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ABSTRACT

This document is a collection of mathematics pretests and posttests for grades 3 and 4 on the topics of sets, place value, addition-subtraction, multiplication, division, multiplication-division, and fractions. Two forms for each test are provided plus answer keys. This work was prepared under an ESEA Title III contract. (DT)



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MATH PRE-TESTS AND POST-TESTS

FOR GRADES 3 AND 4

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STAFF UTILIZATION FOR CONTINUOUS

PROGRESS EDUCATION PROJECT

E.S.E.A. TITLE III

Developed by:

GeriyDwight Peg Caldwell

TABLE OF CONTENTS

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FORM A

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ERIC

- MATH PRE-TESTS
- MATH PRE-TESTS KEYS
- MATH POST-TESTS
- MATH POST-TESTS KEYS

FORM B

- MATH PRE-TESTS
- MATH PRE-TESTS KEYS
- MATH POST-TESTS
- MATH POST-TESTS KEYS



i.

DATL

FORM A or B (circle one)

SETS

A COLORADOR

	For any second se	Pre-Test	Program	Post-Test	Comment
· ·	31 Listing and describing sets	2		· 2	
	S2 Blaces	1		1	
-	S3 Ed iivalent sets	2		2	
	ن4 Ed tal sets	1		1	
·	;5 Empty sets	1		1	
	Cardinal numbers	1		1	
	S7 Sup-sets	2		2	
EKIC					

...

	Pre-Test	Program	Post-Test	Corrent
il Listing and describing sets	2		2	
S2 Blaces	1		 1	
S3 Ed iivalent sėts	2		2	
34 Edial sets			1	
5 Empty sets	1		1	:
6 Cardinal numbers			1	
¹ 57 Suj -sets	2		2	
8 Universal sets	2		2	
59 Nulber patterns	3		3	
10 Points	3		3	
'511 Finite and Infinite	3		3	
Supplementary work				

Neuropau	Name Team Teacher Da
SETS	PRE-TEST FORM A
	Show the set by <u>listing</u> the objects in it. 1. The first 4 letters in the alphabet:
	Show the set by <u>describing</u> the objects in it: { horses, dogs, cats, bears, elephants}
1 - 2 -	
S 2 :	Use the correct symbols to show these things are a set.
1	
S 3	Are these two sets equivalent?





	Yes or No
S 5 	The set of all giraffes on the play- ground is an (equal,empty,equivalent) set.
S 6	Name the cardinal number for each set: $\begin{array}{cccc} \mathcal{X} & \mathcal{X} \\ \mathcal{X} & \mathcal{X} \\ n(A) = & n(H) = & \end{array}$
S 7	Here is a set of letters from the alphabet: { e,a,k,n,x,i,z,w,o,u,m,d} List the subsset letters that are vowels: List the subset letters that are not vowels:
S	If you had a universal set of 10, how would you write: 13 20
ERIC	





S I Show the set by listing the objects in it. I. The first 4 letters in the alphabet: Jabed S Show the set by describing the objects in it: { horses, dogs, cats, bears, elephants} Zairimals? 2 S 2 Use the correct symbols to show these things are a set. $\rightarrow \bigcirc \bigcirc$ -1 S 3 Are these two sets equivalent? (O) (D) Yes or No Are these two symbols equivalent? TATIN abcde Ves or No -2

	Fage 2
SETS	PRE-TEST FCRM A
S 4	(car, train, boat) (boat, train, bus)
	Are these two sets equal? <u>no</u> Yes or No
S 5	The set of all giraffes on the play- ground is an <u>anply</u> (equal,empty,equivalent) set.
S 6	Name the cardinal number for each set: $\begin{array}{cccc} \mathcal{X} & \mathcal{X} \\ \mathcal{X} & \mathcal{X} \\ n (A) = 3 \\ \end{array} n (H) = 10 \end{array}$
I S 7 I	Here is a set of letters from the alphabet: { e,a,k,n,x,i,z,w,o,u,m,d} List the subsset letters that are vowels: <u>a e i o u</u> List the subset letters that are not vowels:

ERI

Ane these two sets equal. Yes or No S 5 The set of all giraffes on the playground is an <u>empty</u> (equal, empty, equivalent) set. S 6 Name the cardinal number for each set: 天天子 n(A) = 3 S 7 Here is a set of letters from the alphabet: { e,a,k,n,x,i,z,w,o,u,m,d} List the subsset letters that are vowels: <u>a</u> e List the subset letters that are not vowels: Kn X Z W Y md 2 S 8 If you had a universal set of 10, how would you write: 13 { } 20 { } - 2 FRĬC



		$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
		Find the missing numbers:
		{(2,3) (3,4) (4, <u>55</u>) (5,6) (<u>6</u> ,7) (7, <u>8</u>)
	S 10	Name the points inside the circle <u>B</u> Z
3 3 1	1	Name the points \underline{On} the circle \underline{X}
		Name the points <u>outside</u> thecircle <u>Z</u>
	3	
A Davening dar (M. S.	S I I	Tell if the set is finite or infinite:
4 Ch. Serier Science Sta		I. The letters in the alphabet: Finite
H . Three second second	·	2. The shapes that can be drawn: finite
Professioner Pr	•	3. The numbers greater than 50: Infinite
4 	-3-	
		·
C		

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A Francesor T	Name Team Teacher Date
SET	S POST-TEST FORM A
transministra tr	Show the set by <u>listing</u> the objects in it.
	The last 3 letters of the alphabet:
- Transmission	Show the set by <u>describing</u> the objects in it.
Transmission of the second sec	peaches, oranges, cherries, pears, grapes, plums:
· ·	
2	· ·
1 S 2	Use the correct symbols to show these things are a set:
	天天天天
ERIC	



SETSPCST-TESTI and 2
F(RM A)S4
$$plane, car, boatboat, train, carIAre these two sets equal?IYes or NoIIS5The set of all boys who are 25 feettall is anI---S6Name the cardinal number for each set:n (A) =n (H) +IS7Here is a set of letters from thealphabet:(m, e, u, a, k, b, x, i, z, w, o, v, d)List the subset letters that are vowels:$$

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S 5 The set of all boys who are 25 feet tall is an equal, equivalent, empty S 6 Name the cardinal number for each set: n (H) + n(A) = S 7 Here is a set of letters from the alphabet: (m, e, u, a, k, b, x, i, z, w, o, v, d) List the subset letters that are vowels: List the subset letters that are not vowels: $-\bar{2}$: S 8 If you had a universal set of 2, how would you write: 3 5 2

Fere 3 Fere 3 PUST-TEST SETS Complete these number patterns by fill-S 9 ing in the blank spaces: 3 4 5 2 6 Find the missing numbers: (2,4) (4,6) (6,_) (8,10) (_,12) (12,_) 3 Name the points S10, inside the square: Name the points m on the square: Х Name the points outside the square:___ outilities and the second 3 Tell if the set is <u>finits</u> or <u>infinite</u>: SII Number greater than 10: 1. The students in 3-42. learning center: ERIC





PUST-TEST 2012 上しば. Show the set by listing the objects S I in it. The last 3 letters of the alphabet: Show the set by describing the objects in it. peaches, oranges, cherries, pears, grapes, plums: Z Fivit? 2 S 2 Use the correct symbols to show these things are a set: そそそそろう S 3 KO KO KO Are these 2 sets equivalent? Yes or No Days in the week Are these 2 sets equivalent? Yes or No ERIC

Page 2 FORM A PUST-TEST SETS S 4 plane, car, boat{ {boat, train, car} Are these two sets equal? no. Yes or No The set of all boys who are 25 feet S 5 tall is an <u>emptu</u>se equal; equivalent, empty _set. Name the cardinal number for each set: S 6 n (H) + 7 n (A) = Here is a set of letters from the S 7 alphabet: (m, e, u, a, k, b, x, i, z, w, o, v, d) List the subset letters that are vowels: List the subset letters that are not vowels: ERĬĊ

TES OF IND S 5 The set of all boys who are 25 feet tall is an <u>emptu</u> set. equal, equivalent, empty Name the cardinal number for each set: S 6 n (H) + $\frac{7}{2}$ E Sta n (A) = 1 S 7 Here is a set of letters from the alphabet: (m, e, u, a, k, b, x, i, z, w, o, v, d) List the subset letters that are vowels: List the subset letters that are not vowels: MKbXZWYG - 2-S 8 If you had a universal set of 2, how would you write: ³ _ <u>}</u> _ <u>}</u> 2

;	
SETS	POST-TEST FORM A
S 9	Complete these number patterns by fill- ing in the blank spaces: $\frac{+12345}{6789701}$ Find the missing numbers: (2.4) (4.6) (6.8) (8.10) (10.12) (12.14)
-3-	
S-10 	Name the points <u>inside</u> the square: $M_{}$ B_{-} Name the points $m_{}$ $m_{}$ <u>on</u> the square: $B_{}$ $m_{}$ Name the points x <u>outside</u> the square: χ
3 S	Tell if the set is <u>finite</u> or <u>infinite</u> :
	 Number greater than 10: <u>mEinite</u> The students in 3-4 learning center: <u>Finite</u>

ERIC Full Taxt Provided by ERIC



Name
Team
Teacher

Date_____

FORM A or E (Circle one)

•	PLACE VALUE					
 >		Pre-Test	Program	Post-Test	Comment	
	P.V. 1 Concept of 10	6		6		
	P.V. 2 Comparisons Renaming 1's, 10's. 100's	6		6		
	P.V. 3 Comparisons Renaming 1000's, 10,000's, 100,000	6		6		
	P.V. 4 Renaming millions and billions	7		-7		
	P.V. 5 Writing numbers 1 to 1 million	6		6		
	Supplementary Work					
	Supplementary Work					

ERIC




PLACE	VALUE	PRE-TEST	Fage 2 FCRN A
PV2 cont'd	2. wr 534	ite the number 100 /:	more than
	3. Ci Wh 760 Wh 355 4. How si	ich number is larg 6 676 677 767 678 ich number is sma 5 354 345 353 343 w many cents in f k dimes, and sever	answer: er? ller? ive dollars, n pennies?
PV 3	I. Rei 7,638	name the numbers: =thousands hundreds tens tens ten-thousand thousands hundreds	

ERIC Full Foxt Provided by Eric U

3. Virole The correct answer: Which number is larger? 766 676 677 767 678 Which number is smaller? 355 354 345 353 343 4. How many cents in five dollars, six dimes, and seven pennies? 6 PV 3 I. Rename the numbers: 7,638=___thousands hundreds tens ____ ones 41,078 ____ten-thousand ____ thousands hundreds tens ones 2. Write the number 10,000 more than 343,869:

		11:0	PDF.	TIGT	1 Z F (ano 3 Res 1
		R Circle	The co	nneot a	newer.	
્રો. ગ્લેમ સાનગર્ગતા (cont'd.	Khich		iclose		
Danima dalar	•	WHICH	number	151419		
e e e e e e e e e e e e e e e e e e e		6,345	5,364	3,456	6,534	6,454
an - de la factoria	;	Which	number	islarg	jer?	
Level and an and		93,654	94,546	95,463	96,534	4 93,645
in the second se	<u> </u>	4. The f	amily dı	ove 15	,361 mi	les on
a Biological and a second s		their	vacati	on. Te	II how r	many
a start		ones	hun	dreds_	thou	usands
₹.		tens_	ten	-thous	ands	
Gunnen State	6					
	PV 4	. Rename	these	number	S:	
	b	illions	million	sthous	andson	e S
1		3	168	200	2 4	3
	$\overline{\overline{2}}$. Look a	t the al	bacus a	ind rena	<u> </u>
		the nu	mber			
			11111			
ERIC		ŧ <u> </u>				

.

6,345 5,364 3,456 6,534 6,454 Which number is larger? 93,654 94,546 95,463 96,534 93,645 4. The family drove 15,361 miles on their vacation. Tell how many ones hundreds thousands tens____ ten thousands PV 4 I. Rename these numbers: <u>billions</u> millions thousands ones 168 49 |4| 200 205 103 3 2. Look at the abacus and rename the number ****** -1-1-1-1-++++ 3. Show this number on the abacus: 406,452,010,043

Face 4







· ·		••• •••
. •		Page 2
PLACE	VALUE PRE-TEST	FCRN A
PV 2 cont'd	2. Write the number 10 534:	0 more than
•	3. Circle the correct	<u>634</u> answer:
! · · ·	Which number is lar	ger?
· ·	766 676 677 767 678	8
	Which number is sma	aller?
- -	355 354 345 353 343	3)
	4. How many cents in t six dimes, and seve	five dollars, n pennies?
6	· · ·	567
PV 3	I. Rename the numbers:	
	7,638= <u>7</u> thousands <u>6</u> hundreds <u>3</u> tens <u>8</u> ones	
	41,078ten-thousand thousands O_hundreds	

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3. Circle the correct answer: Which number is larger? 766 676 677 (767) 678 Which number is smaller? 355 354 345 353 (343) 4. How many cents in five dollars, six dimes, and seven pennies? 567 6 PV 3 I. Rename the numbers: 7,638 = 7 thousands 6 hundreds <u> 8 </u> ones 41,078 ____ten-thousand thousands hundreds tens ones 2. Write the number 10,000 more than 343,869: 353,869 ERĬC

				Fage 3
PLACE V	ALUE	PRE -	TEST	FORM A
PV 3	3. Circl	e the cor	rect answ	er:
cont'd.	Which	number	is larger?	\$
	6,345	5,364	3,456 6,5	<u>34</u> 6,454
	- Which	number i	s larger?	· · · · · · · · · · · · · · · · · · ·
	93,654	94,546-	95,463 (96	,534) 93,645
	4. The f their	`amily dr `vacatic	ove 15,361 on. Tell r	miles on now many '
	ones	hunc	lreds <u>3</u>	thousands <u>5</u>
	tens_	<u>6</u> ten-	thousands	·
PV 4	I. Rename	e these r	numbers:	an a the second s
	billions	millions	thousands	ones
	49	168	12	141 49,168,012,141
	$\frac{3}{2}$	200	200	103 <u>320(200/(-</u>
	the nu	mber .		
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Page 2 PLACE VALUE FOST-TEST FORM A PV 2 2. write the number 100 more than (cont'd) 345: 3. Circle the answer that shows which number is larger: 767, 676, 766, 677, 678 Which number is smaller: 345, 354, 353, 343, 355 4. Fred saved \$5.67. Show: How many dimes How many pennies _____ How many dollars 6 I. Rename the numbers: PV 3 9,354=___thousands ___hundreds ____tens ___ones 87,508=__ten-thousand thousands hundreds tens ones

ERĬC

which number is larger: 767, 676, 766, 677, 678 Which number is smaller: 345, 354, 353, 343, 355 4. Fred saved \$5.67. Show: How many dimes How many pennies_____ How many dollars 6 Rename the numbers: PV 3 9,354=___thousands ___hundreds tens ___ones 87,508=__ten-thousand thousands hundreds tens ones 2. Write the number 10,000 more than 434,569: 3. Circle the right answer: Which number is larger? 6,454 6,345 6,534 5,364 3,456 Which number is smaller? 93,654 95,463 94,546 93,645 96,534





PV 4

ERĬC





PVI I. For each set, write the number of ones and tens shown: KEY: \triangle = ten \Im = one ΔΔΔΔΔΔΔΔΔ $\Delta \Delta \Delta \Delta \Delta$ 0000 000 2. Now you draw the number of ones and tens in the boxes below: $KEY: \Delta = ten \qquad 0 = one$ $\Delta \Delta \Delta \Delta \Delta$ $\Delta \Delta \Delta$ ΔΔ 0 0 0 5 tens 3 ones 7 tens 0 ones 3. Look at the abacus and tell how many ones and how many tens: _____ ones ____4 tens 4. Draw 4 ones and 7 tens on the abacus: 6 PV 2: I. Rename the numbers: 6 tens 2 ones 4 hundreds 3 tens 8 ones ERIC

Page 2 PLACE VALUE POST-TEST FORM A PV 2 2. Write the number 100 more than (cont'd) 345: 445 3. Circle the answer that shows which number is larger: (767), 676, 766, 677, 678 Which number is smaller: 345, 354, 353, (343), 355 4. Fred saved \$5.67. Show: How many dimes _____6___ How many pennies ______ How many dollars 5 6 PV 3 I. Rename the numbers: 9,354=<u>9</u>thousands <u>s</u>hundreds 50tens <u>4</u>ones 87,508=8ten-thousand 5 hundreds otens <u> 8 ones</u>

3. Circle the answer that shows which number is larger: **(**767), 676, 766, 677, 678 Which number is smaller: 345, 354, 353, 343, 355 4. Fred saved \$5.67. Show: How many dimes _____6___ How many pennies _____ How many dollars ____ 6 PV 3 I. Rename the numbers: 9,354=<u>9</u>thousands <u>3</u>hundreds 50tens <u>4</u>ones 87,508= 8 ten-thousand shundreds <u>o</u>tens <u>8 ones</u> 2. Write the number 10,000 more than 434,569: 444,569 3. Circle the right answer: Which number is larger? 6,454 6,345 6,534 5,364 3,456 Which number is smaller? 93,654 95,463 94,546 (93,645) 96,534







Nan e_____

Team

Teacher

Date_____

FORM A or B (Circle one)

3

ADDITION - SUESTFACTION

1 . .

	Pre-Test	Program	Post-Test	Conment
۸ S l F rily of Facts			4	
ALJ - Subtract Facts to 10	30		30	
A 5 3 3 Addends, Facts less than 10			-4-	
A-S 4 Add-Subtract Facts t ru 20	30		30	
A-S 5 2 Audends, plus one, with regrouping	4		<u> </u>	
A S 6 A d-Subtract 10's with zero's	-4		-4	
AS 7 Add- Sub. 2 Addends + 2 without regrouping	-4-		-4-	
A S 8 3 digit Add & Sub. without regrouping			4	
A-S 9 2 Addends plus 2 with regrouping	-4-			
A-S 10 Spb. 2 digits from 2 digits with regrouping	-4-		-4-	
A-S 11 Add 3 Addends plus With regrouping			4	

•				
Λ 3 l Γ rily of Facts	-4-		4	
A 3 2 Aud - Subtract Facts to 10	30		30	
A 5 3 3 Aduends, Facts 1 ss than 10	-4-			
A-S 4 Add-Subtract Facts t ru 20	30		30	· · · · · · · · · · · · · · · · · · ·
A-S 5 2 Aodends, plus one, 1 th regrouping	4		4	
A S 6 F d-Subtract lu's with zero's	-4		4	
NS7 Aud-Sub. 2 Addends + 2 without regrouping	-4		4	
7 S 8 3 digit Add & Sub. w ² thout regrouping	4		4	
A-S 9 2 Addends plus 2 4 th recrouping	4		4	
A-S 10 S b. 2 digits from 2 d gits with regrouping	4		-4-	
A-S 11 A'd 3 Addends plus 3 with regrouping	-4-		4	
/ S 12 S.b. 3 digits from 3 digits with regrouping	4			
2 S 13 Equalities and irequalities signs	<u>4</u>	;	-4-	
h-S 14 Number lines A sociative properties	4		-4-	
A-S 15 Noney - Add,Sub with regrouping	-4-			
A-S 16 Bases	4		-4-	
««« « « « » » » » » » » » » » » » » » »			· · · · · · · · · · · · · · · · · · ·	

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	TUN-SUBTRACTION FRE-TEST TORN	/1
AS I	write a family of facts for this set of two addends and a sum:	
;	(4,2,6)	
·		
į,		
<u> </u>		
AS 2	Watch the signs"	
	5 9 4 5 3 8 +3 +1 +5 +2 +7 +2	
1	4 3 8 10 5 6	
	<u>+3</u> <u>+1</u> <u>+1</u> <u>+0</u> <u>+1</u> <u>+2</u>	
	3 2 10 8 9 10	
· :	<u>+2</u> <u>+7</u> <u>-8</u> <u>-5</u> <u>-4</u> <u>-2</u>	
	7 8 8 5 6 8	
	<u>-2 -6 -4 -3 -3 -2</u>	
	4 3 9 9 7 6	
30	<u>-3 -1 -3 -2 -4 -2</u>	
AS 3		~
	3 5 2 1	
	4 2 1 6 + 1 + 3 + 4 + 2	

- 4 - -

ERIC. Arether her household by Erec

						Fage	2	
. <u></u>	AS 4	Na†	ch th	ne sigr	ns!!			
1 van serverwere		7 <u>+6</u>	8 <u>+4</u>	8 +7	5 +8	7 <u>+4</u>	6 +6	
s John State		8 + 8	9 +2	9 +7	8 +6	9 +8	7 +5	
tersterne an	1	9 +9	5 +9	6 +5	12 _3_	<u>-</u> 7	16 -7	
		15 -6	12 -6	7 _8	4 <u>-5</u>	2 _8	18 -9	
property Proceedings	 	13 -6	<i>4</i> -6	15 <u>-7</u>	12 <u>-5</u>	 <u>- 4</u>	2 _7	
Annature f	AS 5	16 +2·		82 +7		65 <u>-4</u>	47 <u>-3</u>	
	4	20				30	60	
	AS 6	20 <u>+10</u>		<u>+50</u>		<u>-20</u>	<u>-40</u>	
ERIC ^A full Exer Provided by ERIC		•						

	8 +8	9 <u>+2</u> ·	9 +7	8 +6	9 +8	7 +5	
-	9 +9	5 <u>+9</u>	6 +5	2 _3	4 7	16 -7	
	15 <u>-6</u>	2 _6	7 <u>-8</u>	4 <u>-5</u>	2 8	8 _9	
-30-	3 <u>-6</u>	4 -6	5 <u>-7</u>	2 <u>-5</u>	 <u>- 4</u>	2 _7	
4S 5 -4	16 <u>+2</u>		82 +7		65 _4	47 <u>-3</u>	
AS 6	20 +10		40 <u>+50</u>		30 -20	60 <u>-40</u>	
AS 7	51 <u>+43</u>		2 +85		29 -2 1	78 -25	
AS 8	576 +223		527 +342		875 -432	249 -128	

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	•				Page 3	
	AS 9	38 +23	45 <u>+37</u>	16 +27	26 +64	
	<u> </u>					
	AS IO	40 -13	61 -36	72 -28	45 -27	
-	<u> </u>					
tori territoria	AS II	357 +234	427 +348	755 +466	457 +888	, ,
T-ALIMAN PARTY I						
Second	AS 12	425 -266	711 -299	341 -262	320 -283	
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			3 + 7 5+2+4 〈 3+6	= 0		
		Use =, (+ or	<pre>>, or <, -) to writ</pre>	'and othe e the num	er symbols ber senter	nces:
		5+3 is	greater	than 7		
RIC		The s	um_of_9+5	is. 14		

4				
AS II	357 +234	427 +348	755 +466	457 <u>+888</u>
ASI2	425 -266	711 -299	34 I - 262	320 -283
AS 13	For easies for the show	ach sente if it is <u>T</u>	nce, writ rue or Fa	e Tor Fto Ise:
_		3 + 7 5+2+4 〈 3+6	= 0 -	
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	5+3 is	greater	than 7)
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AS 14	Show e number	ach pair r line:	ofeouati	ons on the
	7	+ 5 = 12	5 + 7	= 12
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f		- 2 3 4	56789	
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AS 14	Complete t 5 + 7 = 5+ (=(5+ =. + 12	he equa† 3+4))+4 + 4	ions: 12+3=(10+2 =10+1 (=10 + =) + 3 (+3)
<u> </u>				
AS 15	Watch the	signs::		
1 1 1	\$.75 + .49	\$4.78 +3.89	\$3.25 -1.96	\$6.07 89
$-\overline{4}$				
AS 16	Base 5			
name i na	4 +2	3 + 2	34 +22	433 +344

Name Team_ Team_ Teacher Date ADDITION-SUBTRACTION PRE-TEST FORM A ASI write a family of facts for this set of two addends and a sum: (4, 2, 6) -4+2=6	
ADDITION-SUBTRACTION PRE-TEST FORM A ASI write a family of facts for this set of two addends and a sum: (4, 2, 6) -4+2=6	
ASI write a family of facts for this set of two addends and a sum: (4, 2, 6) -4+2=6	
(4, 2, 6) -4+2=6	
2+4=6	
6 - 4 = 2	
$-\frac{6-2}{4}$	
AS2 Watch the signs!	
5 9 4 5 3 8	
$\frac{+3}{8} + \frac{+1}{10} + \frac{+5}{9} + \frac{+7}{10} + \frac{+7}{10}$	
4 3 8 10 5 6	
$\frac{+3}{7} + \frac{+1}{4} + \frac{+1}{9} + \frac{+0}{10} + \frac{+1}{6} + \frac{+2}{8}$	
3 2 10 8 9 10	
FRIC $\frac{+2}{5} + \frac{7}{9} - \frac{-8}{2} - \frac{5}{3} - \frac{4}{5} - \frac{2}{8}$	



i age 2 AS 4 itch the signs!! 5 +8 **⁄3** 8 8 8 6 7 7 +7 15 +4 12 9 +2. 11 +6 12 7 +4 11 9 +6 13 8 +8 16 9 +8 17 +6 14 +5 12 +7 5 +9 14 9 +9 <u>18</u> 12 -3 9 |4. -7 7 6 16 +5 -7 9 12 -6 14 -5 9 15 12 17 18 -8 -4 -8 9 <u>-9</u> 9 <u>-6</u> 9 12 -7 5 13 |4 15 12 -5-7 <u>-6</u> 7 <u>-4</u> · 7 -<u>6</u> 8 <u>-7</u> 8 30 16 +2 18 47 AS 5 82 65 <u>-3</u> 44 f-stime-+7 89 <u>-4</u> 61 30 40 60 20 AS 6 -20 10 -40 20 +10 30 +50 90 $-\overline{4}$ 78 AS 7 12 29 51 25 +43 +85 -21

+8 17 9 + 8 21 +<u>2</u> // ; ; Ö 7 +.6 14 +7 16 +5 12 12 -3 9 ġ 5 6 16 |4. <u>-7</u> 9 +9 18 -7 +9 14 +5 15 12 14 -5 9 18 17 12 -8 4 -8 9 <u>-6</u> 9 -9 9 -6 13 12 -<u>5</u> 7 12 -7 5 15 |4 -7 8 <u>-6</u> 7 -6 8 <u>-4</u> 7 30 AS 5 16 82 47 65 <u>+2</u> 18 +7 89 <u>-3</u> 44 <u>-4</u>. 61 - 4 40 30 <u>60</u> AS 6 20 -20 10 +10 30 +50 90 -40 20 <u> </u> AS 7 12 29 78 51 -<u>21</u> 8 +85 97 +43 74 -25 53 4 AS 8 576 527 875 249 +342 869 +223 **799** -432 443 -128 121 - 4 - - -

	• •				Fade 3	
	AS 9 	38 <u>+23</u> 61	45 +37 82	16 +27 4.3	26 +64 90	- ·
	AS 10 	40 -13 27	61 - <u>36</u> 25	72 <u>-28</u> 44	45 -27 18	
	AS II - <u>4</u>	357 +234 59 1	427 +348 775	755 + 466 7 - 7 7	457 +888 /,345 -	
	AS 12	425 <u>-266</u> 159	711 -299 412	341 <u>-262</u> 79	320 -283 37	
	AS 13	For ea show	ach sente if it is <u>T</u> 3 + 7 5+2+4 <3+8	nce, writ rue or Fa = 0 p+ 2	e T or F t Ise: F	0
ERIC		Use =, (+ or 5+3 is The su	<pre>>, or <, -) towrite greater um of g.5</pre>	and othe e the numb than 7 5	r symbols per senter F3>7_	nces:

$\frac{-15}{27} = \frac{-30}{25} = \frac{-20}{44} = \frac{-77}{18}$ AS 11 357 427 755 457 $\frac{+234}{577} = \frac{+348}{775} = \frac{+466}{7845} = \frac{+888}{7775}$ $\frac{-4}{775} = \frac{-762}{7847} = \frac{-262}{783}$ $\frac{-266}{759} = \frac{-299}{472} = \frac{-262}{79} = \frac{-283}{79}$ AS 13 For each sentence, write T or F to show if it is Irue or False: $\frac{3+7=0}{5+2+4\sqrt{3+6+2}} = \frac{-7}{F}$ Use =, >, or <, and other symbols (+ or -) towrite the number sentences: 5+3 is greater than 7 $5 + 3 > 7$. The sum of 9+5 is $14 = 9 + 5 = 14$. AS 14 Show each pair of equations on the number line: 7+5=12 5+7=12		13	36	70	$\gamma \overline{\gamma}$				
4. AS II 357 427 755 457 $+234$ $+348$ $+466$ $+888$ 597 775 7827 7845 4^{-} AS 12 425 711 341 320 -266 -299 -262 -283 -266 -299 -262 -283 -79 37 AS 13 For each sentence, write T or F to show if it is Irue or False: $3 + 7 = 0$ $-T_{}$ $5 + 2 + 4 (3 + 6 + 2)$ $F_{}$ Use =, >, or <, and other symbols (+ or -) towrite the number sentences: $5 + 3$ is greater than 7 $5 + 3$ is greater than 7 -4 AS 14 Show each pair of equations on the number line: $7 + 5 = 12$ $5 + 7 = 12$		27	-30	<u>-28</u> 44	18				
AS 11 357 427 755 457 +234 +348 +466 +888 $\overline{597}$ 775 $\overline{725}$ $\overline{724}$ $\overline{7345}$ AS 12 425 711 341 320 -266 -299 -262 $-283\overline{79} \overline{472} 79 \overline{37}AS 13 For each sentence, write T or F toshow if it is Irue or False:3+7=0 -\overline{T}5+2+4\sqrt{3+6+2} -\overline{F}Use =, >, or <, and other symbols(+ or -) towrite the number sentences:5+3 is greater than 7 \underline{5+3} 7.The sum of 9+5 is 14 \underline{9+5}=\underline{F}AS 14 Show each pair of equations on thenumber line:7+5=12$ $5+7=12$		257		765	115 7	· · · · · · · · · · · · · · · · · · ·			
$\frac{577}{4}$ $\frac{775}{775}$ $\frac{7237}{4}$ $\frac{7345}{7345}$ $\frac{7345}{7345}$ $\frac{7345}{7345}$ $\frac{7345}{7345}$ $\frac{7345}{7345}$ $\frac{7345}{7345}$ $\frac{7345}{720}$ $\frac{735}{720}$ $\frac{7345}{720}$ $\frac{735}{720}$ $\frac{73}{720}$ $\frac{73}{720}$ $\frac{37}{720}$ \frac	AS II	357 +234	427 +348	755 + <i>4</i> 66	457 +888				
AS 12 425 711 341 320 <u>-266</u> -299 -262 -283 79 37 4 AS 13 For each sentence, write I or F to show if it is <u>Irue or False</u> : 3 + 7 = 0 <u>T</u> $5+2+4\sqrt{3}+6+2$ <u>F</u> Use =, >, or <, and other symbols (+ or -) towrite the number sentences: 5+3 is greater than 7 <u>SF3>7</u> The sum of 9+5 is 14 <u>9+5=14</u> AS 14 Show each pair of equations on the number line: 7 + 5 = 12 $5 + 7 = 12$	- <u>-</u>	591	775	1,2 - 1	1,345				
$\frac{-266}{79} \frac{-299}{472} \frac{-262}{79} \frac{-283}{37}$ AS 13 For each sentence, write T or F to show if it is <u>Irue or False</u> : $3 + 7 = 0$ $5 + 2 + 4 \sqrt{3} + 6 + 2$ $\frac{-1}{-4}$ Use =, >, or <, and other symbols (+ or -) to write the number sentences: 5 + 3 is greater than 7 <u>5 + 3 > 7</u> . The sum of 9 + 5 is 14 <u>9 + 5 = 14</u> . AS 14 Show each pair of equations on the number line: 7 + 5 = 12 5 + 7 = 12	ASI2	425	711	341	320	•**			
AS 13 For each sentence, write T or F to show if it is <u>True or False</u> : 3 + 7 = 0 $5 + 2 + 4 (3 + 6 + 2)$ Use =, >, or <, and other symbols (+ or -) to write the number sentences: 5 + 3 is greater than 7 <u>Sis>7</u> . The sum of 9 + 5 is 14 <u>9 + 3 = 14</u> . AS 14 Show each pair of equations on the number line: 7 + 5 = 12 5 + 7 = 12		-266	-299	-262	-283				
AS 13 For each sentence, write T or F to show if it is <u>Irue or False</u> : 3 + 7 = 0	-4	157	412	/7	37				
$3 + 7 = 0$ $5 + 2 + 4 < 3 + 6 + 2$ Use =, >, or <, and other symbols (+ or -) towrite the number sentences: $5 + 3 \text{ is greater than } 7 = 5 + 3 > 7$ The sum of $9 + 5 \text{ is } 14 = 9 + 3 > 7$ The sum of $9 + 5 \text{ is } 14 = 9 + 3 > 7$ AS 14 Show each pair of equations on the number line: $7 + 5 = 12 \qquad 5 + 7 = 12$	AS 13	13 For each sentence, write Tor Fto show if it is <u>True or False</u> :							
Use =, \rangle , or \langle , and other symbols (+ or -) towrite the number sentences: 5+3 is greater than 7 <u>5+3</u> ,7. The sum of 9+5 is 14 <u>9+5=14</u> . AS 14 Show each pair of equations on the number line: 7 + 5 = 12 5 + 7 = 12		Ę	3 + 7 5+2+4 <3+8	= 0 -	 				
5+3 is greater than 7 $5+3$, 7. The sum of 9+5 is 14 $9+5=4$. AS 14 Show each pair of equations on the number line: 7 + 5 = 12 5 + 7 = 12		.Use =, (+ 0 ⁻ -	>, or <, -).towrit	and othe	er symbols ber sentend	ces:			
The sum of 9+5 is 14 $9+5=14$ AS 14 Show each pair of equations on the number line: 7 + 5 = 12 5 + 7 = 12		5+3 is	greater	than 7 5	È3,27_				
AS 14 Show each pair of equations on the number line: 7 + 5 = 12 5 + 7 = 12	 - <u>-</u> 	The su	m of 9+5	is 14 g.	+5=14_				
7 + 5 = 12 5 + 7 = 12	AS 14	AS 14 Show each pair of equations on the number line:							
		7	+ 5 = 12	5 + 7	= 12				
DI 2 3 4 5 6 7 8 9 10 11 12 13 14			0 1 2 3 4	G nugaran 5 6 7 8 9	0 10 11 12 13 14 P				

AS 14 1	Complete t	he equation	ons:	
1	5 + 7 = 5 + (3+4) 2)+4	2+3=(10+2 =10+1 () + 3 () · +3)
-	= <u>8</u> + <u>12</u>	<u></u>	= 10 + 3	5
-4-				
AS 15	Watch the	signs!!		
	\$.75	\$4.78	\$3.25	\$6.07
	+.49 161.24	+3.89 \$8.67	-1.96 \$1.29	89 #5.18
	1 L I I		`	
AS 16	Base 5			
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	+ 2	+2 15	+22 5 Lo	+344
<u> </u>	•			
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voer er a								
A 184 AAN								
P. ∩aysaay	<u> </u>							
- to see the	as 2	Wat	ch the	signs	f •			
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ر بالاستغاراتي		4 + 3	3 +3	8 +	10 +0	·5 +1	6 + 2	
(manazin)		2 + 7	3 +2	10 -2	9 _4	8 5	10 <u>-8</u>	
antiskalaning artiskalaning		7	8 6	8 4	5 <u>-3</u>	82	6 <u>-3</u>	
a Vinnypringer	30	3 <u>- </u>	9 -3	9 -2	7 4	6 -2	4 3	
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	AS 4a	tch the s	igns!			
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-	8 + 8	<i>q</i> + 2	9 + 7	8 + 6	9 + 8	7 _÷5
• - ,	5 +6	9 + <u>5</u>	 + 9	2 -3	4 7	16 -7
	15 - 6	12	7 - 3	4 - 5	2 <u>- 8</u>	- 18 - 9
-	3 6	4 - 6	15 - 7	12 - 5	 _ 4	12 - 7
ter and the second second	30 AS 5	!5 +2	73	46 - 3		59 - 4
	4 AS 6 - <u>11</u> -	30 + 60	20 + 70	60 - 20		30 - 30
ERIC.	AS 7	49 +20	33 +13			

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Ģ \overline{q} 3 3 Q 7 +7 +6 +8 + 2 +8 + 5 9 9 5 12 14 16 +5 +9 -3 - 7 -7 +6 15 12 |7 |4 |2 18 •••• --- - 9 -- 6 - 8 - 5 - 8 - 6 13 14 15 12 12 - 6 - 7 - 5 - 7 - 6 30 AS 5 73 15 46 59 - 4 + 2 + 4 - 3 <u>-</u> !} 20 AS 6 30 60 30 - 20 + 60 + 70 - 30 49 33 AS 7 87. 47 +20 + | 3 -33 -26 262 659 125 1 AS 8 968 +343 + 231 - 357 - 532 <u>4</u> AS 9 27 26 53 57 <u>58 + 18 + 39 + 36</u> 50 64 85 36 AS IO -16 -34 -48 -27

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	ADDITI	ION-SUBTR	ACTICN	FUST-TES	T FORM A
	AS	367 + 459	257 + 476	458 +366	375 +807
	. <i>ц</i> AS 12	413 -237	645 -149	602 -573	1000 -347
-	4 AS 13	For eac show it	h sentence, f it is True	write Io or False:	r <u>F</u> to
		(1 , 7 (2 , 2	+ 2 = 0 +3+6 < 2+4+	A 1 5 A 1	nswer:
a naturna ann an Anna a		Use =,) (+ or -) sentend	>,or < and)tc write - ces:	other symbo the number	OIS
art is believen a		(), 6 an	d 3 is grea ⁻	ter than 7: Ai	nswer:
	<u> </u>	(2.) The	sum of IC ar	nd 35 is 45 Ai	: nswer:
	AS 14	Show ea number	ch pair of line:	equations	on the
		7	+ 4 =	4 + 7 = 11	

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, AS 12	//13 -237	645 -149	602 -573	1000 - 347
- <u>4</u> AS 13	For each	sentence,	write I of	rEio
	(2.) 2+	2 = 0 3+6 < 2+4+3	5 A	nswer:
·	Use =,> (+ or -) sentence	, or $<$ and d to write t	other symb he number	ols '
	(). 6 and	3 is great	er ⁺ han 7: A	nswer:
- 4	2. The s	sum of IO an	d 35 is 45 A): nswer:
ASI4	Show eac number	h pair of (ine:	equations	on the
,	7 + Complete	4 = 2 3 4 5 6 e the equat	4 + 7 = 11	• • •
	4 + 3 = 4 + 4 +	(2+i) 23)+ -	+5 = (20+3 = 20+ (= 20+ =)+5 (+5)
4 AS 15 -77-	\$.95 +.05	\$4.52 +3.39	\$2.44 -1.95	\$2.08 79

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ERIC Full Text Provided by ERIC

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ÁS I	write a family of facts for this set of two addends and a sum:
	$ \begin{pmatrix} 2, 4, 6 \\ \hline 3+4=6 \end{pmatrix} $
	4 + 2 = 6
	6-4=2/
- <u>-</u> -	6-2=4
AS 2	Watch the signs!
	5 9 4 5 3 8 + 3 + 1 + 5 + 2 + 7 + 2
•	8 10 9 7 10 10
	$\frac{+3}{-1} + \frac{+3}{-1} + \frac{+1}{-1} + \frac{+0}{-10} + \frac{+1}{-1} + \frac{+2}{-0}$
·	2 3 10 9 8 10
	$\frac{+^{7}}{9} + \frac{+2}{5} + \frac{-2}{8} + \frac{-4}{5} + \frac{-5}{3} + \frac{-8}{2}$
	7 8 8 5 8 6
	$\frac{1-2}{5} - \frac{-0}{2} - \frac{-7}{4} - \frac{-5}{2} - \frac{-2}{6} - \frac{-5}{3}$
	3 q q 7 6 4 -1 -3 -2 -4 -2 -3
30	$2 \ 4 \ 7 \ 3 \ 4 \ 1$
AS 3	
	$\frac{+2}{9}$ $\frac{+3}{10}$ $\frac{+2}{8}$ $\frac{+3}{89}$
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			+8_	+ 2	<u>+7</u>	+6	+8	+5	
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			5	9 + 5	9 + 9	-3	- 7	-7	
			11	14	18	9	7	9	
			15	12	17	4	12	18	
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			.13	14	15	12		12	•
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11 12 13 15-13 12 9 + 2 // 8 +8 16 9 7 9 8 +5/2 +7 16 +6 14 +8/7 | 2 <u>-3</u> 9 16 -7 9 5 +6 // 9 +5 14 |4 -<u>7</u> 7 9 +9 18 14 <u>- 5</u> 9 12 - 8 - 4 12 <u>- 6</u> 6 15 81 17 - 6 9 - 9 9 <u>- 8</u> 9 12 - 5 7 |4 - 6 8 12 - 7 - 5 || - 4 7 13 15 <u>- 7</u> · 6 7 30 AS 5 73 59 46 15 - 4 55 $\frac{+2}{17}$ + 4 77 -<u>3</u> 43 -<u>4</u> AS 6 20 + 70 **90** 30 30 60 <u>- 20</u> 40 - <u>30</u> + 60 90 AS 7 49 33 87 47 +|3 46 -33 120 +20 <u>-26</u> 2! -<u>4</u> AS 8 659 968 125 262 + 231 493 +343 468 - 357 302 - <u>532</u> #36 4 AS 9 27 26 53 57 +39 92 +<u>58</u> 85 +18 44 +36 93 -<u>4</u>-AS 10 50 85 64 36 -16 34 -48 -27 9 37 ERIC

4					Ра	ge 3		
	 A	DDITI	UN-SUBTRA	ACTICN	POST-TES	T FORM A		
	A	S ·	367 + 459 826	257 <u>+ 476</u> 73 3	458 +366 824	395 +807 1202		
	A	4 S I 2 4 4	413 -237 176	645 <u>-149</u> 496	602 -573 29	1000 <u>-347</u> 653		
	A	S 13	For each show if (1.)7 (2.)2+ Use =, > (+ or -)	n sentence, it is True + 2 = 0 +3+6 < 2+4+ , or < and to write t	write <u>T</u> or or False: An 5 An 5 An 5 An 5 An 5 An 5 An 5 An	r Eto nswer: <u>F</u> nswer: <u>F</u> pls		
	sentences: (1) 6 and 3 is greater than 7: Answer: $L+3 > 7$ (2) The sum of 10 and 35 is 45: Answer: $L+3 > 7$ (1) Answer: $L+3 > 7$							
ERIC	A a	S 14	Show ead number	chpair of line:	equations	on the		

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AS 13	For each sen	tence w	rite I or	F to
5	show if it	is True o	r False:	
	(1)7 + 2 =	0	An	swer 🗜
	(2) 2+3+6	✓ 2+4+5	٨٣	
		2+++3	. A1	Swel
	Use =, \rightarrow , or (+ or) to)	<pre>< and of white the</pre>	her symbo	S
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	- <u>6</u> +1 7		= 20 + 8	-
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AS 15	\$.95 \$4	4.52	\$2.44	\$2.08
	+.05 $+3$	3.39	-1.95	79
— 77 —				

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ADDITI	CN-SUBTR	ACTIGN	P	UST-TEST	FORM A
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FORM A or B (Circle onc)

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FULTIPLICATION OPEPATICNS

	Pre-Test	Program	Post-Test	Comments
Mf Multiplication Fa ts 1-6			18	
Multiplication Facts 7-9	18		18	
MC 1 igit times 2, 3, 4 digits nc regrouping	4		4	
M4 Oric digit times 2, 3, 4 digits with regrouping	4		4	
K1 Two digit times 2, 3, 4 digits with re rouping	4		4	

ERIC re

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	1		1
El Multiplication F& ts 1-6	18	18	
M2: Multiplication Facts 7-9	18	18	
MC 1 igit times 2, 3, 4 diaits no regrouping	4	4	
M4 One digit times 2, 3, 4 digits wj h regrouping	4	4	
E Two digit times 2, 3, 4 digits with rc rouping	4	4	
NG Multiply with zgros	4	4	
M" Story problems	4	4	
Sumplimentary Wq ks			
		-	

γ.							
			Name Team Teacher_ Date				4010
MULT	IPLICAT	ICN	PRE-TES	ST	FORM	<u>A</u>	- * ·
N. 1	2 <u>X 2</u>	5 <u>x 4</u>	5 <u>X 3</u>	3 <u>X 4</u>	4 <u>X 2</u>	2 <u>X 3</u>	
	5 <u>X 5</u>	5 <u>X 2</u>	6 <u>X 3</u>	3 <u>X 3</u>	6 <u>X 5</u>	6 <u>X 4</u>	
	6 <u>X 6</u>	7 <u>X 4</u>	5 <u>X 0</u>	4 <u>X 4</u>	7 <u>X 5</u>	І <u>Х 6</u>	
N 2	7 <u>X 3</u>	4 <u>X 8</u>	2 <u>X 9</u>	9 <u>X 9</u>	9 <u>X 5</u>	- 7 <u>X 7</u>	,
	6 <u>X 9</u>	9 <u>X 7</u>	5 <u>X 8</u>	6 <u>X 7</u>	8 <u>X</u> 8	3 <u>X 9</u>	
	8	8	2	8	2	6 × 7	

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MULI	T_FL1CAT	IGN	PRE-TE	ST	FORI	ví A	
Ň. I	2 <u>X 2</u>	5 <u>X 4</u>	5 <u>X 3</u>	.3 <u>X 4</u>	4 <u>X 2</u>	2 <u>X 3</u>	
	5 <u>X 5</u>	5 <u>X 2</u>	6 <u>X 3</u>	3 <u>X 3</u>	6 <u>X_5</u>	6 <u>X 4</u>	
- 8	6 <u>X 6</u>	7 <u>X 4</u>	5 <u>X 0</u>	4 <u>X 4</u>	7 <u>X 5</u>	І <u>Х б</u>	•.
M 2	7 <u>X 3</u>	4 <u>X 8</u>	2 <u>X 9</u>	9 <u>X</u> 9	9 <u>X 5</u>	7 <u>X 7</u>	
	6 <u>X 9</u>	9 <u>X 7</u>	5 <u>X 8</u>	6 <u>X</u> 7	8 <u>X 8</u>	3 <u>X 9</u>	
 - <u></u> -	8 <u>X7</u>	8 <u>X 9</u>	2 <u>X 3</u>	8 <u>X 6</u>	2 <u>X 7</u>	6 <u>X 7</u>	
<u> </u>	23 <u>X 2</u>	X	12 (4	321 <u>X 3</u> «		7896 <u>X I</u>	
	65 <u>X 5</u>	<u>_</u> X	42 (9	157 <u>X</u> 8	<u>_X</u>	3534 7	-
-Antonio - Antonio grante an		99, 99,99, 99, 99, 99, 99, 99, 99, 99,					

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	MUL 1	IPLICATION	PRE-T	TEST	FORM A	••• •	
	M 5	43 <u>X81</u>	54 <u>X36</u>	629 <u>X 27</u>	5938 X 73		
	4				والمحافظة والمراجع ومحافظة والمحافظة والمحافظ والمحافظ والمحافظ والمحافظ والمحافظ والمحافظ والمحافظ والمحافظ والمحافظ		
	M 6	60 <u>X 9</u>	157 <u>X 30</u>	408 <u>X 67</u>	2070 <u>X 302</u>		
	: 4						
	M 7	If there are	re4 quart qua	sin one ga rts in 6 ga	illon, illons?		
	-	$ \begin{bmatrix} 0 \\ 0 \\ 0 \\ 0 \end{bmatrix} = \begin{bmatrix} 0 \\ 0 \\ 0 \end{bmatrix} $	There are duality in organis. ANSWE $ANSWE$ $ANSWE$				
ERIC		Mr.Toddh manycust	ad 270 cus omers did	tomers a da he have in	y. How 6 days? ANSWER		

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iy)		Name			
	ł	5		Team			
		\EY		Teacher_			
			, ,	Date			
	MILL TT	PL TCATÍ	CN	PRE-TES	ST	FORM	<u>A</u>
	N. I	2 X 2	5 <u>x 4</u>	5 <u>X 3</u>	$\frac{3}{\times 4}$	4 <u>X 2</u>	2 <u>X 3</u> 6
	i	4 5 <u>X 5</u>	20 5 <u>X 2</u>	. 73 6 <u>X 3</u>	3 <u>X 3</u>	6 <u>X 5</u> 30	6 <u>X 4</u> 24
		25 6 <u>X 6</u> 36	7 <u>X 4</u> 28	- 5 <u>X 0</u>	4 <u>X 4</u> 16	7 <u>X 5</u> 	 <u>X 6</u> <u>6</u> .
	M 2	7 <u>X 3</u> 21	4 <u>X 8</u> 32 9	2 <u>X 9</u> 18 5	9 <u>X 9</u> <i>81.</i> 6	9 <u>X 5</u> <i>45</i> 8	7 <u>X 7</u> <i>49</i> 3
FRIC		$\frac{X 9}{5 4}$	<u>X 7</u> <u>63</u> 8	<u>X 8</u> <u>40</u> . 2	<u>X 7</u> <u>42</u> 8 V 6	<u>X 8</u> 64 2 X 7	X 9 27 6 X 7

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MUL 1	IFLICAT	ICN	PRE-TE	ST	FORM	<u>/ A</u>
M. I	2	5	5 V 2	3	4 X 2	2
-	$\frac{x}{4}$	$\frac{\times 4}{20}$	× 3 15	$\frac{\sqrt{4}}{2}$	<u>x 2</u> 8	<u>^ 5</u> 6
	5 V 5	5 x 2	6 V 3	3 V 3	6 x 5	6 X 1/
	25	10	18	<u>^_</u> 9	30	24
	6 X 6	7 х ц	- 5 X 0 -	4 х ц	. 7 X 5	 X 6
8	36	$\frac{\sqrt{7}}{28}$	0	<u>///</u> /////////////////////////////////	<u>25</u>	<u>6</u> .
M 2	7	. 4	2	9	9	· 7
	$\frac{X 3}{21}$	<u>X 8</u> 32	<u>× 9</u> 18	<u>X 9</u> <i>81.</i>	<u>X 5</u> 45	<u>X </u> 49
	6	9	5	6	8	3
	$\frac{\times 9}{54}$	<u>× /</u> 63	<u>× 8</u> 40	× / 42	<u>× 8</u> 64	$\frac{\times 9}{\sim 7}$
	8 × 7	· 8 v a	2	8 V 4	2 × 7	6 X 7
18	56	72	16	48		42
lvı'3	23		12	321		7896
<u> </u>	$\frac{X}{46}$		4	<u>X 3</u> 963	7	X 1 1896
M 4	6.5		42	157		3534
 '4	$\left \begin{array}{c} \frac{X \ 5}{325} \end{array} \right $	x 3	78	<u>X 8</u> 1256	<u>×</u> 24,	738
		an a				

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Page 2

MULT	IPLICATION	PRE-	TEST	FORM A
M 5 	43 <u>X81</u> <u>344</u> <u>3563</u> 60 <u>X9</u> <u>540</u>	54 <u>X36</u> <u>33</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>763</u> <u>773</u> <u>763</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>773</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>775</u> <u>7750</u> <u>77500000000000000000000000000000000000</u>	$ \begin{array}{r} 629 \\ X 27 \\ 4403 \\ 7558 \\ 76983 \\ 408 \\ X 67 \\ 7856 \\ 78$	$5938 \\ X 73 \\ 77814 \\ 41566 \\ 433474 \\ 2070 \\ X 302 \\ 4140 \\ 740$
M 7	If there a there are $A = A = A$	re 4 quart $\frac{24}{\sqrt{2}}$ qua $\frac{x}{\sqrt{2}}$ (Show you	r work)	jallon, jallons? ANSWER
	Mr. Todd h many cust	ad 270 cus omers did 270 $\times 6$ $\sqrt{620}$ (Show you	tomersad hehavein ur work)	ay. How 6 days? ANSWER 1,620
	Sallywor	(Show you ks for Mr	. Todd aft	er school.

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	M 6	60 <u>X 9</u>	157 <u>X 30</u>	408 <u>X 67</u>	2070 <u>X 302</u>
	4	540	4,710	27.336	62100 625140
	M 7	Ifthere	are4 quart	s in one ga	allon,
		there are	24 quar	ts in 6 ga	allons?
	¢	00_1	X X	4	ANSWER
			$\int \frac{1}{24}$	4	24
Ċ F			(Show your	work)	
	Leaders and the second s	Mr.Todd	had 270 cust	tomers a da	y. How
		many cus	omensulu	le nave in	ANSWER
	Terreret er en e		270 × 6		·
	Provide and the second s		1,620		1,620
			(Show your	r work)	
	1999 - 1997	Sally wor She earns	rks for Mr. s\$2.23 each	Todd afte day. How	er school. much does
		Sally ea	rn in / day	S:	ANSWER
<u>/</u>			\$ 15.6 /		15.61
			(Show you	ır work)	
FRIC					· · · · · · · · · · · · · · · · · · ·

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	• mmerce			Name Team Teache Date	er			
	MUL	MULTIPLICATION			PCST-TEST		FCRM A	
	M I	2	4	3	5	5	2	
		<u>X 3</u>	<u>X 2</u>	<u>X 4</u>	<u>X 3</u>	<u>X 4</u>	<u>X 2</u>	
	, , , , , , , , , , , , , , , , , , ,	6	6	3	6	5	5	
		<u>X 4</u>	<u>X 5</u>	<u>X 3</u>	<u>X 3</u>	<u>X 2</u>	<u>X 5</u>	
			7	4	5	7	6	
	1	<u>X 6</u>	<u>X 5</u>	<u>X 4</u>	<u>X 0</u>	<u>X 4</u>	<u>X 6</u>	
	18							
	M 2	. 7	9	9	2	4	7	
ERIC.		X 7	X 5	X 9	X 9	X 8	ХЗ.	

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M	MULTIPLICATION			PC	PUST-TEST		FCRM A	
M		2 <u>(3</u>	4 2	3 <u>X 4</u>	5 <u>X 3</u>	5 [°] <u>X 4</u>	2 <u>X 2</u>	
	<u>×</u>	6 <u>(4</u>	6 <u>X 5</u>	3 <u>X 3</u>	6 <u>X 3</u>	5 <u>X 2</u>	5 <u>X</u> 5	
	×	1	7 <u>X 5</u>	4 <u>X</u> 4	5 <u>X 0</u>	7 <u>X_4</u>	6 <u>X 6</u>	
. M	1 2	7	9 <u>X 5</u>	9 <u>X 9</u>	2 <u>X 9</u>	. 4 <u>X 8</u>	7 X 3	
M M	<u>X</u>	3	8 <u>X 8</u>	6 <u>X 7</u>	5 <u>X 8</u>	9 <u>X</u> 7	<u>X</u> 9	
	<u> </u>	6 7 	2 _ <u>X 7</u>	8 <u>X 6</u>	2 <u>X 8</u>	8 <u>X 9</u>	8 X_7	
	13 	12 X 2		23 <u>X 4</u>	312 <u>X 3</u>		9687 X I	

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				Page 2	
Mül	FIFLICATION	FC	ST-TEST	FGRM A	
M 4	56 <u>X 5</u>	79 <u>X</u> 9	375 <u>X</u> 8	5343 <u>X</u> 7	
M 5	43 _ <u>X81</u>	54 <u>X36</u>	629 <u>X 27</u>	5938 X 73	
M 6	60 · <u>X 8</u>	236 <u>X 40</u>	607 <u>X 96</u>	5080 <u>X 401</u>	
[М 7]]	If there a are 00 = 0 00 = 0 Mr. Todd H	re 4 quar quarts) (Show had 260 cu	ts per gallo s in 8 gallo your work)	n, there ns? ANSWER	

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	. M 5	43 <u>X81</u>	54 _X36	629 X 27	5938 X 73	
	M 6	60 <u>X 8</u>	236 <u>x 40</u>	607 <u>X 96</u>	5080 <u>X 401</u>	
	4					
	, М 7	If there	e are 4 quari	ts per gallo	n, there	
3 7		are	quarts	in 8 gallo	ns?	
	с. 	00 = AA	(Show)	(our work)	ANSWER	
		\cup \cup		/OUT WOLK		
	discussion and and a second second	Mr.Todo	d had 260 cu	stomers a da	ЗУ.	
		How many	y customers	did he have	e in	
	And Andrews	8 days?		ļ	NSWER	
	8-10-10-10-10-10-10-10-10-10-10-10-10-10-		(Show yo	our work)		
	1					
		· .				
	· · · · · · · · · · · · · · · · · · ·					

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Fage 3 FCRM A	Fag CATION FOST-TEST FCR	
4 days?	Jan works for Mr. Todd after sch She earns #228 each day How much does Jan earn in 4 day	MOLTITE. M 7 cont'd.
	(Show your work)	
a year, ears? days for	If there are 365 days in a year how many days are in 34 years? (Po not dount the extra days t	
ANSWER	leap year). ANSWE	
	(Show your work)	
		ÎC

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	MULT	TIPLICA	TION	Name Team Teache Date POS	r ST-TEST	FOF	
	ΜΙ	2 <u>X 3</u>	4 X 2 8	3 <u>X 4</u> 12	5 <u>X 3</u> 15	$\frac{x}{20}$	2 <u>X 2</u> 4
		6 <u>X 4</u> Z \$	6 X 5 30	3 <u>X 3</u> 9	6 <u>X 3</u> 18	5 <u>X 2</u> 10	5 ¹ <u>X 5</u> 25
	1 18	X 6 10	7 <u>X 5</u> X 5	<u>ц</u> <u>Х Ц</u> 16	5 <u>X 0</u> 9	7 <u>X 4</u> 28	6 <u>X'6</u> 36
ERIC	M 2	7 <u>X 7</u> 1 9 3	9 <u>X 5</u> 45 8	9 <u>X9</u> .81 6 V7	2 <u>X9</u> 18 5 V 9	4 <u>X 8</u> <u>32</u> 9 X 7	7 <u>X 3</u> ZI 6 X 9

N	MUL 1	[]PLICAT]	ION	PC	ST-TEST	FO	RM A
N	VI I	2 <u>X 3</u> b	4 X 2 8	3 <u>X 4</u> 12	5 <u>X 3</u> 15	$\frac{x 4}{20}$	2 <u>X 2</u> 4
		6 <u>X 4</u> Z	6 <u>X 5</u> 30	3 <u>X 3</u> 9	6 <u>X 3</u> 18	5 <u>X 2</u> 10	5 <u>X 5</u> 25
	18	I. <u>Х 6</u> Ъ	7 <u>X 5</u>	<u>4</u> <u>Х 4</u> 16	5 <u>X 0</u> 0	7 <u>X 4</u> 28	6 <u>X'6</u> 36
· · · · · · · · · · · · · · · · · · ·	V 2 	7 $X 7$ 49 3 $X 9$ 27 6 $X 7$ 42	9 <u>X 5</u> 45 8 <u>X 8</u> <u>64</u> 2 <u>X 7</u> 14	$ \begin{array}{r} 9 \\ \overline{X} \\ 9 \\ \hline 7 \\ \hline 8 \\ \hline 7 \\ \hline 8 \\ \hline 7 \\ \hline 8 \\ \hline 7 \\ \hline 7 \\ \hline 8 \\ \hline 8 \\ \hline 7 \\ \hline 8 \\ \hline$	2 $X 9$ $\overline{18}$ 5 $X 8$ $\overline{40}$ 2 $X 8$ $\overline{16}$	$ \begin{array}{r} $	7 $X 3$ $Z 1$ 6 $X 9$ $5 4$ 8 $X 7$ $5 6$
	M 3 	2 <u>X 2</u> Z4		23 <u>X 4</u> 7 2	312 <u>X</u> 3 736	 	7687 <u>x 1</u> 7687

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Page 2

MULT	IPLICATION	FO	ST-TEST	FURM A	
ы М 4	56 <u>X 5</u> Z80	79 <u>X 9</u> 71 1	375 <u>X 8</u> 3000	5343 <u>X 7</u> 37,401	
M 5	43 <u>X81</u> 43 344	54 <u>X36</u> 324 162	629 <u>X 27</u> 1403 <u>1258</u>	5938 X 73 17814 41566 433474	
M 6	$\begin{array}{c} 5,48 \\ 60 \\ \underline{X8} \\ 430 \end{array}$	236 <u>X 40</u> 1,440	607 <u>X 96</u> 3642 54 63	5080 <u>X 401</u> <u>5080</u> <u>203200</u> 2037080	
M 7	If there are 32	are 4 quar quart	tspergall sin 8 gall 3	on, there ons? ANSWER	
Part Particular de la	$\int \frac{\partial U}{\partial f} = ($	(Show	7 Z your work)	32	
	Mr. Todd How many 8 days?	had 260 c customer	sdid he ha	day. ve in	

T	4	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	2112		57,707	
	M 5	43	54	62.9	5938	
		<u>X81</u> 43	<u>X36</u> 324	<u>X 27</u> 1403	X 73	
	4	344	162 1,744	1258 16983	41566	
	Μ6	60	236	607	5080	
	4	<u>> 8</u> 450	9,440 9,440	X 96 3642 3463	<u>X 401</u> 5080 203200	Š.
	, M 7	 If ther	e are 4 quar	<u>58,272</u> ts per gall	2,037,080 on there	
				in R gall		
						-
¢		$\left(\right) \left(\right) $	- A v	5 1	ANSWER	
•			(Show	your work)	32	
	;	Mr.Tod	d had 260 c	ustomers a	day.	
		How mar	y customer	s did he ha	ve in	
		8 days?	260 X8		ANSWER	
			2080	-	2,080	
	I		(Show y	vour work)		
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FORM A or B (Circle one)

DIVISION OPERATIONS

0	Pre-Test	Program	Post-Test	Comments
Dl D: vision facts 1- i	20		20-	
D2 Division facts 7-9	20		20-	
D3 l ligit divisor ir :0 2 digit dividend with missing factor le 35 than 10 - vertical form	-4-		-4-	
D' 1 Jigit divisor into 2, 3 digit di 'ident - wd king form	-4-		4	
D ^f 2 digit divisor into 3 digit divident - wc king form	-4		4	·
D(Story Problems	-4-		4	
Suplementary Work				

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	have a			Name Team Teacher Date			
)]V]	ISION	· Pf	RE-TEST	FOI	RM A	
		4 <u>.</u> 2 =	20 : 4 =	153 =	12 : 4 =	63 =	
		25 : 5 =	10.2 =	8 . ;3 =	9:3 =	30÷5 =	
		4/24	4/8	6/36	4/28	5/0	· ,
	<u> </u>	4/16	5/35	1/6	2/12	8/16	
	2 را	2 I÷3 =	328 =	18 <u>÷</u> 2 =	49:7 =	459 =	
-		819=	54:6 =	63-:-9 =	40-25 =	42:-6 =	
-	and an	8/64	3/27	10/60	9/72	7/14	
-	i N	6/48	8/56	8 /40	6/24	9/90	
ERIC							





DIVIS	SION	PRE-TEST	FCRM A
56	The chil circus	dren bought 6 toy r for 90¢. How much	mowkeys at the n did each
	monkey	cost?	ANSWER
		(Show your wor	k)
	How man if 240 s	y studentswill be students are separa	on each team ated into 8
	teams?		ANSWER
	、	(Show your wor	k)
1	Ifeac	n bus can carry 48	people, how
	many b	uses are needed to	carry 384
	people	· ?	ANSWER

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	monkey cost:	ANSWER
	(Show your work)	
	How many students will be on a	each team Linto 8
	teams?	ANSWER .
21 1 0 000000000000000000000000000000000	(Showyour work)	
- construction	If each bus can carry 48 peop	ple, how
	many buses are needed to cari	ry 384
	people?	ANSWER
	(Show yourwork)	
4		
, , , , , , , , , , , , , , , , , , ,		

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Name_____ Team _____ KEY Teacher_____ Date____ FORM A PRE-TEST LIVISION DI $4 \div 2 = 8$ $20 \div 4 = 5$ $15 \div 3 = 5$ $12 \div 4 = 3$ $6 \div 3 = 3$ $25 \div 5 = 5 \quad 10 \div 2 = 5 \quad 18 \div 3 = 6 \quad 9 \div 3 = 3 \quad 30 \div 5 = 6$ $\frac{6}{4/24}$ $\frac{2}{4/8}$ $\frac{6}{6/36}$ $\frac{7}{4/28}$ $\frac{0}{5/0}$ 4/16 5/35 1/6 2/12 8/161.0 U 2 | 21÷3 =7 32÷8 =4 18÷2 =9 49÷7 =7 45÷9 =5 81-9=954-6=963-9=740-5=842-6=7 $\frac{8}{8/64}$ $\frac{9}{3/27}$ $\frac{6}{10/60}$ $\frac{8}{9/72}$ $\frac{2}{7/14}$ 6/48 8/56 8/40 6/24 9/90







Frances -		Name Team Teacher_ Date			
	SION	POST-TEST	·	FORM A	
<u> </u>	63 =	124 =	15 : 3 =	20÷4 = .	
	4 : 2 =	30 :5 =	93 =	18 : 3 =	
	0÷2 =	25÷5 =			Ì,
	5/0	4/28	6/36	4/8	
	4 /24	8/16	2/12	1/6	
	5/35	4/16			
$-\frac{120}{12}$	45 : 9 =	49 : 7 =	8 : 2 =	32:8 =	
	21÷3 =	42 ; 6 =	40 : 5 =	63:9 =	
	54÷6 =	8 1÷9 =			

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UIVISION		POST-TES	T	FORM A
[] []	63 =	24 =	15 : 3 =	20 : 4 =
	4 : 2 =	30 5 =	93 =	8 ; -3 =
	10 : 2 =	25 : 5 =		
	5/0	4/28	6/36	4/8
:	4/24	8/16	2/12	1/6
20	5/35	4/16		
<u>ا</u> ر) 2	45 : 9 =	49 : 7 =	18÷2 =	32::-8 =
	21:3=	42:-6 =	40 :5 =	63:9 =
	54:6 =	81÷9 =		
	7/14	9/72	10/60	3/27
1 ;	8/64	9/90	6/24	8/40
20	8/56	6/48		

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will he have in each bag. ANSWER (Show your work) The children bought 7 toy lions at the circus for 84¢. How much did each lion cost: ANSWER (Show your work) How many students will be on each team if 393 students are separated into 9 teams? (Be careful!) ANSWER How many extra students will there be? What are you going to do with them? If a bus can carry 54 people, how many buses are needed to carry 486 people? ANSWER l.f

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KEY		Name Team Teacher_ Date		ORM A	
	SIUN				
	6-3 = 2	12:4 = 3	15÷3=5	20÷4 = 5	
, , ,	4÷2 = 2	30 ;5 = 6	9 :3 = 3	18 : 3 =6	
	10:2 = 5	25 : 5 = 5	,	-	Ň,
1944 AND 1	5/0	7 4/28	6/36	4/8	
	4 /24	8/16	2/12	1/6	
and and and	 5 /35	4/16			
120	- /				
120	45:9 =5	49 : 7 = 7	18:2 =9	32:-8 =4	
	21÷3=7	42:-6 =7	40 : 5 = 8	63:9 =7	
	54÷6 =9	81÷9 =7		a	

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DIVISION		POST-TEST		FORM A
ΓΙ	63 = 2	12÷4 = 3	15÷3=5	20÷4 = 5
	4 ∶ 2 = ≥	30 : 5 = Lo	9 :3 = 3	18 : 3 =6
	10:2 = 5	25÷5 = 5		
	5/0	4/28	6/36	4/8
·	4/24	8/16	2/12	1/6
	5 /35	4/16		
20				
) 2	45:-9 =5	49 :- 7 = 7	18:2 =7	32:-8 =4
Y	21÷3=7	42 : 6 =7	40 : 5 = 8	63 : 9 =7
	54÷6 =9	81÷9 =7		
	Z 7/14	9/72	10/60	3/27
	8/64	9/90	6/24	8/40
	7 8/56	6/48		
20				

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· 7	3	2	2	3
i 4 i 4	3/55 30/0 25 24 8 1 18	4/75 40/0 35 32 8 3 18	41 r.2 7/289 <u>280 40</u> 9 <u>7</u> 1 2.41	91 r.4 6/550 540 90 10 6 1 4 91
D 5	23/266 230 10 36 23 1 13 11 12 r.11 44/539 440 10 99 88 2 11 12		21/6826305242 $1018737/695137003250296029725932$	30 2 32 32

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FORM A or B (Circle one)

MULTIPLICATION - DIVISION

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	Pre-Test	Program	Post-Test	Comment
M 11 Concepts	4		4	
M D2 Mult-Division facts to 4 x 9 and 40 5	20		20	
M D3 S ory Problems	4		4	
M-D4 F mily of acts	4		4	
M-D5 M-D facts to $x 9 \text{ and } 50 \div 10$	20		20	
N-D6 Prime numbers common factory	4		4	
<pre>% upplementary work</pre>				



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MD 1.	I Circle the multiplication equation that is the same as the sets below:				
· · ·	6X6 = 36	5 3X3	, e - - 9	1	
<u>}</u> ,	Circle has the	the multipl same answer	ication e as 5+5+5	equation that +5+5+5:	
9 4 4	5X5 = 25	5 6X5	= 30	7X5 = 35	
* 4 *	Study	this chart:		•	
	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$				
- <u>-</u>	12 marbles	333	There is number i How many	s the same in each bag. in each bag?	
MD 2	2X6 =	3X3 =	4X2 =	3X5 =	
	4X3 =	3X7 =	0XI =	4X5 =	
	2X3 =	4X9 =	8:4 =	6 : 4 =	
	24:3 =	10:-2 =	27:-3 =	4 : 2 =	
20	18:3 =	40:5 =	18:2 =	25÷5=	

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Hage 2 MULTIPLICATICS-DIVISION FRE-TEST FORM A MD 3 How many legs do 3 cows have? (Show your work)

> How many cents are there in 4 nickels? (Show your work)

A frog jumped 18 feet in 3 equal leaps. How long was each leap?

(Show your work)

An Indian had 30 feathers. He wanted to make 5 head dresses. How many feathers were in each head dress?

(Show your work)

(You may draw your answer to this problem.)

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How many cents are there in 4 nickels: (Show your work)

A frog jumped 18 feet in 3 equal leaps. How long was each leap?

(Show your work)

An Indian had 30 feathers. He wanted to make 5 head dresses. How many feathers were in each head dress?

(Show your work)

(You may draw your answer to this problem.)

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:

Write the family of facts for this set of two factors and a product:

8, 16

			[and	23		
WULTI	FLICATICN	-DIVISICA	FRE-TES	F FCRIA A		
MD 5	6X3 =	7X8 =	6X7 =	8X4 =		
	9×9 =	7X3 =	6×6 =	9X6 =		
•	8×3 =	6X5 =	14=7 =	45÷5 =		
	6478 =	8:28 =	40:28 =	49:7 =		
	72:9 =	63:-7 =	35÷5 =	50210=		
MD 6	List the Name al	prime number	ers from O s of 20:	to 30:		
factors of $24^{-1} = \{1, 2, 3, 4, 6, 8, 12, 24\}$ factors of $30^{-1} = \{1, 2, 3, 5, 6, 10, 15, 30\}$ What are the common factors of $24^{-1} \otimes 30^{-1}$						
		· · · · · · · · · · · · · · · · · · ·		tho		

Solve this equation: Fill in the missing numbers:

		883 =	6X5 =	4 = 7 =	<i>4</i> 5÷5 =		
i		64-8 -	8:18 =	40:-8 =	49.27 =		
,		72:9 =	63÷7 =	35÷5 =	50:10=		
	20						
ĩ	MD 6	List the	prime numbe	ers from O	to 30:		
2		Name all	the factor	s of 20:			
f				میں میں میں میں ایروں کریں میں میں میں میں			
1 4 *		factors	of 24 = {	,2,3,4,6,8	,12,24		
ι	factors of 30 = (1,2,3,5,6,10,15,30)						
u vitara sa		What ar	e the commo	on factors (of 24 & 30?		
1 - L'HARNAM							
 M (many) 		Solve th missing	nis equatio numbers:	n: Fill in	the .		
a a a a		56 + 32 = =	= (X 8) + (= (_+ 9) X 8 = X 8	_X 8)			
		=					
	4						

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MUETIPEIUATIEN-DIVISIUN FUXE A FRE-FEST Circle the multiplication equation that MD I is the same as the sets below: 3X6 = $6X6^{-} = 36$ Circle the multiplication equation that has the same answer as 5+5+5+5+5+5: (6X5 = 30)7X5 = 355X5 = 25Study this chart: 28 - 7 = 21 How many sevens are 2| - 7 = |4|subtracted to get |4 - 7 = 7from 28-0? 4 7 - 7 = 0There is the same 12 number in each bag. marbles How many in each bag? 4 - 4 -3X3 = 9 4X2 =8 3X5 = 15-2X6 = 12 MD 2. 4X3 = 12 3X7 = 21 0X | = 0 4X5 = 20 2X3 = 6 4X9 = 36 $8 \div 4 = 2$ $16 \div 4 = 4$ 24:3=8 10:2=5 27:3=9 4:2=2 18:3=6 40:5=8 18:2=9 25:5=5 20

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Page 2 MULTIPLICATION-DIVISION PRE-TEST FORM A How many legs do 3 cows have? MD 3 (Show your work) How many cents are there in 4 nickels? (Show your work) ×5 20 A frog jumped 18 feet in 3 equal leaps. How long was each leap? 3118 (Show your work) An Indian had 30 feathers. He wanted to make 5 head dresses. How many feathers were in each head dress? (Show your work) Me le le le (You may draw your answer to this problem.) Write the family of facts for this MD 4set of two factors and a product:

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, * , *			Page	3
MULTIF	>LICATICN-D	IVISION	PRE-TEST	FORMA
MD 5	6X3 =18	7X8 =56	6X7 =42	8X4 = <u>3</u> 2
	9X9 = 81	7X3 = 21	6XE - 36	986 = 54
	8X3 = 2-4-	6X5 = 3 0	14:7 = 2	45÷5 = 9
	64-8 = 8	88 = 1	40:8 =5	49=7. = 7
	729 = 8	63 : 7 = 9	35÷5 =7	50÷10=5
20		-		
MD 6	List the p	orime numbe	rs from U	TO 3U:
	0.3,5,7.U.13.17.19.23,79 Name all the factors of 20:			
•	_1,3	2451020	2	}
,	factors	of 24 = {	,2,3,4,6,8	3,12,24
	factors of 30 = $\{1, 2, 3, 5, 6, 10, 15, 30\}$			
i	What are the common factors of 24 & 30?			
	1.2,3,1e			
· · ·	Solve th	is equatio	n: Fill ir	n the

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$$8X3 = 24 \quad 6X5 = 30 \quad 14 \div 7 = 7 \quad 45 \div 5 = 9$$

$$64 \div 8 = 8 \quad 8 \div 8 = 1 \quad 40 \div 8 = 5 \quad 49 \div 7 = 7$$

$$72 \div 9 = 8 \quad 63 \div 7 = 9 \quad 35 \div 5 = 7 \quad 50 \div 10 = 5$$

$$720$$
MD 6 List the prime numbers from 0 to 30:

$$3.3 \div 7.11.13 \cdot 17.17.23.79$$
Name all the factors of 20:

$$1.2.4 \div 19.29$$
factors of 24 = {1,2,3,4,6,8,12,24}
factors of 30 = {1,2,3,5,6,10,15,30}
What are the common factors of 24 & 30?

$$1.2.3.12$$
Solve this equation: Fill in the missing numbers:

$$56 + 32 = (7 \times 8) + (4 \times 8)$$

$$= .83$$

$$= .83$$

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1. [7]	vinciting multiplication equation that is the same as the sets below:			
	r , o	, , , , , , , , , , , , , , , , , , , ,	· · · · /	,
	6×6 = 36	4X6 =	24	4×4 = 16
	Circle t has the	he multipl same answe	ication er as:	equation that
		8+8+8+8+8	+ 8	
	8×8 = 64	6X5 =	30	6×8 = 48
 -	Study th	is chart:	•• - • • • • • • • • • • • • • • • • •	
	$ \begin{array}{rcl} $	How ma to get	any 4'sa ffrom 16	re subtracted to 0?
	12		There is	s the same
	marbles		number i	n each bag.
		(2) (2) (2)	, now many	in each bag:
<u> </u>				ar waa aan wax aan aan
MD 2	2 X 6 =	3 X 3 =	<u>// X 2 =</u>	3 X 5 =
9 1	4 X 3 =	3 X 7 =	0 X I =	4 X 5 =
ł	2 X 3 =	4 X 9 =	8÷4=	6÷4 =
- 	24 - 3 =	10:2 =	273 =	4 = 2 =
	8 = 3 =	40÷5 =	18÷2=	25: 5 =
20				

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Face 2 WULTEPPLICATION -DIVIGION POST-TEST FORM A MJ3 How many lego do 4 dows have: -- -(Show your work) How many cents are there in 5 nickels: A frcg jumped 18 feet in 3 equal leaps. How long was each leap? An Indian had 36 feathers. He wanted to make 6 head dresses. How many feathers were in each head dress? (You may draw your answer to this problem.) LĮ M[) 4 Write the family of facts for this set of two factors and a product: 6, 18

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How many conts are there in 5 nickels.

A frog jumped 18 feet in 3 equal leaps. How long was each leap?

An Indian had 36 feathers. He wanted to make 6 head dresses. How many feathers were in each head dress?

(You may draw your answer to this problem.)

MD 4 Write the family of facts for this set of two factors and a product:

6,

18

,				
MD 5 6	X 3 =	7 X 8 =	6 X 7 =	8 X 4 =
9	' X-9 =	7 X 3 =	6 X 6 =	9 X 6 =
3	3 X 3 =	6 X 5 =	i4÷7 =	45 ÷ 5 =
64	8 =	8 - 8 =	40-÷8 =	49 - 7 =
72	2 - 9 =	63 - 7 =	355 =	5010 =

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Face 3 MULTIFLICATION-DIVISION FOST-TEST FORMA List the prime numbers from 0 to 30: MD 6 Name all the factors of 30: $\{ \text{factors of } 24 \} = \{ 1, 2, 3, 4, 6, 8, 12, 24 \}$ factors of 30 = $\{1, 2, 3, 5, 6, 1.0, 16, 30\}$ What are the common factors of : 4 and 30? Solve this equation: Fill in the missing numbers: 56 + 32 = (X 8) + (X 8)

56 + 32 = (_X 8) + (__X 8) = (_ +__) X 8 = __ X 8

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Page 2 MULTIPLICATION-DIVISION POST-TEST FORM A 6.02 MD 3 How many legs do 4 cows have? (Show your work) $\times \frac{4}{4}$ How many cents are there in 5 nickels? A frog jumped 18 feet in 3 equal leaps. How long was each leap? An Indian had 36 feathers. He wanted to make 6 head dresses. How many feathers were in each head dress? SJISUZES (You may draw your answer to this problem.) 4 Write the family of facts for this set MD 4 of two factors and a product: 81 18 + 6 = 3ERIC

How many cents are there in 5 nickels? A frog jumped 18 feet in 3 equal leaps. How long was each leap? An Indian had 36 feathers. He wanted to make 6 head dresses. How many feathers were in each head dress? Abd all all all (You may draw your answer to this problem.) - 4 Write the family of facts for this set MD 4 of two factors and a product: 18 6, 3x6=18 6×3=18 18:6=3 18-3=6 4 MD5 6X3=18 7X8=56 6X7=428X4=36 $9 \times -9 = 8 / 7 \times 3 = 2 / 6 \times 6 = 3 / 9 \times 6 = 5 / 2$ $8 \times 3 = 24 \quad 6 \times 5 = 30 \quad 14 \div 7 = 2 \quad 45 \div 5 = 9$ $64 \div 8 = 8$ $8 \div 8 = 1$ $40 \div 8 = 5$ $49 \div 7 = 7$ $72 \div 9 = 8 \quad 63 \div 7 = 9 \quad 35 \div 5 = 7 \quad 50 \div 10 = 5$ 20 ERIC

Page 3 FORM A MULTIPLICATION-DIVISION POST-TEST List the prime numbers from 0 to 30: MD 6 0,3,5,7,11,13,17,19,23,29---Name all the factors of 30: 1,2,3,5,6,10,15 {factors of 24} = {1,2,3,4,6,8,12,24} $\{factors of 30\} = \{1, 2, 3, 5, 6, 1.0, 16, 30\}$ What are the common factors of 24 and 30? 1236____ Solve this equation: Fill in the missing numbers: $56 + 32 = (7 \times 8) + (4 \times 8)$ = (<u>7+4</u>) X 8 = 11.X 8 = 88 ERĬC

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FORM A or B (Circle one)

FRACTIONS

		1 MAGIL OND		
	Pre-Test	Program	Post-Test	Comment
<u>U' ET I</u>				
F' Concepts				
	5		5	<u></u>
F O_der from Small to large	3		3	
F				
Equivalent	6		0	میں
F4 Add-subtract	-6-		6	
UNIT II				
F Denominator nemerator	2		2	
Fb Rename in	6		6	
s mpler form	3			
F7 Comparing forstions	2		2	
1. <u>#</u> actions	1			
FS Finaning fTactions	8		8	
F Juducing to Simpler form	4		-4-	· · · · · · · · · · · · · · · · · · ·
	1	i	1	1

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<u>t u I</u>				
F' Concepts				
	5	9 9 9	5	
F O.der from Small to large	3		3	
F Eguivalent <u>f~actions</u>	6		6	
F4 Add-subtract 1 ke denominators	-6-		6	
UNIT II				
F Denominator numerator	2			
Fo Rename in simpler form				
F7 Cimparing flactions	2 .		2	
F ^o I naming flactions	8		8	
F I ducing to Simpler form	-4-		-4-	
<u>t IT III</u>				
F10 7 d subtract 1'ikc denominators			-4-	
F 1 N xed fractions			-3-	
1 2 < > =			-3-	
I13 Equivalent 1 actions	8		8	
F14	-4-			
F15	-4-		-4-	
	<u>↓</u>		<u> </u>	

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		Page 2
FRACTION	PRE-TEST - UNIT I	FCRM A
F2 On the from sn	lines, list these fra mallest to largest:	action in order
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	2. Whic 1/3 c 2/3 c	h is larger? or 1/8 or 1/2
- 3 The eq Write a size as	ual sign (=) means "th another fraction tha ⁻ s each of these:	e same size as." : t is the same
/8 = _	2/4 =	
2/4 = _	2/8 =	
5/10 =	1/2 =	
6		
F4 Add or Watch	subtract the followin the signs!	ng fractions.
6/6 - 4	1/6 = 1/4 + 1	/4 =

	1. 1/4 3/4 2/3 1/2 1/8 The equal sign (=)	2. Which is larger? 1/3 or 1/8 2/3 or 1/2 means "the same size as."
	Write another frac size as each of the	tion that is the same ese:
ла и или 1 - 1	/ 8 =	2/4 =
	2/4 =	2/8 =
4	5/10 =	1/2 =
	Add or subtract the Watch the signs!	following fractions.
	6/6 - 4/6 =	/4 + /4 =
transmission of the second sec	2/3 + 1/3 =	3/8 + 1/8 =
- 6	4/5 - 2/5 =	2/8 + 1/8 =

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		Page 2
FRACTIO)N PRE-TEST - UNIT I	FCRM A
F 2 ()n the lines, list these fractio from smallest to largest:	n in order
Мал. А, Стануа А	1. 1/4 <u>1/8</u> 3/4 <u>1/4</u>	
	$2/3 \frac{1/2}{2}$ 2. Which is	larger?
Par course	$1/2 \frac{2/3}{3}$ $1/3 \text{ or } 1/8$	3 <u>/3</u>
3	1/8 <u>3/4</u> 2/3 or 1/2	$\frac{2}{3}$
F 3	The equal sign (=) means "the sam Write another fraction that is size as each of these:	e size as." the same
	$\frac{1}{8} = \frac{2}{4} \qquad 2/4 = \frac{1}{2} \qquad 2/8 = \frac{1}{4} \qquad 2/8 = $	
-15	3/10 = 72 $1/2 = 74$	
54	Add or subtract the following fr	actions.
	Watch the signs!	
	616 H16 2/ H16	2/4

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MULTIPLICATION-DIVISION PUSI-IESI FURMA Circlethe multiplication equation that MD I is the same as the sets below: 4X4 = 164X6 = 246X6 = 36 Circle the multiplication equation that has the same answer as: 8+8+8+8+8+8 6X8 = 486X5 = 308X8 = 64 . Study this chart: 16 - 4 = 12How many 4's are subtracted 12 - 4 = 8to get from 16 to 0? _____ 8 - 4 = 44-4 = 0There is the same 12 number in each bag. marbles How many in each bag? 1/8 1. 1/4 1/4 3/4 2. Which is larger? 1/2 2/3 1/3 or 1/8 /3 1/2 2/3 1/8 3/4 2/3 or 1/2 2/3 3 F 3 The equal sign (=) means "the same size as." Write another fraction that is the same size as each of these: $1/8 = \frac{2}{4}$ 2/4 = 1/2 2/8 = 1/4 2/4 = 1/2 1/2 = 1/4 5/10 = 1/2 6 Add or subtract the following fractions. с *Ц* Watch the signs! 1/4 + 1/4 = 2/46/6 - 4/6 = 2/6 ERIC

, ;	2-4 = 8 8-4 = 4 4-4 = 0	How m to ge	any 4's are t from 16 to	subtracted) 0? <u>-4</u> -
· · · · · · · · · · · · · · · · · · ·	l2 marbles	F F F	There is number in How many i	the same each bag. n each bag' <u>4</u>
MD	2 2 X 6 = 12	3.X3=9	4 X 2 =8	3 X 5 = / 3
and the	4 X 3 =/2	- 3 X 7 = -2/	0 X = 0	4 X 5 = 2
1	2 X 3 = 6	4 X 9 = 36	8÷4=2	16-4 = 4
,	24 ÷ 3 = 8	10:2 = 5	27÷3=9	4÷2 = 2
	18:3=6	40÷5 =8	18÷2=9	25÷5=5
20)			
	• • • • • • • • • • • • • • • • •			
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		Team		
:		Teach	ier	
		Date.		
FRAC	TION	POST-TEST	- UNITI	FORM A
ŀ-, │ │	Write a fi	raction to	compare th	e number of
	shaded obj	ects with	the total	number of
1	objec†s:			ANSWER
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		Page 2
FRAC	TION POST-TEST - UNIT I	FORM A
F 2	On the lines, list these fracti from smallest to largest: 1. $\frac{2}{3}$ $\frac{4}{5}$ $\frac{3}{4}$ $\frac{5}{2}$. Which is $\frac{1}{4}$ $\frac{2}{2}$ 1/8 or 1 $\frac{1}{8}$ $\frac{1}{2}$	ons in order s smaller? /6? <u>1/3</u> /8? <u>1/3</u>
3	Use these tables to help you dequations:	complete the
an taranan tarang tarang tar	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	VHOLE 1/2 1/2 3 1/3 1/3 1/6 1/6 1/6 1/6 1/3
	$6/8 = \frac{3/4}{2/3} = \frac{2/3}{3/6} =$	<u>4/1</u> <u>1/2</u>
	Add or subtract the following <u>Watch the signs</u> !	ng fractions.

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1.
$$\frac{2}{3}$$
 $\frac{4}{-5}$
 $\frac{3}{4}$ $\frac{5}{-5}$
 $1/4$ $\frac{2}{2}$
 $\frac{1}{8}$ $\frac{1}{18}$
 $\frac{1}{8}$ $\frac{1}{13}$ $\frac{1}{8}$ $\frac{1}{8}$
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F 5 Look at this example: = 2/5 The 5 names the number of objects in the set. This is called the The 2 names the number of objects being compared to the total set. This is called a . $\overline{2}$ Rename each numeral in a simpler form: F 6 3 X 1/5 = ____ 1/8+2/8+2/8 = ___ X 1/8 = ___ 9 X I/IO=____ I/7+3/7+2/7 = _ X I/7 = 6 Solve the following problems: F 7 Brenda said, "One-fourth of the apples are green." Bill said, "Two-eighths of the apples are green." Are Brenda and Bill talking about the same number of apples? ***** Sandra said, "Six-eighths of the oranges are green." Margo said, "Two-thirds of the oranges are green." Are Sandra and Margo talking about the same number of oranges?



Name_____ KEY Team_____ Teacher____ Date_____ FORMS A & B UNIT II PRE-TEST FRACTIONS Look at this example: F 5 2/5 $\Delta \Delta \Delta \Delta \Delta$ The 5 names the number of objects in the set. This is called the denominator. The 2 names the number of objects being compared to the total set. This is called a numerator 2 Rename each numeral in a simpler form: F 6 $3 \times 1/5 = \frac{3}{2} = \frac{1}{8} \times \frac{1}{8} \times \frac{1}{8} = \frac{1}{8} \times \frac{1}{8} \times \frac{1}{8} \times \frac{1}{8} = \frac{1}{8} \times \frac{1}$ $9 \times 1/10 = \frac{9}{10} \frac{1}{7+3} + \frac{3}{7+2} = \frac{6}{7} \times \frac{1}{7} = \frac{7}{7} \text{ or}$ 6 Solve the following problems: Brenda said. "One-fourth of the apples
F 5	Look	a†	this	example:	
1 0	LOOK	u,		oxemp to.	

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 $\left| \triangle \triangle \triangle \triangle \right| = 2/5$ The 5 names the number of objects in the set. This is called the denominator.

The 2 names the number of objects being compared to the total set. This is called a numerator

Rename each numeral in a simpler form: F 6

> $3 \times 1/5 = \frac{3}{2} = \frac{1}{8} \times \frac{1}{8} \times \frac{1}{8} = \frac{1}{8} \times \frac{1}{8} \times \frac{1}{8} \times \frac{1}{8} = \frac{1}{8} \times \frac{1}$ $9 \times 1/10 = 9/10 \quad 1/7 + 3/7 + 2/7 = 9/7 \times 1/7 = 7/7 \text{ or}$

F 7	Solve the following problems:
	Brenda said, "One-fourth of the apples
	are green."
	Bill said, "Two-eighths of the apples
	are green."
	Are Brenda and Bill talking about the
	same number of apples?
	Sandra said, "Six-eighths of the
	oranges are green."
	Margo said, "Two-thirds of the oranges
	are green."

Are Sandra and Margo talking about the same number of oranges? no.

,	Page 2
FRAC	TIGNS PRE-TEST UNITII FORMSA&B
F 8	Complete these equations:
5- 	$4/8 = \frac{4 \times 1}{4 \times 2}$ $8/12 = \frac{4 \times 2}{4 \times 3}$
	$9/12 = \frac{3 \times 3}{3 \times 4}$ $6/9 = \frac{3 \times 2}{3 \times 3}$
	$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{3}{4} 3/6 = \frac{3 \div 3}{16 \div 3} = 1/2$
•	$9/12 = \frac{9 \div 3}{12 \div 3} = \frac{3}{4} + \frac{4}{10} = \frac{4 \div 2}{10 \div 2} = \frac{2}{5}$
- F 9	Write each fraction in the simplest form:
	6/36 = 1/6 6/15 = 25
	$10/24 = \frac{5}{12}$ $12/18 = \frac{2}{3}$
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 $\frac{1}{1}$ Г 5 Lookat this example: $\Delta \Delta \Delta = 3/4$ The 4 names the number of objects in the set. The 3 names the number of objects being compared to the total set. Which number is the denominator? Which number is the numerator? 2 Rename each numeral in a simpler form: 6 3 X !/5 = ____ |/8 + 2/8 + 2/8 = ___ X |/8 = 9 X 1/10 = 1/7 + 3/7 + 2/7 = X 1/7 = `Solve the following problems: F 7 Sally said, "One-fourth of the apples are green." "Two-eighths of the apples Sam said, are green." Are Sally and Sam talking about the same number of apples:

			Fage 2
FRACTIC	VS PCST-TEST -	UNIT II	FGRM A
· 7 cont'd.	Sandra said, "Six bana	-eighths of nas are green	the ."
	Margo said, "Two- bana	-thirds of th nas are green	ne "
2	Are Sandra and Mar the same number of	go talking a `bananas?	
F 8	Complete these eau	ations:	
	$\frac{14}{8} = \frac{X}{X} \frac{1}{2}$	$8/12 = \frac{4}{4} \times \frac{1}{1}$	
	$9/12 = \frac{X 3}{X 4}$	$6/9 = -\frac{3}{3} \times \frac{1}{1}$]
	$6/8 = \frac{6 \div 2}{8 \div 2} = $	$3/6 = \boxed{\frac{\cancel{3}}{\cancel{3}}}$	= 1/2
	$9/12 = \frac{9 \div 3}{12 \div 3} = 3$	$4/10 = \frac{1 \div 2}{10 \div 2}$	= 2/5
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Name_____ Team _____ Teacher Date____ POST-TEST - UNIT II FRACTIONS FCRM A F 5 Lookat this example: $\triangle \triangle \triangle = 3/4$ The 4 names the númber of objects in the set. The 3 names the number of objects being Ń compared to the total set. Which number is the denominator? Which number is the numerator? 2 6 Rename each numeral in a simpler form: $3 \times 1/5 = \frac{3}{-5} [1/8 + 2/8 + 2/8 = \frac{5}{-3} \times 1/8 = \frac{5}{-3}$ $9 \times 1/10 = \frac{T_{10}}{10} \frac{1}{7} + \frac{3}{7} + \frac{2}{7} = \frac{4}{7} \times \frac{1}{7} = \frac{4}{7}$ S. `Solve the following problems: **5**7

<u>i nau</u>	PUST-TEST - UNITIT FORMA
F 5	Lookat this example:
	AAA = 3/4
	The 4 names the number of objects in the set.
	The 3 names the number of objects being S. compared to the total set.
·	Which number is the denominator? <u>4</u>
2	
16	Rename each numeral in a simpler form:
	$3 \times 1/5 = \frac{3}{-1} / 1/8 + 2/8 + 2/8 = \frac{5}{-3} \times 1/8 = \frac{5}{-3}$
- ,	$9 \times 1/10 = \frac{7}{10} \frac{1}{7} + \frac{3}{7} + \frac{2}{7} = \frac{4}{7} \times \frac{1}{7} = \frac{4}{7}$
	`Solve the following problems:
1	
	Sally said, "One-fourth of the apples are green."
1	Sam said, "Two-eighths of the apples are green."
	Are Sally and Sam talking about the same , number of apples?
	yes_
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			Page 2
FRACTIC	IS POST-TEST - UN	IT 11	FURM A
F7 ront'd.	Sandra said, "Six-e bananas Margo said, "Two-tl bananas	ighths of th saregreen. nirdsof the saregreen.	he " "
	Are Sandra and Margo the same number of b	talking ab ananas?	out
?			<u>h3</u>
F 8	Complete these equat	ions:	
	$\frac{4}{1} \times \frac{1}{1} = \frac{4}{1} \times \frac{1}{2} = 8$	$/12 = \frac{4 X Z}{4 X 3}$	
<i>,</i>	$9/12 = \frac{-1}{-1} \frac{X}{4}$ 6	$1/9 = -\frac{3}{3} \times \frac{1}{2}$	
	$6/8 = \frac{6+2}{8+2} = \frac{3}{4}$	$3/6 = \frac{3}{10} + 3 = \frac{3}{10} = \frac{3}{10}$	1/2
	$9/12 = \frac{93}{12 - 3} = \frac{3}{-4}$	$4/10 = \frac{24 \div 2}{10 \div 2} =$	2/5
8			
<u> </u>	Write each fraction	in the simp	lest form

Margo said, "Two-thirds of the
bananas are green."
Are Sandra and Margo talking about
the same number of bananas?

$$\frac{2}{F \otimes S} = \frac{P \otimes S}{S \otimes S} = \frac{P \otimes$$

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FRACTIONS	PRE-TEST	UNIT	III (-(MS A	& B
FIO Compl	ete these:				
3/9	\ <i>/ 4</i>	5/6		6/7	
+ 2/9	+ 2/4	- 3/6		2/7	
; - <u>-</u>					
FII Rewr frac 8/5 =	ite these fra tion: 7/3 =	actions	asam 8/8 = _	ixed	
<u>3</u> F 2 Comp	lete the nu	umber se	ntence	s. Writ	e
>0 1/2(-3	r < or =	in eacr	8/14	2/3	2/7
FI3 Comp	olete each s (et of ea Beware!	uivale)	nt frac ⁻	tions:
FRIC 1/2	2/4/12	2 9/162	5 - 1/18	3 /4/20) < .
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Page 2 FRACTIONS PRE-TEST UNITIII FORMS A & B F15 Name the sum and/or difference: 4 1/3 1 7/10 10 4/7 9 4/12 +1 2/9 +4 3/5 - 2 1/5 -4 4/6 $\overline{4}$ ERIC

KEY Name_____ Team _____ Teacher_____ Date ____ FORMS A & B III UNIT PRE-TEST FRACTIONS Complete these: F 10 6/7 5/6 3/9 1/4 $\frac{+2/9}{5/9}$ $\frac{+2/4}{3/4}$ $\frac{-3/6}{2/6}$ Rewrite these fractions as a mixed F | |fraction: 8/5 = 13 = 7/3 = 21/3 = 18/8 = 21/3 = 21/33 Complete the number sentences. Write F 12 >or < or = in each circle /7 4 / 7(= 8/14 2/3/3 ERIC

FRACTIONS PRE-TEST UNIT	III FUNNIC X 3 D
FIO Complete thes, .	
3/9 1/4 5/6	6/7
$+\frac{2/9}{5}$ $+\frac{2/4}{3}$ $-\frac{3/6}{2}$	$\frac{-2/7}{-4(-7)}$
	(3. 11
FII Rewrite these fractions	asamixed
fraction:	10 -21 - 71/1
8/5=1-2-5 //3=2/3 10	10 = 2/3
3	
F12 Complete the number sen	ntences. Write circle
	2/2 - 2/7
$1/2' >)/3 4//(-)^{8}$	3/14 2/3 - 2/1
-3-	
FI3 Complete each set of equ (Beware!)	ivalent fractions:
$- \{1/2 \ 2/4\} \{ 1/2 \ 3/16\}$	{7/18 10/20}
{2/3 4/6}{{49 \$12}	SZ/18 14/213
	•
FI4 Name the sum and/or di	fference:
1/3 4/7 8,	/9 7/12
+2/6 $+3/4$ $-2/$	$\frac{13}{1/2} = \frac{-1/4}{1/2}$
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Name _____ Team Teacher_____ Date POST - TEST - UNIT III FRACTION FORM A F. 10 Complete these: 6/9 . 3/4 6/6 8/7 + 2/4 + 2/9 -3/6 -1/7 Rewrite these fractions as a mixed fraction: 6/4 = 18/8 = 7/5 = - 3 Complete the number sentences. Write > or <-12 in each circle: 4/7 8/14 1/2 2/ 1/3 2/3 ERĬC

FRACTION POST - TEST - UNIT III FORM A
F 10 Complete these:

$$6/9$$
 $3/4$ $6/6$ $8/7$
 $+ 2/9$ $+ 2/4$ $-3/6$ $-1/7$
4
F 11 Rewrite these fractions as a mixed fraction:
 $7/5 = 6/4 = 18/8 =$
12 Complete the number sentences. Write > or
in each circle:
 $2/3 \bigcirc 2/7 \int 4/7 \bigcirc 8/14 \int 1/2 \bigcirc 1/3$
13 Complete each set of equivalent fractions:
Beware11
 $2/3 \bigcirc 2/7 \int 4/7 \bigcirc 8/14 \int 1/2 \bigcirc 1/3$
14 Name the sum or difference:
 $4/7$ $1/3$ $7/12$ $8/9$
 $4/7$ $1/3$ $7/12$ $8/9$
 $4/7$ $1/3$ $7/12$ $8/9$
 $4/7$ $1/3$ $7/12$ $8/9$
 $4/7$ $1/3$ $7/12$ $8/9$
 $4/7$ $1/3$ $7/12$ $8/9$
 $4/7$ $1/3$ $7/12$ $8/9$

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Name _ Team Teacher Date FRACTION POST - TEST - UNIT III FORM A F. 10 Complete these: • 3/4 6/9 6/6 8/7 + 2/4 -5/4 -3/6 3/1- $+\frac{2/9}{3}$ $\frac{-1/7}{7/7} = 1$ 11 FRewrite these fractions as a mixed fraction: 7/5 = 17/5 6/4 = 17/4 = 11/2 18/8 = 27/3 = 21/4- 3 1 12 Complete the number sentences. Write > or <or = in each circle: 2/7 4/7 = 8/14 1/2 > 2/3 () 1/3 B Complete each set of equivalent fractions: 13 Bewarell

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	FRAC	TION	POST -	- TEST	- UNIT III	FOI	RM A
	F. 10	Complet	e these	•			
		6/9	. 3/4	L	6/6	8/	7
		+ 2/9	+ 2/4	<u>l</u>	-3/6	$\frac{-1}{7}$	7
	-14	49	74		76	17	
	F	Rewrite	these	fracti	onș as a m	nixed fr	action:
e Sy		7/5 = 1 2/	5 6	5/4 = 1	4=11/2 18	/8 =23/3	= 21/4
	3					= •	<u>.</u>
	2:	Complet in each	e the nu	umber s	entences.	Write	> or $<$ or =
				•	~ . T	C.	<u>`</u>
	· 	2/3 (2) 2/7	4/7(5)8/14	. 1/2 ())1/3
			e each	sot of	equivalor		
		Beware		50,101	equivarei		10115.
2		$S_{1/2}$	2/43	56/12	3/16}	5/18	1 7/205
	8	72/3	4/6 5	20/9	8/.12 3	212/18	14/215
·	F 14	Name th	ne sum c	or diff	erence:		
		4/7 ·	1/3		7/12	8/9	7
	۰ بورون روی اردی می	$\frac{+3/4}{37}$	- 276	2	-1/1/	- 2/3	<u>}</u>
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SETS

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	Pre-Test	Program	Post-Test	Convent
Sl Listing and discribing sets	2		2	
32 Binces	1		1	
;3 Equivalent sets	2		2	
S4 Lual sets	1		1	
S5 E pty sets	1		1	
S6 Cirdinal numbers	1		1	
Sub-sets	2		2	
S8 Universal sets	2		2	

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L sting and describing sets	2	2	
;2		j	
B. JCCS	1	1	
; ;3			
Equivalent sets	2	2	
54			4 4 2
Ligal sets	1	1	
\$ 5		 	
El pty sets	1	 1	}
56			
C rdinal numbers	1	 1	}
S7 Sub-sets	2	2	
S8			1
Y iversal sets	2	 2	
S9	·		
	5	 5	
F ints	3	3	
S11		 	
Finite and Infinite	3	 3	
Supplementary work			
ar ,			

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	SI I.	Show the set by <u>listing</u> the objects in it.
- 5 4		The first 5 letters in the alphabel:
	2.	Show the set by <u>describing</u> the object: in it: {peas, beans, corn, spinach}
	- <u>2</u> S2	Use the correct symbols to show these things are a set:
	 S3 I.	
e transmission in the second sec	2.	Are these two sets equivalent? Yes or No (a b c d e) Are these two sets equivalent?
		Yes or No
ERIC	, 	

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SHTS Are these two sets coul!? Yes or No The set of all elephants in the 55 equal, empty, equivalen classroom is an set. Name the cardinal number for each S6 $\begin{array}{c} \mathcal{R} & \mathcal{R} & \mathcal{R} & \mathcal{R} \\ \mathcal{R} & \mathcal{R} & \mathcal{R} & \mathcal{R} \\ \mathcal{R} & \mathcal{R} & \mathcal{R} \end{array}$ set: n (H) = ____ n (A) = ____ Here is a set of latters from the S7 alphabet: e, a, k, b, x, i, z, o, **u**, m, d I. List the subset letters that are vowels. the subset letters that st





S 10

Name____ Team____ Teacher____ Date PRETEST FORM B SETS 1. Show the set by listing the objects S1 in it. The first 5 letters in the alphabet: {a, b, c, d, e, f 2. Show the set by describing the objects in it: {peas, beans, corn, spinach} vegetables___ Use the correct symbols to show these S2 things are a set: Ι. S3 Are these two sets equivalent?

ST I. Show the set by <u>listing</u> the objects in it. The first 5 letters in the alphabet: a, b, c, d, e f 2. Show the set by describing the objects in it: {peas, beans, corn, spinach} regetables S2 Use the correct symbols to show these things are a set: S3 Ι. Are these two sets equivalent? Yes or No 2. (a b c d e Are These two sets equivalent? 2 no Yes or No

Face 2 FRETEST SETS $\{ \Diamond \Box \Diamond \} \ \{ \Diamond \Box \Diamond \} \$ 54 Are these two sets equal? Yes or No The set of all elephants in the S5 classroom is an equal, (empty), equivalen. sei. Name the cardinal number for each <u>S6</u> set: RRR R RR R R 8 7 8 7 $n(H) = 9_{--}$ n(A) = 4Here is a set of letters from the S7 alphabet: e, a, k, b, x, i, z, o, **u**, m, d I. List the subset letters that are vowels. e i ERIC

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Face 3



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Full fast Provided by ERIC

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	Fage 2
	SETS FOST-TEST
S4	(spring,summer) (summer, rain) (fall, winter) (winter,spring)
	Are these two sets <u>equal</u> ? Yes or No
S5	The set of all girls who are two inches tall is an
	(equal, equivalent, empty)
S6	Name the cardinal number for each set:
	n (A) = n (H) =
S7	Here is a set of letters from the alphabet:
	(m, e, u, a, k, b, x, i, z, o, v, d)
~	I. List the subset letters that <u>are</u> vowels:
ERIC	2. List the subset letters that are

	Yes or No
S5	The set of all girls who are two inches tall is an
	(equal, equivalent, empty)
S6	Name the cardinal number for each set:
·	n (A) = n (H) =
S7	Here is a set of letters from the alphabet:
	(m, e, u, a, k, b, x, r, 2, 0, v, u) I. List the subset letters that <u>are</u> vowels:
	2. List the subset letters that are not vowels:
S8	<pre>I. Name the universal set for (1, 3, 5, 7, 9)</pre>
1	2. If the universal set is 20, how would you show 25?

ERIC Aruit Text Provided by ERIC

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	\Box	(I	5	.)
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Name_____ leam____ Teacher____ Date____ FORM B POST-TEST SETS Show the set by listing the objects SI in it. 1. The last 4 letters of the alphabet: WXYZ . Show the set by <u>describing</u> the objects in it: 2. (banamas, oranges, apples, pears, grapes and plums fruit___ $\overline{2}$ Use the correct symbols to show these S 2 things (are a set: I. Are these 2 sets equivalent? S 3 Yes or No ERĬC 173 Å 0-0

Show the set by listing the objects S I in it. I. The last 4 letters of the alphabet: {W.X.Y.Z.F_ Show the set by describing the objects in it: 2. (banamas, oranges, apples, pears, grapes and plums fruit___ - 2 : Use the correct symbols to show these S 2 . . things (are a set: 1. Are these 2 sets equivalent? Yes or No S 3 2. Are these 2 sets equivalent? Yes or No 2000000 AOISA MON $-\bar{2}$

	Fage Z
	SETS I CST-TEST
S4 	(spring, summer) (summer, rain) (fall, winter) (winter, spring) Are these two sets <u>equal?</u> <u>no</u> Yes or No
S5 	The set of all girls who are two inches tall is an <u>empty</u> set. (equal, equivalent, empty)
S6	Name the cardinal number for each set: $ \begin{array}{c} & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & $
S7	<pre>Here is a set of letters from the alphabet: (m, e, u, a, k, b, x, i, z, o, v, d) I. List the subset letters that are vowels: <u> </u></pre>
ERIC	

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The set of all girls who are two inches
tall is an empty set.
(equal, equivalent, empty)
S6 Name the cardinal number for each set:

$$VVV$$
 VVV
 VVV $VVVV$
 VVV $VVVV$
 VVV $VVVV$
 VVV $VVVV$
 VVV
 VV
 VV



+ 1 2 3 4 5 5 6 7 8 9 10 2. Find the missing numbers: (0, 3) (3, 6) (6, 9)(9, 12) (12, 15) (15, 18)3 SI0 I. Name the points inside the triangle 3 2. Name the points on the triangle S В 3. Name the points outside the triangle _C_ 3 Tell if the set is finite or infinite: SII I. Number greater than 20: _____finite____ 2. The students in Fueblo School today. finite The grains of sand on our 3. earth. _finite__ 3 ERIC

Name
Team
Teacher
Date

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FORM A or B (Circle one)

	Pco-Tost	Program	Post-Test	Comment
P.V. 1 Concept of 10			6	
P.V. 2 Comparisons Renaming 1's, 10's. 100's	6			
P.V. 3 Comparisons Renaming 1000's, 10,000's, 100,000	6			
P.V. 4 Renaming millions and billions	7		-7	
P.V. 5 Writing numbers 1 to 1 million	6		6	
Supplementary Work				
Supplementary Work				

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PLACE VALUE

	BM a.
	HAME
	TEACHER & TEAM
Ст С	DATE
	Piace Value PRE-test Form B
PV 1	2. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN.
(1)	Key: \triangle = ten \bigcirc = one
	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	TENSONESTENSONES
	2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.
	\Box = ten \Box = one
N	
terror and the second se	9 TENS 4 ONES 6 TENS 0 ONES
	3. LOOK AT THE ABACUS. TELL HOW MANY ONES?HOW MANY TENS?
	<u> </u>
ÎC	4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS
a by ERIC	

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J.

	Key: $\Delta = \text{Ten}$ $O = \text{One}$
	$ \begin{array}{c c} \Delta \Delta \Delta \Delta \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0$
	TENSONESTENSONES
	2. Draw the number of ones and tens in the boxes below. $\Box = \text{ten} \qquad \bigcirc = \text{one}$
	9 TENS 4 ONES 6 TENS U ONES
	4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS
PV 2 (2)	1, RENAME THE NUMBERS, 3 TENS 4 ONES
	2. WRITE THE NUMBER THAT IS 100 MORE THAN 486
	3. (IRCLE THE LARGEST NUMBER, μ 69 6/12 86/1 9/16 /196
	CLE THE SMALLEST NUMBER: 343 334 452 523 342
 F.	4. How many cents in two dollars, four dimes, and three pennies?

ERIC Auli fact Provided by ERIC

PV 3 (47)	<pre>1. RENAME THE NUMBERS. 8,264 =THOUSANDSHUNDREDSTENSONES 31,057 =TEN THOUSANDSTHOUSANDSHUNDREDS TENSONES</pre>
37	2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706
	3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495
	CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681 96,524 93,342
	4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS THOUSANDSONES HUNDREDS
PV 4 (5)	1. RENAME THESE NUMBERS BILLIONS MILLIONS THOUSANDS ONES 38 186 14 141 2 205 200 203
	2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN
ERIC	688866 68886 688866 688866 688866 688866 688866 688866 688866 688866 688866 688866 688866 688866 68

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	2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706
	3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495
	CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681 96,524 93,342
ک	4. The Smiths flew 6,972 miles to visit their friends. Show how many: tens Thousandsones Hundreds
PV 4 (5)	1. RENAME THESE NUMBERS BILLIONS MILLIONS THOUSANDS ONES 38 186 14 141 2 205 200 203 2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN 3. Show THIS NUMBER ON THE ABACUS. 405, 452, 010, 043

ERIC Full fact Provided by ERIC

		r E
PV 4 cont	4. WRITE A COMPACT NUMERAL FOR: NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR	
	EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND, SIX HUNDRED EIGHTY-TWO	
PV 5	YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.	n, energi anternati ant
transfer t	1)	
ERIC		

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T,	IIAME
- - 	TEACHER & TEAM
	DAT'
	1. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN.
(1)	$\Delta = \text{TEN}$ $O = \text{ONE}$
	000000 0000
	4 TENS ZONES 6 TENS 4 ONES
	2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.
•	$\Box = TEN \qquad \bigcirc = ONE$
	$\Box \Box $
	9 TENS 4 ONES OTENS OTENS
	3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3
1	
	11 DRAW 3 ONES AND 6 TENS ON THIS ABACUS

O = ONEKey: = TEN $\triangle \triangle \triangle \triangle$ $\triangle \triangle \triangle \triangle \triangle \triangle \triangle$ 0000 0000000 6_TENS <u>+</u>tens ZONES ONES 2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW. = ONE = TEN $\triangle \triangle \triangle \triangle \triangle \triangle \triangle$ 0000 0 ones 6 TENS 9 TENS 4 ONES 3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3 4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS 6 PV 2 1. RENAME THE NUMBERS. (2)3 TENS 4 ONES 6 (INES _706 7 HUNDREDS O tens 2. WRITE THE NUMBER THAT IS 100 MORE THAN 486 _586 (864) 846 3. CIRCLE THE LARGEST NUMBER: 468 648 486 (334) 452 CIRCLE THE SMALLEST NUMBER: 343 523 342 HOW MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES? 4. \$ 2.43 ERIC

PV 3 1. RENAME THE NUMBERS. 8.264 = 8 Thousands 2 Hundreds 6 Tens 4 ONES (4)<u>5</u>TENS <u>7</u>ONES 2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706 245,706 4,632 5,989 3. CIRCLE THE LARGEST NUMBER: 6,345 6,534 6,495 CIRCLE THE SMALLEST NUMBER: (93,324) 94,456 93,681 96,524 93,342 4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS_____ THOUSANDS_____ ONES____ HUNDREDS____ 6 PV 4 1. RENAME THESE NUMBERS (5) ONES BILLIONS MILLIONS THOUSANDS 141 <u>38,186,014,141</u> 203 <u>2205,200,20</u> 14 38 186 200 2 205 2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN 3-9-0-9-8-8-524034076 423



Full Text Provided by

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PV 4 CONT	 4. WRITE A COMPACT NUMERAL FOR: NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR <u>9,021, 704</u> FIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND, 	
	SIX HUNDRED EIGHTY-TWO R625,682	
PV 5	Your TEACHER WILL READ & NUMBERS FOR YOU TO WRITE. 1) 2) 3) 4) 5) 6)	

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	TEACHER & TEAM
	Place Value Post test Form B
PV 1 (1)	2. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN $Key: \Delta = TEN O = ONE$
	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
Į	TENSONESTENSONES
terver to community	2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW. $\Box = \text{TEN}$ $= \text{ONE}$
(Li titinun)	9 TENS 4 ONES 6 TENS 0 ONES
	3. LOOK AT THE ABACUS. TELL HOW MANY ONES? HOW MANY TENS?
	4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

,	Key: $\Delta = \text{Ten}$ $O = \text{One}$
	TENSONESTENSONES
	2. Draw the number of ones and tens in the boxes below. $\Box = \text{ten}$ $\bigcirc = \text{one}$
	9 TENS 4 ONES 6 TENS 0 ONES
	3. Look at the abacus. Tell how many ones? How many tens?
6	4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS
PV 2 (2)	1. Rename the numbers. 3 tens 4 ones 7 hundreds 0 tens 6 ones
	2. WRITE THE NUMBER THAT IS 100 MORE THAN 486
	3. CIRCLE THE LARGEST NUMBER: 468 648 864 846 486
	CIRCLE THE SMALLEST NUMBER: 343 334 452 523 342
. <u>.</u>	4. How many cents in two dollars, four dimes, and three pennies?

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ERIC AFUIT Text Provided by ERIC

PV 3 (4)	1. Rename the numbers. 8,264 =ThousandsHundredsTensOnes 31,057 =Ten thousandsThousandsHundreds TensOnes
	2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706
	3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495
i 1 1	CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681 96,524 93,342
	4. The Smiths flew 6,972 miles to visit their friends. Show how many; tens Thousandsones Hundreds
PV 4	1. RENAME THESE NUMBERS BILLIONS MILLIONS THOUSANDS ONES
	38 186 14 141
	2 205 200 203
	2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN

ERIC Pruil Foxt Provided Byy ERIC

	2. VRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706
	3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495
	CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681 96,524 93,342
6	4. THE SMITHS FLEW 6.972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS THOUSANDSONES HUNDREDS
PV 4 (5)	1. RENAME THESE NUMBERS BILLIONS MILLIONS THOUSANDS ONES 38 186 14 141 2 205 200 203 2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN 38 1 1 4 4 141 2 205 200 2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN 1 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 5 5 5 4 4 4 5 5 5 4 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 6 5 5 6 5 5 6 5 5
	3. Show this number on the abacus. 406,452,010,043

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PV 4 CONT	4. WRITE A COMPACT NUMERAL FOR: NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR	
	EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND, SIX HUNDRED EIGHTY-TWO	
7		and and a second and and and a second as
	YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.	
I total and the second s	1) 2) 3) 4) 5)	
	6)	
ERIC		

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	TEACHER & TEAM
PV 1	Place Value Post test Form B 1. For each set WRITE THE NUMBER OF ONES AND TENS SHOWN.
(<i>1</i>)	Key: Δ = ten O = one
	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
	<u>4</u> TENS <u>7</u> ONES <u>6</u> TENS <u>4</u> ONES
	2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW. $\Box = \text{TEN}$ $\bigcirc = \text{ONE}$
	$\begin{array}{c} \square \square$
	9 TENS 4 ONES 6 TENS 0 ONES
	3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3
ERIC.	4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

T \bigcirc = one Key: = TEN $\triangle \triangle \triangle \triangle$ $\triangle \triangle \triangle \triangle \triangle \triangle \triangle$ 0000 0000000 6 TENS <u>4</u>ONES <u>_</u>ONES 2. NRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW. = TEN = ONE 0000000000 OOC6 TENS 0 ONES 9 TENS 4 ONES 3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3 4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS 6 PV 2]. RENAME THE NUMBERS. (2) 4 ONES 3 TENS 706 6 ONES 7 HUNDREDS 0 TENS 2. WRITE THE NUMBER THAT IS 100 MOPE THAN 486 ______ 864 648 846 486 3. CIRCLE THE LARGEST NUMBER: 468 334 CIRCLE T'E SMALLEST NUMBER: 343 452 523 342 HOW MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES? 4. ERIC ダッ 4.3

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· PV 3 (4)	1. RENAME THE NUMBERS. 8.264 = <u>8</u> THOUSANDS <u>2</u> HUNDREDS <u>6</u> TENS <u>4</u> ONES 31.057 = <u>30</u> TEN THOUSANDS <u>1</u> THOUSANDS <u>0</u> HUNDREDS <u>5</u> TENS <u>7</u> ONES
	2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706
	3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495
	CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681 96,524 93,342
-6	4. THE SMITHS FLEW 6. 72 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS 7 THOUSANDS 6 ONES 2 HUNDREDS 7
PV 4 (5)	1. RENAME THESE NUMBERS BILLIONS MILLIONS THOUSANDS ONES 38 186 14 141 38,186,014,141 2 205 200 203 2,205,200,203
ERIC.	2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN

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WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706 2. 245,706 3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495 CIRCLE THE SMALLEST NUMBER: (93,324) 94,456 93,681 96,524 93,342 4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS, SHOW HOW MANY: TENS 7 THOUSANDS 6 ONES 2 HUNDREDS 9 6 PV 4 1. Rename these numbers (5) BILLIONS MILLIONS THOUSANDS ONES 141 <u>38,186,014,141</u> 203 <u>2,205,200,203</u> 38 14 186 2 205 200 LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN 2. 1880630 000000 00000 0-9-6-0 6608-<u>524,034,076,423</u> <u>705,403,274,435</u> 9660999 0:00 9699 **9** . . . 9 999 308 3. SHOW THIS NUMBER ON THE ABACUS. 406,452,010,043 ERIC

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	·, PV 4	4. WRITE A COMPACT NUMERAL FOR:	
	CONT	NINE MILLION, TWENTY-OME THOUSAND, OLTENAND <u>9,021,704</u> EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND, SIX HUNDRED EIGHTY-TWO	
	7		BODD WINES DOWN TH
	PV 5	Your teacher Will read 6 Numbers For You to Write. 1) 2) 3) 4) 5) 6)	
ERIC. Faire rendering the			

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Nane_____

Tear____

Teacher_____

Date_____

FOFM / cr B (Circle one)

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ADDITION - SUBSTRACTION

	Pre-Test	Program	Post-Test	Comment
A-S 1 Faily of Facts	4-		4	
A- 2 Ac Subtract Facts to 10	30-		30	
A- 3 3 Addends, Facts less than 10	-4-		-4-	
A-, 4 Add-Subtract Facts	30		30	
A-S 5 2 Addends, plus one,	4			
A-S 6 Ad 1-Subtract	-4-		-4	
A:3 7 A:1- Sub. 2 Addends	4		-4	
A is 8 3 ligit Add & Sub.	-4-		-4-	
A. 3 9 2 Addends plus 2	-4-		-4-	
A-S 10 Sub. 2 digits from 2	4		-4-	
Calles With reoroupting	·····			

A-S l Favily of Facts	4	4	
A- 2 Ac Subtract Facts to 10	30	30	
A• 3 3 Addends, Facts less than 10	4	-4-	
A-, 4 Add-Subtract Facts tl u 20	30	30	
A-S 5 2 Addends, plus one, w: :h regrouping	4	4	
A-S 6 Agl-Subtract 10 s with zero's	-4	-4	
A:3 7 A:1- Sub. 2 Addends + 2 without regrouping	-4-	4	
A 3 8 3 digit Add & Sub. without regrouping	4	4	
A 3 9 2 Addends plus 2 w th regrouping	-4-	 -4-	
A-S 10 Sub. 2 digits from 2 <u>d. jits with regrouping</u>		-4-	
A-3 11 Add 3 Addends plus 3 with regrouping	4	-4-	
A 3 12 S 5. 3 digits from 3 digits with regrouping	-4-	-4-	
A 3 13 Equalities and inequalities signs	4	4	
A 5 14 Number lines A sociative properties	-4-	4	
A-S 15 Money - Add,Sub with regrouping	4	-4-	
A-S 16 Bases	' - 4 -	-4-	

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	set of two addends and a sum:
	(4,3,7)
i v	
$-\frac{1}{4}$	
AS 2	Watch the signs!!
	2 3 6 5 10 8 3 4
	<u>+7 +2 +2 +1 +0 +1 +3 +3</u>
	8 3 5 4 9 5 6 7
	<u>+2</u> <u>+7</u> <u>+2</u> <u>+5</u> <u>+1</u> <u>+3</u> <u>-2</u> <u>-4</u>
	9 9 3 4 8 6 5 8
	-2 -3 -1 -3 -2 -3 -3 -4
	8 7 10 9 8 10
	<u>-6 -2 -2 -4 -5 -8</u>
30	
AU U	5 6 2 I
<u>}</u>	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
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~		Page 2						
	AS 4	Watc 6 <u>+5</u>	h the 5 +9	signs. 9 +9	7 +5	9 + 8	8 +6	
		9 +7	9 +.2	8. + 8	6 +6	7 +4	5 +8	
		8 + 7	8 +4	7 <u>+6</u> .	12 -7	 _ 4	12 -5	
		15 -7	14 -6	13 -6	18 -9	2 -8	14 -5	
		17 <u>-8</u>	12 -6	15 -6	16 -7	4 _7	12 <u>-3</u>	
	$\begin{bmatrix} & 3 & 0 \\ & A & 5 \\ & -\mu & -\mu \\ & & -\mu & -\mu \end{bmatrix}$	16 <u>+3</u>	81 +8		66 -5		46 -4	
	AS 6	30 +20	+	30 +60			20 -10	
ERIC	<u>4</u> AS7	51 +43	2 +87		39 - 21		78 <u>- 25</u>	
			9 +.2	8 + 8	6 <u>+6</u>	7 <u>+4</u>	с <u>8+</u>	
------------------	------------	----------------	----------	----------------	----------------	----------------	----------------------	----------------------------
I		8 +7	8 + 4	7 +6.	2 _ 7	 4	2 -5	
		15 7	4 6	3 -6	8 _9	2 _ 8	4 <u>- 5</u>	
<i>چ</i> و	-30	7 8_	2 _6	5 _6	6 <u>-7</u>	4 7	2 _3	
	AS 5 -4	6 <u>+3</u>	8	8	66 -5		46 _4	
	AS 6	30 +20	3 +6	0	70 -20		20 -10	
Nova 2	-4			a ^z				
	AS7	51 +43	 + 8	2 87	39 - 21		78 25	·
		i 1 1						
•••••• * *	AS 8	676	5 + 3	27 03	875 - 534		2 <i>49</i> 1 8	NAME TO BE SOLUTION
1	<u> </u>							
		·				·····		

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			Page	3	
AS 9	39 + 32	47 + 45	18 +29	27 +34	
AS IO	60 -23	51 -26	83 <u>-18</u>	25 <u>-17</u>	
					،
- AS II	367 +224	327 +247	465 +785	757 +666	
AS 12	526 -238	711 -199	391 -165	320 <u>-261</u>	
AS 13	For e show	ach senten if it is 1	ce, write Frue or Fa	T or F to Ise:	
1		8+3 =	0		
تار مەيد.	3 + 5 -	+ 6 <2 + 4 +	5	-	
	Use = (+ or sente	, >, or < -) to wri ences:	and other te these n	symbols umber	
	6+3 The s	is greater sum of 11 a	r than 7 End 37 is 4		

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	· ·					
				Page 4		
	ASI4	Show eac the numb	h pair of er line:	equation	s on	
		3 + 6	= 9	6 + 3 = 9		
			4 5 6 7	8 9 10 11 12	2 13	
is a		Complete	ethe equa	tions:		
		4+2 = 4+	(+) 2	I+5 = (20 +	1) + 5	
		= (4-	+) +	= 20 +	(+ 5)	
		=	- +	= 20 +		
	AS 15	Watch tl	ne signs !	•		
		\$.86	\$5.69	\$3.42	\$2.08 - 79	
		+ .02	+ J. 20	-1.15	• / /	
•						
а с. Б	AS 16	Base 5				
,	Automatica - Automatica	4	13	22	434	
-	1	+ 3	+ _	+ 3 4	+344	
	- <u>μ</u>					
			v			
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AS I mrite a family of facts for this set of two addends and a sum: (4,3,7) 4+3=7-3+4=7 7-4=3 7-3=4 I.Į Warch the signs !! AS2 3 + 3 6 8 2 3 6 5 |() 4 $\frac{+7}{9} \quad \frac{+2}{5} \quad \frac{+2}{8} \quad \frac{+1}{6} \quad \frac{+()}{10} \quad \frac{+1}{9}$ +3 7 7 8 3 C_i^{j} 5 4 5 6 +7 $\frac{+2}{7}$ $\frac{+5}{9}$ $\frac{+1}{10}$ $\frac{+3}{8}$ -4 3 8 +2/0 <u>-4</u> 4 $\frac{10}{-2} -4 \\
 \frac{-2}{8} -5$ **6 1 1 1 1 1 1 1** <u>-6 -2</u> 2 5 $\frac{-8}{2}$ 30 AS 3 2 3 4 5 3 6 . Ц + 2 12 9 9 10 ìų

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AS 74	$ \begin{array}{r} $	The 5 +9 14 9 +2 11 8 +4 12 -6 6	signs. q +9 18 8 +8 16 7 +6 7 13 -6 7 15 -6 9	7 + 5 / 2 + 6 / 2 + 6 / 2 + 6 / 2 - 7 / 5 - 7 / 5 - 7 / 5 - 7 / 5 - 7 / 7 /	$ \begin{array}{r} $	$\begin{array}{c} 8 \\ +6 \\ 14 \\ 5 \\ +8 \\ 13 \\ 12 \\ -5 \\ 7 \\ 14 \\ -5 \\ 9 \\ 12 \\ -3 \\ 9 \end{array}$	
AS 5	16		8 + 8 20	66 <u>-5</u>		46 -4 42	
-1 <u>4</u> AS 6	19 30 +20 50	+	30 60 90	70 -20 50		20 -10 10	
AS7	51 +43 94	+	12 .87 99	39 - 21 18		78 - 25 5-3	

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-30	+7 16 +7 15 -7 8 17 -8 9	$+\frac{2}{11}$ $+\frac{4}{12}$ $-\frac{6}{5}$ 12 $-\frac{6}{6}$	+8 /6 7 +6 /3 13 -6 7 15 -6 9	+6 12 -7 -7 -7 -7 -9 -9 -9 -9 -7 -9 -7 -7 -9 -7	+4 // -11 -4 -7 -8 -8 -8 -8 -8 -7 -7 -7 -7 -7	+8 /3 12 -5 7 14 -5 7 14 -5 9 12 -3 9	
AS 5 	16 +3 19 30 +20 50	8 + 8 3 +6 9	1 8 9 0 0 0	66 <u>-5</u> 61 70 -20 50		46 -4 42 20 -10 10	
AS7	51 +43 94	 +8 9	2 7 9	39 - 21 18		78 - 25 5-3	
AS 8 - 4	676 +112 788	5 + 3 8:	27 0 <u>3</u> 30	875 <u>- 534</u> 3 4 7		<u>249</u> <u>118</u> • 3 /	
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AS 9	39 + 32 7 1	47 + 45 9 2	18 +29 47	27 <u>+34</u> 61	
4 AS 10	60 -23 37	51 -26 25	83 -18 65	25 -17 8	
4 AS 11	367 +224 591	327 +247 574	465 <u>+785</u> ;250	757 <u>+666</u> 1,423	
AS 12	526 -238 288	711 -199 512	391 -165 236	320 -261 59	
4 AS 13	For ea show	if it is 8+3 = 6 - 2 + 4	nce, write True or Fa 0F + 5 F	e T or Ftp alse:	
	Use =	, \rangle , or \langle	and other	symbols	

AS IO	60 -23	51	83 - <u>18</u>	25 -17	
-4	31	d s	6.5	۵	
AS II	367 +224	327	465 <u>- 785</u>	757 +666	
- 4	391	574	1,230	1,420	
AS 12	526 2 <u>38</u>	711 - <u>199</u>	391 -165	320 -261	
-4-	288	512	226	59	
AS 13	For ea show i 3 + 5 + Use =, (+ or - senten	ch senten f it is T 8+3 = 6 < 2 + 4 + >, or < a -) to writhices:	ce, write rue or Fa 0E 5E and other these nu	T or Fts Ise: symbols umber	
. 4	6 3 is The su	s greater ım of II a	than 7 nd 37 is 48	<u>6+3></u> 8 <u>11+37</u> =42	8

Free 4
AS 14 Show each pair of equations on the number line:

$$3 + 6 = 9$$
 $6 + 3 = 9$
Complete the equations:
 $4 + 2 = 4 + (1 + 1)$ $21 + 5 = (20 + 1) + 5$
 $= (4 + 1) + 1$ $= 20 + (-1 + 5)$
 $= -5 + 1$ $= 20 + -6$
 $= -6$
 $= -26$
 -4
AS 15 Watch the signs!!
 $3 \cdot 36 \quad \$5.69 \quad \$3.42 \quad \$2.08$
 $+ .02 + 3.26 - 1.45 - .79$
 $\$.88 \quad \$8.95 \quad \$1.477 \quad \1.29
AS 16 Base 5
 $4 \quad 13 \quad 22 \quad 434$

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Complete the equations:						
. :	$4 + 2 = 4 \neq$ = (4) = <u>5</u> = <u>6</u>	(+) 2 + <u> </u>)+ -+	+5 = (20+ = 20 + = 20 + = <u>26</u>	(<u>1</u> + 5) (<u>6</u>		
4						
AS 15	watch t	he signs !	•			
: 	\$.36 +.02 \$,88	\$5.69 +3.26 \$ 8.95	\$3.42 -1.95 \$1.47	\$2.08 <u>79</u> \$1.29		
AS 16	Base 5					
1 1	4 + 3	3 +_2	22	434 +344		
	7	15	56	778		

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Arite a family of facts for this set 45 I of two acdends and a sum: 5 2 3 AS 2 9 4 3 5 5 8 + 3 + 7 +2 +2 + 5 + | 3 10 Ц 6 8 5 <u>+</u>3. +3 +2 + | + () + | . 2 103 9 10 8 + 7 . **+** 2 -5 - 2 -8 -4 8 8 8 5 7 6 -3 -3 -2 -4 -2 -6 3 9 9 7 4 6 -3 -2 -2 - 3 - | -4 30 AS 3 2 3 3 3 Ц 6 5 +3 +2 + |

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						Fade 2
ADDI	TICN-SU	BTRACT	ICN	FCST-T	EST	FCRV B
AS 4	watch	the s	igns!			
	9	9	5	7	9	8
	+9	+5	+6	<u>+5</u>	+8	+6
	9	9	8	6	7	5
	+ 7	+2	+ 8	+6	+ <i>1</i> 4	+8
1	8	8	7	2		2
	+ 7	+ 4	+6	- 7	4	-5
5 - Sec Sec.	5	4	3	8	2	4
	- 7	6	-6	- 9	- 8	- 5
e-response -	7	12	15	Ιό	4	2
	8	-6	-6	-7	_ 7	3
1 30 AS 5		4 2	73	36 - 3		
AS 6	, 4 + 3	0	70 +20	80 -20	-	30 - 30

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5 7 9 9 8 6 +8 +2 +7 +8 +6 + 4 12 8 12 8 7 +7 -5 - 7 _ lļ +4 +6 12 15 18 |4 |4 13 -9 -8 -7 -6 -6 -5 16 12 15 |4 17 12 -7 -3 -8 -6 -6 -7 30 73 36 69 |4 AS 5 + 5 - 3 --- 4 <u>+ 2</u> 1071 4 70 40 30 AS 6 80 -20 +20 +30 -30 - 4 -89 27 46 68 AS 7 +20 +52 -32 -23 - - - -659 262 967 126 AS 8 -352 +436 -532 +343 -<u>-</u>-57 26 63 AS 9 26 + | 7 +36 + 58 +39

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Face 3

	ADDIT]	LCK-SUBTRA(CTICN	FOST-TEST	FURM B
	AS IO	60 - 16	64 - 38	87 -48	65 -57
	ASII	368 + 459	267 +476	458 + 376	395 +807
·	- <u>4</u> AS I 3	For each to show i	sentenc f it True	e, write <u>T</u> e or False:	or F
ara tananaka batarana tananang ganjijirang		6+3 = 3+4+5 Use +, $>$, symbols (write the 7 and 4 is The sum of	 <!--</th--><th>Answ Answ other to sentences: c than IO: 24 is 34:</th><th>wer:</th>	Answ Answ other to sentences: c than IO: 24 is 34:	wer:
	AS.14	Show each number lir	pair of ne:	equations	on the

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<u>-</u> L/				
AS II	368	267	458	395
	+ 459	+476	+ 376	+807
AS 13	For each to show i	sentence f it True	e, write <u>T</u> orFalse:	or <u>F</u>
	6+3 =		Answ	/er:
	3+4+5	6+2+4	Ansv	ver:
	Use +,>, symbols (write the	or <and (<br="">+ or -) t number s</and>	other o entences:	
	7 and 4 is The sum of	; greater `IO and 2	than 10: 4 is 34:	
AS 14	Show each number lir	pair of end	equations (on the
	5 + 8 = 13	3 3	+ 5 = 13	
	Complete	the equa	tions:	3 14 15 15
	6+5 = 6+(3) = $(6+_)$	3+2) 24 +2	+3 = (20+4) = 20+ (+3 _+3)
	+ Z =		=	

			Page	14
ADU1TIC	N-SUBTRACT	TION PUS	ST-TEST	FURM B
: AS 15	\$.05 +.95	\$4.13 +3.49	\$2.64 -1.95	\$2.08 69
<u> </u>	······································		13)	434
AS 16	Base b	+3 +	+ 2 + 3	+324
<u> </u>				
· · · · · · · · · · · · · · · · · · ·	- <u></u>			
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write a family of facts for this set AS I of two addends and a sum: 3 5 2 3+ 2= 5 2+3=5 5-3-2-5-2=3 4 8 + 2 AS 2 3 5 5 4 9 +3 8 +2 +5 9 8 +7 10 10 6 +2 10 -8 2 10 3 +3 -2 1 5 10 4 +3 7 2 +7 9 +0 10 9 + + 8 5 3 10 -4 5 -3 2 +2 12 8-6-2 8 6 -3 -3 -3 8 7 -2 5 3 -1 2 <u>-2</u> 6 7 9 - <u>3</u> 6 9 lļ <u>-2</u> 4 -<u>4</u> -<u>3</u> -3 -2 30 AS 3 2 4 3 6 3 3 5 - ÷ 2 9 10 ĨĻ. ERIC

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					•
ADDITICN-	SUBTRACTI	CN	POST-T	EST	FCRM B
ADDITICN- AS 4 Wat 9 +9 18 9 +7 16 8 +7 15	SUBTRACTI ch the si 9 +5 74 9 +2 77 8 +4 72	CN gns! 5 +6 // 8 +8 /6 /6 7 +6 /3	$\begin{array}{r} 7 \\ +5 \\ 12 \\ 6 \\ +6 \\ 12 \\ 12 \\ -7 \\ 5 \end{array}$	9 +8 /7 .7 +4 // 11 -4 7	FCRM B 8 +6 74 5 +8 73 12 -5 7
15 15 -7 8 17 -8	12 14 -6 8 12 -6	/3 13 -6 7 15 -6	5 18 -9 9 16 -7	/ -8 -4 14 -7 7	14 -5 9 12 -3 9
30 AS 5	6 14 +2 16	73 +5 78	36 <u>- 3</u> <u>3</u> 3	<i>.</i>	69 - 4 65
4 AS 6	40 + 30	70 +20	80 -20		30 -30

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74 5 +8 73 74 9 +2 77 // 8 12 17 18 9 +7 16 8 +7 15 15 -7 \$ 17 -8 9 6 7 +8 16 +6 !2 +4 // 8 <u>+4</u> 12 12 -5 7 12 7 -7 5 <u>-4</u> 7 +6 73 14 -6 8 12 -6 6 13 -6 7 12 --8 -4 18 14 -5 9 12 -3 9 <u>-9</u> 9 15 -6 9 |4 16 <u>-7</u> 9 -7 30 AS 5 36 69 14 73 - 4 65 + 5 78 - 3 33 + 2 16 -<u>4</u> AS 6 80 70 30 40 +20 90 -20 60 <u>-30</u> +30 70 - - - -27 +52 **79** 89 -32 57 AS 7 68 46 +20 88 -23 23 -<u>4</u> AS 8 659 967 126 262 +436 -532 *43.5* +343 469 -352 307 - 4-57 +36 93 AS 9 63 26 26 +<u>39</u> 102 + <u>58</u> 84 +17 4-3 Ū ERIC

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•			P	açe 3
 A[)[)	ITICN-SUBTRAC	TION	POST-TEST	FORM B
> AS	10 60	64		65 -57
	-10	26	39	8
$-\frac{4}{AS}$	11 368	267	458 + 376	395 +807
	+ 459 827	7.43	8'34	1,202
$-\frac{4}{AS}$	13 For each to show i	sentenc f it True	e, write <u>T</u> e or False:	or F
	6+3		Answ	er: <u>F</u>
2	3+4+5	6+2+4	Answ	er: <u>F</u>
	Use +,>, symbols (write the	or $<$ and + or -) e number	other to sentences:	
1	7 and 4 i	s greate	r than 10:	7+4-210
	The sum o	f IO and	24 is 34:	10124=34
ERIC	5.14 Show eac number li	h pair of ne:	equations	on the

$$\frac{-\frac{1}{4}}{4}$$
AS II 368 267 458 345
+ 459 + 476 + 376 + 807
 $\frac{1}{8} \ge 7$ 743 $\frac{1}{8} = \frac{3}{24}$ $\frac{1}{2} \ge 22$
AS I3 For each sentence, write 1 or F
to show if it True or False:

$$\frac{--6+3 = 11}{--3+4+5} + \frac{10}{6+2+4} + \frac{10}{4} + \frac{10}{2} + \frac{10}{2$$

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ADDITI	CN-SUBTRAC	TIÚN F	°OST-TE	ST	FORM B
AS 15	\$.05 +.95 \$1.00	\$4.13 +3.49 \$7.62	\$	2.64 1.95 , 69	\$2.08 69 \$1.39
$-\overline{4}$		4			
AS 16	Base 5	4 + 3	13 + 2	22 +34	434 +324
- 4-		7	15	56	758

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FOFF A or B	(Circle cn.)

TULTIPLICATION OPEPATIONS

	Pre-Test	Program	Post-Test	Corrents
Ml Multiplication Fr ts 1-6	18		18	
M2 Multiplication Facts 7-9	18		18	
M3 l - igit times 2, 3, 4 digits nc] regrouping	4		4	
N4 One digit times 2, 3, 4 digits with regrouping	7 4		4	
M5 Two digit times 2.3, 4 digits with reprouping	4		4	

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		1		
Ml Multiplication Fa ts 1-6	18		18	
M2 Multiplication Facts 7-9	18		18	
M3 l igit times 2, 3, 4 digits no regrouping	4		4	
M4. One digit tires 2, 3, 4 digits wi h regrouping	4		4	
M5 Two digit times 2, 3, 4 digits with re rouping	4		4	
MC Multiply with 2C os	4		4	
M7 Story problems	4		4	
Su plimentary Wc ks				
:				

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(Name Team Teac Date	e her e				
MU		CATION		PRE-T	EST	F	CRME	3	
ΜI	6 <u>X4</u>	5 <u>X5</u>	5 _ <u>X 2</u>	6 <u>X5</u>	3 X3	6 <u>X3</u>	2 <u>X3</u>	4 <u>X 2</u>	
	3 <u>X4</u>	5 <u>X3</u>	5 <u>X</u> 4	2 <u>X2</u>	7 _ <u>X4</u>	5 <u>X0</u>	6 <u>X6</u>	4 X4	
	8			7 <u>X5</u>	І <u>Х6</u>				
M	2 2 <u>X8</u>	5 <u>X8</u>	2 X9	4 X8	9 <u>X7</u>	8 X9	8 X 7	6 X9	
	7 <u>X3</u>	9 <u>X9</u>	6 <u>X 7</u>	8 <u>X6</u>	2 <u>X7</u>	8 <u>X8</u>	9 X5	7 7	
 	8			3 _ <u>X9</u>	6 <u>X 7</u>				
M S	3 24 <u>X2</u>		23 <u>X3</u>		231 X 3		2 X	2 4	

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5 ΜĪ 6 5 3 Ц 6 6 2 <u>X5</u> <u>X3</u> <u>X3</u> <u>X5</u> <u>X 2</u> Χ4 <u>X2</u> <u>ХЗ</u> 5 4 3 5 5 2 7 6 <u>X4</u> <u>X3</u> <u>X2</u> χ4 <u>X4</u> <u>X 0</u> χ4 <u>X6</u> 7 <u> X5</u> <u>X6</u> 18 : M 5 52 M 2 2 5 8 2 4 8 0 6 <u>X64</u> <u>X8</u> <u>X8</u> <u>X8</u> <u>X9</u> <u>X7</u> Xq Χ7 χÇ -<u>[]</u> 9 8 8 9 7 6 2 7 <u>X3</u> <u>X9</u> <u>X6</u> <u>X7</u> <u>X8</u> <u>X5</u> <u>X7</u> 70 Μ6 <u>X8</u> 3 6 <u>X7</u> 18 -----Μ7 ۱. 23 231 M3 24 1212 <u>X2</u> <u>X</u> 3 <u>X3</u> χ 4 lį M4 34 27 139 2456 2. Χ5 ХЗ. X6 χ4 Ц í 3. 5.1

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	Fage	· , -	
<u>2</u> 9 <u>X37</u>	863 <u>X45</u>	9756 <u>X 24</u>	
246 X30	509 X74	2040 X305	
If there ar quarter, how in 4 quarter Show your wo	e 5 nickel w many nick s? A	s in one kels are nswer	
On a trip,l 95 miles ea miles did h	Vir.Jones [.] ch day. Ho e travel in	traveled w many n 3 days?	
Show your w	An Vork)	nswer	
Kim helps \$1,25 per h	Wrs.Sims.	She earns much will	

$-\overline{\mu}$				
M 6	70 <u>X8</u>	246 X30	509 X74	2040 X <u>305</u>
-4				
M 7	I. I q i	f there ar uarter, ho n 4 quarter	e 5 nickel: w many nick ~s?	s in one els are
!	(S	how your wo	ork) A	nswer
		,		
	2. (, r)n atrip, 15 miles ea niles did h	Mr.Jonest chday.Ho etravelir Ar	raveled w many n 3 days? nsver
	((Show your y	work)	
i	3.	Kim helps \$1.25 per she earn i	Mrs.Sims. hour.How : 4 hours?	She earns much will
,			Ar	nswer
	1	(Show your	work)	
	ij.	Thore are How many w	o2 weeks in eeks are i	onc year. n 12 years?
		(']	Ar	nswer
:		tonow your	* WOTK, -	
<u> </u>				

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Name_____ Team FU Teachan Date_ FORM B PRE-TEST MULTIPLICATION 2 Ц. 6 3 6 5 5 6 $\frac{X5}{25} \quad \frac{X2}{10} \quad \frac{X5}{30} \quad \frac{X3}{9} \quad \frac{X3}{18} \quad \frac{X3}{6} \quad \frac{X2}{8}$ MI X4 24 6 7 5 5 <u>X3</u> <u>X4</u> 15 20 5 3 <u>X4</u> 12 <u>X5</u> <u>X6</u> 35 6 18: 6 8 8 0 Ę Ц 2 Vi 2 2 X7 56 X9 54 X9 72 X8 X7 32 63 <u>×9</u> 18 <u>X8</u> 40 <u>X8</u> 16 .7 Ģ 8 2 6 X7 42 8 ۲. 7 <u>X5</u> X7 45 49 X8 64 <u>X6</u> <u>X7</u> <u>48</u> <u>14</u> <u>X9</u> 81 <u>X3</u> 3 6 <u>X9</u> 27 <u>X7</u> 42 . 18 1212 231 23 24 МЗ Ц

M I 	6 X4 24 3 X4 12	5 X 25 X 3 X 3 X 5	5 <u>X2</u> 10 5 <u>X4</u> 20	6 <u>X5</u> 30 2 X2 <u>4</u> 7 <u>X5</u> 35	3 X3 7 X4 28 1 X6 6	6 <u>X3</u> 18 5 X0 0	2 <u>X3</u> 6 <u>X6</u> 3 6	4 <u>X 2</u> 8 4 <u>X 4</u> 76	
M 2 18	2 <u>X8</u> 16 7 <u>X3</u> 21	E XE 40 x 81	2 <u>X9</u> 18 6 <u>X7</u> 42	4 X8 32 8 X6 48 3 X9 27	9 X7 - - - - - - - - - - - - -	8 X9 72 8 X8 64	8 X7 56 9 X5 4/5	6 X9 52/ 7 X7 49	
м З	24 X2 48	-	23 X3 69		231 <u>X 3</u> 693		121 X 4,84	2 4 8	
: M.4	34 <u>X6</u> 204		27 <u>X4</u> 108		139 <u>X 5</u> 695		245 <u>X</u> 7,36	6 3 8	

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,	Fage 2
M 5	$52 29 863 9756  X64 X37 X45 X 24  \overline{x}03 - \overline{x}03 - \overline{x}45 - \overline{x}24$
	$\frac{12}{3.28}  \frac{87}{1,07.3}  \frac{3452}{.38,835}  \frac{19512}{234,144}$
M 6	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
-4	37,666 622,200
M 7	I. If there are 5 nickels in one quarter, how many nickels are in 4 quarters? (Show your work) Answer <u>20</u>
	2. On a trip, Mr. Jones traveled 95 miles each day. How manv miles did he travel in 3 days? Answer
	(Showyour work) 285
	3. Kim helps Mrs. Sims. She earns

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ろ	N T T	lame eam eacher vate	
FRACTIONS	PRE-TEST	UNIT III	FUF'SA&B
FIO Comp	lete these:		
3/9 + 2/9	1/4 + 2/4	5/6 - 3/6	6/7 - 2/7
FII Rewr frac 8/5	ite these fra tion: =7/3 =	actions as a 18/8 =	mixed
3	14. 11. 11. 11. 11. 11. 11. 11. 11. 11.		
I FI2 Comp	olete the number $<$ or =	in each cir	ces. Write cle
1/2	)/3	4/7(8/14	2/3 2/7
FI3 Com	olete each s (	et of equiva Beware!)	lent fractions:
ERIC	2/43/12	2 3/163 Eil	18 14/20 ²

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Fill Complete these:  

$$3/9$$
  $1/4$   $5/6$   $6/7$   
 $+2/9$   $+2/4$   $-3/6$   $-2/7$   
 $\overline{4}$   
Fill Rewrite these fractions as a mixed  
fraction:  
 $8/5 = _ 7/3 = _ 18/8 = _$   
 $8/5 = _ 7/3 = _ 18/8 = _$   
 $1/2 \ 0 r = in each circle$   
 $1/2 \ 7/3 \ 4/7 \ 8/14 \ 2/3 \ 2/7$   
 $\overline{3}$   
Fill Complete each set of equivalent fractions:  
(Beware!)  
 $1/2 \ 2/4^2 \ 4/12 \ 7/18 \ 7/20^2$   
 $2/3 \ 4/6^2 \ 2/7 \ 7/12 \ 7/18 \ 7/12$   
 $\overline{8}$   
Fill Name the sum and/or difference:  
 $1/3 \ 4/7 \ 8/9 \ 7/12 \ 4/2 \ 4/4 \ -2/3 \ -1/4 \ 7/4$ 

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Page 2 FRACTIONS PRE-TEST UNITIII FORMS A & B Name the sum and/or difference: F 15 4 1/3 1 7/10 10 4/7 9 4/12 -4 4/6 +1 2/9 +4 3/5 - 2 1/5 -4-ERIC
KEY Name_____ Team _____ Teacher_____ Date____ FORMS A & B III UNIT PRE-TEST FRACTIONS FIO Complete these: 6/7 5/6 1/4 3/9 - 3/6 - 7/6 1/3)  $\frac{+2/9}{5/9}$   $\frac{+2/4}{3/4}$ 4 Rewrite these fractions as a mixed FII fraction: 8/5=13= 7/3=21/3 18/8=23/8 21/1 3 Complete the number sentences. Write F 12 >or < or = in each circle 17 4/7( = 2/3)8/14 1/3 ERĬC

$$\frac{FRACTIONS PRE-TEST UNTIT France 5.20}{F10 Complete these}$$

$$\frac{3/9}{+\frac{2/9}{-\frac{4}{3/4}} + \frac{2/4}{-\frac{3/6}{4}} + \frac{-3/6}{-\frac{2/7}{4/7}} + \frac{-2/7}{-\frac{4}{7}}$$
FI1 Rewrite these fractions as a mixed fraction:  

$$\frac{8/5 = 1\frac{3}{2}}{7/3} = \frac{21/3}{3} + \frac{18/8}{2} = \frac{24}{23} + \frac{21/4}{2}$$

$$\frac{3}{3}$$
F12 Complete the number sentences. Write or  $\leq$  or  $=$  in each circle  $1/2$   $3/3 + 17 = \frac{8}{14} + \frac{2}{3} = \frac{2}{7}$ 
F13 Complete each set of equivalent fractions:  

$$\frac{81/2}{2/3} = \frac{2}{4} + \frac{2}{3} + \frac{2}{4} + \frac{2}{3} + \frac{2}{7} + \frac{2}{7}$$
F13 Complete each set of equivalent fractions:  

$$\frac{81/2}{2/3} = \frac{2}{4} + \frac{3}{4} + \frac{2}{3} + \frac{2}{7} + \frac{2}{7} + \frac{17}{4} + \frac{2}{3} + \frac{2}{7} + \frac{2}{7}$$

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Name _____ Team _____ Teacher Date POST - TEST - UNIT III FRACTION FORM A F. 10 Complete these: 6/9 . 3/4 6/6 8/7 -3/6 + 2/9 + 2/4 -1/7 ÷. Rewrite these fractions as a mixed fraction: 7/5 = 6/4 = 18/8 = 3 Complete the number sentences. Write > or <= 12 in each circle: 4/7 8/14 1/3 1/2 2/3 ERIC

FRACTION POST - TEST - UNIT III FORM A  
F.10 Complete these:  

$$6/9$$
  $3/4$   $6/6$   $8/7$   
 $+ 2/9$   $+ 2/4$   $-3/6$   $-1/7$   
4  
H Rewrite these fractions as a mixed fraction:  
 $7/5 = 6/4 = 18/8 =$   
12 Complete the number sentences. Write > or   
in each circle:  
 $2/3 \bigcirc 2/7 \int 4/7 \bigcirc 8/14 \int 1/2 \bigcirc 1/3$   
13 Complete each set of equivalent fractions:  
Beware11  
 $2/3 \bigcirc 2/7 \int 4/7 \bigcirc 8/14 \int 1/2 \bigcirc 1/3$   
14 Name the sum or difference:  
 $4/7 = 1/3 = 7/12 = 7/2/18 = 7/12 = 7/2/18$   
14 Name the sum or difference:  
 $4/7 = 1/3 = 7/12 = 8/9 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/2/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/12 = 7/2/18 = 7/2/12 = 7/2/18 = 7/2/12 = 7/2/18 = 7/2/12 = 7/2/18 = 7/2/12 = 7/2/18 = 7/2/12 = 7/2/12 = 7/2/18 = 7/2/12 = 7/2/18 = 7/2/12 = 7/2/18 = 7/2/12 = 7/2/12 = 7/2/18 = 7/2/12 = 7/2/18 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/12 = 7/2/$ 

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Name Team Teacher_____ Date POST - TEST - UNIT III FRACTION FORM A F. 10 Complete these: • 3/4 6/9 6/6 8/7 + 2/4 -5/4 -3/6  $\frac{+2/9}{3/9}$  $\frac{-1/1}{7/7} = 1$ FRewrite these fractions as a mixed fraction: 7/5 = 175 = 6/4 = 174 = 11/2 = 18/8 = 27/3 = 21/4- 3 1 12 Complete the number sentences. Write > or <or = in each circle:  $2/7 \quad 4/7 = 8/14 \quad 1/2 \quad >$ .2/3 () 1/3 3 Complete each set of equivalent fractions: 13 Bewarell

	FRAC	TION	POST - T	EST – L	NIT III	FOF	RM A	
	F. 10	Complet	e these:					
•		6/9	3/4		6/6	8/	7	
		+ 2/9	+ 2/4	-	-3/6	$\frac{-1}{7}$	7	
	-14	43	74		76	//7	, -	Ň
	F	Rewrite	these fr	action	ş as a m	ixed fra	action	•
		7/5 =/?	5 6/4	+=1%	=11/2 18	18 =23/3	= 21/4	
	3			•		1. b	· · · · · · · · · · · · · · · · · · ·	
	2:	Complet in oach	e the numb	er ser	tences.	Write	> or <o< th=""><th>r =</th></o<>	r =
	•				. 1	C		
		.2/3 ()	) 2/7 [ 4	4/7 (=)	8/14	1/2 ()	)1/3	
Š,			to oach co	+ of oc		+ f ~ ~ ~ +	•	• •
-		Beware		TUTEC	uivaier		TONS:	
		51/2	2/112 56	/12	3/163	\$/10	1 \ / 2 0 3	2
				/ 1 Z	5/105	0 / <i>ا</i> ر )		5
		2/3	4/6 3 20	/9	8/.12 3	212/18	14/21	• •
	F 14.	Name tł	ne sum or	differ	ence:			
		4/7	1/3	. 7	/12	8/9		
		+3/4 37 18	<u>+ 2/6</u> <u>4</u> <u>7</u>		14.	- 2/3		
•	4	28-128	3 7 3	1	23	9		
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## FORM B

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TEAT_	TE7 CHEP
DATL	
FORM	A or B (circle one)

		CURC		
	Pre-Test	Program	Post-Test	Corrent
Sl Listing and discribing sets	2		2	
32 Braces	1		1	
;3 Equivalent sets	2		2	
S4 Lual sets			1	
S5 E pty sets	1		1	
S6 Cirdinal numbers			1	
S7 Sub-sets	2		2	
S8 Liversal sets	2		2	

٤1			
L sting and describing sets	2	2	
;2			
Binces	1	1	
; ;3			
Lquivalent sets	2	2	
54			
Lial sets	1	1	
			· · · · · · · · · · · · · · · · · · ·
E pty sets	1	1	
56		   	
C rdinal numbers	1	 1	
57			
Sub-sets	2	2	
S8			
Y iversal sets	2	2	
\$9			
Number patterns	3	3	
s10		Brind Lothern	
F ints	3	3	
S11		v	
Finite and Infinite	3	3	
Supplementary work			

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Name Team Teacher Date
SETS PRETEST FORM B
SI I. Show the set by <u>listing</u> the objects in it.
The first 5 letters in the alphabel:
2. Show the set by <u>describing</u> the objects in it: {peas, beans, corn, spinach}
2
S2 Use the correct symbols to show these things are a set:
S3 I.
Are these two sets eouivalent?

<u>م</u>



SETS 51 Are these two dets coust: Yes or No The set of all elephants in the 55 classroom is an equal, empty, ecu-valen set. Name the cardinal number for each S6  $\begin{array}{c} \mathcal{R} & \mathcal{R} & \mathcal{R} & \mathcal{R} \\ \mathcal{R} & \mathcal{R} & \mathcal{R} & \mathcal{R} \\ \mathcal{R} & \mathcal{R} & \mathcal{R} \end{array}$ set: n (H) = ____ n.(A) = ____ Here is a set of latters from the S7 alphabet: e, a, k, b, x, i, z, o, u, m, d 1. List the subset letters that are vowels. the subset letters that s†



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Name_____ Team____ Teacher____ Date PRETEST FORM B SETS 1. Show the set by <u>listing</u> the objects S I in it. The first 5 letters in the alphabet: {a, b, c, d, e, f .... 2. Show the set by describing the objects in it: {peas, beans, corn, = pinach} vegetables  $\overline{2}$ Use the correct symbols to show these S2 things are a set: . S3 Are these two sets equivalent?



race 2 SETS PRETEST  $\{ \Diamond \Box O \} \ \{ O \Box \Diamond \}$ S4 Are these two sets equal? Yes or No The set of all elephants in the S5 classroom is an equal, (empty), equivalen. sei. Name the cardinal number for each <u>S6</u> set: RRRR RRR R x x x x x  $n(H) = 9_{-}$ n(A) = 4Here is a set of letters from the S7 alphabet: e, a, k, b, x, i, z, o, **u**, m, d I. List the subset letters that are vowels. eio ERIC

The set of all elephants in the S5 classroom is an equal, (empty), equivalen. seż. Name the cardinal number for each S6 set: RRR R RR R R × × × ×  $n(H) = 9_{-}$ n(A) = 4Here is a set of letters from the S7 alphabet: e, a, k, b, x, i, z, o, **u**, m, d I. List the subset letters that are vowels. aeiou 2. List the subset letters that are not vowels. <u>k b x z d m</u> 2 I. Name the universal set for: S[.]8 a, b, c, d 2. If the universal set is 6, how would you show 9? 2 ERIC

Page 3



• , • ,



SΙ Show the set by listing the objects in it. I. The last 4 letters of the alphabet: Show the set by <u>describing</u> the objects in it: 2. (bananas, oranges, apples, pears, grapes and plums 2 i Use the correct symbols to show these S 2 things are a set: 1 I. Are these 2 sets equivalent? S 3 Yes or No 2. Are these 2 sets equivalent? Yes or No LOMA GOA 00000000 -7

	Fage 2
	SETS FGST-TEST
S4	(spring, summer) (summer, rain) (fall, winter) (winter, spring)
	Are these two sets <u>equal</u> ? Yes or No
S5 .	The set of all girls who are two inches tall is an
	(equal, equivalent, empty)
S6	Name the cardinal number for each set:
	n (A) = n (H) =
S7	Here is a set of letters from the alphabet:
	(m, e, u, a, k, b, x, i, z, o, v, d)
	<pre>I. List the subset letters that are vowels:</pre>
RIC	2. List the subset letters that are

	Yes or ivo
S5	The set of all girls who are two inches tall is an
	(equal, equivalent, empty)
S6	Name the cardinal number for each set:
	n (A) = n (H) =
S7	Here is a set of letters from the
	(m, e, u, a, k, b, x, i, z, o, v, d)
	<pre>I. List the subset letters that are vowels:</pre>
	2. List the subset letters that are not vowels:
2	
58	1. Name the universal set for (1, 3, 5, 7, 9)
· · ·	2. If the universal set is 20, how would you show 25?

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	<u> </u>	



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Name_____ leam_____ Teacher Date____ FORM B POST-TEST SETS Show the set by listing the objects S I in it. I. The last 4 letters of the alphabet: {W.X.Y.Z.J_ Show the set by <u>describing</u> the objects in it: 2. (banamas, oranges, apples, pears, grapes and plums fruit___ - 7 Use the correct symbols to show these S 2 things (are a set: Are these 2 sets equivalent? yes S 3 Yes or No ERIC 173 Å No N

S I Show the set by listing the objects in it. I. The last 4 letters of the alphabet: WXYZ Show the set by <u>describing</u> the objects in it: 12. (bananas, oranges, apples, pears,/ grapes and plums fruit 2 : Use the correct symbols to show these S 2 . <u>E</u> things (are a set: I. Are these 2 sets equivalent? yes Yes or No S 3 2. Are these 2 sets equivalent? Yes or No 20000000 (AOISA MON) - 2 ERĬC

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		tañe 2
-		SETS FOST-TEST
	S4	(spring, summer) (summer, rain) (fall, winter) (winter,spring)
37	·	Are these two sets equal? no Yes or No
	S5 :	tall is an <u>empty</u> set.
		(equal, equivalent, empty)
- - -	S6	Name the cardinal number for each set:
•	·	n(A) = 3 $n(H) = 8$
4	, S7	Here is a set of letters from the alphabet:
	a national and a second se	(m, e, u, a, k, b, x, i, z, o, v, d)
	] .	I. List the subset letters that <u>are</u> vowels:
		<u>a</u> <u>e</u> <u>i</u> <u>o</u> <u>u</u> 2. List the subset letters that are not vowels:
ERIC		i de la la ser a se d

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1 2 3 4 5 6 7 8 9 10 5 2. Find the missing numbers: (0, 3) (3, 6) (6, 9)(9, 12) (12, 15) (15, 18)-3 SIO 1. Name the points inside the triangle B 2. Name the points on the triangle S В 3. Name the points outside the triangle C 3 Tell if the set is finite or infinite: SII I. Number greater than 20: ______finite____ 2. The students in Pueblo School today. finite 3. The grains of sand on our earth. finite 3 ERĬC

Name	
Team	
Teacher	
Date	

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FORM A or B (Circle one)

## PLACE VALUE

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ERIC

	Pre-Test	Program	Post-Test	Comment
P.V. 1 Concept of 10	6		6	
P.V. 2 Comparisons Renaming l's, 10's. 100's	-6		6	
P.V. 3 Comparisons Renaming 1000's, 10,000's, 100,000	6			
P.V. 4 Renaming millions and billions	-7			
P.V. 5 Writing numbers 1 to 1 million	6		6	
Supplementary Work				
Supplementary Work			•	

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	HALLE
	TEACHER & TEAM
5	DATE
	Place Value Daz-test Form B
	1. FOR EACH SET WRITE THE NUMBER OF ONES AND TENS SHOWN.
(1)	
(,,,	$Key: \Delta = TEN \qquad O = ONE$
	000000 0000
	TENSONESTENSONES
	A DESTRUCTION AND TENO IN THE DOVES BELOW.
1	2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW
ng n	
Table State	
1	
geometrik Hernologian	9 TENS 4 ONES 6 TENS 0 ONES
1	
	3. LOOK AT THE ABACUS. TELL HOW MANY ONES?HOW MANY TENS?
1	
I C	4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS
And Say Ellip	

y

$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
TENSONESTENSONES
2. Draw the number of ones and tens in the boxes below. $\Box = \text{ten}$ $= \text{one}$
9 TENS 4 ONES 6 TENS 0 ONES
J. LOOK AT THE ABACOS. TELL HOW MANY ONES:TIOW MANY TENS:
4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS
 J. LOOK AT THE ABACOS. TELL HOW MANY ONES:
 J. LOOK AT THE ABACUS. TELL HOW MANY ONES:

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PV 3 (4)	<pre>1. RENAME THE NUMBERS, 8,264 =THOUSANDSHUNDREDSTENSONES 31,057 =TEN THOUSANDSTHOUSANDSHUNDREDS TENSONES</pre>
37 X	2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706
	3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495
	Circle the smallest number: 93,324 94,456 93,681 96,524 93,342
	4. The Smiths flew 6,972 miles to visit their friends. Show how many: tens Thousandsones Hundreds
PV 4 (5)	1. RENAME THESE NUMBERS         BILLIONS       MILLIONS         38       186         2       205         200       203
	2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN
ERIC	88886 68886 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 688686 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 68866 688666 688666 688666 688666 6886

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	2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706
	3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495
	CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681
<u> </u>	4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS THOUSANDSONES HUNDREDS
PV 4	1. Rename these numbers
(5)	BILLIONS MILLIONS THOUSANDS ONES
1	38 186 14 141
	2 205 200 203
	2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN
	3. Show this number on the abacus.
Second Second	
ERIC.	

		r E
PV 4 CONT	4. WRITE A COMPACT NUMERAL FOR: NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR	
ł	EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND, SIX HUNDRED EIGHTY-TWO	·
7		(1)) <b></b>
PV 5	Your teacher Will read 6 NUMBERS FOR YOU TO WRITE.         1)         2)         2)         3)         4)         5)         6)	

Г, С	KEY     TEACHER & TEAM       DATL
PV 1 (1)	Place Value PRE-test Form B 1. For each set write the number of ones and tens shown. Key: $\Delta = \text{TEN}$ $O = \text{ONE}$
	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
	2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW. $\Box = \text{TEN} \qquad \bigcirc = \text{ONE}$ $\Box \Box $
	9 TENS 4 ONES 6 TELL HOW MANY ONES? 6 HOW MANY TENS? 3
7.	5. LOOK AT THE ABACUST TELE TION TRACT CHECK
ERIC	1 DRAW 3 ONES AND 6 TENS ON THIS ABACUS

	Key: $\triangle$ = ten $\bigcirc$ = one
	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
7	2. Draw the number of ones and tens in the boxes below. $\Box = \text{TEN} \qquad \bigcirc = \text{ONE}$ $\Box \Box $
n over	3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3
	4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS
PV 2 (2)	1. RENAME THE NUMBERS. 3 TENS 4 ONES <u>34</u> 7 HUNDREDS 0 TENS 6 ONES 706
;	2. WRITE THE NUMBER THAT IS 100 MOILE THAN 486 586
ł	3. CIRCLE THE LARGEST NUMBER: 468 648 864 846 486
•	CIRCLE INE SMALLEST NUMBER: 343 (334) 452 523 342
C (;	4. How MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES? 32.43

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PV 3 (4)	1. Rename the numbers. 8.264 = 8 thousands 2 hundreds 6 tens 4 ones 31.057 = 30 ten thousands 1 thousands 0 hundreds 5 tens 7 ones				
	2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706 $245,706$				
	3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495				
- Annother and the second s	CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681 96,524 93,342				
	4. THE SMITHS FLEW 6.972 MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS THOUSANDS ONES HUNDREDS				
PV 4	1. Rename these numbers				
(5)	BILLIONS MILLIONS THOUSANDS ONES				
	38 186 14 141 <u>38,186,014,141</u>				
2	2 205 200 203 2,205,200 -24:				
	2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN				

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PV cc	/ 4 DNT	<ul> <li>4. WRITE A COMPACT NUMERAL FOR: NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR</li> <li><u>9,021,704</u></li> <li>EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND, SIX HUNDRED EIGHTY-TWO</li> </ul>	
F	7 7 V 5	YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.	Charles Country
summer summer	6	1)	
ERIC			

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	TEACHER & TEAM
PV 1 (1)	Place Value Post test Form B 1. For each set write the number of ones and tens shown. Key: $\Delta = \text{TEN}$ $O = \text{ONE}$
	$ \begin{array}{c c} & \triangle & \triangle & \triangle \\ & \bigcirc & \triangle & \triangle & \triangle \\ & \bigcirc \\ & & & &$
un and a second s	2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW, $\Box = \text{TEN}$ = ONE
	9 tens 4 ones 6 tens 0 ones
	3. LOOK AT THE ABACUS. TELL HOW MANY ONES?HOW MANY TENS
	4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

	$Key: \Delta = ten \qquad O = one$
	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
	TENSONESTENSONES
	2. Draw the number of ones and tens in the boxes below, $\Box = \text{ten}$ = one
	9 TENS 4 ONES 6 TENS 0 ONES
	3. LOOK AT THE ABACUS. TELL HOW MANY ONES? HOW MANY TENS?
	4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS
PV 2 (2)	1. Rename the numbers, 3 tens 4 ones 7 hundreds 0 tens 6 ones
	2. WRITE THE NUMBER THAT IS 100 MORE THAN 486
	3. CIRCLE THE LARGEST NUMBER: 468 648 864 846 486
	CIRCLE THE SMALLEST NUMBER: 343 334 452 523 342
ERIC	4. How many cents in two dollars, four dimes, and three pennies?

PV 3 (4)	<pre>1. Rename the numbers. 8,264 =ThousandsHundredsTensOnes 31,057 =Ten thousandsThousandsHundreds TensOnes</pre>
	2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706
	3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495
	CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681 96,524 93,342
6	4. The Smiths flew 6,972 miles to visit their friends. Show how many: tens Thousandsones Hundreds
3 PV 4	1. Rename these numbers
<b>)</b> (5)	BILLIONS MILLIONS THOUSANDS ONES
1	38 186 14 141
	2 205 200 203
	2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN

ERIC Full Taxk Provided by ERIC

	3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495
	CIRCLE THE SMALLEST NUMBER: 93,324 94,456 93,681 96,524 93,342
	4. THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW 6 HOW MANY: TENS THOUSANDSONES HUNDREDS_
PV (5)	4       1. Rename these numbers         BILLIONS       MILLIONS       THOUSANDS       ONES         38       186       14       141         2       205       200       203
1	2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN
•	
r 1	3. Show this number on the abacus. 406,452,010,043

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- 12 7 ,	<b>*</b> , <u>t</u>		4 <u>8</u>
	PV 4 CONT	4. WRITE A COMPACT NUMERAL FOR: NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR	
	7	EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND, SIX HUNDRED EIGHTY-TWO	
n. <b>1</b>	PV 5	YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.	
		2)         3)         4)         5)         6)	
ERIC			

, · · ·	NAME
	TEACHER & TEAM
	Place Value Post test Form B
PV 1	1. For each set write the number of ones and tens shown.
(1)	Key: $\Delta = \text{Ten}$ $O = \text{One}$
	$\begin{array}{ c c c c c c c c c c c c c c c c c c c$
	<u>4</u> TENS <u>7</u> ONES <u>6</u> TENS <u>4</u> ONES
	2. DRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW. $\Box = \text{TEN}$ $\bigcirc$ = ONE
Same and the second secon	$\begin{bmatrix} 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 $
	9 TENS 4 ONES 6 TENS 0 ONES
	3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3
ERIC	4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS

 $\bigcirc$  = one Key: = TEN  $\triangle \triangle \triangle \triangle$  $\triangle \triangle \triangle \triangle \triangle \triangle \triangle$ 0000 0000000 <u>4</u>ones <u>_</u>ones <u><u>6</u> tens</u> 2. **NRAW THE NUMBER OF ONES AND TENS IN THE BOXES BELOW.** = TEN = ONE 0000000000 OC6 TENS 4 ONES 9 TENS 0 ONES 3. LOOK AT THE ABACUS. TELL HOW MANY ONES? 6 HOW MANY TENS? 3 3.0.3.9.0 4. DRAW 3 ONES AND 6 TENS ON THIS ABACUS 6 PV 2 RENAME THE NUMBERS. 1. (2)3 TENS 4 ONES 706 6 ONES 7 HUNDREDS 0 TENS 2. WRITE THE NUMBER THAT IS 100 MORE THAN 486 ______ 864 846 486 648 3. CIRCLE THE LARGEST NUMBER: 468 334 347 452 523 CIRCLE T'E SMALLEST NUMBER: 342 4. How MANY CENTS IN TWO DOLLARS, FOUR DIMES, AND THREE PENNIES? \$ 2 4.3 ERĬC

1	· · · ·
РV 3 (4)	1. RENAME THE NUMBERS. 8.264 = <u>8</u> THOUSANDS <u>2</u> HUNDREDS <u>6</u> TENS <u>4</u> ONES 31.057 = <u>30</u> TEN THOUSANDS <u>1</u> THOUSANDS <u>0</u> HUNDREDS <u>5</u> TENS <u>7</u> ONES
	2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706
	3. CIRCLE THE LARGEST NUMBER: 6,345 5,989 4,632 6,534 6,495
	CIRCLE THE SMALLEST NUMBEP: 93,324 94,456 93,681 96,524 93,342
6	4. THE SMITHS FLEW 6.9" MILES TO VISIT THEIR FRIENDS. SHOW HOW MANY: TENS 7 THOUSANDS 6 ONES 7 HUNDREDS 7
PV 4 (5)	1. RENAME THESE NUMBERS         BILLIONS       MILLIONS       THOUSANDS       ONES         38       186       14       141       38, 186, 014, 141         2       205       200       203       2, 205, 200, 203
ERCC PUTTERTROUBLE VETTER	2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN

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2. WRITE THE NUMBER THAT IS 10,000 MORE THAN 235,706 245,706 **3.** CIRCLE THE LARGEST NUMBER: 6,345 4,632 5,989 6,534 6,495 CIRCLE THE SMALLEST NUMBER: (93,324) 94,456 93,681 96,524 93,342 THE SMITHS FLEW 6,972 MILES TO VISIT THEIR FRIENDS. SHOW 4. HOW MANY: TENS 7 THOUSANDS 6 ONES 2 HUNDREDS 7 6 PV 4 1. RENAME THESE NUMBERS (5) BILLIONS MILLIONS THOUSANDS ONES 141 <u>38,186,014,141</u> 203 <u>2,205,200,203</u> 186 38 14 2 205 200 2. LOOK AT EACH ABACUS AND RENAME THE NUMBER SHOWN 10000 C -9999-99 <u>524,034,076,423</u> <u>705,403,274,435</u> 80.30 0000000 6-6-3-9 6468 000 200 9.9.9 3. SHOW THIS NUMBER ON THE ABACUS. 406,452,010,043 ERĬC

	•
PV 4 CONT	4. WRITE A COMPACT NUMERAL FOR: NINE MILLION, TWENTY-ONE THOUSAND, SEVEN HUNDRED FOUR
	9,021,704
	EIGHT MILLION, SIX HUNDRED TWENTY-FIVE THOUSAND, SIX HUNDRED EIGHTY-TWO
7	<u>8,625,682</u>
PV 5	YOUR TEACHER WILL READ 6 NUMBERS FOR YOU TO WRITE.
	1)
	2)
1	3)
	4)
1 var en	5)
6	6)
. Alanda alanda	
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Team_____

Teacher_____

Date_____

FOFM 1 or B (Circle one)

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ADDITION - SUBSTRACTION

	Pre-Test	Program	Post-Test	Comment
A-S 1 Fauly of Facts			4	
A- 2 Ac Subtract Facts to 10	30-		30	
A- 3 3 Addends, Facts	-4-		-4-	
A-4 Add-Subtract Facts	30		30	
A-S 5 2 Addends, plus one,	-4		4	
A-S 6 Ad 1-Subtract	-4		-4	
A:3 7 A:1- Sub. 2 Addends	-4-		4	
+ 2 without regrouping A.; 8 3 ligit Add & Sub.	-4-		4	
A.; 9 2 Addends plus 2	-4		-4-	
A-S 10 Sub. 2 digits from 2 digits with regrouping	4		4	

A-S 1 Favily of Facts	4_	-4-	
A- 2 Ac Subtract Facts to 10	30-	30	
A- 3 3 Addends, Facts less than 10	-4-		
A- 4 Add-Subtract Facts tl <u>u 20</u>	30	30	
A-S 5 2 Addends, plus one, wo th regrouping	4		
A-S 6 Aq l-Subtract 16 s with zero's		-4	
A:3 7 A:1- Sub. 2 Addends + 2 without regrouping	-4-	 -4-	
A-3 8 3 digit Add & Sub. without regrouping		 -4-	· · · · · · · · · · · · · · · · · · ·
A 3 9 2 Addends plus 2 w th regrouping	-4-	 -4-	
A-S 10 Sub. 2 digits from 2 <u>digits with regrouping</u>	-4-	-4-	
Add 3 Addends plus 3, with regrouping	-4-	-4-	
A 3 12 S 5. 3 digits from 3 digits with regrouping	-4-	-4-	
A 5 13 Equalities and inequalities signs	-4-	4	
A 5 14 Number lines <u>A sociative properties</u>	4	-4-	
A-S 15 Money - Add,Sub with regrouping	-4-	 4	
A-S 16 Bases	<u>'</u>		

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AS I Write a family of facts for this set of two addends and a sum: (4,3,7) - 4 AS 2 Watch the signs !! 6[.] 5 3 10 2 8 3 4 +3 <u>+2 +| +0 +|</u> <u>+7</u> <u>+2</u> ÷3 8 3 5 4 9 5 6 7 +2 +2 +5 +1 + 3 -2 +7 -4 9 3 9 8 4 5 6 8 <u>-2</u> <u>-3</u> <u>-1 -3 -2</u> -3 -3 -4 8 10 7 9 8 10 <u>-6 -2 -2 -4 -5 -8</u> 30 AS 3 5 3 6 2 3 4 8 4 2 + - 4

	2				Pa	ce 2		
	AS 4	11a†0 6 +5	5 <u>+9</u>	signs: 9 +9	7 <u>+5</u>	9 +8	8 + 6	
y.		9 +7	9 +.2	8. + 8	6 +6	7 + 4	5 +8	
		8 + 7	8 + 4	7 +6.	12 -7	 - 4	12 -5	
		15 7	4 -6	13 -6	18 -9	12 -8	14 -5	
анитинисти ( Малитинисти (	-30	17 <u>-8</u>	12 -6	15 6	16 <u>-7</u>	4 7	12 <u>-3</u>	
	AS 5	16 +3		8   +8	66 -5		46 -4	
	AS 6	30 +20	+	30 60	70 -20		20 -10	
	<u>4</u> AS7	51 +43	+	2 -87	39 - 21		78 - 25	

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	9 +7	9 +.2	8 +	6 +6	7 + 4	с 8+	· · · · · · · · · · · · · · · · · · ·
	8 +7	8 +4	7 <u>+6</u> .	2 _7	 4	2 -5	
	5 _7	4 -6	3 _6	18 _9	2 - 8	4 <u>-5</u>	
	7 8_	12 -6	15 -6	16 -7	4 7	2 3	
AS 5 	16 +3	8	 8	66 -5		46 4	
AS 6	30 +20	3 +6	0 0	70 -20		20 -10	
4 AS7	51 +43	 + 8	2 7	39 - 21		78 25	
	676	52	27	875	2	249	
4	, <u> </u>			<u>- 554</u>			

				Page	3		
÷.	AS 9	39 + 32	47 + 45	18 +29	27 <u>+34</u>		
 	AS IO	60 -23	51 -26	83 <u>-18</u>	25 -17		
	- AS II	367 +224	327 +247	465 +785	+666		
	$-\overline{\mu}$						
	AS 12	526 -238	711 -199	391 -165	320 -261		
	AS 13	For e show	ach senten if it is	ce, write Frue or Fa	T or F to Ise:		
	former and the		8+3 =	0			
	1		$+ 0 \left( 2 + 4 \right)$	and other	symbols		
		Use =, >, or < and other symbols (+ or -) to write these number sentences:					
6	<b>———</b> 4	6+3 The s	is greater sum of 11 a	~ than 7 and 37 is 4	8		
ERIC	<b>3</b>	9 1					

	-	<b>8</b> *4					
					Page 4		-
		ASI4	Show eac the numb	h pair of erline:	equation	s on	
			3 + 6	= 9	6 + 3 = 9		
				4 5 6 7	2 9 10 11 12		
ÿ			Complete	ethe equa	tions:		
			4+2 = 4+	( + ) 2	I+5 = (20+	1) + 5	
			= (4.	+) +	= 20 +	(+5)	
			=	_ +	= 20 +		
				<u></u>		·	
		4					
		AS 15	Watch t	he signs !	•		
	2		\$ .86 + .02	\$5.69 +3.26	\$3.42 -1.95	\$2.08 - <u>.79</u>	
	t the solution	$-\overline{4}$					
		AS 16	Base 5				
	\$ university		4	13	22	434 . 31111	
	1		+ 3	+ <u> </u>	+ 5 4	+ 344	
	I						
				·			
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Name_____ Team Teacher Úate PRE-TEST . FORM B ADDITION - SUBTRACTION Write a family of facts for this AS I .set of two addends and a sum: (4,3,7) <u>4 + 3 = 7</u> 3+4=7____ 1-4=3____ 7-3=4 ΪĻ Warch the signs!! AS-2 3 + 3 6 Ц 5 10 8 6 3 2  $\frac{+2}{5}$   $\frac{+2}{8}$   $\frac{+1}{6}$   $\frac{+()}{10}$   $\frac{+1}{9}$  $\frac{+7}{9}$  $C_i^{\gamma}$ 5 6 5 4 3 8  $\frac{+1}{10}$   $\frac{+3}{8}$   $\frac{-2}{4}$ _4 3  $\frac{+2}{7}$   $\frac{+5}{9}$  $\frac{+2}{10} \frac{+7}{10}$ . -2 6 -<u>3</u> -3 5 -3 8 4 <u>-3</u> 9 9 -3 -2 FRĬC

AS I .rite a family of facts for this set of two addends and a sum: (4,3,7) 4+3=7___ 3+4=7 1-4=3 7-3=4 l.f AS2 Warch the signs !! 3 2 6 5 |() 8 4 3 + 3  $\frac{+7}{9}$   $\frac{+2}{5}$   $\frac{+2}{8}$   $\frac{+1}{6}$   $\frac{+()}{10}$   $\frac{+1}{9}$ 7 8 3  $C_{i}^{j}$ 5 Ц 5 6  $\frac{+2}{10} + \frac{7}{10} + \frac{+2}{7} + \frac{+5}{9} + \frac{+1}{10} + \frac{+3}{8}$ _4 3  $\frac{-2}{4}$ 5 -3 2 6 -<u>3</u> 3 8 <u>-4</u> 4 . -4 5 10 8 7 **6** - 30 **6** - 30 **6** - 30 10  $\frac{-6}{2}$   $\frac{-2}{5}$   $\frac{-2}{8}$ <u>-8</u> 2 30 AS 3 5 3 2 3 6 . Ц. 8 <u>+ 2</u> 4 9 12 9 10 `ų

Pade 2 signs The natch 'AS Ч 8 9 9 +9 18 8 +8 16 7 +6 7 13 -6 7 15 -6 9 6 +5 11 9 +7 16 8 +7 15 15 -7 8 17 -8 9 +8 17 7 +4 11 +0/4 5 8 3 12 5 7 14 5 9 12 3 9  $\begin{array}{c}
 1 \\
 -4 \\
 \hline
 7 \\
 12 \\
 -8 \\
 \hline
 4 \\
 14 \\
 -7 \\
 \hline
 7 \\
 \end{array}$ 30 46 -4 42 20 -10 10 AS 5 -<u>4</u> AS 6 66 -5 61 70 -20 50 16 +3 19 30 +20 50 81 +8 **89** 30 +60 **90** <u>4</u> AS7 78 - 25 - 3 39 - 21 18 12 +87 **99** 51 +43 94

-30	+7 -7 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -8 -7 -7 -8 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7	$+\frac{2}{11}$ $+\frac{4}{12}$ $+\frac{4}{12}$ $+\frac{4}{5}$ 12 $-\frac{6}{5}$ 12 $-\frac{6}{5}$	+8 16 7 +6 7 +6 7 13 -6 7 15 -6 9	+6 12 -7 -7 -7 -7 -9 -7 -9 -7 -7 -9 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7 -7	+4 11 -4 -4 7 12 -8 4 14 -7 7	+8 /3 12 -5 7 14 -5 9 12 -3 9	
 AS 5 - <u>4</u> AS 6 - <u>4</u>	16 +3 19 30 +20 50	8 + - 	8 79 10 10 10 10 10 10	66 <u>-5</u> 61 70 <u>-20</u> 50		46 -4 42 20 -10 10	
AS7 - <u>4</u> . AS8 - <u>4</u>	51 +43 94 676 +112 788	+ 8 9 + 3 + 3 8	2 37 9 9 27 03 30	39 - <u>21</u> 18 875 - <u>534</u> <b>3</b> 41		78 - 25 5-3 749 118 131	
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·. ·			Page 3	3	
AS 9	39 + 32 <b>7</b> 1	47 + 45 <b>92</b>	18 +29 <b>47</b>	27 +34 61	
4 AS 10	60 -23 <b>37</b>	51 -26 <b>25</b>	83 -18 65	25 -17 8	
4 AS 11	367 +224 <b>591</b>	327 +247 <b>574</b>	465 <u>+785</u> <b>1,250</b>	757 <u>+666</u> 1,423	
AS 12	526 -238 <b>288</b>	711 -199 512	391 -165 226	320 -261 59	
4 AS 13	For ea show 3 + 5 + Use =	ach senter if it is 8+3 = 6 < 2 + 4 = 2 + 6 < 2 + 4 =	True or Fa 0F + 5f and other	e T or Fto alse: symbols	

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AS 10 - <u>u</u>	60 <u>-23</u> <b>37</b>	51 -26 <b>25</b>	83 -18 6.5	25 -17 8	
AS II	367 +224 591	327 +247 <b>574</b>	465 <u>+785</u> <b>,250</b>	757 <u>+666</u> /,4-2-3	
AS 12 - <u>u</u>	526 - <u>238</u> <b>-288</b>	711 -199 512	391 -165 <b>236</b>	320 -261 59	
AS 13	For ea show i 3 + 5 + Use =, (+ or senter	ch senten f it is 8+3 = 6 < 2 + 4 + >, or $< 3$ -) to wrinces:	ce, write frue or Fa 0 5 and other te these n	T or F to Ise: symbols umber	
4	6 3i The su	s greater ımof II a	than 7 nd 37 is 4	<u>6+3&gt;</u> 8 <u>[]+37</u> =4	78

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Full feat Provided by ERIC



· ·	Complete the equations:			
:	4+2 = 4 <b>+</b> = (4 = <u>5</u> = <u>6</u>	( + ) 2 + <u> </u> )+  -+  -	21+5 = (20+ = 20 + = 20 + = <u>20</u> +	( <u>1</u> + 5) ( <u>6</u>
AS 15	watsh t	he signs !	• •	
	\$.86 +.02 \$.88	\$5.69 +3.26	\$3.42 -1.95	\$2.08 - <u>.79</u>
	Ψ,00	<i>₽ 8 ,1</i> 5	P / .4-/	\$1.27
AS 16	Base 5			
	4 + 3	+ 2	22	434 +344
-4-	7	15	56	778



Arite a family of facis for this set 45 I of two acdends and a sum: 5 2 3 4 AS 2 3 9 4 5 5 8 + 7 +2 +2 +3 +5 + | 3 Ц 8 5 i 0 6 +2 +3 +() +3 + | + | 2 10 10 8 3 9 +7 . **+** 2 -5 - 2 _4 -8 8 8 8 5 7 6 -2 -3 -4 -2 -3 -6 3 9 6 9 7 Ц -3 - 3 -2 -2 -4 30 -AS 3 2 3 3 3 4 6 5 +3 +2 + |

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						Face 2
ADDI	TICN-SU	JBTRACT	ICN	PCST-T	est	FCRM B
AS 4	Watcl	n the s	igns!			
i	9+9	9 +5	5 +6	7 +5	9 +8	8 +6
	9	9	8	6	7	5
	+ 7	+2	+8	+6	+4	+8
1	8	8	7	12		2
	+ 7	+ 4	+6	-7	4	-5
Provension -	5	4	3	18	2	14
	-7	-6	-6	-9	-8	-5
- Management -	7	12	15	16	4	2
	8	-6	-6	-7	_ 7	_3
1 30 AS 5		4 2	73 + 5	36 - 3		69 4
- <u>4</u>	L	40	70	80	-	30
AS 6		30	+20	-20		-30

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5 9 9 8 6 7 +8 + 7 +8 +2 +6 +4 12 8 12 8 7 -5 +7 - 7 +4 -4 +6 18 12 |4 15 13 |4 -8 -7 -6 -9 -5 -6 15 16 12 |4 12 17 -7 -8 -3 -6 -6 - 7 30 36 73 69 AS 5 14 + 5 - 3 . + 2 --- 4 4 70 40 80 30 AS 6 +20 -20 +30 -30 - - - -27 89 46 AS 7 68 +52 -32 -23 +20  $\overline{4}$ 659 967 262 AS 8 126 +343 +436 -352 -532 - <u>-</u> -AS 9 63 57 26 26 +36 + 58 +17 +39  $-\overline{4}$ 

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Face	7
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	ADDIT	ICN-SUBTRA	CTICN	FCST-TEST	FCRM B
e.	AS IO	60 -16	64 -38	87 -48	65 -57
	- <u>4</u> AS I I	368 + 459	267 +476	458 + 376	395 +807
	AS I3	For each to show i	sentenc f it True	e, write <u>T</u> e or False:	or <u>F</u>
	· · ·	6+3 = 3+4+5	     (6+2+4	Answ Answ	ver:
	Vannander	Use +,>, symbols ( write the	or $<$ and + or - ) $^{-}$ • number s	other to sentences:	
		7 and 4 i The sum o	s greater fl0and 2	r than 10: 24 is 34:	
	AS 14	Show each number li	pair of ne:	equations d	on the
ERIC. Fulltext Provided by EBIC	3 3 3	<u>5. 4. 8 1</u>	2	2	

	368	767	115.8	365
NOTI	+ 459	+476	+ 376	+807
<del>- 4</del> -				
AS I3	For each to show i	sentence f it True	, write <u>T</u> or False:	or <u>F</u>
	6+3 =		Ansv	ver:
	3+4+5	6+2+4	Ansv	ver:
	Use +,≻, symbols( write the	or < and c + or - ) t number s	other o entences:	
	7 and 4 is	s greater	than IO:	
	The sum of	10 and 2	4 is 34:	
AS 14	Show each number lir	pair of ender	equations	on the
	5 + 8 = 13	3 8	+ 5 = 13	
·	Complete	the equat	8 9 10 11 12 ions:	0 - 0 0 13 14 15 16
	6+5 = 6+(3	3+2) 24+	-3 = (20+4)	+ 3
, 1	= (6+) = +2	) + /	= 20+ ( = 20 +	_+ 3 )
			=	-
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ADDITICN-SUBTRACTION       POST-FEST       FURM B         AS 15 $\$.05$ $\$4.13$ $\$2.64$ $\$2.08$ $+.95$ $+3.49$ $-1.95$ $69$ $-\overline{4}^{-}$ $45.16$ Base 5 $4$ $13$ $22$ $434$		·		Pa	ge 4	
-4 AS 16 Base 5 4 13 22 434	ADDITI AS 15	UN-SUBTRAU \$.05	FIGN PO \$4.13 +3.49	\$7-FEST \$2.6 -1.9	FU 54 75	\$2.08 69
AS 16 Base 5 4 13 22 434	- <u>-</u> -	+.15				-
+3 +2 +34 +324	AS 16	Base 5	4 + 3	3 + 2	22 +34	434 +324
$-\overline{\mu}$						
Tere	ander 1					
	1				<b>、</b>	
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write a family of facts for this set AS I of two addends and a sum: 5 2 3 3+ 2= 5 2+3=5 5-3-2-5-2=3 4 AS 2 3 5 8 +2 10 6 +2 10 -8 2 5 Ц 0 +2 7 +5 9 +3 4 +3 7 2 +7 9 +7 10 + | /0 3 + 3 -2 / 5 8 10 +0 10 9 +1 9 10 +2 12 <u>-4</u> <u>-</u><u>4</u> 8 -6 -2 5 -3 2 6 -3 m 8 7 -2 5 3 -1 2 <u>-4</u> 4 9 9 7 lļ -<u>3</u> 6 _4 -2 <u>-2</u> 4 30 AS 3 3 2 4 3 6 5 10 -ι<u>μ</u>

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Page 2 FCRM B POST-TEST ADDITICN-SUBTRACTICN Watch the signs! AS 4 8 9 7 5 9 9 +6 // +5 12 6 +6 12 +6 14 +8/17 +5 14 9 +2 11 8 +4 12 +9 1.8 5 +8 13 7 +4 // 9 +7 16 8 · <u>+8</u> /6  $\frac{12}{-7}$ || _4 _7 |2 12 -5 7 8 +7 15 15 7 +6 73 18 -9 -9 14 -5 9 12 -3 9 , 13 14 -6 8 <u>-6</u> 7 -8 -4 14 -7 8 17 15 -6 9 12 -6 6 16 е -7 9 <u>-8</u> 9 30 73 +5 78 36 - 3 **33** 69 14 AS 5 - 4 65 + 2 16 -<u>4</u> AS 6 30 80 70 40 -30 -20 +20 ERIC + 30 60

74 5 +8 73 // 17 12 14 9 +2 11 18 8 7 6 9 +6 !2 +8 /6 +4 // +7 16 8 +4 12 14 12 -7 5 12 -5 7 8 +7 15 15 -7 8 17 7 <u>-4</u> 7 +6 /3 |3 -6 7 18 12 14 -5 12 -3 9 -9 -9 9 <u>-8</u> <u>4</u> -6 8 12 15 16 |4 <u>-7</u> 7 <u>-6</u> 9 -<u>8</u> 9 <u>-6</u> 6 <u>-7</u> 9 30 AS 5 69 - 4 65 36 73 ļЦ + 5 78 - 3 33 + 2 16 <u>4</u> AS 6 30 -30 0 80 -20 60 70 40 +20 90 + 30 - - - -89 -32 57 27 +52 **79** AS 7 46 68 -23 -23 +20 88 -<u>4</u>-AS 8 659 -352 307 262 +436 69? 126 +343 967 -532 *43.5* 469 - 4 26 + 17 4-3 26 + <u>58</u> 63 +<u></u>39 AS 9 57 <u>.36</u> 93 84 102 <u>ų</u> ERIC

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			P	açe 3	
A[)[)ITIC	N-SUBTRAC	TION	POST-TEST	FORM B	-
ASIO	60 -16	64 -38	87 -48	65 <u>-57</u>	
	44	26	39	8	
AS_	368 + 459	267 +476	458 + 376	395 +807	
	827	7.43	834	1,202	
AS 13	For each to show i	sentenc f it Tru	e, write <u>T</u> e or False:	or <u>F</u>	
-	6+3 = 3+4+5	!   <6+2+4	Answ Answ	er: <u>F</u>	,
	Use +,>, symbols ( write the	or $<$ and + or - ) e number	other to sentences:		
	7 and 4 i The sum o	s greate fl0and	er than 10: 24 is 34:	7+4-210 10+24=3	4
<u> </u>		- 1000			
AS 14	Show eac number li	hpair o [.] ne:	fequations	on the	

$$\frac{-\frac{4}{4}}{4}$$
AS II 368 267 458 395  

$$\frac{+459}{8 \times 7} \frac{+476}{743} \frac{+376}{834} \frac{+807}{7 \times 202}$$

$$\frac{-\frac{4}{4}}{4}$$
AS I3 For each sentence, write 1 or F  
to show if it True or False:  

$$\frac{-6+3 = 11}{-3+4+5} \frac{6+2+4}{6+2+4} \qquad \text{Answer: } \frac{F}{F}$$
Use +, >, or < and other  
symbols ( + or - ) to  
write the number sentences:  
7 and 4 is greater than 10:  $\frac{7+4}{2} \frac{7}{2}$   
The sum of 10 and 24 is 34:  $\frac{72+24}{2} \frac{7}{2}$   
AS I.⁴ Show each pair of equations on the  
number line:  
 $5+8=13$   $8+5=13$   
 $\frac{6+5=6+(3+2)}{2} \frac{24+3}{2} \frac{(20+4)+3}{2} = \frac{2}{2} \frac{2}{4}$   
 $=\frac{2}{4}$ 

• •				Page 4	
ADDITI	UN-SUBTRACT	IUN P	OST-TE	EST F	ORM B
AS 15	\$.05 +.95 \$1.00	\$4.13 +3.49 \$7.62	\$ 	2.64 1.95 ,69	\$2.08 69 \$1.39
$-\overline{4}$		·	مه در بند و بند و بنده و بنده و بند و بن		
AS 16	Base 5	4 + 3	13 + 2	22 +34	434 +324
- 4-		7	15	56	758
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1LAP	
TEACLLP	
FORF A or B	(circle on.)

-	TULTIPLICA	TICN OPEPATIC	NS	1
	Pre-Test	Program	Post-Test	Comments
Ml Multiplication Fa ts 1-6	18		18	
M2 Multiplication Facts 7-9	18		18	
M3 1igit times 2, 3, 4 digits nc] regrouping	4		4	
M4 One digit times 2, 3, 4 digits with regrouping			4	
N.5 Two digit times 2, 3, 4 digits with reprouping	4		4	

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M1 Eultiplication Fa ts 1-6	18	18	
M2 Multiplication Facts 7-9	18	18	
M5 1 jgit times 2, 3, 4 digits ne regrouping	4	4	
M4 One digit times 2, 3, 4 digits wi h regrouping		4	
N5 Two digit times 2, 3, 4 digits with re rouping		4	
MC Nultiply with ze os	4		
M7 Story problems	4	4	
Sv plimentary Wc ks			

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i					Name Team Teac Date	her_				
	MULT	IPLIC	CATION	Į	PRE-T	EST	F	CRM	B	
	MI	6 X4	5 <u>X5</u>	5 <u>X2</u>	6 <u>X5</u>	3 X3	6 <u>X3</u>	2 <u>X3</u>	4 <u>X 2</u>	
		3 <u>X4</u>	5 <u>X3</u>	5 _ <u>X4</u>	2 <u>X2</u>	7 _ <u>X4</u>	5 X 0	6 X6	4 <u>X 4</u>	
	. 18				7 <u>X5</u>	І _ <u>Хб</u>				·
- - - - -	M 2	2 X8	5 <u>X8</u>	2 <u>X9</u>	4 X 8	9 X7	8 X9	8 X 7	6 X9	
<b>6</b> an		7 <u>X3</u>	9 <u>X9</u>	6 _ <u>X7</u>	8 <u>X6</u>	2 7	8 <u>X8</u>	9 X5	7 7	
					3 <u>X9</u>	6 <u>X 7</u>				
	M 3	24 X2		23 X3	· · ·-	231 X 3		2  X	2 4	

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5 5 6 6 M I 3 6 2 Ц <u>X3</u> <u>X3</u> <u>X5</u> <u>X2</u> <u>X5</u> Χ4 <u>X3</u> <u>X 2</u> 5 5 4 3 5 2 7 6 <u>χ</u>4 <u>X2 X4</u> <u>X3</u> XO χ4 <u>X6</u> 7 <u>X5</u> <u>X6</u> 18 : M 5 52 M 2 2 5 2 4 8 8 0 6 <u>X64</u> <u>χ</u>9 <u>X7</u> Χ7 Xq <u>X8</u> <u>X8</u> X 8 XG - 4 7 9 8 8 2 9 7 6 2. 7. <u>X3</u> <u>X5</u> <u>X6 X7</u> <u>X9</u> <u>X8</u> <u>X7</u> Μ6 70 <u>X8</u> 3 6 <u>X9</u> <u>X7</u> 18 Μ7 I. I 231 23 M3 24 1212 <u>X2</u> <u>X3</u> <u>X 3</u> <u>X 4</u> (S l! 139 M 4 31j 2456 27 2. Χ5 ХЗ. X6 X4 : 3. ERIC 5 1

	Page	· , -	
29 <u>X37</u>	863 <u>X45</u>	9756 <u>X 24</u>	
246 X30	509 х 74	2040 X 305	
f there are quarter, how n 4 quarter	eb nickels v many nick s?	s in one els are -	
Show your wo	rk) Ar	rswer	
	-		
On atrip,N 95 miles ead miles did ne	/r.Jonest ch day. Hov e travel in	raveled w many 3 days?	·
Show your w	An ork)	swer	
Kim helpsl	wrs.Sims.	She earns	

\$1.25 per hour. How much will

- <u>-</u>			
M 6	70 2 ⁴ X8X3	46 509 3 <u>0 X74</u>	2040 X305
- <u>-</u>			
M 7	l. If the quarte in 4 qu (Show y	ere are 5 nick er, how many n uarters? our work)	kels in one ickels are Answer
	2. On a 95 mi miles	trip,Mr.Jone les each day. did he trave	es traveled How many Lin 3 days? Answor
	: (Show	your work)	
	3. Kim \$1.2 she e	helps Mrs.Sir 5 per hour. Ho earn in 'hour	ns. She earns ow much will s?
	(Show	v your work)	Answer
	4. Ther How m	e are b2 wooks nany weeks are	in one year. e in 12 years? Answer
	. (Chov	v your work)	
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Name_____ KEY Team Teacher Date FORM B PRE-TEST MULTIPLICATION 2 Ľ. 3 6 6 5 Г. · 6 MI  $\frac{15}{15} = \frac{5}{20} = \frac{1}{5} = \frac{5}{6} = \frac{5}{6} = \frac{5}{7} = \frac$ 3 <u>X4</u> 12 <u>X5</u><u>X6</u> 35<u>6</u> 18 8 0 6 8 E 2 Lļ Vi 2 2 X9 54 <u>X9</u> X8 X7 X9 X7 18 32 63 72 56 <u>XE</u> 40 <u>8X</u> - 16  $\frac{2}{81} + \frac{6}{42} + \frac{8}{48} + \frac{2}{14} + \frac{8}{64}$ .7 q 7 X5 X7 45 49 X3 6 3 <u>×7</u> 42 . 18 1212 231 23 24 M 3 ERIC 遊園 Ц

M     8	$ \begin{array}{c} 6 \\ \underline{X4} \\ 24 \\ 3 \\ \underline{X4} \\ 12 \\ \end{array} $	χ <u>τ</u> 25 ξ χΞ 	5 <u>X2</u> 10 5 <u>X4</u> 20	6 <u>X5</u> <b>30</b> 2 X2 <u>4</u> 7 X5 <u>35</u>	3 X3 7 X4 28 X6 X6	6 <u>X3</u> 18 5 <u>X0</u> 0	2 <u>X3</u> 6 <u>X6</u> <b>3</b> 6	4 <u>X 2</u> 8 4 <u>X 4</u> 76	<i>x</i> ,
M 2 	2 X8 16 7 X3 21	E XE 40 x X 9 81	2 <u>X9</u> 18 6 <u>X7</u> 42	4 X8 <b>3</b> 2 8 X6 <del>48</del> 3 <u>X9</u> 27	9 X7 <b>2</b> X7 14 6 X7 <del>4</del> 2	8 X9 72 8 X8 64	8 X7 56 9 X5 4/5	6 X9 52/ 7 X7 49	
M 3	24 X2 48		23 <u>X3</u> 69		231 <u>X 3</u> <b>693</b>		121 X 4,840	2 4 5	
- M.4	34 <u>X6</u> 204		27 <u>X4</u> 108		39 <u>X 5</u> 695		245 <u>X</u> 7,36	6 <u>3</u> 8	

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	, , ,			Fag	ie 2	
	Ivi 5	52 <u>X64</u> 208	29 <u>X37</u> 203	863 <u>X45</u> <del>4315</del>	9756 X 24 39024	
		312 3328	87 1,073	<u>3452</u> 38,835	19512 234144	
	M 6	70 <u>X8</u> 560	246 <u>X30</u> 7,380	509 X71 2036	2040 X305 61200	
-	- <u>-</u>			37,666	622,200	
	M 7		[f there a quarter, in 4 quart Show your	are 5 nick how many ni ers? work)	ickels are Answer	
	:		,		20	
		2.	On a trig 95 miles miles di	o, Mr. Jona each day. d he travel	es traveled How many L in 3 days?	
			(Show you	r work)	Answer <u>285</u>	
ERIC. Aruli East Province for East		3	. Kim hel	ps Mrs.Si	ms. She earn	S

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<u> </u>	33.58 1,073 38,835 234144
M 6	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
<u> </u>	37,666 622,200
M 7	I. If there are 5 nickels in one quarter, how many nickels are in 4 quarters?
	(Show your work) Answer 20
·	2. On a trip, Mr. Jones traveled 95 miles each day. How many miles did he travel in 3 days?
	(Show your work) (Show your work) <u>285</u>
·	3. Kim helps Mrs. Sims. She earns \$1.25 per hour. How much will she earn in 4 hours?
	Answer (Show your work) \$ <u>5.00</u>
	4. There are 52 weeks in one year. How many weeks are in 12 years? Answer
ERIC 4	(Sliow your work) 624

•	·			Name Team Teac Date	her		-
	MULT	IPLICA	TION	P03	ST-TEST	FURI	MB
	MI	7 <u>X 4</u>	5 X 2	5 <u>X4</u>	2 X 2	6 X 6	5 X5
		4 _ <u>X 2</u>	6 <u>X5</u>	7 <u>X5</u>	4 <u>×4</u>	5 <u>X0</u>	3 <u>X4</u>
	-	6 <u>X3</u>	3 <u>X 3</u>	2 X3	 X6	5 X3	6 <u>X4</u>
	18			э			
	M 2	8 X9	9 X7	4 X8	2 <u>X9</u>	5 <u>X8</u>	2 <u>X8</u>
na manadata ang katala		8 <u>X7</u>	6 <u>X9</u>	7 <u>X3</u>	9 <u>X9</u>	6 X 7	8 X6
દંનમાં દાક પ્રદાસ કે દાનના ક		2 <u>X7</u>	8 <u>X8</u>	9 X5	7 <u>X7</u>	3 <u>×9</u>	6 
Sector Sector	-18	•					
1	МЗ.	23 X2	 X	2 (4	. 32 . X	2   3	7689 X I
VIC	 l4						

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		Face 2		-	
76 X5	39 X4	264 X 6	3241 X 8		
56 X24	93 X25	538 X26	4327 X 54		
I. Thereare 3 feetin a yard. How many feet are in 8 yards? Answer (Show your work)					
2. Jo ma	e sold 135 p ny papers c Show your w	apersperd did he sell ork)	ay. How in 6 days? Answer		
	76 x5 56 x24 1. The fee (Sh 2. Jo ma	<ul> <li>76 39 X5 X4</li> <li>56 93 X24 X25</li> <li>1. There are 3 fe feet are in 8 (Show your wo</li> <li>2. Joe sold 135 p many papers of (Show your wo</li> </ul>	Face 27639264X5X4X5693538X24X25X261. There are 3 feet in a yard. feet are in 8 yards? (Show your work)42. Joe sold 135 papers per d many papers did he sell (Show your work)(Show your work)	Face 276392643241X5X4X 6X 856935384327X24X25X26X 541. There are 3 feet in a yard. How many feet are in 8 yards?Answer(Show your work)2. Joe sold 135 papers per day. How many papers did he sell in 6 days? Answer (Show your work)2. Joe sold 135 papers per day. How many papers did he sell in 6 days? Answer(Show your work)	

M 5	56 V 211	93 × 25	538 X26	4327 X 5//
	· ~ ∠ 4	A 2 3	ΛZO	∧ J4
M 7	I. The fee	reare3 fee tare in 8	et in a yard. yards?	How many .
	(Sh	ow your wor	rk)	nswer
1	2. Joe mar	e sold 135 pa ny papers di	persperda d he sell A	iy. How in 6 days? Answer
, 	. (Sł	now your wo	rk)	
	3. Sa sc Ho	m works for hool. He ea w much does	r Mr. Greer arns \$2.35 e Sam earn i	n after eachday. In 5days?
Turning and the second s	(Sł	now your wo	rk)	Answer
	4. In Ho	erc are 60 w many minu [*]	minuTes in tes are in /	one hour. 42 hours: Answer
	(St	now your wo	rk)	

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	KE			Name_ Team_ Teach Date_	er	· · · · · · · · · · · · · · · · · · ·		
	· MULT	IFLICA	TICN	POS	T-TEST	FORM	; В	
	M I	7 X4 28 4 X2 8 6 X3 18	:5 X2 10 6 X5 30 3 X3 9	5 X4 20 7 X5 35 2 X3 6	2 X2 4 X4 16 1 X6 6	6 X6 36 5 X0 0 5 X3 75	$5 \\ X5 \\ 3 \\ X4 \\ 72 \\ 6 \\ X4 \\ 24 \\ 24 \\ $	
ERIC	M 2	8 $X9$ $72$ $8$ $X7$ $56$ $2$ $X7$ $47$	$ \begin{array}{r} 9 \\ \times 7 \\ \hline 6 \\ 3 \\ 6 \\ \times 9 \\ \hline 5 \\ 4 \\ 8 \\ \underline{\times 8} \\ \hline 1 \\ 7 \\ \hline 7 \\ 7 \\ 7 \\ 7 \\ 7 \\ 7 \\ 7 \\ 7 \\ 7 \\ 7 \\$	4 $X8$ $32$ $7$ $X3$ $2/$ $9$ $X5$	2 <u>X9</u> 18 9 <u>X9</u> 81 7 <u>X7</u> 119	5 $X8$ $40$ $6$ $X7$ $42$ $3$ $X9$ $-27$	$ \begin{array}{r} 2 \\ \times 8 \\ \hline 76 \\ 8 \\ \times 6 \\ \hline 4.8 \\ 6 \\ \times 7 \\ \hline 4.2 \\ \end{array} $	

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• 5 5 2 6 ΜI 7  $\frac{X^2}{4}$  $\frac{X2}{10}$  $\frac{\chi 4}{20}$ X6 36 6 <u>X5</u> **30** 5 4 7 X5 35 <u>X 2</u> 8 <u>X4</u> /2 <u>X0</u> <u>χ</u>μ 16 3 X3 9 2 <u>X3</u> 6 6 <u>X 3</u> 18 5 6 <u>X3</u> 15 <u>X4</u> 24 <u>×6</u> 6 18 5 2 2 M 2 8 9 4 ×8 32 7 X8 76 8 <u>X9</u> 18 <u>X9</u> X7 63 X 8 ^_____ 72 8 40 6 6 9 X9 54 8 X8 64 <u>X6</u> <del>4</del>8 6 <u>X7</u> <u>);9</u> 81 X7 42 <u>X</u>7  $\frac{X3}{21}$ 56 3 2 9 7 <u>X5</u> 45 <u>X9</u> 27 Χ7 Χ7 42 49 14 18 12 321 7689 23 МЗ X 1 7,6,89 <u>хз</u> 963 <u>X2</u> 46 <u>X4</u> 4.8 4



Face 2 3241 39 264 76 <u>14</u> <u>X 6</u> 1,584 × 8 25,928 Χ5 χ4 156 380 - 4 538 93 4327 Μ5 56 X25 X25 X26 X54 X54 7308 186 1076 21635 233,658 Χ24 224 4 There are 3 feet in a yard. How many M 7 feet are in 8 yards? Answer (Show your work) 24 2. Joe sold 135 papers per day. How many papers did he sell in 6 days? Answer (Show your work) 810 Sam works for Mr. Green after 3. He parns \$2 35 each day

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93 538 M 5 56 4327 X25 X26 X24X 54 3228 465 186 2325 21635 233,658 224 1076 13985 - <del>Ţ</del> There are 3 feet in a yard. How many M 7 feetare in 8 yards? Answer (Show your work) 24 Joe sold 135 papers per day. How 2. many papers did he sell in 6 days? Answer (Show your work) 810 3. Sam works for Mr. Green after school. He earns \$2.35 each day. How much does Sam earn in 5 days? Answer (Show your work) \$ 11.75 4. There are 60 minutes in one hour. How many minutes are in 42 hours? Answer (Show your work)

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TEAM_____

TEACHER_____

DATE_____

FORM A or B (Circle one)

DIVISION OPERATIONS

F

	Pre-Test	Program	Post-Test	Comments
Dl D vision facts l 6	20		20	
D Division facts 7-9	20		20	
D3 1 digit divisor i to 2 digit dividend with missing factor 1 ss than 10 - v rtical form	4		4	
L l digit divisor into 2, 3 digit c vident - wirking form	4		.4	
L 2 digit divisor into 3 digit divident - working form	4		4	
ERIC			-4-	

	Pre-Test	Pro
Dl D vision facts 1 6	20	
D Division facts 7-9	20	
D3 1 digit divisor i to 2 digit dividend with missing factor 1 ss than 10 - v rtical form	-4-	
I 1 digit divisor into 2, 3 digit c vident - w rking form	4	
Ľ 2 digiť divisor into 3 digit divident - w rking form	-4-	
E Story P-oblems	-4-	
S pplementary W_rk		
C		

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est	Program	Post-Test	Comments
		20-	
		20	
		4	
-		4	
		-4-	
		-4-	

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TV	Name Team Teacher Date TSION PRE-TEST FORM B
D I	$30 \div 5 = 18 \div 3 = 8 \div 2 = 20 \div 5 =$
	$25 \div 5 = 10 \div 2 = 15 \div 3 = 20 \div 4 =$
4	$27 \div 3 = 24 \div 4 =$
	8/16 2/12 1/6 5/35 4/16
Landard	5/10 4/28 6/36 4/8 6/24
$-\frac{1}{20}$	- 9/90 6/24 8/40 8/56 6/48
	8/64 7/14 9/72 10/60 3/27
	$42 \div 6 = 40 \div 5 = 63 \div 7 = 54 \div 6 =$
	$8  \div 9 = 42 \div 6 = 40 \div 5 = 63 \div 9 =$
ERIC	$54 \div 6 = 32 \div 8 = 18 \div 2 = 49 \div 7 =$

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DI	30÷5 =	8 - 3 =	8 - 2 =	20 <del>:</del> 5 =
	25÷5 =	10 <del>:</del> 2 =	5 3 =	20:4 =
	273 =	24 - 4 =		
	8/16	2/12 1/	6 5/35	4/16
:	5/10	4/28 6,	/36 4/8	6/24
—  <u>—20</u> D2	9/90	6/24 8	40 8/56	6/48
n en	8/64	7/14 9,	72 10/60	3/27
Proving and a second	4 <u>2</u> ÷6 =	40 <del>:</del> 5 =	63 <del>:</del> 7 =	54÷6 =
Lannonna.	81:9=	42 <del>.</del> 6 =	40÷5 =	63:-9 =
ficine and a fici	54÷6 =	328 =	8 <u></u> 2 =	497 =
las de	45:9 =	213 =	48 <del></del> 8	40 <u>.</u> 8 =
20			-	

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′D6	I. Joe has 36 pieces of bubble gum. If he gives the same number to each of his four friends, how many pieces will each friend get?		
	(Show your work) Answer		
	2. Sally bought & apples at the store for 48¢. How much did each apple cost?		
And a second sec	(Show your work) Answer		
<b>R</b>	`		
enderman	3. There are 130 children in fourth grade. If they are divided into five classes, how many children will be in each one?		
1	(Show your work) Answer		
	·		
	4. There are 432 students in grades		
		(Show your work)	Answer
--------	----	------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------
	2.	Sally bought 8 apples for 48¢. How much did cost?	sat the store each apple
		(Show your work)	Answer
			anna an e anna
	3.	There are 130 childre grade. If they are d five classes, how ma will be in each one?	en in fourth ivided into ny children
	,	(Show your work)	Answer
			880 dani wa ama
	4.	There are 432 student 3, 4, 5, and 6. They to the zoo in buses. can carry 48 students buses will be needed	ts in grades are going Each bus 5. Howmany ?
		(Show your work)	Answer
 Lį		)	

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Name____ Team____ ΕŶ Teacher Date FORM B FRE-TEST · DIVISION  $30 \div 5 = 6 \quad 18 \div 3 = 6 \quad 8 \div 2 = 4 \quad 20 \div 5 = 4$ DI  $25 \div 5 = 5 = 10 \div 2 = 5 = 5 \Rightarrow 3 = 5 = 20 \div 4 = 5$ 27---3=9 24---4=6 8/16 2/12 1/6 5/35 4/165/10. 4/28 6/36 4/8 6/24 $\frac{10}{9/90}$   $\frac{4}{6/24}$   $\frac{5}{8/40}$   $\frac{7}{8/56}$   $\frac{8}{6/45}$ 20 D 2 8/64 7/14 9/72 10/60 3/21 $42 \div 6 = 7$   $40 \div 5 = 8$   $63 \div 7 = 9$   $54 \div 6 = 9$  $81 \div 9 = 9$   $42 \div 6 = 7$   $40 \div 5 = 8$   $63 \div 9 = 7$ <u>11 18:7 - 7 49:7 = 7</u> <u>· R</u>

UT State	30-5=6 18-5=6	3 <del>-</del> - <u>2</u> = 4	$a_{2}\cup a_{2}-\bigcup a_{2}=4a_{2}$
	25÷5=5 10÷2=5	153=5	20:4 = 5
	27:3=9 24:4=6		
	$\frac{2}{8/16}$ $\frac{6}{2/12}$ $1/$	<u>6</u> <u>7</u> <u>7</u> <u>5</u> <u>35</u>	4/16
3	$\frac{2}{5/10}$ , $\frac{7}{4/28}$ 6/	$\frac{6}{36}$ $\frac{2}{4/8}$	6/24.
-70-			
D 2	9/90 6/24 8/	40 8/56	· 6/48·
	8/64 7/14 9/	8 6 72 10/60	3/21
	42÷6 =7 40÷5 =8	63÷7 =9	54:-6 =9
t and the second se	81÷9 =9 42÷6 =7	4C÷5 = 8	63÷9 = 7
- -	54÷6 = 9 32÷8 = 4	18 <del>:</del> 2 =9	49- <del>:-</del> 7 = 7 ·
	459 = 5 213 = 7	48 <del>:</del> 8=6	40-:-8 = 5-
20			
- And and a second second	,		
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Page 2 FORMB DIVISION PRE-TEST 4/33 D 3 9 28 25 3 8/26 24 9/85 5/ <u>32</u> 81 2 ų <del>4</del> 12 36 <u>30</u> 10 7/680 3/369 4/93 D 4 3, 630 90 50 80 <u>300 /00</u> 69 20 13 6 12 49 6 60 9 _7 20 2 3 0 12 <u>3</u> 123 / 97 <u>ų</u> D 5 23 / 782 690 28/440 30 283 10 92 160 140 6 92 4 20 16 ERIC



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[) 6	I. Joe has 36 pieces of bubble gum. If he gives the same number to each of his four friends, how many pieces will each friend get?
, ,	(Show your work) Answer
	2. Sally bought 8 apples at the store for 48¢. How much did each apple cost?
rungungaran g	(Show your work) Answer
1     .	3. There are 130 children in fourth grade. If they are divided into five classes, how many children will be in each one?
	(Show your work) Answer
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(Show your work) Answer .1_ Sally bought 8 apples at the store 2. for 48¢. How much did each apple cost? (Show your work) Answer 6 3. There are 130 children in fourth grade. If they are divided into five classes, how many children will be in each one? (Show your work) Answer 26 4. There are 432 students in grades 3, 4, 5, and 6. They are going to the zoo in buses. Each bus can carry 48 students. How many buses will be needed? (Show your work) Answer

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Name Team Teacher					
DIVIS	ION	POST-TEST		FORM B	
	18:3 =	30÷5 =	9 <del>:</del> 3 =	4÷2 =	
	12 <del>:</del> 4 =	15:3 =	20 <del>:</del> 4 =	63 =	
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f	6/0	1/6	4/16	6/36	
e e e e e e e e e e e e e e e e e e e	4/8	4/28	2/12	5/35	
to state of the st	8/16	4/24			
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D 2	8   9 =	49 <u>÷</u> 7=	8 <u>÷</u> 2=	63 <u>.</u> 9=	
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8÷3 =	30÷5 =	9 <del>:</del> 3 =	4÷2 =	
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25 <del>:</del> 5 =	36 <del>:</del> 6 =			
6/0	1/6	4/16	6/36	
4/8	4/28	2/12	5/35	
8/16	4/24			
81÷9=	49 <u>-</u> 7=	182=	63 <u>.</u> 9=	
213=	42 <del>:</del> 6=	40 <del>÷</del> 5=	54÷6=	
45 <del>:</del> 9=	32 <del>∶</del> 8=			
6/48	8/40	3/27	7 / 1 4	
9,72	10/60	8/64	9/90	
6/24	8/56			
	$18 \div 3 =$ $12 \div 4 =$ $25 \div 5 =$ $6 / 0$ $4 / 8$ $8 / 16$ $8 1 \div 9 =$ $21 \div 3 =$ $45 \div 9 =$ $45 \div 9 =$ $6 / 48$ $9 / 72$ $6 / 24$	$18 \div 3 = 30 \div 5 = 12 \div 4 = 15 \div 3 = 25 \div 5 = 36 \div 6 = 6/0 - 1/6 = 4/8 - 4/28 = 8/16 - 4/24 = 49 \div 7 = 21 \div 3 = 42 \div 6 = 45 \div 9 = 32 \div 8 = 6/48 - 8/40 = 9/72 - 10/60 = 6/24 - 8/56 = 8/56$	$10n + 031 = 1231$ $18 \div 3 = 30 \div 5 = 9 \div 3 =$ $12 \div 4 = 15 \div 3 = 20 \div 4 =$ $25 \div 5 = 36 \div 6 =$ $6/0 + 1/6 + 4/16$ $4/8 + 28 + 2/12$ $8/16 + 24$ $8/16 + 24$ $8/16 + 4/24$ $8/16 + 4/24$ $8/16 + 4/24$ $8/16 + 4/24$ $8/16 + 4/24$ $8/16 + 4/24$ $8/16 + 4/24$ $8/16 + 4/24$ $8/16 + 4/24$ $8/16 + 4/24$ $8/16 + 4/24$	104   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131   1031=1131

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	Pac	ge 3
DIVISION	PCSTTEST	FCRM B
D 6   I. Th th in th (S	ere are 45 apples ere are the same each box, how mar ere per box? how your work)	in 9 boxes. If number of apples ny apples are Answer
2. Sa I m	ally walked 12 mile she walked the s iles each hour, ho er hour did she wal	es in 4 hours. Same number of Sw many miles k?
	Show your work)	Answer
3.	om had 49 basebal vith 7 friends. If friend the same nu now many cards doe friend?	l cards to trade he gives each mber of cards, s he give per
1	(Show your work)	Answer

-	in eacnbox,how many thereperbox?	apples are
(	(Show your work)	Answer
2.	Sally walked 12 miles If she walked the sam miles each hour, how per hour did she walk	in 4 hours. me number of many miles ?
	(Show your work)	Answer
-		<b>6777 676 655 655</b>
3.	Tom had 49 baseball with 7 friends. If he friend the same numb how many cards does friend?	cards to trade gives each er of cards, he give per
<b>j</b>	(Show your work)	Answer
<b>!</b>		
4 <b>.</b>	Joe had 264 pieces o wanted to give 12 o an equal number of p candy. How much can friend get?	f candy. He f his friends bieces of dy would each
	(Show your work)	Answer

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K	EY	Name Team Teache Date	er	
DIVIS	ION	POST-TES	T F	ORM B
DI	18-3 =6	30÷5 = ⟨₀	9÷3 = 3	4÷2= 2
	12:-4 = 3	15 <del>:</del> 3 = 5	20 <del>:</del> 4 = 5	63 = 2
	25÷5=5 6/0	36÷6 = 6 1/6	<u>4</u> 4/16	6/36
	4/8	4/28	2/12	5/35
1	8/16	4/24		
<b>-</b> <u>-</u> <u></u>				
D 2	81:-9=9	49 <u>.</u> 7= 7	18:2=9	63 <u>-</u> 9= 7
	213=7	42 <del>∶</del> 6= 7	40 <del>:5</del> =8	54÷6=9

DIVIS	ICŃ	POST-TES	ST F	URM D
DI	18÷3 =6	30÷5 = 6	9÷3 = 3	4÷2= 2
	12:-4 = 3	15-3 = 5	20÷4 = 5	63 = 2
	25÷5=5	36÷6 = 6	)/	
:	6/0	1/6	4/16	6/36
	$4/\frac{2}{8}$	4/28	2/12	5/35
	8/16	4/24		
D 2	81:9=9	49 <del>.</del> ;7 = 7	18÷2=9	63 <u>:</u> 9= 7
	2 I <del>∴</del> 3 = 7	42 <del>∶</del> 6= 7	40 <del>:5</del> =8	54÷6=9
	45÷9=5	328= 4		
	6/48	8/40	9 3/27	7/14
	9/72	10/60	8/64	7/90
	6/24	8/56		
-20-				

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	•	3 .	2	18	13 12
	4				1
		3 / 34 30 10 4 3 11 1 11	6/73 <u>60</u> <u>10</u> 13 <u>12</u> <u>2</u> <u>1</u> <u>12</u>	207 r.1 4/829 800 200 29 28 7 1 207	<u>68</u> 5/340 <u>300 60</u> 40 <u>40'8</u> 68
·	<u>4</u>		· · · · · · · · · · · · · · · · · · ·		
	) 5	22 /20 2: 	53 20 70 43 22 1 21 11	21/862 <u>840</u> 22 <u>21</u> 1 4	
		41/9	203 r. 10 153	153 r. 37/5691	30
100000000000 - 111 - 111		<u>8</u> 1 1	20 200 33 23 3 10 203	<u>3700</u> 1991 <u>1850</u> 141 111	<u>50</u> 3
				30,	153

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	Р	age 3
DIVISION	PCST-TEST	FCRM B
) 6   1.	There are 45 apples there are the same in each box, how ma there per box?	s in 9 boxes. If number of apples any apples are
	(Show your work)	. Answer
	45 - 9 =	5 _5_
2.	Sally walked 12 mil If she walked the miles each hour, h per hour did she wa	es in 4 hours. same number of ow many miles lk?
	(Show your work)	Answer
	12 - 4 = 3	3
3.	Tom had 49 baseba with 7 friends. If friend the same nu how many cards doe friend?	Il cards to trade me gives each moer of cards, s he give per
	(Show your work)	Answer

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in each box, how many apples are  
there per box?  
(Show your work) Answer  

$$45 \div 9 = 5$$
 ______?  
2. Sally walked 12 miles in 4 hours.  
If she walked the same number of  
miles each hour, how many miles  
per hour did she walk?  
(Show your work) Answer  
 $12 \div 4 = 3$  _____?  
3. Tom had 49 baseball cards to trade  
with 7 friends. If he gives each  
friend the same number of cards,  
how many cards does he give per  
friend?  
(Show your work) Answer  
 $49 \div 7 = 7$  ____?  
4. Joe had 264 pieces of candy. He  
wanted to give 12 of his friends  
an equal number of pieces of  
candy. How much candy would each  
friend get?  
(Show your work) Answer  
 $\chi' \xi 4 \div 7 \chi = 7\chi' __2Z$ 

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FORM A or B (Circle one)

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PULTIPLICATION - DIVISION

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4 - November 42	PULTIPI	LICATION - DIVIS	SICN	
	Prc-Test	Program	Post-Test	Comment
M-Dl Concepts			4	
M-D2 Mult-Division fd:ts to 4 : 9 and 40 5	20		20	
N. 3 Story Problems	4		4	
N-D4 F mily of facts	4		4	
My D5 My facts to 9 x 9 and $50 \div 10$	20		_ 20	
M-D6 Poime numbers common factory	4		4	
Supplementary Wirk				

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Circle the multiplication equation that MD I is the same as the sets below: 3 X 6 = 18 6 X 6 = 36 3 X 8 = 24 Circle the multiplication equation that has the same answer as 5+5+5+5+5 5 X 5 = 25 6 X 5 = 30 7 X 5 = 35 Study this chart: 20 - 5 = 15How many fives 15 - 5 = 10are subtracted to 10 - 5 = 5qet from 25 to 0? 5 - 5 = 020 There is the same jellynumber of jellybeans beans in each bag? -4- $MD 2 | 4 \times 9 = 2 \times 3 = 4 \times 5 = 0 \times 1 =$ 3 X 7 = 4 X 3 = 3 X 5 = 4 X 2 = 3 X 3 = 2 X 6 = 25÷5 = 18÷2= 40÷5 = 18÷3 = 4÷2 = 27÷3 =  $10 \div 2 = 24 \div 3 = 16 \div 4 = 8 \div 4 =$ 20 MD 3 How many legs do 4 tables have? Show your work ERIC

	Page 2
MD 3	Four nickels have how many cents?
	A grasshopper jumped 6 feet in 3 equal leaps. How long was each leap? (Show your work)
	A boy had 30 marbles. He wanted to make 6 equal piles. How many marbles were in each pile? (Show your work) You may draw your answer to this problem.
MD 4	Write the family of facts for this set of two factors and a product:

	A grass leaps.	hcpper j How long	umped 6 fe was each l	et in 3 ecp?	equal
	(Show y	our work	)		
	A boy ha 6 equal in each	d 30 marb piles. H pile?	les. He w low many m	anted to narbles	o make were
	(Show y	our work	)		
,	You may	draw your	answer t	o this	problem.
MD 4	Write tl of two	ne family factors a	of facts and a pro-	for th duct:	is set
ł		(2,	6, 12)		
l					
i i					
			• •• •• •• •• •• •• ••		
<u> </u>					
MD 5	6X5 =	8X3=	9X6=	6X6=	7X3=
	9X9=	8X4=	6X7=	7 <u>X</u> 8=	6X3=
	50÷10=	35÷5=	63÷7=	72÷9	7 =
	49÷7=	40÷8=	8÷8=	64÷8	3 =
		45÷5=	4 <b>:</b> 7≐		

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	Page 3
MD 6	List the prime numbers from O to 21:
	Name all the factors of 16.
	Name all the factors of to.
	{Factors of 18} = (1,2,3,6,9,18)
	{Factors of 24} = (1,2,3,4,8,12,24)
	What are the common factors of 18 and 24?
f Angelinia da	Solve this equation: Fill in the miss- ing numbers:
	48 + 32 = (X8) + (X8) = (+) X 8 = X 8
<b>-</b> 4	

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	AS 14	Show eac the numb	h pair of er line:	equation •	is on
1 minute		3 + 6	. = 9	6 + 3 = 9	
;	4	0 1 2 3	4567	8 9 10 11 12	13 14
		Complete	ethe equa	tions:	
**		4+2 = 4= = (4-	( + ) 2 + )+	1+5 = (20=	) + 5
hourse we		=		= 20 +	
•		=	_	=	
	4				
i i i i i i i i i i i i i i i i i i i	AS 15	Watch tł	ne signs !	1	
441		\$ .86 + .02	\$5.69 +3.26	\$3.42 -1.95	\$2.08 79
- - -			*****		
	AS 16	Base 5			
		4	13	22	434
		+ 3	+	+34	+344

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MD | Circle the multiplication equation that is the same as the sets below: 6 X 6 = 36  $3 \times 6 = 18$  $3 \times 8 = 24$ Circle the multiplication equation that has the same answer as 5+5+5+5+5 $(6 \times 5 = 30)$  7 X 5 = 35 5 X 5 = 25 Study this chart: 20 - 5 - 15 How many fives 15 - 5 = 10 are subtracted to 10 - 5 = 5get from 25 to 0? 5 5 - 5 = 020 There is the same iellynumber of jellybeans beans in each bag? no - 4 - -MD 2 4 X9 = 36 2 X3 = 6 4 X5 = 20 0 X I = 1 $3 \times 7 = 2/4 \times 3 = 12 \quad 3 \times 5 = 15 \quad 4 \times 2 = 8$ 3X3 = 92X6 = 1225 = 5 = 18 = 2 = 9 $40 \div 5 = 8 | 8 \div 3 = 6 | 4 \div 2 = 2 | 27 \div 3 = 9$  $10 \div 2 = 524 \div 3 = 8$   $16 \div 4 = 4$   $8 \div 4 = 2$ 20 MD 3 How many legs do 4 tables have? 16 <u>Show vour work</u>

	Page 2
WD 3	Four nickels have now many cents? 20
	(Show your work)
:	A grasshopper jumped 6 feet in 3 equal leaps. How long was each leap?
	(Show your work)
	A boy had 30 marbles. He wanted to make 6 equal piles. How many marbles were in each pile?
s	(Show your work)
(Thermony of the second se	You may draw your answer to this problem.
$\frac{1}{4}$	-
MD 4	Write the family of facts for this set of two factors and a product:
1	(2,6,12)
	2×6=12
	$6 \times 2 = 12$
	12:6=22
***	



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Fage 3MU 6List the prime numbers from 0 to 21:
$$0-3-5-7-11-13-17-19-21$$
Name all the factors of 16: $2-4-6-8-16$ Factors of 18 = (1,2,3,6,9,18)[Factors of 24 = (1,2,3,4,8,12,24)What are the common factors of 18 and 24? $1-2-3$ Solve this equation: Fill in the miss-ing numbers:

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Name all the factors of 16:  
2-4-6-8-16  
{Factors of 18} = (1,2,3,6,9,18)  
{Factors of 24} = (1,2,3,4,8,12,24)  
What are the common factors of 18 and 24?  
1-2-3  
Solve this equation: Fill in the miss-  
ing numbers:  

$$48 + 32 = (-6 \times 8) + (-4 \times 8)$$
  
 $= (-6 + -4) \times 8$   
 $= -80$   
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MD 3 (cont'd.)	How many cents are there in 7 nickels? (Show your work)
	A grasshopper jumped 20 feet in 5 equal leaps. How long was each leap? (Show your work)
	Bob had 6 baskets of apples. Each . basket had 5 apples in it. How many apples did he have in all? (Show your work)
MD 4	Write the family of facts for this set of two factors and a product: (3, 6, 18)
MD 5	6X5 = 8X3 = 9X6 = 6X6 = 7X3 =

A grasshopper jumped 20 feet in pedual leaps. How long was each leap? (Show your work) Bob had 6 baskets of apples. Each basket had 5 apples in it. How many apples did he have in all? (Show your work) 4 MD 41 Write the family of facts for this set of two factors and a product: (3, 6, 18)4 MD 5 6X5 = 8X3 = 9X6 = 6X6 =7X3 = 9X9 = 8X4 =uX7 = 7X8 = 6X3 =  $50 \div 10 = 35 \div 5 = 63 \div 7 = 72 \div 9 =$ 49÷7 =  $40 \div 8 = 8 \div 8 = 64 \div 8 =$  $45 \div 5 = 14 \div 7 =$ 20

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Page 3 List the prime numbers from 0 to 30: MD 6 Name all the factors of 32:  $\{ \text{factors of } 24 \} = \{ 1, 2, 3, 4, 6, 8, 12, 24 \}$  $\{ \text{factors of } 30 \} = \{ 1, 2, 3, 5, 6, 10, 15, 30 \}$ what are the common factors of 24 and 30? Solve this equation: Fill in the missing numbers: 32+56 = (___X8) = (__X8) = (___+_) X 8 = X8 4

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Page 2 How many cents are there in 7 nickels? MD 3 (cont'd.) (Show your work) 35 A grasshopper jumped 20 feet in 5 equal leaps. How long was each leap? (Show your work) Bob had 6 baskets of apples. Each basket had 5 apples in it. How many apples did he have in all? 30 (Show your work) Ц MD 4 Write the family of facts for this set of two factors and a product: (3, 6, 18) 3+6=18

	A grasshopper jumped 20 feet in 5 equal leaps. How long was each leap?
	(Show your work)
	Bob had 6 baskets of apples. Each basket nad 5 apples in it. How many apples did he have in all?
<u> </u>	(Show your work) <u>30</u>
MD 4	Write the family of facts for this set of two factors and a product:
	(3, 6, 18)
	3×6=18
	$6 \times 3 = 18$
	<u> 18÷6= 3</u>
-4-	18-3 = 6
MD 5	6X5 = 30 8X3 = 24 9X6 = 54 6X6 = 36 7X3 = 21
	9X9 =818X4 =326X7 =427X8 =566X3 = 18
	50÷10 = 5 35÷5 = 7 63÷7 = 9 72÷9 = 8
	49÷7=7 40÷8=5 8÷8=/ 64÷8=8
•	$45 \div 5 = 9   4 \div 7 = 2$
-20-	



Page 3

 MD 6 List the prime numbers from 0 to 30:

 
$$\underline{0-1-3}$$

 Name all the factors of 32:

  $\underline{0-1-3-4'-8-16-32}$ 

 Kactors of 24 = {1,2,3,4,6,8,12,24}

 (factors of 24 = {1,2,3,5,6,10,15,30})

 Afactors of 30 } = {1,2,3,5,6,10,15,30}

 Multi are the common factors of

 24 and 30?

  $\underline{-2-3-4}$ 

 So:ve this equation:

 Fill in the missing

 numbers:

  $32+56 = (\underline{-4}, X8) = (\underline{-7}, X8)$ 

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FOPM A or B (Circle one)

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	Pre-Test	Frogram	Post-Test	Conrent
Fl Concepts	5		5	
F? Of ler from Small to large	3		3	
F Equivalent fractions	-6-		6	
F4 Add-subtract <u>1.5 e denominators</u>	6		6	
UNIT II				anna a bhlioir a bhlioir a na anna a tha anna ann an anna ann
F Denominator numerator			2	
Fu Rename in stypler form	6		6	
F7 Comparing finctions	2		2	
F8 Renaming f.Mactions			8	artinar ann an Anna an
Simpler form	-4-		4	

F1 Concepts			
	5	5	
F: Offer from Small to large	-3-	3	
F: Equivalent fractions	6	6	
F4 Add-subtract 11.e denominators	6	6	ungen a lagra - phonone o f af strand a manage and an and an and
UNIT II			
F Denominator numerator		2	
Fo Rename in signler form	6	6	
F7 Cgmparing flactions	2	 2	
F8 Planing flactions		8	
F Relucing to Simpler form	-4-	-4-	
UITIII			
F10 A 1 subtract 11ke denominators		4	
F L M ked fractions	-3-	-3-	
$F^{2} < > =$	-3-	3	
F.3 Equivalent flactions			
F14	-4-	-4	
F15	-4-	-4-	
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FRACI	TIUNS	PRE-TES	ST	UNITI	F CKM B
F 3	The equ size as is the	al sign(= s". Write a same size	=) me nothe as ea	ans "the er fracti ach of the	same on that ese.
	2/4 2/6 5/10	 	6/8 2/8 1/2		
6					
1 F 4 . 1	Add or : Watch	subtract th the signs:	ne fol	lowing f	`ractions
l Ż	1/4 2/8	+ 1/4 = + 3/8 =	2/3	3 + 1/3 = _ 6 - 4/6 = _	
	3/4	+  /4 =	_ 4/5	5 - 2/5 = -	
	-				





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r		Pa	ge 2	
FRAC	FIONS	PRE-TEST	UNITI	FORM B
F 3	The equa size as' is the s 2/4 2/6 5/10	al sign ( = ) r Write anot same size as $\frac{1/2}{2/5} = \frac{1}{1/2}$	means "the her fraction each of the $8 \underline{3/4}$ $8 \underline{-1/4}$ $2 \underline{-2/4}$	same on that ese.
F 4	Add or s Watch t 1/4 + 2/8 + 3/4 +	ubtract the f he signs: 1/4 = <u>-2/4</u> 2 3/8 = <u>5/8</u> 6 1/4 = <u>4/4</u> 4	ollowing f /3 + 1/3 = _ /6 - 4/6 = _ /5 - 2/5 = _	ractions. $\frac{3/3}{3}$ $\frac{3}{3}$
6	-			

Pall Base Provided by EBIC

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WHC. 1/2 1/2 1/2 1/4 /4 1/4 2/3 = 4/6 1/3 = 2/6 3/6 = 1/23/4 = 6/5 1/4 = 2/8 1/2 = 2/4----F 4 Add or subtract the fractions below. Watch the signs!  $2/8 + 2/8 = \frac{4/s}{6} = 6/6 - 2/6 = \frac{4/s}{6}$ 1/4 + 2/4 = 3/2 + 4/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 - 2/5 = 2/5 = 2/5 - 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 = 2/5 $2/3 + 1/3 = \frac{3}{3} = 5/8 - 3/8 = \frac{2}{8}$ 6

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Name_____ Team _____ Teacher_____ Date_____ UNIT II FORMS A & B FRACTIONS FRE-TEST Look at this example: F 5 ş γ = 2/5  $\Delta\Delta\Delta\Delta$ The 5 names the number of objects in the set. This is called the _____ The 2 names the number of objects being compared to the total set. This is called a F6 Rename each numeral in a simpler form: 3 X 1/5 = ____ 1/8+2/8+2/8 = ___ X 1/8 = ___  $9 \times 1/10 = ____ 1/7 + 3/7 + 2/7 = ___ X 1/7 = ____$ 6 Solve the following problems: - 7 ERIC

F 5	Look at this example: $\left( \triangle \triangle \triangle \triangle \right) = 2/5$ The 5 names the number of objects in the set. This is called the The 2 names the number of objects being compared to the total set. This is called a
, 2	
F 6	Rename each numeral in a simpler form:
	3 X I /5 = I /8+2/8+2/8 = X I /8 =
- 4-	9 X  / 0=  /7+3/7+2/7 = X  /7 =
6	
; F 7	Solve the following problems:
	Brenda said, "One-fourth of the apples are green."
i transf	Bill said, "Two-eighths of the apples are green."
referencemen 1.	Are Brenda and Bill talking about the same number of apples?
	Sandra said, "Six-eighths of the oranges are green."
	Margo said, "Two-thirds of the oranges are green."
	Are Sandra and Margo talking about the same number of oranges?
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Name_____ Team____ . .... Teacher_____ Date_ PRE-TEST FRACTIONS UNIT II FORMS A & B F 5 Look at this example:  $\triangle \triangle \triangle \triangle \triangle$ 2/5 The 5 names the number of objects in the set. This is called the denominator. The 2 names the number of objects being compared to the total set. This is called a numerator . 2 F 6 Rename each numeral in a simpler form:  $3 \times 1/5 = 3/5$   $1/8 + 2/8 + 2/8 = 5 \times 1/8 = 5/8$  $9 \times 1/10 = 9/10$   $1/7 + 3/7 + 2/7 = 6 \times 1/7 = 6/2$ 6

F 5	Look at this example:
	$\left\{ \triangle \triangle \triangle \triangle \right\} = 2/5$
	The 5 names the number of objects in the set. This is called the <u>denominator</u> .
	The 2 names the number of objects being compared to the total set. This is called a <u>numerator</u> .
F 6	Rename each numeral in a simpler form:
	$3 \times 1/5 = 3/5 = 1/8 + 2/8 + 2/8 = 5 \times 1/8 = 5/8$
	$9 \times 1/10 = 9/10$ $1/7 + 3/7 + 2/7 = 6 \times 1/7 = 6/2$
	• • • • • • • • • • • • • • • • • • •
F 7	Solve the following problems:
	Brenda said, "One-fourth of the apples are green."
	Bill said, "Two-eighths of the apples are green."
	Are Brenda and Bill talking about the same number of apples?
	Sandra said, "Six-eighths of the oranges are green."
	Margo said, "Two-thirds of the oranges are green."
FRIC	Are Sandra and Margo talking about the same number of oranges?

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		Page 2
FRAC	TIGNS PRE-TEST	UNITII FORMSA&B
F 8	Complete these @	equations:
	$4/8 = \frac{4 \times 1}{4 \times 2}$ 8	$/12 = \frac{4 \times 2}{4 \times 3}$
	$9/12 = \frac{3 \times 3}{3 \times 4}$ 6	$/9 = \frac{3 \times 2}{3 \times 3}$
	$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{3}{4}$	$3/6 = \frac{3 \div 3}{5 \div 3} = 1/2$
	$9/12 = \frac{9 \div 3}{12 \div 3} = \frac{3}{4}$	$4/10 = \frac{4}{0 \div 2} = 2/5$
8		
RICE E.9	Write each frac	tion in the simplest

E

-	$4/8 = \frac{4 \times 1}{4 \times 2}$ $8/12 = \frac{4 \times 2}{4 \times 3}$
2	$9/12 = \frac{3 \times 3}{3 \times 4} \qquad 6/9 = \frac{3 \times 2}{3 \times 3}$
	$6/8 = \frac{6 \div 2}{8 \div 2} = \frac{3}{4}  3/6 = \frac{3 \div 3}{6 \div 3} = 1/2$
9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	$9/12 = \frac{9 \div 3}{12 \div 3} = \frac{3}{4}  4/10 = \frac{4 \div 2}{10 \div 2} = 2/5$
8	
F 9	Write each fraction in the simplest form:
T TANK TANAN	6/36 = 16 6/15 = 25
1 venerativ	$10/24 = \frac{5}{12}$ $12/18 = \frac{3}{3}$
T-MYTHING -	
- Andrew -	

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•	Name
	Team
	Teacher
San Quantum age	Date
FRA	CTIONS POST-TEST UNIT II FORM B
F 5	Look at the example:
2	A A A A A
a na an	= 3/3
7. 1460-14	The 5 names the number of objects in
3	objects being componed to the number of
, sakitas	fobjetts being compared to the total set.
1	I. Which number is the numerator?
1	2. Which number is the denominator?
2	
F 6	Rename each numeral in a simpler form:
***	$4 \times 1/5 =$
	$8 \times 1/10 =$
288 289	2//+1//+3//= X 1/7 =
	2/8+3/8+1/8 =  X 1/8 =
6	
ERICE 7	Solve the following problems:

F 5	Look at the example: $\Delta \Delta \Delta \Delta \Delta = 3/5$ The 5 names the number of objects in the set. The 3 names the number of objects being compared to the total set. I. Which number is the numerator?
	2. Which number is the denominator?
F 6	Rename each numeral in a simpler form:
6	2/7 + 1/7 + 3/7 =  X 1/7 = 2/8+3/8+1/8 = X 1/8 =
F 7	Solve the following problems: I. Dick sale, "Two-eighths of the tops are red." Jack said, 'Cne-fourth of the tops are red." Are Dick and Jack talking about the same number of tops? ****
	2. Sue said, "Four-sixths of the oranges are ripe." Jane said, "Six-twelfths of the oranges are ripe." Are Sue and Jane talking about the same number of oranges?



 $9/12 = \frac{X3}{X4}$  $8/10 = \frac{2\lambda}{2X}$  $5/8 = \frac{X I}{X 2}$  $6/9 = \frac{3}{3} \frac{X}{X}$  $9/12 = \frac{9 \div 3}{2 \div 3} = 3$  $4/10 = \frac{1}{10} \div \frac{2}{5} = \frac{2}{5}$  $3/6 = \frac{\div 3}{\div 3} = \frac{1}{2}$  $6/8 = \frac{6 \div 2}{8 \div 7} =$ - 8 Write each fraction in the simplest form: F 9 6/9 = 15/20 =|0/|2 =9/15 = - 4 -

Full Text Provided by ERIC

Name____ Team Teacher Date IFRACTIONS POST-TEST UNIT II F.ORM B F5 Look t The example:  $\Delta \Delta \Delta = 3/5$ The 5 names the number of objects in the set. The 3 names the number of lobjects being compared to the total set. I. Which number is the numerator? 3_ 12. Which number is the denominator? 5 2 F6 Rename each numeral in a simpler form:  $4 \times 1/5 = 4/5 =$ 8 X 1/10= 8/10  $2/7 + 1/7 + 3/7 = 6/7 \times 1/7 = 6/7$ 

IF5 Look at the example: ABAAA = 3/5 . The 5 names the number of objects in the set. The 3 names the number of objects being compared to the total set. I. Which number is the numerator? 3 2. Which number is the denominator? 5 2 F6 Rename each numeral in a simpler form:  $4 \times 1/5 = 4/5$ 8X1/10= 8/10  $2/7 + 1/7 + 3/7 = 6/7 \times 1/7 = 6/7$  $2/8+3/8+1/8 = 6/8 \times 1/8 = 6/8$ 6 F7 Solve the following problems: I. Dick said, "Two-eighths of the tops are red." Jack said, "One-fourth of the tops are fed." Are Dick and Jack talking about the same number of tops? <u>Yes</u> 2. Sue said, "Four-sixths of the oranges are ripe." Jane said, "Six-tweifths of the oranges are ripe." Are Sue and Jane talking about the 8 same number of oranges? no


 $9/12 = \frac{3}{3} \frac{X3}{X4}$  $8/10 = \frac{2}{2} \frac{X}{X} \frac{4}{5}$  $5/8 = \frac{5}{4} \times \frac{1}{2}$  $6/9 = \frac{3}{3} \times \frac{2}{3}$  $9/12 = \frac{9 \div |3| 3}{12 \div 3 - |4|}$  $4/10 = \frac{4}{10} \div \frac{2}{10} = \frac{2}{5}$  $6/8 = \frac{6 \div 2}{3 \div 2} = \frac{3}{4}$  $3/6 = \frac{3}{6} = \frac{3}{3} = \frac{1}{2}$ Write each fraction in the simplest form: • F 9 15/20 = <del>3</del>/4  $6/9 = \frac{2}{3}$ 10/12 = 5/29/15 = 3/5-- - - -

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## r'age 2 FRACTIONS PRE-TEST UNITILI FURMS A 8 3 FI5 Name the sum and/or difference: 4 1/3 1 7/10 10 4/7 9 4/12 +1 2/9 +4 3/5 - 2 1/5 -4 4/6 -<u>-</u>-FRI

Name____ Team Teacher_____ Date ___ FURMSA& B III UNIT PRE-TEST FRACTIONS Complete these: F 10 6/7 5/6 1/4 3/9 - 3/6 2/6 - 2/7  $\frac{+2/9}{5/9} + \frac{+2/4}{-3/4}$ 5/9 4/7 4 Rewrite these fractions as a mixed F | | fraction:  $8/5 = \frac{3}{-7/3} = \frac{2}{3} \cdot \frac{18}{8} = \frac{2}{4}$ 3 Complete the number sentences. Write 音楽教業 F 12 >or < or = in each circle 調査算 17 4/7(=)8/141/3 ERIC

-	FRACT	ICNŠ	PRE-T	EST	URII		An Correst	<u>ل</u>
	F 10	Comple	ete th	ese:				
		3/9	1/	4	5/6	6	/7	
	+	2/9	+ 2/	4	- 3/6	<u>- 2</u>	/7	
		5/9	3/4	/	2/6	4	7	
	FII	Rewri fract	te the ion:	sefrac	tions	asamix	ked	
		8/5 =	13/-	7/3 = =	<u>2//3</u> 18	/8 = <u>2/</u>	4	
	3							
· · ·	F 12	Compl >or	ete t	he num or = i	ber sen n each	tences circle	. Write	
		1/2	>)/3	3 4/	7(=)8	8/14	2/3	2/7
1		v						
	F 13	Comp	lete e	ach set (Be	ofequ eware!)	ivalen	t fracti	ons:
		1/2	2/4	6/12	8/16	9/18	<i>10</i> /20	
a nakalari		2/3	4/6	619	8/12	12/18	14/21	
			-					
	F 14	Name	the	sum an	d/or di	fferenc	e:	
a interv		/ +2/	3 6	4/7 +3/4	8/ -2/	/ q / 3	7/12 -1/4	
		41.		37/20	2/	 9	4/12.cr	1/3
	,			1 %23	,			

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FRAC	TICNS	PRE-TEST	UNITIII	FCRMS A & E	3
F 15	Name †1	ne sum and/	or differen	nce:	
]	4 1/3	1 7/10	10 4/7	9 4/12	
	+1 2/9	+4 3/5	- 2 1/5	-4 4/6	
·	5 5/9	5 13/	8 13-	4 8/12	
	,	6 3/10		4 2/3	

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3				Name_ Team_ Teach Date_	er			
l	FRACTI	ЯŇ	POST-TES	Ţ	UNIT	III	FORM	В
	FIO Complete these:							
	<u>+</u>	2/4 1/4	6/6 - 2/6		8/7 2/7	6 + 2	5/9 2/9	
I	<u> </u>		·					·· -
	F II Rewrite these fractions as mixed fractions:						•	
	3	6/4 =		15/5	=	7/3	} =	
	F 12	I2 Complete these number sentences. Write (or = in each circle:						
ERIC	-3-	3/4	6/8	5/16	3/	8 1/2		/3
Full Text Provided by ERIC	F 13	Comol	ete each	n set o	feaui	valen	t frac	<b>~~</b>

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FIO Complete these:								
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	7 6/9 7 + 2/9							
<u> </u>								
<pre>F II Rewrite these fraction fractions:</pre>	fractions:							
6/4 = 15/5 =	7/3 =							
F I2 Complete these number $Write > \sqrt{or} = in eac$	senten >s. h circle:							
3/4 $6/8$ $5/16$	3/8 1/2 1/3							
FI3 Complete each set of e tions. Be careful!	quivalent frac-							
1/2 2/4 /14 /16	5 /18 /20							
2/3 4/6 /9 /12	2 /18 /21							
FI4 Name the sum or diffe problem:	F 14 Name the sum or difference in each problem:							
4/7 2/3	7/12 7/9							
+ 2/4 + 1/6 -	2/4 _1/3							
чина и на								
F 15 1-2/9 4-3/5	10-4/7 9-4/12							
+4-1/3 + 1-7/10	· 2-1/5 - 4-4/6							
ERIC 4								

Name_____ Team____ Teacher____ Date FRACT.ION POST-TEST UNIT III FORM B F 10 Complete these: 2/4 6/6 8/7 6/9  $\frac{+1/4}{-3/4} - \frac{-2/6}{4/6} - \frac{-2/7}{6/7}$ + 2/9 8/9  $\overline{4}$ F II Rewrite these fractions as mixed fractions:  $6/4 = \frac{12}{4} \frac{11}{2} \frac{15}{5} = \frac{3}{1003} \frac{7}{3} = \frac{2}{3}$ 3 F 12 Complete these number sentences. Write </br> 1/2/ 3/4/  $6/8 \quad 5/16 \quad 3/8$ (1/3)- - - -F 13 Complete each set of equivalent fractions. Be careful!

ERIC

F 10 Complete these: 6/9 2/4 6/6 8/7 + 2/9 8/9 <u>-2/7</u> 6/- $\frac{+1/4}{3/1}$   $\frac{-2/6}{4/1}$  $\overline{4}$ Rewrite these fractions as mixed F || fractions:  $6/4 = \frac{12}{400} \frac{11}{20} \frac{15}{5} = \frac{3}{1003} \frac{7}{3} = \frac{2}{3}$ 3 Complete these number sentences. F 12 Write , (or = in each circle: 6/8 - 5/16 < 3/81/2 3/4, Complete each set of equivalent frac-F 13 tions. Be careful! 1/2 2/4 7/14 8/16 9/18 /0/20 2/3 4/6 6/9 6/12 12/18 14/21 18 Name the sum or difference in each F 14 problem: 7/9 7/12 2/3 4/7 · - 2/4 -1/3 4/9 + 2/4 +1/6 30/2802/3/8 5/6 1/2 - 4 -10-4/7 9-4/12 1-2/9 4-3/5 15 - 2-1/5 - 4-4/6 8 137 - 4 8/12 ou 4 2/3 + 1-7/10 513 +4-1/3 5 5/g ERĬC 4