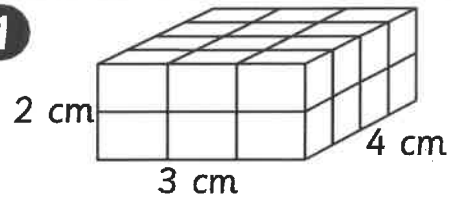
Volume Control Review

Activity Sheet

Name: _____ Class: Grade 5

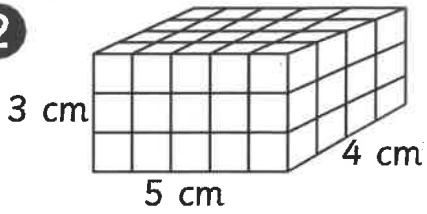
Find the volume of each figure. Remember the formula Length x width x height.

1



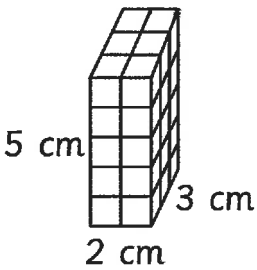
Volume = _____ cm^3

2



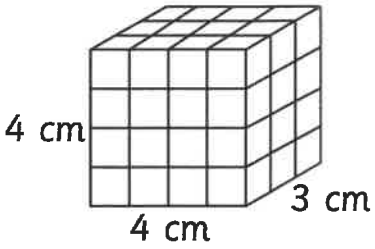
Volume = _____ cm^3

3



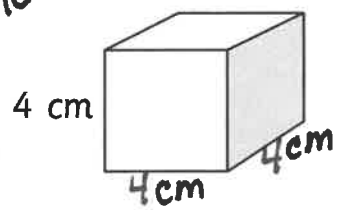
Volume = _____ cm^3

4



Volume = _____ cm^3

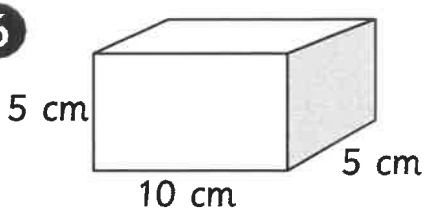
5 Example



$(4 \times 4) \times 4 = 16 \times 4 = 64$

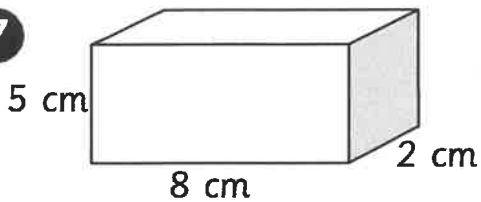
Volume = 64 cm^3

6



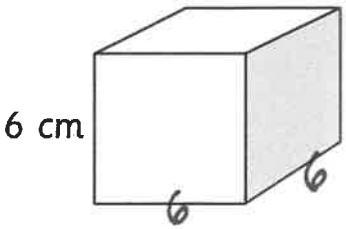
Volume = _____ cm^3

7



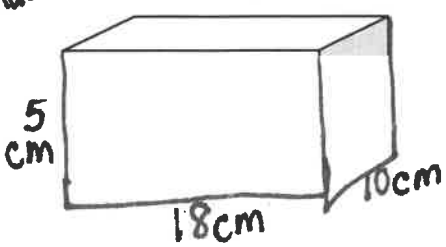
Volume = _____ cm^3

8

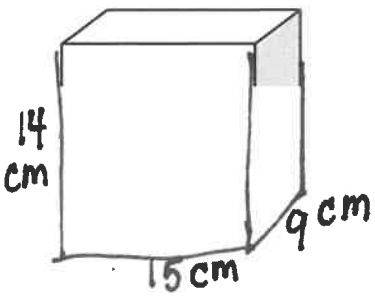


Volume = _____ cm^3

9 Bonus



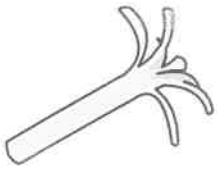
10 Bonus



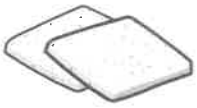
Shopping Spree
Activity Sheet

Name: _____ Class: Grade 5

Sten is going shopping to buy items to take to school for his lunch.



cheese sticks - $2.99



crackers - $1.25

fruit cup - $2.50

applesauce - $1.27

granola bars - $2.19

vegatables with dip - $1.75

1. Which three things can he buy for less than $6.00?

_____

What is their total? _____

2. Which four items can he buy for less than $7.00?

_____

What is their total? _____

3. Which two items can he buy for between $4.00 and $5.00?

_____

What is their total? _____

4. Sten has $6.00. He needs to pick three items for his lunch. What (two) different combinations of three items can he buy for less than $6.00?

   a. _____

   b. _____

Popcorn Portions

Activity Sheet

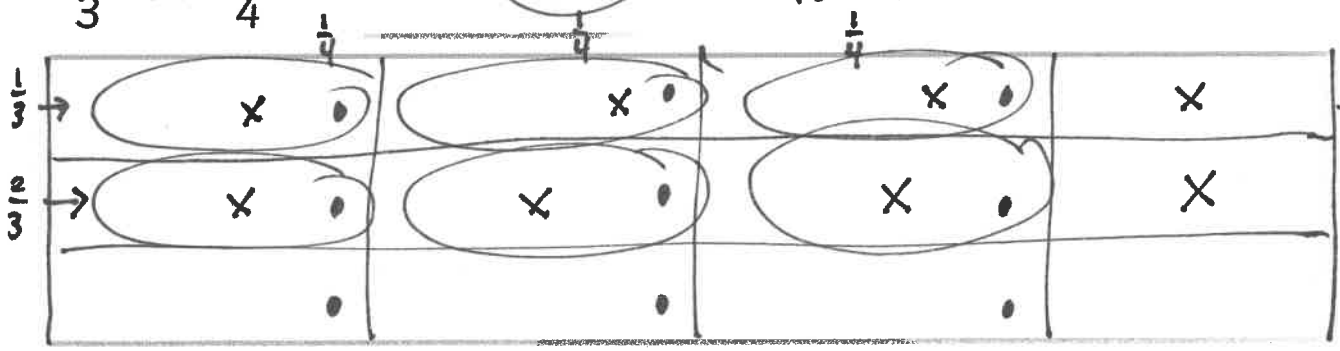
Name: _____ Class: Grade 5 Part 1

Use a model to multiply fractions.
Show your work on the model. ✱ Show model

1 $\frac{1}{2} \times \frac{3}{5} =$ Use 10 boxes

2 $\frac{1}{3} \times \frac{2}{3} =$ Use 9 boxes

3 $\frac{2}{3} \times \frac{3}{4} =$ Answer 6/12 Use 12 boxes



Example
Count the boxes with both mark in them.

4 $\frac{3}{4} \times \frac{4}{5} =$ (make) Use 20 boxes here ↓

Popcorn Portions
Activity Sheet

Name: _____ Class: Grade 5 Part 2

Multiply.

5. $\frac{1}{4} \times \frac{3}{10} =$ _____

6. $\frac{2}{3} \times \frac{9}{10} =$ _____

7. $\frac{1}{5} \times \frac{4}{5} =$ _____

8. $\frac{7}{9} \times \frac{2}{3} =$ $\frac{14}{27}$ Example

9. $\frac{9}{10} \times \frac{3}{5} =$ _____

10. $\frac{2}{5} \times \frac{4}{7} =$ _____

11. $\frac{3}{4} \times \frac{7}{12} =$ _____

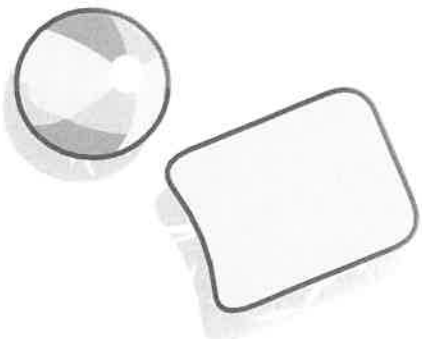
12. $\frac{1}{3} \times \frac{1}{5} =$ _____

Water World
Activity Sheet

Name: _____ Class: Grade 5 Part 1

Write each expression as a fraction, a whole number, or a mixed number.

1. $12 \div 7 =$ $\frac{12}{7} = 1\frac{5}{7}$
2. $7 \div 12 =$ $\frac{7}{12}$
3. $5 \div 14 =$ _____
4. $27 \div 10 =$ _____
5. $13 \div 3 =$ _____
6. $9 \div 10 =$ _____
7. $16 \div 20 =$ _____
8. $40 \div 50 =$ _____
9. $50 \div 40 =$ _____
10. $18 \div 8 =$ _____



11. Granny bought 8 apples to share equally between 9 people.

BONUS How many apples will each person get?

Pigeon Race
Activity Sheet

Part 2

Name: _____ Class: _____

Sten, Manu, Klara and Stig decided to race their pigeons to see how far they would travel over a distance of 36 miles.
Below are the results.
Which order did the pigeons come in?

Change all to 36ths

1. Sten's pigeon travelled $\frac{4}{9} \overset{\times 4}{=} \frac{\quad}{\times 4}$ _____ miles — It came in _____

2. Manu's pigeon travelled $\frac{2}{12} \overset{\times 3}{=} \frac{\quad}{\times 3}$ _____ miles — It came in _____

3. Klara's pigeon travelled $\frac{5}{18} =$ _____ miles — It came in _____

4. Stig's pigeon travelled $\frac{2}{6} =$ _____ miles — It came in _____

They then decided to have a relay to see how far the pigeons could travel in total over a distance of 60 miles.

ⓐ Sten's pigeon went first.
It travelled $\frac{2}{12} \overset{\times 5}{=} \frac{10}{\times 5}$ 10 miles
$\frac{10}{60}$

Now use 60th for all

ⓑ Klara's pigeon was second.
It travelled $\frac{3}{10} \overset{\times 6}{=} \frac{\quad}{\times 6}$ _____ miles

ⓒ Then Stig's pigeon was third.
It travelled $\frac{2}{6} =$ _____ miles

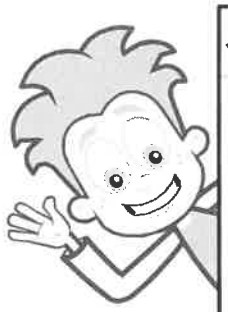
ⓓ Manu's pigeon went last.
It traveled $\frac{2}{10} =$ _____ miles

Asteroid Assessment

Activity Sheet

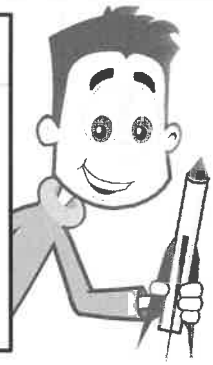
Name: _____ Class: Grade 5 Part 1

Convert each customary unit of length.



Customary Units of Length

- 1 foot (ft) = 12 inches (in.)
- 1 yard (yd) = 3 feet (ft) or 36 inches (in.)
- 1 mile (mi) = 5,280 feet (ft)



1. 5 ft = _____ in.

2. Example 18 yd = 18 X 3 feet ft = 54 ft.
   There are 3 ft. in 1 yard.

3. 5 mi = _____ ft

4. 30 yd = _____ in.

5. 6 ft = _____ in.

6. 12 ft = _____ in.

7. 3 mi = _____ ft

8. 220 yd = _____ ft

9. 2,000 ft = _____ in.

10. 100 yd = _____ in.

Answer each question.

11. How can you find the number of yards in 5 miles?

_____ X 5 = _____

12. How can you find the number of inches in 5 miles?

Time and Space
Activity Sheet

Name: _____ Class: Grade 5 Part 2

Help finish Sten's space adventure by filling in the missing times.

6:15 - 3hr. = 3:15 - 30minutes

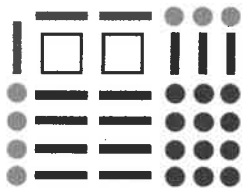
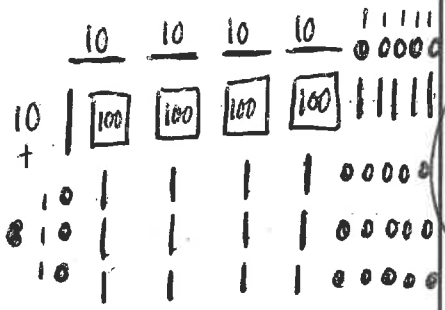
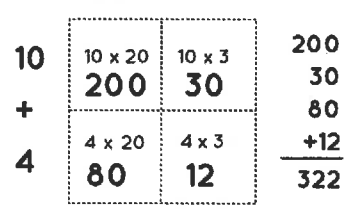
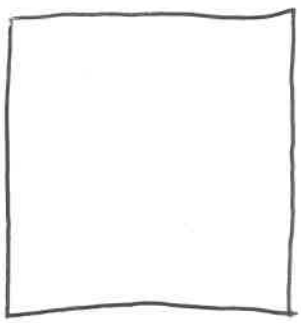
Sten began his space journey at 6:15 a.m. He started to prepare his spaceship three and a half hours before, at 2 : 45 a.m. By 6:05 a.m. he was ready, and he radioed through to mission control to tell them it was time to start his countdown. It was so exciting! All the lights on the flight deck lit up, and the engine roared. Sten couldn't help grinning, but if he were honest, he would have admitted to feeling a little nervous. Two hours and twenty minutes later at ___ : ___, Sten had finished orbiting Earth and was getting impatient. He wanted to arrive, although he knew his journey would take ages. After looking at a book for 35 (later) minutes at ___ : ___ Sten turned on his space television. One hour later, at ___ : ___, he started to feel a bit tired. Suddenly, Sten woke up with a jump! "Oh no!" he thought to himself, "How on Earth could I have nodded off at such an important time? I've been asleep for one hour and fifteen minutes, and the time is now ___ : ___." (later)

Carry the story of Sten's adventure into space below.
Don't forget to include the times when things happen. Write 3-5 sentences.

Name _____ Date Grade 5 Part 1

THREE WAYS TO MULTIPLY

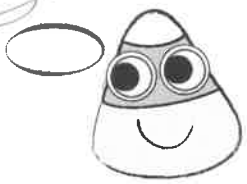
Here are three strategies you can use to multiply multi-digit factors. For each strategy, look at the example problem on the left. Then, try it on the right!

	23 x 14	45 x 13
BASE TEN ARRAY	● = 1	= 10 □ = 100
	23 x 14  200 + 110 + 12 = 322 **23 x 14 = 322**	 400 + 170 + 15 = 585 Done
AREA MODEL	**23 x 14** (20 + 3) x (10 + 4)  **23 x 14 = 322**	
PARTIAL PRODUCTS	**23** **x 14** **12** ..... (4 x 3) **80** ..... (4 x 20) **30** ..... (10 x 3) **+ 200** ..... (10 x 20) **322**	45 x 13

Name _____ Date Grade 5 Part 2

Partial Products Method Part 1

Step 1: Multiply by the ones.
Step 2: Multiply by the tens.
Step 3: List the partial products.
Step 4: Add all of the partial products to find the total.



54 x 26

54	think 50 + 4
x 26	think 20 + 6
24	(6 x 4)
300	(6 x 50)
80	(20 x 4)
+1000	(20 x 50)
1,404	

1)

	x	2	8	
		4	0	= 5 x 8
	1	0	0	= 5 x 20
	3	2	0	= 40 x 8
+	8	0	0	= 40 x 20
	1,	2	6	0

2)

	x	7	3	
				= ___ x ___
				= ___ x ___
				= ___ x ___
+				= ___ x ___

3)

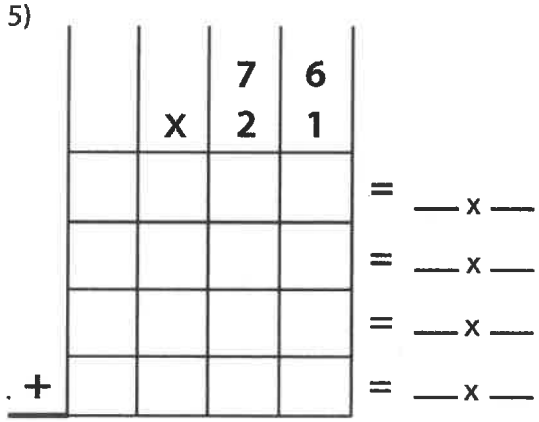
	x	8	1	
				= ___ x ___
				= ___ x ___
				= ___ x ___
+				= ___ x ___

4)

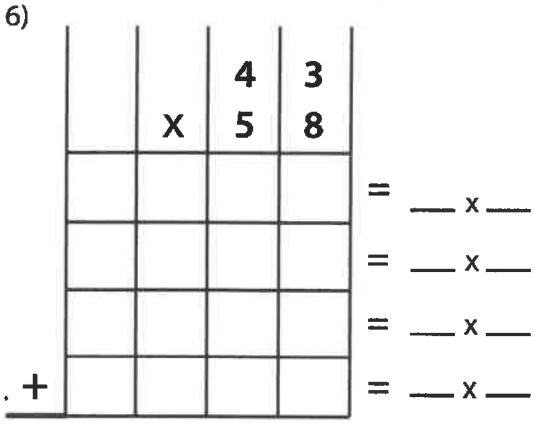
	x	6	3	
				= ___ x ___
				= ___ x ___
				= ___ x ___
+				= ___ x ___

Name _____ Date Part 2

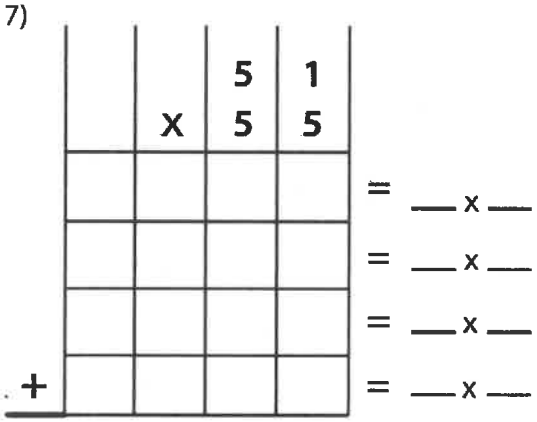
5)



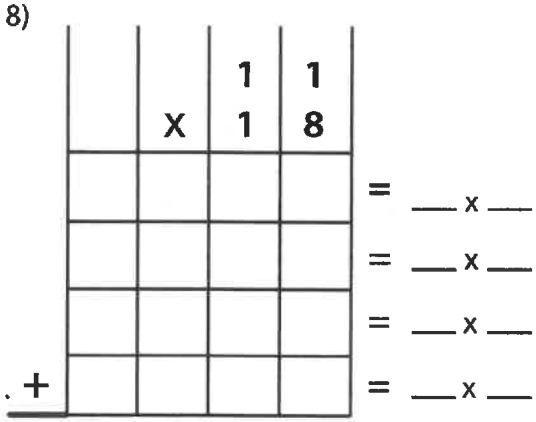
6)



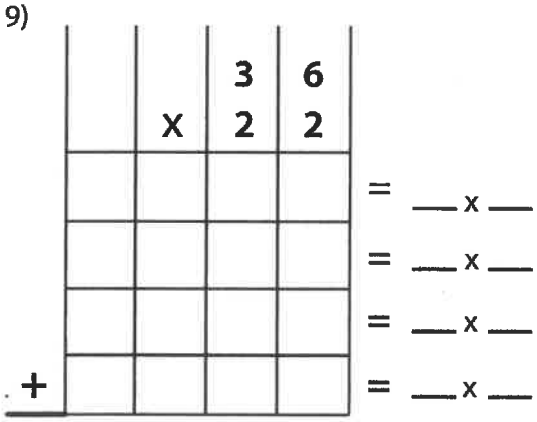
7)



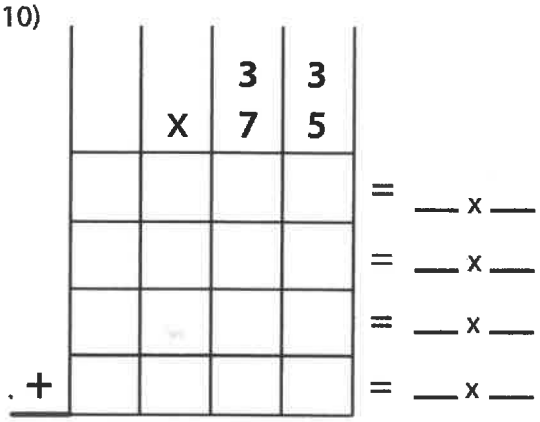
8)



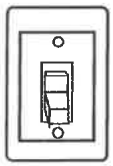
9)



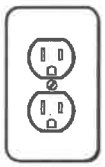
10)



Name _____ Date Grade 5



Dividing Decimals



Move the decimal in the divisor to the right, counting the number of places as you go. Then move the decimal in the dividend the same number of times. Bring the decimal up to the quotient area and divide as usual.

First move the decimal point over

3.5 | 77.35

same amount both sides

Then divide and bring up the decimal point. (straight up)

022.1
3.5 | 77.35
−70
73
−70
35

1) .038 ÷ .02

2) .42 ÷ .07

3) 1.35 ÷ .3

4) 46.7 ÷ .05

5) 328 ÷ .04

6) 1.21 ÷ 1.1

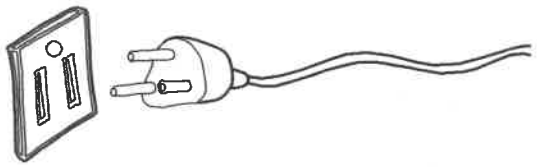
7) 32.88 ÷ .06

8) 0.432 ÷ .12

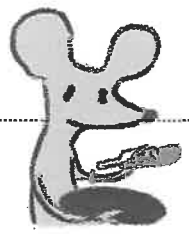
03.6
12 | 43.2
−36
72
72
0

9) 3.616 ÷ .08

10) 184 ÷ .5



Name _____ Date Part 2



Delicious Decimals
Multiplying Decimals

You can also use partial product.

To multiply decimals:

1. Line the numbers up on the right. (You do not need to line up the decimal points!)
2. Multiply with the same routine you use with whole numbers.
3. Add up how many decimal places are in each number.
4. Start at the right of your answer and move the number of places equal to the sum of decimal places.

Example:

$$\begin{array}{r} 7.41 \\ \times\ 8.2 \\ \hline 1482 \\ +\ 59280 \\ \hline 60.762 \end{array}$$

Remember your place holder zeros "0" (turtle egg)

a. 9.578×3

b. 21.77×3.11

$$\begin{array}{r} 2177 \\ 21770 \\ +\ 653100 \\ \hline 67.7047 \end{array}$$

then the decimal point

c. 4.7×4.7

d. 78.9×8.6

e. 101×5.7

f. 4.686×8

g. 65.9×1.4

h. 9.268×65

i. 5.49×9.2

j. 71.30×6.3

k. 3.489×2.4

Grade 5

Order of Operations: PEMDAS

1. **Parentheses** ( ) First, perform operations within parentheses.

Then 2. **Exponents** Y^2 Second, perform operations with exponents.

Then 3. **Multiplication** X **and Division** ÷ Third, perform all multiplication and division operations from left to right.

Then 4. **Addition** + **and Subtraction** - Lastly, perform all addition and subtraction operations from left to right.

Solve the following problems using PEMDAS

1. (4 + 3) x 10 ÷ 2 + (5 x 6)
(7 x 10 ÷ 2) + 30
(70 ÷ 2) + 30 = 65
(35) + (30) = 65

2. 3^2 + (2 + 12 x 2) - 16 ÷ 4
3X3

3. 4 (15 ÷ 3) + (6 x 3) - 2^2
2X2

4. 9^2 x 2 - 20
(9x9)

5. 1- 13 x 2 + 25 - 3 + 15 - 3

6. (10 - 7) + (2 x 14 ÷ 4)

7. 64 - 8 + 12 x 2 + 9

8. 12^2 - 23 + (9 x 3)
12X12

9. 4^3 - 3^3
(4x4x4) - (3x3x3)
64 - 27 = ☐

10. 9 + 5 - 10 x 6 - 8

Name _____ Date Grade 5

Expressions & Word Problems

Let's review the *Order of Operations*! Put the following operations in the correct order: "PEMDAS"

Multiplication & Division Exponents Addition & Subtraction Parenthesis/Groups

1. _____
2. _____
3. _____
4. _____

Match each expression to its answer. Show your work on a separate piece of paper.

$(7 \times 2) + 3$	64
8^2	100
$18 - (2 + 1) \times 3$	8
$4 + 12 \div 3$	17
$5^2 \times (11 - 7)$	9

$5^2 \times (11 - 7) = 25 \times 4 =$

$5 \times 5 \times 4$

Choose the correct numerical expression for each written statement.

1. the product of eight and six

   a) 8 + 6 *b) 8 x 6* *c) 8 - 6* *d) 8 ÷ 6*

2. the quotient of 20 and four

   a) 20 + 4 *b) 20 x 4* *c) 20 - 4* *d) 20 ÷ 4*

3. three times the difference between four and two

   a) 4 - 2 x 3 *b) 3 x 4 - 2* *c) 3 x (4 - 2)* *d) 3 - (4 x 2)*

4. five less than double 14

   a) (14 x 2) - 5 *b) $14^2 - 5$* *c) 14 - 5* *d) 14 x (5 - 2)*

5. six times the sum of 14 and eight squared

   a) $8^2 \times 6 + 14$ *b) 6 x (14 + 8)* *c) $6 \times 14 + 8^2$* *d) $6 \times (14 + 8^2)$*

Write an expression to solve each word problem. Use additional paper to show your work.

1. Tina lines up all her gummy bears and sees that she has the product of six and two. Then her brother gives her two more. How many gummy bears does she have now?

   $(6 \times 2) + 2$

2. A cookie recipe makes 24 cookies. Jaio made 11 less than double the recipe. How many cookies did she make?

   _____

3. Ahmed is collecting feathers. He finds two white feathers at the park and three white feathers at home. At the zoo, he finds four times as many blue feathers as all of his white feathers. How many blue feathers did he find at the zoo?

   _____

Hot Air
Activity Sheet

Name: _____ Class: Grade 4 Part 1

Add the fractions.

Example 1 $\frac{2}{5} + \frac{2}{5} = \frac{4}{5}$ slide →

2 $\frac{3}{8} + \frac{4}{8} =$ _____

3 $\frac{3}{4} + \frac{1}{4} =$ _____

4 $\frac{1}{10} + \frac{6}{10} =$ _____

5 $\frac{30}{100} + \frac{17}{100} =$ _____

6 $\frac{4}{12} + \frac{3}{12} =$ _____

7 $\frac{1}{5} + \frac{2}{5} =$ _____

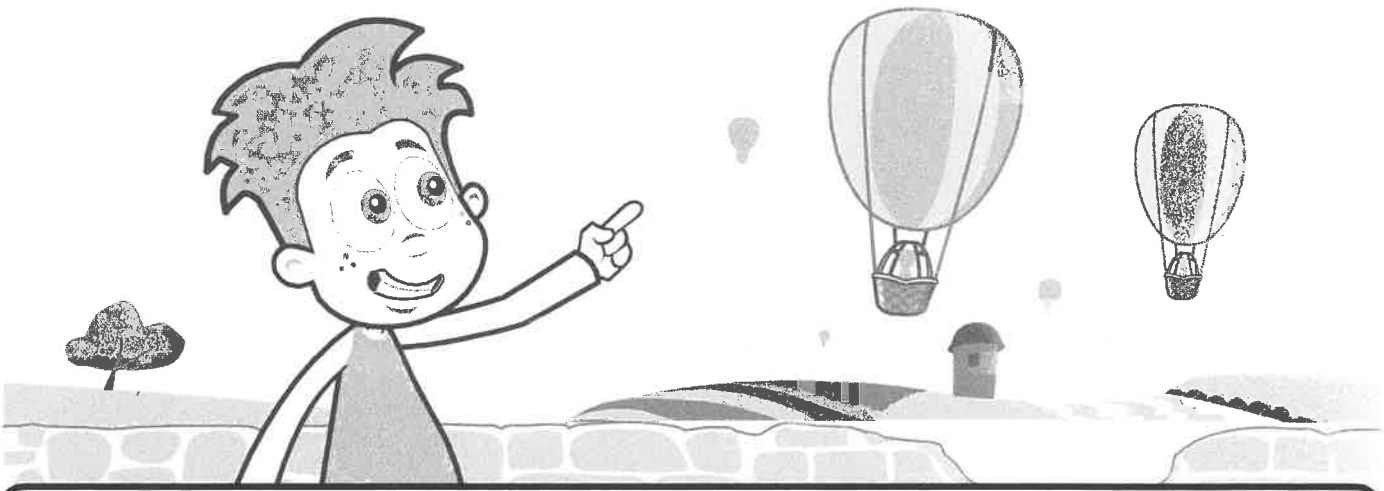
8 $\frac{3}{8} + \frac{2}{8} =$ _____

9 $\frac{8}{12} + \frac{3}{12} =$ _____

10 $\frac{1}{10} + \frac{2}{10} =$ _____

11 $\frac{1}{5} + \frac{3}{5} =$ _____

12 $\frac{1}{8} + \frac{5}{8} =$ _____



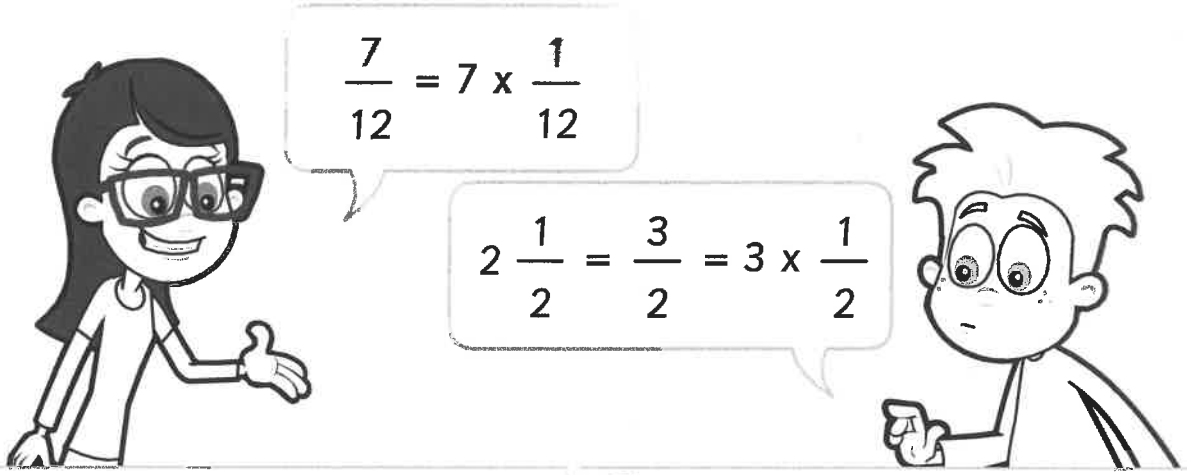
Look at the problem and solution below.
Explain what is wrong.

$\frac{1}{3} + \frac{3}{3} = \frac{4}{6}$ WRONG! Why?

Sandy Segments
Activity Sheet

Name: _____ Class: Grade 4 Part 2

Any fraction can be written as the product of a whole number and a unit fraction.
Write each fraction as the product of a whole number and a unit fraction.



1. $\frac{5}{8}$

2. $\frac{9}{10}$

3. $\frac{3}{5}$

4. $\frac{2}{4}$

5. $\frac{2}{3}$

6. $\frac{11}{12}$

7. $\frac{13}{10}$ Example $13 \times \frac{1}{10}$

8. $\frac{9}{4}$

9. $\frac{17}{5}$

10. $3\frac{1}{8} = \frac{25}{8} =$

Geometry Genius
Activity Sheet

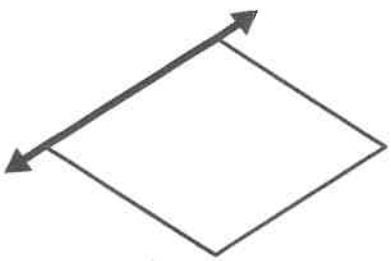
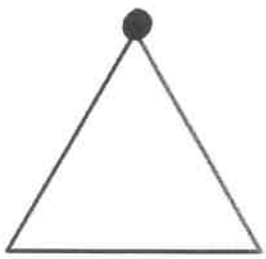
Name: _____ Class: Grade 4 Part 1

Draw an example of each of the following.

point	line	line segment
	< >	• •

ray	angle	
• >		

What is the name for the part of the figure shown in black? (Dark black)

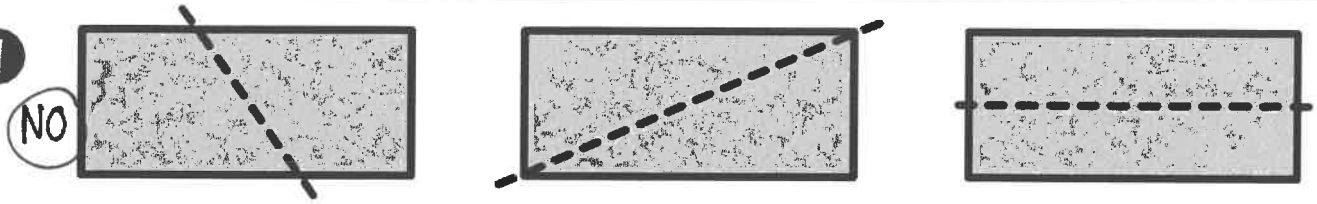
		point
		
		

Twin Peaks
Activity Sheet

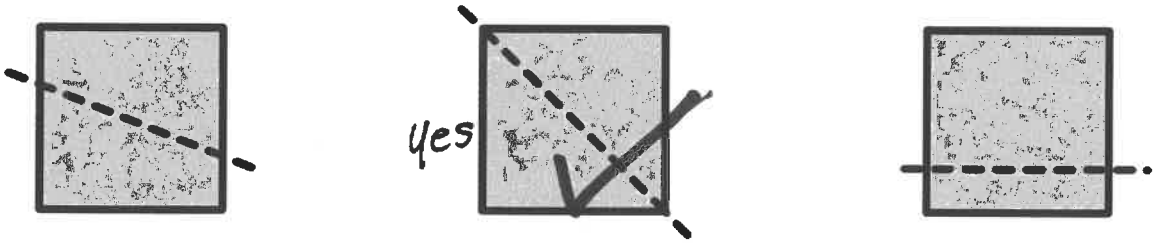
Name: _____ Class: Grade 4 Part 2

Put a check mark next to the shape with the correct line of symmetry. one is done for you.

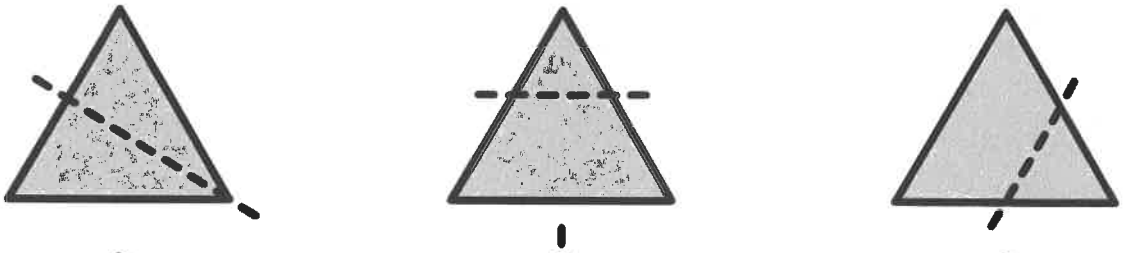
1. NO



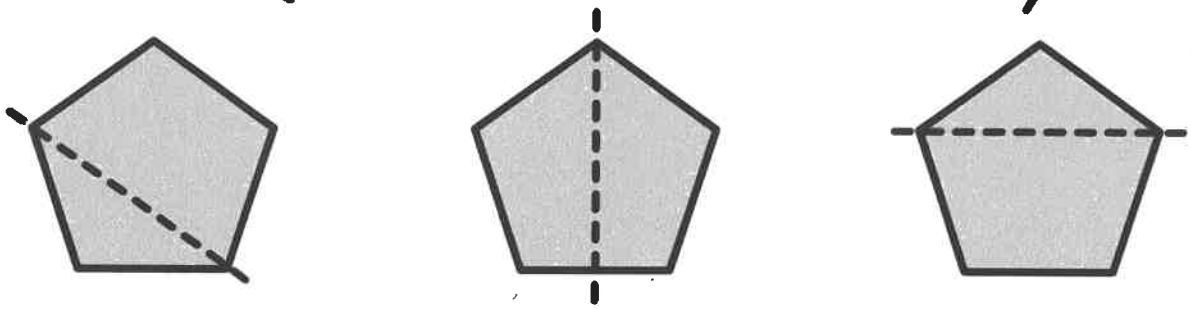
2. yes



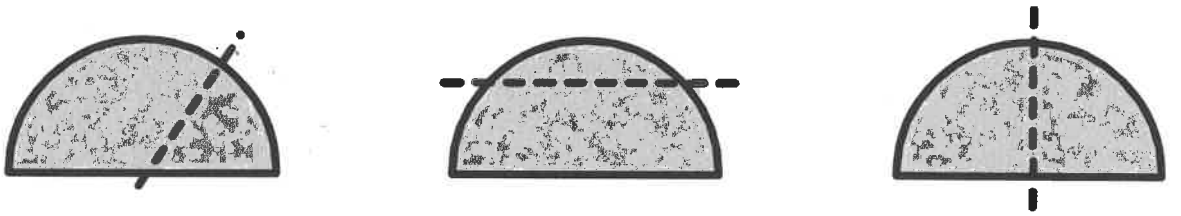
3.



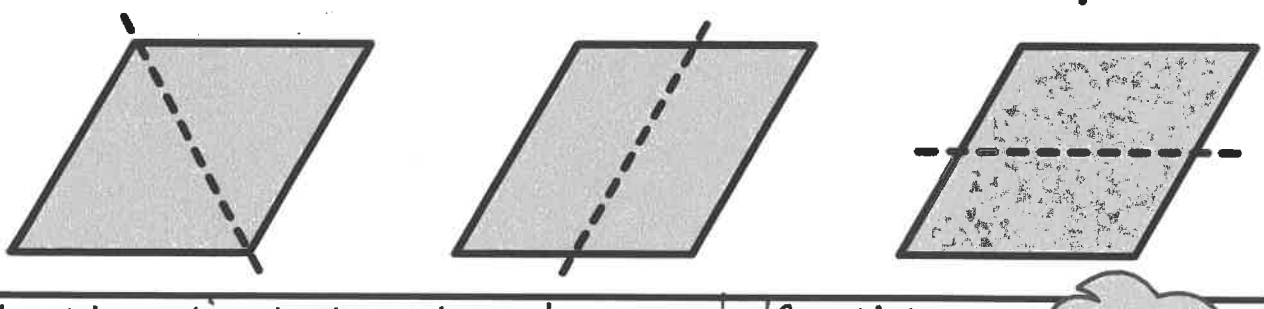
4.



5.



6.



A shape has line symmetry when one half of it is a mirror image of the other half. If folded they fit perfectly together.

MOON MISSION

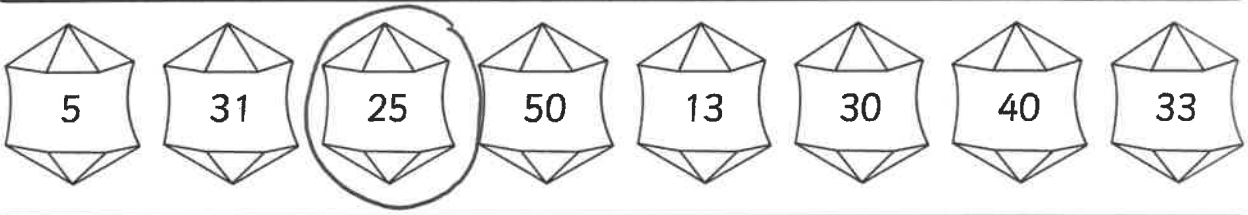
Name:

EducationCity

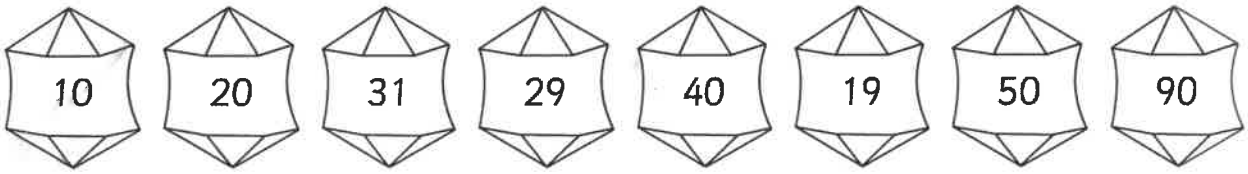
Grade 4

Stig only wants to use crystals that are multiples of 2.
Help him by circling the crystals that are multiples of 2.

Stig only wants to use crystals that are multiples of 5.
Help him by circling the crystals that are multiples of 5.



Stig only wants to use crystals that are multiples of 10.
Help him by circling the crystals that are multiples of 10.



Color in all the numbers that are multiples of 10, multiples of 5 and finally multiples of 2.
Write down which numbers are not colored in below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Do you see a pattern for the numbers not colored in?

Time Keeps on Slipping

Activity Sheet

Name: _____ Class: Grade 4

Complete the table.

	Start Time	End Time	Elapsed Time
1	7:30 a.m.	9:27 a.m.	
2	1:47 p.m.		3 hours 15 minutes more
3		12:35 p.m.	4 hours 13 minutes earlier
4		6:18 p.m.	4 hours 8 minutes earlier
5	8:25 p.m.		2 hour 50 minutes more
6	3:14 p.m.		5 hours 28 minutes more
7	8:32 a.m.	9:50 p.m.	
8		11:54 a.m.	1 hour 52 minutes earlier
9	11:30 a.m.	4:15 p.m.	
10	12:55 p.m.	2:16 p.m.	

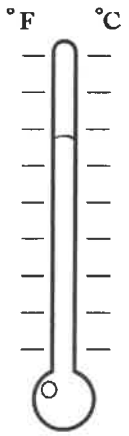
Use a clock with hands to help.

Part 1 Grade 4

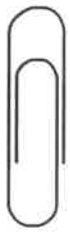
The Metric System

The metric system was originally introduced in 1799 as a decimal system of measurement. Countries around the world use the metric system to measure things. The only exceptions are Myanmar (Burma), Liberia and the United States!

Can you name the metric measurement for each item? Using the terms below, write the correct one underneath each hint.

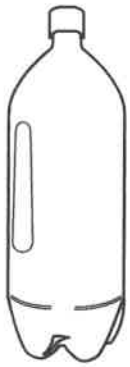


32 degrees Farenheit is 0 in this measurement.

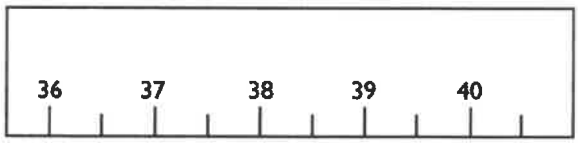


How much a paper clip weighs.

Your finger is the width of one of these.



A bottle of soda holds two of these.



The same as 39.37 inches.

Centimeter Celsius Gram Liter Meter

Part 2
Grade 4

The Metric System

3rd Grade

Choose the correct metric measurement from the word bank below, and write it in the box.

Metric only

1. My house is 15 [Kilometers] from school.

2. Brr!! It is -2 degrees [C] in London

   while it is 14 degrees [C] in San Francisco.

3. The butcher sold 5 [K] of pork to Mr. Smith.

4. Sammy drinks 1 [L] of lemonade after her workout.

5. This palm tree is 2 [M] taller than the shrub.

6. Lisa's ponytail is 12 [C] long.

kilograms	Fahrenheit		feet	Celsius	pounds
miles		inches			
liter	quart	centimeters	meters	~~kilometers~~	

Cosmic Cash
Activity Sheet

Name: _____ Class: Grade 4

Granny is trying to figure out how much she spent at the grocery store, but her receipts have been ripped.
Help her match the top and bottom of the receipts by drawing a line between the matching pieces.

Potatoes	$1.49
Cauliflower	$1.19

Milk	$2.28
Yogurts	$2.09

Coffee	$2.47
Bread	$1.15

Total:	$4.37

Total:	$3.62

Total:	$2.68

Match the totals with the change Granny would get from $10.

Total:	$4.37
$10.00	
- 4.37	

Total:	$3.62
10.00	
- 3.62	

Total:	$2.68
10.00	
- 2.68	

Make a subtraction problem.

Division :

Factor Fun

Grade 4 Part 1

When you read a division question, ask yourself a multiplication question!

$20 \div 5 = ?$

Ask yourself

$5 \times ? = 20$

Five multiplied by what, equals 20?

Example

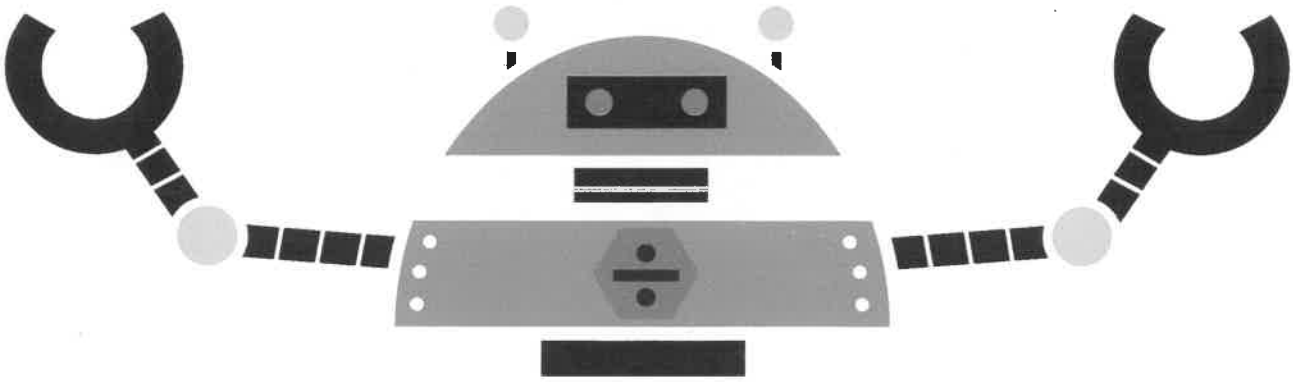
$30 \div 6 =$ 5 because $6 \times$ 5 $= 30$

$60 \div 10 =$ ____ because $10 \times$ ____ $= 60$

$63 \div 9 =$ ____ because $9 \times$ ____ $= 63$

$49 \div 7 =$ ____ because $7 \times$ ____ $= 49$

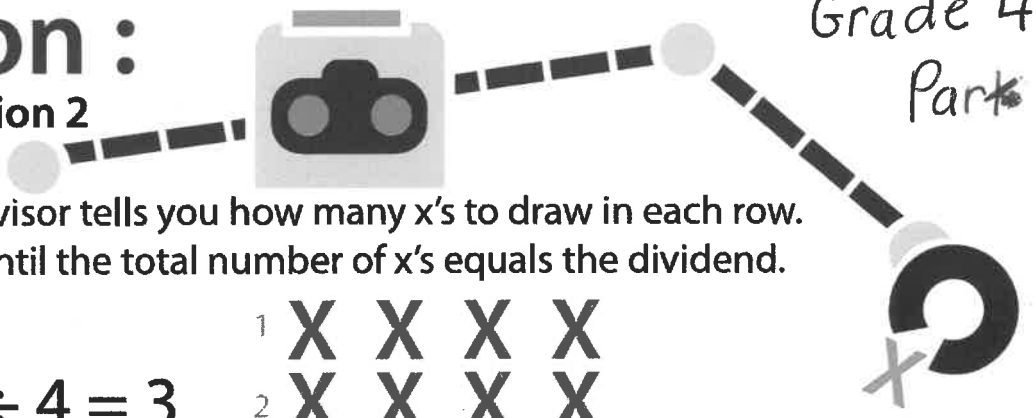
$48 \div 12 =$ ____ because $12 \times$ ____ $= 48$



Division :

Arrays for Division 2

Grade 4
Part 2



Directions: The divisor tells you how many x's to draw in each row. Draw rows of x's until the total number of x's equals the dividend.

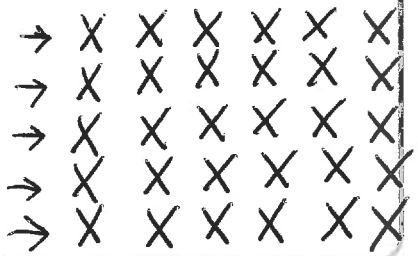
Example: $12 \div 4 = \underline{3}$

1 X X X X
2 X X X X
3 X X X X

Now you try! Draw an array for each division problem and record the quotient on the answer line.

Example

$30 \div 6 = \underline{5 \text{ rows}}$



$16 \div 2 = \_\_$

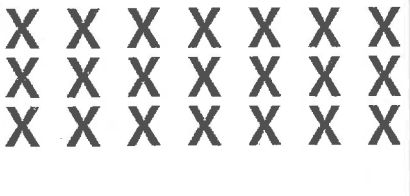
$20 \div 10 = \_\_$

$9 \div 3 = \_\_$

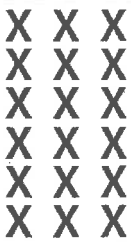
$12 \div 4 = \_\_$

$11 \div 1 = \_\_$

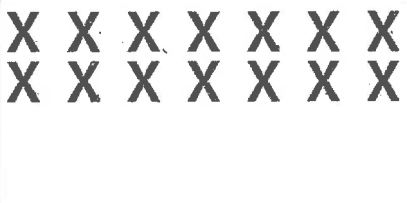
What division problems do the arrays represent?



_____



_____



$14 \div 7 = 2 \text{ rows}$

Example

Grade 4

Division Challenge

Level 2

$11\overline{)55}$ (05)	$5\overline{)130}$	$8\overline{)48}$	$7\overline{)56}$
$9\overline{)108}$	$2\overline{)48}$	$12\overline{)48}$	$3\overline{)81}$
$9\overline{)90}$	$6\overline{)96}$ (16)	$3\overline{)30}$	$4\overline{)56}$
$6\overline{)108}$	$4\overline{)108}$	$2\overline{)66}$	$6\overline{)12}$
$5\overline{)125}$	$2\overline{)74}$	$2\overline{)112}$ (056)	$6\overline{)78}$

$6\overline{)36}$ ← -6

$2\overline{)12}$ ← -10

Name _____ Date Grade 4 Part 1

Area Model Multiplication

35 x 12 = _____

Step 1
Write each number in expanded form.

	30	5
10		
+ 2		

Step 2
Multiply to find each of the partial products.

	30	5
10	300	50
+ 2	60	10

Step 3
Add the partial products.

	30	5
10	300	50
+ 2	60	10

$$\begin{array}{r} {\scriptstyle 1} \\ 300 \\ 50 \\ 60 \\ +\ 10 \\ \hline 420 \end{array}$$

35 x 12 = 420

Directions: Use the area model method to solve each problem. Record the products on the answer lines.

1) 35 x 21 = _____

	30	5
20		
+ 1		

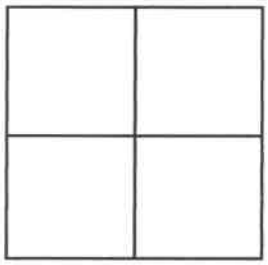
2) 62 x 15 = _____

3) 15 x 18 = _____

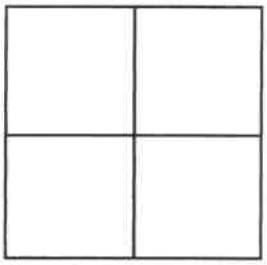
4) 54 x 23 = _____

Name_____ Date Grade 4 Part 2

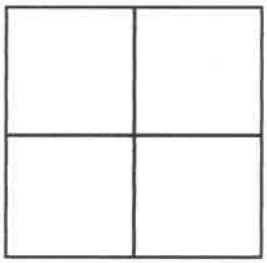
5) 33 x 22 = _____



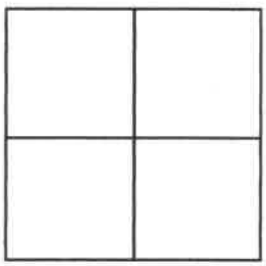
6) 24 x 45 = _____



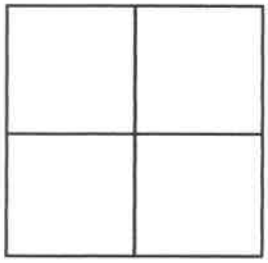
7) 42 x 14 = _____



8) 35 x 25 = _____



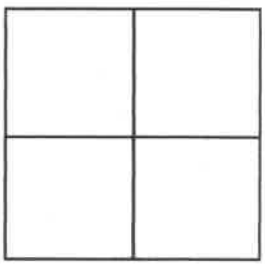
9) 17 x 12 = _____



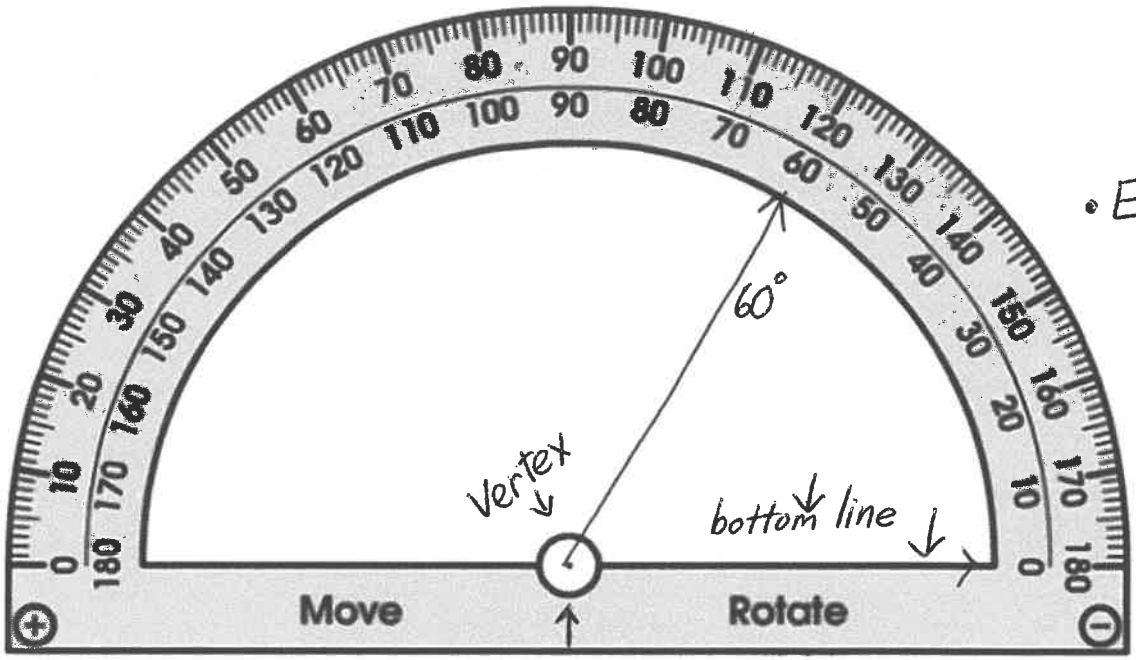
10) 86 x 52 = _____

80 + 6

50 + 2

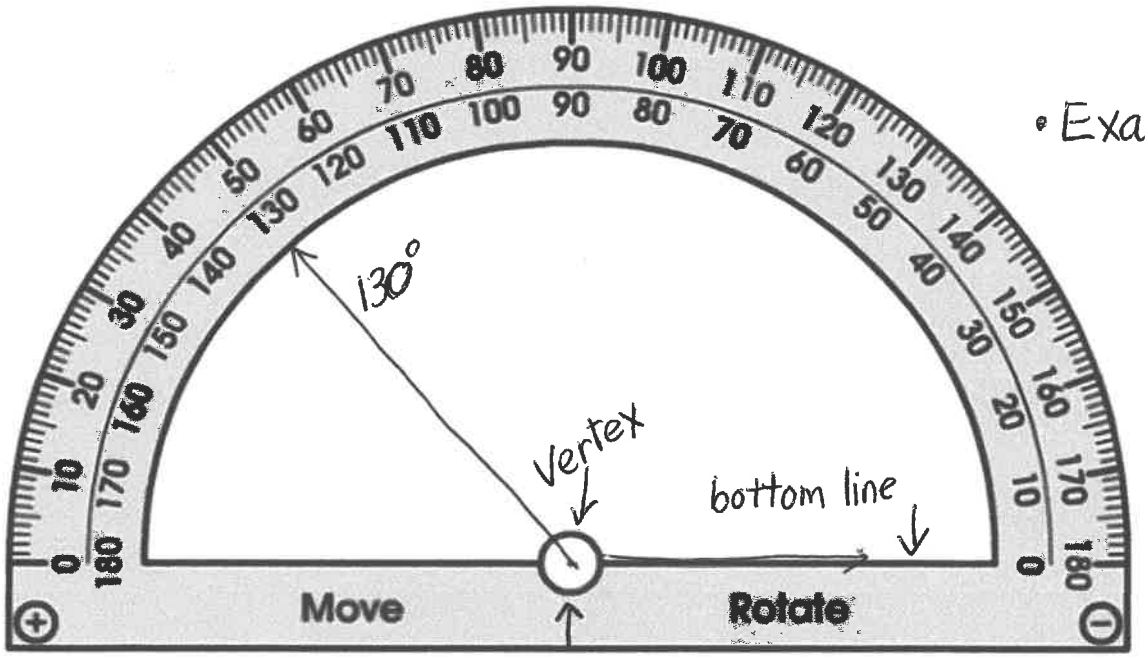


Use
Obtuse angle - numbers greater than 90°



• Example •

★ Now cut out this protractor to measure angles... on your Math handout. Cut out the middle section, too.



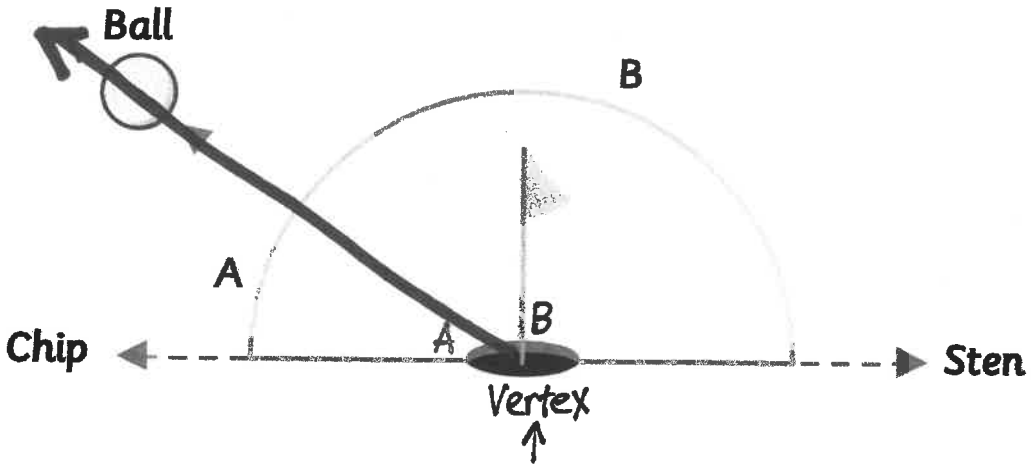
• Example •

Use
Acute angle - numbers less than 90°

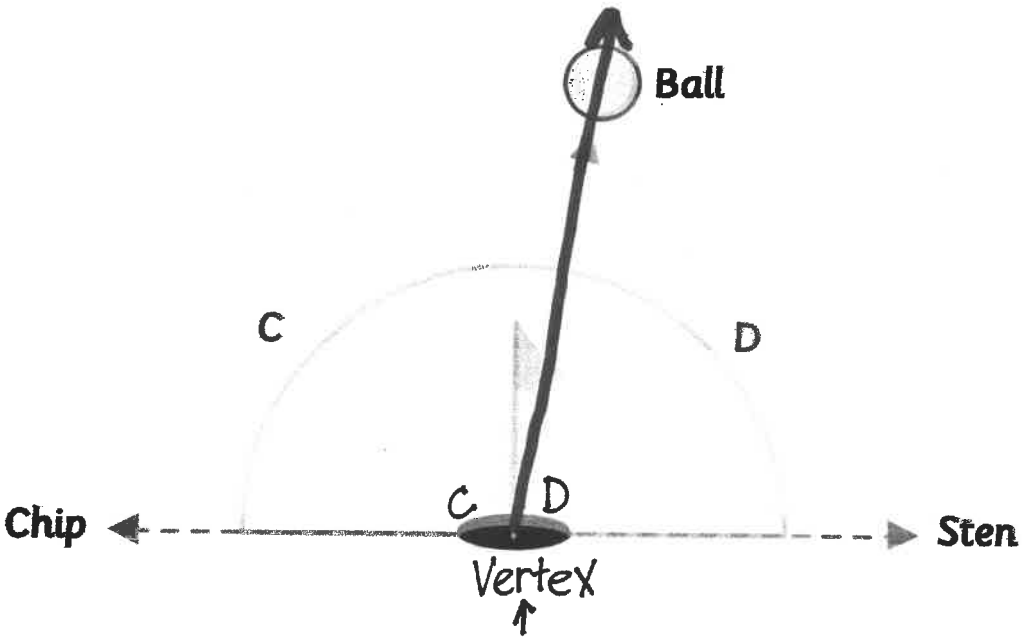
The Tee Degrees
Activity Sheet

Name: _____ Class: Grade 4

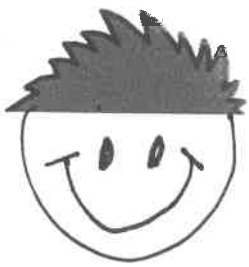
Sten and Chip are not having much luck with their putting.
Help them to find the following angles. Use the protractor



Angle A measures ____°. Angle B measures ____°.



Angle C measures ____°. Angle D measures ____°.



Study Island 4th Grade Math - Real World Algebraic Thinking

Question 1 .

John played a new card game in which he divided a stack of 54 cards evenly among 6 players, including himself.

How many cards did each player get?

- **A.** 6
- **B.** 9
- **C.** 60
- **D.** 48

Question 2 .

or array

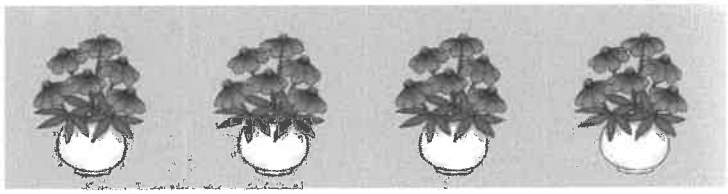
Maggie is planting a flower garden. She has 10 flowers and plants 5 flowers a day. Use a table to determine how many days will it take Maggie to plant all of her flowers.

- **A.** 2 days
- **B.** 7 days
- **C.** 5 days
- **D.** 4 days

Question 3 .

Kira filled four vases with flowers. She put six flowers in each vase. How many flowers did Kira put in the four vases in all?

Use the model below to help find how many flowers Kira put in the four vases in all.



4 × 6 =

- **A.** 10
- **B.** 30
- **C.** 24
- **D.** 18

Use [tables, tape diagrams, pictures] if needed. Arrays or operations

Question 4 .

Ryan is finishing the fence around his house. He needs 10 pieces of wood, each 7 feet long. How much wood does Ryan need in all?

- **A.** 17 feet
- **B.** 63 feet
- **C.** 70 feet
- **D.** 80 feet

Question 5 .

John has 4 bags of apples. Each bag has 4 apples in it. How many apples are in the 4 bags?

- **A.** 8
- **B.** 18
- **C.** 16
- **D.** 14

Question 6 .

Two scarves cost $18. Each scarf costs the same amount.

divide

How much does each scarf cost?

- **A.** $9
- **B.** $7
- **C.** $8
- **D.** $10

Question 7 .

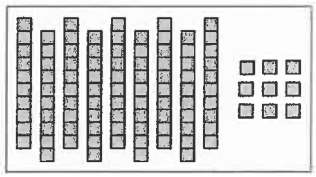
Jerry put 12 tennis balls into 3 bags. He put the same number of balls in each bag. How many tennis balls are in each bag?

divide

- **A.** 1
- **B.** 9
- **C.** 4
- **D.** 7

Question 8 .

Ms. Morgan has 99 markers to share equally among 9 groups of students. Use the model below to determine how many markers each group will receive.



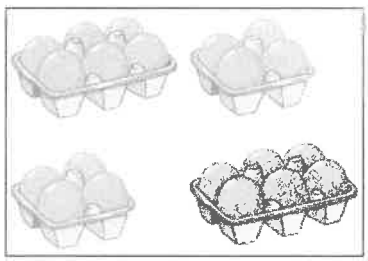
or draw a picture

- **A.** 11
- **B.** 9
- **C.** 6
- **D.** 8

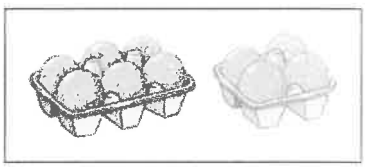
Question 9 .

Mary's mother bought 4 cartons of eggs. Each carton had 6 eggs.

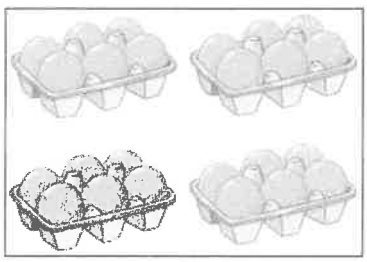
Which of the following models shows the total number of eggs that Mary's mother bought?



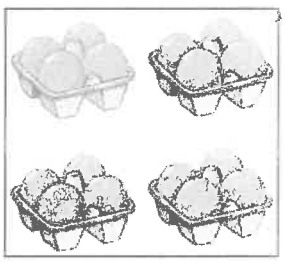
W.



X.



Y.



Z.

- **A.** Z
- **B.** Y
- **C.** W
- **D.** X

Question 10 .

Directions: ~~Type the correct answer in each box. Use numerals instead of words.~~

Look at the expression.

$8 \times 6 = \square$

Show an array of 8x6.