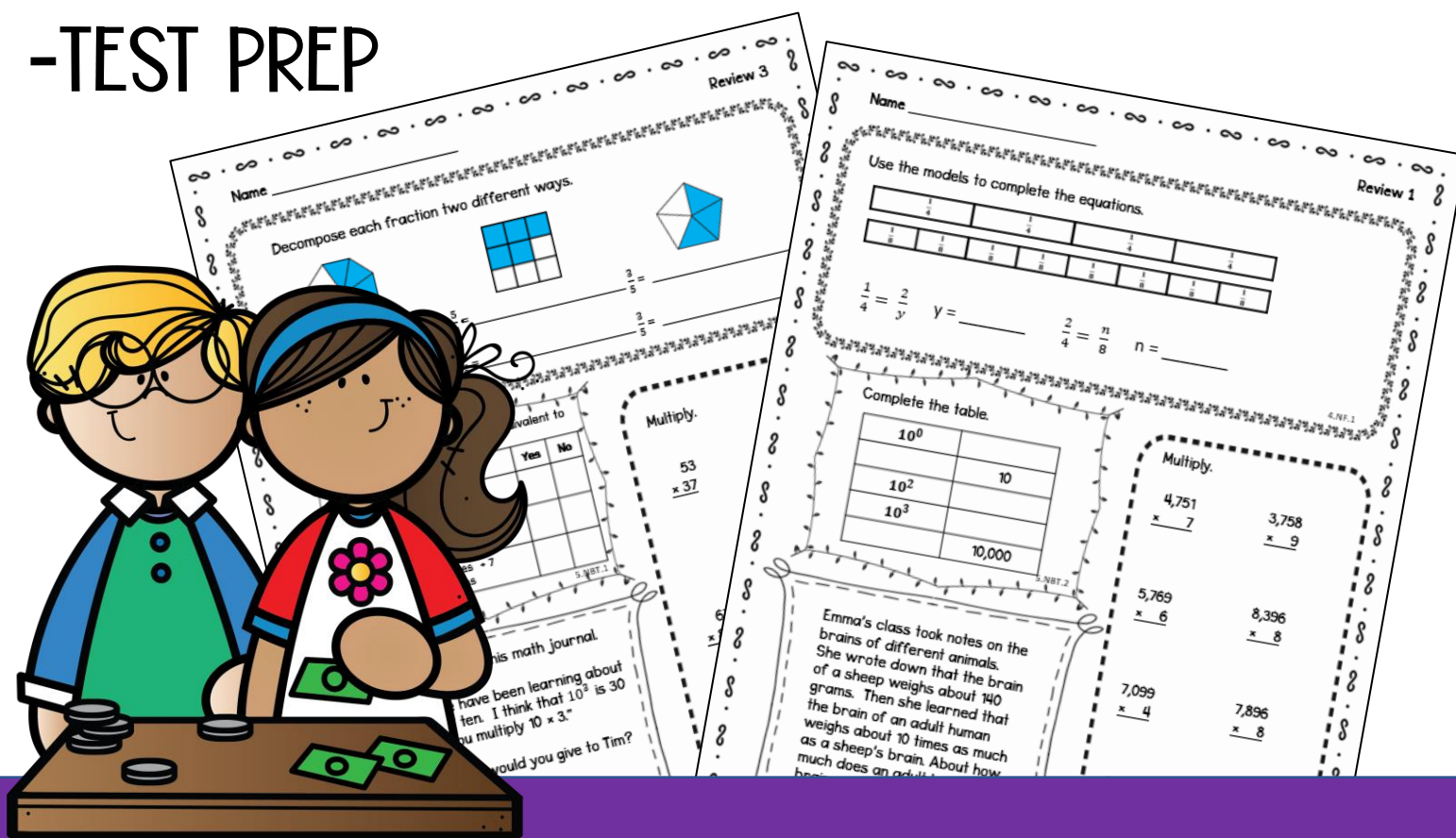# SPIRAL THROUGH EVERY 5TH GRADE STANDARD IN 6 WEEKS!

4 Questions per day
Based on released PARCC and SBAC items

PERFECT FOR:
- MORNING WORK
- HOMEWORK
- TEST PREP

5th Grade Math
Spiral Review

Ms. Cotton's Corner

Suggestions for use:

This resource works great for:
1. 6 weeks of test prep before the end-of-the-year test
2. Ongoing review throughout the year
3. Homework
4. Bell Ringers/Morning Work
5. Independent Practice
6. Intervention for students who need more practice

The scope and sequence lays out the CCSS standards that are reviewed each week. The resource begins by reviewing 4th grade fraction standards and 5th grade place value standards. Throughout the resource, the major work of 5th grade is emphasized more heavily than other content. Multiplication and division are reviewed constantly, as are fractions and decimals. There is a slightly lower emphasis on volume. This matches the shifts in the Common Core, and also my own experience with what fifth graders need to continually work on to master. Each fifth-grade standard is reviewed a minimum of two times.

I like to photocopy this back to back so that I can save paper, and we generally go over it in class, so students get immediate feedback on how they did and what they need to do differently next time. Every five pages the resource reviews the key content from the previous four pages and no new standards are included.

If you would like assessments that match this review, please check out my Standard by Standard units. Each unit has 3, one-page practice or assessment pages to measure just one standard. I use those as formative assessments and re-assessments after reteaching, and they make a great companion to this spiral review!
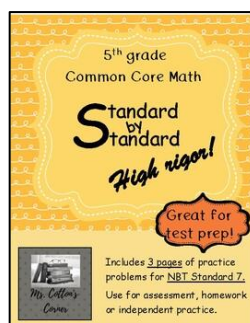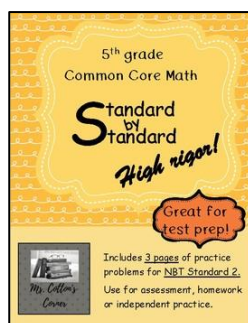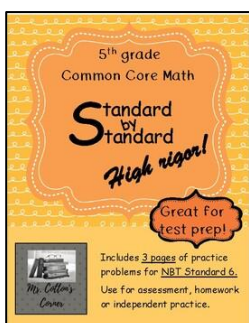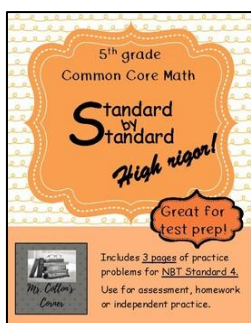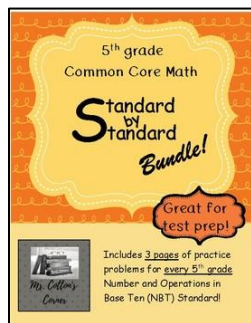
This chart shows the breakdown of standards in each Review sheet. The Standards are on the left with the Number of the Review on the top.

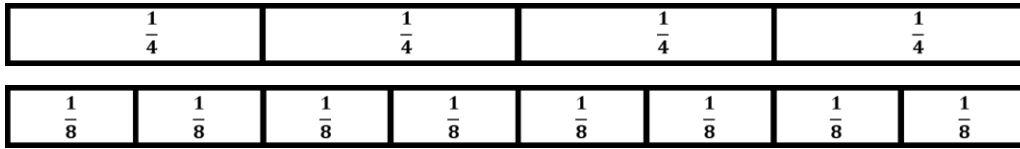|	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
4.NF.1	✓				✓										
4.NF.2		✓			✓										
4.NF.3			✓		✓										
4.NF.4				✓		✓	✓								
4.NF.5										✓					
4.NF.6								✓		✓					
4.NF.7									✓		✓				
4.NBT.5	✓														
4.NBT.6		✓			✓										
5.NBT.1	✓		✓												
5.NBT.2	✓		✓												
5.NBT.3		✓		✓											
5.NBT.4		✓		✓											
5.NBT.5			✓	✓							✓			✓	
5.NBT.6						✓		✓		✓		✓			✓
5.NBT.7							✓		✓				✓		✓
5.OA.1						✓		✓							
5.OA.2							✓		✓						
5.OA.3											✓		✓		
5.NF.1												✓			✓
5.NF.2													✓		
5.NF.3												✓		✓	
5.NF.4															✓
5.NF.5															
5.NF.6															

This chart shows the breakdown of standards in each Review sheet. The Standards are on the left with the Number of the Review on the top.

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
4.NF.1															
4.NF.2															
4.NF.3															
4.NF.4															
4.NF.5															
4.NF.6															
4.NF.7															
4.NBT.5															
4.NBT.6															
5.NBT.1															
5.NBT.2															
5.NBT.3															
5.NBT.4															
5.NBT.5			✓		✓		✓					✓			
5.NBT.6	✓			✓				✓		✓			✓		
5.NBT.7		✓				✓			✓		✓			✓	
5.OA.1							✓			✓					
5.OA.2								✓							
5.OA.3	✓				✓	✓					✓				✓
5.NF.1						✓			✓						
5.NF.2							✓								
5.NF.3								✓		✓				✓	✓
5.NF.4					✓				✓						
5.NF.5		✓									✓				
5.NF.6			✓									✓			
5.NF.7	✓				✓								✓	✓	✓

This chart shows the breakdown of standards in each Review sheet. The Standards are on the left with the Number of the Review on the top.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
5.MD.1														✓	
5.MD.2															
5.MD.3						✓				✓					
5.MD.4							✓				✓				
5.MD.5								✓	✓			✓	✓	✓	
5.GA.1															
5.GA.2															
5.GA.3															
5.GA.4															

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
5.MD.1		✓													
5.MD.2	✓		✓									✓			
5.MD.3		✓											✓		
5.MD.4			✓											✓	
5.MD.5				✓											✓
5.GA.1						✓				✓					
5.GA.2							✓				✓				
5.GA.3								✓				✓			
5.GA.4									✓				✓		

Use the models to complete the equations.

| $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ |

| $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ |

$$\frac{1}{4} = \frac{2}{y} \qquad y = \text{_____}$$

$$\frac{2}{4} = \frac{n}{8} \qquad n = \text{_____}$$

4.NF.1

Complete the table.

10^0	
	10
10^2	
10^3	
	10,000

5.NBT.2

Multiply.

$$\begin{array}{r} 4{,}751 \\ \times \quad 7 \\ \hline \end{array} \qquad \begin{array}{r} 3{,}758 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5{,}769 \\ \times \quad 6 \\ \hline \end{array} \qquad \begin{array}{r} 8{,}396 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7{,}099 \\ \times \quad 4 \\ \hline \end{array} \qquad \begin{array}{r} 7{,}896 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5{,}574 \\ \times \quad 7 \\ \hline \end{array} \qquad \begin{array}{r} 8{,}428 \\ \times \quad 8 \\ \hline \end{array}$$

4.NBT.5

Emma's class took notes on the brains of different animals. She wrote down that the brain of a sheep weighs about 140 grams. Then she learned that the brain of an adult human weighs about 10 times as much as a sheep's brain. About how much does an adult human brain weigh?

5.NBT.1

Isabella, Sophia, Raul and Aiden are running a Lemonade Stand. On Saturday, they sold 52 cups of lemonade for $1.00 each. On Sunday they sold 3 times as many cups of lemonade. If they split the money evenly between them, how much money will each child get?

4.NBT.6

Compare the fractions using <, > or =.

$\frac{1}{4}$ ☐ $\frac{1}{3}$ $\frac{2}{4}$ ☐ $\frac{1}{2}$

$\frac{3}{8}$ ☐ $\frac{3}{4}$ $\frac{2}{8}$ ☐ $\frac{3}{6}$

4.NF.2

Jayden is trying to round 8,427.04 to the nearest tenth. He asked three friends and got three different answers.

Alice said 8,430.
Evan said 8,427.1.
Tara said 8,427.

Who gave the correct answer? What mistakes did the other two students make?

5.NBT.4

Write the numbers in expanded form.

3,467.25

_____

80,312.6

_____

4,658.317

_____

5.NBT.3

Decompose each fraction two different ways.

$\frac{4}{8}$ = _____

$\frac{5}{9}$ = _____

$\frac{3}{5}$ = _____

$\frac{4}{8}$ = _____

$\frac{5}{9}$ = _____

$\frac{3}{5}$ = _____
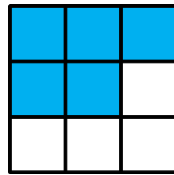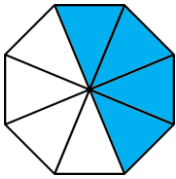
4.NF.3

Select yes if the expression is equivalent to 3,025.79 and no if it is not.

	Yes	No
30 hundreds + 25 ones + 79 hundredths		
30 thousands + 2 tens + 5 ones + 79 hundredths		
3 thousands + 25 ones + 7 tenths + 9 hundredths		

5.NBT.1

Multiply.

$\begin{array}{r} 53 \\ \times\ 37 \\ \hline \end{array}$

$\begin{array}{r} 48 \\ \times\ 99 \\ \hline \end{array}$

$\begin{array}{r} 67 \\ \times\ 83 \\ \hline \end{array}$

$\begin{array}{r} 69 \\ \times\ 76 \\ \hline \end{array}$

5.NBT.5

Tim writes this in his math journal.

"Today, we have been learning about powers of ten. I think that 10^3 is 30 because you multiply 10 × 3."

What advice would you give to Tim?

5.NBT.2

Madison's class plants some fast growing bamboo. Each week they measure how much it has grown. The first week, the plant was 7.4 cm. tall. The second week the plant was 12.8 cm. tall. The third week the plant was 18.6 cm. Tall. Estimate how much the plant grew in three weeks to the nearest cm.

5.NBT.4

Find the product.

$$\begin{array}{r} 58 \\ \times\ 82 \\ \hline \end{array} \qquad \begin{array}{r} 96 \\ \times\ 67 \\ \hline \end{array}$$
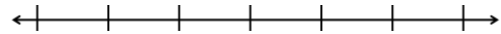
5.NBT.5

Represent each fraction using unit fractions on the number line. Then, write a multiplication equation to represent the fraction.

$$\frac{3}{8}$$
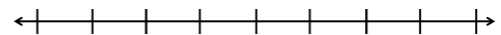
Equation _____

$$\frac{4}{6}$$

Equation _____

4.NF.4

Use <, >, or = to compare the numbers.

441.3 _____ 414.3

5,216.04 _____ 5,216.2

.359 _____ 1.0

67,413.3 _____ 67,431.3

5.NBT.3

Jacob wanted to bake some cookies. The recipe called for 3 cups of flour, but his only measuring cup was $\frac{3}{4}$ of a cup. He decided to fill his measuring cup with flour 4 times because $\frac{3}{4}$ is less than 1 cup. Will he have exactly 3 cups of flour if he does that? If not, what does he need to do to get exactly 3 cups?

4.NF.3

Compare the fractions using <, > or =.

$\frac{2}{8}$ ☐ $\frac{3}{6}$ $\frac{3}{8}$ ☐ $\frac{2}{8}$

$\frac{1}{3}$ ☐ $\frac{4}{6}$ $\frac{2}{4}$ ☐ $\frac{6}{12}$
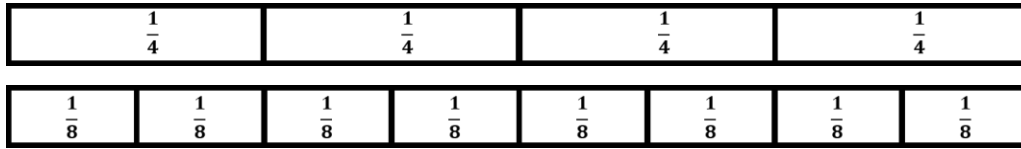
4.NF.2

Joan's teacher has asked her to find a fraction that is equivalent to $\frac{2}{3}$. Joan thinks that $\frac{3}{2}$ is equivalent. What do you think? Use the models to explain your thinking.

4.NF.1

Find the quotient.

$478 \div 5 =$

4.NBT.6

Use the models to complete the equations.

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

$\frac{1}{4} = \frac{2}{y}$ y = ____**8**____

$\frac{2}{4} = \frac{n}{8}$ n = ____**4**____

4.NF.1

Complete the table.

10^0	**1**
10^1	10
10^2	**100**
10^3	**1,000**
10^4	10,000

5.NBT.2

Multiply.

$$\begin{array}{r} 4,751 \\ \times\ \ \ \ 7 \\ \hline \textbf{33,257} \end{array} \qquad \begin{array}{r} 3,758 \\ \times\ \ \ \ 9 \\ \hline \textbf{33,822} \end{array}$$

$$\begin{array}{r} 5,769 \\ \times\ \ \ \ 6 \\ \hline \textbf{34,614} \end{array} \qquad \begin{array}{r} 8,396 \\ \times\ \ \ \ 8 \\ \hline \textbf{67,168} \end{array}$$

$$\begin{array}{r} 7,099 \\ \times\ \ \ \ 4 \\ \hline \textbf{28,396} \end{array} \qquad \begin{array}{r} 7,896 \\ \times\ \ \ \ 8 \\ \hline \textbf{63,168} \end{array}$$

$$\begin{array}{r} 5,574 \\ \times\ \ \ \ 7 \\ \hline \textbf{39,018} \end{array} \qquad \begin{array}{r} 8,428 \\ \times\ \ \ \ 8 \\ \hline \textbf{67,424} \end{array}$$

4.NBT.5

Emma's class took notes on the brains of different animals. She wrote down that the brain of a sheep weighs about 140 grams. Then she learned that the brain of an adult human weighs about 10 times as much as a sheep's brain. About how much does an adult human brain weigh?

1,400 grams

5.NBT.1

Isabella, Sophia, Raul and Aiden are running a Lemonade Stand. On Saturday, they sold 52 cups of lemonade for $1.00 each. On Sunday they sold 3 times as many cups of lemonade. If they split the money evenly between them, how much money will each child get?

Saturday - $52
Sunday - $156

$52 \times 3 = 156$

$208 \div 4 = 52$

$52 + 156 = 208$

$52.00

4.NBT.6

Compare the fractions using <, > or =.

$\frac{1}{3}$ **>** $\frac{1}{4}$

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

$\frac{3}{8}$ **<** $\frac{3}{4}$

$\frac{2}{8}$ **<** $\frac{3}{6}$

4.NF.2

Write the numbers in expanded form.

3,467.25

$3 \times 1,000 + 4 \times 100 + 6 \times 10 + 7 \times 1 + 2 \times 1/10 + 5 \times 1/100$

80,312.6

$8 \times 10,000 + 3 \times 100 + 1 \times 10 + 2 \times 1 + 6 \times 1/10$

4,658.317

$4 \times 1,000 + 6 \times 100 + 5 \times 10 + 8 \times 1 + 3 \times 1/10 + 1 \times 1/100 + 7 \times 1,000$

5.NBT.3

Jayden is trying to round 8,427.04 to the nearest tenth. He asked three friends and got three different answers.

Alice said 8,430.
Evan said 8,427.1.
Tara said 8,427.

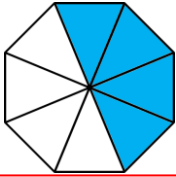Who gave the correct answer? What mistakes did the other two students make?

Tara gave the correct answer.
Alice rounded to the nearest 10.
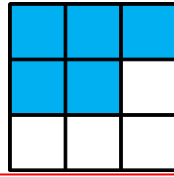Evan rounded up to .1, but .04 should round down to 0.

5.NBT.4

S. Cotton, 2020 – Ms. Cotton's Corner

Decompose each fraction two different ways.

$\frac{4}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

$\frac{1}{8} + \frac{1}{8} + \frac{2}{8}$

$\frac{2}{8} + \frac{2}{8}$

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

$\frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9},$

$\frac{3}{9} + \frac{2}{9}, \quad \frac{2}{9} + \frac{2}{9} + \frac{1}{9}$

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

$\frac{2}{5} + \frac{1}{5}$

4.NF.3

Select yes if the expression is equivalent to 3,025.79 and no if it is not.

	Yes	No
30 hundreds + 25 ones + 79 hundredths	✓	
30 thousands + 2 tens + 5 ones + 79 hundredths		✓
3 thousands + 25 ones + 7 tenths + 9 hundredths	✓	

5.NBT.1

Tim writes this in his math journal.

"Today, we have been learning about powers of ten. I think that 10^3 is 30 because you multiply 10 × 3."

What advice would you give to Tim?

The exponent tells you how many times to multiply 10. So, 10^3 = 10 × 10 × 10 = 1,000.

5.NBT.2

Multiply.

$\begin{array}{r} 53 \\ \times\ 37 \\ \hline 1,961 \end{array}$ $\begin{array}{r} 48 \\ \times\ 99 \\ \hline 4,752 \end{array}$

$\begin{array}{r} 67 \\ \times\ 83 \\ \hline 5,561 \end{array}$ $\begin{array}{r} 69 \\ \times\ 76 \\ \hline 5,244 \end{array}$

5.NBT.5

Madison's class plants some fast growing bamboo. Each week they measure how much it has grown. The first week, the plant was 7.4 cm. tall. The second week the plant was 12.8 cm. tall. The third week the plant was 18.6 cm. Tall. Estimate how much the plant grew in three weeks to the nearest cm.

Week 1 – 7.4 cm. = 7 cm.
Week 2 – 12.8 cm.
Week 3 – 18.6 cm. = 19 cm.

19 – 7 = 12 cm.

5.NBT.4

Find the product.

58
× 82
4,756

96
× 67
6,432
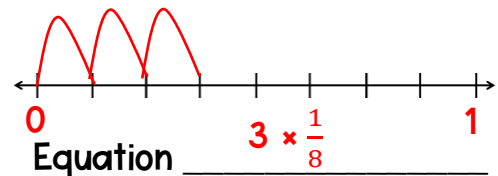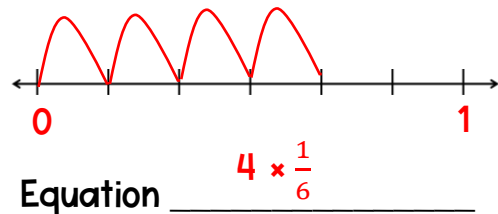
5.NBT.5

Represent each fraction using unit fractions on the number line. Then, write a multiplication equation to represent the fraction.

$\frac{3}{8}$

0   1

Equation $3 \times \frac{1}{8}$

$\frac{4}{6}$

0   1

Equation $4 \times \frac{1}{6}$

4.NF.4

Use <, >, or = to compare the numbers.

441.3 ____**>**____ 414.3

5,216.04 ____**<**____ 5,216.2

.359 ____**<**____ 1.0

67,413.3 ____**<**____ 67,431.3

5.NBT.3

Jacob wanted to bake some cookies. The recipe called for 3 cups of flour, but his only measuring cup was $\frac{3}{4}$ of a cup. He decided to fill his measuring cup with flour 4 times because $\frac{3}{4}$ is less than 1 cup. Will he have exactly 3 cups of flour if he does that? If not, what does he need to do to get exactly 3 cups?

$$\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} = \frac{12}{4} = 3 \text{ cups}$$

He will have exactly 3 cups of flour.

4.NF.3

Compare the fractions using <, > or =.

$\frac{2}{8}$ **<** $\frac{3}{6}$ $\frac{3}{8}$ **>** $\frac{2}{8}$

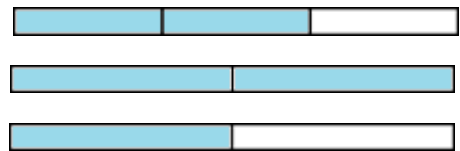$\frac{1}{3}$ **<** $\frac{4}{6}$ $\frac{2}{4}$ **=** $\frac{6}{12}$

4.NF.2

Find the quotient.

$478 \div 5 =$ **95 R. 3**

4.NBT.6

Joan's teacher has asked her to find a fraction that is equivalent to $\frac{2}{3}$. Joan thinks that $\frac{3}{2}$ is equivalent. What do you think? Use the models to explain your thinking.
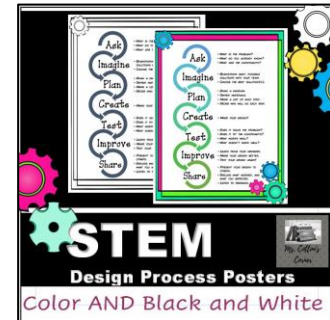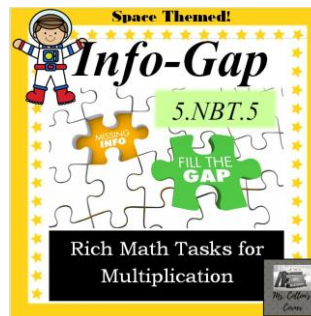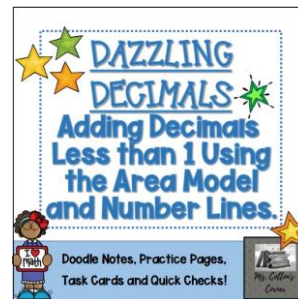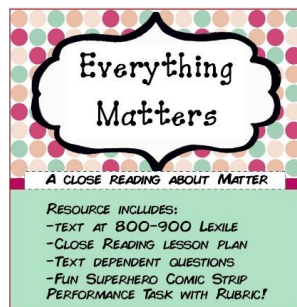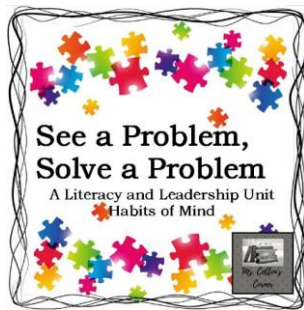
$\frac{2}{3}$

$\frac{3}{2}$

$\frac{3}{2}$

$\frac{3}{2}$ is bigger than $\frac{2}{3}$. $\frac{3}{2}$ is 1 whole plus $\frac{1}{2}$. $\frac{2}{3}$ is less than 1 whole.

4.NF.1

Thank you so much for your purchase! I hope this resource makes your life as a teacher a little easier and helps you and your students both! Your download entitles you to use this resource in one classroom. If you like my work, please share my site with others instead of giving away my work.

And check out my blog at Ms. Cotton's Corner.com. You'll find exclusive freebies there! I hope you will find my blog a great resource for finding ideas, and I hope you'll share your own!

Click to see these other resources – always aligned to the standards!

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Close to 1,000 or 10,000
Differentiated Multiplication Game!

Money Saving
Teaches the Engineering Design Process!
Four page text, three levels!
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The First Americans DIFFERENTIATED TEXT with 5 days of Activities!
Bundle!
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DIFFERENTIATED TEXT!

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The Three States of Matter

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A Literacy and Leadership Unit – Habits of Mind

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A CLOSE READING ABOUT MATTER
RESOURCE INCLUDES:
-TEXT AT 800-900 LEXILE
-CLOSE READING LESSON PLAN
-TEXT DEPENDENT QUESTIONS
-FUN SUPERHERO COMIC STRIP PERFORMANCE TASK WITH RUBRIC!

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Space Themed!
Info-Gap
5.NBT.5
MISSING INFO FILL THE GAP
Rich Math Tasks for Multiplication

Ask Imagine Plan Create Test Improve Share
STEM Design Process Posters
Color AND Black and White

Thank you to the talented artists who created the clip art, frames, fonts and borders that I used in this resource. Check them out!

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