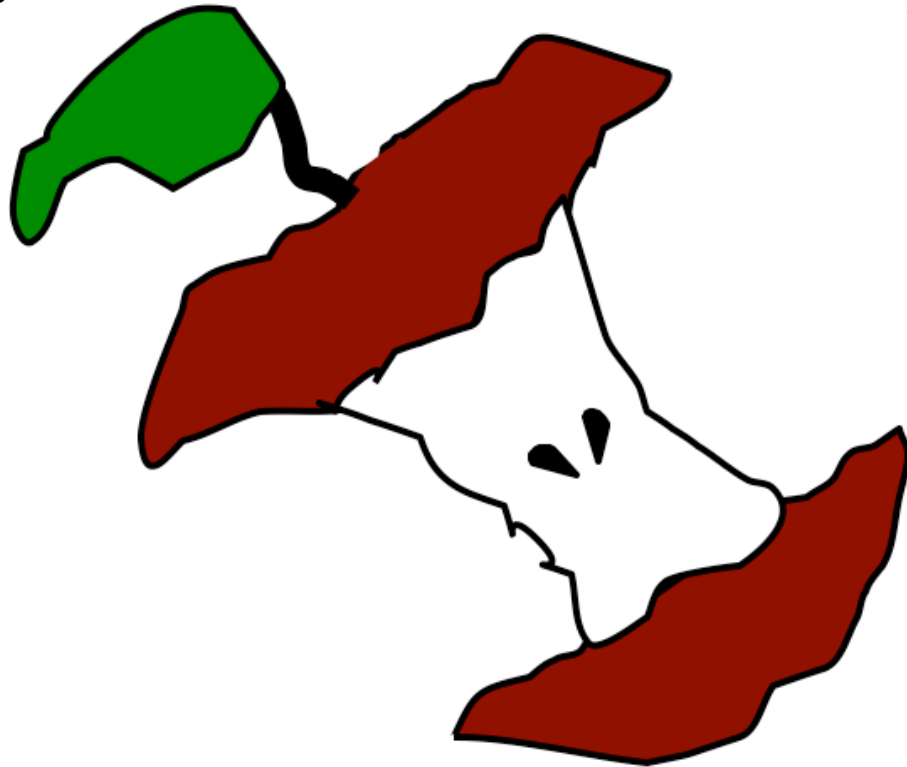


Cut to the Core



3rd Grade Math Homework

Based on the Utah State Core
Standards and Objectives

3rd Grade Math Homework
(Standards Based)
created by Lara Dean

Over the years I have recognized the need for a homework program that reviewed the Standards and Objectives of the Utah State Core Curriculum. I have tried many mixed review workbooks, but none of them were based upon Utah's Core. There was either more than or not enough of what my students needed.

Last year the Salt Lake City School District created a pacing map for teachers to follow. The pacing map has helped to ensure all of the Utah Core Standards and Objectives in Mathematics are covered before state testing. In addition, students who transfer have little disruption in their math education.

Based upon this pacing map, I have created monthly concepts review sheets. Each month I focus my instruction, assignments, and activities around the concepts outlined on the pacing map. At the end of each month I work through the first homework sheet for that month on the overhead as a whole class activity. (The homework sheets have the month name for traditional schools and the month number for year round schools. They correspond with the pacing map). After we work through the first sheet together, it goes home for homework. The review sheet for that month is sent home every week.

At the end of each month I add a new review sheet for the students. By the end of December, the class gets a review of September, October, November, and December every week. By the end of April, when it is time to review for CRT's, they are getting a thorough review of the Utah Math Core every two weeks.

Most of the concepts from the core are in here. One thing missing is the opportunity for the students to "model" or "demonstrate" how to do something. Nets and \$1 bills are not represented on these homework sheets either.

In April there is more on time than is required. In my classroom I use the book **The Time Song** (Rozanne Lanczak Williams ISBN: 1574710044). It covers the measurements of time with a catchy tune, and my class adds a verse or two for the measurements of time that are not in the book..

Benefits of this Homework Program

- The students get continuous review on the concepts for their grade level based upon the Utah State Core Standards and Objectives.
- There are numerous opportunities for re-teaching.
- It is easy to assess what new students know and what they still need to learn.
- The homework cycles in a way that helps ELL students become familiar not only with the computation, but also the vocabulary and concepts.
- The homework sheets provide a focus for what I need to cover and/or review.
- I have included most of the Target Vocabulary for each grade. Difficult concepts or concepts which may be new for the students are in bold type for emphasis.
- Certain concepts have definitions or examples with them so the students remember what to do when they get home. Parents have found this helpful to them too.
- Homework can be done with little or no help from home because it is a review of what has already been taught.
- The students remember concepts at testing time because they have reviewed them at least every other week after initially learning them.
- The worksheets come in handy when there is a guest teacher.
- The worksheets cover most concepts in the Core, not just the concepts that are likely to be on the test. (Hopefully this will make teachers in the next grade happy!)
- You can use the previous year's worksheets as a review at the beginning of the year.
- There are different kinds of problems: multiple choice, computation, short answer, oral language (poems), comparisons, and opportunities to illustrate their thinking with pictorial representations.
- They can be used as pre and post-tests.
- The variety of problems and format on each page is just enough to keep the concepts fresh in the students' minds.
- Once all 12 worksheets have been used for a certain month, you can start at the beginning and reuse them. The students don't notice.

To find the pacing map for your grade go to:

<http://www.slc.k12.ut.us/depts/learningsvcs/curr/math/>

- 1) Click on the name Kim Colton at the top of the page.
- 2) Under "Kim's Page" click on SFAW Pacing Maps
- 3) Click on your grade level

Name_____ September Concepts Review (Month 1) #1

Write 36 in **expanded form**: _____

Which digit is in the **one's** place?_____ What is its **value**?_____

Which digit is in the **ten's** place?_____ What is its **value**?_____

Look at the number **64**.

(Show your work)

What would it be if it was 10 more?_____

+ _____ - _____

What would it be if it was 10 less?_____

42 is written this way in expanded form:

- a) $4 + 2$
- b) $40 + 20$
- c) $40 + 2$

42 is written this way in place value form:

- a) 4 tens, 2 ones
- b) 40 tens, 2 ones
- c) 4 ones, 2 ones

How do you read the number 87?

- a) eight seven
- b) eighty-seven
- c) eight seventy

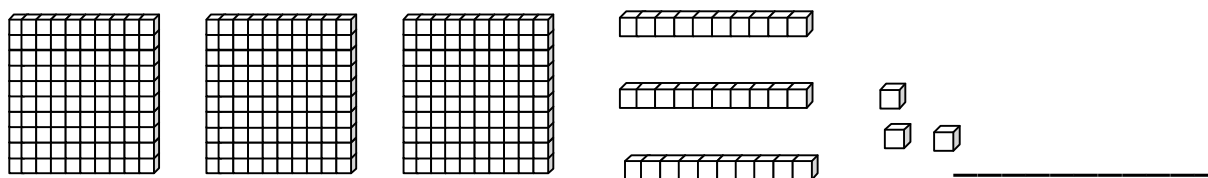
Write a **numeral** (number) with 4 tens, and 5 ones: _____

The **Identity Property of Addition** states that any number added to zero always _____ the _____.

Example: $7 + 0 = \underline{\hspace{2cm}}$

Draw a picture showing $2 + 4 = 6$

What number is shown with these place value blocks?



50 is the same as:

(When in doubt, work it out!)

- a) $12 + 12$
- b) $20 + 20$
- c) $60 - 10$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $3 + 2 = \underline{\hspace{2cm}}$ and $2 + 3 = \underline{\hspace{2cm}}$

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name_____ September Concepts Review (Month 1) #2

Write 75 in **expanded form**: _____

Which digit is in the **one's** place?_____ What is its **value**?_____

Which digit is in the **ten's** place?_____ What is its **value**?_____

Look at the number **85**.

(Show your work)

What would it be if it was 10 more?_____

+ _____ - _____

What would it be if it was 10 less?_____

37 is written this way in expanded form:

- a) $30 + 70$
- b) $30 + 7$
- c) $3 + 7$

37 is written this way in place value form:

- a) 3 tens, 7 ones
- b) 3 tens, 70 ones
- c) 3 ones, 7 ones

How do you read the number 15?

- a) ten five
- b) fifteen
- c) one ten and five

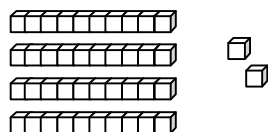
Write a **numeral** (number) with 2 tens, and 4 ones:

The **Identity Property of Addition** states that any number added to zero always _____ the _____.

Example: $16 + 0 = \underline{\hspace{2cm}}$

Draw a picture to show $7 + 2 = 9$

What number is shown with these place value blocks?



20 is the same as:

(When in doubt, work it out!)

- a) $12 + 8$
- b) $20 - 10$
- c) $40 - 10$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $7 + 4 = \underline{\hspace{2cm}}$ and $4 + 7 = \underline{\hspace{2cm}}$

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name_____ September Concepts Review (Month 1) #3

Write 29 in **expanded form**: _____

Which digit is in the **one's** place?_____ What is its **value**?_____

Which digit is in the **ten's** place?_____ What is its **value**?_____

Look at the number **28**.

(Show your work)

What would it be if it was 10 more?_____

+ _____ - _____

What would it be if it was 10 less?_____

94 is written this way in expanded form:

- a) $90 + 4$
- b) $90 + 40$
- c) $9 + 40$

94 is written this way in place value form:

- a) 90 tens, 4 ones
- b) 9 tens, 4 ones
- c) 9 ones, 40 ones

How do you read the number 84?

- a) eighty and four
- b) eighty-four
- c) eight four

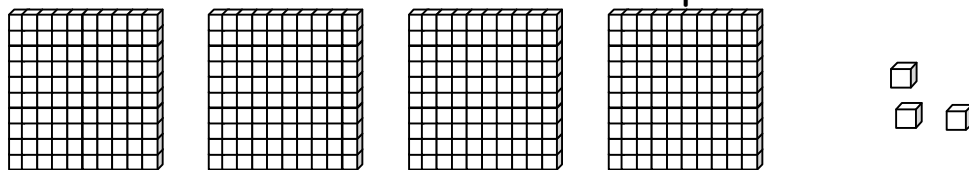
Write a **numeral** (number) with 7 tens, and 3 ones:

The **Identity Property of Addition** states that any number added to zero always _____ the _____.

Example: $12 + 0 = \underline{\hspace{2cm}}$

Draw a picture that shows $5 + 5 = 10$

What number is shown with these place value blocks?



12 is the same as: (When in doubt, work it out!)

- a) $12 + 12$
- b) $20 - 8$
- c) $10 + 4$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $9 + 2 = \underline{\hspace{2cm}}$ and $2 + 9 = \underline{\hspace{2cm}}$

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name_____ September Concepts Review (Month 1) #4

Write 76 in **expanded form**: _____

Which digit is in the **one's** place?_____ What is its **value**?_____

Which digit is in the **ten's** place?_____ What is its **value**?_____

Look at the number **77**.

(Show your work)

What would it be if it was 10 more?_____

+ _____ - _____

What would it be if it was 10 less?_____

17 is written this way in expanded form:

- a) $10 + 7$
- b) $1 + 7$
- c) $1 + 70$

38 is written this way in place value form:

- a) 30 tens, 8 ones
- b) 30 tens, 80 ones
- c) 3 tens, 8 ones

How do you read the number 34?

- a) thirty-four
- b) three four
- c) three forty

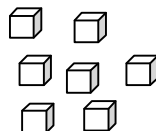
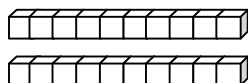
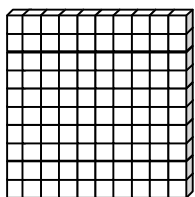
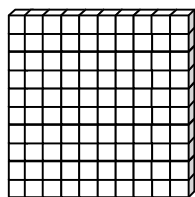
Write a **numeral** (number) with 3 tens, 7 ones: _____

The **Identity Property of Addition** states that any number added to zero always _____ the _____.

Example: $19 + 0 = \underline{\hspace{2cm}}$

Draw a picture that shows $6 + 4 = 10$

What number is shown with these place value blocks?



28 is the same as:

(When in doubt, work it out!)

a) $12 + 14$

b) $34 - 2$

c) $13 + 15$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $3 + 8 = \underline{\hspace{2cm}}$ and $8 + 3 = \underline{\hspace{2cm}}$

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name_____ September Concepts Review (Month 1) #5

Write 365 in **expanded form**: _____

Which digit is in the **one's** place?_____ What is its **value**?_____

Which digit is in the **ten's** place?_____ What is its **value**?_____

Which digit is in the **hundred's** place?_____ What is its **value**?_____

Look at the number **215**.

(Show your work)

What would it be if it was 10 more?_____

+ _____ - _____

What would it be if it was 10 less?_____

374 is written this way in expanded form:

- a) $30 + 70 + 4$
- b) $300 + 7 + 4$
- c) $300 + 70 + 4$

428 is written this way in place value form:

- a) 4 tens, 2 ones, 8 thousands
- b) 40 hundreds, 2 tens, 8 ones
- c) 4 hundreds, 2 tens, 8 ones

How do you read the number 287?

- a) two hundred eight seven
- b) two eighty-seven
- c) two hundred eighty-seven

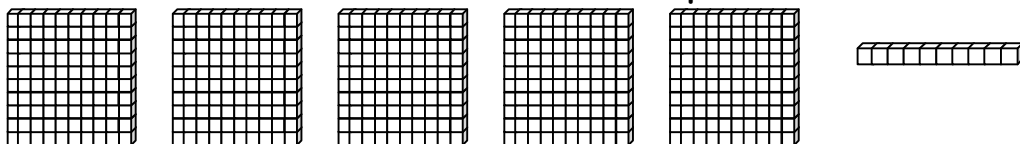
Write a **numeral** (number) with 6 hundreds, 4 tens, and 5 ones:

The **Identity Property of Addition** states that any number added to zero always _____ the _____.

Example: $37 + 0 =$ _____

Draw a picture that shows $3 + 3 = 6$

What number is shown with these place value blocks?



25 is the same as:

(When in doubt, work it out!)

a) $12 + 13$

b) $35 - 5$

c) $13 + 11$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $(10 + 2) + 3 =$ _____ and $(3 + 2) + 10 =$ _____

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name _____ September Concepts Review (Month 1) #6

Write 416 in **expanded form**: _____

Which digit is in the **one's** place? _____ What is its **value**? _____

Which digit is in the **ten's** place? _____ What is its **value**? _____

Which digit is in the **hundred's** place? _____ What is its **value**? _____

Look at the number **537**.

(Show your work)

What would it be if it was 10 more? _____

+ _____ - _____

What would it be if it was 10 less? _____

286 is written this way in expanded form:

- a) $200 + 80 + 6$
- b) $2 + 8 + 6$
- c) $20 + 80 + 60$

487 is written this way in place value form:

- a) 4 hundreds, 8 hundreds, 7 hundreds
- b) 4 hundreds, 8 tens, 7 ones
- c) 4 hundreds, 7 tens, 8 ones

How do you read the number 486?

- a) four hundred eighty-six
- b) four hundred and eighty and six
- c) two hundred and eighty-six

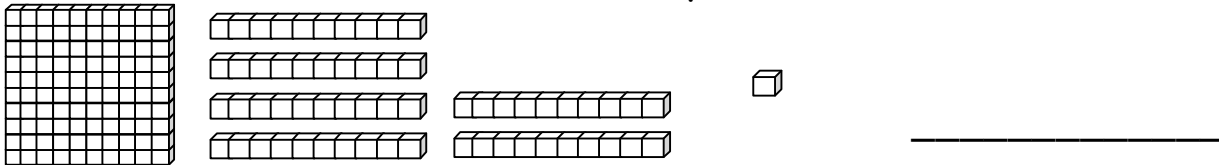
Write a **numeral** (number) with 3 hundreds, 5 tens, and 3 ones:

The **Identity Property of Addition** states that any number added to zero always _____.

Example: $57 + 0 =$ _____

Draw a picture that shows $6 + 6 = 12$

What number is shown with these place value blocks?



13 is the same as:

(When in doubt, work it out!)

- a) $12 + 4$
- b) $20 - 6$
- c) $10 + 3$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $(1 + 3) + 5 =$ _____ and $(5 + 3) + 1 =$ _____

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name _____ September Concepts Review (Month 1) #7

Write 283 in **expanded form**: _____

Which digit is in the **one's** place? _____ What is its **value**? _____

Which digit is in the **ten's** place? _____ What is its **value**? _____

Which digit is in the **hundred's** place? _____ What is its **value**? _____

Look at the number **846**.

(Show your work)

What would it be if it was 10 more? _____

+ _____ - _____

What would it be if it was 10 less? _____

348 is written this way in expanded form:

- a) $30 + 80 + 4$
- b) $300 + 8 + 4$
- c) $300 + 40 + 8$

587 is written this way in place value form:

- a) 5 tens, 8 ones, 7 thousands
- b) 5 hundreds, 8 tens, 7 ones
- c) 500 hundreds, 20 tens, 8 ones

How do you read the number 347?

- a) three hundred forty-seven
- b) three hundred plus forty-seven
- c) three hundreds and forty-seven ones

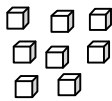
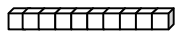
Write a **numeral** (number) with 5 hundreds, 4 tens, and 8 ones:

The **Identity Property of Addition** states that any number added to zero always _____.

Example: $75 + 0 =$ _____

Draw a picture that shows $3 + 7 = 10$

What number is shown with these place value blocks?



32 is the same as:

(When in doubt, work it out!)

a) $14 + 12$

b) $40 - 8$

c) $20 + 14$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $(17 + 2) + 1 =$ _____ and $(2 + 17) + 1 =$ _____

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name _____ September Concepts Review (Month 1) #8

Write 479 in **expanded form**: _____

Which digit is in the **one's** place? _____ What is its **value**? _____

Which digit is in the **ten's** place? _____ What is its **value**? _____

Which digit is in the **hundred's** place? _____ What is its **value**? _____

Look at the number **458**.

(Show your work)

What would it be if it was 10 more? _____

+ _____ - _____

What would it be if it was 10 less? _____

769 is written this way in expanded form:

- a) $70 + 60 + 0$
- b) $700 + 90 + 6$
- c) $700 + 60 + 9$

739 is written this way in place value form:

- a) 7 tens, 3 ones, 9 hundreds
- b) 700 hundreds, 30 tens, 9 ones
- c) 7 hundreds, 3 tens, 9 ones

How do you read the number 572?

- a) five hundred twenty-seven
- b) five hundred seventy-two
- c) five hundred seventy

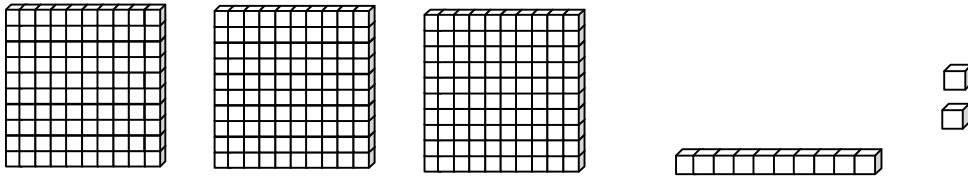
Write a **numeral** (number) with 2 hundreds, 7 tens, and 2 ones:

The **Identity Property of Addition** states that any number added to zero always _____ the _____.

Example: $93 + 0 =$ _____

Draw a picture that shows $2 + 3 + 5 = 10$

What number is shown with these place value blocks?



14 is the same as:

(When in doubt, work it out!)

- a) $6 + 6$
- b) $7 + 7$
- c) $8 + 8$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $(10 + 12) + 4 =$ _____ and $(4 + 12) + 10 =$ _____

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name _____ September Concepts Review (Month 1) #9

Write 1,479 in **expanded form**: _____

Which digit is in the **one's** place? _____ What is its **value**? _____

Which digit is in the **ten's** place? _____ What is its **value**? _____

Which digit is in the **hundred's** place? _____ What is its **value**? _____

Which digit is in the **thousand's** place? _____ What is its **value**? _____

Look at the number **167**.

(Show your work)

What would it be if it was 10 more? _____

+ _____ - _____

What would it be if it was 10 less? _____

6,291 is written this way in expanded form:

a) $600 + 200 + 900 + 100$

b) $6 + 2 + 9 + 1$

c) $6,000 + 200 + 90 + 1$

2,180 is written this way in place value form:

a) 2 hundred, 8 tens

b) 2 thousand, 1 hundred, 8 tens

c) 2 hundreds, 1 ten, 8 ones

How do you read the number 2,870?

a) two hundred eighty-seven

b) two thousand eighty-seven

c) two thousand, eight hundred seventy

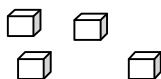
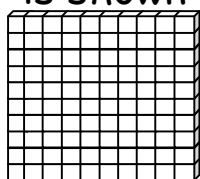
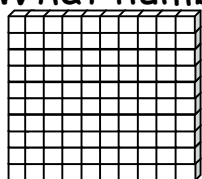
Write a **numeral** (number) with 8 thousands, 6 hundreds, 4 tens, and 5 ones: _____

The **Identity Property of Addition** states that any number added to zero always _____.

Example: $143 + 0 =$ _____

Draw a picture that shows $4 + 4 + 7 = 15$

What number is shown with these place value blocks?



50 is the same as:

(When in doubt, work it out!)

a) $60 - 20$

b) $20 + 20$

c) $25 + 25$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $(3 + 2) + 9 =$ _____ and $(9 + 2) + 3 =$ _____

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name_____ September Concepts Review (Month 1) #10

Write 2,437 in **expanded form**: _____

Which digit is in the **one's** place?_____ What is its **value**?_____

Which digit is in the **ten's** place?_____ What is its **value**?_____

Which digit is in the **hundred's** place?_____ What is its **value**?_____

Which digit is in the **thousand's** place?_____ What is its **value**?_____

Look at the number **373**.

(Show your work)

What would it be if it was 10 more?_____

+ _____ - _____

What would it be if it was 10 less?_____

1,324 is written this way in expanded form:

a) $1,000 + 300 + 20 + 4$

b) $1 + 3 + 2 + 4$

c) $1,000 + 3,000 + 200 + 40$

4,382 is written this way in place value form:

a) 4 thousand, 8 hundreds, 3 tens, 2 ones

b) 4 thousand, 3 hundred, 8 tens

c) 4 thousands, 3 hundreds, 8 tens, 2 ones

How do you read the number 8,860?

a) eight thousand, eight hundred sixty

b) eight thousand, eight hundred and sixty

c) eight thousand, eighty-six

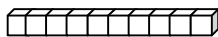
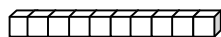
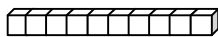
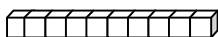
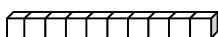
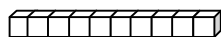
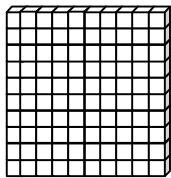
Write a **numeral** (number) with 2 thousands, 0 hundreds, 4 tens, and 2 ones: _____

The **Identity Property of Addition** states that any number added to zero always _____ the _____.

Example: $27 + 0 =$ _____

Draw a picture that shows $2 + 2 + 6 = 10$

What number is shown with these place value blocks?



17 is the same as:

(When in doubt, work it out!)

a) $6 + 11$

b) $20 - 4$

c) $9 + 9$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $(3 + 1) + 2 =$ _____ and $(2 + 3) + 1 =$ _____

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name _____ September Concepts Review (Month 1) #11

Write 9,409 in **expanded form**: _____

Which digit is in the **one's** place? _____ What is its **value**? _____

Which digit is in the **ten's** place? _____ What is its **value**? _____

Which digit is in the **hundred's** place? _____ What is its **value**? _____

Which digit is in the **thousand's** place? _____ What is its **value**? _____

Look at the number **241**.

(Show your work)

What would it be if it was 10 more? _____

+ _____ - _____

What would it be if it was 10 less? _____

3,128 is written this way in expanded form:

a) $3,000 + 100 + 20 + 80$

b) $3 + 1 + 2 + 8$

c) $3,000 + 100 + 20 + 8$

7,290 is written this way in place value form:

a) 7 hundreds, 2 tens, 9 ones

b) 7 thousands, 2 hundreds, 9 tens

c) 7 thousands, 2 hundreds, 9 ones

How do you read the number 8,045?

a) eight hundred forty-five

b) eight thousand forty-five

c) eight thousand four hundred five

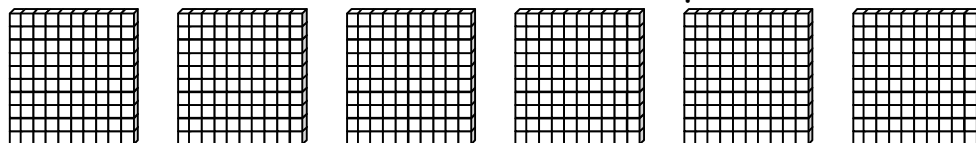
Write a **numeral** (number) with 6 thousands, 0 hundreds, 0 tens, and 5 ones: _____

The **Identity Property of Addition** states that any number added to zero always _____ the _____.

Example: $0 + 25 =$ _____

Draw a picture that shows $1 + 3 + 6 = 10$

What number is shown with these place value blocks?



42 is the same as:

(When in doubt, work it out!)

a) $12 + 20$

b) $22 + 20$

c) $34 + 12$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $(2 + 5) + 9 =$ _____ and $(9 + 2) + 5 =$ _____

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name_____ September Concepts Review (Month 1) #12

Write 2,075 in **expanded form**: _____

Which digit is in the **one's** place?_____ What is its **value**?_____

Which digit is in the **ten's** place?_____ What is its **value**?_____

Which digit is in the **hundred's** place?_____ What is its **value**?_____

Which digit is in the **thousand's** place?_____ What is its **value**?_____

Look at the number **310**.

(Show your work)

What would it be if it was 10 more?_____

+ _____ - _____

What would it be if it was 10 less?_____

8,020 is written this way in expanded form:

a) 8,000 + 200

b) 8,000 + 2

c) 8,000 + 20

9,500 is written this way in place value form:

a) 9 hundreds, 5 tens

b) 9 thousands, 5 hundreds

c) 9 thousands, 5 tens

How do you read the number 1,070?

a) one thousand seventy

b) one thousand seven hundred

c) one thousand seven

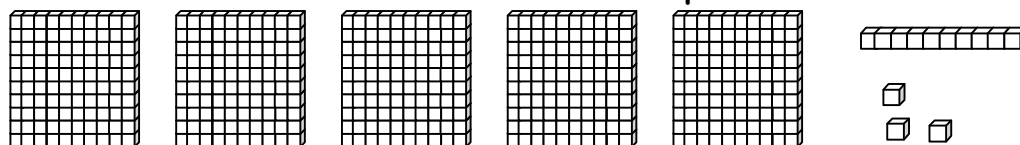
Write a **numeral** (number) with 5 thousands, 0 hundreds, 1 tens, and 5 ones: _____

The **Identity Property of Addition** states that any number added to zero always _____ the _____.

Example: $55 + 0 =$ _____

Draw a picture that shows $3 + 3 + 3 = 9$

What number is shown with these place value blocks?



23 is the same as:

(When in doubt, work it out!)

- a) $26 - 3$
- b) $11 + 15$
- c) $12 + 9$

Commutative Property of Addition--

When the order of **addends** is changed, the **sum** stays the same.

Example: $(5 + 3) + 3 =$ _____ and $(5 + 5) + 3 =$ _____

Skip count by:

zeros: 0 _____ 0

ones: 1 _____ 10

twos: 2 _____ 20

fives: 5 _____ 50

Name_____ October Concepts Review (Month 2) #1

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

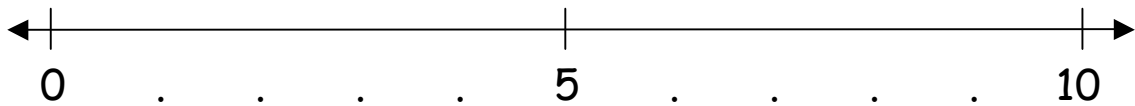
Are these numbers **even** or **odd**? Circle your answer.

32 even odd

83 even odd

93 even odd

Put these **whole numbers** in their correct place on the **number line**: 3, 7, 1



Compare these whole numbers using < > or =

17 ○ 18

17 ○ 12

125 ○ 125

316 ○ 361

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a polygon design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 34 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ + 46 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 11 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $10 - 4 = 6$

Write a story problem using this **number sentence**: $4 + 7 = 11$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name _____ October Concepts Review (Month 2) #2

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

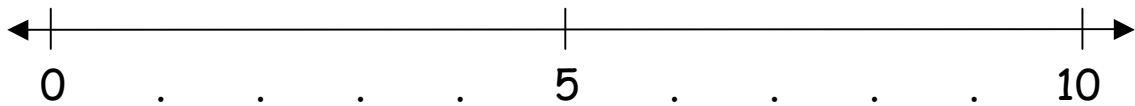
Are these numbers **even** or **odd**? Circle your answer.

36 even odd

24 even odd

74 even odd

Put these **whole numbers** in their correct place on the **number line**: 2, 4, 6



Compare these whole numbers using $<$ $>$ or $=$

35 ○ 18

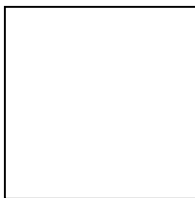
25 ○ 17

125 ○ 251

316 ○ 316

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 46 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 46 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 11 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $8 - 4 = 4$

Write a story problem using this **number sentence**: $5 + 5 = 10$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name _____ October Concepts Review (Month 2) #3

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

Are these numbers **even** or **odd**? Circle your answer.

33 even odd

26 even odd

53 even odd

Put these **whole numbers** in their correct place on the **number line**: 1, 6, 9



Compare these whole numbers using $<$ $>$ or $=$

64 63

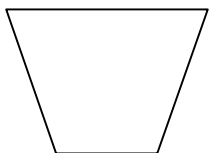
15 17

346 356

361 352

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 35 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 16 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $12 - 6 = 6$

Write a story problem using this **number sentence**: $6 + 7 = 13$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name _____ October Concepts Review (Month 2) #4

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

Are these numbers **even** or **odd**? Circle your answer.

14 even odd

25 even odd

73 even odd

Put these **whole numbers** in their correct place on the **number line**: 3, 4, 6



Compare these whole numbers using < > or =

35 ○ 39

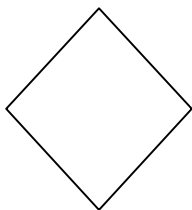
12 ○ 52

263 ○ 136

125 ○ 126

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 36 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 46 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 61 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ + 61 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $10 - 5 = 5$

Write a story problem using this **number sentence**: $8 + 4 = 12$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name _____ October Concepts Review (Month 2) #5

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

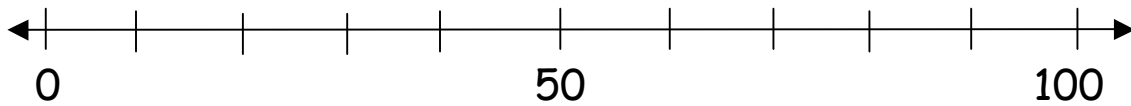
Are these numbers **even** or **odd**? Circle your answer.

62 even odd

66 even odd

36 even odd

Put these **whole numbers** in their correct place on the **number line**: 10, 40, 90



Compare these whole numbers using $<$ $>$ or $=$

35 36

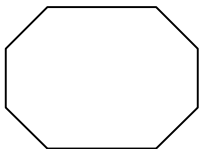
36 36

54 53

345 354

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 32 \\ + 53 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 63 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 63 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $7 - 4 = 3$

Write a story problem using this **number sentence**: $2 + 9 = 11$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name _____ October Concepts Review (Month 2) #6

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

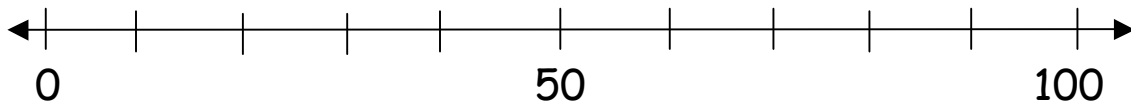
Are these numbers **even** or **odd**? Circle your answer.

32 even odd

83 even odd

93 even odd

Put these **whole numbers** in their correct place on the **number line**: 30, 60, 90



Compare these whole numbers using < > or =

24 ○ 42

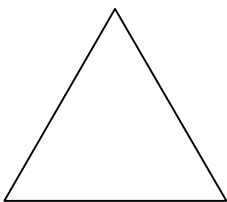
24 ○ 34

342 ○ 324

342 ○ 361

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 53 \\ + 46 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ + 74 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $15 - 5 = 10$

Write a story problem using this **number sentence**: $5 + 10 = 15$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name_____ October Concepts Review (Month 2) #7

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

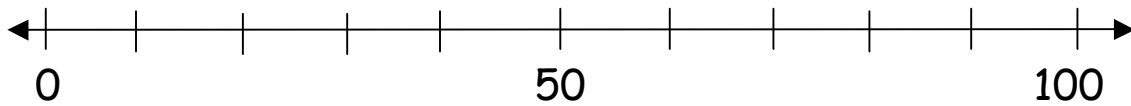
Are these numbers **even** or **odd**? Circle your answer.

62 even odd

37 even odd

85 even odd

Put these **whole numbers** in their correct place on the **number line**: 10, 20, 70



Compare these whole numbers using $<$ $>$ or $=$

74 64

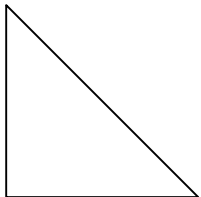
53 54

166 166

165 156

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 35 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ + 46 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 86 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $20 - 5 = 15$

Write a story problem using this **number sentence**: $8 + 8 = 16$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name _____ October Concepts Review (Month 2) #8

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

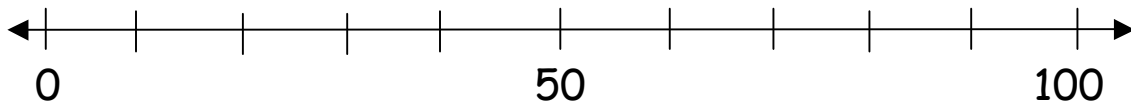
Are these numbers **even** or **odd**? Circle your answer.

95 even odd

58 even odd

47 even odd

Put these **whole numbers** in their correct place on the **number line**: 40, 60, 80



Compare these whole numbers using $<$ $>$ or $=$

35 53

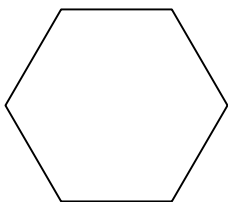
35 35

263 265

634 361

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 53 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 74 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ + 47 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ + 85 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $12 - 7 = 5$

Write a story problem using this **number sentence**: $2 + 10 = 12$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name _____ October Concepts Review (Month 2) #9

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

Are these numbers **even** or **odd**? Circle your answer.

32 even odd

83 even odd

93 even odd

Put these **whole numbers** above the letter which represents their correct place on the **number line**: 33, 47, 89



Compare these whole numbers using < > or =

65 ○ 56

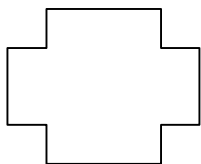
58 ○ 85

657 ○ 675

685 ○ 684

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 57 \\ + 96 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ + 47 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ + 95 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 47 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $9 - 4 = 5$

Write a story problem using this **number sentence**: $6 + 8 = 14$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name_____ October Concepts Review (Month 2) #10

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

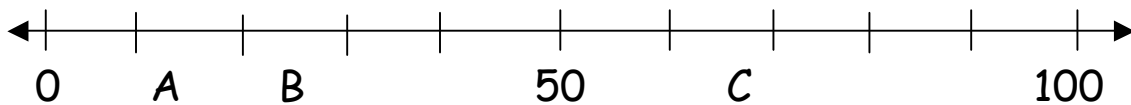
Are these numbers **even** or **odd**? Circle your answer.

48 even odd

49 even odd

50 even odd

Put these **whole numbers** above the letter which represents their correct place on the **number line**: 13, 67, 25



Compare these whole numbers using < > or =

16 ○ 18

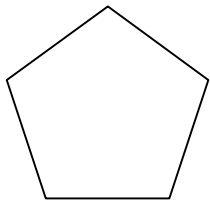
71 ○ 17

120 ○ 129

816 ○ 381

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 63 \\ + 46 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 95 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 63 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $20 - 8 = 12$

Write a story problem using this **number sentence**: $8 + 7 = 15$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name_____ October Concepts Review (Month 2) #11

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

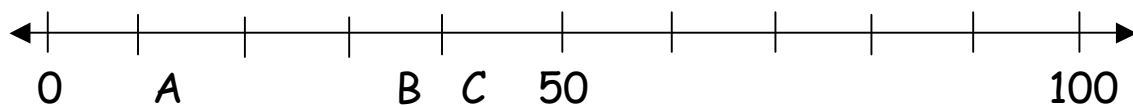
Are these numbers **even** or **odd**? Circle your answer.

63 even odd

25 even odd

40 even odd

Put these **whole numbers** above the letter which represents their correct place on the **number line**: 42, 37, 12



Compare these whole numbers using < > or =

86 ○ 18

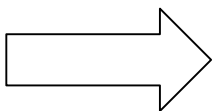
90 ○ 99

738 ○ 783

198 ○ 189

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 34 \\ + 64 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ + 90 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 96 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 49 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $8 - 4 = 4$

Write a story problem using this **number sentence**: $3 + 3 = 9$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name_____ October Concepts Review (Month 2) #12

The **even** numbers are really great, they end in 0, 2, 4, 6, and 8.

The **odd** numbers aren't so hard to find, they end in 1, 3, 5, 7, and 9!

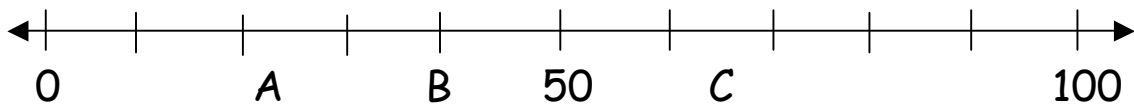
Are these numbers **even** or **odd**? Circle your answer.

10 even odd

15 even odd

20 even odd

Put these **whole numbers** above the letter which represents their correct place on the **number line**: 40, 65, 22



Compare these whole numbers using < > or =

47 ○ 59

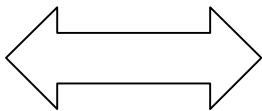
18 ○ 17

121 ○ 129

387 ○ 287

Polygon - a closed plane figure made of 3 or more line segments.

Quadrilateral - a polygon with four sides and four angles.



How many sides does this **polygon** have? _____

How many corners does it have? _____

Is this polygon a **quadrilateral**? yes no

Combine two or more polygons to create a design.

Find the **sum** to the following problems. (Remember the sum is the answer to an addition problem).

$$\begin{array}{r} 56 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 47 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 41 \\ \hline \end{array}$$

1) Ask a grown up about a time when they needed to use math this week. Briefly describe it: _____

2) Which of these strategies did they use to help them?

a) mental math

c) a calculator

e) a paper and pencil

b) estimating

d) rounding

f) other _____

Draw a picture showing $9 - 5 = 4$

Write a story problem using this **number sentence**: $7 + 9 = 16$

Skip count by:

threes: 3 _____ 30

fours: 4 _____ 40

Name _____ November Concepts Review (Month 3) #1

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical **statements**.

30 is _____ 4

30 is _____ 32.

30 is _____ 60.

Find the **sums** of these **addends**:

$$\begin{array}{r} 24 \\ +74 \\ \hline \end{array}$$

$$\begin{array}{r} 375 \\ + 353 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 1.16 \\ +\$ 2.85 \\ \hline \end{array}$$

Look at the following number:

672

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 34 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 46 \\ \hline \end{array}$$

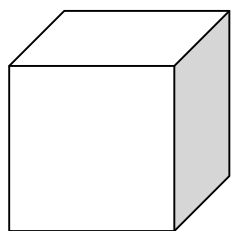
$$\begin{array}{r} 26 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 11 \\ \hline \end{array}$$

Predict what will happen:

A bag has 2 yellow candies and 15 blue candies. If you pick one out of the bag is it **more likely** to be yellow or blue? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

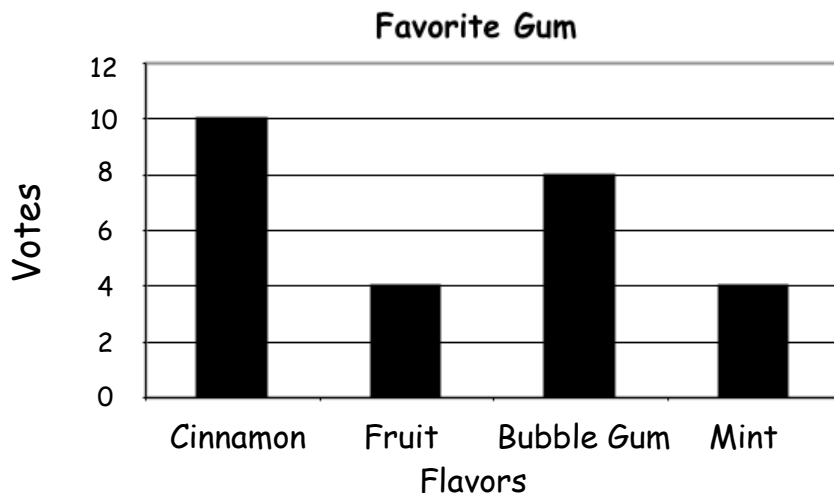
3) How many **vertices** (corners) are there? _____

Extend this **growing pattern** (it gets bigger):

2, 4, 6, 8, _____, _____, _____

Extend this **repeating pattern** (it repeats):

A B B A B B _____



How many **total** kids voted for their favorite gum? _____

Name _____ November Concepts Review (Month 3) #2

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical **statements**.

20 is _____ 5.

20 is _____ 40.

20 is _____ 25.

Find the **sums** of these **addends**:

$$\begin{array}{r} 22 \\ +64 \\ \hline \end{array}$$

$$\begin{array}{r} 753 \\ + 333 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 3.46 \\ +\$ 2.85 \\ \hline \end{array}$$

Look at the following number:

523

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 35 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ - 46 \\ \hline \end{array}$$

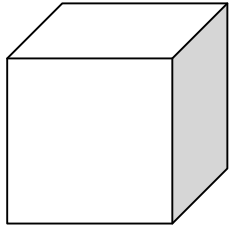
$$\begin{array}{r} 22 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 11 \\ \hline \end{array}$$

Predict what will happen:

There are 10 red candies and 5 green candies in a jar. Are you **more likely** to get red or green if you're not looking? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

3) How many **vertices** (corners) are there? _____

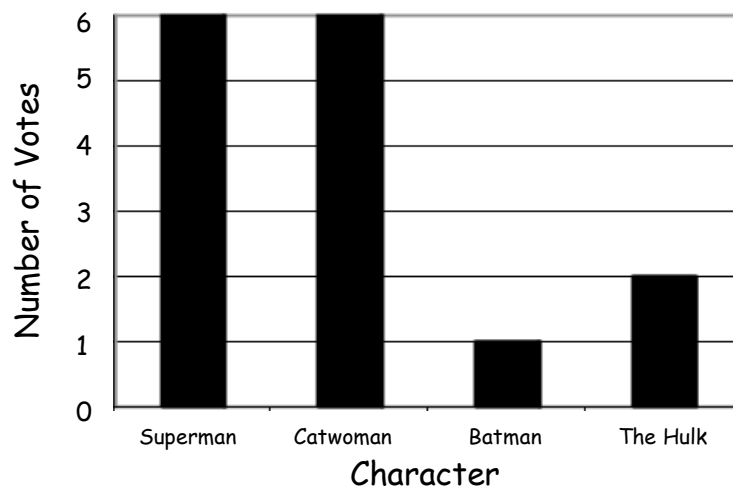
Extend this **growing pattern** (it gets bigger):

1, 3, 5, 7, _____, _____, _____

Extend this **repeating pattern** (it repeats):

A A B B _____

Favorite Movie Super Hero



How many more people voted for Catwoman than Batman? _____

Name _____ November Concepts Review (Month 3) #3

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical **statements**.

15 is _____ 20.

15 is _____ 30.

15 is _____ 6.

Find the **sums** of these **addends**:

$$\begin{array}{r} 46 \\ +74 \\ \hline \end{array}$$

$$\begin{array}{r} 364 \\ + 353 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 4.64 \\ +\$ 3.73 \\ \hline \end{array}$$

Look at the following number:

356

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 53 \\ - 12 \\ \hline \end{array}$$

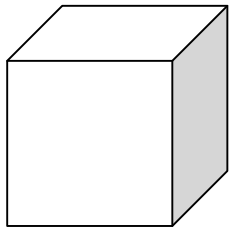
$$\begin{array}{r} 63 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ - 47 \\ \hline \end{array}$$

Predict what would happen if you flipped a penny 10 times. Would it be **more likely** to land on heads or tails? _____
Why? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

3) How many **vertices** (corners) are there? _____

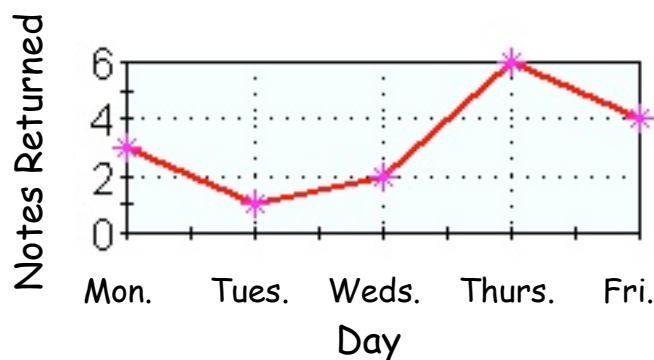
Extend this **growing pattern** (it gets bigger):

3, 6, 9, 12, _____, _____, _____

Extend this **repeating pattern** (it repeats):

A B A A A B A A _____

Fieldtrip Notes



How many notes were returned on Thursday? _____

Name _____ November Concepts Review (Month 3) #4

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical **statements**.

7 is _____ 14.

7 is _____ 6.

7 is _____ 60.

Find the **sums** of these **addends**:

$$\begin{array}{r} 52 \\ +35 \\ \hline \end{array}$$

$$\begin{array}{r} 523 \\ + 364 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 1.35 \\ +\$ 2.74 \\ \hline \end{array}$$

Look at the following number:

473

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 64 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ - 35 \\ \hline \end{array}$$

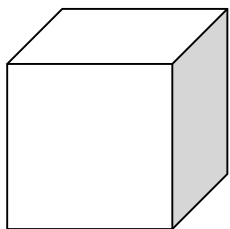
$$\begin{array}{r} 63 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ - 26 \\ \hline \end{array}$$

Predict what would happen if you closed your eyes and touched a world map. Would you be **more likely** to touch land or water?

_____ Why? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

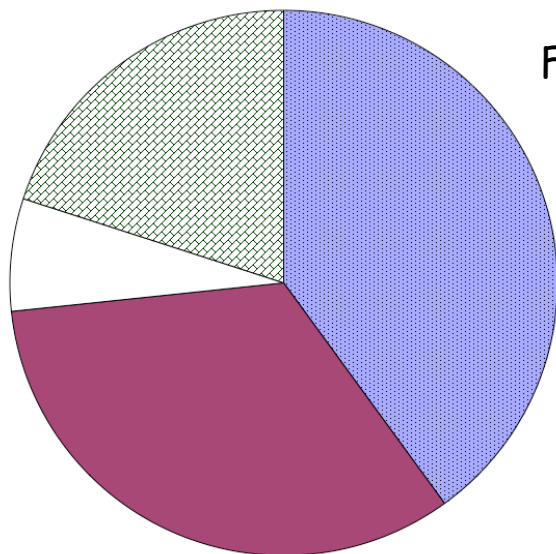
3) How many **vertices** (corners) are there? _____

Extend this **growing pattern** (it gets bigger):

4, 8, 12, 16, _____, _____, _____

Extend this **repeating pattern** (it repeats):

A B C A B C _____



Favorite Pets

■ Dog

■ Cat

□ Bird

■ Fish

Which pet is the least favorite? _____

Name _____ November Concepts Review (Month 3) #5

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical **statements**.

50 is _____ 100.

50 is _____ 48.

50 is _____ 20.

Find the **sums** of these **addends**:

$$\begin{array}{r} 36 \\ +74 \\ \hline \end{array}$$

$$\begin{array}{r} 763 \\ + 353 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 7.76 \\ +\$ 5.85 \\ \hline \end{array}$$

Look at the following number:

483

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 96 \\ - 73 \\ \hline \end{array}$$

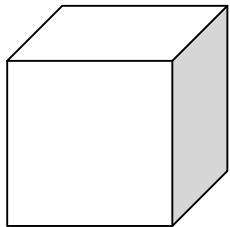
$$\begin{array}{r} 74 \\ - 36 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 36 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ - 21 \\ \hline \end{array}$$

Predict what would happen if there were two blue basketballs and one orange basketball in a bag. If you closed your eyes and took one out, which would you be **most likely** to pick? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

3) How many **vertices** (corners) are there? _____

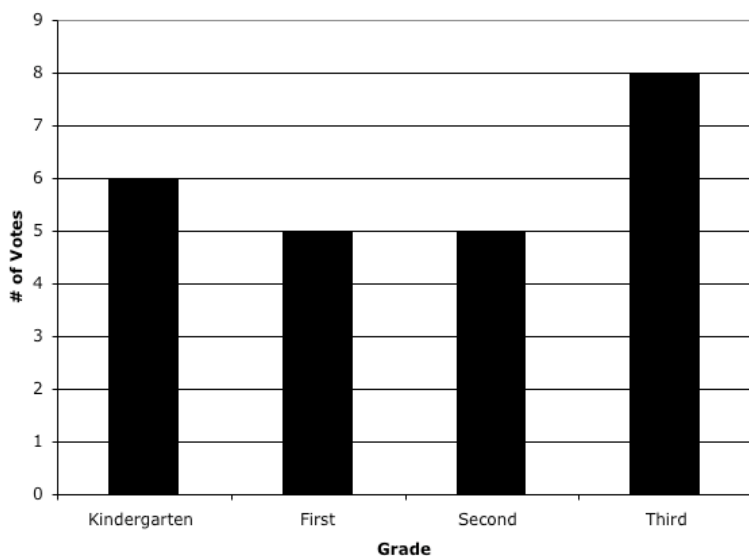
Extend this **growing pattern** (it gets bigger):

A AA AAA AAAA _____, _____, _____

Extend this **repeating pattern** (it repeats):

» # # » # # » # # _____

Favorite Teacher



How many more students like their 3rd grade teacher better than their Kindergarten teacher? _____

Name _____ November Concepts Review (Month 3) #6

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical statements.

42 is _____ 10.

42 is _____ 39.

42 is _____ 84.

Find the **sums** of these **addends**:

$$\begin{array}{r} 46 \\ +56 \\ \hline \end{array}$$

$$\begin{array}{r} 463 \\ + 564 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 3.46 \\ +\$ 6.85 \\ \hline \end{array}$$

Look at the following number:

647

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 47 \\ - 23 \\ \hline \end{array}$$

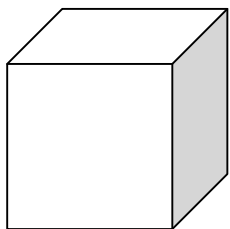
$$\begin{array}{r} 48 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ - 38 \\ \hline \end{array}$$

Predict what would happen if you closed your eyes and touched the classroom calendar. Would you be **more likely** to touch a school day or a weekend day? _____ Why? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

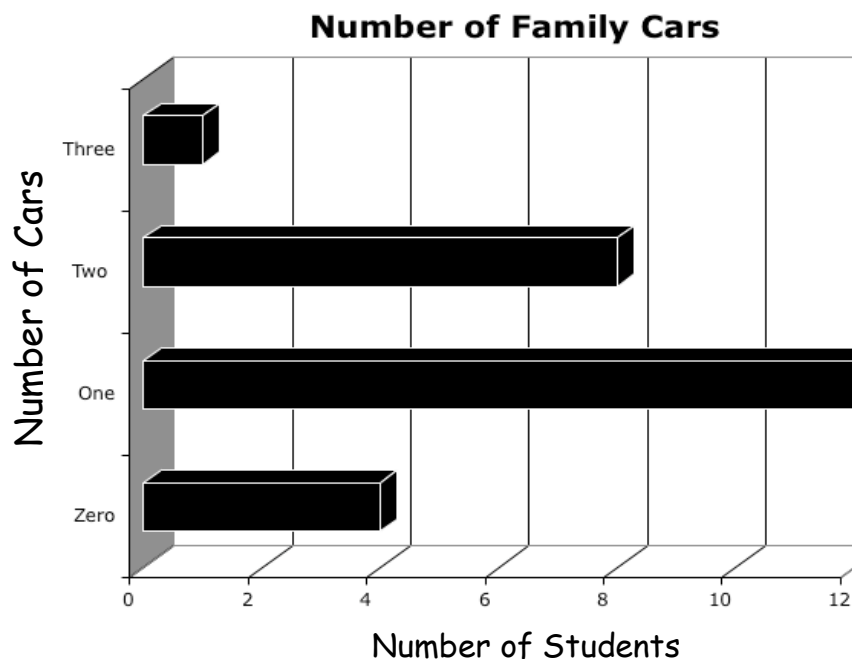
3) How many **vertices** (corners) are there? _____

Extend this **growing pattern** (it gets bigger):

X O , XX00, XXX000, _____, _____, _____

Extend this **repeating pattern** (it repeats):

X O X O X O _____



How many cars do most families have? _____

Name _____ November Concepts Review (Month 3) #7

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical **statements**.

44 is _____ 4.

44 is _____ 40.

44 is _____ 88.

Find the **sums** of these **addends**:

$$\begin{array}{r} 24 \\ +53 \\ \hline \end{array}$$

$$\begin{array}{r} 745 \\ + 363 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 4.17 \\ +\$ 4.75 \\ \hline \end{array}$$

Look at the following number:

734

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 52 \\ - 12 \\ \hline \end{array}$$

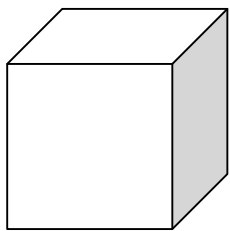
$$\begin{array}{r} 47 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ - 45 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ - 36 \\ \hline \end{array}$$

Predict what would happen if you closed your eyes and touched a date on the calendar. Would you be **more likely** to touch an even or odd number? even odd Why? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

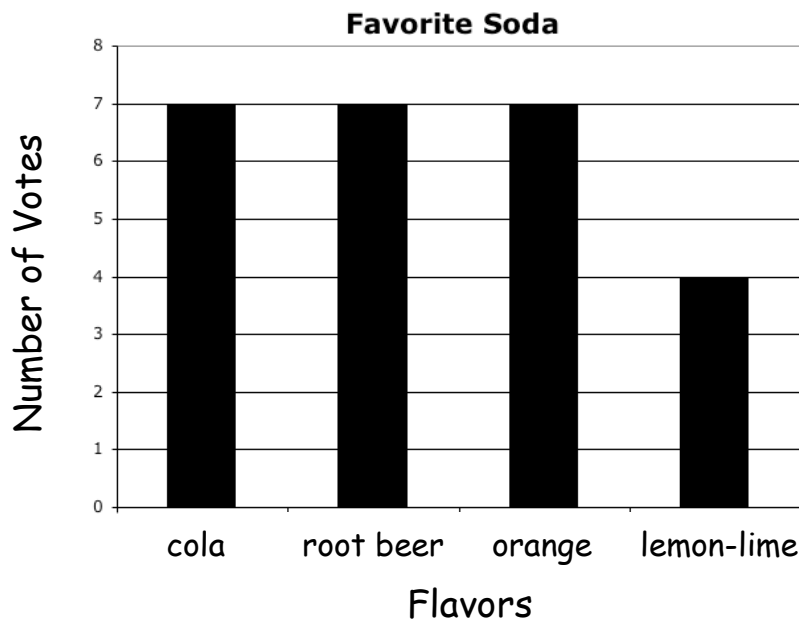
3) How many **vertices** (corners) are there? _____

Extend this **growing pattern** (it gets bigger):

5, 10, 15, 20, _____, _____, _____

Extend this **repeating pattern** (it repeats):

10, 20, 20, 10, 20, 20, _____, _____, _____



How many fewer votes did lemon-lime soda get than the other sodas? _____

Name _____ November Concepts Review (Month 3) #8

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical **statements**.

25 is _____ 20.

25 is _____ 2.

25 is _____ 40.

Find the **sums** of these **addends**:

$$\begin{array}{r} 47 \\ +74 \\ \hline \end{array}$$

$$\begin{array}{r} 465 \\ + 483 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 5.38 \\ +\$ 2.85 \\ \hline \end{array}$$

Look at the following number:

888

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 92 \\ - 38 \\ \hline \end{array}$$

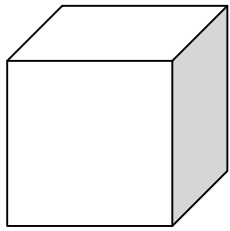
$$\begin{array}{r} 93 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ - 35 \\ \hline \end{array}$$

Predict what would happen if you rolled a pair of dice. Would you be **more likely** to get the same numbers on both dice or different numbers? _____ Why? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

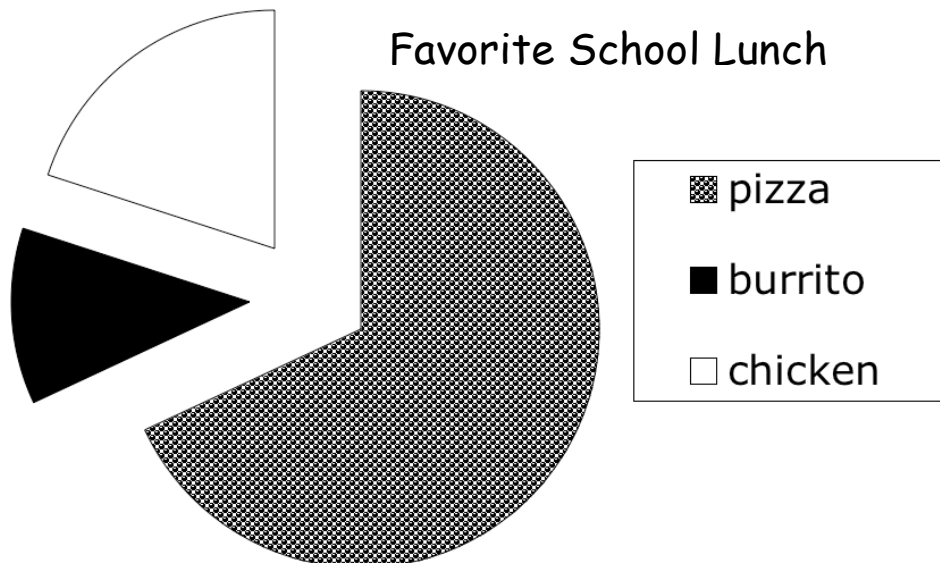
3) How many **vertices** (corners) are there? _____

Extend this **growing pattern** (it gets bigger):

+ **++** **+++** **++++**, _____, _____, _____

Extend this **repeating pattern** (it repeats):

○ □ ○ □ ○ □ _____



Which school lunch is the favorite of kids? _____

Name _____ November Concepts Review (Month 3) #9

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical **statements**.

33 is _____ 30.

33 is _____ 66.

33 is _____ 10.

Find the **sums** of these **addends**:

$$\begin{array}{r} 39 \\ +39 \\ \hline \end{array}$$

$$\begin{array}{r} 369 \\ + 209 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 6.63 \\ +\$ 3.92 \\ \hline \end{array}$$

Look at the following number:

398

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 50 \\ - 12 \\ \hline \end{array}$$

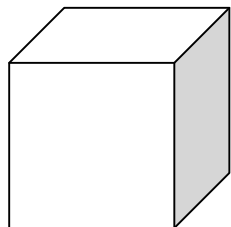
$$\begin{array}{r} 70 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ - 11 \\ \hline \end{array}$$

Predict what would happen if you took 10 free throw shots in basketball. Would you be **more likely** to make the shots or miss them? _____ Why? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

3) How many **vertices** (corners) are there? _____

Extend this **growing pattern** (it gets bigger):

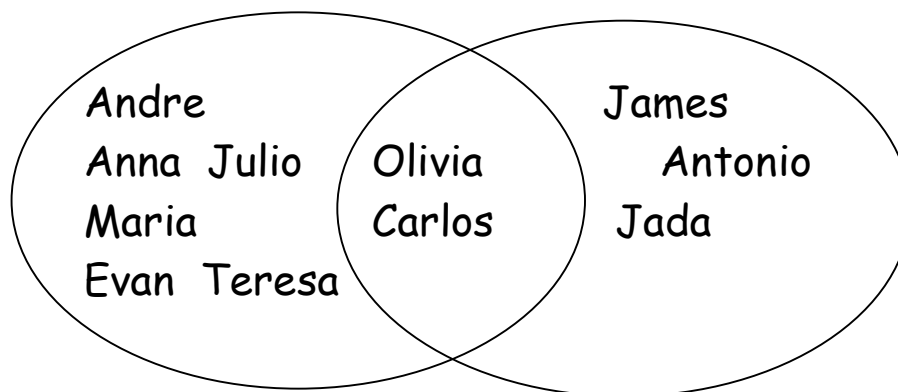
1, 4, 7, 11, _____, _____, _____

Extend this **repeating pattern** (it repeats):



Likes Fruit

Likes Vegetables



How many kids like fruit and vegetables? _____

Name _____ November Concepts Review (Month 3) #10

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical **statements**.

63 is _____ 126.

63 is _____ 60.

63 is _____ 5.

Find the **sums** of these **addends**:

$$\begin{array}{r} 34 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 523 \\ + 253 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 3.53 \\ +\$ 3.52 \\ \hline \end{array}$$

Look at the following number:

779

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 21 \\ - 12 \\ \hline \end{array}$$

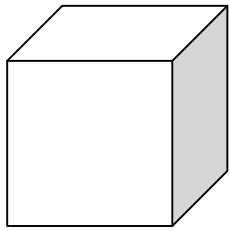
$$\begin{array}{r} 51 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ - 11 \\ \hline \end{array}$$

Predict what would happen at lunch if your class could choose chocolate milk or plain milk. Which would they be **most likely** to pick? _____ Why? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

3) How many **vertices** (corners) are there? _____

Extend this **growing pattern** (it gets bigger):

3, 5, 7, 9, _____, _____, _____

Extend this **repeating pattern** (it repeats):

A A C B B C A A C B B C _____

Day of the Week	Number of Students Who Did Their Homework
Monday	20
Tuesday	15
Wednesday	18
Thursday	24
Friday	19

Which day do you think the teacher was most happy with the students? _____

Name _____ November Concepts Review (Month 3) #11

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical **statements**.

5 is _____ 1.

5 is _____ 10.

5 is _____ 6.

Find the **sums** of these **addends**:

$$\begin{array}{r} 38 \\ +28 \\ \hline \end{array}$$

$$\begin{array}{r} 738 \\ + 398 \\ \hline \end{array}$$

$$\begin{array}{r} \$4.63 \\ +\$4.64 \\ \hline \end{array}$$

Look at the following number:

543

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 64 \\ - 37 \\ \hline \end{array}$$

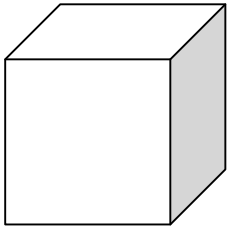
$$\begin{array}{r} 45 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ - 65 \\ \hline \end{array}$$

Predict what would happen if your teacher let you choose an eraser out of a box. If 20 were pink and 10 were red, which would you be **more likely** to pick? _____ Why? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

3) How many **vertices** (corners) are there? _____

Extend this **growing pattern** (it gets bigger):

100, 200, 300, 400, _____, _____, _____

Extend this **repeating pattern** (it repeats):

M A T H ! M A T H ! _____

Favorite Seasons

Season	Fall	Winter	Spring	Summer
Votes	5	8	2	10

1) How many students like winter the best? _____

2) **How many more** students like summer than winter? _____

3) Which season do you like best? _____

Name _____ November Concepts Review (Month 3) #12

Use the phrases **larger than**, **half of**, or **close to** to complete the following mathematical **statements**.

89 is _____ 50.

89 is _____ 90.

89 is _____ 178.

Find the **sums** of these **addends**:

$$\begin{array}{r} 36 \\ +25 \\ \hline \end{array}$$

$$\begin{array}{r} 371 \\ + 252 \\ \hline \end{array}$$

$$\begin{array}{r} \$ 2.22 \\ +\$ 5.85 \\ \hline \end{array}$$

Look at the following number:

525

What is 100 more? _____

What is 100 less? _____

Find the **differences** in these subtraction problems. (Remember the difference is the answer to a subtraction problem).

$$\begin{array}{r} 73 \\ - 45 \\ \hline \end{array}$$

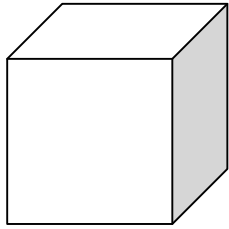
$$\begin{array}{r} 74 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ - 11 \\ \hline \end{array}$$

Predict what the weather will be like tomorrow. Will it **most likely** be sunny, rainy, or snowy? _____ Why? _____

Look at this representation of a cube.



1) How many **faces** (sides) are there? _____

2) How many **edges** are there? _____

3) How many **vertices** (corners) are there? _____

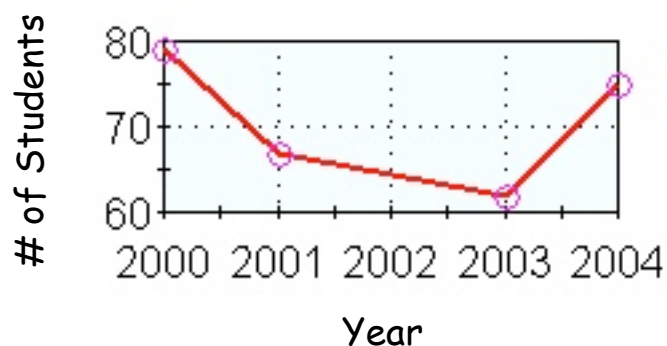
Extend this **growing pattern** (it gets bigger):

1, 10, 100, _____, _____, _____

Extend this **repeating pattern** (it repeats):

I ♥ ☺ I ♥ ☺ _____

3rd Grade Students



In which year did the 3rd grade have the most students? _____

Name_____

December Concepts Review (Month 4) #1

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:

Tomorrow our class will go on a field trip to Peru for the day.


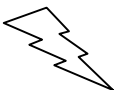
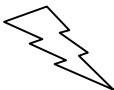


certain

likely

possible

impossible

Five Day Forecast

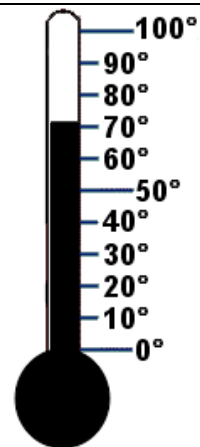
Monday	Tuesday	Wednesday	Thursday	Friday
				

Make a **prediction** about what people would do if they saw this 5 Day Weather Forecast: _____

Why? _____

The **temperature** on this **thermometer** is closest to:

- a) 50° Fahrenheit
- b) 60° Fahrenheit
- c) 70° Fahrenheit
- d) 80° Fahrenheit

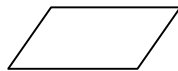
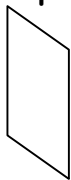


What **pattern** do you see in the picture?



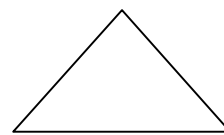
Write a story problem using this **number sentence**: $11 - 7 = 4$

Are these two polygons **congruent** (the same size and the same shape)?



yes no

Draw a line of **symmetry** on this triangle:



Find the **numerical value** being represented by the **symbol** that will make the statement true:

$$18 - \triangle = 8$$

(Hint...You can use fact families to help you!)

Name_____

December Concepts Review (Month 4) #2

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:

It will snow tomorrow.

certain

likely

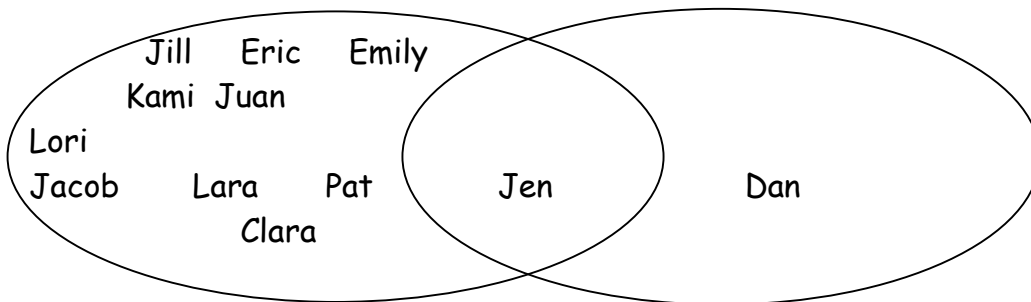
possible

impossible

Our Favorites!

Ice Cream

Cake

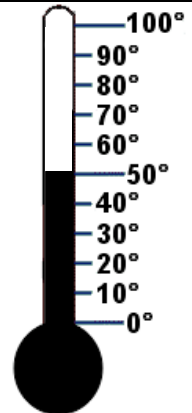


Make a **prediction** about what treat this class will have at their party based on this Venn Diagram: _____

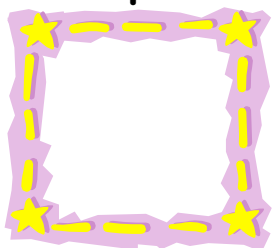
Why? _____

The **temperature** on this **thermometer** is closest to:

- a) 50° Fahrenheit
- b) 60° Fahrenheit
- c) 70° Fahrenheit
- d) 80° Fahrenheit

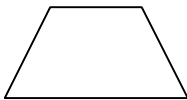


What **pattern** do you see in the picture?



Write a story problem using this **number sentence**: $12 - 6 = 6$

Are these two polygons **congruent** (the same size and the same shape)?



yes no

Draw 2 lines of **symmetry** on this rectangle:



Find the **numerical value** being represented by the **symbol** that will make the statement true:

$$5 + \triangle = 8$$

(Hint...You can use fact families to help you!)

Name _____ December Concepts Review (Month 4) #3

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:

At least one person in Utah will get sick this week.

certain

likely

possible

impossible

	Plants That Survived
Light	☀
Water	☀ ☀
Light & Water	☀ ☀ ☀ ☀ ☀ ☀ ☀

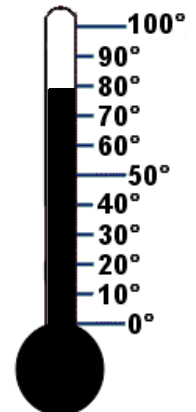
☀ = 1 plant

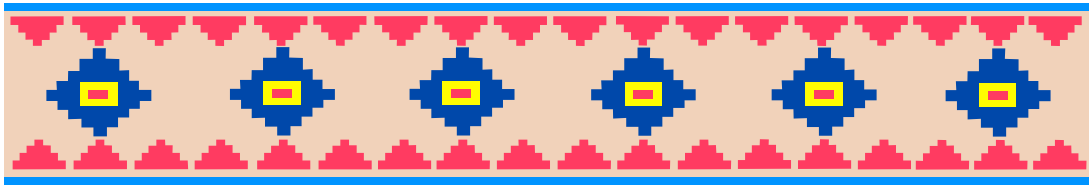
Make a **prediction** about what plants need to live based on this pictograph: _____

Why? _____

The **temperature** on this **thermometer** is closest to:

- a) 50° Fahrenheit
- b) 60° Fahrenheit
- c) 70° Fahrenheit
- d) 80° Fahrenheit

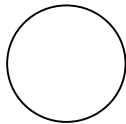
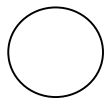




What **patterns** do you see in this picture?

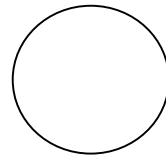
Write a story problem using this **number sentence**: $10 - 5 = 5$

Are these two polygons **congruent** (the same size and the same shape)?



yes no

Draw two lines of **symmetry** on this shape:



Find the **numerical value** being represented by the **symbol** that will make the statement true:

$$8 + \bigcirc = 16$$

(Hint...You can use fact families to help you!)

Name_____ December Concepts Review (Month 4) #4

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:

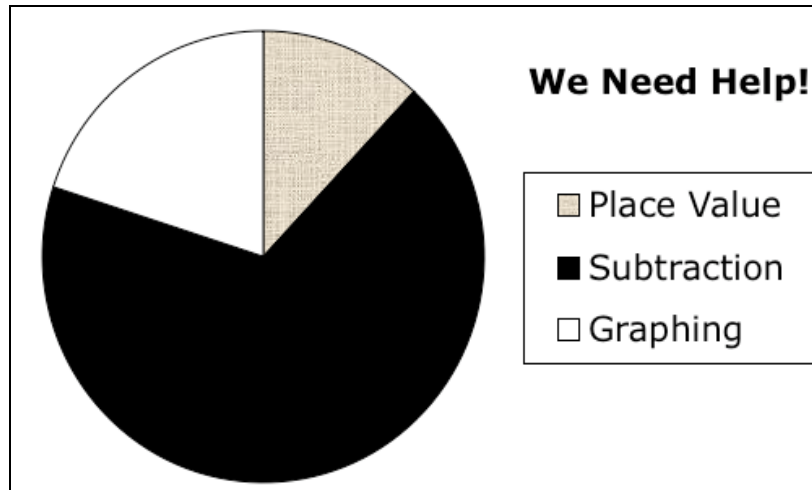
No one in our class will get sick this week.

certain

likely

possible

impossible

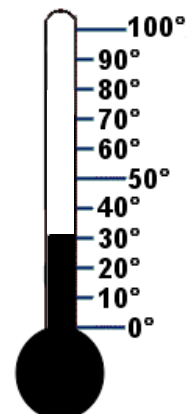


Make a **prediction** about what the teacher will help her class with based on this pie chart: _____

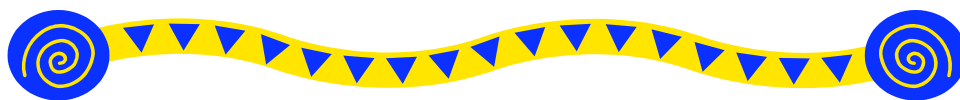
Why?_____

The **temperature** on this **thermometer** is closest to:

- a) 10° Fahrenheit
- b) 20° Fahrenheit
- c) 30° Fahrenheit
- d) 40° Fahrenheit

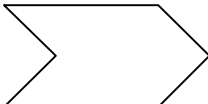


What pattern do you see? _____



Write a story problem using this **number sentence**: $20 - 8 = 12$

Are these two polygons **congruent** (the same size and the same shape)?

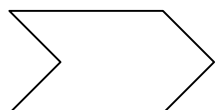


yes no

Draw 2 lines of **symmetry** on this rectangle:



Find the **numerical value** being represented by the **symbol** that will make the statement true:

 + 5 = 12

(Hint...You can use fact families to help you!)

Name_____

December Concepts Review (Month 4) #5

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:

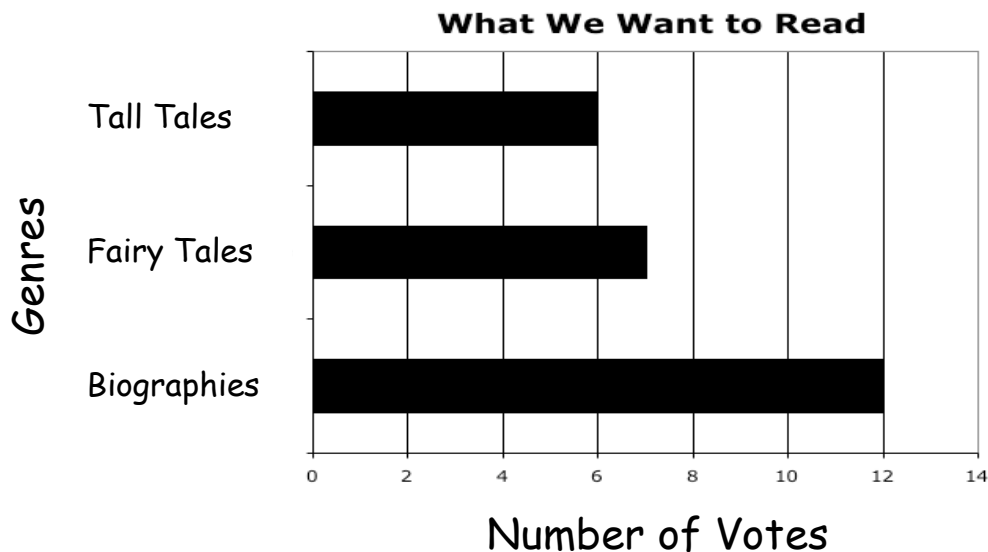
Our whole class will get 100% on the next math text.

certain

likely

possible

impossible

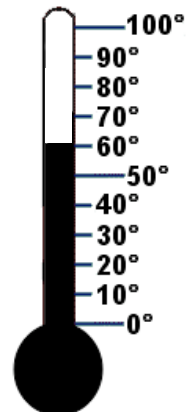


Make a **prediction** about what genre the class will learn about next: _____

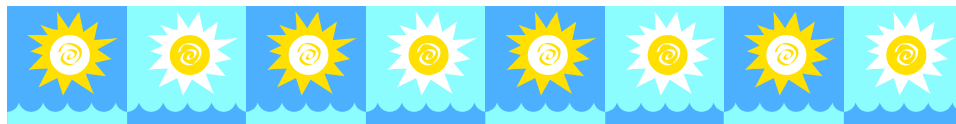
Why? _____

The **temperature** on this **thermometer** is closest to:

- a) 50° Fahrenheit
- b) 60° Fahrenheit
- c) 70° Fahrenheit
- d) 80° Fahrenheit

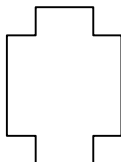
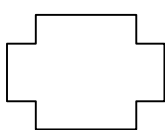


What **patterns** do you see? _____



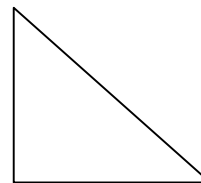
Write a story problem using this **number sentence**: $12 - 7 = 5$

Are these two polygons **congruent** (the same size and the same shape)?



yes no

Draw 1 line of **symmetry** on this triangle:



Find the **numerical value** being represented by the **symbol** that will make the statement true:

$$10 - \triangle = 8$$

(Hint...You can use fact families to help you!)

Name _____ December Concepts Review (Month 4) #6

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:

Our teacher will be at school every day next week.

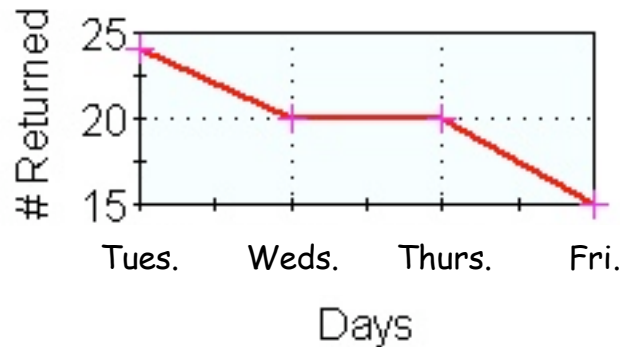
certain

likely

possible

impossible

Homework Turned In

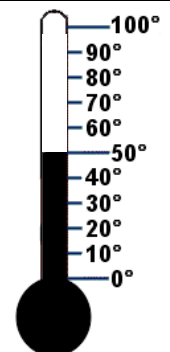


Make a **prediction** about how the teacher will use this line graph to get students to turn in their homework: _____

Why? _____

The **temperature** on this **thermometer** is closest to:

- a) 50° Fahrenheit
- b) 60° Fahrenheit
- c) 70° Fahrenheit
- d) 80° Fahrenheit

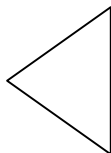
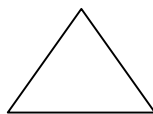


What **patterns** do you see in the picture?



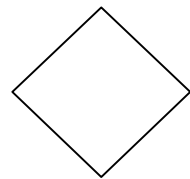
Write a story problem using this **number sentence**: $15 - 7 = 8$

Are these two polygons **congruent** (the same size and the same shape)?



yes no

Draw 4 lines of **symmetry** on this square:



Find the **numerical value** being represented by the **symbol** that will make the statement true:

$$\text{Octagon} + 9 = 17$$

(Hint...You can use fact families to help you!)

Name _____ December Concepts Review (Month 4) #7

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:

My teacher will be happy if I do my homework.

certain

likely

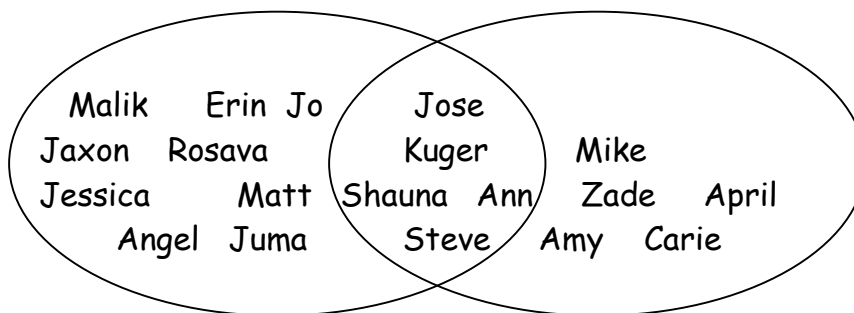
possible

impossible

Favorite Sandwich

Peanut Butter

Cheese

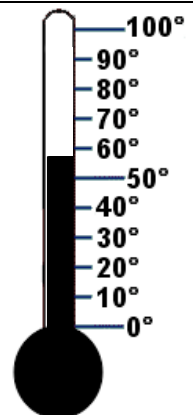


Make a **prediction** about what sack lunches the teacher will order for the fieldtrip based on this Venn Diagram: _____

Why? _____

The **temperature** on this **thermometer** is closest to:

- a) 50° Fahrenheit
- b) 60° Fahrenheit
- c) 70° Fahrenheit
- d) 80° Fahrenheit

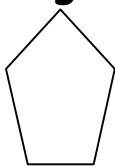
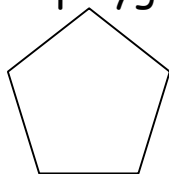


What **patterns** do you see?



Write a story problem using this **number sentence**: $18 - 8 = 10$

Are these two polygons **congruent** (the same size and the same shape)?



yes no

Draw 4 lines of **symmetry** on this square:



Find the **numerical value** being represented by the **symbol** that will make the statement true:

$$7 + \triangle = 14$$

(Hint...You can use fact families to help you!)

Name_____ December Concepts Review (Month 4) #8

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:

Our teacher can jump rope 50 times in a row.

certain

likely

possible

impossible

Tardies Room 11

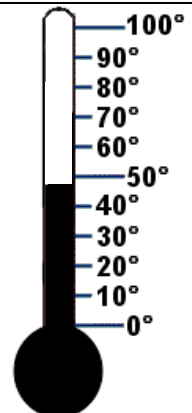
Day	Monday	Tuesday	Wednesday	Thursday	Friday
# of Tardies	10	2	3	1	0

Make a **prediction** about what the teacher will do about tardies based on this chart: _____

Why?_____

The **temperature** on this **thermometer** is closest to:

- a) 50° Fahrenheit
- b) 60° Fahrenheit
- c) 70° Fahrenheit
- d) 80° Fahrenheit

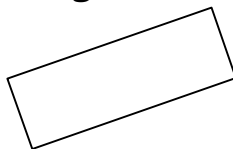
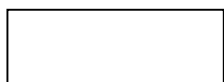


What **patterns** do you see?



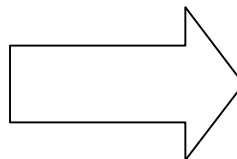
Write a story problem using this **number sentence**: $25 - 15 = 10$

Are these two polygons **congruent** (the same size and the same shape)?



yes no

Draw a lines of **symmetry** on this arrow:



Find the **numerical value** being represented by the **symbol** that will make the statement true:

$$9 + \boxed{} = 18$$

(Hint...You can use fact families to help you!)

Name_____

December Concepts Review (Month 4) #9

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:

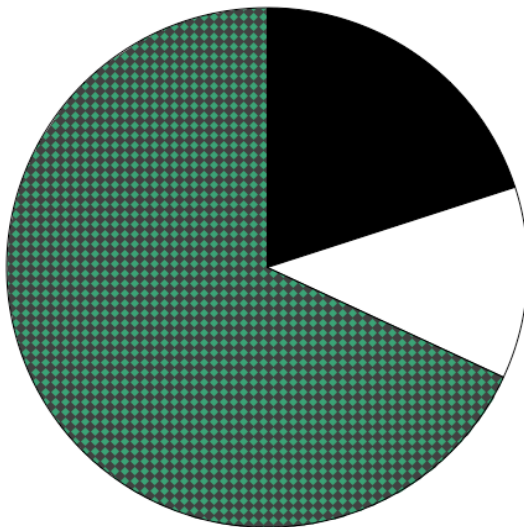
Clouds will block our view of the sun tomorrow.

certain

likely

possible

impossible



What to Play

■ Basketball

□ Soccer

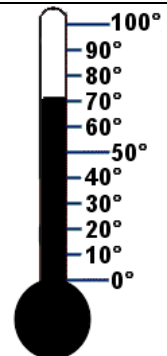
■ Scooters

Make a **prediction** about what the teacher will do for P.E. this week: _____

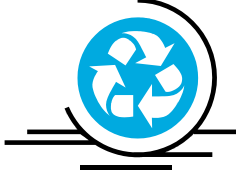
Why? _____

The **temperature** on this **thermometer** is closest to:

- a) 50° Fahrenheit
- b) 60° Fahrenheit
- c) 70° Fahrenheit
- d) 80° Fahrenheit

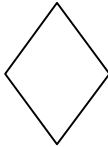
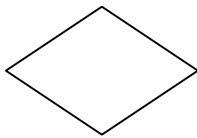


What **pattern** do you see?



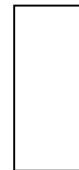
Write a story problem using this **number sentence**: $6 - 3 = 3$

Are these two polygons **congruent** (the same size and the same shape)?

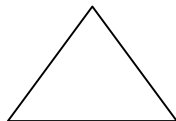


yes no

Draw 2 lines of **symmetry** on this rectangle:



Find the **numerical value** being represented by the **symbol** that will make the statement true:



$$+ 9 = 15$$

(Hint...You can use fact families to help you!)

Name _____ December Concepts Review (Month 4) #10

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:

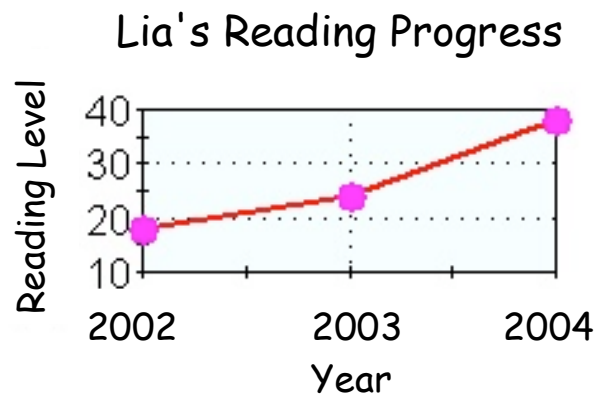
A baby will be born in Utah this week.

certain

likely

possible

impossible

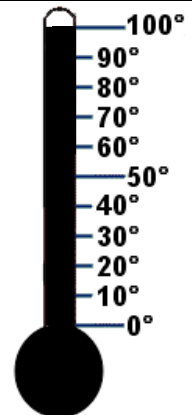


Make a **prediction** about what Lia's parents will know about her reading when they see this line graph: _____

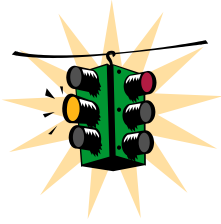
Why? _____

The **temperature** on this **thermometer** is closest to:

- a) 70° Fahrenheit
- b) 80° Fahrenheit
- c) 90° Fahrenheit
- d) 100° Fahrenheit

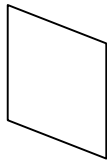


What **pattern** do you see?



Write a story problem using this **number sentence**: $10 - 6 = 4$

Are these two polygons **congruent** (the same size and the same shape)?



yes no

Draw any lines of **symmetry** on this shape:



Find the **numerical value** being represented by the **symbol** that will make the statement true:

$$10 + \triangle = 20$$

(Hint...You can use fact families to help you!)

Name_____ December Concepts Review (Month 4) #11

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:
















All of the grass at our school will turn pink tomorrow.


certain

likely

possible

impossible

Room #	Number of Books Read
11	     
12	   
15	    

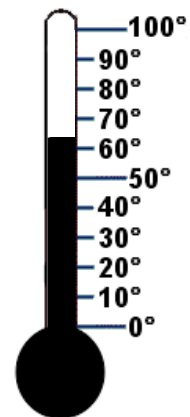
 = 10 books

Make a **prediction** about which class will win the reading contest based on this pictograph: _____

Why?_____

The **temperature** on this **thermometer** is closest to:

- a) 50° Fahrenheit
- b) 60° Fahrenheit
- c) 70° Fahrenheit
- d) 80° Fahrenheit

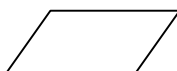


What **pattern** do you see?



Write a story problem using this **number sentence**: $5 - 3 = 2$

Are these two polygons **congruent** (the same size and the same shape)?



yes no

Draw 2 lines of **symmetry** on this rectangle:



Find the **numerical value** being represented by the **symbol** that will make the statement true:

$$5 + \triangle = 8$$

(Hint...You can use fact families to help you!)

Name_____ December Concepts Review (Month 4) #12

9	9	9	9	9	9	9	9	9	9
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>

Circle the correct answer:

Our librarian has a nice sister.

certain

likely

possible

impossible

	Fieldtrip Ideas!
Zoo	☺
Liberty Park	☺
Children's Museum	☺ ☺ ☺

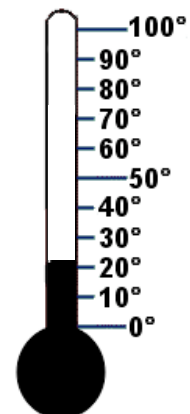
☺ = 5 votes

Make a **prediction** about where the teacher might take her class on the next field trip based on this pictograph: _____

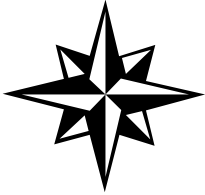
Why? _____

The **temperature** on this **thermometer** is closest to:

- a) 10° Fahrenheit
- b) 20° Fahrenheit
- c) 30° Fahrenheit
- d) 40° Fahrenheit

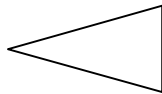


What **patterns** do you see?



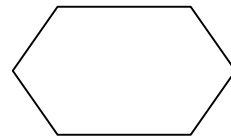
Write a story problem using this **number sentence**: $12 - 4 = 8$

Are these two polygons **congruent** (the same size and the same shape)?



yes no

Draw 2 lines of **symmetry** on this hexagon:



Find the **numerical value** being represented by the **symbol** that will make the statement true:

$$11 - \text{[hexagon symbol]} = 8$$

(Hint...You can use fact families to help you!)

Name _____ January Concepts Review (Month 5) #1

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	3	3	4
<u>$\times 6$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 3$</u>	<u>$\times 2$</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $15 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.

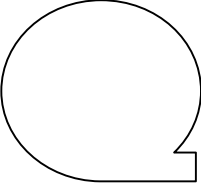
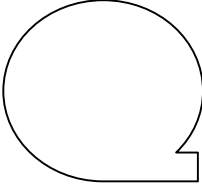
Example: $15 \times 1 =$ _____

Commutative Property of Multiplication:

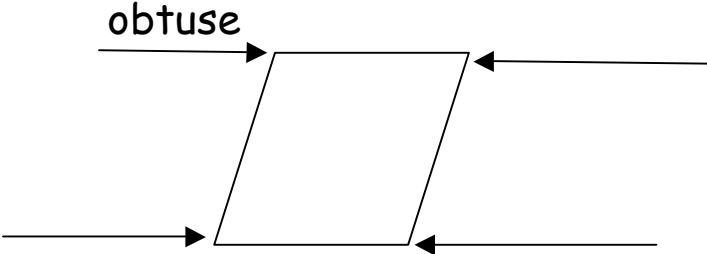
You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.

Example: 2×5 is the same as _____ \times _____.

The answer to both of these is _____.

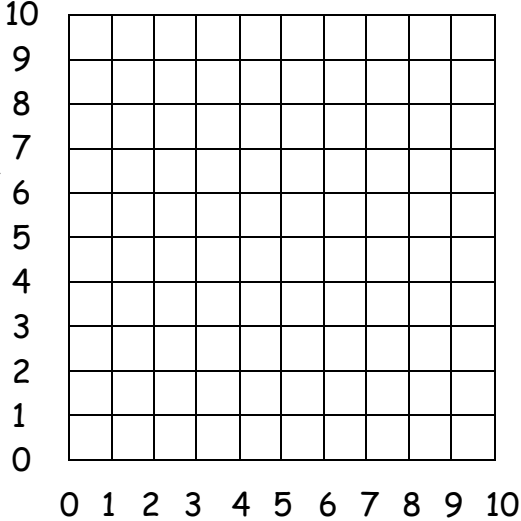
cut this out ↓	<u>Original</u> <u>Shape</u>	<u>Translation</u> (slide it & trace)	<u>Reflection</u> (flip it & trace)
			

Label each of these angles as **acute**, **right**, or **obtuse**.
example:



- 1) Draw a **point** at 3, 4.
- 2) Draw a **line** from 2, 1 to 2, 4.
- 3) Draw a **line segment** between **endpoints** 4, 1 and 4, 4.
- 4) Color any vertical lines red (they are up and down | |).
- 5) Color any horizontal lines blue (side to side like the horizon).

Remember-
Over & Up!



Name _____ January Concepts Review (Month 5) #2

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	3	7	4
<u>$\times 6$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 7$</u>	<u>$\times 3$</u>	<u>$\times 7$</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $12 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.

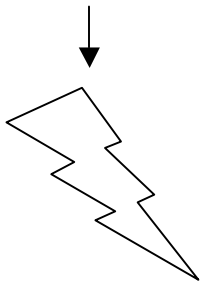
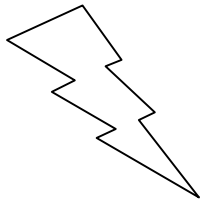
Example: $12 \times 1 =$ _____

Commutative Property of Multiplication:

You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.

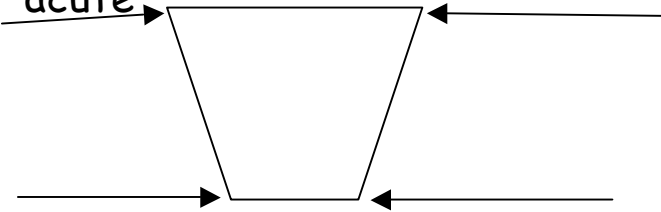
Example: 3×6 is the same as _____ \times _____.

The answer to both of these is _____.

cut this out ↓	<u>Original</u> <u>Shape</u>	<u>Translation</u> (slide it & trace)	<u>Reflection</u> (flip it & trace)
			

Label each of these angles as **acute**, **right**, or **obtuse**.

example: acute



- 1) Draw a **point** at 4, 3.
- 2) Draw a **line** from 1, 2 to 4, 2.
- 3) Draw a **line segment** between **endpoints** 1, 4 and 4, 4.
- 4) Color any vertical lines red (they are up and down | |).
- 5) Color any horizontal lines blue (side to side like the horizon).

Remember-
Over & Up!

10

9

8

7

6

5

4

3

2

1

0

0 1 2 3 4 5 6 7 8 9 10

Name _____ January Concepts Review (Month 5) #3

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	3	7	4
<u>$\times 6$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 3$</u>	<u>$\times 6$</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $8 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.

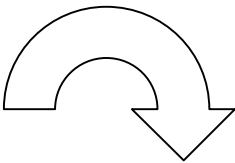
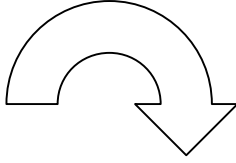
Example: $8 \times 1 =$ _____

Commutative Property of Multiplication:

You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.

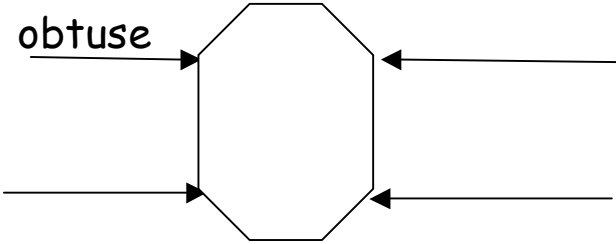
Example: 3×1 is the same as _____ \times _____.

The answer to both of these is _____.

cut this out ↓	<u>Original</u> <u>Shape</u>	<u>Translation</u> (slide it & trace)	<u>Reflection</u> (flip it & trace)
			

Label each of these angles as **acute**, **right**, or **obtuse**.

example: obtuse



- 1) Draw a **point** at 8, 4.
- 2) Draw a **line** from 7, 3 to 7, 6.
- 3) Draw a **line segment** between **endpoints** 9, 3 and 9, 6.
- 4) Color any vertical lines red (they are up and down | |).
- 5) Color any horizontal lines blue (side to side like the horizon).

Remember-
Over & Up!

10

9

8

7

6

5

4

3

2

1

0

0 1 2 3 4 5 6 7 8 9 10

Name _____ January Concepts Review (Month 5) #4

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	3	2	2
<u>$\times 6$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 2$</u>	<u>$\times 3$</u>	<u>$\times 2$</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $5 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.

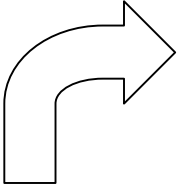
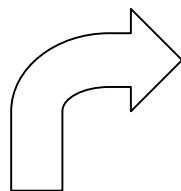
Example: $5 \times 1 =$ _____

Commutative Property of Multiplication:

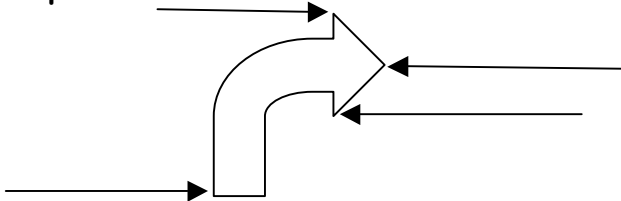
You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.

Example: 3×5 is the same as _____ \times _____.

The answer to both of these is _____.

cut this out ↓	<u>Original</u> <u>Shape</u>	<u>Translation</u> (slide it & trace)	<u>Reflection</u> (flip it & trace)
			

Label each of these angles as **acute**, **right**, or **obtuse**
 example: acute



- 1) Draw a **point** at 2, 8.
- 2) Draw a **line** from 3, 7 to 6, 7.
- 3) Draw a **line segment** between **endpoints** 3, 9 and 6, 9.
- 4) Color any vertical lines red (they are up and down | |).
- 5) Color any horizontal lines blue (side to side like the horizon).

Remember-
Over & Up!

Name _____ January Concepts Review (Month 5) #5

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	1	1	1
<u>$\times 6$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 3$</u>	<u>$\times 2$</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $20 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.

Example: $20 \times 1 =$ _____

Commutative Property of Multiplication:

You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.

Example: 4×6 is the same as _____ \times _____.

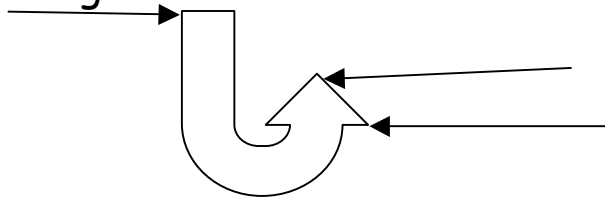
The answer to both of these is _____.

A diagram of a U-shaped pipe. A downward-pointing arrow is positioned above the top of the U, indicating the direction of flow into the pipe.

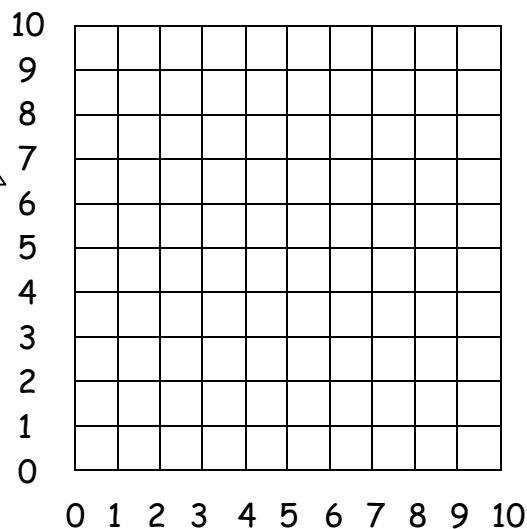
(slide it & trace)

(flip it & trace)

example: right



- Remember-
Over & Up!



Name _____ January Concepts Review (Month 5) #6

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	3	5	4
<u>$\times 6$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 5$</u>	<u>$\times 3$</u>	<u>$\times 5$</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $7 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.

Example: $7 \times 1 =$ _____

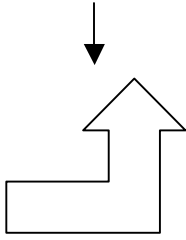
Commutative Property of Multiplication:

You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.

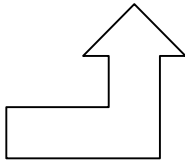
Example: 7×2 is the same as _____ \times _____.

The answer to both of these is _____.

cut this out



Original
Shape

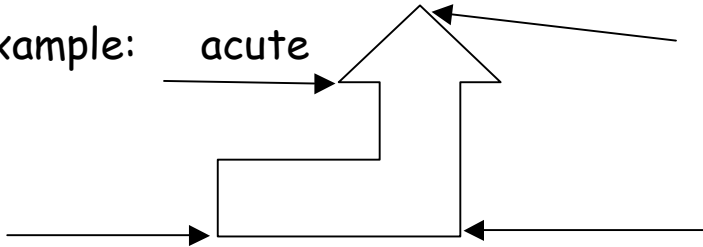


Translation
(slide it & trace)

Reflection
(flip it & trace)

Label each of these angles as **acute**, **right**, or **obtuse**.

example: acute



- 1) Draw a **point** at 9, 8.
- 2) Draw a **line** from 1, 1 to 3, 3.
- 3) Draw a **line segment** between **endpoints** 5, 5 and 7, 7.
- 4) Color any vertical lines red (they are up and down | |).
- 5) Color any horizontal lines blue (side to side like the horizon).

Remember-
Over & Up!

10
9
8
7
6
5
4
3
2
1
0

0 1 2 3 4 5 6 7 8 9 10

Name _____ January Concepts Review (Month 5) #7

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	8	3	9
<u>$\times 6$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 2$</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $9 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.

Example: $9 \times 1 =$ _____

Commutative Property of Multiplication:

You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.

Example: 3×9 is the same as _____ \times _____.

The answer to both of these is _____.

cut this out

↓

Original Shape

Translation
(slide it & trace)

Reflection
(flip it & trace)

Label each of these angles as **acute**, **right**, or **obtuse**.

example: obtuse

- 1) Draw a **point** at 3, 5.
- 2) Draw a **line** from 4, 5 to 4, 9.
- 3) Draw a **line segment** between **endpoints** 10, 3 and 10, 7.
- 4) Color any vertical lines red (they are up and down | |).
- 5) Color any horizontal lines blue (side to side like the horizon).

Remember-
Over & Up!

10																			
9																			
8																			
7																			
6																			
5																			
4																			
3																			
2																			
1																			
0																			
	0	1	2	3	4	5	6	7	8	9	10								

Name _____ January Concepts Review (Month 5) #8

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	8	8	8
<u>$\times 6$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 3$</u>	<u>$\times 2$</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $8 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.

Example: $8 \times 1 =$ _____

Commutative Property of Multiplication:

You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.

Example: 8×6 is the same as _____ \times _____.

The answer to both of these is _____.

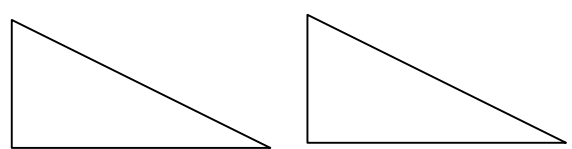
cut this out

↓

Original Shape

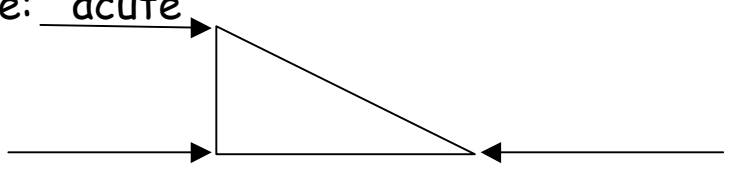
Translation
(slide it & trace)

Reflection
(flip it & trace)



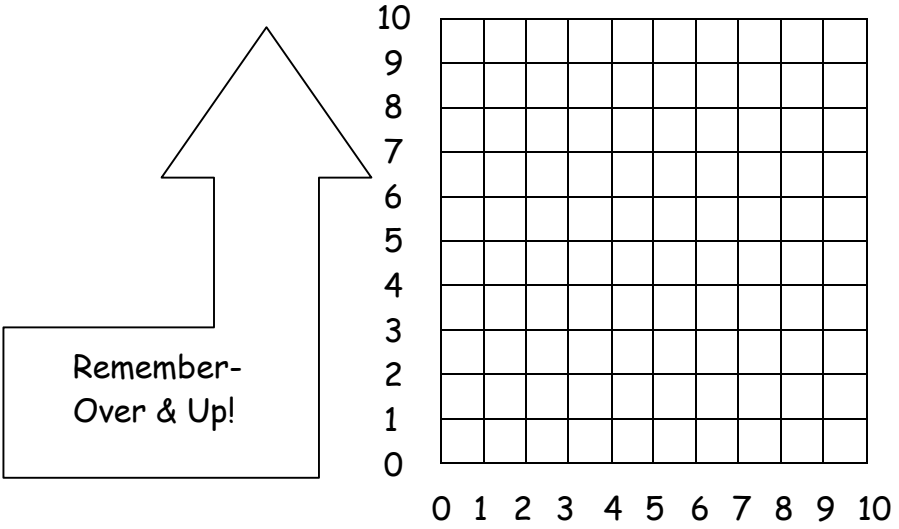
Label each of these angles as **acute**, **right**, or **obtuse**.

example: acute



- 1) Draw a **point** at 5, 9.
- 2) Draw a **line** from 5, 6 to 3, 9.
- 3) Draw a **line segment** between **endpoints** 5, 6 and 7, 9.
- 4) Color any vertical lines red (they are up and down | |).
- 5) Color any horizontal lines blue (side to side like the horizon).

Remember-
Over & Up!



Name _____ January Concepts Review (Month 5) #9

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	9	9	9
<u>$\times 6$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 3$</u>	<u>$\times 2$</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $9 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.

Example: $9 \times 1 =$ _____

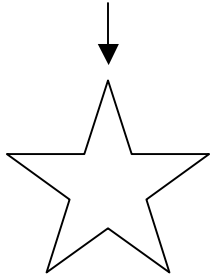
Commutative Property of Multiplication:

You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.

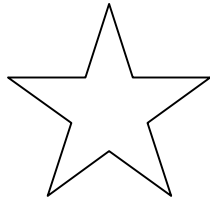
Example: 9×6 is the same as _____ \times _____.

The answer to both of these is _____.

cut this out



Original
Shape

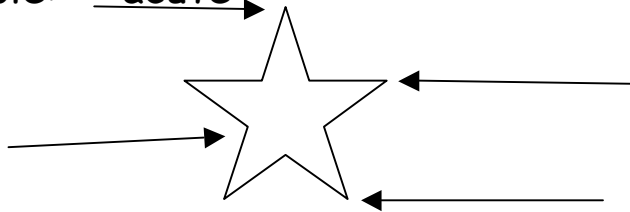


Translation
(slide it & trace)

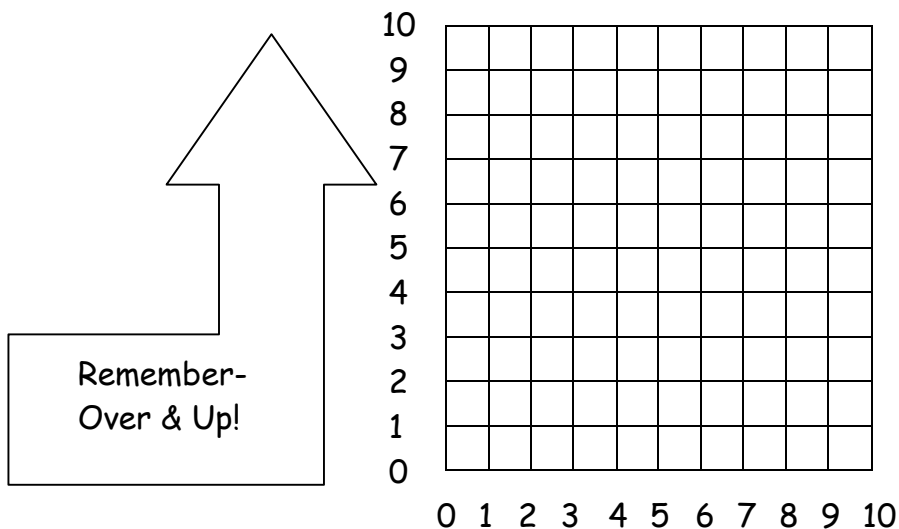
Reflection
(flip it & trace)

Label each of these angles as **acute**, **right**, or **obtuse**.

example: acute



- 1) Draw a **point** at 1, 2.
- 2) Draw a **line** from 3, 4 to 5, 6.
- 3) Draw a **line segment** between **endpoints** 7, 8 and 9, 10.
- 4) Color any vertical lines red (they are up and down | |).
- 5) Color any horizontal lines blue (side to side like the horizon).



Name _____ January Concepts Review (Month 5) #10

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	1	0	1
<u>$\times 6$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 3$</u>	<u>$\times 2$</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $1 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.



Example: $1 \times 1 =$ _____

Commutative Property of Multiplication:

You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.


Example: 1×6 is the same as _____ \times _____.

The answer to both of these is _____.

cut this out ↓	<u>Original</u> <u>Shape</u>	<u>Translation</u> (slide it & trace)	<u>Reflection</u> (flip it & trace)
			

Label each of these angles as **acute**, **right**, or **obtuse**.

example: acute



- 1) Draw a **point** at 4, 10.
- 2) Draw a **line** from 3, 4 to 5, 6.
- 3) Draw a **line segment** between **endpoints** 3, 7 and 5, 9.
- 4) Color any vertical lines red (they are up and down | |).
- 5) Color any horizontal lines blue (side to side like the horizon).

Remember-
Over & Up!

10

9

8

7

6

5

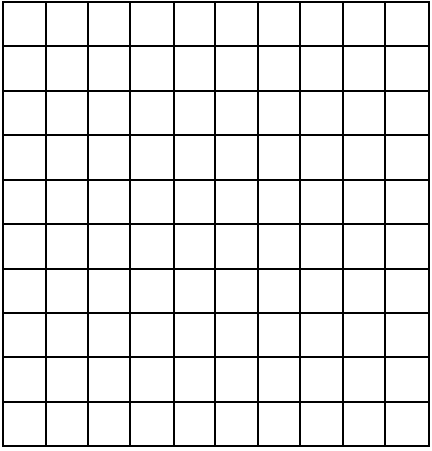
4

3

2

1

0



0

1

2

3

4

5

6

7

8

9

10

Name _____ January Concepts Review (Month 5) #11

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	3	9	4
<u>$\times 6$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 9$</u>	<u>$\times 7$</u>	<u>$\times 8$</u>	<u>$\times 8$</u>	<u>$\times 1$</u>	<u>$\times 1$</u>	<u>$\times 1$</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $32 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.

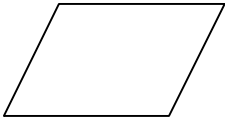
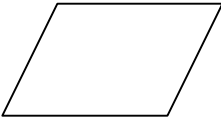
Example: $32 \times 1 =$ _____

Commutative Property of Multiplication:

You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.

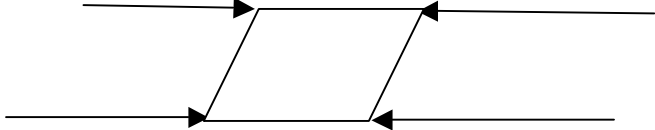
Example: 3×2 is the same as _____ \times _____.

The answer to both of these is _____.

cut this out ↓	<u>Original</u> <u>Shape</u>	<u>Translation</u> (slide it & trace)	<u>Reflection</u> (flip it & trace)
			

Label each of these angles as **acute**, **right**, or **obtuse**.

example: obtuse



- 1) Draw a **point** at 9, 10.
- 2) Draw a **line** from 3, 7 to 6, 4.
- 3) Draw a **line segment** between **endpoints** 3, 4 and 6, 7.
- 4) Color any vertical lines red (they are up and down | |).
- 5) Color any horizontal lines blue (side to side like the horizon).

Remember-
Over & Up!

10

9

8

7

6

5

4

3

2

1

0

0 1 2 3 4 5 6 7 8 9 10

Name _____ January Concepts Review (Month 5) #12

This poem has times table tricks...	$6 \times 6 = 36$
Multiplication is fun to do...	$6 \times 7 = 42$
Here's a fact that's really great...	$6 \times 8 = 48$
They are the same every time...	$7 \times 7 = 49$
We do our math just for kicks...	$7 \times 8 = 56$
This is it, there are no more...	$8 \times 8 = 64$

6	6	6	6	7	7	8	2	2	2
<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x7</u>	<u>x8</u>	<u>x8</u>	<u>x9</u>	<u>x3</u>	<u>x2</u>

Fill in the long blank lines with zero or stays the same.

Zero Property of Multiplication:

Any number multiplied by zero is always _____.

Example: $2 \times 0 =$ _____

Identity Property of Multiplication:

Any number multiplied by one always _____.

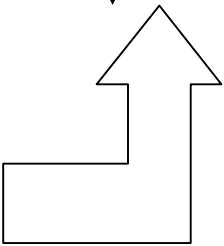
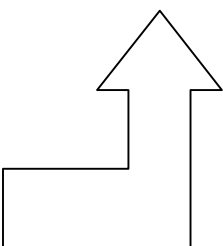
Example: $2 \times 1 =$ _____

Commutative Property of Multiplication:

You can change the order of the **factors** in a multiplication problem and the **product** (the answer) will _____.

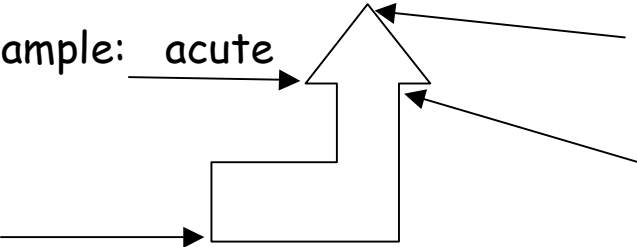
Example: 2×9 is the same as _____ x _____.

The answer to both of these is _____.

cut this out ↓	<u>Original</u> <u>Shape</u>	<u>Translation</u> (slide it & trace)	<u>Reflection</u> (flip it & trace)
			

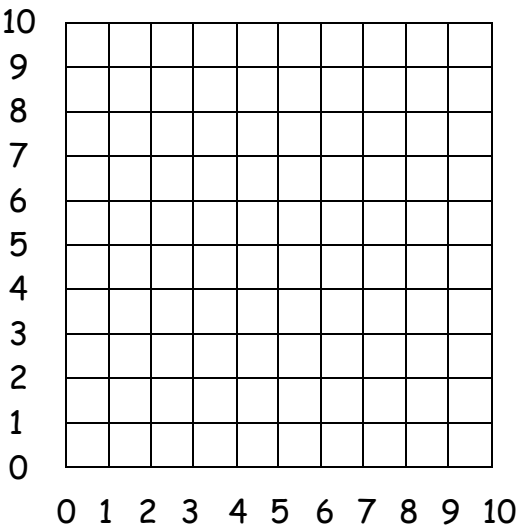
Label each of these angles as **acute**, **right**, or **obtuse**.

example: acute



- 1) Draw a **point** at 5, 5.
- 2) Draw a **line** from 1, 9 to 9, 1.
- 3) Draw a **line segment** between **endpoints** 1, 1 and 9, 9.
- 4) Color any vertical lines red (they are up and down | |).
- 5) Color any horizontal lines blue (side to side like the horizon).

Remember-
Over & Up!

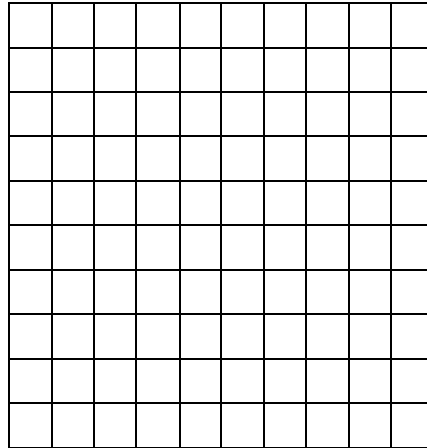


Name_____

February Concepts Review (Month 6) #1

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $7 \times 6 = 42$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

We had four 6-packs of soda for our class party. How many cans of soda were there **all together**?

- a) $6 - 4 = 2$
- b) $4 + 6 = 10$
- c) $6 + 4 = 10$
- d) $6 \times 4 = 24$

Solve this **equation** by making both sides equal.

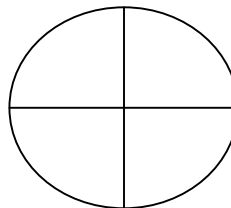
$$7 + 0 = 8 - \bigcirc$$

Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$10 - 5 \bigcirc 5 + 1$$

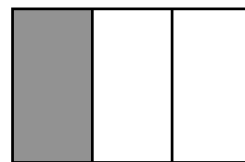
Write **directions** to tell how to get from our classroom to the gym.

Circle the correct answer.
This shape is **divided** into:

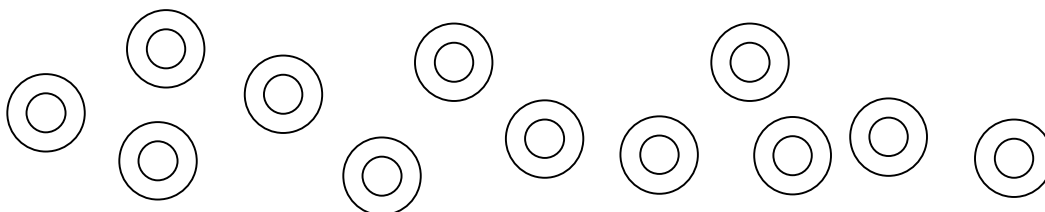


halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



Divide these into 3 equal **sets** (groups).

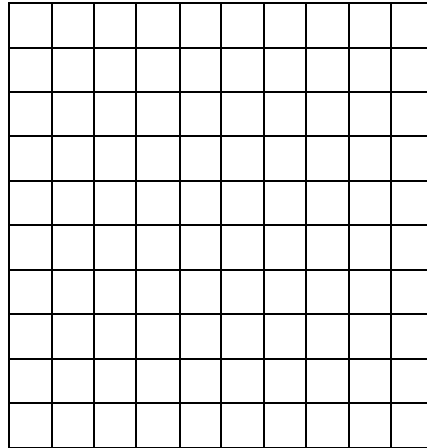


Name_____

February Concepts Review (Month 6) #2

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $5 \times 6 = 30$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

There are 4 baskets. Each basket has 10 markers. How many markers are there **in all**?

- a) $10 + 4 = 14$
- b) $10 - 4 = 6$
- c) $10 - 6 = 4$
- d) $10 \times 4 = 40$

Solve this **equation** by making both sides equal.

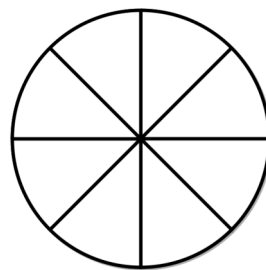
$$12 + 7 = 3 + \bigcirc$$

Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$7 + 6 \bigcirc 12 - 2$$

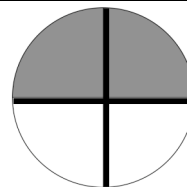
Write **directions** to tell how to get from our classroom to the school library.

Circle the correct answer.
This shape is **divided** into:

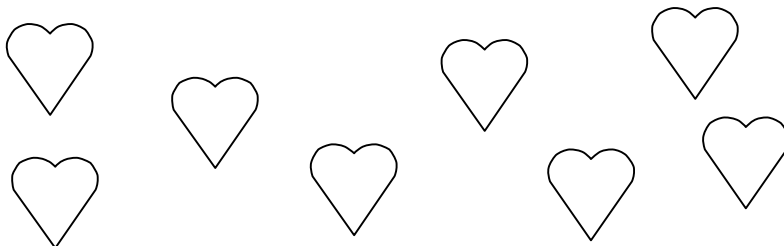


halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



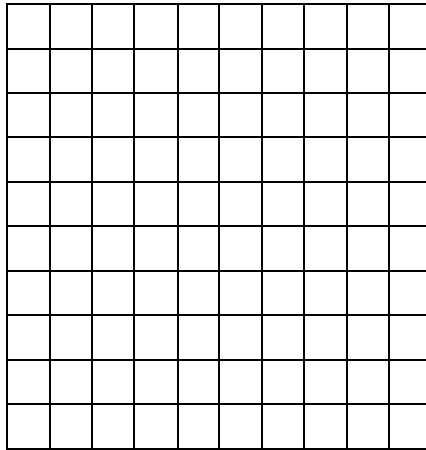
Divide these into 2 equal **sets** (groups).



Name_____ February Concepts Review (Month 6) #3

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $5 \times 6 = 30$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

There will be 60 problems on the math test and 60 problems on the language test. How many problems will that be **in all**?

- a) $60 \times 60 = 3,600$
- b) $60 - 60 = 0$
- c) $60 + 60 = 120$
- d) $120 - 60 = 60$

Solve this **equation** by making both sides equal.

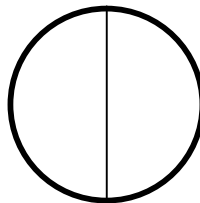
$$\bigcirc + 3 = 14 - 6$$

Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$6 + 6 \quad \bigcirc \quad 3 + 4$$

Write **directions** to tell how to get from our classroom to the bathrooms.

Circle the correct answer.
This shape is **divided** into:

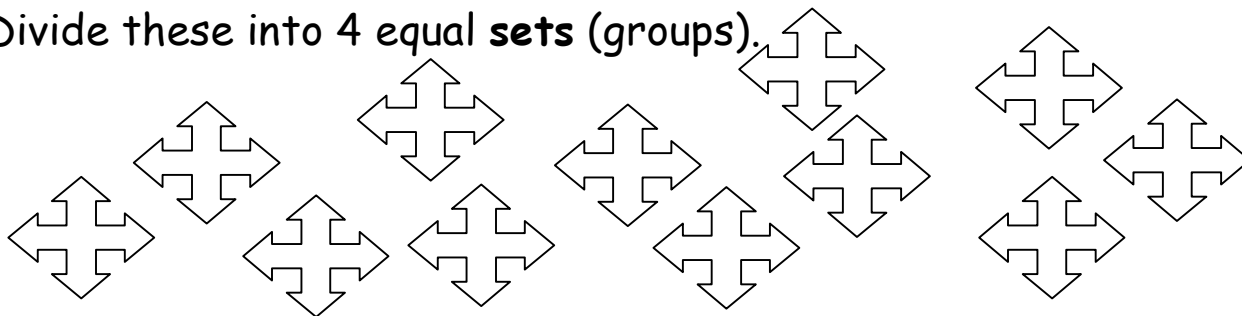


halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



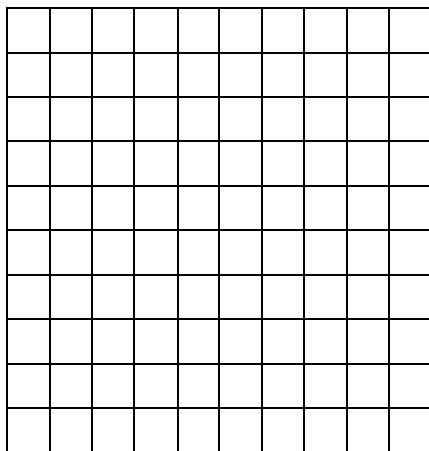
Divide these into 4 equal **sets** (groups).



Name_____ February Concepts Review (Month 6) #4

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $5 \times 6 = 30$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

There were 20 markers for the white board. Four of them dried out. How many are **left**?

- a) $20 \times 4 = 80$
- b) $20 - 4 = 16$
- c) $20 + 4 = 24$
- d) $4 + 20 = 24$

Solve this **equation** by making both sides equal.

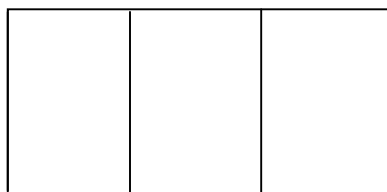
$$10 + 10 = 5 + \bigcirc$$

Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$7 + 7 \quad \bigcirc \quad 5 - 3$$

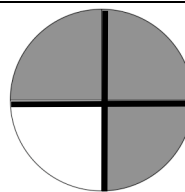
Write **directions** to tell how to get from our classroom to the playground.

Circle the correct answer.
This shape is **divided** into:

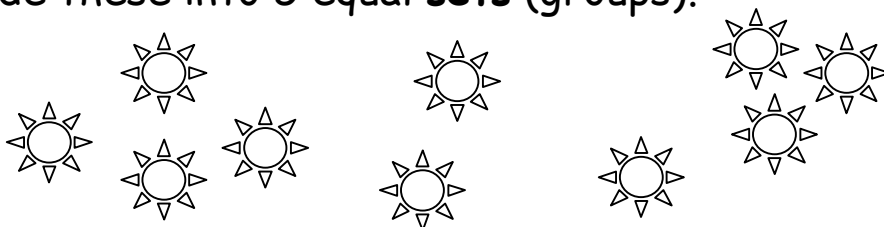


halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



Divide these into 5 equal **sets** (groups).

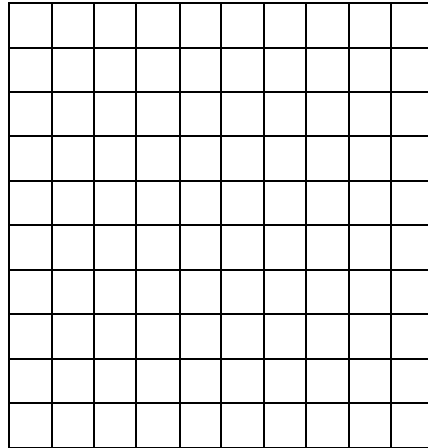


Name_____

February Concepts Review (Month 6) #5

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $5 \times 6 = 30$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

The 3rd graders scored 13 points in soccer. The 4th graders scored 17 points. How many **total** points were there?

- a) $30 - 17 = 13$
- b) $13 \times 17 = 221$
- c) $13 + 17 = 30$
- d) $30 - 13 = 17$

Solve this **equation** by making both sides equal.

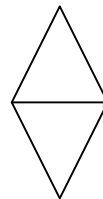
$$\bigcirc + 7 = 3 + 9$$

Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$7 - 6 \quad \bigcirc \quad 6 - 2$$

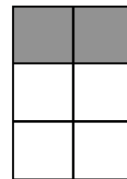
Write **directions** to tell how to get from our classroom to the lunchroom.

Circle the correct answer.
This shape is **divided** into:

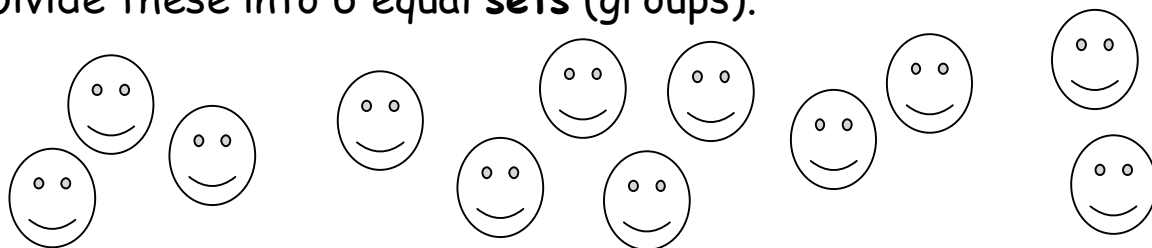


halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



Divide these into 6 equal **sets** (groups).

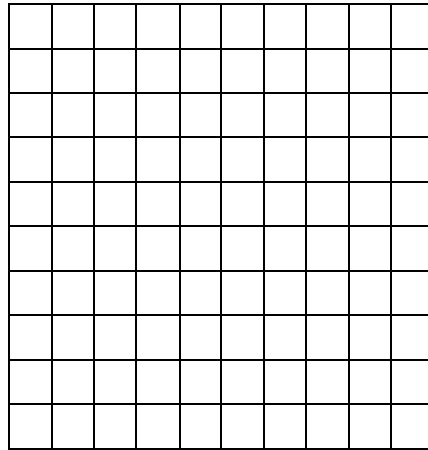


Name_____

February Concepts Review (Month 6) #6

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $5 \times 6 = 30$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

There are 6 computers in room eleven. Each one has 2 speakers. How many speakers are there **in all**?

- a) $6 \times 2 = 12$
- b) $6 - 2 = 4$
- c) $6 + 2 = 8$
- d) $4 + 2 = 6$

Solve this **equation** by making both sides equal.

$$\bigcirc + 7 = 3 + 5$$

Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$2 + 4 \quad \bigcirc \quad 3 + 8$$

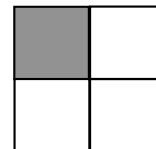
Write **directions** to tell how to get from our classroom to the stage.

Circle the correct answer.
This shape is **divided** into:

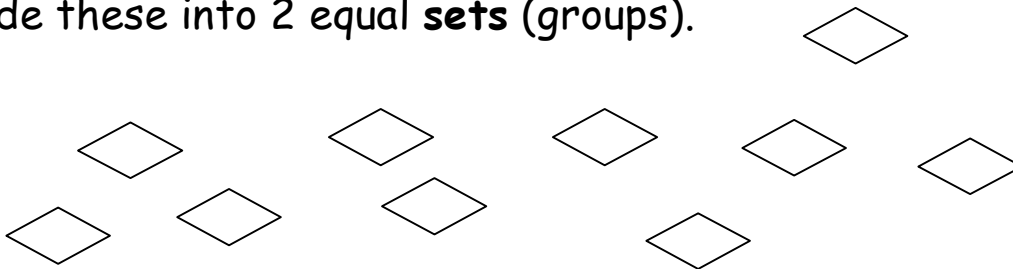


halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



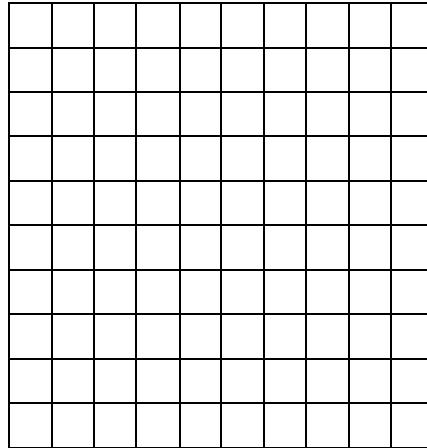
Divide these into 2 equal **sets** (groups).



Name _____ February Concepts Review (Month 6) #7

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $5 \times 6 = 30$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

There were 34 animal cookies in a bag. The kids ate 20 of them. How many are there now?

- a) $34 \times 20 = 680$
- b) $34 + 20 = 54$
- c) $34 - 20 = 14$
- d) $20 + 14 = 34$

Solve this **equation** by making both sides equal.

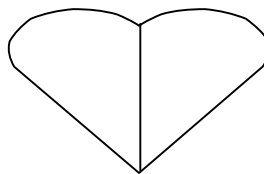
$$2 + \bigcirc = 3 + 4$$

Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$9 - 1 \quad \bigcirc \quad 4 + 4$$

Write **directions** to tell how to get from our classroom to the main entrance of the school.

Circle the correct answer.
This shape is **divided** into:

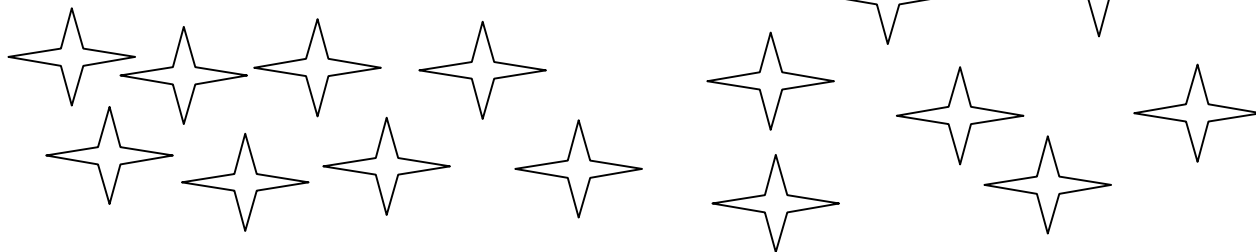


halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



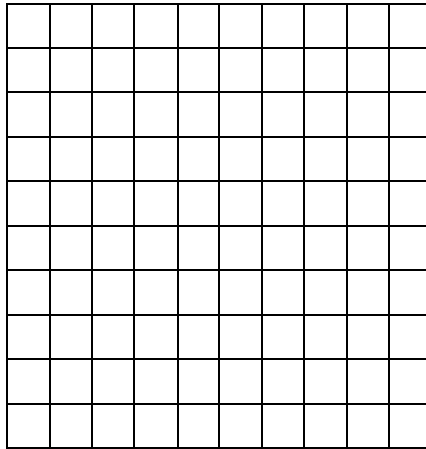
Divide these into 3 equal **sets** (groups).



Name_____ February Concepts Review (Month 6) #8

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $5 \times 6 = 30$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

Teri has 7 books at home. Jerry has 5. **How many more** books does Teri have than Jerry?

- a) $7 + 5 = 12$
- b) $12 - 7 = 5$
- c) $7 - 5 = 2$
- d) $12 - 7 = 5$

Solve this **equation** by making both sides equal.

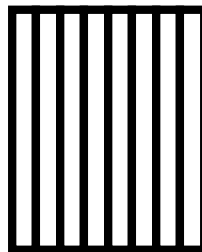
$$\bigcirc - 4 = 2 + 5$$

Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$4 + 4 \quad \bigcirc \quad 10 - 5$$

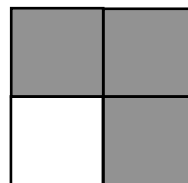
Write **directions** to tell how to get from our classroom to the lunchroom.

Circle the correct answer.
This shape is **divided** into:



halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



Divide these into 4 equal **sets** (groups).

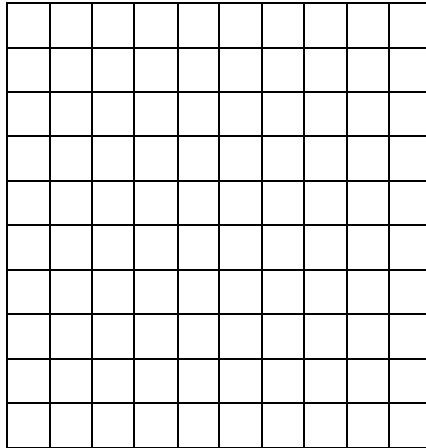


Name_____

February Concepts Review (Month 6) #9

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $5 \times 6 = 30$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

Anna had \$19. She spent \$14 for a basketball. Now how much money does she have **left**?

- a) $\$19 - \$14 = \$5$
- b) $\$19 + \$14 = \$33$
- c) $\$33 - \$19 = \$14$
- d) $\$33 - \$14 = \$19$

Solve this **equation** by making both sides equal.

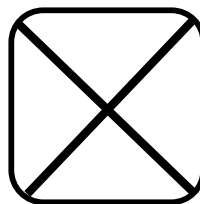
$$12 - 10 = \bigcirc + 2$$

Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$7 + 5 \quad \bigcirc \quad 15 - 7$$

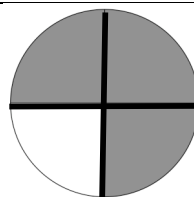
Write **directions** to tell how to get from our classroom to the principal's office.

Circle the correct answer.
This shape is **divided** into:

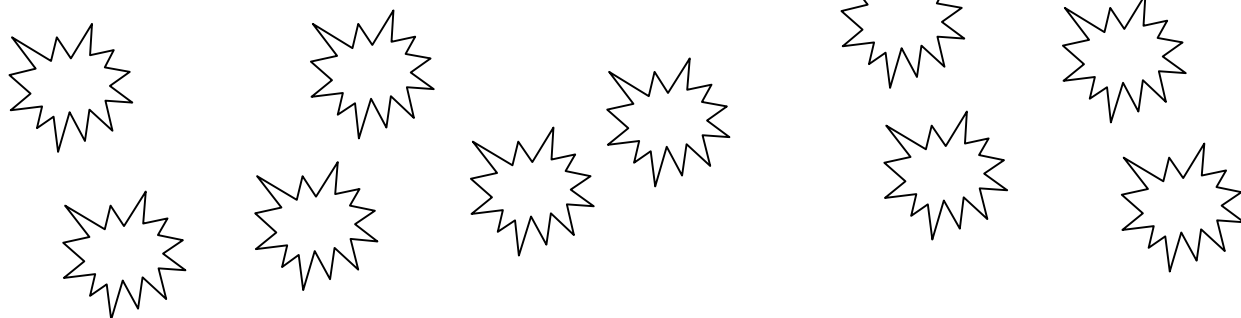


halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



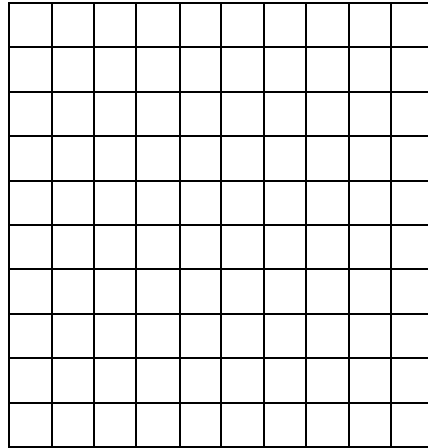
Divide these into 5 equal **sets** (groups).



Name_____ February Concepts Review (Month 6) #10

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $5 \times 6 = 30$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

The first grade teacher bought 3 pizzas. Each pizza had 8 slices. How many pieces were there **in all**?

- a) $8 \times 3 = 24$
- b) $8 - 3 = 5$
- c) $8 + 3 = 11$
- d) $3 + 8 = 11$

Solve this **equation** by making both sides equal.

$$2 + 5 = 3 + \bigcirc$$

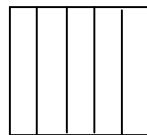
Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$5 + 4 \quad \bigcirc \quad 4 + 5$$

Write **directions** to tell how to get from our classroom to the secretary's desk.

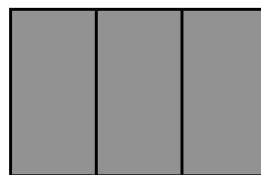
Circle the correct answer.

This shape is **divided** into:

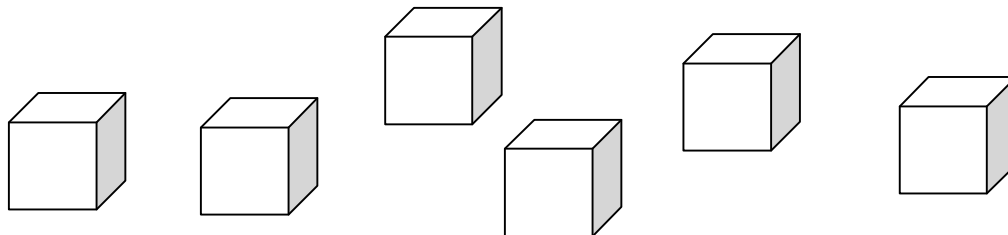


halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



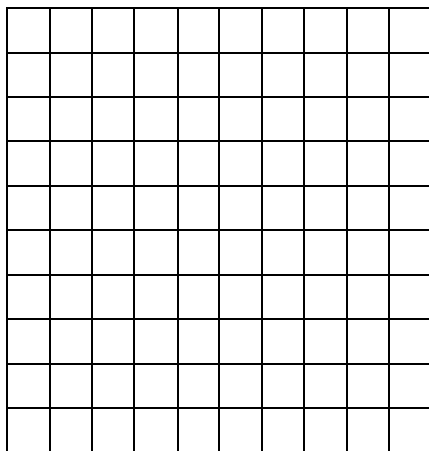
Divide these into 2 equal **sets** (groups).



Name_____ February Concepts Review (Month 6) #11

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $5 \times 6 = 30$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

There were 28 math books in our classroom. Another class had to borrow 3. How many are **left**?

- a) $28 + 3 = 31$
- b) $28 \times 3 = 84$
- c) $28 - 3 = 25$
- d) $25 + 3 = 28$

Solve this **equation** by making both sides equal.

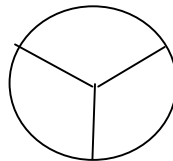
$$\bigcirc + 3 = 18 - 4$$

Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$9 - 7 \quad \bigcirc \quad 3 + 3$$

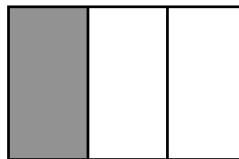
Write **directions** to tell how to get from our classroom to the closet parking lot.

Circle the correct answer.
This shape is **divided** into:

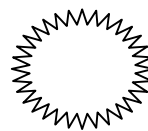
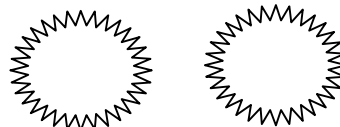
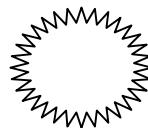
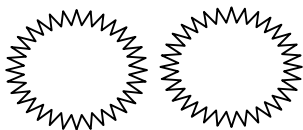
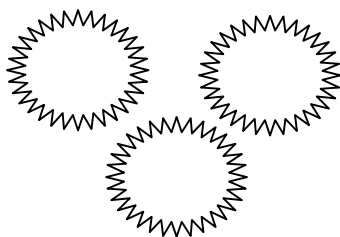


halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



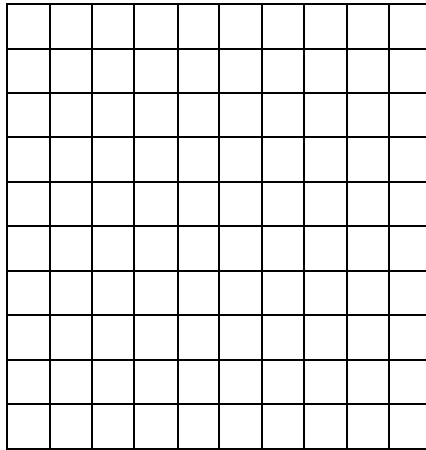
Divide these into 3 equal **sets** (groups).



Name_____ February Concepts Review (Month 6) #12

10	10	10	10	10	10	10	10	10	10	10
<u>x0</u>	<u>x1</u>	<u>x2</u>	<u>x3</u>	<u>x4</u>	<u>x5</u>	<u>x6</u>	<u>x7</u>	<u>x8</u>	<u>x9</u>	<u>x10</u>

Draw an **array** showing the multiplication sentence $5 \times 6 = 30$.



Draw a picture for the following problem. Then choose the **algorithm** that shows how to solve the problem:

Oscar had 8 pieces of gum. He chewed 3 of them. How many are **left**?

- a) $8 \times 3 = 24$
- b) $8 - 3 = 5$
- c) $8 + 3 = 11$
- d) $11 - 5 = 6$

Solve this **equation** by making both sides equal.

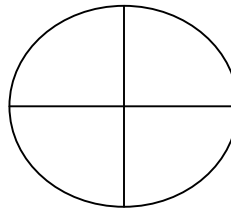
$$3 + \bigcirc = 2 + 3$$

Compare these two **expressions** using $<$ $>$ or $=$.
(Hint--find the total for each side first!)

$$12 - 7 \bigcirc 3 + 5$$

Challenge! Write **directions** to tell how to get from our classroom to your house.

Circle the correct answer.
This shape is **divided** into:

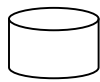
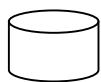


halves thirds fourths fifths sixths eighths

What **fraction** is shaded?



Divide these into 2 equal **sets** (groups).



Name _____ March Concepts Review (Month 7) #1

Divide this into 3 equal parts:

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

2	10	5
---	----	---

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

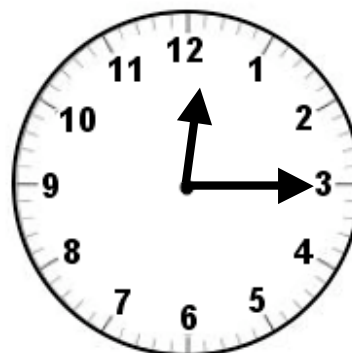
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

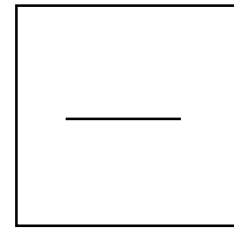
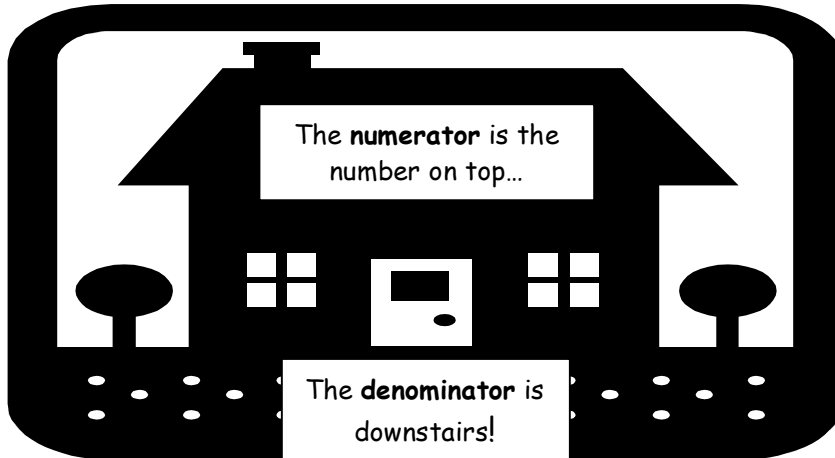
What time is shown on this clock?

_____ or

- a) twelve o'clock
- b) quarter past twelve
- c) half past twelve
- d) quarter to one



Write a fraction with a **numerator** of 2 and a **denominator** of 4.



Compare these two fractions using $<$ $>$ or $=$.



$$\frac{4}{5}$$



$$\frac{5}{5}$$

January

Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 1) How many Sundays are in this month? _____
- 2) Find the date January 15th. What **day** is that? _____
- 3) What is the **date** of the 1st Monday? _____

Name _____ March Concepts Review (Month 7) #2

Divide this into 2 equal parts:

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

4	20	5
---	----	---

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

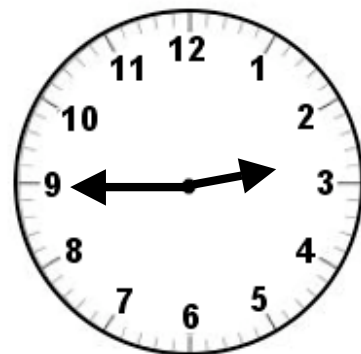
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

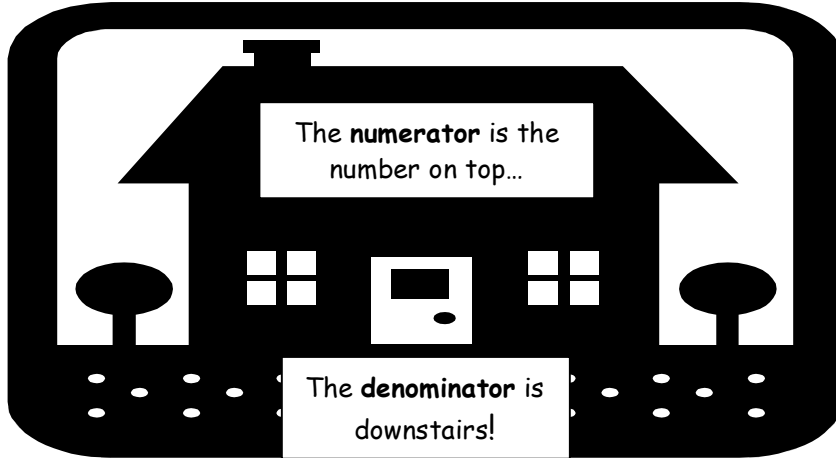
What time is shown on this clock?

_____ or

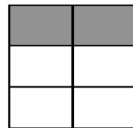
- a) two o'clock
- b) quarter past two
- c) half past two
- d) quarter to three



Write a fraction with a **numerator** of 3 and a **denominator** of 4.



Compare these two fractions using $<$ $>$ or $=$.



$\frac{2}{6}$



$\frac{2}{6}$

May

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 1) How many Mondays are in this month? _____
- 2) Find the date May 15th. What **day** is that? _____
- 3) What is the **date** of the 2nd Tuesday? _____

Name _____ March Concepts Review (Month 7) #3

Divide this into 4 equal parts:

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

2	6	12
---	---	----

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

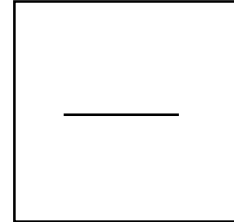
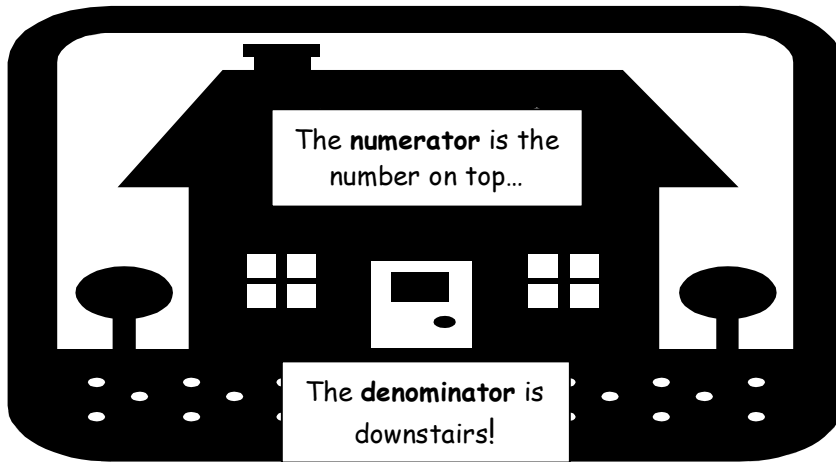
What time is shown on this clock?

_____ or

- a) six o'clock
- b) quarter past six
- c) half past six
- d) quarter to seven



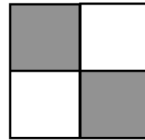
Write a fraction with a **numerator** of 1 and a **denominator** of 5.



Compare these two fractions using $<$ $>$ or $=$



$\frac{2}{4}$



$\frac{2}{4}$

April

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 1) How many Tuesdays are in this month? _____
- 2) Find the date April 17th. What **day** is that? _____
- 3) What is the **date** of the 3rd Wednesday? _____

Name _____ March Concepts Review (Month 7) #4

Divide this into 6 equal parts: (this one is a little harder!)

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

40	8	5
----	---	---

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

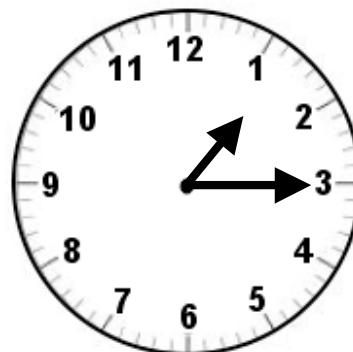
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

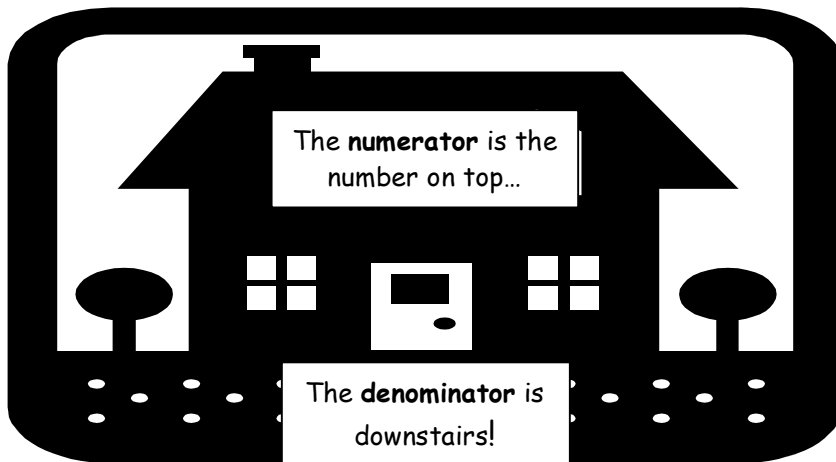
What time is shown on this clock?

_____ or

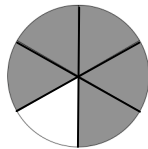
- a) one o'clock
- b) quarter past one
- c) half past one
- d) quarter to two



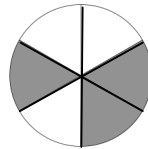
Write a fraction with a **numerator** of 3 and a **denominator** of 5.



Compare these two fractions using $<$ $>$ or $=$.



$\frac{5}{6}$



$\frac{3}{6}$

November

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- How many Wednesdays are in this month? _____
- Find the date November 22. What **day** is that? _____
- What is the **date** of the 4th Thursday? _____

Name _____ March Concepts Review (Month 7) #5

Divide this into 12 equal parts:

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

3	12	4
---	----	---

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

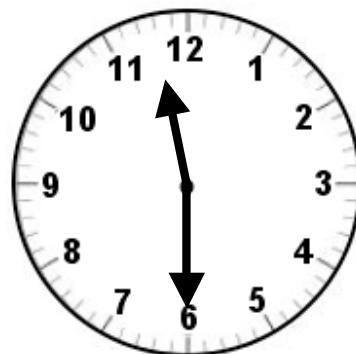
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

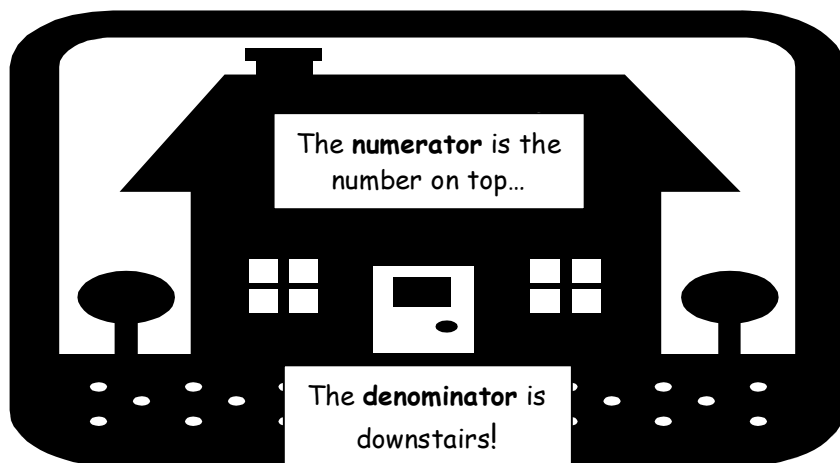
What time is shown on this clock?

_____ or

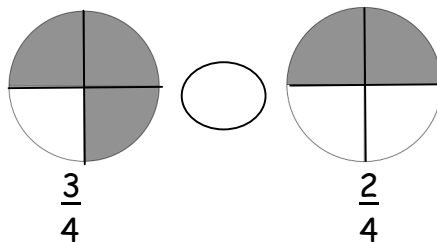
- a) eleven o'clock
- b) quarter past eleven
- c) half past eleven
- d) quarter to twelve



Write a fraction with a **numerator** of 2 and a **denominator** of 8.



Compare these two fractions using $<$ $>$ or $=$.



June						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 1) How many Thursdays are in this month? _____
- 2) Find the date June 3rd. What **day** is that? _____
- 3) What is the **date** of the 1st Friday? _____

Name _____

March Concepts Review (Month 7) #6

Divide this into 3 equal parts:

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

3	7	21
---	---	----

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

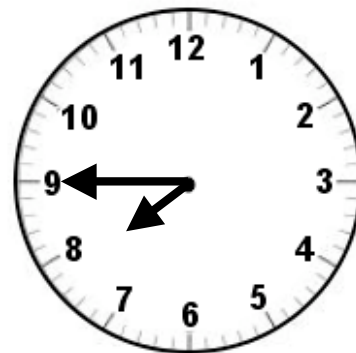
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

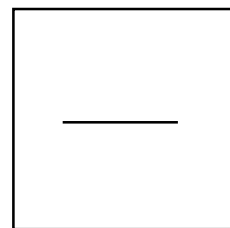
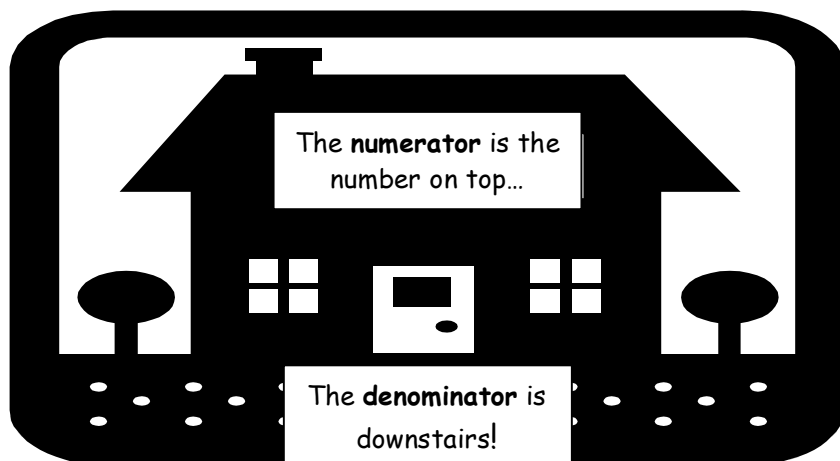
What time is shown on this clock?

_____ or

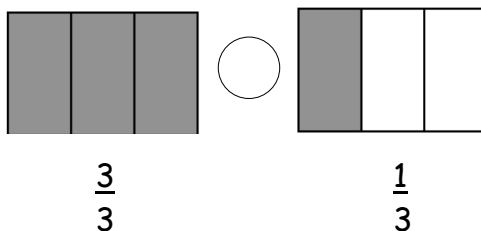
- a) seven o'clock
- b) quarter past seven
- c) half past seven
- d) quarter to eight



Write a fraction with a **numerator** of 2 and a **denominator** of 4.



Compare these two fractions using $<$ $>$ or $=$.



April						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 1) How many Fridays are in this month? _____
- 2) Find the date April 20th. What **day** is that? _____
- 3) What is the **date** of the 2nd Saturday? _____

Name _____ March Concepts Review (Month 7) #7

Divide this into 2 equal parts:

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

6	30	5
---	----	---

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

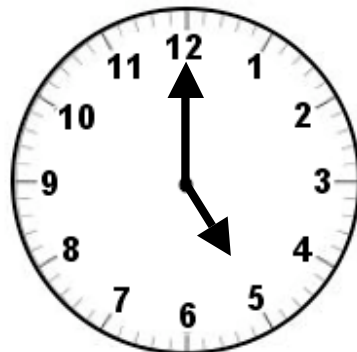
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

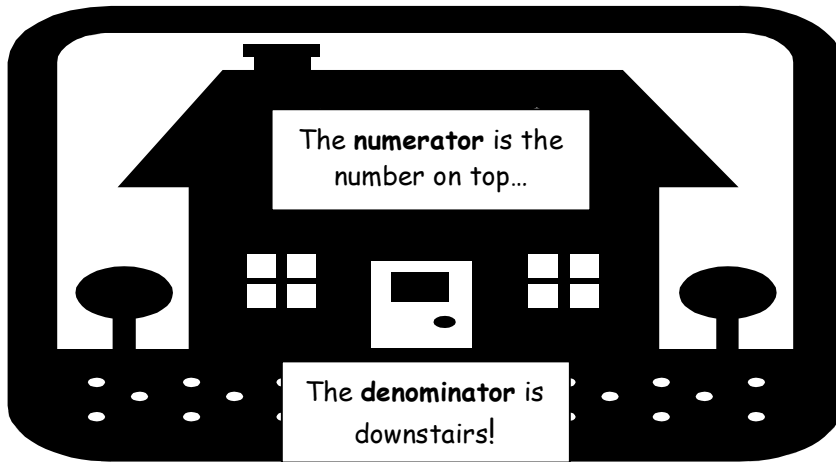
What time is shown on this clock?

_____ or

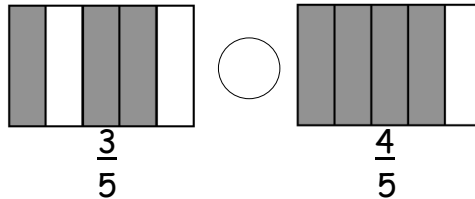
- a) five o'clock
- b) quarter past five
- c) half past five
- d) quarter to five



Write a fraction with a **numerator** of 4 and a **denominator** of 5.



Compare these two fractions using $<$ $>$ or $=$.



January

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 1) How many Saturdays are in this month? _____
- 2) Find the date January 26th. What **day** is that? _____
- 3) What is the **date** of the 3rd Sunday? _____

Name _____ March Concepts Review (Month 7) #8

Divide this into 3 equal parts:

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

6	48	8
---	----	---

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

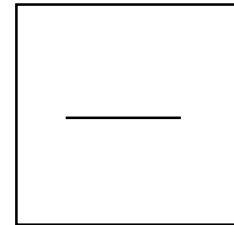
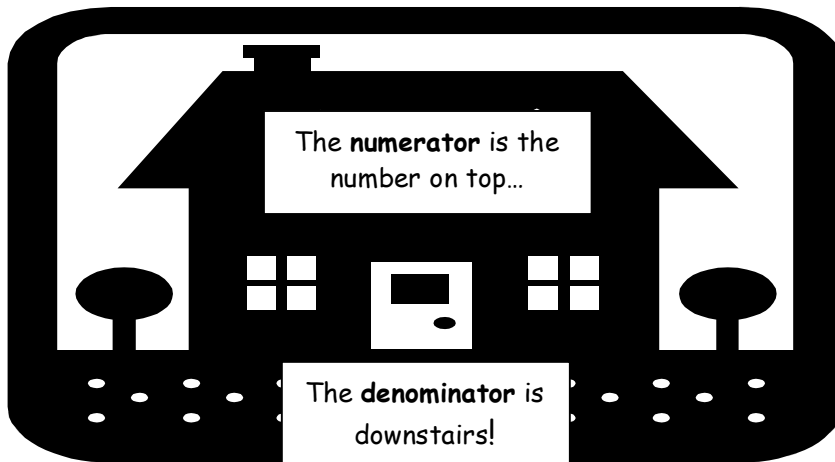
What time is shown on this clock?

_____ or

- a) eleven o'clock
- b) quarter past eleven
- c) half past eleven
- d) quarter to twelve



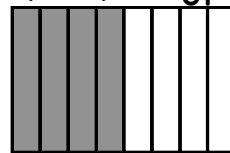
Write a fraction with a **numerator** of 1 and a **denominator** of 2.



Compare these two fractions using $<$ $>$ or $=$.



$$\frac{2}{8}$$



$$\frac{4}{8}$$

August

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 1) How many Sundays are in this month? _____
- 2) Find the date August 25th. What **day** is that? _____
- 3) What is the **date** of the 4th Monday? _____

Name _____ March Concepts Review (Month 7) #9

Divide this into 5 equal parts:

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

7	56	8
---	----	---

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

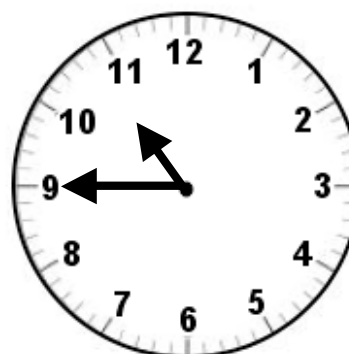
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

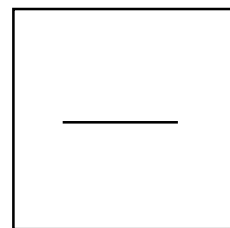
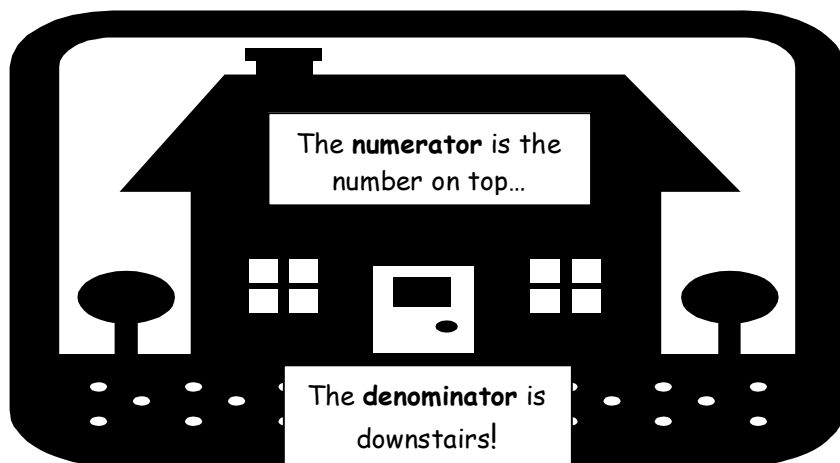
What time is shown on this clock?

_____ or

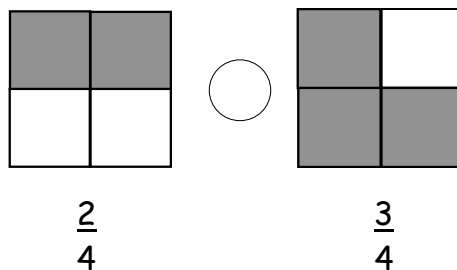
- a) ten o'clock
- b) quarter past ten
- c) half past ten
- d) quarter to eleven



Write a fraction with a **numerator** of 1 and a **denominator** of 8.



Compare these two fractions using $<$ $>$ or $=$.



July						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 1) How many Mondays are in this month? _____
- 2) Find the date July 5th. What **day** is that? _____
- 3) What is the **date** of the 1st Tuesday? _____

Name _____ March Concepts Review (Month 7) #10

Divide this into 2 equal parts:

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

5 45 9

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

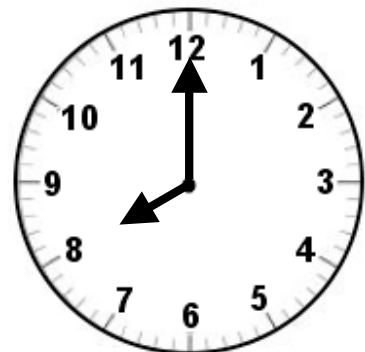
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

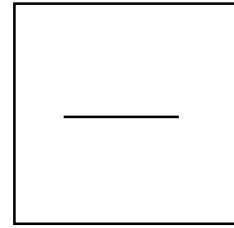
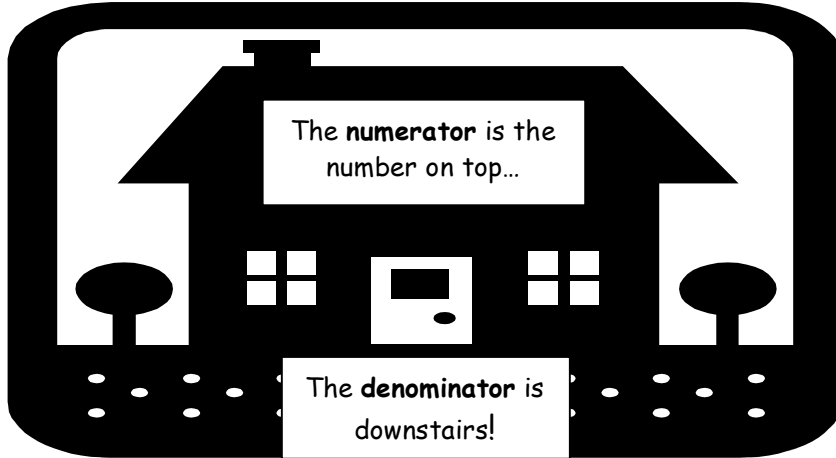
What time is shown on this clock?

_____ or

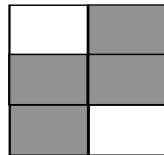
- a) eight o'clock
- b) quarter past eight
- c) half past eight
- d) quarter to nine



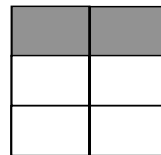
Write a fraction with a **numerator** of 3 and a **denominator** of 8.



Compare these two fractions using $<$ $>$ or $=$.



$$\frac{4}{6}$$



$$\frac{2}{6}$$

December

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1) How many Tuesdays are in this month? _____
- 2) Find the date December 10th. What **day** is that? _____
- 3) What is the **date** of the 2nd Wednesday? _____

Name _____ March Concepts Review (Month 7) #11

Divide this into 5 equal parts:

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

70	10	7
----	----	---

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

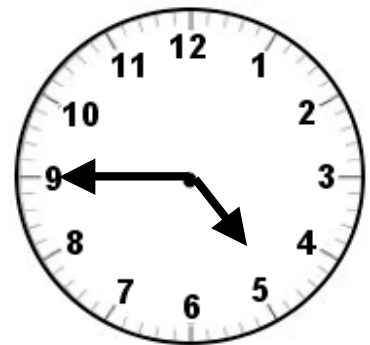
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

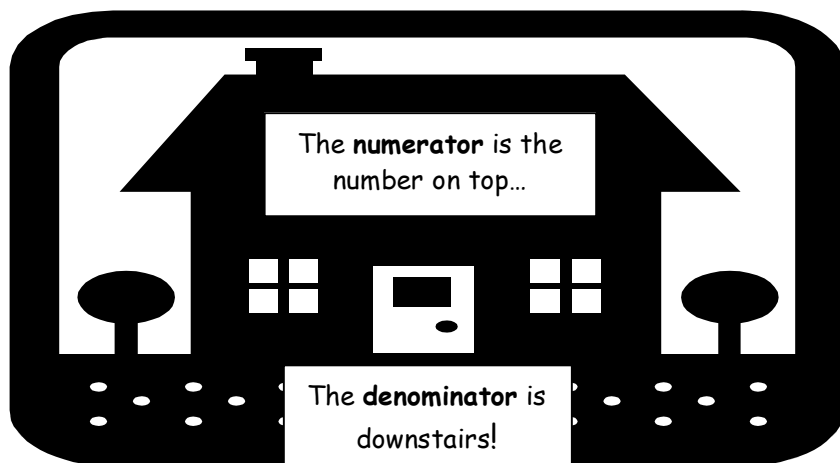
What time is shown on this clock?

_____ or

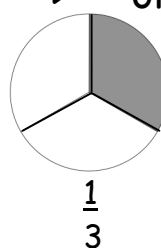
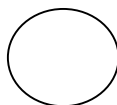
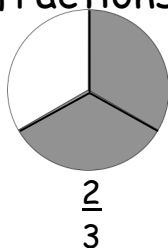
- a) four o'clock
- b) quarter past four
- c) half past four
- d) quarter to five



Write a fraction with a **numerator** of 6 and a **denominator** of 8.



Compare these two fractions using $<$ $>$ or $=$.



February

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

- 1) How many Wednesdays are in this month? _____
- 2) Find the date February 4th. What **day** is that? _____
- 3) What is the **date** of the 3rd Thursday? _____

Name _____ March Concepts Review (Month 7) #12

Divide this into 4 equal parts:

Represent this model with a division sentence:

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We know that addition and subtraction are **inverse operations** (opposites of each other). They make up fact families. For example:

$$3 + 4 = \underline{7}$$

$$\underline{7} - 4 = 3$$

$$4 + 3 = \underline{7}$$

$$\underline{7} - 3 = 4$$

Multiplication and division are also inverse operations. Use these three digits to make 4 facts that are related using \times and \div .

3	24	8
---	----	---

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

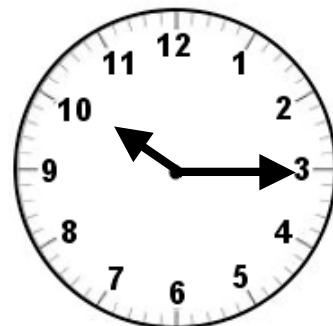
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

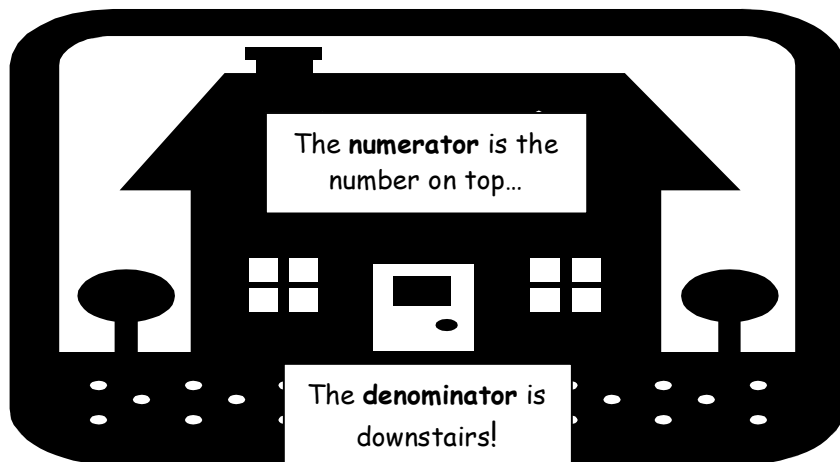
What time is shown on this clock?

_____ or

- a) ten o'clock
- b) quarter past ten
- c) half past ten
- d) quarter to eleven



Write a fraction with a **numerator** of 2 and a **denominator** of 6.



Compare these two fractions using $<$ $>$ or $=$.



$\frac{2}{8}$



$\frac{2}{8}$

September

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 1) How many Thursdays are in this month? _____
- 2) Find the date September 7th. What **day** is that? _____
- 3) What is the **date** of the 1st Friday? _____

Name_____

April Concepts Review (Month 8) #1

Perimeter, perimeter

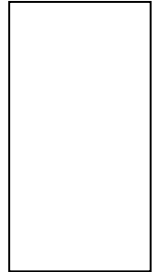
you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

4 feet

6 feet



Area ... oh area ...

I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____

How much is this worth? Write your answer in **decimal notation**.



Measure this line to the nearest centimeter. _____ cm

Measure this line to the nearest inch. _____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) 3 inches

b) $3\frac{1}{2}$ inches

c) 4 inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1 2 3 4 7 12 24 52 60 100 365 centimeter(s) cup(s) day(s) foot/feet hour(s)
 inch(es) meter(s) minute(s) month(s) pound(s) second(s) quart(s) week(s) yard(s) year(s)

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
___ seconds = 1 minute	Which word is used to tell how much something weighs? _____	a) _____	a) _____	a) _____
60 minutes = ___ hour		b) _____	b) _____	b) _____
24 _____ = 1 day		4 _____ = 1 quart		c) _____
7 days = 1 _____				
_____ days = 1 year			There are 12 inches in 1 _____.	
52 _____ = 1 year				
12 months = 1 _____				

Name_____

April Concepts Review (Month 8) #2

Perimeter, perimeter

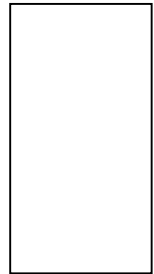
you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

2 feet

4 feet



Area ... oh area ...

I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____

How much is this worth? Write your answer in **decimal notation**.



Measure this line to the nearest centimeter.

_____ cm

Measure this line to the nearest inch.

_____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) $3\frac{1}{2}$ inches

b) 4 inches

c) $4\frac{1}{2}$ inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1 2 3 4 7 12 24 52 60 100 365 centimeter(s) cup(s) day(s) foot/feet hour(s)
inch(es) meter(s) minute(s) month(s) pound(s) second(s) quart(s) week(s) yard(s) year(s)

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
60 seconds = 1 _____	Which word is used to tell how much something weighs? _____	a) _____	a) _____	a) _____
60 minutes = _____ hour		b) _____	b) _____	b) _____
24 hours = 1 _____		_____ cups = 1 quart		c) _____
_____ days = 1 week				
365 days = _____ year			There are _____ inches in one foot.	
_____ weeks = 1 year				
12 _____ = 1 year				

Name_____

April Concepts Review (Month 8) #3

Perimeter, perimeter

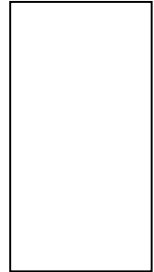
you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

1 foot

3 feet



Area ... oh area ...

I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____

How much is this worth? Write your answer in **decimal notation**.



Measure this line to the nearest centimeter.

_____ cm

Measure this line to the nearest inch.

_____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) 2 inches

b) $2\frac{1}{2}$ inches

c) 3 inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1 2 3 4 7 12 24 52 60 100 365 centimeter(s) cup(s) day(s) foot/feet hour(s)

inch(es) meter(s) minute(s) month(s) pound(s) second(s) quart(s) week(s) yard(s) year(s)

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
60 _____ = 1 minute	Which word is used to tell how much something weighs? _____	a) _____	a) _____	a) _____
60 _____ = 1 hour		b) _____	b) _____	b) _____
24 _____ = 1 day		4 cups = ____ quart		c) _____
7 _____ = 1 week				
365 _____ = 1 year			There are 100 centimeters in 1	
52 _____ = 1 year			_____.	
12 _____ = 1 year				

Name_____

April Concepts Review (Month 8) #4

Perimeter, perimeter

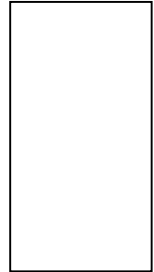
you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

3 cm

5 cm



Area ... oh area ...

I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____

How much is this worth? Write your answer in **decimal notation**.



Measure this line to the nearest centimeter. _____ cm

Measure this line to the nearest inch. _____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) $4\frac{1}{2}$ inches

b) 5 inches

c) $5\frac{1}{2}$ inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1 2 3 4 7 12 24 52 60 100 365 centimeter(s) cup(s) day(s) foot/feet hour(s)
inch(es) meter(s) minute(s) month(s) pound(s) second(s) quart(s) week(s) yard(s) year(s)

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
____ seconds = 1 minute	Which word is used to tell how much something weighs? _____	a)_____	a)_____	a)_____
____ minutes = 1 hour		b)_____	b)_____	b)_____
____ hours = 1 day		4 _____ = 1 quart		c)_____
____ days = 1 week				
____ days = 1 year			There are 100 _____ in 1 meter.	
____ weeks = 1 year				
____ months = 1 year				

Name_____

April Concepts Review (Month 8) #5

Perimeter, perimeter

you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

4 feet

4 feet



Area ... oh area ...

I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____

How much is this worth? Write your answer in **decimal notation**.



Measure this line to the nearest centimeter. _____ cm

Measure this line to the nearest inch. _____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) $2\frac{1}{2}$ inches

b) 3 inches

c) $3\frac{1}{2}$ inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1 2 3 4 7 12 24 52 60 100 365 centimeter(s) cup(s) day(s) foot/feet hour(s)

inch(es) meter(s) minute(s) month(s) pound(s) second(s) quart(s) week(s) yard(s) year(s)

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
60 seconds= __ minute	Which word is used to tell how much something weighs? _____	a)_____	a)_____	a)_____
60 minutes = ____ hour		b)_____	b)_____	b)_____
24 hours = _____day		4 _____ = 1 quart		c)_____
7 days = _____week				
365 days = _____ year			There are 12 _____ in 1 foot.	
52 weeks = _____year				
12 months = _____year				

Name_____

April Concepts Review (Month 8) #6

Perimeter, perimeter

you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

3 yards

3 yards



Area ... oh area ...

I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____

How much is this worth? Write your answer in **decimal notation**.



Measure this line to the nearest centimeter.

_____ cm

Measure this line to the nearest inch.

_____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) $4\frac{1}{2}$ inches

b) 5 inches

c) $5\frac{1}{2}$ inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1 2 3 4 7 12 24 52 60 100 365 centimeter(s) cup(s) day(s) foot/feet hour(s)
inch(es) meter(s) minute(s) month(s) pound(s) second(s) quart(s) week(s) yard(s) year(s)

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
60 seconds = 1 _____	Which word is used to tell how much something weighs? _____	a)_____	a)_____	a)_____
60 minutes = 1 _____		b)_____	b)_____	b)_____
24 hours = 1 _____		_____ cups = 1 quart		c)_____
7 days = 1 _____				
365 days = 1 _____			There are 3 _____ in one yard.	
52 weeks = 1 _____				
12 months = 1 _____				

Name_____

April Concepts Review (Month 8) #7

Perimeter, perimeter

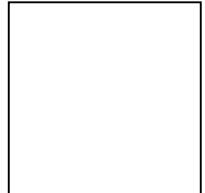
you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

5 inches

5 inches



Area ... oh area ...

I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____

How much is this worth? Write your answer in decimal notation.



Measure this line to the nearest centimeter. _____ cm

Measure this line to the nearest inch. _____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) $5\frac{1}{2}$ inches

b) 6 inches

c) $6\frac{1}{2}$ inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1	2	3	4	7	12	24	52	60	100	365	centimeter(s)	cup(s)	day(s)	foot/feet	hour(s)
inch(es)	meter(s)	minute(s)	month(s)	pound(s)	second(s)	quart(s)	week(s)	yard(s)	year(s)						

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
____seconds = 1 minute	Which word is used to tell how much something weighs? _____	a)_____	a)_____	a)_____
____ minutes = 1 hour		b)_____	b)_____	b)_____
24 hours = 1 _____		_____ cups = 1 quart		c)_____
7 _____ = 1 week				
_____ days = 1 year			There are 12 _____ in 1 foot.	
52 weeks = 1 _____				
12 months = _____ year				

Name_____

April Concepts Review (Month 8) #8

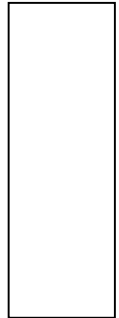
Perimeter, perimeter

you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

3 feet



Area ... oh area ...

9 feet

I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____

How much is this worth? Write your answer in **decimal notation**.



Measure this line to the nearest centimeter.

_____ cm

Measure this line to the nearest inch.

_____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) 1 inches

b) $1\frac{1}{2}$ inches

c) 2 inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1 2 3 4 7 12 24 52 60 100 365 centimeter(s) cup(s) day(s) foot/feet hour(s)

inch(es) meter(s) minute(s) month(s) pound(s) second(s) quart(s) week(s) yard(s) year(s)

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
60 seconds = __minute	Which word is used to tell how much something weighs? _____	a)_____	a)_____	a)_____
60 _____ = 1 hour		b)_____	b)_____	b)_____
_____hours = 1 day		4 _____ = 1 quart		c)_____
7 days = 1_____				
365 days = _____ year				
52 _____ = 1 year			There are 100 _____ in 1 meter.	
_____months = 1 year				

Name_____

April Concepts Review (Month 8) #9

Perimeter, perimeter

you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

2 feet

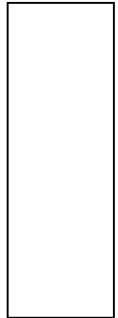
Area ... oh area ...

6 feet

I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____



How much is this worth? Write your answer in **decimal notation**.



Measure this line to the nearest centimeter.

_____ cm

Measure this line to the nearest inch.

_____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) $2\frac{1}{2}$ inches

b) 3 inches

c) $3\frac{1}{2}$ inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1	2	3	4	7	12	24	52	60	100	365	centimeter(s)	cup(s)	day(s)	foot/feet	hour(s)
inch(es)	meter(s)	minute(s)	month(s)	pound(s)	second(s)	quart(s)	week(s)	yard(s)	year(s)						

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
_____seconds = 1 minute	Which word is used to tell how much something weighs? _____	a)_____	a)_____	a)_____
_____ minutes = 1 hour		b)_____	b)_____	b)_____
24 _____ = 1 day		4 cups=_____quart		c)_____
7 _____ = 1 week				
365 days = _____ year				
52 weeks = _____ year			There are 3 feet in 1 _____.	
12 months = 1 _____				

Name_____

April Concepts Review (Month 8) #10

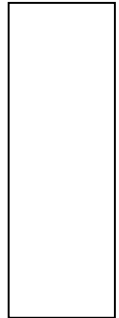
Perimeter, perimeter

you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

1 cm



3 cm

Area ... oh area ...

I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____

How much is this worth? Write your answer in **decimal notation**.



Measure this line to the nearest centimeter. _____ cm

Measure this line to the nearest inch. _____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) 6 inches

b) $6\frac{1}{2}$ inches

c) 7 inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1 2 3 4 7 12 24 52 60 100 365 centimeter(s) cup(s) day(s) foot/feet hour(s)
inch(es) meter(s) minute(s) month(s) pound(s) second(s) quart(s) week(s) yard(s) year(s)

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
60 _____ = 1 minute	Which word is used to tell how much something weighs? _____	a)_____	a)_____	a)_____
60 minutes = 1 _____		b)_____	b)_____	b)_____
24 _____ = 1 day		4 cups = 1 _____		c)_____
7 days = 1 _____				
365 _____ = 1 year			There are 3 _____ in 1 yard.	
52 weeks = 1 _____				
12 _____ = 1 year				

Name_____

April Concepts Review (Month 8) #11

Perimeter, perimeter

you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

8 yards

Area ... oh area ...

4 yards



I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____

How much is this worth? Write your answer in **decimal notation**.



Measure this line to the nearest centimeter. _____ cm

Measure this line to the nearest inch. _____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) 1 inches

b) $1\frac{1}{2}$ inches

c) 2 inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1	2	3	4	7	12	24	52	60	100	365	centimeter(s)	cup(s)	day(s)	foot/feet	hour(s)
inch(es)	meter(s)	minute(s)	month(s)	pound(s)	second(s)	quart(s)	week(s)	yard(s)	year(s)						

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
_____ seconds = 1 minute	Which word is used to tell how much something weighs? _____	a)_____	a)_____	a)_____
60 _____ = 1 hour		b)_____	b)_____	b)_____
24 hours = _____ day		_____ cups = 1 quart		c)_____
7 days = 1_____				
_____ days = 1 year				
52 _____ = 1 year			There are 100 centimeters in _____ meter.	
12 months = ____ year				

Name_____

April Concepts Review (Month 8) #12

Perimeter, perimeter

you get around a lot.

I've got to add up all your sides

To see just how much length you've got!_____

10 yards

Area ... oh area ...

5 yards



I know that you're inside!

I will multiply two touching sides

To see how much you're trying to hide!_____

How much is this worth? Write your answer in **decimal notation**.



Measure this line to the nearest centimeter. _____ cm

Measure this line to the nearest inch. _____ inches

Measure this line to the nearest $\frac{1}{2}$ inch.

a) 5 inches

b) $5\frac{1}{2}$ inches

c) 6 inches

Measurement Chart...Ways of Measuring

Fill in the blanks with the correct numbers or words.

You won't use all of them, but you might need to use some of them more than once!

1 2 3 4 7 12 24 52 60 100 365 centimeter(s) cup(s) day(s) foot/feet hour(s)
 inch(es) meter(s) minute(s) month(s) pound(s) second(s) quart(s) week(s) yard(s) year(s)

Time	Weight	Capacity	Length	
			<u>Metric</u>	<u>Customary</u>
___ seconds = 1 minute	Which word is used to tell how much something weighs? _____	a)_____	a)_____	a)_____
_____minutes = 1 hour		b)_____	b)_____	b)_____
24 hours = _____ day		4_____ = 1 quart		c)_____
7 days = _____week				
365 _____ = 1 year			There are 12 inches in 1 _____.	
52 _____ = 1 year				
12 months = 1 _____				