


Grade 5 Chapter 6 Chapter Review


Answers

- 1. a) For example: $3 \times 2 = 6$, so $3 \times 20 = 60$
 b) For example: $5 \times 3 = 15$, so $5 \times 300 = 1500$
 c) For example: $2 \times 2 = 4$, so $20 \times 20 = 400$
 d) For example: $6 \times 9 = 54$, so $60 \times 90 = 5400$
- 2. For example: there are 24 possible combinations.
 (P = pitcher; C = catcher)
- P1




C1 C2

P2




C1 C2

P3




C1 C2

P4




C1 C2

P5




C1 C2

P6




C1 C2
- P7




C1 C2

P8




C1 C2

P9




C1 C2

P10




C1 C2

P11



C1 C2

P12



C1 C2
- 3. a) Amaranta's class planted $23 \times 25 = 575$ seedlings.
 Arthur's class planted $32 \times 20 = 640$ seedlings.
 Arthur's class planted more seedlings.
 b) They planted $640 - 575 = 65$ more seedlings.
- 4. 180 hits. For example: The answer is reasonable because 12×15 is $10 \times 15 + 2 \times 15 = 150 + 30 = 180$.
- 5. a) $18 \text{ cm} \times 19 \text{ cm} = 342 \text{ cm}^2$; the answer should be a little less than $20 \times 20 = 400$
 b) $24 \text{ cm} \times 24 \text{ cm} = 576 \text{ cm}^2$; the answer should be around $20 \times 30 = 600$
 c) $66 \text{ cm} \times 33 \text{ cm} = 2178 \text{ cm}^2$; the answer should be around $70 \times 30 = 2100$
 d) $45 \text{ cm} \times 45 \text{ cm} = 2025 \text{ cm}^2$; the answer should be a little less than $50 \times 50 = 2500$
- 6. a) 400
 b) 500
 c) 600
 d) 600

- 7. a) For example: $3986 \div 8$ is very close to $4000 \div 8 = 500$, so 498 R2 is reasonable.
 b) For example: $2475 \div 5$ is very close to $2500 \div 5 = 500$, so 595 seems too high.
 c) For example: $5010 \div 6$ is between $4800 \div 6 = 800$ and $5400 \div 6 = 900$, so 835 is reasonable.
 d) For example: $7696 \div 9$ is between $7200 \div 9 = 800$ and $8100 \div 9 = 900$, so 755 R1 seems too low.
- 8. a) For example: $2520 \div 2 = 1260$; $2520 \div 3 = 840$;
 $2520 \div 4 = 630$; $2520 \div 5 = 504$; $2520 \div 6 = 420$;
 $2520 \div 7 = 360$; $2520 \div 8 = 315$; $2520 \div 9 = 280$;
 $2520 \div 10 = 252$.
 b) The difference between numbers gets smaller as the number 2520 is divided by increases.
- 9. $7 \overline{)1030}$

- 10. a) For example: I multiply her heart rate by 5 minutes:
 $100 \times 5 = 500$ beats in 5 minutes.
 b) For example: I will estimate her heart rate divided by 60 seconds. $100 \div 60 = 1.67$, so her heart beats almost twice every second.
 c) For example: I multiply her heart rate by 60 minutes:
 $100 \times 60 = 6000$ beats in one hour.
 d) For example: I will calculate $10\,000 \div 100 = 100$ minutes.
- 11. a) For example: I multiplied for parts a) and c) because I knew the amount for one minute and wanted the amounts for several minutes. I divided for part b) because I knew the amount for several seconds and wanted the amount for one second. I divided for part d) because I needed to know how many minutes it would take to get 10 000 beats.
 b) For example: I calculated for parts a) and c) because the questions asked for a specific number and it was easy to multiply by 100. I estimated for part b) because the question asked for "about how many times" and 60 does not divide 100 without a remainder. I calculated for part d) because the numbers were simple.
 c) For example: I used mental math for parts a) and c) because it was multiplying by 100. I used mental math for part b) but in part d) I used a calculator because I don't know how to multiply by 100.