

6th Grade 5-A-DAY MATH REVIEW

36 WEEKS OF SPIRAL REVIEW

rate = _____ unit rate = _____

Name: _____ Date: _____

5-A-Day Math Review: Week 1

Monday

1 Express the ratio in three different ways (grey to white).

 _____ to _____ : _____

2

Integer	Opposite	Absolute Value
3		
-4		
8		

3 Write an expression to represent:
 "A number n divided by 6"

4 Ken grew $\frac{4}{5}$ of an inch. Sang grew $\frac{3}{8}$ of an inch. Who grew more and by how much?

5 Complete the table for the equation $y = x + 2$.

x	y
0	2
1	
2	

Tuesday

1 4 shirts for \$32.00
 rate = _____ unit rate = _____

2 Fraction: _____
 Decimal: _____
 Ratio: _____ Percent: _____

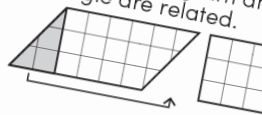
3

4

Wednesday

1 Simplify. Show your work.
 $3^2 \times 5 + 4 =$

2 Model and solve.
 $4 \div \frac{2}{3} =$

3 Based on the diagram, describe how a parallelogram and a rectangle are related.


4 Solve
 $\frac{5}{8} \times \frac{1}{2} =$
 $\frac{1}{4} \times \frac{4}{5} =$

5 Write > or < to make each statement true. Use the number line for help.

2 $\bigcirc$ 7
 -5 $\bigcirc$ 4
 3 $\bigcirc$ 0
 0 $\bigcirc$ -3
 -1 $\bigcirc$ 1

1 Use substitution to match these solutions to their equations.
 $\{7, 2, 6, 4\}$
 $a + 2 = 9, a =$
 $2 + b = 6, b =$
 $c + 1 = 7, c =$

2 Use the commutative property to write an equivalent expression.
 $5 + 9 =$

3 Graph and label the polygon:
 $(3, 1), (9, 1), (9, 7), (3, 7)$

5 Graph and label the polygon:
 $(-4, 2), (-8, 2), (-8, 8), (-4, 8)$

Thursday

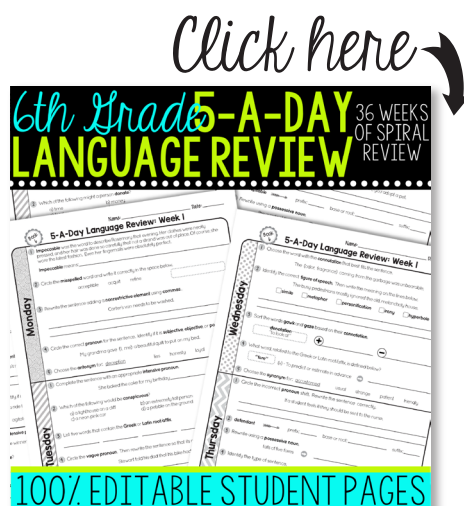
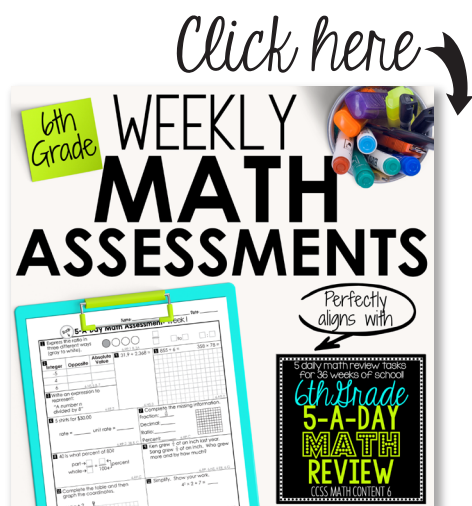
100% EDITABLE STUDENT PAGES

5-A-DAY COMMON CORE MATH REVIEW {6TH 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 Fridays, you can assess student learning with these [6th Grade Weekly Math Assessments](#), which align perfectly to each week's content.

Skills Included:

- Ratios (6.RP.1 & 3A)
- Understanding Integers (6.NS.5, 7)
- Writing Algebraic Expressions (6.EE.2)
- Add & Subtract Decimals (6.NS.3)
- GCF & LCM (6.NS.4)
- Multiply & Divide Whole Numbers & Decimals (6.NS.2)
- Rates & Unit Rates (6.RP.2 & 6.RP.3B, C)
- Understanding Percent (6.RP.C)
- Exponents (6.EE.1)
- Calculations with Percent (6.RP.C)
- Mixed Practice Word Problems (6.RP, 6.NS, 6EE, 6G)
- Dependent & Independent Variables (6.EE.9)
- Order of Operations (6.EE.1, 2C)
- Divide with Fractions (6.NS.1)
- Area, Surface Areas, & Volume (6.G.1, 2, 3)
- Multiply, Add, & Subtract with Fractions (6.NS.1)
- Compare & Order Integers (6.NS.7)
- Solve Inequalities (6.NS.7)
- Solve Equations (6.EE.5, 6)
- Equivalent Expressions (6.EE.3, 4)
- Statistical Questions (6.SP.1)
- Mean, Median, Mode, & Range (6.SP.C)
- Polygons on a 4-Quadrant Plane (6.G.3)
- Dot Plots, Histograms, & Box Plots (6.SP.4)



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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.

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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



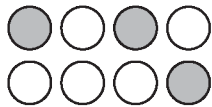
RESOURCE NOTES

5-A-Day Math Review

MONDAY.1: RATIOS (6.RP.1 & 3A)

The students will complete a variety of tasks that require them to compute ratios. Ratios are presented in part-to-part, part-to-whole, and whole-to-part relationships. Eventually, the concept of a ratio in simplest form is presented.

What are the ratios?



part-to-part 3 to 5

part-to-whole 3 to 8

whole-to-part 8 to 3

Answer will vary depending on if the student chooses grey or white as the part.

Complete the table.

	6	12	18	24	30
	7	14	21	28	35

Complete the equivalent ratios. $\frac{30}{35} = \frac{24}{28} = \frac{30}{25} = \frac{18}{21}$

Write each ratio in simplest form.

$$\frac{12}{20} = \frac{3}{5}$$

$$\frac{30}{34} = \frac{15}{17}$$

$$9 \text{ to } 30 = \frac{3 \text{ to } 10}{} \quad 2 \text{ to } 12 = \frac{1 \text{ to } 6}{} \quad 75 : 100 = \frac{3 : 4}{} \quad 12 : 18 = \frac{2 : 3}{} \quad \text{oranges to limes } \frac{10}{3} : \frac{3}{5}$$

A recipe calls for 10 oranges, 6 lemons, and 3 limes. Write the following ratios in simplest form.

oranges to limes 10 : 3

lemons to oranges 3 : 5

limes to lemons 1 : 2

MONDAY.2: UNDERSTANDING INTEGERS (6.NS.5, 7)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will complete a table asking for the opposite and absolute value of an integer (left).
- On even weeks (2, 4, 6... etc.) the students will use an integer to represent various real-world scenarios (right).

Integer	Opposite	Absolute Value
0	0	0
2	-2	2
5	-5	5

Use an integer to describe the situations.

6 meters above sea level 6

sea level 0



RESOURCE NOTES

5-A-Day Math Review

MONDAY.3: WRITING ALGEBRAIC EXPRESSIONS (6.EE.2)

The students will write algebraic expressions in which letters stand for numbers

Write an expression to represent:

"The sum of 8 and a number cubed"

$$8 + n^3$$

Write an expression to represent:

"The quotient of a number divided by 7"

$$\frac{x}{7}$$

$$x \div 7$$

MONDAY.4: ADD & SUBTRACT DECIMALS (6.NS.3) & GCF & LCM (6.NS.4)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will use the standard algorithm to add and subtract decimal numbers (left).
- On even weeks (2, 4, 6... etc.) the students will find the GCF and LCM of two specified numbers (right).

Solve. Show your work.

$$0.2 + 0.982 + 8 =$$

$$9.182$$

$$65.9 - 45.902 =$$

$$19.998$$

List all the factors. Circle the GCF.

$$18: 1, 2, 3, 6, 9, 18$$

$$27: 1, 3, 9, 27$$

List 7 multiples. Circle the LCM.

$$5: 5, 10, 15, 20, 25, 30, 35$$

$$6, 12, 18, 24, 30, 36, 40$$

MONDAY.5: MULTIPLY & DIVIDE WHOLE NUMBERS & DECIMALS (6.NS.2)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will use the standard algorithm to divide and multiply multi-digit whole numbers (left).
- On even weeks (2, 4, 6... etc.) the students will use the standard algorithm to divide and multiply multi-digit decimal numbers (right).

$$1,242 \div 23 =$$

0	0	5	4
2	3	1	2
-	1	1	5
	9	2	
-	9	2	
	0		

$$732 \times 268 =$$

7	3	2
x	2	6
5	8	5
4	3	9
+	1	4
1	9	6

$$30.6 \div 8.5 =$$

0	0	3	6
8	5	3	0
-	2	5	5
	5	1	0
-	5	1	0
	0		

$$7.852 \times 4.6 =$$

7	8	5	2
x	4	6	
4	7	1	1
+	3	1	4
3	6	1	1



RESOURCE NOTES

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TUESDAY.1: RATES & UNIT RATES (6.RP.2 & 6.RP.3B, C)

The students will use ratio and rate reasoning to solve a variety of real-world problems.

48 pencils in 6 packs

rate = $48:6$ unit rate = $8:1$

Barne's Book Store was selling 4 books for \$21.80. A website was selling 6 books for \$32.16. Which place has a lower unit price?

Barne's Book Store has the lower unit price.

The mechanic does 6 oil changes in 2 hours. How many oil changes can the mechanic do in 8 hours?

24 oil changes

Find each of the unit rates and circle the better buy.

SALE 1 for \$1.50
2 for \$3.00

SALE 1 for \$1.55
8 for \$12.40

TUESDAY.2: UNDERSTANDING PERCENT (6.RP.C) & EXPONENTS (6.EE.I)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will find equivalent fractions, decimals, ratios and percents. The ratios in the answer keys are provided in 3 forms: part-to-part (p-p), part-to-whole (p-w), and whole-to-part (w-p) (left).
- On even weeks (2, 4, 6... etc.) the provide the expanded form and standard form for various exponent numbers (right).

Fraction: $\frac{20}{100} = \frac{2}{10} = \frac{1}{5}$

Decimal: 0.2

Ratio: $\frac{20}{80}$ $\frac{20}{100}$ $\frac{100}{20}$ Percent: 20%



Exponent Form	Expanded Form	Standard Form
5^1	5	5
6^4	$6 \times 6 \times 6 \times 6$	1,296
3^2	3×3	9

TUESDAY.3: CALCULATIONS WITH PERCENT (6.RP.C)

The students will solve three types of problems: 1. Finding the percent one number is of another (left), 2. Finding the percent of a number (center), 3. Finding the whole given the part and the percent of a number (right). The problems include a proportion frame to help students solve the problem.

15 is what percent of 60?

part $\rightarrow \frac{15}{60} = \frac{25}{100}$ percent

15 is 25% of 60.

What is 80% of 60?

part $\rightarrow \frac{48}{60} = \frac{80}{100}$ percent

80% of 60 is 48.

12 is 25% of what?

part $\rightarrow \frac{12}{48} = \frac{25}{100}$ percent

12 is 25% of 48.



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TUESDAY.4: MIXED-PRACTICE WORD PROBLEMS (6.RP, 6.NS, 6.EE, 6.G)

The students will complete one word problem based on a specific standard. Topics include operations with fractions, calculations with percents, volume, area, algebraic expressions, and inequalities.

Sebastian carried $\frac{1}{2}$ liter of $\frac{2}{3}$ water on a hike. He drank $\frac{1}{3}$ of the water. How much water did he drink?

He drank $\frac{1}{3}$ of a liter.

Fabric cost \$14 per yard. If you buy 5 yards or more, you get 20% off. How much would 5 yards cost with the discount?

\$56

The wadding pool is 1 meter deep, 7 meters wide, and 20.5 meters long. What is the volume of the pool?

143.5 m³

A window cleaning service charges under \$75 to clean all of the windows of house. Write an inequality to represent the amount charged.

$C < 75$

TUESDAY.5: DEPENDENT & INDEPENDENT VARIABLES (6.EE.9)

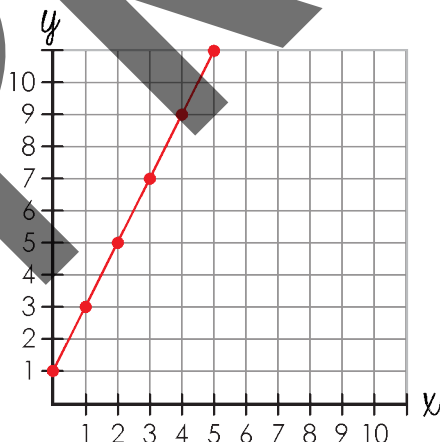
This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will complete a function table based on a given rule. They will then graph the function (left).
- On even weeks (2, 4, 6... etc.) the students will find the rule for a complete function table (right).

Complete the table and then graph the coordinates.

$$y = 2x + 1$$

x	y
0	1
1	3
2	5
3	7
4	9
5	11



Write an equation to describe the relationship in each table.

$$y = x - 10$$

x	y
25	15
24	14
23	13
22	12
21	11

$$y = \frac{x}{4}$$

x	y
36	9
28	7
16	4
12	3
4	1



RESOURCE NOTES

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WEDNESDAY.1: ORDER OF OPERATIONS (6.EE.1, 2C)

This item alternates every week:

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

Simplify. Show your work.

$$\frac{1}{2}(12 + 8) \cdot 5^2 - 17 = \underline{233}$$

$$\frac{1}{2}(20) \cdot 5^2 - 17$$

$$10 \cdot 5^2 - 17$$

$$10 \cdot 25 - 17$$

$$250 - 17$$

$$233$$

Add parentheses to make true.

$$(7 \cdot 6 - 2 \cdot 3) \div 12 = 3$$

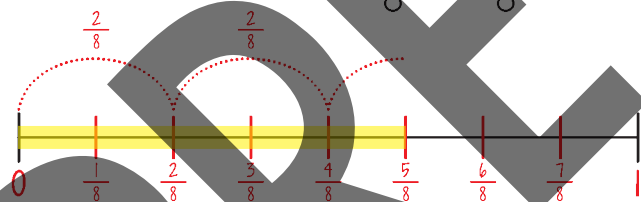
$$6^2 + 7 - (3 \cdot 6) = 25$$

WEDNESDAY.2: DIVIDE WITH FRACTIONS (6.NS.1)

This item alternates every week:

- During weeks 1-10, the students will number lines to model and solve division problems that include fractions (left).
- During weeks 11-36, the students will use the standard algorithm to divide fractions (right).

Model and solve. $\frac{5}{8} \div \frac{2}{8} = 2\frac{1}{2}$



Solve.

$$\frac{5}{9} \div \frac{2}{3} = \frac{\boxed{5}}{\boxed{9}} \times \left(\frac{\boxed{3}}{\boxed{2}} \right) = \frac{\boxed{15}}{\boxed{18}} = \frac{5}{6}$$

Dividing with two fractions is a new standard to sixth grade students. It is very important that the concept be learned in context so that students can truly see what is actually occurring when they divide a fraction by another fraction. Using number lines to model these problems are very helpful for contextualizing the process. The steps for modeling with number lines are outlined on the next few pages. It is highly encouraged that this process be modeled to your students extensively.



RESOURCE NOTES

5-A-Day Math Review

WEDNESDAY.2: DIVIDE WITH FRACTIONS (6.NS.1) -CONTINUED

It is a good idea to start modeling with problems that include a whole number being divided by a fraction. This will allow students to contextualize dividing by a fraction while learning the process of modeling with a number line. After using the number line to solve, you can then have students use the standard algorithm to find the answer and compare.

Number Line Models: Dividing by a Fraction

$$4 \div \frac{2}{3}$$

How many $\frac{2}{3}$ are in 4?"

Step 1: Divide the number line into 4 equal sections and label them. The line represents 4 wholes.

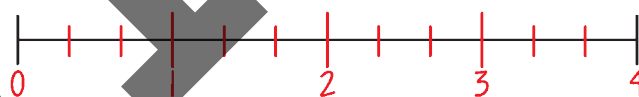
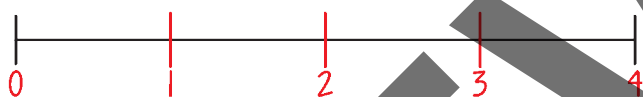
Model and solve.

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

Step 1: Divide each of the wholes into thirds.

Model and solve.

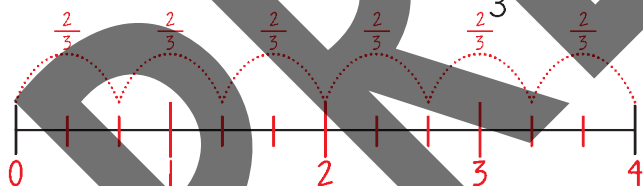
$$4 \div \frac{2}{3} =$$



Step 1: Make "arcs" to count how many $\frac{2}{3}$ will fit in to 4.

Model and solve.

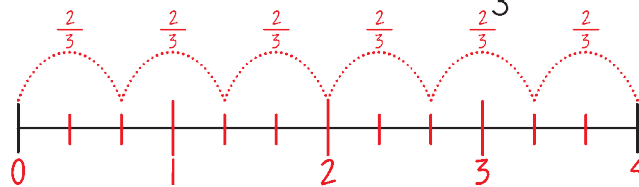
$$4 \div \frac{2}{3} =$$



Step 4: Count the number of "arcs" you made to get your answer.

Model and solve.

$$4 \div \frac{2}{3} = 6$$





RESOURCE NOTES

5-A-Day Math Review

WEDNESDAY.2: DIVIDE WITH FRACTIONS (6.NS.1) -CONTINUED

The next type of problem to start working with is a fraction being divided by another fraction. These fractions have the same denominator, which makes the process a little easier for students to grasp. The next page outlines the steps for a problem with unlike denominators. After using the number line to solve, you can then have students use the standard algorithm to find the answer and compare.

Number Line Models: Dividing Fractions

$$\frac{4}{5} \div \frac{2}{5}$$

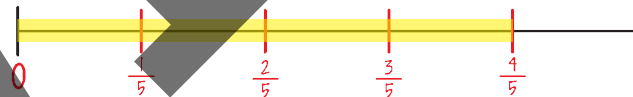
How many $\frac{2}{5}$ are in $\frac{4}{5}$?

Step 1: Divide the number line into 5 equal sections and label them. The line represents 1 whole.

Step 2: We are only looking at $\frac{4}{5}$, so highlight or shade to this point on the number line.

Model and solve. $\frac{4}{5} \div \frac{2}{5} =$

Model and solve. $\frac{4}{5} \div \frac{2}{5} =$

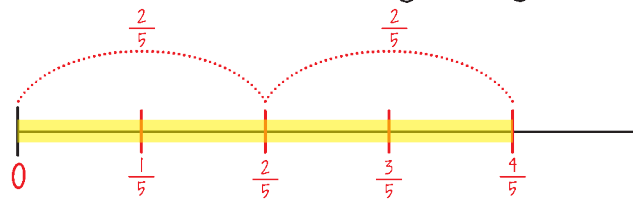
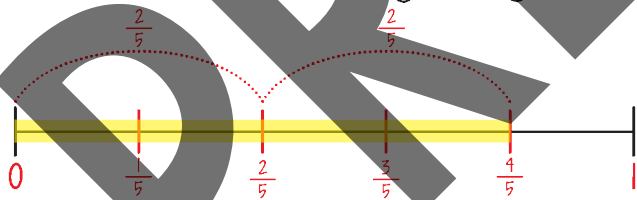


Step 3: Make "arcs" to count how many $\frac{2}{5}$ will fit in to $\frac{4}{5}$.

Step 4: Count the number of "arcs" you made to get your answer.

Model and solve. $\frac{4}{5} \div \frac{2}{5} =$

Model and solve. $\frac{4}{5} \div \frac{2}{5} = 2$





RESOURCE NOTES

5-A-Day Math Review

WEDNESDAY.2: DIVIDE WITH FRACTIONS (6.NS.1) -CONTINUED

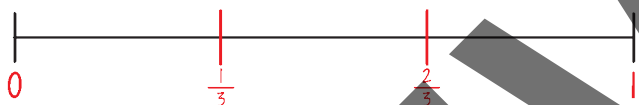
This last example shows the process when both numbers are fractions. After using the number line to solve, you can then have students use the standard algorithm to find the answer and compare.

Number Line Models: Dividing a Fraction by a Fraction

$$\frac{2}{3} \div \frac{1}{2} \quad \text{How many } \frac{2}{3} \text{ are in } \frac{1}{2} ?$$

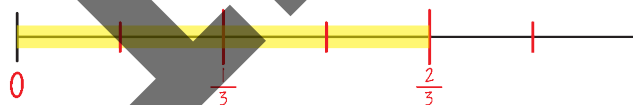
Step 1: Divide the number line into 3 equal sections and label them. The line represents 1 whole.

Model and solve. $\frac{2}{3} \div \frac{1}{2} =$



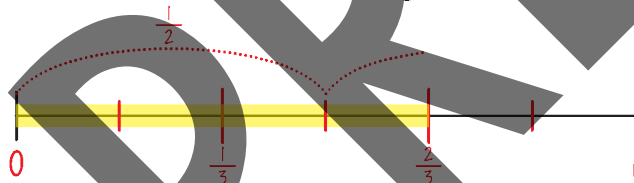
Step 2: We are only looking at $\frac{2}{3}$, so highlight or shade to this point on the number line.

Model and solve. $\frac{2}{3} \div \frac{1}{2} =$



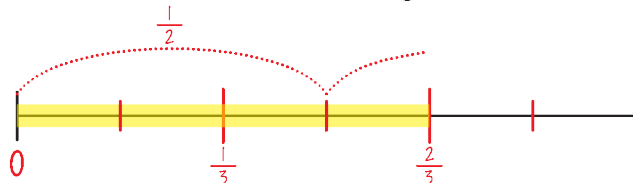
Step 3: Make "arcs" to count how many $\frac{1}{2}$ will fit in to $\frac{2}{3}$. Notice that the last "arc" is incomplete.

Model and solve. $\frac{2}{3} \div \frac{1}{2} =$



Step 4: Count the number of "arcs" you made to get your answer. The incomplete "arc" is $\frac{1}{3}$ of a whole "arc."

Model and solve. $\frac{2}{3} \div \frac{1}{2} = 1\frac{1}{3}$





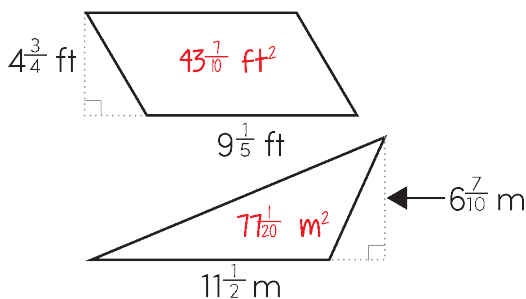
RESOURCE NOTES

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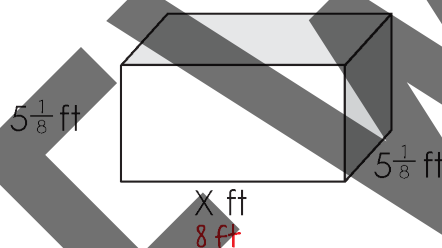
WEDNESDAY.3: AREA, SURFACE AREA, & VOLUME (6.G.I, 2, 3)

Students will complete a variety of problems involving the area of triangles and parallelograms, the surface area of rectangular prisms, square pyramids, triangular prisms, and the volume of rectangular prisms.

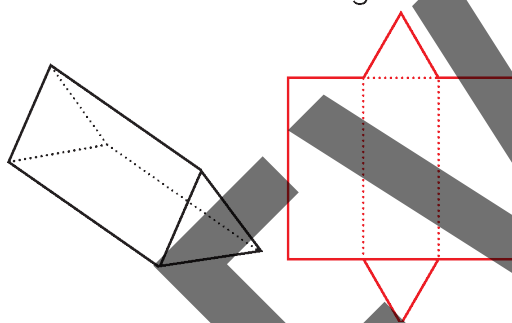
Find the area.



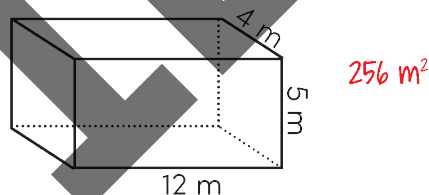
The volume is $210\frac{1}{8}$ ft³. What is the missing dimension (X)?



Draw the net for this figure.



What is the surface area?



WEDNESDAY.4: MULTIPLY, ADD, & SUBTRACT FRACTIONS (6.NS.I)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will use the standard algorithm to multiply fractions and mixed numbers.

$$\frac{2}{9} \times \frac{5}{8} = \frac{10}{72} = \frac{5}{36}$$

$$\frac{1}{4} \times \frac{5}{8} = \frac{5}{32}$$

$$4\frac{1}{6} \times 1\frac{2}{3} = \frac{25}{6} \times \frac{5}{3} = \frac{125}{18} = 6\frac{17}{18}$$

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

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

- On even weeks (2, 4, 6... etc.) the students will use the standard algorithm to add and subtract fractions.

$$\begin{array}{r} \frac{2}{5} = \frac{12}{30} \\ \frac{5}{6} = \frac{25}{30} \\ + \\ \hline \frac{37}{30} = 1\frac{7}{30} \end{array}$$

$$\begin{array}{r} \frac{7}{8} = \frac{14}{16} \\ \frac{1}{2} = \frac{8}{16} \\ - \\ \hline \frac{6}{16} = \frac{3}{8} \end{array}$$

$$\begin{array}{r} 1\frac{5}{6} = \frac{45}{54} \\ 6\frac{1}{9} = \frac{6}{54} \\ + \\ \hline 7\frac{51}{54} \end{array}$$

$$\begin{array}{r} 5\frac{1}{8} = \frac{27}{24} \\ 2\frac{1}{3} = \frac{8}{24} \\ - \\ \hline 2\frac{19}{24} \end{array}$$



RESOURCE NOTES

5-A-Day Math Review

WEDNESDAY.5: COMPARE INTEGERS & SOLVE INEQUALITIES (6.NS.7)

- During weeks 1-18, the students will use be comparing and ordering integers. A number line is provided for the first several weeks of the review. Eventually, the students will complete the tasks without the aid of a number line.

Write $>$ or $<$ to make each statement true. Use the number line for help.

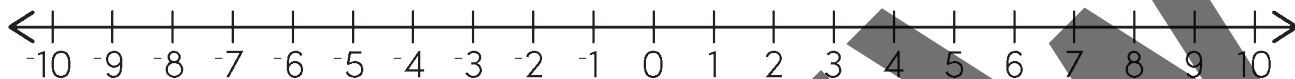
$-5 \bigcirc -7$

$-2 \bigcirc 2$

$-10 \bigcirc -3$

$-9 \bigcirc 2$

$5 \bigcirc -9$



Write $>$ or $<$ to make each statement true.

$-142 \bigcirc -98$

$-34 \bigcirc 7$

$-81 \bigcirc 0$

$-32 \bigcirc -23$

$-52 \bigcirc -32$

$-55 \bigcirc -28$

$-62 \bigcirc -48$

$-112 \bigcirc -45$

$1 \bigcirc -49$

$-21 \bigcirc -69$

Order from greatest to least.

$-79, -71, 70, -74, -7$ $\longrightarrow$

$70, -7, -71, -74, -79$

$-61, -60, -32, -67, -70$ $\longrightarrow$

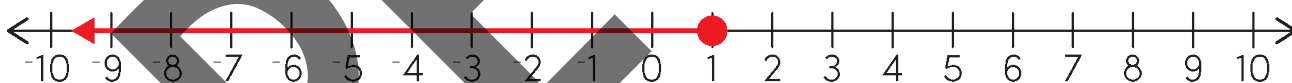
$-32, -60, -61, -67, -70$

- During weeks 19-36, the students will solve and graph inequalities.

Solve the inequality. Graph the solution on a number line. List the first three integer solutions.

$y \leq 1$

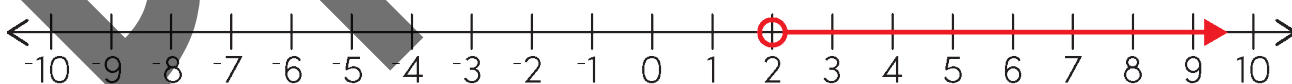
$1, 0, -1$



Solve the inequality. Graph the solution on a number line. List the first three integer solutions.

$y + 1 > 3$

$3, 4, 5$





RESOURCE NOTES

5-A-Day Math Review

THURSDAY.1: SOLVE EQUATIONS (6.EE.5, 6)

This item alternates every week:

- During weeks 1-18, the students will solve for an unknown variable using substitution (left).
- During weeks 19-36, the students will solve algebraic equation using the standard algorithm. They will then use substitution to check their solution (right).

Use substitution to match these solutions to their equations.

{2, 5, 12, 25}

$$0.5a - 4 = 2, \quad a = \underline{12}$$

$$\frac{b}{5} + 13 = 18, \quad b = \underline{25}$$

$$\frac{38}{c} - 7 = 12, \quad c = \underline{2}$$

Solve. Use substitution to check.

$$3x + 1 = 22$$

$$\begin{array}{r} -1 \quad -1 \\ 3x + 1 = 22 \\ \hline 3x = 21 \end{array}$$

$$\frac{3x}{3} = \frac{21}{3}$$

$$x = 7$$

$$\textcircled{\checkmark} 3 \cdot 7 + 1 = 22$$

$$21 + 1 = 22$$

$$22 = 22$$

THURSDAY.2: EQUIVALENT EXPRESSIONS (6.EE.3, 4)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will apply either the commutative, associative, or distributive property to write an equivalent expression (left).
- On even weeks (2, 4, 6... etc.) the students will match equivalent algebraic expressions (right).

Use the associative property write an equivalent expression.

$$3(4 \cdot 7) =$$

$$(3 \cdot 4) \cdot 7$$

Which expression is equal to:

$$5 \cdot (m - n)$$

$$\textcircled{A} (m - 5) \cdot (n - 5)$$

$$\textcircled{B} 5m - 5n$$

$$\textcircled{C} 5m - n$$

$$\textcircled{D} m - 5n$$

TURSDAY.3: STATISTICAL QUESTIONS (6.SP.1)

& MEAN, MEDIAN, MODE, & RANGE (6.SP.C)

This item alternates every week:

- On odd weeks (1, 3, 5... etc.) the students will identify if a question is statistical (has statistical variability) or non statistical (left).
- On even weeks (2, 4, 6... etc.) the students will find the mean, median, mode, and range for a given data set (right).

Identify if the question is statistical or non statistical.

"How many hours or sleep do you get each night"

statistical

Nightly low temperatures (F°):

24, 27, 18, 39, 30, 31, 34

mean = 29 median = 30

mode(s) = n/a range = 21



RESOURCE NOTES

5-A-Day Math Review

THURSDAY 4 & 5: POLYGONS ON A 4-QUADRANT PLANE (6.G.3) & DOT PLOTS, HISTOGRAMS, & BOX PLOTS (6.SP.4)

This item alternates every week:

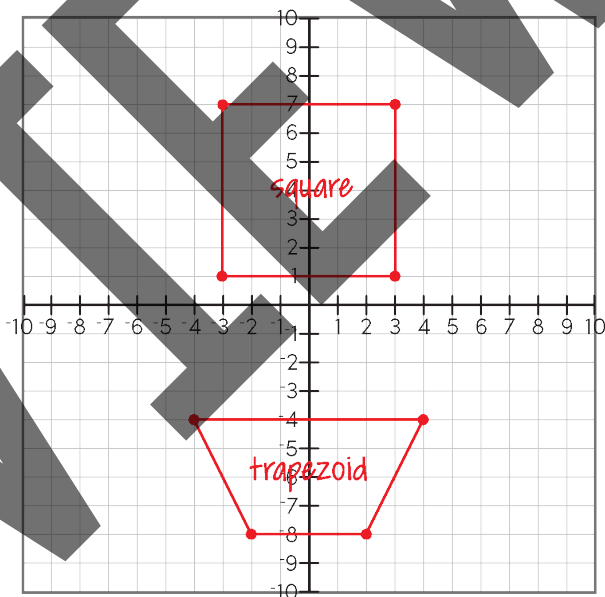
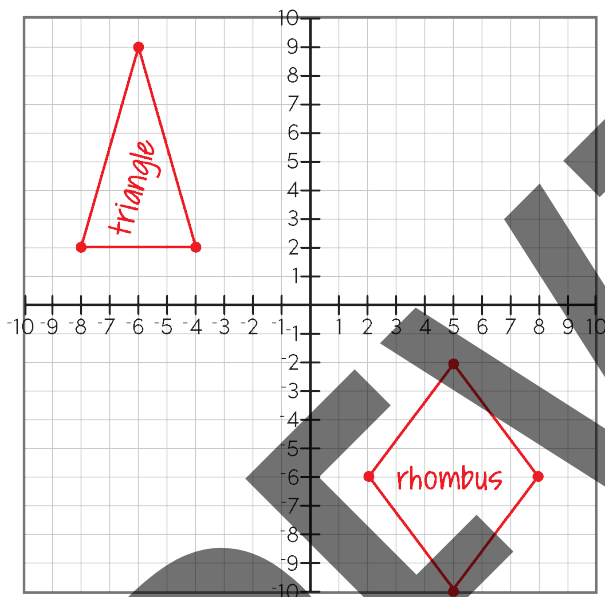
- On odd weeks (1, 3, 5... etc.) the students will graph ordered pairs on a 4-quadrant plane to form a polygon.

Graph and label the polygon:
 $(-4, 2), (-8, 2), (-6, 9)$

Graph and label the polygon:
 $(5, -2), (8, -6), (5, -10), (2, -6)$

Graph and label the polygon:
 $(-3, 1), (-3, 7), (3, 1), (3, 7)$

Graph and label the polygon:
 $(-4, -4), (4, -4), (-2, -8), (2, -8)$



- On even weeks (2, 4, 6... etc.) the students will display and analyze data in dot plots, histograms, and box plots.

Class Survey:

How tall are you (in inches)?

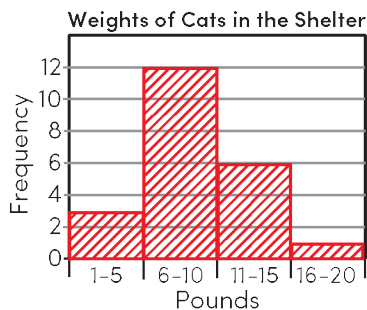
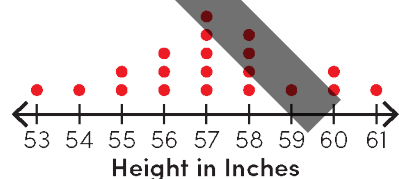
56, 57, 60, 55, 58, 56, 56, 57, 55, 54,
53, 58, 61, 59, 60, 57, 57, 58, 57, 58

Use the data from the frequency table to complete the histogram.

How many cats are in the shelter?

22 cats

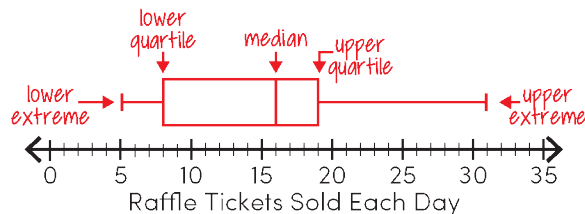
Weight	Frequency
1-5	3
6-10	12
11-15	6
16-20	1



Make a "box-and-whisker" based on the data from problem 3.

Which has a greater range, the lower quartile or the upper quartile?

The upper quartile range is greater.



- Use the survey data to complete the dot graph.
- What is the range and the mode of the data?

range = 8, mode = 57

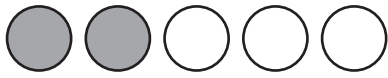


Name: _____ Date: _____

5-A-Day Math Review: Week I

Monday

- ① Express the ratio in three different ways (grey to white).



$$\frac{\square}{\square}$$
 $\square$ to $\square$
 $\square$: $\square$

Integer	Opposite	Absolute Value
3		
-4		
8		

- ③ Write an expression to represent:
"A number n divided by 6"

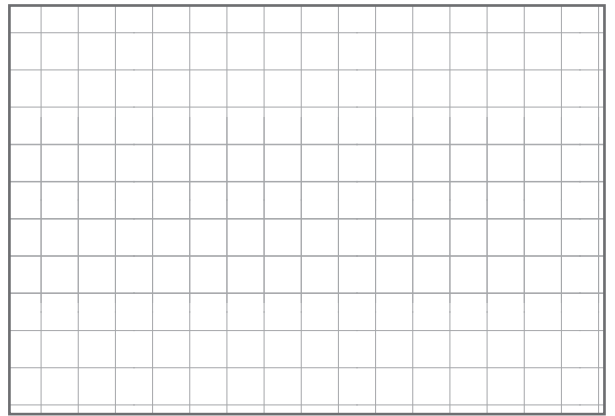
- ④ Solve. Show your work.

$27.9 + 212.5 =$

$175.5 - 12.7 =$

⑤ $975 \div 6 =$

$478 \times 38 =$

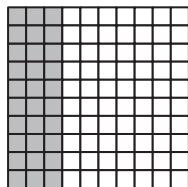
**Tuesday**

- ① 4 shirts for \$32.00

rate = _____ unit rate = _____

- ② Fraction: _____

Decimal: _____



Ratio: _____ Percent: _____

- ③ What is 50% of 80?

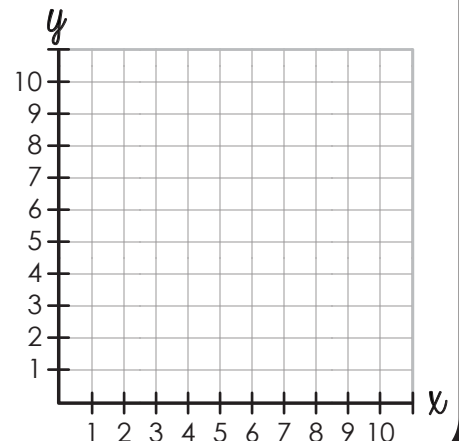
$$\begin{array}{l} \text{part} \rightarrow \square \\ \text{whole} \rightarrow \square \end{array} = \frac{\square}{100} \leftarrow \text{percent}$$

- ④ Ken grew $\frac{4}{5}$ of an inch last year. Sang grew $\frac{3}{8}$ of an inch. Who grew more and by how much?

- ⑤ Complete the table and then graph the coordinates.

$y = x + 2$

x	y
0	2
1	
2	

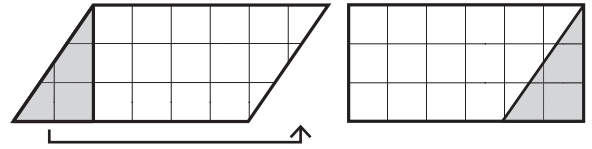


5-A-Day Math Review: Week I

Wednesday

- ① Simplify. Show your work.
 $3^2 \times 5 + 4 = \underline{\hspace{2cm}}$

- ③ Based on the diagram, describe how a parallelogram and rectangle are related.

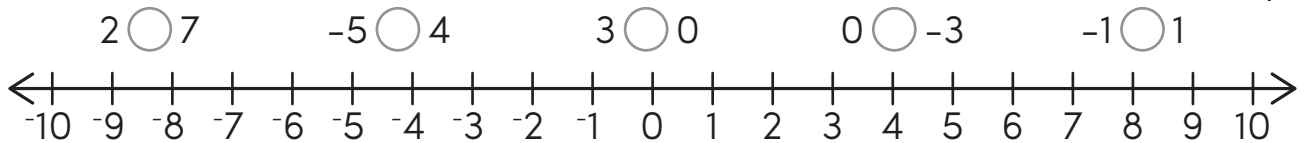


- ② Model and solve.
 $4 \div \frac{2}{3} =$



- ④ Solve
 $\frac{5}{8} \times \frac{1}{2} =$
 $\frac{1}{4} \times \frac{4}{5} =$

- ⑤ Write $>$ or $<$ to make each statement true. Use the number line for help.



- ① Use substitution to match these solutions to their equations.
{7, 2, 6, 4}

$a + 2 = 9, \quad a = \underline{\hspace{2cm}}$

$2 + b = 6, \quad b = \underline{\hspace{2cm}}$

$c + 1 = 7, \quad c = \underline{\hspace{2cm}}$

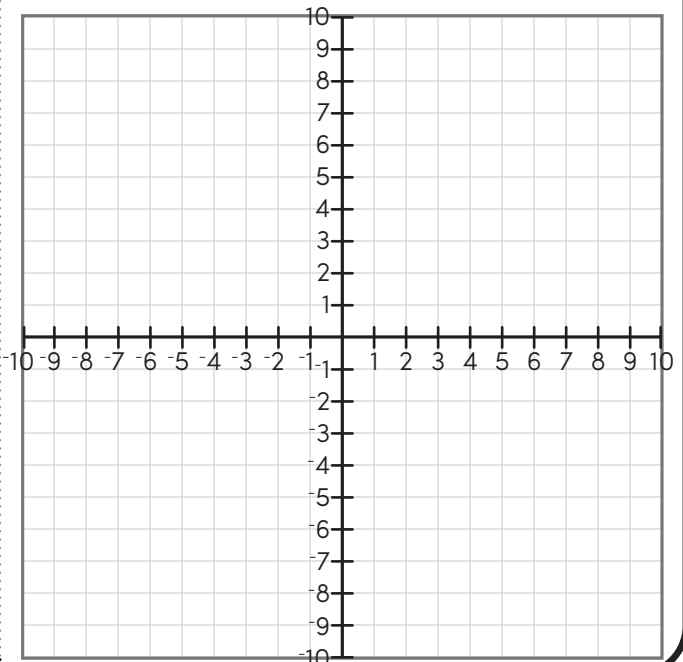
- ② Use the commutative property write an equivalent expression.

$5 + 9 =$

- ③ Identify if the question is statistical or non statistical.
"What color are your eyes?"

- ④ Graph and label the polygon: (3, 1), (9, 1), (9, 7), (3, 7)

- ⑤ Graph and label the polygon: (-4, 2), (-8, 2), (-8, 8), (-4, 8)

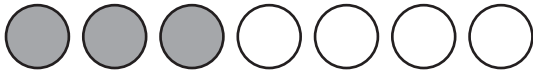


Thursday

5-A-Day Math Review: Week 2

Monday

- ① Express the ratio in three different ways (grey to total).



$$\frac{\square}{\square}$$

$\square$ to $\square$

$\square$: $\square$

- ② Use an integer to describe the situations.

5 degrees below 0 _____

32 degrees above 0 _____

- ③ Write an expression to represent:

"6 more than y"

- ④ List all the factors. Circle the GCF.

5:

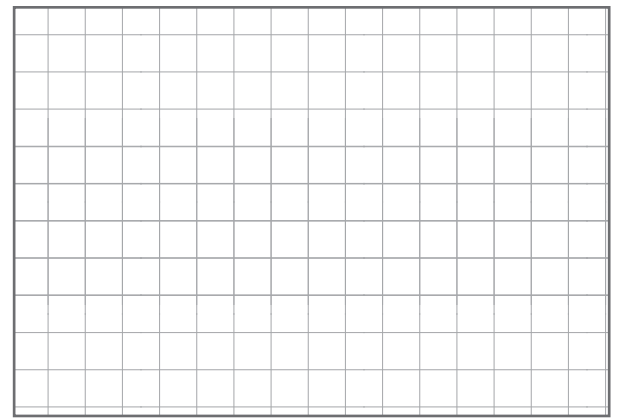
10:

List 5 multiples. Circle the LCM.

4:

6:

- ⑤ $1.44 \div 0.3 =$ $3.6 \times 4.2 =$



Tuesday

- ① \$33.00 for 11 pounds of meat

rate = _____ unit rate = _____

Exponent Form	Expanded Form	Standard Form
2^3		
4^2		
3^3		

- ③ 3 is what percent of 10?

part $\rightarrow \frac{\square}{\square} = \frac{\square}{100}$ $\leftarrow$ percent
whole $\rightarrow$

- ④ Sebastian carried $\frac{1}{2}$ liter of water on a hike. He drank $\frac{2}{3}$ of the water. How much water did he drink?

- ⑤ Write an equation to describe the relationship in each table.

x	y
2	7
3	8
4	9
5	10
6	11

x	y
0	3
1	4
2	5
3	6
4	7

5-A-Day Math Review: Week 2

Wednesday

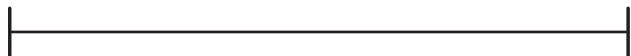
- ① Add parentheses to make true.

$$4 \times 7 + 5 = 48$$

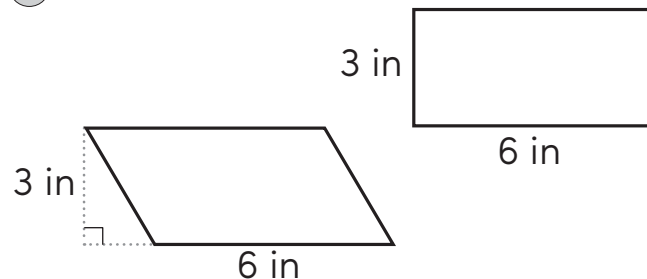
$$8 \cdot 5 - 3 \cdot 4 = 64$$

- ② Model and solve.

$$3 \div \frac{3}{4} =$$



- ③ Find the area.



- ④ Solve

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

$$\frac{3}{4} = \frac{\square}{\square}$$

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

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

- ⑤ Write > or < to make each statement true. Use the number line for help.

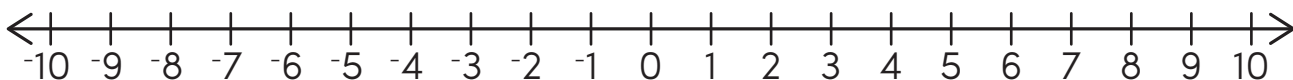
$$-5 \bigcirc -8$$

$$4 \bigcirc -10$$

$$0 \bigcirc -9$$

$$-7 \bigcirc 1$$

$$7 \bigcirc 8$$



- ① Use substitution to match these solutions to their equations.

{6, 0, 3, 7}

$$5 + a = 12, \quad a = \underline{\hspace{2cm}}$$

$$b + b + 1 = 7, \quad b = \underline{\hspace{2cm}}$$

$$c + 3 = 9, \quad c = \underline{\hspace{2cm}}$$

- ② Which expression is equal to:

$$x + x + x + x$$

(A) $4 + x$

(B) $x - 4$

(C) $4x$

(D) $\frac{x}{4}$

- ③ Math test scores:
93, 86, 93, 85, 73

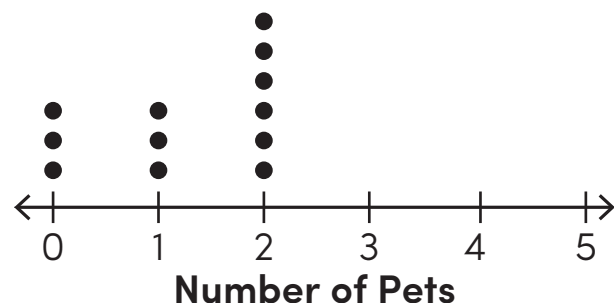
mean = _____ median = _____

mode(s) = _____ range = _____

Class Survey:

How many pets do you have?

0, 3, 1, 2, 2, 2, 0, 3, 2, 4, 1, 2, 1, 0, 2



- ④ Use the survey data to complete the dot graph.

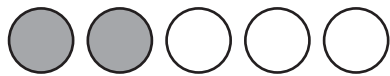
- ⑤ How many people participated in the survey?

Thursday

5-A-Day Math Review: Week I

Monday

- ① Express the ratio in three different ways (grey to white).



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

$$2 \text{ to } 3$$

$$2 : 3$$

②

Integer	Opposite	Absolute Value
3	-3	3
-4	4	4
8	-8	8

- ③ Write an expression to represent:

"A number n divided by 6"

$$\frac{n}{6} \quad n \div 6$$

- ④ Solve. Show your work.

$$27.9 + 212.5 =$$

$$240.4$$

$$175.5 - 12.7 =$$

$$162.8$$

- ⑤ $975 \div 6 =$

$$\begin{array}{r} 162.5 \\ 6 \overline{) 975.0} \\ \underline{-6} \\ 37 \\ \underline{-36} \\ 15 \\ \underline{-12} \\ 30 \\ \underline{-30} \\ 0 \end{array}$$

$$478 \times 38 =$$

$$\begin{array}{r} 478 \\ \times 38 \\ \hline 3824 \\ + 14340 \\ \hline 18164 \end{array}$$

Tuesday

- ① 4 shirts for \$32.00

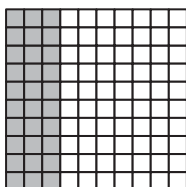
$$\text{rate} = \underline{4 : 32} \quad \text{unit rate} = \underline{1 : 8}$$

②

$$\text{Fraction: } \frac{30}{100} = \frac{3}{10}$$

$$\text{Decimal: } \underline{0.30} = 0.3$$

$$\begin{array}{l} \text{P-P} \quad \text{P-W} \quad \text{W-P} \\ 30 : 70 \quad 30 : 100 \quad 100 : 30 \\ \text{Ratio: } \underline{100 : 30} \quad \text{Percent: } \underline{30\%} \end{array}$$



- ③ What is 50% of 80?

$$\begin{array}{l} \text{part} \rightarrow \underline{40} \\ \text{whole} \rightarrow \underline{80} \end{array} = \frac{\underline{50}}{100} \leftarrow \text{percent}$$

50% of 80 is 40.

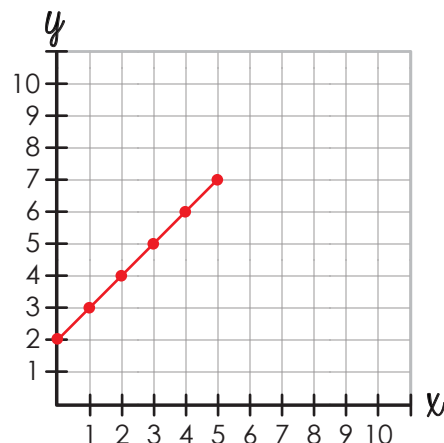
- ④ Ken grew $\frac{4}{5}$ of an inch last year. Sang grew $\frac{3}{8}$ of an inch. Who grew more and by how much?

$$\text{Ken, } \underline{\frac{17}{40}} \text{ of an inch}$$

- ⑤ Complete the table and then graph the coordinates.

$$y = x + 2$$

x	y
0	2
1	3
2	4
3	5
4	6
5	7



5-A-Day Math Review: Week I

Wednesday

- ① Simplify. Show your work.

$$3^2 \times 5 + 4 = \underline{49}$$

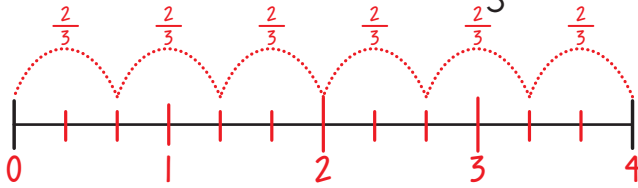
$$9 \times 5 + 4$$

$$45 + 4$$

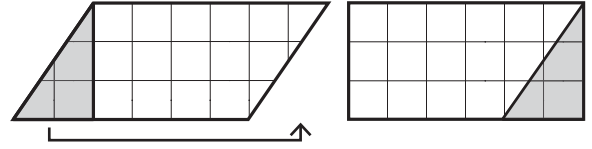
$$49$$

- ② Model and solve.

$$4 \div \frac{2}{3} = \underline{6}$$



- ③ Based on the diagram, describe how a parallelogram and rectangle are related.



A parallelogram can be "clipped" and rearranged to be made into a rectangle. They both have the same area.

- ④ Solve

$$\frac{5}{8} \times \frac{1}{2} = \underline{\frac{5}{16}}$$

$$\frac{1}{4} \times \frac{4}{5} = \underline{\frac{4}{20}} = \underline{\frac{1}{5}}$$

- ⑤ Write > or < to make each statement true. Use the number line for help.

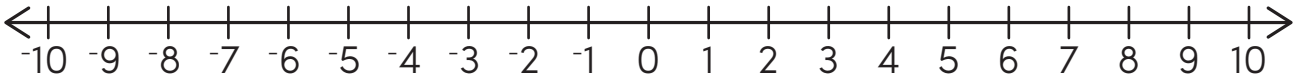
$$2 \text{ } \textcircled{<} \text{ } 7$$

$$-5 \text{ } \textcircled{<} \text{ } 4$$

$$3 \text{ } \textcircled{>} \text{ } 0$$

$$0 \text{ } \textcircled{>} \text{ } -3$$

$$-1 \text{ } \textcircled{<} \text{ } 1$$



- ① Use substitution to match these solutions to their equations.

$$\{7, 2, 6, 4\}$$

$$a + 2 = 9, \quad a = \underline{7}$$

$$2 + b = 6, \quad b = \underline{4}$$

$$c + 1 = 7, \quad c = \underline{6}$$

- ② Use the commutative property write an equivalent expression.

$$5 + 9 =$$

$$\underline{9 + 5}$$

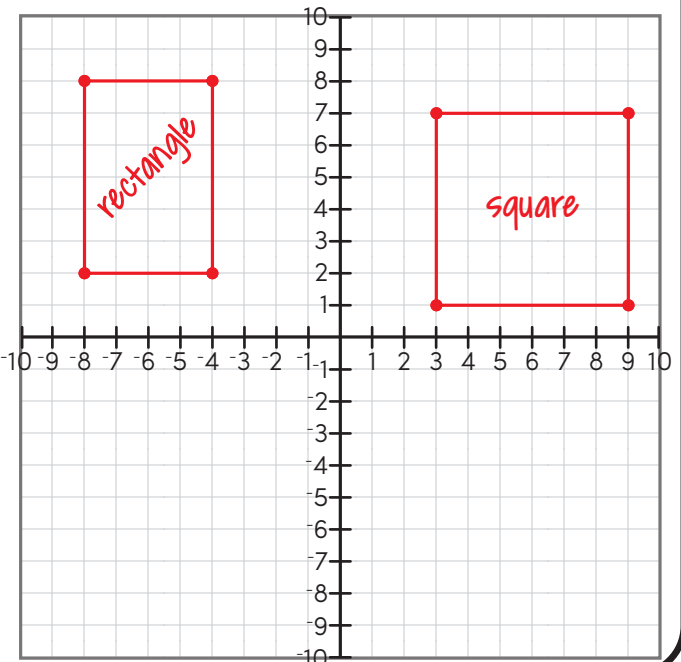
- ③ Identify if the question is statistical or non statistical.

"What color are your eyes?"

non statistical

- ④ Graph and label the polygon: (3, 1), (9, 1), (9, 7), (3, 7)

- ⑤ Graph and label the polygon: (-4, 2), (-8, 2), (-8, 8), (-4, 8)



Thursday



5-A-Day Math Review: Week 2

Monday

- ① Express the ratio in three different ways (grey to total).



$$\frac{3}{7}$$

$$3 \text{ to } 7$$

$$3 : 7$$

- ② Use an integer to describe the situations.

5 degrees below 0 -5

32 degrees above 0 32

- ③ Write an expression to represent:

"6 more than y"

$$y + 6$$

- ④ List all the factors. Circle the GCF.

5: 1, 5

10: 1, 2, 5, 10

List 5 multiples. Circle the LCM.

4: 4, 8, 12, 16, 20

6: 6, 12, 18, 24, 30

- ⑤ $1.44 \div 0.3 =$

$$3.6 \times 4.2 =$$

$\begin{array}{r} 0.4.8 \\ 3 \overline{) 1.4.4} \\ \underline{- 1.2} \\ 2.4 \\ \underline{- 2.4} \\ 0 \end{array}$	$\begin{array}{r} 3.6 \\ \times 4.2 \\ \hline 7.2 \\ + 14.40 \\ \hline 15.12 \end{array}$
--	---

- ① \$33.00 for 11 pounds of meat

rate = 33 : 11 unit rate = 3 : 1

Exponent Form	Expanded Form	Standard Form
2^3	$2 \times 2 \times 2$	8
4^2	4×4	16
3^3	$3 \times 3 \times 3$	27

- ③ 3 is what percent of 10?

$$\begin{array}{l} \text{part} \rightarrow \frac{3}{10} = \frac{30}{100} \leftarrow \text{percent} \\ \text{whole} \rightarrow \end{array}$$

3 is 30% of 10.

- ④ Sebastian carried $\frac{1}{2}$ liter of water on a hike. He drank $\frac{2}{3}$ of the water. How much water did he drink?

He drank $\frac{1}{3}$ of a liter.

- ⑤ Write an equation to describe the relationship in each table.

$$y = x + 5$$

x	y
2	7
3	8
4	9
5	10
6	11

$$y = x + 3$$

x	y
0	3
1	4
2	5
3	6
4	7

Tuesday

5-A-Day Math Review: Week 2

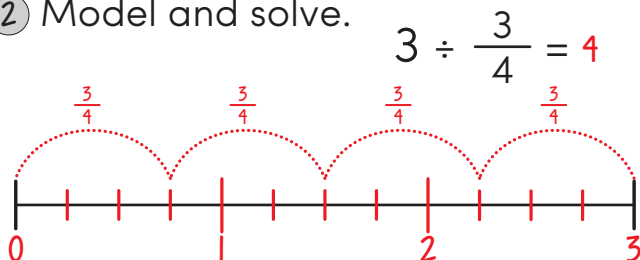
Wednesday

- ① Add parentheses to make true.

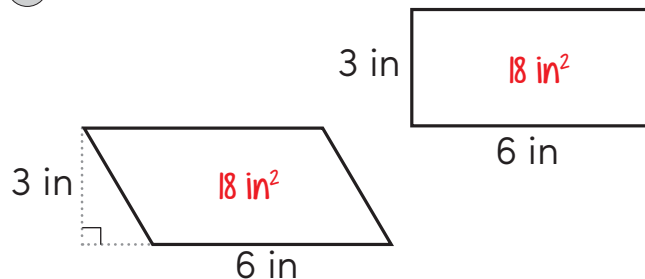
$$4 \times (7 + 5) = 48$$

$$8 \cdot (5 - 3) \cdot 4 = 64$$

- ② Model and solve.



- ③ Find the area.



- ④ Solve

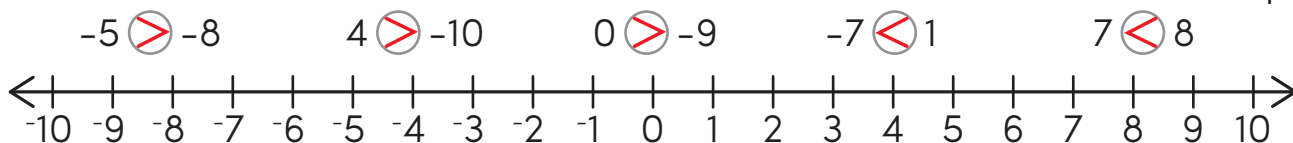
$$\frac{1}{3} = \frac{2}{6}$$

$$\frac{3}{4} = \frac{6}{8}$$

$$\begin{array}{r} \frac{1}{2} \\ + \frac{1}{2} \\ \hline \frac{2}{2} = 1 \end{array}$$

$$\begin{array}{r} \frac{1}{2} \\ - \frac{1}{4} \\ \hline \frac{1}{4} \end{array}$$

- ⑤ Write > or < to make each statement true. Use the number line for help.



- ① Use substitution to match these solutions to their equations.

{6, 0, 3, 7}

$$5 + a = 12, \quad a = \underline{7}$$

$$b + b + 1 = 7, \quad b = \underline{3}$$

$$c + 3 = 9, \quad c = \underline{6}$$

- ② Which expression is equal to:

$$x + x + x + x$$

(A) $4 + x$

(B) $x - 4$

(C) $4x$

(D) $\frac{x}{4}$

- ③ Math test scores:
93, 86, 93, 85, 73

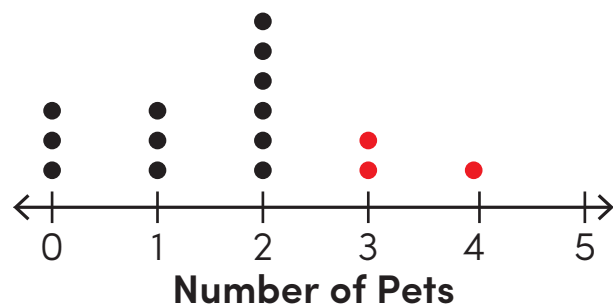
mean = 86 median = 86

mode(s) = 93 range = 20

Class Survey:

How many pets do you have?

0, 3, 1, 2, 2, 2, 0, 3, 2, 4, 1, 2, 1, 0, 2



- ④ Use the survey data to complete the dot graph.

- ⑤ How many people participated in the survey?

15 people

Thursday

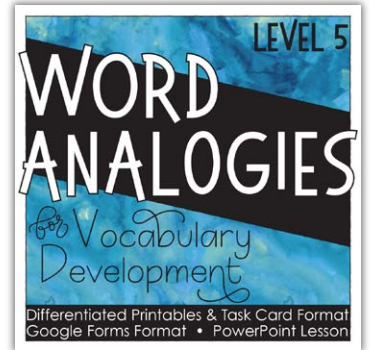
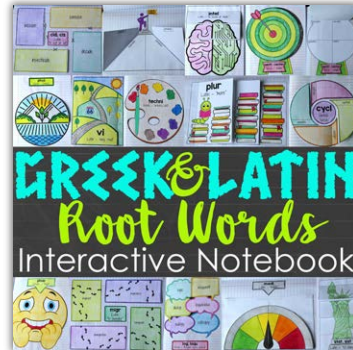
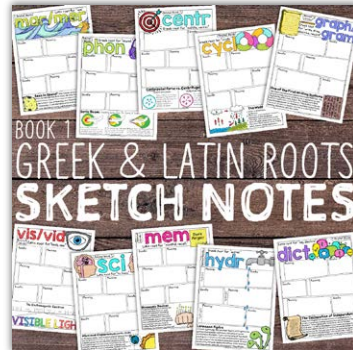
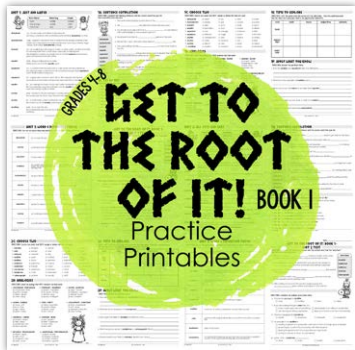


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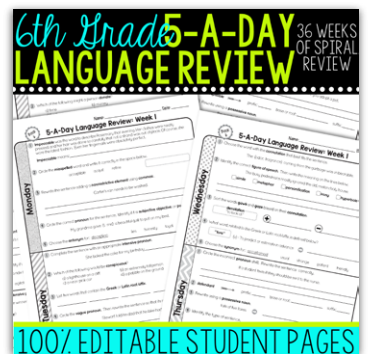
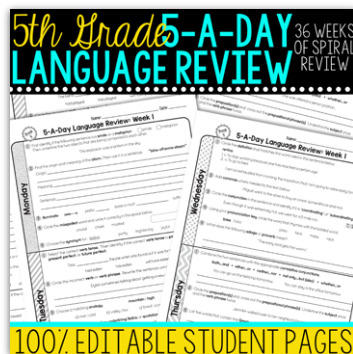
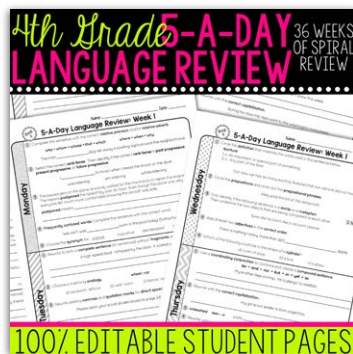
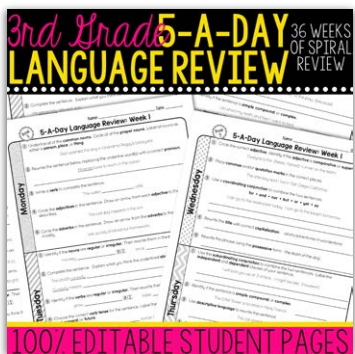


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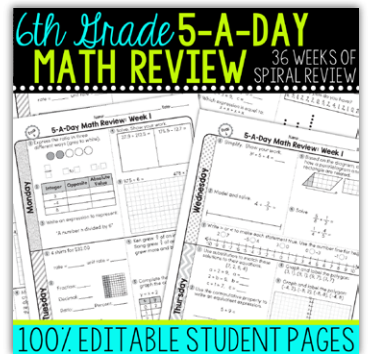
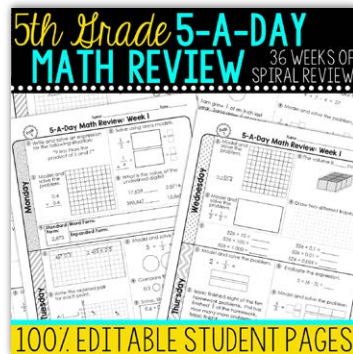
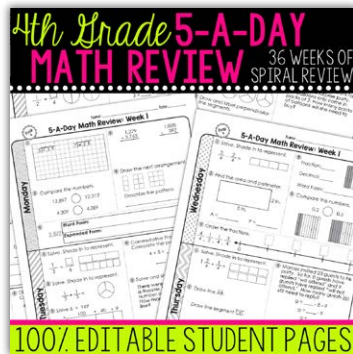
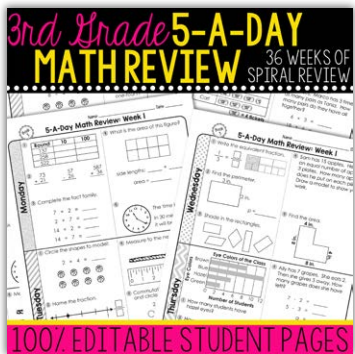
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

