

# Mathematics Spiral Review Quarter 3.1

## Grade 5



### Basic Computation (5.NBT.7)

Find the product:

$$84.3 \times 7.6 = \underline{\hspace{2cm}}$$

### Place Value (5.NBT.7)

Bobby added 2.45 and 31.2 and got 5.57. What mistake did he make with his calculations?

### Estimation (5.NBT.3 and 5.NBT.7)

Mr. Holmes traveled 84.5 miles from Raleigh to Greenville, then an additional 118.9 miles to the beach in Wilmington. After spending the day at the beach, he drove 133.4 miles directly back to Raleigh. About how much farther did he drive on the way to the beach than coming home?

### Skill of the Week (5.OA.1)

Solve:  $\{90 \div [3 \times (7.2 + 2.8)]\} + 20$

### Drawing/Picture (5.G.3)

Draw any of the parallelograms and any of the trapezoids and tell their likenesses and differences.

### Measurement (4.MD.3)

Abby and Whitney were making a rectangular poster for the school carnival. They had 148 centimeters of trim to go around the edge. The width of the poster was 31 centimeters long. What was the length? What is the area of the poster?

# Mathematics Spiral Review Quarter 3.1

## Grade 5 **Answer Key**



### Basic Computation 5.NBT.7)

Find the product:

$$84.3 \times 7.6 = \mathbf{640.68}$$

### Place Value (5.NBT.7)

Bobby added 2.45 and 31.2 and got 5.57. What mistake did he make with his calculations? **Bobby didn't shift his values to line up the decimal positions. He also needed to use a place holder in the hundredths place.**  
 $2.45 + 31.2 = 33.65$

### Estimation (5.NBT.3 and 5.NBT.7)

Mr. Holmes traveled 84.5 miles from Raleigh to Greenville, then an additional 118.9 miles to the beach in Wilmington. After spending the day at the beach, he drove 133.4 miles directly back to Raleigh. About how much farther did he drive on the way to the beach than coming home? **Answers will vary**

**Ones:**  $85 + 119 = 204$  miles    $204 - 133 = 71$  miles

**Tens:**  $80 + 120 = 200$     $200 - 130 = 70$  miles

### Skill of the Week (5.OA.1)

$$\{90 \div [3 \times (7.2 + 2.8)]\} + 20$$

$$\{90 \div [3 \times \mathbf{10}]\} + 20$$

$$\{90 \div \mathbf{30}\} + 20$$

$$\mathbf{3} + 20$$

$$\mathbf{23}$$

### Drawing/Picture (5.G.3)

Draw any of the parallelograms and any of the trapezoids and tell their likenesses and differences.

**Possible parallelograms:** parallelogram, rectangle, rhombus, or square

**Possible trapezoids:** trapezoid, isosceles trapezoid, or right trapezoid

**Explanations will vary, but look for correct information about the pairs of parallel sides (2 vs.1), number of sides (4 each), congruent sides, and right angles if applicable.**

### Measurement (4.MD.3)

Abby and Whitney were making a rectangular poster for the school carnival. They had 148 centimeters of trim to go around the edge. The width of the poster was 31 centimeters long. What was the length? What is the area of the poster?

$$P = 2l + 2w$$

$$148 \text{ cm} = 2l + 2 \times 31 \text{ cm}$$

$$148 \text{ cm} = 2l + 62 \text{ cm}$$

$$148 \text{ cm} - 62 \text{ cm} = 86 \text{ cm}$$

$$86 \text{ cm} = 2l$$

$$86 \text{ cm} \div 2 = 43 \text{ cm}$$

$$43 \text{ cm} = \text{Length}$$

$$A = l \times w$$

$$A = 43 \text{ cm} \times 31 \text{ cm}$$

$$A = 1,333 \text{ square centimeters}$$

## Mathematics Spiral Review Quarter 3.2

### Grade 5



#### Basic Computation (5.NBT.7)

Find the quotient:

$$94.2 \div 0.6 = \underline{\hspace{2cm}}$$

#### Place Value (5.NBT.7)

Ravi was going to multiply  $2.6 \times 67.3$ . How many digits should he have after the decimal point when he finishes his computation? Solve to check your answer.

#### Estimation (5.NBT.3 and 5.NBT.7)

Amy ordered 9 cheese pizzas for \$11.95 each and 4 supreme pizzas for \$17.95 each. About how much should she expect her bill to be?

#### Skill of the Week (5.OA.2)

Write expressions to match:

Triple five and then add seven \_\_\_\_\_

Divide fourteen by two and then subtract three \_\_\_\_\_

Subtract eight from ten and then multiply by six \_\_\_\_\_

#### Drawing/Picture (4.MD.4)

Hamish was making a line plot to show the lengths of stickers that were measured to the nearest  $\frac{1}{8}$  of an inch. The stickers in his collection

included:  $\frac{3}{8}$ ,  $\frac{7}{8}$ ,  $\frac{1}{2}$ ,  $\frac{3}{8}$ ,  $\frac{1}{2}$ ,  $\frac{5}{8}$ , and  $\frac{7}{8}$

Make a line plot to show the lengths of his stickers.

#### Measurement (4.MD.4)

Using the information from Hamish's line plot, find the total length of his stickers.

## Mathematics Spiral Review Quarter 3.2

### Grade 5 **Answer Key**



#### Basic Computation (5.NBT.7)

Find the quotient:

$$94.2 \div 0.6 = \mathbf{157}$$

#### Place Value (5.NBT.7)

Ravi was going to multiply  $2.6 \times 67.3$ . How many digits should he have after the decimal point when he finishes his computation? Solve to check your answer. **2, when you multiply tenths by tenths, your value will end in the hundredths.  $2.6 \times 67.3 = 174.98$**

#### Estimation (5.NBT.3 and 5.NBT.7)

Amy ordered 9 cheese pizzas for \$11.95 each and 4 supreme pizzas for \$17.95 each. About how much should she expect her bill to be? **Answers will vary**

**Ones:  $9 \times 12 = 108$   $4 \times 18 = 72$   $108 + 72 = 180$**

**Tens:  $9 \times 10 = 90$   $4 \times 20 = 80$   $90 + 80 = 170$**

#### Skill of the Week (5.OA.2)

Write expressions to match:

Triple five and then add seven  **$3 \times 5 + 7$**

Divide fourteen by two and then subtract three  **$14 \div 2 - 3$**

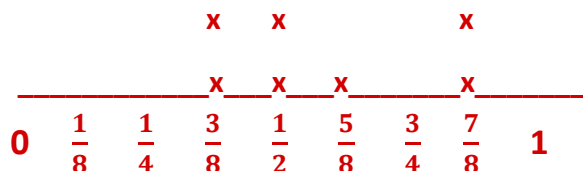
Subtract eight from ten and then multiply by six  **$(10 - 8) \times 6$  or  $6 \times (10 - 8)$**

#### Drawing/Picture (4.MD.4)

Hamish was making a line plot to show the lengths of stickers that were measured to the nearest  $\frac{1}{8}$  of an inch. The stickers in his collection

included:  $\frac{3}{8}$ ,  $\frac{7}{8}$ ,  $\frac{1}{2}$ ,  $\frac{3}{8}$ ,  $\frac{1}{2}$ ,  $\frac{5}{8}$ , and  $\frac{7}{8}$

Make a line plot to show the lengths of his stickers.



#### Measurement (4.MD.4)

Using the information from Hamish's line plot, find the total length of his stickers.  **$4 \frac{1}{8}$  inches**

# Mathematics Spiral Review Quarter 3.3

## Grade 5



### Basic Computation (5.NBT.7)

Find the difference:

$$49.2 - 28.7 = \underline{\hspace{2cm}}$$

### Place Value (5.NBT.7)

What is the relationship between the quotients of  $6.3 \div 3$  and  $6.3 \div 0.3$ ?

### Estimation (5.NF.3)

Mrs. Strader is trying to figure out how to share 17 pounds of clay between the six groups in her art class. Between what two whole numbers will her answer lie?

### Skill of the Week (5.OA.3)

Complete the table below to show that Ron puts \$5.00 in his bank weekly and Harry puts in \$10.00 weekly.

Number of Weeks	Ron's Bank Balance	Harry's Bank Balance
0	0	0
1	\$5.00	\$10.00
2		
3		
4		

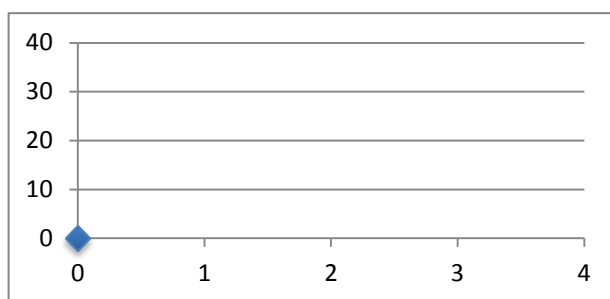
List coordinate pairs:

Ron:

Harry:

### Drawing/Picture (5.OA.3)

Use the information from the table to plot the points on a coordinate plane. Explain the relationship between the two patterns.



### Measurement (4.MD.2)

Three kids measured the distance their cars traveled after rolling down a ramp. Jake's car rolled 75 inches, Ben's car rolled  $5\frac{1}{2}$  feet, and Rachel's car rolled  $2\frac{1}{3}$  yards. Put the cars in order from shortest to longest distance.

# Mathematics Spiral Review Quarter 3.3

## Grade 5 **Answer Key**



### Basic Computation (5.NBT.7)

Find the difference:

$$49.2 - 28.7 = 20.5$$

### Estimation (5.NF.3)

Mrs. Strader is trying to figure out how to share 17 pounds of clay between the six groups in her art class. Between what two whole numbers will her answer lie?

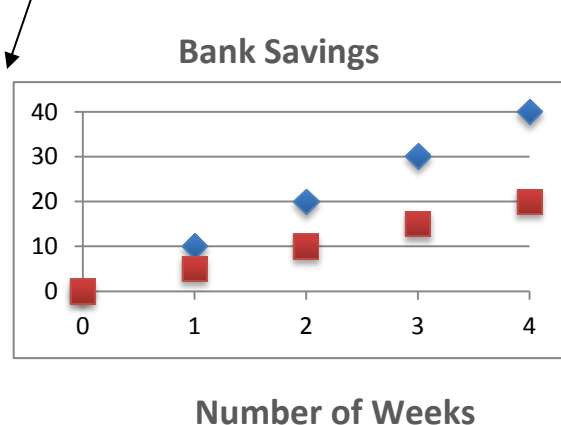
$17 \div 6 = 2 \frac{5}{6}$  The answer will be between 2 and 3. You could estimate that because  $12 \div 6 = 2$  and  $18 \div 6 = 3$ .

### Drawing/Picture (5.OA.3)

Use the information from the table to plot the points on a coordinate plane. Explain the relationship between the two patterns.

Harry's (blue) bank balance is always twice as large as Ron's (red) balance. The two lines will continue to grow farther apart.

Dollars



### Place Value (5.NBT.7)

What is the relationship between the quotients of  $6.3 \div 3$  and  $6.3 \div 0.3$ ?

$$6.3 \div 3 = 2.1 \text{ and } 6.3 \div 0.3 = 21$$

The quotients have the same digits but the second is ten times larger because the divisor is  $\frac{1}{10}$  the size.

### Skill of the Week (5.OA.3)

Complete the table below to show that Ron puts \$5.00 in his bank weekly and Harry puts in \$10.00 weekly.

Number of Weeks	Ron's Bank Balance	Harry's Bank Balance
0	0	0
1	\$5.00	\$10.00
2	\$10.00	\$20.00
3	\$15.00	\$30.00
4	\$20.00	\$40.00

List coordinate pairs:

Ron: (0,0), (1,5), (2,10), (3,15), (4,20)

Harry: (0,0), (1,10), (2,20), (3,30), (4,40)

### Measurement (4.MD.2)

Three kids measured the distance their cars traveled after rolling down a ramp. Jake's car rolled 75 inches, Ben's car rolled  $5\frac{1}{2}$  feet, and Rachel's car rolled  $2\frac{1}{3}$  yards. Put the cars in order from shortest to longest distance.

Ben: 66 inches, Jake: 75 inches, Rachel: 84 inches

# Mathematics Spiral Review Quarter 3.4

## Grade 5



### Basic Computation (5.NBT.7)

Find the sum:

$$824.7 + 376.35 = \underline{\hspace{2cm}}$$

### Place Value (5.NBT.3)

Write the value using standard and expanded form: one thousand, four hundred twenty-nine and sixty-three thousandths.

### Estimation (5.NF.2)

Mrs. Allen was tying ribbons around packages. One piece of ribbon was  $\frac{3}{8}$  yard long. The second piece was  $\frac{7}{8}$  yard long. About how much ribbon did she use?

### Skill of the Week (5.NF.3)

A school received 14 boxes of construction paper to share between the six grade levels. What fraction of the boxes should each grade level receive?

### Drawing/Picture (5.NF.2)

Karen and Tiffany shared a pizza. Use a diagram to show the total amount of pizza they ate if Karen ate  $\frac{1}{3}$  of the pizza and Tiffany ate  $\frac{1}{4}$  of the pizza.

### Measurement (4.MD.1 and 4.MD2)

Complete the table to show the comparison between kilometers, meters, and centimeters.

Kilometers	Meters	Centimeters
1		
2		
3		
4		
5		

Sam and Dean ran for 25 minutes each. Sam ran 4.5 kilometers. Dean ran 3,900 meters. What was the difference in the length of their runs?

# Mathematics Spiral Review Quarter 3.4

## Grade 5 *Answer Key*



### Basic Computation (5.NBT.7)

Find the sum:

$$824.7 + 376.35 = \mathbf{1,201.05}$$

### Place Value (5.NBT.3)

Write the value using standard and expanded form: one thousand, four hundred twenty-nine and sixty-three thousandths. **1,429.063**

$$\mathbf{1 \times 1,000 + 4 \times 100 + 2 \times 10 + 9 \times 1 + 6 \times 0.01 + 3 \times 0.001}$$
 (other variations possible)

### Estimation (5.NF.2)

Mrs. Allen was tying ribbons around packages. One piece of ribbon was  $\frac{3}{8}$  yard long. The second piece was  $\frac{7}{8}$  yard long. About how much ribbon did she use?

$$\frac{3}{8} \rightarrow \frac{1}{2} \quad \frac{7}{8} \rightarrow 1 \quad \frac{1}{2} + 1 = 1\frac{1}{2}$$

**Actual answer:  $\frac{3}{8} + \frac{7}{8} = \frac{10}{8}$  or  $1\frac{2}{8}$  or  $1\frac{1}{4}$  yd**

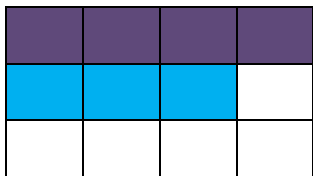
### Skill of the Week (5.NF.3)

A school received 14 boxes of construction paper to share between the six grade levels. What fraction of the boxes should each grade level receive?

$$14 \div 6 = 2\frac{2}{6} \text{ or } 2\frac{1}{3} \text{ boxes}$$

### Drawing/Picture (5.NF.2)

Karen and Tiffany shared a pizza. Use a diagram to show the total amount of pizza they ate if Karen ate  $\frac{1}{3}$  of the pizza and Tiffany ate  $\frac{1}{4}$  of the pizza.



$$\frac{1}{3} \times \frac{4}{4} = \frac{4}{12} \text{ (Karen)} \quad \frac{1}{4} \times \frac{3}{3} = \frac{3}{12} \text{ (Tiffany)}$$

$$\frac{4}{12} + \frac{3}{12} = \frac{7}{12} \text{ of the pizza was eaten}$$

### Measurement (4.MD.1 and 4.MD.2)

Complete the table to show the comparison between kilometers, meters, and centimeters.

Kilometers	Meters	Centimeters
1	<b>1,000</b>	<b>100,000</b>
2	<b>2,000</b>	<b>200,000</b>
3	<b>3,000</b>	<b>300,000</b>
4	<b>4,000</b>	<b>400,000</b>
5	<b>5,000</b>	<b>500,000</b>

Sam and Dean ran for 25 minutes each. Sam ran 4.5 kilometers. Dean ran 3,900 meters. What was the difference in the length of their runs?

$$\mathbf{4.5 \text{ km} - 3.9 \text{ km} = 0.6 \text{ km}}$$

$$\mathbf{4500 \text{ m} - 3900 \text{ m} = 600 \text{ m}}$$



# Mathematics Spiral Review Quarter 3.5

## Grade 5



### Basic Computation (5.NBT.6)

Find the quotient:

$$462 \div 15 = \underline{\hspace{2cm}}$$

### Place Value (5.NBT.3)

Compare the values using  $<$ ,  $=$ , or  $>$

$$34.91 \underline{\hspace{0.5cm}} 34.19 \quad 52.09 \underline{\hspace{0.5cm}} 52.10$$

$$564.75 \underline{\hspace{0.5cm}} 546.75 \quad 8.090 \underline{\hspace{0.5cm}} 8.09$$

$$3.007 \underline{\hspace{0.5cm}} 3.070 \quad 52.63 \underline{\hspace{0.5cm}} 52.630$$

### Estimation (5.NF.2)

Dante was cutting pieces of wood for a bookshelf. He started with  $\frac{5}{6}$  yard and cut off  $\frac{1}{3}$  yard. About how much wood does he have left?

### Skill of the Week (5.NF.4 and 5.NF.6)

Laura had a picture with an area of 30 square inches. Would it fit in a picture frame with dimensions of  $4\frac{1}{2}$  inches by  $6\frac{1}{2}$  inches?

### Drawing/Picture (5.NF.6)

$\frac{2}{3}$  of the students in Mrs. Hunter's class were boys. Of those boys,  $\frac{1}{2}$  had read at least one Percy Jackson story. What fraction of Mrs. Hunter's class are boys that have read Percy Jackson? Use a model to prove your answer.

### Measurement (4.MD.1 and 4.MD.2)

Complete the table to show the comparison between gallons, quarts, pints, cups, and ounces.

Gallons	Quarts	Pints	Cups	Ounces
1				
2				

Mrs. Warren had 2 gallons of juice for a family picnic. Each of the 26 servings she poured contained 8 ounces. How many cups of juice did she have left? How many pints?

# Mathematics Spiral Review Quarter 3.5

## Grade 5 *Answer Key*



### Basic Computation (5.NBT.6)

Find the quotient:

$$462 \div 15 = \mathbf{30 \text{ r } 12}$$

### Place Value (5.NBT.3)

Compare the values using  $<$ ,  $=$ , or  $>$

$$34.91 > 34.19 \quad 52.09 < 52.10$$

$$564.75 > 546.75 \quad 8.090 = 8.09$$

$$3.007 < 3.070 \quad 52.63 = 52.630$$

### Estimation (5.NF.2)

Dante was cutting pieces of wood for a bookshelf. He started with  $\frac{5}{6}$  yard and cut off  $\frac{1}{3}$  yard. About how much wood does he have left?

$$\frac{5}{6} \rightarrow 1 \quad \frac{1}{3} \rightarrow \frac{1}{2} \quad 1 - \frac{1}{2} = \frac{1}{2} \text{ yard}$$

$$\text{Actual answer } \frac{5}{6} - \frac{1}{3} = \frac{1}{2} \text{ yard}$$

### Skill of the Week (5.NF.4 and 5.NF.6)

Laura had a picture with an area of 30 square inches. Would it fit in a picture frame with dimensions of  $4\frac{1}{2}$  inches by

$6\frac{1}{2}$  inches? **No, the picture is too big.**

$$4\frac{1}{2} \text{ in.} \times 6\frac{1}{2} \text{ in.} = 29\frac{1}{4} \text{ sq. in.}$$

### Drawing/Picture (5.NF.6)

$\frac{2}{3}$  of the students in Mrs. Hunter's class were boys. Of those boys,  $\frac{1}{2}$  had read at least one Percy Jackson story. What fraction of Mrs. Hunter's class are boys that have read Percy Jackson? Use a model to prove your answer.

Have read Percy Jackson	Have read Percy Jackson	

$\frac{1}{3}$  or  $\frac{2}{6}$  of the class. This model shows  $\frac{2}{3}$  of the class shaded blue to represent the boys.

Then those two sections were split in half to show that half had read at least one Percy Jackson story. (Models may vary)

### Measurement 4.MD.1 and 4.MD2)

Complete the table to show the comparison between gallons, quarts, pints, cups, and ounces.

Gallons	Quarts	Pints	Cups	Ounces
1	4	8	16	128
2	8	16	32	256

Mrs. Warren had 2 gallons of juice for a family picnic. Each of the 26 servings she poured contained 8 ounces. How many cups of juice did she have left? **6 cups** How many pints? **3 pints**

$$26 \times 8 = 208 \text{ ounces} \quad 256 - 208 = 48 \text{ ounces}$$

$$48 \text{ ounces} \div 8 = 6 \text{ cups} \quad 6 \text{ cups} \div 2 = 3 \text{ pints}$$