

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Grade 5 Review: Operations and Algebraic Thinking

Solve.

①  $17 + 3 * 12 - 9 =$  \_\_\_\_\_

②  $17 + 3 * (12 - 9) =$  \_\_\_\_\_

③  $(17 + 3) * (12 - 9) =$  \_\_\_\_\_

④  $(17 + 3) * 12 - 9 =$  \_\_\_\_\_

⑤  $46 - 3 * 2 =$  \_\_\_\_\_

⑥  $8 * 2 + 3 * 2 =$  \_\_\_\_\_

⑦  $(13 - 3) * 3 =$  \_\_\_\_\_

⑧  $6 \div 2 + 15 =$  \_\_\_\_\_

⑨  $4 * (9 + 2) =$  \_\_\_\_\_

⑩  $8 * 4 - 12 =$  \_\_\_\_\_

Insert parentheses to make each number sentence true.

⑪  $10 + 6 * 4 = 64$

⑫  $18 - 6 * 3 + 4 = 40$

⑬  $25 - 5 * 5 = 100$

⑭  $3 * 4 + 2 * 2 = 36$

⑮  $6 * 8 + 2 = 60$

⑯  $2 + 5 * 7 = 49$

⑰  $4 + 4 * 3 + 3 = 48$

⑱  $100 - 75 * 2 = 50$

⑲  $48 / 8 + 4 = 4$

⑳  $4 + 16 / 2 = 10$

Write a number model for each problem.

- ⑳ Greg had \$25 and spent \$15.25 downloading a video game. How much money does he have left?

\_\_\_\_\_

- ㉑ Clementine has 450 beads to use to make bracelets. She uses 30 beads for each bracelet. How many bracelets can she make?

\_\_\_\_\_

- ㉒ Connor ran  $3\frac{1}{2}$  miles Monday and  $2\frac{1}{4}$  miles Tuesday. How far has he run in all?

\_\_\_\_\_

- ㉓ Each student in the class will get 3 new pencils. There are 24 students in the class. How many new pencils will be passed out?

\_\_\_\_\_

## Grade 5 Review: Operations and Algebraic Thinking

(continued)

Interpret the expressions. Use  $<$ ,  $>$ , or  $=$  to make the number sentences true.

(25)  $4,523$  \_\_\_\_\_  $2 * 4,523$

(26)  $\frac{3}{4} + \frac{1}{2}$  \_\_\_\_\_  $\frac{3}{4} + \frac{1}{4}$

(27)  $4 * 5$  \_\_\_\_\_  $4 * 3$

(28)  $4 - \frac{2}{3}$  \_\_\_\_\_  $4 + \frac{2}{3}$

(29)  $6 / 2$  \_\_\_\_\_  $6 * \frac{1}{2}$

(30)  $5\frac{1}{2}$  \_\_\_\_\_  $5 + \frac{5}{10}$

Use the rule to write the next 3 terms in the sequence.

(31) Rule: Divide by 3

729, 243, 81, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(32) Rule: Add 6

6, 12, 18, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(33) Rule: Subtract 9

100, 91, 82, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(34) Rule: Multiply by 2

6, 12, 24, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Complete the "What's My Rule?" problems.

(35)

Rule
$* \frac{1}{2}$

in	out
12	
18	
24	
32	
66	

(36)

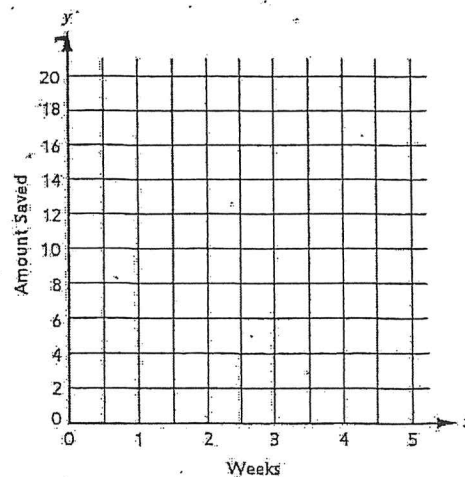
Rule
$* 3 \div 2$

in	out
2	
4	
6	
8	
10	

(37) Stephen saves \$4 each week. Complete the table to show how much Stephen will save after 4 weeks.

Weeks $x$	Savings $y$
0	
1	
2	
3	
4	

(38) Plot the number pairs from the table and connect the line.



## Grade 5 Review: Number and Operations in Base Ten

Write the value of each of digit in 83,219.

- ① The value of the 8 is \_\_\_\_\_.
- ② The value of the 3 is \_\_\_\_\_.
- ③ The value of the 2 is \_\_\_\_\_.
- ④ The value of the 1 is \_\_\_\_\_.
- ⑤ The value of the 9 is \_\_\_\_\_.

Solve.

- ⑥  $55 * 10 =$  \_\_\_\_\_
- ⑦  $4.36 * 10 =$  \_\_\_\_\_
- ⑧  $9.8 * 10^3 =$  \_\_\_\_\_
- $55 * 100 =$  \_\_\_\_\_
- $4.36 * 100 =$  \_\_\_\_\_
- $9.8 * 10^4 =$  \_\_\_\_\_
- $55 * 1,000 =$  \_\_\_\_\_
- $4.36 * 1,000 =$  \_\_\_\_\_
- $9.8 * 10^5 =$  \_\_\_\_\_

Write each number in expanded form.

- ⑨ 4.53 \_\_\_\_\_
- ⑩ 32.059 \_\_\_\_\_

Write each number in standard form.

- ⑪  $(4 * 10^4) + (3 * 10^0) + (8 * \frac{1}{10^1}) + (6 * \frac{1}{10^2})$  \_\_\_\_\_
- ⑫  $(5 * 10^0) + (6 * \frac{1}{10^1}) + (7 * \frac{1}{10^2}) + (4 * \frac{1}{10^3})$  \_\_\_\_\_

Compare the pairs of decimals. Write  $<$ ,  $>$ , or  $=$ .

- ⑬ 4.21 \_\_\_\_\_ 4.12
- ⑭ 23.94 \_\_\_\_\_ 23.9
- ⑮ 3.029 \_\_\_\_\_ 3.1
- ⑯ 0.45 \_\_\_\_\_ 0.045
- ⑰ 29.998 \_\_\_\_\_ 29.999
- ⑱ 2.60 \_\_\_\_\_ 2.6

Round each decimal to the place indicated.

- ⑲ Round 4.53 to the nearest tenth. \_\_\_\_\_
- ⑳ Round 8.392 to the nearest hundredth. \_\_\_\_\_
- ㉑ Round 32.569 to the nearest whole number. \_\_\_\_\_
- ㉒ Round 0.932 to the nearest tenth. \_\_\_\_\_

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## Grade 5 Review: Number and Operations in Base Ten

(continued)

Multiply or divide. Write quotients with remainders if necessary.

$$\begin{array}{r} 23) \quad 429 \\ * \quad 32 \\ \hline \end{array}$$

$$\begin{array}{r} 24) \quad 387 \\ * 209 \\ \hline \end{array}$$

$$\begin{array}{r} 25) \quad 3,798 \\ * \quad 16 \\ \hline \end{array}$$

$$\begin{array}{r} 26) \quad 8,382 \\ * \quad 3 \\ \hline \end{array}$$

$$27) \quad 4 \overline{)368}$$

$$28) \quad 38 \overline{)2,943}$$

$$29) \quad 3 \overline{)9,633}$$

$$30) \quad 45 \overline{)904}$$

Solve.

$$\begin{array}{r} 31) \quad 6.7 \\ + 3.4 \\ \hline \end{array}$$

$$\begin{array}{r} 32) \quad 4.5 \\ + 0.32 \\ \hline \end{array}$$

$$\begin{array}{r} 33) \quad 7.23 \\ + 9.25 \\ \hline \end{array}$$

$$\begin{array}{r} 34) \quad 24.09 \\ + 25.13 \\ \hline \end{array}$$

$$\begin{array}{r} 35) \quad 9.8 \\ - 3.2 \\ \hline \end{array}$$

$$\begin{array}{r} 36) \quad 3.45 \\ - 1.2 \\ \hline \end{array}$$

$$\begin{array}{r} 37) \quad 5.93 \\ - 3.18 \\ \hline \end{array}$$

$$\begin{array}{r} 38) \quad 7.4 \\ - 3.82 \\ \hline \end{array}$$

$$\begin{array}{r} 39) \quad 3.8 \\ * \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 40) \quad 4.2 \\ * 9.5 \\ \hline \end{array}$$

$$\begin{array}{r} 41) \quad 56.24 \\ * \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 42) \quad 34.2 \\ * 3.6 \\ \hline \end{array}$$

$$43) \quad 3 \overline{)9.6}$$

$$44) \quad 4.5 \overline{)405}$$

$$45) \quad 0.3 \overline{)15.6}$$

$$46) \quad 0.75 \overline{)6}$$

## Grade 5 Review: Number and Operations—Fractions

Add or subtract.

①  $\frac{3}{4} + \frac{1}{3} =$  \_\_\_\_\_

②  $\frac{2}{3} + \frac{8}{9} =$  \_\_\_\_\_

③  $3\frac{1}{2} + 2\frac{2}{3} =$  \_\_\_\_\_

④  $\frac{5}{6} - \frac{1}{3} =$  \_\_\_\_\_

⑤  $2\frac{7}{8} - 1\frac{1}{4} =$  \_\_\_\_\_

⑥  $10\frac{3}{8} = 5\frac{1}{2} =$  \_\_\_\_\_

Write a number model and solve.

- ⑦ Frederic has  $\frac{5}{8}$  pound of clay and gets another  $1\frac{1}{4}$  pounds from the art supply room. How much clay does he have all together?

Number model: \_\_\_\_\_

Solution: \_\_\_\_\_

- ⑧ Julie has  $3\frac{1}{2}$  cups of raisins and gives  $\frac{2}{3}$  cup to her little sister. How many cups of raisins does she have left?

Number model: \_\_\_\_\_

Solution: \_\_\_\_\_

- ⑨ Five friends want to share 3 veggie pizzas equally. How much pizza will each friend get?

Number model: \_\_\_\_\_

Solution: \_\_\_\_\_

Solve.

⑩  $\frac{2}{3} * 4 =$  \_\_\_\_\_

⑪  $\frac{7}{8} * 2 =$  \_\_\_\_\_

⑫  $\frac{3}{5} * \frac{1}{2} =$  \_\_\_\_\_

⑬  $\frac{5}{6} * 8 =$  \_\_\_\_\_

⑭  $\frac{1}{3} * \frac{4}{5} =$  \_\_\_\_\_

⑮  $\frac{3}{4} * \frac{5}{8} =$  \_\_\_\_\_

⑯  $2\frac{3}{4} * 4 =$  \_\_\_\_\_

⑰  $3\frac{1}{3} * \frac{1}{2} =$  \_\_\_\_\_

⑱  $4\frac{1}{2} * 2\frac{1}{4} =$  \_\_\_\_\_

⑲ What is  $\frac{1}{4}$  of 64?  
\_\_\_\_\_

⑳ What is  $\frac{2}{4}$  of 64?  
\_\_\_\_\_

㉑ What is  $\frac{3}{4}$  of 64?  
\_\_\_\_\_

㉒ What is  $\frac{1}{3}$  of  $\frac{3}{4}$ ?  
\_\_\_\_\_

㉓ What is  $\frac{3}{4}$  of  $\frac{1}{3}$ ?  
\_\_\_\_\_

㉔ What is  $\frac{1}{2}$  of  $\frac{3}{5}$ ?  
\_\_\_\_\_

Draw an area model to represent the problem and solve.

⑲  $4\frac{2}{5} * 3 =$  \_\_\_\_\_

## Grade 5 Review: Number and Operations—Fractions

(continued)

Write  $<$ ,  $>$ , or  $=$  to make each number sentence true.

26)  $\frac{1}{4} * \frac{2}{3}$  \_\_\_\_\_  $\frac{2}{3}$

27)  $\frac{2}{3} * 6$  \_\_\_\_\_  $6$

28)  $3\frac{1}{2} * 2\frac{5}{8}$  \_\_\_\_\_  $2\frac{5}{8}$

29)  $\frac{5}{6} * \frac{3}{8}$  \_\_\_\_\_  $\frac{5}{6}$

30)  $5 * \frac{1}{5}$  \_\_\_\_\_  $5$

31)  $1\frac{7}{8} * 4\frac{2}{3}$  \_\_\_\_\_  $1\frac{7}{8}$

- 32) Explain how you determined the answer to Problem 28 without multiplying.

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Write a number model and solve.

- 33) Isaac has 24 model cars.  $\frac{1}{4}$  of the cars are red. How many of his model cars are red?

Number model: \_\_\_\_\_

Solution: \_\_\_\_\_

- 34) Each bag of granola needs  $\frac{2}{3}$  cup almonds. Liza is making  $3\frac{1}{2}$  bags. How many cups of almonds does she need?

Number model: \_\_\_\_\_

Solution: \_\_\_\_\_

- 35) Mason has 4 cups of yogurt. He's going to give his friends  $\frac{1}{3}$  cup each. How many servings will he have?

Number model: \_\_\_\_\_

Solution: \_\_\_\_\_

- 36) Two people want to split  $\frac{1}{4}$  pound of berries equally. What amount of berries will each person get?

Number model: \_\_\_\_\_

Solution: \_\_\_\_\_

Solve.

37)  $\frac{1}{3} \div 6 =$  \_\_\_\_\_

38)  $\frac{1}{4} \div 4 =$  \_\_\_\_\_

39)  $\frac{1}{2} \div 5 =$  \_\_\_\_\_

40)  $\frac{1}{8} \div 2 =$  \_\_\_\_\_

41)  $18 \div \frac{1}{3} =$  \_\_\_\_\_

42)  $25 \div \frac{1}{5} =$  \_\_\_\_\_

43)  $4 \div \frac{1}{3} =$  \_\_\_\_\_

44)  $15 \div \frac{1}{3} =$  \_\_\_\_\_

45)  $30 \div \frac{1}{6} =$  \_\_\_\_\_

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## Grade 5 Review: Measurement and Data

Convert the units.

- ① 5 m = \_\_\_\_\_ cm      ② 25 cm = \_\_\_\_\_ m      ③ 50 mm = \_\_\_\_\_ cm
- ④ 2 km = \_\_\_\_\_ m      ⑤ 3 yd = \_\_\_\_\_ ft      ⑥ 2 ft = \_\_\_\_\_ in.
- ⑦ 48 in. = \_\_\_\_\_ ft      ⑧ 2 gal = \_\_\_\_\_ qt      ⑨ 3 lb = \_\_\_\_\_ oz
- ⑩ 2 hr = \_\_\_\_\_ min      ⑪ 18 in. = \_\_\_\_\_ ft      ⑫ 6 ft = \_\_\_\_\_ yd

Draw a line plot for the data below.

- ⑬ Leon recorded the height of his garden's tomato plant sprouts. Draw a line plot for the data.

 $1\frac{1}{4}$  in. $1\frac{1}{2}$  in. $1\frac{1}{2}$  in. $1\frac{1}{2}$  in. $1\frac{3}{4}$  in. $1\frac{3}{4}$  in.

2 in.

2 in.

2 in.

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

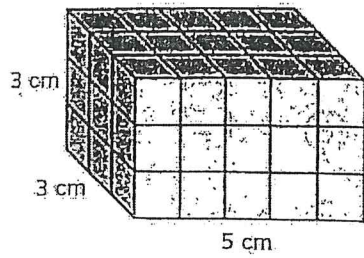
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## Grade 5 Review: Measurement and Data (continued)

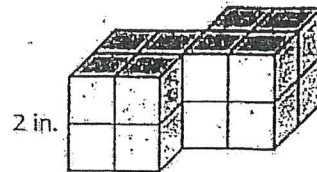
Find the volume of each figure.

⑭



Volume: \_\_\_\_\_

⑮



Volume: \_\_\_\_\_

⑯

Explain how you can find the volume of the figure in Problem 14 without counting unit cubes.

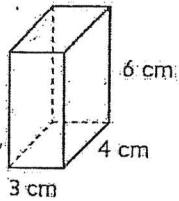
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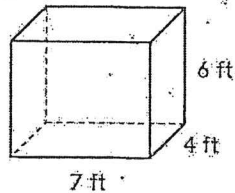
Use the volume formula.

⑰



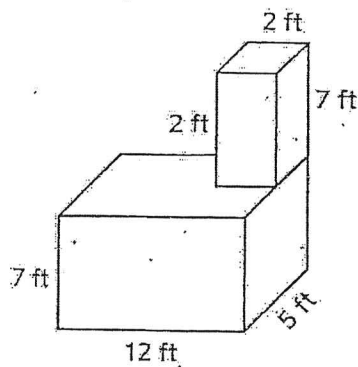
Volume: \_\_\_\_\_

⑱



Volume: \_\_\_\_\_

⑲



Volume: \_\_\_\_\_



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## Grade 5 Review: Geometry

Record the ordered pair for each of the points plotted on the coordinate grid.

① A: \_\_\_\_\_

② B: \_\_\_\_\_

③ C: \_\_\_\_\_

④ D: \_\_\_\_\_

⑤ E: \_\_\_\_\_

Plot and label the following ordered pairs.

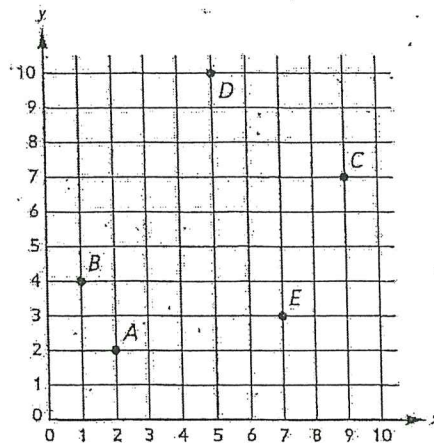
⑥ F: (5, 9)

⑦ G: (6, 6)

⑧ H: (10, 1)

⑨ J: (1, 10)

⑩ K: (6, 0)



## Grade 5 Review: Geometry (continued)

Use the hierarchy to answer the questions below.

- ⑪ Give three other names for a square.

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- ⑫ Give three other names for a rhombus.

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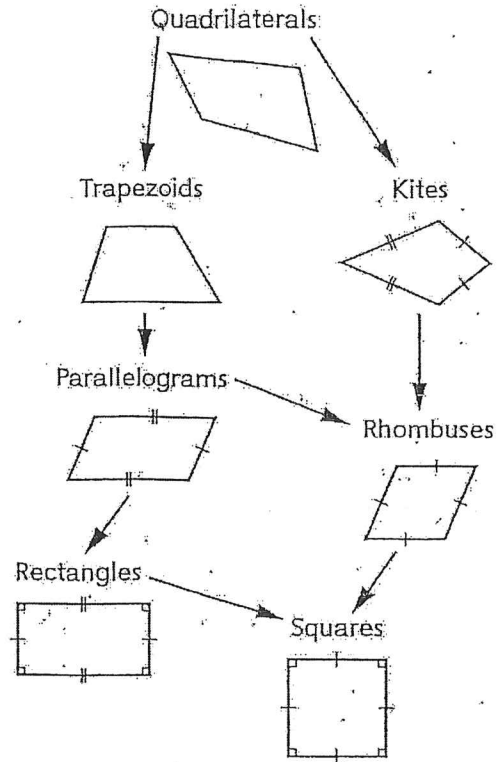
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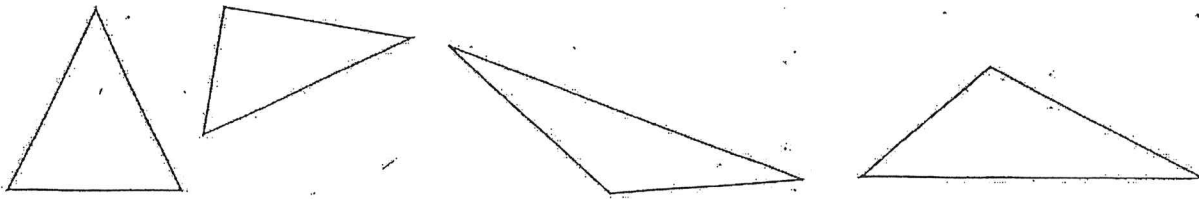
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- ⑬ Is a rectangle also a rhombus? \_\_\_\_\_

- ⑭ Is a parallelogram also a trapezoid? \_\_\_\_\_



Consider the triangles below.



- ⑮ What properties might you use to categorize the triangles?

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