Use the rule to write the next eight numbers in the pattern.
Rule: Subtract 6

98, _____, _____, _____, _____, _____, _____, _____, _____,

Decompose the rectangle to find a fraction equivalent to one tenth.

Will there be any pencils left over? ________________
If so, how many? _________

\[
\frac{1}{10} = \frac{\underline{\hspace{1cm}}}{\underline{\hspace{1cm}}}
\]

Multiply.

\[
\begin{array}{c|c|c|c}
8 & 6 & 4 \\
\times & 8 & & \\
\hline
\end{array}
\]

Plot \(\frac{2}{5}, \frac{7}{10},\) and \(\frac{3}{10}\) on the number line.

Order the fractions in order from least to greatest.
A prime number has exactly two factors, 1 and itself. Color the prime numbers.

29  35  27  44  37  43

The fourth and fifth graders at Maplesden Elementary School went on a field trip. They had 3 buses and 48 students were on each bus. How many students went on the field trip all together? Use the model to solve.

40  8

Solve.

3 \times \frac{1}{5} = ___

answer: __________ students

Multiply.

64 \times 6 = ____________

Divide.

\[
\begin{array}{c|cc}
  & 1 & 5 \\
\hline
4 & 1 & r \\
\end{array}
\]

21

\[
\begin{array}{c}
  \times 8 \\
\end{array}
\]

5 times as many as 71.
Maliya has 13 beads. She will put 6 beads on each bracelet she is making. How many bracelets can she make?

Will there be any beads left over? 

List all the factors of 48.

Multiply.

\[
\begin{array}{c|c|c}
96 & \_ & \_ \\
84 & \_ & \_ \\
72 & \_ & \_ \\
60 & \_ & 5 \\
\end{array}
\]

\[
\begin{array}{c|c|c}
\frac{1}{3} & \_ & \frac{2}{6} \\
\end{array}
\]
A composite number has more than two factors. Color the composite numbers.

28  45  47  32  37  49

Mr. Lin ordered 7 cases of pencils. Each case had 148 pencils. How many pencils did Mr. Lin order in all? Use the model to solve.

Mr. Lin ordered 7 cases of pencils. Each case had 148 pencils. How many pencils did Mr. Lin order in all? Use the model to solve.

100  40  8

Solve.

9 × \( \frac{1}{10} \) = ___  3 × \( \frac{1}{4} \) = ___  7 × \( \frac{1}{12} \) = ___

Multiply.

92 × 4 = __________  22

Divide.

51 times as many as 4.

5 2 2

r
Math Buzz

Name a line in Figure B. ______________

Name a ray in Figure B. ______________

Order the fractions in order from greatest to least.

_________  _________  __________

Will there be any left over? _______

If so, how many? ______________

Solve.

_____ tens times _____ hundreds is 32,000.

_____ tens times _____ thousands is 150,000.

_____ tens times _____ hundreds is 49,000.

Compare each set of fractions using = or ≠.

\[
\begin{align*}
\frac{1}{6} & \quad \frac{2}{12} \\
\frac{4}{12} & \quad \frac{1}{4}
\end{align*}
\]
Use the rule to write the next eight numbers in the pattern.
Rule: Subtract 6
98, 92, 86, 80, 74, 68, 62, 56, 50

Mr. Armand has 17 pencils. He is giving 5 pencils to each of the students in his math group. How many students are in his math group?

3
Will there be any pencils left over? Yes

If so, how many? 2

Decompose the rectangle to find a fraction equivalent to one eighth.
\[
\begin{array}{c|c|c|c}
\hline
\times & 10 & 8 & 6 \\
\hline
3 & 3 & 2 & 1 \\
\hline
\end{array}
\]

Multiply.
\[
\begin{array}{c|c|c}
\hline
\times & 8 & 6 \\
\hline
4 & 32 & 18 \\
5 & 40 & 30 \\
\hline
\end{array}
\]

A prime number has exactly two factors, 1 and itself. Color the prime numbers.

29, 35, 27, 44, 37, 43

The fourth and fifth graders at Maplesden Elementary School went on a field trip. They had 3 buses and 48 students were on each bus. How many students went on the field trip all together? Use the model to solve.

\[
(40 \times 3) + (8 \times 3) = 144 \\
120 + 24 = 144
\]

Mr. Armand has 17 pencils. He is giving 5 pencils to each of the students in his math group. How many students are in his math group?

3
Will there be any pencils left over? Yes

If so, how many? 2

Solve.
\[
9 \times \frac{1}{10} = \frac{9}{10}
\]

\[
3 \times \frac{1}{4} = \frac{3}{4}
\]

\[
7 \times \frac{1}{12} = \frac{7}{12}
\]

51 times as many as 4.

204

\[
1 \quad 2 \quad 2
\]

Divide.
\[
\begin{array}{c|c|c}
\hline
\times & 8 & 6 \\
\hline
4 & 32 & 18 \\
5 & 40 & 30 \\
\hline
\end{array}
\]

Order the fractions in order from least to greatest.

\[
\frac{3}{10} \quad \frac{2}{5} \quad \frac{7}{10}
\]

5 times as many as 71.

\[
64 \times 6 = 384
\]

Mr. Lin ordered 7 cases of pencils. Each case had 148 pencils. How many pencils did Mr. Lin order in all? Use the model to solve.

508

Solve.
\[
2 + 3 = 5
\]

\[
3 \times 1 \frac{1}{5} = \frac{3}{5}
\]

\[
5 \times 1 \frac{1}{8} = \frac{5}{8}
\]

A composite number has more than two factors. Color the composite numbers.

1, 2, 3, 4, 6, 8, 12, 16, 24, 48

List all the factors of these composite numbers.

1, 3, 5, 15, 25, 75

1, 2, 3, 4, 6, 8, 12, 24, 48

1, 2, 4, 6, 8, 12, 13, 26, 28, 52, 56, 104, 106, 212, 214, 424, 428, 856, 860, 1720, 3440

Mr. Armand has 17 pencils. He is giving 5 pencils to each of the students in his math group. How many students are in his math group?

3
Will there be any pencils left over? Yes

If so, how many? 2

Solve.
\[
_8 + \frac{5}{12} + \frac{3}{14} = \frac{2}{5}
\]

Order the fractions in order from greatest to least.

\[
\frac{3}{14} \quad \frac{5}{12} \quad \frac{2}{5}
\]

Answers may vary.

Compare each set of fractions using = or ≠.

\[
\frac{1}{6} = \frac{2}{12}
\]

\[
\frac{4}{12} \neq \frac{1}{4}
\]