

Name _____

Date _____

1. The picture below shows 4 groups of 2 slices of watermelon. Fill in the blanks to make true repeated addition and multiplication sentences that represent the picture.



$$2 + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$4 \times \underline{\quad} = \underline{\quad}$$

2. Draw a picture to show $3 + 3 + 3 = 9$. Then, write a multiplication sentence to represent the picture.

Name _____

Date _____

1.



a. There are 4 rows of stars. How many stars are in each row? _____

b. Write a multiplication equation to describe the array. _____

2. Judy collects seashells. She arranges them in 3 rows of 6. Draw Judy's array to show how many seashells she has altogether. Then, write a multiplication equation to describe the array.

Name _____

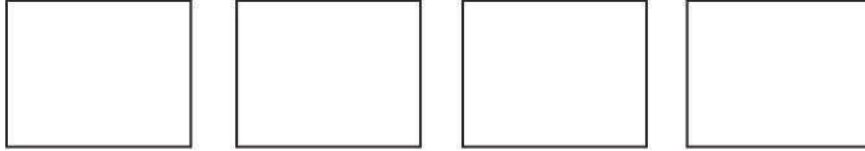
Date _____

Draw an array that shows 5 rows of 3 squares. Then, show a number bond where each part represents the amount in one row.

Name _____

Date _____

1. There are 16 glue sticks for the class. The teacher divides them into 4 equal groups. Draw the number of glue sticks in each group.



There are _____ glue sticks in each group.

$$16 \div \underline{\quad} = \underline{\quad}$$

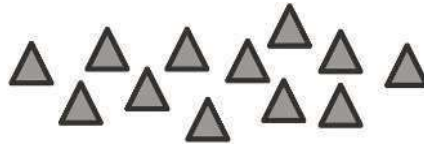
2. Draw a picture to show $15 \div 3$. Then, fill in the blank to make a true division sentence.

$$15 \div 3 = \underline{\quad}$$

Name _____

Date _____

1. Divide 12 triangles into groups of 6.



$$12 \div 6 = \underline{\quad}$$

2. Spencer buys 20 strawberries to make smoothies. Each smoothie needs 5 strawberries. Use a count-by to find the number of smoothies Spencer can make. Make a drawing to match your counting.

Name _____

Date _____

Cesar arranges 12 notecards into rows of 6 for his presentation. Draw an array to represent the problem.

$12 \div 6 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} \times 6 = 12$

What do the unknown factor and quotient represent? _____

Name _____

Date _____

$$2 \times 5 = 5 \times 2$$

Do you agree or disagree with the statement in the box? Draw arrays and use skip-counting to explain your thinking.

Name _____

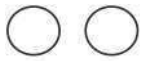
Date _____

Mary Beth organizes stickers on a page in her sticker book. She arranges them in 3 rows and 4 columns.

- Draw an array to show Mary Beth's stickers.
- Use your array to write a multiplication sentence to find Mary Beth's total number of stickers.
- Label your array to show how you skip-count to solve your multiplication sentence.
- Use what you know about the commutative property to write a different multiplication sentence for your array.

Name _____

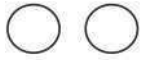
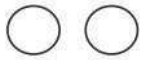
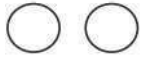
Date _____



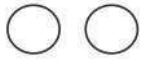
1. Mrs. Stern roasts cloves of garlic. She places 10 rows of two cloves on a baking sheet.

Write an equation to describe the number of cloves Mrs. Stern bakes.

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

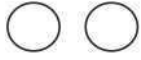
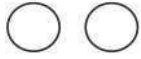


2. When the garlic is roasted, Mrs. Stern uses some for a recipe. There are 2 rows of two garlic cloves left on the pan.

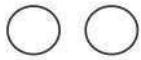
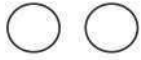


- a. Complete the equation below to show how many garlic cloves Mrs. Stern uses.

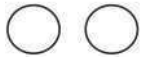
$$\underline{\hspace{2cm}} \text{ twos} - \underline{\hspace{2cm}} \text{ twos} = \underline{\hspace{2cm}} \text{ twos}$$



- b. $20 - \underline{\hspace{2cm}} = 16$



- c. Write an equation to describe the number of garlic cloves Mrs. Stern uses.

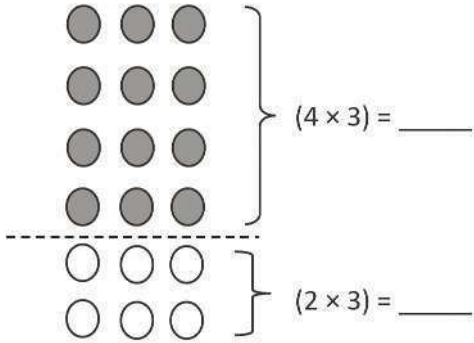


$$\underline{\hspace{2cm}} \times 2 = \underline{\hspace{2cm}}$$

Name _____

Date _____

1. $6 \times 3 =$ _____

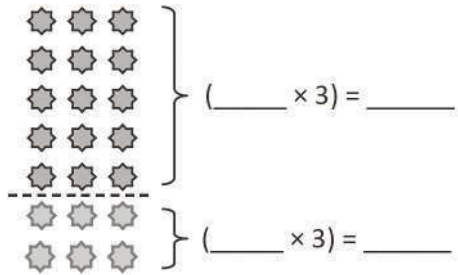


$(4 \times 3) + (2 \times 3) =$ _____ $+$ _____

$6 \times 3 =$ _____ $+$ _____

_____ $\times 3 =$ _____

2. $7 \times 3 =$ _____



$(5 \times 3) + (2 \times 3) =$ _____ $+$ _____

$7 \times 3 =$ _____ $+$ _____

_____ $\times 3 =$ _____

Name _____

Date _____

Ms. McCarty has 18 stickers. She puts 2 stickers on each homework paper and has no more left. How many homework papers does she have? Model the problem with both an array and a labeled strip diagram.



Name _____

Date _____

There are 14 mints in 1 box. Cecilia eats 2 mints each day. How many days does it take Cecilia to eat 1 box of mints? Draw and label a strip diagram to solve.

It takes Cecilia _____ days to eat 1 box of mints.

Name _____

Date _____

1. Andrea uses 21 apple slices to decorate pies. She puts 3 slices on each pie. How many pies does Andrea make? Draw and label a strip diagram to solve.

2. There are 24 soccer players on the field. They form 3 equal teams. How many players are on each team?



Lesson 13: Interpret the quotient as the number of groups or the number of objects in each group using units of 3.

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Name _____

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Arthur has 4 boxes of chocolates. Each box has 6 chocolates inside. How many chocolates does Arthur have altogether? Draw and label a strip diagram to solve.



Name _____

Date _____

Draw and label 2 strip diagrams to show that $4 \times 3 = 3 \times 4$. Use your diagrams to explain how you know the statement is true.



Lesson 15: Relate arrays to strip diagrams to model the commutative property of multiplication.

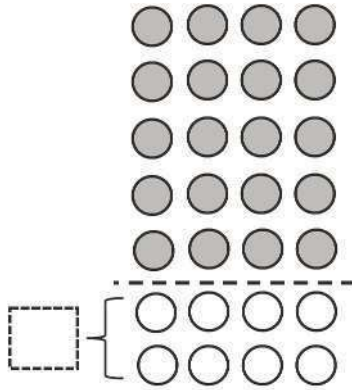
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Name _____

Date _____

Destiny says, “I can use 5×4 to find the answer to 7×4 .” Use the array below to explain Destiny’s strategy using words and numbers.



$$(7 \times 4) = (5 \times 4) + (2 \times 4)$$

$$= \underline{\quad} + \underline{\quad}$$

$$= \underline{\quad}$$

Name _____

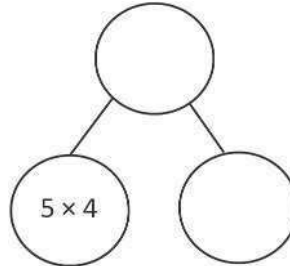
Date _____

Dylan used the break apart and distribute strategy to solve a multiplication problem. Look at his work below, write the multiplication problem Dylan solved, and complete the number bond.

Dylan's work:

$$(5 \times 4) + (1 \times 4) =$$

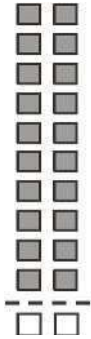
$$20 + 4 = 24$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Name _____

Date _____

Complete the equations below to solve $22 \div 2 = \underline{\quad}$.

$$(20 \div 2) = \underline{\quad}$$

$$(\underline{\quad} \div 2) = \underline{\quad}$$

$$(22 \div 2) = (20 \div 2) + (\underline{\quad} \div 2)$$

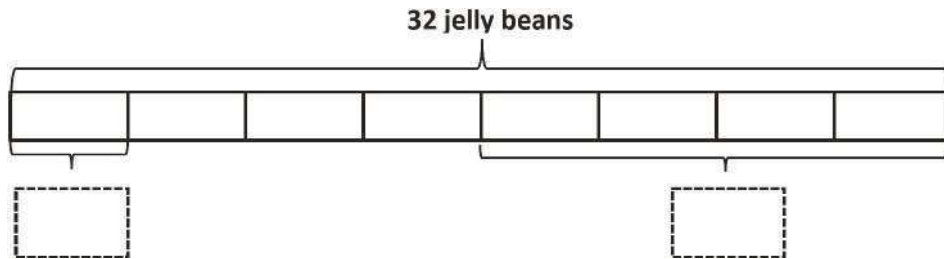
$$= \underline{\quad} + \underline{\quad}$$

$$= \underline{\quad}$$

Name _____

Date _____

1. Thirty-two jelly beans are shared by 8 students.



- a. How many jelly beans will each student get?
- b. How many jelly beans will 4 students get?

-
2. The teacher has 30 apple slices and 20 pear slices. Five children equally share all of the fruit slices. How many fruit slices does each child get?

Name _____

Date _____

Ms. Egeregor buys 27 books for her classroom library. She buys an equal number of fiction, nonfiction, and poetry books. She shelves all of the poetry books first. Draw and label a strip diagram to show how many books Ms. Egeregor has left to shelve.



Lesson 21: Solve two-step word problems involving all four operations, and assess the reasonableness of answers.



Name _____

Date _____

The table to the right shows how much time it takes each of the 5 students to do 15 jumping jacks.

Maya	16 seconds
Riley	15 seconds
Jake	14 seconds
Nicholas	15 seconds
Adeline	17 seconds

- a. Who finished 15 jumping jacks the fastest?
- b. Who finished their jumping jacks in the exact same amount of time?
- c. How many seconds faster did Jake finish than Adeline?

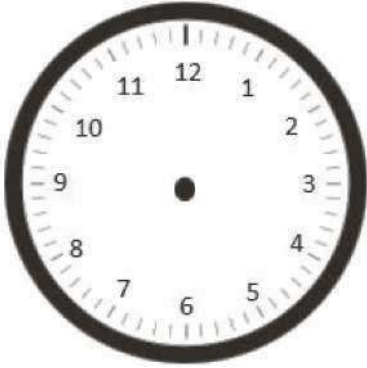


Name _____

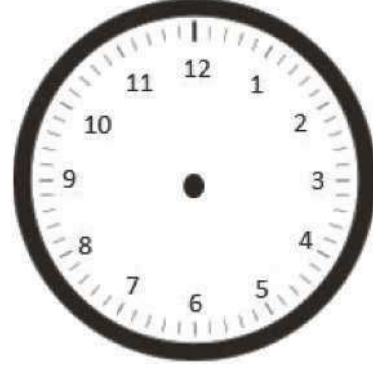
Date _____

Independent reading time starts at 1:34 p.m. It ends at 1:56 p.m.

1. Draw the start time on the clock below.



2. Draw the end time on the clock below.



3. How many minutes does independent reading time last?

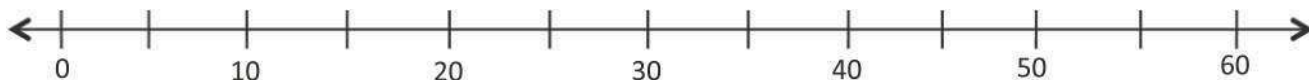
Name _____

Date _____

Michael spends 19 minutes on his math homework and 17 minutes on his science homework.

How many minutes does Michael spend doing his homework?

Model the problem on the number line, and write an equation to solve.



Michael spends _____ minutes on his homework.



Lesson 3: Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.



Name _____

Date _____

Ten bags of sugar weigh 1 kilogram. How many grams does each bag of sugar weigh?



Lesson 4: Build and decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram.

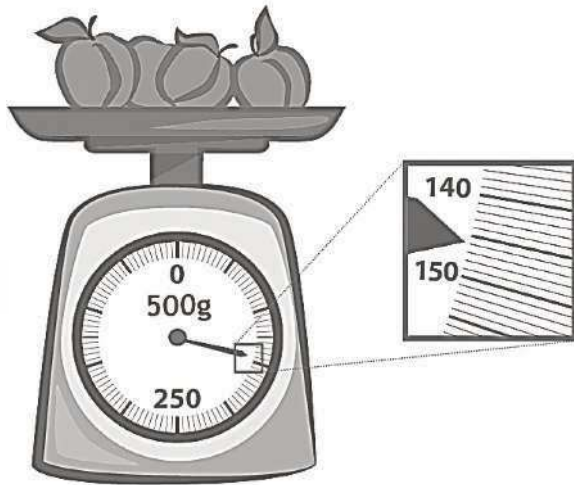
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Name _____

Date _____

1. Read and write the weights below. Write the word *kilogram* or *gram* with the measurement.





2. Circle the correct unit of weight for each estimation.
- An orange weighs about 200 (grams / kilograms).
 - A basketball weighs about 624 (grams / kilograms).
 - A brick weighs about 2 (grams / kilograms).
 - A small packet of sugar weighs about 4 (grams / kilograms).
 - A tiger weighs about 190 (grams / kilograms).

Name _____

Date _____

The weights of a backpack and suitcase are shown below.



- How much heavier is the suitcase than the backpack?
- What is the total weight of 4 identical backpacks?
- How many backpacks weigh the same as one suitcase?

Name _____

Date _____

1. Morgan fills a 1-liter jar with water from the pond. She uses a 100-milliliter cup to scoop water out of the pond and pour it into the jar. How many times will Morgan scoop water from the pond to fill the jar?

2. How many groups of 10 milliliters are in 1 liter? Explain.

There are _____ groups of 10 milliliters in 1 liter.

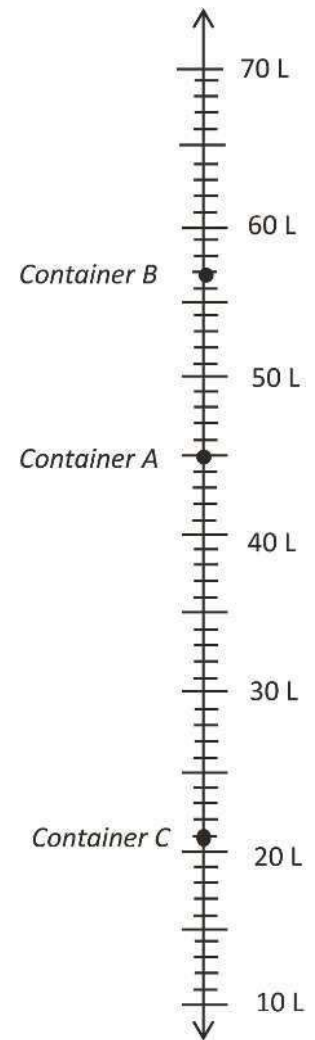


Name _____

Date _____

1. Use the number line to record the capacity of the containers.

Container	Capacity in Liters
A	
B	
C	



2. What is the difference between the capacity of Container A and Container C?

Name _____

Date _____

The capacities of three cups are shown below.



Cup A
160 mL



Cup B
280 mL



Cup C
237 mL

- Find the total capacity of the three cups.
- Bill drinks exactly half of Cup B. How many milliliters are left in Cup B?
- Anna drinks 3 cups of tea from Cup A. How much tea does she drink in total?

Name _____

Date _____

1. Label the missing place value units. Then, write the number in standard form.

			hundreds	tens	ones
	●	● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ● ●	

Standard form: _____

2. Write the numbers in standard form. Be sure to place commas where appropriate.

a. 5 thousands 1 hundred 6 tens 8 ones = _____

b. 3 thousands 4 ten thousands 7 hundreds 2 ones 1 ten = _____

3. Represent each addend with place value disks in the place value chart. Show the bundling of smaller units to make larger units. Write the sum in standard form.

2 ten thousands + 11 thousands = _____

hundred thousands	ten thousands	thousands	hundreds	tens	ones

Name _____

Date _____

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

- Label the units on the chart.
 - Write the number $70,000 + 5,000 + 400 + 80 + 1$ in the place value chart.
 - Write the number in expanded notation.
2. Write forty-six thousand, three hundred, thirty-five in expanded notation.

Name _____ Date _____

1. A family is buying a used car. They are choosing among four car models. Use the information in the chart to order the car prices from least to greatest. Then name the car model with the lowest price.

Used Car Model	Price
Model A	\$19,600
Model B	\$20,195
Model C	\$19,499
Model D	\$19,998

2. Use each of the digits 5, 6, 7, 8, and 9 exactly once to create a five-digit number that makes the comparison true.

$$80,000 + 9,000 + 200 + 10 + 4 \quad \textcircled{<} \quad \underline{\hspace{2cm}}$$

Name _____

Date _____

The weight of a golf ball is shown below.



- The golf ball weighs _____.
- Round the weight of the golf ball to the nearest ten grams. Model your thinking on the number line.
- The golf ball weighs about _____.
- Explain how you used the halfway point on the number line to round to the nearest ten grams.

Name _____

Date _____

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

a. $26 \approx$ _____



b. $276 \approx$ _____




2. Bobby rounds 603 to the nearest ten. He says it is 610. Is he correct? Why or why not? Use a number line and words to explain your answer.

Name _____

Date _____

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

a. $137 \approx$ _____	b. $1,761 \approx$ _____
------------------------	--------------------------




2. There are 685 people at an orchestra performance. Draw a vertical number line to round the number of people to the nearest hundred people.

Name _____

Date _____


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

2,137 \approx _____



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

17,560 \approx _____



3. There are 7,847 hot dogs sold at the baseball game. Draw a vertical number line to round the number of hot dogs to the nearest ten hot dogs.

Name _____

Date _____

1. Find the sums below. Choose mental math or the algorithm.

a. $24 \text{ cm} + 36 \text{ cm}$

b. $562 \text{ m} + 180 \text{ m}$

c. $345 \text{ km} + 239 \text{ km}$

2. Brianna jogs 15 minutes more on Sunday than Saturday. She jogged 26 minutes on Saturday.

a. How many minutes does she jog on Sunday?

b. How many minutes does she jog in total?



Name _____

Date _____

1. Find the sums.

a. $78 \text{ g} + 29 \text{ g}$

b. $328 \text{ kg} + 289 \text{ kg}$

c. $509 \text{ L} + 293 \text{ L}$

2. The third-grade class sells lemonade to raise funds. After selling 58 liters of lemonade in 1 week, they still have 46 liters of lemonade left. How many liters of lemonade did they have at the beginning?

Name _____

Date _____

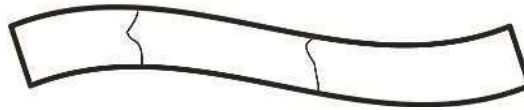
1. Solve the subtraction problems below.

a. $381 \text{ mL} - 146 \text{ mL}$

b. $730 \text{ m} - 426 \text{ m}$

c. $509 \text{ kg} - 384 \text{ kg}$

2. The total length of a banner is 408 centimeters. Carly paints it in 3 sections. The first 2 sections she paints are 187 centimeters long altogether. How long is the third section?



Name _____

Date _____

1. Solve the subtraction problems below.

a. $346 \text{ m} - 187 \text{ m}$

b. $700 \text{ kg} - 592 \text{ kg}$

2. The farmer's sheep weighs 647 kilograms less than the farmer's cow. The cow weighs 725 kilograms. How much does the sheep weigh?



Lesson 21: Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.

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Name _____

Date _____

Kathy buys a total of 416 grams of frozen yogurt for herself and a friend. She buys 1 large cup and 1 small cup.



Large Cup	363 grams
Small Cup	? grams

- Estimate how many grams are in the small cup of yogurt by rounding.
- Estimate how many grams are in the small cup of yogurt by rounding in a different way.
- How many grams are actually in the small cup of yogurt?
- Is your answer reasonable? Which estimate was closer to the exact weight? Explain why.

Name _____

Date _____

Rogelio drinks water at every meal. At breakfast, he drinks 237 milliliters. At lunch, he drinks 300 milliliters. At dinner, he drinks 177 milliliters.

- a. Estimate the total amount of water Rogelio drinks. Then, find the actual amount of water he drinks at all three meals.

- b. Estimate how much more water Rogelio drinks at lunch than at dinner. Then, find how much more water Rogelio actually drinks at lunch than at dinner.



Lesson 23: Estimate sums and differences of measurements by rounding, and then solve mixed word problems.

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Name _____

Date _____

Solve using strip diagrams, and an equation.

1. A blue paper strip is 2 centimeters long. A red paper strip is 3 times as long as the blue paper strip. How long is the red paper strip?

2. A yellow paper strip is 45 inches long. It is 5 times as long as a blue paper strip. How long is the blue paper strip?

Name _____

Date _____

1. Iggy and Nora are saving their allowances. Nora saves three times as much as Iggy. Fill in the table to show how much money Iggy and Nora save.

Iggy	Nora
1	
	9
5	
10	
	27

2. The table shows what happens when the magician puts a number in his magic box. Fill in the blank using the words *times as much*.

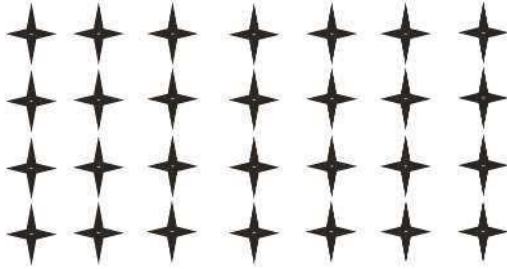
In	Out
2	4
10	20
8	16
3	6

The number that comes out of the box is _____ as the number that goes into the box.

Name _____

Date _____

1. Use the array to write two different multiplication facts.



$$\underline{\quad} = \underline{\quad} \times \underline{\quad}$$

$$\underline{\quad} = \underline{\quad} \times \underline{\quad}$$

2. Karen says, "If I know $3 \times 8 = 24$, then I know the answer to 8×3 ." Explain why this is true.

Name _____

Date _____

Use a fives fact to help you solve 7×6 . Show your work using pictures, numbers, or words.



Lesson 6: Apply the distributive and commutative properties to relate multiplication facts $5 \times n + n$ to $6 \times n$ and $n \times 6$ where n is the size of the unit.

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Name _____

Date _____

Find the value of the unknown in Problems 1–4.

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

2. $30 \div 6 = \square$
 $\square = \underline{\hspace{2cm}}$

3. $8 \times \square = 24$
 $\square = \underline{\hspace{2cm}}$

4. $\square \div 4 = 7$
 $\square = \underline{\hspace{2cm}}$

5. Mr. Strand waters his rose bushes for a total of 15 minutes. He waters each rose bush for 3 minutes. How many rose bushes does Mr. Strand water? Represent the problem using multiplication and division sentences and a box for the unknown. Then, solve the problem.

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

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

Name _____

Date _____

1. Sylvia solves 6×9 by adding $48 + 6$. Show how Sylvia breaks apart and bonds her numbers to complete the ten. Then, solve.

2. Skip-count by six to solve the following:

a. $8 \times 6 =$ _____

b. $54 \div 6 =$ _____



Name _____

Date _____

Complete the count-by seven sequence below. Then, write a multiplication equation and a division equation to represent each number in the sequence.

7, 14, _____, 28, _____, 42, _____, _____, 63, _____

a. _____ \times 7 = _____ _____ \div 7 = _____

b. _____ \times 7 = _____ _____ \div 7 = _____

c. _____ \times 7 = _____ _____ \div 7 = _____

d. _____ \times 7 = _____ _____ \div 7 = _____

e. _____ \times 7 = _____ _____ \div 7 = _____

f. _____ \times 7 = _____ _____ \div 7 = _____

g. _____ \times 7 = _____ _____ \div 7 = _____

h. _____ \times 7 = _____ _____ \div 7 = _____

i. _____ \times 7 = _____ _____ \div 7 = _____

j. _____ \times 7 = _____ _____ \div 7 = _____



Name _____

Date _____

Model each problem with a drawing. Then, write an equation using a box to represent the unknown, and solve for the unknown.

1. Three boys and three girls each buy 7 bookmarks. How many bookmarks do they buy all together?

2. Seven friends equally share the cost of a \$56 meal. How much does each person pay?



Name _____

Date _____

1. Use parentheses to make the equations true.

a. $24 = 32 - 14 + 6$

b. $12 = 32 - 14 + 6$

c. $2 + 8 \times 7 = 70$

d. $2 + 8 \times 7 = 58$

2. Marcos solves $24 \div 6 + 2 = \underline{\hspace{1cm}}$. He says it equals 6. Iris says it equals 3. Show how the position of parentheses in the equation can make both answers true.




Name _____

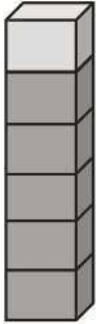
Date _____

Simplify to find the answer to 18×3 . Show your work, and explain your strategy.

Name _____

Date _____

1. Each  has a value of 9. Complete the equations to find the total value of the tower of blocks.



$$\begin{aligned} \underline{\quad} \times 9 &= (5 + \underline{\quad}) \times 9 \\ &= (5 \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) \\ &= 45 + \underline{\quad} \\ &= \underline{\quad} \end{aligned}$$

2. Hector solves 9×8 by subtracting 1 eight from 10 eights. Draw a model, and explain Hector's strategy.

Name _____

Date _____

Use a question mark or a box to represent the unknown.

1. Mrs. Aquino pours 36 liters of water equally into 9 containers. How much water is in each container?

2. Marlon buys 9 packs of hot dogs. There are 6 hot dogs in each pack. After the barbeque, 35 hot dogs are left over. How many hot dogs were eaten?

Name _____

Date _____

1. Complete.

a. _____ \times 1 = 5

b. 6 \times _____ = 6

c. _____ \div 7 = 0

d. 5 \times _____ = 0

e. 1 = 9 \div _____

f. 8 = 1 \times _____

2. Luis divides 8 by 0 and says it equals 0. Is he correct? Explain why or why not.

Name _____

Date _____

1. Use what you know to find the product of 8×12 or 6 eights + 6 eights.

2. Luis says $3 \times 233 = 626$. Use what you learned about odd times odd to explain why Luis is wrong.



Name _____

Date _____

Use the RDW process to solve. Explain why your answer is reasonable.

On Saturday, Warren swims laps in the pool for 45 minutes. On Sunday, he runs 8 miles. It takes him 9 minutes to run each mile. How long does Warren spend exercising over the weekend?



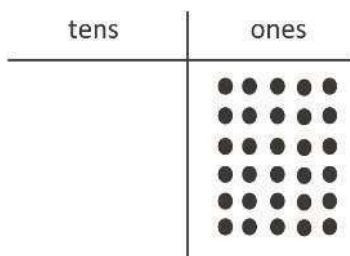
Lesson 17: Solve two-step word problems involving all four operations and assess the reasonableness of solutions.



Name _____

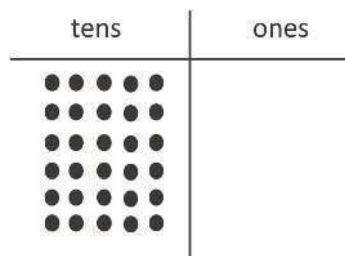
Date _____

1. Use the chart to complete the blanks in the equations.



$$6 \times 5 \text{ ones} = \underline{\quad\quad} \text{ ones}$$

$$6 \times 5 = \underline{\quad\quad}$$

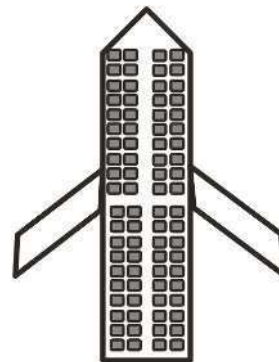


$$6 \times 5 \text{ tens} = \underline{\quad\quad} \text{ tens}$$

$$6 \times 50 = \underline{\quad\quad}$$

2. A small plane has 20 rows of seats. Each row has 4 seats.

- a. Find the total number of seats on the plane.



- b. How many seats are on 3 small planes?

Name _____

Date _____

1. Place parentheses in the equations to find the related fact. Then, solve.

a. $4 \times 20 = 4 \times 2 \times 10$

$$= 4 \times 2 \times 10$$

$$= \underline{\quad} \times 10$$

$$= \underline{\quad}$$

b. $3 \times 30 = 3 \times 3 \times 10$

$$= 3 \times 3 \times 10$$

$$= \underline{\quad} \times 10$$

$$= \underline{\quad}$$

2. Jamila solves 20×5 by thinking about 10 tens. Explain her strategy.



Lesson 19: Use place value strategies and the associative property
 $n \times (m \times 10) = (n \times m) \times 10$ (where n and m are less than 10) to multiply by multiples of 10.

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Name _____ Date _____

Use place value disks and a place value chart to solve these problems. Record the partial products vertically to the right of each expression.

1. 2×41

--	--	--

2. 2×35

--	--	--

Name _____

Date _____

1. Represent the expressions with disks. Write the problem vertically and record the partial products.

a. 5×14

hundreds	tens	ones

b. 4×51

hundreds	tens	ones

Name _____

Date _____

1. Solve using the standard algorithm.

a. $\begin{array}{r} 23 \\ \times 9 \\ \hline \end{array}$	b. $\begin{array}{r} 74 \\ \times 7 \\ \hline \end{array}$
---	---

2. Gerrie is 24 years old. Her grandmother is 3 times as old. How old is her grandmother?

Name _____

Date _____

Use the RDW process to solve.

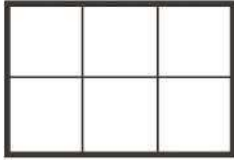
Frederick buys a can of 3 tennis balls. The empty can weighs 20 grams, and each tennis ball weighs 62 grams. What is the total weight of the can with 3 tennis balls?

Name _____

Date _____

Label the side lengths of each rectangle. Then, match the rectangle to its total area.

a.



12 square
centimeters

b.



5 square
inches

c.



6 square
centimeters

Name _____

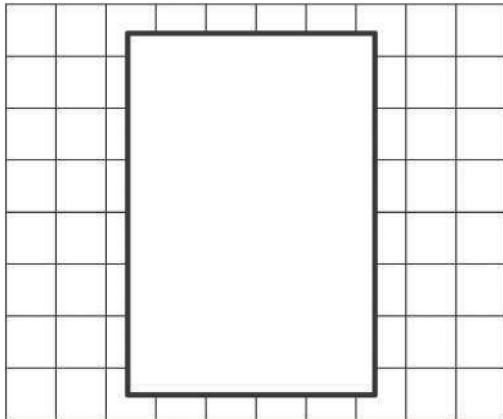
Date _____

Darren has a total of 28 square centimeter tiles. He arranges them into 7 equal rows. Draw Darren's rectangle. Label the side lengths, and write a multiplication sentence to find the total area.

Name _____

Date _____

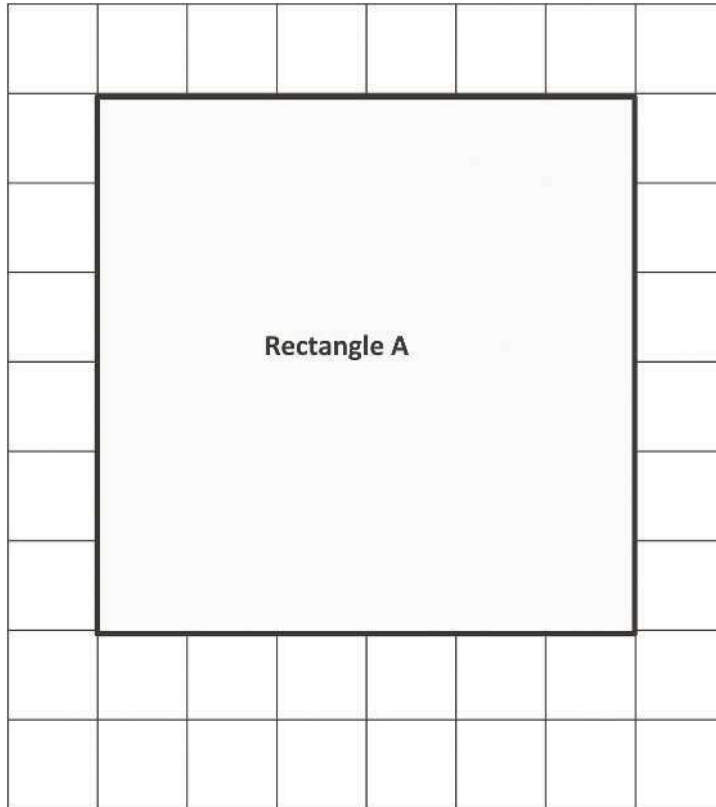
The tiled floor in Cayden’s dining room has a rug on it as shown below. How many square tiles are on the floor, including the tiles under the rug?



Name _____

Date _____

1. Label the side lengths of Rectangle A on the grid below. Use a straight edge to draw a grid of equal size squares within Rectangle A. Find the total area of Rectangle A.



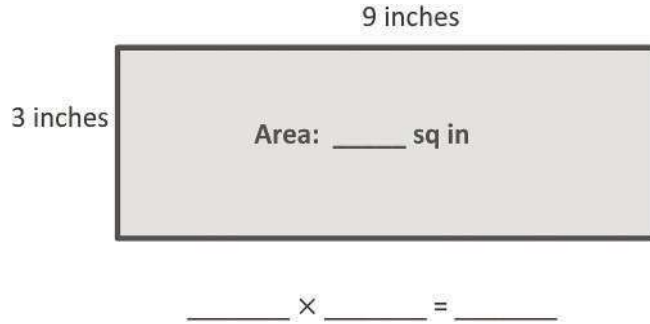
Area: _____ square units

2. Mark makes a rectangle with 36 square centimeter tiles. Gia makes a rectangle with 36 square inch tiles. Whose rectangle has a bigger area? Explain your answer.

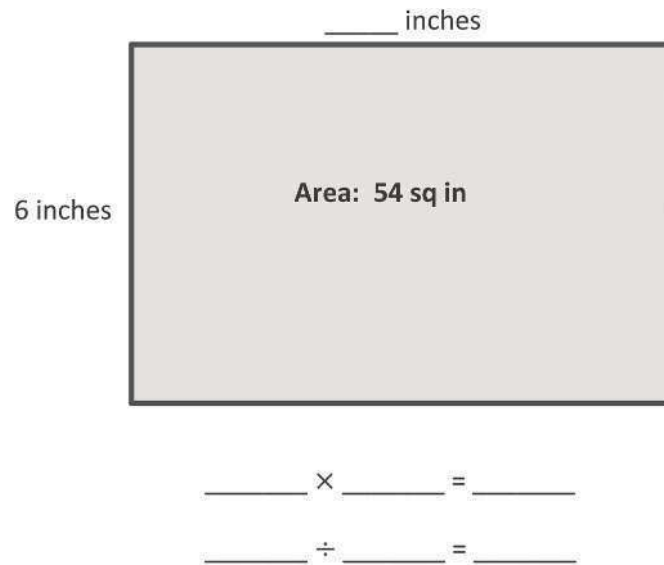
Name _____

Date _____

1. Write a multiplication equation to find the area of the rectangle below.



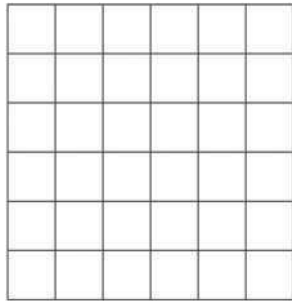
2. Write a multiplication equation and a division equation to find the unknown side length for the rectangle below.



Name _____

Date _____

Lamar uses square tiles to make the 2 rectangles shown below.



Rectangle A



Rectangle B

1. Label the side lengths of the 2 rectangles.
2. Write equations to find the areas of the rectangles.

Area of Rectangle A: _____

Area of Rectangle B: _____

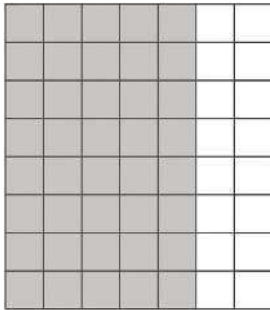
3. Lamar pushes Rectangle A next to Rectangle B to make a bigger rectangle. What is the area of the bigger rectangle? How do you know?

Name _____

Date _____

Label the side lengths of the shaded and unshaded rectangles. Then, find the total area of the large rectangle by adding the areas of the 2 smaller rectangles.

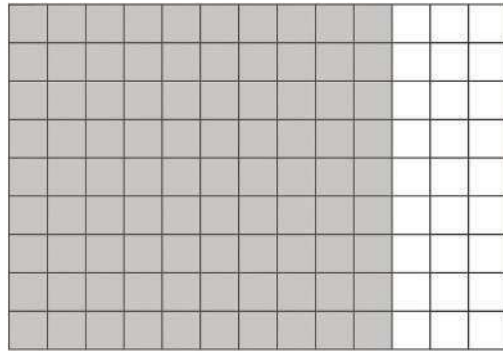
1.



$$\begin{aligned}
 8 \times 7 &= 8 \times (\underline{\quad} + \underline{\quad}) \\
 &= (8 \times \underline{\quad}) + (8 \times \underline{\quad}) \\
 &= \underline{\quad} + \underline{\quad} \\
 &= \underline{\quad}
 \end{aligned}$$

Area: _____ square units

2.



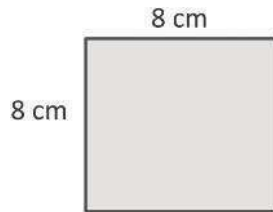
$$\begin{aligned}
 9 \times 13 &= 9 \times (\underline{\quad} + \underline{\quad}) \\
 &= (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) \\
 &= \underline{\quad} + \underline{\quad} \\
 &= \underline{\quad}
 \end{aligned}$$

Area: _____ square units

Name _____

Date _____

1. Find the area of the rectangle.



2. The rectangle below has the same area as the rectangle in Problem 1. Move the parentheses to find the unknown side lengths. Then, solve.

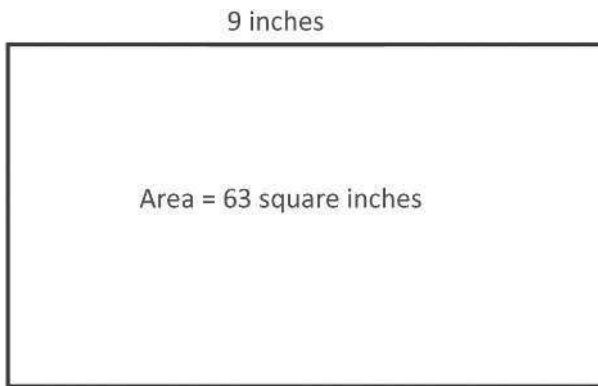


$$\begin{aligned} \text{Area: } 8 \times 8 &= (4 \times 2) \times 8 \\ &= 4 \times 2 \times 8 \\ &= \underline{\quad} \times \underline{\quad} \\ &= \underline{\quad} \\ \text{Area: } \underline{\quad} &\text{ sq cm} \end{aligned}$$

Name _____

Date _____

1. A painting has an area of 63 square inches. One side length is 9 inches. What is the other side length?

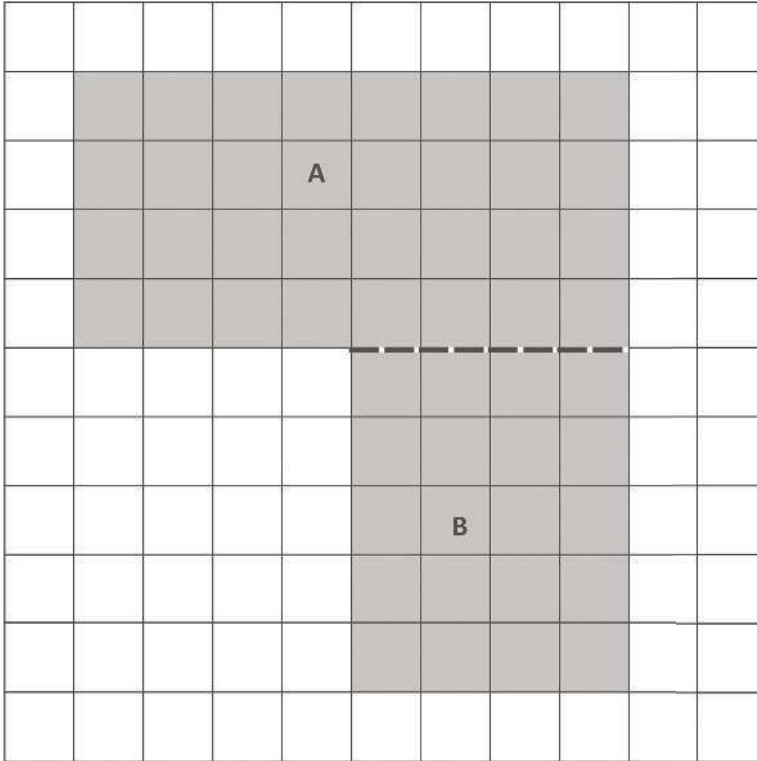


2. Judy's mini dollhouse has one floor and measures 4 inches by 16 inches. What is the total area of the dollhouse floor?

Name _____

Date _____

The following figure is made up of 2 rectangles. Find the total area of the figure.



Area of A + Area of B: _____ sq units + _____ sq units = _____ sq units

Name _____

Date _____

Mary draws an 8 cm by 6 cm rectangle on her grid paper. She shades a square with a side length of 4 cm inside her rectangle. What area of the rectangle is left unshaded?



Lesson 11: Find areas by decomposing into rectangles or completing composite figures to form rectangles.

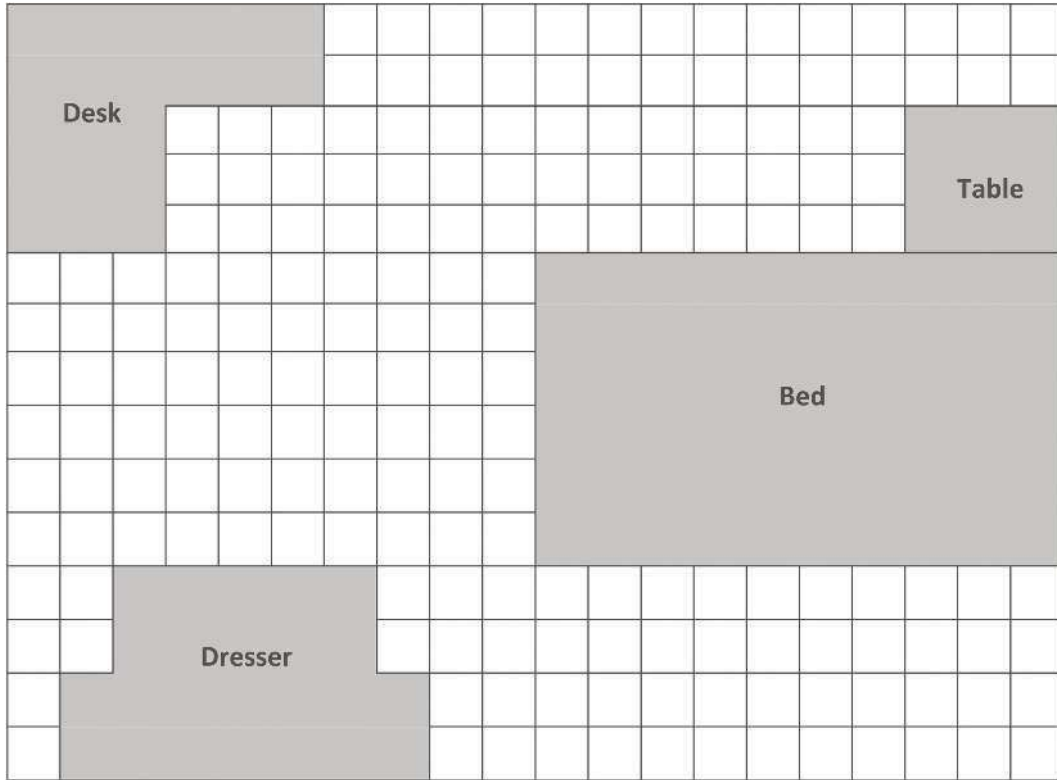
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Name _____

Date _____

Jack uses grid paper to create a floor plan of his room. Label the unknown measurements, and find the area of the items listed below.

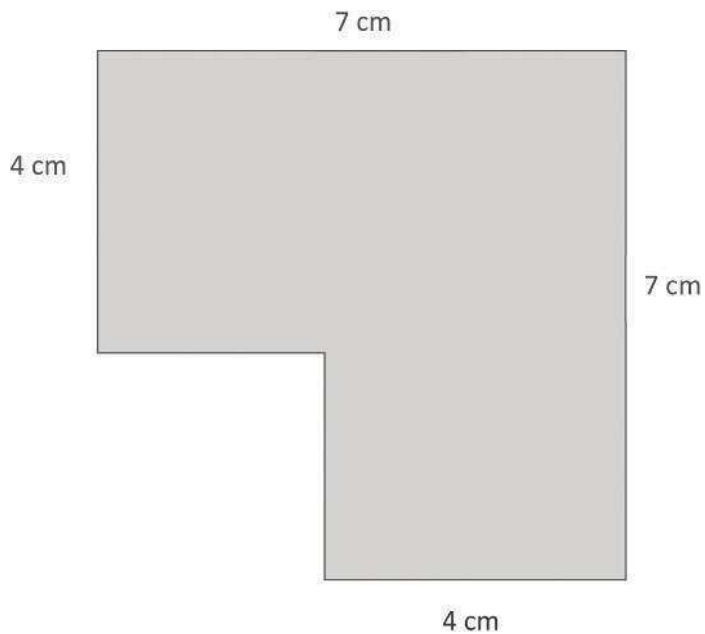


Name	Equations	Total Area
a. Jack's Room		_____ square units
b. Bed		_____ square units
c. Table		_____ square units
d. Dresser		_____ square units
e. Desk		_____ square units

Name _____

Date _____

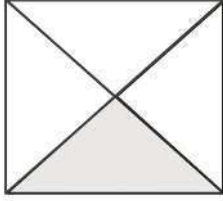
Find the area of the shaded figure. Then, draw and label a rectangle with the same area.



Name _____

Date _____

1. Name the fraction that is shaded.



2. Estimate to partition the rectangle into thirds.

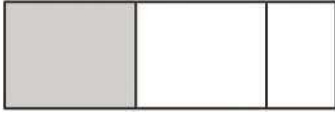


3. A plumber has 12 feet of pipe. He cuts it into pieces that are each 3 feet in length. What fraction of the pipe would one piece represent? (Use your strip from the lesson to help you.)

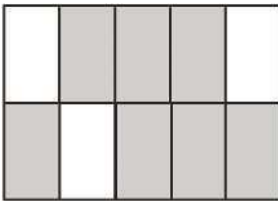
Name _____

Date _____

1. Circle the model that correctly shows $\frac{1}{3}$ shaded.



- 2.



There are _____ equal parts in all. _____ are shaded.

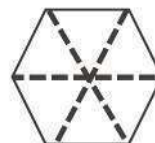
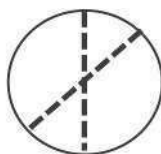
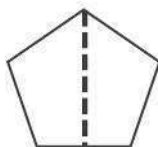
3. Michael bakes a piece of garlic bread for dinner. He shares it equally with his 3 sisters. Show how Michael and his 3 sisters can each get an equal share of the garlic bread.

Name _____

Date _____

1.  _____ sevenths are shaded.

2. Circle the shapes that are divided into equal parts.



3. Steven wants to equally share his pizza with his 3 sisters. What fraction of the pizza does he and each sister receive?

He and each sister receive _____

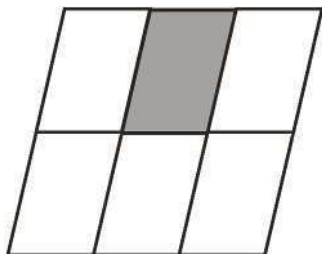
Name _____

Date _____

Each shape is 1 whole. Estimate to equally partition the shape and shade to show the given fraction.

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

3. The shape represents 1 whole. Write the fraction for the shaded part.



The shaded part is _____.

Name _____

Date _____

Partition the rectangles in 2 different ways to show equal shares.

1. 2 halves



2. 3 thirds



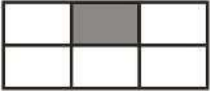
3. 4 fourths



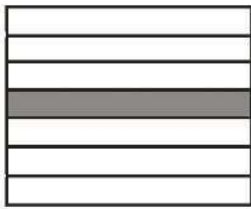
Name _____

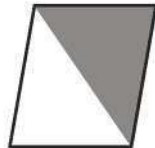
Date _____

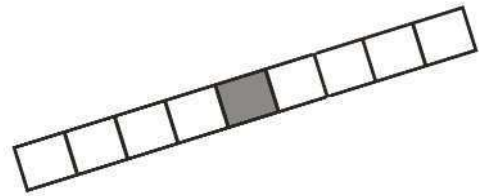
1. Fill in the chart.

	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form
				

2. Each image below is 1 whole. Write the fraction that is shaded.







3. Draw two identical rectangles. Partition one into 5 equal parts. Partition the other rectangle into 8 equal parts. Label the unit fractions and shade 1 equal part in each rectangle. Use your rectangles to explain why $\frac{1}{5}$ is bigger than $\frac{1}{8}$.

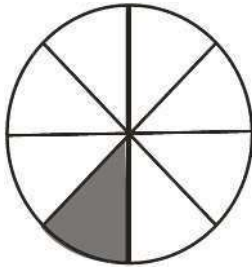
Name _____

Date _____

1. Complete the number sentence. Estimate to partition the strip equally. Write the unit fraction inside each unit. Shade the answer. Then write the fraction as a sum of unit fractions.

2 fifths =

2.



- a. What fraction of the circle is shaded?
- b. What fraction of the circle is not shaded?

3. Complete the chart.

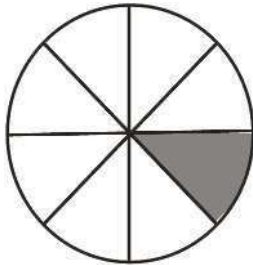
	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded

Name _____

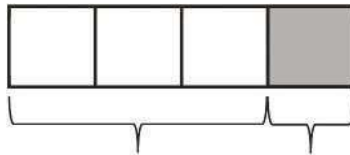
Date _____

1. Write the fraction that is not shaded.

2. There are _____ sixths in 1 whole.



3. The fraction strip is 1 whole. Write fractions to label the shaded and unshaded parts.

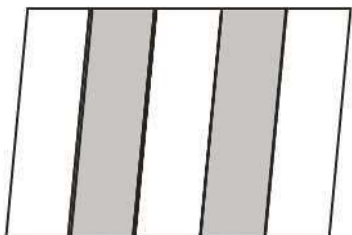


4. Justin mows part of his lawn. Then, his lawnmower runs out of gas. He has not mowed $\frac{9}{10}$ of the lawn.
What part of his lawn is mowed?

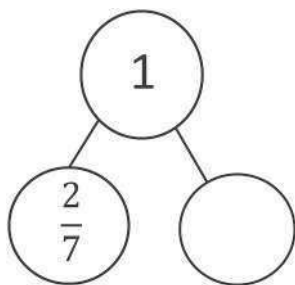
Name _____

Date _____

1. Draw a number bond that shows the shaded and the unshaded parts of the shape below. Then, show each part decomposed into unit fractions.



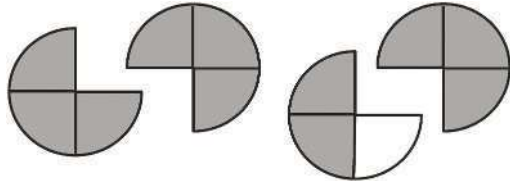
2. Complete the number bond. Draw a shape that has shaded and unshaded parts that match the completed number bond.



Name _____

Date _____

1. Each shape represents 1 whole. Fill in the chart.

	Unit Fraction	Total Number of Units Shaded	Fraction Shaded
			

2. Estimate to draw and shade units on the fraction strips. Solve.

a. 4 thirds =

--	--

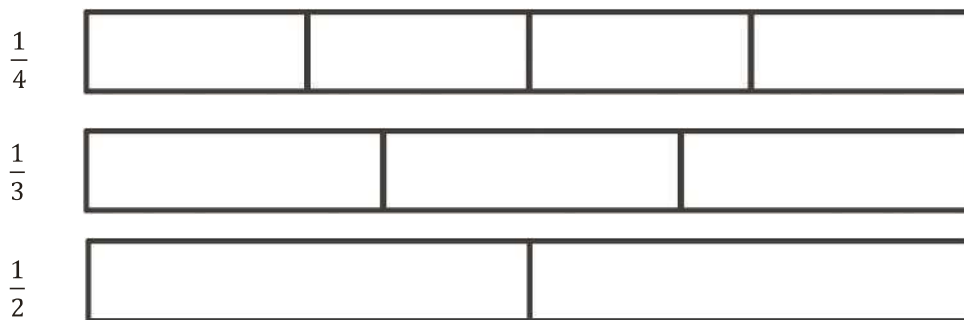
b. _____ = $\frac{10}{4}$

--	--	--

Name _____

Date _____

1. Each fraction strip is 1 whole. All the fraction strips are equal in length. Color 1 fractional unit in each strip. Then, circle the largest fraction and draw a star to the right of the smallest fraction.




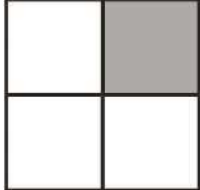
2. Use $>$, $<$, or $=$ to compare.

- | | | |
|------------------|-----------------------|---------------|
| a. 1 eighth | <input type="radio"/> | 1 tenth |
| b. 1 whole | <input type="radio"/> | 5 fifths |
| c. $\frac{1}{7}$ | <input type="radio"/> | $\frac{1}{6}$ |

Name _____

Date _____

1. Fill in the blank with a fraction to make the statement true. Draw a matching model.

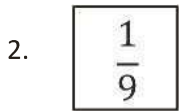
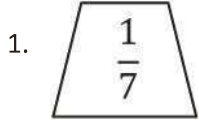
			
$\frac{1}{7}$ is less than <input style="width: 30px; height: 20px;" type="text"/>		$\frac{1}{4}$ is greater than <input style="width: 30px; height: 20px;" type="text"/>	

2. Tatiana ate $\frac{1}{2}$ of a small carrot. Louis ate $\frac{1}{4}$ of a large carrot. Who ate more? Use words and pictures to explain your answer.

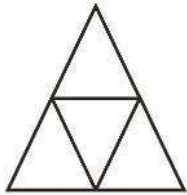
Name _____

Date _____

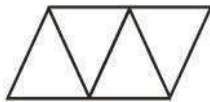
Each shape represents the unit fraction. Draw a picture representing a possible whole.



3. Aileen and Jack used the same triangle representing the unit fraction $\frac{1}{4}$ to create 1 whole. Who did it correctly? Explain your answer.



Aileen's
Drawing



Jack's
Drawing

Name _____

Date _____

Ms. Silverstein asked the class to draw a model showing $\frac{2}{3}$ shaded. Karol and Deb drew the models below. Whose model is correct? Explain how you know.



Karol's
Diagram



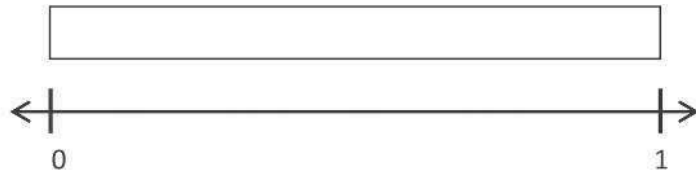
Deb's
Diagram

Name _____

Date _____

1. Draw a number bond for the fractional unit. Partition the fraction strip, and draw and label the fractions on the number line. Be sure to label the fractions at 0 and 1.

Sixths



2. Ms. Metcalf wants to share \$1 equally among 5 students. Draw a number bond and a number line to help explain your answer.

- a. What fraction of a dollar will each student get?

- b. How much money will each student get?

Name _____

Date _____

1. Estimate to label the given fraction on the number line. Be sure to label the fractions at 0 and 1. Write the fractions above the number line. Draw a number bond to match your number line.



2. Partition the number line. Then, place each fraction on the number line: $\frac{3}{6}$, $\frac{1}{6}$, and $\frac{5}{6}$.



Name _____

Date _____

1. Estimate to equally partition and label the fractions on the number line. Label the wholes as fractions, and box them.



2. Draw a number line with endpoints 0 and 2. Label the wholes. Estimate to partition each whole into sixths, and label them. Box the fractions that are located at the same points as whole numbers.

Name _____

Date _____

1. Locate and label the following fractions on the number line.

$$\frac{7}{3}$$

$$\frac{2}{3}$$

$$\frac{4}{3}$$

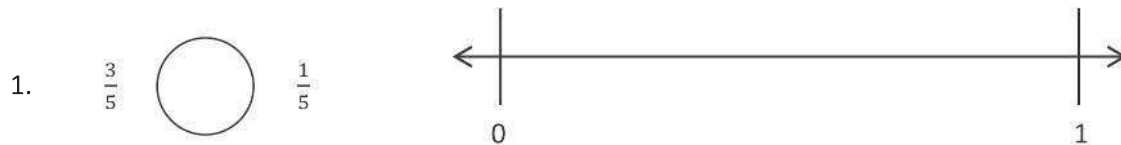


2. Katie bought 2 one-gallon bottles of juice for a party. Her guests drank $\frac{6}{4}$ gallons of juice. What fraction of a gallon of juice is left over? Draw a number line to show, and explain your answer.

Name _____

Date _____

Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using $>$, $<$, or $=$.



3. Mr. Brady draws a fraction on the board. Ken says it's $\frac{2}{3}$, and Dan said it's $\frac{3}{2}$. Do both of these fractions mean the same thing? If not, which fraction is larger? Draw a number line to model $\frac{2}{3}$ and $\frac{3}{2}$. Use words, pictures, and numbers to explain your comparison.

Name _____

Date _____

1. Divide the number line into the given fractional unit. Then, place the fractions. Write each whole as a fraction.

fourths $\frac{2}{4}$ $\frac{10}{4}$ $\frac{7}{4}$



2. Use the number line above to compare the following fractions using $>$, $<$, or $=$.

$$\frac{3}{4} \bigcirc \frac{5}{4}$$

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

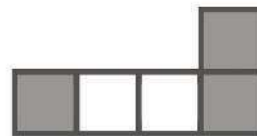
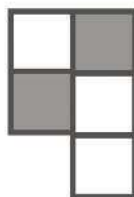
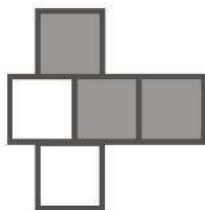
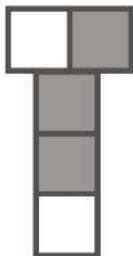
$$3 \bigcirc \frac{6}{4}$$

3. Use the number line from Problem 1. Which is larger: 2 wholes or $\frac{9}{4}$? Use words, pictures, and numbers to explain your answer.

Name _____

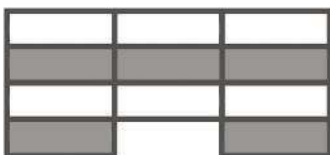
Date _____

1. Label what fraction of the figure is shaded. Then, circle the fractions that are equal.

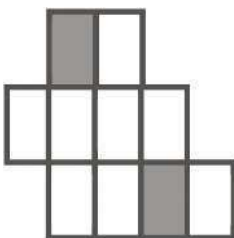


2. Label the shaded fraction. Draw 2 different representations of the same fractional amount.

a.



b.



Name _____

Date _____

Claire went home after school and told her mother that 1 whole is the same as $\frac{2}{2}$ and $\frac{6}{6}$. Her mother asked why, but Claire couldn't explain. Use a number line and words to help Claire show and explain why

$$1 = \frac{2}{2} = \frac{6}{6}.$$



Name _____

Date _____

1. Draw and label two models that show equivalent fractions.

2. Draw a number line that proves your thinking about Problem 1.

**Lesson 23:**

Generate simple equivalent fractions by using visual fraction models and the number line.



Name _____

Date _____

Henry and Maddie were in a pie-eating contest. The pies were cut either into thirds or sixths. Henry picked up a pie cut into sixths and ate $\frac{4}{6}$ of it in 1 minute. Maddie picked up a pie cut into thirds. What fraction of her pie does Maddie have to eat in 1 minute to tie with Henry? Draw a number line, and use words to explain your answer.

Name _____

Date _____

1. Complete the number bond as indicated by the fractional unit. Partition the number line into the given fractional unit, and label the fractions. Rename 0 and 1 as fractions of the given unit.

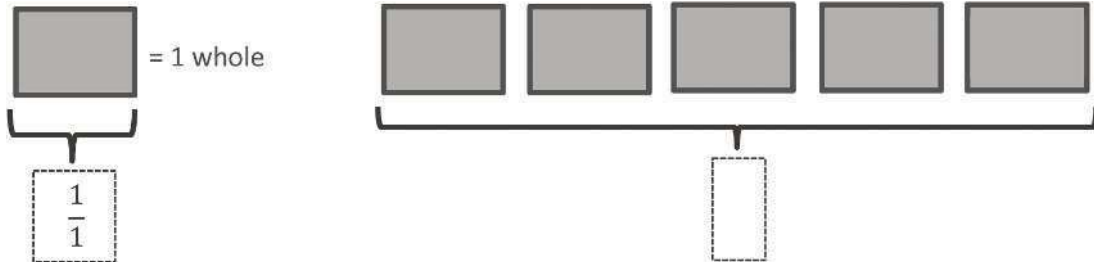


2. How many copies of $\frac{1}{4}$ does it take to make 1 whole? What's the fraction for 1 whole in this case? Use the number line or the number bond in Problem 1 to help you explain.

Name _____

Date _____

1. Label the model as a fraction inside the box.



2. Partition the wholes into thirds. Rename the fraction for 3 wholes. Use the number line and words to explain your answer.



Name _____

Date _____

1. Solve.

2 thirds is equal to _____ twelfths.

$$\frac{2}{3} = \frac{\quad}{12}$$

2. Draw and label two models that show fractions equivalent to those in Problem 1.

3. Use words to explain why the two fractions in Problem 1 are equal.

Name _____

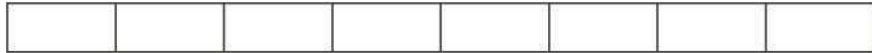
Date _____

1. Shade the models to compare the fractions.

2 thirds



2 eighths



Which is larger, 2 thirds or 2 eighths? Why? Use words to explain.

2. Draw a model for each fraction. Circle the smaller fraction.

3 sevenths

3 fourths

Name _____

Date _____

1. Complete the number sentence by writing $>$, $<$, or $=$.

$$\frac{3}{5} \text{ _____ } \frac{3}{9}$$

2. Draw 2 number lines with endpoints 0 and 1 to show each fraction in Problem 1. Use the number lines to explain how you know your comparison in Problem 1 is correct.

Name _____

Date _____

Use the words *supply* and *demand* in your answers.

1. Why might a baseball signed by a famous player cost more than an unsigned baseball? Explain your thinking by using the words supply and demand.

2. Why might the price of pool toys be lower in winter? Explain your thinking using the words supply and demand.

Name _____

Date _____

1. What might happen if a person doesn't save for planned expenses?

2. What happens if a person saves for planned expenses but not for unplanned expenses?

Name _____

Date _____

1. Maryjane bought a car with a bank loan. She paid the bank \$5,897, which included \$252 in interest. What was the original cost of the car?

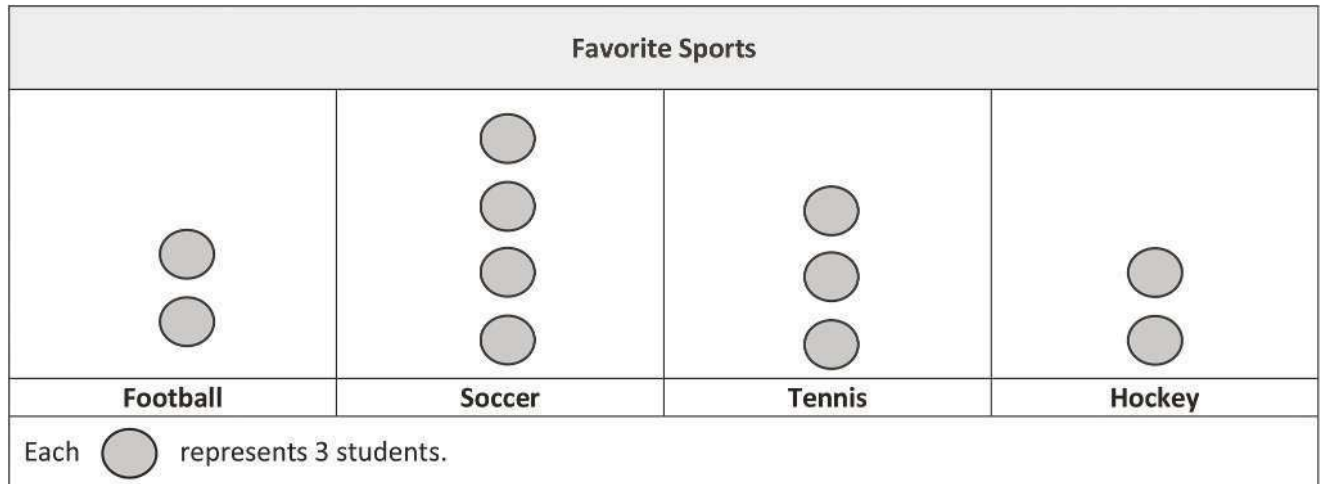
2. Tommy borrowed \$8,620 from the bank. The interest will be \$360. How much will Tommy need to pay back?



Name _____

Date _____

The picture graph below shows data from a survey of students' favorite sports.



- The same number of students picked _____ and _____ as their favorite sport.
- How many students picked tennis as their favorite sport?
- How many more students picked soccer than tennis? Use a number sentence to show your thinking.
- How many total students were surveyed?

Name _____

Date _____

The frequency table below shows a survey of the book club's favorite type of book.

Book Club's Favorite Type of Book	
Type of Book	Number of Votes
Mystery	12
Biography	16
Fantasy	20
Science Fiction	8

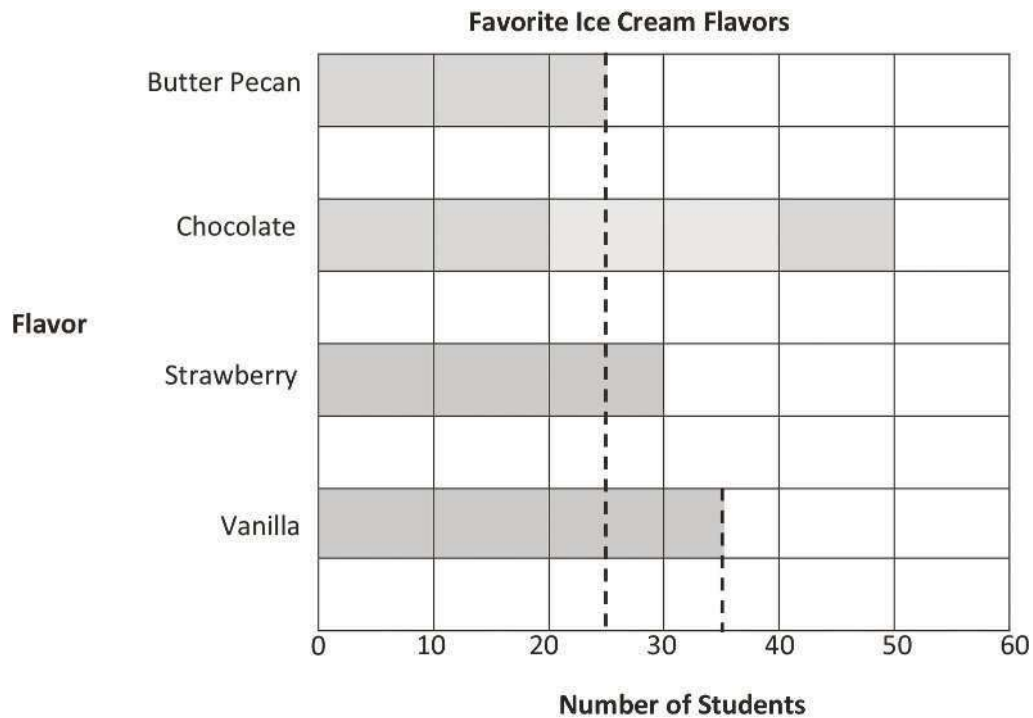
a. Draw strip diagrams with a unit size of 4 to represent the book club's favorite type of book.

b. Use your strip diagrams to draw vertical strip diagrams that represent the data.

Name _____

Date _____

The bar graph below shows the students' favorite ice cream flavors.

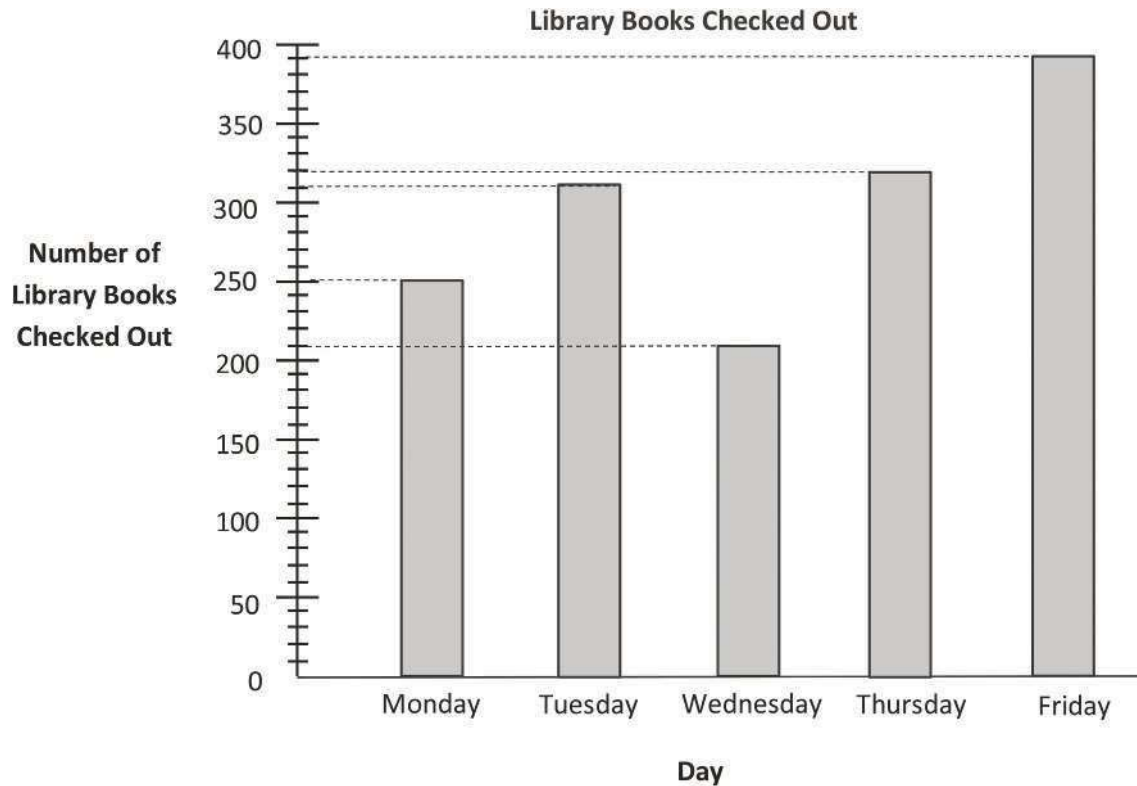


- Use the graph's lines as a ruler to draw intervals on the number line shown above. Then plot and label a point for each flavor on the number line.
- Write a number sentence to show the total number of students who voted for butter pecan, vanilla, and chocolate.

Name _____

Date _____

The graph below shows the number of library books checked out in five days.



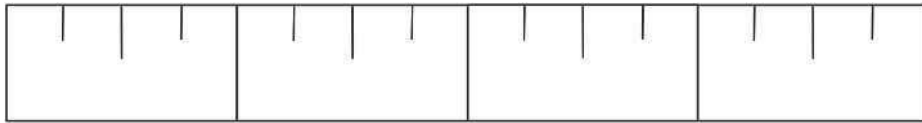
c. How many books in total were checked out on Wednesday and Thursday?

d. How many more books were checked out on Thursday and Friday than on Monday and Tuesday?

Name _____

Date _____

Davon marks a 4-inch paper strip into equal parts as shown below.



- Label the whole and quarter inches on the paper strip.
- Davon tells his teacher that his paper strip measures 4 inches. Sandra says it measures 16 quarter inches. Explain how the two measurements are the same. Use words, pictures, or numbers.

Name _____

Date _____

Circle the correct unit of weight for each estimation.

- a. A small dog weighs about 5 (ounces/pounds).
- b. A football weighs about 1 (ounce/pound).
- c. An apple weighs about 7 (ounces/pounds).
- d. A lion weighs about 550 (ounces/pounds).

Name _____

Date _____

1. Which units measure volume? Circle all correct answers.

ounces pints fluid ounces pounds gallons
feet quarts tons cups miles

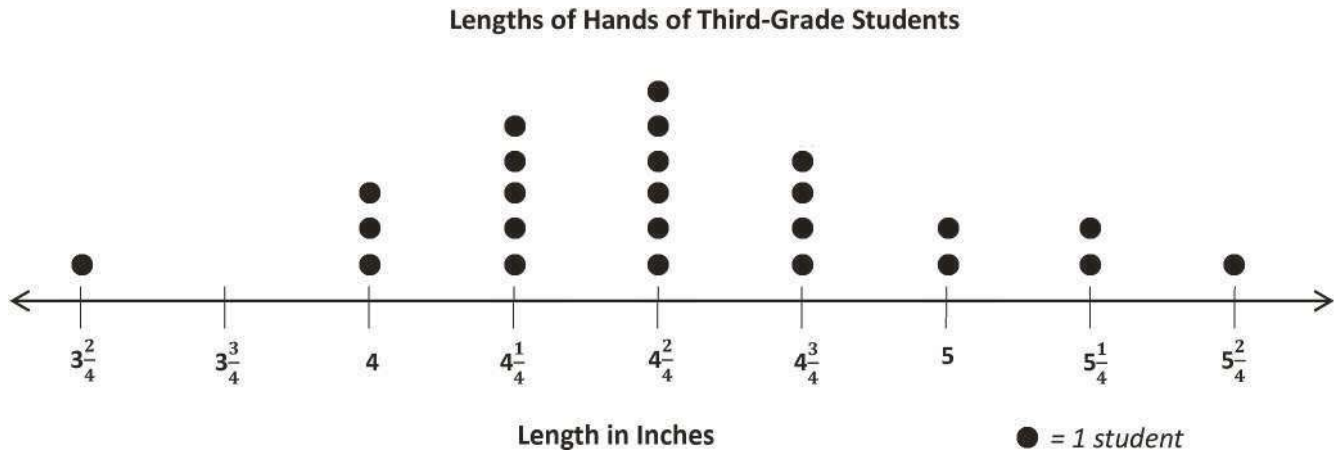
2. Circle the unit that best measures the capacity of each object.

- a. A fish tank cups / gallons
b. A water bottle quarts / fluid ounces

Name _____

Date _____

Ms. Bravo measures the lengths of her third-grade students' hands in inches. The lengths are shown on the dot plot below.



- How many students are in Ms. Bravo's class? How do you know?
- How many students' hands are longer than $4\frac{2}{4}$ inches?
- Darren says that more students' hands are $4\frac{2}{4}$ inches long than 4 and $5\frac{1}{4}$ inches combined. Is he right? Explain your answer.

Name _____

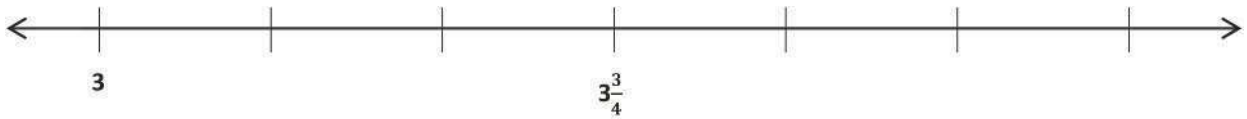
Date _____

Scientists measure the weight of gerbils in ounces. The scientists measure the weights of the gerbils to the nearest $\frac{1}{4}$ ounce and record the measurements as shown below.

Weights of Gerbils (in Ounces)				
$3\frac{1}{4}$	3	$3\frac{1}{4}$	$3\frac{3}{4}$	4
$3\frac{3}{4}$	3	$4\frac{1}{2}$	$4\frac{1}{2}$	$3\frac{3}{4}$
4	$4\frac{1}{4}$	4	$4\frac{1}{4}$	4

Label each tick mark. Then, record the data on the dot plot below.

Title: _____

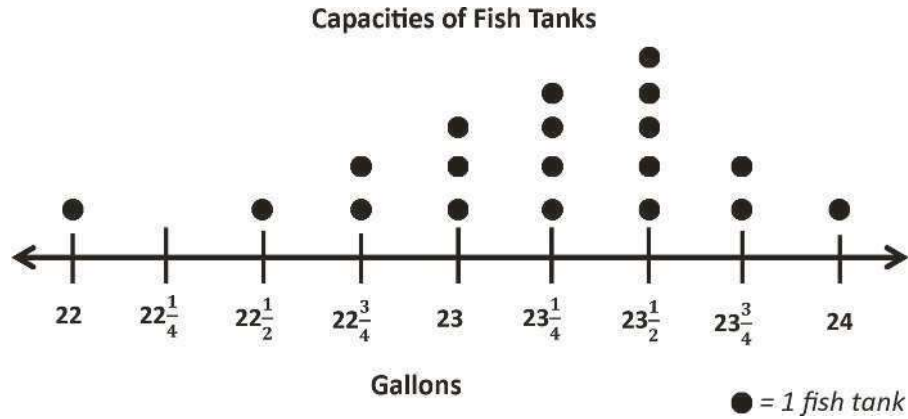


Label: _____ • = 1 gerbil

Name _____

Date _____

The dot plot below shows the water capacities of different fish tanks at the pet store.

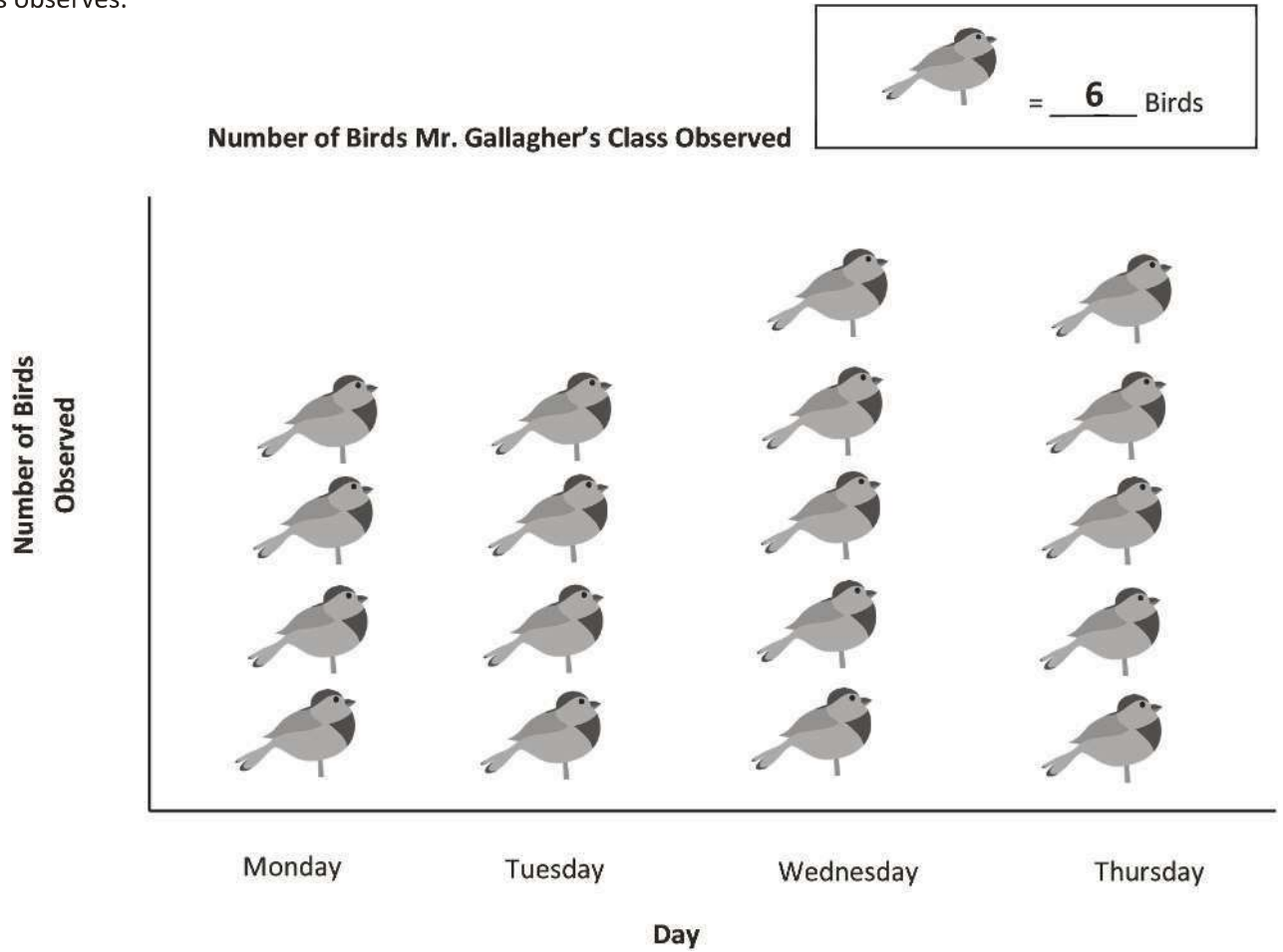


- Find the three most frequent measurements on the dot plot.
- Find the difference between the fish tanks with the greatest capacity and least capacity.
- How many more fish tanks had a capacity of $23\frac{1}{4}$ gallons than 24 gallons?

Name _____

Date _____

Mr. Gallagher’s science class goes bird watching. The picture graph below shows the number of birds the class observes.



- a. How many more birds did Mr. Gallagher’s class observe on Wednesday and Thursday than on Monday and Tuesday?

- b. Mr. Manning’s class observed 104 birds. How many more birds did Mr. Gallagher’s class observe?

Name _____

Date _____

Use the RDW process to solve the problem below.

Sandra keeps her sticker collection in 7 albums. Each album has 40 stickers in it. She starts a new album that has 9 stickers in it. How many total stickers does she have in her collection?

Name _____

Date _____

Use the RDW process to solve the problem below.

Jaden's bottle contains 750 milliliters of water. He drinks 520 milliliters at practice and then another 190 milliliters on his way home. How many milliliters of water are left in Jaden's bottle when he gets home?



Lesson 2: Solve word problems in varied contexts.

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Name _____

Date _____

Use the RDW process to solve the problem below.

Twenty packs of fruit snacks come in a box. Each pack weighs 6 ounces. Students eat some. There are 48 ounces of fruit snacks left in the box. How many ounces of fruit snacks did the students eat?

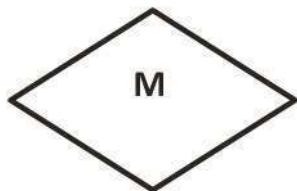


Name _____

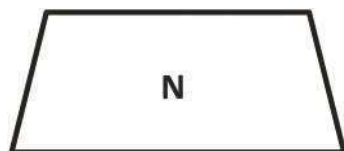
Date _____

List as many attributes as you can to describe each polygon below.

1.



2.



Name _____

Date _____

Jonah draws the polygon below. Use your ruler and right angle tool to measure his polygon. Then, answer the questions below.



1. Is Jonah's polygon a regular polygon? Explain how you know.
2. How many right angles does his polygon have? Circle the right angles on his polygon.
3. How many sets of parallel sides does his polygon have?
4. What is the name of Jonah's polygon?

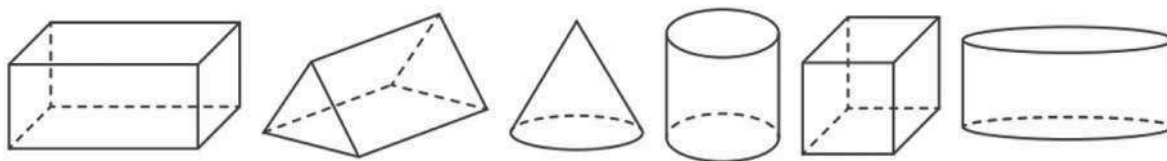
Name _____

Date _____

Use a ruler and a right angle tool to help you draw a shape that matches the attributes of Jeanette's shape. Label your drawing to explain your thinking.

Jeanette says her shape has 4 right angles and 2 sets of parallel sides. It is not a regular quadrilateral.

John looked at these solid figures and said that they could only be sorted into two groups: prisms and cylinders. Explain John's mistake.

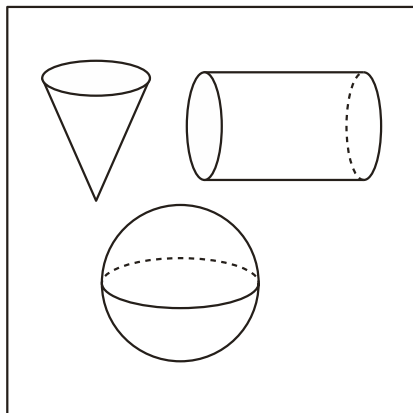


Name _____

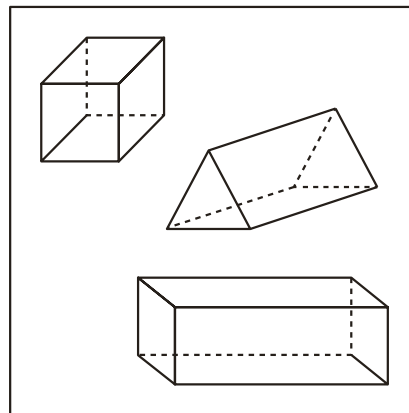
Date _____

Dennis sorted his solids into two groups.

Group 1



Group 2



Which of the statement(s) about the solids Dennis sorted are true? Circle the letter(s) of the true statement(s).

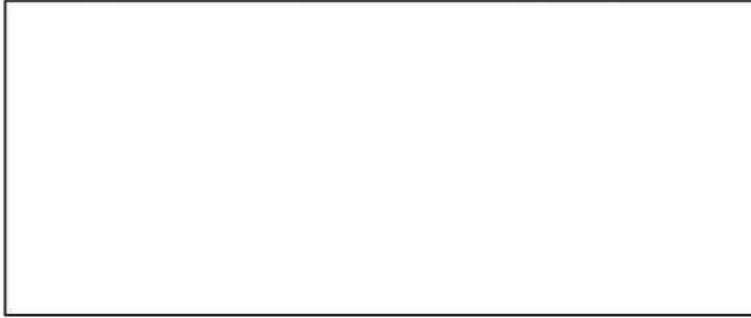
- A. All the solids in Group 1 have no edges.
- B. All the solids in Group 1 are cones.
- C. All the solids in Group 2 are rectangular prisms.
- D. All the solids in Group 2 are prisms.

Name _____

Date _____

Jason paints the outside edges of a rectangle purple. Celeste paints the inside of the rectangle yellow.

1. Use your crayons to color the rectangle that Jason and Celeste painted.

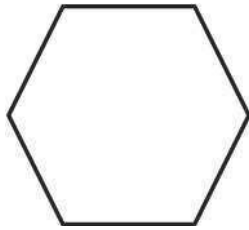


2. Which color represents the perimeter of the rectangle? How do you know?

Name _____

Date _____

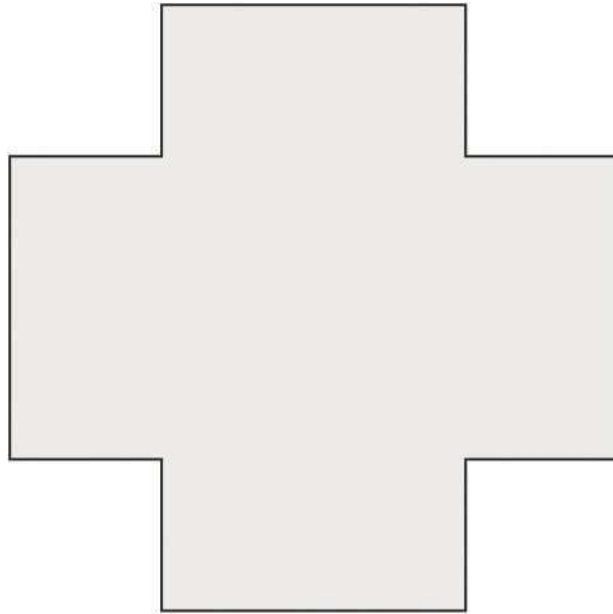
Estimate to draw at least four copies of the given regular hexagon to make a new shape, without gaps or overlaps. Outline the perimeter of your new shape with a highlighter. Shade in the area with a colored pencil.



Name _____

Date _____

Measure and label the side lengths of the shape below in centimeters. Then, find the perimeter.



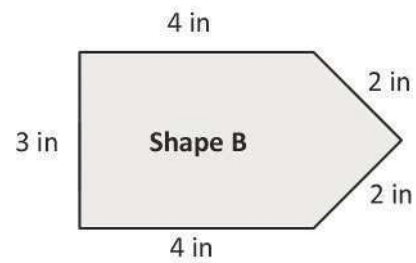
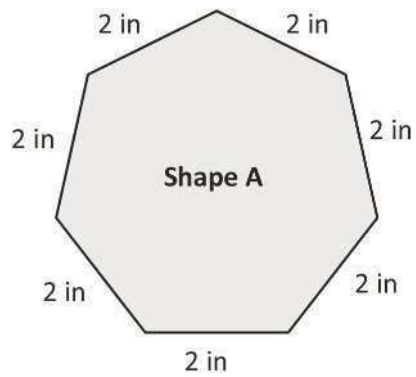
Perimeter = _____

= _____ cm

Name _____

Date _____

Which shape below has the greater perimeter? Explain your answer.



Name _____

Date _____

Travis traces a regular pentagon on his paper. Each side measures 7 centimeters. He also traces a regular hexagon on his paper. Each side of the hexagon measures 5 centimeters. Which shape has a greater perimeter? Show your work.

Name _____

Date _____

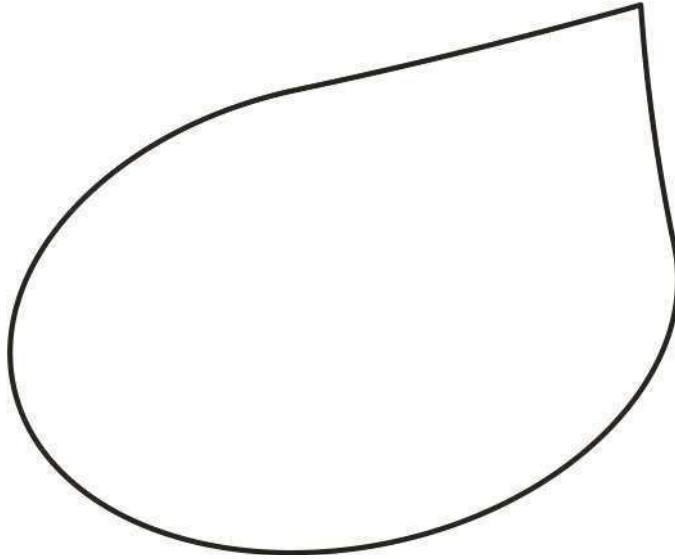
Marlene ropes off a square section of her yard where she plants grass. One side length of the square measures 9 yards. What is the total length of rope Marlene uses?



Name _____

Date _____

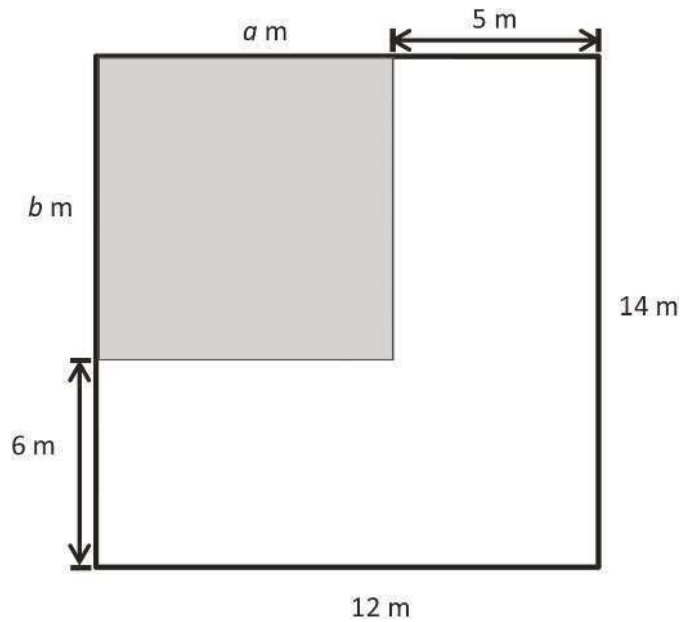
Use your string to find the perimeter of the shape below to the nearest quarter inch.



Name _____

Date _____

Label the unknown side lengths. Then, find the perimeter of the shaded rectangle.



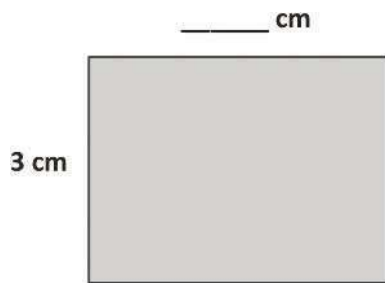
Name _____

Date _____

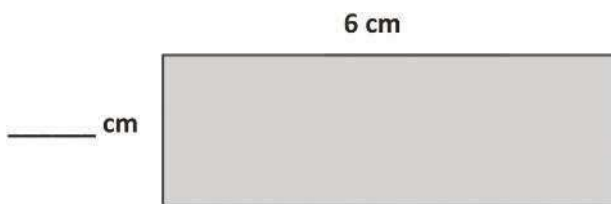
Tessa uses square-centimeter tiles to build rectangles with an area of 12 square centimeters. She draws the rectangles as shown below. Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.



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



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



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

Name _____

Date _____

Use unit square tiles to make rectangles for the given number of unit squares. Complete the chart to show how many rectangles you made for the given number of unit squares. You might not use all the spaces in the chart.

Number of unit squares = 20	
Number of rectangles I made: _____	
Width	Length

Name _____

Date _____

Use your square unit tiles to build as many rectangles as you can with a perimeter of 8 units.

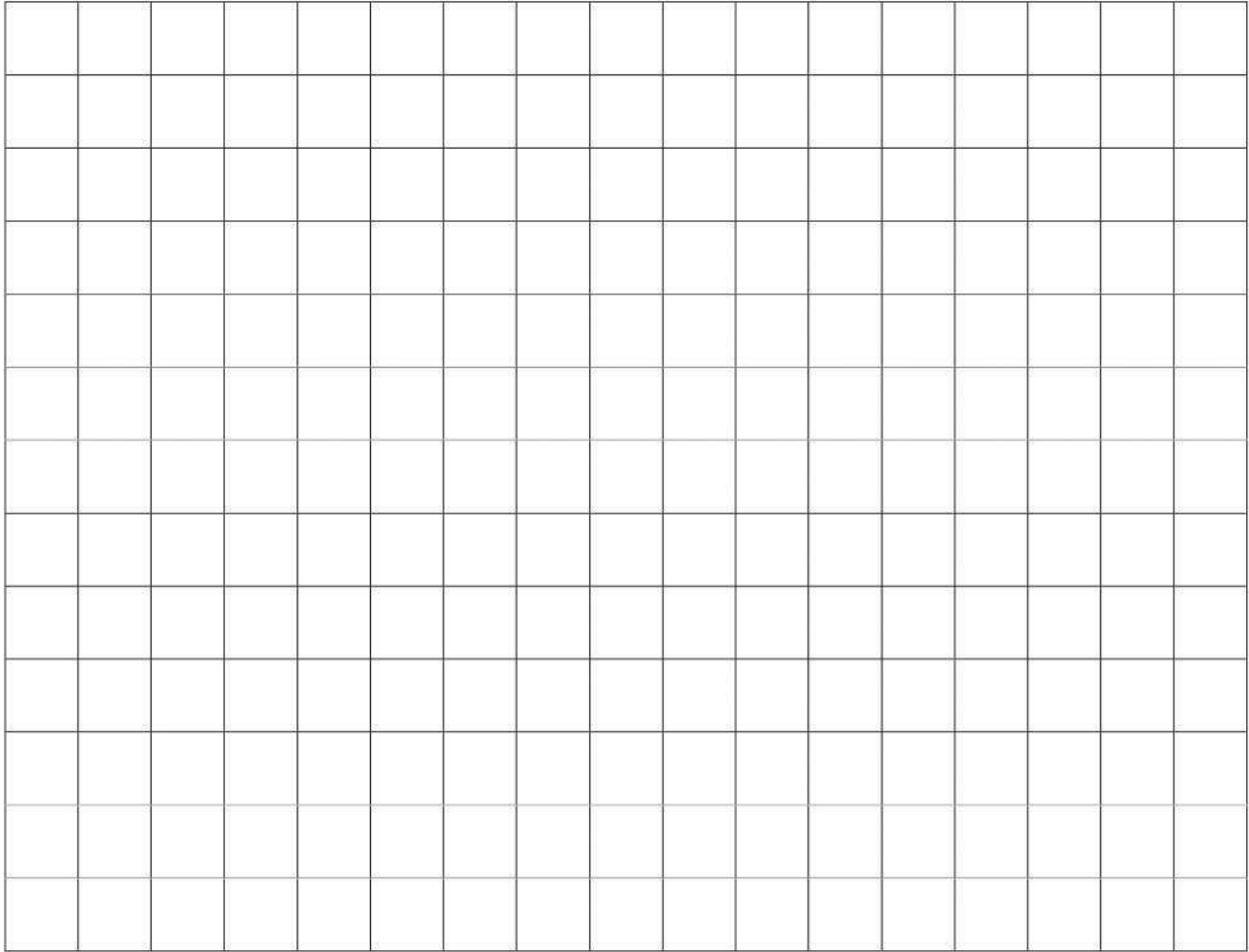
- a. Estimate to draw your rectangles below. Label the side lengths of each rectangle.

- b. Find the areas of the rectangles in part (a) above.

Name _____

Date _____

On the grid below, shade and label at least two different rectangles with a perimeter of 20 centimeters.



Name _____

Date _____

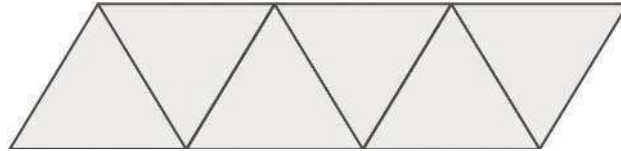
Suppose you have a rectangle with a perimeter of 2 cm. What can you conclude about the side lengths? Can all 4 sides of the rectangle measure a whole number of centimeters?



Name _____

Date _____

Adriana traces a regular triangle to create the shape below. The perimeter of her shape is 72 centimeters. What are the side lengths of the triangle?



Name _____

Date _____

Jennifer measures her rectangular sandbox and finds the width is 8 feet and the length is 6 feet.

a. Estimate to draw Jennifer's sandbox, and label the side lengths.

b. What is the area of Jennifer's sandbox?

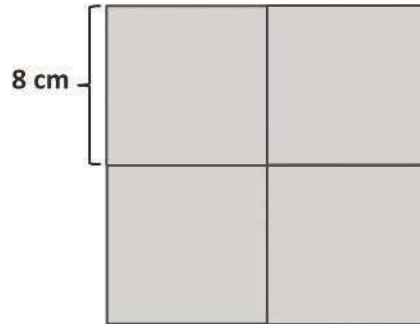
c. What is the perimeter of Jennifer's sandbox?



Name _____

Date _____

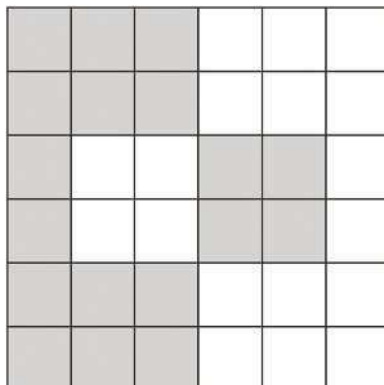
Jeannette draws four identical squares as shown below to make a new, larger square. The length of one of the small square sides is 8 centimeters. What is the perimeter of the new, larger square?



Name _____

Date _____

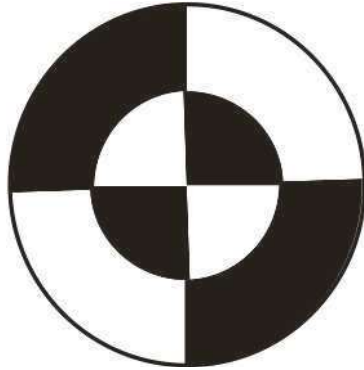
Marty shades the square as shown below and says one-half of the big square is shaded. Do you agree? Why or why not?



Name _____

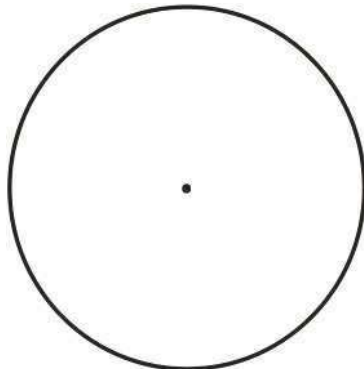
Date _____

Riddian shades a circle as shown below.



1. Is Riddian's shape about one-half shaded? How do you know?

2. Estimate to shade about one-half of the circle in an unusual way.



Name _____

Date _____

What fluency activity helped you the most in becoming fluent with your multiplication and division facts this year? Write three or four sentences to explain what made it so useful.