

-59

Student # []
ELL

DATE 10/1/2015 TIME

Lesson 1-14 ✓

Unit 1 Assessment

① Use the number grid.

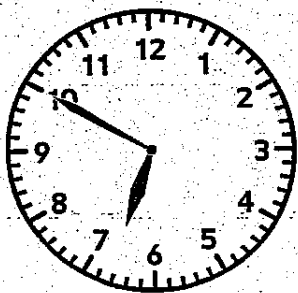
| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |

- a. The difference between 95 and 127 is 32.
- b. The difference between 97 and 122 is 25.
- c. Explain how you used the number grid to solve Problem 1b.

I started at 95 and 97 i counted up to 127 and 122 that's how i got my answer.

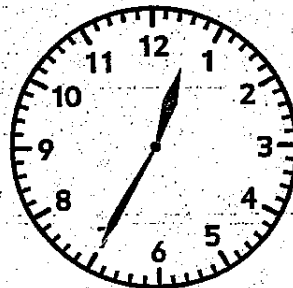
② Write the time shown on each clock.
You may use your toolkit clock to help you.

a.



6:50

b.



12:35

-0

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

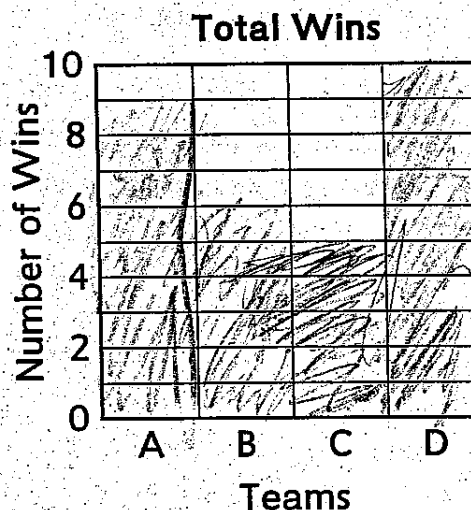
Page intentionally blank



Unit 1 Assessment (continued)

- ③ a. Use the tally chart to complete the bar graph.

| Total Wins | |
|------------|----------------|
| Teams | Number of Wins |
| Team A | |
| Team B | |
| Team C | |
| Team D | |



Use the data in the bar graph to answer the questions below.

- b. How many wins did the four teams have in all? 30
- c. How many fewer wins did Team C have than Team D? 5

- ④ Solve each problem.

a. $2 \times 5 = \underline{10}$

b. $2 \times 8 = \underline{16}$

c. $5 \times 3 = \underline{15}$

d. $4 \times 5 = \underline{20}$

e. $10 \times 2 = \underline{20}$

f. $3 \times 10 = \underline{30}$

- g. How did you solve 4×5 ?

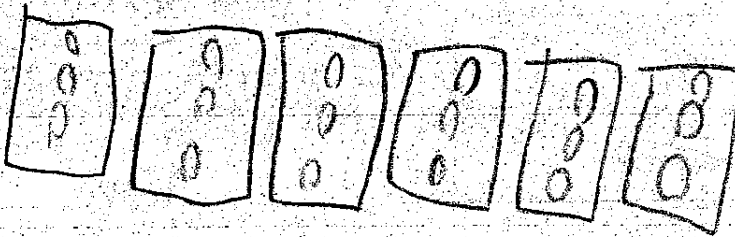
I 4 groups i put 5 in each group
that's how i got the answer



Unit 1 Assessment (continued)

- 5 For each number story, draw a sketch and write the answer. Then write a number model to fit the story.

- a. Mateo has 6 new cans of tennis balls. In each can there are 3 tennis balls. How many tennis balls does Mateo have in all?



He has 18 tennis balls.

Number model: $6 \times 3 = 18$

- b. Anne sketches 5 rows of flowers on her page with 6 flowers in each row. How many flowers does she sketch in all?



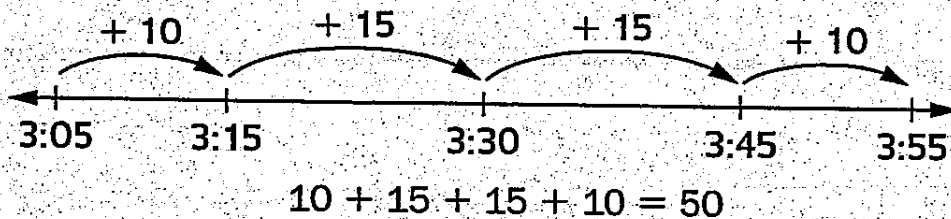
She sketches 30 flowers.

Number model: $5 \times 6 = 30$



Unit 1 Assessment (continued)

- ⑥ Angela starts dance practice at 3:05 P.M. and finishes at 3:55 P.M. She drew an open number line and used it to find the length of her practice.

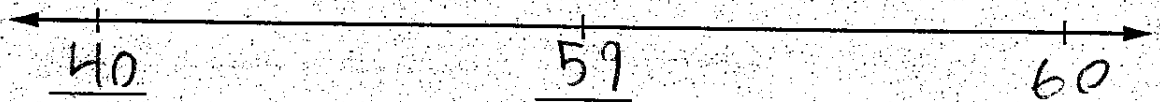


Explain Angela's work. he started at 3:05
he added 10 then he added 15
then he is at 3:30 he added
15 more and 10 more that's how he
got his answer.

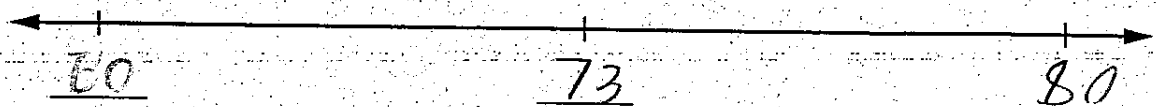
How long is Angela's dance practice? 50 minutes long

- ⑦ Round each number to the nearest 10.
 You may use open number lines to help.

a. 59 rounded to the nearest 10 is 60.



b. 73 rounded to the nearest 10 is 80.

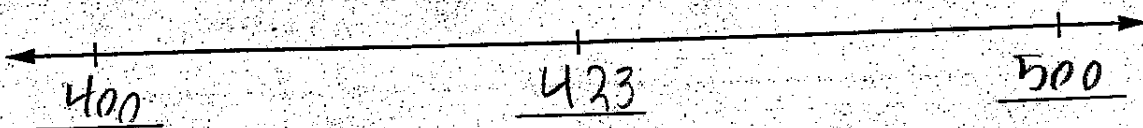




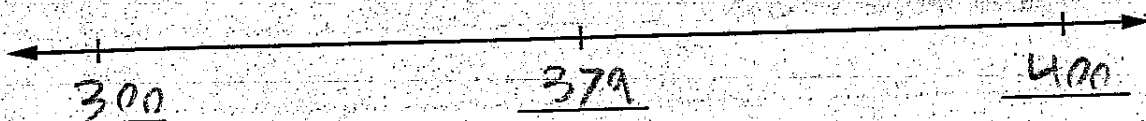
Unit 1 Assessment (continued)

- 8 Round each number to the nearest 100.
You may use open number lines to help.

a. 423 rounded to the nearest 100 is 400.

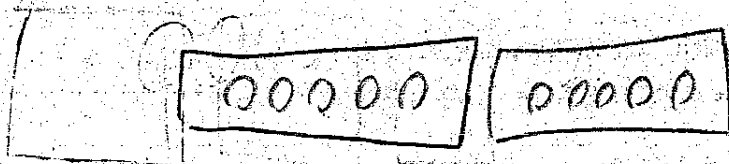


b. 379 rounded to the nearest 100 is 400.



9

Make up your own word problem.
Make sure it shows DIVISION!
Draw a picture.



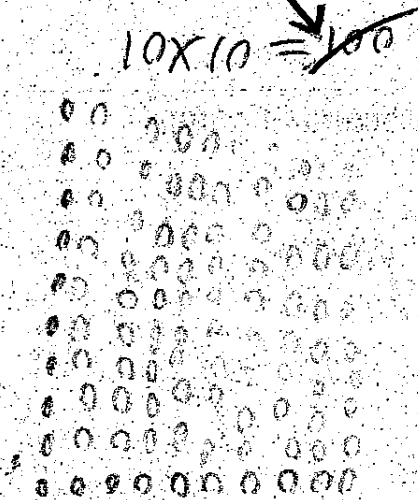
Number sentence: $2 \times 5 = 10$



Unit 1 Challenge

1 Marsha counts 20 blocks and arranges them in different arrays.

a. Sketch all the possible arrays Marsha could make with the blocks.



b. Write multiplication number models for each of the arrays.

c. Could Marsha make an array that has 3 rows? NO

Explain. She has 20 blocks she can't
put 10 in each.

1 to reproduce for classroom use.

2

| <u>10 more</u> | | <u>10 less</u> |
|----------------|------------|----------------|
| <u>539</u> | <u>448</u> | <u>438</u> |
| <u>428</u> | <u>428</u> | <u>338</u> |
| <u>921</u> | <u>821</u> | <u>721</u> |
| <u>877</u> | <u>777</u> | <u>677</u> |

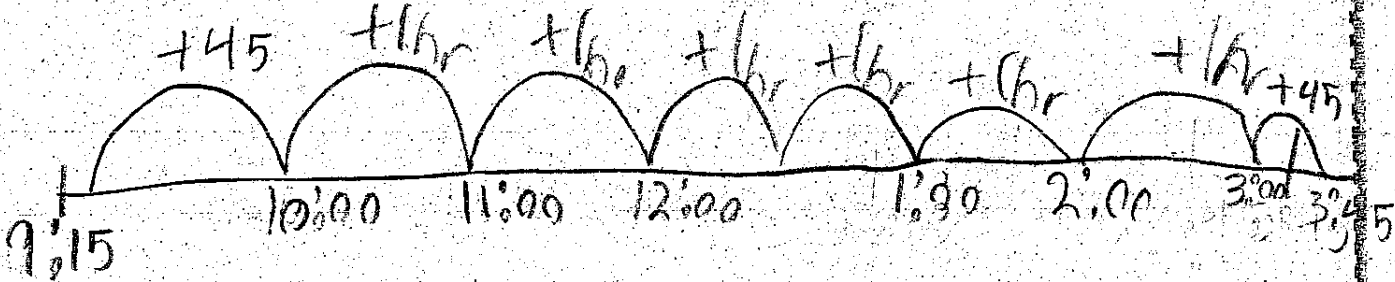
-2

Unit 1 Challenge (continued)

3 Solve. You may use your toolkit clock or an open number line to help you. Show your work.

Evan starts basketball camp at 9:15 A.M.
He finishes at 3:45 P.M.

How many hours and minutes does Evan spend at camp?



Evan spends 7 hours and 40 minutes at camp.

4 Manuel is working on his 10s and 5s facts. He knows most of his 10s facts, but he has trouble with his 5s facts. You can help him.

a. Solve.

$6 \times 10 = \underline{60}$

6×10 means 6 equal groups of 10.

b Explain how Manuel can use his answer to 6×10 to figure out what 6×5 would be.

he could count by 5s 6 times.

c. Explain another way that Manuel could solve 6×5 .

he could start at 5s and count 6 times 5s.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.