Reveal Math Quiz Review

Page 162 - 172

Quiz 2
WEDNESDAY
22/5/2024

Combining parts to make a new whole — **Create**

Judging the value of information or ideas — **Evaluate**

Breaking down information into component parts — **Analyze**

Applying the facts, rules, concepts, and ideas — **Apply**

Understanding what the facts mean — **Understand**

Recognizing and recalling facts — **Remember**

© tips.uark.edu
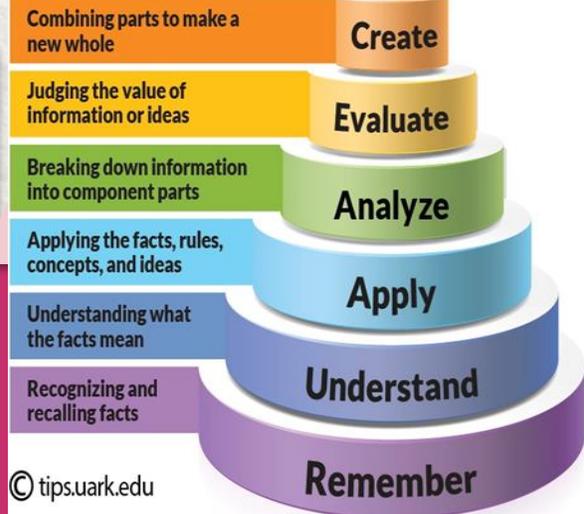
What equation describes the situation?

1. 49 feet of rope cut into pieces 7 feet long

2. 9 strips of paper each 6 inches long

3. 4 miles each day for 8 days

4. 10 yards of fabric cut into 5 pieces

___

Learning Objective: Students can solve problems involving measurement.

05:00

EXPO 2020 DUBAI UAE

5. Layla is using yarn for different projects. For each project, the number of pieces of yarn, the length of each piece of yarn, and the total amount of yarn she needs changes. What number completes the row?

Pieces of Yarn	Length of Each Piece (inches)	Total Amount of Yarn (inches)
3	5	
6	7	
7	8	
	9	45
8		48
	7	28

6. There are 3 boxes lined up against one wall of a warehouse. Each box is 6 feet long. How can you find the total length of the 3 boxes? Write an equation to show your work.

7. A board is 64 inches long. Michael plans to cut the board into 8 equal sections. How can you find the length of each section? Write an equation to show your work.

Learning Objective: Students can solve problems involving measurement.

05:00

EXPO 2020 DUBAI UAE

9. Sheila tapes together 4 postcards. The total length of the 4 postcards is 24 inches. How long is each postcard? Write an equation to represent the problem.

10. A classroom is 28 feet wide. The teacher divides the classroom into 4 sections of equal width. How wide is each section? Write an equation to represent the problem.

Learning Objective: Students can solve problems involving measurement.

Reveal Math Unit 12 Lesson 1

Measure Liquid Volume

Page 187

5:00

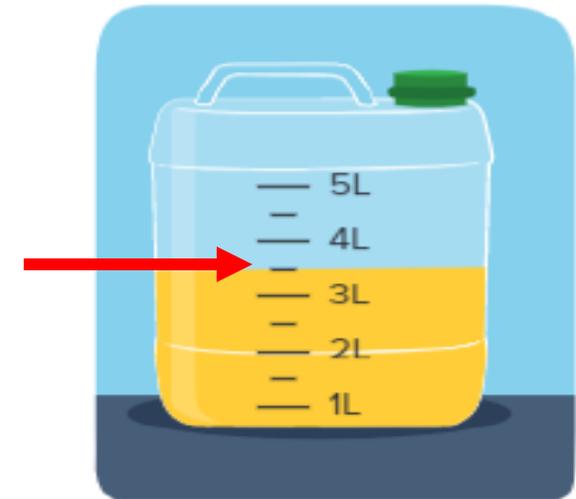The amount of liquid in a container is called liquid volume.

Math is... Choosing Tools

How do you decide whether to measure liquid volume in milliliters or liters?

💬 Work Together

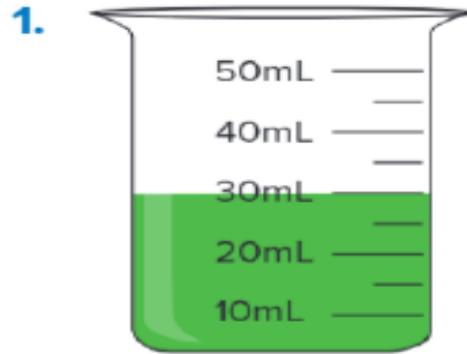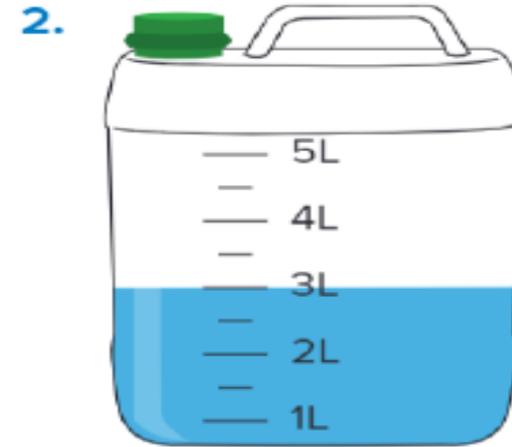How much vegetable oil is in the container?

Type equation here.
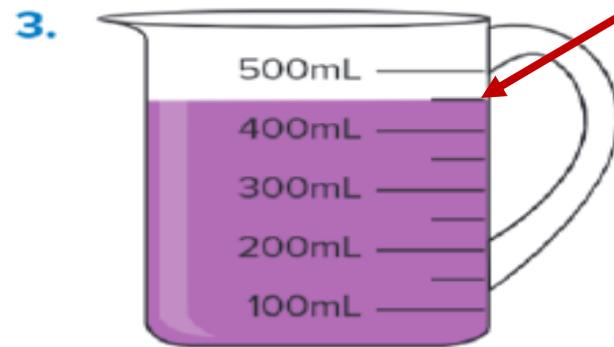
— 5L
— 4L
— 3L
— 2L
— 1L

5:00

What is the volume of the liquid in the container?

1. _____ milliliters

2. _____ liters

3. _____ milliliters

4. _____ liters

Combining parts to make a new whole — **Create**

Judging the value of information or ideas — **Evaluate**

Breaking down information into component parts — **Analyze**

Applying the facts, rules, concepts, and ideas — **Apply**

Understanding what the facts mean — **Understand**

Recognizing and recalling facts — **Remember**
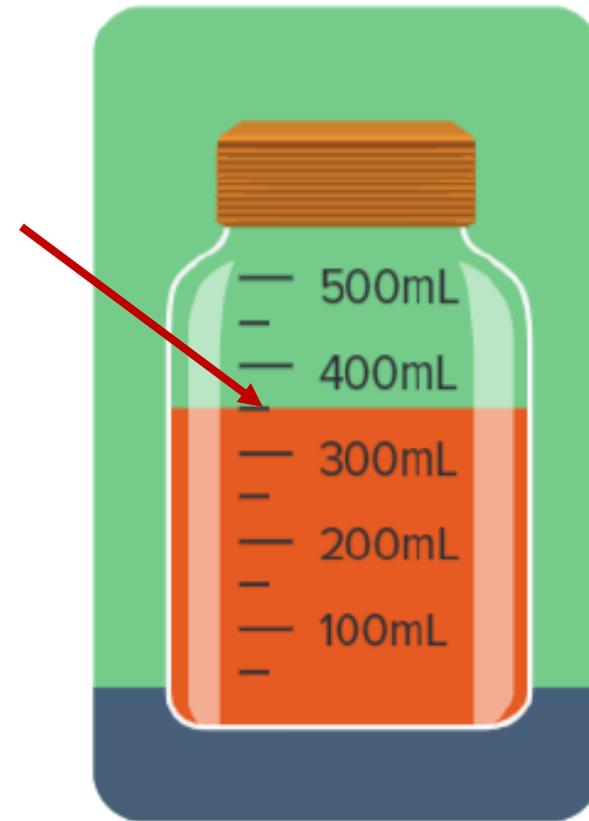
© tips.uark.edu

Learning Objective:. Students can measure liquid volume.

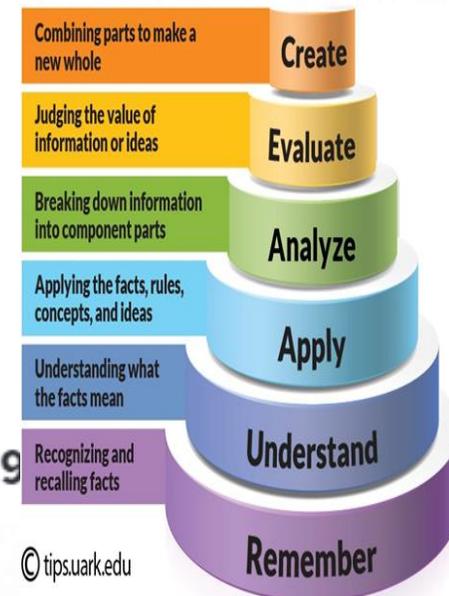**5. Error Analysis** Alex pours soup into a jar. He says he has (400) milliliters of soup. How do you respond to Alex?

- 500mL
- 400mL
- 300mL
- 200mL
- 100mL

Unit 12 · Measurement and Data   189

Combining parts to make a new whole — **Create**

Judging the value of information or ideas — **Evaluate**

Breaking down information into component parts — **Analyze**

Applying the facts, rules, concepts, and ideas — **Apply**

Understanding what the facts mean — **Understand**

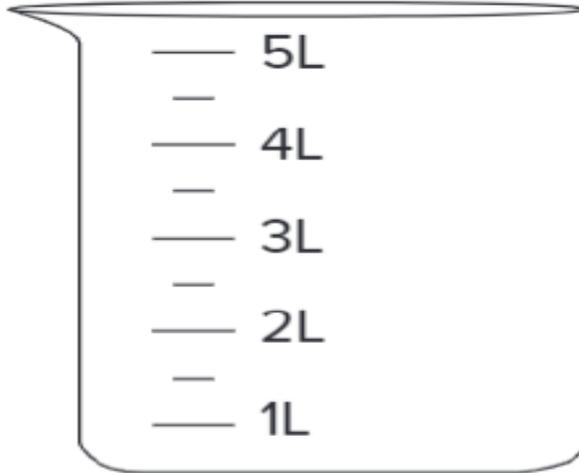Recognizing and recalling facts — **Remember**

© tips.uark.edu

Learning Objective:. Students can measure liquid volume.

Page 189 Question 6-8

Shade the container to show the given liquid volume.

6. 4 liters

— 5L
—
— 4L
—
— 3L
—
— 2L
—
— 1L

7. 250 milliliters

— 500mL
—
— 400mL
—
— 300mL
—
— 200mL
—
— 100mL

Combining parts to make a new whole — **Create**
Judging the value of information or ideas — **Evaluate**
Breaking down information into component parts — **Analyze**
Applying the facts, rules, concepts, and ideas — **Apply**
Understanding what the facts mean — **Understand**
Recognizing and recalling facts — **Remember**
© tips.uark.edu
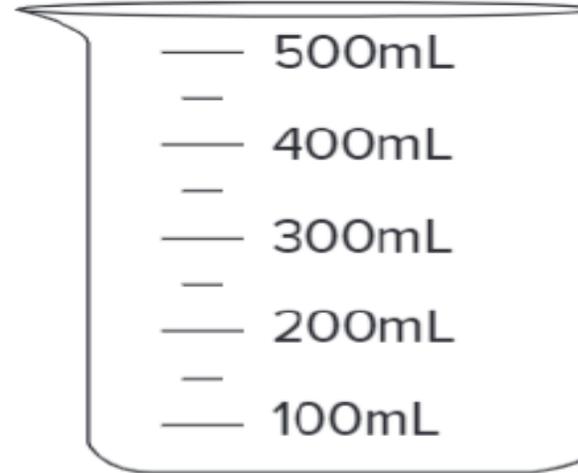
8. Brayden's water bottle is marked with lines that represent milliliters. He fills his bottle with water to a line that does not have a label. How might he determine the liquid volume of the water?

•
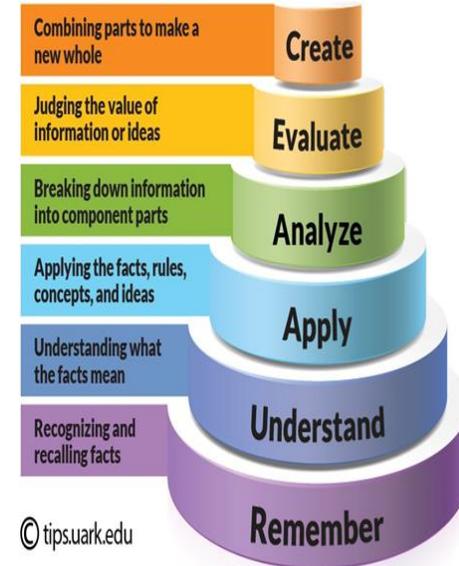
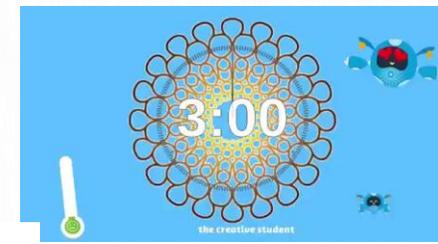_Learning Objective:_. **Students can measure liquid volume.**
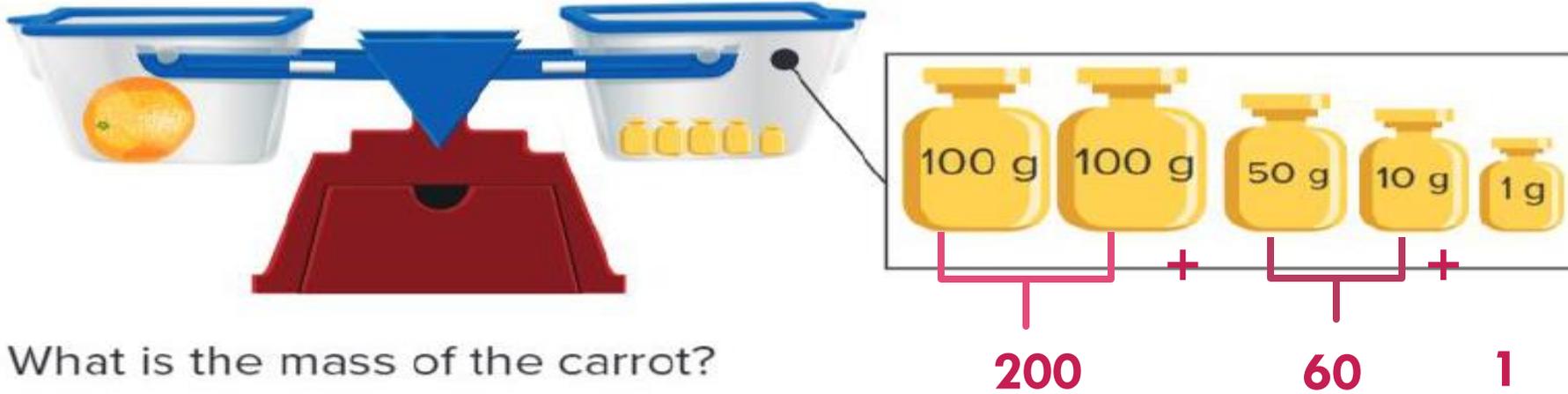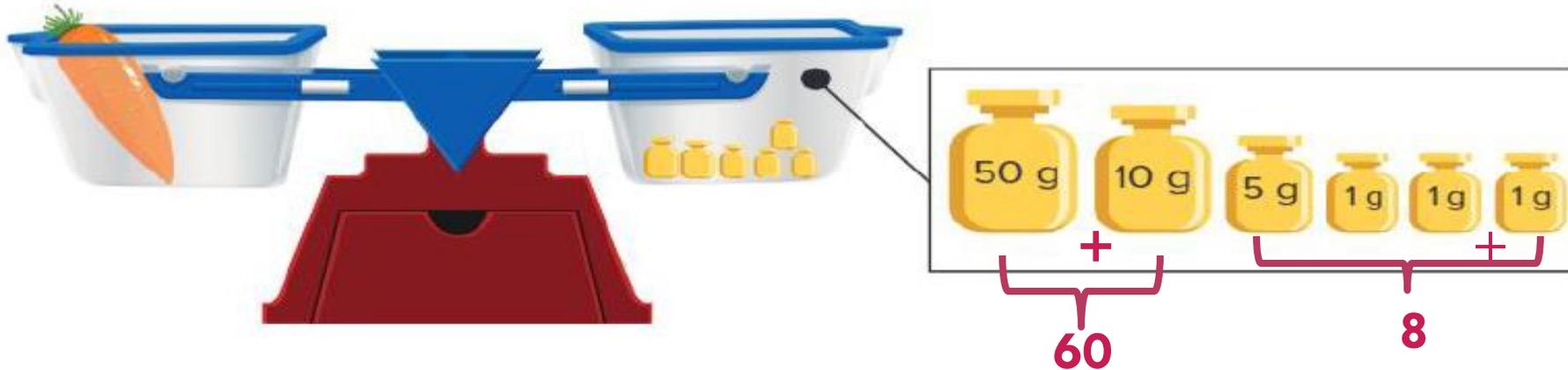
Reveal Math Unit 12 Lesson 3

Measure Mass

Page 195

Page 197 Question 3-4

3:00

3. What is the mass of the orange?

100 g 100 g 50 g 10 g 1 g

200 + 60 + 1

4. What is the mass of the carrot?

50 g 10 g 5 g 1 g 1 g 1 g

60 + 8

Learning Objective: **Students can measure mass.**

Reveal Math
Unit 12
Lesson 5

Tell time to the nearest minute

5:00

What time is shown on the clock?

1.
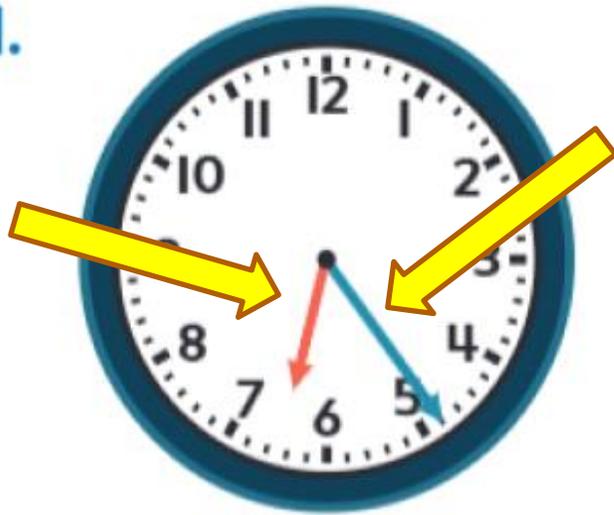
2.

3.

___ : ___   ___ : ___   ___ : ___

Combining parts to make a new whole — **Create**

Judging the value of information or ideas — **Evaluate**

Breaking down information into component parts — **Analyze**

Applying the facts, rules, concepts, and ideas — **Apply**

Understanding what the facts mean — **Understand**

Recognizing and recalling facts — **Remember**

© tips.uark.edu

5:00

Tina, Troy, and Tim went to bed at different times.

4. What time did Tina go to bed?

Tina

5. What time did Troy go to bed?

Troy

6. What time did Tim go to bed?

Tim

_____ : _____

_____ : _____

_____ : _____

Combining parts to make a new whole — **Create**

Judging the value of information or ideas — **Evaluate**

Breaking down information into component parts — **Analyze**

Applying the facts, rules, concepts, and ideas — **Apply**

Understanding what the facts mean — **Understand**

Recognizing and recalling facts — **Remember**

© tips.uark.edu

5:00

12. STEM Connection Maya and Lamar arrive at an excavation site at different times one morning. Who arrived first? Explain your answer.

Maya

Lamar

8:46

Combining parts to make a new whole — Create

Judging the value of information or ideas — Evaluate

Breaking down information into component parts — Analyze

Applying the facts, rules, concepts, and ideas — Apply

Understanding what the facts mean — Understand

Recognizing and recalling facts — Remember

© tips.uark.edu

QUIZ
WEDNESDAY
22/5/2024