NAME | DATE

Sharing Money page 1 of 2

Show your work as you solve these problems.

1 Tom and Zara have a dog-walking business. They walk their customers' dogs together and share all the money they make equally.

a On Monday they made $4.00. How much does each of them get?

$2.00; work will vary.

b On Tuesday they made $5.00. How much does Tom get?

$2.50; work will vary.

c On Wednesday they made $5.50. How much does Zara get?

$2.75; work will vary.

2 Lately, Tom and Zara and their little sister, Molly, have been incredibly lucky at finding money.

a On the way home from school on Thursday they found $3.00. How much does each one get if the three of them share equally?

$1.00 each; work will vary.

b On Friday they found $6.00. How much does each one get?

$2.00 each; work will vary.

3 **a** Tom, Zara, Molly, and their cousin, Kerry, are sharing $4.00. How much does Tom get?

$1.00; work will vary.

b Now the four of them are sharing $8.00. How much does Zara get?

$2.00; work will vary.

c If Tom, Zara, Molly, and Kerry share $2.00, how much does Molly get?

$0.50; work will vary.

d If the four of them share $1.00, how much does Kerry get?

$0.25; work will vary.

(continued on next page)

NAME | DATE

Sharing Money page 2 of 2

Show your work when you solve these problems.

4 Erin and Devon are playing a game. Erin has 42 points. If Devon had 14 more points, he'd have double the points Erin has. How many points does Devon have?

70 points; work will vary. Example:
42 + 42 = 84
84 – 14 = 70

5 **CHALLENGE** The kids in Mrs. B's class did a survey about their favorite flavors of ice cream. One-fourth of the class likes strawberry the best. One-half of the class likes chocolate the best. The rest of the class, 7 kids, said vanilla is their favorite ice cream flavor. How many kids are in Mrs. B's class?

28 kids; work will vary. Example:
¼ + ½ = ¾
Three-fourths of the class likes either strawberry or chocolate. The rest of the class, 7 kids, like vanilla. Those 7 kids are ¼ of the class, so there must be 28 kids in the class (7 × 4 = 28).

NAME | DATE

Multiply & Divide by 4 & 8

1 Fill in the missing numbers. Also write an equation for each picture.

ex 1 skateboard has 4 wheels. 1 × 4 = 4

ex 2 skateboards have 8 wheels. 2 × 4 = 8

a 3 skateboards have 12 wheels. 3 × 4 = 12

b 4 skateboards have 16 wheels. 4 × 4 = 16

c 5 skateboards have 20 wheels. 5 × 4 = 20

d 10 skateboards have 40 wheels. 10 × 4 = 40

2 My friends and I went to the skateboard park. We saw 16 wheels rolling up and down the ramps. How many skateboards did we see? Fill in the bubble beside the matching expression and fill in the answer.

- ○ 15 ÷ 3 = _____
- ● 16 ÷ 4 = 4
- ○ 16 ÷ 2 = _____
- ○ 24 ÷ 6 = _____

(continued on next page)

NAME | DATE

Multiply & Divide by 4 & 8

3 Fill in the missing numbers. Also write an equation for each picture.

ex 1 octopus has 8 legs. 1 × 8 = 8

ex 2 octopuses have 16 legs. 2 × 8 = 16

a 3 octopuses have 24 legs. 3 × 8 = 24

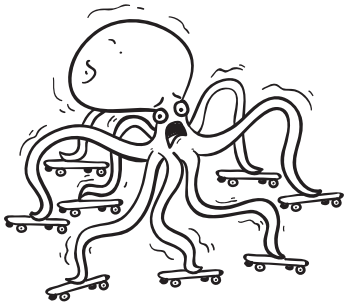
b 4 octopuses have 32 legs. 4 × 8 = 32

c 5 octopuses have 40 legs. 5 × 8 = 40

d 10 octopuses have 80 legs. 10 × 8 = 80

4 James and his brother went to the Sea Life Aquarium. When they got to the octopus tank, they saw 24 legs waving at them. How many optopuses did they see in the tank? Fill in the bubble beside the matching expression and fill in the answer.

- ○ 24 ÷ 6 = _____
- ● 24 ÷ 8 = 3
- ○ 8 ÷ 8 = _____
- ○ 24 × 2 = _____



NAME | DATE

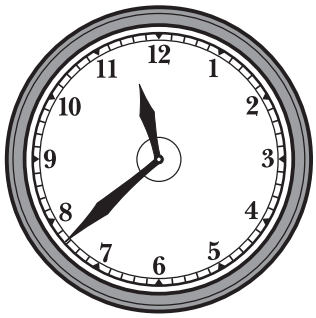
Telling Time to the Minute page 1 of 2

1 Fill in the circle next to the time shown on each clock.

a

- ○ 8:30
- ● 7:27
- ○ 5:35
- ○ 7:05

b

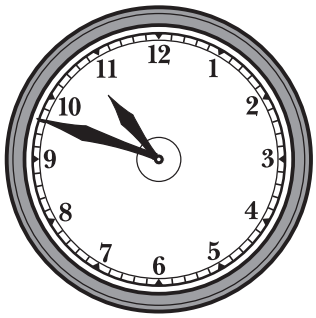


- ○ 7:55
- ○ 11:08
- ● 11:38
- ○ 11:40

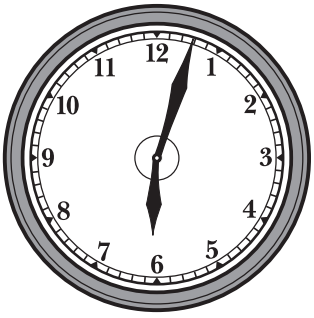
2 Write the time shown on each clock.

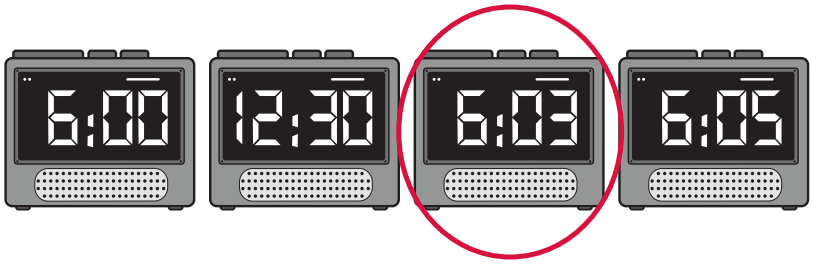
a 2 : 36

b 10 : 48



3 Circle the digital clock that shows the same time as this analog clock.





4 **CHALLENGE** What fraction of a clock is represented if the hands are at 12 and 3?

Student work will vary. Examples:
¼ or ¾

(continued on next page)

NAME | DATE

Telling Time to the Minute page 2 of 2

Show your work when you solve these problems.

5 Bike riders like to hold weekend events called centuries. A century, for a bike rider, is a ride that's 100 miles long. For people who don't want to ride 100 miles in one day, they have half-centuries and quarter-centuries.

a How many miles would you ride if you rode a half-century?

50 miles; work will vary.

b How many miles would you ride if you rode a quarter-century?

25 miles; work will vary.

6 Sarah is saving money to buy a microscope. She has saved $25 so far. That's $\frac{1}{3}$ of the cost of the microscope.

a How much does the microscope cost?

$75; work will vary.

b **CHALLENGE** How much more money does Sarah need to save to have $\frac{1}{2}$ the cost of the microscope?

$12.50; work will vary.

NAME | DATE

Multiplication & Division Review page 1 of 2

1 Complete the multiplication facts.

2 × 3 = 6	4 × 5 = 20	7 × 5 = 35	2 × 6 = 12	10 × 8 = 80	9 × 2 = 18	7 × 3 = 21
0 × 2 = 0	5 × 6 = 30	7 × 2 = 14	3 × 5 = 15	9 × 5 = 45	5 × 5 = 25	3 × 8 = 24
8 × 2 = 16	5 × 8 = 40	7 × 1 = 7	4 × 6 = 24	6 × 6 = 36	7 × 4 = 28	4 × 8 = 32

2 Complete the division facts.

10 ÷ 5 = 2 9 ÷ 1 = 9 20 ÷ 10 = 2

50 ÷ 5 = 10 30 ÷ 5 = 6 18 ÷ 2 = 9

3 Frank, Joe, and Carl went with their grandma to the bakery. She said that they could use the change she got back to buy mini-chip cookies to share equally. She bought a cake for $11 and two loaves of bread for $2.70 each. She paid with a $20 bill. The mini-chip cookies cost 40¢ each. How many cookies did each boy get? Show all your work.

3 cookies; work will vary.

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NAME | DATE

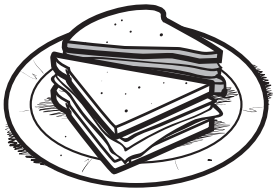
Multiplication & Division Review page 2 of 2

4 a Rosa and Clarice are making sandwiches for all the students in their class and their teacher. There are 23 students in their class. Each loaf of bread has 16 slices. They don't want to use the slices on the ends of the bread, because most students don't like them. If they make 1 sandwich for each student and for the teacher, how many loaves of bread will they need? Show all your work.

4 loaves; work will vary.

b Rosa and Clarice realized they would have some bread left over (not including the end pieces), so they decided to make sandwiches for the librarian, office staff, and custodian. How many sandwiches will they be able to make?

4 sandwiches; work will vary.



NAME | DATE

Multiplying by 2, 3, 4 & 8 page 1 of 2

1 Circle all the Doubles facts (×2) in blue. Then go back and do them.

2 Circle all the Doubles Plus One Set facts (×3) in red. Then go back and do them.

4 × 2 = 8	3 × 3 = 9	2 × 3 = 6	6 × 2 = 12	2 × 6 = 12
5 × 2 = 10	3 × 10 = 30	8 × 3 = 24	0 × 2 = 0	1 × 3 = 3
5 × 3 = 15	2 × 1 = 2	8 × 2 = 16	3 × 9 = 27	2 × 2 = 4
6 × 3 = 18	10 × 2 = 20	3 × 7 = 21	4 × 3 = 12	7 × 2 = 14

3 Now solve the division problems below. Use the multiplication facts above to help.

9 ÷ 3 = 3	16 ÷ 8 = 2	21 ÷ 7 = 3	14 ÷ 7 = 2	10 ÷ 5 = 2
12 ÷ 4 = 3	20 ÷ 10 = 2	15 ÷ 5 = 3	24 ÷ 8 = 3	6 ÷ 3 = 2

(continued on next page)

NAME | DATE

Multiplying by 2, 3, 4 & 8 page 2 of 2

4 Circle all the Double-Doubles facts (×4) in blue. Then go back and do them.

5 Circle all the Double-Double-Doubles facts (×8) in red. Then go back and do them.

8 × 3 = 24	4 × 9 = 36	10 × 4 = 40	5 × 8 = 40	2 × 4 = 8
0 × 4 = 0	8 × 1 = 8	7 × 8 = 56	3 × 4 = 12	10 × 8 = 80
4 × 5 = 20	6 × 4 = 24	8 × 8 = 64	7 × 4 = 28	6 × 8 = 48
9 × 8 = 72	8 × 4 = 32	4 × 4 = 16	8 × 3 = 24	2 × 8 = 16

6 Now solve the division problems below. Use the multiplication facts above to help.

24 ÷ 3 = 8 16 ÷ 4 = 4 32 ÷ 4 = 8 56 ÷ 7 = 8 24 ÷ 6 = 4

48 ÷ 6 = 8 40 ÷ 10 = 4 28 ÷ 7 = 4 16 ÷ 2 = 8 40 ÷ 5 = 8

7 **CHALLENGE** Use what you know about the basic multiplication and division facts to solve the combinations below.

4 × 20 = 80	3 × 30 = 90	5 × 50 = 250	6 × 70 = 420	8 × 80 = 640

80 ÷ 2 = 40 60 ÷ 3 = 20 90 ÷ 3 = 30 120 ÷ 4 = 30 150 ÷ 5 = 30

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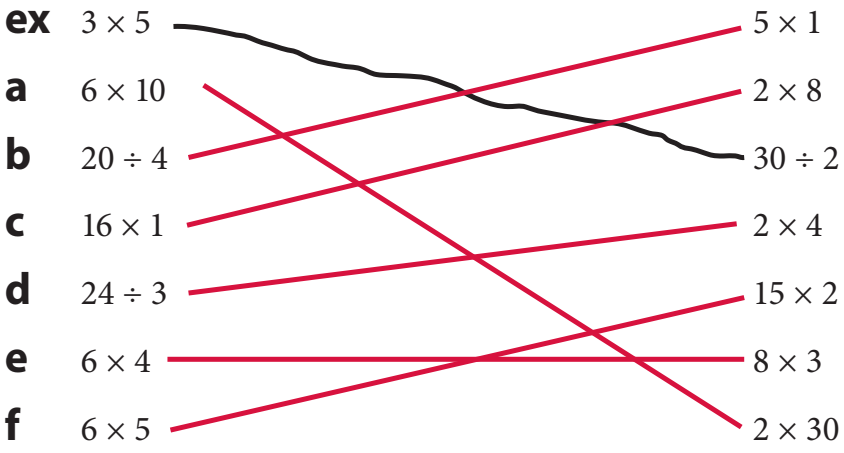
More Number Puzzles page 1 of 2

1 Draw a line from each expression on the left to the equivalent expression on the right.



2 Write an equal (=), greater than (>), or less than (<) sign in the boxes to make each equation true.

ex 2 × 5 < 3 × 4

a 12 ÷ 4 = 3 × 1 **b** 5 × 1 > 12 ÷ 3 **c** 8 × 2 = 4 × 4

d 25 ÷ 5 < 4 × 2 **e** 8 × 4 > 12 × 2 **f** 20 ÷ 2 < 3 × 5

3 Dani says you can show the solution to 2 × 5 × 3 with one equation:
2 × 5 = 10 × 3 = 30

Maya says you have to use two equations:
2 × 5 = 10 *and* 10 × 3 = 30

a Which student is correct? Maya

b Explain your answer.

Student answers will vary. Example: *Maya is correct because all expressions are joined by an equal sign and must be equal, and 2 × 5 ≠ 10 × 3 and 2 × 5 ≠ 30.*

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NAME | DATE

More Number Puzzles page 2 of 2

4 Andy had 30 marbles. He gave half of his marbles to his 3 cousins. His 3 cousins divided the marbles equally.

Jan had 48 marbles. She gave half of her marbles to her 4 cousins. Her 4 cousins divided the marbles equally.

a Whose cousins got more marbles, Andy's cousins or Jan's cousins? Jan's

b Use labeled sketches, numbers, or words to prove your answer.

Work will vary. Example:

Andy
30 ÷ 2 = 15
15 ÷ 3= 5

Jan
48 ÷ 2 = 24
24 ÷ 4 = 6

5 Tim went to the pet store. He saw 3 cages of mice. There were 4 mice in each cage. He also saw 2 cages of hamsters. There were 6 hamsters in each cage. How many animals did Tim see in all?

a Circle the expression that best represents this problem.

$(3 \times 2) + (6 \times 4) = a$ $(3 \times 4) + (2 \times 6) = a$ $(4 \times 1) + (2 \times 3) = a$

b Then find the answer. Show your work.

24 animals; work will vary.

6 **CHALLENGE** Use the digits 0–9 each just one time. Write them in the boxes below. Make each multiplication problem correct.

0 1 2 3 4 5 6 7 8 9

6	2	5	3	9
× 6	× 9	× 4	× 4	× 8
36	18	20	12	72

NAME | DATE

More Division Practice page 1 of 2

1 Fill in the blanks.

a $4 \times$ 6 $= 24$ $\quad$ $24 \div 4 =$ 6

b $36 \div 9 =$ 4 $\quad$ $9 \times$ 4 $= 36$

c 7 $\times 5 = 35$ $\quad$ $35 \div$ 7 $= 5$

d $21 \div$ 3 $= 7$ $\quad$ 3 $\times 7 = 21$

e $4 \times 3 =$ 12 $\quad$ 12 $\div 4 = 3$

f 54 $= 9 \times 6$ $\quad$ 54 $\div 9 = 6$

g $403 + 296 =$ 699

h $403 - 296 =$ 107

2 Solve the story problems below. Show your thinking in words, numbers, or sketches for each one. Be sure to label your answers with the correct units.

a Mr. Bee bought 3 jars of honey, which weighed a total of 24 ounces. If all the jars weighed the same amount, how much did each jar weigh?

Work will vary.

Each jar weighed 8 ounces.

b Mrs. Bee also bought 24 ounces of honey. She put 3 ounces of honey into several small jars. How many jars did she use?

Work will vary.

Mrs. Bee used 8 jars.

3 Compare problems 2a and 2b. How are they alike? How are they different?

Work will vary. Examples:

- *The first problem is about weight and the second is about how many jars.*
- *They are both division problems.*

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NAME | DATE

More Division Practice page 2 of 2

4 Mrs. Moth picked 8 flowers. Each flower had 6 petals.

a How many petals are on the flowers that Mrs. Moth picked? Show your work.

48 petals; work will vary.

b Write an equation that describes problem 4a. $8 \times 6 = 48$

5 **CHALLENGE** Later, Mrs. Moth picked 24 more flowers. Six of them each had 9 petals, 7 of them each had 8 petals, 5 of them each had 3 petals, and the rest each had 10 petals.

a How many flowers had 10 petals? Show your work.

6 flowers had 10 petals; work will vary.

b How many petals were on all 24 of the flowers that Mrs. Moth picked? Show your work.

185 petals; work will vary.

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Division & Fraction Review page 1 of 2

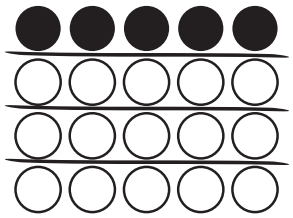
1 Complete the division facts. They may help you with the next problem.

20 ÷ 4 = 5 18 ÷ 3 = 6 15 ÷ 3 = 5

16 ÷ 4 = 4 16 ÷ 2 = 8 20 ÷ 5 = 4

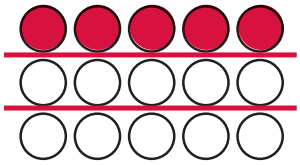
2 Divide each set into equal groups. Shade in some circles as directed. **Work will vary. Examples shown.**

ex Shade in $\frac{1}{4}$ of the circles.



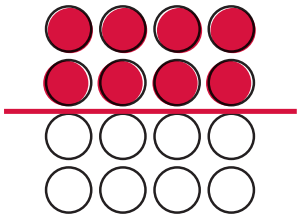
a Shade in $\frac{1}{3}$ of the circles.

Hint: Divide the set into 3 equal groups first.



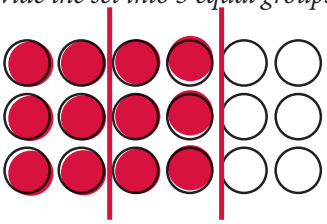
b Shade in $\frac{1}{2}$ of the circles.

Hint: Divide the set into 2 equal groups first.



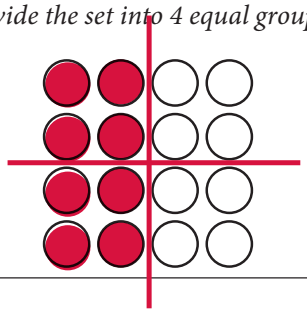
c Shade in $\frac{2}{3}$ of the circles.

Hint: Divide the set into 3 equal groups first.



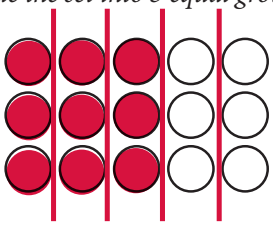
d Shade in $\frac{2}{4}$ of the circles.

Hint: Divide the set into 4 equal groups first.



e **CHALLENGE** Shade in $\frac{3}{5}$ of the circles.

Hint: Divide the set into 5 equal groups first.



3 **a** Find two fractions above that are equal. Write them here: ½ = 2/4

b How do you know these fractions are equal?

Work will vary. Example:
They are both equal to 8 out of 16 circles.

(continued on next page)

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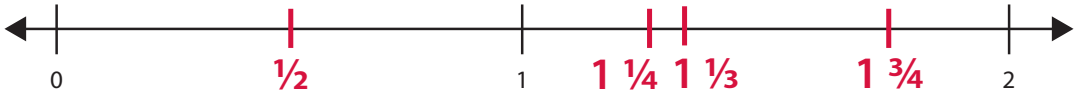
Division & Fraction Review page 2 of 2

4 Mark and label each of these fractions on the number line: $\frac{1}{2}$, $1\frac{1}{4}$, $1\frac{1}{3}$, $1\frac{3}{4}$.



5 David, Mary, Claire, and Mark were picking strawberries in their grandparents' garden. They had each picked the same number of strawberries when their grandma gave everyone 2 more strawberries. Now the 4 kids had 36 strawberries in all.

a How many strawberries did each child have before Grandma gave them more? Show your work.

7 strawberries; work will vary.

b Mark the ***two*** equations below that could help you solve the problem.

- ● $(s + 2) \times 4 = 36$
- ○ $2 \times 4 + s = 36$
- ○ $36 - (2 \times 4) = s$
- ● $(36 \div 4) - 2 = s$

6 **CHALLENGE** The next day the kids picked 124 strawberries in all. They gave $\frac{1}{4}$ of the strawberries to their neighbor, and their mother used $\frac{2}{4}$ of the strawberries in a pie. The rest of the strawberries were saved for snacks.

a How many strawberries went into the pie? Show your work.

62 strawberries; work will vary.

b How many strawberries did the family have for snacking on? Show your work.

31 strawberries; work will vary.

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Unit 5 Review page 1 of 2

1 Complete the multiplication facts.

7 × 2 = 14	6 × 3 = 18	8 × 3 = 24	4 × 4 = 16	7 × 10 = 70	9 × 5 = 45	3 × 9 = 27
5 × 6 = 30	8 × 6 = 48	7 × 0 = 0	4 × 7 = 28	7 × 8 = 56	4 × 9 = 36	8 × 9 = 72

2 Solve the division facts. (Hint: Use the multiplication facts above to help.)

16 ÷ 4 = 4 28 ÷ 4 = 7 45 ÷ 5 = 9 30 ÷ 5 = 6

18 ÷ 3 = 6 24 ÷ 3 = 8 14 ÷ 2 = 7 70 ÷ 10 = 7

3 Fill in the missing number in each fact. Then write a related division equation.

ex	4 × 5 = 20	20 ÷ 5 = 4
a	7 × 3 = 21	21 ÷ 3 = 7
b	5 × 5 = 25	25 ÷ 5 = 5
c	2 × 7 = 14	14 ÷ 7 = 2

4 Write the answer to each equation below, and then write a story problem to match.

6 × 4 = 24	30 ÷ 3 = 10
Responses will vary.	

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Unit 5 Review page 2 of 2

5 Solve each of the story problems below. Use another piece of paper if you need more room. Use numbers, labeled sketches, or words to show your thinking. Then write an equation to represent the problem and the answer.

a The pet store just got 32 new turtles. Elena is putting the turtles into terrariums. She puts 4 turtles in each terrarium. How many terrariums does she use?

8 terrariums; work will vary.

My equation: **32 ÷ 4 = 8**

b The pet store has 9 puppies. Each puppy drinks 6 cups of water every day. How much water do all 9 of the puppies drink in one day?

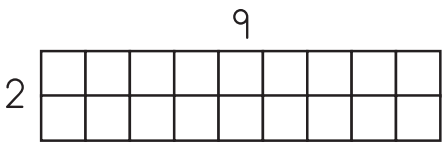
54 cups; work will vary.

My equation: **9 × 6 = 54**

6 The rectangles below have already been marked off in square units. Record the dimensions of each and then find the area. Write two equations to show how you found the area of each.

Work will vary. Examples below.

ex

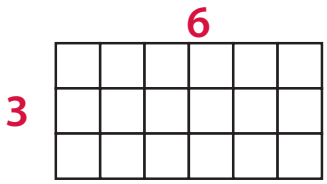


Area = 18 square units

Equations:

9 + 9 = 18 2 × 9 = 18

a



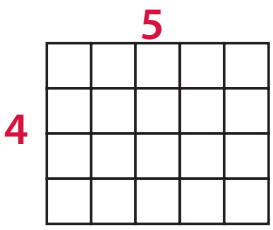
Area = 18 square units

Equations:

3 × 6 = 18

6 + 6 + 6 = 18

b



Area = 20 square units

Equations:

4 × 5 = 20

5 + 5 + 5 + 5 = 20

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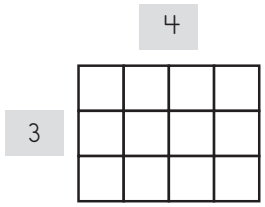
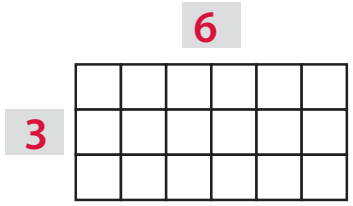
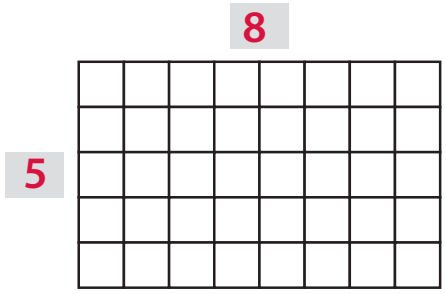
Playing with Area page 1 of 2

1 Label the dimensions and area of each rectangle. Write two (or more) different equations to show how someone could find the area. **Student work may vary.**

ex  Area = 12 square units	Equations: 3 + 3 + 3 + 3 = 12 4 + 4 + 4 = 12 3 × 4 = 12 (3 × 2) + (3 × 2) = 12
a  Area = 18 square units	Equations: **Examples:** **3 × 6 = 18** **6 + 6 + 6 = 18**
b  Area = 40 square units	Equations: **Examples:** **5 × 8 = 40** **10 + 10 + 10 + 10 = 40**

2 Fill in the missing number in each fact. Then write a related division equation.

Division problems may vary. Examples shown

ex	3 × 6 = 18	18 ÷ 3 = 6
a	8 × 6 = 48	48 ÷ 6 = 8
b	3 × 8 = 24	24 ÷ 8 = 3
c	4 × 7 = 28	28 ÷ 7 = 4
d	5 × 9 = 45	45 ÷ 9 = 5
e	9 × 10 = 90	90 ÷ 10 = 9
f	8 × 4 = 32	32 ÷ 4 = 8

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NAME | DATE

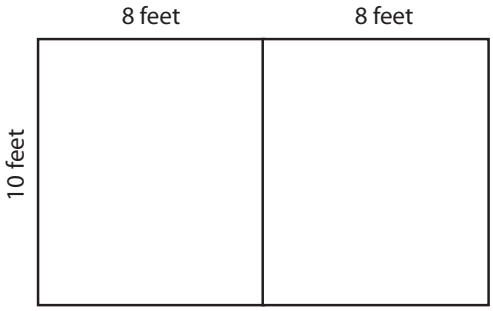
Playing with Area page 2 of 2

3 Frank bought a rug for his room. It is 5 feet by 3 feet. What is the total area of the rug in square feet? Use labeled sketches, numbers, or words to solve this problem. Show all your work.

Work will vary.

Area = 15 square feet

4 The tumbling mats in the gym are each 10 feet by 8 feet. Miranda pushed 2 of the mats together so she would have enough room to do her routines. Use the sketch below to help find the total area of the 2 mats in square feet. Show your work.



Work will vary.

Area = 160 square feet

5 **CHALLENGE** Andrea got some free carpet squares at a carpet store. Each carpet square has an area of 1 square foot. She got enough blue squares to cover a space on her bedroom floor that is 2 feet by 8 feet. She got enough red squares to cover another space on her bedroom floor that is 5 feet by 8 feet.

a How many total square feet can be covered if Andrea puts these carpet squares together? Show your work. Use another piece of paper if you need more room.

Work will vary.

Area = 56 square feet

b There are two equations below you could use to help solve this problem. Mark both of them.

- ○ $(2 + 8) \times (5 + 8) = a$
- ○ $(2 + 5) + 8 = a$
- ● $(2 \times 8) + (5 \times 8) = a$
- ● $(2 + 5) \times 8 = a$