Dear Grade 5 Mathematicians,

We are finishing up **Unit 3** and preparing to show what we learned over the past several weeks. Throughout the unit, we focused on mastering many important skills. To practice these skills, please login to your online SRB (Student Reference Book) to review the **examples** and **Check Your Understanding** problems listed below. Be sure to check the answers in the answer key at the back of the SRB!

Skill	Example	Check your Understanding
*Use visual models to solve division number stories with fractional answers.	Pgs. 163-164	
*Report the remainder to a division problem as a fraction.	Pgs. 113-114	Pg. 114
*Place a fraction on a number line.	Pgs. 158-160	Pgs. 159-160
*Estimate answers to fraction + and - problems.	Pgs. 184-185	Pgs. 184-185
*Rename fractions and mixed numbers using the same denominator.	Pgs. 171-173	Pg. 173
*Use visual models to + and -fractions, mixed numbers and number stories.	Pgs. 187-188	Pg. 191 (you will only be assessed on + and - mixed numbers with LIKE denominators)
*Solve fraction of problems.	Pgs. 195-196	Pg. 196

Mathematically Yours,
The Grade 5 Team

Grade 5
Unit 3 Practice Packet
EDM 4

1. George picked up 42 carrots from the farmers market. $\frac{1}{4}$ of the carrots were rotten. How many carrots were rotten?

Answer: _____ carrots

2. Kelly, Lea and Helen are splitting a 21 ounce bag of twizzlers at the movie theater. If they share the bag of twizzlers equally, how many ounces will each girl get?

Solution: _____

Number model: _____

3. Write a division number story with an answer of ⅓.

_____

_____

_____

4. Grace bought 3 boxes of granola bars to share with her friends at the Student Council meeting. There are 10 bars in each box and 24 kids on Student Council. If the granola bars are shared equally, how many full bars will each kid get?

Number model: _____

Quotient: _____ Remainder: _____

Answer: _____

Circle what you did with the remainder.

Ignored it reported it as a fraction Rounded the quotient up

Why? _____

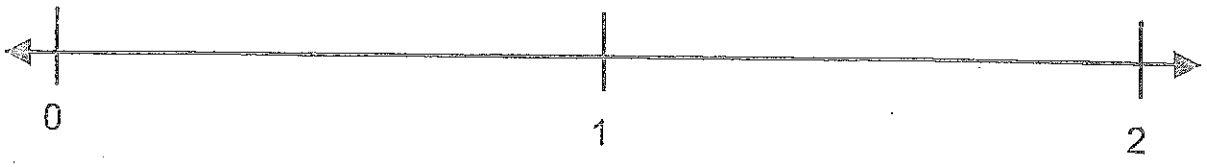
_____

_____

5. Adam brought 3 loaves of banana bread to school for cooking day. There were 15 kids who wanted to try the banana bread. They decided to split the bread evenly. How much bread did each kid receive?

Solution: _____

6. Divide this line to show fourths. Label each tick mark with a fraction.



7.
Circle the greater number in each pair.

b. $\frac{3}{2}$ or $\frac{7}{4}$

c. $\frac{1}{2}$ or $\frac{3}{4}$

d. $\frac{7}{8}$ or $\frac{5}{4}$

8. $\frac{1}{4} + \frac{5}{8} = \frac{6}{8}$

Does this answer make sense? Yes No

Explain:_____

_____

9. Write another name for each mixed number that has the same denominator.

a. $7\frac{1}{2}$ _____

b. $3\frac{6}{10}$ _____

10. Solve.

$$\frac{3}{8} + \frac{1}{2} =$$

$$\frac{1}{4} + \frac{5}{8} =$$

11. What is:

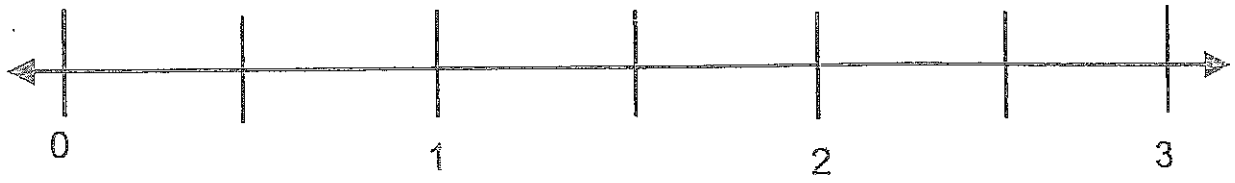
a.) $\frac{1}{3}$ of 12? _____

c.) $\frac{1}{3}$ of 9? _____

b.) $\frac{1}{2}$ of 19? _____

d.) $\frac{1}{2}$ of 15? _____

12. Connie has $2\frac{1}{3}$ yards of fabric. She will use about $\frac{3}{4}$ yard to make a skirt. How many yards of fabric will she have left?



How much fabric?

about $1\frac{1}{2}$ yards about 2 yards about 3 yards

Explain your thinking: _____

_____

_____

13. Write a fraction to make each number sentence true. Use your fraction circle pieces or the Fraction Number Lines Poster to help you.

a. _____ + ¼ > 1

b. 3-_____> 1

c. 1 + _____ > 1 ⅓

d. 1 - _____> ½

14. In my first marathon I ran for $5\frac{1}{2}$ km, for my second marathon $2\frac{1}{4}$ km, and my third marathon I ran $4\frac{3}{8}$ km. What was the total distance I completed?

Number Model: _____

Estimate: _____

Answer: _____ km

15. Use division, the Fraction Number Lines poster, or Fraction Circle pieces to rename the fractions as mixed numbers.

a. $\frac{11}{8}$= _____

b. $\frac{7}{4}$= _____

16. Rename each as a mixed number as an improper fraction.

a. $1\frac{6}{9}$= _____

b. $2\frac{1}{4}$= _____