and label it as a decimal.

a. $7\frac{20}{100}$



b. $1\frac{75}{100}$



2. Write the equivalent fraction and decimal for each number.

a. 8 ones 24 hundredths

b. 2 ones 6 hundredths

Name _____

Date _____

1. Use the place value chart to answer the following questions. Express the value of the digit in unit form.

hundreds	tens	ones	.	tenths	hundredths
8	2	7		6	4

- a. The digit _____ is in the hundreds place. It has a value of _____.
- b. The digit _____ is in the tens place. It has a value of _____.
- c. The digit _____ is in the tenths place. It has a value of _____.
- d. The digit _____ is in the hundredths place. It has a value of _____.

2. Complete the following chart.

Fraction	Expanded Notation		Decimal
	Fraction Notation	Decimal Notation	
$422\frac{8}{100}$			
	$(3 \times 100) + (9 \times \frac{1}{10}) + (2 \times \frac{1}{100})$		

Name _____

Date _____

1. a. Draw place value disks to represent the following decomposition:

3 ones 2 tenths = _____ tenths

ones	.	tenths	hundredths

- b. 3 ones 2 tenths = _____ hundredths

2. Decompose the units.

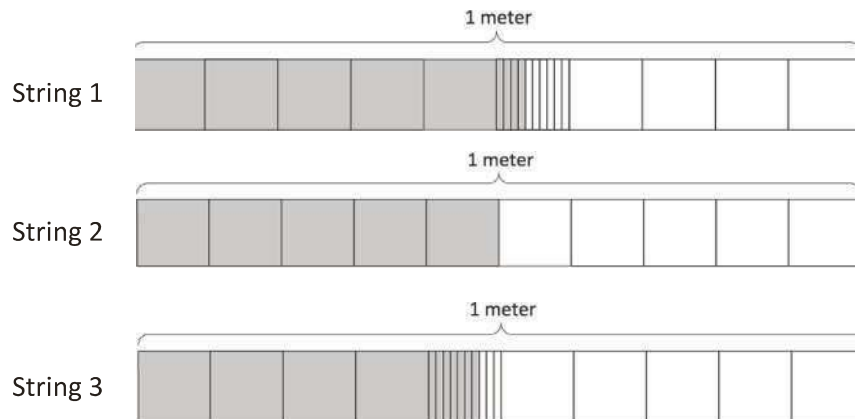
a. $2.6 =$ ____ tenths

b. $6.1 =$ ____ hundredths

Name _____

Date _____

1. a. Doug measures the lengths of three strings and shades strip diagrams to represent the length of each string as show below. Express, in decimal form, the length of each string.



- b. List the lengths of the strings in order from greatest to least.

2. Compare the values below using $>$, $<$, or $=$.

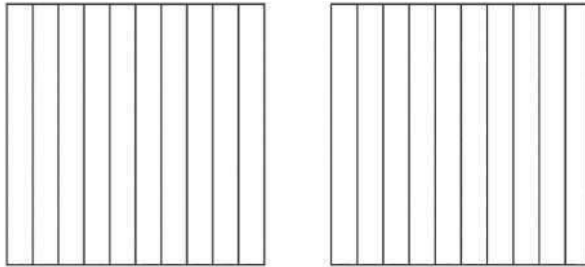
- a. $0.8 \text{ kg} \underline{\hspace{1cm}} 0.6 \text{ kg}$
 b. $0.36 \text{ kg} \underline{\hspace{1cm}} 0.5 \text{ kg}$
 c. $0.4 \text{ kg} \underline{\hspace{1cm}} 0.47 \text{ kg}$

Name _____

Date _____

1. Ryan says that 0.6 is less than 0.60 because it has fewer digits. Jessie says that 0.6 is greater than 0.60. Who is right? Why? Use the area models below to help explain your answer.

0.6 _____ 0.60



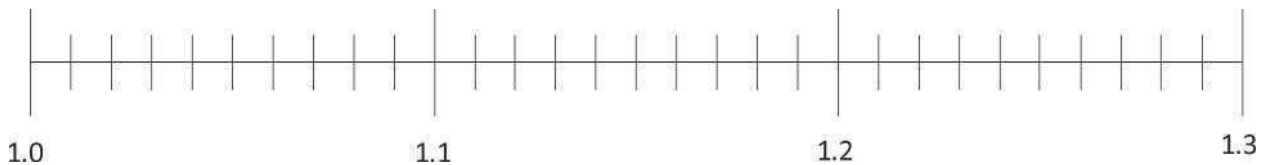
2. Use the symbols $<$, $>$, or $=$ to compare.
- a. 3.9 _____ 3.09
- b. 2.4 _____ 2 ones and 4 hundredths
- c. 7.84 _____ 78 tenths and 4 hundredths

Name _____

Date _____

1. Plot the following points on the number line using decimal form.

1 one and 1 tenth, $\frac{13}{10}$, 1 one and 20 hundredths, $\frac{129}{100}$, 1.11, $\frac{102}{100}$



2. Arrange the following numbers in order from greatest to least using decimal form. Use the > symbol between each number.

5.6, $\frac{605}{100}$, 6.15, $6\frac{56}{100}$, $\frac{516}{100}$, 6 ones and 5 tenths

Name _____

Date _____

1. Solve using a place value chart.

a. $13 \text{ tenths} + \frac{53}{100} = \underline{\hspace{2cm}}$

b. $1.06 + 4 \text{ ones } 28 \text{ hundredths} = \underline{\hspace{2cm}}$

tens	ones	•	tenths	hundredths

tens	ones	•	tenths	hundredths

Name _____

Date _____

1. Solve. Express your answer in decimal form.

a. $6.89 - 3 \text{ ones } 76 \text{ hundredths} =$ _____

b. $\frac{524}{100} - 1.41 =$ _____



Name _____

Date _____

Elise ran 6.43 kilometers on Saturday and 5.6 kilometers on Sunday. How many total kilometers did she run on Saturday and Sunday?



Lesson 14: Solve word problems involving the addition and subtraction of measurements in decimal form.

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Name _____

Date _____

Solve. Give the total amount of money in fraction form and decimal form.

1. 2 quarters and 3 dimes

2. 1 quarter 7 dimes and 23 pennies

Solve. Express the answer as a decimal.

3. 2 dollars 1 quarter 14 pennies + 3 dollars 2 quarters 3 dimes

Name _____

Date _____

1. What are two basic purposes of banks and other financial institutions?

2. Write one advantage and one disadvantage of saving money in a bank account.



Name _____

Date _____

List three variable expenses and three fixed expenses.

Fixed Expenses

Variable Expenses

- a. _____
- b. _____
- c. _____

Name _____

Date _____

Alex charges \$20 to mow one lawn. The table below gives Alex's costs when he mows each lawn. Calculate the profit Alex makes from mowing 3 lawns.

Gas for his mower for 1 lawn	\$0.85
Transportation to each lawn	\$0.25
Drinks and snacks as he mows 1 lawn	\$2.25

Name _____

Date _____

1. Solve.

a. 8 feet = _____ inches

b. 36 feet = _____ yards

c. _____ meters = 1,800 centimeters

2. William has 54 feet of fabric. How many yards of fabric does William have? (Remember that 1 yard = 3 feet.)

Name _____

Date _____

1. Complete the table.

Quarts	Cups
1	
	8
4	

2. Bonnie's doctor recommended that she drink 2 cups of milk per day. If she buys 3 quarts of milk, will it be enough milk to last 1 week? Explain how you know.

Name _____

Date _____

The astronauts from Apollo 17 completed 3 spacewalks while on the moon for a total duration of 22 hours 4 minutes. How many minutes did the astronauts walk in space?



Name _____

Date _____

Use RDW to solve the following problem.

Brian has a melon that weighs 3 pounds. He cut it into six equal pieces. How many ounces did each piece weigh?



Name _____

Date _____

Caitlin ran 1,680 feet on Monday and 2,340 feet on Tuesday. How many yards did she run in those two days?



Name _____

Date _____

1. Find the following sums and differences. Show your work.

a. $7 \text{ gal } 2 \text{ qt} + 3 \text{ gal } 3 \text{ qt} = \underline{\hspace{1cm}} \text{ gal } \underline{\hspace{1cm}} \text{ qt}$

b. $9 \text{ gal } 1 \text{ qt} - 5 \text{ gal } 3 \text{ qt} = \underline{\hspace{1cm}} \text{ gal } \underline{\hspace{1cm}} \text{ qt}$

2. Jason poured 1 gallon 1 quart of water into an empty 2-gallon bucket. How much more water can be added to reach the bucket's 2-gallon capacity?

Name _____

Date _____

Determine the following sums and differences. Show your work.

1. $4 \text{ yd } 1 \text{ ft} + 2 \text{ ft} = \underline{\hspace{2cm}} \text{ yd}$

2. $6 \text{ yd} - 1 \text{ ft} = \underline{\hspace{1cm}} \text{ yd } \underline{\hspace{1cm}} \text{ ft}$

3. $4 \text{ yd } 1 \text{ ft} + 3 \text{ yd } 2 \text{ ft} = \underline{\hspace{2cm}} \text{ yd}$

4. $8 \text{ yd } 1 \text{ ft} - 3 \text{ yd } 2 \text{ ft} = \underline{\hspace{1cm}} \text{ yd } \underline{\hspace{1cm}} \text{ ft}$

Name _____

Date _____

Determine the following sums and differences. Show your work.

1. $4 \text{ lb } 6 \text{ oz} + 10 \text{ oz} = \underline{\quad} \text{ lb } \underline{\quad} \text{ oz}$

2. $12 \text{ lb } 4 \text{ oz} + 3 \text{ lb } 14 \text{ oz} = \underline{\quad} \text{ lb } \underline{\quad} \text{ oz}$

3. $5 \text{ lb } 4 \text{ oz} - 12 \text{ oz} = \underline{\quad} \text{ lb } \underline{\quad} \text{ oz}$

4. $20 \text{ lb } 5 \text{ oz} - 13 \text{ lb } 7 \text{ oz} = \underline{\quad} \text{ lb } \underline{\quad} \text{ oz}$

Name _____

Date _____

Find the following sums and differences. Show your work.

1. $2 \text{ hr } 25 \text{ min} + 25 \text{ min} = \underline{\hspace{1cm}} \text{ hr } \underline{\hspace{1cm}} \text{ min}$

2. $4 \text{ hr } 45 \text{ min} + 2 \text{ hr } 35 \text{ min} = \underline{\hspace{1cm}} \text{ hr } \underline{\hspace{1cm}} \text{ min}$

3. $11 \text{ hr } 6 \text{ min} - 32 \text{ min} = \underline{\hspace{1cm}} \text{ hr } \underline{\hspace{1cm}} \text{ min}$

4. $8 \text{ hr } 9 \text{ min} - 6 \text{ hr } 42 \text{ min} = \underline{\hspace{1cm}} \text{ hr } \underline{\hspace{1cm}} \text{ min}$

Name _____

Date _____

Use RDW to solve the following problem.

Hadley spent 1 hour and 20 minutes completing her math homework, 45 minutes completing her social studies homework, and 30 minutes studying her spelling words. How much time did Hadley spend on homework and studying?



Name _____

Date _____

Use RDW to solve the following problem.

Judy spent 1 hour 15 minutes less than Sandy exercising last week. Sandy spent 50 minutes less than Mary, who spent 3 hours at the gym. How long did Judy spend exercising?

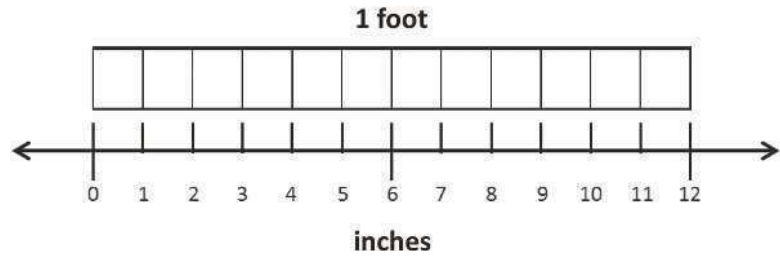
Name _____

Date _____

1. Solve the problems using whatever tool works best for you.

a. $\frac{\quad}{12}$ ft = $\frac{1}{2}$ ft = _____ in

b. $\frac{\quad}{12}$ ft = $\frac{3}{4}$ ft = _____ in



2. Solve.

a. $1\frac{1}{3}$ yd = _____ ft

b. $5\frac{3}{4}$ gal = _____ qt

Name _____

Date _____

1. Draw a strip diagram to show that $4\frac{3}{4}$ gallons = 19 quarts.

2. Solve.

a. $1\frac{1}{4}$ pounds = _____ ounces

b. $2\frac{3}{4}$ hr = _____ min

c. $5\frac{1}{2}$ feet = _____ inches

d. $3\frac{5}{6}$ ft = _____ in

Name _____

Date _____

Use RDW to solve the following problem.

It took Gigi 1 hour and 20 minutes to complete a bicycle race. It took Johnny twice as long because he got a flat tire. How many minutes did it take Johnny to finish the race?

Name _____

Date _____

1. Draw a dot plot for the following data measured in inches:

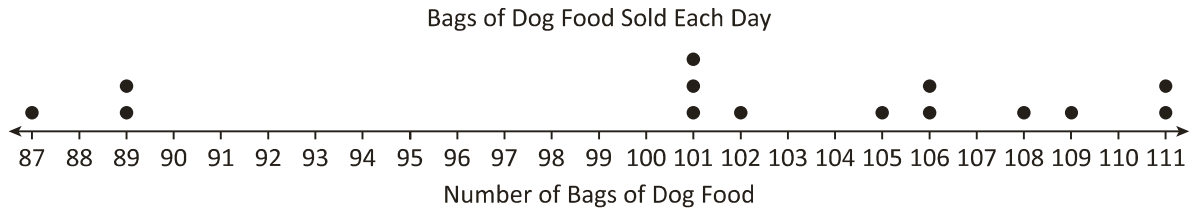
 $1\frac{1}{2}, 2\frac{3}{4}, 3, 2\frac{3}{4}, 2\frac{1}{2}, 2\frac{3}{4}, 3\frac{3}{4}, 3, 3\frac{1}{2}, 2\frac{1}{2}, 3\frac{1}{2}$

2. Explain how you decided to divide your wholes into fractional parts and how you decided where your number scale should begin and end.

Name _____

Date _____

1. The pet shop tracked the number of bags of dog food they sold each day for two weeks.



- a. Chris made three errors when he created a stem-and-leaf plot using the data in the dot plot. Identify the three errors.

Bags of Dog Food Sold Each Day

Stem	Leaf
8	7 9 9
10	1 1 1 2 2 5 6 6 8 9
11	1 1

1|2 means 102 bags of dog food.

- b. Correct Chris' errors by creating a stem-and-leaf plot that shows the same data as the dot plot.

Name _____

Date _____

1. A workout group decided to do a challenge for the most sit-ups in one minute. Below are the number of sit-ups each person completed in one minute.

23, 27, 18, 21, 31, 23, 24, 20, 25, 28

- a. Penny created a stem-and-leaf plot to display the data. What error did Penny make?

Number of Sit-Ups in One Minute

Stem	Leaf
1	8
2	1 3 3 4 5 7 8
3	1

2 1 means 21 sit-ups.

- b. What do you think is a typical number of sit-ups completed in one minute? Explain your thinking.

- c. The group has pledged to complete 300 sit-ups in all. How many more sit-ups must be done?