TEACHER COPY · READ FIRST

Bike Park Fractions on paper · Grade 5

4 printable trips that match the 4 levels of the online game. No device or account needed.

What is inside

Pages	For	What
This page	Teacher	How to run, score and choose a next step
Trips 1–4	Students	Each trip: the level's picture and checkpoint names, five checkpoints (the last has two parts) and an unscored Talk bonus. Trips 1–2 use the game's main questions; trips 3–4 practice the same kinds of questions with new numbers.
Answer key	Teacher	Answer, the game's clue, worked steps, and what common wrong answers usually mean
Record sheet	Teacher	First answers and fixes, one row per student per trip

Run one trip (20–30 minutes)

1. Copy one trip for each student. Students may use scratch paper; no calculator is needed.
2. Check each checkpoint. After a first miss, read the **clue** from the key aloud and let the student try once more. They keep the first answer and write the new one with a star (★). This is what the online game does.
3. After a second miss, go through the **worked steps** together, as the game does.
4. On a question with several boxes or rows, every box must be right for the first answer to count.

Count and choose a next step

Count **first answers** on checkpoints 1–4, and record Part A and Part B of checkpoint 5 separately. Fixes with a star go in their own column. There is no cut score.

What you see	A next step
Fixed after the clue (★)	Ask what the clue made them notice; give the matching question on a later trip.
Missed twice	Work the steps together, then try the trip 3–4 question from the same family (same kind, new numbers).
The key's wrong-answer note keeps repeating	Teach to that error (for example, counting the unshaded parts, or comparing only the bottom numbers).
Part A right, Part B wrong	The first step is solid; talk through how Part B uses it.

Levels in this packet

- **Park 1: Bike Park Loop** — Start Trail, Wooden Ramp, Whale Jump, Skinny Bridge, Pump Track & Finish
- **Park 2: Forest Flow** — Timber Deck, Forest Berm, Big Ramps, Plank Bridge, Round Mound
- **Park 3: Community Jump Park** — Skinny Bridge, Right Berm, Whale Jump, Clay Rollers, Tabletop
- **Park 4: Moab Slickrock** — Hilltop Trail, Slickrock Curve, Sandstone Gap, Banked Wall, Red Rock Rollers

Same questions as the online game. These are the game's questions, so a student who played online may have seen some. Original practice from Pole Mountain Learning, informed by published mathematics expectations. It is not an official Pearson, NAVVY or WY-TOPP assessment and does not use their test questions. Results are practice notes, not grades, and do not predict test scores or establish mastery. Built and reviewed with AI tools; no human classroom trial of this revision yet. Free for classroom use. November 2026 edition.

TEACHER ANSWER KEY · KEEP SEPARATE FROM STUDENT COPIES

Answer key · Grade 5

Park 1: Bike Park Loop

#	Skill · standard	Answer	Clue (after a first miss) and worked steps	Common wrong answers
1	Add and subtract fractions 5.NF.2	$1\frac{5}{12}$ laps Any well-formed equal numeric value is accepted; no rounding.	**Clue:** Both distances use the same whole lap. Rename them with equal-size parts, then add their counts. **Worked:** $\frac{2}{3} = \frac{8}{12}$; $\frac{3}{4} = \frac{9}{12}$. $\frac{8}{12} + \frac{9}{12} = \frac{17}{12} = 1\frac{5}{12}$ laps. Each ride is more than half a lap, so the total should be more than 1 lap.	
2	Add and subtract fractions 5.NF.2	**A and C**	**Clue:** Check the equivalent-fraction equation, then add the equal-size parts. **Worked:** $\frac{2}{3} + \frac{1}{4} = \frac{8}{12} + \frac{3}{12} = \frac{11}{12}$ of a lap. Choose the correct renaming equation and the exact total.	**B:** Adding numerators and denominators separately does not add the distances. **D:** This subtracts the renamed counts instead of adding them.
3	Fractions as division 5.NF.3	**B**	**Clue:** Share every meter, not just the first one. Each equal share receives the same fraction of every meter. **Worked:** Each share gets $\frac{1}{4}$ m from each of the 3 meters. $3 \div 4 = \frac{3}{4}$ m in each share.	**A:** This divides the number of shares by the total length. **C:** This shares just one meter and ignores the rest.
4	Fractions as division 5.NF.3	$2\frac{3}{4}$ meters Any well-formed equal numeric value is accepted; no rounding.	**Clue:** Give each piece the same number of whole meters first, then share the remaining meters equally. **Worked:** 11 ÷ 4 gives 2 whole meters per piece, with 3 m left. The leftover 3 m shared among 4 pieces adds $\frac{3}{4}$ m to each. Each piece is $2\frac{3}{4}$ m long.	
5A	Add and subtract fractions 5.NF.2	**A**	**Clue:** Turn the mixed number into a fraction, then rename both lengths using the same-size parts. **Worked:** $1\frac{1}{4}$ m = $\frac{15}{12}$ m; $\frac{2}{3}$ m = $\frac{8}{12}$ m. $\frac{15}{12} - \frac{8}{12} = \frac{7}{12}$ m.	**B:** Subtracting 3 from 8 and keeping the whole number ignores the need to regroup. **C:** Using $\frac{2}{12}$ for $\frac{2}{3}$ leaves its numerator unscaled: $\frac{3}{12} - \frac{2}{12}$ gives the wrong fractional difference.
5B		The remaining tape is **less than 1 m**.	**Clue:** Compare the part removed with the amount the starting tape has beyond 1 meter. **Worked:** The starting length exceeds 1 m by $\frac{1}{4}$ m. The cut length is greater than that excess, so the remainder is less than 1 m.	**exactly 1 m:** This says the remainder is one meter. **more than 1 m:** This says the remainder exceeds one meter.

Talk bonus (backflip): Backward, through one full turn.

Park 2: Forest Flow

#	Skill · standard	Answer	Clue (after a first miss) and worked steps	Common wrong answers
1	Multiply fractions 5.NF.6	**A**	**Clue:** Take the requested fraction of the available tape length. **Worked:** $\frac{2}{3} \times \frac{3}{4} = \frac{1}{2}$ m. The requested fraction is below 1, so the used tape is shorter than the $\frac{3}{4}$ m tape.	**B:** This adds the written top and bottom counts instead of multiplying. **C:** This takes one half rather than the stated two thirds.
2	Multiply fractions 5.NF.6	Shortest: $\frac{1}{2}$ of $1\frac{1}{2}$ m · Middle: $\frac{2}{3}$ of 1 $\frac{1}{5}$ m · Longest: $\frac{1}{4}$ of 4 m	**Clue:** The rolls have different lengths. Multiply the fraction used by its roll length before comparing. **Worked:** $\frac{1}{2} \times 1\frac{1}{2} = \frac{3}{4}$ m. $\frac{2}{3} \times 1\frac{1}{5} = \frac{4}{5}$ m. $\frac{1}{4} \times 4 = 1$ m. Shortest to longest: $\frac{3}{4}$ m, $\frac{4}{5}$ m, 1 m.	
3	Share a unit fraction equally 5.NF.7a, 5.NF.7c	**B**	**Clue:** Only $\frac{1}{2}$ L is available. Dividing it into 3 shares makes each share smaller than $\frac{1}{2}$ L. **Worked:** $\frac{1}{2} \div 3 = \frac{1}{6}$ L. $3 \times \frac{1}{6} = \frac{1}{2}$, so the shares use exactly the available water.	**A:** Adding 3 to denominator 2 gives $\frac{1}{5}$, but does not make 3 equal shares. **C:** This divides the half liter between only 2 cups, rather than 3.
4	Count fractional pieces 5.NF.7b, 5.NF.7c	6 pieces Any well-formed equal numeric value is accepted; no rounding.	**Clue:** Each whole meter contains 3 pieces of length $\frac{1}{3}$ m. Count them across all 2 meters. **Worked:** Each meter contains 3 pieces of length $\frac{1}{3}$ of a meter. $2 \div \frac{1}{3} = 6$ pieces. 6 pieces, each $\frac{1}{3}$ of a meter long, use 2 meters of tape.	
5A	Share a unit fraction equally 5.NF.7a, 5.NF.7c	The amount for each cup is found by $\frac{1}{3} \div 4$.	**Clue:** Start with the water that is available, then divide by the number of equal cups. **Worked:** The available amount is $\frac{1}{3}$ L. Sharing equally among 4 cups is $\frac{1}{3} \div 4 = \frac{1}{12}$ L each.	$4 \div \frac{1}{3}$**:** This asks how many fractional groups fit in the whole-number amount, a different situation. $\frac{1}{3} \times 4$**:** This makes repeated amounts rather than sharing the available amount.
5B		**C**	**Clue:** Every panel is one liter. Count how many tiny equal parts belong to one share. **Worked:** The available $\frac{1}{3}$ L occupies 4 of the 12 equal cells. Sharing those cells among 4 cups gives 1 shaded cell per cup: $\frac{1}{12}$ L.	**A:** This shows all the available water, not one share. **B:** This divides one whole liter among the cups instead of sharing the smaller amount.

Talk bonus (berm): It supports the rider as they lean into the turn, helping them carry speed through the corner.

Park 3: Community Jump Park

#	Skill · standard	Answer	Clue (after a first miss) and worked steps	Common wrong answers
1	Add and subtract fractions 5.NF.2	$1\frac{5}{24}$ laps Any well-formed equal numeric value is accepted; no rounding.	**Clue:** Both distances use the same whole lap. Rename them with equal-size parts, then add their counts. **Worked:** $\frac{5}{6} = \frac{20}{24}$; $\frac{3}{8} = \frac{9}{24}$. $\frac{20}{24} + \frac{9}{24} = \frac{29}{24} = 1\frac{5}{24}$ laps. $\frac{5}{6}$ is greater than $\frac{3}{4}$, and $\frac{3}{8}$ is greater than $\frac{1}{4}$. Their total is more than $\frac{3}{4} + \frac{1}{4} = 1$ lap.	
2	Add and subtract fractions 5.NF.2	**A and D**	**Clue:** Check the equivalent-fraction equation, then add the equal-size parts. **Worked:** $\frac{3}{5} + \frac{1}{2} = \frac{6}{10} + \frac{5}{10} = \frac{11}{10}$ laps. Choose the correct renaming equation and the exact total.	**B:** Adding numerators and denominators separately does not add the distances. **C:** This subtracts the renamed counts instead of adding them.
3	Fractions as division 5.NF.3	**A**	**Clue:** Share every meter, not just the first one. Each equal share receives the same fraction of every meter. **Worked:** Each share gets $\frac{1}{2}$ m from each of the 5 meters. $5 \div 2 = 2\frac{1}{2}$ m in each share.	**B:** This divides the number of shares by the total length. **C:** This shares just one meter and ignores the rest.
4	Fractions as division 5.NF.3	$2\frac{1}{3}$ meters Any well-formed equal numeric value is accepted; no rounding.	**Clue:** Give each piece the same number of whole meters first, then share the remaining meters equally. **Worked:** $7 \div 3$ gives 2 whole meters per piece, with 1 m left. The leftover 1 m shared among 3 pieces adds $\frac{1}{3}$ m to each. Each piece is $2\frac{1}{3}$ m long.	
5A	Add and subtract fractions 5.NF.2	**C**	**Clue:** Rename the quarter as eighths before subtracting. **Worked:** $2\frac{1}{4}$ m = $\frac{18}{8}$ m; $1\frac{2}{8}$ m = $\frac{10}{8}$ m. $\frac{18}{8} - \frac{10}{8} = \frac{8}{8} = 1$ m.	**A:** Renaming $\frac{1}{4}$ as $\frac{1}{8}$ instead of $\frac{2}{8}$ gives $\frac{17}{8} - \frac{10}{8} = \frac{7}{8}$. **B:** Subtracting the smaller written numerator from the larger gives $\frac{1}{8}$ instead of recognizing $\frac{1}{4} = \frac{2}{8}$.
5B		The remaining tape is **exactly 1 m**.	**Clue:** Compare the amount left with one whole meter. One whole meter has eight eighths. **Worked:** The remaining tape is $\frac{8}{8}$ m. $\frac{8}{8}$ m = 1 m, so choose exactly 1 m.	**less than 1 m:** This says the remainder is below one meter. **more than 1 m:** This says the remainder exceeds one meter.

Talk bonus (tabletop): A flat deck.

Park 4: Moab Slickrock

#	Skill · standard	Answer	Clue (after a first miss) and worked steps	Common wrong answers
1	Multiply fractions 5.NF.6	**B**	**Clue:** Take the requested fraction of the available tape length. **Worked:** $\frac{1}{2} \times \frac{5}{6} = \frac{5}{12}$ m. Only half of the available tape is used, so the used piece must be shorter than the original strip.	**A:** Multiplying the denominators but using only numerator 1 loses the factor 5. **C:** That takes half twice.
2	Multiply fractions 5.NF.6	Shortest: $\frac{2}{3}$ of $1\frac{1}{4}$ m · Middle: $\frac{3}{4}$ of 1 $\frac{1}{3}$ m · Longest: $\frac{1}{2}$ of 3 m	**Clue:** The rolls have different lengths. Multiply the fraction used by its roll length before comparing. **Worked:** $\frac{3}{4} \times 1\frac{1}{3} = 1$ m. $\frac{1}{2} \times 3 = 1\frac{1}{2}$ m. $\frac{2}{3} \times 1\frac{1}{4} = \frac{5}{6}$ m. Shortest to longest: $\frac{5}{6}$ m, 1 m, $1\frac{1}{2}$ m.	
3	Share a unit fraction equally 5.NF.7a, 5.NF.7c	**C**	**Clue:** Only $\frac{1}{4}$ L is available. Dividing it into 2 shares makes each share smaller than $\frac{1}{4}$ L. **Worked:** $\frac{1}{4} \div 2 = \frac{1}{8}$ L. $2 \times \frac{1}{8} = \frac{1}{4}$, so the shares use exactly the available water.	**A:** This shares the quarter liter among 4 cups, rather than 2. **B:** This shares the quarter liter among 3 cups, rather than 2.
4	Count fractional pieces 5.NF.7b, 5.NF.7c	12 pieces Any well-formed equal numeric value is accepted; no rounding.	**Clue:** Each whole meter contains 4 pieces of length $\frac{1}{4}$ m. Count them across all 3 meters. **Worked:** Each meter contains 4 pieces of length $\frac{1}{4}$ of a meter. $3 \div \frac{1}{4} = 12$ pieces. 12 pieces, each $\frac{1}{4}$ of a meter long, use 3 meters of tape.	
5A	Share a unit fraction equally 5.NF.7a, 5.NF.7c	The amount for each cup is found by $\frac{1}{2} \div 3$.	**Clue:** Start with the water that is available, then divide by the number of equal cups. **Worked:** The available amount is $\frac{1}{2}$ L. Sharing equally among 3 cups is $\frac{1}{2} \div 3 = \frac{1}{6}$ L each.	$3 \div \frac{1}{2}$**:** This asks how many fractional groups fit in the whole-number amount, a different situation. $\frac{1}{2} \times 3$**:** This makes repeated amounts rather than sharing the available amount.
5B		**A**	**Clue:** Every panel is one liter. Count how many tiny equal parts belong to one share. **Worked:** The available $\frac{1}{2}$ L occupies 3 of the 6 equal cells. Sharing those cells among 3 cups gives 1 shaded cell per cup: $\frac{1}{6}$ L.	**B:** This shows all the available water, not one share. **C:** This divides one whole liter among the cups instead of sharing the smaller amount.

Talk bonus (slickrock): Its rough sandstone surface grips the tires.

TEACHER COPY · CLASS RECORD SHEET

Bike Park Fractions on paper · Grade 5

Use initials or class codes only. One row per student per trip. Copy this page for more students.

Student (initials or code)	Park #	Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4	Checkpoint 5 · Part A	Checkpoint 5 · Part B	Next step / notes

In each checkpoint cell write ✓ if the FIRST answer was right, or ★ if the student fixed it after the clue. Leave it blank if it was still missed. Count only ✓ as first answers, as the online game does; ★ fixes are shown but counted separately. Part A and Part B of checkpoint 5 are recorded separately.