Getting you ready to be

"Smarter Than A 5th Grader"

Hello my future 5th grader. I hope you are prepared to enter a world of wonder and justification and grow your love Math. Completing this packet will ensure that next school year you will enter our 5th grade classroom doors confident, prepared, and ready to "Roll."

A few facts about yourself to begin:

1. **What is your favorite fruity candy:**
2. **What is your favorite Chocolate Candy:**
3. **What is your favorite Fruit:**
4. **What is your favorite Snack of ALL TIME:**
5. **If you could only Eat one thing for every meal for a month, what would it be:**

**************Below please tell me what you are most excited about when you think about coming to school next year:**

A. **Place Value:**

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
8	3	0	4	7	5
stands for **8 hundred thousands**	stands for **3 ten thousands**	stands for **0 thousands**	stands for **4 hundreds**	stands for **7 tens**	stands for **5 ones**
800,000	30,000	0	400	70	5
		830,475			

Expanded form: 800,000 + 30,000 + 0 + 400 + 70 + 5

Standard form: 830,475

Word form: eight hundred thirty thousand, four hundred seventy-five

Use the example above to help solve the Following Problems:

Write the number in standard form.

7. fifty thousand twelve _____

Write the number in word form.

8. 388,502 _____

_____

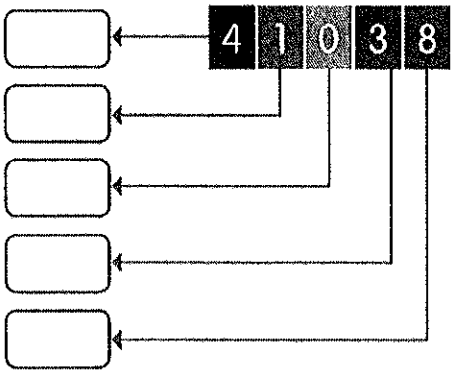
Complete each expanded form.

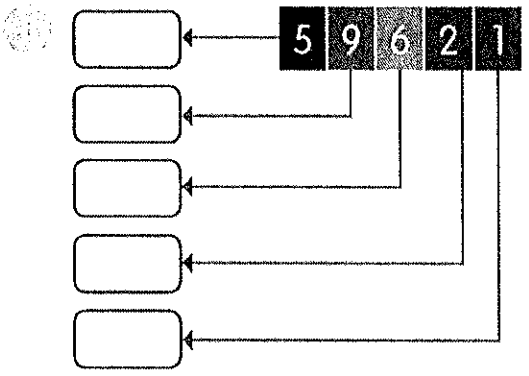
9. _____ + 3,000 + 20 = 33,020

10. 159,643 = 100,000 + 50,000 + 9,000 + _____ + 40 + 3

11. 280,954 = 280,000 + 900 + _____ + 4

Write the value of each digit.

12. 

13. 

Fill in each blank.

14. In 33,020, the value of the digit 2 is _____.

15. In 759,643, the value of the digit 6 is _____.

16. In 80,215, the digit _____ stands for 80,000.

17. In 240,138, the digit _____ is in the ones place.

18. In 729,650, the digit with the value of 9,000 is in the _____ place.

Multiplication:

Step 1 Multiply the ones by 2.
3 ones × 2 = 6 ones

	3,	4	0	3
×				2
				6

Step 2 Multiply the tens by 2.
0 tens × 2 = 0 tens

	3,	4	0	3
×				2
			0	6

Step 3
Multiply the hundreds by 2.
4 hundreds × 2 = 8 hundreds

	3,	4	0	3
×				2
		8	0	6

Step 4
Multiply the thousands by 2.
3 thousands × 2 = 6 thousands

	3,	4	0	3
×				2
	6,	8	0	6

1) 6425 × 7 =

2) 4953 × 6 =

3) 8031 × 5 =

4) 6527 × 9 =

5) 4715 × 8 =

6) 6906 × 4 =

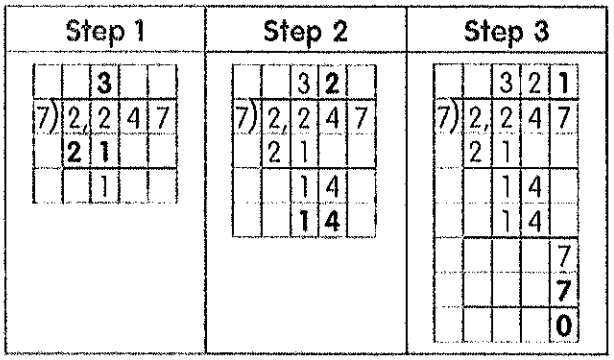
7) 4472 × 6 =

8) 8984 × 3 =

1. 1 × 3 = _____
2. 3 × 2 = _____
3. 6 × 3 = _____
4. 4 ÷ 4 = _____
5. 10 ÷ 5 = _____
6. 18 ÷ 9 = _____
7. 8 × 10 = _____
8. 5 × 9 = _____
9. 6 × 8 = _____
10. 36 ÷ 6 = _____
11. 40 ÷ 8 = _____
12. 12 ÷ 2 = _____
13. 7 × 3 = _____
14. 8 × 4 = _____
15. 9 × 7 = _____
16. 72 ÷ 8 = _____
17. 90 ÷ 9 = _____
18. 21 ÷ 3 = _____

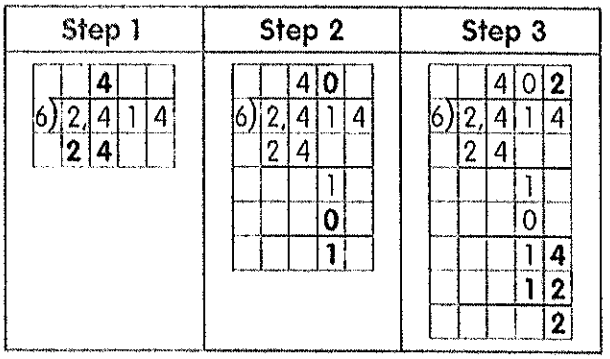
Division:

Example 1:



2,247 ÷ 7 = 321

Example 2:



2,414 ÷ 6 = 402 R 2

1) $2\overline{)426}$

2) $3\overline{)132}$

3) $4\overline{)108}$

4) $3\overline{)246}$

5) $2\overline{)564}$

6) $5\overline{)135}$

Important → * Know the difference between Factor & Multiple

Name: _____

Finding Factors

Factors are the numbers you multiply to get another number.

2 x 3 = 6 2 and 3 are factors of 6.

1 x 6 = 6 1 and 6 are also factors of 6.

What are the factors of 6? 1, 2, 3, and 6.

What are the factors of **21**? - 1, 3, 7, and 21

What are the factors of **31**? - 1 and 31

What are the factors of **24**? - 1, 2, 3, 4, 6, 8, 12, and 24

Find all of the factors for each number. List them in order from least to greatest.

a. **15** - ____, ____, ____, ____

b. **25** - ____, ____, ____

c. **3** - ____, ____

d. **27** - ____, ____, ____, ____

e. **18** - ____, ____, ____, ____, ____, ____

f. **12** - ____, ____, ____, ____, ____, ____

Now try these.

g. **21** - _____

h. **31** - _____

i. **49** - _____

j. **16** - _____

k. **33** - _____

l. **20** - _____

m. **17** - _____

n. **4** - _____

Name: _____

Multiples

A **multiple** is the product of a given whole number and another whole number.

1 x 6 = 6	2 x 6 = 12	3 x 6 = 18
4 x 6 = 24	5 x 6 = 30	6 x 6 = 36
6 x 7 = 42	6 x 8 = 48	6 x 9 = 54

and so on...

What are the first 6 multiples of 6? **6, 12, 18, 24, 30, and 36**

1. What are the first 4 multiples of 9? _____, _____, _____, and _____

2. Circle the numbers that are multiples of 7.
Cross out the numbers that are not multiples of 7.

1	7	14	17	21	27	35

3. Circle the numbers that are multiples of 8.
Cross out the numbers that are not multiples of 8.

38	40	45	49	64	72	81

4. Are multiples of 4 always even? Explain.

_____

_____

5. Are multiples of 3 always odd? Explain.

_____

_____

Name: Date:

1.) Give the place value of the 6 in 12,645.
_____

2.) Round 3,734 to the nearest thousand. _____

3.) Compare:
6,451 ◯ 6,532

4.) Circle one:
Prime or Composite: 55

5.) 85,883
- 72,345

6.) 92,348
+ 45,643

7.) Solve for the rule and finish the pattern.
12, 24, 36, 48, ___, ___
Rule: _____

8.) Give the first four multiples for 6. _____

9.) Give the factors for 36.
_____
_____

10.) Multiply
21 x 45
= _____

11.) 3,000 is _____ times as many as 30.

12.) Circle even or odd: 51

13.) Write 12,451 in:
Expanded Form _____
Word Form _____

14.) Multiply :
71 x 10 = _____
71 x 100 = _____
71 x 1,000 = _____

15.) Round 342 + 237
=
_____

16.) What is the value of the 8 in 7,835? _____

17.) Draw an area model and array for: 11 x 3

18.) Compare the fractions:

$\frac{2}{8}$ ◯ $\frac{8}{16}$

19.) Order the fractions: $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{5}$

_____

*Least to Greatest

20.) Use $\frac{8}{12}$ and $\frac{2}{12}$ to:

Add: _____

Subtract: _____

*Reduce to simplest form is possible

.

21..) Give a equivalent fraction to: $\frac{2}{6}$ and draw a model to prove.

22.) Decompose the fraction $\frac{4}{5}$:

_____

23.) A local library bought 1,252 new books. Each book cost $6. How much did the library spend on new books?

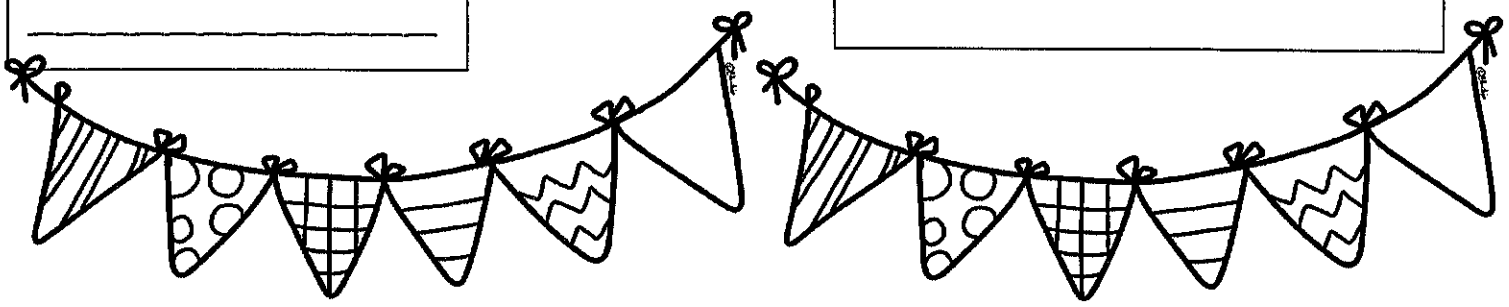
_____

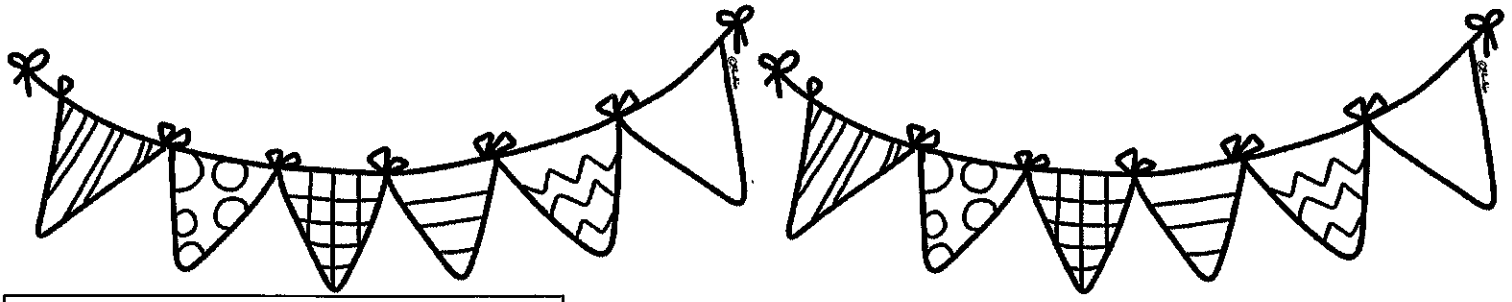
24.)
Divide 425 by 5 =

_____

25) Convert 0.26 to a fraction.

_____





26.) Use $3\frac{6}{10}$ and $1\frac{3}{10}$ to:

Add: _____

Subtract: _____

*Reduce to simplest form is possible.

27.) Multiply. $6 \times \frac{1}{4}$: _____

*Reduce to simplest form is possible.

28.) Add $\frac{5}{10}$ and $\frac{32}{100}$ = _____

29.) Order the fractions:

$\frac{2}{10}, \frac{3}{10}, \frac{21}{100}$ _____

*Least to Greatest

30.) 4 feet = _____ inches

31.) 10 pounds = _____ ounces

32.) 2 kilometer = _____ meters

33.) Compare:

0.3 ◯ 0.08

34.) Rewrite the fraction $\frac{63}{100}$ as a decimal: _____

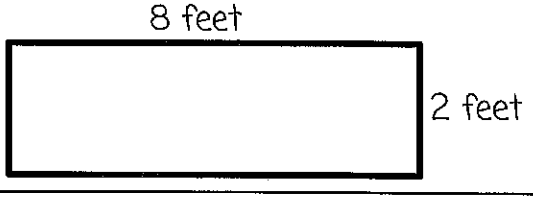
Label and show the decimal on a number line

35.) Evan bought two 2-pound packages of chocolate candies and a 30-ounce bag of smarties. How much candy did Evan buy all together? _____

36.) Find the area and perimeter:

Area= _____

Perimeter= _____



37.) Kristi recorded how much she ran in miles. Use Kristi's data given to draw and label a line plot. $\frac{1}{4}, \frac{2}{4}, \frac{2}{4}, \frac{3}{4}, \frac{3}{4}, \frac{1}{4}, \frac{1}{4}, \frac{3}{4}, \frac{1}{4}, \frac{2}{4}, \frac{1}{4}$

38.) Draw the line(s) of symmetry.

39.) Find the measurement of fence needed for playground with the length of 65 yards and a width of 21 yards.

_____

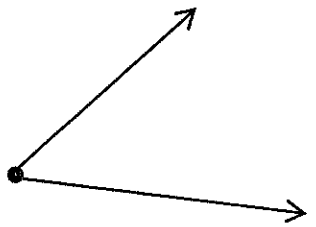
40.) Main Street and Apple Creek are perpendicular roads. Draw and label what the roads would look like.

Omit

41.) Measure the angle and tell whether it is an acute, obtuse, or right angle.

_____

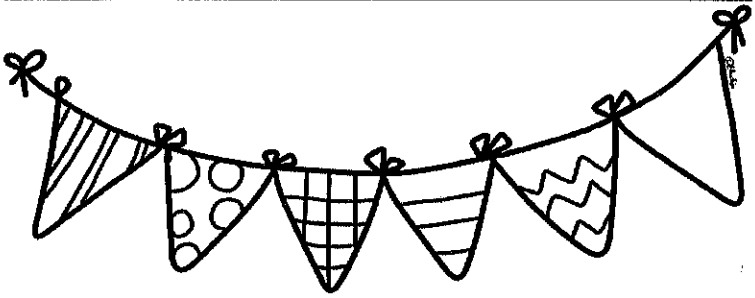
_____

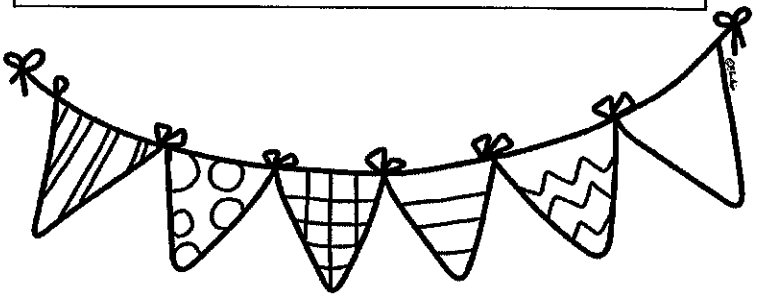


42.) Draw a 45 degree angle using two rays.

Omit

43.) Draw a set of parallel line segments and label.





Name_____ Practice Sheet

4.NBT.6
Understand division terms and meanings
Fundamental skill to 4.NBT.6

Vocabulary:

1. divisor ~ the number of groups to divide into
2. dividend ~ the number to be divided
3. quotient ~ the answer to a division problem

There are 3 ways division problems can be written: _____

Ex. 1

divisor

$28 \div 4 = 7$

dividend quotient

Ex. 2

quotient

$4 \overline{)\,28}\,7$

divisor dividend

Ex. 3

dividend

$\frac{28}{4} = 7$

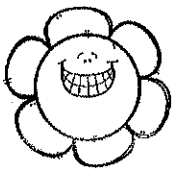
divisor quotient

Application:

dividend ☐ ÷ divisor ☐ = quotient ☐

$\frac{42}{7} = 6$ divisor: _____ dividend: _____ quotient: _____

Elle' plants 20 flowers in 5 rows. She will have 4 flowers in each row.



divisor: _____ dividend: _____ quotient: _____

Name_____ Practice Sheet

4.NBT.6
Understand meaning of division
Fundamental skill to 4.NBT.6

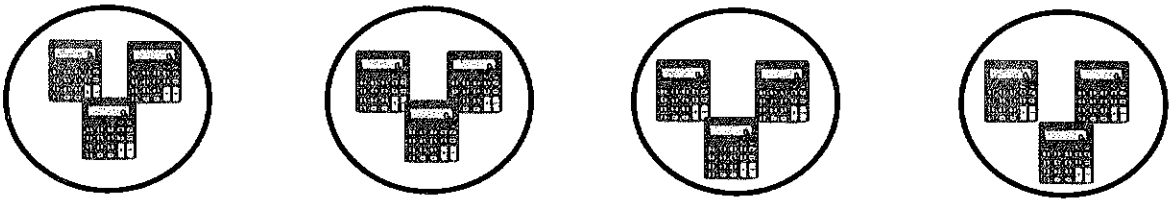
Meaning of Division

Divide a number to find equal groups.

Peter has 12 calculators. He is sharing them equally with the 4 groups in his class. How many calculators should each group get?

Think: Put 12 calculators into 4 equal groups. How many calculators are in each group?

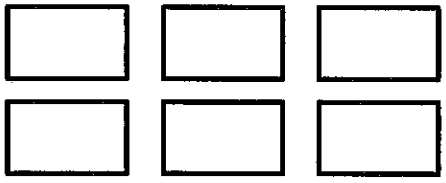
Show: 4 equal groups



Write: The equation is $12 \div 4 = 3$.

Draw pictures to solve

Vicky has 24 candles to put in 6 boxes. How many candles will be in each box?



_____ ÷ _____ = _____

You need to arrange 32 chairs into 8 rows. How many chairs will be in each row?

_____ ÷ _____ = _____

Chris makes 4 bracelets using 28 rubber bands. He uses an equal number of rubber bands on each bracelet. How many rubber bands will he have on each bracelet?

_____ ÷ _____ = _____

Name_____ Practice Sheet

4.NBT.6
Relate multiplication and division
Fundamental skill

Relating Multiplication and Division

Multiplication and division share the same fact families, just like addition and subtraction share the same fact families.

Ex. $5 \times 8 = 40$ $\quad 40 \div 8 = 5$

$8 \times 5 = 40$ $\quad 40 \div 5 = 8$

Multiplication and division are inverse operations. They undo each other.

Complete each fact family:

1. $6 \times \square = 48$

$48 \div \square = \square$

2. $\square \times 6 = 54$

$54 \div \square = \square$

Use inverse of multiplication to divide:

Solve $42 \div 6$

Think	Say	Answer
$6 \times \underline{\text{what}} = 42$	$6 \times \underline{7} = 42$	$42 \div 6 = \underline{7}$

Find the quotients:

1. $21 \div 3 =$ ____
2. $30 \div 6 =$ ____
3. $18 \div 2 =$ ____
4. $72 \div 8 =$ ____
5. $16 \div 4 =$ ____
6. $40 \div 5 =$ ____
7. $56 \div 8 =$ ____
8. $49 \div 7 =$ ____
9. $64 \div 8 =$ ____
10. $54 \div 9 =$ ____
11. $48 \div 6 =$ ____
12. $84 \div 7 =$ ____
13. $20 \div 5 =$ ____
14. $24 \div 6 =$ ____
15. $35 \div 7 =$ ____

Name_____ Practice Sheet

4.NBT.6
Dividing using place value, mental math, and multiples

Divide Using Patterns

35 ÷ 5 = 7
350 ÷ 5 = 70
3,500 ÷ 5 = 700
35,000 ÷ 5 = 7,000

20 ÷ 5 = _____
200 ÷ 5 = _____
2,000 ÷ 5 = _____
20,000 ÷ 5 = _____

18 ÷ 3 = _____
180 ÷ 3 = _____
1,800 ÷ 3 = _____
18,000 ÷ 3 = _____

42 ÷ 6 = 7
420 ÷ 6 = 70
4,200 ÷ 6 = 700
42,000 ÷ 6 = 7,000

25 ÷ 5 = _____
250 ÷ 5 = _____
2,500 ÷ 5 = _____
25,000 ÷ 5 = _____

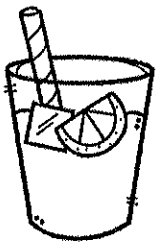
27 ÷ 3 = _____
270 ÷ 3 = _____
2,700 ÷ 3 = _____
27,000 ÷ 3 = _____

Divide using mental math/multiples:

1. 240 ÷ 4 = ____
2. 1,000 ÷ 2 = ____
3. 300 ÷ 6 = ____
4. 400 ÷ 4 = ____
5. 7,200 ÷ 8 = ____
6. 540 ÷ 9 = ____
7. 360 ÷ 6 = ____
8. 45,000 ÷ 5 = ____
9. 4,200 ÷7 = ____
10. 150 ÷ 5 = ____
11. 18,000 ÷ 6 = ____
12. 3,000 ÷5 = ____

13. Trisha bought a pack of goldfish at the store. There are 240 goldfish in the pack. She wants to split the goldfish equally between her four friends. How many goldfish should each friend get?

14. Sydney sold 300 cups of lemonade in five hours. She sold an equal amount of cups per hour. How many cups of lemonade did she sell each hour?



Name_____ Practice Sheet

4.OA.3
Dividing with remainders

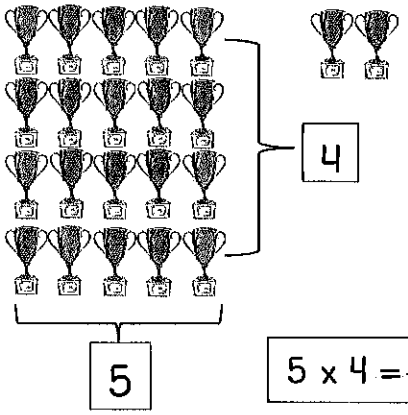
Divide with Remainders

The remainder is the part that is left over in a division problem.

Tony is arranging 22 trophies onto 4 shelves so that each shelf has the same number of trophies. How many trophies are on each shelf? How many trophies are left over?

> The remainder should always be less than the divisor.

Solve: 22 ÷ 4

Show	Think	Write
	22 ÷ 4 = 5 x 4 = 20 so 22 ÷ 4 = 5 with 2 left over	22 ÷ 4 = 5 R 2

Divide:

1. 25 ÷ 7 = ___r___
2. 73 ÷ 8 = ___r___
3. 13 ÷ 2 = ___r___
4. 58 ÷ 8 = ___r___
5. 26 ÷ 5 = ___r___
6. 33 ÷ 4 = ___r___
7. 28 ÷ 6 = ___r___
8. 48 ÷ 5 = ___r___

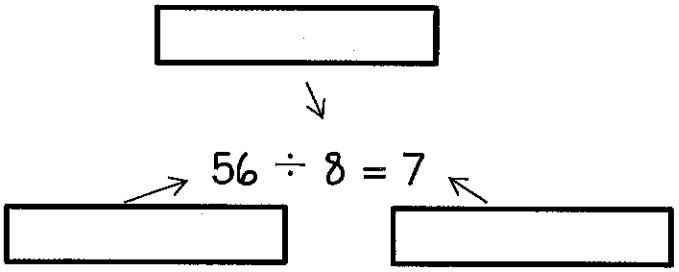
9. Gabrielle has 23 lollipops to share with her 5 friends. She will eat the left over lollipops. How many lollipops will each friend get? How many lollipops will Gabrielle get?

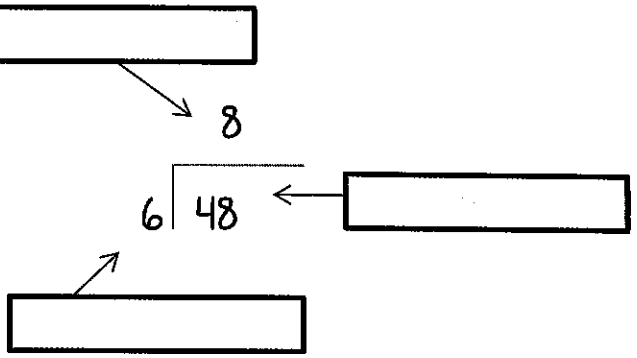
Name_____ Practice Sheet

4.NBT.6
Identify division terms and divide using place value, multiplication, and pictures

Put It All Together

Label the quotient, divisor, and dividend.





Divide using mental math:

360 ÷ 6 = ____ 720 ÷ 9 = ____

400 ÷ 8 = ____ 180 ÷ 2 = ____

250 ÷ 5 = ____ 420 ÷ 7 = ____

Complete each:

6 x ☐ = 24

24 ÷ ☐ = 6

8 x ☐ = 48

48 ÷ 8 = ☐

Find the inverse:

21 ÷ 3 = 7 (because 3 x 7 = 21)

45 ÷ 9 = _____

56 ÷ 7 = _____

84 ÷ 7 = _____

35 ÷ 5 = _____

18 ÷ 3 = _____

Divide using patterns:

42 ÷ 7 = ____

420 ÷ 7 = _____

4,200 ÷ 7 = _____

42,000 ÷ 7 = _____

Divide with remainders:

20 ÷ 8 = _____R___

36 ÷ 5 = _____R___

19 ÷ 4 = _____R___

Draw a picture to solve:

Cheryl has 16 beads. She uses 4 beads to make one pair of earrings. How many pairs of earrings can she make?

Gavin has 55 Skittles. He has an equal number of red, orange, yellow, green, and purple. How many of each color does Gavin have?

Name_____ Practice Sheet

4.NBT.6
Use the traditional algorithm to find quotients

Divide Using the Traditional Method: "Long Division"

Round 1

DAD (Divide)	MOM (Multiply)	SISTER (Subtract)	BROTHER (Bring down)	ROVER (Remainder or Repeat)
1 3|453	1 3|453 3	1 3|453 -3 1	1 3|453 -3↓ 15	1 3|453 -3↓ 15
Divide 4 by 3 3 goes into 4 once, so put the 1 above the 4.	Multiply 3 x 1 Put the answer under the 4.	Subtract 3 from 4 Write the answer below.	Bring down the 5.	If you bring down a number, you must repeat the steps again.

Round 2

Divide	Multiply	Subtract	Bring down	Repeat or Remainder
15 3|453 -3↓ 15	15 3|453 -3↓ 15 15	15 3|453 -3↓ 15 -15 0	15 3|453 -3↓ 15 -15↓ 03	15 3|453 -3↓ 15 -15↓ 03
Divide 15 by 3 3 goes into 15 five times, so put the 5 on top.	Multiply 3 x 5 Put the answer under the 15.	Subtract 15 from 15 Write the answer below.	Bring down the 3.	If you bring down a number, you must repeat the steps again.

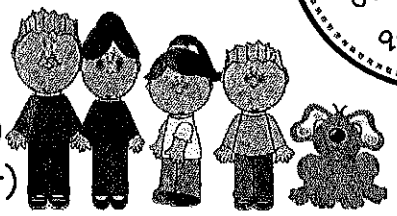
Round 3

Divide	Multiply	Subtract	Bring down	Finished ☺
151 3|453 -3↓ 15 -15↓ 03	151 3|453 -3↓ 15 -15↓ 03 3	151 3|453 -3↓ 15 -15↓ 03 -3 0	151 3|453 -3↓ 15 -15↓ 03 -3 0	453 ÷ 3 = 151 r0
3÷3	3 x 1	3 - 3	Nothing to bring down ~ no remainder	

Name_____ Practice Sheet

4.NBT.6
Use the traditional algorithm to find quotients

Divide Using the Traditional Method



Dad (divide) ~ Mom (multiply) ~ Sister (subtract)
Brother (bring down) ~ Rover (remainder/repeat)

Find the quotient using the traditional algorithm. Then, multiply to check.

Ex

136 R 0

$4\overline{)544}$

$-4\downarrow$

14

$-12\downarrow$

24

-24

0

Multiply to check.

136×4

544

1

$2\overline{)478}$

2

$5\overline{)667}$

3

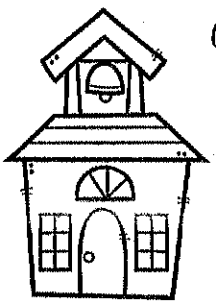
$8\overline{)923}$

4

$4\overline{)592}$

5

$7\overline{)898}$

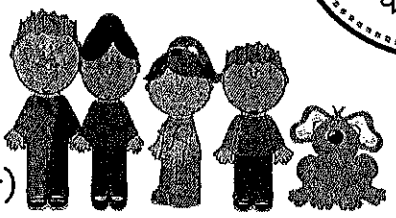


6. Oak Grove Elementary School has 546 students in 2nd, 3rd, and 4th grade. If there are an equal number of students in each grade, how many students are in 4th grade?

Name_____ Practice Sheet

4.NBT.6
Use the traditional algorithm to find quotients

Divide Using the Traditional Method



Dad (divide) ~ Mom (multiply) ~ Sister (subtract)
Brother (bring down) ~ Rover (remainder/repeat)

Find the quotient using the traditional algorithm. Then, multiply to check.

Ex

1356 R 2

$4\overline{)5426}$

-4
14
-12
22
-20
26
-24
2

Multiply to check:

1356
x 4
5424
+ 2
5426

1

$2\overline{)3746}$

2

$5\overline{)6025}$

3

$8\overline{)3812}$

4

$3\overline{)4854}$

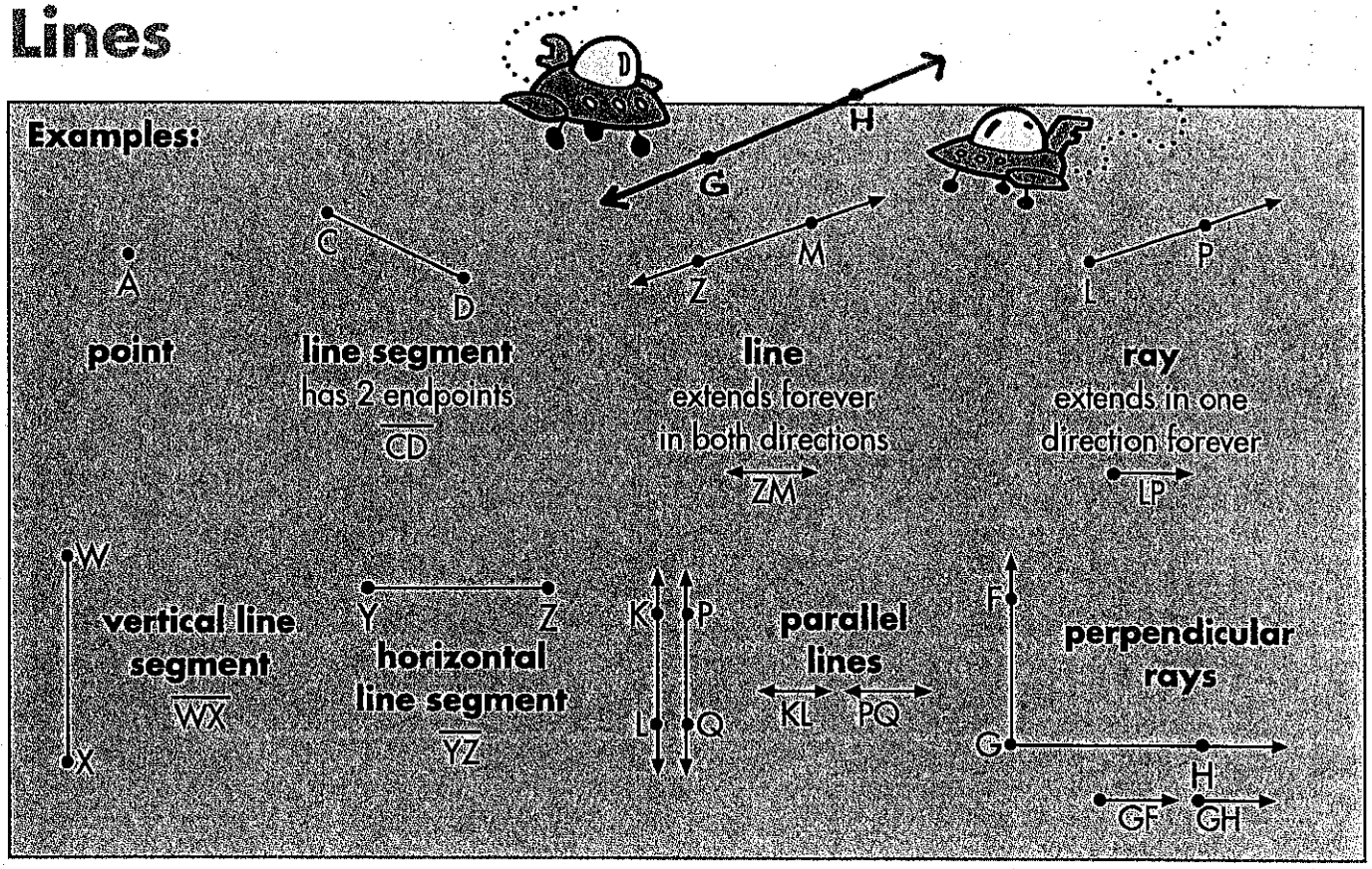
5

$9\overline{)2893}$

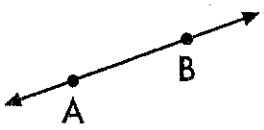
Name _____

Lines

Examples:



Directions: Describe each object using words and symbols.



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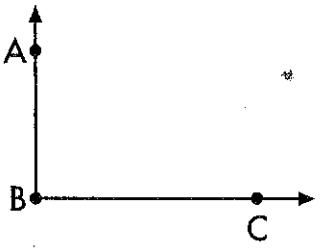

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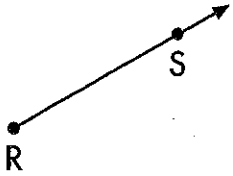

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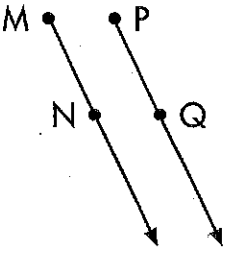

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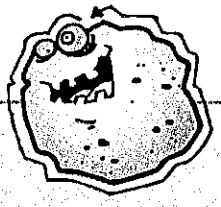
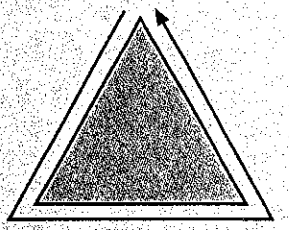
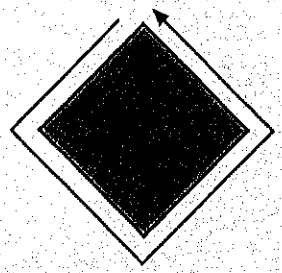
Name _____

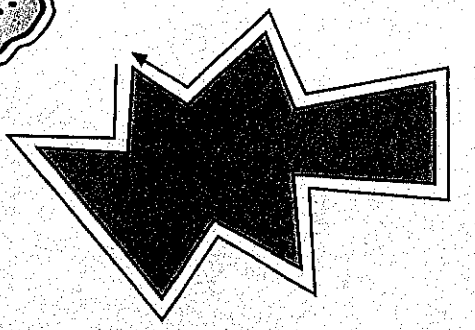
Perimeter



The **perimeter** is the distance around a shape.

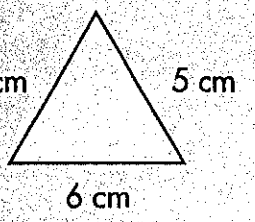




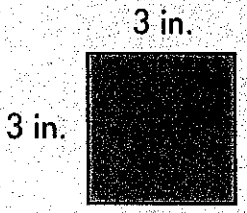


Examples:

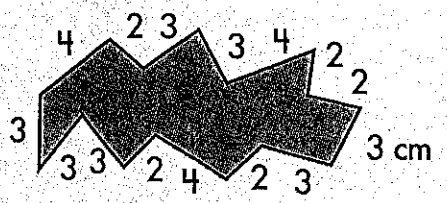
Find the perimeter of a polygon by adding the lengths of each side.



$5 + 5 + 6 = 16$ cm

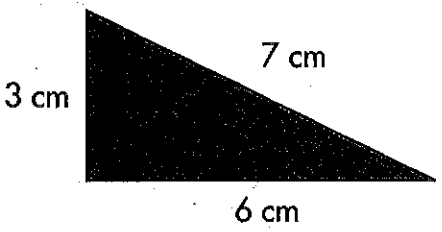


$3 + 3 + 3 + 3 = 12$ in.



$3 + 4 + 2 + 3 + 3 + 4 + 2 + 2 +$
$3 + 3 + 2 + 4 + 2 + 3 + 3 = 43$ cm

Directions: Find the perimeter.



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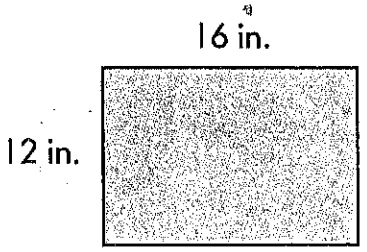

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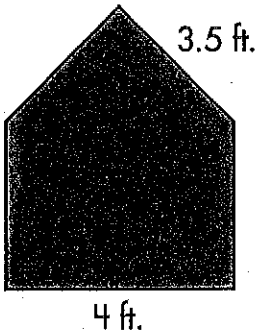

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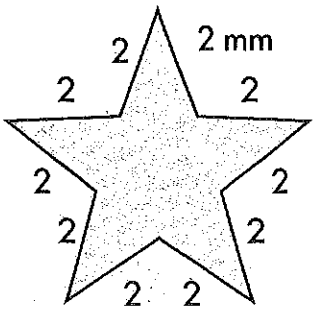

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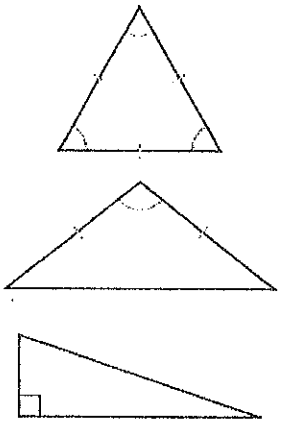
Triangles

You can classify triangles by the length of their sides and by the measure of their angles. **Classify each triangle.**

Use a ruler to measure the side lengths.

- **equilateral triangle**
  All sides are the same length.
- **isosceles triangle**
  Two sides are the same length.
- **scalene triangle**
  All sides are different lengths.

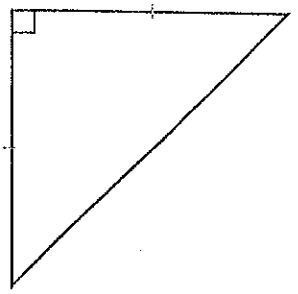


Use the corner of a sheet of paper to classify the angles.

- **acute triangle**
  All three angles are acute.
- **obtuse triangle**
  One angle is obtuse. The other two angles are acute.
- **right triangle**
  One angle is right. The other two angles are acute.

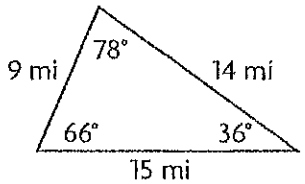
Classify the triangle according to its side lengths.
It has two congruent sides.
The triangle is an isosceles triangle.

Classify the triangle according to its angle measures.
It has one right angle.
The triangle is a right triangle.



Classify each triangle. Write *isosceles*, *scalene*, or *equilateral*. Then write *acute*, *obtuse*, or *right*.

1.



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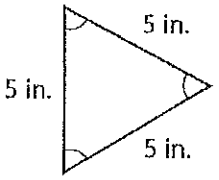
2.



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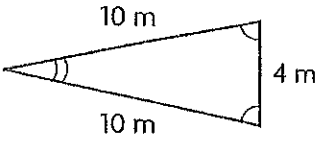
3.

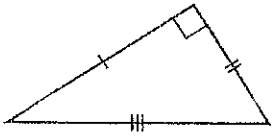


_____

4.

_____

5.



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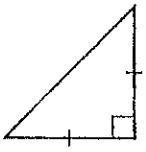
6.



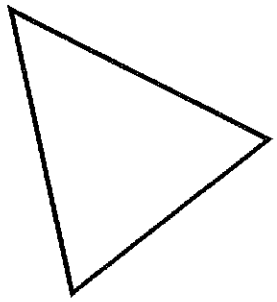
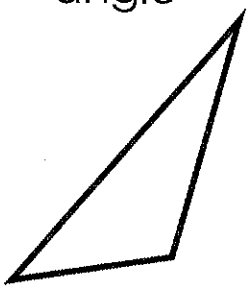
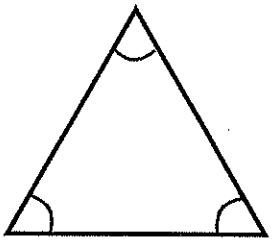
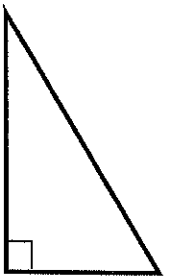
_____

Name:_____ Date:_____

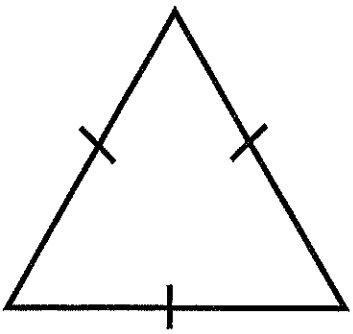
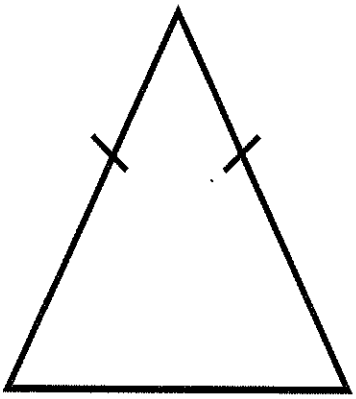
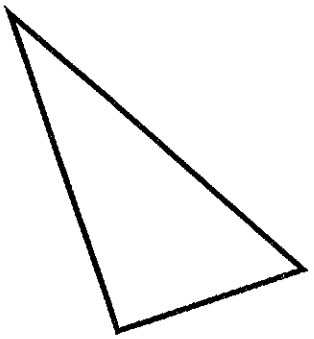
Classifying Triangles

1. Triangles can be classified by their _____ lengths.
2. Triangles can also be classified by their _____ measures.
3. _____ sides have the same length.
4. Congruent sides are indicated in a diagram with _____ marks.
5. _____ angles have the same measure.
6. Congruent angles are indicated in a diagram with _____.

Classifying Triangles by Angle Measure

_____ **triangle** All angles are acute 	_____ **triangle** One obtuse angle 	_____ **triangle** 3 congruent angles 	_____ **triangle** One right angle 

Classifying Triangles by Side Length

_____ **triangle** 3 congruent sides 	_____ **triangle** 2 congruent sides 	_____ **triangle** No congruent sides 

Student Name : _____ Class Name : **Math 5 - 2**

Number of Questions: **45** Instructor Name : **Broussard, Casey**

Question 1 of 45

Give the digits in the thousands place and the ones place.

6,289

thousands:

ones:

Question 2 of 45

Give the digits in the ten thousands place and the hundreds place.

560,928

ten thousands:

hundreds:

Question 3 of 45

(a) What is the value of 3 in 3,279?

30,000 3,000 300 30

(b) What is the value of 3 in 4,318?

30,000 3,000 300 30

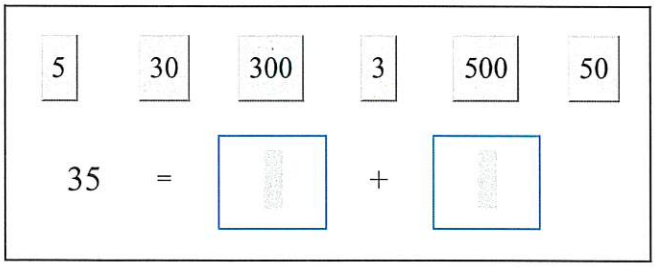
(c) Let's compare: the value of 3 in 3,279 is { 10 times / 100 times / 1,000 times } the value of 3 in 4,318

Question 4 of 45

Write the number for *two thousand seven hundred forty-four*.

Question 5 of 45

Write 35 in expanded form using the numbers below.



Question 6 of 45

Write 408,000 in expanded form.

Question 7 of 45

Order these numbers from least to greatest.

39,680 810,902 4,565 5,227

Question 8 of 45

Round 52 to the nearest ten.

Question 9 of 45

Round 6,459 to the nearest hundred.

Question 10 of 45

Round 41,311 to the nearest ten thousand.

Question 11 of 45

Add.

$$\begin{array}{r} 285 \\ +\ 197 \\ \hline \end{array}$$

Question 12 of 45

Add.

$$\begin{array}{r} 891 \\ +\ \ 97 \\ \hline \end{array}$$

Question 13 of 45

Add.

$$\begin{array}{r} 285 \\ +\ 282 \\ \hline \end{array}$$

Question 14 of 45

Fill in the blanks.

Rewrite 342 and 205.

$342 = 300 + \_\_ + 2$

$205 = \_\_ + 0 + 5$

Add.

$342 + 205 = \_\_$

Question 15 of 45

Fill in the blanks. Then, choose the property of addition you used.

Fill in the blanks	Choose the property of addition shown
(a) $\square+4=4$	- Associative Property - Commutative Property - Identity Property
(b) $8+\square=9+8$	- Associative Property - Commutative Property - Identity Property
(c) $7+(2+4)=(7+2)+\square$	- Associative Property - Commutative Property - Identity Property

Question 16 of 45

Subtract.

$$957-$$

Question 17 of 45

Subtract.

$$395-14$$

Question 18 of 45

Subtract.

$$789-415$$

Question 19 of 45

Subtract.

$$\begin{array}{r} 442 \\ -\ 258 \\ \hline \end{array}$$

Question 20 of 45

Subtract.

$$\begin{array}{r} 2,060 \\ -\quad 751 \\ \hline \end{array}$$

Question 21 of 45

A toy store had 654 games.
It sold 42 of these games.
How many games are at the store now?

Question 22 of 45

Raina had 372 photos on her camera.
Then she took 45 more photos.
How many photos are on her camera now?

Question 23 of 45

A tiger weighs 617 pounds.
Another tiger weighs 326 pounds.
How much do they weigh total?

Question 24 of 45

Multiply.

$$\begin{array}{r} 33 \\ \times\quad 2 \\ \hline \end{array}$$

Question 25 of 45

Fill in the blanks. Then, choose the property of multiplication you used.

Fill in the blanks	Choose the property of multiplication shown
(a) $5 \times \square = 8 \times 5$	a) Associative Property b) Commutative Property c) Identity Property d) Zero Property
(b) $\square \times 6 = 6$	a) Associative Property b) Commutative Property c) Identity Property d) Zero Property
(c) $0 \times 2 = \square$	a) Associative Property b) Commutative Property c) Identity Property d) Zero Property
(d) $4 \times (2 \times 7) = (4 \times 2) \times \square$	a) Associative Property b) Commutative Property c) Identity Property d) Zero Property

Question 26 of 45

Evaluate $5 - (4 \div 2)$.

Question 27 of 45

Evaluate $(5 - 3) \times 2$.

Question 28 of 45

Multiply.

$$\begin{array}{r} 14 \\ \times \quad 3 \\ \hline \end{array}$$

Question 29 of 45

Multiply.

$$\begin{array}{r} 48 \\ \times \quad 7 \\ \hline \end{array}$$

Question 30 of 45

Multiply.

$$\begin{array}{r} 79 \\ \times \quad 3 \\ \hline \end{array}$$

Question 31 of 45

Divide.

$$3\overline{)81}$$

Question 32 of 45

Divide.

$$8{,}561 \div 7$$

Question 33 of 45

Divide.

$$834 \div 6$$

Question 34 of 45

Fill in the blank to make the two fractions equivalent.

$$\frac{7}{8} = \frac{\quad}{40}$$

Question 35 of 45

Fill in the blank to make the two fractions equivalent.

$$\frac{6}{7} = \frac{\quad}{28}$$

Question 36 of 45

Write the fraction $\frac{54}{48}$ in simplest form.

Question 37 of 45

Write the fraction $\frac{35}{42}$ in simplest form.

Question 38 of 45

Subtract.

$$\frac{4}{7} - \frac{1}{7}$$

Question 39 of 45

Add.

$$\frac{3}{9} + \frac{4}{9}$$

Question 40 of 45

John picked up a toy with a mass of $\frac{7}{12}$ kilograms. Then he picked up another toy with a mass of $\frac{1}{12}$ kilograms.
What is the total mass of the toys he picked up?

Write your answer as a fraction in simplest form.

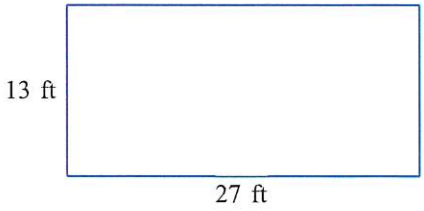
Question 41 of 45

It takes Diane $\frac{5}{8}$ days to drive to her aunt's house. She has now been driving for $\frac{3}{8}$ days.
For how much longer must she drive?

Write your answer as a fraction in simplest form.

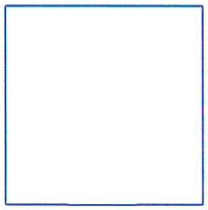
Question 42 of 45

Find the perimeter of the rectangle. Be sure to write the correct unit in your answer.



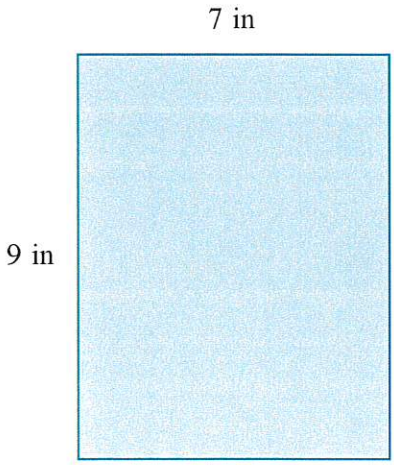
Question 43 of 45

Find the perimeter of the square. Be sure to write the correct unit in your answer.



Question 44 of 45

Find the area of the rectangle.



Question 45 of 45

Find the area of the square.