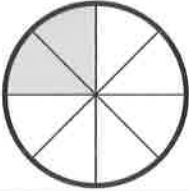






## Unit 5 Assessment

- ① Use your fraction circle pieces to complete the table.

Picture	Words	Number
Example: The whole is the red piece. 	two-eighths	$\frac{2}{8}$
The whole is the orange piece. 		
The whole is the pink piece. 		
The whole is the _____ piece.	two-thirds	

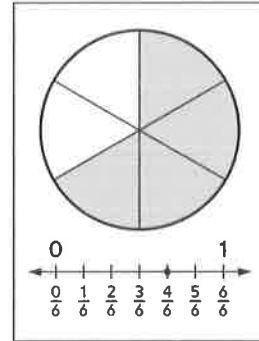
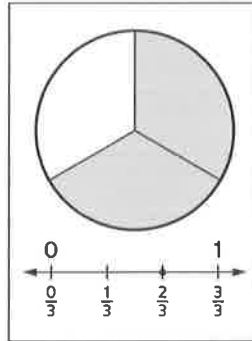


## Unit 5 Assessment (continued)

- ② Benjamin turns over these two cards during a game of *Fraction Memory*.

He thinks he found a pair of equivalent fractions.

- a. Do you agree?  
Explain your thinking.



- b. Use your fraction cards to find a different pair of equivalent fractions.  
Record your two fractions on the lines below.

\_\_\_\_\_ = \_\_\_\_\_

- ③ Complete the table of 4s multiplication facts below.

Fact	Product
$1 \times 4$	
$2 \times 4$	
$3 \times 4$	
$4 \times 4$	

What patterns do you notice in the products?

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**Unit 5 Assessment** (continued)

④ For each fact below:

- Record a helper fact.
- Use your helper fact and either add or subtract a group.
- Use words, numbers, or pictures to show your thinking.
- Write the product.

a.  $3 \times 6 = ?$

Helper fact: \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

How I can use the helper fact:

$$3 \times 6 = \underline{\hspace{2cm}}$$

b.  $9 \times 7 = ?$

Helper fact: \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

How I can use the helper fact:

$$9 \times 7 = \underline{\hspace{2cm}}$$

⑤ Jan is playing a round of *Salute!*. The dealer says 24. Her partner has an 8 on his forehead.

- a. What number does Jan have? \_\_\_\_\_
- b. Write a multiplication number sentence and a division number sentence for this problem.

\_\_\_\_\_

c. How do your number sentences show the same *Salute!* round?

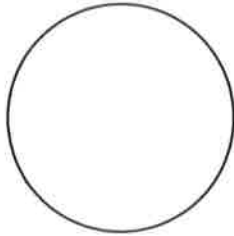
\_\_\_\_\_

\_\_\_\_\_



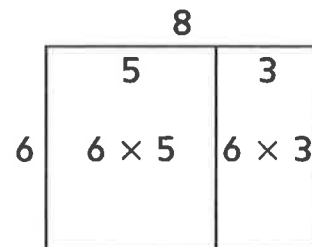
## Unit 5 Assessment (continued)

- ⑥ Divide the circle below into 4 equal-size parts. Shade and label one part with a fraction.



- ⑦ Manuel is trying to solve  $6 \times 8$ .

He sketches a rectangle to help him think about how to break apart the numbers so that the fact is easier to solve. Here is his sketch:



Use numbers or words to explain how Manuel can use his sketch to solve  $6 \times 8$ .

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$6 \times 8 =$  \_\_\_\_\_

- ⑧ Tom and Liz are working together to solve  $7 \times 8$ .
- Tom says: "I think  $7 \times 7$  will work as our helper fact."
  - Liz says: "I think  $8 \times 8$  will work as our helper fact."

With whom do you agree? Explain.

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## Unit 5 Challenge

- ① Explain two different ways you could use doubling to solve  $6 \times 8 = ?$ . You may draw rectangles to help.

a. One way:

Helper fact: \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

How I did it:

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b. Another way:

Helper fact: \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

How I did it:

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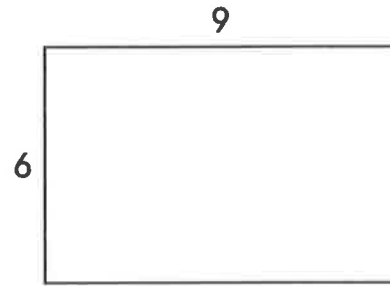
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**Unit 5 Challenge** (continued)

- ② Niko is trying to solve  $6 \times 9 = ?$ .

He sketches a rectangle with side lengths of 6 and 9 to help him think about how he could break it apart to make it easier to solve.

- a. Show one way Niko could break his rectangle apart.



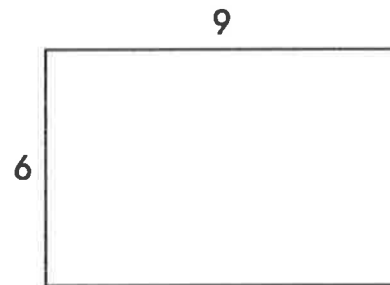
Record number models to show how he can use the pieces to solve  $6 \times 9$ .

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- b. Show another way Niko could break his rectangle apart.



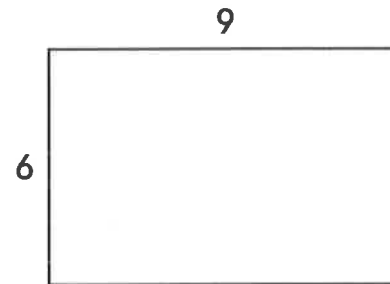
Record number models to show how he can use the pieces to solve  $6 \times 9$ .

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- c. Suppose Niko wants to break his rectangle into 3 parts. Show one way he could do this.



Record number models to show how he can use the pieces to solve  $6 \times 9$ .

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