

## Unit 1 Assessment

I can find the difference using a number grid.

- ① Use the number grid.

91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130

- The difference between 95 and 127 is \_\_\_\_\_.
- The difference between 97 and 122 is \_\_\_\_\_.
- Explain how you used the number grid to solve Problem 1b.

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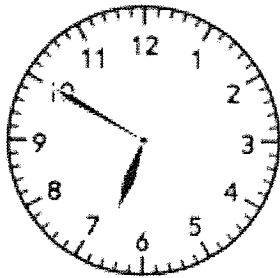


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I can tell time to the nearest minute.

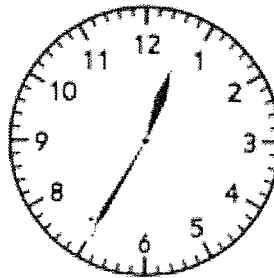
- ② Write the time shown on each clock.  
You may use your toolkit clock to help you.

a.



\_\_\_\_\_

b.



\_\_\_\_\_

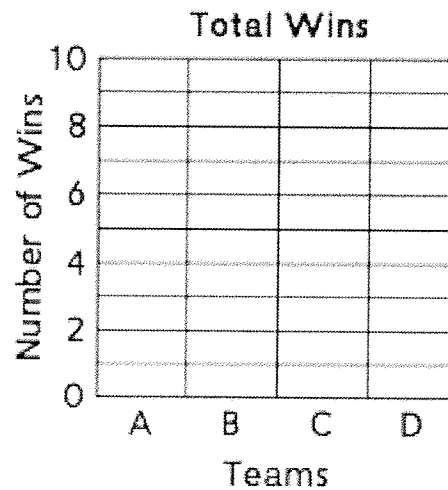


## Unit 1 Assessment (continued)

I can create a scaled bar graph from data.

- ③ a. Use the tally chart to complete the bar graph.

Total Wins	
Teams	Number of Wins
Team A	###
Team B	###
Team C	###
Team D	### ###



Use the data in the bar graph to answer the questions below.

- b. How many wins did the four teams have in all? \_\_\_\_\_
- c. How many fewer wins did Team C have than Team D? \_\_\_\_\_

I can explain and solve 2, 5, 10 multiplication facts.

- ④ Solve each problem.

- a.  $2 \times 5 =$  \_\_\_\_\_
- b.  $2 \times 8 =$  \_\_\_\_\_
- c.  $5 \times 3 =$  \_\_\_\_\_
- d.  $4 \times 5 =$  \_\_\_\_\_
- e.  $10 \times 2 =$  \_\_\_\_\_
- f.  $3 \times 10 =$  \_\_\_\_\_
- g. How did you solve  $4 \times 5$ ?

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**Unit 1 Assessment** (continued)

I can explain and solve multiplication number stories with pictures.

- ⑤ For each number story, draw a sketch and write the answer.  
Then write a number model to fit the story.

- a. Mateo has 6 new cans of tennis balls.  
In each can there are 3 tennis balls.  
How many tennis balls does Mateo have in all?

He has \_\_\_\_\_ tennis balls.

Number model: \_\_\_\_\_

- b. Anne sketches 5 rows of flowers on her page with 6 flowers  
in each row. How many flowers does she sketch in all?

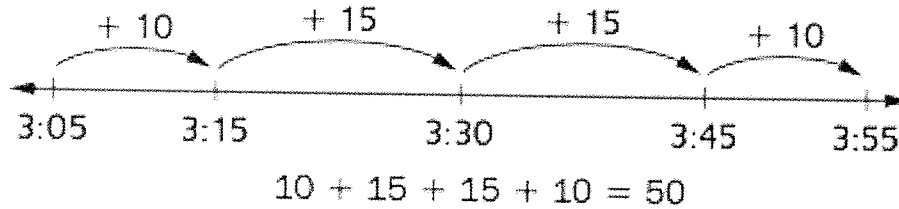
She sketches \_\_\_\_\_ flowers.

Number model: \_\_\_\_\_

**Unit 1 Assessment** (continued)

I can calculate elapsed time.

- ⑥ Angela starts dance practice at 3:05 P.M. and finishes at 3:55 P.M. She drew an open number line and used it to find the length of her practice.



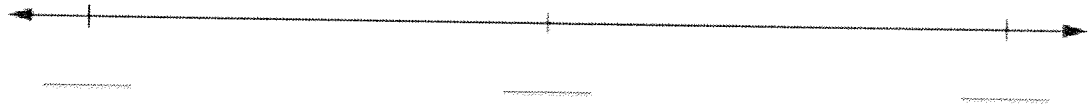
Explain Angela's work. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How long is Angela's dance practice? \_\_\_\_\_ minutes long

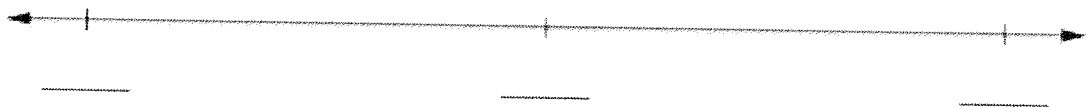
I can use an open number line to round numbers.

- ⑦ Round each number to the nearest 10.  
 You may use open number lines to help.

a. 59 rounded to the nearest 10 is \_\_\_\_\_.



b. 73 rounded to the nearest 10 is \_\_\_\_\_.

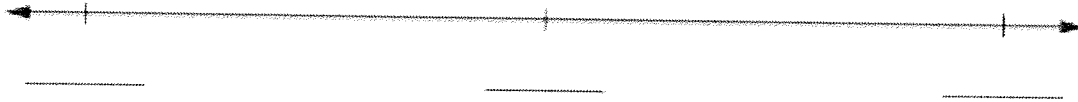




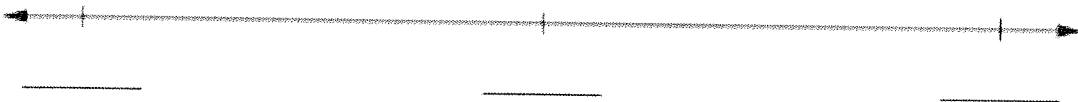
## Unit 1 Assessment (continued)

- 8 Round each number to the nearest 100.  
You may use open number lines to help.

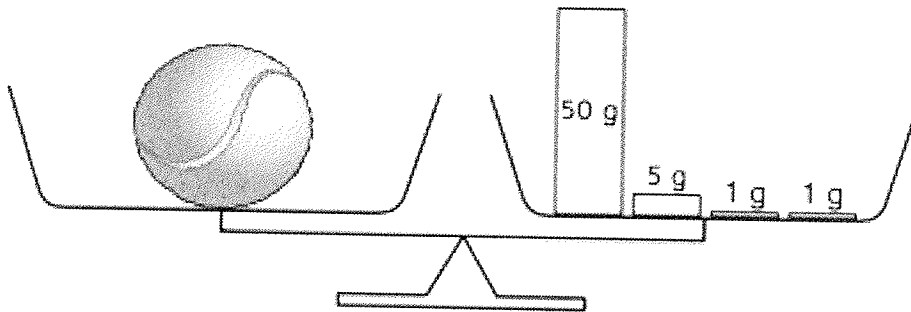
a. 423 rounded to the nearest 100 is \_\_\_\_\_.



b. 379 rounded to the nearest 100 is \_\_\_\_\_.



- 9 Mary used a pan balance and masses to measure the mass of a tennis ball. She put the tennis ball in one pan and a 50-gram mass in the other pan. Then she added one 5-gram mass and two 1-gram masses to balance the pans. What is the mass of the tennis ball?
- I can find the mass of an object.  
I can use math tools.



Answer: \_\_\_\_\_ grams

How did you figure out your answer? \_\_\_\_\_

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