TEKSING TOWARD STAAR

MATHEMATICS ®

GRADE 5

TEKS/STAAR Spiraled Practice

Correlated by Category/TEKS

TEKSING TOWARD STAAR MATHEMATICS®

OVERVIEW
Grade 5 Spiraled Practice Including Class and Student Profiles

This document was created with all students in mind and provides teachers with sets of 3 spiraled questions to assess student mastery of TEKS assessed on STAAR as well as Class and Student Profiles designed for recording and analysis of performance data. Each question in this document is correlated to a specific STAAR Category and TEKS.

This document provides both multiple choice and answer grid formats. However, the questions can easily be utilized without the multiple choice answers or answer grid. The questions are spiraled through all TEKS and pieces of TEKS that are eligible for assessment on STAAR. Twenty spirals are provided for each six weeks for a total of 120 Spiraled Practice sets.

The spiraling of the questions takes into consideration the following information from the STAAR Grade 4 Mathematics Blueprint released from the TEA in January 2014:

- 60% - 65% of the questions will assess Readiness Standards – 30-33 of 50 total questions
- 35% - 40% of the questions will assess Supporting Standards – 17-20 of 50 total questions
- 47 questions will be multiple choice format and 3 questions will be griddable format

The Profiles were designed to enable teachers and students to keep a record of mastery of all TEKS, not just the ones assessed on STAAR. Every question on each Spiraled Practice is correlated on the Profiles. Teachers keep a Class Profile to guide plans for instruction for each class they teach. Students keep a Student Profile so they will know their own individual strengths and weaknesses. Teachers view individual Student Profiles to guide plans for small group instruction and individualized tutorials.

NOTE: There is no answer key provided for this document, as the authors' philosophy is that each teacher should create a personalized Solutions Manual so the teacher becomes more familiar with the Revised TEKS and assessment of the Revised TEKS, as well as formulates various solution strategies for each question. Teachers are encouraged to communicate with the authors regarding discussion of any question in this document.

AUTHORS' VISION FOR IMPLEMENTATION – SPIRALED PRACTICE

- Begin the class period with a Spiraled Practice. Students work in Partner Pairs until Six Weeks 4 when they begin working individually without assistance.
- Students should first identify the **MAIN IDEA** and **SUPPORTING DETAILS** for each problem, then work each problem – they must show all work they do to help them choose their answer – the objective would be that anyone who looks at their paper should be able to understand how they chose their answer.
- After students begin working, quietly assign three different Partner Pairs as **SHARE PAIRS** for the 3 problems. If you have an opaque projection device, the share pairs will share their work from their paper. If you do not, then prior to class label 3 different transparencies as 1, 2, and 3 (small numbers in the top left corner of each transparency) and distribute the blank transparencies and overhead pens to the **SHARE PAIRS** so they will be able to show their work utilizing an overhead projector.
- The **SHARE PAIRS** and are assigned to work on their assigned problem **FIRST**, then complete the other questions if they have time – they must **SHOW** all work – the teacher should monitor the share pairs closely and answer any questions they have about the problem.
- **ALL** students should work in pairs to complete a Spiraled Practice in 6 minutes – each student recording on their individual page(s). Call **TIME** after 6 minutes.
- Immediately **SHARE PAIR 1** places their paper or paper or transparency on the projection device and shares how they solved the problem. First, they say "The main idea of the problem is…"; next they say "The supporting details in the problem are…". Finally they share the process they used to answer the problem. After sharing, they ask the class: "Did anyone get a different answer?" and "Did anyone solve the problem differently?" If someone did, they share and discussion follows. If the **SHARE PAIR** could not complete the problem (however, ever share pair/student should be expected to find the main idea and supporting details in each problem, even if they cannot answer the problem), they ask the class if anyone could complete the problem – if so, a pair that completed the problem is asked to come up and share their work with discussion following.
- If no student could answer the problem correctly, the teacher makes a decision whether to continue discussion of the problem at this point, or to delay discussion until a more appropriate time (if the decision is made to delay discussion, tell the students that they will be working on this problem in a major lesson later and discussion will continue then).

AUTHORS' VISION FOR IMPLEMENTATION – PROFILE BOOKLETS

CLASS PROFILE

- Teachers record in a Class Profile for each class. The questions on each Spiraled Practice are correlated on the Class Profile.
- Suggestion for recording class data:
  Record **+** if class data demonstrates mastery
  Record **–** if class data demonstrates improvement needed
- Record **+** based on the following:
  August/September – Record **+** if 50% or higher of class demonstrates mastery
  October – Record **+** if 60% or higher of class demonstrates mastery
  November – Record **+** if 70% or higher of class demonstrates mastery
  December – Record **+** if 80% or higher of class demonstrates mastery
  January-May – Record **+** if 90% or higher of class demonstrates mastery
- Periodically highlight all **+** in **green** and highlight all **–** in **hot pink**.
- Begin glancing over each Class Profile by TEKS to identify areas of strength and weakness. Use this data to make instructional decisions regarding focus for instructional time by class.

STUDENT PROFILE

- Each student records in an individual Student Profile – teachers do not record in Student Profiles. The questions on each Spiraled Practice are correlated on the Student Profile.
- Record **+/–** based on the following:
  Record **+** if answer is correct
  Record **–** if answer is incorrect
- Periodically highlight all **+** in **green** and highlight all **–** in **hot pink**.
- Student – Periodically glance over the Student Profile to identify areas of strength and weakness
- Teacher – Periodically glance over each Student Profile by TEKS to identify areas of individual strength and weakness. Use data to make instructional decisions regarding focus for tutorial time.

TEKSING TOWARD STAAR

MATHEMATICS ®

Grade 5

Class Profile for Spiraled Practice

Teacher _____

Class _____

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 1: NUMERICAL REPRESENTATIONS AND RELATIONSHIPS														
Standard	**TEKS**	**Student Expectation**	**Class Performance**											
Supporting	5.2(A)	represent the value of the digit in decimals through the thousandths using expanded notation and numerals	5	25	45	65	85							
Readiness	5.2(B)	compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =	1	10	17	21	30	37	41	50	55	61		
			70	77	81	90	97	101	110	115				
Supporting	5.2(C)	round decimals to tenths or hundredths	7	27	47	67	87	105						
Supporting	5.4(A)	Identify prime and composite numbers	13	33	73	93	107							
Supporting	5.4(E)	describe the meaning of parentheses and brackets in a numeric expression	15	35	53	75	95	113						
Readiness	5.4(F)	simplify numerical expressions that do not involve exponents, including up to two levels of grouping	3	11	19	23	31	39	43	51	57	63		
			71	79	83	91	99	103	111	117				
Not Tested	5.4(G)	use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$)												

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS													
Standard	**TEKS**	**Student Expectation**	**Class Performance**										
Supporting	5.3(A)	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division	3	23	40	43	63	83	103				
Supporting	5.3(B)	multiply with fluency a three-digit number by a two-digit number using the standard algorithm	4	23	43	63	77	84	103				
Supporting	5.3(C)	solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm	7	18	26	46	66	80	87	106			
Supporting	5.3(D)	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models	8	27	47	60	67	88	107				
Readiness	5.3(E)	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers	1	8	16	21	28	35	41	48	55	61	
			68	75	81	88	95	101	108	115			
Supporting	5.3(F)	represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models	10	29	49	57	69	90	109				
Readiness	5.3(G)	solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm	2	9	16	22	28	35	42	48	55	62	
			68	75	82	89	96	102	108	115			
Supporting	5.3(H)	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations	11	30	50	70	91	98	110				
Supporting	5.3(I)	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models	14	33	37	53	73	94	100	113			
Supporting	5.3(J)	represent division of a unit fraction by a whole number and division of a whole number by a unit fraction such as 1/3 ÷ 7 and 7 ÷ 1/3 using objects and pictorial models, including area models	15	34	54	74	95	114	117				
Readiness	5.3(K)	add and subtract positive rational numbers fluently	3	9	17	22	29	36	42	49	56	62	
			69	76	83	89	96	102	109	116			
Readiness	5.3(L)	divide whole numbers by unit fractions and unit fractions by whole numbers	5	12	19	24	31	38	44	51	58	64	
			71	78	85	92	98	104	111	118			
Readiness	5.4(B)	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity	6	12	20	25	32	38	45	52	58	65	
			72	78	86	92	99	105	112	118			

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS													
Standard	**TEKS**	**Student Expectation**	**Class Performance**										
Readiness	5.4(C)	generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph	6	13	20	26	32	39	46	52	59	66
			72	79	86	93	100	106	112	119		
Supporting	5.4(D)	recognize the difference between additive and multiplicative numerical patterns given in a table or graph	18	36	56	76	97	116	120			

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 3: GEOMETRY AND MEASUREMENT												
Standard	**TEKS**	**Student Expectation**	**Class Performance**									
Readiness	5.4(H)	represent and solve problems related to perimeter and/or area and related to volume	1	9	14	21	29	34	41	49	54	61
			69	74	81	89	94	101	109	114		
Readiness	5.5(A)	Classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties	2	10	16	22	30	36	42	50	56	62
			70	76	82	90	96	102	110	116		
Supporting	5.6(A)	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible	7	27	47	60	67	87	107			
Supporting	5.6(B)	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base	12	32	52	72	92	112				
Supporting	5.7(A)	solve problems by calculating conversions within a measurement system, customary or metric	14	34	54	74	94	114	120			
Supporting	5.8(A)	describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin	19	40	59	80	99	119				
Supporting	5.8(B)	describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane	5	25	45	65	85	105				
Readiness	5.8(C)	graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.	4	11	17	24	31	37	44	51	57	64
			71	77	84	91	97	104	111	117		

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 4: DATA ANALYSIS AND FINANCIAL LITERACY														
Standard	**TEKS**	**Student Expectation**	**Class Performance**											
Supporting	5.9(A)	represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots	4	24	38	64	78	118						
Supporting	5.9(B)	represent discrete paired data on a scatterplot	6	39	44	79	82	119						
Readiness	5.9(C)	Solve one- and two-step problems using data from a frequency table, cot plot, bar graph, stem-and-leaf plot, or scatterplot	2	8	13	20	33	40	53	60	73	80		
			88	100	104	113	120							
Supporting	5.10(A)	define income tax, payroll tax, sales tax, and property	15	46	84	106								
Supporting	5.10(B)	explain the difference between gross income and net	18	48	86	108								
Not Tested	5.10(C)	identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments												
Not Tested	5.10(D)	develop a system for keeping and using financial records												
Supporting	5.10(E)	describe actions that might be taken to balance a budget expenses exceed income	26	58	66	93								
Supporting	5.10(F)	balance a simple budget	28	59	68	98								

TEKSING TOWARD STAAR

MATHEMATICS ®

Grade 5

Student Profile for Spiraled Practice

Student _____

Teacher _____

GRADE 5 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

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GRADE 5

TEKS/STAAR Spiraled Practice

Correlated by Category/TEKS

Grade 5 - TEKS/STAAR Spiraled Practice Table of Contents

Spiral	Question 1	Question 2	Question 3
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2	Category 3/5.5A	Category 2/5.3G	Category 4/5.9C
3	Category 2/5.3K	Category 1/5.4F	Category 2/5.3A
4	Category 3/5.8C	Category 2/5.3B	Category 4/5.9A
5	Category 1/5.2A	Category 3/5.8B	Category 2/5.3L
6	Category 2/5.4B	Category 4/5.9B	Category 2/5.4C
7	Category 1/5.2C	Category 2/5.3C	Category 3/5.6A
8	Category 2/5.3D	Category 4/5.9C	Category 2/5.3E
9	Category 2/5.3G	Category 2/5.3K	Category 3/5.4H
10	Category 1/5.2B	Category 3/5.5A	Category 2/5.3F
11	Category 3/5.8C	Category 2/5.3H	Category 1/5.4F
12	Category 2/5.3L	Category 3/5.6B	Category 2/5.4B
13	Category 1/5.4A	Category 2/5.4C	Category 4/5.9C
14	Category 3/5.7A	Category 2/5.3I	Category 3/5.4H
15	Category 1/5.4E	Category 4/5.10A	Category 2/5.3J
16	Category 2/5.3E	Category 3/5.5A	Category 2/5.3G
17	Category 3/5.8C	Category 2/5.3K	Category 1/5.2B
18	Category 2/5.4D	Category 4/5.10B	Category 2/5.3C
19	Category 1/5.4F	Category 2/5.3L	Category 3/5.8A
20	Category 2/5.4B	Category 4/5.9C	Category 2/5.4C
21	Category 1/5.2B	Category 2/5.3E	Category 3/5.4H
22	Category 3/5.5A	Category 2/5.3G	Category 2/5.3K
23	Category 2/5.3A	Category 1/5.4F	Category 2/5.3B
24	Category 3/5.8C	Category 2/5.3L	Category 4/5.9A
25	Category 1/5.2A	Category 3/5.8B	Category 2/5.4B
26	Category 2/5.4C	Category 4/5.10E	Category 2/5.3C
27	Category 1/5.2C	Category 2/5.3D	Category 3/5.6A
28	Category 2/5.3E	Category 4/5.10F	Category 2/5.3G
29	Category 2/5.3K	Category 2/5.3F	Category 3/5.4H
30	Category 1/5.2B	Category 3/5.5A	Category 2/5.3H
31	Category 3/5.8C	Category 2/5.3L	Category 1/5.4F
32	Category 2/5.4B	Category 3/5.6B	Category 2/5.4C
33	Category 1/5.4A	Category 2/5.3I	Category 4/5.9C
34	Category 3/5.7A	Category 2/5.3J	Category 3/5.4H
35	Category 1/5.4E	Category 2/5.3E	Category 2/5.3G
36	Category 2/5.3K	Category 3/5.5A	Category 2/5.4D
37	Category 3/5.8C	Category 2/5.3I	Category 1/5.2B
38	Category 2/5.3L	Category 4/5.9A	Category 2/5.4B
39	Category 1/5.4F	Category 2/5.4C	Category 4/5.9B
40	Category 3/5.8A	Category 4/5.9C	Category 2/5.3A

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Spiral	Question 1	Question 2	Question 3
81	Category 1/5.2B	Category 2/5.3E	Category 3/5.4H
82	Category 3/5.5A	Category 2/5.3G	Category 4/5.9B
83	Category 2/5.3K	Category 1/5.4F	Category 2/5.3A
84	Category 3/5.8C	Category 2/5.3B	Category 4/5.10A
85	Category 1/5.2A	Category 3/5.8B	Category 2/5.3L
86	Category 2/5.4B	Category 4/5.10B	Category 2/5.4C
87	Category 1/5.2C	Category 2/5.3C	Category 3/5.6A
88	Category 2/5.3D	Category 4/5.9C	Category 2/5.3E
89	Category 2/5.3G	Category 2/5.3K	Category 3/5.4H
90	Category 1/5.2B	Category 3/5.5A	Category 2/5.3F
91	Category 3/5.8C	Category 2/5.3H	Category 1/5.4F
92	Category 2/5.3L	Category 3/5.6B	Category 2/5.4B
93	Category 1/5.4A	Category 2/5.4C	Category 4/5.10E
94	Category 3/5.7A	Category 2/5.3I	Category 3/5.4H
95	Category 1/5.4E	Category 2/5.3J	Category 2/5.3E
96	Category 2/5.3G	Category 3/5.5A	Category 2/5.3K
97	Category 3/5.8C	Category 2/5.4D	Category 1/5.2B
98	Category 2/5.3H	Category 4/5.10F	Category 2/5.3L
99	Category 1/5.4F	Category 2/5.4B	Category 3/5.8A
100	Category 2/5.4C	Category 4/5.9C	Category 2/5.3I
101	Category 1/5.2B	Category 2/5.3E	Category 3/5.4H
102	Category 3/5.5A	Category 2/5.3G	Category 2/5.3K
103	Category 2/5.3A	Category 1/5.4F	Category 2/5.3B
104	Category 3/5.8C	Category 2/5.3L	Category 4/5.9C
105	Category 1/5.2C	Category 3/5.8B	Category 2/5.4B
106	Category 2/5.4C	Category 4/5.10A	Category 2/5.3C
107	Category 1/5.4A	Category 2/5.3D	Category 3/5.6A
108	Category 2/5.3E	Category 4/5.10B	Category 2/5.3G
109	Category 2/5.3K	Category 3/5.4H	Category 2/5.3F
110	Category 1/5.2B	Category 3/5.5A	Category 2/5.3H
111	Category 3/5.8C	Category 2/5.3L	Category 1/5.4F
112	Category 2/5.4B	Category 3/5.6B	Category 2/5.4C
113	Category 1/5.4E	Category 2/5.3I	Category 4/5.9C
114	Category 3/5.7A	Category 2/5.3J	Category 3/5.4H
115	Category 1/5.2B	Category 2/5.3E	Category 2/5.3G
116	Category 2/5.3K	Category 3/5.5A	Category 2/5.4D
117	Category 3/5.8C	Category 2/5.3J	Category 1/5.4F
118	Category 2/5.3L	Category 4/5.9A	Category 2/5.4B
119	Category 3/5.8A	Category 2/5.4C	Category 4/5.9B
120	Category 2/5.4D	Category 4/5.9C	Category 3/5.7A

1. The Tigers baseball team traveled 32.569 miles to a tournament. The Eagles baseball team traveled 32.653 miles to the same tournament. Which expression correctly compares the distances the two team traveled?

   A 32.569 > 32.653

   B 32.653 < 32.569

   C 32.569 < 32.653

   D 32.653 = 32.569

---

2. Mitzi used whole numbers to find the product of 0.4 × 0.05. She wrote 4 × 5 = 20, then she placed the decimal point in the product. Which shows where Mitzi correctly placed the decimal point in the product?

   F 0.20

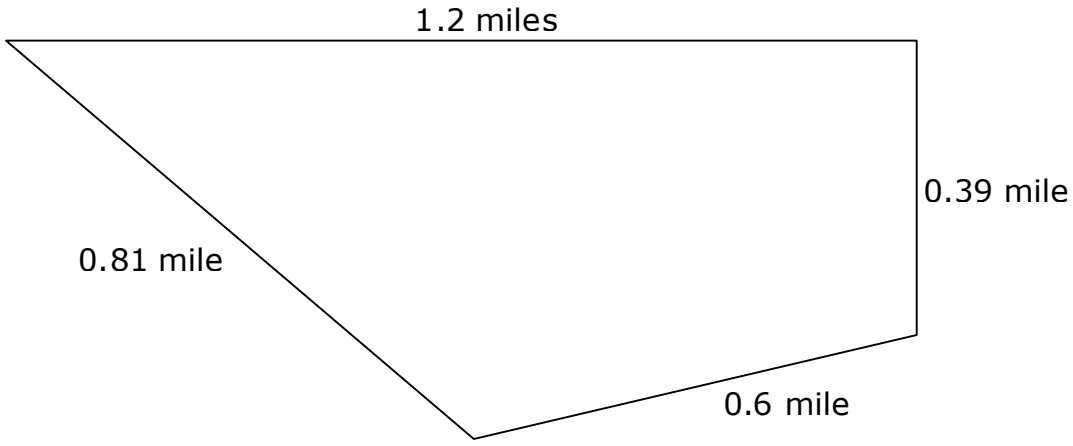
   G 2.00

   H 0.020

   J 20.00

---

3. The dimensions of a nature preserve are shown below.



   What is the perimeter of the nature preserve?

   A 1.41 mi

   B 3.18 mi

   C 2 mi

   D 3 mi

TEKS/STAAR SPIRALED PRACTICE 21
Grade 5

1. Selena compared four numbers. Which correctly orders the numbers from greatest to least?

   A 4.796 > 4.639 > 4.20 > 4.05

   B 4.639 > 4.796 > 4.05 > 4.20

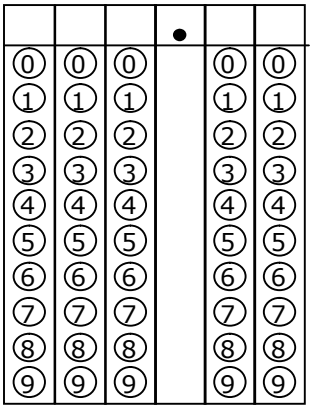
   C 4.20 > 4.639 > 4.796 > 4.05

   D 4.796 > 4.639 > 4.05 > 4.20

---

2. Olivia used 0.43 meter of yarn in her art project. Tanner used 10 times as much yarn as Olivia. What is the number of meters of yarn Tanner used for his art project?

   Record your answer and fill in the bubbles on the grid. Be sure to use the correct place value.



---

3. A rectangular picture frame has a length of $14\frac{1}{2}$ inches and a width of $8\frac{3}{4}$ inches. What is the perimeter of the picture frame?

   A $23\frac{1}{4}$ inches

   B $46\frac{1}{2}$ inches

   C $56\frac{1}{4}$ inches

   D $126\frac{7}{8}$ inches

1. Tenisha needs a length of wire that is at least 8.425 inches long. Which length of wire can she **NOT** use because it is less than 8.425 inches long?

   A 8.432

   B 8.042

   C 8.507

   D 8.434

---

2. Enrique used the Distributive Property to find the product 4×0.83. Which expression did he write?

   F $(4 \times 0.08) + (4 \times 0.03)$

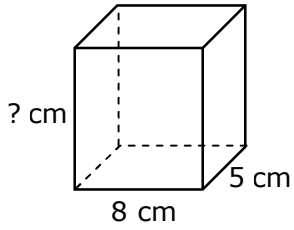
   G $(4 \times 8) + (4 \times 3)$

   H $(4 \times 1) + (4 \times 0.83)$

   J $(4 \times 0.8) + (4 \times 0.03)$

---

3. The volume of the rectangular prism represented below is 360 cubic centimeters. The length of the prism is 8 centimeters and the width of the prism is 5 centimeters. The measurement of the height of the prism is missing.



   What is the missing measurement for the height of the prism?

   A 36 cm

   B 9 cm

   C 12 cm

   D 18 cm

1. Which of these numbers has the greatest value?

   A 8.493

   B 8.58

   C 8.08

   D 8.6

---

2. Brenda used 100 ceramic tiles to create her art project. Each tile has an area of 0.25 square inch. Which equation can Brenda use to find the area of her art project?

   F $10 \times 2.5 = 25$

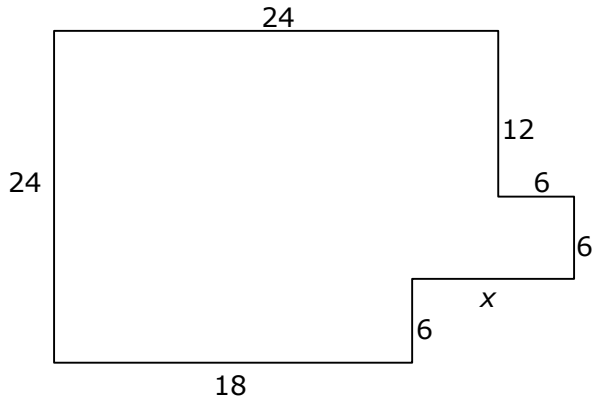
   G $100 \times 0.025 = 2.5$

   H $10 \times 25 = 250$

   J $100 \times 0.25 = 25$

---

3. The polygon shown below has a perimeter of 108 units.



   Which is the length of x?

   A 6 units

   B 10 units

   C 12 units

   D 18 units

1. Sonja is comparing the cost per ounce of her favorite cereal with several different sized boxes of cereal at several different stores.

Cereal Cost Comparison

Box of Cereal	Cost per ounce ($)
1	0.2
2	0.149
3	0.14
4	0.091
5	0.101

Which is the least cost per ounce for the boxes of cereal?

A $ 0.14

B $ 0.101

C $ 0.091

D $ 0.2

---

2. Mrs. Garcia pays $125 in federal income tax each week. She also pays a social security tax of 0.80 times her federal income tax. What is the amount of social security tax Mrs. Garcia pays each week?

F $100

G $225

H $25

J $105.80

---

3. Belinda drew a rectangle with a length of 8 centimeters and a width of 3 centimeters. Which equation can Belinda use to find the area of the rectangle?

A $A = 2 \times 8 + 3$

B $A = 8 + 3 + 8 + 3$

C $A = 8 + 3$

D $A = 8 \times 3$

1. Teri's teacher gave her five numbers: 4, 5, 1, 6, and 3. Her teacher told her to make the largest number possible using all these numbers and placing the 6 in the hundredths place. What is the largest number Teri could have made?

   A 654.31

   B 543.61

   C 543.16

   D 54.316

---

2. Kiki needed to find the product of 0.9 and 3.5. Which is the correct product?

   F 3.15

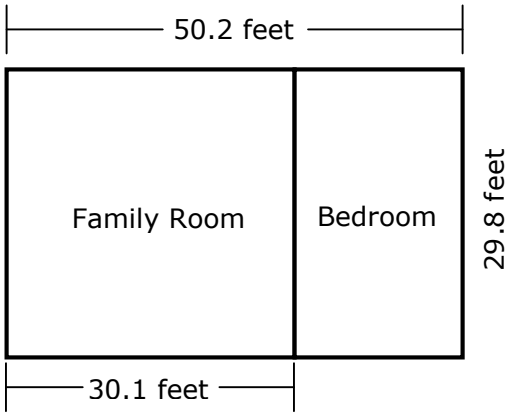
   G 31.5

   H 0.315

   J 3.015

---

3. The drawing below is a plan for a family room and bedroom addition for a house.



   Which is a reasonable estimate for the area of the bedroom?

   A 250 square feet

   B 350 square feet

   C 450 square feet

   D 600 square feet