BLACKLINES

PRACTICE BOOK

BRIDGES IN MATHEMATICS 3

Martha Ruttle

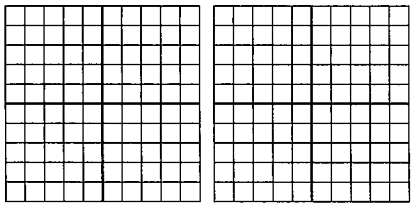
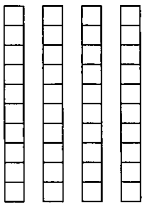
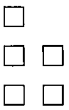
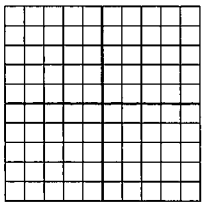
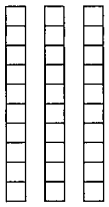
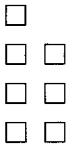
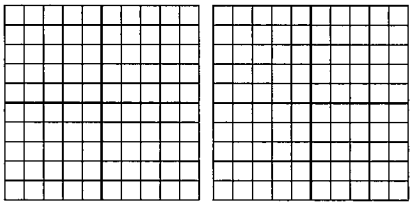
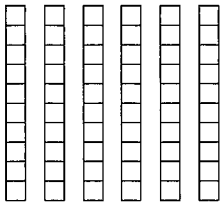
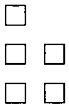
The MATH LEARNING CENTER

B3PB-B

NAME _____ **DATE** _____

Expanded Notation 3-Digit Numbers

1 Write the value of the base ten pieces. Then write an equation to show the total value in expanded form.

	Hundreds	Tens	Ones	Equation
ex	200 	40 	5 	$200 + 40 + 5 = 245$
a				
b				

CHALLENGE

2 Which has the greater total, part *a* or part *b*? Exactly how much more? Show all of your work.

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Centimeters & Decimeters

1 Use a ruler marked in centimeters to measure the length of each strip below. Write your measurement next to each strip.

Strip	Measurement
a 	
b 	
c 	

2 There are 10 centimeters in 1 decimeter. First circle whether you think each strip below is longer or shorter than a decimeter (dm). Then measure it to find out.

Strip	Estimate	Measurement
a 	Longer Shorter	
b 	Longer Shorter	
c 	Longer Shorter	

CHALLENGE

3 Use a ruler marked in centimeters to measure the length of each strip below. Measure to the half centimeter. Write your measurement next to each strip.

Strip	Measurement
a 	
b 	

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Place Value Practice 3-Digit Numbers

1 Complete each equation by writing the number in standard form.

example 300 + 20 + 9 = 329	**a** 800 + 40 + 5 = _____
b 500 + 8 = _____	**c** 600 + 20 = _____
d 500 + 80 + 7 = _____	**e** 900 + 10 + 4 = _____

2 Complete each equation by writing the number in expanded form.

example 659 = 600 + 50 + 9	**a** 437 = _____
b _____ = 508	**c** 549 = _____
d 692 = _____	**e** _____ = 749

3 Write each set of numbers in order from least to greatest.

example 207, 720, 270, 702	207	270	702	720
	least			greatest
a 437, 347, 734, 473	_____	_____	_____	_____
	least			greatest
b 603, 630, 360, 316	_____	_____	_____	_____
	least			greatest
c 191, 119, 190, 109	_____	_____	_____	_____
	least			greatest
d 6,071; 6,107; 6,017; 6,701	_____	_____	_____	_____
	least			greatest

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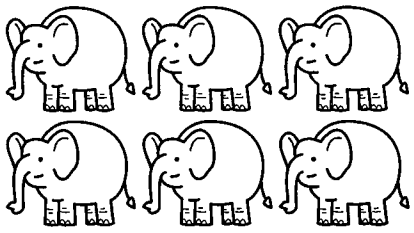
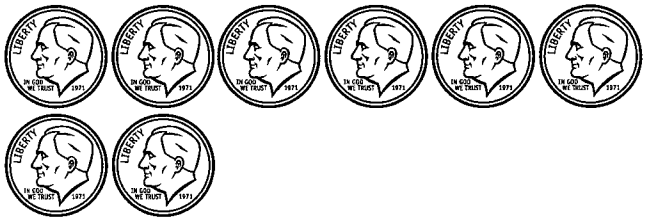
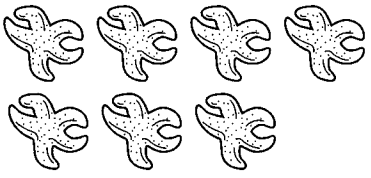
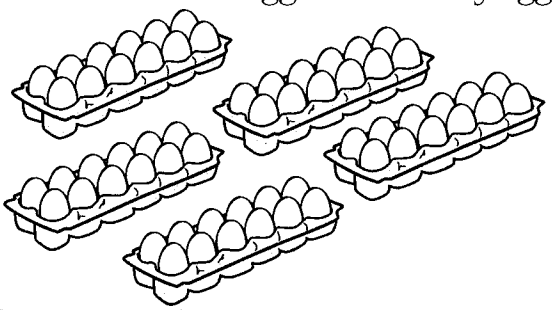
Writing Multiplication Equations

Write a count-by sequence and a multiplication equation to show the totals below.

Group	Count-By Sequence	Multiplication Equation
example 3 hands. How many fingers? 	5, 10, 15	3 x 5 = 15 fingers
1 6 elephants. How many ears? 		
2 8 dimes. How many cents? 		
3 7 sea stars. How many arms? 		
4 5 cartons of eggs. How many eggs? 		

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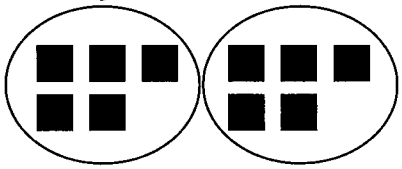
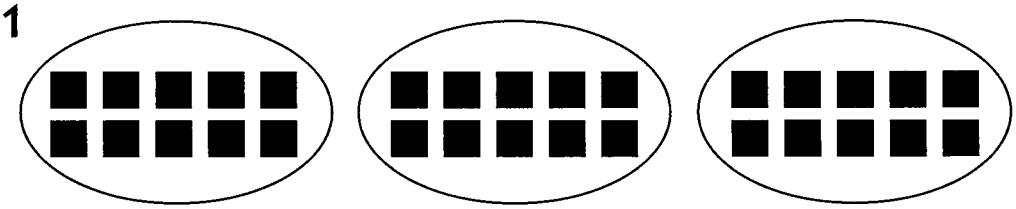
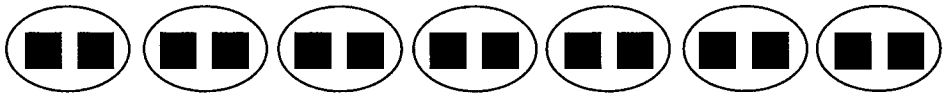
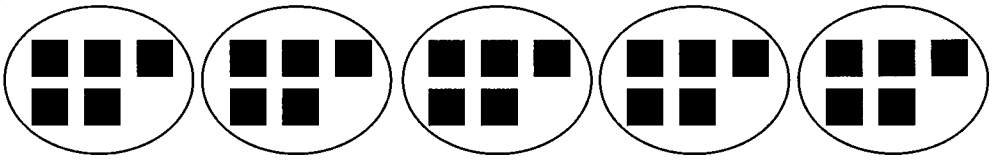
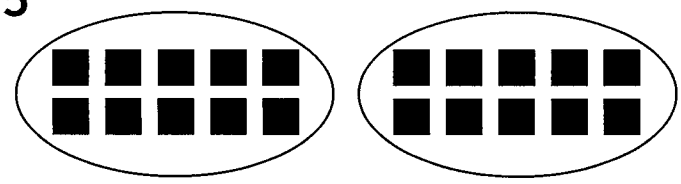
Loops & Groups

Write a multiplication equation to show how you can find the total number of squares. The loops in each problem contain the same number of squares.

Loops	Equation
example 	$2 \times 5 = 10$
1 	
2 	
3 	
4 	
5 	

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Alfonso's Money Problem

Alfonso had $23. He spent $8 at the store during the day. That night, his dad gave him $5 for his allowance. How much money did Alfonso have at the end of the day?

1 What is this problem asking you to figure out?

2 Underline any information in the problem that will help you find the answer.

3a Use this space to solve the problem. Show all your work using numbers, words, and/or labeled sketches. Write the answer on the line below when you're finished.

b Answer _____

CHALLENGE

4 Alfonso wants to share his money with his little sister. He wants to give her enough so that they each have exactly the same amount of money. His sister has $9. How much money should Alfonso give her, and how much money will they each have? Show your work.

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More Related Addition & Subtraction Facts

1 Complete the addition facts.

4 + 7 =	8 + 5 =	8 + 4 =	5 + 7 =	8 + 6 =	8 + 3 =	7 + 6 =
9 + 8 =	4 + 9 =	7 + 7 =	9 + 3 =	7 + 9 =	9 + 5 =	10 + 8 =

2 Complete the subtraction facts.

20 − 7 =	13 − 7 =	18 − 9 =	16 − 9 =	12 − 5 =	11 − 5 =	12 − 8 =
13 − 4 =	14 − 8 =	11 − 8 =	15 − 8 =	13 − 5 =	13 − 9 =	14 − 5 =

CHALLENGE

3 Use what you know about basic facts to solve these addition problems.

800 + 3 =	20 + 20 =	44 + 6 =	30 + 70 =	2 + 70 =	800 + 200 =	3,000 + 3,000 =
496 + 4 =	80 + 20 =	400 + 300 =	1,400 + 600 =	9,000 + 9,000 =	108 + 208 =	225 + 526 =

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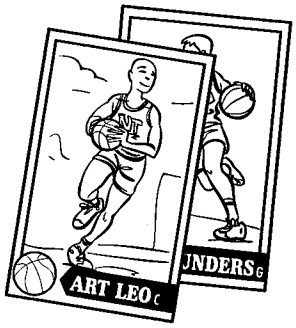
Ling's Basketball Cards

Ling had 34 basketball cards. She gave away 18 cards. Then she bought a pack of 6 new cards and her friend gave her 2 more. How many cards does she have now?

1 What is this problem asking you to figure out?

2 Underline any information in the problem that will help you find the answer.

3a Use this space to solve the problem. Show all your work using numbers, words, and/or labeled sketches. Write the answer on the line below when you're finished.



b Answer _____

CHALLENGE

4 Ling put her basketball cards in an album. She put 4 cards on each page. How many pages did she fill with her cards? Show all your work.

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Addition & Subtraction Practice

1 Complete the addition facts.

9 + 4 =	5 + 7 =	8 + 5 =	4 + 7 =	9 + 6 =	8 + 6 =	9 + 3 =
7 + 8 =	8 + 9 =	9 + 9 =	8 + 3 =	4 + 8 =	7 + 6 =	9 + 7 =

2 Complete the subtraction facts.

20 − 11 =	18 − 9 =	16 − 8 =	15 − 7 =	13 − 8 =	17 − 9 =	14 − 6 =
15 − 9 =	14 − 7 =	18 − 10 =	13 − 5 =	12 − 9 =	15 − 6 =	16 − 7 =

CHALLENGE

3 Use what you know about basic facts to solve these subtraction problems.

800 − 400 =	300 − 297 =	1,000 − 3 =	400 − 100 =	400 − 40 =	600 − 2 =	130 − 128 =
100 − 80 =	900 − 2 =	160 − 2 =	216 − 108 =	500 − 225 =	125 − 75 =	214 − 107 =

4 Add and subtract to solve these problems.

50 + 225 − 70 = _____ 120 − 80 + 460 = _____ 316 − 208 + 100 = _____

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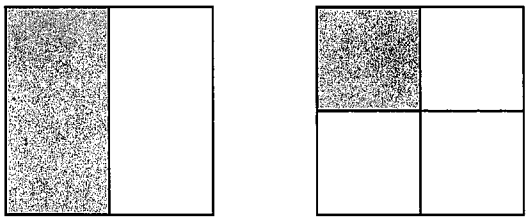
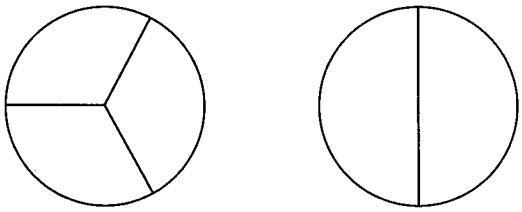
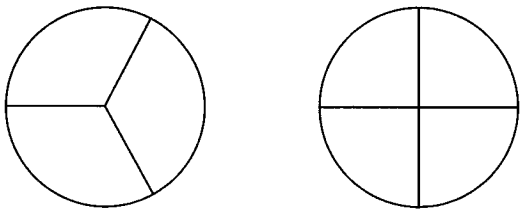
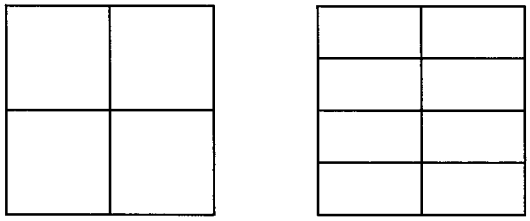
Comparing Fractions

Fill in the shapes to show the two fractions. Then compare them using < or >.

Show these fractions.	Compare the fractions with < or >.
example  $\frac{1}{2}$ $\frac{1}{4}$	$\frac{1}{2} > \frac{1}{4}$
1  $\frac{1}{3}$ $\frac{1}{2}$	$\frac{1}{3}$ $\frac{1}{2}$
2  $\frac{2}{3}$ $\frac{2}{4}$	$\frac{2}{3}$ $\frac{2}{4}$
3  $\frac{3}{4}$ $\frac{5}{8}$	$\frac{3}{4}$ $\frac{5}{8}$

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Patterns & Sums

1 Fill in the missing numbers in each skip-counting pattern.

a 7, 17, 27, _____, _____, 57, _____, _____, 87, 97, _____

b 8, 28, 48, _____, _____, 108, _____, _____, 168, 188, _____

c 4, 34, 64, _____, 124, 154, _____, _____, 244, 274, _____

2 Find each sum.

67	38	53	76	49	63	58
+ 20	+ 10	+30	+ 30	+ 20	+ 10	+ 20
_____	_____	_____	_____	_____	_____	_____

3 Find each sum. Show all your work. Use the answers above to help you.

a 67 + 20 _____	**b** 38 + 16 _____
c 53 + 38 =	**d** 76 + 35 =
e 257 + 60 _____	**f** 668 + 70 _____

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Adding Money Amounts

1 Add the two amounts of money. Show all your work. Then write an equation to show the two amounts and the total.

Add these amounts.	Show all your work.	Write an equation.
ex $0.86 + $1.23	6¢ + 3¢ = $0.09 80¢ + 20¢ = $1.00 $0 + $1 = $1.00 $2.09	$0.86 + $1.23 = $2.09
a $0.73 + $1.65		
b $1.46 + $0.87		
c $0.83 + $1.39		

2 Keiko has 7 coins in her pocket. They add up to $0.48. What coins does she have in her pocket? Show all your work.

She has _____ quarter(s), _____ dime(s), _____ nickel(s), and _____ penny (pennies).

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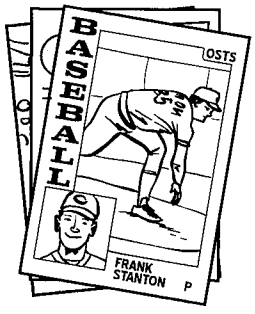
Double-Digit Addition

1 Add each pair of numbers. Show all your work.

a 30 + 65 =	**b** 42 + 35 =	**c** 46 + 38 =
d 53 + 82 =	**e** 67 + 85 =	**f** 94 + 76 =

2 Victor had 126 baseball cards. His cousin gave him 20 more cards. Then his brother gave him 58 more cards. How many baseball cards does Victor have now? Show all your work.



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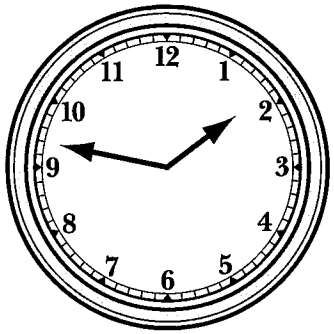
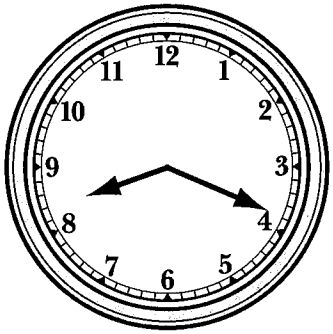
Telling Time to the Minute

1 Fill in the circle next to the time shown on each clock.

a ○ 1:45 ○ 1:47 ○ 2:47 ○ 9:09

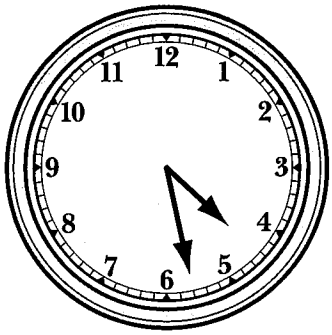


b ○ 3:40 ○ 8:04 ○ 8:19 ○ 8:20

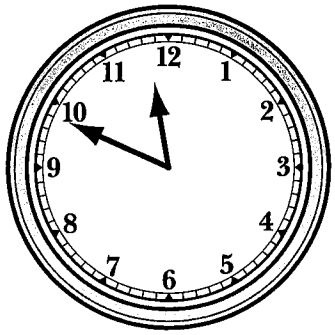


2 Write the time shown on each clock.

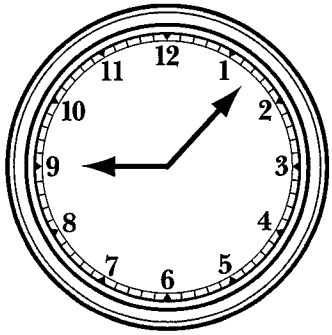
a _____ : _____

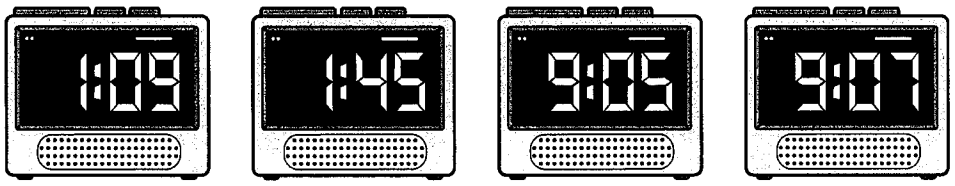


b _____ : _____



3 Circle the digital clock that shows the same time as this analog clock.





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Number Patterns

1 Fill in the missing numbers in each skip-counting pattern.

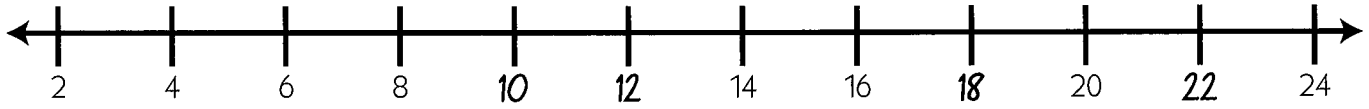
a 15, 30, 45, _____, _____ , 90, 105, _____

b 25, 50, 75, _____, _____, 150, 175, _____

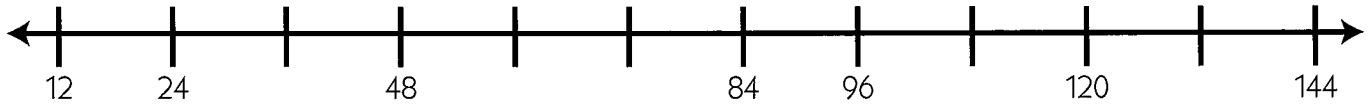
c 12, 42, _____, 102, _____, _____, 192

2 Fill in the missing numbers in each counting pattern on the number lines.

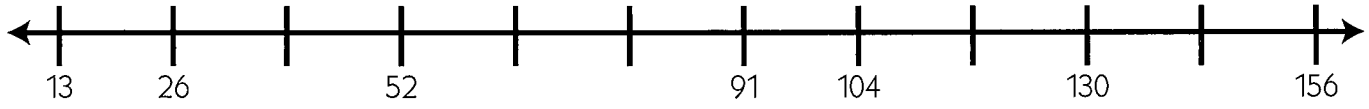
example



a



b



CHALLENGE

3 What are the first two numbers that the number lines in 2a and 2b will have in common? Explain your answer.

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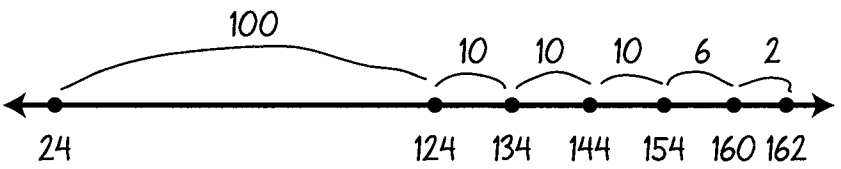
Using the Number Line to Find Differences

You can use a number line to count up from a smaller number to a larger number. This can help you find the difference between two numbers.

Use the number lines to solve each problem below.

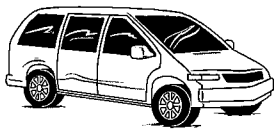
example Veronica has $24. She wants to buy a bike that costs $162. How much more money does she need?



100
10
10
10
6
+ 2
138

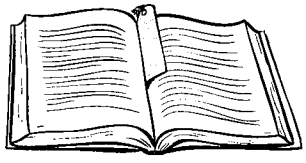
She needs $138 more.

1 Clive and his family are driving to the beach. They will drive 136 miles total. So far, they have driven 84 miles. How much farther do they have to go? Show your work. Write your answer in the space below.



They have _____ more miles to go.

2 Shanice is reading a book that is 143 pages long. So far, she has read 56 pages. How many more pages does she have to read? Show your work. Write your answer in the space below.



She has _____ pages left to read.

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Inches & Feet

1 Use a ruler marked in inches to measure each strip. Write the length in the space next to the strip. Label your answers with the correct units (inches, in. or ")

Strip	Length
a 	
b 	
c 	
d 	

2 There are 12 inches in 1 foot. Use this information to answer the questions below.

a How many feet are equal to 24 inches? _____

b How many feet are equal to 36 inches? _____

3 Rodney has a piece of rope that is 144 inches long. Simon has a piece of rope that is 87 inches long. How much longer is Rodney's piece of rope? Show all your work.

CHALLENGE

4 Maria and Katy each have a piece of string. When they put the 2 pieces of string together end-to-end, the total length is 84 inches. Maria's string is 6 inches longer than Katy's. How long is Maria's piece of string? How long is Katy's piece of string? Show all your work. Use another piece of paper if you need to.

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Double-Digit Subtraction

1 Solve the subtraction problems. Show all your work.

a 67 – 28	**b** 83 – 37	**c** 92 – 54

2 Mr. Jones needs 126 pieces of construction paper to do an art project with his students. All he has is a full pack with 50 sheets of paper and an open pack with some more sheets. How many more pieces of paper does he need to borrow from the teacher next door?

a Choose the information that will help you solve the problem.

◯ There are 24 students in the class.

◯ The open pack has 17 sheets of paper.

◯ Packs of construction paper cost $3 each.

◯ He has 32 pencils.

b Solve the problem. Show all your work. Write your answer on the line at the bottom of the page.

Mr. Jones needs to borrow _____ more sheets of paper.

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Target Practice

1 Circle the number you would add to the first number to get as close to the target number as you can. Use rounding and estimation to help. Then explain your thinking.

Target Number	First Number	Circle one number.	Explain your thinking.
example 60	32	43 (27)	30 + 20 is 50. Then you have 2 + 7 more, so that's very close to 60.
a 120	63	78 58	
b 150	56	91 76	
c 140	76	89 68	

2 Solve the problems.

143	207	198	529	309	457	195
− 68	− 39	− 99	− 405	− 206	− 28	− 174
____	____	____	____	____	____	____

CHALLENGE

3 Fill in the missing digits.

1 □ 6	1 8 □	□ 2 5	□ □ 6
− 6 □	− □ 6	− 1 7 □	− □ 3 8
6 2	1 0 6	1 □ 5	1 0 8

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Subtraction Problems

1 Solve the subtraction problem. Show all your work.

a 238 – 157	**b** Use addition to double check your answer.

2 Cliff had $5 to spend at the store. He got an apple for 55¢, a bottle of juice for $1, and a snack bar. How much change did he get back?

a Choose the information that will help you solve the problem.

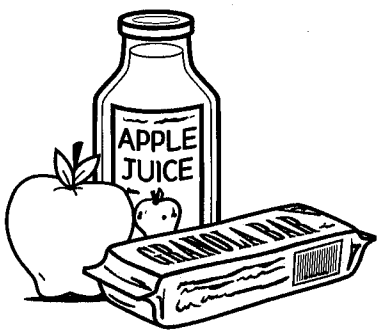
○ The snack bar cost 89¢.

○ The cashier didn't have any dimes.

○ The juice was in a 16-ounce bottle.

○ Ice cream bars cost 99¢.

b Solve the problem. Show all your work. Write your answer on the line at the bottom of the page.



Cliff got _____ back in change.

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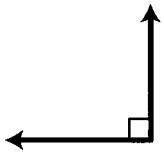
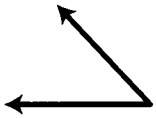
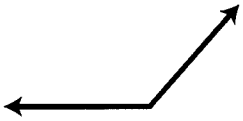
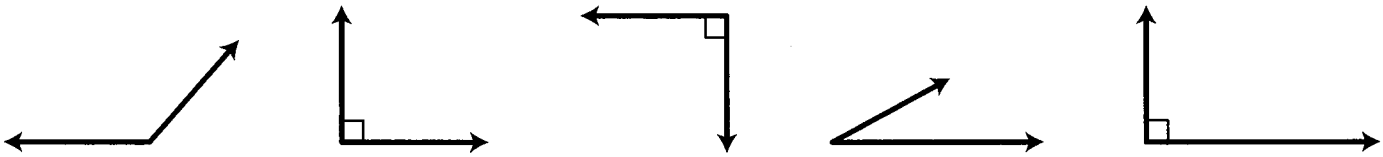
Right, Acute & Obtuse Angles

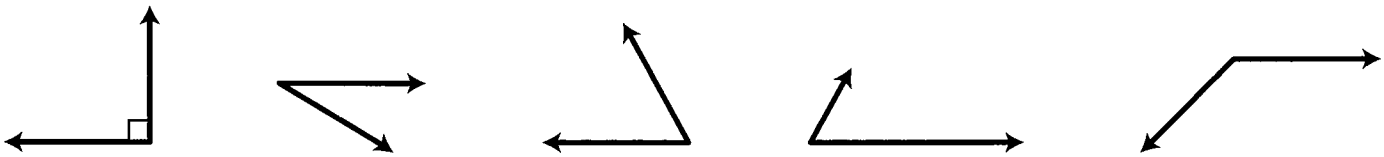
1 Use the information below to help solve the following problems.

A right angle is exactly 90 degrees.	An acute angle is less than 90 degrees.	An obtuse angle is more than 90 degrees.
		

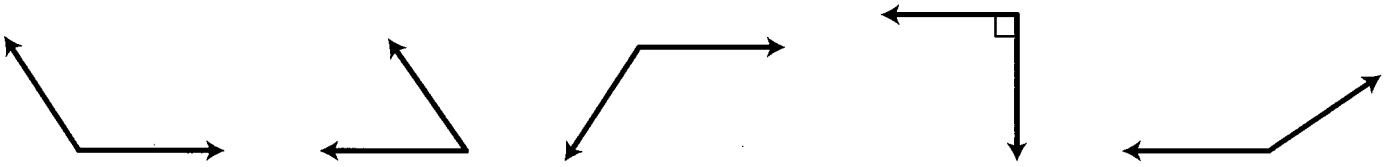
a Circle all the right angles.



b Circle all the acute angles.



c Circle all the obtuse angles.



2 Draw another ray to make an acute angle.

3 Draw another ray to make an obtuse angle.

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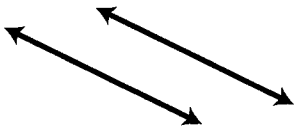
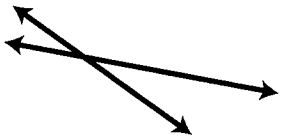
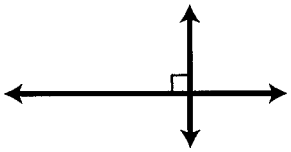
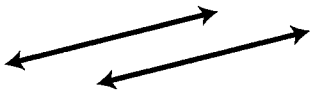
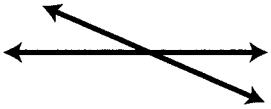
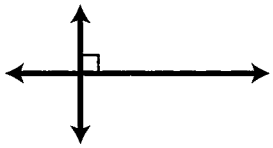
Parallel, Intersecting & Perpendicular Lines

Use the following information to help solve the problems below.

Parallel lines are always the same distance apart. They will never cross.	Intersecting lines cross each other.	Perpendicular lines are special intersecting lines. Where they cross, they form a right angle.
		

1 Fill in the bubble(s) next to the word(s) that best describe(s) each pair of lines.

a 	○ parallel ○ intersecting ○ perpendicular
b 	○ parallel ○ intersecting ○ perpendicular
c 	○ parallel ○ intersecting ○ perpendicular
d 	○ parallel ○ intersecting ○ perpendicular

2 Draw a pair of intersecting lines.

3 Draw three lines that are all parallel.

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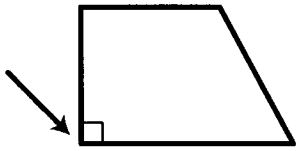
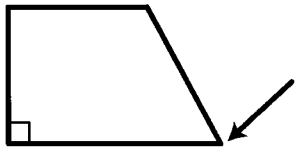
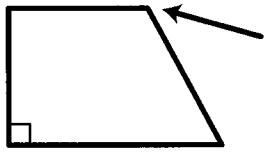
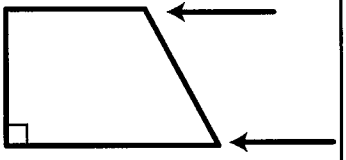
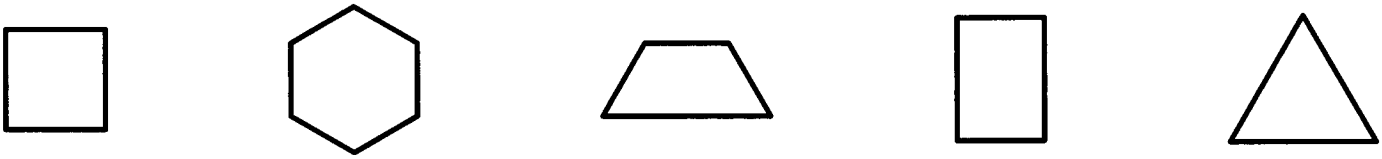
Angles & Sides

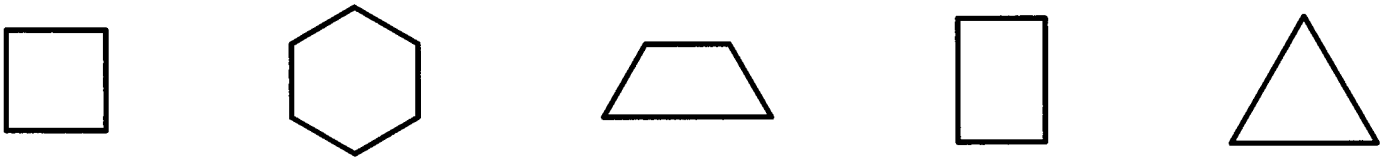
Use the following information to help solve the problems below.

Right Angle exactly 90° a square corner	Acute Angle smaller than a right angle	Obtuse Angle larger than a right angle	Parallel Sides would never cross if they went on forever
			

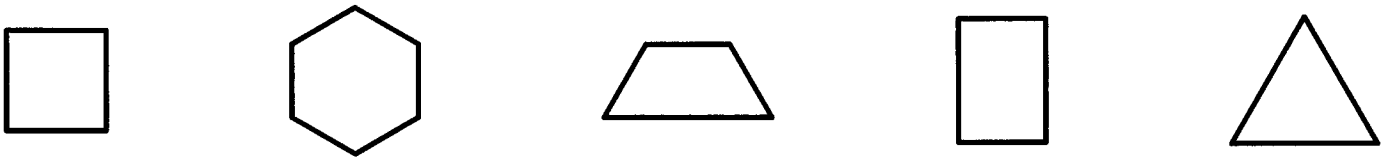
1 Circle the shape with *exactly* 1 pair of parallel sides.



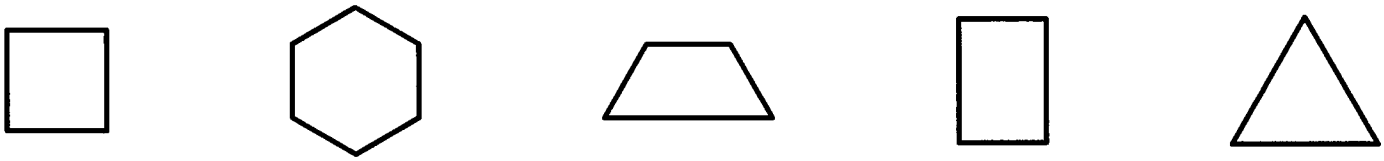
2 Circle the shape that has *only* acute angles.



3 Circle the shape that has *only* obtuse angles.



4 Circle the two shapes that have *only* right angles.



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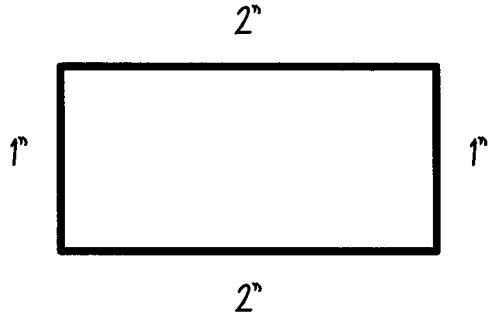
Perimeter Practice

Perimeter is the total length of all sides of a shape. To find the perimeter, add the lengths of all the sides of a shape.

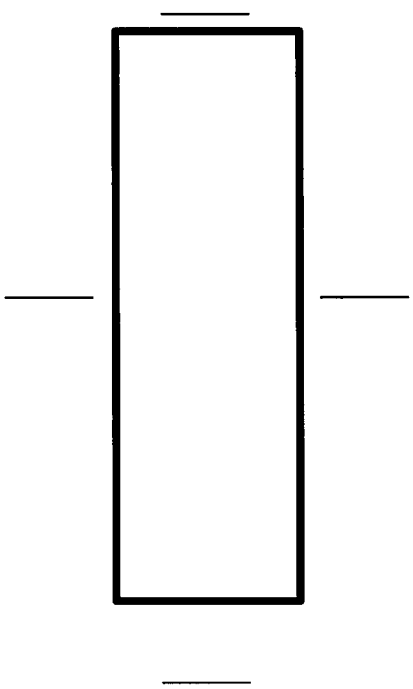
1 Use a ruler marked in inches to measure the sides of the squares and rectangles. Label each side. Then find the perimeter of each shape. Show your work.

example Perimeter = 6"

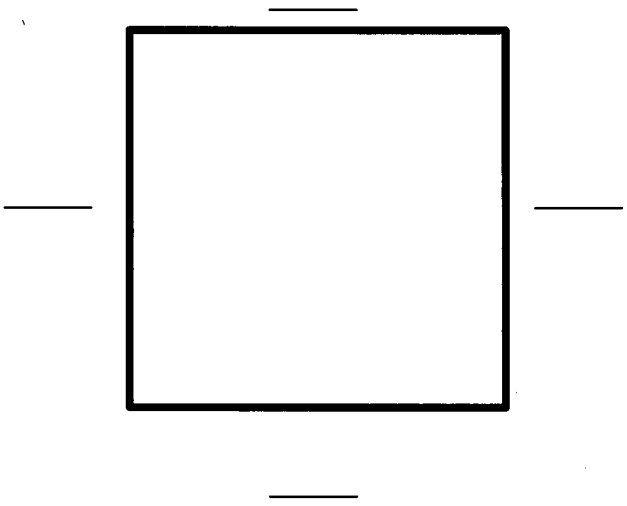
1
2
1
+ 2
6



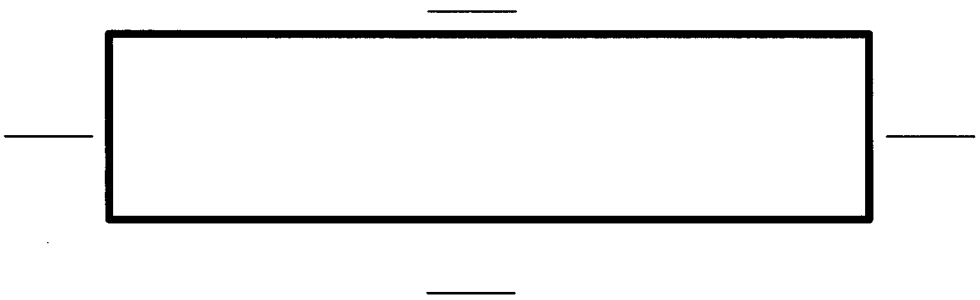
a Perimeter = _____



b Perimeter = _____



c Perimeter = _____



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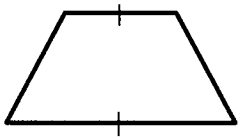
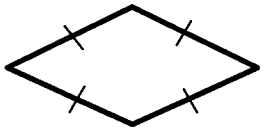
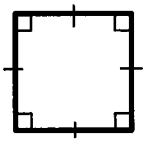
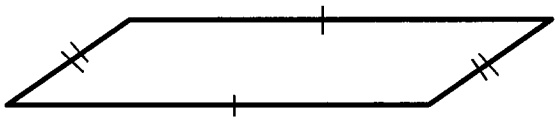
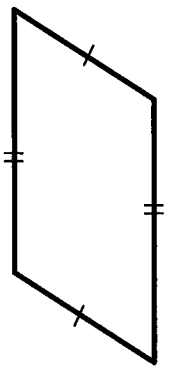
Different Kinds of Quadrilaterals

A *quadrilateral* is a shape with 4 sides. Here are some different kinds of quadrilaterals.

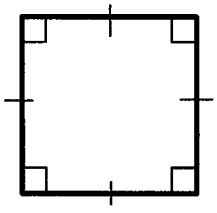
Trapezoid: a quadrilateral with exactly 1 pair of parallel sides 	Rectangle: a quadrilateral with 2 pairs of parallel sides and 4 right angles 
Rhombus: a quadrilateral with 4 sides that are all the same length 	Square: a quadrilateral with 4 right angles and 4 sides that are all the same length 
Parallelogram: a quadrilateral with 2 pairs of parallel sides 	

1 Circle the word(s) that describe each shape.

a trapezoid parallelogram rectangle rhombus square 	**b** trapezoid parallelogram rectangle rhombus square 

2 Jackie circled all these words for this shape. Is she right or wrong? Explain your answer.

trapezoid
(parallelogram)
(rectangle)
(rhombus)
(square)



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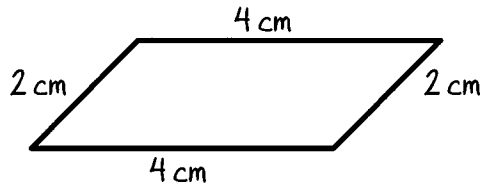
Finding the Perimeters of Quadrilaterals

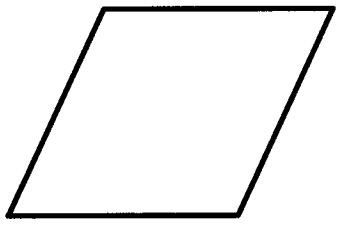
1 Use a ruler to measure the sides of each quadrilateral in centimeters. Label all the sides of each shape. Then find the perimeter. Show your work.

example Perimeter = 12 cm

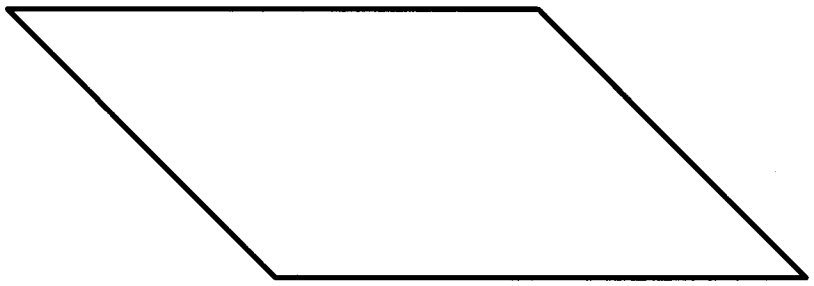


2 + 2 + 4 + 4 = 12 cm

a Perimeter = _____



b Perimeter = _____



c Perimeter = _____

2a Which shape above is a rhombus? _____

b Explain how you can tell.

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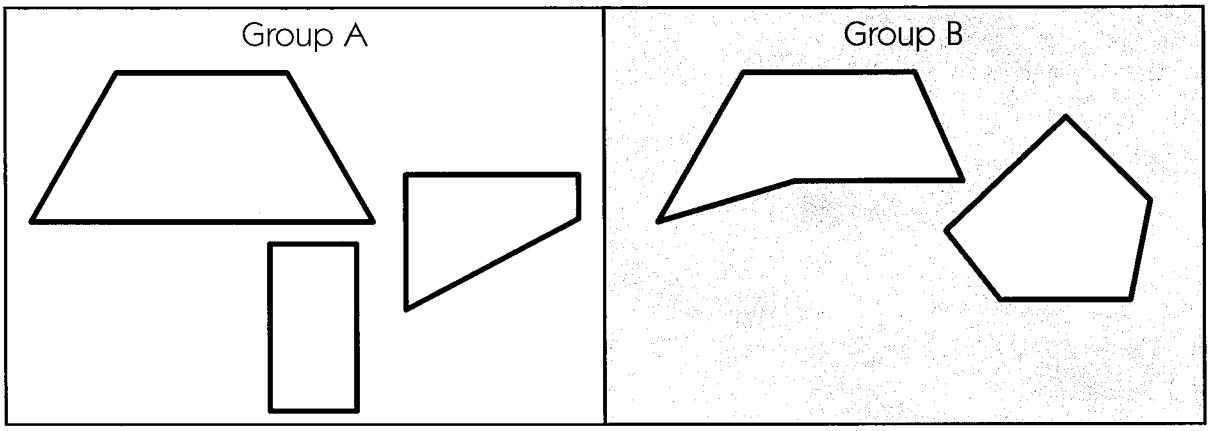
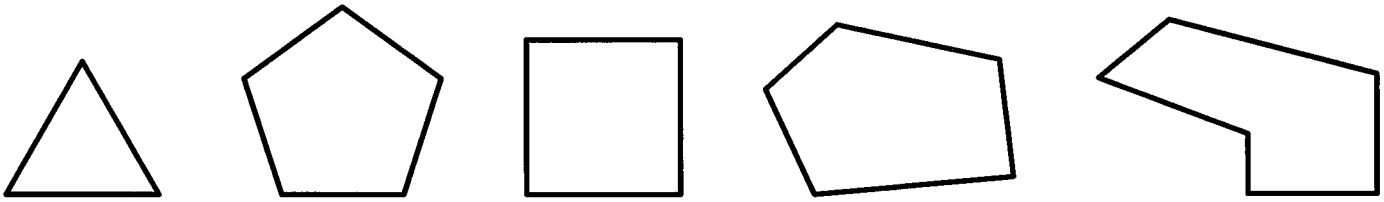
Shape Sorting

1 Walt sorted some shapes into these two groups.



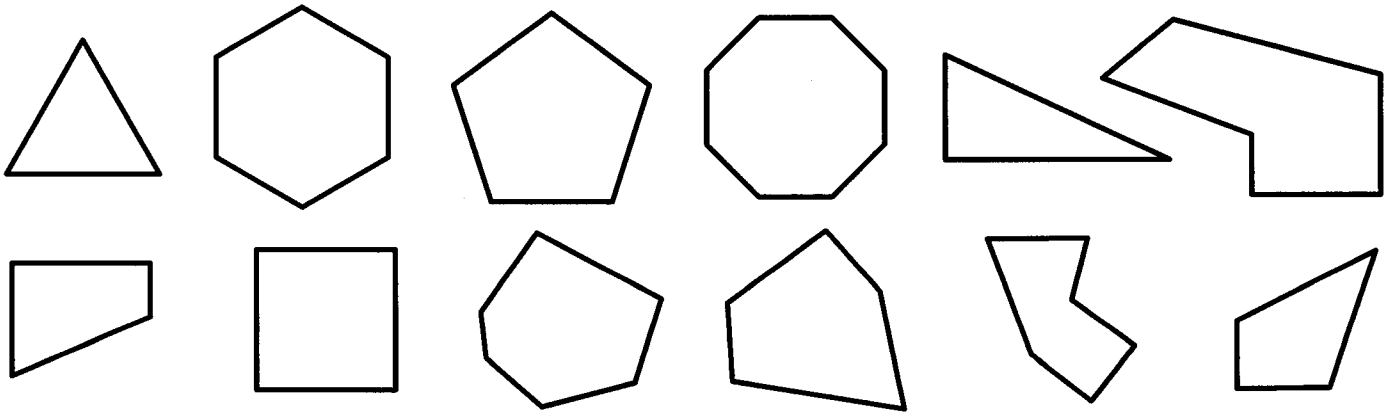
a Circle the shapes that belong in group B.



b What do the shapes in group B have in common?

2a How can you tell if a shape is a hexagon?

b Circle all the hexagons.



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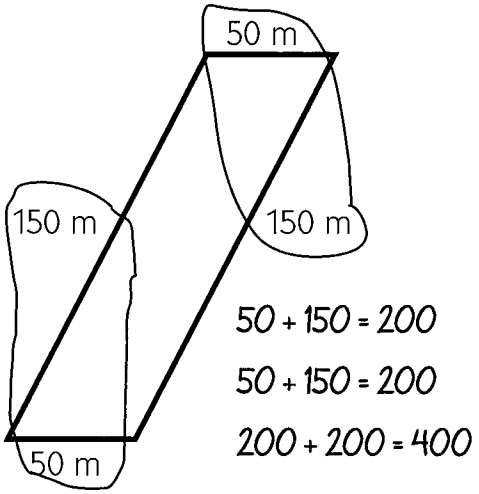
More Perimeter Practice

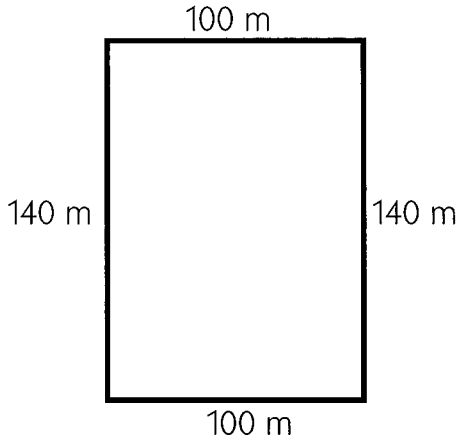
1 Find the perimeter of each shape below. Think carefully about how it will be easiest for you to add the numbers. Show your work.

example Perimeter = 400 m

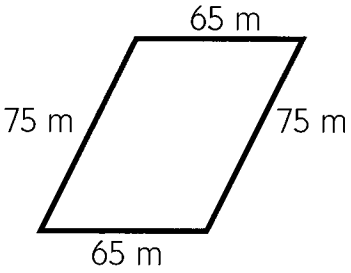


50 + 150 = 200
50 + 150 = 200
200 + 200 = 400

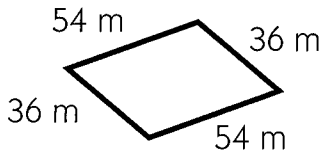
a Perimeter = _____



b Perimeter = _____



c Perimeter = _____



CHALLENGE

2 On another piece of paper, draw and label two different 4-sided shapes that each have a perimeter of exactly 20 centimeters.

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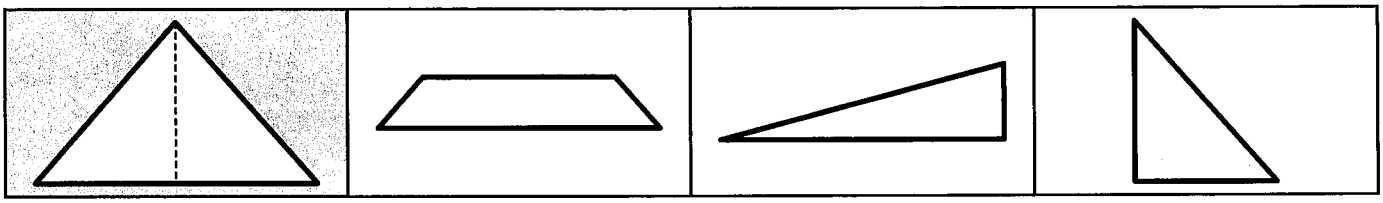
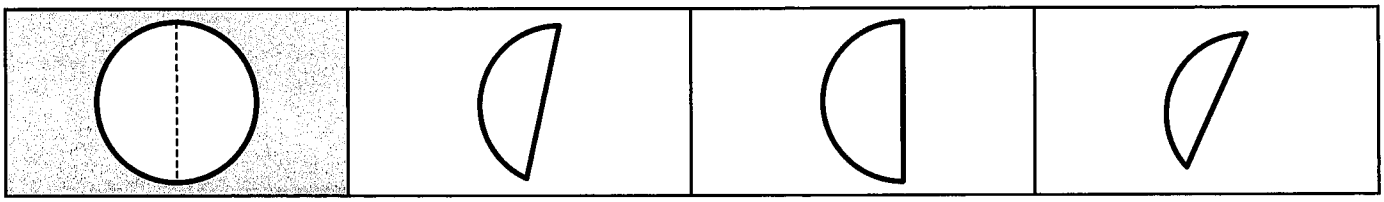
Dividing & Combining Shapes

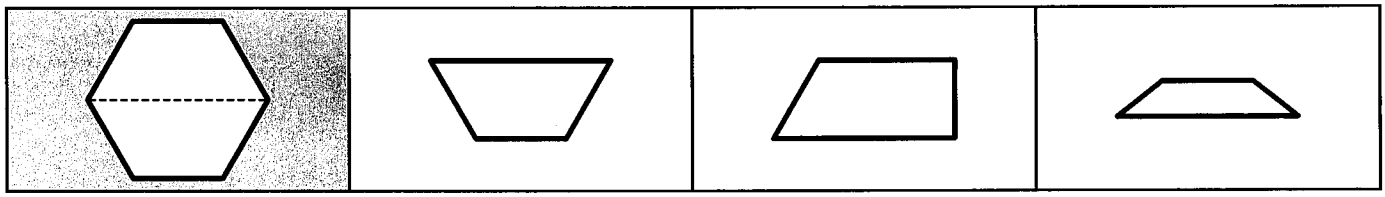
1 Circle the shape you would make if you cut this triangle on the dotted line.



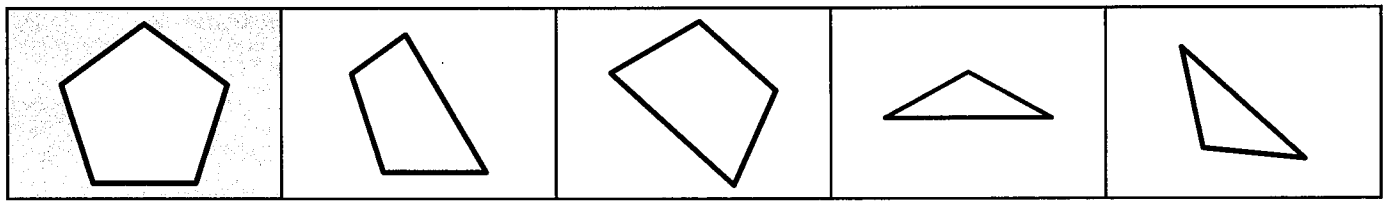
2 Circle the shape you would make if you cut the circle along the dotted line.



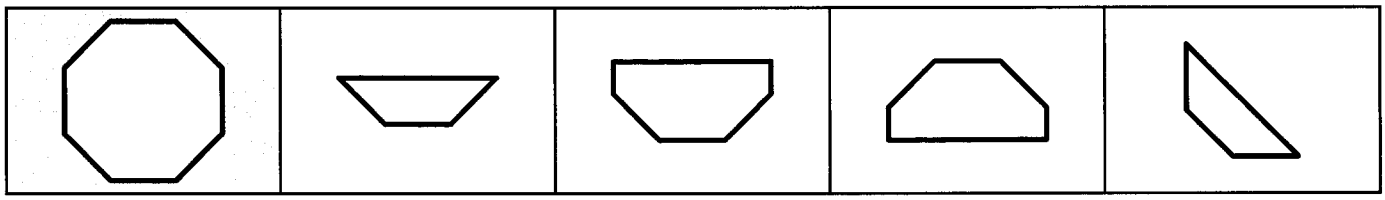
3 Circle the shape you would make if you cut the hexagon along the dotted line.



4 Circle the two shapes that would make the pentagon if you put them together.



5 Circle the two shapes that would make the octagon if you put them together.



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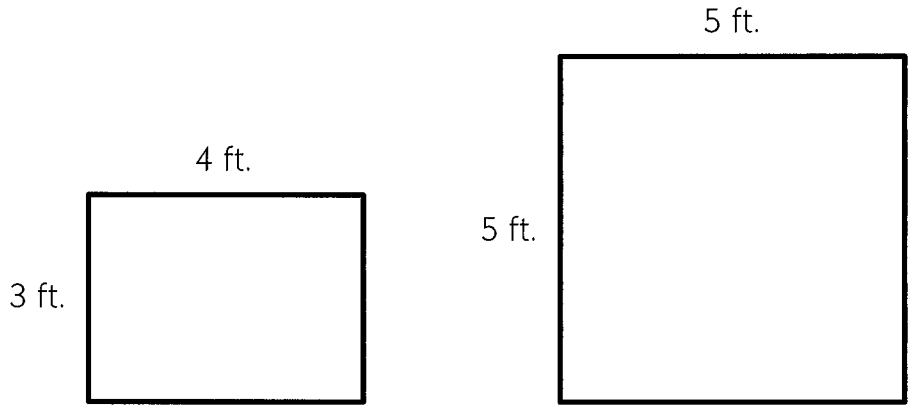
Sandbox & Garden Problems

1a Mrs. Smith made a sandbox for her kindergarten students. It was 60 inches wide and 125 inches long. Make a labeled sketch of the sandbox below.

b What was the perimeter of the sandbox? Use your sketch to help solve the problem.

The perimeter of the sandbox was _____ inches.

2 Mai and her sister Keiko were planting a garden. They made two beds to plant flowers. One was 4 feet by 3 feet. The other was 5 feet by 5 feet. They want to outline the beds with bricks that are each 1 foot long. How many bricks will they need to outline both beds? Show all of your work.



They will need _____ bricks to outline both beds.

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Adding 2-Digit Numbers

1 Add each pair of numbers. Show all your work.

a 60 + 35 = _____	**b** 27 + 61 = _____	**c** 36 + 45 _____

d 53 + 64	**e** 48 + 93	**f** 42 + 68	**g** 79 + 78	**h** 98 + 19
i 65 + 97	**j** 58 + 72	**k** 21 + 99	**j** 95 + 83	**m** 67 + 93

CHALLENGE

2 Fill in the missing digits.

$$\begin{array}{r} \square\,8 \\ +\ 6\,\square \\ \hline \square\,0\,3 \end{array} \qquad \begin{array}{r} \square\,4 \\ +\ 5\,\square \\ \hline \square\,4\,3 \end{array} \qquad \begin{array}{r} \square\,\square \\ +\ 7\,7 \\ \hline 1\,0\,6 \end{array} \qquad \begin{array}{r} 8\,7 \\ +\ \square\,\square \\ \hline 1\,3\,5 \end{array}$$

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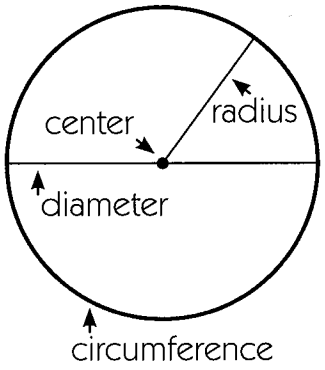
All About Circles

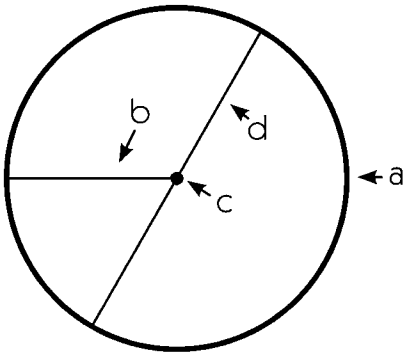
Use the following information to help solve the problems below.

A circle has different parts.

- The *center* is the point right in the middle.
- The *circumference* is the outline of the circle.
- The *radius* is a line segment that goes from the center to the circumference.
- The *diameter* is a line segment that goes between two points on the circumference and passes through the center.



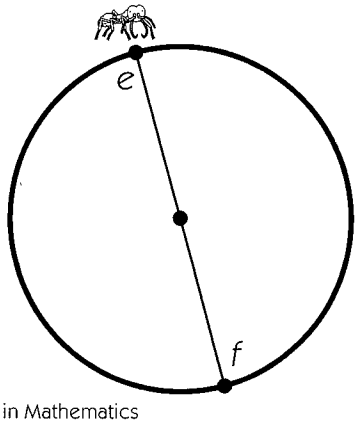
1 The parts of this circle are labeled with letters. Fill in the bubbles to show the correct name of each part.



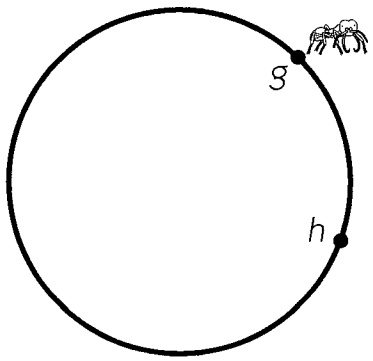
a	○ center	○ circumference	○ radius	○ diameter
b	○ center	○ circumference	○ radius	○ diameter
c	○ center	○ circumference	○ radius	○ diameter
d	○ center	○ circumference	○ radius	○ diameter

2 This ant wants to get from point *e* to point *f*. She can walk along the diameter of the circle or along the circumference. Which way should she go if she wants to walk the shortest distance?

○ circumference ○ diameter



3 This ant wants to get from point *g* to point *h*. Draw the path he should take in order to walk the shortest distance.



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More Subtraction Problems

1 Solve the subtraction problems. Show all your work.

a 164 − 43	**b** 236 − 29
d 357 − 124	**e** 335 − 99

c 103 − 58
f 387 − 149

2 There are two third grade classes at our school. There are 28 students in one class and 25 students in the other. There are also two fourth grade classes at our school. There are 27 students in one class and 23 students in the other. Which grade has more students? Exactly how many more students does that grade have? Show all your work.

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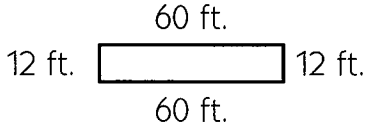
Perimeters of Different Shapes

1 Find the perimeter of each shape. Think carefully about how to add the numbers. Some numbers are easier to add together. Show all your work. Circle your answers.

example

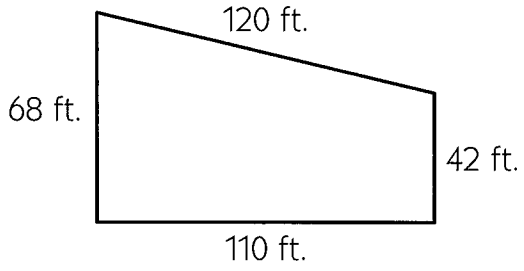


60 + 60 = 120 ft.

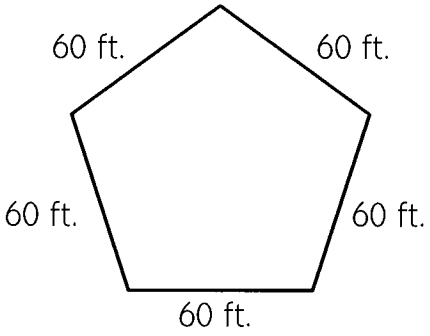
12 + 12 = 24 ft.

120 ft.
+ 24 ft.
144 ft

a



b



CHALLENGE

2 Sketch and label a shape with 5 sides that has a perimeter of 120 feet.

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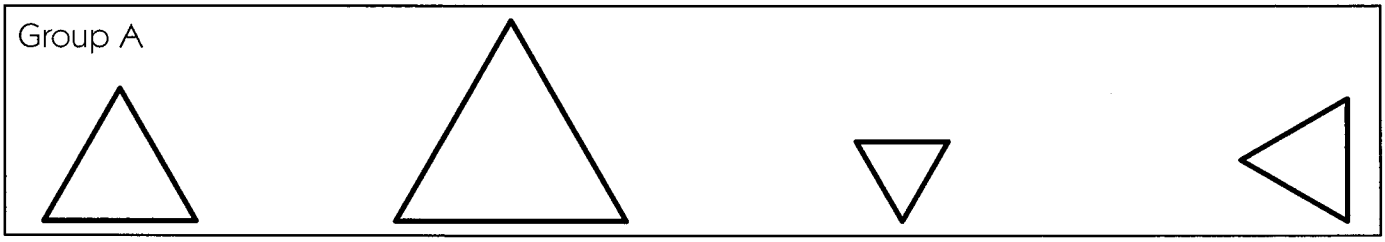
Thinking About Triangles

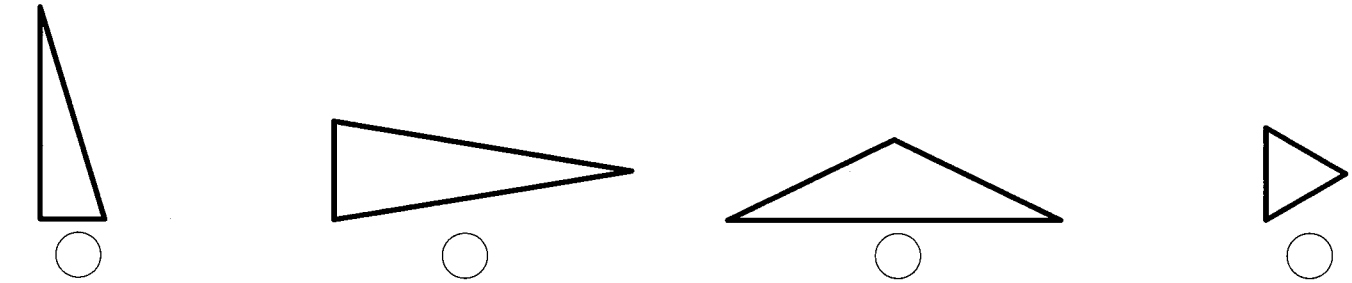
1 What is the same about all of these triangles?

All of the triangles _____

2

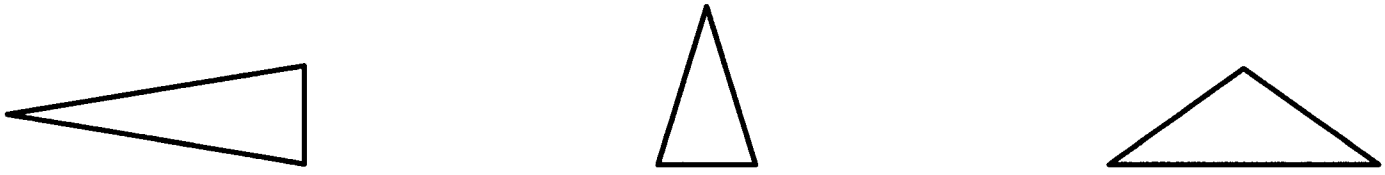


a All of the triangles in group A have something in common. Fill in the circle next to the triangle that belongs with them.



b How do you know the triangle you picked belongs in group A?

3 What do these three triangles have in common?



All of the triangles _____

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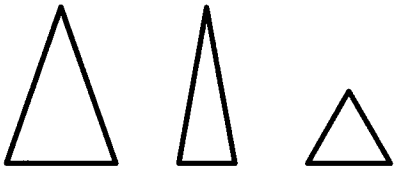
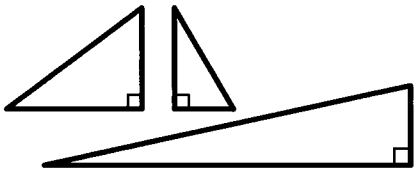
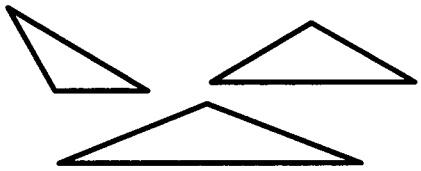
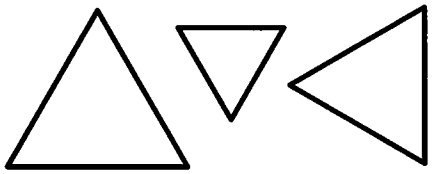
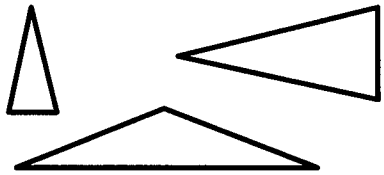
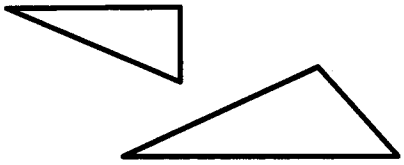
Different Types of Triangles

Use the following information to help solve the problems below.

- You can group triangles by the size of their angles.

Acute Triangles all 3 angles are acute	Right Triangles 1 angle is a right angle	Obtuse Triangles 1 angle is an obtuse angle
		

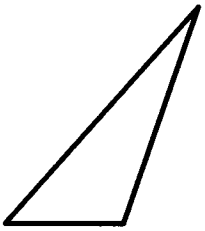
- You can also group triangles by the lengths of their sides.

Equilateral Triangles all 3 sides are the same length	Isosceles Triangles 2 sides are the same length	Scalene Triangles no sides are the same length
		

1 Fill in the bubble to show what kind of triangle each one is.

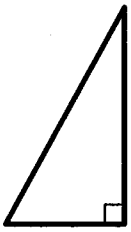
a

- ○ acute
- ○ right
- ○ obtuse



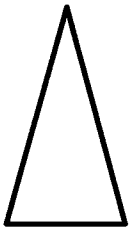
b

- ○ acute
- ○ right
- ○ obtuse



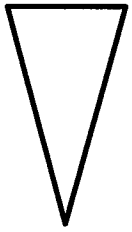
c

- ○ acute
- ○ right
- ○ obtuse



d

- ○ equilateral
- ○ isosceles
- ○ scalene

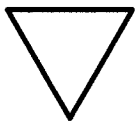


e

- ○ equilateral
- ○ isosceles
- ○ scalene

f

- ○ equilateral
- ○ isosceles
- ○ scalene



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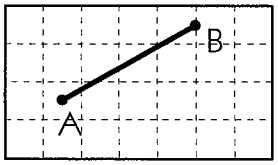
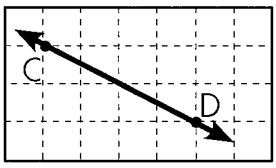
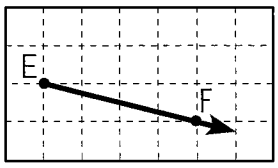
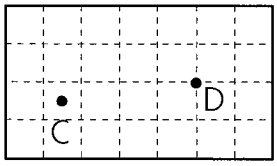
Drawing Line Segments, Lines & Rays

Use the following information to help solve the problems below.

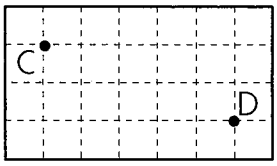
A line segment connects two points.	A line goes through two points and keeps going in both directions.	A ray starts at one point and keeps going in just one direction.
		

1 Draw a *line* to connect the two points on each grid. You can use a ruler to make the lines straight.

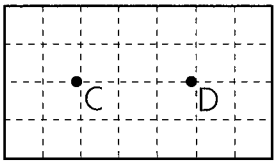
a



b

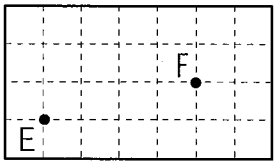


c

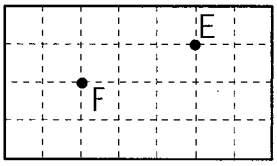


2 Draw a *ray* that starts at point E and goes through point F on each grid.

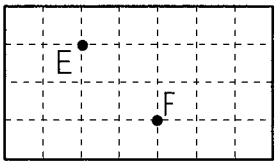
a



b

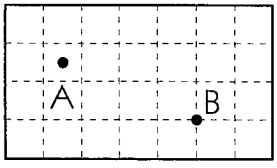


c

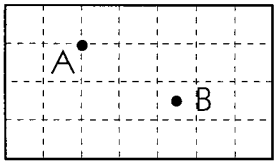


3 Draw a *line segment* that goes from point A to point B on each grid.

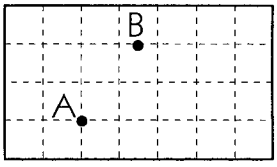
a



b



c



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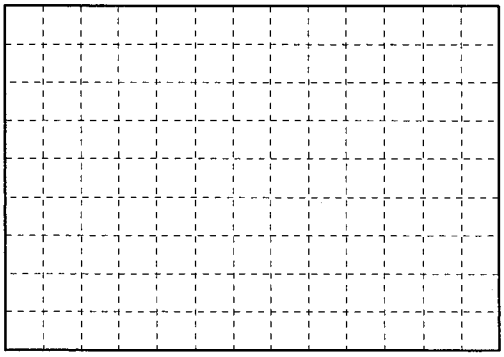
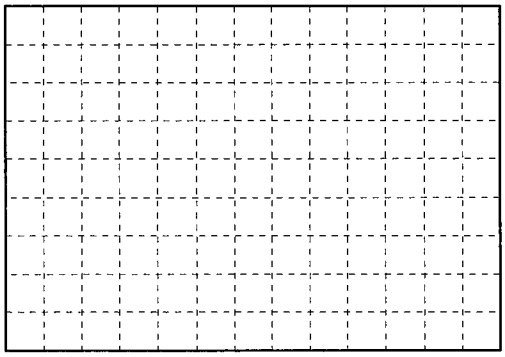
Drawing Shapes

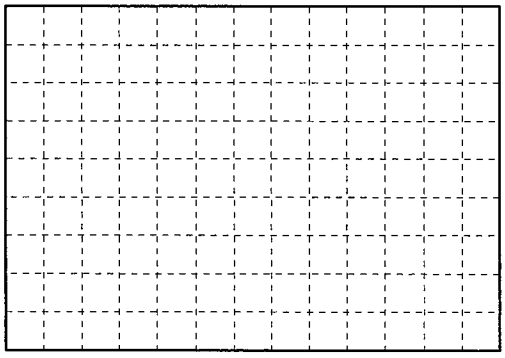
1 Draw a shape with 5 sides and one right angle.



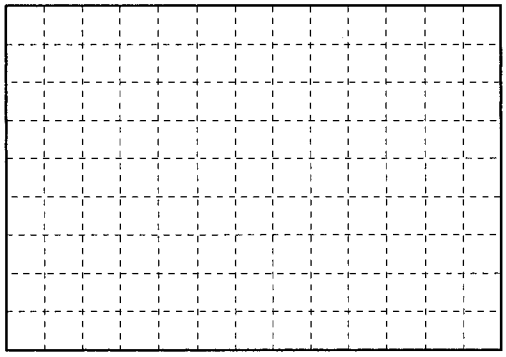
2 Draw a shape with only two parallel sides.



3 Draw a shape with 2 acute angles.



4 Draw a shape with only obtuse angles.



CHALLENGE

5 What is the smallest number of sides that the shape in problem 4 could have? Explain how you know.

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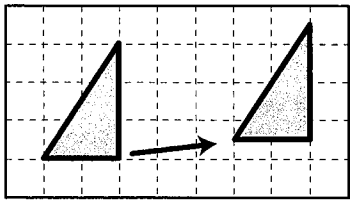
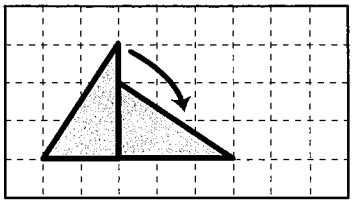
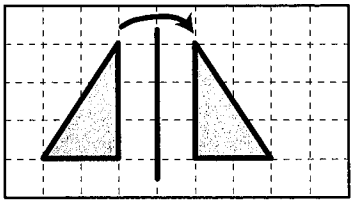
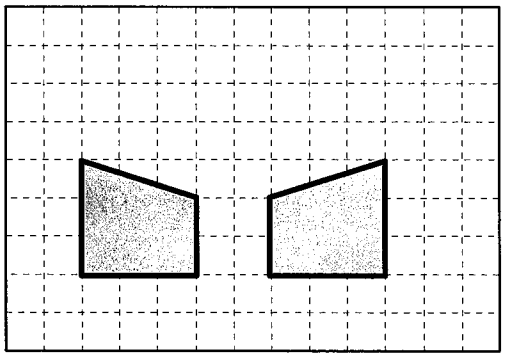
Slides, Turns & Flips

There are three different kinds of transformations.

Slide (translation)	Turn (rotation)	Flip (reflection)
		

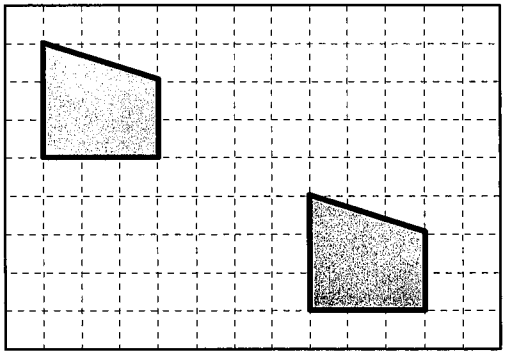
1 Fill in the bubble to name the transformation on each grid.

a



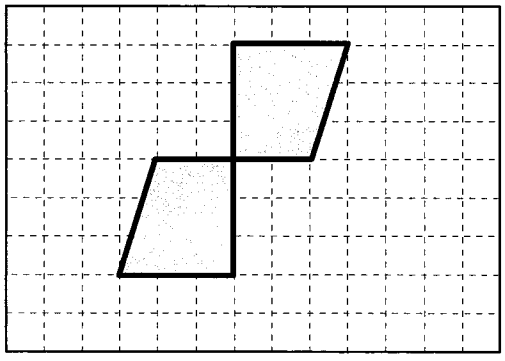
○ slide ○ turn ○ flip

b



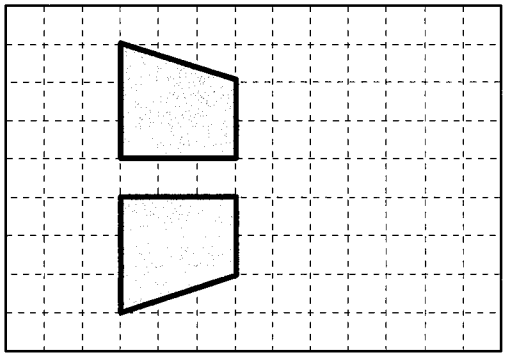
○ slide ○ turn ○ flip

c



○ slide ○ turn ○ flip

d



○ slide ○ turn ○ flip

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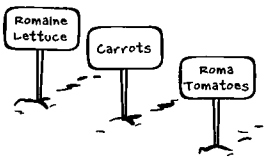
Garden Patch Problems

1 Liam wanted to put a fence around his vegetable garden patch. His brother asked him to put a fence around his garden patch too. Liam's garden patch was 5 feet wide and 10 feet long. His brother's patch was 6 feet wide and 7 feet long. How many feet of fencing will Liam need? Show all your work.

2 Liam bought too much fencing and had 26 feet of it left over. He and his brother decided to make a rectangle-shaped garden patch for their little sister. They wanted to use all the extra fencing to outline her garden patch. What could be the dimensions of the patch they make for their sister? (Use only whole numbers of feet.) Show all your work.



CHALLENGE

3 Draw and label two other ways Liam and his brother could use all 26 feet of fencing for their sister's garden.

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