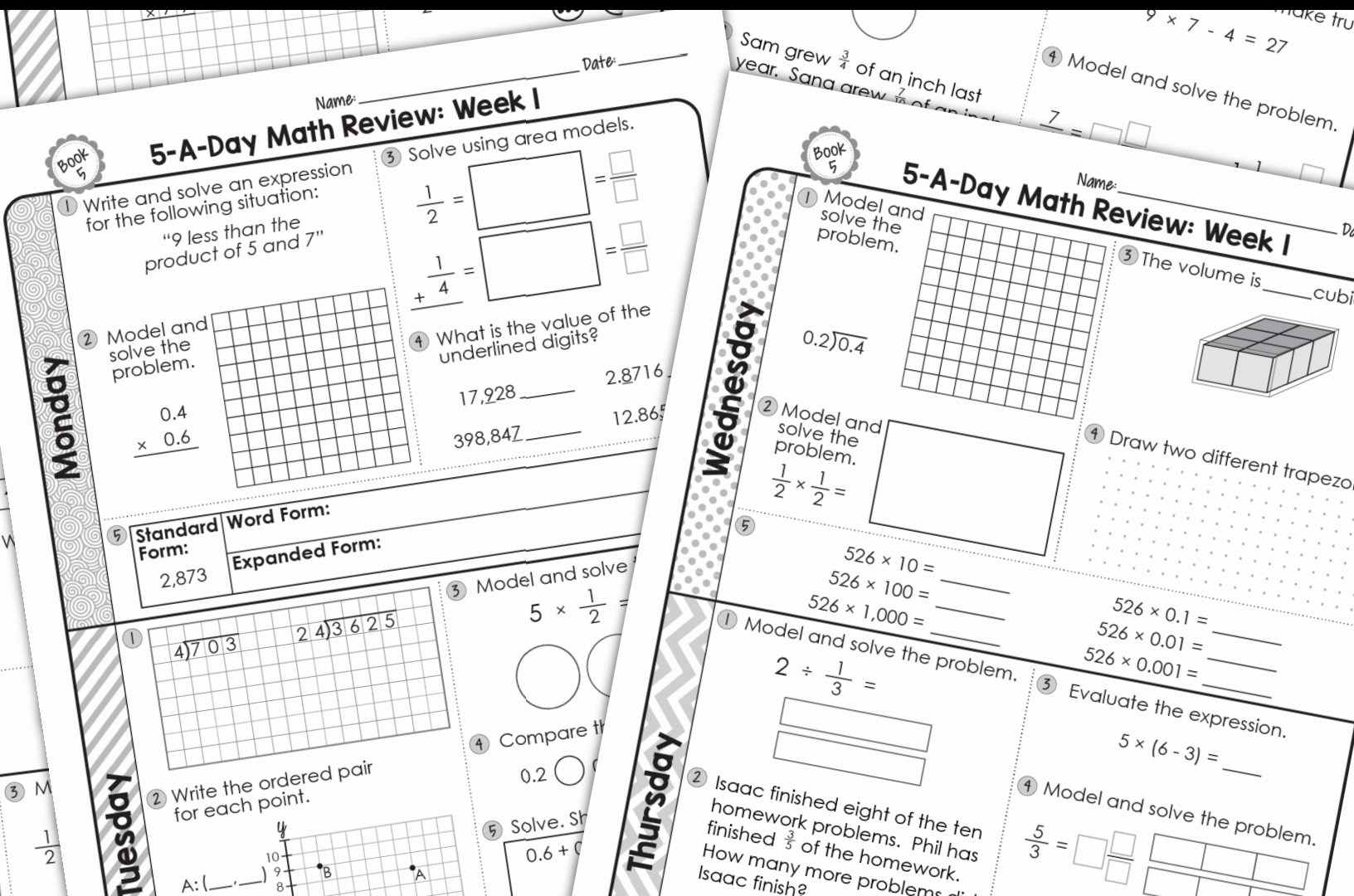


5th Grade 5-A-DAY MATH REVIEW

36 WEEKS OF SPIRAL REVIEW



100% EDITABLE STUDENT PAGES

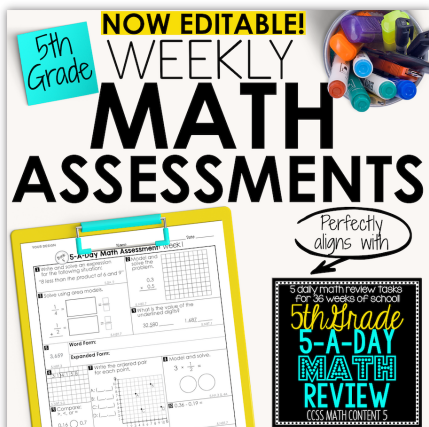
5-A-DAY COMMON CORE MATH REVIEW {5TH GRADE}

Thank you for purchasing this Common Core Language Review Resource. This resource is designed to be used on a daily basis (Monday-Thursday) for up to 36 weeks. Each week has 20 ("5 a Day") math tasks that can be done in class or assigned for homework and then discussed/corrected in class the following day. On Friday, you can assess student learning with these [5th Grade Weekly Math Assessments](#), which align perfectly to each week's content.

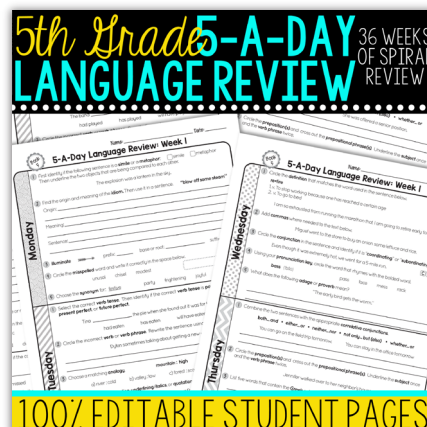
Skills Included:

- Write and Interpret Numerical Expressions (5.OA.2)
- Multiply Decimals (5.NBT.7)
- Add & Subtract Fractions (5.NBT.7)
- Place Value (5.NBT.1)
- Powers Of Ten Exponents (5.NBT.2)
- Place Value (5.NBT.3)
- Converting Units (5.NBT.2 & 5.MD.1)
- Operations with Multi-Digit Numbers (5.NBT.5 & 6)
- Areas of Rectangles with Fractional Side Lengths (5.NF.3B)
- Graph Points (5.G.A)
- Analyze and Interpret Patterns (5.OA.3)
- Multiply Whole Numbers & Fractions (5.NF.3 & 4A)
- Compare Decimal Numbers (5.NBT.1 & 3)
- Add & Subtract Decimal Numbers (5.NBT.7)
- Divide Decimals (5.NBT.7)
- Multiply Fractions (5.NF.4A & 5B)
- Round Decimal Numbers (5.NBT.4)
- Attributes of 2-Dimensional Shapes (5.G.3 & 4)
- Multiply and Divide by Powers of Ten (5.NBT.1 & 2)
- Division with a Unit Fraction and a Whole Number (5.NF.7)
- Fraction Word Problems (5.NF.2 & 3)
- Order of Operations (5.OA.1)
- Improper Fractions-Mixed Numbers
- Multiply Mixed Numbers (5.NF.6)

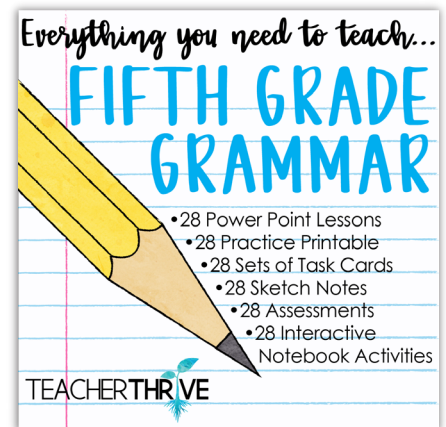
Click here →



Click here →



Click here →





RESOURCE NOTES

5-A-Day Math Review

USING THIS RESOURCE

This resource is intended to be used all year long to preview and review important math concepts. It can be used as morning work, "bell-ringers," homework, center work, or as test prep. It is recommended that you complete the first 2-3 weeks with your students in a whole-group setting. This will allow you to model the various skills while familiarizing your students with the format. After this period of guided instruction your students can then complete the activities independently, or if you prefer, in small groups or pairs.

Students should expect to encounter concepts that they are unfamiliar with, especially when first beginning the resource. It is best to assure them that any new material presented is simply a preview that will build background knowledge for a formal lesson(s) that will take place in the future. The tasks for each week will gradually increase in complexity and/or difficulty as the weeks go on.

It is important to dedicate 10-15 minutes a day correcting and discussing the completed work in class. This will not only allow students to check their work, but it will also provide you with an opportunity to model the completion of these tasks.

COPYRIGHT

© Copyright 2015 M. Tallman. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the original purchaser or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Doing so makes it possible for an Internet search to make the document available on the Internet, free of charge, and is a violation of the Digital Millennium Copyright Act (DMCA).

Thank you so much,

Melissa

P.S. PLEASE email me if you have ANY questions or comments.

I would love to hear from you!
gottoteach@icloud.com



The students will write and solve various equations based on given mathematical situations.

"the difference between
16 and 4 divided by 6"

"4 times the sum
of 7 and 9"

© Got to Teach LLC 2015 • www.GotToTeach.com



RESOURCE NOTES

5-A-Day Math Review

MONDAY.3: ADD & SUBTRACT FRACTIONS (5.NBT.7)

- During weeks 1-18, the students will use area models to represent and solve the problems. The use of these visual area models allows students to use reasoning to find a common denominator prior to using the algorithm. It is strongly recommended that this process be modeled with the students. The steps are as follows.

Area Models: Adding & Subtracting Fractions

Step 1: Divide the first rectangle into 3 equal parts and shade in 2 parts.

$$\begin{array}{r} \frac{2}{3} = \\ + \frac{1}{4} = \end{array} \begin{array}{c} \text{Area Model} \\ \text{Area Model} \end{array} = \begin{array}{c} \square \\ \square \end{array}$$

Step 2: Divide the second rectangle into 4 equal parts and shade in 1 part.

$$\begin{array}{r} \frac{2}{3} = \\ + \frac{1}{4} = \end{array} \begin{array}{c} \text{Area Model} \\ \text{Area Model} \end{array} = \begin{array}{c} \square \\ \square \end{array}$$

Step 3: Subdivide each third into fourths.

$$\begin{array}{r} \frac{2}{3} = \\ + \frac{1}{4} = \end{array} \begin{array}{c} \text{Area Model} \\ \text{Area Model} \end{array} = \begin{array}{c} \square \\ \square \end{array}$$

Step 4: Subdivide each fourth into thirds.

$$\begin{array}{r} \frac{2}{3} = \\ + \frac{1}{4} = \end{array} \begin{array}{c} \text{Area Model} \\ \text{Area Model} \end{array} = \begin{array}{c} \square \\ \square \end{array}$$

Step 5: The fractions are now represented with a common denominator (12) which will allow you to add.

*Please note that finding the LCD is not the focus when using area models.

$$\begin{array}{r} \frac{2}{3} = \\ + \frac{1}{4} = \end{array} \begin{array}{c} \text{Area Model} \\ \text{Area Model} \end{array} = \begin{array}{c} \frac{8}{12} \\ \frac{3}{12} \end{array} = \frac{11}{12}$$

Subtraction: Steps 1-4 are the same. Now you will cross out rectangles to find the answer.

$$\begin{array}{r} \frac{2}{3} = \\ - \frac{1}{4} = \end{array} \begin{array}{c} \text{Area Model} \\ \text{Area Model} \end{array} = \begin{array}{c} \frac{8}{12} \\ \frac{3}{12} \end{array} = \frac{5}{12}$$



RESOURCE NOTES

5-A-Day Math Review

MONDAY.3: ADD & SUBTRACT FRACTIONS (CONTINUED)

- During weeks 19-36, the students will use the standard algorithm to solve the problems. Mixed numbers are also included in this portion of the review.

$$\begin{array}{r} \frac{2}{3} = \frac{\boxed{4}}{\boxed{6}} \\ + \frac{1}{2} = \frac{\boxed{3}}{\boxed{6}} \\ \hline \frac{7}{6} = 1\frac{1}{6} \end{array}$$

$$\begin{array}{r} \frac{3}{5} = \frac{\boxed{6}}{\boxed{10}} \\ - \frac{1}{2} = \frac{\boxed{5}}{\boxed{10}} \\ \hline \frac{1}{10} \end{array}$$

$$\begin{array}{r} 2\frac{1}{3} = \frac{\boxed{7}}{\boxed{21}} \\ + 1\frac{2}{7} = \frac{\boxed{6}}{\boxed{21}} \\ \hline 3\frac{13}{21} \end{array}$$

$$\begin{array}{r} 3\frac{3}{4} = \frac{\boxed{9}}{\boxed{12}} \\ - 1\frac{2}{3} = \frac{\boxed{8}}{\boxed{12}} \\ \hline 2\frac{1}{12} \end{array}$$

MONDAY.4: PLACE VALUE (5.NBT.1) & POWERS OF TEN EXPONENTS (5.NBT.2)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will determine the value of an underlined digit within in a number.

What is the value of the underlined digits?

What is the value of the underlined digits?

76.389 0.009

1.00287 0.00007

172,947 70,000

83,983 900

928,827 20,000

23,981 80

5.2983 0.09

21.9384 0.0004

- On even weeks (2, 4, 6... etc.) the students will complete a variety of tasks related to base ten exponents (powers of ten).

Rewrite using an exponent.

Rewrite in standard form.

$$100 = 10^2$$

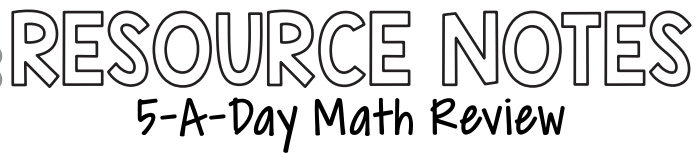
$$100,000 = 10^5$$

$$1,000,000 = 10^6$$

$$10^5 = 100,000$$

$$10^2 = 100$$

$$10^7 = 10,000,000$$



This item alternates every week:

- | | |
|-----------------------------|--|
| Standard Form:

23.58 | Word Form: <i>twenty-four and fifty-eight hundredths</i> |
| | Expanded Form: $2 \times 10 + 3 \times 1 + 5 \times \frac{1}{10} + 8 \times \frac{1}{100}$ |

- $$2 \text{ km} = \underline{2,000} \text{ m}$$
- $$\underline{2} \times \underline{1,000} = \underline{2,000}$$

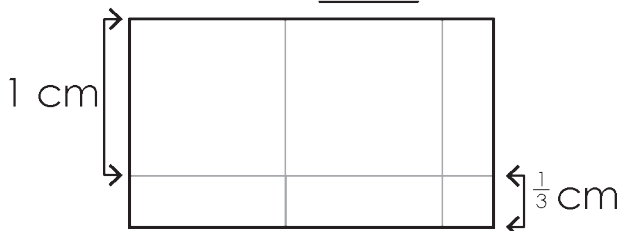
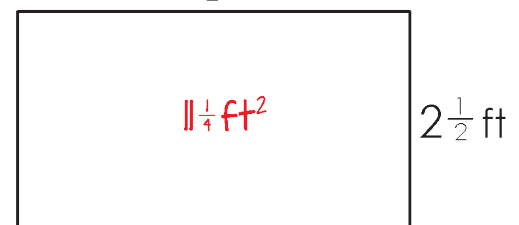
$$250 \text{ cm} = \underline{2.5} \text{ m}$$
$$\underline{250} \div \underline{100} = \underline{2.5}$$

- During weeks 1-18, the students will solve long division and multi-digit multiplication problems using the standard algorithm. Long division problems will have two-digit divisors, which is new to fifth grade.

[illegible]

Two multiplication problems are shown on a grid. The first problem is 84×47 . The partial products are 588 and 3360 , and the final sum is 3948 . The second problem is 94×33 . The partial products are 282 and 2820 , and the final sum is 3102 .

- length: $\underline{1\frac{1}{3}\text{ cm}}$ width: $\underline{2\frac{1}{3}\text{ cm}}$
area: $\underline{3\frac{1}{9}\text{ cm}^2}$

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



RESOURCE NOTES

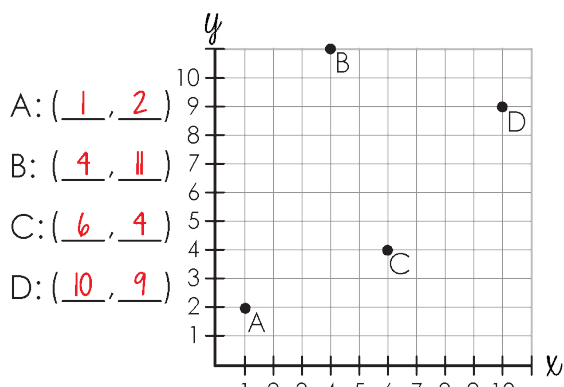
5-A-Day Math Review

TUESDAY.2: GRAPH POINTS (5.G.A) & ANALYZE PATTERNS (5.OA.3)

This item alternates every week:

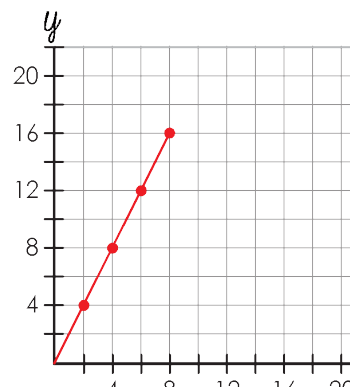
- On odd weeks (1, 3, 5... etc.) the students will find the coordinates of ordered pairs for points on a graph.
- On even weeks (2, 4, 6... etc.) the students will complete a table and graph the coordinates.

Write the ordered pair for each point.



Complete the table and then graph the coordinates.

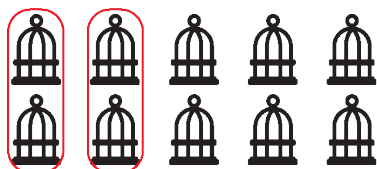
x + 2	y + 4
2	4
4	8
6	12
8	16



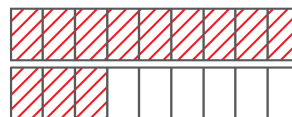
TUESDAY.3: MULTIPLY WHOLE NUMBERS & FRACTIONS (5.NF.3 & 4A)

- During weeks 1-18, the students will use various fraction models to represent and solve the problems. In the cases with fraction bars and circles, the students must first divide the models based on the denominator of the fraction. They will then shade in the number of fractional parts based on the whole number. This process will allow the students to visualize and understand the additive nature of fractions that are multiplied by whole numbers.

$$\frac{2}{5} \text{ of } 10 = 4$$



$$\frac{4}{9} \times 3 = \frac{12}{9} = 1\frac{3}{9} = 1\frac{1}{3}$$



- During weeks 19-36 the students will use the standard algorithm to solve the problems. *Please note: the answer key does not show work for "cross canceling" on multiplication of fractions. However, this is a helpful concept for students to know, especially when multiplying larger numbers.

$$\frac{1}{4} \times 16 = \frac{\boxed{1}}{\boxed{4}} \times \frac{\boxed{16}}{\boxed{1}} = \frac{\boxed{16}}{\boxed{4}} = 4$$

$$7 \times \frac{2}{5} = \frac{\boxed{7}}{\boxed{1}} \times \frac{\boxed{2}}{\boxed{5}} = \frac{\boxed{14}}{\boxed{5}} = 2\frac{4}{5}$$



RESOURCE NOTES

5-A-Day Math Review

TUESDAY.4: COMPARE DECIMAL NUMBERS (5.NBT.1 & 3)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will compare two decimal numbers using $>$, $<$, or $=$.
- On even weeks (2, 4, 6... etc.) the students will order four decimal numbers as indicated in the directions.

Compare the numbers.

$$0.3 < 0.5 \quad 0.32 > 0.302$$

Order from greatest to least.

$$0.76, 0.7, 0.8, 0.07$$

$$0.8, 0.76, 0.7, 0.07$$

TUESDAY.5: ADD & SUBTRACT DECIMAL NUMBERS (5.NBT.7)

The students will add and subtract decimal numbers using the standard algorithm. Students have room to show their work within the boxes.

$1.56 + 1.64 =$ 3.2	$3 - 0.272 =$ 2.728
------------------------------	------------------------------

$5.35 + 1.48 =$ 6.83	$10.1 - 1.001 =$ 9.099
-------------------------------	---------------------------------

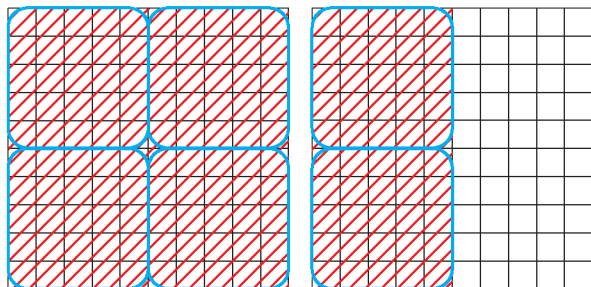
WEDNESDAY.1: DIVIDE DECIMALS (5.NBT.7)

- During weeks 1-18 the students will use fraction models to represent and solve the problems.
- During weeks 19-36 the students will use the standard algorithm to solve the problems.

Weeks 1-18

Model and solve the problem.

$$1.5 \div 0.25 = 6$$



Weeks 19-36

$$6.3 \div 0.3 =$$

$$2.07 \div 3 =$$

$\begin{array}{r} 21. \\ 3 \overline{) 63.} \\ - 6 \\ \hline 0 \\ - 3 \\ \hline 0 \end{array}$	$\begin{array}{r} 0.69 \\ 3 \overline{) 2.07} \\ - 1 \\ \hline 2 \\ - 2 \\ \hline 0 \end{array}$
--	--



RESOURCE NOTES

5-A-Day Math Review

WEDNESDAY.2: MULTIPLY FRACTIONS (5.NF.4A & 5B)

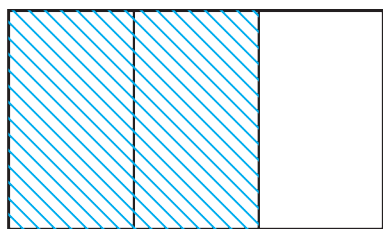
- During weeks 1-18, the students will use area models to multiply two fractions. It is strongly encouraged that this process be modeled to students thoroughly. The steps are as follows.

Area Models: Multiplying Fractions

Step 1: Divide the rectangle vertically into 3 equal parts and shade in 2 of these parts.

Model and solve the problem.

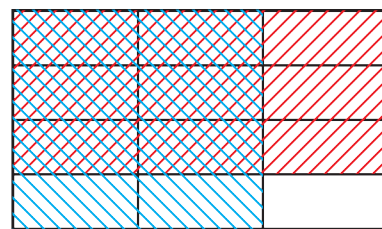
$$\frac{2}{3} \times \frac{3}{4} =$$



Step 2: Divide the rectangle horizontally into 4 equal parts and shade in 3 of these parts.

Model and solve the problem.

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



Step 3: The overlapping section is the answer. In this case $\frac{6}{12}$ which, can be simplified to $\frac{1}{2}$.

- During weeks 19-36, the students will solve the problems using the standard algorithm. Please note, that the answer key doesn't show work for "cross canceling." However, this is a worthwhile skill for your students to know, especially when multiplying mixed numbers.

Find each product.

$$\frac{1}{8} \times \frac{2}{5} = \frac{2}{40} = \frac{1}{20}$$

$$\frac{2}{3} \times \frac{7}{8} = \frac{14}{24} = \frac{7}{12}$$

Find each product.

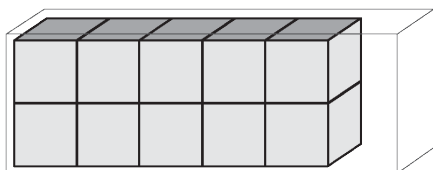
$$\frac{1}{6} \times \frac{6}{7} = \frac{6}{42} = \frac{1}{7}$$

$$\frac{3}{4} \times \frac{7}{8} = \frac{21}{32}$$

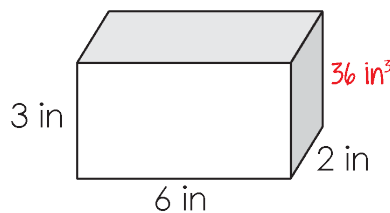
WEDNESDAY.3: CONCEPTS OF VOLUME (5.MD.3, 4, & 5)

The students will determine the volume of various rectangular prisms presented in three different ways.

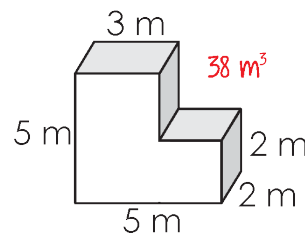
The volume is 12 cubic units.



Find the volume.



Find the volume.





RESOURCE NOTES

5-A-Day Math Review

WEDNESDAY.4: ROUND DECIMAL NUMBERS (5.NBT.4) & ATTRIBUTES OF 2-DIMENSIONAL SHAPES (5.G.3 & 4)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will round a given number to the tenths, hundredths, and thousandths place.
- On even weeks (2, 4, 6... etc.) the students will solve various problems related to the hierarchy of quadrilaterals.

Round **1.8096** to the nearest...

0.1: 1.8

0.01: 1.81

0.001: 1.81

All rectangles have 4 right angles. Squares have 4 right angles so they are also rectangles. True or False?

True

WEDNESDAY.5: MULTIPLY BY POWERS OF TEN (5.NBT.1 & 2)

The students will use knowledge of powers of ten (both whole and decimal numbers) to solve the problems. Students should take note of and discuss the patterns that are presented.

*This item is related to number 5 on Thursday. Students should refer back to this on Thursday to compare the patterns presented in both items of the review.

$$37.46 \times 10 = \underline{374.6}$$

$$37.46 \times 10^2 = \underline{3,746}$$

$$37.46 \times 10^3 = \underline{37,460}$$

$$37.46 \times 0.1 = \underline{3.746}$$

$$37.46 \times 0.01 = \underline{0.3746}$$

$$37.46 \times 0.001 = \underline{0.03746}$$



RESOURCE NOTES

5-A-Day Math Review

THURSDAY.I: DIVISION WITH A UNIT FRACTION AND A WHOLE NUMBER (5.NF.7)

- During Weeks 1-18, the students will use fraction models to solve the problems. It is strongly encouraged that this process be modeled thoroughly. The steps are as follows.

Dividing a Fraction by a Whole Number

Step 1: Divide the fraction bar or circle into 3 equal parts.

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



Step 2: Divide all the thirds into 2. Use a dotted or different colored line.

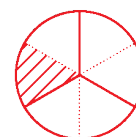
$$\frac{1}{3} \div 2 =$$



Step 3: The problem is only asking to divide one third in half. So shade in one half of one third.

Now compare that one shaded part to the whole. It is one sixth of the whole, which is the answer.

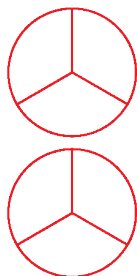
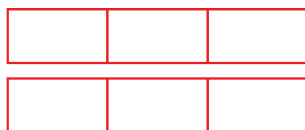
$$\frac{1}{3} \div 2 = \frac{1}{6}$$



Dividing Whole Number by a Fraction

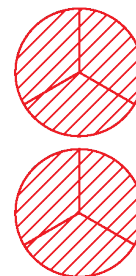
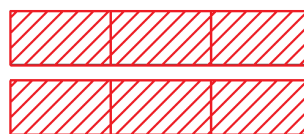
Step 1: Divide the whole fraction bars or circles into 3 equal parts.

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



Step 2: Count how many thirds are in the two wholes.

$$2 \div \frac{1}{3} = 6$$



- During weeks 19-36, the students will use the standard algorithm to solve.

$$\frac{1}{2} \div 11 = \frac{\boxed{1}}{\boxed{2}} \times \left(\frac{\boxed{1}}{\boxed{11}} \right) = \frac{\boxed{1}}{\boxed{22}} = \frac{1}{22}$$

$$\frac{1}{8} \div 4 = \frac{\boxed{1}}{\boxed{8}} \times \left(\frac{\boxed{1}}{\boxed{4}} \right) = \frac{\boxed{1}}{\boxed{32}} = \frac{1}{32}$$

$$11 \div \frac{1}{2} = \frac{\boxed{11}}{\boxed{1}} \times \left(\frac{\boxed{2}}{\boxed{1}} \right) = \frac{\boxed{22}}{\boxed{1}} = 22$$

$$4 \div \frac{1}{8} = \frac{\boxed{4}}{\boxed{1}} \times \left(\frac{\boxed{8}}{\boxed{1}} \right) = \frac{\boxed{32}}{\boxed{1}} = 32$$



RESOURCE NOTES

5-A-Day Math Review

THURSDAY.2: FRACTION WORD PROBLEMS (5.NF.2 & 3)

The students will solve a variety of word problems that will require addition, subtraction, multiplication, and division (unit fractions only) of fractions.

Amiee bought $\frac{2}{3}$ of a pound of sliced roast beef. She used half of it to make sandwiches. How much roast beef did she use?

$\frac{1}{3}$ of a pound

Our new patio is $7\frac{1}{2}$ meters long and $5\frac{2}{3}$ meters wide. What is the area of the patio?

$42\frac{1}{2}$ meters²

TURSDAY.3: ORDER OF OPERATIONS (5.OA.1)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will solve an expression using the order of operations
- On even weeks (2, 4, 6... etc.) the students will add parentheses to make an equation true.

Evaluate the expression.

$$56 \div (11 - 3) = \underline{7}$$

Add parentheses to make true.

$$72 \div (12 - 6) = 12$$

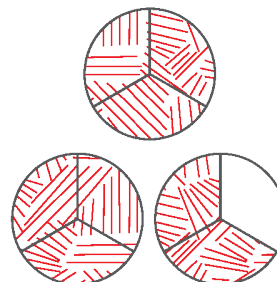
THURSDAY.4: IMPROPER FRACTIONS-MIXED NUMBERS & MULTIPLY MIXED NUMBERS (5.NF.6)

- During weeks 1-18, the students will use fraction models to show the equivalence between a mixed number and an improper fraction. This is a prerequisite skill for weeks 19-36, which requires students to multiply mixed numbers.

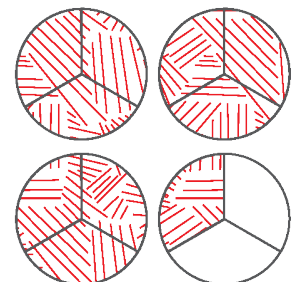
$$\frac{13}{5} = 2\frac{3}{5}$$

$$1\frac{4}{5} = \frac{9}{5}$$

$$\frac{8}{3} = 2\frac{2}{3}$$



$$3\frac{1}{3} = \frac{10}{3}$$





RESOURCE NOTES

5-A-Day Math Review

THURSDAY.4: IMPROPER FRACTIONS-MIXED NUMBERS & MULTIPLY MIXED NUMBERS (CONTINUED)

- During weeks 19-36, the students will use the standard algorithm to solve the problems.
*Please note that the answer key does not show "cross canceling." However, this is a worthwhile skill that your students should know when multiplying mixed numbers. It is best taught after students have a solid understanding of fractions so as to not complicate the learning process.

$$1\frac{1}{2} \times 1\frac{1}{3} = \frac{\boxed{3}}{2} \times \frac{\boxed{4}}{3} = \frac{12}{6} = 2$$

$$2\frac{2}{3} \times 1\frac{3}{4} = \frac{\boxed{8}}{3} \times \frac{\boxed{7}}{4} = \frac{56}{12} = 4\frac{8}{12} = 4\frac{2}{3}$$

$$2\frac{1}{3} \times 1\frac{1}{4} = \frac{\boxed{7}}{3} \times \frac{\boxed{5}}{4} = \frac{35}{12} = 2\frac{11}{12}$$

$$1\frac{1}{5} \times 2\frac{1}{3} = \frac{\boxed{6}}{5} \times \frac{\boxed{7}}{3} = \frac{42}{15} = 2\frac{12}{15} = 2\frac{4}{5}$$

THURSDAY.5: DIVIDE BY POWERS OF TEN (5.NBT.1 & 2)

The students will use knowledge of powers of ten (both whole and decimal numbers) to solve the problems. Students should take note of and discuss the patterns that are presented.

*This item is related to number 5 on Wednesday. Students should refer back to Wednesday's work to compare the patterns presented in both items of the review.

$$349 \div 10 = \underline{34.9}$$

$$349 \div 0.1 = \underline{3,490}$$

$$349 \div 10^2 = \underline{3.49}$$

$$349 \div 0.01 = \underline{34,900}$$

$$349 \div 10^3 = \underline{0.349}$$

$$349 \div 0.001 = \underline{349,000}$$

5-A-Day Math Review: Week I

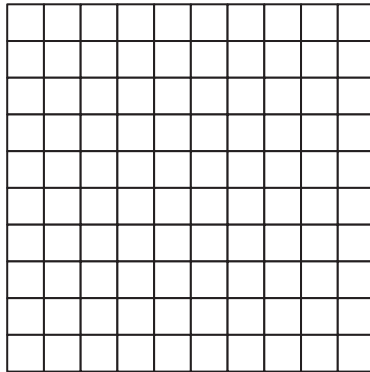
Monday

- 1 Write and solve an expression for the following situation:

"9 less than the product of 5 and 7"

- 2 Model and solve the problem.

$$\begin{array}{r} 0.4 \\ \times 0.6 \\ \hline \end{array}$$



- 3 Solve using area models.

$$\frac{1}{2} = \boxed{} = \frac{\boxed{}}{\boxed{}}$$

$$\frac{1}{4} = \boxed{} = \frac{\boxed{}}{\boxed{}}$$

- 4 What is the value of the underlined digits?

17,928 _____ 2.8716 _____

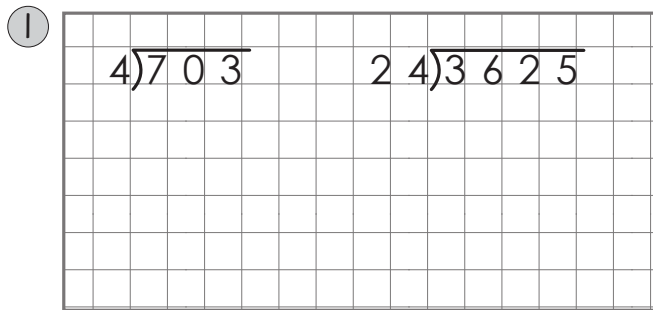
398,847 _____ 12.865 _____

- 5 **Standard Form:** _____ **Word Form:** _____

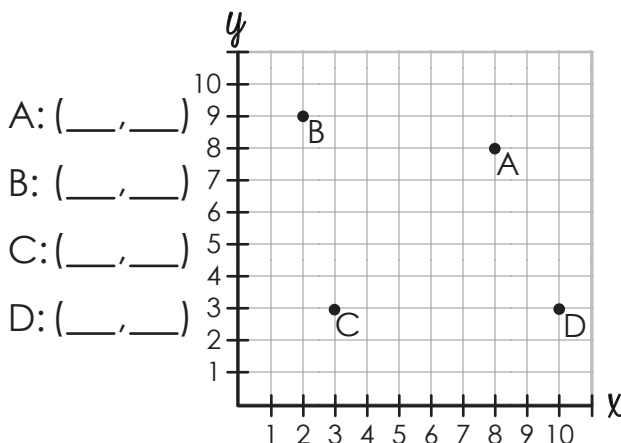
2,873

Expanded Form: _____

Tuesday

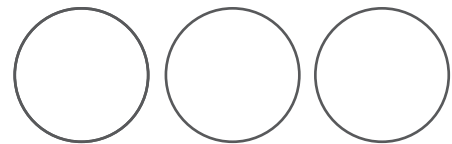


- 2 Write the ordered pair for each point.



- 3 Model and solve the problem.

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



- 4 Compare the numbers.

0.2 ○ 0.21 0.17 ○ 0.7

- 5 Solve. Show your work.

$$0.6 + 0.13 =$$

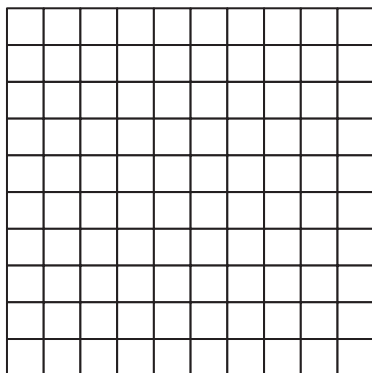
$$0.22 - 0.17 =$$

5-A-Day Math Review: Week I

Wednesday

- ① Model and solve the problem.

$$0.2 \overline{)0.4}$$

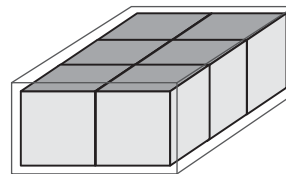


- ② Model and solve the problem.

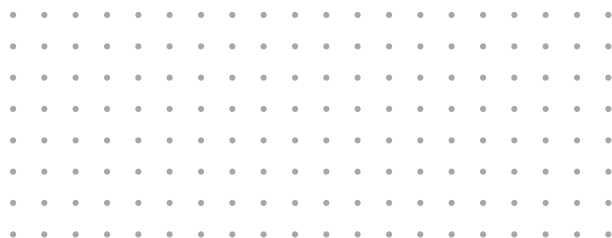
$$\frac{1}{2} \times \frac{1}{2} =$$



- ③ The volume is _____ cubic units.



- ④ Draw two different trapezoids.



⑤

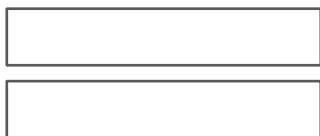
$$\begin{aligned} 526 \times 10 &= \underline{\hspace{2cm}} \\ 526 \times 100 &= \underline{\hspace{2cm}} \\ 526 \times 1,000 &= \underline{\hspace{2cm}} \end{aligned}$$

$$\begin{aligned} 526 \times 0.1 &= \underline{\hspace{2cm}} \\ 526 \times 0.01 &= \underline{\hspace{2cm}} \\ 526 \times 0.001 &= \underline{\hspace{2cm}} \end{aligned}$$

Thursday

- ① Model and solve the problem.

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



- ② Isaac finished eight of the ten homework problems. Phil has finished $\frac{3}{5}$ of the homework. How many more problems did Isaac finish?

- ③ Evaluate the expression.

$$5 \times (6 - 3) = \underline{\hspace{2cm}}$$

- ④ Model and solve the problem.

$$\frac{5}{3} = \frac{\boxed{}}{\boxed{}} \quad \begin{array}{|c|c|c|} \hline & & \\ \hline & & \\ \hline \end{array}$$

$$2\frac{1}{3} = \frac{\boxed{}}{\boxed{}} \quad \begin{array}{|c|c|c|} \hline & & \\ \hline & & \\ \hline & & \\ \hline \end{array}$$

⑤

$$\begin{aligned} 526 \div 10 &= \underline{\hspace{2cm}} \\ 526 \div 100 &= \underline{\hspace{2cm}} \\ 526 \div 1,000 &= \underline{\hspace{2cm}} \end{aligned}$$

$$\begin{aligned} 526 \div 0.1 &= \underline{\hspace{2cm}} \\ 526 \div 0.01 &= \underline{\hspace{2cm}} \\ 526 \div 0.001 &= \underline{\hspace{2cm}} \end{aligned}$$

5-A-Day Math Review: Week 2

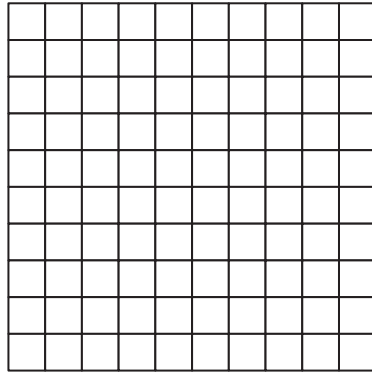
Monday

- ① Write and solve an expression for the following situation:

"7 more than the product of 6 and 9"

- ② Model and solve the problem.

$$\begin{array}{r} 0.2 \\ \times 0.3 \\ \hline \end{array}$$



- ③ Solve using area models.

$$\frac{1}{2} = \boxed{} = \frac{\boxed{}}{\boxed{}}$$

$$\frac{1}{4} = \boxed{} = \frac{\boxed{}}{\boxed{}}$$

- ④ Which number is equal to 10^3 ?

- Ⓐ 10 Ⓑ 100
Ⓒ 1,000 Ⓓ 100,000

⑤

$$2 \text{ m} = \underline{\hspace{2cm}} \text{ cm}$$

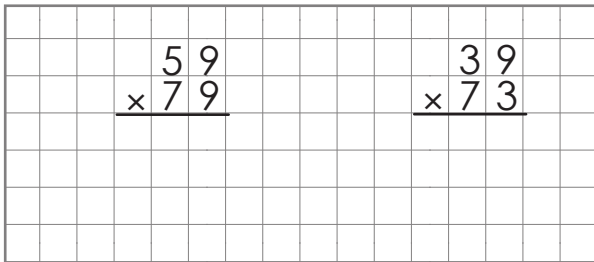
$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$3,000 \text{ g} = \underline{\hspace{2cm}} \text{ kg}$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

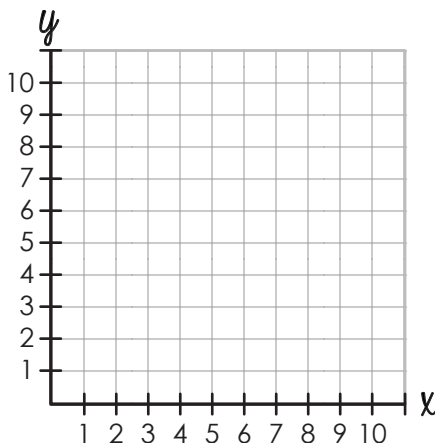
Tuesday

①



- ② Complete the table and then graph the coordinates.

x + 1	y + 2



- ③ Model and solve the problem.

$$\frac{1}{2} \text{ of } 6 = \begin{array}{ccc} \text{Panda} & \text{Panda} & \text{Panda} \\ \text{Panda} & \text{Panda} & \text{Panda} \end{array}$$

- ④ Order from least to greatest.

0.4, 0.5, 0.45, 0.04

- ⑤ Solve. Show your work.

$$7.4 + 1.2 =$$

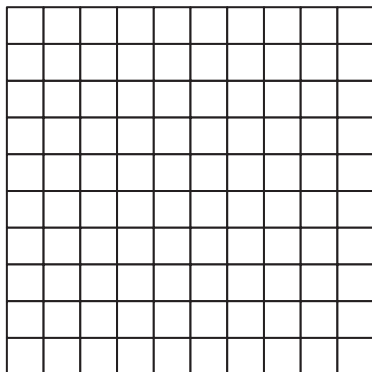
$$0.93 - 0.77 =$$

5-A-Day Math Review: Week 2

Wednesday

- ① Model and solve the problem.

$$0.2 \overline{)0.6}$$

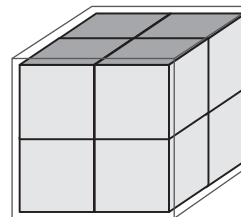


- ② Model and solve the problem.

$$\frac{1}{4} \times \frac{1}{2} =$$



- ③ The volume is _____ cubic units.



- ④ Round **4.3215** to the nearest...

0.1: _____

0.01: _____

0.001: _____

⑤

$$349 \times 10 = \underline{\hspace{2cm}}$$

$$349 \times 10^2 = \underline{\hspace{2cm}}$$

$$349 \times 10^3 = \underline{\hspace{2cm}}$$

$$349 \times 0.1 = \underline{\hspace{2cm}}$$

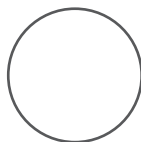
$$349 \times 0.01 = \underline{\hspace{2cm}}$$

$$349 \times 0.001 = \underline{\hspace{2cm}}$$

Thursday

- ① Model and solve the problem.

$$\frac{1}{2} \div 2 =$$



- ② Sam grew $\frac{3}{4}$ of an inch last year. Sang grew $\frac{7}{10}$ of an inch. Who grew more and by how much?

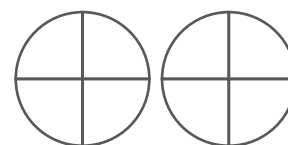
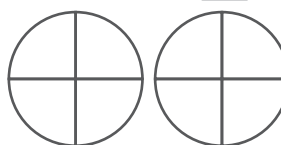
- ③ Add parentheses to make true.

$$9 \times 7 - 4 = 27$$

- ④ Model and solve the problem.

$$\frac{7}{4} = \square \frac{\square}{\square}$$

$$1 \frac{1}{4} = \frac{\square}{\square}$$



⑤

$$349 \div 10 = \underline{\hspace{2cm}}$$

$$349 \div 10^2 = \underline{\hspace{2cm}}$$

$$349 \div 10^3 = \underline{\hspace{2cm}}$$

$$349 \div 0.1 = \underline{\hspace{2cm}}$$

$$349 \div 0.01 = \underline{\hspace{2cm}}$$

$$349 \div 0.001 = \underline{\hspace{2cm}}$$

5-A-Day Math Review: Week I

Monday

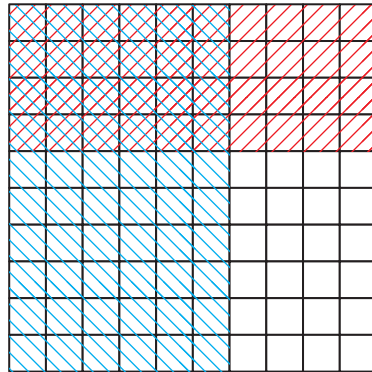
- 1 Write and solve an expression for the following situation:

"9 less than the product of 5 and 7"

$$5 \times 7 - 9 = 26$$

- 2 Model and solve the problem.

$$\begin{array}{r} 0.4 \\ \times 0.6 \\ \hline 0.24 \end{array}$$



- 3 Solve using area models.

$$\frac{1}{2} = \frac{4}{8} \quad \frac{1}{4} = \frac{2}{8} \quad \frac{6}{8} = \frac{3}{4}$$

- 4 What is the value of the underlined digits?

$$17,\underline{9}28 \quad \underline{9}00 \quad 2.\underline{8}716 \quad \underline{0}.8$$

$$398,84\underline{7} \quad \underline{7} \quad 12.865 \quad \underline{0.005}$$

5

Standard Form:

2,873

Word Form:

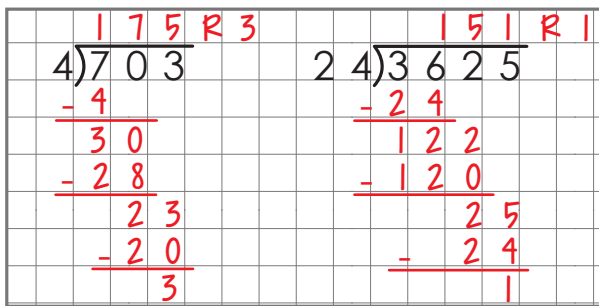
two thousand, eight hundred seventy-three

Expanded Form:

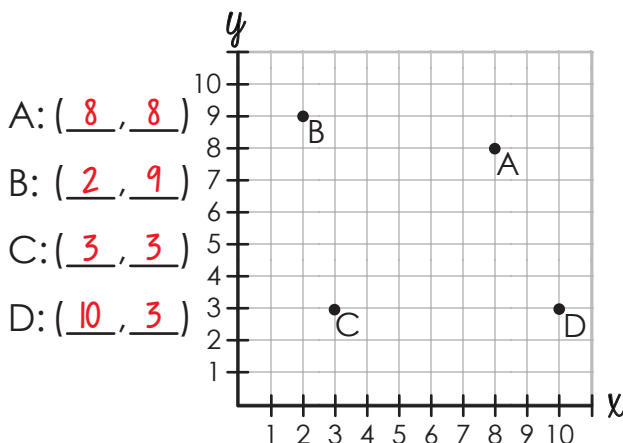
$$2 \times 1,000 + 8 \times 100 + 7 \times 10 + 3 \times 1$$

Tuesday

1



- 2 Write the ordered pair for each point.



A: (8, 8)

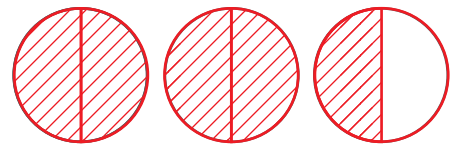
B: (2, 9)

C: (3, 3)

D: (10, 3)

- 3 Model and solve the problem.

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



- 4 Compare the numbers.

$$0.2 < 0.21 \quad 0.17 < 0.7$$

- 5 Solve. Show your work.

$$0.6 + 0.13 =$$

0.73

$$0.22 - 0.17 =$$

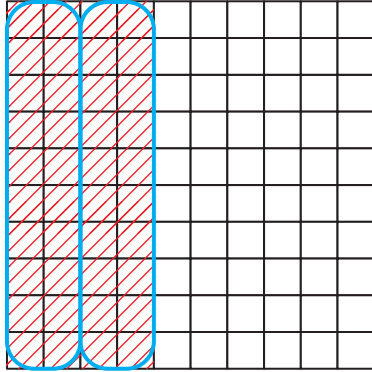
0.05

5-A-Day Math Review: Week I

Wednesday

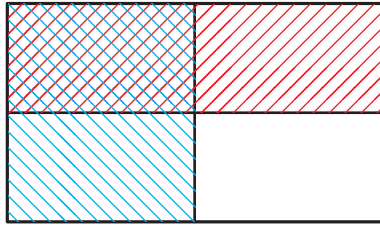
- ① Model and solve the problem.

$$0.2 \overline{)0.4} \quad 2$$

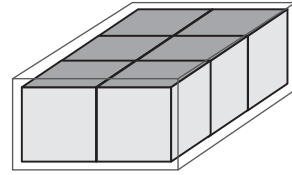


- ② Model and solve the problem.

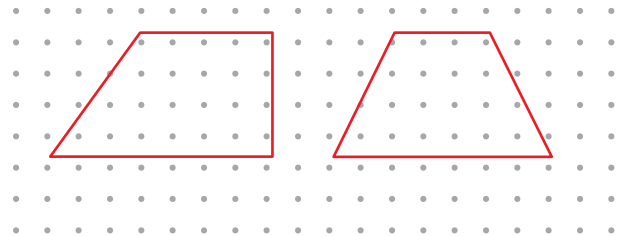
$$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$$



- ③ The volume is 6 cubic units.



- ④ Draw two different trapezoids.



⑤

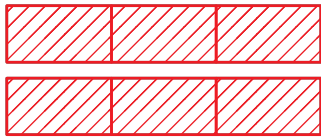
$$\begin{aligned} 526 \times 10 &= \underline{5,260} \\ 526 \times 100 &= \underline{52,600} \\ 526 \times 1,000 &= \underline{526,000} \end{aligned}$$

$$\begin{aligned} 526 \times 0.1 &= \underline{52.6} \\ 526 \times 0.01 &= \underline{5.26} \\ 526 \times 0.001 &= \underline{0.526} \end{aligned}$$

Thursday

- ① Model and solve the problem.

$$2 \div \frac{1}{3} = \underline{6}$$



- ② Isaac finished eight of the ten homework problems. Phil has finished $\frac{3}{5}$ of the homework. How many more problems did Isaac finish?

2 more problems

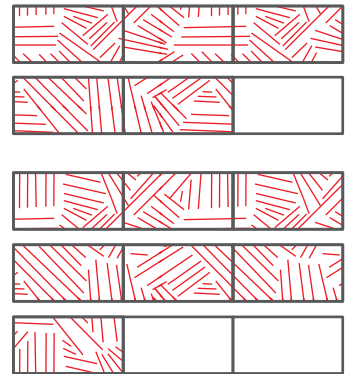
- ③ Evaluate the expression.

$$5 \times (6 - 3) = \underline{15}$$

- ④ Model and solve the problem.

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

$$2 \frac{1}{3} = \frac{7}{3}$$



⑤

$$\begin{aligned} 526 \div 10 &= \underline{52.6} \\ 526 \div 100 &= \underline{5.26} \\ 526 \div 1,000 &= \underline{0.526} \end{aligned}$$

$$\begin{aligned} 526 \div 0.1 &= \underline{5,260} \\ 526 \div 0.01 &= \underline{52,600} \\ 526 \div 0.001 &= \underline{526,000} \end{aligned}$$

5-A-Day Math Review: Week 2

Monday

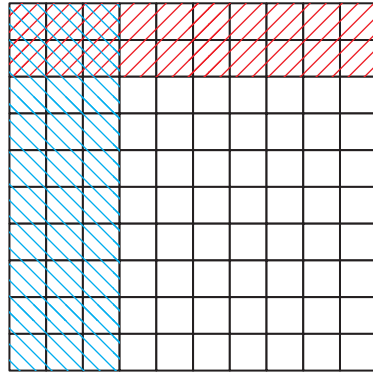
- 1 Write and solve an expression for the following situation:

"7 more than the product of 6 and 9"

$$6 \times 9 + 7 = 61$$

- 2 Model and solve the problem.

$$\begin{array}{r} 0.2 \\ \times 0.3 \\ \hline 0.06 \end{array}$$



- 3 Solve using area models.

$$\frac{1}{2} = \frac{4}{8} \quad \frac{1}{4} = \frac{2}{8} \quad \frac{2}{8} = \frac{1}{4}$$

- 4 Which number is equal to 10^3 ?

- (A) 10 (B) 100
(C) 1,000 (D) 100,000

5

$$2 \text{ m} = \underline{200} \text{ cm}$$

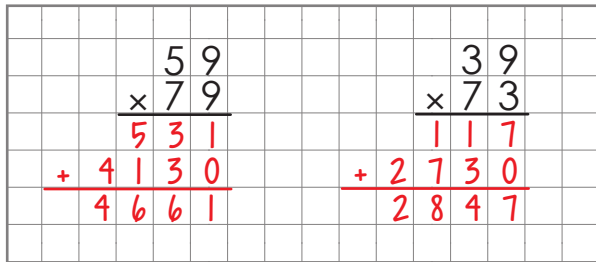
$$\underline{2} \times \underline{100} = \underline{200}$$

$$3,000 \text{ g} = \underline{3} \text{ kg}$$

$$\underline{3,000} \div \underline{1,000} = \underline{3}$$

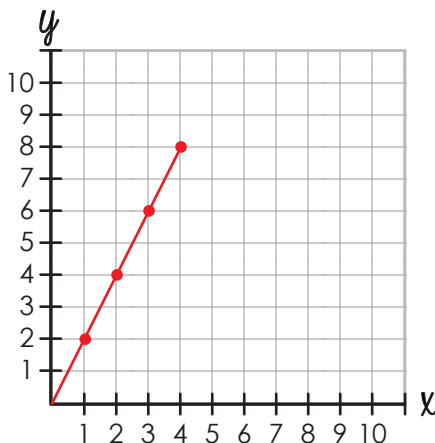
Tuesday

1



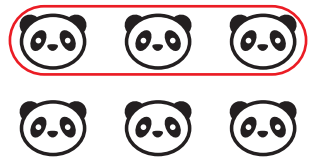
- 2 Complete the table and then graph the coordinates.

x + 1	y + 2
1	2
2	4
3	6
4	8



- 3 Model and solve the problem.

$$\frac{1}{2} \text{ of } 6 = 3$$



- 4 Order from least to greatest.

0.4, 0.5, 0.45, 0.04

0.04, 0.4, 0.45, 0.5

- 5 Solve. Show your work.

$$7.4 + 1.2 =$$

8.6

$$0.93 - 0.77 =$$

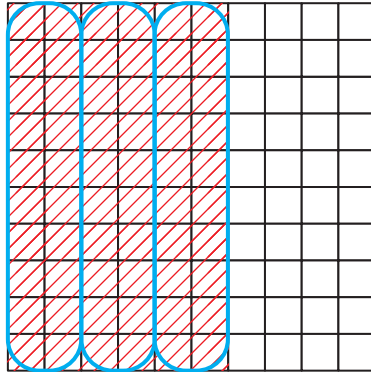
0.16

5-A-Day Math Review: Week 2

Wednesday

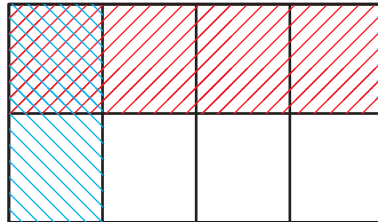
- ① Model and solve the problem.

$$0.2 \overline{)0.6} \begin{matrix} 3 \end{matrix}$$

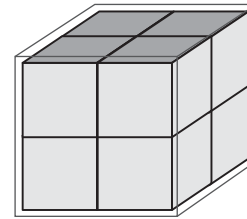


- ② Model and solve the problem.

$$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$$



- ③ The volume is 8 cubic units.



- ④ Round **4.3215** to the nearest...

0.1: 4.3

0.01: 4.32

0.001: 4.322

⑤

$$349 \times 10 = \underline{3,490}$$

$$349 \times 10^2 = \underline{34,900}$$

$$349 \times 10^3 = \underline{349,000}$$

$$349 \times 0.1 = \underline{34.9}$$

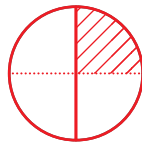
$$349 \times 0.01 = \underline{3.49}$$

$$349 \times 0.001 = \underline{0.349}$$

Thursday

- ① Model and solve the problem.

$$\frac{1}{2} \div 2 = \frac{1}{4}$$



- ② Sam grew $\frac{3}{4}$ of an inch last year. Sang grew $\frac{7}{10}$ of an inch. Who grew more and by how much?

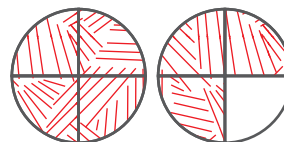
Sam, $\frac{1}{20}$ of an inch

- ③ Add parentheses to make true.

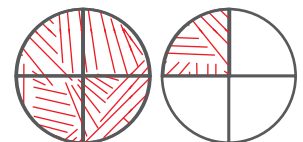
$$9 \times (7 - 4) = 27$$

- ④ Model and solve the problem.

$$\frac{7}{4} = 1 \frac{3}{4}$$



$$1 \frac{1}{4} = \frac{5}{4}$$



⑤

$$349 \div 10 = \underline{34.9}$$

$$349 \div 10^2 = \underline{3.49}$$

$$349 \div 10^3 = \underline{0.349}$$

$$349 \div 0.1 = \underline{3,490}$$

$$349 \div 0.01 = \underline{34,900}$$

$$349 \div 0.001 = \underline{349,000}$$

FIFTH GRADE MATH SKETCH NOTES BUNDLE

These [5th-grade math sketch notes](#) (AKA doodle pages) are a powerful learning and teaching tool. They cover essential math concepts and procedures for students in a visually appealing way. You can use this resource to supplement any math curriculum, and they are perfect for previewing/pre-teaching or reviewing/reinforcing.

PLACE VALUE BASICS (1)

PLACE VALUE
The value of the position of a digit in a number; each position has a different value.

PERIODS
Groups of three-digit numbers separated by commas.

DIGITS
Ten single numbers that represent values: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

VALUE
The worth of a digit in a number; Digit $\times$ Place Value (e.g., $7 \times 100,000 = 700,000$).

EXPRESSING NUMBER VALUES (2)

STANDARD FORM
A number expressed using digits 0-9.
518,742,639

WORD FORM
A number expressed by spelling it out in words.
518,742,639

Hyphens
Hyphenate compound numbers.
Eg, 21 = twenty-one
56 = fifty-six

Expanded Form
A number expressed by adding the values of each digit.
8,000,000 + 700,000 + 40,000 + 2,000 + 600 + 30 + 9

BASE 10 PLACE VALUE PATTERNS (3)

Fun Fact
A base 10 number system means it uses 10 unique digits (0-9). Base-10 is the most common system in history, most likely because humans have 10 fingers.

BASE TEN PATTERN RULES
Move left one place, the value increases by 10.
Move right one place, the value decreases by 10.

How many ones are in a hundred? $10 \times 10 = 100$
How many tens are in ten thousand? $10 \times 10 \times 10 = 1,000$
How many hundreds are in a million? $10 \times 10 \times 10 \times 10 = 10,000$

COMPARE & ORDER WHOLE NUMBERS (4)

COMPARE
Determining if one number is less than $<$, greater than $>$, or equal to $=$ another number.
 $4 > 2$ $3 < 5$ $8 = 8$

ORDER
Arranging three or more numbers from least to greatest (3, 5, 8, 9) or greatest to least (9, 8, 5, 3).

Order least to greatest
317,282,031,594,2380,265,379,486

Order greatest to least
380,265,379,486,317,282,031,594,2

ADD & SUBTRACT MULTI-DIGIT NUMBERS (5)

ADDITION
Add the ones.
6 ones + 8 ones = 14 ones
Regroup: 1 tens 4 ones

SUBTRACTION
Subtract the ones.
15 ones - 9 ones = 6 ones

Properties of Addition
Commutative Property: No matter what order you add the numbers (addends), the answer (sum) is the same.
Associative Property: No matter how you group the numbers (addends), the answer (sum) is the same.

PROPERTIES of ADDITION (6)

Commutative Property
No matter what order you add the numbers (addends), the answer (sum) is the same.
 $4 + 6 = 10$ $6 + 4 = 10$

Associative Property
No matter how you group the numbers (addends), the answer (sum) is the same.
 $(3 + 2) + 5 = 10$ $3 + (2 + 5) = 10$

Identity Property
When you add zero to a number, the answer (sum) is the number.
 $0 + 5 = 5$ $3 + 0 = 3$ $6 + 0 = 6$

ROUNDING WHOLE NUMBERS (7)

ROUNDING ON A NUMBER LINE
TENS Round 636 to the nearest ten.
636 is closer to 640.

HUNDREDS Round 7,341 to the nearest hundred.
7,341 is closer to 7,300.

THOUSANDS Round 56,527 to the nearest thousand.
56,527 is closer to 57,000.

ROUNDING RULES
Round to the nearest ten thousand.
4 or less, just ignore.
If the number is 4 or less, the circled number stays the same.
5 or more, add 1 more.
If the number is 5 or greater, add 1 to the circled number.
All numbers to the right of the circle become zeros.

ESTIMATE SUMS & DIFFERENCES (8)

ESTIMATE
To find a value that is close to the right answer.

ACCURACY
How close a calculation is to the actual answer (300, 90, 8,000).

"FRIENDLY" NUMBERS
"Round" numbers that are easier to work with.

WHEN TO ESTIMATE
When an exact answer is not needed.
When you need to compute a problem quickly about, around, or to check if your work/answers is reasonable.

CUE WORDS
approximately, about, around, almost, near.

THE FRIENDLY SCALE
The higher you round, the easier the problem is, but your estimate will be less accurate.

THE ACCURACY SCALE
The lower you round, the harder the problem is, but your estimate will be more accurate.

Sketch notes present your students with a meaningful and engaging activity they will love. Doodle note-taking activates verbal and visual modalities to capture concepts. The whole brain is absorbed in hearing, synthesizing, and retaining ideas. This high level of engagement helps students retain the content and leaves little room for distraction.

COVERS 70+ TOPICS

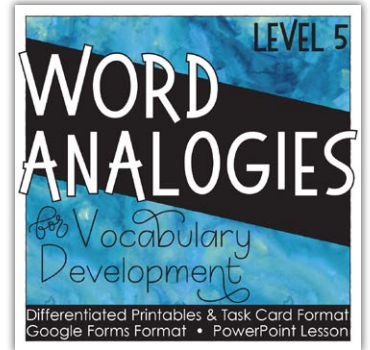
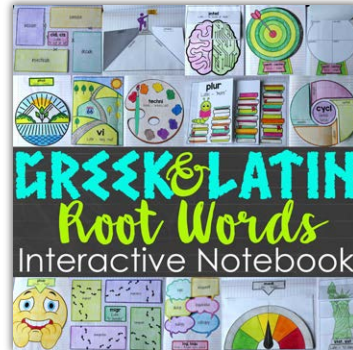
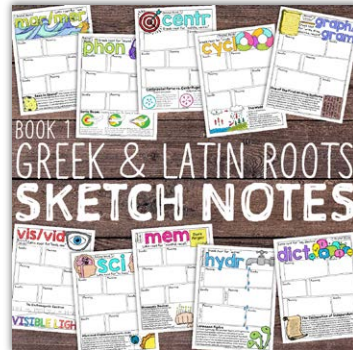
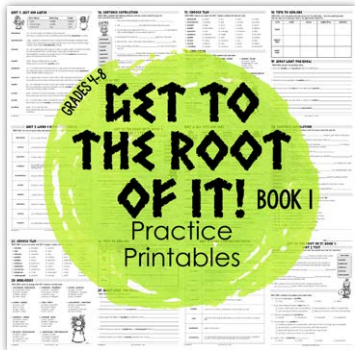


Helping teachers thrive, not just survive, in education

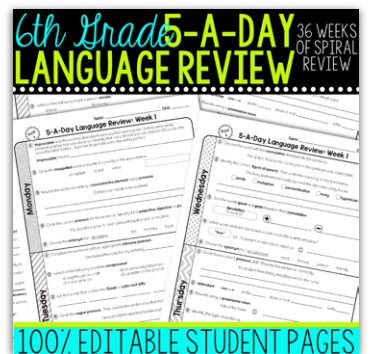
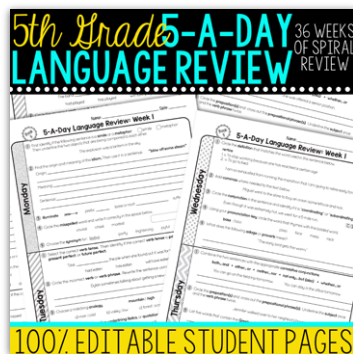
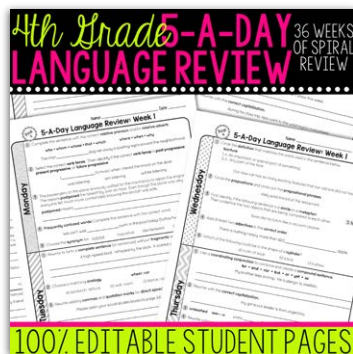
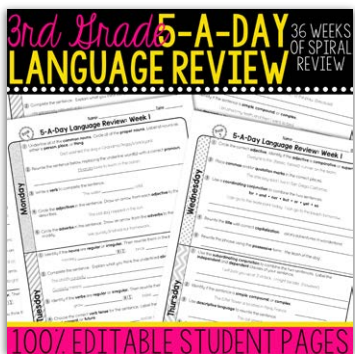


www.TeacherThrive.com

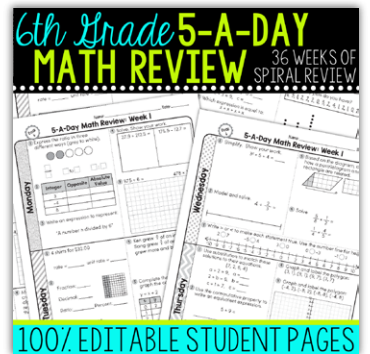
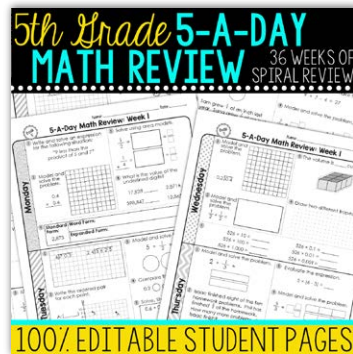
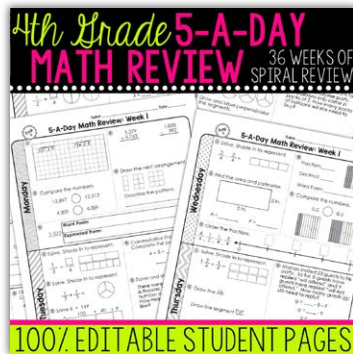
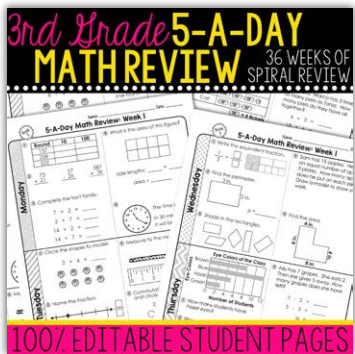
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

