A

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_

Quiz/ WarmUp # 3

TEACHER FILLS OUT:

LEVEL A: \_\_\_\_\_/2

LEVEL B: \_\_\_\_\_/4

LEVEL C: \_\_\_\_\_/2

Notes:

 SHOW WORK PLEASE

 NEATER PLEASE

**LEVEL 1**

1. Drawing a model is required on this problem.

Simplify your answer. Use Cuisenaire rods if you like.

2 pts: one for the drawing, one for the answer.

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

Answer:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**LEVEL 2** Solve by any method (drawing is fine, using rods is fine)

2 points: one for showing work, one for the answer.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |

At right is a 15-wide fraction wall.

Label each row . (15ths, 5ths…)

Can you build or shade in **ELEVEN** **15ths,**

using exactly ***three*** *blocks? (repeats of the same size are allowed)*  Shade in your answer below:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  | $$\frac{11}{15}$$ |  |  |  |

$$\frac{11}{15}$$

Write the equation here:

+ + =

**3.** Three people share a prize of $49. Alpha gets 3 times as much as Beta. Beta has $9 less than Gamma. How much money does Alpha have?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A |  |  |  |  |  |  |  | *49 – 9 = 40 for 4 units**40 ÷ 4 = 10 per unit* |
| B |  |  |  |  |  |  |  |
| G |  |  |  |  |  |  |  |

Answer in a sentence: Alpha has \_ *$30\_*

 **LEVEL 3 (if time)**



4. Word Problem

2 points: one for showing work,

one for the answer.

*Note: students might solve this without*

*a bar model. They might use a drawing or*

*mark on the drawing at right, which is fine.*

*We’re looking for thinking, so we have to*

*recognize any thinking as valid.*

|  |
| --- |
| 4. A tank of water contained a metal cube. Then water was poured in, until the cube was covered. The reading on the tank was then 4/5 full. When the cube was removed, the water level in the tank fell – it was then only 2/5 full. If the cube had a volume of 50 cubic cm, how many cubic cm was the volume of the WHOLE tank?  |
| With Cube |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Without Cube  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ***50 ÷ 2 = 25 per unit******25 x 5 = 125*** |  |  |
| Sentence: ***The whole tank has a volume of 125 cubic cm.***  |