STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Commutative Property of Addition

Standard: Algebra and Functions
Review of 2nd Grade 1.1 Use the commutative and associative rules to simplify mental calculations and to check results. (*Prerequisite CAHSEE Standard*)

Lesson #1

Commutative Property: In an addition problem, the numbers, or addends, can be added in any order without changing the sum (answer).

Sample:

37 + 39 = 76 **39 + 37 = _____**

Solve:

1. **126 + 243 = 369** **243 + 126 = _____**

2. **9,348 + 27 = 9,375** **27 + 9,348 = _____**

3. **38,106 + 19,248 = 57,354**
   19,248 + 38,106 = _____

4. **1,003,405 + 791,391 = 1,794,796**
   791,391 + 1,003,405 = _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Commutative Property of Multiplication

Standard: Algebra and Functions
1.5 Recognize and use the commutative and associative properties of multiplication. (*Prerequisite CAHSEE Standard*)

Lesson # 2

Commutative Property: In a multiplication problem, the numbers can be multiplied in any order without changing the product (answer).

Sample:

10 × 12 = 120 **12 × 10 = _____**

Solve:

1. 9 × 8 = 72 **8 × 9 = _____**

2. 22 × 4 = 88 **4 × 22 = _____**

3. 23 × 7 = 161 **7 × 23 = _____**

4. 35 × 29 = 1,015 **29 × 35 = _____**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Associative Property of Addition

Standard: Algebra and Functions
Review of 2nd Grade 1.1 Use the commutative and associative rules to simplify mental calculations and to check results. (*Prerequisite CAHSEE Standard*)

Lesson # 3

Associative Property: In an addition problem, the numbers, or addends, can be grouped in more than one way without changing the sum, or answer.

Sample:

12 + (4 + 8) = (_____ + _____) + _____

Solve:

1. (17 + 21) + 35 = ____ + (_____ + _____)

2. 93 + (43 + 68) = (_____ + _____) + _____

3. (38 + 117) + 901 = _____ + (_____ + _____)

4. 425 + (130 + 271) = (_____ + _____) + _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Associative Property of Multiplication

Standard: Algebra and Functions
1.5 Recognize and use the commutative and associative properties of multiplication. (*Prerequisite CAHSEE Standard*)

Lesson # 4

Associative Property: In a multiplication problem the numbers can be grouped in more than one way without changing the product, or answer.

Sample:

(3 × 2) × 4 = _____ **3 × (2 × 4) = _____**

6 × 4 = _____ **3 × 8 = _____**

Solve.

1. (2 × 5) × 2 = 2 × (5 × 2) = _____

2. 3 × (1 × 7) = (3 × 1) × 7 = _____

3. (6 × 2) × 2 = 6 × (2 × 2) = _____

4. (8 × 1) × (3 × 2) = 8 × (1 × 3) × 2 = _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions

Focus: Commutative and Associative Properties of Addition

Assessment # 1

1. **What is another way to write this addition problem: 7 + (9 + 1) ?**

   A. 7 + 1 = 9
   B. 9 – 7 = 1
   C. (7 + 9) + 1
   D. (7 + 7) + (1 + 1) + (9 +9)

2. **What addition problem means the same as 321 + 123 = 444?**

   F. 123 + 321 = 444
   G. 12 + 33 + 21 = 44
   H. 444 – 123 = 321
   J. 444 – 321 = 123

3. **What is another way to write this problem: 9 ×11 = 99?**

   A. 9 ×9 = 11
   B. 99 – 11 = 9
   C. 11 ×9 = 99
   D. 9 + 9 ×11 = 99

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

4. **Solve: (7 × 3) × 2 = _____**

   F. 21
   G. 49
   H. 28
   J. 42

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Using Variables

Standard: Algebra and Functions
1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities. (*Prerequisite CAHSEE Standard*)

Lesson # 5

When using a variable in multiplication problems, the problem may be written without the symbol ×.

Sample:

$7 \times \diamondsuit = 42$ $7\diamondsuit = 42$

$4 \times b = 12$ $4b = 12$

Rewrite the problem using the rule above.

1. $t \times 5 = 35$ _____

2. $10 \times n = 80$ _____

3. $w \times 25 = 150$ _____

4. $30 \times v = 180$ _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Using Variables

Standard: Algebra and Functions
1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities. (*Prerequisite CAHSEE Standard*)

Lesson # 6

When using a variable in multiplication problems, the problem may be written without the symbol ×.

Sample:

$11g = 99$ $g =$ _____

Solve for the variable given:

1. $9z = 63$ $z =$ _____

2. $20k = 160$ $k =$ _____

3. $6y = 54$ $y =$ _____

4. $100h = 2{,}500$ $h =$ _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Using Variables

Standard: Algebra and Functions
2.1 Solve simple problems involving a functional relationship between two quantities. (*Prerequisite CAHSEE Standard*)

Lesson # 7

Sample: Gary bought 3 new shirts. Each shirt costs $20. How much will the shirts cost in all?

3s = _____ s = $20

Solve:

1. Maria and her twin sister each weigh 50 pounds. How much do they weigh together?

   2t = _____ t = 50

2. Harold and his 3 friends ran a race. They all ran 1.2 miles. How many miles did they run altogether?

   4f = _____ f = 1.2

3. Mrs. Gumm bought ice cream cones for her class. There are 10 students in her class. Each cone cost $2. How much money did she spend on ice cream cones?

   10c = _____ c= $2

4. Mark worked five hours at the hardware store. He made $5 an hour. How much money did he make in all?

   5h = _____ h = $5

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Using Variables

Standard: Algebra and Functions
1.3 Select appropriate operational and relational symbols to make an expression true. (*Prerequisite CAHSEE Standard*)

Lesson # 8

Samples:

A. 8 ____ 4 = 12 **B. 8 ____ 4 = 4** **C. 8 ____ 4 = 32**

Write the symbol that will make each number sentence true.

1. 6 _____ 6 = 0
   6 _____ 6 = 36
   6 _____ 6 = 12

2. 5 _____ 4 = 20
   5 _____ 4 = 1
   5 _____ 4 = 9

3. 9 _____ 8 = 72
   9 _____ 8 = 17
   9 _____ 8 = 1

4. 12 _____ 7 = 19
   12 _____ 7 = 84
   12 _____ 7 = 5

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions

Focus: Commutative and Associative Properties of Addition

Assessment # 2

1. 9z = 45 z = _____

A. 4
B. 5
C. 9
D. 36

2. 7 × g = 42 can also be written:

F. 7 – g = 42
G. 7g = 42
H. 7 + g = 42
J. 42g = 7

3. Which operational symbol makes this number sentence true:
3 ____ 8 = 24?

A. +
B. =
C. –
D. ×

4. Bernice and her mom each have 13 sweaters. How many sweaters do they have in all?

2s = _____ s = 13

F. 2
G. 13
H. 15
J. 26

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Solving Problems Using Data

Standard: Algebra and Functions
Review of 2nd Grade 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences. (*Prerequisite CAHSEE Standard*)

Lesson # 9

Flowers in Sarah's Garden

Yellow	
Pink	
Orange	
Red	

 **= 10 flowers**

Sample: How many yellow and pink flowers does Sarah have in all? _____

_____

Solve:

1. How many more red than orange flowers are there in Sarah's garden? _____

2. How many orange and yellow flowers are there altogether? _____

3. How many more orange than yellow flowers are there? _____

4. How many pink and red flowers are there in all? _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Solving Problems Using Data

Standard: Algebra and Functions
Review of 2nd Grade 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences. (*Prerequisite CAHSEE Standard*)

Lesson # 10

Pet Fish

Ken	
Lisette	
Keiko	
Bob	

 **= 20 fish**

Sample: How many more fish does Keiko have than Ken?

_____

1. How many fish do Lisette and Ken have altogether?
   _____
2. How many more fish does Bob have than Ken? _____
3. How many fish do Keiko and Lisette have in all? _____
4. How many more fish does Keiko have than Bob?
   _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Solving Problems Using Data

Standard: Algebra and Functions
Review of 2nd Grade 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences. (*Prerequisite CAHSEE Standard*)

Lesson # 11
Toy Cars

Red	**12**	**22**	**31**
Blue	**42**	**12**	**16**
White	**34**	**36**	**57**
Black	**45**	**38**	**50**
Brown	**1**	**4**	**12**
Green	**25**	**21**	**12**
	Danny	**Ted**	**Jorge**

Sample: How many more green cars does Danny have than Jorge? _____

1. How many red cars do the three boys have in all?
   _____
2. How many blue cars do Danny and Ted have altogether?
   _____
3. How many more brown cars does Ted have than Danny?
   _____
4. How many more white cars does Jorge have than Ted?
   _____
5. How many black cars do Jorge and Danny have in all?
   _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Solving Problems Using Data

Standard: Algebra and Functions
Review of 2nd Grade 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences. (*Prerequisite CAHSEE Standard*)

Lesson # 12

Trees	**37**	**24**	**9**	**29**
Rocks	**85**	**33**	**25**	**0**
Flowers	**128**	**324**	**82**	**71**
Bushes	**30**	**17**	**8**	**24**
	Park	**Garden**	**Yard**	**Playground**

Sample: How many more flowers are there in the garden than at the park? _____

1. How many rocks are there in the four locations in all? _____
2. How many more bushes are there in the park than in the yard? _____
3. How many more trees are there at the playground than in the garden? _____
4. How many more flowers are there in the garden than there are rocks in the park? _____
5. How many flowers and trees are there in the garden altogether? _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Using a Table

Assessment #3

Use the pictograph to answer questions 1 and 2.

Lance	☎ ☎ ☎ ☎ ☎ ☎ ☎
Patti	☎ ☎ ☎ ☎ ☎ ☎
Karen	☎ ☎ ☎ ☎ ☎ ☎ ☎ ☎ ☎

☎ = 5 phone calls

1. How many phone calls did Lance and Patti receive in all?

A. 13 B. 70 C. 26 D. 65

2. How many more phone calls did Karen receive than Lance?

F. 2 G. 10 H. 12 J. 20

Use this chart about the reading Junior and Melissa did this week to answer questions 3 and 4.

Junior	42	19
Melissa	23	32
	Picture Books	**Magazines**

3. How many magazines did they read altogether?

A. 19 B. 32 C. 51 D. 31

4. How many more picture books did Junior read than Melissa?

F. 19 G. 21 H. 12 J. 29

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

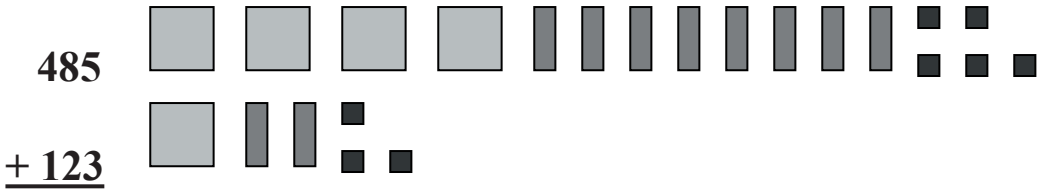
Focus: Addition of Whole Numbers

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. (*Prerequisite CAHSEE Standard*)

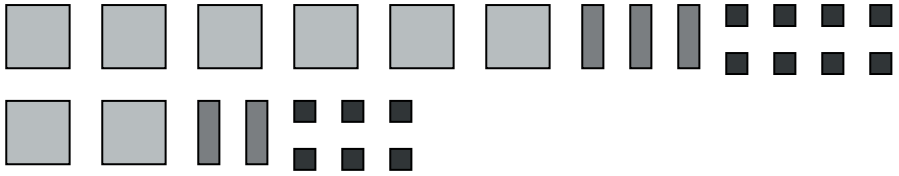
Lesson #1

Sample:

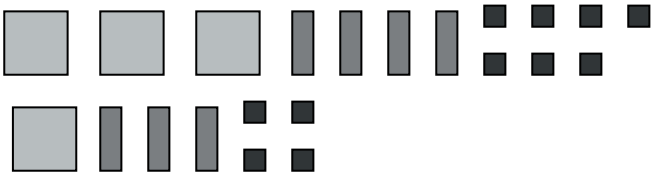
485
+ 123



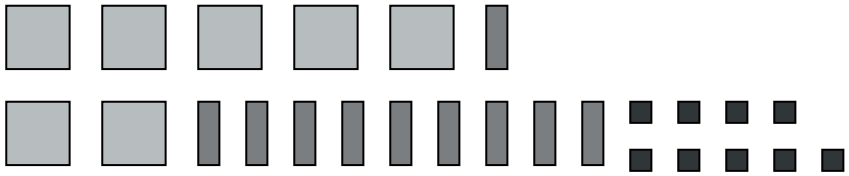
1. 638
+ 226



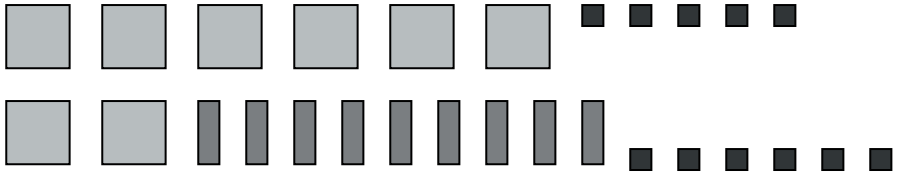
2. 347
+ 134



3. 510
+ 299



4. 605
+ 296



STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Addition of Whole Numbers

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000.
(*Prerequisite CAHSEE Standard*)

Lesson #2

Sample:

$$\begin{array}{r} 1{,}248 \\ +\ \ 329 \\ \hline \end{array}$$

1.
$$\begin{array}{r} 4{,}516 \\ +\ 1{,}265 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 6{,}429 \\ +\ 3{,}307 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 7{,}540 \\ +\ 6{,}286 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 2{,}912 \\ +\ 3{,}208 \\ \hline \end{array}$$

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Addition of Whole Numbers

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. (*Prerequisite CAHSEE Standard*)

Lesson #3

Sample:

$$\begin{array}{r} 4{,}398 \\ +\ 1{,}046 \\ \hline \end{array}$$

1.
$$\begin{array}{r} 2{,}406 \\ +\ 2{,}735 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 5{,}670 \\ +\ 2{,}531 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 8{,}149 \\ +\ \ 913 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 6{,}543 \\ +\ 1{,}987 \\ \hline \end{array}$$

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Addition of Whole Numbers

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000.
(*Prerequisite CAHSEE Standard*)

Lesson #4

Sample:

14,567
+ 9,051

1. 32,109
+ 9,637

2. 26,135
+ 16,382

3. 17,368
+ 2,712

4. 44,444
+ 27,365

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Addition of Whole Numbers

Assessment # 1

1. 643
+ 239

A. 872
B. 882
C. 881
D. Not Here

2. 4,257
+ 1,918

F. 6,175
G. 6,165
H. 5,165
J. Not Here

3. 285
+ 107

A. 182
B. 188
C. 382
D. Not Here

4. 6,426
+ 1,609

F. 5,223
G. 5,827
H. 4,817
J. Not Here

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation **Focus:** Missing Numbers

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. (*Prerequisite CAHSEE Standard*)

Lesson #5

Sample: **26 + ☐ = 89** **☐ = _____**

1. 310 + ☐ = 715 **☐ = _____**

2. 201 + ☐ = 328 **☐ = _____**

3. 358 + ☐ = 479 **☐ = _____**

4. ☐ + 58 = 159 **☐ = _____**

5. ☐ + 106 = 910 **☐ = _____**

6. ☐ + 235 = 855 **☐ = _____**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation **Focus:** Missing Numbers

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. (*Prerequisite CAHSEE Standard*)

Lesson #6

Sample: **119 - ☐ = 49** **☐ = _____**

1. 165 - ☐ = 82 **☐ = _____**

2. 219 - ☐ = 114 **☐ = _____**

3. 327 - ☐ = 113 **☐ = _____**

4. ☐ - 34 = 162 **☐ = _____**

5. ☐ - 178 = 70 **☐ = _____**

6. ☐ - 202 = 442 **☐ = _____**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation **Focus:** Missing Numbers

Standard: Number Sense
2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division. (Prerequisite CAHSEE standard)

Lesson #7

Sample: $7 \times \square = 49$ $\square =$ _____

1. $8 \times \square = 48$ $\square =$ _____

2. $9 \times \square = 72$ $\square =$ _____

3. $8 \times \square = 24$ $\square =$ _____

4. $\square \times 4 = 28$ $\square =$ _____

5. $\square \times 8 = 64$ $\square =$ _____

6. $\square \times 5 = 45$ $\square =$ _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation **Focus:** Repeated Addition

Standard: Review of 2nd Grade Number Sense

3.1 Use repeated addition, arrays, and counting by multiples to do multiplication. (Prerequisite CAHSEE Standard)

Lesson # 8

Sample A: Show the same value as 6 × 2:

_____ + _____

Sample B: Show the same value as 4 + 4 + 4 + 4 + 4 + 4:

_____

1. Show the same value as 6 × 7:

   _____

2. Show the same value as 9 × 3:

   _____

3. Show the same value as 2 + 2 + 2 + 2 + 2 + 2:

   _____

4. Show the same value as 8+ 8 + 8 + 8 + 8 + 8 + 8 + 8:

_____

STANDARDS PLUS ™ – LANGUAGE ARTS

Content Cluster: Computation

Focus: Missing Numbers, Repeated Addition, Multiplication and Division of Whole Numbers

Assessment # 2

1. $118 + \square = 148$ $\square = ?$
   A. 40
   B. 30
   C. 20
   D. 10

2. $11 \times \square = 99$ $\square = ?$
   F. 9
   G. 8
   H. 7
   J. 6

3. Which has the same value as 7×8?
   A. $7 + 8 + 7 + 8 + 7 + 8 + 7 + 8$
   B. $7 + 7 + 7 + 7 + 7 + 7 + 7 + 7$
   C. $7 \times 7 \times 7 \times 7 \times 7 \times 7 \times 7 \times 7$
   D. 78

4. Which has the same value as $6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6$?
   F. 666,666,666
   G. 66×666
   H. 6×9
   J. 600

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Multiplication of Whole Numbers

Standard: Number Sense

2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10. (Prerequisite CAHSEE Standard)

Lesson #9

_____ × 0 = 0

_____ × 1 = _____

9 × 2 = _____ **2, 4, 6, 8, 10, 12, 14, 16, 18**

5 × 7 = _____ **5, 10, 15, 20, 25, 30, 35**

10 × 6 = _____ **10, 20, 30, 40, 50, 60**

1. 3 × 2 = _____

2. 8 × 0 = _____

3. 10 × 7 = _____

4. 6 × 1 = _____

5. 2 × 8 = _____

6. 10 × 0 = _____

7. 5 × 3 = _____

8. 3 × 10 = _____

9. 2 × 2 = _____

10. 5 × 5 = _____

11. 7 × 10 = _____

12. 4 × 2 = _____

13. 1 × 9 = _____

14. 5 × 1 = _____

15. 10 × 10 = _____

16. 888,888,888 × 0 = _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation **Focus:** Multiplication Facts

Standard: Number Sense
2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10. (Prerequisite CAHSEE Standard)

Lesson # 10

Sample A:

6 × 4 = _____ **6 + 6 + 6 + 6 = _____** **6, 12, 18, 24**

1. 3 × 4 = _____

2. 5 × 5 = _____

3. 2 × 9 = _____

4. 10 × 4 = _____

5. 3 × 7 = _____

6. 9 × 0 = _____

7. 7 × 1 = _____

8. 6 × 6 = _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation **Focus:** Multiplication Facts

Standard: Number Sense
2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10. (Prerequisite CAHSEE Standard)

Lesson # 11

Sample:

8 × 7 = _____ 8 + 8 + 8 + 8 + 8 + 8 + 8 = _____
8, 16, 24, 32, 40, 48, 56

1. **5 × 9 = _____**
2. **8 × 8 = _____**
3. **2 × 7 = _____**
4. **10 × 9 = _____**
5. **7 × 7 = _____**
6. **5 × 8 = _____**
7. **7 × 9 = _____**
8. **6 × 7 = _____**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Multiplication of Whole Numbers

Standard: Number Sense
2.4 Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers (3,671 × 3 = ___) (Prerequisite CAHSEE Standard)

Lesson # 12

Sample:

$$\begin{array}{r} 23 \\ \times\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 23 \\ \times\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 23 \\ \times\ 3 \\ \hline \end{array}$$

1.
$$\begin{array}{r} 52 \\ \times\ 4 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 64 \\ \times\ 2 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 82 \\ \times\ 3 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 713 \\ \times\ 3 \\ \hline \end{array}$$

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Multiplication of Whole Numbers

Assessment # 3

1. 5
x 3

A. 8
B. 15
C. 105
D. Not Here

2. 7
x 9

F. 63
G. 16
H. 54
J. Not Here

3. 10
x 7

A. 17
B. 107
C. 70
D. Not Here

4. 32
x 4

F. 78
G. 36
H. 128
J. Not Here

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Multiplication of Whole Numbers

Standard: Number Sense
2.4 Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers (3,671 X 3 = ___) (*Prerequisite CAHSEE Standard*)

Lesson # 13

Sample:

513	513	513	513
x 2	x 2	x 2	x 2

1. 722 x 4

2. 613 x 2

3. 502 x 3

4. 420 x 4

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Multiplication of Whole Numbers

Standard: Number Sense
2.4 Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers (3,671 X 3 = ___) (*Prerequisite CAHSEE Standard*)

Lesson # 14

Sample A:

608	608	608	608
x 2	x 2	x 2	x 2

1. 219
x 5

2. 361
x 7

3. 907
x 8

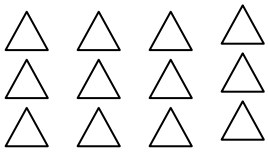
4. 524
x 5

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation **Focus:** Multiplication/Division Using Models

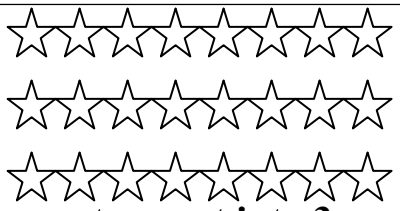
Standard: Number Sense
2.3 Use the inverse relationship of multiplication and division to compute and check results. (Prerequisite CAHSEE Standard)

Lesson # 15



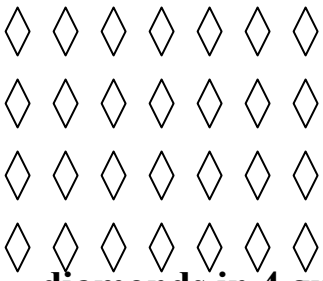
4 groups of 3: _____ **4 × 3 = _____**

_____ triangles in 4 groups = 3 triangles in each group. _____ ÷ 4 = 3

1. 

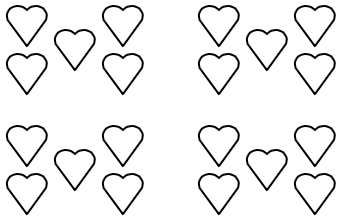
3 groups of 8: _____ **3 × 8 = _____**

_____ stars put into 3 groups = 8 stars in each group. _____ ÷ 3 = 8

2. 

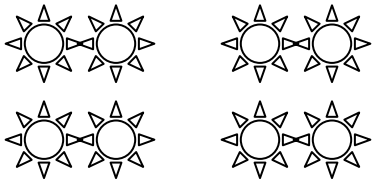
4 groups of 7 : _____ 4 × 7 = _____

_____ diamonds in 4 groups = 7 diamonds in each group. _____ ÷ 4 = 7

3. 

4 groups of 5: _____ **4 × 5 = _____**

_____ hearts in 4 groups = 5 hearts in each group. _____ ÷ 4 = 5

4. 

4 groups of 2: _____ **4 × 2 = _____**

_____ suns in 4 groups = 2 suns in each group. _____ ÷ 4 = 2

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation **Focus:** Multiplication/Division Facts

Standard: Number Sense

2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10. (Prerequisite CAHSEE Standard)

2.3 Use the inverse relationship of multiplication and division to compute and check results. (Prerequisite CAHSEE Standard)

Lesson # 16

Sample A:

$8 \times 7 = 56$	$56 \div 8 = 7$
$7 \times 8 = 56$	$56 \div 7 = 8$

1. $7 \times 9 =$ _____	$63 \div 7 =$ _____
2. $8 \times 3 =$ _____	$24 \div 8 =$ _____
3. $6 \times 5 =$ _____	$30 \div 6 =$ _____
4. $1 \times 9 =$ _____	$9 \div 1 =$ _____
5. $3 \times 7 =$ _____	$21 \div 3 =$ _____
6. $8 \times 6 =$ _____	$48 \div 8 =$ _____
7. $5 \times 5 =$ _____	$25 \div 5 =$ _____
8. $7 \times 4 =$ _____	$28 \div 7 =$ _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Multiplication of Whole Numbers

Assessment # 4

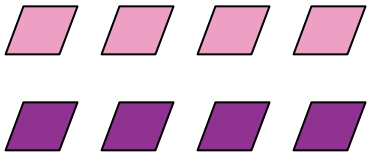
1. 312
x 3

A. 315
B. 316
C. 311
D. Not Here

2. 725
x 3

F. 728
G. 2,175
H. 2,165
J. Not Here

3. Which number sentence describes this model?



A. 2 × 4 = 8
B. 2 × 3 = 6
C. 2 × 8 = 16
D. Not Here

4. Which of the following completes this fact family?

4 × 6 = 24 24 ÷ 4 = 6
6 × 4 = 24

F. 4 × 4 = 16
G. 4 × 6 = 24
H. 24 ÷ 6 = 4
J. Not Here

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context

Focus: Addition of Whole Numbers

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. *(Prerequisite CAHSEE Standard)*

Lesson #1

Sample:

Mary baked cookies for the bake sale. She baked 35 chocolate chip cookies and 43 sugar cookies. How many cookies did she bake in all? _____

1.  **There were 17 birds in the apple tree. 25 more birds flew to the apple tree. How many birds were in the apple tree altogether?**
   _____

2.  **Bennie has 65 marbles. Julie has 12 marbles. Mrs. Schwartz has 21 marbles. How many marbles do they have in all? _____**

3.  **Fred rode his bike 32 miles. Then he walked 14 miles. Finally he skateboarded 43 miles. How many miles did Fred travel altogether?**
   _____

4.  **Sylvia ordered pizza for the third grade students. There were 3 third grade classrooms. There were 20 students in the first class, 19 students in the second class, and 18 students in the third class. How many students were in the third grade? _____**

STANDARDS PLUS ™ – MATHEMATICS

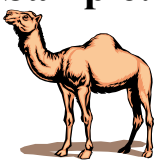
Content Cluster: Computation in Context

Focus: Addition of Whole Numbers

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. *(Prerequisite CAHSEE Standard)*

Lesson #2

Sample:



There were 357 camels at the market in Egypt. 416 more camels were led into the market. How many camels in all were at the market? _____

1.  **Lord Whitman wants to paint his castle. He needs 109 gallons of silver paint, 34 gallons of blue paint, and 19 gallons of white paint. How many gallons of paint does he need altogether? _____**

2.  **Miss Hill's class made a giant ice cream sundae. They used 301 scoops of chocolate ice cream and 3,987 scoops of vanilla ice cream. How many scoops of ice cream did they use in all? _____**

3.  **Gloria collects dolls. She has 432 rag dolls, 214 porcelain dolls, and 67 plastic dolls. How many dolls does she have in all? _____**

4.  **Matt has 3 sisters, 4 brothers, 14 cousins, 4 aunts, 5 uncles, and 3 grandparents at his party. How many relatives are at Matt's party?**

_____

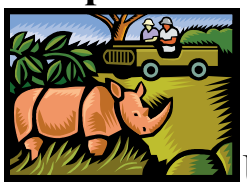
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context **Focus:** Subtraction of Whole Numbers

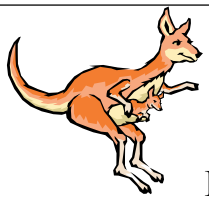
Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. *(Prerequisite CAHSEE Standard)*

Lesson # 3

Sample:



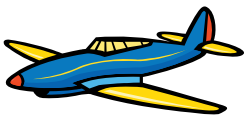
Uncle Max lives next to the wild animal park. From his yard he can see 32 zebras and 16 rhinos. How many more zebras than rhinos can he see from his yard? _____



1. **Kim the kangaroo jumped 14 feet. Frank the frog jumped 3 feet. How many more feet did Kim jump than Frank? _____**

2. **Jose is on a soccer team. The team won 23 games. The team lost 9 games. How many more games did the team win than lose? _____**

3. **Patti went shopping on Saturday. She spent $38 at the fruit market. She spent $56 at the meat market. How much more did she spend at the meat market than the fruit market? _____**



4. **Thomas flew his model airplane for 2 hours on Friday. He flew it for 11 hours on Saturday. How many more hours did he fly his airplane on Saturday than on Friday? _____**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context

Focus: Subtraction of Whole Numbers

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. *(Prerequisite CAHSEE Standard)*

Lesson #4

Sample:

Tracy had a lot of chores to do on Saturday. It took her 14 hours to do all of her chores. She spent 7 hours mowing the lawn, shopping, and cleaning her house. She spent the rest of the time doing laundry. How many hours did she spend doing the laundry?_____

1.  **Mr. Davis drove 60 miles to the beach. He then drove 23 miles to the zoo. How many more miles did he drive to the beach than he drove to the zoo? _____**

2. 

Barney and Lee each had baseball cards. They had 432 cards altogether. Barney had 297 cards. How many cards did Lee have?
_____

3.  **Valerie has played the trumpet for 19 years. She has played the piano for 7 years. How many more years has Valerie played the trumpet than the piano? _____**

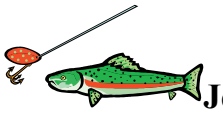
4.  **Mario grows tomatoes in his backyard. He has 312 cherry tomato plants. He has 27 beefsteak tomato plants. How many more cherry tomato plants does he have than beefsteak tomato plants? _____**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context

Focus: Addition and Subtraction of Whole Numbers

Assessment #1

1.  **Jennifer caught 58 fish over the weekend. She caught 23 on Monday. How many fish did she catch in all?**

A. 78 **B. 71** **C. 81** **D. 35**

2.  **Carmen has 75 pairs of shoes. 38 of them are black. How many shoes are not black?**

F. 37 **G. 43** **H. 113** **J. 103**

3.  **Emily grows roses in her garden. She has 198 red rose bushes. She has 169 pink rose bushes. How many rose bushes does she have altogether?**

A. 357 **B. 29** **C. 31** **D. 367**

4.  **Marcus visited Mexico. He saw a pyramid that was 212 feet tall. Marcus is 6 feet tall. How much taller is the pyramid than Marcus?**

F. 218 **G. 216** **H. 206** **J. 198**

Answers
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

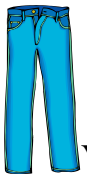
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context **Focus:** Addition Decimals/Money

Standard: Number Sense
3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation. *(Prerequisite CAHSEE Standard)*

Lesson #5

Sample:



Yolanda went shopping at the mall. She bought four T-shirts for $22.80. She bought jeans for $19.76. How much did she spend in all? _____

1.  **Manuel worked in his neighborhood over the summer. He made $45.75 mowing lawns, $26.50 washing cars, and $18.00 walking dogs. How much money did he make in all? _____**

2.  **Tiffany loves to dance. She dances ballet, tap, and jazz. She bought ballet slippers for $13.99, tap shoes for $18.49, and jazz shoes for $33.12. How much did she spend altogether on dance shoes?**

   _____

3.  **Josh is a rodeo cowboy. He rode a bucking bronco for 14.5 seconds, a bull for 7.6 seconds, and he roped a steer in 21.4 seconds. For how many seconds was he completing the events? _____**

4.  **Michelle drove to four different parks looking for her friends. She drove 1.2 miles to the first park, 1.8 miles to the second park, .6 miles to the third park, and 2.3 miles to the fourth park. How many miles did she drive in all? _____**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context **Focus:** Subtraction Decimals/Money

Standard: Number Sense
3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors. (Prerequisite CAHSEE Standard)

Lesson # 6

Sample:

Yolanda bought a CD for $12.50. She gave the store clerk $20.00. How much change will she get? _____

1. 
Manuel was paid $45.75 for mowing all the lawns in his neighborhood. He bought new shoes for $23.62. How much money will he have left over? _____

2. 
Tiffany danced in the talent contest. She won $50.00. She bought a new dance costume. The costume cost $67.99. How much more money will she need to buy the costume?

3. 
Tanisha ran the race in 25.68 seconds. Tanya ran the race in 30.07 seconds. How many seconds faster did Tanisha run than Tanya?
_____

4. 
Christopher bought lunch for $4.75. Janice bought lunch for $3.99. How much more did Christopher's lunch cost than Janice's lunch?
_____

STANDARDS PLUS™ – MATHEMATICS

Content Cluster: Computation in Context **Focus:** Add/Subtract Decimals/Money

Standard: Number Sense
3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors. (Prerequisite CAHSEE Standard)

Lesson # 7

Sample: Tom went to a frog-jumping contest. Fast-Freddie jumped 6.5 feet. Springy-Sal jumped 7.2 feet. How much farther did Springy-Sal jump than Fast-Freddie? _____

1. **Mason went to the car wash. A regular wash costs $5.99. The deluxe wash and wax costs $12.54. How much more does the deluxe wash and wax cost than the regular wash? _____**

2. **Jimmy went to the candy store. He bought chocolate kisses and candy bars for $3.62. He bought jellybeans, licorice, and fruit candy for $9.87. How much did he spend in all? _____**

3. **At the Thompson's Tree Farm there are many different sizes of trees. The palm trees must be at least 1.7 meters tall before they are sold. The oak trees must be at least .9 meters tall before they are sold. How much taller must the palm trees be than the oak trees before they are sold? _____**

4. **Mrs. Johnson went shopping for a new vacuum cleaner. The Hooper Cleaner cost $69.87. The Bittel Brush-Vac cost $23.45. Mrs. Johnson decided that she wanted both of them. How much did they cost altogether?**

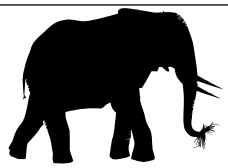
_____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context **Focus:** Add/Subtract Decimals/Money

Standard: Number Sense
3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors. (Prerequisite CAHSEE Standard)

Lesson # 8

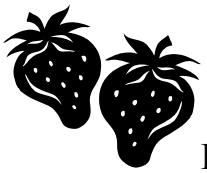


Sample: When Enrique the elephant was born, he was 4.2 feet tall. Now that he's grown, he is 10.1 feet tall. How many feet has Enrique grown? _____

1. **Dennis was surprised when he got his phone bill this month. Last month his bill was $29.04. This month his bill is $43.21. How much more is his bill this month? _____**

2. **Michael the moose is sick. Yesterday he had a temperature of 95.6°. Today he has a temperature of 99.7°. What is the difference in temperatures for the two days? _____**

3. **Jayne wanted to buy the book, <u>The Mystery of the Fallen Soldiers</u>. The book cost $4.76 in paperback. It cost $12.87 in hardback. How much more does the book cost in hardback than in paperback? _____**



4. **Ruby Red Strawberries cost $1.29 a pound. Olivia's Organic Strawberries cost $1.71 a pound. If I buy one pound of each of the strawberries, how much would they cost? _____**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context

Focus: Addition/Subtraction of Decimals/Money

Assessment #2

1. Alfredo wanted to go to the movies. If he goes before 6:00, it will cost $5.50. If he goes after 6:00, it will cost $8.25. How much more will it cost to go after 6:00?

A. $2.75 **B. $3.25** **C. $13.75** **D. $13.25**

2. Alfredo went to the movies. He bought soda for $3.00, popcorn for $3.75, and candy for $1.50. How much did he spend on snacks in all?

F. $8.25 **G. $7.25** **H. $8.75** **J. $7.75**

3. Melanie wants to buy a bouquet of daisies for her teacher. She has $5.00. The daisies cost $3.21. How much change will Melanie get?

A. $8.21 **B. $2.79** **C. $1.79** **D. $8.79**

4. Karen bought three ribbons. The pink ribbon was 2.6 feet long. The red ribbon was 3.5 feet long. The blue dotted ribbon was 0.7 feet long. How many feet of ribbon did Karen buy?

F. 6.8 feet **G. 5.18 feet** **H. 6.1 feet** **J. 6.3 feet**

Answers
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context Focus: Multiple Operations

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. *(Prerequisite CAHSEE Standard)*

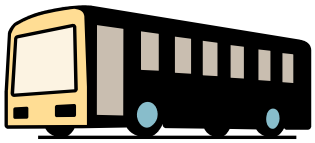
Lesson # 9

Sample: Julie had 6 brothers and 2 sisters. Jane had 1 brother and 6 sisters. How many more brothers and sisters did Julie have than Jane? _____

1. Phil had 47 stamps. He lost 3 of his stamps. His mom gave him 9 more stamps. How many stamps does he have now? _____

2. Lucky has 111 black spots. Domino has 176 black spots. Penny had 35 less spots than Lucky and Domino together. How many spots does Penny have? _____

3. Harry found 16 socks under his bed. Sally found 7 fewer socks than Harry under her bed. Randy found 8 socks more than Sally under his bed. How many socks did Randy find? _____



4. The van can carry 9 students. The green bus can carry 86 students. The blue bus can carry 24 less students than the van and the green bus together. How many students can the blue bus carry? _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context **Focus:** Multiple Operations

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. *(Prerequisite CAHSEE Standard)*

Lesson # 10

Sample: Angela read two books. One book had 148 pages in it. The other book had 231 pages in it. Ron read a book that had 78 pages less than both of the books Angela read. How many pages were in Ron's book? _____

1. Gabe and Terri were riding their bikes. Gabe rode nine miles. Terri rode eight miles. Fran rode her scooter 17 miles farther than Gabe and Terri rode their bikes altogether. How many miles did Fran ride her scooter? _____

2. Kevin's cat has 16 stripes on its tail. Krista's cat has four less stripes on its tail. Karen's cat has 9 stripes more than Krista's cat. How many stripes do the three cats have on their tails in all? _____

3. Mrs. Gibbs baked cookies for her friends. She baked 48 chocolate chip cookies and 72 sugar cookies. Her friends ate 31 chocolate chip cookies and 54 sugar cookies when they visited. How many cookies were left over? _____

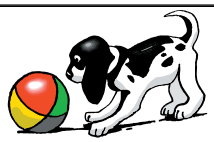
4. 14 firefighters work at Station 32. 23 firefighters work at Station 125. 21 firefighters work at Station 73. 4 new firefighters begin working at Station 32. How many firefighters work at the three stations in all? _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context **Focus:** Multiple Operations

Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. (Prerequisite CAHSEE Standard)
2.4 Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers (3,671 X 3 = ___). (Prerequisite CAHSEE Standard)

Lesson # 11

Sample: 

Juan has two puppies. One puppy has 10 spots. The other puppy has 20 spots. Marlene has a puppy. Her puppy has 2 times the number of spots that both of Juan's puppies have. How many spots does Marlene's puppy have? _____

1.  **Vicki eats 2 carrots every day this week. There are seven days in a week. She eats 8 more carrots the next week. How many carrots did she eat the next week? _____**

2.  **Gus ran for 15 minutes. Leeann ran for 25 minutes. Laura ran 2 times the amount of time that Gus and Leeann ran altogether. How many minutes did Laura run? _____**

3.  **Heidi has 20 rows of vegetables in her garden. There are 5 plants in each row. The plants in one row did not grow vegetables. How many plants grew vegetables? _____**

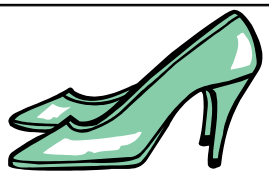
4.  **Angus did chores all day Saturday. He worked 12 hours. Then he worked 8 hours on Sunday. If he were paid $3 an hour, how much money did he make? _____**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context **Focus:** Multiple Operations

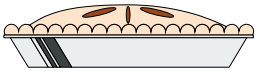
Standard: Number Sense
2.1 Find the sum or difference of two whole numbers between 0 and 10,000. (Prerequisite CAHSEE Standard)
2.4 Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers (3,671 X 3 = ___). (Prerequisite CAHSEE Standard)
3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

Lesson # 12

Sample: 

Jenny bought 3 pairs of shoes. Two of the pairs of shoes cost $21.15 each. The other pair cost $14.50. How much did the shoes cost in all? _____

1. Linda earned $3.35 babysitting for the Kramer family. She earned $4.55 babysitting for the Washington family. She earned $5.15 babysitting for the Howard family. How much money did Linda earn for babysitting?_____



2. Marina started with 1.34 pies. Lorna gave Marina 5.78 more pies. Then Marina ate 1.12 pies. How many pies does Marina have left? _____

3. Carmen bought a sticker book for $1.24 and a set of horse stickers for $1.01. She had $3.45. How much change does she get back? _____

4. Sharon and Joseph had 6.5 liters of soda. Sharon drank 1.4 liters of soda. Joseph drank 2.6 liters of soda. How much soda did the two children drink?

_____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context **Focus:** Multiple Operations

Assessment # 3

1. **In one week, Jeremy flew his plane for 32.5 hours and his helicopter for 6.3 hours. Wendy flew her plane for 12.4 hours. How many more hours did Jeremy spend flying than Wendy?**
   A. 50.2 hours B. 26.4 hours C. 51.2 hours D. 32.5 hours

2. **Sue picked two baskets of peaches from the tree. Each basket had 123 peaches in it. She had to throw away 45 peaches. How many peaches did she have left?**
   F. 168 peaches G. 78 peaches H. 246 peaches J. 201 peaches

3. **There are 98 zebras at the Wild Animal Park. There are 72 elephants and 25 lions also. How many more zebras and elephants were there than lions?**
   A. 195 B. 51 C. 145 D. 1

4. **Henry bought a ticket to the concert. It cost $25.60. He bought a T-shirt at the concert. It cost $24.50. He had $72.90 in his wallet. How much change did Henry get?**
   F. $22.80 G. $123.00 H. $74.00 J. $50.10

Answers
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

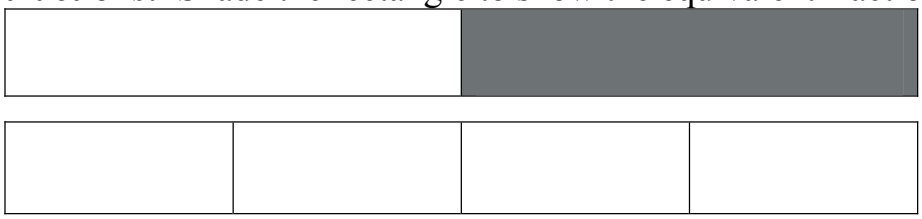
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Fractions & Decimals **Focus:** Comparing Fractions

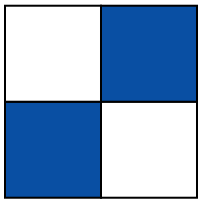
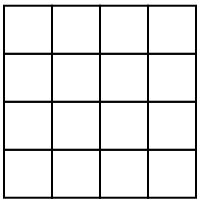
Standard: Number Sense
3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., ½ of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than ¼.) *(Prerequisite CAHSEE Standard)*

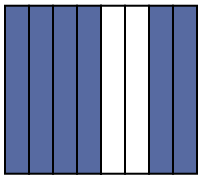
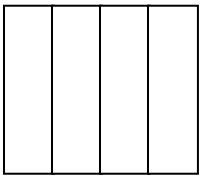
Lesson # 1

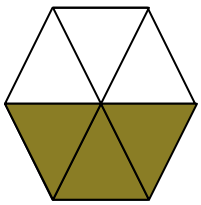
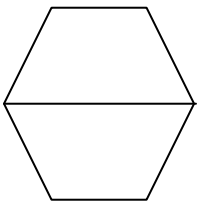
Sample:
Instructions: Shade the rectangle to show the equivalent fraction to ½.

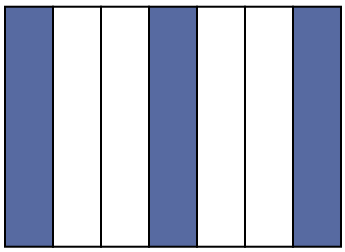
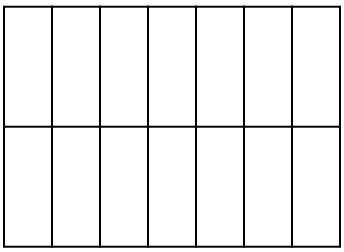


Instructions: Shade the figure or part of the group to show the equivalent fraction.

1. $\frac{2}{4}$  $\frac{\quad}{16}$ 

2. $\frac{6}{8}$  $\frac{\quad}{4}$ 

3. $\frac{3}{6}$  $\frac{\quad}{2}$ 

4. $\frac{3}{7}$  $\frac{\quad}{14}$ 

STANDARDS PLUS ™ – MATHEMATICS

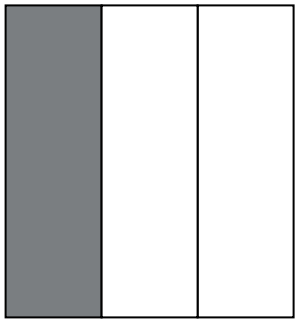
Content Cluster: Fractions & Decimals **Focus:** Adding Like Fractions

Standard: Number Sense
3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., ½ of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than ¼.) *(Prerequisite CAHSEE Standard)*

Lesson # 2

Sample:

$$\begin{array}{r} \frac{1}{3} \\ \\ \frac{1}{} \\ +\ 3 \\ \hline \end{array}$$



---

1. $\frac{5}{8} + \frac{4}{8} =$ _____

2. $\frac{6}{15} + \frac{7}{15} =$ _____

3.
$$\begin{array}{r} \frac{2}{5} \\ \\ \frac{1}{} \\ +\ 5 \\ \hline \end{array}$$

4.
$$\begin{array}{r} \frac{2}{7} \\ \\ \frac{4}{} \\ +\ 7 \\ \hline \end{array}$$

STANDARDS PLUS ™ – MATHEMATICS

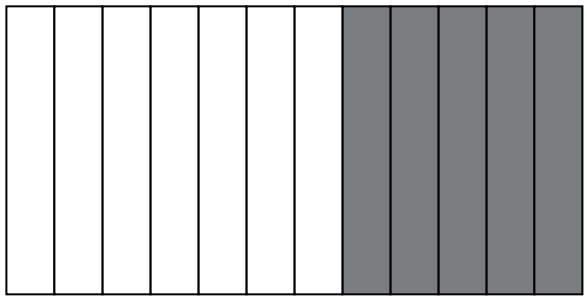
Content Cluster: Fractions & Decimals **Focus:** Subtracting Like Fractions

Standard: Number Sense
3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., ½ of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than ¼.) *(Prerequisite CAHSEE Standard)*

Lesson # 3

Sample:

$$\begin{array}{r} \frac{5}{12} \\ -\ \frac{4}{12} \end{array}$$



1.
$$\begin{array}{r} \frac{3}{6} \\ -\ \frac{1}{6} \end{array}$$

2.
$$\begin{array}{r} \frac{7}{8} \\ -\ \frac{4}{8} \end{array}$$

3. $\frac{33}{40} - \frac{8}{40} =$ _____

4. $\frac{10}{16} - \frac{4}{16} =$ _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Fractions & Decimals **Focus:** Comparing Decimals

Standard: Number Sense
3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., ½ of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than ¼.) *(Prerequisite CAHSEE Standard)*

Lesson # 4

<	=	>
less than	equal to	greater than

Sample: 0.2 _____ 0.6

1. 0.3 _____ 0.8

2. 1.2 _____ 0.7

3. 0.9 _____ 0. 9

4. 0.6 _____ 0.5

5. 0.8 _____ 1.0

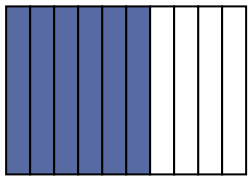
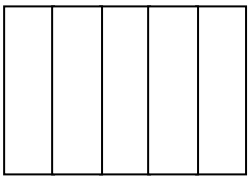
6. 2.3 _____ 3.1

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Fractions & Decimals **Focus:** Equivalent Fractions

Assessment #1

1. What is the equivalent fraction?

$\frac{6}{10}$  $\frac{?}{5}$ 

A. $\frac{1}{5}$ B. $\frac{2}{5}$ C. $\frac{3}{5}$ D. $\frac{4}{5}$

2. $\frac{1}{6} + \frac{3}{6} =$

F. $\frac{4}{6}$ G. $\frac{5}{6}$ H. $\frac{6}{6}$ J. $\frac{7}{6}$

Answers
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

3. $\frac{5}{8} - \frac{3}{8} =$

A. $\frac{5}{8}$ B. $\frac{4}{8}$ C. $\frac{3}{8}$ D. $\frac{2}{8}$

4. Which symbol makes this number sentence true: 0.1 ____ 0.2?

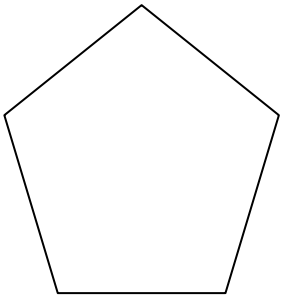
F. > G. = H. < J. +

STANDARDS PLUS ™ – MATHEMATICS

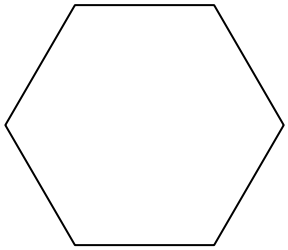
Content Cluster: Geometry **Focus:** Plane Figures

Standard: Measurement & Geometry
2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems. *(Prerequisite CAHSEE Standard)*

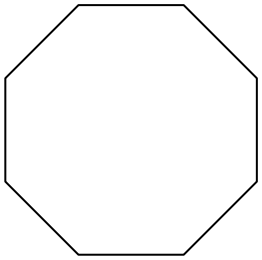
Lesson #1



Pentagon

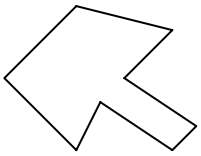


Hexagon



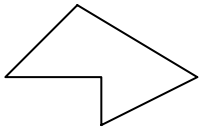
Octagon

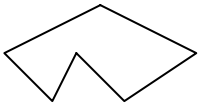
Practice

1. Name this figure:  _____

2. Name this figure: 

_____

3. Name this figure:  _____

4. Name this figure:  _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Geometry **Focus:** Plane Geometry

Standard: Measurement & Geometry
2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems. (*Prerequisite CAHSEE Standard*)

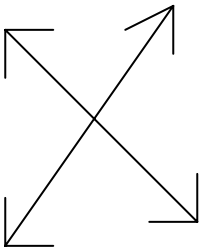
Lesson # 2

1.

horizontal

2.

vertical

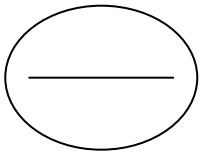
3. 

intersecting

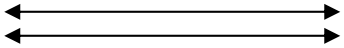
4. 

parallel

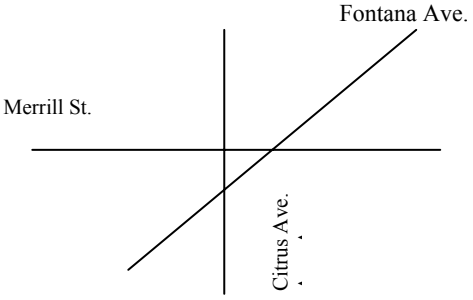
1. What type of line is inside the circle?



2 What type of lines are these?



3. Use the street map to answer questions 3-5.



3. Name a street that is vertical. _____.
4. Name a street that intersects Fontana Ave.

_____.

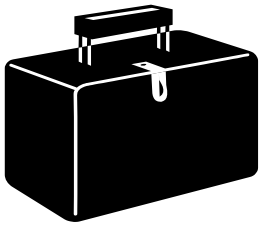
5. Name a street that is horizontal. _____.

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Geometry **Focus:** Geometric Figures

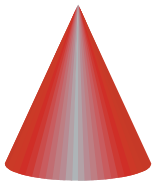
Standard: Measurement & Geometry
2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems. (*Prerequisite CAHSEE Standard*)

Lesson # 3

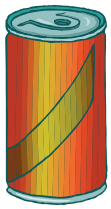


rectangular prism

cube



cone

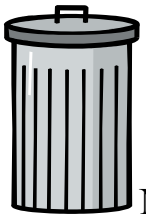


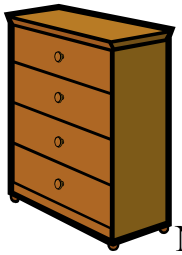
cylinder

sphere

---

1.  Name this figure: _____

2.  Name this figure: _____

3.  Name this figure: _____

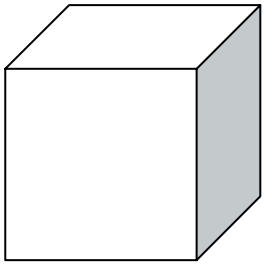
4. What figures are used in this drawing? _____

STANDARDS PLUS ™ – MATHEMATICS

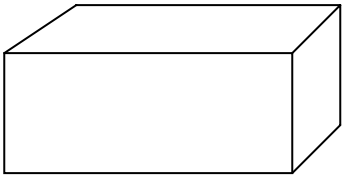
Content Cluster: Geometry **Focus:** Geometric Figure

Standard: Measurement & Geometry
2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems. (*Prerequisite CAHSEE Standard*)

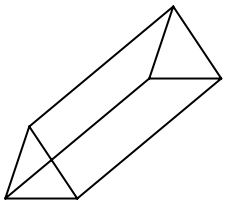
Lesson # 4



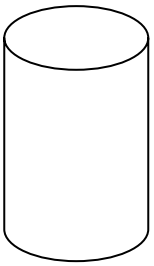
Cube



Rectangular Prism

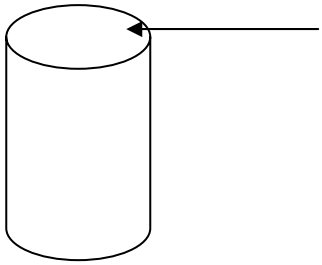


Triangular Prism



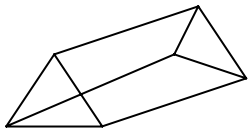
Cylinder

1.



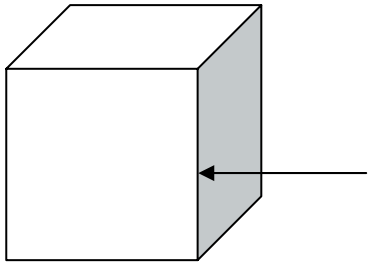
What is the name of this part of the cylinder?_____

2. What shapes make up the faces of this figure?



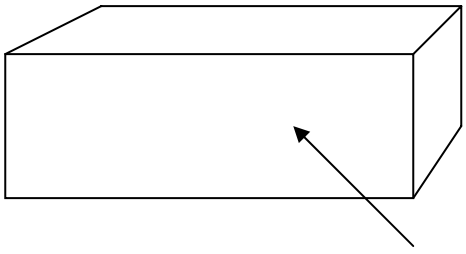
_____

3.



What is this part of the cube named? _____

4.



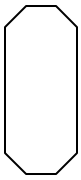
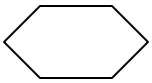
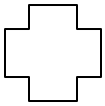
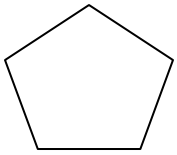
What is this part of a rectangular prism named? _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Geometry **Focus:** Plane Figures

Assessment #1

1. Which figure is an octagon?

A.  **B.**  **C.**  **D.** 

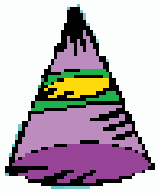
2. What type of line is this? 

A. Parallel line **B. Horizontal line**

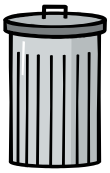
C. Vertical line **D. Pointy line**

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ



3. Which picture has the same shape as this shape?

A.  **B.**  **C.**  **D.** 

4. What shape is the bottom face of a cylinder?

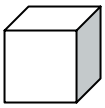
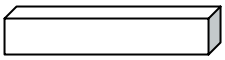
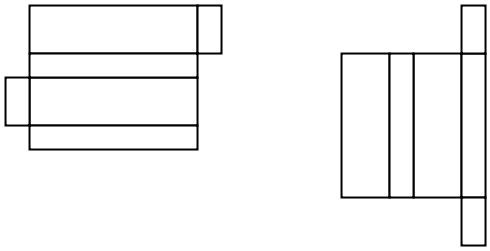
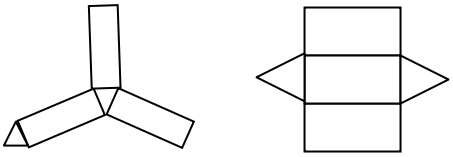
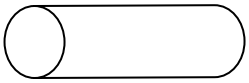
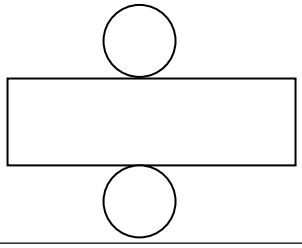
A. square **B. circle** **C. sphere** **D. rectangle**

STANDARDS PLUS ™ – MATHEMATICS

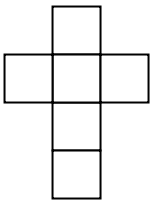
Content Cluster: Geometry **Focus:** Geometric Figures

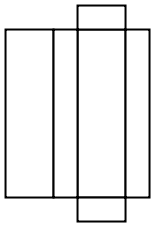
Standard: Measurement and Geometry
2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, cone, cylinder). (*Prerequisite CAHSEE Standard*)

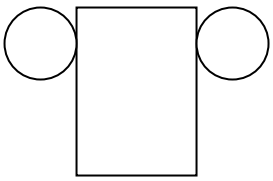
Lesson # 5

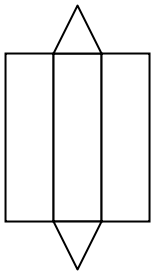
Solid	Net
Cube 	
Rectangular Prism 	
Triangular Prism 	
Cylinder 	

Label each net with the name of the solid represented.

1. 

2. 

3. 

4. 

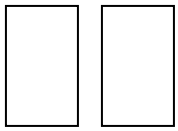
_____ _____ _____ _____

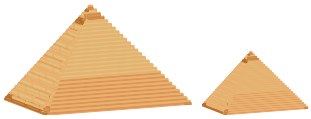
STANDARDS PLUS ™ – MATHEMATICS

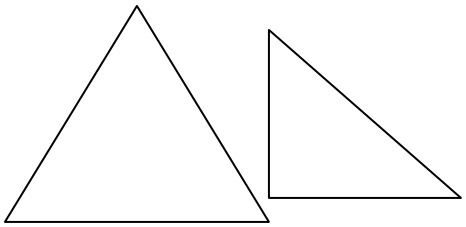
Content Cluster: Geometry **Focus:** Congruency

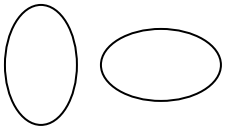
Standard: Review of Grade 2 Measurement & Geometry
2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices. (*Prerequisite CAHSEE Standard*)

Lesson # 6

1. 

2. 

3. 

4. 

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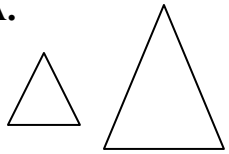
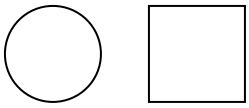
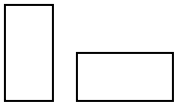
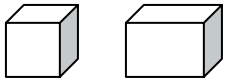
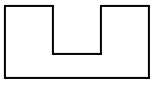
1. Identify the congruent figures. _____

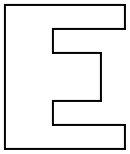
A. 

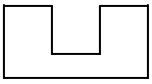
B. 

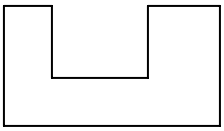
C. 

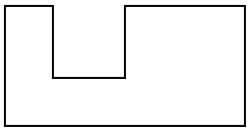
D. 

2. Which figure is congruent to this figure:  _____

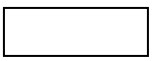
A. 

B. 

C. 

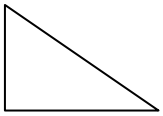
D. 

3. Which two figures are congruent: _____

A. 

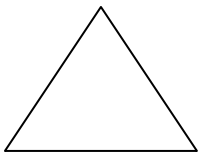
B. 

C. 

D. 

E. 

4. Draw a congruent figure to this figure:

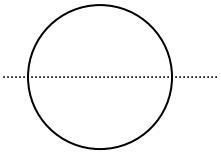
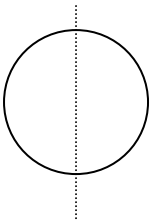
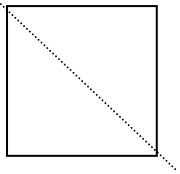
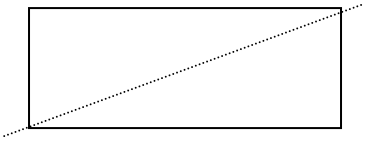
_____ 

STANDARDS PLUS ™ – MATHEMATICS

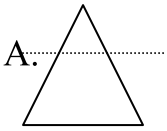
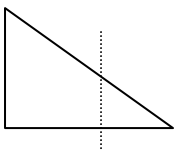
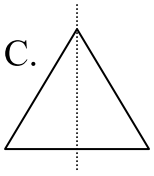
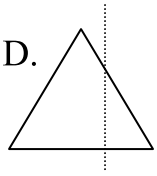
Content Cluster: Geometry **Focus:** Symmetry

Standard: Preview of Grade 4 Measurement & Geometry
3.4 Identify figures that have bilateral and rotational symmetry. (*Prerequisite CAHSEE Standard*)

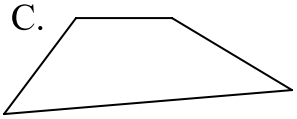
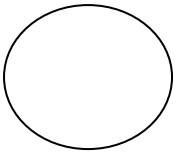
Lesson # 7

1.  **2.**  **3.**  **4.** 

1. Which of these figures has a line of symmetry? _____

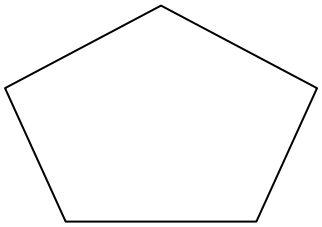
A.  B.  C.  D. 

2. Which figure could have a line of symmetry? _____

A.  B.  C.  D. 

3. Draw a line of symmetry.

4. Draw a line of symmetry.



STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Geometry **Focus:** Symmetry

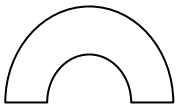
Standard: Preview of Grade 4 Measurement & Geometry
3.4 Identify figures that have bilateral and rotational symmetry. (Prerequisite CAHSEE Standard)

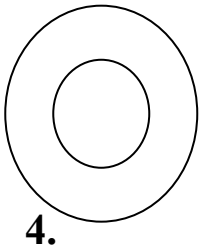
Lesson # 8

Samples:

1. 

2. 

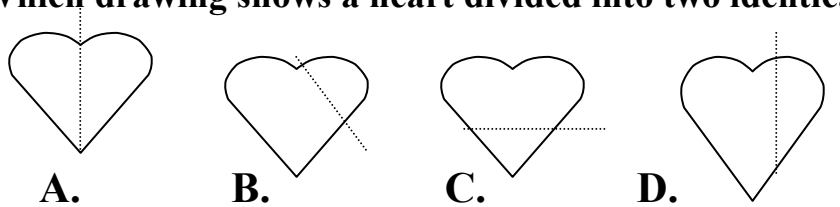
3. 

4. 

5. C

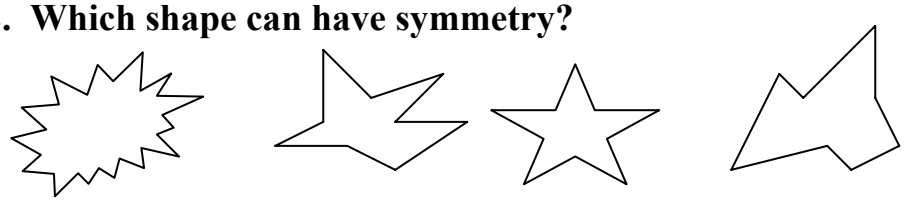
6. G

1. Which drawing shows a heart divided into two identical parts?



A. **B.** **C.** **D.**

2. Which shape can have symmetry?



A. **B.** **C.** **D.**

3. Which letter has symmetry?

L J D P

4. Which letter does <u>not</u> have symmetry?

X O U R

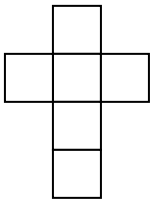
STANDARDS PLUS ™ – MATHEMATICS

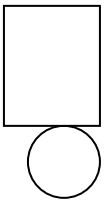
Content Cluster: Geometry

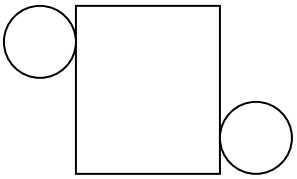
Focus: Plane Figures, Symmetry, Congruency

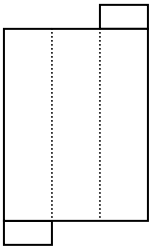
Assessment # 2

1. Which net will create a cylinder?

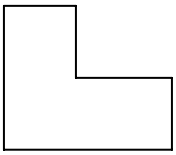
A. 

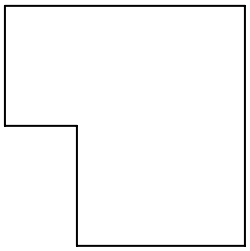
B. 

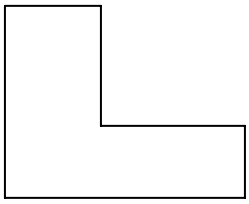
C. 

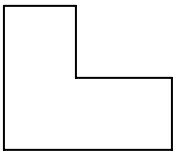
D. 

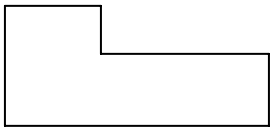
2. Which figure is the same size and shape as the figure below?



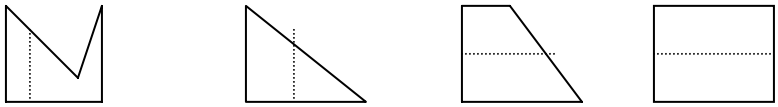
F. 

G. 

H. 

J. 

3. Which of these figures can be folded on the dotted line so that each part is equal?



A. B. C. D.

4. Which of these letters have symmetry?

F. T G. L H. G J. J

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

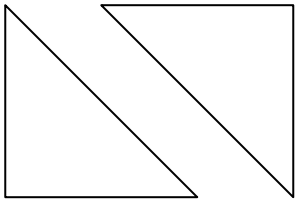
STANDARDS PLUS ™ – MATHEMATICS

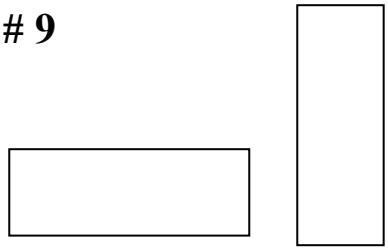
Content Cluster: Geometry **Focus:** Rotation

Standard: Number Sense

3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors. (Prerequisite CAHSEE Standard)

Lesson # 9

1. 

2. 

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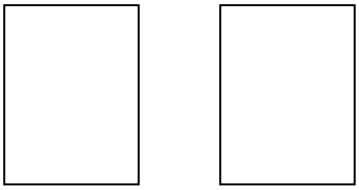
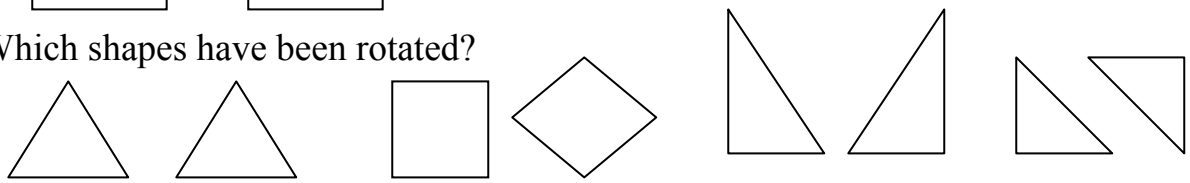
1. Have the following shapes been rotated or turned? _____

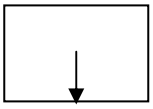


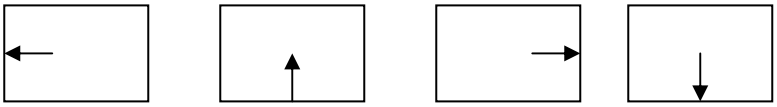
2. Which shapes have been rotated?



A. **B.** **C.** **D.**

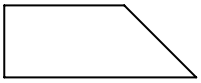
3. Which figure shows this rectangle turned upside down?

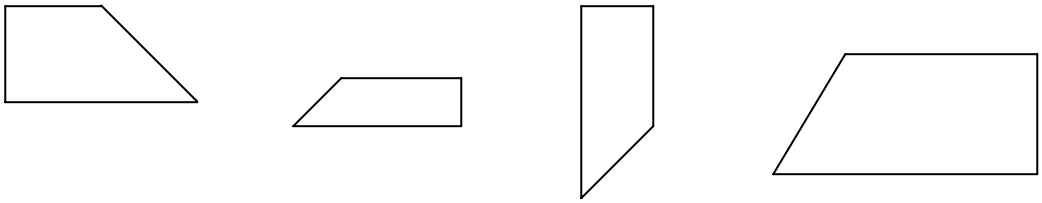




A. **B.** **C.** **D.**

4. Which figure shows a rotation of this figure?





A. **B.** **C.** **D.**

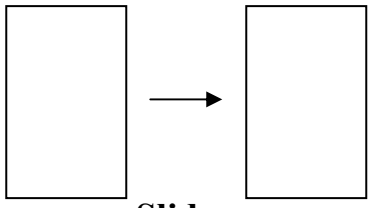
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Geometry **Focus:** Reflections

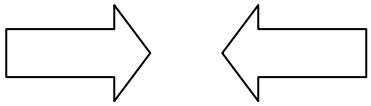
Standard: Measurement & Geometry
2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

Lesson #10

Samples:



Slide



Reflection

1. What type of movement does the following figures represent? _____

K K

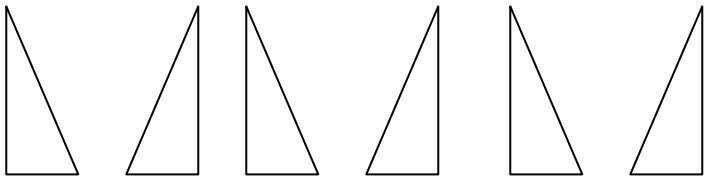
2. What set of figures represent a reflection? _____

A. **B.** **C.** **D.**

3. What movement is represented in the following patterns? _____

E E E E E E

4. What movement is represented in the following pattern? _____



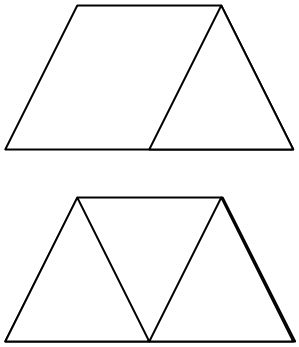
STANDARDS PLUS ™ – MATHEMATICS

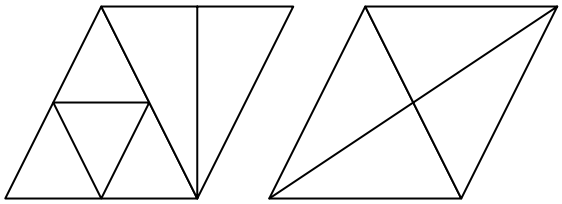
Content Cluster: Geometry **Focus:** Plane Figures

Standard: Review of Grade 2 Measurement & Geometry
2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle). (*Prerequisite CAHSEE Standard*)

Lesson #11

Sample:

1. 

2. 

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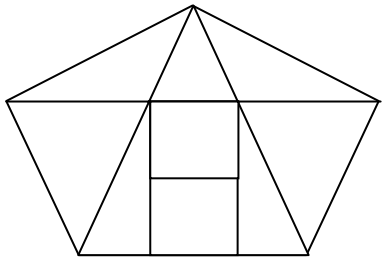
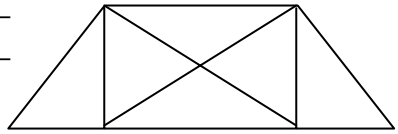
1. What shapes make up this pentagon?

   _____
   _____
   _____

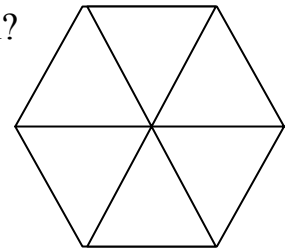


2. What shapes make up this trapezoid?

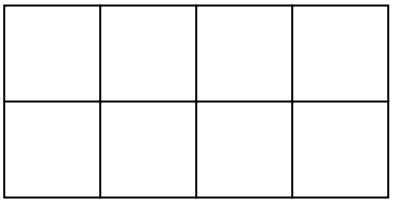
   _____
   _____



3. How many of each shape do you see in this hexagon?
   _____ triangles
   _____ trapezoids



4. How many squares can be found in this figure? _____



STANDARDS PLUS ™ – MATHEMATICS

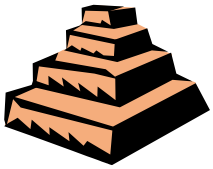
Content Cluster: Geometry **Focus:** Solid Figures

Standard: Measurement & Geometry
2.6 Identify common solid objects that are the components needed to make a more complex solid object. (*Prerequisite CAHSEE Standard*)

Lesson #12

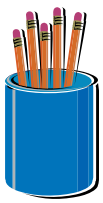
Sample:

What solid figures do you see in this picture?



1. What shapes make up this pyramid?

_____

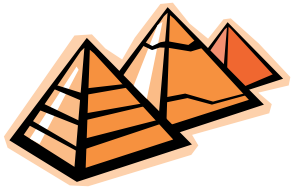


2. What shapes make up this picture?

_____

3. What shapes make up this picture?

_____



4. What shapes make up this picture?

_____

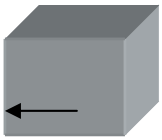
STANDARDS PLUS ™ – MATHEMATICS

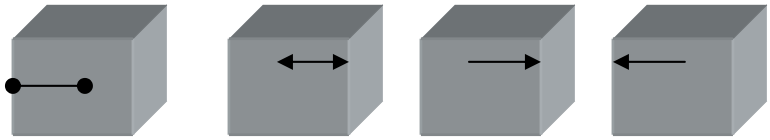
Content Cluster: Geometry

Focus: Rotation, Reflections, Plane Figures, Solid Figures

Assessment #3

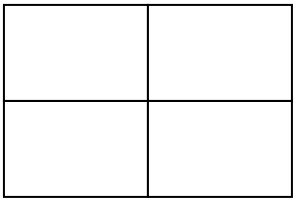
1. Which picture shows the box turned upside down?





A **B** **C** **D**

2. How many rectangles make up this figure?



F. 4 G. 5 H. 9 J. 22

3. Name the movement demonstrated in this pattern?

P P P P P

A. reflection B. slide C. PPPPP D. geometry

4. What solid figures can be found in this picture?

F. Cubes G. Cone, Spheres
H. Triangles J. Rectangular Prisms.

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense

Focus: Naming Numbers, Place Value, Even and Odd Numbers

Maintenance #1

1. What is another way to write 400 + 10 + 9?

A. 4,019
B. 40,109
C. 419
D. 4,109

2. What is the value of the underlined digit?

6<u>7</u>,854

F. 7
G. 70
H. 700
J. 7,000

3. Which of these sets of numbers is odd?

A. 121, 141, 161, 183, 200
B. 122, 134, 146, 158, 169
C. 103, 105, 107, 109, 201
D. 312, 314, 316, 318, 519

4. Choose the word name for 4,098.
F. four thousand, ninety-eight
G. four hundred ninety-eight
H. four thousand, nine hundred eight
J. forty ninety-eight

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Number Sentences

Maintenance #2

Read each question carefully, and fill in the circle in the answer box for the answer you choose.

1. There were 659 bats in the cave during the day. At night there were 42 bats in the cave. How many bats left the cave at night?

A. 659 + 42 = _____ **B. 42 + 659 = _____**

C. 659 - 42 = _____ **D. 42 - 659 = _____**

2. There were 132 french fries in a large order of fries. Jenna ate two orders of fries. How many fries did she eat in all?

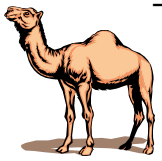
F. 132 + 2 = _____ **G. 132 + 132 = _____**

H. 132 – 2 = _____ **J. 132 – 132 = _____**

3. Jessica sold 65 bouquets of flowers each day this week. She worked five days this week. How many bouquets did she sell this week?

A. 65 + 5 = _____ **B. 65 - 5 = _____**

C. 65 × 5 = _____ **D. 5 - 65 = _____**



4. Omar had 128 camels in his caravan. His brother had 243 camels in his caravan. How many camels did the two brothers have in all?

F. 128 + 243 = _____ **G. 128 – 243 = _____**

H. 243 – 128 = _____ **J. 128 × 243 = _____**

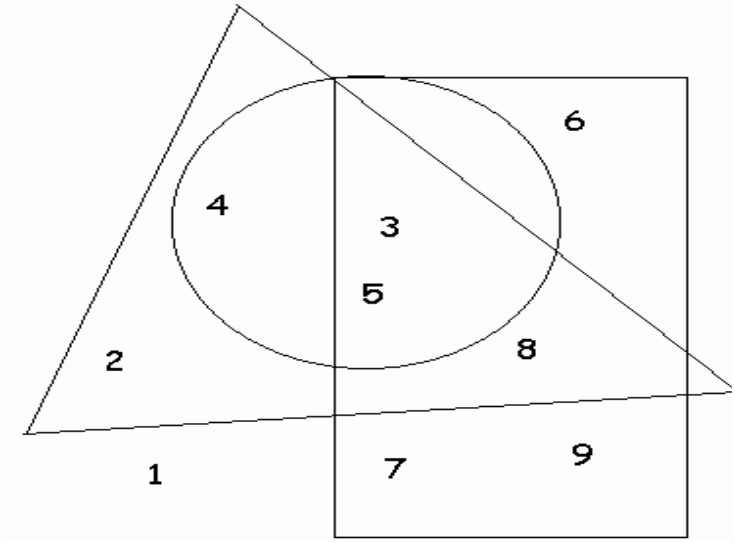
Answers
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Using Non-Standard Routines

Maintenance #3

Read each question carefully, and fill in the circle in the answer box for the answer you choose.



1. **Which number is in the triangle but not in the rectangle or circle?**
   - **A. 1**
   - **B. 2**
   - **C. 3**
   - **D. 4**

2. **Which numbers are in the circle?**
   - **F. 3 and 5**
   - **G. 3 and 4**
   - **H. 3, 4, and 5**
   - **J. 2, 6, and 8**

3. **Which numbers are not in the triangle or the circle?**
   - **A. 1 and 6**
   - **B. 1 and 7**
   - **C. 6, 7, and 9**
   - **D. 1, 6, 7, and 9**

4. **Which number is not in the circle, triangle, or rectangle?**
   - **F. 1**
   - **G. 6**
   - **H. 7**
   - **J. 9**

Answers				
1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓕ	Ⓖ	Ⓗ	Ⓙ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓕ	Ⓖ	Ⓗ	Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context

Focus: Addition and Subtraction of Whole Numbers

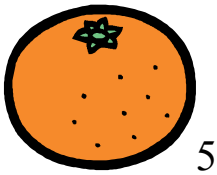
Maintenance #4

1.  Ian brought 36 chocolate chip cookies to the class party. He also brought 48 peanut butter cookies. What is the total number of cookies that Ian brought to the class party?

A. 86 cookies
B. 84 cookies
C. 74 cookies
D. 48 cookies

2.  Last season, Valerie scored 25 goals for her soccer team. This year, she scored 29 goals. How many goals has Valerie scored over the last two seasons?

F. 54 goals
G. 66 goals
H. 49 goals
J. 37 goals

3.  59 oranges were in a basket. 25 were sold. How many oranges were left in the basket?

A. 84 oranges
B. 26 oranges
C. 34 oranges
D. 79 oranges

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

4.  We are driving to visit my grandfather. He lives 563 miles away. We have already driven 197 miles. How many miles do we have left to drive?

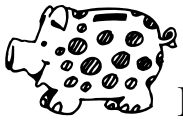
F. 760 miles
G. 476 miles
H. 456 miles
J. 366 miles

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context

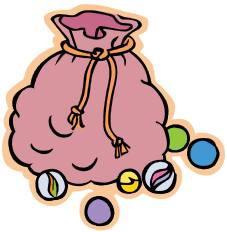
Focus: Addition/Subtraction of Decimals/Money

Maintenance # 5



1. Paula has $13.25 in her piggy bank. Frank has $26.08 in his bank. How much money do they have in all?

A. $12.83 B. $13.25
C. $26.08 D. $39.33



2. Rachel has a marble collection worth $5.12. Grace has a marble collection worth $9.03. How much more is Grace's collection worth than Rachel's?

F. $14.15 G. $4.09
H. $3.91 J. $4.11

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

3. Jake's boat was 7.4 meters long. Hannah's boat was 15.2 meters long. How much longer was Hannah's boat than Jake's boat?

A. 8.2 meters B. 7.8 meters
C. 22.6 meters D. 1.2 meters

4. Roses cost $32.54 a dozen. Tulips cost $28.99 a dozen. Marco bought a dozen of each. How much did he spend in all?

F. $60.55 G. $61.94
H. $3.55 J. $61.53

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Commutative and Associative Properties of Addition

Maintenance # 6

1. 15 + 16 = 31 16 + 15 = _____

A. 15 B. 16 C. 31 D. 65

2. Which addition problem means the same as 100 + 13 = 113?

F. 100 – 113 = 13 G. 113 – 13 = 100

H. 13 + 100 = 113 J. 113 + 13 = 100

3. (4 + 3) + 8 = _____

A. 7 B. 11 C. 12 D. 15

4. What is another way to write this problem: 7 + (19 + 4)?

F. (7 + 19) + 4 G. 7 – 19 – 4

H. (7 – 19) + 4 J. 7,194

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Using Variables

Maintenance # 7

1. 33 + ☐ = 38 ☐ = _____

A. 33 B. 38 C. 5 D. 71

2. ☐ + ✱ = 12 ✱ = 8 ☐ = _____

F. 4 G. 8 H. 12 J. 20

3. ☐ + 8 + 2 = 15 ☐ = _____

A. 7 B. 11 C. 12 D. 5

4. ☐ - ✷ = 4 ✷ = 3 ☐ = _____

F. 3 G. 4 H. 6 J. 7

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement

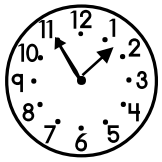
Focus: Time, Measuring Weight, and Temperature

Maintenance # 8

Read each question carefully, and fill in the circle in the answer box for the answer you choose.

Answers:				
1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

1. **Use the clock to answer the question.**



What time will it be in 3 hours?

A. 4:55
B. 2:55
C. 5:55
D. 1:55

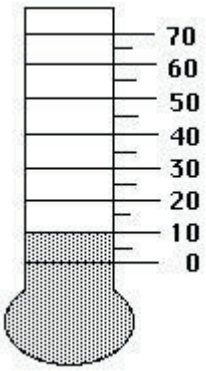
2. **Norm talked on the phone for 1 ¼ hours.**
How many minutes did Norm talk on the phone?

A. 125 minutes
B. 100 minutes
C. 75 minutes
D. 50 minutes

3. **Which of the following would most likely be weighed in ounces?**

A. a can of beans
B. a child
C. a sack of potatoes
D. a chair

4. **What temperature is the thermometer showing?**



A. 0º **B. 5º** **C. 15º** **D. 10º**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Geometry **Focus:** Plane Figures, Congruency, Symmetry

Maintenance #9

1. Which figure is congruent with the shaded figure?

A. 

B. 

C. 

D. none of these

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

2. Which solid does the net represent?

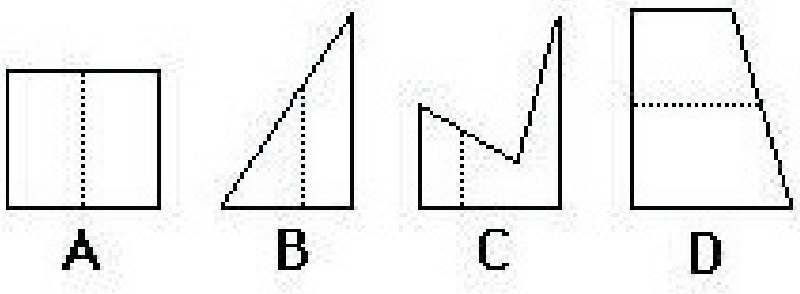
F. cube

G. cylinder

H. pyramid

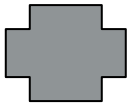
J. rectangular prism

3. Which of the following figures shows a line of symmetry?

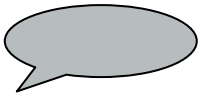


4. Which of these shapes has symmetry?

F. 

G. 

H. 

J. 

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Addition and Subtraction of Whole Numbers

Maintenance #10

Read each question carefully, and fill in the circle in the answer box for the answer you choose.

1. 5,462
+ 9,913

A. 141,375
B. 15,375
C. 14,375
D. 14,475

2. 67
+29

F. 87
G. 72
H. 96
J. 81

3. 267
- 122

A. 345
B. 145
C. 156
D. 245

4. 3,287
- 639

F. 2,648
G. 3,658
H. 2,558
J. 3,452

Answers
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Missing Numbers, Repeated Addition, Multiplication and Division of Whole Numbers

Maintenance #11

1. ☐ + 18 = 26 ☐ = _____

A. 5 **B.** 6 **C.** 7 **D.** 8

2. 87 - ☐ = 47 ☐ = _____

F. 40 **G.** 30 **H.** 20 **J.** 10

3. Which has the same value as 3 + 3 + 3 + 3 + 3?

A. 33,333 **B.** 3 × 5

C. 3 ×12 **D.** 35

4. Which has the same value as 6 ×10?

F. 10,060

G. 6 + 6 + 6 + 6 + 6

H. 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6

J. 10 + 6

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

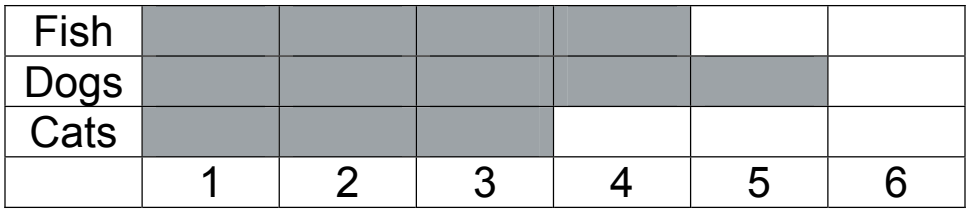
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Statistics & Probability **Focus:** Interpret Bar Graphs, Identify Most/Least Likely Outcomes

Maintenance #12

Each child in Mrs. Frazier's class owns no more than one pet. Mrs. Frazier's class counted the number of pets they own. The number of each is shown on the graph.

Pet Graph



1. How many children own fish?

- **A. 3 children**
- **B. 4 children**
- **C. 5 children**
- **D. 6 children**

2. How many more children own dogs than fish?

- **F. 1 child**
- **G. 2 children**
- **H. 3 children**
- **J. 4 children**

3. How many children own cats?

- **A. 3 children**
- **B. 4 children**
- **C. 5 children**
- **D. 6 children**

4. How many pets did the children in Mrs. Frazier's class own altogether?

- **F. 8 pets**
- **G. 10 pets**
- **H. 12 pets**
- **J. 16 pets**

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

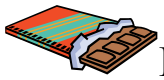
Content Cluster: Computation in Context **Focus:** Multiple Operations

Maintenance # 13

1. Terri ran one mile in 5.4 minutes. Julie ran two miles in 10.3 minutes. If Terri ran at the same pace for a second mile, how much longer would it take her to run two miles than it took Julie to run two miles?

A. 1.7 minutes B. 1.1 minutes

C. 0.7 minutes D. 0.5 minutes

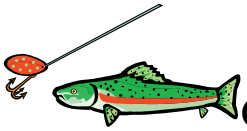


2. Linda bought candy bars that cost $2.99. She bought cookies that cost $4.53. She paid for them with a $10.00 bill. How much change will she get?

F. $2.48 G. $7.52

H. $17.52 J. $7.01

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ



3. Carlotta and Dori went fishing on Saturday. Carlotta caught 15 catfish and 7 trout. Dori caught 13 catfish and 2 trout. How many more fish did Carlotta catch than Dori?

A. 5 fish B. 2 fish

C. 37 fish D. 7 fish

4. John climbed 4 trees and Steven climbed 2 trees. They each wanted to climb 10 trees. How many more trees does Steven have to climb?

F. 8 trees G. 6 trees

H. 4 trees J. 2 trees

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Money

Maintenance #14

Read each question carefully, and fill in the circle in the answer box for the answer you choose.

1. Tyler has 5 quarters, 2 dimes, 15 nickels, and 2 pennies. How much money does Tyler have?

A. $0.24
B. $2.22
C. $0.48
D. $2.87

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

2. Jovita has 1 quarter, 13 dimes, 2 nickels, and 8 pennies. She gave Willie 35¢ . How much money does she have left?

F. $0.11
G. $2.08
H. $1.73
J. $1.38

3. Shelbie found 8 pennies, 1 nickel, and 3 quarters in her bank. How much money does Shelbie have?

A. $0.59
B. $0.48
C. $1.88
D. $0.88

4. Eric had 2 quarters, 5 nickels and 3 dimes. His mother gave him $0.76. How much money does Eric have now?

F. $1.81
G. $1.80
H. $1.76
J. $0.81

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Multiplication of Whole Numbers

Maintenance #15

Read each question carefully, and fill in the circle in the answer box for the answer you choose.

1.
$$\begin{array}{r} 8 \\ \times\ 9 \\ \hline \end{array}$$

A. 72
B. 17
C. 1
D. 81

2.
$$\begin{array}{r} 7 \\ \times\ 6 \\ \hline \end{array}$$

F. 13
G. 42
H. 1
J. 49

3.
$$\begin{array}{r} 26 \\ \times\ 4 \\ \hline \end{array}$$

A. 30
B. 84
C. 80
D. 104

4.
$$\begin{array}{r} 34 \\ \times\ 5 \\ \hline \end{array}$$

F. 159
G. 39
H. 150
J. 170

Answers
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Level: Multiplication and Division of Whole Numbers

Maintenance # 16

Read each question carefully, and fill in the circle in the answer box for the answer you choose.

1.
$$\begin{array}{r} 345 \\ \times\ \ 6 \\ \hline \end{array}$$

A. 351
B. 2,070
C. 1,840
D. 339

2.
$$\begin{array}{r} 851 \\ \times\ \ 8 \\ \hline \end{array}$$

F. 6,808
G. 859
H. 857
J. 6,408

3. If $3 \times 6 = 18$, and $6 \times 3 = 18$, what is $18 \div 6 =$ _____

A. 18
B. 6
C. 24
D. 3

4. $8 \times 7 = 56$
$7 \times 8 = 56$
$56 \div 7 =$ _____

F. 56
G. 7
H. 8
J. 63

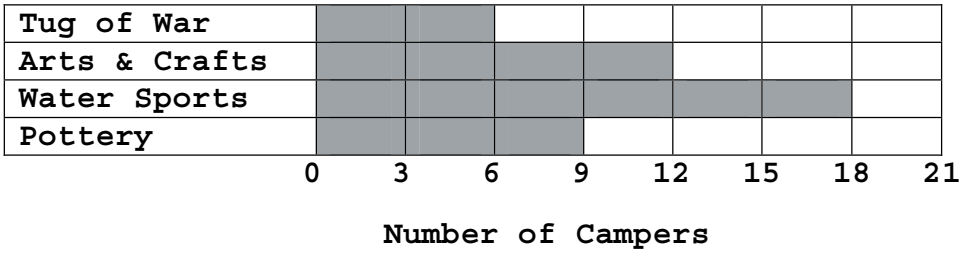
Answers
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Statistics & Probability

Focus: Interpret Bar Graphs, Identify Most/Least Likely Outcomes

Maintenance # 17



1. Which activity has 18 campers in it?

- **A.** Tug of War
- **B.** Arts & Crafts
- **C.** Water Sports
- **D.** Pottery

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

2. Which activity has the fewest campers in it?

- **F.** Tug of War
- **G.** Arts & Crafts
- **H.** Water Sports
- **J.** Pottery

3. How many more campers are involved in Arts & Crafts than in Tug of War?

- **A.** 12 campers
- **B.** 6 campers
- **C.** 3 campers
- **D.** 18 campers

4. What is the range of campers involved in the activities?

- **F.** 4
- **G.** 9
- **H.** 12
- **J.** 18

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense

Focus: Counting on, Comparing Numbers, 10 or 100 More or Less

Maintenance # 18

1. What are the next three numbers?

776, 777, 778, ___, ___, ___

A. 779, 778, 777
B. 778, 779, 780
C. 779, 780, 781
D. 775, 776, 777

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

2. Which number is GREATER THAN 49?
39 or 50 or 48 or 49

F. 39
G. 50
H. 48
J. 49

3. Which number is 10 less than 435?

A. 425
B. 445
C. 335
D. 535

4. Which number is 100 more than 1,653?

F. 100
G. 1,553
H. 2,653
J. 1,753

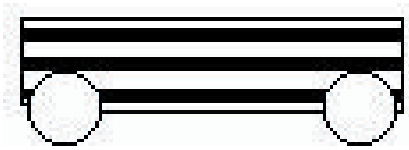
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Linear Measurement

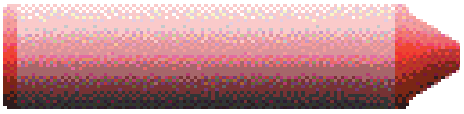
Maintenance # 19

Read each question carefully, and fill in the circle in the answer box for the answer you choose.

For 1, measure using an inch ruler. For 2, measure using a centimeter ruler.

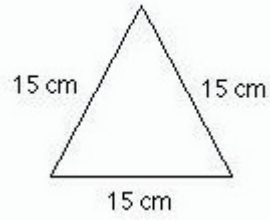
1. 

A. 1 inch
B. 2 inches
C. 3 inches
D. 4 inches

2. 

F. 7 cm.
G. 8 cm.
H. 6 cm.
J. 5 cm.

3. What is the perimeter of this triangle?



A. 15 cm
B. 30 cm
C. 45 cm
D. 225 cm

4. What is the perimeter of this triangle?

F. 7 in.
G. 9 in.
H. 11 in.
J. 8 in.

Answers:

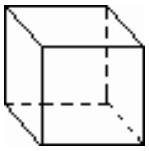
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Geometry **Focus:** Plane Figures

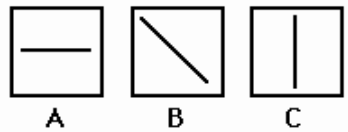
Maintenance # 20

1. What shape are the faces of this cube?



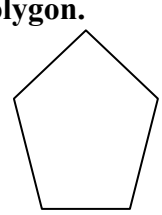
A. circle **B. square**
C. triangle **D. cube**

2. Which box contains a diagonal line?



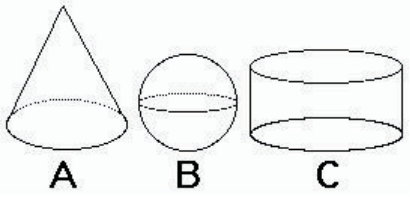
F. A **G. B**
H. C **J. none of the above**

3. Name the polygon.



A. hexagon **B. decagon**
C. pentagon **D. octagon**

4. Which figure is a cylinder?



F. A **G. B**
H. C **J. none of the above**

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS™ – MATHEMATICS

Content Cluster: Mathematical Reasoning **Focus:** Checking the Validity of Answers

Standard: Mathematical Reasoning
2.6 Make precise calculations and check the validity of the results in the context of the problem. (*Prerequisite CAHSEE Standard*)

Lesson # 1

Clue words that mean to add: altogether, plus, add.
Clue words that mean to subtract: more than, take away, less, difference.

1. Lisa has 12 dolls and her friend Karen has 16 dolls. How many dolls do both girls have altogether?

   Answer: 12 + 16 = 28 dolls

   Is the answer reasonable? Why?: _____

2. Lou has 38 trading cards and his friend Kim has 16 trading cards. How many more trading cards does Lou have than Kim?

   Answer: 38 – 16 = 22 trading cards

   Is the answer reasonable? Why?:_____

3. Joe and Frank are playing with their blocks. Joe has 31 blocks and Frank has 11 blocks. How many marbles are the boys playing with altogether?

   Answer: 31 + 11 = 21 blocks

   Is the answer reasonable? Why?: _____

4. Joseph has 36 cookies to share. His mother takes 18 cookies away. How many cookies does Joseph have left?

   Answer: 36 – 18 = 50

   Is the answer reasonable? Why?: _____

STANDARDS PLUS™ – MATHEMATICS

Content Cluster: Mathematical Reasoning **Focus:** Checking Validity of Answers

Standard: Mathematical Reasoning
2.6 Make precise calculations and check the validity of the results in the context of the problem. (*Prerequisite CAHSEE Standard*)

Lesson # 2

Example: Courtney and Kiesha both like to collect rocks. Courtney has 27 rocks in her collection and Kiesha has 15 rocks. How many rocks do the girls have altogether?

Answer: _____
Is the answer reasonable? Why?:_____

1. Kellen and Caleb each have 26 miniature trucks. How many miniature trucks do they have altogether?

   Answer: _____
   Is the answer reasonable? Why?:_____

2. Jody collected 126 cans to recycle. Bill collected 67 cans to recycle. How many more cans did Jody collect than Bill?

   Answer: _____
   Is the answer correct? : _____

3. The class read 264 library books in the first trimester. During the third trimester the same class read 374 library books. How many more books did they read during the third trimester?

   Answer: _____
   Is the answer reasonable? Why?:_____

4. Holly has 75 CDs in her music collection. Her cousin, Martha, has 45 CDs, and her other cousin Steve has 67 CDs. How many CDs do the kids have altogether?

   Answer: _____
   Is the answer reasonable? Why?:_____

STANDARDS PLUS™ – MATHEMATICS

Content Cluster: Mathematical Reasoning **Focus:** Checking the Validity of Answers

Standard: Mathematical Reasoning
2.6 Make precise calculations and check the validity of the results in the context of the problem. (*Prerequisite CAHSEE Standard*)

Lesson # 3

Multiply	**Divide**
Altogether	Equally
Times	Divide into

1. There are 7 girls in the class who each have 2 dolls. How many dolls do the girls have altogether?

   Answer: 7 x 2 =14 dolls

   Is the answer reasonable? Why? : _____

2. Larry has 42 cookies. He wants to give all his cookies with 6 of his friends. How many cookies will each friend receive, if Larry divides the cookies equally?

   Answer: 42 ÷ 6 = 7 cookies

   Is the answer reasonable? Why? : _____

3. Joe, Frank, and Allen each have 12 trading cards. How many trading cards do the boys have altogether?

   Answer: 3 x 12 = 8 trading cards

   Is the answer reasonable? Why? : _____

4. There are 15 slices of pizza for 5 boys to share. If the boys share the pizza equally, how many slices will each boy get?

   Answer: 15 ÷ 5 = 20 slices

   Is the answer reasonable? Why? : _____

STANDARDS PLUS™ – MATHEMATICS

Content Cluster: Mathematical Reasoning **Focus:** Check the Validity of Answers

Standard: Mathematical Reasoning
2.6 Make precise calculations and check the validity of the results in the context of the problem. (*Prerequisite CAHSEE Standard*)

Lesson # 4

Example:
There are 21 students in Mrs. Miller's class. Each student has read 6 books. How many books has the class read in all?

Answer: _____

Is the answer reasonable? Why? : _____

1. Kyle has 72 trucks in his collection. He wants to share his trucks with two friends? If he divides the collection evenly how many trucks will each boy have?

   Answer: _____

   Is the answer reasonable? Why? : _____

2. There are 96 cans of orange juice in a carton. Each carton has to be shared by 4 classes. How many cans of juice will each class receive?

   Answer: _____

   Is the answer reasonable? Why? : _____

3. Each player on the baseball team batted 8 times during the baseball game. If there are 12 players on the baseball team, how many times did the team bat altogether?

   Answer: _____

   Is the answer reasonable? Why? : _____

4. Holly and her friends each have 15 CDs in their music collection. She has 7 friends. How many CDs do they have in all?

   Answer: _____

   Is the answer reasonable? Why? : _____

Student

STANDARDS PLUS™ – MATHEMATICS

Content Cluster: Mathematical Reasoning **Focus:** Checking Validity of Answers

Assessment # 1

1. Julie and Rachel love to color. If Julie has 16 crayons and Rachel has 64 crayons, how many crayons do they have altogether?

   Answer: 16 + 64 = 37

   Can this answer be right? _____

   Why? _____

2. Oscar has 54 trading cards. He divides them with his brother. How many cards does Oscar have now?

   Answer: 54 ÷ 2= 27

   Can this answer be correct? _____

   Why? _____

Find the correct answer for problems 3 and 4 and explain why the answer is correct.

3. Helen has 5 bags of oranges. She has 25 oranges in each bag. How many oranges are there in all?

   Answer: _____

   How do you know it is correct? _____

4. There are 75 baseball players in the league. If there are 5 teams total, how many players are on each team?

   Answer: _____

   How do you know it is correct? _____

STANDARDS PLUS ™ – MATHEMATICS

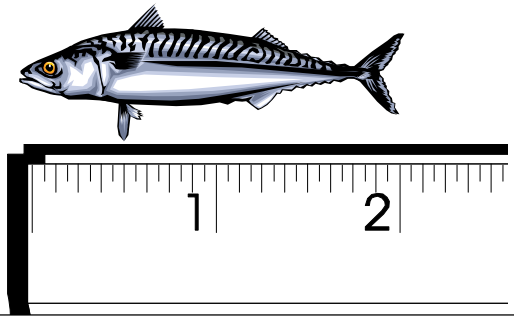
Content Cluster: Measurement **Focus:** Linear Measurement

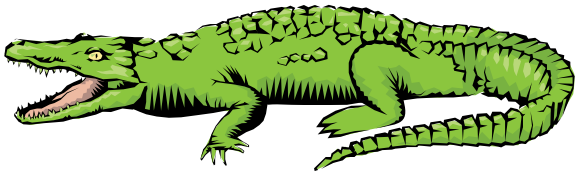
Standard: Measurement & Geometry
1.1 Choose the appropriate tools and units (metric & U.S.) and estimate and measure the length, liquid, volume, and weight/mass of given objects.

Lesson # 1

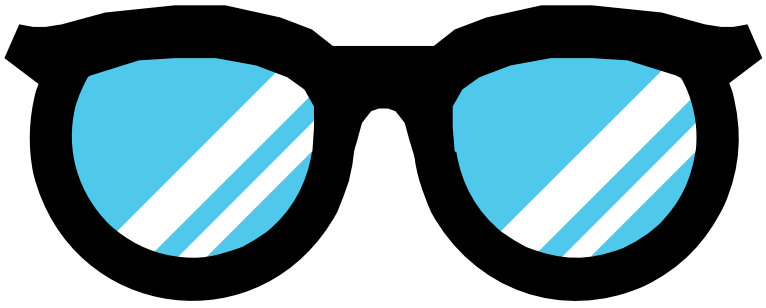
Length - Customary Units

Inch (in.) **about the diameter of a quarter**
Foot (ft.) 12 inches **about the length of a binder**
Yard (yd.) 3 feet **about the width of a doorway**
Mile (mi) 5,280 feet **about four times around a football field**



1. 
_____ inches

2. 
_____ inches

3. 
_____ inches

4. 
_____ inches

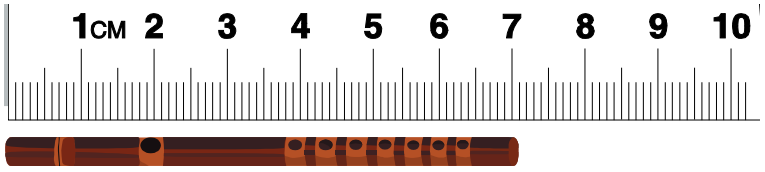
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Linear Measurement

Standard: Measurement & Geometry
1.1 Choose the appropriate tools and units (metric & U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

Length – Metric Units

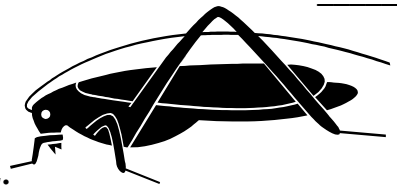
Millimeter	**1/1000 of a meter**	**thickness of a dime**
Centimeter	**1/100 of a meter**	**diameter of a crayon**
Meter		**doorknob to floor**
Kilometer	**1000 meters**	



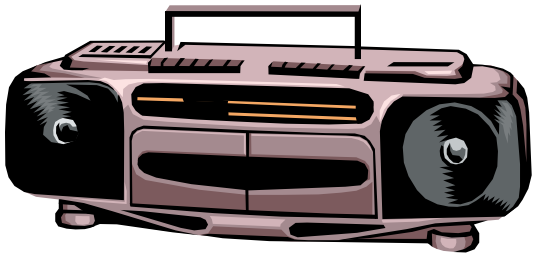
Lesson # 2

Measure each object and write each measurement on the line next to the object.

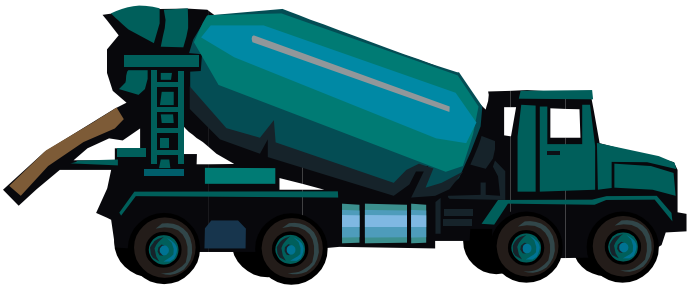
1. _____ **centimeters**



2. _____**centimeters**



3. _____ **centimeters**



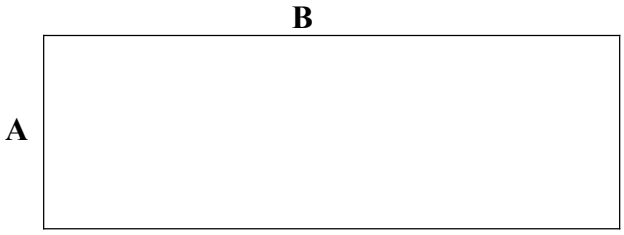
4. _____ **centimeters**

STANDARDS PLUS – MATHEMATICS

Content Cluster: Measurement **Focus:** Length/Perimeter

Standard: Measurement & Geometry
1.3 Find the perimeter of a polygon with integer sides.

Lesson #3



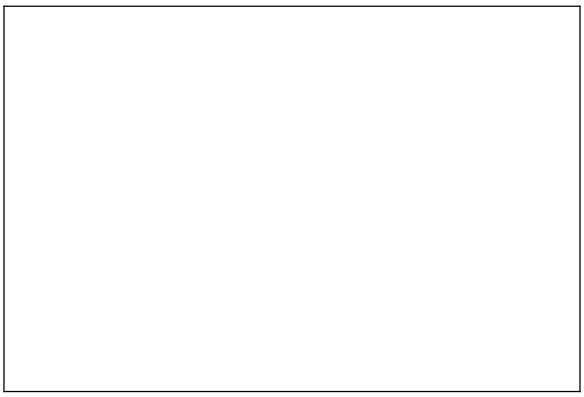
_____ **inches**

Practice:
Measure. Write each perimeter on the line next to the object.

1.

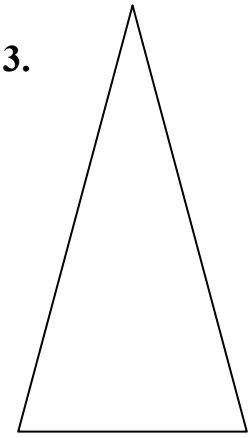
_____ **inches**

2.



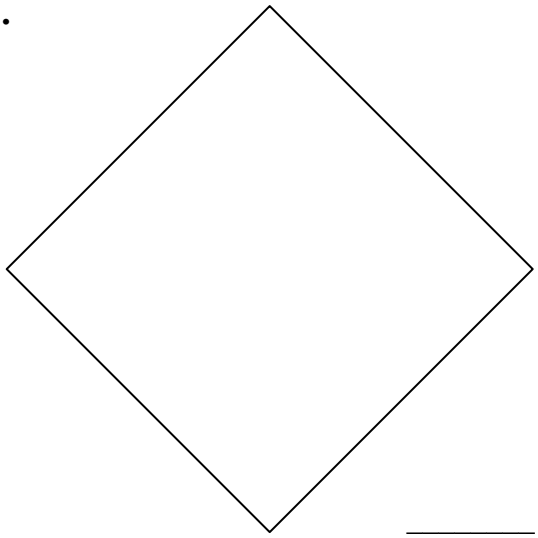
_____ **inches**

3.



_____ **centimeters**

4.



_____ **inches**

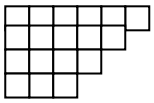
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Area

Standard: Measurement & Geometry
1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.

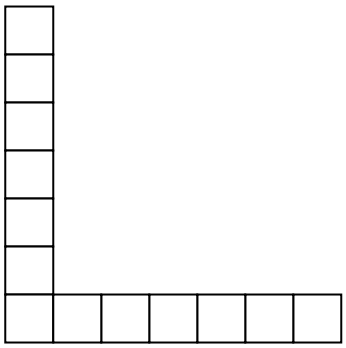
Lesson # 4

1.



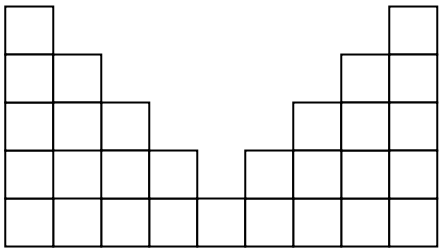
_____ square units

2.



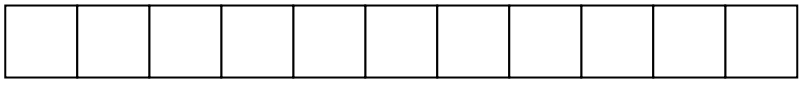
_____ square units

3.



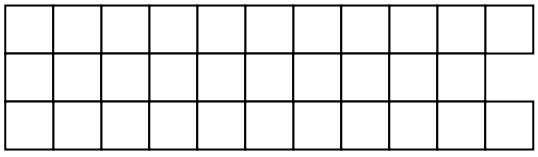
_____ square units

4.



_____ square units

5.



_____ square units

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Length/Area/Perimeter

Assessment # 1

Find the length.

1. 

A 1 inch

B 2 inches

C 3 inches

D 4 inches

Find the perimeter.

2. 

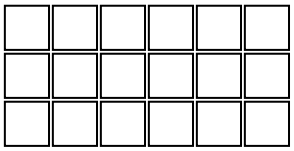
A 10 centimeters

B 8 centimeters

C 12 centimeters

D 6 centimeters

3. Find the area.



A 12 square units

B 16 square units

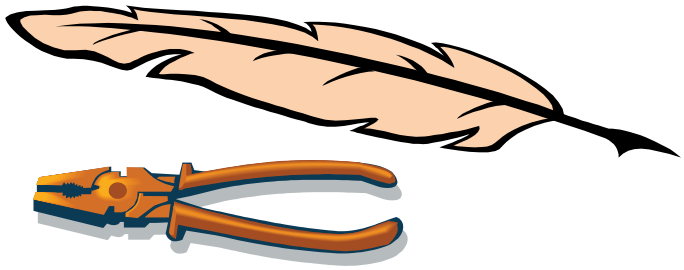
C 18 square units

D 24 square units

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ

4. How much longer is the feather than the pliers?



A 2 centimeters

B 3 centimeters

C 4 centimeters

D 5 centimeters

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Money

Standard: Number Sense
Review of 2nd Grade Standard 5.1 Solve problems using combinations of coins and bills.

Lesson # 5

Sample:

Practice:

Total $___.____

1.

Total $___.____

2.

Total $___.____

3.

Total $___.____

4.

Total $___.____

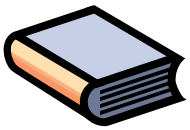
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Money

Standard: Number Sense Review of 2nd Grade Standard
5.1 Solve problems using combinations of coins and bills.

Lesson #6

Sample:



$4.89 _____**five dollar bills**  _____**one dollar bill** 

_____**quarters**  _____**dimes**  _____**nickels**  _____**pennies** 

1.  **$6.52**

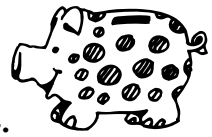
_____ **$5 bills,** _____ **$1 bills,** _____ **quarters,**
_____ **dimes,** _____ **nickels,** _____ **pennies**

2.  **$1.98**

_____ **$5 bills,** _____ **$1 bills,** _____ **quarters,**
_____ **dimes,** _____ **nickels,** _____ **pennies**

3.  **$8.50**

_____ **$5 bills,** _____ **$1 bills,** _____ **quarters,**
_____ **dimes,** _____ **nickels,** _____ **pennies**

4.  **$12.31**

_____ **$5 bills,** _____ **$1 bills,** _____ **quarters,**
_____ **dimes,** _____ **nickels,** _____ **pennies**

Student

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Money

Standard: Number Sense
Review of 2nd Grade Standard 5.1 Solve problems using combinations of coins and bills.

Sample: Lesson #7

$6.99 **You have:** **$8.50**

You use: _____5's _____Q _____N

_____1's _____D _____P

Left over: _____5's _____Q _____N

_____1's _____D _____P

Practice

1. **$2.19** **You have: $4.25**

You use: _____5's _____Q _____N

_____1's _____D _____P

Left over: _____5's _____Q _____N

_____1's _____D _____P

2. **$5.05** **You have: $7.80**

You use: _____5's _____Q _____N

_____1's _____D _____P

Left over: _____5's _____Q _____N

_____1's _____D _____P

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Money

Standard: Number Sense
Review of a 2nd Grade Standard 5.1 Solve problems using combinations of coins and bills.

Lesson #8

Sample:
You have $10.00.
You buy groceries totaling $7.82.

$10.00 **What bills and coins do you need to make the change?**
- 7.82

___5's ____1's ____HD ____Q __D __N __P

Change: _____

Practice

1.  **You have $10.65.**
You buy socks for $ 2.34.
What is the change? _____
What bills/coins will you need? ___5's ____1's ____HD ____Q ___D ____N ___P

2.  **You have $ 8.50.**
You buy fruit for $ 7.42.
What is the change? _____
What bills/coins will you need? ___5's ____1's ____HD ____Q ___D ____N ___P

3.  **You have $14.00.**
You buy toys for $7.89.
What is the change? _____
What bills/coins will you need? ___5's ____1's ____HD ____Q ___D ____N ___P

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Money

Assessment # 2

1. What is the value of these bills and coins?

A $2.92 **B $3.02**

C $2.87 **D $2.82**

2.

F $2.40 **G $1.90**

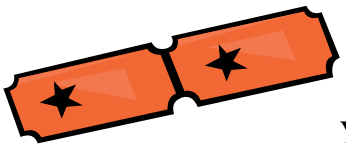
H $3.40 **J $2.35**

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

3. You have: $3.85 **A lollipop costs $1.16.**
Determine the change needed.

A $2.71 **B $5.01**
C $2.69 **D $4.91**



4. You have $12.98. Two tickets to the movies cost $9.50. How much change do you get?

F $2.58 **G $3.48**

H $4.48 **J $3.58**

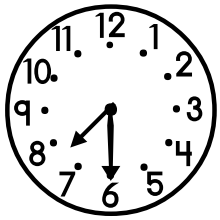
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Time

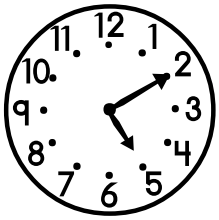
Standards: Measurement and Geometry
Review of 2nd Grade 1.4 Tell time to the nearest quarter hour and know relationships of time.

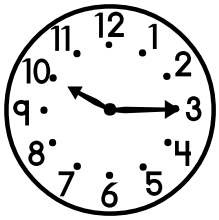
Sample: Lesson # 9

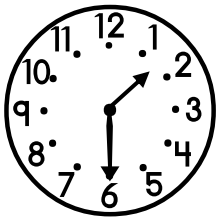
What time is it?_____

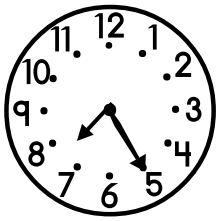


Practice

1.  _____

2.  _____

3.  _____

4.  _____

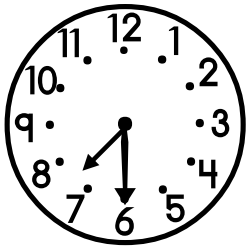
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Time

Standard: Measurement and Geometry
Review of 2nd Grade 1.4 Tell time to the nearest quarter hour and know relationships of time.

Lesson # 10

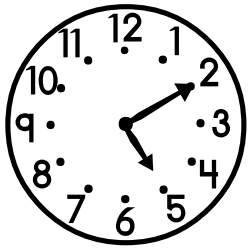
Sample:



What time is it? _____

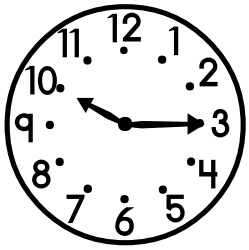
Practice

1.



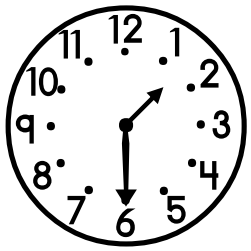
Time_____
Elapsed time_____

2.



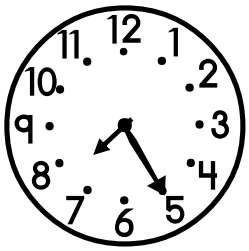
Time_____
Elapsed time_____

3.



Time_____
Elapsed time_____

4.



Time_____
Elapsed time_____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Temperature

Standard: Measurement & Geometry
1.1 Choose the appropriate tools and units (metric & U.S.) and estimate and measure length, liquid volume, and weight/mass of given objects

Lesson # 11

Sample:

What is the most likely temperature in this picture?

A 25°F **B 45°F** **C 65°F** **D 85°F**

---

1. 

What is the most likely temperature in this picture?

A 25°F **B 45°F** **C 65°F** **D 85°F**

2. 

What is the most likely temperature in this picture?

A 20°F **B 70°F** **C 90°F** **D 110°F**

3. 

What is the most likely temperature in this picture?

A 20°F **B 70°F** **C 90°F** **D 110°F**

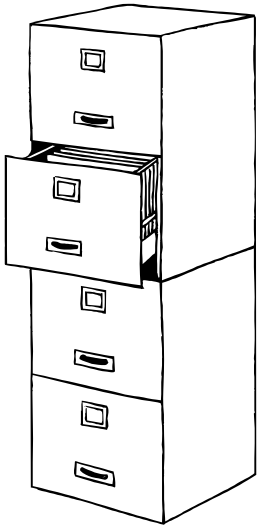
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Weight

Standard: Measurement & Geometry
1.1 Choose the appropriate tools and units (metric & U.S.) and estimate and measure length, liquid volume, and weight/mass of given objects

Sample: Lesson #12

Match the items to their most likely weight.



2-3 ounces	about 1 pound	about 10 pounds	more than 50 pounds

List five things that weigh:

2-3 ounces	about 1 pound	about 10 pounds	more than 50 pounds
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

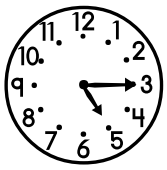
STANDARDS PLUS ™ – MATHEMATICS

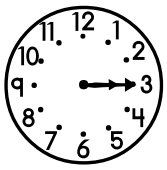
Content Cluster: Measurement

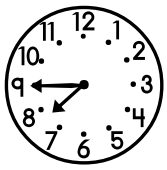
Focus: Time/Temperature/ Weight

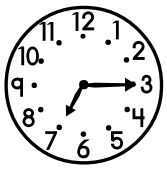
Assessment #3

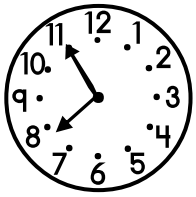
1. Which clock shows 2 hours before 5:15?

A 

B 

C 

D 

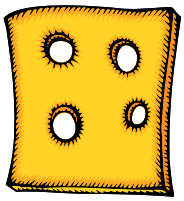


2. What is the time?

F 11:40 **G** 8:55 **H** 7:55 **J** 8:11

3. What is the most likely temperature in this picture?

A 110°F **B** 80°F **C** 50°F **D** 20°F



4. About how much does a slice of cheese weigh?

F 2-3 ounces **G** about 1 pound

H about 10 pounds **J** more than 50 pounds

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense **Focus:** Place Value

Standard: Number Sense
1.3 Identify the place value for each digit in numbers to 10,000. (*Prerequisite CAHSEE Standard*)

Lesson # 1

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
2	**8**	**4**	**7**	**6**	**5**
200,000	**80,000**	_____	_____	**60**	**5**

284,765

Solve:

1. What place value does the two have in the number 1,246?

   _____

2. What place value does the eight have in the number 8,492?

   _____

3. What digit is in the ones place in the number 497?

   _____

4. What digit is in the hundreds place in the number 8,647?

   _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense **Focus:** Naming Numbers

Standard: Number Sense
Review of 2nd Grade 1.2 Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000).

Lesson # 2

4	20	500	8,000
four	twenty	five hundred	eight thousand

7,624: Seven thousand, six hundred twenty-four

5,491: _____

Solve:

1. Write the word name for 892.

_____

2. Write the number that goes with the word name, Four thousand, seventy-five: _____

3. Write the number that goes with the word name: Two hundred fifty-eight: _____

4. Write the word name for 9,680.

_____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense **Focus:** Identifying Odd & Even Numbers

Standard: Statistics, Data Analysis, and Probability
Review of 2nd Grade 1.1 Sort objects and data by common attributes and describe the categories.

Lesson # 3

1 3 5 7 9
Odd digits

0 2 4 6 8
Even digits

87 _____ **128** _____

Circle the correct answer:

1. Is 36<u>5</u> an odd or an even number? Odd Even

2. Is 7,53<u>2</u> an odd or an even number? Odd Even

3. Find the odd number.
   A. 1,35<u>4</u> B. 2,36<u>2</u> C. 22<u>3</u> D. 4,87<u>2</u>

4. Find the even number.
   A. 2,22<u>1</u> B. 3,57<u>0</u> C. 61<u>3</u> D. 9,87<u>7</u>

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense **Focus:** Expanded Notation

Standard: Number Sense
1.5 Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).

Lesson # 4

Sample:

7,236: 7,000 + 200 + 30 + 6

589: (5 × 100) + (8 × 10) + (9 × 1)

8,231: _____

9,000 + 700 + 4: _____

Solve:

1. What number does this represent? Write the number.

   5,000 + 400 + 20 + 7 _____

2. What number does this represent? Write the number.

   (3 × 1,000) + (2 × 100) + (9 × 10) + (1 × 1) _____

3. Write 747 in expanded notation.

   _____

4. What is the correct way to write 1,852 in expanded notation?

   A. 100 + 800 + 50 + 2
   B. 1,800 + 50 + 2
   C. (18 × 1,000) + 50 + (2 × 1)
   D. 1,000 + 800 + 50 + 2

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense

Focus: Place Value, Name Numbers , Expanded Notation, Identifying Odd & Even

Assessment #1

1. What place value does the underlined digit represent?

1,<u>9</u>76

A. ones
B. tens
C. hundreds
D. thousands

2. What is the correct way to write 8,442 in words?

F. Eighty-four forty-two
G. Eight thousand, four hundred forty-two
H. Eight four hundred forty-two
J. Eight four four two

3. Which number is <u>not</u> an odd number?

A. 211 B. 1112 C. 23 D. 9

4. What number can also be written as 5,000 + 700 + 2?

F. 5,702
G. 572
H. 5,720
J. 5,072

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ

2. Ⓕ Ⓖ Ⓗ Ⓙ

3. Ⓐ Ⓑ Ⓒ Ⓓ

4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense **Focus:** Counting on from a Number other than 1

Standard: Number Sense
1.1 Count, read, and write whole numbers to 10,000. (*Prerequisite CAHSEE Standard*)

Lesson # 5

Sample:

A: 32, 33, 34, _____, _____, _____

B: 160, 161, 162, _____, _____, _____

C: 987, 988, 989, _____, _____, _____

Solve:

1. **What are the next three numbers?**

   A. 71, 72, 73, _____, _____, _____

   B. 56, 57, 58, _____, _____, _____

2. **What are the next three numbers?**

   324, 325, 326, _____, _____, _____

3. **What are the next four numbers?**

   806, 807, 808, _____, _____, _____, _____

4. **What are the next four numbers?**

   995, 996, 997, _____, _____, _____, _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense **Focus:** 10 or 100 more/less

Standard: Number Sense
Review of 2nd Grade 2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.

Lesson # 6

Sample: Write the number that is:

A. 10 more: 32, _____

B. 10 less: _____, 155

C. 10 less, 10 more: _____, 673, _____

1. What number is 10 less?

A. _____, 53 B. _____, 100

C. _____, 469 D. _____, 1,040

2. What number is 10 more?

A. 44, _____ B. 90, _____

C. 331, _____ D. 710, _____

Sample: Write the number that is:

A. 100 more: 352, _____

B. 100 less: _____, 857

C. 100 less, 100 more: _____, 709, _____

3. What number is 100 less?

A. _____, 990 B. _____, 654

C. _____, 812 D. _____, 1,305

4. What number is 100 more?

A. 78, _____ B. 555, _____

C. 2,900, _____ D. 4,087, _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense **Focus:** Comparing Numbers

Standard: Number Sense
1.2 Compare and order whole numbers to 10,000. (*Prerequisite CAHSEE Standard*)

Lesson # 7

Sample:

< means less than > means greater than = means equal to

A. 86 _____ 54

B. 125 _____ 125

C. 954 _____ 981

Solve:

1. 675 _____ 820
2. 120 _____ 12
3. 34 _____ 34
4. 512 _____ 521
5. 2,321 _____ 2,897
6. 1,092 _____ 1,092
7. 333 _____ 244
8. 450 _____ 399
9. 2,549 _____ 5,901
10. 98 _____ 99

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense **Focus:** Comparing Numbers

Standard: Number Sense
1.2 Compare and order whole numbers to 10,000. (*Prerequisite CAHSEE Standard*)

Lesson # 8

Sample:

< means less than > means greater than = means equal to

A. 786 _____ 1,001

B. 802 _____ 804

C. 64,341 _____ 64, 319

Solve:

1. 543 _____ 563
2. 345 _____ 445
3. 9,609 _____ 8,609
4. 45,908 _____ 45,900
5. 65,021 _____ 65,021
6. 34,123 _____ 34,743
7. 13 _____ 130
8. 96,076 _____ 96,706
9. 23,549 _____ 23,546
10. 82,420 _____ 82,422

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense

Focus: Counting on From Numbers Other than 1, 10 and 100 More/Less, Comparing Numbers

Assessment #2

1. **What three numbers come next?**

   67, 68, 69, _____, _____, _____

   A. 64, 65, 66
   B. 70, 71, 72
   C. 60, 61, 62
   D. 69, 70, 72

2. **What number is ten less than 423?**

   F. 413 **G. 433** **H. 323** **J. 23**

3. **What number is 100 more than 5,110?**

   A. 5,111 **B. 5,010** **C. 8,210** **D. 5,210**

4. **What symbol should be used in this number comparison?**

   412 _____ 513

   F. =
   G. >
   H. <
   J. @

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Number Sentences

Standard: Mathematical Reasoning
1.0 Students make decisions about how to approach problems. (*Prerequisite CAHSEE Standard*)

Lesson # 1

Sample: There are 5 eagles in the tree. 6 more eagles landed in the tree. How many eagles were in the tree in all?

A. 5 + 6 = _____ B. 6 – 5 = _____
C. _____ + 5 = 6 D. _____ - 5 = 6

1. Mr. Kane washed his dog. He put 15 gallons of water in the tub. 7 gallons of water splashed out of the tub. How many gallons of water were left in the tub?

A. 15 + 7 = _____ B. 15 – 7 = _____
C. 7 + _____ = 15 D. 15 - _____ = 7

2. Mark hopped on one foot for 17 minutes. Jenny hopped on one foot for 12 minutes. How much longer did Jenny hop than Mark?

A. 12 + 17 = _____ B. 17 - _____ = 12
C. 17 – 12 = _____ D. 12 + _____ = 17

3. Ben had 16 cents in his pocket. He had 9 cents in his hand. How much money did he have in all?

A. 9 + _____ = 16 B. 16 – 9 = _____
C. 16 - _____ = 9 D. 16 + 9 = _____

4. Yolanda read a book that was 35 pages long. Then she read a book that was 22 pages long. How many pages did she read altogether?

A. 35 + 22 = _____ B. 35 – 22 = _____
C. 35 - _____ = 22 D. _____ + 22 = 35

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Number Sentences

Standard: Mathematical Reasoning
1.0 Students make decisions about how to approach problems. (*Prerequisite CAHSEE Standard*)

Lesson # 2

Sample: Vince rode his motorcycle 64 miles to the beach. Then he drove 37 miles to the museum. How much farther did he ride to the beach than the museum?

A. 64 + 37 = _____ B. 37 + 64 = _____
C. 64 – 37 = _____ D. 64 – _____ = 37

1. Molly read 116 books in April. Randy read 49 books in April. How many books did they read in all?

A. 116 + 49 = _____ B. 116 - 49 = _____
C. 49 - 116 = _____ D. 49 - _____ = 116

2. Ben played for 45 minutes at Jim's house. Becky played for 27 minutes at Tami's house. How much longer did Ben play at Jim's than Becky played at Tami's?

A. 45 + 27 = _____ B. 27 + 45 = _____
C. 45 – 27 = _____ D. 27 – 45 = _____

3. 512 rabbits lived in the woods. 635 raccoons lived in the woods. How many more raccoons lived in the woods than rabbits?

A. 512 + 635 = _____ B. 512 – 635 = _____
C. 635 + 512 = _____ D. 635 – 512 = _____

4. A red car drove 1,024 miles. A blue car drove 922 miles. How many miles did the two cars drive in all?

A. 1,024 + 922 = _____ B. 922 – 1,024 = _____
C. 1,024 – 922 = _____ D. 1,024 - _____ = 922

Student

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Number Sentences

Standard: Mathematical Reasoning
1.0 Students make decisions about how to approach problems. (Prerequisite CAHSEE Standard)

Lesson # 3

Sample: Mandy had 3 boxes of crayons. There were 8 crayons in each box. How many crayons did she have in all?

A. 3 + 8 = _____ B. 8 – 3 = _____
C. 3 × 8 = _____ D. 3 × _____ = 8

1. David has 5 cookies in each bag. He has 4 bags. How many cookies does he have in all?

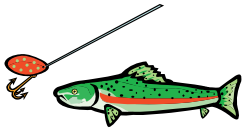
A. 5 + 4 = _____ B. 5 – 4 = _____
C. 4 × _____ = 5 D. 5 × 4 = _____

2. Jim ran 4 miles every day for 9 days. How many miles did Jim run altogether?

A. 4 × 9 = _____ B. 4 × _____ = 9
C. 4 + 9 = _____ D. 9 – 4 = _____

3. Henry threw 7 strikes in each inning of the baseball game. The game was 9 innings long. How many strikes did he throw in the game?

A. 7 + 9 = _____ B. 9 – 7 = _____
C. 7 × 9 = _____ D. 7 × _____ = 9



4. Hugo went fishing. Hugo caught 6 fish. Each fish weighed 8 pounds. How many pounds of fish did Hugo catch?

A. 6 + 8 = _____ B. 6 × _____ = 8
C. 8 - 6 = _____ D. 6 × 8 = _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Number Sentences

Standard: Mathematical Reasoning
1.0 Students make decisions about how to approach problems. (Prerequisite CAHSEE Standard)

Lesson # 4

Sample: 26 friends went to the movies. They each bought popcorn and a soda that cost $5. How much did their snacks cost in all?

A. 26 + 5 = _____ B. 26 – 5 = _____
C. 26 × 5 = _____ D. 2 + 6 + 5 = _____

1. There were 6,987 firefighters in the state. 991 of the firefighters were female. How many firefighters were male?

A. 6,987 + 991 = _____ B. 6,987 – 991 = _____
C. 6,987 × 991 = _____ D. 6,987 + 900 + 91 = _____

2. During the snowstorm, 4 inches of snow fell each hour. The storm lasted 14 hours. How much snow fell during the storm?

A. 4 + 14 = _____ B. 14 – 4 = _____
C. 4 × _____ = 14 D. 4 × 14 = _____

3. Dr. Fitz filled 226 cavities in March, 405 cavities in April, and 319 cavities in May. How many cavities did he fill in those three months?

A. 226 + 405 + 319 = _____ B. 226 – 319 + 405 = _____
C. 226 × 405 × 319 = _____ D. 405 – 226 + _____ = 319

4. Mom went shopping. She bought 4 pounds of bananas. Each pound costs $1.23. How much did the bananas cost in all?

A. 4 + $1.23 = _____ B. 4 – $1.23 = _____
C. 4 × _____ = $1.23 D. 4 × $1.23 = _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Number Sentences

Assessment # 1

1. Fred ran 112 miles in January. Mary ran 142 miles in January. How many more miles did Mary run than Fred in January?

A. 112 + 142 = _____ B. 142 + 112 = _____

C. 142 – 112 = _____ D. 112 – 142 = _____

2. Karen has 453 dolls in her closet. She has 226 dolls on her shelf. How many dolls does she have in all?

F. 453 + 226 = _____ G. 226 + _____ = 453

H. 453 – 226 = _____ J. 226 – 453 = _____

3. Pedro eats 6 hotdogs at every baseball game. He goes to 12 baseball games. How many hotdogs did Pedro eat in all?

A. 6 + 12 = _____ B. 12 – 6 = _____

C. 12 - _____ = 6 D. 12 × 6 = _____

4. There were 63 rows of carrots in the garden. There were 28 carrots in each row. How many carrots were in the garden in all?

F. 63 + 28 = _____ G. 63 × 28 = _____

H. 28 – 63 = _____ J. 63 – 28 = _____

Answers

1. Ⓐ Ⓑ Ⓒ Ⓓ

2. Ⓕ Ⓖ Ⓗ Ⓙ

3. Ⓐ Ⓑ Ⓒ Ⓓ

4. Ⓕ Ⓖ Ⓗ Ⓙ

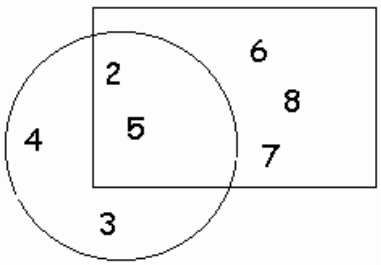
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Using Non-standard Routines

Standard: Mathematical Reasoning
1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, and observing patterns. (*Prerequisite CAHSEE Standard*)

Lesson # 5

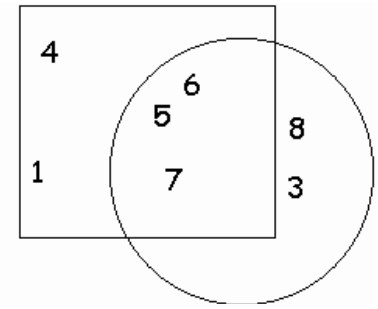
Sample:



Which two numbers are in the circle and the rectangle?

A. 3 and 4 B. 5 and 2
C. 7 and 8 D. 3 and 5

Use the diagram to answer the questions:



1. Which numbers are in the circle and the square?

A. 1, 3, and 4
B. 1, 3, 4, and 8
C. 5, 6, and 7
D. 3, 6, 7, and 8

2. Which numbers are in the square but not in the circle?

A. 1 and 4
B. 3 and 8
C. 5 and 6
D. 7 and 8

3. Which numbers are in the circle?

A. 5, 6, 7, and 8
B. 3 and 8
C. 3, 5, 6, 7, and 8
D. 1, 4, 5, 6, and 7

4. Which numbers are in the circle or the square?

A. 1, 4, 5, 6, and 7
B. 1, 3, 4, 5, 6, 7, and 8
C. 1, 3, 4, and 8
D. 0

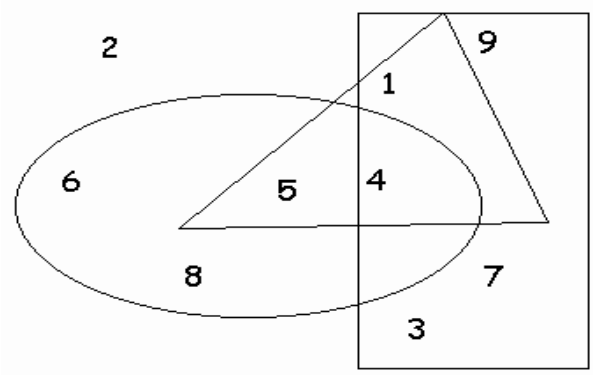
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Using Non-standard Routines

Standard: Mathematical Reasoning
1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, and observing patterns. (*Prerequisite CAHSEE Standard*)

Lesson # 6

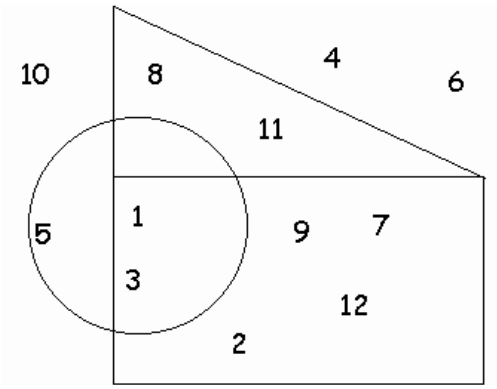
Sample:



Which number is in the oval, the triangle, and the rectangle?

A. 1 B. 3
C. 4 D. 5

Use the diagram to answer the questions:



1. Which numbers are in the circle?
A. 1, 3, and 5
B. 1, 3, and 6
C. 1, 5, and 6
D. 1, 5, and 8

2. Which numbers are in the triangle?
A. 4, 6, and 10
B. 1, 3, and 5
C. 2, 7, 9, and 12
D. 8 and 11

3. Which number is in the circle but not in the rectangle?
A. 1
B. 3
C. 5
D. 6

4. Which numbers are not in the circle, triangle, or rectangle?
A. 1, 3, and 5
B. 4, 6, and 10
C. 8 and 11
D. 2, 7, 9, and 12

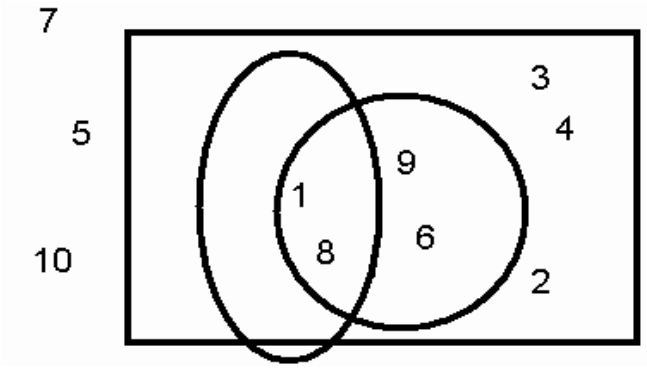
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Using Non-standard Routines

Standard: Mathematical Reasoning
1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, and observing patterns. (*Prerequisite CAHSEE Standard*)

Lesson # 7

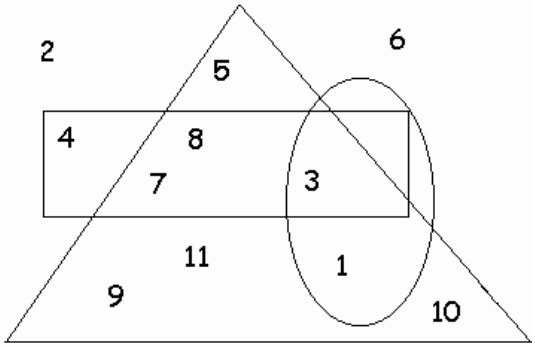
Sample:



Which numbers are not in the rectangle?

A. 2, 3, and 4
B. 5, 7, and 10
C. 1, 6, 8, and 9
D. 1 and 8

Use the diagram to answer the questions:



1. Which numbers are in the oval?

A. 1 and 3
B. 1, 3, and 10
C. 2, 4, and 6
D. 2 and 6

2. Which numbers are in the triangle?

A. 3, 4, 7, and 8
B. 5, 9, 10, and 11
C. 1, 3, 5, 7, 8, 9, 10, and 11
D. 2, 3, 4, 6, 7, and 8

3. Which numbers are not in the oval or the triangle?

A. 2 and 6
B. 5, 9, 10, and 11
C. 4, 7, and 8
D. 2, 4, and 6

4. Which numbers are not in the rectangle or oval?

A. 2, 5, 6, 9, 10, and 11
B. 1, 3, 4, 7, and 8
C. 2, 4, and 6
D. 1, 2, 3, 4, 5, 6, 7, and 8

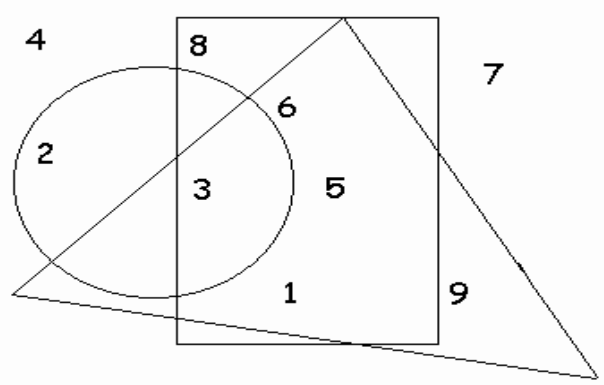
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Using Non-standard Routines

Standard: Mathematical Reasoning
1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, and observing patterns. (*Prerequisite CAHSEE Standard*)

Lesson # 8

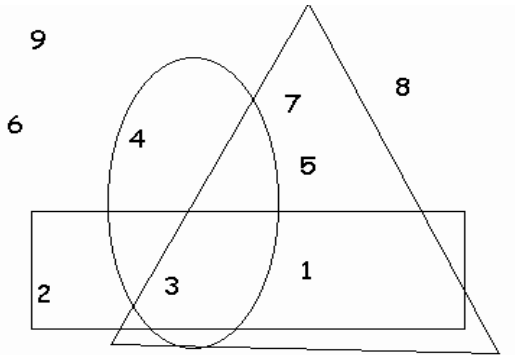
Sample:



Which numbers are not in the circle or the rectangle?

A. 7 and 9
B. 2, 4, 7, and 9
C. 2, 3, and 4
D. 4, 7, and 9

Use the diagram to answer the questions:



1. Which numbers are in the triangle?

A. 5 and 7
B. 1, 2, and 3
C. 1, 3, 5, and 7
D. 6, 8, and 9

2. Which numbers are in the rectangle?

A. 1, 2, and 3
B. 3 and 4
C. 1, 5, and 7
D. 6, 8, and 9

3. Which numbers are not in the oval or the triangle?

A. 1, 2, 5, 6, 7, 8, and 9
B. 2, 6, 8, and 9
C. 1, 5, 6, 7, 8, and 9
D. 2

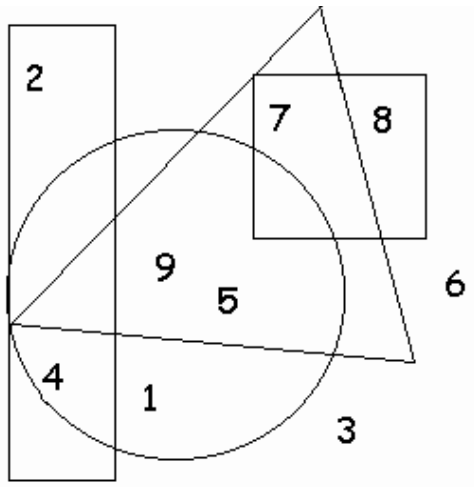
4. Which number is in the oval, triangle, and the rectangle?

A 3
B. 5
C. 7
D. 9

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Using Non-Standard Routines

Assessment # 2



1. **Which number is in the triangle but not in the circle?**
   A. 5
   B. 6
   C. 7
   D. 8

2. **Which numbers are in the triangle or the square?**
   F. 5 and 9
   G. 2 and 4
   H. 3 and 6
   J. 5, 7, 8, and 9

3. **Which numbers are not in the triangle or the circle?**
   A. 2, 3, 6, and 8
   B. 1, 2, 3, 4, 6, and 8
   C. 1, 3, 4, 5, and 7
   D. 5, 7, and 9

4. **Which numbers are in the circle?**
   F. 1, 3, 4, 7, 8 and 9
   G. 1, 3, 4, 5, and 7
   H. 1, 4, 5, and 9
   J. 2 and 4

Answers
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Using Non-standard Routines

Standard: Mathematical Reasoning
2.0 Students use strategies, skills, and concepts in finding solutions. (*Prerequisite CAHSEE Standard*)

Lesson # 9

Sample:

City	San Diego	Fontana	San Francisco	Fresno
Los Angeles	116 miles	55 miles	344 miles	200 miles

What is the distance from Los Angeles to Fresno? _____

Use the diagram to answer the questions:

City	Los Angeles	San Diego	Laguna Beach
Fontana	55 miles	90 miles	42 miles
Rialto	59 miles	91 miles	45 miles

1. What is the distance from Rialto to Laguna Beach? _____
2. How far is San Diego from Fontana? _____
3. How much farther is Los Angeles from Rialto than Fontana?

   _____
4. Which city is farthest from Rialto? _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Using Non-standard Routines

Standard: Mathematical Reasoning
2.0 Students use strategies, skills, and concepts in finding solutions. *(Prerequisite CAHSEE Standard)*

Lesson # 10

Sample:

Pets

	Dogs	Cats	Mice	Fish
Maria	1	2	0	12
Joshua	3	0	2	6

How many more fish does Maria have than Joshua? _____

Use the table to answer the questions:

This table shows the instruments that Tommy and Henry play.

	Trumpet	Drums	Flute	Piano	Tuba	Clarinet
Tommy	Yes	Yes	No	Yes	Yes	No
Henry	Yes	Yes	Yes	Yes	No	Yes

1. How many instruments does Tommy play? _____
2. How many instruments do both Tommy and Henry play?

   _____
3. Which instruments does Henry play that Tommy does not?

   _____
4. Who plays the most instruments? _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Using Non-standard Routines

Standard: Mathematical Reasoning
2.0 Students use strategies, skills, and concepts in finding solutions. *(Prerequisite CAHSEE Standard)*

Lesson # 11

Michael's Monday Work Schedule:

Time	Activity	Time	Activity
7:30	Breakfast meeting	1:45	Work on projects
8:45	Make phone calls	3:00	Return phone calls
9:30	Write letters	3:30	Meeting
10:15	Meeting	4:30	Check email
11:15	Read mail	5:00	Meeting
12:00	Lunch	6:00	Dinner
1:00	Meeting		

Sample:

At what time did Michael check his email? _____

Use the table. Solve.

1. When was Michael's breakfast meeting over? _____
2. What did Michael do right before lunch? _____
3. How long was Michael's last meeting? _____
4. How long did Michael spend in his meeting right after lunch?

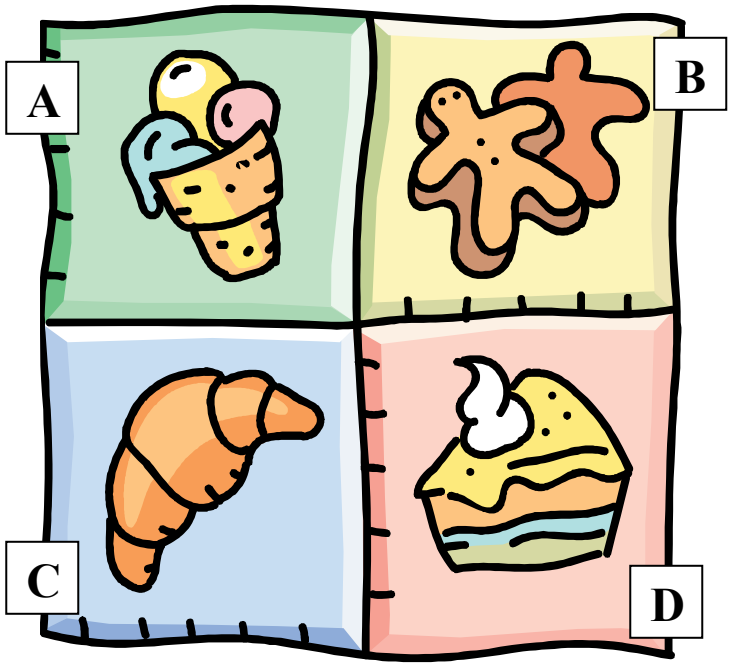
   _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Using Non-standard Routines

Standard: Mathematical Reasoning
2.0 Students use strategies, skills, and concepts in finding solutions. *(Prerequisite CAHSEE Standard)*

Lesson # 12



Sample:

What treat is in picture D? _____

1. **In which picture is the crescent roll found? _____**
2. **What treat is in picture A? _____**
3. **How many gingerbread cookies are shown? _____**
4. **How many different kinds of treats are there in all?**

   _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies **Focus:** Using Non-Standard Routines

Assessment # 3

Jessica's Saturday Schedule:

Time	Activity	Time	Activity
8:30	Wake up	**1:00**	Eat lunch
8:35	Brush teeth	**2:00**	Call cousin Sarah
8:45	Get dressed	**3:00**	Ride bicycle
9:00	Eat breakfast	**4:00**	Swim
9:45	Help mom clean up	**5:00**	Help mom with dinner
11:00	Watch cartoons	**6:00**	Eat dinner

1. What will Jessica do at 9:45?

A. Watch cartoons
B. Eat breakfast
C. Ride bicycle
D. Help mom clean up

2. What will Jessica do before swim?

F. Eat dinner
G. Ride bicycle
H. Help mom clean up
J. Get dressed

3. How long will it take Jessica to eat lunch?

A. one hour
B. three hours
C. two hours
D. thirty minutes

4. At what time will Jessica be calling her cousin Sarah?

F. 6:00
G. 8:45
H. 2:00
J. 9:00

Answers

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

Student

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Problem Solving Strategies

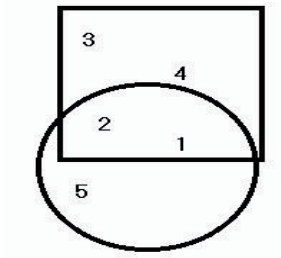
Focus: Using Non-Standard Routines, Number Sentences

Standard: Mathematical Reasoning
1.0 Students make decisions about how to approach problems. (*Prerequisite CAHSEE Standard*)
2.0 Students use strategies, skills, and concepts in finding solutions (*Prerequisite CAHSEE Standard*)

Review # 1

Sample A: Martin has 13 books. Nick has 6 books. How many books do they have in all? _____

A. 13 + ___ = 6 B. 13 + 6 = _____ C. 13 – 6 = ___ D. 6 – 13 = ____



Sample B: What number is in the oval but not in the rectangle? _____

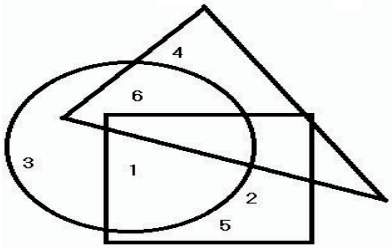
1. Hannah had 25 puppies. She gave 12 puppies away. How many puppies did she have left?

A. 25 + 12 = _____ B. 25 – 12 = _____ C. 12 – 25 = _____ D. 25 + _____ = 12

2. Jared has 46 trucks. He bought 32 more trucks. How many trucks does he have in all?

F. 46 + 32 = _____ G. 46 – 32 = _____ H. 32 – 46 = _____ J. 32 + _____ = 46

Use the diagram to answer 3 and 4:



3. What number is in the oval and the triangle?
   A. 3 B. 4 C. 5 D. 6

4. What number is in the triangle but not the rectangle or oval?
   F. 3 G. 4 H. 5 J. 6

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

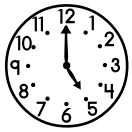
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus:** Time and Money

Standard: Measurement & Geometry
Review of Grade 2 1.4 Tell time to the nearest quarter hour and know the relationships of time.
5.1 Solve problems using combinations of coins and bills.

Review # 2

Sample A:  _____ **cents**

Sample B:  **What time will it be in 3 hours?** _____

Find the total:

1. 

A. 56 cents
B. $1.36
C. $1.06
D. $1.11

2. 

F. 22 cents
G. 41 cents
H. 40 cents
J. $1.02

3. 

A. 37 cents
B. $1.35
C. 65 cents
D. 35 cents

4. 

F. $1.25
G. $1.10
H. $1.05
J. $1.01

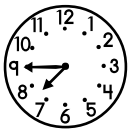
Determine the time:

5.  **1 hour later**

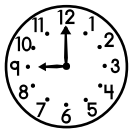
A. 3:10
B. 10:15
C. 11:15
D. 12:00

6.  **2 hours before**

F. 4:30
G. 4:06
H. 6:30
J. 2:30

7.  **6 hours before**

A. 1:45
B. 9:08
C. 7:45
D. 8:45

8.  **1 hour, 30 minutes later**

F. 9:30
G. 12:45
H. 10:30
J. 5:30

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓕ Ⓖ Ⓗ Ⓙ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Measurement **Focus: Inches and Centimeters, Money**

Standard: Measurement & Geometry
1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects. (*Prerequisite CAHSEE Standard*)

Review # 3

Measure to the nearest inch:

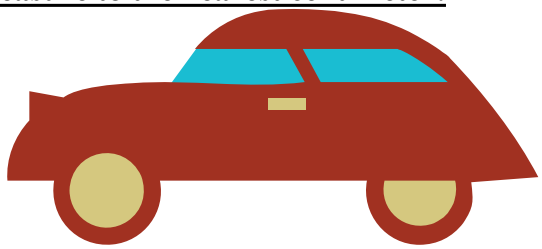
1. 

A. 1 inch
B. 2 inches
C. 3 inches
D. 4 inches

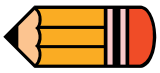
2. 

F. 1 inch
G. 2 inches
H. 3 inches
J. 4 inches

Measure to the nearest centimeter:

3. 

A. 5 centimeters
B. 6 centimeters
C. 7 centimeters
D. 8 centimeters

4. 

F. 1 centimeter
G. 2 centimeters
H. 3 centimeters
J. 4 centimeters

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓕ Ⓖ Ⓗ Ⓙ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓕ Ⓖ Ⓗ Ⓙ

Answer the questions about bills and coins:

5. What is the total amount of 4 quarters?

A. $1.00 B. $4.00 C. 50¢ D. 75¢

6. A bag of chips costs 88¢ . Which coins make the exact amount?

F. 4 dimes, 6 nickels, and 8 pennies
G. 3 quarters, 1 dime, 1 nickel
H. 4 dimes, 7 nickels, and 8 pennies
J. 3 quarters, 1 dime, and 3 pennies

7. Jovita has 1 quarter, 13 dimes, 2 nickels, and 8 pennies. She gave Willie 35¢. How much money does she have left?

A. $0.11 B. $2.08 C. $1.73 D. $1.38

8. Denver found 3 dimes, 7 quarters, and 8 pennies in his treasure box. How much money does he have?

F. $2.13 G. $1.13 H. $1.88 J. $1.78

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Addition and Subtraction of Whole Numbers

Standard: Number Sense

2.1 Find the sum or difference of two whole numbers between 0 and 10,000. (Prerequisite CAHSEE Standard)

Review # 4

Sample A: 2,874 + 1,308

Sample B: 62,130 - 9,217

Solve:

1. 642 + 285

A. 827
B. 927
C. 443
D. 823

2. 837 + 595

F. 1,322
G. 362
H. 1,332
J. 1,432

3. 7,089 - 246

A. 7,242
B. 7,335
C. 6,843
D. 9,335

4. 7,392 - 3,428

F. 4,176
G. 4,974
H. 10,820
J. 3,964

5. 3,793 + 1,449

A. 5,242
B. 2,344
C. 5,132
D. 4,242

6. 10,857 – 4,469

F. 14,216
G. 6,412
H. 6,388
J. 16,316

7. 19,836 - 12,802

A. 32,638
B. 7,634
C. 7,034
D. 6,926

8. 42,713 + 16,334

F. 59,047
G. 58,047
H. 34,421
J. 26,479

9. 195,901 + 64,909

A. 130,992
B. 160,810
C. 159,800
D. 260,810

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓕ Ⓖ Ⓗ Ⓙ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓕ Ⓖ Ⓗ Ⓙ
9. Ⓐ Ⓑ Ⓒ Ⓓ

Student

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation in Context

Focus: Addition and Subtraction of Whole Numbers

Standard: Mathematical Reasoning
1.0 Students make decisions about how to approach problems. (*Prerequisite CAHSEE Standard*)
2.0 Students use strategies, skills, and concepts in finding solutions. (*Prerequisite CAHSEE Standard*)

Review #5

Sample A: There are 36 bees in the beehive. 38 more bees flew to the hive. How many bees are in the hive now? _____

Sample B: There are 345 eggs in the basket. Someone took 118 of the eggs. How many eggs are left in the basket? _____

1. Rudy drove his truck 50 miles. Henry drove his truck 93 miles. How much farther did Henry drive than Rudy?
A. 143 miles B. 53 miles C. 153 miles D. 43 miles

2. Tami and Gloria each had 432 flower pots. 200 of the pots were red. How many were not red?
F. 664 pots G. 232 pots H. 464 pots J. 632 pots

3. Mr. Tanner had 637 puzzle pieces. The puzzle was supposed to have 1,000 pieces in all. How many puzzle pieces were missing?
A. 1,637 pieces B. 363 pieces C. 473 pieces D. 1,363 pieces

4. Bonnie drew 539 pictures in third grade. She gave 214 of them away. Then she drew 486 more pictures. How many pictures did she have then?
F. 325 pictures G. 811 pictures H. 1,239 pictures J. 267 pictures

5. Mason fed his cows 346 bales of hay a month. How many bales of hay did he feed his cows in March and April?
A. 346 bales B. 682 bales C. 692 bales D. 344 bales

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Number Sense

Focus: Place Value, Expanded Notation, Name Numbers

Standard: Number Sense
1.0 Students understand the place value of whole numbers.

Review #6

Sample A: 3,1<u>7</u>2 what is the value of the underlined digit? _____

Sample B: What is another way to write 4,000 + 600 + 30 + 7? _____

Sample C: What is the word name for 647? _____

Determine the value of each underlined digit in numbers 1 – 3:

1. 7,42<u>1</u>

A. 1
B. 10
C. 100
D. 1,000

2. <u>9</u>,890

F. 9
G. 90
H. 900
J. 9,000

3. 12,4<u>3</u>9

A. 3
B. 30
C. 300
D. 3,000

Determine another way to write the following numbers:

4. 600 + 10 + 8

F. 618
G. 6,018
H. 60, 810
J. 600, 108

5. 900 + 90 + 9

A. 900,909
B. 90,990
C. 9, 909
D. 999

6. 4,000 + 200 + 6

F. 426
G. 4,026
H. 4,206
J. 40,426

Determine the word name for the following numbers:

7. 402

A. Four zero two
B. Four hundred two
C. Four thousand two
D. Four nothing two

8. 3,140

F. Three one-forty
G. Three hundred fourteen
H. Three, one hundred four
J. Three thousand, one hundred forty

9. 12

A. One two
B. Twenty-one
C. Twelve
D. Two-one

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓕ Ⓖ Ⓗ Ⓙ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓕ Ⓖ Ⓗ Ⓙ
9. Ⓐ Ⓑ Ⓒ Ⓓ

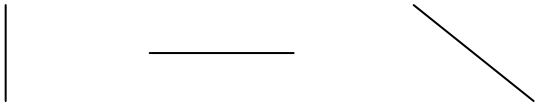
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Geometry **Focus:** Plane Figures, Congruency, Symmetry

Standard: Measurement & Geometry
2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems. (*Prerequisite CAHSEE Standard*)

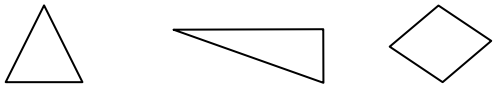
Review #7

Sample A: Circle the vertical line:



Sample B: Circle the figure that is symmetrical:

Sample C: Circle the figure that is congruent to this triangle:

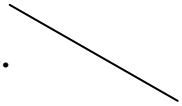


Determine the type of line shown:

1.

A. Curved
B. Vertical
C. Horizontal
D. Diagonal

2.



F. Curved
G. Vertical
H. Rectangle
J. Diagonal

3.

A. Curved
B. Vertical
C. Rectangle
D. Diagonal

Determine which shape is not symmetrical:

4. **F.**
G. 
H. 
J. 

5. **A.** 
B. 
C. 
D. 

6. **F.** 
G. 
H. 
J. 

Determine which figure is congruent to the given figure:

7. 

A. 
B. 
C. 
D. 

8. 

F. 
G. 
H. 
J. 

9. 

A. 
B. 
C. 
D. 

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓕ Ⓖ Ⓗ Ⓙ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓕ Ⓖ Ⓗ Ⓙ
9. Ⓐ Ⓑ Ⓒ Ⓓ

STANDARDS PLUS ™ – MATHEMATICS

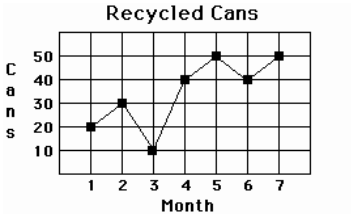
Content Cluster: Statistics and Probability

Focus: Interpret Line Graphs and Tables, Identify Most and Least Likely Outcomes

Standard: Statistics, Data Analysis, & Probability
1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot. (*Prerequisite CAHSEE Standard*)

Review # 8

Use the following line graph to answer the questions.



1. How many cans were recycled during Month 4?
- **A. 10 cans**
- **B. 40 cans**
- **C. 30 cans**
- **D. 50 cans**

2. How many cans were recycled in all?
- **F. 50 cans**
- **G. 150 cans**
- **H. 240 cans**
- **J. 1,000 cans**

3. How many more cans were recycled in month 7 than month 1?
- **A. 10 cans**
- **B. 20 cans**
- **C. 30 cans**
- **D. 40 cans**

4. In which month were the least number of cans recycled?
- **F. Month 1**
- **G. Month 3**
- **H. Month 5**
- **J. Month 7**

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓕ Ⓖ Ⓗ Ⓙ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓕ Ⓖ Ⓗ Ⓙ

Use the table to answer the question.

Mom's Carpool Schedule	
Lucas & Angela Jones	7:20 A.M
Crystal Mooler	7:35 A.M
Dustin Hughes	7:40 A.M
Amy Tanner	7:45 A.M
Bryce Woodman	7:55 A.M
Erica Shawe	8:00 A.M

5. Who is picked up at 7:55 A.M.?
- **A. Crystal Moller**
- **B. Erica Shawe**
- **C. Angela Jones**
- **D. Bryce Woodman**

6. At what time it Crystal Mooler picked up?
- **F. 7:20 A.M.**
- **G. 7:35 A.M.**
- **H. 7:45 A.M.**
- **J. 8:00 A.M.**

7. Who is picked up first?
- **A. Lucas & Angela Jones**
- **B. Dustin Hughes**
- **C. Amy Tanner**
- **D. Erica Shawe**

8. Who is picked up last?
- **F. Lucas & Angela Jones**
- **G. Dustin Hughes**
- **H. Amy Tanner**
- **J. Erica Shawe**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Computation

Focus: Missing Numbers, Repeated Addition, Multiplication and Division of Whole Numbers

Standard: Number Sense
2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division.

Review #9

Sample A:

17 + ☐ = 25 ☐ = _____

A. 7 B. 8 C. 10 D. 15

Sample B:

Which has the same value as 3 + 3 + 3 + 3 + 3? _____

F. 3 × 4 G. 3 × 5 H. 3 × 6 J. 3 × 10

1. **☐ - 3 = 26**

A. 23 B. 26 C. 29 D. 263

2. **15 + ☐ = 45**

F. 15 G. 30 H. 45 J. 60

3. **93 - ☐ = 60**

A. 33 B. 60 C. 93 D. 153

4. Which has the same value as 4 × 5?

F. 4 + 5
G. 5 + 4 + 5 + 4
H. 45
J. 4 + 4 + 4 + 4 + 4

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ

5. Which has the same value as 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7?

A. 7,777,777 B. 7 × 5 C. 7 × 10 D. 700

Student

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Algebra & Functions **Focus:** Using Variables

Standard: Algebra & Functions
1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships. (Prerequisite CAHSEE Standard)

Review # 10

Sample A: **15 + 43 = 58** **43 + 15 = _____**

Sample B: **7 ×9 = 63** **9 ×7 = _____**

Sample C: **6w = 42** **w = _____**

1. 54 + 67 = 121 67 + 54 = _____
   A. 54 B. 67
   C. 111 D. 121

2. 126 + 78 = 204 78 + 126 = _____
   F. 78 G. 126
   H. 204 J. 408

3. 9 ×3 = 27 3 ×9 = _____
   A. 3 B. 12
   C. 9 D. 27

4. 23 ×4 = 92 4 ×23 = _____
   F. 4 G. 92
   H. 23 J. 27

5. 3q = 36 q = _____
   A. 10 B. 11
   C. 12 D. 13

6. 5y = 55 y = _____
   F. 11 G. 12
   H. 13 J. 14

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

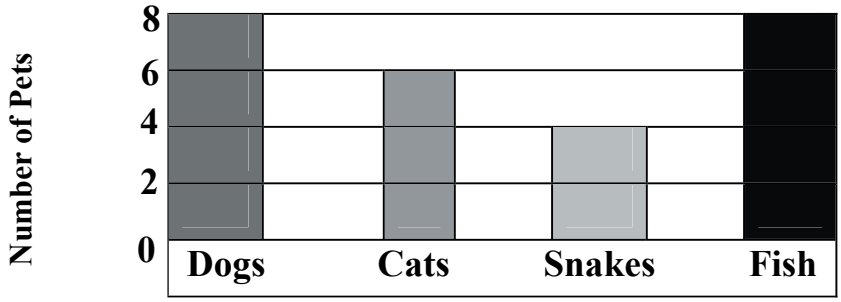
Content Cluster: Statistics & Probability **Focus:** Interpret Bar Graphs

Standard: Statistics, Data Analysis, and Probability
Review of a 2nd Grade Standard: 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies). (*Prerequisite CAHSEE Standard*)

Lesson # 1

Sample

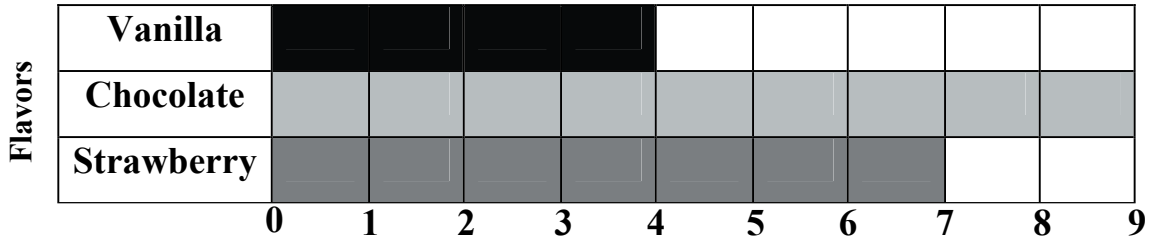
Pets in the Pet Store



How many cats are there in the pet store? _____

How many snakes are there in the pet store? _____

Miss Winston's Students' Favorite Ice Cream Flavors

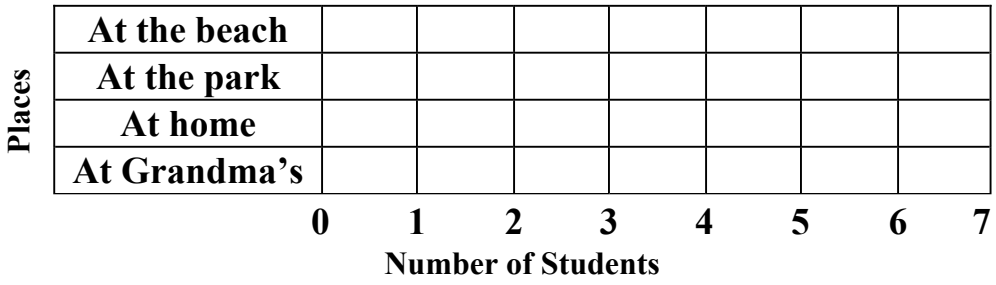


1. **How many students chose Strawberry?** _____
2. **How many students chose Chocolate?** _____

Fill in the bar graph to show how the students spent Saturday.

How We Spent Saturday…

3.



At the beach: 4 students **At the park: 5 students**
At home: 3 students **At Grandma's: 7 students**

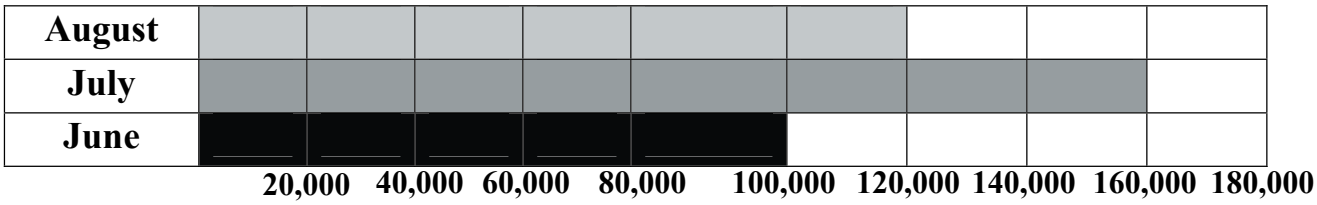
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Statistics & Probability **Focus:** Interpret Bar Graphs

Standard: *Statistics, Data Analysis, and Probability*
Review of a 2nd Grade Standard: 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies). (*Prerequisite CAHSEE Standard*)

Lesson # 2

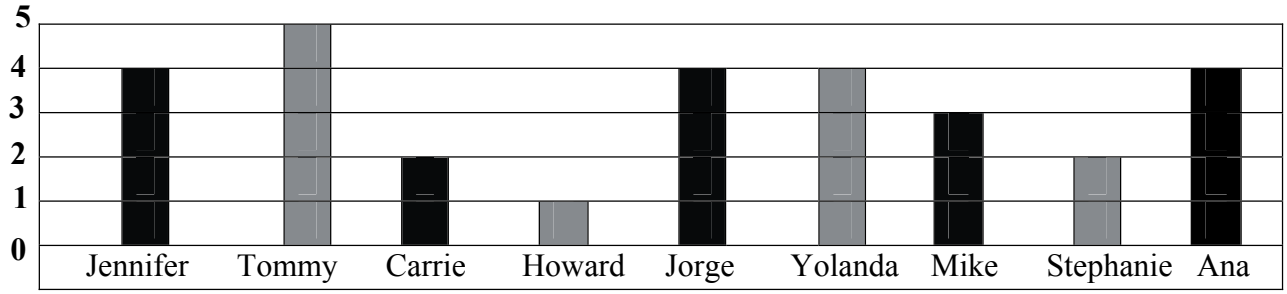
Miles Traveled by Toni the Astronaut



How many miles did Toni travel in July? _____

How many more miles did Toni travel in August than in June? _____

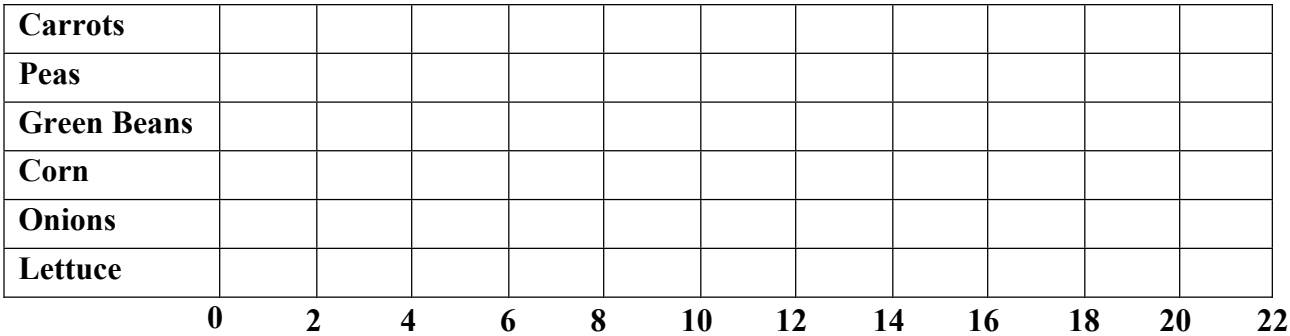
Number of Pets



1. **Who has the most pets?** _____
2. **What was the most common number of pets students had?** _____

Fill in the bar graph to show which vegetables grow in Mary's garden.

Carrots: 10 **Peas: 12** **Green Beans: 16**
Corn: 20 **Onions: 12** **Lettuce: 8**



STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Statistics and Probability **Focus:** Identify Most and Least Likely Outcome

Standard: Statistics, Data Analysis, and Probability
1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions. (*Prerequisite CAHSEE Standard*)

Lesson # 3

Sample:

Number on number cube	1	2	3	4	5	6
Times Rolled	7	8	1	2	5	7

How many times did the land on 1? _____
How many times did it land on 4? _____

What was the most likely outcome of rolling the number cube? _____
What was the least likely outcome of rolling the number cube? _____

Heads	26
Tails	19

1. **How many times did the penny land on heads? _____**
2. **How many times did the penny land on tails? _____**
3. **Based on this experiment, if the penny were tossed 50 more times, what would the most likely outcome be? _____**
4. **How do tally marks make it easy to count the outcomes? _____**

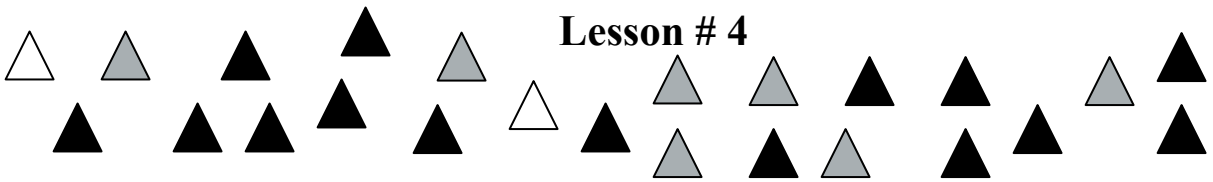
_____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Statistics and Probability **Focus:** Make Predictions and Interpret Bar Graphs

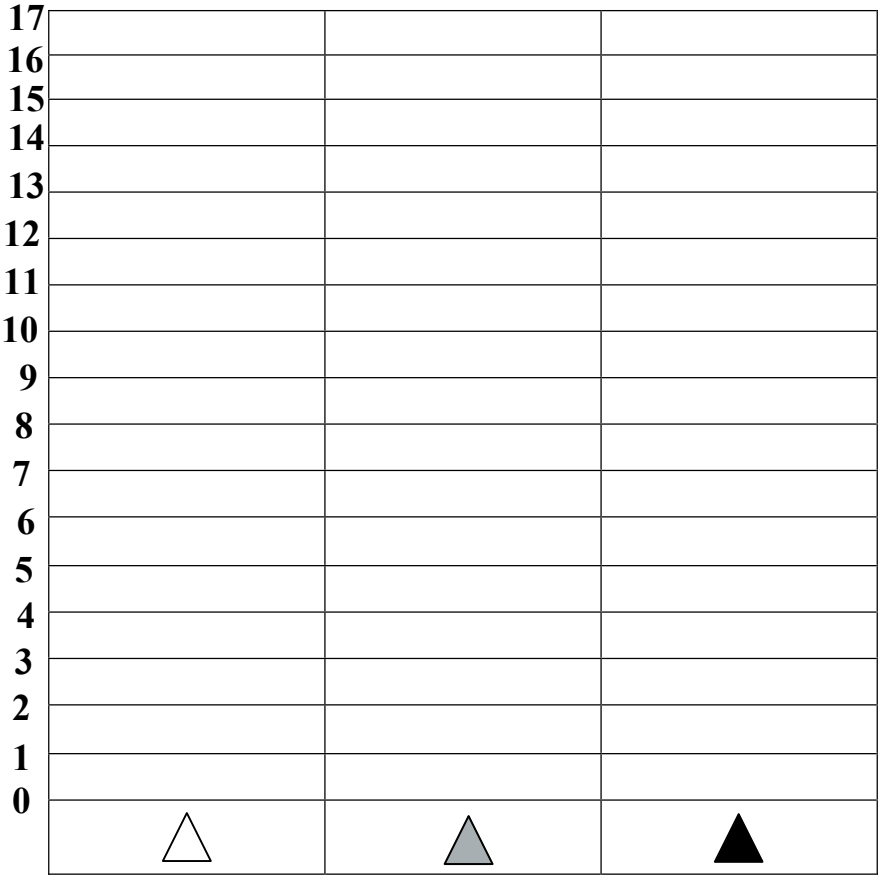
Standard: Statistics, Data Analysis, and Probability
1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot). (*Prerequisite CAHSEE Standard)*

Lesson # 4



If I were to pick a triangle, which color would I most likely get? _____

If I were to pick a triangle, which color would I least likely get? _____



Make a bar graph representing the colored triangles.

1. **How many black triangles are there? _____**
2. **How many gray triangles are there? _____**
3. **How many more black triangles are there than white tiles? _____**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Statistics and Probability

Focus: Interpret Bar Graphs, Identify Most/Least Likely Outcomes, Make Predictions

Assessment # 1

1. The table below shows the number of each color of crayon in Mandy's crayon box. If Mandy takes one crayon, which color will she most likely get?

Red	Blue	Green	Yellow
20	5	2	1

A. Blue **B. Red** **C. Yellow** **D. Green**

Use the chart to answer questions 2, 3, and 4.

Favorite Color of Marshmallows	Number of Students
Red	10
Blue	5
Green	20
Yellow	25

2. Which color did most students prefer?
F. Red **G. Blue**
H. Yellow **J. Green**

3. What color marshmallows was the least favorite?
A. Red **B. Blue**
C. Yellow **D. Green**

4. What was the <u>total number</u> of students in the survey?
F. 5 **G. 55**
H. 60 **J. 10**

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

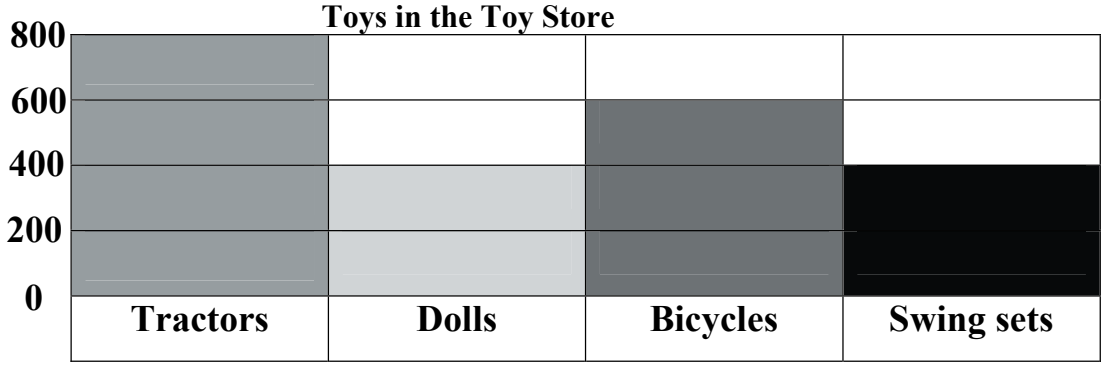
STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Statistics and Probability **Focus:** Interpret Bar Graphs

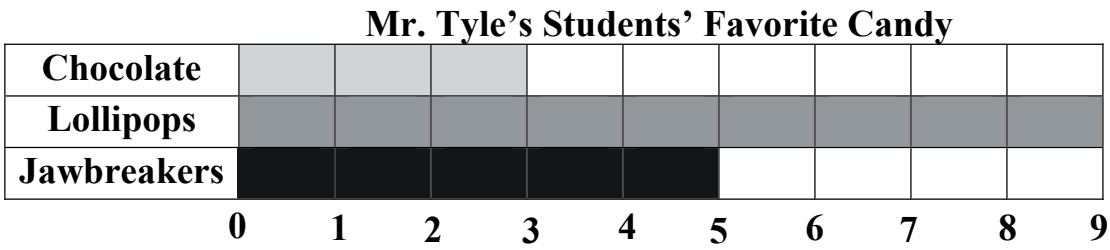
Standard: Statistics, Data Analysis, and Probability
Review of 2nd Grade Standard 1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. (*Prerequisite CAHSEE Standard)*

Lesson # 5

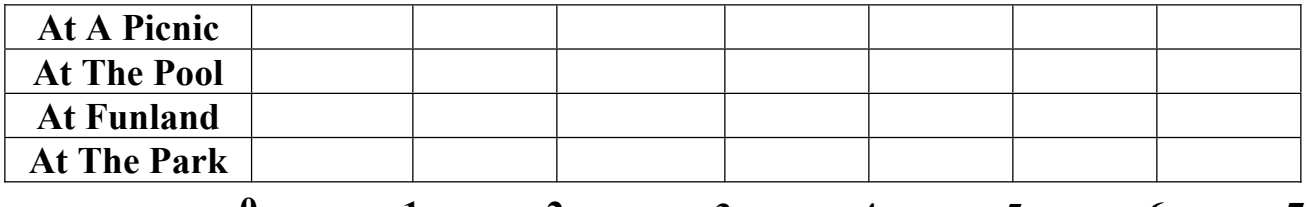
Sample:



1. **How many toy "tractors" are there in the toy store? _____**
2. **How many toy "dolls" are there in the toy store? _____**



1. **How many students chose "chocolate"? _____**
2. **What was the favorite candy for most students? _____**
3. **Fill in the bar graph to show how the students spent time off track.**



At The Pool-5
At The Park-7
At The Picnic-4
At Funland-3

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Statistics and Probability **Focus:** Interpret Tables

Standard: Statistics, Data Analysis, and Probability
Review of 2nd Grade Standard 1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. (*Prerequisite CAHSEE Standard)*

Lesson # 6

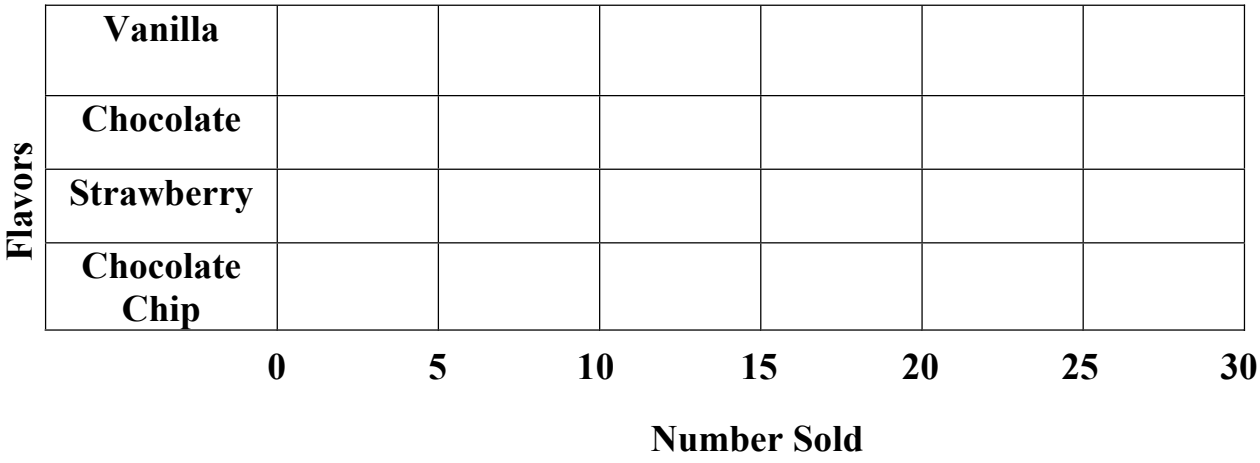
Flavor of Ice Cream Cones	Number of Cones Sold
Vanilla	30
Chocolate	10
Strawberry	15
Chocolate Chip	25

1. **How many vanilla ice cream cones were sold? _____**

2. **How many more vanilla cones were sold than chocolate chip cones? _____**

3. **The range is the difference between the greatest number of data and the least number of data. What is the range of the number of cones sold?_____**

Fill in the bar graph to show the number of each flavor of ice cream cone sold.



STANDARDS PLUS ™ – MATHEMATICS

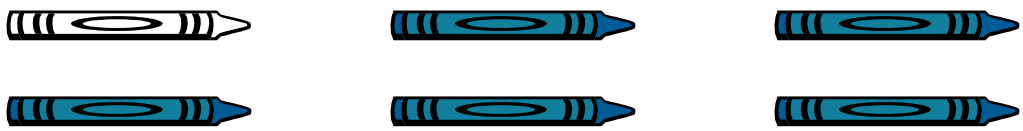
Content Cluster: Statistics and Probability

Focus: Identify Most and Least Likely Outcomes

Standard: Statistics, Data Analysis, and Probability
1.0 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot). (Prerequisite CAHSEE Standard)

Lesson # 7

Sample:



$$\frac{\text{Number of Gray Crayons (5)}}{\text{Total Number of Crayons (6)}}$$

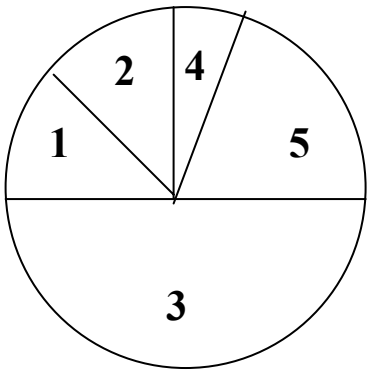
1. If you had a bucket with the number of crayons of each color shown in the table below, what color would you most likely choose? _____

Red	Blue	Yellow	Black	Green	Purple	Orange
2	16	7	10	5	8	4

2. What would be the least likely color chosen? _____

3. What is the range in the number of crayons of each color? (Remember, range is the difference between the greatest and least #'s) _____

If we spin the spinner:



4. Which number is least likely to be spun? _____

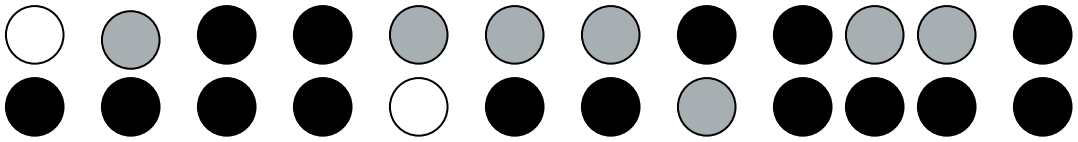
5. Which number is most likely to be spun? _____

STANDARDS PLUS ™ – MATHEMATICS

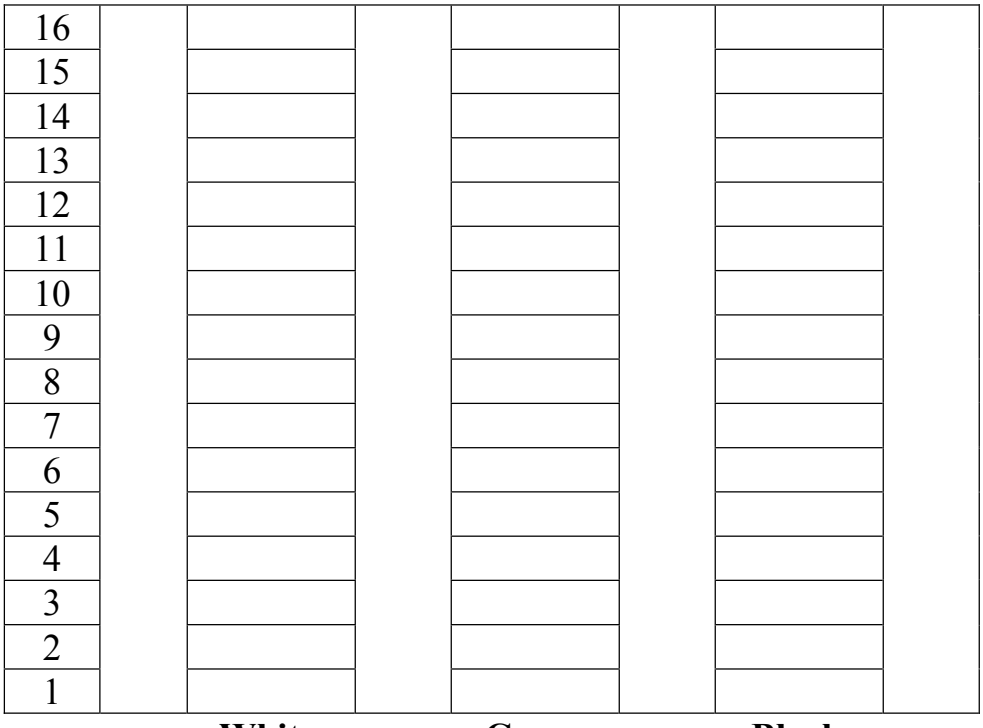
Content Cluster: Statistics and Probability **Focus:** Make Predictions/Interpret Line Graphs

Standard: Statistics, Data Analysis, and Probability
1.0 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot). (Prerequisite CAHSEE Standard)

Lesson # 8



Which ball would I most likely pick? _____
Which ball would I least likely pick? _____



Make a bar graph representing the balls.

1. **How many black balls are there? _____**
2. **How many gray balls are there? _____**
3. **How many more black balls are there than white balls? _____**
4. **What is the range? _____**

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Statistics & Probability **Focus:** Interpret Bar Graphs, Identify Most/Least Likely Outcomes, Make Predictions

Assessment # 2

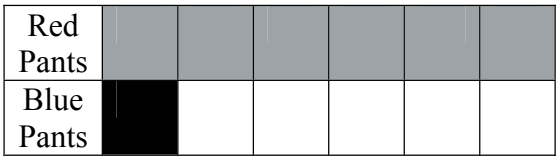
David's Clothes:

Red	**1**	**2**
Blue	**6**	**4**
	Pants	**Shorts**

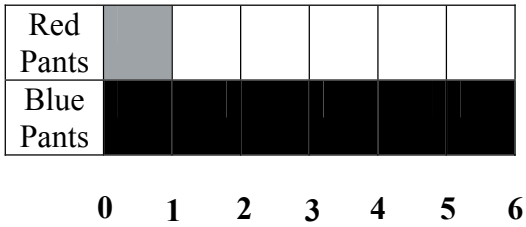
1. Which bar graph shows information from the table "David's Clothes"?

A.

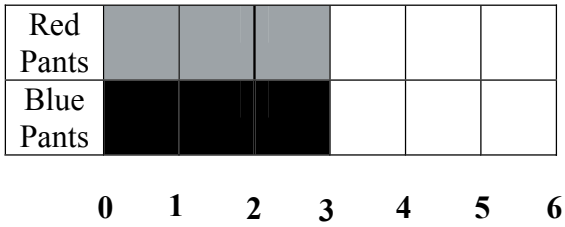
B.



C.



D.



2. How many more blue pants than red pants does David have?

F. 7 **G. 9** **H. 11** **J. 5**

3. How many more blue pants than red shorts does David have?

A. 4 **B. 6** **C. 8** **D. 10**

4. How many more pants than shorts does David have?

F. 2 – 1 = 1 **G. 7 – 6 = 1** **H. 6 – 4 = 2** **J. 13 - 7 = 6**

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Test Taking Strategies **Focus:** Strategies 1, 2, & 3

Standard:
Grade 2 Mathematical Reasoning 1.0 Students make decisions about how to set up a problem.
Grade 3, 4, & 5 Mathematical Reasoning 1.0 Students make decisions about how to approach a problem.

Lesson # 1

Strategy 1: Read the problem at least three times. Make a mental picture of what is being read.
Strategy 2: Locate key words in the question. MAKE SURE YOU UNDERSTAND WHAT THE QUESTION IS ASKING!
Strategy 3: Identify key numbers and labels.

1. **Mrs. Wilson had 9 gold buttons, 3 silver buttons, and 7 white buttons. How many buttons did she have in all?**

   Key words: _____

   Key numbers: _____

2. **Five monkeys were jumping on the bed. Three monkeys were watching T.V. Six monkeys were eating bananas. How many monkeys were there in all?**

   Key words: _____

   Key numbers: _____

3. **Leo had 25 baseball cards in his pocket. 5 cards fell out of his pocket. How many cards did he have left?**

   Key word: _____

   Key numbers: _____

4. **10 lions lived in the zoo. 100 lions lived in the animal park. How many more lions lived in the animal park?**

   Key word: _____

   Key numbers: _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Test Taking Strategies **Focus:** Strategies 1, 2, 3, & 7

Standard:
Grade 2 Mathematical Reasoning 1.0 Students make decisions about how to set up a problem.
Grade 3, 4, & 5 Mathematical Reasoning 1.0 Students make decisions about how to approach a problem.

Lesson # 2

Strategy 1: Read the problem at least three times. Make a mental picture of what is being read.
Strategy 2: Locate key words in the question. MAKE SURE YOU UNDERSTAND WHAT THE QUESTION IS ASKING!
Strategy 3: Identify key numbers and labels.
Strategy 7: Solve. SHOW YOUR WORK! (On scrap paper, *draw a picture*, label charts & graphs according to the key, fill in place value chart, draw a number line, etc.)

1. **Stephanie has 3 pink dresses and 2 yellow dresses. Her sister has 1 pink dress and 3 yellow dresses. How many dresses do the girls have in all?**
   Key words: _____
   Key numbers: _____

2. **10 ducks went to the pond to play. 4 ducks said the water was too cold, so they left. How many ducks were left at the pond?**
   Key word: _____
   Key numbers: _____

3. **There were 5 apple pies on the table. There were 2 cherry pies in the oven. How many more apple pies were there than cherry pies?**
   Key word: _____
   Key numbers: _____

4. **50 bananas were in the basket. 10 bananas were in the box. How many bananas were there altogether?**
   Key word: _____
   Key numbers: _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Test Taking Strategies **Focus:** Strategies 1, 2, 3, 6, & 7

Standard:
Grade 2 Mathematical Reasoning 1.0 Students make decisions about how to set up a problem.
Grade 3, 4, & 5 Mathematical Reasoning 1.0 Students make decisions about how to approach a problem.

Lesson # 3

Strategy 1: Read the problem at least three times. Make a mental picture of what is being read.
Strategy 2: Locate key words in the question. MAKE SURE YOU UNDERSTAND WHAT THE QUESTION IS ASKING!
Strategy 3: Identify key numbers and labels.
Strategy 6: Determine the operations/strategies needed to solve the problem.
Strategy 7: Solve. SHOW YOUR WORK! (On scrap paper, draw a picture, label charts & graphs according to the key, fill in place value chart, draw a number line, etc.)

1. **5 fish swam in the pond. 10 frogs sat by the pond. 2 ducks swam on the pond. How many animals altogether were at the pond?**

   _____

2. **Jimmy had 4 cookies. Felicia had 2 cookies. Greg had 10 cookies. How many cookies did the three children have altogether?**

   _____

3. **Jenny went to the store. She had $10.00 when she started. She spent $6.00 in the store. How much money does she have left?**

   _____

4. **There were 12 friends at the circus. 4 friends had to go home. How many friends were left at the circus?**

   _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Test Taking Strategies **Focus:** Strategies 1, 2, 3, 5, 6, & 7

Standard:
Grade 2 Mathematical Reasoning 1.0 Students make decisions about how to set up a problem.
Grade 3, 4, & 5 Mathematical Reasoning 1.0 Students make decisions about how to approach a problem.

Lesson # 4

Strategy 1: Read the problem at least three times. Make a mental picture of what is being read.
Strategy 2: Locate key words in the question. MAKE SURE YOU UNDERSTAND WHAT THE QUESTION IS ASKING!
Strategy 3: Identify key numbers and labels.
Strategy 5: Thoroughly study any graphs, charts, or diagrams.
Strategy 6: Determine the operations/strategies needed to solve the problem.
Strategy 7: Solve. SHOW YOUR WORK!

Instructions: The chart below shows the clothes that Jim has. Use the chart to answer the questions.

	Socks	Hats	Pants
RED	|||	||	|
BLUE	𝍸	|	𝍸 𝍸
WHITE	𝍸 ||||	|	|

1. **How many hats does Jim have altogether?** _____

2. **How many items does Jim have that are blue?** _____

3. **How many more white socks does Jim have than red socks?** _____

4. **How many more blue pants does Jim have than blue socks?** _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Test Taking Strategies **Focus:** Strategies 1 - 7

Standard:
Grade 2 Mathematical Reasoning 1.0 Students make decisions about how to set up a problem.
Grade 3, 4, & 5 Mathematical Reasoning 1.0 Students make decisions about how to approach a problem.

Lesson # 5

Strategy 1: Read the problem at least three times. Make a mental picture of what is being read.
Strategy 2: Locate key words in the question. MAKE SURE YOU UNDERSTAND WHAT THE QUESTION IS ASKING!
Strategy 3: Identify key numbers and labels.
Strategy 4: Eliminate unneeded data.
Strategy 5: Thoroughly study any graphs, charts, or diagrams.
Strategy 6: Determine the operations/strategies needed to solve the problem.
Strategy 7: Solve. SHOW YOUR WORK!

1. Kathy and Donna went to the mall. Kathy spent $6 on food. Donna spent $5 on food and $4 on hair bands. How much did they spend on food in all?

_____

2. There were a lot of pets in the pet store. There were 6 dogs, 4 cats, 3 birds, and 12 fish. How many pets with fur were there in the pet store?

_____

Mrs. Lindy had a big garden. Below is a chart showing the plants in her garden.

						
10	6	2	10	7	8	7

3. How many flower plants did Mrs. Lindy have in her garden? _____

4. How many corn plants did Mrs. Lindy have in her garden? _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Test Taking Strategies **Focus:** Strategies 1 - 8

Standard:
Grade 2 Mathematical Reasoning 1.0 Students make decisions about how to set up a problem.
Grade 3, 4, & 5 Mathematical Reasoning 1.0 Students make decisions about how to approach a problem.

Lesson # 6

Strategy 1: Read the problem at least three times. Make a mental picture of what is being read.
Strategy 2: Locate key words in the question. MAKE SURE YOU UNDERSTAND WHAT THE QUESTION IS ASKING!
Strategy 3: Identify key numbers and labels.
Strategy 4: Eliminate unneeded data.
Strategy 5: Thoroughly study any graphs, charts, or diagrams.
Strategy 6: Determine the operations/strategies needed to solve the problem.
Strategy 7: Solve. SHOW YOUR WORK!
Strategy 8: Evaluate the solution. DOES THE SOLUTION ANSWER THE QUESTION? DOES THE SOLUTION MAKE SENSE?

1. 5 + 3 + 2 = _____

2. 10 – 7 = _____

3. If Mary has 5 kittens, and she gives two away, how many will she have left?

   _____

4. Steven had 10 pennies. He found 6 more pennies. How many pennies did he have in all?

   _____

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Test Taking Strategies **Focus:** Strategies 1 - 9

Standard:
Grade 2 Mathematical Reasoning 1.0 Students make decisions about how to set up a problem.
Grade 3, 4, & 5 Mathematical Reasoning 1.0 Students make decisions about how to approach a problem.

Lesson #7

Strategy 1: Read the problem at least three times. Make a mental picture of what is being read.
Strategy 2: Locate key words in the question. MAKE SURE YOU UNDERSTAND WHAT THE QUESTION IS ASKING!
Strategy 3: Identify key numbers and labels.
Strategy 4: Eliminate unneeded data.
Strategy 5: Thoroughly study any graphs, charts, or diagrams.
Strategy 6: Determine the operations/strategies needed to solve the problem.
Strategy 7: Solve. SHOW YOUR WORK!
Strategy 8: Evaluate the solution. DOES THE SOLUTION ANSWER THE QUESTION? DOES THE SOLUTION MAKE SENSE?
Strategy 9: Check your solution with the answer choice. If your answer is not found, repeat steps one through eight.

1. Jeremy has 5 toy boats, 12 toy cars, 1 toy submarine, and 3 toy planes. How many toys does he have in all?
   A. 12 toys
   B. 5 toys
   C. 21 toys
   D. 1 toy

2. 25 + 5 = _____
   A. 30
   B. 25
   C. 20
   D. 50

3. Mr. Sweeney ate 6 blueberry pies. He then ate 2 apple pies. How many pies did he eat altogether?
   A. 6 pies
   B. 2 pies
   C. 8 pies
   D. 4 pies

4. 12 – 3 = _____
   A. 12
   B. 3
   C. 15
   D. 9

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Test Taking Strategies **Focus:** Strategies 1 - 9

Standard:
Grade 2 Mathematical Reasoning 1.0 Students make decisions about how to set up a problem.
Grades 3, 4, & 5 Mathematical Reasoning 1.0 Students make decisions about how to approach a problem.

Lesson # 8

Strategy 1: Read the problem at least three times. Make a mental picture of what is being read.
Strategy 2: Locate key words in the question. MAKE SURE YOU UNDERSTAND WHAT THE QUESTION IS ASKING!
Strategy 3: Identify key numbers and labels.
Strategy 4: Eliminate unneeded data.
Strategy 5: Thoroughly study any graphs, charts, or diagrams.
Strategy 6: Determine the operations/strategies needed to solve the problem.
Strategy 7: Solve. SHOW YOUR WORK!
Strategy 8: Evaluate the solution. DOES THE SOLUTION ANSWER THE QUESTION? DOES THE SOLUTION MAKE SENSE?
Strategy 9: Check your solution with the answer choice. If your answer is not found, repeat steps one through eight.

1. There are 30 days in April, 31 days in August, and 30 days in November. How many days are there in the months beginning with the letter "A"?
   A. 91 days
   B. 60 days
   C. 61 days
   D. 30 days

2. 100 – 50 = _____
   A. 50
   B. 150
   C. 100
   D. 0

3. 22 + 1 + 3 = _____
   A. 23
   B. 25
   C. 26
   D. 20

4. Jan ran 2 miles, Fred ran 3 miles, and Carrie ran 2 miles. How many miles did they run altogether?
   A. 100 miles
   B. 5 miles
   C. 4 miles
   D. 7 miles

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Test Taking Strategies **Focus:** Strategies 1 - 11

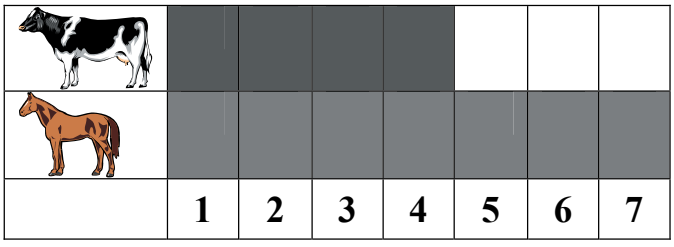
Standard:
Grade 2 Mathematical Reasoning 1.0 Students make decisions about how to set up a problem.
Grades 3, 4, & 5 Mathematical Reasoning 1.0 Students make decisions about how to approach a problem.

Lesson # 9

Strategy 1: Read the problem at least three times. Make a mental picture of what is being read.
Strategy 2: Locate key words in the question. MAKE SURE YOU UNDERSTAND WHAT THE QUESTION IS ASKING!
Strategy 3: Identify key numbers and labels.
Strategy 4: Eliminate unneeded data.
Strategy 5: Thoroughly study any graphs, charts, or diagrams.
Strategy 6: Determine the operations/strategies needed to solve the problem.
Strategy 7: Solve. SHOW YOUR WORK!
Strategy 8: Evaluate the solution. DOES THE SOLUTION ANSWER THE QUESTION? DOES THE SOLUTION MAKE SENSE?
Strategy 9: Check your solution with the answer choice. If your answer is not found, repeat steps one through eight.
Strategy 10: Eliminate wrong answers.
Strategy 11: Bubble in the correct answer.

1. 28 – 3 = _____
   A. 28 B. 25 C. 31 D. 55

Instructions: Use the bar graph of animals on Susan's farm to answer questions 2 – 4.



2. How many cows are there on the farm?
   F. 1 G. 2 H. 3 J. 4

3. How many horses are there on Susan's farm?
   A. 7 B. 6 C. 5 D. 4

4. How many more horses than cows are there on Susan's farm?
   F. 10 G. 5 H. 3 J. 1

Answers:
1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ

STANDARDS PLUS ™ – MATHEMATICS

Content Cluster: Test Taking Strategies **Focus: Strategies 1 - 11**

Standard:
Grade 2 Mathematical Reasoning 1.0 Students make decisions about how to set up a problem.
Grades 3, 4, & 5 Mathematical Reasoning 1.0 Students make decisions about how to approach a problem.

Lesson # 10

Strategy 1: Read the problem at least three times. Make a mental picture of what is being read.
Strategy 2: Locate key words in the question. MAKE SURE YOU UNDERSTAND WHAT THE QUESTION IS ASKING!
Strategy 3: Identify key numbers and labels.
Strategy 4: Eliminate unneeded data.
Strategy 5: Thoroughly study any graphs, charts, or diagrams.
Strategy 6: Determine the operations/strategies needed to solve the problem.
Strategy 7: Solve. SHOW YOUR WORK!
Strategy 8: Evaluate the solution. DOES THE SOLUTION ANSWER THE QUESTION? DOES THE SOLUTION MAKE SENSE?
Strategy 9: Check your solution with the answer choice. If your answer is not found, repeat steps one through eight.
Strategy 10: Eliminate wrong answers.
Strategy 11: Bubble in the correct answer.

1. There are 6 children in David's family. Ann is 15, George is 12, Mike is 10, Larry is 8, Julie is 8, and David is 6. How much older is Ann than Larry?
   A. 10 years B. 7 years C. 4 years D. 1 year

Use the chart of eye color in Frank's class to answer questions 2 – 4.

	Blue	Green	Brown	Hazel
Number of Children	2	1	14	3

2. How many children have green eyes in Frank's class?
   F. 1 G. 2 H. 3 J. 20

3. How many children had blue or brown eyes?
   A. 2 B. 14 C. 16 D. 1

4. How many more children have brown eyes than have hazel eyes?
   F. 17 G. 11 H. 8 J. 20

Answers:

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ