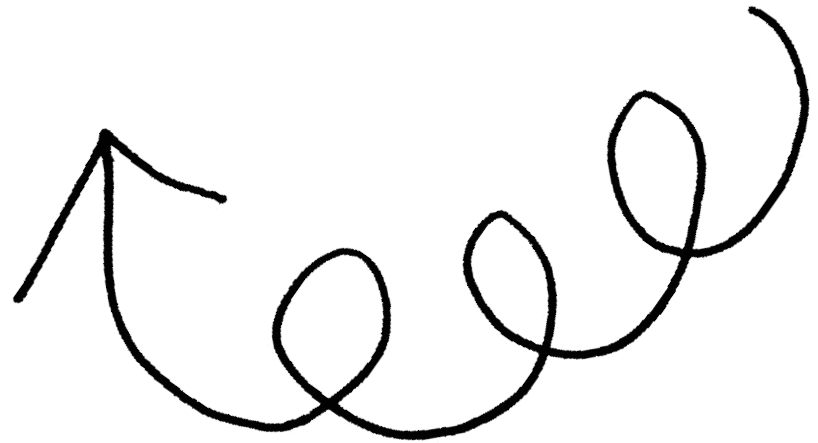


**5<sup>th</sup> Grade  
Math  
Matching  
Games  
ENTIRE YEAR!**

# THIS BOARD GAME BUNDLE INCLUDES:

- 29 Matching Puzzle Sets
- Directions Page
- Standards Alignment Chart
- Recording Sheets
- Answer Keys



Are you tired of spending time  
looking for standards based  
activities for your math class?

Save yourself time and energy with these  
matching games that are already aligned to  
your standards, include an answer key for  
quick grading, and are sure to keep your  
students engaged during math practice  
time!

# Matching Topics Included:

1. Order of Operations
2. Numerical Patterns Using Rules
3. Writing and Solving Expressions
4. Multiply Whole Numbers: 2 digit by 2 digit
5. Multiply Whole Numbers: 2 digit by 3 digit and 3 digit by 3 digit
6. Divide Whole Numbers
7. Rounding Decimals
8. Comparing Decimals
9. Writing Decimals: Standard and Expanded Form
10. Writing Decimals: Standard and Word
11. Adding and Subtracting Decimals
12. Multiplying Decimals
13. Dividing Decimals
14. Multiplying and Dividing Powers of Ten
15. Exponents
16. Writing Fractions as Division Problems
17. Equivalent Fractions
18. Mixed Numbers and Improper Fractions
19. Add and Subtract Fractions with Like Denominators
20. Add and Subtract Fractions with Unlike Denominators
21. Multiplying Fraction
22. Dividing Fractions
23. Measurement Conversions: Customary
24. Measurement Conversions: Metric
25. Calculate Volume
26. Elapsed Time
27. Plot Ordered Pairs on a Coordinate Grid
28. Classify Quadrilaterals
29. Classify Triangles

# Each Game Includes:

- Direction Page
- 20 Standards-Based Problems
- Student Recording Sheets
- Teacher Answer Key

Start Time 1:50 am  
End Time 4:51 am

3 hours  
1 minute

Start Time 2:35 pm  
End Time 3:56 pm

1 hour  
42 minutes

Start Time 6:35 pm  
End Time 11:46 pm

5 hours  
11 minutes

Start Time 1:10 am  
End Time 4:05 am

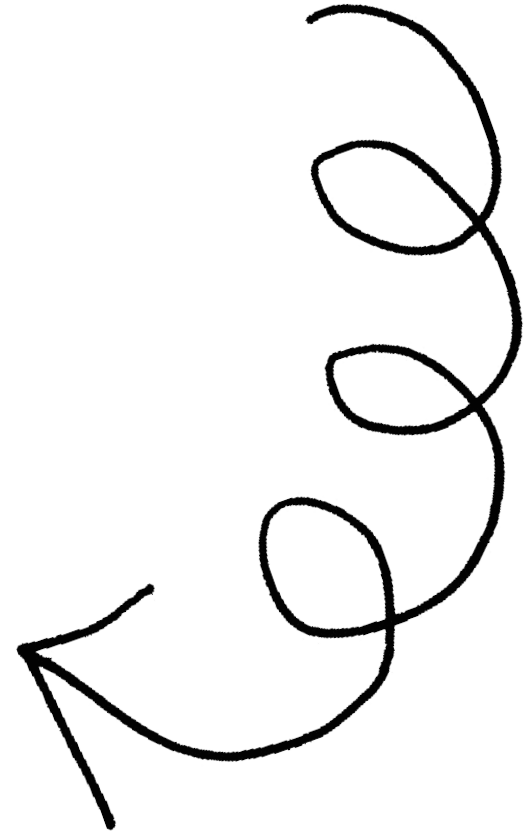
2 hours  
55 minutes

Start Time 8:48 am  
End Time 2:20 pm

5 hours  
32 minutes

Start Time 6:01 pm  
End Time 7:17 pm

1 hour  
16 minutes

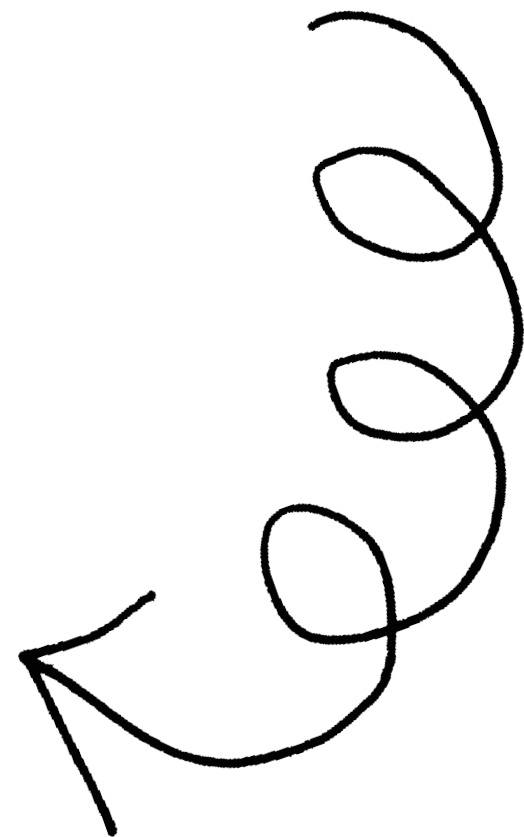


**Students won't even realize they are learning!**

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

### Recording Sheet

|   |   |
|---|---|
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**Hold students accountable with a recording sheet!**

**COMMON  
CORE  
STANDARDS  
ALIGNMENT**



# Common Core Standards Alignment

## GEOMETRY

| Benchmark | Standard Description   | Board Game Aligned   |
|-----------|--|--|
| 5.G.A.1   | Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). | <ul style="list-style-type: none"><li>Plot Ordered Pairs on Coordinate Grids</li></ul> |
| 5.G.B.3   | Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.   | <ul style="list-style-type: none"><li>Classify Quadrilaterals</li></ul>                |
| 5.G.B.4   | Classify two-dimensional figures in a hierarchy based on properties.   | <ul style="list-style-type: none"><li>Classify Triangles</li></ul>                     |

# Common Core Standards Alignment

## MEASUREMENT AND DATA

| Benchmark | Standard Description  | Game Aligned   |
|-----------|---|--|
| 5.MD.A.1  | Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) 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.   | <ul style="list-style-type: none"> <li>Measurement Conversions</li> <li>Customary Units</li> <li>Elapsed Time</li> </ul> |
| 5.MD.C.5  | <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p> | <ul style="list-style-type: none"> <li>Calculate Volume Board Game</li> </ul>  |

# Common Core Standards Alignment

## NUMBERS AND OPERATIONS IN BASE TEN

| Benchmark | Standard Description   | Game Aligned   |
|-----------|--|--|
| 5.NBT.A.2 | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  | <ul style="list-style-type: none"> <li>• Multiply Powers of Ten</li> <li>• Multiplying and Dividing Powers of Ten</li> <li>• Exponents</li> </ul>                                |
| 5.NBT.A.3 | Read, write, and compare decimals to thousandths. <ol style="list-style-type: none"> <li>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</li> <li>Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> </ol> | <ul style="list-style-type: none"> <li>• Compare Decimals</li> <li>• Writing Decimals: Standard and Expanded Form</li> <li>• Writing Decimals: Standard and Word Form</li> </ul> |
| 5.NBT.A.4 | Use place value understanding to round decimals to any place.  | <ul style="list-style-type: none"> <li>• Round Decimals</li> </ul>   |
| 5.NBT.B.5 | Fluently multiply multi-digit whole numbers using the standard algorithm.  | <ul style="list-style-type: none"> <li>• Multiply Whole Numbers: 2 Digit by 2 Digit</li> <li>• Multiply Whole Numbers: 2 Digit by 3 Digit and 3 Digit by 3 Digit</li> </ul>      |
| 5.NBT.B.6 | Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  | <ul style="list-style-type: none"> <li>• Divide Whole Numbers</li> </ul>   |
| 5.NBT.B.7 | Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.   | <ul style="list-style-type: none"> <li>• Adding and Subtracting Decimals</li> <li>• Multiply Decimals</li> <li>• Divide Decimals</li> </ul>                                      |

# Common Core Standards Alignment

## NUMBERS AND OPERATIONS - FRACTIONS

| Benchmark | Standard Description  | Game Aligned   |
|-----------|---|--|
| 5.NF.A.1  | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.   | <ul style="list-style-type: none"> <li>Add and Subtract Fractions with Like Denominators</li> <li>Add and Subtract Fractions with unlike Denominators</li> </ul> |
| 5.NF.B.3  | Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.   | <ul style="list-style-type: none"> <li>Writing Fractions as Division Problems</li> </ul>   |
| 5.NF.B.4  | <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math></p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> | <ul style="list-style-type: none"> <li>Multiply Fractions</li> </ul>   |

# Common Core Standards Alignment

## NUMBERS AND OPERATIONS – FRACTIONS

| Benchmark | Standard Description   | Game Aligned   |
|-----------|--|--|
| 5.NF.B.5  | <p>Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</p> | <ul style="list-style-type: none"> <li>• Equivalent Fractions</li> <li>• Mixed Numbers and Improper Fractions</li> </ul> |
| 5.NF.B.7  | <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients.</p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>  | <ul style="list-style-type: none"> <li>• Divide Fractions</li> </ul>   |

# Common Core Standards Alignment

## OPERATIONS AND ALGEBRAIC THINKING

| Benchmark | Standard Description   | Game Aligned  |
|-----------|--|---|
| 5.OA.A.1  | Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.  | <ul style="list-style-type: none"><li>Order of Operations</li></ul>             |
| 5.OA.A.2  | Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.   | <ul style="list-style-type: none"><li>Writing and Solving Expressions</li></ul> |
| 5.OA.B.3  | Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. | <ul style="list-style-type: none"><li>Numerical Patterns Using Rules</li></ul>  |

# **FLORIDA STANDARDS ALIGNMENT**

# Florida Standards Alignment

# GEOMETRY

| Benchmark    | Standard Description   | Board Game Aligned   |
|--------------|--|--|
| MAFS.5.G.1   | Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). | <ul style="list-style-type: none"> <li>Plot Ordered Pairs on Coordinate Grids</li> </ul> |
| MAFS.5.G.2.3 | Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.   | <ul style="list-style-type: none"> <li>Classify Quadrilaterals</li> </ul>                |
| MAFS.5.G.2.4 | Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.   | <ul style="list-style-type: none"> <li>Classify Triangles</li> </ul>                     |



# Florida Standards Alignment

# MEASUREMENT AND DATA

| Benchmark     | Standard Description  | Game Aligned   |
|---------------|---|--|
| MAFS.5.MD.1   | Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) 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.   | <ul style="list-style-type: none"> <li>Measurement Conversions</li> <li>Customary Units</li> <li>Elapsed Time</li> </ul> |
| MAFS.5.MD.3.5 | <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p> | <ul style="list-style-type: none"> <li>Calculate Volume Board Game</li> </ul>  |

# Florida Standards Alignment

## NUMBERS AND OPERATIONS IN BASE TEN

| Benchmark      | Standard Description   | Game Aligned   |
|----------------|--|--|
| MAFS.5.NBT.1.2 | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  | <ul style="list-style-type: none"> <li>• Multiply Powers of Ten</li> <li>• Multiplying and Dividing Powers of Ten</li> <li>• Exponents</li> </ul>                                |
| MAFS.5.NBT.1.3 | Read, write, and compare decimals to thousandths.<br>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .<br>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons. | <ul style="list-style-type: none"> <li>• Compare Decimals</li> <li>• Writing Decimals: Standard and Expanded Form</li> <li>• Writing Decimals: Standard and Word Form</li> </ul> |
| MAFS.5.NBT.1.4 | Use place value understanding to round decimals to any place.  | <ul style="list-style-type: none"> <li>• Round Decimals</li> </ul>   |
| MAFS.5.NBT.2.5 | Fluently multiply multi-digit whole numbers using the standard algorithm.  | <ul style="list-style-type: none"> <li>• Multiply Whole Numbers: 2 Digit by 2 Digit</li> <li>• Multiply Whole Numbers: 2 Digit by 3 Digit and 3 Digit by 3 Digit</li> </ul>      |
| MAFS.5.NBT.2.6 | Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  | <ul style="list-style-type: none"> <li>• Divide Whole Numbers</li> </ul>   |
| MAFS.5.NBT.2.7 | Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.   | <ul style="list-style-type: none"> <li>• Adding and Subtracting Decimals</li> <li>• Multiply Decimals</li> <li>• Divide Decimals</li> </ul>                                      |

# Florida Standards Alignment

## NUMBERS AND OPERATIONS - FRACTIONS

| Benchmark     | Standard Description  | Game Aligned   |
|---------------|---|--|
| MAFS.5.NF.1   | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.   | <ul style="list-style-type: none"> <li>Add and Subtract Fractions with Like Denominators</li> <li>Add and Subtract Fractions with unlike Denominators</li> </ul> |
| MAFS.5.NF.2.3 | Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.   | <ul style="list-style-type: none"> <li>Writing Fractions as Division Problems</li> </ul>   |
| MAFS.5.NF.2.4 | <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math></p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> | <ul style="list-style-type: none"> <li>Multiply Fractions</li> </ul>   |

# Florida Standards Alignment

## NUMBERS AND OPERATIONS – FRACTIONS

| Benchmark     | Standard Description   | Game Aligned   |
|---------------|--|--|
| MAFS.5.NF.2.5 | <p>Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</p> | <ul style="list-style-type: none"> <li>• Equivalent Fractions</li> <li>• Mixed Numbers and Improper Fractions</li> </ul> |
| MAFS.5.NF.2.7 | <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients.</p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>  | <ul style="list-style-type: none"> <li>• Divide Fractions</li> </ul>   |

# Florida Standards Alignment

## OPERATIONS AND ALGEBRAIC THINKING

| Benchmark     | Standard Description   | Game Aligned  |
|---------------|--|---|
| MAFS.5.OA.1.1 | Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.  | <ul style="list-style-type: none"><li>Order of Operations</li></ul>             |
| MAFS.5.OA.1.2 | Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.   | <ul style="list-style-type: none"><li>Writing and Solving Expressions</li></ul> |
| MAFS.5.OA.2.3 | Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. | <ul style="list-style-type: none"><li>Numerical Patterns Using Rules</li></ul>  |