Grade 4 Unit 1 Module 1
Practice Pages for Math at Home

The Bridges Second Edition Module Packets, available from the Home Learning Resources page of the Bridges Educator Site, are designed to provide a review of math topics that were covered in class prior to school closures. They are meant for teachers to send home, so students can continue to engage with key grade-level skills. The material in these packets includes exercises that can be completed by students at home with their families.
How Many Pencils?

Not all of Mrs. Carter’s students brought in the same number of pencils to use for the school year. Help the students figure out how many pencils the class has. For each problem, show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

1. Seven students brought in 6 pencils each. How many pencils did they bring in all?

   Equation: \( 7 \times 6 \)  
   Answer, labeled with correct units: 42 pencils

2. Eight students each brought in 9 pencils. How many pencils did they bring in all?

   Equation: \( 8 \times 9 \)  
   Answer, labeled with correct units: 72 pencils

3. Six students brought in 12 pencils each. How many pencils did they bring in all?

   Equation: \( 6 \times 12 \)  
   Answer, labeled with correct units: 72 pencils

4. How many pencils did the students in problems 1, 2, and 3 bring in all together?

   Equation: \( 42 + 72 + 72 \)  
   Answer, labeled with correct units: 186 pencils

5. Fill in the blanks.

   \( 7 \times 8 = \)  
   \( 7 \times \)  
   \( 63 \)  
   \( = 4 \times 8 \)  
   \( \)  
   \( \times 6 = 30 \)
How Many Erasers?

Mrs. Carter’s fourth grade students brought lots of erasers to use for the school year. Help the students figure out how many erasers they have. For each problem, show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

1. Four students each brought 5 erasers. How many erasers did these 4 students bring?

   Equation
   Answer, labeled with correct units

2. Four students each brought 6 erasers. How many erasers did these 4 students bring?

   Equation
   Answer, labeled with correct units

3. Eight students each brought 5 erasers. How many erasers did these 8 students bring?

   Equation
   Answer, labeled with correct units

4. **CHALLENGE** Eight students each brought twice as many erasers as the students in problem 3. How many erasers did these 8 students bring?

   Equation
   Answer, labeled with correct units

5. Fill in the blanks in the number line puzzle below.

   2 × 6  3 × 6  ___ × 6  8 × 6  ___ × 6

   30  48  60
Claudia’s School Supplies

Solve each problem below. Use numbers, sketches, or words to show your work.

1. Claudia bought school supplies in August. She bought 4 packages of pencils. Each package had 12 pencils in it. How many pencils did Claudia buy?

   Equation

   Answer, labeled with correct units

2. Claudia bought 8 packages of pens. Each package had 6 pens in it. How many pens did Claudia buy?

   Equation

   Answer, labeled with correct units

3. Claudia bought extra packages of crayons. Each package had 8 crayons in it. Fill out the ratio table below to find out more about how many crayons Claudia bought.

<table>
<thead>
<tr>
<th>Packages</th>
<th>Crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

4. While Claudia was at the store, she saw a box of crayons that had 8 times the number of crayons as the little boxes she bought to bring to class. How many crayons were in the box?

   Equation

   Answer, labeled with correct units
More Crayons

1. Each of the models below represents a student’s strategy for finding the number of crayons in a box.

   a. The first box has 4 rows of 6 crayons. How many crayons are there? Show your thinking and write an equation to show your answer.

   [Diagram of crayons]

   __________________________________________________________________

   b. The second box has 6 rows of crayons. How many crayons are there? Complete the ratio table and write an equation to show your answer.

<table>
<thead>
<tr>
<th>Rows of Crayons</th>
<th>Number of Crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

   __________________________________________________________________

   c. The third box has 5 rows of crayons. How many crayons are there? Fill in the blank and write an equation.

   | 10 + 450 = 550 |
   | 89 – 29 = 60   |
   | 100 – 25 = 75  |
   | 900 – 500 = 400 |
   | 200 + 400 = 600 |

2. Mark has twice as many crayons as the box modeled on the number line in the problem above. Write an equation to show how many crayons Mark has.

   __________________________________________________________________

3. Fill in the blanks:

   __________________________________________________________________
Sandwiches & Pizza

1 Rodney had a friend over on Saturday. His dad took them out for sandwiches. Rodney’s dad and the boys each got a sandwich for $6 and a drink for $2. They shared one large cookie that cost $3. How much did they spend in all?

2 Jasmine had a pizza party with 3 of her friends. They ordered 2 pizzas. Each pizza had 8 slices. They all ate the same amount of pizza and finished both pizzas. How many did each person eat? Show all your work.

3 Complete the equations.

\[
\begin{align*}
1 \times 8 &= 0 \\
73 \times 2 &= 146 \\
10 \times 3 &= 30 \\
\boxed{49} \times 8 &= \boxed{392}
\end{align*}
\]
1 Each table of 4 students in Mrs Thornton’s class brought 9 glue sticks.

a Fill in the blanks in the ratio table.

<table>
<thead>
<tr>
<th>Number of Tables</th>
<th>1</th>
<th>2</th>
<th>9</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Glue Sticks</td>
<td>9</td>
<td>27</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

b Write a story problem that matches one of the entries in the glue stick ratio table.

c One of the tables in Mr. Still’s class brought in 3 times as many glue sticks as one of the tables in Mrs. Thornton’s class. How many glue sticks did that table group in Mr. Still’s class bring? Write and solve an equation to show.
Division Models page 2 of 2

2 Fill in the missing dimensions in the arrays.

\[
\begin{array}{cccc}
6 & 42 & 6 & 48 & 6 & 54
\end{array}
\]

3 Write at least two equations to match one of the arrays in problem 2.

4 Fill in the blanks on the number lines.

\[
\begin{array}{ccccccc}
2 \times 3 & \quad & 4 \times 3 & \quad & 6 \times 3 & \quad & 8 \times 3 & \quad & 9 \times 3 & \quad & \times 3
\end{array}
\]

\[
\begin{array}{ccccccc}
2 \times 6 & \quad & 4 \times 6 & \quad & 8 \times 6 & \quad & \quad & \quad & 10 \times 6
\end{array}
\]

5 Fill in the blanks to make the equations true.

\[
\begin{align*}
10 \times 4 &= 5 \times \underline{8} & 10 \times 3 &= 5 \times \underline{6} & 10 \times 5 &= 5 \times \underline{10} & 10 \times 2 &= 5 \times \underline{4} \\
10 \times 10 &= 5 \times \underline{20} & 5 \times 8 &= 10 \times \underline{4} & 5 \times 4 &= 10 \times \underline{2}
\end{align*}
\]
Note to Families
Students can use number lines to review the multiplication facts they learned in third grade. Number lines can help students use facts they know to help them figure facts they don’t remember. Talk together about relationships between facts that you see in the two number lines below, such as numbers that double.

1 Fill in the blanks in the number lines.

a

\[
\begin{align*}
2 \times 4 & \quad 3 \times 4 & \quad 4 \times 4 \\
\text{ } & \quad 12 & \quad \text{ } \\
8 \times 4 & \quad 9 \times 4 & \quad \text{ } \\
\text{ } & \quad \text{ } & \quad 40
\end{align*}
\]

b

\[
\begin{align*}
2 \times 8 & \quad \text{ } & \quad 4 \times 8 \\
\text{ } & \quad 24 & \quad \text{ } \\
8 \times 8 & \quad \text{ } & \quad 10 \times 8 \\
\text{ } & \quad \text{ } & \quad 72
\end{align*}
\]

2 Complete the facts.

\[
\begin{align*}
8 \times 2 & \quad 8 \times 4 & \quad 8 \times 8 & \quad 8 \times 10 & \quad 8 \times 9 & \quad 7 \times 10 & \quad 7 \times 9
\end{align*}
\]

3 Roger’s little brother, Saul, wants to know if \(5 \times 7 = 7 \times 5\). If you were Roger, how would you explain to Saul whether the equation is true?
Each of the 29 students in Mr. Brown’s fourth grade brought 2 notebooks to class the first day of school. How many notebooks was that in all? Show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

Equation Answer, labeled with correct units

Each of the students in Mr. Smith’s class also brought in 3 pocket folders. Mr. Smith wrote a multiplication equation to compare the number of students to the number of pocket folders they brought in. Fill in the bubble to show what this equation means.

87 = 3 × 29

○ 87 is 3 more than 29
○ 87 is 3 times as many as 29
○ 29 is 3 times as many as 87

CHALLENGE If 5 students each brought in 8 boxes with 10 pencils per box, and 10 students each brought in 8 boxes with 5 pencils per box, how many total pencils did the students bring in? Show your thinking with numbers, sketches, or words.

Equation Answer, labeled with correct units
For problems 1 and 2, complete the sketches and write the equations.

1

\[ \square \times \square = \square \]

\[ \square \div \square = 3 \]

2

Copy one equation from above and write a story problem to go with it.

ex I bought 5 packs of pencils. Each pack had 4 pencils in it. How many pencils did I get? (5 \times 4 = 20)

Complete the number line and ratio table.

4

\[ 2 \times 5 \quad 4 \times 5 \quad 6 \times 5 \]

\[ 15 \quad 25 \]

5

\[ \begin{array}{cccccc}
1 & 2 & 4 & 5 & 7 \\
3 & 6 & 9 & 15 & 18 & 21 & 24
\end{array} \]
6  Mr. Still’s class has music for 50 minutes and then independent reading for 20 minutes. Music starts at 8:30. What time does Mr. Still’s class finish independent reading?

7  Ms. Ford’s class starts art at 9:30 and finishes at 10:15. They spend twice as much time in math class. If they start math at 1:10, what time do they finish math?
Answer Keys
How Many Pencils?

Not all of Mrs. Carter’s students brought in the same number of pencils to use for the school year. Help the students figure out how many pencils the class has. For each problem, show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

1. Seven students brought in 6 pencils each. How many pencils did they bring in all?
   Work will vary. Example:
   \[4 \times 6 = 24, \quad 3 \times 6 = 18 \quad \text{and} \quad 24 + 18 = 42\]
   \[
   \begin{align*}
   7 \times 6 &= 42 \\
   6 \times 7 &= 42 \\
   \hline
   \text{Equation} & \quad 42 \text{ pencils}
   \end{align*}
   \]

2. Eight students each brought in 9 pencils. How many pencils did they bring in all?
   Work will vary. Example:
   \[4 \times 9 = 36 \quad \text{and} \quad 36 \times 2 = 72\]
   \[
   \begin{align*}
   8 \times 9 &= 72 \\
   9 \times 8 &= 72 \\
   \hline
   \text{Equation} & \quad 72 \text{ pencils}
   \end{align*}
   \]

3. Six students brought in 12 pencils each. How many pencils did they bring in all?
   Work will vary. Example:
   \[12 + 12 = 24 \quad \text{and} \quad 24 + 24 + 24 = 72\]
   \[
   \begin{align*}
   6 \times 12 &= 72 \\
   12 \times 6 &= 72 \\
   \hline
   \text{Equation} & \quad 72 \text{ pencils}
   \end{align*}
   \]

4. How many pencils did the students in problems 1, 2, and 3 bring in all together?
   Work will vary. Example:
   \[42 + 72 + 72 = 186\]
   \[
   \begin{align*}
   42 + 72 + 72 &= 186 \\
   42 + (2 \times 72) &= 186 \\
   \hline
   \text{Equation} & \quad 186 \text{ pencils}
   \end{align*}
   \]

5. Fill in the blanks.
   \[
   \begin{align*}
   7 \times 8 &= \_56\_ \\
   7 \times \underline{\underline{9}} &= 63 \\
   \underline{32} &= 4 \times 8 \\
   \underline{5} \times 6 &= 30
   \end{align*}
   \]
How Many Erasers?

Mrs. Carter’s fourth grade students brought lots of erasers to use for the school year. Help the students figure out how many erasers they have. For each problem, show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

1. Four students each brought 5 erasers. How many erasers did these 4 students bring?
   Work will vary.

   \[ 4 \times 5 = 20 \text{ or } 5 \times 4 = 20 \]
   Equation
   20 erasers
   Answer, labeled with correct units

2. Four students each brought 6 erasers. How many erasers did these 4 students bring?
   Work will vary.

   \[ 4 \times 6 = 24 \text{ or } 6 \times 4 = 24 \]
   Equation
   24 erasers
   Answer, labeled with correct units

3. Eight students each brought 5 erasers. How many erasers did these 8 students bring?
   Work will vary.

   \[ 8 \times 5 = 40 \text{ or } 5 \times 8 = 40 \]
   Equation
   40 erasers
   Answer, labeled with correct units

4. **Challenge** Eight students each brought twice as many erasers as the students in problem 3. How many erasers did these 8 students bring?
   Work will vary.
   Example:

   \[ 8 \times (2 \times 5) = 80 \]
   Equation
   80 erasers
   Answer, labeled with correct units

5. Fill in the blanks in the number line puzzle below.
Claudia’s School Supplies

Solve each problem below. Use numbers, sketches, or words to show your work.

1. Claudia bought school supplies in August. She bought 4 packages of pencils. Each package had 12 pencils in it. How many pencils did Claudia buy?
   Work will vary.
   
   \[4 \times 12 = 48\] or \[12 \times 4 = 48\]
   48 pencils

2. Claudia bought 8 packages of pens. Each package had 6 pens in it. How many pens did Claudia buy?
   Work will vary.
   
   \[8 \times 6 = 48\] or \[6 \times 8 = 48\]
   48 pens

3. Claudia bought extra packages of crayons. Each package had 8 crayons in it. Fill out the ratio table below to find out more about how many crayons Claudia bought.

<table>
<thead>
<tr>
<th>Packages</th>
<th>Crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>120</td>
</tr>
</tbody>
</table>

4. While Claudia was at the store, she saw a box of crayons that had 8 times the number of crayons as the little boxes she bought to bring to class. How many crayons were in the box?
   Work will vary.
   
   \[8 \times 8 = 64\]
   64 crayons
More Crayons

1 Each of the models below represents a student’s strategy for finding the number of crayons in a box.

a The first box has 4 rows of 6 crayons. How many crayons are there? Show your thinking and write an equation to show your answer.

Work will vary.

24 crayons.

\[4 \times 6 = 24\] or \[6 \times 4 = 24\]

b The second box has 6 rows of crayons. How many crayons are there? Complete the ratio table and write an equation to show your answer.

<table>
<thead>
<tr>
<th>Rows of Crayons</th>
<th>Number of Crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Work will vary.

36 crayons.

\[6 \times 6 = 36\]

c The third box has 5 rows of crayons. How many crayons are there? Fill in the blank and write an equation.

\[5 \times 6 = 30\] or \[6 \times 5 = 30\]

2 Mark has twice as many crayons as the box modeled on the number line in the problem above. Write an equation to show how many crayons Mark has.

Equations will vary. Example:

\[2 \times 30 = 60\]

3 Fill in the blanks:

\[
\begin{align*}
10 + 450 & = 460 \\
89 - 9 & = 80 \\
29 + 0 & = 29 \\
100 - 25 & = 75 \\
469 - 10 & = 459 \\
900 - 500 & = 400 \\
200 + 400 & = 600
\end{align*}
\]
Sandwiches & Pizza

1. Rodney had a friend over on Saturday. His dad took them out for sandwiches. Rodney’s dad and the boys each got a sandwich for $6 and a drink for $2. They shared one large cookie that cost $3. How much did they spend in all?

$27; work will vary.

2. Jasmine had a pizza party with 3 of her friends. They ordered 2 pizzas. Each pizza had 8 slices. They all ate the same amount of pizza and finished both pizzas. How many did each person eat? Show all your work.

4 slices; work will vary.

3. Complete the equations.

\[
\begin{align*}
1 \times 8 &= 8 \\
73 \times 0 &= 0 \\
10 \times 2 &= 20 \\
6 \times 10 &= 60 \\
10 \times 3 &= 30 \\
49 \times 1 &= 49 \\
7 \times 8 &= 56
\end{align*}
\]
1. Each table of 4 students in Mrs. Thornton’s class brought 9 glue sticks.

   a. Fill in the blanks in the ratio table.

<table>
<thead>
<tr>
<th>Number of Tables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>10</th>
<th>9</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Glue Sticks</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>90</td>
<td>81</td>
<td>45</td>
</tr>
</tbody>
</table>

   b. Write a story problem that matches one of the entries in the glue stick ratio table.

   **Story problems will vary. Example:**
   
   **There were 3 tables at the front of the room. The kids at each table brought in 9 glue sticks. How many glue sticks in all?**

   c. One of the tables in Mr. Still’s class brought in 3 times as many glue sticks as one of the tables in Mrs. Thornton’s class. How many glue sticks did that table group in Mr. Still’s class bring? Write and solve an equation to show.

   **Equations will vary. Example:**
   
   \[3 \times 9 = 27; \text{ 27 glue sticks}\]
2  Fill in the missing dimensions in the arrays.

\[
\begin{array}{c|c|c}
6 & 7 & 42 \\
6 & 8 & 48 \\
6 & 9 & 54 \\
\end{array}
\]

3  Write at least two equations to match one of the arrays in problem 2.

Equations will vary, depending on array selected by student. Example:

\[
\begin{align*}
7 \times 6 &= 42 & 42 \div 7 &= 6 \\
6 \times 7 &= 42 & 42 \div 6 &= 7
\end{align*}
\]

4  Fill in the blanks on the number lines.

\[
\begin{array}{c|c|c|c|c|c|c}
2 \times 3 & 3 \times 3 & 4 \times 3 & 6 \times 3 & 8 \times 3 & 9 \times 3 & 10 \times 3 \\
2 \times 6 & 3 \times 6 & 4 \times 6 & 8 \times 6 & 9 \times 6 & 10 \times 6 & \end{array}
\]

\[
\begin{array}{c|c|c|c|c|c|c}
2\times 3 & 3 \times 3 & 4 \times 3 & 6 \times 3 & 8 \times 3 & 9 \times 3 & 10 \times 3 \\
2 \times 6 & 3 \times 6 & 4 \times 6 & 8 \times 6 & 9 \times 6 & 10 \times 6 & \end{array}
\]

5  Fill in the blanks to make the equations true.

\[
\begin{align*}
10 \times 4 &= 5 \times 8 & 10 \times 3 &= 5 \times 6 & 10 \times 5 &= 5 \times 10 & 10 \times 2 &= 5 \times 4 \\
10 \times 10 &= 5 \times 20 & 5 \times 8 &= 10 \times 4 & 5 \times 4 &= 10 \times 2
\end{align*}
\]
Number Line Puzzles  page 1 of 2

Note to Families
Students can use number lines to review the multiplication facts they learned in third grade. Number lines can help students use facts they know to help them figure facts they don’t remember. Talk together about relationships between facts that you see in the two number lines below, such as numbers that double.

1 Fill in the blanks in the number lines.

a

<table>
<thead>
<tr>
<th>2 × 4</th>
<th>3 × 4</th>
<th>4 × 4</th>
<th>8 × 4</th>
<th>9 × 4</th>
<th>10 × 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>12</td>
<td>16</td>
<td>32</td>
<td>36</td>
<td>40</td>
</tr>
</tbody>
</table>

b

<table>
<thead>
<tr>
<th>2 × 8</th>
<th>3 × 8</th>
<th>4 × 8</th>
<th>8 × 8</th>
<th>9 × 8</th>
<th>10 × 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>24</td>
<td>32</td>
<td>64</td>
<td>72</td>
<td>80</td>
</tr>
</tbody>
</table>

2 Complete the facts.

<table>
<thead>
<tr>
<th>8 × 2</th>
<th>8 × 4</th>
<th>8 × 8</th>
<th>8 × 10</th>
<th>8 × 9</th>
<th>8 × 10</th>
<th>8 × 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>32</td>
<td>64</td>
<td>80</td>
<td>72</td>
<td>70</td>
<td>63</td>
</tr>
</tbody>
</table>

3 Roger’s little brother, Saul, wants to know if 5 × 7 = 7 × 5. If you were Roger, how would you explain to Saul whether the equation is true?

Work will vary, it is true that 5 × 7 = 7 × 5.
4. Each of the 29 students in Mr. Brown’s fourth grade brought 2 notebooks to class the first day of school. How many notebooks was that in all? Show your thinking with numbers, sketches, or words. Then write an equation that represents your work.

\[ 29 \text{ students} \times 2 \text{ notebooks per student} = 58 \text{ notebooks} \]

Answer, labeled with correct units:

58 notebooks

5. Each of the students in Mr. Smith’s class also brought in 3 pocket folders. Mr. Smith wrote a multiplication equation to compare the number of students to the number of pocket folders they brought in. Fill in the bubble to show what this equation means.

\[ 87 = 3 \times 29 \]

- 87 is 3 more than 29
- 87 is 3 times as many as 29
- 29 is 3 times as many as 87

6. **Challenge** If 5 students each brought in 8 boxes with 10 pencils per box, and 10 students each brought in 8 boxes with 5 pencils per box, how many total pencils did the students bring in? Show your thinking with numbers, sketches, or words.

\[ (5 \times 8 \times 10) + (10 \times 8 \times 5) = 800 \]

Answer, labeled with correct units:

800 pencils
Modeling Multiplication & Division page 1 of 2

For problems 1 and 2, complete the sketches and write the equations.

1

$$5 \times 4 = 20$$

2

$$18 \div 6 = 3$$

3 Copy one equation from above and write a story problem to go with it.

**ex** I bought 5 packs of pencils. Each pack had 4 pencils in it. How many pencils did I get? ($5 \times 4 = 20$)

**Work will vary.**

Complete the number line and ratio table.

4

<table>
<thead>
<tr>
<th>2 × 5</th>
<th>3 × 5</th>
<th>4 × 5</th>
<th>5 × 5</th>
<th>6 × 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

5

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>24</td>
</tr>
</tbody>
</table>

(continued on next page)
6  Mr. Still’s class has music for 50 minutes and then independent reading for 20 minutes. Music starts at 8:30. What time does Mr. Still’s class finish independent reading?

9:40

7  Ms. Ford’s class starts art at 9:30 and finishes at 10:15. They spend twice as much time in math class. If they start math at 1:10, what time do they finish math?

2:40