Today's Challenge  
Look at the completed homework assignment. Without adding, circle the five incorrect sums.

<table>
<thead>
<tr>
<th>Name: Matt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 28 + 36</td>
</tr>
<tr>
<td>2. 104 + 88</td>
</tr>
<tr>
<td>3. 328 + 196</td>
</tr>
<tr>
<td>4. 132 + 416</td>
</tr>
<tr>
<td>5. 240 + 232</td>
</tr>
<tr>
<td>6. 502 + 914</td>
</tr>
<tr>
<td>7. 678 + 304</td>
</tr>
<tr>
<td>8. 672 + 514</td>
</tr>
<tr>
<td>9. 466 + 922</td>
</tr>
<tr>
<td>10. 534 + 328</td>
</tr>
</tbody>
</table>

Look at Matt’s homework above. Re-compute the five incorrect sums.

1. 
2. 
3. 
4. 
5. 

+______  +______  +______  +______  +______

Go Further 

6. Look at the three additions below. Circle the one with the correct sum.

<table>
<thead>
<tr>
<th>2,391,236 + 8,200,302</th>
<th>3,967,020 + 2,456,714</th>
<th>2,456,112 + 123,423,286</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,591,534</td>
<td>16,423,734</td>
<td>125,879,397</td>
</tr>
</tbody>
</table>

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge: Complete the table. Each missing number is a one-digit number.

<table>
<thead>
<tr>
<th>Clues:</th>
<th>First digit</th>
<th>Second digit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of the two digits equals → 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product of the two digits equals → 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum of the two digits equals → 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product of the two digits equals → 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference of the two digits equals → 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product of the two digits equals → 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum of the two digits equals → 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product of the two digits equals → 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference of the two digits equals → 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product of the two digits equals → 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum of the two digits equals → 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product of the two digits equals → 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum of the two digits equals → 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The two digits are → consecutive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum of the two digits equals → 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product of the two digits equals → 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum of the two digits equals → 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference of the two digits equals → 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum of the two digits equals → 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The two digits are → consecutive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go Further: Fill in the clues to complete the riddle. Ask a friend to solve for the missing numbers.

<table>
<thead>
<tr>
<th>Clues:</th>
<th>First digit</th>
<th>Second digit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of the two digits equals →</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product of the two digits equals →</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference of the two digits equals →</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product of the two digits equals →</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge

For each question, write yes or no.

1. What is my name?

2. What is my name?

Go Further

3. Solve this riddle.

What is my name?

4. Write your own riddle for a friend to solve.

What is my name?

Friend’s name

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today’s Challenge  Look for pairs of digits whose sums are greater than 10 and less than 20.

**REMEMBER:** The digits must join from left to right or top to bottom.

Write the addition equations in the table below.

<table>
<thead>
<tr>
<th>sum of 11</th>
<th>sum of 12</th>
<th>sum of 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sum of 14</th>
<th>sum of 15</th>
<th>sum of 16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sum of 17</th>
<th>sum of 18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go Further  Create your own Math Jumble. Include at least five pairs of digits whose sums are greater than 10 and less than 20. Have a friend use the Math Jumble to write five addition equations whose sums are greater than 10 and less than 20.

__________________________  __________________________
__________________________  __________________________
__________________________  __________________________

Friend’s Name ____________________________

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

Halley needs to know the exact length of a floppy disk. Which unit of measure would be the most reasonable for her to use?

A  inch ____________________________________________
B  foot ____________________________________________
C  kilometer _______________________________________
D  mile ____________________________________________

Today’s Challenge

1. Which unit of measure would best describe the width of a shirt button?
   A  meter _________________________________________
   B  foot __________________________________________
   C  yard __________________________________________
   D  millimeter ____________________________________

2. Stacy’s house is two blocks from school. Which unit of measure best describes the distance from home to school?
   A  inch __________________________________________
   B  millimeter ____________________________________
   C  yard __________________________________________
   D  kilogram _____________________________________

Total points for Today’s Challenge: __________________

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.

Name  Date
Today's Challenge  Look at the completed homework assignment. Without adding, circle the five incorrect sums.

<table>
<thead>
<tr>
<th>Name: Jenna</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 27</td>
</tr>
<tr>
<td>+ 53</td>
</tr>
<tr>
<td>+ 53</td>
</tr>
<tr>
<td>+ 81</td>
</tr>
<tr>
<td>81</td>
</tr>
<tr>
<td>158</td>
</tr>
<tr>
<td>171</td>
</tr>
<tr>
<td>353</td>
</tr>
<tr>
<td>626</td>
</tr>
<tr>
<td>6. 521</td>
</tr>
<tr>
<td>+ 137</td>
</tr>
<tr>
<td>+ 658</td>
</tr>
<tr>
<td>7. 465</td>
</tr>
<tr>
<td>+ 531</td>
</tr>
<tr>
<td>997</td>
</tr>
<tr>
<td>8. 673</td>
</tr>
<tr>
<td>+ 789</td>
</tr>
<tr>
<td>1462</td>
</tr>
<tr>
<td>9. 683</td>
</tr>
<tr>
<td>+ 299</td>
</tr>
<tr>
<td>983</td>
</tr>
<tr>
<td>10. 577</td>
</tr>
<tr>
<td>+ 183</td>
</tr>
<tr>
<td>760</td>
</tr>
</tbody>
</table>

Look at Jenna's homework above. Re-compute the five incorrect sums.

1. 
2. 
3. 
4. 
5. 

Go Further

6. Look at the addition problem at the right.
   Will the sum be an even number or an odd number? 989
   How do you know?
   +696

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge: Analyze and complete the number pattern.

1.  99, 101, 103, 105, __________

2.  44, 55, 66, 77, __________

3.  96, 48, 24, 12, __________

4.  51, 53, 55, 57, __________

5.  101, 202, 303, 404, __________

6.  17, 34, 51, 68, __________

7.  3, 7, 15, 31, 63, __________

8.  17, 26, 35, 44, __________

9.  44, 49, 54, 59, 64, __________

10.  15, 12, 17, 14, 19, 16, __________

Go Further

11. Write a number pattern to show skip counting forward.

   ______________________

12. Write a number pattern to show skip counting backward.

   ______________________

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge
Name the equivalent unit of measure.

<table>
<thead>
<tr>
<th>Customary Units of Length</th>
<th>Metric Units of Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 inches</td>
<td>100 centimeters</td>
</tr>
<tr>
<td>3 feet</td>
<td>1 meter</td>
</tr>
</tbody>
</table>

Remember:
Customary Units          Metric Units
12 inches ↔ 1 foot        100 centimeters ↔ 1 meter
3 feet ↔ 1 yard           10 decimeters ↔ 1 meter

1. 24 inches              _____ feet
2. 200 centimeters        _____ meters
3. 6 feet                 _____ yards
4. _____ decimeters        4 meters
5. 4 yards                _____ feet
6. _____ decimeters        2 meters
7. _____ inches            3 yards
8. 120 centimeters        _____ decimeters

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name
Date
Today’s Challenge — Look for strings of digits that can be used to write subtraction equations. Be sure both numbers are less than 20.

Remember: The digits must string from left to right and top to bottom or from top to bottom and left to right.

Write the subtraction equations.


Go Further — Look at the subtraction equations below:

\[
\begin{array}{ccc}
14 & 12 & 18 \\
-8 & -5 & -9 \\
6 & 7 & 9 \\
\end{array}
\]

Explain how you would use addition to check the difference.


On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Get Started  Rule out two. Write why. Fill in the correct circle.

The perimeter of a rectangular frame is 18 inches. The longer sides of the frame measure 5 inches each. What is the length of each of the shorter sides of the frame?

A 10 inches  
B 6 inches  
C 4 inches  
D 3 inches

5 in.  
5 in.  
P = 18 in.

Today's Challenge

1. The perimeter of the rectangular bulletin board is 120 inches. What is the length of each of the shorter sides of the bulletin board?

A 20 inches  
B 25 inches  
C 30 inches  
D 50 inches

40 in.  
40 in.  
P = 120 in.

2. The Geology Club is building a rock wall around the herb garden. The perimeter of the rectangular garden is 42 feet. What is the length of each of the shorter sides of the garden?

A 26 feet  
B 10 feet  
C 8 feet  
D 5 feet

16 ft  
16 ft  
P = 42 ft

Total points for Today’s Challenge:  

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

10 Name  Date
Today's Challenge  
Circle all the addition problems that will have an odd-number sum. Then, write the sum for those addition problems only.

<table>
<thead>
<tr>
<th></th>
<th>23</th>
<th>64</th>
<th>92</th>
<th>30</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>+45</td>
<td>+25</td>
<td>+9</td>
<td>+20</td>
<td>+11</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>42</th>
<th>55</th>
<th>63</th>
<th>325</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>+30</td>
<td>+78</td>
<td>+21</td>
<td>+152</td>
<td>+15</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>533</th>
<th>917</th>
<th>854</th>
<th>329</th>
<th>548</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>+506</td>
<td>+242</td>
<td>+420</td>
<td>+203</td>
<td>+711</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. What types of addends result in an odd-number sum?  
______________________________________________

17. What types of addends result in an even-number sum?  
______________________________________________

Go Further

18. Write four addition problems with odd-number sums. Both addends must have three digits.

+_______ +_______ +_______ +_______

On today's activity: (Circle one)  I did great! I did OK. I need some help.
Today's Challenge  Match each statement with the letter of the correct answer.

_____ 1. An odd number between 37 and 42  A. 43

_____ 2. An even number between 26 and 31  B. 53 and 55

_____ 3. A number between 7 and 12  C. 72

_____ 4. A number greater than 41 and less than 45  D. 41

_____ 5. Two odd numbers between 51 and 57  E. 58 and 62

_____ 6. An even number between 44 and 50  F. 67

_____ 7. A number between 71 and 83  G. 30

_____ 8. Two even numbers between 57 and 64  H. 19

_____ 9. A number greater than 65 and less than 69  I. 8

_____ 10. An odd number between 14 and 23  J. 46

Go Further

11. A student says, "The number line below identifies the numbers between 4 and 8." Is the student correct? Explain your thinking.

On today's activity: (Circle one) I did great! I did OK. I need some help.
Go Further ➝ Follow the directions to cross out the numbers.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>25</td>
<td>32</td>
<td>6</td>
</tr>
<tr>
<td>23</td>
<td>40</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>24</td>
<td>33</td>
<td>72</td>
</tr>
<tr>
<td>63</td>
<td>108</td>
<td>92</td>
<td>85</td>
</tr>
</tbody>
</table>

- Cross out all multiples of 8.
- Cross out all multiples of 2.
- Cross out all numbers that have 5 as a factor.
- Cross out all numbers that have 3 as a factor.

1. Which number is not crossed out? __________

2. Use the digits 2, 8, 7, 9 to complete the multiplication equation below. (HINT: one of the numbers has 2-digits)
   
   _____ × _____ = _____

3. Use the digits 0, 3, 5, 6 to complete the multiplication equation below. (HINT: one of the numbers has 2-digits)
   
   _____ × _____ = _____

On today’s activity: (Circle one) ☐ I did great! ☐ I did OK. ☐ I need some help.
Today's Challenge: Look for strings of digits that can be used to write subtraction equations. Be sure both numbers have two digits.

REMEMBER: The digits must string from left to right and top to bottom or from top to bottom and left to right.

Write the subtraction equations.

Go Further: Look at the subtraction equation below:

\[
\begin{array}{c}
87 \\
- 13 \\
\hline
74 \\
\end{array}
\]

Explain how you would use addition to check the difference.

On today's activity: (Circle one) I did great! I did OK. I need some help.

© Great Source. Permission is granted to copy this page.
Get Started  Rule out two. Write why. Fill in the correct circle.

There are 2 dozen eggs in the refrigerator. A recipe calls for the use of 5 eggs. Which expression can be used to compute how many eggs are left in the refrigerator?

A  \((2 \times 12) - 5\)  
B  \(12 \times (5 - 2)\)  
C  \(2 \times (12 - 5)\)  
D  \(12 - (5 \times 2)\)

Today's Challenge

1. Three friends share 3 packs of baseball cards. Each pack contains 10 cards. Which expression can be used to compute how many cards each person gets?

A  \((10 \times 3) - 3\)  
B  \((10 \times 3) \div 3\)  
C  \(10 \times (3 - 3)\)  
D  \((10 \div 3) + 3\)

2. Edwina swims for 30 minutes 3 times a week. She also jogs for 60 minutes every Saturday. Which expression can be used to find the total number of minutes Edwina exercises each week?

A  \((60 + 30) \times 3\)  
B  \(60 \times (30 + 3)\)  
C  \(60 + (30 \times 3)\)  
D  \((60 \times 3) + 30\)

Total points for Today's Challenge:  

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge

1. Look at the numbers below. Circle the number pairs with a difference of 2.

<table>
<thead>
<tr>
<th>203, 206</th>
<th>135, 137</th>
<th>243, 241</th>
<th>339, 342</th>
</tr>
</thead>
<tbody>
<tr>
<td>567, 569</td>
<td>911, 912</td>
<td>956, 957</td>
<td></td>
</tr>
<tr>
<td>451, 450</td>
<td>729, 731</td>
<td>715, 717</td>
<td></td>
</tr>
<tr>
<td>645, 655</td>
<td>890, 887</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For each problem, write a number so that the pair of numbers has a difference of 2.

2. 153, ______
3. 869, ______
4. 809, ______
5. 439, ______
6. 741, ______
7. 901, ______

Go Further

Complete the pairs of consecutive odd numbers.
Follow the example at the right. 3 0 7, 3 0 9

8. 8 0 __, 8 0 __
9. 2 6 __, 2 6 __
10. 9 ____, 9 _____
11. ________, ________

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
**Today's Challenge**  
Match the words below with the definitions.  
Write the word next to its definition.

<table>
<thead>
<tr>
<th>quotient</th>
<th>sum</th>
<th>difference</th>
<th>prime</th>
</tr>
</thead>
<tbody>
<tr>
<td>mean</td>
<td>estimate</td>
<td>numerator</td>
<td>consecutive</td>
</tr>
<tr>
<td>product</td>
<td>denominator</td>
<td>remainder</td>
<td>composite</td>
</tr>
</tbody>
</table>

1. The word that means the answer to an addition computation: ________________
2. The word that means the answer to a subtraction computation: ________________
3. The word that describes numbers that follow one another and have a difference of 1: ________________
4. The word that means the answer to a division computation: ________________
5. The word that describes a number with only 2 factors, itself and 1: ________________
6. The word that means the number below the fraction bar: ________________
7. The word that means the quantity left over after you have divided a number into equal groups: ________________
8. The word that means the number above the fraction bar: ________________
9. The word that means close to the exact answer: ________________
10. The word that means the average of a set of numbers: ________________

**Go Further**

11. The expression “3 + 5” can be read “the sum of 3 and 5.” What other ways can you read the expression “3 + 5?”

__________________________

**On today's activity:** (Circle one)  
- I did great!  
- I did OK.  
- I need some help.

Name ___________________  
Date ___________________
Go Further: Follow the directions to cross out the numbers.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>42</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>10</td>
<td>18</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>12</td>
<td>14</td>
<td>48</td>
<td>7</td>
</tr>
</tbody>
</table>

- Cross out all multiples of 6.
- Cross out the number that is equal to the number of ounces in 1 pound.
- Cross out the number that is equal to the number of days in 4 weeks.
- Cross out all numbers between 3 and 15.

1. Which number is not crossed out? _______

2. Write 3 clues to describe the number 15.

On today’s activity: (Circle one)  ■ I did great!  ■ I did OK.  ■ I need some help.
Today's Challenge: Look for strings of digits that can be used to write multiplication equations. The equation must contain 5 as a factor.

REMEmBER: The digits must string from left to right and top to bottom or from top to bottom and left to right.

Write the multiplication equations.

Go Further: What patterns do you see when you multiply by 5? Explain your thinking.

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Get Started  
Rule out two. Write why. Fill in the correct circle.

The factors of 10 are (1, 2, 5, 10). What are the factors of 20?

A  (20, 40, 60, 80) 
B  (1, 2, 4, 5) 
C  (10, 20, 30, 40) 
D  (1, 2, 4, 5, 10, 20)

Today's Challenge

1. The factors of 16 are (1, 2, 4, 8, 16). What are the factors of 32?

A  (2, 4, 6, 8) 
B  (1, 2, 4, 8) 
C  (1, 2, 4, 8, 16, 32) 
D  (32, 64, 96, 128)

2. The factors of 12 are (1, 2, 3, 4, 6, 12). What are the factors of 24?

A  (1, 2, 6, 12) 
B  (1, 2, 3, 4, 5, 6, 12) 
C  (1, 2, 3, 4, 6, 8, 12, 24) 
D  (1, 2, 3, 4, 6, 12)

Total points for Today's Challenge:

On today's activity: (Circle one) ─ I did great! ─ I did OK. ─ I need some help.
Today's Challenge

1. Look at the numbers below. Circle the number pairs with a difference of 3.

<table>
<thead>
<tr>
<th>437, 440</th>
<th>127, 129</th>
</tr>
</thead>
<tbody>
<tr>
<td>205, 208</td>
<td>643, 646</td>
</tr>
<tr>
<td>262, 265</td>
<td>394, 397</td>
</tr>
<tr>
<td>280, 282</td>
<td>708, 780</td>
</tr>
<tr>
<td>759, 761</td>
<td></td>
</tr>
</tbody>
</table>

2. Look at each pair of numbers that is not circled. Draw a square around all the pairs of numbers that have a difference of 2.

3. After completing problems 1 and 2, does each group have the same number of pairs? (circle one) □ yes □ no

4. Which pair is left?

Go Further  Complete the pairs of numbers so that there is a difference of 3. Follow the example at the right.

5. 9 1 __, 9 1 __  
6. 5 6 __, 5 6 __

7. 4 __, 4 __  
8. ____, ____

On today's activity: (Circle one) □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date _____________
Today's Challenge  Circle the correct choice.

REMEMBER: If the number to the right is equal to or greater than 5, then round up. If the number to the right is less than 5, then round down.

1. The whole number that does not round to 40  A. 42  B. 37  C. 45
2. The whole number that does not round to 80  A. 82  B. 74  C. 78
3. The whole number that does not round to 960 A. 961 B. 948 C. 957
4. The whole number that does not round to 700 A. 809 B. 698 C. 703
5. The whole number that does not round to 550 A. 559 B. 545 C. 553
6. The whole number that rounds to 550    A. 559 B. 545 C. 533
7. The whole number that rounds to 90     A. 95  B. 75  C. 85
8. The whole number that rounds to 1000  A. 996 B. 196 C. 96
9. The whole number that rounds to 800    A. 851 B. 715 C. 799
10. The whole number that rounds to 40    A. 440 B. 44  C. 404

Go Further

11. The whole number 999 rounded to the nearest ten is 1000. Explain how this is possible.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge

<table>
<thead>
<tr>
<th>Expression</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 + 34</td>
<td>56</td>
</tr>
<tr>
<td>67 + _____</td>
<td>87</td>
</tr>
<tr>
<td>_____ + 20</td>
<td>98</td>
</tr>
<tr>
<td>345 + _____</td>
<td>945</td>
</tr>
<tr>
<td>_____ + 257</td>
<td>557</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expression</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 + 36</td>
<td>56</td>
</tr>
<tr>
<td>42 + 45</td>
<td>_____</td>
</tr>
<tr>
<td>48 + 50</td>
<td>_____</td>
</tr>
<tr>
<td>400 + 545</td>
<td>_____</td>
</tr>
<tr>
<td>57 + 500</td>
<td>_____</td>
</tr>
</tbody>
</table>

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Today's Challenge: Look for strings of digits that can be used to write multiplication equations.

**REMEMBER:** The digits must string from left to right and top to bottom or from top to bottom and left to right.

Multiplication equations with 2 as a factor:

- 
- 
- 

Multiplication equations with 4 as a factor:

- 
- 
- 

Go Further: If 2 is a factor of a number, will 4 also be a factor of that number? Give two examples to show your thinking.

- 
- 
- 
- 
- 
- 

On today's activity: (Circle one) I did great! I did OK. I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

Jacob has $7.50. If he buys a magazine for $3.85, about how much will he have left?

A  about $1.00  
B  about $8.00  
C  about $3.00  
D  about $4.00  

Today's Challenge

1. Magali sold 432 calendars for her soccer league fund-raiser. She has delivered 192 of the calendars. About how many more calendars still need to be delivered?

A  about 50 calendars  
B  about 100 calendars  
C  about 150 calendars  
D  about 200 calendars  

2. Students at Woodbury School cast 508 votes for the student elections. So far, 185 votes have been tallied. About how many more votes still need to be tallied?

A  about 100 votes  
B  about 200 votes  
C  about 300 votes  
D  about 400 votes  

Total points for Today's Challenge:  

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.  

Name  Date  
25
Today's Challenge: Write <, >, or = to make each number sentence true.

1. $104 + 1 \quad \_\_\_ \quad 107$
2. $99 + 5 \quad \_\_\_ \quad 107$
3. $80 + 40 \quad \_\_\_ \quad 160$
4. $104 + 2 \quad \_\_\_ \quad 107$
5. $99 + 6 \quad \_\_\_ \quad 107$
6. $80 + 50 \quad \_\_\_ \quad 160$
7. $104 + 3 \quad \_\_\_ \quad 107$
8. $99 + 7 \quad \_\_\_ \quad 107$
9. $80 + 60 \quad \_\_\_ \quad 160$
10. $104 + 4 \quad \_\_\_ \quad 107$
11. $99 + 8 \quad \_\_\_ \quad 107$
12. $80 + 70 \quad \_\_\_ \quad 160$
13. $104 + 5 \quad \_\_\_ \quad 107$
14. $99 + 9 \quad \_\_\_ \quad 107$
15. $80 + 80 \quad \_\_\_ \quad 160$
16. $104 + 6 \quad \_\_\_ \quad 107$
17. $99 + 10 \quad \_\_\_ \quad 107$
18. $80 + 90 \quad \_\_\_ \quad 160$

4. $509 + 1 \quad \_\_\_ \quad 513$
5. $7 + 135 \quad \_\_\_ \quad 146$
6. $29 + 4 \quad \_\_\_ \quad 30 + 3$
7. $509 + 2 \quad \_\_\_ \quad 513$
8. $7 + 136 \quad \_\_\_ \quad 146$
9. $29 + 5 \quad \_\_\_ \quad 30 + 4$
10. $509 + 3 \quad \_\_\_ \quad 513$
11. $7 + 137 \quad \_\_\_ \quad 146$
12. $29 + 6 \quad \_\_\_ \quad 30 + 5$
13. $509 + 4 \quad \_\_\_ \quad 513$
14. $7 + 138 \quad \_\_\_ \quad 146$
15. $29 + 7 \quad \_\_\_ \quad 30 + 6$
16. $509 + 5 \quad \_\_\_ \quad 513$
17. $7 + 139 \quad \_\_\_ \quad 146$
18. $29 + 8 \quad \_\_\_ \quad 30 + 7$
19. $509 + 6 \quad \_\_\_ \quad 513$
20. $7 + 140 \quad \_\_\_ \quad 146$
21. $29 + 9 \quad \_\_\_ \quad 30 + 8$

Go Further: Complete each sentence.

7. $\_\_\_ + \_\_\_ > 514$
8. $\_\_\_ + \_\_\_ < 630$
9. $\_\_\_ + \_\_\_ = 728$

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name
Date
Today's Challenge  →  Circle the correct answer.

1. A number with the digit 9 in the hundreds place
   990,457  62,976  19,375

2. A number with the same digit in the ones, tens, and hundreds place
   67,000  585,750  333,345

3. A number with an even digit in each place value given
   46,081  200,684  3,854

4. An even number with an odd digit in the thousands place
   458,672  452,676  7,684

5. A number with the digit 5 in the ten thousands place
   5,555  256,590  535,951

6. A number with the digit 6 in the hundred thousands place and the digit 1 in the hundreds place
   67,134  174,683  645,193

7. A number with the same digit in the ten thousands place and the thousands place
   788,524  936,610  268,991

8. An odd number with an even number in the tens place
   847,091  645,763  64,872

9. A number with the digit 0 in the thousands place and the digit 6 in the tens place
   15,068  30,624  850,462

10. A number with the same digit in the hundred thousands place and the hundreds place
    663,366  507,507  34,392

Go Further

11. Write a six-digit number with the digit 7 in the ten thousands place and in the hundreds place.

    _____________  _____________  _____________

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

Name  Date
Today’s Challenge  
For each question, write yes or no.
1. **Cubes:**
   a. Does it roll? ________
   b. Is it flat like a pizza? ________
   c. Does it have square corners? ________
   d. Does it have a vertex? ________
   Which solid am I? ____________________

2. **Cubes:**
   a. Does it have square faces? ________
   b. Does it have a round base? ________
   c. Can it be stacked? ________
   d. Does it have 5 faces? ________
   Which solid am I? ____________________

Go Further

3. Solve this riddle.
   **Cubes:**
   - I am a solid.
   - I have two round bases.
   - I can slide and roll.
   Which solid am I? ____________________

4. Write your own riddle for a friend to solve.
   **Cubes:**
   ____________________________________
   ____________________________________
   ____________________________________
   What is my name? ____________________
   Friend’s name ____________________

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today’s Challenge: Look for strings of digits that can be used to write multiplication equations.

**Remember:** The digits must string from left to right and top to bottom or from top to bottom and left to right.

Multiplication equations with 3 as a factor

Multiplication equations with 6 as a factor

Go Further: Create your own Math Jumble. Include at least three sets of digits that can be used to write multiplication equations that have 3 or 6 as a factor. Have a friend use the Math Jumble to write three multiplication equations that have 3 or 6 as a factor.

Friend’s Name

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

Grandmother Simpson sends a large sack of apples to her neighbor. Which unit of measure best describes the weight of the apples?

A  7 milligrams  
B  7 pounds  
C  7 grams  
D  7 tons  

Today's Challenge

1. Which unit of measure best describes the mass of a butterfly?
   A  500 milligrams  
   B  500 ounces  
   C  500 grams  
   D  500 kilograms  

2. Which unit of measure best describes the weight of a truck?
   A  10 tons  
   B  10 pounds  
   C  10 ounces  
   D  10 kilograms  

Total points for Today's Challenge:  

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge

1. Complete the list below to show some of the different coin combinations that have a value of 50¢. Use only quarters, dimes, and nickels.

<table>
<thead>
<tr>
<th>Quarters</th>
<th>Dimes</th>
<th>Nickels</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Go Further

2. Make a list to show six different coin combinations that have a value of 80¢. Use only quarters, dimes, and nickels.

<table>
<thead>
<tr>
<th>Quarters</th>
<th>Dimes</th>
<th>Nickels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Explain how patterns helped you complete the list.

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name
Date
Today's Challenge  Circle the correct choice.

1. Quarter after 9 o’clock in the morning  9:15 P.M.  8:45 A.M.  9:15 A.M.
2. 15 minutes before 10 o’clock in the morning  10:45 A.M.  9:15 A.M.  9:45 A.M.
3. Half past 11 o’clock in the morning  11:15 A.M.  11:30 A.M.  11:30 P.M.
4. 20 minutes after 12:00 midnight  12:20 A.M.  12:20 P.M.  20:12 P.M.
5. 20 minutes after 12:00 noon  12:20 A.M.  12:20 P.M.  11:40 A.M.
6. 7 o’clock in the evening  7:00 A.M.  7:00 P.M.  8:00 P.M.
7. 7 o’clock in the morning  7:00 P.M.  7:00 A.M.  7:30 A.M.
8. 5 minutes before 3 o’clock in the afternoon  2:55 P.M.  3:05 P.M.  2:55 A.M.
9. 5 minutes before 3:30 in the afternoon  3:35 P.M.  3:25 A.M.  3:25 P.M.
10. Quarter past 9 o’clock in the evening  9:15 A.M.  8:45 P.M.  9:15 P.M.

Go Further

11. Why is it necessary to include the letters A.M. or P.M. when giving time? Give an example to explain your reasoning.

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge: Name the equivalent unit of measure.

Remember:
1 gallon ↔ 4 quarts
1 quart ↔ 2 pints
1 pint ↔ 2 cups

<table>
<thead>
<tr>
<th>4 quarts</th>
<th>1 gallon</th>
<th>8 cups</th>
<th>4 pints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _____ quarts</td>
<td>8 gallons</td>
<td>2. 12 cups</td>
<td>_____ pints</td>
</tr>
<tr>
<td>3. 16 quarts</td>
<td>_____ pints</td>
<td>4. _____ cups</td>
<td>14 pints</td>
</tr>
<tr>
<td>5. 4 gallons</td>
<td>_____ quarts</td>
<td>6. 1 gallon</td>
<td>_____ cups</td>
</tr>
<tr>
<td>7. 1 quart</td>
<td>_____ cups</td>
<td>8. 1 gallon</td>
<td>_____ pints</td>
</tr>
</tbody>
</table>

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name
Date
Today’s Challenge: Look for strings of digits that can be used to write multiplication equations.

**REMEMBER:** The digits must string from left to right and top to bottom or from top to bottom and left to right.

Multiplication equations with 4 as a factor


Multiplication equations with 8 as a factor


Go Further: Create your own Math Jumble. Include at least three sets of digits that can be used to write multiplication equations that have 4 or 8 as a factor. Have a friend use the Math Jumble to write three multiplication equations that have 4 or 8 as a factor.


Friend’s Name

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Get Started  
Rule out two. Write why. Fill in the correct circle.

Mrs. Stafford buys a rectangular rug that covers 20 square feet. The length of the rug is 5 feet. What is its width?

A  15 feet                      
B  10 feet                      
C  5 feet                      
D  4 feet                      

Today’s Challenge

1. Meredith uses a rectangular piece of fabric to cover her table. The fabric has an area of 12 square feet. The width of the fabric is 3 feet. What is its length?

A  15 feet                      
B  9 feet                      
C  4 feet                      
D  3 feet                      

2. Mr. Streeter wraps a gift for his daughter. The rectangular wrapping paper has an area of 200 square inches. The length of the paper is 20 inches. What was its width?

A  10 inches                      
B  20 inches                      
C  40 inches                      
D  180 inches                      

Total points for Today’s Challenge: __________

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name ___________________________  Date __________
Today's Challenge  Fill in the missing numbers from the hundred chart. Look at the hundred chart in the back of your book if you need help.

1.  
2.  
3.  

4.  
5.  
6.  

Go Further  Fill in the missing numbers without using the hundred chart.

7.  
8.  
9.  

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name  Date
Today's Challenge  Circle the correct choice.

1. An expression with two identical even factors  $8 + 8$  $7 \times 7$  $6 \times 6$

2. A fraction with an even-number denominator  $\frac{4}{5}$  $\frac{5}{6}$  $\frac{14}{3}$

3. One half of 16  $4$  $8$  $2$

4. An expression with two identical prime factors  $2 \times 2$  $3 \times 5$  $9 \times 9$

5. The difference between 12 and 3  $15$  $9$  $4$

6. A fraction with an even-number numerator  $\frac{3}{8}$  $6 + 9$  $\frac{6}{9}$

7. The quotient of 24 and 4  $24$  $4$  $6$

8. The product of 4 and 8  $2$  $32$  $12$

9. An expression with two addends  $7 - 5$  $7 + 5$  $7 \times 5$

10. One fourth of 12  $6$  $3$  $4$

Go Further

11. Explain your strategy for remembering math vocabulary.

________________________________________________________________________

________________________________________________________________________

On today's activity:  (Circle one)  I did great!  I did OK.  I need some help.

Name

Date
Today's Challenge  Use the clues to answer the questions.

1. **Clues:**
   a. I am a 2-digit number.
   b. I am greater than 65 and less than 80.
   c. The sum of my digits equals 11.
   d. I am 2 more than the product of $8 \times 9$.

   Who am I? __________

2. **Clues:**
   a. I am a 2-digit number.
   b. I am greater than 50 and less than 65.
   c. The sum of my digits equals 11.
   d. I complete the addition equation: $10 + ______ = 66$.

   Who am I? __________

Go Further

3. Complete this riddle.
   **Clues:**
   - I am a 2-digit number.
   - I am greater than _______ and less than _______.
   - The sum of my digits equals _______.
   - I complete the addition equation: $10 + ______ = ______$.

   Who am I? __________

4. Write your own riddle for a friend to solve.
   **Clues:**
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

   What is my name? __________________________________________
   Friend's name __________________________________________

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

38 Name  Date
Today's Challenge  Look for pairs of digits that form two-digit numbers with 2, 4, or 8 as a factor.

Write the multiplication equations.

<table>
<thead>
<tr>
<th>Products with 2 as a factor</th>
<th>Products with 4 as a factor</th>
<th>Products with 8 as a factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ = _____ \times 2</td>
<td>_____ = _____ \times 4</td>
<td>_____ = _____ \times 8</td>
</tr>
<tr>
<td>_____ = _____ \times 2</td>
<td>_____ = _____ \times 4</td>
<td>_____ = _____ \times 8</td>
</tr>
<tr>
<td>_____ = _____ \times 2</td>
<td>_____ = _____ \times 4</td>
<td>_____ = _____ \times 8</td>
</tr>
<tr>
<td>_____ = _____ \times 2</td>
<td>_____ = _____ \times 4</td>
<td>_____ = _____ \times 8</td>
</tr>
</tbody>
</table>

Go Further  What do all the multiples of 2, 4, and 8 have in common?

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

What is the value of the variable $x$ in the equation $54 \div 9 = x$?

A $x = 5$

B $x = 6$

C $x = 7$

D $x = 9$

Today's Challenge

1. What is the value of the variable $x$ in the equation $42 \div 7 = x$?

A $x = 5$

B $x = 6$

C $x = 7$

D $x = 8$

2. What is the value of the variable $x$ in the equation $63 \div 9 = x$?

A $x = 7$

B $x = 8$

C $x = 9$

D $x = 6$

Total points for Today's Challenge: ______

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge  Fill in the missing numbers from the hundred chart. Look at the hundred chart in the back of your book if you need help.

1.  
   15
   25  26

2.  
   32
   43

3.  
   51
   61  62

4.  
   75

5.  
   88

6.  

Go Further  Fill in the missing numbers without using the hundred chart.

7.  
   63
   65

8.  

9.  
   75
   86

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

Name
Date
Today's Challenge: Match the words below with the definitions. Write the word next to its definition.

<table>
<thead>
<tr>
<th>octagon</th>
<th>eight</th>
<th>parallel</th>
<th>polygon</th>
</tr>
</thead>
<tbody>
<tr>
<td>quadrilateral</td>
<td>sphere</td>
<td>intersecting</td>
<td>square</td>
</tr>
<tr>
<td>geometry</td>
<td>circle</td>
<td>hexagon</td>
<td>cylinder</td>
</tr>
</tbody>
</table>

1. A closed geometric figure made of line segments
2. The shape of a ball
3. Any closed geometric shape with four sides
4. The shape that best describes a soup can
5. The shape that has four equal sides and four equal angles
6. The shape of a stop sign
7. The name of the study of space and shapes in mathematics
8. The shape that best describes the edge of a dime
9. The number of sides on an octagon
10. Two lines that are the same distance apart and will never cross each other

Go Further

11. How many sides and corners does a pentagon have?

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge: Complete the chart.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 - 60</td>
<td>36</td>
</tr>
<tr>
<td>77 - ____</td>
<td>27</td>
</tr>
<tr>
<td>____ - 20</td>
<td>48</td>
</tr>
<tr>
<td>945 - ____</td>
<td>900</td>
</tr>
<tr>
<td>____ - 200</td>
<td>550</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expression</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>86 - 50</td>
<td>36</td>
</tr>
<tr>
<td>68 - 41</td>
<td>____</td>
</tr>
<tr>
<td>88 - 40</td>
<td>____</td>
</tr>
<tr>
<td>1000 - 100</td>
<td>____</td>
</tr>
<tr>
<td>600 - 50</td>
<td>____</td>
</tr>
</tbody>
</table>

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge

1. Loop a string of coins and numbers that have a product of 20¢. Write the multiplication equation.

2. Loop a string of coins and numbers that have a product of 60¢. Write the multiplication equation.

3. Loop a string of coins and numbers that have a product of 140¢. Write the multiplication equation.

4. Loop a string of coins and numbers that have a product of 300¢. Write the multiplication equation.

Go Further

5. Loop a string of coins and numbers that have a product of 100¢. Write the multiplication equation.

How is this equation different from the others? Explain your thinking.

On today's activity: (Circle one) ☐ I did great! ☐ I did OK. ☐ I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

The first few multiples of 3 and 6 are listed at the right. Common to 3 and 6 are the multiples 6 and 12. Name the next two common multiples of 3 and 6.

A  (15, 18)
B  (12, 15)
C  (21, 24)
D  (18, 24)

<table>
<thead>
<tr>
<th>Multiples of</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>6, 9, 12, 15, 18, 21, 24, 27, 30, . . .</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>6, 12, 18, 24, 30, 36, 42, 48, 54, 60, . . .</td>
</tr>
</tbody>
</table>

Today’s Challenge

1. The first few multiples of 5 and 10 are listed at the right. Common to 5 and 10 are the multiples 10 and 20. Name the next two common multiples of 5 and 10.

A  (15, 20)
B  (30, 40)
C  (20, 25)
D  (15, 25)

<table>
<thead>
<tr>
<th>Multiples of</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>5, 10, 15, 20, 25, 30, 35, 40, 45, 50, . . .</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>10, 20, 30, 40, 50, 60, 70, 80, 90, 100 . . .</td>
</tr>
</tbody>
</table>

2. The first few multiples of 2 and 4 are listed at the right. Common to 2 and 4 are the multiples 4 and 8. Name the next two common multiples of 2 and 4.

A  (12, 14)
B  (12, 16)
C  (8, 16)
D  (8, 12)

<table>
<thead>
<tr>
<th>Multiples of</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
<tr>
<td>2, 4, 5, 8, 10, 12, 14, 16, 18, 20, . . .</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>4, 8, 12, 16, 20, 24, 28, 32, 36, 40, . . .</td>
</tr>
</tbody>
</table>

Total points for Today’s Challenge: __________

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.

Name ______________________ Date ________
Today's Challenge  Fill in the missing numbers from the hundred chart. Look at the hundred chart in the back of your book if you need help.

1.  

   
   
   15

   
   
   25

2.  

   
   
   
   
   
   
   78

   
   
   79

   
   
   89

3.  

   

   

   63

   

   68

4.  

   

   

   

   

   

   68

   

   68

Go Further  Write your own pattern for 15 less than or 15 greater than a number.

5.  

   

   

   

   

   

   

6.  

   

   

   

   

   

   

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

Name  

Date
Today’s Challenge   Write the letter of the correct mathematical expression.

____ 1. A multiplication expression with three identical factors  A. 24 ÷ 6 + 7

____ 2. An addition expression with different addends
   all less than 10  B. 6 × 7 + 8

____ 3. A multiplication expression with
   three consecutive numbers  C. 7 + 7 + 7

____ 4. A division expression with the number 6  D. 5 × 5 × 5
   as the divisor

____ 5. A mathematical expression that shows both
   multiplication and addition  E. 6 − 2 + 2

____ 6. A subtraction expression that has only
   prime numbers  F. 3 + 6 + 8

____ 7. A division expression with the number 6  G. 4 × 5 × 6
   as the dividend

____ 8. A mathematical expression that shows only
   repeated addends  H. 21 ÷ 7 + 6

____ 9. A mathematical expression that shows both
   addition and subtraction  I. 17 − 11 − 2

____ 10. A division expression with two odd numbers  J. 6 ÷ 2 − 1

Go Further

11. Write a mathematical expression using four different numbers. The numbers must
    meet the following five conditions:
    • One number must be a prime number.
    • Two numbers must be odd-number factors.
    • Two numbers must be even-number addends.

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Go Further  Follow the directions to cross out the numbers.

<table>
<thead>
<tr>
<th>18</th>
<th>30</th>
<th>36</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>20</td>
<td>42</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>16</td>
<td>28</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>35</td>
<td>48</td>
<td>72</td>
</tr>
</tbody>
</table>

- Cross out all the odd numbers.
- Cross out all numbers that continue the pattern 5, 10, 15, 20, . . .
- Cross out all multiples of 6.
- Cross out all numbers less than 20.

1. Which number is not crossed out? ________

2. Write 3 clues to describe the number 28.

   ____________________________________________
   ____________________________________________
   ____________________________________________

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge  Look for strings of digits that can be used to write multiplication equations. The equations must contain 7 as a factor.

Write the multiplication equations.


REMEMBER: The string of digits must make a turn or join to form a straight line.

Go Further  Create your own Math Jumble. Include at least three sets of digits that can be used to create multiplication equations that have 7 as a factor. Have a friend use the Math Jumble to find and write those equations.


Friend’s Name

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.

Name  Date
Get Started  Rule out two. Write why. Fill in the correct circle.

Yasmine buys a big bag of stickers. The bag has 8 smaller packs of stickers with 6 stickers each. Which equation can be used to solve for the total number of stickers?

A  $6 \times 8 = 54$
B  $8 \times 8 = 64$
C  $6 + 8 = 54$
D  $6 \times 8 = 48$

Today's Challenge

1. Mr. Harris rotates all the tires for each of 7 cars. Which equation can be used to solve for the total number of tires rotated?

A  $7 \times 4 = 28$
B  $7 + 4 = 11$
C  $2 \times 7 = 14$
D  $4 \times 7 = 21$

2. Sergio glues 5 pictures on each page of his album. The album has 9 pages in all. Which equation can be used to solve for the total number of pictures in the album?

A  $9 \times 5 = 40$
B  $9 + 5 = 14$
C  $9 \times 5 = 45$
D  $9 \times 9 = 81$

Total points for Today's Challenge: 

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

50  Name

Date
Today’s Challenge  → Draw the next four shapes to continue the patterns.

1. ○ □ △ ▲ ○ □ △ ▲ __ __ __ __

2. △ ★ ○ △ △ ★ ○ △ △ ★ ○ △ __ __ __ __

3. □ ○ ▽ □ ○ ▽ ○ ▽ ○ ▽ __ __ __ __

4. □ ▽ ○ ▽ □ ○ ▽ □ ○ ▽ □ __ __ __ __

Go Further

5. Draw a pattern of your own using 5 different shapes.

____ ___________ ___________ ___________ ___________ ___________

____ ___________ ___________ ___________ ___________ ___________

6. Describe your pattern.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge  Write the letter of the correct equation.

1. A multiplication equation with two identical factors.  A. $55 + 12 = 67$

2. An addition equation with two identical odd-number addends  B. $15 + 10 = 35$

3. A multiplication equation with a product of 28  C. $5 \times 11 = 55$

4. A division equation with a remainder of 3  D. $9 \times 9 = 81$

5. An equation that is false  E. $55 \div 11 = 5$

6. A multiplication equation with prime number factors  F. $13 \times 13 = 26$

7. A division equation with a two-digit divisor  G. $43 \div 5 = 8 \text{ R}3$

8. An addition equation with a sum of 67  H. $26 \div 1 = 26$

9. A subtraction equation with a difference of 35  I. $2 \times 14 = 28$

10. A division equation with a quotient of 26  J. $45 - 10 = 35$

Go Further

11. Write an equation. Use the numbers 8, 2, 24, and 6. The same operation symbol may be repeated.

On today's activity: (Circle one)  
I did great!  I did OK.  I need some help.
Today's Challenge  Find the perimeter of each polygon.

1. \[ P = \quad \text{ft} \]

2. \[ P = \quad \text{in.} \]

3. \[ P = \quad \text{cm} \]

Go Further

4. Solve this riddle.
   
   **Clues:**
   
   - I am a figure with an odd number of sides.
   - I have fewer sides than a pentagon.
   - I have the same perimeter as a hexagon whose sides measure 2 inches each.
   
   What is my perimeter? __________

5. Write your own riddle for a friend to solve.
   
   **Clues:**
   
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   What is my perimeter? __________
   
   Friend's name __________________________

**On today's activity:** (Circle one) I did great! I did OK. I need some help.
Today’s Challenge: Look for strings of digits that can be used to write multiplication equations. The equation must contain 9 as a factor.

Write the multiplication equations.

__________________________

__________________________

__________________________

Remember: The string of digits must make a turn or join to form a straight line.

Go Further: Create your own Math Jumble. Include at least three sets of digits that can be used to create multiplication equations that have 9 as a factor. Have a friend use the Math Jumble to find and write those equations.

__________________________

__________________________

__________________________

Friend’s Name

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

Ian is packing for a 10-mile wilderness hike. He plans to carry a container of water. Which water bottle would be the most reasonable for him to carry?

A  gallon

B  liter

C  cup

D  none of the above

Today’s Challenge

1. Tammy is painting the walls in her living room. Which size container of paint will she buy?

A  milliliter

B  gallon

C  pint

D  none of the above

2. Nelson is taking care of a baby bird. He uses an eyedropper to feed the bird. Which unit of measure is marked on the eyedropper?

A  liter

B  milliliter

C  gallon

D  none of the above

Total points for Today’s Challenge:  

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.

Name  Date
**Today's Challenge**  Skip count by hundreds to complete the list. Write the missing numbers in the blanks.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. 3000</td>
<td>2. 4000</td>
<td>3. 8057</td>
<td>4. 9005</td>
<td>5. 7600</td>
</tr>
<tr>
<td>3100</td>
<td></td>
<td>8157</td>
<td></td>
<td></td>
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<td></td>
<td>4200</td>
<td></td>
<td></td>
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<tr>
<td>3300</td>
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<tr>
<td>3600</td>
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<td></td>
<td></td>
<td>9605</td>
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<td></td>
<td>4800</td>
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<td></td>
</tr>
<tr>
<td>3900</td>
<td></td>
<td></td>
<td></td>
<td>8500</td>
</tr>
</tbody>
</table>

**Go Further**

6. Ask a friend to name any four-digit number greater than 1000 and less than 3000. Then use that number to skip count *backwards* by hundreds until you reach the first three-digit number.

---

**On today's activity:** (Circle one) I did great! I did OK. I need some help.

---

**Name** **Date**
Today’s Challenge: Fill in the blanks to make true equations.

1. \( 245 + \underline{} = 245 \)
2. \( 7 + 5 = 5 + \underline{} \)
3. \( 8 + 4 + 3 = 12 + \underline{} \)
4. \( \underline{} + 35 = 35 + 24 \)
5. \( 26 + \underline{} = 26 + 10 + 13 \)
6. \( 0 + \underline{} = 114 \)
7. \( 68 + 33 = \underline{} + 68 \)
8. \( 9 + (\underline{} + 4) = (9 + 8) + 4 \)
9. \( 82 + 0 + 6 = \underline{} \)
10. \( \underline{} + 27 = 23 + 14 + 27 \)

Go Further

11. How do the addition properties of addition help you compute? Give an example of your thinking.

__________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name __________________________ Date __________________________
Today's Challenge

1. **Blues:**
   a. I am a three-digit even number.
   b. I am greater than 670 and less than 690.
   c. The sum of my digits equals 16.
   d. I complete the addition equation: $110 + _____ = 792$.

   Who am I? ________

2. **Blues:**
   a. I am a three-digit odd number.
   b. I am greater than 760 and less than 770.
   c. Like the word WOW, I am a palindrome number.
   d. I complete the subtraction equation: $952 - _____ = 185$.

   Who am I? ________

Go Further

3. Complete this riddle.
   **Blues:**
   • I am a three-digit number.
   • I am greater than _____ and less than _____.
   • The sum of my digits equals ______.
   • I complete the addition equation: _____ + 50 = ______.

   Who am I? ________

4. Write your own riddle for a friend to solve.
   **Blues:** ____________________________
   ____________________________
   ____________________________
   ____________________________

   Who am I? ________
   Friend's name ____________________________

On today's activity: (Circle one) ⚫ I did great! ⚫ I did OK. ⚫ I need some help.

Name __________
Date __________
Today’s Challenge: Look for strings of digits that can be used to write division equations whose quotients equal 2 or 3.

Division equations whose quotients equal 2

Division equations whose quotients equal 3

REMEmber: The string of digits must make a turn or join to form a straight line.

Go Further: Create your own Math Jumble. Include at least three sets of digits to create division equations whose quotients equal 2 or 3. Have a friend use the Jumble to find and write those equations.

Friend’s Name

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Get Started Rule out two. Write why. Fill in the correct circle.

Which solid has 5 faces, 5 corners, and 8 edges?

A cube
B square pyramid
C triangular pyramid
D sphere

Today's Challenge

1. Which solid has 6 faces, 8 corners, and 12 edges?

A square pyramid
B cube
C cone
D cylinder

2. Select the set of attributes that describes the solid at the right.

A 3 faces, 6 corners, 9 edges
B 5 faces, 9 corners, 6 edges
C 5 faces, 6 corners, 6 edges
D 5 faces, 6 corners, 9 edges

Total points for Today's Challenge:

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Today's Challenge — Fill in the missing numbers from the hundred chart. Look at the hundred chart in the back of your book if you need help.

1. 5
   15
   25

2. 78
   79
   80

3. 
   
   63
   68

4. 
   69

Go Further — Write your own pattern to find 25 less than or 25 greater than a number.

5. 

6. 

On today’s activity: (Circle one) — I did great! — I did OK. — I need some help.
Today's Challenge: Circle the correct choice.

REMINDER: If the number to the right is equal to or greater than 5, then round up. If the number to the right is less than 5, then round down.

1. The whole number that does not round to 40,000
   A. 42,000  B. 37,000  C. 45,000

2. The whole number that does not round to 8000
   A. 8200    B. 7400    C. 7800

3. The whole number that does not round to 960,000
   A. 961,000  B. 948,000  C. 957,000

4. The whole number that does not round to 70,000
   A. 6,900    B. 69,800   C. 70,300

5. The whole number that does not round to 6000
   A. 5298     B. 5603     C. 5582

6. The whole number that rounds to 55,000
   A. 55,900   B. 54,500   C. 53,300

7. The whole number that rounds to 9000
   A. 9500     B. 7500     C. 8500

8. The whole number that rounds to 10,000
   A. 9962     B. 19654    C. 964

9. The whole number that rounds to 80,000
   A. 85,101   B. 71,505   C. 79,909

10. The whole number that rounds to 400,000
    A. 450,000  B. 440,999  C. 4001

Go Further

11. The whole number 2999 rounded to the nearest ten thousand is 0. Explain how this is possible.

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge  Write true or false.

1. 
   a. I have one vertical line of symmetry. 
   b. I have one horizontal line of symmetry. 
   c. I have two diagonal lines of symmetry. 
   d. I have an unlimited number of lines of symmetry.

2. 
   a. I have only one line of symmetry. 
   b. I have only two lines of symmetry. 
   c. I have only three lines of symmetry. 
   d. I have an unlimited number of lines of symmetry.

Go Further

3. Complete this riddle.
   
   **Clues:**
   - I am a polygon.
   - I have _____ sides.
   - I have _____ lines of symmetry.

   Here is what I look like with my lines of symmetry:

4. Write your own riddle for a friend to solve.
   
   **Clues:**

   Here is what I look like with my lines of symmetry:

   Friend’s name ____________________________

On today’s activity: (Circle one)  
  - I did great!  
  - I did OK.  
  - I need some help.

Name ____________________________  Date ____________________________
Today's Challenge  Look for strings of digits that can be used to write division equations whose quotients equal 2 or 4.

Division equations whose quotients equal 2

_________________________

_________________________

_________________________

Division equations whose quotients equal 4

_________________________

_________________________

_________________________

Remember: The string of digits must make a turn or join to form a straight line.

Go Further  Create your own Math Jumble. Include at least three sets of digits to create division equations whose quotients equal 2 or 4. Have a friend use the Jumble to find and write those equations.

_________________________

_________________________

_________________________

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

64  Name

Date
Get Started  Rule out two. Write why. Fill in the correct circle.

Look at the multiplication equations at the right. Complete the pattern.

A  4  4 x 1 = 4
B  40  4 x 10 = 40
C  400  4 x 100 = 400
D  4,000  4 x 1,000 = [ ]

Today's Challenge

1. Look at the multiplication equations at the right. Complete the pattern.

A  505; 5,050; 50,500 [ ] 55 x 1 = 55
B  555; 5,555; 55,555 [ ] 55 x 10 = [ ]
C  550; 5,500; 55,000 [ ] 55 x 100 = [ ]
D  500; 5,000; 50,000 [ ] 55 x 1,000 = [ ]

2. Look at the multiplication equations at the right. Complete the pattern.

A  8,690; 86,900; 869,000 [ ] 869 x 1 = 869
B  869; 8,690; 8690 [ ] 869 x 10 = [ ]
C  86,900; 869,000; 8,690,000 [ ] 869 x 100 = [ ]
D  8,609; 86,090; 860,900 [ ] 869 x 1,000 = [ ]

Total points for Today's Challenge:

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

Name  Date
Today's Challenge

1. Use the hundred chart below to skip count by threes. Draw a circle around each multiple of 3 up to 99.

```
  1  2  3  4  5  6  7  8  9  10
 11 12 13 14 15 16 17 18 19 20
 21 22 23 24 25 26 27 28 29 30
 31 32 33 34 35 36 37 38 39 40
 41 42 43 44 45 46 47 48 49 50
 51 52 53 54 55 56 57 58 59 60
 61 62 63 64 65 66 67 68 69 70
 71 72 73 74 75 76 77 78 79 80
 81 82 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98 99 100
```

Go Further

2. Look at all the numbers you circled. What patterns do you notice?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge  Fill in the blank to make a true equation.

1. \(19 \times 26 = \underline{\phantom{0}} \times 19\)
2. \(\underline{\phantom{0}} \times 39 = 0\)
3. \((45 \times 4) \times 17 = 45 \times (4 \times \underline{\phantom{0}})\)
4. \(154 \times \underline{\phantom{0}} = 62 \times 154\)
5. \(74 \times \underline{\phantom{0}} = 74\)
6. \(24 \times (\underline{\phantom{0}} \times 35) = (24 \times 14) \times 35\)
7. \(1 \times (67 \times 19) = 67 \times \underline{\phantom{0}}\)
8. \(30 \times 20 \times 7 = 30 \times \underline{\phantom{0}}\)
9. \(\underline{\phantom{0}} \times 4 \times 52 = 80 \times 52\)
10. \(98 \times (12 \times 4) = (12 \times 4) \times \underline{\phantom{0}}\)

Go Further

11. Some students say they can solve this equation in one second or less:

\[163 \times 750 \times 27 \times 908 \times 0 = \underline{\phantom{0}}\]

Solve the equation and explain why some students can solve the equation so quickly.

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

Name  Date
Today's Challenge

<table>
<thead>
<tr>
<th>Expression</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12 \times 2$</td>
<td>24</td>
</tr>
<tr>
<td>$8 \times 3$</td>
<td>24</td>
</tr>
<tr>
<td>$6 \times ____$</td>
<td>42</td>
</tr>
<tr>
<td>$21 \times 2$</td>
<td>____</td>
</tr>
<tr>
<td>____ $\times 20$</td>
<td>100</td>
</tr>
<tr>
<td>$25 \times 4$</td>
<td>____</td>
</tr>
<tr>
<td>$9 \times ____$</td>
<td>81</td>
</tr>
<tr>
<td>$27 \times 3$</td>
<td>____</td>
</tr>
<tr>
<td>____ $\times 4$</td>
<td>400</td>
</tr>
<tr>
<td>$8 \times 50$</td>
<td>____</td>
</tr>
</tbody>
</table>

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge  Look for strings of strings that can be used to write division equations whose quotients equal 3 or 6.

Division equations whose quotients equal 3

________________________________________

________________________________________

________________________________________

Division equations whose quotients equal 6

________________________________________

________________________________________

________________________________________

REMEMBER: The string of digits must make a turn or join to form a straight line.

Go Further  Create your own Math Jumble. Include at least three sets of digits to create division equations whose quotients equal 3 or 6. Have a friend use the digits to find and write those equations.

________________________________________

________________________________________

________________________________________

Friend’s Name

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

Name

Date
Get Started  Rule out two. Write why. Fill in the correct circle.

Which set shows two composite numbers?

A (2, 3)  
B (10, 11)  
C (20, 21)  
D (30, 31)  

Today’s Challenge

1. Which set shows two prime numbers?
   A (15, 17)  
   B (25, 27)  
   C (33, 35)  
   D (43, 47)  

2. Which set of numbers shows one composite number and one prime number?
   A (18, 19)  
   B (26, 27)  
   C (38, 39)  
   D (44, 45)  

Total points for Today’s Challenge:  

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge

1. Use the hundred chart below to skip count by fours. Draw a circle around each multiple of 4 up to 100.

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</table>

Go Further

2. Look at all the numbers you circled. What patterns do you notice?

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Today's Challenge: Select the correct coin combination.

1. 4 coins with a value of 40¢

2. 4 coins with a value of 17¢

3. 12 coins with a value of 60¢

4. 8 coins with a value of 40¢

5. 6 coins with a value of 40¢

6. 5 coins with a value of 17¢

7. 13 coins with a value of 17¢

8. 11 coins with a value of 60¢

9. 7 coins with a value of 60¢

10. 13 coins with a value of 40¢

2 dimes, 4 nickels
5 dimes, 2 nickels
1 dime, 1 nickel, 2 pennies
1 quarter, 1 dime, 4 nickels, 5 pennies
2 quarters, 10 pennies
1 nickel, 12 pennies
4 dimes
8 nickels
3 dimes, 10 pennies
3 nickels, 2 pennies

Go Further

11. Use the 4 coins below to create a coin combination with a value of 41¢.

   ______¢ ______¢ ______¢ ______¢

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Today's Challenge: Name the equivalent unit of measure.

Customary units of weight

<table>
<thead>
<tr>
<th>1 pound</th>
<th>16 ounces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 3 pounds</td>
<td>_____ ounces</td>
</tr>
<tr>
<td>3 pounds</td>
<td>32 ounces</td>
</tr>
<tr>
<td>5 tons</td>
<td>_____ pounds</td>
</tr>
<tr>
<td>_____ ounces</td>
<td>1/2 pound</td>
</tr>
</tbody>
</table>

Metric units of mass

<table>
<thead>
<tr>
<th>1 kilogram</th>
<th>1000 grams</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 kilograms</td>
<td>_____ grams</td>
</tr>
<tr>
<td>3000 grams</td>
<td>_____ kilograms</td>
</tr>
<tr>
<td>5000 grams</td>
<td>_____ kilograms</td>
</tr>
<tr>
<td>_____ kilogram</td>
<td>500 grams</td>
</tr>
</tbody>
</table>

Remember:
1 pound ↔ 16 ounces
1 ton ↔ 2000 pounds
1 kilogram ↔ 1000 grams

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Today's Challenge - Look for strings of digits that can be used to write division equations whose quotients equal 4 or 8.

Division equations whose quotients equal 4

__________

__________

Division equations whose quotients equal 8

__________

__________

Remember: The string of digits must make a turn or join to form a straight line.

Go Further - Create your own Math Jumble. Include at least three sets of digits to create division equations whose quotients equal 4 or 8. Have a friend use the numbers to find and write those equations.

__________

__________

__________

Friend's Name

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

There are 42 students in gym class. The coach wants to put 6 students on each team. How many teams will there be?

A  10 students
B  8 students
C  7 students
D  6 students

Today’s Challenge

1. It costs 3 tokens to buy a hot dog in the cafeteria. The cashier collects 27 tokens from students buying hot dogs. How many hot dogs were sold?

A  6 hot dogs
B  7 hot dogs
C  8 hot dogs
D  9 hot dogs

2. At Sarah’s sleepover, 9 friends shared 36 slices of pizza. How many slices did each friend get?

A  3 slices
B  4 slices
C  5 slices
D  6 slices

Total points for Today’s Challenge: 

On today’s activity: (Circle one) I did great! I did OK. I need some help.
### Today's Challenge

1. Use the hundred chart below to skip count by sixes. Draw a circle around each multiple of 6 up to 96.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
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</table>

### Go Further

2. Look at all the numbers you circled. What patterns do you notice?

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge: Circle the correct addition expression to find the difference.

1. 500 - 380  
   380 + 20  
   380 + 120  
   38 + 220

2. 700 - 620  
   620 + 80  
   700 + 80  
   620 + 700

3. 300 - 110  
   110 + 90  
   110 + 300  
   110 + 190

4. 600 - 340  
   340 + 60  
   340 + 160  
   340 + 260

5. 900 - 350  
   350 + 550  
   350 + 50  
   350 + 650

6. 200 - 145  
   145 + 5  
   145 + 55  
   145 + 50

7. 800 - 470  
   470 + 30  
   470 + 330  
   470 + 303

8. 300 - 199  
   199 + 110  
   199 + 101  
   199 + 111

9. 400 - 260  
   260 + 140  
   260 + 40  
   260 + 104

10. 1000 - 850  
    850 + 150  
    850 + 50  
    850 + 510

Go Further

11. Explain how you would use the strategy adding on to find the difference between 400 and 247.

   __________________________________________
   __________________________________________
   __________________________________________

On today's activity: (Circle one) ☑ I did great! ☑ I did OK. ☑ I need some help.
Go Further  Follow the directions to cross out the numbers.

<table>
<thead>
<tr>
<th>30</th>
<th>8</th>
<th>18</th>
<th>56</th>
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</thead>
<tbody>
<tr>
<td>23</td>
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</table>

- Cross out all the odd numbers.
- Cross out all numbers that continue the pattern 3, 6, 9, 12, ...
- Cross out all multiples of 8.
- Cross out all numbers less than 25.

1. Which number is not crossed out? __________

2. Write 3 clues to describe the number that is left.

___________________________

___________________________

___________________________

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge: Look for strings of digits that can be used to write division equations whose quotients equal 9.

Division equations whose quotients equal 9

Go Further: Create your own Math Jumble. Include at least three sets of digits to create division equations whose quotients equal 9. Have a friend use the numbers to find and write those equations.

Friend's Name

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Get Started  Rule out two. Write why. Fill in the correct circle.

The final cost for a carton of juice is $2.17. You pay with a $5.00 bill. Which combination of bills and coins shows the correct change from $5.00?

A B C D

Today’s Challenge

1. The final cost for a flashlight is $3.49. You pay with a $5.00 bill. Which combination of bills and coins shows the correct change from $5.00?

A B C D

2. The final cost for a toothbrush is $1.78. You pay with a $5.00 bill. Which combination of bills and coins shows the correct change from $5.00?

A B C D

Total points for Today’s Challenge:

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name Date
Today’s Challenge

1. Use the hundred chart below to skip count by eights. Draw a circle around each multiple of 8 up to 96.

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Go Further

2. Look at all the numbers you circled. What patterns do you notice?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Today's Challenge  Use the fractions $\frac{1}{2}$ or $\frac{1}{4}$ to complete the sentences.

1. The measure for _____ of a right angle is 45 degrees.

2. The number of inches in _____ of a foot is 3 inches.

3. The number of meters in _____ of a kilometer is 500 meters.

4. The number of ounces in _____ a pound is 4 ounces.

5. The number of cents in _____ of a dollar is 25 cents.

6. The number of years in _____ of a century is 25 years.

7. The number of hours in _____ of a day is 6 hours.

8. The number of years in _____ of a millennium is 250 years.

9. The measure in degrees for _____ of a circle is 180 degrees.

10. The number of centimeters in _____ of a meter is 50 centimeters.

Go Further

11. Write a sentence to express $\frac{1}{2}$ or $\frac{1}{4}$ of a quantity.

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge  Write true or false.

1. To show 59¢:
   a. I can use more than 5 dimes. ______
   b. I can use 4 dimes and 4 nickels. ______
   c. I can use fewer than 5 pennies. ______
   d. I can use 1 quarter, 2 dimes, 2 nickels, and 4 pennies.

2. To show 86¢:
   a. I can use more than 3 quarters. ______
   b. I can use 7 dimes and 3 nickels. ______
   c. I can use 3 quarters and 3 nickels. ______
   d. I can use exactly 7 pennies. ______

Go Further

3. Solve this riddle.

   **Blues:**
   - I have 73¢.
   - I have no nickels.
   - I have more than 1 quarter.

   How many coins am I?
   ____ quarters ____ dimes
   ____ nickels ____ pennies

4. Write your own riddle for a friend to solve.

   **Blues:**

   ____________________________________________
   ____________________________________________
   ____________________________________________

   How many coins am I? ____ quarters ____ dimes ____ nickels ____ pennies

   Friend's name ________________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge Look for strings of digits that can be used to write division equations whose quotients have a remainder of 1 or 2.

Division equations with remainders of 1

Division equations with remainders of 2

REMEMBER: The string of digits must make a turn or join to form a straight line.

Go Further Create your own Math Jumble. Include at least three sets of digits to create division equations whose quotients have a remainder of 1 or 2. Have a friend use the numbers to find and write those equations.

Friend’s Name

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

The letter “X” is formed by:

A  intersecting lines  
B  parallel lines  
C  perpendicular lines  
D  none of the above  

Today’s Challenge

1. A striped pattern is formed by:

A  intersecting lines  
B  parallel lines  
C  perpendicular lines  
D  none of the above  

2. A tic-tac-toe grid is formed by:

A  parallel lines  
B  intersecting lines  
C  perpendicular lines  
D  all of the above  

Total points for Today’s Challenge:  

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name  Date
Today's Challenge

Name the multiples of 9 to complete the first column. Then, find the digit sum for each multiple.

<table>
<thead>
<tr>
<th>Multiples of 9</th>
<th>Digit Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

1. _______ + _______ = _______
2. _______ + _______ = _______
3. _______ + _______ = _______
4. _______ + _______ = _______
5. _______ + _______ = _______
6. _______ + _______ = _______
7. _______ + _______ = _______
8. _______ + _______ = _______
9. _______ + _______ = _______

REMEMBER: Digit sum means the sum of the digits in a number.

Go Further

10. Continue the multiples of 9 for five more multiples. What do you notice about the digit sums for the multiples of 9? Give an example to explain your answer.

____________________________________________________

On today's activity: (Circle one) ☐ I did great! ☐ I did OK. ☐ I need some help.
Today's Challenge — Write the letter of the correct sum.

____ 1. $0.06 + $0.20
____ 2. $0.42 + $0.05
____ 3. $1.03 + $2.05
____ 4. $0.70 + $0.90
____ 5. $3.06 + $3.08
____ 6. $1.54 + $2.02
____ 7. $4.20 + $3.40
____ 8. $3.90 + $2.03
____ 9. $6.30 + $2.50
____ 10. $0.80 + $3.10

A. $1.60
B. $3.56
C. $5.93
D. $0.47
E. $8.80
F. $6.14
G. $0.26
H. $3.90
I. $3.08
J. $7.60

Go Further

11. Discuss how adding money is similar to adding whole numbers.

____________________________________________________________________

____________________________________________________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name ___________________________ Date __________
Today’s Challenge  Find the area of the rectangle.

1. 

Area = ___ units \times ___ units = ___ square units

2. 

Area = ___ units \times ___ units = ___ square units

Go Further

3. Solve this riddle.

**Riddle:**
- I am a rectangle whose perimeter equals 20 units.
- All the measures for my sides are even numbers.
- The length of my long side is 4 times greater than the length of my short side.

What is my area? __________

4. Write your own riddle for a friend to solve.

**Riddle:**

What is my area? __________

Friend’s name __________

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today’s Challenge: Loop strings of coins to make each amount. Then list the coins you looped.

Example: Loop a string of coins that totals 17¢. P, N, D, P

1. Loop a string of coins that totals 22¢.

2. Loop a string of coins that totals 18¢.

3. Loop a string of coins that totals 31¢.

4. Loop a string of coins that totals 26¢.

5. Loop a string of coins that totals 40¢.

Go Further: What is the total value of the coins shown in the Math Jumble? Write how you found your answer.

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

Which of the equations below shows the same property as $7 \times 4 = 4 \times 7$?

A. $28 - 7 = 7 - 28$

B. $9 \div 6 = 9 \times 6$

C. $5 \times 3 = 3 \times 5$

D. $6 + 5 = 6 - 5$

Today’s Challenge

1. Which of the equations below shows the same property as $9 \times 8 = 8 \times 9$?

A. $4 \div 3 = 3 \times 4$

B. $16 - 7 = 7 - 16$

C. $5 + 8 = 5 + 7$

D. $3 \times 9 = 9 \times 3$

2. Which of the equations below shows the same property as $6 \times 7 = 7 \times 6$?

A. $2 \times 12 = 12 \times 2$

B. $3 - 5 = 5 - 3$

C. $3 \div 6 = 6 \div 3$

D. $1 + 4 = 1 - 4$

Total points for Today’s Challenge:  

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge

1. Complete the list below to show some of the different coin combinations with a value of 60¢. Use quarters, dimes, and nickels.

<table>
<thead>
<tr>
<th>Quarters</th>
<th>Dimes</th>
<th>Nickels</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
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<td>1</td>
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<td>______</td>
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<td>______</td>
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<tr>
<td>______</td>
<td>______</td>
<td>7</td>
</tr>
</tbody>
</table>

Go Further

2. Make a list to show five different coin combinations that have a value of $1.00. Use quarters, dimes, and nickels.

<table>
<thead>
<tr>
<th>Quarters</th>
<th>Dimes</th>
<th>Nickels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
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</tr>
</tbody>
</table>

3. Explain how patterns helped you complete the list.

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name ________________________________ Date ________________________________
Today's Challenge  Use three of the four numbers to write a multiplication fact and a related division fact. Follow the example below:

\[
\begin{array}{c}
6, 25, 30, 5 \\
6 \times 5 = 30 \\
6)\overline{30}
\end{array}
\]

1. 3, 7, 4, 21
   \[\_{\_\_\_} \times \_{\_\_\_} = \_{\_\_\_}\]

2. 6, 8, 9, 48
   \[\_{\_\_\_} \times \_{\_\_\_} = \_{\_\_\_}\]

3. 5, 9, 45, 50
   \[\_{\_\_\_} \times \_{\_\_\_} = \_{\_\_\_}\]

4. 2, 4, 6, 24
   \[\_{\_\_\_} \times \_{\_\_\_} = \_{\_\_\_}\]

5. 3, 9, 12, 36
   \[\_{\_\_\_} \times \_{\_\_\_} = \_{\_\_\_}\]

6. 3, 5, 15, 50
   \[\_{\_\_\_} \times \_{\_\_\_} = \_{\_\_\_}\]

7. 4, 8, 32, 48
   \[\_{\_\_\_} \times \_{\_\_\_} = \_{\_\_\_}\]

8. 3, 6, 9, 54
   \[\_{\_\_\_} \times \_{\_\_\_} = \_{\_\_\_}\]

9. 5, 11, 22, 55
   \[\_{\_\_\_} \times \_{\_\_\_} = \_{\_\_\_}\]

10. 3, 6, 21, 126
    \[\_{\_\_\_} \times \_{\_\_\_} = \_{\_\_\_}\]

Go Further

11. Why is it that the factors of a product become the divisor and the dividend in a related division fact? Explain your thinking.

   _____________________________________________________________
   _____________________________________________________________

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help
Today's Challenge: Complete the chart.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 ÷ 2</td>
<td>6</td>
</tr>
</tbody>
</table>

1. 16 ÷ ____  4

2. 8 ÷ 2  ____

3. ____ ÷ 7  8

4. 40 ÷ 5  ____

5. 9 ÷ ____  3

6. 27 ÷ 9  ____

7. ____ ÷ 4  20

8. 100 ÷ 5  ____

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge  Loop strings of coins to make each amount. Then list the coins you looped.

Example: Loop a string of coins that totals 17¢. P, P, N, D

1. Loop a string of coins that totals 51¢. ____________________________
2. Loop a string of coins that totals 47¢. ____________________________
3. Loop a string of coins that totals 66¢. ____________________________
4. Loop a string of coins that totals 31¢. ____________________________
5. Loop a string of coins that totals 42¢. ____________________________

Go Further  What is the total amount of money shown in the Math Jumble? Write how you found your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

Which expression is the expanded form of the number 3407?

A  3000 + 400 + 70
B  300 + 400 + 7
C  3000 + 40 + 7
D  3000 + 400 + 7

Today's Challenge

1. Which expression is the expanded form of the number 10,780?

A  1000 + 700 + 80
B  10,000 + 700 + 80
C  100 + 70 + 80
D  10,000 + 700 + 8

2. Which expression is the expanded form of the number 6067?

A  600 + 60 + 7
B  6000 + 60 + 70
C  600 + 6 + 7
D  6000 + 60 + 7

Total points for Today’s Challenge:

On today’s activity: (Circle one) ☐ I did great! ☐ I did OK. ☐ I need some help.

Name ______________________ Date __________
Today's Challenge: Solve for $x$. Look at the hundred chart in the back of your book if you need help.

1. \[
\begin{array}{cc}
5 & 6 \\
16 & 17 \\
\end{array}
\]
\[
6 + x = 17 \\
17 - x = 6
\]

2. \[
\begin{array}{cc}
74 & 75 \\
85 & 86 \\
\end{array}
\]
\[
x + 75 = 86 \\
85 - 74 = x
\]

3. \[
\begin{array}{cc}
66 & 67 \\
77 & 78 \\
\end{array}
\]
\[
66 + 11 = x \\
88 - 11 = x
\]

4. \[
\begin{array}{cc}
33 & 34 \\
44 & 45 \\
\end{array}
\]
\[
33 + 11 = x \\
55 - 11 = x
\]

Go Further: Complete the patterns.

5. 
\[
\begin{array}{cccc}
& & 33 & \\
& & & \\
\end{array}
\]

6. 
\[
\begin{array}{cccc}
& & 56 & \\
& & & \\
\end{array}
\]

7. 
\[
\begin{array}{cccc}
& & & 94 \\
& & & \\
\end{array}
\]

On today's activity: (Circle one) ☑ I did great! ☑ I did OK. ☑ I need some help.
Today’s Challenge  Choose from the numbers at the right to complete the subtraction equation.

1. $421 - 100 = \underline{\hspace{2cm}}$
2. $978 - 200 = \underline{\hspace{2cm}}$
3. $597 - 300 = \underline{\hspace{2cm}}$
4. $962 - 400 = \underline{\hspace{2cm}}$
5. $871 - 500 = \underline{\hspace{2cm}}$
6. $349 - 100 = \underline{\hspace{2cm}}$
7. $693 - 200 = \underline{\hspace{2cm}}$
8. $425 - 300 = \underline{\hspace{2cm}}$
9. $754 - 400 = \underline{\hspace{2cm}}$
10. $675 - 500 = \underline{\hspace{2cm}}$

Go Further

11. How would you use mental math to subtract 2.00 from 3.58? Explain your thinking.

__________________________________________

__________________________________________

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.

Name  Date

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Today's Challenge  
Read the clues. Then answer the questions.

1. **Clues:**
   a. I am four-digit even number.
   b. I am greater than 6740 and less than 6750.
   c. I have the digit 8 in my ones place.
   d. I complete the addition equation: $1200 + _______ = 7948$.

   Who am I? _________

2. **Clues:**
   a. I am four-digit odd number.
   b. I am greater than 7550 and less than 7660.
   c. The first and last digits in my number are the same.
   d. I complete the subtraction equation: $9525 - _______ = 1868$.

   Who am I? _________

Go Further

3. Complete this riddle.
   **Clues:**
   - I am a four-digit number.
   - I am greater than _______ and less than _______.
   - I have the digit _______ in my ones place.
   - I complete the addition equation:
     $$_______ + _______ = _______.$$

   Who am I? _________

4. Write your own riddle for a friend to solve.
   **Clues:**
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

   Who am I? _________

   Friend's name ___________________________________________________________________

On today's activity: (Circle one) ○ I did great! ○ I did OK. ○ I need some help.
Today's Challenge: Loop strings of coins to make each amount. Then list the coins you used.

Example: Loop a string of coins that totals 60¢. Q, D, Q

1. Loop a string of coins that totals 86¢. _______________________
2. Loop a string of coins that totals 61¢. _______________________
3. Loop a string of coins that totals 75¢. _______________________
4. Loop a string of coins that totals 90¢. _______________________
5. Loop a string of coins that totals 46¢. _______________________

Go Further: Complete the Math Jumble.
Fill in the blanks using pennies, nickels, dimes and quarters. Have a friend solve your Math Jumble.

Loop a string of coins that totals _______ ¢.
Loop a string of coins that totals _______ ¢.
Loop a string of coins that totals _______ ¢.
Loop a string of coins that totals _______ ¢.
Loop a string of coins that totals _______ ¢.
Loop a string of coins that totals _______ ¢.

Friend’s Name: ____________________

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name: ____________________
Date: ________________
Get Started: Rule out two. Write why. Fill in the correct circle.

Caren made 4 friendship bracelets. Each bracelet needs 69 beads. About how many beads did Caren use?

A. about 100 beads
B. about 150 beads
C. about 280 beads
D. about 500 beads

Today's Challenge:

1. Connor collects 32 new baseball cards each month. About how many cards will Connor collect in 7 months?

A. about 100 cards
B. about 300 cards
C. about 280 cards
D. about 210 cards

2. Hank drinks 4 glasses of water a day. Each glass holds 17 fluid ounces. About how much water does he drink each day?

A. about 40 fluid ounces
B. about 170 fluid ounces
C. about 80 fluid ounces
D. about 200 fluid ounces

Total points for Today's Challenge:

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today’s Challenge

1. Start with 3. Skip count by threes on the chart. Draw a circle around these numbers.

2. Start with 6. Skip count by sixes on the chart. Draw a triangle around these numbers.

Go Further

3. Look at all the numbers in the circles and triangles. What do you notice?
Today's Challenge: Select from the list at the right the number that is closest to the one given.

1. Which number is closest to zero? _______
2. Which number is closest to 150? _______
3. Which number is closest to 80? _______
4. Which number is closest to 250? _______
5. Which number is closest to 390? _______
6. Which number is closest to 760? _______
7. Which number is closest to 920? _______
8. Which number is closest to 300? _______
9. Which number is closest to 35? _______
10. Which number is closest to 100? _______

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<tr>
<td>903</td>
<td></td>
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<tr>
<td>298</td>
<td>730</td>
</tr>
<tr>
<td>403</td>
<td>30</td>
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<tr>
<td>160</td>
<td></td>
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<tr>
<td>97</td>
<td>76</td>
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</tbody>
</table>

Go Further: Look at the diagram below. It starts at 1 and ends at 400.

11. About what is the value for point A? Explain your thinking.

On today's activity: (Circle one) I did great! I did OK. I need some help.
Go Further: Follow the directions to cross out the numbers.

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>158,321</td>
<td>263,623</td>
<td>12,581,591</td>
<td>6,750,290</td>
</tr>
<tr>
<td>3,522,164</td>
<td>4,423,946</td>
<td>75,290</td>
<td>7,000,000</td>
</tr>
<tr>
<td>12,520</td>
<td>7,923</td>
<td>185,212</td>
<td>791,294</td>
</tr>
<tr>
<td>6,985</td>
<td>19,999</td>
<td>10,825,714</td>
<td>5,452</td>
</tr>
</tbody>
</table>

- Cross out all numbers that have even number digits both in the tens place and in the thousands place.
- Cross out all numbers that have multiples of 3 both in the hundreds and in the ones place.
- Cross out all numbers that have digits greater than 6 in the ten thousands place.
- Cross out all numbers that are less than 9 million.

1. Which number is not crossed out? _____________

2. Here is how to write the number 3,215,987 in expanded form:
   
   \[ 3,215,987 = 3,000,000 + 200,000 + 10,000 + 5,000 + 900 + 80 + 7 \]

   Write the number that was not crossed out in expanded form.

   __________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge: You gave the cashier 50¢. Loop a string of coins that add up to the correct change for each purchase.

Example:
Your purchase is 26¢. Your change:

4 penny coins

2 nickel coins total: 24 ¢

1. Your purchase is 35¢. Your change:

[Coin images]
total: ___ ¢

2. Your purchase is 18¢. Your change:

[Coin images]
total: ___ ¢

3. Your purchase is 41¢. Your change:

[Coin images]
total: ___ ¢

4. Your purchase is 5¢. Your change:

[Coin images]
total: ___ ¢

Go Further: Explain your method for making change from 50¢.

On today's activity: (Circle one) I did great! I did OK. I need some help.
Get Started ➤ Rule out two. Write why. Fill in the correct circle.

Joel’s birthday party starts at 1:30 P.M. and ends at 4:00 P.M. How long does the party last?

A 2 hours __________________________
B 2 hours 30 minutes ___________________
C 3 hours __________________________
D 3 hours 30 minutes ___________________

Today’s Challenge

1. The bake sale starts at 8:15 A.M. It is scheduled to end at 10:30 A.M. How long does the bake sale last?

A 2 hours __________________________
B 2 hours 15 minutes ___________________
C 2 hours 30 minutes ___________________
D 3 hours __________________________

2. Marcel starts his jog at 9:45 A.M. He finishes at 11:00 A.M. What length of time did Marcel jog?

A 15 minutes __________________________
B 1 hour 15 minutes ___________________
C 1 hour 30 minutes ___________________
D 1 hour 45 minutes ___________________

Total points for Today’s Challenge: __________

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name __________________________ Date __________________________
Today's Challenge

1. Start with 4. Skip count by fours on the chart. Draw a circle around these numbers.

2. Start with 8. Skip count by eights on the chart. Draw a triangle around these numbers.

Go Further

3. Look at all the numbers in the circles and triangles. What do you notice?

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge  Match the description with its correct proper fraction or mixed number.

1. a proper fraction with the digit 8 and a denominator of 9  
2. the greatest mixed number you can write with the digits 6, 7, and 8  
3. a proper fraction with the digit 8 and a denominator of 10  
4. the greatest mixed number with the digits 1, 2, and 3  
5. the greatest proper fraction you can write with the digits 4 and 5  
6. the greatest mixed number with the digits 3 and 4 and the fraction 1/2  
7. a mixed number with the digit 2 and the fraction 1/2  
8. a proper fraction with the digits 5 and 6  
9. the greatest mixed number you can write with the digits 1, 2, 4, and 8  
10. a proper fraction you can write with the digits 3 and 5  

A. \( \frac{31}{2} \)  
B. \( 84\frac{1}{2} \)  
C. \( 43\frac{1}{2} \)  
D. \( \frac{3}{5} \)  
E. \( 2\frac{1}{2} \)  
F. \( 8\frac{6}{7} \)  
G. \( \frac{5}{6} \)  
H. \( \frac{8}{9} \)  
I. \( \frac{4}{5} \)  
J. \( \frac{8}{10} \)  

Go Further

11. How did you match exercise 5 with its correct proper fraction?

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge

Use the clues to answer the questions.

1. **Clues:**
   - I am a multiplication expression with the digits 1, 2, and 5.
   - I have a two-digit factor and a one-digit factor.
   - I am a product between 40 and 70.
   - I am a multiple of 6.
   - Here is my multiplication equation.
     \[ \underline{\text{______}} \times \underline{\text{______}} = \underline{\text{______}} \]

2. **Clues:**
   - I am a multiplication expression with the digits 3, 4, and 5.
   - I have a two-digit factor and a one-digit factor.
   - I am a product greater than 150 and less than 200.
   - I am a multiple of 10.
   - Here is my multiplication equation.
     \[ \underline{\text{______}} \times \underline{\text{______}} = \underline{\text{______}} \]

Go Further

3. Complete this riddle.

**Clues:**
- I am a multiplication expression
  with the digits \underline{______}, \underline{______} and \underline{______}.
- I have a two-digit factor and a one-digit factor.
- I am a product greater than \underline{______} and less than \underline{______}.
- I am a multiple of \underline{______}.
  Here is my multiplication equation.
  \[ \underline{\text{______}} \times \underline{\text{______}} = \underline{\text{______}} \]

4. Write your own riddle for a friend to solve.

**Clues:**

\[ \underline{\text{______}} \times \underline{\text{______}} = \underline{\text{______}} \]

Here is my multiplication equation. \[ \underline{\text{______}} \times \underline{\text{______}} = \underline{\text{______}} \]

Friend’s name

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Today’s Challenge: You gave the cashier a $1 bill. Loop a string of coins that add up to the correct change.

Example:
Your purchase is 26¢. Your change:

4

 total: 74¢

1. Your purchase is 84¢. Your change:

 total: ___¢

2. Your purchase is 29¢. Your change:

 total: ___¢

3. Your purchase is 44¢. Your change:

 total: ___¢

4. Your purchase is 14¢. Your change:

 total: ___¢

Go Further: Write a story problem that involves making change from a $1 bill. Have a friend solve the problem.

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Get Started  Rule out two. Write why. Fill in the correct circle.

What is the name of the triangle at the right?

A  right triangle ________________________________
B  scalene triangle ________________________________
C  equilateral triangle ________________________________
D  isosceles triangle ________________________________

Today’s Challenge

1. What is the name of the triangle at the right?

A  right triangle ________________________________
B  prism triangle ________________________________
C  equilateral triangle ________________________________
D  isosceles triangle ________________________________

2. What is the name of the triangle at the right?

A  right triangle ________________________________
B  scalene triangle ________________________________
C  equilateral triangle ________________________________
D  isosceles triangle ________________________________

Total points for Today’s Challenge: __________

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge

1. Start with 3. Skip count by threes on the chart. Draw a circle around these numbers.

2. Start with 4. Skip count by fours on the chart. Draw a triangle around these numbers.


Go Further

4. Look at all the numbers in the circles, triangles, and rectangles. What do you notice?

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge  Complete.

1. Write a decimal with the digit 6 in the tenths place. ____________

2. Write a decimal with the digit 3 in the hundredths place. ____________

3. Write a number with the digit 3 in the ones place. ____________

4. Write a decimal with the digit 9 in the hundredths place. ____________

5. Write a decimal with the digit 2 in the tenths place. ____________

6. Write a number with the digit 8 in the ones place. ____________

7. Write a decimal with a digit in the hundredths place that is two times the digit in the tenths place. ____________

8. Write a number with the digit 9 in the ones place. ____________

9. Write a decimal with the digit 8 in the tenths place. ____________

10. Write a decimal with the digit 6 in the hundredths place. ____________

Go Further

11. Order the decimals from least to greatest:  1.78, 1.2, 1.8, 1.08

12. Order the decimals from greatest to least:  3.03, 3.23, 3.36

On today's activity: (Circle one)  I did great!  I did OK.  I need some help

Name  Date
Today's Challenge  Complete the chart.

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Equivalent Fraction</th>
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<tbody>
<tr>
<td>[\frac{2}{5}]</td>
<td>[\frac{4}{10}]</td>
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<td>[\frac{1}{3}]</td>
<td>[\frac{3}{9}]</td>
</tr>
<tr>
<td>[\frac{6}{10}]</td>
<td>[\frac{25}{35}]</td>
</tr>
<tr>
<td>[\frac{2}{3}]</td>
<td>[\frac{2}{9}]</td>
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<tr>
<td>[\frac{4}{32}]</td>
<td>[\frac{1}{5}]</td>
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<tr>
<td>[\frac{5}{15}]</td>
<td>[\frac{30}{6}]</td>
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</tbody>
</table>

On today's activity: (Circle one) ☑️ I did great! ☐ I did OK. ☇ I need some help.
Today's Challenge  You gave the cashier a $5 bill. Loop a string of coins and/or bills that add up to the correct change for each purchase.

Example:  
Your purchase is $4.55. Your change:

1  

[Image of coins and bills]

1 4 total: 0.45¢

1. Your purchase was $4.60. Your change:

[Image of coins and bills]

1 2 5 total: $ ___

2. Your purchase was $4.40. Your change:

[Image of coins and bills]

1 2 2 total: $ ___

3. Your purchase was $3.35. Your change:

[Image of coins and bills]

1 2 3 total: $ ___

4. Your purchase was $2.35. Your change:

[Image of coins and bills]

1 2 3 total: $ ___

Go Further  Explain a quick method to make change from $5.00 for a $3.41 purchase.

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.
Get Started: Rule out two. Write why. Fill in the correct circle.
Maxine wants to find the product of \(48 \times 26\), which expression could she use?

A. \((48 \times 25) + (48 \times 1)\)
B. \((40 \times 25) + (8 \times 1)\)
C. \((48 \times 2) + (48 \times 6)\)
D. \((40 \times 2) + (8 \times 6)\)

Today's Challenge:
1. The Scouts packed and shipped 24 boxes of canned goods to earthquake victims. Each box contained 52 cans. Which expression can be used to find the total number of cans shipped?

A. \((24 \times 5) + (24 \times 2)\)
B. \((20 \times 50) + (4 \times 2)\)
C. \((24 \times 50) + (24 \times 2)\)
D. \((20 \times 50) + (20 \times 2)\)

2. Lizette makes flower arrangements. She made 6 arrangements last week. Each arrangement had 15 flowers. Which expression can be used to find the total number of flowers Lizette used?

A. \((3 \times 10) + (3 \times 15)\)
B. \((3 \times 10) + (3 \times 5)\)
C. \((6 \times 3) + (6 \times 5)\)
D. \((6 \times 10) + (6 \times 5)\)

Total points for Today's Challenge: 

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name 
Date
Today's Challenge

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<td>97</td>
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</tbody>
</table>

1. Start with 4. Skip count by fours on the chart. Draw a circle around these numbers.

2. Start with 6. Skip count by sixes on the chart. Draw a triangle around these numbers.

3. Start with 8. Skip count by eights on the chart. Draw a rectangle around these numbers.

Go Further

4. Look at all the numbers in the circles, triangles, and rectangles. What do you notice?

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge  
Choose from the numbers at the right to match each problem.

1. \(4000 \div 4\)  
2. \(106 \div 2\)  
3. \(196 - 90\)  
4. \(99 \times 2\)  
5. \(1000 - 1\)  
6. \(999 \div 9\)  
7. \(111 - 12\)  
8. \(3900 + 100\)  
9. \(98 \times 2\)  
10. \(396 \times 10\)  

Go Further

Look at the problem below.

\(25 \times 20\)

11. Describe a strategy for finding the answer mentally.

__________________________
__________________________
__________________________

On today's activity: (Circle one)  
\(\square\) I did great!  
\(\square\) I did OK.  
\(\square\) I need some help.
Go Further  Follow the directions to cross out the numbers.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>63</td>
<td>215</td>
<td>36</td>
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<td>99</td>
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<td>6</td>
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<tr>
<td>100</td>
<td>18</td>
<td>146</td>
<td>24</td>
</tr>
</tbody>
</table>

- Cross out all multiples of 9.
- Cross out the number that is equal to the number of hours in a day.
- Cross out the number that is equal to the number of sides on a hexagon.
- Cross out the number that is equal to the number of minutes in 2 hours.
- Cross out all 3-digit numbers.

1. Which number is not crossed out? 
2. Write 3 clues to describe the number that is not crossed out.

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge - Look for strings of digits that can be used to write multiplication equations with even-number products. Each equation must contain a one-digit and a two-digit factor.

**REMEMBER:** The digits must string from left to right and top to bottom or any combination of those directions.

Write the multiplication equations.


Go Further - Complete the multiplication problems so that the products will be even numbers.

\[
\begin{array}{c}
35 \\
\times \ \Box \\
\end{array} \quad \begin{array}{c}
17 \\
\times \ \Box \\
\end{array} \quad \begin{array}{c}
41 \\
\times \ \Box \\
\end{array}
\]

Explain your strategy for getting the even-number products.


On today's activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Get Started  Rule out two. Write why. Fill in the correct circle.

Look at the diagram at the right. It represents a fraction. Which of the numbers below represents the denominator?

A  1

B  2

C  3

D  5

Today's Challenge

1. Look at the diagram at the right. It represents a fraction. Which of the numbers below represents the numerator?

A  2

B  3

C  5

D  8

2. Look at the diagram at the right. It represents a fraction. Which of the numbers below represents the denominator?

A  1

B  4

C  5

D  9

Total points for Today’s Challenge:

On today's activity: (Circle one)  I did great! I did OK. I need some help.
Today's Challenge

1. Start with 3. Skip count by threes on the chart. Draw a circle around these numbers.

2. Start with 9. Skip count by nines on the chart. Draw a triangle around these numbers.

Go Further

3. Look at all the numbers in the circles and triangles. What do you notice?

________________________________________________________________________

________________________________________________________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name

Date 121
Today’s Challenge: Place each expression below in the correct answer box.

<table>
<thead>
<tr>
<th>6 × 7</th>
<th>159 + 308</th>
<th>30 × 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>245 + 370</td>
<td>6 × 40</td>
<td>850 − 425</td>
</tr>
<tr>
<td>389 + 510</td>
<td>(3 × 6) + 4</td>
<td>760 − 580</td>
</tr>
<tr>
<td>9 × 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The answer is less than 300:

The answer is greater than 300:

Go Further: Write two expressions that can be placed in each of the answer boxes above.

Less than 300
1. ________________________ 2. ________________________

Greater than 300
3. ________________________ 4. ________________________

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge: Loop the correct choice.

<table>
<thead>
<tr>
<th>Time</th>
<th>Clock Face</th>
<th>Time</th>
<th>Clock Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes after 1:00 P.M.</td>
<td><img src="image1.png" alt="Clock 1" /></td>
<td>Loop one to match the clock face:</td>
<td><img src="image2.png" alt="Clock 1" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td>40 minutes before 1:20</td>
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<tr>
<td>20 minutes after 3:10 A.M.</td>
<td><img src="image3.png" alt="Clock 2" /></td>
<td>Loop one to match the clock face:</td>
<td><img src="image4.png" alt="Clock 2" /></td>
</tr>
<tr>
<td></td>
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<td>30 minutes before 3:20</td>
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<tr>
<td>40 minutes after 5:20 P.M.</td>
<td><img src="image5.png" alt="Clock 3" /></td>
<td>Loop one to match the clock face:</td>
<td><img src="image6.png" alt="Clock 3" /></td>
</tr>
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<td>5 minutes before 12:00</td>
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<tr>
<td>32 minutes after 12:30 A.M.</td>
<td><img src="image7.png" alt="Clock 4" /></td>
<td>Loop one to match the clock face:</td>
<td><img src="image8.png" alt="Clock 4" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 minutes before 8:00</td>
<td></td>
</tr>
<tr>
<td>30 minutes before 12:00 A.M.</td>
<td><img src="image9.png" alt="Clock 5" /></td>
<td>Loop one to match the clock face:</td>
<td><img src="image10.png" alt="Clock 5" /></td>
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<td></td>
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<td>12 minutes before 6:10</td>
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</tbody>
</table>

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name

Date 123
Today’s Challenge  Look for strings of digits that can be used to complete multiplication equations with products between 125 and 250. Each equation contains a one-digit and a two-digit factor.

Remember: The digits must string from left to right and top to bottom or any combination of those directions.

Complete the multiplication equations.

45 × _____ = _____
48 × _____ = _____
52 × _____ = _____. (2 turns)

Go Further  Create your own Math Jumble. Include two sets of digits to write multiplication equations with products between 125 and 250. Each equation must include a one-digit and a two-digit factor. Have a friend use the Math Jumble to find and write those equations.

Friend’s Name

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.

Name

Date
Get Started  Rule out two. Write why. Fill in the correct circle.

Which division below is another way to write $42 \div 6 = 7$?

A  $\frac{42}{7\overline{16}}$
B  $\frac{42}{6\overline{17}}$
C  $\frac{7}{6\overline{42}}$
D  $\frac{6}{42\overline{7}}$

Today’s Challenge

1. Which division below is another way to write $45 \div 5 = 9$?

A  $\frac{5}{9\overline{45}}$
B  $\frac{5\overline{45}}{45}$
C  $\frac{9}{4\overline{5}}$
D  $\frac{9\overline{5}}{45}$

2. Which division below is another way to write $56 \div 8 = 7$?

A  $\frac{56}{8\overline{7}}$
B  $\frac{7}{56\overline{8}}$
C  $\frac{8}{7\overline{56}}$
D  $\frac{7}{8\overline{56}}$

Total points for Today’s Challenge:

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge

<table>
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<th></th>
<th>2</th>
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</table>

1. Start with 6. Skip count by sixes on the chart. Draw a circle around these numbers.

2. Start with 9. Skip count by nines on the chart. Draw a triangle around these numbers.

Go Further

3. Look at all the numbers in the circles and triangles. What do you notice?

__________________________________________

__________________________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today’s Challenge  Show the change due each purchase. Follow the example below.

Example: You paid $1.00 for a 45¢ purchase. The change due is:

   ___________  1  ___________  2  ___________

1. You paid $1.00 for a 39¢ purchase. The change due is:

   ___________  ___________  ___________  ___________

2. You paid $5.00 for a $1.29 purchase. The change due is:

   ___________  ___________  ___________  ___________

3. You paid $10.00 for a $7.65 purchase. The change due is:

   ___________  ___________  ___________  ___________  ___________

4. You paid $5.00 for a $3.65 purchase. The change due is:

   ___________  ___________  ___________  ___________

5. You paid $1.00 for a 29¢ purchase. The change due is:

   ___________  ___________  ___________

6. You paid $1.05 for a 55¢ purchase. The change due is:

   ___________  ___________  ___________  ___________

Go Further

7. What is the fewest and the most number of coins you need to make 27¢?

   __________________________________________

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.

Name  Date
Today's Challenge  Write true or false.

1. To show $1.43:
   a. I can have more than 14 dimes ________
   b. I can have fewer than 3 pennies. ________
   c. I can have more than 22 nickels. ________
   d. I can have have only 6 quarters. ________

2. To show $1.29:
   a. I can have fewer than 4 pennies. ________
   b. I can have only 1 nickel. ________
   c. I can have 3 quarters and 2 dimes. ________
   d. I can have 3 quarters, 3 dimes, and 3 nickels. ________

Go Further

3. Solve this riddle.

   Clues:
   • I have $1.65.
   • I have no pennies.
   • I have twice as many nickels as I have dimes.

   How many coins am I?
   ______ quarters ______ dimes
   ______ nickels ______ pennies

4. Write your own riddle for a friend to solve.

   Clues:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

   How many coins am I? ______ quarters ______ dimes ______ nickels ______ pennies

   Friend's name __________________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today’s Challenge: Look for strings of digits that can be used to complete multiplication equations with products between 250 and 500. Each equation contains a one-digit and a two-digit factor.

**REMEMBER:** The digits must string from left to right and top to bottom or any combination of those directions.

Complete the multiplication equations.

\[ 8 \times \square = \square \]
\[ 42 \times \square = \square \]
\[ 67 \times \square = \square (2 \text{ turns}) \]

Go Further: Create your own Math Jumble. Include two sets of digits to write multiplication equations with products between 250 and 500. Each equation must include a one-digit and a two-digit factor. Have a friend use the Math Jumble to find and write those equations.

\[ \quad \]
\[ \quad \]
\[ \quad \]

Friend’s Name

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name     Date
Get Started  Rule out two. Write why. Fill in the correct circle.

Amanda goes to the library at 2:30 P.M. She leaves at 6:45 P.M. How much time does she spend at the library?

A  13 hours 15 minutes ______________________________
B  8 hours 15 minutes ______________________________
C  4 hours 15 minutes ______________________________
D  3 hours 15 minutes ______________________________

Today's Challenge

1. Ralph starts to roast the chicken at 5:20 P.M. It is done by 6:30 P.M. How much time does it take to roast the chicken?
   
   A  2 hour 30 minutes ______________________________
   B  1 hour 10 minutes ______________________________
   C  2 hours 10 minutes ______________________________
   D  1 hour 30 minutes ______________________________

2. Tory's piano lesson starts at 10:45 A.M. It is over at 11:30 A.M. How long is Tory's lesson?
   
   A  2 hours ______________________________
   B  30 minutes ______________________________
   C  45 minutes ______________________________
   D  2 hour 45 minutes ______________________________

Total points for Today's Challenge:

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today’s Challenge

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<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

1. Start with 3. Skip count by threes on the chart. Draw a circle around these numbers.

2. Start with 6. Skip count by sixes on the chart. Draw a triangle around these numbers.


Go Further

4. Look at all the numbers in the circles, triangles, and rectangles.
   What do you notice?

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Today’s Challenge  Write a fraction to complete each sentence.

1. The measure for _____ of a right angle is 45 degrees.

2. The number of inches in _____ of a foot is 4 inches.

3. The number of meters in _____ of a kilometer is 500 meters.

4. The number of ounces in _____ a pound is 8 ounces.

5. The number of cents in _____ of a quarter is 5 cents.

6. The number of years in _____ of a century is 75 years.

7. The number of feet in _____ of a yard is 1 foot.

8. The number of years in _____ of a millennium is 250 years.

9. The measure in degrees for _____ of a circle is 180 degrees.

10. The number of centimeters in _____ of a meter is 50 centimeters.

Go Further

11. Write a sentence to express $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$ of a quantity.


On today’s activity: (Circle one) ♦ I did great! ♠ I did OK. ♠ I need some help.
Today’s Challenge  Complete the chart.

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/100</td>
<td>0.15</td>
</tr>
<tr>
<td>100</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>0.25</td>
</tr>
<tr>
<td>50/100</td>
<td>0.50</td>
</tr>
<tr>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>0.30</td>
</tr>
<tr>
<td>100</td>
<td></td>
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<td>3.</td>
<td>0.54</td>
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<td>5.</td>
<td>0.68</td>
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<td>100</td>
<td></td>
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<td>6.</td>
<td>0.90</td>
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<td>100</td>
<td></td>
</tr>
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<td>7.</td>
<td>0.09</td>
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<td>100</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>0.05</td>
</tr>
</tbody>
</table>

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge: Look for strings of digits that can be used to complete division equations with quotients between 10 and 20. Each equation contains a one-digit and a two-digit number.

**REMEMBER:** The digits must string from left to right and top to bottom or any combination of those directions.

Complete the division equations.

\[
\begin{align*}
80 \div \underline{\phantom{0}} &= \underline{\phantom{0}} \\
88 \div \underline{\phantom{0}} &= \underline{\phantom{0}} \\
84 \div \underline{\phantom{0}} &= \underline{\phantom{0}} \\
84 \div \underline{\phantom{0}} &= \underline{\phantom{0}} \quad \text{(2 turns)}
\end{align*}
\]

Go Further: Complete each division equation so that the quotient is between 10 and 20.

\[
\begin{align*}
36 \div \underline{\phantom{0}} &= \underline{\phantom{0}} \\
24 \div \underline{\phantom{0}} &= \underline{\phantom{0}} \\
60 \div \underline{\phantom{0}} &= \underline{\phantom{0}}
\end{align*}
\]

Explain your strategy.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

Which point does the ordered pair (7, 3) represent?

A  point E
B  point G
C  point B
D  point A

Today's Challenge

1. Which point does the ordered pair (8, 0) represent?
   A  point E
   B  point B
   C  point G
   D  point D

2. Name the ordered pair at point F.
   A  (4, 6)
   B  (9, 7)
   C  (7, 3)
   D  (3, 9)

Total points for Today's Challenge:

On today's activity: (Circle one)  I did great!     I did OK.     I need some help.

Name  Date
Today's Challenge  Fill in the missing numbers from the hundred chart. Look at the hundred chart in the back of your book if you need help.

1.  
   5
   15
   25

2.  
   68
   69
   70
   80

3.  
   
   63

4.  
   35
   

Go Further  Write your own pattern to find 35 less than or 35 greater than a number.

5.  

6.  

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge

A. 4 inches
B. 6 feet
C. 7 meters
D. 10 m

Choose a diagram to match the area or perimeter given.

1. Perimeter = 16 feet
2. Perimeter = 21 meters
3. Area = 16 square inches
4. Perimeter = 30 meters
5. Area = 12 square feet
6. Perimeter = 16 inches

Go Further

7. The rectangle at the right has an area of 36 square inches. What might be the measures of each side? ________________

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge

Use the clues to answer the questions.

1. **Clues:**
   a. I am a multiple of 12.
   b. I am greater than 50 and less than 120.
   c. The sum of my digits is equal to 6.
   d. The product of my digits is equal to 0.

   What number am I? _________

2. **Clues:**
   a. I am a multiple of 12.
   b. I am greater than 50 and less than 100.
   c. The digit in my tens place is twice the digit in my ones place.
   d. To the nearest 10, I round to 80.

   What number am I? _________

Go Further

3. Complete this riddle.
   **Clues:**
   - I am a multiple of 12.
   - I am greater than _______ and less than _______.
   - The sum of my digits is equal to _______.
   - The product of my digits is equal to _______.

   What number am I? _________

4. Write your own riddle for a friend to solve.
   **Clues:**
   ____________________________
   ____________________________
   ____________________________

   What number am I? _________

   Friend’s name ____________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge: Look for strings of digits that can be used to write division equations with quotients between 20 and 30. Each equation contains a one-digit and a two-digit number.

REMEMBER: The digits must string from left to right and top to bottom.

Complete the division equations.

84 ÷ ______ = ______
81 ÷ ______ = ______
48 ÷ ______ = ______

Go Further: Complete each division equation so that the quotient is between 20 and 30.

48 ÷ □ = _____  56 ÷ □ = _____  60 ÷ □ = _____

Explain your strategy.

________________________
________________________
________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

Which expression best describes how to find the value of $X$ in the table?

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<th>A</th>
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<tbody>
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<td>24 - 8</td>
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<tr>
<td>B</td>
<td>24 + 8</td>
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<td>C</td>
<td>24 ÷ 8</td>
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</table>

Today's Challenge

1. Which expression best describes how to find the value of $X$ in the table?

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2. Which expression best describes how to find the value of $X$ in the table?

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Total points for Today’s Challenge:  

On today's activity: (Circle one) I did great! I did OK. I need some help.
**Today's Challenge**

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<td>100</td>
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</table>

Use the hundred chart above to help you find groups of 4.

1. How many groups of 4 are there in 28? _____
2. How many groups of 4 are there in 40? _____
3. How many groups of 4 are there in 60? _____
4. How many groups of 4 are there in 66? _____

**Go Further Complete.**

| 5. 16 ÷ 4 = a | a = ______ |
| 6. 24 ÷ 4 = a | a = ______ |
| 160 ÷ 4 = b  | b = ______ |
| 240 ÷ 4 = b  | b = ______ |
| 1600 ÷ 4 = c | c = ______ |
| 2400 ÷ 4 = c | c = ______ |
| 7. 32 ÷ 4 = a | a = ______ |
| 8. 72 ÷ 4 = a | a = ______ |
| 320 ÷ 4 = b  | b = ______ |
| 720 ÷ 4 = b  | b = ______ |
| 3200 ÷ 4 = c | c = ______ |
| 7200 ÷ 4 = c | c = ______ |

**On today's activity:** (Circle one) I did great! I did OK. I need some help.

**Name**

**Date**
Today's Challenge  
Circle the correct division expression to match the quotient.

1. The quotient 7 R1 is the answer for  
   \[ 29 \div 4 \quad 22 \div 8 \quad 17 \div 8 \]

2. The quotient 8 R3 is the answer for  
   \[ 14 \div 4 \quad 37 \div 5 \quad 67 \div 8 \]

3. The quotient 2 R6 is the answer for  
   \[ 47 \div 8 \quad 22 \div 8 \quad 17 \div 8 \]

4. The quotient 3 R1 is the answer for  
   \[ 37 \div 5 \quad 10 \div 3 \quad 14 \div 4 \]

5. The quotient 5 R7 is the answer for  
   \[ 101 \div 10 \quad 22 \div 8 \quad 47 \div 8 \]

6. The quotient 7 R4 is the answer for  
   \[ 29 \div 4 \quad 46 \div 6 \quad 37 \div 5 \]

7. The quotient 2 R1 is the answer for  
   \[ 17 \div 8 \quad 14 \div 4 \quad 37 \div 5 \]

8. The quotient 3 R2 is the answer for  
   \[ 14 \div 4 \quad 47 \div 8 \quad 101 \div 10 \]

9. The quotient 7 R2 is the answer for  
   \[ 22 \div 8 \quad 37 \div 5 \quad 46 \div 6 \]

10. The quotient 10 R1 is the answer for  
    \[ 29 \div 4 \quad 101 \div 10 \quad 47 \div 8 \]

Go Further  
Solve this riddle.

11. I am a mystery number between 10 and 15.
    Complete the division equations to find my true identity.
    \[
    \square \div 2 = 5 \text{ R1} \quad \square \div 3 = 3 \text{ R2} \quad \square \div 4 = 2 \text{ R3} \quad \square \div 5 = 2 \text{ R1}
    \]
    Which number am I?  

On today's activity: (Circle one)  
I did great!  
I did OK.  
I need some help.
Go Further  Follow the directions to cross out the numbers.

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- Cross out all the decimal numbers that have an even-number digit in the tenths place.
- Cross out all the decimal numbers that have a multiple of 3 in the hundredths place.
- Cross out all the decimal numbers that have a multiple of 4 in the hundredths place.
- Cross out all the decimal numbers that are greater than 0.50.

1. Which number is not crossed out? _________
2. Write a decimal number that is one tenth greater than the remaining number. _________
3. Write a decimal number that is two tenths greater than the remaining number. _________
4. Write a decimal number that has an even-number digit in the hundredths place. _________
5. Write a decimal number that has an odd-number digit in the tenths place. _________

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge  Find fractions that are equivalent to $\frac{1}{2}$. Record the fractions below.

Remember: The digits must string from left to right and top to bottom or any combination of the directions.

Write the fractions equivalent to $\frac{1}{2}$.

\[
\frac{\boxed{1}}{2} = \frac{\boxed{2}}{4} = \frac{\boxed{4}}{8} = \frac{\boxed{8}}{16}
\]

Go Further  Create your own Math Jumble. Be sure the digits can be combined to form fractions equivalent to $\frac{1}{2}$. Have a friend use the digits to write 4 fractions that are equivalent to $\frac{1}{2}$.

Write the fractions equivalent to $\frac{1}{2}$.

\[
\frac{\boxed{1}}{2} = \frac{\boxed{2}}{4} = \frac{\boxed{4}}{8} = \frac{\boxed{8}}{16}
\]

Friend’s Name

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

Which decimal and fraction describe the shaded portion of the rectangle below?

A  0.03, \( \frac{3}{10} \)
B  0.3, \( \frac{3}{10} \)
C  0.7, \( \frac{7}{10} \)
D  0.3, \( \frac{3}{100} \)

Today’s Challenge

1. Which decimal and fraction describe the shaded portion of the rectangle?

A  0.9, \( \frac{9}{10} \)
B  0.09, \( \frac{9}{100} \)
C  0.009, \( \frac{9}{10} \)
D  9, \( \frac{9}{10} \)

2. Which decimal and fraction describe the portion of the rectangle not shaded?

A  0.04, \( \frac{4}{100} \)
B  0.4, \( \frac{4}{10} \)
C  0.6, \( \frac{6}{10} \)
D  6, \( \frac{6}{10} \)

Total points for Today’s Challenge: 

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.

Name  Date
Today's Challenge

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</table>

Use the hundred chart above to help you find groups of 5.

1. How many groups of 5 are there in 35? _____
2. How many groups of 5 are there in 45? _____
3. How many groups of 5 are there in 52? _____
4. How many groups of 5 are there in 60? _____

Go Further: Complete.

5. \(15 \div 5 = a\) \(a = _____\)
6. \(65 \div 5 = a\) \(a = _____\)
7. \(150 \div 5 = b\) \(b = _____\)
8. \(650 \div 5 = b\) \(b = _____\)
9. \(1500 \div 5 = c\) \(c = _____\)
10. \(6500 \div 5 = c\) \(c = _____\)

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today’s Challenge  Name the place value of the underlined digit.

1. 34.52  _____________ place
2. 8.73  _____________ place
3. 26.19  _____________ place
4. 54.14  _____________ place
5. 12.80  _____________ place
6. 32.9  _____________ place
7. 38.58  _____________ place
8. 79.3  _____________ place
9. 3.69  _____________ place
10. 52.05  _____________ place

Go Further

11. Write a six-digit number with the digit 7 in the tenths place and the digit 9 in the hundredths place.

   __  __  __  __  __  __

On today’s activity: (Circle one)   I did great!  I did OK.  I need some help.

Name  Date
Today's Challenge  Use the clues to answer the questions.

1. **Clues:**
   a. I am a common factor of 16 and 24.
   b. I am a multiple of 4.
   c. I am equal to the number of sides on an octagon.

   What number am I? __________

2. **Clues:**
   a. I am a common factor of 18 and 36.
   b. I am an odd number.
   c. I am greater than 5.

   What number am I? __________

Go Further

3. Complete this riddle.
   **Clues:**
   - I am a common factor of ______ and _______.
   - I am greater than ______ and less than _______.
   - I am an ________________ number.
   - I am a multiple of ____.

   What number am I? __________

4. Write your own riddle for a friend to solve.
   **Clues:**
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

   What number am I? __________
   Friend's name ______________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today’s Challenge

1. Loop a string of coins and/or $1 bills whose total is $1.30.
2. Loop a string of coins and/or $1 bills whose total is $1.17.
3. Loop a string of coins and/or $1 bills whose total is $1.41.
4. Loop a string of coins and/or $1 bills whose total is $1.36.
5. Loop a string of coins and/or $1 bills whose total is $1.32.

Go Further  Complete the Math Jumble. Fill in the blanks using pennies, nickels, dimes, quarters and $1 bills for amounts of $2.00 or less. Have a friend solve your Math Jumble.

6. Loop a string of coins and/or $1 bills whose total is $ __________.
7. Loop a string of coins and/or $1 bills whose total is $ __________.
8. Loop a string of coins and/or $1 bills whose total is $ __________.
9. Loop a string of coins and/or $1 bills whose total is $ __________.
10. Loop a string of coins and/or $1 bills whose total is $ __________.

Friend’s Name ________________________________

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name __________________ Date ____________
Get Started  Rule out two. Write why. Fill in the correct circle.

Look at the fraction bars at the right. Which pair of fractions describes the shaded parts?

A  $\frac{2}{4}$ and $\frac{1}{2}$
B  $\frac{2}{4}$ and $\frac{2}{1}$
C  $\frac{2}{4}$ and $\frac{1}{3}$
D  $\frac{1}{3}$ and $\frac{1}{2}$

Today's Challenge

1. Look at the fraction bars at the right. Which pair of fractions describes the shaded parts?

A  $\frac{4}{6}$ and $\frac{1}{3}$
B  $\frac{2}{6}$ and $\frac{2}{3}$
C  $\frac{2}{6}$ and $\frac{1}{3}$
D  $\frac{1}{3}$ and $\frac{1}{2}$

2. Look at the fraction bars at the right. Which pair of fractions describes the shaded parts?

A  $\frac{6}{8}$ and $\frac{1}{4}$
B  $\frac{2}{6}$ and $\frac{1}{3}$
C  $\frac{2}{8}$ and $\frac{1}{4}$
D  $\frac{2}{8}$ and $\frac{3}{4}$

Total points for Today's Challenge:

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge

Use the hundred chart above to help you find groups of 6.

1. How many groups of 6 are there in 66? _____
2. How many groups of 6 are there in 73? _____
3. How many groups of 6 are there in 84? _____
4. How many groups of 6 are there in 90? _____

Go Further Complete.

5. \(18 \div 6 = a\) \(a = _____\) 6. \(24 \div 6 = a\) \(a = _____\)
   \(180 \div 6 = b\) \(b = _____\) 240 \(\div 6 = b\) \(b = _____\)
   \(1800 \div 6 = c\) \(c = _____\) 2400 \(\div 6 = c\) \(c = _____\)
7. \(30 \div 6 = a\) \(a = _____\) 8. \(66 \div 6 = a\) \(a = _____\)
   \(300 \div 6 = b\) \(b = _____\) 660 \(\div 6 = b\) \(b = _____\)
   \(3000 \div 6 = c\) \(c = _____\) 6600 \(\div 6 = c\) \(c = _____\)

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name ___________________________ Date ____________
Today's Challenge  Circle the correct value for $x$.

1. $x - 11 = 0$  
   $x = 14$  $x = 50$  $x = 11$

2. $x + x + x = 6$  
   $x = 33$  $x = 2$  $x = 9$

3. $100 - x = 50$  
   $x = 50$  $x = 9$  $x = 33$

4. $27 + 43 = x$  
   $x = 70$  $x = 7$  $x = 50$

5. $x + 25 = 25$  
   $x = 11$  $x = 33$  $x = 0$

6. $x - 60 = 0$  
   $x = 60$  $x = 50$  $x = 14$

7. $x + x + x = 21$  
   $x = 7$  $x = 2$  $x = 33$

8. $39 - x = 30$  
   $x = 2$  $x = 9$  $x = 0$

9. $10 + 23 = x$  
   $x = 33$  $x = 0$  $x = 11$

10. $x + 6 = 20$  
    $x = 60$  $x = 50$  $x = 14$

Go Further

11. Write an addition equation using with the variable $x$. Find $x$.
    
    _____ + _____ = ________  
    $x = ________$

12. Write a subtraction equation using the variable $x$. Find $x$.
    
    _____ - _____ = ________  
    $x = ________$

13. Write a multiplication equation using the variable $x$. Find $x$.
    
    _____ $\times$ _____ = ________  
    $x = ________$

On today's activity: (Circle one)  I did great! I did OK. I need some help.
Today's Challenge: Write the name of the angle.

<table>
<thead>
<tr>
<th>Angle</th>
<th>Name of Angle</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Right angle" /></td>
<td>Right angle</td>
</tr>
<tr>
<td><img src="image2" alt="Obtuse angle" /></td>
<td>Obtuse Angle</td>
</tr>
</tbody>
</table>

1. ![Angle 1](image3) 
2. ![Angle 2](image4) 
3. ![Angle 3](image5) 
4. ![Angle 4](image6) 
5. ![Angle 5](image7) 
6. ![Angle 6](image8) 
7. ![Angle 7](image9) 
8. ![Angle 8](image10)

On today's activity: (Circle one) ☑️ I did great! ☑️ I did OK. ☑️ I need some help.

Name: [Name]
Date: [Date]
Today's Challenge: Find improper fractions. Rewrite the improper fractions as mixed numbers. Record below.

<table>
<thead>
<tr>
<th>Improper Fraction</th>
<th>Mixed Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Go Further: Create your own Math Jumble. Be sure to include digits for five improper fractions. Have a friend use the Math Jumble to rewrite the improper fractions as mixed numbers. Record below.

<table>
<thead>
<tr>
<th>Improper Fraction</th>
<th>Mixed Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Friend’s Name

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Get Started □ Rule out two. Write why. Fill in the correct circle.

Mr. Hershel planted \( \frac{3}{8} \) of his garden before lunch. He planted \( \frac{2}{8} \) of the garden after lunch. How much of the garden did Mr. Hershel plant today?

A. \( \frac{1}{8} \)  
B. \( \frac{5}{16} \)  
C. \( \frac{5}{8} \)  
D. \( \frac{5}{6} \)

Today’s Challenge

1. Dante typed \( \frac{2}{7} \) of his report at school. He typed \( \frac{3}{7} \) of his report at home. Which fraction represents how much of his report Dante has typed?

A. \( \frac{5}{14} \)  
B. \( \frac{5}{7} \)  
C. \( \frac{6}{49} \)  
D. \( \frac{1}{7} \)

2. Perla iced \( \frac{1}{6} \) of the chocolate cake. Her sister iced \( \frac{4}{6} \) of the cake. Which fraction represents how much of the cake has been iced?

A. \( \frac{3}{6} \)  
B. \( \frac{5}{12} \)  
C. \( \frac{1}{2} \)  
D. \( \frac{5}{6} \)

Total points for Today’s Challenge: ___________

On today’s activity: (Circle one) □ I did great! □ I did OK. □ I need some help.

Name ____________________________ Date ____________
Today's Challenge

Use the hundred chart above to help you find groups of 7.

1. How many groups of 7 are there in 42? ______
2. How many groups of 7 are there in 71? ______
3. How many groups of 7 are there in 91? ______
4. How many groups of 7 are there in 100? ______

Go Further = Complete.

5. \(49 \div 7 = a\) \(a = ______\)
   \(490 \div 7 = b\) \(b = ______\)
   \(4900 \div 7 = c\) \(c = ______\)

6. \(56 \div 7 = a\) \(a = ______\)
   \(560 \div 7 = b\) \(b = ______\)
   \(5600 \div 7 = c\) \(c = ______\)

7. \(63 \div 7 = a\) \(a = ______\)
   \(630 \div 7 = b\) \(b = ______\)
   \(6300 \div 7 = c\) \(c = ______\)

8. \(84 \div 7 = a\) \(a = ______\)
   \(840 \div 7 = b\) \(b = ______\)
   \(8400 \div 7 = c\) \(c = ______\)

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge  Circle the numbers and operation to compute first.

1. $5 \times 3 - 5$
2. $18 \div 3 + 1$
3. $5 - 4 \div 4$
4. $3 + 4 \times 7$
5. $10 \times 3 - 5$
6. $14 \div 2 + 1$
7. $10 \times 7 + 2$
8. $7 + 7 \times 3$
9. $4 + 5 \times 8$
10. $10 - 6 \div 6$

Go Further  Fill in the blanks to complete the equation.
You can use one-digit and two-digit numbers.

11. $\underline{} \div \underline{} + 2 = 10$
12. $6 + \underline{} \times \underline{} = 18$

On today's activity: (Circle one)  I did great! I did OK. I need some help.
Today's Challenge  

Use the clues to answer the questions.

1. **Clues:**
   
a. I have 2 pairs of parallel sides.
   
b. I have 2 pairs of congruent sides.
   
c. One pair of the congruent sides is twice as long as the other.
   
d. I have no right angles.
   
What type of quadrilateral am I? ________________

2. **Clues:**
   
a. I have 4 sides.
   
b. I have no parallel sides and no right angles.
   
c. I have acute angles and obtuse angles.
   
d. I don’t have a special name to call my own.
   
What type of quadrilateral am I? ________________

Go Further

3. Complete this riddle.

**Clues:**

- I have ______ parallel sides.
- I have ______ congruent sides.
- I have ______ right angles.

What type of quadrilateral am I? ________________

4. Write your own riddle for a friend to solve.

**Clues:**

__________________________________________________________

__________________________________________________________

__________________________________________________________

What type of quadrilateral am I? ________________

Friend's name __________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.

© Great Source. Permission is granted to copy this page.
Today's Challenge: Look for strings of digits that can be used to write multiplication equations with 11 or 12 as a factor.

**REMEMBER:** The digits must string from left to right and top to bottom or any combination of the directions.

1. Write the multiplication equations.

   ____________________________
   ____________________________
   ____________________________
   ____________________________

**Go Further**

2. Complete each multiplication equation.

   \[12 \times 0 = \underline{\hspace{2cm}}\] \[12 \times 5 = \underline{\hspace{2cm}}\] \[12 \times 10 = \underline{\hspace{2cm}}\]
   \[12 \times 1 = \underline{\hspace{2cm}}\] \[12 \times 6 = \underline{\hspace{2cm}}\] \[12 \times 11 = \underline{\hspace{2cm}}\]
   \[12 \times 2 = \underline{\hspace{2cm}}\] \[12 \times 7 = \underline{\hspace{2cm}}\] \[12 \times 12 = \underline{\hspace{2cm}}\]
   \[12 \times 3 = \underline{\hspace{2cm}}\] \[12 \times 8 = \underline{\hspace{2cm}}\] \[12 \times 13 = \underline{\hspace{2cm}}\]
   \[12 \times 4 = \underline{\hspace{2cm}}\] \[12 \times 9 = \underline{\hspace{2cm}}\] \[12 \times 14 = \underline{\hspace{2cm}}\]

3. What pattern do you see in the multiples of 12?

   ____________________________
   ____________________________
   ____________________________

**On today’s activity:** (Circle one) I did great! I did OK. I need some help.

Name ____________________________  Date ____________________________
Get Started  Rule out two. Write why. Fill in the correct circle.

There is \( \frac{3}{4} \) of a pizza left from the party. Martha eats another \( \frac{2}{4} \) and gives the rest to Marcus. How much of the pizza does Marcus get?

A \( \frac{1}{4} \)  
B \( \frac{5}{8} \)  
C \( \frac{5}{4} \)  
D \( \frac{4}{5} \)

Today’s Challenge

1. By Saturday noon, only \( \frac{7}{10} \) of the lawn remains to be mowed. Al mows \( \frac{4}{10} \) of the lawn in the afternoon. How much of the lawn still needs to be mowed?

A \( \frac{3}{20} \)  
B \( \frac{3}{10} \)  
C \( \frac{1}{10} \)  
D \( \frac{10}{11} \)

2. Manna prints \( \frac{3}{5} \) of her science report before the printer runs out of ink. How much of the report is left?

A \( \frac{5}{5} \)  
B \( \frac{4}{5} \)  
C \( \frac{2}{5} \)  
D \( \frac{5}{10} \)

Total points for Today’s Challenge: ________

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today’s Challenge

Use the hundred chart above to help you find groups of 8.

1. How many groups of 8 are there in 48? ______
2. How many groups of 8 are there in 82? ______
3. How many groups of 8 are there in 91? ______
4. How many groups of 8 are there in 96? ______

Go Further Complete.

5. 16 ÷ 8 = a    a = _____
   160 ÷ 8 = b    b = _____
   1600 ÷ 8 = c   c = _____
6. 32 ÷ 8 = a    a = _____
   320 ÷ 8 = b    b = _____
   3200 ÷ 8 = c   c = _____
7. 64 ÷ 8 = a    a = _____
   640 ÷ 8 = b    b = _____
   6400 ÷ 8 = c   c = _____
8. 88 ÷ 8 = a    a = _____
   880 ÷ 8 = b    b = _____
   8800 ÷ 8 = c   c = _____

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name ____________________________ Date ____________________________
**Today's Challenge**  Write the answer in each square.

<table>
<thead>
<tr>
<th>The square of this number equals 16:</th>
<th>The square of this number equals 9:</th>
<th>The square of this number equals 64:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The square of this number equals 81:</td>
<td>The square of this number equals 25:</td>
<td>The square of this number equals 1:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The square of this number equals 4:</td>
<td>The square of this number equals 49:</td>
<td>The square of this number equals 36:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Go Further**  A *magic square* is a special square. The sums of the numbers in each row, column, or diagonal are all equal. Is the square above a *magic square*? Explain your answer.

---

**On today's activity:** (Circle one) I did great! I did OK. I need some help.
Today's Challenge: Write flip, turn, or slide.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>smile</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>lightning</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>no symbol</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>circle with line</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>arrows</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>triangle</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>circle</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>hourglass</td>
<td></td>
</tr>
</tbody>
</table>

On today's activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge — Look for strings of digits that can be used to write subtraction equations with differences greater than 100. Use three-digit numbers only.

REMEMBER: The digits must string from left to right and top to bottom or any combination of the directions.

Write the subtraction equations.

Go Further — Create your own Math Jumble. Include at least two sets of three digits that can be used to write subtraction equations with differences greater than 100. Have a friend use the Math Jumble to write two subtraction equations with differences greater than 100.

Write the subtraction equations.

Friend’s Name

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

The first bag of feathers weighs 0.38 grams. A second bag weighs 0.75 grams. What is the total weight of the two bags of feathers?

A  0.37 grams
B  4.55 grams
C  7.88 grams
D  1.13 grams

Today’s Challenge
1. Theo jumps 2.4 meters in the running broad jump on his first try. He jumps 3.0 meters on the second try. How much farther is the second jump than the first jump?

A  5.4 meters
B  2.7 meters
C  2.1 meters
D  0.6 meters

2. Tory has a piece of cotton fabric that measures 4.40 yards long. After its first wash, the fabric shrinks to 3.69 yards long. How much is the shrinkage?

A  0.71 yards
B  8.09 yards
C  7.73 yards
D  4.031 yards

Total points for Today’s Challenge:

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name Date
Today’s Challenge

Use the hundred chart above to help you find groups of 9.

1. How many groups of 9 are there in 45? ____
2. How many groups of 9 are there in 58? ____
3. How many groups of 9 are there in 72? ____
4. How many groups of 9 are there in 83? ____

Go Further ◦ Complete.

5. \(36 \div 9 = a\) \(a = \____\)
6. \(63 \div 9 = a\) \(a = \____\)
\[360 \div 9 = b\] \(b = \____\)
\[630 \div 9 = b\] \(b = \____\)
\[3600 \div 9 = c\] \(c = \____\)
\[6300 \div 9 = c\] \(c = \____\)
7. \(81 \div 9 = a\) \(a = \____\)
8. \(99 \div 9 = a\) \(a = \____\)
\[810 \div 9 = b\] \(b = \____\)
\[990 \div 9 = b\] \(b = \____\)
\[8100 \div 9 = c\] \(c = \____\)
\[9900 \div 9 = c\] \(c = \____\)

On today’s activity: (Circle one) ◦ I did great! ◦ I did OK. ◦ I need some help.

Name  
Date
Today's Challenge

<table>
<thead>
<tr>
<th></th>
<th>11</th>
<th>4</th>
<th>5</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>30</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Complete each multiplication equation. Select a value for the variable $n$ from the box above.

1. $n \times \frac{1}{3} = 10$  
   $n = \underline{\quad}$
2. $\frac{1}{4} \times 8 = n$  
   $n = \underline{\quad}$
3. $5 \times n = 25$  
   $n = \underline{\quad}$
4. $n \times 9 = 27$  
   $n = \underline{\quad}$
5. $10 \times 6 = n$  
   $n = \underline{\quad}$
6. $\frac{1}{2} \times n = 6$  
   $n = \underline{\quad}$
7. $n \times \frac{1}{3} = 6$  
   $n = \underline{\quad}$
8. $\frac{1}{4} \times 24 = n$  
   $n = \underline{\quad}$
9. $3 \times n = 12$  
   $n = \underline{\quad}$
10. $n \times 1 = 11$  
    $n = \underline{\quad}$

Go Further

11. Write a multiplication equation with the variable $n$. Find $n$.
    
    

12. Write a division equation with the variable $n$. Find $n$.
    
    

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

Name
Date
Today’s Challenge  Use the clues to answer the question.

1. **Clues:**
   a. I am a composite number greater than 12 and less than 20.
   b. I am not a multiple of 4 or 5.
   c. I am a multiple of 9.
   
   What number am I? _______

2. **Clues:**
   a. I am a prime number greater than 8 and less than 20.
   b. I am less than 15.
   c. The sum of my digits equals 4.
   
   What number am I? _______

Go Further

3. Complete this riddle.
   **Clues:**
   • I am a _______ number.
   • I am greater than _______ and less than _______.
   • I am equal to the product of _______ x _______.
   
   What number am I? _______

4. Write your own riddle for a friend to solve.
   **Clues:**
   
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

   What number am I? _______
   Friend’s name ________________

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.
Today's Challenge: Look for two-digit whole numbers.

Write the numbers in the table.

<table>
<thead>
<tr>
<th>Rounds to 10</th>
<th>Rounds to 20</th>
<th>Rounds to 30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rounds to 40</th>
<th>Rounds to 50</th>
<th>Rounds to 60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rounds to 70</th>
<th>Rounds to 80</th>
<th>Rounds to 90</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go Further: Look at the number 348.

Explain a strategy for rounding 348 to the hundreds place.

_________________________
_________________________
_________________________

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name __________________________ Date __________
Get Started  
Rule out two. Write why. Fill in the correct circle.

Which number is divisible by both 3 and 4?

A  15  
B  44  
C  24  
D  20  

Today's Challenge

1. Which number is divisible by both 3 and 4?

A  450  
B  490  
C  144  
D  129  

2. Which number is divisible by neither 3 nor 4?

A  360  
B  250  
C  120  
D  240  

Total points for Today's Challenge: ___

On today's activity: (Circle one)  ☐ I did great!  ☐ I did OK.  ☐ I need some help.
Today's Challenge

Use the hundred chart above to help you find groups of 11.

1. How many groups of 11 are there in 58? ______

2. How many groups of 11 are there in 77? ______

3. How many groups of 11 are there in 90? ______

4. How many groups of 11 are there in 99? ______

Go Further Complete.

5. \(22 \div 11 = a\) \(a = \underline{\hspace{2cm}}\) 6. \(88 \div 11 = a\) \(a = \underline{\hspace{2cm}}\)

\(220 \div 11 = b\) \(b = \underline{\hspace{2cm}}\) \(880 \div 11 = b\) \(b = \underline{\hspace{2cm}}\)

\(2200 \div 11 = c\) \(c = \underline{\hspace{2cm}}\) \(8800 \div 11 = c\) \(c = \underline{\hspace{2cm}}\)

7. \(66 \div 11 = a\) \(a = \underline{\hspace{2cm}}\) 8. \(11 \div 11 = a\) \(a = \underline{\hspace{2cm}}\)

\(660 \div 11 = b\) \(b = \underline{\hspace{2cm}}\) \(110 \div 11 = b\) \(b = \underline{\hspace{2cm}}\)

\(6600 \div 11 = c\) \(c = \underline{\hspace{2cm}}\) \(1100 \div 11 = c\) \(c = \underline{\hspace{2cm}}\)

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name ____________________________ Date ____________________________
Today's Challenge  Circle the correct value for the variable \( n \).

1.  \( 16 \div n = 8 \)  \( n = 7 \)  \( n = 2 \)  \( n = 9 \)

2.  \( 100 \div n = 10 \)  \( n = 10 \)  \( n = 20 \)  \( n = 30 \)

3.  \( 54 \div 6 = n \)  \( n = 5 \)  \( n = 90 \)  \( n = 9 \)

4.  \( 50 \div n = 25 \)  \( n = 1 \)  \( n = 2 \)  \( n = 3 \)

5.  \( 11 \div n = 1 \)  \( n = 1 \)  \( n = 11 \)  \( n = 0 \)

6.  \( 120 \div 10 = n \)  \( n = 12 \)  \( n = 10 \)  \( n = 2 \)

7.  \( \frac{1}{2} \) of 60 = \( n \)  \( n = 15 \)  \( n = 60 \)  \( n = 30 \)

8.  \( \frac{1}{3} \) of 60 = \( n \)  \( n = 3 \)  \( n = 20 \)  \( n = 2 \)

9.  \( \frac{1}{4} \) of 60 = \( n \)  \( n = 15 \)  \( n = 10 \)  \( n = 20 \)

10. \( \frac{1}{2} \) of 90 = \( n \)  \( n = 40 \)  \( n = 45 \)  \( n = 50 \)

Go Further  Write a division equation with the variable \( n \). Find \( n \).

11. \( \text{_____} \div \text{______} = \text{______} \)  \( n = \text{______} \)

On today's activity: (Circle one)  I did great!  I did OK.  I need some help.

Name

Date
Today’s Challenge  Use the clues to answer the question.

1. Clues:
   a. I am greater than 60 and less than 80.
   b. I am an odd number.
   c. The sum of my digits equals 10.
   d. If you round me to nearest hundred, I am equal to 100.

   What number am I? _______

2. Clues:
   a. I am greater than 240 and less than 260.
   b. I am an even number.
   c. The sum of my digits equals 10.
   d. If you round me to nearest hundred, I am equal to 200.

   What number am I? _______

Go Further

3. Complete this riddle.

   Clues:
   - I am a __________ number.
   - I am greater than ______ and less than ______.
   - If you add my digits together, the sum is equal to ______.
   - If you round me to the nearest hundred,
     I am equal to __________.

   What number am I? _______

4. Write your own riddle for a friend to solve.

   Clues: ______________________________
   ______________________________
   ______________________________

   What number am I? _______

   Friend’s name ______________________________

On today’s activity: (Circle one) I did great! I did OK. I need some help.
Today's Challenge: Look for three-digit whole numbers.

Write the numbers in the table.

<table>
<thead>
<tr>
<th>Rounds to 100</th>
<th>Rounds to 200</th>
<th>Rounds to 300</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rounds to 400</td>
<td>Rounds to 500</td>
<td>Rounds to 600</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rounds to 700</td>
<td>Rounds to 800</td>
<td>Rounds to 900</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go Further: Look at the number 6348.

Explain a strategy for rounding 6348 to the nearest thousand.

On today's activity: (Circle one) I did great! I did OK. I need some help.
Get Started  Rule out two. Write why. Fill in the correct circle.

Which list shows the numbers 2.35, 3.3, 3.02, and 2.4 ordered from greatest to least?

A  3.3, 3.02, 2.4, 2.35
B  3.3, 3.02, 2.35, 2.4
C  2.4, 2.35, 3.02, 3.3
D  2.35, 2.4, 3.3, 3.02

Today’s Challenge

1. Which list shows the numbers 8.8, 8.08, 8.88, and 0.88 ordered from least to greatest?

A  0.88, 8.8, 8.08, 8.88
B  0.88, 8.08, 8.8, 8.88
C  0.88, 8.88, 8.8, 8.08
D  0.88, 8.8, 8.88, 8.08

2. Select the list that shows numbers listed in order from greatest to least.

A  0.88, 8.08, 8.8, 8.88
B  5.13, 4.27, 1.05, 1.50
C  3.9, 3.65, 3.22, 3.09
D  2.05, 2.50, 2.55, 2.59

Total points for Today’s Challenge: __________

On today’s activity: (Circle one) I did great! I did OK. I need some help.

Name ___________________________ Date ___________
Today’s Challenge

Use the hundred chart above to help you find groups of 12.

1. How many groups of 12 are there in 24? ______
2. How many groups of 12 are there in 60? ______
3. How many groups of 12 are there in 74? ______
4. How many groups of 12 are there in 87? ______

Go Further Complete.

5. $48 \div 12 = a \quad a = ______$
   $480 \div 12 = b \quad b = ______$
   $4800 \div 12 = c \quad c = ______$

6. $72 \div 12 = a \quad a = ______$
   $720 \div 12 = b \quad b = ______$
   $7200 \div 12 = c \quad c = ______$

7. $96 \div 12 = a \quad a = ______$
   $960 \div 12 = b \quad b = ______$
   $9600 \div 12 = c \quad c = ______$

8. $12 \div 12 = a \quad a = ______$
   $120 \div 12 = b \quad b = ______$
   $1200 \div 12 = c \quad c = ______$

On today’s activity: (Circle one) ☐ I did great! ☐ I did OK. ☐ I need some help.

Name

Date
Today's Challenge  Complete the sentence. Select from the box at the right.

1. A compatible expression for $42 \times 6$ is _______.
2. A compatible expression $4\overline{39}$ for is _______.
3. The estimated product for $17 \times 3$
   is about _______.
4. The estimated quotient for $7\overline{69}$
   is about _______.
5. An expression with an estimated product
   of about 60 is _______.
6. An expression with an estimated quotient
   of about 10 is _______.
7. A compatible expression for $26 \times 3$ is _______.
8. A compatible expression for $6\overline{28}$ is _______.
9. An expression with an estimated product
   of about 100 is _______.
10. An expression with an estimated quotient
    of about 6 is _______.

Go Further

11. Look at the division at the right.  
    $19\overline{150}$

    Explain how you would use compatible numbers to estimate the quotient.

__________________________

On today's activity: (Circle one)  
 I did great!  I did OK.  I need some help
Today's Challenge

Use the clues to answer the questions.

1. **Clues:**
   a. I am greater than 5.40 and less than 5.60.
   b. I am a two-place decimal whose digits are all odd numbers.
   c. The sum of my digits equals 13.
   d. If you round me to the nearest whole number,
      I am equal to 6.

   Which decimal number am I?__________

2. **Clues:**
   a. I am greater than 2.00 and less than 3.00.
   b. I am a decimal whose digits are all even numbers.
   c. The sum of my digits equals 18.
   d. If you round me to nearest whole number,
      I am equal to 3.00.

   Which decimal number am I?__________

Go Further

3. Complete this riddle.
   **Clues:**
   - I am greater than_______and less than_______.
   - I am a decimal whose digits are_______numbers.
   - The sum of my digits equals_______.
   - If you round me to nearest whole number,
      I am equal to_______.

   Which decimal number am I?__________

4. Write your own riddle for a friend to solve.
   **Clues:**
   __________________________
   __________________________
   __________________________
   __________________________

   Which decimal number am I?__________
   Friend's name__________________________

On today's activity: (Circle one)□ I did great!□ I did OK.□ I need some help.
Today's Challenge: Look for four-digit whole numbers you can round to the thousands place.

Write the numbers in the table.

<table>
<thead>
<tr>
<th>Rounds to 1000</th>
<th>Rounds to 2000</th>
<th>Rounds to 3000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rounds to 4000</td>
<td>Rounds to 5000</td>
<td>Rounds to 6000</td>
</tr>
<tr>
<td>Rounds to 7000</td>
<td>Rounds to 8000</td>
<td>Rounds to 9000</td>
</tr>
</tbody>
</table>

Go Further: Why is rounding a useful skill? Give an example to explain your thinking.

On today's activity: (Circle one) I did great! I did OK. I need some help.

Name

Date
Get Started  Rule out two. Write why. Fill in the correct circle.

Which of the following statements is not true about the number 55?

A  It is an odd number.

B  It is equal to 4 tens and 15 ones.

C  It can be divided into groups of five.

D  It is less than half of 100.

Today's Challenge

1. Which of the following statements is not true about the number 30?

A  It is an odd number.

B  It is a composite number.

C  It is divisible by 3.

D  It is half of 60.

2. Which of the following statements is true about the number 17?

A  It is divisible by 3

B  It is not less than 50.

C  It is a composite number.

D  It is a counting number.

Total points for Today’s Challenge: __________

On today’s activity: (Circle one)  I did great!  I did OK.  I need some help.
Choose the best answer to each question.

See how many of these questions about reading numbers you can answer.

1. Which number has an 8 in the ten thousands place?
   A  18,923   C  10,823
   B  81,923   D  10,008

2. Which number has an 8 in the tenths place?
   A  18.92   C  10.82
   B  81.92   D  10.28

3. Which choice shows one thousand, five hundred?
   A  1,500   C  1,005
   B  5,100   D  1,050

The next three questions ask you to think about the sizes of different numbers.

4. Look at all the numbers. Which number is the least?
   A  601   C  1006
   B  106   D  602

5. Which number is the greatest?
   A  1.6   C  1.06
   B  1.63   D  1.36

6. Choose the number that is closest to 22.
   A  10   C  30
   B  20   D  40

7. Round 568 to the nearest hundred.
   ____________

8. One jar has 193 buttons. The other has 312 buttons. Which number is a good estimate of how many buttons there are altogether?
   A  200   C  400
   B  300   D  500

See how many of these questions about fractions you can answer.

9. Which set has \( \frac{2}{3} \) of the stars shaded?
   A  ★★★★★★
   B  ★★★★★★★
   C  ★★★★★★★
   D  ★★★★★★★

10. Shade in \( \frac{3}{4} \) of this box.

11. Think about these fractions. Which one is less than all the others?
   A  \( \frac{3}{5} \)
   B  \( \frac{3}{9} \)
   C  \( \frac{3}{10} \)
   D  \( \frac{3}{12} \)
12. Which decimal and fraction describe the shaded portion of the rectangle?

A 0.03 and \( \frac{3}{100} \)
B 0.3 and \( \frac{3}{10} \)
C 0.03 and \( \frac{3}{10} \)
D 3.0 and \( \frac{1}{3} \)

For the next two questions, you choose the problem!

13. Which problem shows another way to find the answer for \( 362 + 362 + 362 \)?
A \( 362 \times 3 = \)
B \( 362 + 3 = \)
C \( 362 - 3 = \)
D \( 362 \div 3 = \)

14. Imagine you are 10 years old and you are in 4\(^{th}\) grade. You take out 5 books from the library and each book weighs about 1.8 pounds. Which problem would tell you how much they weigh altogether?
A \( 10 \times 4 = \)
B \( 1.8 \times 5 = \)
C \( 1.8 \div 5 = \)
D \( 1.8 + 5 = \)

15. If you count by two you say the multiples of two.

\[
\begin{array}{cccccccc}
3 & 4 & 12 & 18 & 21 & 123 & 126 & 400 \\
\end{array}
\]

16. In this list, loop the multiples of 5.

\[
\begin{array}{cccccccc}
5 & 4 & 12 & 15 & 23 & 120 & 222 & 400 \\
\end{array}
\]

17. You may know a trick to find the multiples of 3.

Loop those numbers.

\[
\begin{array}{cccccccc}
3 & 5 & 12 & 15 & 23 & 120 & 222 & 400 \\
\end{array}
\]

18. The factors of 12 are 1, 2, 3, 4, 6, and 12.

Which list shows the factors of 6?
A 1, 2, 3, 4, 6, 12
B 6, 12, 18
C 1, 2, 3, 6
D 1, 2, 3, 4

19. Which number has only 2 factors?
A 3
B 4
C 6
D 9
Basic Operations

Diagnostic Test #2

Write the correct answer to each question.

Fill in the blanks.

1. _____ + 6 = 15
2. _____ − 4 = 8
3. 7 × _____ = 56
4. 54 ÷ 9 = _____

Add.

5. 145
   + 53
6. 145
   + 63

Subtract.

7. 696
   − 96
8. 321
   − 102

9. Put an × on the problem with the wrong answer.

   19
   + 19
   38

   29
   + 29
   48

   39
   + 39
   78

   49
   + 49
   98

10. Add the money. Write the total amount.

    ____________

Add.

11. $6.25
    + 7.00
12. 3.2 + 1.4 = ______

Subtract.

13. $1.25 − $0.50 = ______
14. 9.23
    − 5.17

Name

Date
Multiply.
15. \(21 \times 4\)  
16. \(35 \times 3\)

17. Look at these examples. Then fill in the blank.
\(6 \times 100 = 600\)  
\(8 \times 100 = 800\)
\(9 \times 100 = \underline{\quad}\)

18. Loop the division problem that shows another way to write \(45 \div 9 = 5\).
\[\frac{5}{9)45}\]  
\[\frac{9}{5)45}\]  
\[\frac{9}{45)9}\]  
\[\frac{45}{9)5}\]

Find the remainder when
19. 25 is divided by 2  
20. 25 is divided by 3

21. 25 is divided by 5

22. Make a picture to show the problem. Then write the answer. If 39 stamps were grouped into 3 equal groups, how many would be in each group?

Fill in the missing fractions.
23. \(\frac{2}{7} + \frac{3}{7} = \underline{\quad}\)
24. \(\frac{5}{9} - \frac{1}{9} = \underline{\quad}\)

25. Draw lines to match one word to each equation.
\(3 \times 4 = 12\)  
sum
\(10 - 7 = 3\)  
product
\(15 \div 3 = 5\)  
difference
\(5 + 5 = 10\)  
quotient
Loop the correct name for each shape.

1. square  hexagon  triangle

2. square  rectangle  triangle

3. cylinder  quadrilateral  triangle

4. Circle the shape that is not a square.

5. Loop the rectangular prism.

6. Loop the figure that is not a pyramid.

7. Look at the picture in the box. Then loop the picture that shows the same object after a flip.

Figures that are exactly the same size and shape are called congruent figures. Loop the two congruent figures.

8. Two congruent figures.

9. This triangle has more than one line of symmetry. Draw all the lines of symmetry you can find.

10. If you fold this shape on the line in the middle, the two sides are the same. The line is called the line of symmetry.
The number of square units that cover a floor is called the area of the floor.

11. 2 tiles
    4 tiles

The area of this floor is _______ square tiles.

12. 7 feet
    9 feet

The area of this floor is _______ square feet.

Perimeter is the total distance around a figure.

13. If each side of this triangle is 1 inch, what is the perimeter?

The perimeter of this triangle is _______ inches.

14. What is the perimeter of this rectangle?

15. Loop the pair of lines that are parallel to each other.

16. Loop the angle that is a right angle.

17. Leila drew a diamond on the grid at the right. At what point did she draw the diamond? Loop the correct answer.

    C3 C2 D2 D3
Choose the unit you would use to measure each quantity. Loop the best answer.

1. How fast can you get to school?
   - meters
   - miles
   - minutes
   - weeks

2. How long is your arm?
   - centimeters
   - kilometers
   - pounds
   - liters

3. How much milk is in the carton?
   - degrees
   - miles
   - hours
   - cups

4. How much do your books weigh?
   - kilograms
   - milliliters
   - meters
   - gallons

Which is which? Loop the best choice.

5. Which weighs about 1 pound?
   - a loaf of bread
   - a cow
   - a crayon

6. Which is about 1 foot long?
   - a loaf of bread
   - a truck
   - an egg

7. Which is about 3 centimeters long?
   - a paper clip
   - a chalk board
   - a soccer field

8. If you wake up in the morning at 6:30 and get to school 87 minutes later, what time will it be when you get to school?
   I would get to school at ________________.

9. If the science lesson begins at 10:45 A.M. and ends at 12:05 P.M., how long does the science lesson last?
   - A 1 hour 10 minutes
   - B 1 hour 20 minutes
   - C 1 hour 25 minutes
   - D 2 hours 20 minutes

Name  
Date  
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Loop the correct answer to answer each question about measuring.

10. How many inches equal 1 foot? 12 24 36
11. How many meters equal 1 kilometer? 10 100 1000
12. How many milliliters equal 1 liter? 10 100 1000

Fill in these blanks with the correct number or word.

13. ______ minutes equal 1 hour
14. 1 _______ equals 3 feet.
15. 12 inches = ______ foot
16. ______ ounces = 1 pound
17. _______ hours in 1 day
18. ______ weeks in 1 year
19. The bookcase is 40 inches wide. How much more than one yard is that?

20. The doorway is 95 centimeters wide. How much less than one meter is that?

21. We have 2 quarts of water. How much more do we need to make a gallon?

22. Jonah is 9 years and 11 months old. In how many more months will he be 10 years old?

23. Show how to make 72 cents with the fewest coins. Loop the coins you would use.

24. Jill had one twenty-dollar bill, two quarters, six dimes, ten nickels, and three pennies. How much money did she have?

25. A notebook costs $2.19. If you pay for it with a five-dollar bill, how much change should you get back?
Continue these patterns.

1. 20, 40, 60, 80, _____, _____, _____, _____, 200
2. 27, 24, 21, 18, _____, _____, _____, 3, 0
3. 1, 2, 4, 8, 16, _____, _____
4. △〇△〇△△△△ □ □ □ □ □

5. Look at the word pattern below.
cat, mouse, cheese, cat, mouse, cheese
What would the 21st word in the pattern be? ________________
How did you get that answer? ______________________________

6. Look at the numbers in the table. If you know the number in the first column, how can you find the number in the second column? After you find the rule, fill in the rest of the table.

<table>
<thead>
<tr>
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<th>2</th>
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<tbody>
<tr>
<td>3</td>
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</tbody>
</table>

What is the rule for this table?

______________________________

7. Use the clues to answer the question.

**Clues:**
- I am a two-digit number.
- I am less than 20.
- The sum of my digits is 5.
- What number am I? _______
Find the value of the expression $g + 10$.
8. If $g = 4$, $g + 10 = \underline{\quad}$
9. If $g = 18$, $g + 10 = \underline{\quad}$

Find the value of $k$.
10. If $k + 7 = 27$, $k = \underline{\quad}$
11. If $k \times 10 = 30$, $k = \underline{\quad}$
12. Which one is true? Fill in the circle for ONE true number sentence.
   - $3 \times (4 + 6)$ is the same as $3 \times 10$
   - $3 \times (4 + 6)$ is the same as $12 \times 6$
   - $3 \times (4 + 6)$ is the same as $12 + 6$
13. Which ones are true? Fill in the circle for EACH true number sentence.
   - $879 + 211 = 211 + 879$
   - $453 - 328 = 328 - 453$
   - $345 \times 0 = 345$
   - $(3 + 15) + 27 = 3 + (15 + 27)$

Use $<, >$, or $=$.
14. $73 \times 8 \bigcirc 8 \times 73$
15. $85 + 1 \bigcirc 85 \times 1$

Write the letter of the expression with the same answer.
16. ____ $267 \times 0$  A. $267 - 267$
17. ____ $(58 \times 25) \times 4$  B. $328 \div 1$
18. ____ $328 \times 1$  C. $58 \times (25 \times 4)$
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