Lumos Learning
Developed by Expert Teachers

Grade **5**

GEORGIA
Math
GMAS Practice

Updated for 2021-22

tedBook
ONLINE

2 GMAS Practice Tests

7 Question Types

COVERS 30+ SKILLS

Georgia Department of Education does not sponsor or endorse this product.

Important Instruction

Students, Parents, and Teachers can use the URL or QR code provided below to access two full-length Lumos GMAS practice tests. Please note that these assessments are provided in the Online format only.

URL
Visit the URL below and place the book access code
http://www.lumoslearning.com/a/tedbooks
Access Code: xxxxxxx-xxxxxxx

This is a sample copy and not the full version of the workbook

INTRODUCTION

This book is specifically designed to improve student achievement on the Smarter Balanced Assessment Consortium (GMAS) Test. With over a decade of expertise in developing practice resources for standardized tests, Lumos Learning has designed the most efficient methodology to help students succeed on the state assessments (See Figure 1).

Lumos Smart Test Practice provides students GMAS assessment rehearsal along with an efficient pathway to overcome any standards proficiency gaps. Students perform at their best on standardized tests when they feel comfortable with the test content as well as the test format. Lumos online practice tests are meticulously designed to mirror the GMAS assessment. It adheres to the guidelines provided by the GMAS for the number of questions, standards, difficulty level, sessions, question types, and duration.

The process starts with students taking the online diagnostic assessment. This online diagnostic test will help assess students' proficiency levels in various standards.

After completion of the diagnostic assessment, students can take note of standards where they are not proficient. This step will help parents and educators in developing a targeted remedial study plan based on a student's proficiency gaps.

Once the targeted remedial study plan is in place, students can start practicing the lessons in this workbook that are focused on specific standards.

After the student completes the targeted remedial practice, the student should attempt the second online GMAS practice test. Record the proficiency levels in the second practice test to measure the student progress and identify any additional learning gaps. Further targeted practice can be planned

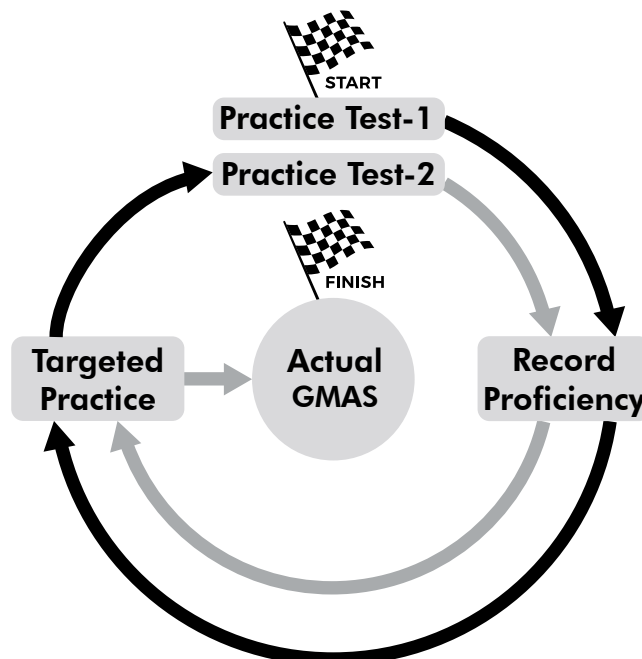## Lumos Smart Test Prep Methodology

Figure 1

Table of Contents

Chapter 1

Lumos Smart Test Prep Methodology

Use the URL and access code provided below or scan the QR code to access the first GMAS practice test to get started. The online GMAS practice test mirrors the actual Smarter Balanced assessments in number of questions, item types, test duration, test tools and more.

After completing the test, your student will receive immediate feedback with detailed reports on standards mastery. With this report, use the next section of the book to design a practice plan for your student.

URL
Visit the URL below and place the book access code **http://www.lumoslearning.com/a/tedbooks** **Access Code: xxxxxxx-xxxxxxx**

Step 2: Review the Personalized Study Plan Online

After student complete the online Practice Test 1, student can access their individualized study plan from the table of contents (Figure 2)
Parents and Teachers can also review the study plan through their Lumos account.

Lumos StepUp GMAS Online Practice and Assessments Grade 5 Math

HOMEWORK

Lesson Name		Total Questions	Total Points	Incorrect	Student Score	% Score	Pending
PT1 Practice Test 1	Study Plan	4	4	3	1	25%	0
CAT 1		4	4	3	1	25%	
PT 1							

BACK COURSE   **Lumos Smart Test Practice: Personalized Study Plan for Sam**

GEORGIA
Math
GMAS Practice
Updated for 2021-22
2 GMAS Practice Tests
7 Question Types
ONLINE
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Lumos StepUp - GMAS Online Practice and Assessments - Grade 5 Math

Based on your performance in the online Practice Test 1, we recommend the following additional practice.
Please uses the related lessons in the Grade 5 GMAS Math practice book you purchased.

Upgrade to Full Program

50   90

X
EXPORT AS EXCEL
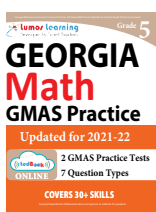
Lesson Name	Standard Info	☐ Targeted practice status	Percentage Score	
Operations and Algebraic Thinking				
Write and Interpret Numerical Expressions	5.OA.A.1	☐	0%	●
Record and Interpret Calculations with Numbers	5.OA.A.2	☐	0%	●
Analyze Patterns and Relationships	5.OA.B.3	☐	0%	●

Step 3: Complete Targeted Practice

Using the information provided in the study plan report, complete the targeted practice using the appropriate lessons to overcome proficiency gaps. With lesson names included in the study plan, find the appropriate topics in this workbook and answer the questions provided. Students can refer to the answer key and detailed answers provided for each lesson to gain further understanding of the learning objective. Marking the completed lessons in the study plan after each practice session is recommended.(See Figure 3)

Figure 3

Step 4: Access the Practice Test 2 Online

After completing the targeted practice in this workbook, students should attempt the second GMAS practice test online. Using the student login name and password, login to the Lumos website to complete the second practice test.

Step 5: Repeat Targeted Practice

Repeat the targeted practice as per Step 3 using the second study plan report for Practice test 2 after completion of the second GMAS rehearsal.

Visit http://www.lumoslearning.com/a/lstp for more information on Lumos Smart Test Prep Methodology or Scan the QR Code

Chapter 2:
Operations and Algebraic Thinking

Lesson 1: Write and Interpret Numerical Expressions & Patterns

You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Write and Interpret Numerical Expressions*.

Categories	About 16 results (0.009 seconds)
Pin (7)	**Evaluating expressions with parentheses**
Questions (4)	
Videos (2)	CONSTRUCT NUMERICAL EXPRESSIONS **Resource:** Videos This word problem can be solved by constructing a numerical expression. Can you help? We bet you can!...
Apps (1)	
Free Lessons (1)	
Khan Academy (1)	

ed)Search *Write and Interpret Numerical Expressions & Patterns*

URL	QR Code
http://www.lumoslearning.com/a/5oaa1	

1. Which of the following number sentences models the Associative Property of Multiplication? Circle the correct answer choice.

    Ⓐ 80 x 5 = (40 x 5) + (40 x 5)
    Ⓑ (11 x 6) x 7 = 11 x (6 x 7)
    Ⓒ 3 x 4 x 2 = 2 x 4 x 3
    Ⓓ 44 x 1 = 44

2. What is the value of 2 x [5-(6 ÷ 3)]?

3. Identify the expression that equals 2?

    Ⓐ [(3 x 2) + 4] ÷ 5
    Ⓑ 2 x [(5 x 4) ÷ 10]
    Ⓒ 12 - [(4 + 8) ÷ 3]

4. Rewrite the equation below substituting a number value for 'a' and an operation for the question mark that would result in a solution of 10.
    20 ÷ [5 - (a ? 9)] = 10

5. Evaluate the expression (8 x 6) + (8-3)?

    Ⓐ 53
    Ⓑ 48
    Ⓒ 64
    Ⓓ 81

6. Where must the parentheses be in the following expression so that the answer is 6?
    20 - 8 ÷ 2

    Ⓐ 20 - (8 ÷ 2)
    Ⓑ (20 - 8) ÷ 2

7. Evaluate the expression 4 x (2 + 1) + 6.

    Ⓐ 18
    Ⓑ 15
    Ⓒ 21
    Ⓓ 16

8. In a drawing class, crayons were distributed to 12 students. Six of the students got packets that had 8 crayons and the other six got packets that had 10 crayons. How many crayons were distributed in all?

    Ⓐ 110
    Ⓑ 108
    Ⓒ 100
    Ⓓ 112

9. Jeremy had 20 books which he arranged in 4 shelves of a rack. His brother, Brandon takes away 4 books from each of the shelves. How many books are there now in each shelf?

    Ⓐ 4
    Ⓑ 5
    Ⓒ 8
    Ⓓ 1

10. Mary has 15 chocolates that she wants to put into packs of 3. She wants to give these packs to 4 of her friends. Choose the expression that fits the story.

    Ⓐ (15 ÷ 3) + 4
    Ⓑ (15 × 3) + 4
    Ⓒ (15 × 3) − 4
    Ⓓ (15 ÷ 3) − 4

Chapter 2:

Operations and Algebraic Thinking

Answer Key
&
Detailed Explanations

Lesson 1: Write and Interpret Numerical Expressions

Question No.	Answer	Detailed Explanations
1	B	The Associative Property of Multiplication states that when three or more numbers are multiplied, the product will be the same no matter how the three numbers are grouped. In this example, multiplying 11 x 6 x 7 will produce the same result whether the 11 x 6 are grouped together in parentheses or the 6 x 7 are grouped together. The other options are all mathematically correct, but they show different properties of multiplication.
2	6	When working with parentheses ( ) and brackets [ ], work from the inside to the outside. First solve the expression in the parentheses. 2 x [5 - (6 ÷ 3)] = 2 x [5 - (2)] Next solve the expression in the brackets. 2 x [5 - (2)] = 2 x [3] Finally, solve the resulting expression. 2 x [3] = 6
3	A	When working with parentheses ( ) and brackets [ ], work from the inside to the outside. [(3 x 2) + 4] ÷ 5 → [6 + 4] ÷ 5 → 10 ÷ 5 → 2 2 x [(5 x 4) ÷ 10] → 2 x [20 ÷ 10] → 2 x 2 → 4 12 - [(4 + 8) ÷ 3] → 12 - [12 ÷ 3] → 12 - 4 → 8
4		Think twenty divided by what is ten. Twenty divided by 2 is 10. Therefore two must equal what is in the brackets, 2=[5-(a ? 9)]. Next think, five minus what is two. Five minus three is two. Therefore three must equal what is in the parentheses, 3=(a ? 9). Now, we can get 3 by subtracting 9 from 12. 3=12-9 We can also divide 27 by 9 to get 3. 3 = 27 ÷ 9
5	A	First, evaluate the numbers within brackets 8 x 6 = 48 8 -3 = 5 Now, in step 2, add both the numbers. 48 + 5 = 53. Hence, A is the correct answer choice.
6	B	Choice A will be 20 - 4 = 16, while choice b is 12 ÷ 2 = 6. Hence, B is the correct answer choice.
7	A	4 x (2 + 1) + 6 = 4 x 3 + 6 = 12 + 6 = 18 Hence, answer choice A is correct.

Question No.	Answer	Detailed Explanations
8	B	6 x 8 = 48 6 x 10 = 60 48 + 60 = 108. Hence, answer choice B is correct.
9	D	The problem can be written as (20 ÷ 4) - (1 x 4) On solving, we get, 5 - 4 = 1 Hence, answer choice D is the correct answer choice.
10	D	15 chocolates put into packs of 3 can be written as (15 ÷ 3). She gives it to 4 of her friends. Hence, (15 ÷ 3) - 4 is the correct answer. Hence, D is the correct answer choice.

Chapter 3:

Numbers and Operations in Base Ten

Answer Key
&
Detailed Explanations

Lesson 1: Place Value

Question No.	Answer	Detailed Explanations
1	B	The ten thousands place is five places to the left of the decimal, so the 1 is in the ten thousands place.
2	D	The thousandths place is three places to the right of the decimal, so the 6 is in the thousandths place.
3	A	The tenths place is immediately to the right of the decimal. In order to show eight-tenths, use an 8 immediately to the right of the decimal. It is common to use a place-holder 0 in the ones place.
4	C	Write the number 4 in the ones place. The word 'and' indicates the decimal point. The fractional part of the number is three-hundredths, which is shown with a 3 in the hundredths place. Use a placeholder 0 in the tenths place, so the 3 is two places to the right of the decimal.
5	A	The 6 is seven places to the left of the decimal, which is the millions place. Its value is 6 million.
6	C	The 9 is three places to the right of the decimal, which is the thousandths place. Its value is 9 thousandths.
7	D	In order for two numbers to be equal, they must have the same digits in the same place value. In this option, each number has a 5 in the tenths place. The final zeros after the tenths place do not change the value.
8	B	The hundredths place is two places to the right of the decimal. There is a 1 in the hundredths place, so one hundredth less would be 0, making the number 406.50.
9	A	The number 8.4 can be thought of as 8.40 (the final zero does not change the value). In this case, the number 8.41 would be greater because there is 1 hundredth compared to 0 hundredths. The other options are incorrect because they are equal to or less than 8.4 because the digit in the tenths place is lower.
10	D	21.7 has 2 in tens place and 2.17 has no digit in tens place. Therefore, 21.7 > 2.17. So, option (A) is incorrect. Number in option (B) has a greater digit (7) in the tenths place (2.17 has 1 in tenths place). Option (C) is equal to 2.17. The only option with a smaller digit in the tenths place is 2.07.

Question No.	Answer	Detailed Explanations
11	A &D	A digit in one place represents ten times more than the digit to its right and ten times less than the digit to its left.

A. The digit 3 in 385.24 is three places to the right of the digit three in 452.38 and is thus 10 x 10 x 10 = 1000 times greater. Statement A is correct.

B. The digit 5 in 452.38 is one place to the right of the digit 5 in 385.24 and is thus 10 times greater. Statement B is incorrect.

C. The digit 8 in 385.24 is three places to the left of the digit 8 in 452.38 and is thus 10 x 10 x 10 = 1000 times greater. Statement C is incorrect.

D. The digit 2 in 452.38 is one place to the left of the digit 2 in 385.24 and is thus 10 times greater. Statement D is correct. |

12

	Yes	No
The 5 in 570.22 is ten times greater than 5 in 456.1.	⦿	○
The 8 in 2.083 is hundred times less than the 8 in 328.7.	⦿	○
The 3 in 1.039 is hundred times less than the 3 in 67.3.	○	⦿
The 2 in 9,523 is thousand times more than the 2 in 45.92	⦿	○

The 5 in 570.22 is in the hundreds place. The 5 in 456.1 is in the tens place. Thus the 5 in 570.22 is ten times greater than the 5 in 456.1. Statement A is correct.

The 8 in 2.083 is in the hundredths place. The 8 in 328.7 is in the ones place. Thus the 8 in 2.083 is hundred times less than the 8 in 328.7. Statement B is correct.

The 3 in 1.039 is in the hundredths place. The 3 in 67.3 is in the tenths place. Thus the 3 in 1.039 is ten times less than the 3 in 67.3. Statement C is incorrect.

The 2 in 9,523 is in the tens place. The 2 in 45.92 is in the hundredths place. Thus the 2 in 9,523 is thousand times more than the 2 in 45.92. Statement D is correct.

Question No.	Answer	Detailed Explanations
13	Hundredths	The first digit to the right of a decimal point is the tenths place. The next digit to the right is the hundredths place. The correct answer is hundredths because the 3 is two places to the right of the decimal
14	A	The 7 in 539.7 is in the tenths place. A hundred times the tenths place is two places to the left or the tens place. The only answer choice with 7 in the tens place is 172.43. The correct answer is choice A.

Chapter 4:
Number & Operations - Fractions

Lesson 1: Add & Subtract Fractions

You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Add & Subtract Fractions*.

Categories | About 40 results (0.009 seconds)

Pin (16)
Videos (13)
Khan Academy (5)
Questions (4)
Apps (1)
Free Lessons (1)

Using visuals to add and subtract fractions with unlike denominators

Resource: Videos

Learn to add 5/6 + 1/4 using a fraction model for help...

Add & Subtract Fractions

URL	QR Code
http://www.lumoslearning.com/a/5nfa1	

1. Add: $\dfrac{2}{10} + \dfrac{1}{10} =$

    (A) $\dfrac{3}{20}$

    (B) $\dfrac{3}{10}$

    (C) $\dfrac{1}{10}$

    (D) $\dfrac{2}{10}$

2. To make a bowl of punch, Joe mixed $1\dfrac{1}{4}$ gallons of juice with $1\dfrac{2}{4}$ gallons of sparkling water. How much punch does he have?

    (A) $2\dfrac{3}{4}$ gallons

    (B) 3 gallons

    (C) $\dfrac{1}{4}$ gallon

    (D) $\dfrac{3}{4}$ gallon

3. Subtract: $\dfrac{3}{4} - \dfrac{2}{4} =$

    (A) $\dfrac{5}{4}$

    (B) $\dfrac{1}{4}$

    (C) $\dfrac{3}{4}$

    (D) 1

4. Subtract: $3\dfrac{4}{10} - 1\dfrac{1}{10} =$

    (A) $1\dfrac{3}{10}$

    (B) $2\dfrac{1}{10}$

    (C) $3\dfrac{3}{10}$

    (D) $2\dfrac{3}{10}$

5. To add the fractions $\dfrac{3}{4}$ and $\dfrac{7}{12}$, what must first be done?

    Ⓐ Reduce the fractions to lowest terms
    Ⓑ Change to improper fractions
    Ⓒ Make the numerators the same
    Ⓓ Find a common denominator

6. Add: $\dfrac{1}{2} + \dfrac{1}{4} =$

    Ⓐ $\dfrac{2}{6}$

    Ⓑ $\dfrac{2}{3}$

    Ⓒ $\dfrac{3}{4}$

    Ⓓ $\dfrac{1}{2}$

7. Find the difference: $\dfrac{2}{3} - \dfrac{1}{9} =$

    Ⓐ $\dfrac{1}{6}$

    Ⓑ $\dfrac{5}{9}$

    Ⓒ $\dfrac{3}{12}$

    Ⓓ $\dfrac{2}{27}$

8. Find the sum: $2\dfrac{1}{8} + 5\dfrac{1}{2} =$

    Ⓐ $7\dfrac{2}{10}$

    Ⓑ $10\dfrac{1}{16}$

    Ⓒ $3\dfrac{1}{6}$

    Ⓓ $7\dfrac{5}{8}$

9. Find the sum of five and five eighths plus one and one fourth.

Ⓐ $6\frac{7}{8}$

Ⓑ $10\frac{6}{8}$

Ⓒ $6\frac{6}{12}$

Ⓓ $7\frac{2}{10}$

10. Subtract: $5 - \frac{1}{3} =$

Ⓐ $5\frac{1}{3}$

Ⓑ $4\frac{1}{3}$

Ⓒ $3\frac{2}{3}$

Ⓓ $4\frac{2}{3}$

11. Jordan had a plank of wood that was $8\frac{5}{16}$ inches long. He sawed off $2\frac{3}{16}$ inches. Now how long is the plank of wood?

Ⓐ $10\frac{8}{32}$ inches

Ⓑ $6\frac{1}{4}$ inches

Ⓒ $6\frac{2}{16}$ inches

Ⓓ $10\frac{8}{16}$ inches

12. At the beginning of 5th grade, Amber's hair was $8\frac{1}{2}$ inches long. By the end of 5th grade it was $10\frac{3}{4}$ inches long. How many inches did Amber's hair grow during 5th grade?

Ⓐ $19\frac{1}{4}$ inches

Ⓑ $18\frac{4}{6}$ inches

Ⓒ $2\frac{1}{2}$ inches

Ⓓ $2\frac{1}{4}$ inches

13. **Solve:** $\dfrac{1}{5} + \dfrac{3}{5} + \dfrac{4}{5} =$ _____

14. **Find the missing number:** $4\,\dfrac{1}{4} +$ _____ $= 7\,\dfrac{1}{2}$

Ⓐ $3\,\dfrac{1}{4}$

Ⓑ $3\,\dfrac{3}{4}$

Ⓒ $3\,\dfrac{1}{2}$

Ⓓ $2\,\dfrac{3}{4}$

15. **Solve:** $\dfrac{7}{10} - \left(\dfrac{4}{10} - \dfrac{1}{10}\right) =$

Ⓐ $\dfrac{2}{10}$

Ⓑ $\dfrac{4}{10}$

Ⓒ 0

Ⓓ $\dfrac{3}{10}$

16. **Which of the following expression(s) is equivalent to** $\dfrac{2}{3} + \dfrac{7}{4}$**?**
    Select all the correct answers

Ⓐ $\dfrac{4}{6} + \dfrac{9}{6}$

Ⓑ $\dfrac{8}{12} + \dfrac{21}{12}$

Ⓒ $\dfrac{40}{60} + \dfrac{105}{60}$

Ⓓ $\dfrac{12}{16} + \dfrac{28}{16}$

Ⓒ $\dfrac{20}{36} + \dfrac{54}{36}$

17. **What is the value of** $\dfrac{3}{5}$ **-** $\dfrac{2}{7}$

    Write your answer in the box given below

8. The basketball coach advised all players to drink 2500 milliliters of water during the day before each game. How much is this in liters?

   Ⓐ 0.25 liters
   Ⓑ 2.5 liters
   Ⓒ 25 liters
   Ⓓ 250 liters

9. Sam is painting his house. If he needs $\frac{1}{2}$ liter of paint per room. How many liters of paint is required to paint 4 rooms?

   Ⓐ 2 liters
   Ⓑ 3 liters
   Ⓒ 4 liters
   Ⓓ 5 liters

10. Mathew has $\frac{4}{5}$ of a tank of fuel in his car. He needs 1/10 of a tank per day. How many days will the fuel in his tank last?

   Ⓐ 6 days
   Ⓑ 8 days
   Ⓒ 5 days
   Ⓓ 7 days

End of Numbers and Operations – Fractions

Chapter 4:

Numbers and Operations – Fractions

Answer Key
&
Detailed Explanations

Lesson 1: Add & Subtract Fractions

Question No.	Answer	Detailed Explanations
1	B	When fractions have a common denominator (in this case 10), just add the numerators (2 + 1 = 3) and keep the denominator the same.
2	A	Add the whole numbers (1+1) to get 2. Then add the fractions. As they have a common denominator of 4, just add the numerators (1+2) to get $\frac{3}{4}$. The total is $2\frac{3}{4}$.
3	B	As the fractions have a common denominator of 4, just subtract the numerators (3 - 2) to get $\frac{1}{4}$.
4	D	Subtract the whole numbers (3 - 1) to get 2. Then subtract the fractions. Since they have a common denominator of 10, just subtract the numerators (4 - 1) to get $\frac{3}{10}$. The total is $2\frac{3}{10}$.
5	D	Fractions must have a common denominator to be added. Multiply both the numerator and the denominator by 3 to get $\frac{9}{12}$ so that both the fractions have a common denominator 12.
6	C	Fractions must have a common denominator to be added. Multiply both the numerator and the denominator by 2 to get $\frac{2}{4}$. Then add the numerators (2+1) to get the numerator of the sum and keep the common denominator 4, to get the sum, $\frac{3}{4}$.
7	B	For subtracting fractions (proper or improper), find the common denominator and find the equivalent fractions in terms of this common denominator and subtract them. Then, write the fraction in its simplest form. $\frac{2}{3} = \frac{2\times3}{3\times3} = \frac{6}{9}$ $\frac{2}{3} - \frac{1}{9} = \frac{6}{9} - \frac{1}{9} = \frac{6-1}{9} = \frac{5}{9}$.
8	D	First add the whole numbers (2 + 5) to get 7. Then add the fraction parts. Since fractions must have a common denominator to be added, find the equivalent fractions in terms of the common denominator and add them. $\frac{1}{2} \times \frac{1\times4}{2\times4} = \frac{4}{8}$. $\frac{1}{8} + \frac{1}{2} = \frac{1}{8} + \frac{4}{8} = \frac{1+4}{8} = \frac{5}{8}$. The total is $7\frac{5}{8}$.

Question No.	Answer	Detailed Explanations
9	A	First add the whole numbers (5 + 1) to get 6. Then add the fraction parts. Since fractions must have a common denominator to be added, find the equivalent fractions in terms of the common denominator and add them. $\frac{1}{4} = \frac{1 \times 2}{4 \times 2} = \frac{2}{8}$ $\frac{5}{8} + \frac{1}{4} = \frac{5}{8} + \frac{2}{8} = \frac{5+2}{8} = \frac{7}{8}$ The total is $6\frac{7}{8}$.
10	D	In order to subtract a fraction from a whole number, convert 1 from the whole number into a fraction with a common denominator. The number 1 can be converted to thirds by changing it to $\frac{3}{3}$. That leaves $4\frac{3}{3} - \frac{1}{3}$. Keep 4 as the whole number & subtract the numerators of the fractions to get $\frac{2}{3}$.
11	C	Subtract the whole numbers (8 - 2) to get 6. Then subtract the fractions. Since they have a common denominator of 16, just subtract the numerators (5 - 3) to get $\frac{2}{16}$. The total is $6\frac{2}{16}$.
12	D	To find the amount of growth of hair subtract $8\frac{1}{2}$ inches from $10\frac{3}{4}$ inches. $10\frac{3}{4} - 8\frac{1}{2} = (10-8) + (\frac{3}{4} - \frac{1}{2})$ Since $\frac{1}{2}$ and $\frac{3}{4}$ do not have a common denominator, multiply both the numerator and the denominator of $\frac{1}{2}$ by 2 to get $\frac{2}{4}$. $\frac{1}{2} = \frac{1 \times 2}{2 \times 2} = \frac{2}{4}$ $\frac{3}{4} - \frac{1}{2} = \frac{3}{4} - \frac{2}{4} = \frac{3-2}{4} = \frac{1}{4}$ $10\frac{3}{4} - 8\frac{1}{2} = (10-8) + (\frac{3}{4}-\frac{1}{2}) = 2+\frac{1}{4} = 2\frac{1}{4}$ inches.
13	$1\frac{3}{5}$	Since the fractions all have a common denominator (5), just add the numerators. 1 + 3 + 4 = 8, keep the common denominator 5 to get sum $\frac{8}{5}$. Convert $\frac{8}{5}$ into mixed fraction. $\frac{8}{5} = 1\frac{3}{5}$.

Question No.	Answer	Detailed Explanations
14	A	Since this is a missing added problem, it can be solved by subtracting $4\frac{1}{4}$ from $7\frac{1}{2}$. First, subtract the whole numbers (7-4) to get 3. Then subtract the fractions. Since $\frac{1}{2}$ and $\frac{1}{4}$ do not have a common denominator, multiply both the numerator and the denominator of $\frac{1}{2}$ by 2 to get $\frac{2}{4}$. $\frac{1}{2} = \frac{1\times2}{2\times2} = \frac{2}{4}$ $\frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{2-1}{4} = \frac{1}{4}$ $7\frac{1}{2} - 4\frac{1}{4} = (7-4) + (\frac{1}{2}-\frac{1}{4}) = 3 + \frac{1}{4} = 3\frac{1}{4}$
15	B	First, complete the part of the problem in parentheses. As the fractions have a common denominator (10), just subtract the numerators to get $\frac{3}{10}$. Then subtract the $\frac{3}{10}$ from $\frac{7}{10}$ to get $\frac{4}{10}$.
16	B & C	When adding fractions, first get a common denominator. The common denominators of 3 and 4 are multiples of 12 : 12, 24, 36, 48, 60.... This eliminates answer choices A and D, since 6 and 16 are not common denominators of 3 and 4. To get an equivalent fraction, multiply both the numerator and denominator by the same number. (B) $\frac{2}{3} = \frac{(2\times4)}{(3\times4)} = \frac{8}{12}$; $\frac{7}{4} = \frac{(7\times3)}{(4\times3)} = \frac{21}{12}$ Therefore, $\frac{8}{12} + \frac{21}{12}$ is an equivalent expression. (C) $\frac{2}{3} = \frac{(2\times20)}{(3\times20)} = \frac{40}{60}$; $\frac{7}{4} = \frac{(7\times15)}{(4\times15)} = \frac{105}{60}$ Therefore, $\frac{40}{60} + \frac{105}{60}$ is an equivalent expression. (E) $\frac{2}{3} = \frac{(2\times12)}{(3\times12)} = \frac{24}{36}$; $\frac{7}{4} = \frac{(7\times9)}{(4\times9)} = \frac{63}{36}$ Therefore, $\frac{20}{36} + \frac{54}{36}$ is NOT an equivalent expression.
17	$\frac{11}{35}$	When subtracting fractions, first get a common denominator. The lowest common denominator of 5 and 7 is 5 X 7 = 35. Write an equivalent expression with denominators of 35 and subtract numerators. $\frac{3}{5} - \frac{2}{7} = \frac{21}{35} - \frac{10}{35} = \frac{11}{35}$

Progress Chart

Standard	Lesson	Page No.	Practice		Mastered	Re-practice /Reteach
CCSS			Date	Score		
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