

100

# Day Countdown to the 5<sup>th</sup> Grade Math FSA

(Days 1-50)


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

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

Teacher: \_\_\_\_\_

# 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA

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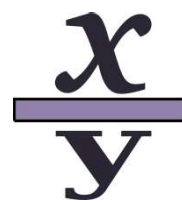
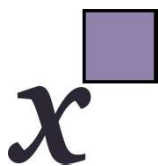
## Table of Contents

### Instruction Order

Days 1 – 5  
Days 6 – 10  
Days 11 – 15  
Days 16 – 20  
Days 21 – 25  
Days 26 – 30  
Days 31 – 35  
Days 36 – 40  
Days 41 – 45  
Days 46 – 50

### Benchmarks Covered

MAFS.5.NBT.2.5  
MAFS.5.NBT.2.6  
MAFS.5.OA.1.1  
MAFS.5.OA.1.2  
MAFS.5.OA.2.3  
MAFS.5.NBT.1.1 & MAFS.5.NBT.1.2  
MAFS.5.NBT.1.3a–b  
MAFS.5.NBT.1.4  
MAFS.5.NBT.2.7  
MAFS.5.NF.1.1



# 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 1

## MAFS.5.NBT.2.5

1. Multiply  $213 \times 12$ .

\_\_\_\_\_

## MAFS.5.NBT.2.5

2. A multiplication problem is shown.

$$243 \times \square = 2,916$$

What is the missing number?

\_\_\_\_\_

## MAFS.5.NBT.2.5

3. Aretha can type 143 words per minute. If she types at the same rate, how many words can she type in 35 minutes?

\_\_\_\_\_ words

## MAFS.5.NBT.2.5

4. A multiplication problem is shown.

$$\begin{array}{r} 402 \\ \times \square 6 \\ \hline 34,572 \end{array}$$

What is the missing digit?

\_\_\_\_\_

## MAFS.5.NBT.2.5

5. What is the product of 33 and 6,925?

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

# 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 2

## MAFS.5.NBT.2.5

1. Multiply  $423 \times 79$ .

\_\_\_\_\_

## MAFS.5.NBT.2.5

2. A multiplication problem is shown.

$$308 \times \square = 4,620$$

What is the missing number?

\_\_\_\_\_

## MAFS.5.NBT.2.5

3. The Orlando Magic scored 124 points in their last basketball game. If they score the same amount of points in in the next 28 games, how many points will they have scored in those 28 games?

\_\_\_\_\_ points

## MAFS.5.NBT.2.5

4. A multiplication problem is shown.

$$\begin{array}{r} 504 \\ \times \square 6 \\ \hline 43,344 \end{array}$$

What is the missing digit?

\_\_\_\_\_

## MAFS.5.NBT.2.5

5. What is the product of 12 and 7,649?

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NBT.2.5**

1. Multiply  $304 \times 38$ .

\_\_\_\_\_

**MAFS.5.NBT.2.5**

2. A multiplication problem is shown.

$$789 \times \square = 8,679$$

What is the missing number?

\_\_\_\_\_

**MAFS.5.NBT.2.5**

3. In 2014, the Florida Panthers scored 196 goals for the entire season. If they scored that same amount of goals for the next 14 seasons, how many goals will they have scored in those 14 seasons?

\_\_\_\_\_ goals

**MAFS.5.NBT.2.5**

4. A multiplication problem is shown.

$$\begin{array}{r} 631 \\ \times \square 4 \\ \hline 21,454 \end{array}$$

What is the missing digit?

\_\_\_\_\_

**MAFS.5.NBT.2.5**

5. There are 14 total math classes taught at Rodriguez Elementary School. Each class has 28 students. Write an expression that can be used to calculate the total number of students who take math class at Rodriguez Elementary School. Then, solve to show the product of your expression.

\_\_\_\_\_

There are \_\_\_\_\_ students who take math class at Rodriguez Elementary School.

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

# 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 4

## MAFS.5.NBT.2.5

1. It is 1,831 feet from Igor's house to his school. Igor walks to school each morning and gets a ride home each afternoon. How many feet does Igor walk to school in 5 days?

\_\_\_\_\_ feet

## MAFS.5.NBT.2.5

2. A multiplication problem is shown.

$$184 \times \square = 9,752$$

What is the missing number?

\_\_\_\_\_

## MAFS.5.NBT.2.5

3. Pavel Bure holds record for most goals in one season for the Florida Panthers. That record still stands at 59. If he scored that same amount for the next 8 seasons, how many goals will he have scored in those 8 seasons?

\_\_\_\_\_ goals

## MAFS.5.NBT.2.5

4. A multiplication problem is shown.

$$\begin{array}{r} 8\square 2 \\ \times 15 \\ \hline 12,630 \end{array}$$

What is the missing digit?

\_\_\_\_\_

## MAFS.5.NBT.2.5

5. There are 56 total questions on the fifth grade chapter 1 math test for the students at Hernandez Elementary School. There are 92 students in the fifth grade. How many total questions on the chapter 1 math test were answered by the fifth grade students altogether?

\_\_\_\_\_ questions

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

# 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 5

## MAFS.5.NBT.2.5

1. It is 2,148 feet from Igor’s house to his school. Igor walks to school each morning and each afternoon. How many feet does Igor walk to school in 5 days?

\_\_\_\_\_ feet

## MAFS.5.NBT.2.5

2. A multiplication problem is shown.

$$402 \times \square = 10,452$$

What is the missing number?

\_\_\_\_\_

## MAFS.5.NBT.2.5

3. During the Orlando Magic’s 2010–11 basketball season, Jason Richardson averaged playing 24 minutes per game. The NBA season is 82 games. How many total minutes did Jason Richardson play during the 2010–11 basketball season?

\_\_\_\_\_ minutes

## MAFS.5.NBT.2.5

4. A multiplication problem is shown.

$$\begin{array}{r} 6\square4 \\ \times 28 \\ \hline 19,432 \end{array}$$

What is the missing digit?

\_\_\_\_\_

## MAFS.5.NBT.2.5

5. The fifth grade students at Siple Elementary are going on a field trip. There are 8 buses going on the trip. There are 46 students on each bus. How many fifth grade students are attending the field trip?

\_\_\_\_\_ students

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NBT.2.6**

1. Phoenix and Stella found a box with a total of 216 books that needed to be shelved. Phoenix said he can arrange all the books on 18 shelves with 12 books on each shelf. Stella says she can arrange all the books on 9 shelves with 24 books on each shelf. Who is correct?

- A. Phoenix and Stella
- B. Phoenix only
- C. Stella only
- D. Neither

**MAFS.5.NBT.2.6**

2. An expression is shown.

$$2,000 \div 50$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NBT.2.6**

3. Select all the expressions that have a value of 34.

- $340 \div 16$
- $380 \div 13$
- $408 \div 12$
- $510 \div 15$
- $680 \div 24$

**MAFS.5.NBT.2.6**

4. Choose the word that makes the sentence true. The first digit in the quotient of  $6,523 \div 7$  will be in what place value?

- A. ones
- B. tens
- C. hundreds
- D. thousands

**MAFS.5.NBT.2.6**

5. Juanita is taking a cross-country bike tour. She plans to bike 3,116 miles in all. If Juanita bikes an average of 41 miles a day, how many days will it take her to finish the tour?

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%



## MAFS.5.NBT.2.6

1. Two sports store are packaging golf tees for their weekly sale. The golf tees are packaged as listed below.

Sports Store A: 5,330 golf tees in 26 bags.

Sports Store B: 3,852 golf tees in 18 bags.

How many more golf tees does Sports Store B package in each bag than Sports Store A?

- A. 214
- B. 205
- C. 19
- D. 9

## MAFS.5.NBT.2.6

2. An expression is shown.

$$423 \div 12$$

What is the value of the expression?

\_\_\_\_\_

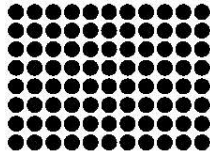
## MAFS.5.NBT.2.6

3. Select all the expressions that have a value of 25.

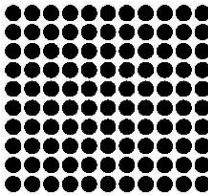
- $275 \div 25$
- $250 \div 10$
- $500 \div 20$
- $425 \div 17$
- $800 \div 30$

## MAFS.5.NBT.2.6

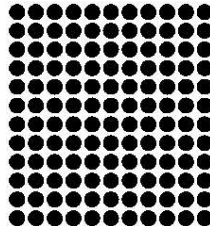
4. Choose the array that can be used to represent  $132 \div 11$ .



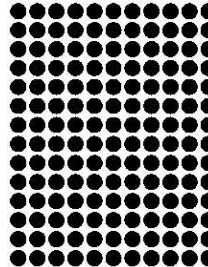
A.



B.



C.



D.

## MAFS.5.NBT.2.6

5. There are 168 children trying out for the county's youth basketball league. There are 14 teams. Each team must have the same number of students. How many students will be on each team?

\_\_\_\_\_ students per team

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

# 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 8

## MAFS.5.NBT.2.6

1. A sports store is packaging golf tees for their weekly sale. They want each bag to have 24 golf tees in each bag. Select all the equations the workers could use to make sure there are 24 golf tees in each bag.

- A.  $192 \div 8$
- B.  $288 \div 12$
- C.  $350 \div 15$
- D.  $198 \div 9$

## MAFS.5.NBT.2.6

2. An expression is shown.

$$1,248 \div 12$$

What is the value of the expression?

\_\_\_\_\_

## MAFS.5.NBT.2.6

3. For numbers 3a – 3d, select True or False to indicate whether the quotient is correct.

- 3a.  $540 \div 3 = 80$        True       False
- 3b.  $248 \div 12 = 20$        True       False
- 3c.  $364 \div 4 = 91$        True       False
- 3d.  $156 \div 7 = 22$        True       False

## MAFS.5.NBT.2.6

4. Sven divided 986 by 26 using partial quotients. Explain how Sven used the partial quotient strategy to solve this division problem.

|                              |                |      |
|------------------------------|----------------|------|
| $26 \overline{)986}$         | $10 \times 26$ | $10$ |
| $\underline{-260}$           | $10 \times 26$ | $10$ |
| $\underline{\phantom{-}726}$ | $10 \times 26$ | $10$ |
| $\underline{-260}$           | $10 \times 26$ | $10$ |
| $\underline{\phantom{-}466}$ |                |      |
| $\underline{-260}$           |                |      |
| $\underline{\phantom{-}206}$ |                |      |
| $\underline{-182}$           | $7 \times 26$  | $+7$ |
| $\underline{\phantom{-}24}$  |                | $37$ |

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## MAFS.5.NBT.2.6

5. Connie and Carter just got back from their vacation and want to put together a photo album. Between them they have 78 photos. The photo album has 13 pages. How many photos can Connie and Carter put on each page?

\_\_\_\_\_ photos per page

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NBT.2.6**

1. The after school program is taking a field trip to a local hockey game. There will be 4 buses transporting students. Each bus will have 48 students. Each row at the hockey arena seats 8 students. If the students fill up all of the rows, how many rows of seats will the students need altogether?

\_\_\_\_\_

**MAFS.5.NBT.2.6**

2. An expression is shown.

$$2,356 \div 27$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NBT.2.6**

3. The owner of a music store received a shipment of 1,532 CDs. The CDs came in 37 boxes. The same number of CDs were in 36 of the boxes. How many CDs were in the remaining box?

- A. 2
- B. 10
- C. 20
- D. 41

**MAFS.5.NBT.2.6**

4. Stefon used an area model to help him find the quotient of  $513 \div 19$ . He determined that this quotient is 27. Look at his work below.

|    |              |              |              |
|----|--------------|--------------|--------------|
|    | 10           | 10           | 7            |
|    | 513          | 323          | 133          |
| 19 | <u>– 190</u> | <u>– 190</u> | <u>– 133</u> |
|    | 323          | 133          | 0            |

$$10 + 10 + 7 = 27$$

Explain how Stefon used the area model strategy to complete this problem.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MAFS.5.NBT.2.6**

5. Ryan and Amanda are having their rehearsal dinner at their favorite restaurant. There will be 162 people attending the dinner. If 9 people can be seated at each table, how many tables are there?

\_\_\_\_\_ people per table

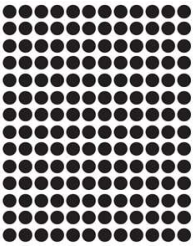
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Score: \_\_\_\_/5


Percentage: \_\_\_\_%

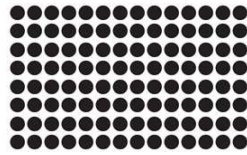
## MAFS.5.NBT.2.6

1. Choose the array that can be used to represent  $112 \div 14$ .

A. 

B. 

C. 

D. 

## MAFS.5.NBT.2.6

2. An expression is shown.

$$1,575 \div 21$$

What is the value of the expression?

\_\_\_\_\_

## MAFS.5.NBT.2.6

3. Mr. Lefevour just purchased a new television for his basement. The cost of the television was \$884. He is using a payment plan to pay off the television. He will pay \$34 every month. How many months will it take him to pay off the television?

\_\_\_\_\_ months

## MAFS.5.NBT.2.6

4. Choose the word that makes the sentence true. The first digit in the quotient of  $2,163 \div 25$  will be in what place value?

- A. ones
- B. tens
- C. hundreds
- D. thousands

## MAFS.5.NBT.2.6

5. Select all the expressions that have a value of 35.

- $355 \div 10$
- $840 \div 24$
- $420 \div 35$
- $525 \div 15$
- $1,050 \div 30$

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.OA.1.1**

1. An expression is shown.

$$6 \times (4 + 2) + 100$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.OA.1.1**

2. An expression is shown.

$$3 + 8 - 4 \times 2 - 12$$

Using the same expression, add parentheses so that the value of the expression is 2.

\_\_\_\_\_

**MAFS.5.OA.1.1**

3. An expression is shown.

$$1/2 \times (4 + 6 \times 3) - 9$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.OA.1.1**

4. A numerical expression is evaluated as shown.

$$1/2 \times (6 \times 1 + 7) + 11$$

Line 1:  $1/2 \times (6 \times 8) + 11$

Line 2:  $1/2 \times 48 + 11$

Line 3:  $24 + 11$

Line 4: 35

In which line does a mistake first appear?

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

**MAFS.5.OA.1.1**

5. Which expression has a value of 50? Mark all that apply.

- A.  $(4 \times 4 + 4) \times 5$
- B.  $(5 + 5 \times 5) \times 2$
- C.  $(5 \times 4 \times 3) - 10$
- D.  $5 \times (2 \times 10 \div 2)$

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.OA.1.1**

1. An expression is shown.

$$6 \times (4 + 2 \times 4) + 10$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.OA.1.1**

2. An expression is shown.

$$24 \div 3 \times 2 \times 10 - 5$$

Using the same expression, add parentheses so that the value of the expression is 35.

\_\_\_\_\_

**MAFS.5.OA.1.1**

3. An expression is shown.

$$\frac{1}{2} \times (6 \times 1 \times 7) + 11$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.OA.1.1**

4. A numerical expression is evaluated as shown.

$$16 + [9 \times (3 - 1) + 8] \div 2$$

Line 1:  $16 + [9 \times 2 + 8] \div 2$

Line 2:  $16 + [9 \times 2 + 4]$

Line 3:  $16 + [18 + 4]$

Line 4:  $16 + 22$

In which line does a mistake first appear?

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

**MAFS.5.OA.1.1**

5. Which expression has a value of 70? Mark all that apply.

- A.  $[(2 \times 10) \div 2] \times 7$
- B.  $(15 + 5 \times 5) \times 7$
- C.  $(5 \times 4) \times 8 \div 4$
- D.  $7 \times [7 + (5 - 2)]$

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.OA.1.1**

1. An expression is shown.

$$(6 \times 4) + [2 \times (4 + 10)]$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.OA.1.1**

2. An expression is shown.

$$57 + 4 \times 4 - 12$$

Using the same expression, add parentheses so that the value of the expression is 232.

\_\_\_\_\_

**MAFS.5.OA.1.1**

3. An expression is shown.

$$1/2 \times (6 \times 1 \div 3) - 1$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.OA.1.1**

4. A numerical expression is evaluated as shown.

$$22 + (30 - 4) + 6 \div 2$$

Line 1:  $22 + 26 + 6 \div 2$

Line 2:  $22 + 32 \div 2$

Line 3:  $22 + 16$

Line 4: 38

In which line does a mistake first appear?

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

**MAFS.5.OA.1.1**

5. Which expression has a value of 44? Mark all that apply.

- A.  $(4 \times 6) \times 11$
- B.  $(4 \times 10) + 4$
- C.  $[(2 \times 4) \times 7] - 12$
- D.  $4 \times [10 + (6 - 4)]$

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.OA.1.1**

1. An expression is shown.

$$(6 \times 4) + [8 \times (12 - 4)] \div 4$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.OA.1.1**

2. An expression is shown.

$$2 \times 8 \times 9 \div 3$$

Using the same expression, add parentheses so that the value of the expression is 48.

\_\_\_\_\_

**MAFS.5.OA.1.1**

3. For numbers 3a–3c, select True or False.

3a.  $(10 \times 3) + (6 - 3) = 33$      True     False

3b.  $35 + (6 \times 2) = 43$      True     False

3c.  $12 \times 4 - 3 = 45$      True     False

**MAFS.5.OA.1.1**

4. A numerical expression is evaluated as shown.

$$12 - 8 \div (4 - 2) \times 8 + 13$$

Line 1:  $12 - 8 \div 2 \times 8 + 13$

Line 2:  $12 - 8 \div 16 + 13$

Line 3:  $4 \div 16 + 13$

Line 4:  $4 \div 29$

In which line does a mistake first appear?

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

**MAFS.5.OA.1.1**

5. An expression is shown.

$$(1/2 \times 6) \times 8 \div 6 - 1$$

What is the value of the expression?

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%



**MAFS.5.OA.1.1**

1. An expression is shown.

$$9 - 5 \div (8 - 3) \times 2 + 6$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.OA.1.1**

2. An expression is shown.

$$3 + 6 \times 5 + 4 \div 2 - 7$$

Using the same expression, add parentheses so that the value of the expression is 38.

\_\_\_\_\_

**MAFS.5.OA.1.1**

3. For numbers 3a-3c, select True or False.

3a.  $5 + 6 \times 9 = 99$        True    False

3b.  $14 \div (24 \div 12) = 7$        True    False

3c.  $12 \times (4 - 3) + 23 = 35$        True    False

**MAFS.5.OA.1.1**

4. A numerical expression is evaluated as shown.

$$16 + [9 \times (3 - 1) + 8] \div 2$$

Line 1:  $16 + [9 \times 2 + 8] \div 2$

Line 2:  $16 + [18 + 8] \div 2$

Line 3:  $16 + 26 \div 2$

Line 4:  $42 \div 2$

In which line does a mistake first appear?

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

Now solve the equation to get the correct solution.

$$16 + [9 \times (3 - 1) + 8] \div 2$$

\_\_\_\_\_

**MAFS.5.OA.1.1**

5. Which expression has a value of 46? Mark all that apply.

A.  $2 \times 2 + (6 \times 8) - 6$

B.  $(7 \times 7) - 3 \times 1$

C.  $[(2 \times 4) \times 7] - 12$

D.  $2 \times [10 + (22 - 9)]$

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.OA.1.2**

1. An expression is described in words.

Divide 10 by 2, and then subtract 3.

Create the expression using numbers and symbols.

\_\_\_\_\_

**MAFS.5.OA.1.2**

2. An expression is described in words.

Add 5 and 14, triple the sum, and then add four-fifths.

Create the expression using numbers and symbols.

\_\_\_\_\_

**MAFS.5.OA.1.2**

3. An expression is shown.

$$(20 + 40) \div 5$$

Which statement describes this expression?

- A. 5 times as large as  $20 + 40$
- B. 5 more than  $20 + 40$
- C. 5 less than  $20 + 40$
- D.  $20 + 40$  divided into 5 parts

**MAFS.5.OA.1.2**

4. Bill buys 10 pencils for \$3 each. He also buys 6 pencil cases. Each pencil case costs twice as much as each pencil. Bill has a coupon that gives him \$3 off the pencil cases. Which numerical expression shows how much he spent?

- A.  $(10 \times 3) + [(6 \times 3) - 3]$
- B.  $(10 \times 3) + [(6 \times 6) - 3]$
- C.  $(10 \times 6) + [(6 \times 6) - 3]$
- D.  $(10 \times 6) + [(6 \times 3) - 3]$

**MAFS.5.OA.1.2**

5. Alex buys 7 DVDs. Each DVD costs \$12. If Alex receives a \$4 discount on each DVD, what is the total amount of money Alex spends? Write an expression that matches the words.

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.OA.1.2**

1. An expression is described in words.

Add 8 and 7, and then multiply by 2.

Create the expression using numbers and symbols.

\_\_\_\_\_

**MAFS.5.OA.1.2**

2. An expression is described in words.

Subtract 4 from 15, double the difference, and then add two-thirds.

Create the expression using numbers and symbols.

\_\_\_\_\_

**MAFS.5.OA.1.2**

3. An expression is shown.

$$3 \times 4 \times 5 - 5 + 3$$

Which statement describes this expression?

- A. Three more than 5 subtracted from the sum of 3, 4, and 5.
- B. Multiply 3, 4, and 5, then subtract 5 and add 3.
- C. The product of 6, 3, and 2 subtracted from 2 plus 6.
- D. Three added to 5, then subtracted from the product of 3, 4, and 5.

**MAFS.5.OA.1.2**

4. Quaja buys 8 pencils for \$2 each. She also buys 9 pencil cases. Each pencil case costs twice as much as each pencil. Quaja has a coupon that gives her \$1 off the pencil cases. Which numerical expression shows how much she spent?

- A.  $(8 \times 2) + [(9 \times 2) - 1]$
- B.  $(8 \times 2) + [(9 \times 4) - 1]$
- C.  $(8 \times 9) + [(9 \times 4) - 1]$
- D.  $(8 \times 9) + [(9 \times 2) - 1]$

**MAFS.5.OA.1.2**

5. Bernice buys 5 VHS tapes. Each VHS costs \$9. If Bernice receives a \$2 discount on each VHS, what is the total amount of money she spends? Write an expression that matches the words.

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.OA.1.2**

1. An expression is described in words.

Add 10 and 20, and then divide by 2.

Create the expression using numbers and symbols.

\_\_\_\_\_

**MAFS.5.OA.1.2**

2. An expression is described in words.

Divide 25 by 5, quadruple the quotient, and then add one-fourth.

Create the expression using numbers and symbols.

\_\_\_\_\_

**MAFS.5.OA.1.2**

3. An expression is shown.

$$18 + \frac{1}{2} \times (9 - 4)$$

Which statement describes this expression?

- A. Half the difference of 4 from 9 added to 18
- B. Subtract half the quantity of 9 and 4 from 18
- C. The sum of 18 and half the product of 9 and 4
- D. Half of 9 added to 18 minus 4

**MAFS.5.OA.1.2**

4. Oliver earns \$75 per week mowing lawns in his neighborhood. Which expression can be used to show how much money he earns in 4 weeks??

- A.  $(4 \times 70) \times (4 \times 5)$
- B.  $(4 + 70) + (4 + 5)$
- C.  $(4 + 70) \times (4 + 5)$
- D.  $(4 \times 70) + (4 \times 5)$

**MAFS.5.OA.1.2**

5. Kirk bought 4 packs of soda, with 12 bottles in each pack. He gave 8 sodas away to his friends. Write an expression that matches the words.

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.OA.1.2**

1. An expression is described in words.

Subtract 10 from 20, and then multiply by 5.

Create the expression using numbers and symbols.

\_\_\_\_\_

**MAFS.5.OA.1.2**

2. An expression is described in words.

Divide 36 by 9, multiply the quotient by 8, and then add three–sixths.

Create the expression using numbers and symbols.

\_\_\_\_\_

**MAFS.5.OA.1.2**

3. An expression is shown.

$$32 \div 4 - 12$$

Which statement describes this expression?

- A. 12 more than the quotient of 32 and 4.
- B. 12 less than the quotient of 32 and 4.
- C. 4 less than 12 than divided by 32.
- D. 12 less than the product of 32 and 4.

**MAFS.5.OA.1.2**

4. Oliver earns \$93 per week mowing lawns in his neighborhood. Which expression can be used to show how much money he earns in 6 weeks?

- A.  $(6 \times 90) + (6 \times 3)$
- B.  $(6 \times 90) \times (6 + 3)$
- C.  $(6 + 90) \times (6 + 3)$
- D.  $(6 + 90) + (6 \times 3)$

**MAFS.5.OA.1.2**

5. Mrs. Sabat bought 48 juice boxes to give equally to her students for their classroom party. There are 13 boys and 11 girls in her class. Write an expression that matches the words.

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.OA.1.2**

1. An expression is described in words.

Divide 10 by 2, and then subtract the sum of 9 and 4.

Create the expression using numbers and symbols.

\_\_\_\_\_

**MAFS.5.OA.1.2**

2. An expression is described in words.

Subtract 4 from 19, triple the difference, and then  
add four-fifths.

Create the expression using numbers and symbols.

\_\_\_\_\_

**MAFS.5.OA.1.2**

3. An expression is shown.

$$42 \div 6 + 9 - 4$$

Which statement describes this expression?

- A. Four more than 9 subtracted from the quotient of 42 and 6.
- B. The quotient of 42 and 6 added to 9, then minus 4.
- C. Divide 42 and 6, then add 9 and 4.
- D. Four subtracted from 9, then subtracted from the quotient of 42 and 6.

**MAFS.5.OA.1.2**

4. Valeria earns \$45 per week delivering newspapers in her neighborhood. Which expression can be used to show how much money she earns in 8 weeks??

- A.  $(8 \times 40) + (8 \times 5)$
- B.  $(8 \times 40) \times (8 + 5)$
- C.  $(8 + 40) \times (8 + 5)$
- D.  $(8 + 40) + (8 \times 5)$

**MAFS.5.OA.1.2**

5. Mr. Nadsen buys 12 posters. Each poster costs \$15. If Mr. Nadsen receives a \$4 discount on each poster, what is the total amount of money Mr. Nadsen spends? Write an expression that matches the words.

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

# 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 21

## MAFS.5.OA.2.3

1. Michael and John are creating patterns. Each pattern starts at 1. Michael uses the rule “multiply by 2.” John uses the rule “multiply by 4.”

Complete the table to show the next two patterns in each pattern.

| Michael's Pattern |        |
|-------------------|--------|
| Term              | Number |
| 1                 |        |
| 2                 |        |
| 3                 |        |

| John's Pattern |        |
|----------------|--------|
| Term           | Number |
| 1              |        |
| 2              |        |
| 3              |        |

## MAFS.5.OA.2.3

2. Michael and John are creating patterns. Michael uses the rule “multiply by 2” and he starts at 5. John uses the rule “add 8” and he starts at 16. For which term is Michael's number equal to John's Number.

| Michael's Pattern |        |
|-------------------|--------|
| Term              | Number |
| 1                 | 5      |
|                   |        |
|                   |        |
|                   |        |
|                   |        |

| John's Pattern |        |
|----------------|--------|
| Term           | Number |
| 1              | 16     |
|                |        |
|                |        |
|                |        |
|                |        |

## MAFS.5.OA.2.3

3. Look at the table to help answer the questions. Fill in the missing number.

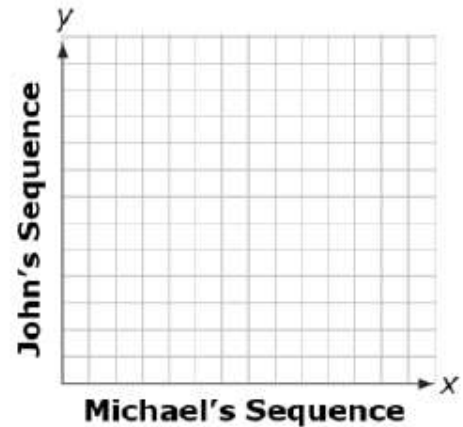
| Term       | 1 | 2  | 3  | 4 | 5  |
|------------|---|----|----|---|----|
| Sequence 1 | 2 | 4  | 6  | 8 | 10 |
| Sequence 2 | 6 | 12 | 18 |   | 30 |

What is the rule that relates sequence 1 to sequence 2? \_\_\_\_\_

## MAFS.5.OA.2.3

4. Michael and John are creating patterns. Each pattern starts at 1. Michael uses the rule “multiply by 2, and then add 3.” John uses the rule “multiply by 2, and then add 2.”

Plot the ordered pairs that are created from the first three terms of the sequences.



## MAFS.5.OA.2.3

5. Mark and Carl each created a numeric pattern. Both patterns start with 0. The terms in Mark's pattern are always two times the same terms in Carl's pattern. What could be the rules for the two patterns?

A. Mark: Add 2

B. Mark: Add 6

Carl: Add 0

Carl: Add 3

C. Mark: Multiply by 2

D. Mark: Multiply by 6

Carl: Multiply by 0

Carl: Multiply by 3

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.OA.2.3

1. Don and Carrie are creating patterns. Each pattern starts at 6. Don uses the rule “multiply by 5.” Carrie uses the rule “multiply by 7.”

Complete the table to show the next two patterns in each pattern.

| Don's Pattern |        |
|---------------|--------|
| Term          | Number |
| 1             |        |
| 2             |        |
| 3             |        |

| Carrie's Pattern |        |
|------------------|--------|
| Term             | Number |
| 1                |        |
| 2                |        |
| 3                |        |

## MAFS.5.OA.2.3

2. Lyle and Jeff are creating patterns. Lyle uses the rule “add by 10” and he starts at 0. Jeff uses the rule “add 5” and he starts at 15. For which term is Lyle's number equal to Jeff's Number.

| Lyle's Pattern |        |
|----------------|--------|
| Term           | Number |
| 1              | 0      |
|                |        |
|                |        |
|                |        |
|                |        |

| Jeff's Pattern |        |
|----------------|--------|
| Term           | Number |
| 1              | 15     |
|                |        |
|                |        |
|                |        |
|                |        |

## MAFS.5.OA.2.3

3. Look at the table to help answer the questions. Fill in the missing numbers.

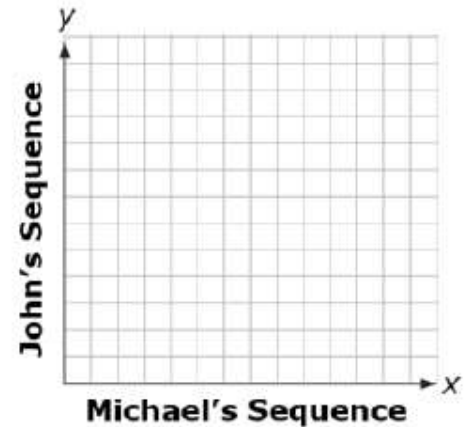
| Term       | 1 | 2 | 3  | 4  | 5  |
|------------|---|---|----|----|----|
| Sequence 1 | 1 | 2 | 5  |    | 10 |
| Sequence 2 | 4 |   | 20 | 32 |    |

What is the rule that relates sequence 1 to sequence 2? \_\_\_\_\_

## MAFS.5.OA.2.3

4. Michael and John are creating patterns. Each pattern starts at 1. Michael uses the rule “multiply by 2, and then subtract 1.” John uses the rule “multiply by 5, and then subtract 3.”

Plot the ordered pairs that are created from the first three terms of the sequences.



## MAFS.5.OA.2.3

5. Olivia and Reese each created a numeric pattern. Olivia's pattern starts at 2 and Reese's pattern starts at 4. The terms in Olivia's pattern are always two times the same terms in Reese's pattern. What could be the rules for the two patterns?

- A. Olivia: Add 2                      B. Olivia: Add 4
- Reese: Add 4                      Reese: Add 2
- C. Olivia: Multiply by 2            D. Olivia: Multiply by 4
- Reese: Multiply by 4            Reese: Multiply by 2

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%



## MAFS.5.OA.2.3

1. Don and Carrie are creating patterns. Each pattern starts at 7. Don uses the rule “multiply by 4.” Carrie uses the rule “multiply by 5.”

Complete the table to show the next two patterns in each pattern.

| Don's Pattern |        |
|---------------|--------|
| Term          | Number |
| 1             |        |
| 2             |        |
| 3             |        |

| Carrie's Pattern |        |
|------------------|--------|
| Term             | Number |
| 1                |        |
| 2                |        |
| 3                |        |

## MAFS.5.OA.2.3

2. Lyle and Jeff are creating patterns. Lyle uses the rule “divide by 2” and he starts at 56. Jeff uses the rule “divide by 4” and he starts at 224. For which term is Lyle's number equal to Jeff's Number.

| Lyle's Pattern |        |
|----------------|--------|
| Term           | Number |
| 1              | 56     |
|                |        |
|                |        |
|                |        |
|                |        |

| Jeff's Pattern |        |
|----------------|--------|
| Term           | Number |
| 1              | 224    |
|                |        |
|                |        |
|                |        |
|                |        |

## MAFS.5.OA.2.3

3. Look at the table to help answer the questions. Fill in the missing numbers.

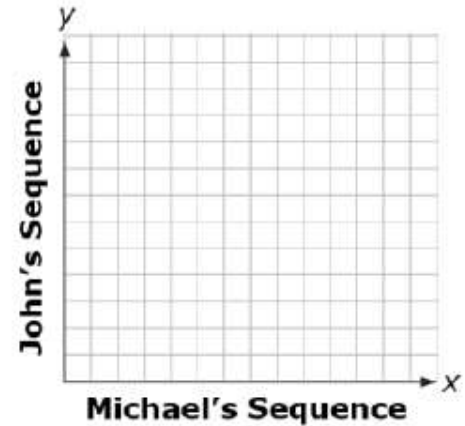
| Term       | 1  | 2 | 3  | 4 | 5 |
|------------|----|---|----|---|---|
| Sequence 1 | 25 |   | 15 |   | 5 |
| Sequence 2 | 5  | 4 | 3  |   | 1 |

What is the rule that relates sequence 1 to sequence 2? \_\_\_\_\_

## MAFS.5.OA.2.3

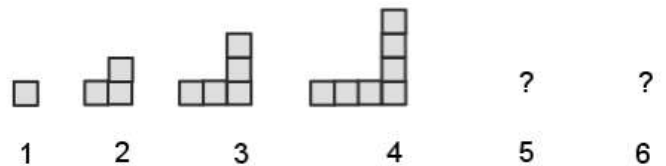
4. Michael and John are creating patterns. Each pattern starts at 1. Michael uses the rule “add by 4.” John uses the rule “multiply by 2.”

Plot the ordered pairs that are created from the first three terms of the sequences.



## MAFS.5.OA.2.3

5. Look at the models below.



What is the rule of the pattern? \_\_\_\_\_

How many squares will there be in Figure 6? \_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

# 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 24

## MAFS.5.OA.2.3

1. Don and Carrie are creating patterns. Each pattern starts at 100. Don uses the rule “divide by 5.” Carrie uses the rule “divide by 2.”

Complete the table to show the next two patterns in each pattern.

| Don's Pattern |        |
|---------------|--------|
| Term          | Number |
| 1             |        |
| 2             |        |
| 3             |        |

| Carrie's Pattern |        |
|------------------|--------|
| Term             | Number |
| 1                |        |
| 2                |        |
| 3                |        |

## MAFS.5.OA.2.3

2. Lyle and Jeff are creating patterns. Lyle uses the rule “add 3” and he starts at 8. Jeff uses the rule “add 4” and he starts at 4. For which term is Lyle's number equal to Jeff's Number.

| Lyle's Pattern |        |
|----------------|--------|
| Term           | Number |
| 1              | 8      |
|                |        |
|                |        |
|                |        |
|                |        |

| Jeff's Pattern |        |
|----------------|--------|
| Term           | Number |
| 1              | 4      |
|                |        |
|                |        |
|                |        |
|                |        |

## MAFS.5.OA.2.3

3. Look at the table to help answer the questions. Fill in the missing numbers.

| Term       | 1  | 2  | 3 | 4 | 5  |
|------------|----|----|---|---|----|
| Sequence 1 | 2  |    | 6 | 8 | 10 |
| Sequence 2 | 10 | 20 |   |   | 50 |

What is the rule that relates sequence 1 to sequence 2? \_\_\_\_\_

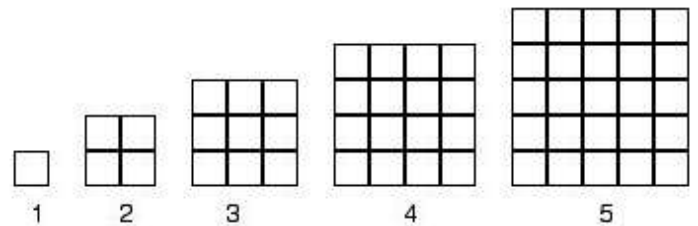
## MAFS.5.OA.2.3

4. Carmel and Teri each created a numeric pattern. Both patterns start with 0. The terms in Carmel's pattern are always two times the same terms in Teri's pattern. What could be the rules for the two patterns?

- A. Carmel: Add 8                      B. Carmel: Add 2  
 Teri: Add 4                              Teri: Add 8
- C. Carmel: Multiply by 4              D. Carmel: Divide by 8  
 Teri: Multiply by 8                      Teri: Divide by 4

## MAFS.5.OA.2.3

5. Look at the models below.



What is the rule of the pattern? \_\_\_\_\_

How many squares will there be in Figure 6? \_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.OA.2.3

1. Don and Carrie are creating patterns. Each pattern starts at 8. Don uses the rule “multiply by 6.” Carrie uses the rule “multiply by 4.”

Complete the table to show the next two patterns in each pattern.

| Don's Pattern |        |
|---------------|--------|
| Term          | Number |
| 1             |        |
| 2             |        |
| 3             |        |

| Carrie's Pattern |        |
|------------------|--------|
| Term             | Number |
| 1                |        |
| 2                |        |
| 3                |        |

## MAFS.5.OA.2.3

2. Butch and Jones each created a numeric pattern. Both patterns start with 0. The terms in Jones' pattern are always two times the same terms in Butch's pattern. What could be the rules for the two patterns?

- A. Butch: Multiply by 10      B. Butch: Add 5  
 Jones: Multiply by 5      Jones: Add 10
- C. Butch: Add 10      D. Butch: Add 4  
 Jones: Add 5      Jones: Add 2

## MAFS.5.OA.2.3

3. Look at the table to help answer the questions. Fill in the missing numbers.

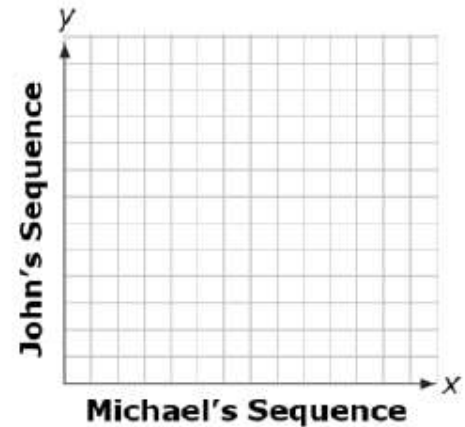
| Term       | 1 | 2  | 3 | 4   | 5   |
|------------|---|----|---|-----|-----|
| Sequence 1 | 1 | 2  | 3 |     | 5   |
| Sequence 2 |   | 70 |   | 140 | 175 |

What is the rule that relates sequence 1 to sequence 2? \_\_\_\_\_

## MAFS.5.OA.2.3

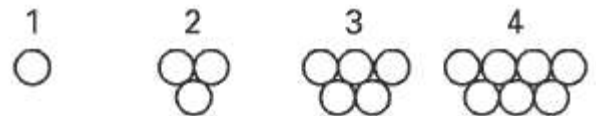
4. Michael and John are creating patterns. Each pattern starts at 1. Michael uses the rule “multiply by 3, then subtract 1.” John uses the rule “multiply by 2.”

Plot the ordered pairs that are created from the first three terms of the sequences.



## MAFS.5.OA.2.3

5. Look at the models below.



What is the rule of the pattern? \_\_\_\_\_

How many squares will there be in Figure 6? \_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NBT.1.1

1. An expression is shown.

$$3,400 \times \frac{1}{10}$$

What is the value of the expression?

\_\_\_\_\_

## MAFS.5.NBT.1.1

2. An expression is shown.

$$? \times \frac{1}{10} = 780$$

What is the missing number?

\_\_\_\_\_

## MAFS.5.NBT.1.1

3. Which statements about the values of 0.034 and 3.40 are true?

0.034 is  $\frac{1}{10}$  of 340

0.034 is 100 times more than 340

3.4 is 100 times more than 0.034

0.034 is  $\frac{1}{100}$  of 3.4

340 is  $\frac{1}{10}$  of 0.0340

## MAFS.5.NBT.1.2

4. Which shows another way to multiply  $3 \times 2,000$ ?

A.  $(3 \times 2) \times 10^1$

B.  $(3 \times 2) \times 10^2$

C.  $(3 \times 2) \times 10^3$

D.  $(3 \times 2) \times 10^4$

## MAFS.5.NBT.1.2

5. David multiplies and divides original numbers by powers of 10 to create new numbers.

| Original Number | New Number |
|-----------------|------------|
| 523             | 523,000    |
| 0.005           | 5          |
| 100             | 0.001      |
| 600             | 60,000     |
| 4.56            | 4,560      |
| 37.6            | 3,760      |

Which original numbers were multiplied by  $10^3$  to create the new numbers? Circle those numbers in the chart.

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NBT.1.1

1. An expression is shown.

$$0.34 \times ? = 3.4$$

What is the value of the missing number?

\_\_\_\_\_

## MAFS.5.NBT.1.1

2. Ten coins weigh 25 grams. How many grams does 1 coin weigh?

\_\_\_\_\_

## MAFS.5.NBT.1.1

3. Which statement about the value of 3 in 9,300 and 930 is true? Mark all that apply.

- A. It is the same in both numbers.
- B. It is 100 times as great in 9,300 as it is in 930.
- C. It is 10 times as great in 9,300 as it is in 930.
- D. It is  $\frac{1}{10}$  the value in 930 as it is in 9,300.
- E. It is  $\frac{1}{10}$  times as great in 930 as it is in 9,300.

## MAFS.5.NBT.1.2

4. Which is equivalent to multiplying a number by  $10^3$ ?

- A. Adding 10 three times
- B. Adding 3 ten times
- C. Multiplying by 10 three times
- D. Multiplying by 3 ten times

## MAFS.5.NBT.1.2

5. Laquisha multiplies and divides original numbers by powers of 10 to create new numbers.

| Original Number | New Number |
|-----------------|------------|
| 523             | 523,000    |
| 0.05            | 5          |
| 100             | 0.001      |
| 600             | 60,000     |
| 45.6            | 4,560      |
| 37.6            | 3,760      |

Which original numbers were multiplied by  $10^2$  to create the new numbers? Circle those numbers in the chart.

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NBT.1.1

1. Select all the statements below that are true.

- 30 is  $\frac{1}{10}$  of 300
- 0.034 is 100 times as much as 340
- 1,000 is 10 times as much as 100
- 6,900 is 10 times as much as 69.
- 140 is  $\frac{1}{10}$  of 1,400

## MAFS.5.NBT.1.1

2. One coin weighs 11 grams. How many grams do 10 coins weigh?

\_\_\_\_\_

## MAFS.5.NBT.1.2

3. What is  $0.523 \div 10^2$ ?

\_\_\_\_\_

## MAFS.5.NBT.1.2

4. An equation is shown.

$$523 \div 10^{\square} = 52.3$$

What is the value of the missing exponent?

\_\_\_\_\_

## MAFS.5.NBT.1.2

5. David multiplies and divides original numbers by powers of 10 to create new numbers.

| Original Number | New Number |
|-----------------|------------|
| 6.31            |            |
| 0.08            |            |
| 1.111           |            |
| 842             |            |

Help David complete the table by multiplying the original numbers by  $10^3$  to create the new numbers. Complete the chart.

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NBT.1.1

1. An expression is shown.

$$? \times \frac{1}{100} = 752$$

What is the missing number?

\_\_\_\_\_

## MAFS.5.NBT.1.1

2. One hundred coins weigh 346 grams. How many grams does 1 coin weigh?

\_\_\_\_\_ grams

## MAFS.5.NBT.1.2

3. What is  $46 \times 10^4$  written as a whole number?

\_\_\_\_\_

## MAFS.5.NBT.1.2

4. When dividing a by  $10^3$ , how is the decimal point moved?

- A. 3 places to the right
- B. 3 places to the left
- C. 4 places to the right
- D. 4 places to the left

## MAFS.5.NBT.1.2

5. Look at the table below.

| Equations               |
|-------------------------|
| $2 \times 10^0 = 2$     |
| $2 \times 10^1 = 20$    |
| $2 \times 10^2 = 200$   |
| $2 \times 10^3 = 2,000$ |

Explain the pattern of zeros in the product when multiplying by the powers of 10.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NBT.1.1

1. An expression is shown.

$$3,100 \times \frac{1}{10}$$

What is the value of the expression?

\_\_\_\_\_

## MAFS.5.NBT.1.1

2. An expression is shown.

$$? \times \frac{1}{100} = 1,200$$

What is the missing number?

\_\_\_\_\_

## MAFS.5.NBT.1.2

3. Stef stated that  $2 \times 10^3 = 2,000$ . Is she correct? Why?

- A. Yes; she added 10 three times and multiplied the sum by 2.
- B. Yes; she multiplied 10 three times and multiplied the product by 2.
- C. No; she added 3 ten times and multiplied the sum by 2.
- D. No; she multiplied 3 ten times and multiplied by the product 2.

## MAFS.5.NBT.1.2

4. Select different ways to express  $10^3$ ? Mark all that apply.

- A.  $10 + 10 + 10$
- B.  $10 \times 10 \times 10$
- C. 10,000
- D. 1,000
- E.  $10 \times 3$
- F.  $10^2 \times 10$

## MAFS.5.NBT.1.2

5. Ariel multiplies and divides original numbers by powers of 10 to create new numbers.

| Original Number | New Number |
|-----------------|------------|
| 325,000         | 325        |
| 8               | 0.008      |
| 0.001           | 100        |
| 50,000          | 500        |
| 2,520           | 2.52       |
| 3,770           | 37.7       |

Which original numbers were divided by  $10^3$  to create the new numbers? Circle those numbers in the chart.

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%



## MAFS.5.NBT.1.3a

1. What is “nine–tenths” in decimal form?

\_\_\_\_\_

## MAFS.5.NBT.1.3a

2. Select the decimal form for each number name.

|                                     | 0.650                    | 0.605                    | 0.065                    | 6.050                    |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Sixty–five thousandths</i>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Six hundred five thousandths</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## MAFS.5.NBT.1.3a

3. A number is expanded form is shown.

$$4 \times 1 + 3 \times \left(\frac{1}{10}\right)$$

What is the number in decimal form?

\_\_\_\_\_

## MAFS.5.NBT.1.3a

4. Select all the expressions that show 2.059 written in expanded form.

$2 \times 1 + 0 \times \left(\frac{1}{10}\right) + 5 \times \left(\frac{1}{100}\right) + 9 \times \left(\frac{1}{1,000}\right)$

$2 \times 1 + 5 \times \left(\frac{1}{10}\right) + 9 \times \left(\frac{1}{100}\right)$

$2 \times 1 + 0 \times \left(\frac{1}{10}\right) + 59 \times \left(\frac{1}{1,000}\right)$

$20 \times \left(\frac{1}{10}\right) + 59 \times \left(\frac{1}{100}\right)$

$20 \times \left(\frac{1}{10}\right) + 5 \times \left(\frac{1}{100}\right) + 9 \times \left(\frac{1}{1,000}\right)$

## MAFS.5.NBT.1.3b

5. Select all the statements that correctly compare the two numbers.

$1.309 > 1.315$

$5.029 < 5.128$

$7.25 > 7.255$

$2.001 < 2.1$

$9.401 > 9.309$

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NBT.1.3a

1. What is “two hundred sixty–five thousandths” in decimal form?

\_\_\_\_\_

## MAFS.5.NBT.1.3a

2. Select the decimal form for each number name.

|                                | 0.650                    | 0.605                    | 0.065                    | 6.050                    |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Sixty–five hundredths</i>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Six and five hundredths</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## MAFS.5.NBT.1.3a

3. A number is expanded form is shown.

$$2 \times 1 + 0 \times \left(\frac{1}{10}\right) + 5 \times \left(\frac{1}{100}\right) + 9 \times \left(\frac{1}{1,000}\right)$$

What is the number in decimal form?

\_\_\_\_\_

## MAFS.5.NBT.1.3b

4. Grace, Logan, and Kevin are growing bean plants. They each measured the height of their plant. Look at the chart below, and then put the heights in order from greatest to least.

| Student | Height of Bean Plant |
|---------|----------------------|
| Grace   | 3.002 inches         |
| Logan   | 3.02 inches          |
| Kevin   | 3.001 inches         |

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

## MAFS.5.NBT.1.3b

5. Which completes the statement? Mark all that apply.

$$34.08 > ?$$

- A. thirty–four and eight hundredths
- B. thirty–four and eight thousandths
- C. thirty–four and eight tenths
- D. thirty–four and one tenth
- E. thirty–four and seven thousandths

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NBT.1.3a**

1. What is the standard form of eight hundred two thousand, eight hundred three and 18 thousandths?

- A. 802,803.080
- B. 802,803.018
- C. 802,803.18
- D. 802,803.80

**MAFS.5.NBT.1.3a**

2. What is 112.491 written in word form?

\_\_\_\_\_

**MAFS.5.NBT.1.3a**

3. A number is expanded form is shown.

$$4 \times 1 + 3 \times \left(\frac{1}{100}\right) + 9 \times 10 + 5 \times \left(\frac{1}{10}\right)$$

What is the number in decimal form?

\_\_\_\_\_

**MAFS.5.NBT.1.3b**

4. Richard, Clay, and Hamilton are growing bean plants. They each measured the height of their plant. Look at the chart below, and then put the heights in order from least to greatest.

| Student  | Height of Bean Plant |
|----------|----------------------|
| Richard  | 2.1 inches           |
| Clay     | 2.3 inches           |
| Hamilton | 2.0 inches           |

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**MAFS.5.NBT.1.3b**

5. Select all the statements that correctly compare the two numbers.

- 1.309 > 1.39
- 6.123 < 6.132
- 8.1 > 8.101
- 2.89 < 2.891
- 1.304 > 1.301

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NBT.1.3a**

1. What is “nine–thousandths” in decimal form?

\_\_\_\_\_

**MAFS.5.NBT.1.3a**

2. What is 1.269 written in expanded form?

\_\_\_\_\_

**MAFS.5.NBT.1.3a**

3. A number in expanded form is shown.

$$3 \times \left(\frac{1}{10}\right) + 6 \times \left(\frac{1}{100}\right) + 8 \times \left(\frac{1}{1,000}\right)$$

What is the number in standard form?

\_\_\_\_\_

**MAFS.5.NBT.1.3b**

4. Paula, Bubba, and Davis kept track of how far they could hit a golf ball. Look at the chart below, and then put the distances in order from greatest to least.

| Golfer | Distance in Yards |
|--------|-------------------|
| Paula  | 278.3             |
| Bubba  | 279.5             |
| Davis  | 278.33            |

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**MAFS.5.NBT.1.3b**

5. Which completes the statement? Mark all that apply.

$$79.08 < ?$$

- A. seventy–nine and eight hundredths
- B. seventy–nine and eight thousandths
- C. seventy–nine and eight tenths
- D. seventy–nine and one tenth
- E. seventy–nine and nine thousandths

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NBT.1.3a

1. What is 777.77 written in expanded form?

- A.  $7 \times 100 + 7 \times 1 + 7 \times \left(\frac{1}{10}\right) + 7 \times \left(\frac{1}{100}\right)$
- B.  $7 \times 100 + 7 \times 10 + 7 \times 1 + 7 \times \left(\frac{1}{10}\right) + 7 \times \left(\frac{1}{1,000}\right)$
- C.  $7 \times 100 + 7 \times 10 + 7 \times 1 + 7 \times \left(\frac{1}{10}\right) + 7 \times \left(\frac{1}{100}\right)$
- D.  $7 \times 100 + 7 \times 10 + 7 \times \left(\frac{1}{100}\right) + 7 \times \left(\frac{1}{1,000}\right)$

## MAFS.5.NBT.1.3a

2. Select the decimal form for each number name.

|                                | 0.720                    | 0.702                    | 0.072                    | 7.020                    |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Seventy-two hundredths</i>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Seventy-two thousandths</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## MAFS.5.NBT.1.3a

3. A number in expanded form is shown.

$$30 \times \left(\frac{1}{10}\right) + 5 \times \left(\frac{1}{100}\right) + 4 \times \left(\frac{1}{1000}\right)$$

What is the number in standard form?

\_\_\_\_\_

## MAFS.5.NBT.1.3b

4. Paula, Bubba, and Davis kept track of how far they could hit a golf ball. Look at the chart below, and then put the distances in order from least to greatest.

| Golfer | Distance in Yards |
|--------|-------------------|
| Paula  | 311.3             |
| Bubba  | 311.03            |
| Davis  | 311.301           |

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

## MAFS.5.NBT.1.3b

5. Select all the statements that correctly compare the two numbers.

- $1.3 > 1.300$
- $5.09 > 5.009$
- $6.689 < 6.69$
- $1.409 > 1.49$
- $7.98 < 7.982$

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NBT.1.4

1. Select all the numbers that round to 4.3 when rounded to the nearest tenth.

- 4.25
- 4.24
- 4.21
- 4.35
- 4.34
- 4.31

## MAFS.5.NBT.1.4

2. What is 3.149 rounded to the nearest hundredth?

\_\_\_\_\_

## MAFS.5.NBT.1.4

3. Select the value of each decimal number when it is rounded to the nearest whole number.

|      | 5                        | 6                        |
|------|--------------------------|--------------------------|
| 5.06 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.59 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.47 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.92 | <input type="checkbox"/> | <input type="checkbox"/> |

## MAFS.5.NBT.1.4

4. The Seabrook family is traveling to Athens, Greece next summer. Mr. Seabrook is tracking the value of the Euro. He kept track of the values on a data table.

| Date    | Value of 1 Euro |
|---------|-----------------|
| June 3  | 1.498           |
| June 10 | 1.572           |
| June 17 | 1.524           |
| June 24 | 2.669           |

Which two dates was the value of 1 Euro the same when rounded to the nearest whole dollar?

\_\_\_\_\_

## MAFS.5.NBT.1.4

5. It takes Mrs. Kropiewnicki 17.893 miles to drive to work. What is 17.893 rounded to the nearest hundredth?

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NBT.1.4

1. Select all the numbers that round to 4.2 when rounded to the nearest tenth.

- 4.25
- 4.24
- 4.23
- 4.28
- 4.21
- 4.29

## MAFS.5.NBT.1.4

2. What is 3.149 rounded to the nearest tenth?

\_\_\_\_\_

## MAFS.5.NBT.1.4

3. Numbers are rounded to the nearest tenth and hundredth, as shown in the table. Complete the table to show the numbers that could be rounded

| Number | Rounded to Nearest Tenth | Rounded to Nearest Hundredth |
|--------|--------------------------|------------------------------|
| _____  | 1.5                      | 1.55                         |
| _____  | 3.2                      | 3.18                         |
| _____  | 9.4                      | 9.35                         |

## MAFS.5.NBT.1.4

4. The Griffey family is traveling to Liverpool, England next winter. Mr. Griffey is tracking the value of the British pound. She kept track of the values on a data table.

| Date    | Value of 1 British Pound |
|---------|--------------------------|
| Oct. 1  | 1.498                    |
| Oct. 8  | 1.572                    |
| Oct. 15 | 1.524                    |
| Oct. 22 | 1.669                    |

Which two dates was the value of 1 British pound the same when rounded to the nearest tenth?

\_\_\_\_\_

## MAFS.5.NBT.1.4

5. It takes Mrs. Kropiewnicki 17.893 miles to drive to work. What is 17.893 rounded to the nearest whole number?

\_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NBT.1.4**

1. Mariano went shopping at the local grocery. He purchased four different turkey breasts.

Turkey Breast #1: 3.843 pounds

Turkey Breast #2: 3.783pounds

Turkey Breast #3: 3.801 pounds

Turkey Breast #4: 3.851 pounds

Mariano rounds the weights to the nearest tenth.

Which turkey breast does not round to 3.8?

- A. Turkey Breast #1
- B. Turkey Breast #2
- C. Turkey Breast #3
- D. Turkey Breast #4

**MAFS.5.NBT.1.4**

2. Pepper went to the movies and spent \$13.83. How much did she spend, rounded to the nearest whole dollar?

\$ \_\_\_\_\_

**MAFS.5.NBT.1.4**

3. Uranus takes 84.3 years to revolve around the sun. Select all the numbers that could represent Uranus' revolution around the sun when rounded to 84.3.

- 84.353
- 84.247
- 84.322
- 84.250

**MAFS.5.NBT.1.4**

4. Numbers are rounded to the nearest tenth and hundredth, as shown in the table. Complete the table to show the numbers that could be rounded

| Number | Rounded to Nearest Tenth | Rounded to Nearest Hundredth |
|--------|--------------------------|------------------------------|
| _____  | 2.5                      | 2.55                         |
| _____  | 3.4                      | 3.44                         |
| _____  | 9.2                      | 9.18                         |

**MAFS.5.NBT.1.4**

5. Usain Bolt holds the record for the fastest time in the 100 meter dash. He first broke the record in 2008 when ran the 100 meter dash in 9.683 seconds. In 2009, he ran the 100 meters in 9.572 seconds. Tell whether each sentence is True or False.

- 5a. Rounded to the nearest tenth, both times are the same.  True  False
- 5b. Rounded to the nearest whole number, both times are the same.  True  False
- 5c. Usain's time in 2009 was faster than his time in 2008.  True  False

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%



**MAFS.5.NBT.1.4**

1. Nandag went shopping at the local grocery. She purchased four different turkey breasts.

Turkey Breast #1: 4.443 pounds

Turkey Breast #2: 4.483pounds

Turkey Breast #3: 4.401 pounds

Turkey Breast #4: 4.441 pounds

Nandag rounds the weights to the nearest tenth.

Which turkey breast does not round to 4.4?

- A. Turkey Breast #1
- B. Turkey Breast #2
- C. Turkey Breast #3
- D. Turkey Breast #4

**MAFS.5.NBT.1.4**

2. Nash went to the movies and spent \$24.48. How much did she spend, rounded to the nearest whole dollar?

\$ \_\_\_\_\_

**MAFS.5.NBT.1.4**

3. What is 582.564 rounded to the nearest hundredth?

\_\_\_\_\_

**MAFS.5.NBT.1.4**

4. Select the value of each decimal number when it is rounded to the nearest whole number.

|       |                          |                          |
|-------|--------------------------|--------------------------|
|       | 5.87                     | 5.88                     |
| 5.871 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.879 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.877 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.875 | <input type="checkbox"/> | <input type="checkbox"/> |

**MAFS.5.NBT.1.4**

5. Usain Bolt holds the record for the fastest time in the 100 meter dash. He first broke the record in 2008 when ran the 100 meter dash in 9.683 seconds. In 2009, he ran the 100 meters in 9.572 seconds. Tell whether each sentence is True or False.

5a. 9.683 rounded to the nearest  True  False tenth is 9.6

5b. 9.683 rounded to the nearest  True  False hundredth is 9.68

5c. 9.683 rounded to the nearest  True  False whole number is 9.

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NBT.1.4

1. Mariano went shopping at the local grocery. He purchased 3.183 pounds of candy. Use that information to answer questions below.

1a. 3.183 rounded to the nearest hundredth is:

\_\_\_\_\_

1b. 3.183 rounded to the nearest tenth is:

\_\_\_\_\_

1c. 3.183 rounded to the nearest whole number is:

\_\_\_\_\_

## MAFS.5.NBT.1.4

2. Uranus takes 84.3 years to revolve around the sun. Select all the numbers that could represent Uranus' revolution around the sun when rounded to 84.3.

- 84.344
- 84.347
- 84.258
- 84.364

## MAFS.5.NBT.1.4

3. What is 27.843 rounded to the nearest hundredth?

\_\_\_\_\_

## MAFS.5.NBT.1.4

4. The amount of gas needed for four cars are shown below.

|       | Gas Needed     |
|-------|----------------|
| Car A | 12.332 gallons |
| Car B | 12.543 gallons |
| Car C | 11.842 gallons |
| Car D | 12.072 gallons |

At the gas station, the gas tank rounds the gallons to the nearest tenth. Order the cars from least to greatest in gas needed.

\_\_\_\_\_

## MAFS.5.NBT.1.4

5. Usain Bolt holds the record for the fastest time in the 100 meter dash. He first broke the record in 2008 when ran the 100 meter dash in 9.683 seconds. In 2009, he ran the 100 meters in 9.572 seconds. Tell whether each sentence is True or False.

5a. 9.572 rounded to the nearest  True  False tenth is 9.6

5b. 9.572 rounded to the nearest  True  False hundredth is 9.57

5c. 9.572 rounded to the nearest  True  False whole number is 10.

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NBT.2.7**

1. An expression is shown.

$$5.4 + 3.2$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NBT.2.7**

2. An expression is shown.

$$12.25 + 3.05 \times 0.6$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NBT.2.7**

3. Mark ran 3.5 miles on Monday and 2.6 miles on Wednesday. How many miles did Mark run altogether?

\_\_\_\_\_ miles

**MAFS.5.NBT.2.7**

4. Saul had \$25 in his wallet when he went to the mall. He purchased earbuds for \$6.50 and a phone case for \$9.75. How much money did he have left after his purchases?

\$ \_\_\_\_\_

**MAFS.5.NBT.2.7**

5. During the first race, 12 people ran a 1.5 mile race. During the second race, 4 people ran a 2.2 mile race. How many more total miles were run during the first race compared to the second race?

\_\_\_\_\_ more miles

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NBT.2.7**

1. An expression is shown.

$$5.39 \div 1.1$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NBT.2.7**

2. Brent hiked along a trail that was 9.66 miles long. He hiked 4.2 miles every hour. How many hours did it take Brent to finish hiking the trail?

\_\_\_\_\_ hours

**MAFS.5.NBT.2.7**

3. Allen ran 5.4 miles on Monday and 3.2 miles on Tuesday. How many miles did Mark run altogether?

\_\_\_\_\_ miles

**MAFS.5.NBT.2.7**

4. Harold spent \$5.65 on a toy car at his favorite hobby store. Leonard spent \$4.38 on the same toy car at his favorite toy store. How much more did Harold spend than Leonard?

\$ \_\_\_\_\_

**MAFS.5.NBT.2.7**

5. Shavonte was preparing for an upcoming race. In preparation, she needed to run 3 miles. Shavonte ran exactly 0.75 miles each day? How many days did it take her to run 3 miles?

\_\_\_\_\_ days

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NBT.2.7

1. An expression is shown.

$$3.88 + 8.487$$

What is the value of the expression?

\_\_\_\_\_

## MAFS.5.NBT.2.7

2. A store owner has 7.11 lbs. of candy. If she puts the candy into 9 jars, how many pounds of candy will each jar contain?

\_\_\_\_\_ pounds

## MAFS.5.NBT.2.7

3. For numbers 3a – 3d, select True or False to indicate whether the product is correct.

- 3a.  $2.3 \times 1.4 = 3.22$        True       False
- 3b.  $0.07 \times 6.4 = 4.48$        True       False
- 3c.  $0.8 \times 0.9 = 0.072$        True       False
- 3d.  $4.87 \times 1.5 = 73.05$        True       False

## MAFS.5.NBT.2.7

4. Erick swam the 100 meter butterfly race in 55.38 seconds. His best friend, Michael, swam the race in 58.94 seconds. How much faster did Erick swim than Michael?

\_\_\_\_\_

## MAFS.5.NBT.2.7

5. Nick bought 4 baseballs for him and his friends to use during practice. Each baseball cost \$2.27. What was the total cost of the 4 baseballs?

| Number of Baseballs | Price  |
|---------------------|--------|
| 1                   | \$2.27 |
| 2                   |        |
| 3                   |        |
| 4                   |        |

\$ \_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NBT.2.7**

1. An expression is shown.

$$0.27 \times 35$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NBT.2.7**

2. Veronica and her sister Jewel, both recently gave birth to two baby boys. Veronica’s son weighs 1.65 pounds more than Jewel’s baby. Select the values that could represent how many pounds each baby could weigh. Mark all that apply.

- A. Veronica’s son: 8.80 lb, Jewel’s son: 7.15 lb
- B. Veronica’s son: 10.10 lb, Jewel’s son: 8.45 lb
- C. Veronica’s son: 8.99 lb, Jewel’s son: 7.34 lb
- D. Veronica’s son: 6.93 lb, Jewel’s son: 5.28 lb

**MAFS.5.NBT.2.7**

3. For numbers 3a – 3c choose Yes or No to indicate whether a zero must be written in the dividend to find the quotient.

- 3a.  $4.5 \div 0.5$              Yes             No
- 3b.  $1.8 \div 0.2$              Yes             No
- 3c.  $3.3 \div 0.4$              Yes             No

**MAFS.5.NBT.2.7**

4. Keenya, Gigi, and Geraldo went to a science museum last weekend. Keenya spent \$12.60 at the museum. Gigi spent \$5.35 more than Keenya spent. Geraldo spent 2 times as much money as Gigi spent. How much did Geraldo spend at the museum?

\$ \_\_\_\_\_

**MAFS.5.NBT.2.7**

5. Rex bought 13 used video games that were on sale at a store. He paid \$84.37 for the games. If each video game cost the same price, how much did 1 video game cost?

\$ \_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NBT.2.7**

1. An expression is shown.

$$8.5 \div 0.5$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NBT.2.7**

2. The width of Bob’s social studies textbook is 0.75 inches. How many social studies textbooks can be placed standing up on a shelf that is 18 inches wide?

\_\_\_\_\_ textbooks

**MAFS.5.NBT.2.7**

3. For numbers 3a – 3d, select True or False to indicate whether the product is correct.

- 3a.  $16.1 \times 0.25 = 4.025$      True             False
- 3b.  $24.4 + 63.47 = 87.87$      True             False
- 3c.  $9.903 - 2.641 = 7.342$      True             False
- 3d.  $30.5 \div 5 = 6.1$              True             False

**MAFS.5.NBT.2.7**

4. Rohan bought 3.4 pounds of cashews on Wednesday, 2.5 pounds on Thursday, and 4 pounds on Friday. He is going to divide them equally among himself and two friends. How many pounds of cashews will each friend get?

\_\_\_\_\_ pounds of cashews

**MAFS.5.NBT.2.7**

5. Cabrera bought 4 baseballs for him and his friends to use during practice. Each baseball cost \$3.42. What was the total cost of the 4 baseballs?

| Number of Baseballs | Price  |
|---------------------|--------|
| 1                   | \$3.42 |
| 2                   |        |
| 3                   |        |
| 4                   |        |

\$ \_\_\_\_\_

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NF.1.1**

1. An expression is shown

$$5/6 + 8/12$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NF.1.1**

2. An expression is shown.

$$4\frac{1}{6} + \frac{6}{10} =$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NF.1.1**

3. An expression is shown.

$$\frac{3}{4} + \frac{?}{2} = \frac{9}{4}$$

What is the missing number?

\_\_\_\_\_

**MAFS.5.NF.1.2**

4. Paul and Ariana are baking cookies. The recipe lists  $3/4$  cup of flour. They only have  $3/8$  cup of flour left. How many more cups of flour do they need to bake the cookies?

\_\_\_\_\_ cups of flour

**MAFS.5.NF.1.2**

5. Richard and Gianni each bought a pizza. The pizzas are the same size. Richard cut his pizza into 12 slices. Gianni cut his pizza into 6 slices, and ate 2 slices. Together, Richard and Gianni ate  $9/12$  of one pizza. How many slices of his pizza did Richard eat?

\_\_\_\_\_ slices of pizza

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%



## MAFS.5.NF.1.1

1. An expression is shown

$$\frac{2}{3} + \frac{7}{12}$$

What is the value of the expression?

\_\_\_\_\_

## MAFS.5.NF.1.1

2. An expression is shown.

$$6\frac{1}{3} - 4\frac{3}{4} =$$

What is the value of the expression?

\_\_\_\_\_

## MAFS.5.NF.1.1

3. An expression is shown.

$$\frac{11}{14} - \frac{?}{4} = \frac{4}{14}$$

What is the missing number?

\_\_\_\_\_

## MAFS.5.NF.1.2

4. John brought  $\frac{1}{4}$  cup of chocolate chips to Sue's house so they can bake cookies. Sue already has  $\frac{3}{8}$  cup of chocolate chips. How many cups of chocolate chips do they have altogether?

\_\_\_\_\_ cups chocolate chips

## MAFS.5.NF.1.2

5. Winnie has  $\frac{1}{2}$  cup of flour in a mixing bowl. She adds more flour. Winnie claims that she now has  $\frac{3}{7}$  cup of flour in the mixing bowl. Which statement explains why Winnie's claim is incorrect?

- A. 7 is not a multiple of 2
- B. 1 is less than 3
- C.  $\frac{3}{7}$  is less than  $\frac{1}{2}$
- D.  $\frac{3}{7}$  is not multiple of  $\frac{1}{2}$

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

## MAFS.5.NF.1.1

1. An expression is shown

$$5/12 - 3/8$$

What is the value of the expression?

\_\_\_\_\_

## MAFS.5.NF.1.1

2. An expression is shown.

$$\frac{5}{8} + \frac{2}{?} = 1\frac{1}{40}$$

What is the missing number?

\_\_\_\_\_

## MAFS.5.NF.1.2

3. Javon, Sam, and Antoine are baking cookies. Javon has  $1/2$  cup of flour, Sam has  $1\frac{1}{6}$  cups of flour, and Antoine has  $1\frac{3}{4}$  cups of flour. How many cups of flour do they have altogether?

\_\_\_\_\_ cups of flour

## MAFS.5.NF.1.2

4. Jim brought  $2/5$  cup of chocolate chips to Shelley's house so they can bake cookies. Shelley already has  $3/4$  cup of chocolate chips. How many more cups of chocolate chips does Shelley have then Jim?

\_\_\_\_\_ cups chocolate chips

## MAFS.5.NF.1.2

5. Jasmine has  $1/2$  cup of flour in a mixing bowl. She adds more flour. Jasmine claims that she now has  $2/5$  cup of flour in the mixing bowl. Which statement explains why Jasmine's claim is incorrect?

- A.  $2/5$  is less than  $1/2$
- B. 1 is less than 2
- C. 5 is not a multiple of 2
- D.  $2/5$  is not multiple of  $1/2$

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NF.1.1**

1. An expression is shown

$$7\frac{3}{4} - 3\frac{3}{8}$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NF.1.1**

2. An expression is shown.

$$\frac{7}{9} - \frac{?}{6} = \frac{4}{9}$$

What is the missing number?

\_\_\_\_\_

**MAFS.5.NF.1.2**

3. Javon, Sam, and Antoine are baking cookies. Javon has  $\frac{3}{2}$  cup of flour, Sam has  $4\frac{1}{3}$  cups of flour, and Antoine has  $3\frac{4}{6}$  cups of flour. How many cups of flour do they have altogether?

\_\_\_\_\_ cups of flour

**MAFS.5.NF.1.2**

4. John brought  $\frac{5}{6}$  cup of chocolate chips to make cookies. He has used  $\frac{1}{3}$  cup of chocolate chips to make the cookies. How many chocolate chips did he have left over?

\_\_\_\_\_ chocolate chips

**MAFS.5.NF.1.2**

5. Jennifer has  $\frac{1}{2}$  cup of flour in a mixing bowl. She adds more flour. Jennifer claims that she now has  $\frac{4}{9}$  cup of flour in the mixing bowl. Which statement explains why Jennifer's claim is incorrect?

- A. 9 is not a multiple of 2
- B. 1 is less than 2
- C.  $\frac{4}{9}$  is less than  $\frac{1}{2}$
- D.  $\frac{4}{9}$  is not multiple of  $\frac{1}{2}$

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%

**MAFS.5.NF.1.1**

1. An expression is shown

$$\frac{3}{7} + \frac{3}{4}$$

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NF.1.1**

2. An expression is shown.

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

What is the value of the expression?

\_\_\_\_\_

**MAFS.5.NF.1.1**

3. An expression is shown.

$$\frac{7}{4} - \frac{?}{7} = 1\frac{1}{28}$$

What is the missing number?

\_\_\_\_\_

**MAFS.5.NF.1.2**

4. Mr. Timberlake bought  $\frac{7}{9}$  cup of chocolate chips to make cookies. He has used  $\frac{2}{3}$  cup of chocolate chips to make the cookies. How many chocolate chips does he have left?

\_\_\_\_\_ chocolate chips

**MAFS.5.NF.1.2**

5. Ward and Peter each bought a pizza. The pizzas are the same size. Ward cut his pizza into 16 slices. Peter cut his pizza into 4 slices, and ate 2 slices. Together, Ward and Peter ate  $\frac{11}{16}$  of one pizza. How many slices of his pizza did Ward eat?

\_\_\_\_\_ slices of pizza

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

Score: \_\_\_\_/5

Percentage: \_\_\_\_%