

# END-OF-YEAR WORD PROBLEMS

Directions – Read  
and solve the word  
problems.

Do one problem each day.

Moses is making a thank-you card for his teacher at the end of the year. He covers  $\frac{3}{12}$  of the card in glitter. Name two fractions that are equivalent to  $\frac{3}{12}$ .

1

Ms. Morrison is taking down all of her classroom decorations at the end of the year. The biggest poster is a square with a side length of 36 inches. What is the area of this poster?

2

Mr. Lukas is pouring juice for his students' end-of-year party. Each cup holds  $\frac{1}{4}$  of a liter of juice. He fills 28 cups of juice. How many liters is this?

3

Principal Sarek is treating Bridgewater Elementary School to an end-of-year pizza party. Each pizza has 12 slices in it. Principal Sarek buys 49 pizzas. How many slices are there altogether?

4

Mr. McAvoy is the custodian at Green Meadows Elementary School. At the end of the year, he collects 83.24 pounds of trash from the classrooms. This is 14.09 more pounds than he collected last year. How many pounds of trash did he collect last year?

5

There are 348 school buses in Bristol County. Over the summer, they park in a garage that has 6 levels. If each level holds the same number of buses, how many buses are on each level?

6

Coach Singer measured how much faster students could run around the track at the end of the year than they could at the beginning of the year. At the beginning of the year, it took Jim 5.61 minutes. At the end of the year, it took Jim 4.08 minutes. How much less time did it take Jim to run around the track at the end of the year?

7

Karmen always eats chocolate chip pancakes for breakfast to celebrate the last day of school. Each pancake has  $\frac{2}{9}$  of an ounce of chocolate chips in it. Karmen ate 4 pancakes. How many ounces of chocolate chips did she eat?

8

Mr. Favereaux is giving his class one last math problem before the year is over. He asks the class to round 184,962 to the nearest thousand. Ivy says that it's 180,000. Will says it's 185,000. Which student is correct? Explain your reasoning.

9

Miriam is decorating a cake for her class's end-of-year party. The cake is a rectangle with a length of 20 inches and a width of 9 inches. If she pipes icing along the perimeter, how many inches of icing will she need?

10

The cafeteria workers at Polk Elementary are making special cookies for the students on the last day of school. The recipe calls for  $\frac{5}{9}$  of a pound of brown sugar and  $\frac{6}{8}$  of a pound of white sugar. Do the cookies have more brown sugar or white sugar? Explain your reasoning.

11

Jonas and Liam are cleaning out their desks at the end of the year. Jonas fills  $\frac{3}{9}$  of a recycling bin with old papers. When Liam adds his papers, the bin is completely full. What fraction of the recycling bin is full of Liam's papers?

12

For the end-of-year party, Principal Mendrose bought six giant bags of candy. Each bag had 538 pieces of candy in it. How many pieces of candy are there altogether?

**13**

Mr. Reyes is asking his class about their summer plans. Of the students,  $\frac{3}{9}$  are going to visit the beach, and  $\frac{2}{9}$  are going to visit the mountains. What fraction of the class is going to either the beach or the mountains?

**14**

Two friends are signing yearbooks at their class's end-of-year party. Ruben takes 0.35 of a minute to sign his name. Jace takes 0.4 of a minute. Determine who takes longer to sign his name. Explain your reasoning.

**15**

At the end of the school year, Jenny sees that she has lost  $\frac{4}{10}$  of her markers. What are two fractions that are equivalent to this fraction?

**16**

Families are being seated for the 5<sup>th</sup> grade graduation party. There are 27 rows of seating with 22 seats in each row. How many total seats are there for families to sit in?

**17**

Ms. Wilkins is the custodian at West Glen Elementary school. He is waxing the gym floor at the end of the year. The floor is a rectangle with a width of 50 feet and a length of 81 feet. What is the area of the gym floor?

**18**

# END-OF-YEAR MATH PROBLEMS

1 of 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1.

2.

3.

4.

5.

6.

7.

8.

9.

# END-OF-YEAR MATH PROBLEMS

2 of 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

10.

11.

12.

13.

14.

15.

16.

17.

18.

## ANSWER KEY

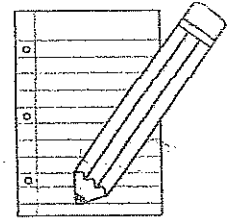
| #  | Skill                                       | Answer                              |
|----|---|-------------------------------------|
| 1  | Equivalent Fractions                        | $1/4, 6/24, 9/36$                   |
| 2  | Area  | 1,296 square inches                 |
| 3  | Multiplying Fractions by Whole Numbers      | 7 liters                            |
| 4  | Multi-Digit Multiplication                  | 588 slices                          |
| 5  | Decimal Operations/Measurement Word Problem | 69.15 pounds                        |
| 6  | Dividing by 1-Digit Divisors                | 58 buses                            |
| 7  | Decimal Operations/Measurement Word Problem | 1.53 minutes                        |
| 8  | Multiplying Fractions by Whole Numbers      | $8/9$ of an ounce                   |
| 9  | Rounding Whole Number                       | Will is correct.                    |
| 10 | Perimeter                                   | 58 inches                           |
| 11 | Comparing Fractions                         | The cookies have more white sugar.  |
| 12 | Subtracting Fractions                       | $6/9$ or $2/3$ of the bin           |
| 13 | Multi-Digit Multiplication                  | 3,228 pieces of candy               |
| 14 | Fraction Operations                         | $5/9$ of the class                  |
| 15 | Comparing Decimals                          | Jace takes longer to sign his name. |
| 16 | Equivalent Fractions                        | $2/5, 8/20$                         |
| 17 | Multi-Digit Multiplication                  | 594 seats                           |
| 18 | Area  | 4,050 square feet                   |

Name #: \_\_\_\_\_

Date: \_\_\_\_\_

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# Paragraph of the Week



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

## Monday

Brainstorm which place you would most like to visit. What about this place makes it appealing to you? Where specifically would you go? What would you do there? Write down everything you can think of about this topic.

## Tuesday

Using the brainstorm you created yesterday, choose 3 of your reasons for choosing the place that you did. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

## Wednesday

Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

## Thursday

It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

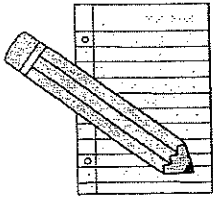
Revising Checklist

|  |  |
|--|--|
|  | Topic is narrow and manageable.  |
|  | The sentences are varied (complex, compound, simple)   |
|  | The sentences have different beginnings.   |
|  | The details support the main idea/topic sentence.  |
|  | The spelling, punctuation, and capitals are correct.   |
|  | Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words) |

Paragraph Rubric

|   |  |
|---|--|
| 4 | Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.   |
| 3 | Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.  |
| 2 | Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic. |
| 1 | Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.                 |





# Paragraph of the Week

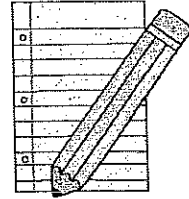
Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

Monday

Brainstorm which place you would most like to visit. What about this place makes it appealing to you? Where specifically would you go? What would you do there? Write down everything you can think of about this topic.

Which place in the world would you most like to visit?

# Paragraph of the Week



Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence. Be sure that they are all on topic, as this is the rough draft of your paragraph.

Tuesday

Using the brainstorm you created yesterday, choose 3 of your reasons for choosing the place that you did. They will become the three details about the topic you. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence : \_\_\_\_\_

Detail One : \_\_\_\_\_

Explanation : \_\_\_\_\_

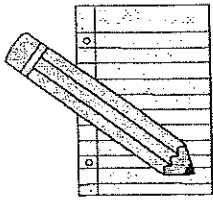
Detail Two : \_\_\_\_\_

Explanation : \_\_\_\_\_

Detail Three : \_\_\_\_\_

Explanation : \_\_\_\_\_

Closing Sentence : \_\_\_\_\_



# Paragraph of the Week

When you revise and edit, you take what you have and "make it better".  
Use vivid adjectives, vary your types of sentences, and make your writing interesting to read.

Wednesday

Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Original Sentence : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Revision : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

|  |  |
|--|--|
|  | Topic is narrow and manageable.  |
|  | The sentences are varied (complex, compound, simple)   |
|  | The sentences have different beginnings.   |
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|  |
|--|
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Original Sentence : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Revision : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Read the article "Make a Model of the Water Cycle" before answering Numbers 1 through 5.

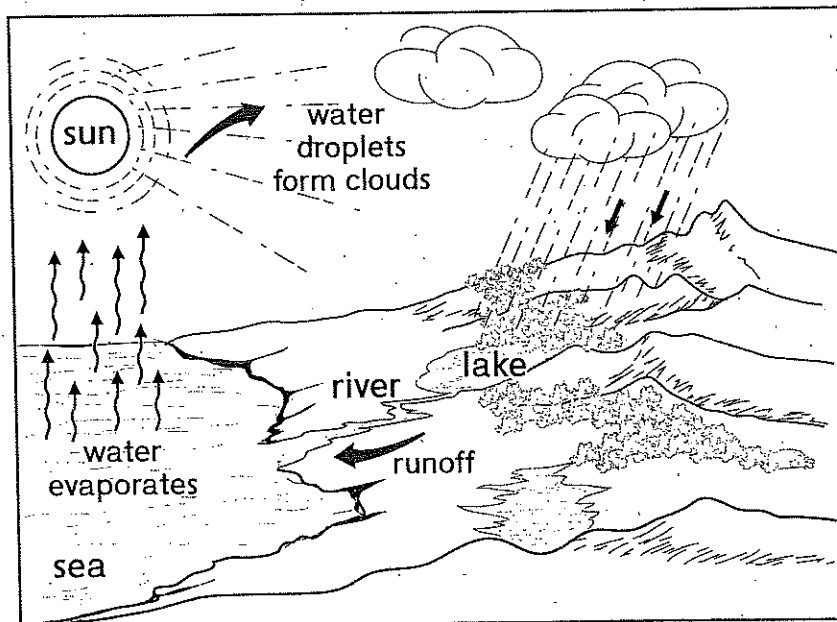
## Make a Model of the Water Cycle

You can volunteer with three or four friends to do a team experiment. It will show you how heat evaporates water, changes it into droplets, and then turns it back to water. First, you need to know a little about the water cycle. Water moves from the oceans into the air. From the air, it falls as rain or snow back into the ocean or onto land. If it falls on land, it eventually works its way back into the ocean as an overflow of water called runoff. (See the diagram below.)

The water cycle starts when the sun heats ocean water. The sun converts the water into small, invisible particles of moisture called water vapor. The sun and wind cause the water vapor to rise into the air, where it cools off in the atmosphere, or the air that surrounds Earth. Then it changes to drops of water that cluster, or hold together, forming a cloud.

The water in the cloud falls as rain or snow. It may fall back into the ocean, or it may fall on land and eventually work its way back to the ocean as a water overflow called runoff. One way water does this is by falling into tributaries, which are rivers and streams that flow into larger bodies of water. The water may also collect in an underground layer of earth or rock. The rock must be porous enough to let the water flow through it. This water is called groundwater, and it, too, eventually finds its way to the ocean. Then the water cycle starts over again.

THE WATER CYCLE



**GO ON →**

As you begin your experiment, remember this amazing fact. The amount of water on Earth now is the same as it was in the past and will be in the future. This means that the water you drank yesterday may once have been the water in the Delaware River when General Washington's troops crossed it during the Revolutionary War. About 71% of Earth's surface is water. This includes not only the water in oceans, rivers, and lakes. It also includes the water in clouds, rain, snow, and groundwater and in the icy regions at the North and South Poles.

Make a model of the water cycle with a partner or small group. Use the instructions below.

### **Water Cycle Baggie**

#### **Materials:**

- A plastic bag that seals
- A small, clear plastic cup
- Water
- Red food color
- A permanent marker

#### **Steps:**

1. Fill cup about halfway with water. Add red food color to the water. Stir. Use the marker to show water level.
2. Place the cup in the baggie. Seal the bag.
3. Place the baggie in a sunny window.

Observe what happens to the water in the cup. Check the mark showing the water level. You should see that the water level becomes gradually lower. You should also begin to see droplets of water on the sides and bottom of the bag. The water is evaporating from the heat and then changing from the gas created by evaporation to water drops on the sides of the bag. The drops run down the sides and will begin to collect at the bottom. This is what happens when the sun heats the ocean. Particles of moisture rise and form clouds. The drops running down the sides of the bag are like rain falling on Earth.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Now answer Numbers 1 through 5. Base your answers on "Make a Model of the Water Cycle."

- 1 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentence from the text.

The sun converts the water into small, invisible particles of moisture called water vapor.

The Latin root of converts is *vert*, meaning "to turn." What does converts mean?

- (A) allows
- (B) changes
- (C) helps
- (D) repeats

**Part B:** Which other word includes the same root as converts?

- (A) convict
- (B) overtime
- (C) revert
- (D) very

- 2 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which sentence best summarizes the main idea of the article?

- (A) You can do an experiment with a baggie, cup, water, food color, and a marker.
- (B) When the water in a cloud falls as precipitation, it may fall on land or water.
- (C) In the water cycle, water evaporates, condenses, and falls as precipitation.
- (D) Water is about 71% of Earth's surface and needed by plants and animals.

**Part B:** Which evidence from the text best supports the main idea?

- (A) "You can volunteer with three or four friends to do a team experiment."
- (B) "The amount of water on Earth now is the same as it was in the past and will be in the future."
- (C) "This includes not only the water in oceans, rivers, and lakes."
- (D) "The drops running down the sides of the bag are like rain falling on Earth."

- 3 Read the sentence from the article.

One way water does this is by falling into tributaries, which are rivers and streams that flow into larger bodies of water.

The Latin root of tributaries is *trib*, meaning "pay." Which word is most likely to come from the same root as tributaries?

- (A) allowance
- (B) contribute
- (C) salary
- (D) tribe



- 4 Choose **one** sentence that states the main idea of the section titled "Water Cycle Baggie." Then choose **two** sentences that support the main idea and write them in the chart. Write the number of each sentence in the chart.

| Main Idea of "Water Cycle Baggie" | Supporting Details |
|-----------------------------------|--------------------|
|                                   |                    |
|                                   |                    |

**Sentences:**

- 1 - An important part of the experiment is adding the food color before putting the sealed plastic bag in a warm place.
- 2 - You need a plastic bag, clear cup, water, red food color, and a marker before setting up the experiment.
- 3 - An experiment with a plastic bag, cup, and water can show how water evaporates and then turns back to water.

- 5 How did the author organize the steps to make the water cycle model? Select **two** choices.

- (A) by including numbered directions
- (B) by asking and answering questions
- (C) by showing the cause of evaporation
- (D) by listing the steps in the order they should be done
- (E) by solving the problem of what causes condensation
- (F) by comparing and contrasting water and water vapor