

Name _____

Date _____

Use the place value chart and arrows to show how the value of each digit changes. Then name the value of the indicated digit in both unit form and standard form.

- a. $6.671 \times 100 =$ _____ What is the value of the 1 in the product? _____

				●			

- b. $684 \div 100 =$ _____ What is the value of the 4 in the quotient? _____

				●			

Name _____

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1. Write the standard form of a decimal fraction that has:

a. 3 ones and 7 tenths _____

b. 3 thousandths and 7 tenths _____

c. 3 tenths and 7 thousandths _____

d. 3 hundredths and 7 thousandths _____

2. Write an equation that would change the value of the digit 2 in the decimal fraction 0.20 to 2 hundredths.



Name _____

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1. Convert using an equation.

a. 2 meters to centimeters $2 \text{ m} = \underline{\hspace{2cm}} \text{ cm}$ _____

b. 40 millimeters to meters $40 \text{ mm} = \underline{\hspace{2cm}} \text{ m}$ _____

2. Write the equivalent measures.

a. A piece of fabric measures 3.9 meters. Express this length in centimeters.

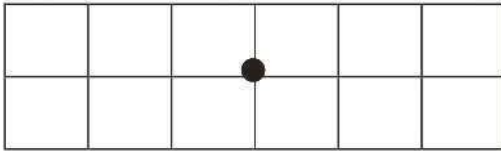
b. Ms. Ramos's thumb measures 4 centimeters. Express this length in meters.

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1. Show the numbers on the place value chart using digits. Use $>$, $<$, or $=$ to compare. Explain your thinking in the space to the right.

$$167.4 \quad \bigcirc \quad 167.462$$



2. Use $>$, $<$, and $=$ to compare the numbers.

$$32.725 \quad \bigcirc \quad 32.735$$

3. Arrange the numbers in decreasing order.

76.342 76.332 76.232 76.343

Name _____

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Use the table to round the number to the given places. Label the number lines, and circle the rounded value.

8.546

Tens	Ones	•	Tenths	Hundredths	Thousandths
	8	•	5	4	6
		•	85	4	6
		•		854	6
		•			8546

a. Hundredths



b. Tens



Name _____

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Round the quantity to the given place value. Draw number lines to explain your thinking. Circle the rounded value on the number line.

a. 13.989 to the nearest tenth

b. 382.993 to nearest hundredth

Name _____

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1. Solve.

a. $4 \text{ thousandths} + 8 \text{ thousandths} = \underline{\hspace{1cm}} \text{ thousandths} = \underline{\hspace{1cm}} \text{ hundredths} \underline{\hspace{1cm}} \text{ thousandths}$

b. $64 \text{ thousandths} + 8 \text{ thousandths} = \underline{\hspace{1cm}} \text{ thousandths} = \underline{\hspace{1cm}} \text{ hundredths} \underline{\hspace{1cm}} \text{ thousandths}$

2. Solve using the standard algorithm.

a. $31.4 + 1.809 = \underline{\hspace{2cm}}$

b. $36.258 + 8.67 = \underline{\hspace{2cm}}$

Name _____

Date _____

1. Subtract.

$$0.017 - 0.008 = \underline{\hspace{1cm}} \text{ thousandths} - \underline{\hspace{1cm}} \text{ thousandths} = \underline{\hspace{1cm}} \text{ thousandths}$$

Express the difference in standard form. _____

2. Subtract vertically, showing all work.

a. $84.637 - 28.56 = \underline{\hspace{2cm}}$

b. $7 - 0.355 = \underline{\hspace{2cm}}$

Name _____

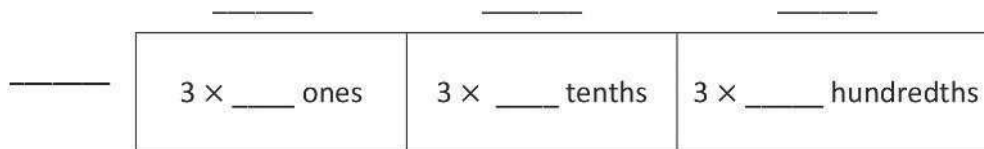
Date _____

1. Solve by drawing disks on a place value chart. Write an equation, and express the product in standard form.

4 copies of 3 tenths

2. Complete the area model, and then find the product.

3×9.63



Name _____

Date _____

1. Use estimation to choose the correct value for each expression.

a. 5.1×2 1.02 10.2 102

b. 4×8.93 35.72 357.2 3572

2. Estimate the answer for 7.13×6 . Explain your reasoning using words, pictures, or numbers.



Name _____ Date _____

1. Complete the sentences with the correct number of units, and then complete the equation.

a. 2 groups of _____ tenths is 1.8. $1.8 \div 2 =$ _____

b. 4 groups of _____ hundredths is 0.32. $0.32 \div 4 =$ _____

2. Complete the number sentence. Express the quotient in unit form and then in standard form.

a. $4.5 \div 5 =$ _____ tenths $\div 5 =$ _____ tenths $=$ _____

b. $6.12 \div 6 =$ _____ ones $\div 6 +$ _____ hundredths $\div 6$

$=$ _____ ones $+$ _____ hundredths

$=$ _____

Name _____

Date _____

1. Draw place value disks on the place value chart to solve. Show each step using the standard algorithm.

$5.36 \div 2 = \underline{\quad}$

Ones	Tenths	Hundredths

$$2 \overline{) 5.36}$$

2. Solve using the standard algorithm.

$0.52 \div 4 = \underline{\quad}$

Name _____

Date _____

1. Draw place value disks on the place value chart to solve. Show each step in the standard algorithm.

$0.6 \div 4 = \underline{\quad}$

Ones	●	Tenths	Hundredths

$$4 \overline{) 0.6}$$

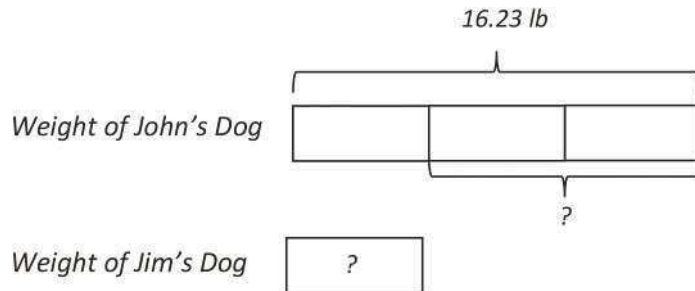
2. Solve using the standard algorithm.

$9.8 \div 5 =$

Name _____

Date _____

Write a word problem with two questions that matches the strip diagram below, and then solve.



Name _____

Date _____

Record the factors of the given numbers as multiplication sentences and as a list in order from least to greatest. Classify each as prime (P) or composite (C).

	Multiplication Sentences	Factors	Prime (P) or Composite (C)
a.	9	The factors of 9 are:	
b.	12	The factors of 12 are:	
c.	19	The factors of 19 are:	

Name _____

Date _____

1. Explain your thinking or use division to answer the following.

a. Is 2 a factor of 34?	b. Is 3 a factor of 34?
c. Is 4 a factor of 72?	d. Is 3 a factor of 72?

2. Use the associative property to explain why the following statement is true.
Any number that has 9 as a factor also has 3 as a factor.

Name _____

Date _____

1. Fill in the unknown multiples of 11.

$5 \times 11 = \underline{\quad}$

$6 \times 11 = \underline{\quad}$

$7 \times 11 = \underline{\quad}$

$8 \times 11 = \underline{\quad}$

$9 \times 11 = \underline{\quad}$

2. Complete the pattern of multiples by skip-counting.

7, 14, _____, 28, _____, _____, _____, _____, _____

3. a. List the numbers that have 18 as a multiple.

b. What are the factors of 18?

c. Are your two lists the same? Why or why not?



Name _____

Date _____

Use the calendar below to complete the following:

1. Cross off all composite numbers.
2. Circle all of the prime numbers.
3. List any remaining numbers.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Name _____

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1. Find the products.

a. $1,900 \times 20$

b. $6,000 \times 50$

c. 250×300

2. Explain how knowing $50 \times 4 = 200$ helps you find 500×400 .

Name _____

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Round the factors and estimate the products.

a. $656 \times 106 \approx$

b. $3,108 \times 7,942 \approx$

c. $425 \times 9,311 \approx$

d. $8,633 \times 57,008 \approx$



Name _____

Date _____

1. Draw a model. Then, write the numerical expressions.

a. The difference between 8 forty-sevens and 7 forty-sevens

b. 6 times the sum of 12 and 8

2. Compare the two expressions using $>$, $<$, or $=$.

$$62 \times (70 + 8)$$



$$(70 + 8) \times 26$$

Name _____

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Solve using mental math. Draw a strip diagram and fill in the blanks to show your thinking.

<p>a. $49 \times 11 =$ _____ elevens</p> <p>Think: 50 elevens – 1 eleven</p> <p>$=$ (_____ \times 11) – (_____ \times 11)</p> <p>$=$ _____ – _____</p> <p>$=$ _____</p>	<p>b. $25 \times 13 =$ _____ twenty-fives</p> <p>Think: _____ twenty-fives + _____ twenty-fives</p> <p>$=$ (_____ \times 25) + (_____ \times 25)</p> <p>$=$ _____ + _____</p> <p>$=$ _____</p>
--	---

Name _____

Date _____

Draw an area model, and then solve using the standard algorithm.

a. $21 \times 23 =$ _____

$$\begin{array}{r} 21 \\ \times 23 \\ \hline \end{array}$$

b. $143 \times 12 =$ _____

$$\begin{array}{r} 143 \\ \times 12 \\ \hline \end{array}$$

Name _____

Date _____

Draw an area model. Then, solve using the standard algorithm. Use arrows to match the partial products from your area model to the partial products in the algorithm.

a. 78×42

$$\begin{array}{r} 78 \\ \times 42 \\ \hline \end{array}$$

b. 783×42

$$\begin{array}{r} 783 \\ \times 42 \\ \hline \end{array}$$



Name _____

Date _____

Draw an area model. Then, solve using the standard algorithm.

a. 642×257

$$\begin{array}{r} 642 \\ \times 257 \\ \hline \end{array}$$

b. 642×207

$$\begin{array}{r} 642 \\ \times 207 \\ \hline \end{array}$$

Name _____

Date _____

Estimate the product first. Solve by using the standard algorithm. Use your estimate to check the reasonableness of the product.

a. 283×416

\approx _____ \times _____

$=$ _____

283

$\times 416$

b. $2,803 \times 406$

\approx _____ \times _____

$=$ _____

$2,803$

$\times 406$

Name _____

Date _____

1. Estimate the product. Solve using an area model and the standard algorithm. Remember to express your products in standard form.

a. $33.2 \times 21 \approx$ _____ \times _____ $=$ _____

b. $1.7 \times 55 \approx$ _____ \times _____ $=$ _____

2. If the product of 485×35 is 16,975, what is the product of 485×3.5 ? How do you know?



Name _____

Date _____

Use estimation and place value reasoning to find the unknown product. Explain how you know.

1. If $647 \times 63 = 40,761$ then $6.47 \times 63 =$ _____

2. Solve using the standard algorithm.

a. 6.13×14

b. 104.35×34



Name _____

Date _____

Estimate. Then, solve using the standard algorithm. You may draw an area model if it helps you.

a. $3.03 \times 402 \approx$ _____ \times _____ $=$ _____

b. $667 \times 1.25 \approx$ _____ \times _____ $=$ _____



Name _____

Date _____

Solve.

- a. Convert pounds to ounces.
(1 pound = 16 ounces)

$$\begin{aligned} 14 \text{ pounds} &= \underline{\hspace{2cm}} \times (1 \text{ pound}) \\ &= \underline{\hspace{2cm}} \times (\underline{\hspace{2cm}} \text{ ounces}) \\ &= \underline{\hspace{2cm}} \text{ ounces} \end{aligned}$$

- b. Convert kilograms to grams.

$$\begin{aligned} 18.2 \text{ kilograms} &= \underline{\hspace{2cm}} \times (\underline{\hspace{2cm}}) \\ &= \underline{\hspace{2cm}} \times (\underline{\hspace{2cm}}) \\ &= \underline{\hspace{2cm}} \text{ grams} \end{aligned}$$

Name _____

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1. Convert grams to kilograms by completing the number sentences.

$$4,567 \text{ grams} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$$

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

$$=$$
$$=$$

Name _____

Date _____

Solve.

To practice for an Ironman competition, John swam 0.86 kilometer each day for 3 weeks. How many meters did he swim in those 3 weeks?



Name _____

Date _____

Divide. Show your thinking.

a. $17,000 \div 100$

b. $59,000 \div 1,000$

c. $12,000 \div 40$

d. $480,000 \div 600$

Name _____

Date _____

Estimate the quotient for the following problems.

a. $608 \div 23$

\approx _____ \div _____

$=$ _____

b. $913 \div 31$

\approx _____ \div _____

$=$ _____

c. $151 \div 39$

\approx _____ \div _____

$=$ _____

d. $481 \div 68$

\approx _____ \div _____

$=$ _____

Name _____

Date _____

Estimate the quotients for the following problems.

a. $6,523 \div 21$ \approx _____ \div _____ $=$ _____	b. $8,491 \div 37$ \approx _____ \div _____ $=$ _____
c. $3,704 \div 53$ \approx _____ \div _____ $=$ _____	d. $4,819 \div 68$ \approx _____ \div _____ $=$ _____

Name _____

Date _____

Divide, and then check using multiplication.

a. $73 \div 20$

b. $291 \div 30$



Name _____

Date _____

Divide. Then, check with multiplication.

a. $78 \div 21$

b. $89 \div 37$

Name _____

Date _____

Divide. Then, check using multiplication.

a. $326 \div 53$

b. $192 \div 38$



Lesson 25: Divide two- and three-digit dividends by two-digit divisors with single-digit quotients, and make connections to a written method.

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Name _____

Date _____

Divide. Then, check using multiplication.

a. $413 \div 19$

b. $708 \div 67$



Name _____

Date _____

Divide. Then, check using multiplication.

a. $8,283 \div 19$

b. $1,056 \div 37$



Lesson 27: Divide three- and four-digit dividends by two-digit divisors resulting in two- and three-digit quotients, reasoning about the decomposition of successive remainders in each place value.

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Name _____

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1. Divide.

a. $27.3 \div 3$

b. $27.3 \div 30$

c. $273 \div 300$

2. If $72.9 \div 90 = 0.81$, then the quotient of $72.9 \div 9$ is _____. Use place value reasoning to explain the placement of the decimal point.



Lesson 28: Divide decimal dividends by multiples of 10, reasoning about the placement of the decimal point and making connections to a written method.

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Name _____

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Estimate the quotients.

a. $1.64 \div 22 \approx$

b. $123.8 \div 62 \approx$

c. $6.15 \div 31 \approx$



Lesson 29: Use basic facts to approximate decimal quotients with two-digit divisors, reasoning about the placement of the decimal point.

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Name _____

Date _____

1. Estimate. Then, divide using the standard algorithm and check.

a. $45.15 \div 21$

b. $14.95 \div 65$

2. We learned today that division expressions that have the same quotient and remainders are not necessarily equal to each other. Explain how this is possible.



Name _____

Date _____

Divide.

a. $28 \div 35$

b. $68.25 \div 65$



Lesson 31: Divide decimal dividends by two-digit divisors, estimating quotients, reasoning about the placement of the decimal point, and making connections to a written method.

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Name _____

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Solve this problem, and show all of your work.

Kenny is ordering uniforms for both the girls' and boys' tennis clubs. He is ordering shirts for 43 players and two coaches at a total cost of \$658.35. Additionally, he is ordering visors for each player at a total cost of \$368.51. How much will each player pay for the shirt and visor?



Name _____

Date _____

Solve.

Hayley borrowed \$1,854 from her parents. She agreed to repay them in equal installments throughout the next 18 months. How much will Hayley still owe her parents after a year?



Name _____

Date _____

Solve by drawing the rectangular fraction model.

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

2. In one hour, Ed used $\frac{2}{5}$ of the time to complete his homework and $\frac{1}{4}$ of the time to check his email. How much time did he spend completing homework and checking email? Write your answer as a fraction. (Extension: Write the answer in minutes.)

Name _____

Date _____

1. Draw a model to help solve $\frac{5}{6} + \frac{1}{4}$. Write your answer as a mixed number.

2. Patrick drank $\frac{3}{4}$ liter of water Monday before jogging. He drank $\frac{4}{5}$ liter of water after his jog. How much water did Patrick drink altogether? Write your answer as a mixed number.

Name _____

Date _____

For the following problems, draw a picture using the rectangular fraction model and write the answer. Simplify your answer, if possible.

a. $\frac{1}{2} - \frac{1}{7} =$

b. $\frac{3}{5} - \frac{1}{2} =$



Name _____

Date _____

For the following problems, draw a picture using the rectangular fraction model and write the answer. Simplify your answer, if possible.

a. $1\frac{1}{5} - \frac{1}{2} =$

b. $1\frac{1}{3} - \frac{5}{6} =$

Name _____

Date _____

Solve the word problem using the RDW strategy. Show all of your work.

Mr. Pham mowed $\frac{2}{7}$ of his lawn. His son mowed $\frac{1}{4}$ of it. Who mowed the most? How much of the lawn still needs to be mowed?



Name _____

Date _____

Add or subtract.

a. $5 + 1\frac{7}{8} =$

b. $3 - 1\frac{3}{4} =$

c. $7\frac{3}{8} + 4 =$

d. $4 - 2\frac{3}{7} =$



Name _____

Date _____

Make like units, and then add.

a. $\frac{1}{6} + \frac{3}{4} =$

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

Name _____

Date _____

Add.

1. $3\frac{1}{2} + 1\frac{1}{3} =$

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

Name _____

Date _____

Generate equivalent fractions to get like units. Then, subtract.

a. $\frac{3}{4} - \frac{3}{10} =$

b. $3\frac{1}{2} - 1\frac{1}{3} =$

Name _____

Date _____

Subtract.

1. $5\frac{1}{2} - 1\frac{1}{3} =$

2. $8\frac{3}{4} - 5\frac{5}{6} =$

Name _____

Date _____

1. Circle the correct answer.

a. $\frac{1}{2} + \frac{5}{12}$ greater than 1 less than 1

b. $2\frac{7}{8} - 1\frac{7}{9}$ greater than 1 less than 1

c. $1\frac{1}{12} - \frac{7}{10}$ greater than $\frac{1}{2}$ less than $\frac{1}{2}$

d. $\frac{3}{7} + \frac{1}{8}$ greater than $\frac{1}{2}$ less than $\frac{1}{2}$

2. Use $>$, $<$, or $=$ to make the following statement true.

$$4\frac{4}{5} + 3\frac{2}{3} \text{ — } 8\frac{1}{2}$$

Name _____

Date _____

Fill in the blank to make the statement true.

1. $1\frac{3}{4} + \frac{1}{6} + \underline{\hspace{2cm}} = 7\frac{1}{2}$

2. $8\frac{4}{5} - \frac{2}{3} - \underline{\hspace{2cm}} = 3\frac{1}{10}$

Name _____

Date _____

Solve the word problem using the RDW strategy. Show all of your work.

Cheryl bought a sandwich for $5\frac{1}{2}$ dollars and a drink for \$2.60. If she paid for her meal with a \$10 bill, how much money did she have left? Write your answer as a fraction and in dollars and cents.



Lesson 13: Solve multi-step word problems; assess reasonableness of solutions using benchmark numbers.

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Name _____

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Draw the following ribbons.

- a. 1 ribbon. The piece shown below is only $\frac{2}{3}$ of the whole. Complete the drawing to show the whole ribbon.



- b. 1 ribbon. The piece shown below is $\frac{1}{4}$ of the whole. Complete the drawing to show the whole ribbon.



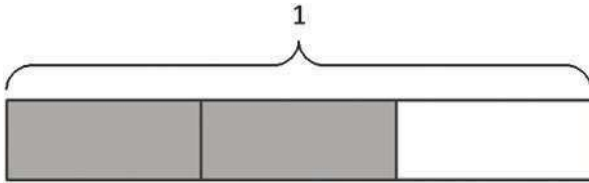
- c. 3 ribbons, A, B, and C. 1 third of A is the same length as B. C is half as long as B. Draw a picture of the ribbons.

Name _____

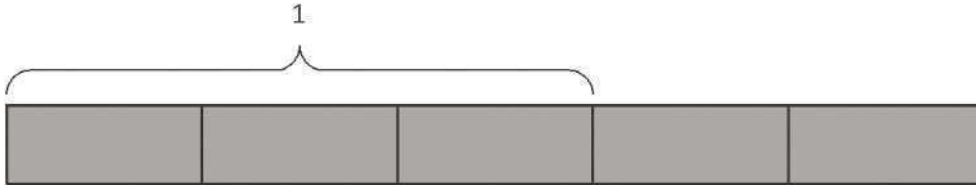
Date _____

1. Decompose each fraction modeled by a strip diagram as a sum of unit fractions. Write the equivalent multiplication sentence.

a.



b.



2. Draw a strip diagram, and record the given fraction's decomposition into unit fractions as a multiplication sentence.

$$\frac{6}{9}$$

Name _____

Date _____

1. Solve using unit form.

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

2. Solve.

$$11 \times \frac{5}{6}$$

Name _____

Date _____

Solve using any method.

1. $7 \times \frac{3}{4}$

2. $9 \times \frac{2}{5}$

3. $60 \times \frac{5}{8}$



Lesson 3: Represent the multiplication of n times a/b as $(n \times a)/b$ using the associative property and visual models.

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Name _____

Date _____

Multiply. Write each product as a mixed number.

1. $4 \times 5\frac{3}{8}$

2. $4\frac{3}{10} \times 3$

Name _____

Date _____

1. Fill in the unknown factors.

$$8 \times 5\frac{2}{3} = (\underline{\quad} \times 5) + (\underline{\quad} \times \frac{2}{3})$$

2. Multiply. Use the distributive property.

$$6\frac{5}{8} \times 7$$

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 _____

Coach Taylor asked his team to record the distance they ran during practice.

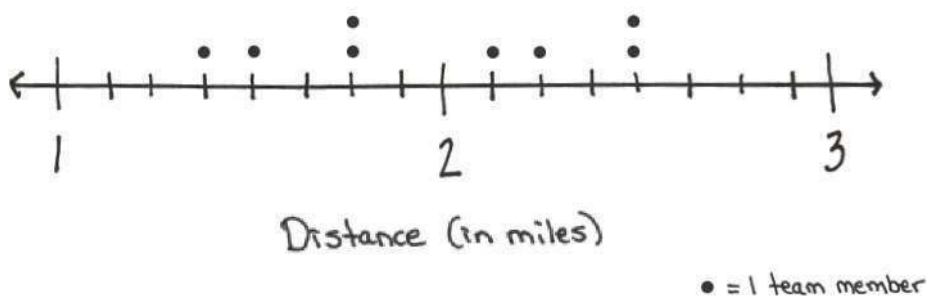
The distances are listed in the table.

1. Use the table to locate the incorrect data on the dot plot.

Circle any incorrect points.

Mark any missing points.

Running Practice



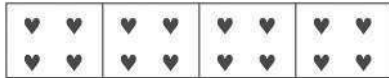
Team Members	Distance (in miles)
Alec	$1\frac{3}{4}$
Henry	$1\frac{1}{2}$
Charles	$2\frac{1}{8}$
Steve	$1\frac{3}{4}$
Pitch	$2\frac{2}{4}$
Raj	$1\frac{6}{8}$
Pam	$2\frac{1}{2}$
Tony	$1\frac{3}{8}$

2. Of the team members who ran $1\frac{6}{8}$ miles, how many miles did those team members run combined?

Name _____

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1. Find the value of each of the following.



a. $\frac{1}{4}$ of 16 =

b. $\frac{3}{4}$ of 16 =

2. Out of 18 cookies, $\frac{2}{3}$ are chocolate chip. How many of the cookies are chocolate chip?

Name _____

Date _____

Solve using a strip diagram.

a. $\frac{3}{5}$ of 30

b. $\frac{3}{5}$ of a number is 30. What's the number?

- c. Mr. Johnson baked 2 dozen cookies. Two-thirds of the cookies were oatmeal. How many oatmeal cookies did Mr. Johnson bake?



Name _____

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Solve each problem in two different ways as modeled in the example.

Example: $\frac{2}{3} \times 6 = \frac{2 \times 6}{3} = \frac{12}{3} = 4$

$\frac{2}{3} \times 6 = \frac{2 \times \overset{2}{\cancel{6}}}{\cancel{3}_1} = 4$

a. $\frac{2}{3} \times 15$

$\frac{2}{3} \times 15$

b. $\frac{5}{4} \times 12$

$\frac{5}{4} \times 12$

Name _____ Date _____

1. Express 36 minutes as a fraction of an hour: 36 minutes = _____ hour

2. Solve.

a. $\frac{2}{3}$ feet = _____ inches

b. $\frac{2}{5}$ m = _____ cm

c. $\frac{5}{6}$ year = _____ months



Name _____

Date _____

1. Rewrite these expressions using words.

a. $\frac{3}{4} \times \left(2\frac{2}{5} - \frac{5}{6}\right)$

b. $2\frac{1}{4} + \frac{8}{3}$

2. Write an expression, and then solve.

Three less than four times the sum of eight thirds and nine

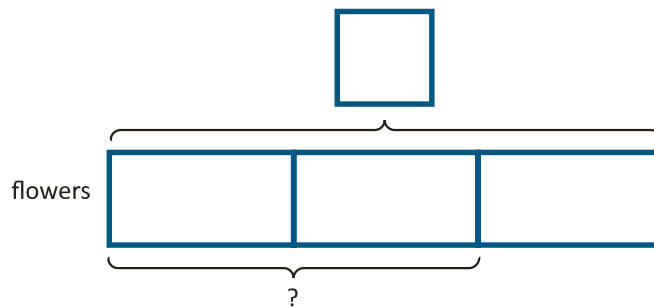
Name _____

Date _____

1. Use a strip diagram to solve.

$$\frac{2}{3} \text{ of } 5$$

2. Create a story problem about flowers for the strip diagram below. Your story must include a fraction.



Name _____

Date _____

In a classroom, $\frac{1}{6}$ of the students are wearing blue shirts, and $\frac{2}{3}$ are wearing white shirts. There are 36 students in the class. How many students are wearing a shirt other than blue or white?

Name _____

Date _____

Convert. Express your answer as a mixed number, if possible.

a. 5 in = _____ ft

b. 13 in = _____ ft

c. 9 oz = _____ lb

d. 18 oz = _____ lb



Name _____

Date _____

Convert. If possible, express your answer as a mixed number.

a. $2\frac{1}{6}$ ft = _____ in

b. $3\frac{3}{4}$ yd = _____ ft

c. 7 c = _____ pt

d. $3\frac{2}{3}$ years = _____ months

Name _____

Date _____

1. Draw a strip diagram and a number line to solve. Fill in the blanks that follow.

a. $5 \div \frac{1}{2} =$ _____

There are ____ halves in 1 whole.

There are ____ halves in 5 wholes.

5 is $\frac{1}{2}$ of what number? _____

b. $4 \div \frac{1}{4} =$ _____

There are ____ fourths in 1 whole.

There are ____ fourths in ____ wholes.

4 is $\frac{1}{4}$ of what number? _____

2. Ms. Leverenz is doing an art project with her class. She has a 3 foot piece of ribbon. If she gives each student an eighth of a foot of ribbon, will she have enough for her class of 22 students?

Name _____

Date _____

1. Solve. Support at least one of your answers with a model or strip diagram.

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

b. $\frac{1}{8} \div 5 =$ _____

2. Larry spends half of his workday teaching piano lessons. If he sees 6 students, each for the same amount of time, what fraction of his workday is spent with each student?



Name _____

Date _____

1. Kevin divides 3 pieces of paper into fourths. How many fourths does he have? Draw a picture to support your response.

2. Sybil has $\frac{1}{2}$ of a pizza left over. She wants to share the pizza with 3 of her friends. What fraction of the original pizza will Sybil and her 3 friends each receive? Draw a picture to support your response.

Name _____

Date _____

Create a word problem for the following expressions, and then solve.

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

b. $\frac{1}{2} \div 4$

Name _____

Date _____

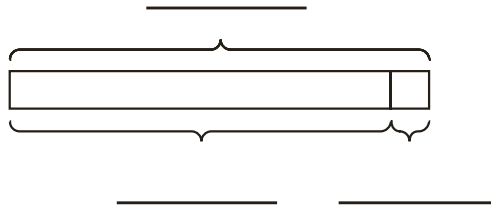
Maria gets a summer job that pays \$1,200 per month and provides a place for her to live, so she does not need to pay rent. Her budget is described in the table. How much is Maria's car payment if her budget is balanced?

Maria's Budget	
Description	Amount
Groceries	\$325
Gas for car	\$75
Phone	\$130
Insurance	\$255
Car payment	
Savings	\$100
Restaurants and entertainment	\$80

Name _____

Date _____

1. The strip diagram represents John's pay.
 - a. Label the whole and the parts with gross income, net income, and taxes.



- b. What are the two types of taxes that are deducted from a person's gross income?

2. John's net income each month is \$5,500. Each month, \$448.20 is deducted for income tax, \$335.50 is deducted for payroll tax, and \$210.00 is deducted for health insurance. What is John's monthly gross income?

Name _____

Date _____

1. Mrs. Diaz buys school clothes for her children. The subtotal on the receipt, which shows the price for all the clothes before tax, is \$250. The sales tax rate is $\frac{1}{10}$ of the price of the clothes. How much does Mrs. Diaz spend in all?

2. Which of the following are examples of property taxes? Circle all correct answers.

A tax paid on a farm a person owns.

A tax paid on a piece of clothing a person buys.

A tax paid on a home a person owns.

A tax paid on a piece of land a person owns.

Name _____

Date _____

1. What are the two methods of payment? Give the advantages and disadvantages of each.

2. What actions can be taken to keep a budget balanced when expenses exceed income?



Lesson 24: Identify the advantages and disadvantages of different methods of payment.

Name _____

Date _____

1. Write an equivalent expression in numerical form.

1 fourth as much as the product of two-thirds and 0.8

2. Write an equivalent expression in word form.

a. $\frac{3}{8} \times (1 - \frac{1}{3})$

b. $(1 - \frac{1}{3}) \div 2$

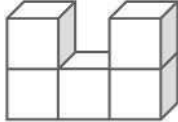
3. Compare the expressions in 2(a) and 2(b). Without evaluating, identify which quantity is greater. Explain your answer.

Name _____

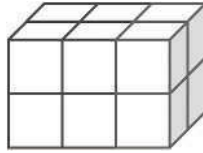
Date _____

1. What is the volume of the figures pictured below?

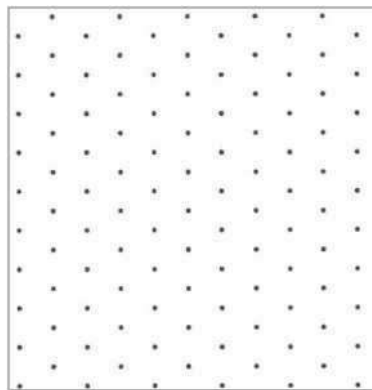
a.



b.



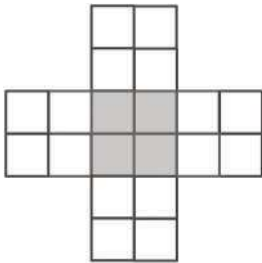
2. Draw a picture of a figure with a volume of 3 cubic units on the dot paper.



Name _____

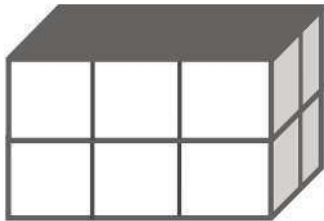
Date _____

1. If this figure were to be folded into a box, how many cubes would fill it?



Number of cubes: _____

2. Predict how many centimeter cubes will fit in the box, and briefly explain your prediction. Use cubes to find the actual volume. (The figure is not drawn to scale.)



Prediction: _____

Actual: _____

Name _____

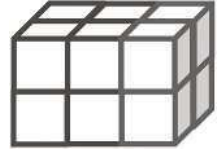
Date _____

1. Use unit cubes to build the figure to the right, and fill in the missing information.

Number of layers: _____

Number of cubes in each layer: _____

Volume: _____ cubic centimeters

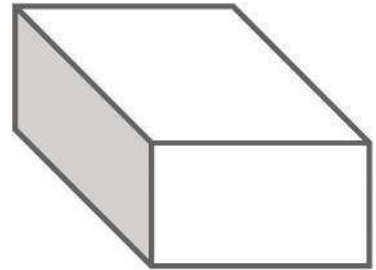


2. This prism measures 3 units by 4 units by 2 units. Draw the layers as indicated.

Number of layers: 4

Number of cubic units in each layer: 6

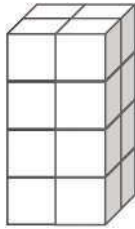
Volume: _____ cubic centimeters



Name _____

Date _____

1. Calculate the volume of prism.



Length: _____ mm

Width: _____ mm

Height: _____ mm

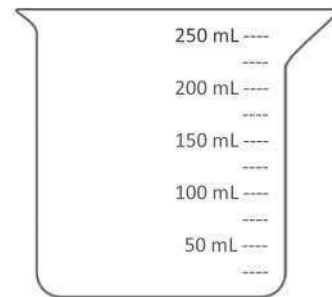
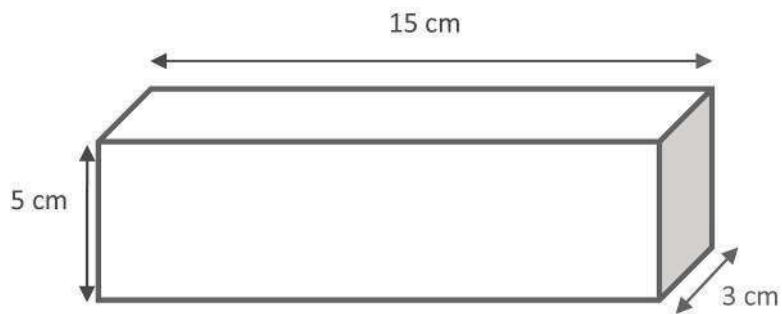
Volume: _____ mm³

Write the multiplication sentence that shows how you calculated the volume. Be sure to include the units.

2. A rectangular prism has a top face with an area of 20 ft² and a height of 5 ft. What is the volume of this rectangular prism?

Name _____

Date _____



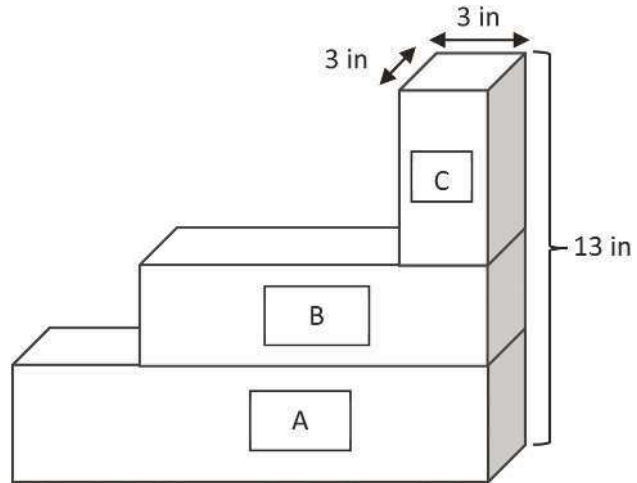
- Find the volume of the prism.

- Shade the beaker to show how much liquid would fill the box.

Name _____

Date _____

The image below represents three planters that are filled with soil. Find the total volume of soil in the three planters. Planter A is 14 inches by 3 inches by 4 inches. Planter B is 9 inches by 3 inches by 3 inches.



Name _____

Date _____

A storage shed is a rectangular prism and has dimensions of 6 meters by 5 meters by 12 meters. If Jean were to double these dimensions, she believes she would only double the volume. Is she correct? Explain why or why not. Include a drawing in your explanation.



Name _____

Date _____

Sketch a rectangular prism that has a volume of 36 cubic cm. Label the dimensions of each side on the prism. Fill in the blanks that follow.

Height: _____ cm

Length: _____ cm

Width: _____ cm

Volume: _____ cubic cm



Lesson 8: Apply concepts and formulas of volume to design a sculpture using rectangular prisms within given parameters.

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Name _____

Date _____

A student designed this sculpture. Using the dimensions on the sculpture, find the dimensions of each rectangular prism. Then, calculate the volume of each prism.

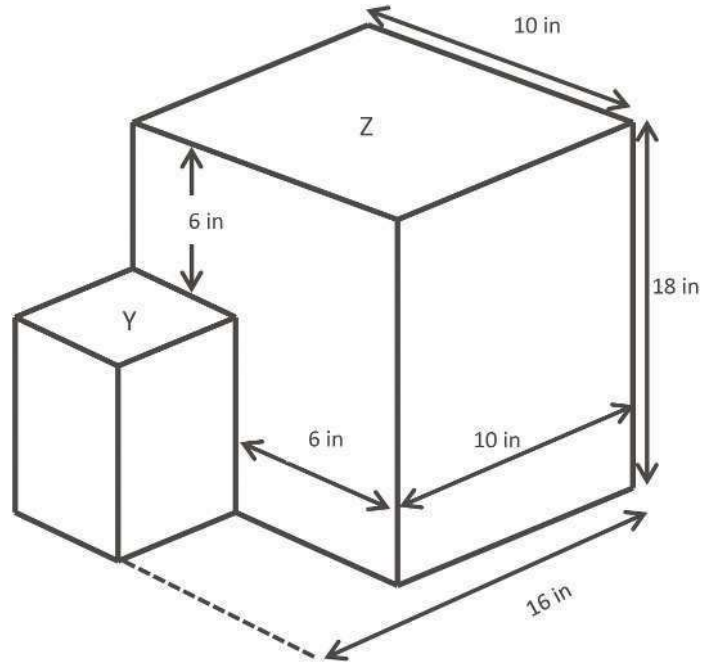
- a. Rectangular Prism Y

Height: _____ inches

Length: _____ inches

Width: _____ inches

Volume: _____ cubic inches



- b. Rectangular Prism Z

Height: _____ inches

Length: _____ inches

Width: _____ inches

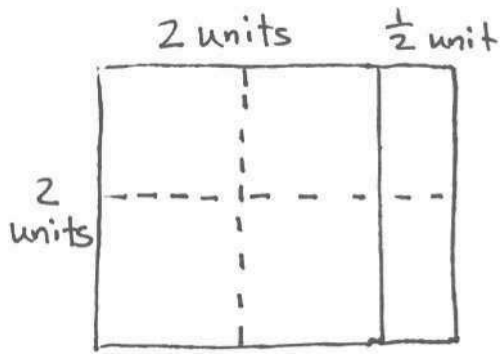
Volume: _____ cubic inches

- c. Find the total volume of the sculpture. Label the answer.

Name _____

Date _____

Emma tiled a rectangle and then sketched her work. Fill in the missing information, and multiply to find the area.

**Emma's Rectangle:**

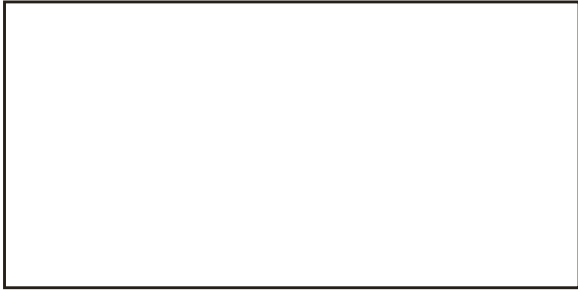
_____ units long _____ units wide

Area = _____ units²

Name _____

Date _____

Measure the rectangle to the nearest $\frac{1}{4}$ inch with your ruler, and label the dimensions. Find the area.



Name _____

Date _____

Find the area of the following rectangles. Draw an area model if it helps you.

1. $\frac{7}{2}$ mm \times 3 mm

2. $5\frac{7}{8}$ km \times 4 km

Name _____

Date _____

Mr. Klimek made his wife a rectangular vegetable garden. The width is $5\frac{3}{4}$ ft, and the length is 9 ft. What is the area of the garden?



Name _____

Date _____

Wheat grass is grown in planters that are 3 inch by $1\frac{3}{4}$ inch. If there is a 6×6 array of these planters with no space between them, what is the area covered by the planters?



Lesson 14: Solve real-world problems involving area of figures with fractional side lengths using visual models and/or equations.

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Name _____

Date _____

Use appropriate tools to solve the following problems.

- The triangles below have been classified by a shared attribute (side length or angle type). Use one of the words *acute*, *right*, *obtuse*, *scalene*, *isosceles*, or *equilateral* to label the headings to identify the way the triangles have been sorted.

--	--	--

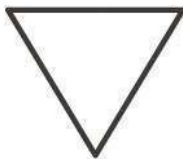
- Draw lines to identify each triangle according to side length.

a.



Equilateral

b.



Isosceles

c.



Scalene

Name _____

Date _____

1. Draw an isosceles triangle.

2. Draw a scalene triangle.

Name _____

Date _____

a. Use a ruler and a set square to draw a trapezoid.

b. What attribute must be present for a quadrilateral to also be a trapezoid?

Name _____

Date _____

1. Draw a parallelogram.

2. What attributes do all parallelograms share?



Name _____

Date _____

1. Draw a rhombus.

2. Draw a rectangle.



Lesson 19: Draw rectangles and rhombuses to clarify their attributes, and define rectangles and rhombuses based on those attributes.



Name _____

Date _____

Use your tools to draw a square in the space below. Then, fill in the blanks with an attribute. There is more than one answer to some of these.

- a. Because a square is a kite, it must have _____.
- b. Because a square is a rhombus, it must have _____.
- c. Because a square is a rectangle, it must have _____.
- d. Because a square is a parallelogram, it must have _____.
- e. Because a square is a quadrilateral, it must have _____.

Name _____ Date _____

1. Use the word bank to fill in the blanks.

squares parallelograms

All _____ are _____, but not all _____ are _____.

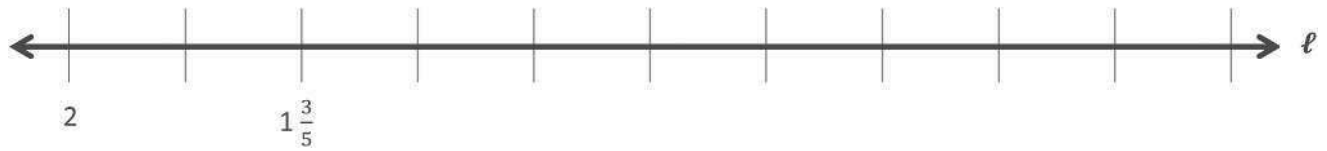
2. Use the word bank to fill in the blanks.

kites rhombuses

All _____ are _____, but not all _____ are _____.

Name _____

Date _____

Use number line ℓ to answer the questions.

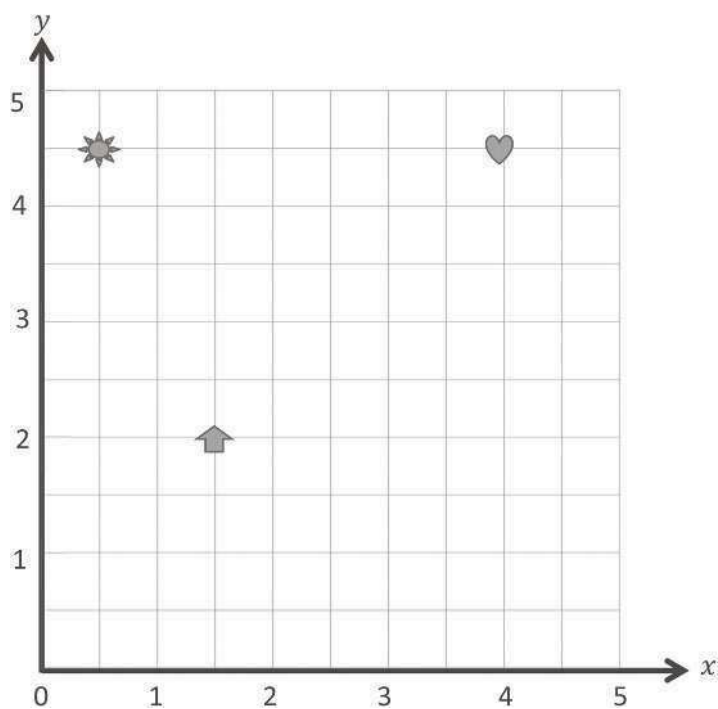
- Plot point C so that its distance from the origin is 1.
- Plot point E $\frac{4}{5}$ closer to the origin than C . What is its coordinate? _____
- Plot a point at the midpoint of C and E . Label it H .

Name _____

Date _____

1. Name the coordinates of the shapes below.

Shape	x-coordinate	y-coordinate
Sun		
Arrow		
Heart		



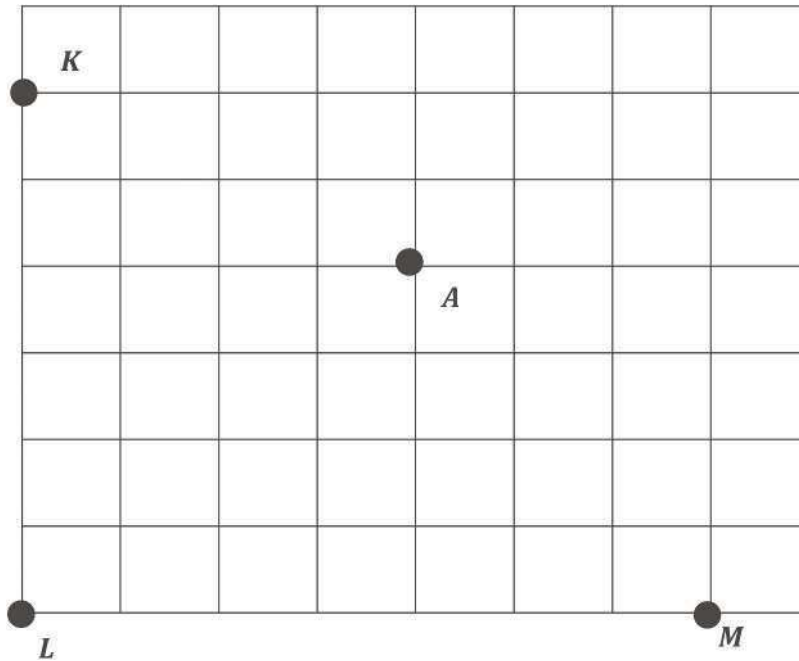
2. Plot a square at $(3, 3\frac{1}{2})$.

3. Plot a triangle at $(4\frac{1}{2}, 1)$.

Name _____

Date _____

Use a ruler on the grid below to construct the axes for a coordinate plane. The x -axis should intersect points L and M . Construct the y -axis so that it contains points K and L . Label each axis.



- Place a hash mark on each grid line on the x - and y -axis.
- Label each hash mark so that A is located at $(1, 1)$.
- Plot the following points:

Point	x -coordinate	y -coordinate
B	$\frac{1}{4}$	0
C	$1\frac{1}{4}$	$\frac{3}{4}$

Name _____

Date _____

1. Use a straightedge to construct a line that goes through points A and B . Label the line ℓ .

2. Which axis is parallel to line ℓ ?

Which axis is perpendicular to line ℓ ?

3. Plot two more points on line ℓ . Name them C and D .

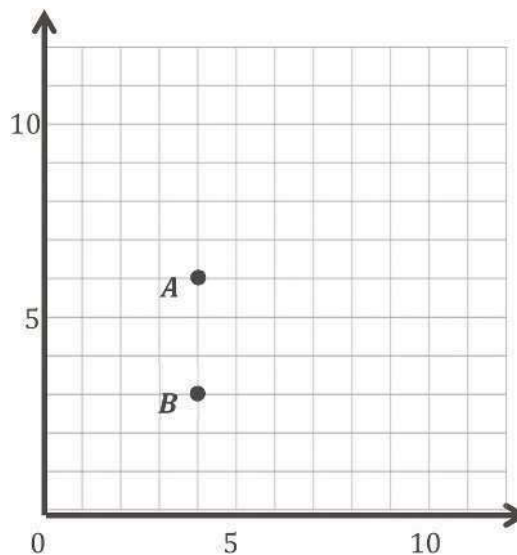
4. Give the coordinates of each point below.

A : _____

B : _____

C : _____

D : _____

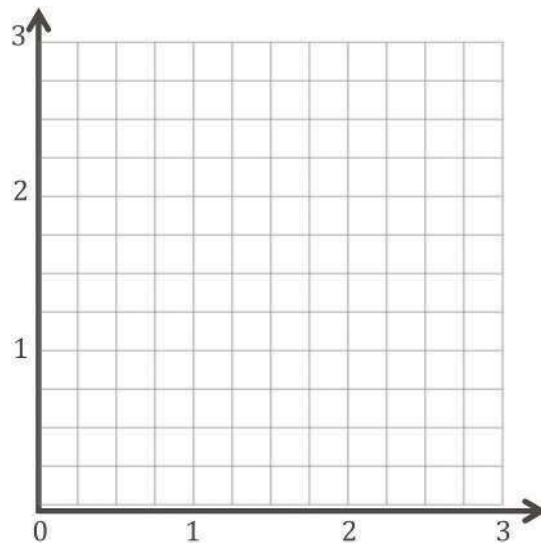


5. Give the coordinates of another point that falls on line ℓ with a y -coordinate greater than 20.

Name _____

Date _____

1. Plot the point $H(2\frac{1}{2}, 1\frac{1}{2})$.
2. Line ℓ passes through point H and is parallel to the y -axis. Construct line ℓ .
3. Construct line m such that the y -coordinate of every point is $\frac{3}{4}$.
4. Line m is _____ units from the x -axis.
5. Give the coordinates of the point on line m that is $\frac{1}{2}$ unit from the y -axis.
6. With a blue pencil, shade the portion of the plane that is less than $\frac{3}{4}$ unit from the x -axis.
7. With a red pencil, shade the portion of the plane that is less than $2\frac{1}{2}$ units from the y -axis.
8. Plot a point that lies in the double-shaded region. Give the coordinates of the point.

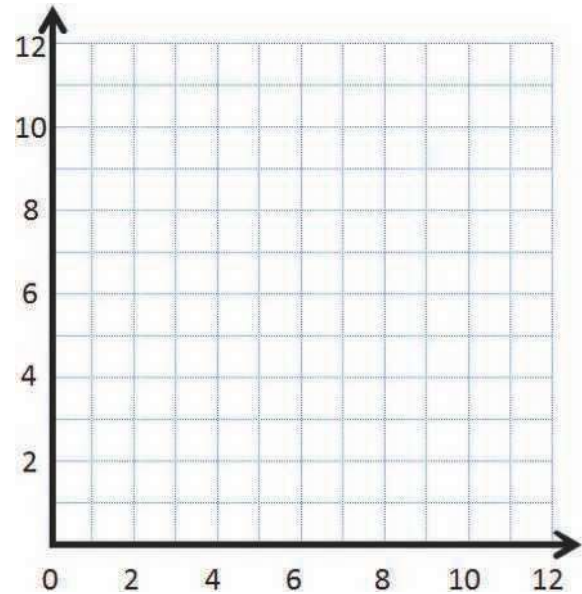


Name _____

Date _____

Complete the table. Then, plot the points on the coordinate plane.

x	y	(x, y)
0	4	
2	6	
3	7	
7	11	



- Use a straightedge to draw a line connecting these points.
- Write a rule to show the relationship between the x - and y -coordinates for points on the line.
- Name two other points that are also on this line. _____

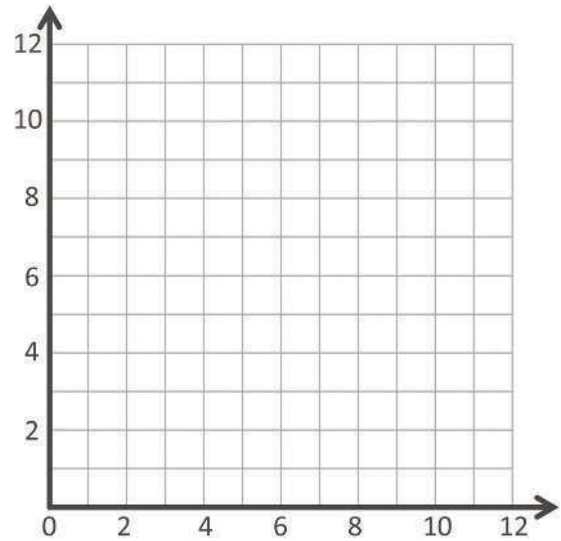
Name _____

Date _____

Complete this table with values for y such that each y -coordinate is 5 more than its corresponding x -coordinate.

x	y	(x, y)
0		
2		
3.5		

- Plot each point on the coordinate plane.
- Use a straightedge to draw a line connecting these points.
- Name 2 other points that fall on this line with y -coordinates greater than 25.
- Write the rule that represents the relationship between x and y as an equation.



Name _____

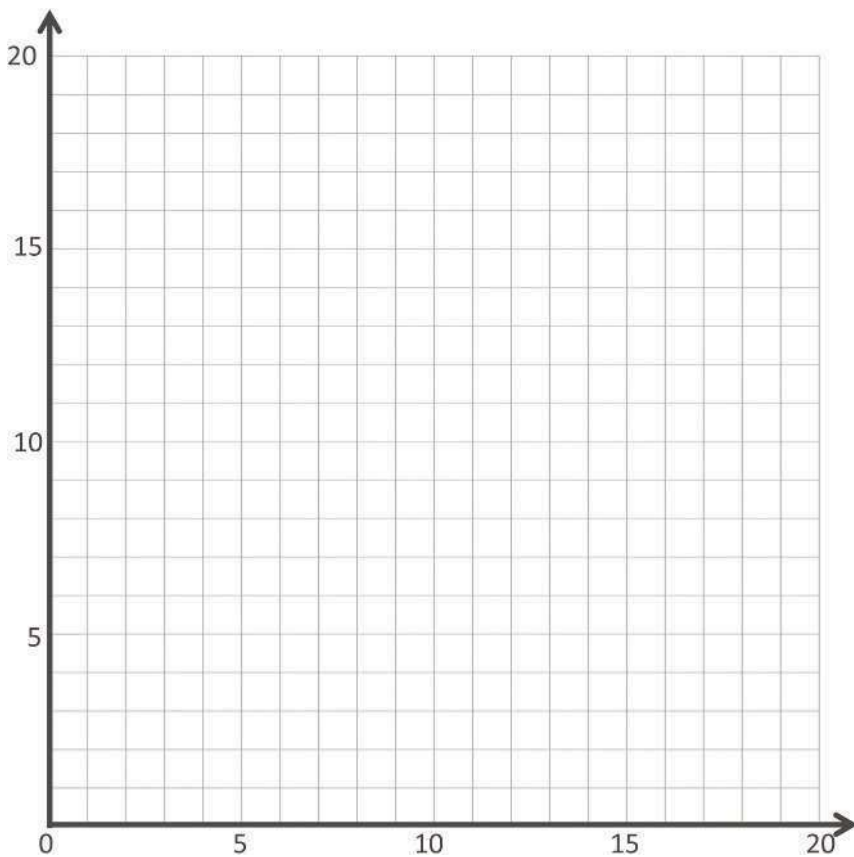
Date _____

Complete the table for the given rules. Then, construct lines ℓ and m on the coordinate plane.Line ℓ Rule: y is 5 more than x

x	y	(x, y)
0		
1		
2		
4		

Line m Rule: y is 5 times as much as x

x	y	(x, y)
0		
1		
2		
4		



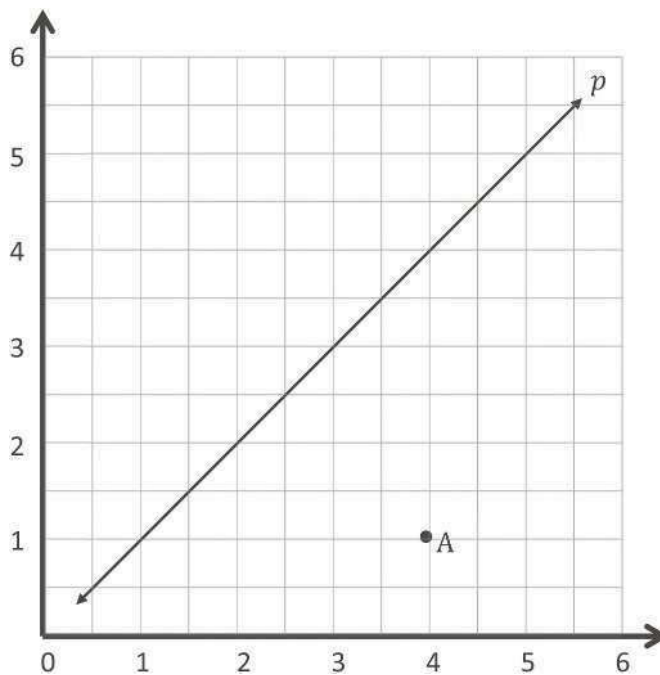
Write the rules for both lines as equations.

Name _____

Date _____

Use the coordinate plane below to complete the following tasks.

- Line p represents the rule x and y are equal.
- Construct a line, a , that is parallel to line p and contains point A .
- Name 3 points on line a .
- Identify a rule to describe line a .



Name _____

Date _____

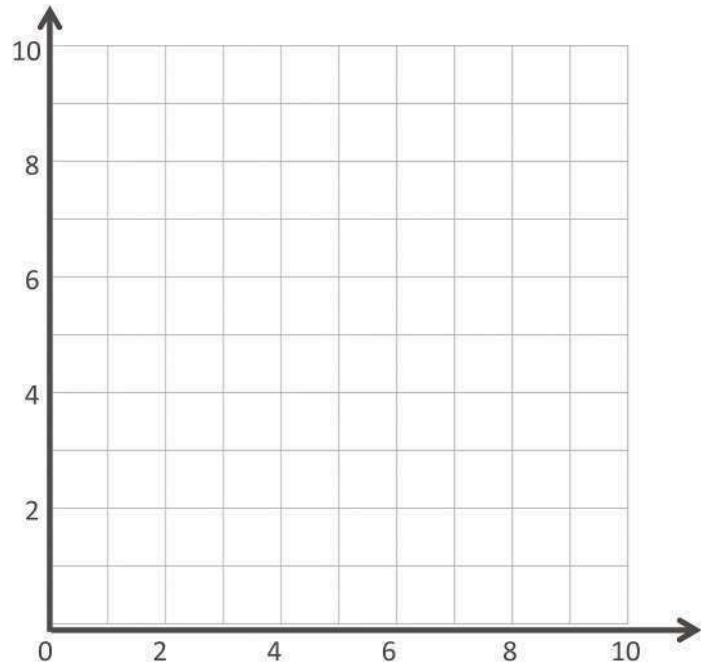
1. Complete the tables for the given rules.

Line ℓ Rule: *Triple x*

x	y	(x, y)
0		
1		
2		
3		

Line m Rule: *Triple x , and then add 1*

x	y	(x, y)
0		
1		
2		
3		



- a. Draw each line on the coordinate plane above.
- b. Compare and contrast these lines.
2. Circle the point(s) that the line for the rule *multiply x by $\frac{1}{3}$, and then add 1* would contain.

$(0, \frac{1}{2})$

$(1, 1\frac{1}{3})$

$(2, 1\frac{2}{3})$

$(3, 2\frac{1}{2})$

Name _____

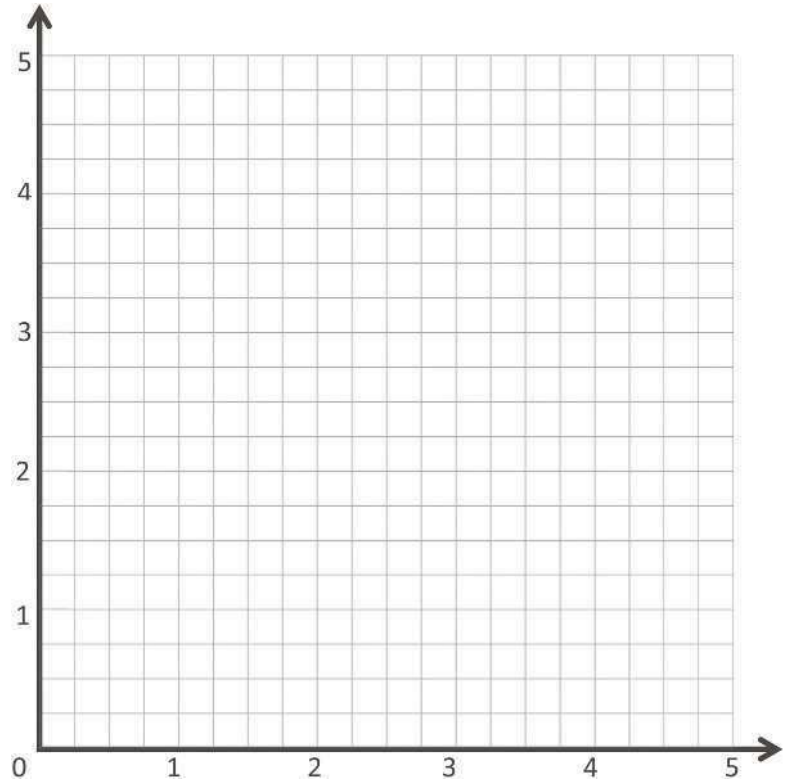
Date _____

Write the rule for the line that contains the points $(0, 1\frac{1}{2})$ and $(1\frac{1}{2}, 3)$.

- a. Identify 2 more points on this line.
Draw the line on the grid.

Point	x	y	(x, y)
B			
C			

- b. Write a rule for a line that is parallel to \overline{BC} and goes through point $(1, \frac{1}{2})$.



Name _____

Date _____

Use the following information to complete the line graph below. Then, answer the questions that follow.

Harry runs a hot dog stand at the county fair. When he arrived on Wednesday, he had 38 dozen hot dogs for his stand. The graph shows the number of hot dogs (in dozens) that remained unsold at the end of each day of sales.

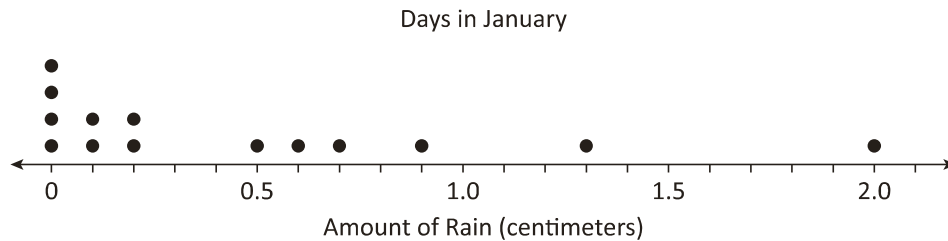


- How many dozen hot dogs did Harry sell on Wednesday? How do you know?
- Between which two-day period did the number of hot dogs sold change the most? Explain how you determined your answer.
- During which three days did Harry sell the most hot dogs?
- How many dozen hot dogs were sold on these three days?

Name _____

Date _____

Brett measures the amount of rain each day during the first 14 days of January. The dot plot represents the amount of rain in centimeters.



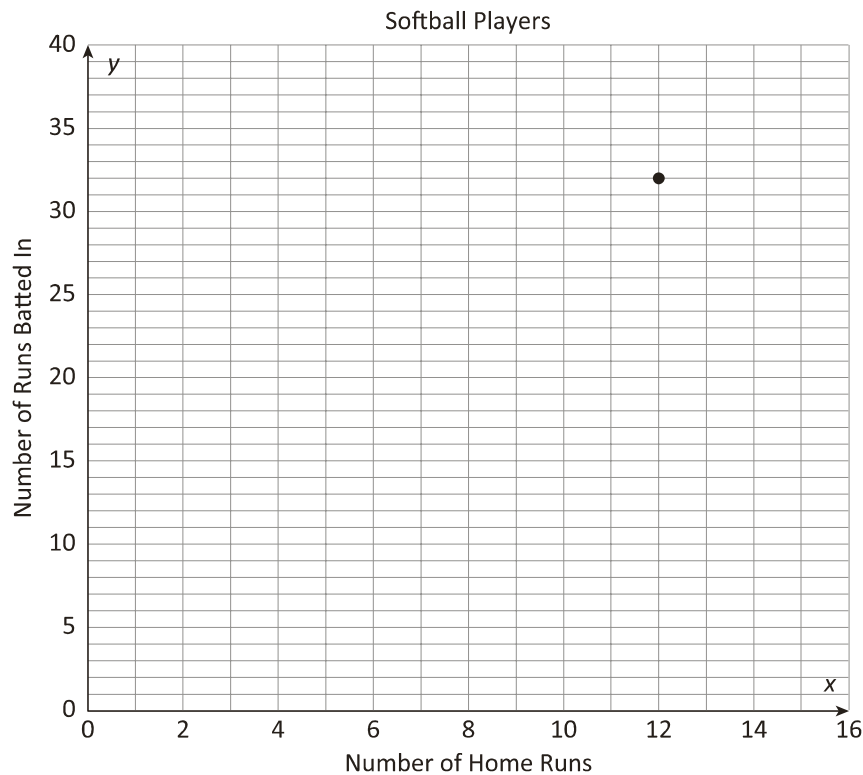
- How many days during the first 14 days of January had no rain?
- What fraction of the days had less than half of a centimeter of rain?
- On January 15, Brett measures 1.8 cm of rain. Add a dot for this rainfall amount to the dot plot.

Name _____

Date _____

Mrs. Banks coaches a softball team. She records the number of home runs and the number of runs batted in for each player. The scatterplot shows the data for one of the players.

- a. What does the point on the scatterplot represent?



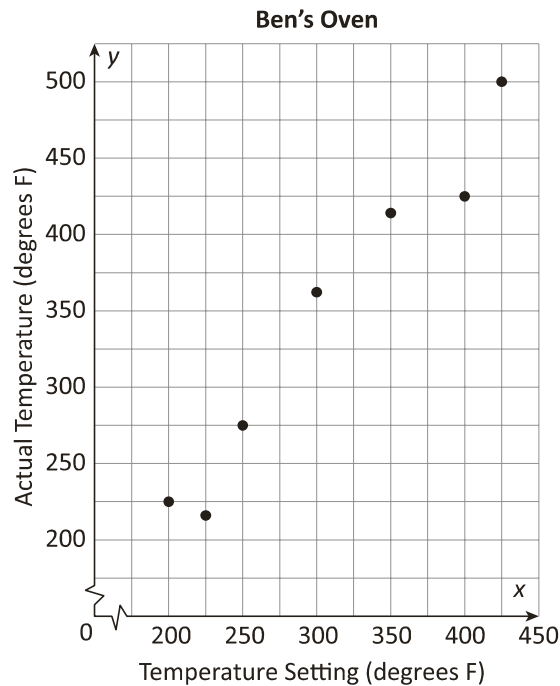
- b. Complete the scatterplot by using the data for the other 9 players.

Home Runs, x	8	11	7	6	8	2	4	15	10
Runs Batted In, y	25	35	16	22	14	12	18	35	20

Name _____

Date _____

Ben is a baker. He notices his baked goods seem to be baking quickly and wonders if his oven is functioning properly. He measures the actual temperature inside his oven at a variety of temperature settings and displays the data in a scatterplot.

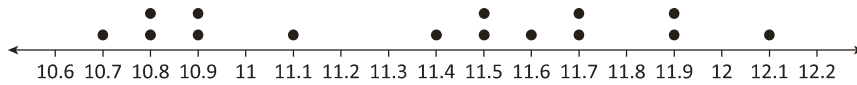
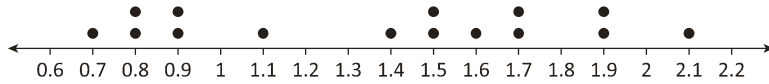


- a. Is there a relationship between the temperature setting and the actual temperature inside Ben's oven? Explain.
- b. Is Ben's oven working properly? Explain.

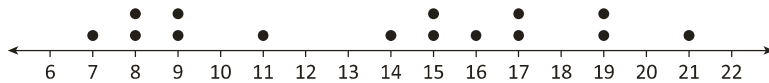
Name _____

Date _____

Match each data set or display on the left with a data set or display on the right.



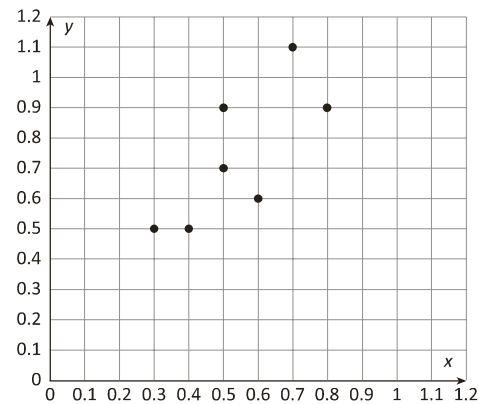
- | | | | |
|------------|------------|------------|------------|
| (0.9, 0.5) | (0.5, 0.3) | (0.7, 0.5) | (1.1, 0.7) |
| (0.6, 0.6) | (0.9, 0.8) | (0.5, 0.4) | |



- | | | | |
|------------|------------|------------|------------|
| (0.8, 0.9) | (0.5, 0.9) | (0.7, 1.1) | (0.3, 0.5) |
| (0.6, 0.6) | (0.4, 0.5) | (0.5, 0.7) | |

0	7	8	8	9	9				
1	1	4	5	5	6	7	7	9	9
2	1								

Key: 3|1 means 31

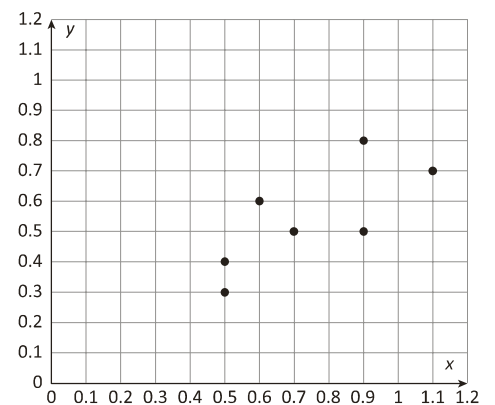


0	7	8	8	9	9				
1	1	4	5	5	6	7	7	9	9
2	1								

Key: 3|1 means 3.1

10	7	8	8	9	9				
11	1	4	5	5	6	7	7	9	9
12	1								

Key: 3|1 means 3.1



Name _____

Date _____

Kenny plotted the following pairs of points and said they made a symmetric figure about a line with the rule:

y is always 4.

(3, 2) and (3, 6)

(4, 3) and (5, 5)

(5, $\frac{3}{4}$) and (5, $7\frac{1}{4}$)

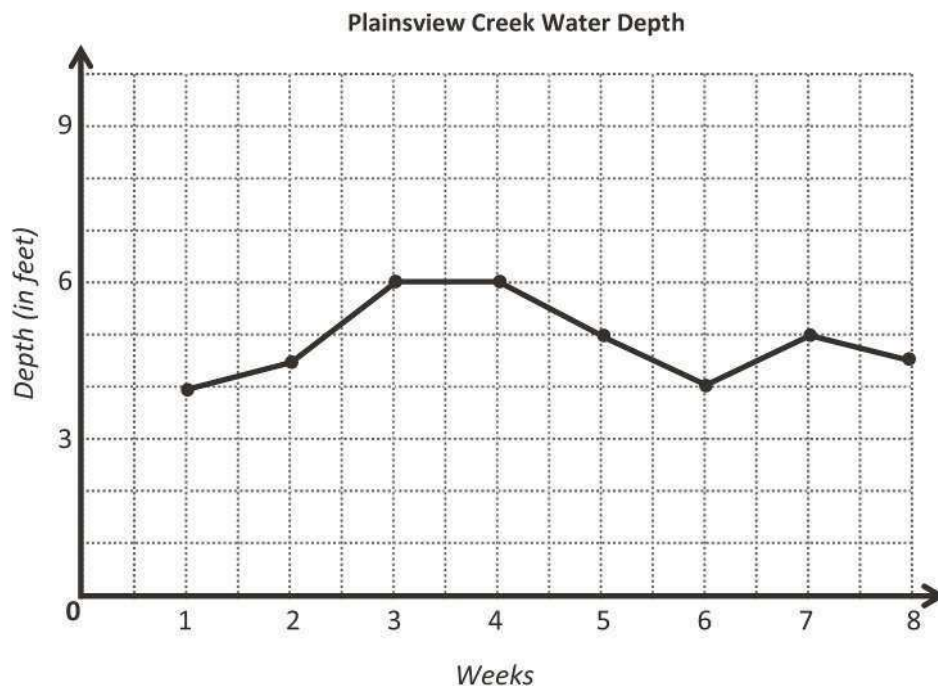
(7, $1\frac{1}{2}$) and (7, $6\frac{1}{2}$)

Is his figure symmetrical about the line? How do you know?

Name _____

Date _____

The line graph below tracks the water level of Plainsview Creek, measured each Sunday, for 8 weeks. Use the information in the graph to answer the questions that follow.



- About how many feet deep was the creek in Week 1?
- According to the graph, which week had the greatest change in water depth?
- It rained hard throughout the sixth week. During what other weeks might it have rained? Explain why you think so.
- What might have been another cause leading to an increase in the depth of the creek?