

# Mathematics

## **Intervention** Activities

### **Pre- and Post-Assessment**

Use the following Grade 5 Mathematics pre-/post-assessment pages to plan instruction and monitor progress.

## DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS

**This assessment can be administered as a Pre-Assessment for planning instruction and then again as a Post-Assessment at year’s end to monitor progress. The assessment can be administered to children individually or in a group. Detailed guidelines for administering and scoring the Pre-/Post-Assessment are presented below.**

### GUIDELINES FOR USING THE PRE-ASSESSMENT

This Pre-/Post-Assessment is 25 pages long. Each page targets a specific Mathematics concept or skill. Plan for about 40 minutes to administer the Pre-Assessment, but allow more time if needed. Children should be allowed to finish answering every item. Depending on the children and your situation, you may want to administer the Pre-Assessment in two parts in different sittings.

Read directions aloud to the student(s). Note where students succeed and where they struggle on the Individual Pre-/Post-Assessment Scoring Chart. Then use Everyday Mathematics Intervention Activity units to support these areas.

#### To Administer the Pre-Assessment:

1. Make a copy of the assessment for each child.
2. Have children write their names at the top of each assessment page.
3. Read the directions on each page and make sure children know what to do.
4. Have children complete each item with their best answer.
5. When children have finished, collect the assessments.

#### To Score the Pre-Assessment:

1. Make a copy of the Individual Pre-/Post-Assessment Scoring Chart (found on page 29 of this PDF) for each student.
2. Mark each question correct or incorrect on the assessment page using the Answer Key (found at the end of this PDF).
3. To find the total assessment score, count the number of items answered correctly.
4. Then write the number count in the Pre-Assessment column.
5. Add the total to assess overall performance, and use the correlating unit in the EIA Mathematics book to target skills that look like they require more support.

Using the Results:

1. Use the results of the Pre-Assessment to determine each student’s current level of proficiency in the strategies and concepts being assessed.
2. As explained, the items in the Pre-Assessment measure strategies in particular skills. A student’s score on a particular cluster can pinpoint specific instructional needs. A student who answers fewer than 50% of items in each cluster correctly may need focused instructional attention on those particular strategies.
3. Plotting scores on the Individual Pre-Assessment/Post-Assessment Scoring Charts provides a handy reference for monitoring students’ growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, small group, or individual.
4. Store the Pre-Assessment/Post-Assessment Scoring Charts in an appropriate location for referral during the school year, and for end-of-year comparison of the Pre-Assessment and Post-Assessment scores.

### GUIDELINES FOR USING THE POST-ASSESSMENT

The Post-Assessment is identical to the Pre-Assessment and should be administered and scored in the same way. Thus, the item numbers on the Individual Pre-/Post-Assessment Scoring Chart are the same for both assessments.

Use the results of the Post-Assessment to determine each student’s current level of proficiency in the strategies being assessed. Compare the students’ scores on the Pre-Assessment and Post-Assessment—and on each strategy cluster within the assessments—to evaluate the student’s progress since the beginning of the year.

Grade 5 Mathematics Pre-/Post-Assessment	Recommended Everyday Mathematics Intervention Activities
Operations and Algebraic Thinking	Units 1–3
Number and Operations in Base Ten	Units 4–13
Number and Operations—Fractions	Units 14–19
Measurement and Data	Units 20–24
Geometry	Units 25–26

Use the order of operations. Evaluate each expression.

1

$$36 \div 9 - 3$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

---

2

$$36 \div (9 - 3)$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

---

3

$$(8 + 12) \times (29 - 22)$$

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

---

4

$$(75 \div 3) - (64 \div 8) = \underline{\quad}$$

Circle the matching expression for each statement.

- ① seven increased by 4

$7 - 4$

$7 \times 4$

$7 + 4$

$7 \div 4$

- ② five more than the sum of eight and six

$5 + (8 + 6)$

$(8 \times 6) + 5$

$(8 \div 6) + 5$

$(8 + 6) - 5$

Write an expression for each statement. Then solve the problem.

③

divide 12 by 4, then multiply by 6

---

④

3 times the difference between 6 and 14

---

Complete each pattern.

1

<b>Subtract 5</b>	45		35	30	
-------------------	----	--	----	----	--

<b>Subtract 1</b>	9	8			
-------------------	---	---	--	--	--

2

<b>Add 3</b>	<b>Add 6</b>
3	6
6	12

Look for a relationship in the ordered pairs. Then write the rules.

3

<b>x</b>	<b>y</b>
5	15
10	30
15	45
20	60

Relationship: \_\_\_\_\_

Rules: \_\_\_\_\_

\_\_\_\_\_

4

<b>x</b>	<b>y</b>
40	5
32	4
24	3
16	2

Relationship: \_\_\_\_\_

Rules: \_\_\_\_\_

\_\_\_\_\_

Complete the chart to show each number in each form.

Standard Form	Expanded Form	Word Form
① 7.18		seven and eighteen-hundredths
②	$40 + 5 + \frac{3}{10}$	forty-five and three-tenths
③ 16.542	$10 + 6 + \frac{5}{10} + \frac{4}{100} + \frac{2}{1,000}$	
④ 680.09		six hundred eighty and nine-hundredths

.....

**Solve each problem. Use patterns to help you.**

①  $708 \times 10 =$  \_\_\_\_\_

---

②  $0.49 \times 100 =$  \_\_\_\_\_

---

③  $56,100 \div 1,000 =$  \_\_\_\_\_

---

④  $48.3 \div 100 =$  \_\_\_\_\_



Use a place-value chart to compare numbers. Write  $>$ ,  $<$ , or  $=$  to complete each statement.

1

ones	.	tenths	hundreds	thousandths
7	.	6	9	3
7	.	9	6	3

7.693 ○ 7.963

2

ones	.	tenths	hundreds	thousandths
5	.	8	7	7
7	.	5	8	5

7.585 ○ 5.877

Compare. Use  $>$ ,  $<$ , or  $=$ .

3

5.9 ○ 5.090

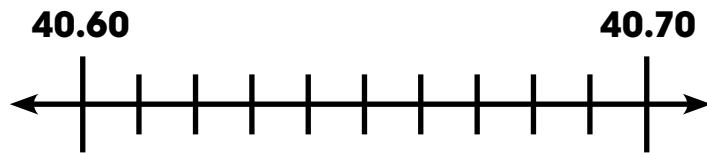
4

12.6 ○ 12.60

Solve each problem.

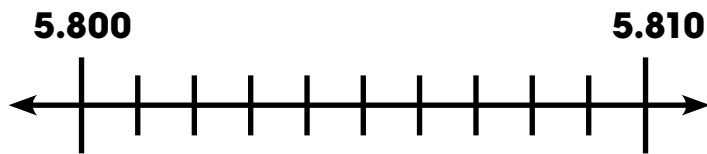
1

40.65 rounded to the nearest tenth is \_\_\_\_\_



2

5.804 rounded to the nearest hundredth is \_\_\_\_\_



3

47.4748 rounded to the nearest whole number is \_\_\_\_\_

4

30.427 rounded to the nearest tenth is \_\_\_\_\_

Find the product for each problem. Show your work.

①

$6 \times 73$

$$\begin{array}{r} 73 \\ \times 6 \\ \hline \end{array}$$

②

$4 \times 243$

$$\begin{array}{r} 243 \\ \times 4 \\ \hline \end{array}$$

③

$21 \times 17$

$$\begin{array}{r} 21 \\ \times 17 \\ \hline \end{array}$$

④

$56 \times 81$

$$\begin{array}{r} 81 \\ \times 56 \\ \hline \end{array}$$

Solve each problem. Show your work.

①  $72 \div 9 = \underline{\hspace{2cm}}$

$$9 \overline{)72}$$

---

②  $91 \div 7 = \underline{\hspace{2cm}}$

$$7 \overline{)91}$$

---

③  $174 \div 6 = \underline{\hspace{2cm}}$

$$6 \overline{)174}$$

---

④  $544 \div 8 = \underline{\hspace{2cm}}$

$$8 \overline{)544}$$

Solve each problem. Show your work.

1  $75 \div 15 = \underline{\hspace{2cm}}$

$$15 \overline{)75}$$

---

2  $234 \div 26 = \underline{\hspace{2cm}}$

$$26 \overline{)234}$$

---

3  $925 \div 25 = \underline{\hspace{2cm}}$

$$25 \overline{)925}$$

---

4  $1,904 \div 34 = \underline{\hspace{2cm}}$

$$34 \overline{)1904}$$

 **Tell how you know where to align the digits when writing the quotient.**

Solve each problem. Show your work.

①  $0.37 + 0.28$

$$\begin{array}{r} 0.37 \\ + 0.28 \\ \hline \end{array}$$

---

②  $0.83 - 0.3$

$$\begin{array}{r} 0.83 \\ - 0.3 \\ \hline \end{array}$$

---

③  $72.6 - 41.57 = \underline{\hspace{2cm}}$

---

④  $7.69 + 0.7 = \underline{\hspace{2cm}}$

Find the product for each problem. Show your work.

1  $0.1 \times 0.4$

$$\begin{array}{r} 0.1 \\ \times 0.4 \\ \hline \end{array}$$

---

2  $0.09 \times 6$

$$\begin{array}{r} 0.09 \\ \times 6 \\ \hline \end{array}$$

---

3  $7.43 \times 0.8$

$$\begin{array}{r} 7.43 \\ \times 0.8 \\ \hline \end{array}$$

---

4  $64.08 \times 3.67$

$$\begin{array}{r} 64.08 \\ \times 3.67 \\ \hline \end{array}$$

.....

Find the quotient for each problem. Show your work.

①  $5.43 \div 3$

$$3 \overline{)5.43}$$

---

②  $9.24 \div 6$

$$6 \overline{)9.24}$$

---

③  $16.59 \div 7$

$$7 \overline{)16.59}$$

---

④  $90.8 \div 40$

$$40 \overline{)90.8}$$



**Solve each problem. Show your work.**

1  $\frac{4}{5} + \frac{1}{10} = \underline{\hspace{2cm}}$


2 multiples of 4: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

multiples of 6: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_      The least common multiple  
of 4 and 6 is \_\_\_\_\_.

$$\begin{array}{r} \frac{3}{4} \\ + \frac{2}{6} \\ \hline \end{array} = \begin{array}{r} \frac{3}{4} \times \frac{\square}{\square} \\ + \frac{2}{6} \times \frac{\square}{\square} \\ \hline \end{array} = \begin{array}{r} \frac{\square}{\square} \\ + \frac{\square}{\square} \\ \hline \end{array}$$

3

$$\begin{array}{r} 1\frac{5}{8} \\ + \frac{1}{2} \\ \hline \end{array} = \begin{array}{r} \frac{\square}{\square} \\ \frac{\square}{\square} \\ \hline \end{array} \times \frac{\square}{\square} = \begin{array}{r} \frac{\square}{\square} \\ + \frac{\square}{\square} \\ \hline \end{array}$$

$1\frac{5}{8} + \frac{1}{2} = \underline{\hspace{2cm}}$

4 Dylan ran  $2\frac{3}{10}$  miles on Monday.  
He ran  $1\frac{4}{5}$  miles on Tuesday.  
About how many miles did he run on Monday and Tuesday?

About \_\_\_\_\_ miles

**Solve each problem. Show your work.**

①  $\frac{7}{12} - \frac{2}{6} = \underline{\hspace{2cm}}$

--	--	--	--	--	--

② multiples of 8: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

multiples of 2: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

The least common multiple of 8 and 2 is \_\_\_\_\_.

$$\begin{array}{r}
 \frac{7}{8} \\
 - \frac{1}{2} \\
 \hline
 \end{array}
 =
 \begin{array}{r}
 \frac{7}{8} \times \frac{\square}{\square} \\
 - \frac{1}{2} \times \frac{\square}{\square} \\
 \hline
 \end{array}
 =
 \begin{array}{r}
 \frac{\square}{\square} \\
 - \frac{\square}{\square} \\
 \hline
 \end{array}$$

③ 
$$\begin{array}{r}
 3\frac{5}{6} \\
 - 2\frac{1}{2} \\
 \hline
 \end{array}$$

$3\frac{5}{6} - 2\frac{1}{2} = \underline{\hspace{2cm}}$

④ Ryan hiked  $2\frac{3}{10}$  miles before lunch.  
 He hiked  $3\frac{4}{5}$  miles after lunch.  
 How many more miles did he hike after lunch?

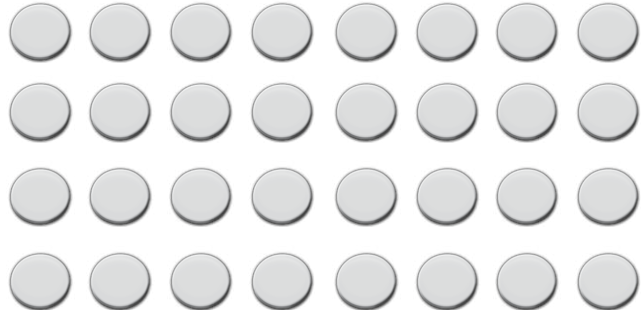
\_\_\_\_\_ miles

Solve each problem. Show your work.

1

$\frac{1}{4}$  of 32

$\frac{1}{4} \times 32 = \underline{\hspace{2cm}}$



2

$12 \times \frac{3}{4}$

$\frac{12}{1} \times \frac{3}{4} = \frac{\square}{\square} = \underline{\hspace{2cm}}$

3

$\frac{5}{8} \times 12$

$\frac{5}{8} \times \frac{12}{\square} = \frac{\square}{\square} = \underline{\hspace{2cm}}$

4

Ms. Rossi bought a 12-kilogram bag of dog food. Her dogs ate  $\frac{7}{10}$  of the food in a month. How many kilograms of food did the dogs eat in a month?

\_\_\_\_\_ kilograms

Solve each problem. Show your work.

1

$$\frac{1}{2} \text{ of } \frac{5}{6}$$

$$\frac{1}{2} \times \frac{5}{6} = \underline{\hspace{2cm}}$$



2

$$\frac{1}{4} \times \frac{4}{8} = \underline{\hspace{2cm}}$$

3

$$\frac{2}{3} \times \frac{3}{6} = \underline{\hspace{2cm}}$$

4

Elena had  $\frac{4}{5}$  kilogram of cat food.  
Her cat ate  $\frac{3}{4}$  of the food yesterday.  
What fraction of a kilogram of food did her cat eat?

\_\_\_\_\_ kilogram

Solve each problem. Show your work.

1  $\frac{1}{2} \times 2\frac{3}{5}$

$$2\frac{3}{5} = \frac{\square}{5}$$

$$\frac{1}{2} \times \frac{\square}{5} = \underline{\hspace{2cm}}$$

---

2  $1\frac{7}{8} \times \frac{2}{3}$

$$1\frac{7}{8} = \frac{\square}{\square}$$

$$\frac{\square}{8} \times \frac{2}{3} = \underline{\hspace{2cm}}$$

---

3  $2\frac{3}{4} \times 1\frac{1}{2}$

$$2\frac{3}{4} = \frac{\square}{4} \quad 1\frac{1}{2} = \frac{\square}{2}$$

$$\frac{\square}{4} \times \frac{\square}{4} = \underline{\hspace{2cm}}$$

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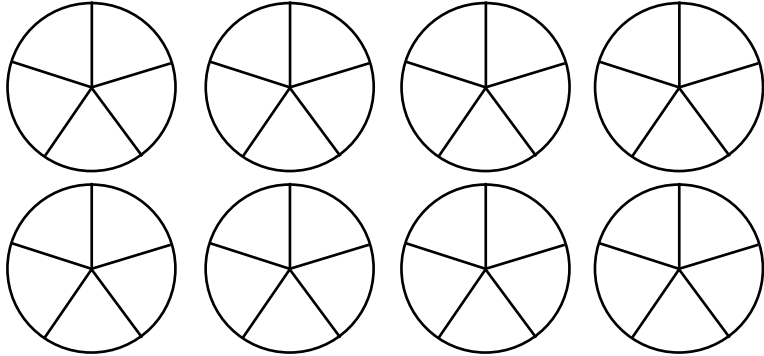
- 4 A rug is  $3\frac{2}{5}$  meters long and  $2\frac{1}{4}$  meters wide. What is the area of the gym mat?

\_\_\_\_\_ square meters

Solve each problem. Show your work.

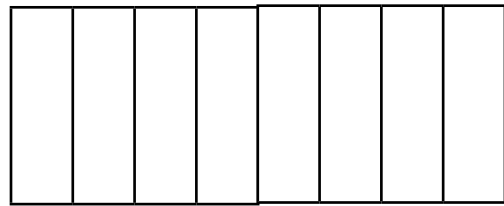
1

$$8 \div \frac{1}{5} = \underline{\hspace{2cm}}$$



2

$$\frac{1}{8} \div 2 = \underline{\hspace{2cm}}$$



3

$$8 \div 10 = \underline{\hspace{2cm}}$$

4

Meg read the same amount each day. She read  $\frac{1}{3}$  of the book in 5 days. What part of the whole book did she read each day?

\_\_\_\_\_ of the book

Solve each problem. Show your work.

1 4.5 centimeters = \_\_\_\_\_ millimeters

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

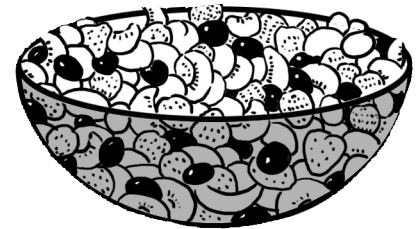
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2 4.5 liters = \_\_\_\_\_ milliliters

---

3 David makes a fruit salad using 735 grams of peaches, 405 grams of strawberries, and 0.6 kilogram of grapes. How many kilograms of fruit salad did he make?

\_\_\_\_\_ kg



4 It is a 3-kilometer hike to the campground. Fred runs for 500 meters and then walks for 1,800 meters. How many more kilometers must Fred hike to reach the campground?

\_\_\_\_\_ km

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---

Solve each problem. Show your work.

1 19,000 pounds = \_\_\_\_\_ tons

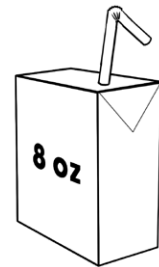
\_\_\_\_\_ ÷ \_\_\_\_\_ = \_\_\_\_\_

2 1689 ft = \_\_\_\_\_ yd

1689 ft = \_\_\_\_\_ yd \_\_\_\_\_ ft

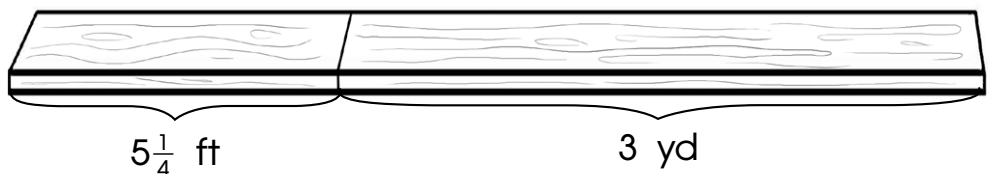
3 Rumi bought twelve drink boxes for a trip. Each box holds 8 fluid ounces of juice. How many quarts of juice is that?

\_\_\_\_\_ qts



4 Luca is building a skateboard ramp. He puts a board  $5\frac{1}{4}$  feet long end-to-end with a board that is 3 yards long. How many inches long are the boards together?

\_\_\_\_\_ inches

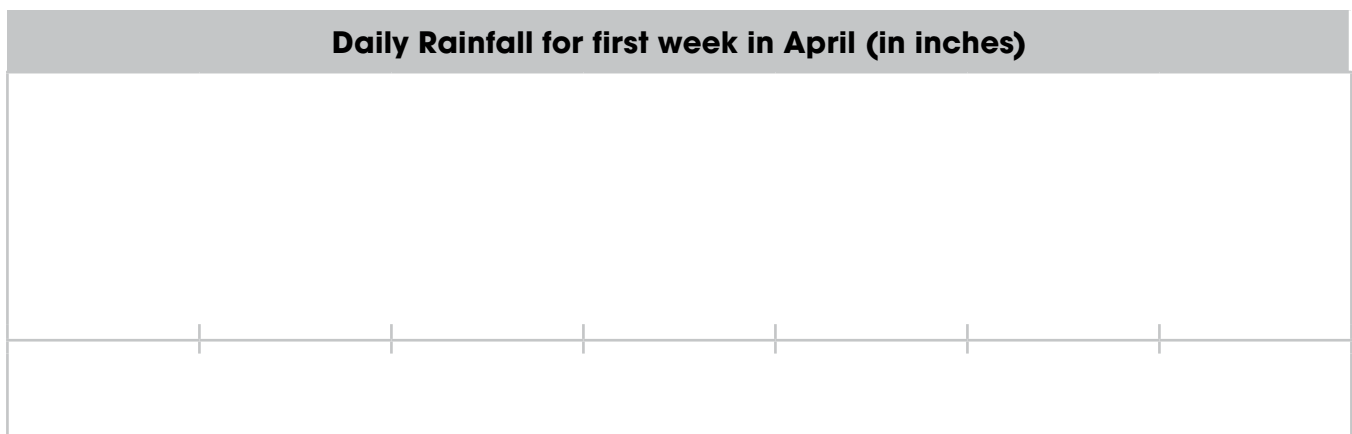




**Rainfall**

Inches	Days
$1\frac{1}{4}$	
2	
$5\frac{3}{4}$	
0	

- 1 Use the data in the table to complete the line plot.



Use the line plot to answer the questions.

- 2 What is the difference from the least amount of rain to the greatest amount?

\_\_\_\_\_ inches

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- 3 What is the average amount of rainfall for the week?

\_\_\_\_\_ inches

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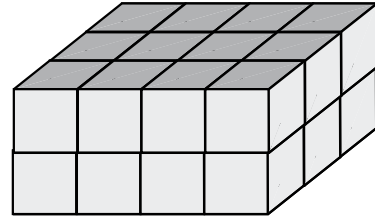
- 4 What is the median rainfall for the week?

\_\_\_\_\_ inches

**Solve each problem. Show your work.**

- ① What is the volume of this rectangular prism in cubic units?

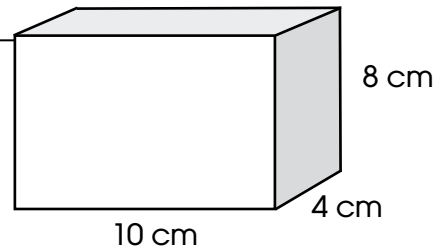
The volume is \_\_\_\_\_



- ② Nine cubic units fit in one layer of a box.  
The box holds 2 more layers. What is the volume of the box?

\_\_\_\_\_ cubic units

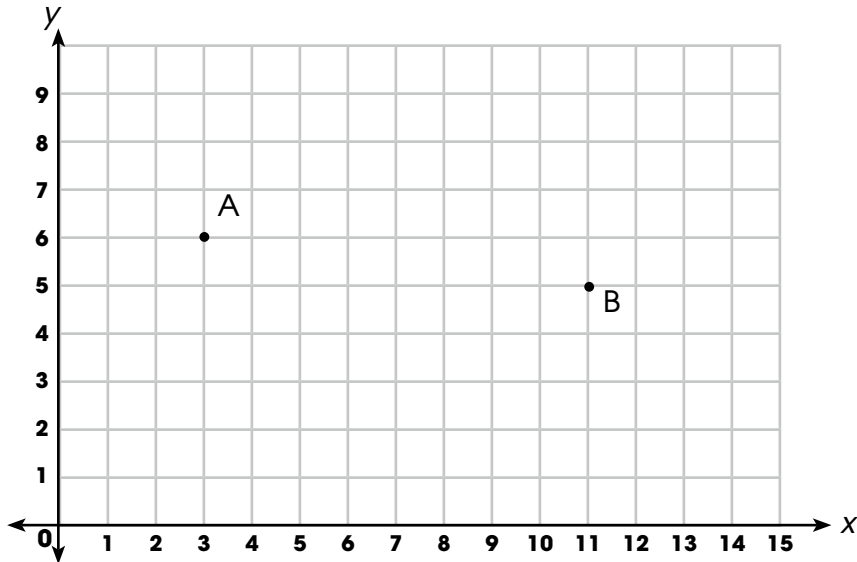
- ③ length \_\_\_\_\_ width \_\_\_\_\_ height \_\_\_\_\_  
area of base \_\_\_\_\_  
volume \_\_\_\_\_



- ④ The volume of a cube is 216 cubic centimeters.  
What is the height of the cube?

\_\_\_\_\_ cm

Use the coordinate grid for each problem.



1 Write the ordered pair for point A. \_\_\_\_\_

---

2 Write the ordered pair for point B. \_\_\_\_\_

---

3 Graph point C on the coordinate grid. Use the ordered pair in the table.

x	y
3	8

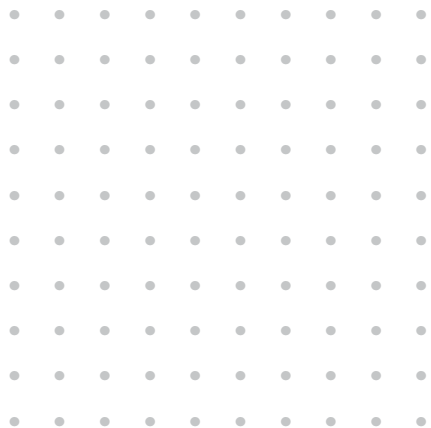
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4 Graph point D on the coordinate grid. Use the ordered pair in the table.

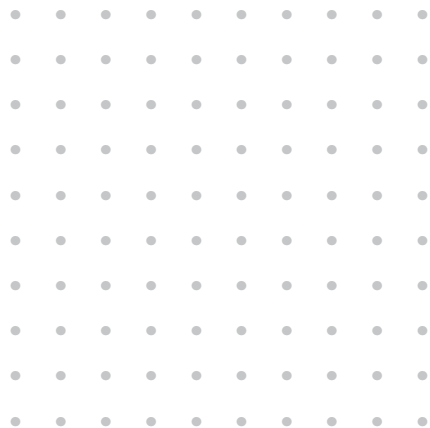
x	y
8	3

Draw each figure.

1 a quadrilateral that has one set of parallel sides but is not a parallelogram

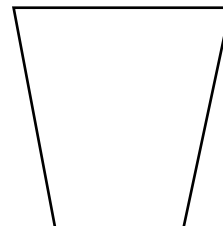
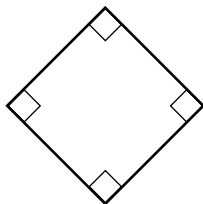
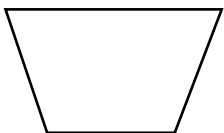
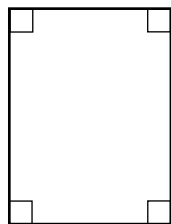


2 a quadrilateral that has one set of congruent sides and no right angles



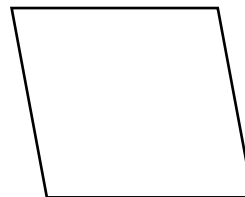
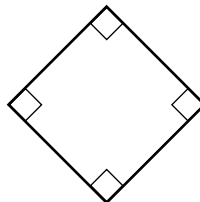
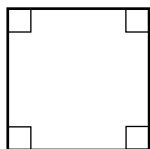
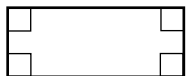
Classify each group of figures. Write “quadrilaterals,” “parallelograms,” or “rectangles.”

3



\_\_\_\_\_

4



\_\_\_\_\_

# Individual Scoring Chart

Student Name \_\_\_\_\_

Pre-Assessment Date: \_\_\_\_\_

Post-Assessment Date: \_\_\_\_\_

Skill	Assessment page	Pre-Assessment	Post-Assessment	EIA Vocabulary Unit
Order of Operations	4	/4	/4	Unit 1
Write and Interpret Expressions	5	/4	/4	Unit 2
Patterns and Ordered Pairs	6	/4	/4	Unit 3
Decimal Place Value	7	/4	/4	Unit 4
Powers of 10	8	/4	/4	Unit 5
Compare Decimals	9	/4	/4	Unit 6
Round Decimals	10	/4	/4	Unit 7
Multiply Whole Numbers	11	/4	/4	Unit 8
Divide by a One-Digit Divisor	12	/4	/4	Unit 9
Divide by a Two-Digit Divisor	13	/4	/4	Unit 10
Add and Subtract Decimals	14	/4	/4	Unit 11
Multiply Decimals	15	/4	/4	Unit 12
Divide Decimals	16	/4	/4	Unit 13
Add Fractions	17	/4	/4	Unit 14
Subtract Fractions	18	/4	/4	Unit 15
Multiply Whole Numbers and Fractions	19	/4	/4	Unit 16
Multiply Fractions	20	/4	/4	Unit 17
Multiply Mixed Numbers	21	/4	/4	Unit 18
Divide Whole Numbers and Fractions	22	/4	/4	Unit 19
Convert Among Metric Units	23	/4	/4	Unit 20
Convert Among Customary Units	24	/4	/4	Unit 21
Use Measurement Data	25	/4	/4	Unit 22
Understand & Find Volume	26	/4	/4	Unit 23 & 24
Graph Points on the Coordinate Plane	27	/4	/4	Unit 25
Classify Polygons	28	/4	/4	Unit 26
TOTAL		/100	/100	

**ANSWER KEY**

Use the order of operations. Evaluate each expression.

**1**

$$36 \div 9 - 3$$

$$\underline{4} \quad \textcircled{-} \quad \underline{3} = \underline{1}$$

---

**2**

$$36 \div (9 - 3)$$

$$\underline{36} \quad \textcircled{\div} \quad \underline{6} = \underline{6}$$

---

**3**

$$(8 + 12) \times (29 - 22)$$

$$\underline{20} \quad \textcircled{\times} \quad \underline{7} = \underline{140}$$

---

**4**

$$(75 \div 3) - (64 \div 8) = \underline{\quad}$$

$$25 \quad - \quad 8 \quad = 17$$

Circle the matching expression for each statement.

- 1 seven increased by 4

$7 - 4$

$7 \times 4$

$7 + 4$

$7 \div 4$

- 2 five more than the sum of eight and six

$5 + (8 + 6)$

$(8 \times 6) + 5$

$(8 \div 6) + 5$

$(8 + 6) - 5$

Write an expression for each statement. Then solve the problem.

3

divide 12 by 4, then multiply by 6

$$(12 \div 4) \times 6 = 18$$

4

3 times the difference between 6 and 14

$$3 \times (14 - 6) = 24$$

Complete each pattern.

1

<b>Subtract 5</b>	45	<b>40</b>	35	30	<b>25</b>
-------------------	----	-----------	----	----	-----------

<b>Subtract 1</b>	9	8	<b>7</b>	<b>6</b>	<b>5</b>
-------------------	---	---	----------	----------	----------

2

<b>Add 3</b>	<b>Add 6</b>
3	6
6	12
<b>9</b>	<b>18</b>
<b>12</b>	<b>24</b>

Look for a relationship in the ordered pairs. Then write the rules.

3

<b>x</b>	<b>y</b>
5	15
10	30
15	45
20	60

Relationship:            $y = 3x$           

Rules:            $x$  : add 5            
           $y$  : add 15          

4

<b>x</b>	<b>y</b>
40	5
32	4
24	3
16	2

Relationship:            $y = x \div 8$           

Rules:            $x$  : subtract 8            
           $y$  : subtract 1



Complete the chart to show each number in each form.

Standard Form	Expanded Form	Word Form
① 7.18	$7 + \frac{1}{10} + \frac{8}{100}$	seven and eighteen-hundredths
② 45.3	$40 + 5 + \frac{3}{10}$	forty-five and three-tenths
③ 16.542	$10 + 6 + \frac{5}{10} + \frac{4}{100} + \frac{2}{1,000}$	sixteen and five hundred forty-two thousandths
④ 680.09	$600 + 80 + \frac{9}{100}$	six hundred eighty and nine-hundredths

Solve each problem. Use patterns to help you.

1  $708 \times 10 =$  7,080

---

2  $0.49 \times 100 =$  49

---

3  $56,100 \div 1,000 =$  56.1

---

4  $48.3 \div 100 =$  0.483

Use a place-value chart to compare numbers. Write  $>$ ,  $<$ , or  $=$  to complete each statement.

1

ones	.	tenths	hundreds	thousandths
7	.	6	9	3
7	.	9	6	3

 $7.693$   $<$   $7.963$ 

2

ones	.	tenths	hundreds	thousandths
5	.	8	7	7
7	.	5	8	5

 $7.585$   $>$   $5.877$ 

Compare. Use  $>$ ,  $<$ , or  $=$ .

3

 $5.9$   $>$   $5.090$ 

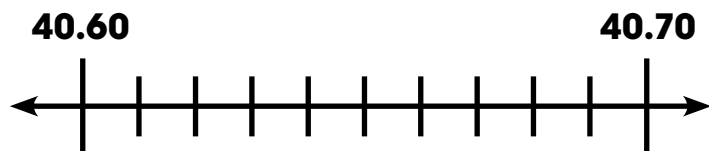
4

 $12.6$   $=$   $12.60$

Solve each problem.

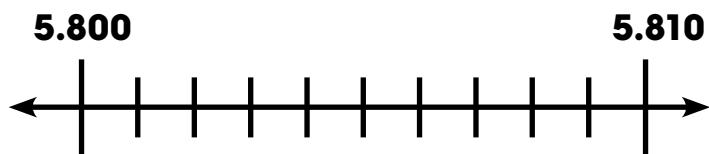
1

40.65 rounded to the nearest tenth is 40.7



2

5.804 rounded to the nearest hundredth is 5.80



3

47.4748 rounded to the nearest whole number is 48

4

30.427 rounded to the nearest tenth is 30.4

Find the product for each problem. Show your work.

1

$6 \times 73$

$$\begin{array}{r} 73 \\ \times 6 \\ \hline 438 \end{array}$$

2

$4 \times 243$

$$\begin{array}{r} 243 \\ \times 4 \\ \hline 972 \end{array}$$

3

$21 \times 17$

$$\begin{array}{r} 21 \\ \times 17 \\ \hline 357 \end{array}$$

4

$56 \times 81$

$$\begin{array}{r} 81 \\ \times 56 \\ \hline 4,536 \end{array}$$

Solve each problem. Show your work.

$$1 \quad 72 \div 9 = \underline{8}$$

$$9 \overline{)72}$$

---

$$2 \quad 91 \div 7 = \underline{13}$$

$$7 \overline{)91}$$

---

$$3 \quad 174 \div 6 = \underline{29}$$

$$6 \overline{)174}$$

---

$$4 \quad 544 \div 8 = \underline{68}$$

$$8 \overline{)544}$$

Solve each problem. Show your work.

$$1 \quad 75 \div 15 = \underline{5}$$

$$15 \overline{)75}$$

---

$$2 \quad 234 \div 26 = \underline{9}$$

$$26 \overline{)234}$$

---

$$3 \quad 925 \div 25 = \underline{37}$$

$$25 \overline{)925}$$

---

$$4 \quad 1,904 \div 34 = \underline{56}$$

$$34 \overline{)1904}$$

★ Tell how you know where to align the digits when writing the quotient.

Solve each problem. Show your work.

①  $0.37 + 0.28$

$$\begin{array}{r} 0.37 \\ + 0.28 \\ \hline 0.65 \end{array}$$

---

②  $0.83 - 0.3$

$$\begin{array}{r} 0.83 \\ - 0.3 \\ \hline 0.53 \end{array}$$

---

③  $72.6 - 41.57 = \underline{31.03}$

---

④  $7.69 + 0.7 = \underline{8.39}$



Find the product for each problem. Show your work.

1  $0.1 \times 0.4$

$$\begin{array}{r} 0.1 \\ \times 0.4 \\ \hline 0.04 \end{array}$$

---

2  $0.09 \times 6$

$$\begin{array}{r} 0.09 \\ \times 6 \\ \hline 0.54 \end{array}$$

---

3  $7.43 \times 0.8$

$$\begin{array}{r} 7.43 \\ \times 0.8 \\ \hline 5.944 \end{array}$$

---

4  $64.08 \times 3.67$

$$\begin{array}{r} 64.08 \\ \times 3.67 \\ \hline 235.1736 \end{array}$$

Find the quotient for each problem. Show your work.

①  $5.43 \div 3$

$$\begin{array}{r} 1.81 \\ 3 \overline{)5.43} \end{array}$$

②  $9.24 \div 6$

$$\begin{array}{r} 1.54 \\ 6 \overline{)9.24} \end{array}$$

③  $16.59 \div 7$

$$\begin{array}{r} 2.37 \\ 7 \overline{)16.59} \end{array}$$

④  $90.8 \div 40$

$$\begin{array}{r} 2.27 \\ 40 \overline{)90.8} \end{array}$$

Solve each problem. Show your work.

1  $\frac{4}{5} + \frac{1}{10} = \underline{9/10}$


2 multiples of 4: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

multiples of 6: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_      The least common multiple of 4 and 6 is **12**

$$\begin{array}{r} \frac{3}{4} \\ + \frac{2}{6} \\ \hline \end{array} = \begin{array}{r} \frac{3}{4} \times \frac{\square}{\square} \\ + \frac{2}{6} \times \frac{\square}{\square} \\ \hline \end{array} = \begin{array}{r} \frac{\square}{\square} \\ + \frac{\square}{\square} \\ \hline \end{array}$$

**13/12 or 1 1/12**

3

$$\begin{array}{r} 1 \frac{5}{8} \\ + \frac{1}{2} \\ \hline \end{array} = \begin{array}{r} \frac{\square}{\square} \\ \frac{\square}{\square} \\ \hline \end{array} \times \begin{array}{r} \frac{\square}{\square} \\ \frac{\square}{\square} \\ \hline \end{array} = \begin{array}{r} \frac{\square}{\square} \\ + \frac{\square}{\square} \\ \hline \end{array}$$

$1 \frac{5}{8} + \frac{1}{2} = \underline{2 \frac{1}{8}}$

4

Dylan ran  $2 \frac{3}{10}$  miles on Monday.

He ran  $1 \frac{4}{5}$  miles on Tuesday.

About how many miles did he run on Monday and Tuesday?

About **4 1/10** miles

Solve each problem. Show your work.

①  $\frac{7}{12} - \frac{2}{6} = \underline{\underline{3/12 = 1/4}}$

--	--	--	--	--	--

② multiples of 8: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

multiples of 2: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

The least common multiple of 8 and 2 is **8**.

$$\begin{array}{r} \frac{7}{8} \\ - \frac{1}{2} \\ \hline \end{array} = \begin{array}{r} \frac{7}{8} \times \frac{\square}{\square} \\ - \frac{1}{2} \times \frac{\square}{\square} \\ \hline \end{array} = \begin{array}{r} \frac{\square}{\square} \\ - \frac{\square}{\square} \\ \hline \end{array}$$

**3/8**

③ 
$$\begin{array}{r} 3\frac{5}{6} \\ - 2\frac{1}{2} \\ \hline \end{array}$$

$3\frac{5}{6} - 2\frac{1}{2} = \underline{\hspace{2cm}}$

**1 2/6 = 1 1/3**

④ Ryan hiked  $2\frac{3}{10}$  miles before lunch.  
 He hiked  $3\frac{4}{5}$  miles after lunch.  
 How many more miles did he hike after lunch?

\_\_\_\_\_ miles

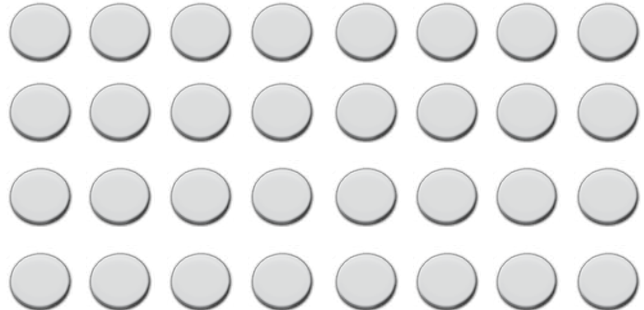
**1 5/10 = 1 1/2**

Solve each problem. Show your work.

1

$\frac{1}{4}$  of 32

$$\frac{1}{4} \times 32 = \underline{8}$$



2

$$12 \times \frac{3}{4}$$

$$\frac{12}{1} \times \frac{3}{4} = \frac{\square}{\square} = \underline{9}$$

3

$$\frac{5}{8} \times 12$$

$$\frac{5}{8} \times \frac{12}{1} = \frac{\square}{\square} = \underline{7 \frac{4}{8}} = 7 \frac{1}{2}$$

4

Ms. Rossi bought a 12-kilogram bag of dog food. Her dogs ate  $\frac{7}{10}$  of the food in a month. How many kilograms of food did the dogs eat in a month?

$$\underline{8 \frac{4}{10}} \text{ kilograms} = 8 \frac{2}{5}$$

Solve each problem. Show your work.

1

$$\frac{1}{2} \text{ of } \frac{5}{6}$$

$$\frac{1}{2} \times \frac{5}{6} = \underline{5/12}$$



2

$$\frac{1}{4} \times \frac{4}{8} = \underline{\hspace{2cm}} \quad 4/32 = 1/8$$

3

$$\frac{2}{3} \times \frac{3}{6} = \underline{\hspace{2cm}} \quad 6/18 = 1/3$$

4

Elena had  $\frac{4}{5}$  kilogram of cat food.  
Her cat ate  $\frac{3}{4}$  of the food yesterday.  
What fraction of a kilogram of food did her cat eat?

3/5 kilogram

Solve each problem. Show your work.

$$\begin{aligned} 1 \quad & \frac{1}{2} \times 2\frac{3}{5} \\ & 2\frac{3}{5} = \frac{13}{5} \\ & \frac{1}{2} \times \frac{\square}{5} = \underline{\hspace{2cm}} \quad 13/10 = 1 \quad 3/10 \end{aligned}$$


---

$$\begin{aligned} 2 \quad & 1\frac{7}{8} \times \frac{2}{3} \\ & 1\frac{7}{8} = \frac{15}{8} \\ & \frac{\square}{8} \times \frac{2}{3} = \underline{30/24} = 5/4 = 1 \quad 1/4 \end{aligned}$$


---

$$\begin{aligned} 3 \quad & 2\frac{3}{4} \times 1\frac{1}{2} \\ & 2\frac{3}{4} = \frac{11}{4} \quad 1\frac{1}{2} = \frac{3}{2} \\ & \frac{\square}{4} \times \frac{\square}{4} = \underline{\hspace{2cm}} \quad 33/8 = 4 \quad 1/8 \end{aligned}$$


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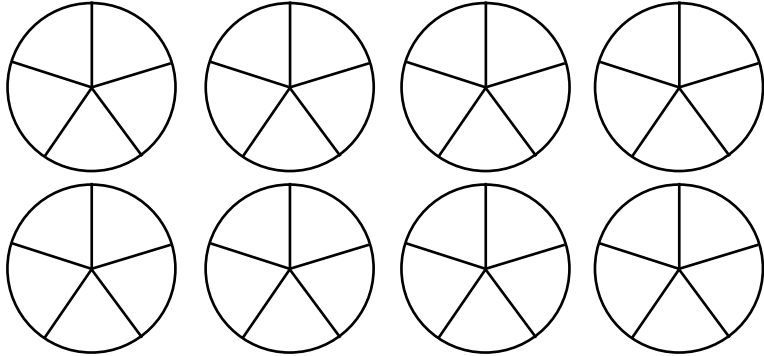
- 4 A rug is  $3\frac{2}{5}$  meters long and  $2\frac{1}{4}$  meters wide. What is the area of the gym mat?

$$\begin{aligned} & 153/20 = 7 \quad 13/20 \\ & \underline{\hspace{2cm}} \text{ square meters} \end{aligned}$$

Solve each problem. Show your work.

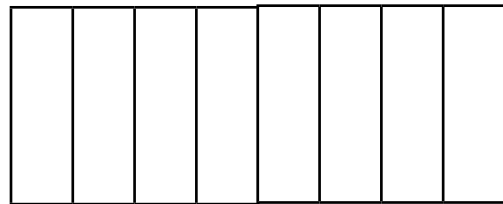
1

$$8 \div \frac{1}{5} = \underline{40}$$



2

$$\frac{1}{8} \div 2 = \underline{\frac{1}{16}}$$



3

$$8 \div 10 = \underline{\frac{8}{10}} = \underline{\frac{4}{5}}$$

4

Meg read the same amount each day. She read  $\frac{1}{3}$  of the book in 5 days. What part of the whole book did she read each day?

$\frac{1}{15}$  of the book



Solve each problem. Show your work.

1 4.5 centimeters = \_\_\_\_\_ millimeters

$$\underline{4.5} \times \underline{10} = \underline{45}$$

---

2 4.5 liters = 4500 milliliters

---

3 David makes a fruit salad using 735 grams of peaches, 405 grams of strawberries, and 0.6 kilogram of grapes. How many kilograms of fruit salad did he make?

$$\underline{1.74} \text{ kg}$$



---

4 It is a 3-kilometer hike to the campground. Fred runs for 500 meters and then walks for 1,800 meters. How many more kilometers must Fred hike to reach the campground?

$$\underline{0.7} \text{ km}$$

---

---

Solve each problem. Show your work.

1 19,000 pounds = \_\_\_\_\_ tons

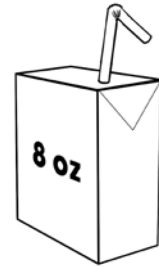
$$\frac{19,000}{2,000} = 9.5$$

2 1689 ft = \_\_\_\_\_ yd

$$1689 \text{ ft} = 563 \text{ yd } 0 \text{ ft}$$

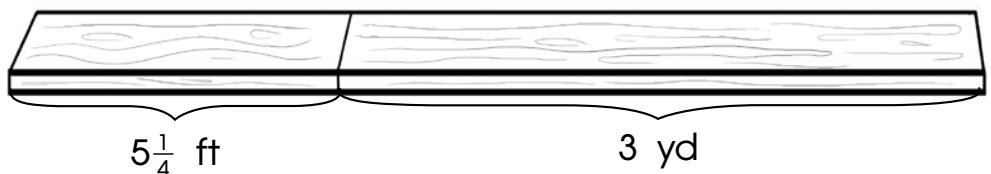
3 Rumi bought twelve drink boxes for a trip. Each box holds 8 fluid ounces of juice. How many quarts of juice is that?

$$3 \text{ qts}$$



4 Luca is building a skateboard ramp. He puts a board  $5\frac{1}{4}$  feet long end-to-end with a board that is 3 yards long. How many inches long are the boards together?

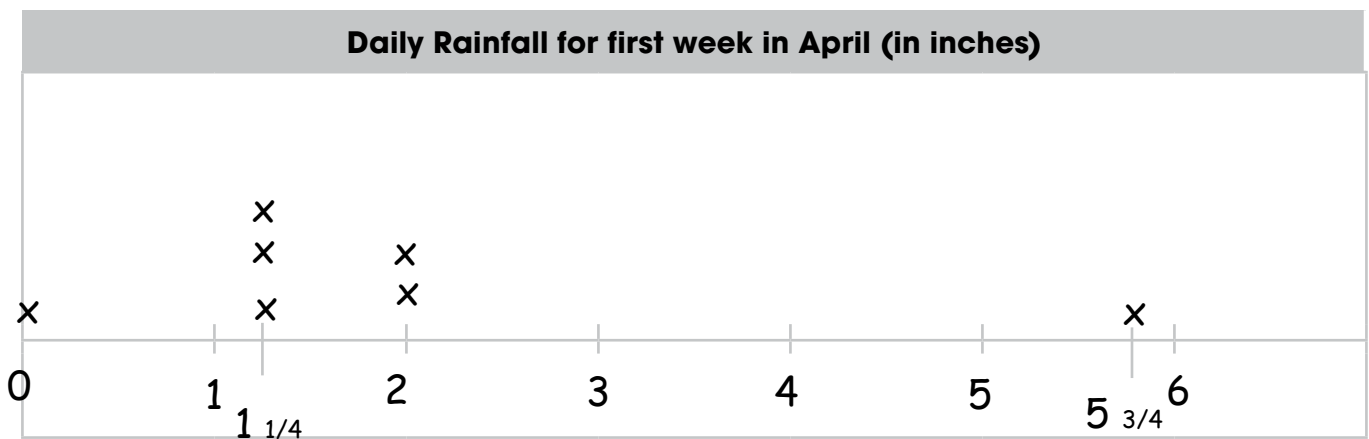
$$171 \text{ inches}$$



**Rainfall**

Inches	Days
$1\frac{1}{4}$	III
2	II
$5\frac{3}{4}$	I
0	I

1 Use the data in the table to complete the line plot.



Use the line plot to answer the questions.

2 What is the difference from the least amount of rain to the greatest amount?

$5\frac{3}{4}$  \_\_\_\_\_ inches

3

3 What is the average amount of rainfall for the week?

$1\frac{13}{14}$  \_\_\_\_\_ inches

4 What is the median rainfall for the week?

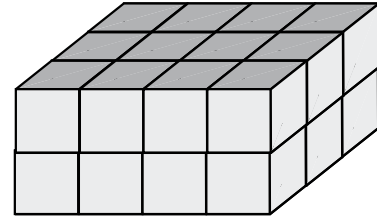
$1\frac{1}{4}$  \_\_\_\_\_ inches

Solve each problem. Show your work.

- ① What is the volume of this rectangular prism in cubic units?

The volume is \_\_\_\_\_

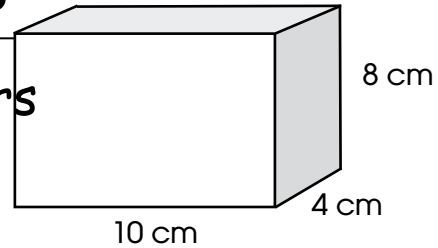
$$4 \times 3 \times 2 = 24 \text{ cubic units}$$



- ② Nine cubic units fit in one layer of a box.  
The box holds 2 more layers. What is the volume of the box?

27 cubic units

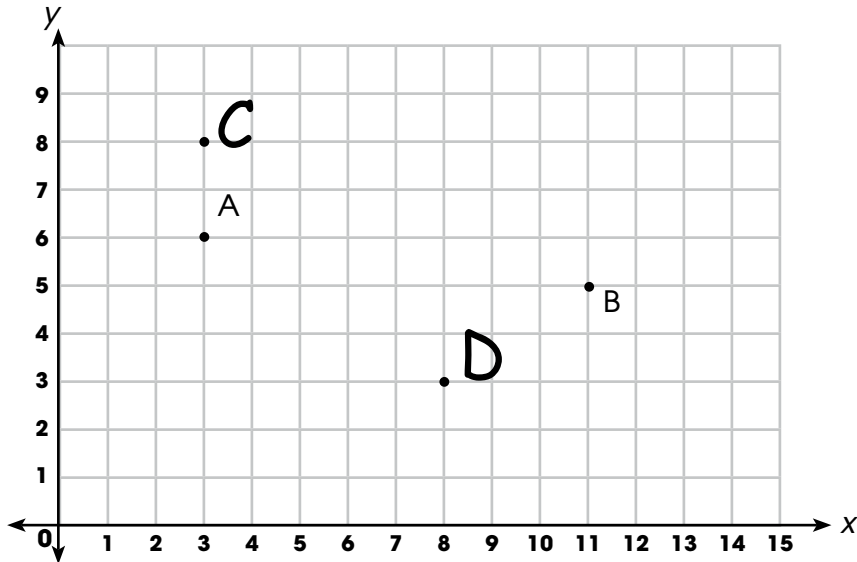
- ③ length 10 width 4 height 8  
area of base 40 square centimeters  
volume 320 cubic centimeters



- ④ The volume of a cube is 216 cubic centimeters.  
What is the height of the cube?

6 cm

Use the coordinate grid for each problem.



1 Write the ordered pair for point A. (3,6)

2 Write the ordered pair for point B. (11,5)

3 Graph point C on the coordinate grid. Use the ordered pair in the table.

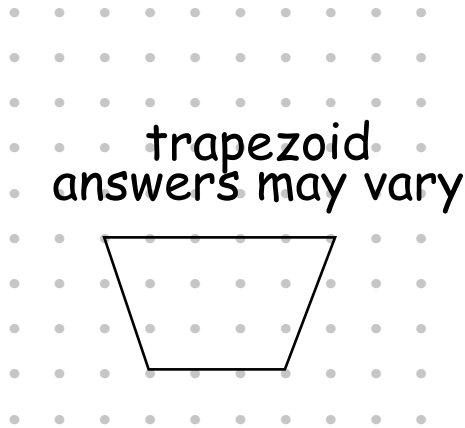
x	y
3	8

4 Graph point D on the coordinate grid. Use the ordered pair in the table.

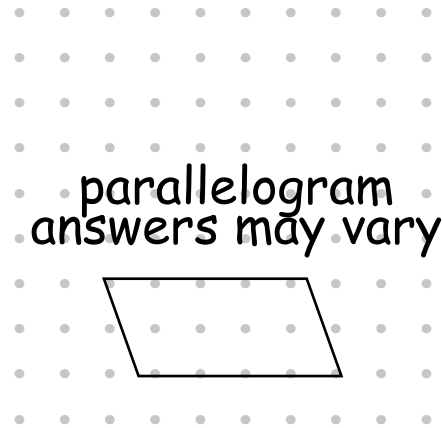
x	y
8	3

Draw each figure.

- 1 a quadrilateral that has one set of parallel sides but is not parallelogram



- 2 a quadrilateral that has one set of congruent sides and no right angles



Classify each group of figures. Write “quadrilaterals,” “parallelograms,” or “rectangles.”

3

quadrilaterals

4

parallelograms