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Name: \_\_\_\_\_

# Math Blast #1

## Fact Fluency

1)  $2 + 8 = \underline{\hspace{2cm}}$     2)  $3 \times 9 = \underline{\hspace{2cm}}$     3)  $81 \div 9 = \underline{\hspace{2cm}}$     4)  $17 - 9 = \underline{\hspace{2cm}}$

5)  $3 + \underline{\hspace{2cm}} = 12$     6)  $7 \times \underline{\hspace{2cm}} = 21$     7)  $\underline{\hspace{2cm}} \div 6 = 8$     8)  $\underline{\hspace{2cm}} - 9 = 1$

## Place Value

9) Write 9,032 in word form.

10) Round 628,901 to the nearest hundred thousand. \_\_\_\_\_

11)  $50,000 + 7,000 + 300 = \underline{\hspace{2cm}}$

12) What digit is in the millions place in the number 438,821,892? \_\_\_\_\_

## What's the Story?!

Jane ordered 38 boxes of pencils. Each box has 25 pencils in it. How many pencils did Jane order in all?

Picture:

Estimate:

Solve:

Answer in a complete sentence:

Name: \_\_\_\_\_

# Math Blast #64

## Mental Math

- 1)  $43 \times 100 =$  \_\_\_\_\_      2)  $470 \div 10 =$  \_\_\_\_\_      3)  $1.2 \times 10^5 =$  \_\_\_\_\_  
4)  $16 \div 10^3 =$  \_\_\_\_\_      5)  $73 \times$  \_\_\_\_\_  $= 730$       6)  $9.3 \div$  \_\_\_\_\_  $= 0.093$

## Adding and Subtracting Fractions

9)  $\frac{9}{10} + \frac{7}{10} =$

10)  $\frac{7}{8} - \frac{1}{4} =$

## Milton's Mix-Ups

Milton loves math but keeps getting confused. He says that  $\frac{2}{3}$  is equivalent to  $\frac{4}{5}$  because they are each one piece from a whole. What would you tell Milton? Explain your answer in words and pictures.

Name: \_\_\_\_\_

## Math Blast #154

### Mental Math

Simplify:

$$1) \frac{18}{30} =$$

$$2) \frac{12}{48} =$$

$$3) \frac{6}{18} =$$

Change to Mixed Numbers:

$$4) \frac{9}{4} =$$

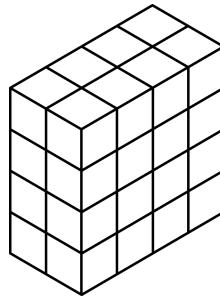
$$5) \frac{31}{5} =$$

$$6) \frac{29}{6} =$$

### Volume

7) Julia built a sandbox with a volume of 12 cubic feet. If the sandbox is 1 foot tall, what could be the dimensions of the base?

8) Stacey built a box with the same volume as the one shown below, but different dimensions. What could be the dimensions of Stacey's box?



### Milton's Mix-Ups

Milton loves math but keeps getting confused. He says that  $\frac{3}{5} \times 3 = \frac{9}{15}$  because you just multiply the numerator and denominator by three. What would you tell him? Use pictures and mathematical vocabulary to defend your answer.

## ANSWER KEY

***Math Blast #1*****Fact Fluency**

1)  $2 + 8 = \underline{10}$     2)  $3 \times 9 = \underline{27}$     3)  $81 \div 9 = \underline{9}$     4)  $17 - 9 = \underline{8}$

5)  $3 + \underline{9} = 12$     6)  $7 \times \underline{3} = 21$     7)  $\underline{48} \div 6 = 8$     8)  $\underline{10} - 9 = 1$

**Place Value**

9) Write 9,032 in word form.

***Nine thousand, thirty-two***10) Round 628,901 to the nearest hundred thousand. **600,000**

11)  $50,000 + 7,000 + 300 = \underline{57,300}$

12) What digit is in the millions place in the number 438,821,892? **8****What's the Story?!**

Jane ordered 38 boxes of pencils. Each box has 25 pencils in it. How many pencils did Jane order in all?

Picture:	Estimate:  $\begin{array}{r} 40 \times 30 = \\ \underline{1,200} \\ \text{pencils} \end{array}$	Solve:  $\underline{38 \times 25 = 950}$
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Answer in a complete sentence:

**Jane ordered 950 pencils in all.**

# ANSWER KEY

# Math Blast #64

## Mental Math

1)  $43 \times 100 = 4,300$       2)  $470 \div 10 = 47$       3)  $1.2 \times 10^5 = 1,200,000$

4)  $16 \div 10^3 = 0.016$       5)  $73 \times 10 = 730$       6)  $9.3 \div 100 = 0.093$

## Adding and Subtracting Fractions

9)  $\frac{9}{10} + \frac{7}{10} =$

$$\frac{16}{10} = 1\frac{6}{10} = 1\frac{3}{5}$$

10)  $\frac{7}{8} - \frac{1}{4} =$

$$\frac{7}{8} - \frac{2}{8} = \frac{5}{8}$$

## Milton's Mix-Ups

Milton loves math but keeps getting confused. He says that  $\frac{2}{3}$  is equivalent to  $\frac{4}{5}$  because they are each one piece from a whole. What would you tell Milton? Explain your answer in words and pictures.

***Milton, these fractions are both in simplest form so they cannot be equivalent. Each fraction is missing one piece, but  $\frac{2}{3}$  is missing a larger piece than  $\frac{4}{5}$  so  $\frac{4}{5}$  is closer to one whole.***

# ANSWER KEY

## Math Blast #154

### Mental Math

Simplify:

$$1) \frac{18}{30} = \frac{3}{5}$$

$$2) \frac{12}{48} = \frac{1}{4}$$

$$3) \frac{6}{18} = \frac{1}{3}$$

Change to Mixed Numbers:

$$4) \frac{9}{4} = 2\frac{1}{4}$$

$$5) \frac{31}{5} = 6\frac{1}{5}$$

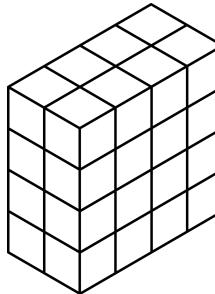
$$6) \frac{29}{6} = 4\frac{5}{6}$$

### Volume

- 7) Julia built a sandbox with a volume of 12 cubic feet. If the sandbox is 1 foot tall, what could be the dimensions of the base?

*3 feet x 4 feet  
6 feet x 2 feet  
12 feet x 1 feet*

- 8) Stacey built a box with the same volume as the one shown below, but different dimensions. What could be the dimensions of Stacey's box?



$$\begin{aligned}32 &= 8 \times 4 \times 1 \\32 &= 8 \times 2 \times 2 \\32 &= 16 \times 2 \times 1 \\32 &= 32 \times 1 \times 1\end{aligned}$$

### Milton's Mix-Ups

Milton loves math but keeps getting confused. He says that  $\frac{3}{5} \times 3 = \frac{9}{15}$  because you just multiply the numerator and denominator by three. What would you tell him? Use pictures and mathematical vocabulary to defend your answer.

***Milton, if you think of this as a repeated addition problem it will help you understand why the denominator doesn't change.***

***$\frac{3}{5} + \frac{3}{5} + \frac{3}{5} = \frac{9}{5}$ . The size of the pieces is still fifths, you just have three times as many of them now.***

# Fifth Grade Math Warm-Ups FOR THE ENTIRE YEAR

Part	Mental Math	Focus Skills	Review Skills
1	Fact Fluency	1. Whole Number Place Value 2. Whole Number Operations	• Error Analysis- whole numbers • Problem Solving- whole number word problems
2		1. Decimal Place Value 2. Whole Number Operations	• Error Analysis- decimal place value • Problem Solving- whole number word problems
3	Fact Fluency	1. 3 x 2 Digit Multiplication 2. Adding & Subtracting Decimals	• Error Analysis- decimal place value • Problem Solving- whole number word problems
4		1. 2-Digit Division 2. Adding & Subtracting Fractions	• Error Analysis- fraction concepts • Problem Solving- 2-step word problems
5	Multiplying and Dividing by Powers of 10	1. 3 x 3 Digit Multiplication 2. Adding & Subtracting Mixed Numbers	• Error Analysis- fractions and decimals concepts • Problem Solving- decimals, fractions, whole numbers
6		1. 2-Digit Division 2. Multiplying Fractions	• Error Analysis- fraction & decimal operations • Problem Solving- decimals, fractions, whole numbers
7	Simplifying Fractions & Improper Fractions to Mixed Numbers	1. Decimal Operations 2. Dividing Fractions w/ Modeling	• Error Analysis- decimal place value • Problem Solving- fraction word problems
8		1. Fraction Operations 2. Volume of Rectangular Prisms	• Error Analysis- fractions concepts & operations • Problem Solving- decimal operations
9	Simplifying Fractions & Improper Fractions to Mixed Numbers	1. Decimal Operations 2. Geometry- 2-D Shapes	• Error Analysis- full year review • Problem Solving- 2-Step Word Problems

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See why over 500 teachers are using these Warm-Ups in their classrooms!

## Math Warm-Ups

The image shows a variety of school supplies at the top: a tray of colorful crayons, several markers in blue, pink, yellow, and green, and a stack of notebooks with floral and sunflower designs. Below the supplies are two sample pages from the Math Warm-Ups. The first page, 'Math Blast #144', has sections for 'Name:', 'Mental Math Simplify', and 'Change to Mixed Numbers'. It includes problems like 1)  $\frac{9}{18} =$ , 2)  $\frac{13}{26} =$ , 3)  $\frac{5}{15} =$ , 4)  $\frac{17}{6} =$ , 5)  $\frac{28}{3} =$ , and 6)  $\frac{43}{10} =$ . The second page, 'Math Blast #174', also has sections for 'Name:', 'Mental Math Simplify', and 'Change to Mixed Numbers'. It includes problems like 4)  $\frac{41}{8} =$ , 5)  $\frac{17}{5} =$ , and 6)  $\frac{39}{2} =$ . Both pages have sections for 'Volume' and 'Geometry' with corresponding diagrams of a cube and a triangle. A large black box in the bottom right corner contains the text 'Fifth Grade'.

## Fifth Grade

# For the Entire Year!

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- ✓ Ensures nothing slips through the cracks!

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