Book One

Grades 4-5

Access to FREE Online Video Lessons Included
(See first page)

New 3rd Edition!

Mastering Essential MATH SKILLS

Each lesson in the book has a corresponding video lesson taught by America's Math Teacher, Richard W. Fisher

20 minutes a day to success

New edition includes a convenient Math Resource Center

$+$ $\div$ -5

$\frac{3}{4}$ x $\%$

$.89$ $>$ $<$

$\#$ $\cong$ 5^2

New Edition Includes a Handy Math Resource Center

Winner of Intel Innovations in Teaching Award

Richard W. Fisher

Edited by Christopher Manhoff

Mastering Essential Math Skills

20 minutes a day to success

Book One: Grades 4 and 5

3rd EDITION

Richard W. Fisher

Edited by Christopher Manhoff

For access to the Online Video Tutorials, go to www.mathessentials.net and click on Videos.

★★★★★ Free Gift for a 5-Star Amazon Review!

We hope you enjoy this book. We love 5-star Amazon reviews. If you love this book and give it a 5-star review, as a token of our appreciation we would like to present you with a free gift. Just email us at **math.essentials@verizon.net** and let us know the name you used to post the review, and which book you reviewed, and we here at Math Essentials will send you a free gift (a $22.95 value).

Tell your friends about our award-winning math materials, like us on Facebook and follow us on Twitter. You are our best advertising, and we appreciate you!

Math Essentials

Mastering Essential Math Essentials Book 1, 3rd Edition

Manufactured in the United States of America

ISBN: 978-0-9994433-7-8

1st printing 2018

Math Essentials
P.O. Box 1723
Los Gatos, CA 95031
866-444-MATH (6284)
www.mathessentials.net
math.essentials@verizon.net

Notes to the Teacher or Parent

What sets *Mastering Essential Math Skills* apart from other books is its approach. It is not just a math book, but a *system* of teaching math. Each daily lesson contains five key parts: two speed drills, review exercises, teacher tips (Helpful Hints), a section containing new material, and a daily word problem. Teachers have flexibility in introducing new topics, but the book provides them with the necessary structure and guidance. The teacher can rest assured that essential math skills are being systematically learned.

With so many concepts and topics in the math curriculum, some of these essential skills are easily overlooked. This easy-to-follow math program requires only twenty minutes of instruction per day. Each lesson is concise, and self-contained. The daily exercise help students to not only master math skills, but also to maintain and reinforce those skills through consistent review—something that is missing in most math programs. Skills learned in this book apply to all areas of the math curriculum, and consistent review is built into each daily lesson. Teachers and parents will also be pleased to note that the lessons are quite easy to correct.

The book is divided into eight chapters, which cover whole numbers, fractions, decimals, percentages, integers, geometry, charts and graphs, and problem solving.

Mastering Essential Math Skills is based on a system of teaching that was developed by a math instructor over a twenty-year period. This system has produced dramatic results for students. The program quickly motivates students and creates confidence and excitement that leads naturally to success.

Please read the following "How to Use This Book" section and let this program help you to produce dramatic results with your children or math students.

How to Use this Book

Mastering Essential Math Skills is best used on a daily basis. The first lesson should be carefully gone over with the students to introduce them to the program and familiarize them with the format. A typical lesson has been broken down on the following pages into steps to suggest how it can best be taught. It is hoped that the program will help your students to develop an enthusiasm and passion for math that will stay with them throughout their education.

As you go through these lessons every day you will soon begin to see growth in the students' confidence, enthusiasm, and skill level. The students will maintain their mastery through the daily review.

In school, the book is best used during the first part of the math period. The structure and format seem to naturally condition the students to "think nothing but math" from the moment class begins. The students are ready to "jump into the lessons" without any prompting or motivating needed from the teacher. This makes for a very smooth and orderly start each day.

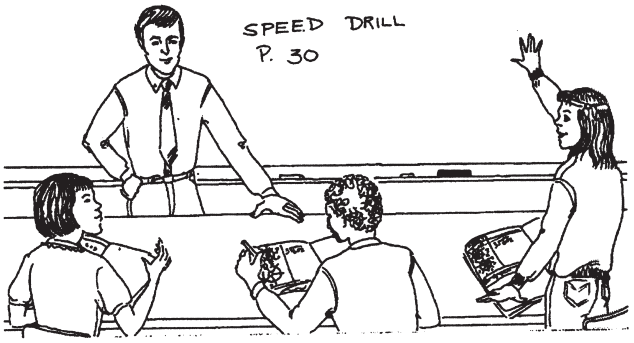
Also, once you have finished the daily lesson, there will still plenty of time to explain related topics, or work on new topics in the basic test or through other sources.

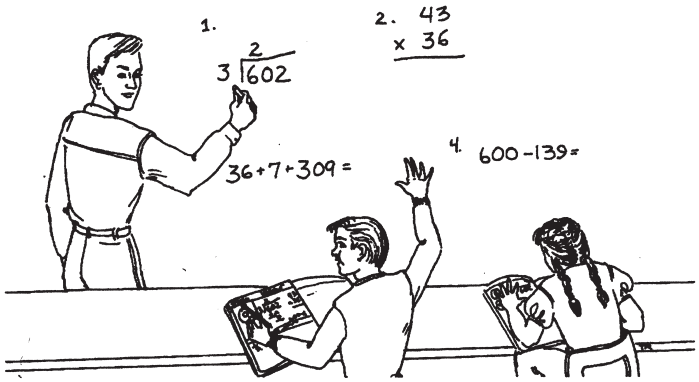
Step 1

Students open their books to the appropriate lesson and begin together. Have students first go to the review exercises, working each problem and showing all their work. If students finish early, they are to check their work in the review section.

Step 2

When you feel that enough time has been spent on the review exercises (usually two to three minutes), call out "Time." The next step is to go to the speed drills. A good signal is to say, "Get ready to add." The students go to the addition drill and wait for the next signal. Then say, "The number to add is '( )'." At this stage the students place the given number inside the addition circle and, as quickly as possible, write all the sums in the appropriate space outside the perimeter of the circle. As students complete the drill, have them drop their pencils and stand or signal in some appropriate way. When enough time has been given, say, "Time." Students then correct the drill as the answers are read aloud by the teacher or a student. The same process is used for the multiplication drill. It is amazing how motivating these speed drills can become in helping students to master their addition and multiplication facts.





Step 3

After the speed drills, work through the review problems with the class. Work the problems on the board or overhead and go through them step-by-step with the students, drawing responses and asking questions as you go. Allow the students to check their own work in this section. This section provides consistent review and reinforcement of topics that the class learns.

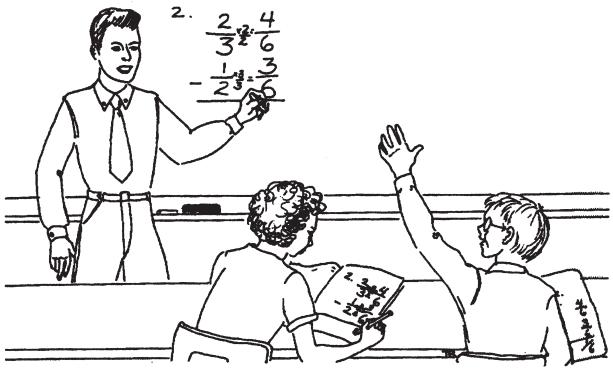
Step 4

After going through the review exercises, give a short introduction of the new material. This is where the teacher's unique style and skills come into play. Appropriate concepts, vocabulary, and skills can be introduced on the blackboard or overhead. This should require only a few minutes.

Step 5

After a brief introduction of the new material, go over the "Helpful Hints" section with the class. Be sure to point out that it is often helpful to come back to this section as the students work independently. This section often has examples that are very helpful to the student.

Step 6



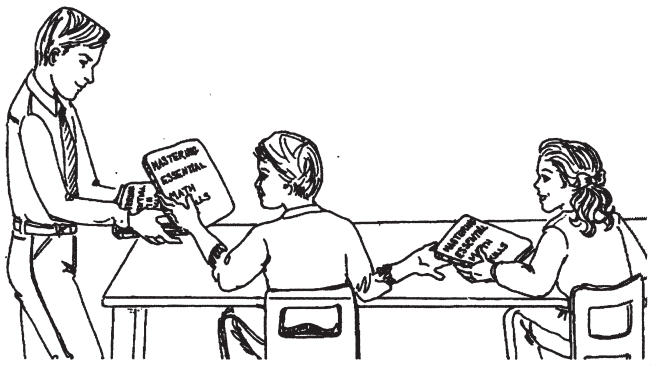
After going through the "Helpful Hints" section, do the two sample problems. It is highly important to work through these two problems with the class. The students can model the techniques that are discussed and demonstrated by the teacher. Go through the steps on the board or overhead, and the students can write them directly into their books. Working these sample problems together with the class can prevent a lot of unnecessary frustration on the part of the students. In essence, in working them together, each student has successfully completed the first two problems of the lesson. This can assist in developing confidence as a routine part of each daily lesson.

Step 7

Next, allow the students to complete the daily exercises and the word problem of the day. Make it a point to circulate and offer individual help. If it is necessary, work another example or two on the board with the entire class. Also, reading the word problem of the day together with the class before they work it independently may be very beneficial.

Step 8

Last, collect the books, correct them and return them the next day. It may sometimes be appropriate to correct them with the students.



Contents

Review Exercises

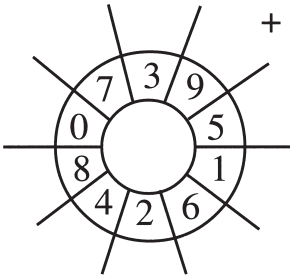
1. $\begin{array}{r} 342 \\ +\ 27 \\ \hline \end{array}$

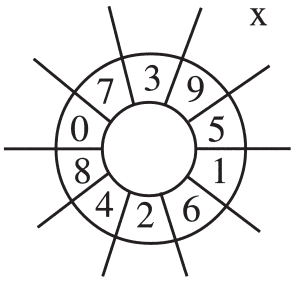
2. $\begin{array}{r} 713 \\ +\ 24 \\ \hline \end{array}$

3. $6 + 7 + 4 =$

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

Speed Drills





Helpful Hints

1. Line up the numbers on the right side.
2. Add the ones first.
3. Remember to regroup when necessary.
4. "Sum" means to add.

S. $\begin{array}{r} 453 \\ +\ 364 \\ \hline \end{array}$

S. $\begin{array}{r} 423 \\ 345 \\ +\ 223 \\ \hline \end{array}$

1. $\begin{array}{r} 43 \\ +\ 54 \\ \hline \end{array}$

2. $\begin{array}{r} 67 \\ +\ 34 \\ \hline \end{array}$

3. $\begin{array}{r} 42 \\ 36 \\ +\ 25 \\ \hline \end{array}$

4. $\begin{array}{r} 324 \\ 83 \\ +\ 14 \\ \hline \end{array}$

5. $\begin{array}{r} 426 \\ 314 \\ +\ 222 \\ \hline \end{array}$

6. $\begin{array}{r} 453 \\ 232 \\ +\ 632 \\ \hline \end{array}$

7. $33 + 24 + 16 =$

8. $34 + 216 + 425 =$

9. Find the sum of $223 + 15 + 234$

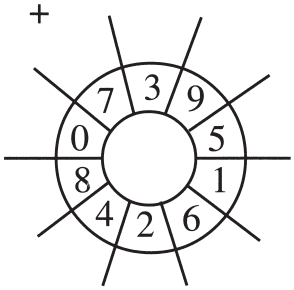
10. Find the sum of 16, 17, 12, and 18

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Score	

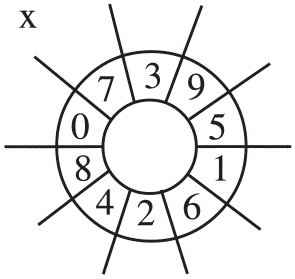
Problem Solving There are 34 boys and girls in Mr. Smith's class, and 38 in Ms. Garcia's class. How many students are there in both classes?

Speed Drills

+



x



Review Exercises

1. $\begin{array}{r} 34 \\ 12 \\ +\ 26 \\ \hline \end{array}$

2. $\begin{array}{r} 315 \\ 24 \\ +\ 234 \\ \hline \end{array}$

3. 42 + 116 + 25 =

4. Find the sum of 14, 18, and 24

Helpful Hints

When writing large numbers, place commas every three numerals, starting from the right side. This makes them easier to read.

Example: 5 million, 234 thousand, 216

5,234,216

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	Score

S. $\begin{array}{r} 2{,}342 \\ +\ 3{,}237 \\ \hline \end{array}$

S. $\begin{array}{r} 3{,}762 \\ 514 \\ +\ 2{,}415 \\ \hline \end{array}$

1. $\begin{array}{r} 2{,}437 \\ +\ 2{,}564 \\ \hline \end{array}$

2. $\begin{array}{r} 536 \\ 16 \\ +\ 3{,}243 \\ \hline \end{array}$

3. $\begin{array}{r} 5{,}232 \\ 1{,}423 \\ +\ 2{,}372 \\ \hline \end{array}$

4. $\begin{array}{r} 52{,}736 \\ +\ 5{,}521 \\ \hline \end{array}$

5. $\begin{array}{r} 7{,}213 \\ 2{,}314 \\ +\ 3{,}516 \\ \hline \end{array}$

6. $\begin{array}{r} 2{,}134 \\ 3{,}213 \\ 4{,}213 \\ +\ 1{,}106 \\ \hline \end{array}$

7. Find the sum of 1,213 and 7,176

8. 3,512 + 4,213 + 7,232 =

9. 45,462 + 7,374 =

10. Find the sum of 3,712, 4,367, and 843

Problem Solving

6 One city has a population of 12,213 and another has a population of 8,412. A third city has 13,415 inhabitants. What is the total population of the three cities?

Review Exercises

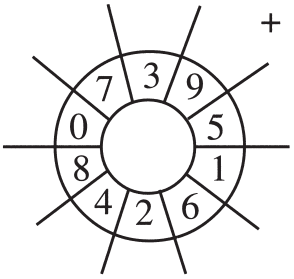
1. $\begin{array}{r} 23 \\ 42 \\ +\ 43 \\ \hline \end{array}$

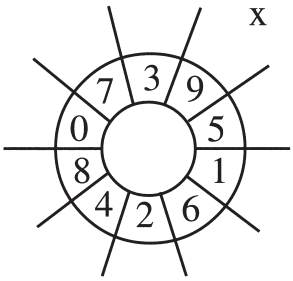
2. $\begin{array}{r} 3{,}712 \\ 2{,}314 \\ +\ 3{,}214 \\ \hline \end{array}$

3. Find the sum of 1,234, 372, and 2,314

4. 16 + 172 + 3,752 + 2,713 =

Speed Drills





Helpful Hints

1. Line up the numbers on the right side.
2. Subtract the ones first.
3. Remember to regroup when necessary.
4. It may be necessary to regroup more than once.
5. "Find the difference" means to subtract.
6. "Show how much more" means to subtract.

Examples

$\begin{array}{r} {\scriptstyle 8\ 1} \\ 7\not{9}3 \\ -\ 7\ 5 \\ \hline 7\ 1\ 8 \end{array}$

$\begin{array}{r} {\scriptstyle 5\ 11\ \ 1} \\ \not{6}\not{2}3 \\ -\ 2\ 5\ 4 \\ \hline 3\ 6\ 9 \end{array}$

S. $\begin{array}{r} 435 \\ -\ 162 \\ \hline \end{array}$

S. $\begin{array}{r} 7{,}352 \\ -\ 4{,}171 \\ \hline \end{array}$

1. $\begin{array}{r} 337 \\ -\ 22 \\ \hline \end{array}$

2. $\begin{array}{r} 312 \\ -\ 71 \\ \hline \end{array}$

3. $\begin{array}{r} 613 \\ -\ 352 \\ \hline \end{array}$

4. $\begin{array}{r} 712 \\ -\ 96 \\ \hline \end{array}$

5. $\begin{array}{r} 3{,}124 \\ -\ 1{,}512 \\ \hline \end{array}$

6. $\begin{array}{r} 7{,}342 \\ -\ 1{,}435 \\ \hline \end{array}$

7. Find the difference between 134 and 28.

8. Subtract 336 from 847.

9. 7,833 - 625 =

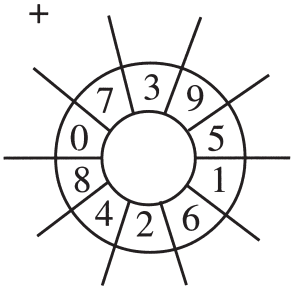
10. 986 is how much more than 723?

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Score	

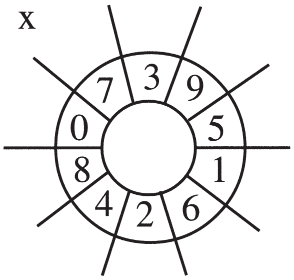
Problem Solving 76 kids walk to school and 19 take the bus. How many more walk to school than take the bus?

Speed Drills	Review Exercises

+



x



Review Exercises

1. 48 + 73

2. 542 - 326 =

3. 372 + 26 + 414 =

4. 742 - 326

Helpful Hints

1. Line up the numbers on the right.
2. Subtract the ones first.
3. It may be necessary to regroup more than once.

Examples:

1 9	6 9
2 ^{1}0 ^{1}3	7 ^{1}0 ^{1}0
- 5 6	- 2 3 4
1 4 7	4 6 6

S. 502 - 79

S. 300 - 167

1. 70 - 26

2. 300 - 76

3. 502 - 65

4. 307 - 169

5. 6,000 - 273

6. 760 - 297

7. Subtract 376 from 700.

8. Find the difference between 502 and 96.

9. 7,000 - 269 =

10. What number is 276 less than 706?

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	Score

Problem Solving

Susan earned 276 dollars last week and Phil earned 198 dollars. How much more than Phil did Susan earn?

Review Exercises

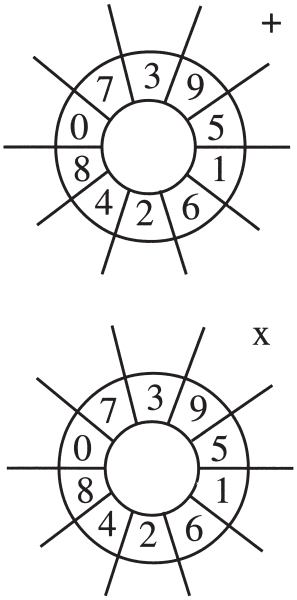
1. $\begin{array}{r} 60 \\ -\ 27 \\ \hline \end{array}$

2. $\begin{array}{r} 901 \\ -\ 368 \\ \hline \end{array}$

3. $\begin{array}{r} 303 \\ -\ 147 \\ \hline \end{array}$

4. $700 - 263 =$

Speed Drills



Use what you have learned to solve the following problems.

Helpful Hints

S. $\begin{array}{r} 732 \\ 16 \\ +\ 222 \\ \hline \end{array}$

S. $\begin{array}{r} 303 \\ -\ 147 \\ \hline \end{array}$

1. $\begin{array}{r} 42 \\ 36 \\ +\ 17 \\ \hline \end{array}$

2. $\begin{array}{r} 543 \\ -\ 162 \\ \hline \end{array}$

3. $\begin{array}{r} 7{,}231 \\ 422 \\ +\ 27 \\ \hline \end{array}$

4. $\begin{array}{r} 761 \\ 243 \\ 143 \\ +\ 362 \\ \hline \end{array}$

5. $\begin{array}{r} 800 \\ -\ 126 \\ \hline \end{array}$

6. $\begin{array}{r} 7{,}123 \\ -\ 281 \\ \hline \end{array}$

7. $600 - 208 =$

8. Find the sum of 12, 16 and 47.

9. Find the difference between 764 and 149.

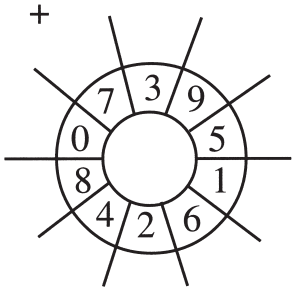
10. $23 + 726 + 233 =$

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Score	

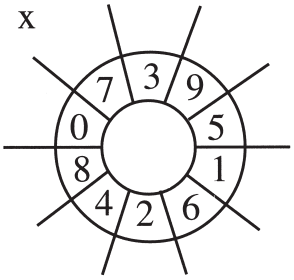
Problem Solving A theater has 350 seats. If 243 have been taken by moviegoers, how many seats are left empty?

Speed Drills

+



x



Review Exercises

1. $\begin{array}{r} 302 \\ -\ 68 \\ \hline \end{array}$

2. 17 + 23 + 24 =

3. Find the difference between 300 and 182.

4. 5,000 - 347 =

Helpful Hints

1. Line the numbers up on the right.
2. Multiply the ones first.
3. Regroup when necessary.
4. "Product" means to multiply.

Examples:

$\begin{array}{r} {\scriptstyle 1} \\ 24 \\ \times\ 3 \\ \hline 72 \end{array}$ $\begin{array}{r} {\scriptstyle 1\ 2} \\ 236 \\ \times\ \ 4 \\ \hline 944 \end{array}$

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	Score

S. $\begin{array}{r} 35 \\ \times\ 3 \\ \hline \end{array}$ S. $\begin{array}{r} 432 \\ \times\ 6 \\ \hline \end{array}$ 1. $\begin{array}{r} 43 \\ \times\ 3 \\ \hline \end{array}$ 2. $\begin{array}{r} 25 \\ \times\ 6 \\ \hline \end{array}$

3. $\begin{array}{r} 232 \\ \times\ \ 4 \\ \hline \end{array}$ 4. $\begin{array}{r} 236 \\ \times\ \ 4 \\ \hline \end{array}$ 5. $\begin{array}{r} 306 \\ \times\ \ 3 \\ \hline \end{array}$ 6. $\begin{array}{r} 3{,}262 \\ \times\ \ \ 7 \\ \hline \end{array}$

7. 726 x 4 =

8. 8 x 327 =

9. Find the product of 184 and 6.

10. Multiply 7 and 2,133.

10 I have 7 boxes of crayons. Each box should have 32 crayons in it. How many crayons should I have altogether?

Problem Solving

Review Exercises

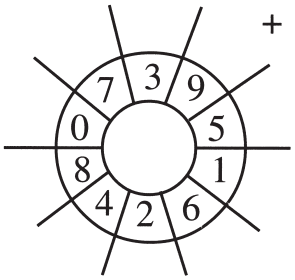
1. $\begin{array}{r} 23 \\ \times\ 4 \\ \hline \end{array}$

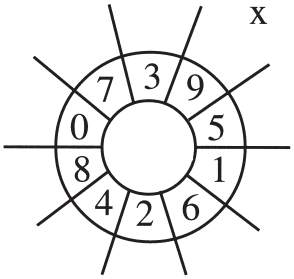
2. $\begin{array}{r} 423 \\ \times\ 6 \\ \hline \end{array}$

3. $\begin{array}{r} 501 \\ -\ 37 \\ \hline \end{array}$

4. $\begin{array}{r} 37 \\ 426 \\ +\ 523 \\ \hline \end{array}$

Speed Drills





1. Line the numbers up on the right.
2. Multiply the ones first.
3. Multiply the tens second.
4. Add the two products.
5. Remember to regroup when necessary.

Examples:

43	537
x 32	x 24
86	2148
1290	10740
1,376	12,888

Helpful Hints

S. $\begin{array}{r} 46 \\ \times\ 23 \\ \hline \end{array}$

S. $\begin{array}{r} 146 \\ \times\ 42 \\ \hline \end{array}$

1. $\begin{array}{r} 16 \\ \times\ 12 \\ \hline \end{array}$

2. $\begin{array}{r} 75 \\ \times\ 16 \\ \hline \end{array}$

3. $\begin{array}{r} 47 \\ \times\ 36 \\ \hline \end{array}$

4. $\begin{array}{r} 124 \\ \times\ 23 \\ \hline \end{array}$

5. $\begin{array}{r} 124 \\ \times\ 30 \\ \hline \end{array}$

6. $\begin{array}{r} 305 \\ \times\ 23 \\ \hline \end{array}$

7. Find the product of 16 and 24.

8. 36 x 52 =

9. Find the product of 52 and 134.

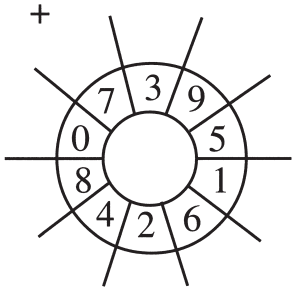
10. 320 x 43 =

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Score	

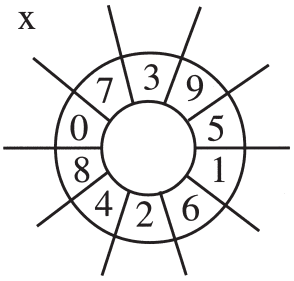
Problem Solving A small school has only 8 classrooms. There are 32 desks in each classroom. How many kids can go to the school and have a desk?

Speed Drills

+



x



Review Exercises

1. 304 x 6

2. Find the product of 24 and 36.

3. 724 + 35 + 216

4. Find the difference between 712 and 96.

Helpful Hints

Use what you have learned to solve the following problems.

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	Score

S. 423 x 6

S. 432 x 23

1. 26 x 3

2. 304 x 6

3. 527 x 6

4. 47 x 30

5. 47 x 34

6. 246 x 23

7. Find the product of 4 and 216.

8. 30 x 712 =

9. 33 x 219 =

10. 76 x 89 =

Each package of paper contains a ream, or 500 sheets, of paper. How many sheets do 7 reams contain?

Problem Solving

Review Exercises

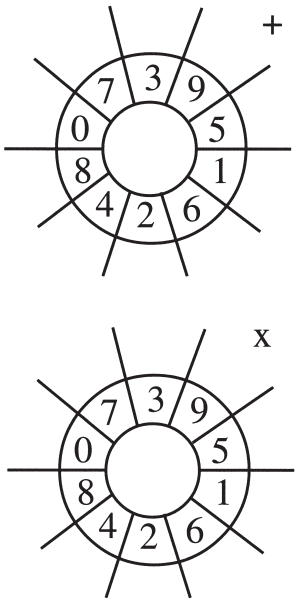
1. $\begin{array}{r} 346 \\ -\ 128 \\ \hline \end{array}$

2. $\begin{array}{r} 312 \\ \times\ \ 6 \\ \hline \end{array}$

3. $\begin{array}{r} 7{,}653 \\ +\ 2{,}374 \\ \hline \end{array}$

4. Find the product of 23 and 16.

Speed Drills



1. Divide
2. Multiply
3. Subtract
4. Begin again

Examples

$$\begin{array}{r} 17 \text{ r } 1 \\ 2\overline{)35} \\ -\ 2\downarrow \\ \hline 15 \\ -\ 14 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 6 \text{ r } 3 \\ 4\overline{)27} \\ -\ 24 \\ \hline 3 \end{array}$$

Remember! The remainder must always be smaller than the divisor!

Helpful Hints

S. $2\overline{)37}$ S. $4\overline{)37}$ 1. $3\overline{)43}$ 2. $8\overline{)43}$

3. $7\overline{)87}$ 4. $4\overline{)93}$ 5. $8\overline{)97}$ 6. $6\overline{)43}$

7. $66 \div 5 =$

8. $97 \div 4 =$

9. $\frac{61}{5}$

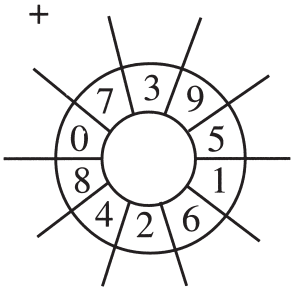
10. $\frac{37}{2}$

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Score	

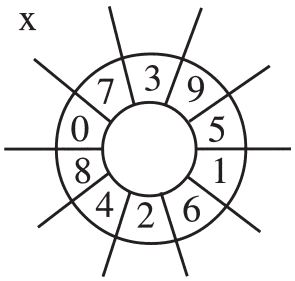
Problem Solving A teacher needs 72 rulers for his class. If rulers come in boxes that contain 6 rulers, how many boxes does the teacher need?

Speed Drills

+



x



Review Exercises

1. $2\overline{)35}$ 2. $6\overline{)55}$

3. 4 x 236 = 4. 700 - 217 =

Helpful Hints

1. Divide
2. Multiply
3. Subtract
4. Begin Again

Remember! The remainder must always be smaller than the divisor!

Examples:

$$\begin{array}{r} 171\ r2 \\ 3\overline{)515} \\ -3\downarrow \\ \hline 21\downarrow \\ -21 \\ \hline 05 \\ -3 \\ \hline 2 \end{array} \qquad \begin{array}{r} 203 \\ 4\overline{)812} \\ -8\downarrow \\ \hline 01\downarrow \\ -0 \\ \hline 12 \\ -12 \\ \hline 0 \end{array} \qquad \begin{array}{r} 67\ r1 \\ 5\overline{)336} \\ -30\downarrow \\ \hline 36 \\ -35 \\ \hline 1 \end{array}$$

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	Score

S. $3\overline{)432}$ S. $3\overline{)913}$ 1. $2\overline{)512}$

2. $2\overline{)819}$ 3. $7\overline{)924}$ 4. $5\overline{)412}$

5. $6\overline{)208}$ 6. $3\overline{)614}$ 7. $4\overline{)484}$

8. $4\overline{)302}$ 9. $8\overline{)979}$ 10. $6\overline{)953}$

Problem Solving

A small theater has 75 seats. The seats are placed in 5 equal rows. How many seats are in each row?

Review Exercises

1. $3\overline{)79}$ 2. $4\overline{)330}$ 3. $\begin{array}{r} 26 \\ \times\ 42 \\ \hline \end{array}$

4. Find the difference between 236 and 84

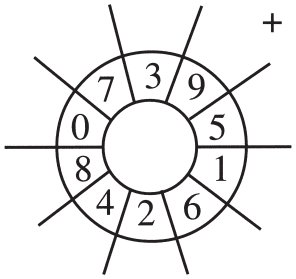
1. Divide
2. Multiply
3. Subtract
4. Begin Again

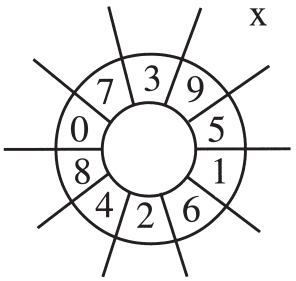
Remember! The remainder must always be smaller than the divisor!

Examples:

$$\begin{array}{r} 2404 \text{ r } 1 \\ 3\overline{)7213} \\ -6\downarrow \\ \hline 12\downarrow \\ -12\ \downarrow \\ \hline 01 \\ -0 \\ \hline 13 \\ -12 \\ \hline 1 \end{array} \qquad \begin{array}{r} 448 \text{ r } 2 \\ 4\overline{)1794} \\ -16\downarrow \\ \hline 19\downarrow \\ -16 \\ \hline 34 \\ -32 \\ \hline 2 \end{array}$$

Speed Drills





Helpful Hints

S. $3\overline{)7062}$ S. $4\overline{)3452}$ 1. $4\overline{)3452}$

2. $4\overline{)6743}$ 3. $4\overline{)3426}$ 4. $4\overline{)7232}$

5. $5\overline{)6555}$ 6. $4\overline{)5995}$ 7. $4\overline{)1332}$

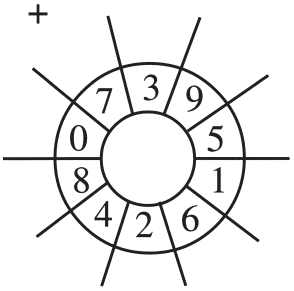
8. $4\overline{)5533}$ 9. $4\overline{)1224}$ 10. $4\overline{)3210}$

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Score	

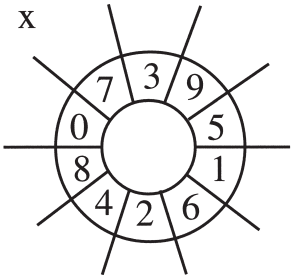
Problem Solving Mrs. Toran, has baked 2,112 cookies. If she puts 6 cookies in a box, how many boxes does she need to buy?

Speed Drills

+



x



Review Exercises

1. $5\overline{)1232}$

2. $\begin{array}{r} 213 \\ \times \quad 7 \\ \hline \end{array}$

3. $\begin{array}{r} 710 \\ -\ 167 \\ \hline \end{array}$

4. $344 + 16 + 245 =$

Helpful Hints

1. Divide
2. Multiply
3. Subtract
4. Begin again

Use what you have learned to solve the following problems.
Remember! Remainders must always be less that the divisor.
Zeroes may sometimes appear in the quotient.

	1			
	2	S. $3\overline{)245}$	S. $8\overline{)8568}$	1. $2\overline{)32}$
	3			
	4	2. $5\overline{)750}$	3. $3\overline{)765}$	4. $5\overline{)173}$
	5			
	6	5. $6\overline{)2467}$	6. $8\overline{)698}$	7. $6\overline{)1817}$
	7			
	8			
	9	8. $3\overline{)7213}$	9. $6\overline{)6007}$	10. $8\overline{)3209}$
	10			
	Score			

Four boys worked together raking leaves. They earned a total of 224 dollars. If they shared the money equally, how much did each boy get?

Problem Solving

Review Exercises

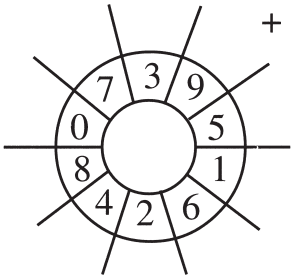
1. $2\overline{)314}$

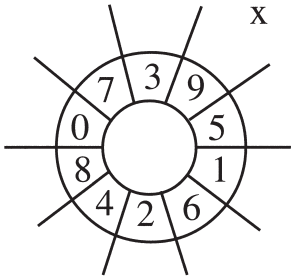
2. $703 - 362 =$

3. $\begin{array}{r} 326 \\ \times\ 20 \\ \hline \end{array}$

4. $5\overline{)507}$

Speed Drills





Examples:

1. Divide
2. Multiply
3. Subtract
4. Begin again

$60\overline{)76}$ → 1 r 16; -60; 16

$40\overline{)176}$ → 4 r 16; -160; 16

$30\overline{)372}$ → 12 r 12; $-30\downarrow$; 72; -60; 12

Helpful Hints

S. $20\overline{)47}$ S. $30\overline{)672}$ 1. $20\overline{)32}$

2. $20\overline{)256}$ 3. $50\overline{)635}$ 4. $20\overline{)326}$

5. $20\overline{)142}$ 6. $50\overline{)655}$ 7. $40\overline{)87}$

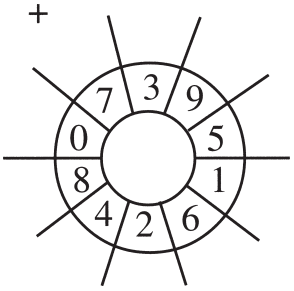
8. $30\overline{)265}$ 9. $50\overline{)608}$ 10. $30\overline{)172}$

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Score	

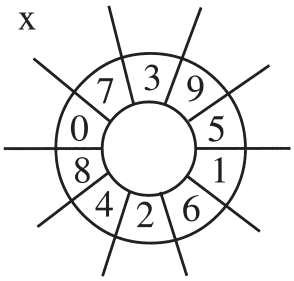
Problem Solving A bakery puts chocolate-chip cookies into boxes of 20 each. If 240 cookies were baked, how many boxes would be needed?

Speed Drills

+



x



Review Exercises

1. $\begin{array}{r} 70 \\ -\ 16 \\ \hline \end{array}$

2. $\begin{array}{r} 23 \\ 24 \\ +\ 234 \\ \hline \end{array}$

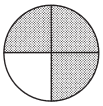
3. $3\overline{)345}$

4. $\begin{array}{r} 224 \\ \times\ 3 \\ \hline \end{array}$

Helpful Hints

A fraction is a number that names a part of a whole or a group.

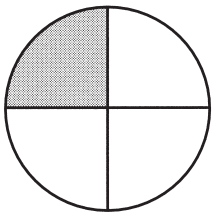
Example:

 = $\frac{3}{4}$ → numerator / denominator

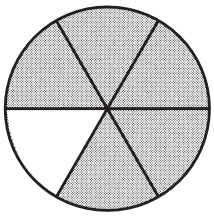
Think of $\frac{3}{4}$ as $\frac{3 \text{ of}}{4 \text{ equal parts}}$

Write a fraction for each shaded figure (some may have more than one name).

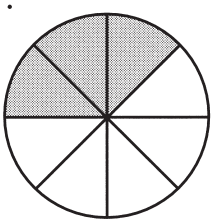
S.



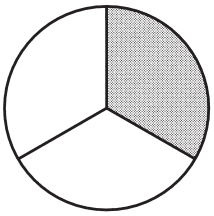
S.



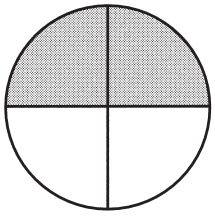
1.



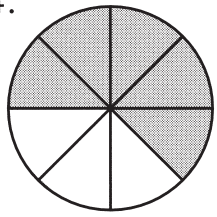
2.



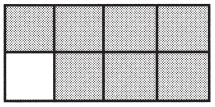
3.



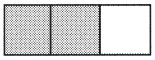
4.



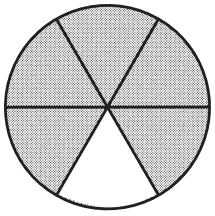
5.



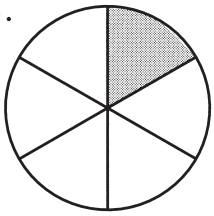
6.



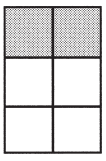
7.



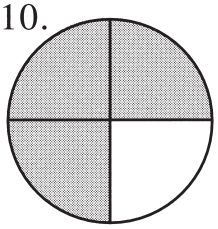
8.



9.



10.



Extra credit: On a separate sheet of paper draw a figure for the following fractions. $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{3}{8}, \frac{2}{3}, \frac{5}{6}$

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	Score

5 boxes weigh a total of 30 pounds. If each box weighs the same, how much does each box weigh?

Problem Solving

Review Exercises

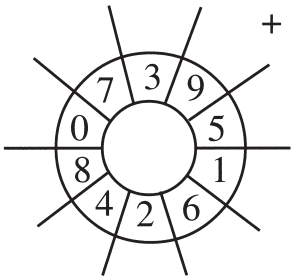
1. 4 x 213 =

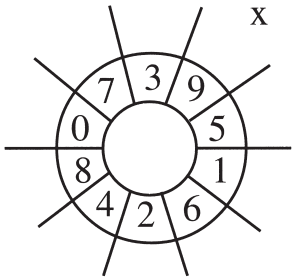
2. 16 + 223 + 13 =

3. 510 - 207 =

4. $20\overline{)428}$

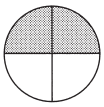
Speed Drills





$\frac{2}{4}$ has been reduced to its simplest form, which is $\frac{1}{2}$

Divide the numerator and the denominator by the largest possible number.



$= \frac{2}{4} = \frac{1}{2}$

Examples

$2\overline{)\frac{6}{8}} = \frac{3}{4}$

$5\overline{)\frac{5}{10}} = \frac{1}{2}$

$2\overline{)\frac{4}{6}} = \frac{2}{3}$

Helpful Hints

Reduce each fraction to its lowest terms.

S. $\frac{3}{6} =$

S. $\frac{2}{8} =$

1. $\frac{2}{10} =$

2. $\frac{2}{6} =$

3. $\frac{6}{9} =$

4. $\frac{10}{15} =$

5. $\frac{8}{10} =$

6. $\frac{3}{9} =$

7. $\frac{5}{15} =$

8. $\frac{2}{12} =$

9. $\frac{6}{10} =$

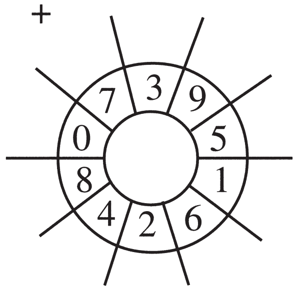
10. $\frac{7}{14} =$

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Score	

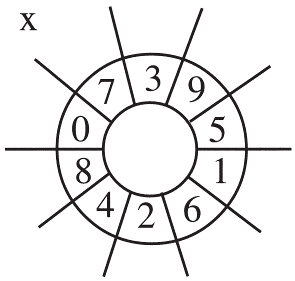
Problem Solving If there are 12 crayons in each box, how many crayons are there in $1\frac{1}{2}$ boxes?

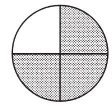
Speed Drills	Review Exercises

+



x



1. What fraction of the figure is shaded? 

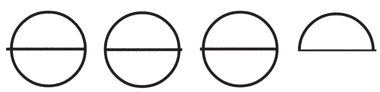
2. Reduce $\frac{4}{6}$ to its lowest terms.

3. $21 \overline{)443}$

4. $\begin{array}{r} 423 \\ \times\ 20 \\ \hline \end{array}$

Helpful Hints

An improper fraction has a numerator that is equal to or greater than its denominator. Improper fractions can be written either as whole numbers or as mixed numerals (a whole number and a fraction). To change, divide the numerator by the denominator. Example:

 $= \frac{7}{2} = 3\frac{1}{2}$

$$\begin{array}{r} 3\,\tfrac{1}{2} \\ 2\,\overline{)\,7} \\ -\,6 \\ \hline 1 \end{array}$$

Change each improper fraction to a mixed number or a whole number.

S. $\frac{3}{2} =$ S. $\frac{9}{6} =$ 1. $\frac{7}{4} =$

2. $\frac{5}{2} =$ 3. $\frac{8}{5} =$ 4. $\frac{10}{7} =$

5. $\frac{6}{4} =$ 6. $\frac{4}{3} =$ 7. $\frac{12}{5} =$

8. $\frac{7}{3} =$ 9. $\frac{11}{5} =$ 10. $\frac{8}{3} =$

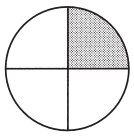
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	Score

Problem Solving

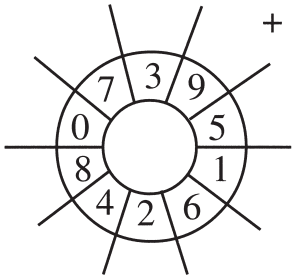
Saturday 256 people went dancing and on Sunday 168 people went dancing. How many more Saturday dancers were there than Sunday dancers?

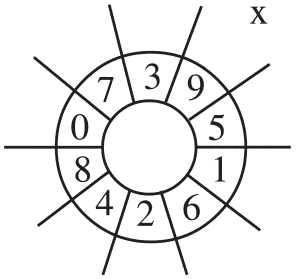
Review Exercises

1. Change $\frac{6}{5}$ to a mixed numeral.
2. Change $\frac{10}{4}$ to a mixed numeral.
3. Reduce $\frac{4}{6}$ to its lowest terms.
4. What fraction of the figure is shaded?



Speed Drills





To add fractions with like denominators, first add the numerators, then ask the following questions about your answer:
1. Is the answer an improper fraction? If it is, convert it to a mixed numeral or whole number.
2. Can the fraction be reduced? If it can be, reduce it to its simplest form.

Examples:

$$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$$

$$\frac{1}{8} + \frac{3}{8} = \frac{4}{8} = \frac{1}{2}$$

$$\frac{3}{4} + \frac{3}{4} = \frac{6}{4} = 1\frac{2}{4} = 1\frac{1}{2}$$

Helpful Hints

S. $\frac{4}{5} + \frac{3}{5}$

S. $\frac{5}{6} + \frac{3}{6}$

1. $\frac{2}{7} + \frac{3}{7}$

2. $\frac{4}{7} + \frac{5}{7}$

3. $\frac{3}{5} + \frac{3}{5}$

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

5. $\frac{5}{6} + \frac{1}{6}$

6. $\frac{7}{8} + \frac{2}{8}$

7. $\frac{3}{8} + \frac{1}{8}$

8. $\frac{7}{10} + \frac{1}{10}$

9. $\frac{7}{10} + \frac{5}{10}$

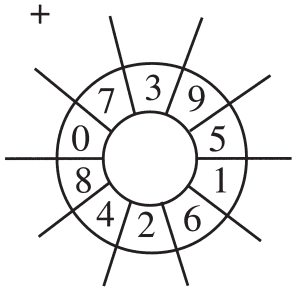
10. $\frac{1}{3} + \frac{1}{3}$

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Score	

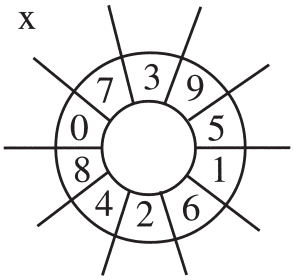
Problem Solving If $\frac{1}{8}$ of the kids in a school ride their bikes to school and $\frac{3}{8}$ walk, what fraction of them either walk or ride their bikes?

Speed Drills

+



x



Helpful Hints

1. Add the fractions first.
2. Add the whole numbers next.
3. If there is an improper fraction, change it to a mixed numeral.
4. Add the mixed numeral to the whole number.

*Reduce fractions to lowest terms

Review Exercises

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

2. $30\overline{)\,69}$

3. $\begin{array}{r} \frac{7}{10} \\ +\ \frac{5}{10} \\ \hline \end{array}$

4. $7 + 14 + 212 =$

Examples:

$\begin{array}{r} 3\frac{1}{8} \\ +\ 2\frac{3}{8} \\ \hline \end{array}$ $5\frac{4}{8} = 5\frac{1}{2}$

$\begin{array}{r} 2\frac{3}{5} \\ +\ 3\frac{4}{5} \\ \hline \end{array}$ $5\frac{7}{5} = 5 + 1\frac{2}{5} = 6\frac{2}{5}$

$\begin{array}{r} 3\frac{5}{8} \\ +\ 2\frac{5}{8} \\ \hline \end{array}$ $5\frac{10}{8} = 5 + 1\frac{2}{8} = 6\frac{2}{8} = 6\frac{1}{4}$

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	Score

S. $3\frac{1}{4} + 2\frac{1}{4}$

S. $3\frac{4}{5} + 2\frac{2}{5}$

1. $3\frac{1}{5} + 2\frac{2}{5}$

2. $2\frac{1}{8} + 3\frac{1}{8}$

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

4. $3\frac{1}{10} + 2\frac{3}{10}$

5. $3\frac{4}{7} + 2\frac{4}{7}$

6. $3\frac{5}{6} + 2\frac{2}{6}$

7. $4\frac{3}{8} + 2\frac{1}{8}$

8. $2\frac{1}{6} + 3\frac{3}{6}$

9. $2\frac{5}{8} + 3\frac{7}{8}$

10. $2\frac{3}{4} + 2\frac{2}{4}$

Problem Solving

Katie cooks a pie and a cake. She uses $\frac{2}{9}$ cups of flour for the cake and $\frac{1}{9}$ cups for the pie crust. How much flour did she use ?

Review Exercises

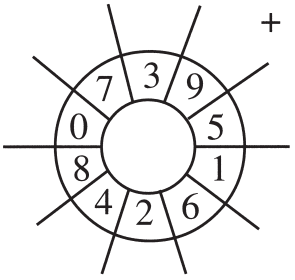
1. Reduce $\frac{6}{8}$ to its lowest terms.

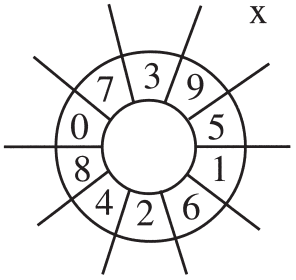
2. Change $\frac{5}{2}$ to a mixed numeral.

3. $\frac{2}{5} + \frac{4}{5}$

4. $2\frac{3}{5} + 1\frac{3}{5}$

Speed Drills





To subtract fractions that have like denominators, first subtract the numerators, then, if necessary, reduce the answer to its lowest terms.

Examples:

$\frac{4}{5} - \frac{1}{5} = \frac{3}{5}$

$\frac{5}{6} - \frac{1}{6} = \frac{4}{6} = \frac{2}{3}$

Helpful Hints

S. $\frac{3}{8} - \frac{1}{8}$

S. $\frac{3}{4} - \frac{1}{4}$

1. $\frac{5}{8} - \frac{1}{8}$

2. $\frac{3}{6} - \frac{1}{6}$

3. $\frac{5}{7} - \frac{2}{7}$

4. $\frac{9}{10} - \frac{1}{10}$

5. $\frac{7}{11} - \frac{4}{11}$

6. $\frac{6}{7} - \frac{1}{7}$

7. $\frac{7}{10} - \frac{3}{10}$

8. $\frac{7}{8} - \frac{3}{8}$

9. $\frac{2}{3} - \frac{1}{3}$

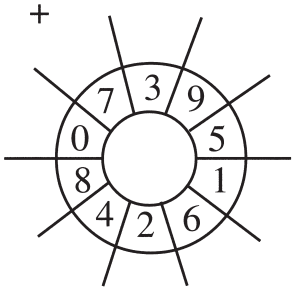
10. $\frac{7}{9} - \frac{1}{9}$

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Score	

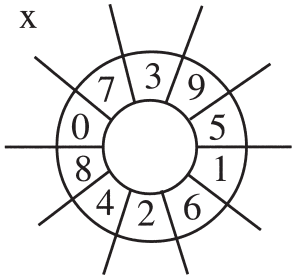
Problem Solving John lives $\frac{4}{5}$ of a mile from school. If he has already walked $\frac{3}{5}$ of a mile, how much farther does he have to go?

Speed Drills

+



x



Review Exercises

1. $\begin{array}{r} \frac{1}{4} \\ +\ \frac{1}{4} \\ \hline \end{array}$

2. $\begin{array}{r} \frac{4}{5} \\ +\ \frac{3}{5} \\ \hline \end{array}$

3. $\begin{array}{r} 3\frac{3}{7} \\ +\ 2\frac{2}{7} \\ \hline \end{array}$

4. $\begin{array}{r} 3\frac{4}{5} \\ +\ 2\frac{2}{5} \\ \hline \end{array}$

Helpful Hints

To subtract a fraction or a mixed number from a whole number, take one from the whole number and make it a fraction, then subtract.

Examples:

$\begin{array}{r} \cancel{3}\ 4 \rightarrow \frac{4}{4} \\ -\ 2\ \frac{1}{4} \\ \hline 1\ \frac{3}{4} \end{array}$

$\begin{array}{r} \cancel{6}\ 7 \rightarrow \frac{5}{5} \\ -\ \ \frac{3}{5} \\ \hline 6\ \frac{2}{5} \end{array}$

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	Score

S. $\begin{array}{r} 6 \\ -\ 2\frac{3}{5} \\ \hline \end{array}$

S. $\begin{array}{r} 7 \\ -\ \frac{3}{4} \\ \hline \end{array}$

1. $\begin{array}{r} 6 \\ -\ 2\frac{4}{7} \\ \hline \end{array}$

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

3. $\begin{array}{r} 7 \\ -\ \frac{2}{3} \\ \hline \end{array}$

4. $\begin{array}{r} 6 \\ -\ 2\frac{9}{10} \\ \hline \end{array}$

5. $\begin{array}{r} 7 \\ -\ 2\frac{1}{8} \\ \hline \end{array}$

6. $\begin{array}{r} 9 \\ -\ 2\frac{3}{7} \\ \hline \end{array}$

7. $\begin{array}{r} 7 \\ -\ 3\frac{7}{9} \\ \hline \end{array}$

8. $\begin{array}{r} 4 \\ -\ 3\frac{1}{2} \\ \hline \end{array}$

9. $\begin{array}{r} 6 \\ -\ 2\frac{3}{10} \\ \hline \end{array}$

10. $\begin{array}{r} 5 \\ -\ \frac{3}{5} \\ \hline \end{array}$

Problem Solving

A tailor has 5 yards of cloth. If he uses $2\frac{1}{2}$ yards to make a shirt, how many yards does he have left?

Review Exercises

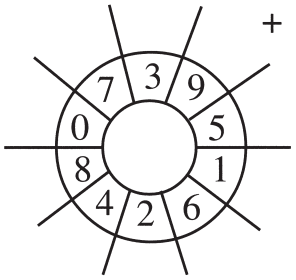
1. $\begin{array}{r} \frac{2}{3} \\ -\ \frac{1}{3} \\ \hline \end{array}$

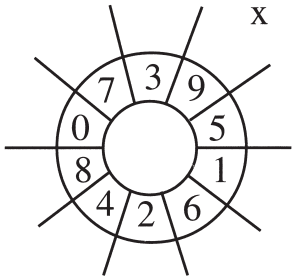
2. $\begin{array}{r} \frac{3}{4} \\ -\ \frac{1}{4} \\ \hline \end{array}$

3. $\begin{array}{r} 2\frac{1}{4} \\ +\ 3\frac{1}{4} \\ \hline \end{array}$

4. $\begin{array}{r} 196 \\ -\ 128 \\ \hline \end{array}$

Speed Drills





To subtract mixed numbers with like denominators, subtract the fractions first, then the whole numbers. Reduce the fractions in the answer to lowest terms. If the fractions can't be subtracted as they are written, take one from the whole number and increase the fraction, then subtract.

$$\begin{array}{r} 3\frac{3}{4} \\ -\ 1\frac{1}{4} \\ \hline 2\frac{2}{4} = 2\frac{1}{2} \end{array}$$

$$\begin{array}{r} \cancel{4}^{\,3}\ \frac{1}{4} + \frac{4}{4} = \frac{5}{4} \\ -\ 2\frac{3}{4} \\ \hline 1\frac{2}{4} = 1\frac{1}{2} \end{array}$$

Helpful Hints

S. $\begin{array}{r} 3\frac{3}{4} \\ -\ 1\frac{1}{4} \\ \hline \end{array}$

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

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

2. $\begin{array}{r} 4\frac{3}{6} \\ -\ 1\frac{1}{6} \\ \hline \end{array}$

3. $\begin{array}{r} 5\frac{5}{6} \\ -\ 2\frac{1}{6} \\ \hline \end{array}$

4. $\begin{array}{r} 7\frac{7}{10} \\ -\ 2\frac{2}{10} \\ \hline \end{array}$

5. $\begin{array}{r} 3\frac{1}{5} \\ -\ 1\frac{4}{5} \\ \hline \end{array}$

6. $\begin{array}{r} 4\frac{1}{4} \\ -\ 2\frac{3}{4} \\ \hline \end{array}$

7. $\begin{array}{r} 5\frac{1}{7} \\ -\ 2\frac{1}{7} \\ \hline \end{array}$

8. $\begin{array}{r} 3\frac{1}{8} \\ -\ 1\frac{7}{8} \\ \hline \end{array}$

9. $\begin{array}{r} 7\frac{1}{3} \\ -\ 3\frac{2}{3} \\ \hline \end{array}$

10. $\begin{array}{r} 3\frac{4}{5} \\ -\ 2\frac{1}{5} \\ \hline \end{array}$

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Score	

Problem Solving A woman worked $1\frac{2}{3}$ hours on Monday and $3\frac{2}{3}$ hours on Tuesday. How many hours did she work in all?

Answer Key

Page 5

1. 369
2. 737
3. 17
4. 15

S. 817
S. 991
1. 97
2. 101
3. 103
4. 421
5. 962
6. 1,317
7. 73
8. 675
9. 472
10. 63

Problem Solving: 72 students

Page 6

1. 72
2. 573
3. 183
4. 56

S. 5,579
S. 6,691
1. 5,001
2. 3,795
3. 9,027
4. 58,257
5. 13,043
6. 10,666
7. 8,389
8. 14,957
9. 52,836
10. 8,922

Problem Solving: 34,040

Page 7

1. 108
2. 9,240
3. 3,920
4. 6,653

S. 273
S. 3,181
1. 315
2. 241
3. 261
4. 616
5. 1,612
6. 5,907
7. 106
8. 511
9. 7,208
10. 263

Problem Solving: 57 more

Page 8

1. 121
2. 216
3. 812
4. 416

S. 423
S. 133
1. 44
2. 224
3. 437
4. 138
5. 5,727
6. 463
7. 324
8. 406
9. 6,731
10. 430

Problem Solving: $78.00

Page 9

1. 33
2. 533
3. 156
4. 437

S. 970
S. 156
1. 95
2. 381
3. 7,680
4. 1,509
5. 674
6. 6,842
7. 392
8. 75
9. 615
10. 982

Problem Solving: 107 seats

Page 10

1. 234
2. 64
3. 118
4. 4,653

S. 105
S. 2,592
1. 129
2. 150
3. 928
4. 944
5. 918
6. 22,834
7. 2,904
8. 2,616
9. 1,104
10. 14,931

Problem Solving: 224 crayons

Page 11

1. 92
2. 2,538
3. 464
4. 986

S. 1,058
S. 6,132
1. 192
2. 1,200
3. 1,692
4. 2,852
5. 3,720
6. 7,015
7. 384
8. 1,872
9. 6,968
10. 13,760

Problem Solving: 256 kids

Page 12

1. 1,824
2. 864
3. 975
4. 616

S. 2,538
S. 9,936
1. 78
2. 1,824
3. 3,162
4. 1,410
5. 1,598
6. 5,658
7. 864
8. 21,360
9. 7,227
10. 6,764

Problem Solving: 3,500 sheets

Answer Key

Page 13

1. 218
2. 1,872
3. 10,027
4. 368

S. 18 r1
S. 9 r1
1. 14 r1
2. 5 r3
3. 12 r3
4. 23 r1
5. 12 r1
6. 7 r1
7. 13 r1
8. 24 r1
9. 12 r1
10. 18 r1

Problem Solving: 12 boxes

Page 14

1. 17 r1
2. 9 r1
3. 944
4. 483

S. 144
S. 304 r1
1. 256
2. 409 r1
3. 132
4. 82 r2
5. 34 r4
6. 204 r2
7. 121
8. 75 r2
9. 122 r3
10. 158 r5

Problem Solving: 15 seats

Page 15

1. 26 r1
2. 82 r2
3. 1,092
4. 152

S. 2,354
S. 863
1. 863
2. 1,685 r3
3. 856 r2
4. 1,808
5. 1,311
6. 1,498 r3
7. 333
8. 1,383 r1
9. 306
10. 802 r2

Problem Solving: 352 boxes

Page 16

1. 246 r2
2. 1,491
3. 543
4. 605

S. 81 r2
S. 1071
1. 16
2. 150
3. 255
4. 34 r3
5. 411 r1
6. 87 r2
7. 302 r5
8. 2,404 r1
9. 1,001 r1
10. 401 r1

Problem Solving: $56.00 each

Page 17

1. 157
2. 341
3. 6,520
4. 101 r2

S. 2 r7
S. 22 r12
1. 1 r12
2. 12 r16
3. 12 r35
4. 16 r6
5. 7 r2
6. 13 r5
7. 2 r7
8. 8 r25
9. 12 r8
10. 5 r22

Problem Solving: 12 boxes

Page 18

1. 481
2. 124
3. 726
4. 252

S. 2 r1
S. 2 r1
1. 2 r9
2. 3 r5
3. 2 r5
4. 3
5. 1 r37
6. 2 r5
7. 3 r3
8. 3 r1
9. 1 r35
10. 3 r10

Problem Solving: 5 classes

Page 19

1. 8 r1
2. 131
3. 3 r3
4. 21 r2

S. 21 r2
S. 31
1. 21 r1
2. 21 r3
3. 21 r6
4. 12 r1
5. 29 r20
6. 41 r8
7. 21 r4
8. 22 r3
9. 21 r4
10. 31 r7

Problem Solving: 156 eggs

Page 20

1. 24
2. 222
3. 21 r8
4. 21 r1

S. 31 r12
S. 21 r10
1. 8 r1
2. 237 r2
3. 75
4. 145 r1
5. 1,755 r1
6. 2 r2
7. 12 r6
8. 8 r29
9. 21 r6
10. 22 r5

Problem Solving: 4 gallons

Answer Key

Page 21 Review

1. 57
2. 591
3. 949
4. 6,855
5. 12,753
6. 21
7. 505
8. 532
9. 2,918
10. 5,633
11. 68
12. 1,692
13. 21,861
14. 312
15. 5,112
16. 8 r1
17. 138
18. 333 r1
19. 21 r12
20. 21 r7

Page 22

1. 54
2. 281
3. 115
4. 672

S. 1/4
S. 5/6
1. 3/8
2. 1/3
3. 2/4, 1/2
4. 5/8
5. 7/8
6. 2/3
7. 5/6
8. 1/6
9. 2/6, 1/3
10. 3/4

Problem Solving: 6 pounds

Page 23

1. 852
2. 252
3. 303
4. 21 r8

S. 1/2
S. 1/4
1. 1/5
2. 1/3
3. 2/3
4. 2/3
5. 4/5
6. 1/3
7. 1/3
8. 1/6
9. 3/5
10. 1/2

Problem Solving: 18 crayons

Page 24

1. 3/4
2. 2/3
3. 21 r2
4. 8,460

S. 1 1/2
S. 1 1/2
1. 1 3/4
2. 2 1/2
3. 1 3/5
4. 1 3/7
5. 1 2/4, 1 1/2
6. 1 1/3
7. 2 2/5
8. 2 1/3
9. 2 1/5
10. 2 2/3

Problem Solving: 88 more

Page 25

1. 1 1/5
2. 2 1/2
3. 2/3
4. 1/4

S. 1 2/5
S. 1 1/3
1. 5/7
2. 1 2/7
3. 1 1/5
4. 3/4
5. 1
6. 1 1/8
7. 1/2
8. 4/5
9. 1 1/5
10. 2/3

Problem Solving: 1/2

Page 26

1. 3/5
2. 2 r9
3. 1 1/5
4. 233

S. 5 1/2
S. 6 1/5
1. 5 3/5
2. 5 1/4
3. 5 1/2
4. 5 2/5
5. 6 1/7
6. 6 1/6
7. 6 1/2
8. 5 2/3
9. 6 1/2
10. 5 1/4

Problem Solving: 1/3 cup

Page 27

1. 3/4
2. 2 1/2
3. 1 1/5
4. 4 1/5

S. 1/4
S. 1/2
1. 1/2
2. 1/3
3. 3/7
4. 4/5
5. 3/11
6. 5/7
7. 2/5
8. 1/2
9. 1/3
10. 2/3

Problem Solving: 1/5 of a mile

Answer Key

Page 28

1. 1/2
2. 1 2/5
3. 5 5/7
4. 6 1/5

S. 3 2/5
S. 6 1/4
1. 3 3/7
2. 3 2/5
3. 6 1/3
4. 3 1/10
5. 4 7/8
6. 6 4/7
7. 3 2/9
8. 1/2
9. 3 7/10
10. 4 2/5

Problem Solving: 2 1/2 yards

Page 29

1. 1/3
2. ½
3. 5 ½
4. 68

S. 2 ½
S. 2 2/3
1. 2 1/5
2. 3 1/3
3. 3 2/3
4. 5 1/2
5. 1 2/5
6. 1 1/2
7. 3
8. 1 1/4
9. 3 2/3
10. 1 3/5

Problem Solving: 5 1/3 hour

Page 30

1. 1/5
2. 1
3. 2 2/3
4. 1/3

S. 6 1/6
S. 2 ½
1. 3/5
2. 3/4
3. 1 1/9
4. 1/4
5. 3 3/4
6. 4 1/3
7. 6 1/5
8. 3 2/3
9. 3/5
10. 1 1/2

Problem Solving: 3 2/3 pounds

Page 31

1. 5/7
2. 1/2
3. 4 1/2
4. 2 2/3

S. 12
S. 24
1. 10
2. 8
3. 9
4. 15
5. 10
6. 16
7. 20
8. 10
9. 14
10. 30

Problem Solving: 2,800 miles

Page 32

1. 201
2. 552
3. 253
4. 461

S. 7/12
S. 3/10
1. 11/12
2. 1/6
3. 1 3/10
4. 7/9
5. 1/6
6. 1/2
7. 11/15
8. 3/4
9. 1/2
10. 1 1/6

Problem Solving: 1 5/8 gallons

Page 33

1. 2 r9
2. 3/4
3. 7/12
4. 1/6

S. 5 9/10
S. 8 1/10
1. 5 5/6
2. 5 7/10
3. 5 13/20
4. 4 1/12
5. 5 3/4
6. 7 5/6
7. 3 7/10
8. 5 11/15
9. 5 11/15
10. 5 9/20

Problem Solving: 360 parts

Page 34

1. 13/14
2. 5 1/2
3. 1 3/4
4. 1 2/3

S. 2 1/6
S. 1 7/10
1. 1 5/6
2. 3 1/15
3. 2 5/12
4. 3 7/12
5. 2 1/4
6. 2 3/10
7. 2 5/6
8. 6 2/15
9. 2 1/8
10. 3 3/10

Problem Solving: 30 students

Page 35

1. 2/3
2. 2 2/5
3. 10
4. 11/15

S. 2 ¼
S. 5 ¼
1. 4/5
2. 11/12
3. 1/10
4. 2 4/5
5. 6 1/3
6. 1 7/10
7. 6 1/6
8. 1 1/2
9. 5/8
10. 5 1/10

Problem Solving: 2 3/10 dollars