Quarantine Math Practice

Please practice. Answers are available to **CHECK** work on the back of each worksheet. **DO NOT COPY**.

I love you, try your very best and never give up! If a problem is giving you difficulty, don't shut down...think about it. Math Wall posters are available on my teacher website to check for procedures and steps.

Be Safe!

NAME _____

Name: _____ 2-Digit-Addition (Regrouping)

2-Digit Addition

Rewrite each problem vertically and solve.

a. 28 + 9 = _____	**b.** 46 + 35 = _____	**c.** 78 + 16 = _____
d. 57 + 61 = _____	**e.** 97 + 8 = _____	**f.** 69 + 12 = _____
g. 48 + 27 = _____	**h.** 93 + 38 = _____	**i.** 65 + 54 = _____

ANSWER KEY

2-Digit Addition

Rewrite each problem vertically and solve.

a. 28 + 9 = **37**	**b.** 46 + 35 = **81**	**c.** 78 + 16 = **94**
d. 57 + 61 = **118**	**e.** 97 + 8 = **105**	**f.** 69 + 12 = **81**
g. 48 + 27 = **75**	**h.** 93 + 38 = **131**	**i.** 65 + 54 = **119**

Name: _____

Subtraction

Subtract to find the differences.

a. 35 − 17 = _____

b. 58 − 29 = _____

c. 96 − 34 = _____

d. 80 − 47 = _____

e. 51 − 10 = _____

f. 72 − 7 = _____

g. 28 − 13 = _____

h. 47 − 18 = _____

i. 16 − 9 = _____

j. 60 − 26 = _____

k. Meg had a lemonade stand. She bought 24 lemons. She used 16 of them to make lemonade. How many lemons did she have left?

_____

l. Meg had 40 cups. She used 7 of them. How many cups did she have left?

_____

ANSWER KEY

Subtraction

Subtract to find the differences.

a. 35 − 17 = **18**

b. 58 − 29 = **29**

c. 96 − 34 = **62**

d. 80 − 47 = **33**

e. 51 − 10 = **41**

f. 72 − 7 = **65**

g. 28 − 13 = **15**

h. 47 − 18 = **29**

i. 16 − 9 = **7**

j. 60 − 26 = **34**

k. Meg had a lemonade stand. She bought 24 lemons. She used 16 of them to make lemonade. How many lemons did she have left?

8 lemons

l. Meg had 40 cups. She used 7 of them. How many cups did she have left?

33 cups

Name: _____ Score: _____ out of 39

Time: _____ minutes

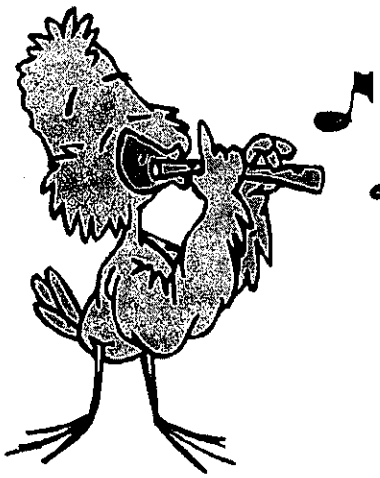
Multiplication: 0 - 12

a.	12 x 6	8 x 4	7 x 3	9 x 9		
b.	5 x 2	11 x 1	4 x 0	10 x 8		
c.	12 x 7	10 x 10	3 x 5	9 x 4	6 x 6	10 x 9	11 x 3
d.	6 x 8	9 x 5	7 x 9	12 x 2	8 x 1	12 x 12	6 x 9
e.	8 x 0	7 x 10	4 x 4	11 x 12	2 x 10	6 x 5	3 x 1
f.	5 x 7	8 x 8	12 x 9			11 x 11	3 x 9
g.	12 x 4	7 x 7	12 x 3			0 x 10	10 x 5

ANSWER KEY

Multiplication: 0 - 12

a.	12 x 6 = **72**	8 x 4 = **32**	7 x 3 = **21**	9 x 9 = **81**			
b.	5 x 2 = **10**	11 x 1 = **11**	4 x 0 = **0**	10 x 8 = **80**			
c.	12 x 7 = **84**	10 x 10 = **100**	3 x 5 = **15**	9 x 4 = **36**	6 x 6 = **36**	10 x 9 = **90**	11 x 3 = **33**
d.	6 x 8 = **48**	9 x 5 = **45**	7 x 9 = **63**	12 x 2 = **24**	8 x 1 = **8**	12 x 12 = **144**	6 x 9 = **54**
e.	8 x 0 = **0**	7 x 10 = **70**	4 x 4 = **16**	11 x 12 = **132**	2 x 10 = **20**	6 x 5 = **30**	3 x 1 = **3**
f.	5 x 7 = **35**	8 x 8 = **64**	12 x 9 = **108**			11 x 11 = **121**	3 x 9 = **27**
g.	12 x 4 = **48**	7 x 7 = **49**	12 x 3 = **36**			0 x 10 = **0**	10 x 5 = **50**



Name: _____ Skill: Multiplying 2-Digit by 1-Digit Numbers

Find the Mistakes

a. There is a mistake in the way this math problem was solved.

$$\begin{array}{r} {\scriptstyle 5} \\ 27 \\ \times\ 8 \\ \hline 166 \end{array}$$

Solve the math problem correctly.

Explain the error. _____

_____

_____

b. There is a mistake in the way this math problem was solved.

$$\begin{array}{r} {\scriptstyle 5} \\ 86 \\ \times\ 7 \\ \hline 616 \end{array}$$

Solve the math problem correctly.

Explain the error. _____

_____

_____

ANSWER KEY

Find the Mistakes

a. There is a mistake in the way this math problem was solved.

$$\begin{array}{r} {\scriptstyle 5} \\ 27 \\ \times\ \ 8 \\ \hline 166 \end{array}$$

Solve the math problem correctly.

$$\begin{array}{r} {\scriptstyle 5} \\ 27 \\ \times\ \ 8 \\ \hline 216 \end{array}$$

Explain the error. The person who solved this problem did not add the 5 that was carried (regrouped) into the tens place.

b. There is a mistake in the way this math problem was solved.

$$\begin{array}{r} {\scriptstyle 5} \\ 86 \\ \times\ \ 7 \\ \hline 616 \end{array}$$

Solve the math problem correctly.

$$\begin{array}{r} {\scriptstyle 4} \\ 86 \\ \times\ \ 7 \\ \hline 602 \end{array}$$

Explain the error. The person who solved this problem made a mistake when multiplying the numbers in the ones column. 6 x 7 = 42, not 56. They should have written a 2 in the ones place and carried (regrouped) the 4.

Name: _____ Multiplying 2-Digit by 1-Digit Numbers

a.
$$\begin{array}{r} 43 \\ \times\ 2 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 37 \\ \times\ 9 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 20 \\ \times\ 8 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 58 \\ \times\ 7 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 65 \\ \times\ 8 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 32 \\ \times\ 5 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 99 \\ \times\ 4 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 87 \\ \times\ 3 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 42 \\ \times\ 7 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 38 \\ \times\ 4 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 13 \\ \times\ 5 \\ \hline \end{array}$$

l.
$$\begin{array}{r} 39 \\ \times\ 6 \\ \hline \end{array}$$

m.
$$\begin{array}{r} 89 \\ \times\ 7 \\ \hline \end{array}$$

n.
$$\begin{array}{r} 74 \\ \times\ 3 \\ \hline \end{array}$$

o.
$$\begin{array}{r} 62 \\ \times\ 7 \\ \hline \end{array}$$

Name: _____ Multiplying 2-Digit by 1- Digit Numbers

ANSWER KEY

a.		4	3			b.		3	7			c.		2	0	
	x		2				x		9				x		8	
		8	6				3	3	3				1	6	0	
d.		5	8			e.		6	5			f.		3	2	
	x		7				x		8				x		5	
	4	0	6				5	2	0				1	6	0	
g.		9	9			h.		8	7			i.		4	2	
	x		4				x		3				x		7	
	3	9	6				2	6	1				2	9	4	
j.		3	8			k.		1	3			l.		3	9	
	x		4				x		5				x		6	
	1	5	2					6	5				2	3	4	
m.		8	9			n.		7	4			o.		6	2	
	x		7				x		3				x		7	
	6	2	3				2	2	2				4	3	4	

Name: _____

Multiplication

Find the product.

a. 47 x 63

b. 86 x 25

c. 95 x 70

d. 78 x 39

e. 63 x 48

f. 59 x 96

g. 24 x 57

h. 96 x 86

i. 85 x 62

j. 98 x 74

k. How many seconds are there in 35 minutes?

answer: _____

ANSWER KEY

Multiplication

Find the product.

a. 47 × 63 = **2,961**

b. 86 × 25 = **2,150**

c. 95 × 70 = **6,650**

d. 78 × 39 = **3,042**

e. 63 × 48 = **3,024**

f. 59 × 96 = **5,664**

g. 24 × 57 = **1,368**

h. 96 × 86 = **8,256**

i. 85 × 62 = **5,270**

j. 98 × 74 = **7,252**

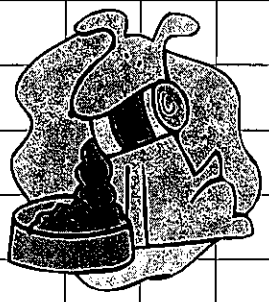
k. How many seconds are there in 35 minutes?

answer: **2,100 seconds**

Name: _____ Multiplication: 2-digit by 2-digit

Multiplication

a.
$$\begin{array}{r} 68 \\ \times\ 92 \\ \hline \end{array}$$

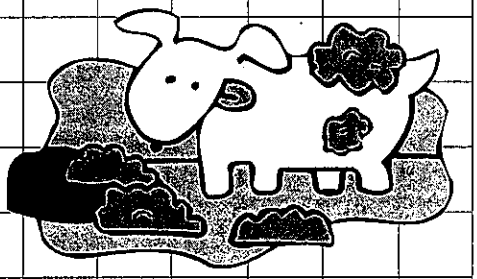


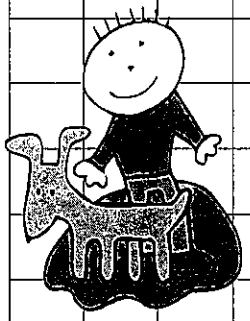
b.
$$\begin{array}{r} 71 \\ \times\ 33 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 98 \\ \times\ 93 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 50 \\ \times\ 12 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 64 \\ \times\ 47 \\ \hline \end{array}$$





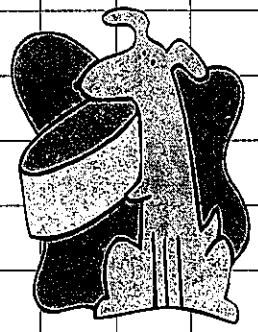
f.
$$\begin{array}{r} 45 \\ \times\ 38 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 80 \\ \times\ 80 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 79 \\ \times\ 23 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 87 \\ \times\ 76 \\ \hline \end{array}$$

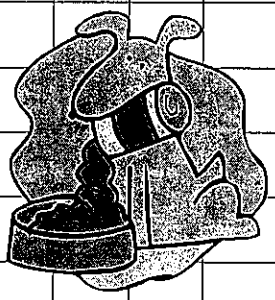
j.
$$\begin{array}{r} 30 \\ \times\ 18 \\ \hline \end{array}$$



k.
$$\begin{array}{r} 51 \\ \times\ 49 \\ \hline \end{array}$$

ANSWERS

Multiplication



a.

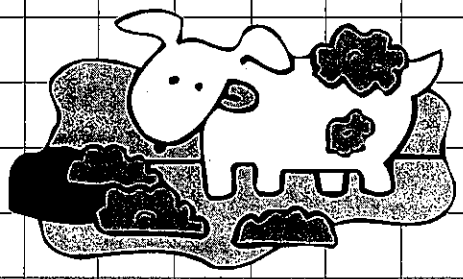
		6	8
	x	9	2
6,	2	5	6

b.

		7	1
	x	3	3
2,	3	4	3

c.

		9	8
	x	9	3
9,	1	1	4

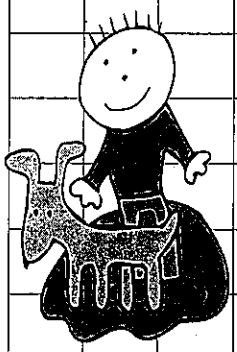


d.

		5	0
	x	1	2
	6	0	0

e.

		6	4
	x	4	7
3,	0	0	8



f.

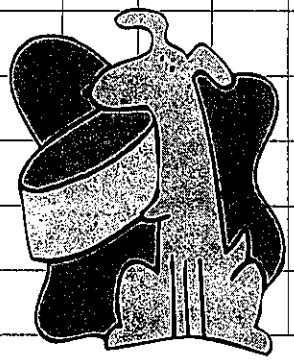
	4	5	
x	3	8	
1,	7	1	0

g.

	8	0	
x	8	0	
6,	4	0	0

h.

	7	9	
x	2	3	
1,	8	1	7



i.

	8	7	
x	7	6	
6,	6	1	2

j.

	3	0	
x	1	8	
	5	4	0

k.

	5	1	
x	4	9	
2,	4	9	9

Name: _____ Multiplication Word Problems: 2-Digit Factors

Multiplication Word Problems

Directions: Solve the word problems below. Show your work.

1. Mrs. Moore took her 4th grade class of 25 students to the aquarium. Admission for each student was $12. What was the total amount of money needed for the field trip?

2. Eighty-seven students were passing around a petition to stop the historical building from being demolished. Each student collected 92 signatures. What was the total number of signatures the students collected?

3. Sandy walks 26 miles in a month. If she were consistent in her walking for 2 years, how many miles will she have walked?

4. If there are 60 minutes in one hour, how many minutes are in a 24 hour day?

5. John sold 36 cookbooks at $27 each. How much did he make?

6. An adult human has 32 teeth. If there are 83 adults in a room how many teeth is that in all?

Name: _____ Multiplication Word Problems: 2-Digit Factors

Multiplication Word Problems - ANSWERS

Directions: Solve the word problems below. Show your work.

1. Mrs. Moore took her 4th grade class of 25 students to the aquarium. Admission for each student was $12. What was the total amount of money needed for the field trip?

   $300 needed

2. Eighty-seven students were passing around a petition to stop the historical building from being demolished. Each student collected 92 signatures. What was the total number of signatures the students collected?

   8,004 signatures

3. Sandy walks 26 miles in a month. If she were consistent in her walking for 2 years, how many miles will she have walked?

   624 miles

4. If there are 60 minutes in one hour, how many minutes are in a 24 hour day?

   1,440 minutes

5. John sold 36 cookbooks at $27 each. How much did he make?

   $972 profit

6. An adult human has 32 teeth. If there are 83 adults in a room how many teeth is that in all?

   2,656 teeth

Name: _____

Rounding to the Nearest Ten

Round each number to the nearest ten.

34 - _____ **91 -** _____

86 - _____ **25 -** _____

72 - _____ **53 -** _____

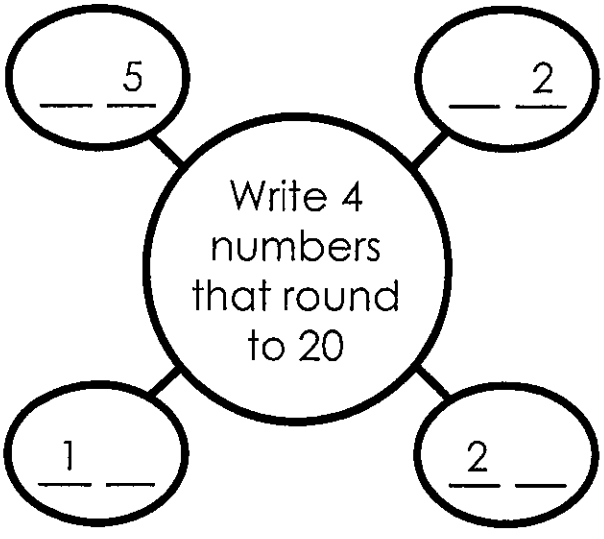
Star Numbers

Which two star numbers round to 40?

_____ and _____

Which two star numbers round to 30?

_____ and _____



Write **True** or **False** for each statement.

27 rounds to 20. _____

8 rounds to 10. _____

94 rounds to 90. _____

ANSWER KEY

Rounding to the Nearest Ten

Round each number to the nearest ten.

34 - 30

91 - 90

86 - 90

25 - 30

72 - 70

53 - 50

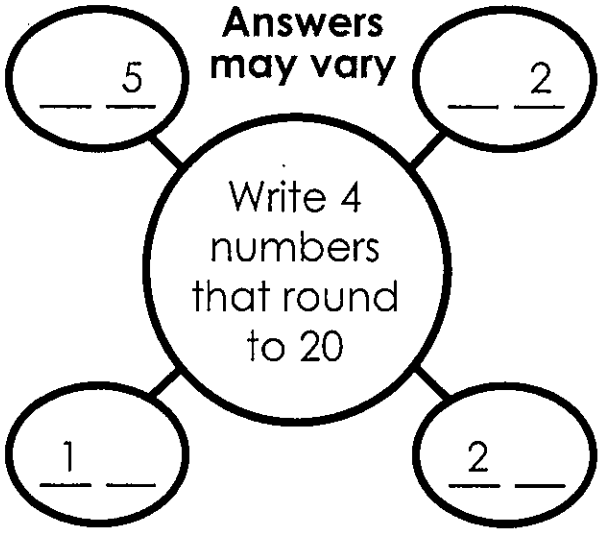
Star Numbers

Which two star numbers round to 40?

36 and 44

Which two star numbers round to 30?

31 and 27



Write **True** or **False** for each statement.

27 rounds to 20. **False**

8 rounds to 10. **True**

94 rounds to 90. **True**

KH

Name: _____

Rounding to the Nearest Hundred

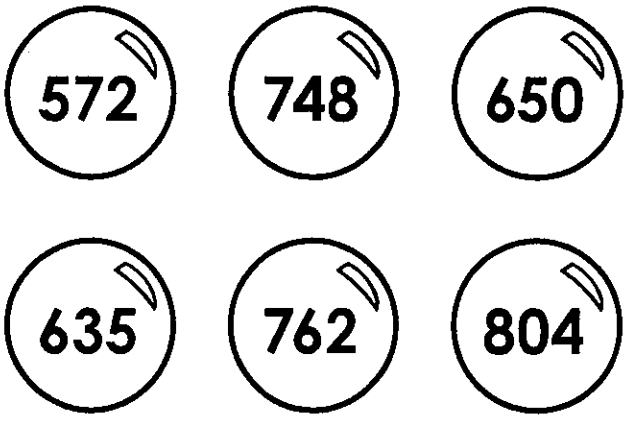
Round each number to the nearest hundred.

264 - _____ **85 -** _____

545 - _____ **239 -** _____

350 - _____ **834 -** _____

Bubble Numbers

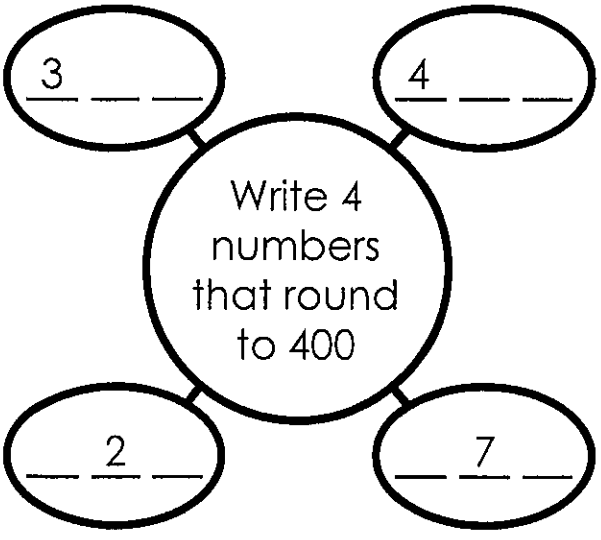


Which two bubble numbers round to 700?

_____ and _____

Which two bubble numbers round to 600?

_____ and _____



Write **True** or **False** for each statement.

765 rounds to 700. _____

829 rounds to 800. _____

109 rounds to 100. _____

ANSWER KEY

Rounding to the Nearest Hundred

Round each number to the nearest hundred.

264 - 300

85 - 100

545 - 500

239 - 200

350 - 400

834 - 800

Bubble Numbers

572 748 650

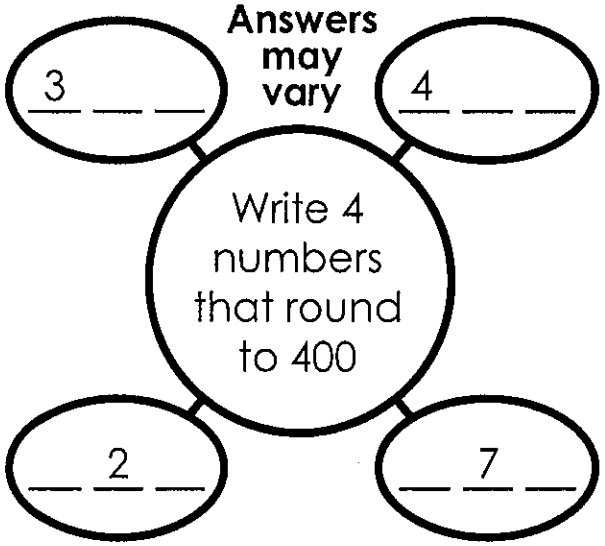
635 762 804

Which two bubble numbers round to 700?

650 and 748

Which two bubble numbers round to 600?

635 and 572



Write **True** or **False** for each statement.

765 rounds to 700. **False**

829 rounds to 800. **True**

109 rounds to 100. **True**

KH

Name: _____

Rounding to the Nearest Thousand

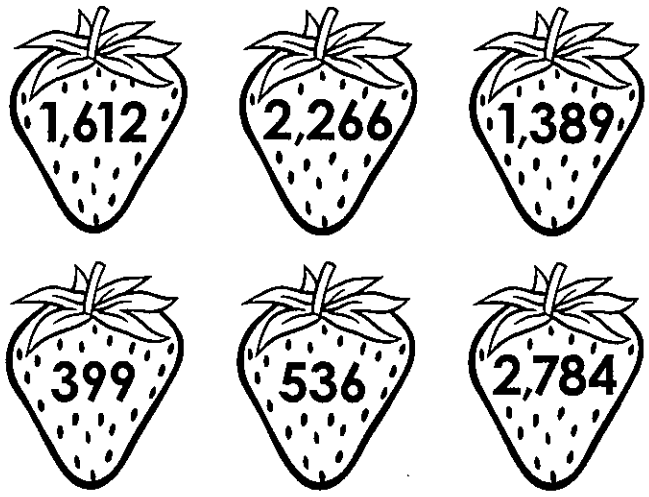
Round each number to the nearest thousand.

2,643 - _____ **9,099 - _____**

5,276 - _____ **7,500 - _____**

861 - _____ **4,467 - _____**

Strawberry Numbers

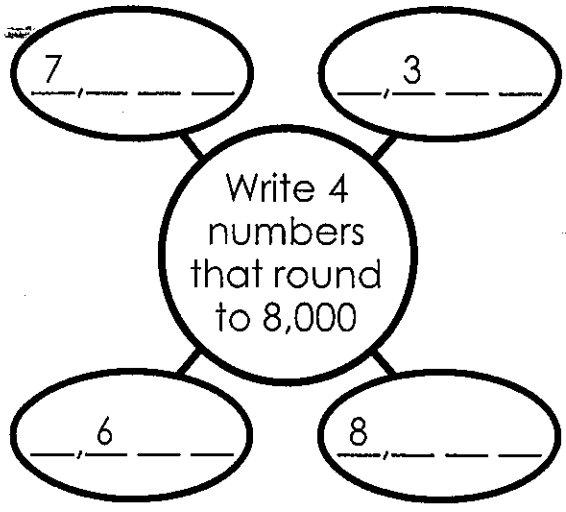


Which two strawberry numbers round to 1,000?

_____ and _____

Which two strawberry numbers round to 2,000?

_____ and _____



Write **True** or **False** for each statement.

3,338 rounds to 3,000. _____

8,833 rounds to 8,000. _____

455 rounds to 1,000. _____

398 rounds to 0. _____

ANSWER KEY

Rounding to the Nearest Thousand

Round each number to the nearest thousand.

2,643 - 3,000

9,099 - 9,000

5,276 - 5,000

7,500 - 8,000

861 - 1,000

4,467 - 4,000

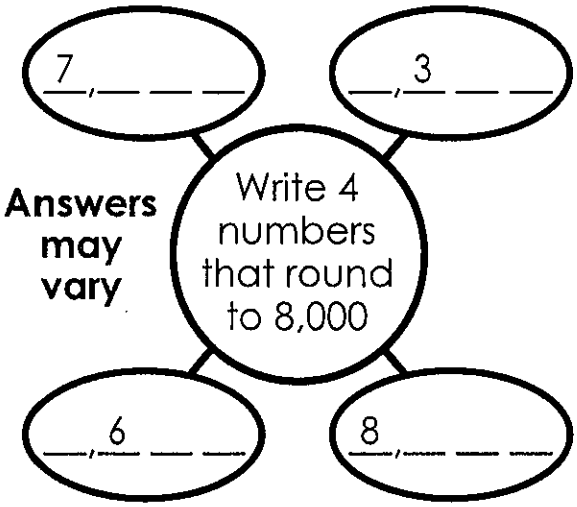
Strawberry Numbers

Which two strawberry numbers round to 1,000?

536 and 1,389

Which two strawberry numbers round to 2,000?

1,612 and 2,266



Answers may vary

Write **True** or **False** for each statement.

3,338 rounds to 3,000. True

8,833 rounds to 8,000. False

455 rounds to 1,000. False

398 rounds to 0. True

KH

Name: _____ Writing Numbers in Expanded Form

Making Really Big Numbers Look Even Bigger

Write each number in expanded form.

examples: 1,201,345 = 1,000,000 + 200,000 + 1,000 + 300 + 40 + 5

3,509,005 = 3,000,000 + 500,000 + 9,000 + 5

a. 4,502,093 = _____

b. 3,002,932 = _____

c. 1,703,200 = _____

d. 6,203,921 = _____

e. 7,802,400 = _____

f. 9,209,998 = _____

g. 3,456,002 = _____

h. 6,000,002 = _____

i. 5,032,090 = _____

j. 7,800,230 = _____

k. 3,025,607 = _____

l. 4,040,040 = _____

m. 1,000,221 = _____

n. 2,561,005 = _____

o. 2,900,003 = _____

p. 7,200,300 = _____

q. 1,111,111 = _____

r. 4,506,070 = _____

ANSWER KEY

Making Really Big Numbers Look Even Bigger

Write each number in expanded form.

examples: 1,201,345 = 1,000,000 + 200,000 + 1,000 + 300 + 40 + 5

3,509,005 = 3,000,000 + 500,000 + 9,000 + 5

a. 4,502,093 = 4,000,000 + 500,000 + 2,000 + 90 + 3

b. 3,002,932 = 3,000,000 + 2,000 + 900 + 30 + 2

c. 1,703,200 = 1,000,000 + 700,000 + 3,000 + 200

d. 6,203,921 = 6,000,000 +200,000 + 3,000 + 900 + 20 + 1

e. 7,802,400 = 7,000,000 + 800,00 + 2,000 + 400

f. 9,209,998 = 9,000,000 + 200,000 + 9,000 + 900 + 90 + 8

g. 3,456,002 = 3,000,000 + 400,000 + 50,000 + 6,000 + 2

h. 6,000,002 = 6,000,000 + 2

i. 5,032,090 = 5,000,000 + 30,000 + 2,000 + 90

j. 7,800,230 = 7,000,000 + 800,000 + 200 + 30

k. 3,025,607 = 3,000,000 + 20,000 + 5,000 + 600 + 7

l. 4,040,040 = 4,000,000 + 40,000 + 40

m. 1,000,221 = 1,000,000 + 200 + 20 + 1

n. 2,561,005 = 2,000,000 + 500,000 + 60,000 +1,000 +5

o. 2,900,003 = 2,000,000 + 900,000 + 3

p. 7,200,300 = 7,000,000 + 200,000 + 300

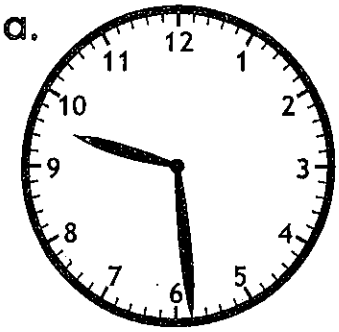
q. 1,111,111 = 1,000,000 + 100,000 + 10,000 + 1,000 + 100 + 10 + 1

r. 4,506,070 = 4,000,000 + 500,000 + 6,000 + 70

Name: _____ Time to the Nearest Minute

Telling Time

Write the time shown.

a. 

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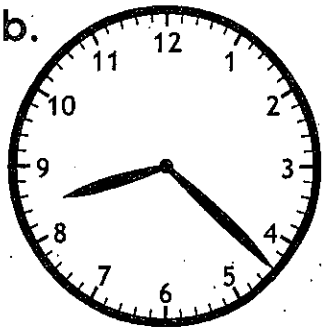
b. 

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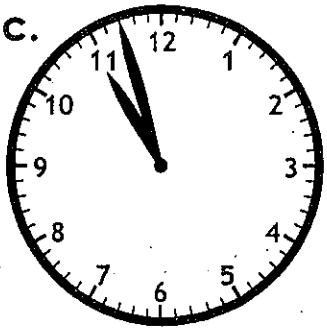
c. 

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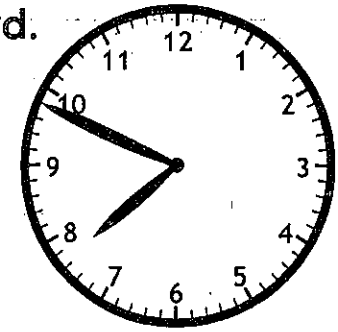
d. 

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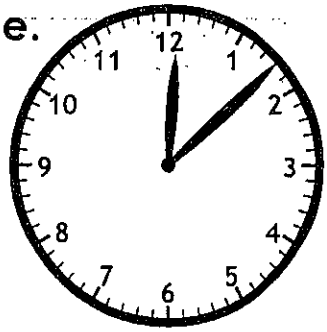
e. 

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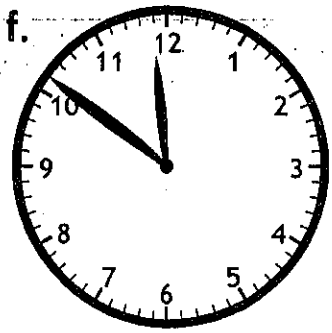
f. 

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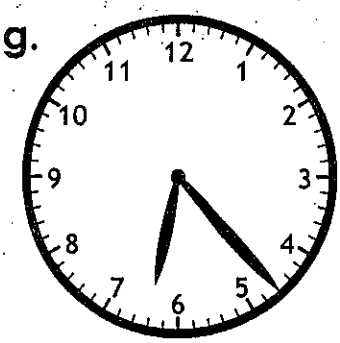
g. 

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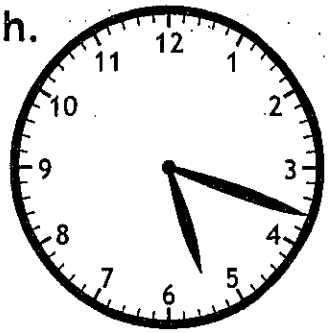
h. 

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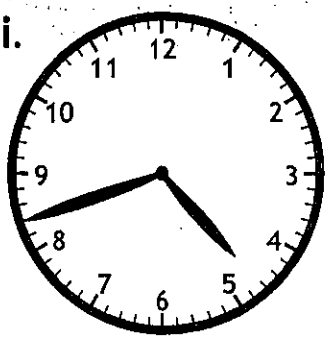
i. 

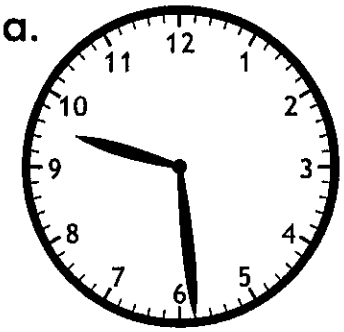
_____

ANSWER KEY

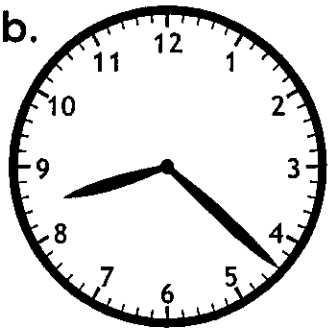
Time to the Nearest Minute

Telling Time

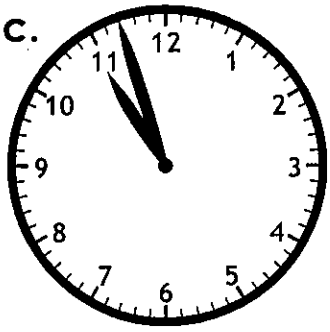
Write the time shown.

a. 

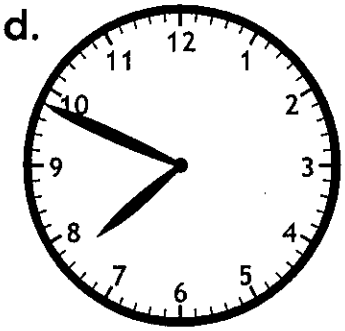
9:29

b. 

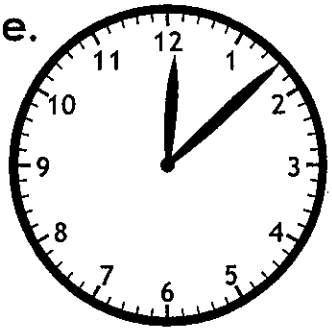
8:22

c. 

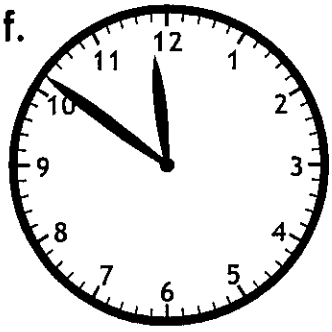
10:57

d. 

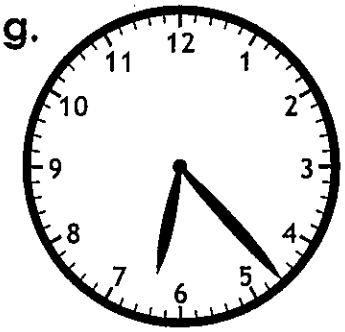
7:49

e. 

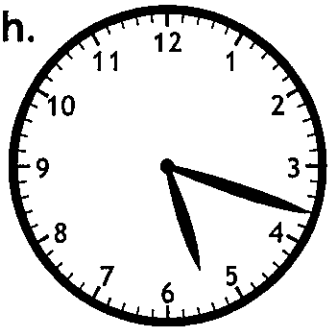
12:08

f. 

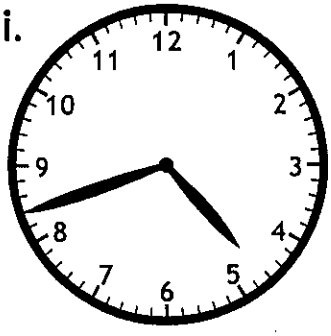
11:51

g. 

6:23

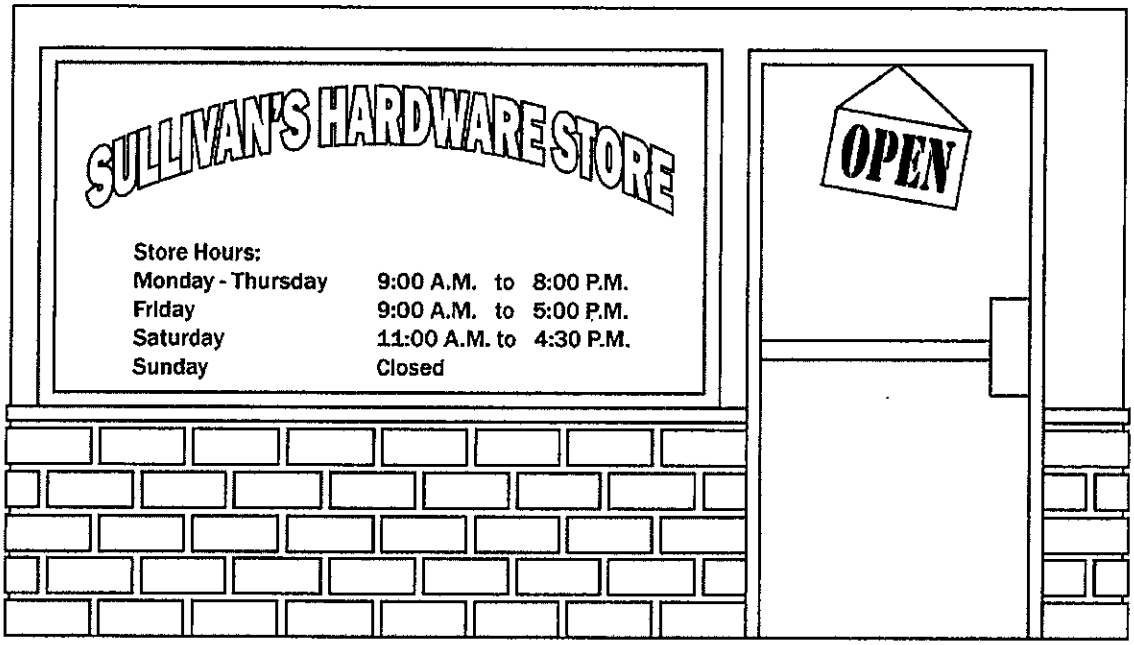
h. 

5:18

i. 

4:42

Name: _____ Elapsed Time



a. How many hours is Sullivan's Hardware Store open on Friday? _____

b. How long is Sullivan's open on Saturday? _____

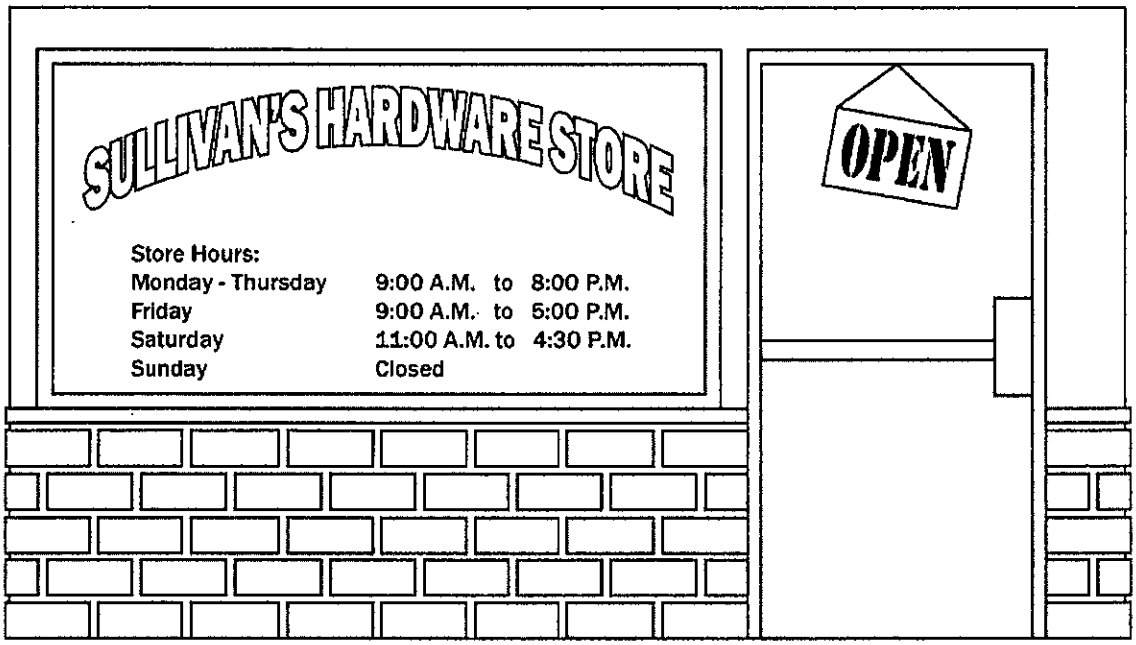
c. Dennis arrived at Sullivan's at 10:15 A.M. on Saturday. How long will he have to wait for the store to open? _____

d. Suppose it is 6:30 P.M. on Wednesday. How much longer will the store be open? _____

e. Suppose it is 6:30 P.M. on Saturday. How long ago did the store close? _____

f. Suppose it is 4:30 on Friday. Janice wants to go to the hardware store. It will take her 35 minutes to drive to the store from home. Can she make it before the store closes? _____

Name: _____ Elapsed Time



a. How many hours is Sullivan's Hardware Store open on Friday?

8 hours

b. How long is Sullivan's open on Saturday?

5 hours and 30 minutes

c. Dennis arrived at Sullivan's at 10:15 A.M. on Saturday. How long will he have to wait for the store to open?

45 minutes

d. Suppose it is 6:30 P.M. on Wednesday. How much longer will the store be open?

1 hour and 30 minutes

e. Suppose it is 6:30 P.M. on Saturday. How long ago did the store close?

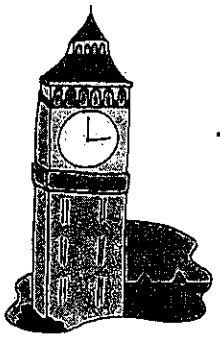
2 hours ago

f. Suppose it is 4:30 on Friday. Janice wants to go to the hardware store. It will take her 35 minutes to drive to the store from home. Can she make it before the store closes?

No

Name: _____

Elapsed Time Practice



a. 4:55 P.M. to 5:05 P.M. _____

b. 5:30 A.M. to 7:10 A.M. _____

c. 1:45 P.M. to 3:55 P.M. _____

d. 8:35 A.M. to 9:40 A.M. _____

e. 2:50 P.M. to 4:05 P.M. _____

f. 11:00 A.M. to 1:55 P.M. _____

g. 11:55 A.M. to 12:45 P.M. _____

h. 2:10 P.M. to 4:50 P.M. _____

i. 6:05 A.M. to 7:10 A.M. _____

j. 2:25 P.M. to 4:40 P.M. _____

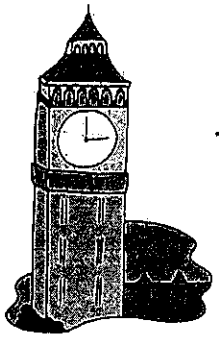
k. 7:20 A.M. to 8:40 A.M. _____

l. Noon to 3:05 P.M. _____

m. Midnight to 2:25 A.M. _____

Name: _____

Elapsed Time Practice

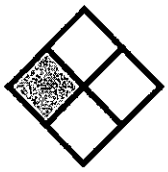


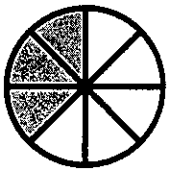
a.	4:55 P.M. to 5:05 P.M.	**10 minutes**
b.	5:30 A.M. to 7:10 A.M.	**1 hour and 40 minutes**
c.	1:45 P.M. to 3:55 P.M.	**2 hours and 10 minutes**
d.	8:35 A.M. to 9:40 A.M.	**1 hour and 5 minutes**
e.	2:50 P.M. to 4:05 P.M.	**1 hour and 15 minutes**
f.	11:00 A.M. to 1:55 P.M.	**2 hours and 55 minutes**
g.	11:55 A.M. to 12:45 P.M.	**50 minutes**
h.	2:10 P.M. to 4:50 P.M.	**2 hours and 40 minutes**
i.	6:05 A.M. to 7:10 A.M.	**1 hour and 5 minutes**
j.	2:25 P.M. to 4:40 P.M.	**2 hours and 15 minutes**
k.	7:20 A.M. to 8:40 A.M.	**1 hour and 20 minutes**
l.	Noon to 3:05 P.M.	**3 hours and 5 minutes**
m.	Midnight to 2:25 A.M.	**2 hours and 25 minutes**

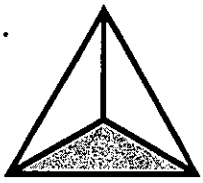
Name: _____

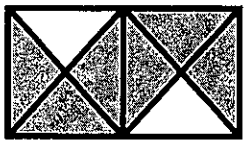
Fractions

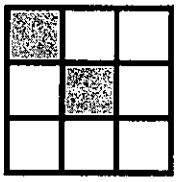
What fraction of each shape is shaded?
Write the missing numerator or denominator for each.

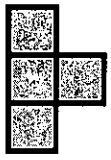
a.  $\frac{1}{\quad}$

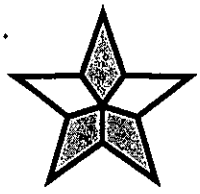
b.  $\frac{\quad}{8}$

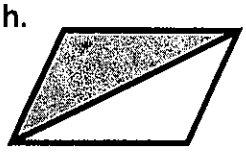
c.  $\frac{1}{\quad}$

d.  $\frac{6}{\quad}$

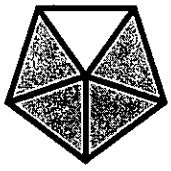
e.  $\frac{2}{\quad}$

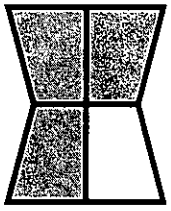
f.  $\frac{\quad}{4}$

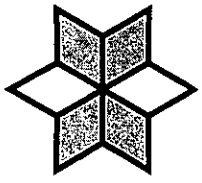
g.  $\frac{\quad}{5}$

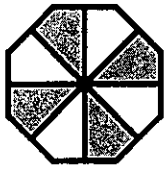
h.  $\frac{\quad}{2}$

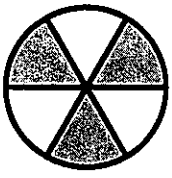
i. $\frac{2}{\quad}$

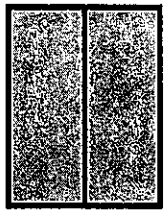
j.  $\frac{4}{\quad}$

k.  $\frac{\quad}{4}$

l.  $\frac{4}{\quad}$

m.  $\frac{4}{\quad}$

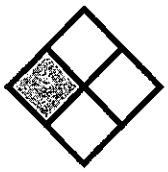
n.  $\frac{\quad}{6}$

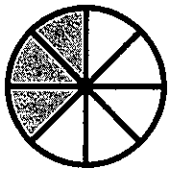
o.  $\frac{\quad}{2}$

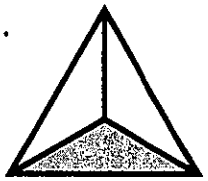
ANSWER KEY

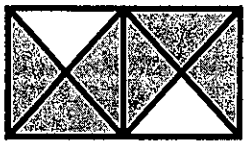
Fractions

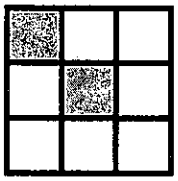
What fraction of each shape is shaded?
Write the missing numerator or denominator for each.

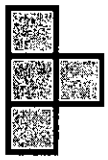
a.  $\frac{1}{4}$

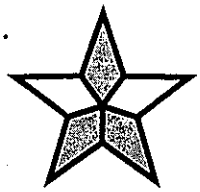
b.  $\frac{3}{8}$

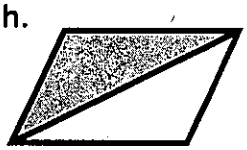
c.  $\frac{1}{3}$

d.  $\frac{6}{8}$

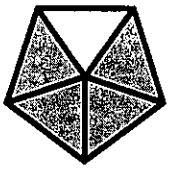
e.  $\frac{2}{9}$

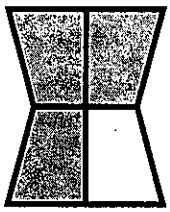
f.  $\frac{4}{4}$

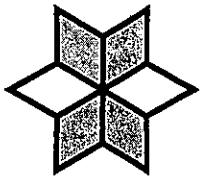
g.  $\frac{3}{5}$

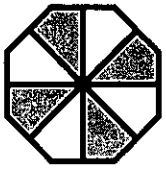
h.  $\frac{1}{2}$

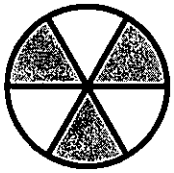
i. $\frac{2}{3}$

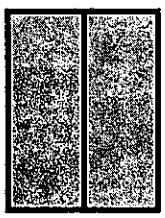
j.  $\frac{4}{5}$

k.  $\frac{3}{4}$

l.  $\frac{4}{6}$

m.  $\frac{4}{8}$

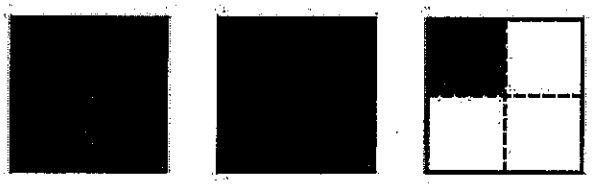
n.  $\frac{3}{6}$

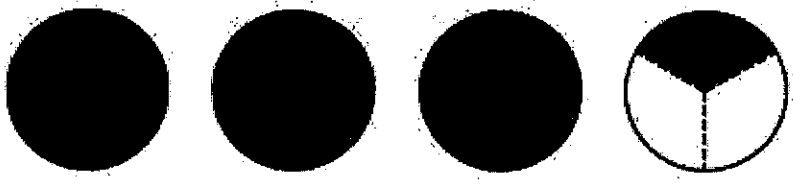
o.  $\frac{2}{2}$

Name: _____

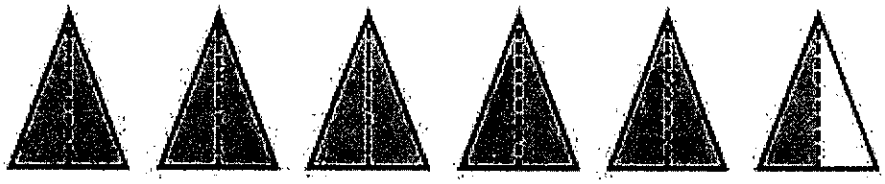
Mixed Numbers

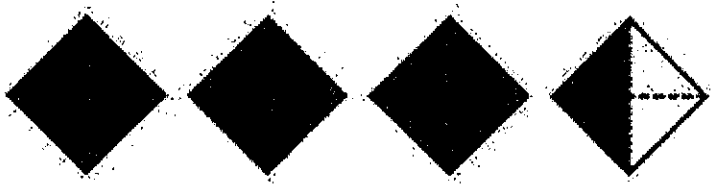
Write a mixed number to show what part of each illustration is shaded.

a.  _____

b.  _____

c. _____

d.  _____

e.  _____

f. _____

ANSWER KEY

a. 2 1/4

b. 3 1/3

c. 4 3/5

d. 5 1/2

e. 3 1/2

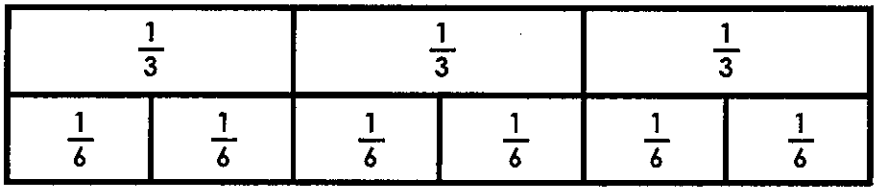
f. 4 4/5

Name: _____

Comparing Fractions

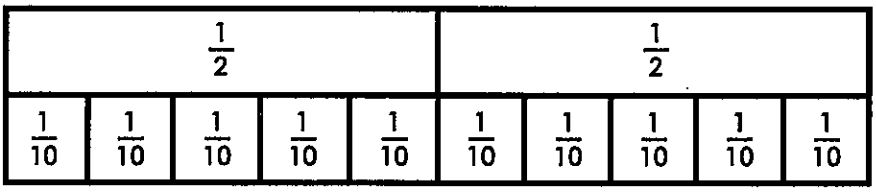
Shade the fraction strips to show the given fractions. Then compare each pair of fractions using the symbol <, >, or =.

a.



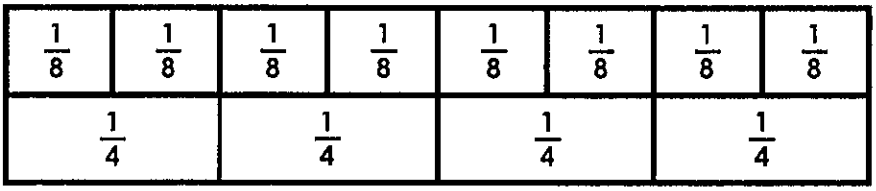
$\frac{2}{3}$ ◯ $\frac{5}{6}$

b.



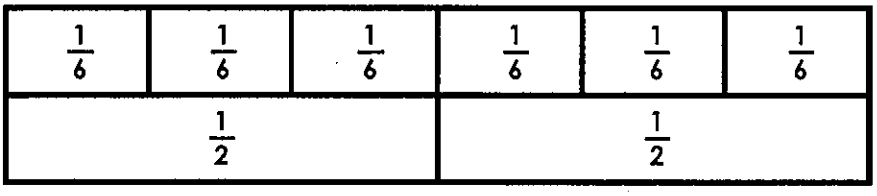
$\frac{1}{2}$ ◯ $\frac{3}{10}$

c.



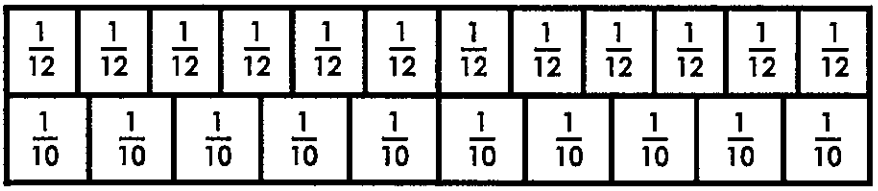
$\frac{6}{8}$ ◯ $\frac{3}{4}$

d.



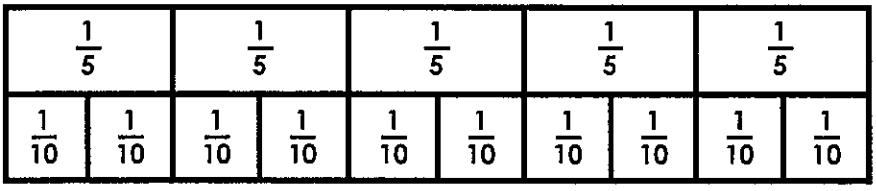
$\frac{5}{6}$ ◯ $\frac{1}{2}$

e.



$\frac{7}{12}$ ◯ $\frac{7}{10}$

f.



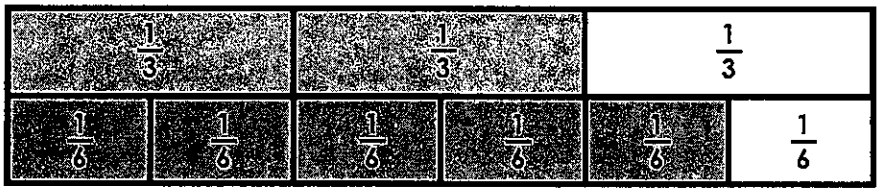
$\frac{4}{5}$ ◯ $\frac{8}{10}$

ANSWER KEY

Comparing Fractions

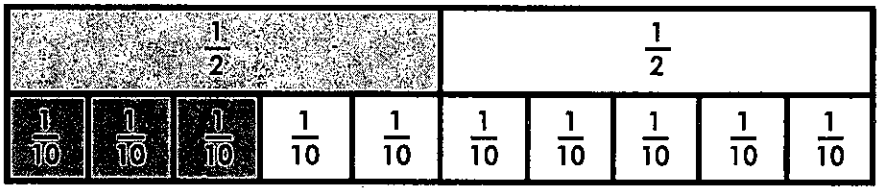
Shade the fraction strips to show the given fractions. Then compare each pair of fractions using the symbol <, >, or =.

a.



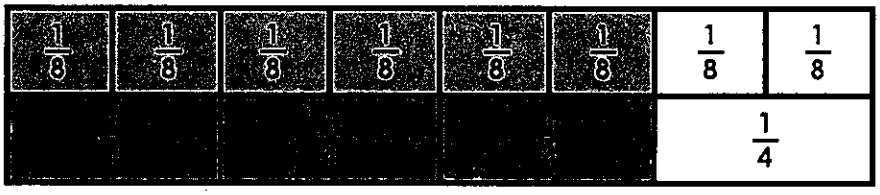
$\frac{2}{3} < \frac{5}{6}$

b.



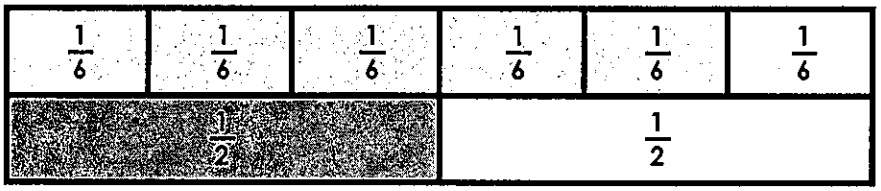
$\frac{1}{2} > \frac{3}{10}$

c.



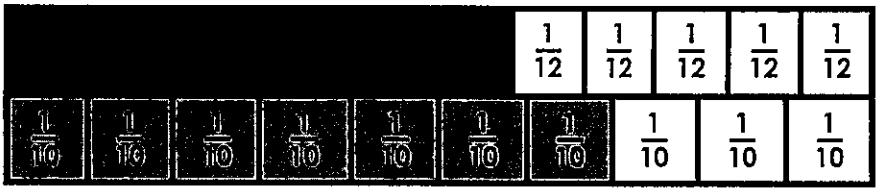
$\frac{6}{8} = \frac{3}{4}$

d.



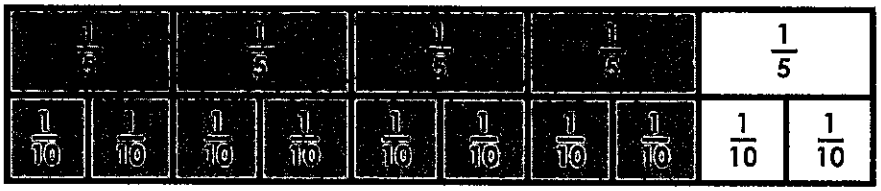
$\frac{5}{6} > \frac{1}{2}$

e.



$\frac{7}{12} < \frac{7}{10}$

f.



$\frac{4}{5} = \frac{8}{10}$

Name: _____

Adding Fractions

with Like Denominators

a. $\frac{3}{7} + \frac{2}{7} =$

b. $\frac{6}{10} + \frac{1}{10} =$

c. $\frac{1}{5} + \frac{2}{5} =$

d. $\frac{3}{4} + \frac{2}{4} =$

e. $\frac{3}{8} + \frac{4}{8} =$

f. $\frac{1}{6} + \frac{5}{6} =$

g. $\frac{3}{9} + \frac{2}{9} =$

h. $\frac{5}{12} + \frac{4}{12} =$

i. $\frac{2}{3} + \frac{2}{3} =$

j. $\frac{2}{8} + \frac{3}{8} =$

k. $\frac{4}{11} + \frac{5}{11} =$

l. $\frac{1}{4} + \frac{2}{4} =$

ANSWER KEY

Adding Fractions

with Like Denominators

a. $\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$

b. $\frac{6}{10} + \frac{1}{10} = \frac{7}{10}$

c. $\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$

d. $\frac{3}{4} + \frac{2}{4} = \frac{5}{4}$ or $1\frac{1}{4}$

e. $\frac{3}{8} + \frac{4}{8} = \frac{7}{8}$

f. $\frac{1}{6} + \frac{5}{6} = \frac{6}{6}$ or 1

g. $\frac{3}{9} + \frac{2}{9} = \frac{5}{9}$

h. $\frac{5}{12} + \frac{4}{12} = \frac{9}{12}$ or $\frac{3}{4}$

i. $\frac{2}{3} + \frac{2}{3} = \frac{4}{3}$ or $1\frac{1}{3}$

j. $\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

k. $\frac{4}{11} + \frac{5}{11} = \frac{9}{11}$

l. $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$

Name: _____

Adding & Subtracting Fractions

with Like Denominators

a. $\frac{5}{8} + \frac{2}{8} =$

b. $\frac{6}{10} - \frac{3}{10} =$

c. $\frac{9}{12} - \frac{4}{12} =$

d. $\frac{3}{9} + \frac{4}{9} =$

e. $\frac{4}{5} + \frac{3}{5} =$

f. $\frac{3}{4} - \frac{2}{4} =$

g. $\frac{5}{6} - \frac{3}{6} =$

h. $\frac{9}{12} + \frac{6}{12} =$

i. $\frac{3}{7} + \frac{5}{7} =$

j. $\frac{1}{2} - \frac{1}{2} =$

k. $\frac{7}{8} - \frac{5}{8} =$

l. $\frac{4}{6} + \frac{1}{6} =$

ANSWER KEY

Adding & Subtracting Fractions

with Like Denominators

a. $\frac{5}{8} + \frac{2}{8} = \frac{7}{8}$

b. $\frac{6}{10} - \frac{3}{10} = \frac{3}{10}$

c. $\frac{9}{12} - \frac{4}{12} = \frac{5}{12}$

d. $\frac{3}{9} + \frac{4}{9} = \frac{7}{9}$

e. $\frac{4}{5} + \frac{3}{5} = \frac{7}{5}$ or $1\frac{2}{5}$

f. $\frac{3}{4} - \frac{2}{4} = \frac{1}{4}$

g. $\frac{5}{6} - \frac{3}{6} = \frac{2}{6}$ or $\frac{1}{3}$

h. $\frac{9}{12} + \frac{6}{12} = \frac{15}{12}$ or $1\frac{3}{12}$ or $1\frac{1}{4}$

i. $\frac{3}{7} + \frac{5}{7} = \frac{8}{7}$ or $1\frac{1}{7}$

j. $\frac{1}{2} - \frac{1}{2} = \frac{0}{2}$ or 0

k. $\frac{7}{8} - \frac{5}{8} = \frac{2}{8}$ or $\frac{1}{4}$

l. $\frac{4}{6} + \frac{1}{6} = \frac{5}{6}$

RB

Name: _____

Adding Mixed Numbers

with Like Denominators

a. $2\frac{2}{4} + 3\frac{1}{4} =$

b. $2\frac{2}{6} + 6\frac{3}{6} =$

c. $4\frac{2}{5} + 5\frac{2}{5} =$

d. $\frac{1}{8} + 7\frac{6}{8} =$

e. $3\frac{3}{11} + 3\frac{5}{11} =$

f. $12\frac{2}{3} + 5\frac{1}{3} =$

g. $17\frac{3}{9} + 9\frac{2}{9} =$

h. $1\frac{3}{7} + 8\frac{2}{7} =$

i. $6\frac{1}{10} + 12\frac{8}{10} =$

j. $11\frac{8}{12} + 17\frac{3}{12} =$

k. $2\frac{1}{2} + 6\frac{1}{2} =$

l. $5\frac{3}{9} + 1\frac{1}{9} =$

ANSWER KEY

Adding Mixed Numbers

with Like Denominators

a. $2\frac{2}{4} + 3\frac{1}{4} = 5\frac{3}{4}$

b. $2\frac{2}{6} + 6\frac{3}{6} = 8\frac{5}{6}$

c. $4\frac{2}{5} + 5\frac{2}{5} = 9\frac{4}{5}$

d. $\frac{1}{8} + 7\frac{6}{8} = 7\frac{7}{8}$

e. $3\frac{3}{11} + 3\frac{5}{11} = 6\frac{8}{11}$

f. $12\frac{2}{3} + 5\frac{1}{3} = 17\frac{3}{3}$ or 18

g. $17\frac{3}{9} + 9\frac{2}{9} = 26\frac{5}{9}$

h. $1\frac{3}{7} + 8\frac{2}{7} = 9\frac{5}{7}$

i. $6\frac{1}{10} + 12\frac{8}{10} = 18\frac{9}{10}$ or 18

j. $11\frac{8}{12} + 17\frac{3}{12} = 28\frac{11}{12}$

k. $2\frac{1}{2} + 6\frac{1}{2} = 8\frac{2}{2}$ or 9

l. $5\frac{3}{9} + 1\frac{1}{9} = 6\frac{4}{9}$

Name: _____

Subtracting Mixed Numbers

with Like Denominators

★ DRAW + CROSS OUT ★

a. $4\frac{1}{8} - 3\frac{4}{8} =$

b. $9\frac{2}{4} - 5\frac{3}{4} =$

c. $7\frac{1}{3} - 2\frac{2}{3} =$

d. $5\frac{3}{9} - 3\frac{8}{9} =$

e. $8\frac{7}{11} - 5\frac{9}{11} =$

f. $19\frac{1}{5} - 12\frac{4}{5} =$

g. $17\frac{4}{7} - 4\frac{6}{7} =$

h. $3\frac{2}{6} - 2\frac{3}{6} =$

i. $7\frac{3}{12} - 1\frac{6}{12} =$

j. $25\frac{8}{10} - 11\frac{9}{10} =$

k. $11\frac{2}{9} - 9\frac{8}{9} =$

l. $8\frac{5}{8} - 7\frac{6}{8} =$

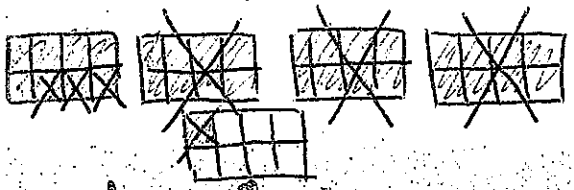
Name: _____

Subtracting Mixed Numbers

with Like Denominators

* DRAW + CROSS OUT *

a. $4\frac{1}{8} - 3\frac{4}{8} = \frac{5}{8}$



b. $9\frac{2}{4} - 5\frac{3}{4} =$

c. $7\frac{1}{3} - 2\frac{2}{3} =$

d. $5\frac{3}{9} - 3\frac{8}{9} =$

e. $8\frac{7}{11} - 5\frac{9}{11} =$

f. $19\frac{1}{5} - 12\frac{4}{5} =$

g. $17\frac{4}{7} - 4\frac{6}{7} =$

h. $3\frac{2}{6} - 2\frac{3}{6} =$

i. $7\frac{3}{12} - 1\frac{6}{12} =$

j. $25\frac{8}{10} - 11\frac{9}{10} =$

k. $11\frac{2}{9} - 9\frac{8}{9} =$

l. $8\frac{5}{8} - 7\frac{6}{8} =$

Name: _____

Adding & Subtracting Mixed Numbers

with Like Denominators

a. $5\frac{3}{8} + 3\frac{4}{8} =$

b. $7\frac{7}{9} - 1\frac{1}{9} =$

c. $8\frac{9}{12} - 6\frac{4}{12} =$

d. $18\frac{5}{6} + 6\frac{2}{6} =$

e. $2\frac{3}{5} + 9\frac{1}{5} =$

f. $27\frac{10}{11} - 13\frac{5}{11} =$

g. $11\frac{6}{7} - 9\frac{3}{7} =$

h. $1\frac{1}{4} + 16\frac{2}{4} =$

i. $7\frac{7}{10} + 18\frac{6}{10} =$

j. $23\frac{7}{8} - 14\frac{2}{8} =$

k. $3\frac{11}{12} - 2\frac{9}{12} =$

l. $9\frac{2}{7} + 9\frac{2}{7} =$

ANSWER KEY

Adding & Subtracting Mixed Numbers

with Like Denominators

a. $5\frac{3}{8} + 3\frac{4}{8} = 8\frac{7}{8}$

b. $7\frac{7}{9} - 1\frac{1}{9} = 6\frac{6}{9}$ or $6\frac{2}{3}$

c. $8\frac{9}{12} - 6\frac{4}{12} = 2\frac{5}{12}$

d. $18\frac{5}{6} + 6\frac{2}{6} = 24\frac{7}{6}$ or $25\frac{1}{6}$

e. $2\frac{3}{5} + 9\frac{1}{5} = 11\frac{4}{5}$

f. $27\frac{10}{11} - 13\frac{5}{11} = 14\frac{5}{11}$

g. $11\frac{6}{7} - 9\frac{3}{7} = 2\frac{3}{7}$

h. $1\frac{1}{4} + 16\frac{2}{4} = 17\frac{3}{4}$

i. $7\frac{7}{10} + 18\frac{6}{10} = 25\frac{13}{10}$ or $26\frac{3}{10}$

j. $23\frac{7}{8} - 14\frac{2}{8} = 9\frac{5}{8}$

k. $3\frac{11}{12} - 2\frac{9}{12} = 1\frac{2}{12}$ or $1\frac{1}{6}$

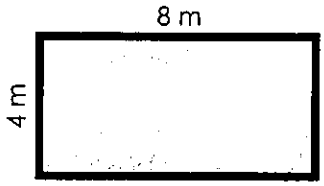
l. $9\frac{2}{7} + 9\frac{2}{7} = 18\frac{4}{7}$

Name: _____

Area of a Rectangle

To find the area of a rectangle, multiply the length by the width.

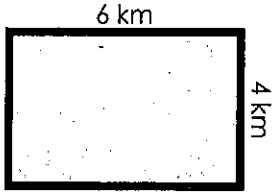
example:



area = 4 m x 8 m = **32 square meters**

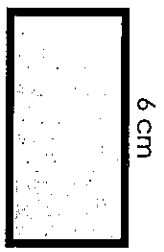
Find the area of each rectangle by multiplying

a.



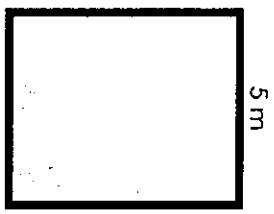
area = _____

b.



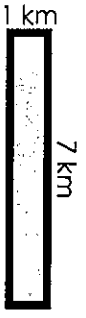
area = _____

c.



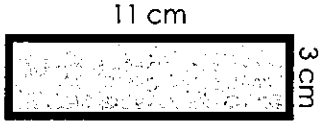
area = _____

d.



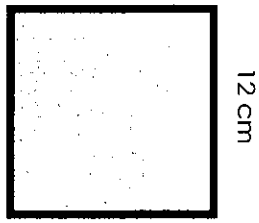
area = _____

e.



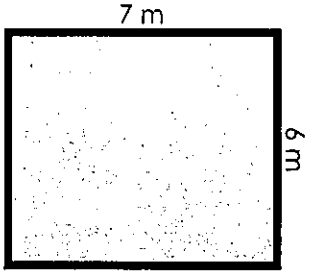
area = _____

f.



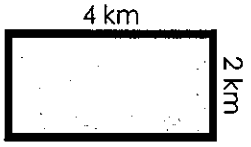
area = _____

g.



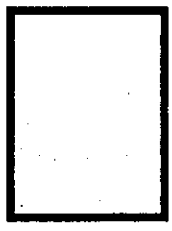
area = _____

h.



area = _____

i.



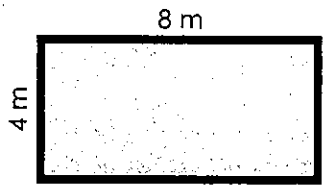
area = _____

ANSWER KEY

Area of a Rectangle

To find the area of a rectangle, multiply the length by the width.

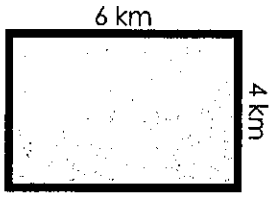
example:



area = 4 m x 8 m = **32 square meters**

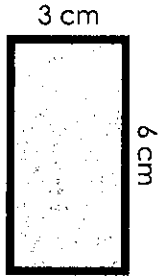
Find the area of each rectangle by multiplying

a.



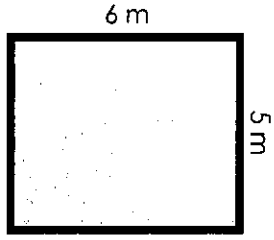
area = **24 square km**

b.



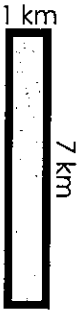
area = **18 square cm**

c.



area = **30 square m**

d.

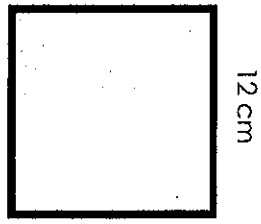


area = **7 square km**

e.

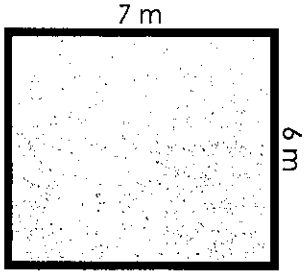
area = **33 square cm**

f.



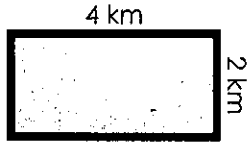
area = **144 square cm**

g.



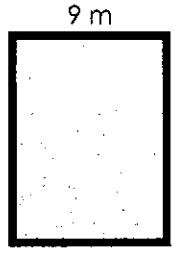
area = **42 square m**

h.



area = **8 square km**

i.

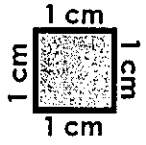


area = **108 square m**

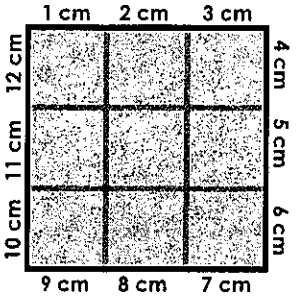
Name: _____

Perimeter of a Shape

Find the perimeter of each shape.

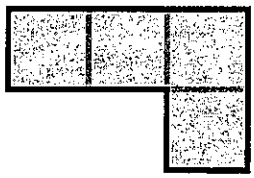


a.

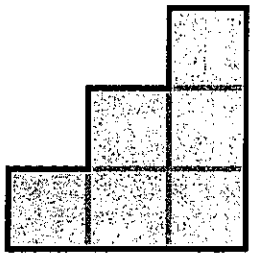


12 cm

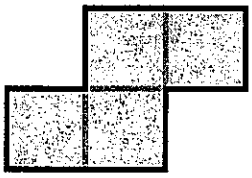
b.



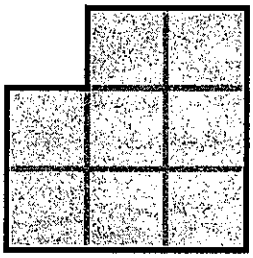
c.



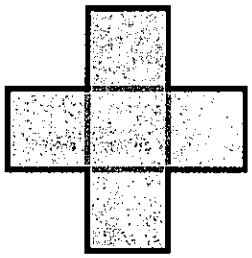
d.



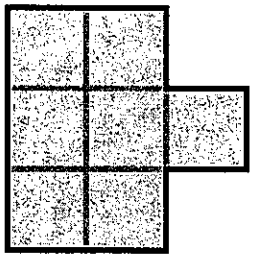
e.



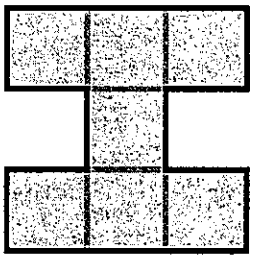
f.



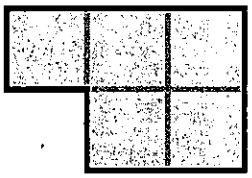
g.



h.



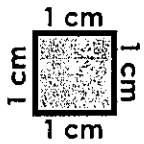
i.



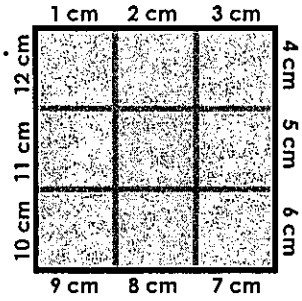
ANSWER KEY

Perimeter of a Shape

Find the perimeter of each shape.

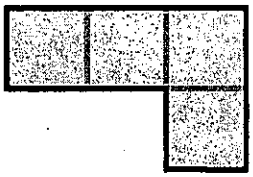


a.



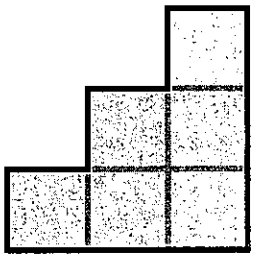
12 cm

b.



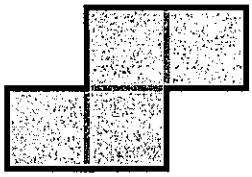
10 cm

c.



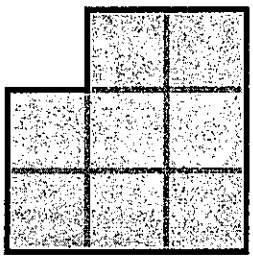
12 cm

d.



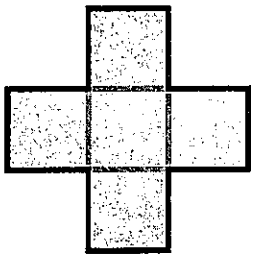
10 cm

e.



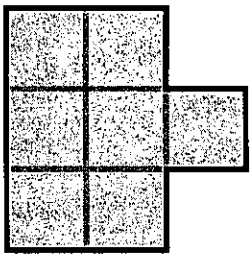
12 cm

f.



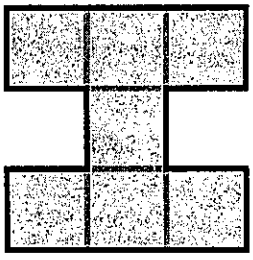
12 cm

g.



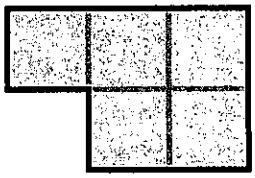
12 cm

h.



16 cm

i.



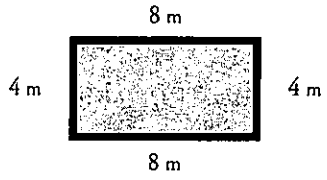
10 cm

Name: _____

Perimeter

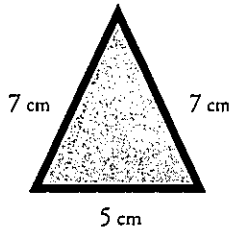
Find the perimeter of each polygon.

a.



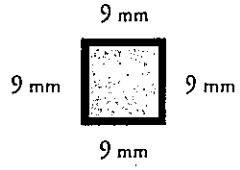
Perimeter = _____

b.



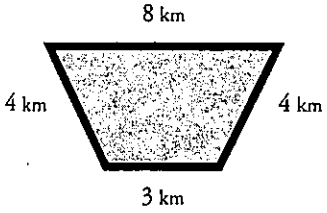
Perimeter = _____

c.



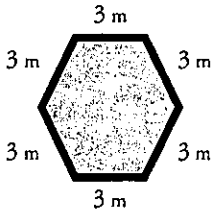
Perimeter = _____

d.



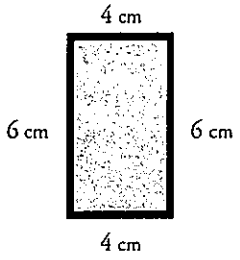
Perimeter = _____

e.



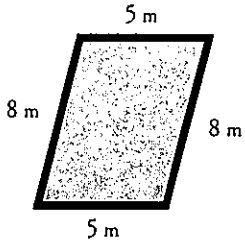
Perimeter = _____

f.



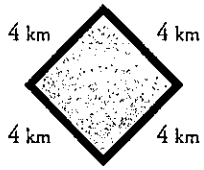
Perimeter = _____

g.



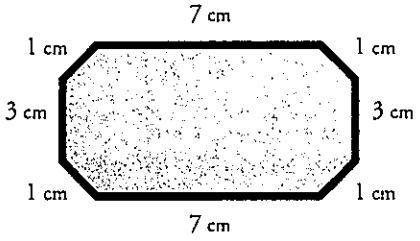
Perimeter = _____

h.



Perimeter = _____

i.



Perimeter = _____

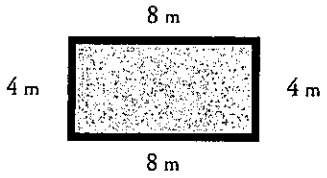
Bonus Box: Write the names of the polygons pictured above.

ANSWER KEY

Perimeter

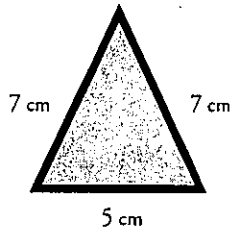
Find the perimeter of each polygon.

a.



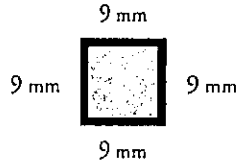
Perimeter = **24 m**

b.



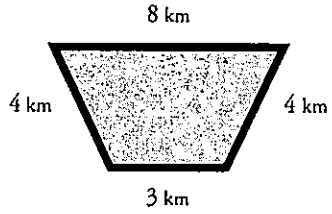
Perimeter = **19 cm**

c.



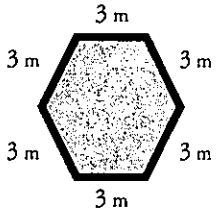
Perimeter = **36 mm**

d.



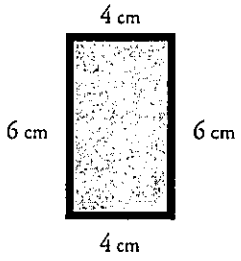
Perimeter = **19 km**

e.



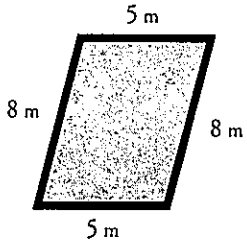
Perimeter = **18 m**

f.



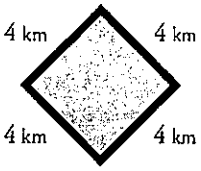
Perimeter = **20 cm**

g.



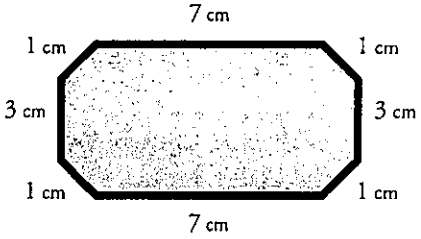
Perimeter = **26 m**

h.



Perimeter = **16 km**

i.



Perimeter = **24 cm**

Bonus Box: Write the names of the polygons pictured above.

rectangle
trapezoid
parallelogram

triangle
hexagon
diamond or square

square
rectangle
octagon

Name: _____

Making a Line Plot

Miss Smith is a music teacher. She gave her students a 6-question quiz about famous composers. The list below shows the scores her students received on the quiz.

6, 6, 5, 4, 6, 4, 5, 3, 6, 0, 1, 6, 3, 3, 6, 5

Use the data on the above to make a line plot. Be sure you write numbers on the axis, label the axis, write a title, and use Xs to represent students.

title:_____

axis label:_____

How many students scored exactly 3? _____

How many students scored higher than 3? _____

How many students scored less than 3? _____

What score did the highest number of students receive? _____

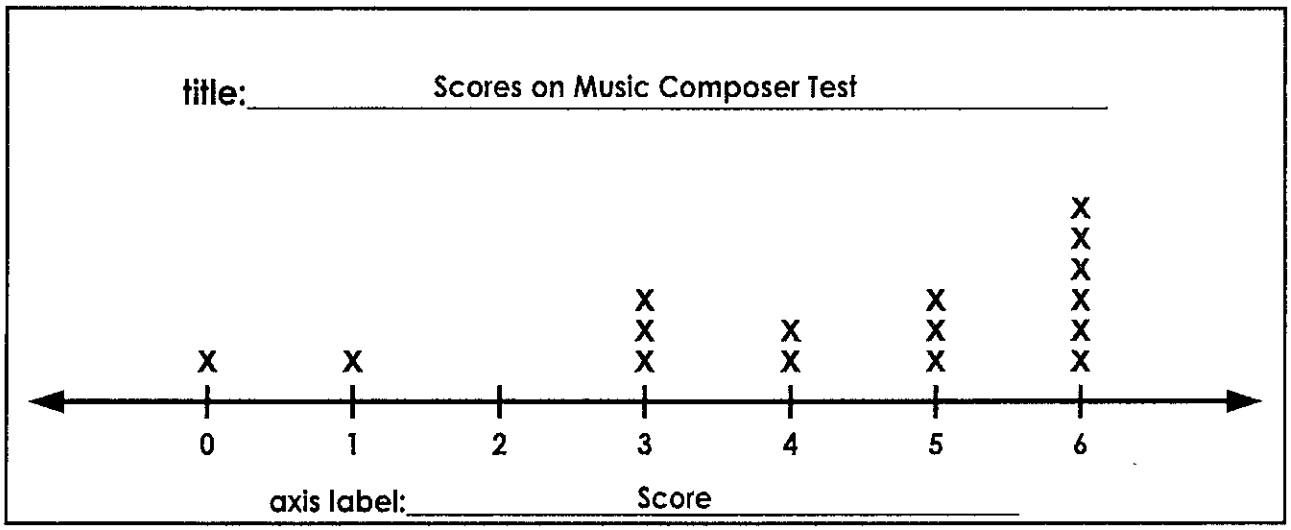
ANSWER KEY

Making a Line Plot

Miss Smith is a music teacher. She gave her students a 6-question quiz about famous composers. The list below shows the scores her students received on the quiz.

6, 6, 5, 4, 6, 4, 5, 3, 6, 0, 1, 6, 3, 3, 6, 5

Use the data on the above to make a line plot. Be sure you write numbers on the axis, label the axis, write a title, and use Xs to represent students.



How many students scored exactly 3? **3 students**

How many students scored higher than 3? **11 students**

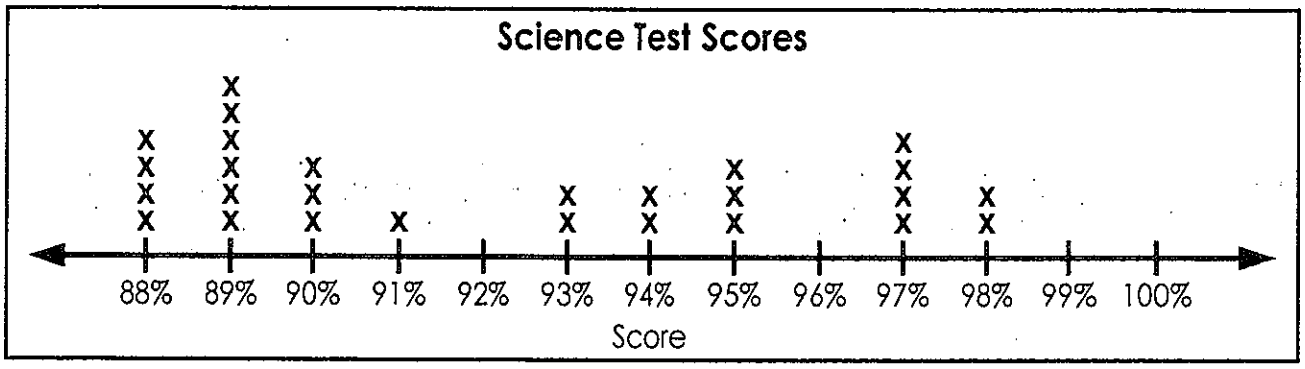
How many students scored less than 3? **2 students**

What score did the highest number of students receive? **6 points**

Name: _____

Line Plots

Mr. Bradley is very proud of all the students in his science class. They all studied hard and did an excellent job on last week's science test. Everyone in the class scored an 88% or higher! The line plot below shows the score distribution.



1. How many students received a score of 94%? _____

2. What was the highest score in the class? _____

3. What was the lowest score in the class? _____

4. How many students received a score in the 80s? _____

5. How many students received a score in the 90s? _____

6. How many students scored 93% or less? _____

7. How many students are in Mr. Bradley's science class? _____

8. Mr. Bradley decides to give each student two percentage bonus points on their last test for participating in class. Explain how you could change the graph to show the new test scores.

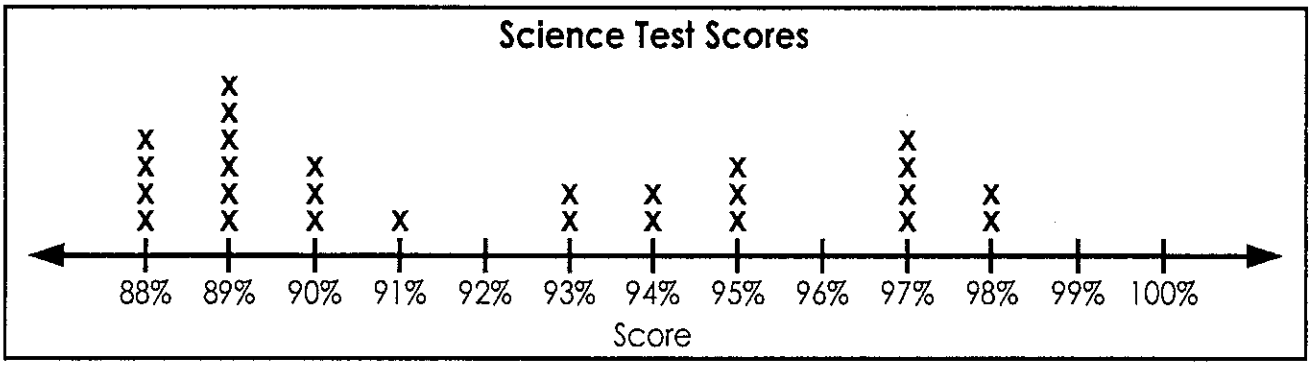
_____

_____

ANSWER KEY

Line Plots

Mr. Bradley is very proud of all the students in his science class. They all studied hard and did an excellent job on last week's science test. Everyone in the class scored an 88% or higher! The line plot below shows the score distribution.



1. How many students received a score of 94%? **2**
2. What was the highest score in the class? **98%**
3. What was the lowest score in the class? **88%**
4. How many students received a score in the 80s? **10 students**
5. How many students received a score in the 90s? **17 students**
6. How many students scored 93% or less? **16 students**
7. How many students are in Mr. Bradley's science class? **27 students**
8. Mr. Bradley decides to give each student two percentage bonus points on their last test for participating in class. Explain how you could change the graph to show the new test scores.

   Each number on the number line at the bottom of the graph would increase by 2.