

Grade 3

Exit Tickets

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

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

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

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

Marcus makes 3 buildings using toy blocks.

He uses 8 blocks to make each building.

How many blocks does Marcus use to make the 3 buildings?

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

Marcus makes 3 buildings using toy blocks.

He uses 8 blocks to make each building.

How many blocks does Marcus use to make the 3 buildings?

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

Marcus makes 3 buildings using toy blocks.

He uses 8 blocks to make each building.

How many blocks does Marcus use to make the 3 buildings?

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

Marcus makes 3 buildings using toy blocks.

He uses 8 blocks to make each building.

How many blocks does Marcus use to make the 3 buildings?

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

Write an addition equation and a multiplication equation to solve.

There are 5 row boats. Each boat has 7 team members. How many team members are on the boats?

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

Write an addition equation and a multiplication equation to solve.

There are 5 row boats. Each boat has 7 team members. How many team members are on the boats?

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

A parking lot has 4 rows. Each row has 6 parking spaces. How many cars can park in the lot?

* Draw an array for the problem.
* Write a multiplication equation for the problem.

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

A parking lot has 4 rows. Each row has 6 parking spaces. How many cars can park in the lot?

* Draw an array for the problem.
* Write a multiplication equation for the problem.

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

Lori decorates a bulletin board with 6 sheets of construction paper in each row. There are 4 rows. How many sheets of construction paper are on the bulletin board? Describe another way that Lori could arrange the sheets of construction paper.

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

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

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

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

Lori decorates a bulletin board with 6 sheets of construction paper in each row. There are 4 rows. How many sheets of construction paper are on the bulletin board? Describe another way that Lori could arrange the sheets of construction paper.

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

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

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

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

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

Diandre measures the length of a canoe using a yardstick. A yardstick is 3 feet long. The canoe is 2 yardsticks long.

How many feet long is the canoe?

How can you use a number line to show the length?

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

Diandre measures the length of a canoe using a yardstick. A yardstick is 3 feet long. The canoe is 2 yardsticks long.

How many feet long is the canoe?

How can you use a number line to show the length?

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

Each volleyball team has 6 players. There are 10 teams in the league. How many players are in the league?

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

Each volleyball team has 6 players. There are 10 teams in the league. How many players are in the league?

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

Do the figures shown have the same area?

Write the area of each figure.



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

Do the figures shown have the same area?

Write the area of each figure.



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

Count to find the area of the figure.

Each unit square is 1 square inch.



Area = \_\_\_\_\_\_\_\_\_\_\_ square inches

Count to find the area of the figure.

Each unit square is 1 square inch.



Area = \_\_\_\_\_\_\_\_\_\_\_ square inches

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

Count to find the area of the figure.

Each unit square is 1 square inch.



Area = \_\_\_\_\_\_\_\_\_\_\_ square inches

Count to find the area of the figure.

Each unit square is 1 square inch.



Area = \_\_\_\_\_\_\_\_\_\_\_ square inches

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

Show repeated addition and multiplication to find the area of the rectangle. Each unit square is 1 square foot.



Add. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Multiply. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Show repeated addition and multiplication to find the area of the rectangle. Each unit square is 1 square foot.



Add. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Multiply. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Multiply to find the area of the rectangle.



Multiply. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Multiply to find the area of the rectangle.



Multiply. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Draw a line to break apart the figure into rectangles. Find the area of the figure.

 

1  = 1 square inch

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

Draw a line to break apart the figure into rectangles. Find the area of the figure.

 

1  = 1 square inch

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

Eight photos fit on each page of a photo album. How many photos will fit on 4 pages?

Use a 2s fact and doubling to solve the problem.

Write a multiplication equation for the problem.

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

Eight photos fit on each page of a photo album. How many photos will fit on 4 pages?

Use a 2s fact and doubling to solve the problem.

Write a multiplication equation for the problem.

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

Hassan paid for a drink with 7 dimes. A dime has a value of 10 cents. What is the total amount in cents that Hassan paid?

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

Hassan paid for a drink with 7 dimes. A dime has a value of 10 cents. What is the total amount in cents that Hassan paid?

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

Hassan paid for a drink with 7 dimes. A dime has a value of 10 cents. What is the total amount in cents that Hassan paid?

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

Hassan paid for a drink with 7 dimes. A dime has a value of 10 cents. What is the total amount in cents that Hassan paid?

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

Arty plants 6 groups of tulip bulbs in a garden. There are 7 tulip bulbs in each group. Choose a strategy you learned today to find how many tulip bulbs there are in the garden.

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

Arty plants 6 groups of tulip bulbs in a garden. There are 7 tulip bulbs in each group. Choose a strategy you learned today to find how many tulip bulbs there are in the garden.

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

Arty plants 6 groups of tulip bulbs in a garden. There are 7 tulip bulbs in each group. Choose a strategy you learned today to find how many tulip bulbs there are in the garden.

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

Arty plants 6 groups of tulip bulbs in a garden. There are 7 tulip bulbs in each group. Choose a strategy you learned today to find how many tulip bulbs there are in the garden.

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

Each muffin tin has 9 muffins. There is 1 muffin tin. How many muffins are there in the tin?

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

Each muffin tin has 9 muffins. There is 1 muffin tin. How many muffins are there in the tin?

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

Each muffin tin has 9 muffins. There is 1 muffin tin. How many muffins are there in the tin?

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

Each muffin tin has 9 muffins. There is 1 muffin tin. How many muffins are there in the tin?

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

Complete the equations. Solve.

A parking lot has 5 rows. There are 8 cars in each row. How many cars are there in the parking lot?

5 × 8 = 5 × ( \_\_\_\_\_ + \_\_\_\_\_\_ )

5 × 8 = (5 × \_\_\_\_\_\_ ) + (5 × \_\_\_\_\_\_ )

5 × 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_

5 × 8 = \_\_\_\_\_\_

There are \_\_\_\_\_\_ cars.

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

Complete the equations. Solve.

A parking lot has 5 rows. There are 8 cars in each row. How many cars are there in the parking lot?

5 × 8 = 5 × ( \_\_\_\_\_ + \_\_\_\_\_\_ )

5 × 8 = (5 × \_\_\_\_\_\_ ) + (5 × \_\_\_\_\_\_ )

5 × 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_

5 × 8 = \_\_\_\_\_\_

There are \_\_\_\_\_\_ cars.

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

Use the Commutative Property of Multiplication and the Associative Property of Multiplication to solve the problem:

3 × 6 × 2

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

Use the Commutative Property of Multiplication and the Associative Property of Multiplication to solve the problem:

3 × 6 × 2

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

Show two different strategies to find the product.

8 × 7 = 

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

Show two different strategies to find the product.

8 × 7 = 

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

Show two different strategies to find the product.

8 × 7 = 

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

Show two different strategies to find the product.

8 × 7 = 

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

Use the Distributive Property with multiplication and

subtraction to solve the problem.

Armand has 6 spools of cable. Each cable is 9 feet long. How much cable does Armand have?

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

Use the Distributive Property with multiplication and

subtraction to solve the problem.

Armand has 6 spools of cable. Each cable is 9 feet long. How much cable does Armand have?

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

Use the Distributive Property to show that the product 4 × 9 is an even number.

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

Use the Distributive Property to show that the product 4 × 9 is an even number.

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

Use the Distributive Property to find 3 × 40.

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

Use the Distributive Property to find 3 × 40.

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

Use the Distributive Property to find 3 × 40.

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

Use the Distributive Property to find 3 × 40.

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

Find the product 7 × 40 by rewriting 40 as a product of 10 and a number.

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

Find the product 7 × 40 by rewriting 40 as a product of 10 and a number.

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

Find the product 7 × 40 by rewriting 40 as a product of 10 and a number.

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

Find the product 7 × 40 by rewriting 40 as a product of 10 and a number.

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

Use place value to find the product.

3 × 60 =

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

Use place value to find the product.

3 × 60 =

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

Use place value to find the product.

3 × 60 =

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

Use place value to find the product.

3 × 60 =

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

Find the product. Use regrouping, base-ten blocks, or draw a quick picture.

8 × 30 =

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

Find the product. Use regrouping, base-ten blocks, or draw a quick picture.

8 × 30 =

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

Find the product. Use regrouping, base-ten blocks, or draw a quick picture.

8 × 30 =

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

Find the product. Use regrouping, base-ten blocks, or draw a quick picture.

8 × 30 =

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

Armand is cutting pieces of yarn for an art project. He has a length of yarn that is 48 inches long. Armand cuts the yarn into pieces that are each 6 inches long. How many pieces does Armand make?

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

Armand is cutting pieces of yarn for an art project. He has a length of yarn that is 48 inches long. Armand cuts the yarn into pieces that are each 6 inches long. How many pieces does Armand make?

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

Terry has 14 index cards and 2 boxes. He places an equal number of index cards in each box. How many index cards are in each box?

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

Terry has 14 index cards and 2 boxes. He places an equal number of index cards in each box. How many index cards are in each box?

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

Sana has 12 granola bars. She places 2 granola bars in each lunch box. How many lunch boxes can she fill?

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

Sana has 12 granola bars. She places 2 granola bars in each lunch box. How many lunch boxes can she fill?

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

Sana has 12 granola bars. She places 2 granola bars in each lunch box. How many lunch boxes can she fill?

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

Sana has 12 granola bars. She places 2 granola bars in each lunch box. How many lunch boxes can she fill?

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

Ethan has 16 feet of string to make friendship necklaces. He uses 2 feet of string for each necklace. How many friendship necklaces can Ethan make?

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

Ethan has 16 feet of string to make friendship necklaces. He uses 2 feet of string for each necklace. How many friendship necklaces can Ethan make?

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

Ethan has 16 feet of string to make friendship necklaces. He uses 2 feet of string for each necklace. How many friendship necklaces can Ethan make?

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

Ethan has 16 feet of string to make friendship necklaces. He uses 2 feet of string for each necklace. How many friendship necklaces can Ethan make?

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

Amala makes a puzzle. There are 81 squares and 9 equal rows of squares. How many squares are in each row? Draw an array and write a division equation to support your answer.

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

Amala makes a puzzle. There are 81 squares and 9 equal rows of squares. How many squares are in each row? Draw an array and write a division equation to support your answer.

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

Sandy uses 21 pictures to make a photo album. She puts 3 photos on each page. Draw a bar model to show the problem. Find the number of pages Sandy uses.

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

Sandy uses 21 pictures to make a photo album. She puts 3 photos on each page. Draw a bar model to show the problem. Find the number of pages Sandy uses.

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

Lamar shares 7 granola bars evenly with 7 friends. How many granola bars does each friend get?

* Draw a visual model for the problem.
* Write a division equation for the problem.
* How many granola bars does each friend get?

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

Lamar shares 7 granola bars evenly with 7 friends. How many granola bars does each friend get?

* Draw a visual model for the problem.
* Write a division equation for the problem.
* How many granola bars does each friend get?

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

Theo picks 27 strawberries. He puts the same number of berries in each of 3 bowls. Write related division and multiplication equations to find how many strawberries Theo puts in each bowl.

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

Theo picks 27 strawberries. He puts the same number of berries in each of 3 bowls. Write related division and multiplication equations to find how many strawberries Theo puts in each bowl.

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

Theo picks 27 strawberries. He puts the same number of berries in each of 3 bowls. Write related division and multiplication equations to find how many strawberries Theo puts in each bowl.

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

Theo picks 27 strawberries. He puts the same number of berries in each of 3 bowls. Write related division and multiplication equations to find how many strawberries Theo puts in each bowl.

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

How many different related facts does the set of numbers 3, 3, and 9 have? Write the facts to justify your answer.

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

How many different related facts does the set of numbers 3, 3, and 9 have? Write the facts to justify your answer.

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

How many different related facts does the set of numbers 3, 3, and 9 have? Write the facts to justify your answer.

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

How many different related facts does the set of numbers 3, 3, and 9 have? Write the facts to justify your answer.

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

Jannell uses 32 beads to make keychains. How many keychains can she make with 4 beads on each keychain? How many keychains can she make with 8 beads on each keychain?

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

Jannell uses 32 beads to make keychains. How many keychains can she make with 4 beads on each keychain? How many keychains can she make with 8 beads on each keychain?

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

Jannell uses 32 beads to make keychains. How many keychains can she make with 4 beads on each keychain? How many keychains can she make with 8 beads on each keychain?

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

Jannell uses 32 beads to make keychains. How many keychains can she make with 4 beads on each keychain? How many keychains can she make with 8 beads on each keychain?

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

Mr. Nanda spends $80 on movie tickets for his family. Each ticket costs $10. How many tickets does Mr. Nanda buy?

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

Mr. Nanda spends $80 on movie tickets for his family. Each ticket costs $10. How many tickets does Mr. Nanda buy?

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

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

Mr. Nanda spends $80 on movie tickets for his family. Each ticket costs $10. How many tickets does Mr. Nanda buy?

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

Grayson earns 6 points for his team for each question he answers correctly. Grayson earns 48 points for his team. How many questions does Grayson answer correctly?

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

Grayson earns 6 points for his team for each question he answers correctly. Grayson earns 48 points for his team. How many questions does Grayson answer correctly?

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

Grayson earns 6 points for his team for each question he answers correctly. Grayson earns 48 points for his team. How many questions does Grayson answer correctly?

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

Grayson earns 6 points for his team for each question he answers correctly. Grayson earns 48 points for his team. How many questions does Grayson answer correctly?

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

Mato’s summer break from school is 56 days long. How many weeks long is Mato’s summer break? Explain how you solved this problem.

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

Mato’s summer break from school is 56 days long. How many weeks long is Mato’s summer break? Explain how you solved this problem.

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

Mato’s summer break from school is 56 days long. How many weeks long is Mato’s summer break? Explain how you solved this problem.

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

Mato’s summer break from school is 56 days long. How many weeks long is Mato’s summer break? Explain how you solved this problem.

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

Use the multiplication equation to divide.

6 × 9 = 54

54 ÷ 9 = \_\_\_\_\_\_

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

Use the multiplication equation to divide.

6 × 9 = 54

54 ÷ 9 = \_\_\_\_\_\_

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

Use the multiplication equation to divide.

6 × 9 = 54

54 ÷ 9 = \_\_\_\_\_\_

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

Use the multiplication equation to divide.

6 × 9 = 54

54 ÷ 9 = \_\_\_\_\_\_

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

Describe a pattern. Then write a rule and extend your pattern.

7 13 19 25

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

Describe a pattern. Then write a rule and extend your pattern.

7 13 19 25

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

Describe a pattern. Then write a rule and extend your pattern.

7 13 19 25

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

Describe a pattern. Then write a rule and extend your pattern.

7 13 19 25

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

Lilia gives 24 sheets of paper to 8 classmates. Each classmate receives the same number of sheets. How many sheets of paper does each classmate receive?

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

Lilia gives 24 sheets of paper to 8 classmates. Each classmate receives the same number of sheets. How many sheets of paper does each classmate receive?

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

Lilia gives 24 sheets of paper to 8 classmates. Each classmate receives the same number of sheets. How many sheets of paper does each classmate receive?

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

Lilia gives 24 sheets of paper to 8 classmates. Each classmate receives the same number of sheets. How many sheets of paper does each classmate receive?

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

April prepares 20 meals in 5 days. She prepares the same number of meals each day. How many meals does April prepare each day? Write an equation. Use *n* to represent the unknown number.

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

April prepares 20 meals in 5 days. She prepares the same number of meals each day. How many meals does April prepare each day? Write an equation. Use *n* to represent the unknown number.

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

April prepares 20 meals in 5 days. She prepares the same number of meals each day. How many meals does April prepare each day? Write an equation. Use *n* to represent the unknown number.

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

April prepares 20 meals in 5 days. She prepares the same number of meals each day. How many meals does April prepare each day? Write an equation. Use *n* to represent the unknown number.

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

Arin has 45 beads to make bracelets. She buys 15 more beads. If Arin puts 10 beads on each bracelet, how many bracelets can she make? Write two equations with letters representing unknowns to solve.

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

Arin has 45 beads to make bracelets. She buys 15 more beads. If Arin puts 10 beads on each bracelet, how many bracelets can she make? Write two equations with letters representing unknowns to solve.

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

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

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

Jeffrey has 28 marbles. He puts 7 marbles in each bag. He gives some bags to his brother. He now has 2 bags left. How many bags does he give to his brother?

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

Jeffrey has 28 marbles. He puts 7 marbles in each bag. He gives some bags to his brother. He now has 2 bags left. How many bags does he give to his brother?

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

Jeffrey has 28 marbles. He puts 7 marbles in each bag. He gives some bags to his brother. He now has 2 bags left. How many bags does he give to his brother?

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

Jeffrey has 28 marbles. He puts 7 marbles in each bag. He gives some bags to his brother. He now has 2 bags left. How many bags does he give to his brother?

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

Use the number 8 to give an example of the Identity Property of Addition and the Commutative Property of Addition.

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

Use the number 8 to give an example of the Identity Property of Addition and the Commutative Property of Addition.

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

Use the number 8 to give an example of the Identity Property of Addition and the Commutative Property of Addition.

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

Use the number 8 to give an example of the Identity Property of Addition and the Commutative Property of Addition.

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

While at Yellowstone National Park, scientists hike for 58 minutes, stop to eat lunch, and hike for another 35 minutes. Explain how you could use mental math to find how many minutes they hiked.

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

While at Yellowstone National Park, scientists hike for 58 minutes, stop to eat lunch, and hike for another 35 minutes. Explain how you could use mental math to find how many minutes they hiked.

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

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

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

Use addition properties to group the addends to find the sum.

51 + 65 + 79 = \_\_\_\_\_\_\_\_\_

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

Use addition properties to group the addends to find the sum.

51 + 65 + 79 = \_\_\_\_\_\_\_\_\_

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

Use addition properties to group the addends to find the sum.

51 + 65 + 79 = \_\_\_\_\_\_\_\_\_

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

Use addition properties to group the addends to find the sum.

51 + 65 + 79 = \_\_\_\_\_\_\_\_\_

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

Mila measures the outside temperature in the morning and in the afternoon. The temperature in the morning is 43 °F, and the temperature in the afternoon is 74 °F. Mila says the outside temperature increased by about 35 °F. Is Mila’s statement reasonable? Explain.

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

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

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

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

Mila measures the outside temperature in the morning and in the afternoon. The temperature in the morning is 43 °F, and the temperature in the afternoon is 74 °F. Mila says the outside temperature increased by about 35 °F. Is Mila’s statement reasonable? Explain.

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

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

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

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

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

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

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

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

Mila measures the outside temperature in the morning and in the afternoon. The temperature in the morning is 43 °F, and the temperature in the afternoon is 74 °F. Mila says the outside temperature increased by about 35 °F. Is Mila’s statement reasonable? Explain.

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

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

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

Module 9 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When rounded to the nearest hundred, what number is about 700?

Module 9 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When rounded to the nearest hundred, what number is about 700?

Module 9 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When rounded to the nearest hundred, what number is about 700?

Module 9 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When rounded to the nearest hundred, what number is about 700?

Module 9 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Estimate the sum. Show your work.

267 + 523 = \_\_\_\_\_\_\_\_\_

Module 9 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Estimate the sum. Show your work.

267 + 523 = \_\_\_\_\_\_\_\_\_

Module 9 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Estimate the sum. Show your work.

267 + 523 = \_\_\_\_\_\_\_\_\_

Module 9 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Estimate the sum. Show your work.

267 + 523 = \_\_\_\_\_\_\_\_\_

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

Use expanded form to add.

|  |
| --- |
|  256 |
| + 339 |
|  |

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

Use expanded form to add.

|  |
| --- |
|  256 |
| + 339 |
|  |

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

Use expanded form to add.

|  |
| --- |
|  256 |
| + 339 |
|  |

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

Use expanded form to add.

|  |
| --- |
|  256 |
| + 339 |
|  |

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

Find the sum.

|  |
| --- |
|  719 |
| + 83 |
|  |

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

Find the sum.

|  |
| --- |
|  719 |
| + 83 |
|  |

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

Find the sum.

|  |
| --- |
|  719 |
| + 83 |
|  |

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

Find the sum.

|  |
| --- |
|  719 |
| + 83 |
|  |

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

Combine place values to subtract 307 – 53.

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

Combine place values to subtract 307 – 53.

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

Combine place values to subtract 307 – 53.

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

Combine place values to subtract 307 – 53.

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

Find the difference. 856 – 429

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

Find the difference. 856 – 429

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

Find the difference. 856 – 429

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

Find the difference. 856 – 429

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

Circle the problem in which you need to regroup. Choose a strategy to find the difference.

A. 508 − 162

B. 385 – 231

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

Circle the problem in which you need to regroup. Choose a strategy to find the difference.

A. 508 − 162

B. 385 – 231

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

Circle the problem in which you need to regroup. Choose a strategy to find the difference.

A. 508 − 162

B. 385 – 231

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

Circle the problem in which you need to regroup. Choose a strategy to find the difference.

A. 508 − 162

B. 385 – 231

Module 10 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mr. Rice puts 9 pictures on each of the 4 walls of his office. He puts 5 pictures on his desk. How many pictures does Mr. Rice have in his office? Write equations to model the problem. Use letters for the unknown quantities.

Module 10 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mr. Rice puts 9 pictures on each of the 4 walls of his office. He puts 5 pictures on his desk. How many pictures does Mr. Rice have in his office? Write equations to model the problem. Use letters for the unknown quantities.

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

Do the figures shown have the same perimeter? What is the perimeter of each figure?



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

Do the figures shown have the same perimeter? What is the perimeter of each figure?



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

Do the figures shown have the same perimeter? What is the perimeter of each figure?



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

Do the figures shown have the same perimeter? What is the perimeter of each figure?



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

Sabrina is placing a border around a rectangular mirror. The mirror has side lengths of 7 inches and 10 inches. What length of border does Sabrina need?

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

Sabrina is placing a border around a rectangular mirror. The mirror has side lengths of 7 inches and 10 inches. What length of border does Sabrina need?

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

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

Sabrina is placing a border around a rectangular mirror. The mirror has side lengths of 7 inches and 10 inches. What length of border does Sabrina need?

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

The perimeter of the rectangle is 22 meters.
What is the unknown side length?

|  |  |
| --- | --- |
| 8 m |  |
|  | *s* |

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

The perimeter of the rectangle is 22 meters.
What is the unknown side length?

|  |  |
| --- | --- |
| 8 m |  |
|  | *s* |

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

The perimeter of the rectangle is 22 meters.
What is the unknown side length?

|  |  |
| --- | --- |
| 8 m |  |
|  | *s* |

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

The perimeter of the rectangle is 22 meters.
What is the unknown side length?

|  |  |
| --- | --- |
| 8 m |  |
|  | *s* |

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

Draw another rectangle that has the same area but a different perimeter. Find the area and perimeter of each rectangle.



Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Perimeter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Perimeter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which rectangle has the greater perimeter?

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

Draw another rectangle that has the same area but a different perimeter. Find the area and perimeter of each rectangle.



Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Perimeter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Perimeter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which rectangle has the greater perimeter?

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

Stella has two rectangular rugs. One rug has side lengths of 6 feet and 7 feet. The other rug has side lengths of 5 feet and 8 feet.

What is the perimeter of each rug?

What are the side lengths of the rug with the greater

area?

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

Stella has two rectangular rugs. One rug has side lengths of 6 feet and 7 feet. The other rug has side lengths of 5 feet and 8 feet.

What is the perimeter of each rug?

What are the side lengths of the rug with the greater

area?

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

A clock shows the hour hand between the 12 and the 1 and the minute hand four marks after the 9. What time does the clock show?

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

A clock shows the hour hand between the 12 and the 1 and the minute hand four marks after the 9. What time does the clock show?

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

A clock shows the hour hand between the 12 and the 1 and the minute hand four marks after the 9. What time does the clock show?

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

A clock shows the hour hand between the 12 and the 1 and the minute hand four marks after the 9. What time does the clock show?

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

Janice is in the school library at 11:27. Draw a clock with hands to show the time she is in the library. Write the time using a.m. or p.m.

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

Janice is in the school library at 11:27. Draw a clock with hands to show the time she is in the library. Write the time using a.m. or p.m.

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

Janice is in the school library at 11:27. Draw a clock with hands to show the time she is in the library. Write the time using a.m. or p.m.

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

Janice is in the school library at 11:27. Draw a clock with hands to show the time she is in the library. Write the time using a.m. or p.m.

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

Tamara starts to read at 11:05 a.m. and stops at 11:38 a.m. How many minutes does Tamara read?

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

Tamara starts to read at 11:05 a.m. and stops at 11:38 a.m. How many minutes does Tamara read?

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

Tamara starts to read at 11:05 a.m. and stops at 11:38 a.m. How many minutes does Tamara read?

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

Tamara starts to read at 11:05 a.m. and stops at 11:38 a.m. How many minutes does Tamara read?

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

Millie wakes up at 6:35 a.m. It takes her 26 minutes to get ready before she leaves for school. At what time is she ready to leave for school?

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

Millie wakes up at 6:35 a.m. It takes her 26 minutes to get ready before she leaves for school. At what time is she ready to leave for school?

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

Millie wakes up at 6:35 a.m. It takes her 26 minutes to get ready before she leaves for school. At what time is she ready to leave for school?

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

Millie wakes up at 6:35 a.m. It takes her 26 minutes to get ready before she leaves for school. At what time is she ready to leave for school?

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

Conrad arrives at his classroom at 8:07 a.m.
He has 5 minutes to get ready for math. He has math for 42 minutes and then computer time for
10 minutes. At what time does computer time end?

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

Conrad arrives at his classroom at 8:07 a.m.
He has 5 minutes to get ready for math. He has math for 42 minutes and then computer time for
10 minutes. At what time does computer time end?

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

Conrad arrives at his classroom at 8:07 a.m.
He has 5 minutes to get ready for math. He has math for 42 minutes and then computer time for
10 minutes. At what time does computer time end?

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

Conrad arrives at his classroom at 8:07 a.m.
He has 5 minutes to get ready for math. He has math for 42 minutes and then computer time for
10 minutes. At what time does computer time end?

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

Draw lines to divide the circle into eighths.

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

Draw lines to divide the circle into eighths.

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

Draw lines to divide the circle into eighths.

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

Draw lines to divide the circle into eighths.

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

Write a fraction to name the shaded part of the whole.

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

Write a fraction to name the shaded part of the whole.

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

Write a fraction to name the shaded part of the whole.

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

Write a fraction to name the shaded part of the whole.

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

Tom has a group of 8 apples, and 5 of the apples are green. What fraction of the apples is green?

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

Tom has a group of 8 apples, and 5 of the apples are green. What fraction of the apples is green?

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

Tom has a group of 8 apples, and 5 of the apples are green. What fraction of the apples is green?

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

Tom has a group of 8 apples, and 5 of the apples are green. What fraction of the apples is green?

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

What fraction names the point halfway between
$\frac{2}{6}$ and $\frac{4}{6}$ on the number line?

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

What fraction names the point halfway between
$\frac{2}{6}$ and $\frac{4}{6}$ on the number line?

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

What fraction names the point halfway between
$\frac{2}{6}$ and $\frac{4}{6}$ on the number line?

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

What fraction names the point halfway between
$\frac{2}{6}$ and $\frac{4}{6}$ on the number line?

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

Billy has $\frac{6}{2}$ pizzas to share with his friends. How many whole pizzas does Billy have?

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

Billy has $\frac{6}{2}$ pizzas to share with his friends. How many whole pizzas does Billy have?

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

Billy has $\frac{6}{2}$ pizzas to share with his friends. How many whole pizzas does Billy have?

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

Billy has $\frac{6}{2}$ pizzas to share with his friends. How many whole pizzas does Billy have?

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

Monica has $\frac{5}{2}$ grapefruits. Write the number of grapefruits as a mixed number.

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

Monica has $\frac{5}{2}$ grapefruits. Write the number of grapefruits as a mixed number.

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

Monica has $\frac{5}{2}$ grapefruits. Write the number of grapefruits as a mixed number.

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

Monica has $\frac{5}{2}$ grapefruits. Write the number of grapefruits as a mixed number.

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

Measure the length of a book to the nearest half inch.

Name of Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Measure the length of a book to the nearest half inch.

Name of Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Measure the length of a book to the nearest half inch.

Name of Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Measure the length of a book to the nearest half inch.

Name of Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Are the parts of this rectangle equal in area? If yes, what fraction names each part of the rectangle?



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

Are the parts of this rectangle equal in area? If yes, what fraction names each part of the rectangle?



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

Are the parts of this rectangle equal in area? If yes, what fraction names each part of the rectangle?



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

Are the parts of this rectangle equal in area? If yes, what fraction names each part of the rectangle?



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

Draw to show two different ways to divide the shape into 4 parts with equal areas. Shade $\frac{1}{4}$ of each shape.

Draw to show two different ways to divide the shape into 4 parts with equal areas. Shade $\frac{1}{4}$ of each shape.

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

Draw to show two different ways to divide the shape into 4 parts with equal areas. Shade $\frac{1}{4}$ of each shape.

Draw to show two different ways to divide the shape into 4 parts with equal areas. Shade $\frac{1}{4}$ of each shape.

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

Divide a circle into 8 equal parts. Write a fraction to represent each equal part.

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

Divide a circle into 8 equal parts. Write a fraction to represent each equal part.

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

Divide a circle into 8 equal parts. Write a fraction to represent each equal part.

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

Divide a circle into 8 equal parts. Write a fraction to represent each equal part.

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

Rachael and Todd each had 6 orange slices. Rachael has eaten $\frac{4}{6}$ of her slices.
Todd has eaten $\frac{2}{6}$ of his slices.
Who has the greater part of their slices left to eat? Explain how you solved the problem.

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

Rachael and Todd each had 6 orange slices. Rachael has eaten $\frac{4}{6}$ of her slices.
Todd has eaten $\frac{2}{6}$ of his slices.
Who has the greater part of their slices left to eat? Explain how you solved the problem.

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

Compare.

$\frac{3}{4}$ $\frac{2}{4}$

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

Compare.

$\frac{3}{4}$ $\frac{2}{4}$

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

Compare.

$\frac{3}{4}$ $\frac{2}{4}$

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

Compare.

$\frac{3}{4}$ $\frac{2}{4}$

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

Compare.

$\frac{4}{6}$ $\frac{4}{8}$

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

Compare.

$\frac{4}{6}$ $\frac{4}{8}$

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

Compare.

$\frac{4}{6}$ $\frac{4}{8}$

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

Compare.

$\frac{4}{6}$ $\frac{4}{8}$

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

Compare.

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

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

Compare.

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

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

Compare.

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

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

Compare.

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

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

What fraction in eighths is equivalent to $\frac{1}{4}$ ?

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

What fraction in eighths is equivalent to $\frac{1}{4}$ ?

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

What fraction in eighths is equivalent to $\frac{1}{4}$ ?

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

What fraction in eighths is equivalent to $\frac{1}{4}$ ?

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

Trent shows $\frac{4}{8}$ of a rectangle shaded. What fraction with fourths is equivalent to $\frac{4}{8}$ ?

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

Trent shows $\frac{4}{8}$ of a rectangle shaded. What fraction with fourths is equivalent to $\frac{4}{8}$ ?

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

Trent shows $\frac{4}{8}$ of a rectangle shaded. What fraction with fourths is equivalent to $\frac{4}{8}$ ?

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

Trent shows $\frac{4}{8}$ of a rectangle shaded. What fraction with fourths is equivalent to $\frac{4}{8}$ ?

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

Draw a visual model to show a fraction that is equivalent to $\frac{2}{3}$ .

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

Draw a visual model to show a fraction that is equivalent to $\frac{2}{3}$ .

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

Draw a visual model to show a fraction that is equivalent to $\frac{2}{3}$ .

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

Draw a visual model to show a fraction that is equivalent to $\frac{2}{3}$ .

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

Estimate the order of the containers by liquid volume from least to greatest: pasta sauce jar, fish tank, yogurt container.

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

Estimate the order of the containers by liquid volume from least to greatest: pasta sauce jar, fish tank, yogurt container.

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

Estimate the order of the containers by liquid volume from least to greatest: pasta sauce jar, fish tank, yogurt container.

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

Estimate the order of the containers by liquid volume from least to greatest: pasta sauce jar, fish tank, yogurt container.

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

Yilda will use a pan balance to measure the mass of a package of flour. Then she will measure the mass of a hat. Which unit should she use to measure the mass of each object, grams or kilograms? Estimate which object has the greater mass.

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

Yilda will use a pan balance to measure the mass of a package of flour. Then she will measure the mass of a hat. Which unit should she use to measure the mass of each object, grams or kilograms? Estimate which object has the greater mass.

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

Yilda will use a pan balance to measure the mass of a package of flour. Then she will measure the mass of a hat. Which unit should she use to measure the mass of each object, grams or kilograms? Estimate which object has the greater mass.

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

Yilda will use a pan balance to measure the mass of a package of flour. Then she will measure the mass of a hat. Which unit should she use to measure the mass of each object, grams or kilograms? Estimate which object has the greater mass.

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

Harv drinks the same amount of water each day. He drinks 12 liters of water in 4 days. How much water does Harv drink each day?

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

Harv drinks the same amount of water each day. He drinks 12 liters of water in 4 days. How much water does Harv drink each day?

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

Harv drinks the same amount of water each day. He drinks 12 liters of water in 4 days. How much water does Harv drink each day?

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

Harv drinks the same amount of water each day. He drinks 12 liters of water in 4 days. How much water does Harv drink each day?

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

How many more books did Lamar read than Andy?



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

How many more books did Lamar read than Andy?



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

How many more books did Lamar read than Andy?



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

How many more books did Lamar read than Andy?



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

Ava collects data about the types of activities students are doing at the beach. Ava will use a symbol of a beach ball to stand for 2 votes. How should a row look for 15 votes?

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

Ava collects data about the types of activities students are doing at the beach. Ava will use a symbol of a beach ball to stand for 2 votes. How should a row look for 15 votes?

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

Ava collects data about the types of activities students are doing at the beach. Ava will use a symbol of a beach ball to stand for 2 votes. How should a row look for 15 votes?

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

Ava collects data about the types of activities students are doing at the beach. Ava will use a symbol of a beach ball to stand for 2 votes. How should a row look for 15 votes?

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

How many fewer students choose red than blue?



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

How many fewer students choose red than blue?



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

How many fewer students choose red than blue?



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

How many fewer students choose red than blue?



Module 18 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rita surveyed the staff about the amount of each type of lunch food that was sold on Friday. Rita made a table listing the following results:

|  |
| --- |
| **Lunch Food Sold Friday** |
| **Food** | **Number Sold** |
| Pizza | 36 |
| Sandwich | 12 |
| Salad | 8 |

What scale might Rita choose for her bar graph? Which bar will be the shortest? Which bar will be the tallest/longest?

Module 18 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rita surveyed the staff about the amount of each type of lunch food that was sold on Friday. Rita made a table listing the following results:

|  |
| --- |
| **Lunch Food Sold Friday** |
| **Food** | **Number Sold** |
| Pizza | 36 |
| Sandwich | 12 |
| Salad | 8 |

What scale might Rita choose for her bar graph? Which bar will be the shortest? Which bar will be the tallest/longest?

Module 18 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are no **✗**s above 8 $\frac{1}{2}$ inches on the line plot below. What does this tell you about the candles used for the party?



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Module 18 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are no **✗**s above 8 $\frac{1}{2}$ inches on the line plot below. What does this tell you about the candles used for the party?



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

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Module 18 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the difference between the number of keys at the shortest length and the number of keys at the longest length?



Module 18 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the difference between the number of keys at the shortest length and the number of keys at the longest length?



Module 18 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the difference between the number of keys at the shortest length and the number of keys at the longest length?



Module 18 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the difference between the number of keys at the shortest length and the number of keys at the longest length?



Module 18 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Look at the data in the tally chart. How many fewer visitors are there on Thursday than on Monday and Friday combined?



Module 18 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Look at the data in the tally chart. How many fewer visitors are there on Thursday than on Monday and Friday combined?

Module 18 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Look at the data in the tally chart. How many fewer visitors are there on Thursday than on Monday and Friday combined?



Module 18 Lesson 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Look at the data in the tally chart. How many fewer visitors are there on Thursday than on Monday and Friday combined?



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

Describe attributes of this shape using vocabulary words from the list.

plane shape, line segment,

closed shape, open shape,

polygon, side, angles, vertex

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

Describe attributes of this shape using vocabulary words from the list.

plane shape, line segment,

closed shape, open shape,

polygon, side, angles, vertex

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

Describe attributes of this shape using vocabulary words from the list.

plane shape, line segment,

closed shape, open shape,

polygon, side, angles, vertex

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

Describe attributes of this shape using vocabulary words from the list.

plane shape, line segment,

closed shape, open shape,

polygon, side, angles, vertex

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

Draw a shape with 5 sides. Label each angle as a right angle, greater than a right angle, or less than a right angle.

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

Draw a shape with 5 sides. Label each angle as a right angle, greater than a right angle, or less than a right angle.

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

Draw a shape with 5 sides. Label each angle as a right angle, greater than a right angle, or less than a right angle.

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

Draw a shape with 5 sides. Label each angle as a right angle, greater than a right angle, or less than a right angle.

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

Describe the sides of this shape.

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

Describe the sides of this shape.

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

Describe the sides of this shape.

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

Describe the sides of this shape.

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

Which statement is always true? Explain.

*All rectangles are squares.*

*All squares are rectangles.*

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

Which statement is always true? Explain.

*All rectangles are squares.*

*All squares are rectangles.*

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

Which statement is always true? Explain.

*All rectangles are squares.*

*All squares are rectangles.*

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

Which statement is always true? Explain.

*All rectangles are squares.*

*All squares are rectangles.*

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

Name a quadrilateral that can have 2 pairs of parallel sides and no right angles. Draw one.

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

Name a quadrilateral that can have 2 pairs of parallel sides and no right angles. Draw one.

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

Name a quadrilateral that can have 2 pairs of parallel sides and no right angles. Draw one.

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

Name a quadrilateral that can have 2 pairs of parallel sides and no right angles. Draw one.

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

Solve the riddle.

*I am a parallelogram with 4 right angles. All of my sides are equal in length. Draw me. What am I?*

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

Solve the riddle.

*I am a parallelogram with 4 right angles. All of my sides are equal in length. Draw me. What am I?*

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

Solve the riddle.

*I am a parallelogram with 4 right angles. All of my sides are equal in length. Draw me. What am I?*

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

Solve the riddle.

*I am a parallelogram with 4 right angles. All of my sides are equal in length. Draw me. What am I?*

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

Complete the Venn diagram by writing a label or name for each category.



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

Complete the Venn diagram by writing a label or name for each category.



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

Complete the Venn diagram by writing a label or name for each category.



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

Complete the Venn diagram by writing a label or name for each category.

