

Louisiana Believes.



Grade 3 Mathematics

Transitional Curriculum
REVISED 2012

BLACKLINE MASTERS

LOUISIANA DEPARTMENT OF EDUCATION

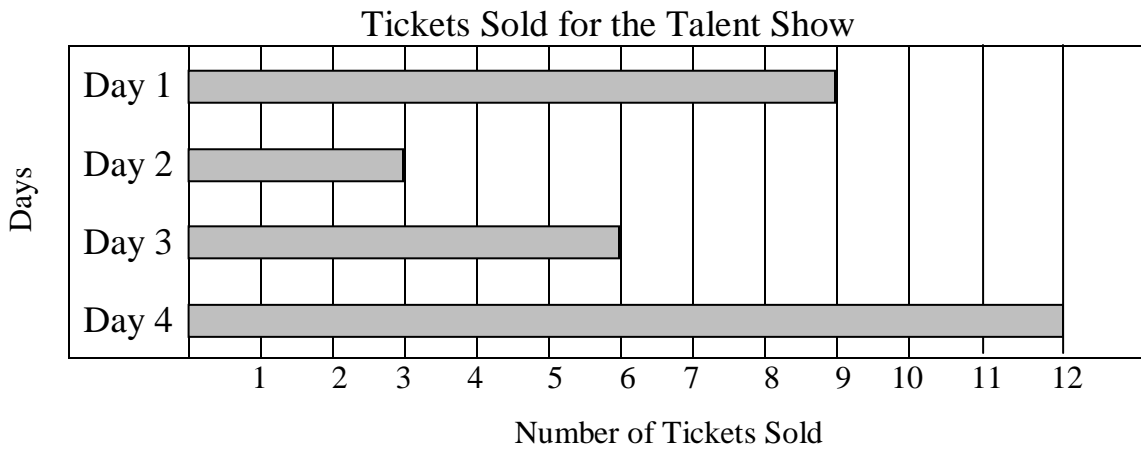
Unit 1, Activities 1 and 2, Tickets Sold

Pictograph

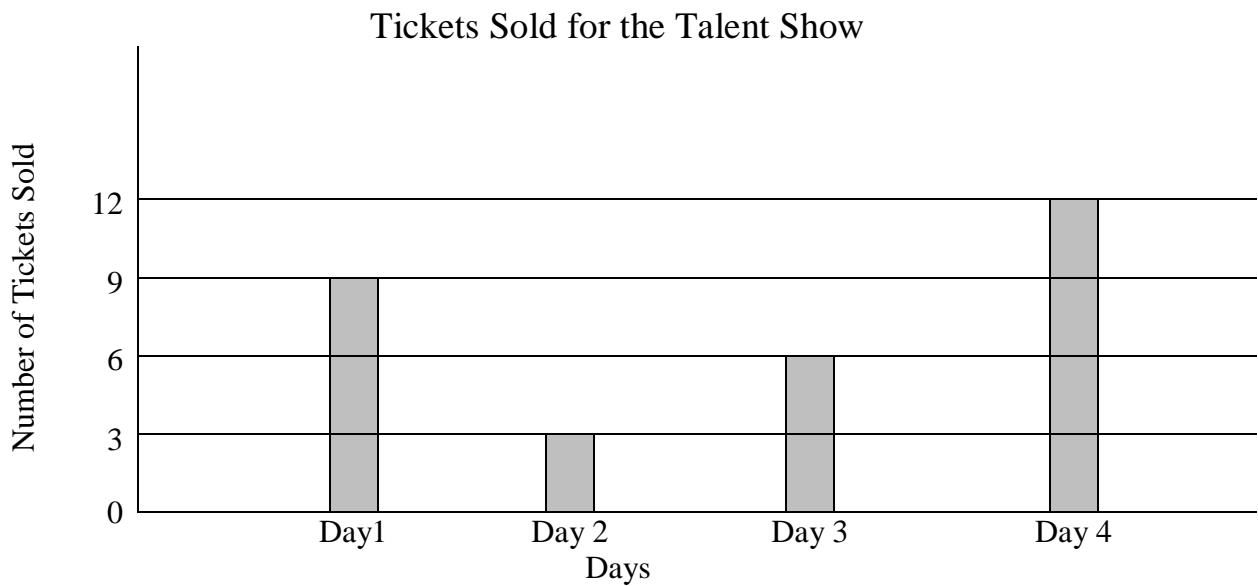
Tickets Sold for the Talent Show	
Day 1	\$ \$ \$
Day 2	\$
Day 3	\$ \$
Day 4	\$ \$ \$ \$

Key: Each \$ stands for 3 tickets

Bar Graph 1



Bar Graph 2



Patterns Worksheet #1

What comes next?

Draw the shape that comes next to follow the pattern in each row.



Directions: Finish the patterns and state the rule to find the next numbers in the patterns below.

48, 43, 38, 33, 28, _____, _____

Rule: _____

19, 22, 25, 28, 31, 34, 37, _____, _____

Rule: _____

Make up a pattern and write the rule to find the next numbers in the pattern.

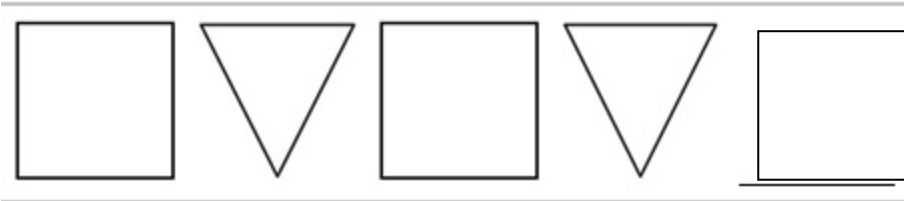
Pattern: _____

Rule: _____

Patterns Worksheet #1

What comes next?

Draw the shape that comes next to follow the pattern in each row.



Directions: Finish the patterns and state the rule to find the next numbers in the patterns below.

48, 43, 38, 33, 28, _____, _____

Rule: *Subtract 5*

19, 22, 25, 28, 31, 34, 37, _____, _____

Rule: *Add 3*

Make up a pattern and write the rule to find the next numbers in the pattern.

Pattern: Answers will vary

Rule: _____

Place Value Chart

Thousands	Hundreds	Tens	Ones

Unit 2, Activity 6, Composing New Units

Directions: Complete the following problems. Show your work using pictures, words, or numbers. Write a description explaining how you worked the problem.

$$\begin{array}{r} 1. \ 674 \\ + \ 217 \\ \hline \end{array}$$

Explain: _____

$$\begin{array}{r} 2. \ 386 \\ + \ 117 \\ \hline \end{array}$$

Explain: _____

$$\begin{array}{r} 3. \ 436 \\ + \ 366 \\ \hline \end{array}$$

Explain: _____

Unit 2, Activity 6, Composing New Units with Answers

Directions: Complete the following problems. Show your work using pictures, words, or numbers. Write a description explaining how you worked the problem.

$$\begin{array}{r} 1. \ 674 \\ + \ 217 \\ \hline 891 \end{array}$$

In students' explanations, they should describe composing a ten from the 11 ones.

$$\begin{array}{r} 2. \ 386 \\ + \ 117 \\ \hline 503 \end{array}$$

In students' explanations, they should describe composing a ten from the 13 ones.

$$\begin{array}{r} 3. \ 436 \\ + \ 366 \\ \hline 802 \end{array}$$

In students' explanations, they should describe composing a ten from the 12 ones. They should then explain composing a hundred from the ten tens.

Unit 2, Activity 8, Rounding

Round the following numbers to the place shown. Show your work using drawings, words, or numbers.

1. Round 41 to the nearest 10. _____

2. Round 55 to the nearest 10. _____

3. Round 498 to the nearest 100. _____

4. Round 346 to the nearest 10. _____

5. Round 346 to the nearest 100. _____

Unit 2, Activity 11, Rounding with Answers

Round the following numbers to the place shown. Show your work using drawings, words, or numbers.

1. Round 41 to the nearest 10. 40

41 is between 40 and 50, but is closer to 40, so I rounded to 40

2. Round 55 to the nearest 10. 60

55 is halfway between 50 and 60, so I rounded to 60.

3. Round 498 to the nearest 100. 500

498 is between 400 and 500, but is closer to 500, so I rounded to 500.

4. Round 346 to the nearest 10. 350

345 is between 340 and 350, but closer to 350, so I rounded to 350.

5. Round 346 to the nearest 100. 300

346 is between 300 and 400, but closer to 300, so I rounded to 300.

Unit 2, Activity 11, Subtraction Problems

Subtract the following problems. Draw a model to show how you solved each problem.

1.
$$\begin{array}{r} 729 \\ -483 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 823 \\ -475 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 504 \\ -382 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 251 \\ -146 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 700 \\ -150 \\ \hline \end{array}$$

Unit 2, Activity 11, Subtraction Problems with Answers

Subtract the following problems. Draw a model to show how you solved the problem. Strategies will vary.

$$\begin{array}{r} 1. \ 729 \\ -483 \\ \hline 246 \end{array}$$

$$\begin{array}{r} 2. \ 823 \\ -475 \\ \hline 348 \end{array}$$

$$\begin{array}{r} 3. \ 504 \\ -382 \\ \hline 122 \end{array}$$

$$\begin{array}{r} 4. \ 251 \\ -146 \\ \hline 105 \end{array}$$

$$\begin{array}{r} 5. \ 700 \\ -150 \\ \hline 550 \end{array}$$

Unit 2, Activity 14, Make It Real

Read each problem. Tell whether an exact answer or estimate is needed. If you need an exact answer, write a number sentence and solve the problem. If you need an estimate, write a number sentence involving the estimated values and solve the problem.

- 1. Janelle had 87 football tickets to sell. She sold 59 of them. How many tickets does she have left to sell?**

Exact or Estimate

- 2. In one week, Mikayla sold 123 hamburgers and 254 cheeseburgers. About how many burgers did Mikayla sell in all?**

Exact or Estimate

- 3. Jackson told his mom that he would work for 2 hours or 120 minutes on yard work. If he has worked for 65 minutes, how many more minutes does he have to work to complete the 120 minutes?**

Exact or Estimate

- 4. There were 587 students at the rally. To cheer the team on to victory, 359 students stayed late. Some students had to leave early. About how many students had to leave early?**

Exact or Estimate

Unit 2, Activity 14, Make It Real with Answers

Read each problem. Tell whether an exact answer or estimate is needed. If you need an exact answer, write a number sentence and solve the problem. If you need an estimate, write a number sentence involving the estimated values and solve the problem.

1. Janelle had 87 football tickets to sell. She sold 59 of them. How many tickets does she have left to sell?

$87 - 59 = 28$; Janelle has 28 tickets left to sell.

Exact or Estimate

2. In one week, Mikayla sold 123 hamburgers and 254 cheeseburgers. About how many burgers did Mikayla sell in all?

$100 + 300 = 400$; Mikayla sold approximately 400 burgers last week.

Exact or **Estimate**

3. Jackson told his mom that he would work for 2 hours or 120 minutes on yard work. If he has worked for 65 minutes, how many more minutes does he have to work to complete the 120 minutes?

$120 - 65 = 55$; Jackson has to work 65 more minutes.

Exact or Estimate

4. There were 587 students at the rally. To cheer the team on to victory, 359 students stayed late. Some students had to leave early. About how many students had to leave early?

$600 - 400 = 200$; Approximately 200 students left early.

Exact or **Estimate**

Unit 3, Activity 2, Shopping

Directions for Buyers: Look at the advertisements and find at least two items totaling less than five dollars to purchase. Answer the first three questions after selecting the items you would like to purchase.

Directions for Cashier: After your partner answers the first three questions, check their work and then answer questions 4 and 5. Have your partner check your work. After completing the top of the page, switch buyers and cashiers and repeat the activity using different items.

1. Items purchased _____
2. Price of items purchased _____
3. Total cost of items purchased _____
4. Change given when paying with a \$5.00 bill _____
5. Draw a picture of how the change could be given in three different ways.

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-
1. Items purchased _____
 2. Price of items purchased _____
 3. Total cost of items purchased _____
 4. Change given when paying with a \$5.00 bill. _____
 5. Draw a picture of how the change could be given in three different ways.

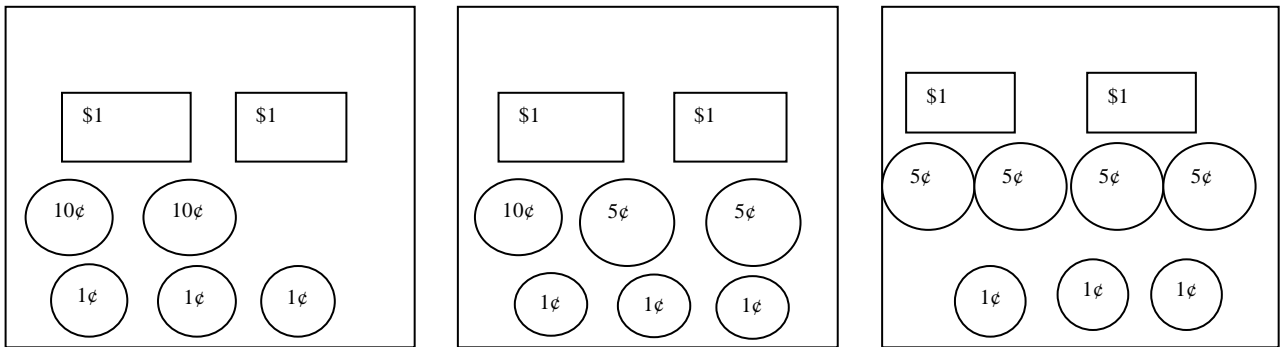
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Unit 3, Activity 2, Shopping with Answers

Directions for Buyers: Look at the advertisements and find at least two items totaling less than five dollars to purchase. Answer the first three questions after selecting the items you would like to purchase.

Directions for Cashier: After your partner answers the first three questions, check their work and then answer questions 4 and 5. Have your partner check your work. After completing the top of the page, switch buyers and cashiers and repeat the activity using different items. **(This is an example that might be used for school supplies.)**

1. Items purchased pack of pencils, eraser, notebook
2. Price of items purchased \$1.29, \$.50, \$.98
3. Total cost of items purchased \$2.77
4. Change given when paying with a \$5.00 bill. \$2.23
5. Draw a picture of how the change could be given in three different ways.



1. Items purchased _____
2. Price of items purchased _____
3. Total cost of items purchased _____
4. Change given when paying with a \$5.00 bill. _____
5. Draw a picture of how the change could be given in three different ways.



Unit 3, Activity 9, Time Cards

Directions: Cut the cards apart and give one to each student. Begin playing by having one student read his/her card. The student with the answer to that card will then read his/her card and so on.

I have 1:00. Who has 15 minutes after my time?	I have 1:15. Who has 3 minutes after my time?
I have 1:18. Who has 20 minutes after my time?	I have 1:38. Who has 15 minutes before my time?
I have 1:23. Who has 10 minutes before my time?	I have 1:13. Who has 2 hours after my time?
I have 3:13. Who has 25 minutes after my time?	I have 3:38. Who has 5 hours after my time?
I have 8:38. Who has 18 minutes before my time?	I have 8:20. Who has 4 hours before my time?

Unit 3, Activity 9, Time Cards

I have 4:20. Who has 30 minutes after my time?	I have 4:50. Who has 40 minutes before my time?
I have 4:10. Who has 33 minutes after my time?	I have 4:43. Who has 2 hours before my time?
I have 2:43. Who has 15 minutes after my time?	I have 2:58. Who has 50 minutes before my time?
I have 2:08. Who has 11 minutes after my time?	I have 2:19. Who has 3 hours after my time?
I have 5:19. Who has 15 minutes after my time?	I have 5:34. Who has 10 minutes before my time?

Unit 3, Activity 9, Time Cards

I have 5:24. Who has 30 minutes after my time?	I have 5:54. Who has 40 minutes before my time?
I have 5:14. Who has 16 minutes after my time?	I have 5:30. Who has 4 hours before my time?
I have 1:30. Who has 10 minutes before my time?	I have 1:20. Who has 20 minutes before my time?

Unit 4, Activities 4, Real-Life Problems

Use the number lines to answer the following questions.

1. If Dillon drove 2 miles for 3 days, how many miles did Dillon drive in total?

2. Sara walks 1 mile for 8 days. How many total miles does she walk in the 8 days?

3. Jessie rode her horse 5 times a day for 4 days. How many times did she ride her horse in all? _____

4. Devin swam 2 miles a week for 8 weeks. How many miles did Devin swim in all?

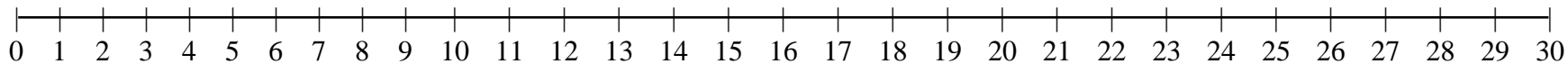
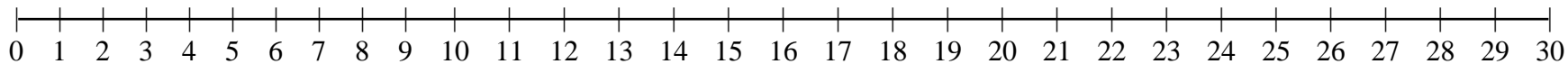
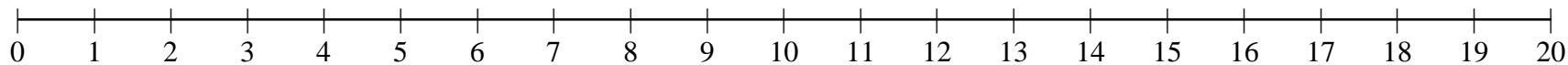
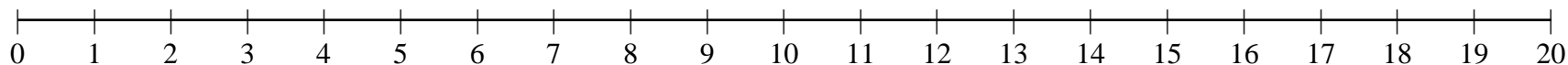
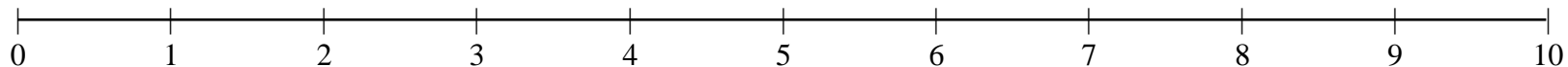
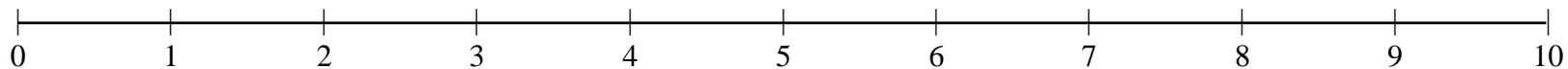
5. Emma jumped rope 10 times an hour for 2 hours. How many times did she jump rope altogether? _____

Unit 4, Activities 4, Real-Life Problems with Answers

Use the number lines to answer the following questions.

1. If Dillon drove 2 miles for 3 days, how many miles did Dillon drive in total? *6 miles*
2. Sara walks 1 mile for 8 days. How many total miles does she walk in the 8 days? *8 miles*
3. Jessie rode her horse 5 times a day for 4 days. How many times did she ride her horse in all?
20 times
4. Devin swam 2 miles a week for 8 weeks. How many miles did Devin swim in all? *16 miles*
5. Emma jumped rope 10 times an hour for 2 hours. How many times did she jump rope altogether? *20 times*

Unit 4, Activities 4 & 5, Number Lines



Unit 4, Activity 9, 100s Chart

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Unit 4, Activity 10, Blank In and Out Machines

In	Out

In	Out

In	Out

In	Out

Unit 4, Activity 10, In and Out Machines

Complete the In and Out Machines and write a rule for each.

In	Out
1	1
2	2
3	
4	4
	5
6	
	7

Rule: _____

In	Out
1	5
2	10
3	
	20
5	25
	30
7	

Rule: _____

In	Out
1	9
2	18
3	
	36
5	
	54
7	

Rule: _____

In	Out
1	2
2	4
3	
4	
	10
	12
7	

Rule: _____

Unit 4, Activity 11, Multiplication Problem Solving

There are 2 bags with 4 apples in each bag. How many apples are there?	If there are 2 cars with 9 people in each car, how many people are there?	There are 5 cookies in each bag. If there are 3 bags, how many cookies are there?	Emma has 1 box with 7 turtles in the box. How many turtles does Emma have?
If there are 8 wallets with 5 coins in each wallet. How many coins are there?	If 9 cars are on a row and there are 6 rows of cars, how many cars are there in all?	A pencil costs 10 cents in the library. What is the cost of 4 pencils?	On a shelf there are 7 boxes of band-aids with 0 band-aids in each box. How many band-aids are there?
There are two rows of tomato plants with 7 plants in each row. How many tomato plants in all?	If 1 dog has 6 puppies, how many puppies are there?	If there are 9 pieces of string and each piece is 3 inches long, how much string is there?	There are 10 rows of flowers with 3 in each row. How many flowers are there?
How many eyes are there on 6 babies?	How many legs are on 5 dogs?	How many legs are on 2 cows?	How many noses are on 8 clowns?
If there are 5 plums on 7 trees, how many plums are there?	If there are 9 boards and each board is 4 feet long. How many feet of board are there?	If there are 7 ponds with 10 fish in each pond, how many fish are there?	There are 5 cans on each shelf. There are 5 shelves. How many cans are there?
You need 9 lengths of string, each 5 inches long. How many inches of string do you need?	How many toes are on 8 people?	If there are 8 drawers with 0 pencils in each drawer, how many pencils are there?	If each house has 5 windows, how many windows are there on 6 houses?

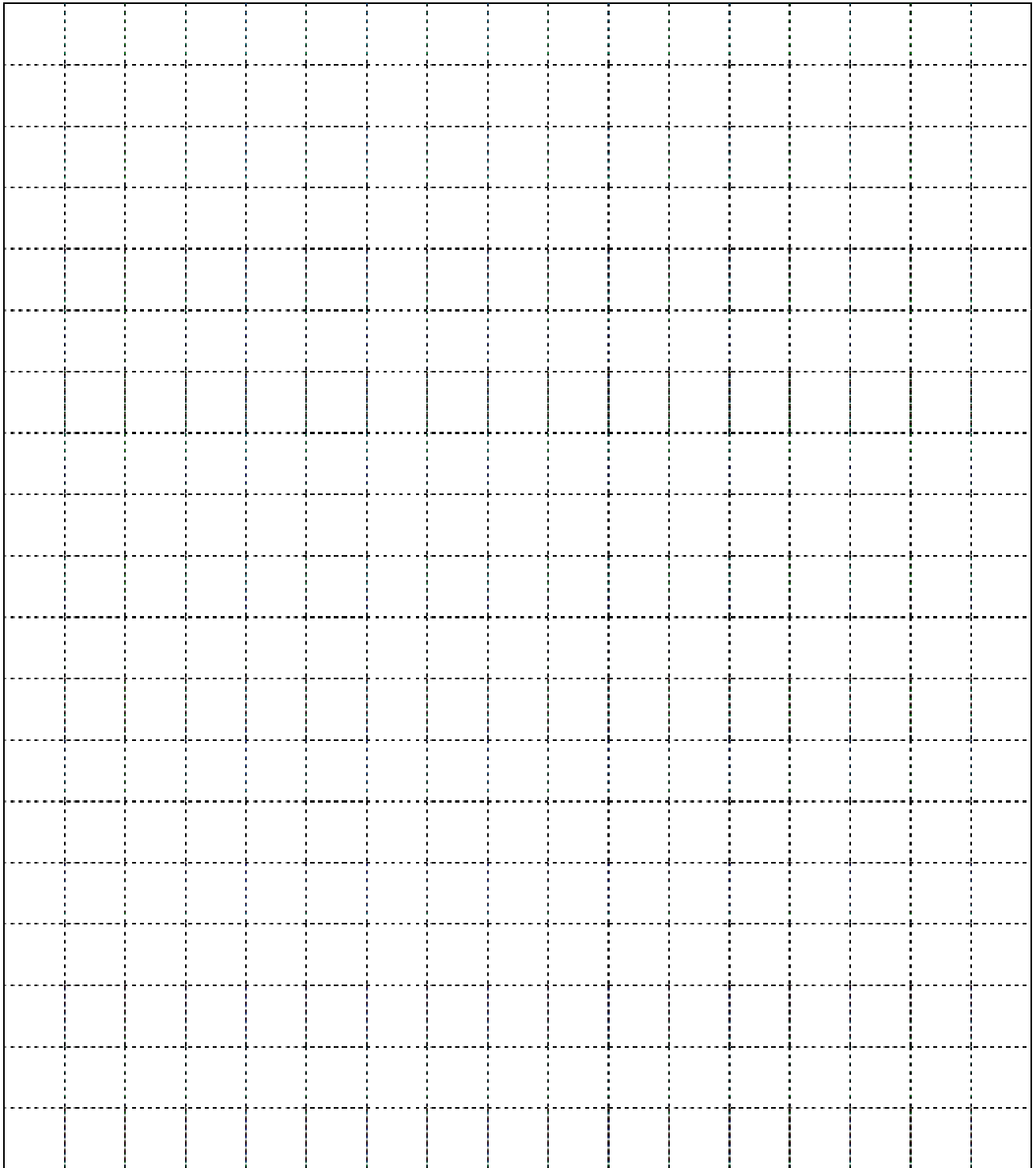
Unit 4, Activity 11, Multiplication Problem Solving

<p>There are 2 bags with 4 apples in each bag. How many apples are there?</p> <p><i>8 apples</i></p>	<p>If there are 2 cars with 9 people in each car, how many people are there?</p> <p><i>18 people</i></p>	<p>There are 5 cookies in each bag. If there are 3 bags, how many cookies are there?</p> <p><i>15 cookies</i></p>	<p>Emma has 1 box with 7 turtles in the box. How many turtles does Emma have?</p> <p><i>7 turtles</i></p>
<p>If there are 8 wallets with 5 coins in each wallet. How many coins are there?</p> <p><i>40 coins</i></p>	<p>If 9 cars are on a row and there are 6 rows of cars, how many cars are there in all?</p> <p><i>54 cars</i></p>	<p>A pencil costs 10 cents in the library. What is the cost of 4 pencils?</p> <p><i>40 cents</i></p>	<p>On a shelf there are 7 boxes of band-aids with 0 band-aids in each box. How many band-aids are there?</p> <p><i>0 band-aids</i></p>
<p>There are two rows of tomato plants with 7 plants in each row. How many tomato plants in all?</p> <p><i>14 tomato plants</i></p>	<p>If 1 dog has 6 puppies, how many puppies are there?</p> <p><i>6 puppies</i></p>	<p>If there are 9 pieces of string and each piece is 3 inches long, how much string is there?</p> <p><i>27 inches</i></p>	<p>There are 10 rows of flowers with 3 in each row. How many flowers are there?</p> <p><i>30 flowers</i></p>
<p>How many eyes are there on 6 babies?</p> <p><i>12 eyes</i></p>	<p>How many legs are on 5 dogs?</p> <p><i>20 legs</i></p>	<p>How many legs are on 2 cows?</p> <p><i>8 legs</i></p>	<p>How many noses are on 8 clowns?</p> <p><i>8 noses</i></p>
<p>If there are 5 plums on 7 trees, how many plums are there?</p> <p><i>35 plums</i></p>	<p>If there are 9 boards and each board is 4 feet long. How many feet of board are there?</p> <p><i>36 inches</i></p>	<p>If there are 7 ponds with 10 fish in each pond, how many fish are there?</p> <p><i>70 fish</i></p>	<p>There are 5 cans on each shelf. There are five shelves. How many cans are there?</p> <p><i>25 cans</i></p>
<p>You need 9 lengths of string, each 5 inches long. How many inches string do you need?</p> <p><i>45 inches</i></p>	<p>How many toes are on 8 people?</p> <p><i>80 toes</i></p>	<p>If there are 7 drawers with 0 pencils in each drawer, how many pencils are there?</p> <p><i>0 pencils</i></p>	<p>If each house has 5 windows, how many windows are there on 6 houses?</p> <p><i>30 windows</i></p>

Unit 5, Activity 1, Vocabulary Self Awareness Chart

Word	+	√	-	Example	Definition
quotient					
dividend					
divisor					
numerator					
denominator					

Unit 5, Activity 3, Graphing Squares



Unit 5, Activity 5, Multiplication and Division Chart

Write ten multiplication facts using 1, 2, 5, 9, or 10 as one of your factors in the first column of the chart. Ask your partner to write ten division facts in the second column of the chart. Check your partner's work.

<u>Multiplication Problem</u>	<u>Division Problem</u>

Unit 5, Activity 9, Blank In and Out Tables

In	Out
10	2
20	4
30	6

Rule: _____

In	Out

Rule: _____

In	Out

Rule: _____

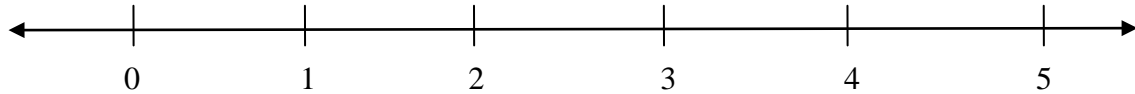
In	Out

Rule: _____

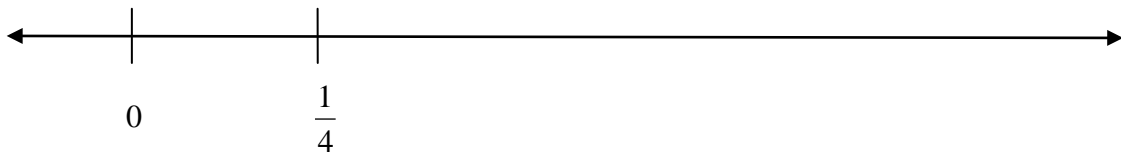
Unit 5, Activity 13, Finding Fractions

Answer the following problems.

1. Draw points on the number line for $\frac{1}{2}$, $\frac{2}{2}$, $\frac{3}{2}$, $\frac{4}{2}$, $\frac{5}{2}$, and $\frac{6}{2}$. Label the points. Be as exact as possible.



2. Draw a point on the number line to show where $\frac{2}{3}$ belongs. Be as exact as possible.



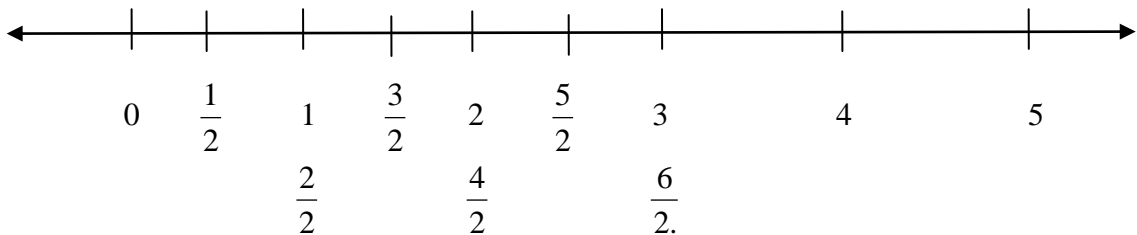
Source: *Illustrative Mathematics Project*, sample tasks

Unit 5, Activity 13, Finding Fractions with Answers

Answer the following problems.

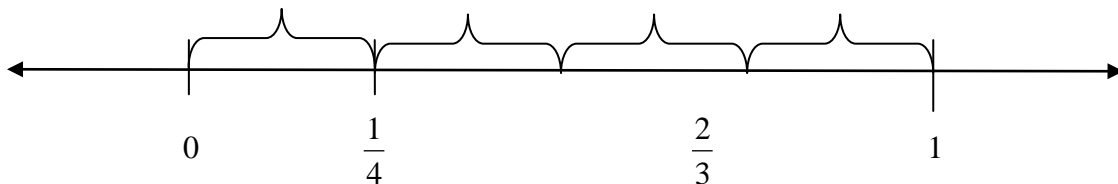
1. Draw points on the number line for $\frac{1}{2}$, $\frac{2}{2}$, $\frac{3}{2}$, $\frac{4}{2}$, $\frac{5}{2}$, and $\frac{6}{2}$. Label the points. Be as exact as possible.

Students should mark $\frac{1}{2}$ then count off by 2, 3, 4, 5, and 5 halves, aligning 2 halves with 1, 4 halves with 2, and 6 halves with 3. Markings for halves should be centered as much as possible between the whole numbers.



2. Draw a point on the number line to show where $\frac{2}{3}$ belongs. Be as exact as possible.

Students should first locate 1 or $\frac{4}{4}$ by marking off three additional parts which are equivalent to the unit fraction $\frac{1}{4}$. Students might then try to copy the whole and then fold the it into three equal parts to determine where to place $\frac{2}{3}$. This is a much harder problem, so don't expect perfection on the first try. Students should know that $\frac{2}{3}$ is greater than $\frac{1}{2}$ and less than one, but may not know where to place $\frac{2}{3}$ with respect to $\frac{3}{4}$. This will improve as students understand how to compare fraction using the concept that more equal parts in a whole results in smaller parts.



Unit 5, Activity 13, Ordering Fractions

Arrange the fractions in order, beginning with the least. Explain your answer with a picture.

a. $\frac{1}{5}, \frac{1}{7}, \frac{1}{3}$

b. $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}$

c. $\frac{5}{6}, \frac{3}{6}, \frac{1}{6}$

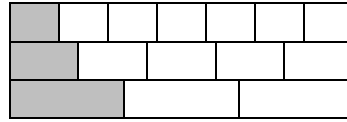
d. $\frac{5}{12}, \frac{8}{12}, \frac{4}{12}$

Unit 5, Activity 13, Ordering Fractions with Answers

1. Arrange the fractions in order, beginning with the least. Explain your answer with a picture.

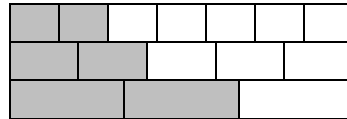
a. $\frac{1}{5}, \frac{1}{7}, \frac{1}{3}$ Answer: $\frac{1}{7}, \frac{1}{5}, \frac{1}{3}$

Example Picture



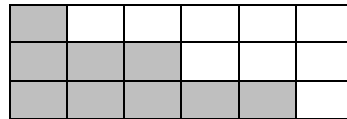
b. $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}$ Answer: $\frac{2}{7}, \frac{2}{5}, \frac{2}{3}$ *Pictures will vary.*

Example Picture



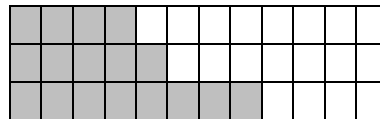
c. $\frac{5}{6}, \frac{3}{6}, \frac{1}{6}$ Answer: $\frac{1}{6}, \frac{3}{6}, \frac{5}{6}$ *Pictures will vary.*

Example Picture

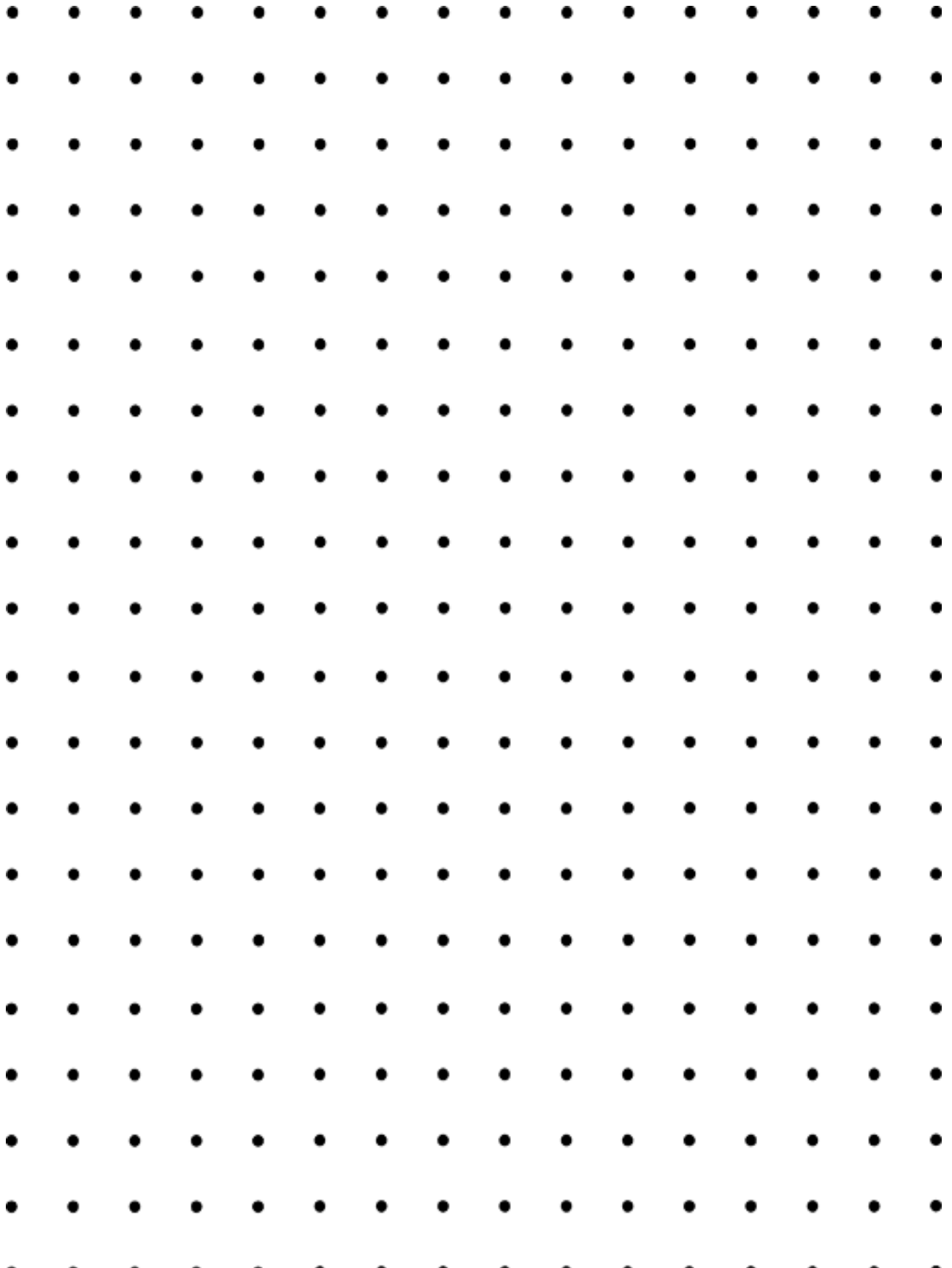


d. $\frac{5}{12}, \frac{8}{12}, \frac{4}{12}$ Answer: $\frac{4}{12}, \frac{5}{12}, \frac{8}{12}$ *Pictures will vary.*

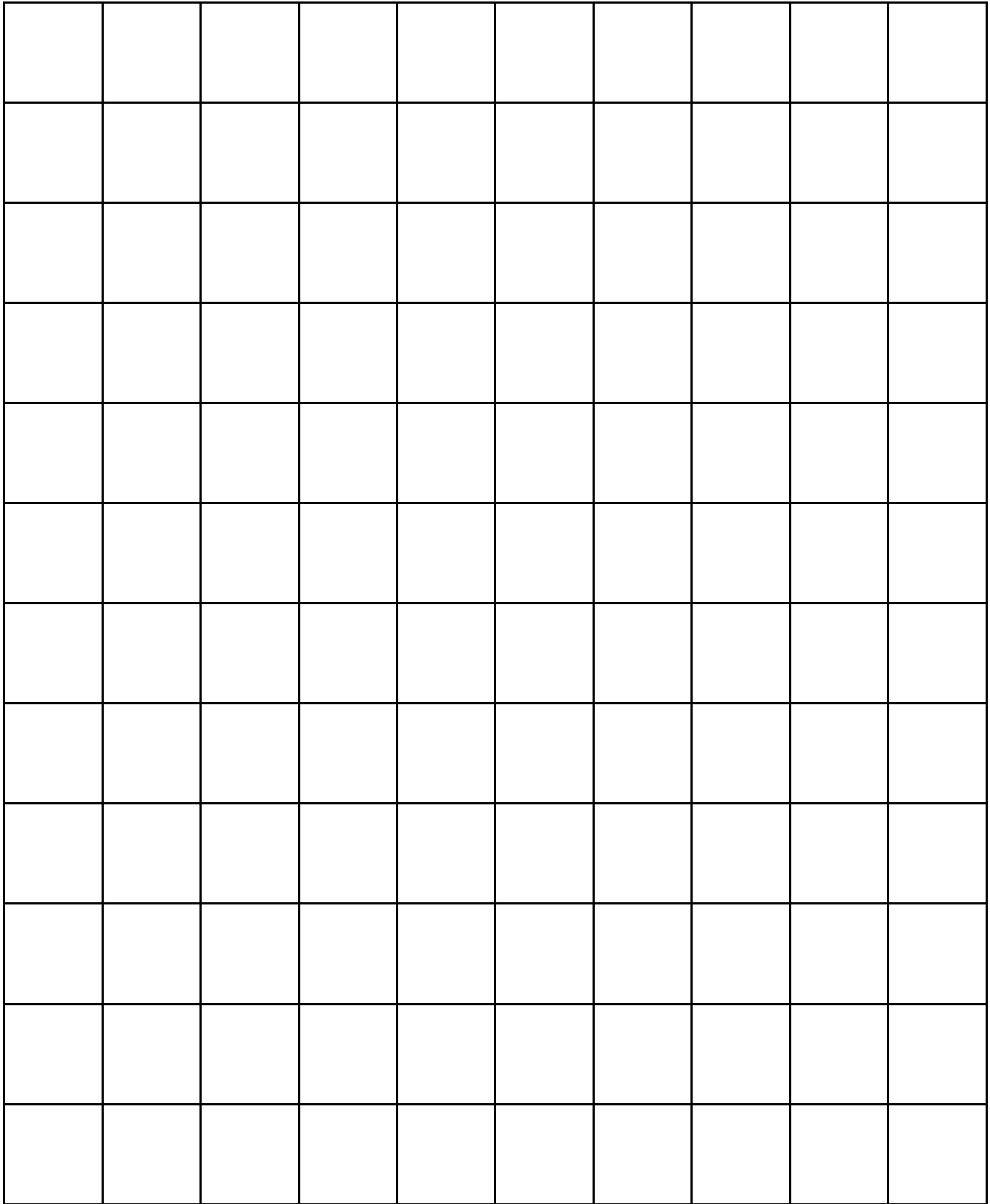
Example Picture



Unit 6, Activity 6, Dot Paper



Unit 6, Activities 7 and 8, Grid Paper



Unit 7, Activity 1, Which Tool

Which Tool

Item	Measurement Tool Chosen	What will be measured
Pencil	Ruler	Length of Pencil

Unit 7, Activity 6, Best Lengths

Estimate how long the item is. Underline the best estimate.

Customary Units of Length

- | | | |
|-------------------|----------|-----------|
| 1. textbook | 1 inch | 1 foot |
| 2. crayon | 4 inches | 4 feet |
| 3. pencil | 8 inches | 8 feet |
| 4. fishing pole | 2 inches | 2 yards |
| 5. football field | 100 feet | 100 yards |

Metric Units of Length

- | | | |
|---------------|----------------|-----------|
| 6. leaf | 6 centimeters | 6 meters |
| 7. ring | 2 centimeters | 2 meters |
| 8. strawberry | 3 centimeters | 3 meters |
| 9. chalkboard | 2 centimeters | 2 meters |
| 10. football | 25 centimeters | 25 meters |

Directions: Place a ✓ in the box under the units of measurement that could be used for each item.

	Centimeter	Meter	Inch	Foot	Yard
Paper Clip					
Book					
Chalk board					
Notebook					
Wall					

Unit 7, Activity 6, Best Lengths with Answers

Estimate how long the item is. Underline the best estimate.

Customary Units of Length

- | | | |
|-------------------|-----------------|------------------|
| 1. textbook | 1 inch | <u>1 foot</u> |
| 2. crayon | <u>4 inches</u> | 4 feet |
| 3. pencil | <u>8 inches</u> | 8 feet |
| 4. fishing pole | 2 inches | <u>2 yards</u> |
| 5. football field | 100 feet | <u>100 yards</u> |

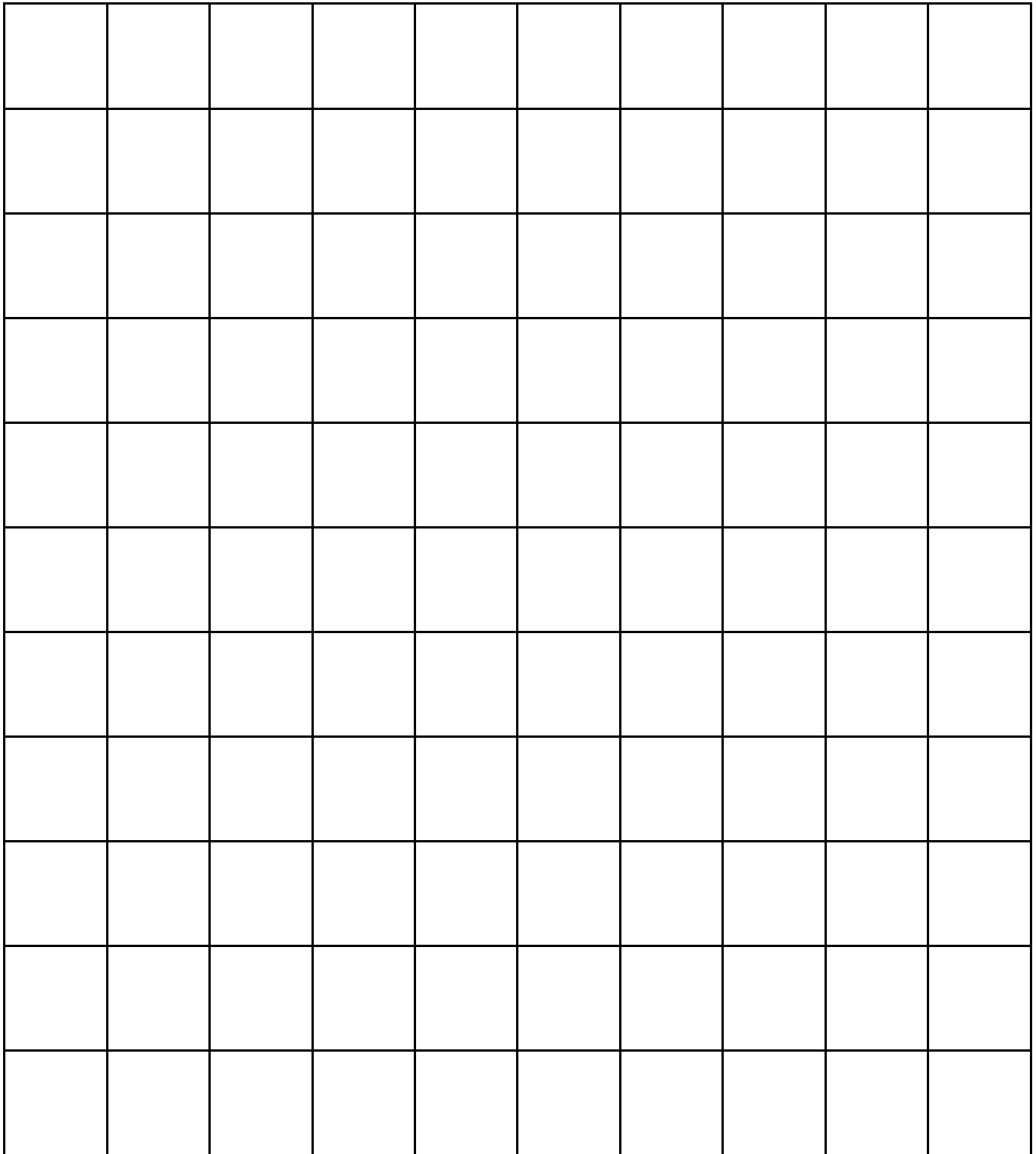
Metric Units of Length

- | | | |
|---------------|-----------------------|-----------------|
| 6. leaf | <u>6 centimeters</u> | 6 meters |
| 7. ring | <u>2 centimeters</u> | 2 meters |
| 8. strawberry | <u>3 centimeters</u> | 3 meters |
| 9. chalkboard | 2 centimeters | <u>2 meters</u> |
| 10. football | <u>25 centimeters</u> | 25 meters |

Directions: Place a ✓ in the box under the units of measurement that could be used for each item.

	Centimeter	Meter	Inch	Foot	Yard
Paper Clip	✓		✓		
Book	✓		✓		
Chalk board	✓	✓	✓	✓	✓
Notebook	✓		✓		
Wall	✓	✓	✓	✓	✓

Unit 7, Activity 12, Graph Paper



Unit 7, Activity 1, Which Tool

Which Tool

Item	Measurement Tool Chosen	What will be measured
Pencil	Ruler	Length of Pencil

Unit 7, Activity 6, Best Lengths

Estimate how long the item is. Underline the best estimate.

Customary Units of Length

- | | | |
|-------------------|----------|-----------|
| 1. textbook | 1 inch | 1 foot |
| 2. crayon | 4 inches | 4 feet |
| 3. pencil | 8 inches | 8 feet |
| 4. fishing pole | 2 inches | 2 yards |
| 5. football field | 100 feet | 100 yards |

Metric Units of Length

- | | | |
|---------------|----------------|-----------|
| 6. leaf | 6 centimeters | 6 meters |
| 7. ring | 2 centimeters | 2 meters |
| 8. strawberry | 3 centimeters | 3 meters |
| 9. chalkboard | 2 centimeters | 2 meters |
| 10. football | 25 centimeters | 25 meters |

Directions: Place a ✓ in the box under the units of measurement that could be used for each item.

	Centimeter	Meter	Inch	Foot	Yard
Paper Clip					
Book					
Chalk board					
Notebook					
Wall					

Unit 7, Activity 6, Best Lengths with Answers

Estimate how long the item is. Underline the best estimate.

Customary Units of Length

- | | | |
|-------------------|-----------------|------------------|
| 1. textbook | 1 inch | <u>1 foot</u> |
| 2. crayon | <u>4 inches</u> | 4 feet |
| 3. pencil | <u>8 inches</u> | 8 feet |
| 4. fishing pole | 2 inches | <u>2 yards</u> |
| 5. football field | 100 feet | <u>100 yards</u> |

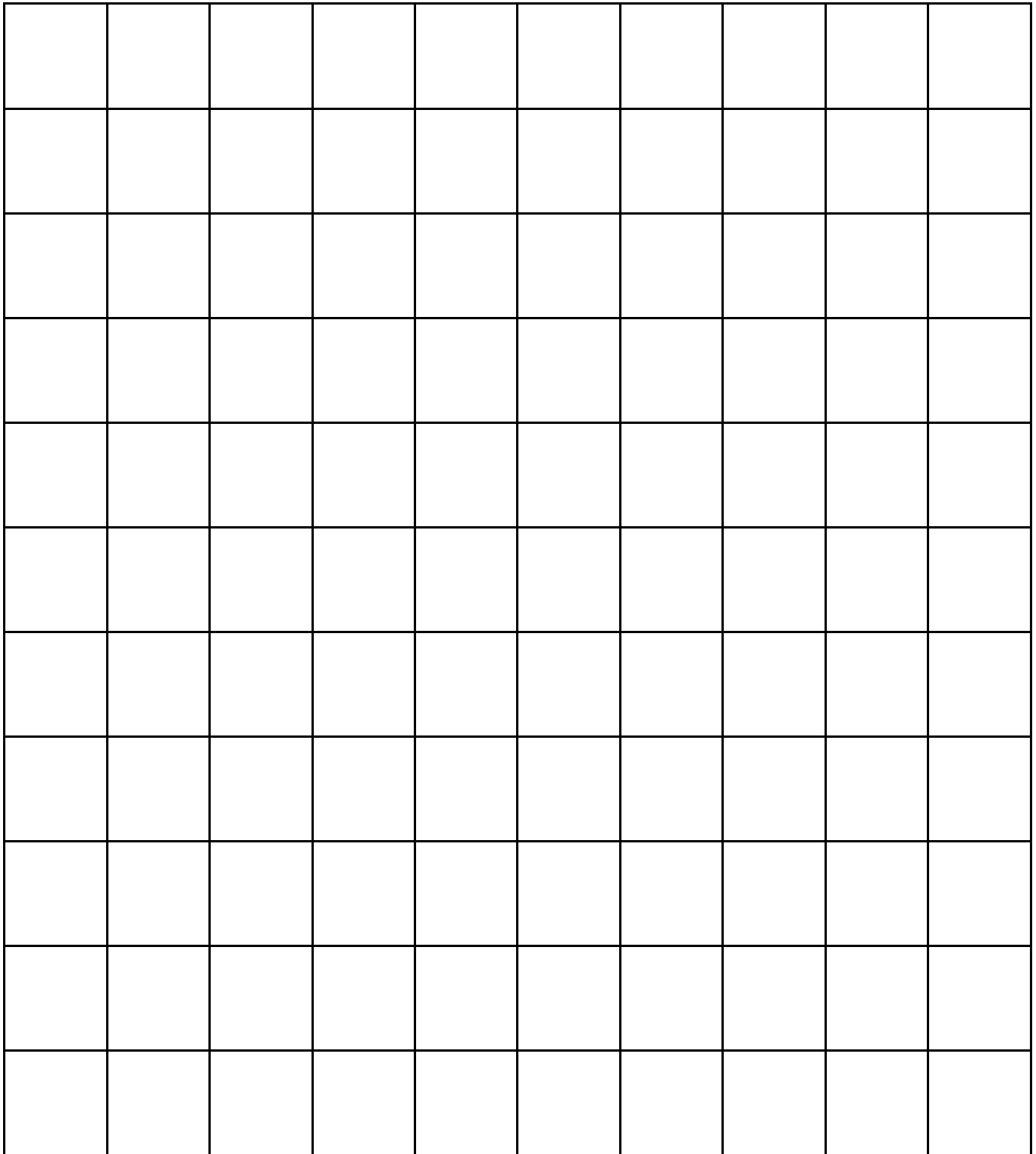
Metric Units of Length

- | | | |
|---------------|-----------------------|-----------------|
| 6. leaf | <u>6 centimeters</u> | 6 meters |
| 7. ring | <u>2 centimeters</u> | 2 meters |
| 8. strawberry | <u>3 centimeters</u> | 3 meters |
| 9. chalkboard | 2 centimeters | <u>2 meters</u> |
| 10. football | <u>25 centimeters</u> | 25 meters |

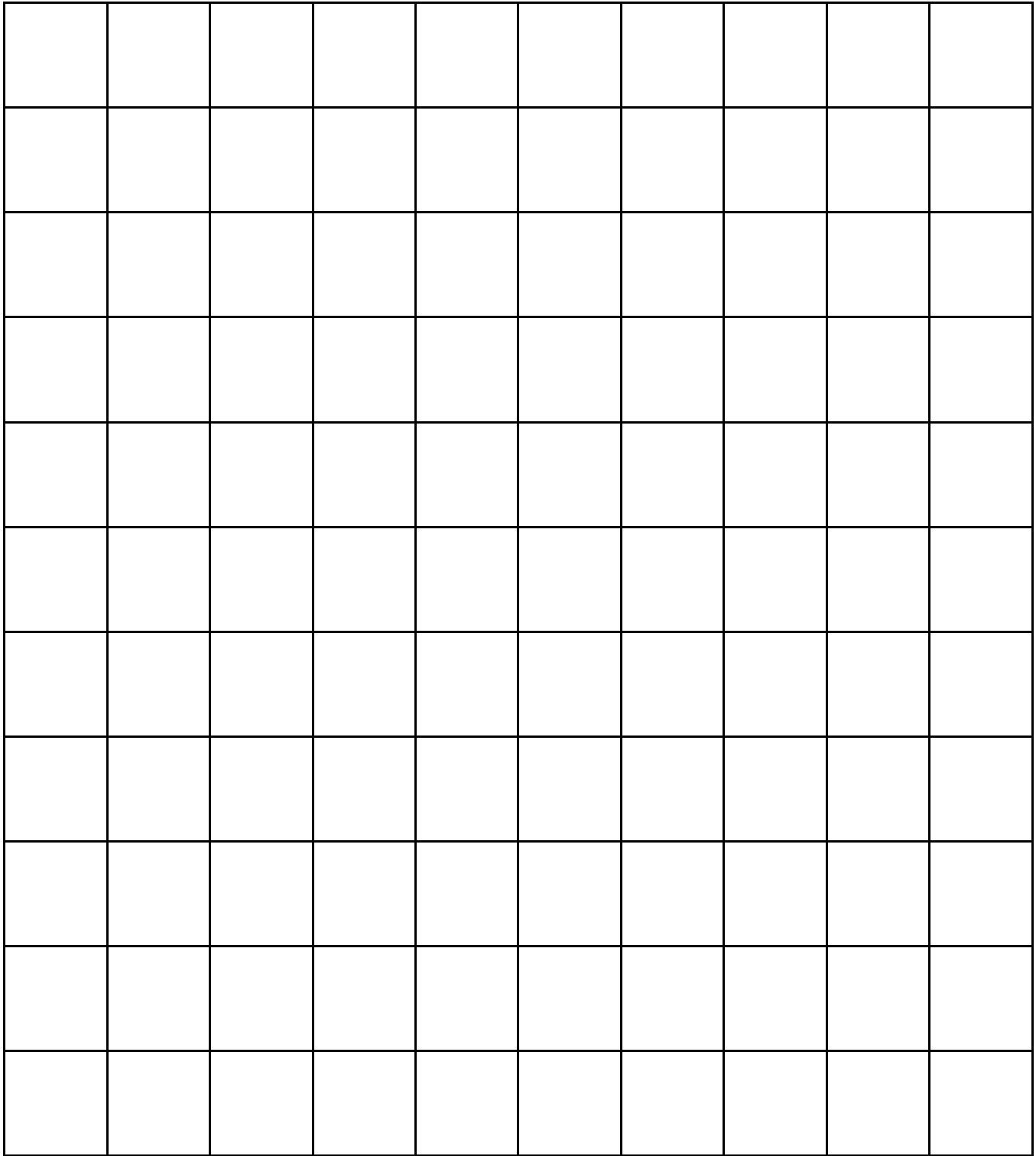
Directions: Place a ✓ in the box under the units of measurement that could be used for each item.

	Centimeter	Meter	Inch	Foot	Yard
Paper Clip	✓		✓		
Book	✓		✓		
Chalk board	✓	✓	✓	✓	✓
Notebook	✓		✓		
Wall	✓	✓	✓	✓	✓

Unit 7, Activity 12, Graph Paper



Unit 8, Activities 1, 2, 3, 4, 6, Grid Paper



Unit 8, Activity 5, Multiplication Pyramid

Fill in the missing numbers in the pyramid.

$$\begin{array}{r} 9 \\ \times \square \\ \hline 81 \end{array}$$

$$\begin{array}{r} 8 \\ \times \square \\ \hline 64 \end{array}$$

$$\begin{array}{r} \square \\ \times 9 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} 7 \\ \times \square \\ \hline 56 \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ \times 6 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline 42 \end{array}$$

$$\begin{array}{r} \square \\ \times 8 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \square \end{array}$$

Unit 8, Activity 5, Multiplication Pyramid with Answers

$$\begin{array}{r} 9 \\ \times 9 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline 64 \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline 49 \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline 54 \end{array}$$

Fill in the with the missing numbers.

$$3 \times 5 = \square$$

$$7 \times \square = 28$$

$$\square \times 8 = 32$$

$$\square \times 6 = 15$$

$$3 \times \square = 15$$

$$24 \div 6 = \square$$

$$36 \div \square = 9$$

$$63 \div 9 = \square$$

$$\square \div 3 = 6$$

$$14 \div \square = 7$$

Fill in the with the missing numbers.

$$3 \times 5 = \boxed{15}$$

$$7 \times \boxed{5} = 35$$

$$\boxed{4} \times 8 = 32$$

$$\boxed{3} \times 6 = 18$$

$$3 \times \boxed{4} = 12$$

$$42 \div 6 = \boxed{7}$$

$$36 \div \boxed{4} = 9$$

$$63 \div 9 = \boxed{7}$$

$$\boxed{18} \div 3 = 6$$

$$14 \div \boxed{2} = 7$$