Hillcrest
Elementary School

MATH Packet for GROUP E

Paquete de matemáticas para GRUPO E

Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

Randy Lichtenwalner
Principal

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April 7, 2020

Dear Hillcrest Families,

The Peekskill City School District and Hillcrest Elementary are committed to providing instructional resources to our students for use during school closures. Our teachers have worked to create a packet of instruction that your child can use on a daily basis. We have included reading, writing, math and more.

In addition to books and worksheets, we have provided a list of online resources that we use at school and your child is familiar with and enjoys learning from. Each student has their own login and we have provided directions to our website for online access.

The information contained in this packet will be provided online on our school page as well. Please have your child work for a minimum of one hour a day on the packet. In addition, your child should read for at least 30 minutes, as well as work online if feasible via the websites provided.

If you have any questions, please reach me via email at rlichtenwalner@peekskillschools.org.

We thank you for your partnership during this extraordinary time in our city and country.

Sincerely,

Randy Lichtenwalner
Principal

Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

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07.abril.2020

Estimadas Familias de Hillcrest,

El Distrito Escolar de la Ciudad de Peekskill y la Escuela Elemental Hillcrest se comprometen a proporcionar recursos de instrucción a nuestros estudiantes para usar durante el cierre de la escuela. Nuestros maestros han trabajado para crear un paquete de instrucción que su hijo pueda usar a diario. Hemos incluido lectura, escritura, matemáticas, y mas.

Además de libros y hojas de trabajo, hemos proporcionado una lista de recursos en línea que usamos en la escuela y si hijo está familiarizado y le gusta usar a aprender. Cada estudiante tiene su nombre de usuario y hemos proporcionado instrucciones en la página electrónica de nuestra escuela para acceder en la computadora.

La información contenida en este paquete también se proporcionará en el internet en las páginas de nuestra escuela. Haga que su hijo trabaje durante un mínimo de una hora al día en el paquete. Además, su hijo debe leer durante al menos 30 minutos, así como trabajar en línea si es posible a través de los sitios web proporcionados.

Si tiene alguna pregunta, comuníquese conmigo por correo electrónico a rlichtenwalner@peekskillschools.org.

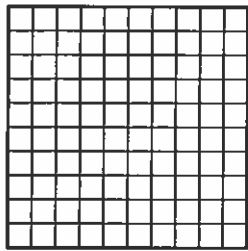Le agradecemos su colaboración durante este tiempo extraordinario en nuestra ciudad y país.

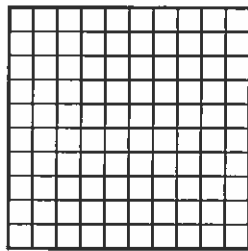Sinceramente,

Randy Lichtenwalner
Director

Name: _____

1 The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.

    0.5   0.05

Complete the comparison statements.

0.05 is _____ of 0.5.   0.5 is _____ times the value of 0.05.

Complete the equations.

0.5 ÷ _____ = 0.05   0.05 × _____ = 0.5

2 Draw a number line from 0 to 2. Then draw and label points at 2 and 0.2.

Use the number line to explain why 2 is 10 times the value of 0.2.

Complete the equations to show the relationship between 2 and 0.2.

0.2 × _____ = 2

2 ÷ _____ = 0.2

3 Which type of model do you like best? Explain why.

Understanding Powers of 10

Multiply or divide.

1 $6 \div 10$

_____

2 $0.6 \div 10$

_____

3 $6 \div 10^2$

_____

4 $0.6 \div 10^2$

_____

5 $6 \div 10^3$

_____

6 $60 \div 10^3$

_____

7 0.3×10

_____

8 0.3×10^2

_____

9 0.3×10^3

_____

10 0.03×10^2

_____

11 0.003×10^2

_____

12 0.03×10^3

_____

13 $72 \div 10$

_____

14 0.72×10^2

_____

15 $7{,}200 \div 10^3$

_____

16 $20 \div 10^2$

_____

17 0.9×10^3

_____

18 0.001×10^2

_____

19 $54 \div 10$

_____

20 $150 \div 10^3$

_____

21 0.46×10^3

_____

22 What strategies did you use to solve the problems? Explain.

Reading a Decimal in Word Form

Name: _____

What is the word form of each decimal?

1 0.2

_____

2 0.02

_____

3 0.002

_____

4 0.12

_____

5 0.012

_____

6 0.102

_____

7 1.002

_____

8 9.4

_____

9 90.04

_____

10 0.94

_____

11 500.2

_____

12 8.008

_____

13 700.06

_____

14 6.335

_____

15 3,000.001

_____

16 What strategies did you use to help you read the decimals? Explain.

Writing a Decimal in Standard Form

What decimal represents each number?

1 one and six tenths

_____

2 eight and eleven hundredths

_____

3 $6 \times 1 + 5 \times \frac{1}{10}$

_____

4 thirteen and thirteen thousandths

_____

5 $2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}$

_____

6 $4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1,000}$

_____

7 five hundred twelve thousandths

_____

8 $8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1,000}$

_____

9 $2 \times 1 + 4 \times \frac{1}{100}$

_____

10 forty-two and forty-one hundredths

_____

11 $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$

_____

12 twelve and sixty-eight thousandths

_____

13 $3 \times 1,000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1,000}$

_____

14 nine hundred fifty-six and four hundred twenty-seven thousandths

_____

15 How was writing decimals for numbers in word form different from numbers in expanded form?

Comparing Decimals

Write the symbol <, =, or > in each comparison statement.

1 0.02 _____ 0.002

2 0.05 _____ 0.5

3 0.74 _____ 0.84

4 0.74 _____ 0.084

5 1.2 _____ 1.25

6 5.130 _____ 5.13

7 3.201 _____ 3.099

8 0.159 _____ 1.590

9 8.269 _____ 8.268

10 4.60 _____ 4.060

11 302.026 _____ 300.226

12 0.237 _____ 0.223

13 3.033 _____ 3.303

14 9.074 _____ 9.47

15 6.129 _____ 6.19

16 567.45 _____ 564.75

17 78.967 _____ 78.957

18 5.346 _____ 5.4

19 12.112 _____ 12.121

20 26.2 _____ 26.200

21 100.32 _____ 100.232

22 What strategies did you use to solve the problems? Explain.

Rounding Decimals

Name: _____

Round each decimal to the nearest tenth.

1 0.32

_____

2 3.87

_____

3 0.709

_____

4 12.75

_____

5 12.745

_____

6 645.059

_____

Round each decimal to the nearest hundredth.

7 1.079

_____

8 0.854

_____

9 0.709

_____

10 12.745

_____

11 645.059

_____

12 50.501

_____

Round each decimal to the nearest whole number.

13 1.47

_____

14 12.5

_____

15 200.051

_____

16 Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

17 Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.

Name: _____

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

1   132
      × 34

2   247
      × 15

3   145
      × 23

4   308
      × 12

5   158
      × 41

6   364
      × 32

7   400
      × 29

8   254
      × 17

9   187
      × 42

10   216
      × 12

11   323
      × 18

12   194
      × 26

13   317
      × 14

14   385
      × 31

15   285
      × 27

16 What strategies did you use to solve the problems? Explain.

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1   580
   × 30

2   3,104
   ×   18

3   1,482
   ×   38

4   1,085
   ×   17

5   1,236
   ×   55

6   1,625
   ×   18

7   2,105
   ×   13

8   1,788
   ×   15

9   2,500
   ×   19

10   648
   × 32

11   2,409
   ×   23

12   306
   × 62

13   2,417
   ×   24

14   650
   × 35

15   962
   × 44

Answers

20,736	17,400	27,365	47,500	55,872
18,972	18,445	26,820	67,980	56,316
22,750	29,250	55,407	42,328	58,008

Using Estimation and Area Models to Divide

Name: _____

Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

Division Problems	Student Answers
$516 \div 12$	~~48~~ 43 Check: $12 \times 48 = 576$
$837 \div 31$	27
$351 \div 13$	57
$918 \div 54$	22
$896 \div 32$	23
$1,482 \div 78$	14
$1,012 \div 11$	82
$1,344 \div 56$	24

1 Explain how you could know that the answers to two of the problems are incorrect without multiplying.

i-Ready

Using Area Models and Partial Quotients to Divide

Name: _____

Estimate. Circle all the problems that will have quotients greater than 30. Then find the exact quotients of only the problems you circled.

1 $540 \div 12$

_____

2 $798 \div 38$

_____

3 $429 \div 11$

_____

4 $931 \div 19$

_____

5 $925 \div 25$

_____

6 $390 \div 15$

_____

7 $1,071 \div 51$

_____

8 $1,326 \div 13$

_____

9 $1,856 \div 32$

_____

10 $2,952 \div 72$

_____

11 $1,869 \div 89$

_____

12 $1,798 \div 29$

_____

13 Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.

Adding Decimals

Name: _____

Circle all the problems with sums less than 5.
Then find the exact sums of only the problems you circled.

1 0.24 + 4.25

_____

2 4.8 + 0.16

_____

3 2.31 + 2.075

_____

4 2.31 + 2.7

_____

5 0.909 + 4.09

_____

6 3.99 + 1.109

_____

7 2.675 + 2.325

_____

8 3.775 + 0.225

_____

9 2.06 + 2.933

_____

10 2.6 + 2.933

_____

11 1.809 + 3.091

_____

12 3.01 + 1.991

_____

13 1.83 + 3.1 + 0.1

_____

14 0.012 + 3.79 + 1.101

_____

15 2.6 + 2.04 + 0.099

_____

16 What strategies did you use to solve the problems?

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 7.5 − 1.2

_____

2 10.75 − 4.13

_____

3 20.2 − 14.8

_____

4 6.12 − 0.7

_____

5 41.5 − 33.25

_____

6 15.9 − 8.92

_____

7 105.53 − 99.28

_____

8 9.46 − 3.68

_____

9 74 − 65.9

_____

10 5.05 − 0.56

_____

11 31.27 − 23.67

_____

12 256.4 − 248.38

_____

13 12 − 4.39

_____

14 1,280.01 − 1,272.77

_____

15 500.2 − 494.94

_____

Answers

6.25	5.26	6.62	8.1	7.6
4.49	8.25	7.61	6.98	5.42
7.24	5.4	8.02	5.78	6.3

Name: _____

Solve the problems.

1 Lori needs at least 12 liters of water to fill a water cooler. She has a container with 4.55 liters of water, a container with 3.25 liters of water, and a container with 4.85 liters of water. Does she have enough water? Use estimation only to decide. Explain why you are confident in your estimate.

2 Nia wants the total weight of her luggage to be no more than 50 kilograms. She has three suitcases that weigh 15.8 kilograms, 17.42 kilograms, and 16.28 kilograms. Is the total weight within the limit? Use only estimation to decide. Explain how you know your estimate gives you the correct answer.

3 Omar measures one machine part with length 4.392 centimeters and another part with length 6.82 centimeters. What is the difference in length? Use estimation to check your answer for reasonableness.

Name: _____

4 Kyle wants to buy a hat for $5.75, a T-shirt for $7.65, and a keychain for $3.15. He has $16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.

5 For his hiking club, Ricardo is making a container of trail mix with 3.5 kilograms of nuts. He has 1.78 kilograms of peanuts and 0.625 kilograms of almonds. The rest of the nuts will be cashews. How many kilograms of cashews does he need? Use estimation to check your answer for reasonableness.

6 Suppose you want to be sure that the total cost of three items does not go over a certain amount. How can you use estimation only to solve the problem?

Multiplying a Decimal by a Whole Number

Name: _____

Multiply.

1 3×0.2

_____

2 3×0.03

_____

3 3×0.23

_____

4 4×0.08

_____

5 4×1.1

_____

6 4×1.18

_____

7 6×0.07

_____

8 6×1.1

_____

9 6×1.17

_____

10 21×0.05

_____

11 21×1.05

_____

12 21×2.05

_____

13 9×3.25

_____

14 5×0.87

_____

15 11×3.68

_____

16 16×6.4

_____

17 7×6.89

_____

18 32×5.12

_____

19 How did you know where to put the decimal point in problem 6?

Multiplying Decimals Less Than 1

Name: _____

Multiply.

1 0.5×3

_____

2 0.5×0.3

_____

3 0.5×0.03

_____

4 6×0.2

_____

5 0.6×0.2

_____

6 0.06×0.2

_____

7 0.8×0.1

_____

8 0.8×0.2

_____

9 0.8×0.3

_____

10 0.4×0.02

_____

11 0.4×0.04

_____

12 0.4×0.12

_____

13 0.3×0.4

_____

14 0.6×0.4

_____

15 0.6×0.8

_____

16 0.01×0.5

_____

17 0.05×0.5

_____

18 0.25×0.5

_____

19 Describe a pattern you noticed when you were completing the problem set.

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 0.3×1.2

_____

2 1.2×0.4

_____

3 1.2×1.1

_____

4 0.3×12.1

_____

5 4.4×1.1

_____

6 0.02×1.8

_____

7 7.1×5.1

_____

8 6.6×0.02

_____

9 2.4×4.8

_____

10 9.2×5.24

_____

11 1.2×1.24

_____

12 8.4×6.2

_____

13 4.2×3.21

_____

14 4.25×8.5

_____

15 1.9×2.78

_____

Answers

0.132	1.32	13.482	1.488	48.208
4.84	0.48	52.08	11.52	5.282
36.125	0.036	0.36	3.63	36.21

Name: _____

Multiply to check if the student's answer is reasonable. If not, cross out the answer and write the correct quotient.

Division Problems	Student Answers	
0.88 ÷ 11	~~0.8~~ 0.08	Product: 11 × 0.8 = 8.8
5.6 ÷ 8	0.07	
7.2 ÷ 9	0.8	
25.35 ÷ 5	5.7	
21.7 ÷ 7	3.1	
14.4 ÷ 12	0.12	
96.16 ÷ 8	12.2	
60.18 ÷ 2	30.9	

1 Can an answer be incorrect even if it looks reasonable? Explain.

Dividing by Hundredths

Divide.

1 1 ÷ 0.25

_____

2 4 ÷ 0.25

_____

3 3.75 ÷ 0.25

_____

4 6.5 ÷ 0.25

_____

5 1.8 ÷ 9

_____

6 1.8 ÷ 0.9

_____

7 1.8 ÷ 0.09

_____

8 225 ÷ 75

_____

9 22.5 ÷ 7.5

_____

10 2.25 ÷ 0.75

_____

11 0.36 ÷ 0.06

_____

12 6.36 ÷ 0.06

_____

13 36.36 ÷ 0.06

_____

14 9 ÷ 2.25

_____

15 13.5 ÷ 2.25

_____

16 Describe a pattern you noticed when you were completing the problem set.

Name: _____

Add.

1 $\frac{1}{2} + \frac{1}{4}$

_____

2 $\frac{1}{2} + \frac{3}{8}$

_____

3 $\frac{1}{2} + \frac{1}{3}$

_____

4 $\frac{1}{3} + \frac{1}{4}$

_____

5 $\frac{5}{6} + \frac{1}{12}$

_____

6 $\frac{1}{3} + \frac{2}{5}$

_____

7 $\frac{5}{6} + \frac{2}{3}$

_____

8 $\frac{3}{4} + \frac{5}{6}$

_____

9 $\frac{7}{9} + \frac{1}{6}$

_____

10 $\frac{7}{8} + \frac{2}{3}$

_____

11 $\frac{3}{2} + \frac{3}{5}$

_____

12 $\frac{9}{8} + \frac{5}{6}$

_____

13 What is a different common denominator you could use in problem 2? Describe how you would add the fractions using this different common denominator. Is the result equivalent to the sum found in problem 2?

Add.

1 $4\frac{7}{8} + \frac{1}{8}$

_____

2 $4\frac{7}{8} + \frac{1}{4}$

_____

3 $4\frac{7}{8} + \frac{1}{2}$

_____

4 $2\frac{3}{4} + \frac{1}{3}$

_____

5 $2\frac{3}{4} + \frac{2}{3}$

_____

6 $2\frac{3}{4} + \frac{5}{6}$

_____

7 $1\frac{2}{5} + 1\frac{1}{2}$

_____

8 $2\frac{4}{5} + 3\frac{1}{2}$

_____

9 $3\frac{2}{3} + 3\frac{2}{5}$

_____

10 $4\frac{5}{8} + 2\frac{2}{3}$

_____

11 $5\frac{3}{4} + 2\frac{3}{5}$

_____

12 $3\frac{5}{6} + 2\frac{7}{8}$

_____

13 What strategy did you use to solve problem 3? Describe each step.

Subtracting Fractions with Unlike Denominators

Name: _____

Subtract.

1 $\frac{1}{2} - \frac{1}{4}$

_____

2 $\frac{1}{2} - \frac{3}{8}$

_____

3 $\frac{1}{2} - \frac{1}{3}$

_____

4 $\frac{1}{3} - \frac{1}{4}$

_____

5 $\frac{5}{6} - \frac{5}{12}$

_____

6 $\frac{3}{4} - \frac{1}{6}$

_____

7 $\frac{7}{8} - \frac{3}{4}$

_____

8 $\frac{1}{2} - \frac{2}{5}$

_____

9 $\frac{3}{4} - \frac{3}{5}$

_____

10 $\frac{2}{3} - \frac{3}{5}$

_____

11 $\frac{5}{6} - \frac{3}{8}$

_____

12 $\frac{7}{8} - \frac{2}{3}$

_____

13 How could you check your work in problem 4? Describe each step.

Subtract.

1 $2\frac{1}{8} - \frac{1}{4}$

_____

2 $2\frac{1}{8} - \frac{1}{2}$

_____

3 $2\frac{1}{8} - \frac{3}{4}$

_____

4 $2\frac{1}{2} - \frac{2}{3}$

_____

5 $2\frac{1}{4} - 1\frac{1}{3}$

_____

6 $3\frac{1}{6} - 1\frac{3}{4}$

_____

7 $7\frac{2}{5} - 3\frac{1}{2}$

_____

8 $5\frac{3}{8} - 4\frac{1}{6}$

_____

9 $8\frac{2}{3} - 3\frac{4}{5}$

_____

10 $6\frac{2}{5} - 3\frac{3}{4}$

_____

11 $9\frac{3}{8} - 3\frac{2}{3}$

_____

12 $14\frac{1}{8} - 9\frac{5}{6}$

_____

13 What pattern did you notice in problems 1 through 3? Explain how this helped you subtract.

Name: _____

Solve the problems. Estimate to tell if your solution is reasonable. Show your work.

1 Jim mails one package that weighs $\frac{3}{8}$ pound and another that weighs $\frac{2}{3}$ pound. What is the total weight of both packages?

2 Rosa needs $5\frac{1}{4}$ yards of ribbon for a crafts project. She already has $2\frac{7}{8}$ yards of ribbon. How many more yards of ribbon does she need to buy?

3 To make fruit punch, Tyrone needs $3\frac{3}{8}$ quarts of orange juice and $3\frac{3}{4}$ quarts of cranberry juice. How many quarts of juice does he need in all?

Name: _____

4 Lin spent $\frac{5}{6}$ hour on math homework and $1\frac{3}{4}$ hours on science homework. How many hours in all did she spend on homework for both subjects?

5 Sandra rode her bike $9\frac{1}{3}$ miles on Monday and $6\frac{4}{5}$ miles on Tuesday. How many more miles did she ride on Monday than on Tuesday?

6 How can you make a high estimate for the sum of two fractions in a word problem?

Solve each problem.

1 Roger has 4 gallons of orange juice. He puts the same amount of juice into each of 5 pitchers. How many gallons of orange juice are in 1 pitcher?

2 Marta has 8 cubic feet of potting soil and 3 flower pots. She wants to put the same amount of soil in each pot. How many cubic feet of soil will she put in each flower pot?

3 Greg made 27 ounces of potato salad to serve to 10 guests at a picnic. If each serving is the same size, how much potato salad will each guest receive?

4 Chandra spends 15 minutes doing 4 math problems. She spends the same amount of time on each problem. How many minutes does she spend on each problem?

5 Taylor has 5 yards of gold ribbon to decorate 8 costumes for the school play. She plans to use the same amount of ribbon for each costume. How many yards of ribbon will she use for each costume?

6 DeShawn is using 7 yards of wire fencing to make a play area for his puppy. He wants to cut the fencing into 6 pieces of equal length. How long will each piece of fencing be?

7 What is a division word problem that can be represented by $\frac{4}{3}$?

Name: _____

1 Draw a number line model to represent each multiplication problem. Then solve the problem.

$\frac{2}{3} \times \frac{1}{2}$

$\frac{2}{3} \times \frac{1}{2} =$

$\frac{5}{6} \times \frac{3}{4}$

$\frac{5}{6} \times \frac{3}{4} =$

2 Draw an area model to represent each multiplication problem. Then solve the problem.

$\frac{4}{5} \times \frac{2}{3}$

$\frac{4}{5} \times \frac{2}{3} =$

$\frac{3}{4} \times \frac{1}{6}$

$\frac{3}{4} \times \frac{1}{6} =$

3 What type of model do you like best? Explain why.

Each multiplication problem is used to find the area of a rectangle. Write the missing digits in the boxes to make each multiplication problem true.

1 length: $\frac{1}{2}$ unit

width: $\frac{1}{8}$ unit

$\frac{1}{2} \times \frac{1}{8} = \frac{\Box}{\Box}$ square unit

2 length: $\frac{1}{3}$ unit

width: $\frac{1}{4}$ unit

$\frac{1}{3} \times \frac{1}{4} = \frac{\Box}{\Box}$ square unit

3 length: $\frac{1}{2}$ unit

width: $\frac{1}{3}$ unit

$\frac{1}{2} \times \frac{1}{3} = \frac{\Box}{\Box}$ square unit

4 length: $\frac{1}{2}$ unit

width: $\frac{1}{5}$ unit

$\frac{1}{2} \times \frac{1}{5} = \frac{\Box}{\Box}$ square unit

5 length: $\frac{1}{4}$ unit

width: $\frac{1}{4}$ unit

$\frac{1}{4} \times \frac{1}{4} = \frac{\Box}{\Box}$

6 length: $\frac{1}{3}$ unit

width: $\frac{1}{8}$ unit

$\frac{1}{3} \times \frac{1}{8} = \frac{\Box}{\Box}$

7 length: $\frac{1}{2}$ unit

width: $\frac{1}{7}$ unit

$\frac{1}{2} \times \frac{1}{7} = \frac{\Box}{\Box}$

8 length: $\frac{1}{3}$ unit

width: $\frac{1}{10}$ unit

$\frac{1}{3} \times \frac{1}{10} = \frac{\Box}{\Box}$ square unit

9 length: $\frac{1}{5}$ unit

width: $\frac{1}{6}$ unit

$\frac{1}{6} \times \frac{1}{5} = \frac{\Box}{\Box}$ square unit

10 Write missing digits in the boxes to make two different multiplication problems that are both true.

$\frac{1}{\Box} \times \frac{1}{4} = \frac{1}{\Box}$

$\frac{1}{\Box} \times \frac{1}{4} = \frac{1}{\Box}$

Tiling a Rectangle to Find Area

Name: _____

Each multiplication problem is used to find the area of a rectangle. Write each product.

1 length: $\frac{1}{2}$ unit

width: $\frac{1}{3}$ unit

$\frac{1}{2} \times \frac{1}{3}$

_____ square unit

2 length: $\frac{2}{3}$ unit

width: $\frac{1}{2}$ unit

$\frac{2}{3} \times \frac{1}{2}$

_____ square unit

3 length: $\frac{3}{2}$ unit

width: $\frac{2}{3}$ unit

$\frac{3}{2} \times \frac{2}{3}$

_____ square unit

4 length: $\frac{1}{3}$ unit

width: $\frac{1}{4}$ unit

$\frac{1}{3} \times \frac{1}{4}$

_____ square unit

5 length: $\frac{3}{4}$ unit

width: $\frac{1}{3}$ unit

$\frac{3}{4} \times \frac{1}{3}$

_____ square unit

6 length: $\frac{5}{3}$ unit

width: $\frac{3}{4}$ unit

$\frac{5}{3} \times \frac{3}{4}$

_____ square unit

7 length: $\frac{3}{5}$ unit

width: $\frac{1}{2}$ unit

$\frac{3}{5} \times \frac{1}{2}$

_____ square unit

8 length: $\frac{3}{2}$ unit

width: $\frac{3}{5}$ unit

$\frac{3}{2} \times \frac{3}{5}$

_____ square unit

9 length: $\frac{3}{2}$ unit

width: $\frac{6}{5}$ unit

$\frac{3}{2} \times \frac{6}{5}$

_____ square unit

10 Describe how you could modify one tiling diagram to solve problems 1 through 3.