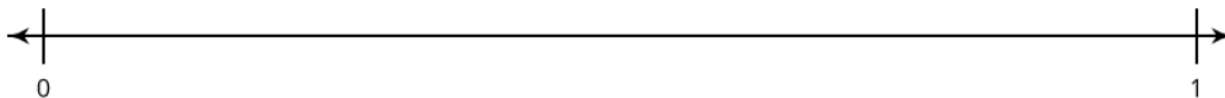


Grade 5 Term 3 Formative Assessment Bank of Tasks (for Units 8-12)

N07 Task A:

Place the following fractions on the number line below. $\frac{1}{2}$ $\frac{9}{10}$ $\frac{4}{5}$ $\frac{1}{5}$

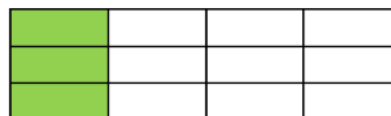


N07 Task B:

Create a diagram **or** use a model to show why $\frac{1}{2}$ and $\frac{4}{8}$ are equivalent.

N07 Task C:

Write two equivalent fractions for the following diagram.



Make a diagram to show that $\frac{10}{15} = \frac{2}{3}$.

N08 Task A: Ask students to place the decimal cards below on a metre stick at the correct location.

0.4 m	0.75 m	0.265 m
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b) How are 0.75 and 0.750 the same? How are they different?

N08 Task B:

Write the numeral represented in the chart below. _____

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
	<div><div></div><div></div><div></div></div>	<div><div></div><div></div></div>		<div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div></div></div>	<div><div></div><div></div></div>	<div><div></div></div>

Write the numeral represented in the chart below. _____

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
	<div><div></div><div></div></div>		<div><div></div></div>		<div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div></div></div>	<div><div><div></div><div></div></div><div><div></div></div></div>

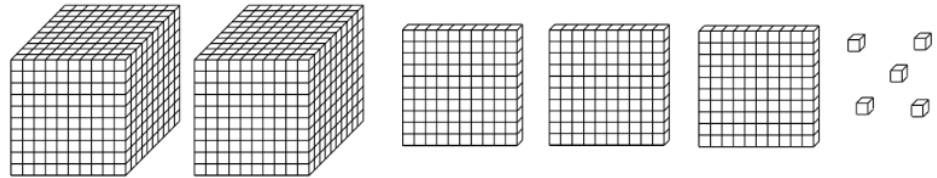
Write the numeral represented in the chart below. _____

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
				<div><div><div></div><div></div></div></div>		<div><div></div></div>

N08 Task C:

a) Choose the best answer. What number is represented by the base 10 blocks below?

- ☐ 2305
- ☐ 10
- ☐ 2.35
- ☐ 2.305



represents 1

b) Describe the meaning of each digit in the following decimal number, 6.083

c) How would you read 1.302?

- ☐ One thousand three hundred two
- ☐ One and three hundred two
- ☐ One and three hundred two thousandths
- ☐ One and three hundred and two thousandths

N08 Task D:

a) Write the numeral.

two hundred fifty-six thousandths _____

two hundred and fifty-six thousandths _____

b) Use the digits to fill in the blanks below. 6 2 7 1

a) Using the digits above, make the **largest** possible decimal number. _____

b) Using the digits above, make the **least** possible decimal number. _____

N09 Task A:

Ask students to model and/or decimal numbers with base 10 blocks. For example, if the large cube represents 1, model 1.214 (1 and two hundred fourteen thousandths)

b) Place the following fractions and decimals on the number line below.

$\frac{3}{4}$

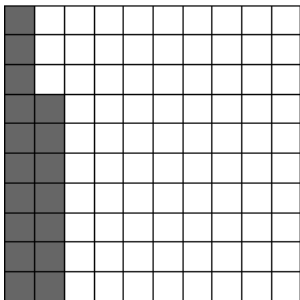
0.31

$\frac{6}{10}$

$\frac{102}{1000}$

**N09 (and N07 and N08) Task B:**

Write a fraction and a decimal number to show the shaded part of the diagram.



Fraction: _____

Decimal: _____

N09 (and N07 and N08) Task C:

My sister placed 796 pieces of the 1000-piece jigsaw puzzle.

What part of the puzzle has been completed? _____

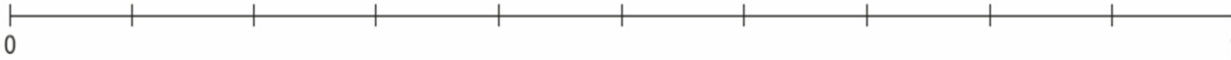
Name both of the fractional and decimal part? _____

What part of the puzzle has yet to be finished? _____

Name both of the fractional and decimal parts. _____

N10 Task A:

- a) Label the number line from 0.00 to 1.00.
- b) Between which two decimals is 0.75? Mark and label the decimal 0.75, on the number line.
- c) Use the number line to order 0.60, 0.80, and 0.25 from **greatest to least**.



N10 Task B:

Continue counting by tenths. 0.5, 0.6, 0.7, _____, _____, _____, _____

N10 Task C:

- a) Michael says 1.40 is greater than 1.406. Is Michael correct? Show your thinking.

- b) Which of the following decimal numbers is closest to 1?

- ☐ 0.99
- ☐ 0.987
- ☐ 0.9
- ☐ 1.001

Show your thinking.

N11 Task A:

a) **Estimate** each sum or difference.

$1.967 + 3.134 =$	$3.006 - 1.47 =$
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b) Add or subtract to solve. Show your personal strategy.

$2.358 + 8.147 =$	$12.625 - 3.094 =$
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N11 Task B:

Frank bought two books at the book fair. One was \$6.95. The other was \$7.38. How much change will Frank get back from a \$20 bill?
Show your thinking.

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Marie's math book has a mass of 0.573 kg. She has two other books that have a mass of 0.45 kg and 0.108 kg. What is the total mass of all three of Marie's books?
Show your thinking.

--

N11 Task C:

Place the decimal in the correct spot in the sum.

$7.23 + 8.904 = 16134$

PR01 Task A: Fill in the missing terms in the number sequences. Give the pattern rule.

1, 4, 9, _____, 25, _____ Rule: _____

18, 16, 14, _____, _____ Rule: _____

2.4, 2.7, _____, _____, 3.6 Rule: _____

PR01 Task B: Provide a rule for the input/output chart. Rule: _____

Input	Output
2	2.5
3	3.5
4	4.5
5	5.5

PR02 Task A: Solve the following equations:

$10.2 + 2.01 = r$ $r = \underline{\hspace{2cm}}$

$3 + y = 3.1$ $y = \underline{\hspace{2cm}}$

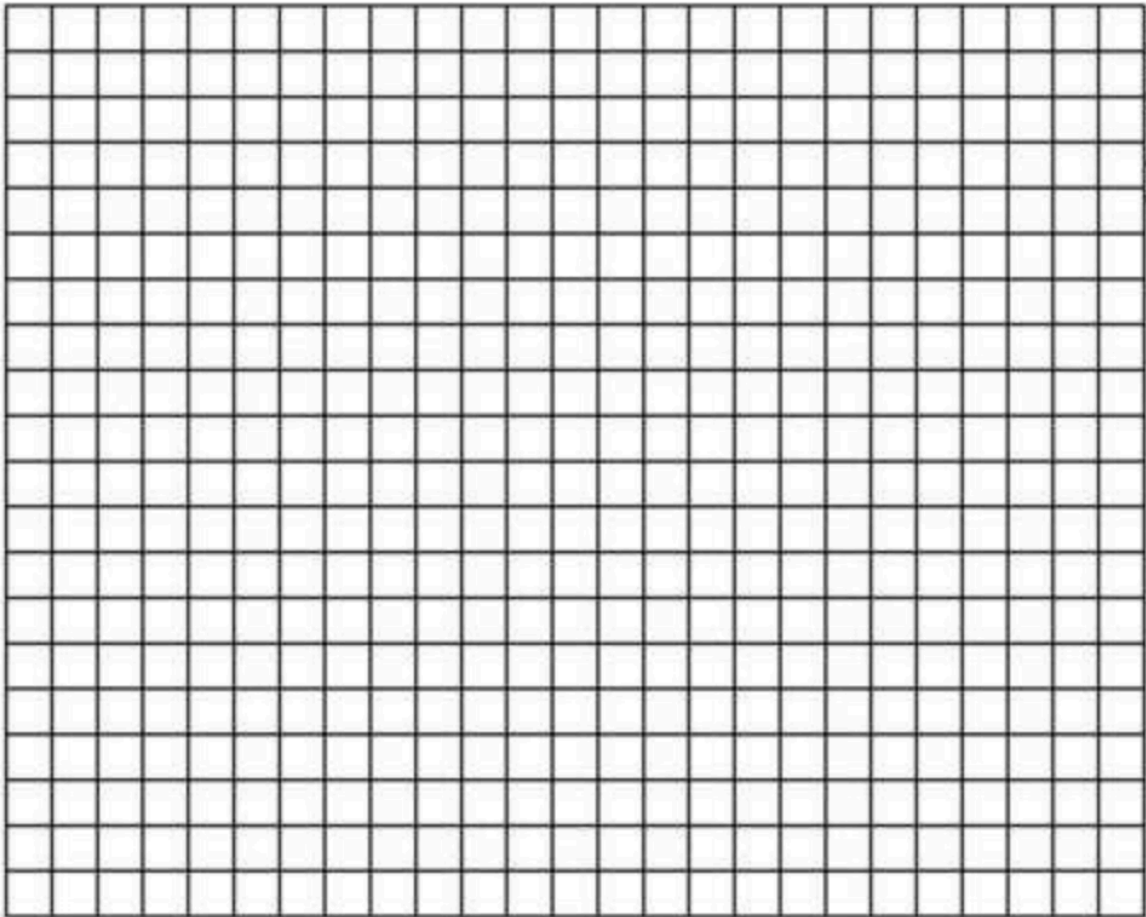
$k - 0.4 = 5.2$ $k = \underline{\hspace{2cm}}$

PR02 Task B: Write an equation for the following problem.

Xavier bought a toy for \$1.40. He then spent some more money on a chocolate bar. Altogether he spent \$2.45. How much did he spend on the chocolate bar?

M01 Task A: The top of a box has an area of 24 square centimetres. What might the dimensions be? Give 4 possible answers.

(Pretend the squares in the grid measure 1 cm x 1 cm.)



M02 Task A:

A grasshopper hopped 2000, 1000, and 1500 millimetres. Write these distances in metres.

millimetres (mm)	metres (m)
2000 mm	
1000 mm	
1500 mm	

M02 Task B:

Samir chose to measure an item in metres. What might that item be?

He chose to measure another item using millimetres. What might that item be?

M03 (and M01) Task A:

This rectangular prism is made of centimetre cubes.
What is the volume of the prism? _____
Explain how you got your answer.



M03 Task B: Olive needs a box with a volume of 400 square centimetres to hold a gift she has purchased.
What might the gift be?

M04 Task A:

a) Explain how you could use a 1 L milk carton to estimate 750 mL of water.

b) Which capacity unit (mL or L) would you use to measure the capacity of the following?

Swimming pool	Coffee mug	Bathtub	Juice glass
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M04 Task B:

Janet’s pitcher holds 3 L of liquid. Janet made a punch with 1 L of ginger ale, 750 mL of orange juice, and 750 mL of pineapple juice. Will the punch fit in Janet’s pitcher?
Show your thinking.

G02 Task A:

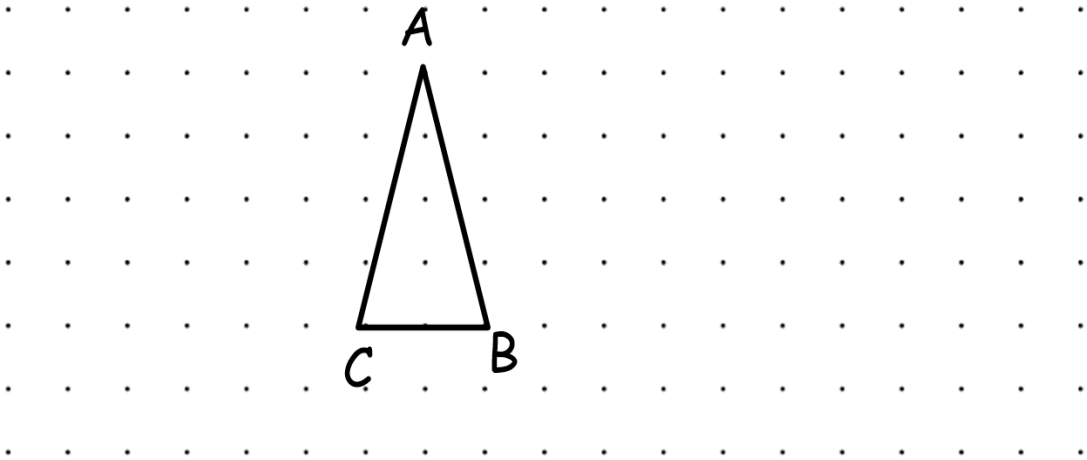
Draw a 2-D shape with four straight sides of equal length and four right angles.
Include the length of the sides and label any parallel sides.

What shape have you drawn? _____

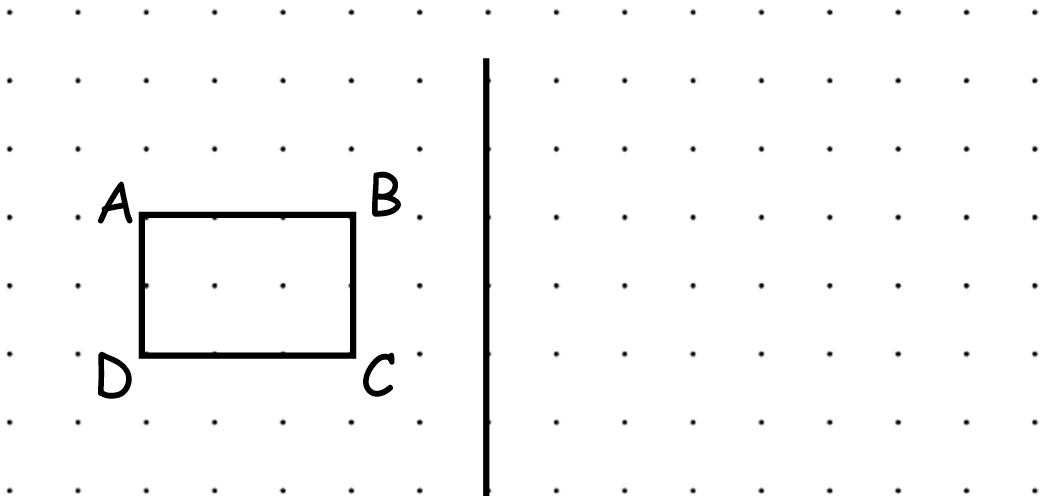
G02 Task 2: Draw a 2-D shape with four straight sides. One pair of sides is parallel with one side longer than the other. Include the length of the sides and label any parallel sides.

What shape have you drawn? _____

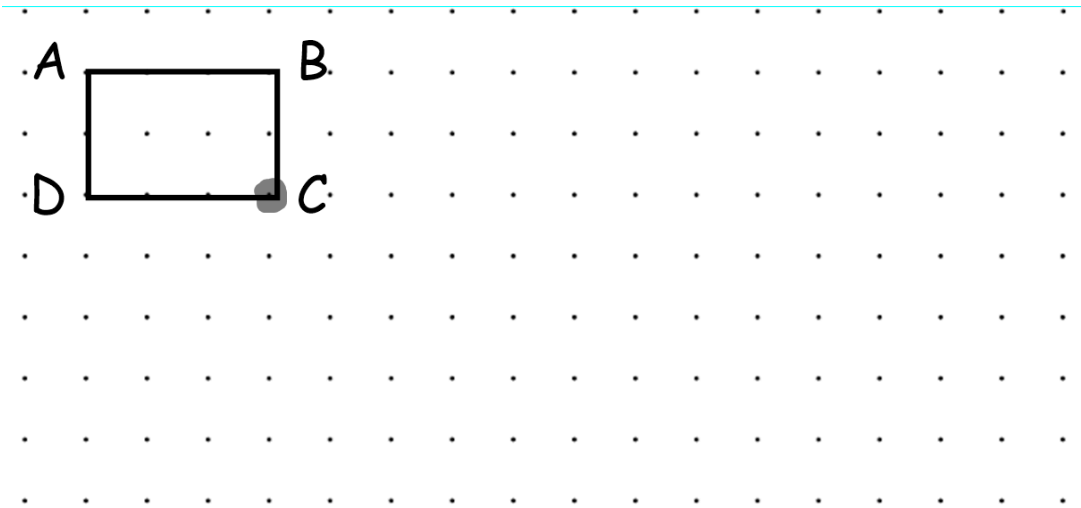
G03 Task A: a) Translate the triangle below by using the following move.



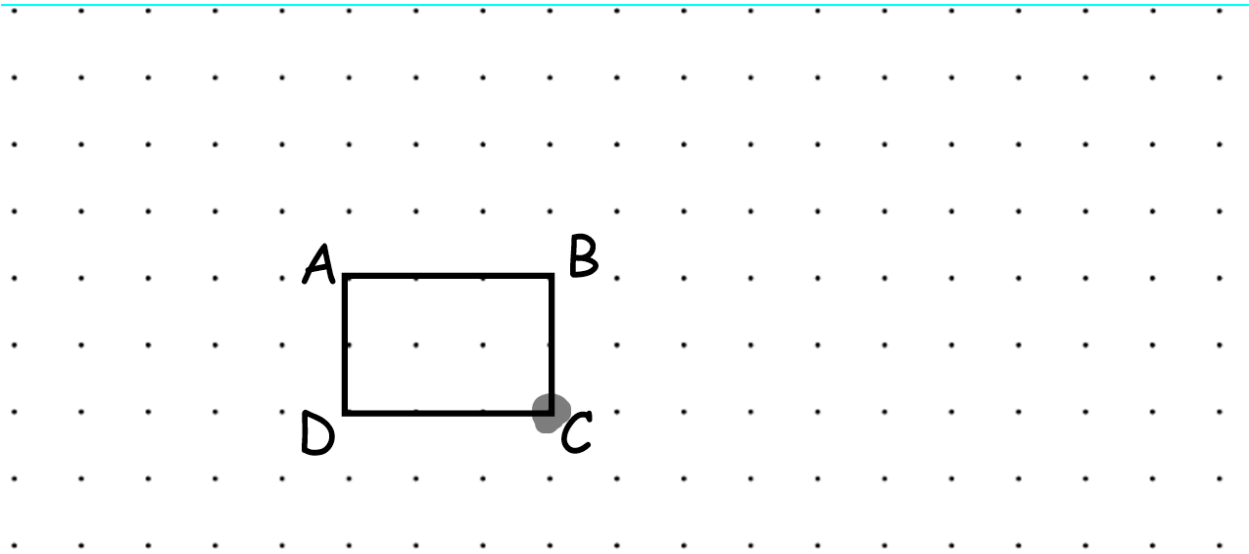
b) Draw the reflection of the rectangle below, using the line of reflection.



G03 Task B: Rotate this rectangle $\frac{1}{2}$ turn clockwise. Use vertex C for the point of rotation.



Rotate this rectangle $\frac{1}{4}$ turn clockwise. Use vertex C, for the point of rotation.

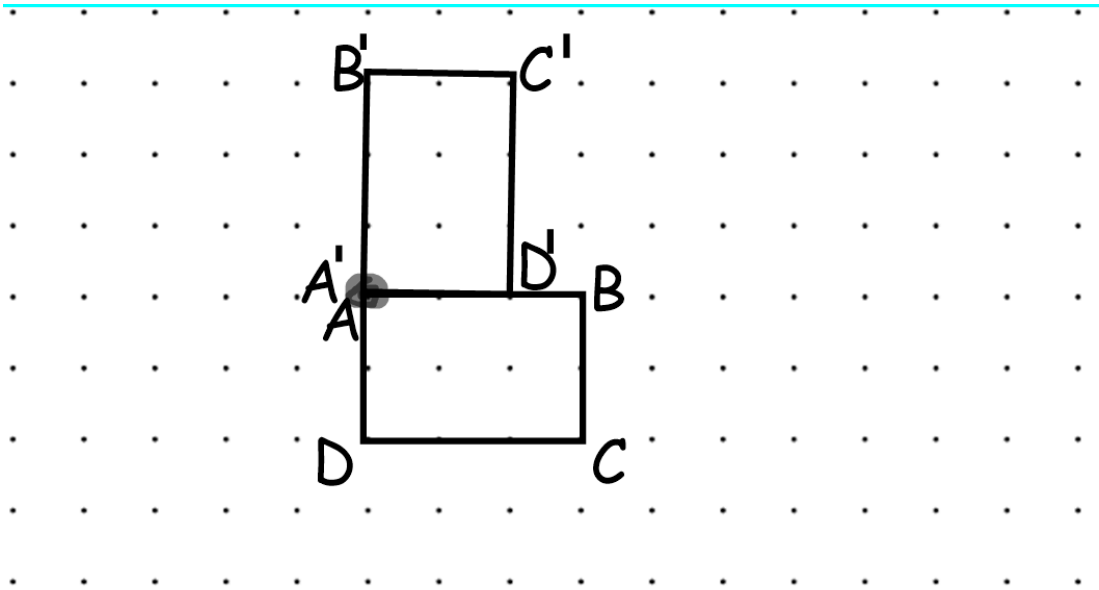


G03 Task C: Describe the following rotation.

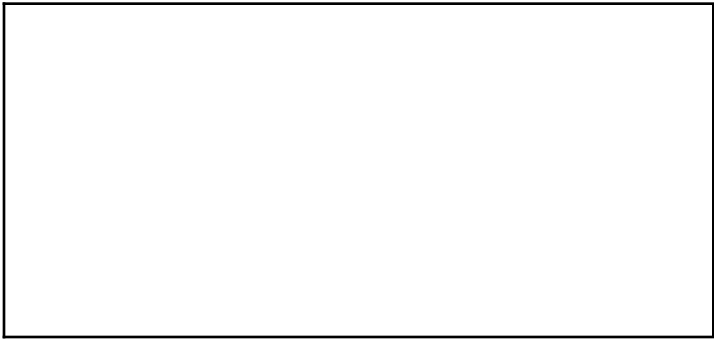
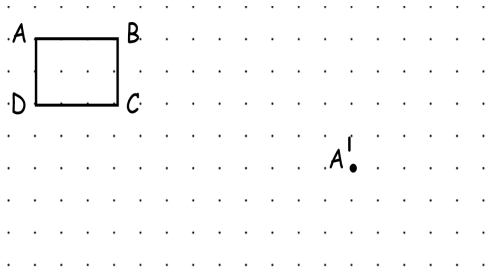
Point of rotation _____

Direction of turn (clockwise or counter-clockwise) _____

Fraction of the turn ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, or full turn) _____



b) Complete the translation of the rectangle below. Describe the translation by identifying the move that has taken place.



G04 Task A:
 Identify each transformation below as a translation, rotation, or reflection.

G04 Task B:
 Describe the translation of the rectangle below by identifying the move that has taken place.

G04 Task C:
 Draw the line of reflection that was used to reflect the rectangle below.

SP03 Task A:

Describe an event that is **impossible** in our everyday lives.

Describe an event that is **possible** in our everyday lives.

Describe an event that is **certain** in our everyday lives.

SP03 Task B: Explain what will happen if a coin is flipped using the words: *impossible, possible, or certain*.

SP04 Task A: You are given a paper bag with 20 colour tiles: 8 blue, 5 green, 5 blue, and 2 yellow.

Describe one outcome that is **less likely** to occur than other outcomes. _____

Describe outcomes that are equally likely to occur. _____

Describe one outcome that is **more likely** to occur than other outcomes. _____

SP04 Task B: I made a game where a player *wins* if a spinner lands on red, but *loses* if it lands on blue. Design the spinner for that game; explain your thinking.