

# **EOT Coverage with solutions**

**Grade 5 general  
Reveal**

# **Part 1 (MCQ)**

**10 Questions, each question: 3 mark**

1. Marie equally divides 6 bags of soil into these flowerpots. How many bags of soil are in each pot?

$$6 \div 4 = \frac{6}{4} = 1 \frac{2}{4} = 1 \frac{1}{2}$$

4  $\overline{) 6}$   
 $\underline{-4}$   
 2 R

Complete the equation.



Keep Change Flip

2.  $5 \div 9 = \frac{5}{9}$

3.  $13 \div 4 = \frac{13}{4} \Rightarrow 13 \div 4$

4.  $3 \div 8 = \frac{3}{8}$

5.  $7 \div 9 = \frac{7}{9}$

6.  $\frac{1}{3} \times 7 = 7 \div \frac{3}{1}$

Keep change Flip

$\frac{1}{3} \times 7 = 7 \div \frac{3}{1}$

7.  $\frac{1}{4} \times 5 = 5 \div \frac{4}{1}$

Flip Keep Keep

$\frac{1}{4} \times 5 = 5 \div \frac{4}{1}$

What is the quotient? Use a representation to solve. **Keep Change Flip**

Keep change → Flip

1.  $6 \div \frac{1}{3} = \boxed{18}$

$$\begin{array}{r} 6 \\ \hline 1 \end{array} \times \frac{3}{1} = \frac{6 \times 3}{1 \times 1} = \frac{18}{1} = \boxed{18}$$

Keep change → Flip

2.  $9 \div \frac{1}{4} = \boxed{36}$

$$\begin{array}{r} 9 \\ \hline 1 \end{array} \times \frac{4}{1} = \frac{9 \times 4}{1 \times 1} = \frac{36}{1} = \boxed{36}$$

3.  $7 \div \frac{1}{8} = \boxed{56}$

$$\begin{array}{r} 7 \\ \hline 1 \end{array} \times \frac{8}{1} = \frac{7 \times 8}{1 \times 1} = \frac{56}{1} = \boxed{56}$$

4.  $5 \div \frac{1}{5} = \boxed{25}$

$$\begin{array}{r} 5 \\ \hline 1 \end{array} \times \frac{5}{1} = \frac{5 \times 5}{1 \times 1} = \frac{25}{1} = \boxed{25}$$



5.  $4 \div \frac{1}{2} = \boxed{8}$

$$4 \times \frac{2}{1} = \frac{4 \times 2}{1 \times 1} = \frac{8}{1} = \boxed{8}$$

6.  $2 \div \frac{1}{9} = \underline{\hspace{2cm}}$

$$2 \times \frac{9}{1} = \frac{2 \times 9}{1} = \frac{18}{1} = \boxed{18}$$

**Keep Change Flip**

7.  $4 \div \frac{1}{6} = \boxed{24}$

$$4 \times \frac{6}{1} = \frac{4 \times 6}{1} = \boxed{24}$$

8.  $3 \div \frac{1}{10} = \boxed{30}$

$$3 \times \frac{10}{1} = \frac{3 \times 10}{1} = \frac{30}{1} = \boxed{30}$$

12. A house painter  $\div$  pours the paint from this 5-gallon can into smaller cans that each hold  $\frac{1}{2}$  gallon. How many small cans will he fill? Use a fraction model to justify your answer.

10 Small cans



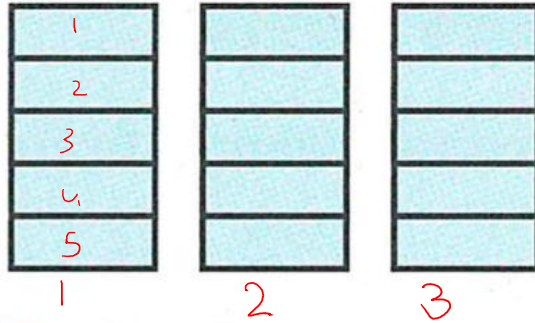
K ch F

$$5 \div \frac{1}{2}$$

$$5 \times \frac{2}{1} = \frac{5 \times 2}{1} = \frac{10}{1} = \boxed{10}$$

5

12. Which equation can match the model? (Lesson 11-3)



A.  $5 \div 3 = n$

B.  $3 \div \frac{1}{5} = n$

C.  $5 \div \frac{1}{3} = n$

☒ D.  $3 \div 5 = n$

$3 \times \frac{1}{5} = \boxed{\frac{3}{5}}$

$3 \div 5$

What is the quotient?

Keep Change Flip

1.  $3 \div \frac{1}{5} = \textcircled{15}$

$3 \times \frac{5}{1} = \frac{3 \times 5}{1 \times 1} = \frac{15}{1} = \boxed{15}$

2.  $6 \div \frac{1}{3} = \textcircled{18}$

$6 \times \frac{3}{1} = \frac{6 \times 3}{1} = \frac{18}{1} = \boxed{18}$

3.  $4 \div \frac{1}{4} = \textcircled{16}$

$4 \times \frac{4}{1} = \frac{4 \times 4}{1 \times 1} = \frac{16}{1} = \boxed{16}$

4.  $7 \div \frac{1}{2} = \textcircled{14}$

$7 \times \frac{2}{1} = \frac{7 \times 2}{1} = \frac{14}{1} = \boxed{14}$

5.  $12 \div \frac{1}{3} = \textcircled{36}$

$12 \times \frac{3}{1} = \frac{12 \times 3}{1} = \frac{36}{1} = \boxed{36}$

6.  $9 \div \frac{1}{5} = \textcircled{45}$

$9 \times \frac{5}{1} = \frac{9 \times 5}{1} = \frac{45}{1} = \boxed{45}$

7.  $6 \div \frac{1}{6} = \textcircled{36}$

$6 \times \frac{6}{1} = \frac{6 \times 6}{1} = \frac{36}{1} = \boxed{36}$

8.  $10 \div \frac{1}{10} = \textcircled{100}$

$10 \times \frac{10}{1} = \frac{10 \times 10}{1} = \frac{100}{1} = \boxed{100}$

9.  $8 \div \frac{1}{7} = \textcircled{56}$

$8 \times \frac{7}{1} = \frac{8 \times 7}{1} = \frac{56}{1} = \boxed{56}$

What is the quotient? Use a representation to solve.

1.  $\frac{1}{3} \div 4 =$  \_\_\_\_\_

*Handwritten:*  $\frac{1}{3} \times \frac{1}{4} = \frac{1 \times 1}{3 \times 4} = \boxed{\frac{1}{12}}$

*Handwritten:*  $\frac{1}{3} \times \frac{1}{4} = \frac{1 \times 1}{3 \times 4} = \boxed{\frac{1}{12}}$

A.  $\frac{1}{12}$

B.  $\frac{4}{3}$

C.  $\frac{1}{16}$

D.  $\frac{1}{7}$

2.  $\frac{1}{2} \div 9 =$  \_\_\_\_\_

*Handwritten:*  $\frac{1}{2} \times \frac{1}{9} = \frac{1 \times 1}{2 \times 9} = \boxed{\frac{1}{18}}$

A.  $\frac{1}{11}$

B.  $\frac{9}{2}$

**C.  $\frac{1}{18}$**

D.  $\frac{1}{20}$

**Keep** **Change** **Flip**

**Keep Change Flip**

3.  $\frac{1}{8} \div 3 =$   $\frac{1}{24}$

$\frac{1}{8} \times \frac{1}{3} = \frac{1 \times 1}{8 \times 3} = \frac{1}{24}$

4.  $\frac{1}{4} \div 2 =$   $\frac{1}{8}$

$\frac{1}{4} \times \frac{1}{2} = \frac{1 \times 1}{4 \times 2} = \frac{1}{8}$

5.  $\frac{1}{5} \div 5 =$

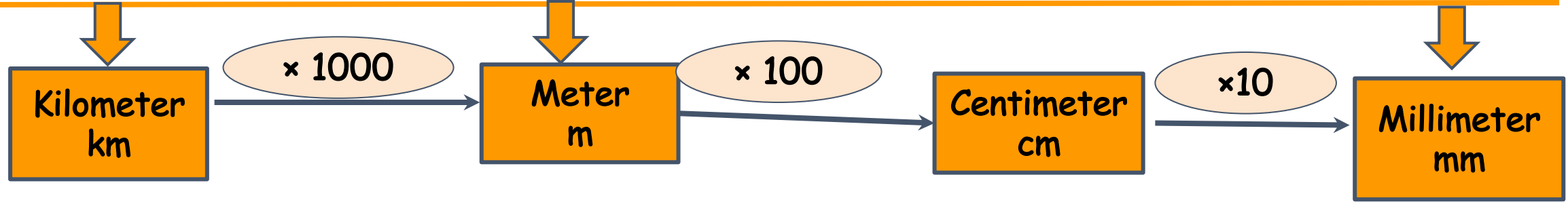
$\frac{1}{5} \times \frac{1}{5} = \frac{1 \times 1}{5 \times 5} = \frac{1}{25}$

6.  $\frac{1}{3} \div 2 =$

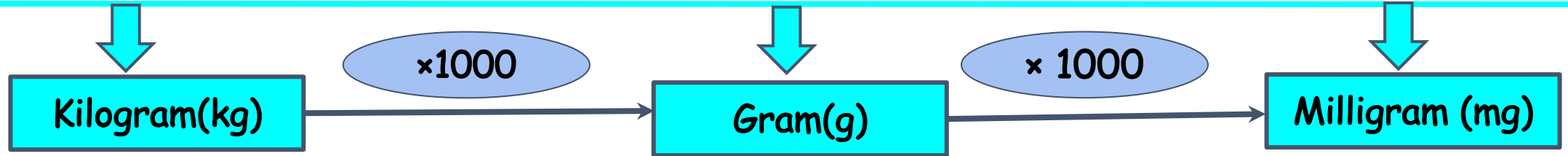
$\frac{1}{3} \times \frac{1}{2} = \frac{1 \times 1}{3 \times 2} = \frac{1}{6}$

# Metric Units

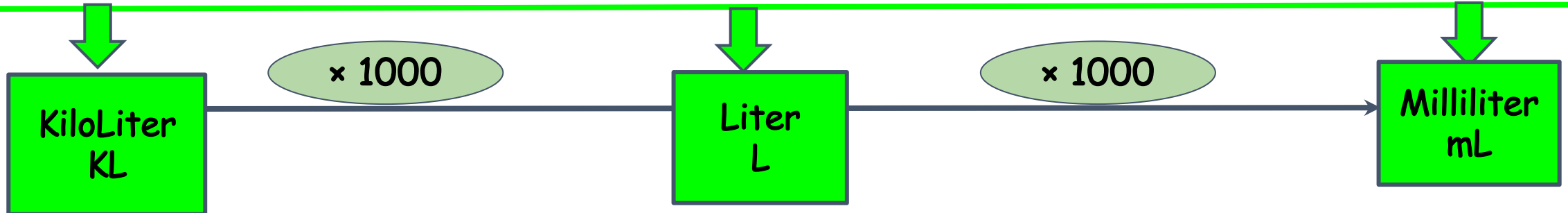
Length



Weight

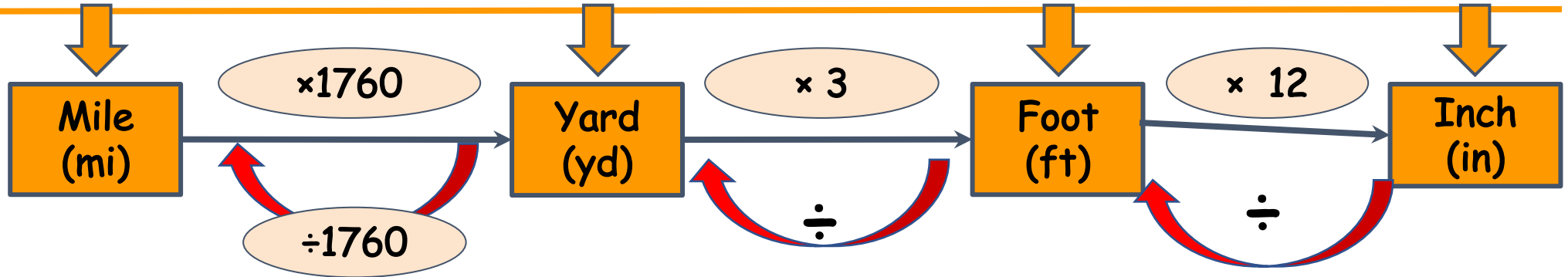


Volume

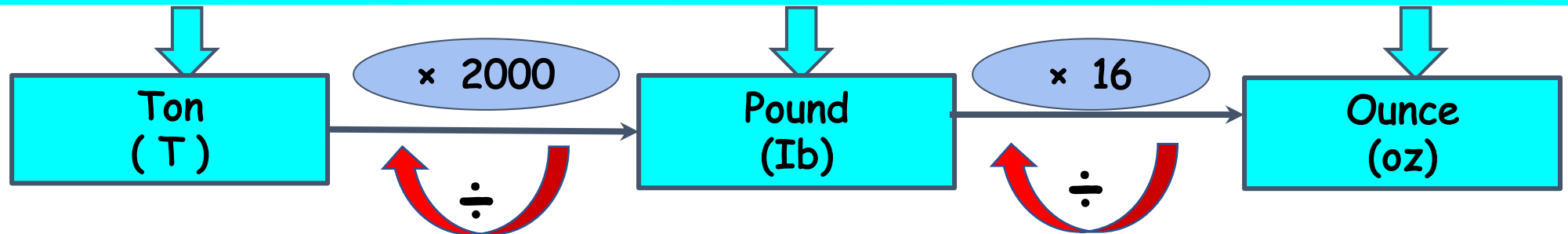


# Customary System

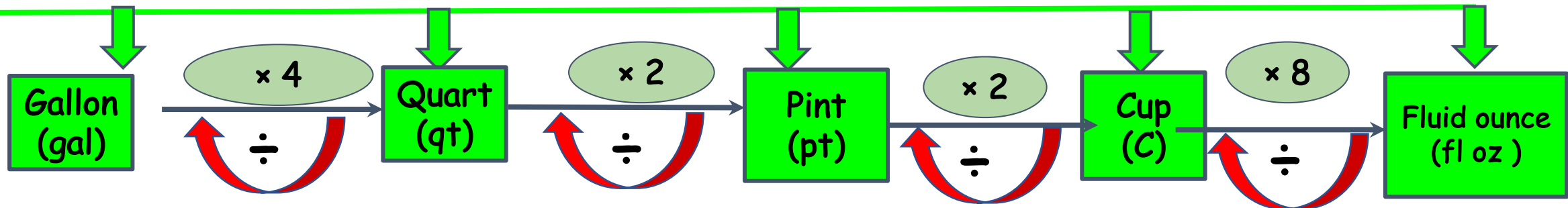
Length

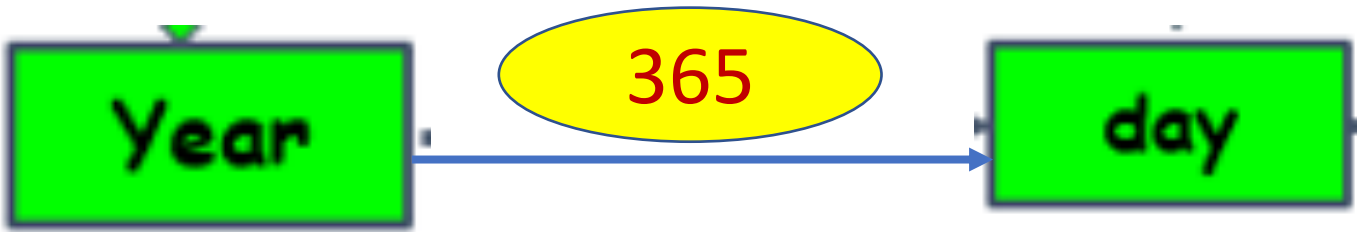
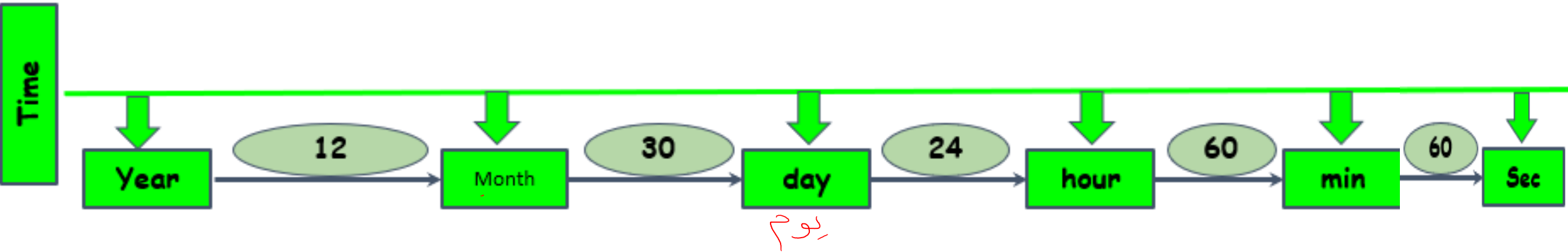


Weight



Volume







5	Use the relationship between customary units of measurement to convert measurements	(3-5,7)	169
6	Use the relationship between units of time to convert measurements	(6,8)	169
		12	190

Complete the conversion.

3. 36 in. = 3 ft

*Handwritten:* 36 in.  $\xrightarrow{12}$  3 ft  $\xrightarrow{12}$  36 in.  $\div 12$

*Handwritten:*  $\frac{36}{12} = 3$  ft

*Handwritten:* 12 gal  $\xrightarrow{4}$  3 quart  $\xrightarrow{2}$  6 pint  $\xrightarrow{2}$  12 cup  $\xrightarrow{8}$  16 fl oz

5. 16 pt = 2 gal

*Handwritten:*  $\div \frac{16}{8} = 2$

*Handwritten:* Ton  $\xrightarrow{2000}$  pound (lb)  $\xrightarrow{16}$  48 oz

7. 48 oz = 3 lb

*Handwritten:* 16

*Handwritten:*  $\begin{array}{r} 16 \overline{) 48} \\ \underline{48} \\ 0 \end{array}$

*Handwritten:*  $\begin{array}{r} 1 \overline{) 16} \\ \underline{16} \\ 0 \end{array}$

*Handwritten:* T  $\xrightarrow{2000}$  lb  $\xrightarrow{16}$  oz

4. 2 T = 4,000 lb

*Handwritten:* 2 T = 2 x 2000 = 4,000

6. 3 yr = 36 months

*Handwritten:* year  $\xrightarrow{12}$  month

*Handwritten:* 3 x 12 = 36 months

*Handwritten:* Hour  $\xrightarrow{60}$  min

8. 4 hr = 240 min

*Handwritten:* 4 x 60 = 240 min

12. It is recommended that a person sleep 8 hours every night. How many minutes does this person sleep in a year? (Lesson 12-1)

A.  $48\frac{2}{3}$  minutes

B. 2,920 minutes

**C.** 175,200 minutes

D. 10,512,000 minutes

①  $\underline{8} \text{ hour} \times \underline{365}^{\text{night}} = 2,920 \text{ hour}$

②  $\underline{2,920} \text{ hr} \times \underline{60}^{\text{min}} = \boxed{175,200}^{\text{min}}$

⑤ ①  
 $\begin{array}{r} 292 \\ \times 6 \\ \hline 1752 \end{array}$

⑤ ④  
 $\begin{array}{r} 365 \\ \times 8 \\ \hline 2920 \end{array}$

year  $\xrightarrow{365} \text{day}^{\text{night}} \xrightarrow{24} \text{hour} \xrightarrow{60} \text{min} \xrightarrow{60} \text{sec}$

Complete the conversion.

3.  $3 \text{ L} = \boxed{3,000} \text{ mL}$

*large*  $3 \times 1,000 = 3,000$

$\text{L} \xrightarrow{1000} \text{mL}$

5.  $500 \text{ kg} = \boxed{500,000} \text{ g}$

$500 \times 1,000 = 500,000$

$\text{kg} \xrightarrow{1000} \text{g} \xrightarrow{1000} \text{mg}$

7.  $70 \text{ mg} = \boxed{0.07} \text{ g}$

$\frac{70}{1000} = \frac{0.07}{100} = 0.0007$

*T.H.S. H.T.S.*

$\text{kL} \xrightarrow{1000} \text{L} \xrightarrow{1000} \text{mL}$

4.  $100 \text{ mL} = \boxed{0.1} \text{ L}$

*small*  $\div$

$\frac{100}{1000} = 0.1$

$\text{km} \xrightarrow{1000} \text{m} \xrightarrow{100} \text{cm} \xrightarrow{10} \text{mm}$

6.  $6 \text{ km} = \boxed{6,000} \text{ m}$

$6 \times 1,000 = 6,000$

$\text{kL} \xrightarrow{1000} \text{L} \xrightarrow{1000} \text{mL}$

8.  $800 \text{ kL} = \boxed{800,000} \text{ L}$

$800 \times 1,000 = 800,000$

كثف  
الأعداد  
 $\div$

ضع الـ صفر في الناتج  
الضرب

7	Use the relationship between metric units of measurement to convert measurements	(3-8)	173
		10	190

**10.** How many meters are equal to 3 kilometers? (Lesson 12-2)

$$3 \text{ Km} \xrightarrow{3 \times 1000} \text{ m} = 3,000 \text{ m}$$

Use the coordinate plane to answer exercises 1–7.

1. What **ordered pair** describes point **W**?

$$(x, y)$$

$$(4, 4)$$

2. What **ordered pair** describes point **X**?

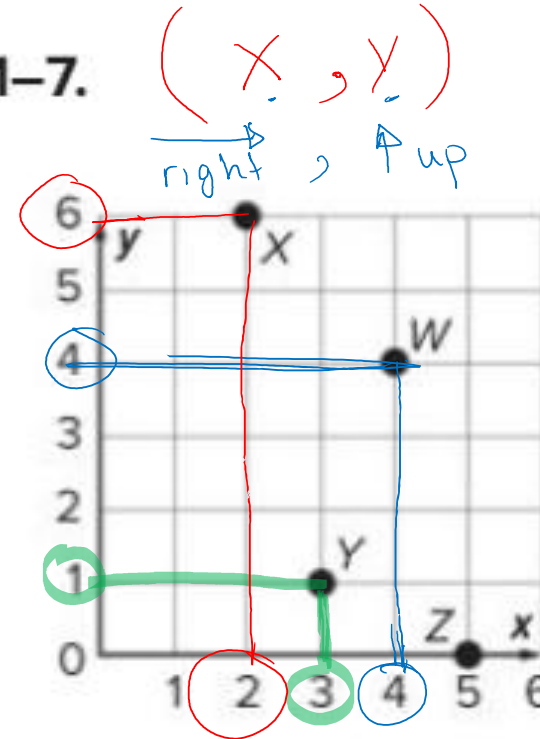
$$(x, y)$$

$$(2, 6)$$

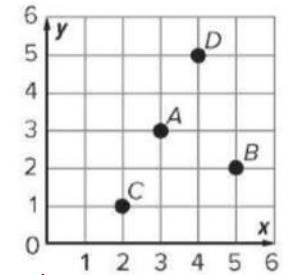
3. What **ordered pair** describes point **Y**?

$$(x, y)$$

$$(3, 1)$$



is for a scavenger hunt.  
be the locations on the



4 right  $\rightarrow$  x-axis

5 up  $\rightarrow$  y-axis

Example:  $\nearrow$

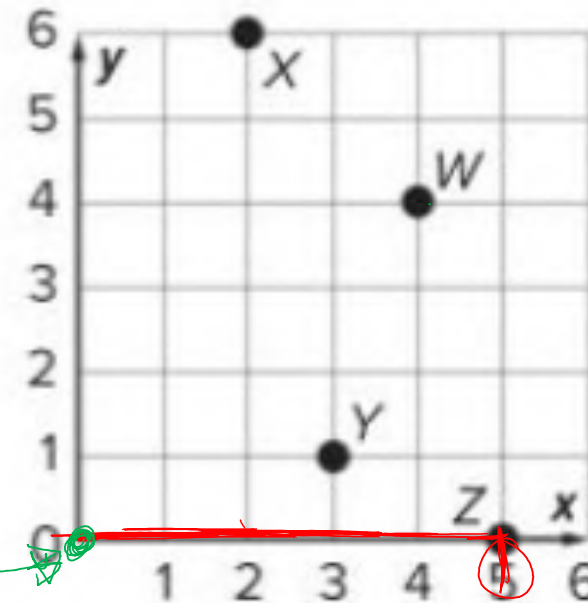
4. What ordered pair describes point Z?

$(x, y)$   
 $\downarrow \quad \downarrow$   
 $(5, 0)$

5. What ordered pair describes the origin?

$(x, y)$   
 $(0, 0)$

$(0, 0)$



6. How did you find the x-coordinate for each ordered pair?

draw a line from point that perpendicular on x-axis.

7. How did you find the y-coordinate for each ordered pair?

draw a line from point that perpendicular on y-axis.



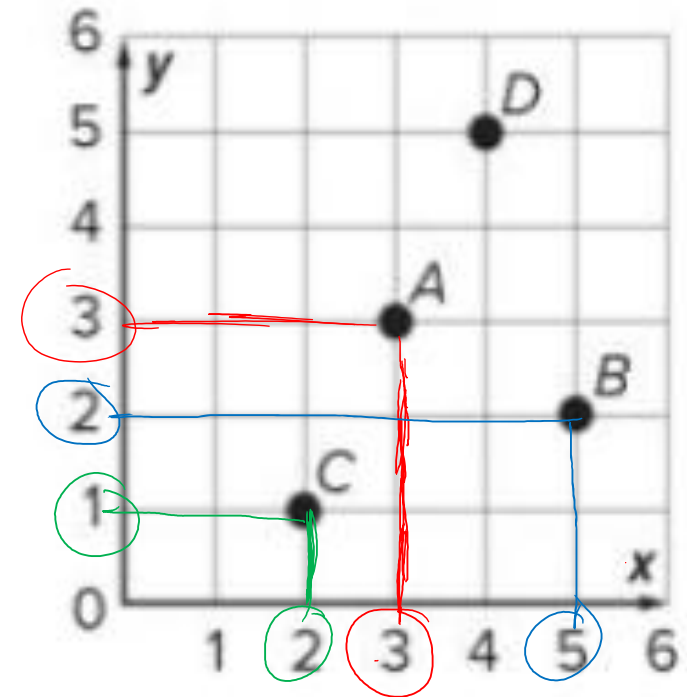
Charlie gave his friends these locations for a scavenger hunt. What are the **ordered pairs** that describe the locations on the coordinate plane?

8. Point A  $(3, 3)$

9. Point B  $(5, 2)$

10. Point C  $(2, 1)$

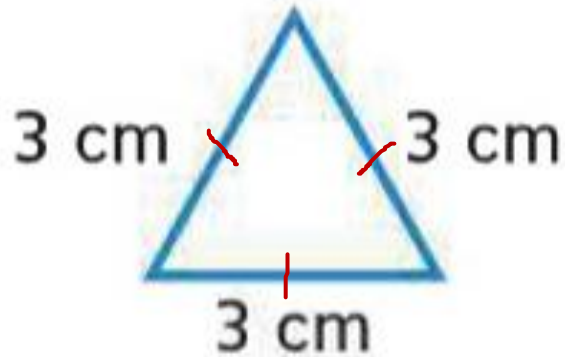
right  
↑ up  
 $(x, y)$



# 1. Classify Triangles by Sides



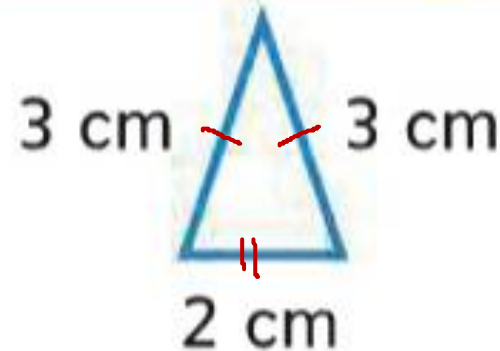
**Equilateral Triangle**



all sides congruent

or

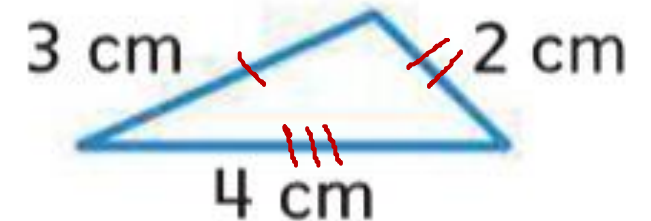
**Isosceles Triangle**



at least two sides  
congruent

not

**Scalene Triangle**



no sides congruent



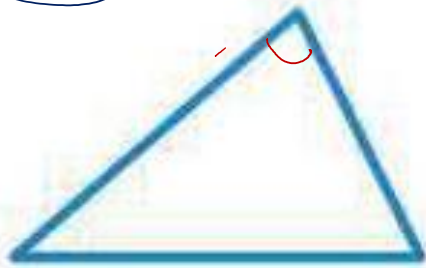
## 2. Classify Triangles by Angles



less than  $90^\circ$   
اقل من  $90^\circ$

more than  $90^\circ$   
أكبر من  $90^\circ$

### Acute Triangle



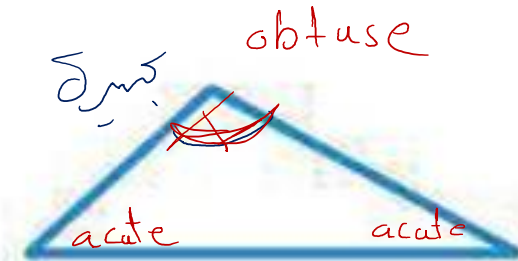
3 acute angles

### Right Triangle



1 right angle,  
2 acute angles

### Obtuse Triangle

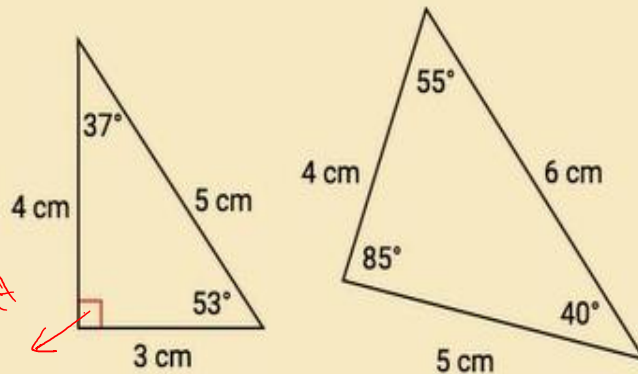


1 obtuse angle,  
2 acute angles

# Classifying Triangles by their Sides

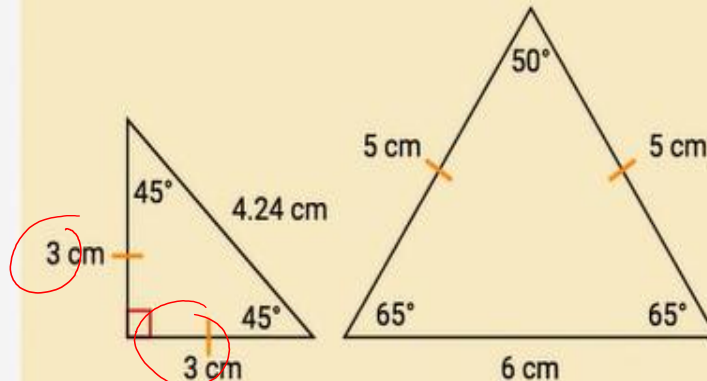
You can classify triangles by side lengths. There are three different types: scalene, isosceles, and equilateral.

## Scalene Triangles



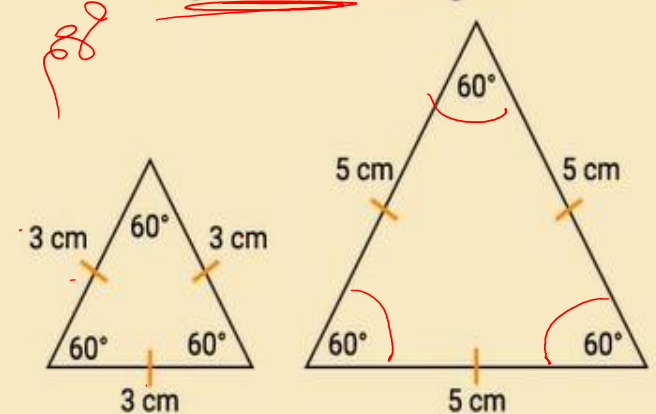
If a triangle has no equal side lengths, then it is a scalene triangle.

## Isosceles Triangles

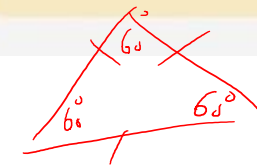


If a triangle has at least two sides of equal length, then it is an isosceles triangle.

## Equilateral Triangles



If a triangle has 3 sides of equal length, then it is an equilateral triangle.



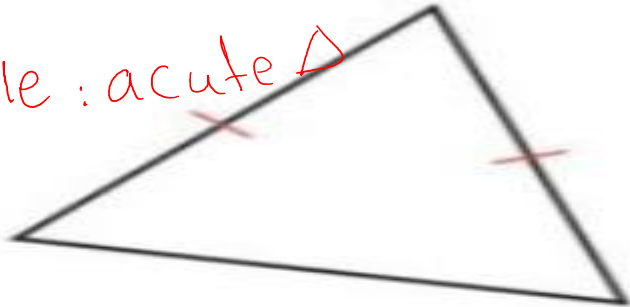
*m all angles =  $60^\circ$*

*right*

Classify each triangle by using their properties.

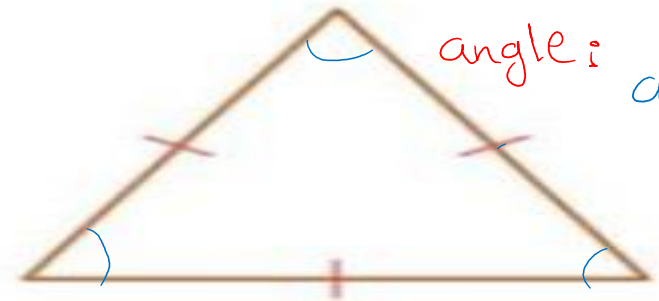
1.

side: Isosceles  $\triangle$   
angle: acute  $\triangle$



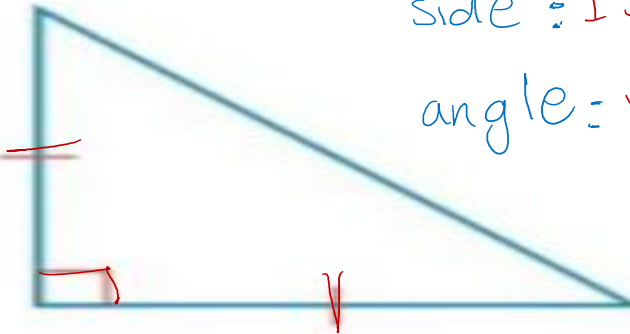
2.

side: equilateral or Isosceles  
angle: acute  $\triangle$



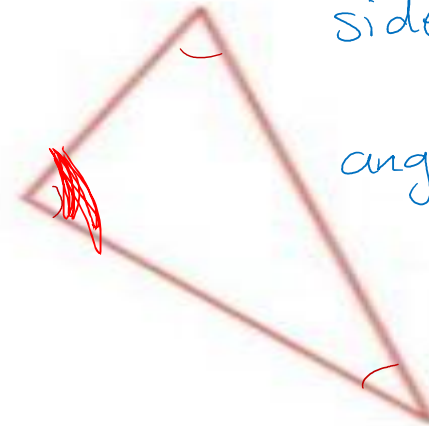
3.

side: Isosceles  $\triangle$   
angle: right  $\triangle$

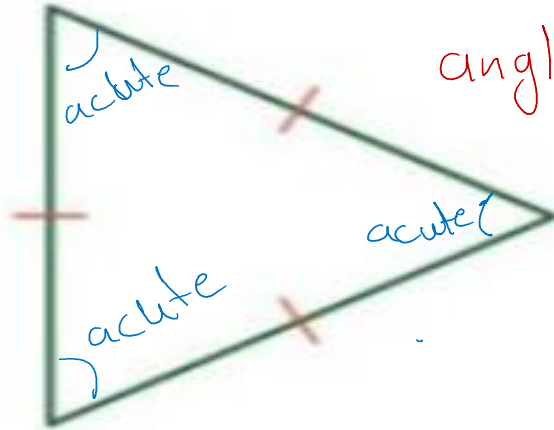


4.

side: scalene  $\triangle$   
angle: obtuse  $\triangle$

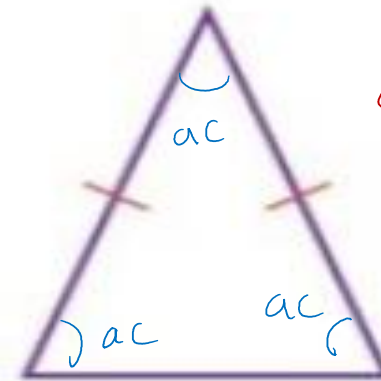


5.



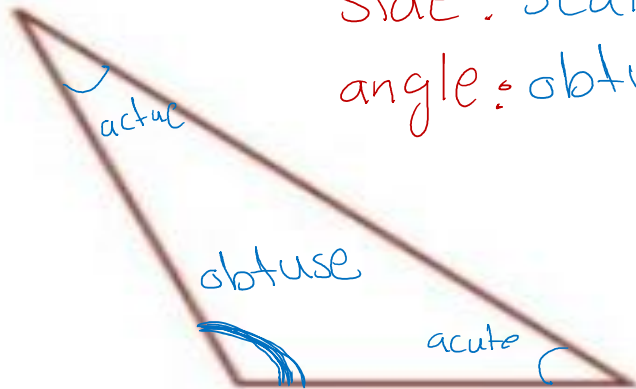
side : equilateral or Isosceles  $\Delta$   
 angle : acute  $\Delta$

6.



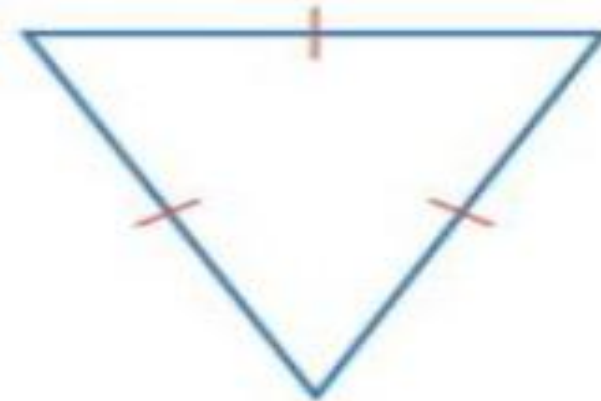
side : Isosceles  $\Delta$   
 angle : acute  $\Delta$

7.



side : scalene  $\Delta$   
 angle : obtuse  $\Delta$

8.



side : equilateral  
 or  
 Isosceles  $\Delta$   
 angle : acute  $\Delta$

- subtract

Write numerical expressions to represent calculations that are described using written statements

= Add

- different

= sum

= divide

= quotient

What numerical expression represents the description?

1. Divide 40 by 5. Then, subtract 2.

$$(40 \div 5) - 2$$

2. Multiply 4 and 8. Then, add 7.

$$(4 \times 8) + 7$$

3. Add  $2\frac{1}{2}$  and  $4\frac{2}{3}$ . Then, subtract  $\frac{1}{8}$ .

$$\left(2\frac{1}{2} + 4\frac{2}{3}\right) - \frac{1}{8}$$

4. Add 4.8 and 5.6. Then, subtract the sum from 16.9.

$$16.9 - (4.8 + 5.6)$$

eg # from 9 = 9 -



$$(10\frac{2}{5} - 4\frac{1}{4})$$

5. Subtract  $4\frac{1}{4}$  from  $10\frac{2}{5}$ . Then, divide by 3.

$$(10\frac{2}{5} - 4\frac{1}{4}) \div 3$$

7. Add 6.7 and 8.25. Then, multiply by 11.2.

$$(6.7 + 8.25) \times 11.2$$

$$(32 - 8)$$

6. Subtract 8 from 32. Then, divide 48 by the difference.

$$(32 - 8) \div 48$$

8. Divide 24 by 6. Multiply 5 and 7. Then, add the quotient and the product.

$$(24 \div 6) + (5 \times 7)$$

quotient      +      product

## **Part 2 (MCQ)**

**10 Questions, each question: 5  
mark**

9. A garden has an area of  $\frac{1}{10}$  acre. What fraction of an acre is each of the 4 sections?

keep change Flip  
 $\frac{1}{10} \div 4 =$

$$\frac{1}{10} \times \frac{1}{4} = \frac{1 \times 1}{10 \times 4} = \boxed{\frac{1}{40}}$$



$$\left( \times \frac{1}{3} \right) = \left( \div 3 \right)$$

$$\frac{1}{9} \times \frac{1}{9} \Rightarrow \div 9$$

$$\frac{1}{3} \text{ of a jacket} \times 45$$

1. Mia has  $\frac{1}{2}$  pound of cheese to be split equally into 6 small boxes. Which expression or expressions could be used to find the weight of the cheese in each box?

$$\frac{1}{2} \div 6 =$$

$$\downarrow \quad \downarrow$$

$$\frac{1}{2} \times \frac{1}{6} \text{ or } \frac{1}{6} \times \frac{1}{2}$$

Circle all correct choices.

a.  $\frac{1}{2} \times 6$

d.  $\frac{1}{2} \div \frac{1}{6}$

✓ ☒ b.  $\frac{1}{2} \div 6$

e.  $6 \div \frac{1}{2}$

c.  $\frac{1}{2} + \frac{1}{6}$

☒ f.  $\frac{1}{6} \times \frac{1}{2}$

2. The price of a scarf is  $\frac{1}{3}$  the price of a jacket. The price of the jacket is \$45. Which expression or expressions can be used to find the price of a scarf?

Circle all correct choices.

☒ a.  $45 \div 3$

d.  $\frac{1}{3} + 45$

☒ b.  $\frac{1}{3} \times 45$

e.  $45 \div \frac{1}{3}$

c.  $\frac{1}{3} \div 45$

f.  $45 - \frac{1}{3}$



1. Adrian has a roll of wrapping paper that is 3 yards long. He uses  $\frac{1}{3}$  of the wrapping paper to wrap a present. What is the length, in feet, of the paper left on the roll?

A. 1 ft  
B. 3 ft  
C. 6 ft

①  $\frac{2}{3} \times 3 \text{ yard}$

$\frac{2 \times 3}{3 \times 1} = \frac{6}{3} = 2 \text{ yard}$

feet  $\rightarrow$  yard  $\rightarrow$  1  $\rightarrow$  3  $\rightarrow$  ②  $2 \text{ yd} \times 3 = 6 \text{ ft}$

mile  $\xrightarrow{1760}$  yard  $\xrightarrow{3}$  ft  $\xrightarrow{12}$  inch

2. Ruby's backpack has a mass of 4 kilograms. She removes a book that has a mass of 120 grams. What is the mass of Ruby's backpack after she removes the book?

A. 2.8 kg  
B. 3.88 kg  
C. 38.8 kg

Kg  $\xrightarrow{1000}$  g  $\xrightarrow{1000}$  mg

①  $4 \text{ Kg} - 120 \text{ g}$

$4000 \text{ g} - 120 \text{ g} = 3880 \text{ g}$

②  $\frac{3880}{1000} \text{ g} = \frac{388}{100} = 3.88 \text{ Kg}$

kg  $\rightarrow$  g  $\rightarrow$  ②

③ ④ ⑩  
4000  
- 120  
3880

3. Amy's family has 2 gallons of milk in the refrigerator. At dinner, her family drinks  $\frac{3}{8}$  of the milk in the refrigerator. How many cups of milk are left?

left  $\frac{5}{8}$  of 2 gall

$$\frac{5}{8} \times \frac{2}{1} = \frac{5 \times 2}{8 \times 1} = \frac{10}{8} \text{ gallon}$$

$$\frac{10}{8} \text{ gall} \times 16 = \frac{10 \times 16}{8} = \frac{160}{8} = \boxed{20 \text{ cups}}$$

gallon  $\xrightarrow{4} q \xrightarrow{2} pt \xrightarrow{2} cu$   
 $(4 \times 2 \times 2 = 16)$

4. A track at the school is 400 meters long. Jackson walks around the track  $3\frac{1}{2}$  times. How many kilometers did Jackson walk?

$$\begin{aligned} \textcircled{1} \quad & 400 \text{ m} \times 3\frac{1}{2} \\ & = 4000 \times \frac{1}{2} \\ & = \frac{400 \times 1}{2} = \frac{2800}{2} = \boxed{1400 \text{ meter}} \end{aligned}$$

② convert meter to kilometers :

$$\frac{1400 \text{ m}}{1000} = \boxed{1.4 \text{ km}}$$

- 5. STEM Connection** Finn knows that a cubic yard of concrete weighs about **4,050 pounds**. A cement truck can hold **10 cubic yards** of concrete. How many **tons** of concrete can the truck hold?

①  $4,050 \times 10 = 40,500 \text{ pounds}$

②  $\frac{40,500}{2,000} = \frac{405}{20} = 20 \frac{5}{20} = 20 \frac{1}{4} = 20.25$

$$\begin{array}{r} 20 \overline{) 405} \\ \underline{40} \phantom{0} \\ 05 \\ \underline{0} \phantom{0} \\ 5 \text{ R} \end{array}$$



1 ton  $\xrightarrow{2000}$  2,000 pounds (lb)

- 6.** Robin is selling lemonade. She makes **3 liters** of lemonade and **sells glasses of 250 milliliters** of lemonade each. In the first hour, she sells **6 glasses** of lemonade. How many **liters** does she have **left**?

① sells :  $250 \times 6 = 1,500 \text{ mL}$   $\Rightarrow$  ②  $\frac{1,500 \text{ mL}}{1,000} = \frac{15}{10} = 1.5$

② left :  $3 \text{ L} - 1.5 \text{ L} = 1.5 \text{ L}$

11. Jolanna has  $1\frac{1}{2}$  yards of decorative tape. She uses 1-inch pieces for her scrapbook. How many 1-inch pieces of decorative tape does she have? (Lesson 12-3)

- A. 24 pieces  
B. 36 pieces  
C. 54 pieces  
D. 90 pieces

$$\text{yard} \xrightarrow{3} \text{ft} \xrightarrow{12} \text{inch}$$

$$\times 3 \times 12 = 36$$

$$1\frac{1}{2} \text{ yd} =$$

$$\frac{3}{2} \text{ yd} \times 36 = \text{inch}$$

$$\frac{3 \times 36}{2 \times 1} = \frac{108}{2}$$

$$= 54 \text{ in}$$

$$\begin{array}{r} 0.54 \\ 2 \overline{) 1.08} \\ \underline{10} \phantom{8} \\ 08 \\ \underline{08} \\ 0 \end{array}$$

13.

- The art teacher has  $3\frac{1}{4}$  gallons of paint for a mural on the wall. The students in fifth grade use  $1\frac{1}{2}$  gallons. How many quarts of paint are left? (Lesson 12-3)

$$\text{gall} \xrightarrow{4} \text{quart}$$

$$\textcircled{1} \quad 3\frac{1}{4} - 1\frac{1}{2}$$

$$\frac{13}{4} - \frac{3 \times 2}{2 \times 2}$$

$$\frac{13}{4} - \frac{6}{4} = \frac{7}{4} \text{ gallons}$$

$$\textcircled{2} \quad \frac{7}{4} \text{ gall} \times \frac{4}{1} \text{ qt}$$

$$\frac{7 \times 4}{4} = \frac{28}{4} = 7 \text{ qt}$$



$$\text{Km} \xrightarrow{1000} \text{m} \xrightarrow{100} \text{cm} \xrightarrow{10} \text{mm}$$

- 15.** Catherine has a piece of fabric that is **3,200 centimeters** long. She needs fabric pieces that are 1 meter long for her quilt. How can she determine the number of **1-meter long pieces** she has for her quilt? (Lesson 12-3)

$$3,200 \text{ cm} = \frac{3200}{100} = \frac{32}{1} \text{ m}$$

$$= \boxed{32 \text{ m}}$$

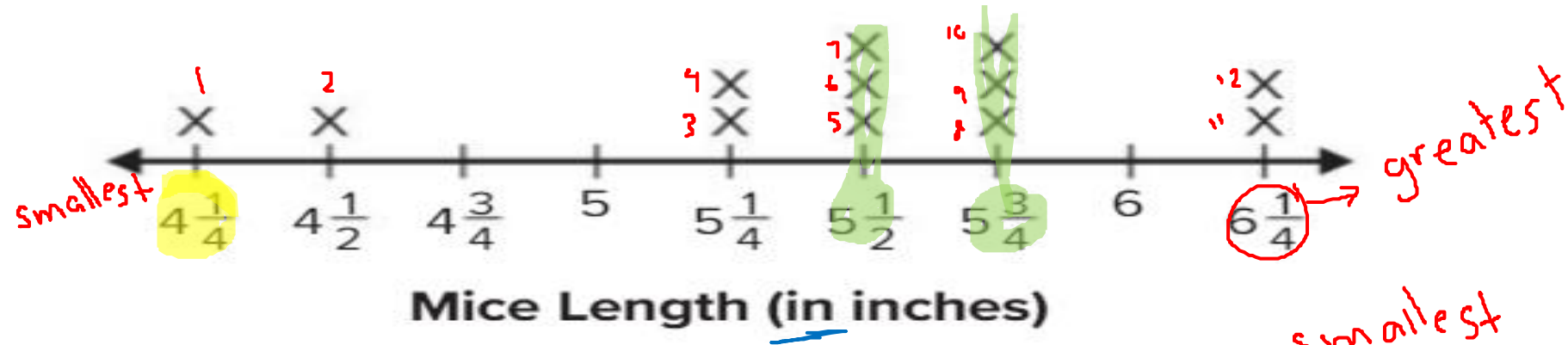
- 16.** Jamal picked 983 grams of blueberries. How many kilograms of blueberries did he pick? (Lesson 12-3)

$$983 \text{ g} = \frac{983}{1,000} = \boxed{0.983 \text{ Kg}}$$

- 17.** An Olympic-size pool is 50 meters long. How can you determine the length in centimeters? (Lesson 12-3)

$$50 \text{ m} = 50 \times 100 = \underline{\underline{5,000 \text{ cm}}}$$

This line plot shows the lengths of various mice from nose to the tip of the tail. Use the line plot to answer the questions.



1. How many mice are in the data set?

$$n \cdot X = 12 \cdot X = 12 \text{ mic}$$

greater

2. How long is the shortest mouse?

$$4 \frac{1}{4} \text{ in}$$

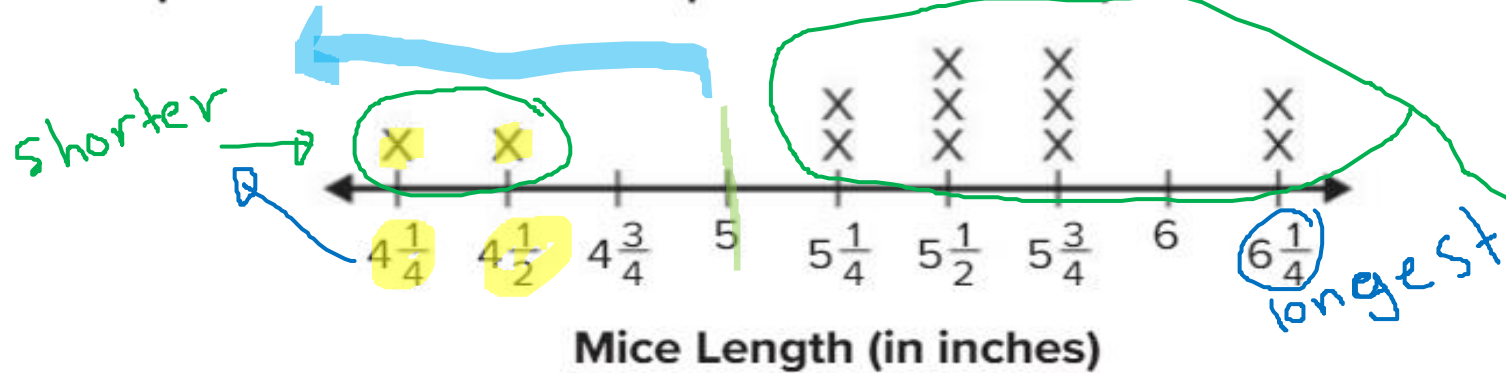
3. How long is the longest mouse?

$$6 \frac{1}{4} \text{ in}$$

4. Which measurement or measurements occurred the most often?

$$5 \frac{1}{2} \text{ and } 5 \frac{3}{4}$$

This line plot shows the lengths of various mice from nose to the tip of the tail. Use the line plot to answer the questions.



5. Which measurement or measurements occur the least often?

$4\frac{1}{4}$  in &  $4\frac{1}{2}$  in

6. How many mice are longer than 5 inches?

$10 \text{ X's} = 10 \text{ mice}$

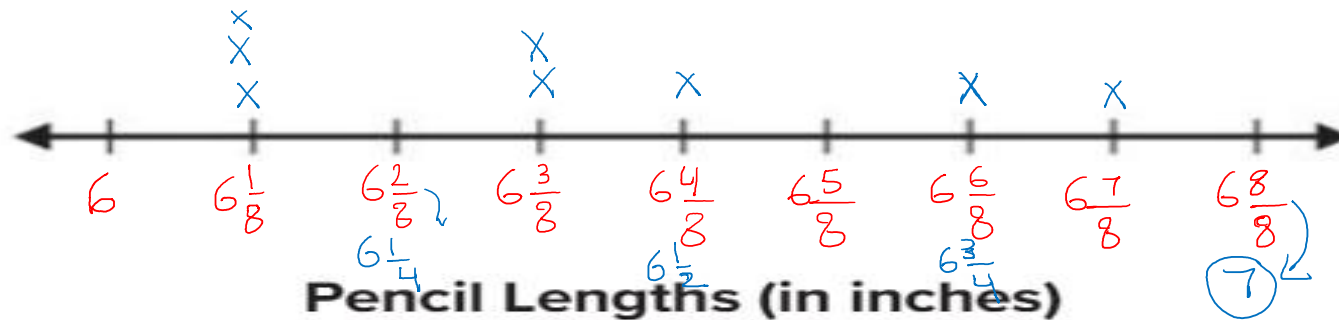
7. How many mice are shorter than 5 inches?

✓ 2 mice

8. What is the difference in inches between the longest and the shortest mice?

$$6\frac{1}{4} - 4\frac{1}{4} = 2$$

9. Create a line plot to represent the data.



Pencil Lengths (in.)			
<del><math>6\frac{3}{4}</math></del>	<del><math>6\frac{1}{8}</math></del>	$6\frac{1}{2}$	<del><math>6\frac{1}{8}</math></del>
<del><math>6\frac{7}{8}</math></del>	<del><math>6\frac{3}{8}</math></del>	<del><math>6\frac{1}{8}</math></del>	<del><math>6\frac{3}{8}</math></del>

10. How did you know how to label the measurements on the line plot?

Sample answer: Some of the measurements are in eighths, so I labeled each tick mark counting by eighths.

11. How did you know how many Xs to place above each measurement?

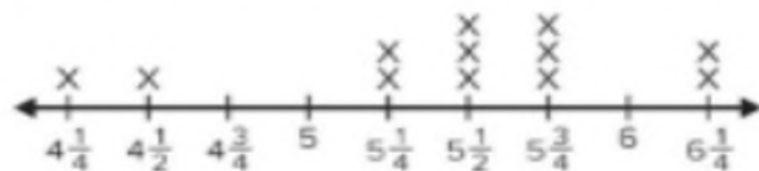
There are no Xs above 6,  $6\frac{1}{4}$ ,  $6\frac{5}{8}$ , or 7; there are no pencils of those lengths.

12. Are there any measurements with no Xs above them? Explain.

Sample answer: I counted how many of each measurement there are in the table and placed that many Xs.



This line plot shows the lengths of various mice from nose to the tip of the tail. Use the line plot to answer the questions.



Mice Length (in inches)

- How many mice are in the data set?  
**12 mice**
- How long is the shortest mouse?  
 **$4\frac{1}{4}$  in.**
- How long is the longest mouse?  
 **$6\frac{1}{4}$  in.**
- Which measurement or measurements occurred the most often?  
 **$5\frac{1}{2}$  in. and  $5\frac{3}{4}$  in.**
- Which measurement or measurements occur the least often?  
 **$4\frac{1}{4}$  in. and  $4\frac{1}{2}$  in.**
- How many mice are shorter than 5 inches?  
**2 mice**
- How many mice are longer than 5 inches?  
**10 mice**
- What is the difference in inches between the longest and the shortest mice?  
**2 in.**

9. Create a line plot to represent the data.



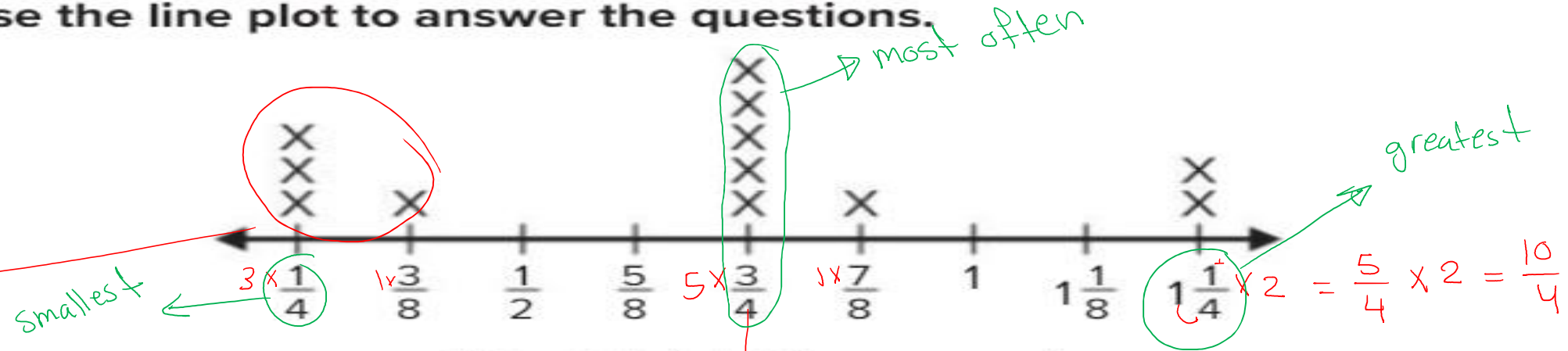
Pencil Lengths (in inches)

Pencil Lengths (in.)

$6\frac{3}{4}$	$6\frac{1}{8}$	$6\frac{1}{2}$	$6\frac{1}{8}$
$6\frac{7}{8}$	$6\frac{3}{8}$	$6\frac{1}{8}$	$6\frac{3}{8}$

- How did you know how to label the measurements on the line plot?  
**Sample answer: Some of the measurements are in eighths, so I labeled each tick mark counting by eighths.**
- How did you know how many Xs to place above each measurement?  
**Sample answer: I counted how many of each measurement there are in the table and placed that many Xs.**
- Are there any measurements with no Xs above them? Explain.  
**There are no Xs above  $6$ ,  $6\frac{1}{4}$ ,  $6\frac{5}{8}$ , or  $7$ ; there are no pencils of those lengths.**

The line plot shows the weights of various mice.  
Use the line plot to answer the questions.



Mice Weight (in ounces)

1. What is the combined weight of the 4 lightest mice?

$$2 \times \frac{3}{4} + \frac{3}{8} \Rightarrow \frac{6}{8} + \frac{3}{8} = \frac{9}{8} = 1\frac{1}{8}$$

2. What is the combined weight of the mice that weigh  $\frac{3}{4}$  ounces?

$$\frac{3}{4} \times 5 = \frac{15}{4} = 3\frac{3}{4}$$

3. What is the combined weight of all the mice?

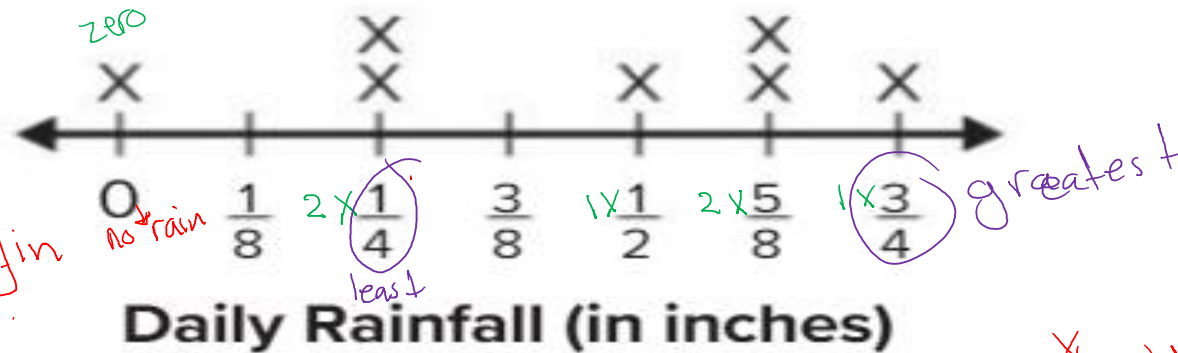
$$2 \times \frac{3}{4} + \frac{3}{8} + \frac{2 \times 15}{2 \times 4} + \frac{7}{8} + \frac{10 \times 2}{4 \times 2}$$

$$\frac{6}{8} + \frac{3}{8} + \frac{30}{8} + \frac{7}{8} + \frac{20}{8} = \frac{66}{8} = 8\frac{2}{8} = 8\frac{1}{4}$$

4. What is the difference in weight between the heaviest mouse and the lightest mouse?

$$1\frac{1}{4} - \frac{1}{4} = 1\frac{0}{4} = 1$$

The line plot shows the amount of rain that fell each day in a week.  
Use the line plot to answer the questions.



$$\frac{4}{8} + \frac{4}{8} + \frac{10}{8} + \frac{6}{8} = \frac{24}{8} = \boxed{3} \text{ in}$$

5. What was the **total** amount of **rainfall** in inches during the week?

$$\frac{2 \times 2}{2 \times 4} + \frac{1 \times 4}{2 \times 4} + \frac{10}{8} + \frac{3 \times 2}{4 \times 2}$$

6. How **many days** did it rain during the week?

$$6 \times = 6 \text{ days}$$

7. On the days it rained, **what** is the **difference** between the **greatest** and **least** amount of rainfall?

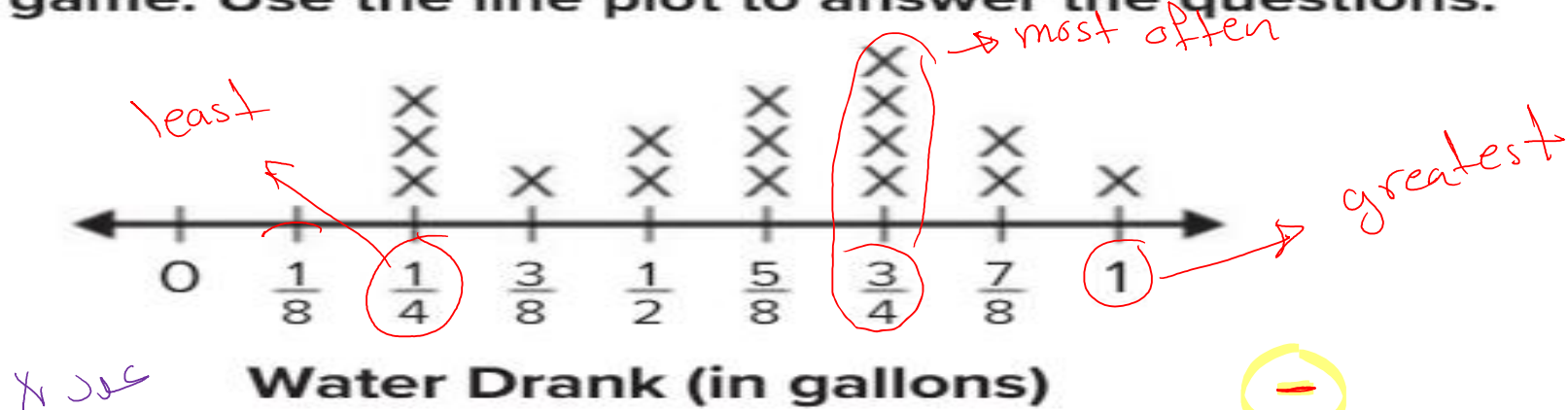
$$\frac{3}{4} - \frac{1}{4} = \frac{2}{4} = \boxed{\frac{1}{2}}$$

8. If the same amount of rain falls the following week, **what** is the **total** amount of rainfall over **two weeks**?

in one week  
the amount of  
rainfall = 3 in  
so in two weeks =

$$3 \times 2 = \boxed{6 \text{ in}}$$

The line plot shows how much water each player drank during a basketball game. Use the line plot to answer the questions.



9. How many players drank water during the basketball game?

16 X's

= 16 players

10. What is the difference between the greatest amount of water drank and the least amount of water drank?

$$\frac{3}{4} - \frac{1}{4} = \frac{2}{4} = \frac{1}{2} \text{ gall}$$



1. The table shows the time it took for a fifth-grade student to go down the slide at a park and their height from the ground while going down the slide. Write the time and corresponding heights as ordered pairs.

$(x, y)$   
 → right    ↑ up

Time (seconds)	Height (feet)
0	7
1	5
2	4
3	3
4	2
5	1

$(x, y)$

$(0, 7)$

$(1, 5)$

$(2, 4)$

$(3, 3)$

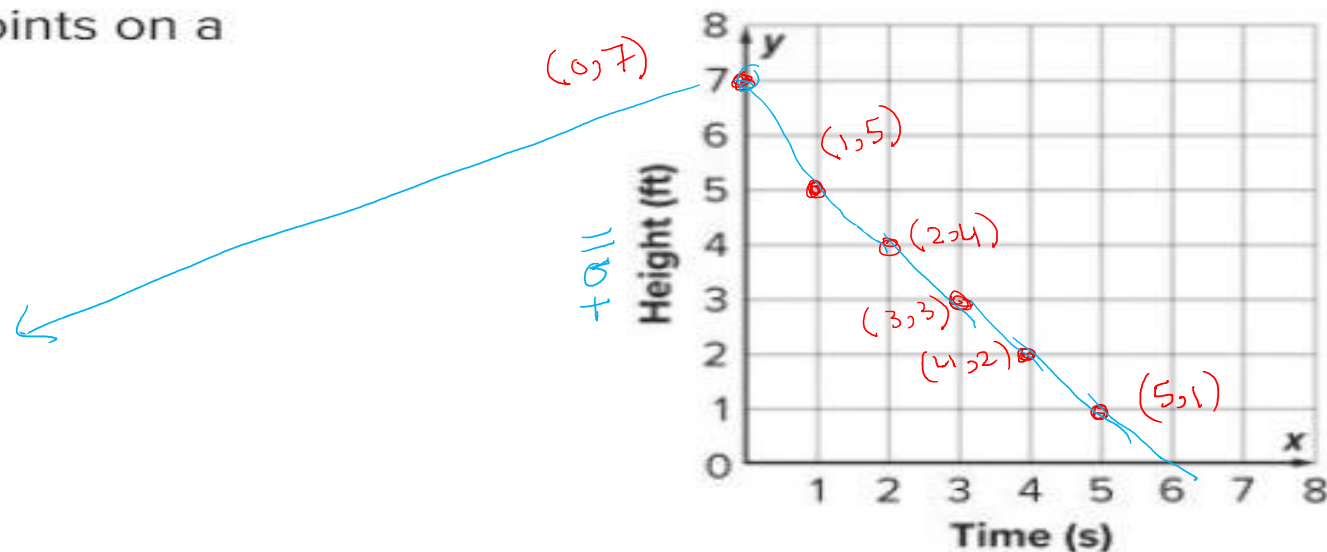
$(4, 2)$

$(5, 1)$

2. Plot and connect the points on a coordinate plane.

3. How tall is the slide?

7 ft



4. <sup>time</sup> How long does it take for the student to go down the slide?

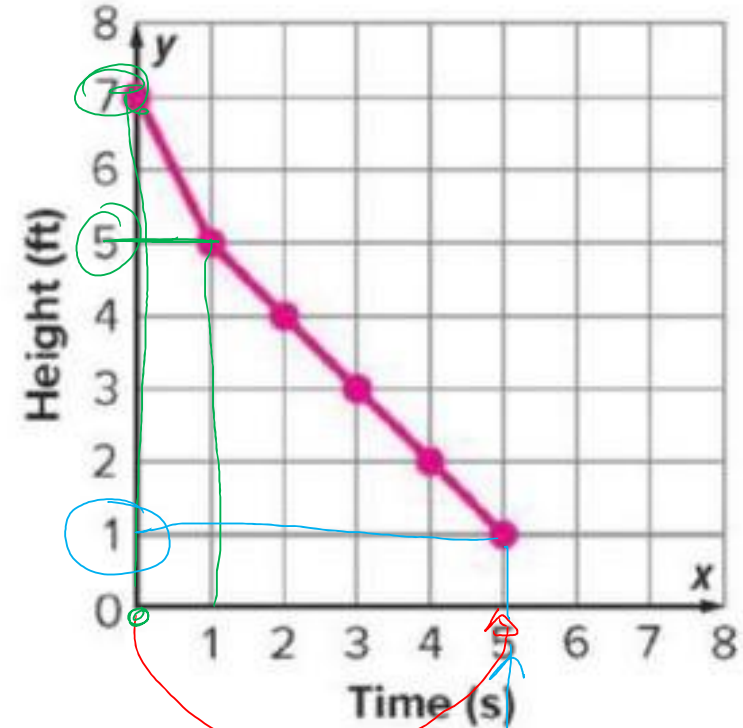
5 second

5. What happens between 0 seconds and 1 second?

$7\text{ ft} - 5\text{ ft} = 2\text{ ft}$

6. Where is the student after 5 seconds?

1 ft





- 7. STEM Connection** Poppy measures the height of a plant over several weeks and records it in the table. The plant is 14 inches tall before she begins recording. Write the weeks and corresponding heights as ordered pairs.

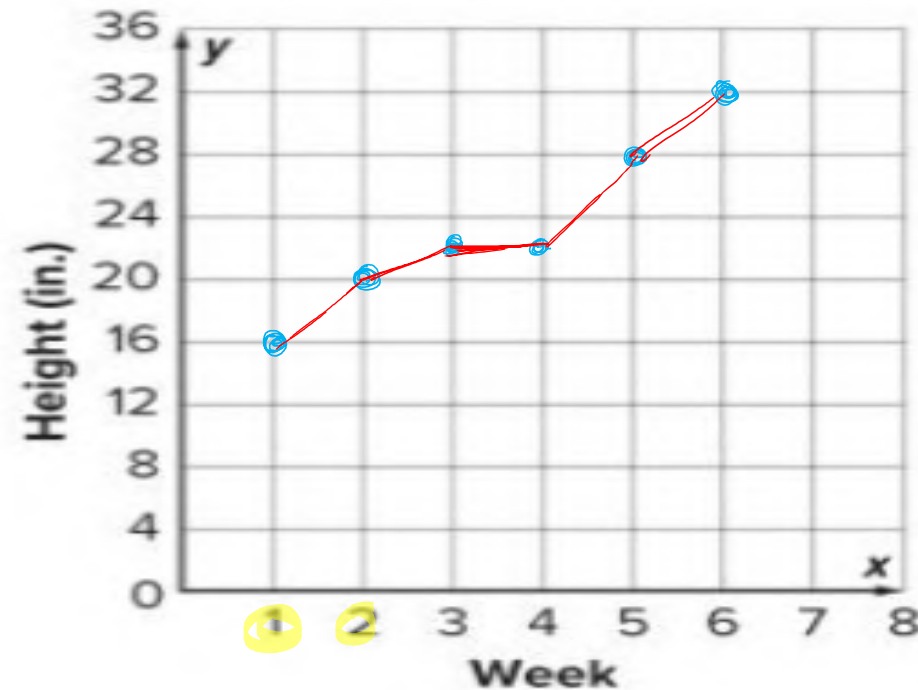
Week	Height (inches)
1	16
2	20
3	22
4	22
5	28
6	32

(x, y)  
 (1, 16)  
 (2, 20)  
 (3, 22)  
 (4, 22)  
 (5, 28)  
 (6, 32)

- 8.** Plot and connect the points on the coordinate plane.

- 9.** How much does the plant grow between Weeks 1 and 2?

$$20 \text{ ft} - 16 \text{ ft} = \boxed{4 \text{ ft}}$$

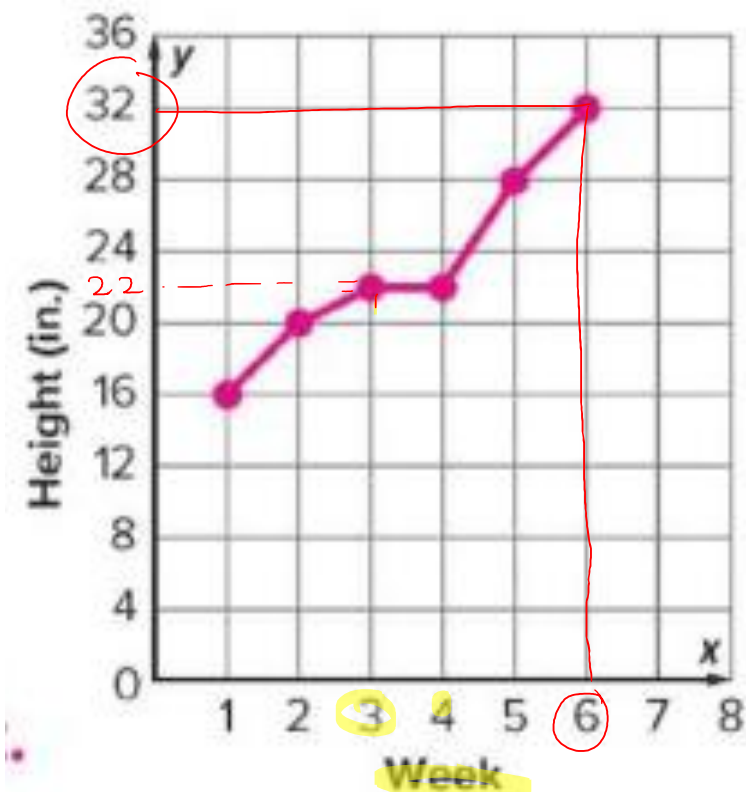


10. What happens between Weeks 3 and 4?

The height of the plant not change so the plant not grow

11. How much does the plant grow between before Poppy begins recording and Week 6?

$$32 \text{ in} - 14 \text{ in} = 18 \text{ in}$$



9. What is a property of all triangles?

**They are closed polygons with 3 sides.**

10. What is a property of scalene triangles?

**They have 3 sides of 3 different lengths.**

11. What is a property of isosceles triangles?

**They have at least 2 sides of the same length.**

12. What is a property of equilateral triangles?

**They have 3 sides of the same length.**

**Classify each triangle by using their properties.**

Classify each triangle by using their properties.

1.



**isosceles; acute**

2.



**equilateral or isosceles; acute**

3.



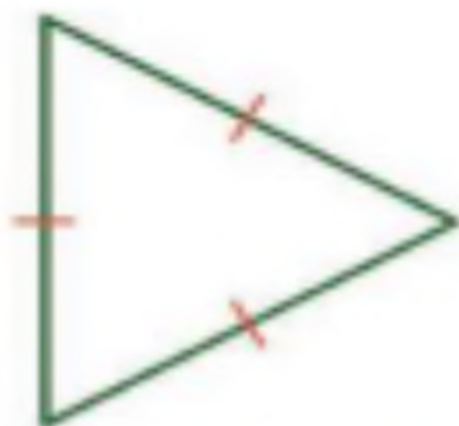
**isosceles; right**

4.



**scalene; obtuse**

5.



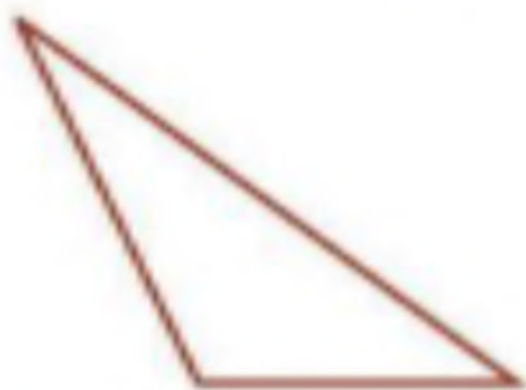
**equilateral; acute**

6.



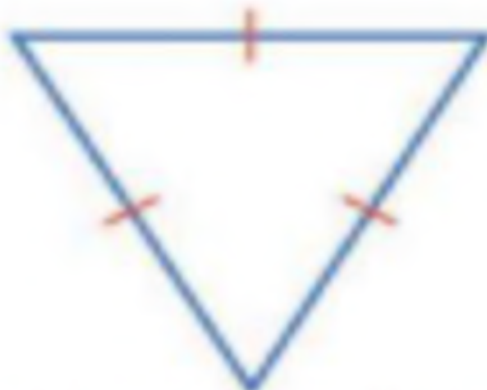
**isosceles; acute**

7.



**scalene; obtuse**

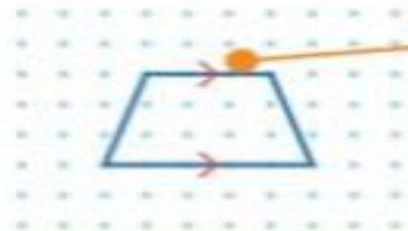
8.



**equilateral or isosceles; acute**



A trapezoid is a quadrilateral with exactly one pair of parallel sides.

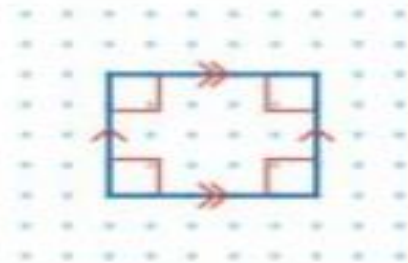


This mark shows this side is parallel to the other side having the same mark.

A parallelogram is a quadrilateral with two pairs of parallel sides.



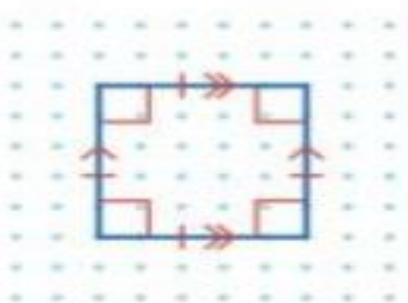
A rectangle is a parallelogram with four right angles.



A rhombus is a parallelogram with four sides of equal length.



A square is a parallelogram with four sides of equal length and four right angles.



You can make 5 different kinds of quadrilaterals.

**Math is...**

**Structure**



of each type of quadrilateral.



**Trapezoid**

quadrilateral with exactly  
1 pair of opposite  
sides parallel



**Rectangle**

parallelogram with  
4 right angles

**Quadrilateral**



**Parallelogram**

quadrilateral with opposite  
sides congruent and  
parallel



**Square**

parallelogram with  
4 sides congruent  
and 4 right angles



**Rhombus**

parallelogram with  
4 sides congruent

A square has all the attributes of a rectangle and a rhombus.

**9. STEM Connection** Hanna is helping cut some sheets of metal. She needs to cut them so that they have 4 sides with two pairs of parallel sides. Some need to have 4 right angles and some do not. How can she classify the sheets of metal?

**10.** Which quadrilaterals always have 4 right angles?

**11.** Which quadrilaterals always have exactly 1 pair of parallel sides?

**12.** Which quadrilaterals always have 4 sides of equal length?

**9. STEM Connection** Hanna is helping cut some sheets of metal. She needs to cut them so that they have 4 sides with two pairs of parallel sides. Some need to have 4 right angles and some do not. How can she classify the sheets of metal?

**The sheets with 4 right angles can be classified as rectangles and the sheets without right angles can be classified as parallelograms.**

**10.** Which quadrilaterals always have 4 right angles?

**squares and rectangles**

**11.** Which quadrilaterals always have exactly 1 pair of parallel sides?

**trapezoids**

**12.** Which quadrilaterals always have 4 sides of equal length?

**rhombuses and squares**

**13. Extend Your Thinking** Why can a rectangle also be called a parallelogram?

**A rectangle has all the properties of a parallelogram.**

Compare the expressions using  $>$ ,  $<$ , or  $=$ . Explain your reasoning.

5.  $120 \div 12$   $>$   $(120 \div 12) - 9$

The second Expression decrease  
by 9

6.  $50.5 \times 7.2$   $>$   $(50.5 - 4.8) \times 7.2$

The second expression decrease  
by 4.8

7.  $5\frac{3}{4} \times (2\frac{1}{8} + 3\frac{1}{2}) = (5\frac{3}{4} \times 2\frac{1}{8}) + (5\frac{3}{4} \times 3\frac{1}{2})$

distributive property

Determine whether Expression A is 5 times as much as **Expression B**. Place a checkmark in the Yes or No column.

X5

	Expression A	Expression B	Yes	No
9.	$5 \times (1\frac{1}{4} \times 4\frac{5}{8})$	$1\frac{1}{4} \times 4\frac{5}{8}$	✓	
10.	$(5 \times 4.39) + (5 \times 8.99)$	$4.39 + 8.99$	✓	
11.	$(65 \times 5) \times 2$	$(65 \times 2) \times 5$		✓
12.	$(3,492 - 2,482) \times 5$	$3,492 - 2,482$	✓	
13.	$(895 + 345) \div 5$ X	$895 + 345$		✓
14.	$6.71 \times (3.28 \times 5.16)$ X	$6.71 \times 3.28$		✓



## Use Numerical Patterns A and B for Exercises 9–12.

Numerical Pattern A: 0, 2, 4, 6, 8, 10, 12

A :Rule :add 2

Numerical Pattern B: 0, 6, 12, 18, 24, 30, 36

B :Rule :add 6

9. What is the rule for Pattern A?

A :Rule :add 2

10. What is the rule for Pattern B?

B :Rule :add 6

11. What is a relationship between the corresponding terms in the two numerical patterns?

B 3 times A

12. When the number in Pattern A is 28, what will be the number in Pattern B?

$$28 \times 3 = 84$$

## 25. Fill in the blank. (Lesson 14-4)

Pattern A starts at 0 and adds 4. Pattern B starts at 0 and adds 8. What is the term for Pattern B when Pattern A's term is  $24^{2 \times}$ ? =  $\boxed{48}$

Pattern A	0	4	8	12	16	20	24	28
Pattern B	0	8	16	24	32	40	48	56

pattern B 2 times pattern A

A's term 24  
B's term  $\boxed{48} \times 2$



## **Part 3 (FRQ)**

**6-7 Questions, Paper based:  
20 mark**

1. Sonya is making muffins. The recipe uses  $\frac{1}{2}$  cup of flour and makes 12 mini muffins. How many cups of flour should Sonya use to make 6 muffins?

A.  $\frac{1}{24}$  cup

B.  $\frac{1}{4}$  cup

C.  $\frac{1}{6}$  cup

D.  $\frac{1}{12}$  cup

1  
2

$$12 \div 6 = 2$$

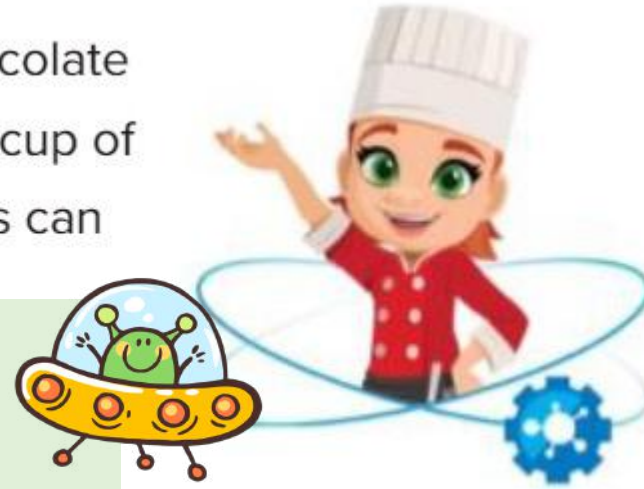
Keep Change Flip

$$\frac{1}{2} \div 2 =$$

$$\frac{1}{2} \times \frac{1}{2} = \frac{1 \times 1}{2 \times 2} = \frac{1}{4} \text{ cup}$$



- 2. STEM Connection** Saffron has 4 cups of chocolate chips. She has a muffin recipe that calls for  $\frac{1}{8}$  cup of chocolate chips per muffin. How many muffins can Saffron make?



**1**

$$4 \div \frac{1}{8} =$$

**2**

Keep Change FLip

$$4 \times \frac{8}{1} = \frac{4 \times 8}{1 \times 1} = \frac{32}{1} = 32 \text{ muffins}$$

3. Mr. Kline is making vegetable soup. His recipe makes 12 servings and uses  $\frac{1}{3}$  pound of peas. How many pounds of peas does he need to make 6 servings?

A.  $\frac{1}{36}$  pound    B.  $\frac{1}{6}$  pound    C.  $\frac{1}{4}$  pound    D. 4 pounds

1  
2

$$12 \div 6 = 2$$



$$\frac{1}{3} \div 2 =$$



$$\frac{1}{3} \times \frac{1}{2} = \frac{1 \times 1}{3 \times 2} = \frac{1}{6} \text{ pound}$$

4. Ms. Jorge is dividing 4 pounds of gardening soil equally for 5 potted plants. How many pounds of soil will be in each pot?

# 1

$$4 \div 5 =$$



# 2

Keep Change Flip

$$\frac{4}{1} \times \frac{1}{5} = \frac{4 \times 1}{1 \times 5} = \frac{4}{5} \text{ pound}$$

5. A zoo has 5 pounds of fruit and 3 pounds of lettuce to divide equally among 3 gorillas. How many total pounds of fruit and lettuce will each gorilla get?

$$1. \text{ Fruit : } 5 \div 3 = \frac{5 \times 1}{1 \times 3} = \frac{5}{3} \text{ pound fruit}$$

$$2. \text{ Lettuce : } 3 \div 3 = \frac{3 \times 1}{1 \times 3} = \frac{3}{3} = 1 \text{ pound lettuce ]}$$



6. A relay race is  $\frac{1}{2}$  mile long. How far does each person run if there are 3 members on the team?

$$\frac{1}{2} \div 3 = \frac{1}{2} \times \frac{1}{3} = \frac{1 \times 1}{2 \times 3} = \boxed{\frac{1}{6}} \text{ mile}$$

7. Shaun is making 3 bags of trail mix. He has  $\frac{1}{5}$  pound of dried cranberries to divide equally among the bags. How many pounds of dried cranberries will be in each bag?

$$\frac{1}{5} \div 3 = \frac{1}{5} \times \frac{1}{3} = \boxed{\frac{1}{15}} \text{ pound}$$

- A.  $\frac{1}{15}$  pound      B.  $\frac{3}{5}$  pound      C.  $\frac{1}{3}$  pound      D. 15 pounds

8. Lucy brings 4 cakes to the bake sale. Each piece of cake is  $\frac{1}{6}$  of the whole. How many pieces of cake does she have? Write and solve the equation.

$$4 \div \frac{1}{6} \Rightarrow 4 \times \frac{6}{1} = \frac{4 \times 6}{1} = \frac{24}{1} = \boxed{24} \text{ pieces}$$

9. Mike made 60 cookies. He divided the cookies equally among his 8 friends and kept the rest for himself. How many cookies did Mike give his friends, and how many did he keep?

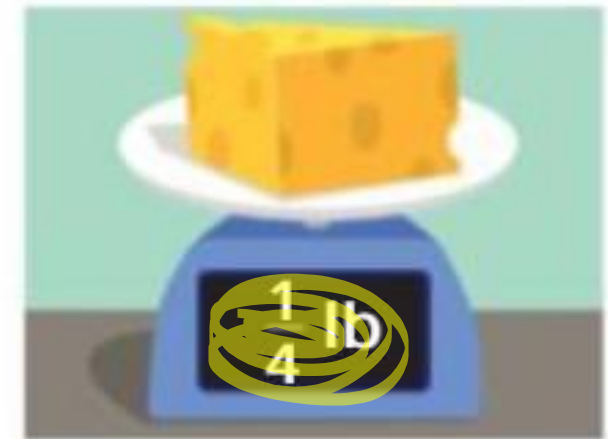
$$\frac{60}{8} = 7 R 4, \text{ he gave his friends 7 and he keep 4 for himself.}$$

$$\begin{array}{r} 7 \\ 8 \overline{) 60} \\ \underline{56} \\ 4 R \end{array}$$

10. Ingrid buys this piece of cheese. She uses equal amounts of it to make 3 sandwiches. How much cheese is on each sandwich?

$$\frac{1}{4} \div 3$$

$$\frac{1}{4} \times \frac{1}{3} = \frac{1 \times 1}{4 \times 3} = \boxed{\frac{1}{12}} \text{ lb}$$



Plot and label the point for each place shown in the table.

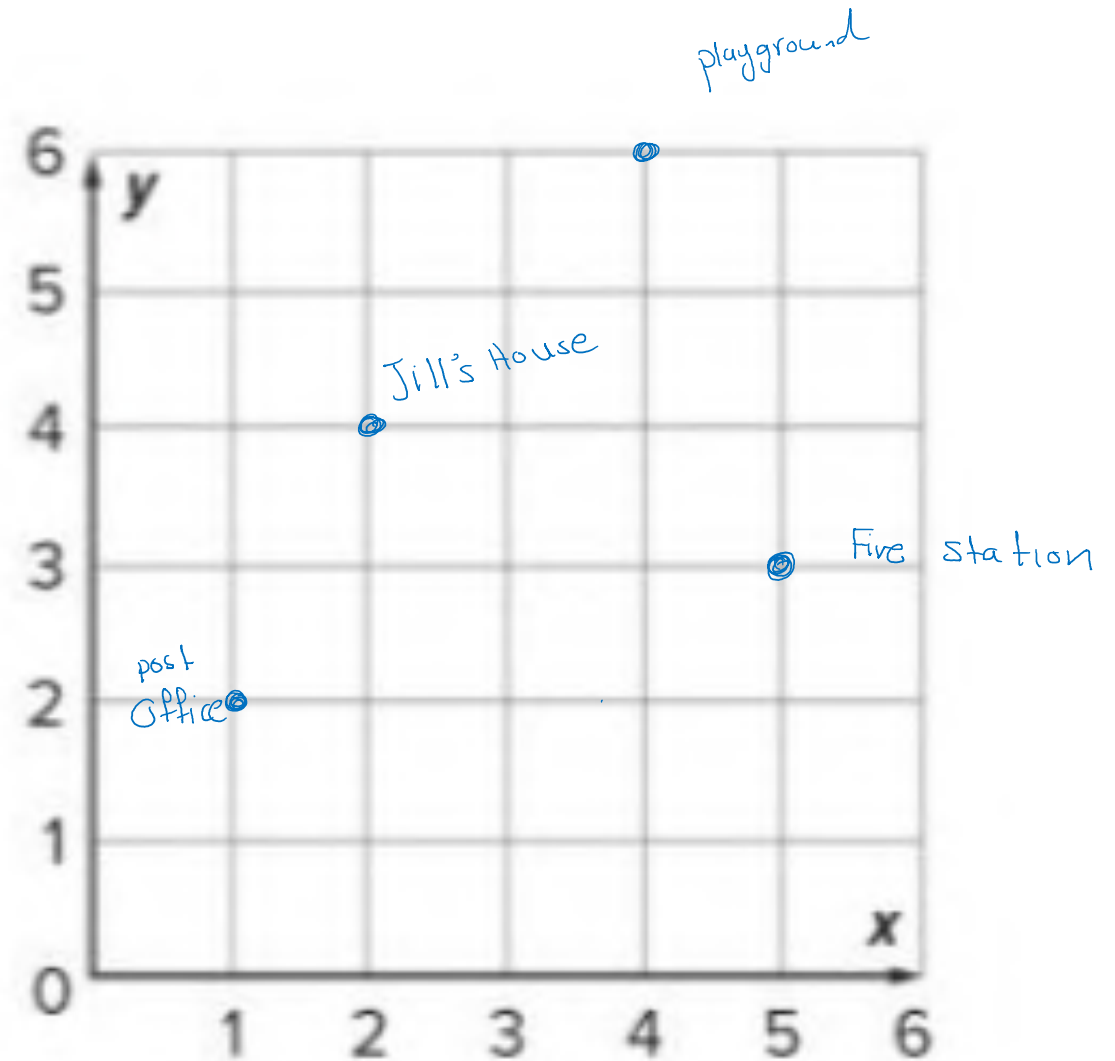
Place	Ordered Pair
Playground	(4, 6)
Post Office	(1, 2)
Fire Station	(5, 3)
Jill's House	(2, 4)

1. Playground

2. Post Office

3. Fire Station

4. Jill's House



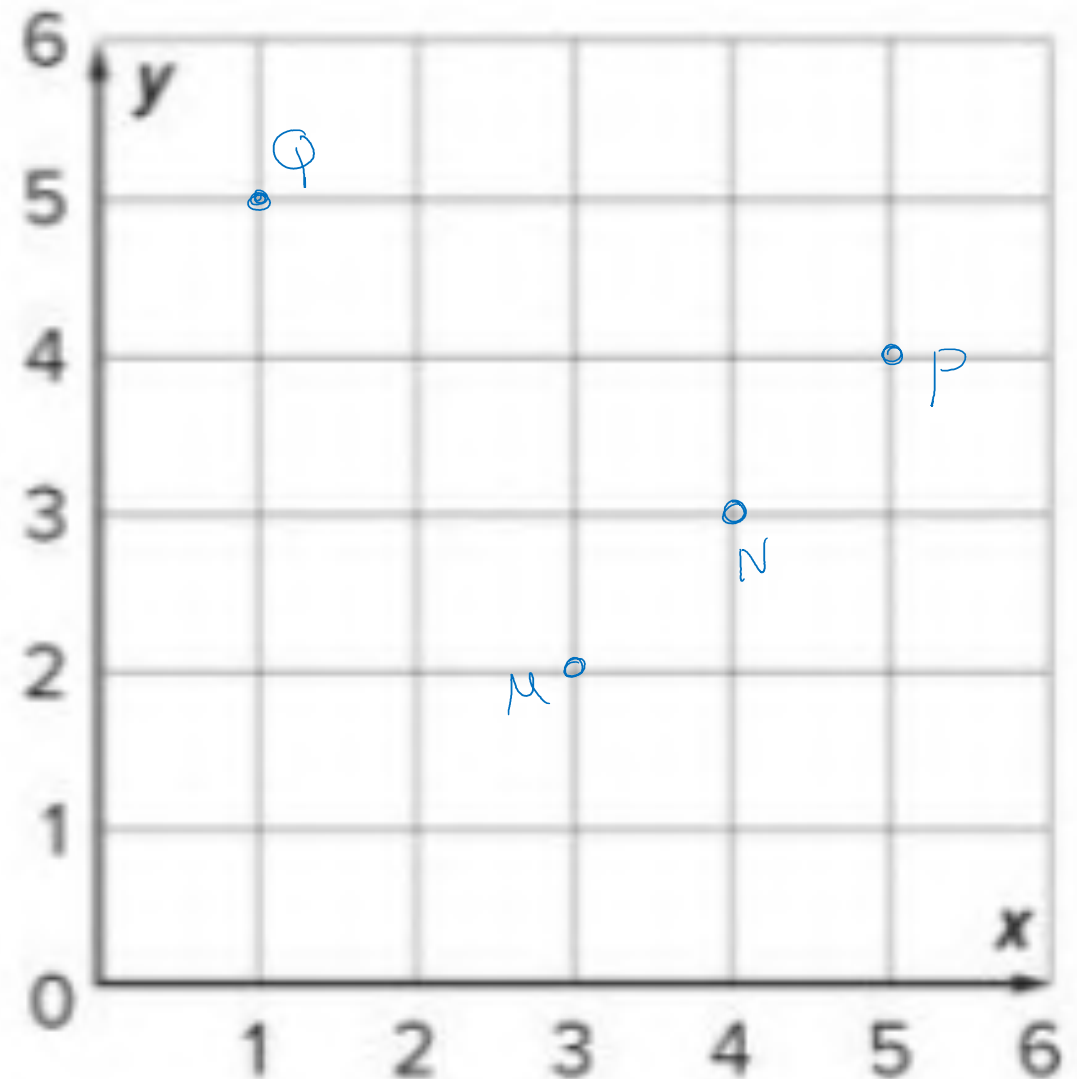
Plot and label the point for each ordered pair.

5.  $M(3, 2)$

6.  $N(4, 3)$

7.  $P(5, 4)$

8.  $Q(1, 5)$



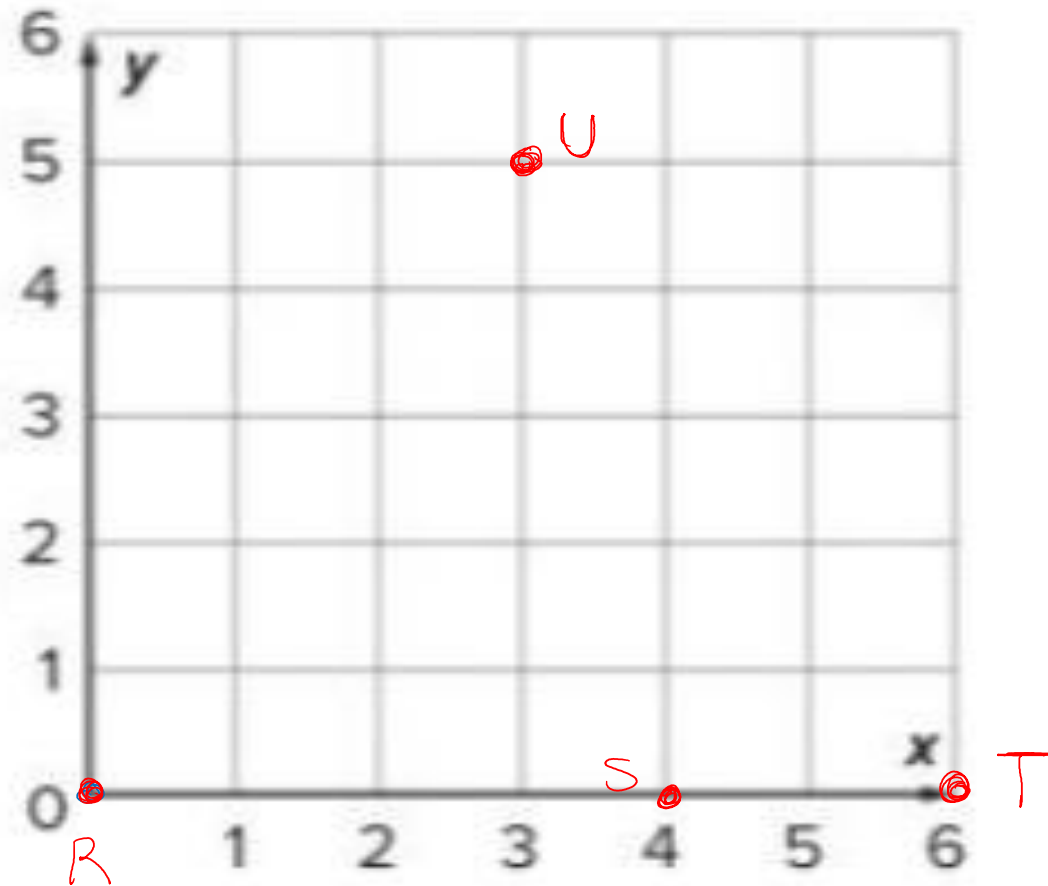
Plot and label the point for each ordered pair.

9.  $R(0, 0)$

10.  $S(4, 0)$

11.  $T(0, 6)$

12.  $U(3, 5)$



Plot and label the point for each place shown in the table.

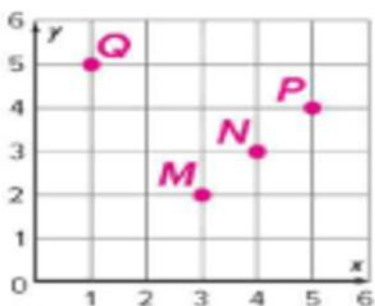
Place	Ordered Pair
Playground	(4, 6)
Post Office	(1, 2)
Fire Station	(5, 3)
Jill's House	(2, 4)

1. Playground
2. Post Office
3. Fire Station
4. Jill's House



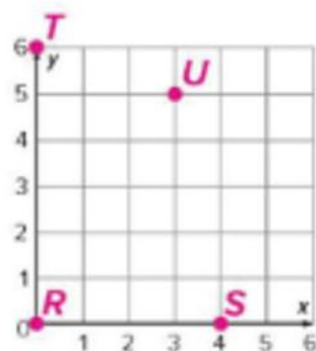
Plot and label the point for each ordered pair.

5.  $M(3, 2)$
6.  $N(4, 3)$
7.  $P(5, 4)$
8.  $Q(1, 5)$



Plot and label the point for each ordered pair.

9.  $R(0, 0)$
10.  $S(4, 0)$
11.  $T(0, 6)$
12.  $U(3, 5)$





**( )**

Parentheses

**P****X** or **÷**

Multiply

**M****÷**

Divide

**D****+** or **-**

Add

**A**

Subtract

**S**

What is the solution? Show your work.

5.  $3 + (7 \times 2) = \underline{\hspace{2cm}}$

$3 + 14$   
 $= \boxed{17}$

6.  $(3 + 7) \times 2 = \underline{\hspace{2cm}}$

$10 \times 2 = \boxed{20}$

**( )**

Parentheses

**P****X** or  $\div$ 

Multiply

**M** $\div$ 

Divide

**D****+** or **-**

Add

**A**

Subtract

**S**

7.  $(56 \div 8) - 3 + 2 \times 5 =$  \_\_\_\_\_

$7 - 3 + (2 \times 5)$

$(7 - 3) + 10$

$4 + 10$

$= \boxed{14}$

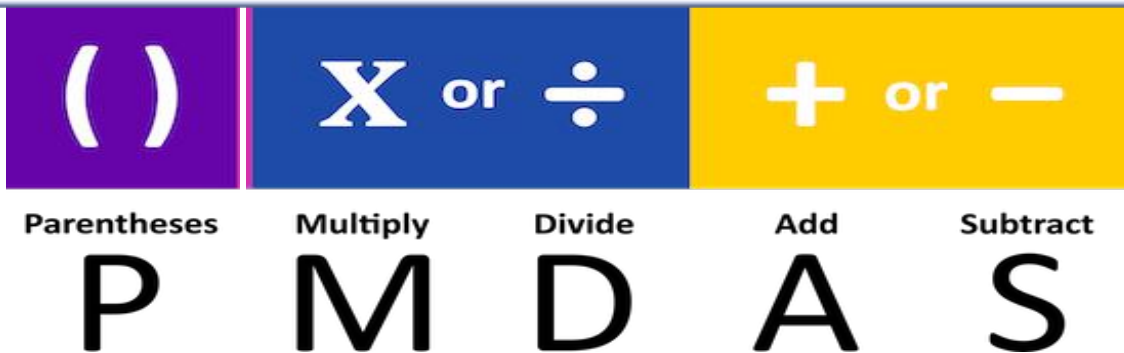
8.  $56 \div (8 - 3 + 2) \times 5 =$  \_\_\_\_\_

$56 \div 7 \times 5$

$8 \times 5$

$= \boxed{40}$

$$\begin{array}{r} \sqrt{33} \\ 8 \overline{) 269} \\ \underline{-24} \phantom{0} \\ 29 \\ \underline{-24} \\ 5 \end{array}$$



$$\begin{array}{r} 6.75 \\ 3.25 \\ \hline 10.00 \end{array}$$

9.

$$2\frac{3}{8} + \left(1\frac{1}{4} \times 6\frac{3}{4}\right) - \frac{1}{2} = \boxed{35\frac{5}{8}}$$

$$2\frac{3}{8} + \left(\frac{5}{4} \times \frac{27}{4}\right) - \frac{1}{2}$$

$$2\frac{3 \times 2}{8 \times 2} + \frac{135}{16} - \frac{1 \times 8}{2 \times 8}$$

$$2\frac{6}{16} + \frac{135}{16} - \frac{8}{16} \Rightarrow$$

$$2\frac{14}{16} - \frac{8}{16} =$$

$$2\frac{133}{16} = 2 + 8\frac{5}{16} = \boxed{10\frac{5}{16}}$$

10.

$$5.8 \times (6.75 + 3.25) \div 2 = \boxed{29}$$

$$5.8 \times 10 \div 2 = \boxed{29}$$

$$8\frac{5}{16}$$

$$\begin{array}{r} 29 \\ 2 \overline{) 58} \\ \underline{4} \phantom{0} \\ 18 \\ \underline{18} \\ 0 \end{array}$$

$$\begin{array}{r} 5 \overline{) 80} \\ 6 \phantom{0} \\ \hline 7 \phantom{0} \\ 8 \phantom{0} \\ \hline 9 \phantom{0} \end{array}$$

$$\begin{array}{r} 1 \overline{) 16} \\ 2 \phantom{0} \\ \hline 3 \phantom{0} \\ 4 \phantom{0} \\ \hline 6 \phantom{0} \end{array}$$

**24.** Fill in the blank. (Lesson 14-3)

( )

Parentheses

P

**X** or  $\div$

Multiply

M

**+** or **-**

Divide

D

**+** or **-**

Add

A

Subtract

S

What is the value of the expression?

$$\begin{array}{l}
 6 \times (8 - 3) + 14 \\
 \quad \quad \quad \downarrow \\
 6 \times 5 + 14 \\
 \quad \quad \downarrow \\
 30 + 14 \\
 = \boxed{44}
 \end{array}$$

**26.** Fill in the blank. (Lesson 14-3)

What is the value of the expression?

$$250 - (12 \times 5) - 10 \times 2$$

$$250 - 60 - 10 \times 2$$

$$250 - 60 - 20$$

$$190 - 20$$

$$= 170$$

<b>( )</b>	<b>X or ÷</b>		<b>+ or -</b>	
Parentheses ① <b>P</b>	Multiply ✓ <b>M</b>	Divide <b>D</b>	Add <b>A</b>	Subtract <b>S</b>

② ✓

③

④



24	A learning outcome from the SoW نتائج من الخطة الفصلية	Undisclosed غير معلن	Undisclosed غير معلن
25	A learning outcome from the SoW	Undisclosed غير معلن	Undisclosed غير معلن

Describe a relationship between corresponding terms in Patterns A and B.

1. <sup>الأولي</sup> Pattern A starts at 0 and adds 4 to each term.  
 Pattern B starts at 0 and adds 2 to each term.

A 2 times B

2. Pattern A starts at 0 and adds 3 to each term.  
 Pattern B starts at 0 and adds 9 to each term.

B 3 times A

3. Pattern A starts at 0 and adds 20 to each term.  
 Pattern B starts at 0 and adds 5 to each term.

A 4 times B

24	A learning outcome from the SoW نتائج من الخطة الفصلية	Undisclosed غير معلن	Undisclosed غير معلن
25	A learning outcome from the SoW نتائج من الخطة الفصلية	Undisclosed غير معلن	Undisclosed غير معلن

Use the table to answer Exercises 4–6.

4. Fill in the unknown terms in the table.

5. What is a **relationship** between the **corresponding** terms in Patterns A and B?

Pattern B is 4 times pattern A

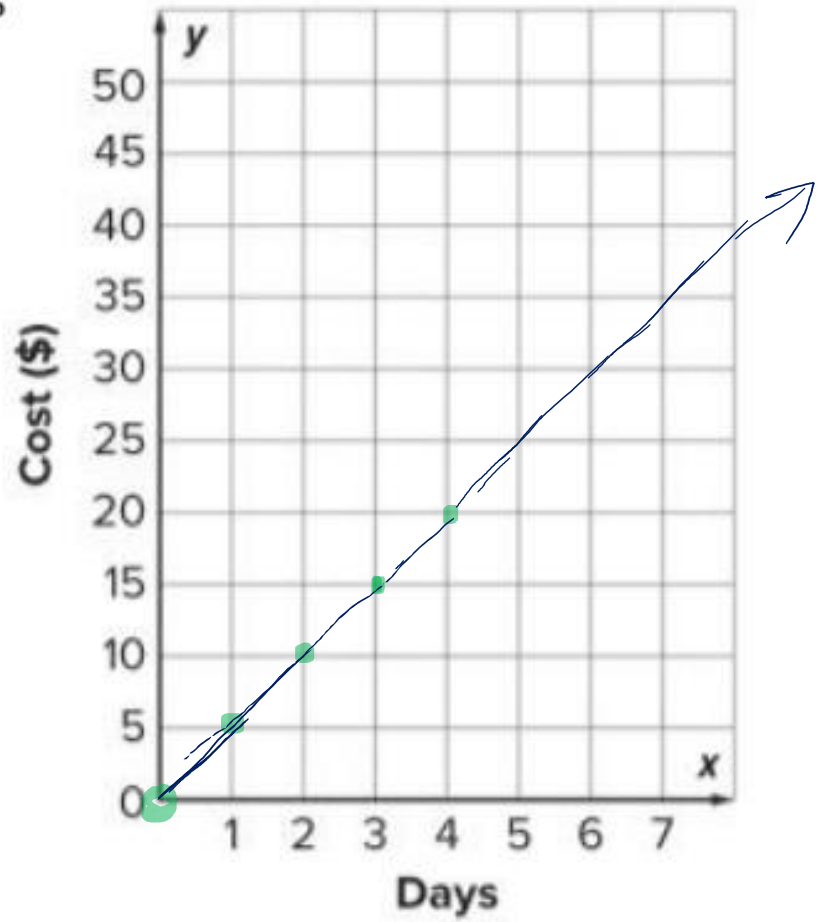
6. If a term in Pattern A is 20, what will be its corresponding term in Pattern B?

$$20 \times 4 = \boxed{80}$$

Pattern A <b>+ 2</b>	Pattern B <b>+ 8</b>
0	0
2 $\times 4$	8
4 $\times 4$	16
6 $\times 4$	24
8 $\times 4$	32
20 $\times 4$	80

1. The Scooters and Stuff Rental charges are shown in the table.  
Write the corresponding terms as ordered pairs  
and plot them on the coordinate plane.

Scooters and Stuff Rental		
Days	Cost (\$)	Ordered Pair
0	0	$(0, 0)$
1	5	$(1, 5)$
2	10	$(2, 10)$
3	15	$(3, 15)$
4	20	$(4, 20)$



2. What is the rule for the pattern in the Days column of the table?

Add 1

4. What is a relationship between the corresponding terms in the table?

The cost is 5 times the day

6. Write the ordered pair and plot the point on the coordinate plane for 8 days.

(x, y)  
(day, cost)  
(8, 40)

3. What is the rule for the pattern in the Cost (\$) column of the table?

Add 5

5. How much should it cost to rent a scooter for 8 days?

$$8 \times 5 = 40 \$$$

7. How much should it cost to rent a scooter for  $6\frac{1}{2}$  days?

$$\begin{array}{r} 32 \\ 2 \overline{) 65} \\ \underline{64} \\ 1 \end{array}$$

$$6\frac{1}{2} \times 5$$

$$\frac{13}{2} \times 5 = \frac{65}{2} = 32.5$$

Scooters and Stuff Rental		
Days	Cost (\$)	Ordered Pair
0	0	(0, 0)
1	5	(1, 5)
2	10	(2, 10)
3	15	(3, 15)
4	20	(4, 20)

$$\begin{array}{r} 8 \times 5 = 40 \\ \hline 6\frac{1}{2} \times 5 = 32.5 \end{array}$$