



CALVERT™
PUBLICATIONS

4th grade

MATH

MATH 401

WHOLE NUMBERS AND FRACTIONS

1. Place Value to 1,000s 3

Place Value | **3**

Addition and Subtraction | **5**

Self Test 1 | **11**

2. Multiplication Facts, 1 to 5 13

Family of Facts | **14**

Time | **18**

Self Test 2 | **20**

3. Number Words through Thousands.. 22

Patterns | **26**

Cardinal and Ordinal Numbers | **27**

Self Test 3 | **30**

4. Read and Write Fractions..... 32

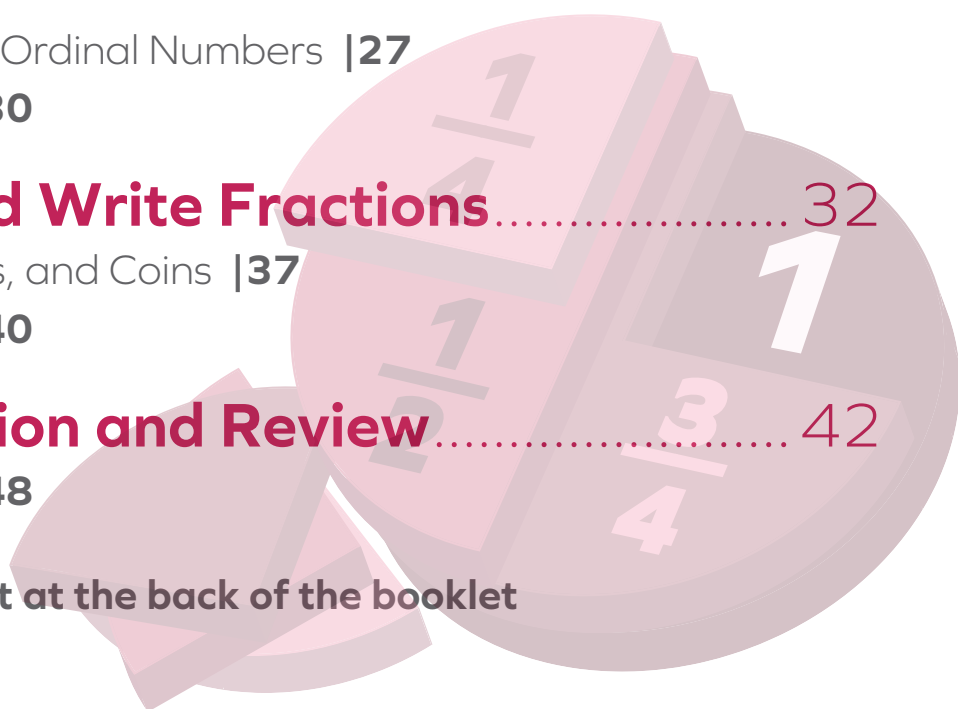
Dollars, Cents, and Coins | **37**

Self Test 4 | **40**

5. Application and Review..... 42

Self Test 5 | **48**

Test | **Pull-out at the back of the booklet**



Addition and Subtraction

1.4 Write the answers to the facts.

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

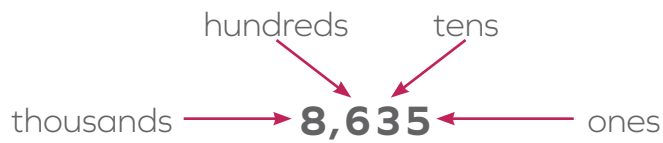
$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ - 6 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ - 6 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

You should know all of your addition and subtraction facts by now.

Digits have value because of their place in the number.



We write “how many” and then we show the value.

	thousands		hundreds		tens		ones
8,635 =	8	+	6	+	3	+	5
=	8,000	+	600	+	30	+	5



Complete these activities.

1.17 Write “how many” for each number and then tell the value of the digit (expand).

	thousands		hundreds		tens		ones
9,402 =	_____	+	_____	+	_____	+	_____
=	_____	+	_____	+	_____	+	_____

	thousands		hundreds		tens		ones
3,721 =	_____	+	_____	+	_____	+	_____
=	_____	+	_____	+	_____	+	_____

	thousands		hundreds		tens		ones
6,118 =	_____	+	_____	+	_____	+	_____
=	_____	+	_____	+	_____	+	_____

1.18 Do you remember? Tell how many.

1 day = _____ hours

1 hour = _____ minutes

60 minutes = _____ hour

24 hours = _____ day

2. MULTIPLICATION FACTS, 1 TO 5

Objectives

Read these objectives. When you have completed this section, you should be able to:

- Learn multiplication facts for 1 through 5.
- Write a family of facts.
- Read a dial clock.



Complete these activities.

2.1 Fill in the missing numbers on the number chart from 0 to 100.

0		2		4	5		7		9
	11	12	13		15	16		18	
20	21			24		26	27		29
30		32	33		35		37	38	
	41		43	44		46		48	49
	51	52			55	56	57		59
60		62		64	65		67	68	
70	71		73	74		76		78	
	81	82	83		85		87		89
90		92		94	95	96		98	
100									

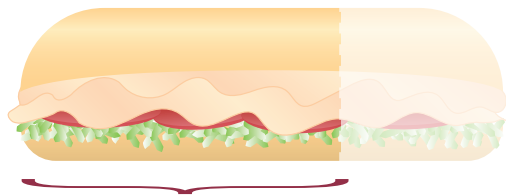
2.2 Count by 2s. Circle the number in the box.

2.3 Count by 5s. Color the number box green.

2.4 Count by 10s. Write the numbers below.

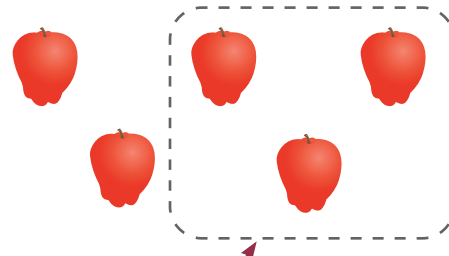
_____ / _____ / _____ / _____ / _____ / _____ / _____ / _____ / _____ / _____

Fractions may be part of a whole or part of a set.



$$\frac{2}{3}$$

two-thirds of a sandwich



$$\frac{3}{5}$$

three-fifths of a set of apples



Complete these activities.

4.10 Draw a set of six balls. Circle four of the balls.

- Express the balls that have been circled as a fraction. _____
- Write the fraction in words. _____

4.11 Color the parts. Write the fraction in numbers and in words.

a. Color four parts.

b. Color three parts.

--	--	--	--	--	--

MATH 402

MULTIPLYING WHOLE NUMBERS

1. Multiplication Facts, 6 to 10 3

Multiplication Facts | 4

Problems in Multiplication | 6

Self Test 1 | 11

2. Place Value to 10,000 13

Operation Signs | 16

Missing Numbers | 17

Self Test 2 | 19

3. Add and Subtract Fractions 21

Rounding and Estimating Whole Numbers to 10s | 23

Self Test 3 | 28

4. Equivalent Fractions 30

Rounding and Estimating Whole Numbers to 100s | 33

Self Test 4 | 37

5. Application and Review 39

Bar Graphs | 45

Self Test 5 | 46

Test | **Pull-out at the back of the booklet**



1.3 Write the problems in words. Remember hyphens!

a. $92 + 46 = 138$ _____

b. $63 - 37 = 26$ _____

c. $8 \times 5 = 40$ _____

1.4 Write these numbers in order from smallest to largest.

1,436

1,763

1,278

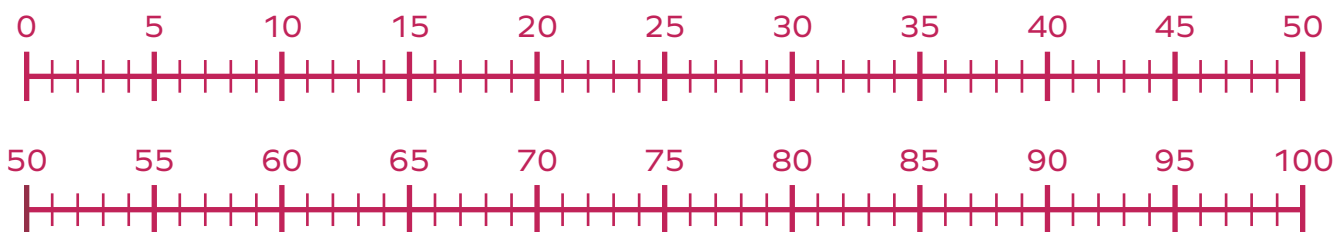
1,463

1,673

1,728

Multiplication Facts

You can learn the multiplication facts for 6, 7, 8, 9, and 10.



1.5 Write the facts for 6s.

a. $1 \times 6 =$ _____

b. $2 \times 6 =$ _____

c. $3 \times 6 =$ _____

d. $4 \times 6 =$ _____

e. $5 \times 6 =$ _____

f. $6 \times 6 =$ _____

g. $7 \times 6 =$ _____

h. $8 \times 6 =$ _____

i. $9 \times 6 =$ _____

j. $10 \times 6 =$ _____

Start at 6 on the number line.

We say one 6 is equal to 6.

Add 6 more on the number line.

We say two 6s are equal to 12.

Continue to add 6 more until you find the answer to 10 times 6.

Follow the same steps for 7, 8, 9, and 10.

Write the numbers on the lines.

Try to learn the facts for 6 through 10 before you finish Math 402.

1.15 Add the coins. Write “how many” cents. Remember to write the cent sign (¢).

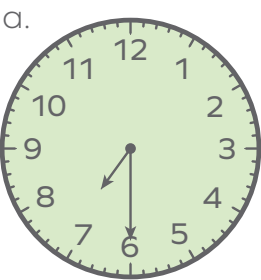
a.  a. _____

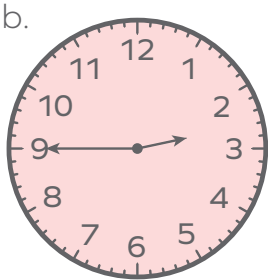
b.  b. _____

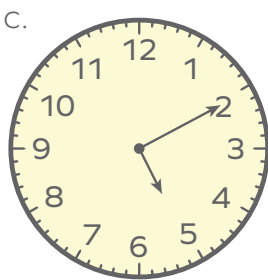
c.  c. _____

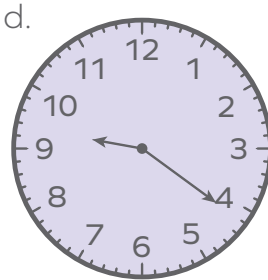
d.  d. _____

1.16 Write the correct time for each clock.









3.15 Find the products.

a. $\begin{array}{r} 21 \\ \times 4 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$ $\begin{array}{r} 22 \\ \times 4 \\ \hline \end{array}$ $\begin{array}{r} 32 \\ \times 3 \\ \hline \end{array}$ $\begin{array}{r} 30 \\ \times 3 \\ \hline \end{array}$

b. $\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$ $\begin{array}{r} 13 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 23 \\ \times 2 \\ \hline \end{array}$

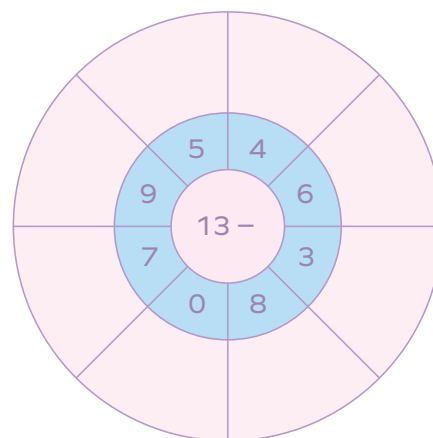
c. $\begin{array}{r} 31 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 21 \\ \times 3 \\ \hline \end{array}$ $\begin{array}{r} 44 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 14 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 22 \\ \times 3 \\ \hline \end{array}$

3.16 Complete the fact puzzles.

a.

+	3	7	6	8
2				
5				
0				

b.

**3.17** Expand these numbers. Show the value of each digit.

- a. 5,832 _____ + _____ + _____ + _____ + _____
- b. 704 _____ + _____ + _____ + _____ + _____
- c. 36,075 _____ + _____ + _____ + _____ + _____
- d. 80,432 _____ + _____ + _____ + _____ + _____



Review the material in this section to prepare for the Self Test. The Self Test will check your understanding of this section and will review the other sections. Any items you miss on this test will show you what areas you will need to restudy in order to prepare for the unit test.

Bar Graphs

- 5.29** Mark and Melissa have an assignment to make a **bar graph**. They have selected 10 of their friends and have gathered some data (information) about them. Read the data that Mark and Melissa collected and post it to the graph. Use crayon or pencil for shading.

6 have brown eyes

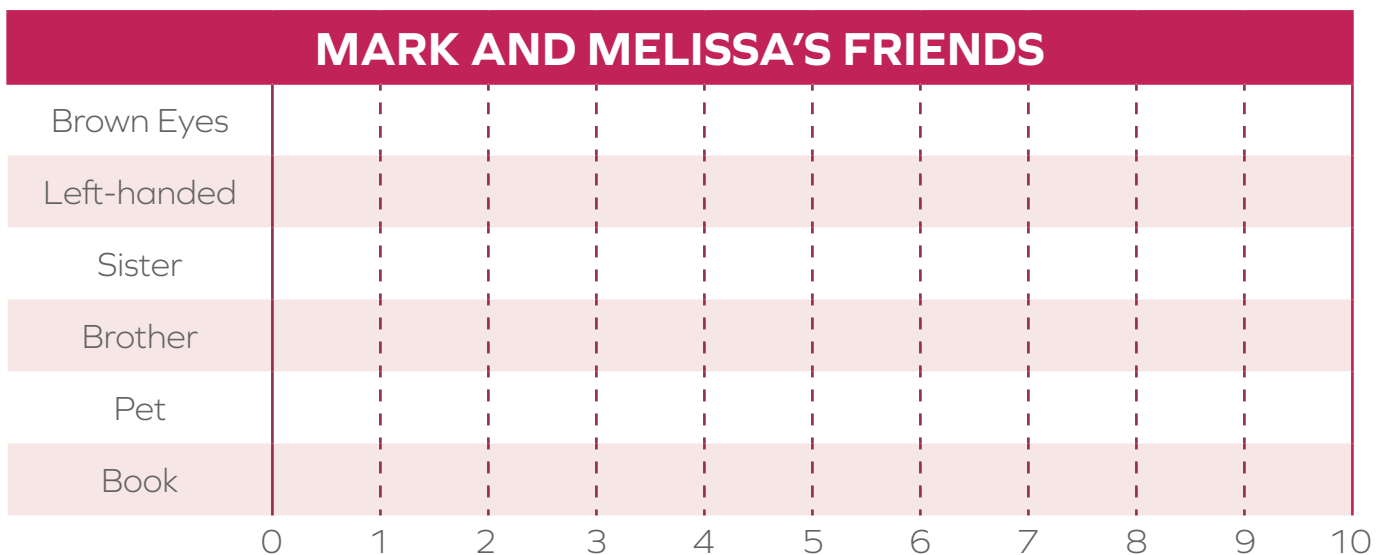
2 are left-handed

5 have at least one sister

4 have at least one brother

8 have some kind of pet

7 have read a book in the last month



Before you take this last Self Test, you may want to do one or more of these self checks.

1. _____ Read the objectives. See if you can do them.
2. _____ Restudy the material related to any objectives that you cannot do.
3. _____ Use the **SQ3R** study procedure to review the material:
 - a. **S**can the sections.
 - b. **Q**uestion yourself.
 - c. **R**ead to answer your questions.
 - d. **R**ecite the answers to yourself.
 - e. **R**evue areas you did not understand.
4. _____ Review all vocabulary, activities, and Self Tests, writing a correct answer for every wrong answer.

MATH 403

SEQUENCING AND ROUNDING

1. Rounding Numbers to 1,000s 3

Multiplying with Carrying to 10s |7

Self Test 1 |10

2. Estimating to 100s 12

Fractions Equal to Whole Numbers |15

Self Test 2 |18

3. Estimating to 1000s 20

Operation Signs |21

Adding and Subtracting Fractions |22

Adding and Subtracting to 10,000s |24

Self Test 3 |26

4. Equivalent Fractions 28

Place Value to 100,000s |31

Equations |34

Solid Shapes |35

Self Test 4 |37

5. Application and Review 39

Line Graphs |44

Self Test 5 |46

Test |Pull-out at the back of the booklet

3.4 Write the correct symbol. $>$, $<$

- a. 72,458 is _____ than 76,458. 42,960 is _____ than 42,961.
b. 56,765 is _____ than 46,765. 88,571 is _____ than 87,571.
c. 22,960 is _____ than 22,760. 15,000 is _____ than 13,000.
d. 61,200 is _____ than 71,200. 33,852 is _____ than 33,752.
e. 95,500 is _____ than 95,700. 47,900 is _____ than 43,900.

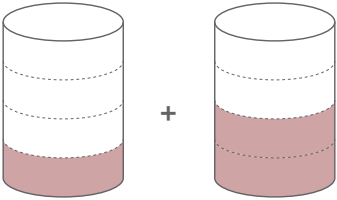
Adding and Subtracting Fractions



Complete these activities.

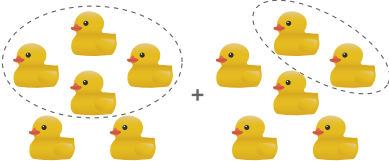
3.5 Complete the problem in addition of fractions for each illustration.

a.


$$\begin{array}{r} \frac{1}{4} \\ + \frac{3}{4} \\ \hline \end{array}$$

a. _____

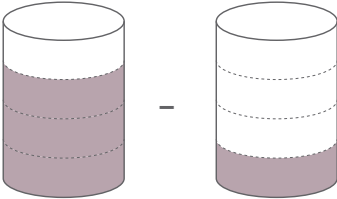
b.


$$\begin{array}{r} \frac{5}{6} \\ + \frac{3}{6} \\ \hline \end{array}$$

b. _____

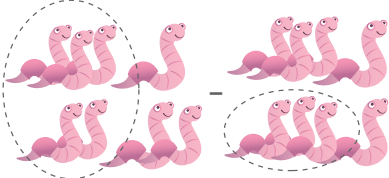
3.6 Complete the problem in subtraction of fractions for each illustration.

a.


$$\begin{array}{r} \frac{3}{4} \\ - \frac{1}{4} \\ \hline \end{array}$$

a. _____

b.


$$\begin{array}{r} \frac{5}{8} \\ - \frac{3}{8} \\ \hline \end{array}$$

b. _____

Adding and Subtracting to 10,000s

We carry and borrow numbers to the ten thousands using the same pattern that we follow in carrying and borrowing to hundreds, tens, and thousands.

$$\begin{array}{r} 1 \ 1 \ 1 \ 1 \\ 38,956 \\ + 24,574 \\ \hline 63,530 \end{array}$$

$$\begin{array}{l} 6 + 4 = 10 \text{ ones} \\ (1) + 5 + 7 = 13 \text{ tens} \\ (1) + 9 + 5 = 15 \text{ hundreds} \\ (1) + 8 + 4 = 13 \text{ thousands} \\ (1) + 3 + 2 = 6 \text{ ten thousands} \end{array}$$

Write the 0 and carry 1 ten.
Write the 3 and carry 1 hundred.
Write the 5 and carry 1 thousand.
Write the 3 and carry 1 ten thousand.
Write the 6.

$$\begin{array}{r} 6 \ 1 \ 1 \ 1 \ 2 \\ \cancel{7} \ \cancel{2} \ \cancel{4} \ \cancel{3} \ 6 \\ - 28,689 \\ \hline 43,747 \end{array}$$

$$\begin{array}{l} 16 - 9 = 7 \text{ ones} \\ 12 - 8 = 4 \text{ tens} \\ 13 - 6 = 7 \text{ hundreds} \\ 11 - 8 = 3 \text{ thousands} \\ 6 - 2 = 4 \text{ ten thousands} \end{array}$$

Borrow 1 ten. Change 3 to 2.
Borrow 1 hundred. Change 4 to 3.
Borrow 1 thousand. Change 2 to 1.
Borrow 1 ten thousand. Change 7 to 6.
Write the 4.



Complete this activity.

3.11 Complete these problems in addition and subtraction to ten thousands.

a.
$$\begin{array}{r} 53,694 \\ + 27,836 \\ \hline \end{array}$$

$$\begin{array}{r} 36,759 \\ + 23,865 \\ \hline \end{array}$$

$$\begin{array}{r} 19,463 \\ + 27,689 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 86,453 \\ - 68,954 \\ \hline \end{array}$$

$$\begin{array}{r} 97,326 \\ - 38,458 \\ \hline \end{array}$$

$$\begin{array}{r} 47,382 \\ - 15,693 \\ \hline \end{array}$$

We have learned to **check** addition problems by adding down and adding up.
The two sums should be the same.

We have learned to **check** subtraction problems by adding the difference to the subtrahend.
The answer should be the same as the minuend.

$$\begin{array}{r} 845 \\ 456 \\ + 389 \\ \hline 845 \end{array}$$

$$\begin{array}{r} 932 \\ - 648 \\ + 284 \\ \hline 932 \end{array}$$

- 5.4** What is the answer when you multiply by zero? _____
- 5.5** What is the product of 7 and 6? _____
- 5.6** If 24 is the multiplicand and 5 is the multiplier, what is the product?

- 5.7** Sue and Jennifer were selling magazines. They collected \$10.25 the first day, \$14.35 the second day, \$15.45 the third day, and \$9.60 the fourth day.
- How much money did they collect in the four days? _____
 - Do we call *first*, *second*, *third*, and *fourth* cardinal or ordinal numbers?

 - If Sue and Jennifer had set a goal of \$60.00, how much more money did they need from their magazines? _____
- 5.8** Jeremy wanted to play a game on the computer, but he had to finish his homework first. If it took him 10 minutes to finish each page and he had 5 pages to complete, how long would it be before he could play his game?



ONE WEEK TEMPERATURE

90°							
88°							
86°							
84°							
82°							
80°							
78°							
76°							
74°							
72°							
70°							
	Su	M	Tu	W	Th	F	Sa



Before you take this last Self Test, you may want to do one or more of these self checks.

1. _____ Read the objectives. See if you can do them.
2. _____ Restudy the material related to any objectives that you cannot do.
3. _____ Use the **SQ3R** study procedure to review the material:
 - a. **S**can the sections.
 - b. **Q**uestion yourself.
 - c. **R**ead to answer your questions.
 - d. **R**ecite the answers to yourself.
 - e. **R**everview areas you did not understand.
4. _____ Review all vocabulary, activities, and Self Tests, writing a correct answer for every wrong answer.

5.010 Round the number ...

- a. 35 to the nearest 10. _____
- b. 576 to the nearest hundred. _____

5.011 a. Add. b. Estimate the answer.

$$\begin{array}{r} 763 \\ + 231 \\ \hline \end{array}$$

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

5.012 $N + 32 + 78 = 153$ $N =$ _____

Read the graph and answer the questions.



5.013 a. The graph about Ann's coin collection is an example of a _____ graph.

b. List the number of coins in the collection.

Kennedy Half-Dollars _____

Roosevelt Dimes _____

Lincoln Pennies _____

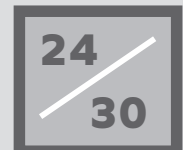


Teacher check:

Score _____

Initials _____

Date _____



MATH 404

LINES AND SHAPES

1. Plane and Solid Shapes 3

Self Test 1 | 9

2. Adding, Subtracting, Multiplying 11

Number Order | 14

Self Test 2 | 20

3. Lines and Line Segments..... 22

End Points, Rays, and Angles | 23

Self Test 3 | 29

4. Equivalent Fractions..... 31

Sequencing | 33

Missing Number Problems | 35

Self Test 4 | 39

5. Application and Review 42

Self Test 5 | 48

Test | Pull-out at the back of the booklet



1. PLANE AND SOLID SHAPES

Objectives

Read these objectives. When you have completed this section, you should be able to:

- Identify plane and solid shapes.
- Measure the dimensions of plane and solid shapes.



Complete activities 1.1 and 1.2.

1.1 Match the figure to its name.

- a. _____ 
- b. _____ 
- c. _____ 
- d. _____ 
- e. _____ 
- f. _____ 
- g. _____ 
- h. _____ 
- i. _____ 

- 1. oval
- 2. hexagon
- 3. pentagon
- 4. square
- 5. octagon
- 6. triangle
- 7. circle
- 8. diamond
- 9. rectangle



Complete these activities. You will need a ruler.

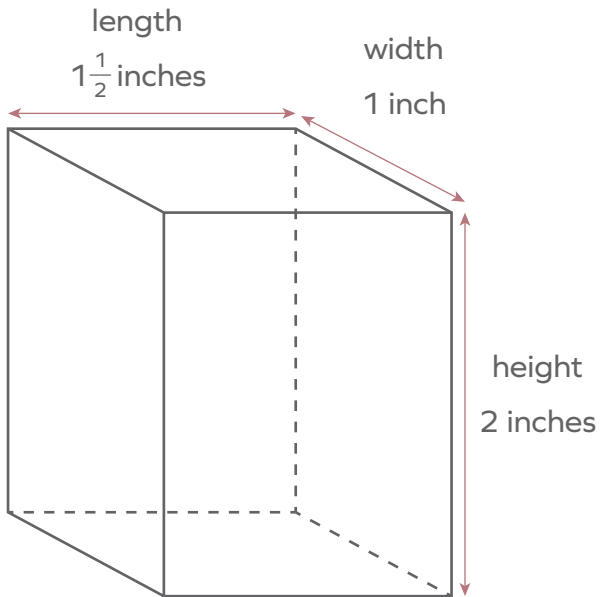


Figure A

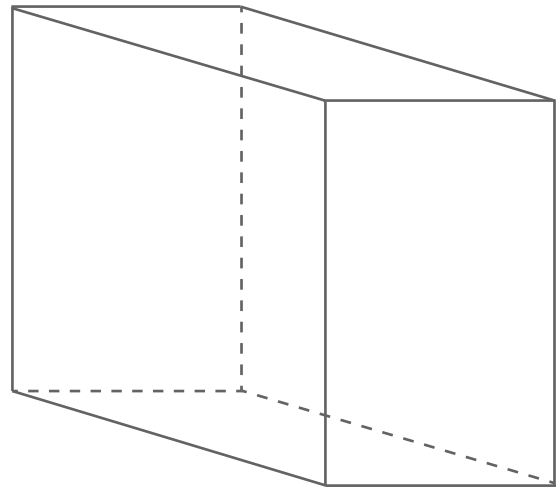


Figure B

1.11 Write the dimensions of Figure A.

length _____ width _____ height _____

1.12 Measure Figure B in inches. Write the dimensions to the nearest one-fourth inch.

length _____ width _____ height _____

The sides of a solid are called **faces**.

1.13 Look carefully.

How many faces do you count for Figure A? _____ Figure B? _____

A **line segment** is a part of a line that has a beginning and an end.

We mark the beginning and end with end points.

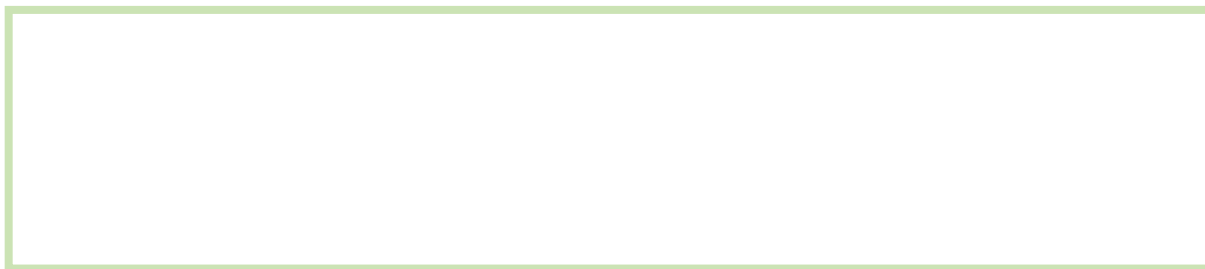


- 3.3** Put dots or periods to mark a 3-inch line segment on the line for activity 3.1. Label the dots as end points.

End Points, Rays, and Angles

The **end points** show the beginning and end of the line segment.

- 3.4** Draw a line about 5 inches long. Show a 4-inch line segment on the line. Label all parts of your drawing.



Some lines have just one end point.

A **ray** is a line that has just one end point. A ray goes on forever in one direction.

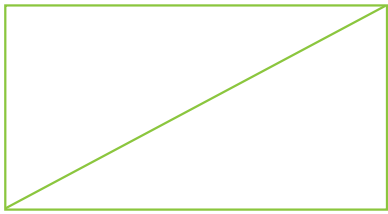
We use arrows to show that a ray continues in one direction.

A ray is expressed this way. The end point and arrow define it as a ray.



- 3.5** Draw a line about 2 inches long and put an end point at the beginning of what you have drawn. Put an arrow where you stopped drawing to show the line has no end.

5.27 Answer the questions about the figure below.

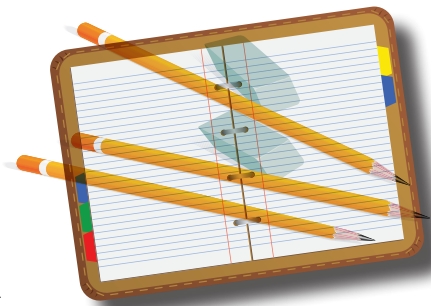


- a. Is it a plane shape or solid shape? _____
- b. Name the shape. _____
- c. How many line segments are there? _____
- d. How many end points? _____
- e. How many angles? _____

5.28 Doris bought 3 pencils at 26¢ each, 2 erasers at 15¢ each, and 1 notebook with paper for \$2.64. How much did Doris spend altogether?

If Doris gave the clerk a five-dollar bill, how much change would she receive? _____

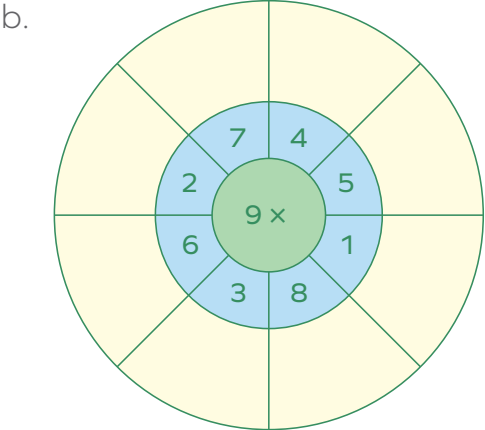
Express the change in coins.



5.29 Complete the multiplication puzzles.

a.

x	3	6	8	7
2				
5				
4				



MATH 405

DIVISION AND MEASUREMENTS

1. Division, Addition, Subtraction, Multiplication 3

Self Test 1 | **10**

2. Units of Measure 12

Division Facts | **16**

Self Test 2 | **18**

3. Calendar..... 20

Perimeter and Area | **22**

Adding and Subtracting Fractions | **26**

Self Test 3 | **27**

4. Missing Number Problems..... 29

Division Signs | **32**

Roman Numerals | **33**

Self Test 4 | **37**

5. Application and Review..... 39

Picture Graphs | **44**

Self Test 5 | **46**

Test | **Pull-out at the back of the booklet**



2.2 What unit of measurement would you use for ...

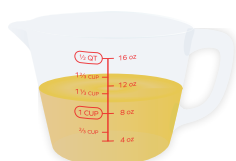
- a book? _____
- the land around your house? _____
- the distance from one city to another? _____
- a fork? _____
- a length of cloth? _____
- your height? _____
- a board to build a tree house? _____

Capacity is a measurement of the amount an object or container can hold.

Measurements of liquid capacity are made in pints, quarts, and gallons. Measurements of dry capacity are made in ounces and pounds or pints, quarts, pecks, and bushels.

Liquid

1 pint	=	16 ounces
1 pint	=	2 cups
1 quart	=	2 pints
1 gallon	=	4 quarts



Dry

16 ounces	=	1 pound
	or	
2 pints	=	1 quart
8 quarts	=	1 peck
4 pecks	=	1 bushel



You will need a cup, quart, and gallon containers for liquids for this activity.

Bleach bottles, milk containers, cans from canned foods are good examples. Also, an empty box that contained a dry measurement, such as laundry detergent, should be available. Examples for pecks and bushels may be more difficult to obtain.

Division Facts

2.8 Write the correct answer.

- a. $4 \div 2 =$ _____ because $2 \times$ _____ = 4.
- b. $6 \div 3 =$ _____ because $3 \times$ _____ = 6.
- c. $8 \div 4 =$ _____ because $4 \times$ _____ = 8.
- d. $10 \div 2 =$ _____ because $2 \times$ _____ = 10.
- e. $9 \div 3 =$ _____ because $3 \times$ _____ = 9.
- f. $12 \div 4 =$ _____ because $4 \times$ _____ = 12.
- g. $12 \div 6 =$ _____ because $6 \times$ _____ = 12.
- h. $15 \div 3 =$ _____ because $3 \times$ _____ = 15.
- i. $18 \div 9 =$ _____ because $9 \times$ _____ = 18.
- j. $16 \div 4 =$ _____ because $4 \times$ _____ = 16.
- k. $20 \div 5 =$ _____ because $5 \times$ _____ = 20.
- l. $21 \div 3 =$ _____ because $3 \times$ _____ = 21.
- m. $24 \div 3 =$ _____ because $3 \times$ _____ = 24.
- n. $24 \div 6 =$ _____ because $6 \times$ _____ = 24.
- o. $25 \div 5 =$ _____ because $5 \times$ _____ = 25.
- p. $27 \div 3 =$ _____ because $3 \times$ _____ = 27.
- q. $28 \div 4 =$ _____ because $4 \times$ _____ = 28.
- r. $36 \div 9 =$ _____ because $9 \times$ _____ = 36.
- s. $42 \div 7 =$ _____ because $7 \times$ _____ = 42.
- t. $48 \div 6 =$ _____ because $6 \times$ _____ = 48.
- u. $54 \div 9 =$ _____ because $9 \times$ _____ = 54.
- v. $56 \div 8 =$ _____ because $8 \times$ _____ = 56.
- w. $63 \div 7 =$ _____ because $7 \times$ _____ = 63.
- x. $64 \div 8 =$ _____ because $8 \times$ _____ = 64.
- y. $72 \div 9 =$ _____ because $9 \times$ _____ = 72.

3. CALENDAR

Objectives

Read these objectives. When you have completed this section, you should be able to:

- Read a calendar.
- Use formulas to find the perimeter and area of a rectangle.
- Add and subtract fractions.



You will need a current calendar.

- 3.1** Use a current calendar and the calendar on this page to answer the questions.
- a. How many months in a year? _____
- b. How many weeks in a year? _____

3.4 Multiply.

a. $\begin{array}{r} 36 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 57 \\ \times 6 \\ \hline \end{array}$ $\begin{array}{r} 402 \\ \times 8 \\ \hline \end{array}$ $\begin{array}{r} 315 \\ \times 5 \\ \hline \end{array}$ $\begin{array}{r} 740 \\ \times 3 \\ \hline \end{array}$

b. $\begin{array}{r} 4,032 \\ \times 3 \\ \hline \end{array}$ $\begin{array}{r} 5,164 \\ \times 5 \\ \hline \end{array}$ $\begin{array}{r} 3,827 \\ \times 4 \\ \hline \end{array}$ $\begin{array}{r} 2,635 \\ \times 7 \\ \hline \end{array}$

Perimeter and Area



You will need unlined paper and a ruler.

Perimeter is the distance around the outside of a plane shape. It is expressed in **linear units**.

Area is the measurement of a plane surface. It is expressed in **square units**.

Put your finger at A on the rectangle. Move your finger from A to B, B to C, C to D, and D to A. You have moved your finger around the perimeter of the rectangle.

Now cover the rectangle with your hand. You have covered the surface or area of the rectangle.

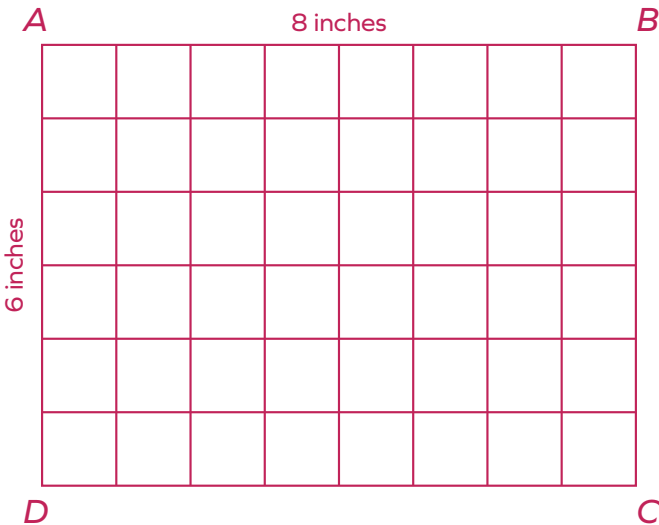
We measure perimeter in linear units. This is a linear inch.  

Use your ruler to measure the linear inch.

We measure surface in square units. This is a square inch. 

Shade the square inch.

In the rectangular polygon in the example, each small square represents a square inch.



5.34

16 ÷ 4 = _____

24 ÷ 3 = _____

14 ÷ 2 = _____

20 ÷ 5 = _____

42 ÷ 7 = _____

36 ÷ 9 = _____

5.35

Write this fraction in words.
 $\frac{5}{8}$ _____

5.36

How many nickels in a quarter? _____ a dollar? _____

5.37

Mary and her mother were buying material for a new dress. The pattern called for 3 yards of material. How many inches would that be? _____

Picture Graphs

5.38

Dan and Eve have an assignment to make a picture graph. They have kept a record of their friends' favorite fruits. Read the data that Ted and Lisa have collected. Draw pictures of each type of fruit on the graph to show the data. Each drawing (picture of fruit) represents one student.

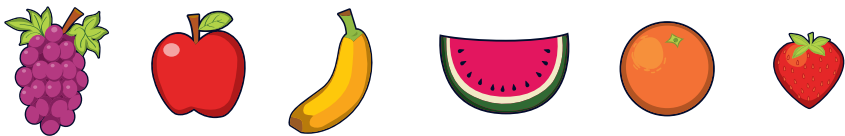
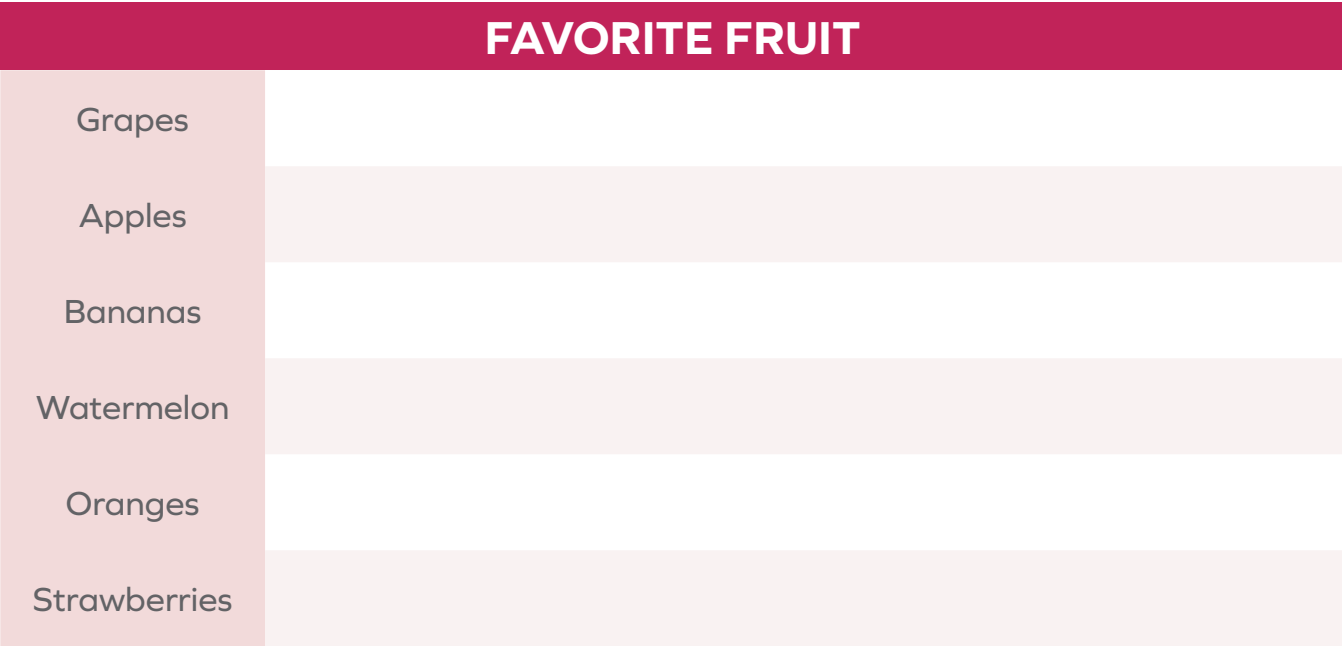
- 3 students liked grapes

8 students liked bananas

6 students liked oranges
- 3 students liked apples

5 students liked watermelons

7 students like strawberries



MATH 406

DIVISION, FACTORS, AND FRACTIONS

1. Prime and Composite Numbers..... 3

Factors and Multiples |4

Division |5

Self Test 1 |10

2. Multiplication 12

Equations |13

Grouping |14

Proper and Improper Fractions |18

Self Test 2 |20

3. Multiplication Facts for 11 and 12... 22

Mixed Numbers |25

Division |26

Self Test 3 |30

4. Measurements 32

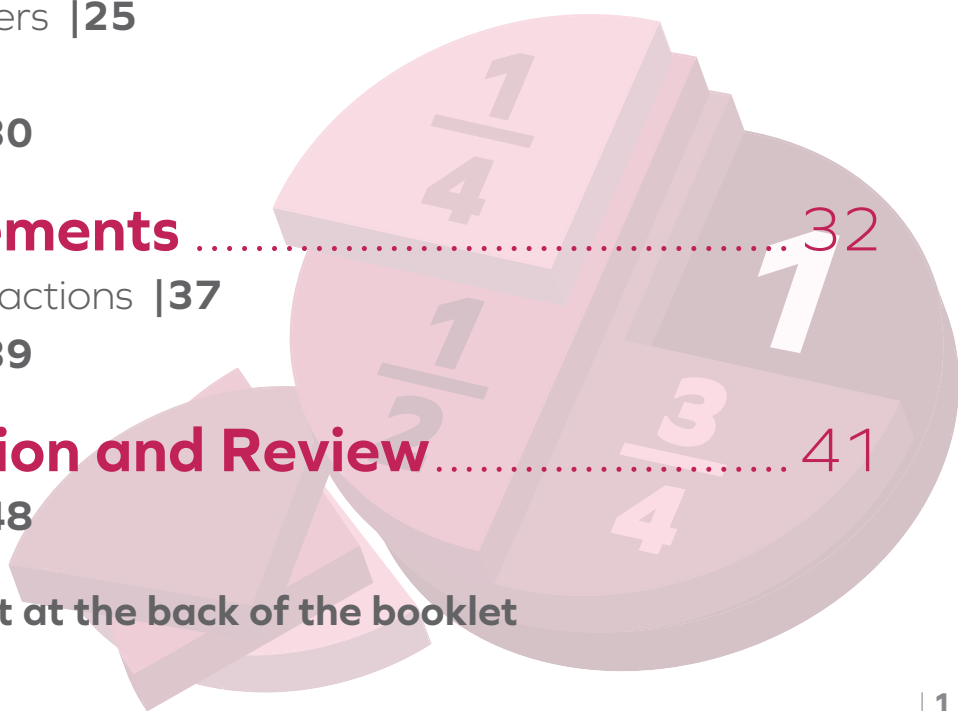
Equivalent Fractions |37

Self Test 4 |39

5. Application and Review..... 41

Self Test 5 |48

Test |Pull-out at the back of the booklet



1.4 Write all of the digits except 0. _____

1.5 Multiply 2 by each one of the digits and write your answers.

_____ / _____ / _____ / _____ / _____ / _____ / _____ / _____ / _____

The numbers you have written are called multiples of 2.

Multiples are numbers that result when factors are multiplied together.

1.6 Multiply 3 by each one of the digits.

_____ / _____ / _____ / _____ / _____ / _____ / _____ / _____ / _____

The numbers you have written are called multiples of 3.

1.7 Write the factors of 6. _____

1.8 Write nine multiples of 6. _____

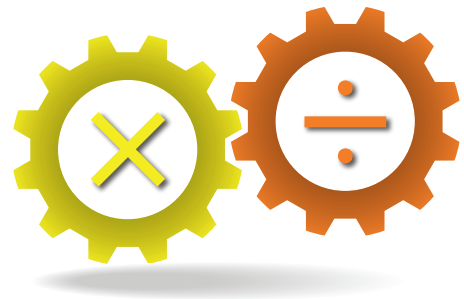
1.9 Write the factors of 8. _____

1.10 Write nine multiples of 8. _____

1.11 Are 6 and 8 prime or composite numbers? _____

Division

Multiplication and division work together.
Multiplication facts and division facts belong
to the same family of facts.

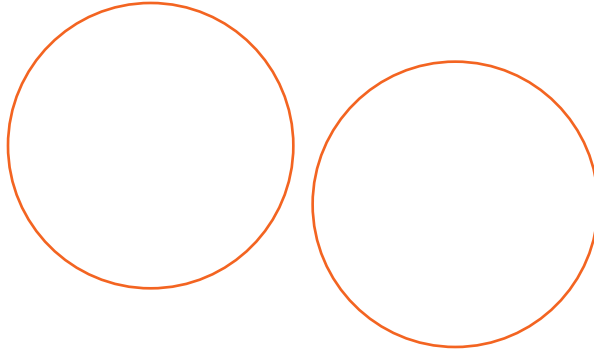


You will need objects for counting.

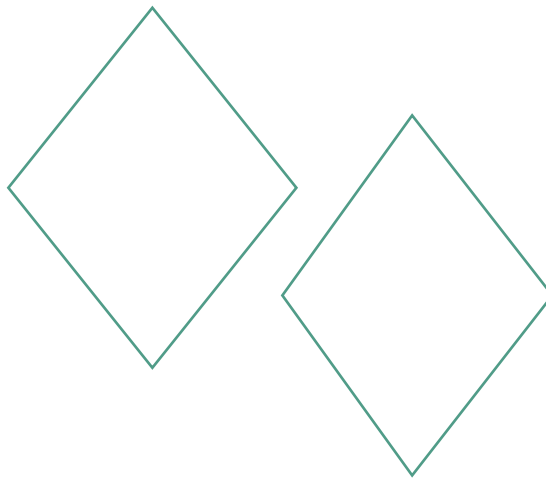
1.12 Write the family of facts for 3, 5, 15.

3.13 Divide each set of numbers into two groups that have the same sum.
Write them in ...

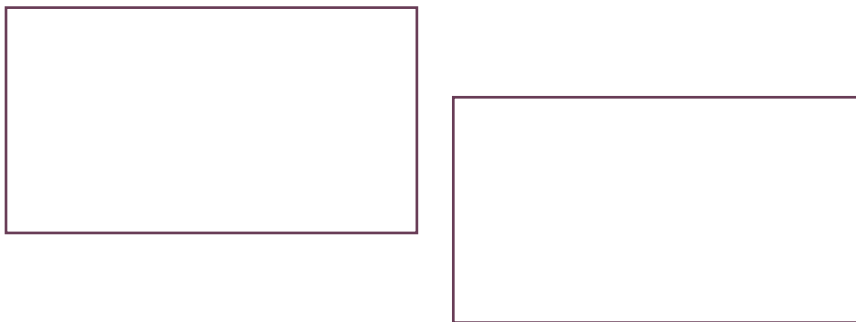
a. the circles. 3, 4, 5, 7, 9



b. the diamonds. 2, 3, 4, 6, 11



c. the rectangles. 1, 2, 5, 7, 8, 9



Review the material in this section to prepare for the Self Test. The Self Test will check your understanding of this section and will review the other sections. Any items you miss on this test will show you what areas you will need to restudy in order to prepare for the unit test.

- d. Jane weighed 73 pounds and 3 ounces last year. She gained 13 ounces this year. How many pounds does she weigh now? _____
- e. Corey bought 16 pints of cream for the party. How many quarts is that equal to? _____



- f. Kenneth has a glass that holds 1 pint and 8 ounces. How many ounces does the glass hold? _____

4.3 In each pair, circle the measurement that is greater.

ounce pound

ton pound

yard inch

quart gallon

peck bushel

pint ounce

4.4 Write "how many," and then show the value.

	thousands			units		
	hundreds	tens	ones	hundreds	tens	ones
a. 35,265 =	_____	_____	_____	_____	_____	_____
=	_____	_____	_____	_____	_____	_____
b. 408,332 =	_____	_____	_____	_____	_____	_____
=	_____	_____	_____	_____	_____	_____
c. 9,751 =	_____	_____	_____	_____	_____	_____
=	_____	_____	_____	_____	_____	_____

4. MEASUREMENTS

Objectives

Read these objectives. When you have completed this section, you should be able to:

- Review measurements.
- Understand equivalent fractions.



Complete these activities.

4.1 Tell how many.

1 yard = _____ inches

3 feet = _____ yard

1 ton = _____ pounds

12 inches = _____ foot

1 pint = _____ ounces

1 quart = _____ pints

1 gallon = _____ quarts

1 pound = _____ ounces

1 bushel = _____ pecks

36 inches = _____ yard

4.2 Answer the questions.

a. Jeff grew three inches last year.

Did he grow at least one foot? _____

b. Beth's parents bought her a doll house that was one yard long. How many inches was that? _____

c. Richard bought 6 feet of string and 32 inches of rope. Together, how many inches of string and rope did he buy? _____

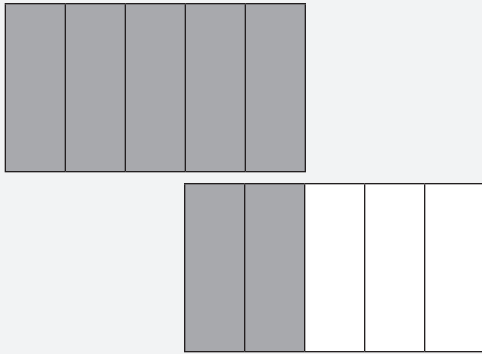


MATH 407

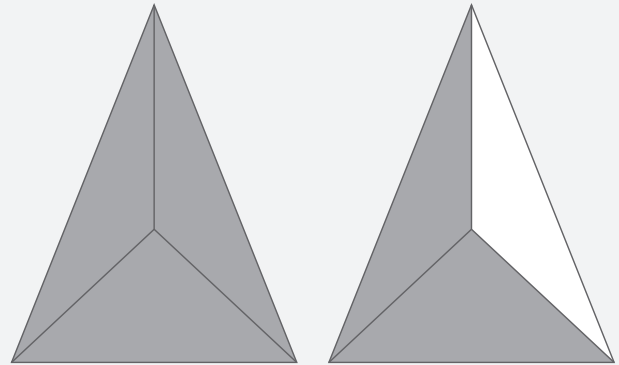
MULTIPLICATION AND FRACTIONS

1. Two-Digit Multipliers	3
Fractions	6
Number Sentences	9
Self Test 1	10
2. Reducing Fractions	12
Fractions	14
Average	16
Division Rules	17
Self Test 2	19
3. Three-Digit Multiplication	21
Reduce Fractions to Lowest Terms	23
Missing Number Problems	25
Self Test 3	27
4. Rounding	29
Multi-Digit Numbers	31
Money	33
Shapes	35
Perimeter and Area	35
Self Test 4	39
5. Application and Review	41
Self Test 5	48
Test	Pull-out at the back of the booklet

- 1.06** Write the shaded portion of each of the following as:
 1) an improper fraction; and
 2) as a whole number or mixed number.



1) _____ 2) _____



1) _____ 2) _____

- 1.07** Use division to change these improper fractions to whole numbers or mixed numbers.

a. $\frac{8}{5} =$ _____ b. $\frac{14}{7} =$ _____

- 1.08** Complete the number sentences. Circle the correct sign .

a. $2 + 5 + 8$ ($>$, $<$) 3×6 b. $18 - 3$ ($>$, $<$) $3 + 7 + 6$
 c. $48 \div 6$ ($=$, $\neq$) 2×3 d. $75 - 3$ ($=$, $\neq$) 9×8

- 1.09** Solve for the missing number.

a. $N \div 3 = 9$ $N =$ _____
 b. $N - 6 = 7$ $N =$ _____

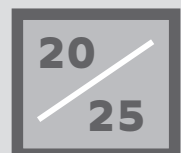


Teacher check:

Score _____

Initials _____

Date _____



4.5 Find the missing factors in the multiplication charts.

a.

×			6
	24	21	18
	32	28	24
1	8	7	6

b.

×		3	
	8	6	22
	40	30	110
9	36	27	99

4.6 Add or subtract. Simplify or reduce your answers to lowest terms.

a.

$$\begin{array}{r} \frac{1}{5} \\ + \frac{4}{5} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{5}{12} \\ - \frac{1}{12} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{3}{8} \\ + \frac{7}{8} \\ \hline \end{array}$$

b.

$$\begin{array}{r} \frac{9}{16} \\ - \frac{5}{16} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{11}{24} \\ + \frac{5}{24} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{7}{18} \\ - \frac{4}{18} \\ \hline \end{array}$$

c.

$$\begin{array}{r} \frac{7}{11} \\ + \frac{4}{11} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{2}{3} \\ - \frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{9}{15} \\ + \frac{7}{15} \\ \hline \end{array}$$

d.

$$\begin{array}{r} \frac{12}{21} \\ - \frac{9}{21} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{5}{19} \\ + \frac{14}{19} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{5}{16} \\ - \frac{1}{16} \\ \hline \end{array}$$

5.2 Match these solid shapes.

- | | | |
|----------|---|-------------|
| a. _____ |  | 1. cylinder |
| b. _____ |  | 2. cube |
| c. _____ |  | 3. sphere |
| d. _____ |  | 4. pyramid |
| e. _____ |  | 5. cone |

5.3 Use these numbers to complete the activities.

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			

- List 6 prime numbers. _____
- List 6 composite numbers. _____
- List 6 even numbers. _____
- List 6 odd numbers. _____
- List the factors of 24. _____
- List the smallest and largest multiple of 4. _____
- Write an improper fraction. _____
- Reduce your improper fraction to lowest terms. _____
- Write a proper fraction in its lowest terms. _____
- Using multiplication, write an equivalent fraction to your proper fraction.

- Write a mixed number. _____
- Write a number that is > 5 . _____ < 5 . _____
- Write a number that is $= (4 \times 3) + 6$. _____

- h. Plan two schedules for three weeks so that Jack and his sisters would spend an equal amount of time watering.

Possible Watering Schedule 1

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Week 1							
Week 2							
Week 3							

Possible Watering Schedule 2

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Week 1							
Week 2							
Week 3							

- i. Jack needed to plan some time for weeding. He wanted to weed every third day starting on Saturday. Plan a sequence of days for weeding covering the next two weeks.

Weeding Schedule

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Week 1							
Week 2							

MATH 408

WHOLE NUMBERS AND FRACTIONS

1. Signs and Fractions..... 3

Operation Signs |5

Self Test 1 |9

Fractions |6

2. Division of Two-Digit Numbers..... 11

Fractions with Unlike Denominators |13

Missing Number Problems |15

Self Test 2 |18

3. Multiply a Four-Digit Number 20

Division |22

Self Test 3 |27

Polygons |25

4. Metric Measurements..... 29

Add and Subtract

Digital Clock |36

Fractions |34

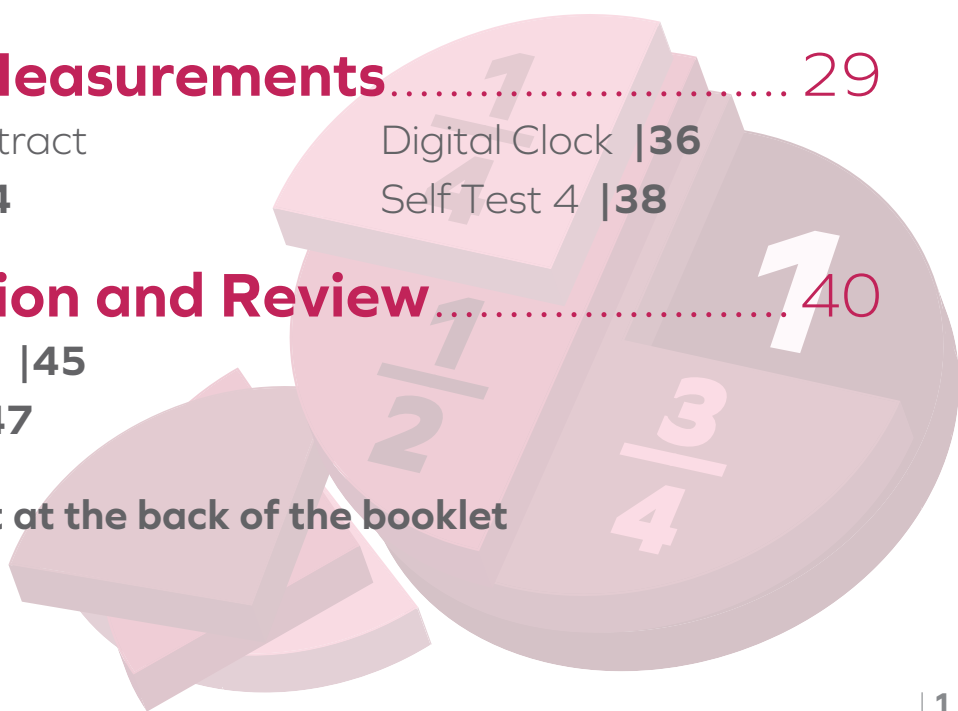
Self Test 4 |38

5. Application and Review 40

Circle Graphs |45

Self Test 5 |47

Test |Pull-out at the back of the booklet





Complete these activities.

2.6 Complete the missing number problems.

a. $N = 16 - (3 + 2)$

$N = 16 - \underline{\hspace{2cm}}$

$N = \underline{\hspace{2cm}}$

b. $N = 80 + (6 \div 2)$

$N = 80 + \underline{\hspace{2cm}}$

$N = \underline{\hspace{2cm}}$

c. $N = 72 \div (4 + 5)$

$N = \underline{\hspace{2cm}} \div \underline{\hspace{2cm}}$

$N = \underline{\hspace{2cm}}$

d. $N = 6 \times (12 - 4)$

$N = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$

$N = \underline{\hspace{2cm}}$

2.7 Solve these problems by completing *each step* of the equations.

- a. George was reading a book for a book report due on Friday. The book was 60 pages long. He read 15 pages on Monday, 10 pages on Tuesday, and 21 pages on Wednesday. Find the number of pages he had left to read on Thursday.

$N = \underline{\hspace{2cm}} - (15 + 10 + 21)$

$N = \underline{\hspace{2cm}} - \underline{\hspace{2cm}}$

$N = \underline{\hspace{2cm}}$

- b. Jim bought 2 packages of candy at the store for \$1.20 each. Find the amount of change he would receive from \$3.00.

$N = \underline{\hspace{2cm}} - (2 \times \$1.20)$

$N = \underline{\hspace{2cm}} - \underline{\hspace{2cm}}$

$N = \underline{\hspace{2cm}}$

- c. Two school newspapers were sold one day at school. Three were sold the second day and four the third day. If \$6.75 was collected, how much did each paper cost?

$N = \$6.75 \div (\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}})$

$N = \$6.75 \div \underline{\hspace{2cm}}$

$N = \underline{\hspace{2cm}}$



Polygons

3.4 Polygons are closed, plane figures with three or more sides. A quadrilateral is a polygon with four sides. These figures are quadrilaterals.

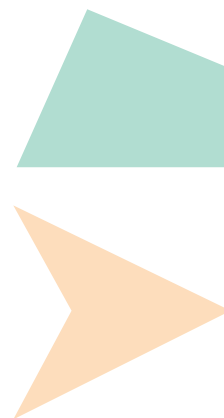
a. In each figure, count the number of ...

sides _____

angles _____

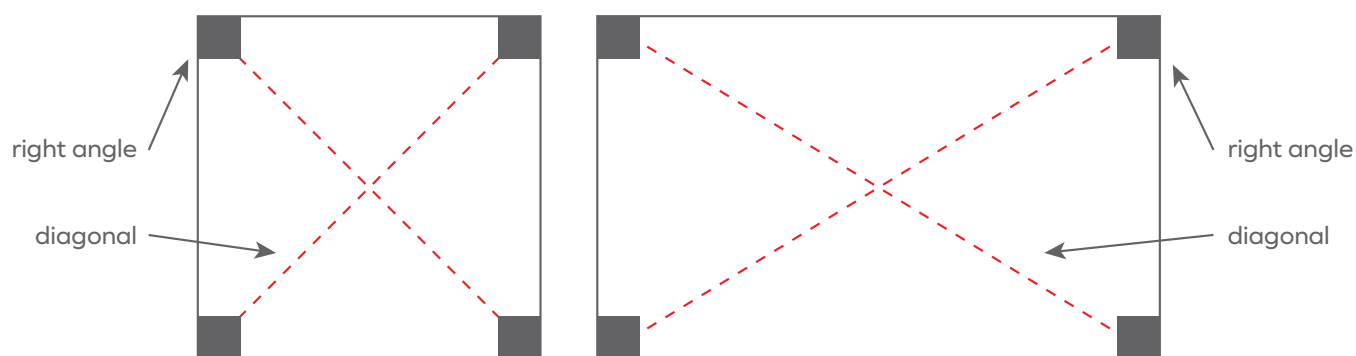
end points _____

b. Is your count the same for each figure? _____



Squares and rectangles are special kinds of quadrilaterals. They each have four right angles.

Squares have four equal sides. Rectangles have opposite sides equal. Diagonals of squares and rectangles are always equal.





Complete the following activities.

- 4.2**
- Using your ruler, measure as close as you can the number of inches that are equal to 10 centimeters. _____
 - Mark the location of 1 inch, 2 inches, and 3 inches on the line segment. Which is larger, a centimeter or an inch?

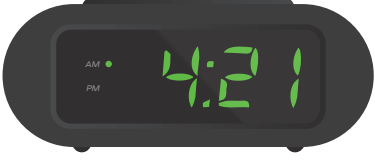
CHART OF PREFIXES

smallest	milli-	a unit contains 1,000
	centi-	a unit contains 100
	deci-	a unit contains 10
	meter, liter, gram	unit
	deca-	contains 10 units
	hecto-	contains 100 units
largest	kilo-	contains 1,000 units

- 4.3** Using the chart of prefixes, answer the following questions.

- A milliliter is (> , <) a liter.
- A decaliter is (> , <) a liter.
- A centimeter is (> , <) a meter.
- A kilometer is (> , <) a meter.
- A milligram is (> , <) a gram.
- A kilogram is (> , <) a gram.
- The three basic metric units are _____ , _____ , and _____ .

4.14 Write the time shown on these digital clocks.

- a.  _____
- b.  _____
- c.  _____
- d.  _____

4.15 Complete these missing number problems. The numbers in red are the sums. The numbers in black are the addends. *Three numbers are added vertically or horizontally to find the sum.*

a.

+		22	31
34	8		14
47			
	5	4	8

b.

+		188	145
	84		
164		63	72
	76	91	15



Review the material in this section to prepare for the Self Test. The Self Test will check your understanding of this section and will review the other sections. Any items you miss on this test will show you what areas you will need to restudy in order to prepare for the unit test.

Complete these activities (each answer, 1 point).

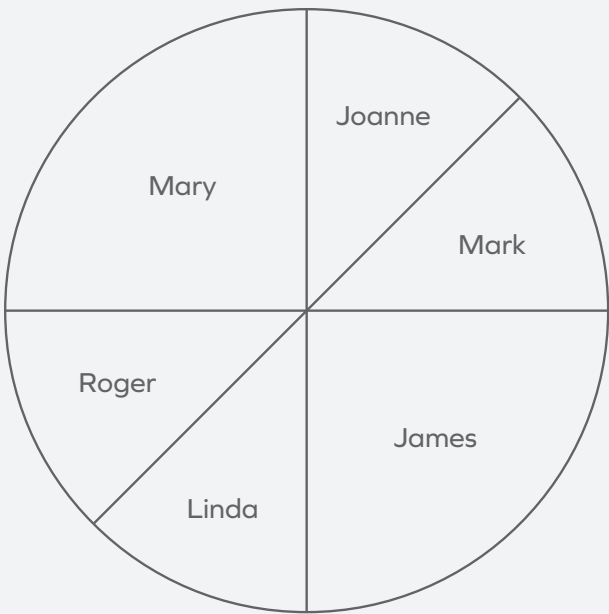
5.08 Write in Arabic numerals.
 LXXIX _____ MDXX _____

5.09 Circle the correct symbol. Prove your answer using cross multiplication.

- a. $\frac{2}{3}$ (= , ≠) $\frac{7}{8}$
- b. $\frac{4}{5}$ (= , ≠) $\frac{16}{20}$
- c. $\frac{1}{2}$ (= , ≠) $\frac{5}{8}$
- d. $\frac{3}{4}$ (= , ≠) $\frac{7}{9}$

5.010 Read the graph and answer the questions.

THE FRIENDS' LINCOLN PENNY COLLECTION



- a. What kind of graph is this?
- b. How many people combined their pennies for the coin collection?
- c. If there is a total of 100 pennies in the collection, how many belonged to James?

Teacher check:
 Score _____

Initials _____
 Date _____

28

35

MATH 409

DECIMALS AND FRACTIONS

1. Decimals 3

Multiply a Four-Digit Number |7

Numbers on a Grid Pattern |8

Self Test 1 |10

2. Fractions 12

Division of Whole Numbers |17

Average |19

Self Test 2 |20

3. Adding and Subtracting Decimals 22

Comparing Fractions |25

Adding and Subtracting Fractions |26

Self Test 3 |29

4. Multiplying and Dividing Whole Numbers 31

Adding and Subtracting Mixed Numbers |33

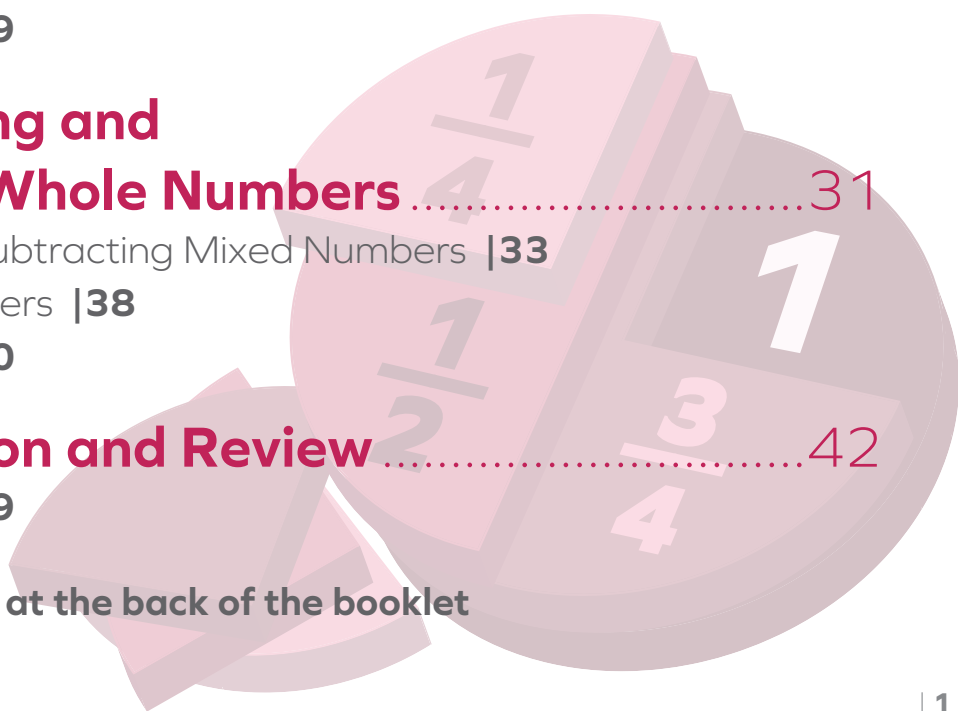
Sensible Answers |38

Self Test 4 |40

5. Application and Review 42

Self Test 5 |49

Test |Pull-out at the back of the booklet

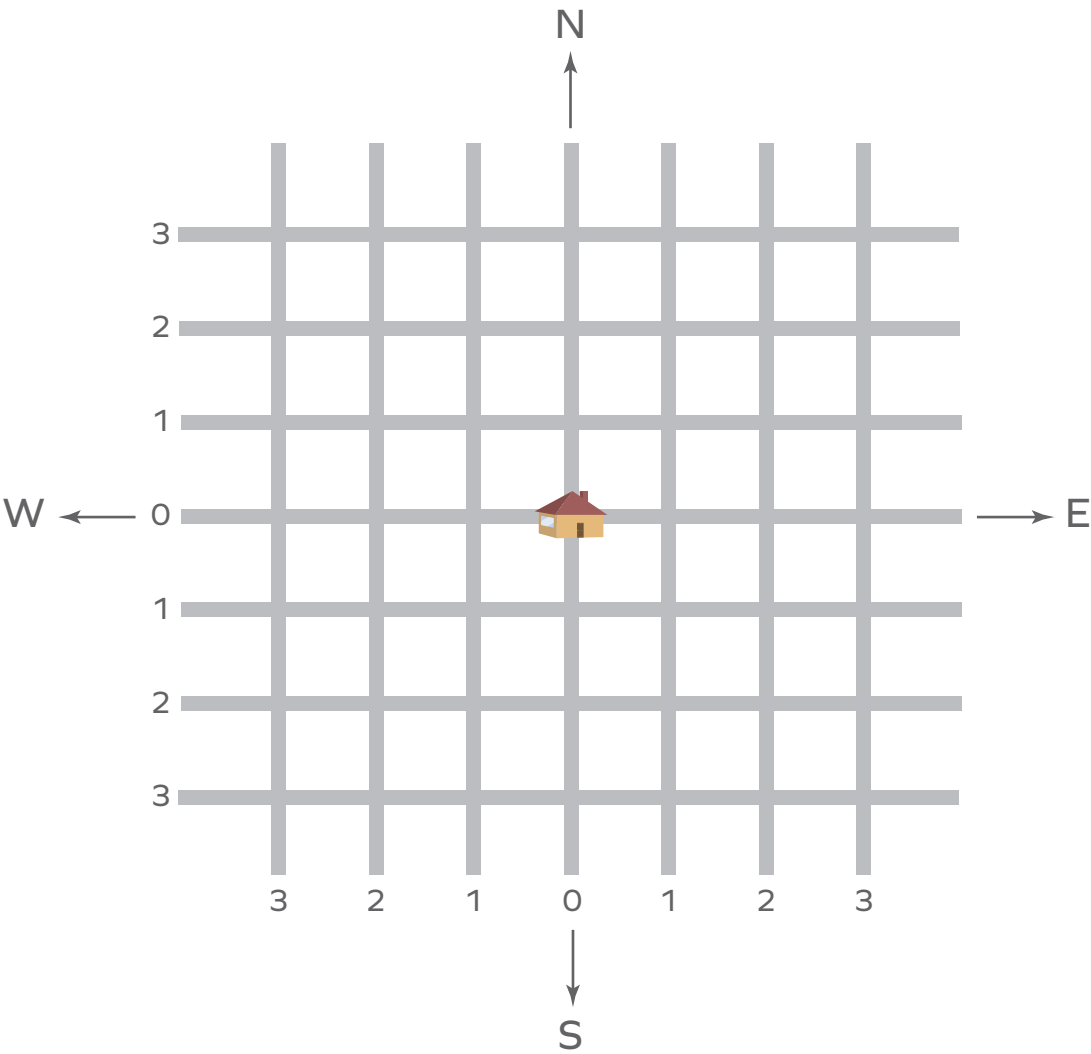


Numbers on a Grid Pattern

We can learn to locate points on a grid pattern.

The center of this grid pattern is  .

The numbers represent miles. The arrows show the directions. Points are always located along the horizontal line (east-west) first, and the vertical line (north-south) second.



2. FRACTIONS

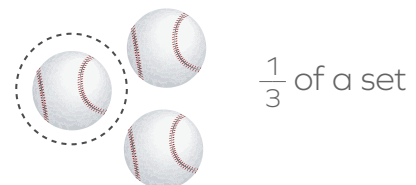
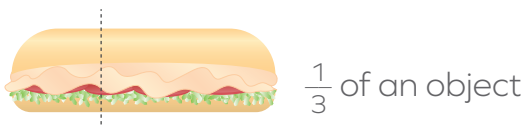
Objectives

Read these objectives. When you have completed this section, you should be able to:

- Review fractions.
- Practice division of whole numbers.
- Find an average.

Fractions are numbers that stand for parts of things.

A fraction may stand for part of a single object or for part of a set.





Complete this activity.

2.1

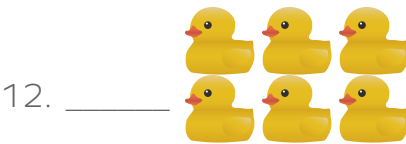
Use the denominators of the fractions (A-J) to match to boxes (1-10) and sets (11-20). Color the numerator for the boxes. Circle the numerator for the sets.

1. _____

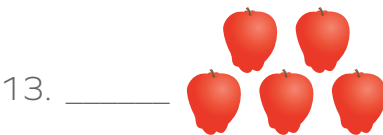


- A. three-eighths
- B. two-fourths
- C. five-ninths
- D. one-half
- E. seven-tenths
- F. two-thirds
- G. five-sixths
- H. eight-twelfths
- I. four-fifths
- J. five-sevenths

2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



Sensible Answers

Calculators are valuable tools in solving mathematics problems. You may already know how to use a calculator. Calculators give us the correct answer *only* when the information we enter is correct.



Estimation helps us decide whether we have a sensible answer. We should always estimate our answers at the same time we are solving a problem. We should decide whether our answer is sensible.

Rounding makes it easier to estimate answers.

Complete these activities.

- 4.10

Jim worked this problem. $20 + 15 = \underline{5}$

a.

Is Jim’s answer $\underline{5}$ a sensible answer? _____

b.

What did Jim do instead of adding? _____
- 4.11

Jane completed this problem. $5 \times 9 = \underline{14}$

a.

Is Jane’s answer $\underline{14}$ a sensible answer? _____

b.

What did Jane do instead of multiplying? _____
- 4.12

Use rounding to show whether these answers are sensible. Round to the nearest 10, 100, or 1,000. Decide if the answer is sensible (write yes or no). Then, find the actual answer.

Problem	Rounding	Sensible? (yes or no)	Actual answer
a. $57 + 29 = 86$	_____	_____	_____
b. $85 + 85 = 7,225$	_____	_____	_____
c. $486 + 574 = 1,430$	_____	_____	_____
d. $785 - 370 = 415$	_____	_____	_____
e. $6,232 + 2,953 = 3,279$	_____	_____	_____
f. $9,883 - 6,324 = 16,207$	_____	_____	_____

MATH 410

ESTIMATION, CHARTS, AND GRAPHS

1. Collecting and Posting Data 3

Estimation and Prediction |4

Self Test 1 |10

2. Graphs 12

Bar, Line, Picture, and Circle Graphs |12

Self Test 2 |18

3. Whole and Decimal Numbers 21

Operations with Numbers and Decimals |21

Self Test 3 |30

4. Fractions 32

Compare Fractions |32

Add and Subtract Fractions and Mixed Numbers |35

Self Test 4 |37

5. Sizes, Shapes, Measurements 39

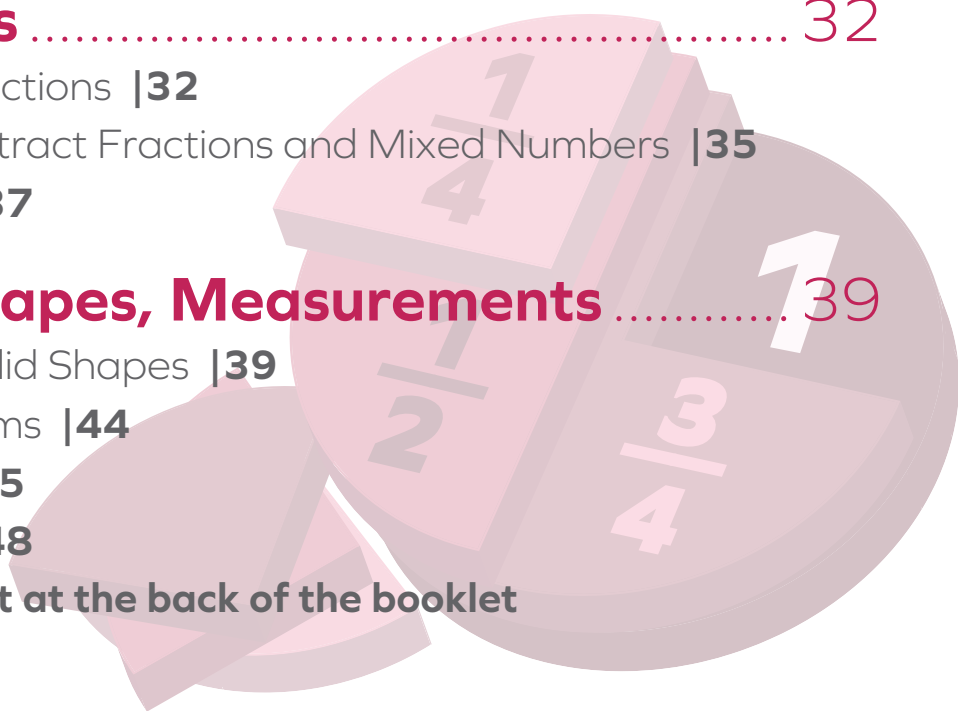
Plane and Solid Shapes |39

Word Problems |44

Equations |45

Self Test 5 |48

Test |Pull-out at the back of the booklet



Estimation and Prediction

You have been practicing estimation with numbers. This workbook will teach you estimation with objects. You will estimate your problem, and then collect data about it. Finally, you will place the information on a chart.

Estimation is an opinion of the amount, value, or worth of something.

Data is a list of facts from which a conclusion may be drawn.

A **chart** is an arrangement of data in a logical order.

In Activity 1.1, you will discover how closely you can:

- 1) estimate the number of objects in each of four given groups, and
- 2) estimate the average number of objects in four groups.

Your teacher will place a group of objects in each of four bags. The bags will be labeled Group 1, Group 2, Group 3, and Group 4. Each bag will contain a different number of objects. It may be an assortment of colors. You may hold the bag in any way, but do not look inside.



- 1.10** Chart the data. Enter the information you have gathered on the chart.

DISTRIBUTION OF COLORS					
	RED	YELLOW	GREEN	PURPLE	TOTAL
PREDICTION OF RANDOM SAMPLE					
DATA FROM RANDOM SAMPLE					
DIFFERENCE					
COUNT OF OBJECTS FROM CONTAINER					

- 1.11** Review Activities 1.6 – 1.10. Answer the questions.

- a. Arrange the colors in order from largest to smallest ...
- from your prediction. _____
- from the random sample. _____
- from the actual count. _____
- b. Was your prediction or the random sample closer to the actual count? _____
- c. Write a sentence telling whether you think a random sample is a good way to find out information about a large quantity.
- _____
- _____
- _____
- _____

Save the data from Section 1 to use in Section 2.



Review the material in this section to prepare for the Self Test. The Self Test will check your understanding of this section. Any items you miss on this test will show you what areas you will need to restudy in order to prepare for the unit test.

2. GRAPHS

Objectives

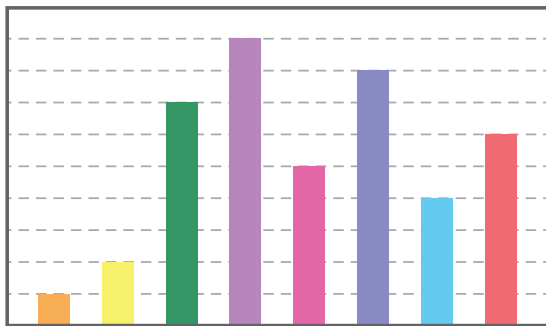
Read these objectives. When you have completed this section, you should be able to:

- Read bar, line, picture, and circle graphs.
- Display data on bar, line, picture, and circle graphs.

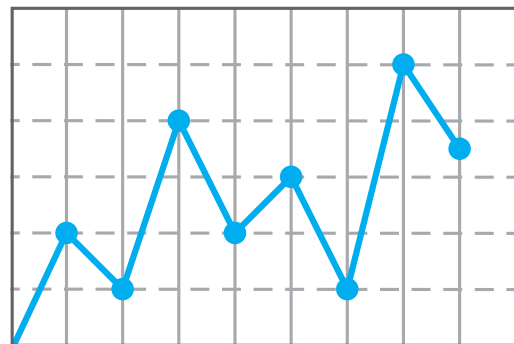
Bar, Line, Picture, and Circle Graphs

A **graph** is a special kind of **chart**.

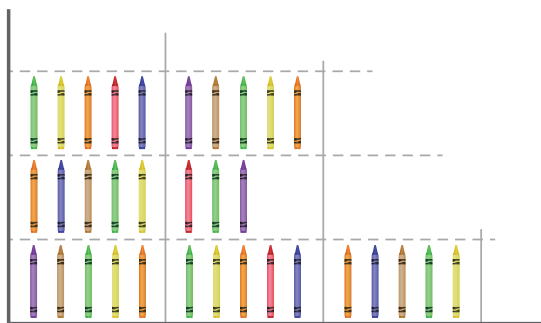
The most common graphs are **bar**, **line**, **picture**, and **circle**.



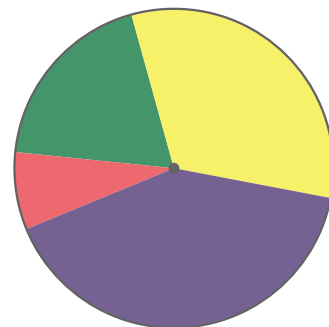
Bar graph



Line graph



Picture graph



Circle graph

d. circle graph



Teacher check:

Score _____

Initials _____

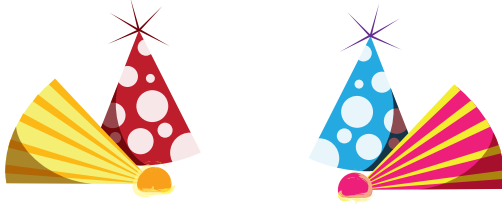
Date _____

16

20

Word Problems

- 5.13** James, George, and Mandy were planning a party. They went to three stores to purchase the food and favors. They spent \$8.59 at the first store, \$6.32 at the second store, and \$5.31 at the third store. They wanted to share the cost equally. How much money did each one pay? _____



- 5.14** Mark was helping his father put a new floor down in the kitchen. The kitchen measured 8 feet by 12 feet. If each tile was 1 foot square, how many tiles did they need? _____
- 5.15** Four youth groups decided to collect aluminum cans to raise money for camp. The first group collected 483 cans, the second group collected 316 cans, the third group collected 432 cans, and the fourth group collected 220 cans. Round the numbers. About how many cans did the groups collect altogether? _____
- 5.16** There were 24 people invited to a pizza party. One-fourth of the people wanted sausage and olives. Three-fourths of the people wanted plain cheese. Sam ordered 12 sausage and olive pizzas and 12 plain cheese pizzas. Did Sam make the correct order? _____
What do you think he should have ordered? _____
- 5.17** Betty and Loren were visiting a museum of science. The Roman numerals on the building showed MCMXXIV. Convert the Roman numerals to Arabic numerals. _____
- 5.18** Karen's mother asked her what she would like for supper that night. Karen answered, "Pizza, spaghetti, hamburgers, pancakes, or waffles." Her mother said, "You may have your third choice." What did Karen have for supper? _____





CALVERT
PUBLICATIONS

804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

877-878-8045
www.calverthomeschool.com

Jul 2023 Printing

ISBN: 978-0-7403-4198-4

