

Name \_\_\_\_\_ Date \_\_\_\_\_ PART 1

(1A)

1. The animal shelter had 48 dogs. This week, the shelter received 10 **more** dogs. How many dogs does the shelter now have?

- 38
- 48
- 58 \*\*\*
- 68

(1A)

2. Last month, Miss Schaefer corrected 853 math problems her students did. This month she corrected 10 **fewer** math problems. How many math problems did she correct this month?

- 753
- 843 \*\*\*
- 863
- 953

(1A)

3. Mrs. Forcier drove 625 miles in her new red sports car. Her son drive 100 miles **more** than she did. How many miles did her son drive?

- 525
- 615
- 635
- 725 \*\*\*

(1A)

4. An African elephant is 24 feet long. A rhino is 10 feet **shorter** than an elephant. How long is a rhino?

- 14 \*\*\*
- 23
- 25
- 34

(1A)

5. Mrs. Semplice had \$689. Mr. Semplice had \$100 **less** than his wife. How much money did Mr. Semplice have?

- \$589 \*\*\*
- \$679
- \$699
- \$789

(1A)

6. There were 375 cats named Smokey at the Cat Show. There were 10 **more** cats named Tiger than named Smokey. How many cats were named Tiger?

- 275
- 365
- 385 \*\*\*
- 475

(1B)

7. Which means the same as 604?

- $6 + 0 + 4$
- $60 + 4$
- $600 + 40$
- $600 + 4$  \*\*\*

(1B)

11. What is another name for  $500 + 30$ ?

- 503
- 530 \*\*\*
- 5030
- 5300

(1B)

8. Which means the same as 29?

- $2 + 90$
- $20 + 90$
- $2 + 9$
- $20 + 9$  \*\*\*

(1B)

12. Which means the same as 590?

- 5 tens, 9 ones
- 5 tens, 0 ones
- 59 tens \*\*\*
- 50 tens

(1B)

9. What is another name for  $200 + 7$ ?

- 2007
- 270
- 207 \*\*\*
- 27

(1D)

13. In which number does 9 have the **least** value?

- 239 \*\*\*
- 392
- 932
- 923

(1B)

10. Which means the same as 65 tens?

- 6510
- 650 \*\*\*
- 65
- 11

(1D)

14. In which number does 2 have the **greatest** value?

- 842
- 824
- 428
- 248 \*\*\*

<p style="text-align: right;">(1D)</p> <p>15. In which number does the tens place have the <b>greatest value</b>?</p> <p><input type="radio"/> 248</p> <p><input type="radio"/> 819</p> <p><input type="radio"/> 936</p> <p><input type="radio"/> 562 ***</p>	<p style="text-align: right;">(1D)</p> <p>19. What is the value of 2 in the number 258?</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 20</p> <p><input type="radio"/> 200 ***</p> <p><input type="radio"/> 2000</p>
<p style="text-align: right;">(1D)</p> <p>16. In which number does the ones place have the <b>greatest</b> value?</p> <p><input type="radio"/> 28</p> <p><input type="radio"/> 39 ***</p> <p><input type="radio"/> 87</p> <p><input type="radio"/> 90</p>	<p style="text-align: right;">(1D)</p> <p>20. In which number does <b>4</b> stand for 40?</p> <p><input type="radio"/> 284</p> <p><input type="radio"/> 428</p> <p><input type="radio"/> 842 ***</p> <p><input type="radio"/> 482</p>
<p style="text-align: right;">(1D)</p> <p>17. In which number does the hundreds place have the <b>least</b> value?</p> <p><input type="radio"/> 589</p> <p><input type="radio"/> 326 ***</p> <p><input type="radio"/> 708</p> <p><input type="radio"/> 410</p>	<p style="text-align: right;">(1D)</p> <p>21. In which number does <b>9</b> have the value of 9?</p> <p><input type="radio"/> 892</p> <p><input type="radio"/> 289 ***</p> <p><input type="radio"/> 928</p> <p><input type="radio"/> 298</p>
<p style="text-align: right;">(1D)</p> <p>18. What is the value of 8 in the number 278?</p> <p><input type="radio"/> 8 ***</p> <p><input type="radio"/> 80</p> <p><input type="radio"/> 800</p> <p><input type="radio"/> 8000</p>	<p style="text-align: right;">(1D)</p> <p>22. In which number does 3 stand for 3 hundreds?</p> <p><input type="radio"/> 123</p> <p><input type="radio"/> 321 ***</p> <p><input type="radio"/> 132</p> <p><input type="radio"/> 231</p>

(1D)

23. The value of 27 would change by how much if 6 replaced 7?

- 1 \*\*\*
- 6
- 10
- 60

(1D)

24. The value of 327 would change by how much if 2 were placed by 5?

- 3
- 5
- 30 \*\*\*
- 500

(1D)

25. The value of 864 would change by how much if 4 were replaced by 5?

- 1 \*\*\*
- 4
- 7
- 9

(1D)

26. The value of 258 would change by how much if 3 replaced 2?

- 1
- 10
- 100 \*\*\*
- 300

(4A)

The chart shows how many people lived in four Connecticut towns in 2003.

TOWN	NUMBER OF PEOPLE
Brooklyn	6, 6 8 1
Canton	8, 2 6 8
Haddam	6, 7 6 8
Winsted	8, 2 5 4

27. Which list shows the towns listed in order of number of people from **least to greatest**?

- Haddam, Brooklyn, Canton, Winsted
- Haddam, Winsted, Brooklyn, Canton
- Brooklyn, Winsted, Canton, Haddam
- \*\*\* Brooklyn, Haddam, Winsted, Canton

(4A)

The table shows the height of 4 students in centimeters.

Student	Height in Centimeters
Alex	145
Hiram	119
Sasha	137
Julia	128

28. If the students were arranged in order from **tallest to shortest**, who would be third on the list?

- Alex
- Hiram
- Sasha
- Julia \*\*\*

(4A)

Tomas took a survey of the first names of fourth grade boys in his school. The chart shows the four most popular names and how many boys had that name in the fourth grade.

Names	Number of Boys
Jacob	42
Luis	35
Antonio	39
Matthew	37

29. Which list shows the names in order from **most to least** popular?

- Antonio, Matthew, Jacob, Luis  
 Jacob, Antonio, Matthew, Luis \*\*\*  
 Antonio, Jacob, Matthew, Luis  
 Jacob, Antonio, Luis, Matthew

(4A)

30. In the chart in problem 29, which name was the **least** popular?

- Jacob  
 Luis \*\*\*  
 Antonio  
 Matthew

(4A)

Animal	Weight in Kilograms
Black Bear	227 LESS
Lion	253
Polar Bear	778 MORE
Panda	167 LESS
Tiger	315 MORE

31. How many animals weigh **less** than the lion?

- 1  
 2 \*\*\*  
 3  
 4

(4B)

32. Mrs. Nettleton's class earned between 375 and 398 points for good behavior. How many points could they have earned?

- 368  
 372  
 384  
 395 \*\*\*

(4B)

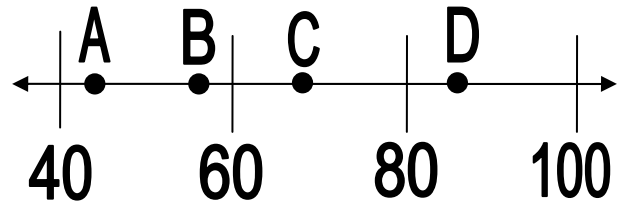
33. Mr. Ruel\* drove **more** than 99 miles but less than 175 miles to go skiing in Vermont. How many miles did he drive?

- 98  
 125 \*\*\*  
 176  
 183

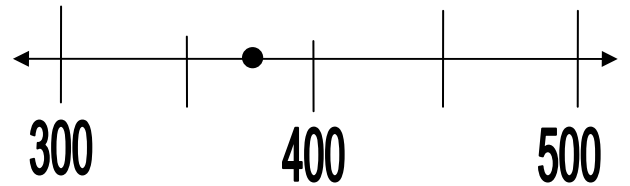
\*rhymes with "tool"

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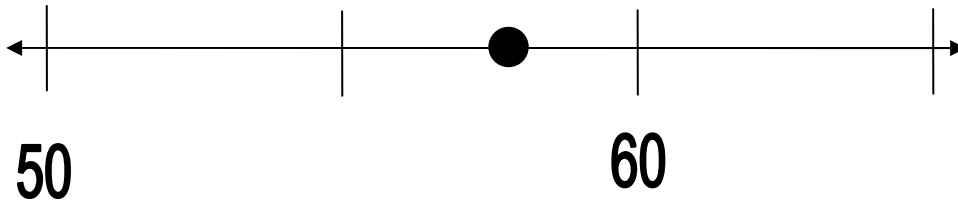


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(4E)



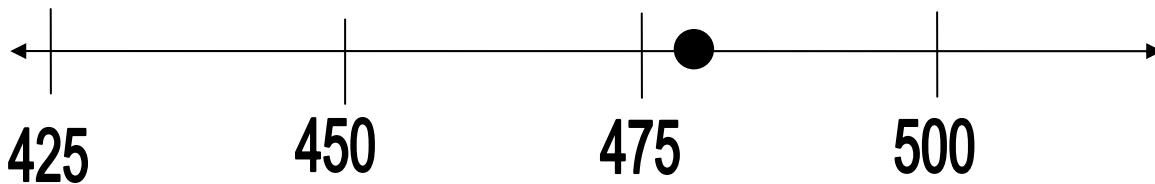
38. Write the number that **best** represents the black dot on the number line.  
**ANSWER: 56, 57 or 58**

(4E)



39. Draw a heavy black line to show where **230** would be.

(4E)



40. Put a black dot on the number line to **most** accurately represent 480.

(5C)

41. Write a story problem that can be solved using the number sentence

$$46 + 9 = \square.$$

*Joining Model of Addition:* John earned 46 pennies selling pencils on the street corner on a cold, snowy day in January. At the end of the day, Linda, a kind and generous teacher, gave him a 9 more pennies for a tip. How many pennies did John earn that day?

*Combined Model of Addition:* Donna has 46 new pennies and 9 old pennies. How many pennies does Donna have in all? [And how did she get those pennies? Not by selling pencils, I'll bet.]

(5C)

42. Write a story problem that can be solved using the number sentence

$$85 - 37 = \square.$$

*Take-away Model of Subtraction.* After many hours of standing on a street corner freezing to death, John had earned the vast sum of 85 pennies. Donna came along, dazzled John with her charm and witty repartee, and waltzed away with 37 of John 's pennies. How many pennies does John now have?

*Comparison Model of Subtraction:* Linda has 85 pennies. Donna has 37 pennies (and we know how she got those pennies). How many more pennies does kind, generous Linda have than does that rat-fink Donna?

*Missing Addend Model of Subtraction:* Linda has 85 pennies. There are 37 brand new pennies in her pile. The rest of the pennies are old. How many pennies are old?

(5C)

43. Write a story problem that can be solved using the number sentence

$$5 \times 9 = \square$$

*Repeated Addition Model of Multiplication:* John has 5 big blue bags. He has 9 pennies in each big blue bag. (AGAIN with the pennies? Why not some nickels or dimes for a change?) How many pennies does John have in all?

*Array Model of Multiplication:* John has 5 rows of pennies. There are 9 pennies in each row. How many pennies does John have?

Name \_\_\_\_\_ Date \_\_\_\_\_ PART 2

(4C)	(10A)
<p>1. Mr. Jones gained 42 pounds. This number is</p> <p><input type="radio"/> a little less than 30</p> <p><input type="radio"/> close to 40 ***</p> <p><input type="radio"/> almost 50</p> <p><input type="radio"/> a little more than 50</p>	<p>5. Heather needs to add 412 to 792. Which of the following would be <b>best</b> for Heather to use to <b>estimate</b> the sum?</p> <p><input type="radio"/> <math>500 + 800</math></p> <p><input type="radio"/> <math>500 + 700</math></p> <p><input type="radio"/> <math>400 + 800</math> ***</p> <p><input type="radio"/> <math>400 + 700</math></p>
(4C)	(10A)
<p>2. Mrs. Tuttle drove 158 miles from Woodstock, CT to New York City. This number is <b>closest</b> to</p> <p><input type="radio"/> 130</p> <p><input type="radio"/> 140</p> <p><input type="radio"/> 150</p> <p><input type="radio"/> 160 ***</p>	<p>6. Samuel needs to subtract 589 from 820. Which of the following would be <b>best</b> for Samuel to use to <b>estimate</b> the difference?</p> <p><input type="radio"/> <math>800 - 600</math> ***</p> <p><input type="radio"/> <math>800 - 500</math></p> <p><input type="radio"/> <math>900 - 600</math></p> <p><input type="radio"/> <math>900 - 500</math></p>
(4C)	(10A)
<p>3. There were 178 tomatoes in Ed's garden. This number is <b>about</b></p> <p><input type="radio"/> 100</p> <p><input type="radio"/> 200 ***</p> <p><input type="radio"/> 300</p> <p><input type="radio"/> 400</p>	<p>7. Rachel bought a new pair of shoes for \$87.98. She gave the clerk \$100. Which of the following would be <b>best</b> for Rachel to use to <b>estimate</b> her change?</p> <p><input type="radio"/> <math>\\$100 - 87</math></p> <p><input type="radio"/> <math>\\$87 - \\$100</math></p> <p><input type="radio"/> <math>\\$100 - \\$88</math> ***</p> <p><input type="radio"/> <math>\\$88 - \\$100</math></p>
(4C)	(10A)
<p>4. Mrs. Nettleton can solve 178 math problems in less than an hour. This number is</p> <p><input type="radio"/> a little less than 100</p> <p><input type="radio"/> a little more than 100</p> <p><input type="radio"/> a little less than 200 ***</p> <p><input type="radio"/> a little more than 200</p>	<p>7. Rachel bought a new pair of shoes for \$87.98. She gave the clerk \$100. Which of the following would be <b>best</b> for Rachel to use to <b>estimate</b> her change?</p> <p><input type="radio"/> <math>\\$100 - 87</math></p> <p><input type="radio"/> <math>\\$87 - \\$100</math></p> <p><input type="radio"/> <math>\\$100 - \\$88</math> ***</p> <p><input type="radio"/> <math>\\$88 - \\$100</math></p>

(10A)

8. Horatio spent \$32.85 on new hiking boots. He paid with a \$50 bill. Which of the following would be **best** for him to use to **estimate** the change he should receive?

- \$30 - \$50  
 \$50 - \$30 \*\*\*  
 \$40 - \$50  
 \$50 - \$40

(11A)

11. Yesterday 82 cars passed over a speed bump. Only 39 of the cars remembered to slow down. **About** how many cars did not slow down?

- 40 \*\*\*  
 50  
 60  
 70

$$\begin{array}{r} 82 \rightarrow 82 \\ - 39 \rightarrow 40 \\ \hline 42 \end{array}$$

(10A)

9. Harry practiced flying 22 hours a week for 38 weeks. Which of the following would be **best** for Harry to use to **estimate** his total number of hours?

- 20 x 30  
 20 x 40 \*\*\*  
 30 x 30  
 30 x 40

(11A)

12. Mike's Service Station sold 987 gallons of gas on Monday. It sold 736 gallons on Tuesday. **About** how many gallons were sold altogether?

- 1400  
 1500  
 1600  
 1700 \*\*\*

$$\begin{array}{r} 900 + 80 + 7 \\ + 700 + 30 + 6 \\ \hline 1600 \\ \quad \downarrow \\ \quad +100 \text{ and a little} \\ \quad \text{more} \\ 1700 \end{array}$$

(10A)

10. Ron needs to multiply  $5296 \times 817$ . Which of the following would be **best** for Ron to use to **estimate** the product?

- 5000 x 800 \*\*\*  
 6000 x 800  
 5000 x 900  
 6000 x 900

(11A)

13. Mr. Rodriguez counted 211 white t-shirts in his store. He also counted 498 blue t-shirts. **About** how many t-shirts did he count?

- 710 \*\*\*  
 730  
 750  
 770

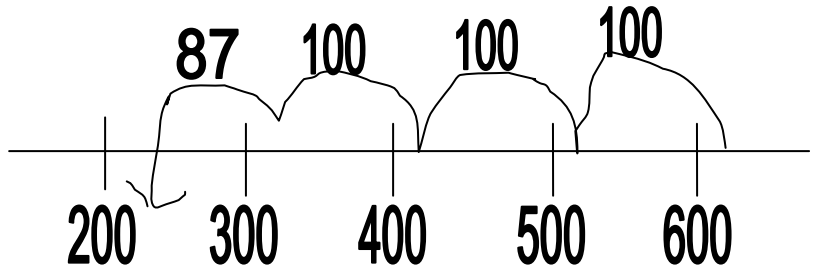
$$\begin{array}{r} 498 \rightarrow 500 \\ 211 \rightarrow 211 \\ \hline 711 \end{array}$$

(11A)

.14. An actor in a play had 618 lines to learn. He learned 387 lines already. **About** how many more lines does he need to learn?

$$\begin{array}{r} 618 \rightarrow 600 \\ -387 \rightarrow 400 \\ \hline 200 \end{array}$$

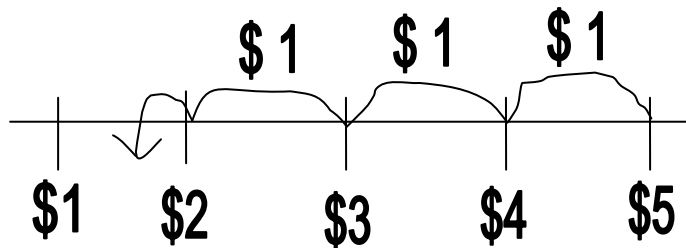
- less than 100
- about 200 \*\*\*
- about 300
- more than 400



(11A)

15. 47. Angie paid \$3.29 for a new pen. She have the clerk \$5.00. **About** how much change did she get back?

- A little more than \$2.00
- A little more than \$3.00
- A little less than \$2.00 \*\*\*
- A little less than \$3.00



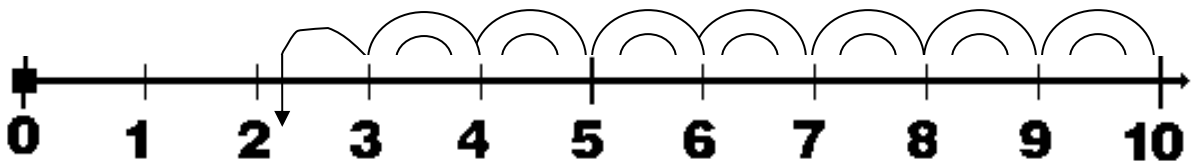
$$\begin{array}{l} \$5 - \$3 = \$2 \text{ so far} \\ \$2 - \$0.29 = \text{less than } \$2 \end{array}$$

(11A)

16. Mr. Mongillo bought a quart of yellow paint for \$7.92. He paid with a \$10 bill. **About** how much change did he receive?

- a little less than \$2
- a little more than \$2 \*\*\*
- a little less than \$3
- a little more than \$3

$$\begin{array}{l} \$10 - 8 = \$2 \\ \text{BUT he paid a little less} \\ \text{than } \$8, \\ \text{so his change will be a little} \\ \text{more than } \$2 \end{array}$$

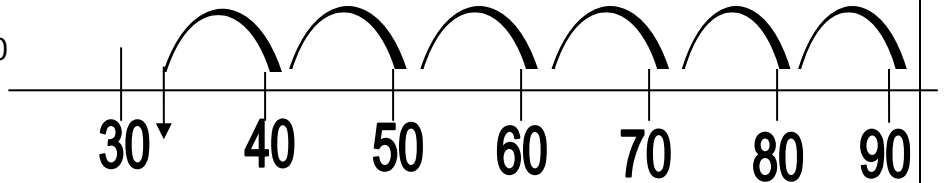


(11A)

17. The jolly green giant had 91 cans of peas. He ate 58 of the cans. **About** how many cans of peas were not eaten?

- a little less than 30
- a little more than 30 \*\*\*
- a little less than 40
- a little more than 40

$$\begin{array}{r} 91 \rightarrow 91 \\ -58 \rightarrow 60 \\ \hline 31 \end{array}$$



(11A)

18. Mrs. Harris, the mail carrier, delivered 326 letters to the houses on Village Street on Monday. She delivered 597 letters on Tuesday. **About** how many letters did she deliver on those two days?

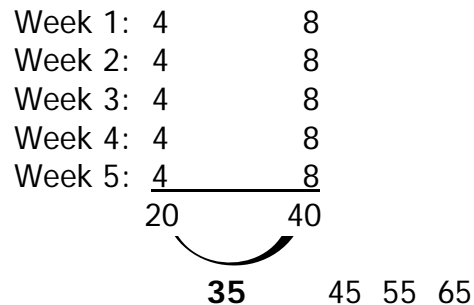
- A little less than 800
- A little more than 800
- A little less than 900
- A little more than 900 \*\*\*

$$\begin{array}{r} 326 \rightarrow 326 \\ +597 \rightarrow 600 \\ \hline 926 \end{array}$$

(11A)

19. In his shop, Samir sold between 4 and 8 yards of silk every week for 5 weeks. **About** how many yards of silk could Samir have sold?

- 35 \*\*\*
- 45
- 55
- 65



(11A)

20. Jordan's pet snake, King, grew between 2 and 6 inches a month for 4 months. **About** how many inches could he have grown?

- 2
- 5
- 7
- 10 \*\*\*

1 <sup>st</sup> month:	2	6
2 <sup>nd</sup> month:	2	6
3 <sup>rd</sup> month:	2	6
4 <sup>th</sup> month:	<u>2</u>	<u>6</u>
	8	24
	<u>2</u>	<u>5</u>
	<u>7</u>	<u>10</u>

(11A)

23. Carlos has 926 pages in his book. He has read 489 pages. **About** how many more pages are left to read?

- less than 200 pages
- between 200 and 300
- between 300 and 400
- more than 400 \*\*\*

926 → 926
<u>-489</u> → 500
426

(11A)

21. John ran between 9 and 15 miles a week for 6 weeks. **About** how many miles could he have run?

- 50
- 80 \*\*\*
- 110
- 140

1)	9	15
2)	18	30
3)	27	45
4)	36	60
5)	45	75
6)	54	90
	50	<b>80</b>
	110	140

(14A)

24. Alex started washing windows at 7:25. She finished at 10:18. How long did she spend washing windows?

- 1 hour, 58 minutes
- 2 hours, 35 minutes
- 2 hours, 53 minutes**
- 3 hours, 12 minutes

7:25 → 9:25:	2 hr
9:25 → 10:00:	35 m
10:00 → 10:18:	18 m
<b>TOTAL:</b>	<b>2 hr, 53 min</b>

(11A)

22. At *Than's Boat Rental*, people rented 687 canoes and 895 rowboats last summer. **About** how many boats were rented last summer?

- less than 1400
- between 1400 and 1600 \*\*\*
- between 1600 and 1800
- more than 1800

687 → 687
895 → 900 = 1587

(14A)

25. Suzi's dad finished changing the tires on his car at 2:24. He had begun the job 48 minutes earlier. At what time did he begin changing tires?

- 1:36 \*\*\*
- 1:45
- 2:00
- 2:24

2:24 – 4 min = 2:20
2:20 – 20 min = 2:00 (subtotal of 24 min)
2:00 – 20 min = 1:40 (subtotal of 44 min)
1:40 – 4 min = <b>1:36</b> (subtotal of 48 min)

(14B)

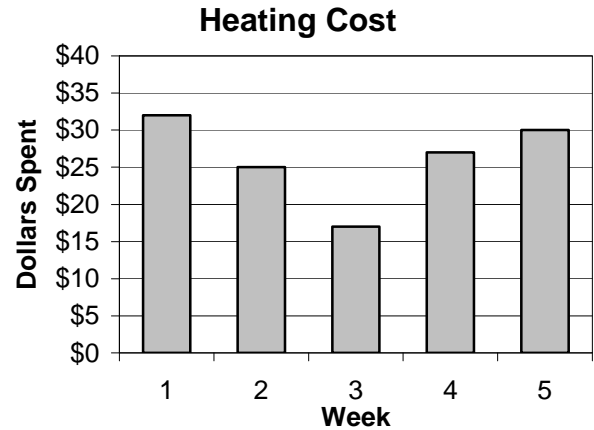
26. Lee Ann watched TV for 180 minutes. How many hours is that?

- 1
- 2
- 3 \*\*\*
- 4

min	hours
60	1
120	2
180	3

BIG question: Is 3 or 180 the answer?

The graph below shows how much the Lathrop family spent on heat for 5 weeks. Use it to answer the questions below.



(19A)

(14B)

27. Holly practiced playing the piano for  $1\frac{1}{2}$  hours. How many minutes is that?

- 60
- 90 \*\*\*
- 120
- 150

1 hour = 60 min  
 $\frac{1}{2}$  hr = 30 min  
 TOTAL = 90 min.

29. How much did the Lathrop family spend on heat in week 3?

- \$14
- \$17 \*\*\*
- \$21
- \$32

between 15 and 20

This may be harder than Gr 4 CMT

(14B)

28. Bruce can stare without blinking his eyes for 90 seconds. How long is that?

- 1 minute and 15 seconds
- 1 minutes and 30 seconds \*\*\*
- 1 minutes and 45 seconds
- 2 minutes

60 seconds = 1 minute,  
 30 seconds = 30 seconds

90 seconds  
~~-60 seconds (1 minute)~~  
 30 seconds left

(19A)

30. In which weeks did they spend less than \$29 on heat?

- Weeks 2, 3, and 4 \*\*\*
- Weeks 1 and 5
- Weeks 1, 4, and 5
- Weeks 2, 3, and 5

**ANOTHER GOOD QUESTION: *DURING HOW MANY WEEKS DID THEY SPEND WHATEVER?***

The **table** shows the number of students who took part in sports. Use the table to answer the following two questions.

Sport	Grade 4	Grade 5
Swimming	50	36
Basketball	15	41
Soccer	42	15
Football	21	31

(19A)

31. According to the table, which 2 sports have the **greatest** number of fourth grade students?

- Soccer and football
- Basketball and swimming
- Soccer and swimming \*\*\*
- Basketball and football

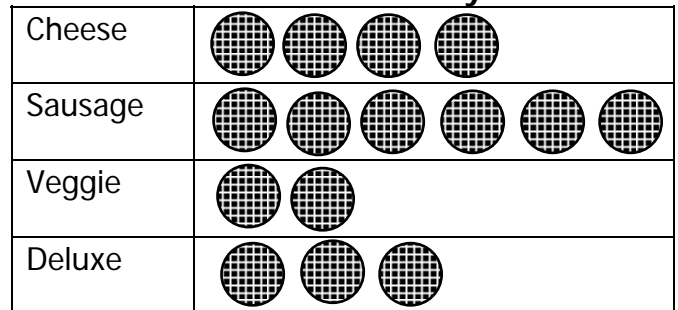
(19A)

32. Which 2 sports have the **least** number of fifth graders?

- Soccer and Swimming
- Basketball and Soccer
- Swimming and Football
- Soccer and Football \*\*\*

The **pictograph** shows the number of pizzas sold at *ABC Pizza* on Friday. Use the graph to answer the questions that follow the graph.

Pizzas Sold on Friday



Each  represents 5 pizzas

(19A)

33. How many more Sausage pizzas were sold than Deluxe pizzas?

- 3
- 5
- 15 \*\*\*
- 18

(19A)

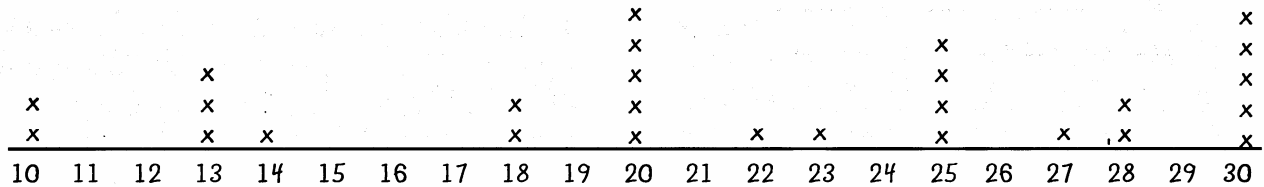
34. Which two types of pizza sold between 12 and 24 pizzas on Friday night?

- Cheese and Sausage
- Veggie and Deluxe
- Cheese and Deluxe \*\*\*
- Cheese and Veggie

Line Plots are in the Grade 3 Math Framework. Obj. 19A, in the Grade 4 CMT, does not clearly state if line plots are or are not included. I do NOT think they are on the CMT.

(19A)

The **line plot** shows the estimates made by 27 children for the number of beans in a handful. Use the graph to answer the questions.



$$X = 1$$

1. How many children estimated that there were 20 beans in a handful?

- 2  
 3  
 4  
 5 \*\*\*

3. How many children estimated less than 20 beans in a handful?

- 5  
 8 \*\*\*  
 13  
 27

2. How many children estimated that there were between 24 and 31 beans in a handful?

- 10  
 12 \*\*\*  
 14  
 16

4. How many children estimated more than 20 beans in a handful?

- 4  
 9  
 14 \*\*\*  
 19

Name \_\_\_\_\_ Date \_\_\_\_\_

(25A)

The 4<sup>th</sup> and 2<sup>nd</sup> graders in your school are going on a trip to Wonderland Amusement Park. Each 4<sup>th</sup> grader is going to be a buddy to a 2<sup>nd</sup> grader.

Your buddy for the trip wants to go on every ride at the park. Unfortunately,

- there may not be enough time to go on every ride and
- you may not have enough tickets to go on every ride.

So you and your buddy need a plan for the day.

- The bus will drop you off at the amusement park at 10:00 a.m.
- The bus will pick you up at 1:30 p.m.
- Each student will get 20 tickets for rides.
- You may go on a ride more than one time.
- You and your buddy must also save 30 minutes for lunch.

The chart shows how much time and how many tickets you need for each ride. Use this information to plan a fun day at the amusement park for you and your buddy.

<b>WOUNDERLAND AMUSEMENT PARK</b>		
Ride	Time Required (including waiting in line and time to get to ride)	Number of Tickets Needed
Roller Coaster	45 minutes	4
Merry-Go-Round	15 minutes	1
Ferris Wheel	30 minutes	3
Water Slide	30 minutes	4
Rocket Ride	60 minutes	4
Bumper Cars	15 minutes	2
Blue Lagoon Ride	45 minutes	3

On the next page, write a plan for the day that shows

- **when you will go on each ride** and
- **when you will eat lunch.**

### Our Amusement Park Plan

10:00	Arrive	<p style="text-align: center;">One Possible Plan:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">10:00 – 10:45</td> <td style="width: 40%;">Roller Coaster</td> <td style="width: 40%;">4 tickets</td> </tr> <tr> <td>10:45 – 11:45</td> <td>Rocket Ride</td> <td>4 tickets (8 tickets in all)</td> </tr> <tr> <td>11:45 – 12:45</td> <td>Rocket Ride</td> <td>4 tickets (12 tickets in all)</td> </tr> <tr> <td>12:45 – 1:15</td> <td>LUNCH</td> <td></td> </tr> <tr> <td>1:15 – 1:30</td> <td>Bumper Cars</td> <td>2 tickets (14 tickets in all)</td> </tr> </table>	10:00 – 10:45	Roller Coaster	4 tickets	10:45 – 11:45	Rocket Ride	4 tickets (8 tickets in all)	11:45 – 12:45	Rocket Ride	4 tickets (12 tickets in all)	12:45 – 1:15	LUNCH		1:15 – 1:30	Bumper Cars	2 tickets (14 tickets in all)			
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		<p style="text-align: center;">One Possible Plan:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">10:00 – 10:15</td> <td style="width: 40%;">Merry Go Round</td> <td style="width: 40%;">1 ticket</td> </tr> <tr> <td>10:15 – 11:15</td> <td>Rocket Ride</td> <td>4 tickets (5 tickets in all)</td> </tr> <tr> <td>11:15 – 11:45</td> <td>LUNCH</td> <td></td> </tr> <tr> <td>11:45 – 12:30</td> <td>Blue Lagoon</td> <td>3 tickets (8 tickets in all)</td> </tr> <tr> <td>12:30 – 1:00</td> <td>Ferris Wheel</td> <td>3 tickets (11 tickets in all)</td> </tr> <tr> <td>1:00 – 1:30</td> <td>Water Slide</td> <td>4 tickets (15 tickets in all)</td> </tr> </table>	10:00 – 10:15	Merry Go Round	1 ticket	10:15 – 11:15	Rocket Ride	4 tickets (5 tickets in all)	11:15 – 11:45	LUNCH		11:45 – 12:30	Blue Lagoon	3 tickets (8 tickets in all)	12:30 – 1:00	Ferris Wheel	3 tickets (11 tickets in all)	1:00 – 1:30	Water Slide	4 tickets (15 tickets in all)
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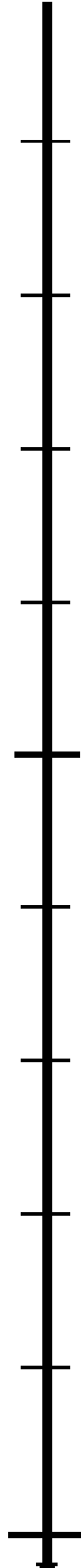
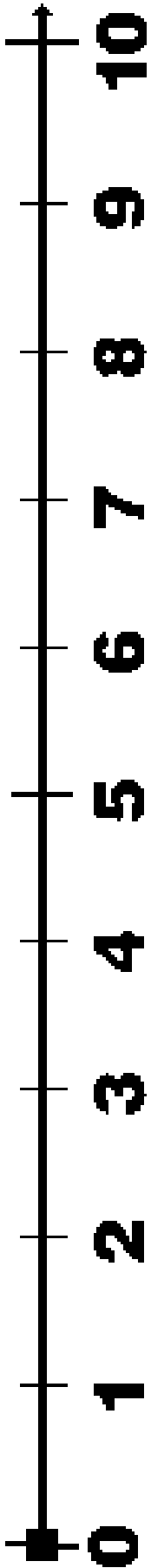
***THIS PROBLEM CAN EASILY BE MADE MORE CHALLENGING WITH SOME OF THESE SUGGESTIONS:***

- |                   |   |
|-------------------|---|
| 1:30 Meet the bus | <ul style="list-style-type: none"> <li>▪ <i>Make the day longer – extend the time past 1:30, for example</i></li> <li>▪ <i>Require that at least a certain number of tickets be used.</i></li> <li>▪ <i>Require that at least a certain number of rides be included.</i></li> <li>▪ <i>Require a 15 minute rest period.</i></li> <li>▪ <i>Create more rides and ticket prices</i></li> <li>▪ <i>Hand out more than 20 tickets</i></li> <li>▪ <i>Change the number of tickets needed for some or all of the rides</i></li> </ul> |
|-------------------|---|

Write an e-mail to your buddy telling her or him why you think your plan is a good one. You may use the next page if you need more room.

*Possible answers: Students need to come up with at least 2 good reasons, such as*

- *All the time was filled*
- *We saved 30 minutes for lunch*
- *We used up most of the tickets*
- *We have some tickets left for next time.*
- *We went on most of the rides (if that is true)*



Number Lines for Objective 11A:  
Estimate a reasonable answer to  
a problem.

These number lines are  
graphics. If you click on them,  
you can

- shrink them and make them smaller
- stretch them and make them larger
- crop off either or both ends of them.
- duplicate them (click on a number line, then hit "control d" to duplicate any graphic or piece of clip art).

Grade 4 – Topic 12: Investigating Large Numbers  
December 30, 2005

- Obj. 1A: Solve problems involving 10 MORE/LESS or 100 MORE/LESS than a given number.
- Obj. 1B: Identify alternative forms of expressing whole numbers < 1000 using expanded notation.
- Obj. 1D: Use place value concepts to identify and compare the magnitude and value of digits in 2- and 3-digit numbers.
- Obj. 4A: Order whole numbers < 10,000.
- Obj. 4B: Describe magnitude of 2- and 3-digit whole numbers... [Not fractions, mixed numbers and decimals in Topic 12]
- Obj. 4D: Identify points representing 2- and 3-digit whole numbers... on a number line and vice versa. [Not fractions (halves, thirds, fourths) and decimals (tenths) in Topic 12]
- Obj. 4E: Locate points representing 2- and 3-digit whole numbers... on a number line and vice versa. [Not fractions (halves, thirds, fourths) and decimals (tenths) in Topic 12]
- Obj. 5C: Write a story problem that matches a given addition or subtraction sentence using 1- and 2-digit numbers.
- Obj. 5C (Continued): Write a story problem that matches a given multiplication sentence using 1-digit factors.
- Obj. 4C: Round 2- and 3-digit whole numbers in context.
- Obj. 10A: Identify the best expression to find an estimate.
- Obj. 11A: Identify a reasonable estimate to a problem, including estimating change from \$1, \$5 and \$10.
- Obj. 14A: Solve problems involving time and elapsed time (minutes and hours)... [but not calendars in Topic 12]
- Obj. 14B: Solve problems involving conversions of measures of time.
- Obj. 19A: Identify correct information from tables, bar graphs, pictographs and charts. PLEASE NOTE: ONE **LINE PLOT** WAS INCLUDED. THE WORDING OF OBJ. 19A DOES NOT INDICATE THAT LINE PLOTS WILL BE TESTED ON THE GRADE 4 CMT (4<sup>TH</sup> GENERATION), HOWEVER.
- Obj. 25A: Solve extended numerical and statistical problems.