

Grade 5

Exit Tickets

This document contains printable and customizable versions of the Exit Tickets recommended   
in the Into Math Teacher Edition. The Exit Ticket is also available as a Projectable PDF on   
Ed: Your Friend in Learning.

Exit Tickets are an optional way to wrap up a lesson. The problem provided for each lesson assesses  
whether students grasped the lesson content.

To save paper when printing, the document is formatted with 2 to a page for some lessons and 4 to a page   
in other lessons, based on the space students will likely need to answer the question(s).

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Module 1 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Petra has 80 pennies. Quentin has 10 times as many pennies as Petra. Paula has as many pennies as Petra. How many pennies do Quentin and Paula have?

Module 1 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 1 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the following distances in exponent form.

1 mile

10 miles

100 miles

100,000 miles

Module 1 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the following distances in exponent form.

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1 mile

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100,000 miles

Module 1 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

About 8,000 people attend each home game. If there are 60 home games next season, about how many people will attend?

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Module 1 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Michaela takes 1,538 steps to walk around her neighborhood 1 time. How many steps does she take to walk around her neighborhood 6 times?

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Module 1 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A driving service is looking to buy a new fleet of sedans. The cost of one sedan is $34,518. How much would it cost to buy 14 sedans?

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Module 1 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 18 eggs in a box. A restaurant buys 126 boxes. After using 6 boxes of eggs, how many eggs remain?

Module 1 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 2 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Milos has 145 baseball cards. He shares the cards equally among 5 of his cousins. How many cards will he give to each cousin? Write a multiplication and a division equation to model the situation.

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Module 2 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Show how you can use an area model to represent the division equation 4,920 ÷ 60 = *n* and find the quotient.

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Module 2 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use compatible numbers to estimate 3,539 ÷ 58.

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Module 2 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use partial quotients to solve the division problem 1,512 ÷ 42.

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Module 3 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gina is cutting pieces of copper wire for a science project. How many pieces with a length of 18 inches can Gina cut from a wire that is 20 feet long?

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A train travels 38 miles in 3 hours. If the train travels the same distance each hour, how far does it travel in 1 hour?

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Module 3 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a division equation that estimates the value of the expression. Then use your estimate to divide.

2,650 ÷ 63

Module 3 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 3 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nancy’s paper airplane flew 6 times as far as Matt’s paper airplane. The airplanes flew a total of 133 feet. Draw a bar model to help you find how far each airplane flew.

Module 3 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 4 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a numerical expression to model the following situation: Julia and her 3 friends share 28 bracelets equally. If Julia loses 2 of her bracelets on the way home, how many bracelets does Julia have?

Module 4 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a numerical expression to model the following situation: Julia and her 3 friends share 28 bracelets equally. If Julia loses 2 of her bracelets on the way home, how many bracelets does Julia have?

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Module 4 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Without evaluating the expressions, describe how the numerical expressions 19 – 7 and 6 × (19 – 7) compare.

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Module 4 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For the numerical expression 16 ÷ (8 – 4) × 7, explain how to use the order of operations to evaluate the expression.

Module 4 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 4 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can you place parentheses in the numerical expression 27 + 18 ÷ 9 – 6 so the value of the new expression is 33?

Module 4 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 5 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are possible dimensions for a right rectangular prism made using 20 unit cubes?

Module 5 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are possible dimensions for a right rectangular prism made using 20 unit cubes?

Module 5 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the volume of a right rectangular prism that is 5 inches long, 4 inches wide, and 3 inches high?

Module 5 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the volume of a box of books if the volume of one book is 50 cubic inches and the box can hold about 35 books?

Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 5 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One-inch cubes are stacked to form a right rectangular prism. Each layer has 4 rows of 5 cubes. The right rectangular prism has 6 layers. What is the volume of the prism?

Module 5 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 5 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A fish tank is 20 inches long, 8 inches wide, and 12 inches high. What is the volume of the fish tank?

Module 5 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A fish tank is 20 inches long, 8 inches wide, and 12 inches high. What is the volume of the fish tank?

Module 5 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

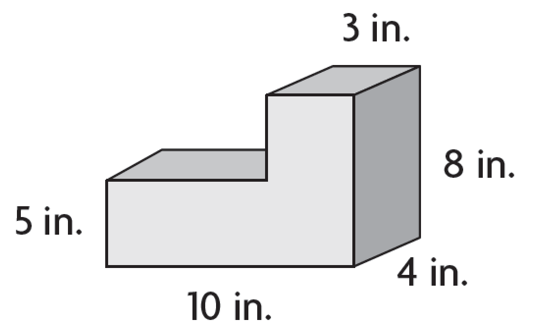
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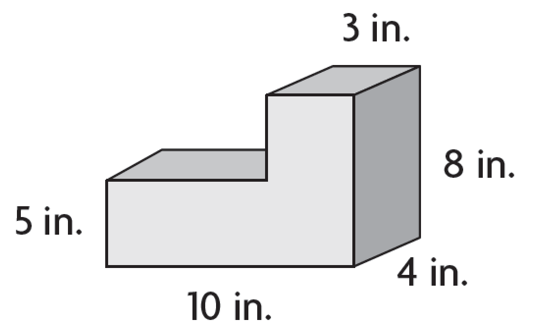
Module 5 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the volume of the composed figure?



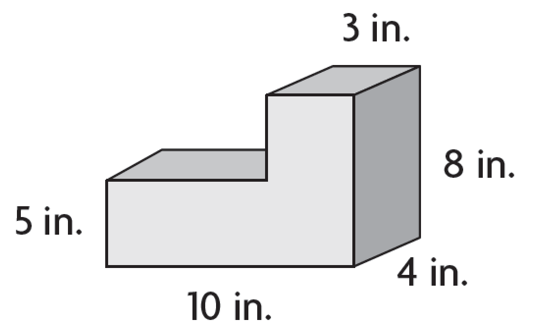
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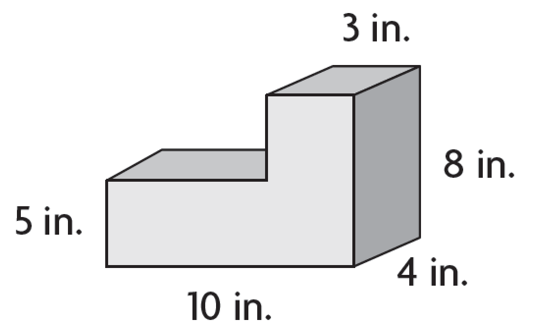
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What is the volume of the composed figure?



Module 5 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the volume of the composed figure?



Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Carlos and Rena collect stickers in the same type of sticker book. Carlos’ book is full and Rena’s book is full. How much more of Rena’s book is filled with stickers than Carlos’ book? Draw a visual model to represent the situation. Write an equation to model the solution.

Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Carlos and Rena collect stickers in the same type of sticker book. Carlos’ book is full and Rena’s book is full. How much more of Rena’s book is filled with stickers than Carlos’ book? Draw a visual model to represent the situation. Write an equation to model the solution.

Module 6 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The water in a shallow pool is usually foot deep, but a rainstorm added another foot. Is the water in the pool less than 1 foot deep? Explain. Draw a visual model to support your answer.

Module 6 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 6 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the difference.

Draw a visual model to support your answer.

–

Module 6 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the difference.

Draw a visual model to support your answer.

–

Module 6 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Richard checks the visitor log for his music and video website. He sees that of all visitors listened to a song and of all visitors watched a video. Use a common denominator to write equivalent fractions.

Module 6 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Richard checks the visitor log for his music and video website. He sees that of all visitors listened to a song and of all visitors watched a video. Use a common denominator to write equivalent fractions.

Module 6 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Richard checks the visitor log for his music and video website. He sees that of all visitors listened to a song and of all visitors watched a video. Use a common denominator to write equivalent fractions.

Module 6 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Richard checks the visitor log for his music and video website. He sees that of all visitors listened to a song and of all visitors watched a video. Use a common denominator to write equivalent fractions.

Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hasan watered his indoor plants. He used cup of water in the morning, cup in the afternoon, and  
 cup in the evening. About how much water did Hasan use to water the plants?

Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hasan watered his indoor plants. He used cup of water in the morning, cup in the afternoon, and  
 cup in the evening. About how much water did Hasan use to water the plants?

Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hasan watered his indoor plants. He used cup of water in the morning, cup in the afternoon, and  
 cup in the evening. About how much water did Hasan use to water the plants?

Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hasan watered his indoor plants. He used cup of water in the morning, cup in the afternoon, and  
 cup in the evening. About how much water did Hasan use to water the plants?

Module 7 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A dog drank quart of water from a birdbath. The birdbath now has quart of water. How much water was in the birdbath before the dog’s drink?

Module 7 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A dog drank quart of water from a birdbath. The birdbath now has quart of water. How much water was in the birdbath before the dog’s drink?

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A dog drank quart of water from a birdbath. The birdbath now has quart of water. How much water was in the birdbath before the dog’s drink?

Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Two pencils placed end-to-end are 15 centimeters long. One pencil is 6 centimeters long. How long is the other pencil? Explain why your answer is reasonable.

Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Two pencils placed end-to-end are 15 centimeters long. One pencil is 6 centimeters long. How long is the other pencil? Explain why your answer is reasonable.

Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Two pencils placed end-to-end are 15 centimeters long. One pencil is 6 centimeters long. How long is the other pencil? Explain why your answer is reasonable.

Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Two pencils placed end-to-end are 15 centimeters long. One pencil is 6 centimeters long. How long is the other pencil? Explain why your answer is reasonable.

Module 7 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A plant grows 1 feet in May. On June 1, the plant is 7 feet long. How long was the plant at the beginning of May? Explain why your answer is reasonable.

Module 7 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A plant grows 1 feet in May. On June 1, the plant is 7 feet long. How long was the plant at the beginning of May? Explain why your answer is reasonable.

Module 7 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A plant grows 1 feet in May. On June 1, the plant is 7 feet long. How long was the plant at the beginning of May? Explain why your answer is reasonable.

Module 7 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A plant grows 1 feet in May. On June 1, the plant is 7 feet long. How long was the plant at the beginning of May? Explain why your answer is reasonable.

Module 7 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the properties of addition to help you find the sum.

Module 7 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the properties of addition to help you find the sum.

Module 7 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the properties of addition to help you find the sum.

Module 7 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the properties of addition to help you find the sum.

Module 7 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Henry ran 3 kilometers. Then he walked awhile.   
If he traveled 5 kilometers, how far did Henry walk? Write an equation to model the problem.   
Then solve.

Module 7 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Henry ran 3 kilometers. Then he walked awhile.   
If he traveled 5 kilometers, how far did Henry walk? Write an equation to model the problem.   
Then solve.

Module 7 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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If he traveled 5 kilometers, how far did Henry walk? Write an equation to model the problem.   
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Module 7 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Henry ran 3 kilometers. Then he walked awhile.   
If he traveled 5 kilometers, how far did Henry walk? Write an equation to model the problem.   
Then solve.

Module 8 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 30 students in Ms. Lander’s fifth-grade class. On Monday, of the students stayed home with a cold. How many students stayed home?

Module 8 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 30 students in Ms. Lander’s fifth-grade class. On Monday, of the students stayed home with a cold. How many students stayed home?

Module 8 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 30 students in Ms. Lander’s fifth-grade class. On Monday, of the students stayed home with a cold. How many students stayed home?

Module 8 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are 30 students in Ms. Lander’s fifth-grade class. On Monday, of the students stayed home with a cold. How many students stayed home?

Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cook has 3 pounds of flour. She uses of the flour to make a batch of hotcakes. How much flour does the cook put in the hotcakes?

Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cook has 3 pounds of flour. She uses of the flour to make a batch of hotcakes. How much flour does the cook put in the hotcakes?

Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cook has 3 pounds of flour. She uses of the flour to make a batch of hotcakes. How much flour does the cook put in the hotcakes?

Module 8 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Andrew’s water bottle contains liter of water. He drinks of the water in the bottle. How much water does Andrew drink?

Module 8 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Andrew’s water bottle contains liter of water. He drinks of the water in the bottle. How much water does Andrew drink?

Module 8 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 8 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 8 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ellen jogs of the way around a track. Roberta   
jogs of the distance that Ellen jogs. How far around the track does Roberta jog?

Module 8 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ellen jogs of the way around a track. Roberta   
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jogs of the distance that Ellen jogs. How far around the track does Roberta jog?

Module 8 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Malik makes a poster that is meter long and   
 meter wide. What is the area of the poster?

Module 8 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Malik makes a poster that is meter long and   
 meter wide. What is the area of the poster?

Module 8 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 8 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alex and Marcus play on a basketball team. At the end of the season, they compare how many points they each scored. Marcus scored of the number of points that Alex scored. Who scored more points? Explain.

Module 8 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alex and Marcus play on a basketball team. At the end of the season, they compare how many points they each scored. Marcus scored of the number of points that Alex scored. Who scored more points? Explain.

Module 8 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Alex and Marcus play on a basketball team. At the end of the season, they compare how many points they each scored. Marcus scored of the number of points that Alex scored. Who scored more points? Explain.

Module 8 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ms. LeBlanc has $420 in her savings account. She takes of the money out of the account to buy a bike. How much money is left in Ms. LeBlanc’s savings account?

Module 8 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ms. LeBlanc has $420 in her savings account. She takes of the money out of the account to buy a bike. How much money is left in Ms. LeBlanc’s savings account?

Module 8 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use a rectangle to draw an area model to find   
2 × 1.

Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use a rectangle to draw an area model to find   
2 × 1.

Module 9 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ms. Sanford wants to install carpeting in the closet. The closet is 3 feet long and 2 feet wide. How much carpeting will Ms. Sanford need?

Module 9 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ms. Sanford wants to install carpeting in the closet. The closet is 3 feet long and 2 feet wide. How much carpeting will Ms. Sanford need?

Module 9 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Ms. Sanford wants to install carpeting in the closet. The closet is 3 feet long and 2 feet wide. How much carpeting will Ms. Sanford need?

Module 9 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jason rode a skateboard off a ramp and jumped   
2 meters. On his second try, he jumped 1 times as far as his first jump. How long was Jason’s second jump?

Module 9 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jason rode a skateboard off a ramp and jumped   
2 meters. On his second try, he jumped 1 times as far as his first jump. How long was Jason’s second jump?

Module 9 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jason rode a skateboard off a ramp and jumped   
2 meters. On his second try, he jumped 1 times as far as his first jump. How long was Jason’s second jump?

Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A tablet screen is 8 inches long and 6 inches wide. What is the area of the screen?

Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A tablet screen is 8 inches long and 6 inches wide. What is the area of the screen?

Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A tablet screen is 8 inches long and 6 inches wide. What is the area of the screen?

Module 10 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A pitcher contains 3 pints of lemonade. If 8 students share the lemonade equally, how much lemonade will each student get?

Module 10 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A pitcher contains 3 pints of lemonade. If 8 students share the lemonade equally, how much lemonade will each student get?

Module 10 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A pitcher contains 3 pints of lemonade. If 8 students share the lemonade equally, how much lemonade will each student get?

Module 10 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A pitcher contains 3 pints of lemonade. If 8 students share the lemonade equally, how much lemonade will each student get?

Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A computer can perform a certain operation 8 times in second. How long does it take the computer to perform the operation 1 time?

Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A computer can perform a certain operation 8 times in second. How long does it take the computer to perform the operation 1 time?

Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A computer can perform a certain operation 8 times in second. How long does it take the computer to perform the operation 1 time?

Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A computer can perform a certain operation 8 times in second. How long does it take the computer to perform the operation 1 time?

Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a word problem that can be modeled by the expression ÷ 8. Solve the problem.

Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a word problem that can be modeled by the expression ÷ 8. Solve the problem.

Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a word problem that can be modeled by the expression ÷ 8. Solve the problem.

Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a word problem that can be modeled by the expression ÷ 8. Solve the problem.

Module 10 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alison has 8 more minutes to complete a math exam. If it takes her minute to solve each problem, how many problems can she solve in the remaining time? Draw a visual model to represent the situation.

Module 10 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alison has 8 more minutes to complete a math exam. If it takes her minute to solve each problem, how many problems can she solve in the remaining time? Draw a visual model to represent the situation.

Module 10 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alison has 8 more minutes to complete a math exam. If it takes her minute to solve each problem, how many problems can she solve in the remaining time? Draw a visual model to represent the situation.

Module 10 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alison has 8 more minutes to complete a math exam. If it takes her minute to solve each problem, how many problems can she solve in the remaining time? Draw a visual model to represent the situation.

Module 10 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write and solve a word problem that can be modeled by the expression 2 ÷ . Draw a visual model to show the quotient.

Module 10 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write and solve a word problem that can be modeled by the expression 2 ÷ . Draw a visual model to show the quotient.

Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gerardo has hour to finish 3 math problems. If he divides the remaining time equally, what part of an hour should he spend on each problem?

Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gerardo has hour to finish 3 math problems. If he divides the remaining time equally, what part of an hour should he spend on each problem?

Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gerardo has hour to finish 3 math problems. If he divides the remaining time equally, what part of an hour should he spend on each problem?

Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gerardo has hour to finish 3 math problems. If he divides the remaining time equally, what part of an hour should he spend on each problem?

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A box contains 20 pounds of peanuts. Each bag contains pound of peanuts. How many bags are filled with peanuts?

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A box contains 20 pounds of peanuts. Each bag contains pound of peanuts. How many bags are filled with peanuts?

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A box contains 20 pounds of peanuts. Each bag contains pound of peanuts. How many bags are filled with peanuts?

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A box contains 20 pounds of peanuts. Each bag contains pound of peanuts. How many bags are filled with peanuts?

Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write and solve a word problem that can be modeled by 4 ÷ = *c*.

Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write and solve a word problem that can be modeled by 4 ÷ = *c*.

Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write and solve a word problem that can be modeled by 4 ÷ = *c*.

Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write and solve a word problem that can be modeled by 4 ÷ = *c*.

Module 11 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After school, 4 friends share of a cantaloupe equally. How much cantaloupe does each friend get?

Module 11 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After school, 4 friends share of a cantaloupe equally. How much cantaloupe does each friend get?

Module 11 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After school, 4 friends share of a cantaloupe equally. How much cantaloupe does each friend get?

Module 11 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After school, 4 friends share of a cantaloupe equally. How much cantaloupe does each friend get?

Module 11 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write and solve a word problem for the equation  
 ÷ 2 = *x*.

Module 11 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write and solve a word problem for the equation  
 ÷ 2 = *x*.

Module 11 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write and solve a word problem for the equation  
 ÷ 2 = *x*.

Module 11 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write and solve a word problem for the equation  
 ÷ 2 = *x*.

Module 11 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A bottle contains 2 quarts of water. Sean uses the water to fill glasses that hold quart. How many glasses can Sean fill?

Module 11 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A bottle contains 2 quarts of water. Sean uses the water to fill glasses that hold quart. How many glasses can Sean fill?

Module 11 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A bottle contains 2 quarts of water. Sean uses the water to fill glasses that hold quart. How many glasses can Sean fill?

Module 11 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A bottle contains 2 quarts of water. Sean uses the water to fill glasses that hold quart. How many glasses can Sean fill?

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many yards are equal to 153 inches?

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many yards are equal to 153 inches?

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many yards are equal to 153 inches?

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many yards are equal to 153 inches?

Module 12 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The price for 1 pound of cheese is $8.00. Amanda buys some slices that weigh a total of 4 ounces. How much change should Amanda get back if she uses a $5 bill to pay for the cheese?

Module 12 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The price for 1 pound of cheese is $8.00. Amanda buys some slices that weigh a total of 4 ounces. How much change should Amanda get back if she uses a $5 bill to pay for the cheese?

Module 12 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The price for 1 pound of cheese is $8.00. Amanda buys some slices that weigh a total of 4 ounces. How much change should Amanda get back if she uses a $5 bill to pay for the cheese?

Module 12 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The price for 1 pound of cheese is $8.00. Amanda buys some slices that weigh a total of 4 ounces. How much change should Amanda get back if she uses a $5 bill to pay for the cheese?

Module 12 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students weigh paperback books to the nearest   
 pound. Make a line plot to display the data.

|  |  |  |  |
| --- | --- | --- | --- |
| Paperback Book Weights (pounds) | | | |
|  | 1 | 1 |  |
| 1 | 1 |  | 1 |

Module 12 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students weigh paperback books to the nearest   
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|  |  |  |  |
| --- | --- | --- | --- |
| Paperback Book Weights (pounds) | | | |
|  | 1 | 1 |  |
| 1 | 1 |  | 1 |

Module 12 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tony gets to school at 8:45 a.m. He leaves school at 2:30 p.m. How many hours is Tony at school?

Module 12 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Tony gets to school at 8:45 a.m. He leaves school at 2:30 p.m. How many hours is Tony at school?

Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the number 3.626, how does the value of the digit 6 in the tenths place compare to the value of the digit 6 in the thousandths place?

Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the number 3.626, how does the value of the digit 6 in the tenths place compare to the value of the digit 6 in the thousandths place?

Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the number 3.626, how does the value of the digit 6 in the tenths place compare to the value of the digit 6 in the thousandths place?

Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you read the number 109,030.508?

Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you read the number 109,030.508?

Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you read the number 109,030.508?

Module 13 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is 7,924.078 rounded to the nearest whole number, tenth, and hundredth?

Rounded to the nearest whole number:

Rounded to the nearest tenth:

Rounded to the nearest hundredth:

Module 13 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is 7,924.078 rounded to the nearest whole number, tenth, and hundredth?

Rounded to the nearest whole number:

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Module 13 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 13 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Order the numbers 8.169, 8.16, 8.172, 8.263 from least to greatest.

Module 13 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Order the numbers 8.169, 8.16, 8.172, 8.263 from least to greatest.

Module 13 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 13 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Order the numbers 8.169, 8.16, 8.172, 8.263 from least to greatest.

Module 14 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mr. Green wants to mail two boxes. One box weighs 0.72 pound, and the other box weighs 1.39 pounds. What is the total weight of the two boxes?

Module 14 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mr. Green wants to mail two boxes. One box weighs 0.72 pound, and the other box weighs 1.39 pounds. What is the total weight of the two boxes?

Module 14 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 14 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Elizabeth has a board that is 2.34 meters long. What will be the length of the board if she cuts off a piece that is 0.85 meter long?

Module 14 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Elizabeth has a board that is 2.34 meters long. What will be the length of the board if she cuts off a piece that is 0.85 meter long?

Module 14 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 14 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Elizabeth has a board that is 2.34 meters long. What will be the length of the board if she cuts off a piece that is 0.85 meter long?

Module 14 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sean walks 1.47 kilometers in the morning. He walks 5.91 kilometers in the afternoon. Is 4.44 kilometers a reasonable difference of how many kilometers more Sean walked in the afternoon? Explain.

Module 14 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sean walks 1.47 kilometers in the morning. He walks 5.91 kilometers in the afternoon. Is 4.44 kilometers a reasonable difference of how many kilometers more Sean walked in the afternoon? Explain.

Module 14 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 14 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A bucket contains 1.35 liters of water. Ms. Garcia pours another 2.68 liters of water into the bucket. How much water is in the bucket now?

Module 14 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 14 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On Tuesday, 3.6 centimeters of rain fell in Orlando, Florida. On Wednesday, 1.74 centimeters of rain fell. How much more rain fell on Tuesday than on Wednesday?

Module 14 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On Tuesday, 3.6 centimeters of rain fell in Orlando, Florida. On Wednesday, 1.74 centimeters of rain fell. How much more rain fell on Tuesday than on Wednesday?

Module 14 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 14 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A scientist collects three soil samples with the following masses: 2.05 kilograms, 3.18 kilograms, and 1.95 kilograms. What is the total mass of the three samples?

Module 14 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 14 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 15 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A group raised $357.90. Jennie raised of that amount. All of the groups together raised 10 times as much as the one group.

How much did Jennie raise?

How much did all of the groups raise?

Module 15 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A group raised $357.90. Jennie raised of that amount. All of the groups together raised 10 times as much as the one group.

How much did Jennie raise?

How much did all of the groups raise?

Module 15 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How much did Jennie raise?

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How much did Jennie raise?

How much did all of the groups raise?

Module 15 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One lap around a track is a distance of 0.25 mile. A jogger completes 7 laps. How far does the jogger run?

Module 15 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One lap around a track is a distance of 0.25 mile. A jogger completes 7 laps. How far does the jogger run?

Module 15 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 15 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One lap around a track is a distance of 0.25 mile. A jogger completes 7 laps. How far does the jogger run?

Module 15 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To determine interest in a new menu item, a restaurant prices the item at $0.49. A month later, the restaurant doubles the price. Then they triple the second price. Is the final price of the item more than or less than $3? Explain.

Module 15 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To determine interest in a new menu item, a restaurant prices the item at $0.49. A month later, the restaurant doubles the price. Then they triple the second price. Is the final price of the item more than or less than $3? Explain.

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Module 15 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 15 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sandwiches cost $4.70 each. Bottles of water cost $2.35 each. If four friends each get one sandwich and one bottle of water, is $20 a reasonable estimate for the total cost? Explain.

Module 15 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 15 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 15 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 15 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Each magazine weighs 5.24 ounces. How much do 12 magazines weigh?

Module 15 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 15 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Each magazine weighs 5.24 ounces. How much do 12 magazines weigh?

Module 15 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Three sandwiches cost $4.35 each and two drinks cost $2.48 each. How much change should you receive if you pay with a $20 bill?

Module 15 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Three sandwiches cost $4.35 each and two drinks cost $2.48 each. How much change should you receive if you pay with a $20 bill?

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Three sandwiches cost $4.35 each and two drinks cost $2.48 each. How much change should you receive if you pay with a $20 bill?

Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Josea plants some flowers. Of the flowers, 0.7 are roses. Of the roses, 0.4 are red roses. What decimal number represents the part of all the flowers Josea planted that are red roses?

Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Josea plants some flowers. Of the flowers, 0.7 are roses. Of the roses, 0.4 are red roses. What decimal number represents the part of all the flowers Josea planted that are red roses?

Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Josea plants some flowers. Of the flowers, 0.7 are roses. Of the roses, 0.4 are red roses. What decimal number represents the part of all the flowers Josea planted that are red roses?

Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 16 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rose buys 3.5 pounds of oranges at a cost of $2.80 for one pound. What is the total cost of the oranges?

Module 16 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rose buys 3.5 pounds of oranges at a cost of $2.80 for one pound. What is the total cost of the oranges?

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Module 16 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 16 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The distance from Ken’s house to Nathan’s house is 0.09 mile. If Ken walks to 0.7 of the way there, how far does Ken walk?

Module 16 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The distance from Ken’s house to Nathan’s house is 0.09 mile. If Ken walks to 0.7 of the way there, how far does Ken walk?

Module 16 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The distance from Ken’s house to Nathan’s house is 0.09 mile. If Ken walks to 0.7 of the way there, how far does Ken walk?

Module 16 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The distance from Ken’s house to Nathan’s house is 0.09 mile. If Ken walks to 0.7 of the way there, how far does Ken walk?

Module 17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A gardener needs to distribute 425 pounds of compost equally among 100 rose plants. How much compost should he give each plant?

Module 17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A gardener needs to distribute 425 pounds of compost equally among 100 rose plants. How much compost should he give each plant?

Module 17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A gardener needs to distribute 425 pounds of compost equally among 100 rose plants. How much compost should he give each plant?

Module 17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A gardener needs to distribute 425 pounds of compost equally among 100 rose plants. How much compost should he give each plant?

Module 17 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tariq has a board that is 2.8 meters long. He needs to cut the board into 7 equal pieces. How long should he cut each piece?

Module 17 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tariq has a board that is 2.8 meters long. He needs to cut the board into 7 equal pieces. How long should he cut each piece?

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Module 17 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Six friends get lunch. The total bill comes to $39.84. If the friends split the bill evenly, about how much will each friend pay?

Module 17 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 17 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 17 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After milking her cows, a farmer has 91.2 gallons of milk. She distributes the milk evenly among 24 cans. How much milk does the farmer pour into each can?

Module 17 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After milking her cows, a farmer has 91.2 gallons of milk. She distributes the milk evenly among 24 cans. How much milk does the farmer pour into each can?

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After milking her cows, a farmer has 91.2 gallons of milk. She distributes the milk evenly among 24 cans. How much milk does the farmer pour into each can?

Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Miguel spends $3.68 buying bananas. If each banana costs $0.92, how many bananas does he buy?

Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Miguel spends $3.68 buying bananas. If each banana costs $0.92, how many bananas does he buy?

Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Miguel spends $3.68 buying bananas. If each banana costs $0.92, how many bananas does he buy?

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A team of students help construct a trail in a nature area. The trail is 7.8 kilometers long. The students place an information board every 0.6 kilometer. How many information boards do the students place?

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A team of students help construct a trail in a nature area. The trail is 7.8 kilometers long. The students place an information board every 0.6 kilometer. How many information boards do the students place?

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A team of students help construct a trail in a nature area. The trail is 7.8 kilometers long. The students place an information board every 0.6 kilometer. How many information boards do the students place?

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A team of students help construct a trail in a nature area. The trail is 7.8 kilometers long. The students place an information board every 0.6 kilometer. How many information boards do the students place?

Module 17 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alex mixes 20.1 liters of fertilizer for his 6 rose plants. If he distributes the fertilizer equally among the rose plants, how much fertilizer will each plant get?

Module 17 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alex mixes 20.1 liters of fertilizer for his 6 rose plants. If he distributes the fertilizer equally among the rose plants, how much fertilizer will each plant get?

Module 17 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alex mixes 20.1 liters of fertilizer for his 6 rose plants. If he distributes the fertilizer equally among the rose plants, how much fertilizer will each plant get?

Module 17 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alex mixes 20.1 liters of fertilizer for his 6 rose plants. If he distributes the fertilizer equally among the rose plants, how much fertilizer will each plant get?

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lisa has two lengths of string. One piece is   
38 centimeters long and the other piece is   
650 millimeters long. She lays the two pieces   
end-to-end. Is the length longer than 1 meter? Explain.

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lisa has two lengths of string. One piece is   
38 centimeters long and the other piece is   
650 millimeters long. She lays the two pieces   
end-to-end. Is the length longer than 1 meter? Explain.

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lisa has two lengths of string. One piece is   
38 centimeters long and the other piece is   
650 millimeters long. She lays the two pieces   
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Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lisa has two lengths of string. One piece is   
38 centimeters long and the other piece is   
650 millimeters long. She lays the two pieces   
end-to-end. Is the length longer than 1 meter? Explain.

Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Kevin bought 4 pounds of nuts. If he shares the nuts equally among 8 friends, how many ounces of nuts will each friend get?

Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Kevin bought 4 pounds of nuts. If he shares the nuts equally among 8 friends, how many ounces of nuts will each friend get?

Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Kevin bought 4 pounds of nuts. If he shares the nuts equally among 8 friends, how many ounces of nuts will each friend get?

Module 18 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A grasshopper jumps 63 centimeters. A rabbit jumps 0.57 meter. A frog jumps 732 millimeters. How much longer is the longest jump than the shortest jump?

Module 18 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A grasshopper jumps 63 centimeters. A rabbit jumps 0.57 meter. A frog jumps 732 millimeters. How much longer is the longest jump than the shortest jump?

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A grasshopper jumps 63 centimeters. A rabbit jumps 0.57 meter. A frog jumps 732 millimeters. How much longer is the longest jump than the shortest jump?

Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

William needs to plot (2, 5) on a coordinate grid. How can he plot the point?

Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

William needs to plot (2, 5) on a coordinate grid. How can he plot the point?

Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

William needs to plot (2, 5) on a coordinate grid. How can he plot the point?

Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

William needs to plot (2, 5) on a coordinate grid. How can he plot the point?

Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain how to plot the point (8, 1) on a coordinate grid.

Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain how to plot the point (8, 1) on a coordinate grid.

Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain how to plot the point (8, 1) on a coordinate grid.

Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain how to plot the point (8, 1) on a coordinate grid.

Module 19 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The coordinates for three vertices of a rectangle are (2, 2), (5, 7), and (2, 7). What are the coordinates of the fourth vertex, and what is the perimeter of the rectangle?

Module 19 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The coordinates for three vertices of a rectangle are (2, 2), (5, 7), and (2, 7). What are the coordinates of the fourth vertex, and what is the perimeter of the rectangle?

Module 19 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The coordinates for three vertices of a rectangle are (2, 2), (5, 7), and (2, 7). What are the coordinates of the fourth vertex, and what is the perimeter of the rectangle?

Module 19 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The coordinates for three vertices of a rectangle are (2, 2), (5, 7), and (2, 7). What are the coordinates of the fourth vertex, and what is the perimeter of the rectangle?

Module 19 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dena and Kent are writing number patterns.  
Dena’s pattern starts at 2 and uses the rule “Add 3.”   
Kent’s pattern starts at 6 and uses the rule “Add 9.”

Write the first five ordered pairs with the *x*-coordinate representing the numbers in Dena’s pattern and the *y*-coordinate representing the corresponding numbers in Kent’s pattern.

What appears to be the relationship between Dena’s numbers and Kent’s numbers?

Module 19 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dena and Kent are writing number patterns.  
Dena’s pattern starts at 2 and uses the rule “Add 3.”   
Kent’s pattern starts at 6 and uses the rule “Add 9.”

Write the first five ordered pairs with the *x*-coordinate representing the numbers in Dena’s pattern and the *y*-coordinate representing the corresponding numbers in Kent’s pattern.

What appears to be the relationship between Dena’s numbers and Kent’s numbers?

Module 19 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To make a dipping sauce, Jeremy uses 5 teaspoons of ranch dressing for every 3 teaspoons of lemon juice. Write the first 5 ordered pairs that represent this situation, and then describe the relationship between the amount of lemon juice and the amount of ranch dressing.

Module 19 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To make a dipping sauce, Jeremy uses 5 teaspoons of ranch dressing for every 3 teaspoons of lemon juice. Write the first 5 ordered pairs that represent this situation, and then describe the relationship between the amount of lemon juice and the amount of ranch dressing.

Module 19 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To make a dipping sauce, Jeremy uses 5 teaspoons of ranch dressing for every 3 teaspoons of lemon juice. Write the first 5 ordered pairs that represent this situation, and then describe the relationship between the amount of lemon juice and the amount of ranch dressing.

Module 19 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To make a dipping sauce, Jeremy uses 5 teaspoons of ranch dressing for every 3 teaspoons of lemon juice. Write the first 5 ordered pairs that represent this situation, and then describe the relationship between the amount of lemon juice and the amount of ranch dressing.

Module 20 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name each polygon. Tell its number of sides, vertices, and angles and whether it is *regular* or   
*not regular.*

A close up of text on a white background

Description automatically generated

A screenshot of a cell phone

Description automatically generated

Module 20 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name each polygon. Tell its number of sides, vertices, and angles and whether it is *regular* or   
*not regular.*

A close up of text on a white background

Description automatically generated

A screenshot of a cell phone

Description automatically generated

Module 20 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classify the triangle shown.

A picture containing object

Description automatically generated

Module 20 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classify the triangle shown.

A picture containing object

Description automatically generated

Module 20 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classify the triangle shown.

A picture containing object

Description automatically generated

Module 20 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classify the triangle shown.

A picture containing object

Description automatically generated

Module 20 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A builder made a wooden frame for a sculpture. Overnight, the frame shifted into a new figure. Name the before and after figure. Then provide a definition for trapezoids in which at least one of these figures is a trapezoid. By this definition, which of these figures are trapezoids?

A close up of a colorful background

Description automatically generated

Module 20 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A builder made a wooden frame for a sculpture. Overnight, the frame shifted into a new figure. Name the before and after figure. Then provide a definition for trapezoids in which at least one of these figures is a trapezoid. By this definition, which of these figures are trapezoids?

A close up of a colorful background

Description automatically generated

Module 20 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If two regions on a Venn diagram overlap, what does that say about the figures in the overlapping region?

Module 20 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If two regions on a Venn diagram overlap, what does that say about the figures in the overlapping region?

Module 20 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If two regions on a Venn diagram overlap, what does that say about the figures in the overlapping region?

Module 20 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If two regions on a Venn diagram overlap, what does that say about the figures in the overlapping region?