

# *Strand Attack*<sup>TM</sup>

## 5<sup>th</sup> Grade

### Daily Practice of the Common Core Standards

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## *Strand Attack*<sup>™</sup> **Introduction**

Strand Attack<sup>™</sup> is meant to provide daily practice covering the Common Core Math Standards. This book is divided into 30 weeks. Each week contains four days of practice questions and one day of assessment questions. Each day is comprised of one question from each of the five strands (Number Sense, Measurement, Geometry, Algebra, and Data Analysis). The answer key immediately follows each week.

Since five different concepts will be presented on a weekly basis, it is very likely that the order of topics within these pages will not align with your district's order of instruction. When you reach a concept that is new to your students, take the extra time to teach it to them then. The students will get at least three more days of practice and an assessment before you move on to another concept within that strand. You will also create a reference point when you come to that concept again within your order of instruction.

In the classroom, each teacher will likely use this resource differently. Our original intention was to use this as bellwork (starter, warm-up) at the beginning of the math period, likely as an overhead transparency. However, there are several effective ways to use this material. The primary concept is to give students continual practice with the concepts they will see on your state's comprehensive assessment test.

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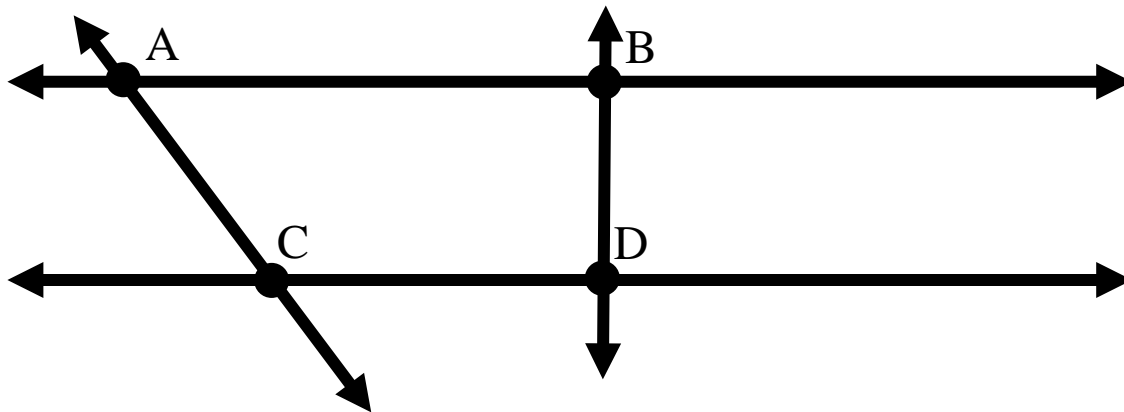
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**Day 1**

1. If you start with the number 5 and increase it by 4 what will be the result?

2. Using the diagram below name one line that intersects with  $\overleftrightarrow{AB}$ .



3. What is the abbreviation for “teaspoon”?

4. Solve the following equation for e.

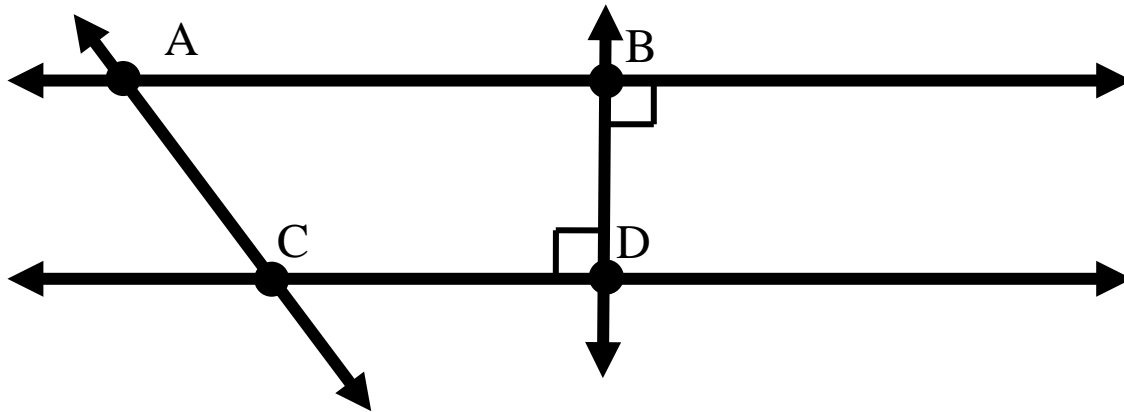
$$5 \times e = 20$$

5. A \_\_\_\_\_ is a small group that represents the entire population.

a) sample                      b) survey                      c) fact  
d) opinion                        e) data

**Day 2**

1. If you increase the number 0 by 1 what is the result?
2. Using the diagram below name one line that is perpendicular to  $\overleftrightarrow{BD}$ .



3. What is the abbreviation for “tablespoon”?
4. Solve the following equation for e.

$$e \times 8 = 8$$

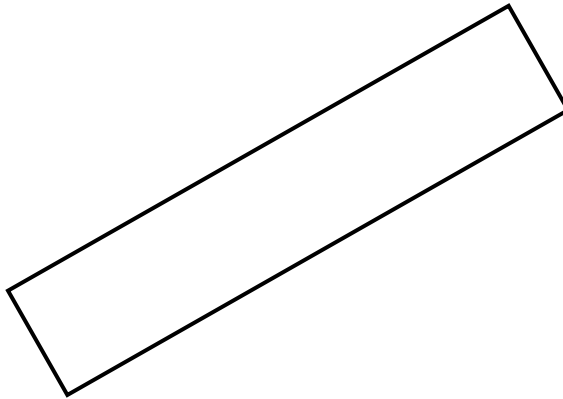
5. If you conduct a \_\_\_\_\_ you ask a group of people one or more questions.  
a) sample                      b) survey                      c) fact  
d) opinion                        e) data



**Day 3**

1. If you increase the number 18 by 1 what is the result?

2. What type of polygon is pictured below?



3. What is the abbreviation for “fluid ounces”?

4. Solve the following equation for e.

$$5e = 15$$

5. When you conduct a survey, the information that you collect is called \_\_\_\_\_.

**Day 4**

1. If you increase the number 5 by 5 what is the result?
2. In the rectangle pictured below, which sides are parallel?



3. What is the abbreviation for “cup”?
4. Solve the following equation for e.

$$4e = 8$$

5. The data collected in a survey represents
  - a) fact
  - b) opinion

**Day 5**  
**Assessment**

1. If you increase the number 1 by 2 what is the result?
2. In the rectangle pictured below, which sides are perpendicular to each other?



3. What is the abbreviation for “pint”?
4. Solve the following equation for e.  

$2e = 4$
5. If the data collected for a survey shows that cats are the best type of pet to own, does that represent a fact or an opinion?

**Answers****Day 1**

- 9
- $\overleftrightarrow{AC}$  or  $\overleftrightarrow{BD}$
- tsp
- $e = 4$
- a) sample

**Day 2**

- 1
- $\overleftrightarrow{AB}$  or  $\overleftrightarrow{CD}$
- tbs
- $e = 1$
- b) survey

**Day 3**

- 19
- rectangle
- fl. oz.
- $e = 3$
- data

**Day 4**

- 10
- $\overline{AB} \parallel \overline{CD}$  and  $\overline{AD} \parallel \overline{BC}$
- c.
- $e = 2$
- a) fact

**Day 5**

- 3
- $\overline{AB}$  and  $\overline{CD} \perp \overline{AD}$  and  $\overline{BC}$
- pt.
- $e = 2$
- an opinion

**Day 1**

1. Estimate the quotient by using compatible numbers:

$$20 \div 14$$

2. Which type of transformation is shown below?



3. What is the abbreviation for “milligram”?

4. On a coordinate plane, graph the following equation:

$$y = x + 2$$

5. Jamie has to choose an outfit for school today. He has two favorite shirts and three favorite shorts to choose from. The shirts are red and blue and the shorts are denim, khaki, and black. Use the tree diagram below to find how many different choices Jamie has for an outfit.

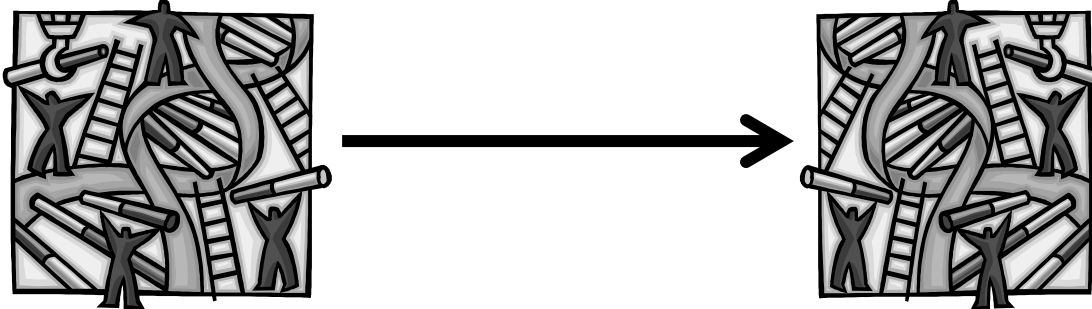


**Day 2**

1. Estimate the quotient by using compatible numbers:

$$14 \div 8$$

2. Which type of transformation is shown below?



3. What is the abbreviation for “gram”?
4. On a coordinate plane, graph the following equation:

$$y = x + 15$$

5. Make a tree diagram to show the possible choices and tell how many choices there are:

Room decorating choices:

Walls: red, white, purple

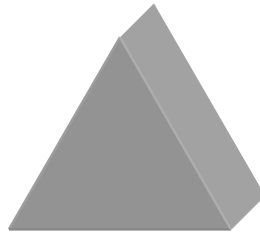
Trim: pink, tan, white

**Day 3**

1. Estimate the quotient by using compatible numbers:

$$18 \div 4$$

2. What type of polyhedron is shown below?



3. What is the abbreviation for “kilogram”?

4. On a coordinate plane, graph the following equation:

$$y = x - 18$$

5. Make a tree diagram to show the possible choices and tell how many choices there are:

Auto choices:

Where it's built: foreign, domestic

Type of auto: car, truck

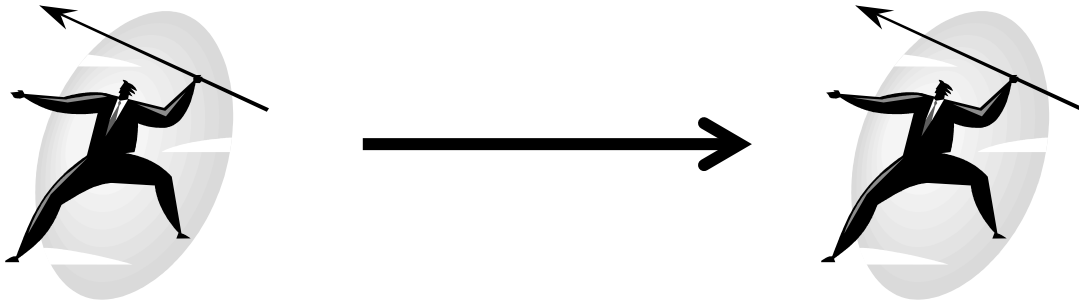
Number of doors: two, four

**Day 4**

1. Estimate the quotient by using compatible numbers:

$$100 \div 3$$

2. What type of transformation is shown below?



3. What does the abbreviation “mg” stand for?
4. Graph the following equation on a coordinate plane:

$$y = x + 25$$

5. Make a tree diagram to show the possible choices and tell how many choices there are:

Activities to participate in:

Location: outside, inside

Type: rest, run, color

Duration: 15 minutes, 30 minutes, one hour

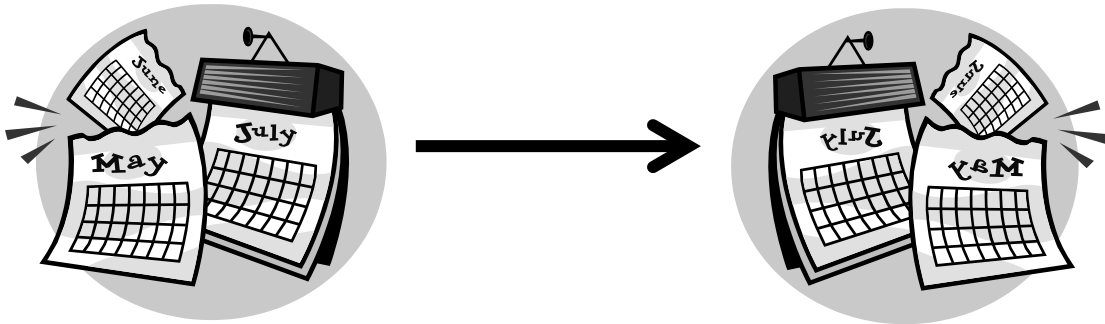


## Day 5 Assessment

1. Estimate the quotient by using compatible numbers:

$$645 \div 23$$

2. What type of transformation is shown below?



3. What does the abbreviation “g” stand for?
4. Graph the following equation on a coordinate plane:

$$y = x + 10$$

5. Make a tree diagram to show the possible choices and tell how many choices there are:

Writing instruments:

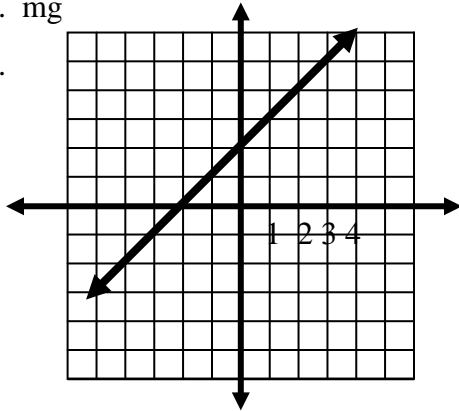
Type: pen, pencil, crayon, marker

Color: black, colored

Erasable: erasable, permanent

**Day 1**

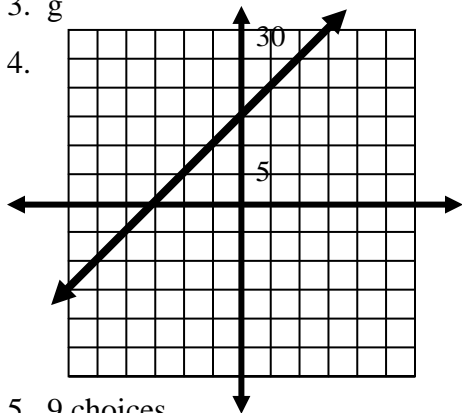
1.  $20 \div 14 \gg 14 \div 14 = 1$
2. translation or slide
3. mg
- 4.



5. 6 choices

**Day 2**

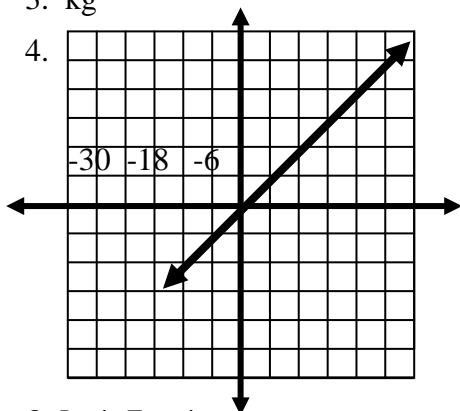
1.  $14 \div 8 \gg 14 \div 7 = 2$
2. reflection or flip
3. g
- 4.



5. 9 choices

**Day 3**

1.  $18 \div 4 \gg 18 \div 3 = 6$
2. triangular prism
3. kg
- 4.

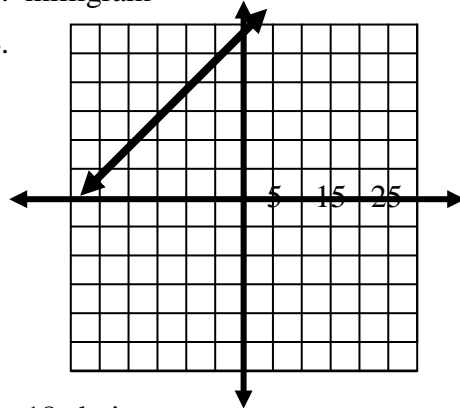


**Answers**

5. 8 choices

**Day 4**

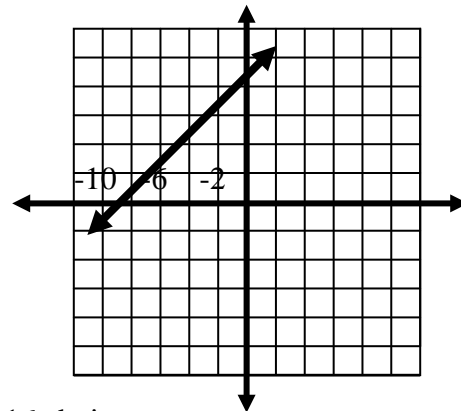
1.  $100 \div 3 \gg 99 \div 3 = 33$
2. translation or slide
3. milligram
- 4.



5. 18 choices

**Day 5**

1.  $645 \div 23 \gg 640 \div 20 = 32$
2. reflection or flip
3. gram
- 4.



5. 16 choices