

Home Assignments in the Event of a School Closing (focus on 1 lesson at a time per school day off):

Justice 4th Grade Math

My goal is to keep my students on track with standards that need to be mastered, so they're ready for the upcoming state test. We must work together as a team to keep our kids on track and moving forward. Any student or parent may contact me with questions as they arise on my

Remind app or through my e-mail at
sp_justice@springfieldspartans.org.

Day 1:

- ❖ Watch on youtube "*Change an Improper Fraction into a Mixed Number*" by Let's Do Math (2.48 minutes)
- ❖ Do Adding fractions worksheet-A
 - *After adding the fractions be sure to convert the improper fractions to a mixed number & simplify the fraction if need be.

Day 2:

- ❖ Do Converting Improper Fractions to Mixed Numbers worksheet-A for practice
- ❖ Watch on youtube "*Adding Mixed Numbers with Like Denominators*" by Khan Academy (1.35 minutes)
- ❖ Do Adding Mixed Numbers worksheet
 - *Be sure to change improper fractions to mixed numbers & simplify fractions if need be.

Day 3:

- ❖ Do Adding Mixed Numbers worksheet-B
 - *Be sure to convert improper fractions to a mixed number & simplify with an equivalent fraction if need be.
- ❖ Practice 2-digit x 2-digit worksheet-F
 - *Remember when you multiply the digit in the tens place value to drop the zero first to hold its place before you begin to multiply.

Day 4:

- ❖ Watch on youtube "*Subtracting Mixed Numbers Introduction*" by Khan Academy (watch only the first 1 min. 35 sec.)
- ❖ Do Subtracting Mixed Numbers worksheet-C
 - *Be sure to finish the pie (☺) by converting improper fractions to mixed numbers & simplify if need be.

Day 5:

- ❖ Watch on youtube (same as above) "*Subtracting Mixed Numbers Introduction*" by Khan Academy (watch from 1min 35sec to 4min 48sec).
- ❖ Do Subtracting Mixed Numbers worksheet-D
 - *Be sure to convert improper fractions to mixed numbers & simplify your answer if need be.

Day 6:

- ❖ Watch youtube "*Converting Base-10 Fractions*" by Math Antics (6.58 minutes)
- ❖ Do Convert Fractions to Decimals worksheet-A (place value chart provided for assistance)
- ❖ Do 5-minute multiplication math frenzy

Day 7:

- ❖ Do math tasks on Edmentum for 30 minutes.
- ❖ Do Convert Fractions to Decimals worksheet-B

Day 8:

- ❖ Read math book pgs. 122-133
 - *Do Quick Check pgs. 123-125 (1-12); pg. 129 (1-4); pg. 131 (10-13); & pgs. 132-133 (1-7)

Day 9:

- ❖ Read math book pgs. 134-139
- ❖ Do workbook pgs. 67-74

Day 10:

- ❖ Do 5-minute subtraction frenzy-K
- ❖ Do Division practice worksheet-G

1

Adding Fractions (A)

Find the value of each expression in lowest terms.

1. $\frac{31}{12} + \frac{5}{12}$

5. $\frac{1}{3} + \frac{2}{3}$

9. $\frac{5}{14} + \frac{15}{14}$

2. $\frac{29}{14} + \frac{15}{14}$

6. $\frac{24}{7} + \frac{24}{7}$

10. $\frac{14}{11} + \frac{32}{11}$

3. $\frac{24}{5} + \frac{21}{5}$

7. $\frac{11}{9} + \frac{31}{9}$

11. $\frac{7}{10} + \frac{27}{10}$

4. $\frac{33}{17} + \frac{32}{17}$

8. $\frac{27}{20} + \frac{3}{20}$

12. $\frac{38}{9} + \frac{2}{9}$

Converting Fractions (A)

Name: _____

Date: _____

Convert each improper fraction to a mixed fraction.

$\frac{32}{9} = \text{ — }$

$\frac{67}{12} = \text{ — }$

$\frac{116}{15} = \text{ — }$

$\frac{34}{15} = \text{ — }$

$\frac{25}{12} = \text{ — }$

$\frac{41}{6} = \text{ — }$

$\frac{53}{7} = \text{ — }$

$\frac{25}{4} = \text{ — }$

$\frac{127}{15} = \text{ — }$

$\frac{21}{8} = \text{ — }$

$\frac{15}{4} = \text{ — }$

$\frac{33}{10} = \text{ — }$

$\frac{25}{9} = \text{ — }$

$\frac{38}{7} = \text{ — }$

$\frac{99}{10} = \text{ — }$

$\frac{44}{5} = \text{ — }$

$\frac{53}{15} = \text{ — }$

$\frac{41}{8} = \text{ — }$

$\frac{64}{9} = \text{ — }$

$\frac{57}{10} = \text{ — }$

$\frac{16}{7} = \text{ — }$

$\frac{56}{9} = \text{ — }$

$\frac{21}{10} = \text{ — }$

$\frac{67}{8} = \text{ — }$

$\frac{12}{7} = \text{ — }$

$\frac{83}{12} = \text{ — }$

$\frac{36}{7} = \text{ — }$

$\frac{19}{6} = \text{ — }$

$\frac{13}{2} = \text{ — }$

$\frac{22}{3} = \text{ — }$

$\frac{23}{5} = \text{ — }$

$\frac{20}{7} = \text{ — }$

$\frac{76}{15} = \text{ — }$

$\frac{85}{9} = \text{ — }$

$\frac{80}{9} = \text{ — }$

$\frac{41}{12} = \text{ — }$

$\frac{6}{5} = \text{ — }$

$\frac{107}{15} = \text{ — }$

$\frac{63}{8} = \text{ — }$

$\frac{37}{5} = \text{ — }$



Converting Fractions (A) Answers

Name: _____

Date: _____

Convert each improper fraction to a mixed fraction.

$$\frac{32}{9} = 3\frac{5}{9}$$

$$\frac{67}{12} = 5\frac{7}{12}$$

$$\frac{116}{15} = 7\frac{11}{15}$$

$$\frac{34}{15} = 2\frac{4}{15}$$

$$\frac{25}{12} = 2\frac{1}{12}$$

$$\frac{41}{6} = 6\frac{5}{6}$$

$$\frac{53}{7} = 7\frac{4}{7}$$

$$\frac{25}{4} = 6\frac{1}{4}$$

$$\frac{127}{15} = 8\frac{7}{15}$$

$$\frac{21}{8} = 2\frac{5}{8}$$

$$\frac{15}{4} = 3\frac{3}{4}$$

$$\frac{33}{10} = 3\frac{3}{10}$$

$$\frac{25}{9} = 2\frac{7}{9}$$

$$\frac{38}{7} = 5\frac{3}{7}$$

$$\frac{99}{10} = 9\frac{9}{10}$$

$$\frac{44}{5} = 8\frac{4}{5}$$

$$\frac{53}{15} = 3\frac{8}{15}$$

$$\frac{41}{8} = 5\frac{1}{8}$$

$$\frac{64}{9} = 7\frac{1}{9}$$

$$\frac{57}{10} = 5\frac{7}{10}$$

$$\frac{16}{7} = 2\frac{2}{7}$$

$$\frac{56}{9} = 6\frac{2}{9}$$

$$\frac{21}{10} = 2\frac{1}{10}$$

$$\frac{67}{8} = 8\frac{3}{8}$$

$$\frac{12}{7} = 1\frac{5}{7}$$

$$\frac{83}{12} = 6\frac{11}{12}$$

$$\frac{36}{7} = 5\frac{1}{7}$$

$$\frac{19}{6} = 3\frac{1}{6}$$

$$\frac{13}{2} = 6\frac{1}{2}$$

$$\frac{22}{3} = 7\frac{1}{3}$$

$$\frac{23}{5} = 4\frac{3}{5}$$

$$\frac{20}{7} = 2\frac{6}{7}$$

$$\frac{76}{15} = 5\frac{1}{15}$$

$$\frac{85}{9} = 9\frac{4}{9}$$

$$\frac{80}{9} = 8\frac{8}{9}$$

$$\frac{41}{12} = 3\frac{5}{12}$$

$$\frac{6}{5} = 1\frac{1}{5}$$

$$\frac{107}{15} = 7\frac{2}{15}$$

$$\frac{63}{8} = 7\frac{7}{8}$$

$$\frac{37}{5} = 7\frac{2}{5}$$

Name : _____

Score : _____

Teacher : _____

Date : _____

Adding Mixed Numbers

1) $4\frac{1}{7} + 4\frac{3}{7} =$

2) $4\frac{5}{5} + 4\frac{3}{5} =$

3) $3\frac{1}{5} + 7\frac{3}{5} =$

4) $1\frac{6}{9} + 4\frac{4}{9} =$

5) $3\frac{4}{12} + 7\frac{6}{12} =$

6) $5\frac{5}{5} + 6\frac{4}{5} =$

7) $3\frac{1}{9} + 7\frac{7}{9} =$

8) $6\frac{5}{6} + 9\frac{5}{6} =$

9) $2\frac{2}{11} + 5\frac{9}{11} =$

10) $3\frac{1}{7} + 6\frac{4}{7} =$



Name : _____

Score : _____

3

Teacher : _____

Date : _____

Adding Mixed Numbers - B

1) $6\frac{1}{6} + 8\frac{2}{6} =$

2) $6\frac{3}{10} + 8\frac{7}{10} =$

3) $3\frac{6}{11} + 9\frac{6}{11} =$

4) $1\frac{2}{3} + 8\frac{2}{3} =$

5) $5\frac{7}{12} + 7\frac{8}{12} =$

6) $2\frac{7}{8} + 5\frac{7}{8} =$

7) $6\frac{4}{5} + 8\frac{1}{5} =$

8) $2\frac{3}{3} + 9\frac{2}{3} =$

9) $6\frac{5}{5} + 4\frac{4}{5} =$

10) $6\frac{3}{12} + 6\frac{2}{12} =$



3

2-Digit by 2-Digit Multiplication (F)

Name: _____

Date: _____

Calculate each product.

$$\begin{array}{r} 12 \\ \times 20 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 19 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ \times 91 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ \times 82 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \times 44 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ \times 76 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ \times 65 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ \times 79 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ \times 92 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ \times 26 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ \times 95 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ \times 36 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ \times 88 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \times 42 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ \times 78 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ \times 38 \\ \hline \end{array}$$

Score: /20

Name : _____

Score : _____

Teacher : _____

Date : _____

Subtracting Mixed Numbers - C

1) $9\frac{1}{2} - 3\frac{1}{2} =$

2) $7\frac{5}{7} - 4\frac{3}{7} =$

3) $9\frac{6}{8} - 2\frac{6}{8} =$

4) $5\frac{4}{5} - 4\frac{2}{5} =$

5) $6\frac{3}{4} - 1\frac{2}{4} =$

6) $9\frac{7}{12} - 3\frac{3}{12} =$

7) $5\frac{5}{6} - 2\frac{3}{6} =$

8) $7\frac{1}{2} - 4\frac{1}{2} =$

9) $5\frac{2}{3} - 1\frac{2}{3} =$

10) $7\frac{1}{2} - 2\frac{1}{2} =$



Name : _____

Score : _____

Teacher : _____

Date : _____

Subtracting Mixed Numbers - C

1) $9\frac{1}{2} - 3\frac{1}{2} =$

2) $7\frac{5}{7} - 4\frac{3}{7} =$

3) $9\frac{6}{8} - 2\frac{6}{8} =$

4) $5\frac{4}{5} - 4\frac{2}{5} =$

5) $6\frac{3}{4} - 1\frac{2}{4} =$

6) $9\frac{7}{12} - 3\frac{3}{12} =$

7) $5\frac{5}{6} - 2\frac{3}{6} =$

8) $7\frac{1}{2} - 4\frac{1}{2} =$

9) $5\frac{2}{3} - 1\frac{2}{3} =$

10) $7\frac{1}{2} - 2\frac{1}{2} =$



Name : _____

Score : _____

Teacher : _____

Date : _____

Subtracting Mixed Numbers

1) $7\frac{3}{12} - 3\frac{6}{12} =$

2) $5\frac{1}{6} - 3\frac{4}{6} =$

3) $6\frac{1}{6} - 2\frac{3}{6} =$

4) $8\frac{2}{7} - 4\frac{6}{7} =$

5) $6\frac{4}{10} - 3\frac{5}{10} =$

6) $8\frac{1}{3} - 4\frac{2}{3} =$

7) $9\frac{2}{7} - 2\frac{4}{7} =$

8) $8\frac{2}{7} - 1\frac{3}{7} =$

9) $5\frac{1}{2} - 2\frac{1}{2} =$

10) $7\frac{2}{7} - 1\frac{5}{7} =$



Name : _____

Score : 6

Teacher : _____

Date : _____

Convert Between Fractions and Decimals Numbers. A

1) $\frac{3}{10}$ =

11) 0.333 =

2) $\frac{7}{8}$ =

12) 0.25 =

3) $\frac{1}{3}$ =

13) 0.5 =

4) $\frac{1}{4}$ =

14) 0.333 =

5) $\frac{3}{5}$ =

15) 0.5 =

6) $\frac{3}{5}$ =

16) 0.3 =

7) $\frac{1}{4}$ =

17) 0.75 =

8) $\frac{9}{10}$ =

18) 0.5 =

9) $\frac{4}{5}$ =

19) 0.333 =

10) $\frac{2}{4}$ =

20) 0.8 =



6

Five Minute Multiplying Frenzy (K)

Name: _____

Date: _____

Multiply each row number by each column number.

(Range 2 to 12)

| × | 9 | 8 | 2 | 4 | 10 | 12 | 7 | 5 | 3 | 6 |
|----|---|---|---|---|----|----|---|---|---|---|
| 10 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 8 | | | | | | | | | | |

Time: _____

Score: _____ /100

Name : _____

Score : _____

Teacher : _____

Date : _____

Convert Between Fractions and Decimals Numbers. -B

1) $\frac{2}{4}$ =

11) 0.4 =

2) $\frac{3}{10}$ =

12) 0.875 =

3) $\frac{6}{8}$ =

13) 0.667 =

4) $\frac{3}{4}$ =

14) 0.5 =

5) $\frac{4}{5}$ =

15) 0.25 =

6) $\frac{1}{5}$ =

16) 0.6 =

7) $\frac{1}{8}$ =

17) 0.333 =

8) $\frac{3}{10}$ =

18) 0.2 =

9) $\frac{1}{3}$ =

19) 0.375 =

10) $\frac{2}{3}$ =

20) 0.3 =

Five Minute Subtracting Frenzy (A)

Name: _____

Date: _____

Subtract each row number from each column number.

(Minuends 29 to 38; Subtrahends 10 to 19)

| — | 31 | 29 | 36 | 33 | 30 | 35 | 32 | 37 | 38 | 34 |
|----|----|----|----|----|----|----|----|----|----|----|
| 14 | | | | | | | | | | |
| 19 | | | | | | | | | | |
| 13 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 18 | | | | | | | | | | |
| 15 | | | | | | | | | | |
| 16 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 17 | | | | | | | | | | |

Time: _____

Score: ____/100

(10)

| |
|---------------------|
| Division (G) |
|---------------------|

Find each quotient and the remainder.

$8\overline{)677}$

$4\overline{)955}$

$7\overline{)983}$

$9\overline{)337}$

$1\overline{)313}$

 $4\overline{)814}$

$1\overline{)921}$

$4\overline{)600}$

$8\overline{)279}$

$5\overline{)121}$

$8\overline{)503}$

$2\overline{)856}$

$9\overline{)121}$

$4\overline{)436}$

$8\overline{)593}$

$2\overline{)400}$

$2\overline{)665}$

$4\overline{)221}$

$9\overline{)328}$

$9\overline{)935}$

Interpreting data in a tally chart

The tally chart shows the number of students born in the months January through June.

Birthday Months of Students

| Birthday Month | Number of Students |
|----------------|--------------------|
| January | |
| February | ### |
| March | ### |
| April | ### |
| May | ### |
| June | ### |

The greatest number of students were born in June.

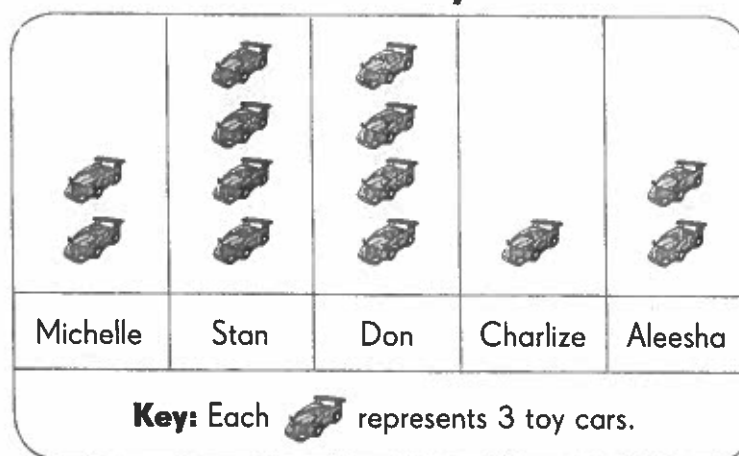
The same number of students were born in February and May.

The total number of students in this survey is 37.

Interpreting data in a picture graph

The picture graph shows the number of toy cars each student has.

Number of Toy Cars



Aleesha has 6 toy cars.

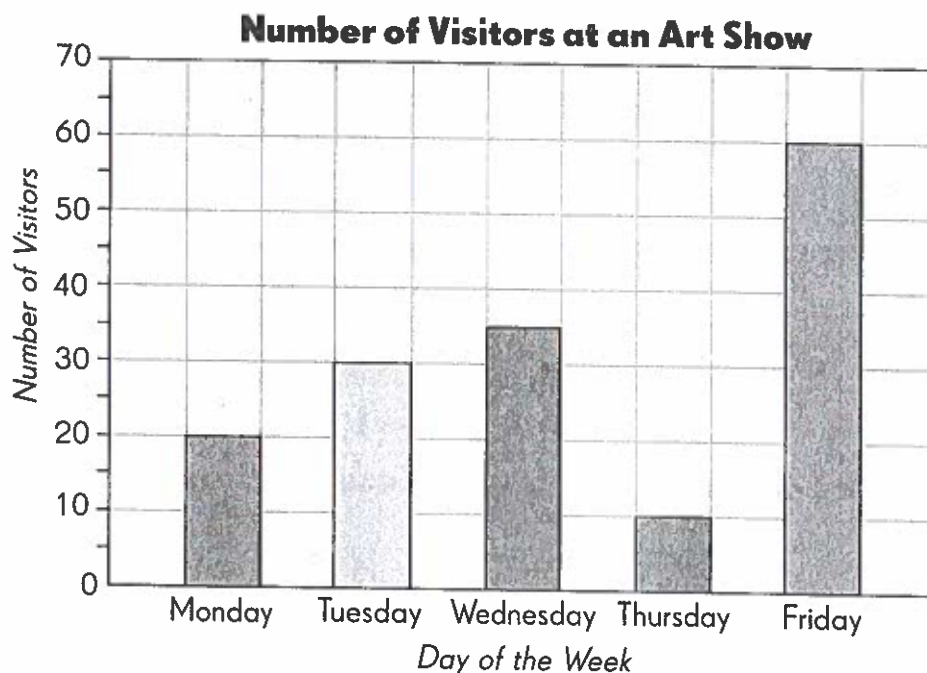
Charlize has the fewest toy cars.

Stan has 12 toy cars. He has the same number of toy cars as Don.

Michelle has 6 fewer toy cars than Stan.

Interpreting data in a bar graph

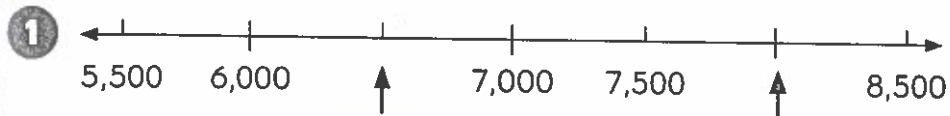
The bar graph shows the number of visitors at an art show over five days.



The number of visitors at the art show was greatest on Friday.
The number of visitors at the art show was least on Thursday.
There were 25 fewer visitors on Wednesday than on Friday.
There were 20 more visitors on Tuesday than on Thursday.

✓ Quick Check

Find the missing numbers in the boxes.



Find the parts and wholes.

2 Number of Vehicles in a Parking Lot

| Cars | Motorcycles | Total |
|------|-------------|-------|
| 32 | 15 | |

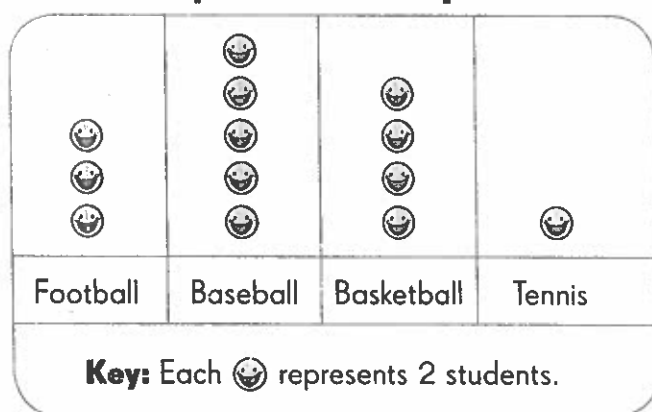
3 Number of People in a School

| Students | Teachers | Total |
|----------|----------|-------|
| | 63 | 1,342 |

Use the data in the picture graph to complete the tally chart.

The picture graph shows the favorite sports of a group of students.

Favourite Sports of a Group of Students



Favorite Sports of a Group of Students

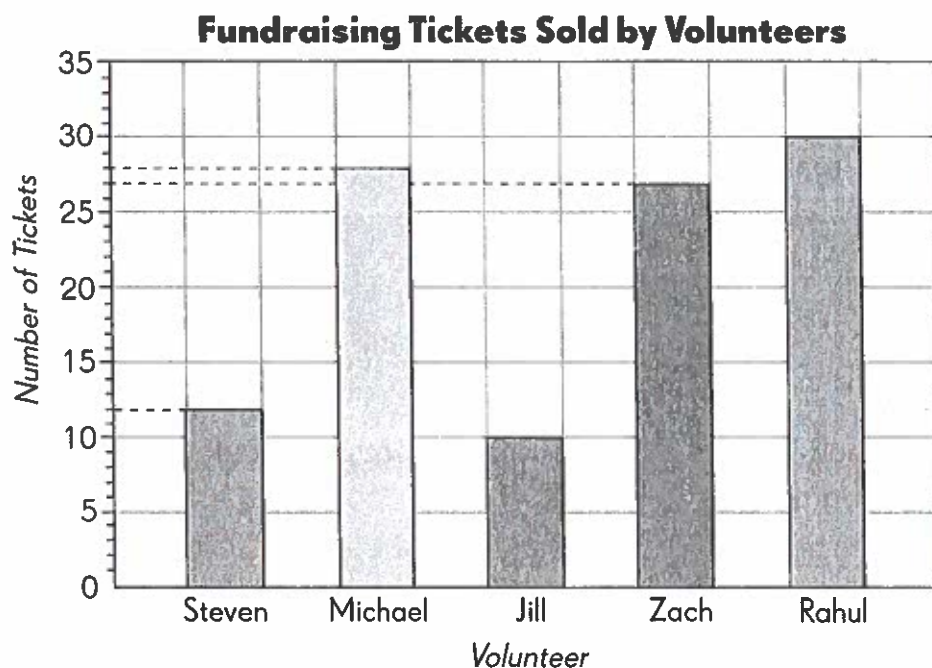
| Sport | Number of Students |
|------------|--------------------|
| Football | |
| Baseball | |
| Basketball | |
| Tennis | |

Complete. Use the data in the tally chart.

- 4** How many students are fans of basketball?
- 5** Which sport do the greatest number of students prefer?
- 6** How many more students prefer basketball to tennis?
- 7** There are students altogether.

Complete. Use the data in the bar graph.

The bar graph shows the number of fundraising tickets sold by some volunteers.



- 8 Who sold the greatest number of tickets?
- 9 Who sold the least number of tickets?
- 10 How many fewer tickets did Steven sell than Rahul?
- 11 Which two volunteers sold a difference of 1 ticket?
- 12 How many tickets did the five volunteers sell altogether?

Making and Interpreting a Table

Lesson Objectives

- Collect, organize, and interpret data in a table.
- Create a table from data in a tally chart and a bar graph.

Vocabulary

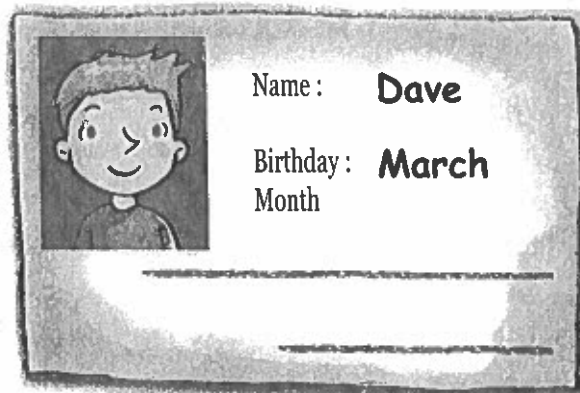
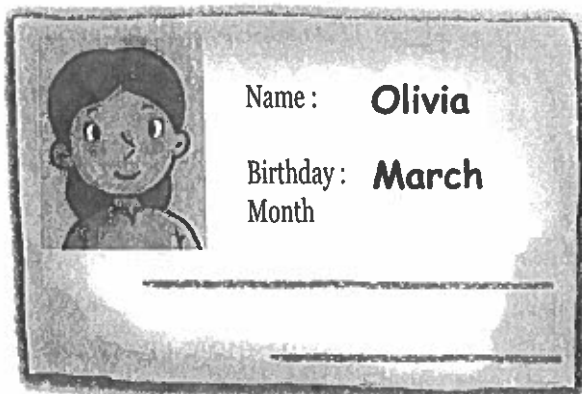
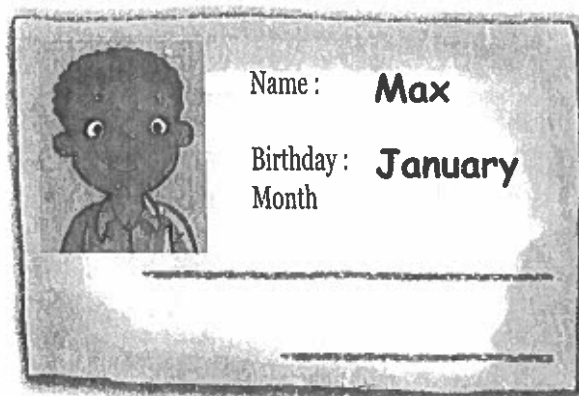
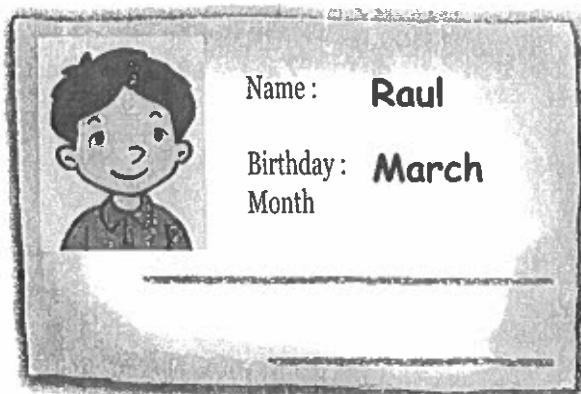
data table

tally chart

Learn

Use tables to organize and present data.


These cards show the names and birthday months of Raul and his friends. They were all born in the same year.





Name : **Kwan**

Birthday : **April**
Month




Name : **Paula**

Birthday : **May**
Month



Name : **Leo**

Birthday : **May**
Month



Name : **Wendy**

Birthday : **February**
Month

Raul presented the data like this:

Birthday Months of Raul's Friends

| Names | Birthday Month |
|--------|----------------|
| Raul | March |
| Max | January |
| Olivia | March |
| Dave | March |
| Kwan | April |
| Paula | May |
| Leo | May |
| Wendy | February |



Raul then used a **tally chart** to record what he had found.

Birthday Months of Raul's Friends

| Birthday Month | January | February | March | April | May |
|-----------------------|---------|----------|-------|-------|-----|
| Tally | / | / | /// | / | // |

Raul counted the tally marks to find the number of friends whose birthdays fell in each month. Then he presented the data in a table.

Birthday Months of Raul's Friends

| Birthday Month | Number of Friends |
|-----------------------|--------------------------|
| January | 1 |
| February | 1 |
| March | 3 |
| April | 1 |
| May | 2 |

2 of Raul's friends were born in May.

The month with the most number of birthdays is March.



There were 2 more friends born in March than in January.

Raul collected data from 7 friends in total, excluding himself.



Guided Practice


Raul asked each of his friends to bring one type of food for a picnic. He then used a tally chart to record the number of each type of food they brought.

Types of Food at the Picnic

| | | | | | |
|-----------------------------------------------------------------------------------|--------|---------|--------------|-------------|-------------------------------------------------------------------------------------------|
|  | Burger | Chicken | Potato Salad | Green Salad | Other  |
| | | ### | ### | | ### |

Complete the table using data in the tally chart.

| | |  | |  | |
|-------------------|--------|-----------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------|-------|
| Type of Food | Burger | | Potato Salad | Green Salad | Other |
| Number of Friends | 4 | 5 | | 3 | |



Complete. Use the data in the table or tally chart.

- The most popular food was .
- What was the least popular food? .
- There were friends at the picnic.
- How many more friends brought potato salad than burgers for the picnic? .

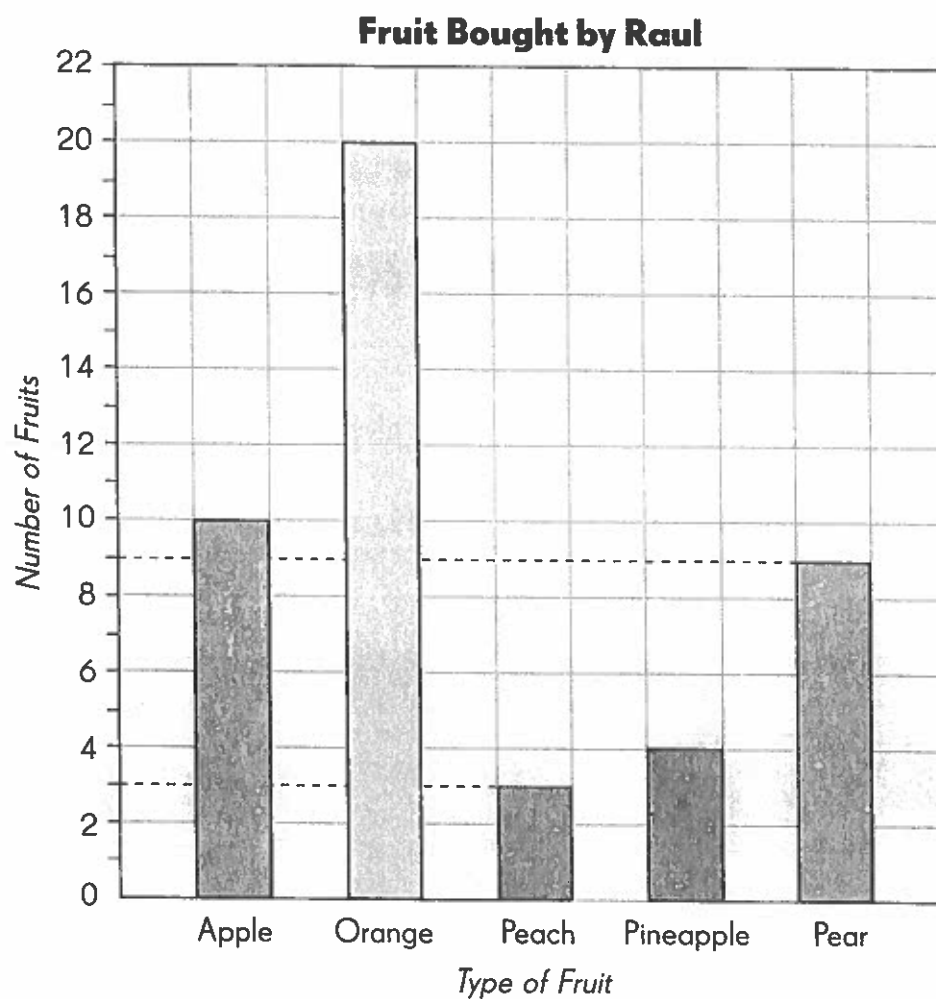
Add.
 $4 + 5 + 7 + 3 + 5 = ?$

Subtract.
 $7 - 4 = ?$



Guided Practice

The bar graph shows the number of different types of fruit that Raul bought at a supermarket.



Complete the table using the data in the bar graph above.

Fruit Bought by Raul

| | Type of Fruit | Number of Fruits |
|---|---------------|------------------|
| 5 | Apple | |
| 6 | Orange | |
| 7 | Peach | |
| 8 | Pineapple | |
| 9 | Pear | |

Complete. Use the data in the table on page 130.

- 10 How many pieces of fruit did Raul buy altogether?
- 11 How many more pears than pineapples did Raul buy?
- 12 Raul bought half as many _____ as oranges.
- 13 Raul wants to buy twice as many peaches as apples.
How many more peaches does he have to buy?



Hands-On Activity



WORKING TOGETHER

Work in groups of three or four.

Materials:

- Blank tally chart
- Blank table

STEP

- 1 Use a tally chart like the one below.

| How Students Get to School | Tally |
|----------------------------|-------|
| Walk | |
| Bus | |
| Car | |

STEP

- 2 Ask your classmates how they get to school, and use tally marks to record the data.

STEP

- 3 Count the tally marks and present the data in a table.

| How Students Get to School | Number |
|----------------------------|--------|
| Walk | |
| Bus | |
| Car | |

STEP

- 4 Write five questions about the data in the table using these phrases.

how many students

fewer than

more than

the least

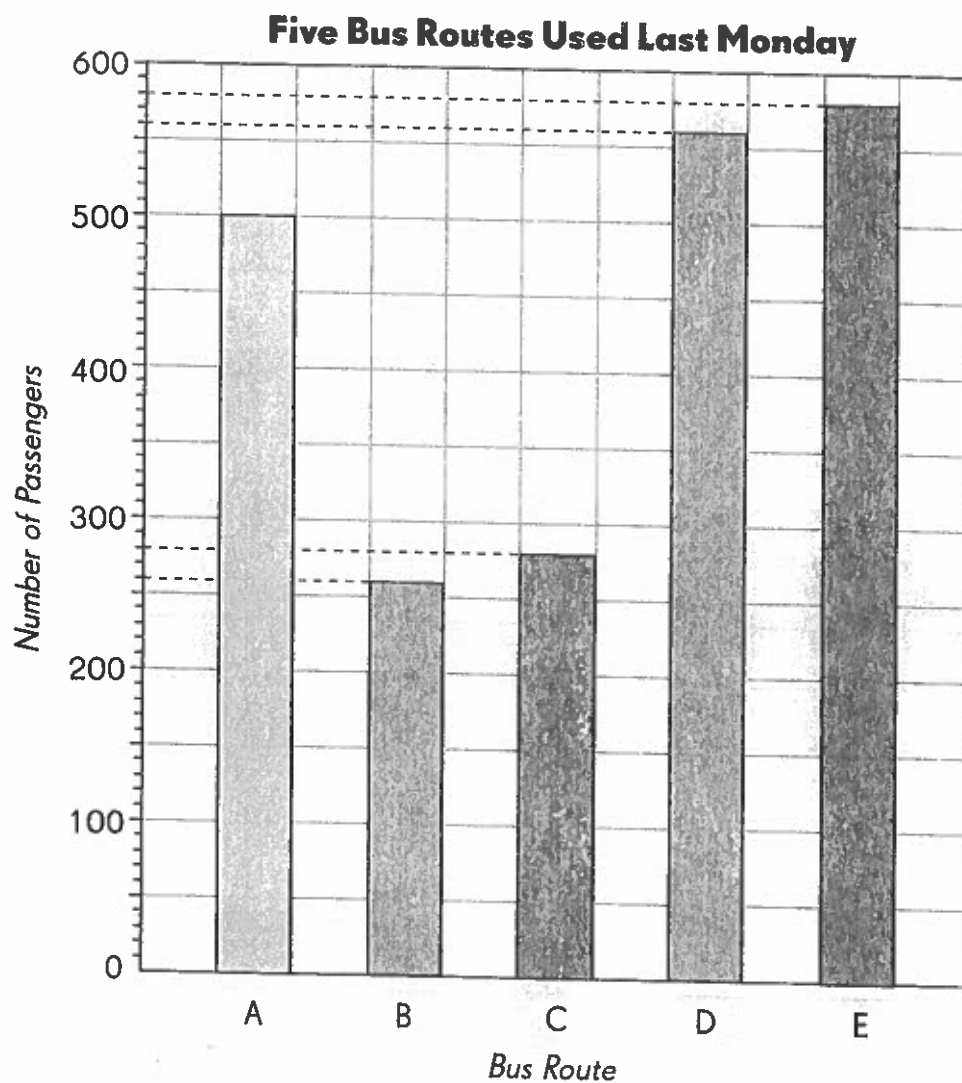
the most

altogether

Let's Practice

Study the graph. Complete the table using data in the bar graph.

The graph shows the number of passengers who used five bus routes last Monday.



1

Five Bus Routes Used Last Monday

| Bus Route | A | B | C | D | E |
|----------------------|---|---|---|---|---|
| Number of Passengers | | | | | |

Complete. Use the data in the table.

- 2 Which bus route was used the most?
- 3 Which bus route was used the least?
- 4 What was the total number of passengers who used the five bus routes last Monday?
- 5 How many more passengers used Bus Route E than Bus Route B?
- 6 Which bus route had half as many passengers as Bus Route D?
- 7 How many passengers must change from Bus Route E to Bus Route A to make the number of passengers on both routes the same?



ON YOUR OWN

**Go to Workbook A:
Practice 1, pages 67–70**

Lesson

4.2

Using a Table

Lesson Objective

- Read and interpret data in a table, using rows, columns, and intersections.

Vocabulary

row intersection

column

Learn

Data in a table is organized by rows, columns, and intersections.

Mrs. Sanchez is returning home early from a business trip. Help her check the schedule to find a flight leaving for Orange County in the morning.

Step 2 Column

Flight Schedule

| Destination | Departure 9:00 A.M. | Departure 2:00 P.M. | Departure 9:00 P.M. |
|----------------|------------------------|------------------------|------------------------|
| Salt Lake City | Flight 23 | Flight 24 | Flight 27 |
| Phoenix | Flight 35 | Flight 67 | Flight 86 |
| Orange County | Flight 74 | Flight 87 | Flight 73 |
| San Diego | Flight 63 | Flight 26 | Flight 98 |

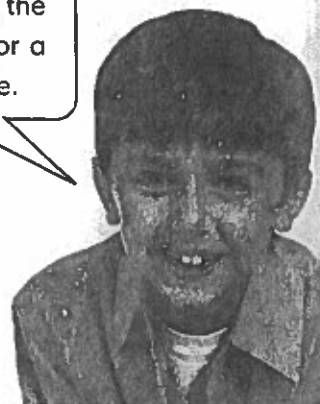
Step 1 Row

Step 3 Intersection



First, look under Destination for the row that shows Orange County.

Then, look across the column headers for a morning departure.



The intersection where the Orange County row meets the 9:00 A.M. column shows Flight 74.

Guided Practice

Study the rows, columns, and intersections. Then complete.

The number of medals won by top ranking countries in the 2006 Winter Olympics held in Turin, Italy is recorded in the table.

Medals Won by Top Ranking Countries

| Country | Gold | Silver | Bronze | Total Number |
|---------------|------|--------|--------|--------------|
| Germany | 11 | 12 | 6 | 29 |
| United States | 9 | 9 | 7 | 25 |
| Austria | 9 | 7 | 7 | 23 |
| Russia | 8 | 6 | 8 | 22 |
| Canada | 7 | 10 | 7 | 24 |

Source: www.abc.net.au/winterolympics/2006/fullmedal-tally.htm

- 1 The United States won silver medals.
- 2 Russia won a total of medals altogether.
- 3 Austria won fewer gold medals than Germany.
- 4 , , and won the same number of bronze medals.
- 5 The number 11 appears at the intersection of the row for and the column for .

Where does the row for the United States intersect with the column for silver medals?



Study the rows, columns, and intersections. Then complete.

A food court surveys customers to find out which type of food is most popular among three age groups of people.

Popular Types of Food

| Age Group | Fast Food | Italian | Mexican | Chinese |
|---------------|-----------|---------|---------|---------|
| Under 12 | 54 | 21 | 16 | 9 |
| From 12 to 18 | 34 | 24 | 29 | 13 |
| Over 18 | 11 | 35 | 26 | 28 |

- 6 The least number of children under the age of 12 eat food.
- 7 The greatest number of adults over 18 eat food.

- 8 The difference between the number of children under 12 who prefer Italian food to Mexican food is .
- 9 The difference between the number of students in the 12 to 18 age group who prefer fast food to Chinese food is .
- 10 The number of adults who prefer Mexican and Chinese food altogether is .

Complete the table to answer the questions below.

Rebecca made this table to show the birthdays of her classmates in the months from January to June. All her classmates were born in the same year.
Help Rebecca complete the table.

Birthday Months of Rebecca's Classmates

| Birthday Month | Number of Boys | Number of Girls | Total Number |
|----------------|----------------|-----------------|--------------|
| January | 2 | 3 | 5 |
| February | 4 | | 6 |
| March | | 2 | 3 |
| April | 5 | | 5 |
| May | 4 | 2 | |
| June | | 3 | 7 |
| Total | | | |

- 11 How many classmates were born in May and June?
- 12 How many classmates were born in these six months?
- 13 Which month has the greatest number of birthdays?
- 14 Rebecca is the youngest among those born in March.
- a How many of her classmates born from January to June are older than Rebecca?
- b How many of her classmates born from January to June are younger than Rebecca?

Complete the table to answer the questions below.

The table shows the number of dimes and quarters that five students collected during the first hour of a fundraising event.

Dimes and Quarters Collected at a Fundraising Event

| Student | Dimes | | Quarters | | Total Amount |
|--------------|---------------------------|------------------|---------------------------|------------------|--------------|
| | Number of Coins Collected | Amount Collected | Number of Coins Collected | Amount Collected | |
| Ryan | 12 | \$1.20 | 18 | \$4.50 | \$5.70 |
| Janice | 15 | \$ | 16 | \$ | \$ |
| Steve | 20 | \$ | 10 | \$ | \$ |
| Selma | 13 | \$ | 12 | \$ | \$ |
| Ying | 6 | \$ | 25 | \$ | \$ |
| Total | | \$ | | \$ | \$ |

- 15 Selma collected a total of \$.
- 16 Who collected the greatest amount of money?
- 17 Who collected the greatest number of coins?
- 18 How much more did Ying collect than Janice? \$
- 19 How much less did Steve collect than Janice? \$
- 20 How much more must Ryan collect to match the amount that Ying has collected?
\$



Hands-On Activity



Talk to your classmates to find out their favorite colors. Record your findings. Then make a table on a computer to show the data you have collected. Present your table to the class.

Guided Practice

Complete the table to answer the questions below.

The table shows the number of bottles of water and juice sold at each booth during a fall festival.

Bottles Sold at a Fall Festival

| Booth | Water (50¢ each) | | Juice (80¢ each) | | Total Amount |
|--------------|------------------------|------------------|------------------------|------------------|--------------|
| | Number of Bottles Sold | Amount Collected | Number of Bottles Sold | Amount Collected | |
| A | 25 | \$12.50 | 20 | \$16.00 | \$28.50 |
| B | 25 | \$ | 10 | \$ | \$ |
| C | 12 | \$ | 5 | \$ | \$ |
| D | 30 | \$ | 15 | \$ | \$ |
| Total | | \$ | | \$ | \$ |

- 21 Which booth collected the most money?
- 22 Which booth collected the least money?
- 23 Which booths sold the greatest number of bottles of water and juice?
- 24 Which booth sold the least number of bottles of water and juice?

Suggest why this booth sold the least number of bottles of water and juice.

Let's Practice

Complete the table and answer the questions below.

The table shows Ms. Frey's students' favorite colors.

Favorite Colors of Ms. Frey's Students

| Color | Number of Boys | Number of Girls | Total Number |
|--------------|----------------|-----------------|--------------|
| Red | 2 | 4 | 6 |
| Blue | | 3 | 5 |
| Green | 3 | 2 | |
| Yellow | 2 | | 4 |
| Total | | 11 | |

- 1 The number 6 appears in the intersection of the row for _____ and the column for _____.
- 2 The number at the intersection of the row for Green and the column for Number of Boys is _____.
- 3 Which color is least popular among the students? _____
- 4 Which color is most popular among the girls? _____
- 5 How many more girls than boys like red? _____
- 6 Are there fewer students who like green than red?
If so, how many fewer? _____
- 7 What is the total number of boys in the class? _____
- 8 How many students are there in the class altogether? _____

ON YOUR OWN

**Go to Workbook A:
Practice 2, pages 71–74**