TCM Teacher Created Materials

180 DAYS™

Lessons and Activities

Math for Fifth Grade

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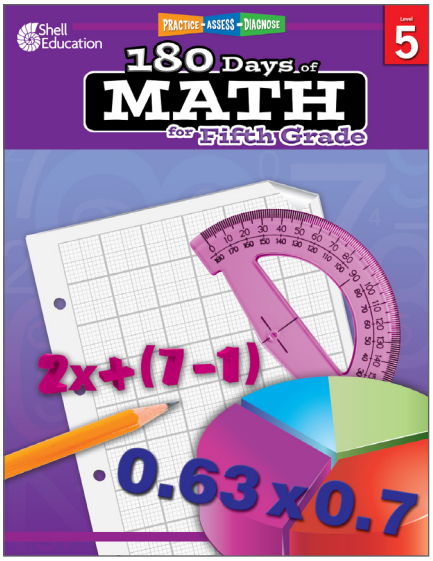

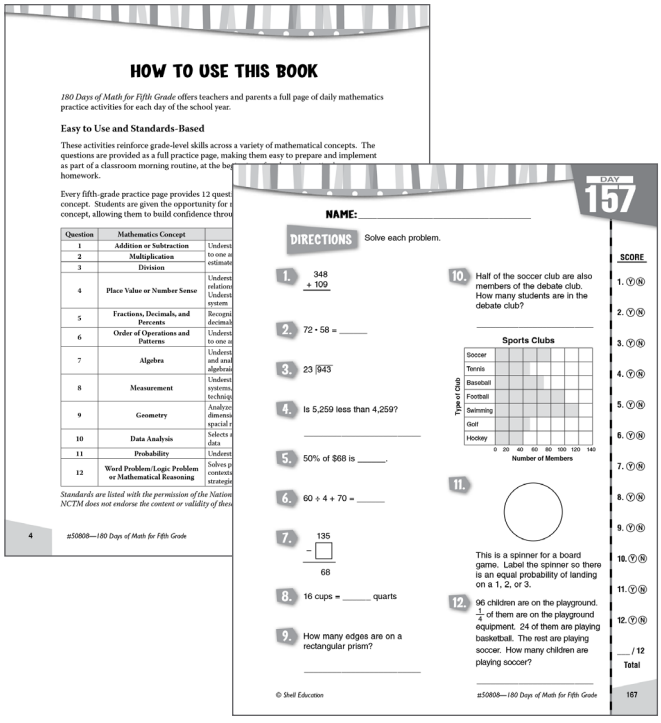

HOW TO USE THIS BOOK

180 Days of Math for Fifth Grade offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beg homework.

Every fifth-grade practice page provides 12 quest concept. Students are given the opportunity for concept, allowing them to build confidence throu

Question	Mathematics Concept	
1	Addition or Subtraction	Underst to one
2	Multiplication	estimat
3	Division	
4	Place Value or Number Sense	Underst relation Underst system
5	Fractions, Decimals, and Percents	Recogni decimal
6	Order of Operations and Patterns	Underst to one
7	Algebra	Underst and ana algebra
8	Measurement	Underst systems, to chris
9	Geometry	Analyze dimensi spacial
10	Data Analysis	Selects data
11	Probability	Underst
12	Word Problem/Logic Problem or Mathematical Reasoning	Solves contexts strategie

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DAY 157

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 348 + 109 — 1. Ⓨ Ⓝ
2. 72 • 58 = _____ — 2. Ⓨ Ⓝ
3. 23 $\overline{)943}$ — 3. Ⓨ Ⓝ
4. Is 5,259 less than 4,259? _____ — 4. Ⓨ Ⓝ
5. 50% of $68 is _____. — 5. Ⓨ Ⓝ
6. 60 ÷ 4 + 70 = _____ — 6. Ⓨ Ⓝ
7. 135 − □ = 68 — 7. Ⓨ Ⓝ
8. 16 cups = _____ quarts — 8. Ⓨ Ⓝ
9. How many edges are on a rectangular prism? _____ — 9. Ⓨ Ⓝ
10. Half of the soccer club are also members of the debate club. How many students are in the debate club? _____ — 10. Ⓨ Ⓝ
11. This is a spinner for a board game. Label the spinner so there is an equal probability of landing on a 1, 2, or 3. — 11. Ⓨ Ⓝ
12. 96 children are on the playground. $\frac{1}{4}$ of them are on the playground equipment. 24 of them are playing basketball. The rest are playing soccer. How many children are playing soccer? _____ — 12. Ⓨ Ⓝ

Sports Clubs

Type of Club: Soccer, Tennis, Baseball, Football, Swimming, Golf, Hockey

0 20 40 60 80 100 120 140

Number of Members

___ / 12 Total

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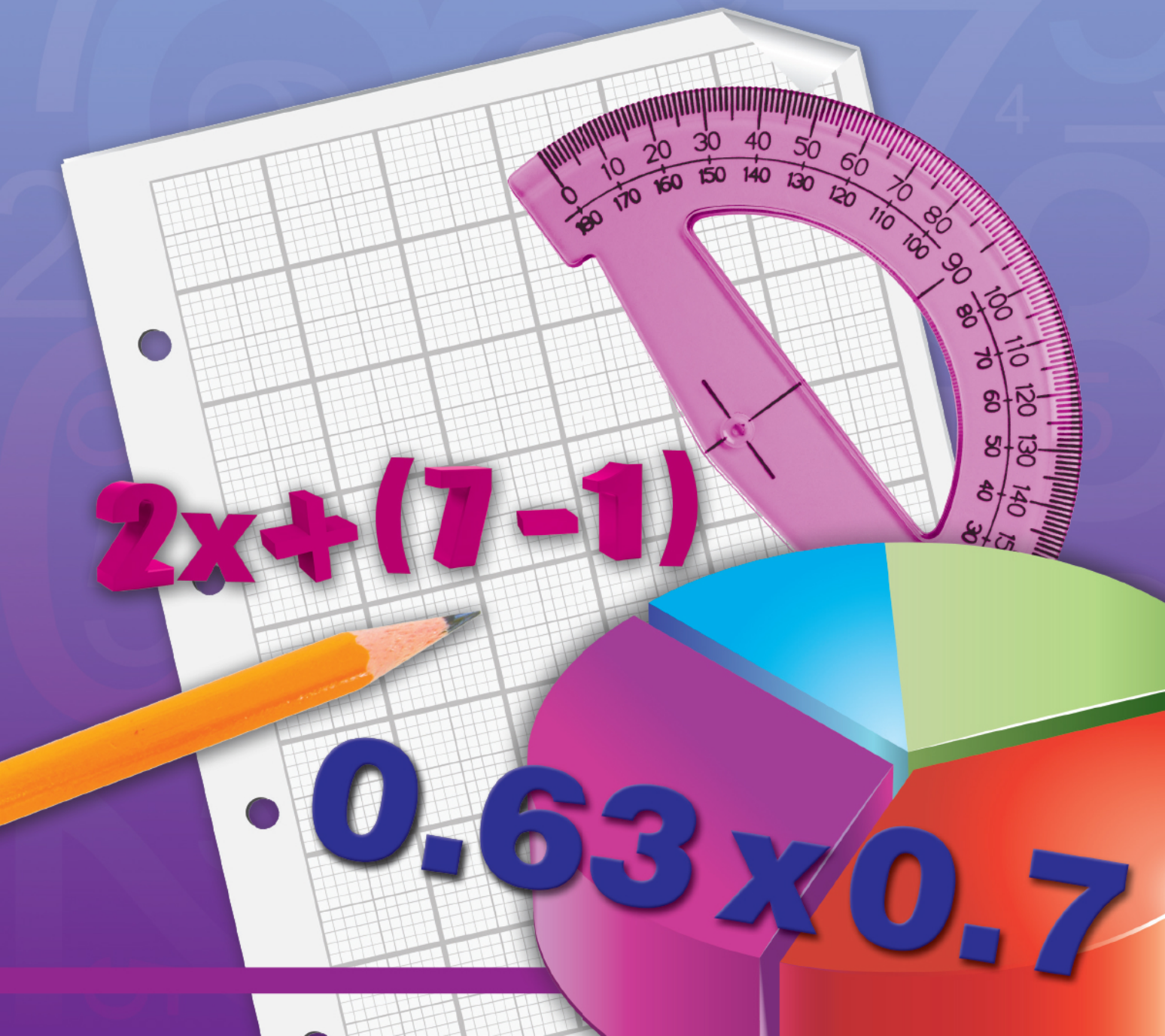
PRACTICE - ASSESS - DIAGNOSE

Level 5

180 Days of MATH for Fifth Grade



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INTRODUCTION AND RESEARCH

The Need for Practice

In order to be successful in today's mathematics classroom, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced in order for students to be successful. According to Marzano (2010, 83), "practice has always been, and will always be, a necessary ingredient to learning procedural knowledge at a level at which students execute it independently." Practice is especially important to help students apply their concrete, conceptual understanding to a particular procedural skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' understanding of mathematical procedures, terms, concepts, and reasoning (Kilpatrick, Swafford, and Findell 2001). This is important so that teachers can adequately address students' misconceptions, build on their current understanding, and challenge them appropriately.

Assessment is a long-term process that often involves careful analysis of student responses from a lesson discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment* and is used to provide a seamless connection between instruction and assessment (McIntosh 1997).

HOW TO USE THIS BOOK

180 Days of Math for Fifth Grade offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every fifth-grade practice page provides 12 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standards
1	**Addition or Subtraction**	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates
2	**Multiplication**	
3	**Division**	
4	**Place Value or Number Sense**	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Understands place-value structure of the base-ten number system
5	**Fractions, Decimals, and Percents**	Recognizes and generates equivalent forms of fractions, decimals, and percents
6	**Order of Operations and Patterns**	Understands the meanings of operations and how they relate to one another; represent and analyze patterns and functions
7	**Algebra**	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
8	**Measurement**	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
9	**Geometry**	Analyzes characteristics and properties of two- and three-dimensional geometric shapes; Uses visualization and spacial reasoning to solve problems
10	**Data Analysis**	Selects and uses appropriate statistical methods to analyze data
11	**Probability**	Understands and applies basic concepts of probability
12	**Word Problem/Logic Problem or Mathematical Reasoning**	Solves problems that arise in mathematics and in other contexts; Applies and adapts a variety of appropriate strategies to solve problems

Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.

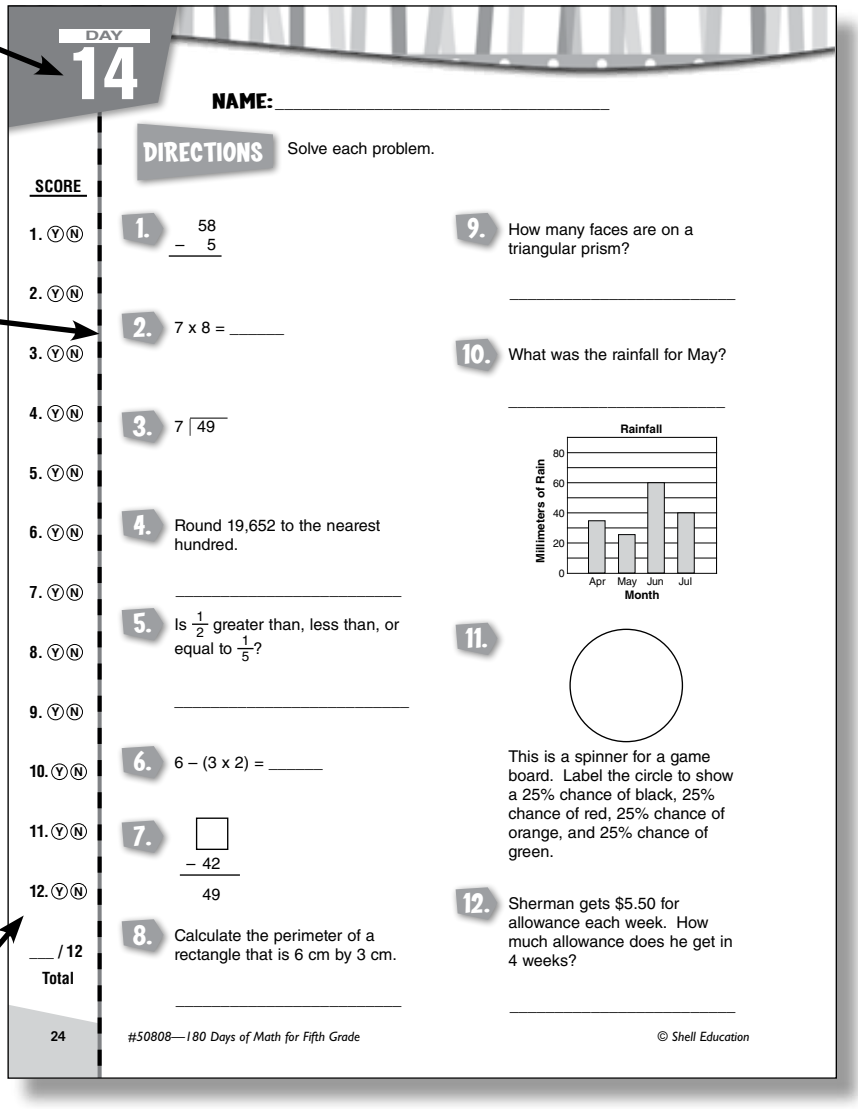
HOW TO USE THIS BOOK *(cont.)*

Using the Practice Pages

As outlined on page 4, every question is aligned to a mathematics concept and standard.

Practice pages provide instruction and assessment opportunities for each day of the school year.

Each question ties student practice to a specific mathematics concept.



DAY 14

NAME:_____

DIRECTIONS Solve each problem.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12 Total

1. $\begin{array}{r} 58 \\ -\ 5 \\ \hline \end{array}$

2. 7 x 8 = _____

3. $7\overline{)49}$

4. Round 19,652 to the nearest hundred.

_____

5. Is $\frac{1}{2}$ greater than, less than, or equal to $\frac{1}{5}$?

_____

6. 6 – (3 x 2) = _____

7. $\begin{array}{r} \square \\ -\ 42 \\ \hline 49 \end{array}$

8. Calculate the perimeter of a rectangle that is 6 cm by 3 cm.

_____

9. How many faces are on a triangular prism?

_____

10. What was the rainfall for May?

_____

11.

This is a spinner for a game board. Label the circle to show a 25% chance of black, 25% chance of red, 25% chance of orange, and 25% chance of green.

12. Sherman gets $5.50 for allowance each week. How much allowance does he get in 4 weeks?

_____

24

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Using the Scoring Guide

Use the scoring guide along the side of each practice page to check answers and see at a glance which skills may need more reinforcement.

Fill in the appropriate circle for each problem to indicate correct (Y) or incorrect (N) responses. You might wish to indicate only incorrect responses to focus on those skills. (For example, if students consistently miss numbers 2 and 6, they may need additional help with those concepts as outlined in the table on page 4.) Use the answer key at the back of the book to score the problems, or you may call out answers to have students self-score or peer-score their work.

DAY
12

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12
Total

1. 53 – 4 = _____

2.
$$\begin{array}{r} 20 \\ \times\ \ 3 \\ \hline \end{array}$$

3. $8\overline{)72}$

4. Write the smallest numeral possible using the digits 7, 1, and 8.

_____

5. Is $\frac{2}{5}$ equal to $\frac{4}{10}$? _____

6. (4 • 5) – 15 = _____

7.
$$\begin{array}{r} 64 \\ -\ \square \\ \hline 37 \end{array}$$

8. _____ minutes = $1\frac{1}{2}$ hours

9. Does a square have any parallel lines?

_____

10. A 6-sided die was rolled 9 times. What is the mode of these rolls?
4, 5, 1, 2, 4, 3, 6, 2, 4

_____

11. You place the following shapes in a bag: 5 circles, 3 triangles, 7 squares, and 5 rectangles. If you reach in the bag, what is the probability you will grab a shape?

_____

12. A pizza is cut into 12 pieces. Toma eats $\frac{1}{4}$ of the pizza. What percentage of the pizza did Toma eat?

_____

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NAME: _____

DIRECTIONS Solve each problem.

1. 348 + 109

2. 72 • 58 = _____

3. 23 $\overline{)943}$

4. Is 5,259 less than 4,259?

_____

5. 50% of $68 is _____.

6. 60 ÷ 4 + 70 = _____

7. 135 − ☐ = 68

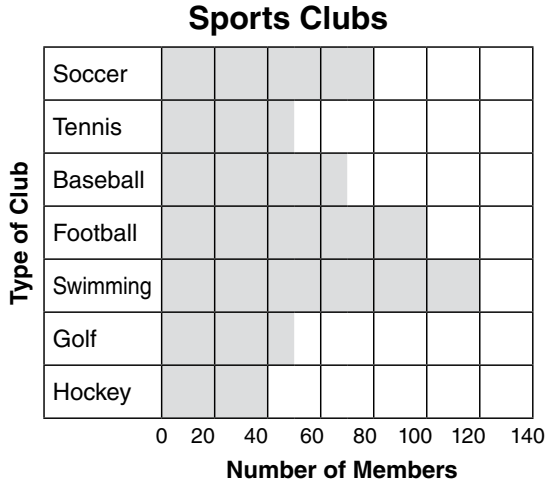
8. 16 cups = _____ quarts

9. How many edges are on a rectangular prism?

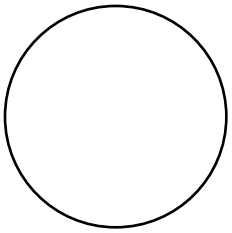
_____

10. Half of the soccer club are also members of the debate club. How many students are in the debate club?

_____



11.



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12. 96 children are on the playground. $\frac{1}{4}$ of them are on the playground equipment. 24 of them are playing basketball. The rest are playing soccer. How many children are playing soccer?

_____

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
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4. Ⓨ Ⓝ
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6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12
Total