

Are these comparisons true or false?

1) 2 hundreds + 3 ones > 5 tens + 9 ones \_\_\_\_\_

2) 9 tens + 2 hundreds + 4 ones < 924 \_\_\_\_\_

(2.NBT.A)

Tara had 37 red pens. She gave Jim 8 of her red pens.

How many red pens does Tara have now?

- a. 29                      b. 35                      c. 39                      d. 45

(2.OA.A.1)

$8 + \square = 12$        $16 - 8 = \square$        $\square - 7 = 8$

(2.OA.B.2)

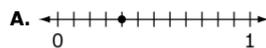
(3.OA.C.7)

|                                  |                                   |
|----------------------------------|-----------------------------------|
| $9 \times 2 = \underline{\quad}$ | $\underline{\quad} \times 7 = 56$ |
| $24 \div 6 = \underline{\quad}$  | $5 \times 8 = \underline{\quad}$  |
| $7 \times 6 = \underline{\quad}$ | $27 \div 3 = \underline{\quad}$   |

Look at point P on the number line.



Look at number lines A – E. Is the point on each number line equal to the number shown by P? Choose Yes or No.



Yes    No



Yes    No



Yes    No



Yes    No

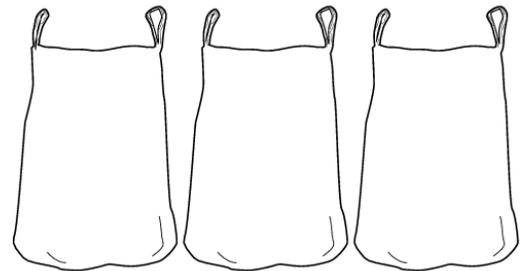


Yes    No

(3.NF.3a)

Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.

How many juice bottles can he place into each bag so that the weight is within the given range? Leave the bag empty if the given range is not possible using juice bottles.

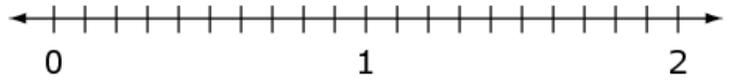


(4.NF.4c)

Students are running in a relay race. Each team will run a total of 2 miles. Each member of a team will run  $\frac{1}{5}$  of a mile. How many students will a team need to complete the race? Choose the correct number.

You may use the number line to help find your answer.

- A.  $\frac{2}{5}$     B.  $\frac{5}{2}$     C. 9    D. 10    E. 20

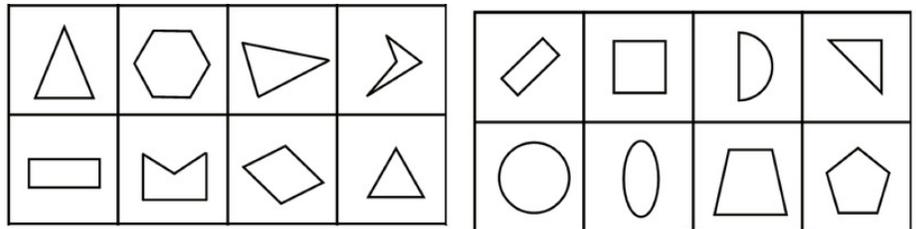


(5.NF.7)

Write a fraction that is between  $\frac{3}{2}$  and  $\frac{5}{6}$ . Explain how you know your fraction is between  $\frac{3}{2}$  and  $\frac{5}{6}$ .

(4.NF.A)

This game uses the 16 cards below.



Students in pairs take turns drawing two cards. They should name something that is the ALIKE or DIFFERENT between the two cards.

Then the next two cards are drawn and the process repeats until no cards remain.

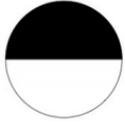
(K.G.B.4)

Student A rolls the two dice, finds the sum, and traces the number on the worksheet which corresponds to the answer with his/her marker. Student A then passes the dice to Student B who rolls both the dice, finds the sum and traces the correct number on the worksheet with his/her marker. Play continues this way until one of the numbers “wins” (i.e. all of the numbers of that quantity have been traced).

(K.CC.A.3, K.OA.A.2)



Which picture(s) show one half of the shape shaded? Explain.



a.



b.



c.



d.

Which picture(s) show more than one half of the shape shaded? Explain.

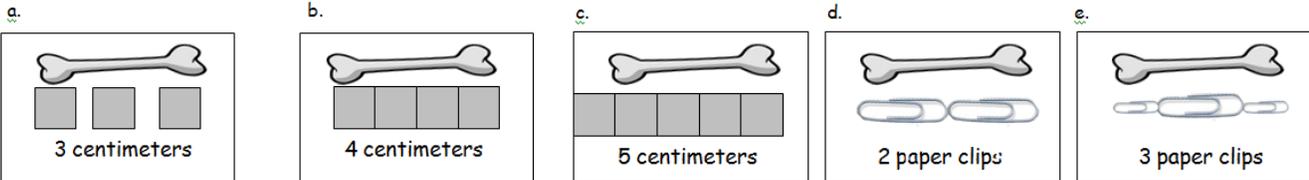
Which picture(s) show less than one half of the shape shaded? Explain.

(2.G.A.3)

Circle the pictures that show the correct measurement.



is a centimeter cube.



(1.MD.2)

Use  $<$ ,  $=$ , or  $>$  to compare the pairs of numbers.

i. 3 tens  25 ones

ii. 1 tens 14 ones  2 tens 4 ones

iii. 33  2 tens 12 ones

iv. 26  1 ten 25 ones

(1.NBT.3)

**Procedural/Skill** 2.OA.B.2, 3.OA.C.7, K.G.B.4, (K.CC.A.3, K.OA.A.2), 1.MD.2

**Conceptual Understanding** 2.NBT.A, 3.NF.3a, 4.NF.A, 2.G.A.3, 1.NBT.3

**Application** 2.OA.A.1, 4.NF.4c, 5.NF.7