

Division Number Stories



Solve. Show your work.

- ① Robert and Jason want to buy a group ticket package for football games. Package A costs \$276 and includes 2 tickets for each of 6 games. Package B costs \$336 and includes 2 tickets for each of 8 games. Which package charges more per ticket? How much more per ticket?

Package _____ charges \$ _____ more per ticket.

- ② Rebecca wants to put 544 pennies in a coin-collection book. The blue book fits 9 pennies per page. The red book fits 7 pennies per page. How many more pages would she need if she used the red book rather than the blue one?

The red book will take _____ more pages than the blue book.

What did you do with any remainders you found?

Practice

③ $754 * 6 =$ _____

④ $906 * 2 =$ _____

⑤ _____ $= 831 * 7$

⑥ _____ $= 84 * 29$

More Division

Measurement Number Stories



Read each number story. Use the information to write a number model with an unknown and then solves.

- ① Kelly is in charge of bringing water for her softball game. The 8 members of the team have matching team water bottles that hold 500 mL. Kelly buys 5 liters of water at the store. If she fills all the bottles, how many milliliters of water will Kelly have left?

Number model with unknown: _____

Answer: _____ milliliters

- ② The distance around all the bases in softball is 72 meters. If Kelly hits 2 home runs and runs around the bases twice, how many millimeters will she run?

Number model with unknown: _____

Answer: _____ millimeters

- ③ In women's softball the pitcher stands about 13 meters from the batter's box. In men's softball the pitcher stands about 1,400 centimeters from the batter's box. About how many more centimeters is it from the men's pitcher to the batter's box than from the women's pitcher to the batter's box?

Number model with unknown: _____

Answer: About _____ centimeters

- ④ The 6 games Kelly's team played took a total of 7 hours.

- a. How many minutes total did they play softball?

Number model with unknown: _____

Answer: _____ minutes

- b. If each game lasted the same amount of time, how many minutes did each one last?

Number model with unknown: _____

Answer: _____ minutes

Practice

⑤ $1\frac{3}{6} + 2\frac{1}{6} =$ _____

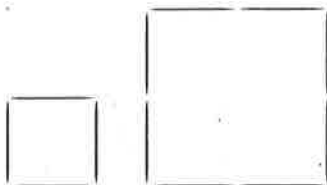
⑥ $4\frac{3}{5} + 5\frac{4}{5} =$ _____

⑦ $7\frac{5}{12} - 2\frac{3}{12} =$ _____

⑧ $6\frac{1}{3} - 2\frac{2}{3} =$ _____

Perimeter Patterns

Alice was making squares out of toothpicks. She noticed a pattern involving the length of one side and the perimeter of the square. Complete the table and then answer the questions that follow.



| Side Length | Perimeter |
|-------------|-----------|
| 1 | 4 |
| 2 | |
| | 12 |
| 4 | |
| | 20 |

SRB
200-201
58-59

- ① What rule describes the relationship between the length of one side and the perimeter of a square?

- ② What would be the perimeter of a square with a side length of 25 toothpicks?

_____ toothpicks

- ③ What would be the side length of a square with a perimeter of 500 toothpicks?

_____ toothpicks

- ④ Describe at least two other patterns you notice in the table _____

Practice

⑤ $753 \div 3 =$ _____

⑥ _____ $= 386 \div 2$

⑦ $283 \div 9 \rightarrow$ _____

⑧ $505 \div 6 \rightarrow$ _____

Fitness Challenge

Use the information in the table below to solve the number stories.



During Marcy School's 2-week challenge, each student who meets a goal wins a prize.

| Marcy's Fitness Challenge Goals | | | |
|---------------------------------|----------------|-------------|----------------|
| Activity | Total Distance | Activity | Total Distance |
| Walking | 6 miles | Bike Riding | 6 miles |
| Swimming | 1 mile | Running | 4 miles |

- ① Tony will run $\frac{1}{2}$ mile after school each day. Will he win a prize? _____
- a. Distance run in 1 week: _____ mile(s) b. In 2 weeks: _____ mile(s)

Explain how you found your answer.

- ② Three times a week, Tina walks $\frac{3}{10}$ mile from school to the library, studies for 1 hour, and then walks $\frac{4}{10}$ mile home. How much more will she need to walk to win a prize?
- _____ mile(s)

Explain how you found your answer.

Practice

③ $642 \div 2 =$ _____

④ $386 \div 9 \rightarrow$ _____

⑤ $739 \div 5 \rightarrow$ _____

⑥ $4 \overline{)829} \rightarrow$ _____

Fractions and Mixed Numbers

Home Link 7-11

NAME _____

DATE _____

TIME _____



Solve. Draw a picture or show how you solved the problem.

① $5 * \frac{3}{5} =$ _____

② _____ $= 4\frac{2}{6} - 2\frac{4}{6}$

③ $5\frac{7}{8} + 3\frac{1}{8} =$ _____

④ _____ $= 3 * 4\frac{1}{4}$

- ⑤ The combined weight of an assortment of fruit is $8\frac{3}{4}$ pounds. When the fruit is on a tray, the tray weighs $10\frac{1}{4}$ pounds. How many pounds does the tray weigh when empty? _____ pound(s)

How many ounces does the tray weigh when empty? _____ ounce(s)

⑥ $(3 * 2\frac{2}{3}) + (2 * 4\frac{1}{3}) =$ _____

Practice

⑦ $3\overline{)350}$

⑧ $6\overline{)832}$

⑨ $7\overline{)295}$

⑩ $9\overline{)582}$

Shopping for Bargains



Solve each number story and show how you solved the problems.

- ① Phil wants to buy some Creepy Creature erasers that cost \$1.05 each. If he buys 5 or more, the price is \$0.79 each. If he decides to buy 7 erasers, how much will he spend?

Answer: \$ _____

- ② Mrs. Katz bought 3 pounds of apples and a muffin for snacks. The apples cost \$2.59 per pound if you buy less than 3 pounds and \$2.12 per pound if you buy 3 or more pounds. The muffin cost \$1.95. How much did she spend?

Answer: \$ _____

Try This

- ③ Mrs. Katz paid with a \$10 bill. How much change did she get back?

Answer: \$ _____

Practice

Fill in the blanks with $>$, $<$, or $=$.

- ④ 0.55 ____ 0.65 ⑤ 0.3 ____ 0.30 ⑥ 0.72 ____ 0.8 ⑦ 0.4 ____ 0.31

Pencil Lengths

At the beginning of the year Mrs. Kerry gave each student in her class a new pencil with "Welcome to 4th Grade" written on it. A month later the class measured their pencils to the nearest $\frac{1}{8}$ inch.



Pencil Lengths to the Nearest $\frac{1}{8}$ inch

| | | | | | | | | | | | | |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| $2\frac{1}{8}$ | $3\frac{1}{8}$ | $2\frac{7}{8}$ | $2\frac{4}{8}$ | $3\frac{3}{8}$ | $2\frac{7}{8}$ | 3 | $2\frac{5}{8}$ | $2\frac{5}{8}$ | $2\frac{7}{8}$ | $3\frac{3}{8}$ | $2\frac{6}{8}$ | $2\frac{4}{8}$ |
| $2\frac{3}{8}$ | $2\frac{7}{8}$ | $1\frac{7}{8}$ | $3\frac{2}{8}$ | $2\frac{7}{8}$ | $3\frac{4}{8}$ | $2\frac{6}{8}$ | $2\frac{3}{8}$ | $3\frac{1}{8}$ | 2 | $2\frac{4}{8}$ | $2\frac{5}{8}$ | $3\frac{2}{8}$ |

Plot the data set on the line plot.

Title: _____



Pencil Lengths

(continued)

Home Link 7-13

NAME _____

DATE _____

TIME _____



Use the completed line plot to answer these questions.

- ① How many students have a pencil that is shorter than $2\frac{7}{8}$ inches?
_____ students
- ② What is the most common pencil length? _____ inches
- ③ a. How many pencils are less than $2\frac{2}{8}$ inches long? _____ pencils
b. What is their combined length? _____ inches
- ④ a. How many pencils are between $2\frac{7}{8}$ and $3\frac{2}{8}$ inches long? _____ pencils
b. What is their combined length? _____ inches
- ⑤ a. How long is the longest pencil? _____ inches
b. How long is the shortest pencil? _____ inches
c. What is the combined length of the longest and shortest pencils? _____ inches
d. What is the difference in length of the longest and shortest pencils?
_____ inches

Practice

⑥ $2\frac{1}{4} + 5\frac{2}{4} =$ _____

⑦ $8\frac{5}{10} + 3\frac{7}{10} =$ _____

⑧ $3\frac{7}{8} - 1\frac{3}{8} =$ _____

⑨ $7\frac{41}{100} - 3\frac{51}{100} =$ _____