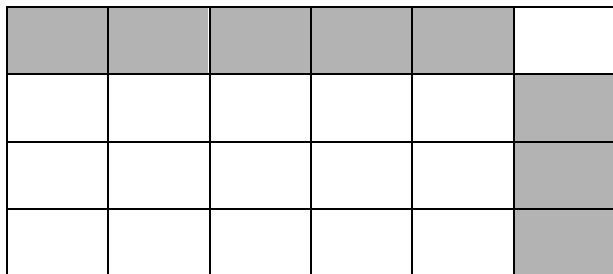


# Fifth Grade End of Unit Fraction Test

Name \_\_\_\_\_

Work each problem in the space provided. Circle the correct answer for each problem

1. Use the area model below to answer the question. Which expression is shown?



- a.  $\frac{1}{2} \times \frac{3}{4} =$
- b.  $\frac{2}{3} \times \frac{5}{8} =$
- c.  $\frac{3}{4} \times \frac{4}{5} =$
- d.  $\frac{3}{4} \times \frac{5}{6} =$

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

- a.  $\frac{2}{9}$
- b.  $\frac{1}{3}$
- c.  $1 \frac{1}{3}$
- d. 2

3.  $\frac{2}{5} \times 10 =$

- a. 4
- b.  $2 \frac{2}{5}$
- c. 2
- d.  $\frac{1}{25}$

4.  $\frac{4}{7} \times \frac{3}{8} =$

- a.  $\frac{3}{14}$
- b.  $\frac{7}{15}$
- c.  $\frac{3}{5}$
- d.  $\frac{4}{5}$

5.  $\frac{6}{7} \times \frac{2}{3} =$

- a.  $\frac{4}{15}$
- b.  $\frac{4}{7}$
- c.  $\frac{4}{5}$
- d.  $1 \frac{1}{5}$

6.  $1 \frac{4}{5} \times 1 \frac{1}{6}$

- a.  $2 \frac{5}{11}$
- b.  $2 \frac{1}{10}$
- c.  $1 \frac{5}{11}$
- d.  $1 \frac{2}{15}$

## Fifth Grade End of Unit Fraction Test, page 2

Name \_\_\_\_\_

<p>7. <math>1\frac{1}{8} \times 2\frac{2}{3}</math></p> <p>a. <math>3\frac{1}{8}</math> b. 3 c. <math>2\frac{1}{8}</math> d. <math>2\frac{1}{12}</math></p>	<p>8. The Franklins had <math>\frac{3}{4}</math> gallon of milk . They used <math>\frac{1}{2}</math> of the milk they had for breakfast. How much milk was used for breakfast?</p> <p>a. <math>\frac{1}{3}</math> gallon b. <math>\frac{3}{8}</math> gallon c. <math>\frac{3}{7}</math> gallon d. <math>\frac{2}{3}</math> gallon</p>
<p>9. Kenesha has read <math>\frac{4}{5}</math> of a book. She read <math>\frac{2}{3}</math> of that amount while at school. How much of the book has she read at school?</p> <p>a. <math>\frac{1}{5}</math> b. <math>\frac{1}{3}</math> c. <math>\frac{8}{15}</math> d. <math>\frac{3}{4}</math></p>	<p>10. Hana had a rope that was <math>\frac{2}{3}</math> yard long. She used <math>\frac{1}{2}</math> of it. How much rope did she use?</p> <p>a. <math>\frac{3}{5}</math> yard b. <math>\frac{3}{7}</math> yard c. <math>\frac{2}{5}</math> yard d. <math>\frac{1}{3}</math> yard</p>
<p>11. While walking, Ella averages <math>3\frac{1}{2}</math> miles per hour. At that speed, how many miles could she go in <math>1\frac{2}{7}</math> hours?</p> <p>a. <math>1\frac{4}{9}</math> miles b. <math>3\frac{1}{3}</math> miles c. <math>4\frac{1}{2}</math> miles d. 5 miles</p>	<p>12. How many fourths are in 6?</p> <p>a. 24 b. 4 c. <math>2\frac{1}{2}</math> d. <math>1\frac{1}{2}</math></p>

# Fifth Grade End of Unit Fraction Test, page 3

Name \_\_\_\_\_

<p>13. How many halves are in 3?</p> <p>a. 6 b. 5 c. 4 d. 2</p>	<p>14. <math>\frac{3}{5} \div 6 =</math></p> <p>a. <math>\frac{1}{10}</math> b. <math>1\frac{4}{5}</math> c. <math>3\frac{3}{5}</math> d. 10</p>
<p>15. <math>\frac{7}{8} \div 3 =</math></p> <p>a. <math>\frac{7}{24}</math> b. <math>\frac{8}{21}</math> c. <math>3\frac{7}{8}</math> d. 4</p>	<p>16. Cora is making casseroles. She needs <math>\frac{2}{3}</math> cup of corn for each casserole. How many casseroles can she make if she has 10 cups of corn?</p> <p>a. <math>\frac{1}{15}</math> b. 4 c. <math>6\frac{2}{3}</math> d. 15</p>
<p>17. Kay has 4 meters of ribbon. She wants to make bows that use <math>\frac{4}{5}</math> meter of ribbon each. How many bows can she make?</p> <p>a. <math>\frac{1}{5}</math> b. <math>1\frac{3}{5}</math> c. <math>1\frac{3}{4}</math> d. 5</p>	<p>18. <math>\frac{9}{10} \div \frac{3}{4} =</math></p> <p>a. <math>\frac{27}{40}</math> b. <math>1\frac{1}{6}</math> c. <math>1\frac{1}{5}</math> d. <math>1\frac{3}{10}</math></p>

## Fifth Grade End of Unit Fraction Test, page 4

Name \_\_\_\_\_

<p>19. <math>5/6 \div 5/11 =</math></p> <p>a. <math>1/66</math> b. <math>25/66</math> c. <math>6/11</math> d. <math>1 \ 5/6</math></p>	<p>20. <math>5/7 \div 1/2</math></p> <p>a. <math>3/4</math> b. <math>13/17</math> c. <math>1 \ 3/7</math> d. <math>1 \ 3/4</math></p>
<p>21. Which of the following is equal to <math>1/2 \div 7/8</math>?</p> <p>a. <math>2/1 \times 8/7</math> b. <math>7/8 \times 1/2</math> c. <math>1/2 \times 7/8</math> d. <math>1/2 \times 8/7</math></p>	<p>22. <math>2 \ 2/3 \div 8/9 =</math></p> <p>a. <math>1/3</math> b. <math>17/24</math> c. <math>2 \ 10/28</math> d. 3</p>
<p>23. Janet just mulched her yard and had <math>2 \ 1/4</math> bags of mulch left. She divided it evenly and gave <math>3/8</math> of a bag to each of the people on her block. How many people live on Janet's block?</p> <p>a. 3 b. 6 c. 8 d. 27</p>	<p>24. Aretha has <math>3 \ 1/2</math> bags of nuts for her party. She has invited 14 people to her party. How many nuts can she give to each person at her party?</p> <p>a. <math>1/2</math> bag b. <math>3/8</math> bag c. <math>1/4</math> bag d. <math>1/8</math> bag</p>

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

## Making Sugar Cookies

(Makes 12)

### **Ingredients:**

- 2/3 cup flour
- 1/4 teaspoon baking soda
- 1/8 teaspoon baking powder
- 1/4 cup butter, softened
- 3/4 cup white sugar
- 1 small egg
- 1/4 teaspoon vanilla extract

### **Directions:**

1. In a small bowl, stir together flour, baking soda, and baking powder. Set aside.
2. In a large bowl, cream together the butter and sugar until smooth. Beat in egg and vanilla.
3. Gradually blend in the dry ingredients.
4. Roll rounded teaspoonfuls of dough into balls, and place onto ungreased cookie sheets. Bake 8 to 10 minutes in the preheated oven, or until golden.
5. Let stand on cookie sheet two minutes before removing to cool on wire racks.

Recipe adapted from <http://allrecipes.com/recipe/easy-sugar-cookies/>

### The Recipe Task:

1. Explain how you would adjust the recipe to serve a family of 6 so that each family member gets one cookie.
2. Explain how you would adjust the recipe to serve a class of 30 so that each student receives 1 cookie or as close as possible

Complete your tasks on grid paper. Then, rewrite the recipes as a real recipe on a recipe card.

Recipe: \_\_\_\_\_

From the Kitchen of: \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[www.hooverwebdesign.com](http://www.hooverwebdesign.com)

Dish: \_\_\_\_\_ **Recipe** Serves: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

<b>Writing Math Word Problems</b>				
	<b>Advanced 3 pts</b>	<b>Proficient 2 pts</b>	<b>Basic 1 pts</b>	<b>Strategic 0 pts</b>
<b>Content</b>	Appropriate content is used for each word problem. Student clearly understands the mathematical concepts.	Appropriate content is used for each word problem. Student shows some understanding of the mathematical concepts.	Appropriate content may be used. Student shows little understanding of the mathematical concepts.	Appropriate content is not observed. Student does not demonstrate an understanding of the mathematical concepts.
<b>Organization</b>	The word problem is written in clear and coherent language. The word problem includes a correct answer key that is neat and legible.	The word problem is written in clear and coherent language. The word problem includes an answer key.	The word problem is not written in clear and coherent language. The word problem may or may not include an answer key.	The word problem is not written in clear and coherent language, or may not be observed. The word problem does not include an answer key.
<b>Mechanics</b>	Mathematical language, capitalization and punctuation are present with no mistakes.	Mathematical language, capitalization and punctuation are present with no more than two mistakes.	Mathematical language, capitalization and punctuation may be used, but more than two mistakes.	Mathematical language, capitalization and punctuation are not observed.
<b>Visual Model</b>	Visual model clearly represents the topic of the problem.	Visual model somewhat represents the topic of the problem.	Visual model attempts to represent the problem.	Visual model is not observed.