

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Home Connection 49 ★ Worksheet

## Interpreting Remainders

Solve each division problem below. Handle the remainder in the way that makes the best sense:

- leave it as a whole number
- show it as a fraction
- show it as a decimal

Show your work for each problem and explain why you handled the remainder the way you did.

**example** Two kids are sharing 39 animal crackers. How many does each child get?

$$\begin{array}{r} 9 \text{ } 19 \text{ R}1 \\ 10 \text{ } \\ \hline 2 \overline{)39} \\ \underline{-20} \\ 19 \\ \underline{-18} \\ 1 \end{array}$$

Multiplication Menu
$10 \times 2 = 20$
$20 \times 2 = 40$

**a**  $39 \div 2 = 19\frac{1}{2}$  cookies

**b** How I handled the remainder:

There was 1 cookie left over and I gave each kid half of it.

**1** 75 books have been donated for 4 classroom libraries. How many books are there for each room?

$$4 \overline{)75}$$

Multiplication Menu

**a**  $75 \div 4 = \underline{\hspace{2cm}}$  books

**b** How I handled the remainder:

(Continued on back.)

## Home Connection 49 Worksheet (cont.)

**2** Dave drove his car 109 miles on 4 gallons of gas. How many miles can his car drive on one gallon of gas (miles per gallon)?

$$4 \overline{)109}$$

Multiplication Menu

**a**  $109 \div 4 = \underline{\hspace{2cm}}$  miles per gallon

**b** How I handled the remainder:

**3** Four kids earned a total of \$63.00 washing cars. How much money does each kid get?

$$4 \overline{)63}$$

Multiplication Menu

**a**  $\$63 \div 4 = \$ \underline{\hspace{2cm}}$

**b** How I handled the remainder:

**4** Kim had 47 marbles. She shared them evenly with 2 of her friends. How many marbles did each of the 3 friends get?

$$3 \overline{)47}$$

Multiplication Menu

**a**  $47 \div 3 = \underline{\hspace{2cm}}$  marbles

**b** How I handled the remainder:

(Continued on next page.)

NAME \_\_\_\_\_

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**Home Connection 49** Worksheet (cont.)**5** Write a story problem to match each equation below:

**a**  $55 \div 4 = 13 \text{ R}3$

**b**  $55 \div 4 = 13 \frac{3}{4}$

**c**  $\$55.00 \div 4 = \$13.75$

**6** Write and solve your own division problem with a remainder. Be sure it's challenging enough to be interesting to *you*.**7** Solve the following multiplication problems in the way that makes the best sense to you. Do not use a calculator. Show your work.

**a** 
$$\begin{array}{r} 86 \\ \times 5 \\ \hline \end{array}$$

**b** 
$$\begin{array}{r} 73 \\ \times 22 \\ \hline \end{array}$$

**c** 
$$\begin{array}{r} 57 \\ \times 38 \\ \hline \end{array}$$

**d** 
$$\begin{array}{r} 66 \\ \times 28 \\ \hline \end{array}$$

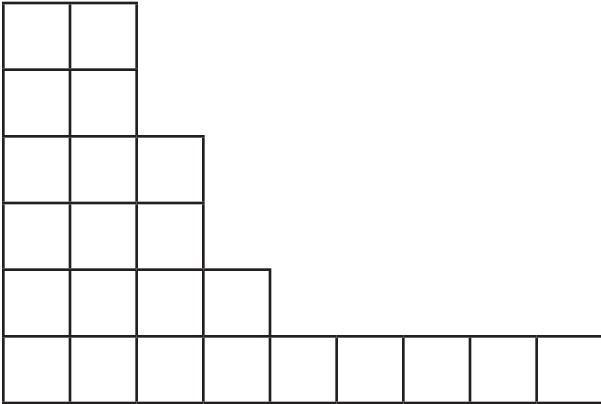
(Continued on back.)

## Home Connection 49 Worksheet (cont.)



## CHALLENGE

**8** The figure below has an area of 575 square units. What is its perimeter? Use numbers, words, and/or labeled sketches to solve the problem and show how you got the answer. You can use a calculator to help solve the problem if you want to.



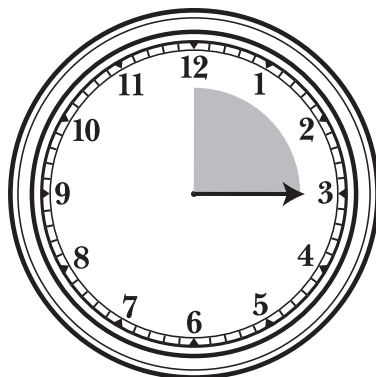
NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Home Connection 50 ★ Worksheet

## Equivalent Fractions on a Clock

This clock is broken! The hour hand is stuck at the 12, but the minute hand can still move.



**1** Marcus looked at the clock shown above and said, “ $\frac{1}{4}$  of an hour has passed.” Sierra said, “ $\frac{3}{12}$  of an hour has passed.” Ali said, “ $\frac{15}{60}$  of an hour has passed.” Their teacher said they were all correct. Explain how this could be possible.

**2** Label each clock with at least 2 equivalent fractions to show what part of an hour has passed. On the clocks marked with stars, write at least 3 equivalent fractions.

<p><b>a</b></p> <p>_____</p>	<p><b>★b</b></p> <p>_____</p>	<p><b>★c</b></p> <p>_____</p>
------------------------------	-------------------------------	-------------------------------

(Continued on back.)

Home Connection 50 Worksheet (cont.)

**★d**

\_\_\_\_\_

**e**

\_\_\_\_\_

**★f**

\_\_\_\_\_

**g**

\_\_\_\_\_

**★h**

\_\_\_\_\_

**★i**

\_\_\_\_\_

**★j**

\_\_\_\_\_

**k**

\_\_\_\_\_

**★l**

\_\_\_\_\_

(Continued on next page.)

## Home Connection 50 ★ Activity

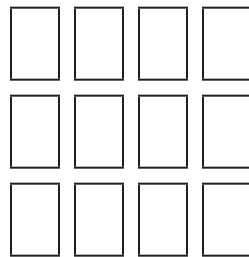
### Equivalent Fraction Concentration

Use your fraction cards to play a game of concentration with an adult. Here are the instructions:

**1** Sort your cards into four piles, and check to be sure there are six cards in each pile. The four piles will be:

- the ones with no mark in the corner
- the star cards
- the lightning bolt cards
- the cards you made

**2** Choose two stacks (12 cards in all). Put them together and mix them up. Then lay them out in a  $3 \times 4$  array, face down, like this:



**3** Take turns turning two cards face up. If the two cards you get are equivalent fractions, like  $\frac{1}{2}$  and  $\frac{6}{12}$ , you get to keep them. If they're not equivalent, you have to turn them face down again and put them back in exactly the same spot.

**4** Each time either player gets a pair of equivalent fractions, you have to explain to the other person how you know they are equivalent. You can use sketches, numbers, or words to do this, and you can help each other.

**5** The person with the most cards at the end of the game wins.

**6** When you are finished, play the game again with the other two sets of cards, and then have the adult sign the bottom of this page.



### CHALLENGE

**7** If you want to play a more challenging game, use all 24 of your cards at the same time.

Signature of the adult who played this game with me: \_\_\_\_\_



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Home Connection 51 ★ Activity



## NOTE TO FAMILIES

We are learning to compare, add, and subtract fractions in class. The Smaller the Better Fraction Game will help your student practice these skills.

## The Smaller the Better Fraction Game

You'll need a partner, a pencil, and a paperclip to play this game.

### Instructions for the Smaller the Better Fraction Game

- 1 Play Rock, Paper, Scissors or flip a coin to decide who will go first.
- 2 Player 1 spins both spinners on page 186. (Use your pencil and the paperclip for the spinner arrow, as shown on page 186.) Decide how to use the two numbers to make the *smallest* fraction possible, and record it in your Round 1 box. Now Player 2 does the same.
- 3 Work together to compare the fractions, and write the sign for greater than ( $>$ ), less than ( $<$ ), or equal to, in the circle between the two fractions. You can use the fraction chart on the last page to help compare your fractions. Cut the pieces out and move them around if you need to. You can also rename both fractions so they have the same denominator. Here's an example using  $\frac{3}{4}$  and  $\frac{2}{3}$ . First find the least common multiple of the denominators, 4 and 3, and then multiply the fractions as shown here.

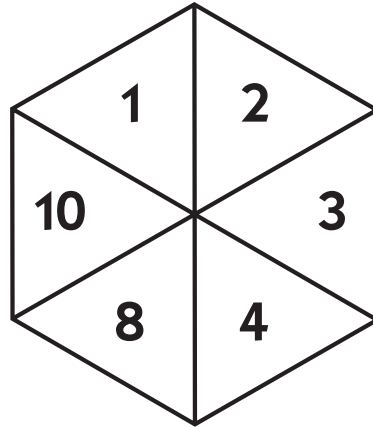
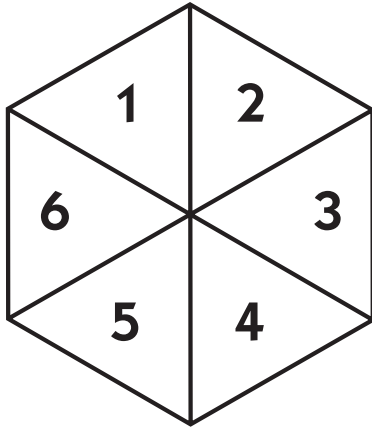
$$\begin{array}{ccccccc}
 3, 6, 9, \textcircled{12} & \frac{3 \times 3}{4 \times 3} = \frac{9}{12} & \frac{2 \times 4}{3 \times 4} = \frac{8}{12} & \frac{9}{12} > \frac{8}{12} \\
 4, 8, \textcircled{12} & & & & 
 \end{array}$$

When you rename the fractions so they have the same denominator, it's really easy to compare them.

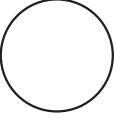
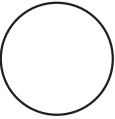
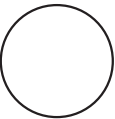
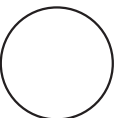
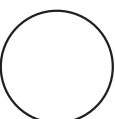
- 4 The player who made the smaller fraction earns 1 point for that round. If the fractions you made were equal (equivalent), both players earn 1 point for the round. Record your scores for the round.
- 5 Play a new round. The player who won the previous round gets to start first. The player with the most points after 5 rounds wins the first game.
- 6 Play the game a second time and then do the problems on page 188.

(Continued on back.)

Home Connection 51 Activity (cont.)



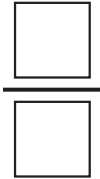
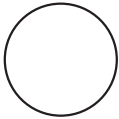
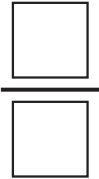
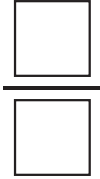
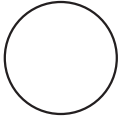
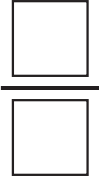
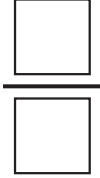
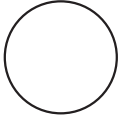
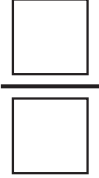
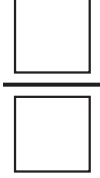
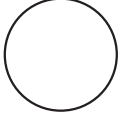
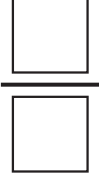
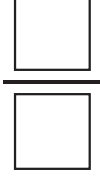
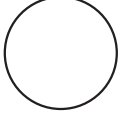
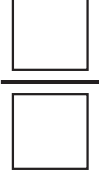
Game 1

	Player 1		Player 2	Player 1 Points	Player 2 Points
Round 1	<input type="text"/> ----- <input type="text"/>		<input type="text"/> ----- <input type="text"/>		
Round 2	<input type="text"/> ----- <input type="text"/>		<input type="text"/> ----- <input type="text"/>		
Round 3	<input type="text"/> ----- <input type="text"/>		<input type="text"/> ----- <input type="text"/>		
Round 4	<input type="text"/> ----- <input type="text"/>		<input type="text"/> ----- <input type="text"/>		
Round 5	<input type="text"/> ----- <input type="text"/>		<input type="text"/> ----- <input type="text"/>		
Totals					

(Continued on next page.)

Home Connection 51 Activity (cont.)

Game 2

	Player 1		Player 2	Player 1 Points	Player 2 Points
Round 1					
Round 2					
Round 3					
Round 4					
Round 5					
Totals					

(Continued on back.)

## Home Connection 51 Activity (cont.)

Solve the problems on this page. Use the fraction chart on the next page to help or cut the pieces out and move them around if you need to. If you get an improper fraction, change it to a mixed number.

**example**

$$\frac{2}{3} + \frac{2}{3} = \frac{4}{3}$$

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

**Think**  $\frac{4}{3}$  is an improper fraction because the numerator is bigger than the denominator.

When expressed as a mixed number,  $\frac{4}{3} = 1\frac{1}{3}$ .

$$1 \frac{3}{5} + \frac{4}{5} =$$

$$2 \frac{3}{4} - \frac{2}{4} =$$

$$3 \frac{6}{10} - \frac{4}{10} =$$

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

$$5 \frac{3}{6} - \frac{1}{2} =$$

$$6 \frac{2}{4} + \frac{4}{8} =$$

$$7 \frac{2}{3} - \frac{2}{6} =$$

**8** Find two different ways to show that  $\frac{1}{2} + \frac{1}{4}$  does *not* equal  $\frac{2}{6}$ . You can use numbers, words, and labeled sketches.

(Continued on next page.)

## Home Connection 51 Activity (cont.)

Unit (1)	1									
Halves	$\frac{1}{2}$					$\frac{1}{2}$				
Thirds	$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			
Fourths	$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$			
Fifths	$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$	
Sixths	$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$	
Eighths	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
Tenths	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$



NAME \_\_\_\_\_

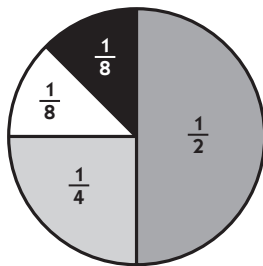
DATE \_\_\_\_\_

# Home Connection 52 ★ Worksheet

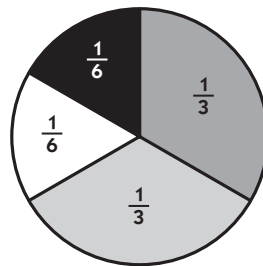
## Cafeteria Problems

**1** The cafeteria at King Elementary asked the students to vote on their favorite main dishes. The circle graphs below show the results. Use the information to complete this Home Connection.

Fourth Grade Favorites



Fifth Grade Favorites



Key



Cheese Pizza



Turkey Burgers



Chicken Nuggets



Super Salad

**a** What fraction of the fourth graders did *not* vote for super salad? Show your work.

**b** What fraction of the fifth grade voted for turkey burgers or chicken nuggets? Show your work.

**c** 192 fourth graders voted. How many of them voted for turkey burgers? Show your work.

(Continued on back.)

## Home Connection 52 Worksheet (cont.)

**1d** 174 fifth graders voted. How many of them voted for chicken nuggets?

**2** Solve the story problems below. Don't use a calculator, and show all of your work.

**a** The cafeteria bought 36 bags of frozen chicken nuggets for \$15 a bag. How much did they pay in all?

**b** The cafeteria bought 13 cartons of frozen cheese pizzas. If there were 24 pizzas in each carton, how many pizzas did they get in all?

**c** Use the information from problem 2b to help solve this problem. If they cut each pizza into 6 slices, how many slices was that in all?

**CHALLENGE**

**d** Use the information from problem 2c to help solve this problem. If the cafeteria serves 72 slices of pizza a day, how many days will the 13 cartons of pizza last?

(Continued on next page.)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Home Connection 52** Worksheet (cont.)

**3** Choose the expression you'd need to solve each of the problems below.

**a** The cafeteria bought 29 bags of carrots for \$3.50 each. How much did they pay in all?

- $29 + \$3.50$         $29 \times \$3.50$         $29 - \$3.50$         $29 \div \$3.50$

**b** There are 576 students at King School. 24 kids can sit at each cafeteria table. How many tables does the school need to seat all the students in the cafeteria if no one is absent and they all come in at the same time?

- $576 - 24$         $576 \times 24$         $576 \div 24$         $576 + 24$

**c** Bags of fruit are on sale at the Warehouse store for \$8.95 each. The cafeteria bought 28 bags of apples and 19 bags of oranges.

- $(28 + \$8.95) + (19 + \$8.95)$         $(28 \times \$8.95) + (19 \times \$8.95)$   
  $(28 + \$8.95) \times (19 + \$8.95)$         $(28 \times \$8.95) \times (19 \times \$8.95)$

**4** Solve problem 3b above. Show all your work.

(Continued on back.)

## Home Connection 52 Worksheet (cont.)

**5** Solve the following division problems. Use a multiplication menu if you find it helpful.

**a**  $33 \overline{)528}$

**b**  $27 \overline{)867}$

**c**  $33 \overline{)735}$

**d**  $27 \overline{)486}$

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Home Connection 53 ★ Worksheet

## Modeling, Reading & Comparing Decimals

**1** This mat has an area of 1.

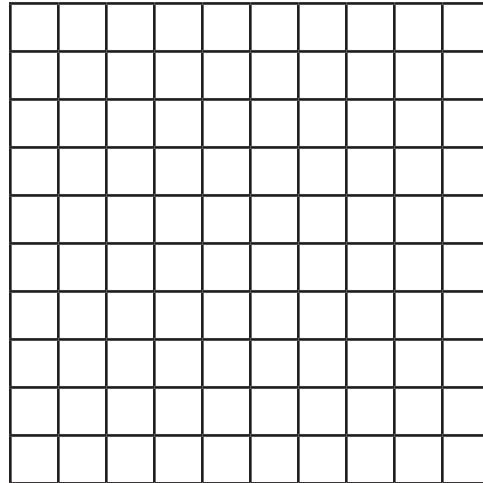
**a** Color 0.35 of the mat purple.

**b** Color 0.40 of the mat green.

**c** Color 0.05 of the mat red.

**d** Color the rest of the mat yellow.

**e** What decimal represents the part of the mat that is colored yellow? \_\_\_\_\_



**2** The full name of 0.2 written out in words is “two tenths.” The full name of 0.20 written out in words is “twenty hundredths.” The full name of 4.05 written out in words is “four and five hundredths.” Use this information to help complete the chart below.

Number	Number Name Written Out in Words
<b>a</b> 0.6	
<b>b</b> 1.5	
<b>c</b> 1.03	
<b>d</b>	two and two hundredths
<b>e</b> 0.37	
<b>f</b>	forty hundredths

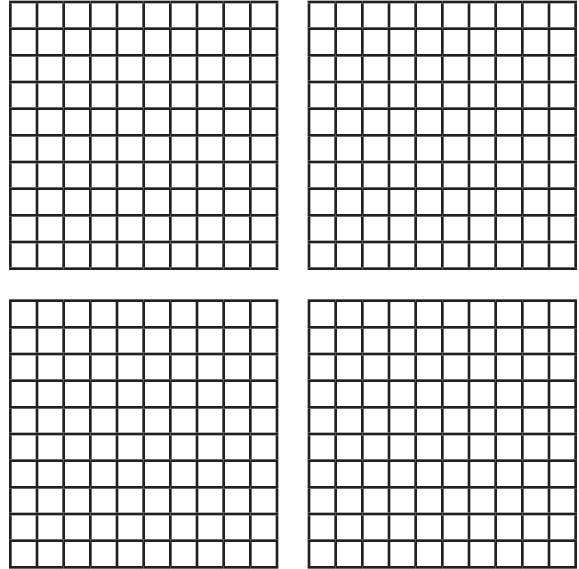
**3** List the decimals from the boxes above on these lines. Write them in order from least to greatest.

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

(Continued on back.)

## Home Connection 53 Worksheet (cont.)

**4** Mr. Mugwump doesn't know which is greater, 1.5 or 1.05. Use numbers, words, and/or labeled sketches to help him understand which number is greater. You can use the grids below to help if you want.



**5** Write four decimal numbers that are less than 1.4 on the lines below.

\_\_\_\_\_

**6** Write four decimal numbers that have an even digit in the tenths place and an odd digit in the hundredths place.

\_\_\_\_\_


**CHALLENGE**

**7** Robbie babysits the kids next door every day after school for 1.5 hours. He earns \$3.50 an hour. How much money will he earn in 6 weeks if school is in session 5 days a week the whole time? Show your work.

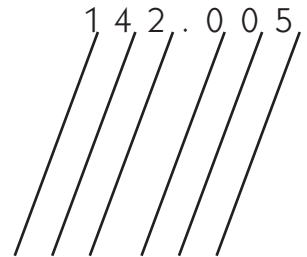
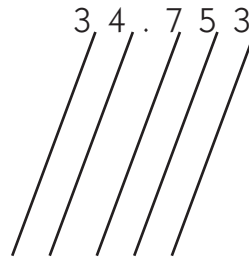
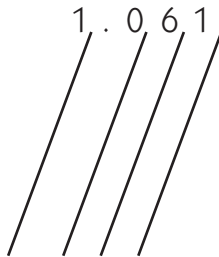
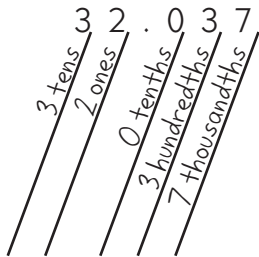
NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Home Connection 54 ★ Worksheet

## More Decimal Work

**1** Label each digit in the numbers below with its place value name. The first one is done for you as an example.



**2** Complete the chart below.

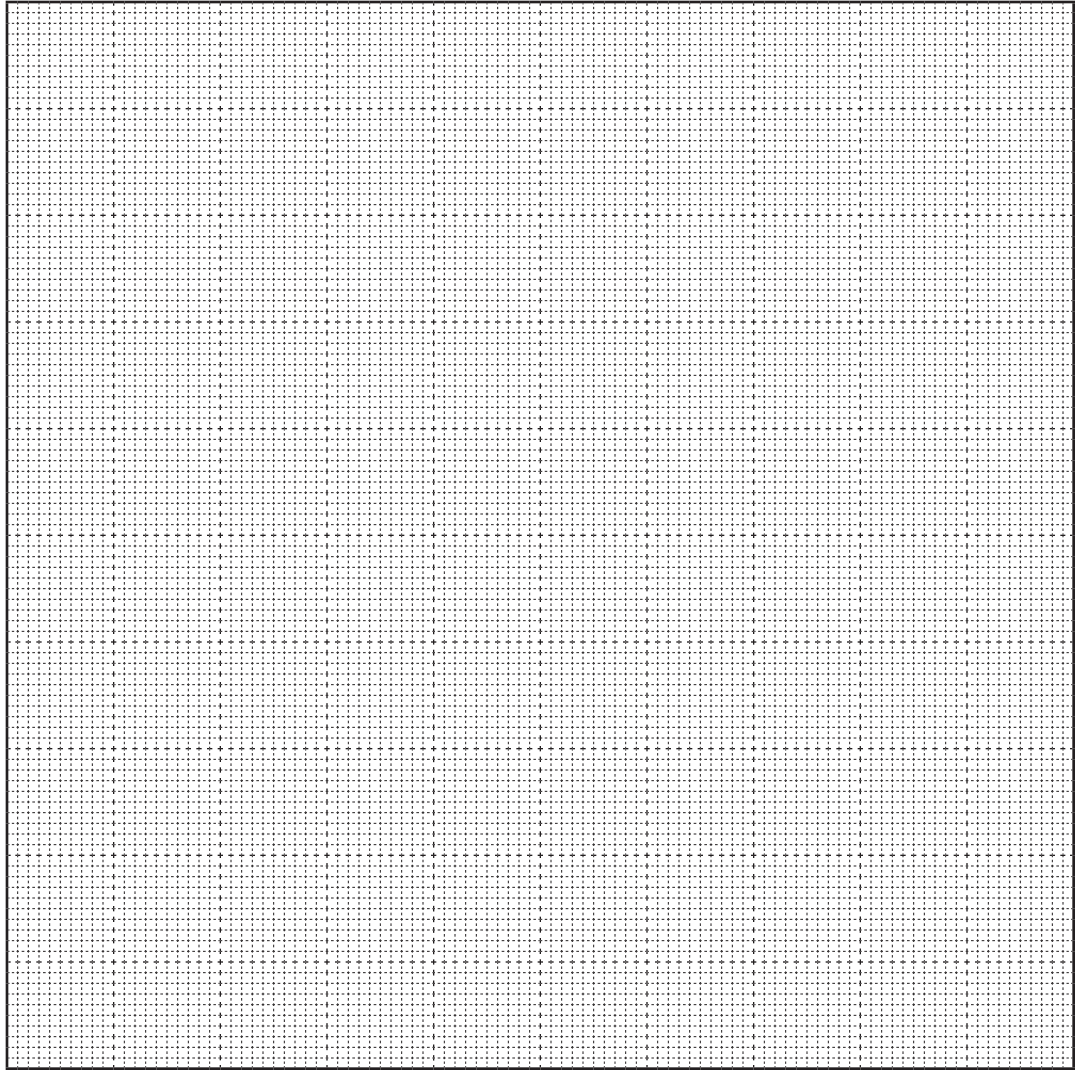
Number	Number Name Written Out in Words
<b>a</b> 0.540	
<b>b</b> 1.503	one and five hundred three thousandths
<b>c</b> 11.07	
<b>d</b>	one and four hundred twenty-nine thousandths
<b>e</b> 7.005	
<b>f</b>	zero and four thousandths

**3** Mr. Mugwump is still confused. He doesn't know which is more, 5.200 or 5.002. Draw or write something that will help him understand which number is greater and why.

(Continued on back.)

## Home Connection 54 Worksheet (cont.)

**Note** This grid has an area of 1.



**4** Lightly shade in *half* of this decimal grid.

**5** Use the shaded grid to help fill in the missing values on the chart below.

	Tenths	Hundredths	Thousandths	Ten-Thousandths
Fraction	$\frac{5}{10}$			
Decimal		0.50		


(Continued on next page.)

## Home Connection 54 Worksheet (cont.)

## 6 When do people actually use decimal numbers?

- Weather stations measure temperature in *tenths* of a degree. A weather reporter might say, “The temperature in Seattle today at noon was 65.7° F.”
- Weather stations measure rainfall in *hundredths* of an inch. A weather reporter might say, “Portland got one and six hundredths (1.06) of an inch of rain today.”
- People use *thousandths* to talk about baseball players’ batting averages. A sports reporter might say, “Babe Ruth had a lifetime batting average of 0.324.” This means Babe Ruth got a base hit about a third of the time, which is pretty amazing.

Look in your kitchen cupboards, on the Internet, or in a magazine or newspaper to find some *other* ways people use decimals in their lives. List at least one example of each type of decimal number and where it came from in each box below. You can paste in some of the examples you find if you like.

Tenths
<b>example</b> Temperatures (65.7°F)
Hundredths
<b>example</b> Rainfall (1.06 inches)
Thousandths
<b>example</b> Batting Averages (0.324)
Ten-Thousandths




NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Home Connection 55 ★ Worksheet

## Decimal Sense & Nonsense

**1** In each of the following statements, place a decimal point so the statement makes sense.

**a** Martin's Grandpa is 6 7 0 0 years old.

**b** Tara's older sister is 5 4 0 0 feet tall.

**c** Normal body temperature for a healthy human is 9 8 6 degrees Fahrenheit.

**d** By age 14, most people have 2 8 0 teeth.

**e** Frank went outside without a coat today because the weather report said it was 7 4 5 0 degrees Fahrenheit.

**2** Use the decimal numbers below to fill in the blanks so that the story below makes sense.

1.1

7.46

2.4

4.25

3.21

Three kids from the track team ran in a big road race this spring. The race was \_\_\_\_\_ miles long. Danny ran \_\_\_\_\_ miles, more than half way, but then he had to stop because he got cramps. He stopped \_\_\_\_\_ miles before the finish line. Katy was the first of the other two to cross the finish line. It took her \_\_\_\_\_ hours. Akiko walked most of the way, so it took her more than an hour longer than Katy to cross the finish line. She took \_\_\_\_\_ hours to finish.

(Continued on back.)

Home Connection 55 Worksheet (cont.)

**3a** Write a short story (5 or 6 sentences) that has at least 4 or 5 decimal numbers in it, but put the decimal points in the wrong places.

**b** Write the correct numbers in the key at the bottom of the sheet and cover them up with a little piece of paper.

**c** Give your silly story to an adult. Have him or her write the correct numbers in the answer box, and then check your key to see how many he/she got right. Have the person who read your story sign the bottom of the page.

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Key

Answer Box

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Adult's Signature

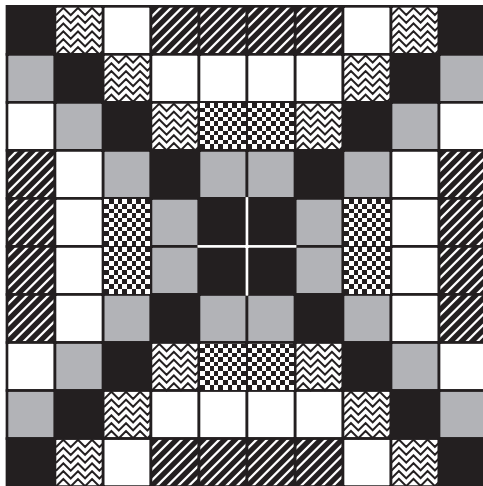
NAME \_\_\_\_\_







DATE \_\_\_\_\_

# Home Connection 56 ★ Worksheet

## Working with Decimals & Percents

**1** This quilt has 100 patches. Determine the fraction, percent, and decimal value (when the whole quilt is 1) for each kind of patch. The first one is done as an example.



	Fraction	Percent	Decimal
<b>a</b> 	$\frac{20}{100}$	20%	0.20
<b>b</b> 			
<b>c</b> 			
<b>d</b> 			
<b>e</b> 			
<b>f</b> 			
Total			

**2** Explain how the totals above can help you know if you counted the patches correctly.

(Continued on back.)

## Home Connection 56 Worksheet (cont.)

**3** When do people use percents in their daily lives? Look in a magazine, newspaper, or on the Internet to find out. Write or paste in at least 4 different examples below, and write a sentence to explain each one.

**example** People in stores use percents to tell you how much you save when something is on sale.



(Continued on next page.)

## Home Connection 56 ★ Activity

### Adding Decimals Game

**1** Practice adding decimals by playing this game with an adult. You'll need two different colors of crayon, marker, or colored pencil. Please don't use a calculator. If you can get the answers in your head, that's fine. If you need to do some paper and pencil work, show it below the game board. Have the adult sign the bottom of the sheet when you're finished.

#### Instructions:

- a** Choose 2 numbers from the box at the right and add them.
- b** Mark the sum on the game board with your color.
- c** The first player to get 4 in a row, column, or diagonal wins.
- d** There is one number on the board that can't be marked because it's a mistake. As you play, see if you can tell which number is the mistake and circle it. The sooner you find it, the easier it will be to get 4 in a row!

3.26	5.16	7.12	8.05
6.4	4.55	3.62	4.5
6.81	1.27	2.9	6.45
5.88	7.17	5.52	6.76

0.5
2.76
3.12
2.4
4.05
4

Our work:

Adult signature \_\_\_\_\_



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Home Connection 57 ★ Worksheet

## Finding Percents

1 Circle the fraction that means the same as 25%.

$\frac{1}{2}$

$\frac{1}{3}$

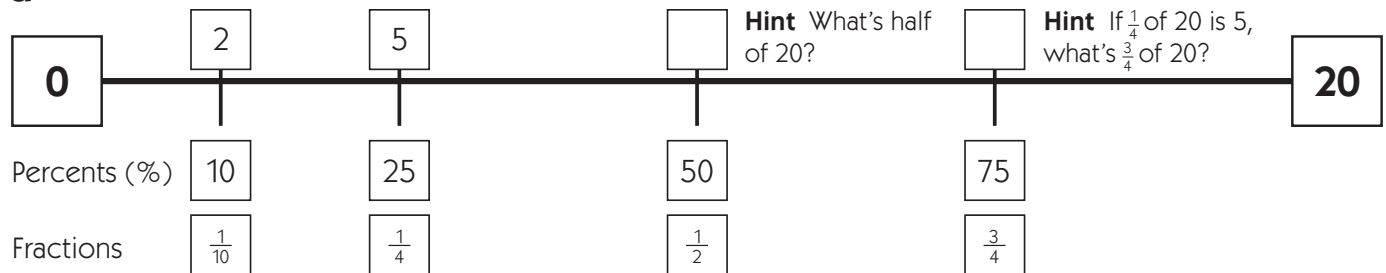
$\frac{1}{4}$

$\frac{1}{6}$

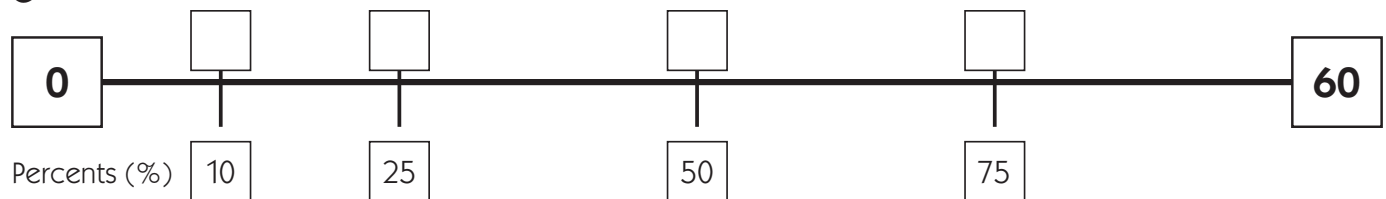
2 Write the fraction that means the same as 75%. \_\_\_\_\_

3 The number lines below show 4 different percents. Notice that each line ends with a different number. Use what you know about division to help fill in the empty boxes above each line.

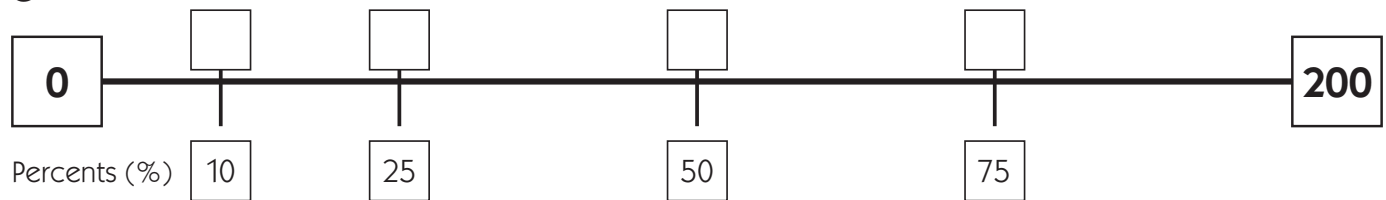
**a**



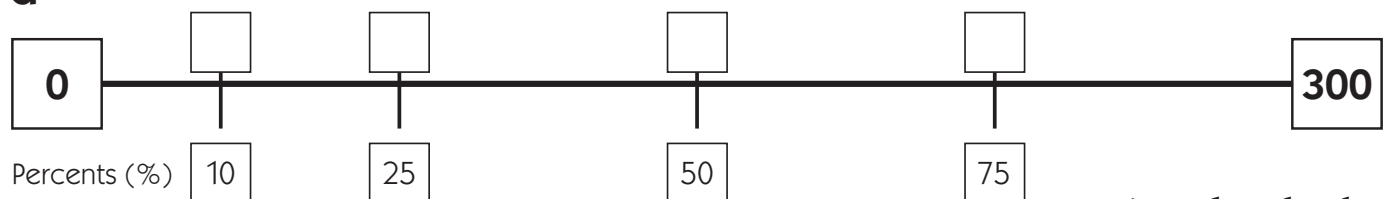
**b**



**c**



**d**



(Continued on back.)

## Home Connection 57 Worksheet (cont.)

**4** Complete the table so it shows the prices of the items when they are on sale. Use the blank space below the table to show your work. You can use a calculator to help with this problem if you want.

Item	Regular Price	Sale Price at 50% off	Sale Price at 25% off
Bicycle	\$600.00	<b>a</b>	<b>b</b>
Ping-Pong Table	\$180.00	<b>c</b>	<b>d</b>
Trampoline	\$160.00	<b>e</b>	<b>f</b>
Hiking Boots	\$80.00	<b>g</b>	<b>h</b>
Bicycle Lights	\$30.00	<b>i</b>	<b>j</b>

**5** There's a big sale at the shopping mall this weekend. You can get 25% off on a \$52 jacket at the Skate Shack. Dudley's Department Store is selling the same jacket for \$76, but it's 50% off. Which is the better deal? Use numbers, words, and/or labeled sketches to explain your answer.



(Continued on next page.)

## Home Connection 57 Worksheet (cont.)

**CHALLENGE**

**6** When people go out to eat at a restaurant, they leave a tip for the waiter or waitress. Sometimes they decide to leave a tip that is 15% of the cost of their meal and sometimes they leave a 20% tip. Ask an adult to tell you how they figure out 15% and 20% (without using a calculator). Describe their method below, and then use it to figure the tip on amounts a–e. Show your math work.

Here's how the adult I interviewed finds 20% without a calculator:

Here's how the adult I interviewed finds 15% without a calculator:

**a** Breakfast for four at Sheri's: \$18.00

15% tip = \_\_\_\_\_

20% tip = \_\_\_\_\_

**b** Dinner for three at Mike's Place: \$32.00

15% tip = \_\_\_\_\_

20% tip = \_\_\_\_\_

**c** Pizza with the family: \$19.00

15% tip = \_\_\_\_\_

20% tip = \_\_\_\_\_

**d** Special occasion dinner: \$28.50

15% tip = \_\_\_\_\_

20% tip = \_\_\_\_\_

**e** Ice cream party at Farrell's: \$37.50

15% tip = \_\_\_\_\_

20% tip = \_\_\_\_\_



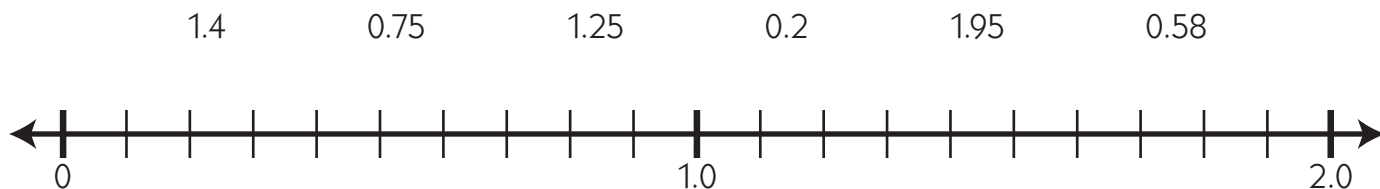
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DATE \_\_\_\_\_

# Home Connection 58 ★ Worksheet

## Unit Six Review

**1** Find and label the location of these numbers on the number line. It's okay to add more marks to the line if you need to.



**2** Write the following numbers in order from the smallest to the largest:

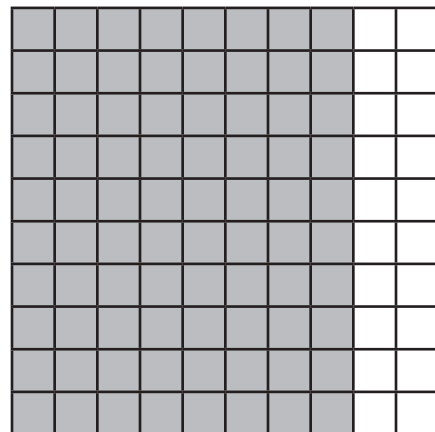
94.67                  94.64                  94.51                  94.59                  94.50                  94.05

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

**3** When the odometer of a car reads 35,467.219 the 5 stands for 5000 miles. What does each of the other digits stand for?

- a** 1: \_\_\_\_\_ of a mile                  **b** 2: \_\_\_\_\_ of a mile
- c** 3: \_\_\_\_\_ miles                  **d** 4: \_\_\_\_\_ miles
- e** 6: \_\_\_\_\_ miles                  **f** 7: \_\_\_\_\_ miles
- g** 9: \_\_\_\_\_ of a mile

**4** This whole grid is worth 1. Write at least 3 different fractions and 3 different decimal numbers to name the part that is shaded.



**5** What percent of the grid is shaded?

(Continued on back.)

## Home Connection 58 Worksheet (cont.)

**6** Here is a chart showing the amount of rain they got in Bookerville over the last four days.

Monday	1.35 inches
Tuesday	2.50 inches
Wednesday	3.06 inches
Thursday	2.49 inches

Bookerville has a record of 12 inches of rain in 5 days. How much will it have to rain on Friday to beat the record by one-tenth of an inch? Show all of your math below.

**7a** Circle the number below that is not equivalent to  $\frac{1}{4}$ .

25%

 $\frac{2}{8}$ 

0.25

 $\frac{5}{16}$  $\frac{5}{20}$ 

**b** Use numbers, words, and/or labeled sketches to explain why the number you circled is *not* equivalent to  $\frac{1}{4}$ .

**8** Mr. Mugwump is still confused about fractions. Use numbers, words, and/or labeled sketches to show him why  $\frac{1}{2} + \frac{1}{3}$  does *not* equal  $\frac{2}{5}$ .

(Continued on next page.)

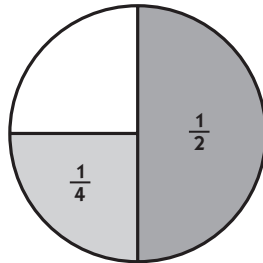
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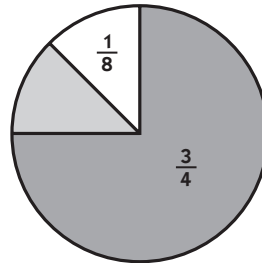
**Home Connection 58** Worksheet (cont.)

**9** The librarian at our school asked the fourth and fifth graders to vote on their favorite kind of book. The circle graphs below show the results. Use the information to answer the questions below.

Fourth Grade Favorites



Fifth Grade Favorites



Key



Fiction



Fantasy



Non-Fiction

**a** What percent of the fourth graders said they liked non-fiction books best? How do you know?

**b** If there are 96 fourth graders, how many like fantasy books best? Show your work.

**c** What fraction of the fifth graders said they like fantasy books best? How do you know?

**d** If there are 112 fifth graders, how many like non-fiction books best? Show your work.

**e** What percent of the fifth graders said they liked fiction books best? How do you know?

(Continued on back.)

## Home Connection 58 Worksheet (cont.)

**10** After the librarian did her survey, she decided to buy some more books. She got 48 new fiction books for \$16 each. How much did she have to pay in all? Show your work.

**CHALLENGE**

**11** Mrs. Longchamp spent exactly \$224 when she bought 28 more books for the library. She spent \$96 on non-fiction books and \$128 on fantasy books. The price of each non-fiction book was the same as the price of each fantasy book. How many of each did she buy? Show your work.

**12a** If 6 is 5% of a number, what is 40% of that number?

**b** What is the number?

