

1. I can learn the meaning of multi-digit numbers.
2. I can subtract numbers to thousands' with borrowing.
3. I can learn multiplication facts for 5.
4. I can read and write mixed numbers.
5. I can add and subtract mixed numbers.
6. I can learn to subtract with zeros in the minuend.
7. I can learn rules for subtracting even and odd numbers.
8. I can learn the value of knowing probability.
9. I can learn about circle graphs.
10. I can find missing numbers in addition problems.

## Objectives



"Thou shalt not commit adultery."  
Exodus 20:14

## Memory Verse



My name is



## I. Part One



Digits are the number symbols that we use to write numbers.  
We use digits to write numbers the way we use the alphabet to write words.

### 1.1 Write the ten digits.

\_\_\_\_\_

We can describe numbers as having ...

one-digit 3, two-digits 35, three-digits 350, or four-digits 4,350.

Any number that contains two or more digits is a multi-digit number.

### 1.2 Using any digits, write two ...



one-digit numbers. \_\_\_\_\_

two-digit numbers. \_\_\_\_\_

three-digit numbers. \_\_\_\_\_

four-digit numbers. \_\_\_\_\_

multi-digit numbers. \_\_\_\_\_

The order of the letters in a word tells us the meaning of the word.

bat - tab      rat - tar      was - saw      tip - pit

The order of the digits in a number tells us the value of the digits.

### 1.3 Write a multi-digit number using the digit 9 in the ...

ones' place. \_\_\_\_\_      tens' place. \_\_\_\_\_

hundreds' place. \_\_\_\_\_      thousands' place. \_\_\_\_\_

In which number does the digit 9 have the ...

greatest value? \_\_\_\_\_ the least value? \_\_\_\_\_

**1.4 Add.**

$$\begin{array}{r} 37 \\ + 63 \\ \hline \end{array}$$

$$\begin{array}{r} 839 \\ + 652 \\ \hline \end{array}$$

$$\begin{array}{r} 278 \\ + 456 \\ \hline \end{array}$$

$$\begin{array}{r} 2,037 \\ + 5,461 \\ \hline \end{array}$$

$$\begin{array}{r} 6,352 \\ + 2,506 \\ \hline \end{array}$$

We can add four-digit numbers with carrying.

Add ones. **111**

Add tens. **3,579**

Add hundreds. **2,682**

Add thousands. **6,261**

We do not always need to carry each place.

$9 + 2 = 11$

$1 + 7 + 8 = 16$

$1 + 5 + 6 = 12$

$1 + 3 + 2 = 6$

Add ones. **11**

Add tens. **1,840**

Add hundreds. **3,597**

Add thousands. **5,437**

$0 + 7 = 7$

$4 + 9 = 13$

$1 + 8 + 5 = 14$

$1 + 1 + 3 = 5$

Write the 7.

Write the 3 and carry 1 hundred.

Write the 4 and carry 1 thousand.

Write the comma in the sum.

**1.5 Add.**

$$\begin{array}{r} 3,865 \\ + 2,409 \\ \hline \end{array}$$

$$\begin{array}{r} 2,630 \\ + 4,715 \\ \hline \end{array}$$

$$\begin{array}{r} 5,863 \\ + 2,729 \\ \hline \end{array}$$

$$\begin{array}{r} 4,318 \\ + 4,659 \\ \hline \end{array}$$

$$\begin{array}{r} 1,865 \\ + 1,745 \\ \hline \end{array}$$

$$\begin{array}{r} 3,239 \\ + 4,560 \\ \hline \end{array}$$

$$\begin{array}{r} 3,827 \\ + 5,694 \\ \hline \end{array}$$

$$\begin{array}{r} 2,543 \\ + 5,861 \\ \hline \end{array}$$

## 1.6 Subtract.

$$\begin{array}{r} \square \square \\ 85 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 956 \\ - 329 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 637 \\ - 284 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 851 \\ - 576 \\ \hline \end{array}$$

$$\begin{array}{r} 5,843 \\ - 3,620 \\ \hline \end{array}$$

When we need to borrow in a subtraction problem with multi-digit numbers, we should complete the borrowing and regrouping before we subtract.

Follow the example.

$$\begin{array}{r} \phantom{0}12 \phantom{0}15 \\ \cancel{6} \cancel{3} \cancel{5} 14 \\ \phantom{0}7, \cancel{3} \cancel{6} \cancel{4} \\ - 2,975 \\ \hline 4,389 \end{array}$$



Borrow one ten (10 ones). Cross out the 6 and write 5 above it.

Add the 10 ones to 4 ones.  $10 + 4 = 14$

Borrow 1 hundred (10 tens). Cross out the 3 and write 2 above it.

Add 10 tens to 5 tens.  $10 + 5 = 15$

Borrow 1 thousand (10 hundreds). Cross out the 7 and write 6 above it.

Add 10 hundreds to 2 hundreds.  $10 + 2 = 12$

Subtract.  $14 - 5 = 9$     $15 - 7 = 8$     $12 - 9 = 3$     $6 - 2 = 4$

## 1.7 Subtract.

$$\begin{array}{r} \square \square \square \square \\ 5,246 \\ - 3,758 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \square \square \\ 6,240 \\ - 2,486 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \square \square \\ 8,263 \\ - 2,754 \\ \hline \end{array}$$

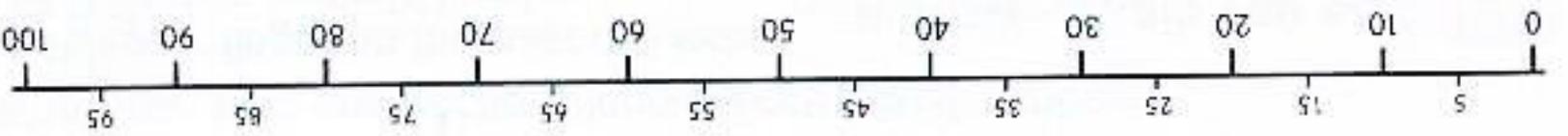
$$\begin{array}{r} \square \square \square \square \\ 4,385 \\ - 2,698 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \square \square \\ 7,361 \\ - 4,583 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \square \square \\ 6,572 \\ - 3,685 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \square \square \\ 4,263 \\ - 2,474 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \square \square \\ 9,732 \\ - 7,864 \\ \hline \end{array}$$



**1.8 Write the multiples of ...**

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

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

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

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

You have learned that multiplication is a fast way of doing addition. We use the word 'times' and the operation symbol '×' in multiplication.

**1.9 Write the multiples of 2 as multiplication facts.**

$1 \times 2 =$  \_\_\_\_\_

$2 \times 2 =$  \_\_\_\_\_

$3 \times 2 =$  \_\_\_\_\_

$4 \times 2 =$  \_\_\_\_\_

$5 \times 2 =$  \_\_\_\_\_

$6 \times 2 =$  \_\_\_\_\_

$7 \times 2 =$  \_\_\_\_\_

$8 \times 2 =$  \_\_\_\_\_

$9 \times 2 =$  \_\_\_\_\_

$10 \times 2 =$  \_\_\_\_\_

**1.10 Use the number line and multiples.**

Write multiplication facts for 5.

$1 \times 5 =$  \_\_\_\_\_

$2 \times 5 =$  \_\_\_\_\_

$3 \times 5 =$  \_\_\_\_\_

$4 \times 5 =$  \_\_\_\_\_

$5 \times 5 =$  \_\_\_\_\_

$6 \times 5 =$  \_\_\_\_\_

$7 \times 5 =$  \_\_\_\_\_

$8 \times 5 =$  \_\_\_\_\_

$9 \times 5 =$  \_\_\_\_\_

$10 \times 5 =$  \_\_\_\_\_

**1.11 Write the missing word.**

One \_\_\_\_\_ two equals two.

Two \_\_\_\_\_ two equals four.

Three times two equals \_\_\_\_\_.

Four times two equals \_\_\_\_\_.

One \_\_\_\_\_ five equals five.

Two \_\_\_\_\_ five equals ten.

Three times five equals \_\_\_\_\_.

Four times five equals \_\_\_\_\_.

Whole numbers and fractions together are mixed numbers.

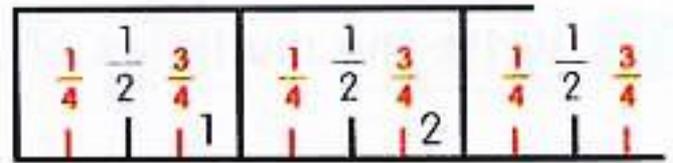
 Put your **finger** on the ruler at 1 inch.  
1 inch is a whole number.

 Put your **finger** on the ruler at  $\frac{1}{2}$  inch.  
 $\frac{1}{2}$  inch is a fraction.

$\frac{1}{2}$  inch is less than a whole number.

 Put your **finger** on the ruler at  $1\frac{1}{2}$  inches.  
 $1\frac{1}{2}$  inches is a mixed number.

$1\frac{1}{2}$  inches is a whole number and a fraction.



**1.12 Write.** (W) whole number (F) fraction (M) mixed number

$\frac{3}{4}$  \_\_\_\_\_       $1\frac{1}{4}$  \_\_\_\_\_       $2\frac{1}{2}$  \_\_\_\_\_      6 \_\_\_\_\_  
 $5\frac{3}{8}$  \_\_\_\_\_      7 \_\_\_\_\_       $\frac{4}{9}$  \_\_\_\_\_       $8\frac{3}{5}$  \_\_\_\_\_

When we read fractions, the numerator sounds like a cardinal number.  
The denominator sounds like an ordinal number.

$\frac{3}{5}$  three-fifths       $\frac{6}{8}$  sixth-eighths       $\frac{7}{12}$  seven-twelfths

**1.13 Write fractions in words.**

$\frac{2}{3}$  \_\_\_\_\_       $\frac{5}{8}$  \_\_\_\_\_  
 $\frac{4}{9}$  \_\_\_\_\_       $\frac{3}{6}$  \_\_\_\_\_

We use the word 'and' when we read a mixed number.

$1\frac{1}{2}$  one and one-half       $5\frac{3}{4}$  five and three-fourths

**1.14 Write mixed numbers in words.**

$3\frac{2}{5}$  \_\_\_\_\_       $4\frac{5}{8}$  \_\_\_\_\_  
 $6\frac{1}{7}$  \_\_\_\_\_       $5\frac{2}{3}$  \_\_\_\_\_

# Self Test 1

**1.01** Use any digits. Write a ...

one-digit \_\_\_\_\_ three-digit \_\_\_\_\_ and multi-digit \_\_\_\_\_ number.

**1.02** Write the multiples of 5 as multiplication facts.

$1 \times 5 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$3 \times 5 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$
$5 \times 5 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$7 \times 5 = \underline{\quad}$	$8 \times 5 = \underline{\quad}$
$9 \times 5 = \underline{\quad}$	$10 \times 5 = \underline{\quad}$		

**1.03** Write fractions and mixed numbers in words.

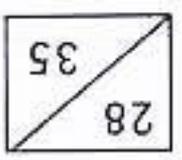
$\frac{3}{4}$	_____	$\frac{5}{12}$	_____
$\frac{4}{1}$	_____	$6\frac{5}{2}$	_____
$\frac{2}{4}$	_____	$7\frac{4}{6}$	_____

**1.04** Add. (2 points each)

$2,735 + 4,130$	$3,674 + 2,186$	$2,539 + 3,657$	$374 + 261 + 407$
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**1.05** Subtract. (2 points each)

$763 - 475$	$927 - 358$	$7,163 - 4,785$	$9,325 - 5,467$
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Teacher Check

Initial \_\_\_\_\_

Date \_\_\_\_\_



## II. Part Two

You have learned about four types of measurements.

Time tells us 'when'.  
Weight tells us 'how heavy'.

Length tells us 'how long'.  
Volume tells us 'how much'.



### 2.1 Write standard measurements for weight and volume.

\_\_\_\_\_ ounces = 1 pound

\_\_\_\_\_ pounds = 1 ton

\_\_\_\_\_ ounces = 1 pint

\_\_\_\_\_ cups = 1 pint

\_\_\_\_\_ pints = 1 quart

\_\_\_\_\_ quarts = 1 gallon

Length is measured in linear units.

Surface is measured in square units.

### 2.2 Write standard measurements for linear and square units.

\_\_\_\_\_ inches = 1 foot

\_\_\_\_\_ inches = 1 yard

\_\_\_\_\_ feet = 1 mile

\_\_\_\_\_ feet = 1 yard

\_\_\_\_\_ square inches = 1 square foot

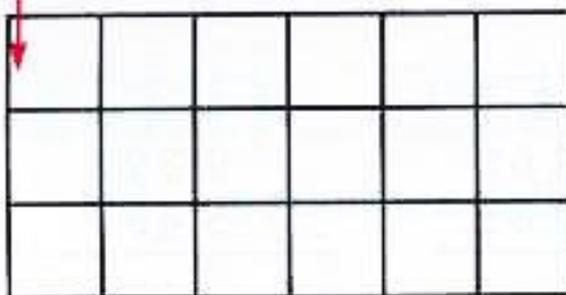
\_\_\_\_\_ square feet = 1 square yard

Perimeter is the number of linear units around the outside of a plane shape.

Area is the number of square units in the shape.

### 2.3 Find the perimeter and area of these shapes. Label answers.

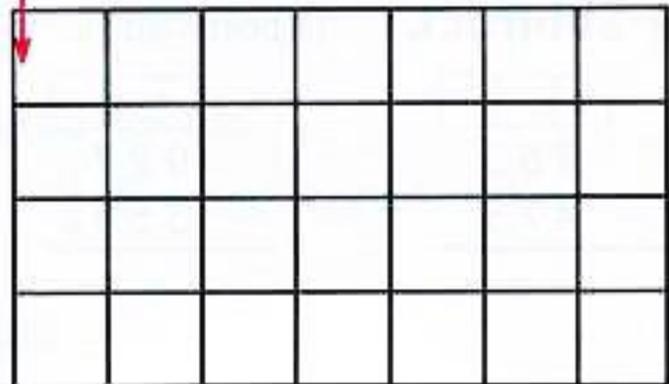
1 square foot



perimeter \_\_\_\_\_

area \_\_\_\_\_

1 square yard



perimeter \_\_\_\_\_

area \_\_\_\_\_

the time you will spend playing today \_\_\_\_\_  
 how old you are \_\_\_\_\_  
 the time it takes you to eat your lunch \_\_\_\_\_  
 the time before your next birthday \_\_\_\_\_

(M) minutes (H) hours (W) week (Mh) month (Y) year

Jello \_\_\_\_\_  
 orange juice \_\_\_\_\_  
 peanut butter \_\_\_\_\_  
 can of paint \_\_\_\_\_  
 popcorn \_\_\_\_\_  
 cereal \_\_\_\_\_  
 liquid soap \_\_\_\_\_  
 trash can \_\_\_\_\_

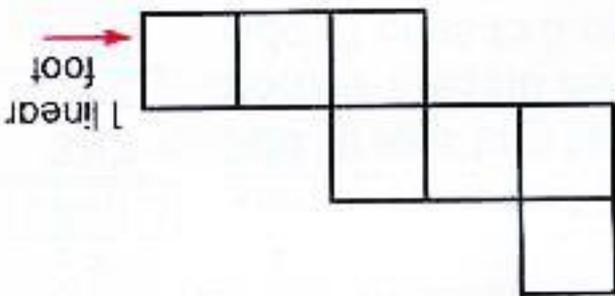
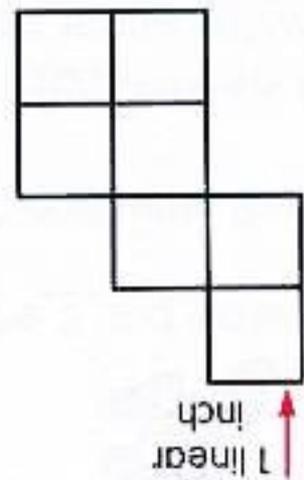
(O) ounces (P) pint (Q) quart (G) gallon

bag of sugar \_\_\_\_\_  
 lamp \_\_\_\_\_  
 balloon \_\_\_\_\_  
 pencil \_\_\_\_\_  
 cookie \_\_\_\_\_  
 truck \_\_\_\_\_  
 clock \_\_\_\_\_  
 elephant \_\_\_\_\_

**2.5 Write the measurement that you would use.**

(O) ounces (P) pound (T) ton

perimeter \_\_\_\_\_  
 area \_\_\_\_\_  
 perimeter \_\_\_\_\_  
 area \_\_\_\_\_



**2.4 Find the perimeter and area.** Label answers.  
 The measurement for one unit on each plane shape is shown.

When there are zeros in subtraction, we may need to take an extra step.

We cannot subtract 5 ones from 3 ones.

There are no tens to borrow.

We must borrow from hundreds.



$$\begin{array}{r} 9 \\ 2 \cancel{10} 13 \\ - 145 \\ \hline 158 \end{array}$$

Borrow 1 hundred (10 tens). Cross out the 3 and write 2 above it.

Add 10 tens to 0 tens.  $10 + 0 = 10$

Borrow 1 ten (10 ones). Cross out the 10 and write 9 above it.

Add 10 ones to 3 ones.  $10 + 3 = 13$

Subtract.  $13 - 5 = 8$     $9 - 4 = 5$     $2 - 1 = 1$

## 2.6 Subtract.

$$\begin{array}{r} \phantom{0} \phantom{0} \phantom{0} \\ 405 \\ - 236 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} \phantom{0} \phantom{0} \\ 800 \\ - 473 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} \phantom{0} \phantom{0} \\ 701 \\ - 562 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} \phantom{0} \phantom{0} \\ 904 \\ - 285 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} \phantom{0} \phantom{0} \\ 600 \\ - 532 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} \phantom{0} \phantom{0} \\ 501 \\ - 274 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} \phantom{0} \phantom{0} \\ 602 \\ - 329 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} \phantom{0} \phantom{0} \\ 900 \\ - 632 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} \phantom{0} \phantom{0} \\ 502 \\ - 386 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} \phantom{0} \phantom{0} \\ 707 \\ - 589 \\ \hline \end{array}$$

## 2.7 Think the answer. Write the answer.

$$3 + 8 + 7 - 2 - 4 + 6 - 0 = \underline{\quad\quad\quad} \quad 4 - 2 + 9 + 6 - 1 - 5 + 8 = \underline{\quad\quad\quad}$$

$$7 + 2 - 6 + 8 - 3 + 8 - 4 = \underline{\quad\quad\quad} \quad 11 - 9 + 3 + 7 + 4 - 7 + 5 = \underline{\quad\quad\quad}$$

## 2.8 Write the value of 4 in each number.

$$2,463 \underline{\quad\quad\quad}$$

$$5,047 \underline{\quad\quad\quad}$$

$$4,239 \underline{\quad\quad\quad}$$

**2.12** Write the first mixed number subtraction problem in words.

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**2.11** Write the first mixed number addition problem in words.

**2.10** Add or subtract mixed numbers.

Follow the same steps to add or subtract the fractions.  
Add or subtract the whole numbers.

$5\frac{7}{9} - 2\frac{5}{9}$	$3\frac{1}{4} + 2\frac{4}{2}$	$4\frac{1}{2} + 3\frac{2}{7}$	$2\frac{5}{5} + 1\frac{1}{5}$
$9\frac{3}{5} - 6\frac{2}{5}$	$6\frac{8}{1} + 3\frac{8}{3}$	$6\frac{7}{4} - 2\frac{7}{7}$	$7\frac{8}{5} - 2\frac{3}{8}$

**2.9** Add or subtract fractions. Draw the fraction bar. Write the denominator. Add or subtract the numerator.

$\frac{8}{12} - \frac{3}{12}$	$\frac{7}{9} - \frac{4}{9}$	$\frac{4}{5} - \frac{5}{3}$	$1\frac{2}{2} + \frac{1}{2}$
$\frac{8}{3} - \frac{12}{12}$	$\frac{7}{9} - \frac{4}{9}$	$\frac{4}{5} - \frac{5}{3}$	$3\frac{8}{8} + \frac{8}{2}$

**2.13 Subtract.** Write E (even) or (O) odd on the line below the number.

$8 - 4 = \underline{\quad}$     $11 - 5 = \underline{\quad}$     $9 - 4 = \underline{\quad}$     $10 - 3 = \underline{\quad}$   
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$     $\underline{\quad} - \underline{\quad} = \underline{\quad}$     $\underline{\quad} - \underline{\quad} = \underline{\quad}$     $\underline{\quad} - \underline{\quad} = \underline{\quad}$

We can find patterns in numbers. When we subtract ...



two even numbers or two odd numbers, the answer is \_\_\_\_\_.

even and odd numbers, the answer is \_\_\_\_\_.

**2.14 Subtract.** Write E (even) or O (odd) on the line below each number.

Did your answer follow the pattern? Write 'yes' or 'no'.

	(yes, no)		(yes, no)
$32 - 18 = \underline{\quad}$		$45 - 27 = \underline{\quad}$	
$\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad}$
$63 - 52 = \underline{\quad}$		$54 - 25 = \underline{\quad}$	
$\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad}$

**2.15 Match.**

answer in subtraction

top number in fraction

answer in addition

take away number in subtraction

line in fraction

number being added in addition

top number in subtraction

bottom number in fraction

subtrahend

fraction bar

denominator

addend

numerator

minuend

difference

sum

Probability tells us the likelihood that something will happen. Probability is based on patterns. We look for the pattern. When we find the pattern, we can predict the probability.



**2.16 Read about the events.** Explain why you chose your answer. Write (1) probable (2) maybe (3) not probable.

You will eat breakfast tomorrow morning is \_\_\_\_\_

because \_\_\_\_\_

You will drive the car to the store tomorrow is \_\_\_\_\_

because \_\_\_\_\_

You will read a book today is \_\_\_\_\_

because \_\_\_\_\_

There are two coins in your pocket, a nickel and a penny. The coin that fell out is a nickel is \_\_\_\_\_

because \_\_\_\_\_

You have found ... 2 pennies on Monday, 3 pennies on Tuesday, and 4 pennies on Wednesday. You will find 5 pennies on Thursday is \_\_\_\_\_

because \_\_\_\_\_

**2.17 Find the number in the pattern that is not correct.** Write the correct number.

2, 4, 7, 8, 10, ...

\_\_\_\_\_ should be

2,476, 2,477, 2,478, 2,480

\_\_\_\_\_ should be

9 - 4 = 5, 9 - 6 = 3, 9 - 7 = 2, 9 - 8 = 1

\_\_\_\_\_ should be

$\frac{1}{8}$ ,  $\frac{2}{8}$ ,  $\frac{3}{8}$ ,  $\frac{5}{8}$ , ...

\_\_\_\_\_ should be

\$1.50, \$1.59, \$1.60, \$1.65, ...

\_\_\_\_\_ should be

## Self Test 2

### 2.01 Write standard measurements for length and square units.

\_\_\_\_\_ inches = 1 foot

\_\_\_\_\_ inches = 1 yard

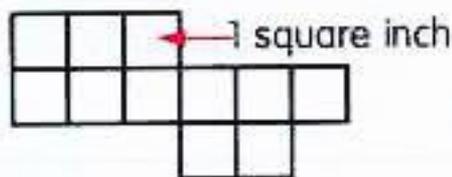
\_\_\_\_\_ feet = 1 mile

\_\_\_\_\_ feet = 1 yard

\_\_\_\_\_ square inches = 1 square foot

\_\_\_\_\_ square feet = 1 square yard

### 2.02 Find the perimeter and area. Label answers.



perimeter \_\_\_\_\_ area \_\_\_\_\_

### 2.03 Add or subtract.

$$\begin{array}{r} 3\frac{2}{5} \\ + 4\frac{1}{5} \\ \hline \end{array}$$

$$\begin{array}{r} 7\frac{6}{8} \\ - 2\frac{4}{8} \\ \hline \end{array}$$

### 2.04 Subtract. Write E (even) or O (odd) on the line below each number. Did your answer follow the pattern? Write 'yes' or 'no'. (6 points)

$79 - 36 = \underline{\quad}$

$68 - 24 = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

(yes, no)

(yes, no)

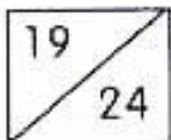
### 2.05 Subtract. (2 points each)

$$\begin{array}{r} \square \square \\ 8,735 \\ - 2,476 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \square \\ 3,604 \\ - 2,135 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \square \\ 502 \\ - 357 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \square \\ 800 \\ - 438 \\ \hline \end{array}$$



Teacher Check \_\_\_\_\_

Initial \_\_\_\_\_

Date \_\_\_\_\_



$$\begin{aligned} \underline{\hspace{2cm}} &= \underline{\hspace{2cm}} = \underline{\hspace{2cm}} = 96 \\ \underline{\hspace{2cm}} &= \underline{\hspace{2cm}} = \underline{\hspace{2cm}} = 68 \\ \underline{\hspace{2cm}} &= \underline{\hspace{2cm}} = \underline{\hspace{2cm}} = 35 \end{aligned}$$

**3.4 Write Arabic numerals in Roman numerals.**

Arabic numerals can be changed to Roman numerals.  
 $I = 1$   $V = 5$   $X = 10$   $L = 50$   $C = 100$   $D = 500$   $M = 1,000$   
 $47 = 50 - 10 + 5 + 1 + 1 = L - X + V + I + I = XLVII$   
 $76 = 50 + 10 + 10 + 5 + 1 = L + X + X + L + I = LXXVI$

$$\begin{aligned} \underline{\hspace{2cm}} & \quad \underline{\hspace{2cm}} & \underline{\hspace{2cm}} & \underline{\hspace{2cm}} & \underline{\hspace{2cm}} & \underline{\hspace{2cm}} \\ 7,763 & \quad 6,773 & 7,673 & \quad 6,377 & 3,776 & \quad 3,677 \end{aligned}$$

**3.3 Write in number order.**

$$\begin{aligned} 7 + 8 (=, \neq) 10 + 5 & \quad 18 - 8 (>, <) 10 - 2 & \quad 14 + 3 (=, \neq) 12 + 5 \\ 16 - 9 (>, <) 15 - 6 & \quad 7 - 0 (=, \neq) 7 + 0 & \quad 24 - 10 (>, <) 25 - 12 \\ 2 \times 2 (=, \neq) 2 \times 5 & \quad 4 + 7 (>, <) 6 \times 2 & \quad 4 \times 5 (=, \neq) 2 \times 10 \end{aligned}$$

**3.2 Circle the correct operation sign.**

$$\begin{aligned} \underline{\hspace{2cm}} &= \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} \\ 4,163 &= \underline{\hspace{2cm}} \text{ thousands } \underline{\hspace{2cm}} \text{ hundreds } \underline{\hspace{2cm}} \text{ tens } \underline{\hspace{2cm}} \text{ ones} \\ \underline{\hspace{2cm}} &= \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} \\ 5,082 &= \underline{\hspace{2cm}} \text{ thousands } \underline{\hspace{2cm}} \text{ hundreds } \underline{\hspace{2cm}} \text{ tens } \underline{\hspace{2cm}} \text{ ones} \end{aligned}$$

**3.1 Write how many. Write the value.**



You will need  
10 cards marked with colors  
green, yellow, orange, and blue, and crayons.

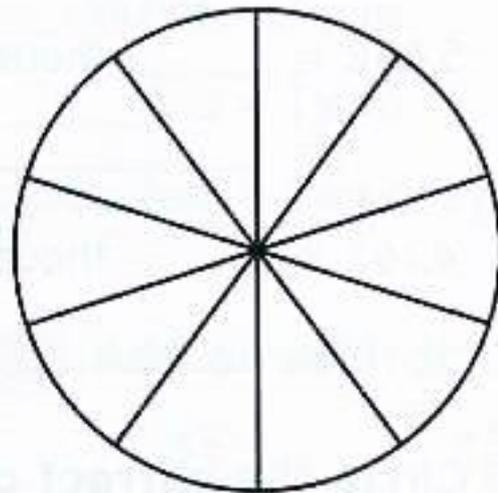
Arrange the 10 cards, color side up, in groups of  
4 green, 3 yellow, 2 orange, and 1 blue.

**3.5 Read.** Answer the questions.

The circle is divided into 10 parts. Color the  
parts of the circle to represent the same  
colors that you have on the cards.

The circle represents the whole.

The circle is divided into \_\_\_\_\_ parts.  
Count the number of parts for each color.



**3.6 Write a fraction to describe each part of the circle.**

green \_\_\_\_\_ yellow \_\_\_\_\_ orange \_\_\_\_\_ blue \_\_\_\_\_

Probability tells us the likelihood that something will happen.

**3.7 Write** (1) probable (2) maybe (3) not probable.

The probability that the sun will rise tomorrow is \_\_\_\_\_  
because \_\_\_\_\_.

Turn the 10 cards color side down and mix them. Look at the circle.  
If you turned one card over, what color would it probably be?

**3.8 Write the colors in order from most to least probable.**

\_\_\_\_\_

We can describe probability by using the graph and the fractions.  
If we have 10 cards, the probability of selecting a green card is 4 out of 10.

**3.9 Write the probabilities of these colors.**

The probability of selecting a yellow card is \_\_\_\_\_ out of 10.

The probability of selecting an orange card is \_\_\_\_\_ out of 10.

The probability of selecting a blue card is \_\_\_\_\_ out of 10.



**3.12** Probabilities tell us what will likely happen. Probabilities cannot tell us what will happen. **Were the colors you turned up close to the probabilities?**

Were the colors that you turned up in the order of probability? \_\_\_\_\_

Write the colors in order from greatest to least.

green \_\_\_\_\_ yellow \_\_\_\_\_ orange \_\_\_\_\_ blue \_\_\_\_\_

Write the number of times that you turned up each color.

**3.11 Try it again!** Turn the 10 cards face down. Follow the same steps.

Were the colors that you turned up in the order of probability? \_\_\_\_\_

Look at the probability order you wrote on page 16.

Write the colors in order from greatest to least.

green \_\_\_\_\_ yellow \_\_\_\_\_ orange \_\_\_\_\_ blue \_\_\_\_\_

Write the number of times that you turned up each color.

**3.10 Write the color on the line.** Turn the card face down and mix. Turn a card face up. Write the color. Do this ten times.

Place the 10 cards face down. Turn 1 card face up so that the color is showing.

**3.13 Match numbers and number words.**

four thousand, seventy-five	7,705
five thousand, fifty-seven	5,507
five thousand, five hundred seven	5,704
four thousand, five hundred seven	4,075
seven thousand, forty-five	5,057
seven thousand, seven hundred five	4,700
four thousand, seven hundred	4,507
five thousand, seven hundred four	7,045

**3.14 Add 8.**

5 \_\_\_\_\_ 9 \_\_\_\_\_ 6 \_\_\_\_\_ 2 \_\_\_\_\_ 8 \_\_\_\_\_ 7 \_\_\_\_\_

**3.15 Subtract 4.**

11 \_\_\_\_\_ 8 \_\_\_\_\_ 7 \_\_\_\_\_ 9 \_\_\_\_\_ 4 \_\_\_\_\_ 13 \_\_\_\_\_

**3.16 Multiply 2 by each number.**

4 \_\_\_\_\_ 3 \_\_\_\_\_ 6 \_\_\_\_\_ 5 \_\_\_\_\_ 8 \_\_\_\_\_ 2 \_\_\_\_\_

**3.17 Find the missing number.**

$2 + 1 + \underline{\quad} = 8$        $5 + 0 + \underline{\quad} = 12$        $\underline{\quad} + 2 + 4 = 11$   
 $\underline{\quad} + 5 + 2 = 15$        $3 + 5 + \underline{\quad} = 12$        $6 + \underline{\quad} + 3 = 18$

**3.18 Write a comma in the numbers.**

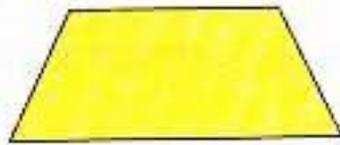
3459      7063      8547      9160      6841      3192

**3.19** Add or subtract.

$\begin{array}{r} 503 \\ - 297 \\ \hline \end{array}$	$\begin{array}{r} 800 \\ - 298 \\ \hline \end{array}$	$\begin{array}{r} 9,365 \\ - 4,478 \\ \hline \end{array}$	$\begin{array}{r} 8,250 \\ - 5,472 \\ \hline \end{array}$
$\begin{array}{r} 731 \\ - 456 \\ \hline \end{array}$	$\begin{array}{r} 380 \\ - 175 \\ \hline \end{array}$	$\begin{array}{r} 420 \\ - 267 \\ \hline \end{array}$	$\begin{array}{r} 609 \\ - 365 \\ \hline \end{array}$
$\begin{array}{r} 2,547 \\ + 6,132 \\ \hline \end{array}$	$\begin{array}{r} 5,369 \\ + 2,475 \\ \hline \end{array}$	$\begin{array}{r} 3,674 \\ + 3,958 \\ \hline \end{array}$	$\begin{array}{r} 4,506 \\ + 1,637 \\ \hline \end{array}$
$\begin{array}{r} 58 \\ - 23 \\ \hline \end{array}$	$\begin{array}{r} 75 \\ - 49 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ - 27 \\ \hline \end{array}$	$\begin{array}{r} 458 \\ - 329 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 57 \\ \hline \end{array}$	$\begin{array}{r} 79 \\ + 64 \\ \hline \end{array}$	$\begin{array}{r} 548 \\ + 791 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 72 \\ + 57 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ + 64 \\ \hline \end{array}$	$\begin{array}{r} 263 \\ + 791 \\ \hline \end{array}$
$\begin{array}{r} 627 \\ - 395 \\ \hline \end{array}$	$\begin{array}{r} 627 \\ - 395 \\ \hline \end{array}$	$\begin{array}{r} 458 \\ - 329 \\ \hline \end{array}$	$\begin{array}{r} 627 \\ - 395 \\ \hline \end{array}$

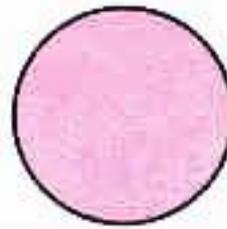
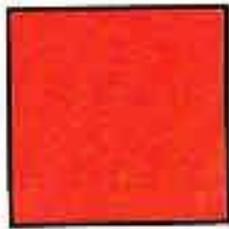
Lines of symmetry divide a figure in half. The two sides will match.

**3.20 Draw vertical lines of symmetry for each figure.**



Some figures have two lines of symmetry. The four parts will match.

**3.21 Draw vertical and horizontal lines of symmetry for each figure.**

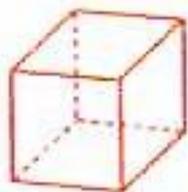


Solid shapes contain plane shapes.

The plane shapes are the faces of the solid shapes.

**3.22 Find a plane shape in the solid shape.**

Color the plane shape.



**3.23 Match.**

cylinder

square

cube

rectangle

pyramid

circle

rectangular solid

triangle

Self Test 3

**3.01 Write the Arabic numerals in Roman numerals.** (6 points)

29 = \_\_\_\_\_ = \_\_\_\_\_ = \_\_\_\_\_  
 81 = \_\_\_\_\_ = \_\_\_\_\_ = \_\_\_\_\_

You have 10 cards, 1 brown, 2 purple, 3 green, and 4 orange.

**3.02 Color the graph.**

Show the color of the cards.

**3.03 Write the probabilities.**

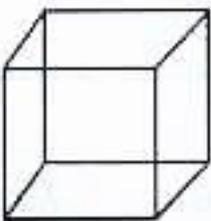
The probability of selecting a brown card is \_\_\_\_\_ out of 10.

The probability of selecting a purple card is \_\_\_\_\_ out of 10.

The probability of selecting a green card is \_\_\_\_\_ out of 10.

The probability of selecting an orange card is \_\_\_\_\_ out of 10.

**3.04 Draw lines of symmetry.** **3.05 Color a face on the solid shape.**



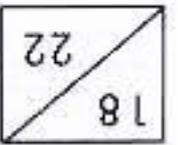
**3.06 Add or subtract.** (2 points)

$$\begin{array}{r} + 5,842 \\ 2,367 \\ \hline \end{array}$$

$$\begin{array}{r} + 3,864 \\ 5,091 \\ \hline \end{array}$$

$$\begin{array}{r} - 265 \\ 803 \\ \hline \end{array}$$

$$\begin{array}{r} - 2,976 \\ 7,843 \\ \hline \end{array}$$



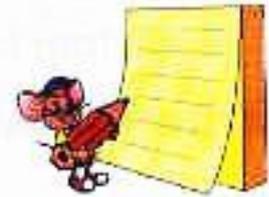
Teacher Check

Initial \_\_\_\_\_

Date \_\_\_\_\_



## IV. Part Four



### 4.1 Write the number of cents.

1 penny = \_\_\_\_\_ ¢                      1 nickel = \_\_\_\_\_ ¢  
1 dime = \_\_\_\_\_ ¢                      1 quarter = \_\_\_\_\_ ¢  
1 half dollar = \_\_\_\_\_ ¢                      1 dollar = \_\_\_\_\_ ¢

3 dimes + 4 nickels - 2 pennies = \_\_\_\_\_  
2 quarters + 3 dimes - 4 pennies = \_\_\_\_\_  
1 half dollar + 1 quarter - 2 dimes = \_\_\_\_\_  
8 dimes - 3 nickels + 8 pennies = \_\_\_\_\_  
3 quarters - 5 dimes - 3 pennies = \_\_\_\_\_

### 4.2 Write the money value under the coin.

\$ .05	\$1.00	\$ .25	\$ .01	\$ .10	\$ .50
penny	nickel	dime	quarter	half dollar	dollar
_____	_____	_____	_____	_____	_____

### 4.3 Write the family of facts.

3, 4, 7 \_\_\_\_\_  
5, 10, 5 \_\_\_\_\_  
15, 7, 8 \_\_\_\_\_  
3, 0, 3 \_\_\_\_\_  
2, 9, 11 \_\_\_\_\_

Problem:  $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \$1.56$  because  $\$1.56 - \$ .75 = \underline{\hspace{2cm}}$ . Subtract.

Tammie's mother gave her \$1.56 to spend at the store. When she arrived home, Tammie gave \$ .75 change to her mother. How much money did Tammie spend at the store?

Problem:  $43¢ + \underline{\hspace{2cm}} = 67¢$  because  $67¢ - 43¢ = \underline{\hspace{2cm}}$ . Subtract.

When Tom left his home, he had 67¢. When he arrived at his friend's house, he discovered he had a hole in his pocket. He only had 43¢ left. How much money did Tom lose from his pocket?

$\$2.68 + \underline{\hspace{2cm}} = \$5.42$  because  $\$5.42 - \$2.68 = \underline{\hspace{2cm}}$ . Subtract.

Problem:  $87 + \underline{\hspace{2cm}} = 153$  because  $153 - 87 = \underline{\hspace{2cm}}$ . Subtract.

**4.5 Read the problem.** Subtract. Write the numbers on the lines. Check your answer.

Problem:  $24 + \underline{\hspace{1cm} ? \hspace{1cm}} = 56$  because  $56 - 24 = \underline{\hspace{1cm} ? \hspace{1cm}}$ . Subtract. 56

Write and check.  $24 + \underline{\hspace{1cm} 32 \hspace{1cm}} = 56$  because  $56 - 24 = \underline{\hspace{1cm} 32 \hspace{1cm}}$ . 32



When there is a number missing in a problem, we say it is a missing number problem. We can find the missing numbers in addition problems by subtracting.

$4 + \underline{\hspace{1cm}} = 9$  because  $9 - 4 = \underline{\hspace{1cm}}$ .  $6 + \underline{\hspace{1cm}} = 13$  because  $13 - 6 = \underline{\hspace{1cm}}$ .

$3 + \underline{\hspace{1cm}} = 7$  because  $7 - 3 = \underline{\hspace{1cm}}$ .  $5 + \underline{\hspace{1cm}} = 13$  because  $13 - 5 = \underline{\hspace{1cm}}$ .

**4.4 Write the missing numbers.** Think about the fact families.

Fact families show that addition and subtraction work together.

**4.6 Add.** Check by adding up and adding down.

79 + 24	356 + 249	48 61 + 35	2,038 + 4,761	6,873 + 2,598
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We can check addition problems with subtraction.  
Subtract an addend from the sum. The difference is the other addend.

**4.7 Read the example.** Write the missing numbers.

456 + 531 <hr/> 987	987 - 456 <hr/> 531	395 + 137 <hr/> 532	532 - 137 <hr/> ?	652 + 238 <hr/> 890	? - 652 <hr/> ?
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**4.8 Add.** Check your answer by subtraction.

95 + 47 <hr/> 142	142 - 47 <hr/> 95	375 + 296 <hr/> 671	671 - 375 <hr/> 296	534 + 397 <hr/> 931	931 - 534 <hr/> 397
-------------------------	-------------------------	---------------------------	---------------------------	---------------------------	---------------------------

We may have an addition problem with more than two numbers.  
We can still check addition problems with subtraction.

$$8 + 4 + 7 + 6 = 25 \qquad 25 - 8 - 4 - 7 - 6 = 0$$

**4.9 Check addition problems.** Use subtraction.

5 + 4 + 3 + 8 = 20	20 - 5 - 4 - 3 - 8 = 0
8 + 6 + 9 + 1 = 24	24 - 8 - 6 - 9 - 1 = 0
47 + 38 + 63 = 148	148 - 47 - 38 - 63 = 0

**4.10** Round to tens' place.

23      48      92      64      45      57

**4.11** Round to hundreds' place.

271      562      389      750      609      553

**4.12** Round the numbers. Add both problems. Is your answer sensible?

$$\begin{array}{r} 85 \\ + 39 \\ \hline \end{array}$$
$$\begin{array}{r} 23 \\ + 76 \\ \hline \end{array}$$
$$\begin{array}{r} 317 \\ + 582 \\ \hline \end{array}$$
$$\begin{array}{r} 854 \\ + 442 \\ \hline \end{array}$$

Rounding helps us decide whether or not we have sensible answers. We can round and subtract.

**4.13** Round the numbers. Subtract. Is your answer sensible?

$$\begin{array}{r} 39 \\ - 25 \\ \hline \end{array}$$
$$\begin{array}{r} 87 \\ - 41 \\ \hline \end{array}$$
$$\begin{array}{r} 594 \\ - 326 \\ \hline \end{array}$$
$$\begin{array}{r} 775 \\ - 210 \\ \hline \end{array}$$

**4.14** Count by hundreds. Write the numbers.

100

**4.15** Count by thousands. Write the numbers.

1,000

**4.16** Write answers to the facts.

4				
6				
+	3	6	9	5

7				
8				
-	8	13	17	12

### 4.17 Add or subtract.

$$\begin{array}{r} 37 \\ + 85 \\ \hline \end{array}$$

$$\begin{array}{r} 524 \\ + 369 \\ \hline \end{array}$$

$$\begin{array}{r} 786 \\ + 295 \\ \hline \end{array}$$

$$\begin{array}{r} 5,306 \\ + 2,409 \\ \hline \end{array}$$

$$\begin{array}{r} 2,671 \\ + 3,285 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{\phantom{0}}\boxed{\phantom{0}} \\ 76 \\ - 48 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{\phantom{0}}\boxed{\phantom{0}} \\ 459 \\ - 376 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{\phantom{0}}\boxed{\phantom{0}} \\ 630 \\ - 476 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{\phantom{0}}\boxed{\phantom{0}}\boxed{\phantom{0}} \\ 803 \\ - 275 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{\phantom{0}}\boxed{\phantom{0}} \\ 5,861 \\ - 3,427 \\ \hline \end{array}$$

We can subtract without using boxes to write the new numbers.



$$\begin{array}{r} 6^1 4^1 \\ \cancel{7} 5^1 3 \\ - 379 \\ \hline 374 \end{array}$$

Borrow 1 ten. Cross out the 5 and write 4 above it.

Add the 10 to 3.  $10 + 3 = 13$  Write a small 1 by the 3.

Borrow 1 hundred or 10 tens. Cross out the 7 and write 6 above it.

Add the 10 to 4.  $10 + 4 = 14$  Write a small 1 by the 4.

Subtract.  $13 - 9 = 4$   $14 - 7 = 7$   $6 - 3 = 3$

### 4.18 Subtract. Borrow from tens' place and hundreds' place.

$$\begin{array}{r} 654 \\ - 275 \\ \hline \end{array}$$

$$\begin{array}{r} 706 \\ - 481 \\ \hline \end{array}$$

$$\begin{array}{r} 930 \\ - 273 \\ \hline \end{array}$$

$$\begin{array}{r} 504 \\ - 256 \\ \hline \end{array}$$

$$\begin{array}{r} 812 \\ - 395 \\ \hline \end{array}$$

$$\begin{array}{r} 732 \\ - 468 \\ \hline \end{array}$$

$$\begin{array}{r} 934 \\ - 285 \\ \hline \end{array}$$

$$\begin{array}{r} 340 \\ - 175 \\ \hline \end{array}$$

$$\begin{array}{r} 805 \\ - 467 \\ \hline \end{array}$$

$$\begin{array}{r} 902 \\ - 364 \\ \hline \end{array}$$

The multiplication facts for 2's and 5's can be written as vertical problems. These multiplication facts are all mixed up!

**4.19 Write the answers.** How many do you know?

$$\begin{array}{r} \text{X } 3 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 5 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 8 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 4 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 1 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 7 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 6 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 10 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 2 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 9 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 1 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 3 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 7 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 10 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 4 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 6 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 2 \\ 5 \\ \hline \end{array}$$

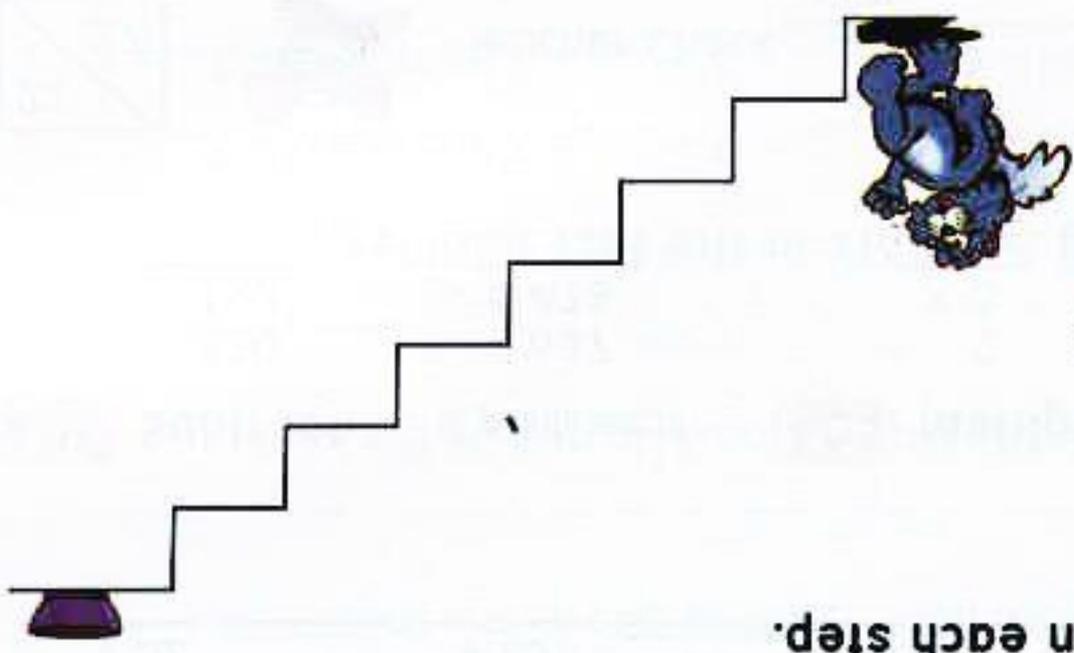
$$\begin{array}{r} \text{X } 9 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 8 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{X } 5 \\ 5 \\ \hline \end{array}$$

**4.20 Write a letter on each step.**

E on the fifth step  
 T on the third step  
 L on the first step  
 T on the seventh step  
 E on the second step  
 A on the sixth step  
 S on the fourth step



## Self Test 4

**4.01 Read the problem.** Subtract. Write the numbers on the lines.  
Check your answer.

Problem:  
 $48 + \underline{\hspace{2cm}} = 134$  because  $134 - 48 = \underline{\hspace{2cm}}$ . Subtract.

Problem:  
 $\$3.23 + \underline{\hspace{2cm}} = \$7.65$  because  $\$7.65 - \$3.23 = \underline{\hspace{2cm}}$ . Subtract.

**4.02 Add.** Check your answer by subtraction.

$$\begin{array}{r} 53 \\ + 72 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ - 53 \\ \hline \end{array}$$

$$\begin{array}{r} 295 \\ + 368 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ - 368 \\ \hline \end{array}$$



**4.03 Write the number of cents.**

4 dimes + 2 nickels - 4 pennies = \_\_\_\_\_

1 quarter - 1 dime + 3 pennies = \_\_\_\_\_

7 dimes - 1 nickel + 2 pennies = \_\_\_\_\_

**4.04 Round.** Add or subtract. Compare answers. (2 points each)

$76$	$285$	$87$	$549$
$+ 32$	$+ 537$	$- 23$	$- 320$

**4.05 Subtract.** (2 points each)

$$\begin{array}{r} 530 \\ - 192 \\ \hline \end{array}$$

$$\begin{array}{r} 4,637 \\ - 2,478 \\ \hline \end{array}$$

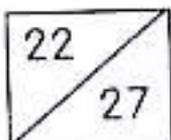
**4.06 Multiply.**

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$



Teacher Check \_\_\_\_\_

Initial

Date



## V. Part Five



**5.1 Write the answers.** Use your classroom clock and calendar. Write the current time and the current date.

time (A.M./P.M.) \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ date \_\_\_\_\_ year \_\_\_\_\_

Write the time and date that it will be in 26 hours.

time (A.M./P.M.) \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ date \_\_\_\_\_ year \_\_\_\_\_

**5.2**

Jennifer had 12 boys and 15 girls in her class. Lisa had 15 boys and 11 girls in her class. Which one of the girls had more students in her class? Write your answer using operation symbols (>, <).

\_\_\_\_\_

**5.3**

Patrick ran 6 miles each day for 2 days. Conrad ran 5 miles each day for 2 days. Which one of the boys ran more miles? Write your answer using operation symbols (>, <).

\_\_\_\_\_

**5.4**

Jeremy's father ate  $\frac{2}{1}$  of a pie. Jessica's father ate  $\frac{2}{2}$  of a pie. Did they eat the same amount of pie? Use (=, ≠).

\_\_\_\_\_

**5.5**

Jackie's family was planning a fishing trip. They needed to drive 500 miles to get to the fishing lake. They planned on driving 50 miles each hour. Count by 50's on the lines.

\_\_\_\_\_

How many hours would it take the family to drive to the lake?

\_\_\_\_\_

**5.6**

**Write the missing numbers in the fact families.**

$$9 + \underline{\quad} = 12 \text{ because } 12 - 9 = \underline{\quad}, \quad 7 + \underline{\quad} = 7 \text{ because } 7 - 7 = \underline{\quad}$$

$$6 + \underline{\quad} = 14 \text{ because } 14 - 6 = \underline{\quad}, \quad 3 + \underline{\quad} = 5 \text{ because } 5 - 3 = \underline{\quad}$$

### 5.7 Write the answer.

If 135 and 278 are addends, what is the sum? \_\_\_\_\_

If 738 is the minuend and 431 is the subtrahend,  
what is the difference? \_\_\_\_\_

The line that separates the numerator and denominator in  
a fraction is called a \_\_\_\_\_

If a piece of string is 2 feet long, how many inches is it? \_\_\_\_\_

Add  $3\frac{1}{5}$  plus  $4\frac{2}{5}$ . \_\_\_\_\_

You want to count the marbles in a bag.  
You know that there are about 300 marbles in the bag.  
Would you count the marbles by 2's, 5's, or 10's? \_\_\_\_\_

Subtract  $5\frac{3}{8}$  from  $9\frac{7}{8}$ . \_\_\_\_\_

Write a number with 7 in the thousands' place. \_\_\_\_\_

In which number does the digit 3 have the greatest value? \_\_\_\_\_

8,036      9,953      3,001      7,395 \_\_\_\_\_

- 5.8** George had 135 pages to read in his book by Friday.  
He had read 58 pages by Tuesday afternoon.  
How many more pages did George have to read?  
Write a missing number problem.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ because \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

- 5.9** Kenneth and Allison were writing a report about neighboring cities.  
They found the population for each city.

Madison - 4,367

Jamesville - 6,092

Littleton - 5,862

Union City - 1,382

Riverside - 3,859

Glen Park - 4,392

Arrange the towns in number order by size.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**5.10 Write in number words.**

5,062

7,509

**5.11**

Karen told her mother that she would be home at quarter after five. Write the time that Karen would be home in hours and minutes.

**5.12**

Corey's father took Corey along when he went shopping for a new car. There were three car lots full of cars. The first lot had 112 cars, the second lot had 180 cars, and the third lot had 215 cars.

About how many cars were there for Corey and his father to look at? (Hint: Round to the nearest hundreds.)

**5.13**

Ken has 15 baseball cards. John has 8 more than Ken, and Mark has 6 less than John. How many cards does each one have?

Ken

John

Mark

The library was having a reading contest. Lisa read 12 more books than James. James read 7 less books than Jennifer. Jennifer read 54 books. How many books did each one read?

Jennifer

James

Lisa

Linda and her friends were collecting shells. Linda collected 18 shells, but she broke 2. Mary collected 5 more shells than Linda has now, but she gave her little sister 3. Ben has collected 8 more than Mary has now. How many shells does each one have?

Linda

Mary

Ben

**5.14**

The local hamburger drive-in had a sign showing how many hamburgers it had sold from the beginning of the year. On Monday night, the sign showed 6,986 hamburgers. On Thursday morning, the sign showed 7,270 hamburgers. How many hamburgers were sold between Monday night and Thursday morning?



**5.15 Write the missing word.**

Three \_\_\_\_\_ two equals six.

Seven times two equals \_\_\_\_\_.

**5.16 Write multiplication facts.**

$1 \times 5 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

**5.17 Draw ...**

a straight line.

a curved line.

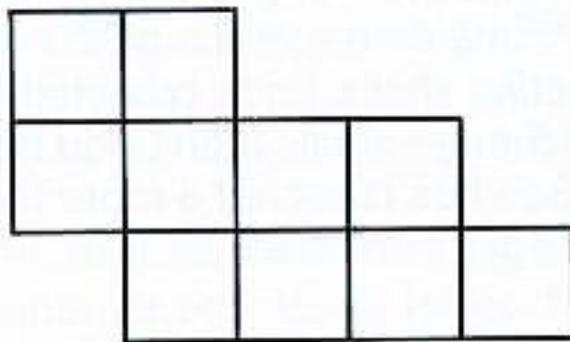
a closed line.

a line segment with end points.

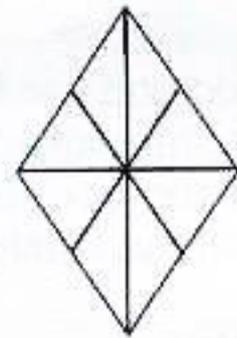
an angle.

**5.18 Circle or color the part of the illustration that represents the fraction.**

$\frac{2}{5} = \frac{?}{10}$



$\frac{1}{4} = \frac{?}{8}$



$\frac{4}{6} = \frac{?}{12}$



$\frac{1}{3} = \frac{?}{6}$



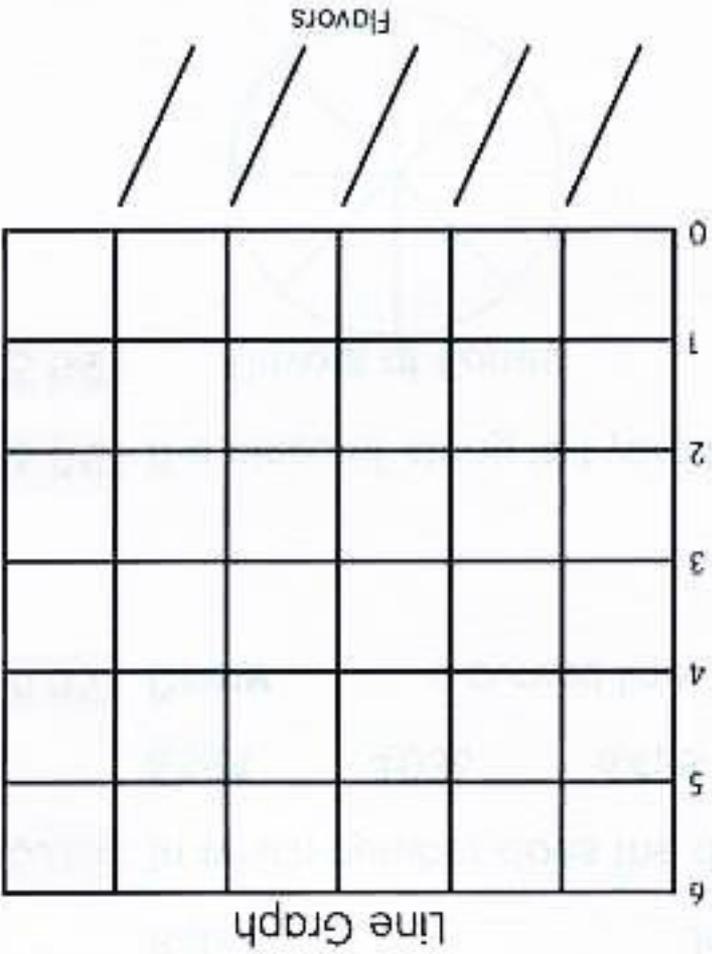
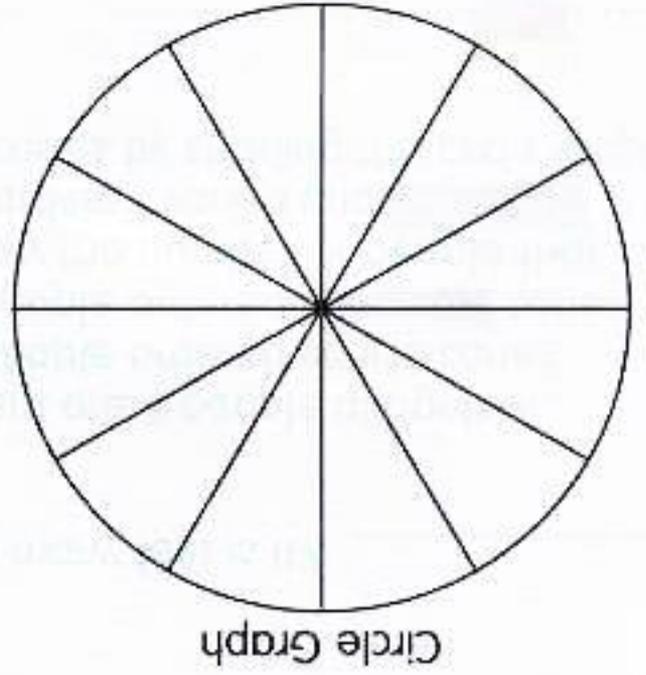
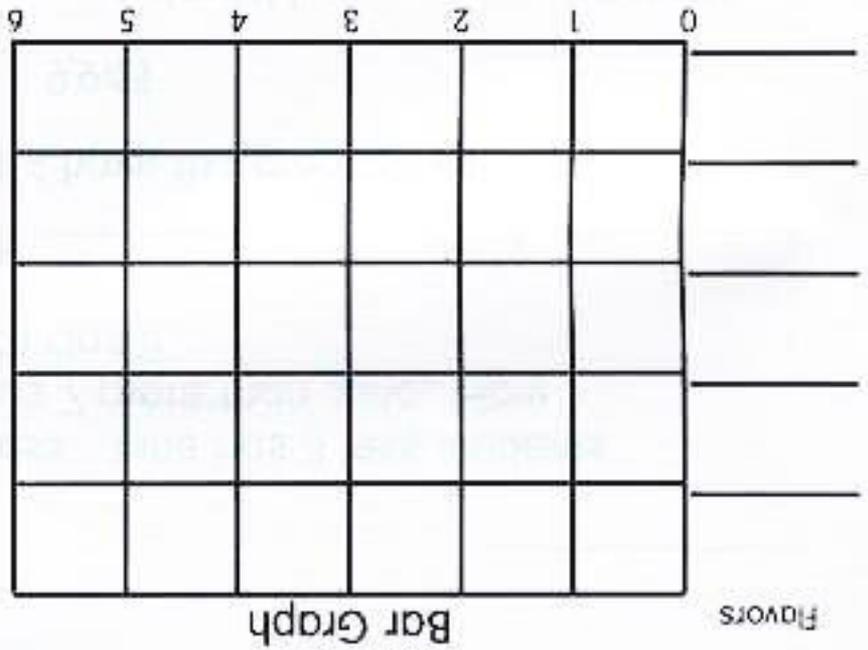
It was Lucy's birthday. She had invited seven of her friends to a party. Her brother and sister were invited, too. Lucy's father and mother treated everyone to ice cream cones.

- 2 people ordered **chocolate**.
- 3 people ordered **orange ice**.
- 1 person ordered **vanilla**.
- 4 people ordered **strawberry**.

2 people ordered **pralines and cream**.

How many people ordered ice cream cones? \_\_\_\_\_

Use pencil, ruler, and crayons. Complete the graphs. Show how many cones were ordered in each flavor.



## Self Test 5

**5.01** Casey has collected 9 Liberty Nickels and 8 Indian Head Pennies. Lauren has collected 7 Buffalo Nickels and 11 Steel Pennies. Which one of the boys has more coins? Write your answer using operation symbols ( $>$ ,  $<$ ). \_\_\_\_\_

**5.02** Judy's brother ate  $\frac{2}{9}$  of a pizza. Sharon's brother ate  $\frac{2}{6}$  of a pizza. Whose brother ate more pizza? \_\_\_\_\_



**5.03** Write the missing word. \_\_\_\_\_

Three times two equals ....

**5.04** Subtract  $3\frac{1}{8}$  from  $6\frac{7}{8}$ . \_\_\_\_\_

**5.05** Betsy has 24 students in her class. Jane has 3 less students in her class than Betsy. Kelly has 7 more than Jane. How many students are there in each class?

Betsy \_\_\_\_\_ Jane \_\_\_\_\_ Kelly \_\_\_\_\_

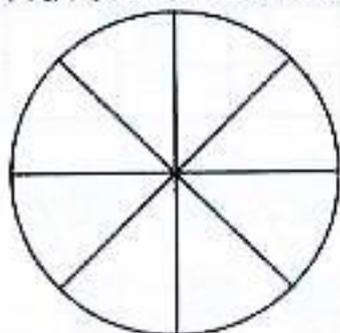
**5.06** In which number does the digit 4 have the greatest value? \_\_\_\_\_

6,324      4,036      6,423      9,945

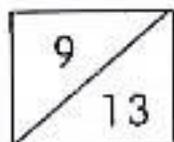
**5.07** Draw ... a curved line.      a closed line.      an angle.

**5.08** If a piece of string is 1 yard long, how many feet is it? \_\_\_\_\_

**5.09** Flavors of Cones



There are 8 people altogether. 3 people ordered vanilla cones. 5 people ordered chocolate cones. Show the number of people that ordered vanilla and chocolate cones by shading the circle graph.



Teacher Check \_\_\_\_\_  
Initial \_\_\_\_\_ Date \_\_\_\_\_



# MATHEMATICS 307

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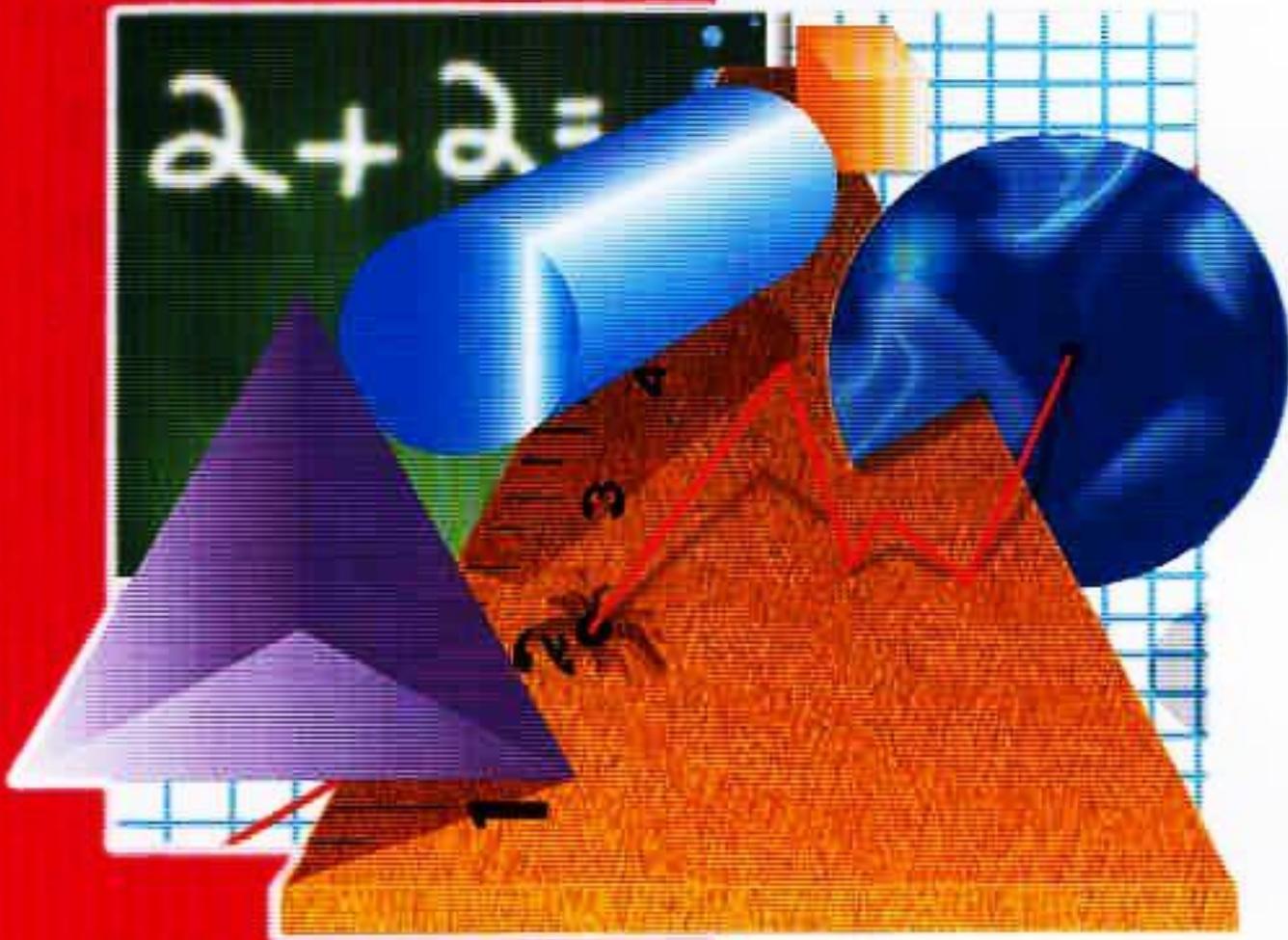
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New  
**307**  
Edition



**M A T H**



Meet the  
Bridgestone Characters.  
There's Doc and Revver,  
And Vicki, too.

They'll guide  
you through the LIFEPACs,  
And keep the scores  
for you.



**Doc**



**Revver**



**Vicky**

# MATHEMATICS 307: LIFE PAC TEST

## 1. Write multiples.

$4 \times 2 = \underline{\quad\quad} \quad 8 \times 2 = \underline{\quad\quad} \quad 3 \times 5 = \underline{\quad\quad} \quad 5 \times 5 = \underline{\quad\quad}$

## 2. Write in words.

$\frac{5}{7} \underline{\hspace{10em}} \quad 2\frac{4}{9} \underline{\hspace{10em}}$

## 3. Add.

$$\begin{array}{r} 2,693 \\ + 4,876 \\ \hline \end{array}$$

$$\begin{array}{r} 3,809 \\ + 5,493 \\ \hline \end{array}$$

$$\begin{array}{r} 3,241 \\ + 1,584 \\ \hline \end{array}$$

$$\begin{array}{r} 267 \\ 351 \\ + 216 \\ \hline \end{array}$$

## 4. Subtract.

$$\begin{array}{r} 894 \\ - 386 \\ \hline \end{array}$$

$$\begin{array}{r} 502 \\ - 236 \\ \hline \end{array}$$

$$\begin{array}{r} 7,548 \\ - 3,627 \\ \hline \end{array}$$

$$\begin{array}{r} 5,604 \\ - 2,857 \\ \hline \end{array}$$

## 5. Write the standard measurements for length and square units.

         inches = 1 foot

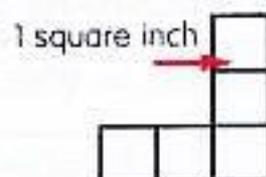
         feet = 1 mile

         square inches = 1 square foot

         square feet = 1 square yard

## 6. Find the perimeter and area.

Label answers.



perimeter                      area                     

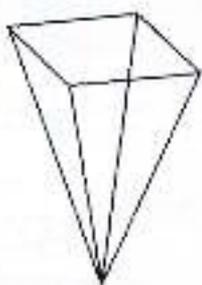
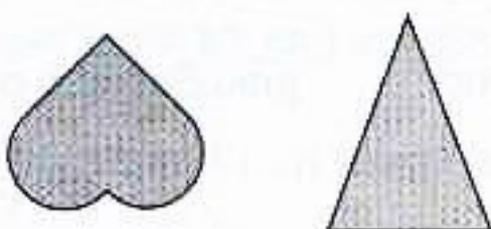
## 7. Add or subtract.

$$\begin{array}{r} 4\frac{1}{6} \\ + 3\frac{4}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 5\frac{7}{8} \\ - 2\frac{3}{8} \\ \hline \end{array}$$

Problem:  $76 + \underline{\hspace{2cm}} = 192$  because  $192 - 76 = \underline{\hspace{2cm}}$ . Subtract.

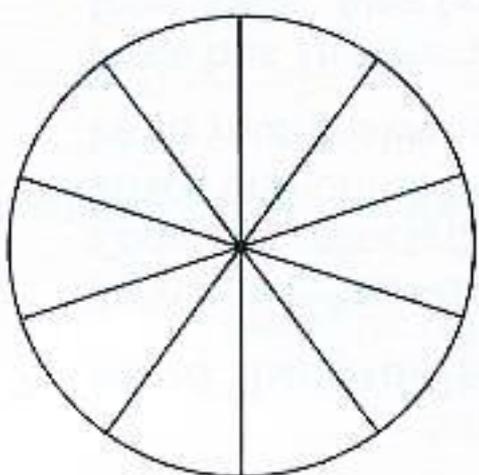
**14. Read the problem.** Subtract. Write the numbers on the lines. Check your answer.



**12. Draw lines of symmetry.** **13. Color a face on the solid shape.**

The probability of selecting a purple card is  $\frac{\hspace{1cm}}{10}$  out of 10.  
 The probability of selecting a brown card is  $\frac{\hspace{1cm}}{10}$  out of 10.

**11. Write the probabilities.**



**10. Color the graph.**  
 You have 10 cards, 5 brown, 2 purple, 2 green, and 1 orange. Show the color of the cards.

$76 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$   
 $49 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

**9. Write Arabic numerals in Roman numerals.** (2 points)

$83 - 51 = \underline{\hspace{2cm}}$   
 $46 - 13 = \underline{\hspace{2cm}}$

**8. Subtract.** Write E (even) or O (odd) on the line below each number. Did your answer follow the pattern? Write 'yes' or 'no'. (2 points each)

(yes, no) (yes, no)

**15. Write the number of cents.**

5 dimes + 3 nickels - 2 pennies = \_\_\_\_\_

2 quarters - 1 dime + 4 pennies = \_\_\_\_\_

**16. Round.** Add or subtract. Compare answers. (2 points each)

597	_____	89	_____
+ 228	_____	- 43	_____
<hr/>		<hr/>	

**17. Read the problem.** Solve.

Juan has collected 4 Liberty Nickels and 2 Indian Head Pennies.  
Cody has collected 3 Buffalo Nickels and 5 Steel Pennies.  
Which one of the boys has more coins?

Write your answer using operation symbols (>, <). \_\_\_\_\_

Josie has 16 lemon drops. Kelly has 5 more lemon drops than Josie. Alex had the same number as Kelly, but he dropped 2. How many lemon drops does each one have now?

Josie \_\_\_\_\_ Kelly \_\_\_\_\_ Alex \_\_\_\_\_

**18. In which number does the digit 2 have the greatest value?**

7,231      2,554      8,023      4,526      \_\_\_\_\_

**19. Draw ...**      a curved line      a line segment      an angle.

# MATHEMATICS

3 0 7

## LIFEPAC TEST

Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

