

## Extra Credit Opportunity:

Students and Parents:

Happy almost Spring Break! I know we are all excited for a little break away from school. Please be sure your students get some well needed rest and play time outside!

Report cards come home shortly after spring break, March 26<sup>th</sup> to be exact! I wanted to give your student an opportunity to earn some extra credit towards their 4<sup>th</sup> Nine Week's report card. I decided to apply this extra credit to the 4<sup>th</sup> Nine Week's Report Card, rather than the 3<sup>rd</sup> Nine Week's due to staff printing the 3<sup>rd</sup> Nine Week's Report Cards during Spring Break.

Attached to this letter you will find a 30 problem 5<sup>th</sup> Grade Math Standard Problem Packet, for every problem your student show their work and gets the correct answer, will earn 5 bonus points. This will GREATLY help students increase their Math Scantron score! Students are to complete each problem, MUST show their work, and get the correct answer to receive the points.

If you need a reference to help you better help your student please visit my website, <https://missmaskmath.educatorpages.com/>, visit the Helpful Resources tab, and you will find a copy of this packet and the 5<sup>th</sup> Grade AL Standards Study Guide. The 5<sup>th</sup> Grade AL Standards Study Guide is a GREAT resource to refer to!

The idea behind this was not to take up your child's entire spring break, but to take 30 minutes a day to complete a couple of problems.

**This packet is DUE and will only be accepted on TUESDAY,  
MARCH 26<sup>TH</sup>, 2019.**

Thanks!

**5th Grade Math All Standards**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

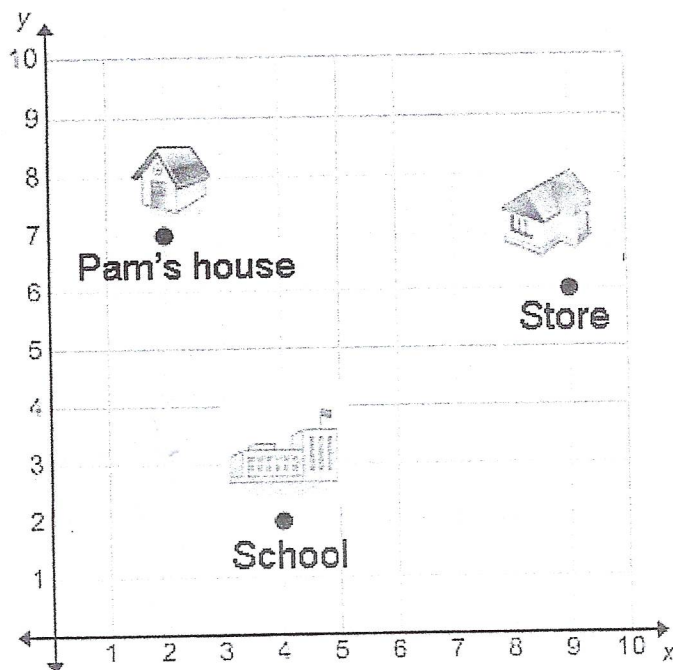
Date: \_\_\_\_\_

1. Eli is placing stickers on a coordinate plane.

If he needs to place a sticker where  $x = 8$  and  $y = 6$ , Eli should start at \_\_\_\_\_.

- A.  $(8, 6)$  and move 8 units to the right then 6 units up
- B.  $(8, 6)$  and move 6 units to the right then 8 units up
- C.  $(0, 0)$  and move 8 units to the right then 6 units up
- D.  $(0, 0)$  and move 6 units to the right then 8 units up

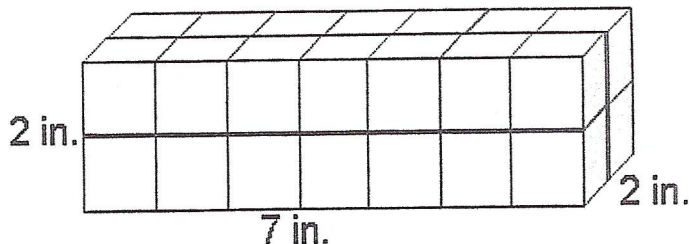
2. Use the diagram of the map below to answer the question.



What is the location of Pam's house?

- A. (2, 7)
  - B. (4, 2)
  - C. (7, 2)
  - D. (9, 6)
3. Tara ran 5 kilometers around a track. How many meters did Tara run?
- A. 0.5 of a meter
  - B. 50 meters
  - C. 500 meters
  - D. 5,000 meters

4. What is the volume of the rectangular prism below?



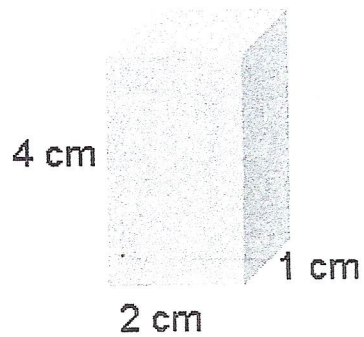
- A.  $11 \text{ in}^3$   
B.  $14 \text{ in}^3$   
C.  $22 \text{ in}^3$   
D.  $28 \text{ in}^3$
5. Lisa and Madison are calculating the volume of a rectangular prism. The length of the base is 11 cubic units. The width of the base is 2 cubic units. The height of the prism is 5 cubic units.

Lisa finds the volume by multiplying all three of the edge lengths. Madison finds the volume by multiplying the height of the prism by the area of the base.

Assuming both students calculate accurately, who will find the volume correctly?

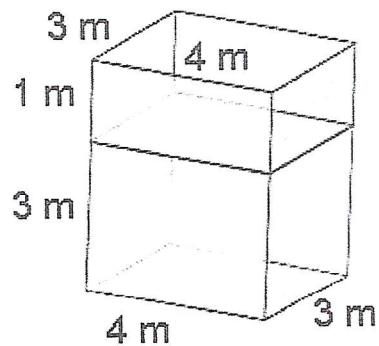
- A. Madison will find the correct volume because volume is found by multiplying the area of the base and the height.  
B. Lisa will find the correct volume because volume is found by multiplying the edge lengths together.  
C. Neither will find the correct volume because volume is found by adding the edge lengths together.  
D. They will both find the correct volume because of the associative property of multiplication.

6. Julio is stacking blocks. Each block is in the shape of the figure below.



What is the volume of one block?

- A.  $6 \text{ cm}^3$
  - B.  $7 \text{ cm}^3$
  - C.  $8 \text{ cm}^3$
  - D.  $9 \text{ cm}^3$
7. Sophie is stacking plastic bins for a display in her store.



What is the total volume of the two stacked plastic bins?

- A.  $12 \text{ m}^3$
- B.  $18 \text{ m}^3$
- C.  $36 \text{ m}^3$
- D.  $48 \text{ m}^3$

8. Look at the underlined digits in the number below.

755,201

The difference between the two underlined numbers is that the 5 on the left represents a value \_\_\_\_\_.

- A. ten times greater than the 5 on the right
  - B. one-tenth the value of the 5 on the right
  - C. ten more than the 5 on the right
  - D. ten less than the 5 on the right
9. A factory makes 700 pencils every hour. Heidi wants to know how many pencils can be made in 6 hours.
- How can Heidi find the number of pencils that can be made in 6 hours?
- A. Heidi can add  $7 + 6 = 13$ . Then she can add two zeroes to the end of the number because 700 is a multiple of 100. The answer is 1,300 pencils.
  - B. Heidi can multiply  $7 \times 6 = 42$ . Then she can add one zero to the end of the number because 700 is a multiple of 10. The answer is 420 pencils.
  - C. Heidi can multiply  $7 \times 6 = 42$ . Then she can add two zeroes to the end of the number because 700 is a multiple of 100. The answer is 4,200 pencils.
  - D. Heidi can add  $7 + 6 = 13$ . Then she can add one zero to the end of the number because 700 is a multiple of 10. The answer is 130 pencils.
10. Four-tenths of the class would like to review multiplication with a game. How would Mrs. Stern write four-tenths on the chalkboard in standard form?
- A. 0.004
  - B. 0.04
  - C. 0.4
  - D. 4.10

11. Compare the numbers below. Which symbol makes the expression true?

$$32.147 \text{ \_\_\_ } 32.145$$

A.  $<$

B.  $>$

C.  $=$

D.  $+$

12. Ronell measured 23.46 yards of fabric. How many yards of fabric does Ronell have to the nearest tenth of a yard?

A. 20 yards

B. 23 yards

C. 23.4 yards

D. 23.5 yards

13. Solve.

$$\begin{array}{r} 39 \\ \times 46 \\ \hline \end{array}$$

A. 1,794

B. 1,444

C. 390

D. 310

14. Ethan is solving the division problem below.

$$\text{Step 1: } \begin{array}{r} 1 \\ 5 \overline{)785} \end{array}$$

$$\text{Step 2: } \begin{array}{r} 1 \\ 5 \overline{)785} \\ 5 \end{array}$$

$$\text{Step 3: } \begin{array}{r} 1 \\ 5 \overline{)785} \\ -5 \\ \hline 2 \end{array}$$

What should Ethan do next?

- A. multiply 200 and 5
  - B. subtract 5 from 200
  - C. bring down the 8 from the tens place and the 5 from the ones place
  - D. bring down the 8 from the tens place and divide 28 by 5
15. Timothy solved the problem below, adding 0 after the 2 in 5.2.

$$\begin{array}{r} 0.43 \\ + 5.20 \\ \hline 5.63 \end{array}$$

He added a zero after the 2 \_\_\_\_\_.

- A. to show that there were no numbers in the hundredths place in 5.2
- B. because 5.2 is less than 0.43
- C. because 5.2 is more than 0.43
- D. to show that he was working with money in this addition problem



16. Students in Room 2A are adding fractions. Look at the problem below.

$$\frac{8}{9} + \frac{1}{3} =$$

First they rewrite  $\frac{1}{3}$  as  $\frac{3}{9}$ .

The students made this change by \_\_\_\_\_.

- A. multiplying the fraction by 3 because fractions can only be added with like numerators
- B. multiplying both the numerator and the denominator by 3 because fractions can only be added with like denominators
- C. adding 2 to the numerator and 6 to the denominator because fractions can only be added with like denominators
- D. adding 7 to both the numerator and the denominator because fractions can only be added with like numerators

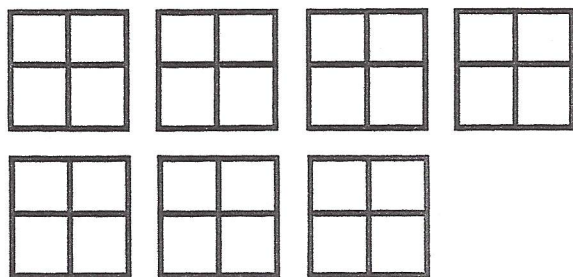
17.

Jonah ordered a set of greeting cards. In the set,  $\frac{2}{5}$  of the cards are thank-you cards and  $\frac{1}{3}$  of the cards are get-well cards.

Together, what fraction of the set of cards do the get-well and thank-you cards represent?

- A.  $\frac{11}{15}$  of the cards
- B.  $\frac{2}{3}$  of the cards
- C.  $\frac{2}{5}$  of the cards
- D.  $\frac{3}{5}$  of the cards

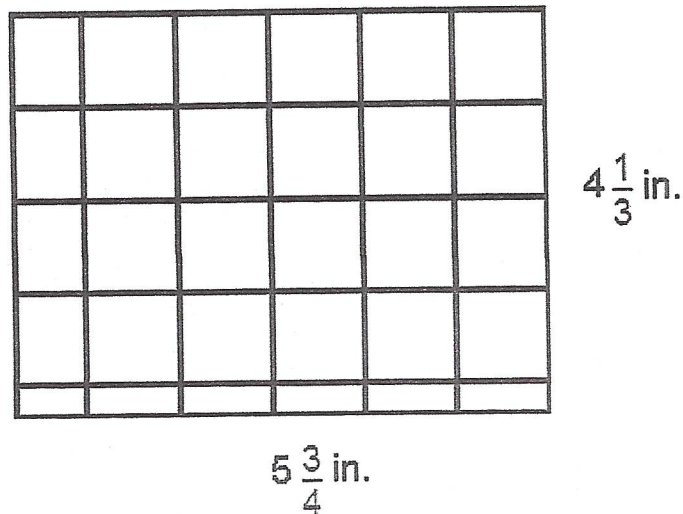
18. Mr. Hanson has 7 pieces of construction paper to be used for an art project in his class. The paper is divided among 4 students.



What part of the total paper will each student get?

- A.  $\frac{4}{7}$  of the paper
- B.  $1\frac{1}{4}$  papers
- C.  $1\frac{1}{3}$  papers
- D.  $1\frac{3}{4}$  papers
19. There are 75 fifth graders at Belmont Elementary. Of the fifth graders,  $\frac{2}{5}$  are boys. How many boys are in fifth grade at Belmont Elementary?
- A. 15 boys
- B. 30 boys
- C. 35 boys
- D. 60 boys

20. What is the area of the rectangle below?



- A.  $10 \frac{1}{12}$  in<sup>2</sup>                      B.  $20 \frac{1}{4}$  in<sup>2</sup>
- C.  $24 \frac{11}{12}$  in<sup>2</sup>                      D.  $25 \frac{1}{12}$  in<sup>2</sup>
21. Which symbol correctly completes and explains the number sentence below?
- $\frac{1}{4} \times 20$  \_\_\_\_\_ 20
- A.  $>$ , because multiplying any number by  $\frac{1}{4}$  results in a product that is less than the original number.
- B.  $<$ , because multiplication results in a product that is greater than the original number.
- C.  $>$ , because multiplication results in a product that is greater than the original number.
- D.  $<$ , because multiplying any number by  $\frac{1}{4}$  results in a product that is less than the original number.

22.

Jacinta is multiplying  $7 \times \frac{4}{3}$ .

If Jacinta's teacher asks her to write a sentence to compare the product to 7, which of the following would be a correct response?

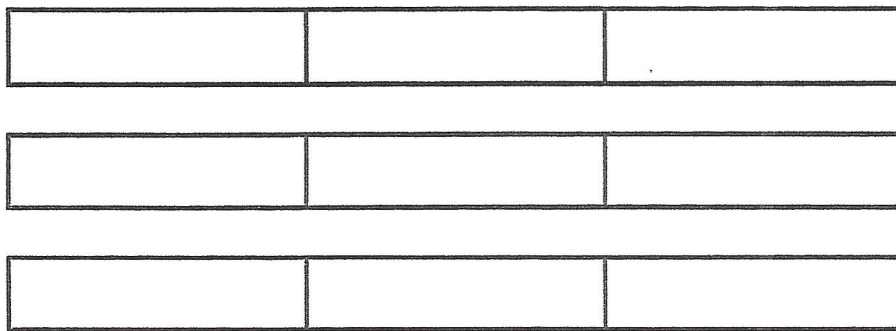
- A. The product will be less than 7 because  $\frac{4}{3}$  is a fraction.
- B. The product will be greater than 7 because  $\frac{4}{3}$  is greater than 1.
- C. The product will be greater than 7 because multiplication always creates a greater number.
- D. The product will be less than 7 because  $\frac{4}{3}$  is less than 1.

23.

A recipe uses  $1\frac{1}{4}$  tablespoons of sugar for a serving. How many tablespoons of sugar are needed for 6 servings?

- A.  $4\frac{4}{5}$  tablespoons
- B.  $6\frac{1}{4}$  tablespoons
- C.  $7\frac{1}{4}$  tablespoons
- D.  $7\frac{1}{2}$  tablespoons

24. Mary Kate cut 3 boards into three equal pieces.



Which equation represents the number of pieces Mary Kate has now?

A.  $3 \div \frac{1}{3} = 9$

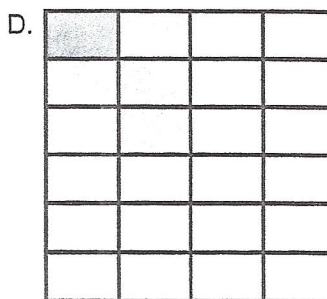
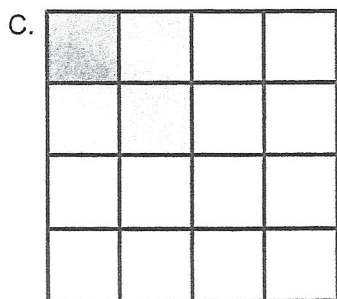
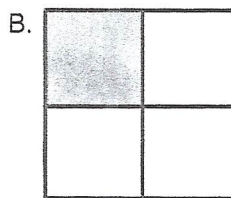
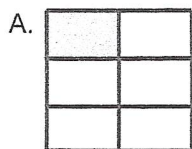
B.  $3 \times 3 = 9$

C.  $\frac{1}{3} \div 3 = 1$

D.  $3 \times \frac{1}{3} = 1$

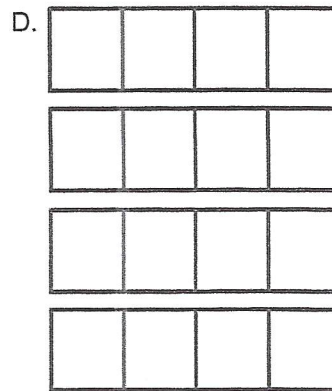
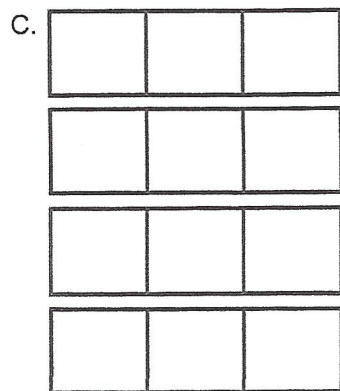
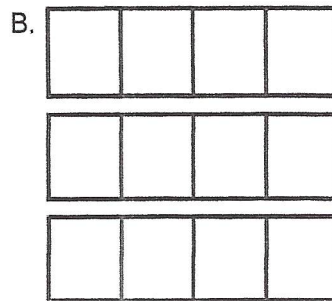
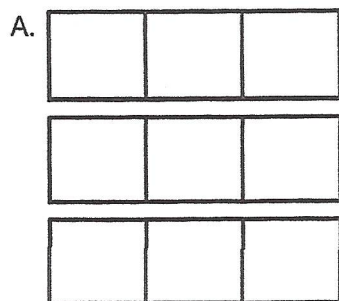
25. Which fraction model represents the expression below?

$$\frac{1}{4} \div 6$$



26. Which fraction model represents the expression below?

$$4 \div \frac{1}{3}$$



27. How many  $\frac{1}{4}$ -cup servings are in a 6-cup box of cereal?

- A. 24 servings
- B. 12 servings
- C. 6 servings
- D. 3 servings

28. Solve.

$$(40 + 20) \div 3 + 17 = \underline{\quad}$$

- A. 3
- B. 37
- C. 77
- D. 80

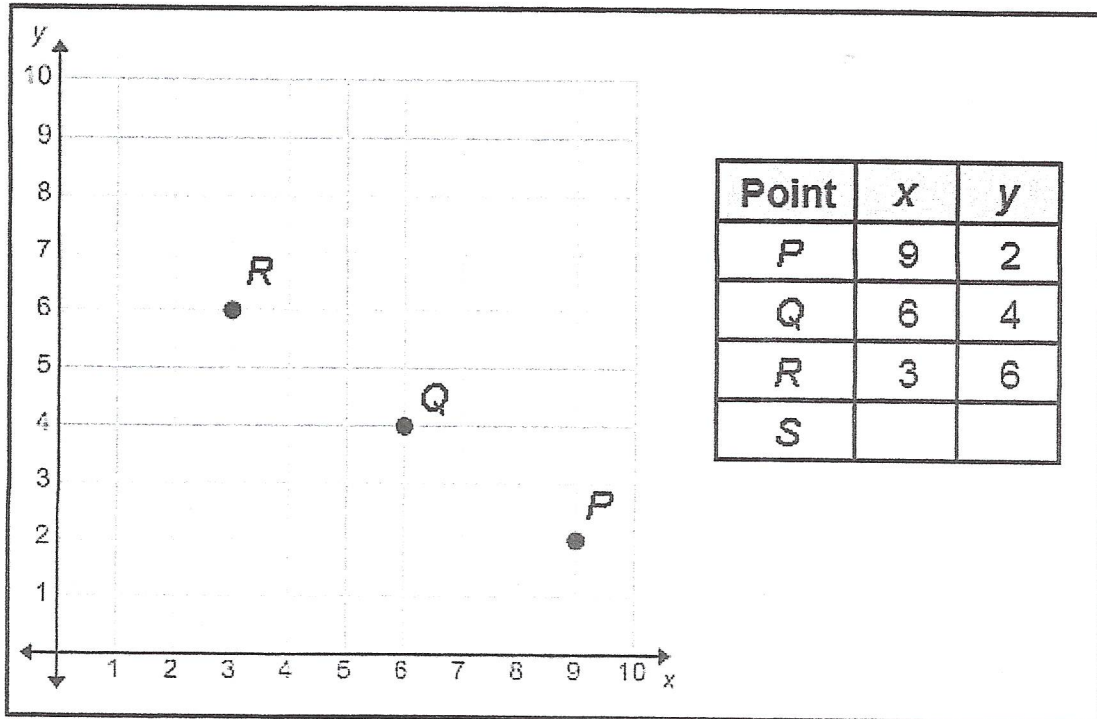
29. Which calculation matches the expression below?

$$10 \times (6 \div 3)$$

- A. Divide 6 by 3, and then multiply by 10.
- B. Divide 3 by 6, and then multiply by 6.
- C. Multiply 10 and 6, and then divide by 3.
- D. Multiply 10 and 6, then multiply 10 and 3, and then divide the two answers.

30.

Look at the coordinate plane and table below.



Following the pattern, what are the coordinates for Point S?

- A. (1, 8)
- B. (2, 7)
- C. (0, 8)
- D. (0, 9)