Weekly Homework Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Monday, February 11

Use **two different strategies** to show how you can find the product of 75 x 19.

Strategy 1 Strategy 2

Three classes have earned ice-cream celebrations! 100% of the students in these three classes are in the 100 Club! Two classes have 26 students each. The third class has 21 students. How many packages of bowls will be needed to serve all students?

**(*each package contains 8 bowls*)**

1. 6 b. 9 c. 10 d. 12

1. 2. 2.

24+ 17= \_\_\_\_ 24- 17= \_\_\_\_

3. 4.

**Compare 3/10 and 2/5 by completing the models below.**

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3/10 \_\_\_\_ 2/5 because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rename each improper fraction as a mixed number: 12/6 \_\_\_\_\_\_\_ 9/9 \_\_\_\_\_\_\_\_ 10/4 \_\_\_\_\_\_\_\_\_ 2/1\_\_\_\_\_\_\_

Tuesday, February 12

Ms. Morris bought a CD for $15.90 and a book for $7. She now has $8.92 in her purse. How much money did she have before making the purchase?

2. Use **an area model** to find the solution.

168 students were placed into teams of 10.

How many teams were there?

**168**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |

r = \_\_\_\_\_\_\_\_

1.

**10**

Create a model below to solve:

6/6 - 4/6 = \_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
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The difference can be named as \_\_\_\_ or \_\_\_\_.

Why was one fraction bar used in problem #4, but two bars were used in problem #3?

- = \_\_\_\_\_\_\_

Use the model below to solve: 5/6 + 4/6 = \_\_\_\_\_

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3. 4.

**List all prime numbers < 53 but > 17. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Wednesday, February 13

2. Rachel spent 3 hours working on a quilt on Friday and another 7 hours on Saturday. By Sunday evening she had spent a total of 15 hours on the quilt. How much time did she spend quilting on Sunday?

Draw a model of 22/6.

1.

3.

**Closer** to 0, ½ or 1?

= \_\_\_\_\_ = \_\_\_\_\_ = \_\_\_\_\_

= \_\_\_\_ = \_\_\_\_\_ = \_\_\_\_\_

48 x $.36 = \_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
|  |  |
|  |  |

Break the numbers apart to check your answer above.

40 x $.30 = \_\_\_\_\_ 40 x $.06 = \_\_\_\_\_\_

8 x $.30 = \_\_\_\_\_\_ 8 x $.06 = \_\_\_\_\_\_\_

Thursday, February 14 – A little Valentine’s Math LOVE!

Which expression could be used to check:

**480 ÷ 9**

a. 9 x 480 b. 53 x 9 + 3

c. 53 x 9 - 3 d. 9 ÷ 480

2.

1.

3.

4. Label **17/3**, **8/1,** and **5** on the number line.

5 6 7 8

**Using >, <, or = compare:**

17/3 \_\_\_\_\_ 8/1 8/1**\_\_\_\_\_**5 5**\_\_\_\_\_\_** 17/3

Is the following true? Why or why not?

630 x 70 = 63 x 700

Rename each **mixed number** as an improper fraction: **5** \_\_\_\_\_\_ **6\_\_\_\_\_\_** **7** \_\_\_\_\_\_\_ **2**\_\_\_\_\_\_