

Grade 4

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).

Copyright © by Houghton Mifflin Harcourt Publishing Company

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, broadcasting or by any other information storage and retrieval system, without written permission of the copyright owner unless such copying is expressly permitted by federal copyright law.

Only those pages that are specifically enabled by the program and indicated by the presence of the print icon may be printed and reproduced in classroom quantities by individual teachers using the corresponding student’s textbook or kit as the major vehicle for regular classroom instruction. Requests for information on other matters regarding duplication of this work should be submitted through our Permissions website at https://customercare.hmhco.com/contactus/Permissions.html or mailed to Houghton Mifflin Harcourt Publishing Company, Attn: Compliance, Contracts, and Licensing, 9400 Southpark Center Loop, Orlando, Florida 32819-8647.

HOUGHTON MIFFLIN HARCOURT and the HMH Logo are trademarks and service marks of Houghton Mifflin Harcourt Publishing Company. You shall not display, disparage, dilute or taint Houghton Mifflin Harcourt trademarks and service marks or use any confusingly similar marks, or use Houghton Mifflin Harcourt marks in such a way that would misrepresent the identity of the owner. Any permitted use of Houghton Mifflin Harcourt trademarks and service marks inures to the benefit of Houghton Mifflin Harcourt Publishing Company.

All other trademarks, service marks or registered trademarks appearing on Houghton Mifflin Harcourt Publishing Company websites are the trademarks or service marks of their respective owners.

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

A museum has 14,854 types of specimens in its Orthoptera collection and 1,650 types of specimens in its Dermaptera collection. Compare the values of the underlined digits in 14,854 and 1,650.

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

A museum has 14,854 types of specimens in its Orthoptera collection and 1,650 types of specimens in its Dermaptera collection. Compare the values of the underlined digits in 14,854 and 1,650.

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

A museum has 14,854 types of specimens in its Orthoptera collection and 1,650 types of specimens in its Dermaptera collection. Compare the values of the underlined digits in 14,854 and 1,650.

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

A museum has 14,854 types of specimens in its Orthoptera collection and 1,650 types of specimens in its Dermaptera collection. Compare the values of the underlined digits in 14,854 and 1,650.

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

When the moon is as close as it gets to Earth, it is 300,000 + 60,000 + 3,000 + 100 + 4 kilometers from Earth. Write this number in standard form and in word form.

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

When the moon is as close as it gets to Earth, it is 300,000 + 60,000 + 3,000 + 100 + 4 kilometers from Earth. Write this number in standard form and in word form.

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

When the moon is as close as it gets to Earth, it is 300,000 + 60,000 + 3,000 + 100 + 4 kilometers from Earth. Write this number in standard form and in word form.

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

When the moon is as close as it gets to Earth, it is 300,000 + 60,000 + 3,000 + 100 + 4 kilometers from Earth. Write this number in standard form and in word form.

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

Rachel orders 2,000 spinner toys to sell. The spinner toys come in boxes that hold 10 or 100 each. If Rachel orders boxes that hold 10 spinner toys each, how many boxes should she order? If she orders boxes that hold 100 spinner toys each, how many boxes should she order? Use words or models to explain how you found the numbers of boxes.

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

Rachel orders 2,000 spinner toys to sell. The spinner toys come in boxes that hold 10 or 100 each. If Rachel orders boxes that hold 10 spinner toys each, how many boxes should she order? If she orders boxes that hold 100 spinner toys each, how many boxes should she order? Use words or models to explain how you found the numbers of boxes.

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

Jordan ordered the populations of large cities in his state. He wrote 117,291 < 177,382 < 171,027.

Explain Jordan’s error, then use a number line to justify your answer.

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

Jordan ordered the populations of large cities in his state. He wrote 117,291 < 177,382 < 171,027.

Explain Jordan’s error, then use a number line to justify your answer.

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

A large soccer stadium has a capacity which, if rounded to the nearest ten thousand, is 90,000. Sasha says that the capacity of the stadium could be 95,123 fans. Explain Sasha’s error. Tell the range of numbers that could represent the actual capacity of the stadium.

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

A large soccer stadium has a capacity which, if rounded to the nearest ten thousand, is 90,000. Sasha says that the capacity of the stadium could be 95,123 fans. Explain Sasha’s error. Tell the range of numbers that could represent the actual capacity of the stadium.

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

A large soccer stadium has a capacity which, if rounded to the nearest ten thousand, is 90,000. Sasha says that the capacity of the stadium could be 95,123 fans. Explain Sasha’s error. Tell the range of numbers that could represent the actual capacity of the stadium.

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

A large soccer stadium has a capacity which, if rounded to the nearest ten thousand, is 90,000. Sasha says that the capacity of the stadium could be 95,123 fans. Explain Sasha’s error. Tell the range of numbers that could represent the actual capacity of the stadium.

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

This year, 598,876 people attended a charity event. Last year, 212,543 people attended the event. How many people attended the charity event in both years?

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

This year, 598,876 people attended a charity event. Last year, 212,543 people attended the event. How many people attended the charity event in both years?

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

This year, 598,876 people attended a charity event. Last year, 212,543 people attended the event. How many people attended the charity event in both years?

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

This year, 598,876 people attended a charity event. Last year, 212,543 people attended the event. How many people attended the charity event in both years?

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

There are 329,841 fish in a large lake and 156,274 fish in a small lake. How many more fish are in the large lake than in the small lake?

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

There are 329,841 fish in a large lake and 156,274 fish in a small lake. How many more fish are in the large lake than in the small lake?

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

There are 329,841 fish in a large lake and 156,274 fish in a small lake. How many more fish are in the large lake than in the small lake?

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

There are 329,841 fish in a large lake and 156,274 fish in a small lake. How many more fish are in the large lake than in the small lake?

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

A park had a total of 6,729 visitors in July and
3,956 visitors in August. How many more visitors were there in July than in August? Draw a visual model, write an equation, and solve the problem.

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

A park had a total of 6,729 visitors in July and
3,956 visitors in August. How many more visitors were there in July than in August? Draw a visual model, write an equation, and solve the problem.

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

Frank is putting a new border around the rectangular bulletin board in the classroom. If the length of the bulletin board is 4 feet and the width is 3 feet, how much border will Frank have to put around the board?

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

Frank is putting a new border around the rectangular bulletin board in the classroom. If the length of the bulletin board is 4 feet and the width is 3 feet, how much border will Frank have to put around the board?

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

Frank is putting a new border around the rectangular bulletin board in the classroom. If the length of the bulletin board is 4 feet and the width is 3 feet, how much border will Frank have to put around the board?

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

Frank is putting a new border around the rectangular bulletin board in the classroom. If the length of the bulletin board is 4 feet and the width is 3 feet, how much border will Frank have to put around the board?

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

A brown goat ate 7 times as many carrots as a white goat. The white goat ate 3 carrots. How many carrots did the brown goat eat? Use a visual model and an equation to represent and solve the problem.

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

A brown goat ate 7 times as many carrots as a white goat. The white goat ate 3 carrots. How many carrots did the brown goat eat? Use a visual model and an equation to represent and solve the problem.

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

Therese picked 5 white flowers. She picked 4 times as many red flowers as white flowers. She picked 4 more purple flowers than white flowers. How many red flowers did Therese pick? How many purple flowers did she pick?

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

Therese picked 5 white flowers. She picked 4 times as many red flowers as white flowers. She picked 4 more purple flowers than white flowers. How many red flowers did Therese pick? How many purple flowers did she pick?

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

Therese picked 5 white flowers. She picked 4 times as many red flowers as white flowers. She picked 4 more purple flowers than white flowers. How many red flowers did Therese pick? How many purple flowers did she pick?

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

Therese picked 5 white flowers. She picked 4 times as many red flowers as white flowers. She picked 4 more purple flowers than white flowers. How many red flowers did Therese pick? How many purple flowers did she pick?

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

There are 4 times as many cats as dogs in the shelter. There are 36 cats. How many dogs are in the shelter? Write multiplication and division equations to model and solve the problem.
Use n for the unknown.

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

There are 4 times as many cats as dogs in the shelter. There are 36 cats. How many dogs are in the shelter? Write multiplication and division equations to model and solve the problem.
Use n for the unknown.

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

There are 4 times as many cats as dogs in the shelter. There are 36 cats. How many dogs are in the shelter? Write multiplication and division equations to model and solve the problem.
Use n for the unknown.

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

There are 4 times as many cats as dogs in the shelter. There are 36 cats. How many dogs are in the shelter? Write multiplication and division equations to model and solve the problem.
Use n for the unknown.

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

Daryl picks 35 strawberries. Lin picks 7 strawberries. Daryl picks 5 times as many strawberries as Owen.

A. How many strawberries does Owen pick?

B. How many times as many strawberries does Daryl pick as Lin?

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

Daryl picks 35 strawberries. Lin picks 7 strawberries. Daryl picks 5 times as many strawberries as Owen.

A. How many strawberries does Owen pick?

B. How many times as many strawberries does Daryl pick as Lin?

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

Daryl picks 35 strawberries. Lin picks 7 strawberries. Daryl picks 5 times as many strawberries as Owen.

A. How many strawberries does Owen pick?

B. How many times as many strawberries does Daryl pick as Lin?

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

Daryl picks 35 strawberries. Lin picks 7 strawberries. Daryl picks 5 times as many strawberries as Owen.

A. How many strawberries does Owen pick?

B. How many times as many strawberries does Daryl pick as Lin?

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

A party room has seating for 50 people. Each table can seat 5 people. How many silverware baskets are needed, if there needs to be 2 baskets at each table? Write equations to model and solve the problem. Use letters for the unknowns.

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

A party room has seating for 50 people. Each table can seat 5 people. How many silverware baskets are needed, if there needs to be 2 baskets at each table? Write equations to model and solve the problem. Use letters for the unknowns.

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

A party room has seating for 50 people. Each table can seat 5 people. How many silverware baskets are needed, if there needs to be 2 baskets at each table? Write equations to model and solve the problem. Use letters for the unknowns.

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

A party room has seating for 50 people. Each table can seat 5 people. How many silverware baskets are needed, if there needs to be 2 baskets at each table? Write equations to model and solve the problem. Use letters for the unknowns.

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

Complete the pattern.

 5 × 6 = \_\_\_\_\_\_

 5 × \_\_\_\_\_\_ = \_\_\_\_\_\_

 5 × 600 = \_\_\_\_\_\_

 5 × \_\_\_\_\_\_ = \_\_\_\_\_\_

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

Complete the pattern.

 5 × 6 = \_\_\_\_\_\_

 5 × \_\_\_\_\_\_ = \_\_\_\_\_\_

 5 × 600 = \_\_\_\_\_\_

 5 × \_\_\_\_\_\_ = \_\_\_\_\_\_

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

Complete the pattern.

 5 × 6 = \_\_\_\_\_\_

 5 × \_\_\_\_\_\_ = \_\_\_\_\_\_

 5 × 600 = \_\_\_\_\_\_

 5 × \_\_\_\_\_\_ = \_\_\_\_\_\_

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

Complete the pattern.

 5 × 6 = \_\_\_\_\_\_

 5 × \_\_\_\_\_\_ = \_\_\_\_\_\_

 5 × 600 = \_\_\_\_\_\_

 5 × \_\_\_\_\_\_ = \_\_\_\_\_\_

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

Complete the pattern.

 9 ÷ 3 = \_\_\_\_\_\_

 90 ÷ 3 = \_\_\_\_\_\_

 900 ÷ 3 = \_\_\_\_\_\_

 9000 ÷ 3 = \_\_\_\_\_\_

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

Complete the pattern.

 9 ÷ 3 = \_\_\_\_\_\_

 90 ÷ 3 = \_\_\_\_\_\_

 900 ÷ 3 = \_\_\_\_\_\_

 9000 ÷ 3 = \_\_\_\_\_\_

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

Complete the pattern.

 9 ÷ 3 = \_\_\_\_\_\_

 90 ÷ 3 = \_\_\_\_\_\_

 900 ÷ 3 = \_\_\_\_\_\_

 9000 ÷ 3 = \_\_\_\_\_\_

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

Complete the pattern.

 9 ÷ 3 = \_\_\_\_\_\_

 90 ÷ 3 = \_\_\_\_\_\_

 900 ÷ 3 = \_\_\_\_\_\_

 9000 ÷ 3 = \_\_\_\_\_\_

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

Jan wants to purchase 3 movie tickets that are $12 each. She rounds to the nearest ten and estimates that she will need $30. Her sister Jill says she will need more. Who is correct and why?

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

Jan wants to purchase 3 movie tickets that are $12 each. She rounds to the nearest ten and estimates that she will need $30. Her sister Jill says she will need more. Who is correct and why?

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

Jan wants to purchase 3 movie tickets that are $12 each. She rounds to the nearest ten and estimates that she will need $30. Her sister Jill says she will need more. Who is correct and why?

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

Jan wants to purchase 3 movie tickets that are $12 each. She rounds to the nearest ten and estimates that she will need $30. Her sister Jill says she will need more. Who is correct and why?

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

In your own words, explain how to determine if the answer of 572 is reasonable for the division problem 1,974 ÷ 3.

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

In your own words, explain how to determine if the answer of 572 is reasonable for the division problem 1,974 ÷ 3.

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

In your own words, explain how to determine if the answer of 572 is reasonable for the division problem 1,974 ÷ 3.

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

In your own words, explain how to determine if the answer of 572 is reasonable for the division problem 1,974 ÷ 3.

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

Describe at least two strategies used in the lesson to find products or quotients.

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

Describe at least two strategies used in the lesson to find products or quotients.

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

Describe at least two strategies used in the lesson to find products or quotients.

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

Describe at least two strategies used in the lesson to find products or quotients.

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

How can you represent 2 × 354 using base-ten blocks?

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

How can you represent 2 × 354 using base-ten blocks?

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

How can you represent 2 × 354 using base-ten blocks?

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

How can you represent 2 × 354 using base-ten blocks?

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

How can you use a visual model and the Distributive Property to find the product 3 × 18 two different ways?

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

How can you use a visual model and the Distributive Property to find the product 3 × 18 two different ways?

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

How can you solve 5 × 324 using expanded form and partial products?

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

How can you solve 5 × 324 using expanded form and partial products?

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

Gavin lives 278 miles from Chicago. Amelia lives
4 times as far as Gavin’s distance from Chicago. Use partial products to find how far Amelia lives from Chicago. Explain how you know that your answer is reasonable.

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

Gavin lives 278 miles from Chicago. Amelia lives
4 times as far as Gavin’s distance from Chicago. Use partial products to find how far Amelia lives from Chicago. Explain how you know that your answer is reasonable.

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

Multiply 28 by 3. What strategies could you use to solve the problem? How can an estimate help you to determine if your answer is reasonable?

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

Multiply 28 by 3. What strategies could you use to solve the problem? How can an estimate help you to determine if your answer is reasonable?

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

Monday through Friday, Natasha’s school cafeteria prepares 1,894 lunches each day. How many lunches does her school prepare in 1 school week? Use the standard algorithm to solve.

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

Monday through Friday, Natasha’s school cafeteria prepares 1,894 lunches each day. How many lunches does her school prepare in 1 school week? Use the standard algorithm to solve.

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

Monday through Friday, Natasha’s school cafeteria prepares 1,894 lunches each day. How many lunches does her school prepare in 1 school week? Use the standard algorithm to solve.

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

Monday through Friday, Natasha’s school cafeteria prepares 1,894 lunches each day. How many lunches does her school prepare in 1 school week? Use the standard algorithm to solve.

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

The months of January, March, and May each have 31 days. In a leap year, February has 29 days. April and June have 30 days each. How many days are in the first 6 months of a leap year? Show your reasoning.

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

The months of January, March, and May each have 31 days. In a leap year, February has 29 days. April and June have 30 days each. How many days are in the first 6 months of a leap year? Show your reasoning.

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

The months of January, March, and May each have 31 days. In a leap year, February has 29 days. April and June have 30 days each. How many days are in the first 6 months of a leap year? Show your reasoning.

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

The months of January, March, and May each have 31 days. In a leap year, February has 29 days. April and June have 30 days each. How many days are in the first 6 months of a leap year? Show your reasoning.

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

Kyle has to put 63 chairs into 3 equal rows. How many chairs will be in each row? Justify your answer with a visual model.

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

Kyle has to put 63 chairs into 3 equal rows. How many chairs will be in each row? Justify your answer with a visual model.

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

Shelley has 29 quarters that she wants to put in piles of 4. How many piles can she make? How many quarters will be left over? Justify your answer with a visual model.

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

Shelley has 29 quarters that she wants to put in piles of 4. How many piles can she make? How many quarters will be left over? Justify your answer with a visual model.

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

Mr. Jenkins’ class is giving speeches during a
46-minute class. Each student will be able to talk for 4 minutes. How many students can give speeches? Justify your answer.

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

Mr. Jenkins’ class is giving speeches during a
46-minute class. Each student will be able to talk for 4 minutes. How many students can give speeches? Justify your answer.

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

Mr. Jenkins’ class is giving speeches during a
46-minute class. Each student will be able to talk for 4 minutes. How many students can give speeches? Justify your answer.

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

Mr. Jenkins’ class is giving speeches during a
46-minute class. Each student will be able to talk for 4 minutes. How many students can give speeches? Justify your answer.

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

Use an area model and the Distributive Property to divide.

248 ÷ 8

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

Use an area model and the Distributive Property to divide.

248 ÷ 8

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

A group of 35 swimmers is forming relay teams with 4 swimmers on each team. How many teams can they form? How do you know? Write a division equation to model the problem. Use repeated subtraction to solve.

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

A group of 35 swimmers is forming relay teams with 4 swimmers on each team. How many teams can they form? How do you know? Write a division equation to model the problem. Use repeated subtraction to solve.

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

Use partial quotients to divide.

1,170 ÷ 5

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

Use partial quotients to divide.

1,170 ÷ 5

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

A pet store wants to divide 85 fish equally into 6 different tanks. How many fish will go into each tank, and how many fish will be left over? Draw a quick picture to represent the division.

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

A pet store wants to divide 85 fish equally into 6 different tanks. How many fish will go into each tank, and how many fish will be left over? Draw a quick picture to represent the division.

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

How many digits will the whole-number quotients have?

382 ÷ 3 will have \_\_\_\_\_\_\_\_ whole-number quotients.

169 ÷ 5 will have \_\_\_\_\_\_\_\_ whole-number quotients.

394 ÷ 2 will have \_\_\_\_\_\_\_\_ whole-number quotients.

How do you know?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

How many digits will the whole-number quotients have?

382 ÷ 3 will have \_\_\_\_\_\_\_\_ whole-number quotients.

169 ÷ 5 will have \_\_\_\_\_\_\_\_ whole-number quotients.

394 ÷ 2 will have \_\_\_\_\_\_\_\_ whole-number quotients.

How do you know?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Divide and show your work. 7,046 ÷ 5

Show how you can check your answer.

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

Divide and show your work. 7,046 ÷ 5

Show how you can check your answer.

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

Divide and show your work. 7,046 ÷ 5

Show how you can check your answer.

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

Divide and show your work. 7,046 ÷ 5

Show how you can check your answer.

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

Seven friends are sharing 4 boxes of pencils. Each box has 12 pencils. They each get the same number of pencils, and they give any leftover pencils to their teacher. How many pencils do they each get?

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

Seven friends are sharing 4 boxes of pencils. Each box has 12 pencils. They each get the same number of pencils, and they give any leftover pencils to their teacher. How many pencils do they each get?

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

Seven friends are sharing 4 boxes of pencils. Each box has 12 pencils. They each get the same number of pencils, and they give any leftover pencils to their teacher. How many pencils do they each get?

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

Seven friends are sharing 4 boxes of pencils. Each box has 12 pencils. They each get the same number of pencils, and they give any leftover pencils to their teacher. How many pencils do they each get?

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

Solve 43 × 70. Then check your solution by solving it another way.

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

Solve 43 × 70. Then check your solution by solving it another way.

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

There are 45 packages with 59 vegetable sticks in each package. If the cafeteria needs to serve 3,152 people, will they have enough vegetable sticks? Justify your response.

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

There are 45 packages with 59 vegetable sticks in each package. If the cafeteria needs to serve 3,152 people, will they have enough vegetable sticks? Justify your response.

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

The school playground is 29 meters long and 23 meters wide. How many square meters does the playground cover? Use an area model of your choosing to justify your response.

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

The school playground is 29 meters long and 23 meters wide. How many square meters does the playground cover? Use an area model of your choosing to justify your response.

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

There are 24 bottles in a case of water bottles. If a grocery store has 72 cases, how many bottles of water are there? Show your work.

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

There are 24 bottles in a case of water bottles. If a grocery store has 72 cases, how many bottles of water are there? Show your work.

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

There are 24 bottles in a case of water bottles. If a grocery store has 72 cases, how many bottles of water are there? Show your work.

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

There are 24 bottles in a case of water bottles. If a grocery store has 72 cases, how many bottles of water are there? Show your work.

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

Multiply 83 and 57. Show your work.

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

Multiply 83 and 57. Show your work.

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

Multiply 83 and 57. Show your work.

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

Multiply 83 and 57. Show your work.

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

Name as many methods as possible that can be used to multiply numbers that are too large to multiply using counting on or arrays.

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

Name as many methods as possible that can be used to multiply numbers that are too large to multiply using counting on or arrays.

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

Name as many methods as possible that can be used to multiply numbers that are too large to multiply using counting on or arrays.

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

Name as many methods as possible that can be used to multiply numbers that are too large to multiply using counting on or arrays.

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

While training for a race, Lydia ran 3 times the number of minutes that Paul ran. Paul ran for 32 minutes each day for 23 days. For how many minutes did Lydia run? Use the method of your choice to justify the reasonableness of your answer.

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

While training for a race, Lydia ran 3 times the number of minutes that Paul ran. Paul ran for 32 minutes each day for 23 days. For how many minutes did Lydia run? Use the method of your choice to justify the reasonableness of your answer.

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

While training for a race, Lydia ran 3 times the number of minutes that Paul ran. Paul ran for 32 minutes each day for 23 days. For how many minutes did Lydia run? Use the method of your choice to justify the reasonableness of your answer.

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

While training for a race, Lydia ran 3 times the number of minutes that Paul ran. Paul ran for 32 minutes each day for 23 days. For how many minutes did Lydia run? Use the method of your choice to justify the reasonableness of your answer.

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

What equation gives the area of a rectangle that has a width that is 7 units and a length that is 9 units?

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

What equation gives the area of a rectangle that has a width that is 7 units and a length that is 9 units?

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

What equation gives the area of a rectangle that has a width that is 7 units and a length that is 9 units?

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

What equation gives the area of a rectangle that has a width that is 7 units and a length that is 9 units?

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

Describe the two methods that you can use to find the area of a figure that can be separated into two rectangles.

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

Describe the two methods that you can use to find the area of a figure that can be separated into two rectangles.

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

Describe the two methods that you can use to find the area of a figure that can be separated into two rectangles.

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

Describe the two methods that you can use to find the area of a figure that can be separated into two rectangles.

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

What is the width of a rectangle that has a perimeter of 40 inches and a length of 12 inches?

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

What is the width of a rectangle that has a perimeter of 40 inches and a length of 12 inches?

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

What is the width of a rectangle that has a perimeter of 40 inches and a length of 12 inches?

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

What is the width of a rectangle that has a perimeter of 40 inches and a length of 12 inches?

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

A sticker book has pages that are 8 inches wide and 11 inches long. A page in the book has 5 stickers on the page that are each 2 inches wide and 3 inches long. What is the uncovered area of the page?

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

A sticker book has pages that are 8 inches wide and 11 inches long. A page in the book has 5 stickers on the page that are each 2 inches wide and 3 inches long. What is the uncovered area of the page?

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

How many different ways can 15 stamps be arranged in equal rows? Use square tiles to show all of the arrays.

Write all the factor pairs of 15.

List the factors of 15 from least to greatest.

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

How many different ways can 15 stamps be arranged in equal rows? Use square tiles to show all of the arrays.

Write all the factor pairs of 15.

List the factors of 15 from least to greatest.

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

Use divisibility rules to decide whether 6 is a factor of 92. Then justify your answer by dividing.

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

Use divisibility rules to decide whether 6 is a factor of 92. Then justify your answer by dividing.

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

Use divisibility rules to decide whether 6 is a factor of 92. Then justify your answer by dividing.

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

Use divisibility rules to decide whether 6 is a factor of 92. Then justify your answer by dividing.

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

Jane takes 9 minutes to run 1 mile. How many minutes does Jane take to run 1 to 5 miles? Write multiplication equations to show your work.

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

Jane takes 9 minutes to run 1 mile. How many minutes does Jane take to run 1 to 5 miles? Write multiplication equations to show your work.

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

Jane takes 9 minutes to run 1 mile. How many minutes does Jane take to run 1 to 5 miles? Write multiplication equations to show your work.

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

Jane takes 9 minutes to run 1 mile. How many minutes does Jane take to run 1 to 5 miles? Write multiplication equations to show your work.

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

What procedure would you use to determine if 57 is a prime number or a composite number? Is 57 prime or composite?

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

What procedure would you use to determine if 57 is a prime number or a composite number? Is 57 prime or composite?

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

What procedure would you use to determine if 57 is a prime number or a composite number? Is 57 prime or composite?

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

What procedure would you use to determine if 57 is a prime number or a composite number? Is 57 prime or composite?

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

What are the first 8 terms of the pattern that has a first term of 90 and a rule of subtract 9 ?

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

What are the first 8 terms of the pattern that has a first term of 90 and a rule of subtract 9 ?

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

What are the first 8 terms of the pattern that has a first term of 90 and a rule of subtract 9 ?

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

What are the first 8 terms of the pattern that has a first term of 90 and a rule of subtract 9 ?

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

Explain how you could use the visual model of your choice to compare $\frac{3}{5}$ and $\frac{2}{3}$.

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

Explain how you could use the visual model of your choice to compare $\frac{3}{5}$ and $\frac{2}{3}$.

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

Explain how you could use the visual model of your choice to compare $\frac{3}{5}$ and $\frac{2}{3}$.

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

Explain how you could use the visual model of your choice to compare $\frac{3}{5}$ and $\frac{2}{3}$.

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

Explain how to use $\frac{1}{2}$ to compare $\frac{7}{12}$ and $\frac{3}{8}$ .

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

Explain how to use $\frac{1}{2}$ to compare $\frac{7}{12}$ and $\frac{3}{8}$ .

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

Explain how to use $\frac{1}{2}$ to compare $\frac{7}{12}$ and $\frac{3}{8}$ .

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

Explain how to use $\frac{1}{2}$ to compare $\frac{7}{12}$ and $\frac{3}{8}$ .

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

How could you use visual models to show that $\frac{3}{5}$ and $\frac{6}{10}$ are equivalent?

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

How could you use visual models to show that $\frac{3}{5}$ and $\frac{6}{10}$ are equivalent?

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

How could you use visual models to show that $\frac{3}{5}$ and $\frac{6}{10}$ are equivalent?

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

How could you use visual models to show that $\frac{3}{5}$ and $\frac{6}{10}$ are equivalent?

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

How could you generate two fractions that are equivalent to $\frac{4}{5}$ ?

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

How could you generate two fractions that are equivalent to $\frac{4}{5}$ ?

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

How could you generate two fractions that are equivalent to $\frac{4}{5}$ ?

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

How could you generate two fractions that are equivalent to $\frac{4}{5}$ ?

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

How could you write two fractions equivalent to $\frac{3}{8}$ and $\frac{5}{6}$ with the same denominator?

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

How could you write two fractions equivalent to $\frac{3}{8}$ and $\frac{5}{6}$ with the same denominator?

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

How could you write two fractions equivalent to $\frac{3}{8}$ and $\frac{5}{6}$ with the same denominator?

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

How could you write two fractions equivalent to $\frac{3}{8}$ and $\frac{5}{6}$ with the same denominator?

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

Describe the difference between using benchmarks and using a common denominator to compare two fractions with unlike denominators.

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

Describe the difference between using benchmarks and using a common denominator to compare two fractions with unlike denominators.

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

Describe the difference between using benchmarks and using a common denominator to compare two fractions with unlike denominators.

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

Describe the difference between using benchmarks and using a common denominator to compare two fractions with unlike denominators.

Module 11 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain how to order these fractions from least to greatest: $\frac{7}{10}$ , $\frac{1}{4}$ , $\frac{3}{8}$ .

Module 11 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain how to order these fractions from least to greatest: $\frac{7}{10}$ , $\frac{1}{4}$ , $\frac{3}{8}$ .

Module 11 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain how to order these fractions from least to greatest: $\frac{7}{10}$ , $\frac{1}{4}$ , $\frac{3}{8}$ .

Module 11 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain how to order these fractions from least to greatest: $\frac{7}{10}$ , $\frac{1}{4}$ , $\frac{3}{8}$ .

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

Taylor incorrectly draws a visual model to represent 1.9.



Explain why Taylor’s visual model is incorrect.

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

Taylor incorrectly draws a visual model to represent 1.9.



Explain why Taylor’s visual model is incorrect.

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

Lola makes the visual model below to represent 2.01.



Explain how you can correct her model.

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

Lola makes the visual model below to represent 2.01.



Explain how you can correct her model.

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

Al renames 2 $\frac{7}{10}$ as 2.07 and 2 $\frac{70}{100}$ . Is Al correct? Explain.

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

Al renames 2 $\frac{7}{10}$ as 2.07 and 2 $\frac{70}{100}$ . Is Al correct? Explain.

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

Al renames 2 $\frac{7}{10}$ as 2.07 and 2 $\frac{70}{100}$ . Is Al correct? Explain.

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

Al renames 2 $\frac{7}{10}$ as 2.07 and 2 $\frac{70}{100}$ . Is Al correct? Explain.

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

Two rabbits are weighed. Rollie weighs 4.35 pounds. Spot weighs 4.45 pounds. Which rabbit is heavier? Write a comparison sentence to express your answer. Make a place-value chart to support your answer.

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

Two rabbits are weighed. Rollie weighs 4.35 pounds. Spot weighs 4.45 pounds. Which rabbit is heavier? Write a comparison sentence to express your answer. Make a place-value chart to support your answer.

Module 12 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the amount as a mixed number, as a decimal, and as a decimal dollar amount.



Module 12 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the amount as a mixed number, as a decimal, and as a decimal dollar amount.



Module 12 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the amount as a mixed number, as a decimal, and as a decimal dollar amount.



Module 12 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the amount as a mixed number, as a decimal, and as a decimal dollar amount.



Module 12 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ileana buys 4 packages of baseball cards for $0.85 each. She has $5.00 to spend. How much money does she have left after buying the baseball cards?

Module 12 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ileana buys 4 packages of baseball cards for $0.85 each. She has $5.00 to spend. How much money does she have left after buying the baseball cards?

Module 12 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ileana buys 4 packages of baseball cards for $0.85 each. She has $5.00 to spend. How much money does she have left after buying the baseball cards?

Module 12 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ileana buys 4 packages of baseball cards for $0.85 each. She has $5.00 to spend. How much money does she have left after buying the baseball cards?

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

Draw an example of each of the following:

A. Point *B*

B. $\overleftrightarrow{FG}$

C. $\overline{LM}$

D. $\vec{QR}$

E. $∠UVW$

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

Draw an example of each of the following:

A. Point *B*

B. $\overleftrightarrow{FG}$

C. $\overline{LM}$

D. $\vec{QR}$

E. $∠UVW$

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

Show and explain how you can use a unit angle to find the measure of the angle shown.



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

Show and explain how you can use a unit angle to find the measure of the angle shown.



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

Show and explain how you can use a fraction model to find the measure of this shaded angle.



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

Show and explain how you can use a fraction model to find the measure of this shaded angle.



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

Tara notices that an angle appears to be equal to
$\frac{1}{6}$ of a turn in a circle. When she measures the angle, she gets a measurement of 100°.

What would you tell Tara about her measurement?

What would be a more reasonable measurement?

How could you classify Tara’s angle?

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

Tara notices that an angle appears to be equal to
$\frac{1}{6}$ of a turn in a circle. When she measures the angle, she gets a measurement of 100°.

What would you tell Tara about her measurement?

What would be a more reasonable measurement?

How could you classify Tara’s angle?

Module 13 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw an angle that measures greater than 40° and less than 140°.

Give the measure of your angle and identify the type of angle it is.

Module 13 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw an angle that measures greater than 40° and less than 140°.

Give the measure of your angle and identify the type of angle it is.

Module 13 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An angle that measures 107° is separated into two angles. One angle measures 35°. Write an equation to find the measure of the other angle.

Module 13 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An angle that measures 107° is separated into two angles. One angle measures 35°. Write an equation to find the measure of the other angle.

Module 13 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An angle that measures 107° is separated into two angles. One angle measures 35°. Write an equation to find the measure of the other angle.

Module 13 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An angle that measures 107° is separated into two angles. One angle measures 35°. Write an equation to find the measure of the other angle.

Module 13 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw a 90° angle. Then draw a ray that divides the 90° angle into two angles. Use a protractor to measure one of the angles. Write an equation to find the measure of the other angle.

Module 13 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw a 90° angle. Then draw a ray that divides the 90° angle into two angles. Use a protractor to measure one of the angles. Write an equation to find the measure of the other angle.

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

There are 10 students in Mrs. Foster’s class. Three of the students play soccer. Draw a visual model that shows the fraction of the students who play soccer. Then write an equation to match your visual model.

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

There are 10 students in Mrs. Foster’s class. Three of the students play soccer. Draw a visual model that shows the fraction of the students who play soccer. Then write an equation to match your visual model.

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

There are 10 students in Mrs. Foster’s class. Three of the students play soccer. Draw a visual model that shows the fraction of the students who play soccer. Then write an equation to match your visual model.

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

There are 10 students in Mrs. Foster’s class. Three of the students play soccer. Draw a visual model that shows the fraction of the students who play soccer. Then write an equation to match your visual model.

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

Jay runs $\frac{4}{10}$ mile. Tomas runs $\frac{3}{10}$ mile farther than Jay. How far does Tomas run? Represent the problem in two different ways.

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

Jay runs $\frac{4}{10}$ mile. Tomas runs $\frac{3}{10}$ mile farther than Jay. How far does Tomas run? Represent the problem in two different ways.

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

Jay runs $\frac{4}{10}$ mile. Tomas runs $\frac{3}{10}$ mile farther than Jay. How far does Tomas run? Represent the problem in two different ways.

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

Jay runs $\frac{4}{10}$ mile. Tomas runs $\frac{3}{10}$ mile farther than Jay. How far does Tomas run? Represent the problem in two different ways.

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

Hailey spends $\frac{2}{12}$ hour reading, $\frac{2}{12}$ hour finishing math homework, and $\frac{3}{12}$ hour practicing her violin. How long did she spend on these tasks? Model your answer with an equation and a visual model.

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

Hailey spends $\frac{2}{12}$ hour reading, $\frac{2}{12}$ hour finishing math homework, and $\frac{3}{12}$ hour practicing her violin. How long did she spend on these tasks? Model your answer with an equation and a visual model.

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

Hailey spends $\frac{2}{12}$ hour reading, $\frac{2}{12}$ hour finishing math homework, and $\frac{3}{12}$ hour practicing her violin. How long did she spend on these tasks? Model your answer with an equation and a visual model.

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

Hailey spends $\frac{2}{12}$ hour reading, $\frac{2}{12}$ hour finishing math homework, and $\frac{3}{12}$ hour practicing her violin. How long did she spend on these tasks? Model your answer with an equation and a visual model.

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

Shawn feeds his fish $\frac{2}{4}$ teaspoon of fish food
each day. If he feeds the fish $\frac{1}{4}$ teaspoon in the morning, how much fish food does he have to feed the fish in the evening? Explain how you could use tools to solve.

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

Shawn feeds his fish $\frac{2}{4}$ teaspoon of fish food
each day. If he feeds the fish $\frac{1}{4}$ teaspoon in the morning, how much fish food does he have to feed the fish in the evening? Explain how you could use tools to solve.

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

Shawn feeds his fish $\frac{2}{4}$ teaspoon of fish food
each day. If he feeds the fish $\frac{1}{4}$ teaspoon in the morning, how much fish food does he have to feed the fish in the evening? Explain how you could use tools to solve.

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

Shawn feeds his fish $\frac{2}{4}$ teaspoon of fish food
each day. If he feeds the fish $\frac{1}{4}$ teaspoon in the morning, how much fish food does he have to feed the fish in the evening? Explain how you could use tools to solve.

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

Melinda spends $\frac{9}{10}$ hour helping her grandmother. This is $\frac{4}{10}$ hour longer than she spends reading. How long does she spend reading? Use an equation to justify your response.

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

Melinda spends $\frac{9}{10}$ hour helping her grandmother. This is $\frac{4}{10}$ hour longer than she spends reading. How long does she spend reading? Use an equation to justify your response.

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

Melinda spends $\frac{9}{10}$ hour helping her grandmother. This is $\frac{4}{10}$ hour longer than she spends reading. How long does she spend reading? Use an equation to justify your response.

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

Melinda spends $\frac{9}{10}$ hour helping her grandmother. This is $\frac{4}{10}$ hour longer than she spends reading. How long does she spend reading? Use an equation to justify your response.

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

Jenna used $\frac{6}{10}$ kilogram of flour in her bread
dough. She used $\frac{12}{100}$ kilogram of flour to dust the pan so the bread did not stick. How many kilograms of flour did she use in all? Use an equation or a visual model to support your answer.

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

Jenna used $\frac{6}{10}$ kilogram of flour in her bread
dough. She used $\frac{12}{100}$ kilogram of flour to dust the pan so the bread did not stick. How many kilograms of flour did she use in all? Use an equation or a visual model to support your answer.

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

Jenna used $\frac{6}{10}$ kilogram of flour in her bread
dough. She used $\frac{12}{100}$ kilogram of flour to dust the pan so the bread did not stick. How many kilograms of flour did she use in all? Use an equation or a visual model to support your answer.

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

Jenna used $\frac{6}{10}$ kilogram of flour in her bread
dough. She used $\frac{12}{100}$ kilogram of flour to dust the pan so the bread did not stick. How many kilograms of flour did she use in all? Use an equation or a visual model to support your answer.

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

Chang has $\frac{18}{12}$ hours of free time. He spends $\frac{7}{12}$ hour reading and $\frac{5}{12}$ hour doing homework. He spends the remaining time playing a board game with his sister. How long does he spend playing the game? Justify your answer using equations.

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

Chang has $\frac{18}{12}$ hours of free time. He spends $\frac{7}{12}$ hour reading and $\frac{5}{12}$ hour doing homework. He spends the remaining time playing a board game with his sister. How long does he spend playing the game? Justify your answer using equations.

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

Chang has $\frac{18}{12}$ hours of free time. He spends $\frac{7}{12}$ hour reading and $\frac{5}{12}$ hour doing homework. He spends the remaining time playing a board game with his sister. How long does he spend playing the game? Justify your answer using equations.

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

Chang has $\frac{18}{12}$ hours of free time. He spends $\frac{7}{12}$ hour reading and $\frac{5}{12}$ hour doing homework. He spends the remaining time playing a board game with his sister. How long does he spend playing the game? Justify your answer using equations.

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

Jacinto has 1 $\frac{4}{8}$ gallons of water. He wants to pour all of the water into $\frac{1}{8} $-gallon containers. How many containers does he need? Justify your response.

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

Jacinto has 1 $\frac{4}{8}$ gallons of water. He wants to pour all of the water into $\frac{1}{8} $-gallon containers. How many containers does he need? Justify your response.

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

Jacinto has 1 $\frac{4}{8}$ gallons of water. He wants to pour all of the water into $\frac{1}{8} $-gallon containers. How many containers does he need? Justify your response.

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

Jacinto has 1 $\frac{4}{8}$ gallons of water. He wants to pour all of the water into $\frac{1}{8} $-gallon containers. How many containers does he need? Justify your response.

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

Hiram has $\frac{7}{8}$ pound of grapes. He buys 3 $\frac{6}{8}$ pounds of grapes at the store and then uses 2 $\frac{3}{8}$ pounds in a recipe. How many pounds of grapes does Hiram have left? Show your work.

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

Hiram has $\frac{7}{8}$ pound of grapes. He buys 3 $\frac{6}{8}$ pounds of grapes at the store and then uses 2 $\frac{3}{8}$ pounds in a recipe. How many pounds of grapes does Hiram have left? Show your work.

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

Hiram has $\frac{7}{8}$ pound of grapes. He buys 3 $\frac{6}{8}$ pounds of grapes at the store and then uses 2 $\frac{3}{8}$ pounds in a recipe. How many pounds of grapes does Hiram have left? Show your work.

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

Hiram has $\frac{7}{8}$ pound of grapes. He buys 3 $\frac{6}{8}$ pounds of grapes at the store and then uses 2 $\frac{3}{8}$ pounds in a recipe. How many pounds of grapes does Hiram have left? Show your work.

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

Jenna has 3 $\frac{1}{8}$ pounds of pecans. She uses 1 $\frac{2}{8}$ pounds in a pie. How many pounds of pecans does Jenna have left? Show your work.

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

Jenna has 3 $\frac{1}{8}$ pounds of pecans. She uses 1 $\frac{2}{8}$ pounds in a pie. How many pounds of pecans does Jenna have left? Show your work.

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

Jenna has 3 $\frac{1}{8}$ pounds of pecans. She uses 1 $\frac{2}{8}$ pounds in a pie. How many pounds of pecans does Jenna have left? Show your work.

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

Jenna has 3 $\frac{1}{8}$ pounds of pecans. She uses 1 $\frac{2}{8}$ pounds in a pie. How many pounds of pecans does Jenna have left? Show your work.

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

Aisha’s bagel shop has 1 $\frac{4}{12}$ dozen blueberry bagels, 1 $\frac{5}{12}$ dozen raisin bagels, and 1 $\frac{8}{12}$ dozen plain bagels for sale. How many dozen bagels does the shop have for sale? Justify your response with an equation.

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

Aisha’s bagel shop has 1 $\frac{4}{12}$ dozen blueberry bagels, 1 $\frac{5}{12}$ dozen raisin bagels, and 1 $\frac{8}{12}$ dozen plain bagels for sale. How many dozen bagels does the shop have for sale? Justify your response with an equation.

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

Aisha’s bagel shop has 1 $\frac{4}{12}$ dozen blueberry bagels, 1 $\frac{5}{12}$ dozen raisin bagels, and 1 $\frac{8}{12}$ dozen plain bagels for sale. How many dozen bagels does the shop have for sale? Justify your response with an equation.

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

Aisha’s bagel shop has 1 $\frac{4}{12}$ dozen blueberry bagels, 1 $\frac{5}{12}$ dozen raisin bagels, and 1 $\frac{8}{12}$ dozen plain bagels for sale. How many dozen bagels does the shop have for sale? Justify your response with an equation.

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

Josh spent 3 $\frac{5}{12}$ hours last week practicing for the big game. He spent 4 $\frac{2}{12}$ hours practicing for the big game this week. How many hours did Josh spend practicing for the big game over the two weeks?

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

Josh spent 3 $\frac{5}{12}$ hours last week practicing for the big game. He spent 4 $\frac{2}{12}$ hours practicing for the big game this week. How many hours did Josh spend practicing for the big game over the two weeks?

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

Josh spent 3 $\frac{5}{12}$ hours last week practicing for the big game. He spent 4 $\frac{2}{12}$ hours practicing for the big game this week. How many hours did Josh spend practicing for the big game over the two weeks?

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

Josh spent 3 $\frac{5}{12}$ hours last week practicing for the big game. He spent 4 $\frac{2}{12}$ hours practicing for the big game this week. How many hours did Josh spend practicing for the big game over the two weeks?

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

Each batch of muffins that Ms. Rich bakes has
$\frac{1}{4}$ cup of raisins. She bakes 6 batches of muffins. How many cups of raisins does she use? Draw a visual model that shows the cups of raisins that Ms. Rich uses. Then write two equations to match your visual model.

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

Each batch of muffins that Ms. Rich bakes has
$\frac{1}{4}$ cup of raisins. She bakes 6 batches of muffins. How many cups of raisins does she use? Draw a visual model that shows the cups of raisins that Ms. Rich uses. Then write two equations to match your visual model.

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

Yardley works on his science project for $\frac{3}{4}$ hour every day for 5 days. How many hours does he work on his science project in all? Use a visual fraction model and write an equation to show the number of hours Yardley works on his science project.

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

Yardley works on his science project for $\frac{3}{4}$ hour every day for 5 days. How many hours does he work on his science project in all? Use a visual fraction model and write an equation to show the number of hours Yardley works on his science project.

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

Liam makes fruit smoothies. He uses cup of berries in each smoothie. He makes 4 smoothies. How many cups of berries does he use? Make or describe a fraction model that could represent the problem. Then model it with an equation and solve.

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

Liam makes fruit smoothies. He uses cup of berries in each smoothie. He makes 4 smoothies. How many cups of berries does he use? Make or describe a fraction model that could represent the problem. Then model it with an equation and solve.

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

Liam makes fruit smoothies. He uses cup of berries in each smoothie. He makes 4 smoothies. How many cups of berries does he use? Make or describe a fraction model that could represent the problem. Then model it with an equation and solve.

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

Liam makes fruit smoothies. He uses cup of berries in each smoothie. He makes 4 smoothies. How many cups of berries does he use? Make or describe a fraction model that could represent the problem. Then model it with an equation and solve.

Module 16 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Each shirt requires 2 $\frac{2}{3}$ yards of fabric. How much fabric is required for 6 shirts? Use the Distributive Property to check your solution.

Module 16 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Each shirt requires 2 $\frac{2}{3}$ yards of fabric. How much fabric is required for 6 shirts? Use the Distributive Property to check your solution.

Module 16 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Each shirt requires 2 $\frac{2}{3}$ yards of fabric. How much fabric is required for 6 shirts? Use the Distributive Property to check your solution.

Module 16 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Each shirt requires 2 $\frac{2}{3}$ yards of fabric. How much fabric is required for 6 shirts? Use the Distributive Property to check your solution.

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

Explain the difference between parallel and perpendicular lines.

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

Explain the difference between parallel and perpendicular lines.

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

Explain the difference between parallel and perpendicular lines.

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

Explain the difference between parallel and perpendicular lines.

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

Explain how you can use the measures of the angles of a triangle to classify triangles into different categories.

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

Explain how you can use the measures of the angles of a triangle to classify triangles into different categories.

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

Explain how you can use the measures of the angles of a triangle to classify triangles into different categories.

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

Explain how you can use the measures of the angles of a triangle to classify triangles into different categories.

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

Mia measures a triangle and finds that the side lengths are 8 inches, 9 inches, and 7 inches. Ralph measures a triangle and finds that the side lengths are 6 inches, 5 inches, and 6 inches. How should Mia classify her triangle? How should Ralph classify his triangle? Explain.

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

Mia measures a triangle and finds that the side lengths are 8 inches, 9 inches, and 7 inches. Ralph measures a triangle and finds that the side lengths are 6 inches, 5 inches, and 6 inches. How should Mia classify her triangle? How should Ralph classify his triangle? Explain.

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

Mia measures a triangle and finds that the side lengths are 8 inches, 9 inches, and 7 inches. Ralph measures a triangle and finds that the side lengths are 6 inches, 5 inches, and 6 inches. How should Mia classify her triangle? How should Ralph classify his triangle? Explain.

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

Mia measures a triangle and finds that the side lengths are 8 inches, 9 inches, and 7 inches. Ralph measures a triangle and finds that the side lengths are 6 inches, 5 inches, and 6 inches. How should Mia classify her triangle? How should Ralph classify his triangle? Explain.

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

Describe the attributes of this figure. Name all the ways you can classify this figure.



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

Describe the attributes of this figure. Name all the ways you can classify this figure.



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

Describe the attributes of this figure. Name all the ways you can classify this figure.



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

Describe the attributes of this figure. Name all the ways you can classify this figure.



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

Use a protractor and $\overbar{WX}$ to draw an acute triangle. Label the third vertex *Y*. List the measure of each angle and justify why it is an acute triangle.



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

Use a protractor and $\overbar{WX}$ to draw an acute triangle. Label the third vertex *Y*. List the measure of each angle and justify why it is an acute triangle.



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

For each line, A, B, and C, explain if it is a line of symmetry.



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

For each line, A, B, and C, explain if it is a line of symmetry.



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

For each line, A, B, and C, explain if it is a line of symmetry.



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

For each line, A, B, and C, explain if it is a line of symmetry.



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

Draw an example of a triangle with 1 line of symmetry and an example of a triangle with 3 lines of symmetry.

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

Draw an example of a triangle with 1 line of symmetry and an example of a triangle with 3 lines of symmetry.

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

Draw an example of a triangle with 1 line of symmetry and an example of a triangle with 3 lines of symmetry.

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

Draw an example of a triangle with 1 line of symmetry and an example of a triangle with 3 lines of symmetry.

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

Noah’s pattern follows the rule *triangle, square, triangle, triangle, square, triangle, triangle, triangle.* List the next five figures in Noah’s pattern.

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

Noah’s pattern follows the rule *triangle, square, triangle, triangle, square, triangle, triangle, triangle.* List the next five figures in Noah’s pattern.

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

Noah’s pattern follows the rule *triangle, square, triangle, triangle, square, triangle, triangle, triangle.* List the next five figures in Noah’s pattern.

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

Noah’s pattern follows the rule *triangle, square, triangle, triangle, square, triangle, triangle, triangle.* List the next five figures in Noah’s pattern.

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

Jared and his brother Jackson measure the length of the back of their couch. Jared uses a paper clip, and Jackson uses the distance between his wrist and his elbow. Which brother used a more appropriate benchmark? Explain your reasoning.

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

Jared and his brother Jackson measure the length of the back of their couch. Jared uses a paper clip, and Jackson uses the distance between his wrist and his elbow. Which brother used a more appropriate benchmark? Explain your reasoning.

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

Jared and his brother Jackson measure the length of the back of their couch. Jared uses a paper clip, and Jackson uses the distance between his wrist and his elbow. Which brother used a more appropriate benchmark? Explain your reasoning.

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

Jared and his brother Jackson measure the length of the back of their couch. Jared uses a paper clip, and Jackson uses the distance between his wrist and his elbow. Which brother used a more appropriate benchmark? Explain your reasoning.

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

Chen and Timothy measured the heights of their dogs from the floor to the dogs’ shoulders. Chen’s dog is 1 foot and 9 inches tall. Timothy’s dog is 22 inches tall. Whose dog is taller?

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

Chen and Timothy measured the heights of their dogs from the floor to the dogs’ shoulders. Chen’s dog is 1 foot and 9 inches tall. Timothy’s dog is 22 inches tall. Whose dog is taller?

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

Chen and Timothy measured the heights of their dogs from the floor to the dogs’ shoulders. Chen’s dog is 1 foot and 9 inches tall. Timothy’s dog is 22 inches tall. Whose dog is taller?

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

Chen and Timothy measured the heights of their dogs from the floor to the dogs’ shoulders. Chen’s dog is 1 foot and 9 inches tall. Timothy’s dog is 22 inches tall. Whose dog is taller?

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

Mrs. Anzari is researching boats. She finds a boat she wants to buy. The boat weighs 3,575 pounds. Her vehicle can tow up to 2 tons. Can Mrs. Anzari’s vehicle tow the boat she wants to buy? Explain.

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

Mrs. Anzari is researching boats. She finds a boat she wants to buy. The boat weighs 3,575 pounds. Her vehicle can tow up to 2 tons. Can Mrs. Anzari’s vehicle tow the boat she wants to buy? Explain.

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

Mrs. Anzari is researching boats. She finds a boat she wants to buy. The boat weighs 3,575 pounds. Her vehicle can tow up to 2 tons. Can Mrs. Anzari’s vehicle tow the boat she wants to buy? Explain.

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

Mrs. Anzari is researching boats. She finds a boat she wants to buy. The boat weighs 3,575 pounds. Her vehicle can tow up to 2 tons. Can Mrs. Anzari’s vehicle tow the boat she wants to buy? Explain.

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

Is 5 pints greater than or less than 2 quarts? Explain how you know.

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

Is 5 pints greater than or less than 2 quarts? Explain how you know.

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

Is 5 pints greater than or less than 2 quarts? Explain how you know.

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

Is 5 pints greater than or less than 2 quarts? Explain how you know.

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

Dana weighs different objects in her desk. Her
pencil weighs $\frac{2}{8}$ pound. Her eraser weighs $\frac{3}{8}$ pound. Her scissors weigh 1 pound. Her glue stick weighs $\frac{7}{8}$ pound. A marker weighs $\frac{3}{8}$ pound. Make a line plot for the data. Which object weighs the most?

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

Dana weighs different objects in her desk. Her
pencil weighs $\frac{2}{8}$ pound. Her eraser weighs $\frac{3}{8}$ pound. Her scissors weigh 1 pound. Her glue stick weighs $\frac{7}{8}$ pound. A marker weighs $\frac{3}{8}$ pound. Make a line plot for the data. Which object weighs the most?

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

Rachel has a large pot for cooking. Which metric unit of measurement would be best for measuring the liquid volume of the pot? Explain why your choice is the best choice.

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

Rachel has a large pot for cooking. Which metric unit of measurement would be best for measuring the liquid volume of the pot? Explain why your choice is the best choice.

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

Rachel has a large pot for cooking. Which metric unit of measurement would be best for measuring the liquid volume of the pot? Explain why your choice is the best choice.

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

Rachel has a large pot for cooking. Which metric unit of measurement would be best for measuring the liquid volume of the pot? Explain why your choice is the best choice.

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

Paul measures the length of his shoe and says
it is 3 decimeters. Laney says this is equal to
300 centimeters. What could you tell Laney
about her statement? Justify your response
using a visual model.

Paul measures the length of his shoe and says
it is 3 decimeters. Laney says this is equal to
300 centimeters. What could you tell Laney
about her statement? Justify your response
using a visual model.

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

Paul measures the length of his shoe and says
it is 3 decimeters. Laney says this is equal to
300 centimeters. What could you tell Laney
about her statement? Justify your response
using a visual model.

Paul measures the length of his shoe and says
it is 3 decimeters. Laney says this is equal to
300 centimeters. What could you tell Laney
about her statement? Justify your response
using a visual model.

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

Nicole has a green vase with a liquid volume of
700 milliliters. When filled with water, it has a mass of 2 kilograms. She also has a white vase with a liquid volume of 2 liters. When filled with water, it has a mass of 4,000 grams. Compare the measurements of the vases. Draw visual models to justify your answer.

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

Nicole has a green vase with a liquid volume of
700 milliliters. When filled with water, it has a mass of 2 kilograms. She also has a white vase with a liquid volume of 2 liters. When filled with water, it has a mass of 4,000 grams. Compare the measurements of the vases. Draw visual models to justify your answer.

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

A recipe makes 16 cups of trail mix. Marcos wants to put the trail mix in a 4-pint container. Will the trail mix fit in the container? Explain.

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

A recipe makes 16 cups of trail mix. Marcos wants to put the trail mix in a 4-pint container. Will the trail mix fit in the container? Explain.

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

A recipe makes 16 cups of trail mix. Marcos wants to put the trail mix in a 4-pint container. Will the trail mix fit in the container? Explain.

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

A recipe makes 16 cups of trail mix. Marcos wants to put the trail mix in a 4-pint container. Will the trail mix fit in the container? Explain.

Module 21 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last week, Jacob spent 180 minutes and Ursula spent 3 hours volunteering at the animal shelter. Who spent more time, Jacob or Ursula? Use a table to support your answer.

Module 21 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last week, Jacob spent 180 minutes and Ursula spent 3 hours volunteering at the animal shelter. Who spent more time, Jacob or Ursula? Use a table to support your answer.

Module 21 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last week, Jacob spent 180 minutes and Ursula spent 3 hours volunteering at the animal shelter. Who spent more time, Jacob or Ursula? Use a table to support your answer.

Module 21 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last week, Jacob spent 180 minutes and Ursula spent 3 hours volunteering at the animal shelter. Who spent more time, Jacob or Ursula? Use a table to support your answer.

Module 21 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Barb starts reading at 10:45 a.m. and stops reading at 12:08 p.m. How long does Barb read? Show your work.

Module 21 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Barb starts reading at 10:45 a.m. and stops reading at 12:08 p.m. How long does Barb read? Show your work.

Module 21 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Barb starts reading at 10:45 a.m. and stops reading at 12:08 p.m. How long does Barb read? Show your work.

Module 21 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Barb starts reading at 10:45 a.m. and stops reading at 12:08 p.m. How long does Barb read? Show your work.

Module 21 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dustin started swimming at 8:30:20 a.m. He swam for 1 hour 15 minutes 50 seconds. At what time did Dustin stop swimming? Show your work.

Module 21 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dustin started swimming at 8:30:20 a.m. He swam for 1 hour 15 minutes 50 seconds. At what time did Dustin stop swimming? Show your work.

Module 21 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dustin started swimming at 8:30:20 a.m. He swam for 1 hour 15 minutes 50 seconds. At what time did Dustin stop swimming? Show your work.

Module 21 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dustin started swimming at 8:30:20 a.m. He swam for 1 hour 15 minutes 50 seconds. At what time did Dustin stop swimming? Show your work.

Module 21 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cam works on his book report for 4 hours 42 minutes. Serena works on her book report for 1 hour 28 minutes less than Cam. James works on his book report for 1 hour 36 minutes more than Serena. How long does James work on his book report?

Module 21 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cam works on his book report for 4 hours 42 minutes. Serena works on her book report for 1 hour 28 minutes less than Cam. James works on his book report for 1 hour 36 minutes more than Serena. How long does James work on his book report?

Module 21 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cam works on his book report for 4 hours 42 minutes. Serena works on her book report for 1 hour 28 minutes less than Cam. James works on his book report for 1 hour 36 minutes more than Serena. How long does James work on his book report?

Module 21 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cam works on his book report for 4 hours 42 minutes. Serena works on her book report for 1 hour 28 minutes less than Cam. James works on his book report for 1 hour 36 minutes more than Serena. How long does James work on his book report?