

# Ms. Rathgeber's Math Magicians

Dear Parents,

Thank you so much for your support and patience in this difficult time as we work to ensure that your children do not miss too much instruction while at home. This work is optional, but of course, recommended.

I have compiled work that your child should be able to do with some help to ensure that they continue to make progress on vital skills while school is closed. I have enclosed supports such as a multiplication chart or hundreds chart for students to use as a reference. Feel free to find objects around the home to count and model problems such as paper clips or coins for your child to use.

Your child may need help from you such as: reading the directions, reading the word problems, explaining how to solve the problem, reminders to check their work, reminders to draw a picture to solve the problem, reminders to use their place value chart. If you have any concerns about how hard the work is for your child, please skip that problem or that page and contact me. My hope is that this work is challenging, but not overly frustrating. Completing 1-2 pages per day is plenty of work. Alternatively, you can set a timer for 15-30 minutes and stop working when the timer goes off.

If your child becomes very frustrated, feel free to contact me and I will be happy to speak with them and coach them through their frustration. This should not be an unpleasant or painful experience, and if they are starting to get upset, it is absolutely ok to take a break and try again later or get in touch with me.

If you find the work difficult or confusing, or are unsure how to explain it, you can contact me and I will do my best to explain it. Khan Academy is a good place to go for explanations and videos of how to solve math problems.

Additional activities you can do at home are practicing flash cards or playing board games or card games that involve math.

Please connect with my classroom using Class Dojo for updates and assignments moving forward.

I am happy to support you in any way I can during this difficult time. You can always send me a message on Class Dojo or text me at: 201-919-8094.

Please take care of yourselves, your wonderful children, and your families and friends and I hope to see you all soon!

Sincerely,

Ms. Rathgeber

# Multiplication Table (15 x 15)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
10	20	30	40	50	60	70	80	90	100	110	120	130	140	150
11	22	33	44	55	66	77	88	99	110	121	132	143	154	165
12	24	36	48	60	72	84	96	108	120	132	144	156	168	180
13	26	39	52	65	78	91	104	117	130	143	156	169	182	195
14	28	42	56	70	84	98	112	126	140	154	168	182	196	210
15	30	45	60	75	90	105	120	135	150	165	180	195	210	225

# Place Value Chart

TENTHONS			HUNDREDS			THOUSANDS			TENS THOUSANDS					
Hundred	Ten	One	Hundred	Ten	One	Hundred	Ten	One	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths





# Grade 5 Mathematics

## Student At-Home Activity Packet

This At-Home Activity Packet includes 27 sets of practice problems that align to important math concepts your student has worked with so far this year.

*We recommend that your student completes one page of practice problems each day.*

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills!

See the Grade 5 Math  
concepts covered in  
this packet!



# Grade 5 Math concepts covered in this packet

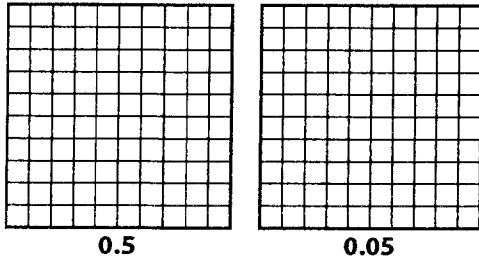
Concept	Practice	Fluency and Skills Practice
Understanding the Place Value System	1	Understanding of Place Value..... 4
	2	Understanding Powers of 10..... 5
	3	Reading a Decimal in Word Form..... 6
	4	Writing a Decimal in Standard Form ..... 7
	5	Comparing Decimals..... 8
	6	Rounding Decimals..... 9
Understanding Multiplication and Division with Whole Numbers	7	Multiplying Multi-Digit Whole Numbers ..... 10
	8	Multiplying with the Standard Algorithm..... 11
	9	Using Estimation and Area Models to Divide..... 12
	10	Using Area Models and Partial Quotients to Divide ... 13
Understanding Addition and Subtraction with Decimals	11	Adding Decimals ..... 14
	12	Subtracting Decimals to Hundredths ..... 15
	13	Using Estimation with Decimals..... 16
Understanding Multiplication and Division with Decimals	14	Multiplying a Decimal by a Whole Number..... 18
	15	Multiplying Decimals Less Than 1 ..... 19
	16	Multiplying with Decimals Greater Than 1 ..... 20
	17	Dividing a Decimal by a Whole Number..... 21
	18	Dividing by Hundredths ..... 22

Grade 5 Math concepts covered in this packet (Continued)

Concept	Practice	Fluency and Skills Practice
Understanding Addition and Subtraction with Fractions	19	Adding Fractions with Unlike Denominators ..... 23
	20	Adding with Mixed Numbers..... 24
	21	Subtracting Fractions with Unlike Denominators..... 25
	22	Subtracting with Mixed Numbers ..... 26
	23	Estimating in Word Problems with Fractions ..... 28
Extending Multiplication and Division to Fractions	24	Fractions as Division..... 29
	25	Understanding of Multiplying by a Fraction ..... 30
	26	Multiplying Unit Fractions to Find Area ..... 31
	27	Tiling a Rectangle to Find Area..... 32



- 1** The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.



Complete the comparison statements.

0.05 is \_\_\_\_\_ of 0.5.

0.5 is \_\_\_\_\_ times the value of 0.05.

Complete the equations.

$$0.5 \div \underline{\hspace{2cm}} = 0.05$$

$$0.05 \times \underline{\hspace{2cm}} = 0.5$$

- 2** Draw a number line from 0 to 2. Then draw and label points at 2 and 0.2.



Use the number line to explain why 2 is 10 times the value of 0.2.

Complete the equations to show the relationship between 2 and 0.2.

$$0.2 \times \underline{\hspace{2cm}} = 2$$

$$2 \div \underline{\hspace{2cm}} = 0.2$$

- 3** Which type of model do you like best? Explain why.

**Multiply or divide.**

**1**  $6 \div 10$

\_\_\_\_\_

**2**  $0.6 \div 10$

\_\_\_\_\_

**3**  $6 \div 10^2$

\_\_\_\_\_

**4**  $0.6 \div 10^2$

\_\_\_\_\_

**5**  $6 \div 10^3$

\_\_\_\_\_

**6**  $60 \div 10^3$

\_\_\_\_\_

**7**  $0.3 \times 10$

\_\_\_\_\_

**8**  $0.3 \times 10^2$

\_\_\_\_\_

**9**  $0.3 \times 10^3$

\_\_\_\_\_

**10**  $0.03 \times 10^2$

\_\_\_\_\_

**11**  $0.003 \times 10^2$

\_\_\_\_\_

**12**  $0.03 \times 10^3$

\_\_\_\_\_

**13**  $72 \div 10$

\_\_\_\_\_

**14**  $0.72 \times 10^2$

\_\_\_\_\_

**15**  $7,200 \div 10^3$

\_\_\_\_\_

**16**  $20 \div 10^2$

\_\_\_\_\_

**17**  $0.9 \times 10^3$

\_\_\_\_\_

**18**  $0.001 \times 10^2$

\_\_\_\_\_

**19**  $54 \div 10$

\_\_\_\_\_

**20**  $150 \div 10^3$

\_\_\_\_\_

**21**  $0.46 \times 10^3$

\_\_\_\_\_

**22** What strategies did you use to solve the problems? Explain.

## Reading a Decimal as Words/Name

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

**What is the word form of each decimal?**

**1** 0.2

\_\_\_\_\_

**2** 0.02

\_\_\_\_\_

**3** 0.002

\_\_\_\_\_

**4** 0.12

\_\_\_\_\_

**5** 0.012

\_\_\_\_\_

**6** 0.102

\_\_\_\_\_

**7** 1.002

\_\_\_\_\_

**8** 9.4

\_\_\_\_\_

**9** 90.04

\_\_\_\_\_

**10** 0.94

\_\_\_\_\_

**11** 500.2

\_\_\_\_\_

**12** 8.008

\_\_\_\_\_

**13** 700.06

\_\_\_\_\_

**14** 6.335

\_\_\_\_\_

**15** 3,000.001

\_\_\_\_\_

**16** What strategies did you use to help you read the decimals? Explain.

**What decimal represents each number?**

**1** one and six tenths

\_\_\_\_\_

**2** eight and eleven hundredths

\_\_\_\_\_

**3**  $6 \times 1 + 5 \times \frac{1}{10}$

\_\_\_\_\_

**4** thirteen and thirteen thousandths

\_\_\_\_\_

**5**  $2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}$

\_\_\_\_\_

**6**  $4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1,000}$

\_\_\_\_\_

**7** five hundred twelve thousandths

\_\_\_\_\_

**8**  $8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1,000}$

\_\_\_\_\_

**9**  $2 \times 1 + 4 \times \frac{1}{100}$

\_\_\_\_\_

**10** forty-two and forty-one hundredths

\_\_\_\_\_

**11**  $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$

\_\_\_\_\_

**12** twelve and sixty-eight thousandths

\_\_\_\_\_

**13**  $3 \times 1,000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1,000}$

\_\_\_\_\_

**14** nine hundred fifty-six and four hundred twenty-seven thousandths

\_\_\_\_\_

**15** How was writing decimals for numbers in word form different from numbers in expanded form?

Write the symbol  $<$ ,  $=$ , or  $>$  in each comparison statement.

1  $0.02$  \_\_\_\_\_  $0.002$

2  $0.05$  \_\_\_\_\_  $0.5$

3  $0.74$  \_\_\_\_\_  $0.84$

4  $0.74$  \_\_\_\_\_  $0.084$

5  $1.2$  \_\_\_\_\_  $1.25$

6  $5.130$  \_\_\_\_\_  $5.13$

7  $3.201$  \_\_\_\_\_  $3.099$

8  $0.159$  \_\_\_\_\_  $1.590$

9  $8.269$  \_\_\_\_\_  $8.268$

10  $4.60$  \_\_\_\_\_  $4.060$

11  $302.026$  \_\_\_\_\_  $300.226$

12  $0.237$  \_\_\_\_\_  $0.223$

13  $3.033$  \_\_\_\_\_  $3.303$

14  $9.074$  \_\_\_\_\_  $9.47$

15  $6.129$  \_\_\_\_\_  $6.19$

16  $567.45$  \_\_\_\_\_  $564.75$

17  $78.967$  \_\_\_\_\_  $78.957$

18  $5.346$  \_\_\_\_\_  $5.4$

19  $12.112$  \_\_\_\_\_  $12.121$

20  $26.2$  \_\_\_\_\_  $26.200$

21  $100.32$  \_\_\_\_\_  $100.232$

22 What strategies did you use to solve the problems? Explain.

## Rounding Decimals

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

**Round each decimal to the nearest tenth.**

**1** 0.32  
\_\_\_\_\_

**2** 3.87  
\_\_\_\_\_

**3** 0.709  
\_\_\_\_\_

**4** 12.75  
\_\_\_\_\_

**5** 12.745  
\_\_\_\_\_

**6** 645.059  
\_\_\_\_\_

**Round each decimal to the nearest hundredth.**

**7** 1.079  
\_\_\_\_\_

**8** 0.854  
\_\_\_\_\_

**9** 0.709  
\_\_\_\_\_

**10** 12.745  
\_\_\_\_\_

**11** 645.059  
\_\_\_\_\_

**12** 50.501  
\_\_\_\_\_

**Round each decimal to the nearest whole number.**

**13** 1.47  
\_\_\_\_\_

**14** 12.5  
\_\_\_\_\_

**15** 200.051  
\_\_\_\_\_

**16** Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

**17** Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.

**Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.**

**1** 
$$\begin{array}{r} 132 \\ \times 34 \\ \hline \end{array}$$

**2** 
$$\begin{array}{r} 247 \\ \times 15 \\ \hline \end{array}$$

**3** 
$$\begin{array}{r} 145 \\ \times 23 \\ \hline \end{array}$$

**4** 
$$\begin{array}{r} 308 \\ \times 12 \\ \hline \end{array}$$

**5** 
$$\begin{array}{r} 158 \\ \times 41 \\ \hline \end{array}$$

**6** 
$$\begin{array}{r} 364 \\ \times 32 \\ \hline \end{array}$$

**7** 
$$\begin{array}{r} 400 \\ \times 29 \\ \hline \end{array}$$

**8** 
$$\begin{array}{r} 254 \\ \times 17 \\ \hline \end{array}$$

**9** 
$$\begin{array}{r} 187 \\ \times 42 \\ \hline \end{array}$$

**10** 
$$\begin{array}{r} 216 \\ \times 12 \\ \hline \end{array}$$

**11** 
$$\begin{array}{r} 323 \\ \times 18 \\ \hline \end{array}$$

**12** 
$$\begin{array}{r} 194 \\ \times 26 \\ \hline \end{array}$$

**13** 
$$\begin{array}{r} 317 \\ \times 14 \\ \hline \end{array}$$

**14** 
$$\begin{array}{r} 385 \\ \times 31 \\ \hline \end{array}$$

**15** 
$$\begin{array}{r} 285 \\ \times 27 \\ \hline \end{array}$$

**16** What strategies did you use to solve the problems? Explain.

# Multiplying with the Standard Algorithm

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

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

$$\begin{array}{r} \mathbf{1} \quad 580 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{2} \quad 3,104 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{3} \quad 1,482 \\ \times 38 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{4} \quad 1,085 \\ \times 17 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{5} \quad 1,236 \\ \times 55 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{6} \quad 1,625 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{7} \quad 2,105 \\ \times 13 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{8} \quad 1,788 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{9} \quad 2,500 \\ \times 19 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{10} \quad 648 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{11} \quad 2,409 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{12} \quad 306 \\ \times 62 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{13} \quad 2,417 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{14} \quad 650 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{15} \quad 962 \\ \times 44 \\ \hline \end{array}$$

## Answers

20,736	17,400	27,365	47,500	55,872
18,972	18,445	26,820	67,980	56,316
22,750	29,250	55,407	42,328	58,008



Using Estimation and Area Models to Divide

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

**Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.**

Division Problems	Student Answers
$516 \div 12$	<del>48</del> Check: $12 \times 48 = 576$ 48
$837 \div 31$	27
$351 \div 13$	57
$918 \div 54$	22
$896 \div 32$	23
$1,482 \div 78$	14
$1,012 \div 11$	82
$1,344 \div 56$	24

- 1** Explain how you could know that the answers to two of the problems are incorrect without multiplying.

Using Area Models and  
Partial Quotients to Divide

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

**Estimate. Circle all the problems that will have quotients greater than 30.  
Then find the exact quotients of only the problems you circled.**

**1**  $540 \div 12$

\_\_\_\_\_

**2**  $798 \div 38$

\_\_\_\_\_

**3**  $429 \div 11$

\_\_\_\_\_

**4**  $931 \div 19$

\_\_\_\_\_

**5**  $925 \div 25$

\_\_\_\_\_

**6**  $390 \div 15$

\_\_\_\_\_

**7**  $1,071 \div 51$

\_\_\_\_\_

**8**  $1,326 \div 13$

\_\_\_\_\_

**9**  $1,856 \div 32$

\_\_\_\_\_

**10**  $2,952 \div 72$

\_\_\_\_\_

**11**  $1,869 \div 89$

\_\_\_\_\_

**12**  $1,798 \div 29$

\_\_\_\_\_

- 13** Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.

**Circle all the problems with sums less than 5.  
Then find the exact sums of only the problems you circled.**

**1**  $0.24 + 4.25$

\_\_\_\_\_

**2**  $4.8 + 0.16$

\_\_\_\_\_

**3**  $2.31 + 2.075$

\_\_\_\_\_

**4**  $2.31 + 2.7$

\_\_\_\_\_

**5**  $0.909 + 4.09$

\_\_\_\_\_

**6**  $3.99 + 1.109$

\_\_\_\_\_

**7**  $2.675 + 2.325$

\_\_\_\_\_

**8**  $3.775 + 0.225$

\_\_\_\_\_

**9**  $2.06 + 2.933$

\_\_\_\_\_

**10**  $2.6 + 2.933$

\_\_\_\_\_

**11**  $1.809 + 3.091$

\_\_\_\_\_

**12**  $3.01 + 1.991$

\_\_\_\_\_

**13**  $1.83 + 3.1 + 0.1$

\_\_\_\_\_

**14**  $0.012 + 3.79 + 1.101$

\_\_\_\_\_

**15**  $2.6 + 2.04 + 0.099$

\_\_\_\_\_

**16** What strategies did you use to solve the problems?

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $7.5 - 1.2$

\_\_\_\_\_

2  $10.75 - 4.13$

\_\_\_\_\_

3  $20.2 - 14.8$

\_\_\_\_\_

4  $6.12 - 0.7$

\_\_\_\_\_

5  $41.5 - 33.25$

\_\_\_\_\_

6  $15.9 - 8.92$

\_\_\_\_\_

7  $105.53 - 99.28$

\_\_\_\_\_

8  $9.46 - 3.68$

\_\_\_\_\_

9  $74 - 65.9$

\_\_\_\_\_

10  $5.05 - 0.56$

\_\_\_\_\_

11  $31.27 - 23.67$

\_\_\_\_\_

12  $256.4 - 248.38$

\_\_\_\_\_

13  $12 - 4.39$

\_\_\_\_\_

14  $1,280.01 - 1,272.77$

\_\_\_\_\_

15  $500.2 - 494.94$

\_\_\_\_\_

### Answers

6.25

5.26

6.62

8.1

7.6

4.49

8.25

7.61

6.98

5.42

7.24

5.4

8.02

5.78

6.3



- 4** Kyle wants to buy a hat for \$5.75, a T-shirt for \$7.65, and a keychain for \$3.15. He has \$16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.

- 5** For his hiking club, Ricardo is making a container of trail mix with 3.5 kilograms of nuts. He has 1.78 kilograms of peanuts and 0.625 kilograms of almonds. The rest of the nuts will be cashews. How many kilograms of cashews does he need? Use estimation to check your answer for reasonableness.

- 6** Suppose you want to be sure that the total cost of three items does not go over a certain amount. How can you use estimation only to solve the problem?

## Multiplying a Decimal by a Whole Number

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

### Multiply.

**1**  $3 \times 0.2$

\_\_\_\_\_

**2**  $3 \times 0.03$

\_\_\_\_\_

**3**  $3 \times 0.23$

\_\_\_\_\_

**4**  $4 \times 0.08$

\_\_\_\_\_

**5**  $4 \times 1.1$

\_\_\_\_\_

**6**  $4 \times 1.18$

\_\_\_\_\_

**7**  $6 \times 0.07$

\_\_\_\_\_

**8**  $6 \times 1.1$

\_\_\_\_\_

**9**  $6 \times 1.17$

\_\_\_\_\_

**10**  $21 \times 0.05$

\_\_\_\_\_

**11**  $21 \times 1.05$

\_\_\_\_\_

**12**  $21 \times 2.05$

\_\_\_\_\_

**13**  $9 \times 3.25$

\_\_\_\_\_

**14**  $5 \times 0.87$

\_\_\_\_\_

**15**  $11 \times 3.68$

\_\_\_\_\_

**16**  $16 \times 6.4$

\_\_\_\_\_

**17**  $7 \times 6.89$

\_\_\_\_\_

**18**  $32 \times 5.12$

\_\_\_\_\_

**19** How did you know where to put the decimal point in problem 6?

## Multiplying Decimals Less Than 1

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

### Multiply.

**1**  $0.5 \times 3$

\_\_\_\_\_

**2**  $0.5 \times 0.3$

\_\_\_\_\_

**3**  $0.5 \times 0.03$

\_\_\_\_\_

**4**  $6 \times 0.2$

\_\_\_\_\_

**5**  $0.6 \times 0.2$

\_\_\_\_\_

**6**  $0.06 \times 0.2$

\_\_\_\_\_

**7**  $0.8 \times 0.1$

\_\_\_\_\_

**8**  $0.8 \times 0.2$

\_\_\_\_\_

**9**  $0.8 \times 0.3$

\_\_\_\_\_

**10**  $0.4 \times 0.02$

\_\_\_\_\_

**11**  $0.4 \times 0.04$

\_\_\_\_\_

**12**  $0.4 \times 0.12$

\_\_\_\_\_

**13**  $0.3 \times 0.4$

\_\_\_\_\_

**14**  $0.6 \times 0.4$

\_\_\_\_\_

**15**  $0.6 \times 0.8$

\_\_\_\_\_

**16**  $0.01 \times 0.5$

\_\_\_\_\_

**17**  $0.05 \times 0.5$

\_\_\_\_\_

**18**  $0.25 \times 0.5$

\_\_\_\_\_

**19** Describe a pattern you noticed when you were completing the problem set.



## Multiplying with decimals greater than 1

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

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $0.3 \times 1.2$

\_\_\_\_\_

2  $1.2 \times 0.4$

\_\_\_\_\_

3  $1.2 \times 1.1$

\_\_\_\_\_

4  $0.3 \times 12.1$

\_\_\_\_\_

5  $4.4 \times 1.1$

\_\_\_\_\_

6  $0.02 \times 1.8$

\_\_\_\_\_

7  $7.1 \times 5.1$

\_\_\_\_\_

8  $6.6 \times 0.02$

\_\_\_\_\_

9  $2.4 \times 4.8$

\_\_\_\_\_

10  $9.2 \times 5.24$

\_\_\_\_\_

11  $1.2 \times 1.24$

\_\_\_\_\_

12  $8.4 \times 6.2$

\_\_\_\_\_

13  $4.2 \times 3.21$

\_\_\_\_\_

14  $4.25 \times 8.5$

\_\_\_\_\_

15  $1.9 \times 2.78$

\_\_\_\_\_

### Answers

0.132

1.32

13.482

1.488

48.208

4.84

0.48

52.08

11.52

5.282

36.125

0.036

0.36

3.63

36.21

**Multiply to check if the student's answer is reasonable. If not, cross out the answer and write the correct quotient.**

Division Problems	Student Answers
$0.88 \div 11$	<del>0.8</del> 0.08 Product: $11 \times 0.8 = 8.8$
$5.6 \div 8$	0.07
$7.2 \div 9$	0.8
$25.35 \div 5$	5.7
$21.7 \div 7$	3.1
$14.4 \div 12$	0.12
$96.16 \div 8$	12.2
$60.18 \div 2$	30.9

**1** Can an answer be incorrect even if it looks reasonable? Explain.

**Divide.**

**1**  $1 \div 0.25$

\_\_\_\_\_

**2**  $4 \div 0.25$

\_\_\_\_\_

**3**  $3.75 \div 0.25$

\_\_\_\_\_

**4**  $6.5 \div 0.25$

\_\_\_\_\_

**5**  $1.8 \div 9$

\_\_\_\_\_

**6**  $1.8 \div 0.9$

\_\_\_\_\_

**7**  $1.8 \div 0.09$

\_\_\_\_\_

**8**  $225 \div 75$

\_\_\_\_\_

**9**  $22.5 \div 7.5$

\_\_\_\_\_

**10**  $2.25 \div 0.75$

\_\_\_\_\_

**11**  $0.36 \div 0.06$

\_\_\_\_\_

**12**  $6.36 \div 0.06$

\_\_\_\_\_

**13**  $36.36 \div 0.06$

\_\_\_\_\_

**14**  $9 \div 2.25$

\_\_\_\_\_

**15**  $13.5 \div 2.25$

\_\_\_\_\_

**16** Describe a pattern you noticed when you were completing the problem set.

## Adding Fractions with Unlike Denominators

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

**Add.**

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

**5**  $\frac{5}{6} + \frac{1}{12}$

\_\_\_\_\_

**6**  $\frac{1}{3} + \frac{2}{5}$

\_\_\_\_\_

**7**  $\frac{5}{6} + \frac{2}{3}$

\_\_\_\_\_

**8**  $\frac{3}{4} + \frac{5}{6}$

\_\_\_\_\_

**9**  $\frac{7}{9} + \frac{1}{6}$

\_\_\_\_\_

**10**  $\frac{7}{8} + \frac{2}{3}$

\_\_\_\_\_

**11**  $\frac{3}{2} + \frac{3}{5}$

\_\_\_\_\_

**12**  $\frac{9}{8} + \frac{5}{6}$

\_\_\_\_\_

- 13** What is a different common denominator you could use in problem 2? Describe how you would add the fractions using this different common denominator. Is the result equivalent to the sum found in problem 2?

**Add.**

**1**  $4\frac{7}{8} + \frac{1}{8}$

\_\_\_\_\_

**2**  $4\frac{7}{8} + \frac{1}{4}$

\_\_\_\_\_

**3**  $4\frac{7}{8} + \frac{1}{2}$

\_\_\_\_\_

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

\_\_\_\_\_

**5**  $2\frac{3}{4} + \frac{2}{3}$

\_\_\_\_\_

**6**  $2\frac{3}{4} + \frac{5}{6}$

\_\_\_\_\_

**7**  $1\frac{2}{5} + 1\frac{1}{2}$

\_\_\_\_\_

**8**  $2\frac{4}{5} + 3\frac{1}{2}$

\_\_\_\_\_

**9**  $3\frac{2}{3} + 3\frac{2}{5}$

\_\_\_\_\_

**10**  $4\frac{5}{8} + 2\frac{2}{3}$

\_\_\_\_\_

**11**  $5\frac{3}{4} + 2\frac{3}{5}$

\_\_\_\_\_

**12**  $3\frac{5}{6} + 2\frac{7}{8}$

\_\_\_\_\_

**13** What strategy did you use to solve problem 3? Describe each step.

Subtracting Fractions with  
Unlike Denominators

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

**Subtract.**

**1**  $\frac{1}{2} - \frac{1}{4}$

\_\_\_\_\_

**2**  $\frac{1}{2} - \frac{3}{8}$

\_\_\_\_\_

**3**  $\frac{1}{2} - \frac{1}{3}$

\_\_\_\_\_

**4**  $\frac{1}{3} - \frac{1}{4}$

\_\_\_\_\_

**5**  $\frac{5}{6} - \frac{5}{12}$

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

**8**  $\frac{1}{2} - \frac{2}{5}$

\_\_\_\_\_

**9**  $\frac{3}{4} - \frac{3}{5}$

\_\_\_\_\_

**10**  $\frac{2}{3} - \frac{3}{5}$

\_\_\_\_\_

**11**  $\frac{5}{6} - \frac{3}{8}$

\_\_\_\_\_

**12**  $\frac{7}{8} - \frac{2}{3}$

\_\_\_\_\_

**13** How could you check your work in problem 4? Describe each step.

**Subtract.**

**1**  $2\frac{1}{8} - \frac{1}{4}$

\_\_\_\_\_

**2**  $2\frac{1}{8} - \frac{1}{2}$

\_\_\_\_\_

**3**  $2\frac{1}{8} - \frac{3}{4}$

\_\_\_\_\_

**4**  $2\frac{1}{2} - \frac{2}{3}$

\_\_\_\_\_

**5**  $2\frac{1}{4} - 1\frac{1}{3}$

\_\_\_\_\_

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

\_\_\_\_\_

**7**  $7\frac{2}{5} - 3\frac{1}{2}$

\_\_\_\_\_

**8**  $5\frac{3}{8} - 4\frac{1}{6}$

\_\_\_\_\_

**9**  $8\frac{2}{3} - 3\frac{4}{5}$

\_\_\_\_\_

**10**  $6\frac{2}{5} - 3\frac{3}{4}$

\_\_\_\_\_

**11**  $9\frac{3}{8} - 3\frac{2}{3}$

\_\_\_\_\_

**12**  $14\frac{1}{8} - 9\frac{5}{6}$

\_\_\_\_\_

**13** What pattern did you notice in problems 1 through 3? Explain how this helped you subtract.

**Solve the problems. Estimate to tell if your solution is reasonable. Show your work.**

**1** Jim mails one package that weighs  $\frac{3}{8}$  pound and another that weighs  $\frac{2}{3}$  pound. What is the total weight of both packages?

**2** Rosa needs  $5\frac{1}{4}$  yards of ribbon for a crafts project. She already has  $2\frac{7}{8}$  yards of ribbon. How many more yards of ribbon does she need to buy?

**3** To make fruit punch, Tyrone needs  $3\frac{3}{8}$  quarts of orange juice and  $3\frac{3}{4}$  quarts of cranberry juice. How many quarts of juice does he need in all?



Learn how to solve word problems with fractions.

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

- 4** Lin spent  $\frac{5}{6}$  hour on math homework and  $1\frac{3}{4}$  hours on science homework. How many hours in all did she spend on homework for both subjects?
- 5** Sandra rode her bike  $9\frac{1}{3}$  miles on Monday and  $6\frac{4}{5}$  miles on Tuesday. How many more miles did she ride on Monday than on Tuesday?
- 6** How can you make a high estimate for the sum of two fractions in a word problem?

**Solve each problem.**

- 1** Roger has 4 gallons of orange juice. He puts the same amount of juice into each of 5 pitchers. How many gallons of orange juice are in 1 pitcher?
- 2** Marta has 8 cubic feet of potting soil and 3 flower pots. She wants to put the same amount of soil in each pot. How many cubic feet of soil will she put in each flower pot?
- 3** Greg made 27 ounces of potato salad to serve to 10 guests at a picnic. If each serving is the same size, how much potato salad will each guest receive?
- 4** Chandra spends 15 minutes doing 4 math problems. She spends the same amount of time on each problem. How many minutes does she spend on each problem?
- 5** Taylor has 5 yards of gold ribbon to decorate 8 costumes for the school play. She plans to use the same amount of ribbon for each costume. How many yards of ribbon will she use for each costume?
- 6** DeShawn is using 7 yards of wire fencing to make a play area for his puppy. He wants to cut the fencing into 6 pieces of equal length. How long will each piece of fencing be?
- 7** What is a division word problem that can be represented by  $\frac{4}{3}$ ?

**1** Draw a number line model to represent each multiplication problem. Then solve the problem.

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

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



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

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



**2** Draw an area model to represent each multiplication problem. Then solve the problem.

$$\frac{4}{5} \times \frac{2}{3}$$

$$\frac{4}{5} \times \frac{2}{3} =$$

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

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

**3** What type of model do you like best? Explain why.

Each multiplication problem is used to find the area of a rectangle. Write the missing digits in the boxes to make each multiplication problem true.

**1** length:  $\frac{1}{2}$  unit

width:  $\frac{1}{8}$  unit

$\frac{1}{2} \times \frac{1}{8} = \frac{\square}{\square}$  square unit

**2** length:  $\frac{1}{3}$  unit

width:  $\frac{1}{4}$  unit

$\frac{1}{3} \times \frac{1}{4} = \frac{\square}{\square}$  square unit

**3** length:  $\frac{1}{2}$  unit

width:  $\frac{1}{3}$  unit

$\frac{1}{2} \times \frac{1}{3} = \frac{\square}{\square}$  square unit

**4** length:  $\frac{1}{2}$  unit

width:  $\frac{1}{5}$  unit

$\frac{1}{2} \times \frac{1}{5} = \frac{\square}{\square}$  square unit

**5** length:  $\frac{1}{4}$  unit

width:  $\frac{1}{4}$  unit

$\frac{1}{4} \times \frac{1}{4} = \frac{\square}{\square}$

**6** length:  $\frac{1}{3}$  unit

width:  $\frac{1}{8}$  unit

$\frac{1}{3} \times \frac{1}{8} = \frac{\square}{\square}$

**7** length:  $\frac{1}{2}$  unit

width:  $\frac{1}{7}$  unit

$\frac{1}{2} \times \frac{1}{7} = \frac{\square}{\square}$

**8** length:  $\frac{1}{3}$  unit

width:  $\frac{1}{10}$  unit

$\frac{1}{3} \times \frac{1}{10} = \frac{\square}{\square}$  square unit

**9** length:  $\frac{1}{5}$  unit

width:  $\frac{1}{6}$  unit

$\frac{1}{6} \times \frac{1}{5} = \frac{\square}{\square}$  square unit

**10** Write missing digits in the boxes to make two different multiplication problems that are both true.

$\frac{1}{\square} \times \frac{1}{4} = \frac{1}{\square}$

$\frac{1}{\square} \times \frac{1}{4} = \frac{1}{\square}$

Each multiplication problem is used to find the area of a rectangle. Write each product.

**1** length:  $\frac{1}{2}$  unit

width:  $\frac{1}{3}$  unit

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

\_\_\_\_\_ square unit

**2** length:  $\frac{2}{3}$  unit

width:  $\frac{1}{2}$  unit

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

\_\_\_\_\_ square unit

**3** length:  $\frac{3}{2}$  unit

width:  $\frac{2}{3}$  unit

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

\_\_\_\_\_ square unit

**4** length:  $\frac{1}{3}$  unit

width:  $\frac{1}{4}$  unit

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

\_\_\_\_\_ square unit

**5** length:  $\frac{3}{4}$  unit

width:  $\frac{1}{3}$  unit

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

\_\_\_\_\_ square unit

**6** length:  $\frac{5}{3}$  unit

width:  $\frac{3}{4}$  unit

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

\_\_\_\_\_ square unit

**7** length:  $\frac{3}{5}$  unit

width:  $\frac{1}{2}$  unit

$$\frac{3}{5} \times \frac{1}{2}$$

\_\_\_\_\_ square unit

**8** length:  $\frac{3}{2}$  unit

width:  $\frac{3}{5}$  unit

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

\_\_\_\_\_ square unit

**9** length:  $\frac{3}{2}$  unit

width:  $\frac{6}{5}$  unit

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

\_\_\_\_\_ square unit

**10** Describe how you could modify one tiling diagram to solve problems 1 through 3.