



TEST SMASH

5th Grade Edition

SYSTEMATIC DAILY
MATH TEST PREP TO
BUILD CONFIDENCE
AND STAMINA



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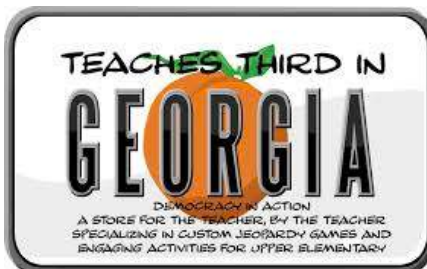
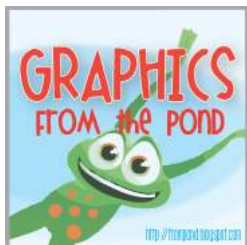


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TO THE TEACHER

Thank you for purchasing this resource. It was created with fifth grade classes in mind. I needed a way to prep my students for the Texas STAAR test with just a few weeks remaining.

This high impact resource covers each of the readiness standards for fifth grade math in the state of Texas along with important and widely tested supporting standards. The standards covered in this resource also overlap nicely with standards from Common Core. The standards covered can be found on pages 7-9.

This resource is set up to capitalize on the content by keeping the format the same each day. While it is a big time investment and can cause frustration at first, students will soon get the routine.

HOW TO USE THIS RESOURCE

This resource can be used in a variety of ways to help students build their confidence and practice important skills ahead of a math standardized test.

In our classroom I have the resource displayed with the projector each morning when students come in. My students complete their work in their math notebooks, and then we go over each problem.

I have also included an optional recording sheet for students to complete their work on. The recording sheet is a blank version of the daily projectable template.

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In addition to how you present this resource to your students there are also several ways in which you can use it within your math block.

As a Warm-Up

This resource is the perfect way to start your math block. Upon entering your classroom students can immediately get to work on answering the questions either independently, in partners, or as a team. After giving enough time to complete, go over the questions together modeling the strategies you would like to see your students use.

As a Cooperative Learning Activity

These questions are perfect for completing through cooperative learning strategies such as Sage & Scribe or Find Someone Who. After students have completed their questions, go over the questions together modeling the strategies you would like your students to use.

- Sage & Scribe
 - Students are partnered and given one recording page. Partner A (the scribe) is seated with a writing utensil and partner B (the sage) stands behind them. Partner B reads the question and tells the scribe what to write explaining their thinking and mathematical reasoning. Partner A writes, coaches their partner, and praises them. After each question partners trade positions and roles.
- Find Someone Who
 - Project the questions. Each student has a copy of the recording sheet. Students stand up, put their hands in the air, and pair up with a partner. They greet their partner, trade recording sheets, and choose a question to answer then trade papers again. After thanking their partners students repeat the process with a new partner until all their questions are answered. I challenge my students to work with as many partners as possible and answer as many different questions as possible.

HOW TO USE THIS RESOURCE

As a Home-School Connection

Are parents asking you what you are doing to prepare their students for the test or what they can do to help their students. Use these questions to occasionally send home so that students can read and complete the questions with their families. After giving to students to complete at home take some time in class to read through and answer the questions together modeling the strategies you would like your students to use.

Small Group Re-teaching

These questions are perfect for completing in a small group setting with you guiding your students through the process of solving each problem.

Whole Group Lesson

Prior to the big test students need to become familiar with the different ways that each skill might be seen. Using these questions is a great way to get them used to thinking critically.

****I would recommend using this strategy for the first day or two of practice to get students used to the process.**

TRACKING THE DATA

On pages 35 & 36 I have included a checklist of standards. This checklist can be used in a couple of ways.

The first way is to have an individual copy for each student to check off the standards they answered correctly each day.

The second way is to have a master copy for the class. With this method, you can check off who has mastered each standard based on your observations.

Both of these methods will help to form small groups for re-teaching

Using THE DATA

I have found that having students track their own data is not only helpful, but empowering. By having the responsibility of holding their own data students are able to take ownership of their learning, set goals for growth, and celebrate their successes. This keeps student engagement high throughout the process of prepping for the test.

This data can also be used to build your small groups for re-teaching by standard.

I Can Statements

I can statements are a great way for students to take ownership of their learning.

Ideas for using I Can Statements:

- Create a display within your classroom using the statements as posters to remind students of what they can do.
- Create mini-posters for student notebooks by copying multiple I Can Statement posters onto a page.
- Use I Can Statements in your small group area to help prompt students as to how to answer a question.
- Use I Can Statements to sort questions from a released test by standard.
 - To complete a sort print and cut apart the questions from a released test. Have students use the I Can Statements to determine which standard the question is asking about. Encourage students to share why they chose a particular statement for each question. This helps students to become more familiar with the format of a standardized test.
- Use the final I Can Statement, "I can SMASH the test," to write a note to each student on test day to encourage them.

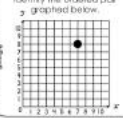
Test+ Smash Day I

Equations
Mrs. G bought 8 boxes of Girl Scout Cookies. 3 boxes had 16 cookies each and 2 boxes had 12 cookies each. If the total number of cookies in all 6 boxes is 102, how many cookies are in the last box? Write an equation to solve.

Simplify Numerical Expressions
What is the value of the expression below?
 $74 - 19 + (6 \times 2)$

Comparing and Ordering Decimals
Use the number line to compare the decimals.
43.9 43.079

Identify the ordered pair graphed below.



Classifying 2D Figures
What type of triangle has one set of perpendicular lines?

Dividing Decimals
Seth is selling cookies for 75¢ a piece. If he makes \$12, how many cookies did he sell?

Dividing with Unit Fractions
Aaron has 54 Pokémon cards. He wants to trade $\frac{1}{3}$ of his cards with a friend. How many cards does he want to trade?

Multiplying Decimals
Derek is buying doughnuts for his family of 7. If each doughnut is 49¢, how much will he spend?

Classifying 2D Figures
right triangle

Dividing Decimals
16 cookies

Dividing with Unit Fractions
16 cards

Multiplying Decimals
\$3.43

Favorite Cookies

Chocolate Chip	12
Peanut Butter	9
Sugar Cookie	4

What fraction of students prefer chocolate chip?

Addition & Subtraction
JoJo did 19 problems of her math homework in ten minutes, then went back and did 12 more. Devon did 14 problems in 30 minutes. How many problems did they both do?

Perimeter, Area, & Volume
What is the perimeter of a square that has an area of 64?

Name _____ # _____ Date _____

Test+ Smash Day

Equations

Simplify Numerical Expressions

Comparing and Ordering Decimals

Numerical Patterns

Classifying 2D Figures

Dividing Decimals

Dividing with Unit Fractions

Multiplying Decimals

Data Problem Solving

Addition & Subtraction

Perimeter, Area, & Volume

DAY I Answer Key

Equations
 $(3 \times 16) + (2 \times 12) + c = 102$

Simplify Numerical Expressions
67

Comparing and Ordering Decimals
>

Numerical Patterns
(7, 8)

x	y
0	3
1	4
2	5

Classifying 2D Figures
right triangle

Dividing Decimals
16 cookies

Dividing with Unit Fractions
16 cards

Multiplying Decimals
\$3.43

Data Problem Solving
12/25 of the class

Addition & Subtraction
47 problems

Perimeter, Area, & Volume
32

15 days of standards based questions, answer keys, and a recording sheet.

Name _____ # _____ Date _____
Test **SMASH** Personal Data Sheet

	Comparing Decimals	Simplifying Expressions	Multiplying Decimals	Dividing Decimals	Addition & Subtraction	Dividing with Unit Fractions	Equations	Numerical Patterns	Perimeter, Area, & Volume	Classifying 2D Figures	Graphing Ordered Pairs	Data Problem Solving
Day 1												
Day 2												
Day 3												
Day 4												
Day 5												
Day 6												
Day 7												
Day 8												
Day 9												
Day 10												
Day 11												
Day 12												
Day 13												
Day 14												
Day 15												

Data sheet for students to track their own successes and set goals.