Mathematics Intervention Activities

Pre- and Post-Assessment

Use the following Grade 3 Mathematics pre-/post-assessment pages to plan instruction and monitor progress.
DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS

This assessment can be administered as a Pre-Assessment for planning instruction and then again as a Post-Assessment at year’s end to monitor progress. The assessment can be administered to children individually or in a group. Detailed guidelines for administering and scoring the Pre-/Post-Assessment are presented below.

GUIDELINES FOR USING THE PRE-ASSESSMENT

This Pre-/Post-Assessment is 23 pages long. Each page targets a specific Mathematics concept or skill. Plan for about 40 minutes to administer the Pre-Assessment, but allow more time if needed. Children should be allowed to finish answering every item. Depending on the children and your situation, you may want to administer the Pre-Assessment in two parts in different sittings.

Read directions aloud to the student(s). Note where students succeed and where they struggle on the Individual Pre-/Post-Assessment Scoring Chart. Then use Everyday Mathematics Intervention Activity units to support these areas.

To Administer the Pre-Assessment:
1. Make a copy of the assessment for each child.
2. Have children write their names at the top of each assessment page.
3. Read the directions on each page and make sure children know what to do.
4. Have children complete each item with their best answer.
5. When children have finished, collect the assessments.

To Score the Pre-Assessment:
1. Make a copy of the Individual Pre-/Post-Assessment Scoring Chart (found on page 27 of this PDF) for each student.
2. Mark each question correct or incorrect on the assessment page using the Answer Key (found at the end of this PDF).
3. To find the total assessment score, count the number of items answered correctly.
4. Then write the number count in the Pre-Assessment column.
5. Add the total to assess overall performance, and use the correlating unit in the EIA Mathematics book to target skills that look like they require more support.
Using the Results:

1. Use the results of the Pre-Assessment to determine each student’s current level of proficiency in the strategies and concepts being assessed.

2. As explained, the items in the Pre-Assessment measure strategies in particular skills. A student’s score on a particular cluster can pinpoint specific instructional needs. A student who answers fewer than 50% of items in each cluster correctly may need focused instructional attention on those particular strategies.

3. Plotting scores on the Individual Pre-Assessment/Post-Assessment Scoring Charts provides a handy reference for monitoring students’ growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, small group, or individual.

4. Store the Pre-Assessment/Post-Assessment Scoring Charts in an appropriate location for referral during the school year, and for end-of-year comparison of the Pre-Assessment and Post-Assessment scores.

GUIDELINES FOR USING THE POST-ASSESSMENT

The Post-Assessment is identical to the Pre-Assessment and should be administered and scored in the same way. Thus, the item numbers on the Individual Pre-/Post-Assessment Scoring Chart are the same for both assessments.

Use the results of the Post-Assessment to determine each student’s current level of proficiency in the strategies being assessed. Compare the students’ scores on the Pre-Assessment and Post-Assessment—and on each strategy cluster within the assessments—to evaluate the student’s progress since the beginning of the year.

<table>
<thead>
<tr>
<th>Grade 3 Mathematics Pre-/Post-Assessment</th>
<th>Recommended Everyday Mathematics Intervention Activities</th>
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</thead>
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<td>Operations and Algebraic Thinking</td>
<td>Units 6–12</td>
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<td>Measurement and Data</td>
<td>Units 17–20</td>
</tr>
<tr>
<td>Geometry</td>
<td>Units 21–23</td>
</tr>
</tbody>
</table>
Round each number to the nearest ten.

1. 83

2. 125

Round to the nearest hundred.

3. 457

Write three numbers that round to 300 when rounded to the nearest hundred.

300 — 350 — 400
Circle the problem that has a sum of about 80.

\[
\begin{array}{ccc}
31 & 27 & 108 \\
+ 28 & + 52 & + 81 \\
\end{array}
\]

Circle the problem that has a sum of about 700.

\[
\begin{array}{ccc}
256 & 603 & 305 \\
+ 207 & + 225 & + 416 \\
\end{array}
\]

Circle the problem that has a difference of about 50.

\[
\begin{array}{ccc}
24 & 71 & 74 \\
- 18 & - 23 & - 32 \\
\end{array}
\]

Circle the problem that has a difference of about 400.

\[
\begin{array}{ccc}
864 & 522 & 735 \\
- 253 & - 197 & - 314 \\
\end{array}
\]
Solve each problem. Show your work.

1. \[37 + 54 + 54\]

2. \[73 + 125\]

3. \[53 + 76\]

4. \[346 + 346\]
Solve each problem. Show your work.

1. \[95 - 36 = ?\]

\[\begin{array}{c|c|c}
\text{hundreds} & \text{tens} & \text{ones} \\
\hline
9 & 5 & 0 \\
\hline
3 & 6 & \\
\hline
5 & 9 & \\
\end{array}\]

2. \[137 - 88 = ?\]

\[\begin{array}{c|c|c}
\text{hundreds} & \text{tens} & \text{ones} \\
\hline
1 & 3 & 7 \\
\hline
0 & 8 & 8 \\
\hline
0 & 9 & \\
\end{array}\]

3. \[560 - 159 = ?\]

\[\begin{array}{c|c|c}
\text{hundreds} & \text{tens} & \text{ones} \\
\hline
5 & 6 & 0 \\
\hline
1 & 5 & 9 \\
\hline
4 & 1 & \\
\end{array}\]

4. \[642 - 185\]

\[\begin{array}{c|c|c}
\text{hundreds} & \text{tens} & \text{ones} \\
\hline
6 & 4 & 2 \\
\hline
1 & 8 & 5 \\
\hline
5 & \\
\end{array}\]
Write a number sentence to solve the problem. Then solve the problem.

1. Maya has a vase filled with flowers.
   There are 6 lilies, 8 roses, and 6 daisies.
   How many flowers are in the vase?
   
   ______ + ______ + ______ = n
   ______ flowers

2. Tess has 15 grapes.
   She ate 6 grapes at breakfast.
   Then she ate 7 more for snack.
   How many grapes does she have left?
   
   15 = ______ + ______ + n
   ______ grapes

3. Sam has 12 baseball cards.
   He sells some and then buys 8 more.
   He has 17 cards now.
   How many cards did he sell?
   
   ______ - n + 8 = 17
   ______ cards

4. Ella has 36 markers.
   She has 11 markers in a box and 6 markers on her desk.
   The rest of them are in her backpack.
   How many markers are in her backpack?
   
   36 = ______ + ______ + n
   ______ markers
Write the missing numbers.

1

\[
\begin{align*}
2 + 2 + 2 + 2 &= \quad \\
\text{______ groups of } 2 &= \\
4 \times 2 &= \\
\end{align*}
\]

2

\[
\begin{align*}
4 + 4 + 4 &= \quad \\
\text{______ groups of } 4 &= \\
3 \times 4 &= \\
\end{align*}
\]

Write an addition sentence and a multiplication sentence for each picture.

3

\[
\begin{align*}
\end{align*}
\]

4

\[
\begin{align*}
\end{align*}
\]
Find the product.

1. \[3 \times 8 = \underline{24}\] \[4 \times 5 = \underline{20}\]

2. \[(3 \times 2) \times 4 = \underline{24}\] \[3 \times (2 \times 4) = \underline{24}\]

Draw a line to separate the counters to match the numbers.
Write the product.

3. \[3 \times 9 \]
\[(3 \times 5) + (3 \times 4)\]
So, \(3 \times 9 = \underline{27}\).

4. \[6 \times 8 \]
\[(6 \times 4) + (6 \times 4)\]
So, \(6 \times 8 = \underline{48}\).
Find the product for each problem.

1

\[ 1 \times 6 = \] \[ \star \star \star \star \star \star \star \] 

2

\[ 0 \times 8 = \]

3

Write the missing numbers in the table.

<table>
<thead>
<tr>
<th>Number of Bicycles</th>
<th>1</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Wheels</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

4

Use the number line. Find the product.

\[ 2 \times 40 = \]
Write the missing numbers.

1. $8 - 4 = \underline{\hspace{2cm}}$
2. $8 - 8 = \underline{\hspace{2cm}}$
3. $8 \div 4 = \underline{\hspace{2cm}}$

2. 2 in each group

- _____ equal groups
- $16 \div 2 = \underline{\hspace{2cm}}$

Draw rings to show equal groups. Write the missing numbers.

3. 3 equal groups

- _____ in each group
- $18 \div 3 = \underline{\hspace{2cm}}$

Write a division sentence for the picture.

4. _____ $\div$ _____ $= \underline{\hspace{2cm}}$
Complete each fact family.

1. 

\[ 4 \times 6 = 24 \]

\[ 6 \times 4 = \_ \_ \_ \]

\[ 24 ÷ 4 = \_ \_ \_ \]

\[ 24 ÷ 6 = \_ \_ \_ \]

2. 

\[ 5 \times 6 = \_ \_ \_ \]

\[ 6 \times \_ \_ \_ = 30 \]

\[ 30 ÷ 5 = \_ \_ \_ \]

\[ \_ \_ \_ ÷ 6 = 5 \]

Use the numbers to write each fact family.

3. 3, 7, 21

\[ \_ \_ \_ \times \_ \_ \_ = \_ \_ \_ \]

\[ \_ \_ \_ \times \_ \_ \_ = \_ \_ \_ \]

\[ \_ \_ \_ ÷ \_ \_ \_ = \_ \_ \_ \]

\[ \_ \_ \_ ÷ \_ \_ \_ = \_ \_ \_ \]

4. 5, 5, 25

\[ \_ \_ \_ \times \_ \_ \_ = \_ \_ \_ \]

\[ \_ \_ \_ ÷ \_ \_ \_ = \_ \_ \_ \]

\[ \_ \_ \_ ÷ \_ \_ \_ = \_ \_ \_ \]
Solve each problem.

1. There are 3 flowers in each pot. There are 9 flower pots. How many flowers are there?
   _____ flowers

2. There are 3 equal rows of chairs in a room. There are 24 chairs in all. How many chairs are in each row?
   _____ chairs

Complete the number sentence to solve each problem.

3. There are 18 desks in the classroom. There are 3 equal rows of desks. How many desks are there in each row?
   \[18 \div 3 = _____\]
   _____ desks

4. Brian has 9 stamps on each page of his stamp book. There are 8 pages in his book. How many stamps are in the book?
   \[8 \times 9 = _____\]
   _____ stamps
Complete each number sentence.

1. \[ 4 \times \square = 32 \]

2. \[ \square = 30 \div 5 \]

Circle the multiplication sentence that will help you find the quotient. Then write the quotient.

3. \[ 12 \div 6 = \square \]
   - \[ 2 \times 3 = 6 \]
   - \[ 2 \times 6 = 12 \]
   - \[ 3 \times 4 = 12 \]

4. \[ 36 \div 6 = \square \]
   - \[ 4 \times 6 = 24 \]
   - \[ 4 \times 9 = 36 \]
   - \[ 6 \times 6 = 36 \]
Write the fraction to name the shaded part.

1. \[
\frac{2}{3}
\]

2. \[
\frac{1}{4}
\]

3. \[
\frac{3}{5}
\]

4. \[
\frac{1}{7}
\]
Draw a point on each number line to show the fraction.

1

\[
\begin{array}{cccccc}
& 0 & & 3 & & 4 \\
\frac{1}{4} & \text{-----} & & \text{-----} & & \text{-----} \\
0 & & & & & 1 \\
\end{array}
\]

2

\[
\begin{array}{cccccc}
& 0 & & 1 & & 3 & & 7 & & 8 \\
\frac{4}{8} & \text{-----} & \text{-----} & \text{-----} & \text{-----} & \text{-----} & \text{-----} \\
0 & & & & & & & & 1 \\
\end{array}
\]

Write a fraction that names each point.

3

\[
\begin{array}{cccc}
& 0 & & 3 & \text{-----} & 6 \\
\text{-----} & \text{-----} & \text{-----} & \text{-----} & \text{-----} & \text{-----} \\
0 & & & & & 1 \\
\end{array}
\]

4

\[
\begin{array}{cccc}
& 0 & \text{-----} \\
\frac{1}{4} & \text{-----} & \text{-----} & \text{-----} & \text{-----} \\
0 & & & & 1 \\
\end{array}
\]
Use the fraction bars and number lines to write equivalent fractions.

1. \( \frac{2}{3} = \) 

2. \( \frac{2}{4} = \) 

3. \( \frac{2}{4} = \) 

4. \( \frac{1}{2} = \)
Compare the fractions. Write <, >, or =.

1. \( \frac{1}{8} \) \( \bigcirc \) \( \frac{1}{2} \)

2. \( \frac{2}{8} \) \( \bigcirc \) \( \frac{5}{8} \)

3. \( \frac{3}{4} \) \( \bigcirc \) \( \frac{3}{6} \)

4. \( \frac{4}{4} \) \( \bigcirc \) \( \frac{3}{3} \)
Write the time two ways. Write the missing numbers.

1. _____:_______  
   _____ minutes after _____

2. _____:_______  
   _____ minutes before _____

Write how many minutes have passed.

3. Start at 12:51 P.M.  
   End at 1:01 A.M.  
   _____ minutes have passed.

4. Start at 5:12 P.M.  
   End at 5:30 P.M.  
   _____ minutes have passed.
Circle the better estimate of the mass of each object.

1. refrigerator
   - 200 grams
   - 200 kilograms

2. paper clip
   - 1 gram
   - 1 kilogram

Circle the better estimate of the volume of each object.

3. pitcher
   - 1 liter
   - 10 liters

4. swimming pool
   - 10 liters
   - 100 liters
Measure each item to the nearest quarter inch.

1. _____ inches

2. _____ inches

3. _____ inches

4. _____ inches
The bar graph shows the number of items sold at the school store.

Use the bar graph to answer each question.

1. How many more pencils were sold than pens?
   ______ more pencils

2. How many more erasers were sold than notebooks?
   ______ more erasers

3. How many fewer pens were sold than erasers?
   ______ fewer pens

4. What if 2 more notebooks were also sold? Adjust the bar on the graph to show the added sales.
Find the perimeter of each figure.

1. 8 units
   4 units
   8 units
   Perimeter: ______ units

2. 
   4 units
   4 units
   Perimeter: ______ units

3. 3 m
   4 m
   Perimeter: 12 meters
   Missing side: ______ meters

4. 
   3 cm
   2 cm
   Missing side: ______ centimeters
   Perimeter: ______ centimeters
Find the area of each figure.

1. 

\[
3 + 3 + 1 = \square \\
\square \text{ square units}
\]

2. 

\[
3 \times 3 = \square \\
\square \text{ square units}
\]

3. 

\[
\square \times \square = \square \\
\square \text{ square units}
\]

4. Draw a figure to match the area.

\[
\text{Area} = 8 \text{ square units}
\]
Draw each figure.

1. quadrilateral with 4 sides of equal lengths

2. quadrilateral that is NOT a rectangle

3. quadrilateral that does NOT have 4 right angles
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<td>26</td>
<td>/3</td>
<td>/3</td>
<td>Unit 23</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>/91</td>
<td>/91</td>
<td></td>
</tr>
</tbody>
</table>
Round each number to the nearest ten.

1. 83 80

2. 125 130

3. Round to the nearest hundred.

457 500

3. Write three numbers that round to 300 when rounded to the nearest hundred.

answers may vary from 301-349
1. Circle the problem that has a sum of about 80.

   \[
   \begin{array}{ccc}
   31 & +28 & 108 \\
   27 & +52 & \\
   \end{array}
   \]

2. Circle the problem that has a sum of about 700.

   \[
   \begin{array}{ccc}
   256 & +207 & 305 \\
   603 & +225 & +416 \\
   \end{array}
   \]

3. Circle the problem that has a difference of about 50.

   \[
   \begin{array}{ccc}
   24 & -18 & 74 \\
   71 & -23 & -32 \\
   \end{array}
   \]

4. Circle the problem that has a difference of about 400.

   \[
   \begin{array}{ccc}
   864 & -253 & 735 \\
   522 & -197 & -314 \\
   \end{array}
   \]
Solve each problem. Show your work.

1. \[37 + 54 + 54 = 91\]

2. \[73 + 125 = 198\]

3. \[53 + 76 = 129\]

4. \[346 + 346 = 821\]
Solve each problem. Show your work.

1. \[95 - 36 = ?\]

2. \[137 - 88 = ?\]

3. \[560 - 159 = ?\]

4. \[642 - 185\]
Write a number sentence to solve the problem. Then solve the problem.

1. Maya has a vase filled with flowers.

   There are 6 lilies, 8 roses, and 6 daisies.

   How many flowers are in the vase?
   
   \[6 + 8 + 6 = n\]
   
   \[20\] flowers

2. Tess has 15 grapes.

   She ate 6 grapes at breakfast.

   Then she ate 7 more for snack.

   How many grapes does she have left?
   
   \[15 = 6 + 7 + n\]
   
   \[2\] grapes

3. Sam has 12 baseball cards.

   He sells some and then buys 8 more.

   He has 17 cards now.

   How many cards did he sell?
   
   \[12 - n + 8 = 17\]
   
   \[3\] cards

4. Ella has 36 markers.

   She has 11 markers in a box and 6 markers on her desk.

   The rest of them are in her backpack.

   How many markers are in her backpack?
   
   \[36 = 11 + 6 + n\]
   
   \[19\] markers
Write the missing numbers.

1.  

\[
\begin{align*}
2 + 2 + 2 + 2 &= 8 \\
\text{4 groups of } 2 \\
4 \times 2 &= 8
\end{align*}
\]

2.  

\[
\begin{align*}
4 + 4 + 4 &= 12 \\
\text{3 groups of } 4 \\
3 \times 4 &= 12
\end{align*}
\]

Write an addition sentence and a multiplication sentence for each picture.

3.  

\[
\begin{align*}
6 + 6 + 6 + 6 + 6 &= 30 \\
5 \times 6 &= 30
\end{align*}
\]

4.  

\[
\begin{align*}
7 + 7 + 7 + 7 &= 28 \\
4 \times 7 &= 28
\end{align*}
\]
Find the product.

1

\[
\begin{align*}
3 \times 8 & = 24 \\
4 \times 5 & = 20 \\
\end{align*}
\]

2

\[
\begin{align*}
(3 \times 2) \times 4 & = 24 \\
3 \times (2 \times 4) & = 24 \\
\end{align*}
\]

Draw a line to separate the counters to match the numbers. Write the product.

3

\[
\begin{align*}
3 \times 9 & = 27 \\
(3 \times 5) + (3 \times 4) & = 27 \\
\end{align*}
\]

4

\[
\begin{align*}
6 \times 8 & = 48 \\
(6 \times 4) + (6 \times 4) & = 48 \\
\end{align*}
\]
Find the product for each problem.

1

$1 \times 6 = \underline{6}$ 

\[ \star \star \star \star \star \star \]

2

$0 \times 8 = \underline{0}$

3

Write the missing numbers in the table.

<table>
<thead>
<tr>
<th>Number of Bicycles</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Wheels</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

4

Use the number line. Find the product.

$2 \times 40 = \underline{80}$
Write the missing numbers.

1. \(8 - 4 = \frac{4}{2}\)
   \(8 - 8 = \frac{0}{0}\)
   \(8 \div 4 = \frac{2}{2}\)

2. 2 in each group
   \[\text{8 equal groups} \]
   \(16 \div 2 = \frac{8}{8}\)

Draw rings to show equal groups. Write the missing numbers.

3. 3 equal groups
   \[\text{6 in each group} \]
   \(18 \div 3 = \frac{6}{6}\)

Write a division sentence for the picture.

\[48 \div 8 = \frac{6}{6}\]
Complete each fact family.

1. 

\[
\begin{align*}
4 \times 6 &= 24 \\
6 \times 4 &= 24 \\
24 \div 4 &= 6 \\
24 \div 6 &= 4
\end{align*}
\]

2. 

\[
\begin{align*}
5 \times 6 &= 30 \\
6 \times 5 &= 30 \\
30 \div 5 &= 6 \\
30 \div 6 &= 5
\end{align*}
\]

Use the numbers to write each fact family.

3. 3, 7, 21

\[
\begin{align*}
3 \times 7 &= 21 \\
7 \times 3 &= 21 \\
21 \div 3 &= 7 \\
21 \div 7 &= 3
\end{align*}
\]

4. 5, 5, 25

\[
\begin{align*}
5 \times 5 &= 25 \\
25 \div 5 &= 5
\end{align*}
\]
Solve each problem.

1. There are 3 flowers in each pot. There are 9 flower pots. How many flowers are there?
   
   27 flowers

2. There are 3 equal rows of chairs in a room. There are 24 chairs in all. How many chairs are in each row?
   
   8 chairs

Complete the number sentence to solve each problem.

3. There are 18 desks in the classroom. There are 3 equal rows of desks. How many desks are there in each row?
   
   \[ 18 \div 3 = 6 \]
   
   6 desks

4. Brian has 9 stamps on each page of his stamp book. There are 8 pages in his book. How many stamps are in the book?
   
   \[ 8 \times 9 = 72 \]
   
   72 stamps
Complete each number sentence.

1. \[ 4 \times \underline{8} = 32 \]

2. \[ \underline{6} = 30 \div 5 \]

Circle the multiplication sentence that will help you find the quotient. Then write the quotient.

3. \[ 12 \div 6 = \underline{2} \]
   - \[ 2 \times 3 = 6 \]
   - \[ 2 \times 6 = 12 \]
   - \[ 3 \times 4 = 12 \]

4. \[ 36 \div 6 = \underline{6} \]
   - \[ 4 \times 6 = 24 \]
   - \[ 4 \times 9 = 36 \]
   - \[ 6 \times 6 = 36 \]
Write the fraction to name the shaded part.

1. \( \frac{2}{3} \)
2. \( \frac{1}{4} \)
3. \( \frac{3}{4} \)
4. \( \frac{7}{8} \)
Draw a point on each number line to show the fraction.

1

\[
\frac{1}{4} \\
\frac{3}{4} \\
\frac{4}{4}
\]

2

\[
\frac{4}{8} \\
\frac{3}{8} \\
\frac{7}{8} \\
\frac{8}{8}
\]

Write a fraction that names each point.

3

\[
\frac{0}{6} \\
\frac{3}{6} \\
\frac{6}{6} \\
\frac{5}{6}
\]

4

\[
\frac{0}{4} \\
\frac{2}{4}
\]
Use the fraction bars and number lines to write equivalent fractions.

1

\[
\begin{array}{ccc}
\frac{1}{3} & \frac{1}{3} & \frac{1}{3} \\
\frac{1}{6} & \frac{1}{6} & \frac{1}{6} \\
\end{array}
\]

\[
\frac{2}{3} = \frac{4}{6}
\]

2

\[
\begin{array}{ccc}
\frac{1}{2} & \frac{1}{2} & \frac{1}{4} \\
\frac{1}{4} & \frac{1}{4} & \frac{1}{4} \\
\end{array}
\]

\[
\frac{2}{4} = \frac{1}{2}
\]

3

\[
\begin{array}{ccc}
0 & \frac{2}{4} & \frac{4}{4} \\
\frac{0}{8} & \frac{4}{8} & \frac{8}{8} \\
\end{array}
\]

\[
\frac{2}{4} = \frac{4}{8}
\]

4

\[
\begin{array}{ccc}
0 & \frac{1}{2} & \frac{2}{2} \\
\frac{0}{6} & \frac{3}{6} & \frac{6}{6} \\
\end{array}
\]

\[
\frac{1}{2} = \frac{3}{6}
\]
Compare the fractions. Write <, >, or =.

1. \( \frac{1}{8} \) \( < \) \( \frac{1}{2} \)

2. \( \frac{2}{8} \) \( < \) \( \frac{5}{8} \)

3. \( \frac{3}{4} \) \( > \) \( \frac{3}{6} \)

4. \( \frac{4}{4} \) \( = \) \( \frac{3}{3} \)
Write the time two ways. Write the missing numbers.

1. \[4 : 18\]
   \[18\] minutes after \[4\]

2. \[10 : 55\]
   \[5\] minutes before \[11\]

Write how many minutes have passed.

3. Start at 12:51 P.M.
   End at 1:01 A.M.
   \[10\] minutes have passed.

4. Start at 5:12 P.M.
   End at 5:30 P.M.
   \[18\] minutes have passed.
Circle the better estimate of the mass of each object.

1. refrigerator
   - 200 grams
   - 200 kilograms

2. paper clip
   - 1 gram
   - 1 kilogram

Circle the better estimate of the volume of each object.

3. pitcher
   - 1 liter
   - 10 liters

4. swimming pool
   - 10 liters
   - 100 liters
Measure each item to the nearest quarter inch.

1.

[Diagram of an item with a measurement of 3 1/4 inches]

2.

[Diagram of a different item with a measurement of 4 1/2 inches]

3.

[Diagram of another item with a measurement of 5 3/4 inches]

4.

[Diagram of another item with a measurement of 4 1/4 inches]
The bar graph shows the number of items sold at the school store.

Use the bar graph to answer each question.

1. How many more pencils were sold than pens?
   16 more pencils

2. How many more erasers were sold than notebooks?
   8 more erasers

3. How many fewer pens were sold than erasers?
   4 fewer pens

4. What if 2 more notebooks were also sold? Adjust the bar on the graph to show the added sales.
Find the perimeter of each figure.

1.  

   8 units
   4 units
   8 units

   Perimeter: 24 units

2.  

   4 units
   4 units
   4 units

   Perimeter: 16 units

3.  

   3 m
   4 m
   ?

   Perimeter: 12 meters
   Missing side: 5 meters

4.  

   3 cm
   2 cm
   3 cm
   ?

   Missing side: 2 centimeters
   Perimeter: 10 centimeters
Find the area of each figure.

1. \[3 + 3 + 1 = \square\]
   \[7\] square units

2. \[3 \times 3 = \square\]
   \[9\] square units

3. \[\frac{4}{24} \times \frac{6}{\square}\]
   \[\frac{24}{\square}\] square units

4. Draw a figure to match the area.
   ANSWERS MAY VARY
   Area = 8 square units
Draw each figure.

1 quadrilateral with 4 sides of equal lengths

ANSWERS MAY VARY

2 quadrilateral that is NOT a rectangle

ANSWERS MAY VARY

3 quadrilateral that does NOT have 4 right angles

ANSWERS MAY VARY