NAME DATE TIME

Lesson 1-14

Unit 1 Self Assessment

Put a check in the box that tells how you do each skill.

Skills	 I can do this on my own and explain how to do this.	 I can do this on my own.	 I can do this if I get help or look at an example.
① Find the difference between two numbers on a number grid. MJ1 3			
② Look for information in my *Student Reference Book*. MJ1 4			
③ Round numbers. MJ1 6			
④ Tell time. MJ1 8			
⑤ Make a bar graph. MJ1 13			
⑥ Solve multiplication number stories. MJ1 15			

Unit 1 Assessment

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

a. The difference between 95 and 127 is _____.

b. The difference between 97 and 122 is _____.

c. Explain how you used the number grid to solve Problem 1b.

_____

_____

_____

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

a.

_____

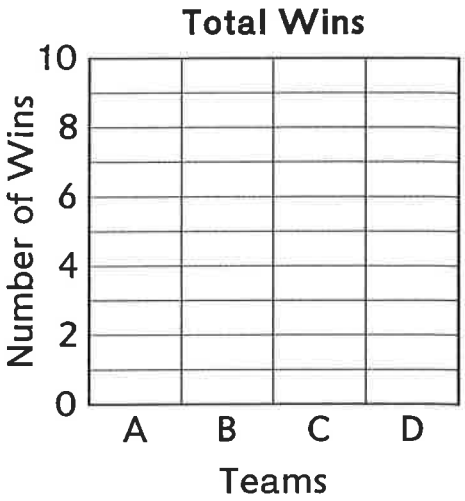
b.

_____

Unit 1 Assessment (continued)

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

Total Wins	
Teams	**Number of Wins**
Team A	𝍸 ////
Team B	𝍸 /
Team C	𝍸
Team D	𝍸 𝍸



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? _____

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 4×5?

_____

_____

_____

Unit 1 Assessment (continued)

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: _____

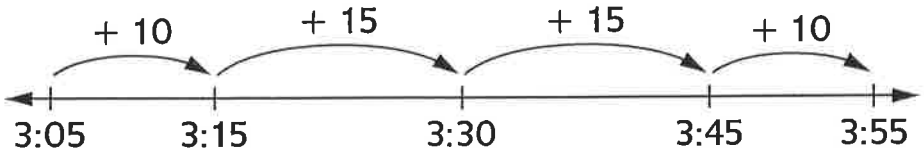
b. Anne sketches 5 rows of flowers on her page with 6 flowers in each row. How many flowers does she sketch in all?

She sketches _____ flowers.

Number model: _____

Unit 1 Assessment (continued)

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.



$10 + 15 + 15 + 10 = 50$

Explain Angela's work. _____

_____

_____

_____

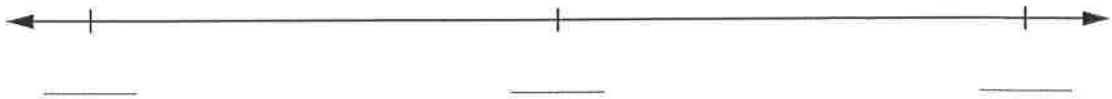
_____

_____

How long is Angela's dance practice? _____ minutes long

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

a. 59 rounded to the nearest 10 is _____.



_____ _____ _____

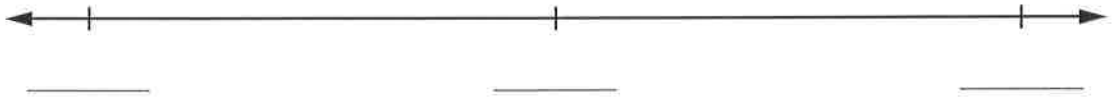
b. 73 rounded to the nearest 10 is _____.

_____ _____ _____

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 _____.

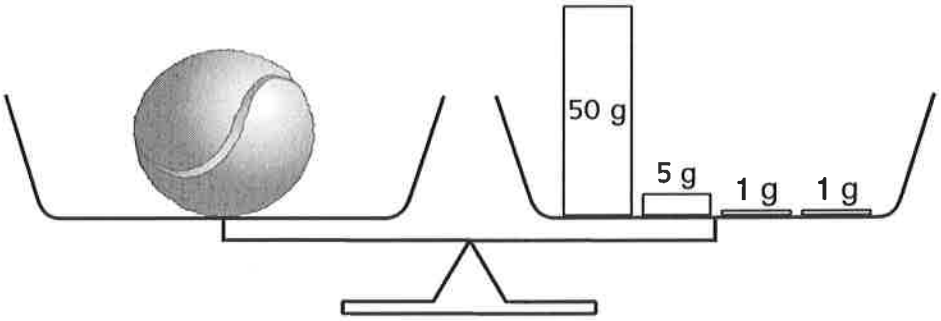


_____ _____ _____

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?



Answer: _____ grams

How did you figure out your answer? _____

_____

_____

Unit 1 Challenge

1. Marsha counts 20 blocks and arranges them in different arrays.

   a. Sketch all the possible arrays Marsha could make with the blocks.

   b. Write multiplication number models for each of the arrays.

   c. Could Marsha make an array that has 3 rows? _____

   Explain. _____

   _____

   _____

2. Don and Molly played *Number-Grid Difference.*
   The object of the game is to have the lower sum of 5 scores.

   Don picked 3 and 5 and made the number 35.

   Molly picked 8 and 5. What number should Molly make? _____

   Explain your answer. _____

   _____

   _____

Unit 1 Challenge (continued)

③ Solve. You may use your toolkit clock or an open number line to help you. Show your work.

Evan starts basketball camp at 9:15 A.M.
He finishes at 3:45 P.M.

How many hours and minutes does Evan spend at camp?

Evan spends _____ hours and _____ minutes at camp.

④ Manuel is working on his 10s and 5s facts.
He knows most of his 10s facts, but he has trouble with his 5s facts.
You can help him.

a. Solve.

$6 \times 10 =$ _____

6×10 means 6 equal groups of 10.

b. Explain how Manuel can use his answer to 6×10 to figure out what 6×5 would be.

_____

_____

c. Explain another way that Manuel could solve 6×5.

_____

_____