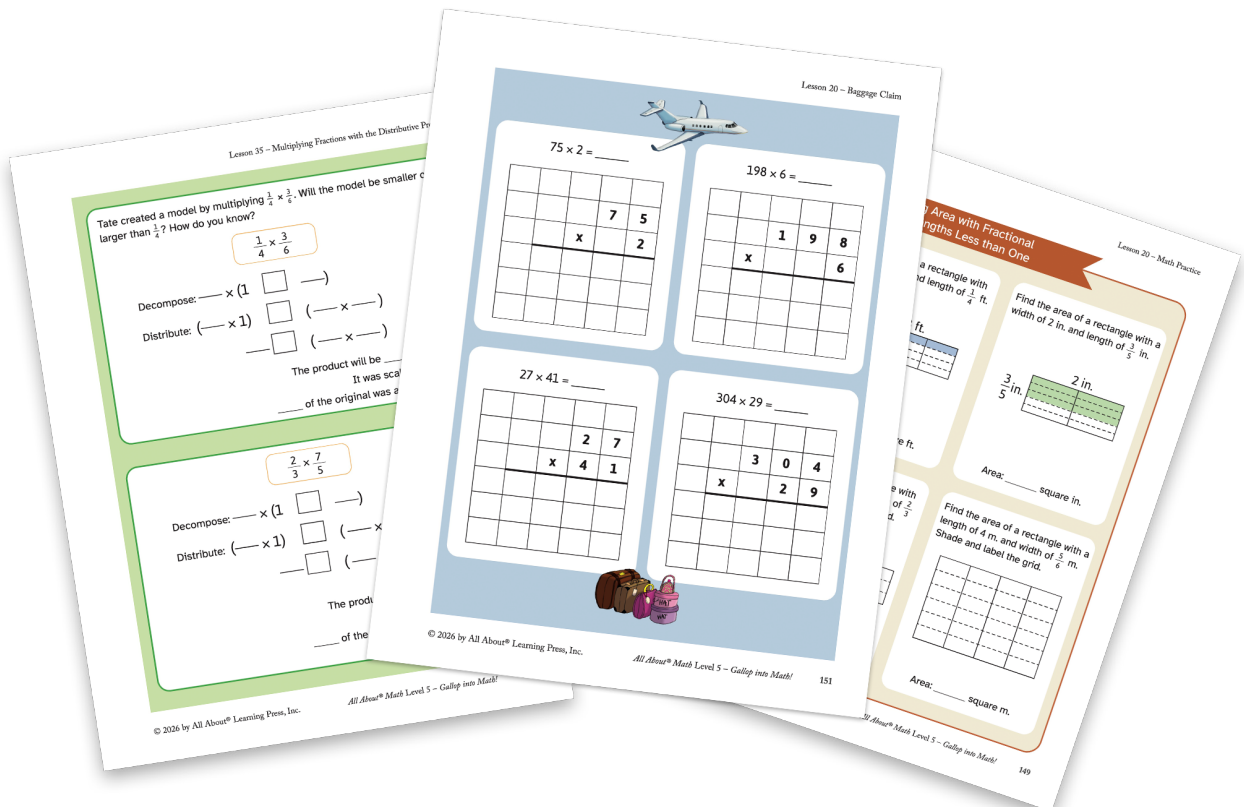


The program that takes the struggle out of math

Level 5 Activity Book Sample

In this sample you will find:

Progress Chart.....	2
Daily Review Tracker.....	3-4
Lesson 5	5-9
Lesson 15	10-19
Lesson 20	20-31
Lesson 35	32-38
Lesson 43	39-45
Certificate of Completion	46
Is Your Student in the Right Level?	47-58





ALL ABOUT[®] Math

Level 5 - Progress Chart

11

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Name _____

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**Congratulations,
you've done it!**

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Level 5 Daily Review Tracker

Date Started	Skill	Lessons and Notes	Date Mastered
	Read, write, and compare decimals to thousandths.	3: represent decimals 4: compare decimals	
	Classify shapes.	3: attributes 4: properties	
	Round to the nearest whole number, tenth, or hundredth.	5	
	Add and subtract fractions with unlike denominators.	6: equivalent equations 7: story problems	
	Interpret a fraction as division of the numerator by the denominator.	8	
	Solve division problems when the quotient is a fraction or a mixed number.	9	
	Apply the area and perimeter formulas for rectangles.	11	
	Find the area of a rectangle with fractional side lengths.	12: write and solve equations from diagrams 13: use the distributive property and the interpretation of a fraction as division	
	Interpret multiplication as scaling (resizing).	14: compare without multiplying 15: use the distributive property	
	Solve real-world problems involving multiplication of fractions and mixed numbers.	16	
	Represent and solve division with fractions.	17: unit fraction divided by a whole number 18: whole number divided by a unit fraction	
	Fluently multiply multi-digit whole numbers using the standard algorithm.	20	
	Divide multi-digit numbers using the partial quotient method.	21	

Date Started	Skill	Lessons and Notes	Date Mastered
	Add, subtract, multiply, and divide decimals to hundredths.	22: add and subtract 23: multiply 24: divide whole numbers by decimals 25: divide decimals by decimals	
	Use parentheses in numerical expressions.	27	
	Locate and name a point on a coordinate grid.	28: name point 29: plot point	
	Generate numerical patterns using rules and identify relationships between them.	30: generate patterns 31: interpret relationships	
	Form ordered pairs on a coordinate grid.	32: patterns and ordered pairs 33: represent fractions on a grid 34: represent real-world problems by graphing points on a grid	
	Find the volume of solid figures.	36: use a unit cube to measure volume 37: find volume of rectangular prisms using layers 38: solve volume story problems 39: apply $V = LWH$ and $V = BH$ formulas to find volume of irregular figures 40: write addition and subtraction expressions for volume of irregular figures	
	Convert metric measurements using the power of 10.	41	
	Create a display to represent a dataset, including a scaled key, and interpret the information presented.	42: bar graph 43: dot plots 44: line plots with fractional points 45: solve situations with graphs	

Ordering Fractions

Order from least to greatest.

$$\frac{11}{12}, \frac{3}{2}, \frac{5}{6}, \frac{7}{4}$$

$$\frac{7}{10}, \frac{5}{12}, \frac{9}{8}, \frac{2}{3}$$

$$\frac{3}{5}, \frac{1}{3}, \frac{13}{12}, \frac{4}{11}$$

Order from greatest to least.

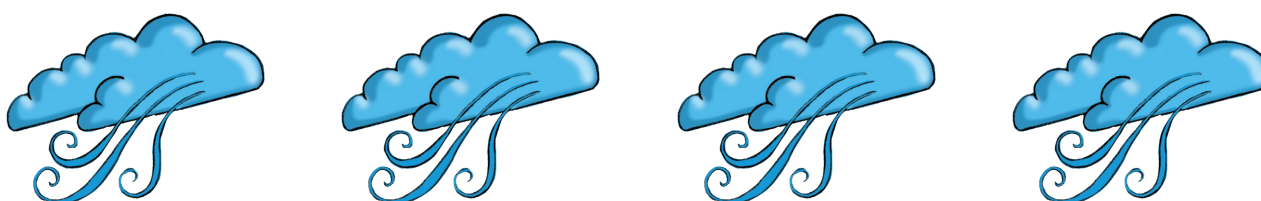
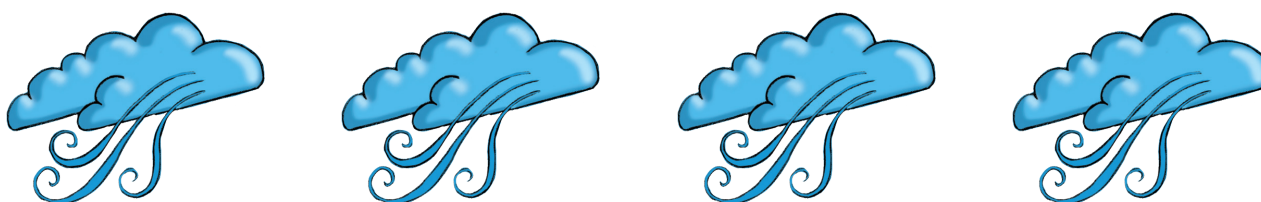
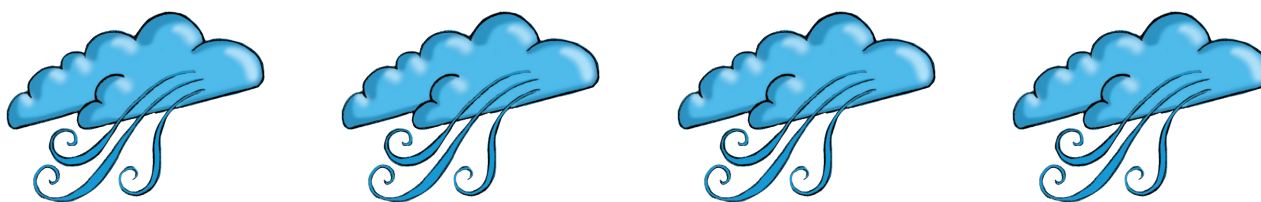
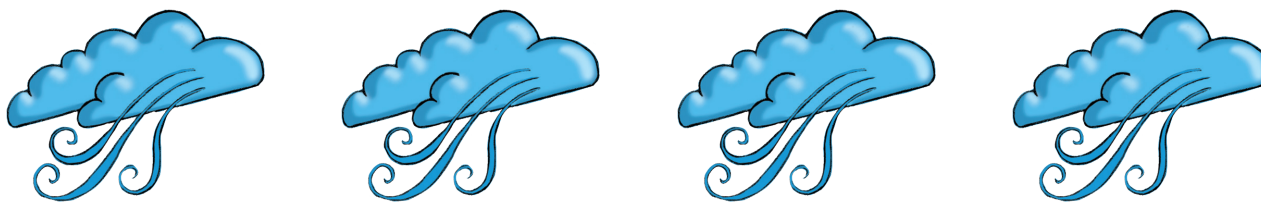
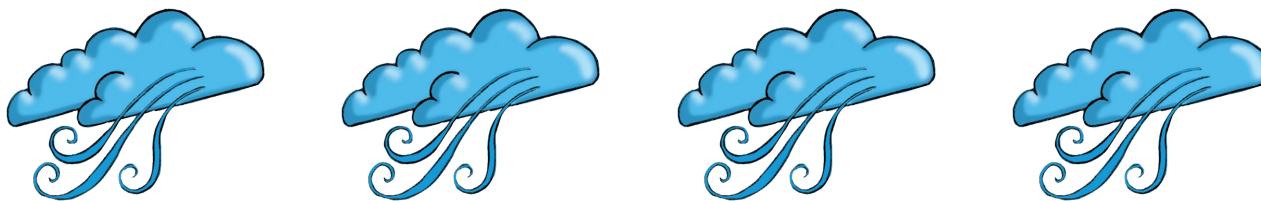
$$\frac{11}{6}, \frac{5}{12}, \frac{3}{4}, \frac{7}{8}$$

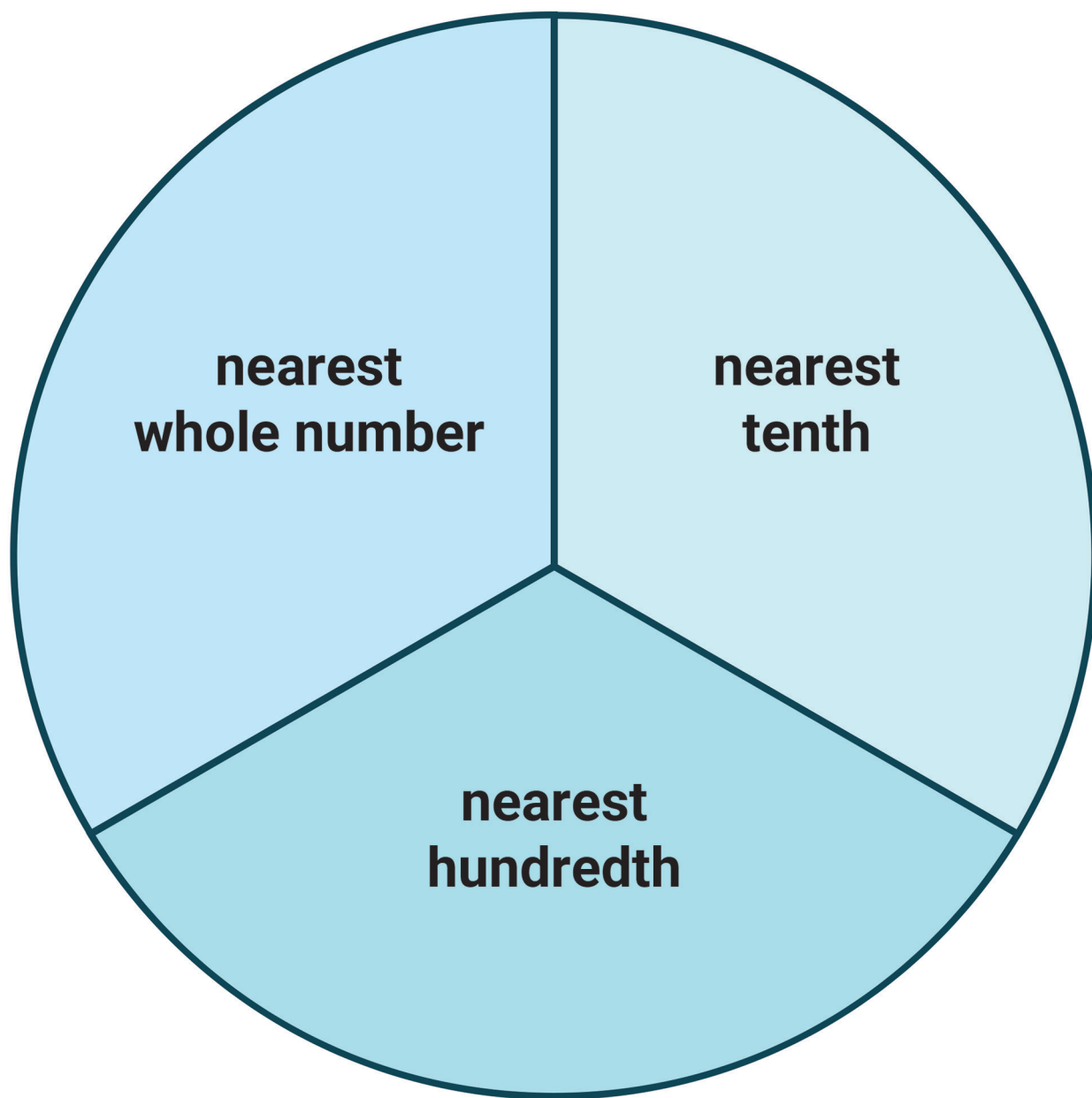
$$\frac{2}{3}, \frac{9}{10}, \frac{4}{11}, \frac{5}{6}$$

Mount Washington - Wind Speed - August				
Date	Wind Speed (mph)	Round to Nearest Whole Number	Round to Nearest Tenth	Round to Nearest Hundredth
August 5	7.283			
August 10	8.972	9		
August 15	9.014			9.01
August 20	11.527	12		
August 25	11.921		11.9	
August 30	15.985		16.0	



<p style="text-align: right;">A</p> <p style="text-align: center;">14.783</p> <p>Double Points!</p>	<p style="text-align: right;">B</p> <p style="text-align: center;">22.541</p>	<p style="text-align: right;">C</p> <p style="text-align: center;">34.599</p>	<p style="text-align: right;">D</p> <p style="text-align: center;">42.019</p>
<p style="text-align: right;">E</p> <p style="text-align: center;">15.639</p>	<p style="text-align: right;">F</p> <p style="text-align: center;">45.710</p> <p>Double Points!</p>	<p style="text-align: right;">G</p> <p style="text-align: center;">25.393</p>	<p style="text-align: right;">H</p> <p style="text-align: center;">51.234</p>
<p style="text-align: right;">I</p> <p style="text-align: center;">31.139</p>	<p style="text-align: right;">J</p> <p style="text-align: center;">24.513</p>	<p style="text-align: right;">K</p> <p style="text-align: center;">52.438</p> <p>Double Points!</p>	<p style="text-align: right;">L</p> <p style="text-align: center;">11.976</p>
<p style="text-align: right;">M</p> <p style="text-align: center;">56.295</p>	<p style="text-align: right;">N</p> <p style="text-align: center;">75.465</p>	<p style="text-align: right;">O</p> <p style="text-align: center;">81.034</p>	<p style="text-align: right;">P</p> <p style="text-align: center;">29.989</p> <p>Double Points!</p>
<p>A tourist at the top of the mountain knocked over the anemometer.</p> <p>Lose 1 turn.</p>	<p style="text-align: right;">Q</p> <p style="text-align: center;">65.391</p>	<p>Severe weather closed the station to tourists.</p> <p>Lose 1 turn.</p>	<p style="text-align: right;">R</p> <p style="text-align: center;">98.299</p>





Solving Division Situations

There are 8 jugs of water split evenly among 12 water bottles. How much water is in each bottle?

George has 2 cartons of juice to split equally among himself and three teammates. How much juice will each person get?

The soccer team has 17 apples for a halftime snack. If they are divided equally between the 10 players, how much will each person get?

Charlotte has 128 fluid ounces (fl oz) of sports drink to split equally among herself and three teammates. If 1 cup equals 8 fl oz, how many cups of sports drink will each person get?

$$\frac{\quad}{\quad} \times \frac{\quad}{\quad}$$

Decompose: $\frac{\quad}{\quad} \times (1 \frac{\quad}{\quad})$

Distribute: $(\frac{\quad}{\quad} \times 1) (\frac{\quad}{\quad})$

$$\frac{\quad}{\quad} \times \frac{\quad}{\quad}$$

The park leaders created a model by multiplying $\frac{2}{3} \times \frac{8}{6}$.

$$\frac{2}{3} \times \frac{8}{6}$$

$$\text{---} \times (1 \square \text{---})$$

$$(\text{---} \times 1) \square (\text{---} \times \text{---})$$

$$\text{---} \square (\text{---} \times \text{---})$$

The product will be _____ than $\frac{2}{3}$.

It was scaled by _____

_____ of the original was added/removed.



The park leaders created a model by multiplying $\frac{1}{4} \times \frac{10}{12}$.

$$\frac{1}{4} \times \frac{10}{12}$$

$$\text{---} \times (1 \square \text{---})$$

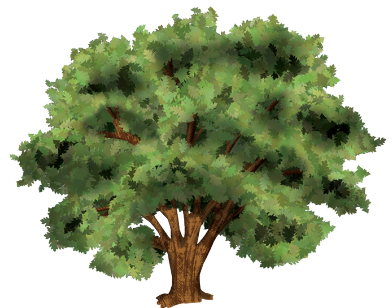
$$(\text{---} \times 1) \square (\text{---} \times \text{---})$$

$$\text{---} \square (\text{---} \times \text{---})$$

The product will be _____ than $\frac{1}{4}$.

It was scaled by _____

_____ of the original was added/removed.



$$\frac{3}{5} \times \frac{2}{6}$$

— × (1 —)

(— × 1) (— × —)

— (— × —)

The product will be: larger or smaller

It was scaled by _____.

___ of the original was added/removed.



$$\frac{5}{8} \times \frac{19}{12}$$

— × (1 —)

(— × 1) (— × —)

— (— × —)

The product will be: larger or smaller

It was scaled by _____.

___ of the original was added/removed.



$$\frac{9}{10} \times \frac{15}{10}$$

The product will be: larger or smaller

It was scaled by _____.

___ of the original was added/removed.

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

The product will be: larger or smaller

It was scaled by _____.

___ of the original was added/removed.



A

$$\frac{2}{3} \times \frac{12}{10}$$

B

$$\frac{5}{8} \times \frac{1}{2}$$

C

$$\frac{1}{2} \times \frac{9}{8}$$

D

$$\frac{4}{10} \times \frac{2}{3}$$

E

$$\frac{1}{4} \times \frac{15}{12}$$

F

$$\frac{7}{12} \times \frac{4}{5}$$

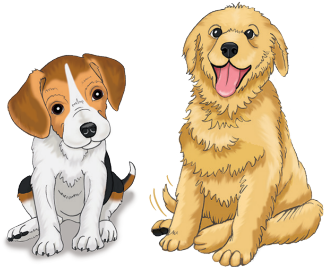
G

$$\frac{4}{5} \times \frac{9}{6}$$

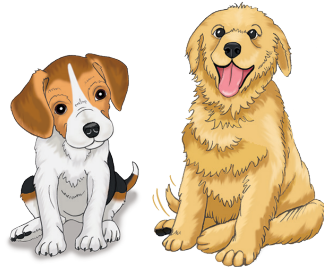
H

$$\frac{3}{6} \times \frac{5}{4}$$

Official Vote



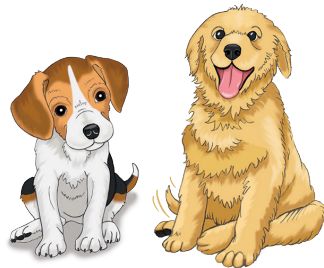
Official Vote



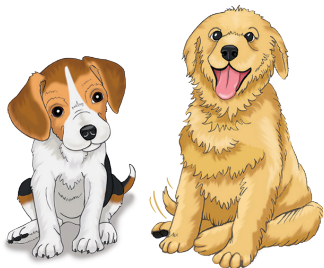
Official Vote



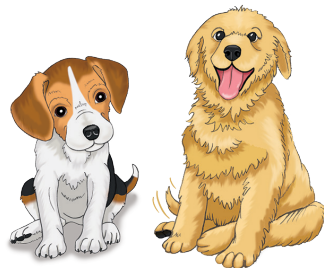
Official Vote



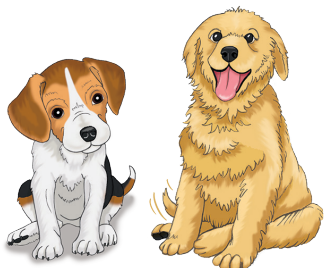
Official Vote



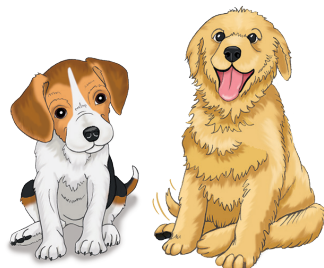
Official Vote
















Official Vote



Official Vote





 <p>larger</p>	 <p>larger</p>	 <p>larger</p>
 <p>smaller</p>	 <p>smaller</p>	 <p>smaller</p>
 <p>larger</p>	 <p>larger</p>	 <p>larger</p>
 <p>smaller</p>	 <p>smaller</p>	 <p>smaller</p>
 <p>Your choice!</p> <p>larger or smaller</p>	 <p>Your choice!</p> <p>larger or smaller</p>	 <p>Your choice!</p> <p>larger or smaller</p>



Scaling Card



Scaling Card



Scaling Card



Scaling Card



Scaling Card



Scaling Card



Scaling Card



Scaling Card



Scaling Card



Scaling Card



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Scaling Card



Scaling Card



Scaling Card

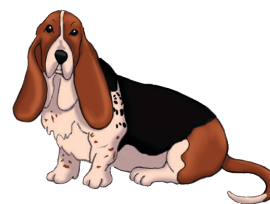


Scaling Card



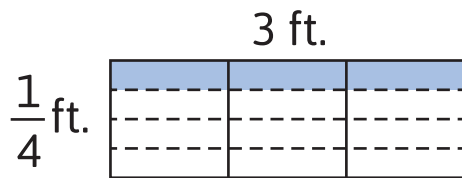
<p>A</p> $\frac{2}{8} \times \frac{3}{2}$	<p>B</p> $\frac{7}{10} \times \frac{7}{5}$	<p>C</p> $\frac{3}{6} \times \frac{8}{5}$
<p>D</p> $\frac{4}{7} \times \frac{11}{12}$	<p>E</p> $\frac{5}{6} \times \frac{3}{8}$	<p>F</p> $\frac{6}{8} \times \frac{1}{3}$
<p>G</p> $\frac{1}{12} \times \frac{5}{3}$	<p>H</p> $\frac{8}{10} \times \frac{7}{4}$	<p>I</p> $\frac{9}{12} \times \frac{17}{12}$
<p>J</p> $\frac{11}{12} \times \frac{2}{10}$	<p>K</p> $\frac{10}{14} \times \frac{3}{5}$	<p>L</p> $\frac{1}{2} \times \frac{1}{10}$
<p>M</p> $\frac{2}{9} \times \frac{6}{5}$	<p>N</p> $\frac{3}{5} \times \frac{9}{6}$	<p>O</p> $\frac{4}{11} \times \frac{3}{2}$
<p>P</p> $\frac{5}{6} \times \frac{1}{8}$	<p>Q</p> $\frac{6}{8} \times \frac{4}{10}$	<p>R</p> $\frac{7}{12} \times \frac{2}{4}$

Lesson 15 – Playing at the Dog Park Expression Cards



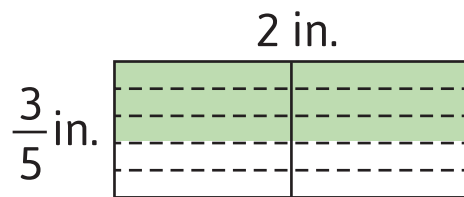
Finding Area with Fractional Side Lengths Less than One

Find the area of a rectangle with a width of 3 ft. and length of $\frac{1}{4}$ ft.



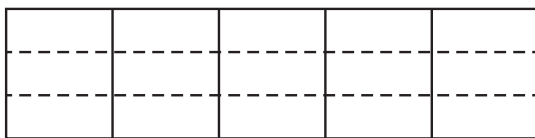
Area: _____ square ft.

Find the area of a rectangle with a width of 2 in. and length of $\frac{3}{5}$ in.



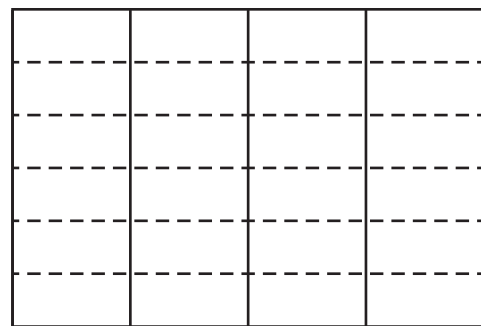
Area: _____ square in.

Find the area of a rectangle with a length of 5 yds. and width of $\frac{2}{3}$ yds. Shade and label the grid.



Area: _____ square yds.

Find the area of a rectangle with a length of 4 m. and width of $\frac{5}{6}$ m. Shade and label the grid.



Area: _____ square m.



$$75 \times 2 = \underline{\quad\quad}$$

			7	5
		x		2
<hr/>				

$$198 \times 6 = \underline{\quad\quad}$$

		1	9	8
	x			6
<hr/>				

$$27 \times 41 = \underline{\quad\quad}$$

			2	7
		x	4	1
<hr/>				

$$304 \times 29 = \underline{\quad\quad}$$

		3	0	4
	x		2	9
<hr/>				





$$524 \times 3 = \underline{\quad\quad}$$

$$278 \times 19 = \underline{\quad\quad}$$

$$681 \times 47 = \underline{\quad\quad}$$

$$74 \times 46 = \underline{\quad\quad}$$





<p>A</p> $17 \times 3 = \underline{\quad}$	<p>B</p> $53 \times 4 = \underline{\quad}$	<p>C</p> $67 \times 5 = \underline{\quad}$	<p>D</p> $2 \times 97 = \underline{\quad}$
<p>E</p> $9 \times 28 = \underline{\quad}$	<p>F</p> $7 \times 922 = \underline{\quad}$	<p>G</p> $203 \times 2 = \underline{\quad}$	<p>H</p> $740 \times 3 = \underline{\quad}$
<p>I</p> $176 \times 4 = \underline{\quad}$	<p>J</p> $5 \times 437 = \underline{\quad}$	<p>K</p> $6 \times 841 = \underline{\quad}$	<p>L</p> <p>Your flight is delayed.</p> <p>Miss a turn.</p>
<p>M</p> $15 \times 15 = \underline{\quad}$	<p>N</p> $48 \times 22 = \underline{\quad}$	<p>O</p> $91 \times 17 = \underline{\quad}$	<p>P</p> $82 \times 46 = \underline{\quad}$
<p>Q</p> $67 \times 74 = \underline{\quad}$	<p>R</p> $86 \times 92 = \underline{\quad}$	<p>S</p> $321 \times 14 = \underline{\quad}$	<p>T</p> $509 \times 32 = \underline{\quad}$
<p>U</p> $44 \times 687 = \underline{\quad}$	<p>V</p> $71 \times 249 = \underline{\quad}$	<p>W</p> $450 \times 57 = \underline{\quad}$	<p>X</p> <p>Your flight is delayed.</p> <p>Miss a turn.</p>



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Alabama (AL)



Boarding Pass to:
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Boarding Pass to:
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Boarding Pass to:
Ohio (OH)



Boarding Pass to:
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Boarding Pass to:
Pennsylvania (PA)



<p>AA</p> $25 \times 3 = \underline{\quad}$	<p>BB</p> $72 \times 4 = \underline{\quad}$	<p>CC</p> $81 \times 5 = \underline{\quad}$	<p>DD</p> $2 \times 13 = \underline{\quad}$
<p>EE</p> $9 \times 317 = \underline{\quad}$	<p>FF</p> $7 \times 406 = \underline{\quad}$	<p>GG</p> $547 \times 8 = \underline{\quad}$	<p>HH</p> $125 \times 6 = \underline{\quad}$
<p>II</p> $17 \times 4 = \underline{\quad}$	<p>JJ</p> $3 \times 36 = \underline{\quad}$	<p>KK</p> $2 \times 49 = \underline{\quad}$	<p>LL</p> <p>Your flight is delayed.</p> <p>Miss a turn.</p>
<p>MM</p> $46 \times 5 = \underline{\quad}$	<p>NN</p> $6 \times 22 = \underline{\quad}$	<p>OO</p> $7 \times 17 = \underline{\quad}$	<p>PP</p> $8 \times 46 = \underline{\quad}$
<p>QQ</p> $571 \times 4 = \underline{\quad}$	<p>RR</p> $241 \times 9 = \underline{\quad}$	<p>SS</p> $3 \times 793 = \underline{\quad}$	<p>TT</p> $9 \times 282 = \underline{\quad}$
<p>UU</p> $4 \times 671 = \underline{\quad}$	<p>VV</p> $7 \times 811 = \underline{\quad}$	<p>WW</p> $5 \times 926 = \underline{\quad}$	<p>XX</p> <p>Your flight is delayed.</p> <p>Miss a turn.</p>



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Boarding Pass to:
Nebraska (NE)



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Boarding Pass to:
South Carolina (SC)



Boarding Pass to:
Delaware (DE)



Boarding Pass to:
North Dakota (ND)



Boarding Pass to:
South Dakota (SD)



Boarding Pass to:
Vermont (VT)



Boarding Pass to:
Washington (WA)



Boarding Pass to:
West Virginia (WV)



Boarding Pass to:
Wyoming (WY)



Boarding Pass to:
Maryland (MD)



51



212



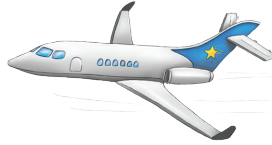
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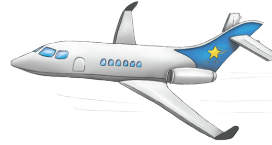
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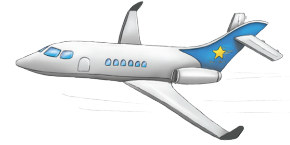
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6,454



406



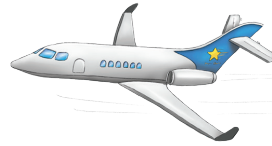
2,220



704



2,185



5,046



225



1,056



1,547



3,772



4,958



7,912



4,494



16,288



30,228



17,679



25,650



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Boarding Pass to:
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Boarding Pass to:
Ohio (OH)

























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Tennessee (TN)



Boarding Pass to:
Pennsylvania (PA)



 75	 288	 405	 26
 2,853	 2,842	 4,376	 750
 68	 108	 98	
 230	 132	 119	 368
 2,284	 2,169	 2,379	 2,538
 2,684	 5,677	 4,630	



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Boarding Pass to:
Idaho (ID)



Boarding Pass to:
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Kansas (KS)



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Kentucky (KY)



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Minnesota (MN)



Boarding Pass to:
Mississippi (MS)



Boarding Pass to:
Montana (MT)



Boarding Pass to:
Nebraska (NE)



Boarding Pass to:
Nevada (NV)



Boarding Pass to:
Rhode Island (RI)



Boarding Pass to:
South Carolina (SC)



Boarding Pass to:
Delaware (DE)



Boarding Pass to:
North Dakota (ND)



Boarding Pass to:
South Dakota (SD)



Boarding Pass to:
Vermont (VT)



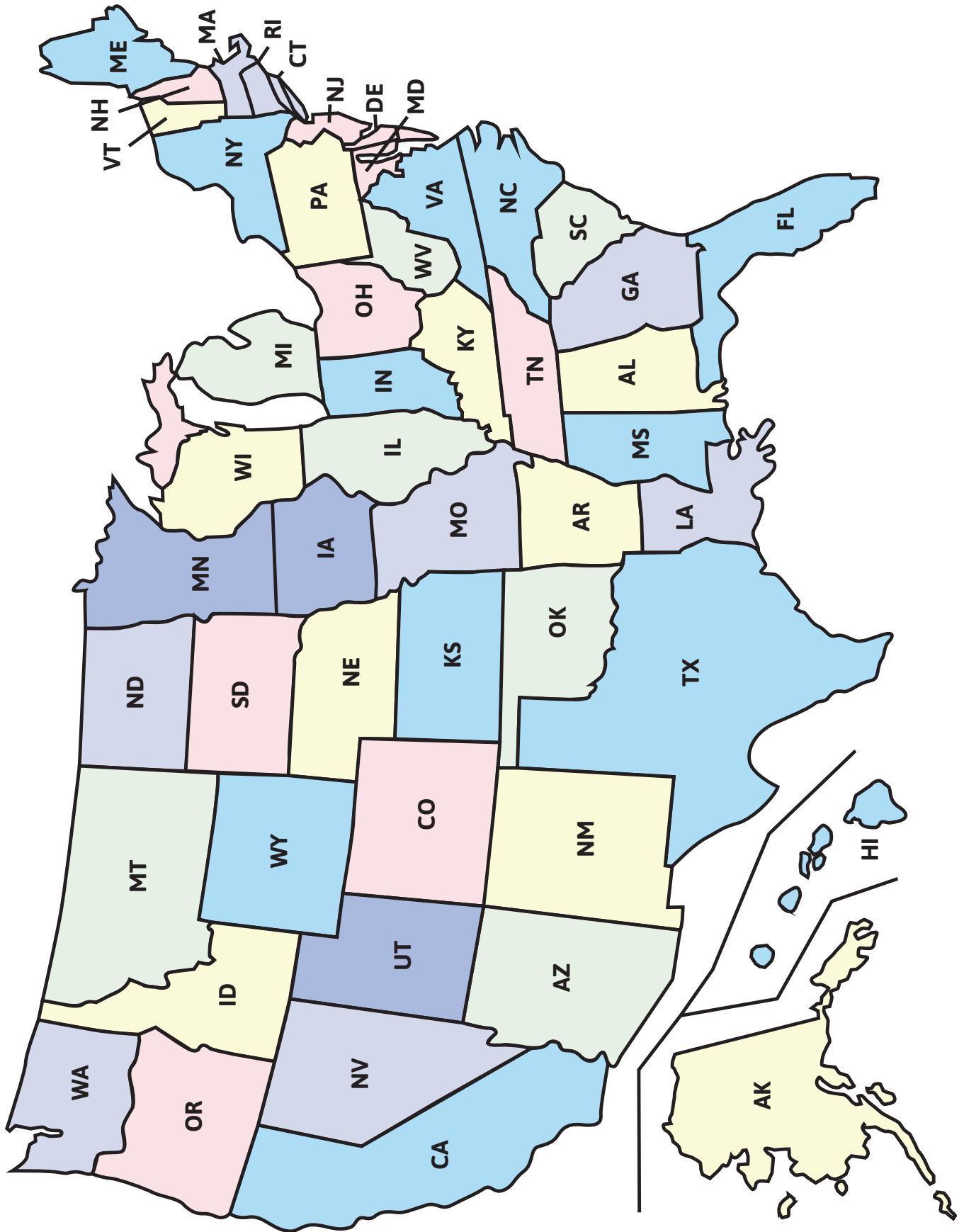
Boarding Pass to:
West Virginia (WV)



Boarding Pass to:
Wyoming (WY)



Boarding Pass to:
Maryland (MD)



1. Can compare decimals to the thousandths.
(Circle your observation.) Yes No

Can round decimals to the nearest hundredth.
(Circle your observation.) Yes No
Notes:

2. Can add fractions and mixed numbers with unlike denominators.
(Circle your observation.) Yes No

Can subtract fractions and mixed numbers with unlike denominators.
(Circle your observation.) Yes No

Can express answers in simplest form.
(Circle your observation.) Yes No
Notes:

3. Can represent the relationship between division and fractions.
(Circle your observation.) Yes No

Can solve division problems when the quotient is a fraction or a mixed number.
(Circle your observation.) Yes No
Notes:

4. Can find the perimeter and area of of a shape made up of two rectangles.
(Circle your observation.) Yes No

Can find the area of a rectangle with a fractional side length.
(Circle your observation.) Yes No
Notes:

5. Can use the distributive property to explain what happens to the size of a fraction when multiplied by another fraction with a value greater than or less than one.
(Circle your observation.) Yes No

Notes:

6. Can multiply fractions.
(Circle your observation.) Yes No

Can multiply mixed numbers.
(Circle your observation.) Yes No

Notes:

7. Can use a model to divide a unit fraction by a whole number.
(Circle your observation.) Yes No

Can use a model to divide a whole number by a unit fraction.
(Circle your observation.) Yes No

Notes:

8. Can use the standard algorithm to multiply two multi-digit factors.
(Circle your observation.) Yes No

Can use partial quotients to divide multi-digit numbers by two-digit numbers.
(Circle your observation.) Yes No

Notes:

9. Can add decimals.
(Circle your observation.) Yes No

Can subtract decimals.
(Circle your observation.) Yes No

Notes:

10. Can multiply decimals.
(Circle your observation.) Yes No

Can divide a whole number by a decimal less than one.
(Circle your observation.) Yes No

Can use division to write a related multiplication equation.
(Circle your observation.) Yes No

Can divide decimals by one tenth.
(Circle your observation.) Yes No

Notes:

- 11.** Can use the associative property to multiply a whole number and a decimal.

(Circle your observation.) Yes No

Notes:

- 12.** Can locate points on a coordinate grid.

(Circle your observation.) Yes No

Can plot points on a coordinate grid.

(Circle your observation.) Yes No

Notes:

- 13.** Can generate two different patterns from two different rules.

(Circle your observation.) Yes No

Can identify relationships between corresponding terms in two different patterns.

(Circle your observation.) Yes No

Notes:

- 14.** Can represent corresponding terms from two patterns on the coordinate grid.

(Circle your observation.) Yes No

Notes:

- 15.** Can plot and interpret points on the coordinate grid in relation to context.

(Circle your observation.) Yes No

Notes:

- 16.** Can classify 2D figures by properties in a hierarchy, noting subcategories.

(Circle your observation.) Yes No

Notes:

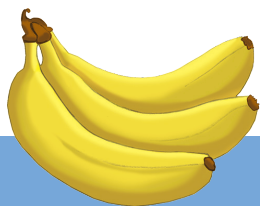
1. Tate and his family drive $5\frac{3}{8}$ miles to the park for the family reunion. His cousin's family drives $1\frac{1}{2}$ miles less than Tate's family to get to the park. How many miles did Tate's cousin's family drive to get to the park?

2. Tate and his sister are running a relay race at the reunion. Tate spent $4\frac{2}{6}$ minutes running his laps. After passing the baton to his sister, she ran another $4\frac{1}{3}$ minutes. How long did it take them to finish the race?



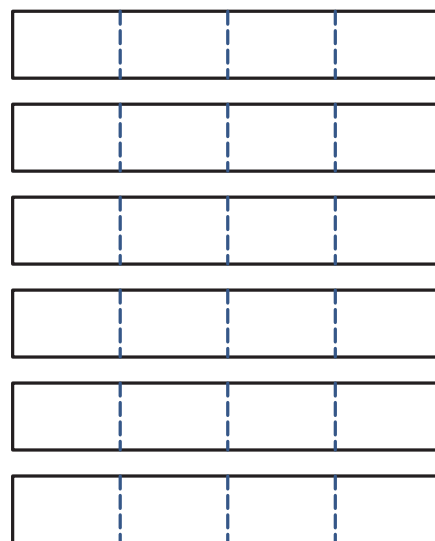
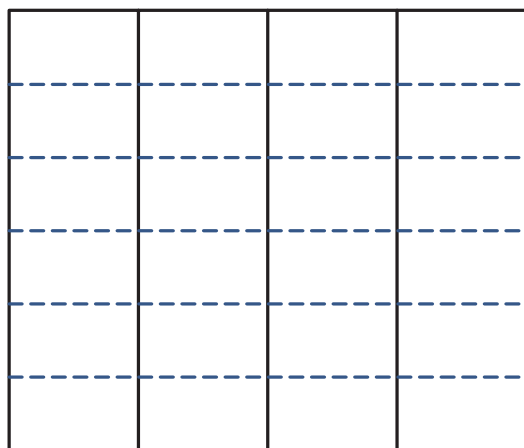
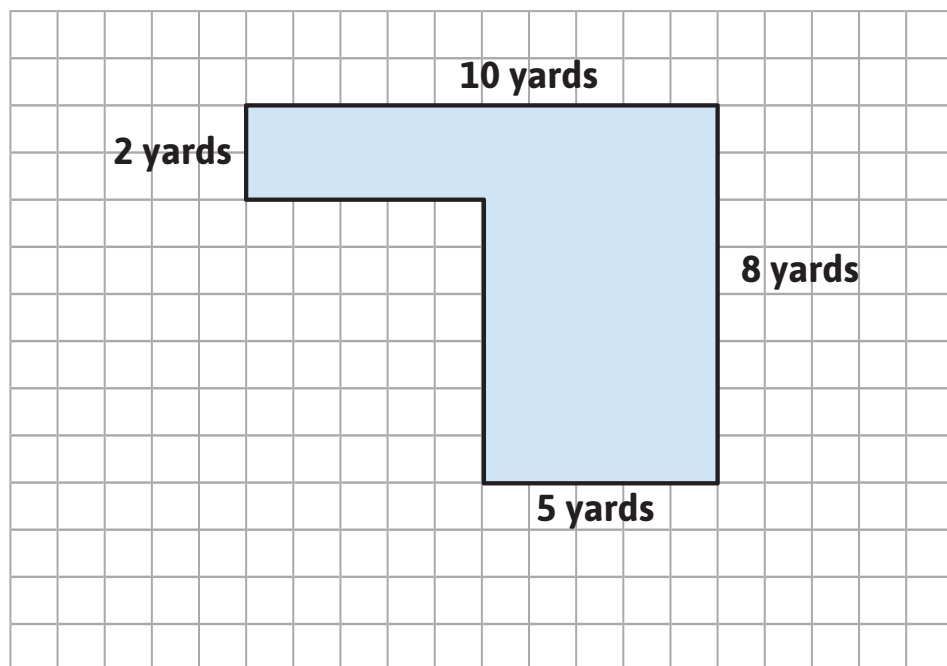
3. Seven appetizers are split equally between four people.

4. Tate and his sister made banana bread for the family reunion. They had 14 bananas and split them evenly between 6 loaves. How many bananas did they use in each loaf?



5. The pavilion at the park was reserved for $3\frac{1}{4}$ hours for the reunion. If Tate's family stayed for $\frac{5}{6}$ of the reserved time, how long were they at the pavilion?





Tate created a model by multiplying $\frac{1}{4} \times \frac{3}{6}$. Will the model be smaller or larger than $\frac{1}{4}$? How do you know?

$$\frac{1}{4} \times \frac{3}{6}$$

Decompose: $\text{---} \times (1 \square \text{---})$

Distribute: $(\text{---} \times 1) \square (\text{---} \times \text{---})$

$\text{---} \square (\text{---} \times \text{---})$

The product will be _____ than $\frac{1}{4}$.

It was scaled by _____.

_____ of the original was added/removed.

$$\frac{2}{3} \times \frac{7}{5}$$

Decompose: $\text{---} \times (1 \square \text{---})$

Distribute: $(\text{---} \times 1) \square (\text{---} \times \text{---})$

$\text{---} \square (\text{---} \times \text{---})$

The product will be _____ than $\frac{2}{3}$.

It was scaled by _____.

_____ of the original was added/removed.

$$2.873 + 5.342 = \underline{\hspace{2cm}}$$

$$10.091 - 4.592 = \underline{\hspace{2cm}}$$

$$6.2 + 5.48 = \underline{\hspace{2cm}}$$

$$7.41 - 4.9 = \underline{\hspace{2cm}}$$

$$7 \times 0.2 = (7 \times 2) \times 0.1$$

True or False

$$9 \times 0.06 = 6 \times 9 \times 0.1$$

True or False

$$4 \times 0.03 = 4 \times (3 \times 0.01)$$

True or False

Differences of Fractions

$$\frac{9}{10} - \frac{1}{5} =$$

$$4\frac{4}{5} - 1\frac{9}{10} =$$

$$\frac{10}{12} - \frac{1}{3} =$$

$$3\frac{5}{6} - 2\frac{9}{12} =$$

$$3\frac{5}{6} - 2\frac{1}{3} =$$

Review: An ice cream parlor asked customers to vote on their favorite ice cream flavor.

Chocolate: 30

Vanilla: 28

Cookies and Cream: 40

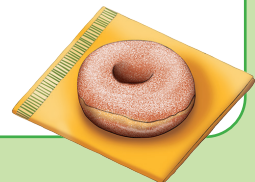
Strawberry: 15

Cookie Dough: 47



Dataset #1: This set of data represents the number of donuts each customer bought this morning.

2, 1, 2, 3, 2, 4, 3, 1, 1, 5,
2, 3, 4, 6, 6, 5, 4, 3, 2, 1



Dataset #2: This lists the number of hours our employees each worked last week.

20, 40, 25, 20, 35, 25, 40, 40,
35, 20, 20, 35

Dataset #3: Each number in this dataset represents the length, in inches, of the donuts available to purchase.

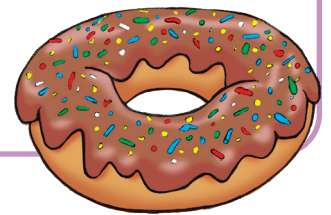
2, 5, 5, 2, 4, 6, 6, 3, 4, 2,
2, 3, 4, 4, 5



Each number in this dataset represents the number of times customers visited per month.

1, 4, 1, 1, 2, 3, 3, 4, 1, 1, 6, 3, 3, 2, 1, 2, 2, 4

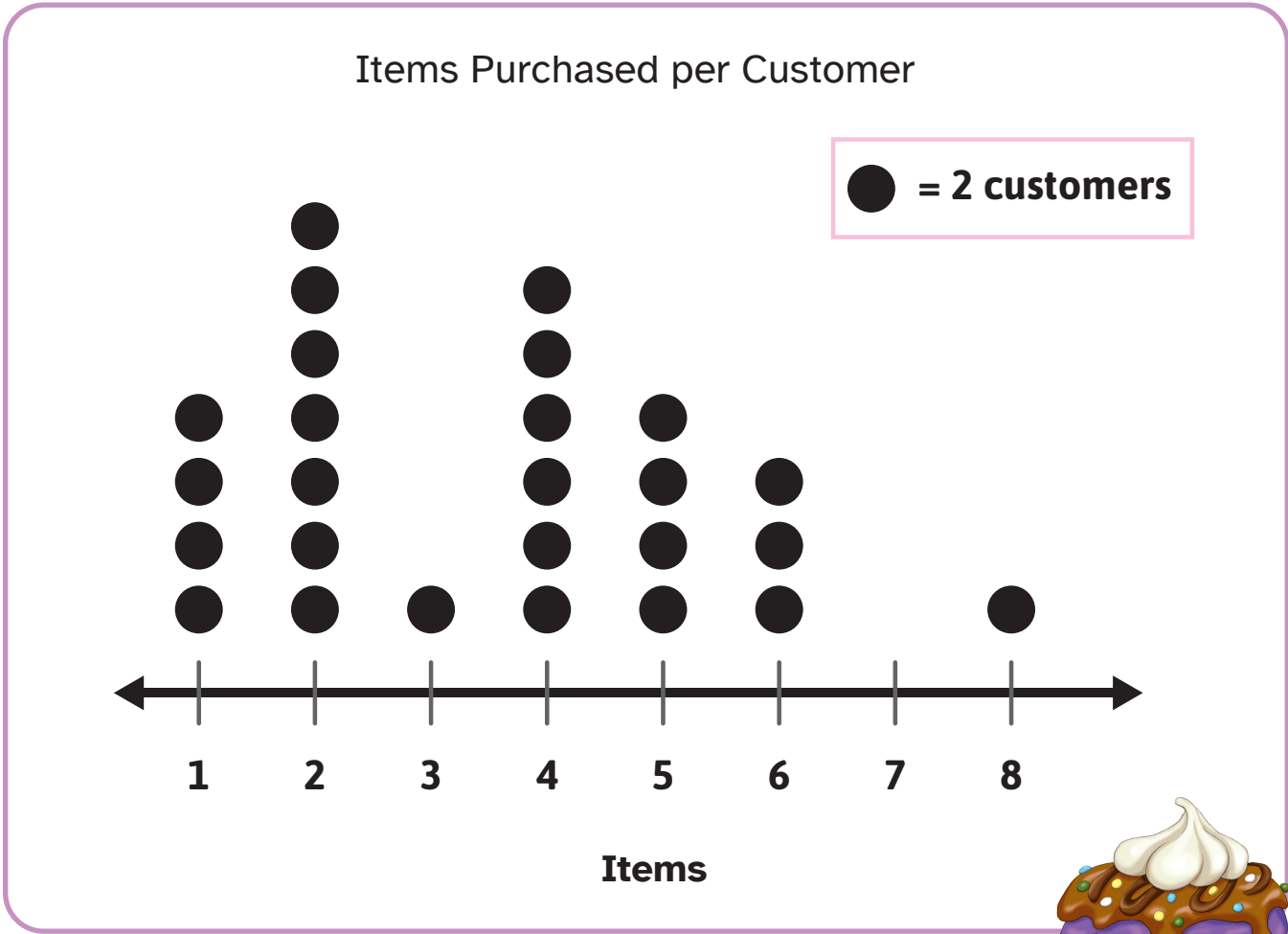




How many customers visit the donut shop at least twice per month? _____

How many customers visit the donut shop four or more times per month? _____

How many customers were surveyed in this set of data? _____



Jeremy thinks that 4 customers purchased five items. Do you agree or disagree with Jeremy? Explain your thinking.

Agree

Disagree

Olive thinks that 3 people purchased one donut. Do you agree or disagree with Olive? Explain your thinking.

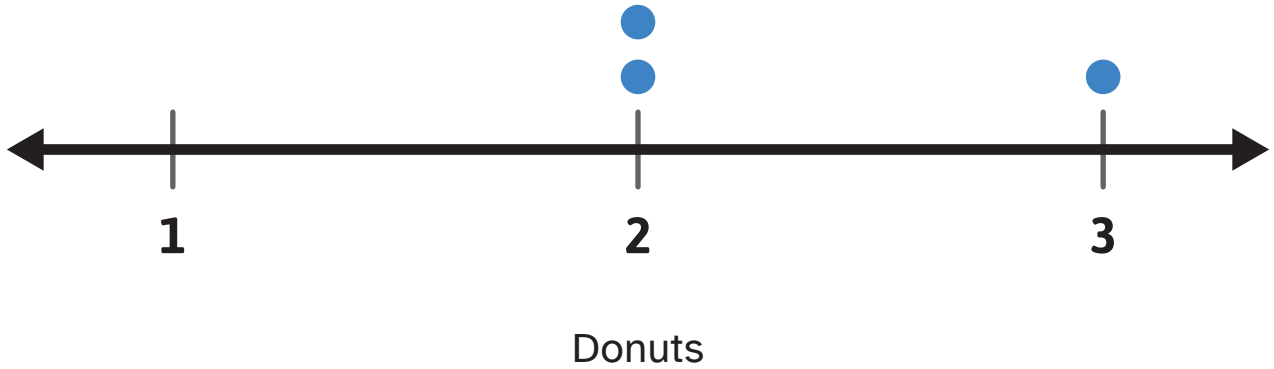
Agree

Disagree

A



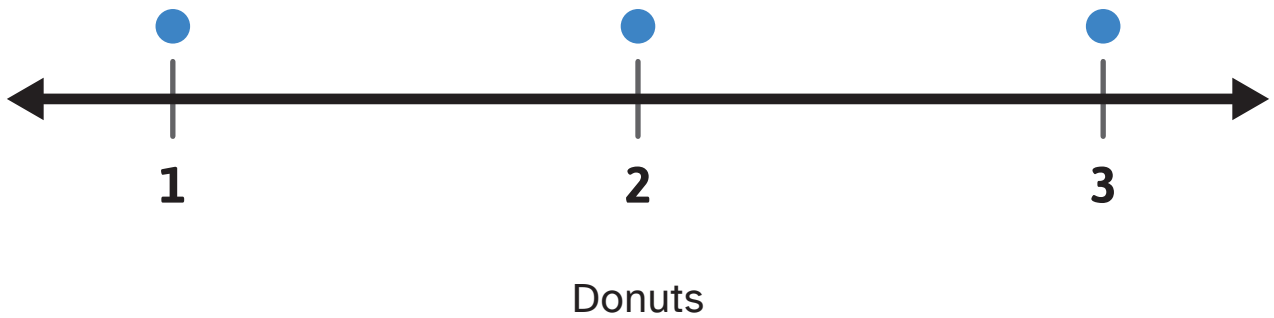
Donuts Purchased per Customer



A



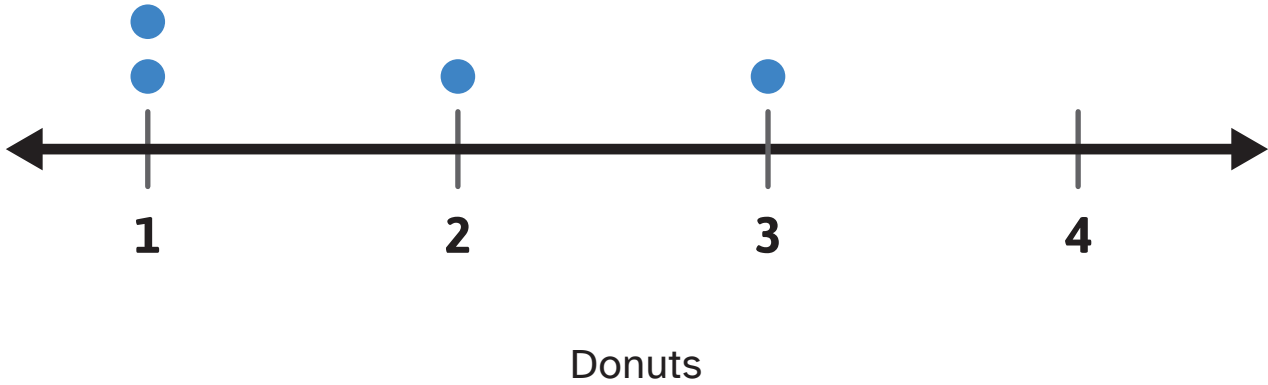
Donuts Purchased per Customer





B

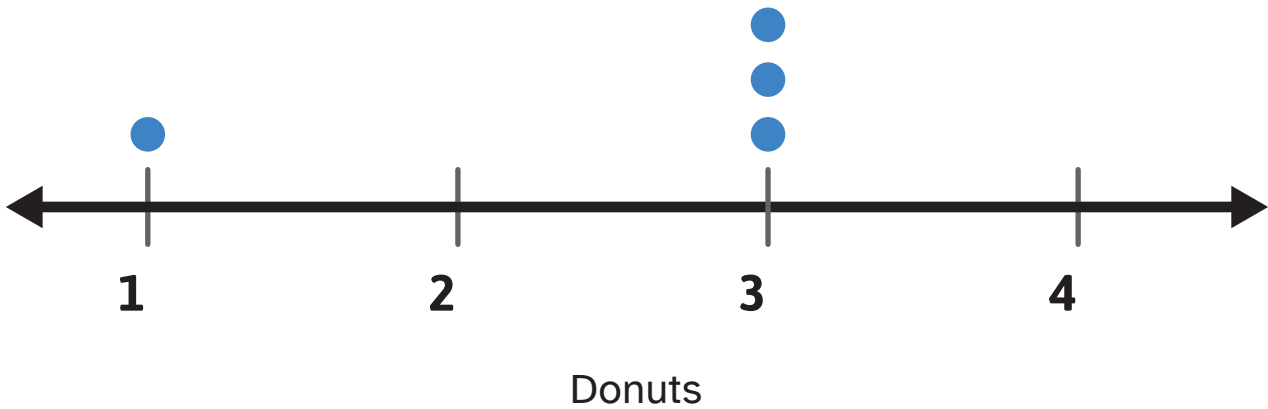
Donuts Purchased per Customer



B



Donuts Purchased per Customer



More or Less

Use these questions as a guide to help you create your partner's dot plot. You can adjust any of the numbers to help you or create your own questions by asking if a value is more or less.

- Does your dot plot show that more than one customer purchased one donut?
- Does your dot plot show that less than three customers purchased two donuts?
- How many more people purchased four donuts compared to three donuts?
- Were more than five donuts purchased in all?
- Were less than ten donuts purchased in all?
- Are there any numbers on your dot plot with less than one dot?



CERTIFICATE OF ACHIEVEMENT



ALL ABOUT[®] Math



awarded to

for successfully completing Level 5



Teacher's Signature

Date



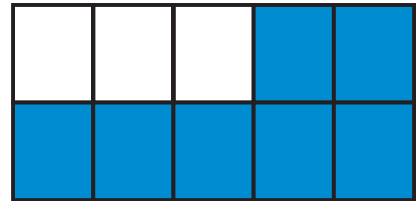
Before you begin, please refer to the instructions in the *All About Math* teacher's manual on page XX.

- Partition the model to represent a fraction or identify the fraction of the model based on the fraction situation.

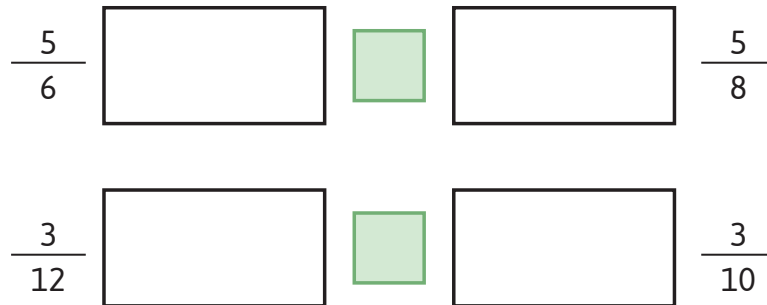
$\frac{5}{12}$ of the quilt is red



What fraction of the quilt is blue?



- Use the model to represent the fraction. Then, use the models to compare each set of fractions and use a comparison symbol to make the statement true.



- List the following fractions in order from least to greatest.

$$\frac{3}{5} \quad \frac{8}{5} \quad \frac{5}{5} \quad \frac{1}{5}$$

_____ , _____ , _____ , _____ ,

List the following fractions in order from greatest to least.

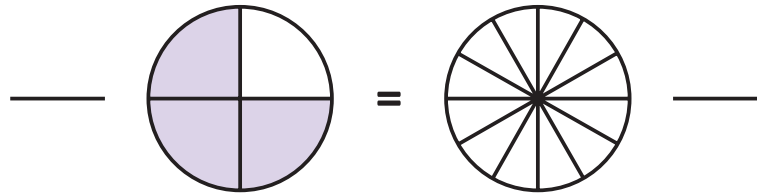
$$\frac{3}{12} \quad \frac{3}{8} \quad \frac{3}{5} \quad \frac{3}{10}$$

_____, _____, _____, _____,

4. Place a checkmark to answer if the fraction is less than $\frac{1}{2}$, between $\frac{1}{2}$ and one, or greater than one. Use what you know about fractional parts to write how far each fraction is from one.

Fraction	Less than $\frac{1}{2}$	Between $\frac{1}{2}$ and 1	Greater than 1	Distance away from 1
$\frac{3}{10}$				
$\frac{7}{12}$				
$\frac{7}{4}$				

5. Shade the model to find the equivalent fraction. Then write the fractions that represent each model.



6. Write two fractions that are equivalent to $\frac{2}{3}$. You can use skip counting or multiplication.

$$\frac{2}{3} = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

7. List the following fractions in order from least to greatest.

$$\frac{5}{6} \quad \frac{1}{3} \quad \frac{3}{4} \quad \frac{2}{3}$$

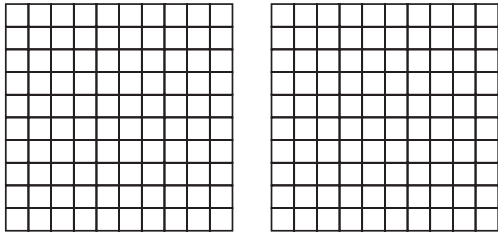
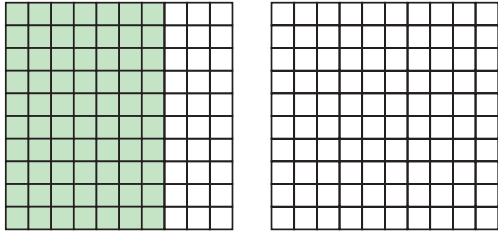
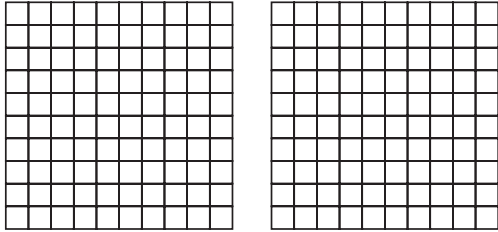
 , , , ,

List the following fractions in order from greatest to least.

$$\frac{2}{3} \quad \frac{5}{12} \quad \frac{7}{9} \quad \frac{5}{3}$$

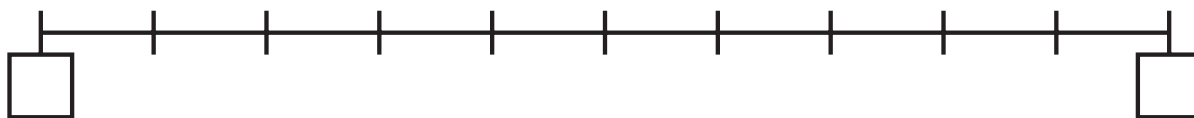
 , , , ,

8. Fill in the table below to represent decimals in different ways.

Word Form	Model	Fraction	Decimal
one and three hundredths		$1\frac{3}{100}$	
seven tenths			
forty-five hundredths			0.45

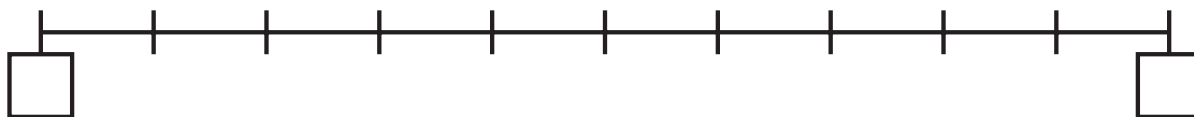
9. Round 0.6 to the nearest whole number.

Answer: _____

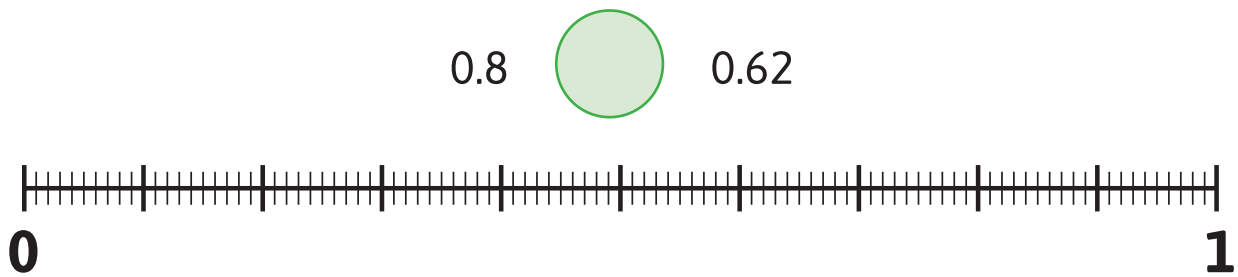
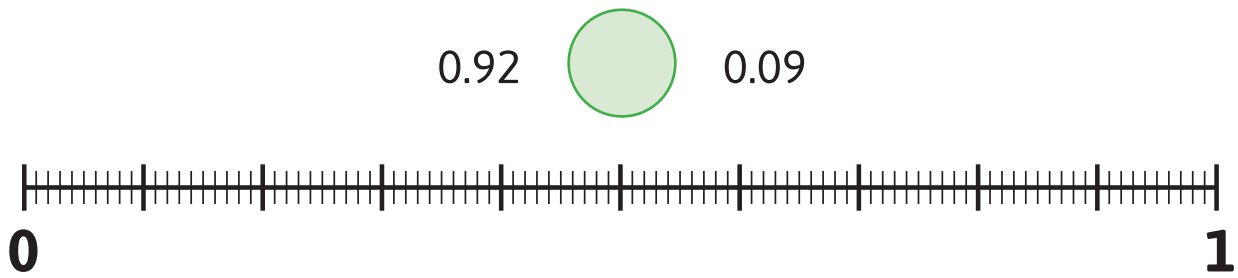


Round 0.13 to the nearest tenth.

Answer: _____



10. Place the decimal numbers on the number lines. Then, compare the decimals and use a comparison symbol to make each statement true.



11. List the following decimals in order from least to greatest.

2.25 2.20 2.31 2.28

_____, _____, _____, _____,

List the following decimals in order from greatest to least.

5.17 5.29 4.99 5.4

_____, _____, _____, _____,

12. Find the product using partial products or another strategy.

$$2,459 \times 3 = \underline{\hspace{2cm}}$$

$$46 \times 29 = \underline{\hspace{2cm}}$$

13. Find the quotient using partial quotients or another strategy.

$$8,424 \div 9 = \underline{\hspace{2cm}}$$

$$1,941 \div 4 = \underline{\hspace{2cm}}$$

14. Use division to solve the story problem and interpret the remainder.

A group of 143 people are on a tour of the White House. They need to be placed in groups. Each group can have 7 people. How many groups will be needed so all of the people can tour the White House?

Answer: groups

Jacob has collected 126 baseball cards. He wants to store them in a binder. Each page of the binder can hold 8 baseball cards. How many full pages will Jacob have?

Answer: groups

15. Multiply the whole number by the fraction. You can draw a model on the dry-erase board to help you, if you would like. The answer may be written as an improper fraction.

$$7 \times \frac{1}{3} = \underline{\hspace{2cm}}$$

$$8 \times \frac{7}{10} = \underline{\hspace{2cm}}$$

16. Find the sum or difference.

$$4\frac{7}{10} - 2\frac{4}{10} = \underline{\hspace{2cm}}$$

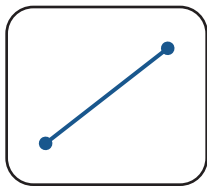
$$\frac{7}{12} + \frac{3}{12} = \underline{\hspace{2cm}}$$

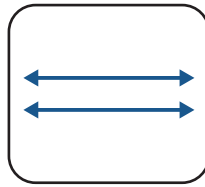
$$3\frac{1}{4} - 1\frac{3}{4} = \underline{\hspace{2cm}}$$

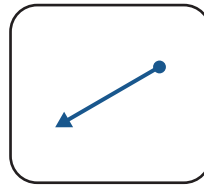
$$\frac{3}{4} + 1\frac{1}{4} = \underline{\hspace{2cm}}$$

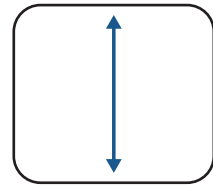
17. Write the correct name of each figure on the blank. A word bank has been provided.

line parallel lines point ray segment









18. Continue the shape pattern, and then answer the question about each pattern.



If the pattern continues, what would be the 11th shape? _____

Continue the number pattern, and then write the rule.

1, 5, 25, _____, _____ Rule: _____

19. Write the equation that represents the multiplicative comparison story problem. Then solve the story problem.

Lina baked 3 loaves of bread on Monday. On Tuesday, she baked 4 times as many loaves as she did on Monday. How many loaves did she bake on Tuesday?

Equation: _____ Answer: _____ loaves

Jamal baked some loaves of bread on Saturday. His sister baked 24 loaves, which is 6 times as many as Jamal baked. How many loaves did Jamal bake?

Equation: _____ Answer: _____ loaves

20. Make a model or write an equation to represent each problem and then solve to find the answer.

In the first hour at the carnival, Marley played 10 games and earned 125 tickets each time. Zoe played 6 games and earned 208 tickets each time. How many more tickets did Marley earn than Zoe?

Answer: _____

You collected 3,420 tickets at the carnival! You spent 1,150 tickets on a remote-control car. Then you bought 5 glow-in-the-dark bracelets, all the same price. You used all your remaining tickets on the bracelets. How many tickets did each bracelet cost?

Answer: _____

21. Identify the type of angle or triangle. Then complete the chart by filling in the name of the feature or shape. A word bank has been provided. Not all the words will be used.

acute angle


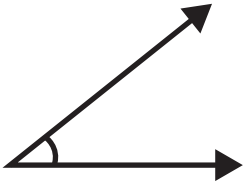

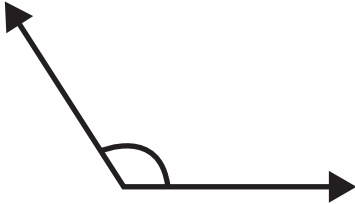
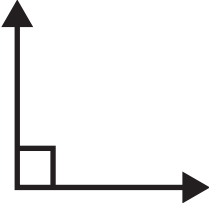
acute triangle

obtuse angle

obtuse triangle

right angle

right triangle

Model	Type
	
	
	
	
	

22. Convert the units of measurement. Then complete the chart by filling in the correct measurements.

Unit of Measurements	Convert to:		
32 cups	16 pints	_____ quarts	_____ gallons
72 feet	_____ inches	_____ yards	
2,000,000 milligrams	_____ grams	_____ kilograms	
1,000,000 millimeters	100,000 centimeters	_____ meters	_____ kilometers

23. Solve the following elapsed time story problems.

Eliana's soccer practice started at 4:20 PM. She practiced for 1 hour and 35 minutes. What time did soccer practice end?

Answer: _____

Jayden left the skating rink at 5:05 PM. He was there for 2 hours and 35 minutes. What time did Jayden arrive at the skating rink?

Answer: _____

Lucas went to the aquarium. He arrived at 11:15 AM and left at 2:00 PM. How much time did Lucas spend at the aquarium?

Answer: _____