

# **SUMMER MATH REVIEW PACKET**

**3<sup>RD</sup> GRADE**

**(going into Grade 4)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Choose the letter of the correct answer.

1 Which number has an 8 in the tens place?

- (A) 48
- (B) 84
- (C) 408
- (D) 848

2 What is the place of the 2 in the number 240?

- (F) Ones
- (G) Tens
- (H) Twenty
- (J) Hundreds

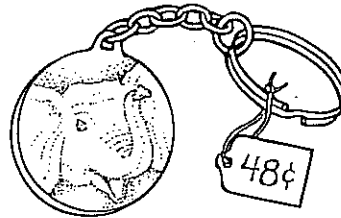
3 Which number is equal to  $500 + 40 + 5$ ?

- (A) 50,045
- (B) 5,045
- (C) 545
- (D) 54

4 Walden School has 821 students. What is the value of the underlined digit in 821?

- (F) 8
- (G) 18
- (H) 80
- (J) 800

5 What is the cost of the item below rounded to the nearest ten cents?



- (A) 40¢
- (B) 42¢
- (C) 45¢
- (D) 50¢

6 Ken has 67 trading cards. If he rounds this number to the nearest ten, what is the rounded number?

- (F) 70
- (G) 68
- (H) 65
- (J) 60

7 What is 429 rounded to the place of the underlined digit?

- (A) 300
- (B) 400
- (C) 430
- (D) 500

8 Fewer than 20 students took the math test. The highest score was 98. Two students scored 44. Which of these numbers is an estimate?

- (F) 2
- (G) 44
- (H) 98
- (J) Fewer than 20

Name \_\_\_\_\_ Date \_\_\_\_\_

Choose the letter of the correct answer.

1 What is the place of the underlined digit in 2,992?

- (A) Ones
- (B) Tens
- (C) Hundreds
- (D) Thousands

2 How is four thousand, three hundred two written in standard form?

- (F) 4,032
- (G) 4,302
- (H) 4,320
- (J) 4,322

3 Which of the following is a true statement?

- (A)  $2,897 > 2,987$
- (B)  $2,987 < 2,897$
- (C)  $2,987 = 2,897$
- (D)  $2,987 > 2,897$

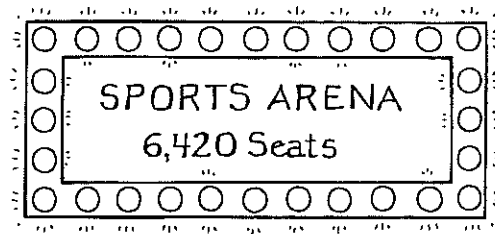
4 Which list shows these numbers in order from least to greatest?

- (F) 480, 408, 428, 502
- (G) 408, 480, 502, 428
- (H) 408, 428, 480, 502
- (J) 428, 480, 408, 502

5 Which number shows 2,103 rounded to the nearest hundred?

- (A) 2,000
- (B) 2,110
- (C) 2,100
- (D) 3,000

6 Look at the sign below.



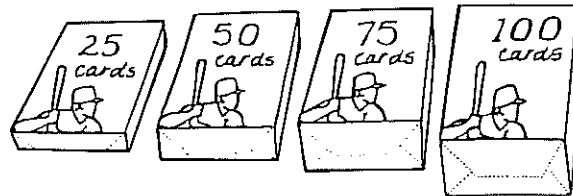
What is the number of seats rounded to the nearest thousand?

- (F) 6,000
- (G) 6,400
- (H) 6,420
- (J) 7,000

7 What is the least whole number you can make using the digits 7, 9, 3, 5?

- (A) 5,793
- (B) 3,579
- (C) 7,953
- (D) 3,975

8 Look at these packs of trading cards.



If the pattern continues, how many cards will be in the next larger pack?

- (F) 105
- (G) 115
- (H) 120
- (J) 125



Name \_\_\_\_\_ Date \_\_\_\_\_

Choose the letter of the correct answer.

- 1 Jan emptied her pockets and found these bills and coins. How much money did Jan find?



- (A) \$3.04
- (B) \$3.22
- (C) \$3.30
- (D) \$3.42

- 2 Bert has a half-dollar. Which of his friends has the same amount of money?

- (F) Al has 5 dimes.
- (G) Oscar has 5 nickels.
- (H) Yvonne has 20 pennies.
- (J) Ellie has 2 dimes.

- 3 Kyle has ten dollars and twenty-six cents. How can he write that amount using a dollar sign and a decimal point?

- (A) \$10.02
- (B) \$10.26
- (C) \$12.6
- (D) \$26.10

- 4 Erin has these coins to spend.



Which other group of coins has the same value as Erin's coins?



- 5 Carl wrote 4 statements. Which statement is not true?

- (A) 10 nickels > 1 quarter
- (B) 10 nickels = 2 quarters
- (C) 10 nickels < 3 quarters
- (D) 10 nickels > 2 quarters

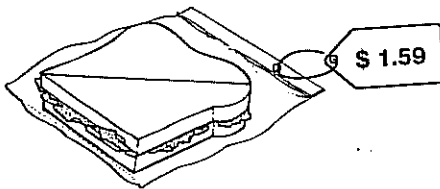
Name \_\_\_\_\_

Date \_\_\_\_\_

- 6 Yogurt from a snack machine costs 80¢. The machine does not give change and does not take pennies. Which combinations of coins can be used to buy yogurt from the machine?

- (F) 5 dimes, 5 nickels, 5 pennies  
 (G) 1 quarter, 4 dimes, 3 nickels  
 (H) 1 quarter, 5 dimes, 5 pennies  
 (J) 6 dimes, 3 nickels

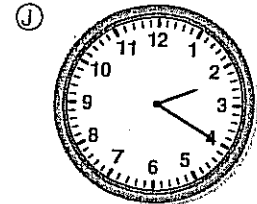
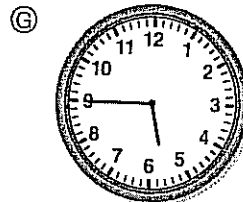
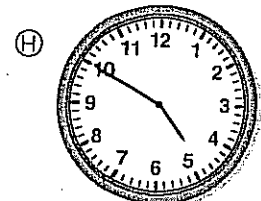
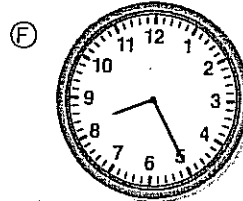
- 7 Wes used the bills you see below to pay for the sandwich.



How much change should he get?

- (A) \$1.41  
 (B) \$0.61  
 (C) \$0.59  
 (D) \$0.41

- 8 Alyce has to be home by a quarter to six. Which clock shows a quarter to six?



- 9 Nathaniel plans to leave for work by twenty minutes before six. Which time shows twenty minutes before six?

- (A) 20:6  
 (B) 6:40  
 (C) 6:20  
 (D) 5:40

- 10 Rene's dance class begins at ten minutes after four. Which is another way to write "ten minutes after four"?

- (F) 10:4  
 (G) 10:40  
 (H) 4:10  
 (J) 3:50

Name \_\_\_\_\_ Date \_\_\_\_\_

11 Ron wants to write "thirteen minutes after three" using numbers. Which of the following should he choose?

- (A) 3:13
- (B) 10:13
- (C) 10:13
- (D) 11:30

12 Ed had homework in math, science, and spelling. He spent 15 minutes, 20 minutes, and 30 minutes on those subjects, but not in that order. He spent the least time on spelling. He spent less time on science than on math. How many minutes did he spend doing math?

- (F) 10
- (G) 15
- (H) 20
- (J) 30

13 Cheryl's art class ends at 7:35. She has planned to meet Christopher 25 minutes later. At what time does Cheryl plan to meet Christopher?

- (A) 7:10
- (B) 7:25
- (C) 7:50
- (D) 8:00

14 At 4:15 last Thursday, Andrea and Daiki decided to go to see a movie. The movie started two hours later. At what time did the movie start?

- (F) 4:17
- (G) 4:35
- (H) 5:15
- (J) 6:15

15 Jan wants to see a basketball game at the school gym. The game begins at 6:45 P.M. It takes Jan 20 minutes to walk to the gym. On her way she needs to stop at her sister's for 10 minutes. What is the latest time Jan can leave and still get to the game before it starts?

- (A) 5:45 P.M.
- (B) 6:15 P.M.
- (C) 6:25 P.M.
- (D) 7:15 P.M.

**Try These!** Find a pattern. Then solve.

1. The first train passing through town is number 468. It is followed by 472, then 476, and 480. If the pattern continues, what two trains are likely to be next?

468            472            476            480            \_\_\_\_\_

○ \_\_\_\_\_    ○ \_\_\_\_\_    ○ \_\_\_\_\_    ○ \_\_\_\_\_    ○ \_\_\_\_\_

The next trains are likely to be \_\_\_\_\_ and \_\_\_\_\_.

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2. Look at the pattern in the numbers below. What is the next number likely to be?

68            65            62            59            \_\_\_\_\_

○ \_\_\_\_\_    ○ \_\_\_\_\_    ○ \_\_\_\_\_    ○ \_\_\_\_\_

The next number is likely to be \_\_\_\_\_.

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3. Sarah hangs post cards on her wall. She hangs 5 cards in the first row, 10 cards in the second row, and 15 cards in the third row. If she continues this pattern, how many cards is she likely to hang in the fourth row?

5            10            15            \_\_\_\_\_

○ \_\_\_\_\_    ○ \_\_\_\_\_    ○ \_\_\_\_\_

Sarah is likely to hang \_\_\_\_\_ post cards in the fourth row.

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4. Mark earned \$3 the first week he sold newspapers. He earned \$6 the second week. The third week, he earned \$9. If this pattern continues, how much is he likely to earn in each of the next three weeks?

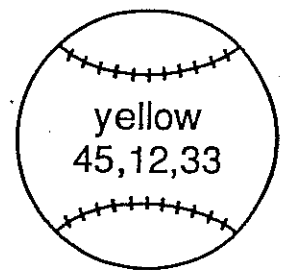
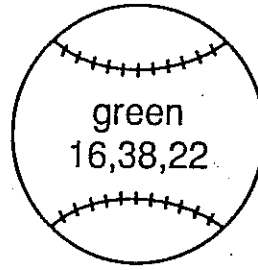
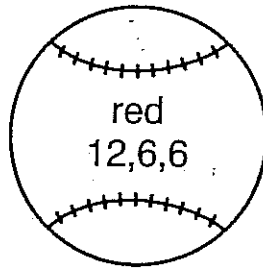
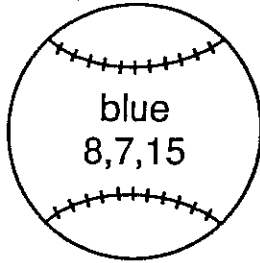
\$3            \$6            \$9            \$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_

○ \_\_\_\_\_    ○ \_\_\_\_\_    ○ \_\_\_\_\_    ○ \_\_\_\_\_    ○ \_\_\_\_\_

Mark is likely to earn \$ \_\_\_\_\_, \$ \_\_\_\_\_,  
and \$ \_\_\_\_\_ in the next three weeks.

**Fact Families**

The numbers on each baseball belong to a family of facts.



Complete the number sentence in each bat. Then color the bats and baseballs belonging to the same fact family. Use the color named on each baseball for each family of facts. You may use a calculator.

$12 - \underline{\quad} = 6$     
  $\underline{\quad} + 16 = 38$     
  $8 + \underline{\quad} = 15$     
  $\underline{\quad} - 33 = 12$

$38 - \underline{\quad} = 22$     
  $15 - \underline{\quad} = 7$     
  $12 + \underline{\quad} = 45$     
  $6 + \underline{\quad} = 12$

$\underline{\quad} + 6 = 12$     
  $45 - \underline{\quad} = 33$     
  $\underline{\quad} + 22 = 38$     
  $\underline{\quad} + 8 = 15$

$\underline{\quad} - 6 = 6$     
  $\underline{\quad} - 7 = 8$     
  $33 + \underline{\quad} = 45$     
  $38 - \underline{\quad} = 16$

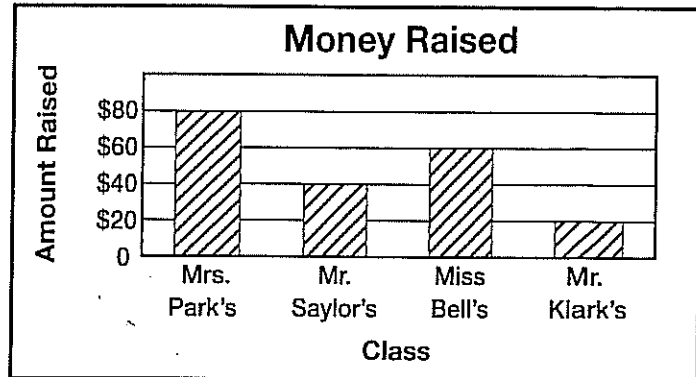
Think of three numbers in a fact family. Then ask a classmate to write the family of facts for those numbers.

Name \_\_\_\_\_

# Read a Graph

## Read It Look for information.

Order the amount of money raised by each class from least to greatest.



## Organize It Here is a way to organize the information.

Follow the top of each bar to see how much money each class raised.

Mrs. Park's class: \$ \_\_\_\_\_      Mr. Saylor's class: \$ \_\_\_\_\_  
 Miss Bell's class: \$ \_\_\_\_\_      Mr. Klark's class: \$ \_\_\_\_\_

## Solve It Use the information to solve the problem.

1. Compare the digits in the greatest place.
2. List the amounts of money from least to greatest.

\$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_

## Try These! Use the graph above and models to solve the problems.

1. How much more did Mr. Saylor's class raise than Mr. Klark's class?

Mr. Saylor's class: \$ _____	
Mr. Klark's class: _____	\$ _____ more



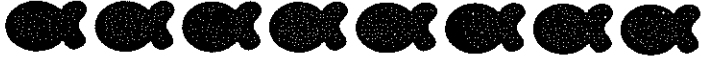


\$ \_\_\_\_\_ more


2. How much money did Mrs. Park's and Miss Bell's classes raise together?


\$ \_\_\_\_\_ together



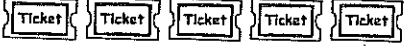


**Try These!** Use the graphs to solve.


Use the pictograph below for Problems 1–4.

Fish in the Aquarium	
Sharks	
Swordfish	
Red snapper	
Manta rays	
Each  stands for 3 fish.	

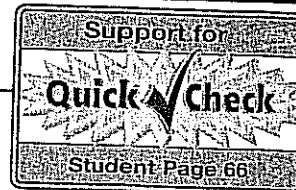
1.  = \_\_\_\_\_ fish
2. How many sharks are in the aquarium? \_\_\_\_\_ sharks
3. How many more red snappers than manta rays are in the aquarium?  
\_\_\_\_\_ more red snappers
4. How many fewer swordfish are in the aquarium than sharks?  
\_\_\_\_\_ fewer swordfish

Use the pictograph below for Problems 5–8.

Raffle Tickets Sold	
Cindy	
Ben	
Selena	
Ira	
Each  stands for 5 tickets.	

5.  = \_\_\_\_\_ tickets
6. How many tickets did Ben sell? \_\_\_\_\_ tickets
7. Who sold 5 more tickets than Selena? \_\_\_\_\_
8. How many tickets did Selena and Cindy sell altogether? \_\_\_\_\_ tickets

Name \_\_\_\_\_

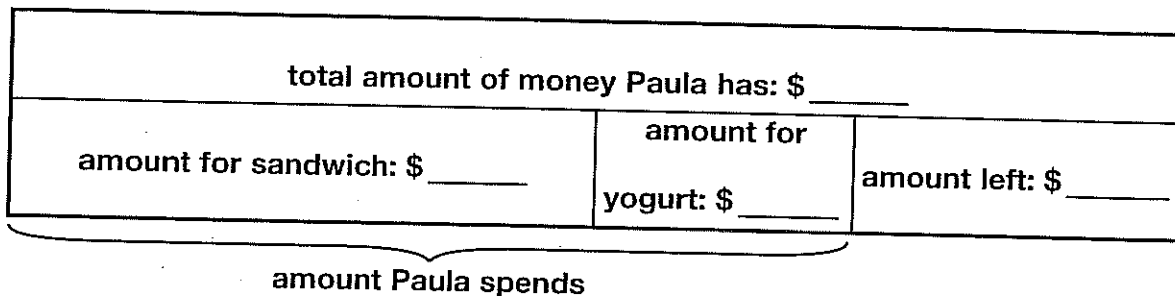


# Choose the Operation

**Read It** Look for information.

Paula has \$10. She spends \$5 for a sandwich and \$2 for yogurt. How much money does Paula have left?

**Picture It** Here is a model of the problem.



**Solve It** Use the model to solve the problem.

**Step 1** Find how much Paula spends for a sandwich and yogurt.

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

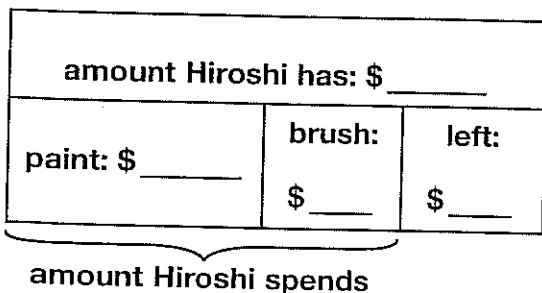
**Step 2** Use the amount from Step 1 to find the amount of money Paula has left.

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

Paula has \$ \_\_\_\_\_ left.

**Try This!** Complete the model. Solve.

Hiroshi has \$8. He spends \$4 on paint and \$2 on a brush. How much money does Hiroshi have left?

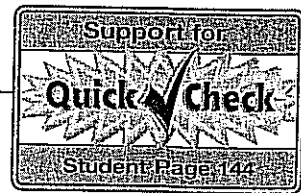


Step 1: \_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

Step 2: \_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

Hiroshi has \$ \_\_\_\_\_ left.

Name \_\_\_\_\_



# Use Operations

**Read It** Look for information.

Josie collected 330 pennies in March and 125 pennies in April. How many pennies did Josie collect altogether?

**Picture It** Here is a model of the problem.

_____ pennies altogether	
March: _____ pennies	April: _____ pennies

**Solve It** Use the model to solve the problem.

1. Circle the sign you will use.

+      -

2. Solve.

<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>

3. How many pennies did Josie collect altogether?

\_\_\_\_\_ pennies

**Try This!** Complete the model. Solve.

Aaron collected 350 bottle caps in June and 235 bottle caps in July. How many bottle caps did Aaron collect altogether?

_____ bottle caps altogether	
June: _____ bottle caps	July: _____ bottle caps

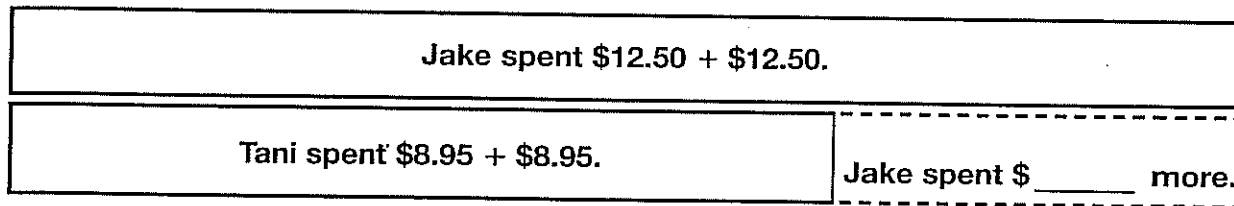
\_\_\_\_\_ bottle caps      Which operation did you use to find out? \_\_\_\_\_

# Use Operations

## Read It Look for information.

A record store sells CDs for \$12.50 each and tapes for \$8.95 each. Jake bought 2 CDs and Tani bought 2 tapes. How much more money did Jake spend than Tani?

## Picture It Here is a model of the problem.

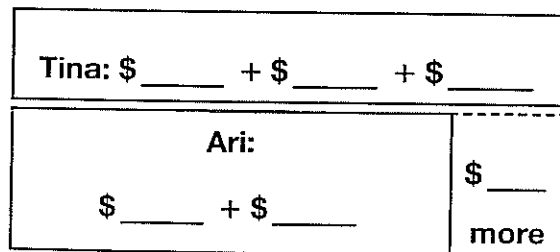


## Solve It Use the model to solve the problem.

1. Jake spent  $\$12.50 + \$12.50$ , or \$ \_\_\_\_\_.
2. Tani spent  $\$8.95 + \$8.95$ , or \$ \_\_\_\_\_.
3. How much more money did Jake spend than Tani? \$ \_\_\_\_\_ more

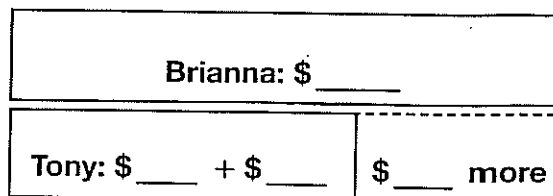
## Try These! Complete the models. Solve.

1. Bracelets sell for \$1.25 each and necklaces for \$1.80 each. Tina bought 3 bracelets and Ari bought 2 necklaces. How much more money did Tina spend than Ari?



\$ \_\_\_\_\_ more

2. A pet store sells collars for \$3.25 and dog sweaters for \$9.75. Tony bought two collars and Brianna bought 1 sweater. How much more did Brianna spend than Tony?



\$ \_\_\_\_\_ more

**PRACTICE**

for pages 82–83

**Adding 3-Digit Numbers**

Write the sum. Help Willy find his way out of the store by circling the answers to exercises 1–16.

$$\begin{array}{r} 1. \quad 128 \\ + 113 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 431 \\ + 129 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 170 \\ + 66 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 367 \\ + 143 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 183 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 494 \\ + 265 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 327 \\ + 92 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 368 \\ + 64 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 379 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 842 \\ + 63 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 766 \\ + 135 \\ \hline \end{array}$$

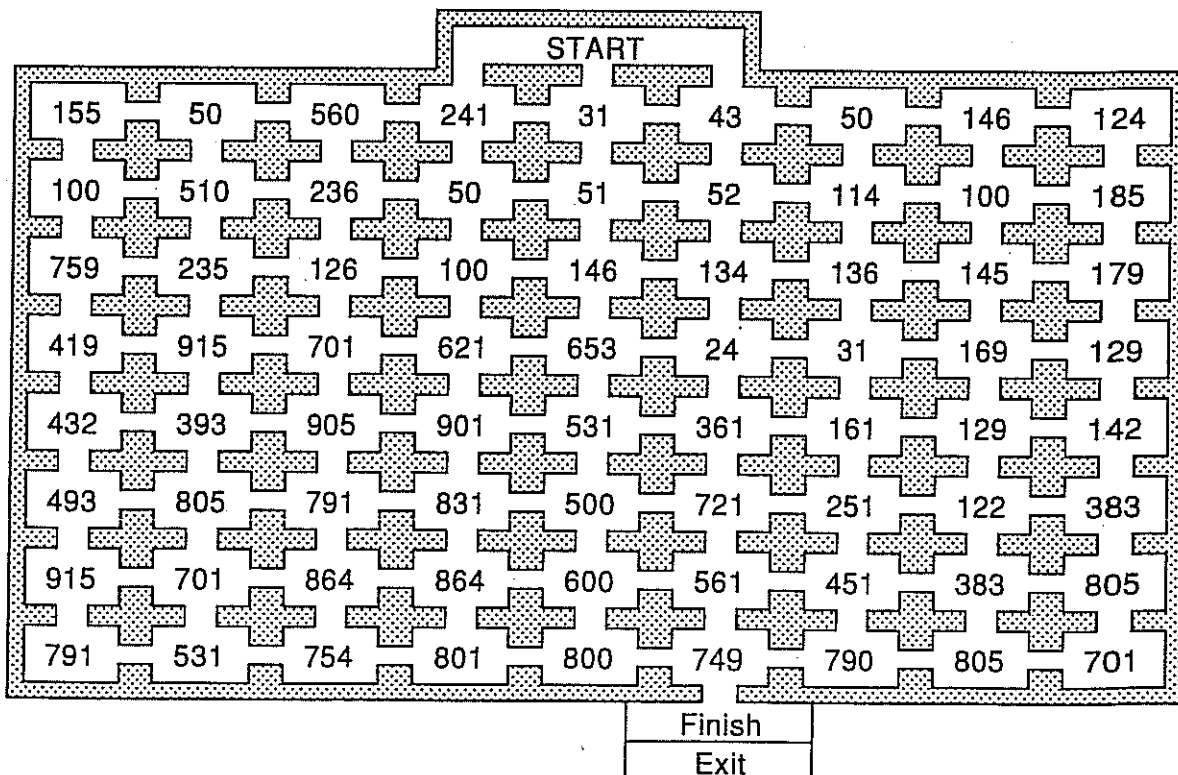
$$\begin{array}{r} 12. \quad 543 \\ + 288 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 450 \\ + 50 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 372 \\ + 349 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 175 \\ + 386 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 674 \\ + 75 \\ \hline \end{array}$$



**Chapter 3**

**PRACTICE**

for pages 94–95

**Subtracting from 3-Digit Numbers**

Subtract. Use your answers to complete the cross-number puzzle.

**Across**

**A.**  $\begin{array}{r} 538 \\ - 65 \\ \hline \end{array}$

**B.**  $\begin{array}{r} 777 \\ - 21 \\ \hline \end{array}$

**C.**  $\begin{array}{r} 81 \\ - 52 \\ \hline \end{array}$

**D.**  $\begin{array}{r} 897 \\ - 783 \\ \hline \end{array}$

**F.**  $\begin{array}{r} 429 \\ - 82 \\ \hline \end{array}$

**G.**  $\begin{array}{r} 716 \\ - 32 \\ \hline \end{array}$

**I.**  $\begin{array}{r} 127 \\ - 59 \\ \hline \end{array}$

**J.**  $\begin{array}{r} 123 \\ - 47 \\ \hline \end{array}$

**K.**  $\begin{array}{r} 713 \\ - 68 \\ \hline \end{array}$

**M.**  $\begin{array}{r} 854 \\ - 98 \\ \hline \end{array}$

**N.**  $\begin{array}{r} 935 \\ - 83 \\ \hline \end{array}$

**P.**  $\begin{array}{r} 877 \\ - 46 \\ \hline \end{array}$

**Q.**  $\begin{array}{r} 416 \\ - 94 \\ \hline \end{array}$

**R.**  $\begin{array}{r} 709 \\ - 37 \\ \hline \end{array}$

**S.**  $\begin{array}{r} 140 \\ - 81 \\ \hline \end{array}$

**Down**

**A.**  $\begin{array}{r} 59 \\ - 17 \\ \hline \end{array}$

**B.**  $\begin{array}{r} 99 \\ - 28 \\ \hline \end{array}$

**D.**  $\begin{array}{r} 256 \\ - 78 \\ \hline \end{array}$

**E.**  $\begin{array}{r} 400 \\ - 54 \\ \hline \end{array}$

**F.**  $\begin{array}{r} 109 \\ - 106 \\ \hline \end{array}$

**G.**  $\begin{array}{r} 88 \\ - 82 \\ \hline \end{array}$

**H.**  $\begin{array}{r} 121 \\ - 85 \\ \hline \end{array}$

**I.**  $\begin{array}{r} 482 \\ - 417 \\ \hline \end{array}$

**J.**  $\begin{array}{r} 152 \\ - 76 \\ \hline \end{array}$

**L.**  $\begin{array}{r} 532 \\ - 79 \\ \hline \end{array}$

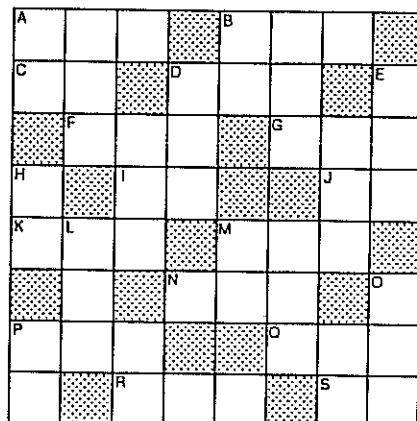
**M.**  $\begin{array}{r} 755 \\ - 680 \\ \hline \end{array}$

**N.**  $\begin{array}{r} 402 \\ - 394 \\ \hline \end{array}$

**O.**  $\begin{array}{r} 528 \\ - 99 \\ \hline \end{array}$

**P.**  $\begin{array}{r} 176 \\ - 92 \\ \hline \end{array}$

**Q.**  $\begin{array}{r} 901 \\ - 898 \\ \hline \end{array}$



**Try These!** Use the models to solve.

1. Lee has 10 quarters. He has twice as many dimes as quarters. How many coins does Lee have in all?

total number of coins: _____	
10 quarters	$10 \times 2 =$ _____ dimes

Lee has \_\_\_\_\_ coins.

2. Tara bought a purse for \$8, a scarf for \$5, and a hat for \$12. She gave the clerk \$30. How much change did Tara get?

gave clerk \$30			
purse: \$8	scarf: \$5	hat: \$12	change: \$ _____

Tara got \$ \_\_\_\_\_ change.

3. Eleanor earned \$10 baby-sitting. Marco earned \$8 more than Eleanor. What amount of money did Eleanor and Marco earn altogether?

total amount earned: \$ _____	
Eleanor: \$ _____	Marco: \$10 + \$8 = \$ _____

Eleanor and Marco earned \$ \_\_\_\_\_ altogether.

4. Tony put 62 cars on his shelves. He has 7 shelves. Each shelf holds 10 cars. How many more cars can Tony put on his shelves?

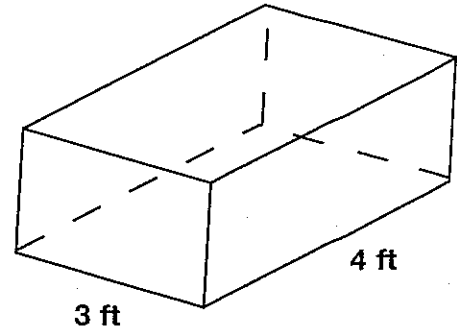
total number of cars the shelves can hold: $7 \times 10 =$ _____	
cars on shelves: 62	_____ more cars

Tony can put \_\_\_\_\_ more cars on his shelves.

**Try These!** Use the models to solve.

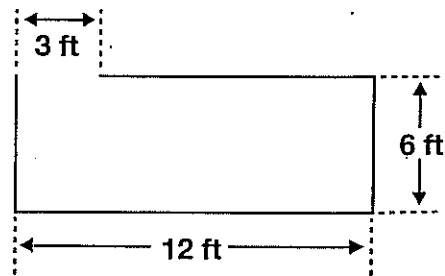
1. Mohammed wants to paint a border around the top of his toy box. How long will the border be?

total length of border: _____ ft			
____ ft	____ ft	____ ft	____ ft



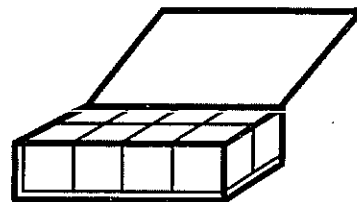
The length of the border  
will be \_\_\_\_\_ feet long.

2. Shelia wants to put a fence around her yard. What is the least amount of fencing she will need if she does not include the entrance that is 3 feet wide?

Sheila needs at least  
\_\_\_\_\_ feet of fencing.

3. Zoe is making a diorama. She needs a shoebox that has at least 6 cubic units of space inside. Is the space inside this box big enough?



Circle the correct answer.    yes    no

Zoe's box has \_\_\_\_\_  
cubic units of space inside.

**5****Chapter 5 Test, Form A**

Write the product.

1.  $2 \times 1$

2.  $0 \times 2$

3.  $2 \times 4$

4.  $3 \times 3$

5.  $3 \times 2$

6.  $5 \times 3$

7.  $4 \times 0$

8.  $3 \times 4$

9.  $4 \times 1$

10.  $2 \times 5$

11.  $4 \times 5$

12.  $5 \times 5$

**Answers**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

Write the quotient.

13.  $8 \div 2$

14.  $4 \div 2$

15.  $10 \div 2$

16.  $9 \div 3$

17.  $15 \div 3$

18.  $3 \div 3$

19.  $16 \div 4$

20.  $8 \div 4$

21.  $20 \div 4$

22.  $10 \div 5$

23.  $5 \div 5$

24.  $15 \div 5$

**5**

**Chapter 5 Test, Form B**

Write the product.

1.  $2 \times 2$

2.  $3 \times 2$

3.  $2 \times 5$

4.  $1 \times 3$

5.  $3 \times 4$

6.  $0 \times 3$

7.  $4 \times 5$

8.  $2 \times 4$

9.  $4 \times 4$

10.  $3 \times 5$

11.  $5 \times 0$

12.  $1 \times 5$

Write the quotient.

13.  $6 \div 2$

14.  $10 \div 2$

15.  $2 \div 2$

16.  $6 \div 3$

17.  $12 \div 3$

18.  $15 \div 3$

19.  $12 \div 4$

20.  $16 \div 4$

21.  $4 \div 4$

22.  $25 \div 5$

23.  $15 \div 5$

24.  $10 \div 5$

**Answers**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

Chapter 5 Test, Form B

Complete each fact family.

25.  $4 \times 1 = 4$   
 $4 \div 4 = 1$   
 $4 \div 1 = 4$

26.  $3 \times 2 = 6$   
 $2 \times 3 = 6$   
 $6 \div 2 = 3$

27.  $20 \div 4 = 5$   
 $20 \div 5 = 4$   
 $4 \times 5 = 20$

28.  $5 \div 1 = 5$   
 $1 \times 5 = 5$   
 $5 \div 5 = 1$

Answers

25. \_\_\_\_\_  
26. \_\_\_\_\_  
27. \_\_\_\_\_  
28. \_\_\_\_\_  
29. \_\_\_\_\_  
30. \_\_\_\_\_  
31. \_\_\_\_\_  
32. \_\_\_\_\_

Solve each problem.

29. At the craft store, paints are put in paint boxes. Each paint box holds 5 paints. How many paint boxes are needed for 15 paints?

\_\_\_\_\_

30. There are 4 teams in a tennis contest. Each team has 2 players. How many players are in the contest?

\_\_\_\_\_

31. Sarah and Lee each bring a snack of 4 crackers on their field trip. They each eat 2 crackers. How many crackers are left?

\_\_\_\_\_

32. Roberto buys 2 pens with a five-dollar bill. He gets \$4.00 back in change. How much does each pen cost?

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Choose the letter of the correct answer. If a correct answer is not here, choose NH.

1 Melissa drew this array.



Which division sentence describes this array?

- (A)  $2 \div 4 = 8$
- (B)  $8 = 4 \times 2$
- (C)  $8 \div 4 = 2$
- (D)  $8 = 4 \div 2$

2 If  $4 \times 6 = \square$ , then which statement must be true?

- (F)  $6 \div 4 = \square$
- (G)  $\square \times 4 = 6$
- (H)  $\square \div 4 = 6$
- (J)  $6 \div \square = 4$

3  $35 \div 5 = \square$

- (A) 4
- (B) 5
- (C) 7
- (D) 9
- (E) NH

4  $45 \div 5 = \square$

- (F) 5
- (G) 9
- (H) 10
- (J) 20
- (K) NH

5 Reuben needs to match an array to this division sentence.

$$30 \div 5 = 6$$

Which array matches the division sentence?



6 The Candle Shop is having a sale. What is the unit cost of a pyramid candle?

**Pyramid Candles**  
4 for \$24

- (F) \$4
- (G) \$6
- (H) \$8
- (J) \$24

Name \_\_\_\_\_ Date \_\_\_\_\_

7  $20 \div 2 = \square$

- (A) 2
- (B) 4
- (C) 5
- (D) 11
- (E) NH

8  $20 \div 5 = \square$

- (F) 2
- (G) 4
- (H) 5
- (J) 10
- (K) NH

9 Which statement is not true?

- (A)  $4 \div 0 = 0$
- (B)  $4 \times 0 = 0$
- (C)  $0 \times 4 = 0$
- (D)  $0 \div 4 = 0$
- (E) NH

Use the drawing below for Questions 10–11.



10 Fourteen children are separated into teams of 2 children each. How many teams can be made?

- (F) 5
- (G) 6
- (H) 7
- (J) 8
- (K) NH

11 Five more children join the 14 children. Then how many children are there in all?

- (A) 9
- (B) 12
- (C) 14
- (D) 19
- (E) NH

Name \_\_\_\_\_

## Choose a Strategy

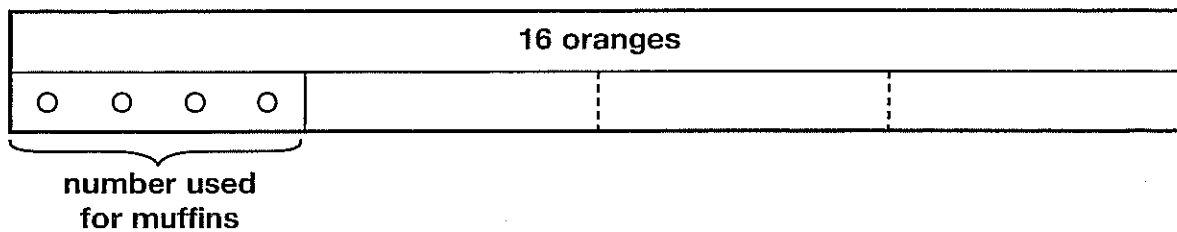
**Read It** Look for information.

Franklin bought 16 oranges. He used 4 of them to make muffins. What fraction of the oranges did Franklin use?

### Strategies

- Find a Pattern
- Draw a Picture
- Guess and Check
- Use Models to Act It Out

**Picture It** Here is a model of the problem.



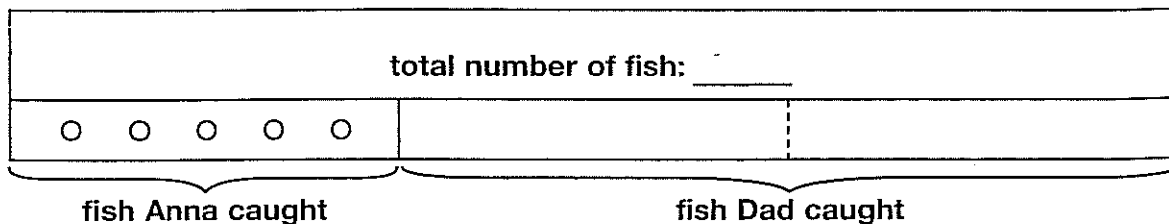
**Solve It** Choose a strategy to solve the problem.

One strategy you can use is Draw a Picture.

1. Draw a circle to show each orange.
2. Look at the model. How many groups of 4 can be made from the 16 oranges? \_\_\_\_\_
3. Franklin used 1 of those groups of oranges to make muffins. What fraction of the oranges did Franklin use?  
\_\_\_\_\_

**Try This!** Use the model to solve.

Anna and her dad went fishing and caught 15 fish. Anna caught 5 of the fish. What fraction of the fish did Anna catch?



Anna caught \_\_\_\_\_ of the fish.

Name \_\_\_\_\_

# Multistep Problems

**Read It** Look for information.

Chloe cut 5 flowers from each of 8 plants. Then she put 12 of the flowers in a vase and gave them to her neighbor. How many flowers does Chloe have left?

**Picture It** Here is a model of the information.

total number of flowers cut: $5 \times 8 = \underline{\hspace{2cm}}$	
gave away 12	$\underline{\hspace{2cm}}$ flowers left

**Solve It** Use the model to solve the problem.

You need to do more than one step to solve the problem.

**Step 1** Find how many flowers Chloe cut.

$\underline{\hspace{1cm}} \bigcirc \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

**Step 2** Find how many flowers Chloe has left.

$\underline{\hspace{1cm}} \bigcirc \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Chloe has  $\underline{\hspace{1cm}}$  flowers left.

**Try These!** Complete the models. Solve.

1. Ira had 6 boxes with 8 muffins in each box. His friends ate 10 muffins. How many does Ira have left?

total number of muffins:	
$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	
ate 10	$\underline{\hspace{2cm}}$ muffins left

Ira has  $\underline{\hspace{1cm}}$  muffins left.

2. Scruffy had 6 kittens. Tiger had 2 more kittens than Scruffy. How many kittens did they have in all?

$\underline{\hspace{2cm}}$	
$\underline{\hspace{1cm}}$	$\underline{\hspace{1cm}}$

The cats had  $\underline{\hspace{1cm}}$  kittens.

The Following Sheets are a preview for 4th Grade.

## TIC-TAC-TOE (FLIP-FLOP-FLOW) MULTIPLICATION

Game Instructions: The same as normal Tic-Tac-Toe except that you have to answer the math fact before you draw your X or O. Children can use their times table chart to look up the answers. Make up your own game!

2X's

$2 \times 3$	$2 \times 12$	$2 \times 11$
$2 \times 9$	$2 \times 7$	$2 \times 4$
$2 \times 8$	$2 \times 5$	$2 \times 6$

5X's

$5 \times 5$	$5 \times 7$	$5 \times 4$
$5 \times 6$	$5 \times 10$	$5 \times 12$
$5 \times 3$	$5 \times 2$	$5 \times 8$

Tricky Ones

$8 \times 8$	$3 \times 3$	$4 \times 4$
$2 \times 2$	$6 \times 6$	$7 \times 7$
$9 \times 9$	$11 \times 11$	$12 \times 12$

Tricky Ones

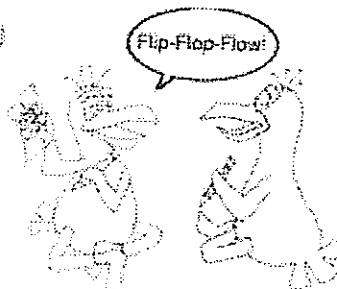
$8 \times 7$	$8 \times 3$	$11 \times 12$
$12 \times 7$	$6 \times 7$	$9 \times 6$
$6 \times 9$	$13 \times 13$	$9 \times 12$

9X's

$9 \times 2$	$9 \times 12$	$9 \times 5$
$9 \times 6$	$9 \times 3$	$9 \times 8$
$9 \times 4$	$9 \times 7$	$9 \times 10$

4X's

$4 \times 2$	$4 \times 7$	$4 \times 6$
$4 \times 8$	$4 \times 3$	$4 \times 4$
$4 \times 9$	$4 \times 10$	$4 \times 12$



Can you make up your own game?



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### Who is Crash? Find the Product

Cut out cards, mix up and deal out. Follow the sequence and answer for the card you have. More players are better. The winner is the player who is Crash at the end OR the winner can be the first person out of cards. Line up your cards in order of the answers to make it easier. You can try making up your own game. What would happen if you change the first card to "I am 4, who is 3x4?" and the last card to "I am Crash, who is 2x2"? Could you play for *infinity*?

I Start! -----	I am 12 -----	I am 32 -----
Who is 3x4	Who is 8x4	Who is 2x3
I am 6 -----	I am 24 -----	I am 25 -----
Who is 6x4	Who is 5x5	Who is Bungie
I am Bungie!	I am 56 -----	I am 42 -----
Who is 7x8	Who is 6x7	Who is Echo
I am Echo!	I am 63 -----	I am 144 -----
Who is 9x7	Who is 12x12	Who is Flop
I am Flop	I am 21 -----	I am 18 -----
Who is 3x7	Who is 3x6	Who is Cardio
I am Cardio -----	I am 81 -----	I am 72 -----
Who is 9x9	Who is 9x8	Who is 9x4

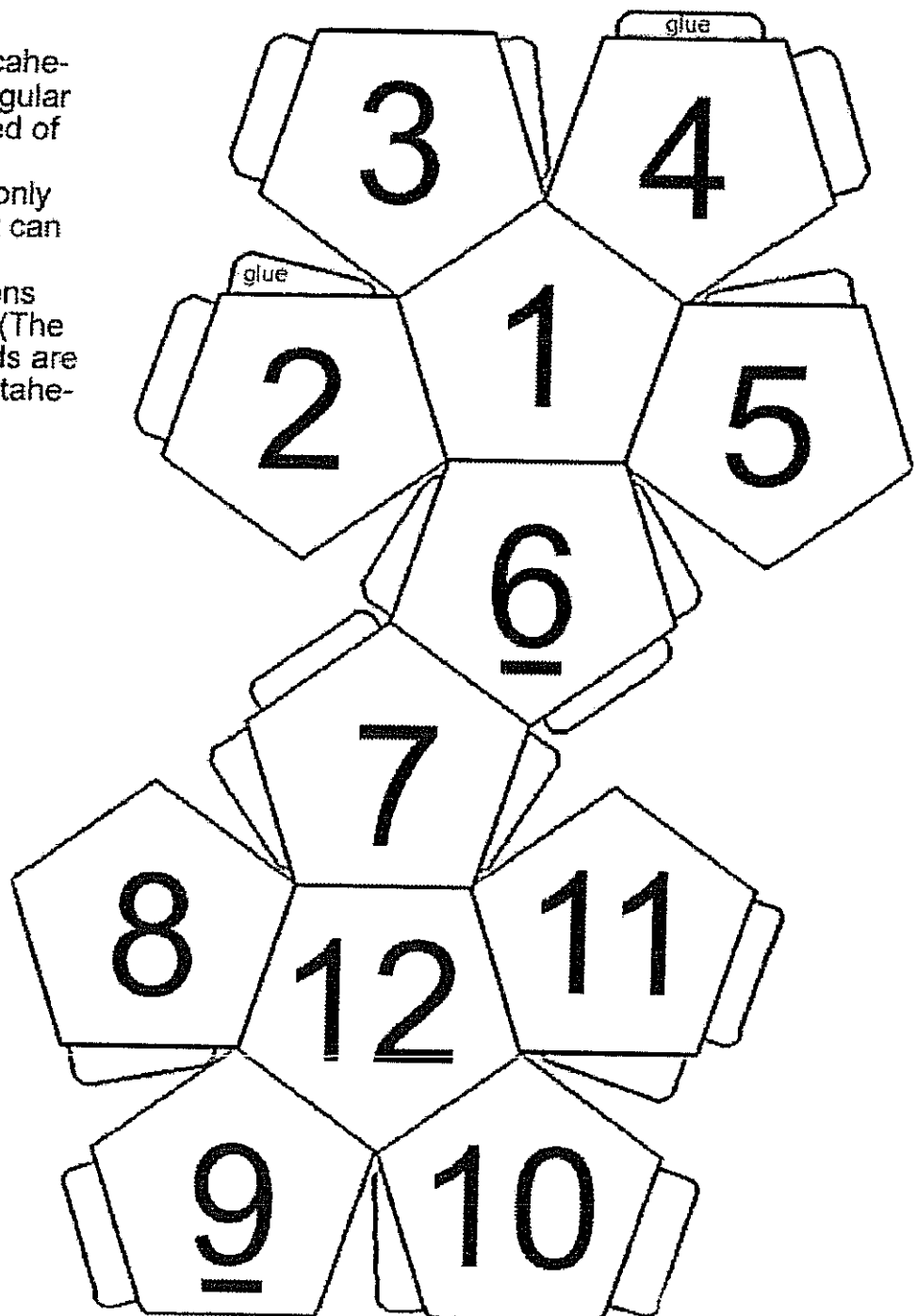
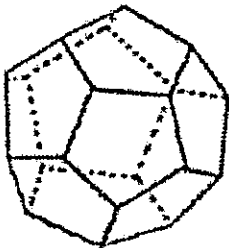
I am 36 ----- Who is 7x4	I am 28 ----- Who is 6x8	I am 48 ----- Who is 4x4
I am 16 ----- Who is Screech	I am Screech! ----- Who is 13x13	I am 169 ----- Who is 6x9
I am 54 ----- Who is 9x3	I am 27 ----- Who is 5x4	I am 20 ----- Who is 5x12
I am 60 ----- Who is Flip	I am Flip! ----- Who is 5x9	I am 45 ----- Who is 11x11
I am 121 ----- Who is 12x7	I am 84 ----- Who is 5x8	I am 40 ----- Who is 9x12
I am 108 ----- Who is 2x5	I am 10 ----- Who is Crash	I am Crash! ----- The End

# CREATE YOUR OWN DODECAHEDRON SET OF DICE

Instructions: Cut along the edges and decorate if desired. Fold along lines and put together with glue or tape along edges. Make two so you have a pair of dice.

Game instructions: Roll as dice and use the two rolled numbers as factors to try to find the product. These can also be used to practice addition. Make up a game and see who can roll the highest product or sum. Use any gameboard. The player with the highest product or sum rolled gets to advance their piece.

Dodecahedron: A dodecahedron is a twelve-sided regular geometric solid composed of twelve pentagons. The dodecahedron is one of only five geometric solids that can be made with the same number of regular polygons meeting at each corner. (The other four geometric solids are the tetrahedron, cube, octahedron and icosahedron.)



POWER

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## Math Worksheet 6

### Multiplication

**a****b****c****d**

- |    |                                   |                                   |                                   |                                   |
|----|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 1. | $11 \times 7 = \underline{\quad}$ | $4 \times 7 = \underline{\quad}$  | $6 \times 6 = \underline{\quad}$  | $7 \times 11 = \underline{\quad}$ |
| 2. | $7 \times 8 = \underline{\quad}$  | $6 \times 7 = \underline{\quad}$  | $6 \times 11 = \underline{\quad}$ | $7 \times 9 = \underline{\quad}$  |
| 3. | $2 \times 6 = \underline{\quad}$  | $5 \times 6 = \underline{\quad}$  | $7 \times 3 = \underline{\quad}$  | $11 \times 6 = \underline{\quad}$ |
| 4. | $7 \times 6 = \underline{\quad}$  | $3 \times 6 = \underline{\quad}$  | $6 \times 4 = \underline{\quad}$  | $7 \times 2 = \underline{\quad}$  |
| 5. | $7 \times 12 = \underline{\quad}$ | $7 \times 10 = \underline{\quad}$ | $9 \times 6 = \underline{\quad}$  | $3 \times 7 = \underline{\quad}$  |
| 6. | $6 \times 5 = \underline{\quad}$  | $8 \times 7 = \underline{\quad}$  | $9 \times 7 = \underline{\quad}$  | $6 \times 1 = \underline{\quad}$  |

Answer Key 6

2003 Homeschool Math Worksheets  
<http://www.homeschoolmath.net/worksheets>

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_/60

$6 \times 9 =$        $6 \times 2 =$        $6 \times 3 =$        $6 \times 8 =$        $6 \times 7 =$        $6 \times 1 =$

$6 \times 4 =$        $6 \times 8 =$        $6 \times 7 =$        $6 \times 6 =$        $6 \times 9 =$        $6 \times 7 =$

$6 \times 2 =$        $6 \times 10 =$        $6 \times 10 =$        $6 \times 2 =$        $6 \times 5 =$        $6 \times 7 =$

$6 \times 5 =$        $6 \times 7 =$        $6 \times 9 =$        $6 \times 3 =$        $6 \times 4 =$        $6 \times 6 =$

$6 \times 1 =$        $6 \times 10 =$        $6 \times 8 =$        $6 \times 7 =$        $6 \times 4 =$        $6 \times 8 =$

$6 \times 7 =$        $\times 10 =$        $6 \times 7 =$        $6 \times 4 =$        $6 \times 1 =$        $6 \times 10 =$

$6 \times 3 =$        $6 \times 1 =$        $6 \times 7 =$        $6 \times 8 =$        $6 \times 6 =$        $6 \times 7 =$

$6 \times 6 =$        $6 \times 8 =$        $6 \times 6 =$        $6 \times 3 =$        $6 \times 9 =$        $6 \times 5 =$

$6 \times 6 =$        $6 \times 2 =$        $6 \times 1 =$        $6 \times 3 =$        $6 \times 5 =$        $6 \times 8 =$

$6 \times 9 =$        $6 \times 7 =$        $6 \times 4 =$        $6 \times 8 =$        $6 \times 9 =$        $6 \times 2 =$

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_/60

$7 \times 9 =$        $7 \times 2 =$        $7 \times 3 =$        $7 \times 8 =$        $7 \times 7 =$        $7 \times 1 =$

$7 \times 4 =$        $7 \times 8 =$        $7 \times 7 =$        $7 \times 6 =$        $7 \times 9 =$        $7 \times 7 =$

$7 \times 2 =$        $7 \times 10 =$        $7 \times 10 =$        $7 \times 2 =$        $7 \times 5 =$        $7 \times 7 =$

$7 \times 5 =$        $7 \times 7 =$        $7 \times 9 =$        $7 \times 3 =$        $7 \times 4 =$        $7 \times 6 =$

$7 \times 1 =$        $7 \times 10 =$        $7 \times 8 =$        $7 \times 7 =$        $7 \times 4 =$        $7 \times 8 =$

$7 \times 7 =$        $7 \times 10 =$        $7 \times 7 =$        $7 \times 4 =$        $7 \times 1 =$        $7 \times 10 =$

$7 \times 3 =$        $7 \times 1 =$        $7 \times 7 =$        $7 \times 8 =$        $7 \times 6 =$        $7 \times 7 =$

$7 \times 6 =$        $7 \times 8 =$        $7 \times 6 =$        $7 \times 3 =$        $7 \times 9 =$        $7 \times 5 =$

$7 \times 6 =$        $7 \times 2 =$        $7 \times 1 =$        $7 \times 3 =$        $7 \times 5 =$        $7 \times 8 =$

$7 \times 9 =$        $7 \times 7 =$        $7 \times 4 =$        $7 \times 8 =$        $7 \times 9 =$        $7 \times 2 =$