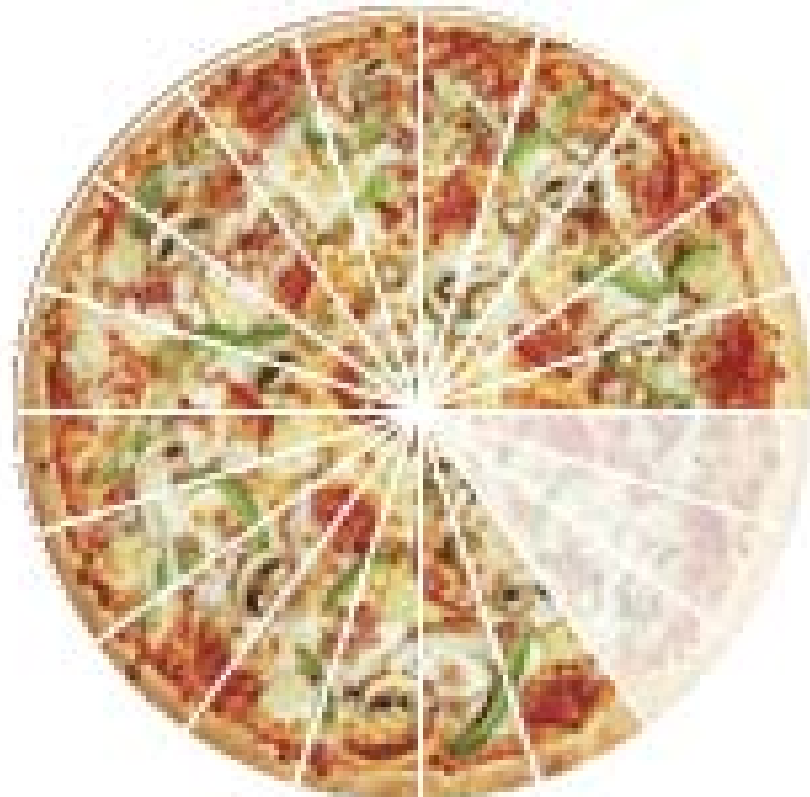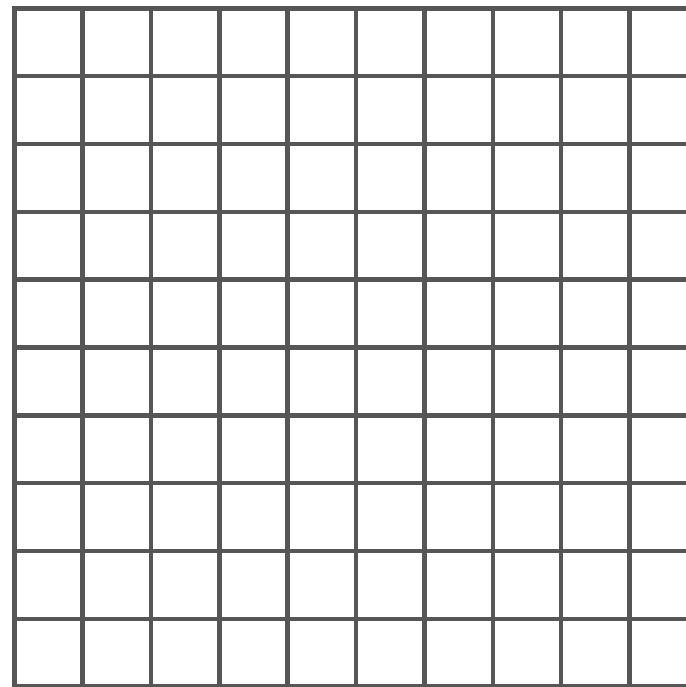Grade 5 Number and Numeration Goal: Use numerical expressions to find and represent equivalent names for fractions decimals, and percents; use and explain multiplication and division rules to find equivalent fractions and fractions in simplest form; convert between fractions and mixed numbers; convert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

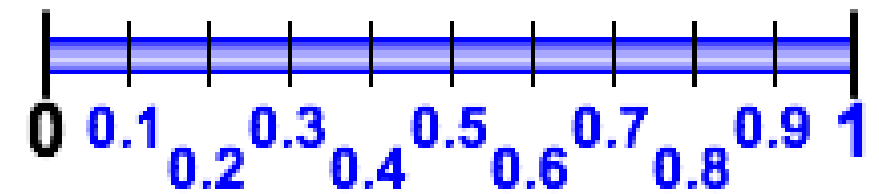# Unit 8: Convert between fractions, decimals, and percents.

What fraction of the entire pizza is in color?

What percentage of the entire pizza is in color?

Shade the grid to represent the percentage.

Draw an arrow on the number line above that shows the decimal equivalent to the percentage.

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 8: Find common denominators.
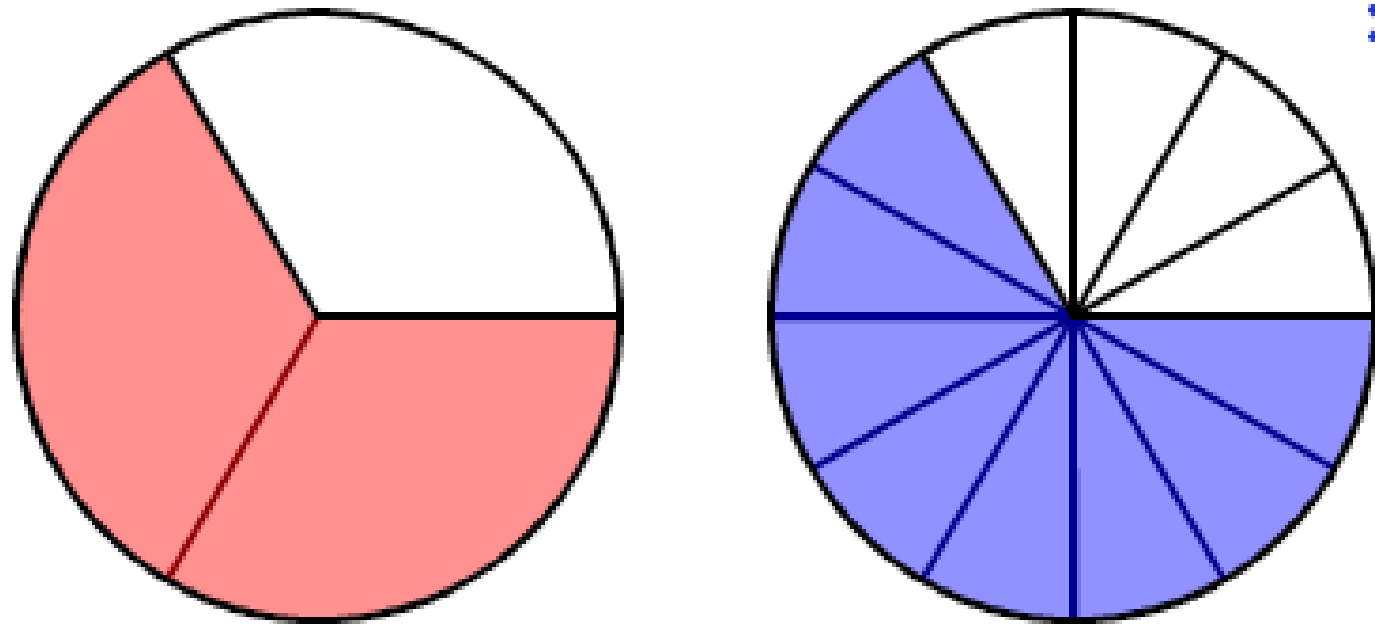
$$\frac{3}{4} - \frac{1}{5} =$$

What is a common denominator for the two fractions shown above?

Explain how you found the common denominator.

$$\frac{7}{10} - \frac{3}{8} =$$

Grade 5 Number and Numeration Goal: Compare and order whole numbers up to 1,000,000,000 and decimals through thousandths; compare and order integers between -100 and 0; use area models, benchmark fractions, and analyses of numerators and denominators to compare and order fractions.

# Unit 8: Order and compare fractions.

Circle the fraction that is equivalent to the yellow fraction.

$\frac{1}{4}$ $\frac{1}{8}$ $\frac{6}{10}$ $\frac{6}{8}$ $\frac{3}{12}$

$\frac{1}{3}$ $\frac{2}{4}$ $\frac{3}{9}$ $\frac{4}{6}$ $\frac{4}{2}$

List the 8 different fractions in order from least to greatest.

_____ _____ _____ _____ _____ _____ _____ _____

Grade 5 Operations ad 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.

# <u>Unit 8 Use an algorithm to subtact mixed numbers with like denominators.</u>
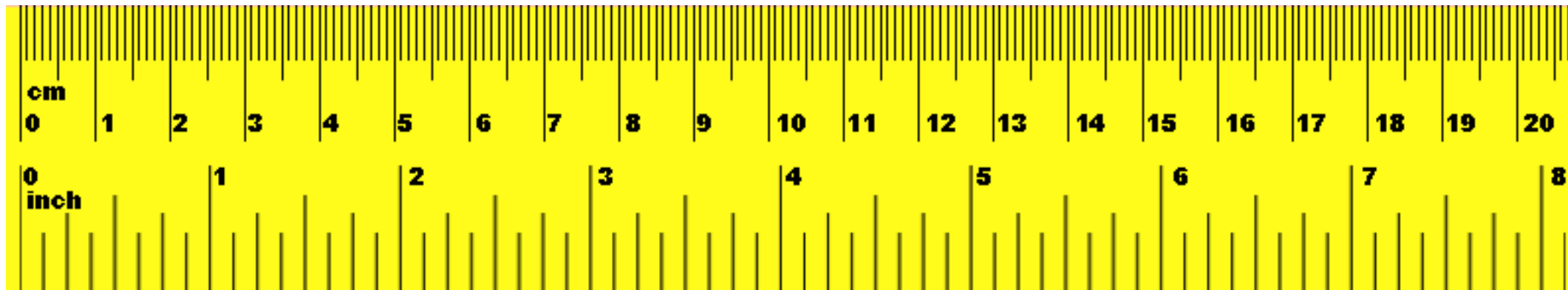
What is the length of the red line? _____ inches

If you erased 5/8 of an inch, how long would the red line then be? _____ inches

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 8: Use an algorithm to add mixed numbers.

What fraction is shown?   What fraction is shown?
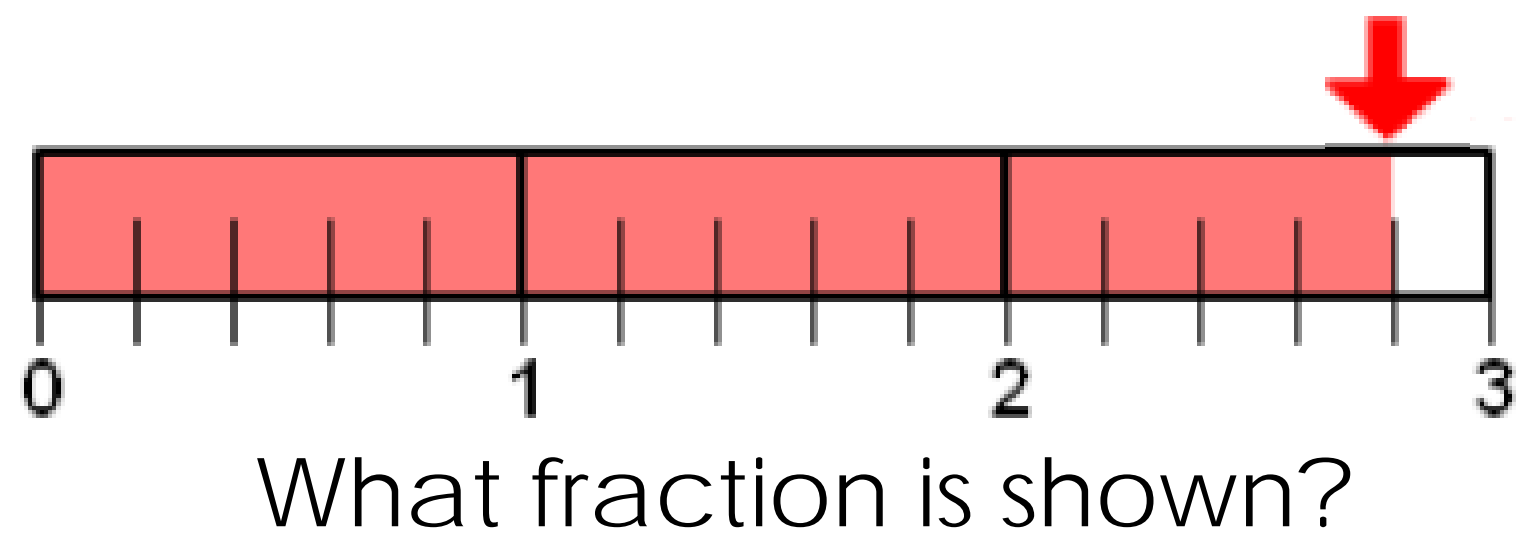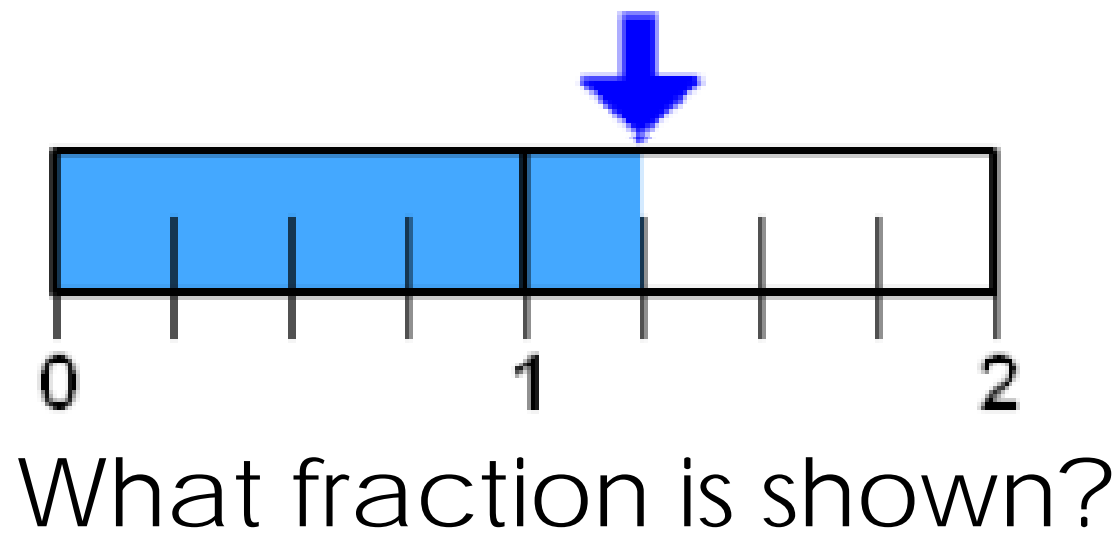
Add the two fractions shown above. Write your answer in simplest form.

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 8: Convert between fractions and whole or mixed numbers.
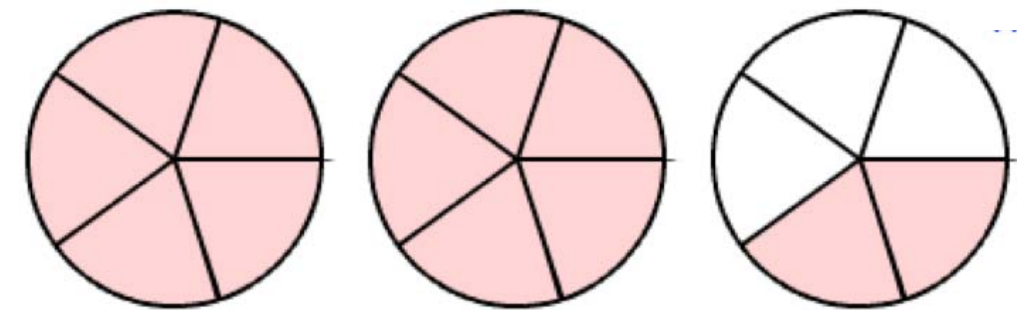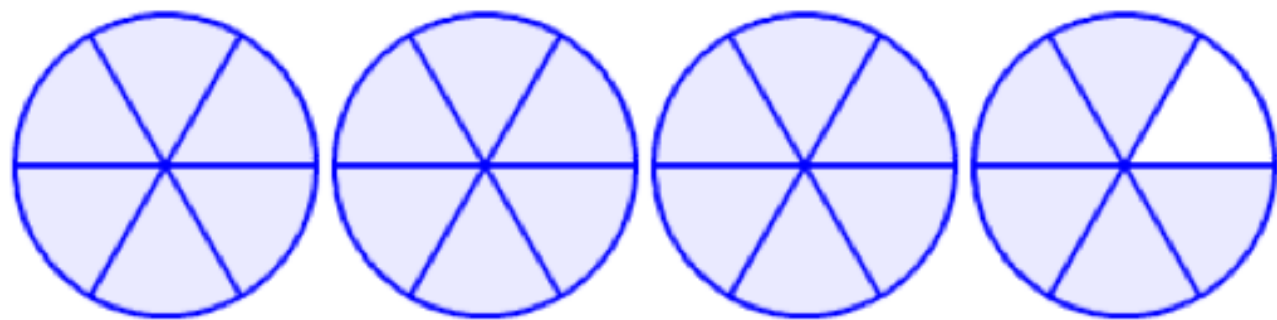
Write one top heavy fraction and **two** different mixed numbers to represent each shaded area.