Carson Dellosa Education
CD-104885

MATH

WEEKLY PRACTICE

Grade 5

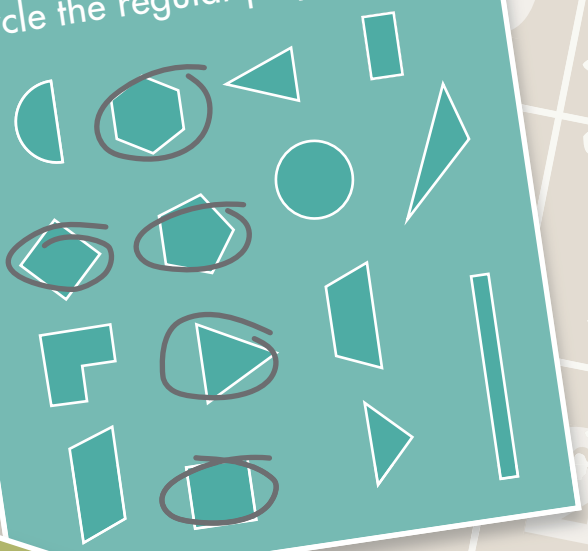
CORRELATED TO Current State Standards CARSONDELLOSA.COM

Write 7,340.042 in expanded form.

7,000 + 300 + 40 + 0.04 + 0.002

9
5 ~~10~~14
~~6.04~~
-0.85
5.19

Circle the regular polygons.



A square fits in all of the following groups except which one?

- ◯ rectangles
- ◯ quadrilaterals
- ● trapezoids
- ◯ parallelogra

Fill in the missing numbers. Add the two numbers beside each other to get the number above them.

- Ready-to-use practice pages for each week of the school year
- At-home activities and flash cards
- A full 40 weeks of standards-aligned skill review
- Ideal for homework, morning work, warm-ups, or centers

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School to Home Communication

The research is clear that family involvement is strongly linked to student success. Support for student learning at home improves student achievement in school. Educators should not underestimate the significance of this connection.

The activities in this book create an opportunity to create or improve this school-to-home link. The activities span a week at a time and can be sent home as a week-long homework packet each Monday. Simply clip together the strip of fun activities from the front of the book with the pages for Days 1 to 4 for the correct week.

Most of the activities can be completed independently, but many encourage feedback or interaction with a family member. The activities are simple and fun, aiming to create a brief pocket of learning that is enjoyable to all.

In order to make the school-to-home program work for students and their families, we encourage you to reach out to them with an introductory letter. Explain the program and its intent and ask them to partner with you in their children's educational process. Describe the role you expect them to play. Encourage them to offer suggestions or feedback along the way.

A sample letter is included below. Use it as is or create your own letter to introduce this project and elicit their collaboration.

Dear Families,

I anticipate a productive and exciting year of learning and look forward to working with you and your child. We have a lot of work to do! I hope we—teacher, student, and family—can work together as a team to achieve the goal of academic progress we all hope for this year.

I will send home a packet of homework each week on _____. There will be two items to complete each day: a single task on a strip plus a full page of focused practice. Each page or strip is labeled Day 1 (for Monday), Day 2, Day 3, or Day 4. There is no homework on Friday.

Please make sure that your student brings back the completed work _____. It is important that these are brought in on time as we may work on some of the lessons as a class.

If you have any questions about this program or would like to talk to me about it, please feel free to call or email me. Thank you for joining me in making this the best year ever for your student!

Sincerely,

_____

_____

_____

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	Day 1	Day 2	Day 3	Day 4
Week 29	Find a rectangular prism. Estimate the volume. Find another prism that has about half the volume.	Draw a picture to show how you would share half of a pie between you and two others.	Mark one side of a room as 0 and the other as 1. Call out fractions and stand at the appropriate place on the "number line."	Find an empty container. Experiment with filling it $\frac{1}{2}$ full, $\frac{3}{4}$ full, $\frac{1}{3}$ full, etc. How do you know it is filled to about that fraction?

	Day 1	Day 2	Day 3	Day 4
Week 30	Find examples of scalene triangles around your house. Discuss the properties of a scalene triangle.	Draw a clock face. Divide the face into sixths. How many minutes are in a sixth of an hour? How do you know?	Draw a picture to prove or disprove the following. $\frac{2}{3} = \frac{4}{6}$	Discuss what it means to estimate. When might someone need to use estimation to solve real-world problems?

	Day 1	Day 2	Day 3	Day 4
Week 31	Find three different types of triangles around your house. Discuss their similarities and differences.	A gallon of ice cream is shared evenly among 8 people. Express how much each person would get without using a fraction.	Find a handful of spare change. Count the coins. Round to the nearest tenth of a dollar.	Discuss how you would find out how many square feet of carpet to purchase if you were putting carpet down in a room of your choice.

	Day 1	Day 2	Day 3	Day 4
Week 32	Find two coins. Add to find their total value and write it as a fraction.	Write a few sentences explaining why 0.25 and $\frac{1}{4}$ are equivalent. Include pictures or models as needed.	Draw a diagram with directions explaining how to find the volume of one room in your home.	Think of three examples in which volume can be used to solve real-world problems.

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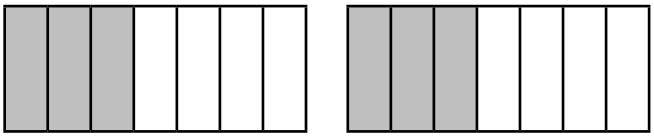
Name _____ **Week 27, Day 2**

Use the models to find the product.

$2 \times \frac{3}{7} =$ _____



4,221
× 12

Round the answer to the nearest

ten thousand.

_____

thousand.

_____

hundred.

_____

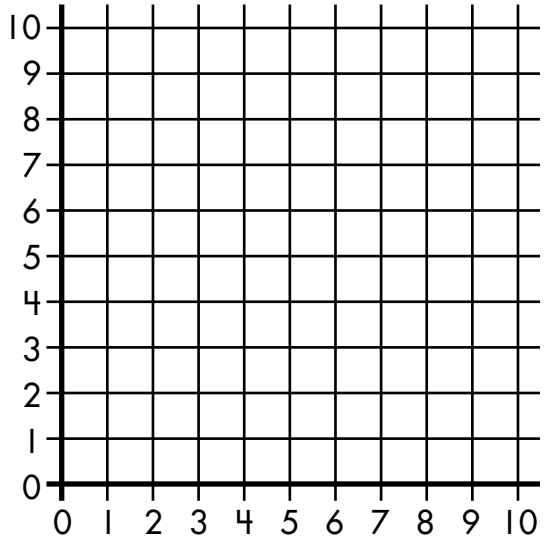
ten.

_____

Rule: _____

x	*y*
3	15
5	
8	40
10	50

Plot a point at (2,1). Move right one unit and down one unit. Plot a point. The new ordered pair is (____,____).



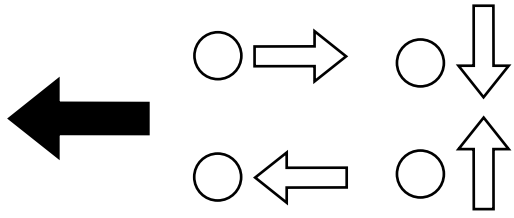
Solve. What patterns do you see?

40 ÷ 5 = _____	36 ÷ 6 = _____
400 ÷ 5 = _____	360 ÷ 6 = _____
4,000 ÷ 5 = _____	3,600 ÷ 6 = _____
63 ÷ 9 = _____	48 ÷ 8 = _____
630 ÷ 9 = _____	480 ÷ 8 = _____
6,300 ÷ 9 = _____	4,800 ÷ 8 = _____

902.04
– 272.33

What is the value of the 7 in 0.874?

What would the arrow look like if it were rotated 360° clockwise?



6,780.32 ÷ 10 = _____

Evaluate the expression. Show your work.

[5 – (9 – 4)] + 8

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$\frac{3}{7} \times \frac{1}{10} =$	$\frac{1}{8} \times \frac{1}{7} =$	$2\frac{6}{11} \times 5\frac{1}{2} =$	$3\frac{1}{3} \times 1\frac{7}{9} =$
$8 \div \frac{1}{4} =$	$6 \div \frac{2}{3} =$	$10 \div \frac{3}{4} =$	$4 \div \frac{1}{2} =$
$5 \div \frac{3}{5} =$	$3 \div \frac{5}{8} =$	$\frac{6}{7} \div 4 =$	$\frac{1}{3} \div 9 =$
$\frac{2}{5} \div 10 =$	$\frac{3}{4} \div 4 =$	$\frac{3}{8} \div 3 =$	$\frac{1}{2} \div 12 =$

Answer Key

Week 27, Day 1 (page 121)
A. 1/2, 11/15; B. 25,133; C. divide by 10; D. Check students' work. 4, 4, one set of opposite parallel sides; E. 212.0, 341.12, 67.9, 78, 9; F. from bottom to top: 4/6 kg, 8/12 kg; 5/10 kg, 3/6 kg; 1/5 kg, 5/25 kg; 10/100 kg, 1/10 kg; G. four and eight hundred twenty-nine thousandths; H. 0.898; I. 8, 8; J. 18.6

Week 27, Day 2 (page 122)
A. 6/7; B. 8, 80, 800; 6, 60, 600; 7, 70, 700; 6, 60, 600; C. 50,652, 50,000, 51,000, 50,700, 50,650; D. $x \times 5 = y$, 25; E. 629.71; F. 0.07; G. (3, 0); H. arrow pointing left; I. 678.032; J. 8

Week 27, Day 3 (page 123)
A. Check students' work. B. 1.07; C. 6, 2, 4; D. 0.28 g; E. Check students' work. F. 1; G. Check students' work. 43, 41, 43, 42; H. 0.486; I. 1

Week 27, Day 4 (page 124)
A. largest: 111.48, smallest: 111.4; B. 12,000; C. km; D. Stop 'n Go, 4/15; E. 27.3, 5.25, 18.08, 27.057; F. >; G. 1,279.2; H. 19 in., 21 sq. in.; I. 1,960; J. 117

Week 28, Day 1 (page 125)
A. 5/8, 1/6; B. 8.28; C. >; D. Check students' work. 3, 3, two sides are equal lengths; E. 2/8, 4/16, 10/40, 3/12; 9/36; F. 2/3, 12/18, 10/15, 20/30, 16/24, 200/300; G. 231.5; H. 9,000,000; I. 144, 144; J. 9, 3, 6; 8, 2, 4; 2, 4, 8

Week 28, Day 2 (page 126)
A. 1 3/5; B. 18 rows, Answers will vary. C. 0, 2, (0, 2); 0, 4, (0, 4); 0, 6, (0, 6); 0, 8, (0, 8); D. 7:25; E. 912.44; F. 4.3; G. 600, 300, 600, 300, 2,106; H. 33°; I. 71,000, 710, 71, 7.1; J. (8 × 100) + (3 × 10) + (1 × 1/10) + (2 × 1/100) + (2 × 1/1,000)

Week 28, Day 3 (page 127)
A. 17,000 lb., 8.5 T.; B. 3/4, 9/12; C. 4, 3, 5, 60; D. <; E. 9 × 1 = 9; F. 833r1; G. 1 1/3 lb.; H. <; I. <

Week 28, Day 4 (page 128)
A. 20 min.; B. 1,000 mm, 10,000 cm, 200 m, 1.5 km; C. $3 \times z + 18$; D. 5/6 in.; E. 6.4, 29.060, 14.5, 2.43; F. >; G. 1.25; H. 1, 3, 48, 72, 120; I. 441; J. $204.36

Week 29, Day 1 (page 129)
A. 12 5/8, 3 7/8; B. 28,440; C. divide by 8; D. rectangle and rhombus, square; E. 118, 90, 903, 300, 732; F. 720 cubic in.; G. four thousand five hundred eight and five hundred eight thousandths; H. 29.384; I. 132, 132; J. 12

Week 29, Day 2 (page 130)
A. 1 1/3; B. 144, 1,440, 14,400; 132, 1,320, 13,200; 80, 800, 8,000; 81, 810, 8,100; C. 58,539, 60,000, 59,000, 58,500, 58,540; D. box A, Answers will vary. E. 0.29; F. 0.003; G. (3, 6); H. 8 ÷ 7, 8/7 = 1 1/7; I. 18,020; J. 6

Week 29, Day 3 (page 131)
A. 0.7 – 0.33 = 0.37; B. pentagon; C. 4, 4, 4, 64 cubic units; D. 15,000; E. Check students' work. F. 1; G. Check students' work. 68, 67, 68, 67; H. 71.03; I. 1

Week 29, Day 4 (page 132)
A. 2 × 1/5; B. 5.6 > 5.600; C. two; D. 3 5/12; E. 7.004, 62.6, 5.25, 40.01; F. <; G. 1,853.27; H. 20 2/3 m, 23 1/3 sq. m; I. 992; J. 1,420 mL

Week 30, Day 1 (page 133)
A. 9 1/4, 1/2; B. 5.94; C. <; D. Check students' work. 3, 3, all three sides are unequal; E. 3/9, 6/18, 10/30, 2/6, 7/21, 4/12; F. 4/5, 40/50, 8/10, 400/500, 0.8, 0.80, Finish; G. 8.405; H. 0.589; I. 8, 8; J. 6, 3, 2; 8, 2; 2, 3, 4, 6

Week 30, Day 2 (page 134)
A. 1 2/3; B. 4 1/5 sq. cm; C. 2, 0, (2, 0); 4, 0, (4, 0); 6, 0, (6, 0); 8, 0, (8, 0); D. 7:40; E. 25.6; F. 1.3; G. 300, 400, 400, 300, 1,904; H. 4 ÷ 5, 4/5; I. 0.898, 89.8, 898, 8,980; J. 1/6

Week 30, Day 3 (page 135)
A. It will be less since the other factor is less than 1. B. 15/45, 1/3; C. 84 cubic ft.; D. >; E. 4 × 3 = 3 × 4; F. 5r1; G. 1 min. 15 sec.; H. 3 5/6; I. >