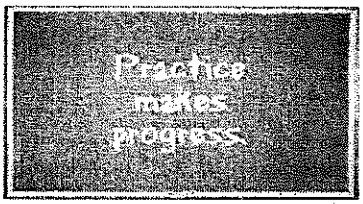
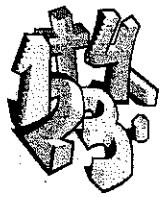
Dear Grade 5 Mathematicians,



We are finishing up **Unit 7** 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
***Multiply mixed numbers by fractions, whole numbers, and mixed numbers. Find the areas of rectangles with fractional side lengths.**	Pgs. 204-206	Pg. 206
***Divide fractions.**	Pgs. 209-210	Pg. 210
***Classify figures in a hierarchy and use categories to think about properties of shapes.**	Pgs. 266-269	
***Use rules and continue patterns and write rules for relationships in in/out tables.**	Pgs. 52-54	Pg. 54
***Write ordered pairs form a table and graph the points.**	Pgs. 55-56	Pg. 56

Mathematically Yours,
The Grade 5 Team



5th Grade Unit 7 Review

NAME:

1. $5 * 3\frac{3}{10} = \underline{16\frac{5}{10} \text{ or } 16\frac{1}{2}}$

or $\frac{5}{1} \times \frac{33}{10} = \frac{165}{10}$ or $16\frac{5}{10}$

5	
15	3
$\frac{15}{10} = 1\frac{1}{2}$	$\frac{3}{10}$

2. $4\frac{1}{3} * 3\frac{6}{7} = \underline{16\frac{15}{21}}$

or $\frac{13}{3} \times \frac{27}{7} = \frac{351}{21}$ or $16\frac{15}{21}$

4	$\frac{1}{3}$	
12	1	3
$\frac{24}{7} = 3\frac{3}{7}$	$\frac{6}{21}$	$\frac{6}{7}$

$3\frac{3}{7} \times \frac{3}{3} \rightarrow 3\frac{9}{21}$

$+ 0\frac{6}{21} \rightarrow + 0\frac{6}{21}$

$16\frac{15}{21}$

3. Explain the strategy you used to solve $4\frac{1}{3} * 3\frac{6}{7}$.

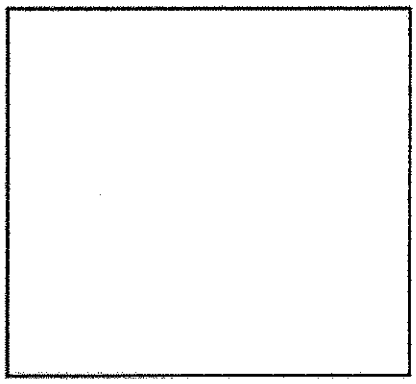
Explain why you chose that strategy.

Area Model or Improper Fraction Multiplication

4. Write a number story that can be modeled using $5 * 3\frac{3}{10}$.

Answers will vary

5. Adelia's class created a mural in the hallway. The space that they used for the mural is shown below. What is the area of the mural?



$2\frac{1}{2} \times 2\frac{3}{4} =$

$\frac{5}{2} \times \frac{11}{4} = \frac{55}{8}$ or $6\frac{7}{8}$

Area = 6 7/8 m^2

Keep, Change, Flip or a picture

6. Solve the problem using ~~common denominators~~.

Show your work. Use multiplication to check your answer.

$7 \div \frac{1}{3} =$ 21

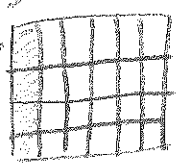
$\frac{7}{1} \times \frac{3}{1} = \frac{21}{1}$

Check:

$21 \times \frac{1}{3} = \frac{21}{3}$ or 7

7. $\frac{1}{6} \div 4 =$ 1/24

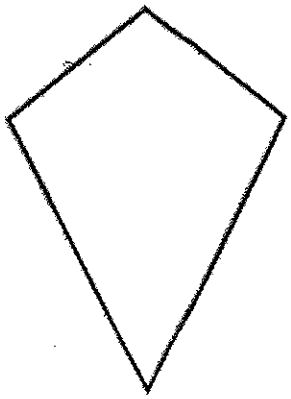
fair share →



$\frac{1}{6} \times \frac{1}{4} = \frac{1}{24}$

Check: $\frac{1}{24} \times 4 = \frac{4}{24}$ or $\frac{1}{6}$

8. List as many names for this figure as you can.
You may use the Quadrilateral Hierarchy Poster to help you solve the problem.



- Quadrilateral
- Kite

9. You may use the Quadrilateral Hierarchy Poster to help you solve the problem.

Jana is classifying this figure on the quadrilateral hierarchy. She thought: *This has four sides, so it is a quadrilateral. It has a pair of parallel sides, so it is a trapezoid. Actually, it has two pairs of parallel sides, so it is also a parallelogram!*

a. Can Jana move the figure down to the Rhombus category? Why or why not? No - not all sides are equal

b. Can Jana move the figure down to the Rectangle category? Why or why not? No - no 90° angles

10. Pauline made 4 cups of pasta salad.
If one serving is $\frac{2}{3}$ cup, how many servings does Pauline have?

Number model: $4 \div \frac{2}{3} = p$

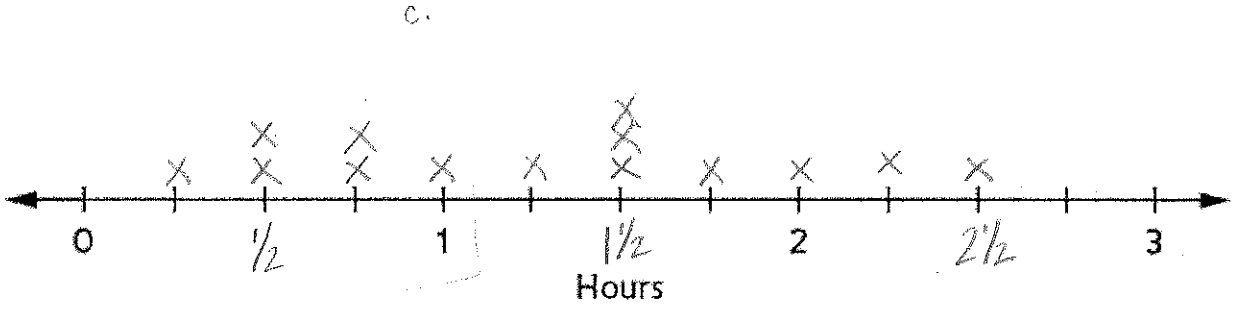
Answer: 6 servings

$\frac{4}{1} \times \frac{3}{2} = \frac{12}{2} = 6$

11. These numbers show how long Madelyn's friends spent studying for a test on Thursday night.

$1\frac{1}{2}$ hours	$2\frac{1}{4}$ hours	$\frac{1}{2}$ hour	$\frac{3}{4}$ hour	1 hour	$1\frac{1}{2}$ hours	$1\frac{3}{4}$ hours
2 hours	$1\frac{1}{2}$ hours	$\frac{3}{4}$ hour	$\frac{1}{2}$ hour	$2\frac{1}{2}$ hours	$1\frac{1}{4}$ hours	$\frac{1}{4}$ hour

a. Use the data to create a line plot.



14
14
same # of data points

b. What is the difference between the longest amount of time and the shortest amount of time students spent studying? $2\frac{1}{4}$ hours $2\frac{1}{2} - \frac{1}{4} = 2\frac{1}{4}$

c. How many students spent an hour or less studying? 6 students

d. How much time did those students spend studying combined? $3\frac{3}{4}$ hours

$\frac{1}{4} + \frac{1}{2} + \frac{1}{2} + \frac{3}{4} + \frac{3}{4} + 1$

$1 + 1 + \frac{3}{4} + 1 = 3\frac{3}{4}$

12. **a.** Use the given table to fill in the columns of the table.

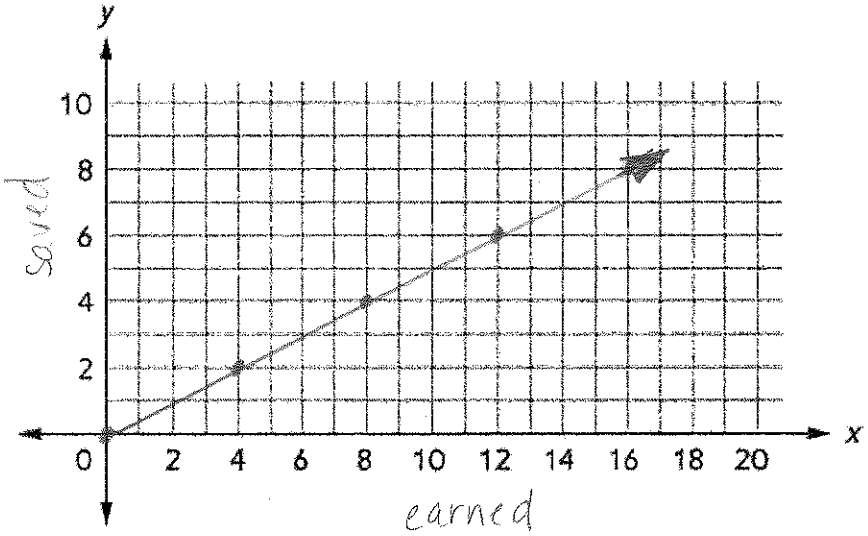
in (x) Rule: + 4	out (y) Rule: + 2
0	0
4	2
8	4
12	6
16	8

b. Write a rule to describe the relationship between the *in* and *out* numbers.

Rule: ÷ 2

c. Write the numbers on the table as ordered pairs. Then plot the points on the grid below. Connect the points with a line.

(0, 0)
(4, 2)
(8, 4)
(12, 6)
(16, 8)



The graph in Part c models this situation:
Yassin saves $\frac{1}{2}$ of the money he earns doing chores to buy a gift for his sister.
Use the graph to answer the following questions.

d. If Yassin has earned $10, how much money has he saved for a gift? $5

e. If Yassin has earned $14, about how much money has he saved for a gift? $7