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Grade 5 Mathematics Review

A supportive document for student learning success

Let's Go Learn

Homework Period: First Two Weeks

→ Part A: Number - 15 Questions

→ Part B: Mathematical concepts from within and/or across the four strands: Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

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Ed.D (candidate), MEd, BEd, BSc

NAME: _____

DATE: __/__/____(dd/mm/yyyy)

Grade 5 Math Review

Part A

Content Domain of Test (Strand)	Part A: Percentage of Questions
Number	100%

→ **Directions:** Manipulatives may be used but **no use of a calculator** is permitted.

1. What is $4\,905 + 3\,868$?

Answer: _____

2. What is $\$1.50 + \2.45 ?

Answer: \$ _____

3. What is $27.6 - 12.3$?

Answer: _____

4. What is 15×50 ?

Answer: _____

5. What is $316 \div 4$?

Answer: _____

6. What is $7 + 0.9 + 1.62$?

Answer: _____

7. What is $70\,365 - 63\,575$?

Answer: _____

8. What is 40.5×2 ?

Answer: _____

Use the following information to answer question 9.

$$950.4 \times 7 = 665 _ .8$$

9. In the equation above, which digit could be placed in the blank space to make the equation correct?

Answer: 665 .8

10. What is $24.6 \div 2$?

Answer: _____

11. What is $3.27 \div 3$?

Answer: _____

12. What is $9.9 - 6.45$?

Answer: _____

13. What is $7 - 4.09$?

Answer: _____

14. What is $78.03 \div 9$?

Answer: _____

15. What is 58×72 ?

Answer: _____

Math Live – Estimating: Activity Sheet

Grade: 5

Strand: Number

Outcome: 2

Rounding

1. If the 9 key was broken on your calculator, how could you use rounding to find the estimated product of 12×999 ? Show your work.

Compatible Numbers

2. Use the compatible number strategy to estimate the total of these 10 numbers.

499 , 460 , 504 , 422 , 561 , 473 , 519 , 432 , 478 , 545

$$10 \times \frac{\text{compatible number}}{\text{compatible number}} = \frac{\text{estimation}}{\text{estimation}}$$

3. Name a pair of compatible numbers you could use and then estimate the quotient.

$$412 \div 8$$

$$\frac{\text{Compatible numbers}}{\text{Compatible numbers}} \div \frac{\text{Compatible numbers}}{\text{Compatible numbers}} = \frac{\text{Estimate}}{\text{Estimate}}$$

Front End

Use the front end strategy to estimate the product.

4.
$$\begin{array}{r} 68 \\ \times 12 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 191 \\ \times 52 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 42 \\ \times 33 \\ \hline \end{array}$$

1. Draw a picture that represents the following equations:

a. 26×3

b. $583 \div 4$

2. Find the product or quotient for each of the following questions. Show your work.

a. $3 \overline{)532}$

b. $6 \overline{)942}$

c. $\begin{array}{r} 54 \\ \times 33 \\ \hline \end{array}$

d. $\begin{array}{r} 191 \\ \times 52 \\ \hline \end{array}$

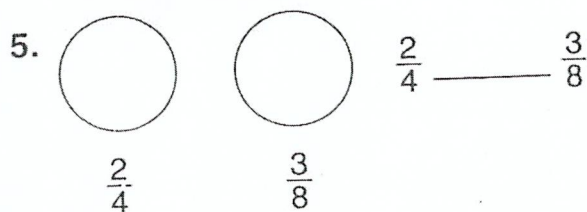
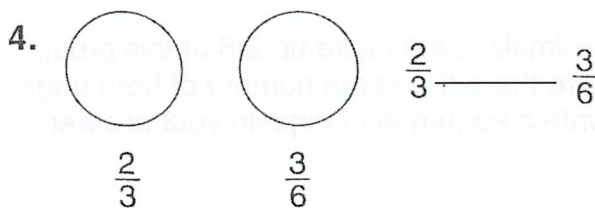
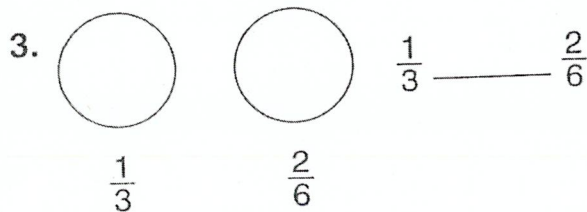
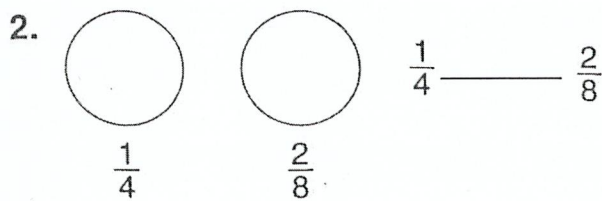
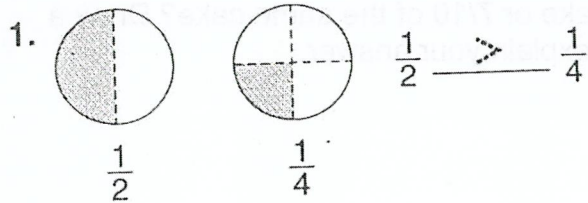
e. $4 \overline{)134}$

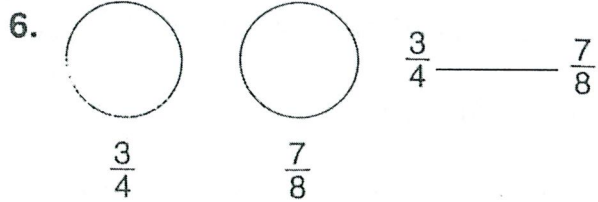
f. $9 \overline{)667}$

Math Live – Comparing and Ordering Fractions: Activity Sheet

Grade: 5 Strand: Number Outcome: 7

Shade in the given amount and then compare the values using the symbols for “greater than”, “less than”, and “equal to”.





1

7. Would you rather have $\frac{4}{5}$ of a cake or $\frac{7}{10}$ of the same cake? Draw a diagram and write a sentence to explain your answer.

8. Dogs make up $\frac{1}{3}$ of a group of animals. Cats make up $\frac{2}{6}$ of this group. Are there more dogs than cats? Are there the same number of both dogs and cats? Draw a diagram and write a sentence to explain your answer.

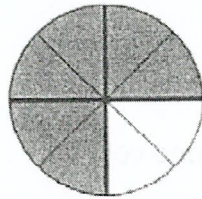
¹ Quest 2000 Exploring Mathematics: Extra Practice and Testing Masters

Math Live – Equivalent Fractions: Activity Sheet

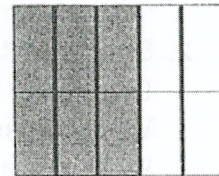
Grade: 5 Strand: Number Outcome: 7

Write two fractions that name the shaded part of each region or set.

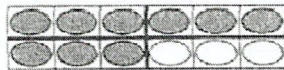
1.



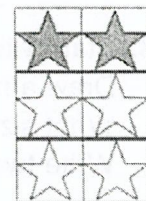
2.



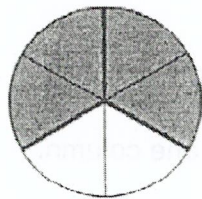
3.



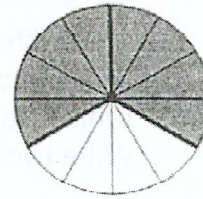
4.



5.



6.



Find each missing number. Draw pictures to help you.

7. $\frac{3}{6} = \frac{\quad}{2}$

8. $\frac{5}{6} = \frac{10}{\quad}$

9. $\frac{12}{12} = \frac{\quad}{6}$

10. $\frac{3}{4} = \frac{\quad}{8}$

11. $\frac{1}{5} = \frac{2}{10}$

12. $\frac{3}{5} = \frac{6}{\quad}$

13. $\frac{2}{\quad} = \frac{4}{12}$

14. $\frac{\quad}{5} = \frac{8}{10}$

15. $\frac{1}{4} = \frac{\quad}{12}$

1

¹ Quest 2000 Exploring Mathematics Extra Practice and Testing Masters

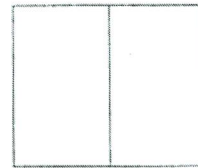
Solve each problem.

1. Start with halves.

Draw a horizontal line to divide each part in half.

What size is each part now? _____

Write two fractions to name the amount in one column.

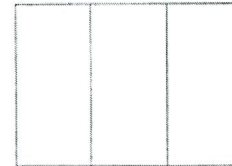


2. Start with thirds.

Draw a horizontal line to divide each part in half.

What size is each part now? _____

Write two fractions to name the amount in one column.

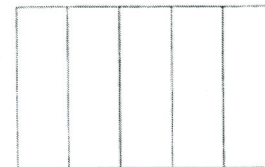


3. Start with fifths.

Draw a horizontal line to divide each part in half.

What size is each part now? _____

Write two fractions to name the amount in one column.

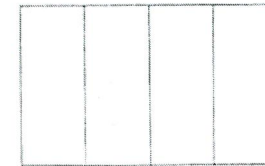


4. Start with fourths.

Draw a horizontal line to divide each part in half.

What size is each part now? _____

Write two fractions to name the amount in one column.

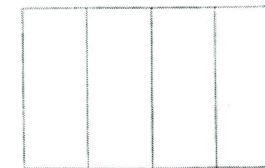


5. Start with fourths.

Draw horizontal lines to divide each part in thirds.

What size is each part now? _____

Write two fractions to name the amount in one column.

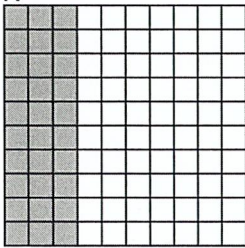


Math Live – Comparing and Ordering Decimals: Activity Sheet

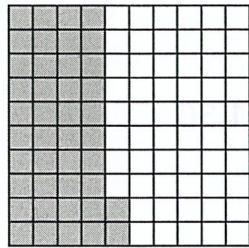
Grade: 5 Strand: Number Outcome: 10

Shade in the correct amount and then state whether the numbers are greater than, less than, or equal to each other.

1.



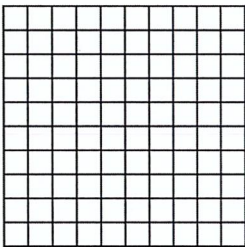
0.3



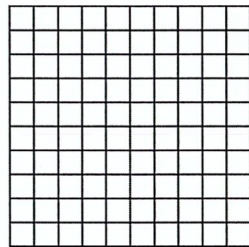
0.42

0.3 _____ 0.42

2.



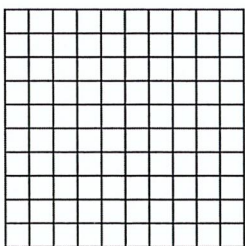
0.85



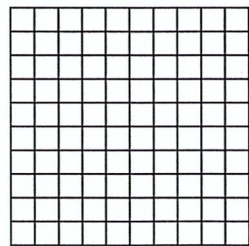
0.79

0.85 _____ 0.79

3.



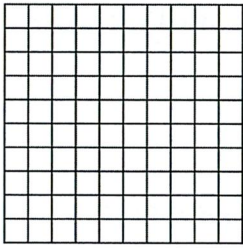
0.7



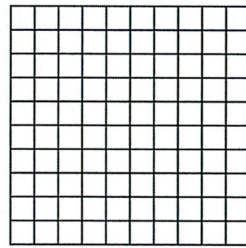
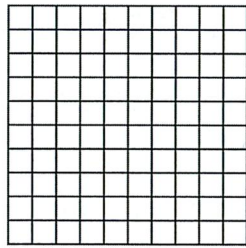
0.5

0.7 _____ 0.5

4.



1.03



1.30

1.03 _____ 1.30

5. Mrs. Jackson's grade 5 classroom is practicing the long jump for their track meet next week. The following is a list of distances the students jumped. Put the distances in order from least to greatest.

Distance
1.23
0.98
0.47
1.09
0.77

Math Live – Patterns: Activity Sheet

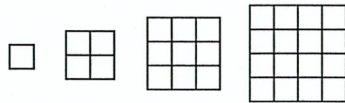
Grade: 4

Strand: Patterns and Relations (Patterns)

Outcome: 1, 2, 3, 4

1. Tiles are used to make this pattern.

a. Draw the fifth diagram in this pattern.

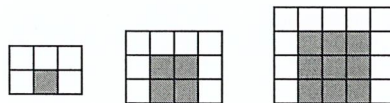


b. This pattern is shown in the following chart. Complete the chart.

Diagram Number	1	2	3	4	5	6
Perimeter (units)	4	8	12	16		
Area (square units)	1	4	9	16		

2. Black and white tiles are used to make this pattern.

a. Draw the next diagram in this pattern.



b. Create a chart to organize the data.

Diagram Number	1	2	3	4	5	6
Number of Black Squares						
Number of Total Squares						

3. In an elimination tournament, 64 teams play 32 games, then 32 teams play 16 games, then 16 teams play 8 games and so on.

a. Following this pattern, how many games will 4 teams play? Set up a chart to show the pattern and solve the problem.

- b. Extend your chart to include the total number of games played.
How many games are played in the entire tournament?

Math Live – Area and Perimeter: Activity Sheet

Grade: 5

Strand: Shape and Space (Measurement)

Outcome: 2

1. You will need centimeter grid paper to do these questions.
 - a. Draw a rectangle, 1 cm long and 9 cm wide and label the length and width. Call this rectangle (A). Record the length, width, perimeter, and area of rectangle (a) in the chart below.
 - b. Draw another rectangle on the grid paper and label it rectangle (B). To make rectangle (B), increase the width of rectangle (A) by 1 cm and decrease the length of rectangle (A) by 1 cm. Record the length, width, perimeter, and area of rectangle (B) in the chart below.
 - c. Continue increasing 1 cm to the width and decreasing 1 cm from the length. Draw and label each new rectangle and record the length, width, perimeter, and area of each rectangle in the chart below.

Rectangle	Length (cm)	Width (cm)	Perimeter (cm ²)	Area (cm ²)
A				
B				
C				
D				
E				
F				
G				
H				
I				

1. Look at the chart. What do you notice about length?
2. What do you notice about width?
3. What do you notice about perimeter?
4. Which rectangle has the largest area?

5. On grid paper, show all the rectangles you can make with an area of 24cm^2 . Find the perimeter of each rectangle.

Find the perimeter of each rectangle.

Rectangle 1 perimeter - _____

Rectangle 2 perimeter - _____

Rectangle 3 perimeter - _____

Rectangle 4 perimeter - _____

Rectangle 5 perimeter - _____

Rectangle 6 perimeter - _____

Rectangle 7 perimeter - _____

Rectangle 8 perimeter - _____

6. What do you notice about the rectangle with the largest perimeter?¹

¹ Diagnostic Mathematics Program Numeration Division II

Math 5 – Volume: Activity Sheet

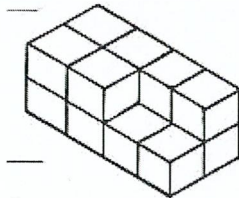
Grade: 5

Strand: Shape and Space (Measurement)

Outcome: 4

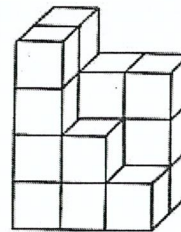
Find the volume of each structure. Each cube is 1cm^3 .

1.



Volume = _____ cm^3

2.



Volume = _____ cm^3

3. A box has 42 centimetre cubes in each of 3 layers. What is the volume of the box?

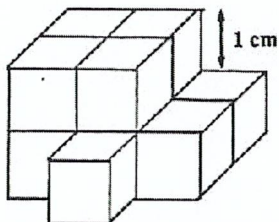
Volume = _____ cm^3

4. The bottom layer of a box has 3 rows with 4 centimetre cubes in each row. Five of these layers fill up the box. What is the volume of the box?

Volume = _____ cm^3

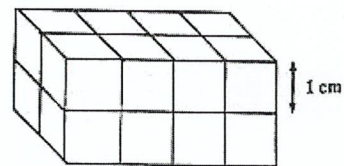
For each of the following, find the volume of the structure shown. Be sure to include the correct units in your answer.

5.



Volume = _____ cm^3

6.



Volume = _____ cm^3

Math Live – Slides, Flips and Turns: Activity Sheet

Grade: 5 Strand: Shape and Space (Transformations) Outcome: 8

1. Which of these patterns is made by a slide of the first number?

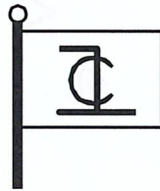
a) 3 ɛ 3 ɛ 3

b) 6
6
6
6
6

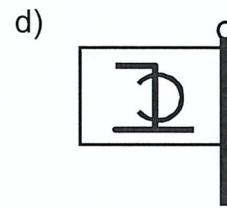
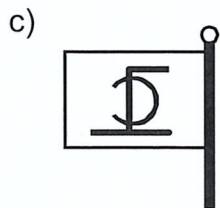
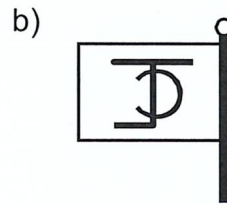
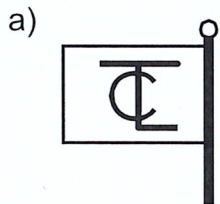
c) 4 ▽ 4 ▽ 4

d) 2 ⚡ 2 ⚡ 2

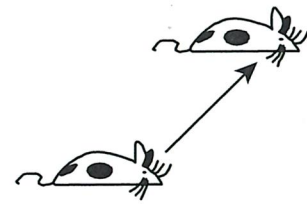
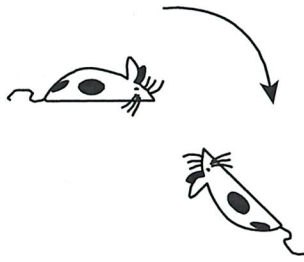
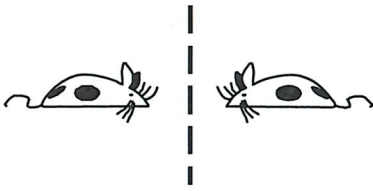
2. This pattern has been woven right through the fabric of a flag that is blowing in a strong wind.



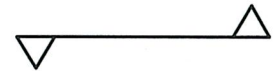
Which diagram shows how the flag would look when the wind changes to the opposite direction?



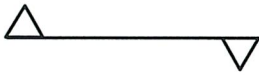
3. Label the following images as a flip, slide, or turn.



4. Which figure is a slide image of the figure at the right?



a)



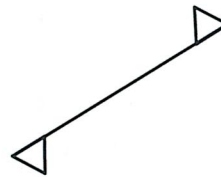
b)



c)



d)



5. This is a footprint in the sand.



Which diagram shows how the footprint would look when the person turned around and went back the way they came?

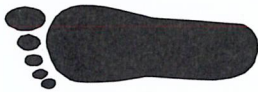
a)



b)



c)

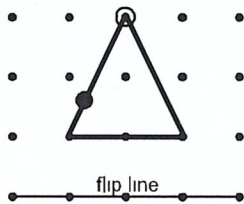


d)

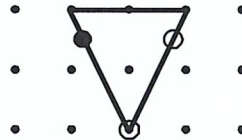
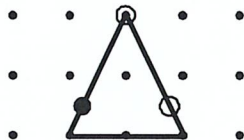
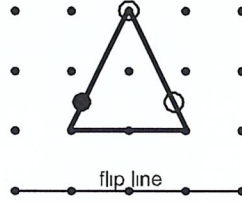


6. Which diagram shows the correct position of the figure after the flip?

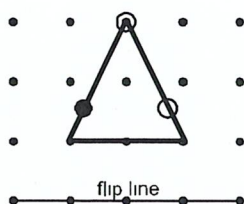
a)



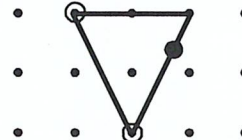
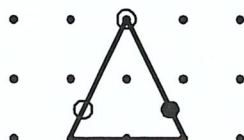
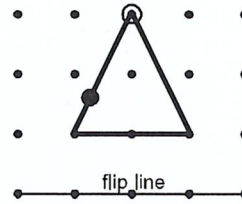
b)



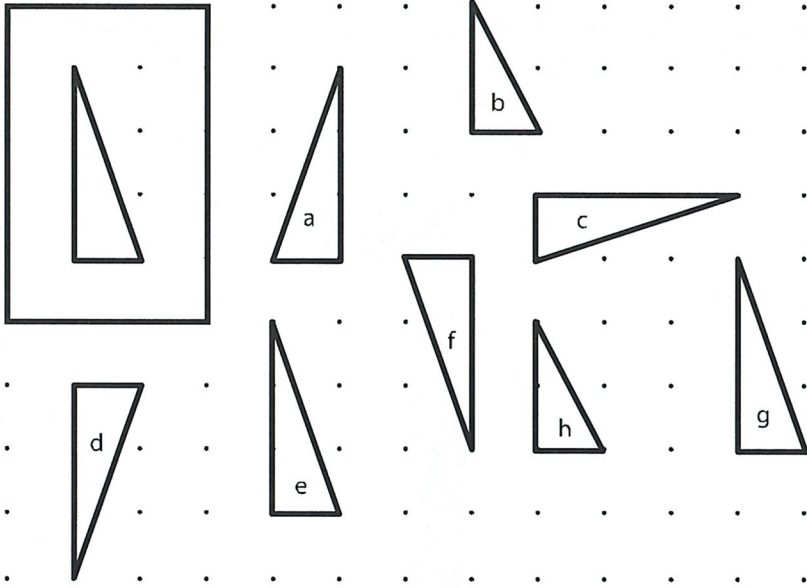
c)



d)



7. Which triangles show slides of the given triangle at the left?



- a) a, d
- c) b, h

- b) e, g
- d) c, f

Math Live – Probability: Activity Sheet

Grade: 5 **Strand:** Statistics and Probability (Chance and Uncertainty) **Outcome: 4**

1. Toss a coin 50 times. Predict the results.

a. Heads _____ Tails _____

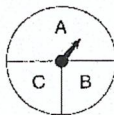
b. Tally the results here.

Outcomes	Tally	Frequency
Heads		
Tails		

c. Compare the results with your prediction.

2. Describe the outcomes of each spinner. Use terms such as *likely*, *equally likely*, *more likely*, and *less likely*.

a.



b.

