Evaluate the **expressions** below (use one operation inside grouping).

a.

b.

c.

Evaluate the **expressions** below (use two operations inside grouping).

a.

b.

c.

Evaluate the **expressions** below (More than one set of **grouping symbols** with more than one operation in each).

A.   B.

Create an **expression** with an equal value to the **expression** in problem A.

Read the **expressions** described in words below. Create a numerical **expression** for each. (use only 3 numbers and direct operation words)

a.

b.

c.

Read the **expressions** described in words below. Create a numerical **expression** for each. (use 4 numbers without grouping or 3 numbers with grouping)

a.

b.

c.

Look at the **expression** below (5 numbers with no grouping/ 4 numbers with grouping).

Write a statement using words that describes the **expression**.

Complete the **tables** below following the **rules** provided (same operation for each rule).

Rule A:_____ Start at:_____   Rule B:_____ Start at:_____

Term	Number
1	
2	
3	

Term	Number
1	
2	
3	

Complete the **tables** below following the **rules** provided. Plot the ordered pairs created. (different operation for each rule, start at same number).

Rule A:_____ Starts at:_____   Rule B:_____ Starts at:_____

Term	Number
1	
2	
3	

Term	Number
1	
2	
3	

Complete the table below following the rule provided.

Rule:_____

Term	Number
1	
2	
3	
4	
5	

If Linda was to complete another table starting at _____, following the rule _____. At what term would the two be the same?

Answer the questions below (only whole numbers).

1. _____ is 10 times as much as _____.

2. _____ is 1/10 of _____.

3. One coin weighs _____ grams. How many grams do _____ coins weigh?

Answer the questions below (whole numbers & decimals)

1. How many times larger is the value of _____ than the value _____.

2. _____ x 1/10

3. _____ x 1/10= _____

4. _____ x _____ = _____

Which statements about the values of _____ and _____ are true?

-

-

-

-

What are the values of the expressions (whole numbers)?

1. $10^{\square}$

2. _____ x $10^{\square}$

3. _____ $\div 10^{\square}$

What are the values of the expressions (decimals)?

1. _____ x $10^{\square}$ 2. _____ $\div 10^{\square}$

3. When _____ a number by $10^{\square}$, how is the decimal point moved?

4. What is the value of the missing exponent?
_____ $10^{\square}$ = _____

Which original numbers were _____
by _____ to create the new numbers ?

Original Number	New Number

1. Write the following decimals in standard form (only tenths).

a.   b.

2. Write the following number in expanded form (only tenths).

3. Compare using >, <, or =.   _____   _____

---

1. Write the following decimals in standard form (up to thousandths).

a.   b.

2. Write the number written in expanded form as a decimal.

3. Select all that are true.

_____ _____ ;   _____ _____ ; _____ _____

Select all the expressions that show _____ written in expanded form.

a.   b.

c.   d.

Round each decimal to the indicated place value position.

1. Round _____ to the nearest tenths place.

2. Round _____ to the nearest ones place.

3. Round _____ to the nearest tenths place.

Select all the numbers that round to _____ when rounded to the nearest hundredth.

a.
b.
c.
d.
e.
f.

Complete the table to show the numbers that can be rounded.

Number	Rounded to Nearest Tenth	Rounded to Nearest Hundredth

Find the products (multiply by a one-digit number).

1. _____ X _____

2. _____ X _____

3. _____ X _____

Find the product (multiply by two-digit numbers).

1. _____ X _____

2. _____ X _____

3. _____ X _____

Fill in the missing number in the problems below.

1. _____ X ☐ = _____

2. _____

X ☐ _____

_____

Find the quotients. Strategy:_____

1. _____   _____

2. _____   _____

Find the quotients. Strategy:_____

1. _____   _____

2. _____   _____

Select all the expressions that have a value of _____.

a.   b.   c.   d.

Solve the problems below (only use addition and subtraction).

1. _____ + _____ =

2. _____ + _____ =

3. _____ - _____ =

4. _____ - _____ =

Solve the problems below (use multiplication and division).

1. _____ X _____ =

2. _____ X _____ =

3. _____ ÷ _____ =

4. _____ ÷ _____ =

What are the values of the expressions below?

1. _____ + _____ X _____

2. _____ X _____ - _____

Solve the problems below (denominator is a multiple of the other).

1. _____ + _____ =

2. _____ + _____ =

3. _____ - _____ =

4. _____ - _____ =

Solve the problems below (use mixed numbers).

1. _____ + _____ =

2. _____ + _____ =

3. _____ - _____ =

4. _____ - _____ =

Solve the problems below (use regrouping).

1. _____ + _____ =   2. _____ - _____ =

3. What is the missing number?

_____   _____ = _____

Solve the word problem below.

Solve the word problem below.

Solve the word problem below.

1. Write the expressions below as fractions.

a._____   b. _____

2. Write the fractions below as division problems.

a._____   b. _____

Solve the expressions. Write the quotients as fractions.

1. _____ ÷ _____   2. _____ ÷ _____

3. Joe has a _____ foot long board. He needs to cut it into _____ equal length parts. How many feet long should each section of the board be?

Look at the expression below.

_____ ÷ _____

Between which two consecutive whole numbers does this value lie?

_____ and _____

Solve the problems below (multiply a fraction by a whole number).

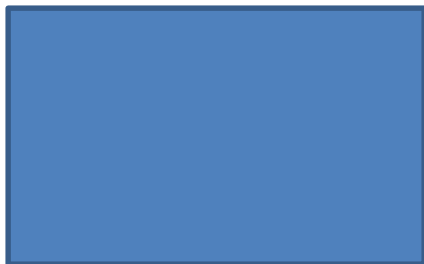1. _____ x _____

2. _____ x _____

3. _____ x _____

Solve the problems below (multiply a fraction by a fraction, include improper fractions).

1. _____ x _____

2. _____ x _____

3. _____ x _____

Find the area of the rectangles below (sides must be fractions).

Which of the expressions below would represent this statement:

_____

_____

a.   b.

Select all the expressions that have a value greater than

_____.

a.

b.

c.

d.

Logan multiplied _____ by a number. The product was less than the original number.

Select all the numbers below that Logan could have multiplied his original number by.

a.   b.   c.   d.   e.

Find the quotient (use whole number less than 5 divided by a fraction).

1. _____ ÷ _____

2. _____ ÷ _____

3. _____ ÷ _____

Find the quotient (use whole number or denominator that is less than 10)

1. _____ ÷ _____   2. _____ ÷ _____

3. _____ ÷ _____

4. Write a multiplication sentence that represents the problem in number 3.

Solve this problem by drawing a model to represent the answer.

Julio has _____ pounds of candy. He wants to put the candy into bags so that each bag has _____ of candy.

Convert the measurements.

_____ Km= _____ m   _____ lb= _____ oz

_____ Kg= _____ g   _____ L= _____ mL

_____ ft.= _____ in.   _____ G= _____ qt.

Convert the measurements.

_____ c.= _____ pt.

_____ ft.= _____ yds.

_____ mg= _____ g.

Convert the measurements.

_____ c.= _____ G   _____ in.= _____ miles

Solve the problem below.
Michael is helping with the school play by measuring the fabric
for the costumes. He needs _____ of fabric. He has
_____ of fabric. How many more _____ of fabric does
he need?

What is the volume of the rectangular prisms below (Print pictures of prisms made of cubes).

1.   2.   3.

Look at the rectangular prisms below. Which of these prisms have volumes between _____ and _____ units? (Print several pictures of prisms made of cubes)

a.   b.   c.

Look at the rectangular prisms below. What is the difference between the prism with the greatest volume and the prism with the least volume? (Print several pictures of prisms made of cubes)

a.   b.   c.
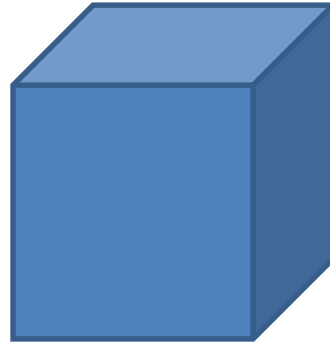
Use the formula to find the volume of the prisms?

V=l x w x h   V= Bh

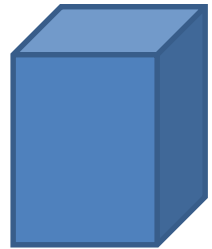1.   2.

Use the formula to find the volume of the prism.

1.

2. Look at the prism. If the volume is _____?
What is the length of the missing side?

Select all of the prisms that have a volume of _____. (Make sure to use one V=Bh formula.)

a.   b.

c.   d.

1. Point M is _____ units away from the origin on the x-axis and _____ units away from the origin on the y-axis.

    Ordered Pair for M= _____

2. Point Z is _____ units away from the origin on the x-axis and _____ units away from the origin on the y-axis.

    Ordered Pair for Z= _____

Point T is _____ units away from the origin on the y-axis.

Which of these ordered pairs could represent point T?

a.   b.   c.   d.   e.   f.

Point X is _____ units away from the origin on the y-axis.
Which of these ordered pairs could represent point X?

a.   b.   c.   d.   e.   f.

Create two sets of ordered pairs. Write a statement for each set of ordered pairs describing their distance from the origin of the X and Y axes.

Ordered Pair A:

Ordered Pair B:

1. Which point is
located at _____
on the grid?

2. Which point is
located at _____
on the grid?

1. Point B is _____ units
above and _____ to the left
of Point A. What are the
coordinate points for Point
B?

2. Point C is _____ units
south and _____ units to the
right of Point A. What are
the coordinate points for
Point C?

Dan left home and
went _____ units to
the _____ and
_____ units
_____ and
got to the park. What
are the coordinate
points of Dan's home?

Look at the shapes below. Name the shapes and describe them by their sides and angles.

A.   B.   C.

Look at each of the shapes. What are ALL the names that could be used to describe each of the shapes.

A.   B.

Look at these two shapes below. Create a Venn-Diagram to compare and contrast the attributes of the shapes.