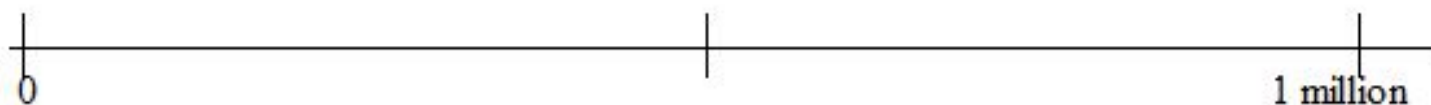


These are level 3 questions from the tests you have completed this year.  
**Grade 5 Math Show What You Know**

**N5.1 I can represent, compare and describe whole numbers to 1 000 000.**

11. My friend entered 274 600 on her calculator.  
I asked her to change her number to 234 600.  
Without entering a new number, how will she do this?

12. Mark a dot to show this number on the number line: 435 875



**N5.2 I can develop strategies for multiplication. I can multiply whole numbers.**

6. Troy earns \$12.00 per hour for painting. He worked 28 hours in each of the last 3 weeks. How much money did he earn? Show your work.

### N5.3 I can divide a 3-digit whole number by a 1-digit whole number and know what to do with a remainder.

- c) Ken, Paul, Jason, and Mark worked together to mow lawns in the neighbourhood. In one week they earned \$53. If they share the money equally, how much will each boy earn?

### N5.4 I can use strategies to estimate.

6. This chart shows the number of tickets sold at each ride at the Queen City Exhibition.

| Ride Name    | Tickets Sold |
|--------------|--------------|
| Cliff Hanger | 55 890       |
| Zipper       | 48 214       |
| Fire Ball    | 59 475       |
| Giant Wheel  | 32 769       |

The organizers hoped to sell 160 000 tickets.

Were they over or under their goal? Use estimation to show how you know.

**N5.5 I can use manipulatives and pictures to show equivalent fractions and to compare fractions.**

6. Compare these fractions. Write  $<$ ,  $>$ , or  $=$ .

Draw a picture or use words or symbols to show your thinking.

a)  $\frac{2}{6}$       $\frac{6}{18}$

b)  $\frac{4}{6}$       $\frac{4}{12}$

c)  $\frac{1}{3}$       $\frac{1}{4}$

**N5.6 I can represent decimals in different ways. I can recognize that fractions and decimals can represent the same amount. I can use benchmarks to help me order decimals.**

7. Order these numbers from least to greatest.

a) 0.73    0.9    0.325

\_\_\_\_\_

b) 0.60    0.06    0.66

\_\_\_\_\_

## N5.7 I can add and subtract decimal numbers.

5. This table represents the results of the long jump in a recent track and field meet

Boys Long Jump Results

| Boys       | First Jump (metres) | Second Jump (metres) |
|------------|---------------------|----------------------|
| 1. Zach    | 3.776               | 3.722                |
| 2. Michael | 3.735               | 3.7                  |
| 3. Tre     | 3.45                | 3.615                |
| 4. Garret  | 3.465               | 3.558                |

a) Estimate the total distance jumped by all the boys in both jumps.

Show how you estimated.

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