GRADE 4

everyday Mathematics

Intervention Activities

Pre- and Post-Assessment

Use the following Grade 4 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 26 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 30 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 4 Mathematics Pre-/Post-Assessment	Recommended Everyday Mathematics Intervention Activities
Operations and Algebraic Thinking	Units 1–4
Number and Operations in Base Ten	Units 5–12
Number and Operations —Fractions	Units 13-19
Measurement and Data	Units 20–22
Geometry	Units 23–26

Write an equation for each problem. Then solve the problem.

1. Some number is 4 times as much as 7.

   n = _____ x _____

2. The balloon man has 6 groups of balloons.
   He has 3 balloons in each group.
   How many balloons does he have in all?

   _____

3. There are 4 times as many cats as dogs.
   There are 12 dogs.
   How many cats are there?

   _____

4. Elana used 36 counters. She put 9 counters in each row.
   How many rows did she make?

   _____

Write an equation for each problem. Then solve the problem.

1. A librarian bought 26 new books. He unpacked 11 books. The rest of the new books are divided equally among 3 cartons. How many new books (*n*) are in each carton?

(_____ – _____) ÷ _____ = _____

There are _____ books in each carton.

---

2. Tara has 7 coins. Brian has 3 times as many coins as Tara. Brian gets some more coins. Now Brian has 24 coins. How many more coins did Jon get?

_____ x _____ + _____ = _____

Jon got _____ more coins.

---

3. Mrs. Lupo baked 18 oat muffins and 14 blueberry muffins. She brought half of the muffins to school. How many muffins did Mrs. Carson bring to school?

_____

Mrs. Lupo brought _____ muffins to school.

List the factors for each number. Show your work.

1. 11

   The factors of 11 are _____.

2. 36

   The factors of 36 are _____.

List the first 8 multiples for each number. Write two common multiples.

3. Multiples of 4: _____

   Multiples of 6: _____

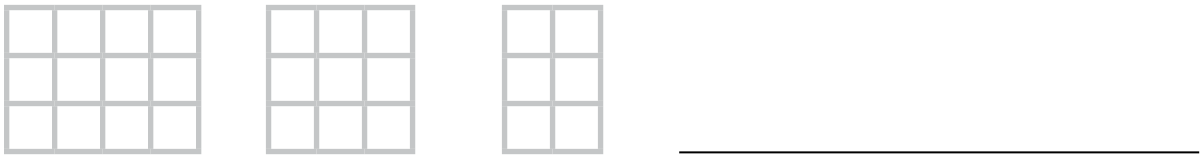
   Two common multiples of 4 and 6: _____ and _____

4. Multiples of 6: _____

   Multiples of 8: _____

   Two common multiples of 6 and 8: _____ and _____

Extend each pattern. Then write a rule.

1  _____

rule: _____

2 28, 21, 14, _____, _____

rule: _____

3

Input	Output
7	35
6	30
5	25
4	

rule: _____

4 Use the rule to make a pattern.

rule: Add 6.

Write each number in expanded form.

1

hundred thousands	ten thousands	thousands	hundreds	tens	ones
		8,	7	0	3

_____ + _____ + _____ + _____

2

hundred thousands	ten thousands	thousands	hundreds	tens	ones
4	0	1,	0	5	7

_____

Compare. Use >, <, or =.

3 4,649 ◯ 4,724

4 81,099 ◯ 80,976

Solve each problem. Show your work.

1. 1,115 + 834

	thousands	hundreds	tens	ones
	1,	1	1	5
+		8	3	4

2. 359 + 652

359
+ 652

3. 6,408 + 5,098

6,408
+ 5,098

4. 30,050 + 45,265

30,050
+ 45,265

5. 30,477 + 5,882 = *n*

n = _____

Solve each problem. Show your work.

1. 1,225 – 834

	thousands	hundreds	tens	ones
	1,	2	2	5
–		8	3	4

2. 652 – 349

652
- 349

3. 6,408 – 5,098

6,408
- 5,098

4. 20,075 – 15,260

20,075
- 15,260

5. 8,475 – 872 = *n*

n = _____

Use a multiplication property to complete each problem.

1. 3 x 6 = 6 x _____

2. 3 x 16 = 3 x (_____ + _____)

   3 x 16 = (3 x _____) + (3 x _____)

   3 x 16 = _____ + _____

   3 x 16 = _____

3. 426 x 1 = _____

4. (5 x 0) x 11 = _____ x _____

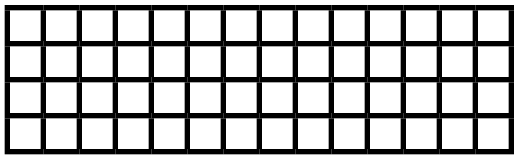
   5 x 0 x 11 = _____

5. 4 x 13 = _____

Solve each problem. Show your work.

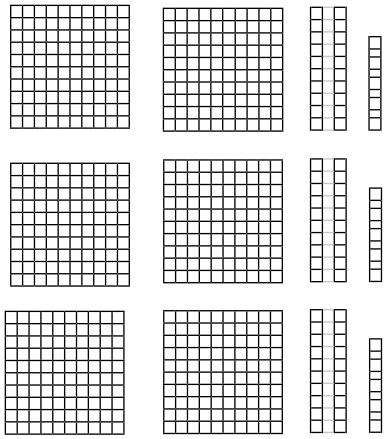
1. 4 x 14

$$\begin{array}{r} 14 \\ \times\ 4 \\ \hline \end{array}$$



2. 3 x 235

$$\begin{array}{r} 235 \\ \times\ 3 \\ \hline \end{array}$$



3. 6 x 79

$$\begin{array}{r} 79 \\ \times\ 6 \\ \hline \end{array}$$

4. A toy store manager orders 247 toy trains. She orders 4 times more toy cars. How many toy cars did she order?

_____ toy cars

Solve each problem. Show your work.

1. 20 x 49

2. 12 x 34

3. 35 x 76

4. Each shelf in the children's library holds 25 books. There are 42 full shelves of children's books.

   How many children's books does the library have?

   _____ books

Solve each problem. Show your work.

1. 57 ÷ 3

$3\overline{)57}$

2. 72 ÷ 4

$4\overline{)72}$

3. 87 ÷ 5

$5\overline{)87}$

4. Ben has 74 trading cards. He puts 6 cards into each package. How many full packages of cards can he make?

_____ packages

Solve each problem. Show your work.

1. 36 ÷ 9 = _____

   360 ÷ 9 = _____

   3,600 ÷ 9 = _____

2. 621 ÷ 3 $3\overline{)621}$

3. 248 ÷ 6 = _____ $6\overline{)248}$

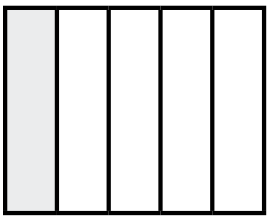
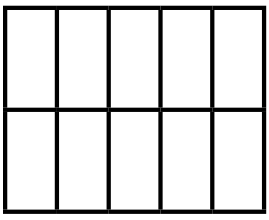
4. Lena has 371 beads. She uses 9 beads for each bracelet. How many bracelets can she make?

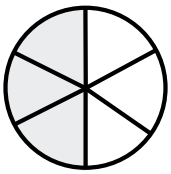
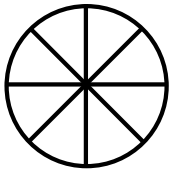
_____ bracelets

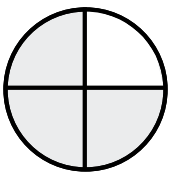
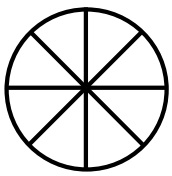
Find equivalent fractions. Use the pictures to help.

1							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

1. $\frac{1}{2} = \frac{\square}{8}$

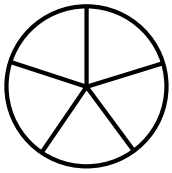
2.  $\frac{1}{5} = \frac{\square}{10}$ 

3.  $\frac{3}{6} = \frac{\square}{8}$ 

4.  $\frac{3}{4} = \frac{3}{4} \times \frac{\square}{\square} = \frac{\square}{8}$ 

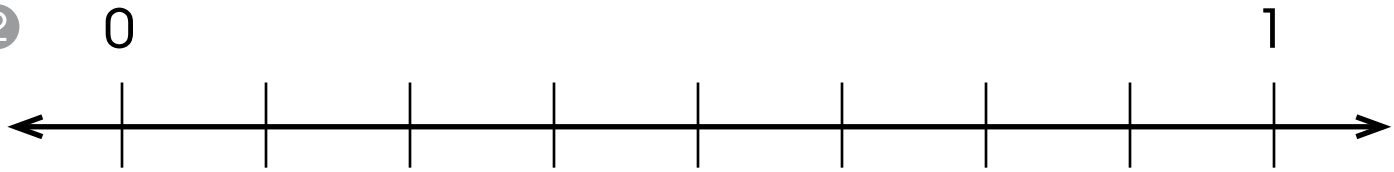
Compare fractions. Use symbols >, <, or =.

1



$\frac{1}{5}$ ◯ $\frac{1}{2}$

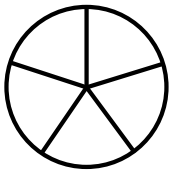
2



$\frac{1}{2}$ $\frac{6}{8}$ $\frac{2}{8}$ $\frac{5}{8}$

_____ < _____ < _____ < _____

3



$\frac{3}{5}$ ◯ $\frac{6}{10}$

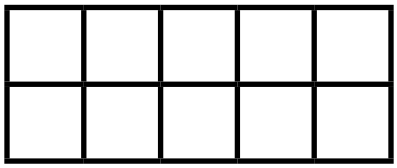
4

$\frac{2}{4}$ $\frac{2}{8}$ $\frac{4}{10}$

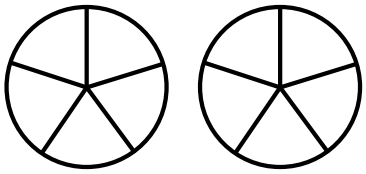
_____ < _____ < _____

Solve each problem. Show your work.

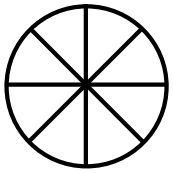
1. $\frac{2}{10} + \frac{5}{10} =$ ____



2. $\frac{2}{5} + \frac{4}{5} =$ ____ or ____



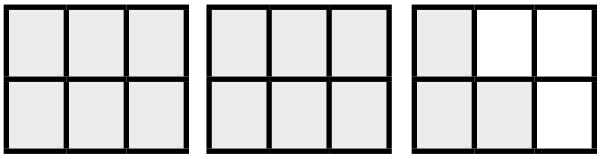
3. $\frac{7}{8} - \frac{2}{8} =$ ____



4. A hiking trail is $\frac{9}{10}$ mile long. Meg hiked $\frac{4}{10}$ mile on the trail. How much of the trail is left to hike?

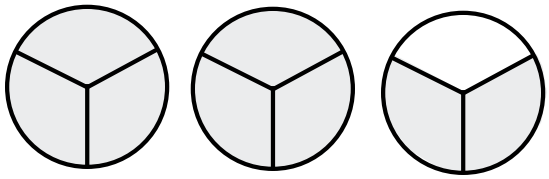
_____ mile

Solve each problem. Show your work.

1. 

$2\frac{3}{6} + \frac{2}{6} = \_\_\_\_$

$$2\frac{3}{6} + \frac{2}{6}$$

2. 

$2\frac{2}{3} - \frac{3}{3} = \_\_\_\_$

$$2\frac{2}{3} - \frac{3}{3}$$

3. $1\frac{4}{5} + 1\frac{1}{5} = \_\_\_\_$

$$1\frac{4}{5} + 1\frac{1}{5}$$

4. $3\frac{2}{4} - 2\frac{3}{4} = \_\_\_\_$

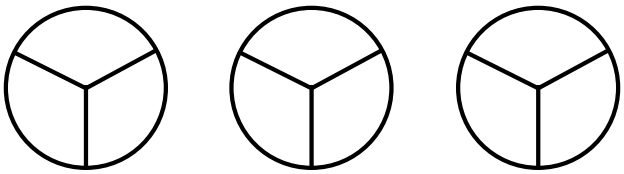
$$3\frac{2}{4} - 2\frac{3}{4}$$

Name _____

Solve each problem. Show your work.

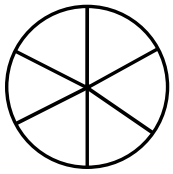
1. $8 \times \frac{1}{3} =$ _____

   $\frac{\square}{3} =$ _____



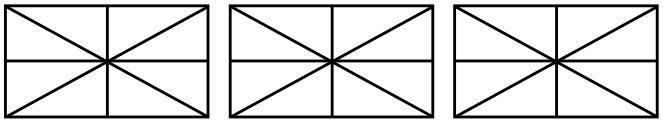
2. $\frac{1}{6} \times 6 =$ _____

   $\frac{\square}{6} =$ _____



3. $3 \times \frac{5}{8} =$ _____

   $\frac{\square}{8} =$ _____



4. Gabe buys 16 muffins at the bake sale. Three-fourths of the muffins are cranberry. How many cranberry muffins did he buy?

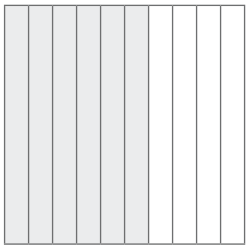
   _____ cranberry muffins

Complete each problem.

1. fraction: _____

   decimal: _____

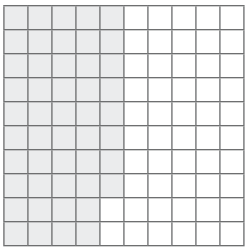
   word name: _____



2. fraction: _____

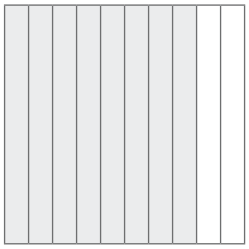
   decimal: _____

   word name: _____

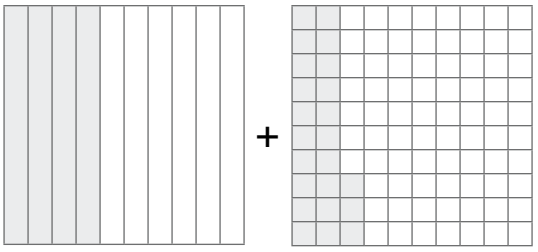


3. $\frac{\square}{10} = \frac{\square}{100}$

   0._____ = 0._____



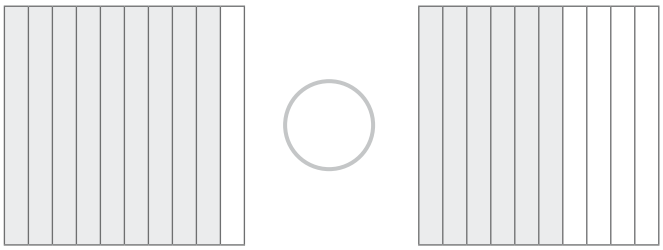
4. _____ + _____ = _____



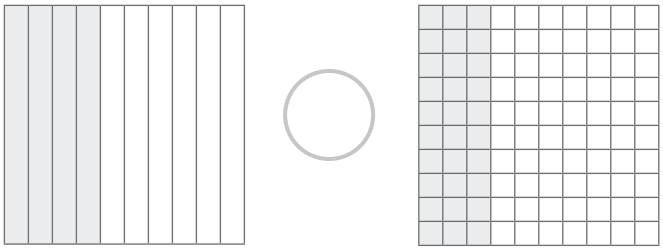
Name _____

Compare. Use >, <, or =.

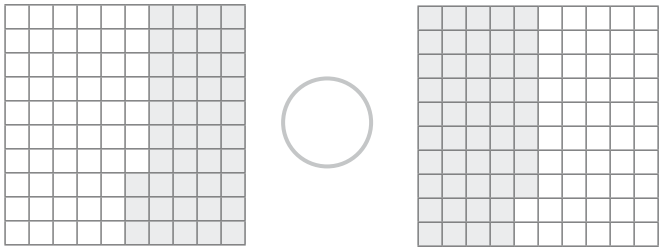
1. 0.9 ◯ 0.6



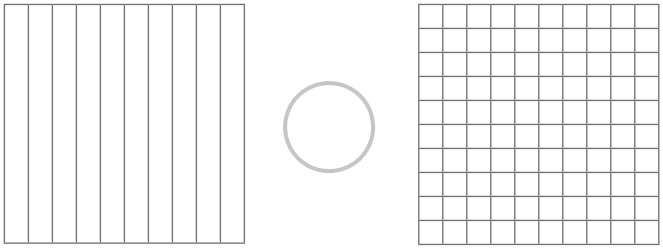
2. 0.4 ◯ 0.30



3. 0.43 ◯ 0.48



4. 0.6 ◯ 0.06



Solve each problem. Show your work.

1. 5 meters = _____ centimeters

   _____ x _____ = _____

2. 6 kilograms = _____ grams

   _____ x _____ = _____

3. 8 liters = _____ milliliters

4. It is a 5-kilometer hike from the road to the cabin. How many meters away is the cabin from the road?

   _____ meters

Solve each problem. Show your work.

1. 9 yards = _____ feet

   _____ x _____ = _____

2. 5 pounds = _____ ounces

   _____ x _____ = _____

3. 7 gallons = _____ quarts

   _____ x _____ = _____

4. Tara needs 4 1/2 feet of ribbon to wrap a present. How many inches of ribbon does she need?

   _____ inches

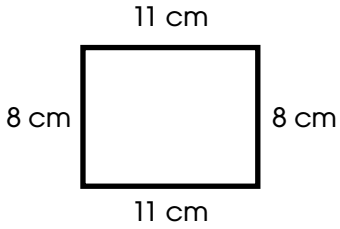
Solve each problem. Show your work.

1. $P = 2 \times (l + w)$

   $P = 2 \times (\_\_\_\_\_ + \_\_\_\_\_)$

   $P = \_\_\_\_\_$

   The perimeter is _____ centimeters.

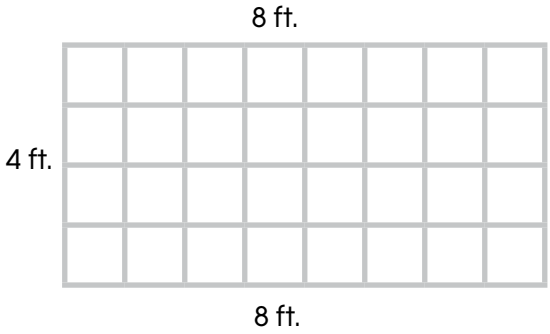


2. $A = l \times w$

   $A = \_\_\_\_\_ \times \_\_\_\_\_$

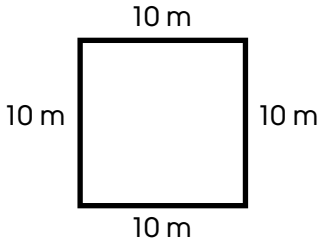
   $A = \_\_\_\_\_$

   The area is _____ square feet.



3. The perimeter is _____.

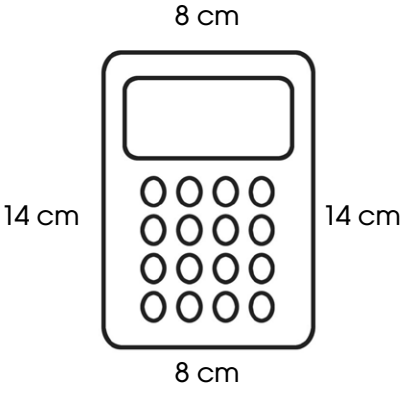
   The area is _____.



4. Kaya's calculator is 14 centimeters long and 8 centimeters wide. What is the perimeter of her calculator? What is the area?

   The perimeter is _____.

   The area is _____.



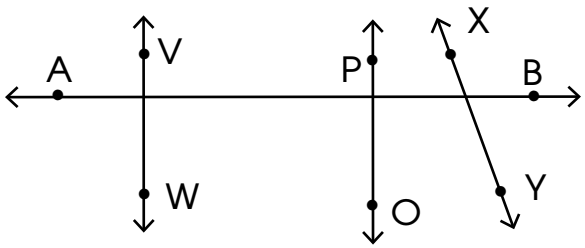
Use a straight edge. Draw each figure and label it.

1. line AB

2. angle FGH

3. line segment XY

Use the drawing to name each figure. Use symbols for angles and lines.



4. parallel lines

   _____ is parallel to _____.

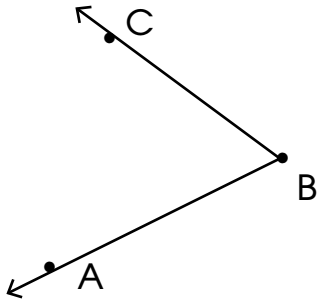
5. perpendicular lines

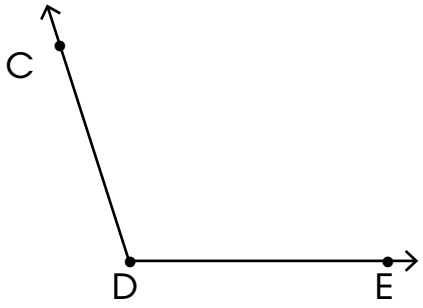
   _____ is perpendicular to _____.

Name _____

Solve each problem.

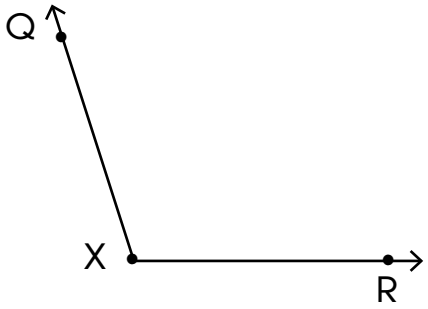
1. Which angle is greater than 90°?



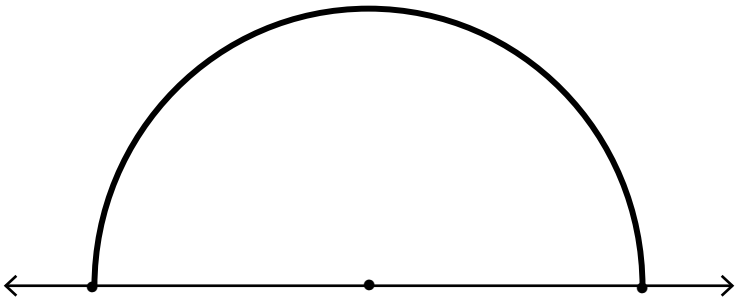


2. Sketch a right angle.

3. Use a protractor to measure. What is the measure of angle QXR?



4. Riley drew half of a circle. She wants to divide her picture into four equal angles. What will be the measure of each angle?

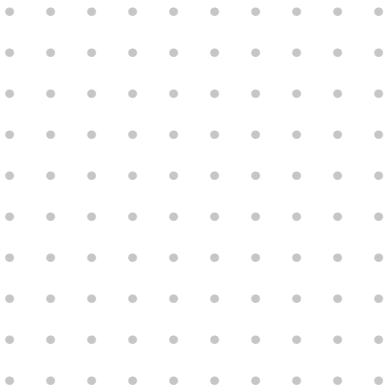


Solve each problem.

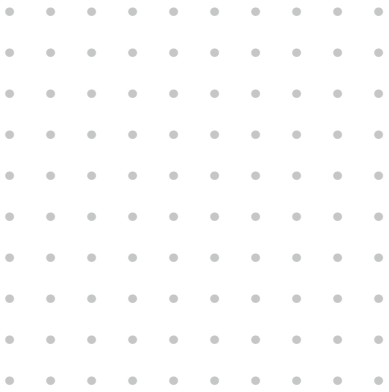
1. What is the name of a polygon that has three sides and three equal angles?

_____

2. Draw a polygon whose opposite sides are parallel and have equal length. This polygon has four sides and no right angles.



3. Draw a polygon with three sides and one right angle. Label your drawing.



4. Describe a parallelogram. Name two quadrilaterals that are parallelograms.

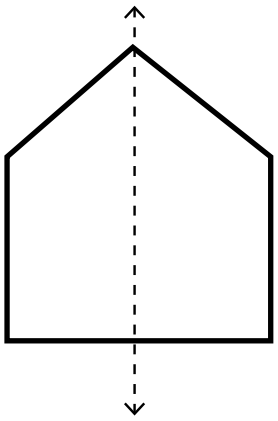
_____

_____

Name _____

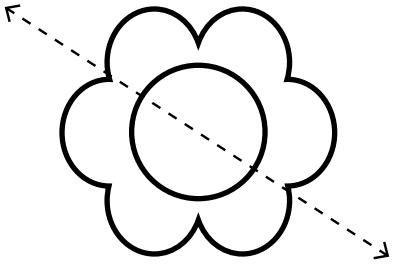
Is the dotted line a line of symmetry? Write yes or no for each figure.

1



_____

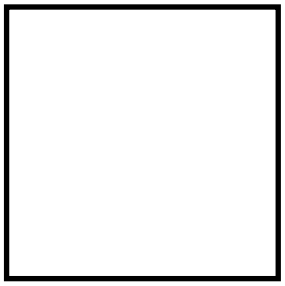
2



_____

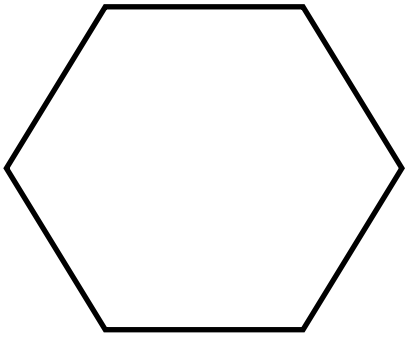
How many lines of symmetry does this have? Draw the lines of symmetry.

3



_____ lines of symmetry

4



_____ lines of symmetry

Individual Scoring Chart

Student Name_____ **Pre-Assessment Date:** _____

Post-Assessment Date: _____

Skill	Assessment page	Pre-Assessment	Post-Assessment	EIA Mathematics Unit
Write an Equation	4	/4	/4	Unit 1
Solve Multi-Step Problems	5	/4	/4	Unit 2
Factors and Multiples	6	/4	/4	Unit 3
Generate Patterns	7	/4	/4	Unit 4
Use Place Value	8	/4	/4	Unit 5
Add Multi-Digit Numbers	9	/4	/4	Unit 6
Subtract Multi-Digit Numbers	10	/4	/4	Unit 7
Multiplication Properties	11	/4	/4	Unit 8
Multiply by a One-Digit Number	12	/4	/4	Unit 9
Multiply by a Two-Digit Number	13	/4	/4	Unit 10
Divide Two-Digit Numbers	14	/5	/4	Unit 11
Divide Multi-Digit Numbers	15	/4	/4	Unit 12
Find Equivalent Fractions	16	/4	/4	Unit 13
Compare Fractions	17	/4	/4	Unit 14
Add and Subtract Fractions	18	/4	/4	Unit 15
Add/Subtract Mixed Numbers	19	/4	/4	Unit 16
Multiply a Fraction by a Whole Number	20	/4	/4	Unit 17
Tenths and Hundredths	21	/4	/4	Unit 18
Compare Decimals	22	/4	/4	Unit 19
Use Metric Measurements	23	/4	/4	Unit 20
Use Customary Measurements	24	/4	/4	Unit 21
Perimeter and Area	25	/4	/4	Unit 22
Lines and Angles	26	/4	/4	Unit 23
Measure Angles	27	/4	/4	Unit 24
Classify Polygons	28	/4	/4	Unit 25
Symmetry	29	/4	/4	Unit 26
TOTAL		/105	/104	

Write an equation for each problem. Then solve the problem.

1. Some number is 4 times as much as 7.

n = 4 x 7

2. The balloon man has 6 groups of balloons.
He has 3 balloons in each group.
How many balloons does he have in all?

$6 \times 3 = 18$

3. There are 4 times as many cats as dogs.
There are 12 dogs.
How many cats are there?

$4 \times 12 = 48$

4. Elana used 36 counters. She put 9 counters in each row.
How many rows did she make?

$36 \div 9 = 4$

Write an equation for each problem. Then solve the problem.

1. A librarian bought 26 new books. He unpacked 11 books. The rest of the new books are divided equally among 3 cartons. How many new books (*n*) are in each carton?

(26 − 11) ÷ 3 = 5

There are 5 books in each carton.

2. Tara has 7 coins. Brian has 3 times as many coins as Tara. Brian gets some more coins. Now Brian has 24 coins. How many more coins did Jon get?

(7 x 3) + n = 24

Jon got 3 more coins.

3. Mrs. Lupo baked 18 oat muffins and 14 blueberry muffins. She brought half of the muffins to school. How many muffins did Mrs. Carson bring to school?

(18 + 14) ÷ 2 = 16

Mrs. Lupo brought 16 muffins to school.

List the factors for each number. Show your work.

1. 11

   The factors of 11 are (1, 11).

2. 36

   The factors of 36 are 1, 3, 4, 6, 9, 12, 36.

List the first 8 multiples for each number. Write two common multiples.

3. Multiples of 4: 4, 8, 12, 16, 20, 24, 28, 32

   Multiples of 6: 6, 12, 18, 24, 30, 36, 42, 48

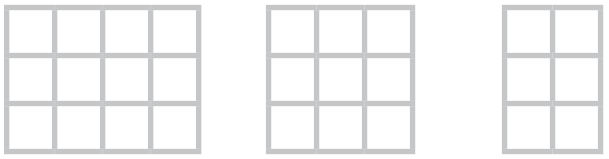
   Two common multiples of 4 and 6: 12 and 24

4. Multiples of 6: 6, 12, 18, 24, 30, 36, 42, 48

   Multiples of 8: 8, 16, 24, 32, 40, 48, 56, 64

   Two common multiples of 6 and 8: 24 and 48

Extend each pattern. Then write a rule.

1.  _____

rule: subtract 3

2. 28, 21, 14, _____, _____

rule: subtract 7

3.

Input	Output
7	35
6	30
5	25
4	20

rule: multiply by 5

4. Use the rule to make a pattern.

rule: Add 6.

ANSWERS MAY VARY

Write each number in expanded form.

1

hundred thousands	ten thousands	thousands	hundreds	tens	ones
		8,	7	0	3

8,000 + 700 + 0 + 3

2

hundred thousands	ten thousands	thousands	hundreds	tens	ones
4	0	1,	0	5	7

400,000 + 1,000 + 50 + 7

Compare. Use >, <, or =.

3 4,649 < 4,724

4 81,099 > 80,976

Solve each problem. Show your work.

1. 1,115 + 834

	thousands	hundreds	tens	ones
	1,	1	1	5
+		8	3	4
		1, 949		

2. 359 + 652

359
+ 652

1, 011

3. 6,408 + 5,098

6,408
+ 5,098

11, 506

4. 30,050 + 45,265

30,050
+ 45,265

75,315

5. 30,477 + 5,882 = *n*

n = 36,359

Solve each problem. Show your work.

1. 1,225 – 834

	thousands	hundreds	tens	ones
	1,	2	2	5
–		8	3	4

391

2. 652 – 349

652
- 349
303

3. 6,408 – 5,098

6,408
- 5,098
1,310

4. 20,075 – 15,260

20,075
- 15,260
4,815

5. 8,475 – 872 = *n*

n = 7,603

Use a multiplication property to complete each problem.

1. $3 \times 6 = 6 \times$ 3

2. $3 \times 16 = 3 \times (8 + 8)$

   $3 \times 16 = (3 \times 8) + (3 \times 8)$

   $3 \times 16 = 24 + 24$

   $3 \times 16 = 48$

3. $426 \times 1 =$ 426

4. $(5 \times 0) \times 11 =$ 0 $\times$ 11

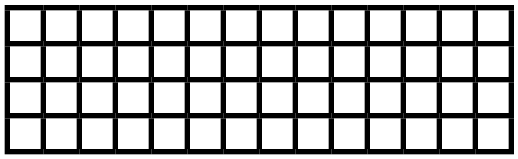
   $5 \times 0 \times 11 =$ 0

5. $4 \times 13 =$ 52

Solve each problem. Show your work.

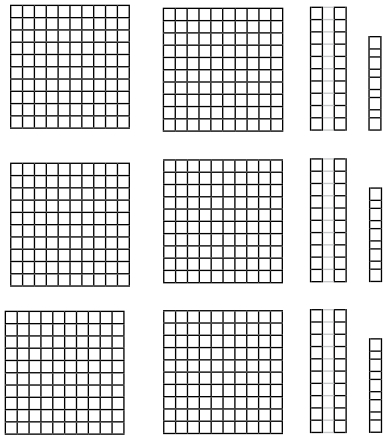
1. 4 x 14

$$\begin{array}{r} 14 \\ \times\ 4 \\ \hline 56 \end{array}$$



2. 3 x 235

$$\begin{array}{r} 235 \\ \times\ 3 \\ \hline 705 \end{array}$$



3. 6 x 79

$$\begin{array}{r} 79 \\ \times\ 6 \\ \hline 474 \end{array}$$

4. A toy store manager orders 247 toy trains. She orders 4 times more toy cars. How many toy cars did she order?

988 _____ toy cars

Solve each problem. Show your work.

1. 20 x 49

$$\begin{array}{r} 49 \\ \times\ 20 \\ \hline 980 \end{array}$$

2. 12 x 34

$$\begin{array}{r} 34 \\ \times\ 12 \\ \hline 408 \end{array}$$

3. 35 x 76

$$\begin{array}{r} 76 \\ \times\ 35 \\ \hline 2{,}660 \end{array}$$

4. Each shelf in the children's library holds 25 books. There are 42 full shelves of children's books.

   How many children's books does the library have?

1,050 _____ books

Solve each problem. Show your work.

1. 57 ÷ 3

$$3\overline{)57} \quad 19$$

2. 72 ÷ 4

$$4\overline{)72} \quad 18$$

3. 87 ÷ 5

$$5\overline{)87} \quad 17.4$$

4. Ben has 74 trading cards. He puts 6 cards into each package. How many full packages of cards can he make?

12 packages

Solve each problem. Show your work.

1. $36 \div 9 =$ 4

   $360 \div 9 =$ 40

   $3{,}600 \div 9 =$ 400

2. $621 \div 3$

$$3 \overline{)621} \quad 207$$

3. $248 \div 6 =$ _____

$$6 \overline{)248} \quad 41 \text{ (remainder: 2)}$$

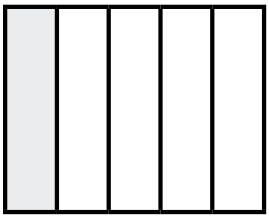
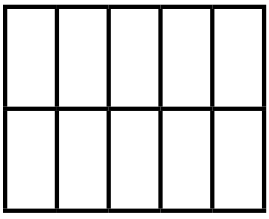
4. Lena has 371 beads. She uses 9 beads for each bracelet. How many bracelets can she make?

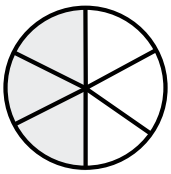
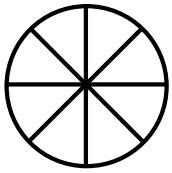
41 bracelets

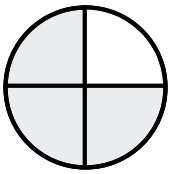
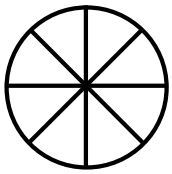
Find equivalent fractions. Use the pictures to help.

1							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

1. $\frac{1}{2} = \frac{\boxed{4}}{8}$

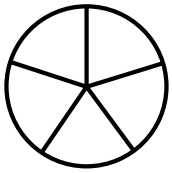
2.  $\frac{1}{5} = \frac{\boxed{2}}{10}$ 

3.  $\frac{3}{6} = \frac{\boxed{4}}{8}$ 

4.  $\frac{3}{4} = \frac{3}{4} \times \frac{\boxed{2}}{\boxed{2}} = \frac{\boxed{6}}{8}$ 

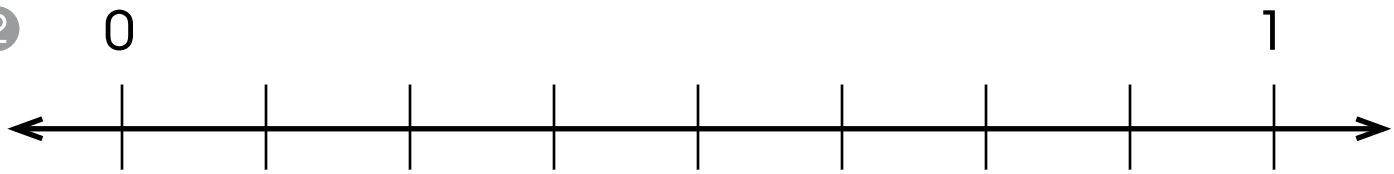
Compare fractions. Use symbols >, <, or =.

1



$\frac{1}{5}$ < $\frac{1}{2}$

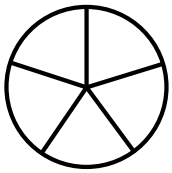
2



$\frac{1}{2}$ $\frac{6}{8}$ $\frac{2}{8}$ $\frac{5}{8}$

2/8 < 1/2 < 5/8 < 6/8

3



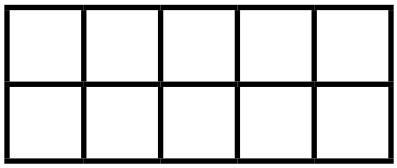
$\frac{3}{5}$ = $\frac{6}{10}$

4 $\frac{2}{4}$ $\frac{2}{8}$ $\frac{4}{10}$

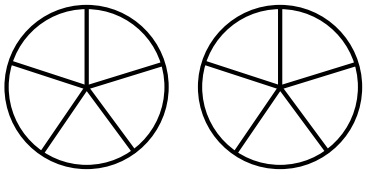
2/8 < 4/10 < 2/4

Solve each problem. Show your work.

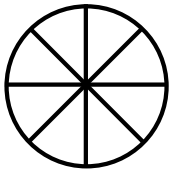
1. $\frac{2}{10} + \frac{5}{10} =$ 7/10



2. $\frac{2}{5} + \frac{4}{5} =$ 6/5 or 1 1/5



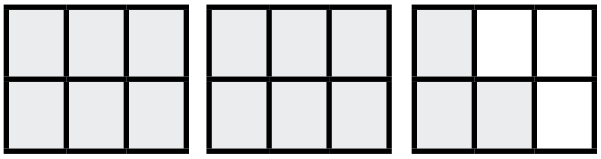
3. $\frac{7}{8} - \frac{2}{8} =$ 5/8



4. A hiking trail is $\frac{9}{10}$ mile long. Meg hiked $\frac{4}{10}$ mile on the trail. How much of the trail is left to hike?

5/10 or 1/2 mile

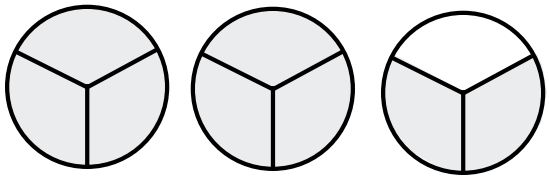
Solve each problem. Show your work.

1. 

$2\frac{3}{6} + \frac{2}{6} = \_\_\_\_$

$$2\tfrac{3}{6} + \tfrac{2}{6}$$

2 5/6

2. 

$2\frac{2}{3} - \frac{3}{3} = \_\_\_\_$

$$2\tfrac{2}{3} - \tfrac{3}{3}$$

1 2/3

3. $1\frac{4}{5} + 1\frac{1}{5} = \_\_\_\_$

$$1\tfrac{4}{5} + 1\tfrac{1}{5}$$

2 5/5 or 3

4. $3\frac{2}{4} - 2\frac{3}{4} = \_\_\_\_$

$$3\tfrac{2}{4} - 2\tfrac{3}{4}$$

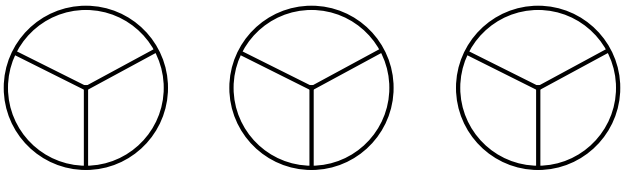
3/4

Name _____

Solve each problem. Show your work.

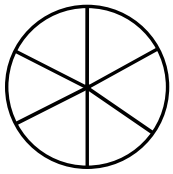
1. $8 \times \frac{1}{3} =$ 8/3

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



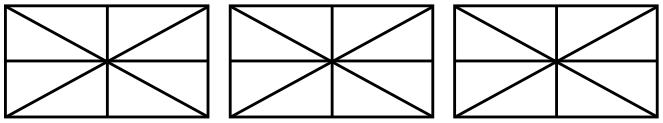
2. $\frac{1}{6} \times 6 =$ 6/6

   $\frac{\square}{6} =$ 1



3. $3 \times \frac{5}{8} =$ 15/8

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



4. Gabe buys 16 muffins at the bake sale. Three-fourths of the muffins are cranberry. How many cranberry muffins did he buy?

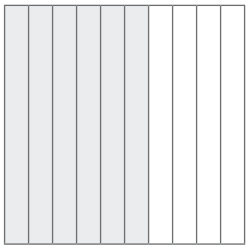
   12 cranberry muffins

Complete each problem.

1. fraction: 6/10

   decimal: 0.6

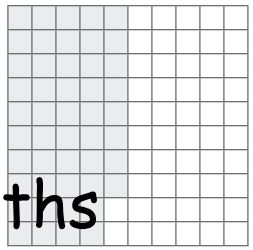
   word name: six-tenths



2. fraction: 48/100

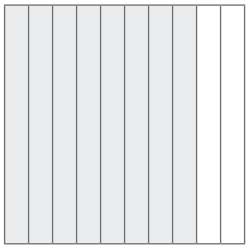
   decimal: 0.48

   word name: forty-eight hundredths

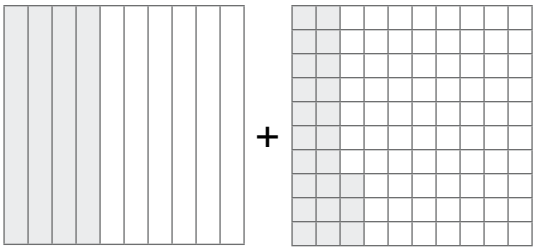


3. $\frac{8}{10} = \frac{80}{100}$

   0.8 = 0.80

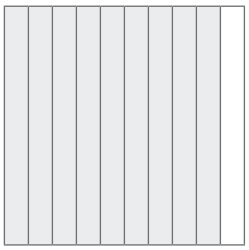


4. 0.4 + 0.23 = 0.63



Compare. Use >, <, or =.

1. 0.9 > 0.6



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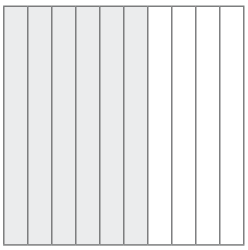
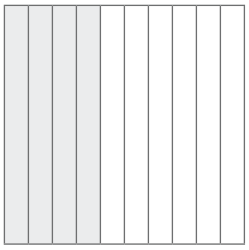


2. 0.4 > 0.30



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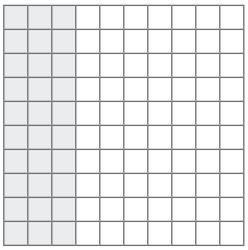
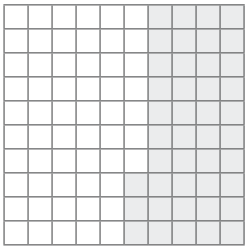


3. 0.43 < 0.48



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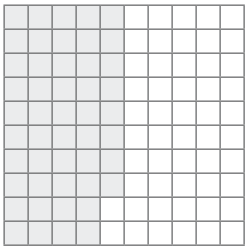
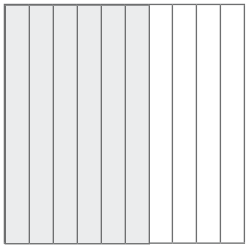


4. 0.6 > 0.06



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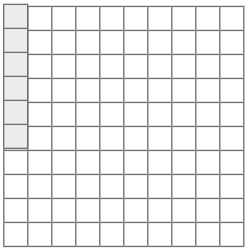


 Name _____

Solve each problem. Show your work.

1. 5 meters = 500 centimeters

   5 x 100 = 500

2. 6 kilograms = 6,000 grams

   6 x 1,000 = 6,000

3. 8 liters = 8,000 milliliters

4. It is a 5-kilometer hike from the road to the cabin. How many meters away is the cabin from the road?

   5,000 meters

Solve each problem. Show your work.

1. 9 yards = 27 feet

   9 x 3 = 27

2. 5 pounds = 80 ounces

   5 x 16 = 80

3. 7 gallons = 28 quarts

   7 x 4 = 28

4. Tara needs 4 1/2 feet of ribbon to wrap a present. How many inches of ribbon does she need?

   54 inches

Solve each problem. Show your work.

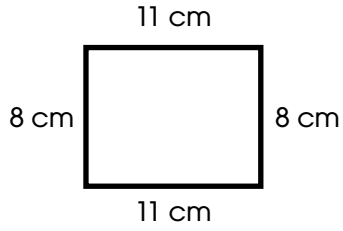
1. $P = 2 \times (l + w)$

$P = 2 \times (\underline{11} + \underline{8})$

$P = \underline{2 \times 19}$

$P = \underline{38}$

The perimeter is _____ centimeters.

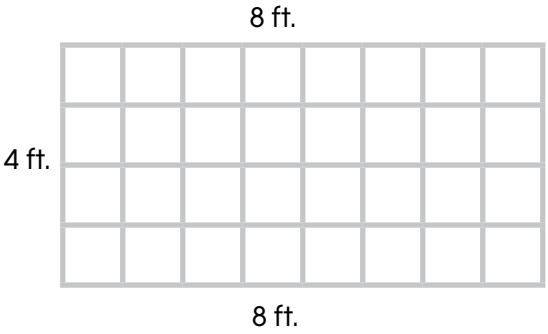


2. $A = l \times w$

$A = \underline{8} \times \underline{4}$

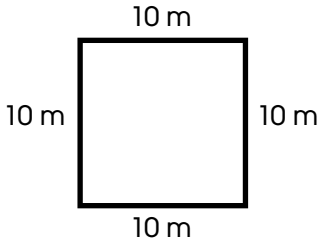
$A = \underline{32}$

The area is _____ square feet.



3. The perimeter is _____.

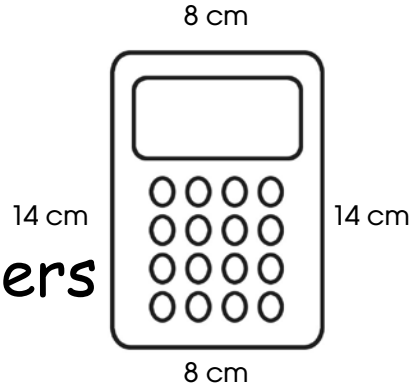
The area is _____.



4. Kaya's calculator is 14 centimeters long and 8 centimeters wide.
What is the perimeter of her calculator?
What is the area?

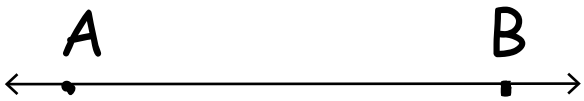
The perimeter is _____.

The area is _____.

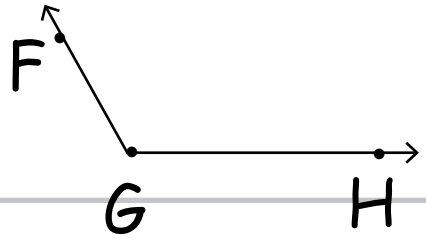


Use a straight edge. Draw each figure and label it.

1. line AB

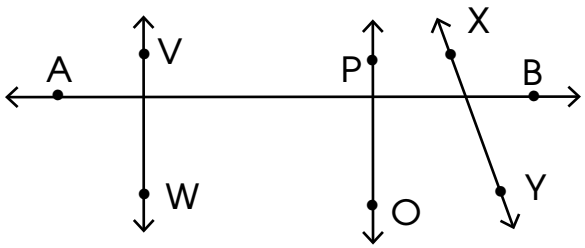


2. angle FGH



3. line segment XY

Use the drawing to name each figure. Use symbols for angles and lines.



4. parallel lines

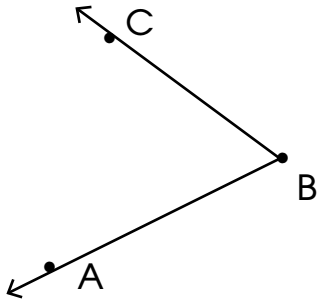
VW is parallel to PO.

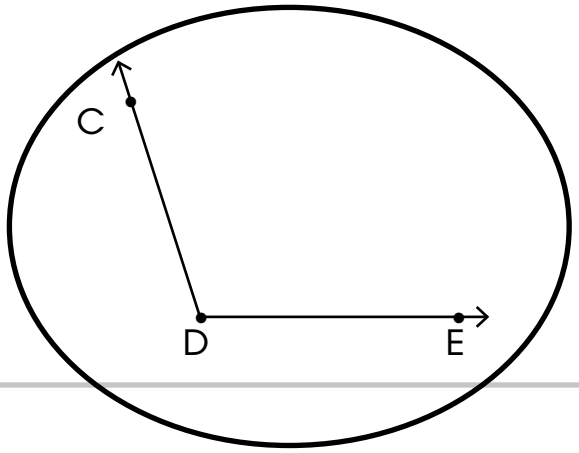
5. perpendicular lines

AB is perpendicular to VW or PO.

Solve each problem.

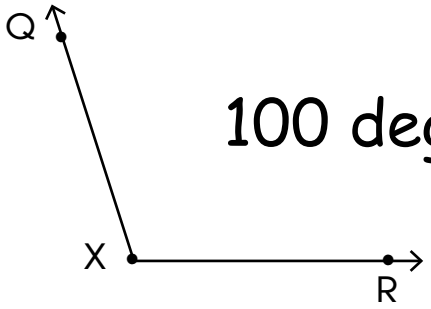
1. Which angle is greater than 90°?





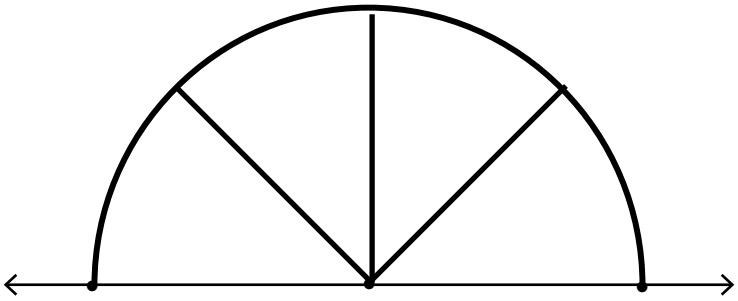
2. Sketch a right angle.

3. Use a protractor to measure. What is the measure of angle QXR?



100 degrees

4. Riley drew half of a circle. She wants to divide her picture into four equal angles. What will be the measure of each angle?



45 degrees

Solve each problem.

1. What is the name of a polygon that has three sides and three equal angles?

equilateral triangle

2. Draw a polygon whose opposite sides are parallel and have equal length. This polygon has four sides and no right angles.

ANSWERS MAY VARY

3. Draw a polygon with three sides and one right angle. Label your drawing.

ANSWERS MAY VARY

4. Describe a parallelogram. Name two quadrilaterals that are parallelograms.

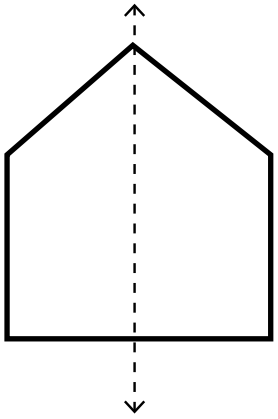
_____ ANSWERS MAY VARY

_____

Name _____

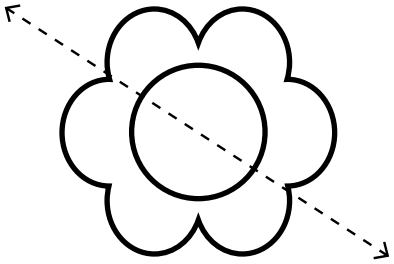
Is the dotted line a line of symmetry? Write yes or no for each figure.

1



yes

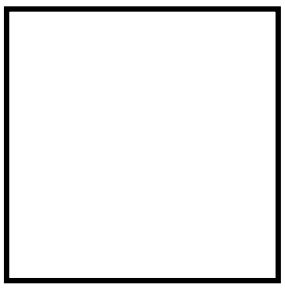
2



no

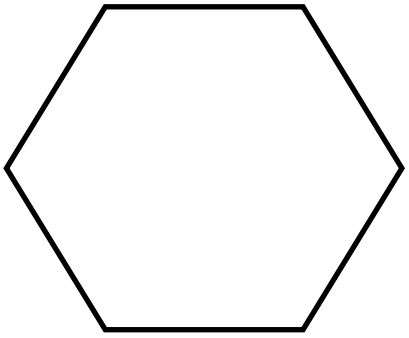
How many lines of symmetry does this have? Draw the lines of symmetry.

3



4 lines of symmetry

4



2 lines of symmetry