

Name _____

Date _____

1. Complete the following chart:

| Base Ten Numeral | Number Name | Expanded Notation |
|------------------|--------------------------|---|
| 32,400 | | |
| | Five thousand, forty-two | |
| | | $(2 \times 10,000) + (6 \times 100) + (2 \times 10) + (9 \times 1)$ |
| 19,001 | | |

2. Compare using
- $>$
- ,
- $<$
- , or
- $=$
- . Write your answer inside the circle.

a. 20,219 20,129

b. 2,000 + 8 ones + 3 tens 2,830

c. 52 thousands 6 hundreds 52,600

d. 17,499 17 thousands 5 tens

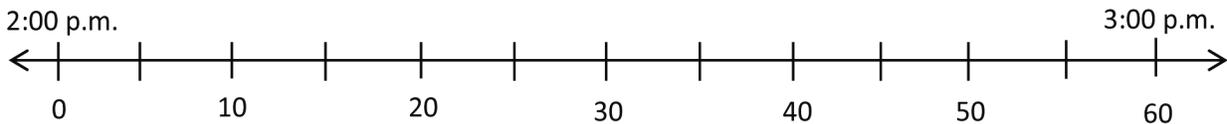
3. Fatima runs errands.

- a. The clock to the right shows what time she leaves home. What time does she leave?

Fatima leaves home.



- b. It takes Fatima 17 minutes to go from her home to the market. Use the number line below to show what time she gets to the market.



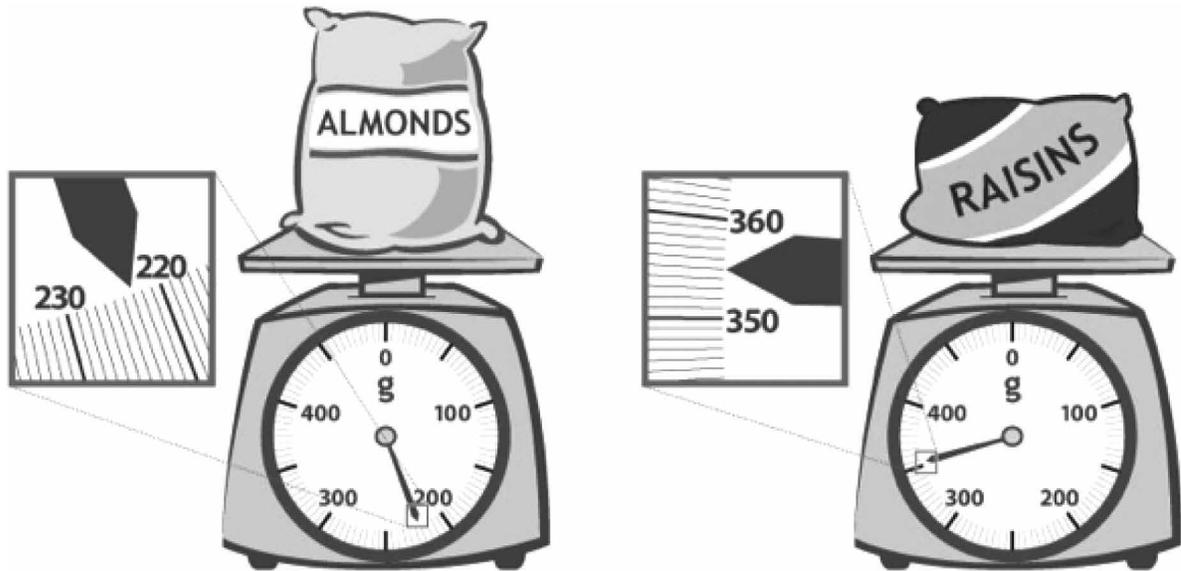
- c. The clock to the right shows what time Fatima leaves the market. What time does she leave the market?

Fatima leaves the market.

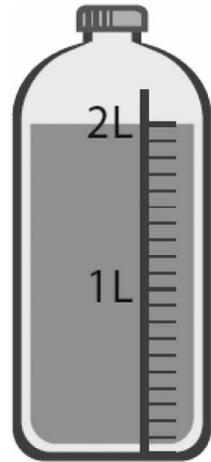


- d. How long does Fatima spend at the market?

4. At the market, Fatima uses a scale to weigh a bag of almonds and a bag of raisins, shown below. What is the total weight of the almonds and raisins?



5. The amount of juice in 1 bottle is shown to the right. Fatima needs 18 liters for a party. Draw and label a strip diagram to find how many bottles of juice she should buy.

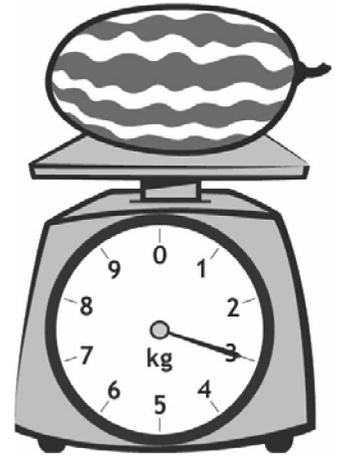


6. Altogether, Fatima's lettuce, broccoli, and peas weigh 968 grams. The total weight of her lettuce and broccoli is shown to the right. Write and solve a number sentence to find how much the peas weigh.



7. Fatima weighs a watermelon, shown to the right.

a. How much does the watermelon weigh?



b. Leaving the store Fatima thinks, “Each bag of groceries seems as heavy as a watermelon!” Use Fatima’s idea about the weight of the watermelon to estimate the total weight of 7 bags.

c. The grocer helps carry about 9 kilograms. Fatima carries the rest. Estimate how many kilograms of groceries Fatima carries.

d. It takes Fatima 12 minutes to drive to the bank after she leaves the store and then 34 more minutes to drive home. How many minutes does Fatima drive after she leaves the store?

**Mid-Module Assessment Task
Standards Addressed****Topics A–C****Number and Operations****The student is expected to:**

- 3.2A** compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate;
- 3.2B** describe the mathematical relationships found in the base-10 place value system through the hundred thousands place;
- 3.2D** compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$.

Number and Operations**The student is expected to:**

- 3.4A** solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.

Geometry and Measurement**The student is expected to:**

- 3.7 C** determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes;
- 3.7D** determine when it is appropriate to use measurements of liquid volume (capacity) or weight;
- 3.7E** determine liquid volume (capacity) or weight using appropriate units and tools.

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop on their way to proficiency. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students CAN do now and what they need to work on next.

| A Progression Toward Mastery | | | | |
|---|---|--|---|---|
| Assessment Task Item | STEP 1 Little evidence of reasoning without a correct answer. (1 Point) | STEP 2 Evidence of some reasoning without a correct answer. (2 Points) | STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points) | STEP 4 Evidence of solid reasoning with a correct answer. (4 Points) |
| 3.2A 3.2B | The student correctly answered one or two parts of the table was able to answer some parts with partial accuracy. | The student correctly answered three two five parts of the table or was able to answer most parts with partial accuracy. | The student correctly answered all but one or two parts or was able to answer all parts with only minimal errors, such as omitting a comma. | The student correctly completed all parts of the table: thirty-two, thousand four hundred; $(3 \times 10,000) + (2 \times 1,000) + (4 \times 100)$ 5,042; $(5 \times 1,000) + (4 \times 10) + (2 \times 1)$ 20,629; twenty thousand, six hundred twenty-nine nineteen thousand, one; $(1 \times 10,000) + (9 \times 1,000) + (1 \times 1)$ |
| 3.2A 3.2B 3.2D | The student correctly answered one problem. | The student correctly answered two problems. | The student correctly answered three problems. | The student correctly answered all four problems: a. > b. = c. > d. < |
| 3 3.7C | Student gives an incorrect answer. Attempt shows student may not understand the meaning of the questions. | Student gives an incorrect answer with a reasonable attempt: <ul style="list-style-type: none"> ▪ Accurately reads the clocks. ▪ Attempts to use a number line. ▪ Attempts to calculate Part (d). | Student gives a partially correct answer: <ul style="list-style-type: none"> ▪ Accurately reads clocks. ▪ Attempts to use a number line. ▪ Accurately calculates Part (d). | Student correctly answers each part of the question: <ol style="list-style-type: none"> a. Reads 2:07 on the clock. b. Draws a number line to show 2:24. c. Reads 2:53 on the clock. d. Calculates 29 minutes. |



A Progression Toward Mastery

| | | | | |
|--|--|--|--|---|
| <p>4</p> <p>3.2A 3.4B 3.7D 3.7E</p> | <p>Student gives an incorrect answer. Attempt shows the student may not understand the meaning of the question.</p> | <p>Student gives an incorrect answer with a reasonable attempt. Student may misread one scale.</p> | <p>Student gives a partially correct answer:</p> <ul style="list-style-type: none"> ▪ Accurately reads the scales. ▪ Writes the addition equation correctly. | <p>Student correctly answers the question:</p> <ul style="list-style-type: none"> ▪ Accurately reads scales, almonds = 223 g, raisins = 355 g. ▪ Writes the addition expression $223 + 355$. ▪ Solves with 578 g. |
| <p>5</p> <p>3.7D 3.7E</p> | <p>Student gives an incorrect answer. Attempt shows the student may not understand the meaning of the question.</p> | <p>Student gives an incorrect answer with a reasonable attempt:</p> <ul style="list-style-type: none"> ▪ Accurately reads bottle at 2 liters. ▪ Attempts to calculate bottles. | <p>Student gives a partially correct answer:</p> <ul style="list-style-type: none"> ▪ Accurately reads bottle. ▪ Calculates 9 bottles. | <p>Student correctly answers the question:</p> <ul style="list-style-type: none"> ▪ Accurately reads bottle. ▪ Draws and labels strip diagram. ▪ Calculates 9 bottles. |
| <p>6</p> <p>3.2A 3.4A 3.7D 3.7E</p> | <p>Student gives an incorrect answer. Attempt shows the student may not understand the meaning of the question.</p> | <p>Student gives an incorrect answer, reasonable attempt:</p> <ul style="list-style-type: none"> ▪ Accurately reads scale at 744 g. ▪ Attempts to solve. | <p>Student gives a partially correct answer:</p> <ul style="list-style-type: none"> ▪ Accurately reads scale at 744 g. ▪ Solves with 224 g. | <p>Student correctly answers the question:</p> <ul style="list-style-type: none"> ▪ Accurately reads scale at 744 g. ▪ Writes a number sentence to calculate the weight of the peas, 224 g. Possible number sentence: $968 - 744 = 224$. |
| <p>7</p> <p>3.2A 3.4A 3.7C 3.7D 3.7E</p> | <p>Student gives an incorrect answer. Attempt shows the student may not understand the meaning of the questions.</p> | <p>Student gives an incorrect answer with a reasonable attempt. Student misreads scale but calculates other parts of the problem correctly based on mistake.</p> | <p>Student gives a partially correct answer. All parts are correct besides Part (c), which may not be correctly calculated.</p> | <p>Student correctly answers each part of the question:</p> <ol style="list-style-type: none"> a. Accurately reads scale at 3 kg. b. Estimates 21 kg. c. Estimates 12 kg. d. Calculates 46 minutes. |

Name Gina

Date _____

1. Complete the following chart:

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| 32,400 | Thirty-two, thousand four hundred | $(3 \times 10,000) + (2 \times 1,000) + (4 \times 100)$ |
| 5,042 | Five thousand, forty-two | $(5 \times 1,000) + (4 \times 10) + (2 \times 1)$ |
| 20,629 | twenty thousand, six hundred twenty-nine | $(2 \times 10,000) + (6 \times 100) + (2 \times 10) + (9 \times 1)$ |
| 19,001 | nineteen thousand, one | $(1 \times 10,000) + (9 \times 1,000) + (1 \times 1)$ |

2. Compare using
- $>$
- ,
- $<$
- , or
- $=$
- . Write your answer inside the circle.

a. 20,219 $>$ 20,129

b. 2,000 + 8 ones + 3 tens $<$ 2,830

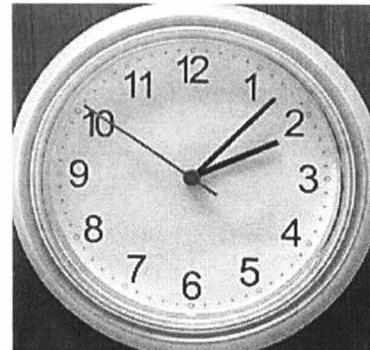
c. 52 thousands 6 hundreds $=$ 52,600

d. 17,499 $>$ 17 thousands 5 tens

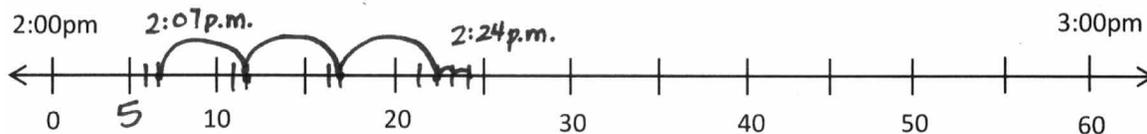
3. Fatima runs errands.
- a. The clock to the right shows what time she leaves home. What time does she leave?

Fatima leaves at 2:07p.m.

Fatima leaves home.



- b. It takes Fatima 17 minutes to go from her home to the market. Use the number line below to show what time she gets to the market.

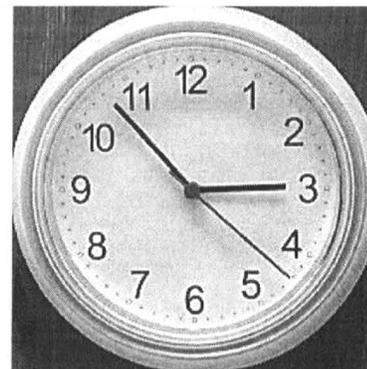


$7 + 17 = 24$
 She gets to the market at 2:24p.m.

- c. The clock to the right shows what time Fatima leaves the market. What time does she leave the market?

Fatima leaves the market at 2:53p.m.

Fatima leaves the market.



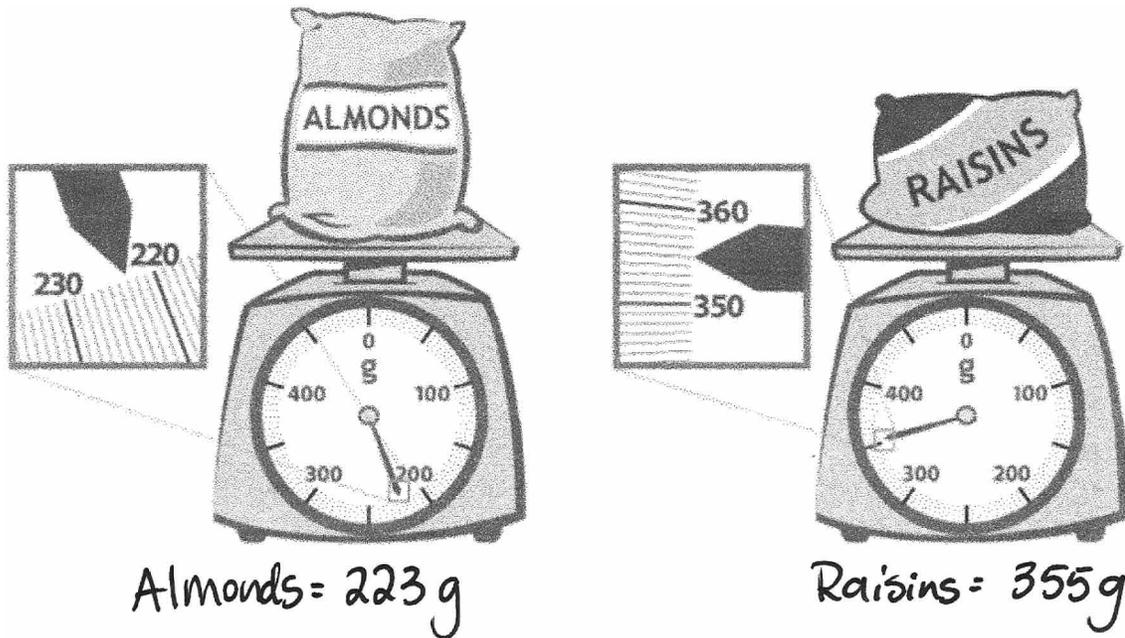
- d. How long does Fatima spend at the market?

$$53 - 24 = 50 - 20 - 1$$

$$\begin{array}{r} 50 \\ \cancel{5} \cancel{0} \end{array} - \begin{array}{r} 20 \\ \cancel{2} \cancel{0} \end{array} - 1 = 29$$

Fatima is at the store 29 minutes.

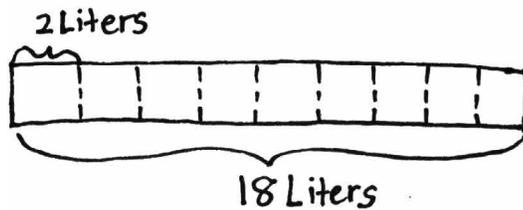
4. At the market, Fatima uses a scale to weigh a bag of almonds and a bag of raisins, shown below. What is the total weight of the almonds and raisins?



$$\begin{array}{r} 223 \text{ g} \\ + 355 \text{ g} \\ \hline 578 \text{ g} \end{array}$$

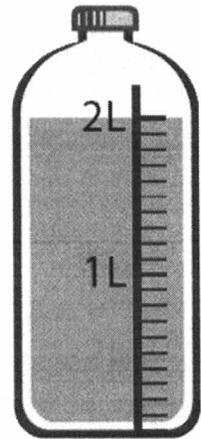
The total weight of the almonds and the raisins is 578 grams.

5. The amount of juice in 1 bottle is shown to the right. Fatima needs 18 liters for a party. Draw and label a strip diagram to find how many bottles of juice she should buy.



$$18 \div 2 = 9$$

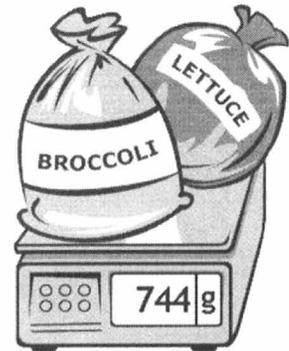
Fatima needs to buy 9 bottles of juice.



6. Altogether Fatima's lettuce, broccoli and peas weigh 968g. The total weight of her lettuce and broccoli is shown to the right. Write and solve a number sentence to find how much the peas weigh.

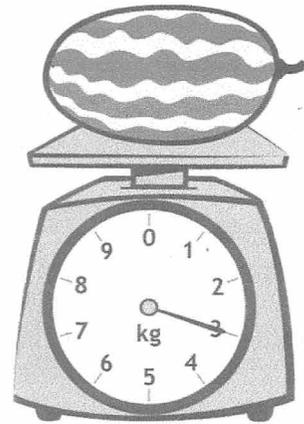
$$\begin{array}{r} 968 \text{ g} \\ - 744 \text{ g} \\ \hline 224 \text{ g} \end{array}$$

Fatima's peas weigh 224 grams.



7. Fatima weighs a watermelon, shown to the right.
- a. How much does the watermelon weigh?

The watermelon weighs 3 kg.



- b. Leaving the store Fatima thinks, "Each bag of groceries seems as heavy as a watermelon!" Use Fatima's idea about the weight of the watermelon to estimate the total weight of 7 bags.

$$7 \times 3 \text{ kg} = 21 \text{ kg}$$

She estimates the bags weigh about 21 kg altogether.

- c. The grocer helps carry about 9 kilograms. Fatima carries the rest. Estimate how many kilograms of groceries Fatima carries.

$$21 \text{ kg} - 9 \text{ kg} = 12 \text{ kg}$$

Fatima carries about 12 kg of groceries.

11 10
 $10 - 9 = 1$
 $11 + 1 = 12$

- d. It takes Fatima 12 minutes to drive to the bank after she leaves the store, then 34 more minutes to drive home. How many minutes does Fatima drive after she leaves the store?

$$12 \text{ minutes} + 34 \text{ minutes} = 46 \text{ minutes}$$

Fatima drives for 46 minutes.