Name _____   Date _____

1. The picture below shows 4 groups of 2 slices of watermelon. Fill in the blanks to make true repeated addition and multiplication sentences that represent the picture.

2 + _____ + _____ + _____ = _____

4 × _____ = _____

2. Draw a picture to show 3 + 3 + 3 = 9. Then, write a multiplication sentence to represent the picture.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1.

☆ ☆ ☆
☆ ☆ ☆
☆ ☆ ☆
☆ ☆ ☆

a. There are 4 rows of stars. How many stars are in each row? _____

b. Write a multiplication equation to describe the array. _____

2. Judy collects seashells. She arranges them in 3 rows of 6. Draw Judy's array to show how many seashells she has altogether. Then, write a multiplication equation to describe the array.

Name _____   Date _____

Draw an array that shows 5 rows of 3 squares. Then, show a number bond where each part represents the amount in one row.

Lesson 3:   Interpret the meaning of factors—the size of the group or the number of groups.

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1. There are 16 glue sticks for the class. The teacher divides them into 4 equal groups. Draw the number of glue sticks in each group.

    [ ]   [ ]   [ ]   [ ]

    There are _____ glue sticks in each group.

    16 ÷ _____ = _____

2. Draw a picture to show 15 ÷ 3. Then, fill in the blank to make a true division sentence.

    15 ÷ 3 = _____

Lesson 4:   Understand the meaning of the unknown as the size of the group in division.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

1. Divide 12 triangles into groups of 6.

   12 ÷ 6 = _____

2. Spencer buys 20 strawberries to make smoothies. Each smoothie needs 5 strawberries. Use a count-by to find the number of smoothies Spencer can make. Make a drawing to match your counting.

Lesson 5:   Understand the meaning of the unknown as the number of groups in division.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

Cesar arranges 12 notecards into rows of 6 for his presentation. Draw an array to represent the problem.

12 ÷ 6 = _____

_____ × 6 = 12

What do the unknown factor and quotient represent? _____

Lesson 6:   Interpret the unknown in division using the array model.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

$$2 \times 5 = 5 \times 2$$

Do you agree or disagree with the statement in the box? Draw arrays and use skip-counting to explain your thinking.
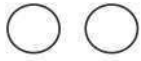
Lesson 7:   Demonstrate the commutativity of multiplication, and practice related
facts by skip-counting objects in array models.

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

105

Name _____   Date _____

Mary Beth organizes stickers on a page in her sticker book. She arranges them in 3 rows and 4 columns.

a. Draw an array to show Mary Beth's stickers.

b. Use your array to write a multiplication sentence to find Mary Beth's total number of stickers.

c. Label your array to show how you skip-count to solve your multiplication sentence.

d. Use what you know about the commutative property to write a different multiplication sentence for your array.

Lesson 8:   Demonstrate the commutativity of multiplication, and practice related facts by skip-counting objects in array models.

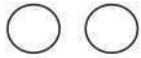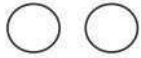EUREKA MATH®
TEKS EDITION

Name _____   Date _____

1. Mrs. Stern roasts cloves of garlic. She places 10 rows of two cloves on a baking sheet.

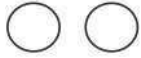   Write an equation to describe the number of cloves Mrs. Stern bakes.
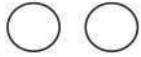
   _____×_____ = _____
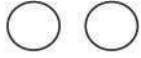
2. When the garlic is roasted, Mrs. Stern uses some for a recipe. There are 2 rows of two garlic cloves left on the pan.

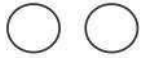   a. Complete the equation below to show how many garlic cloves Mrs. Stern uses.

      _____twos – _____twos = _____twos

   b. 20 – _____ = 16

   c. Write an equation to describe the number of garlic cloves Mrs. Stern uses.

      _____× 2 = _____

Name _____   Date _____

1. 6 × 3 = _____

   (4 × 3) = _____

   (2 × 3) = _____

   (4 × 3) + (2 × 3) = _____ + _____

   6 × 3 = _____ + _____

   _____ × 3 = _____

2. 7 × 3 = _____

   (_____ × 3) = _____

   (_____ × 3) = _____

   (5 × 3) + (2 × 3) = _____ + _____

   7 × 3 = _____ + _____

   _____ × 3 = _____

Lesson 10:   Model the distributive property with arrays to decompose units as a strategy to multiply.

139
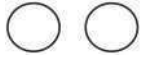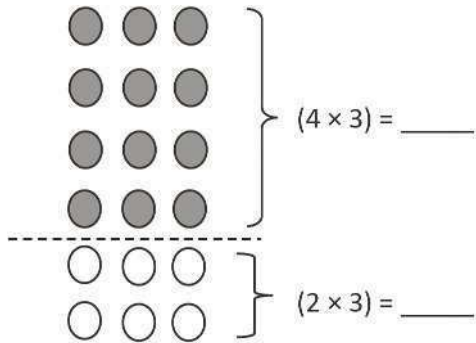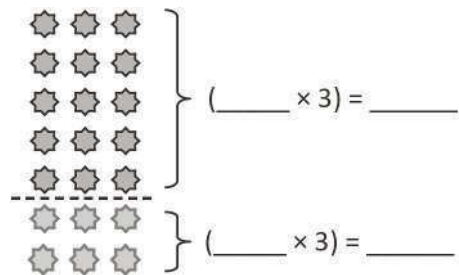
Name _____ Date _____

Ms. McCarty has 18 stickers. She puts 2 stickers on each homework paper and has no more left. How many homework papers does she have? Model the problem with both an array and a labeled strip diagram.

EUREKA MATH
TEKS EDITION

Lesson 11: Model division as the unknown factor in multiplication using arrays and strip diagrams.

159

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

There are 14 mints in 1 box. Cecilia eats 2 mints each day. How many days does it take Cecilia to eat 1 box of mints? Draw and label a strip diagram to solve.

It takes Cecilia _____ days to eat 1 box of mints.

Lesson 12:   Interpret the quotient as the number of groups or the number of objects in each group using units of 2.

171

EUREKA MATH
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

1. Andrea uses 21 apple slices to decorate pies. She puts 3 slices on each pie. How many pies does Andrea make? Draw and label a strip diagram to solve.

2. There are 24 soccer players on the field. They form 3 equal teams. How many players are on each team?

EUREKA MATH®
TEKS EDITION

Lesson 13:   Interpret the quotient as the number of groups or the number of objects in each group using units of 3.

183

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

Arthur has 4 boxes of chocolates. Each box has 6 chocolates inside. How many chocolates does Arthur have altogether? Draw and label a strip diagram to solve.

Lesson 14:   Skip-count objects in models to build fluency with multiplication facts using units of 4.

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

Draw and label 2 strip diagrams to show that 4 × 3 = 3 × 4. Use your diagrams to explain how you know the statement is true.

Lesson 15:   Relate arrays to strip diagrams to model the commutative property of multiplication.

207

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

Destiny says, "I can use 5 × 4 to find the answer to 7 × 4." Use the array below to explain Destiny's strategy using words and numbers.

$$(7 \times 4) = (5 \times 4) + (2 \times 4)$$

$$= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$= \underline{\hspace{1cm}}$$

Lesson 16:   Use the distributive property as a strategy to find related multiplication facts.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

1. Mr. Thomas organizes 16 binders into stacks of 4. How many stacks does he make? Draw and label a number bond to solve.

2. The chef uses 28 avocados to make 4 batches of guacamole. How many avocados are in 2 batches of guacamole? Draw and label a strip diagram to solve.

Name _____   Date _____

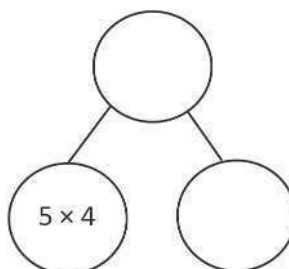Dylan used the break apart and distribute strategy to solve a multiplication problem. Look at his work below, write the multiplication problem Dylan solved, and complete the number bond.

Dylan's work:

$(5 \times 4) + (1 \times 4) =$

$20 + 4 = 24$

5 × 4

_____ × _____ = _____

Lesson 18:   Apply the distributive property to decompose units.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

Complete the equations below to solve 22 ÷ 2 = _____.

$(20 \div 2) =$ _____

$(\underline{\hspace{1.5em}} \div 2) =$ _____

$(22 \div 2) = (20 \div 2) + (\underline{\hspace{2em}} \div 2)$

$= \underline{\hspace{2em}} + \underline{\hspace{2em}}$

$= \underline{\hspace{2em}}$

Lesson 19:   Apply the distributive property to decompose units.

EUREKA
MATH
TEKS EDITION
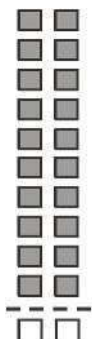
Name _____   Date _____

1. Thirty-two jelly beans are shared by 8 students.
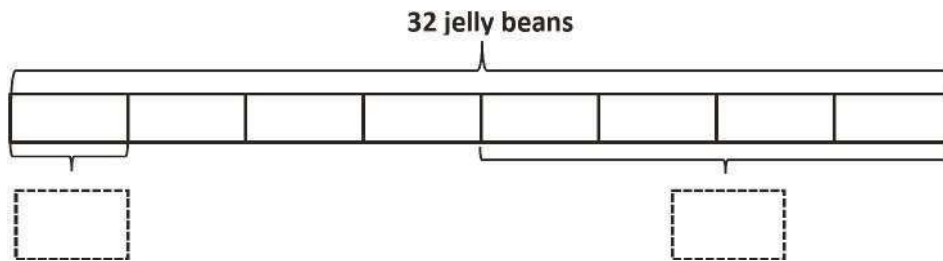
32 jelly beans

    a. How many jelly beans will each student get?

    b. How many jelly beans will 4 students get?

2. The teacher has 30 apple slices and 20 pear slices. Five children equally share all of the fruit slices. How many fruit slices does each child get?

Lesson 20:   Solve two-step word problems involving multiplication and division, and assess the reasonableness of answers.

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

EUREKA MATH
TEKS EDITION

Name _____   Date _____

Ms. Egeregor buys 27 books for her classroom library. She buys an equal number of fiction, nonfiction, and poetry books. She shelves all of the poetry books first. Draw and label a strip diagram to show how many books Ms. Egeregor has left to shelve.

Lesson 21:   Solve two-step word problems involving all four operations, and assess the reasonableness of answers.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

The table to the right shows how much time it takes each of the 5 students to do 15 jumping jacks.

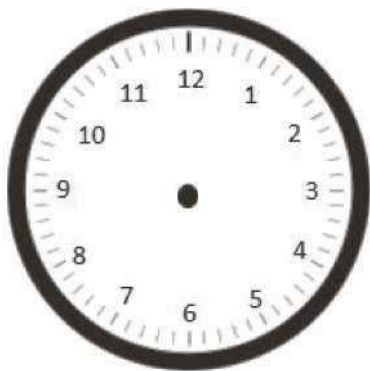| Maya	16 seconds
Riley	15 seconds
Jake	14 seconds
Nicholas	15 seconds
Adeline	17 seconds

a. Who finished 15 jumping jacks the fastest?

b. Who finished their jumping jacks in the exact same amount of time?

c. How many seconds faster did Jake finish than Adeline?

Lesson 1:   Explore time as a continuous measurement using a stopwatch.

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

Independent reading time starts at 1:34 p.m. It ends at 1:56 p.m.

1. Draw the start time on the clock below.   2. Draw the end time on the clock below.
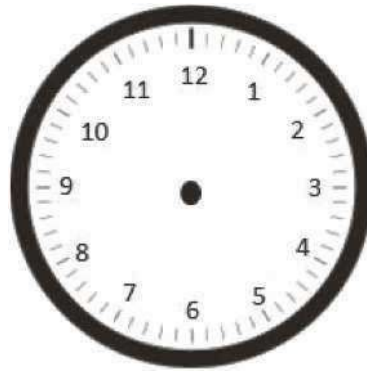
3. How many minutes does independent reading time last?

Lesson 2:   Solve word problems involving time intervals within 1 hour by counting
                                                backward and forward using the number line and clock.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

Michael spends 19 minutes on his math homework and 17 minutes on his science homework.

How many minutes does Michael spend doing his homework?

Model the problem on the number line, and write an equation to solve.
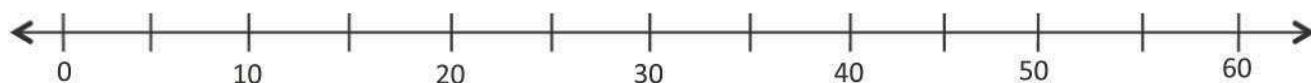
Michael spends _____ minutes on his homework.

Lesson 3:   Solve word problems involving time intervals within 1 hour by adding
and subtracting on the number line.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

Ten bags of sugar weigh 1 kilogram. How many grams does each bag of sugar weigh?

Lesson 4:   Build and decompose a kilogram to reason about the size and weight
of 1 kilogram, 100 grams, 10 grams, and 1 gram.

55

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

1. Read and write the weights below. Write the word *kilogram* or *gram* with the measurement.

_____   _____
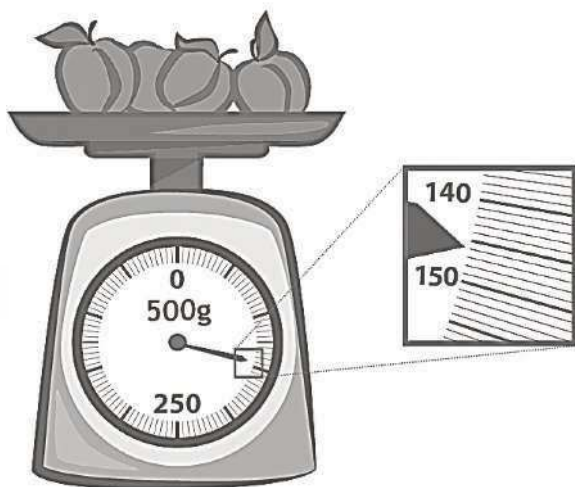
2. Circle the correct unit of weight for each estimation.

    a. An orange weighs about 200 (grams / kilograms).

    b. A basketball weighs about 624 (grams / kilograms).

    c. A brick weighs about 2 (grams / kilograms).

    d. A small packet of sugar weighs about 4 (grams / kilograms).

    e. A tiger weighs about 190 (grams / kilograms).

EUREKA MATH
TEKS EDITION

Name _____   Date _____

The weights of a backpack and suitcase are shown below.

7 kg   21 kg

a. How much heavier is the suitcase than the backpack?

b. What is the total weight of 4 identical backpacks?

c. How many backpacks weigh the same as one suitcase?

Lesson 6:   Solve one-step word problems involving metric weights within 100 and estimate to reason about solutions.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1. Morgan fills a 1-liter jar with water from the pond. She uses a 100-milliliter cup to scoop water out of the pond and pour it into the jar. How many times will Morgan scoop water from the pond to fill the jar?

2. How many groups of 10 milliliters are in 1 liter? Explain.
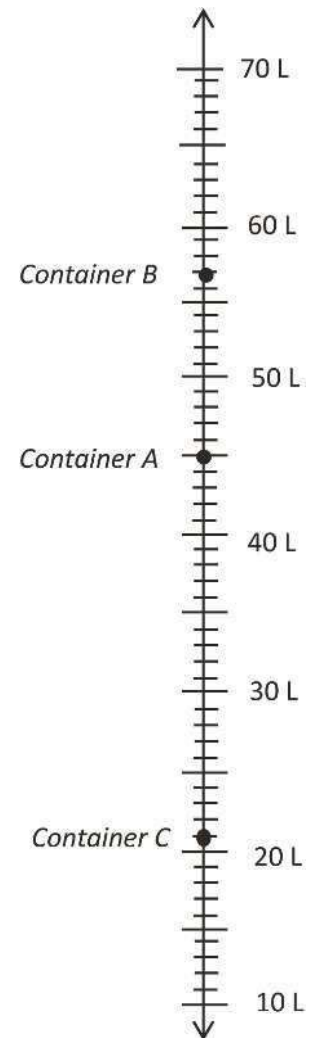
There are _____ groups of 10 milliliters in 1 liter.

Lesson 7:   Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1. Use the number line to record the capacity of the containers.

Container	Capacity in Liters
A	
B	
C	

2. What is the difference between the capacity of Container A and Container C?

Lesson 8:   Estimate and measure liquid volume in liters and milliliters using the vertical number line.

97

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

The capacities of three cups are shown below.

Cup A
160 mL

Cup B
280 mL

Cup C
237 mL

a.   Find the total capacity of the three cups.

b.   Bill drinks exactly half of Cup B. How many milliliters are left in Cup B?

c.   Anna drinks 3 cups of tea from Cup A. How much tea does she drink in total?

Lesson 9:   Solve mixed word problems involving all four operations with grams, kilograms, liters, and milliliters given in the same units.

107

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1. Label the missing place value units. Then, write the number in standard form.

			hundreds	tens	ones
	●	● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ●	

Standard form: _____

2. Write the numbers in standard form. Be sure to place commas where appropriate.

   a. 5 thousands 1 hundred 6 tens 8 ones = _____

   b. 3 thousands 4 ten thousands 7 hundreds 2 ones 1 ten = _____

3. Represent each addend with place value disks in the place value chart. Show the bundling of smaller units to make larger units. Write the sum in standard form.

   2 ten thousands + 11 thousands = _____

hundred thousands	ten thousands	thousands	hundreds	tens	ones

Lesson 10:   Name numbers up to 100,000 by building understanding of the place value chart and placement of commas for naming base thousand units.

Name _____   Date _____

1. Use the place value chart below to complete the following:

   a. Label the units on the chart.

   b. Write the number 70,000 + 5,000 + 400 + 80 + 1 in the place value chart.

   c. Write the number in expanded notation.

2. Write forty-six thousand, three hundred, thirty-five in expanded notation.

Lesson 11:   Read and write numbers up to 100,000 using base ten numerals, number names, expanded form, and expanded notation.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

1. A family is buying a used car. They are choosing among four car models. Use the information in the chart to order the car prices from least to greatest. Then name the car model with the lowest price.

Used Car Model	Price
Model A	$19,600
Model B	$20,195
Model C	$19,499
Model D	$19,998

2. Use each of the digits 5, 6, 7, 8, and 9 exactly once to create a five-digit number that makes the comparison true.

80,000 + 9,000 + 200 + 10 + 4   (<)   _____

Lesson 12:   Compare numbers based on the meaning of the digits using <, >, or = to record the comparison.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

The weight of a golf ball is shown below.

a.   The golf ball weighs _____.

b.   Round the weight of the golf ball to the nearest ten grams. Model your thinking on the number line.

c.   The golf ball weighs about _____.

d.   Explain how you used the halfway point on the number line to round to the nearest ten grams.

Name _____   Date _____

1. Round to the nearest ten. Use the number line to model your thinking.

a. 26 ≈ _____	b. 276 ≈ _____

2. Bobby rounds 603 to the nearest ten. He says it is 610. Is he correct? Why or why not? Use a number line and words to explain your answer.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

1.   Round to the nearest hundred. Use the number line to model your thinking.

a. 137 ≈ _____	b. 1,761 ≈ _____

2.   There are 685 people at an orchestra performance. Draw a vertical number line to round the number of people to the nearest hundred people.

Lesson 15:   Round to the nearest hundred on the vertical number line.

197

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1. Round to the nearest thousand. Use the number line to model your thinking.

    2,137 ≈ _____

2. Round to the nearest ten thousand. Use the number line to model your thinking.

    17,560 ≈ _____

3. There are 7,847 hot dogs sold at the baseball game. Draw a vertical number line to round the number of hot dogs to the nearest ten hot dogs.

Name _____   Date _____

1. Find the sums below. Choose mental math or the algorithm.

    a. 24 cm + 36 cm

    b. 562 m + 180 m

    c. 345 km + 239 km

2. Brianna jogs 15 minutes more on Sunday than Saturday. She jogged 26 minutes on Saturday.

    a. How many minutes does she jog on Sunday?

    b. How many minutes does she jog in total?

Lesson 17:   Add measurements using the standard algorithm to compose larger units once.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

1. Find the sums.

    a.   78 g + 29 g   b.   328 kg + 289 kg   c.   509 L + 293 L

2. The third-grade class sells lemonade to raise funds. After selling 58 liters of lemonade in 1 week, they still have 46 liters of lemonade left. How many liters of lemonade did they have at the beginning?

Lesson 18:   Add measurements using the standard algorithm to compose larger units twice.

233

Name _____   Date _____

Jesse practices the trumpet for a total of 165 minutes during the first week of school. He practices for 245 minutes during the second week.

    a.   Estimate the total amount of time Jesse practices by rounding to the nearest 10 minutes.

    b.   Estimate the total amount of time Jesse practices by rounding to the nearest 100 minutes.

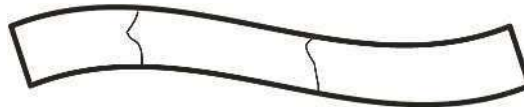   c.   Explain why the estimates are so close to each other.

Name _____   Date _____

1. Solve the subtraction problems below.

    a. 381 mL – 146 mL   b. 730 m – 426 m   c. 509 kg – 384 kg

2. The total length of a banner is 408 centimeters. Carly paints it in 3 sections. The first 2 sections she paints are 187 centimeters long altogether. How long is the third section?

Lesson 20: Decompose once to subtract measurements including three-digit minuends with zeros in the tens or ones place.

259

EUREKA MATH®
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

1. Solve the subtraction problems below.

    a.   346 m – 187 m

    b.   700 kg – 592 kg

2. The farmer's sheep weighs 647 kilograms less than the farmer's cow. The cow weighs 725 kilograms. How much does the sheep weigh?

Lesson 21:   Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.

269

Name _____   Date _____

Kathy buys a total of 416 grams of frozen yogurt for herself and a friend. She buys 1 large cup and 1 small cup.

Large Cup	363 grams
Small Cup	? grams

a. Estimate how many grams are in the small cup of yogurt by rounding.

b. Estimate how many grams are in the small cup of yogurt by rounding in a different way.

c. How many grams are actually in the small cup of yogurt?

d. Is your answer reasonable? Which estimate was closer to the exact weight? Explain why.

Name _____   Date _____

Rogelio drinks water at every meal. At breakfast, he drinks 237 milliliters. At lunch, he drinks 300 milliliters. At dinner, he drinks 177 milliliters.

a. Estimate the total amount of water Rogelio drinks. Then, find the actual amount of water he drinks at all three meals.

b. Estimate how much more water Rogelio drinks at lunch than at dinner. Then, find how much more water Rogelio actually drinks at lunch than at dinner.

Lesson 23:   Estimate sums and differences of measurements by rounding, and then solve mixed word problems.

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

293

Name _____   Date _____

Use strips of red and blue paper to show these comparison. Sketch and label your work. Write an equation, and answer the question.

1. A red paper strip is 4 times as long as a blue paper strip. The blue paper strip is 1 unit long. How long is the red paper strip?

2. A yellow strip of paper is 3 units long. The yellow paper strip is 3 times as long as a red paper strip. How long is the red paper strip?

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

Solve using strip diagrams, and an equation.

1. A blue paper strip is 2 centimeters long. A red paper strip is 3 times as long as the blue paper strip. How long is the red paper strip?

2. A yellow paper strip is 45 inches long. It is 5 times as long as a blue paper strip. How long is the blue paper strip?

Lesson 2:   Use multiplication to compare.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1.   Iggy and Nora are saving their allowences. Nora saves three times as much as Iggy. Fill in the table to show how much money Iggy and Nora save.

Iggy	Nora
1	
	9
5	
10	
	27

2.   The table shows what happens when the magician puts a number in his magic box. Fill in the blank using the words *times as much*.

In	Out
2	4
10	20
8	16
3	6

The number that comes out of the box is _____ as the number that goes into the box.

Lesson 3:   Use tables to record multiplicative relationships.

EUREKA MATH
TEKS EDITION

Solve. Show your work by drawing strip diagrams.

1. Joan owes $6 dollars in library book fines. Stan owes the library 4 times as much as Joan. How much does Stan owe in library fines?

2. Ellie practiced the piano on Tuesday and Friday. On Friday, Ellie practiced for 45 minutes, which was 5 times as much as she practiced on Tuesday. How long did she practice on Tuesday?

Lesson 4:   Solve multiplicative comparison word problems.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1. Use the array to write two different multiplication facts.

_____ = _____ × _____

_____ = _____ × _____
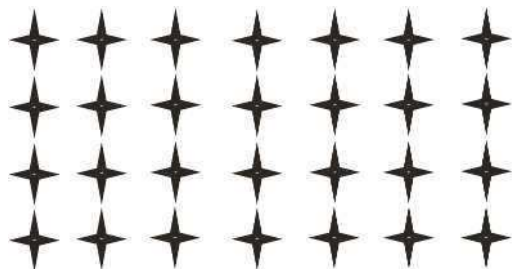
2. Karen says, "If I know 3 × 8 = 24, then I know the answer to 8 × 3." Explain why this is true.

Lesson 5:   Study commutativity to find known facts of 6, 7, 8, and 9.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

Use a fives fact to help you solve 7 × 6. Show your work using pictures, numbers, or words.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

Find the value of the unknown in Problems 1–4.

1. ☐ = 5 × 9
    ☐ = _____

2. 30 ÷ 6 = ☐
    ☐ = _____

3. 8 × ☐ = 24
    ☐ = _____

4. ☐ ÷ 4 = 7
    ☐ = _____

5. Mr. Strand waters his rose bushes for a total of 15 minutes. He waters each rose bush for 3 minutes. How many rose bushes does Mr. Strand water? Represent the problem using multiplication and division sentences and a box for the unknown. Then, solve the problem.

    _____ × _____ = _____

    _____ ÷ _____ = _____

EUREKA MATH
TEKS EDITION

Name _____ Date _____

1. Sylvia solves 6 × 9 by adding 48 + 6. Show how Sylvia breaks apart and bonds her numbers to complete the ten. Then, solve.

2. Skip-count by six to solve the following:

   a. 8 × 6 = _____

   b. 54 ÷ 6 = _____

Lesson 8: Count by units of 6 to multiply and divide using number bonds to decompose.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

Complete the count-by seven sequence below. Then, write a multiplication equation and a division equation to represent each number in the sequence.

7, 14, _____, 28, _____, 42, _____, _____, 63, _____

a. _____ × 7 = _____   _____ ÷ 7 = _____

b. _____ × 7 = _____   _____ ÷ 7 = _____

c. _____ × 7 = _____   _____ ÷ 7 = _____

d. _____ × 7 = _____   _____ ÷ 7 = _____

e. _____ × 7 = _____   _____ ÷ 7 = _____

f. _____ × 7 = _____   _____ ÷ 7 = _____

g. _____ × 7 = _____   _____ ÷ 7 = _____

h. _____ × 7 = _____   _____ ÷ 7 = _____

i. _____ × 7 = _____   _____ ÷ 7 = _____

j. _____ × 7 = _____   _____ ÷ 7 = _____

Lesson 9:   Count by units of 7 to multiply and divide using number bonds
to decompose.

117

EUREKA MATH®
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

Model each problem with a drawing. Then, write an equation using a box to represent the unknown, and solve for the unknown.

1. Three boys and three girls each buy 7 bookmarks. How many bookmarks do they buy all together?

2. Seven friends equally share the cost of a $56 meal. How much does each person pay?

Lesson 10:   Interpret the unknown in multiplication and division to model and   **127**
                 solve problems using units of 6 and 7.

EUREKA
MATH®
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

1. Use parentheses to make the equations true.

   a. $24 = 32 - 14 + 6$

   b. $12 = 32 - 14 + 6$

   c. $2 + 8 \times 7 = 70$

   d. $2 + 8 \times 7 = 58$

2. Marcos solves $24 \div 6 + 2 =$ _____. He says it equals 6. Iris says it equals 3. Show how the position of parentheses in the equation can make both answers true.

Lesson 11:   Understand the function of parentheses and apply to solving problems.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

Simplify to find the answer to 18 × 3. Show your work, and explain your strategy.

Lesson 12:   Model the associative property as a strategy to multiply.

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

1. Each ⬜ has a value of **9**. Complete the equations to find the total value of the tower of blocks.

   _____ × 9 = (5 + _____) × 9

          = (5 × _____) + (_____ × _____)

          = 45 + _____

          = _____

2. Hector solves 9 × 8 by subtracting 1 eight from 10 eights. Draw a model, and explain Hector's strategy.

Lesson 13:   Apply the distributive property and the fact 9 = 10 − 1 as a strategy
to multiply.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

Use a question mark or a box to represent the unknown.

1. Mrs. Aquino pours 36 liters of water equally into 9 containers. How much water is in each container?

2. Marlon buys 9 packs of hot dogs. There are 6 hot dogs in each pack. After the barbeque, 35 hot dogs are left over. How many hot dogs were eaten?

Lesson 14:   Interpret the unknown in multiplication and division to model and solve problems.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

1. Complete.

   a. _____ × 1 = 5

   b. 6 × _____ = 6

   c. _____ ÷ 7 = 0

   d. 5 × _____ = 0

   e. 1 = 9 ÷ _____

   f. 8 = 1 × _____

2. Luis divides 8 by 0 and says it equals 0. Is he correct? Explain why or why not.

Lesson 15:   Reason about and explain arithmetic patterns using units of 0 and 1 as they relate to multiplication and division.

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

1. Use what you know to find the product of 8 × 12 or 6 eights + 6 eights.

2. Luis says 3 × 233 = 626. Use what you learned about odd times odd to explain why Luis is wrong.

Lesson 16:   Identify patterns in multiplication and division facts using the
multiplication table.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

Use the RDW process to solve. Explain why your answer is reasonable.

On Saturday, Warren swims laps in the pool for 45 minutes. On Sunday, he runs 8 miles. It takes him 9 minutes to run each mile. How long does Warren spend exercising over the weekend?

Lesson 17:   Solve two-step word problems involving all four operations and assess
the reasonableness of solutions.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1.   Use the chart to complete the blanks in the equations.

tens	ones

6 × 5 ones = _____ ones

6 × 5 = _____

tens	ones

6 × 5 tens = _____ tens

6 × 50 = _____

---
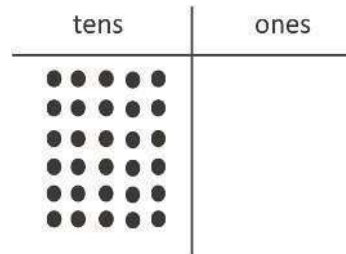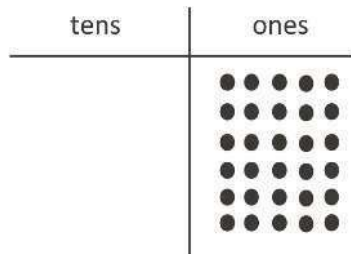
2.   A small plane has 20 rows of seats. Each row has 4 seats.

a.   Find the total number of seats on the plane.
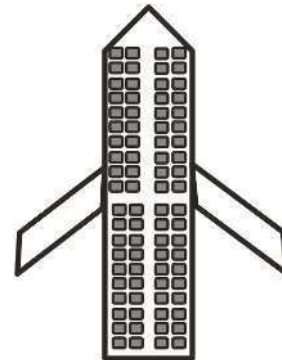
b.   How many seats are on 3 small planes?

Lesson 18:   Multiply by multiples of 10 using the place value chart.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

1. Place parentheses in the equations to find the related fact. Then, solve.

    a. $4 \times 20 = 4 \times 2 \times 10$

         $= 4 \times 2 \times 10$

         $= \underline{\hspace{1cm}} \times 10$

         $= \underline{\hspace{1cm}}$

    b. $3 \times 30 = 3 \times 3 \times 10$

         $= 3 \times 3 \times 10$

         $= \underline{\hspace{1cm}} \times 10$

         $= \underline{\hspace{0.7cm}}$

2. Jamila solves 20×5 by thinking about 10 tens. Explain her strategy.

Lesson 19:   Use place value strategies and the associative property
$n \times (m \times 10) = (n \times m) \times 10$ (where n and m are less than 10) to
multiply by multiples of 10.

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

EUREKA MATH®
TEKS EDITION

247

Name _____   Date _____

Use place value disks and a place value chart to solve these problems. Record the partial products vertically to the right of each expression.

1. 2 × 41

2. 2 × 35

Lesson 20:   Use concrete models to represent two-digit by one-digit multiplication.

261

EUREKA MATH
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

1. Represent the expressions with disks. Write the problem vertically and record the partial products.

   a.   5 × 14

hundreds	tens	ones

   b.   4 × 51

hundreds	tens	ones

Lesson 21:   Draw models to represent two-digit by one-digit multiplication.

275

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

EUREKA MATH
TEKS EDITION

Name _____   Date _____

1. Solve using the standard algorithm.

a.	b.
$$\begin{array}{r} 2\ 3 \\ \times\quad 9 \\ \hline \end{array}$$	$$\begin{array}{r} 7\ 4 \\ \times\quad 7 \\ \hline \end{array}$$

2. Gerrie is 24 years old. Her grandmother is 3 times as old. How old is her grandmother?

Lesson 22:   Multiply two-digit numbers by one-digit numbers using the standard algorithm.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

Use the RDW process to solve.

Frederick buys a can of 3 tennis balls. The empty can weighs 20 grams, and each tennis ball weighs 62 grams. What is the total weight of the can with 3 tennis balls?

Lesson 23:   Solve two-step word problems involving multiplying single-digit
factors by multiples of 10 and two-digit factors.

299

Name _____   Date _____

Label the side lengths of each rectangle. Then, match the rectangle to its total area.

a.

12 square
centimeters

b.

5 square
inches

c.

6 square
centimeters

Lesson 1:   Relate side lengths to the number of tiles on a side.   **17**

EUREKA
MATH®
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

Darren has a total of 28 square centimeter tiles. He arranges them into 7 equal rows. Draw Darren's rectangle. Label the side lengths, and write a multiplication sentence to find the total area.

Lesson 2:   Form rectangles by tiling with unit squares to make arrays.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

The tiled floor in Cayden's dining room has a rug on it as shown below. How many square tiles are on the floor, including the tiles under the rug?

Lesson 3: Draw rows and columns to determine the area of a rectangle given an incomplete array.
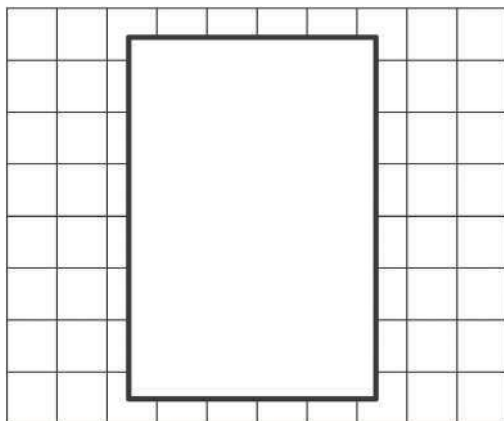
Name _____   Date _____

1. Label the side lengths of Rectangle A on the grid below. Use a straight edge to draw a grid of equal size squares within Rectangle A. Find the total area of Rectangle A.
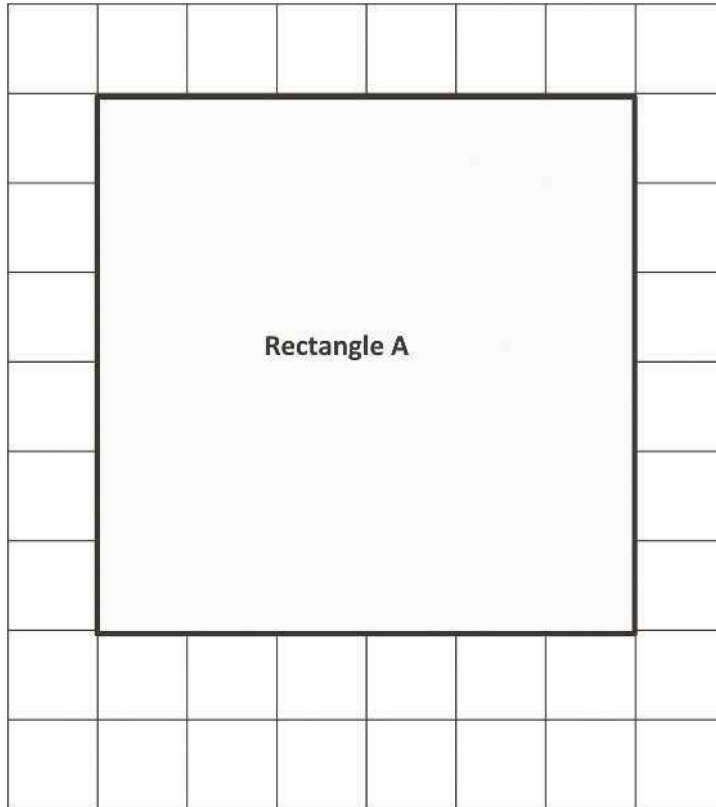
Rectangle A

Area: _____ square units

2. Mark makes a rectangle with 36 square centimeter tiles. Gia makes a rectangle with 36 square inch tiles. Whose rectangle has a bigger area? Explain your answer.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

1. Write a multiplication equation to find the area of the rectangle below.

9 inches

3 inches   Area: _____ sq in

_____ × _____ = _____
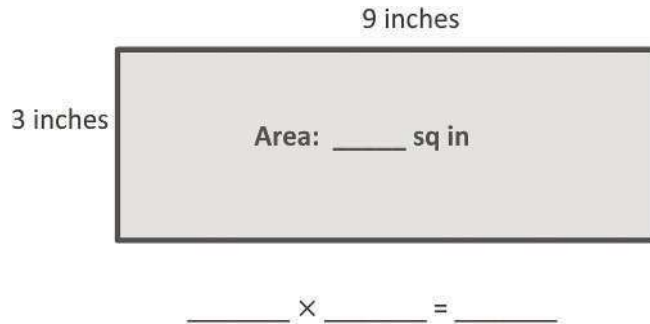
2. Write a multiplication equation and a division equation to find the unknown side length for the rectangle below.

_____ inches

6 inches   Area: 54 sq in

_____ × _____ = _____

_____ ÷ _____ = _____

Lesson 5:   Find the area of a rectangle through multiplication of the side lengths.
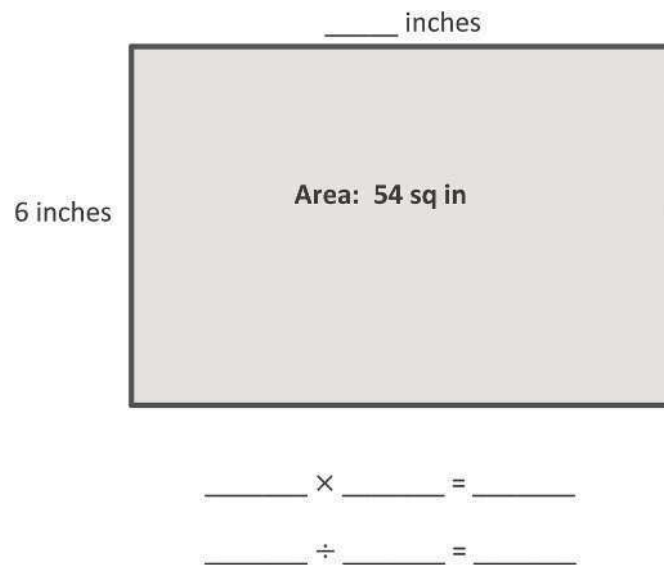
Name _____   Date _____

Lamar uses square tiles to make the 2 rectangles shown below.
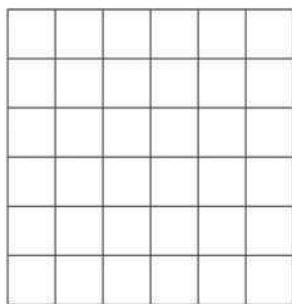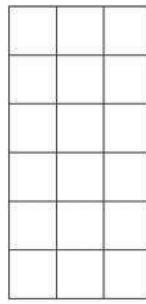
Rectangle A   Rectangle B

1. Label the side lengths of the 2 rectangles.

2. Write equations to find the areas of the rectangles.

    Area of Rectangle A: _____   Area of Rectangle B: _____

3. Lamar pushes Rectangle A next to Rectangle B to make a bigger rectangle. What is the area of the bigger rectangle? How do you know?

Lesson 6:   Analyze different rectangles and reason about their area.

Name _____   Date _____

Label the side lengths of the shaded and unshaded rectangles. Then, find the total area of the large rectangle by adding the areas of the 2 smaller rectangles.

1.
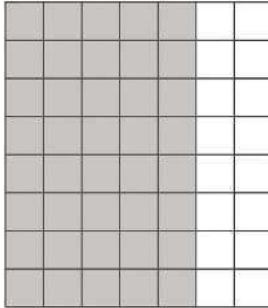
$8 \times 7 = 8 \times ($ _____ $+$ _____ $)$

$= (8 \times$ _____ $) + (8 \times$ _____ $)$

$=$ _____ $+$ _____

$=$ _____

Area: _____ square units

2.

$9 \times 13 = 9 \times ($ _____ $+$ _____ $)$

$= ($ _____ $\times$ _____ $) + ($ _____ $\times$ _____ $)$

$=$ _____ $+$ _____

$=$ _____

Area: _____ square units

Lesson 7:   Apply the distributive property as a strategy to find the total area of a larger rectangle by adding two products.

97

EUREKA MATH
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas
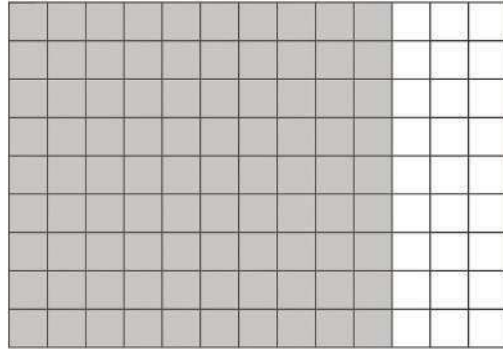
Name _____   Date _____

1.   Find the area of the rectangle.

8 cm

8 cm
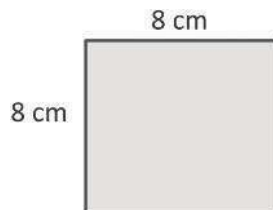
2.   The rectangle below has the same area as the rectangle in Problem 1. Move the parentheses to find the unknown side lengths. Then, solve.

_____ cm

_____ cm

Area: $8 \times 8 = (4 \times 2) \times 8$

$= 4 \times 2 \times 8$

$= \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$

$= \underline{\hspace{1cm}}$

Area: _____ sq cm

Lesson 8:   Demonstrate the possible whole number side lengths of rectangles with areas of 24, 36, 48, or 72 square units using the associative property.

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

1. A painting has an area of 63 square inches. One side length is 9 inches. What is the other side length?

9 inches

Area = 63 square inches
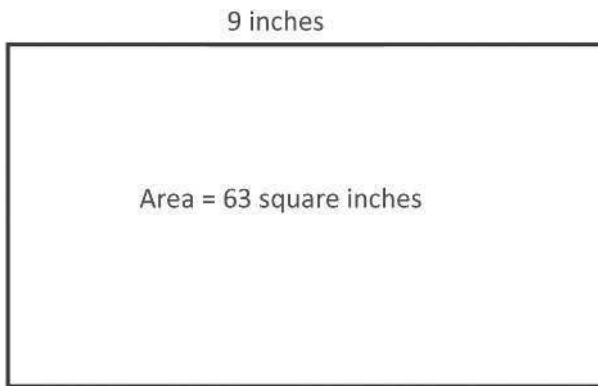
2. Judy's mini dollhouse has one floor and measures 4 inches by 16 inches. What is the total area of the dollhouse floor?

Name _____   Date _____

The following figure is made up of 2 rectangles. Find the total area of the figure.
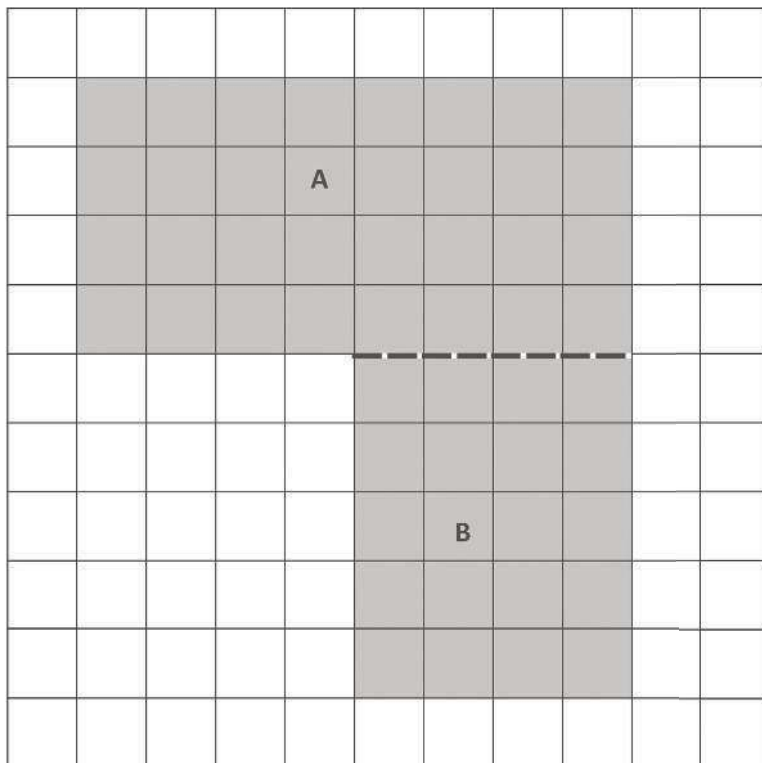
Area of A + Area of B: _____ sq units + _____ sq units = _____ sq units

Lesson 10:   Find areas by decomposing into rectangles or completing composite figures to form rectangles.

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

Mary draws an 8 cm by 6 cm rectangle on her grid paper. She shades a square with a side length of 4 cm inside her rectangle. What area of the rectangle is left unshaded?

Lesson 11:   Find areas by decomposing into rectangles or completing composite
figures to form rectangles.

145

EUREKA MATH®
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

Jack uses grid paper to create a floor plan of his room. Label the unknown measurements, and find the area of the items listed below.
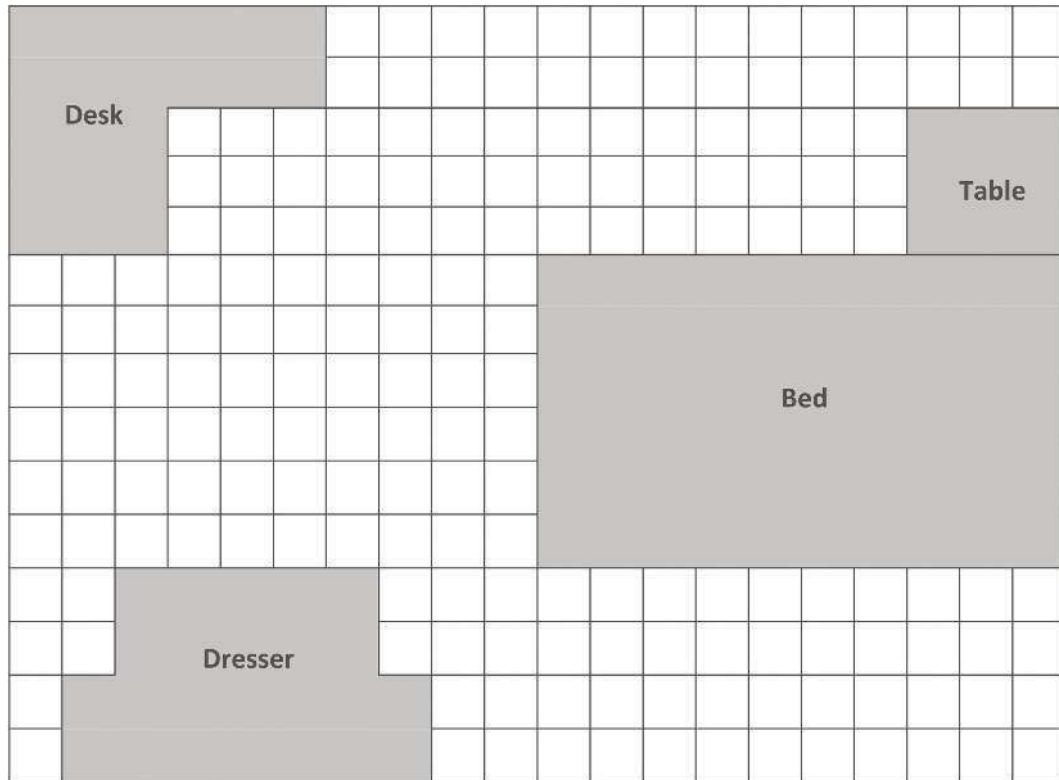
Name	Equations	Total Area
a. Jack's Room		_____ square units
b. Bed		_____ square units
c. Table		_____ square units
d. Dresser		_____ square units
e. Desk		_____ square units

Name _____   Date _____

Find the area of the shaded figure. Then, draw and label a rectangle with the same area.

Lesson 13:   Apply knowledge of area to determine areas of rooms in a given floor plan.

EUREKA MATH®
TEKS EDITION
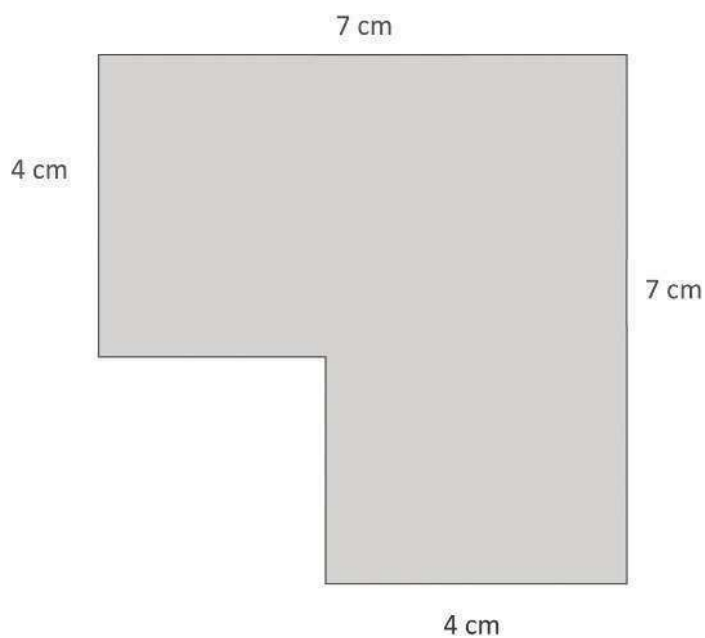
Name _____   Date _____

1. Name the fraction that is shaded.
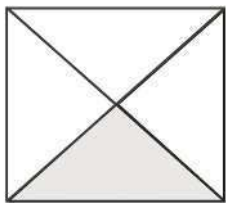
2. Estimate to partition the rectangle into thirds.

_____

3. A plumber has 12 feet of pipe. He cuts it into pieces that are each 3 feet in length. What fraction of the pipe would one piece represent? (Use your strip from the lesson to help you.)

Lesson 1:   Specify and partition a whole into equal parts, identifying and counting unit fractions using concrete models.

EUREKA MATH® TEKS EDITION

Name _____   Date _____

1. Circle the model that correctly shows 1 third shaded.
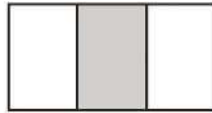
2.
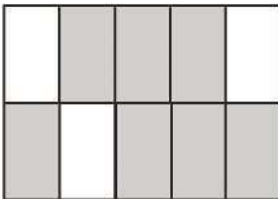
    There are _____ equal parts in all. _____ are shaded.

3. Michael bakes a piece of garlic bread for dinner. He shares it equally with his 3 sisters. Show how Michael and his 3 sisters can each get an equal share of the garlic bread.

Lesson 2:   Specify and partition a whole into equal parts, identifying and counting unit fractions by folding fraction strips.

27

Name _____   Date _____

1. _____ sevenths are shaded.
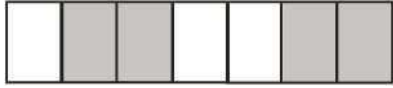
2. Circle the shapes that are divided into equal parts.
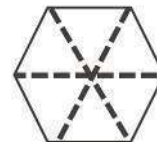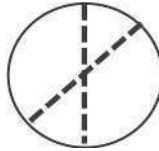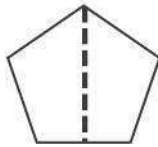
3. Steven wants to equally share his pizza with his 3 sisters. What fraction of the pizza does he and each sister receive?

He and each sister receive _____

Lesson 3:   Specify and partition a whole into equal parts, identifying and counting unit fractions by drawing pictorial area models.

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

Each shape is 1 whole. Estimate to equally partition the shape and shade to show the given fraction.

1.   1 fourth

2.   1 fifth   _____

3.   The shape represents 1 whole. Write the fraction for the shaded part.

The shaded part is _____.

Lesson 4:   Represent and identify fractional parts of different wholes.

EUREKA MATH
TEKS EDITION
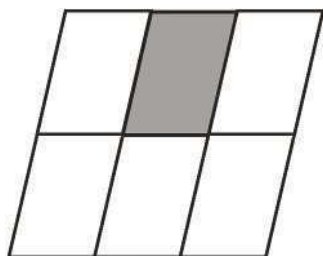
Name _____   Date _____

Partition the rectangles in 2 different ways to show equal shares.

1.   2 halves

2.   3 thirds

3.   4 fourths

Lesson 5:   Recognize that equal parts of an identical rectangle can have different shapes.

59

EUREKA MATH®
TEKS EDITION
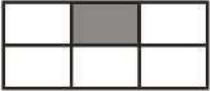
Name _____   Date _____

1. Fill in the chart.

	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form

2. Each image below is 1 whole. Write the fraction that is shaded.

_____   _____   _____
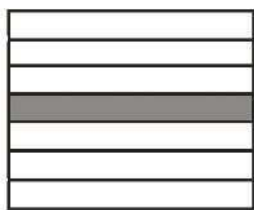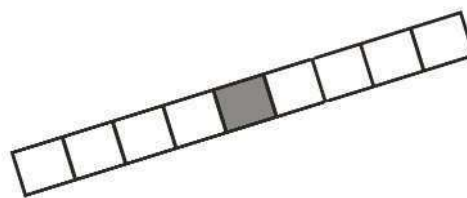
3. Draw two identical rectangles. Partition one into 5 equal parts. Partition the other rectangle into 8 equal parts. Label the unit fractions and shade 1 equal part in each rectangle. Use your rectangles to explain why $\frac{1}{5}$ is bigger than $\frac{1}{8}$.

Lesson 6:   Partition a whole into equal parts and define the equal parts to identify the unit fraction numerically.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

1. Complete the number sentence. Estimate to partition the strip equally. Write the unit fraction inside each unit. Shade the answer. Then write the fraction as a sum of unit fractions.

    2 fifths =
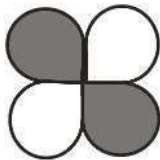
2.
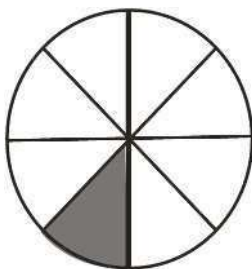
    a. What fraction of the circle is shaded?

    b. What fraction of the circle is not shaded?

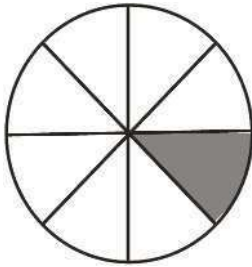3. Complete the chart.

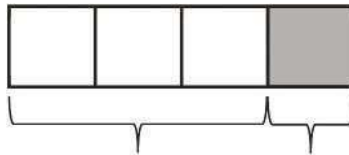|	Total Number of Equal Parts	Total Number of Shaded Equal Parts	Unit Fraction	Fraction Shaded

Lesson 7:   Build non-unit fractions less than one whole from unit fractions.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

1. Write the fraction that is <u>not</u> shaded.

2. There are _____ sixths in 1 whole.

3. The fraction strip is 1 whole. Write fractions to label the shaded and unshaded parts.

4. Justin mows part of his lawn. Then, his lawnmower runs out of gas. He has not mowed $\frac{9}{10}$ of the lawn. What part of his lawn is mowed?
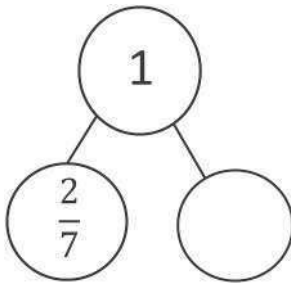
Lesson 8:   Identify and represent shaded and non-shaded parts of one whole as fractions.

95

Name _____   Date _____

1. Draw a number bond that shows the shaded and the unshaded parts of the shape below. Then, show each part decomposed into unit fractions.
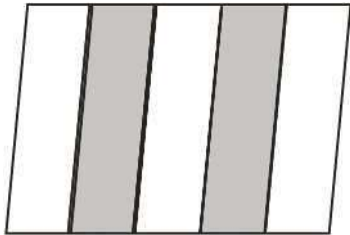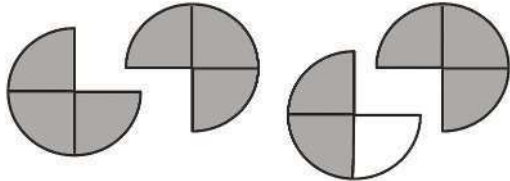

2. Complete the number bond. Draw a shape that has shaded and unshaded parts that match the completed number bond.

Name _____   Date _____

1. Each shape represents 1 whole. Fill in the chart.

	Unit Fraction	Total Number of Units Shaded	Fraction Shaded

2. Estimate to draw and shade units on the fraction strips. Solve.

   a.   4 thirds =

   b.   _____ = $\frac{10}{4}$

Lesson 10:   Build and write fractions greater than one whole using unit fractions.

119

Name _____   Date _____

1. Each fraction strip is 1 whole. All the fraction strips are equal in length. Color 1 fractional unit in each strip. Then, circle the largest fraction and draw a star to the right of the smallest fraction.
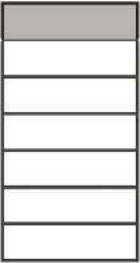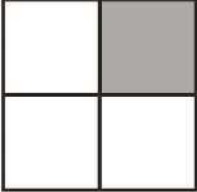
$\dfrac{1}{4}$

$\dfrac{1}{3}$

$\dfrac{1}{2}$
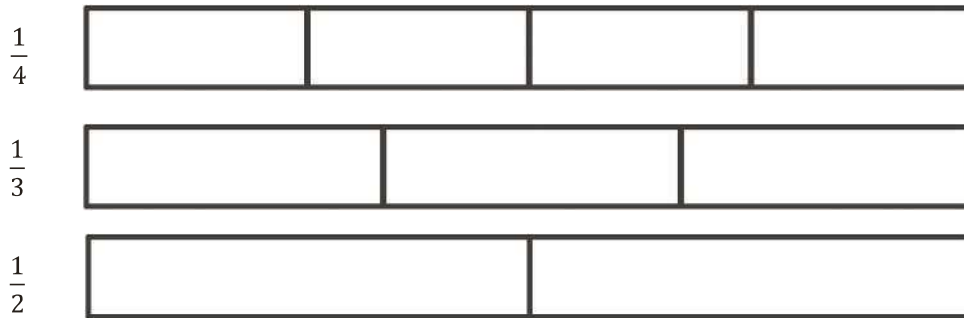
2. Use >, <, or = to compare.

a.   1 eighth   ◯   1 tenth

b.   1 whole   ◯   5 fifths

c. $\dfrac{1}{7}$ ◯ $\dfrac{1}{6}$

Lesson 11:   Compare unit fractions by reasoning about their size using fraction strips.

© Great Minds PBC TEKS Edition | greatminds.org/Texas

133

Name _____   Date _____

1. Fill in the blank with a fraction to make the statement true. Draw a matching model.

$\frac{1}{7}$ is less than ☐		$\frac{1}{4}$ is greater than ☐	

2. Tatiana ate $\frac{1}{2}$ of a small carrot. Louis ate $\frac{1}{4}$ of a large carrot. Who ate more? Use words and pictures to explain your answer.
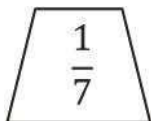
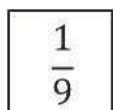**Lesson 12:**   Compare unit fractions with different-sized models representing the whole.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

Each shape represents the unit fraction. Draw a picture representing a possible whole.
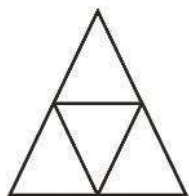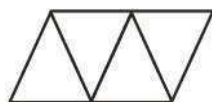
1. $\frac{1}{7}$

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

3.   Aileen and Jack used the same triangle representing the unit fraction $\frac{1}{4}$ to create 1 whole. Who did it correctly? Explain your answer.

Aileen's
Drawing

Jack's
Drawing

Lesson 13:   Specify the corresponding whole when presented with one equal part.

EUREKA
MATH
TEKS EDITION
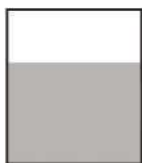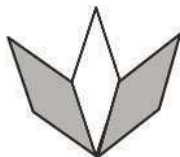
Name _____   Date _____

Ms. Silverstein asked the class to draw a model showing $\frac{2}{3}$ shaded. Karol and Deb drew the models below. Whose model is correct? Explain how you know.

Karol's
Diagram

Deb's
Diagram

Lesson 14:   Identify a shaded fractional part in different ways depending on the designation of the whole.

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

167

Name _____   Date _____

1. Draw a number bond for the fractional unit. Partition the fraction strip, and draw and label the fractions on the number line. Be sure to label the fractions at 0 and 1.

Sixths   (1)

0   1
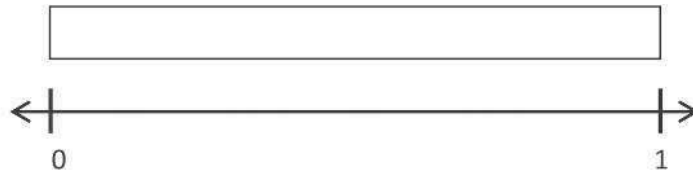
2. Ms. Metcalf wants to share $1 equally among 5 students. Draw a number bond and a number line to help explain your answer.

    a. What fraction of a dollar will each student get?

    b. How much money will each student get?

Name _____   Date _____

1. Estimate to label the given fraction on the number line. Be sure to label the fractions at 0 and 1. Write the fractions above the number line. Draw a number bond to match your number line.

$\frac{3}{5}$

2. Partition the number line. Then, place each fraction on the number line: $\frac{3}{6}, \frac{1}{6}$, and $\frac{5}{6}$.

Name _____   Date _____

1. Estimate to equally partition and label the fractions on the number line. Label the wholes as fractions, and box them.

fifths   ⟵—|——————————————————————————|—⟶

          2   3
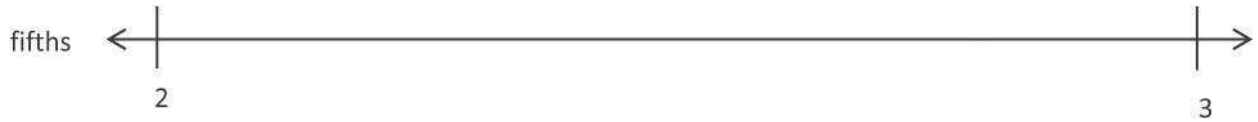
2. Draw a number line with endpoints 0 and 2. Label the wholes. Estimate to partition each whole into sixths, and label them. Box the fractions that are located at the same points as whole numbers.

Lesson 17:   Place whole number fractions and fractions between whole numbers on the number line.

209

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

EUREKA MATH
TEKS EDITION

Name _____   Date _____

1. Locate and label the following fractions on the number line.

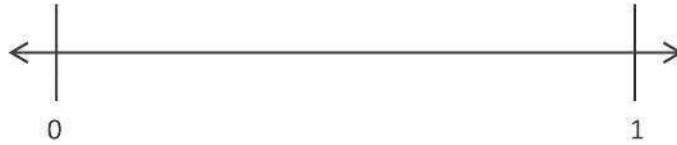$$\frac{7}{3} \qquad\qquad \frac{2}{3} \qquad\qquad \frac{4}{3}$$

2. Katie bought 2 one-gallon bottles of juice for a party. Her guests drank $\frac{6}{4}$ gallons of juice. What fraction of a gallon of juice is left over? Draw a number line to show, and explain your answer.

EUREKA
MATH
TEKS EDITION
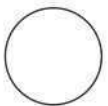
Name _____   Date _____

Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using >, <, or =.

1. $\frac{3}{5}$ ◯ $\frac{1}{5}$

2. $\frac{1}{2}$ ◯ $\frac{3}{4}$

3. Mr. Brady draws a fraction on the board. Ken says it's $\frac{2}{3}$, and Dan said it's $\frac{3}{2}$. Do both of these fractions mean the same thing? If not, which fraction is larger? Draw a number line to model $\frac{2}{3}$ and $\frac{3}{2}$. Use words, pictures, and numbers to explain your comparison.

Lesson 19:   Compare fractions and whole numbers on the number line by reasoning about their distance from 0.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

1. Divide the number line into the given fractional unit. Then, place the fractions. Write each whole as a fraction.

    fourths $\frac{2}{4}$ $\frac{10}{4}$ $\frac{7}{4}$

2. Use the number line above to compare the following fractions using >, <, or =.

    $\frac{3}{4}$ ◯ $\frac{5}{4}$ $\frac{7}{4}$ ◯ $\frac{4}{4}$ 3 ◯ $\frac{6}{4}$

3. Use the number line from Problem 1. Which is larger: 2 wholes or $\frac{9}{4}$? Use words, pictures, and numbers to explain your answer.

Lesson 20:   Understand distance and position on the number line as strategies for comparing fractions. (Optional)

241

EUREKA MATH
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

1. Label what fraction of the figure is shaded. Then, circle the fractions that are equal.
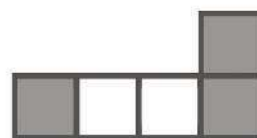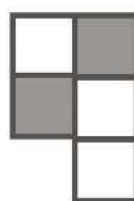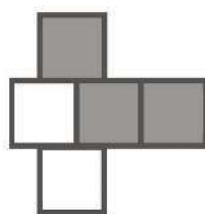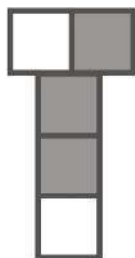
2. Label the shaded fraction. Draw 2 different representations of the same fractional amount.

    a.

    b.

Lesson 21:   Recognize and show that equivalent fractions have the same size, though not necessarily the same shape.

EUREKA
MATH®
TEKS EDITION
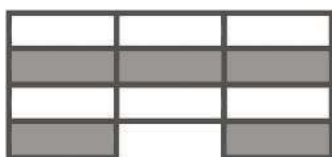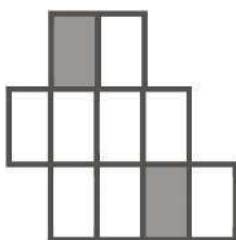
Name _____   Date _____

Claire went home after school and told her mother that 1 whole is the same as $\frac{2}{2}$ and $\frac{6}{6}$. Her mother asked why, but Claire couldn't explain. Use a number line and words to help Claire show and explain why

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

Lesson 22:   Recognize and show that equivalent fractions refer to the same point on the number line.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1.   Draw and label two models that show equivalent fractions.

2.   Draw a number line that proves your thinking about Problem 1.

Lesson 23:   Generate simple equivalent fractions by using visual fraction models
and the number line.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

Henry and Maddie were in a pie-eating contest. The pies were cut either into thirds or sixths. Henry picked up a pie cut into sixths and ate $\frac{4}{6}$ of it in 1 minute. Maddie picked up a pie cut into thirds. What fraction of her pie does Maddie have to eat in 1 minute to tie with Henry? Draw a number line, and use words to explain your answer.

Lesson 24: Generate simple equivalent fractions by using visual fraction models and the number line.

285

Name _____   Date _____

1. Complete the number bond as indicated by the fractional unit. Partition the number line into the given
    fractional unit, and label the fractions. Rename 0 and 1 as fractions of the given unit.

Fourths   (1)

0   1

2. How many copies of $\frac{1}{4}$ does it take to make 1 whole? What's the fraction for 1 whole in this case? Use
    the number line or the number bond in Problem 1 to help you explain.

Lesson 25:   Express whole numbers as fractions and recognize equivalence with
                    different units.

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

297

Name _____   Date _____

1. Label the model as a fraction inside the box.

= 1 whole

$\frac{1}{1}$
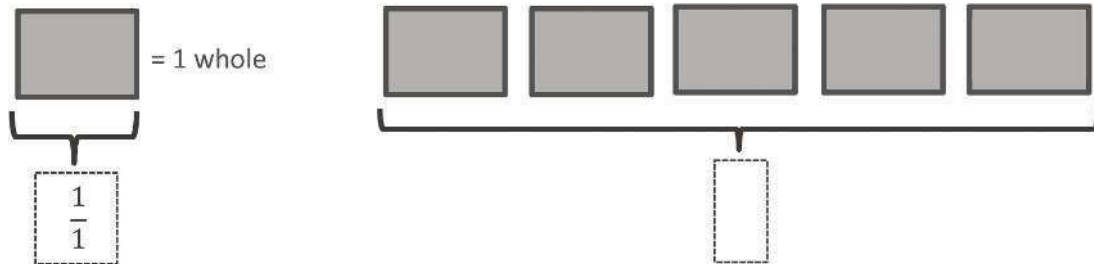
2. Partition the wholes into thirds. Rename the fraction for 3 wholes. Use the number line and words to explain your answer.

0   3

Lesson 26:   Express whole number fractions on the number line when the unit
                           interval is 1.   311

EUREKA
MATH
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

Irene has 2 yards of fabric.

   a.   Draw a number line to represent the total length of Irene's fabric.

   b.   Irene cuts her fabric into pieces of $\frac{1}{5}$ yard in length. Partition the number line to show her cuts.

   c.   How many $\frac{1}{5}$-yard pieces does she cut altogether? Use number bonds with copies of wholes to help you explain.

Lesson 27:   Decompose whole number fractions greater than 1 using whole number equivalence with various models.   **325**

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____ Date _____

1. Solve.

2 thirds is equal to _____ twelfths.

$$\frac{2}{3} = \frac{}{12}$$

2. Draw and label two models that show fractions equivalent to those in Problem 1.

3. Use words to explain why the two fractions in Problem 1 are equal.

Lesson 28: Explain equivalence by manipulating units and reasoning about their size.

337

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1. Shade the models to compare the fractions.

     2 thirds

     2 eighths

    Which is larger, 2 thirds or 2 eighths? Why? Use words to explain.

2. Draw a model for each fraction. Circle the smaller fraction.

     3 sevenths

     3 fourths

Name _____   Date _____

1. Complete the number sentence by writing >, <, or =.

$$\frac{3}{5} \ \underline{\hspace{3cm}} \ \frac{3}{9}$$

2. Draw 2 number lines with endpoints 0 and 1 to show each fraction in Problem 1. Use the number lines to explain how you know your comparison in Problem 1 is correct.

Name _____   Date _____

1. How does the amount of time someone goes to school usually affect the money they earn at their job?

2. A paralegal goes to school for 2 years and usually earns an annual salary of about $53,180. An eye doctor goes to school for 7 years. Select the choice that most likely shows the typical annual salary of an eye doctor.

   a. $29,140

   b. $48,850

   c. $50,960

   d. $111,790

Lesson 1:   Explore the relationship between human capital and income.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

Use the words *supply* and *demand* in your answers.

1. Why might a baseball signed by a famous player cost more than an unsigned baseball? Explain your thinking by using the words supply and demand.

2. Why might the price of pool toys be lower in winter? Explain your thinking using the words supply and demand.

Lesson 2:   Explore relationships between availability of resources and cost.

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

1. What might happen if a person doesn't save for planned expenses?

2. What happens if a person saves for planned expenses but not for unplanned expenses?

Lesson 3:   Recognize the benefits of saving.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1. Maryjane bought a car with a bank loan. She paid the bank $5,897, which included $252 in interest. What was the original cost of the car?

2. Tommy borrowed $8,620 from the bank. The interest will be $360. How much will Tommy need to pay back?

EUREKA MATH
TEKS EDITION

Lesson 4:   Understand credit and the role of borrower and lender.

47

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

The picture graph below shows data from a survey of students' favorite sports.

Favorite Sports			
	◯◯◯◯		
◯◯	(Soccer 4)	◯◯◯	◯◯
Football	Soccer	Tennis	Hockey

Each ◯ represents 3 students.
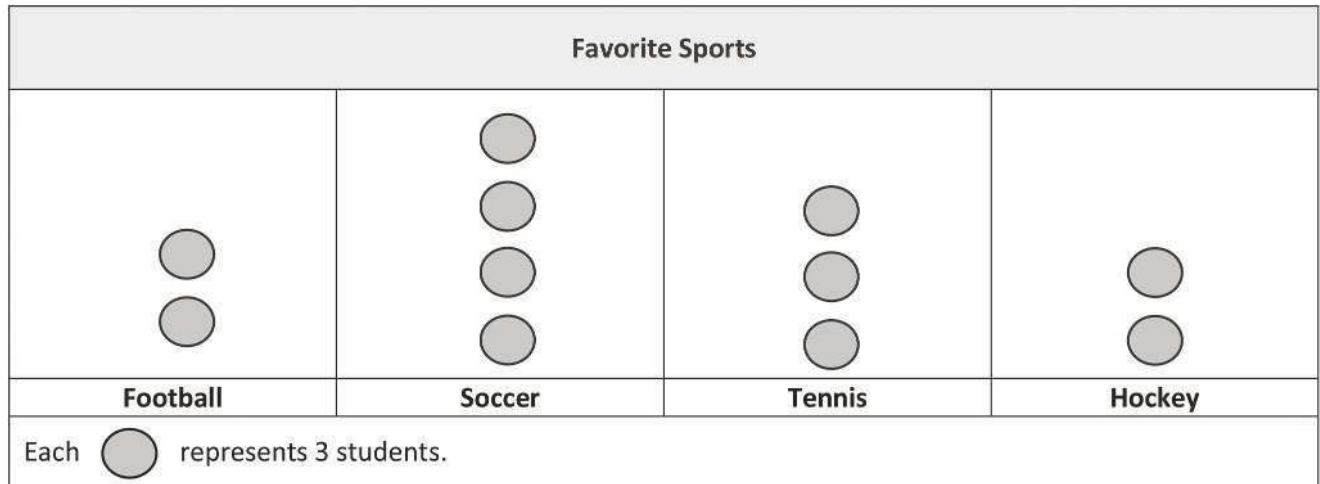
a.   The same number of students picked _____ and _____ as their favorite sport.

b.   How many students picked tennis as their favorite sport?

c.   How many more students picked soccer than tennis? Use a number sentence to show your thinking.

d.   How many total students were surveyed?

Name _____   Date _____

The frequency table below shows a survey of the book club's favorite type of book.

Book Club's Favorite Type of Book	
Type of Book	**Number of Votes**
Mystery	12
Biography	16
Fantasy	20
Science Fiction	8

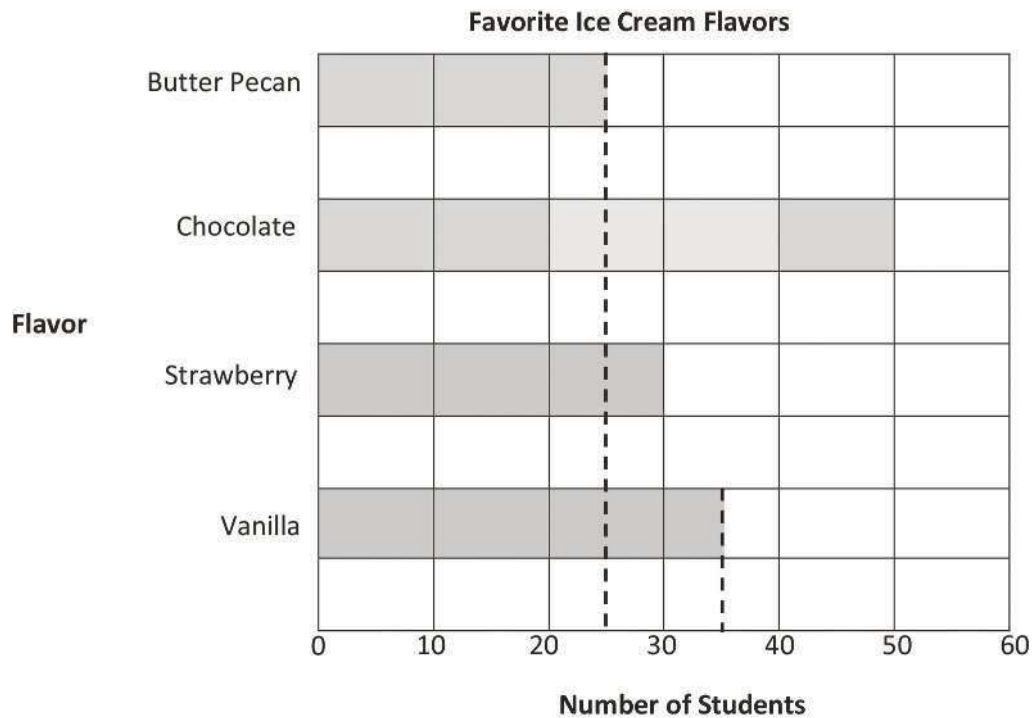a. Draw strip diagrams with a unit size of 4 to represent the book club's favorite type of book.

b. Use your strip diagrams to draw vertical strip diagrams that represent the data.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

The bar graph below shows the students' favorite ice cream flavors.

Favorite Ice Cream Flavors

a. Use the graph's lines as a ruler to draw intervals on the number line shown above. Then plot and label a point for each flavor on the number line.

b. Write a number sentence to show the total number of students who voted for butter pecan, vanilla, and chocolate.

Name _____   Date _____

The graph below shows the number of library books checked out in five days.
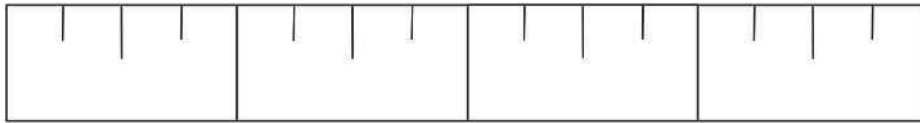

Library Books Checked Out
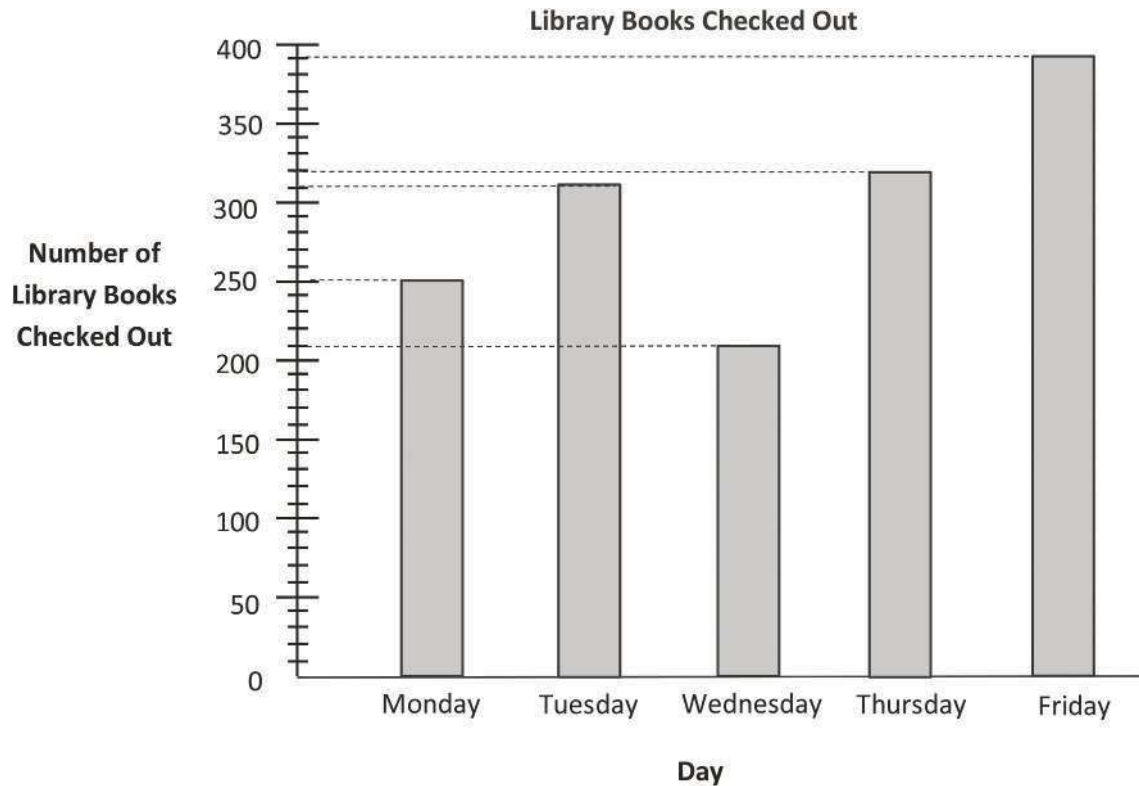
c. How many books in total were checked out on Wednesday and Thursday?

d. How many more books were checked out on Thursday and Friday than on Monday and Tuesday?

Name _____   Date _____

Davon marks a 4-inch paper strip into equal parts as shown below.

a. Label the whole and quarter inches on the paper strip.

b. Davon tells his teacher that his paper strip measures 4 inches. Sandra says it measures 16 quarter inches. Explain how the two measurements are the same. Use words, pictures, or numbers.

Lesson 9:   Create a ruler with 1-inch, ½-inch, and ¼-inch intervals, and generate measurement data.

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

117

Name _____   Date _____

Circle the correct unit of weight for each estimation.

a.   A small dog weighs about 5 (ounces/pounds).

b.   A football weighs about 1 (ounce/pound).

c.   An apple weighs about 7 (ounces/pounds).

d.   A lion weighs about 550 (ounces/pounds).

Lesson 10:   Explore customary weight units and generate measurement data.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

1. Which units measure volume? Circle all correct answers.

ounces   pints   fluid ounces   pounds   gallons

feet   quarts   tons   cups   miles

2. Circle the unit that best measures the capacity of each object.

a. A fish tank   cups / gallons

b. A water bottle   quarts / fluid ounces

Lesson 11:   Explore customary capacity units and generate measurement data.

145

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

EUREKA MATH®
TEKS EDITION

Name _____ Date _____

Ms. Bravo measures the lengths of her third-grade students' hands in inches. The lengths are shown on the dot plot below.

Lengths of Hands of Third-Grade Students

Length in Inches   ● = 1 student
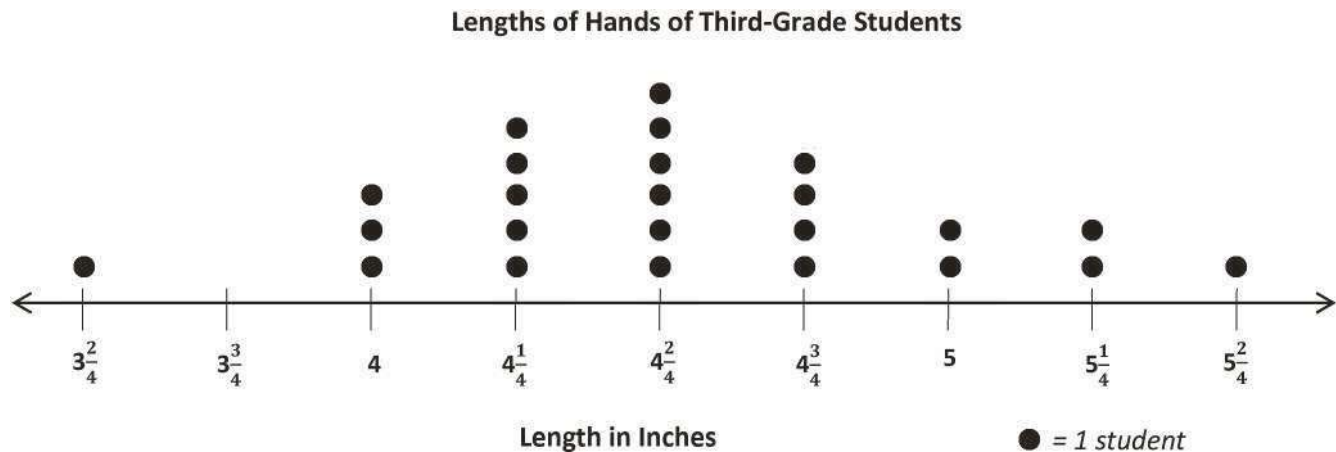
a. How many students are in Ms. Bravo's class? How do you know?

b. How many students' hands are longer than $4\frac{2}{4}$ inches?

c. Darren says that more students' hands are $4\frac{2}{4}$ inches long than 4 and $5\frac{1}{4}$ inches combined. Is he right? Explain your answer.

Lesson 12: Interpret measurement data from various dot plots.
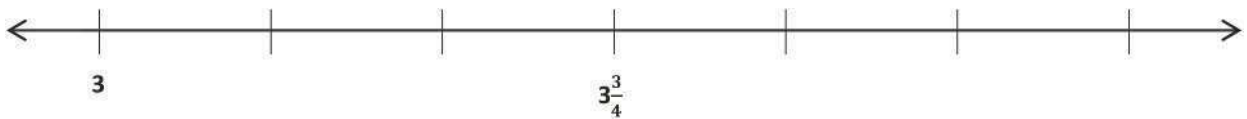
EUREKA
MATH
TEKS EDITION

Name _____   Date _____

Scientists measure the weight of gerbils in ounces. The scientists measure the weights of the gerbils to the nearest $\frac{1}{4}$ ounce and record the measurements as shown below.

Weights of Gerbils (in Ounces)				
$3\frac{1}{4}$	3	$3\frac{1}{4}$	$3\frac{3}{4}$	4
$3\frac{3}{4}$	3	$4\frac{1}{2}$	$4\frac{1}{2}$	$3\frac{3}{4}$
4	$4\frac{1}{4}$	4	$4\frac{1}{4}$	4

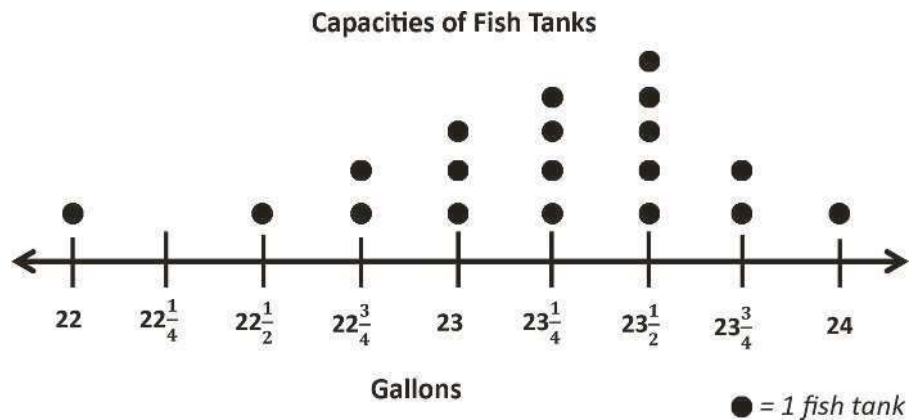Label each tick mark. Then, record the data on the dot plot below.

Title: _____

Label: _____   ● = 1 gerbil

Lesson 13:   Represent measurement data with dot plots.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

The dot plot below shows the water capacities of different fish tanks at the pet store.

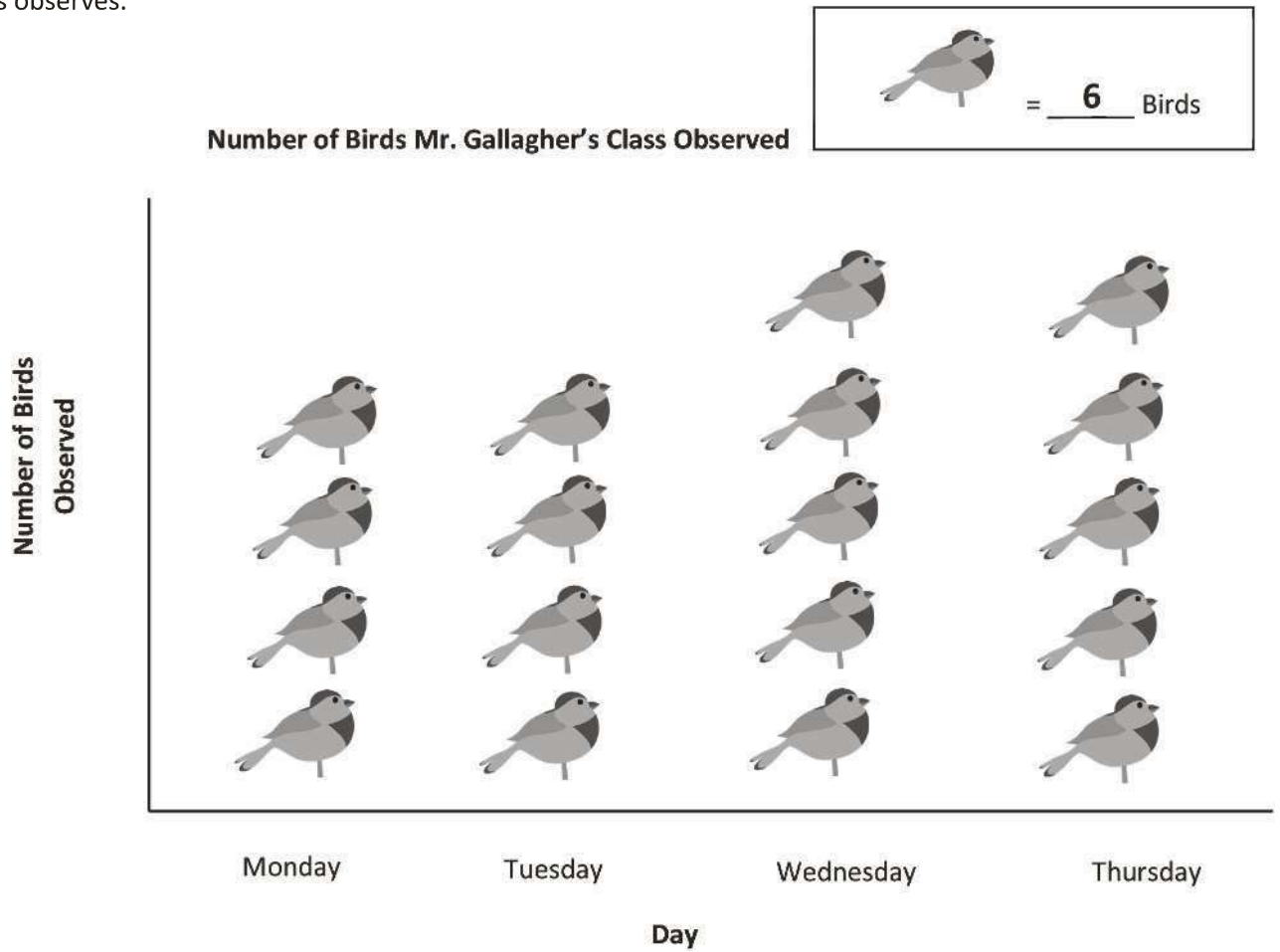**Capacities of Fish Tanks**

Gallons

● = 1 fish tank

a. Find the three most frequent measurements on the dot plot.

b. Find the difference between the fish tanks with the greatest capacity and least capacity.

c. How many more fish tanks had a capacity of $23\frac{1}{4}$ gallons than 24 gallons?

Lesson 14:   Represent measurement data with dot plots.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

Mr. Gallagher's science class goes bird watching. The picture graph below shows the number of birds the class observes.

= ___6___ Birds

Number of Birds Mr. Gallagher's Class Observed

Number of Birds Observed

Monday   Tuesday   Wednesday   Thursday

Day

a. How many more birds did Mr. Gallagher's class observe on Wednesday and Thursday than on Monday and Tuesday?

b. Mr. Manning's class observed 104 birds. How many more birds did Mr. Gallagher's class observe?

Name _____   Date _____

Use the RDW process to solve the problem below.

Sandra keeps her sticker collection in 7 albums. Each album has 40 stickers in it. She starts a new album that has 9 stickers in it. How many total stickers does she have in her collection?

Name _____   Date _____

Use the RDW process to solve the problem below.

Jaden's bottle contains 750 milliliters of water. He drinks 520 milliliters at practice and then another 190 milliliters on his way home. How many milliliters of water are left in Jaden's bottle when he gets home?

Name _____   Date _____

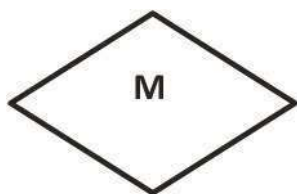Use the RDW process to solve the problem below.

Twenty packs of fruit snacks come in a box. Each pack weighs 6 ounces. Students eat some. There are 48 ounces of fruit snacks left in the box. How many ounces of fruit snacks did the students eat?

Name _____   Date _____
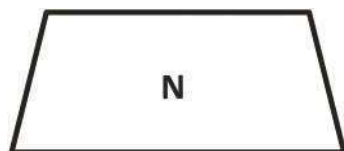
List as many attributes as you can to describe each polygon below.

1.

M

2.

N

Name _____   Date _____

Jonah draws the polygon below. Use your ruler and right angle tool to measure his polygon. Then, answer the questions below.

1. Is Jonah's polygon a regular polygon? Explain how you know.

2. How many right angles does his polygon have? Circle the right angles on his polygon.

3. How many sets of parallel sides does his polygon have?

4. What is the name of Jonah's polygon?

Name _____   Date _____

Use a ruler and a right angle tool to help you draw a shape that matches the attributes of Jeanette's shape. Label your drawing to explain your thinking.

Jeanette says her shape has 4 right angles and 2 sets of parallel sides. It is not a regular quadrilateral.

John looked at these solid figures and said that they could only be sorted into two groups: prisms and cylinders. Explain John's mistake.
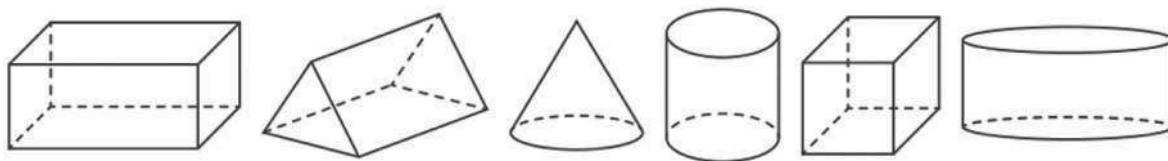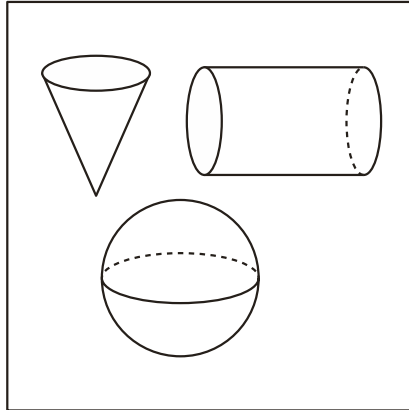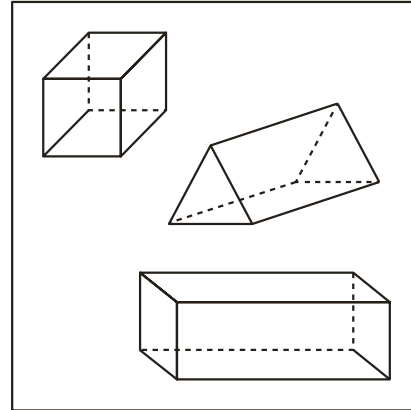
Name _____   Date _____

Dennis sorted his solids into two groups.

Group 1   **Group 2**

Which of the statement(s) about the solids Dennis sorted are true? Circle the letter(s) of the true statement(s).

    A. All the solids in Group 1 have no edges.

    B. All the solids in Group 1 are cones.

    C. All the solids in Group 2 are rectangular prisms.

    D. All the solids in Group 2 are prisms.

Lesson 8:   Classify and sort three-dimensional figures according to their attributes.

121

Name _____   Date _____

Jason paints the outside edges of a rectangle purple. Celeste paints the inside of the rectangle yellow.

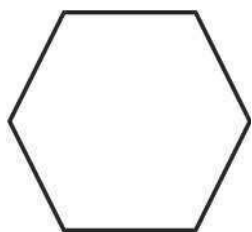1. Use your crayons to color the rectangle that Jason and Celeste painted.

2. Which color represents the perimeter of the rectangle? How do you know?

Lesson 9:   Decompose quadrilaterals to understand perimeter as the boundary of a shape.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

Estimate to draw at least four copies of the given regular hexagon to make a new shape, without gaps or overlaps. Outline the perimeter of your new shape with a highlighter. Shade in the area with a colored pencil.

Lesson 10:   Tessellate to understand perimeter as the boundary of a shape. (Optional)   141

EUREKA MATH
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

Name _____   Date _____

Measure and label the side lengths of the shape below in centimeters. Then, find the perimeter.

Perimeter = _____

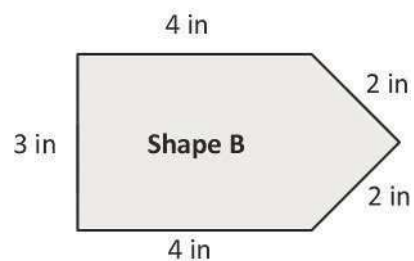= _____ cm

Measure side lengths in whole number units to determine the perimeter of polygons.

EUREKA MATH
TEKS EDITION
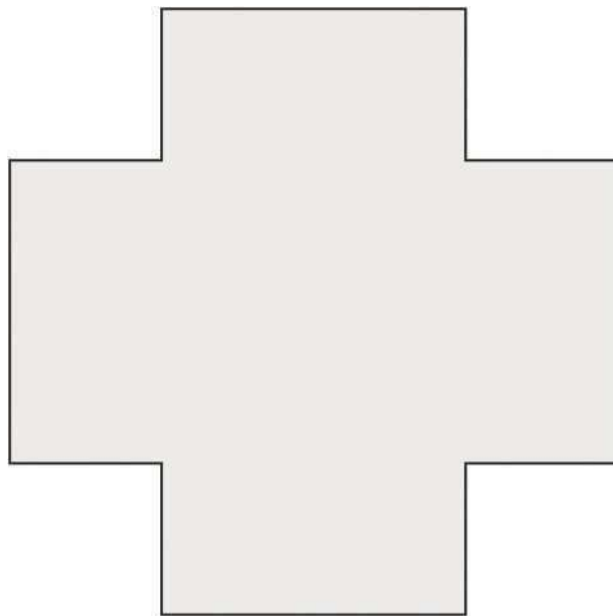
Name _____   Date _____

Which shape below has the greater perimeter? Explain your answer.

Lesson 12:   Explore perimeter as an attribute of plane figures and solve problems.

165

EUREKA MATH
TEKS EDITION

© Great Minds PBC TEKS Edition |
greatminds.org/Texas
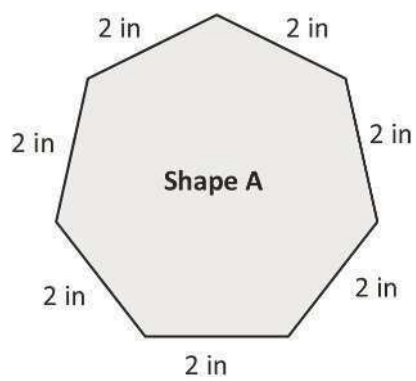
Name _____   Date _____

Travis traces a regular pentagon on his paper. Each side measures 7 centimeters. He also traces a regular hexagon on his paper. Each side of the hexagon measures 5 centimeters. Which shape has a greater perimeter? Show your work.

Lesson 13:   Determine the perimeter of regular polygons and rectangles when whole number measurements are unknown.
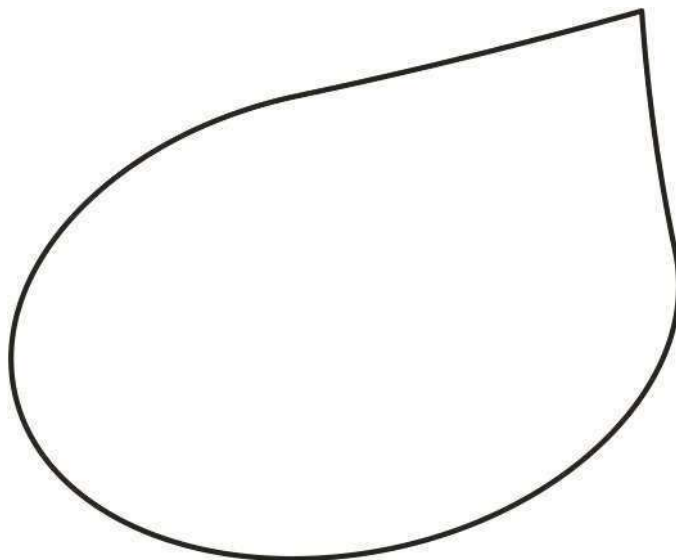
EUREKA MATH
TEKS EDITION

Name _____   Date _____

Marlene ropes off a square section of her yard where she plants grass. One side length of the square measures 9 yards. What is the total length of rope Marlene uses?

Lesson 14:   Solve word problems to determine perimeter with given side lengths.

EUREKA
MATH®
TEKS EDITION

Name _____   Date _____

Use your string to the find the perimeter of the shape below to the nearest quarter inch.

Lesson 15:   Use string to measure the perimeter of various circles to the nearest quarter inch.

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

Label the unknown side lengths. Then, find the perimeter of the shaded rectangle.

Lesson 16:   Use all four operations to solve problems involving perimeter and unknown measurements.

© Great Minds PBC TEKS Edition | greatminds.org/Texas

EUREKA MATH
TEKS EDITION
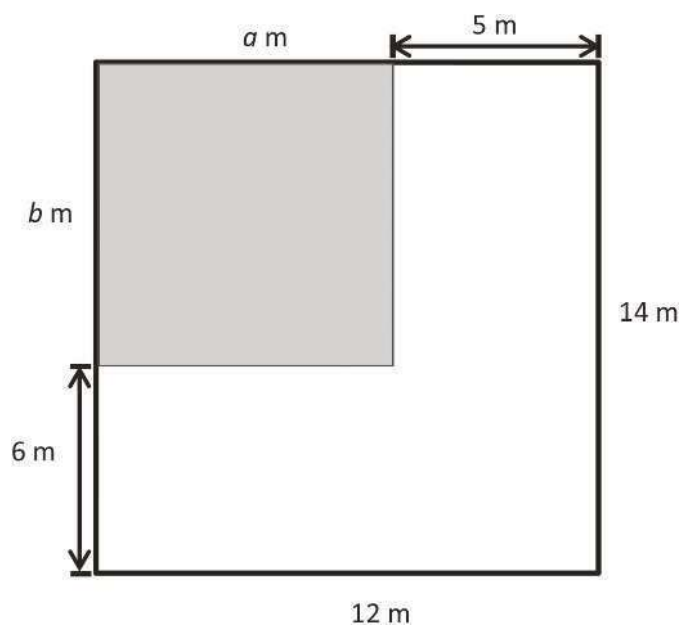
Name _____   Date _____

Tessa uses square-centimeter tiles to build rectangles with an area of 12 square centimeters. She draws the rectangles as shown below. Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.

12 cm

_____ cm

P = _____

_____ cm

3 cm

P = _____

6 cm

_____ cm

P = _____

Lesson 17:   Construct rectangles from a given number of unit squares and determine the perimeters.

EUREKA MATH
TEKS EDITION
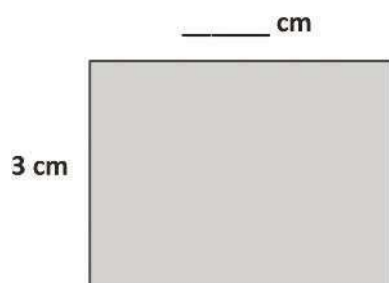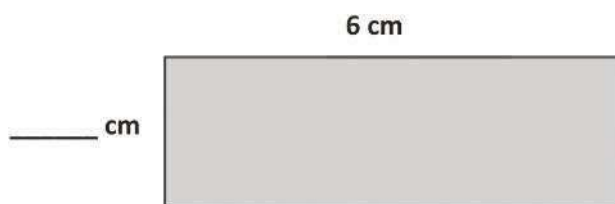
Name _____   Date _____

Use unit square tiles to make rectangles for the given number of unit squares. Complete the chart to show how many rectangles you made for the given number of unit squares. You might not use all the spaces in the chart.

Number of unit squares = **20** Number of rectangles I made: _____	
Width	Length

Lesson 18:   Use a dot plot to record the number of rectangles constructed from a given number of unit squares.

EUREKA
MATH
TEKS EDITION

Name _____   Date _____

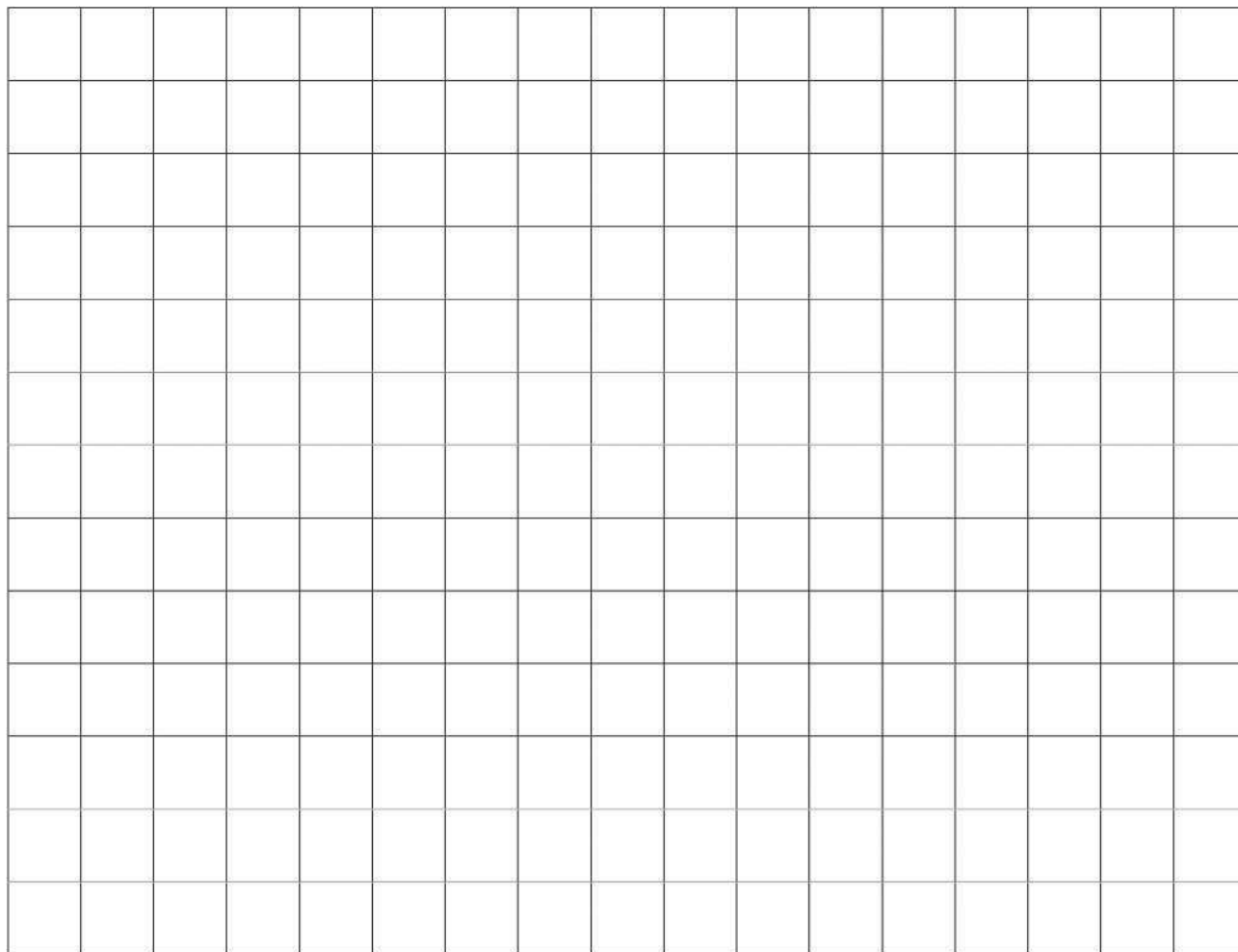Use your square unit tiles to build as many rectangles as you can with a perimeter of 8 units.

    a.   Estimate to draw your rectangles below. Label the side lengths of each rectangle.

    b.   Find the areas of the rectangles in part (a) above.

Lesson 19:   Construct rectangles with a given perimeter using unit squares and determine their areas.

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

On the grid below, shade and label at least two different rectangles with a perimeter of 20 centimeters.

Lesson 20:   Construct rectangles with a given perimeter using unit squares and determine their areas.

EUREKA MATH
TEKS EDITION

Name _____   Date _____

Suppose you have a rectangle with a perimeter of 2 cm. What can you conclude about the side lengths? Can all 4 sides of the rectangle measure a whole number of centimeters?

Lesson 21:   Use a dot plot to record the number of rectangles constructed in Lessons 19 and 20.

EUREKA MATH
TEKS EDITION

Name _____ Date _____

Adriana traces a regular triangle to create the shape below. The perimeter of her shape is 72 centimeters. What are the side lengths of the triangle?

Lesson 22:   Solve a variety of word problems with perimeter.

EUREKA
MATH®
TEKS EDITION
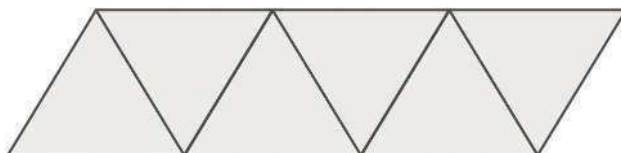
Name _____   Date _____

Jennifer measures her rectangular sandbox and finds the width is 8 feet and the length is 6 feet.

a. Estimate to draw Jennifer's sandbox, and label the side lengths.

b. What is the area of Jennifer's sandbox?
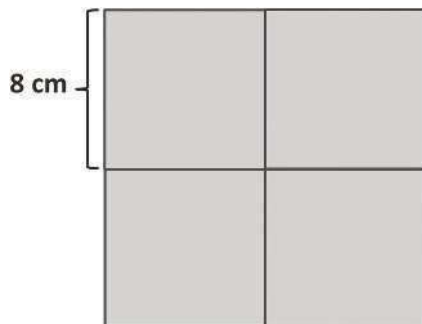
c. What is the perimeter of Jennifer's sandbox?

EUREKA MATH
TEKS EDITION

Lesson 23:   Solve a variety of word problems involving area and perimeter using all four operations.

317

© Great Minds PBC TEKS Edition |
greatminds.org/Texas
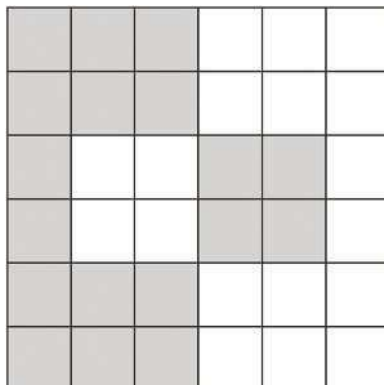
Name _____   Date _____

Jeannette draws four identical squares as shown below to make a new, larger square. The length of one of the small square sides is 8 centimeters. What is the perimeter of the new, larger square?
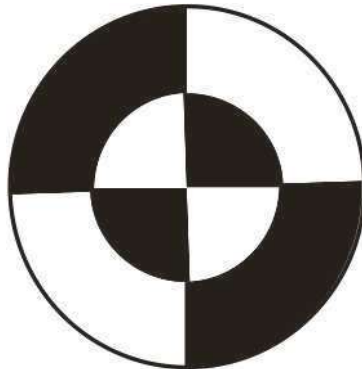

Lesson 24:   Solve a variety of word problems involving area and perimeter using all
              four operations.   329

© Great Minds PBC TEKS Edition |
greatminds.org/Texas

EUREKA MATH®
TEKS EDITION

Name _____   Date _____

Marty shades the square as shown below and says one-half of the big square is shaded. Do you agree? Why or why not?

Lesson 25:   Explore and create unconventional representations of one-half.
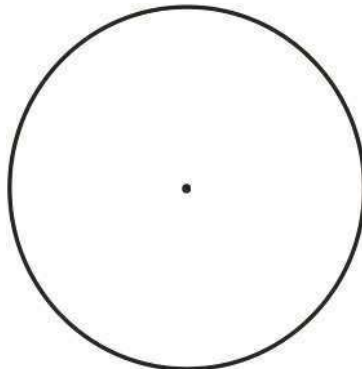
EUREKA MATH
TEKS EDITION

Name _____   Date _____

Riddian shades a circle as shown below.

1. Is Riddian's shape about one-half shaded? How do you know?

2. Estimate to shade about one-half of the circle in an unusual way.

Lesson 26:   Explore and create unconventional representations of one-half.

Name _____   Date _____

What fluency activity helped you the most in becoming fluent with your multiplication and division facts this year? Write three or four sentences to explain what made it so useful.

Lesson 27:   Solidify fluency with Grade 3 skills.

EUREKA MATH®
TEKS EDITION