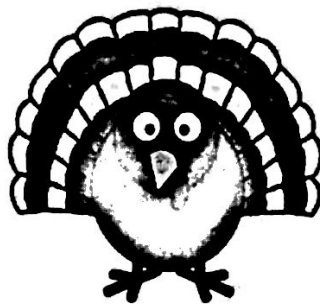


# Weekly Math

## Homework

November 10 - 14



DUE THURSDAY: Page 1 and Page 2  
DUE FRIDAY: Page 3 and Page 4 and  
*It's All the Same!* page

My timed test on FRIDAY is on the \_\_\_\_\_ facts!

Class website: <http://mrsbucksmathclass.weebly.com>

Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

## TOPIC: DIVISION OF WHOLE NUMBERS

### MINI LESSON

Divide in steps.

$\begin{array}{r} 245R3 \\ 5 \overline{) 1,228} \\ \underline{10} \phantom{00} \\ 22 \phantom{00} \\ \underline{20} \phantom{00} \\ 28 \phantom{00} \\ \underline{25} \phantom{00} \\ 3 \phantom{00} \end{array}$	<p>Divide (12 ÷ 5).                  Multiply (2 × 5). Subtract (12 - 10).                  Bring down and divide (22 ÷ 5).                  Multiply (4 × 5). Subtract (22 - 20).                  Bring down and divide (28 ÷ 5).                  Multiply (5 × 5). Subtract (28 - 25).                  Write the remainder after the quotient.</p>
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### Directions:

Answer each question. Only one of the answers is correct. Choose the answer you think is the best and shade in that circle in the Answer Box below.

### SAMPLE

Estimate the quotient.

$$192 \div 4 = \square$$

- |   |    |   |    |
|---|----|---|----|
| A | 30 | C | 50 |
| B | 40 | D | 60 |

ANSWER BOX: SAMPLE

- |                       |                       |                                  |                       |
|-----------------------|-----------------------|----------------------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| A                     | B                     | C                                | D                     |

**VOCABULARY:** remainder, quotient, estimate, inverse, operation, number sentence, divisor, dividend

**MEMORY TRIGGER:** Division and multiplication are inverse, or opposite, operations. For example,  $63 \div 9 = 7$  because  $7 \times 9 = 63$ .

### PRACTICE

## SHOW YOUR WORK!!!

1. Divide:

$$6 \overline{) 47}$$

- A 7
- B 7R5
- C 8
- D 8R5

3. Which number sentence would you use to check  $448 \div 8 = 56$ ?

- A  $56 \times 8 = 448$
- B  $56 \div 8 = 7$
- C  $56 + 8 = 64$
- D  $56 \div 7 = 8$

2. Robert needs to divide \$40 equally among 5 people. How much money will each person receive?

- |        |       |
|--------|-------|
| A \$45 | C \$8 |
| B \$10 | D \$5 |

4. Find the divisor.

$$60 \div \square = 15$$

- A 2
- B 4
- C 6
- D 8

# Page 2 (due Thursday!)

## TEST YOURSELF

14

Directions:

Answer each question. Only one of the answers is correct. Choose the answer you think is the best.

### SHOW YOUR WORK!!!

5. Divide:

$$8 \overline{)132}$$

- A 16
- B 16R4
- C 17
- D 106R4

8. The quotient of 95 divided by 5 is about .

- A 50
- B 40
- C 30
- D 20

6. Which number sentence would you use to check  $76 \div 9 = 8R4$ ?

- A  $(8 \times 9) + 4 = 76$
- B  $(8 + 4) \times 9 = 108$
- C  $(9 \times 8) \div 4 = 18$
- D  $(76 - 4) \div 8 = 9$

9. Find the dividend.

$$\square \div 8 = 15R5$$

- A 25
- B 80
- C 125
- D 160

$$8 \overline{)15} R.5$$

?

7. Find the quotient.

- A 45
- B 405
- C 450
- D 4,005

$$3 \overline{)1,215}$$

10. A store received 7 boxes of T-shirts with the same number in each box. If the boxes contained a total of 434 T-shirts, how many were in each box?

- A 62
- B 427
- C 441
- D 3,038

TOPIC: PROBLEM SOLVING—PATTERNS

**MINI LESSON**

Some problems can be solved by making a table to find a pattern.

In a game, the first pin knocked down is worth 2 points. The second is worth 4 points, the third 6 points, and so on. How many points is the fifth pin worth?

PIN	1	2	3	4	5
POINTS	2	4	6	8	10

The fifth pin is worth 10 points.

**Directions:**

Answer each question. Only one of the answers is correct. Choose the answer you think is the best and shade in that circle in the Answer Box below.

**SAMPLE**

Extend the table in the Mini Lesson. Which pin is worth 20 points?

- A sixth
- B seventh
- C ninth
- D tenth

ANSWER BOX: SAMPLE       A     B     C     D

**VOCABULARY:** table, pattern, rule, operation, sequence

**MEMORY TRIGGER:** Every number pattern has a rule, an operation that is repeated. In the Mini Lesson, the rule is "multiply the number of pins by 2 for the number of points."

**PRACTICE**

## SHOW YOUR WORK!!!

1. Which number is next in this sequence?

0, 13, 26, 39,

- A 13
- B 42
- C 52
- D 65

3. Lynn can read 2 pages in 5 minutes. How long will it take her to read 10 pages?

- A 1 hour
- B 25 minutes
- C 20 minutes
- D 10 minutes

2. Which number is missing in this table?

- A 11
- B 9
- C 6
- D 5

A	B
16	10
12	6
<input type="checkbox"/>	3
7	1

4. What is the rule for this pattern?

13, 10, 7, 4, 1

- A multiply by 3
- B add 3
- C divide by 3
- D subtract 3

# Page 4 (Due Friday!)

TEST YOURSELF

26

Directions:

Answer each question. Only one of the answers is correct. Choose the answer you think is the best.

**SHOW YOUR WORK!!!**

5. Brad made 3 sandwiches for every 2 people at the party. If 8 people were at the party, how many sandwiches did he make?

- A 5                      C 10  
B 8                      D 12

8. Which number comes first in this sequence?

, 1,000, 100, 10, 1

- A 10  
B 10,000  
C 100,000  
D 1,000,000

6. Which number is missing from this table?

- A \$4  
B \$12  
C \$14  
D \$16

Day	Pay
Mon.	\$6
Tues.	\$10
Wed.	<input type="checkbox"/>
Thurs.	\$18

9. What is the rule for this pattern?

6, 12, 18, 24

- A add 12  
B subtract 6  
C divide by 6  
D add 6

7. For which pattern is the rule "add 7"?

- A 1, 8, 15, 22  
B 1, 7, 13, 19  
C 7, 15, 23, 31  
D 7, 7, 7

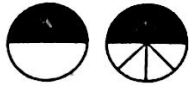
10. Marcus got a free soda for every 10 empty soda cans he returned. How many free sodas did he get for 60 empty cans?

- A 6                      C 60  
B 7                      D 70

# It's All the Same!



Equivalent fractions have the same amount.

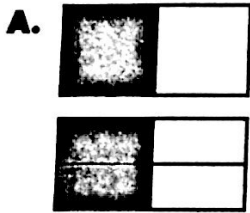


$$\frac{1}{2} = \frac{4}{8}$$

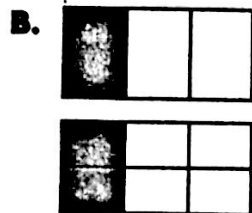


$$\frac{3}{6} = \frac{1}{2}$$

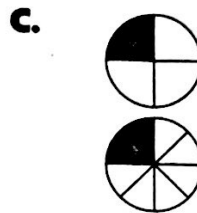
Write each missing numerator to show equivalent fractions.



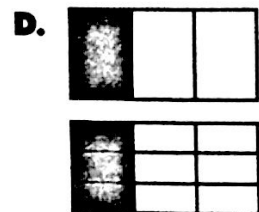
$$\frac{1}{2} = \frac{\quad}{4}$$



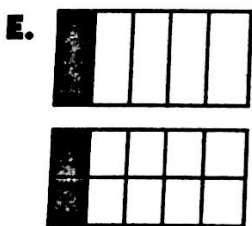
$$\frac{1}{3} = \frac{\quad}{6}$$



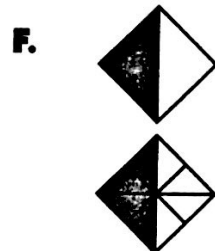
$$\frac{1}{4} = \frac{\quad}{8}$$



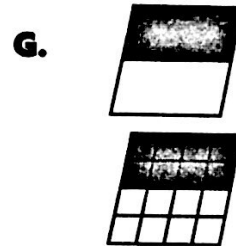
$$\frac{1}{3} = \frac{\quad}{9}$$



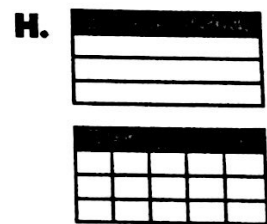
$$\frac{1}{5} = \frac{\quad}{10}$$



$$\frac{1}{2} = \frac{\quad}{8}$$

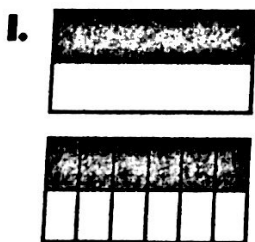


$$\frac{1}{2} = \frac{\quad}{16}$$

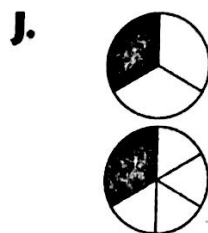


$$\frac{1}{4} = \frac{\quad}{20}$$

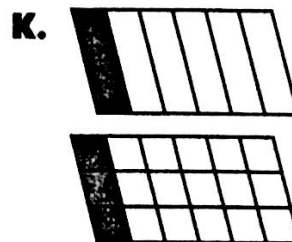
Write the number sentence that shows each set of equivalent fractions.



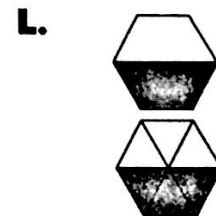
$$\frac{\quad}{\quad} = \frac{\quad}{\quad}$$



$$\frac{\quad}{\quad} = \frac{\quad}{\quad}$$



$$\frac{\quad}{\quad} = \frac{\quad}{\quad}$$



$$\frac{\quad}{\quad} = \frac{\quad}{\quad}$$



Raymond's pizza has been cut into fourths. Debbie's pizza has been cut into eighths. Raymond eats  $\frac{2}{4}$  of his pizza. Debbie eats  $\frac{4}{8}$  of her pizza. Did they eat the same amount of pizza? On another piece of paper, draw a picture to show your answer.

Optional