

Dear 3rd – 5th Grade Parents and Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete daily.



Reading (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access district resources such as [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*click library in top left corner*) and [Spanish story options](#) . Resources have both English and Spanish options available. Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



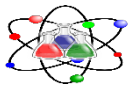
Writing (30 minutes)- if you have access to online resources, please visit [Scholastic Story Starters](#), [Story Jumpers](#) , or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story about their feelings, their thoughts about what they are reading, a letter, or an information piece about something on which they are an expert. Writing packet options are also available [here](#) for students to write about what they have read.



Math (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access Imagine Math. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#) and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



Social Studies (20 minutes) - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read articles and complete the quiz. Also visit [Education.com](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



Science (20 minutes)- if you have online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit [Optics for Kids](#) to learn about cool optical illusions and other activities. Visit [Ask a Biologist](#) for virtual field trips and activities. Science packet options are available [here](#).



Exercise (60 minutes a day) - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.

Estimados padres y tutores de 3º a 5º grado:

Mientras sus estudiantes están en casa, le pedimos que continúe colaborando con nosotros para garantizar aprendizaje. A continuación hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



Lectura (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*haga clic en la biblioteca en la esquina superior izquierda*) y [opciones de historias en español s](#). Los recursos tienen opciones disponibles en inglés y español. Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídeles que le cuenten de qué trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



Escritura (30 minutos)- si tienen acceso a recursos en línea favor de visitar a [Scholastic Story Starters](#), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia sobre sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta o una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura también están disponibles [aquí](#) para que los estudiantes escriban sobre lo que han leído.



Matemáticas (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Imagine Math. Una búsqueda de matemáticas se puede encontrar aquí [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#) y [Cool Math](#) para practicar y divertirse con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



Estudios Sociales (20 minutos) - si tiene acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a los recursos del distrito. También encontrará artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer artículos y completar el cuestionario. Visite también [Education.com](#), y [IXL](#) para actividades interactivas de estudios sociales. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










Ciencias (20 minutos)- - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Las opciones de paquetes de ciencias están disponibles [aquí](#).









Ejercicio (60 minutos al día): es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.










| | |
|---|--|
| <p>Access these programs from Clever at https://www.clever.com/in/maywood89</p> | |
|  | Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available |
|  | Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available |
|  | Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish |
|  | Imagine Math has math activities with tracked progress and customized lessons. K-5 |
|  | Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed) |
|  | World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish |
|  | Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access |


If you need login assistance with login information, contact your teacher through [email](#).






Additional Resource Links






| | |
|---|--|
| Reading | |
|  | https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels |
|  | https://www.thespanishexperiment.com/stories Children's stories in Spanish |
|  | https://www.storylineonline.net/ Actors and Actresses read books with illustrations |
|  | https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days |
|  | https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish |
|  | https://www.tweentribune.com/ Informational text at different grade levels |



| | |
|---|---|
| Online Magazines | |
|  | Time for Kids http://www.timeforkids.com |
|  | Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish |
|  | Highlights Kids https://www.highlightskids.com/ |
|  | Sport Illustrated Kids http://www.sikids.com |
|  | National Geographic Kids http://kids.nationalgeographic.com |



| Writing | |
|---|---|
|  | http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level |
|  | https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text |


| Dual Language | |
|---|---|
|  | https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources |

| Math | |
|---|--|
|  | https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers |
|  | https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas |
|  | https://www.khanacademy.org/math K-8 Practice early math through grade 8 |
|  | https://www.ixl.com/ K-8 Practice early math through grade 8 |
|  | https://www.mathgames.com/math-games.html K-8 math games by grade and topic |

| Science and Social Studies | |
|---|--|
|  | BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2) |
|  | https://www.eia.gov/kids/ Information and games about energy |
|  | https://www.optics4kids.org/illusions Optical illusions |
|  | https://blockly.games/ Programming games for kids |
|  | https://www.education.com/activity/social-studies/ Social Studies activities by grade level |

| Health | |
|---|--|
|  | https://www.gonoodle.com/ Movement and mindfulness videos |
|  | https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips |

| Art/Music | |
|---|--|
|  | http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts |
|  | https://colormandala.com/ Color mandelas online |

| For Parents | |
|---|--|
|  | http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish |

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)

[Death Valley National Park](#)

[Denali National Park](#)

[Everglades National Park](#)

[Glacier National Park](#)

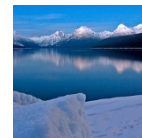
[Grand Canyon National Park](#)

[Great Smoky Mountain National Park](#)

[Redwood National and State Parks](#)

[Rocky Mountain National Park](#)

[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)

[San Diego Zoo](#)

[Animal Planet Live](#)

[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live

[Seattle Aquarium](#): YouTube virtual field trip and lesson

[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around Latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Tool Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)

[Pompeii](#)

[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.

Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)

[Splash Mountain](#)

[Test Track](#)

[Expedition Everest](#)

[Rock n Roller Coaster](#)

[Soarin'](#)

[Seven Dwarfs Mine Train](#)

[Rise of the Resistance](#)

[Mickey and Minnie's Runaway Railway](#)

[Slinky Dog Dash](#)

[Millenium Falcon/ Smuggler's Run](#)



Student eLearning Activities Log Week 3

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------|--|--|---|---|---|
| Example: | Read/listened to a story Imagine Math Scholastic Science experiment Jumping Jacks Reading packet Math packet | Reading packet Math packet Raz-Kids Art Imagine Math | Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees | Imagine Math Reading packet Math packet Social Studies YouTube exercise video | Imagine Math Reading packet Math packet Art project Science experiment Raz-Kids Lexia |
| Activities/ Assignments | | | | | |

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 3

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

| | lunes | martes | miércoles | jueves | viernes |
|------------------------|---|---|---|---|---|
| Ejemplo: | Leer un libro Imagine Math Scholastic Experimento de Ciencias Jumping Jacks Paquete de lectura Paquete de matemáticas | Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexia | Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexia | Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio | Imagine Math Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexia |
| Actividades/ Tareas | | | | | |

Firma de Padres _____ Fecha _____

HOW TO USE THIS BOOK

180 Days of Reading for Fifth Grade offers teachers and parents a full page of daily reading comprehension and word-study 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 reading 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 reading lesson, or as homework.

Every fifth-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

| Question | Common Core State Standard |
|-----------------|---|
| Days 1–3 | |
| 1–2 | Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i> |
| 3–5 | Reading Anchor Standard 4: <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</i> or Reading Foundational Skills Standard 3: <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i> |
| Day 4 | |
| 1–2 | Reading Anchor Standard 10: <i>Read and comprehend complex literary and informational texts independently and proficiently.</i> |
| 3 | Reading Anchor Standard 6: <i>Assess how point of view or purpose shapes the content and style of a text.</i> |
| 4–6 | Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i> |
| 7–8 | Reading Anchor Standard 2: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i> |
| Day 5 | |
| | Writing Anchor Standard 4: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i> |

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Matt liked watching martial arts movies. He had always been interested in learning a martial art. It looked like fun, and he wanted to be able to do the things he saw in movies. So when his parents asked him what he would like for his birthday, Matt said he wanted to learn karate. His mom and dad agreed that would be a very good present, and promised to arrange for Matt to take lessons. They looked at a few karate studios before they found the right one. They wanted to be sure that the lessons would be safe for Matt. They also wanted to find a lesson schedule that would work for them. Finally, they found what they wanted. Matt was very excited. He couldn't wait to start doing what he saw in movies!

1. Why does Matt want karate lessons?

- (A) His teacher suggested he take lessons.
- (B) His parents take karate lessons.
- (C) His friends take karate lessons.
- (D) He wants to do what he sees in movies.

2. How do Matt's parents feel about him taking karate lessons?

- (A) They like the idea.
- (B) They dislike the idea.
- (C) They argue about it.
- (D) They can't decide.

3. What is the phrase *mom and dad* an example of in this text?

- (A) a simple subject
- (B) a compound subject
- (C) a verb
- (D) a pronoun

4. What is *karate*?

- (A) a kind of game
- (B) a kind of movie
- (C) a kind of martial art
- (D) a kind of home

5. What does the phrase *work for them* mean?

- (A) have employees
- (B) something that is possible
- (C) work hard
- (D) lose a job

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

Matt was excited to start karate lessons. His parents had gotten him a *gi* (gee), a white uniform that he would wear when he was practicing. On the first day of his lessons, Matt proudly put his gi on and joined the other students in his class. Walter, their *sensei* (sen-SEY), or teacher, began the class. To Matt's dismay, though, Walter didn't start by teaching the class what Matt had seen in the movies. Instead, Walter taught the class some movement exercises. He also taught the class some breathing exercises. He told everyone, "Karate isn't about kicking or hitting people or breaking boards. It's about mind and body working together. It's about self-control."

Matt wasn't at all sure he liked the sound of that. He didn't know what Walter meant. But this was only the first lesson.

1. What do people who practice karate wear?

- (A) a gi
- (B) a sensei
- (C) a sweatsuit
- (D) a coat

2. What is the setting?

- (A) Matt's home
- (B) school
- (C) a karate studio
- (D) the supermarket

3. Which word has the same root word as *movement*?

- (A) venom
- (B) moving
- (C) cement
- (D) hover

4. Which is a synonym for *dismay*?

- (A) curiosity
- (B) jealousy
- (C) thrill
- (D) discouragement

5. Which description is most accurate for a *gi*?

- (A) an impressive purple
- (B) as white as snow
- (C) tight as skin
- (D) lanky and long

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Matt's parents gave him karate lessons for his birthday. He had wanted the lessons because he admired what he saw people do in martial arts movies. But real karate lessons were very different. They were not at all like the movies. The students didn't do jumps, kicks, and hits. Instead, they practiced movements. They did breathing exercises. Walter was Matt's sensei. He told the class that once they had learned the basic karate techniques, they would be able to practice them with one another. At first, Matt didn't like that at all, but he soon discovered that karate was harder than it looked in movies. The students worked very hard and were exhausted by the end of their lessons. Matt learned something new in each lesson. He would soon be ready for his first test.

1. Who gave Matt his karate lessons?

- (A) his teacher
- (B) his parents
- (C) his sensei
- (D) Matt gave himself lessons.

2. Which statement is true about Matt's karate lessons?

- (A) They are harder than Matt thought they would be.
- (B) The students do a lot of kicks and jumps.
- (C) They are a lot like what Matt sees in movies.
- (D) They are much easier than Matt thought they would be.

3. How would you describe karate techniques that are *basic*?

- (A) complex
- (B) colorful
- (C) advanced
- (D) simple

4. Which is a synonym for *admired*?

- (A) ignored
- (B) laughed at
- (C) respected
- (D) feared

5. Which word describes the tone of this text?

- (A) humorous
- (B) serious
- (C) joyful
- (D) hopeful

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

NAME: _____ DATE: _____

MATT'S REAL LESSON

Matt had been taking karate lessons for a few months. At first, he wanted lessons because he wanted to do the things he saw people do in martial-arts movies. But very soon, he realized that karate is not like the movies. It took some time for him to get used to that, but eventually, he came to enjoy karate. Karate made him feel strong and gave him energy, but it also made him feel calm. He worked very hard, and one day, his *sensei*, Walter, told Matt he was ready for his first test.

Two weeks before the testing date, Walter gave Matt an application. Matt took it home and filled it out. He brought it back to the next class. For the next two weeks, Matt practiced very hard. He wanted to be ready for the test.

On the day of Matt's test, he joined a group of other students who were ready for their test. The test began with some exercises. The students had to show that they could do all of the movements that Walter had taught them. Then, the students took a written test. Walter had also taught them about karate, and they had to show that they knew those things, too.

After the test, Matt waited with the other students to see how he had done. Walter congratulated all of the students on making a real effort, and then he spoke to each student. When it was Matt's turn, Walter told him that he had passed! Matt was very excited. Walter also told Matt that he would receive his first belt—white with a black stripe on it—at the next class. Karate had turned out to be very different from what Matt had thought, but he had discovered that he liked it very much.



NAME: _____ DATE: _____

DIRECTIONS

Read "Matt's Real Lesson" and then answer the questions.

- | | | |
|---|--|--|
| <p>1. What does Matt think about karate at first?</p> <p>(A) He thinks it will not be fun.</p> <p>(B) He thinks it will be very different from the movies.</p> <p>(C) He thinks it will be extremely easy.</p> <p>(D) He thinks it will be just like the movies.</p> | <p>5. How does Walter feel about Matt passing his test?</p> <p>(A) surprised</p> <p>(B) frightened</p> <p>(C) very pleased</p> <p>(D) jealous</p> | <p>SCORE</p> <p>1. (Y) (N)</p> |
| <p>2. What do you predict Matt will do?</p> <p>(A) He will keep doing karate.</p> <p>(B) He will stop doing karate.</p> <p>(C) He will not tell his friends he is doing karate.</p> <p>(D) He will not know how to get ready for his next test.</p> | <p>6. How will Matt's parents likely feel about Matt passing his test?</p> <p>(A) very proud</p> <p>(B) upset</p> <p>(C) curious</p> <p>(D) afraid</p> | <p>2. (Y) (N)</p> <p>3. (Y) (N)</p> |
| <p>3. Which is a reason to read this text?</p> <p>(A) to find out what Matt's lesson actually is</p> <p>(B) to learn how to write a lesson</p> <p>(C) to teach someone a lesson</p> <p>(D) to research how to be a teacher</p> | <p>7. Which real lesson does Matt learn?</p> <p>(A) Karate isn't very difficult.</p> <p>(B) Karate isn't at all like the movies.</p> <p>(C) Karate isn't very good for you.</p> <p>(D) Karate isn't something he wants to do.</p> | <p>4. (Y) (N)</p> <p>5. (Y) (N)</p> <p>6. (Y) (N)</p> |
| <p>4. Which is likely the author's opinion?</p> <p>(A) Karate is exactly like the movies.</p> <p>(B) Karate lessons are not a good idea.</p> <p>(C) Karate is interesting.</p> <p>(D) Karate is very easy.</p> | <p>8. Which text has a similar theme?</p> <p>(A) a math textbook</p> <p>(B) a story about learning how to play a musical instrument</p> <p>(C) a poem about school</p> <p>(D) a letter from a teacher</p> | <p>7. (Y) (N)</p> <p>8. (Y) (N)</p> <p>___ / 8</p> <p>Total</p> |

NAME: _____

DATE: _____

DIRECTIONS

Reread the text “Matt’s Real Lesson.” Then, read the prompt and respond on the lines below.

SCORE

___ / 4

Have you ever taken martial arts lessons? If you have, what was it like? If you have not, what do you think it would be like? Explain your answer.

ANSWER KEY *(cont.)*

Week 27

Day 1

1. B
2. D
3. B
4. C
5. A

Day 2

1. C
2. A
3. C
4. C
5. D

Day 3

1. A
2. C
3. D
4. B
5. C

Day 4

1. B
2. A
3. C
4. D
5. C
6. C
7. D
8. B

Day 5

Responses will vary.

Week 28

Day 1

1. D
2. A
3. B
4. C
5. B

Day 2

1. A
2. C
3. B
4. D
5. C

Day 3

1. B
2. C
3. A
4. D
5. D

Day 4

1. D
2. C
3. C
4. D
5. B
6. A
7. A
8. C

Day 5

Responses will vary.

Week 29

Day 1

1. D
2. A
3. B
4. C
5. B

Day 2

1. A
2. C
3. B
4. D
5. B

Day 3

1. C
2. A
3. D
4. C
5. B

Day 4

1. D
2. A
3. A
4. C
5. C
6. A
7. B
8. B

Day 5

Responses will vary.

Week 30

Day 1

1. D
2. A
3. C
4. C
5. A

Day 2

1. D
2. B
3. B
4. C
5. A

Day 3

1. B
2. C
3. D
4. A
5. A

Day 4

1. B
2. B
3. A
4. B
5. D
6. D
7. C
8. A

Day 5

Responses will vary.

Week 31

Day 1

1. D
2. C
3. D
4. B
5. A

Day 2

1. B
2. A
3. C
4. C
5. D

Day 3

1. D
2. B
3. C
4. A
5. B

Day 4

1. A
2. B
3. A
4. A
5. C
6. C
7. B
8. D

Day 5

Responses will vary.

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 spatial 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.

NAME: _____

DIRECTIONS

Solve each problem.

1.
$$\begin{array}{r} 252 \\ + 136 \\ \hline \end{array}$$

2. $8^2 =$ _____

3. $9 \overline{)654}$

4. Write the smallest four-digit numeral possible using the digits 8, 3, 7, and 1.

5. $\frac{2}{3} + \frac{1}{3} =$ _____

6. Write the number that comes next in the sequence.

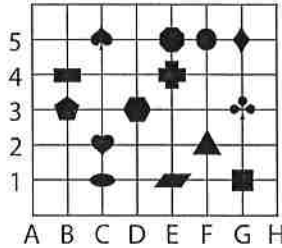
9,757; 9,857 9,957; _____

7. $27 \div \square = 4 + 5$

8. Is 7:32 in the morning the same as 7:32 P.M.?

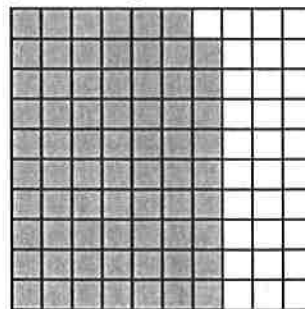
9. Is 120° a right angle?

10. Name the shape that is located at (E,4).



11. You make trail mix using the following ingredients: 25 candies, 50 raisins, 75 pieces of cereal, and 50 peanuts. If you reach in the bowl and grab one piece of food, what is the probability you will grab a peanut or a piece of candy?

12. Record the shaded region as a fraction, decimal, and percentage.



| Fraction | Decimal | Percentage |
|----------|---------|------------|
| | | |

SCORE

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

___ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

1. Subtract 39 from 346.

2. (Y) (N)

$$\begin{array}{r} 2. \quad 47 \\ \times 16 \\ \hline \end{array}$$

3. (Y) (N)

3. $856 \div 9 =$ _____

4. (Y) (N)

4. How many hundreds are in 4,891?

5. (Y) (N)

5. $\frac{3}{4}$ of 60 is _____.

6. (Y) (N)

6. $30 \div 2 + 50 =$ _____

7. (Y) (N)

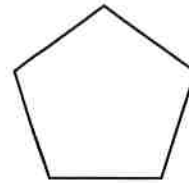
$$\begin{array}{r} 7. \quad 21 \\ + \square \\ \hline 35 \end{array}$$

8. (Y) (N)

8. Calculate the area of a rectangle that is 5 cm by 6 cm.

9. (Y) (N)

9. Is a pentagon a plane shape?



10. (Y) (N)

10. What is the median of this data set?
52, 48, 56, 53, 49

11. (Y) (N)

11. Two red and two blue blocks are placed into a bag. You randomly take one block out of the bag. If you replace all the blocks each time you take one out, how many blue blocks would you expect to pull if you try 12 times?

12. (Y) (N)

12. Three farms have 1,890 turkeys altogether. If one farm has 319 turkeys, how many turkeys do the other farms have altogether?

____ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

1. $15 + 13 + 25 =$ _____

2.
$$\begin{array}{r} 63 \\ \times 9 \\ \hline \end{array}$$

3. Is 642 evenly divisible by 2?

4. $100,000 + 50,000 + 8,000 + 200 + 40 + 9 =$

5. Write the mixed number for $\frac{15}{8}$.

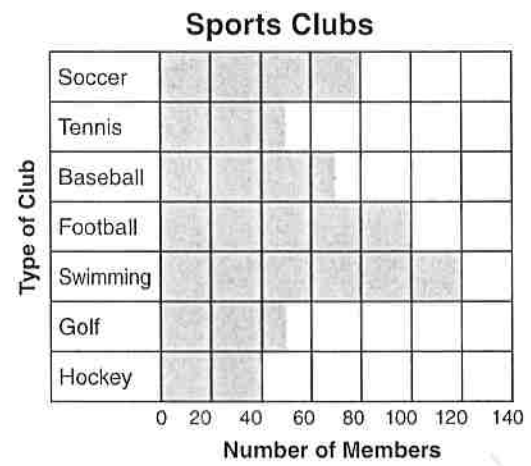
6. $45 \div 3 + 15 \times 2 =$ _____

7. $\square \times 9 = 63$

8. 2 gallons = _____ pints

9. Calculate the diameter of a circle if the radius is 4 cm.

10. The golf club charges a yearly fee of \$5.00 per person. How much money will they collect from their members?



11. Is it *impossible*, *likely*, *certain*, or *unlikely* that you will eat a banana today?

12. Kyle's family wants to buy a new home. The home costs \$249,000. They have \$50,000. How much money will they have to borrow to buy the house?

SCORE

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

____ / 12
Total

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

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

____ / 12
Total

- 1. $58 - 35 = \underline{\hspace{2cm}}$
- 2. Multiply 7 and 45.

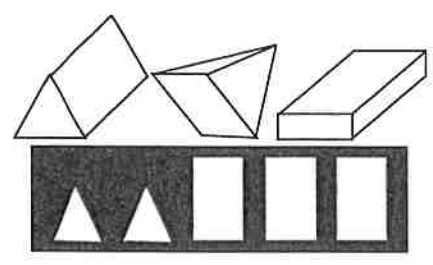
- 3. $7 \overline{)176}$

- 4. What is the next even number after 28,301?

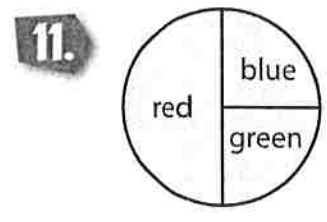
- 5. Write the improper fraction for $1\frac{6}{8}$.

- 6. $2 \times (10 \times 7) = \underline{\hspace{2cm}}$
- 7. $\square - 67 = 42$
- 8. 2 hours = _____ minutes

- 9. Circle the solid that matches the set of faces.

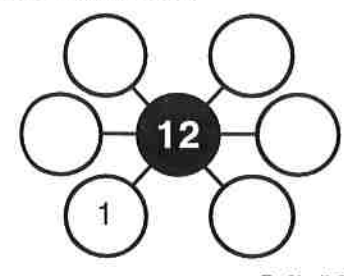


- 10. True or false? A bar graph uses bars of different lengths to represent information.



- 11. If you spin this spinner twice, what is the probability that you will land on blue, then green?

- 12. Factor wheels show all the factors of a number. Complete the factor wheel.



NAME: _____

DIRECTIONS

Solve each problem.

1.
$$\begin{array}{r} 63 \\ + 54 \\ \hline \end{array}$$

2. $83 \cdot 17 = \underline{\hspace{2cm}}$

3. $8 \overline{)432}$

4. What is the value of the digit 5 in the number 25,301?

5. $\frac{2}{3}$ of 45 is _____.

6. Write the number that comes next in the sequence.

450, 380, 310, _____

7. $200 \div 10 = 4 \times \square$

8. 6 feet = _____ yards

9. How many lines of symmetry does this triangle have?



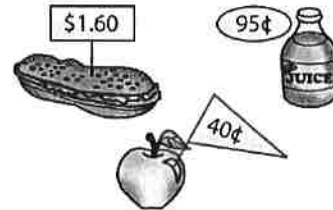
10. The chart below shows how many cups of lemonade Marcia sold each hour she had her lemonade stand set up.

| 1st Hour | 2nd Hour | 3rd Hour | 4th Hour |
|----------|----------|----------|----------|
| 6 | 5 | 11 | 15 |

Marcia charges 35 cents per cup of lemonade. She made a total of \$15.75 in 5 hours. How many cups of lemonade did she sell in the 5th hour?

11. The numbers 1 through 10 are written on individual cards and placed in a bag. If you reach into the bag and grab one card, what is the probability that it will be a number greater than 6?

12. Find the cost of the lunch order.



Breanna's lunch:

1 sandwich _____

2 apples _____

1 juice _____

TOTAL _____

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

___ / 12

Total

ANSWER KEY *(cont.)*

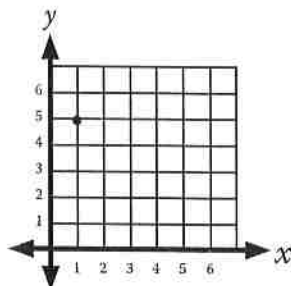
5. 36
6. 10
7. 20
8. 8
9. 0 vertices
10. 14 books
11. $\frac{1}{2}$, 0.50, 50%, or 1 out of 2
12. \$5.00

Day 139

1. 159
2. 63; 630; 6,300
3. 187 R1 or 187.25
4. 26,009
5. 0.82
6. 125
7. 27
8. 3.5
9. 75°
10. 7
11. $\frac{1}{2}$, 0.50, 50%, or 1 out of 2
12. Second number: 33; 38; 43. Rule: Subtract 27 from the first number to get the second number.

Day 140

1. 23
2. 1144
3. 75 R1 or 75.16
4. thousands
5. 6.75 or $6\frac{3}{4}$
6. 125
7. 45
8. 3
9. no
- 10.



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11. 2 times
12. magic square answers:

| | | |
|---|---|----|
| 9 | 4 | 5 |
| 2 | 6 | 10 |
| 7 | 8 | 3 |

Day 141

1. 388
2. 64
3. 72 R6 or 72.66
4. 1,378
5. 1
6. 10,057
7. 3
8. no
9. no
- 10.
11. $\frac{75}{200}$, $\frac{3}{8}$, 0.375, 37.5%, or 3 out of 8
12. $\frac{69}{100}$; 0.69; 69%

Day 142

1. 307
2. 752
3. 95 R1 or 95.11
4. 8 hundreds
5. 45
6. 65
7. 14
8. 30 cm²
9. yes
10. 52
11. 6 blue blocks
12. 1,571 turkeys

Day 143

1. 53
2. 567
3. yes
4. 158,249
5. $1\frac{7}{8}$
6. 45
7. 7
8. 16
9. 8 cm
10. \$250.00

11. Answers may vary.
12. \$199,000

Day 144

1. 23
2. 315
3. 25 R1 or 25.14
4. 28,302
5. $\frac{7}{4}$ or $\frac{14}{8}$
6. 140
7. 109
8. 120
9. The long triangular prism on the left should be circled.
10. true
11. $\frac{1}{16}$, 0.0625, 6.25%, or 1 out of 16
12. answers after 1: 4, 6, 12, 3, 2

Day 145

1. 117
2. 1,411
3. 54
4. 5,000 or 5 thousands
5. 30
6. 240
7. 5
8. 2
9. 1
10. 8 cups of lemonade
11. $\frac{4}{10}$, $\frac{2}{5}$, 0.40, 40%, or 2 out of 5
12. \$3.35

Day 146

1. 111
2. 5, 10, 15, 20
3. 197 R3 or 197.75
4. 13,300
5. $2\frac{2}{3}$
6. 121
7. 32
8. 91 minutes
9. no

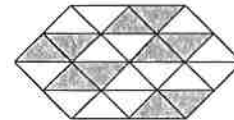
10. $\frac{1}{8}$, 0.125, 12.5%, or 1 out of 8
11. grape jam, butter; grape jam, honey; grape jam, peanut butter; butter, honey; butter, peanut butter; honey, peanut butter; or vice versa

12.

| | |
|------------------|---------|
| Ten | 621,500 |
| Hundred | 621,500 |
| Thousand | 621,000 |
| Ten thousand | 620,000 |
| Hundred thousand | 600,000 |

Day 147

1. 138
2. 516
3. 165
4. less than
5. \$4.85
6. 84
7. 0
8. 3.5 cm
9. 180°
10. 125
11. $\frac{3}{10}$, 0.30, 30%, or 3 out of 10
12. Answers will vary.



Day 148

1. 132
2. 7 and 9 should be colored.
3. 137 R5 or 137.83
4. 5
5. $\frac{25}{100}$ or $\frac{1}{4}$
6. 70
7. 21
8. 20 cm
9. 4 angles