Unit 5 Module 4 Session 6

Assessment- Unit 5 Post-Assessment

Getting Ready-

- ™ T5-8 Unit 5 Post-Assessment
- Colored tiles (see Preparation)
- Red linear pieces
- Scratch paper (optional)

Vocabulary

Area	Array
Dimension	Divide
Factor	Equal
Equation	Fact Family
Multiply	Group
Measure	Rectangle

Story Problem

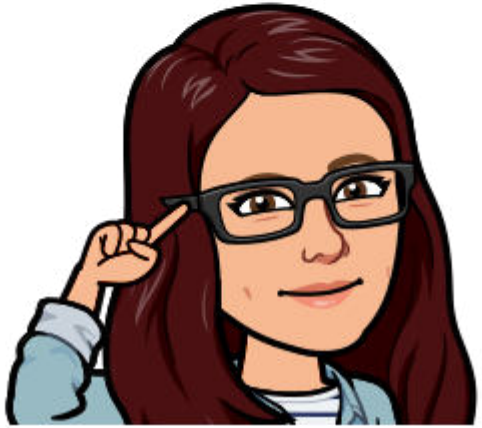
- Interpret products of whole numbers; write story problems or describe problem situations to match a multiplication expression or equation
- Interpret quotients of whole numbers; write story problems or describe problem situations to match a division expression or equation
- Solve multiplication and division story problems with products to 100 involving situations of equal groups and arrays
- Solve for the unknown in a multiplication or division equation involving 3 whole numbers

- Fluently multiply and divide with products and dividends to 100 using strategies
- Solve two-step story problems using multiplication and division; select equations with a letter standing for the unknown quantity to represent two-step story problems
- Demonstrate an understanding that unit squares can be used to measure the areas of other plane figures

- Demonstrate an understanding that a plane figure that can be covered without gaps or overlaps by n unit squares has an area of n square units
- Measure the area of a plane figure by counting the number of square units that cover it, with no gaps or overlaps
- Find the area of a rectangle with whole-number side lengths by tiling it
- Find the area of a rectangle by multiplying its side lengths

PASS OUT

ASSESSMENT



Unit 5 Post-Assessment page 1 of 4

1 Draw a line from each problem on the left to the matching equation on the right. Then write the correct answer.

a A T-shirt costs $9 at the mall. A pair of shoes costs 5 times as much as a T-shirt. How much does a pair of shoes cost?

$8 \times 5 =$ _____

b There are 40 chairs in the gym. Mr. Brown wants to set them up in rows of 8. How many rows can he make?

$9 \times 5 =$ _____

c Jon has 8 pieces of string. Each piece of string is 5 feet long. How many feet of string does Jon have in all?

$45 \div 5 =$ _____

d Maddie picked 45 plums and divided them evenly into 5 bags for her friends. How many plums did she put in each bag?

$40 \div 8 =$ _____

2 Fill in the answer to both equations. Then write a story problem to match each one.

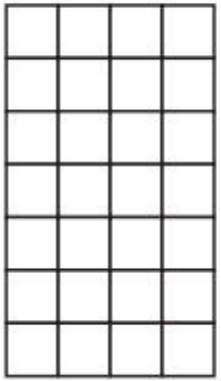
a $9 \times 4 =$ ____

My Story Problem:

b $14 \div 2 =$ ____

My Story Problem:

3 Write 2 multiplication and 2 division equations (a fact family) to describe this array.



_____ × _____ = _____ _____ ÷ _____ = _____

_____ × _____ = _____ _____ ÷ _____ = _____

4 Solve each story problem. Use numbers, labeled sketches, or words to show your thinking, and write the answer. Then write an equation to match the problem.

a The Game Store just got 60 new videogames. Devon is putting the games into stacks of 10. How many stacks can he make if he uses all 60 games?

Work:

Devon can make _____ stacks.

Equation: _____

b The Game Store has 7 stacks of board games for little kids. If there are 5 board games in each stack, how many board games is that in all?

Work:

The Game Shop has _____ board games for little kids.

Equation: _____

5 The Game Store got 6 cartons of jigsaw puzzles. There were 6 puzzles in each carton. Devon unpacked all the puzzles and arranged them into 4 equal stacks. How many puzzles in each stack?

a Choose the equation that could help you solve this problem.

- ○ $(6 \times 6) \times 4 = p$
- ○ $(6 + 6) \div 4 = p$
- ○ $(6 \times 6) \div 4 = p$
- ○ $6 + 6 - 4 = p$

b Solve the problem. Show all your work.

6 Fill in the missing number to solve each equation.

$30 \div \_\_\_\_\_ = 10$ $\quad\quad$ $35 = 5 \times \_\_\_\_\_$

$9 = \_\_\_\_\_ \div 4$ $\quad\quad$ $\_\_\_\_\_ \times 8 = 40$

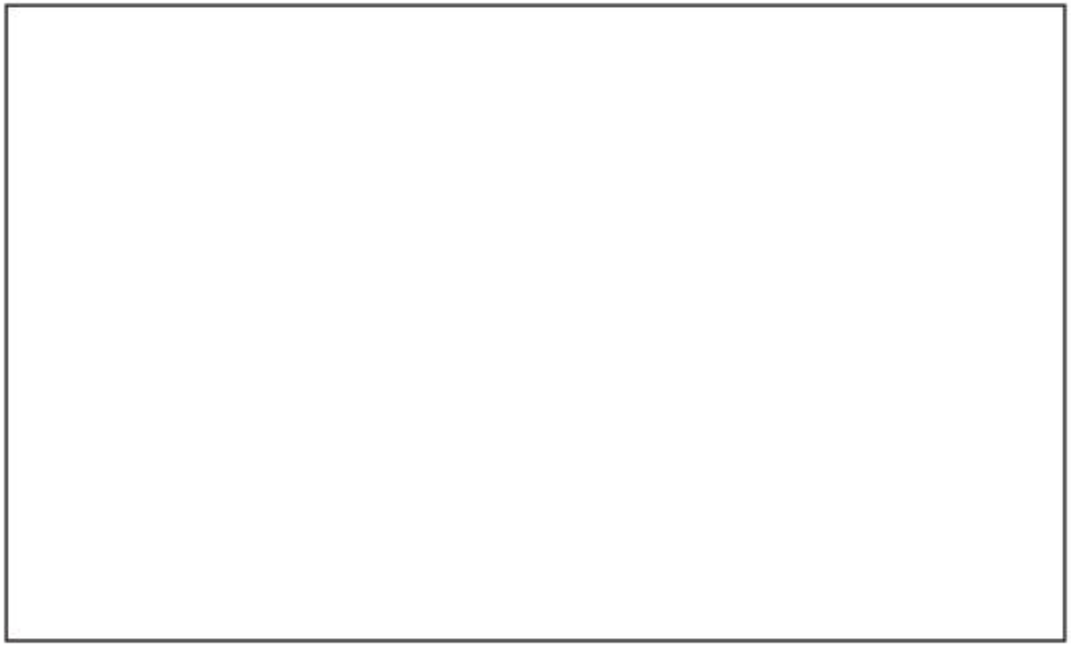
7 Jeff has to solve this story problem:

The librarian just got 28 new books. She is planning to put 7 of the new books on each shelf in her book rack. How many shelves of new books can she make?

a Jeff says he can solve the problem by thinking, "7 times *what number* equals 28?" Do you agree with Jeff? Why or why not?

b Write and solve a division equation to match Jeff's problem.

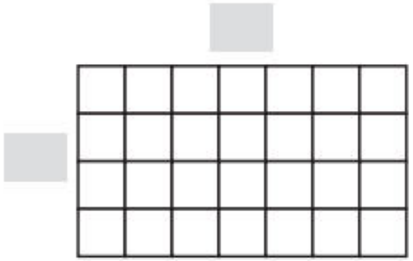
8 Use colored tiles to find the area of this rectangle.



The area of this rectangle is _____ square units.

9 Label each rectangle with its dimensions and area. Then write a multiplication equation to show how you found the area of the rectangle.

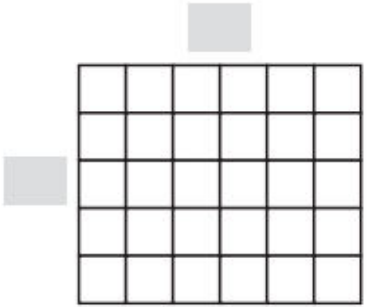
a



Area = _____ square units

Equation:

b



Area = _____ square units

Equation:

10 Mark **all** the statements about area that are true.

- ○ If you want to find out how many cups something holds, you measure its area.
- ○ It would make sense to use square inches to find the area of a piece of copy paper, and square yards to find the area of a football field.
- ○ You can find the area of a rectangle by multiplying its length by its width.
- ○ Ms. Kelly's whiteboard is 4 feet wide and 8 feet long. Its area is 32 square feet.

Work Places

4C Target One Thousand

4D Hexagon Spin & Fill

5A Solving Game Store Problems

5B Scout them Out

5C Line 'Em Up

5D Division Capture

Daily Practice

SB 186 Fractions Revisited