Grade 5 Data and Chance Goal: Use the maximum, minimum, range, median, mode, and mean and graphs to ask and answer questions, draw conclusions, and make predictions.

Unit 6: Find and use data landmarks.

Child	Number of burgers eaten this year
Kyle	27
Nathan	36
Jennifer	2
Julie	13
Rose	12

The table above shows data that Joe collected from his five closest friends.

Who ate the **minimum** number of burgers? _____

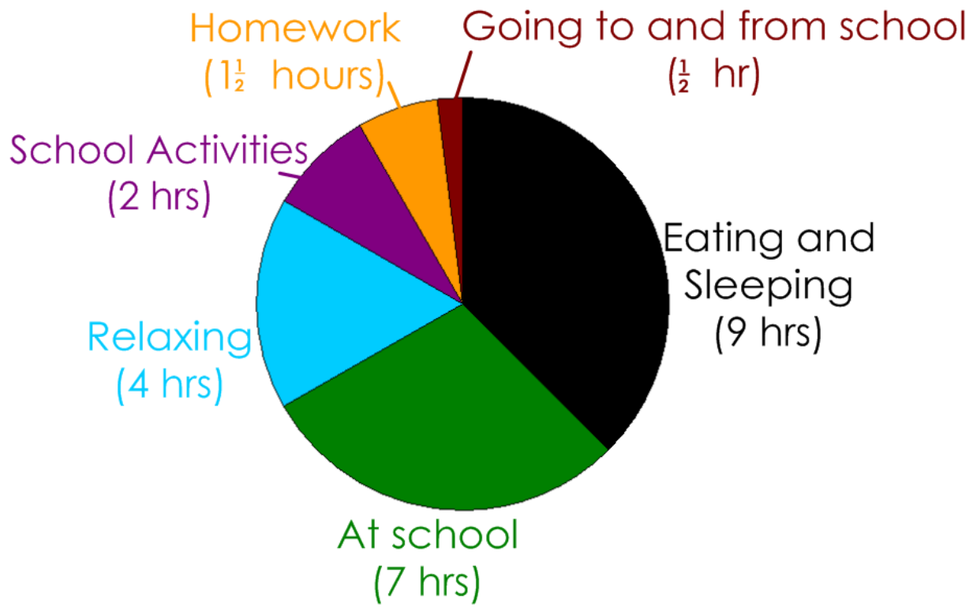
Who ate the **maximum** number of burgers? _____

What is the **median** number of burgers eaten this year?

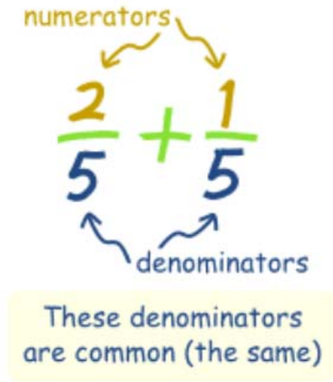
_____
(unit)

What is the **mean** number of burgers eaten by Joe's friends this year? _____
(unit)

Kim's typical school day is shown on the circle graph below. One night Kim has no homework or after school activities. What is the **maximum** amount of time she can spend relaxing?



Grade 5 Operations and Computation Goal: Use mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the addition and subtraction of fractions and mixed numbers; describe the strategies used and explain how they work.



Unit 6: Add and subtract fractions with like denominators.

$$\frac{5}{6} + \frac{4}{6} = \_\_\_\_$$

$$\frac{3}{8} - \frac{1}{8} = \_\_\_\_$$

Jack's milkshake recipe calls for 5/6 of a scoop of ice cream and Colin's recipe calls for 1/6 of a scoop. How many more scoops of ice cream are used in Jack's recipe than in Colin's recipe?

_____
(unit)

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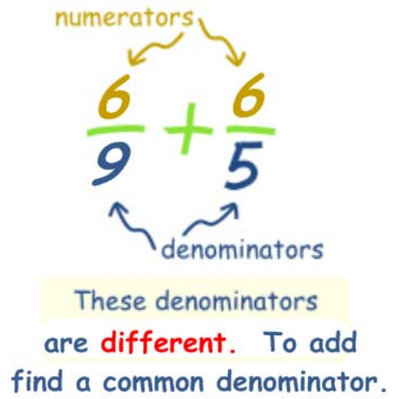

Unit 6: Add and subtract fractions with unlike denominators.

Kylen is making 2 different pies. The first pie recipe calls for $\frac{3}{4}$ cup of flour. The second recipe calls for $\frac{2}{3}$ cup of flour. How much flour does Kylen need to make both recipes? Show your work.

$$\frac{6}{9} - \frac{1}{3}$$

$$\frac{6}{9} + \frac{6}{5} =$$

Grade 5 Number and Numeration Goal: Use numerical expressions to find and represent equivalent names for fractions decimals, and percents; use and explain multiplication and division rules to find equivalent fractions and fractions in simplest form; convert between fractions and mixed numbers; convert between fractions, decimals, and percents.

Unit 6: Find a common denominator.

Jamie and Kristy each bought a pizza of the same size.

Jamie's pizza was cut into 8 equal slices. She ate 3 slices.
Kristy's pizza was cut into 6 equal slices. She ate 2 slices.

A. Divide the pizzas below to represent each girl's pizza BEFORE any slices were eaten.

B. Shade the number of slices each girl ate.

Jamie's pizza 

 Kristy's pizza

Write a pair of fractions with a common denominator that represents the number of slices eaten from each pizza.

Grade 5 Data and Chance Goal: Use the maximum, minimum, range, median, mode, and mean and graphs to ask and answer questions, draw conclusions, and make predictions.

Unit 6: Understand how sample size affects results.

Kacey kept track of the number of boxes of Girl Scout cookies each member of her Girl Scout troop sold.

Here are the results: 24, 20, 25, 12, 5

Kacey concluded that the typical Girl Scout sells 20 boxes of cookies.

Do you agree with her conclusion? Explain.

Johnny surveyed 6 boys on his middle school track team and asked them, "How many miles do you run in a week?" The table represents the results of his survey:

Jeff	5 miles
Matt	6 miles
Chris	5 miles
Joe	7 miles
Jim	4 miles
Nate	8 miles

Johnny concluded that a typical middle school track runner runs 6.5 miles a week.

Do you agree with his conclusion? Explain.

Describe two ways that Johnny could improve his survey?