

Resources to Practice Computation and Fact Fluency

Create and Print Worksheets: <http://www.mathfactcafe.com/> or math-aids.com

Free websites:

Name	Website
Greg Tang Math	gregtangmath.com
Calculation Nation	http://calculationnation.nctm.org/
Illuminations	http://illuminations.nctm.org/
Mathbreakers	https://mathbreakers.com
Addition & Subtraction Math Magician	http://www.oswego.org/ocsd-web/games/Mathmagician/mathsadd.html http://www.oswego.org/ocsd-web/games/Mathmagician/mathssub.html
Fact Monster (flashcards)	http://www.factmonster.com/math/flashcards.html

Apps:

- Name that Number - Also known as Target, using addition & subtraction to reach a target number
- Kakooma - addition challenges in puzzle format
- King of Math - Various types of math problems
- Baseball Multiplication - single digit multiplication
- Beat the Computer - single digit multiplication
- Thinking Blocks – Model and Solve Word Problems (multiple types)
- Divisibility – Multiplication and Division game
- Gate
- Cupcake

Name: _____

Keep track on the logs below to show the time you spent on DreamBox, completed pages from this packet, and anything else educational you did this summer. This page is due the first day of school with the rest of the packet.

Homework Log for June:

Date/Week	Activity

Homework Log for July:

Date/Week	Activity

Homework Log for August:

Date/Week	Activity

Open Response Questions

Pick 1 - 2 problems per week. Solve on a separate sheet.

<p>a. Record a number sequence of at least ten numbers where each number is three less than the previous number.</p>	<p>b. Sarah ate $\frac{1}{4}$ of the cherries in her snack box. How many cherries might have been in Sarah's snack box? How many might she have eaten?</p>
<p>c. Sam rolled two dice and multiplied the results. He got a product that was an even number. What numbers might Sam have rolled?</p>	<p>d. Write your own multiplication story for 9×6 and tell how you solved the problem. What other strategies could you have used to solve this problem?</p>
<p>e. Nancy baked 4 trays of muffins. Each tray held 6 muffins. She took 15 muffins to school for the bake sale and left the rest at home to share with her family. How many muffins did Nancy leave at home?</p>	<p>f. Suppose that (12, 24, or 36) musicians in a marching band were getting ready for a parade. How many different ways could the musicians arrange themselves into equal rows? Record your thinking using arrays, numbers or words.</p>
<p>g. I left school after 3:15p.m., walked for 25 minutes and was home before 3:45p.m. What time might I have a) left school b) arrived home? Represent two possible solutions on a number line diagram.</p>	<p>h. Using all of the digits 4, 5, 6, 7, 8, 9 and any operation (add, subtract, multiply, divide), what numbers can you make?</p>
<p>i. I subtracted a three-digit number from a three-digit number and got a correct answer of 249. What might the two numbers be?</p>	<p>j. I found a bag of shapes, all of which were different and had 4, or more, sides. If there was a total of 16 sides, what shapes might be in the bag? Show as many different solutions as you can.</p>
<p>k. Draw two different quadrilaterals. How are these shapes alike? How are they different?</p>	<p>l. Three friends shared two pizzas equally. How much of the pizza did each person get? Explain your thinking.</p>
<p>m. I rounded two numbers to the nearest hundred and added them for a sum of 500. What might the two numbers have been? Show 5 possible solutions.</p>	<p>n. Choose two 3-digit numbers less than 500. Write and solve an addition and a related subtraction number story using these numbers.</p>
<p>o. Choose two of the following: $_ \times _ = 36$ $_ \times _ = 54$ $_ \times _ = 72$</p> <p>How many different pairs of numbers can you use to fill the blanks? What are they?</p>	<p>p. The answer to a division question is 3. What might the question be? Record as many different solutions as you can.</p>

Name: _____

Place Value

Write the numerals below in expanded form.

748 = _____

3,195 = _____

62,014 = _____

Write the numbers in standard (number) form.

$800 + 20 + 6 =$ _____

_____ = $3,000 + 500 + 90 + 1$

$20,000 + 8,000 + 500 + 10 + 5 =$ _____

Use $<$, $>$, or $=$ to make the statements true.

a. 35,204 35,402

b. 6,991 9,601

c. 259,242 260,321

d. $39 + 41$ $38 + 41$

Rounding numbers:

1,804

to the nearest 10 _____

to the nearest 100 _____

13,328

to the nearest 10 _____

to the nearest 100 _____

to the nearest 1,000 _____

Place Value

Write the numerals below in expanded form.

$382 = \underline{\hspace{10em}}$

$5,104 = \underline{\hspace{10em}}$

$55,291 = \underline{\hspace{10em}}$

Write the numbers in standard (number) form.

$600 + 10 + 9 = \underline{\hspace{2em}}$

$\underline{\hspace{2em}} = 9,000 + 300 + 50 + 8$

$60,000 + 7,000 + 400 + 30 + 2 = \underline{\hspace{2em}}$

Use $<$, $>$, or $=$ to make the statements true.

a. $44,692$ $44,962$

b. $5,291$ $2,291$

c. $349,899$ $350,125$

d. $199 + 102$ $201 + 99$

Rounding numbers:

<u>5,314</u>	<u>25,695</u>
to the nearest 10 _____	to the nearest 10 _____
to the nearest 100 _____	to the nearest 100 _____
	to the nearest 1,000 _____

Addition and Subtraction

Solve the problems below using any efficient strategy.

$$\begin{array}{r} 324 \\ + 219 \\ \hline \end{array}$$

$$\begin{array}{r} 612 \\ + 288 \\ \hline \end{array}$$

$$\begin{array}{r} 4,985 \\ + 1,429 \\ \hline \end{array}$$

$$\begin{array}{r} 852 \\ - 361 \\ \hline \end{array}$$

$$\begin{array}{r} 749 \\ - 392 \\ \hline \end{array}$$

$$\begin{array}{r} 811 \\ - 352 \\ \hline \end{array}$$

$$\begin{array}{r} 4,291 \\ - 2,109 \\ \hline \end{array}$$

$$\begin{array}{r} 6,355 \\ - 3,179 \\ \hline \end{array}$$

Addition and Subtraction

Solve the problems below using any efficient strategy.

$$\begin{array}{r} 643 \\ + 238 \\ \hline \end{array}$$

$$\begin{array}{r} 2,516 \\ + 3,385 \\ \hline \end{array}$$

$$\begin{array}{r} 2,148 \\ + 1,471 \\ \hline \end{array}$$

$$\begin{array}{r} 5,763 \\ - 3,241 \\ \hline \end{array}$$

$$\begin{array}{r} 2,843 \\ - 1,237 \\ \hline \end{array}$$

$$\begin{array}{r} 3,725 \\ - 2,489 \\ \hline \end{array}$$

$$\begin{array}{r} 2,238 \\ - 1,125 \\ \hline \end{array}$$

$$\begin{array}{r} 3,426 \\ - 1,387 \\ \hline \end{array}$$

Solving Story Problems

- a.** The 2nd and 3rd grade classes want to raise \$500 for an animal shelter. The 2nd grade class has raised \$255. The 3rd grade has raised \$213. Did they reach their goal? If not, how much more money do they need to raise?
- b.** Joey and his brother collected shells all summer at the beach. At the end of the summer Joey had 615 shells, which was 125 more than his brother. How many shells did they collect altogether?
- c.** Ms. Sen brought in 5 bags of candy to fill the estimation jar. The estimation jar had 60 candies in it. How many candies were in each bag?
- d.** The 32 3rd grade students went on a field trip to see *101 Dalmatians*. Each car could fit 4 students. How many cars did they need to take?
- e.** Ella was making necklaces to sell. She put 8 beads on each necklace. She made 10 necklaces. She sold each necklace for \$3.00. How much money did she earn?

Solving Story Problems

a. A school was giving a pizza party to the class that raised the most money for a charity. The school's goal was to raise \$1,000. The 4th grade came in second by raising \$375, which was \$152 less than the winning grade. How much did the winning grade raise?

b. At the bake sale on Tuesday, candies were sold in bags of 10. 9 bags were sold at recess. 8 bags were sold afterschool. How many candies were sold on Tuesday?

c. Ella and her two brothers were making lemonade for her stand. They earned \$18 dollars in the morning and \$15 dollars in the afternoon. If they shared the earnings equally, how much money did each child get?

d. For Matty's birthday party, they needed 56 slices of pizza. If a large pizza comes with 8 slices, how many pizzas did they need to order?

e. Ella was making lemonade for her stand. She put 9 lemons in each batch. She made 7 batches of lemonade. How many lemons did she use?

Multiplication

Use your facts to help you solve the problems below.

a. $15 \times 6 = \underline{\hspace{2cm}}$

b. $19 \times 3 = \underline{\hspace{2cm}}$

c. $14 \times 4 = \underline{\hspace{2cm}}$

d*. $18 \times 11 = \underline{\hspace{2cm}}$

e*

20	7
?	?

5

a. $10 \times 18 = \underline{\hspace{2cm}}$

b. $7 \times 100 = \underline{\hspace{2cm}}$

c. $25 \times 100 = \underline{\hspace{2cm}}$

d. $30 \times 10 = \underline{\hspace{2cm}}$

Multiplication

Use your facts to help you solve the problems below.

a. $13 \times 7 =$ _____

b. $14 \times 6 =$ _____

c. $23 \times 5 =$ _____

d*. $15 \times 13 =$ _____

e*. $25 \times 17 =$ _____

a. $32 \times 10 =$ _____

b. $10 \times 40 =$ _____

c. $64 \times 100 =$ _____

d. $9 \times 100 =$ _____

Division

a. $42 \div 6 =$

b. $27 \div 3 =$

c. $24 \div 4 =$

d. $60 \div 5 =$

e. $56 \div 8 =$

f. $36 \div 4 =$

e. $63 \div 7 =$

f. $35 \div 5 =$

g. $54 \div 9 =$

h. $32 \div 8 =$

i. $60 \div 10 =$

j. $20 \div 5 =$

k. $24 \div 6 =$

l. $18 \div 3 =$

Solve the problems below using any strategy. Don't forget to use multiplication to help you!

Example: $78 \div 6 =$

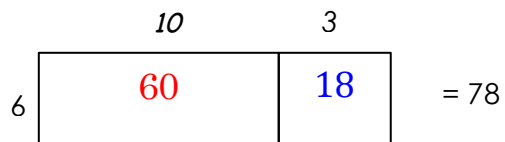
(Multiplying up and/or using an array)

Step 1: $6 \times 10 = 60$

Step 2: 18 more is needed & $6 \times 3 = 18$

so $6 \times 13 = 78$

or



b. $63 \div 3 =$

c. $92 \div 4 =$

d. $90 \div 5 =$

e*. $144 \div 6 =$

f*. $216 \div 4 =$

Solve the problems below using any strategy.

a. $78 \div 6 =$

b. $39 \div 3 =$

c. $84 \div 4 =$

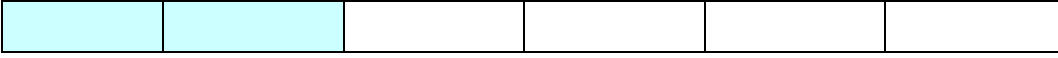
d. $75 \div 5 =$

e*. $186 \div 6 =$

f*. $128 \div 4 =$

Fractions

1. What fraction of the figure below is shaded? Write two fractions that show how much of the figure is shaded.



2. Shade the figure below to show $\frac{3}{4}$.



3. Use $<$, $>$, or $=$ to compare the fractions below.

a. $\frac{4}{5}$ $\frac{3}{5}$

b. $\frac{2}{6}$ $\frac{2}{7}$

c. $\frac{1}{5}$ $\frac{3}{4}$

4. Explain how you know which is bigger in c.

Measurement

a. What time is showing on the clock?



It is _____

In 1 hour and 15 minutes it will be: _____

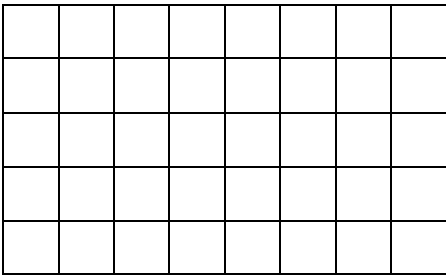
b. Measure the line segment below to the nearest quarter inch.

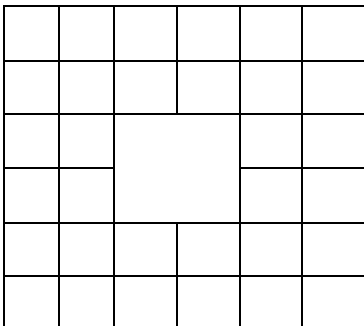
 The line is _____.

 The line is _____.

Extend: Measure items around your home.

c. What is the area of the figures below?





Measurement

a. What time is showing on the clock?



It is _____ In 73 minutes it will be: _____

b. Measure the line segment below to the nearest quarter inch.



The line is _____.

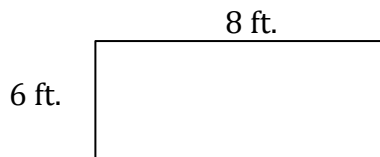


The line is _____.

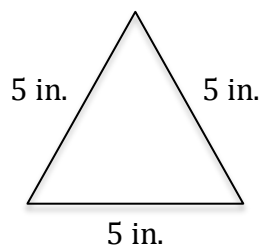
c. Find an item $4\frac{1}{2}$ inches long. What is it? _____

d. Find an item $12\frac{1}{4}$ inches long. What is it? _____

e. How much fence is needed to enclose the garden below?

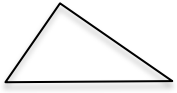


f. What is the perimeter of the shape below? _____



Geometry

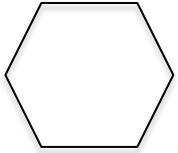
Label the 2-D shapes:











Draw a rectangle: _____

Compare a square and a rhombus.

What makes a rectangle, a rectangle?
