



Comprehensive Curriculum

Revised 2008

Grade 5 Mathematics



Louisiana Department of
EDUCATION

Paul G. Pastorek, State Superintendent of Education

Unit 1, Activity 2, Place Value Chart

Name: _____

Date: _____

Millions			Thousands			Ones		
hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

Unit 1, Activity 8, Types of Estimation

Name: _____

Date: _____

Word	+	√	-	Example	Definition
rounding					
front-end estimation					
compatible numbers					
clustering					

Mark your understanding of each word. A “+” means understands well, a “√” means some understanding, and a “-” means do not know.

If your understanding changes as the class completes estimation activities, mark another column. You might begin this unit with a “-” for the word clustering, change to a “√” in the middle of the unit, and finally mark a “+” by the end of the activities. The goal is to have all plusses by the end of the unit.

Unit 1, Activity 10, Compatible Numbers

Name: _____

Date: _____

Use compatible numbers to estimate the answers to problems 1-4. Show the numbers that you used in each problem.

1. Twenty-three students are on the playground. They are joined by 72 more students. About how many students are now on the playground?

2. Julie's family drove 458 miles the first day of their trip and 132 miles the second day. About how many miles did they drive on the two days?

3. Pedro was born in 1999. Approximately how old will he be in 2080?

4. There are 121 students in the fifth grade classes. Thirty-three are going on a field trip. About how many are not going on the field trip?

5. Write an addition or subtraction word problem where you could use compatible numbers to estimate the answers.

Unit 1, Activity 10, Compatible Numbers With Answers

Name: _____

Date: _____

Use compatible numbers to estimate the answers to problems 1-4. Show the numbers that you used in each problem.

1. Twenty-three students are on the playground. They are joined by 72 more students. About how many students are now on the playground?

Possible answers: $23 + 72 = ?$; use $25 + 75 = 100$; About 100 students are on the playground.

2. Julie's family drove 458 miles the first day of their trip and 132 miles the second day. About how many miles did they drive on the two days?

Possible answers: $458 + 132 = ?$; use $450 + 130 = 580$ or $460 + 140 = 600$. Either the family drove about 580 or 600 miles depending on the numbers you chose.

3. Pedro was born in 1999. Approximately how old will he be in 2080?

Possible answers: $2080 - 1999 = ?$; use $2080 - 2000 = 80$. He will be about 80 years old.

4. There are 121 students in the fifth grade classes. Thirty-three are going on a field trip. About how many are not going on the field trip?

Possible answers: $121 - 33 = ?$; use $130 - 30 = 100$ or $125 - 25 = 100$. About 100 students did not go on the field trip.

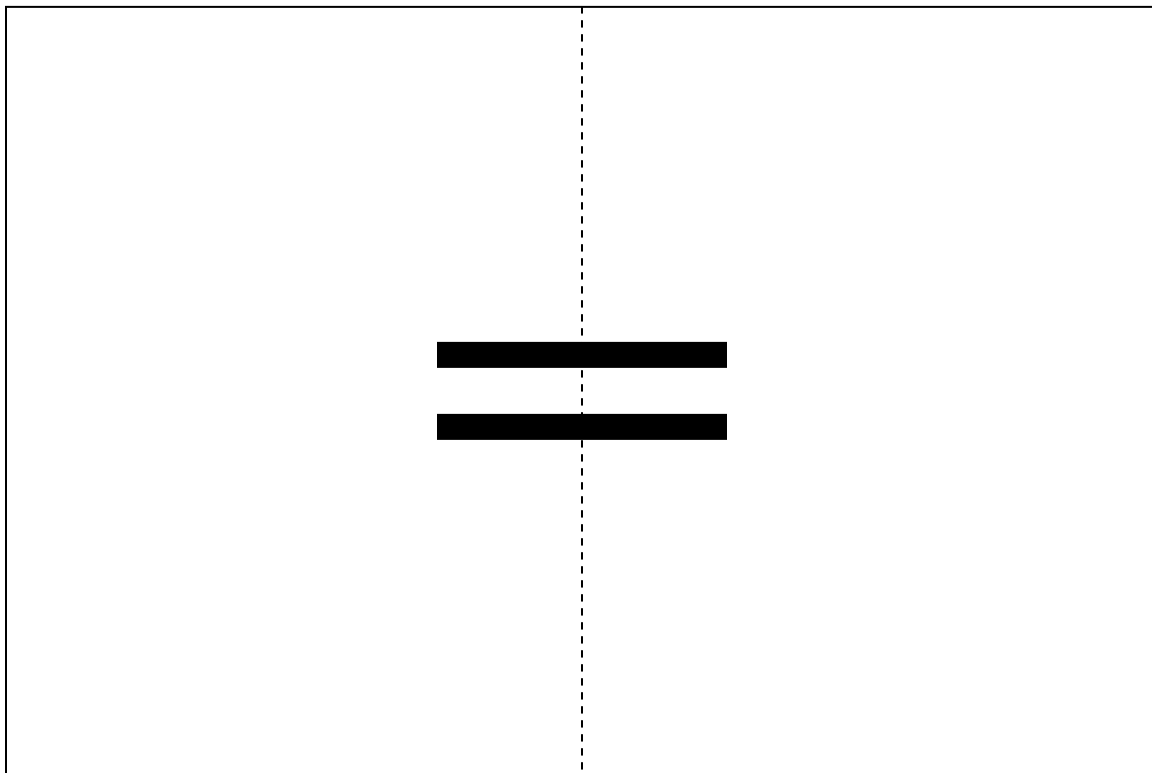
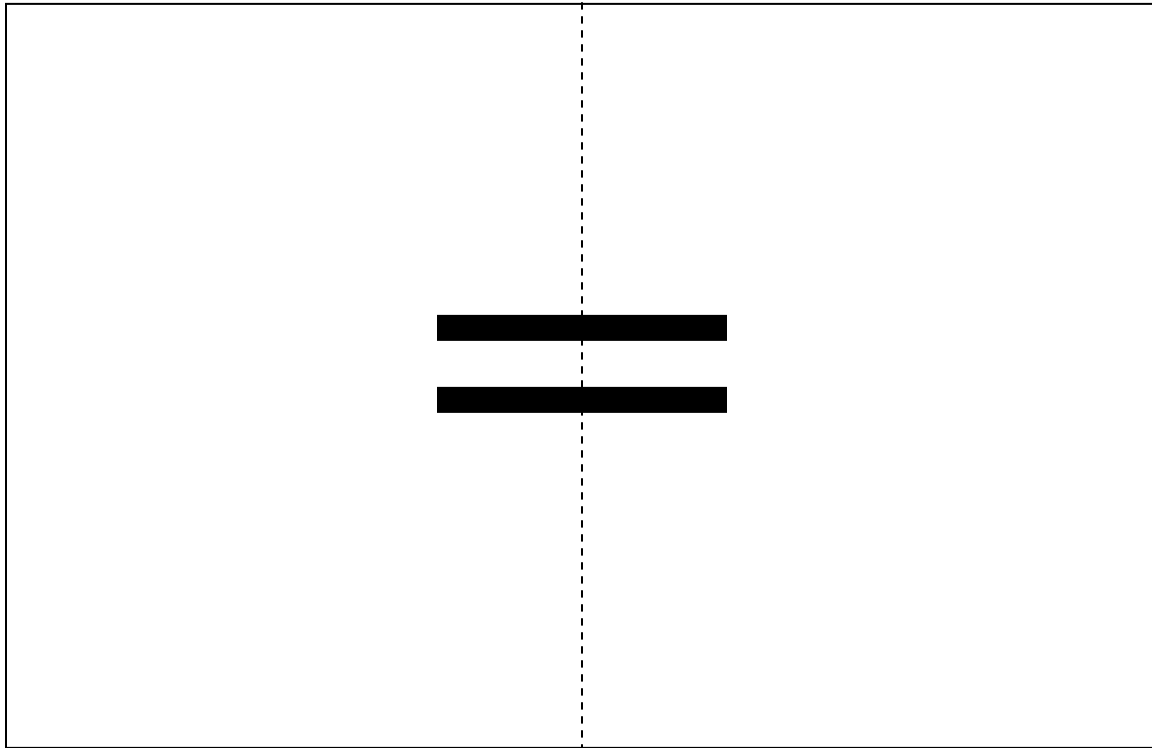
5. Write an addition or subtraction word problem that you could use compatible numbers to estimate the answers.

Answers will vary

Unit 1, Activity 15, Equation Mats

Name: _____

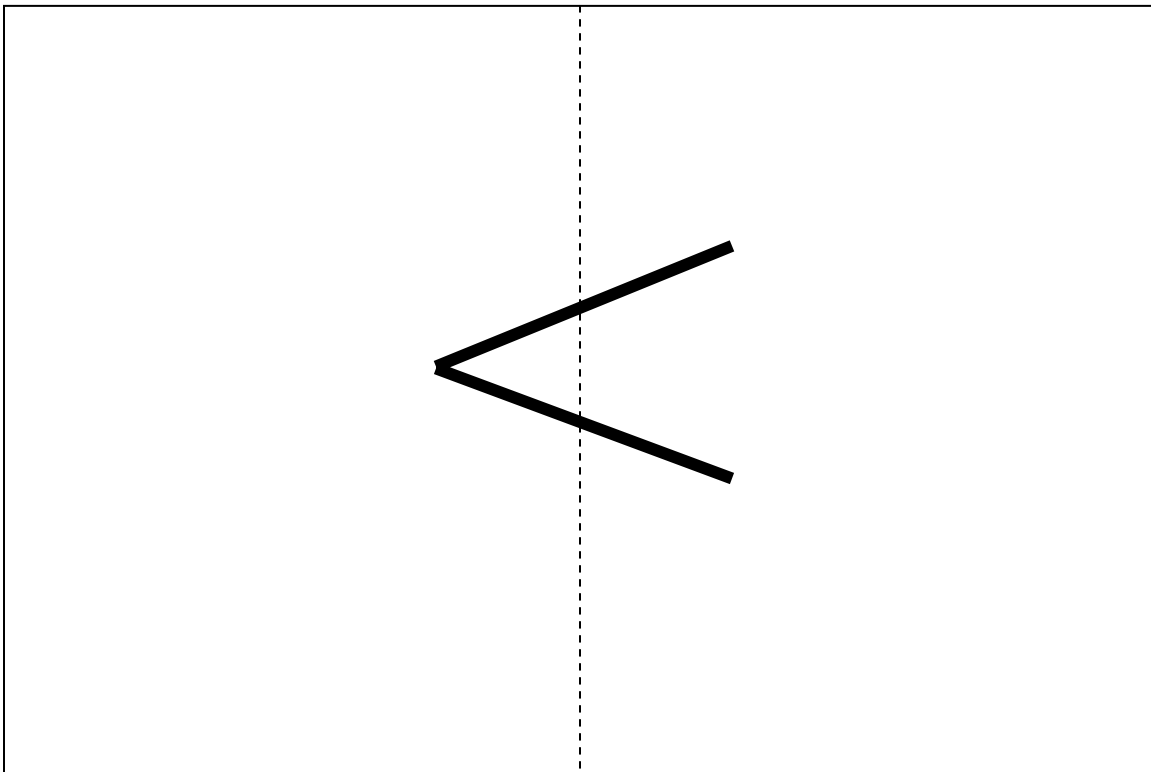
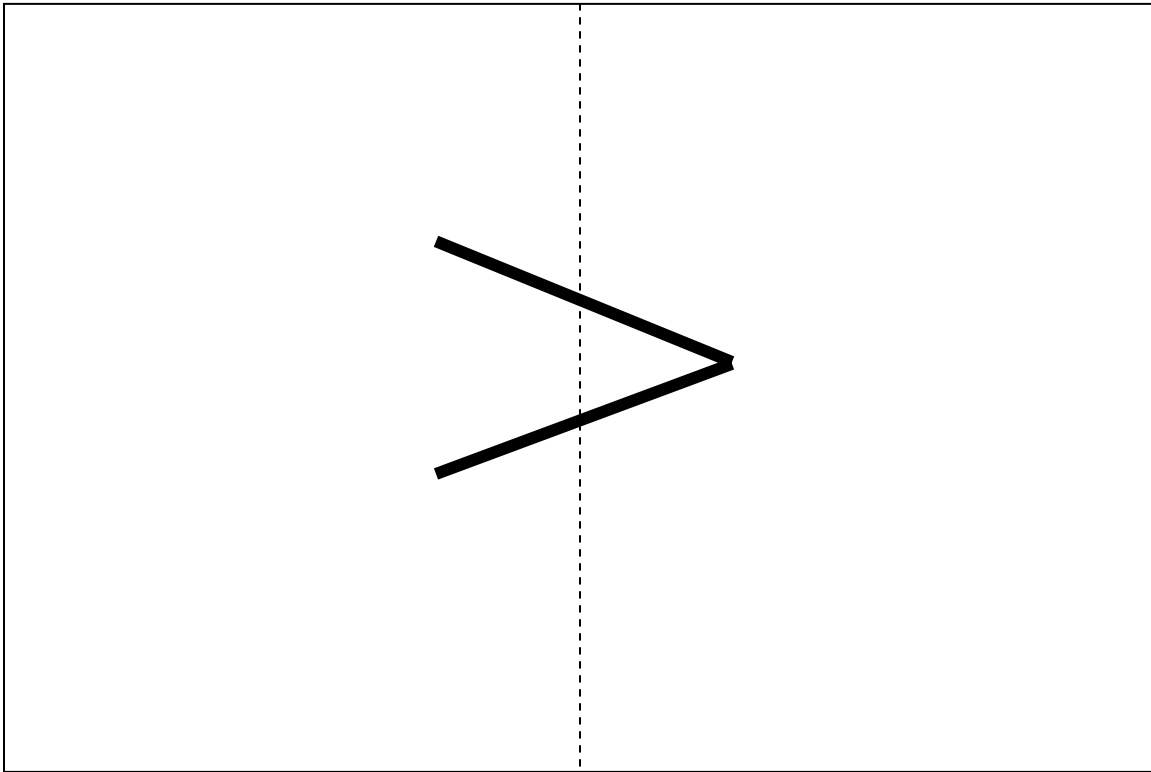
Date: _____



Unit 1, Activity 15, Inequality Mats

Name: _____

Date: _____



Unit 1, Activity 6 Specific Assessment, Are They Equal?

Name: _____

Date: _____

Use mental math to decide if the expressions are equal. Do not work the problems, but explain what you are thinking.

A. $\boxed{29 + 36}$? $\boxed{36 + 29}$

B. $\boxed{193 + 289}$? $\boxed{290 + 194}$

C. $\boxed{1295 - 1218}$? $\boxed{1218 - 1295}$

D. $\boxed{821 - 689}$? $\boxed{820 - 690}$

Unit 1, Activity 6 Specific Assessment, Are They Equal? with Answers

Name: _____

Date: _____

Use mental math to decide if the expressions are equal. Do not work the problems.

A. $\boxed{29 + 36}$? $\boxed{36 + 29}$

Possible answer: These expressions are equal. It does not matter in which order I add numbers.

B. $\boxed{193 + 289}$? $\boxed{290 + 194}$

Possible answer: The first expression will equal a smaller amount than the second one, so the 2 expressions are not equal. 193 is less than 194 and 289 is less than 290.

C. $\boxed{1295 - 1218}$? $\boxed{1218 - 1295}$

Possible answer: These 2 expressions are not equal. The Commutative Property does not work for subtraction.

D. $\boxed{821 - 689}$? $\boxed{820 - 690}$

Possible answer: These 2 expressions are not equal. I start with more and subtract less from it, so the left expression has to be greater.

Unit 2, Activity 1, Hundred Chart

Name: _____

Date: _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Unit 2, Activity 3, Multiplication Properties

Name: _____

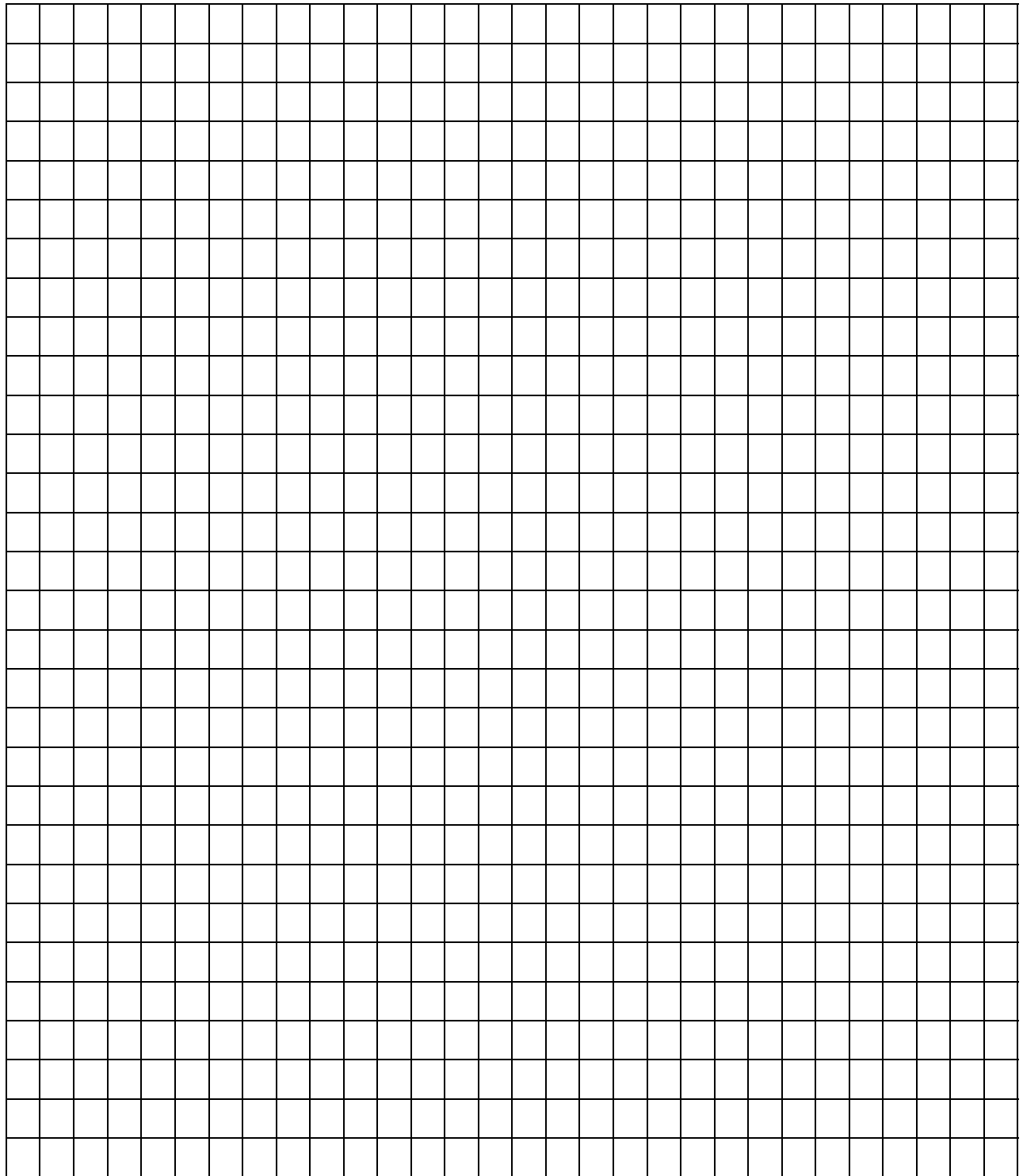
Date: _____

Word/Phrase	+	√	-	Example	Definition
Commutative Property					
Associative Property					
Distributive Property					
Identity Property					
Zero Property					

Unit 2, Activities 4, 6, and 9, Grid Paper

Name: _____

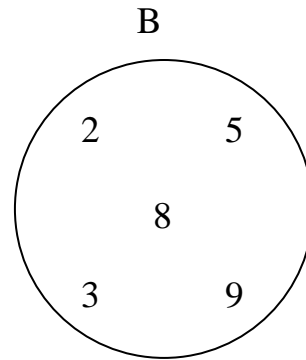
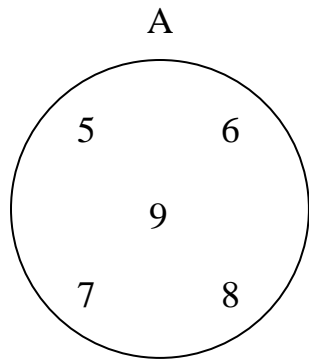
Date: _____



Unit 2, Activity 5, Hit the Target

Name: _____

Date: _____



Choose 3 numbers from circle A. Make a 3-digit number. Choose 1 number from circle B. You are trying to make a product that is closest to the target number. The student closest to the target scores 1 point. If two or more students have the same total, each gets a point.

Round	Target	Player 1	Player 2	Player 3	Player 4
1	6,000				
2	5,000				
3	9,000				
4	10,000				
5	1,000				

Unit 2, Activity 12, Which Method?

Name: _____

Date: _____

4,381	38	2,000
100	99	8,296
200	635	62
19	1	4

Using the numbers in the table, write 2 problems for each method. The problems in part A should use 2 of the numbers and the problems in part B should use 3 of the numbers. You can use any operations in the problems, but make sure that you use addition, subtraction, multiplication, and division at least once in the 6 problems.

1. I would use mental math to work these problems.

A. _____

B. _____

2. I would use a calculator to work these problems.

A. _____

B. _____

3. I would use paper and pencil to work these problems.

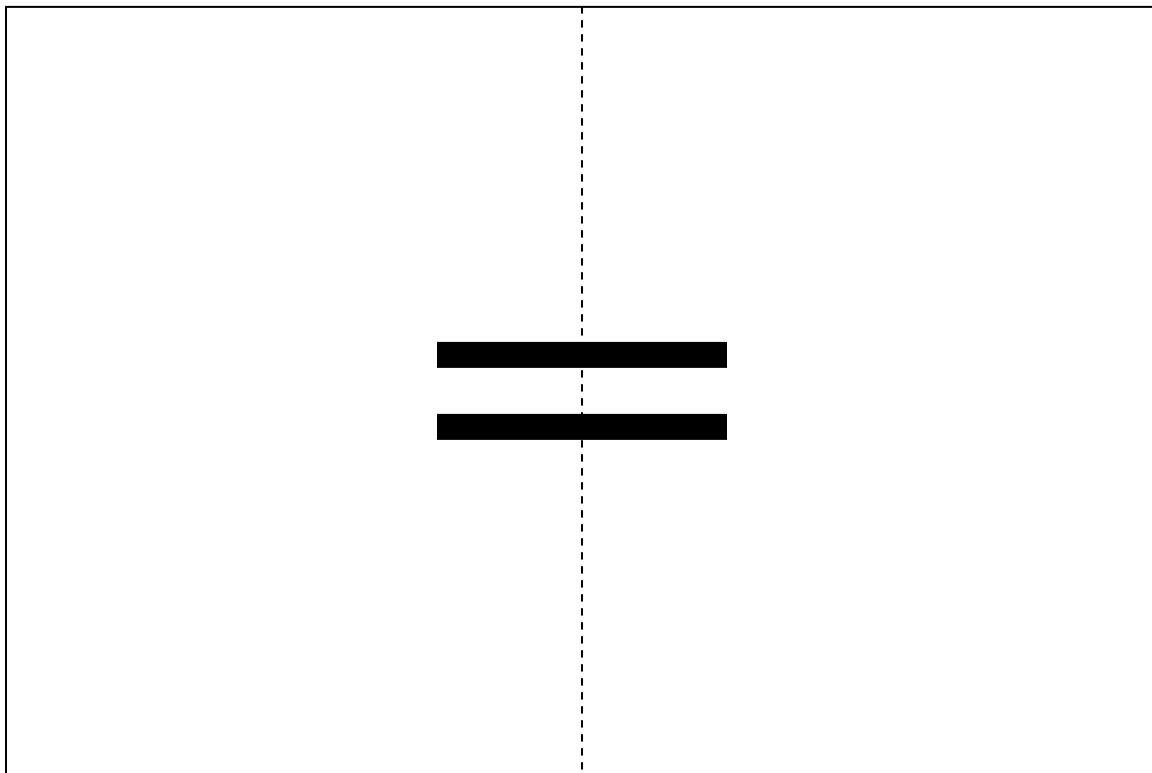
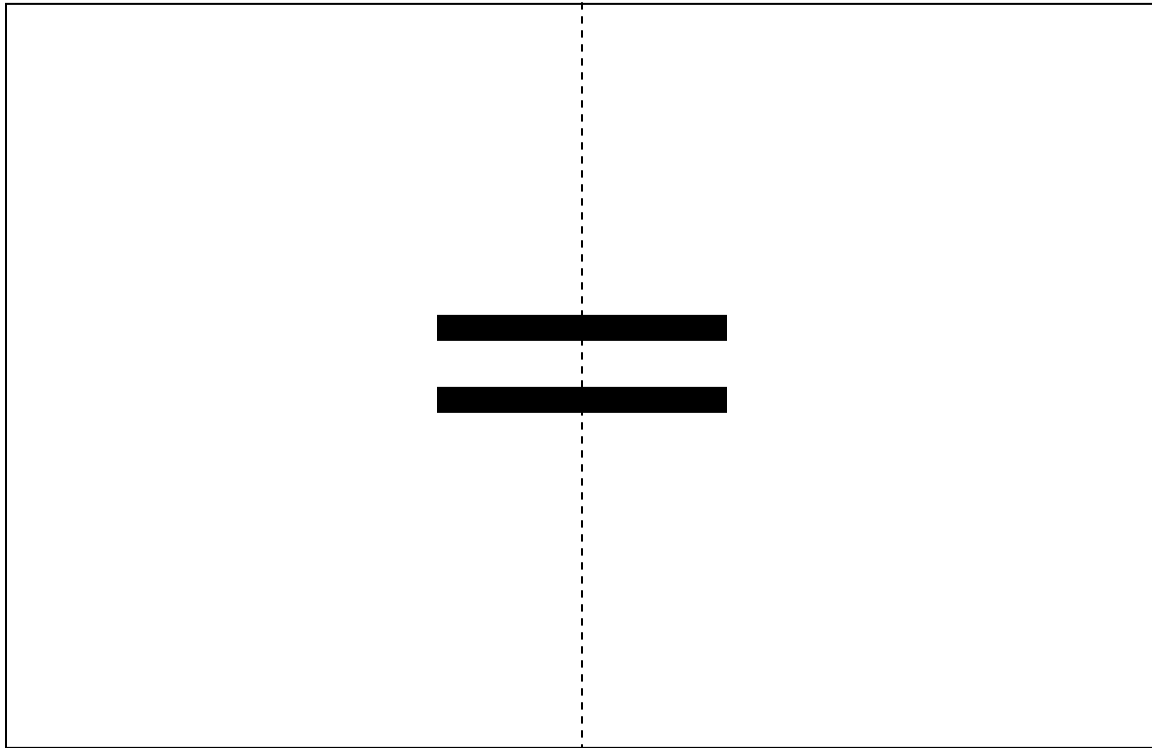
A. _____

B. _____

Unit 2, Activity 15, Equation Mats

Name: _____

Date: _____



Unit 2, Activity 16, Input/Output Tables

Name: _____

Date: _____

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Input	Output

Unit 2, Activity 17, T-Tables

Name: _____

Date: _____

Figure Number	Number of Dots

Figure Number	Number of Dots

Figure Number	Number of Dots

Figure Number	Number of Dots

Unit 2, Activity 17, T-Tables with Answers

Name: _____

Date: _____

Figure Number	Number of Dots
1	2
2	4
3	6
4	8
5	—
6	—
<i>f</i>	—

Figure Number	Number of Dots
1	1
2	4
3	9
4	—
5	—
6	—
<i>f</i>	—

Figure Number	Number of Dots

Figure Number	Number of Dots

Unit 3, Activity 1, Graphing Vocabulary

Name: _____

Date: _____

Word	+	√	-	Example	Definition
axis					
scale					
mean					
median					
mode					
range					
cluster					
gap					

Mark your understanding of each word. A “+” means understands well, a “√” means some understanding, and a “-” means do not know.

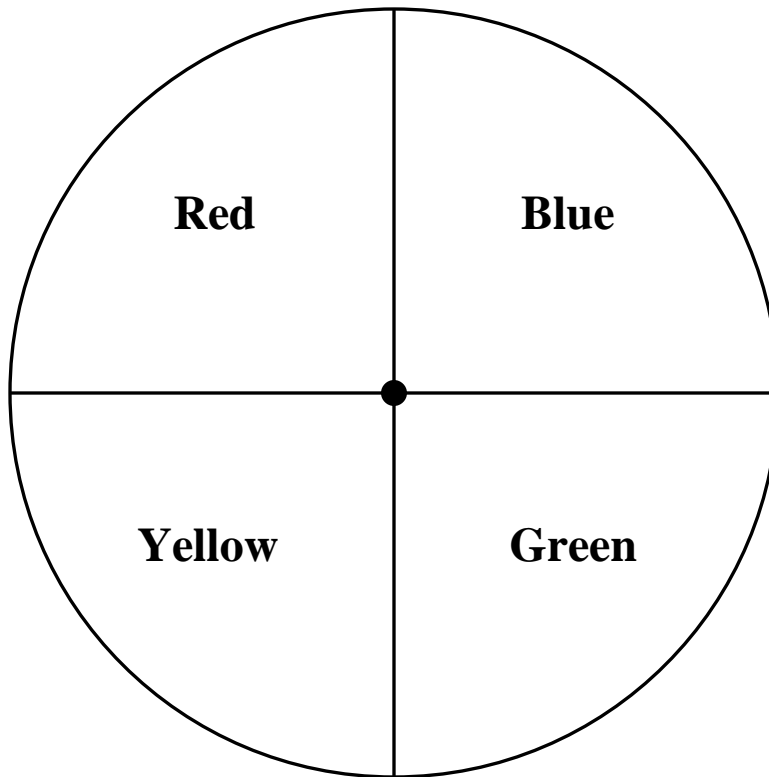
If your understanding changes as the class completes the graphing activities, mark another column. You might begin this unit with a “-” for the word gap, change to a “√” in the middle of the unit, and finally mark a “+” by the end of the activities. The goal is to have all plusses by the end of the unit.

Unit 3, Activities 2 and 17, Spinners

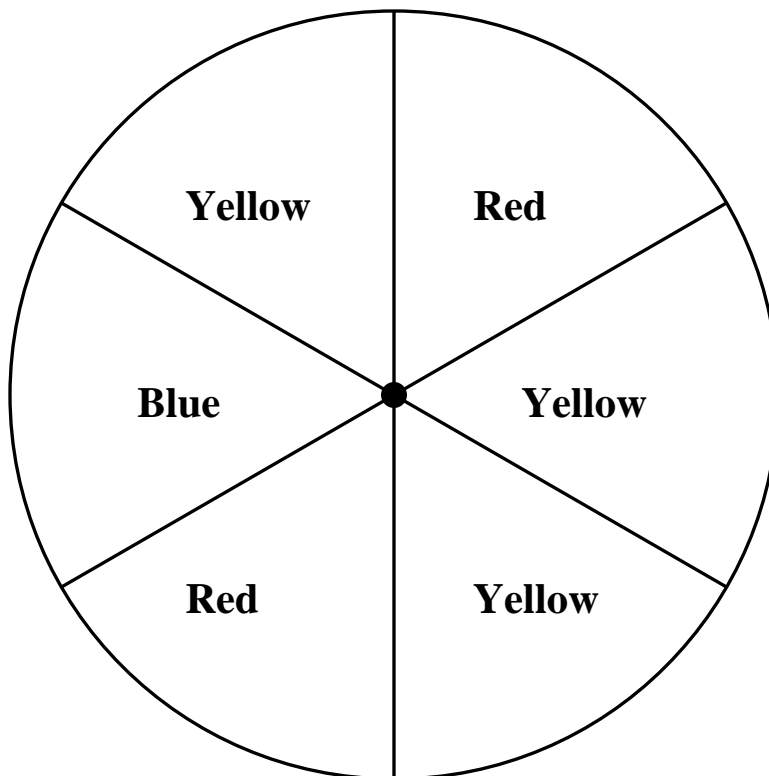
Name: _____

Date: _____

Spinner A



Spinner B



Unit 3, Activities 2, 3, and 5, Bar Graph

Name: _____

Date: _____

Unit 3, Activity 8, Types of Graphs

Name: _____

Date: _____

Features of the Graph/Plot

Types of Graphs/Plots						

Unit 3, Activity 13, Sample Recipes

Name: _____

Date: _____

Lemonade

1 cup sugar
6 cups cold water
2 cups lemon juice

Hot Chocolate

2 one-ounce squares of sweetened chocolate
1 cup of water
4 cups of milk

Burgers

1 pound of ground beef
2 tablespoons of green pepper
6 tablespoons of onions
3 tablespoons of catsup
1 teaspoon of salt
2 teaspoons of prepared mustard

Grilled Cheese Sandwiches

2 slices of bread
1 slice of cheese
4 pats of butter

Caramel Snappers

144 pecan halves
36 caramels
1 cup of semisweet chocolate

Easy Macaroons

16 ounces of shredded coconut
15 ounces of sweetened condensed milk
2 teaspoons of vanilla

Unit 3, Activity 14, Is It Likely?

Name: _____

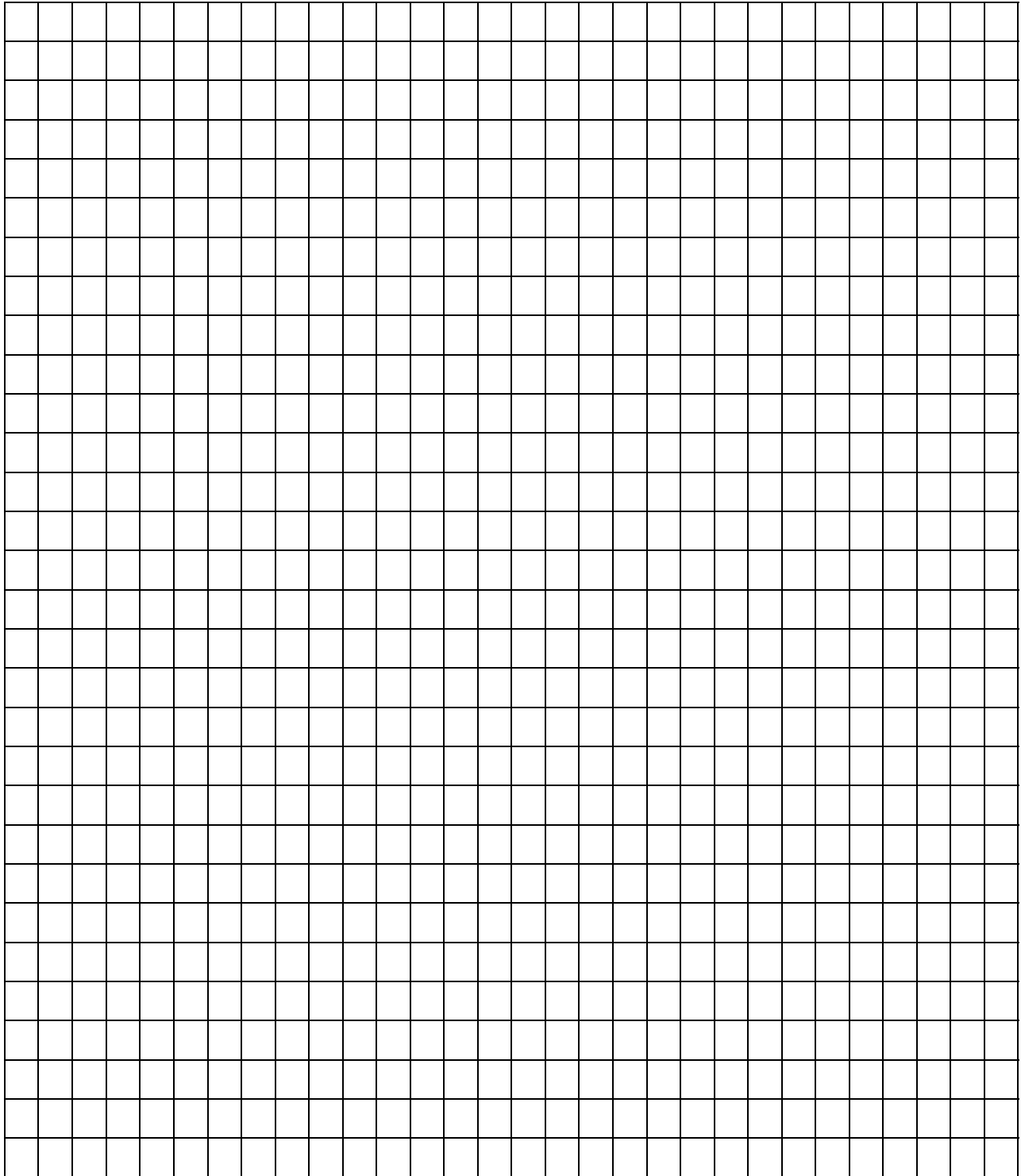
Date: _____

	Type of event	
Impossible		
Not likely		
Equally likely		
Likely		
Certain		

Unit 4, Activity 3, Grid Paper

Name: _____

Date: _____



Unit 4, Activity 4, Hundred Chart

Name: _____

Date: _____

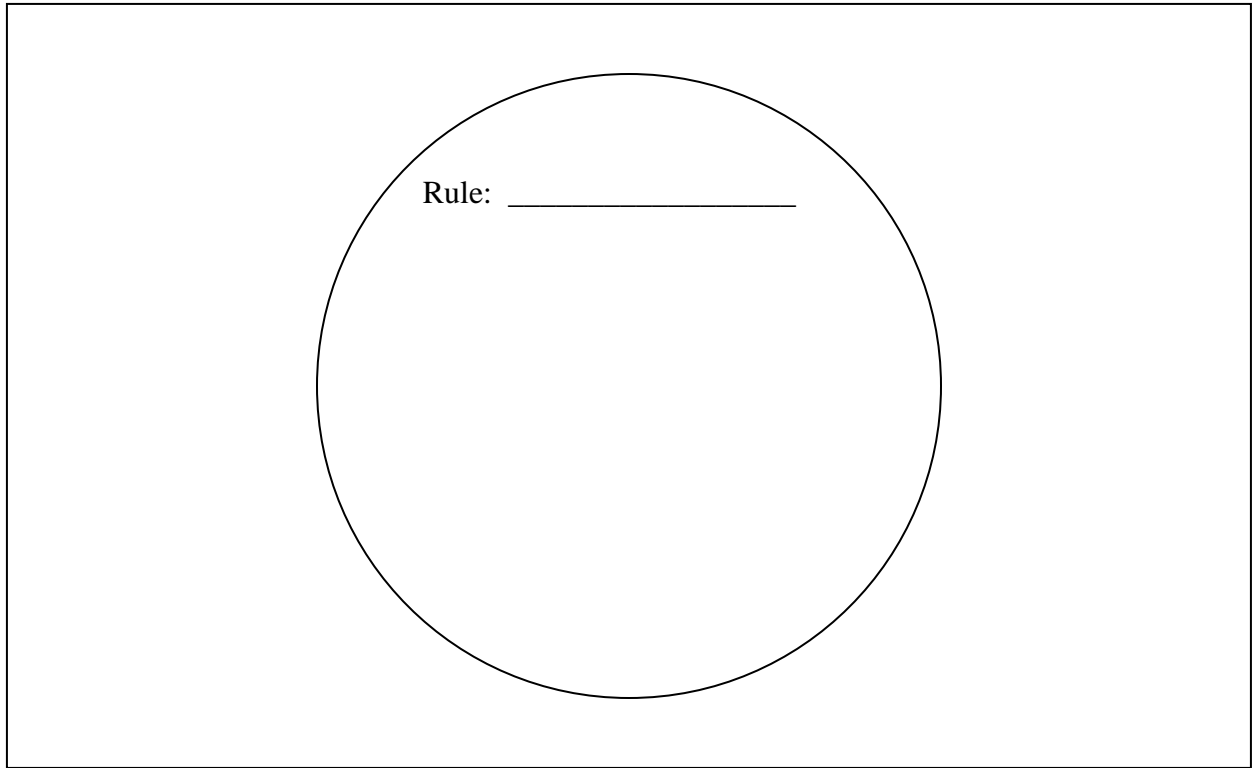
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Unit 4, Activity 5, Venn Diagrams

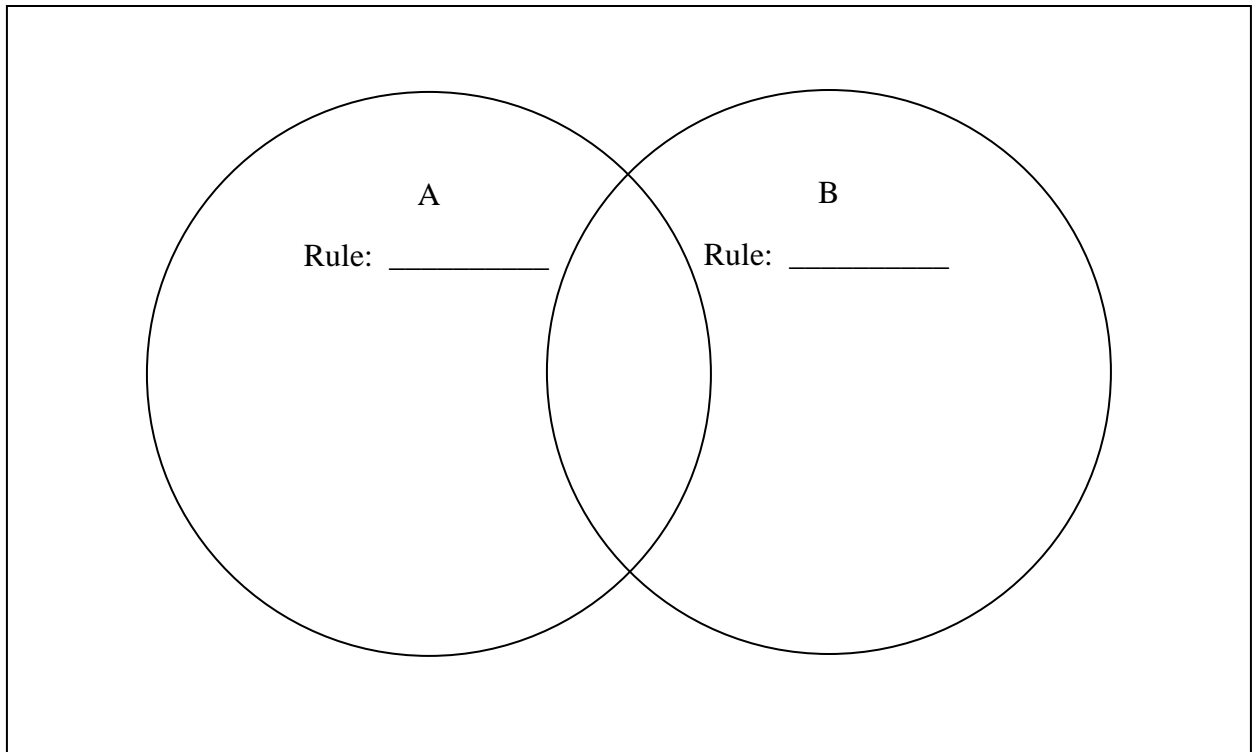
Name: _____

Date: _____

Venn Diagram I



Venn Diagram II



Unit 4, Activity 6, Finding Factors

Name: _____

Date: _____

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30

Points

Student 1	Student 2

Unit 4, Activity 7, What about Fractions?

Name: _____

Date: _____

Word/Phrase	+	√	-	Example	Definition
numerator					
denominator					
mixed number					
improper fraction					
equivalent fractions					
simplest form					

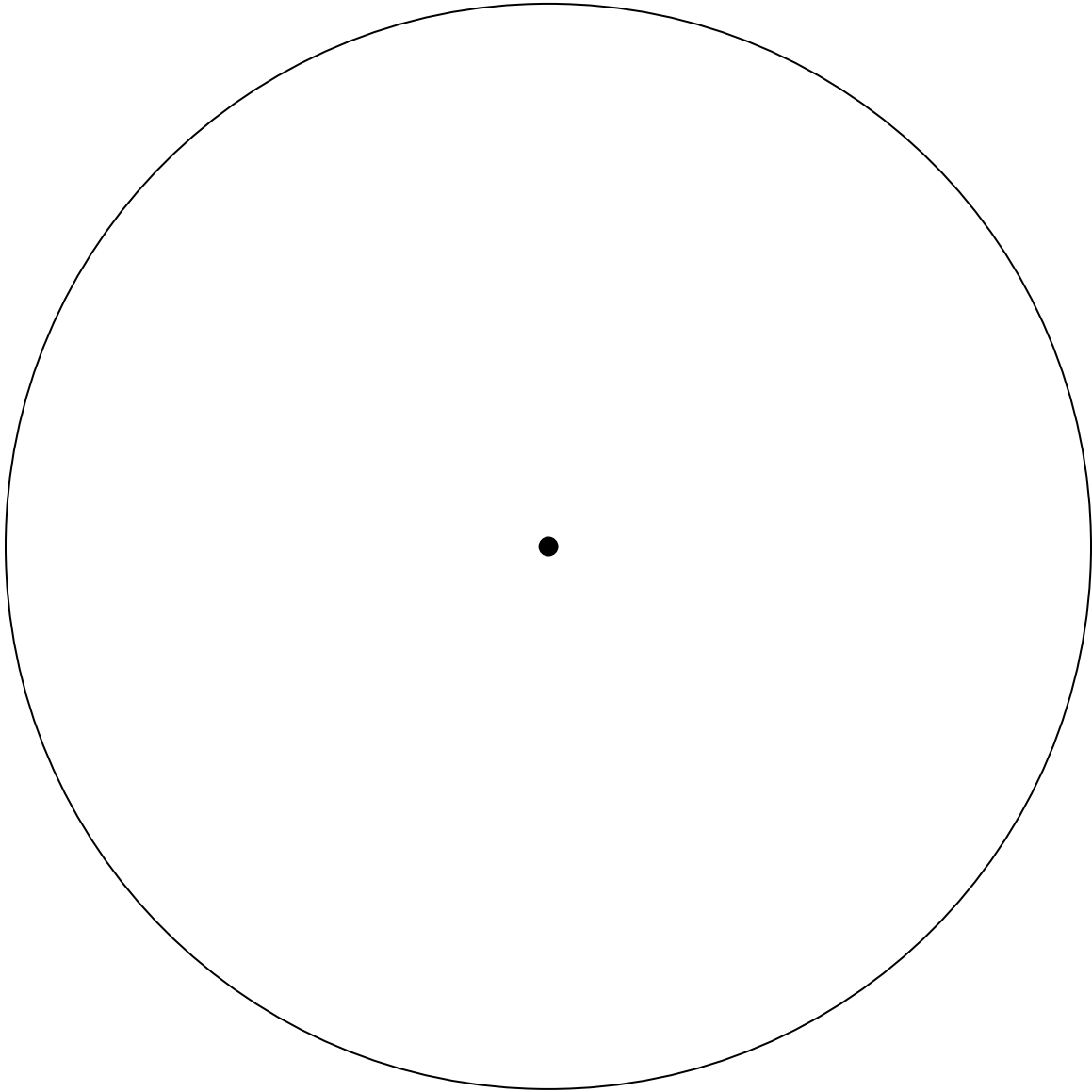
Mark your understanding of each word. A “+” means understands well, a “√” means some understanding, and a “-” means do not know.

If your understanding changes as the class completes the fraction activities, mark another column. You might begin this unit with a “-” for the phrase simplest form, mark a “√” in the middle of the unit, and then mark a “+” by the end of the activities. The goal is to have all plusses by the end of the unit.

Unit 4, Activity 8, Circle

Name: _____

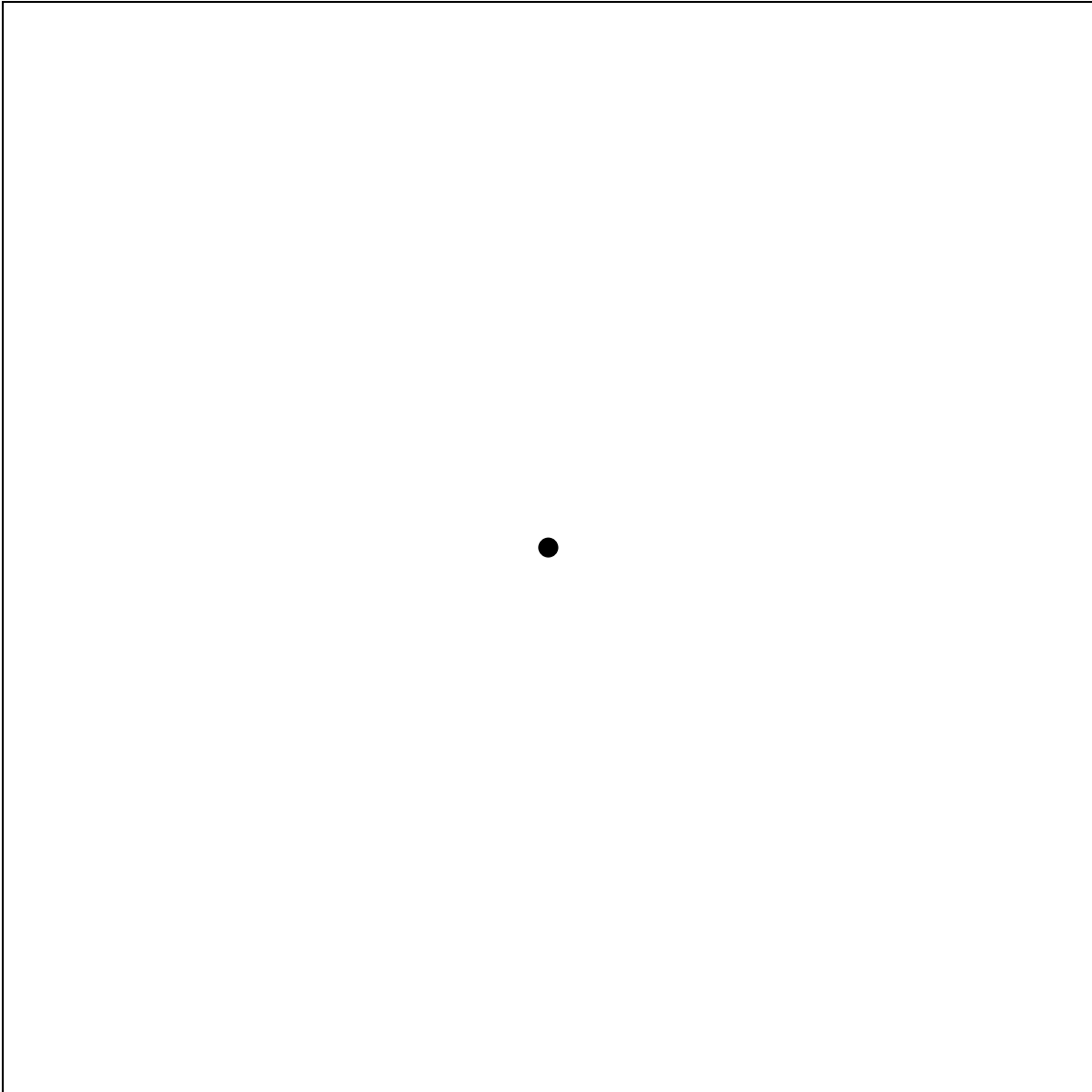
Date: _____



Unit 4, Activity 8, Square

Name: _____

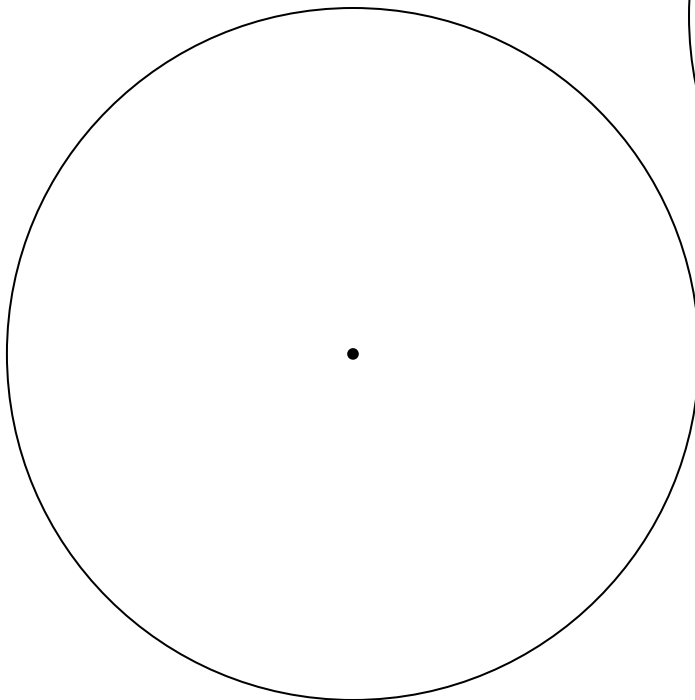
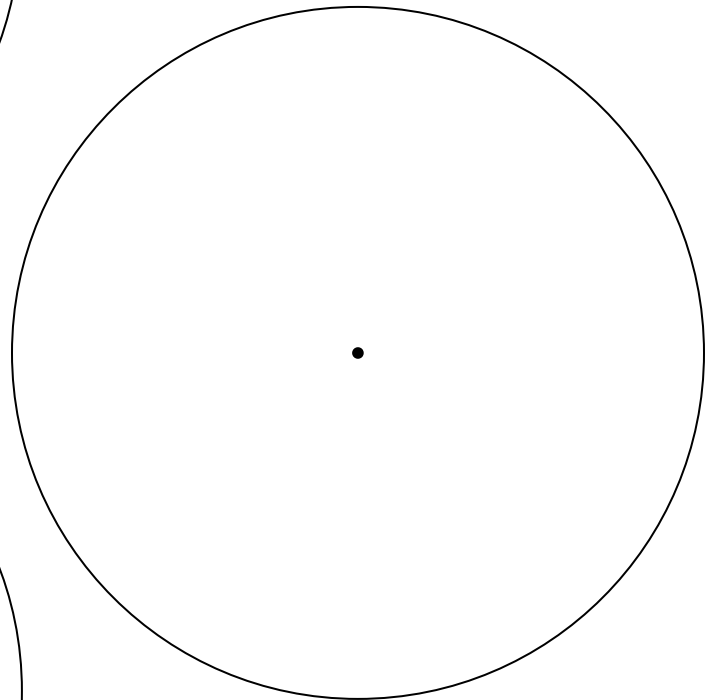
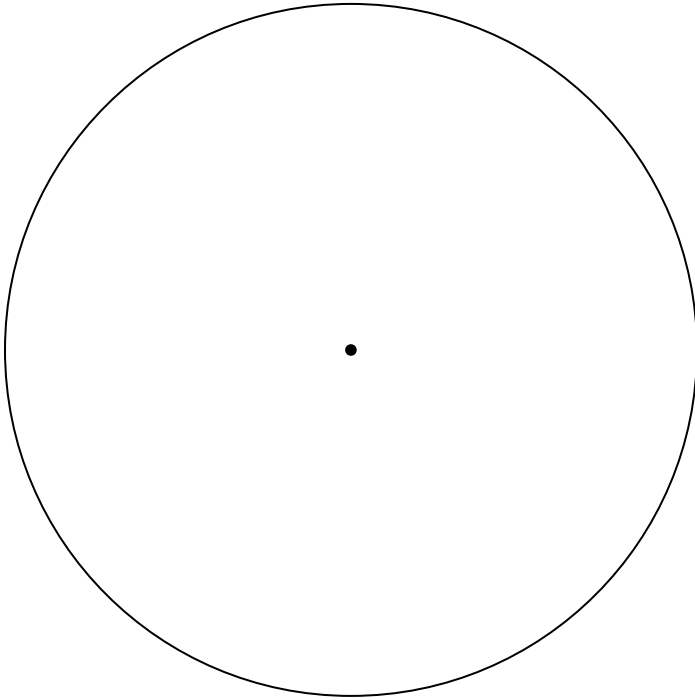
Date: _____



Unit 4, Activity 9, Equivalent Fractions

Name: _____

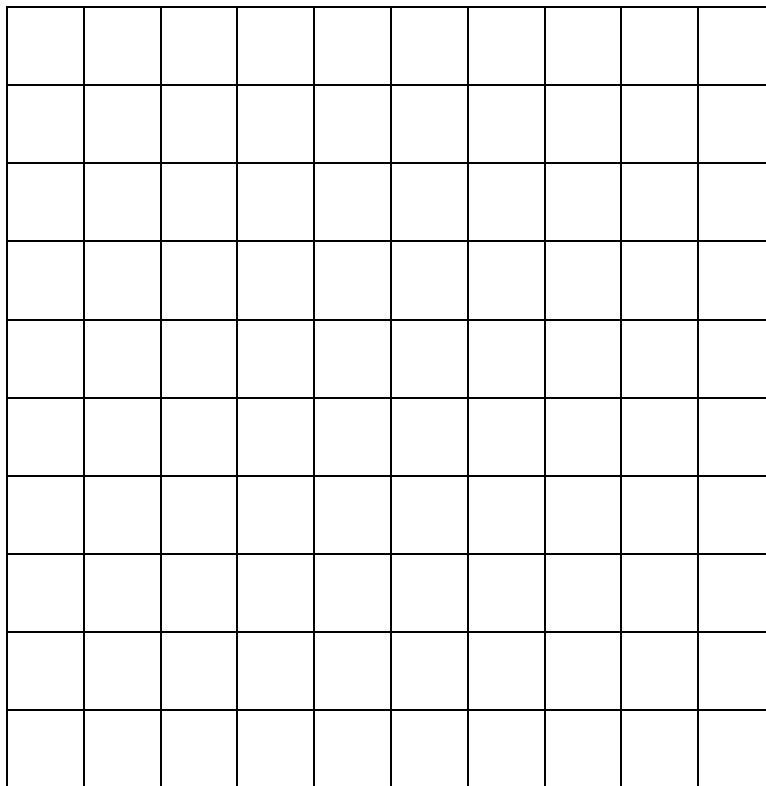
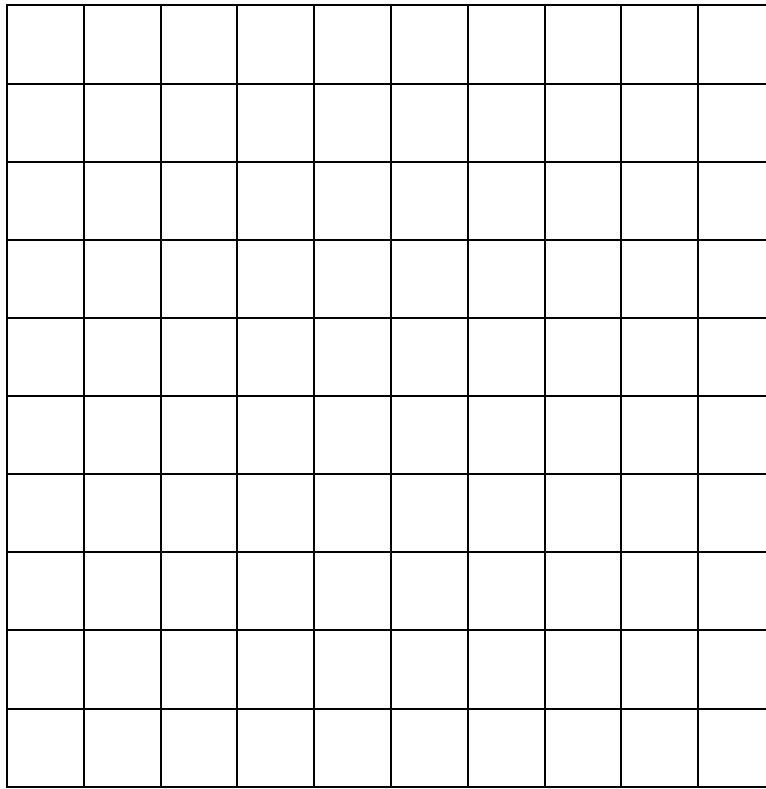
Date: _____



Unit 4, Activity 12, Decimal Squares

Name: _____

Date: _____



Unit 4, Activity 19, How Big is the Fraction

Name: _____

Date: _____

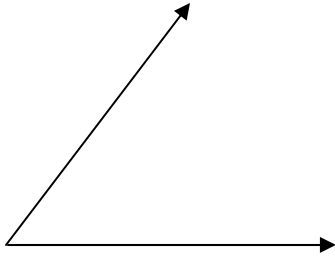
= 0	Between 0 and $\frac{1}{2}$	= $\frac{1}{2}$	Between $\frac{1}{2}$ and 1	= 1	Between 1 and 2

Unit 5, Activities 3 and 4, Measuring Angles

Name: _____

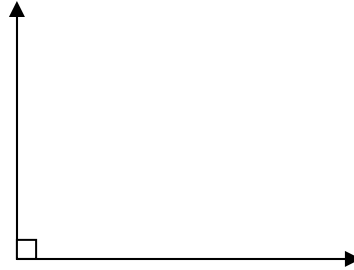
Date: _____

A.



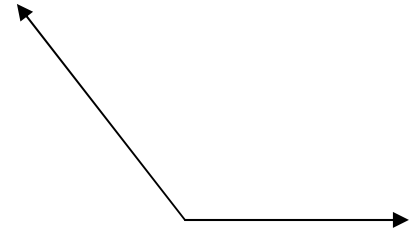
acute

B.



right

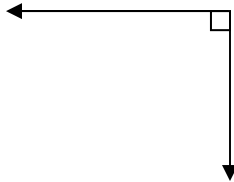
C.



obtuse

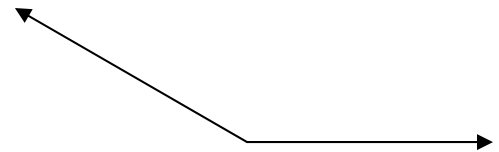
Use your protractor to measure the following angles. Tell what type of angle each one is.

1.



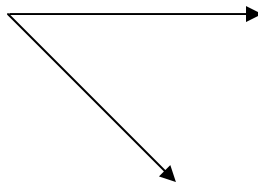
Ans. _____

2.



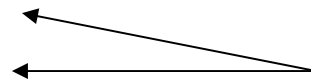
Ans. _____

3.



Ans. _____

4.



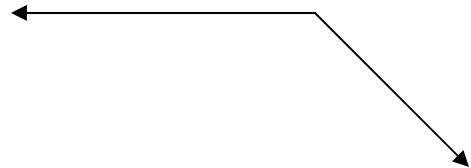
Ans. _____

5.



Ans. _____

6.



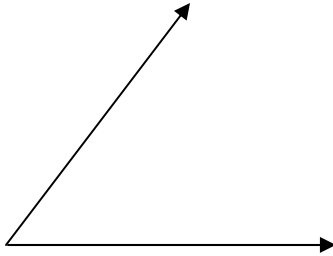
Ans. _____

Unit 5, Activities 3 and 4, Measuring Angles with Answers

Name: _____

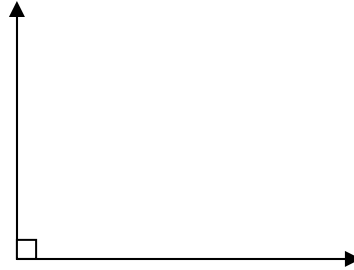
Date: _____

A.



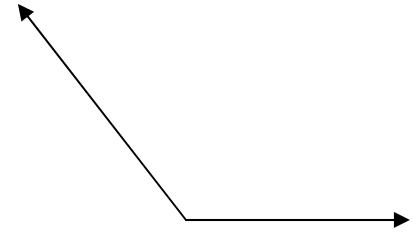
acute
53°

B.



right
90°

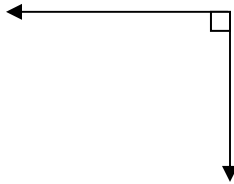
C.



obtuse
128°

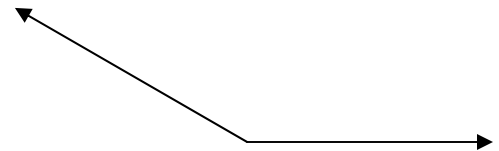
Use your protractor to measure the following angles. Tell what type of angle each one is.

1.



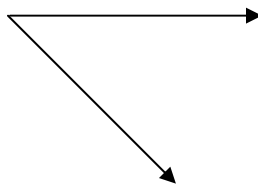
Ans. 90°, right angle

2.



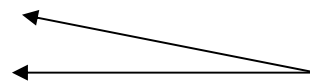
Ans. 150°, obtuse angle

3.



Ans. 46°, acute angle

4.



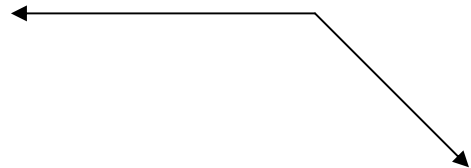
Ans. 11°, acute angle

5.



Ans. 180°, straight angle

6.

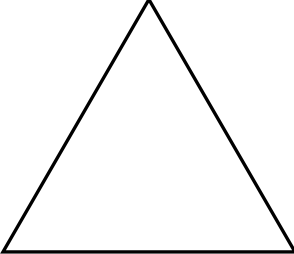
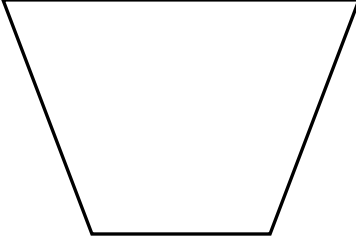
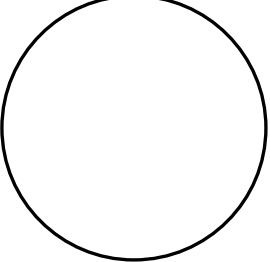

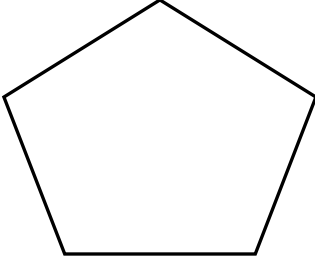
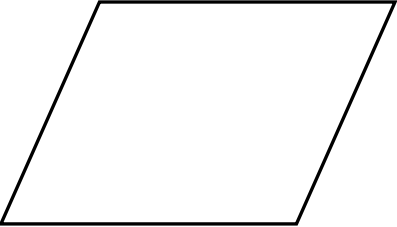
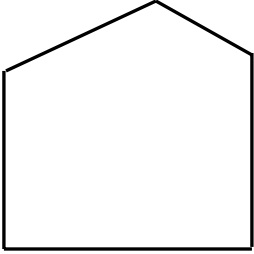
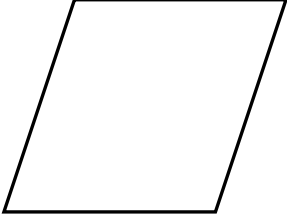
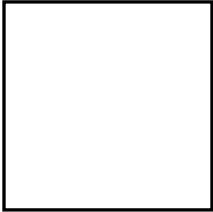
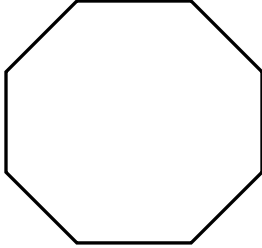
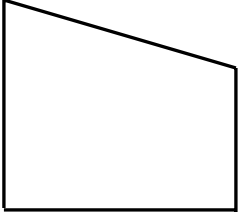
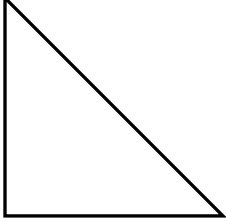


Ans. 135°, obtuse angle

Unit 5, Activities 6 and 7, Common Shapes

Name: _____

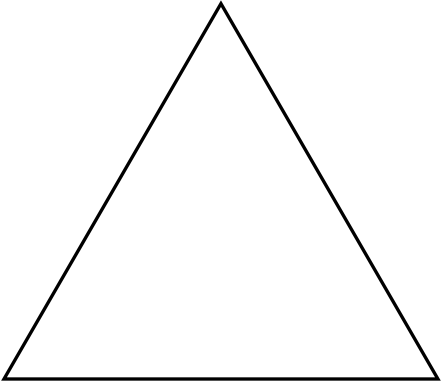
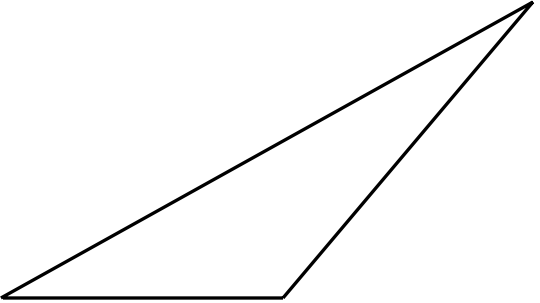
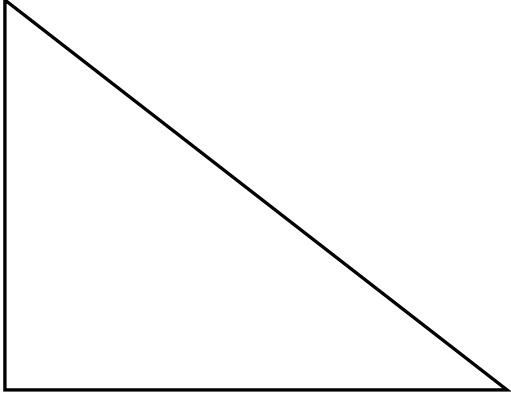
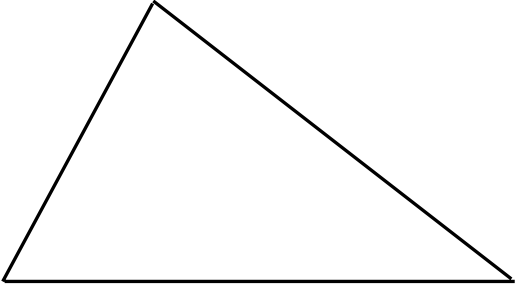
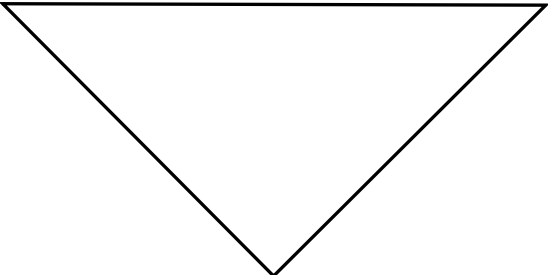
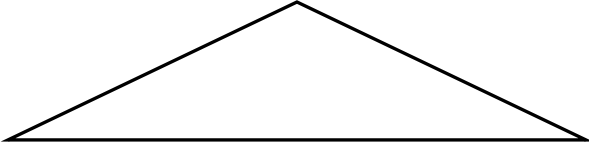
Date: _____

A. 	B. 	C. 
D. 	E. 	F. 
G. 	H. 	I. 
J. 	K. 	L. 

Unit 5, Activity 8, What Kind of Triangle?

Name: _____

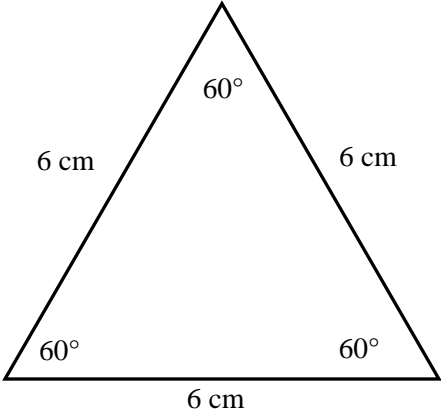
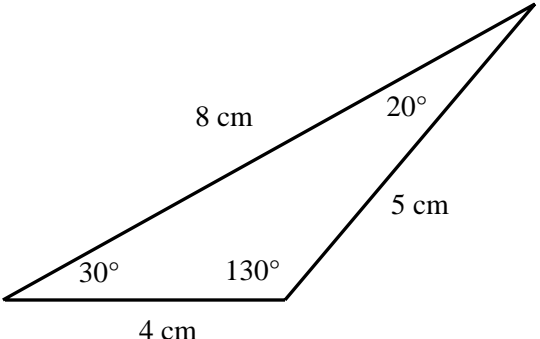
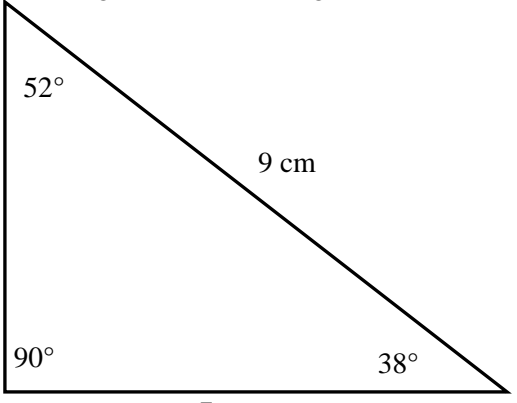
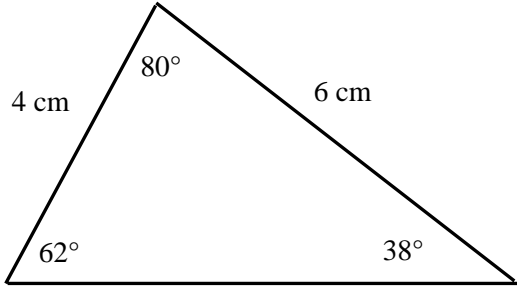
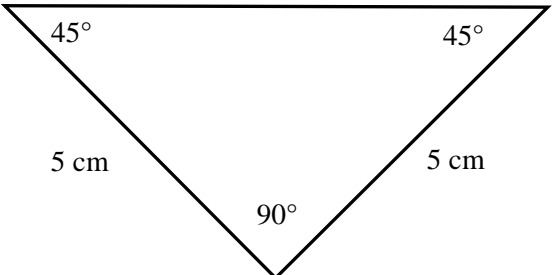
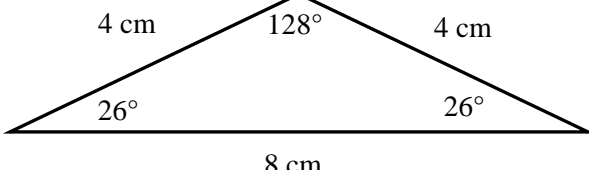
Date: _____

<p>A.</p> 	<p>B.</p> 
<p>C.</p> 	<p>D.</p> 
<p>E.</p> 	<p>F.</p> 

Unit 5, Activity 8, What Kind of Triangle? with Answers

Name: _____

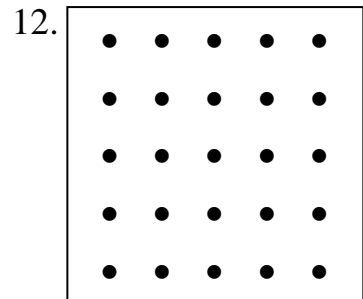
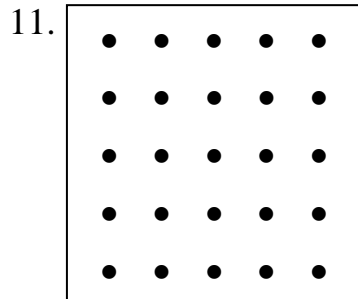
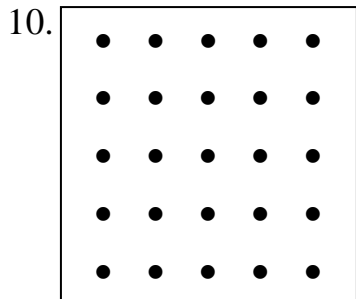
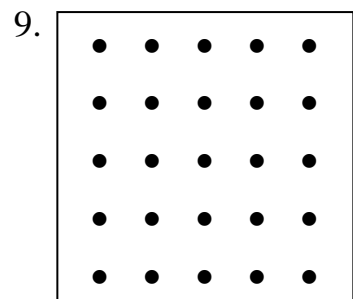
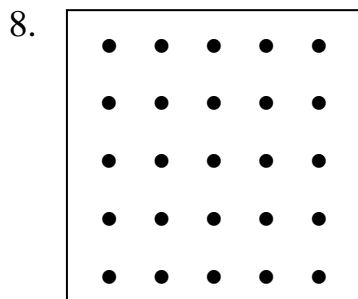
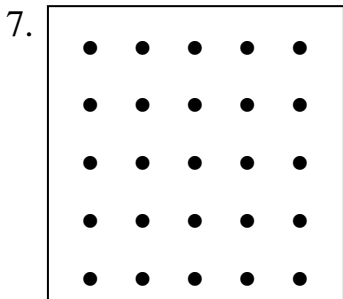
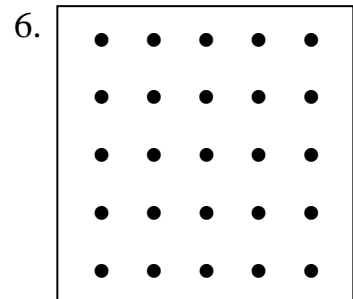
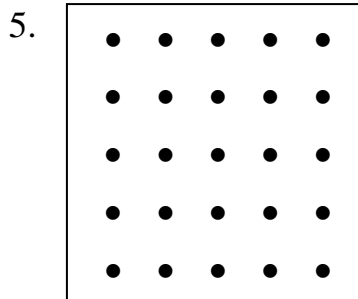
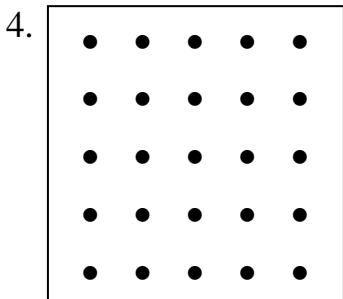
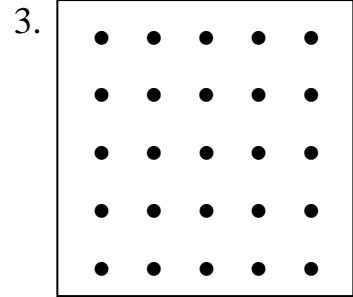
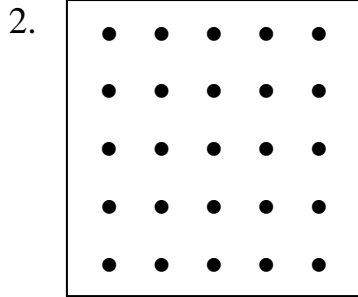
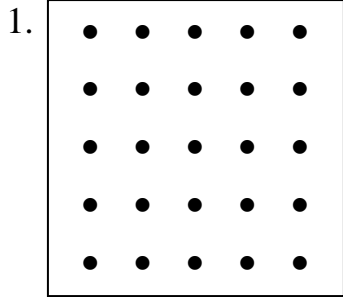
Date: _____

<p>A. Equilateral Triangle</p>  <p>60° 6 cm 6 cm 60° 60° 6 cm</p>	<p>B. Obtuse Scalene Triangle</p>  <p>8 cm 20° 5 cm 30° 130° 4 cm</p>
<p>C. Right Scalene Triangle</p>  <p>52° 9 cm 5 cm 90° 38° 7 cm</p>	<p>D. Acute Scalene Triangle</p>  <p>80° 6 cm 4 cm 62° 38° 7 cm</p>
<p>E. Right Isosceles Triangle</p>  <p>7 cm 45° 45° 5 cm 90° 5 cm</p>	<p>F. Obtuse Isosceles Triangle</p>  <p>4 cm 128° 4 cm 26° 26° 8 cm</p>

Unit 5, Activity 9, Dot Paper Geoboards

Name: _____

Date: _____

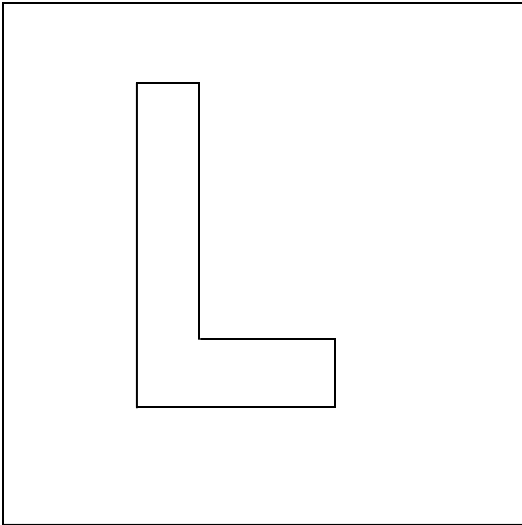


Unit 5, Activity 12, Move the Figures

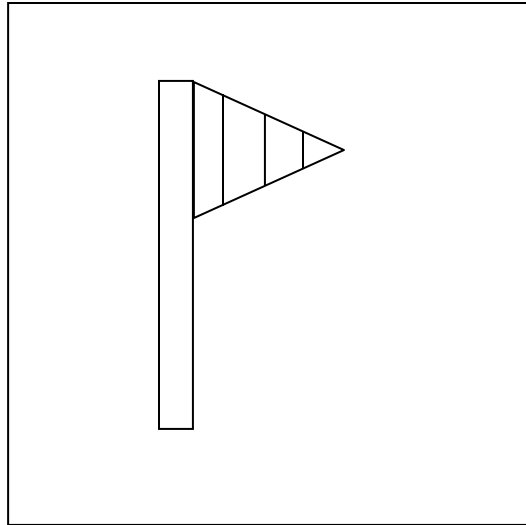
Name: _____

Date: _____

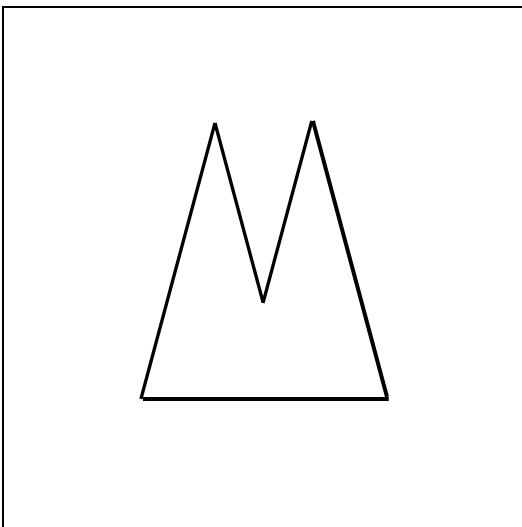
A.



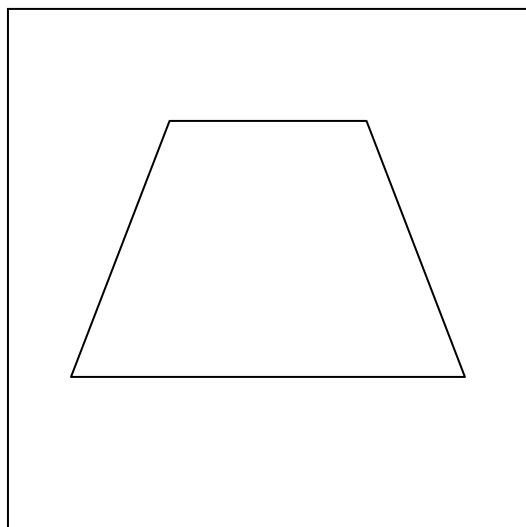
B.



C.



D.

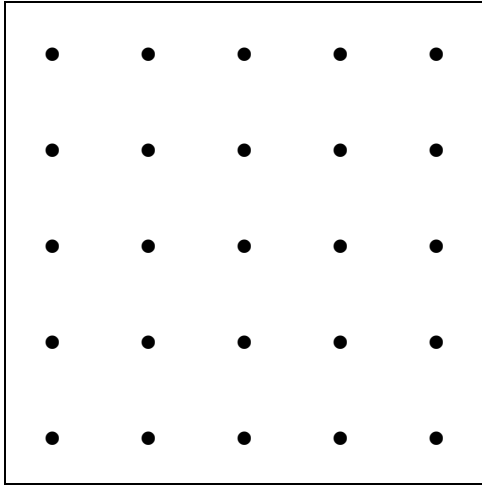


Unit 5, Activity 13, Geoboard Rotations

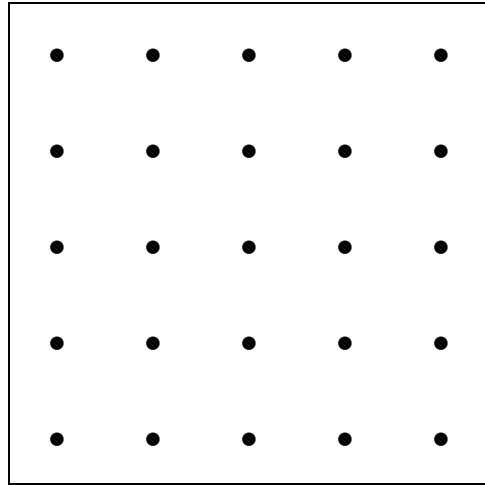
Name: _____

Date: _____

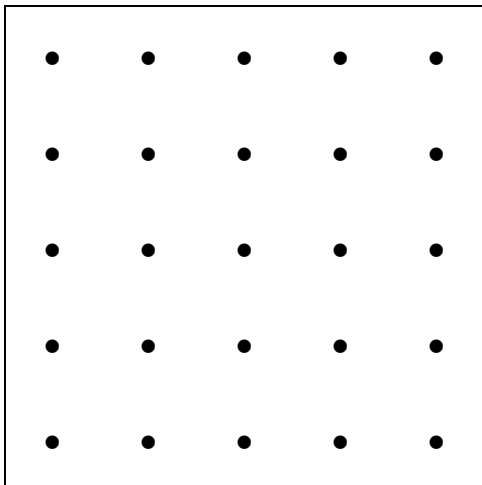
1.



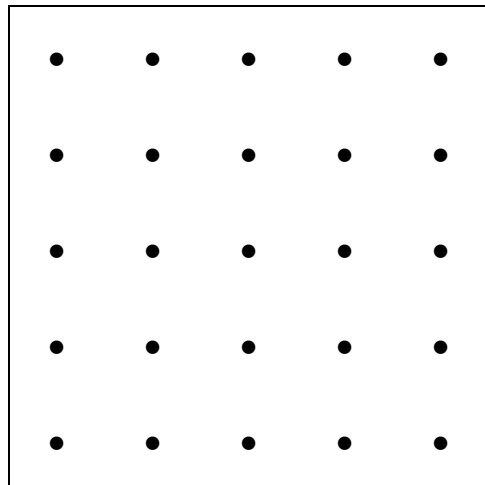
2.



3.



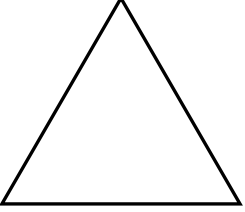
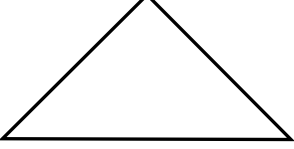
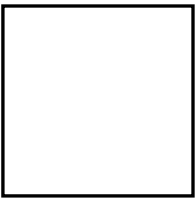

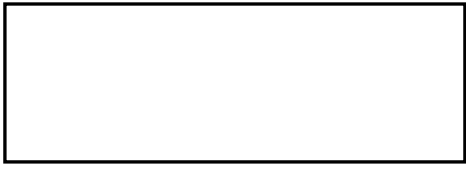
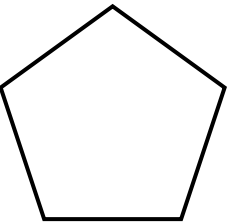
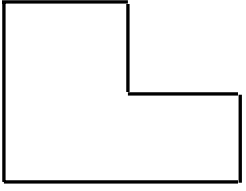
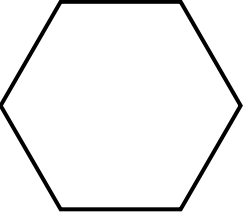
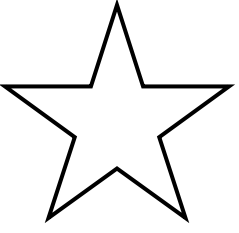

4.



Unit 5, Activity 14, Rotational Symmetry

Name: _____

Date: _____

A.  equilateral triangle	B.  right isosceles triangle
C.  square	D.  trapezoid
E.  rectangle	F.  regular pentagon
G.  hexagon	H.  regular hexagon
I.  star	J.  bus

Unit 5, Activity 16, Properties of Geometric Figures

Name: _____

Date: _____

Properties

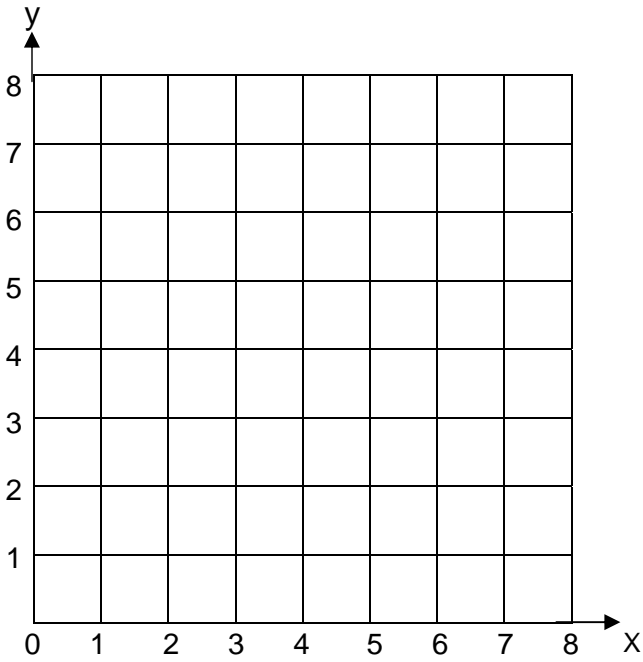
Figure					

Unit 5, Activity 18, Plot that Figure

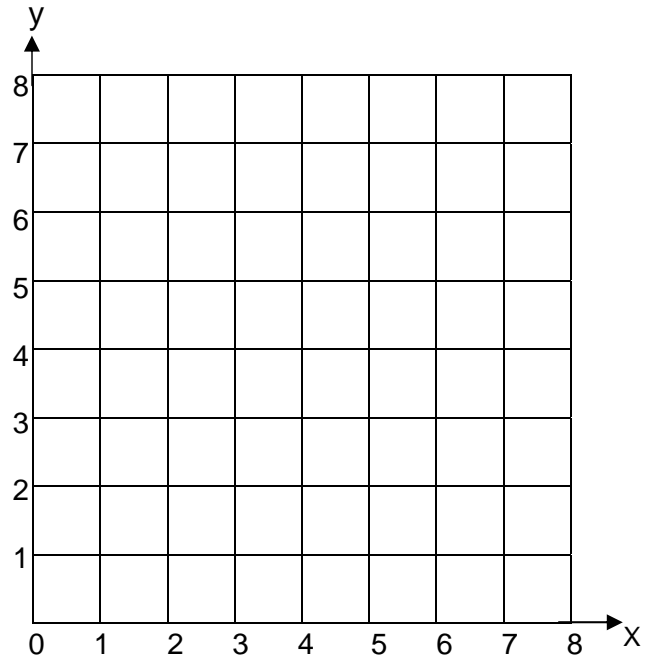
Name: _____

Date: _____

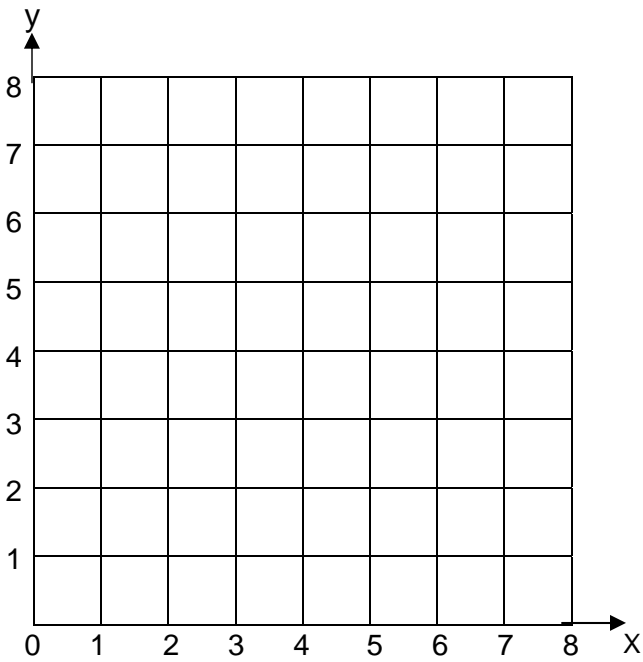
1.



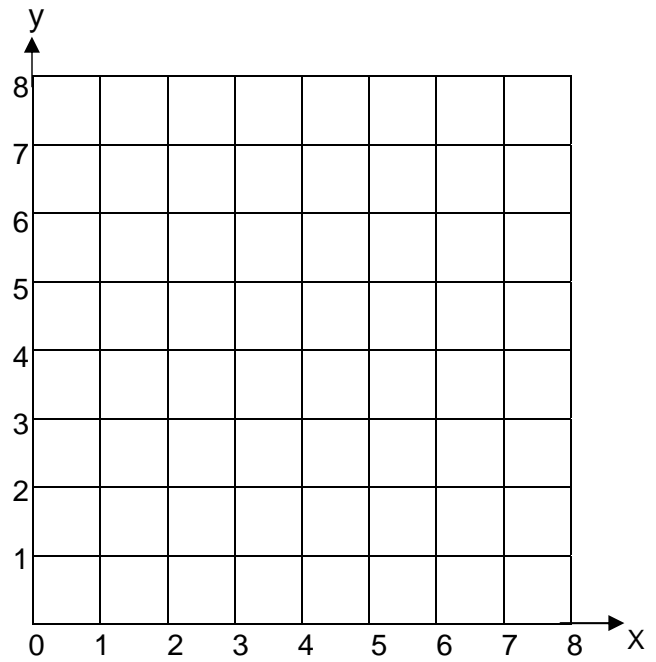
2.



3.



4.

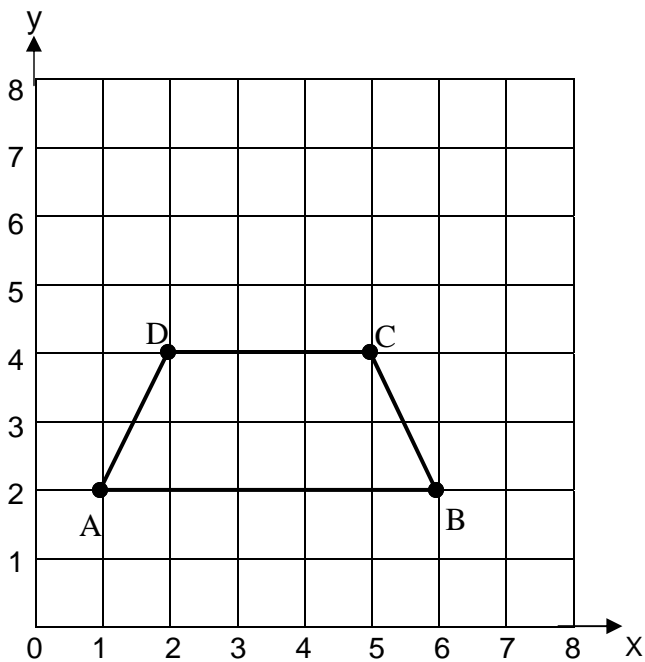


Unit 5, Activity 18, Plot that Figure with Answers

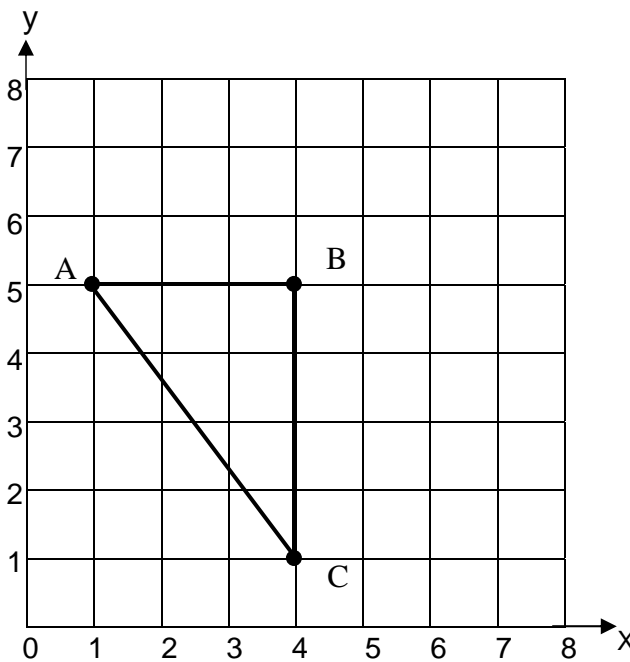
Name: _____

Date: _____

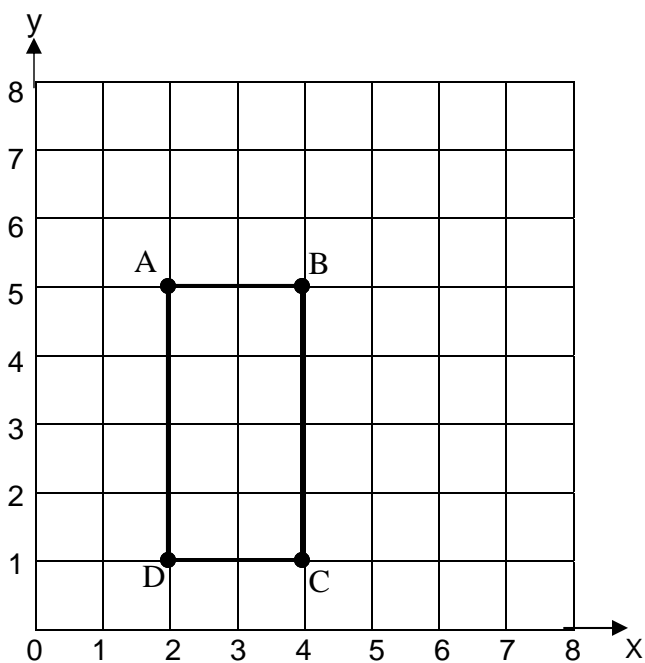
1.



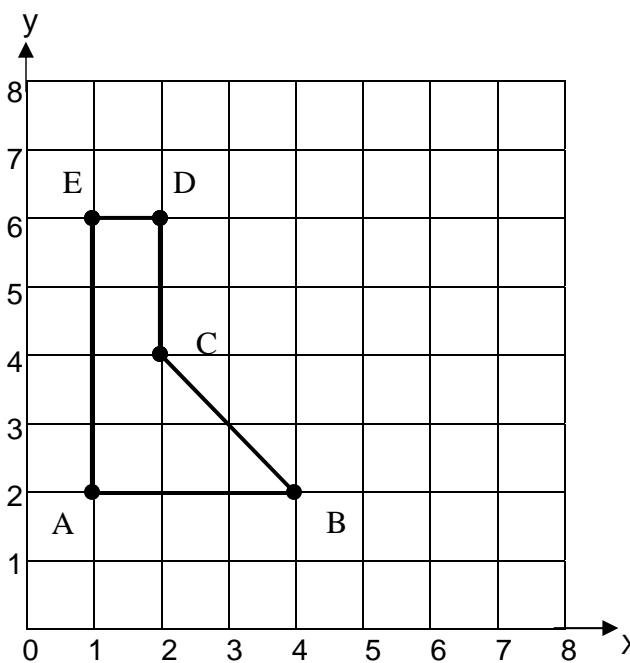
2.



3.



4.



Unit 5, Activity 4, Specific Assessment, Angle Measures

Name: _____

Date: _____

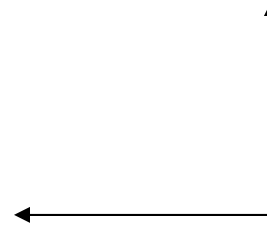
1.



Angle Measure _____

Type of Angle _____

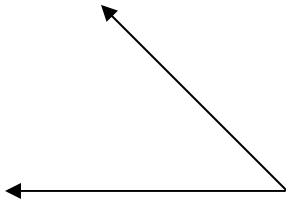
2.



Angle Measure _____

Type of Angle _____

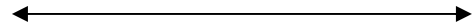
3.



Angle Measure _____

Type of Angle _____

4.



Angle Measure _____

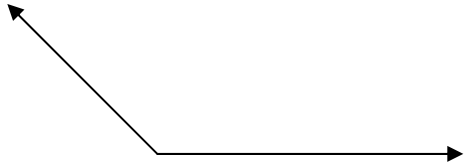
Type of Angle _____

Unit 5, Activity 4, Specific Assessment, Angle Measures with Answers

Name: _____

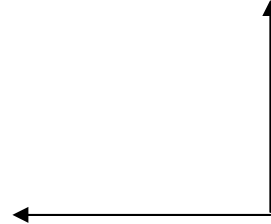
Date: _____

1.



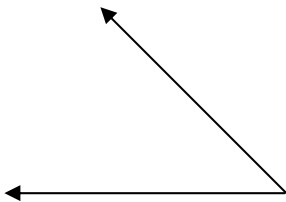
Angle Measure 134°
Type of Angle obtuse

2.



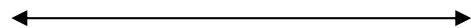
Angle Measure 90°
Type of Angle right

3.



Angle Measure 45°
Type of Angle acute

4.



Angle Measure 180°
Type of Angle straight

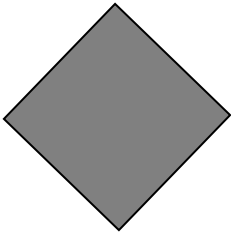
Unit 5, Activity 6, Specific Assessment, Which Shape Does Not Belong?

Name: _____

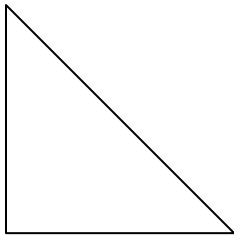
Date: _____

Decide which shape does not belong and explain why.

A.



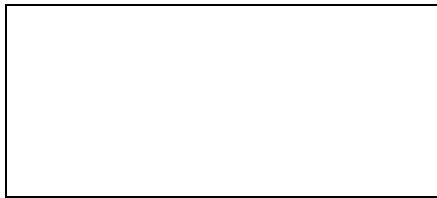
B.



C.



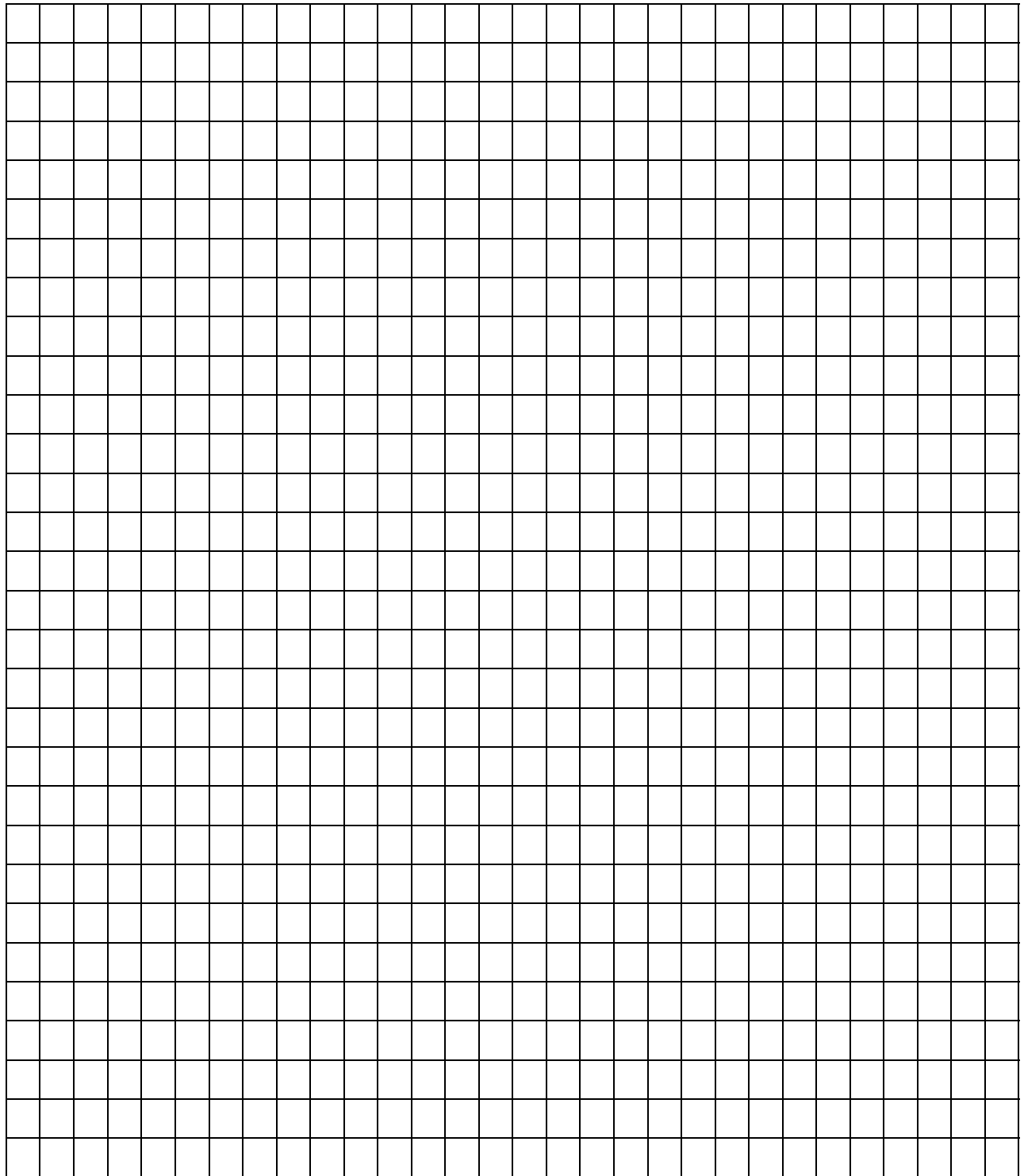
D.



Unit 5, Activity 12 Specific Assessment, Grid Paper

Name: _____

Date: _____



Unit 6, Activity 2, Measurement Vocabulary

Name: _____

Date: _____

Tools for Measuring

Attribute					

Y = Yes N = No

Units Used for Measurement

Attribute					

Y = Yes N = No

Unit 6, Activity 3, Linear Units

Name: _____

Date: _____

Cut the cards.

meter	millimeter	yard	mile
foot	centimeter	inch	kilometer
km	ft	cm	mi
mm	yd	m	in.

Unit 6, Activity 4, Measuring Length

Name: _____

Date: _____

Object to be Measured	<u>U.S. Unit</u>	<u>U.S. Unit</u>	<u>Metric Unit</u>	<u>Metric Unit</u>
	Estimated Length	Actual Length	Estimated Length	Actual Length

Unit 6, Activity 5, Distance Around a Shape

Name: _____

Date: _____

Object to be Measured	<u>U.S. Unit</u>	<u>U.S. Unit</u>	<u>Metric Unit</u>	<u>Metric Unit</u>
	Estimated Length	Actual Length	Estimated Length	Actual Length

Unit 6, Activity 6, Units of Time

Name: _____

Date: _____

Cut the cards.

hour	year	day	month
week	minute	second	d
mo	yr	min	sec
wk	hr		

Unit 6, Activity 11, Temperature

Name: _____

Date: _____

What Measured	Cold	Warm, Medium, Comfortable	Hot
	_____°F _____°C	_____°F _____°C	_____°F _____°C
	_____°F _____°C	_____°F _____°C	_____°F _____°C
	_____°F _____°C	_____°F _____°C	_____°F _____°C
	_____°F _____°C	_____°F _____°C	_____°F _____°C
	_____°F _____°C	_____°F _____°C	_____°F _____°C
	_____°F _____°C	_____°F _____°C	_____°F _____°C

Unit 6, Activity 12, Weight/Mass Units

Name: _____

Date: _____

Cut the cards.

ounce	gram	ton	pound
kilogram	oz	lb	kg
g	T		

Unit 6, Activity 13, Measuring Weight/Mass

Name: _____

Date: _____

Object to be Measured	<u>U.S. Unit</u> Estimated Weight	<u>U.S. Unit</u> Actual Weight	<u>Metric Unit</u> Estimated Mass	<u>Metric Unit</u> Actual Mass

Unit 6, Activity 14, Capacity Units

Name: _____

Date: _____

Cut the cards.

fluid ounce	quart	liter
cup	gallon	milliliter
pint	kiloliter	fl oz
c	L	qt
gal	mL	pt
KL		

Unit 6, Activity 19, Conversions

Name: _____

Date: _____

Object Measured	inches	feet	yards

Object Measured	millimeters	centimeters	meters

Unit 6, Activity 19, Conversions

Name: _____

Date: _____

Length

U.S.

12 inches (in.) = 1 foot (ft)

3 feet (ft) = 1 yard (yd)

5280 feet (ft) = 1 mile

Metric

10 millimeters (mm) = 1 centimeter (cm)

1000 millimeters (mm) = 1 meter (m)

100 centimeters (cm) = 1 meter (m)

1000 meters (m) = 1 kilometer (km)

Weight/Mass

U.S.

16 ounces (oz) = 1 pound (lb)

2000 pounds (lb) = 1 ton (T)

Metric

1000 milligrams (mg) = 1 gram

1000 grams (g) = 1 kilogram (kg)

Capacity

U.S.

8 fluid ounces (fl oz) = 1 cup (c)

2 cups (c) = 1 pint (pt)

2 pints (pt) = 1 quart (qt)

4 quarts (qt) = 1 gallon (gal)

Metric

1000 milliliters (mL) = 1 liter (L)

1000 liters (L) = 1 kiloliter (kL)

Time

U.S.

60 seconds (s) = 1 minute (min)

60 minutes (min) = 1 hour (hr)

24 hours (hr) = 1 day (d)

7 days (d) = 1 week (wk)

about 4 weeks (wk) = 1 month (mo)

12 months (mo) = 1 year (yr)

52 weeks (wk) = 1 year (yr)

365 days (d) = 1 year (yr)

Unit 7, Activity 2, Make That Fraction

Name: _____

Date: _____

Description	Fraction
1. A fraction > 1	_____
2. A fraction in simplest form	_____
3. A fraction $< \frac{1}{2}$	_____
4. A fraction $> \frac{1}{2}$	_____
5. A fraction equivalent to 1.5	_____
6. A fraction < 1	_____
7. A fraction $= \frac{1}{2}$	_____
8. A fraction equivalent to $1\frac{1}{4}$	_____
9. A fraction $= 1$	_____
10. A fraction between 1 and 2	_____

Unit 7, Activity 2, Opinions About Fractions and Decimals

Name: _____

Date: _____

What Are Your Opinions About
Fractions and Decimals?

Directions: After each statement, write SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree). In the space provided, briefly explain your reasons for your opinions.

1. All improper fractions are greater than 1. _____

Your reasons:

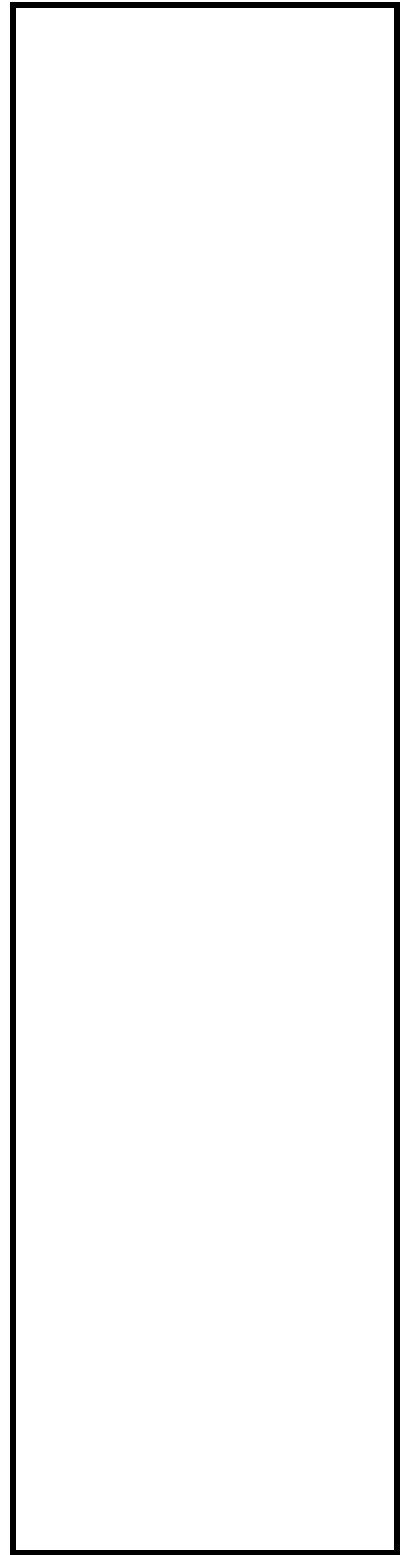
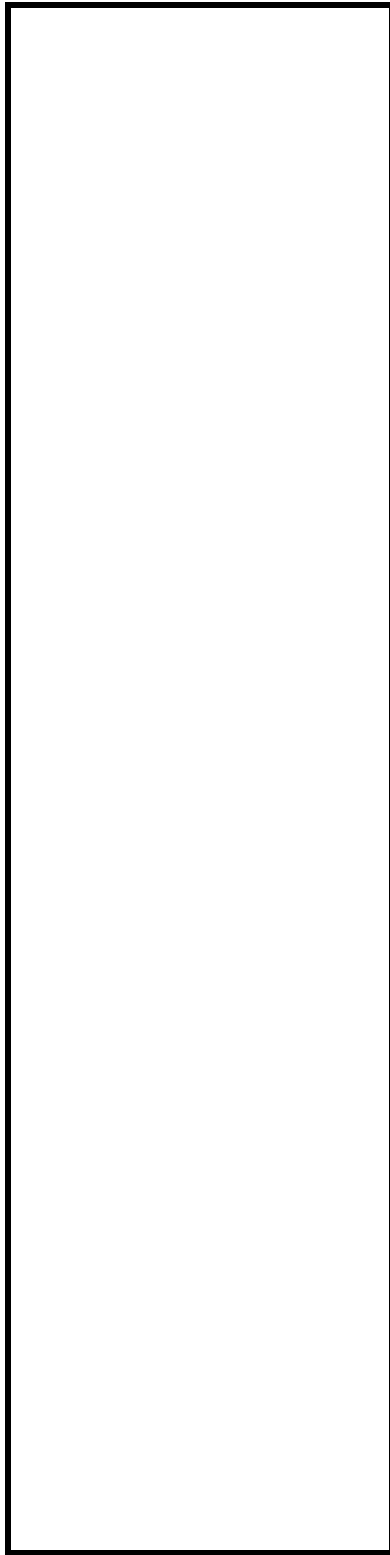
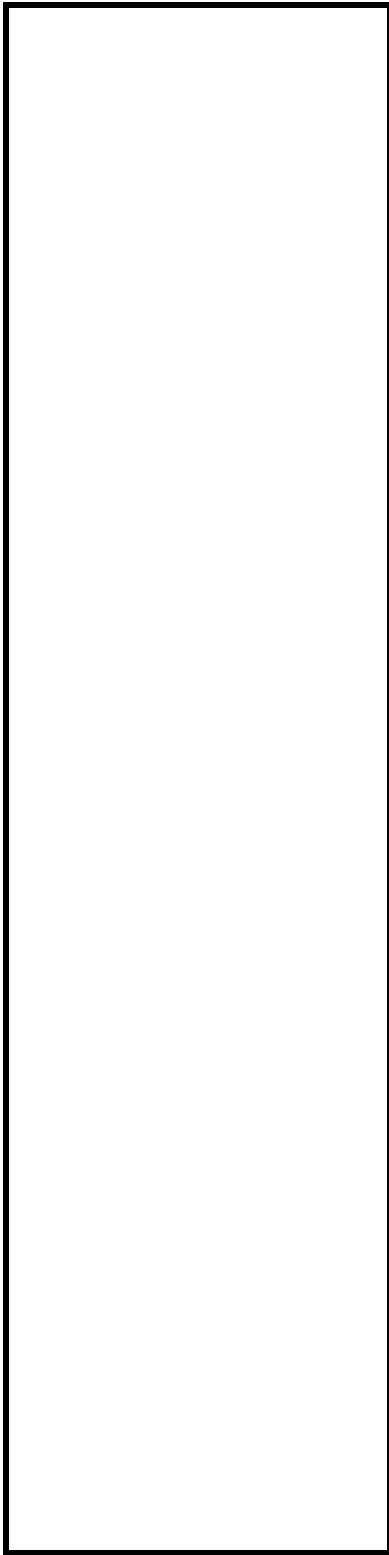
2. One-fourth can be greater than one-half. _____

Your reasons:

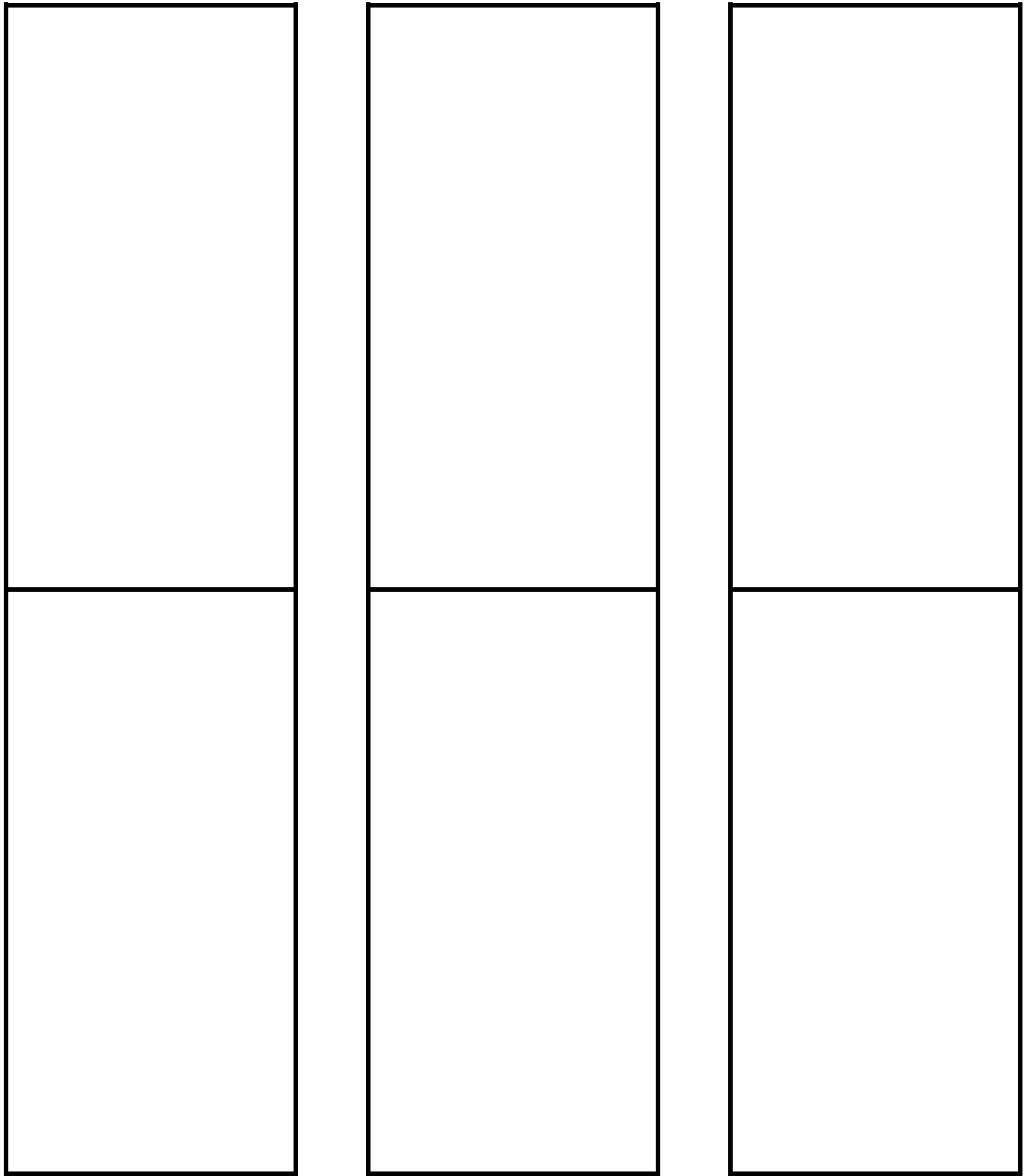
3. All fractions with denominators of 100 can be written as decimals. _____

Your reasons:

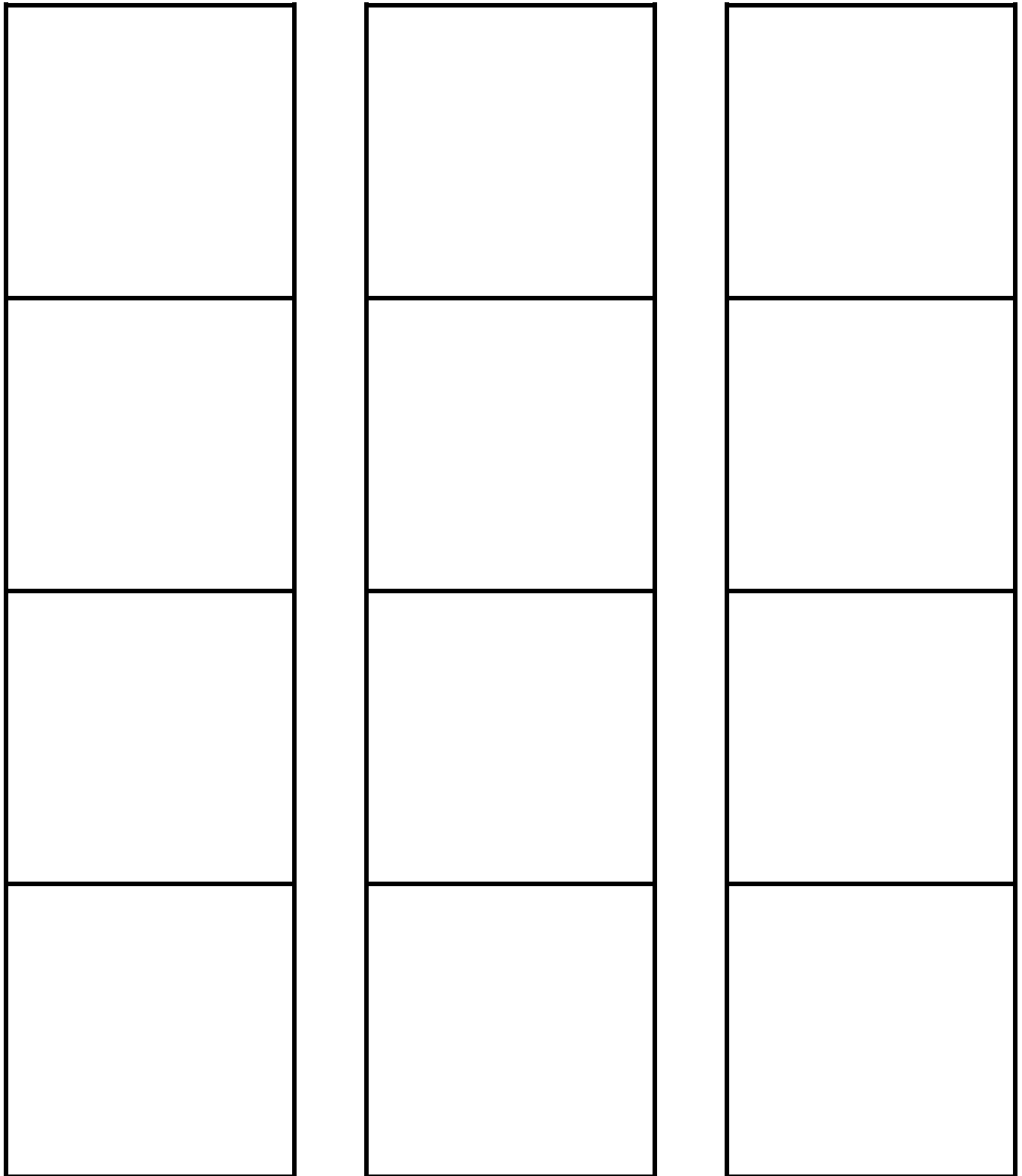
Unit 7, Activity 3, Fraction Strips A



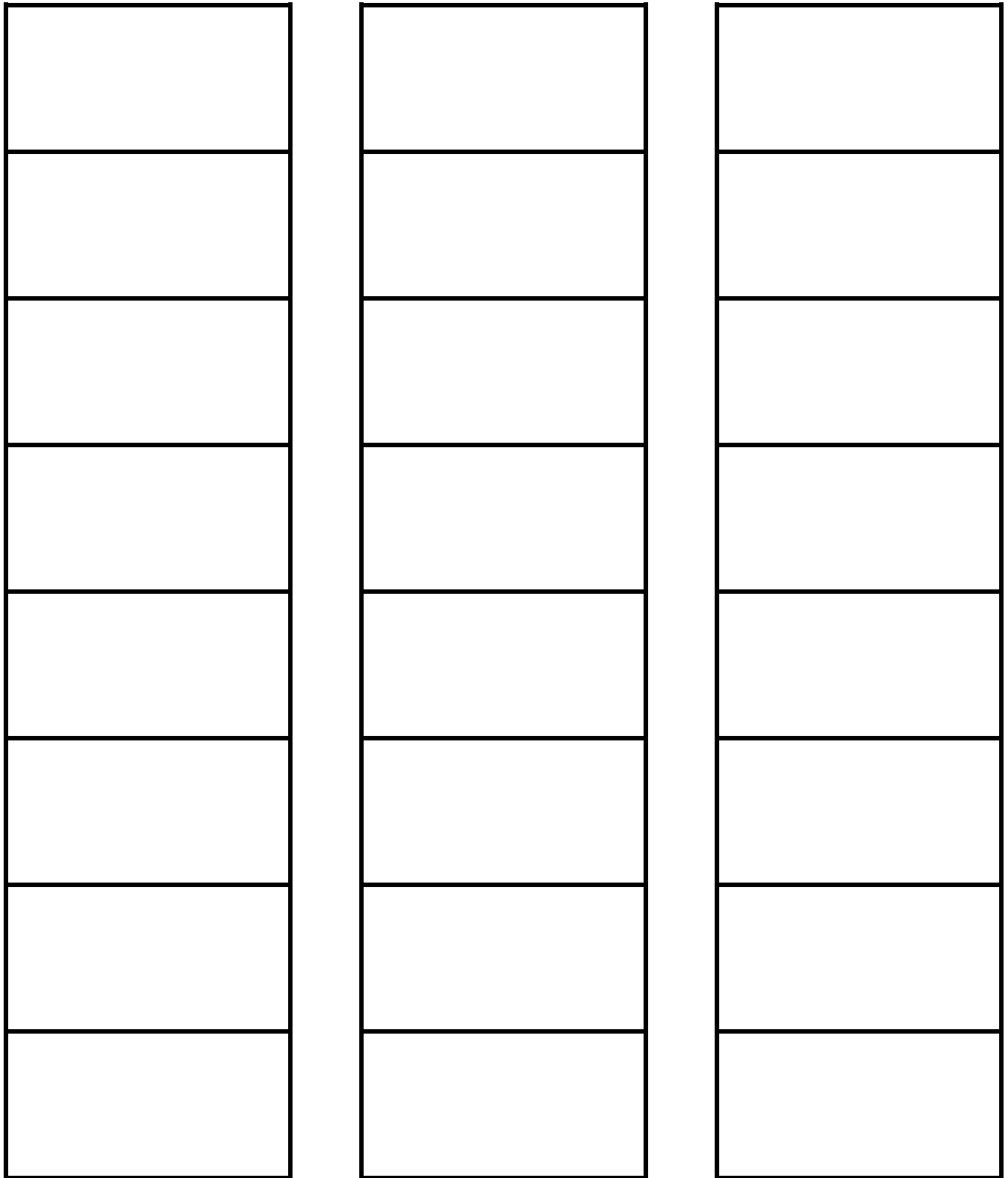
Unit 7, Activity 3, Fraction Strips B



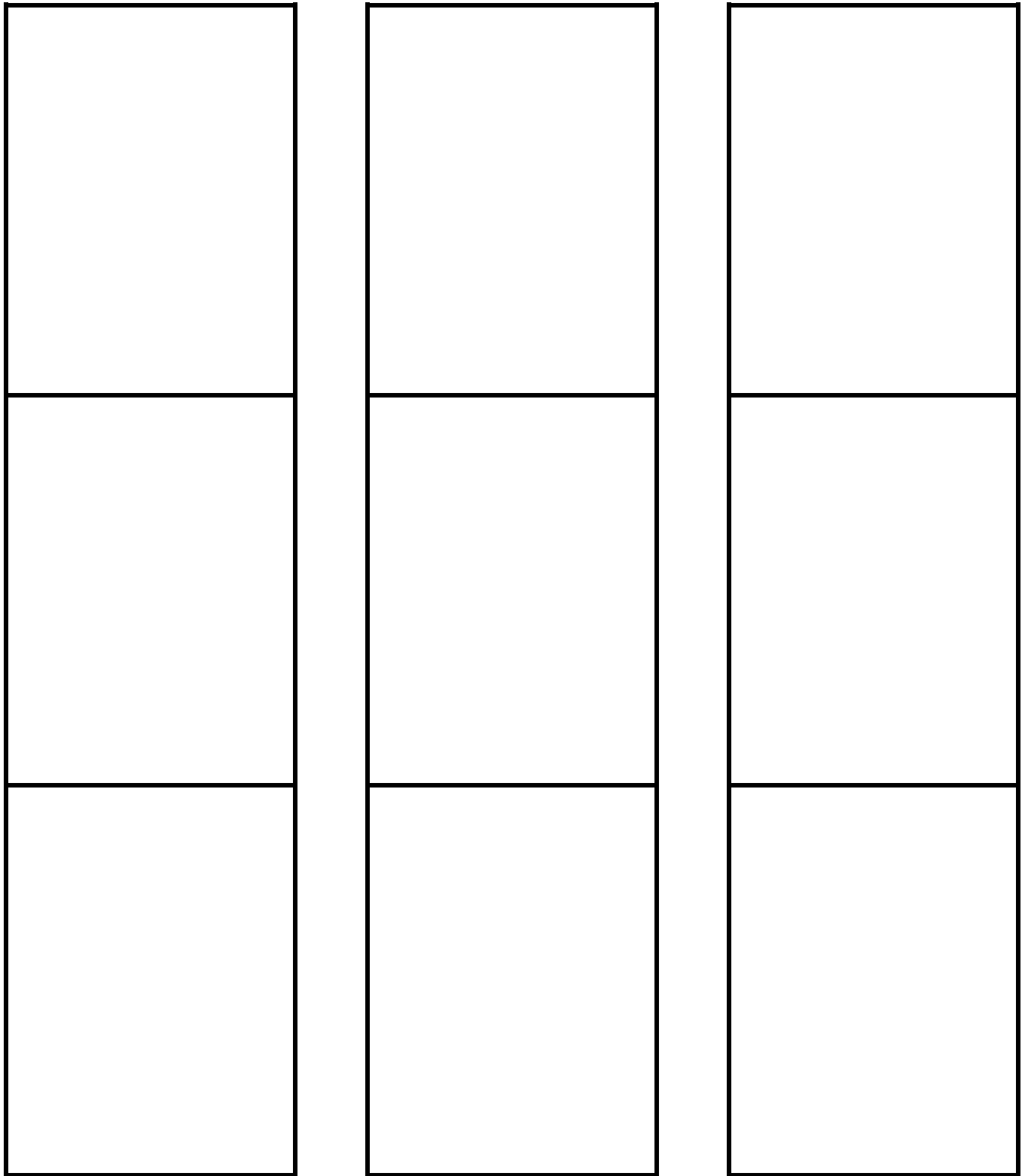
Unit 7, Activity 3, Fraction Strips C



Unit 7, Activity 3, Fraction Strips D



Unit 7, Activity 3, Fraction Strips E



Unit 7, Activity 3, Fraction Strips F

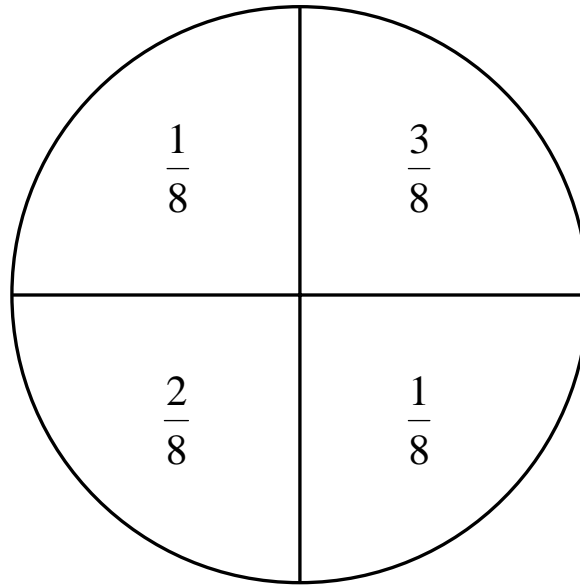
The image displays three identical vertical rectangles arranged horizontally. Each rectangle is divided into seven equal horizontal sections by six horizontal lines. These sections are intended to be used as fraction strips for a mathematical activity.

Unit 7, Activity 4, Fraction Spinners

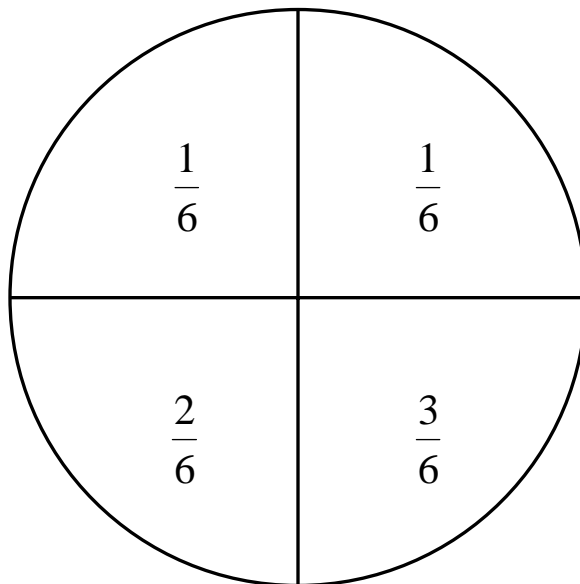
Name: _____

Date: _____

A.



B.



Unit 7, Activity 5, Concentration Cards

Name: _____

Date: _____

Cut the cards.

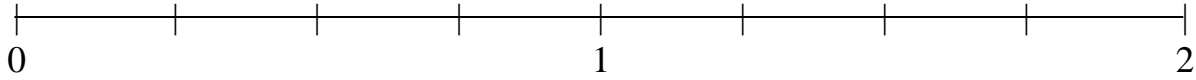
$\frac{1}{3} + \frac{1}{3}$	$\frac{1}{8} + \frac{3}{8}$	$\frac{1}{2} + \frac{1}{2}$	$\frac{1}{2}$
$\frac{4}{8} - \frac{2}{8}$	$\frac{6}{6} - \frac{4}{6}$	$\frac{5}{6}$	$\frac{8}{8} - \frac{7}{8}$
1	$\frac{5}{8} - \frac{2}{8}$	$\frac{1}{4}$	$\frac{3}{4}$
$\frac{2}{6}$	$\frac{1}{4} + \frac{2}{4}$	$\frac{3}{8}$	$\frac{2}{3}$
$\frac{1}{6} + \frac{4}{6}$	$\frac{1}{8}$	$\frac{2}{4} - \frac{2}{4}$	0

Unit 7, Activities 6 and 11, Number Lines BLM

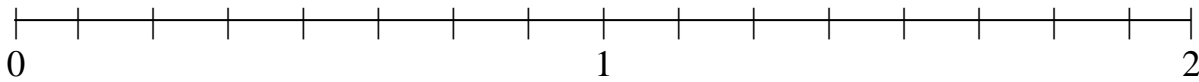
Name: _____

Date: _____

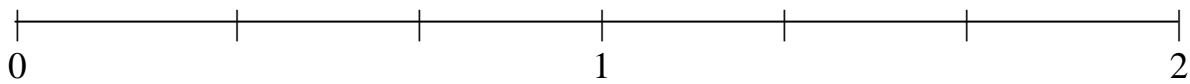
A.



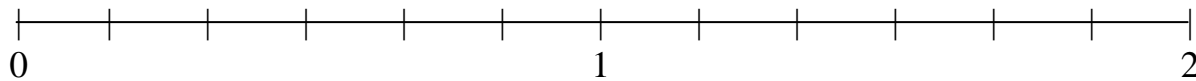
B.



C.



D.

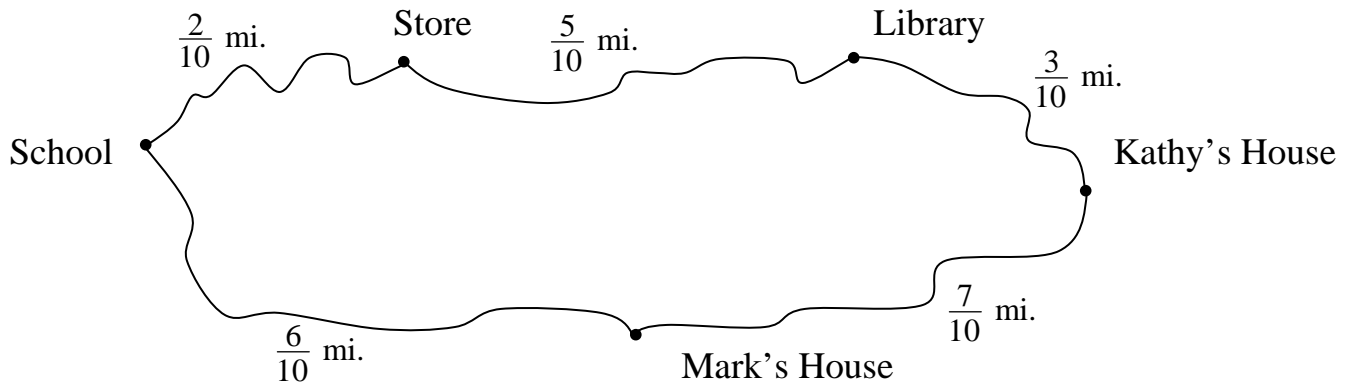


Unit 7, Activity 8, How Far Is It?

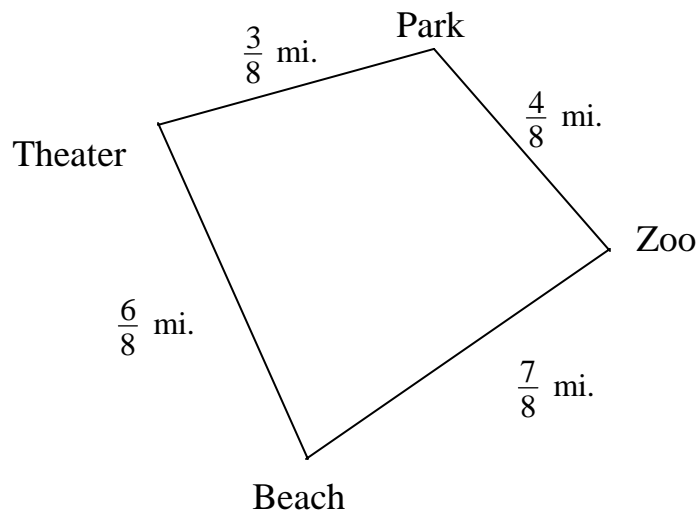
Name: _____

Date: _____

Map A



Map B



Unit 7, Activity 9, Who Are We?

Name: _____

Date: _____

Use the fractions in the box to find two answers to fit each statement.

$\frac{1}{4}$	$\frac{2}{8}$	$\frac{10}{10}$	$\frac{2}{4}$	$\frac{2}{2}$	$\frac{5}{8}$
$\frac{5}{10}$	$\frac{7}{8}$	$\frac{1}{1}$	$\frac{3}{8}$	$\frac{1}{8}$	$\frac{1}{2}$
$\frac{3}{4}$	$\frac{4}{8}$	$\frac{4}{4}$	$\frac{6}{8}$	$\frac{9}{10}$	$\frac{8}{8}$

1. A fraction between $\frac{1}{4}$ and $\frac{5}{8}$ _____
2. A fraction less than $\frac{1}{2}$ _____
3. Two fractions whose sum is 1 _____
4. Two fractions whose sum is $1\frac{1}{2}$ _____
5. Two fractions whose difference is almost 0 _____
6. Two fractions whose sum is almost 1 _____
7. Two fractions whose difference is $\frac{3}{8}$ _____
8. Two fractions whose sum is $\frac{8}{8}$ _____
9. Two fractions whose difference is $\frac{2}{4}$ _____
10. Two fractions whose sum is greater than 1 _____

Unit 7, Activity 9, Who Are We? with Answers

Name: _____

Date: _____

Use the fractions in the box to find two answers to fit each statement.

$\frac{1}{4}$	$\frac{2}{8}$	$\frac{10}{10}$	$\frac{2}{4}$	$\frac{2}{2}$	$\frac{5}{8}$
$\frac{5}{10}$	$\frac{7}{8}$	$\frac{1}{1}$	$\frac{3}{8}$	$\frac{1}{8}$	$\frac{1}{2}$
$\frac{3}{4}$	$\frac{4}{8}$	$\frac{4}{4}$	$\frac{6}{8}$	$\frac{9}{10}$	$\frac{8}{8}$

Sample Answers

1. A fraction between $\frac{1}{4}$ and $\frac{5}{8}$ $\frac{2}{4}, \frac{3}{8}$

2. A fraction less than $\frac{1}{2}$ $\frac{1}{4}$ or $\frac{3}{8}$

3. Two fractions whose sum is 1 $\frac{1}{4} + \frac{3}{4}$ or $\frac{1}{8} + \frac{7}{8}$

4. Two fractions whose sum is $1\frac{1}{2}$ $\frac{1}{1} + \frac{1}{2}$ or $\frac{2}{2} + \frac{1}{2}$

5. Two fractions whose difference is almost 0 $\frac{7}{8} - \frac{6}{8}$ or $\frac{10}{10} - \frac{9}{10}$

6. Two fractions whose sum is almost 1 $\frac{1}{8} + \frac{6}{8}$ or $\frac{2}{8} + \frac{5}{8}$

7. Two fractions whose difference is $\frac{3}{8}$ $\frac{8}{8} - \frac{5}{8}$ or $\frac{7}{8} - \frac{4}{8}$

8. Two fractions whose sum is $\frac{8}{8}$ $\frac{1}{8} + \frac{7}{8}$ or $\frac{2}{8} + \frac{6}{8}$

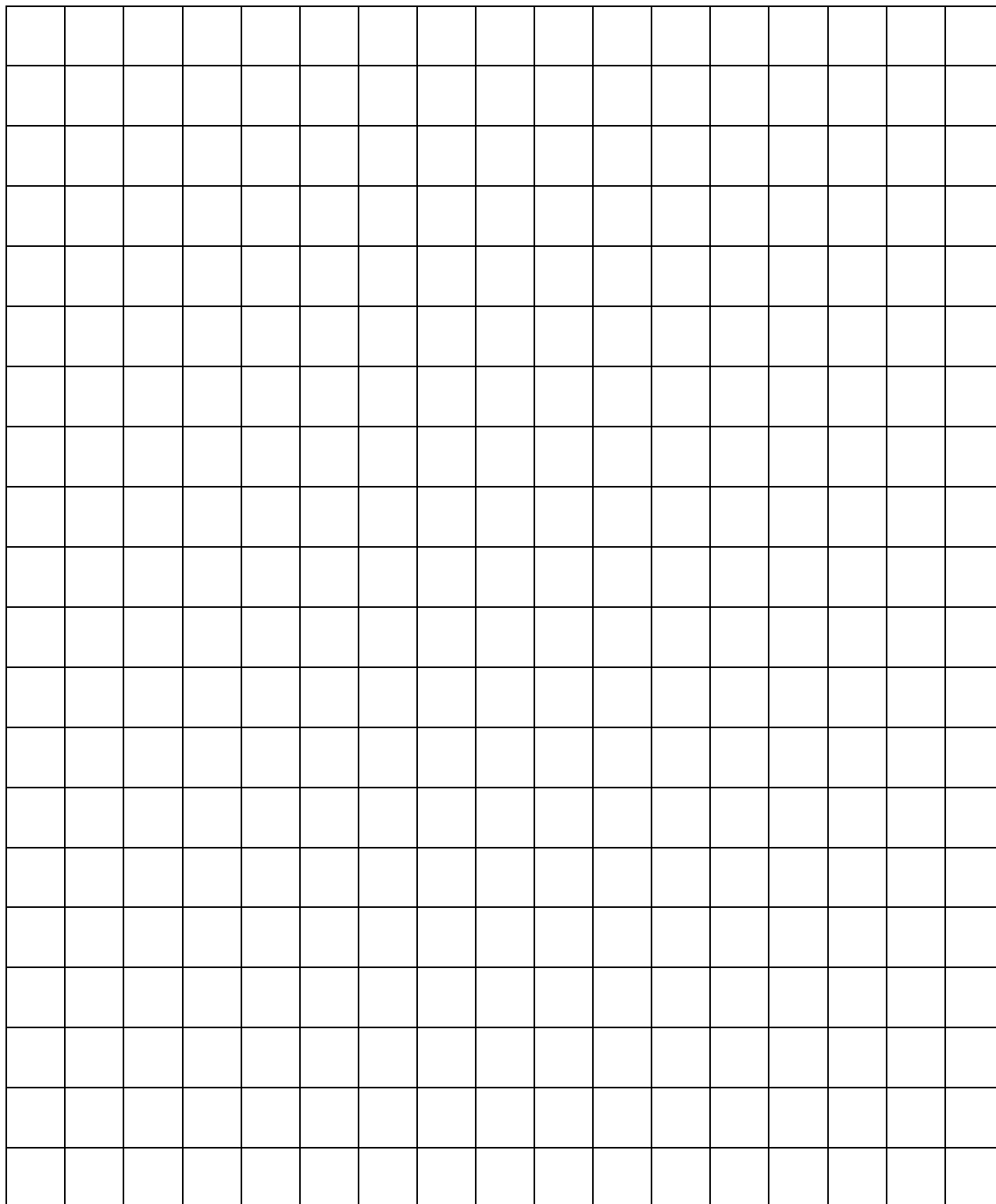
9. Two fractions whose difference is $\frac{2}{4}$ $\frac{4}{4} - \frac{2}{4}$ or $\frac{3}{4} - \frac{1}{4}$

10. Two fractions whose sum is greater than 1 $\frac{2}{4} + \frac{3}{4}$ or $\frac{4}{8} + \frac{5}{8}$

Unit 8, Activities 1, 4, and 5, Centimeter Grid Paper

Name: _____

Date: _____



Unit 8, Activity 1, Find the Perimeter and Area

Name: _____

Date: _____

	Length (cm)	Width (cm)	Perimeter (cm)
A.			
B.			
C.			
D.			
E.			

	Length (cm)	Width (cm)	Area (cm ²)
A.			
B.			
C.			
D.			
E.			

Unit 8, Activity 2, Opinions About Perimeter or Area

Name: _____

Date: _____

What Are Your Opinions About
Perimeter or Area?

Directions: After each statement, write SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree). In the space provided, briefly explain your reasons for your opinions.

1. The area of the floor in our classroom could be 144 feet. _____

Your reasons:

2. The perimeter of the chalkboard could be 144 meters. _____

Your reasons:

3. If you wanted to find the perimeter of your desktop, you could add the length and width, and multiply this sum by 2. _____

Your reasons:

Unit 8, Activity 4, Does It Double?

Name: _____

Date: _____

	Area of your rectangle	Area after doubling the length of the sides	Perimeter of your rectangle	Perimeter after doubling the length of the sides
1.				
2.				
3.				
4.				

Unit 8, Activity 6, What is the Area?

Name: _____

Date: _____

Figure A

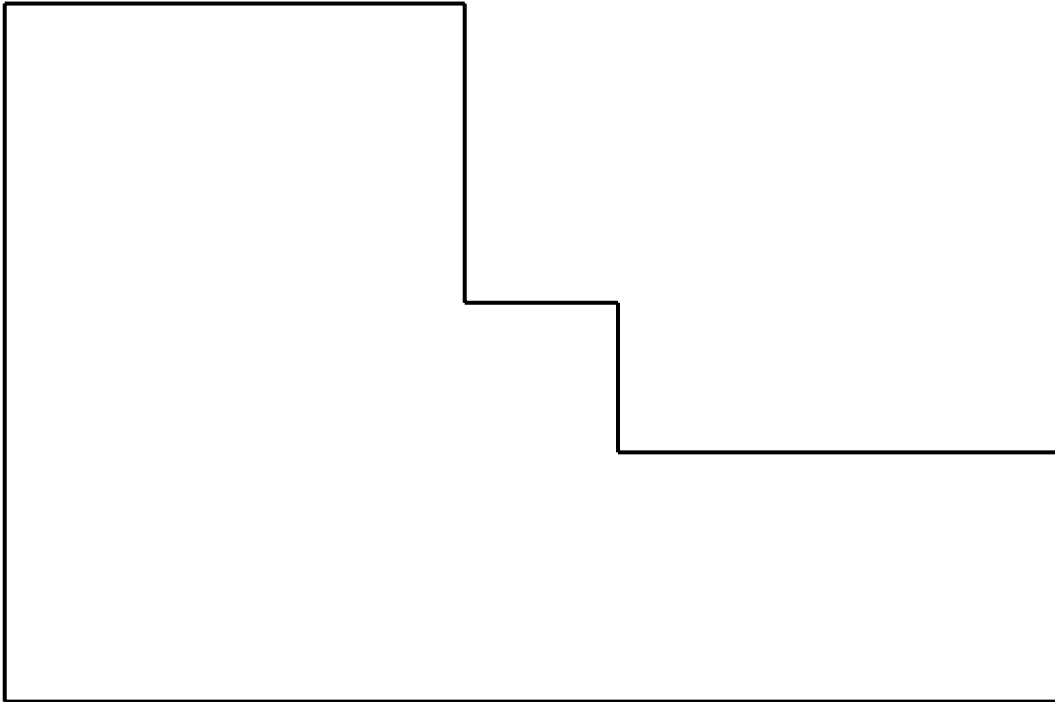
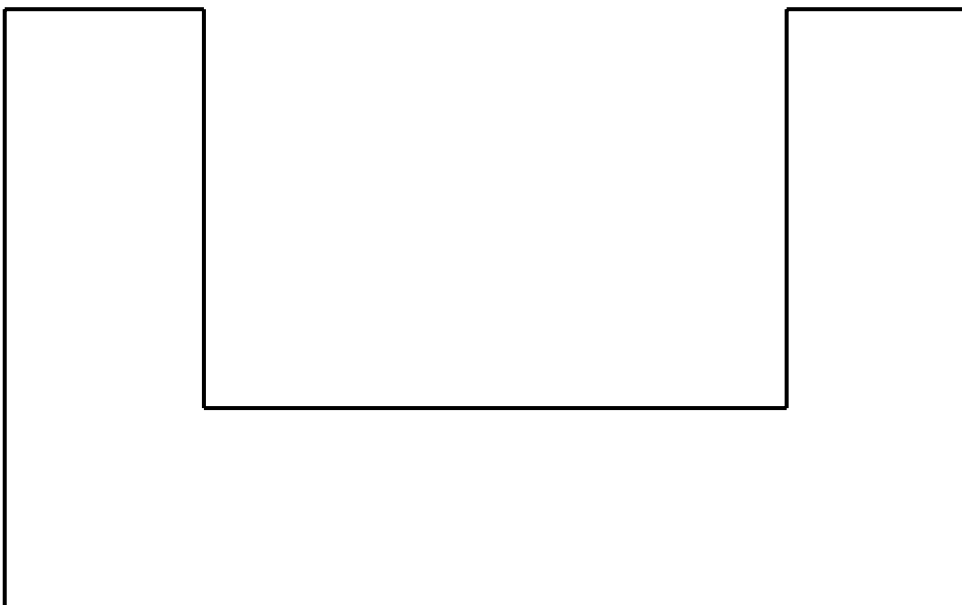


Figure B



Unit 8, Activity 7, Perimeter Patterns

Name: _____

Date: _____

Figure Number	Perimeter
1	
2	
3	
4	
5	
6	
7	
• • •	
10	
• • •	
100	

Rule: _____

Unit 8, Activity 8, Area Patterns

Name: _____

Date: _____

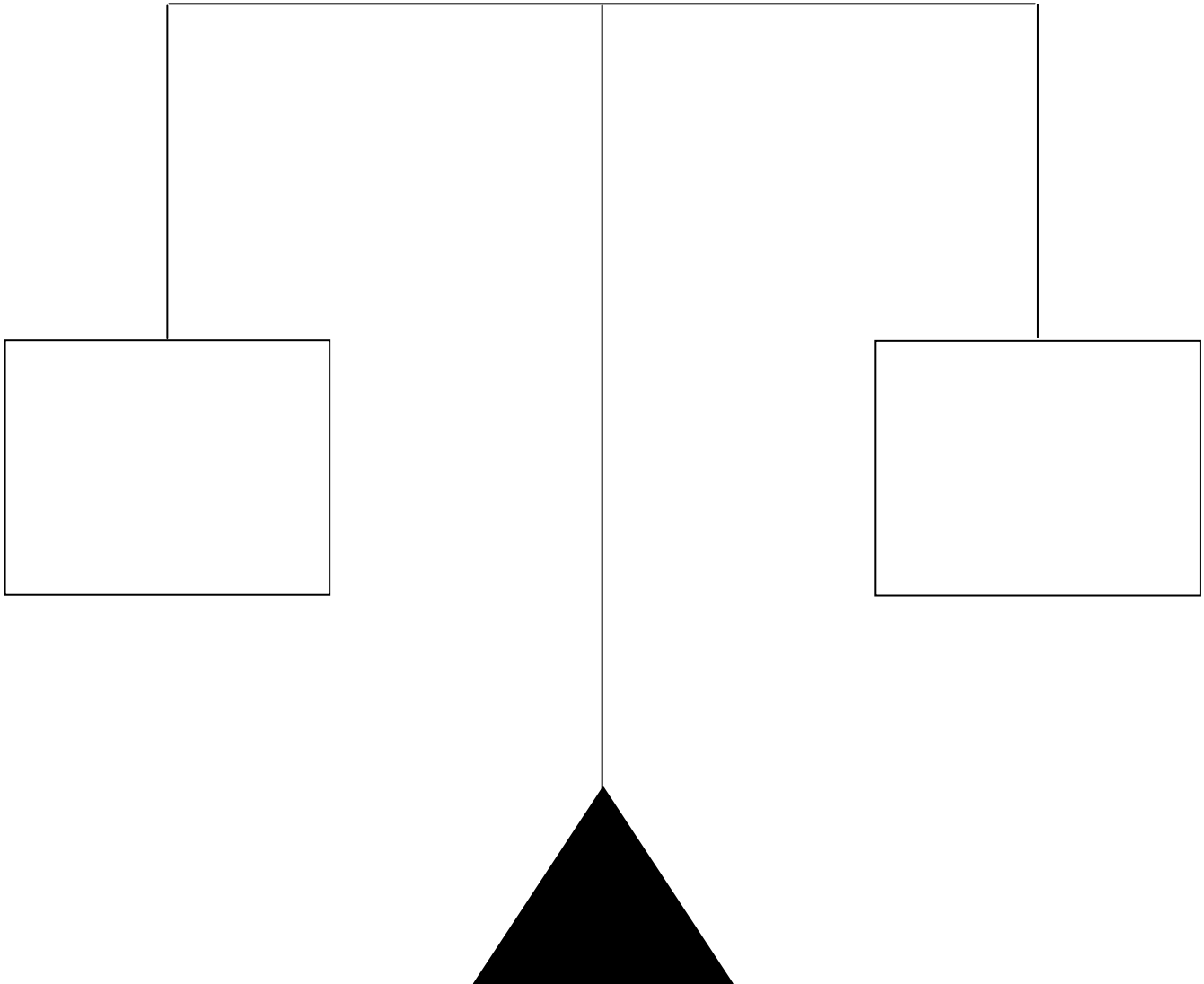
Figure Number	Area
1	
2	
3	
4	
5	
6	
7	
• • •	
10	
• • •	
100	

Rule: _____

Unit 8, Activity 13, Balance Scale

Name: _____

Date: _____



Unit 8, Activity 15, Missing Numbers

Name: _____

Date: _____

In each problem below, find the value of each shape. The same shape must have the same value in each problem.

<p>1.</p> $\bigcirc \times \nabla = 36$ $\bigcirc \div \nabla = 4$	<p>2.</p> $\hexagon \times \bigcirc = 36$ $\hexagon + \bigcirc = 13$
<p>3.</p> $\diamond + \diamond + \square = 16$ $\square + \diamond = 11$	<p>4.</p> $\triangle + \triangle + \triangle = 24$ $\triangle + \square + \parallel = 18$ $\parallel \times \triangle = 32$

Unit 8, Activity 15, Missing Numbers with Answers

Name: _____

Date: _____

In each problem below, find the value of each shape. The same shape must have the same value in each problem.

<p>1.</p> $\bigcirc \times \nabla = 36$ $\bigcirc \div \nabla = 4$ $\bigcirc = 12 \quad \nabla = 3$	<p>2.</p> $\hexagon \times \text{oval} = 36$ $\hexagon + \text{oval} = 13$ $\hexagon = 9 \quad \text{oval} = 4$
<p>3.</p> $\diamond + \diamond + \square = 16$ $\square + \diamond = 11$ $\diamond = 5 \quad \square = 6$	<p>4.</p> $\triangle + \triangle + \triangle = 24$ $\triangle + \square + \text{parallelogram} = 18$ $\text{parallelogram} \times \triangle = 32$ $\triangle = 8 \quad \square = 6 \quad \text{parallelogram} = 4$