



## Unit 8 Cumulative Assessment

- ① Students at each grade level at Mountain School made cards for hospital patients. Kindergarten made 84 cards. Grades 1, 2, and 3 each made 297 cards. Grades 4 and 5 each made 423 cards. If the cards are divided equally among 9 community hospitals, how many cards will each hospital receive?

Number model with unknown: \_\_\_\_\_

Estimate: \_\_\_\_\_

Answer: \_\_\_\_\_ cards

Explain how you got your answer.

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How do you know that your answer is reasonable?

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## Unit 8 Cumulative Assessment (continued)

- ② The rule for the pattern below is to add 5 to the number before.

3, 8, 13, 18, 23, 28

a. Write the next five numbers in the pattern. \_\_\_\_\_

b. Describe two other patterns you see.

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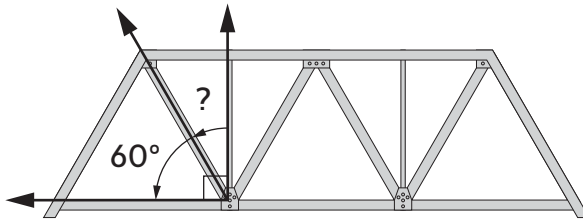


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③

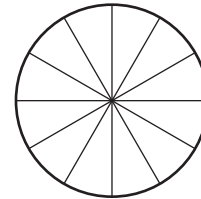
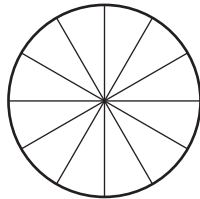


What is the unknown angle measure? \_\_\_\_\_

- ④ Decompose  $\frac{5}{12}$  into a sum of fractions with the same denominator in two different ways. Record each decomposition with an equation, and justify each one by coloring the parts of the circle.

a. Equation: \_\_\_\_\_

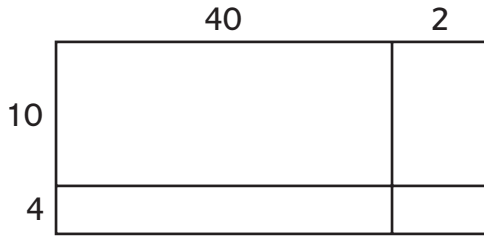
b. Equation: \_\_\_\_\_



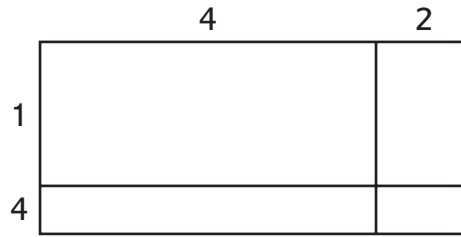


## Unit 8 Cumulative Assessment (continued)

⑤



A



B

- a. Which of the two rectangles above represents  $42 * 14$ ? \_\_\_\_\_

Explain how you know. \_\_\_\_\_

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- b. Use the rectangle you chose to solve  $42 * 14$ .

Record your work using partial-products multiplication.

Answer: \_\_\_\_\_ square units

- ⑥ If a number or word below has line symmetry, draw its line(s) of symmetry.

MOM

YAY

8008

DAD

HEM

WOW



## Unit 8 Cumulative Assessment (continued)

- ⑦ The students at Marcy School earned \$5,523 selling tickets to their school carnival.

- a. If each ticket cost \$7, how many tickets did the students sell?

Number model with unknown: \_\_\_\_\_

Solve using partial quotients.

Answer: \_\_\_\_\_ tickets

- b. Explain how you used partial quotients to solve the problem.

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- ⑧ Najoni said that if she turned 1 degree clockwise 180 times, she would make a full turn.

- a. Do you agree with Najoni? \_\_\_\_\_

Why or why not? \_\_\_\_\_

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- b. What is the measure of the angle through which Najoni would turn? \_\_\_\_\_<sup>o</sup>



## Unit 8 Cumulative Assessment (continued)

- 9 Use the following recipe to solve the problems below.  
Show your work in the space provided.

Mimi uses an all-natural spray in her vegetable garden to keep away pests.

### Onion and Garlic Spray

1 quart water

$1\frac{1}{4}$  cups minced onion

1 tablespoon liquid soap

$\frac{3}{4}$  teaspoon cayenne pepper

$\frac{1}{4}$  teaspoon minced garlic

- a. What is the combined amount of garlic and cayenne pepper? \_\_\_\_\_ tsp
- b. How much more cayenne pepper than garlic does the recipe require? \_\_\_\_\_ tsp
- c. Mimi needs 10 times the amount of spray that the above recipe makes.  
How much water will she need? \_\_\_\_\_ qt
- How many pints is that? \_\_\_\_\_ pt
- How many cups of onion will she need? \_\_\_\_\_ c
- How many teaspoons of garlic will she need? \_\_\_\_\_ tsp
- Write a number sentence to show your work. \_\_\_\_\_
- Which multiple of  $\frac{1}{4}$  is this? \_\_\_\_\_



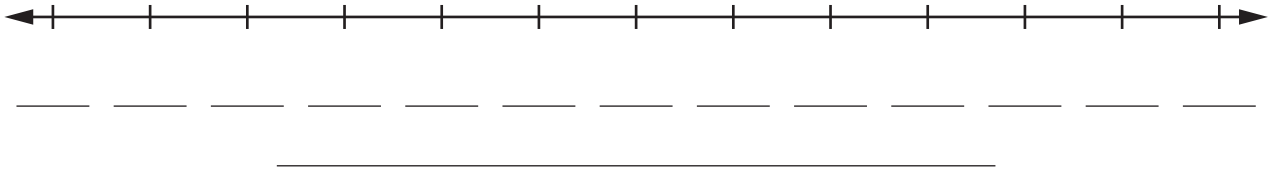
## Unit 8 Cumulative Assessment (continued)

- ⑩ Each student in Mrs. Ginsberg's class kept track of how many cups of water he or she drank in 1 day. The amounts (in cups) were as follows:

$2\frac{7}{8}$ ,  $1\frac{5}{8}$ ,  $2\frac{1}{8}$ ,  $2\frac{1}{2}$ ,  $2\frac{1}{2}$ , 2, 2,  $2\frac{3}{4}$ ,  $1\frac{3}{8}$ ,  $2\frac{3}{4}$ ,  $2\frac{1}{8}$ ,  $1\frac{3}{8}$ ,  $2\frac{5}{8}$ ,  $2\frac{5}{8}$ ,  $2\frac{1}{8}$ ,  $2\frac{5}{8}$ ,  $2\frac{3}{4}$ ,  $2\frac{1}{4}$ ,  $2\frac{3}{4}$ ,  $1\frac{7}{8}$

- a. Plot the data on the line plot below.

Title: \_\_\_\_\_



- b. Use the completed line plot to answer the following questions.

Americans, on average, drink  $2\frac{1}{2}$  cups of water per day.

How many students in Mrs. Ginsberg's class drank this amount or more?

\_\_\_\_\_ student(s)

How much did those who drank less than 2 cups drink all together? \_\_\_\_\_ c

What is the difference between the greatest and least amounts of water drunk?

\_\_\_\_\_ c



## Unit 8 Cumulative Assessment (continued)

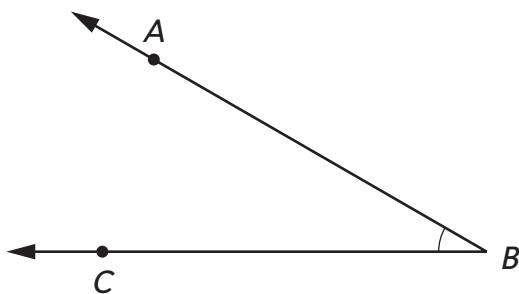
- 11 Solve the problem and show how you found your answer.

The world outdoor track and field record for the women's 400-meter run, set in 1985, is 47.6 seconds. The world indoor record for the women's 400-meter run, set in 1982, is 1.99 seconds longer. How many seconds is the women's indoor record?

\_\_\_\_\_ seconds

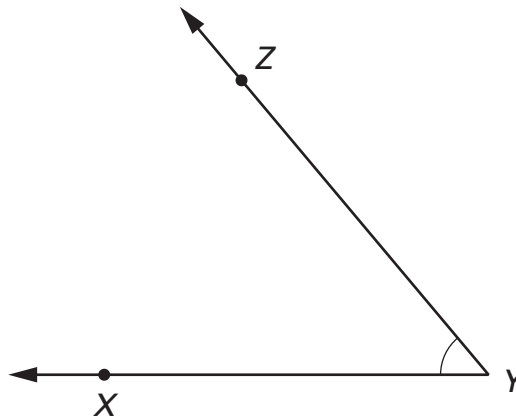
- 12 Use a protractor to complete the following:

a.



Measure of  $\angle ABC$ : \_\_\_\_\_<sup>o</sup>

b.



Measure of  $\angle XYZ$ : \_\_\_\_\_<sup>o</sup>

- c. Draw and label  $\angle HJK$  with a measure between that of  $\angle ABC$  and  $\angle XYZ$ .

Measure of  $\angle HJK$ : \_\_\_\_\_<sup>o</sup>