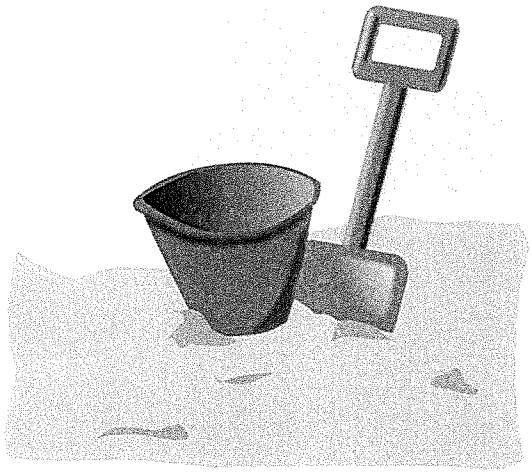
5th Grade Math

Week of June 7, 2021 - June 11, 2021



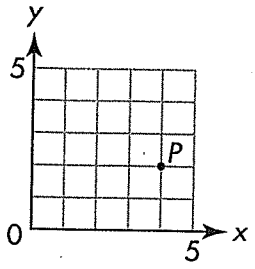
Name _____

* Please do not complete until advised by teacher*

Name _____

Daily Review
16-1

1. Which is the correct ordered pair for point *P*?



Ⓐ (5, 3)

Ⓑ (3, 5)

Ⓒ (2, 4)

Ⓓ (4, 2)

2. Find the product.

$\left(\frac{4}{5} - \frac{1}{10}\right) \times \frac{2}{3}$

Ⓐ $\frac{1}{5}$

Ⓑ $\frac{2}{5}$

Ⓒ $\frac{7}{15}$

Ⓓ $2\frac{1}{7}$

3. A copy machine can make 742 copies in 53 minutes. At this rate, how many copies can the machine make in 1 minute?

Ⓐ 11

Ⓑ 14

Ⓒ 104

Ⓓ 114

4. What is the value of the expression?

$\{4 \times [6 + (18 - 7)]\} \div \frac{1}{3}$

_____

5. What is the volume of a moving crate with a length of 3 feet, a width of 2 feet, and a height of 5 feet?

_____

6. On Monday, the price of one share of Webb Company stock was $24.85. By Friday, the price was $25.04. By how much did the price change from Monday to Friday?

_____

7. Complete the table to show equivalent measures.

m	5.8		43
cm		29	

8. How many zeros will there be in the product of 853×10^3? _____

How many zeros will there be in the product of 890×10^3? _____

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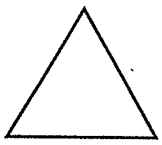
Name _____

Reteach to Build Understanding
16-1

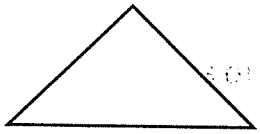
Vocabulary

1. Triangles can be classified by the lengths of their sides as **equilateral, isosceles,** or **scalene.**

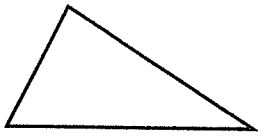
Equilateral Triangle
3 equal sides



Isosceles Triangle
2 equal sides



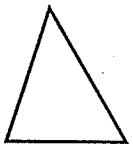
Scalene Triangle
0 equal sides



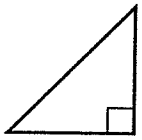
A triangle with side measures 17 cm, 15 cm, and 12 cm is a(n) _____ triangle.

2. Triangles can be classified by the measures of their angles as **acute, right,** or **obtuse.** An acute angle has a measure that is less than 90°. A right angle measures exactly 90°. An obtuse angle has a measure that is greater than 90°.

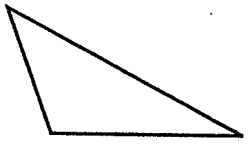
Acute Triangle
3 acute angles



Right Triangle
1 right angle



Obtuse Triangle
1 obtuse angle



A triangle with angle measures 48°, 65°, and 67° is an _____ triangle.

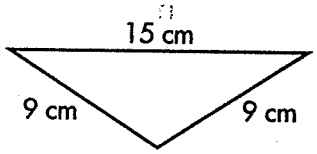
3. Complete the statements about the triangle.

_____ sides of equal length

_____ acute angle(s)

_____ right angle(s)

_____ obtuse angles(s)



The triangle is _____ and _____.

On the Back!

4. Classify the triangle by its sides and then by its angles.

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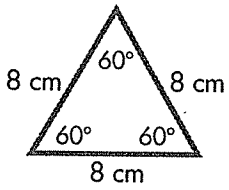
Additional Practice 16-1
Classify Triangles

Another Look!

You can classify triangles by the lengths of their sides and the measures of their angles.

Measures of Angles

Acute
All angles are less than 90°.

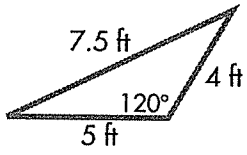


This triangle is both equilateral and acute.

Right
One right angle

This triangle is both isosceles and right.

Obtuse
One obtuse angle



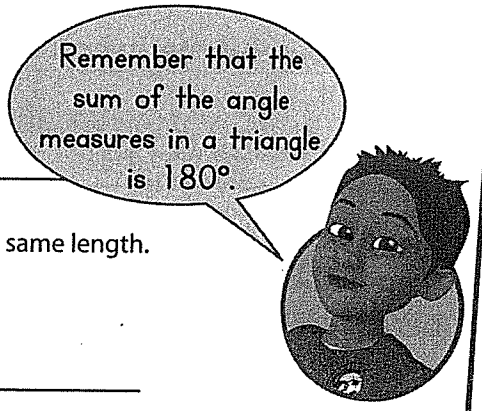
This triangle is both scalene and obtuse.

Lengths of Sides

Equilateral
All sides are the same length.

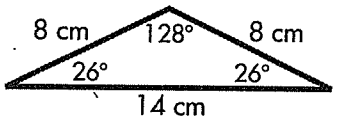
Isosceles
Two sides are the same length.

Scalene
No sides are the same length.



In **1–9**, classify each triangle by its sides and then by its angles.

1.



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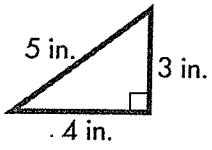

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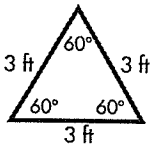

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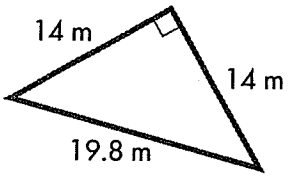

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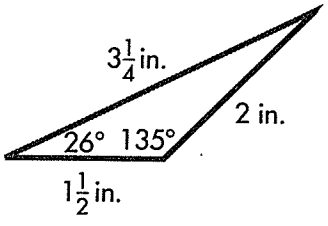

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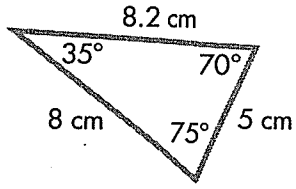

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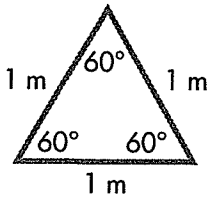

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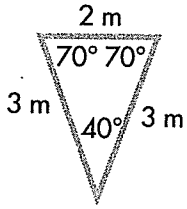

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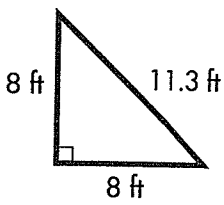
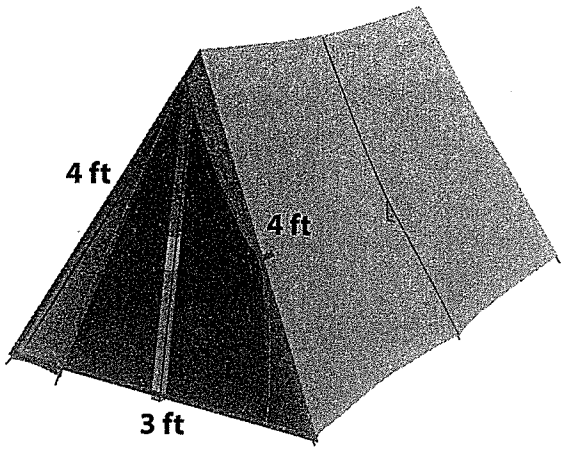
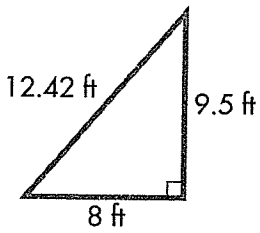


10. Judy bought a new tent for a camping trip. Look at the side of the tent with the opening. Classify the triangle by its sides and its angles.



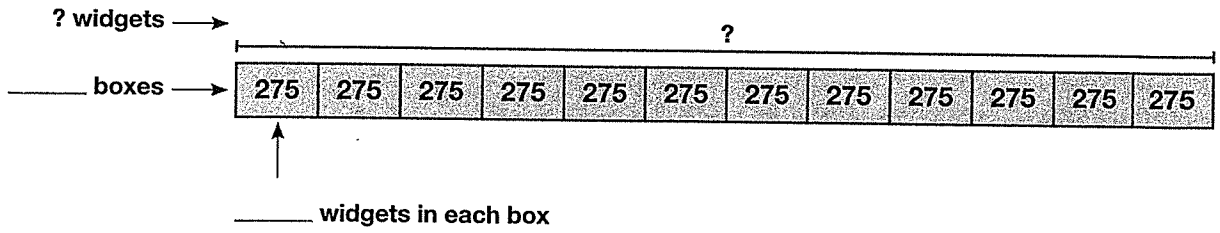
11. Judy bought her tent on sale. The sale price was $70 off the original price. Judy also used a coupon for an extra $15 off. If Judy paid $125 for the tent, what was its original price? Write an equation to show your work.

12. Critique Reasoning Ted says that the triangle below cannot be classified because all sides are different lengths. Is Ted correct? Explain why or why not.



13. Higher Order Thinking The lengths of two sides of a triangle are 15 inches each. The third side measures 10 inches. What type of triangle is this? Explain your answer using geometric terms.

14. A factory ships widgets in crates. There are 12 boxes in each crate. Each box holds 275 widgets. How many widgets are in one crate?



Assessment Practice

15. Claire says that she can draw an obtuse equilateral triangle. Is she correct? Explain.

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Daily Review
16-2

1. Select all of the following that could describe a triangle.

- ☐ acute, right
- ☐ obtuse, scalene
- ☐ right, equilateral
- ☐ right, isosceles
- ☐ acute, scalene

2. The product below is shown without the decimal point. Use number sense to place the decimal point correctly.

$4.83 \times 25.9 = 125097$

Ⓐ Place the decimal point between 2 and 5.

Ⓑ Place the decimal point between 5 and 0.

Ⓒ Place the decimal point between 0 and 9.

Ⓓ Place the decimal point between 9 and 7.

3. The school choir is going on a field trip to see an opera. There are 34 students and 5 teachers going on the trip. If each ticket costs $9.50, about how much money do they need to raise to pay for the cost of the trip?

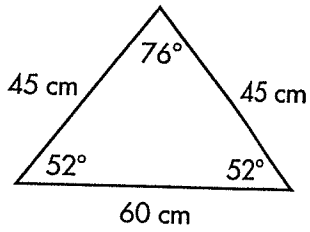
Ⓐ about $300

Ⓑ about $400

Ⓒ about $500

Ⓓ about $600

4. Circle *two words* from the list below that tell what kind of triangle this is.



acute	equilateral
isosceles	obtuse
right	scalene

5. Fill in the blanks to complete the table.

$970 \div 1$	=	_____
$970 \div 10^1$	=	_____
$970 \div 10^2$	=	_____
$970 \div 10^3$	=	_____
$970 \div 10^4$	=	_____

6. Find $\frac{3}{45} + \left(\frac{5}{9} - \frac{2}{5}\right)$.

_____

7. What is the volume of a rectangular prism that is 8 inches long, 5 inches wide, and 9 inches high?

_____

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Reteach to Build Understanding
16-2

Vocabulary

1. **Properties** are features or characteristics of a figure. Quadrilaterals can be classified by their properties.

Quadrilateral	Properties
Trapezoid	Exactly one pair of parallel sides
Parallelogram	Two pairs of opposites sides that are parallel Two pairs of opposite sides that are equal in length
Rectangle	Two pairs of opposites sides that are parallel Four right angles
Rhombus	Two pairs of opposites sides that are parallel All sides the same length
Square	Two pairs of opposites sides that are parallel All sides the same length Four right angles

List three properties that we use to classify quadrilaterals.

- the number of opposite sides that are _____
- the number of opposite sides of _____ length
- the number of _____ angles

2. What properties do a square and a rhombus both have?

_____

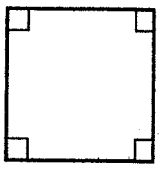
_____

What property do all squares have that some rhombuses do not have?

_____

On the Back!

3. Describe the polygon using as many names as possible. Describe the properties of the polygon.



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Additional Practice 16-2
Classify Quadrilaterals

Another Look!

A **trapezoid** has one pair of parallel sides.

A **parallelogram** has two pairs of opposite sides parallel and equal.

A **rectangle** is a parallelogram with 4 right angles.

A **rhombus** is a parallelogram with 4 equal sides.

A **square** is a parallelogram with 4 right angles and 4 equal sides.

In **1–6**, identify each polygon. Describe each polygon by as many names as possible.

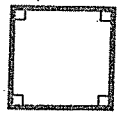
1.

2.

3.

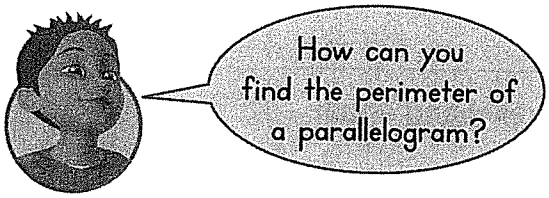
4.

5.



6.

7. A parallelogram has one side that is 4 centimeters long and one side that is 6 centimeters long. What is the perimeter of the parallelogram? Explain.

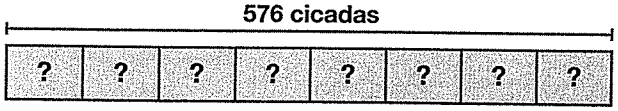


8. **enVision®** STEM In 2013, a wildfire near Yosemite National Park burned about 400 square miles of forest. If one square mile equals 640 acres, about how many acres of forest were burned? Show your work.

9. **Higher Order Thinking** Marvin says that all rhombuses are squares. Aretha says that all squares are rhombuses. Who is correct? Explain.

10. **Construct Arguments** What characteristics help you tell the difference between a rhombus and a rectangle? Explain.

11. Bella is putting 576 cicadas into 8 different terrariums. The same number of cicadas will be put into each one. How many cicadas will be in each terrarium?



12. A store has caps on display. Five of the caps are red. There are 4 more blue caps than green caps. There are 3 fewer yellow caps than green caps. If there are 24 caps in all, how many caps are there of each color?

Assessment Practice

13. Which shape could **NOT** have side lengths 9 mm, 9 mm, 9 mm, 9 mm?

Ⓐ trapezoid
Ⓑ rectangle
Ⓒ parallelogram
Ⓓ rhombus

14. Which of the following statements is **NOT** true?

Ⓐ A trapezoid is a rectangle.
Ⓑ A square is also a rectangle.
Ⓒ A rectangle is a quadrilateral.
Ⓓ A square is also a rhombus.

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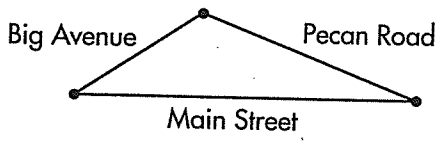
Daily Review
16-3

1. The map shows three streets that intersect to form a triangle.



Big Avenue and Pecan Road make a 130° angle. The angle of Pecan Road and Main Street is 20°. What kind of triangle do the three streets form?

Ⓐ Obtuse triangle
Ⓑ Acute triangle
Ⓒ Right triangle
Ⓓ Equilateral triangle

2. James made a design with several different types of quadrilaterals. In all the figures, both pairs of opposite sides were parallel. Which figure could NOT have been in his design?

Ⓐ Square
Ⓑ Rectangle
Ⓒ Trapezoid
Ⓓ Rhombus

3. Jane buys a set of 17 spiral notebooks. Each notebook has 95 pages. What is the total number of pages?

Ⓐ 1,615
Ⓑ 1,605
Ⓒ 615
Ⓓ 605

4. A library charges $0.15 per day for overdue books. Antonio has 2 books that are 12 days overdue. How much will he pay in fines?

_____

5. A bookstore has 986 paperback books. Each display shelf can hold 50 paperback books. How many shelves does the store need to display all the books?

_____

6. Maria's vegetable garden measures $5\frac{2}{3}$ feet by $6\frac{5}{6}$ feet. What is the area of the garden?

_____

7. How many 4-fluid ounce servings are in $\frac{1}{2}$ gallon of milk?

_____

8. Jacob poured $\frac{5}{6}$ cup of orange juice and $\frac{5}{8}$ cup of cranberry juice into a pitcher. He drank $\frac{1}{2}$ cup of the juice in the pitcher. How many cups of juice are left in the pitcher?

_____

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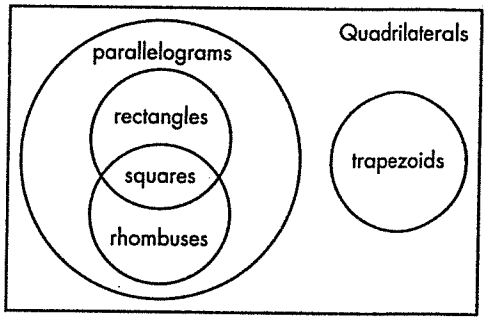
Reteach to Build Understanding
16-3

Vocabulary

1. A **Venn diagram** is a way to organize information. Items in overlapping regions share properties.

   Which quadrilateral is not a parallelogram?

   _____



2. Circle the words that make each statement true.

   A parallelogram does/does not have all of the properties of a trapezoid.

   A rhombus does/does not have all of the properties of a parallelogram.

   A parallelogram does/does not have all of the properties of a rhombus.

3. Use the Venn diagram to answer the questions.

   Is every square a rhombus? _____

   Is every rectangle a square? _____

   Is every rhombus a parallelogram? _____

   Is every rectangle a rhombus? _____

   Is every trapezoid a parallelogram? _____

4. A parallelogram is a rhombus only if

   _____.

5. A rhombus is a square only if

   _____.

On the Back!

6. Tell whether the statements are true or false. Then write and answer your own true/false statement.

   All rectangles are rhombuses.

   All rhombuses are rectangles.

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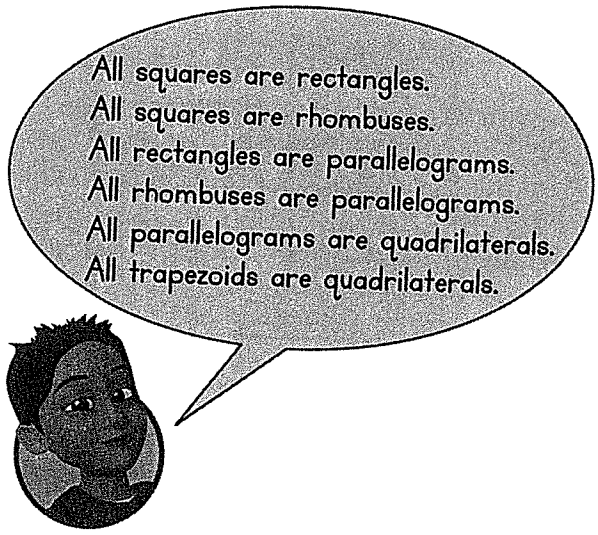
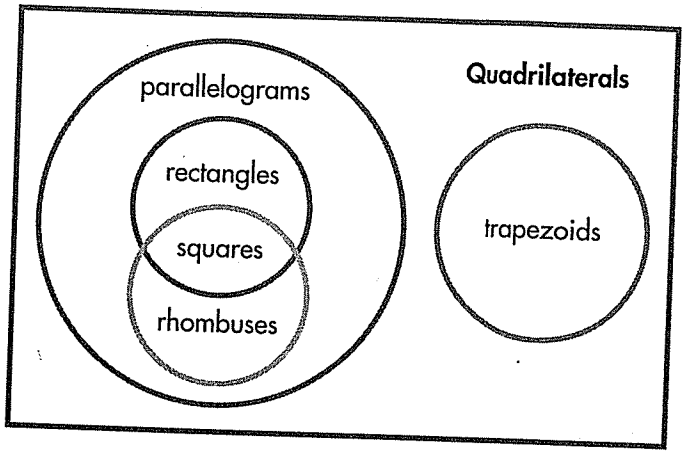
Additional Practice 16-3
Continue to Classif Quadrilaterals

Another Look!

You can use a Venn diagram to classify quadrilaterals and understand their relationships.





In **1–4**, write whether each statement is true or false. If false, explain why.

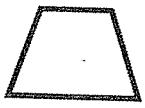
1. All trapezoids are parallelograms.

2. Every trapezoid is a rectangle.

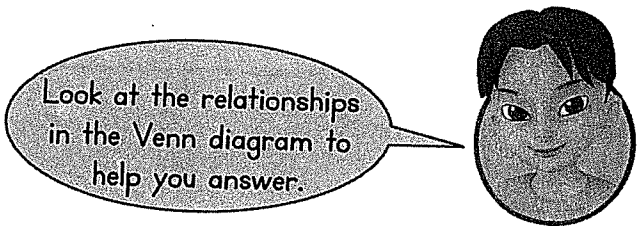
3. Squares are special parallelograms.

4. All quadrilaterals are squares.

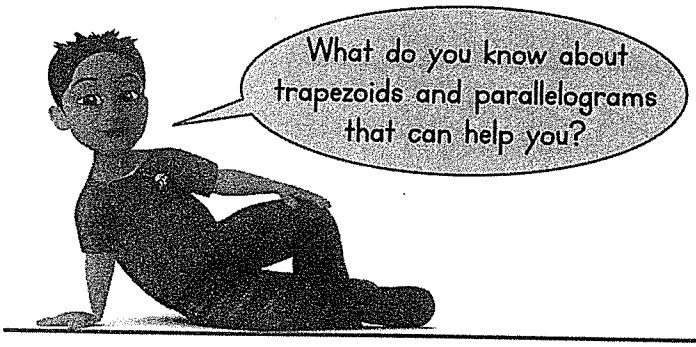
5. The figure shown below is an isosceles trapezoid. The two sides that are not parallel have the same length. How could you add this shape to the Venn diagram?



6. Why is a parallelogram not the same type of quadrilateral as a trapezoid? Explain how you know.



7. Construct Arguments Harriet says that it is not possible to draw a quadrilateral that is not a trapezoid and not a parallelogram. Is Harriet correct? Explain why or why not.



8. The table shows Henry's savings over several weeks. If the pattern continues, what will Henry's savings be in Week 10? Tell how you know.

DATA

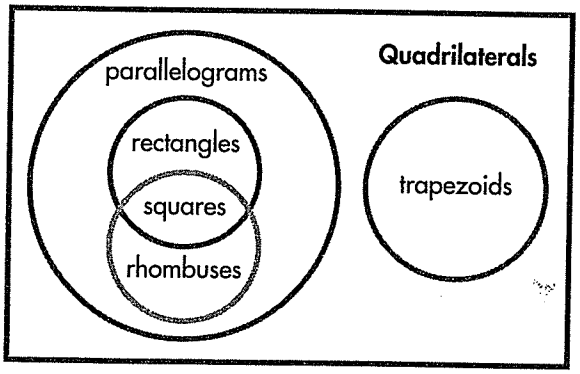
Week	Savings
0	$6.50
1	$7.50
2	$8.50
3	$9.50

9. Algebra Sharona is planning a cookout for 42 people. Each guest will get 1 veggie burger. Sharona will put 1 slice of cheese on half of the burgers. Cheese slices come in packs of 8. Write and solve an equation to find the number of packs of cheese, p, that Sharona needs to buy.

10. Higher Order Thinking Suppose a trapezoid is defined as a quadrilateral with at least one pair of parallel sides. How would the quadrilateral Venn diagram change?

Assessment Practice

11. Below is the Venn diagram of quadrilaterals.



Part A

Are squares also rectangles? Explain.

Part B

What are all of the names that describe a square?

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Topic 16 Assessment

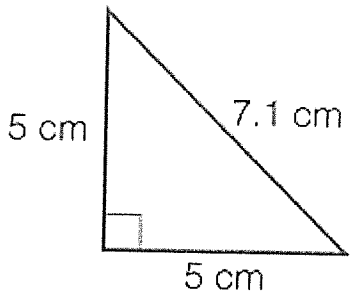
1. Use the drop-down menus to complete the definitions.

An [ ] triangle has three acute angles.

An [ ] triangle has one obtuse angle.

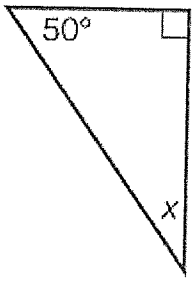
An [ ] triangle has at least two sides that are the same length.

2. Makayla wants to classify the triangle below. Select **all** of the terms that apply.



a. Acute
b. Isosceles
c. Obtuse
d. Right
e. Scalene

3. What is the measure of the unknown angle?



- A. 50°
- B. 220°
- C. 180°
- D. 40°

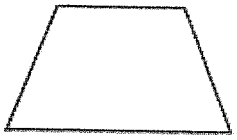
4. Use the drop-down menus to complete the definitions.

A ____ is a quadrilateral that has only one pair of parallel sides.

A ____ is a parallelogram with four right angles.

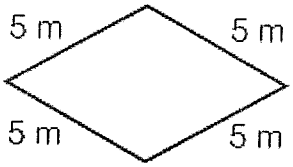
A ____ is a parallelogram with all sides the same length.

5. What type of quadrilateral is shown here?



A. Rhombus
B. Rectangle
C. Square
D. Trapezoid

6. Katherine wants to classify the quadrilateral below. Select all of the names that apply.



A. Parallelogram
B. Quadrilateral
C. Rectangle
D. Rhombus

7. Why is this figure a trapezoid? Select **all** that apply.

A. The figure does not have parallel sides.
B. The figure is a parallelogram
C. The figure has only one pair of parallel sides.
D. The figure is a quadrilateral.
E. The figure is a rhombus.

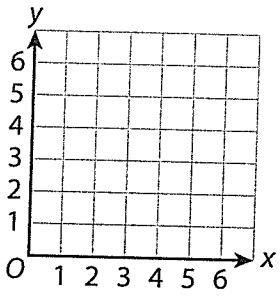
Standards Review

Connect Ideas About Points on a Coordinate Plane

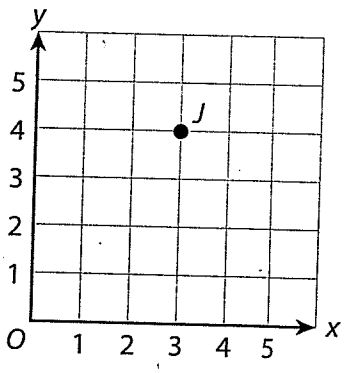
Talk through these problems as a class. Then write your answers below.

15 Show Look at the table below. Plot and label points *M* and *N* on the coordinate plane below. Then write ordered pairs for points *M* and *N* and describe how to move from (0, 0) to each point.

Point	*x*	*y*
M	1	4
N	5	2

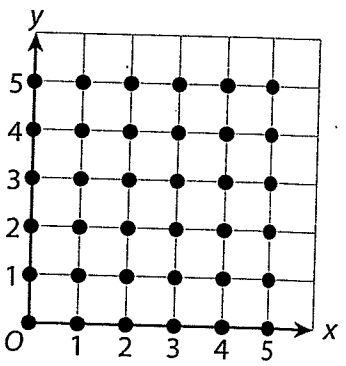


16 Analyze Irvin wrote the ordered pair (4, 3) for the location of point *J* in the coordinate plane at the right. Explain why Irvin's ordered pair is incorrect for point *J*.



17 Create Choose 3 points on the coordinate plane at the right and draw a triangle. Label the points with letters.

Below, write the letters and ordered pairs you used to draw your triangle.



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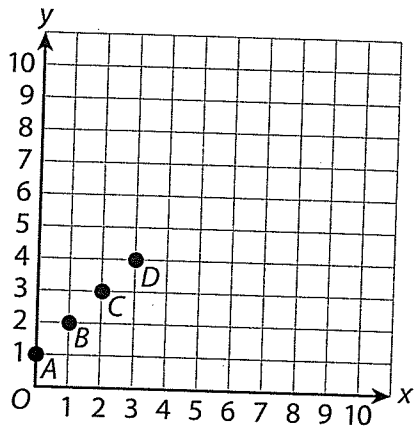
Apply

Ideas About Points on a Coordinate Plane

18 Put It Together Use what you have learned to complete this task.

Part A Use the coordinate plane below to complete the table.



Point	x	y
A		
B		
C		
D		

Part B Identify a pattern you see formed by the points in the coordinate plane above. Then, explain the pattern using the points in the table above.

Part C Plot 3 other points that follow this pattern. Label them with letters and write the ordered pair for each point below.

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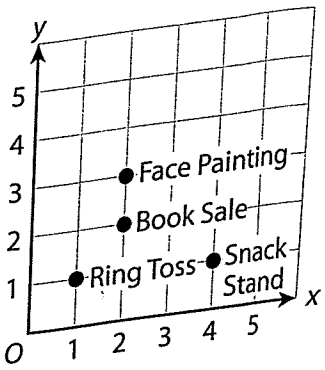
Lesson 29 Introduction
Graph Points in the Coordinate Plane

Use What You Know

In Lesson 28, you learned about the coordinate plane. Now you will use the coordinate plane to solve problems. Take a look at this problem.

The coordinate plane at the right shows the layout at a country fair. Some of the booths are labeled. Meg is at Ring Toss. She wants to go to Face Painting. Suppose Meg can only walk along the grid lines. Describe two different paths she can take.



a. What ordered pair represents Ring Toss? _____

b. What ordered pair represents Face Painting? _____

c. Describe one way to move from Ring Toss to Face Painting by first moving to the right.

_____

_____

_____

d. Now describe a different path to get from Ring Toss to Face Painting.

_____

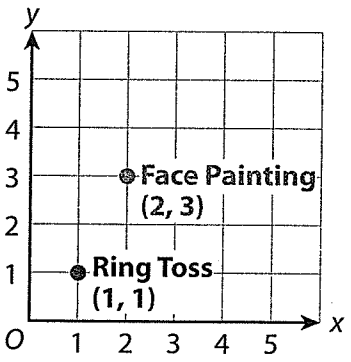
_____

_____

Find Out More

On the previous page you used the coordinate plane to help you describe how to move between points. But you can do this without using the coordinate plane. You can use ordered pairs to describe how to move between points.

Use the ordered pairs (1, 1) and (2, 3) to describe how to move between the points. To describe the horizontal move, look at the change in the *x*-coordinates.



(**1**, 1) (**2**, 3)
Ring Toss Face Painting

2 − **1** = 1

Since 2 is to the right of 1 on the *x*-axis, the move is 1 unit to the right.

To describe the vertical move, look at the change in the *y*-coordinates.

(1, **1**) (2, **3**)
Ring Toss Face Painting

3 − **1** = 2

Since 3 is above 1 on the *y*–axis, the move is 2 units up.

You can describe the move from point (1, 1) to point (2, 3) as 1 unit right and 2 units up.

Reflect

1. Pick two other points on the coordinate plane on the previous page. Use the coordinates of the points to describe a path from one point to the other.

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