Name _____ Date _____

Grade 3

1. (G3-M1-L3) Directions: Solve the following problem using 3 different representations.

   Arthur has 4 boxes of chocolates. Each box has 6 chocolates inside. How many chocolates does Arthur have altogether?

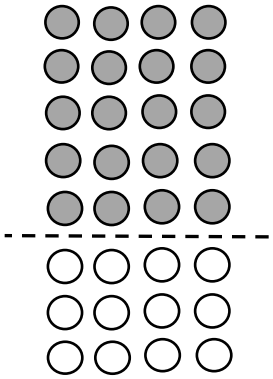
2. (G3-M1-12) Directions: Solve problems A and B below.

   A. Two students equally share 8 crackers. How many crackers does each student get?

   B. There are 8 crackers. Each student gets 2. How many students get crackers?

3. (G3-M1-L19) Directions: Use the Distributive Property to solve.

32 ÷ 4 = _____



(____ ÷ 4) = _____

(____ ÷ 4) = _____

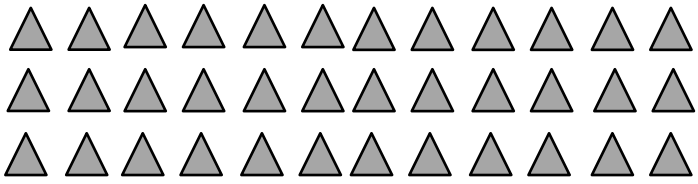
(32 ÷ 4) = (____ ÷ 4) + (____ ÷ 4)

= _____ + _____

= _____

4. (G3-M3-L9) Directions: Use the Associative Property to solve.

3 × 12 = _____



5. (G3-M3-L12) Directions: The presenter will lead you through steps to solve 9 × 4 using the template below.

Grade 4

6. (G4-M3-L8) Directions: Represent the following expression with disks, regrouping as necessary. Write a matching expression and record the partial products vertically.

   3 × 424

thousands	hundreds	tens	ones

7. (G4-M3-L11) Directions: Solve the following expression using the area model.

   7×534

8. (G4-M3-L10) Directions: Solve using the standard algorithm.
   $4 \times 8{,}618$

9. (G4-M3-L14) Directions: Draw an array and a division number sentence to represent the problem.

   There are 12 students in PE class separated into 4 equal teams. How many students are on each team?

10. (G4-M3-L38) Directions: Solve using an area model and the multiplication algorithm.

    84 × 73.

11. (G4-M5-L36) Directions: Write the repeated addition expression as a multiplication expression. Solve using the associative property.

    $\frac{11}{12}+\frac{11}{12}+\frac{11}{12}+\frac{11}{12}+\frac{11}{12}$

12. (G4-M5-L37) Directions: Draw a tape diagram to represent 3 copies of $4\frac{2}{3}$. Solve using the distributive property.

Grade 5

13. (G5-M1-L13) Directions: Use the place value chart and algorithm to solve. (*When completing the algorithm, use language that connects to the work shown in the place value chart.*)

3.445 ÷ 5 = _____

Ones	Tenths	Hundredths	Thousandths

$$5\overline{)3.445}$$

14. (G5-M2-L22) Directions: The following problems have been completed for you. With a partner, take turns to explain each step of the algorithm using unit language.

a)

estimates

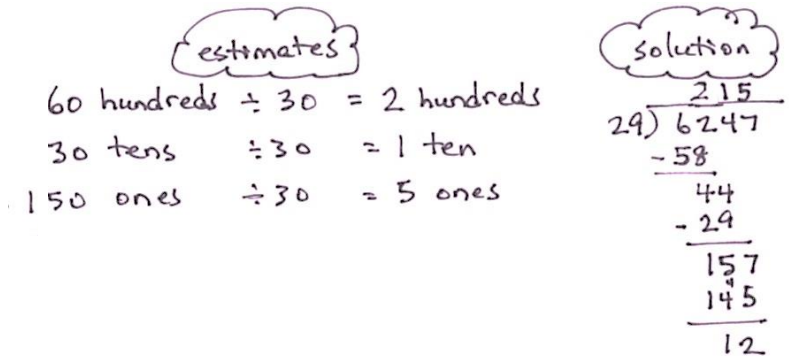
90 tens ÷ 30 = 3 tens

60 ones ÷ 30 = 2 ones

solution

$$\begin{array}{r} 32 \\ 27\overline{)887} \\ -81 \\ \hline 77 \\ -54 \\ \hline 23 \end{array}$$

b)



15. (G5-M4-L2) Directions: Solve the problem using a pictorial model and the standard algorithm.

$5 \div 2 =$ _____

$2\overline{)5}$

16. (G5-M4-L13) Directions: Solve. Draw an area model to show your thinking.

$\frac{1}{2}$ of $\frac{1}{4}$ =

17. (G5-M4-L15) Directions: Solve. Draw an area model to show your thinking.

$\frac{2}{3} \times \frac{3}{4} =$

18. (G5-M4-L16) Directions: Solve. Use a tape diagram to support your response.

Jenny has 2 pounds of pecans. If she puts $\frac{1}{4}$ pound in each bag, how many bags can she make?

19. (G5-M4-L28) Directions: Solve. Use a tape diagram to support your response.

Jenny has 2 pounds of pecans. If this is $\frac{1}{3}$ the amount she needs, how many pounds will she need?