

**2<sup>nd</sup> trimester**  
**5th#6**

**Multiple Choice**

Identify the letter of the choice that best completes the statement or answers the question.

\_\_\_ 1. Robert is making his personal bread for his family supper. Here is the recipe:

<b>Robert's Bread Recipe</b>	
$4\frac{3}{4}$ cups of flour	$1\frac{1}{2}$ packages of yeast
$3\frac{1}{3}$ tablespoons sugar	$1\frac{3}{8}$ sticks of butter
$2\frac{2}{3}$ teaspoons salt	

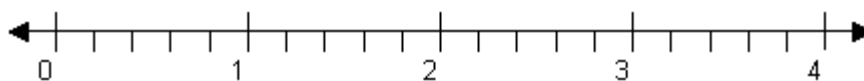
Which fraction below is another way to express the amount of sugar in Robert's recipe?

- |                               |                              |
|-------------------------------|------------------------------|
| a. $\frac{10}{3}$ tablespoons | c. $\frac{7}{3}$ tablespoons |
| b. $\frac{9}{3}$ tablespoons  | d. $\frac{4}{3}$ tablespoons |

\_\_\_ 2. Which fraction is NOT in simplest form?

- |                   |                   |                   |                  |
|-------------------|-------------------|-------------------|------------------|
| a. $\frac{6}{42}$ | b. $\frac{6}{23}$ | c. $\frac{3}{11}$ | d. $\frac{6}{7}$ |
|-------------------|-------------------|-------------------|------------------|

\_\_\_ 3. Which numbers are written in order from least to greatest? (Use the number line if it helps you.)



- |  |   |
|--|---|
| a. $\frac{4}{5}, \frac{11}{5}, 1\frac{2}{5}$ | c. $\frac{17}{5}, \frac{11}{5}, \frac{7}{5}$  |
| b. $1\frac{1}{5}, 2\frac{1}{5}, \frac{1}{5}$ | d. $2\frac{2}{5}, \frac{13}{5}, 3\frac{1}{5}$ |

\_\_\_ 4. Which of the following is the greatest common factor of 32 and 48?

a. 8	c. 4
b. 16	d. 12

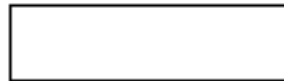
5. A calculator displays the decimal 0.85. Which fraction is written in simplest form and equals 0.85?

a.	$\frac{17}{20}$	c.	$\frac{85}{1000}$
b.	$\frac{17}{200}$	d.	$\frac{85}{100}$

6. A carpenter needs two boards with the lengths shown. What least common denominator could she use to add the two lengths?



$$\frac{5}{6} \text{ foot}$$



$$\frac{3}{4} \text{ foot}$$

a.	6	b.	10	c.	12	d.	24
----	---	----	----	----	----	----	----

7. Sally read for a total of 9 hours on Friday, Saturday, and Sunday. If she read for  $3\frac{5}{6}$  hours on Saturday and  $1\frac{2}{3}$  hours on Sunday, how many hours did she read on Friday?

a.  $3\frac{1}{2}$

b.  $3\frac{7}{12}$

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

d.  $4\frac{5}{12}$

## **2<sup>nd</sup> trimester**

### **5th#6**

### **Answer Section**

#### **MULTIPLE CHOICE**

1. ANS: A                      REF: 0703 Lesson 7-3: Mixed Numbers  
OBJ: Express fractions greater than 1 as mixed numbers or improper fractions.  
TOP: Intervention H15: Mixed Numbers, NCTM 3-5: Num.1.3  
KEY: fractions, mixed numbers
2. ANS: A                      REF: 0710 Lesson 7-10: Fractions in Simplest Form  
OBJ: Identify fractions that are in simplest form and find the simplest form of a fraction.  
TOP: Intervention H17: Simplest Form, NCTM 3-5: Num.1.5    KEY: fractions
3. ANS: D  
REF: 0712 Lesson 7-12: Comparing and Ordering Fractions and Mixed Numbers  
OBJ: Compare and order fractions and mixed numbers.  
TOP: Intervention H20: Comparing and Ordering Fractions and Mixed Numbers, NCTM 3-5: Num.1.4                      KEY: fractions, ordering
4. ANS: A                      REF: 0709 Lesson 7-9: Greatest Common Factor  
OBJ: Determine common factors and the greatest common factor of numbers.  
TOP: Intervention H4: Greatest Common Factor                      KEY: number sense
5. ANS: A                      REF: 0713 Lesson 7-13: Fractions and Decimals  
OBJ: Represent decimals (tenths and hundredths) as fractions and simple fractions as decimals.  
TOP: Intervention H25: Relating Fractions and Decimals, NCTM 3-5: Num.1.1, NCTM 3-5: Num.1.5                      KEY: fractions, decimals
6. ANS: C                      REF: 0803 Lesson 8-3: Least Common Denominator  
OBJ: Find a common denominator for two fractions.  
TOP: Intervention H30: Finding Common Denominators, NCTM 3-5: Num.3.5  
KEY: fractions
7. ANS: A                      REF: 0809 Lesson 8-9: Problem-Solving Strategy: Work Backwards  
OBJ: Solve problems that require finding the original times, measurements, or quantities that led to a result that is given.  
TOP: Intervention M46: Problem-Solving Strategy: Work Backward, NCTM 3-5: Num.3.5  
KEY: problem-solving strategy, fractions, subtraction, mixed numbers