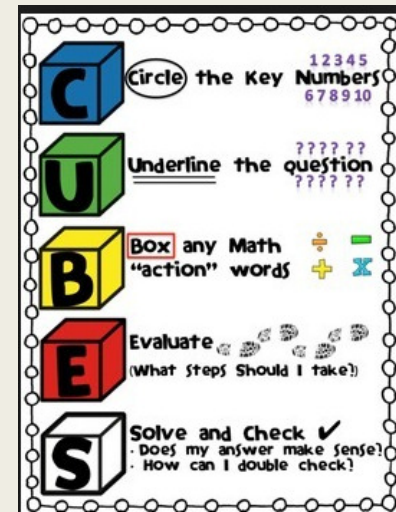# Week 19 End of Module 3 Assessment

Name _____ Score___/20__

1. On Sunday, Sheldon bought 3 ¾ kg of plant food. He used 1 2/3 kg on his strawberry plants and used 1/4 kg for his tomato plants.

   a) *How many kilograms of plant food did Sheldon have left? Write one or more equations to show how you reached your answer. (4 points: 1 pt for answer, 3 pts for work)*

- b. Sheldon also picks tomatoes from his garden. He picked 4 3/10 kg, but 2 ½ kg were rotten and had to be thrown away. How many kilograms of tomatoes were not rotten? Write an equation that shows how you reached your answer. (4 points: 1 pt for answer, 3 pts for work)

3. Circle the equivalent fraction. Make sure to show your work.
(2 points:1 pt for answer, 1 pt for work)

) $\dfrac{4}{16} =$

$\dfrac{1}{4}$ $\dfrac{1}{3}$ $\dfrac{1}{2}$

4. The piece shown below is $\dfrac{1}{4}$ of the whole.

Complete the drawing to show the whole ribbon.
(3 points: 1 pt for answer, 2 pts for work)

5. Rearrange the terms so that you can add or subtract mentally. Then, solve.
(3 points: 1 pt for answer, 2 pts for work)

$2\dfrac{3}{5} - \dfrac{3}{4} + \dfrac{2}{5}$

6. Solve both sides. Use > , < , or = to make the following statements true.
(3 points: 1 pt for answer, 2 pts for work)

$4\dfrac{1}{3} - 3\dfrac{1}{5}$ _____ $\dfrac{15}{15} + \dfrac{2}{15}$

Cheat Sheet

Mixed Number to Improper Fraction

1. Multiply the whole number times the denominator

2. Add your answer to the numerator

3. Put that number over the denominator

Adding and Subtracting Fractions

1. Are the denominator's the same? If yes, skip to step 4.

2. If not, then we have to find the Least Common Multiple (LCM)

3. Change fractions into equivalent fractions by multiplying.

4. Then we add/subtract the numerators, slide over the denominators.

5. Simplify if needed.

Use equivalent fractions as a strategy to add and subtract fractions.

5.NF.1   Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*

5.NF.2   Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*