

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

# Table of Contents

Instruction Order	Benchmarks Covered
Days 1–5	MAFS.5.OA.1.1
Days 6–10	MAFS.5.OA.1.2
Days 11–15	MAFS.5.OA.2.3
Days 16–20	MAFS.5.NF.1.1
Days 21–25	MAFS.5.NF.1.2
Days 26–30	MAFS.5.NF.2.3
Days 31–35	MAFS.5.NF.2.4a-b & MAFS.5.NF.2.6
Days 36–40	MAFS.5.NF.2.7
Days 41–45	MAFS.5.NBT.1.1 & MAFS.5.NBT.1.2
Days 46–50	MAFS.5.NBT.1.3a-b











## 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.

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

Create an equivalent expression that includes a set of 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: 
$$1/2 \times 48 + 11$$

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

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.

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

Create an equivalent expression that includes a set of parentheses so that the value of the expression is 10.

MAFS.5.OA.1.1

3. An expression is shown.

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

What is the value of the expression?

\_\_\_\_

## MAFS.5.OA.1.1

4. A numerical expression is evaluated as shown.

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

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

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

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

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. 
$$[(5 \times 4) \div 2] \times 7$$

B. 
$$(5 + 5 \times 2 - 10) \times 7$$

C. 
$$[(5 \times 4) \times 7] \div 4$$

D. 
$$7 \times [7 + (5 - 2)]$$

Name:

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

## 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.

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

Create an equivalent expression that includes a set of 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: 
$$22 + 32 \div 2$$

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.

B. 
$$(4 \times 10) + 4$$

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

D. 
$$4 \times [10 + (6 - 4)]$$

Name:

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

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.

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

Create an equivalent expression that includes a set of parentheses so that the value of the expression is 48.

MAFS.5.OA.1.1

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

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

$$3b. 35 + (6 \times 2) = 82$$

○ 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?

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

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.

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

Create an equivalent expression that includes a set of parentheses so that the value of the expression is 14.

## MAFS.5.OA.1.1

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

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

O True O False

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

O True O False

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

O True O 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: 
$$16 + 26 \div 2$$

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

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.

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

Which statement describes this expression?

- A. Half the difference of 9 and 4 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. 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

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 15 and 4, 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. The product of 3, 4, and 5 subtracted from 5 plus 3.
- C. Multiply 3, 4, and 5, then subtract 5 and 3.
- D. Three added to 5, then subtracted from the product of 3, 4, and 5.

## MAFS.5.OA.1.2

4. Bill buys 8 pencils for \$2 each. He also buys 9 pencil cases. Each pencil case costs twice as much as each pencil. Bill has a coupon that gives him \$1 off the pencil cases. Which numerical expression shows how much he 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. Alex buys 5 DVDs. Each DVD costs \$9. If Alex receives a \$2 discount on each DVD, what is the total amount of money Alex spends? Write an expression that matches the words.

Name:

Score: /5

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 and 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.

 $6 \times 3 \times 2 - 1 + 3$ 

Which statement describes this expression?

- A. Three more than 1 subtracted from the sum of 6, 3, and 2.
- B. Multiply 6, 3, and 2, then subtract 1 and add 3.
- C. The product of 6, 3, and 2 subtracted from 1 plus 3.
- D. One added to 3, then subtracted from the product of 6, 3, and 2.

## 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 x 70) x (4 x 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

1. An expression is described in words.

Subtract 20 and 10, 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 and 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.

 $9 \times 5 \times 7 - 1 + 3$ 

Which statement describes this expression?

- A. Three more than 1 subtracted from the sum of 9, 5, and 7.
- B. Multiply 9, 5, and 7, then subtract 1 and add 3.
- C. The product of 9, 5, and 7 subtracted from 1 plus 3
- D. One added to 3, then subtracted from the product of 9, 5, and 7.

#### 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 44 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

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 19 and 4, 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 from 9 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. Oliver earns \$45 per week mowing lawns in his neighborhood. Which expression can be used to show how much money he earns in 8 weeks??

A. 
$$(8 \times 40) + (8 \times 5)$$

C. 
$$(8 + 40) \times (8 + 5)$$

D. 
$$(8 + 40) + (8 \times 5)$$

## MAFS.5.OA.1.2

5. Alex buys 12 DVDs. Each DVD costs \$15. 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

## Day Countdown to the 5th Grade Math FSA - Day 11

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.

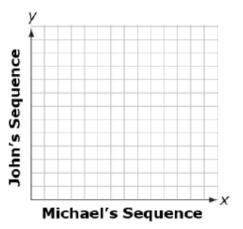
Term	1	2	3	4	5
Sequence 1	2	4	6	8	10
Sequence 2	6	12	18		30

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

A. Michael: Add 2 John: Add 0

B. Michael: Add 6 John: Add 3

C. Michael: Multiply by 2 D. Michael: Multiply by 6

John: Multiply by 0

John: Multiply by 3

Name: \_

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

## <u> 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 12</u>

#### 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 Numbe		
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.

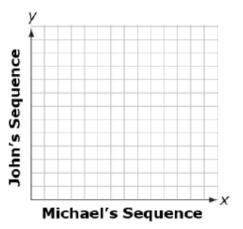
Term	1	2	3	4	5
Sequence 1	1	2	5		10
Sequence 2	4		20	32	

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

## 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA - Day 13

#### 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.

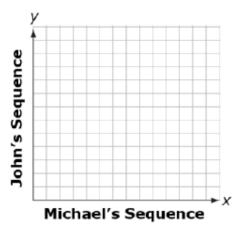
Term	1	2	3	4	5
Sequence 1	25		15		5
Sequence 2	5	4	3		1

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

## MAFS.5.OA.2.3

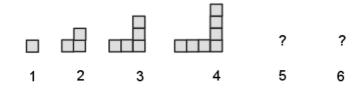
4. Michael and John are creating patterns. Each pattern starts at 1. Michael uses the rule "add by 4." John uses the rule "multiply by 2."

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

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 11. 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. Olivia and Reese each created a numeric pattern. Both patterns start with 0. 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 8

B. Olivia: Add 2

Reese: Add 4

Reese: Add 8

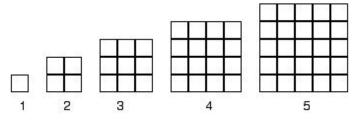
C. Olivia: Multiply by 4

D. Olivia: Divide by 8

Reese: Multiply by 8 Reese: 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

## 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA - Day 15

#### 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. Olivia and Reese each created a numeric pattern. Both patterns start with O. The terms in Reese's pattern are always two times the same terms in Olivia's pattern. What could be the rules for the two patterns?

A. Olivia: Multiply by 10 B. Olivia: Add 5
Reese: Multiply by 5 Reese: Add 10

C. Olivia: Add 10 D. Olivia: Add 4
Reese: Add 5 Reese: Add 2

## MAFS.5.OA.2.3

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

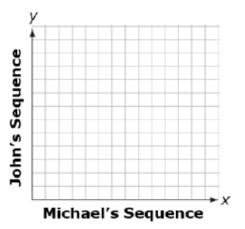
Term	1	2	3	4	5
Sequence 1	1	2	3		5
Sequence 2		70		140	175

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.

1	2	3	4
0	$\otimes$	889	988

What is the rule of the pattern?

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

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

Score: /5

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. John and Sue 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?

## 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

1. An expression is shown

$$2/3 + 7/12$$

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 1/4 cup of chocolate chips to Sue's house so they can bake cookies. Sure already has 3/8 cup of chocolate chips. How many cups of chocolate chips do they have altogether?

cuns	chocolate	chins
 cups	Chocolaic	cmps

## 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 3/7 cup of flour in the mixing bowl. Which statement explains why Jasmine's claim is incorrect?

A. 7 is not a multiple of 2

B. 1 is less than 3

C. 3/7 is less than 1/2

D. 3/7 is not multiple of 1/2

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

## 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 18

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

\_\_\_\_\_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. 5 is not a multiple of 2

B. 1 is less than 2

C. 2/5 is less than 1/2

D. 2/5 is not multiple of 1/2

Name:

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

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 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?

## MAFS.5.NF.1.2

4. John brought 5/6 cup of chocolate chips to make cookies. He used has 1/3 cup of chocolate chips to make the cookies. How many chocolate chips did he use?

\_\_\_\_\_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 4/9 cup of flour in the mixing bowl. Which statement explains why Jasmine's claim is incorrect?

A. 9 is not a multiple of 2

B. 1 is less than 2

C. 4/9 is less than 1/2

D. 4/9 is not multiple of 1/2

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

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

1. An expression is shown

$$3/7 + 3/4$$

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. John brought 7/9 cup of chocolate chips to make cookies. He used has 2/3 cup of chocolate chips to make the cookies. How many chocolate chips did he use?

 chocolate	chips
 	P

## MAFS.5.NF.1.2

5. Richard and Gianni each bought a pizza. The pizzas are the same size. Richard cut his pizza into 16 slices. Gianni cut his pizza into 4 slices, and ate 2 slices. Together, Richard and Gianni ate 11/16 of one pizza. How many slices of his pizza did Richard eat?

4.		•
011000	$\Delta$ t	101770
slices	OI	DILLLO

Name:

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

1. An expression is shown

What is the quotient expressed as a fraction?

## MAFS.5.NF.2.3

2. A fraction is shown.

8/15

Which expression is equivalent to this fraction?

- A. 8 15
- B. 15 8
- $C. 8 \div 15$
- D.  $15 \div 8$

## MAFS.5.NF.2.3

3. Joe has an 8-foot-long board. He needs to cut it into 9 equal length parts. How many feet long should each section of the board be?

## MAFS.5.NF.2.3

- 4. Magalie brings 355 ounces of soda to her daughter's birthday party. She wants to divide all of her soda evenly among the 15 people attending the party. How many ounces of soda will each person get?
- A.  $21\frac{1}{3}$  ounces
- B.  $22\frac{1}{3}$  ounces
- C.  $23\frac{2}{3}$  ounces
- D. 24 ounces

## MAFS.5.NF.2.3

5. An expression is shown.

Between which two consecutive whole numbers does this value lie? Enter your numbers in the box.

Between	and	

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

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

1. An expression is shown

 $12 \div 4$ 

What is the quotient expressed as a fraction?

\_\_\_\_

## MAFS.5.NF.2.3

2. A fraction is shown.

3/8

Which expression is equivalent to this fraction?

- A. 3 8
- B. 8 3
- $C. 3 \div 8$
- D.  $8 \div 3$

## MAFS.5.NF.2.3

3. Joe has a 6-foot-long board. He needs to cut it into 15 equal length parts. How many feet long should each section of the board be?

\_\_\_\_\_ feet

## MAFS.5.NF.2.3

- 4. Magalie brings 235 ounces of soda to her daughter's birthday party. She wants to divide all of her soda evenly among the 15 people attending the party. How many ounces of soda will each person get?
- A.  $10\frac{1}{3}$  ounces
- B. 14 ounces
- C.  $14\frac{1}{3}$  ounces
- D.  $15\frac{2}{3}$  ounces

## MAFS.5.NF.2.3

5. An expression is shown.

 $94 \div 12$ 

Between which two consecutive whole numbers does this value lie? Enter your numbers in the box.

Between and .

Name:

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

1. An expression is shown

$$24 \div 4$$

What is the quotient expressed as a fraction?

## MAFS.5.NF.2.3

2. A fraction is shown.

7/12

Which expression is equivalent to this fraction?

- A.  $7 \div 12$
- B.  $12 \div 7$
- C.7 12
- D. 12 7

## MAFS.5.NF.2.3

3. Joe has a 28-foot-long board. He needs to cut it into 24 equal length parts. How many feet long should each section of the board be?

### MAFS.5.NF.2.3

- 4. Magalie brings 248 ounces of soda to her daughter's birthday party. She wants to divide all of her soda evenly among the 20 people attending the party. How many ounces of soda will each person get?
- A.  $12\frac{2}{5}$  ounces
- B.  $12\frac{3}{5}$  ounces
- C.  $15\frac{2}{3}$  ounces
- D.  $17\frac{2}{3}$  ounces

## MAFS.5.NF.2.3

5. An expression is shown.

$$456 \div 10$$

Between which two consecutive whole numbers does this value lie? Enter your numbers in the box.

		ı
Between	 and	
DCIWCCII	and	

Name:

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

1. An expression is shown

What is the quotient expressed as a fraction?

## \_\_\_\_

## MAFS.5.NF.2.3

2. A fraction is shown.

2/15

Which expression is equivalent to this fraction?

- A.  $2 \div 15$
- B.  $15 \div 2$
- C. 2-15
- D. 15 2

## MAFS.5.NF.2.3

3. Joe has a 12-foot-long board. He needs to cut it into 30 equal length parts. How many feet long should each section of the board be?

feet
ICCI

## MAFS.5.NF.2.3

- 4. Magalie brings 48 ounces of soda to her daughter's birthday party. She wants to divide all of her soda evenly among the 9 people attending the party. How many ounces of soda will each person get?
- A.  $5\frac{2}{3}$  ounces
- B.  $5\frac{1}{3}$  ounces
- C. 6 ounces
- D.  $6\frac{2}{3}$  ounces

## MAFS.5.NF.2.3

5. An expression is shown.

 $134 \div 22$ 

Between which two consecutive whole numbers does this value lie? Enter your numbers in the box.

Between	and	

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

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

1. An expression is shown

$$32 \div 4$$

What is the quotient expressed as a fraction?

## \_\_\_\_\_

## MAFS.5.NF.2.3

2. A fraction is shown.

4/18

Write an expression that is equivalent to this fraction.


## MAFS.5.NF.2.3

3. Joe has a 16-foot-long board. He needs to cut it into 18 equal length parts. How many feet long should each section of the board be?

_ feet

## MAFS.5.NF.2.3

- 4. Magalie brings 456 ounces of soda to her daughter's birthday party. She wants to divide all of her soda evenly among the 20 people attending the party. How many ounces of soda will each person get?
- A.  $21\frac{4}{5}$  ounces
- B.  $22\frac{4}{5}$  ounces
- C.  $22\frac{3}{4}$  ounces
- D.  $21\frac{3}{4}$  ounces

## MAFS.5.NF.2.3

5. An expression is shown.

$$151 \div 12$$

Between which two consecutive whole numbers does this value lie? Enter your numbers in the box.

		ı
Between	and	١.

Name:			
manic.			

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

1. An expression is shown.

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

What is the value of the expression?

\_\_\_\_

## MAFS.5.NF.2.4a

2. An expression is shown.

$$\frac{3}{8} \times \frac{4}{9}$$

What is the value of the expression?

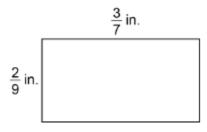
\_\_\_\_

## MAFS.5.NF.2.4a

3. A baker has 5 pounds of sugar. She divides them equally into 3 containers. She then uses 1 container to bake pie. Write an expression to show how many pounds of sugar the baker used?

MAFS.5.NF.2.4b

4. A rectangle is shown with dimensions in inches (in.).

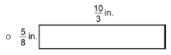


What is the area of the rectangle in square inches?

\_\_\_\_\_square in.

MAFS.5.NF.2.4b

5. Select all the rectangles that have an area of  $\frac{15}{24}$  square inches.





$$\frac{\frac{5}{4} \text{ in.}}{\circ \frac{3}{6} \text{ in.}}$$

$$\frac{3}{9}$$
 in  $\frac{5}{15}$  in.

Name:

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

1. An expression is shown.

$$\frac{8}{3} \times \frac{5}{12}$$

What is the value of the expression?

## MAFS.5.NF.2.4a

2. An expression is shown.

$$\frac{2}{3} \times \frac{6}{7}$$

What is the value of the expression?

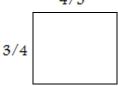
## \_\_\_\_

## MAFS.5.NF.2.4a, MAFS.5.NF.2.6

3. Roger has 3/4 gallon of milk. He gives 1/2 of it to a friend. How many gallons of milk does Roger have left?

MAFS.5.NF.2.4b

4. A rectangle is shown with dimensions in inches(in.).4/5

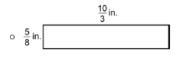


What is the area of the rectangle in square inches?

	•
square	1n
octorer c	

## MAFS.5.NF.2.4b

5. Select the rectangle that has an area of  $\frac{50}{24}$  square inches.





$$\frac{3}{9}$$
 in  $\frac{5}{15}$  in.

Name:

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

1. An expression is shown.

$$\frac{7}{4} \times \frac{8}{6}$$

What is the value of the expression?

\_\_\_\_

## MAFS.5.NF.2.4a

2. An expression is shown.

$$\frac{1}{2} \times \frac{6}{9}$$

What is the value of the expression?

\_\_\_\_

## MAFS.5.NF.2.4a, MAFS.5.NF.2.6

3. Nicolette likes to take her dog for walks. It is 3/5 mile around her neighborhood. If she walks her dog 8 times, how far did she walk?

\_\_\_\_\_ mile(s)

## MAFS.5.NF.2.4b

4. A rectangle is shown with dimensions in inches (in.).

What is the area of the rectangle in square inches?

\_\_\_\_\_ square in.

## MAFS.5.NF.2.4a

5. Which statement is true? Mark all that apply.

A.  $5/8 \times 8$  is less than 8.

B.  $3/6 \times 6$  is less than 6.

C.  $3/4 \times 2/4$  is greater than 2/4.

D.  $1/2 \times 1/2$  is equal to 1/2.

Name:

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

1. An expression is shown.

$$\frac{5}{2}$$
 X  $\frac{4}{7}$ 

What is the value of the expression?

## MAFS.5.NF.2.4a

2. An expression is shown.

$$\frac{3}{9}$$
 X  $\frac{4}{6}$ 

What is the value of the expression?

## MAFS.5.NF.2.4a, MAFS.5.NF.2.6

3. Nicolette likes to take her dog for walks. It is 4/9 mile around her neighborhood. If she walks her dog 9 times, how far did she walk?

	mile(s

## MAFS.5.NF.2.4b

4. A rectangle is shown with the area of 15/40 square in.

Label two sides of the rectangle with appropriate fractions that would come up with the area of 15/40 square inches when multiplied together.

## MAFS.5.NF.2.4b

5. Quinn wants to put a picture a new frame he received for his birthday. The picture is 4/8 inch long and 1/4 inch wide. What is the area of the picture?

A. 4/12 square inch

B. 1/2 square inch

C. 1/8 square inch

D. 4/24 square inch

Name:

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

1. An expression is shown.

$$\frac{2}{3}$$
 x 4

What is the value of the expression?

\_\_\_\_

## MAFS.5.NF.2.4a, MAFS.5.NF.2.6

2. Morris has  $2\frac{3}{4}$  gallons of ice tea. He gives 3/7 of it to a friend. How many gallons of ice tea does Morris have left?

\_\_\_\_\_gallon(s) of ice tea

## MAFS.5.NF.2.4a, MAFS.5.NF.2.6

3. Roger has 6 gallons of milk. He uses 1/2 of it to make hot chocolate. Then, he uses 2/3 of the milk he has left to make cookies. How many gallons of milk does Roger have left after making hot chocolate and cookies?

\_\_\_\_\_gallon(s) of milk

#### MAFS.5.NF.2.4b

4. A rectangle is shown with the area of 14/32 square in.

Label two sides of the rectangle with appropriate fractions that would come up with the area of 14/32 square inches when multiplied together.

## MAFS.5.NF.2.4b

5. A rectangle is shown with dimensions in inches(in.).3/4 in.

1/3 in.			

What is the area of the rectangle in square inches?

\_\_\_\_\_square in.

Name:

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

- 1. Two newspapers are comparing sales for last year.
  - The Post sold 34,859 copies.
  - The Tribune sold 34,859 x 1/2 copies.

Which statement compares the numbers of newspapers sold?

- A. The Post sold half the number of newspapers that the Tribune sold.
- B. The Tribune sold half the number of newspapers that the Post sold.
- C. The Tribune sold twice the number of newspapers that the Post sold.
- D. The Post sold the same number of newspapers that the Tribune sold.

## MAFS.5.NF.2.5a

- 2. Two newspapers are comparing sales for last year.
  - The Post sold 34,859 copies.
  - The Tribune sold three-fourths as many copies as the Post.

Which statement compares the numbers of newspapers sold?

A. 34,859 x 
$$\frac{3}{4}$$

B. 
$$34,859 \div \frac{3}{4}$$

C. 34,859 x 
$$1\frac{3}{4}$$

D. 34,859 ÷ 
$$1\frac{3}{4}$$

## MAFS.5.NF.2.5a

- 3. It took Tony 5/6 hour to do his math homework. It took Marge 9/10 of Tony's time to do her math homework. Which statement is true?
- A. It took them both the same amount of time.
- B. Tony spent less time doing his project than Marge.
- C. Tony spent more time doing his project than Marge.

## MAFS.5.NF.2.5b

4. Select all the expressions that have a value greater than 1,653.

A. 1,653 x 
$$\frac{1}{4}$$

D. 1,653 x 
$$\frac{1}{2}$$

E. 1,653 x 
$$1\frac{1}{2}$$

## MAFS.5.NF.2.5b

5. Logan multiplied 54,216 by a number. The product was less than 54,216. Select all the numbers that Logan could have multiplied.

A. 
$$\frac{7}{12}$$

B. 
$$\frac{4}{4}$$

D. 
$$\frac{1}{2}$$

E. 
$$1\frac{1}{4}$$

F. 
$$\frac{8}{4}$$

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

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

1. How does the product of  $1/2 \times 6/5$  compare to the product of  $1/2 \times 5/6$ ?

A. The product of  $1/2 \times 6/5$  is greater than the product of  $1/2 \times 5/6$ .

B. The product of  $1/2 \times 6/5$  is less than the product of  $1/2 \times 5/6$ .

C. The product of  $1/2 \times 5/6$  is equal to the product of  $1/2 \times 6/5$ .

D. The product of  $1/2 \times 5/6$  is greater than the product of  $1/2 \times 6/5$ .

## MAFS.5.NF.2.5a

- 2. Two newspapers are comparing sales for last year.
  - The Post sold 34,859 copies.
  - The Tribune sold one-and-a-half times as many copies as the Post.

Which statement compares the numbers of newspapers sold?

A. 34,859 x 
$$\frac{1}{2}$$

B. 34,859 
$$\div \frac{1}{2}$$

C. 34,859 x 
$$1\frac{1}{2}$$

D. 34,859 ÷ 
$$1\frac{1}{2}$$

## MAFS.5.NF.2.5a

3. Carmen multiplies  $1\frac{1}{4}$  by a fraction less than 1.

Which statement is true?

- A. The product will be equal to  $1\frac{1}{4}$ .
- B. The product will be greater than  $1\frac{1}{4}$ .
- C. The product will be less than  $1\frac{1}{4}$ .

## MAFS.5.NF.2.5b

- 4. Select all the expressions that have a value less than 1,653.
- A. 1,653 x  $\frac{1}{4}$
- B. 1,653 x 4
- C. 1,653 x 13
- D. 1,653 x  $\frac{1}{2}$
- E. 1,653 x  $1\frac{1}{2}$

## MAFS.5.NF.2.5b

- 5. Logan multiplied 54,216 by a number. The product was greater than 54,216. Select all the numbers that Logan could have multiplied.
- A.  $\frac{7}{12}$
- B.  $\frac{4}{4}$

C. 3

- D.  $\frac{1}{2}$
- E.  $1\frac{1}{4}$
- F.  $\frac{8}{4}$

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

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

1. How does the product of  $2/3 \times 5/6$  compare to the product of  $3/2 \times 5/6$ ?

A. The product of  $2/3 \times 5/6$  is greater than the product of  $3/2 \times 5/6$ .

B. The product of  $2/3 \times 5/6$  is less than the product of  $3/2 \times 5/6$ .

C. The product of  $3/2 \times 5/6$  is equal to the product of  $2/3 \times 5/6$ .

D. The product of  $3/2 \times 5/6$  is less than the product of  $2/3 \times 5/6$ .

## MAFS.5.NF.2.5a

- 2. Two newspapers are comparing sales for last year.
  - The Post sold 34,859 copies.
  - The Tribune sold four-fifths as many copies as the Post.

Write an equation that compares the number of newspapers sold.

## MAFS.5.NF.2.5a

3. Carmen multiplies  $1\frac{1}{4}$  by a fraction more than 1.

Which statement is true?

- A. The product will be equal to  $1\frac{1}{4}$ .
- B. The product will be greater than  $1\frac{1}{4}$ .
- C. The product will be less than  $1\frac{1}{4}$ .

#### MAFS.5.NF.2.5b

- 4. Valeria is going to the grocery store to buy turkey and ham to use for sandwiches this week. She buys  $1\frac{4}{7}$  turkey and  $\frac{2}{3}$  as much ham as turkey. Which of the following statements is true?
- A. She is buying more turkey than ham.
- B. She is buying the same amount of turkey and ham.
- C. She is buying twice as much turkey as ham.
- D. She is buying less turkey than ham.

## MAFS.5.NF.2.5b

5. Logan multiplied 54,216 by a number less than 1
He thinks the product will be greater than 54,216.
Explain why he is incorrect.

Ta 100 a 1			

Score: /5

1. Select all the equations that will create larger than 84,294. Mark all that apply.

A. 84,294 x 
$$1\frac{3}{4}$$

B. 84,294 x 
$$\frac{5}{4}$$

C. 84,294 x 
$$\frac{3}{4}$$

D. 84,294 x 
$$\frac{4}{4}$$

## MAFS.5.NF.2.5a

2. Two newspapers are comparing sales for last year.

- The Post sold 34,859 copies.
- The Tribune sold two-and-a-half times as many as the Post.

Write an equation that compares the number of newspapers sold.

### MAFS.5.NF.2.5a

3. Carmen multiplies  $2\frac{4}{5}$  by a fraction less than 1.

Which statement is true?

A. The product will be equal to  $2\frac{4}{5}$ .

B. The product will be greater than  $2\frac{4}{5}$ .

C. The product will be less than  $2\frac{4}{5}$ .

## MAFS.5.NF.2.5b

4. Valeria is going to the grocery store to buy turkey and ham to use for sandwiches this week. She buys  $1\frac{3}{4}$  pounds of turkey and  $\frac{1}{2}$  as much ham as turkey. Is the amount of ham equal to, greater than, or less than the amount of turkey?

## MAFS.5.NF.2.5b

5. Logan multiplied 54,216 by a 3/4. He thinks the product will be greater than 54,216. Explain why he is incorrect.

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

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

- 1. How does the product of  $1/2 \times 4/3$  compare to the product of  $1/2 \times 3/4$ ?
- A. The product of  $1/2 \times 4/3$  is greater than the product of  $1/2 \times 3/4$ .
- B. The product of  $1/2 \times 4/3$  is less than the product of  $1/2 \times 3/4$ .
- C. The product of  $1/2 \times 3/4$  is equal to the product of  $1/2 \times 4/3$ .
- D. The product of  $1/2 \times 3/4$  is greater than the product of  $1/2 \times 4/3$ .

#### MAFS.5.NF.2.5a

- 2. Two newspapers are comparing sales for last year.
  - The Post sold 34,859 copies.
  - The Tribune sold two-fifths as many copies as the Post.

Which statement compares the numbers of newspapers sold?

A. 34,859 x 
$$\frac{2}{5}$$

B. 
$$34,859 \div \frac{2}{5}$$

C. 34,859 x 
$$1\frac{2}{5}$$

D. 
$$34,859 \div 1\frac{2}{5}$$

## MAFS.5.NF.2.5a

- 3. It took Tony  $\frac{3}{4}$  hour to do his math homework. It took Marge  $1\frac{1}{3}$  of Tony's time to do her math homework. Which statement is true?
- A. It took them both the same amount of time.
- B. Tony spent less time doing his project than Marge.
- C. Tony spent more time doing his project than Marge.

#### MAFS.5.NF.2.5b

- 4. Select all the expressions that have a value less than 3,421.
- A. 3,421 x  $\frac{9}{10}$
- B. 3,421 x  $4\frac{1}{2}$
- C. 3,421 x 0
- D. 3,421 x  $\frac{5}{4}$

E. 3,421 x  $\frac{1}{2}$ 

## MAFS.5.NF.2.5b

5. Logan multiplied 54,216 by a 5/4. He thinks the product will be greater than 54,216. Explain why he is correct.

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

Score: /5

1. An expression is shown.

$$5 \div \frac{1}{3}$$

What is the value of the expression?

#### MAFS.5.NF.2.7

2. An expression is shown.

$$12 \div \frac{1}{7}$$

What is the value of the expression?

# \_\_\_\_\_

#### MAFS.5.NF.2.7

3. Julio wrote the division equation shown.

$$8 \div \frac{1}{2} = 16$$

Which multiplication equation can Julio use to show that his work is correct?

A. 
$$16 \times \frac{1}{2} = 8$$

B. 
$$16 \times \frac{1}{2} = 32$$

C. 
$$16 \times 8 = \frac{1}{2}$$

D. 
$$16 \times 8 = 128$$

#### MAFS.5.NF.2.7

4. Julio has 12 pounds of candy. He wants to put the candy into bags so that each bag has 1/6 pound of candy. How many bags of candy can Julio make?

haos	$\alpha$ f	candy
 . Dago	OI	carray

#### MAFS.5.NF.2.7

5. Julio has 12 pounds of candy. He wants to put the candy into bags so that each bag has 1/2 pound of candy. How many bags of candy can Julio make?

	-
bags of car	ıdy

Draw on the number line to create sections that model the solution to this problem.



Name:

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

1. An expression is shown.

$$5 \div \frac{1}{7}$$

What is the value of the expression?

## MAFS.5.NF.2.7

2. Julio has 4 pounds of candy. He wants to put the candy into bags so that each bag has 1/3 pound. Which expression shows how to calculate the number of bags of candy Julio can make?

A. 4 x 
$$\frac{1}{3}$$

B. 
$$\frac{1}{3}$$
 x 4

C. 
$$\frac{1}{3} \div 4$$

D. 
$$4 \div \frac{1}{3}$$

#### MAFS.5.NF.2.7

3. Juan wrote the division equation shown.

$$14 \div \frac{1}{2} = 28$$

Which multiplication equation can Julio use to show that his work is correct?

A. 
$$28 \times \frac{1}{2} = 14$$

B. 
$$14 \times \frac{1}{2} = 28$$

C. 
$$28 \times 14 = \frac{1}{2}$$

D. 
$$28 \times 14 = 392$$

#### MAFS.5.NF.2.7

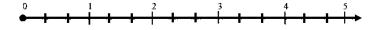
4. Jamie has 4 pounds of candy. She wants to put the candy into bags so that each bag has 1/3 pound of candy. How many bags of candy can Jamie make?

hage	of	candy	7
 Dags	OI	Carity	/

## MAFS.5.NF.2.7

5. Annabelle has 2 cups of raisins. She has a recipe that calls for 1/3 cup of raisins. How many servings of raisins can Annabelle make?

Draw on the number line to create sections that model the solution to this problem.



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

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

1. An expression is shown.

$$\frac{1}{3} \div 8$$

What is the value of the expression?

#### MAFS.5.NF.2.7

2. Julio has 3 pounds of candy. He wants to put the candy into bags so that each bag has 1/2 pound. Write an expression that could be used to solve how to calculate the number of bags of candy Julio can make.

#### MAFS.5.NF.2.7

3. Select all the equations below that are true.

A. 
$$28 \div \frac{1}{2} = 14$$

B. 
$$\frac{1}{2} \div 6 = \frac{1}{12}$$

C. 
$$3 \div \frac{1}{4} = \frac{1}{12}$$

D. 
$$5 \div \frac{1}{7} = 35$$

E. 
$$3 \div \frac{1}{4} = 12$$

F. 
$$2 \div \frac{1}{3} = \frac{1}{6}$$

#### MAFS.5.NF.2.7

4. Jamie has 5 pounds of candy. She wants to put the candy into bags so that each bag has 1/4 pound of candy. How many bags of candy can Jamie make?

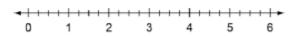
\_\_\_\_\_ bags of candy

#### MAFS.5.NF.2.7

5. Annabelle has 2 cups of raisins. She has a recipe that calls for 1/4 cup of raisins. How many servings of raisins can Annabelle make?

\_\_\_\_\_ servings of raisins

Draw on the number line to create sections that model the solution to this problem.



Name:

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

1. An expression is shown.

$$\frac{1}{6} \div 4$$

What is the value of the expression?

#### MAFS.5.NF.2.7

2. Julio has 1/2 pound of candy. He puts the candy into 3 bags. Write an expression that represents the fraction of a pound of candy that is in each bag?

#### MAFS.5.NF.2.7

3. Select all the equations below that are false.

A. 
$$8 \div \frac{1}{2} = 16$$

B. 
$$\frac{1}{2} \div 12 = \frac{1}{24}$$

C. 
$$2 \div \frac{1}{5} = \frac{1}{10}$$

D. 
$$8 \div \frac{1}{7} = 56$$

E. 
$$4 \div \frac{1}{9} = 32$$

$$f. \frac{1}{7} \div 2 = 14$$

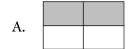
## MAFS.5.NF.2.7

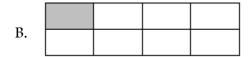
4. Jamie has 8 bags of candy. In each bag there is 1/2 pound of candy. How many pounds of candy does Jamie have in all?

\_\_\_\_\_lbs. of candy

#### MAFS.5.NF.2.7

5. Annabelle has a cup of raisins. She gave equal portions of 1/2 cup of the raisins to her 4 siblings. Which diagram could Annabelle use to find the fraction of the loaf that each sibling received? Mark all that apply.









Name:

Score: /5

1. An expression is shown.

$$5 \div \frac{1}{4}$$

What is the value of the expression?

#### MAFS.5.NF.2.7

2. Julio has 1/6 pound of candy. He puts the candy into 4 bags. Write an expression that represents the fraction of a pound of candy that is in each bag?

MAFS.5.NF.2.7

3. Select all the equations below that are true.

A. 
$$\frac{1}{4} \div 8 = \frac{1}{32}$$

B. 
$$4 \div \frac{1}{9} = 36$$

C. 
$$14 \div \frac{1}{2} = 7$$

D. 
$$10 \div \frac{1}{3} = 30$$

E. 
$$\frac{1}{8} \div 6 = \frac{1}{48}$$

F. 
$$8 \div \frac{1}{3} = \frac{1}{24}$$

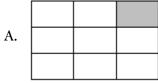
#### MAFS.5.NF.2.7

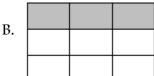
4. Jamie has 12 bags of candy. In each bag there is 1/4 pound of candy. How many pounds of candy does Jamie have in all?

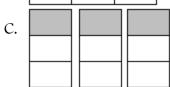
\_\_\_\_\_lbs. of candy

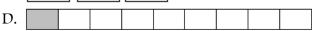
#### MAFS.5.NF.2.7

5. Annabelle has a cup of raisins. She gave equal portions of 1/3 cup of the raisins to her 3 siblings. Which diagram could Annabelle use to find the fraction of the loaf that each sibling received? Mark all that apply.









Name:

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

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.

$$2 \times \frac{1}{10} = 780$$

What is the missing number?

## MAFS.5.NBT.1.1

- 3. Which statements about the values of 0.034 and 3.40 are true?
- $\bigcirc$  0.034 is  $\frac{1}{10}$  of 340
- $\bigcirc$  0.034 is 100 times more than 340
- $\bigcirc$  3.4 is 100 times more than 0.034
- $\bigcirc$  0.034 is  $\frac{1}{100}$  of 3.4
- $\bigcirc$  340 is  $\frac{1}{10}$  of 0.0340

#### MAFS.5.NBT.1.2

4. Which shows another way to multiply 3 x 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:			
maine.	 	 	

# <u> 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 42</u>

#### 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  $\underline{3}$  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. David 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

1. Select all the statements below that are true.

<u>30</u>	is $\frac{1}{10}$ or	f 300
	10	

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.

 $\bigcirc$  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  $0.000523 \div 10^2$ ?

#### 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

1. An expression is shown.

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

What is the missing number?

#### MAFS.5.NBT.1.1

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

#### 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

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.

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

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 product2.

#### MAFS.5.NBT.1.2

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

A. 
$$10 + 10 + 10$$

$$F. 10^2 \times 10^2$$

#### MAFS.5.NBT.1.2

5. David 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

1.	What	is	"nine-	-tenths"	in	decimal	form?

MAFS	. 5 NI	RT 1	3a

2. Select the decimal form for each number name.

	0.650	0.605	0.065	6.050
Sixty-five thousandths				
Six hundred five thousandths				

## MAFS.5.NBT.1.3a

3. A number is expanded form is shown.

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

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.

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

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

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

$$\bigcirc$$
 20 x ( $\frac{1}{10}$ ) + 59 x ( $\frac{1}{100}$ )

$$\bigcirc$$
 20 x ( $\frac{1}{10}$ ) + 5 x ( $\frac{1}{100}$ ) + 9 x ( $\frac{1}{1000}$ )

#### MAFS.5.NBT.1.3b

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

① 1.309 > 1.315

○ 5.029 < 5.128
</p>

**7.25 > 7.255** 

O 2.001 < 2.1

O 9.401 > 9.309

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

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

# <u> 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA = Day 47</u>

#### MAFS.5.NBT.1.3a

1. What is "two hundred	sixty-five thousandths" i	n
decimal form?		


#### MAFS.5.NBT.1.3a

2. Select the decimal form for each number name.

	0.650	0.605	0.065	6.050
Sixty–five hundredths				
Six and five hundredths				

#### MAFS.5.NBT.1.3a

3. A number is expanded form is shown.

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

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.

- 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

- 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.

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

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 least to greatest.

Student	Height of Bean Plant
Grace	2.1 inches
Logan	2.3 inches
Kevin	2.0 inches

М	AFS	5	NB	<b>T</b> 1	1.3b

- 5. Select all the statements that correctly compare the two numbers.
- ① 1.309 > 1.39
- **(**) 6.123 < 6.132
- () 8.1 > 8.101
- O 2.89 < 2.891

Name:

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

# <u> 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 49</u>

## MAFS.5.NBT.1.3a

1.	What is	"nine-	-thousan	dths"	in	decima1	form?
	VVIICULIO	111110	IIIO MOMI	CILLIO	TTT	accilliai	101111.

MAFS.5.NBT.1.3a

2	What is	1 269	written	in	expanded	form?
∠.	vv mai 13	1.400	WIIIICII	III	CAPAHUCU	1011111:

#### MAFS.5.NBT.1.3a

3. A number is expanded form is shown.

$$3 \times (\frac{1}{10}) + 6 \times (\frac{1}{100}) + 8 \times (\frac{1}{1000})$$

What is the number in standard form?

#### MAFS.5.NBT.1.3b

4. Phil, 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
Phil	278.3
Bubba	279.5
Davis	278.33

#### MAFS.5.NBT.1.3b

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

- 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

# <u> 100 Day Countdown to the 5<sup>th</sup> Grade Math FSA – Day 50</u>

#### MAFS.5.NBT.1.3a

1. What is 777.77 written in expanded form?

A. 
$$7 \times 100 + 7 \times 1 + 7 \times (\frac{1}{10}) + 7 \times (\frac{1}{100})$$

B. 
$$7 \times 100 + 7 \times 10 + 7 \times 1 + 7 \times (\frac{1}{10}) + 7 \times (\frac{1}{1,000})$$

C. 
$$7 \times 100 + 7 \times 10 + 7 \times 1 + 7 \times (\frac{1}{10}) + 7 \times (\frac{1}{100})$$

D. 
$$7 \times 100 + 7 \times 10 + 7 \times (\frac{1}{100}) + 7 \times (\frac{1}{1,000})$$

#### MAFS.5.NBT.1.3a

2. Select the decimal form for each number name.

	0.720	0.702	0.072	7.020
Seventy–two hundredths				
Seventy-two thousandths				

#### MAFS.5.NBT.1.3a

3. A number is expanded form is shown.

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

What is the number in standard form?

#### MAFS.5.NBT.1.3b

4. Phil, 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
Phil	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 1.3 > 1.300
- **()** 5.09 > 5.009
- 6.689 < 6.69</p>
- <u> 1.409 > 1.49</u>

Name:

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

- 1.136
- 2. (3 + 8 4) x 12
- $3.1/2 \times (4 + 6 \times 3) 9$
- 4. A
- 5. A, C, D

## Day 2

- 1.82
- 2.  $(3 \times 8 4) + 2 12$
- 3.32
- 4. B
- 5. A, D

## Day 3

- 1.52
- 2. (57 + 4) x 12
- 3.0
- 4. B
- 5. B,C

## Day 4

- 1.40
- $2.2 \times 8 \times (9 \div 3)$
- 3. True; False; True
- 4. B
- 5.3

## Day 5

- 1.13
- $2.3 + 6 \times (5 + 4 \div 3) 7$
- 3. False; True; True
- 4. D; 29
- 5. A, B, D

## Day 6

- 1.  $10 \div 2 3$
- 2.  $(5+14) \times 3 + 4/5$
- 3. A
- 4. B
- 5. Possible answer:  $7 \times (12 8)$ ; \$80

## Day 7

- 1.  $(8 + 7) \times 2$
- 2.  $(15-4) \times 2 + 2/3$
- 3. B
- 4. B
- 5. Possible answer:  $5 \times (9 2)$ ; \$35

- 1.  $(10 + 20) \div 2$
- $2.25 \div 5 \times 4 + 1/4$
- 3. B
- 4. D
- 5.  $4 \times 12 8$

1.  $(8 + 7) \times 2$ 

2.  $(15-4) \times 2 + 2/3$ 

3. B

4. B

5. Possible answer:  $5 \times (9-2)$ 

## Day 10

1.  $(10 \div 2) - (9 + 4)$ 

2.  $(19-4) \times 3 + 4/5$ 

3. B

4. A

5. Possible answer:  $12 \times (15 - 4)$ ; \$132

## **Day 11**

	Michael's Pattern		
	Term	Number	
	1	1	
	2	2	
1	3	4	

John's Pattern		
Term	Number	
1	1	
2	4	
3	16	

- 2. Term 4; Both will be 40
- 3. Look at student's completed tables; multiply by 3
- 4. Ordered Pairs: (1,1); (5,4); (13,10)

5. B

#### Day 12

	Don's Pattern		
	Term Number		
	1	6	
	2	30	
1	3	150	

Carrie's Pattern		
Term	Number	
1	6	
2	42	
3	294	

- 2. Term 4; Both will be 30
- 3. Look at student's completed tables; multiply by 4
- 4. Ordered Pairs: (1,1); (1,2); (1,7)
- 5. A

## Day 13

_				
Ι	Don's Pattern			
Γ	Term	Number		
Γ	1	7		
Γ	2	28		
Γ	3	112		

Carrie's Pattern			
Term Number			
1	7		
2	35		
3	175		

- 2. Term 3; Both will be 14
- 3. Look at student's completed tables; divide by 5
- 4. Ordered Pairs: (1,1); (5,2); (9,4)
- 5. add 2; 11

## Day 14

Don's Pattern				
Term Number				
1	100			
2	20			
3	4			

Carrie's	Carrie's Pattern			
Term Number				
1	100			
2	50			
3	25			

- 2. Term 5; Both will be 20
- 3. Look at student's completed tables; multiply by 5
- 4. A
- 5. Multiply number in term by itself; 36

	Don's Pattern				
	Term Number				
	1	8			
	2	48			
1.	3	288			

Carrie's Pattern				
Term Number				
1	8			
2	32			
3	128			

- 2. B
- 3. Look at student's completed tables; multiply by 35
- B. 4
- 4. Ordered Pairs: (1,1); (2,2); (5,4)
- 5. add 2; 11

- 1. Possible answers: 18/12 or 1 6/12
- 2.4 23/30
- 3.3
- 4.3/8
- 5. 3 slices or 3/12

## Day 17

- 1. Possible answers: 15/12 or 1 3/12
- 2. 1 7/12
- 3. 2
- 4.5/8
- 5. A

#### Day 18

- 1.1/24
- 2.5
- 3. Possible answers: 2 17/12 or 3 5/12
- 4.7/20
- 5. A

#### Day 19

- 1.43/8
- 2.2
- 3. Possible answers: 7 30/12 or 9 8/12 or 9 2/3
- 4.3/6 or 1/2
- 5. A

## Day 20

- 1. Possible Answers: 33/28 or 1 5/28
- 2. 3 3/6 or 3 1/2
- 3.5
- 4.1/9
- 5. 3 slices or 3/16

## Day 21

- 1. Possible Answer: 9/3
- 2. C
- 3. Possible Answer: 8/9
- 4. C
- 5. Between 5 and 6

## Day 22

- 1. Possible Answer: 12/4
- 2. C
- 3. Possible Answer: 6/15 or .4
- 4 D
- 5. Between 7 and 8

- 1. Possible Answer: 24/4
- 2. A
- 3. Possible Answer: 28/24 or 7/6
- 4. A
- 5. Between 45 and 46

1. Possible Answer: 20/5

2. A

3. Possible Answer: 12/30 or 2/5

4. B

5. Between 6 and 7

## Day 25

1. Possible Answer: 32/4

 $2.4 \div 18$ 

3. Possible Answer: 16/18 or 8/9

4. B

5. Between 12 and 13

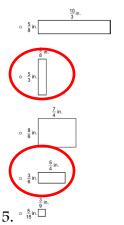
#### Day 26

1.2/15

2. 12/72 or 2/12

3.5 - 12/3

4.6/63



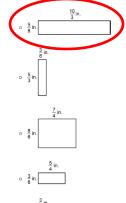
## Day 27

1. Possible answer: 40/26

2. 12/21 or 4/7

3.3/8

4. 12/20



$$5.^{\circ \frac{5}{15} \text{in.} \square}$$

## **Day 28**

1. Possible answer: 56/24

2. 6/18 or 1/3

3.24/5

4.5/18

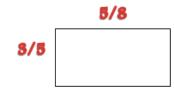
5. A, B, C

## **Day 29**

1. 1. Possible answer: 20/14

2. 12/54 or 6/27 or 2/9

3. 36/9 or 4 miles



4. Possible Answer:

5. A

4.12

5. Look at student number lines; 6 servings of raisins

5. Possible Answer: Multiplying by a number less

being multiplied.

than 1 will make the product less than the number

1. 1/24

 $2.3 \div 1/2$ 

3. B, D, E

4.20

5. Look at student number lines; 8 servings of raisins

## **Day 39**

1. 1/24

 $2.1/2 \div 3$ 

3. C, E, F

4.4

5. B, D

## Day 40

1.20

 $2.1/6 \div 4$ 

3. B, C, D, E

4.3

5. A, D

## Day 41

1.340

2.7,800

 $3. \bigcirc 3.4$  is 100 times more than 0.034

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

4. C

Original Number	New Number
	500.000
523	523,000
0.003	5
100	0.001
600	60,000
4.56	4,560
37.6	3,760

## Day 42

1.10

2.2.5

3. C, D

4. C

T	Original Number	New Number
f	523	523,000
	0.05	5
	100	0.001
	600	60,000
	45.6	4,560
5. [	37.6	3,760

## Day 43

1.  $\bigcirc$  30 is  $\frac{1}{10}$  of 300

1,000 is 10 times as much as 100

 $\bigcirc$  140 is  $\frac{1}{10}$  of 1,400

2. 110

3. 0.00000523

4. 1

	Original Number	New Number
	6.31	6,310
	0.08	80
	1.111	1,111
5.	842	842,000

## Day 44

1. 75,200

2.3.46

3.460,000

4. B

5. Possible answer: For each power of ten number of zeros written after the base is the same as the number in the exponent.

- 1.310
- 2. 120,000
- 3. B
- 4. B, D, F

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

## **Day 46**

#### 1.0.9

	0.650	0.605	0.065	6.050
Sixty-five thousandths	0	0	X	
Six hundred five thousandths	0	X	0	0

- 3.4.3
- 4.  $\bigcirc$  2 x 1 + 0 x ( $\frac{1}{10}$ ) + 5 x ( $\frac{1}{100}$ ) + 9 x ( $\frac{1}{1,000}$ )
- $\bigcirc 2 \times 1 + 0 \times (\frac{1}{10}) + 59 \times (\frac{1}{1,000})$
- $\bigcirc$  20 x ( $\frac{1}{10}$ ) + 5 x ( $\frac{1}{100}$ ) + 9 x ( $\frac{1}{1000}$ )
- 5. \( \) 5.029 < 5.128
- O 2.001 < 2.1
- O 9.401 > 9.309

## **Day 47**

## 1..265

	0.650	0.605	0.065	6.050
Sixty-five hundredths	X		0	0
Six and five hundredths	0	0	0	X

3. 2.059

2.

- 4. 3.02, 3.002, 3.001
- 5. B, E

## Day 48

- 1. B
- 2. one hundred twelve and four hundred ninety-one thousandths
- 3.94.53
- 4. 2.0, 2.1, 2.3
- 5. () 6.123 < 6.132
- O 2.89 < 2.891
- ① 1.304 > 1.301

- 1.0.009
- 2.  $1 \times 1 + 2 \times (\frac{1}{10}) + 6 \times (\frac{1}{100}) + 9 \times (\frac{1}{1000})$
- 3..368
- 4. 279.5, 278.33, 278.3
- 5. C, D, E

1. C

	0.720	0.702	0.072	7.020
Seventy-two hundredths	X	0	0	0
Seventy-two thousandths			X	0

3. 3.054

4. 311.03, 311.3, 311.301

5. \( \) 5.09 > 5.009

○ 6.689 < 6.69</p>

**7.98 < 7.982**