## Unit 4 Lesson 2 Cumulative Practice Problems

1. Twenty pounds of strawberries are being shared equally by a group of friends. The equation represents the division of strawberries.
   1. If the 5 represents the number of people, what does the 4 represent?
   2. If the 5 represents the pounds of strawberries per person, what does the 4 represent?
2. A sixth-grade science club needs $180 to pay for the tickets to a science museum. All tickets cost the same amount.

* What could mean in this situation? Describe two different possible meanings of this expression. Then, find the quotient and explain what it means in each case.

1. Write a multiplication equation that corresponds to each division equation.
2. Write a division or multiplication equation that represents each situation. Use a “?” for the unknown quantity.
   1. 2.5 gallons of water are poured into 5 equally sized bottles. How much water is in each bottle?
   2. A large bucket of 200 golf balls is divided into 4 smaller buckets. How many golf balls are in each small bucket?
   3. Sixteen socks are put into pairs. How many pairs are there?
3. Find a value for that makes each statement true.
   1. is greater than 1
   2. is equal to 1
   3. is less than 1
   4. is equal to a whole number

* (From Unit 4, Lesson 1.)

1. Complete the table. Write each percentage as a percent of 1.

|  |  |  |
| --- | --- | --- |
| * fraction | * decimal | * percentage |
|  | * 0.25 | * 25% of 1 |
|  | * 0.1 |  |
|  |  | * 75% of 1 |
|  |  |  |
|  | * 1.5 |  |
|  |  | * 140% of 1 |

* (From Unit 3, Lesson 14.)

1. Jada walks at a speed of 3 miles per hour. Elena walks at a speed of 2.8 miles per hour. If they both begin walking along a walking trail at the same time, how much farther will Jada walk after 3 hours? Explain your reasoning.

* (From Unit 3, Lesson 8.)



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