

Grade 4 Unit 2 Module 4

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.

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NAME _____

DATE _____



Multiplication Tables

1 Complete the multiplication tables below.

ex

×	5	2	9	3	8	6	7	4
2	10	4	18	6	16	12	14	8

a

×	5	2	9	3	8	6	7	4
3								

b

×	5	2	9	3	8	6	7	4
4								

c

×	5	2	9	3	8	6	7	4
8								

2 Solve the division problems below.

$40 \div 5 = \underline{\quad\quad}$ $27 \div 3 = \underline{\quad\quad}$ $16 \div 4 = \underline{\quad\quad}$ $20 \div 5 = \underline{\quad\quad}$

$64 \div 8 = \underline{\quad\quad}$ $32 \div 4 = \underline{\quad\quad}$ $18 \div 6 = \underline{\quad\quad}$ $9 \div 3 = \underline{\quad\quad}$

3 **CHALLENGE** Solve the division problems below.

a $47 \div 5 =$

b $52 \div 6 =$

c $82 \div 9 =$

d $38 \div 3 =$

e $75 \div 4 =$



Sharing Problems

- 1** Kendra and Veronica's aunt gave them \$19 to spend at the store. If they split the money evenly, how much did they each get to spend? Use labeled sketches, numbers, or words to solve this problem. Show all your work.

- 2** Frank had 42 rocks that he wanted to share with his 4 friends. If he gave each friend the same number of rocks (and kept the same number of rocks for himself), how many rocks did each person get? Use labeled sketches, numbers, or words to solve this problem. Show all your work.

- 3** **CHALLENGE** Joe's grandma lives 36 blocks up the street from Joe. On Saturday, Joe rode his bike two-thirds of the way to his grandma's house and then realized he forgot the present he was going to give her. Joe rode back to his house, got the present, and rode all the way to his grandma's house. Then he rode straight home. How many blocks did Joe ride in all? Use labeled sketches, numbers, or words to solve this problem. Show all your work.

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Multiplying with Money

1 Use the arrays of coins to help solve each multiplication problem below. Show all your work.

ex	$\begin{array}{r} 12 \\ \times 5 \\ \hline 60 \end{array}$		$\begin{array}{r} 5¢ \times 4 = 20¢ \\ 5¢ \times 4 = 20¢ \\ 5¢ \times 4 = 20¢ \end{array}$	$\begin{array}{r} 20 \\ 20 \\ + 20 \\ \hline 60 \end{array}$
a	$\begin{array}{r} 15 \\ \times 5 \\ \hline \end{array}$			
b	$\begin{array}{r} 21 \\ \times 5 \\ \hline \end{array}$			

2 CHALLENGE Solve the multiplication problems below. Show all your work.

<p>a</p> $\begin{array}{r} 62 \\ \times 5 \\ \hline \end{array}$	<p>b</p> $\begin{array}{r} 63 \\ \times 5 \\ \hline \end{array}$
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Multiplication & Division Practice

- 1** Carrie says that she can solve 27×20 by first solving 27×2 and then multiplying the product of 27×2 by 10. Do you agree or disagree? Why?

- 2** Tarik has to solve the problem 14×30 . He is not sure what to do.
 - a** How would you tell Tarik to solve the problem?

 - b** Solve 14×30 .

- 3** There is a new pet store opening in the mall. They just got 52 tropical fish. They want to put 7 of these fish in each aquarium. How many aquariums will they need?
 - Use numbers, labeled sketches, or words to solve this problem.
 - Write the answer on the line below.

The pet store will need _____ aquariums to hold 52 fish.

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Multiplying & Dividing page 1 of 2

1 Fill in the missing numbers.

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \square \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \square \end{array}$$

$$\begin{array}{r} 8 \\ \times \square \\ \hline 56 \end{array}$$

$$\begin{array}{r} 9 \\ \times \square \\ \hline 63 \end{array}$$

$$\begin{array}{r} \square \\ \times 5 \\ \hline 25 \end{array}$$

$$\begin{array}{r} \square \\ \times 6 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 8 \\ \times \square \\ \hline 72 \end{array}$$

2 Complete the multiplication tables below.

ex

×	5	2	9	3	8	6	7	4
2	10	4	18	6	16	12	14	8

a

×	5	2	9	3	8	6	7	4
10								

b

×	5	2	9	3	8	6	7	4
5								

c

×	5	2	9	3	8	6	7	4
9								

3 Use what you know about multiplying by 10 to help solve these problems.

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \times 10 \\ \hline \end{array}$$

(continued on next page)

Multiplying & Dividing page 2 of 2

4 Mrs. Larsen was making gift bags for the 6 students in her reading group. She was putting little erasers in the bags. She had a bag of 20 erasers. How many erasers did each student get? Show all your work.

5 a The teacher wanted his class to work in groups of 4. After he divided them into groups, there were 6 groups of 4 and 1 group of 3. How many students were in the class? Show all your work.

b If the teacher wanted all the groups to be exactly the same size, how many students should be in each group? How many small groups would there be? Show all your work.

 **Multiplication & Division Puzzles** page 1 of 2

1 Fill in the missing numbers.

$$\begin{array}{r} 7 \\ \times \square \\ \hline 42 \end{array}$$

$$\begin{array}{r} \square \\ \times 6 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 9 \\ \times \square \\ \hline 81 \end{array}$$

$$\begin{array}{r} \square \\ \times 3 \\ \hline 24 \end{array}$$

$$\begin{array}{r} \square \\ \times 8 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 5 \\ \times \square \\ \hline 10 \end{array}$$

$$\begin{array}{r} 9 \\ \times \square \\ \hline 45 \end{array}$$

$$\begin{array}{r} \square \\ \times 8 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 6 \\ \times \square \\ \hline 36 \end{array}$$

$$\begin{array}{r} \square \\ \times 3 \\ \hline 27 \end{array}$$

2 Use multiplication and division to find the secret path through each maze. The starting and ending points are marked for you. You can only move one space up, down, over, or diagonally each time. Write four equations to explain the path through the maze.

<p>ex</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr><td colspan="3">start</td></tr> <tr><td>3</td><td>4</td><td>12</td></tr> <tr><td>36</td><td>6</td><td>2</td></tr> <tr><td>9</td><td>4</td><td>6</td></tr> <tr><td colspan="3">end</td></tr> </table> <p style="margin-left: 40px;"> $3 \times 4 = 12$ $12 \div 2 = 6$ $6 \times 6 = 36$ $36 \div 9 = 4$ </p>	start			3	4	12	36	6	2	9	4	6	end			<p>a</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr><td colspan="3">start</td></tr> <tr><td>81</td><td>6</td><td>36</td></tr> <tr><td>6</td><td>9</td><td>4</td></tr> <tr><td>7</td><td>42</td><td>9</td></tr> <tr><td colspan="3">end</td></tr> </table>	start			81	6	36	6	9	4	7	42	9	end			<p>b</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr><td colspan="2">start</td><td>end</td></tr> <tr><td>1</td><td>3</td><td>2</td></tr> <tr><td>6</td><td>2</td><td>9</td></tr> <tr><td>3</td><td>18</td><td>2</td></tr> </table>	start		end	1	3	2	6	2	9	3	18	2
start																																												
3	4	12																																										
36	6	2																																										
9	4	6																																										
end																																												
start																																												
81	6	36																																										
6	9	4																																										
7	42	9																																										
end																																												
start		end																																										
1	3	2																																										
6	2	9																																										
3	18	2																																										

3 Complete the division table below.

÷	60	24	12	18	54	540	180	120
6								

(continued on next page)

Multiplication & Division Puzzles page 2 of 2

4 Ryan bought 4 dozen eggs. His recipe for cookies calls for 3 eggs in each batch. How many batches of cookies can he make with the eggs he bought?

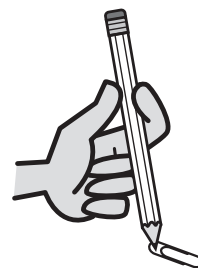
5 **CHALLENGE** Write a story problem to match the equation $36 \div 5 = 7 \text{ R}1$.

Moolah on My Mind page 1 of 3

Note to Families

For this Home Connection, you'll play a game called Moolah on My Mind with your child. We have played the game in school, and your child can help you learn to play. You can also follow the directions below. The game is designed to provide practice multiplying large numbers using coin values, which are easier for many students to work with right now.

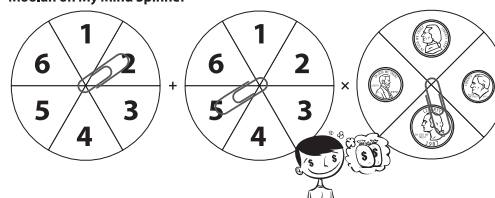
You'll need two pencils and a paperclip to play Moolah on My Mind. Use your pencil and the paperclip as a spinner.



Instructions for Moolah on My Mind

- Take turns spinning one of the number spinners with a partner. The player with the highest number goes first.
- Spin both number spinners and the coin spinner.
- Write an expression in the first column to show the results of your spins. You'll add the two numbers and multiply by the value of the coin.
- Multiply to find out how much money you collected and write that amount in the second column. Write it again in the last column so you can keep a running total of your money.
- Take turns with your partner. Help each other make sure that you are adding your money accurately. In other words, be sure each other's running totals are correct.
- When both players have taken 10 turns, the game is over and the player with the most money wins.
- Play another round if you like, using the optional record sheets.

Moolah on My Mind Spinner

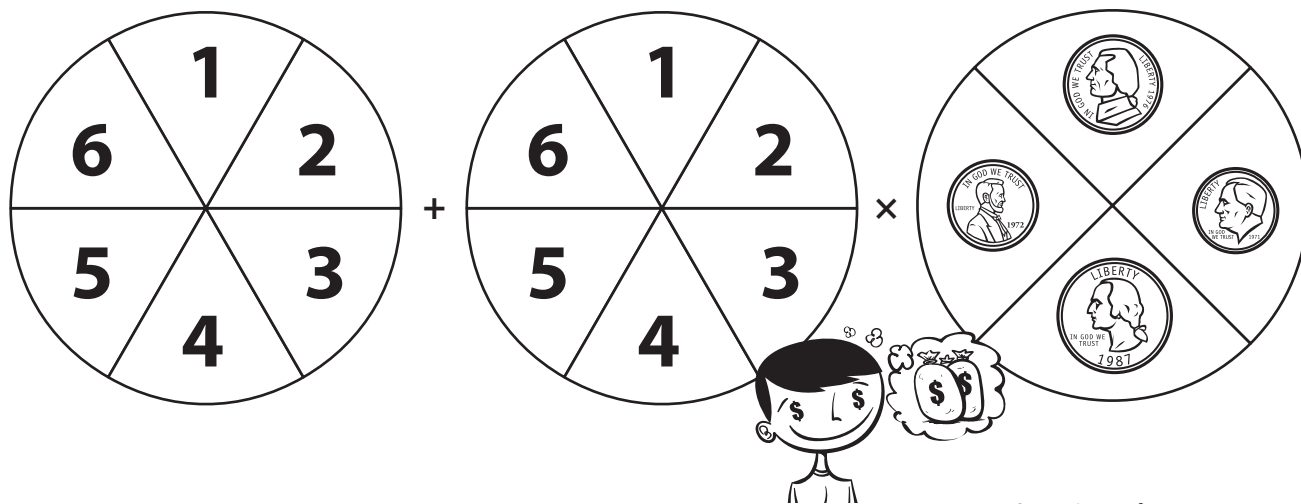


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 Moolah on My Mind page 2 of 3

Moolah on My Mind Record Sheet

Multiplication Expression sum of the 2 numbers times the coin value	Student	
	Amount of Money You Got This Turn	Total So Far
$(2 + 5) \times 25¢$	\$1.75	\$1.75
$(5 + 4) \times 10¢$	\$.90	\$2.65

Moolah on My Mind Spinner



(continued on next page)

NAME _____

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Moolah on My Mind page 2 of 3**Moolah on My Mind Record Sheet**

Student		
Multiplication Expression sum of the 2 numbers times the coin value	Amount of Money You Got This Turn	Total So Far
(+) × ¢		

Family Member		
Multiplication Expression sum of the 2 numbers times the coin value	Amount of Money You Got This Turn	Total So Far
(+) × ¢		

(continued on next page)

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Moolah on My Mind page 3 of 3

Moolah on My Mind Record Sheet (optional second game)

Student		
Multiplication Expression sum of the 2 numbers times the coin value	Amount of Money You Got This Turn	Total So Far
$(\quad + \quad) \times \text{¢}$		

Family Member		
Multiplication Expression sum of the 2 numbers times the coin value	Amount of Money You Got This Turn	Total So Far
$(\quad + \quad) \times \text{¢}$		

NAME _____

DATE _____



Multiplication Tables

1 Complete the multiplication tables below.

ex

×	5	2	9	3	8	6	7	4
2	10	4	18	6	16	12	14	8

a

×	5	2	9	3	8	6	7	4
3	15	6	27	9	24	18	21	12

b

×	5	2	9	3	8	6	7	4
4	20	8	36	12	32	24	28	16

c

×	5	2	9	3	8	6	7	4
8	40	16	72	24	64	48	56	32

2 Solve the division problems below.

$40 \div 5 = \underline{8} \quad 27 \div 3 = \underline{9} \quad 16 \div 4 = \underline{4} \quad 20 \div 5 = \underline{4}$

$64 \div 8 = \underline{8} \quad 32 \div 4 = \underline{8} \quad 18 \div 6 = \underline{3} \quad 9 \div 3 = \underline{3}$

3 **CHALLENGE** Solve the division problems below.

a $47 \div 5 = \underline{9 \text{ R}2}$

b $52 \div 6 = \underline{8 \text{ R}4}$

c $82 \div 9 = \underline{9 \text{ R}1}$

d $38 \div 3 = \underline{12 \text{ R}2}$

e $75 \div 4 = \underline{18 \text{ R}3}$

NAME _____

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Sharing Problems

- 1** Kendra and Veronica's aunt gave them \$19 to spend at the store. If they split the money evenly, how much did they each get to spend? Use labeled sketches, numbers, or words to solve this problem. Show all your work.

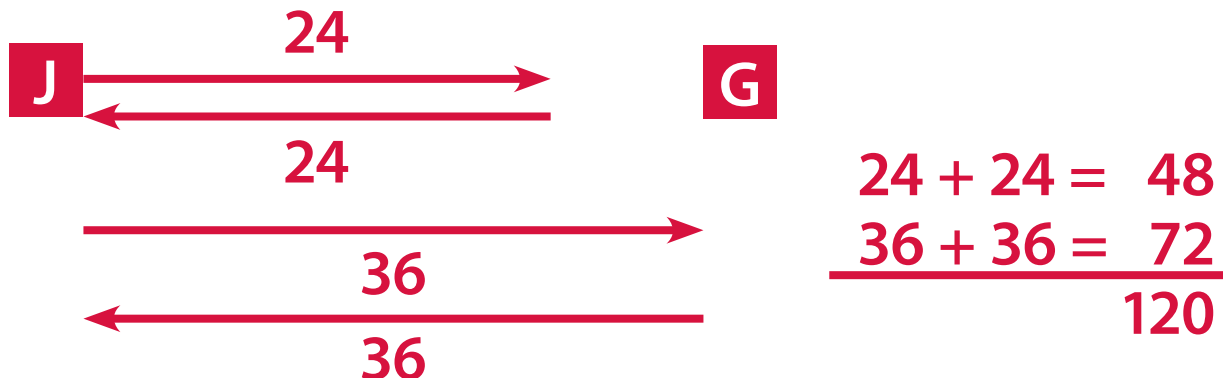
\$9.50 each; work will vary.

- 2** Frank had 42 rocks that he wanted to share with his 4 friends. If he gave each friend the same number of rocks (and kept the same number of rocks for himself), how many rocks did each person get? Use labeled sketches, numbers, or words to solve this problem. Show all your work.

8 rocks each, with 2 left over.

- 3 CHALLENGE** Joe's grandma lives 36 blocks up the street from Joe. On Saturday, Joe rode his bike two-thirds of the way to his grandma's house and then realized he forgot the present he was going to give her. Joe rode back to his house, got the present, and rode all the way to his grandma's house. Then he rode straight home. How many blocks did Joe ride in all? Use labeled sketches, numbers, or words to solve this problem. Show all your work.

**120 blocks; work will vary. Example:
On-third of 36 is 12, so two-thirds of 36 is 24.**



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Multiplying with Money

1 Use the arrays of coins to help solve each multiplication problem below. Show all your work.

ex	$\begin{array}{r} 12 \\ \times 5 \\ \hline 60 \end{array}$		$\begin{array}{l} 5¢ \times 4 = 20¢ \\ 5¢ \times 4 = 20¢ \\ 5¢ \times 4 = 20¢ \end{array}$	$\begin{array}{r} 20 \\ 20 \\ + 20 \\ \hline 60 \end{array}$
a	$\begin{array}{r} 15 \\ \times 5 \\ \hline 75 \end{array}$		<p>Work will vary. Example:</p> $5¢ \times 5 = 25¢$	$\begin{array}{r} 25¢ \\ 25¢ \\ + 25¢ \\ \hline 75¢ \end{array}$
b	$\begin{array}{r} 21 \\ \times 5 \\ \hline 105 \end{array}$		$\begin{array}{r} 5¢ \\ \times 7 \\ \hline 35¢ \end{array}$	$\begin{array}{r} 35¢ \\ 35¢ \\ + 35¢ \\ \hline 105¢ \end{array}$

2 **CHALLENGE** Solve the multiplication problems below. Show all your work.

<p>a</p> $\begin{array}{r} 62 \\ \times 5 \\ \hline 310 \end{array}$ <p>Work will vary. Example: $62 \times 5 = 31 \times 10 = 310$</p>	<p>b</p> $\begin{array}{r} 63 \\ \times 5 \\ \hline 315 \end{array}$ <p>Work will vary. Example: $63 \times 5 = (60 \times 5) + (3 \times 5) = 300 + 15 = 315$</p>
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NAME _____

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Multiplication & Division Practice

- 1 Carrie says that she can solve 27×20 by first solving 27×2 and then multiplying the product of 27×2 by 10. Do you agree or disagree? Why?

Agree; expressions will vary.

- 2 Tarik has to solve the problem 14×30 . He is not sure what to do.
- a How would you tell Tarik to solve the problem?

Responses will vary.

- b Solve 14×30 .

420; work will vary.

- 3 There is a new pet store opening in the mall. They just got 52 tropical fish. They want to put 7 of these fish in each aquarium. How many aquariums will they need?
- Use numbers, labeled sketches, or words to solve this problem.
 - Write the answer on the line below.

8 aquariums; work will vary. Example:

$7 \times 7 = 49$, so 7 aquariums will hold 49 of the fish.

There are 3 left over, so you need 1 more aquarium for them.

The pet store will need 8 aquariums to hold 52 fish.

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**Multiplying & Dividing** page 1 of 2**1** Fill in the missing numbers.

$$\begin{array}{r} 8 \\ \times 4 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline 49 \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline 72 \end{array}$$

2 Complete the multiplication tables below.**ex**

×	5	2	9	3	8	6	7	4
2	10	4	18	6	16	12	14	8

a

×	5	2	9	3	8	6	7	4
10	50	20	90	30	80	60	70	40

b

×	5	2	9	3	8	6	7	4
5	25	10	45	15	40	30	35	20

c

×	5	2	9	3	8	6	7	4
9	45	18	81	27	72	54	63	36

3 Use what you know about multiplying by 10 to help solve these problems.

$$\begin{array}{r} 12 \\ \times 10 \\ \hline 120 \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline 60 \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 18 \\ \times 10 \\ \hline 180 \end{array}$$

$$\begin{array}{r} 18 \\ \times 5 \\ \hline 90 \end{array}$$

$$\begin{array}{r} 18 \\ \times 10 \\ \hline 180 \end{array}$$

(continued on next page)

NAME _____

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Multiplying & Dividing page 2 of 2

- 4** Mrs. Larsen was making gift bags for the 6 students in her reading group. She was putting little erasers in the bags. She had a bag of 20 erasers. How many erasers did each student get? Show all your work.

**Each student got 3 erasers, and 2 were left over.
Work will vary.**

- 5 a** The teacher wanted his class to work in groups of 4. After he divided them into groups, there were 6 groups of 4 and 1 group of 3. How many students were in the class? Show all your work.

**27 students
Work will vary.**

- b** If the teacher wanted all the groups to be exactly the same size, how many students should be in each group? How many small groups would there be? Show all your work.

**9 groups of 3 students each
or
3 groups of 9 students each
Work will vary.**

NAME _____

DATE _____

Multiplication & Division Puzzles page 1 of 2

1 Fill in the missing numbers.

$$\begin{array}{r} 7 \\ \times \quad 6 \\ \hline 42 \end{array}$$

$$\begin{array}{r} \quad 3 \\ \times 6 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 9 \\ \times \quad 9 \\ \hline 81 \end{array}$$

$$\begin{array}{r} \quad 8 \\ \times 3 \\ \hline 24 \end{array}$$

$$\begin{array}{r} \quad 5 \\ \times 8 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 5 \\ \times \quad 2 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 9 \\ \times \quad 5 \\ \hline 45 \end{array}$$

$$\begin{array}{r} \quad 4 \\ \times 8 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 6 \\ \times \quad 6 \\ \hline 36 \end{array}$$

$$\begin{array}{r} \quad 9 \\ \times 3 \\ \hline 27 \end{array}$$

2 Use multiplication and division to find the secret path through each maze. The starting and ending points are marked for you. You can only move one space up, down, over, or diagonally each time. Write four equations to explain the path through the maze.

<p>ex</p> <table border="1" style="margin: 0 auto; text-align: center;"> <tr><td colspan="3">start</td></tr> <tr><td>3</td><td>4</td><td>12</td></tr> <tr><td>36</td><td>6</td><td>2</td></tr> <tr><td>9</td><td>4</td><td>6</td></tr> <tr><td colspan="3">end</td></tr> </table> <p style="text-align: center; margin-top: 10px;"> $3 \times 4 = 12$ $12 \div 2 = 6$ $6 \times 6 = 36$ $36 \div 9 = 4$ </p>	start			3	4	12	36	6	2	9	4	6	end			<p>a</p> <table border="1" style="margin: 0 auto; text-align: center;"> <tr><td colspan="3">start</td></tr> <tr><td>81</td><td>6</td><td>36</td></tr> <tr><td>6</td><td>9</td><td>4</td></tr> <tr><td>7</td><td>42</td><td>9</td></tr> <tr><td colspan="3">end</td></tr> </table> <p style="text-align: center; margin-top: 10px;"> $81 \div 9 = 9$ $9 \times 4 = 36$ $36 \div 6 = 6$ $6 \times 7 = 42$ </p>	start			81	6	36	6	9	4	7	42	9	end			<p>b</p> <table border="1" style="margin: 0 auto; text-align: center;"> <tr><td colspan="2">start</td><td>end</td></tr> <tr><td>1</td><td>3</td><td>2</td></tr> <tr><td>6</td><td>2</td><td>9</td></tr> <tr><td>3</td><td>18</td><td>2</td></tr> </table> <p style="text-align: center; margin-top: 10px;"> $1 \times 2 = 2$ $2 \times 9 = 18$ $18 \div 3 = 6$ $6 \div 3 = 2$ </p>	start		end	1	3	2	6	2	9	3	18	2
start																																												
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3	18	2																																										

3 Complete the division table below.

÷	60	24	12	18	54	540	180	120
6	10	4	2	3	9	90	30	20

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NAME _____

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Multiplication & Division Puzzles page 2 of 2

- 4** Ryan bought 4 dozen eggs. His recipe for cookies calls for 3 eggs in each batch. How many batches of cookies can he make with the eggs he bought?

16 batches

- 5** **CHALLENGE** Write a story problem to match the equation $36 \div 5 = 7 \text{ R}1$.

Work will vary.

NAME _____

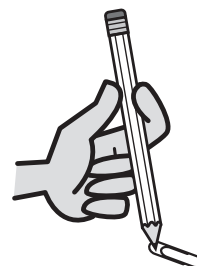
DATE _____

Moolah on My Mind page 1 of 3

Note to Families

For this Home Connection, you'll play a game called Moolah on My Mind with your child. We have played the game in school, and your child can help you learn to play. You can also follow the directions below. The game is designed to provide practice multiplying large numbers using coin values, which are easier for many students to work with right now.

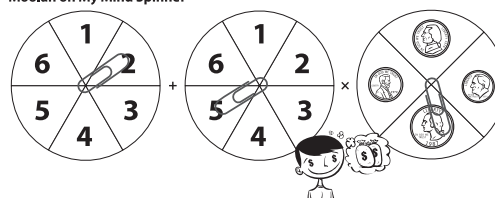
You'll need two pencils and a paperclip to play Moolah on My Mind. Use your pencil and the paperclip as a spinner.



Instructions for Moolah on My Mind

- Take turns spinning one of the number spinners with a partner. The player with the highest number goes first.
- Spin both number spinners and the coin spinner.
- Write an expression in the first column to show the results of your spins. You'll add the two numbers and multiply by the value of the coin.
- Multiply to find out how much money you collected and write that amount in the second column. Write it again in the last column so you can keep a running total of your money.
- Take turns with your partner. Help each other make sure that you are adding your money accurately. In other words, be sure each other's running totals are correct.
- When both players have taken 10 turns, the game is over and the player with the most money wins.
- Play another round if you like, using the optional record sheets.

Moolah on My Mind Spinner

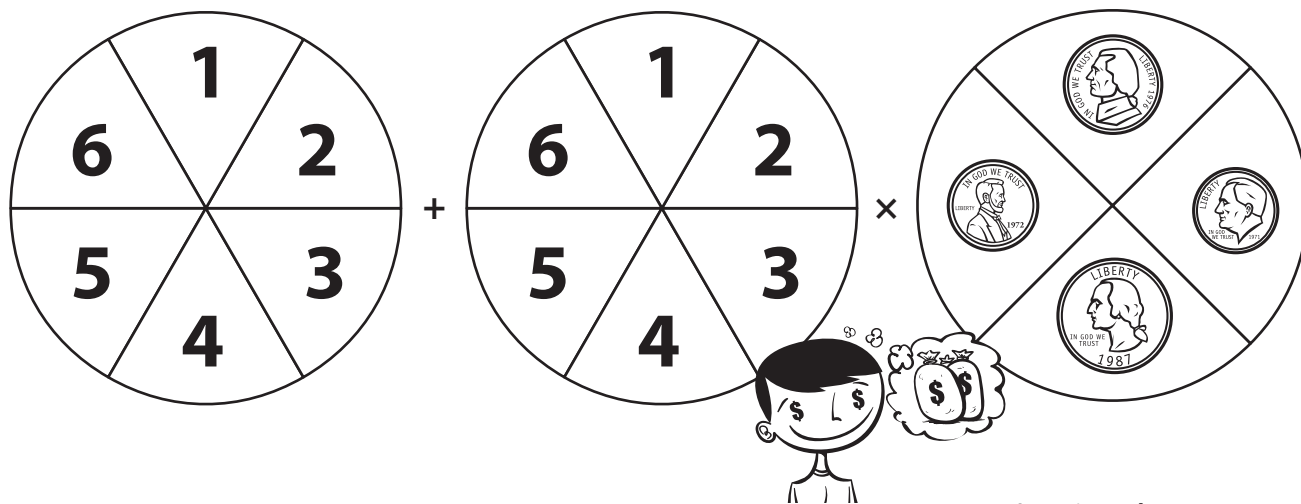


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 Moolah on My Mind page 2 of 3

Moolah on My Mind Record Sheet

Multiplication Expression sum of the 2 numbers times the coin value	Student	
	Amount of Money You Got This Turn	Total So Far
$(2 + 5) \times 25¢$	\$1.75	\$1.75
$(5 + 4) \times 10¢$	\$.90	\$2.65

Moolah on My Mind Spinner



(continued on next page)

NAME _____

DATE _____

Moolah on My Mind page 2 of 3

Moolah on My Mind Record Sheet

Student		
Multiplication Expression sum of the 2 numbers times the coin value	Amount of Money You Got This Turn	Total So Far
(+) × ¢		

Family Member		
Multiplication Expression sum of the 2 numbers times the coin value	Amount of Money You Got This Turn	Total So Far
(+) × ¢		

(continued on next page)

NAME _____

DATE _____

Moolah on My Mind page 3 of 3

Moolah on My Mind Record Sheet (optional second game)

Student		
Multiplication Expression sum of the 2 numbers times the coin value	Amount of Money You Got This Turn	Total So Far
$(\quad + \quad) \times \quad \text{¢}$		

Family Member		
Multiplication Expression sum of the 2 numbers times the coin value	Amount of Money You Got This Turn	Total So Far
$(\quad + \quad) \times \quad \text{¢}$		