### Show your work (stack the numbers) show any carrying and borrowing

<table>
<thead>
<tr>
<th>Find the sum</th>
<th>Find the difference</th>
<th>Find the sum</th>
<th>Find the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>185 + 47 =</td>
<td>185 - 47 =</td>
<td>383 + 147 =</td>
<td>383 - 147 =</td>
</tr>
<tr>
<td>200 + 115 =</td>
<td>200 - 115 =</td>
<td>400 + 223 =</td>
<td>400 - 223 =</td>
</tr>
</tbody>
</table>

Round to the nearest 100.

351 _____ 832 _____ 270 _____ 713 _____ 477 _____ 837 _____

Which equations have the same unknown value as 14 - 9 = [square]?

A) 14 - [square] = 9  
B) [square] - 9 = 14  
C) 9 + [square] = 14  
D) 14 + [square] = 9

Which equation has the same unknown value as 6 + [square] = 17?

A) [square] + 17 = 6  
B) 17 + [square] = 6  
C) 17 - [square] = 6  
D) 6 - 17 = [square]

Does replacing the unknown number with 5 make each equation true? Mark Yes or No for each equation.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + [square] = 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 + [square] = 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 - [square] = 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 - [square] = 11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Josh has 703 cents, Sean has 880 cents, and Tara has 452 cents. What is the difference in how much Sean and Tara have?
Show your work (stack the numbers) show any **carrying** and **borrowing**

<table>
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<th>Find the sum</th>
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<th>Find the sum</th>
<th>Find the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>752 + 87 =</td>
<td>752 - 87 =</td>
<td>503 + 270 =</td>
<td>503 - 270 =</td>
</tr>
<tr>
<td>600 + 351 =</td>
<td>600 - 351 =</td>
<td>700 + 345 =</td>
<td>700 - 345 =</td>
</tr>
</tbody>
</table>

Round to the nearest 10. 4,354 _______ 6,832 _______ 3,277 _______
Round to the nearest 100. 4,354 _______ 6,832 _______ 3,277 _______
Round to the nearest 1,000. 4,354 _______ 6,832 _______ 3,277 _______

<table>
<thead>
<tr>
<th>Find the Product</th>
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<th>Find the Product</th>
<th>Find the Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 \times 4 =</td>
<td>5 \times 3 =</td>
<td>10 \times 5 =</td>
<td>4 \times 4 =</td>
</tr>
</tbody>
</table>

Show the multiplication facts on the number line
2 \times 4 = ____ means 2 jumps of 4

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

5 \times 3 = ____ means 5 jumps of 3

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

4 \times 4 = ____ means 4 jumps of 4

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Show your work (stack the numbers) show any carrying and borrowing

<table>
<thead>
<tr>
<th>Find the sum</th>
<th>Find the difference</th>
<th>Find the sum</th>
<th>Find the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>707 + 348 =</td>
<td>707 - 348 =</td>
<td>430 + 211 =</td>
<td>430 - 211 =</td>
</tr>
<tr>
<td>800 + 624 =</td>
<td>800 - 624 =</td>
<td>914 + 465 =</td>
<td>914 - 465 =</td>
</tr>
</tbody>
</table>

Round to the nearest 10.
7,632 _______ 1,486 _______ 3,054 _______

Round to the nearest 100.
7,632 _______ 1,486 _______ 3,054 _______

Round to the nearest 1,000.
7,632 _______ 1,486 _______ 3,054 _______

Find the Product | Find the Product | Find the Product | Find the Product |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 × 8 =</td>
<td>5 × 5 =</td>
<td>10 × 7 =</td>
<td>8 × 2 =</td>
</tr>
</tbody>
</table>

Show the multiplication facts on the number line

2 × 8 = ____ means 2 jumps of 8

5 × 5 = ____ means 5 jumps of 5

8 × 2 = ____ means 8 jumps of 2
**Summer Review 4**

Show your work (stack the numbers) show any carrying and borrowing.

<table>
<thead>
<tr>
<th>Find the sum</th>
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<th>Find the difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>712 + 483 =</td>
<td>712 - 483 =</td>
<td>340 + 122 =</td>
<td>340 - 122 =</td>
</tr>
<tr>
<td>600 + 447 =</td>
<td>600 - 447 =</td>
<td>927 + 747 =</td>
<td>927 - 747 =</td>
</tr>
</tbody>
</table>

Round to the nearest 10.
- 4,236 ________
- 6,841 ________
- 5,608 ________

Round to the nearest 100.
- 4,236 ________
- 6,841 ________
- 5,608 ________

Round to the nearest 1,000.
- 4,236 ________
- 6,841 ________
- 5,608 ________

<table>
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<th>Find the Product</th>
<th>Find the Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 × 8 =</td>
<td>6 × 4 =</td>
<td>10 × 9 =</td>
<td>2 × 9 =</td>
</tr>
</tbody>
</table>

Show the multiplication facts on the number line.
- 3 × 8 = ______ means 3 jumps of 8

- 6 × 4 = ______ means 6 jumps of 4

- 2 × 9 = ______ means 2 jumps of 9
Name ____________________________  Summer Review 5

Show your work (stack the numbers) show any carrying and borrowing.

<table>
<thead>
<tr>
<th>Find the sum</th>
<th>Find the difference</th>
<th>Find the product</th>
<th>Find the product</th>
</tr>
</thead>
<tbody>
<tr>
<td>716 + 387 =</td>
<td>716 - 387 =</td>
<td>2 x 7 =</td>
<td>5 x 8 =</td>
</tr>
<tr>
<td>800 + 519 =</td>
<td>800 - 519 =</td>
<td>4 x 7 =</td>
<td>10 x 8 =</td>
</tr>
</tbody>
</table>

Which equations have the same unknown value as 14 ÷ 2 = □?

A) □ ÷ 14 = 2  
B) 14 ÷ □ = 2  
C) 14 x □ = 2  
D) 2 x □ = 14

Which equation has the same unknown value as 5 x □ = 40?

A) □ x 40 = 5  
B) 40 x □ = 5  
C) 40 ÷ □ = 5  
D) 5 ÷ 40 = □

Show the multiplication facts using an area model.

3 x 8 = ___ means 3 rows of 8  

2 x 9 = ___ means 2 rows of 9

Jessica planted 4 rows of blue flowers and 2 rows of red flowers. She put 6 flowers in each row. How many of each color did she plant? How many did she plant in all?

Jessica planted ___ blue flowers & ___ red flowers.

She planted ___ flowers in all.
Show your work (stack the numbers) show any carrying and borrowing

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<th>Find the product</th>
<th>Find the product</th>
</tr>
</thead>
<tbody>
<tr>
<td>974 + 396 =</td>
<td>974 - 396 =</td>
<td>3 x 4 =</td>
<td>5 x 7 =</td>
</tr>
<tr>
<td>501 + 382 =</td>
<td>501 - 382 =</td>
<td>6 x 4 =</td>
<td>9 x 7 =</td>
</tr>
</tbody>
</table>

Which equations have the same unknown value as $24 \div 8 = \square$?

A. $8 \div \square = 24$
B. $24 \times \square = 8$
C. $24 \div \square = 8$
D. $8 \times \square = 24$

Which equation has the same unknown value as $8 \times \square = 32$?

A. $\square \times 32 = 8$
B. $\square \times 8 = 32$
C. $8 \div \square = 32$
D. $8 \div 32 = \square$

Does replacing the unknown number with 7 make each equation true? Mark Yes of No for each equation

<table>
<thead>
<tr>
<th>Equation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4 \times \square = 28$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$24 \div \square = 3$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$7 \times \square = 42$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jim has 3 cats. He fills the food bowl with 12 ounces of dry food a day. If they each eat the same amount, how much dry food does each cat eat?

Each cat eats ______ ounces of dry food.
Show your work (stack the numbers) show any **carrying** and **borrowing**

<table>
<thead>
<tr>
<th>Find the sum</th>
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<th>Find the product</th>
<th>Find the product</th>
</tr>
</thead>
<tbody>
<tr>
<td>749 + 650 =</td>
<td>749 - 650 =</td>
<td>4 × 7 =</td>
<td>5 × 9 =</td>
</tr>
<tr>
<td>601 + 465 =</td>
<td>601 - 465 =</td>
<td>6 × 8 =</td>
<td>9 × 9 =</td>
</tr>
</tbody>
</table>

Fill in the blank to make the equation true.

3 × ___ = 4 × 6  
25 + ___ = 12 - 7  
40 ÷ ___ = 11 - 7  
9 + ___ = 3 × 6

Does replacing the unknown number with 3 make each equation true? Mark Yes or No for each equation

| 4 × □ = 12 | Yes | No |
| 24 + □ = 6 |     |    |
| 7 × □ = 21 |     |    |

Which would you use to measure the capacity of a juice box?

A. kilograms  
B. millimeters  
C. milliliters  
D. meter

Show your work using numbers, pictures, or words.

Tom is shopping for shirts. The Canyon has shirts on sale for $10 each. The Max has shirts for $12 each. How much will Tom save if he buys 5 shirts at The Canyon instead of The Max?

Tom will save
Name: Summer Review 8

Show your work (stack the numbers) show any carrying and borrowing

<table>
<thead>
<tr>
<th>Find the sum</th>
<th>Find the difference</th>
<th>Find the product</th>
<th>Find the quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>740 + 576 =</td>
<td>740 - 576 =</td>
<td>6 x 7 =</td>
<td>36 ÷ 9 =</td>
</tr>
<tr>
<td>704 + 565 =</td>
<td>704 - 565 =</td>
<td>7 x 9 =</td>
<td>45 ÷ 5 =</td>
</tr>
</tbody>
</table>

Fill in the blank to make the equation true.

7 x ___ = 4 + 10
28 + ___ = 12 - 5
32 ÷ ___ = 11 - 3
8 + ___ = 4 x 4

Does replacing the unknown number with 9 make each equation true? Mark Yes or No for each equation

<table>
<thead>
<tr>
<th>4 x ___ = 32</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 ÷ ___ = 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 x ___ = 56</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which would you use to measure the length of a paper clip?

A) kilograms
B) millimeters
C) milliliters
D) meter

Complete the number line

|   |   |   |   |   |   |   |   |

Equivalent Fractions

\[
\frac{1}{3} = \_\_\_\_ \quad \frac{1}{2} = \_\_\_\_ \quad \frac{2}{3} = \_\_\_\_\_
\]
Show your work (stack the numbers) show any carrying and borrowing

<table>
<thead>
<tr>
<th>Find the sum</th>
<th>Find the difference</th>
<th>Find the product</th>
<th>Find the quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>$904 + 729 =$</td>
<td>$904 - 729 =$</td>
<td>$8 \times 4 =$</td>
<td>$63 \div 9 =$</td>
</tr>
<tr>
<td>$2100 + 585 =$</td>
<td>$2100 - 585 =$</td>
<td>$7 \times 8 =$</td>
<td>$54 \div 6 =$</td>
</tr>
</tbody>
</table>

Fill in the blank to make the equation true.

$2 \times \_ = 4 + 12 \quad 36 \div \_ = 13 - 7 \quad 40 + \_ = 11 - 6 \quad 8 + \_ = 4 \times 3$

About how much would the mass of an apple be? Which would you use to measure the length of the gym?

- **A** 1 kilograms
- **B** 250 milligrams
- **C** 250 kilograms
- **A** kilograms
- **B** millimeters
- **C** milliliters
- **D** meters

Complete the number line

![Number Line](image)

Compare the fractions using $<, >,$ or $=$

- $\frac{3}{4}$ $\bigcirc$ $\frac{5}{6}$
- $\frac{2}{4}$ $\bigcirc$ $\frac{3}{6}$
- $\frac{1}{4}$ $\bigcirc$ $\frac{1}{6}$
Show the multiplication facts on the number line

2 × 6 = ___ means 2 jumps of 6

5 × 4 = ___ means 5 jumps of 4

4 × 3 = ___ means 4 jumps of 3

Write each fraction at the correct location on the number line

\[
\begin{array}{c}
\frac{2}{3} \quad \frac{1}{2} \\
1 \\
\frac{2}{1} \\
1 \frac{2}{6}
\end{array}
\]

Which expression is equal to \(7 \times 7\)?

A. \((2 \times 3) + (5 \times 4)\)
B. \((2 \times 5) + (4 \times 3)\)
C. \((6 \times 3) + (6 \times 4)\)
D. \((7 \times 5) + (7 \times 2)\)

Use grid to help model

Which equations have the same unknown value as \(32 \div 4 = ___\)?

A. \(\square \div 4 = 32\)
B. \(4 \times \square = 32\)
C. \(32 \div \square = 4\)
D. \(32 \times \square = 4\)

What are the dimensions of a quadrilateral that has an area of 30 in\(^2\) and a perimeter of 22 in? _____ inches by _____ inches

Name the quadrilaterals that must have right angles.

Jayne made a pan of brownies. She cut each one into 2 in by 2 in squares. The pan was 8 inches by 12 inches. How many brownies were in the pan after she cut them up? _____ brownies
Show the multiplication facts using the area model:

\[ 4 \times 9 = \square \] means 4 rows of 9

\[ 3 \times 6 = \square \] means 3 rows of 6

Janice planted 6 rows of blue flowers and 2 rows of red flowers. She put 6 flowers in each row. How many of each color did she plant? How many more blue flowers did she plant?

Janice planted \( \square \) blue flowers & \( \square \) red flowers.

She planted \( \square \) more blue flowers.

Fill in the blank to make the equation true:

\[ 3 \times \square = 6 \times 6 \]

\[ 63 \div \square = 13 - 6 \]

A digit is missing in the work shown. Write the digit on the line:

\[
\begin{array}{cccc}
1 & 6 & 6 & 5 \\
6 & 5 & 8 \\
+ & 9 & 4 & 7 \\
\hline
3 & 2 & 0 \\
\end{array}
\]

What digit belongs in the box?

Which expression is equal to \( 5 \times 7 \)?

- \( \text{A} \) \((2 \times 2) + (3 \times 4)\)
- \( \text{B} \) \((2 \times 2) + (2 \times 4)\)
- \( \text{C} \) \((5 \times 1) + (2 \times 4)\)
- \( \text{D} \) \((5 \times 5) + (5 \times 2)\)

Which equation has the same unknown value as \( 27 \div 3 = \square \)?

- \( \text{A} \) \( \square \div 3 = 27 \)
- \( \text{B} \) \( 3 \times \square = 27 \)
- \( \text{C} \) \( 3 + 27 = \square \)
- \( \text{D} \) \( 27 \times \square = 3 \)

Chloe made 3 lasagnas. She cuts each lasagna into 6 pieces. 7 pieces are eaten. How many pieces are left? Write an equation to show how many pieces are left.
Does replacing the unknown number with 5 make each equation true? Mark Yes or No for each equation:

<table>
<thead>
<tr>
<th>Equation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 × □ = 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 ÷ □ = 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 × □ = 35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Show the multiplication facts using the area model:

4 × 7 = ___ means 4 rows of 7

Draw a quadrilateral that has 4 equal sides that is not a rectangle or a square.

What is the name of your shape?

Which expression is equal to 4 × 8?

A. (4 × 4) + (4 × 4)
B. (4 × 1) + (4 × 8)
C. (2 × 4) + (2 × 4)
D. (3 × 5) + (1 × 3)

Use grid to help model

Does replacing the unknown number with 7 make each equation true? Mark Yes or No for each equation:

<table>
<thead>
<tr>
<th>Equation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 × □ = 36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 × □ = 56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42 ÷ □ = 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63 ÷ □ = 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which equations have the same unknown value as 32 ÷ 4 = □?

A. 32 ÷ □ = 4
B. 4 ÷ 32 = □
C. 32 × □ = 4
D. □ × 4 = 32

Tony had 5 bags of chips. Each bag had 10 ounces of chips. Tony used 8 ounces of chips. How many ounces of chips are left? Write an equation to show how many ounces of chips are left.