

Math Intervention



Math

90 PAGES OF
INTERVENTION
RESOURCES!

Domain:
Measurement
and Data
Standards
procedural &
Conceptual
Understanding
Assessed

Resource Pack

»» 5th grade ««

Thank you!

This resource pack is everything you need to assess and provide intervention to struggling students in the domain:
Measurement and Data.

Starting with a pretest and item analysis of each question on the test, you will be able to pin-point exact needs of all students. Printables and short assessments are provided for each standard that assesses procedural and conceptual understanding.

Take the guess work out of providing intervention and focus on what is really important; helping your students. 😊

CLIPART CREDIT:



EVERYTHING YOU NEED FOR
MATH INTERVENTION!

THANK YOU FOR YOUR PURCHASE!



TANYA YERO



CONNECT WITH ME!



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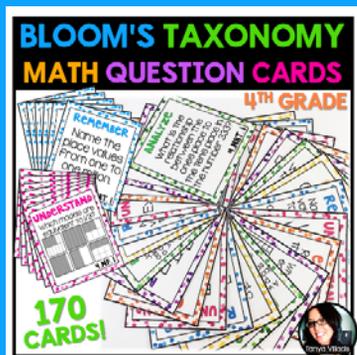
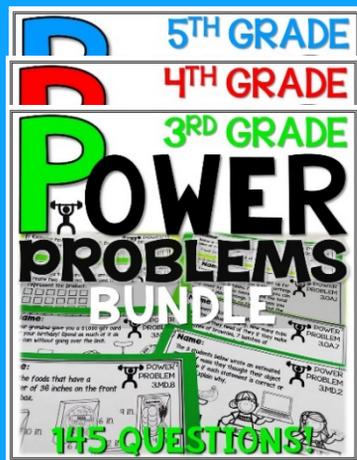
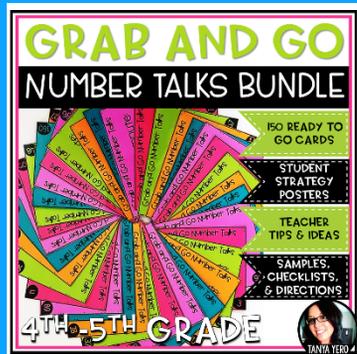
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Suggested Uses and Strategies

- ❑ Step 1 - Administer pretest
- ❑ Step 2 - Conduct Item Analysis for all students in your bottom 25%.
- ❑ Step 3 - Provide intervention (for procedural understanding and/or conceptual understanding) of specific standards to each student displaying a need
- ❑ Step 4 - After the intervention of a specific standard is provided, administer a quick check assessment for data collection
- ❑ A post test may be given to a student if they need intervention for a majority of the standards
- ❑ Class data chart is included and can be used to get an overview of if majority of your class is showing mastery of a specific skill
- ❑ The Quick Check Assessment data graph may be used to document growth for teacher, parent, and administration purposes

How to use the materials included

pretest and Item Analysis sheet is designed to pinpoint exactly where your students' needs are.

Item Analysis Data Sheet Per Student

Measurement and Data Pre-test (5.MD.1 - 5.MD.2)

Student Name: _____

#s	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#1	5MD.1		X	
#2	5MD.1	X		
#3	5MD.1		X	
#4	5MD.1	X		
#5	5MD.1	X		
#6	5MD.1	X		
#7	5MD.1		X	
#8	5MD.1		X	
#9	5MD.2	X		
#10	5MD.2			

Printables are included for reviewing procedural and conceptual understanding of standards.

PREVIEW

Name: _____ Date: _____

5MD.1 Practice Page for Procedural Understanding
Solve. For numbers 7-12, compare.

- 9 yards = _____ feet
- 54 inches = _____ feet
- 18 feet = _____ inches
- 7 yards = _____ inches
- 324 inches = _____ yards
- 23 feet = _____ yards
- 96 inches ○ 8 feet
- 2,020 inches ○ 16 yards
- 3 yards ○ 5 feet
- 92 inches ○ 8 feet
- 365 inches ○ 21 yd. 3 in.
- 48 inches ○ 4 yard, 2 feet

Name: _____

Date: _____

5MD.1 Practice Page for Conceptual Understanding

- Jodie's running distance was 58 meters shorter than Tanya's. Tanya ran a distance of 2 km 657 cm. How many meters did Jodie run?

- Jacob lives 15 miles from the park. Billy lives 2347 yards from the same park. Who lives the farthest from the park? By how many yards?

- Victoria has 5 yards of fabric. She used 15 inches to make a headband for her daughter. How many inches of fabric does she have left?

- An electrician has 5 meters of wiring. He uses 730 centimeters for a project he is working on. How many millimeters of wiring does he have left?

- Tony has 296 inches of rope to make a tire swing. How many yards of rope does Tony have?

Procedural vs. Conceptual Understanding

Procedural Understanding	Conceptual Understanding
<ul style="list-style-type: none"><input type="checkbox"/> Houses procedural steps<input type="checkbox"/> Using facts, drills, algorithms, methods, etc.<input type="checkbox"/> Memorizing steps<input type="checkbox"/> Learning how to do something	<ul style="list-style-type: none"><input type="checkbox"/> Understanding key concepts and apply prior knowledge to the new concepts<input type="checkbox"/> Understanding why something is done<input type="checkbox"/> Making connections & relationships

Standards Assessed

Standard	Summary
5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.
5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

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Name: _____

Date: _____

Measurement Pre-Test 5.MD.1 - 5.MD.2

1.) Denise ran for 8 yards, 2 feet, and 9 inches. Her sister Suzie ran for 45 feet, and 3 inches. Who ran farther? Explain.

2.) Solve:

8 feet = _____ inches 48 feet = _____ yards

3.) Marcus purchased 5 pounds of almonds and 87 ounces of raisins. Which food did he buy more of? By how much?

4.) Solve:

6 quarts = _____ cups 12 gallons = _____ pints

5.) Solve:

21 meters = _____ centimeters 80 cm. = _____ mm.

6.) Solve: 3 kg = _____ g 2 L = _____ mL

7.) While visiting NYC, the Smith's walked 12.3 kilometers. How many meters did they travel?

8.) Michael left the movie theater at 6:13pm. If the movie lasted for 2 hours, 12 minutes, and previews were another 18 minutes, what time did previews and the movie begin?

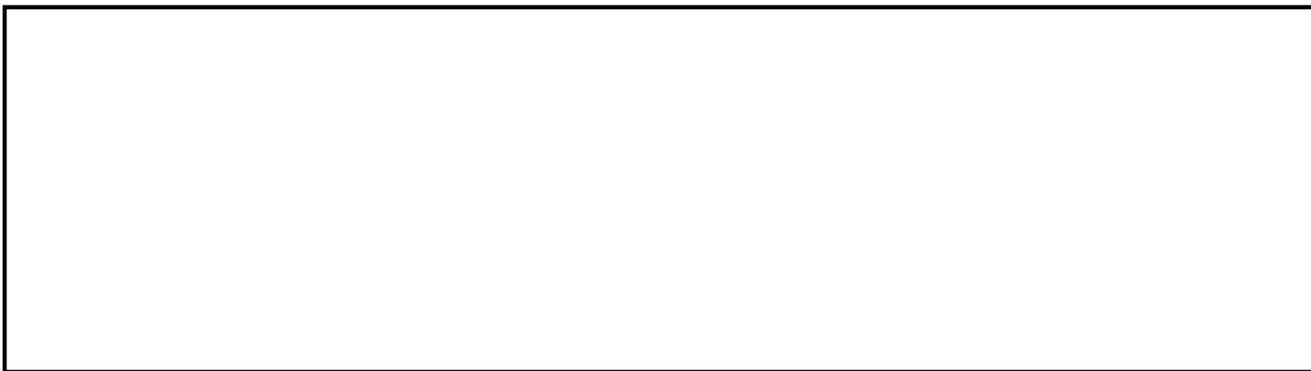
9.) Mrs. Harrison and her students made balloon operated STEM cars. What is the total distance all the cars traveled?



10.) Jessica and her 3 friends planted seeds at their school campus. After one week they measured the growth of their seedlings. create a line plot to show the height of the seedlings.

Height of seedlings (in inches)

1/8 3/8 5/8 1/8 2/8 8/8 2/8 7/8 6/8



Name: _____

Date: _____

5.MD.1 Practice Page for Procedural Understanding
Solve. For numbers 7-12, compare.

1.) 9 yards = _____ feet

2.) 54 inches = _____ feet

3.) 18 feet = _____ inches

4.) 7 yards = _____ inches

5.) 324 inches = _____ yards

6.) 23 feet = _____ yards

7.) 96 inches 8 feet

8.) 2,020 inches 16 yards

9.) 3 yards 5 feet

10.) 92 inches 8 feet

11.) 365 inches 21 yd. 3 in.

12.) 48 inches 4 yard, 2 feet

PREVIEW

Name: _____

Date: _____

5.MD.1 Practice Page for Conceptual Understanding

1.) The Robinson Family recently purchased a new dresser made of solid wood that weights 200 pounds. How many ounces does the dresser weigh?

2.) Denise feeds her 7 dogs 12 ounces of dog food a day. Each dog receives the same amount of dog food. How many pounds of food will Denise go thru in one week to feed all her dogs if she gives them the same amount every day?

3.) A brick used to build a wall has a mass of 2,600 grams. How many kilograms of mass does the brick have?

4.) A doctor prescribed 180 milligrams per pill of medicine to Beverly to help with her allergies. If there are 40 pills in the bottle, how many grams of medicine did the doctor give her?

5.) A junkyard has 700 kilograms of scrap metal. How many grams of metal do they have?

PREVIEW

Name: _____

Date: _____

5.MD.1 Quick Check Assessment

1.) 108 inches = _____ feet

36 feet = _____ yards

Compare:

2.) 80 centimeters 0.8 of a meter

11 meters 110 decimeters

3.) 14 quarts 230 ounces

9 gallons 56 pints

4.) A sink can hold 300 mL. of water. How many liters of water can the sink hold?

5.) A shipping container holds 5 tons of material. How many pounds of material can the shipping container hold?

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