Name_____

5th Grade Math Remote Learning Packet

Weeks 4-6

April 20th-May 8th

Parents please note that all academic packets are mailed home to scholars but are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

5th Grade Math Scope and Sequence – Week 4

Date	Standards Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data	Description of Packet Assignment (30 minutes of work)	Online Assignment
4.20.2020	5.NBT.6	RL Lesson 13 - Scholars will divide by 2 digit multiples of 10.	Google Classroom- Problem of the Day Khan Academy Prodigy
4.21.2020	5.NBT.6	RL Lesson 14 - Scholars will divide by 2 digit divisors.	Google Classroom- Problem of the Day Khan Academy Prodigy
4.22.2020	5.NBT.6	RL Lesson 15 - Scholars will divide 3 digit dividends by 2 digit divisors.	Google Classroom- Problem of the Day Khan Academy Prodigy
4.23.2020	5.NBT.6	RL Lesson 16 - Scholars will divide 4 digit dividends by 2 digit divisors.	Google Classroom- Problem of the Day Khan Academy Prodigy
4.24.2020	5.NBT.6/NBT.7	RL Lesson 17 – Scholars will divide decimals by multiples of 10.	Google Classroom- Problem of the Day Khan Academy Prodigy

Name:_____   Date: 4/20/20

BCCS-Boys   College: MIT/Stanford

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Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Multiplication Table

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Input Activity:

Dividing by two-digit divisors
Problem 1:
70 ÷ 30

Model:

Steps:	Example:
1. Draw a division garage and place the dividend and divisor in the right spots.	70 ÷ 30
2. List multiples of the divisor off to the side.	30 60 90 120 150 180 210 240 270
3. Divide using DMSCB.	
4. Check your work with multiplication and adding any remainders.	

Example work:

$$0\ 2\ R\ 10$$
$$30\overline{)70}$$
$$-\ 60$$
$$\overline{10}$$

$$\checkmark$$

$$\begin{array}{r}30\\ \times\ 2\\ \hline 60\\ +\ 10\\ \hline 70\end{array}$$

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 13 video.

Problem 2:

$430 \div 30$

Problem 3:

$572 \div 90$

Problem 4:

$653 \div 40$

Problem 5:

$566 \div 70$

Problem Set:

71 ÷ 50	**270 ÷ 30**
643 ÷ 80	**215 ÷ 90**

Application Problem:

At the Highland Falls pumpkin-growing contest, the prize winning pumpkin contains 360 seeds. The proud farmer plans to sell his seeds in packs of 12. How many packs can he make using all the seeds?

Answer: _____packs

Name:_____   Date: 4/21/20

BCCS-Boys   College: MIT/Stanford

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Input Activity:

Model:

Dividing by two-digit divisors

Problem 1:

72 ÷ 21

Steps:	Example:
	72 ÷ 21
1. Draw a division garage and place the dividend and divisor in the right spots.	
2. List the rounded multiples of the divisor off to the left side. (Imagine estimating the divisor and dividend to help with listing multiples.)	20 40 60 · 80 100 120 140 160 180
3. Divide using DMSCB. After choosing the closest number, multiply it on the right-hand side to check your work before adding it your quotient.	0 3R9 / 21⟌672 / 63 / 9 / 21×3 = 63
4. Check your work with multiplication and adding any remainders.	✓ 21 3 ＋63 / 9 / 72

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For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 14 video.

Problem 2:

$94 \div 43$

Problem 3:

$84 \div 23$

Problem 4:

$49 \div 22$

Problem 5:

$97 \div 23$

Problem Set:

49 ÷ 21	**78 ÷ 39**
84 ÷ 32	**77 ÷ 25**

Application Problem:

How many groups of twelve are in two hundred fifty-two?

Name:_____   Date: 4/22/20

BCCS-Boys   College: MIT/Stanford

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Today my scholar was successful with….	Today my scholar struggled with understanding…

Model:

Input Activity:

Dividing by two-digit divisors
Problem 1:
256 ÷ 17

Steps:	Example:
	256 ÷ 17
1. Draw a division garage and place the dividend and divisor in the right spots.	
2. List multiples of the divisor off to the side. (Imagine estimating the divisor and dividend to help with listing multiples.)	20 40 60 80. 100 120 140 160 180
3. Divide using DMSCB.	

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 15 video.

Problem 2:

$326 \div 35$

Problem 3:

$369 \div 15$

Problem 4:

$148 \div 22$

Problem 5:

$591 \div 23$

Problem Set:

149 ÷ 21	278 ÷ 39
884 ÷ 32	477 ÷ 25

Application Problem:

105 students were divided equally into 15 teams. How many players were on each team?

Name:_____   Date: 4/23/20

BCCS-Boys   College: MIT/Stanford

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Today my scholar was successful with….	Today my scholar struggled with understanding…

Model:

Input Activity:

Dividing by two-digit divisors
<u>**Problem 1:**</u>
6,247 ÷ 29

Steps:	Example:
1. Draw a division garage and place the dividend and divisor in the right spots. 2. List multiples of the divisor off to the side. (Imagine estimating the divisor and dividend to help with listing multiples.) 3. Divide using DMSCB.	6,247 ÷ 29 30 60. 90 120 150. 180 210 240 270

$6,247 \div 29$

Multiples listed: 30, 60, 90, 120, 150, 180, 210, 240, 270

Long division: $0215 \, r12$; $29\overline{)6247}$; -58; 344; -29; 157; 145; 12

$29 \times 2 = 58$

$29 \times 5 = 145$

$29 \times 6 = 174$

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 16 video.

Problem 2:

$4,289 \div 52$

Problem 3:

$6,649 \div 23$

Problem 4:

$4,368 \div 52$

Problem 5:

$5,659 \div 18$

Problem Set:

7,242 ÷ 34	3,164 ÷ 45
9,152 ÷ 29	4,424 ÷ 63

Application Problem:

Mr. Riley baked 1,692 chocolate chip cookies. He put them in boxes of 36 cookies each. How many boxes did he have? How much money did he collect if he sold them all at $8 per box?

Name:_____   Date: 4/24/20

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Model:

Input Activity:

Dividing decimals by two-digit divisors

Problem 1	Problem 2	Problem 3
$54 \div 10$	$5.4 \div 10$	$0.54 \div 10$

Problem 1:
```
      0 5.4
10 | 54.0
   - 50 ↓
      40
    - 40
       0
```

Problem 2:
```
      0.5 4
10 | 5.4 0
   - 5 0 ↓
        40
      - 40
         0
```

Problem 3:
```
      0.0 5 4
10 | 0.5 4 0
   -   5 0 ↓
          40
        - 40
           0
```

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 17 video.

Problem 4	Problem 5	Problem 6
$54 \div 90$	$5.4 \div 90$	$0.54 \div 90$

Problem Set:

2.4 ÷ 40	**14.7 ÷ 70**

Application Problem:

A long-time runner compiled her training distances in the following chart. Fill in the missing values.

Runner's Log

Total Number of Miles Run	Number of Days	Miles Run Each Day
420		12
14.5	5	
38.0	10	
	17	16.5

5th Grade Math Scope and Sequence – Week 5

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment
4.27.20	5.NBT.6/NBT.7	RL Lesson 18 – Scholars will estimate decimal quotients.	Google Classroom-Problem of the Day Khan Academy Prodigy
4.28.20	5.NBT.6/NBT/7	RL Lesson 19	Google Classroom-Problem of the Day Khan Academy Prodigy
4.29.20	5.NBT.7	RL Lesson 20	Google Classroom-Problem of the Day Khan Academy Prodigy
4.30.20	4.NBT.1	RL Lesson 21	Google Classroom-Problem of the Day Khan Academy Prodigy
5.1.20	5.NBT.1	RL Lesson 22	Google Classroom-Problem of the Day Khan Academy Prodigy

Name:_____   Date: 4/27/20

BCCS-Boys   College: MIT/Stanford

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Today my scholar was successful with….	Today my scholar struggled with understanding…

Model:

Input Activity:

Estimating Decimal Quotients
Problem 1:
39.1 ÷ 17 and 3.91 ÷ 17

Steps:	Example:

1. Draw a division garage and place the dividend and divisor in the right spots.

2. Estimate the divisor to its leading digit.

3. Estimate the divided to a compatible number of the divisor.

4. Divide using DMSCB.

$39.1 \div 17$

```
20
40.
60
80
100
120
140
160
180
```

```
      02.0
      ‾‾‾‾‾
20)40.0
   -40 ↓
     00
     -0
      0
```

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 18 video.

$3.91 \div 17$

```
20
40.
60
80
100
120
140
160
180
```

```
     0.20
     ‾‾‾‾
20)4.00
   -0 ↓
    40
    40 ↓
    ‾‾
    00
    -0
     0
```

Problem 2

$63.6 \div 73$ $6.36 \div 73$

Problem 3

$11.72 \div 42$

Problem 4

$3.24 \div 82$

Problem Set:

85.2 ÷ 31	**27.97 ÷ 28**
7.16 ÷ 36	**37.46 ÷ 15**

Application Problem:

Edward bikes the same route to and from school each day. After 28 school days, he bikes a total distance of 389.2 miles. Estimate how many miles he bikes in one day.

Name:_____   Date: 4/28/20

BCCS-Boys   College: MIT/Stanford

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Today my scholar was successful with….	Today my scholar struggled with understanding…

Model:

Input Activity:

Dividing Decimals

Problem 1

904 ÷ 32

30
• 60
90
120
150
180
210
• 240
270

$$
\begin{array}{r}
0\,2\,8\,.\,2\,5 \\
32\,\overline{\smash{\big)}\,904.00} \\
-64\!\downarrow \\
\hline
264 \\
-256\!\downarrow \\
\hline
80 \\
64\!\downarrow \\
\hline
160 \\
-160 \\
\hline
0
\end{array}
$$

32
x 2
64

32
x 8
256

32
x 3
96

32
x 5
160

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 19 video.

Problem 2

$$456 \div 16$$

Problem 3

$$48.36 \div 39$$

Problem Set:

$62.79 \div 23$	$12.21 \div 11$
$6.89 \div 13$	$249.6 \div 52$

Application Problem:

Mrs. Hamilton bought a bag of 3 dozen toy animals as party favors for her son's birthday party. The bag of toy animals cost $50.04. What is the price of each toy animal?

Name:_____   Date: 4/29/20

BCCS-Boys   College: MIT/Stanford

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Adding/Subtracting/Multiplying/Dividing Key Terms:

Addition
join
altogether
sum
plus
add
combined
both
in all
total
increase

Subtraction
take away
decrease   minus
less
take   left
fewer   subtract
how many more
difference

Multiplication
twice   times
groups of
per
double
each
equal groups
multiply
altogether

Division
divide   each
between
cut up
share   half
how many in each
divided by

CUBES Review:

C Circle the Key Numbers   12345 678910

U Underline the question   ????? ?? ????? ??

B Box any Math "action" words   ÷ − + x

E Evaluate (What steps should I take?)

S Solve and Check ✔
- Does my answer make sense?
- How can I double check?

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 20 video.

Multiplication Table

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Model:

÷2

Input Activity:

Problem 1

Ava is saving for a new computer that costs $1,218 She has already saved half of the money. Ava earns $14.00 per hour. How many hours must Ava work to save the rest of the money?

```
  0 6 0 9              10       0 4 3.5         '14
2 ) 1 2 1 8            20     14 ) 6̶0̶9.0        x 4
   -1 2↓               30         5 6↓          ‾‾‾‾
   ‾‾‾                 40         ‾‾‾            5 6
    0 1↓               50          4 9
   - 0↓                60         -4 2 ↓        '14
   ‾‾‾‾                70         ‾‾‾            x 3
     1 8               80           7 0         ‾‾‾‾
    -1 8               90          -7 0         4 2
    ‾‾‾                100         ‾‾‾
      0                              0          4 4
                                               x 5
Answer: 43.5 hours                             ‾‾‾‾
                                               7 0
```

Answer: **43.5** hours

Problem 2

Michael has a collection of 1,404 sports cards. He hopes to sell the collection in packs of 36 cards and make $633.75 when all the packs are sold. If each pack is priced the same, how much should Michael charge per pack?

Answer: $_____

Problem 3

Kenny is ordering uniforms the tennis club. He is ordering shirts for 20 players at a total cost of $658. Additionally, he is ordering visors for each player at a total cost of $368. How much will each player pay for the shirt and visor?

Answer: $_____

Problem 4

Adam has 16.45 kg of flour, and he uses 6.4 kg to make hot cross buns. The remaining flour is exactly enough to make 15 batches of scones. How much flour, in kg, will be in each batch of scones?

Answer: _____kg

Problem Set:

Olivia is making granola bars. She will use 17.9 ounces of pistachios, 12.6 ounces of almonds, 12.5 ounces of walnuts, and 12.5 ounces of cashews. This amount makes 25 bars. How many ounces of nuts are in each granola bar?

Answer: _____ounces

Application Problem:

In a science class, students water a plant with the same amount of water each day for 28 consecutive days. If the students use a total of 23.8 liters of water over the 28 days, how many liters of water did they use each day? How many milliliters did they use each day?

Answer: _____liters

Name:_____   Date: 4/30/20

BCCS-Boys   College: MIT/Stanford

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Key Terms:

Fraction – part of a whole

Numerator – the part (top number)

Denominator – the whole (bottom number)

Equivalent Fractions – fractions that are equal but look different

----

Creating equivalent fractions with multiplication.

Model:

Problem 1

Steps	Example
1. Pick any number (you cannot choose 0 or 1).	$\dfrac{2}{3} = \dfrac{\times 2}{\times 2} = \dfrac{4}{6}$
2. Multiply the numerator and denominator by that number.	$\dfrac{2}{3} \dfrac{\times 5}{\times 5} = \dfrac{10}{15}$

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 21 video.

$\dfrac{2}{3} \dfrac{\times 10}{\times 10} = \dfrac{20}{30}$

Problem 2

$$\frac{4}{5} =$$

Problem 3

$$\frac{2}{7} =$$

Finding the missing numerator or denominator by multiply the numerator and denominator by the same number.

Problem 4

$$\frac{6 \; \times 2}{7 \; \times 2} = \frac{12}{14}$$

Problem 5

$$\frac{2}{9} = \frac{8}{}$$

Problem 6

$$\frac{3}{5} = \frac{}{15}$$

Problem 7

$$\frac{4}{12} = \frac{}{48}$$

Problem Set:

Create an equivalent fraction for the following fractions.

1. $\dfrac{4}{9} =$ **2.** $\dfrac{3}{10} =$ **3.** $\dfrac{7}{4} =$

Find the missing numerator or denominator to create equivalent fractions.

4. $\dfrac{2}{3} = \dfrac{6}{9}$ **5.** $\dfrac{1}{7} = \dfrac{4}{5}$ **6.** $\dfrac{9}{10} = \dfrac{2}{20}$

Application Problem:

The table shows the height increases, in inches, of some girls in Gina's class from last month to this month.

HEIGHT INCREASES IN 1 MONTH

Name	Height Increase (inches)
Gina	$\dfrac{3}{8}$
Maxine	$\dfrac{2}{3}$
Shari	$\dfrac{2}{4}$
Vanessa	$\dfrac{3}{12}$

What girl had a height increase that was equivalent to $\dfrac{1}{2}$ inch?

Name:_____   Date: 5/1/20

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Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Key Terms:

Mixed Number – a whole number and a fraction together

Ex: $4\frac{2}{5}$

Improper Fraction - a fraction where the numerator is larger than the denominator

Ex: $\frac{9}{4}$

Model:

Input Activity:

Problem 1

Changing Mixed Numbers to Improper Fractions:

Steps:	**Ex:**
1. **M**ultiply the denominator by the whole number. 2. **A**dd your product to the numerator. (This is the new numerator). 3. Move the old **D**enominator over.	$15 \quad 3\frac{4}{5} = \frac{19}{5}$ X

M-A-D: **M**ultiply - **A**dd - **D**enominator

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 22 video.

Problem 2

$$4\frac{6}{10} =$$

Problem 3

$$2\frac{3}{8} =$$

Model:

Problem 4

Changing Improper Fractions to Mixed Numbers:

Steps:	Ex:
1. Divide the numerator by the denominator.	$$\frac{49}{5}$$
2. The whole number in the quotient is the whole number in the mixed number.	$9\frac{4}{5}$
3. The remainder in the quotient is the numerator in the fraction.	$5\overline{)49}$
4. The denominator stays the same.	-45
	4

Problem 5

$$\frac{14}{4} =$$

Problem 6

$$\frac{34}{6} =$$

Problem Set:

Change the mixed numbers to improper fractions.

$$3\frac{4}{9} = \qquad 2\frac{3}{5} = \qquad 1\frac{7}{9} =$$
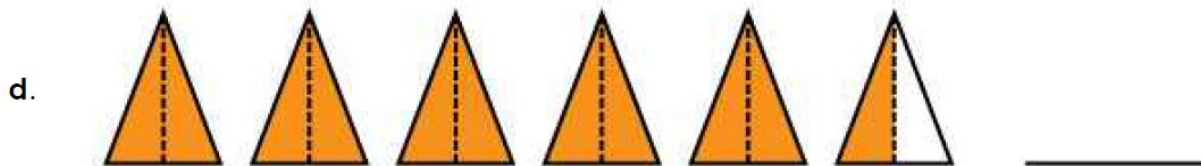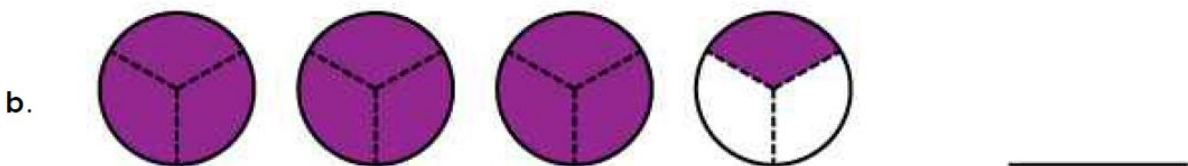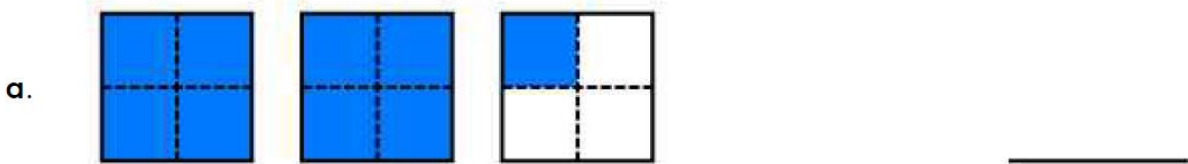
Change the improper fractions to mixed numbers.

$$\frac{32}{3} \qquad\qquad \frac{51}{7} \qquad\qquad \frac{29}{5}$$

Application Problem:

Write a mixed number to show what part of each illustration is shaded.

a.

_____

b.

_____

c.

_____

d.

_____

Change each of the above mixed numbers to improper fractions.

a. _____   c. _____

b. _____   d. _____

5th Grade Math Scope and Sequence – Week 6

Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment
5.4.20	5.NBT.1	RL Lesson 23	Google Classroom-Problem of the Day Khan Academy Prodigy
5.5.20	5.NBT.1	RL Lesson 24	Google Classroom-Problem of the Day Khan Academy Prodigy
5.6.20	5.NBT.1	RL Lesson 25	Google Classroom-Problem of the Day Khan Academy Prodigy
5.7.20	5.NBT.1	RL Lesson 26	Google Classroom-Problem of the Day Khan Academy Prodigy
5.8.20	5.NBT.1	RL Lesson 27	Google Classroom-Problem of the Day Khan Academy Prodigy

Name:_____   Date: 5/4/20

BCCS-Boys   College: MIT/Stanford

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Parent Signature: _____
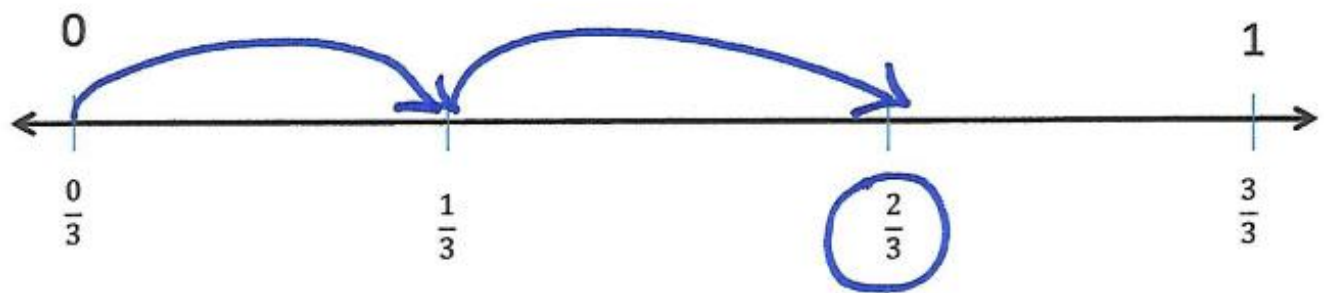(Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Model:

Input Activity:

Problem 1:

1 third + 1 third = $\frac{2}{3}$

Draw a number line and split it into thirds.

| 0 | | | 1 |
| $\frac{0}{3}$ | $\frac{1}{3}$ | $\frac{2}{3}$ | $\frac{3}{3}$ |

On the number line, show how to add each $\frac{1}{3}$ with arrows designating lengths.

Express this as an addition sentence and a multiplication equation and solve.

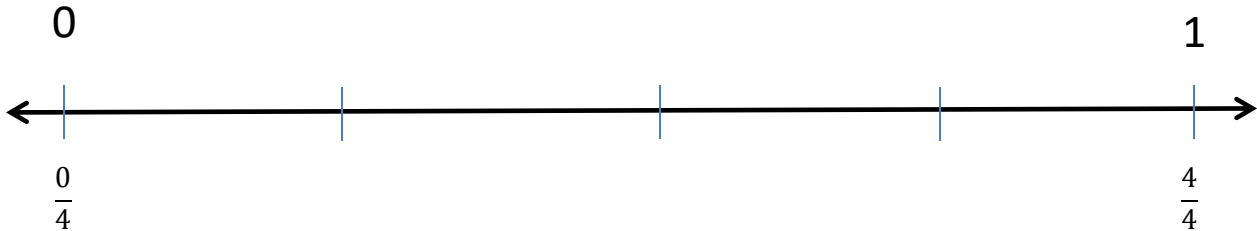Addition Sentence $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

Multiplication Equation $2 \times \frac{1}{3} = \frac{2}{3}$

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 23 video.

Problem 2:

1 fourth + 1 fourth + 1 fourth = _____

Draw a number line and split it into fourths.

0   1

$\frac{0}{4}$ $\frac{4}{4}$

On the number line, show how to add each $\frac{1}{4}$ with arrows designating lengths.

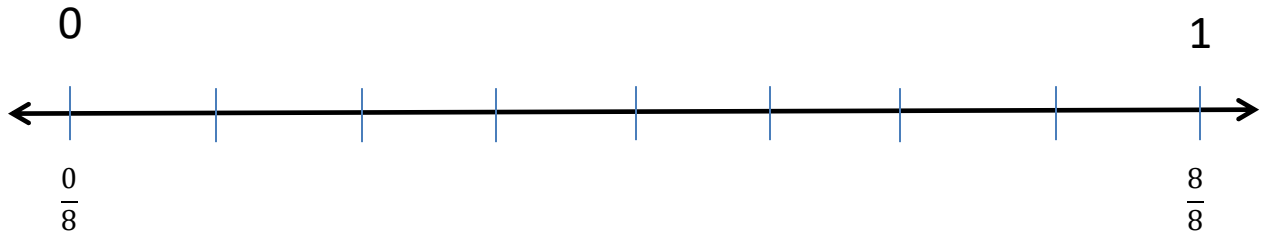**Express this as an addition sentence and a multiplication equation and solve.**

Addition Sentence _____

Multiplication Equation_____

Problem 3

3 eighths + 3 eighths + 1 eighth = _____

Draw a number line and split it into eighths.

0   1

$\frac{0}{8}$ $\frac{8}{8}$

On the number line, show how to add each $\frac{3}{8}$ and $\frac{1}{8}$ with arrows designating lengths.

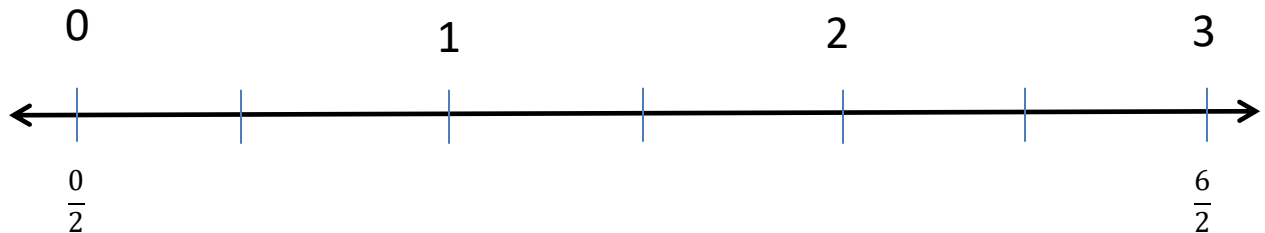**Express this as an addition sentence and a multiplication equation and solve.**

Addition Sentence _____

Multiplication Equation_____

Problem 4

$$\frac{2}{2} + \frac{2}{2} + \frac{2}{2} = \underline{\hspace{3cm}}$$

Draw a number line and split it into halves. Label it from 0 halves to 6 halves.

0   **1**   **2**   **3**

$\frac{0}{2}$ $\frac{6}{2}$

On the number line, show how to add each $\frac{2}{2}$ with arrows designating lengths.

Express this as a different equation and solve.

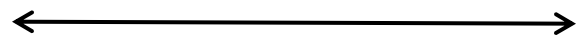**Equation**_____

Change your improper fraction to a mixed number.

Problem Set:

Show each expression on a number line. Solve
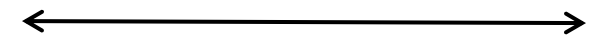
2. $\frac{2}{5} + \frac{1}{5}$

2. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

3. $\frac{3}{10} + \frac{3}{10} + \frac{3}{10}$

4. $2 \, x \frac{3}{4} + \frac{1}{4}$

Application Problem:

Marisela cut four equivalent lengths of ribbon. Each was 5 eighths of a yard long. How many yards of ribbon did she cut? Draw a number line to represent the problem.

Name:_____ Date: 5/5/20

BCCS-Boys   College: MIT/Stanford

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Divisibility Rules

Rules for:

2: goes into any number that ends in 2, 4, 6, 8, 0

Ex: 75<u>8</u> is divisible by 2

5: goes into any number that ends in 5 or 0

Ex: 43<u>**0**</u> is divisible by 5

10: goes into any number that ends in 0

Ex: 2,37<u>**0**</u> is divisible by 10

3: goes into any number that has the sum of the digits divisible by 3

Ex: 564 is divisible by 3

5 + 6 + 4 = 15 and 15 is divisible by 3

9: goes into any number that has the sum of the digits divisible by 9

Ex: 3,618 is divisible by 9

3 + 6 + 1 + 8 = 18 and 18 is divisible by 9

Model

Problem 1

672   ② ✗ ✗̶10̶ ③ ✗̶9̶

6 + 7 + 2

15

===
For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 24 video.
===

Problem 2

5,430   **2   5   10   3   9**

Problem 3

1,265   **2   5   10   3   9**

Problem 4

4,582   **2   5   10   3   9**

Problem 5

12,910   **2   5   10   3   9**

Problem 6

21,451   **2   5   10   3   9**

Problem Set

Test the divisibility for the following numbers:

4,893   2   5   10   3   9

17,370   2   5   10   3   9

10,951   2   5   10   3   9

27,313   2   5   10   3   9

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Key Terms:

Reduce - finding an equivalent fraction by dividing (making the fraction look smaller)

Other words that mean the same as reduce:

- **Simplify**
- **Lowest Terms**
- **Simplest Form**

factor - the numbers that we multiply

common factor – when 2 or more numbers share the same number

Greatest Common Factor (GCF) - the biggest common factor that 2 or more numbers share

----

Finding the GCF of numbers:

Model:

10: ①, ②, 5, 10

14: ①, ②, 7, 14

CF: 1, 2

GCF: 2

1. List the factors of each number.

2. Circle the common factors.

3. The largest common factor is called the GCF.

Input Activity

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 25 video.

Problem 1:

Find the GCF of 12 and 15.

12: _____, _____, _____, _____, _____, _____

15: _____, _____, _____, _____

Common Factors _____   GCF_____

Problem 2

Find the GCF of 16 and 18.

16: _____, _____, _____, _____, _____

18: _____, _____, _____, _____, _____, _____

Common Factors _____   GCF_____

Problem 3

Reduce fractions using GCF:

Model:

$$\frac{10}{15}$$

10: $\boxed{1}$, 2 , $\boxed{5}$, 10

15: $\boxed{1}$, 3 , $\boxed{5}$, 15

CF: 1, 5   GCF: 5

Now divide the fraction by your GCF.

$$\frac{10}{15} \div \frac{5}{5} \quad \boxed{\frac{2}{3}}$$

4. List the factors of each number.

5. Circle the common factors.

6. The largest common factor is called the GCF.

7. Take the GCF and divide the numerator and denominator by it.

8. This is your equivalent fraction in lowest terms (simplest form).

Problem 4

Reduce fractions using GCF:

$\dfrac{22}{40}$

22: _____, _____, _____, _____

40:_____, _____, _____, _____, _____, _____, _____, _____

CF:_____   GCF:_____

Now divide the fraction by your GCF.

$\dfrac{22}{40}$

Problem 5

Reduce fractions using GCF:

$\dfrac{36}{12}$

36: _____, _____, _____, _____, _____, _____, _____, _____, _____

12:_____, _____, _____, _____, _____, _____

CF:_____   GCF:_____

Now divide the fraction by your GCF.

$\dfrac{36}{12}$

Problem Set:

Reduce the fraction by finding the GCF first.

$$\frac{18}{28}$$

18: _____, _____, _____, _____, _____, _____

28:_____, _____, _____, _____, _____, _____

CF:_____   GCF:_____

Now divide the fraction by your

GCF.

$$\frac{18}{28}$$

_____

Application Problem:

Tony needs to ship 12 comedy DVDs, and 30 musical DVDs. He can pack only one type of DVD in each box and he must pack the same number of DVDs in each box. What is the greatest number of DVDs Tony can pack in each box?

Answer: _____DVDs

Name:_____ Date: 5/7/20

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Key Terms:

Multiple - a number made by multiplying two whole numbers together

Common Multiple - when 2 or more numbers share the same multiple

Least Common Multiple (LCM) - the smallest common multiple that 2 or more numbers share

----

Problem 1

Finding the LCM of numbers:

Model:

10: 10, 20, 30, 40, 50

20: 20, 40, 60, 80, 100

CM: _20, 40_

LCM: _20_

For additional support with this skill, please visit my You Tube channel, Mrs. Clute's Math Corner (search Annalisa Clute) and watch the Remote Learning Lesson 26 video.

9. List the first 5 multiples of each number.

10. If they have anything in common after 5 numbers, stop. If they don't have anything in common yet, you must keep your lists going.

11. Circle the common multiple in both numbers. The lowest common multiple is called the LCM.

Input Activity:

Problem 2

Find the LCM of 8 and 16.

8: _____, _____, _____, _____, _____

16: _____, _____, _____, _____, _____

Common Multiples _____ LCM_____

Problem 3

Find the LCM of 12 and 10.

12: _____, _____, _____, _____, _____

10: _____, _____, _____, _____, _____

Common Multiples _____ LCM_____

Problem 4

Model:

Adding Fractions with unlike denominators using LCM:

20: (20) , _____ , _____ , _____ , _____

5: __5__ , __10__ , __15__ , (20) , __25__

LCM: __20__

$$\frac{15}{20} \times 1 \quad \frac{15}{20}$$

$$\frac{4}{5} \times 4 \quad \frac{16}{20}$$

$$\frac{31}{20}$$

$$20\overline{)31} \quad \frac{0 \quad 1 \quad \frac{11}{20}}{31}$$
$$\frac{-20}{11}$$

1. List the multiples of each denominator.

2. Circle the common multiples.

3. The LCM is now going to be your least common multiple)

4. Create equivalent fractions with your new denominator and old numerator.

5. Now you have 2 fractions with the same denominator.

6. Add

7. Simplify whenever necessary.

Problem 5

Adding Fractions with unlike denominators using LCM

$$\frac{2}{4} + \frac{1}{6}$$

4: _____ , _____ , _____ , _____ , _____

6: _____ , _____ , _____ , _____ , _____

LCM: _____

Problem Set:

Adding Fractions with unlike denominators using LCM

$$\frac{1}{2} + \frac{5}{8}$$

2: _____, _____, _____, _____, _____

8: _____, _____, _____, _____, _____

LCM: _____

Now change each fraction to its equivalent fraction and add.

Application Problem:

Cups are sold 5 to a package and plates are sold 10 to a package. If you want to have the same number of each item for a party, what is the least number of packages of each you need to buy?

Answer: _____ packages

Name:_____   Date: 5/8/20

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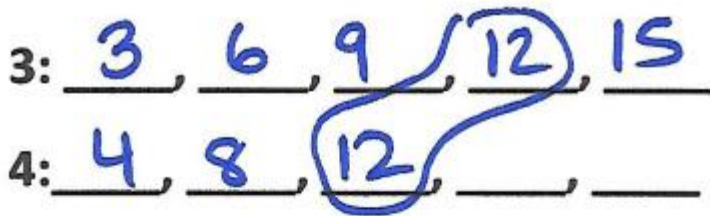(Parent signature is proof that parent reviewed work with scholar)

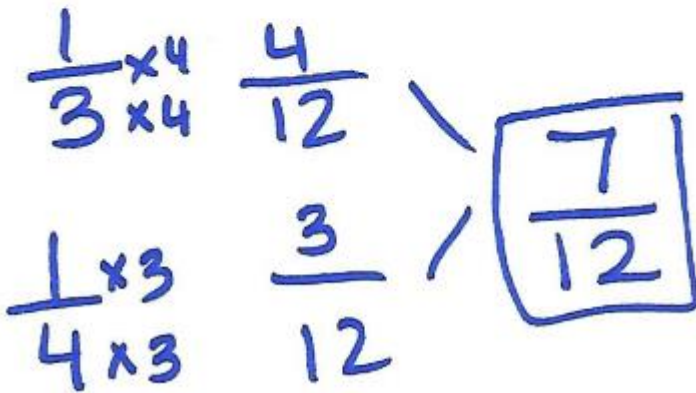| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
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Input Activity:

Problem 1

Adding Fractions with unlike denominators using LCM:

Model:

3: $\underline{3}$, $\underline{6}$, $\underline{9}$, $\underline{(12)}$, $\underline{15}$

4: $\underline{4}$, $\underline{8}$, $\underline{(12)}$, $\underline{\quad}$, $\underline{\quad}$

LCM: $\underline{12}$

$$\frac{1}{3}\times\frac{4}{4} \quad \frac{4}{12}$$

$$\frac{1}{4}\times\frac{3}{3} \quad \frac{3}{12}$$

$$\boxed{\frac{7}{12}}$$

1. List the multiples of each denominator.

2. Circle the common multiples.

3. The LCM is now going to be your least common multiple)

4. Create equivalent fractions with your new denominator and old numerator.

5. Now you have 2 fractions with the same denominator.

6. Add

7. Simplify whenever necessary.

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Problem 2

Adding Fractions with unlike denominators using LCM

$$\frac{1}{2} + \frac{3}{4}$$

2: _____, _____, _____, _____, _____

4:_____, _____, _____, _____, _____

LCM:_____

Problem 3

Adding Fractions with unlike denominators using LCM

$$\frac{2}{3} + \frac{3}{5}$$

3: _____, _____, _____, _____, _____

5:_____, _____, _____, _____, _____

LCM:_____

Problem Set:

Adding Fractions with unlike denominators using LCM

$\frac{2}{3} + \frac{1}{2}$

3: _____, _____, _____, _____, _____

2: _____, _____, _____, _____, _____

LCM: _____

Now change each fraction to its equivalent fraction and add.

_____

Application Problem:

Penny used $\frac{2}{5}$ lb of flour to bake a vanilla cake. She used another $\frac{3}{4}$ lb of flour to bake a chocolate cake. How much flour did she use altogether?

Answer: _____ lb.