



Name _____

5th Grade Math Remote Learning Packet

Weeks 7-9

May 11th – May 29th



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 7

Date	Standards <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	Description of Packet Assignment (30 minutes of work)	Online Assignment
5.11.2020	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.	RL Lesson 28- Scholars will subtract fractions with unlike denominators.	Mrs. Clute's Math Corner https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA Google Classroom – Problem of the Day Khan Academy – https://youtu.be/SMshimc16LM https://youtu.be/2DPivVFCdqA Prodigy – https://www.prodigygame.com/dashboard
5.12.2020	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.	RL Lesson 29 - Scholars will add and subtract whole and mixed numbers using LCM.	Mrs. Clute's Math Corner https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA Google Classroom – Problem of the Day Khan Academy – https://youtu.be/8Eb5MWwcMMY https://youtu.be/2DPivVFCdqA Prodigy – https://www.prodigygame.com/dashboard
5.13.2020	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.	RL Lesson 30 - Scholars will add and subtract mixed numbers.	Mrs. Clute's Math Corner https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA Google Classroom – Problem of the Day Khan Academy – https://youtu.be/8Eb5MWwcMMY https://youtu.be/2DPivVFCdqA Prodigy – https://www.prodigygame.com/dashboard
5.14.2020	5.NF.2 - Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	RL Lesson 31 - Scholars will solve multi-step fractional word problems.	Mrs. Clute's Math Corner https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA Google Classroom – Problem of the Day Khan Academy – https://youtu.be/PKh5B9xyzSc https://youtu.be/5fK8HEYNRuQ Prodigy – https://www.prodigygame.com/dashboard
5.15.2020	4.NF.2 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	RL Lesson 32 – Scholars will compare fractions with unlike denominators.	Mrs. Clute's Math Corner https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA Google Classroom – Problem of the Day Khan Academy – https://youtu.be/OgTpVth-aUk https://youtu.be/zRjLZROI7wc Prodigy – https://www.prodigygame.com/dashboard

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


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BCCS-Boys

College: MIT/Stanford

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

Problem 1

Model: **Subtracting fractions with unlike denominators using LCM:**

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

2: 2, 4, 6, 8, 10
 3: 3, 6, _____, _____

LCM: 6

$$\begin{array}{l} \frac{1 \times 3}{2 \times 3} = \frac{3}{6} \\ \frac{1 \times 2}{3 \times 2} = \frac{2}{6} \end{array} \quad \left[\frac{1}{6} \right]$$

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. Subtract.
7. Simplify whenever necessary.

Problem 2

Subtracting Fractions with unlike denominators using LCM

$$\frac{4}{5} - \frac{2}{3}$$

5: _____, _____, _____, _____, _____

3: _____, _____, _____, _____, _____

LCM: _____

Answer: _____

Problem 3

Subtracting Fractions with unlike denominators using LCM

$$\frac{1}{7} - \frac{1}{14}$$

7: _____, _____, _____, _____, _____

14: _____, _____, _____, _____, _____

LCM: _____

Answer: _____

Problem 4

Subtracting Fractions with unlike denominators using LCM

$$\frac{2}{3} - \frac{2}{4}$$

3: _____, _____, _____, _____, _____

4: _____, _____, _____, _____, _____

LCM: _____

Answer: _____

Problem 5

Subtracting Fractions with unlike denominators using LCM

$$\frac{2}{3} - \frac{1}{6}$$

3: _____, _____, _____, _____, _____

6: _____, _____, _____, _____, _____

LCM: _____

Answer: _____

Problem Set:

Subtracting Fractions with unlike denominators using LCM

$$\frac{1}{2} - \frac{2}{8}$$

2: _____, _____, _____, _____, _____

8: _____, _____, _____, _____, _____

LCM: _____

Answer: _____

$$\frac{5}{6} - \frac{1}{4}$$

6: _____, _____, _____, _____, _____

4: _____, _____, _____, _____, _____

LCM: _____

Answer: _____

Application Problem:

A farmer uses $\frac{3}{4}$ of his field to plant corn, $\frac{1}{6}$ of his field to plant beans, and the rest to plant wheat. What fraction of his field is used for wheat?

Answer: _____


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Problem 1

Model: **Subtracting fractions with unlike denominators using LCM:**

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

2: 2, 4, 6, 8, 10

3: 3, 6, , ,

LCM: 6

$$\begin{array}{l} \frac{1}{3} \times \frac{2}{2} = \frac{2}{6} \\ \frac{1}{2} \times \frac{3}{3} = \frac{3}{6} \end{array} \quad \frac{8}{6} - \frac{3}{6} = \frac{5}{6}$$

1. Change the mixed number to an improper fraction.
2. List the multiples of each denominator.
3. Circle the common multiples.
4. The LCM is now going to be your least common multiple)
5. Create equivalent fractions with your new denominator and old numerator.
6. Now you have 2 fractions with the same denominator.
7. Subtract.
8. Simplify whenever necessary.

Problem 2**Subtracting Fractions with unlike denominators**

$$1 - \frac{1}{3}$$

Problem 3**Subtracting Fractions with unlike denominators**

$$1 - \frac{2}{7}$$

Problem 4

Subtracting Fractions with unlike denominators using LCM

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

2: _____, _____, _____, _____, _____

3: _____, _____, _____, _____, _____

LCM: _____

Answer: _____

Problem 5

Subtracting Fractions with unlike denominators using LCM

$$1 \frac{3}{4} - \frac{4}{5}$$

4: _____, _____, _____, _____, _____

5: _____, _____, _____, _____, _____

LCM: _____

Answer: _____

Problem Set:

**Subtracting Fractions with unlike denominators using
LCM**

$$1\frac{3}{8} - \frac{1}{2}$$

8: _____, _____, _____, _____, _____

2: _____, _____, _____, _____, _____

LCM: _____

Answer: _____

$$1\frac{2}{5} - \frac{1}{2}$$

5: _____, _____, _____, _____, _____

2: _____, _____, _____, _____, _____

LCM: _____

Answer: _____

Application Problem:

The Napoli family had two bags of dry cat food. The yellow bag had $3\frac{5}{6}$ kg of cat food. The red bag had $\frac{3}{4}$ kg. How much more cat food did the yellow bag have than the red bag?

Answer: _____ kg


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Problem 1

Adding fractions with whole numbers

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

Add whole numbers
 $2\frac{3}{4}$
Move the decimal down

1. Change the mixed number to an improper fraction and whole number to a fraction over itself.
2. Find LCM if fractions have different denominators.
3. Add wholes first, then fractions next.
4. Simplify whenever necessary.

Subtracting fractions with mixed numbers

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

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

1. If you have a whole number greater than 1, take one whole and change that to a fraction over itself with the whole number next to it.
2. Change the mixed number to an improper fraction.
3. Subtract the numerators and write your answer over the original denominator.
4. Simplify whenever necessary.

Problem 2

Adding mixed numbers with whole numbers

$$2\frac{3}{10} + 3$$

Problem 3

Subtracting fractions with mixed numbers.

$$2 - 1\frac{3}{8}$$

Problem 4**Adding mixed numbers**

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

Problem 5**Subtracting fractions with mixed numbers**

$$7 - 5\frac{2}{3}$$

Problem Set:**Subtract**

$$3 - 1\frac{1}{5}$$

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

$$\frac{5}{6} + 1\frac{1}{4}$$

$$4 - 1\frac{3}{8}$$

Application Problem:

The total length of two ribbons is 10 meters. If one ribbon is $7\frac{5}{8}$ meters long, what is the length of the other ribbon?

Answer: _____ kg


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Adding/Subtracting/Multiplying/Dividing Key Terms:


Addition

join altogether
sum
plus **+** add
combined
in all both
total
increase




Subtraction

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




Multiplication

twice times
groups of per
double **x** 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
1 2 3 4 5
6 7 8 9 10

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?

Problem 1

Ex:

Auggie weeded $\frac{1}{5}$ of the garden, and Summer weeded some, too. When they were finished, $\frac{2}{3}$ of the garden still needed to be weeded. What fraction of the garden did Summer weed?

Add
What you
Know...

$$\begin{array}{r} \frac{1 \times 3}{5 \times 3} = \frac{3}{15} \\ \frac{2 \times 5}{3 \times 5} = \frac{10}{15} \\ \hline \frac{13}{15} \end{array}$$

Subtract
from
the whole ...

$$\begin{array}{r} \frac{15}{15} \\ - \frac{13}{15} \\ \hline \frac{2}{15} \end{array}$$

Answer: $\frac{2}{15}$ of the garden

Problem 2

Kayla spent $\frac{1}{3}$ of her money on a pack of pens, $\frac{1}{2}$ of her money on a pack of markers, and $\frac{1}{8}$ of her money on a pack of pencils. What fraction of her money is left?

Answer: _____ of her money is left

Problem 3

Shelby bought a 2-ounce tube of blue paint. She used $\frac{2}{3}$ ounce to paint the water, $\frac{3}{5}$ ounce to paint the sky, and some to paint a flag. After that, she had $\frac{2}{15}$ ounce left. How much paint did Shelby use to paint her flag?

Answer: _____

Problem 4

Jim sold $\frac{3}{4}$ gallon of lemonade. David sold some lemonade, too. Together, they sold $1\frac{5}{12}$ gallons. Who sold more lemonade, Jim or David? How much more?

Answer: _____ sold more. He sold _____ gallons more.

Problem Set

Mr. Parson mowed $\frac{2}{7}$ of his lawn. His son mowed $\frac{1}{4}$ of it. Who mowed the most? How much of the lawn still needs to be mowed?

_____ mowed the most. There is _____ of the lawn that still needs to be mowed.

Application Problem

Sam had $1\frac{1}{2}$ m of rope. He cut off $\frac{5}{8}$ m and used it for a project and $\frac{1}{4}$ m of the rope for a swing. How much rope does Sam have left?

Answer: _____ meters


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Problem 1**Comparing Fractions with unlike denominators**

$$\frac{4}{12} < \frac{9}{12}$$

$$\frac{1}{3} < \frac{3}{4}$$

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

$$\frac{3 \times 3}{4 \times 3} = \frac{9}{12}$$

Problem 2

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

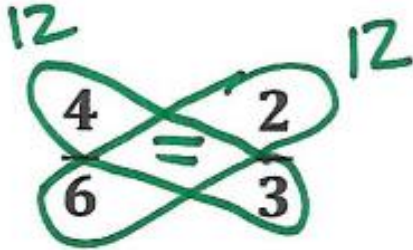
Problem 3

$$\frac{4}{5} \quad \frac{1}{2}$$

Problem 4

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

1. Find the common denominator of each fraction.
2. Create equivalent fractions with your new denominator and old numerator.
3. Now you have 2 fractions with the same denominator.
4. Compare. The larger fraction will have a higher numerator.

Problem 5**Butterfly Method**

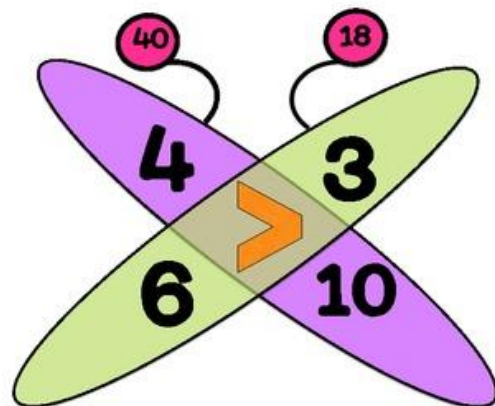
1. Circle the left numerator with the right denominator.
2. Multiply. Put your answer above the left numerator. This is number that represents the left fraction.
3. Circle the right numerator with the left denominator.
4. Multiply. Put your answer above the right numerator. This is number that represents the right fraction.
5. Compare. Use $<$, $>$, or $=$

Problem 6

$$\frac{4}{6} \quad \frac{7}{8}$$

Problem 7

$$\frac{5}{9} \quad \frac{1}{2}$$



Problem Set: 

$$\frac{2}{8} \quad \frac{16}{10}$$

$$\frac{4}{7} \quad \frac{2}{5}$$

$$\frac{8}{9} \quad \frac{30}{10}$$

$$\frac{11}{12} \quad \frac{8}{9}$$

$$\frac{9}{21} \quad \frac{10}{16}$$

$$\frac{7}{14} \quad \frac{2}{4}$$

Application Problem: 

Joe made a table to show the time it took him to walk to school on different days of the week.

Day	Time (Hours)
Monday	$\frac{3}{10}$
Tuesday	$\frac{4}{6}$
Wednesday	$\frac{8}{12}$
Thursday	$\frac{1}{3}$

Which days did Joe walk to school less than $\frac{1}{2}$ hour?

Answer: _____

5th Grade Math Scope and Sequence – Week 8

Date	Standards <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	Description of Packet Assignment (30 minutes of work)	Online Assignment
5.18.2020	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.	RL Lesson 33- Scholars will create and interpret line plots.	<u>Mrs. Clute's Math Corner</u> https://www.youtube.com/channel/UCHB7OsuP66FkQN5gUPPmyLA <u>Google Classroom</u> – Problem of the Day <u>Khan Academy</u> – https://youtu.be/DtWovvMnPrk <u>Prodigy</u> – https://www.prodigygame.com/dashboard
5.19.2020	5.NF.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.	RL Lesson 34 - Scholars will use tape diagrams to model fractions as division.	<u>Mrs. Clute's Math Corner</u> https://www.youtube.com/channel/UCHB7OsuP66FkQN5gUPPmyLA <u>Google Classroom</u> – Problem of the Day <u>Khan Academy</u> – https://youtu.be/c-_yrA-GUow https://youtu.be/Mcm0Q3wGhMo <u>Prodigy</u> – https://www.prodigygame.com/dashboard
5.20.2020	5.NF.4 - Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	RL Lesson 35 - Scholars will multiply fractions by whole numbers.	<u>Mrs. Clute's Math Corner</u> https://www.youtube.com/channel/UCHB7OsuP66FkQN5gUPPmyLA <u>Google Classroom</u> – Problem of the Day <u>Khan Academy</u> – https://youtu.be/4PlkCiEXBQI https://youtu.be/HiNrFT280_Y <u>Prodigy</u> – https://www.prodigygame.com/dashboard
5.21.2020	5.NF.6 - Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	RL Lesson 36 - Scholars will solve multiplying fractions word problems.	<u>Mrs. Clute's Math Corner</u> https://www.youtube.com/channel/UCHB7OsuP66FkQN5gUPPmyLA <u>Google Classroom</u> – Problem of the Day <u>Khan Academy</u> – https://youtu.be/YJglGwTysk0 https://youtu.be/tfjQVtOyoaQ <u>Prodigy</u> – https://www.prodigygame.com/dashboard
5.22.2020	5.NF.5b. 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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	RL Lesson 37– Scholars will fraction and decimal equivalence.	<u>Mrs. Clute's Math Corner</u> https://www.youtube.com/channel/UCHB7OsuP66FkQN5gUPPmyLA <u>Google Classroom</u> – Problem of the Day <u>Khan Academy</u> – https://youtu.be/DR2DYe7PI74 <u>Prodigy</u> – https://www.prodigygame.com/dashboard

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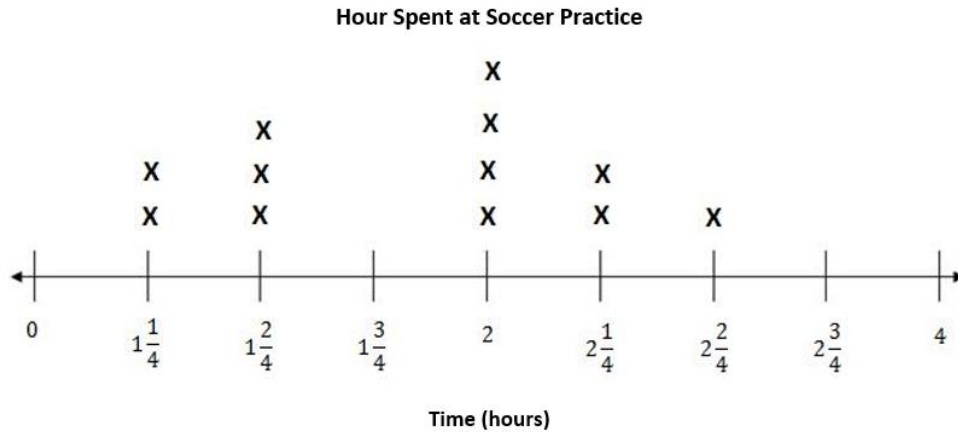
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Key Term:

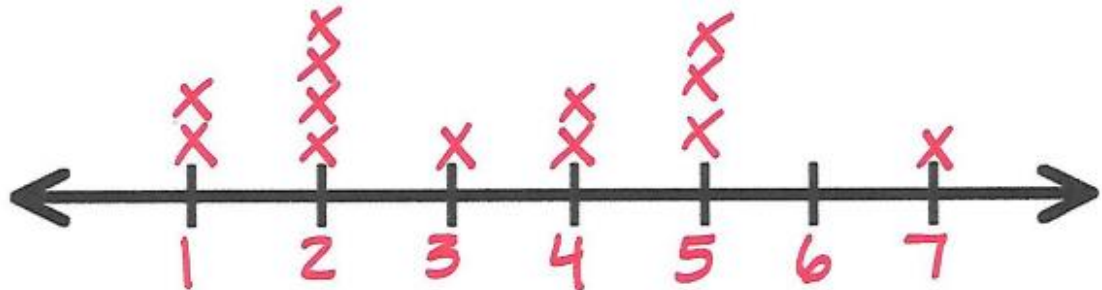
Line Plot – a graph that shows data on a number line with the symbol “x” to show frequency

Ex:



Problem 1

Creating Line Plots with Whole Numbers



- Label the line plot with whole numbers 1-7
- Draw an X over each number to represent each frequency
(~~5~~ ~~5~~ ~~3~~, ~~4~~ ~~1~~, ~~2~~, ~~2~~, ~~5~~, ~~4~~, ~~2~~, ~~2~~, ~~1~~).
- Answer the following questions:
 - Which number was represented the most? 2
 - Which number(s) were not represented at all? 6

Problem 2**Creating Line Plots to the Nearest $\frac{1}{2}$ inch**

Plot the following points on the line plot below:

$7\frac{1}{2}$	$6\frac{1}{2}$	7	6	7	$7\frac{1}{2}$	5	6	2	$1\frac{1}{2}$	7	$3\frac{1}{2}$
----------------	----------------	---	---	---	----------------	---	---	---	----------------	---	----------------



a. What is the size difference between the longest and shortest number? _____

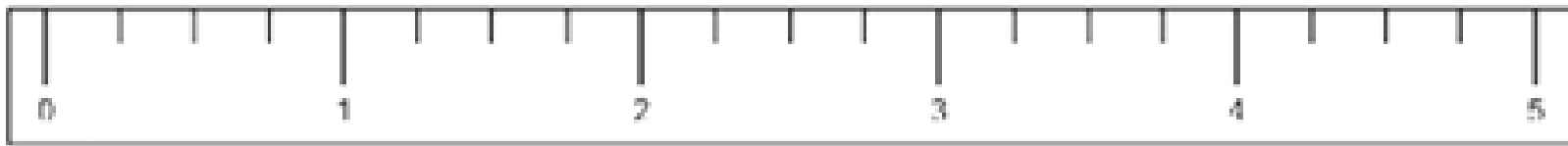
b. What was the most common fraction plotted? _____

c. How many measurements are less than 4in? _____

Problem 3**Creating Line Plots to the nearest $\frac{1}{4}$ inch**

Plot the following points on the line plot below:

$2\frac{1}{4}$	$\frac{1}{2}$	2	$3\frac{3}{4}$	$2\frac{1}{4}$	$4\frac{1}{2}$	$3\frac{3}{4}$	$2\frac{1}{4}$	5	$2\frac{1}{4}$
----------------	---------------	---	----------------	----------------	----------------	----------------	----------------	---	----------------

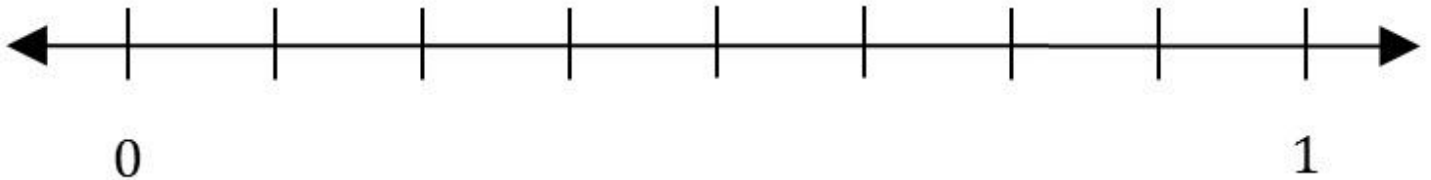


- a. What is the size difference between the longest and shortest number? _____
- b. What was the most common fraction plotted? _____
- c. How many measurements are less than $2\frac{1}{2}$ in? _____

Problem 4**Creating Line Plots to the Nearest $\frac{1}{8}$ inch**

Plot the following points on the line plot below:

$\frac{1}{8}$	$\frac{4}{8}$	$\frac{7}{8}$	1	$\frac{1}{8}$	$\frac{6}{8}$	$\frac{1}{8}$	$\frac{7}{8}$	$\frac{1}{8}$	$\frac{2}{8}$	$\frac{3}{8}$	1	$\frac{6}{8}$
---------------	---------------	---------------	---	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---	---------------

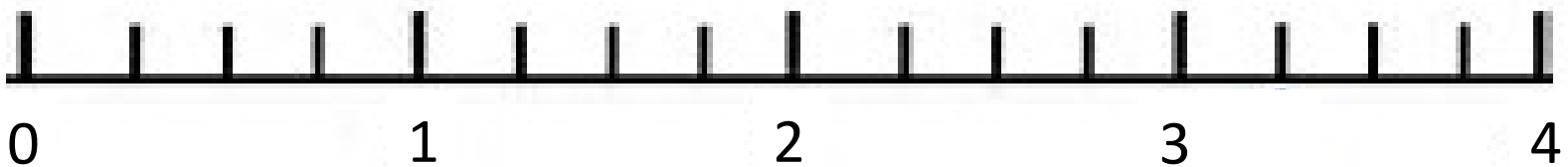


- What is the size difference between the longest and shortest number? _____
- What was the most common fraction plotted? _____
- How many measurements are less than $5\frac{1}{2}$ in? _____

Problem 5

Draw a line plot for the following data measured in inches:

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



- What is the size difference between the longest and shortest number? _____
- What was the most common fraction plotted? _____
- How many measurements are less than $3\frac{1}{2}$ in? _____

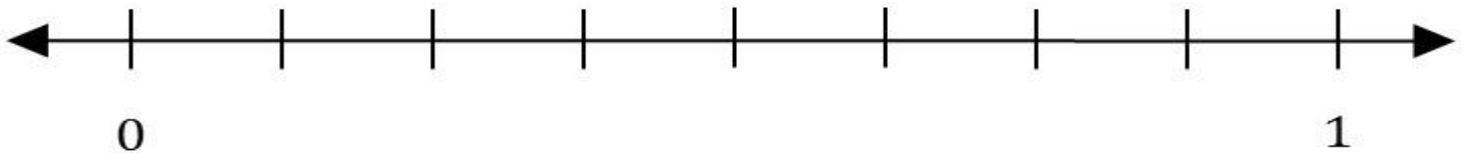
Problem Set:

The Early Bird Gets the Worm!

Bailey Bird wakes up early every morning to eat breakfast. His other bird friends do, too. Today for breakfast they caught 12 worms. Their measurements are in inches below.

$\frac{1}{2}$	$\frac{3}{8}$	$\frac{5}{8}$	$\frac{3}{4}$	$\frac{3}{8}$	$\frac{4}{8}$	$\frac{2}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{7}{8}$	$\frac{8}{8}$	$\frac{7}{8}$	$\frac{1}{8}$
---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------

Use the line plot below to graph the worms that the bird collected



Use the information in the line plot to answer the following questions.

1. What is the difference between the length of the longest worm and the shortest worm?

2. How many worms measure less than $\frac{1}{2}$ in? _____

Application Problem:



Arianna weighed different types of seeds as part of a science experiment. The weights of the seeds in ounces were:

$\frac{1}{8}$	$\frac{3}{4}$	$\frac{7}{8}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{5}{8}$	$\frac{7}{8}$	$\frac{6}{8}$	$\frac{1}{8}$	$\frac{1}{2}$
---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------



1. Plot the measurements on the above line plot.
2. What was the weight of the four heaviest seeds?

3. How much heavier are the heaviest seeds than the lightest seeds? _____

Name: _____

Date: 5/19/20

BCCS-Boys

College: MIT/Stanford

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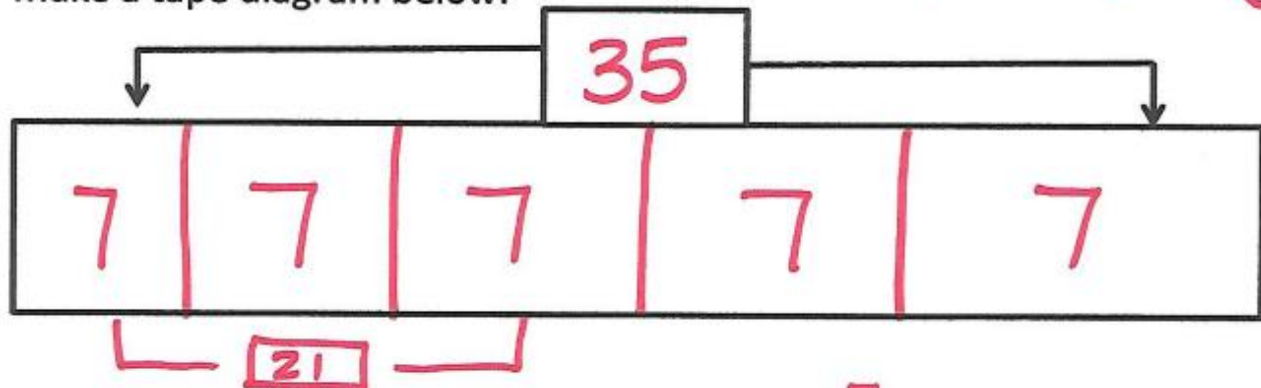
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Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
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Problem 1

how many boxes
 number of boxes
 $\frac{3}{5}$ of 35
 Whole (top of tape diagram)

Make a tape diagram below:



How many units should the whole be cut into? 5

Solve: $5 \overline{)35}^7$ $7 \times 3 = 21$

Answer 21

Problem 2

$\frac{1}{3}$ of 18

Problem 3

$\frac{3}{8} \times 24$

Problem 4

$\frac{4}{5} \times 25$

Problem 5

Alex buys 2 dozen roses. Of these roses, $\frac{3}{4}$ are red, and the rest are white. How many white roses did she buy?

Problem 6

$\frac{2}{3}$ of a number is 8. What is the number?

Problem 7

Tiffany spent $\frac{4}{7}$ of her money on a teddy bear. If the teddy bear cost \$24, how much money did she have at first?

Problem Set

Solve using a tape diagram.

$$\frac{3}{4} \text{ of } 24$$

$$\frac{2}{3} \text{ of a number is } 10. \text{ What's the number?}$$

Abbie spent $\frac{5}{8}$ of her money and saved the rest. If she spent \$45, how much money did she have at first?

Application Problem:

Mr. Peterson bought a case (24 boxes) of fruit juice. One-third of the drinks were grape, and two-thirds were cranberry. How many boxes of each flavor did Mr. Peterson buy? Show your work using a tape diagram or an array.

Answer: _____


Name: _____

Date: 5/20/20


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College: MIT/Stanford

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Problem 1

Sarah had $\frac{3}{5}$ pan of crispy rice treats. She sent $\frac{1}{3}$ of the treats to school.

What fraction of the whole pan did she send to school?

Change of to \times

$$\frac{3}{5} \text{ of } \frac{1}{3}$$

$$\frac{3}{5} \times \frac{1}{3} = \frac{3 \div 3}{15 \div 3} = \boxed{\frac{1}{5}}$$

Problem 2

Sarah had $\frac{2}{3}$ pan of crispy rice treats. She sent $\frac{3}{4}$ of the treats to school.

What fraction of the whole pan did she send to school?

Reduce First

$$\frac{2}{3} \text{ of } \frac{3}{4}$$

$$\frac{2}{3} \times \frac{3}{4} = \boxed{\frac{1}{2}}$$

Problem 3

$$\frac{7}{9} \text{ of } \frac{3}{7}$$

Problem 4

$$\frac{3}{10} \times \frac{5}{9}$$

Problem 5

$$\frac{5}{8} \times \frac{4}{15}$$

Problem 6

$$\frac{1}{2} \text{ of } \frac{2}{5}$$

Problem Set

$$\frac{4}{5} \text{ of } \frac{2}{3}$$

$$\frac{3}{4} \times \frac{2}{3}$$

$$\frac{3}{4} \times \frac{5}{6}$$

$$\frac{4}{5} \text{ of } \frac{5}{8}$$

Application Problem



Santino bought a $\frac{3}{4}$ pound bag of chocolate chips. He used $\frac{2}{3}$ of the bag while baking. How many pounds of chocolate chips did he use while baking?

Answer: _____pounds


Name: _____

Date: 5/21/20


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Adding/Subtracting/Multiplying/Dividing Key Terms:


Addition

join altogether
sum
plus **+** add
combined
in all both
total
increase




Subtraction

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




Multiplication

twice times
groups of per
double **x** 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
1 2 3 4 5
6 7 8 9 10

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

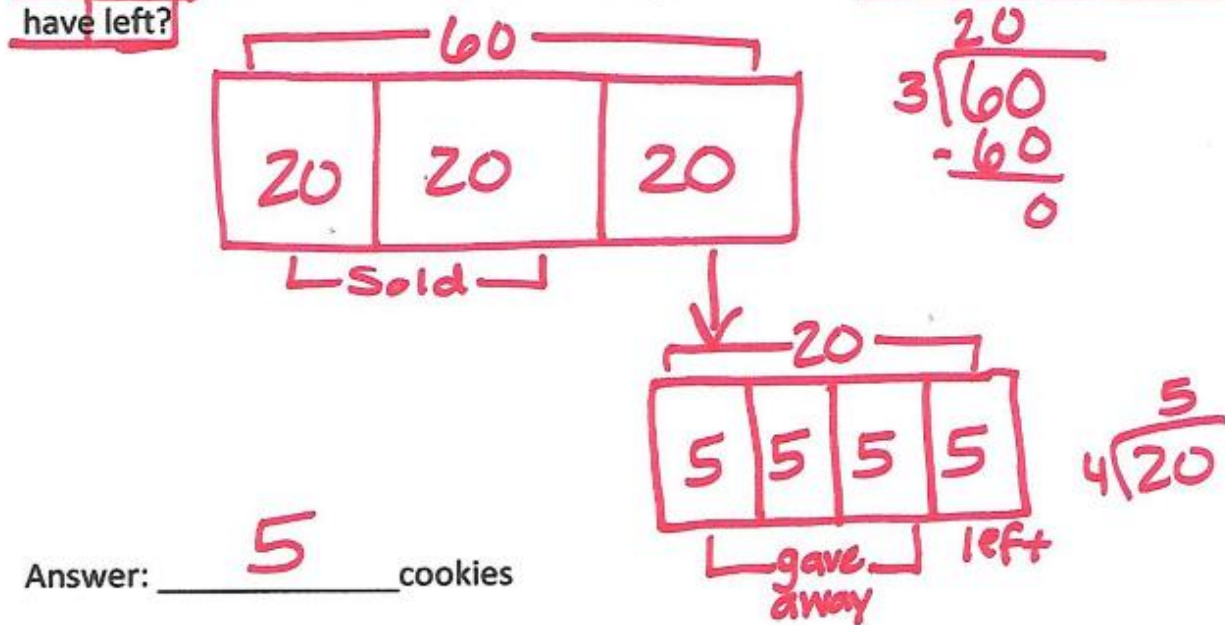
B Box any Math "action" words
÷ -
+ x

E Evaluate
(What steps should I take?)

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

Problem 1

Mrs. Ocean made 60 cookies for a bake sale. She sold $\frac{2}{3}$ of them and gave $\frac{3}{4}$ of the remaining cookies to the students working at the sale. How many cookies did she have left?



Problem 2

Jakiem is icing 30 cupcakes. He spreads mint icing on $\frac{1}{5}$ of the cupcakes and chocolate on $\frac{1}{2}$ of the remaining cupcakes. The rest will get vanilla icing. How many cupcakes have vanilla icing?

Answer: _____ cupcakes have vanilla icing

Problem 3

The Booster Club sells 240 cheeseburgers. $\frac{1}{4}$ of the cheeseburgers had pickles, $\frac{1}{2}$ of the remaining burgers had onions, and the rest had tomato. How many cheeseburgers had tomato?

Answer: _____ cheeseburgers had tomato

Problem 4

DeShawn is sorting his rock collection. $\frac{2}{3}$ of the rocks are metamorphic, and $\frac{3}{4}$ of the remainder are igneous rocks. If the 3 rocks left over are sedimentary, how many rocks does DeShawn have?

Answer: _____ rocks

Problem Set

Milan puts $\frac{1}{4}$ of her lawn-mowing money in savings and uses $\frac{1}{2}$ of the remaining money to pay back her sister. If she has \$15 left, how much did she have at first?

Answer: \$ _____

Application Problem

Three-fourths of the boats in the marina are white, $\frac{4}{7}$ of the remaining boats are blue, and the rest are red. If there are 9 red boats, how many boats are in the marina?

Answer: _____ boats


Name: _____

Date: 5/22/20


BCCS-Boys

College: MIT/Stanford

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Problem 1

0.1×4

$\frac{1}{10} \times \frac{4}{1}$ *Change to fractions*

$\frac{1}{10} \times \frac{4}{1} = \frac{4}{10}$ *Do not Reduce*

Decimal Form Answer 0.4

Fractional Form Answer $\frac{4}{10}$

Problem 3

0.01×6

Decimal Form Answer _____

Fractional Form Answer _____

Problem 2

1.5×0.01

Decimal Form Answer _____

Fractional Form Answer _____

Problem 4

$\frac{1}{10} \times 1.4$

Decimal Form Answer _____

Fractional Form Answer _____

Problem Set



$6 \times 0.3 = \underline{\hspace{2cm}}$

$0.6 \times 0.3 = \underline{\hspace{2cm}}$

$0.06 \times 0.3 = \underline{\hspace{2cm}}$

$1.2 \times 4 = \underline{\hspace{2cm}}$

$1.2 \times 0.4 = \underline{\hspace{2cm}}$

$0.12 \times 0.4 = \underline{\hspace{2cm}}$

Application Problem



A Boy Scout has a length of rope measuring 0.7 meter. He uses 2 tenths of the rope to tie a knot at one end. How many meters of rope are in the knot?

Answer: meters

5th Grade Math Scope and Sequence – Week 9

Date	Standards <i>Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data</i>	Description of Packet Assignment (30 minutes of work)	Online Assignment
5.25.2020	5.NF.5b. - 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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	RL Lesson 38- Scholars will fraction and decimal equivalence.	Mrs. Clute's Math Corner https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA Google Classroom – Problem of the Day Khan Academy – https://youtu.be/DR2DYe7PI74 Prodigy – https://www.prodigygame.com/dashboard
5.26.2020	5.NF.4a - Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.	RL Lesson 39 - Scholars will divide fractions by whole numbers using K-C-F.	Mrs. Clute's Math Corner https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA Google Classroom – Problem of the Day Khan Academy – https://youtu.be/QsDMIHW826U https://youtu.be/RygpFkLCSaM Prodigy – https://www.prodigygame.com/dashboard
5.27.2020	5.NF.4a - Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.	RL Lesson 40 - Scholars will divide fractions by decimals using K-C-F.	Mrs. Clute's Math Corner https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA Google Classroom – Problem of the Day Khan Academy – https://youtu.be/DR2DYe7PI74 https://youtu.be/QsDMIHW826U https://youtu.be/RygpFkLCSaM Prodigy – https://www.prodigygame.com/dashboard
5.28.2020	5.NF.4a - Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.	RL Lesson 41 - Scholars will divide decimal dividends by non-unit decimal divisors.	Mrs. Clute's Math Corner https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA Google Classroom – Problem of the Day Khan Academy – https://youtu.be/DR2DYe7PI74 https://youtu.be/QsDMIHW826U https://youtu.be/RygpFkLCSaM Prodigy – https://www.prodigygame.com/dashboard
5.29.2020	5.OA.1. - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	RL Lesson 42– Scholars will solve problems using the order of operations.	Mrs. Clute's Math Corner https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA Google Classroom – Problem of the Day Khan Academy – https://youtu.be/CIYdw4d4OmA Prodigy – https://www.prodigygame.com/dashboard


Name: _____

Date: 5/25/20


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College: MIT/Stanford

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Parent/Scholar Notes: These are notes that can/should be shared with scholar’s teacher	
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Problem 1**Express Fractions as Equivalent Decimals**

$$\frac{1}{5} \times \frac{2}{2}$$

Change this answer to a decimal by finding an equivalent fraction to your answer that is either 10, 100, 1000.

Solve.

$$\frac{1}{5} \times \frac{2}{2} = \frac{2}{10}$$

Write this as a decimal 0.2

Problem 2

$$\frac{1}{4}$$

Think...
Does the denominator
go into 10, 100, 1,000?

Solve.

$$\frac{1 \times 25}{4 \times 25} = \frac{25}{100}$$

Write this as a decimal 0.25

Problem 3

$$\frac{1}{8}$$

Solve.

Write this as a decimal _____

Problem 4

$$\frac{1}{20}$$

Solve.

Write this as a decimal _____

Problem 5

$$\frac{6}{25}$$

Solve.

Write this as a decimal _____

Problem 6

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

Solve.

Write this as a decimal _____

Problem Set



Express each fraction as an equivalent decimal.

$$\frac{1}{4} \times \frac{25}{25} = \underline{\hspace{2cm}}$$

$$\frac{3}{4} \times \frac{25}{25} = \underline{\hspace{2cm}}$$

$$\frac{1}{5} = \underline{\hspace{2cm}}$$

$$\frac{1}{20} = \underline{\hspace{2cm}}$$

Application Problem



A container holds 0.7 liters of oil and vinegar. $\frac{3}{4}$ of the mixture is vinegar. How many liters of vinegar are in the container? Express your answer as both a fraction and a decimal.

Decimal Answer: _____ **Fraction Answer:** _____


Name: _____

Date: 5/26/20


BCCS-Boys

College: MIT/Stanford

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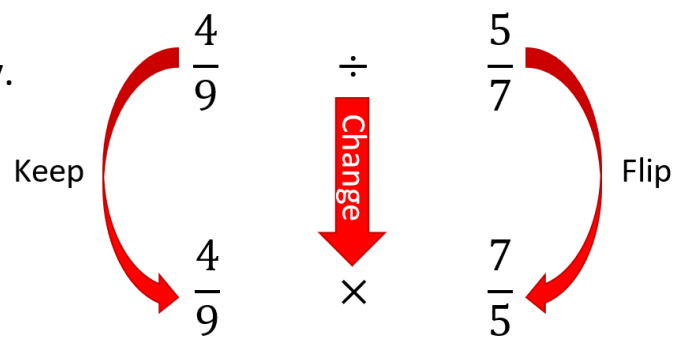
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Steps to dividing fractions using K-C-F

1. **K** Keep the first fraction. Leave it alone.
2. **C** Change the second fraction (the one you want to divide by) upside down. This is called a **reciprocal**. If the second number is a whole number, put a 1 under it first, then change it to its reciprocal.
3. **F** Flip the \div to an \times .
4. Multiply the first fraction by its reciprocal.
5. Simplify whenever necessary.



Ex:

$$\begin{array}{c} \text{K} \quad \text{C} \quad \text{F} \\ \frac{4}{1} \div \frac{1}{2} \end{array}$$

$$\frac{4}{1} \times \frac{2}{1} = \boxed{\frac{8}{1}}$$

$$\begin{array}{c} \text{K} \quad \text{C} \quad \text{F} \\ \frac{1}{8} \div \frac{6}{1} \end{array}$$

$$\frac{1}{8} \times \frac{1}{6} = \boxed{\frac{1}{48}}$$

Problem 5

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ 8 & \div & \frac{1}{3} \end{array}$$

Problem 6

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ \frac{1}{6} & \div & 3 \end{array}$$

Problem 7

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ \frac{1}{2} & \div & 3 \end{array}$$

Problem 8

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ 4 & \div & \frac{1}{5} \end{array}$$

Problem 9

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ 7 & \div & \frac{1}{6} \end{array}$$

Problem 10

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ \frac{1}{10} & \div & 10 \end{array}$$

Problem 1

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ 8 & \div & \frac{1}{3} \end{array}$$

Problem 2

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ \frac{1}{6} & \div & 3 \end{array}$$

Problem 3

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ 4 & \div & \frac{1}{5} \end{array}$$

Problem 4

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ \frac{1}{2} & \div & 3 \end{array}$$

Problem 5

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ 7 & \div & \frac{1}{6} \end{array}$$

Problem 6

$$\begin{array}{ccc} \text{K} & \text{C} & \text{F} \\ \frac{1}{10} & \div & 10 \end{array}$$

Problem Set

Divide using KCF. Solve by using KCF (Keep-Change-Flip).

$$\begin{array}{c} \text{K} \quad \text{C} \quad \text{F} \\ \text{a. } 2 \div \frac{1}{8} = \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{c} \text{K} \quad \text{C} \quad \text{F} \\ \text{b. } \frac{1}{4} \div 3 = \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{c} \text{K} \quad \text{C} \quad \text{F} \\ \text{c. } \frac{1}{8} \div 4 = \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{c} \text{K} \quad \text{C} \quad \text{F} \\ \text{d. } \frac{1}{9} \div 9 = \underline{\hspace{2cm}} \end{array}$$

Application Problem

Mrs. Apple used $\frac{1}{2}$ gallon of olive oil to make 8 identical batches of salad dressing. How many gallons of olive oil did she use in each batch of salad dressing?

Answer: _____ gallons


Name: _____

Date: 5/27/20


BCCS-Boys

College: MIT/Stanford

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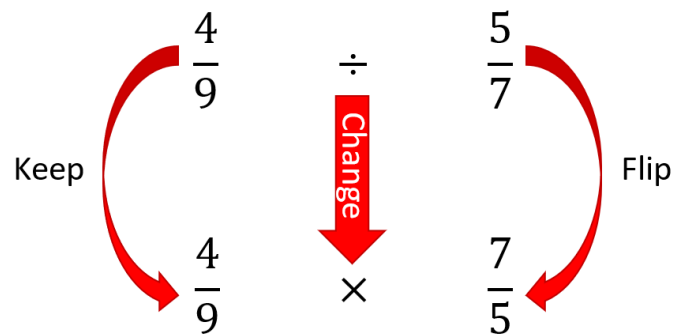
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Steps to dividing fractions and decimals using K-C-F

1. Change any whole number or decimal to a fraction.
2. **(K)** Keep the first fraction. Leave it alone.
3. **(C)** Change the second fraction (the one you want to divide by) upside down. This is called a **reciprocal**. If the second number is a whole number, put a 1 under it first, then change it to its reciprocal.
4. **(F)** Flip the \div to an \times .
5. Multiply the first fraction by its reciprocal.
6. Simplify whenever necessary.



Problem 1

$$\frac{7}{1} \quad 7 \div 0.1 \quad \frac{1}{10}$$

$$\frac{7}{1} \times \frac{10}{1} = \boxed{\frac{70}{1}}$$

Problem 2

$$2 \div 0.2$$

Problem 3

$$9.8 \div 0.1$$

Problem 4

$$12 \div 0.1$$

Problem 5

$$2.4 \div 0.2$$

Problem Set



Change the expression to fractions then use KCF.

$$12.5 \div 0.01$$

$$31 \div 0.1$$

$$1.08 \div 0.09$$

Application Problem:



Yung bought \$4.60 worth of bubble gum. Each piece of gum cost \$0.10.
How many pieces of bubble gum did Yung buy?

Answer: _____ pieces of bubble gum


Name: _____

Date: 5/28/20


BCCS-Boys

College: MIT/Stanford

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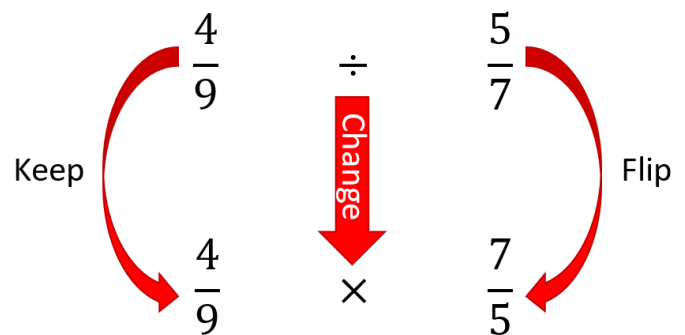
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Steps to dividing fractions and decimals using K-C-F

1. Change any decimal to a fraction.
2. **(K)** Keep the first fraction. Leave it alone.
3. **(C)** Change the second fraction (the one you want to divide by) upside down. This is called a **reciprocal**. If the second number is a whole number, put a 1 under it first, then change it to its reciprocal.
4. **(F)** Flip the \div to an \times .
5. Multiply the first fraction by its reciprocal.
6. Simplify whenever necessary.



Problem 1

$34.8 \div 0.6$

KCF \rightarrow

$$\frac{348}{10} \div \frac{6}{10}$$

$$\frac{348}{10} \times \frac{10}{6} = \frac{348}{6}$$

$$6 \overline{)348}$$

$$\begin{array}{r} 58 \\ 6 \overline{)348} \\ \underline{-30} \\ 48 \\ \underline{-48} \\ 0 \end{array}$$

Problem 2

$7.36 \div 0.08$

KCF \rightarrow

$$\frac{736}{100} \div \frac{8}{100}$$

$$\frac{736}{100} \times \frac{100}{8} = \frac{736}{8}$$

$$8 \overline{)736}$$

$$\begin{array}{r} 92 \\ 8 \overline{)736} \\ \underline{-72} \\ 16 \\ \underline{-16} \\ 0 \end{array}$$

Problem 3

$$21.56 \div 0.98$$

Problem 4

$$45.5 \div 0.7$$

Problem 5

$$4.55 \div 0.7$$

Problem 6

$$78.4 \div 0.7$$

Problem 7

$$53.2 \div 0.4$$

Problem 8

$$1.52 \div 0.8$$

Problem Set



Divide using KCF

$7.32 \div 0.06$	$9.42 \div 0.03$	$39.36 \div 0.96$
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Application Problem



In a laboratory, a technician combines a salt solution contained in 27 test tubes. Each test tube contains 0.06 liter of the solution. If he divides the total amount into test tubes that hold 0.3 liter each, how many test tubes will he need?

Answer: _____ test tubes


Name: _____

Date: 5/29/20


BCCS-Boys

College: MIT/Stanford

Please complete the following packet for today’s math review lesson. Please refer to the guided notes for support. Please have a parent/guardian sign this page upon completion of the packet and complete the boxes below.



Don't forget to take a picture of the problem set and application problem after completion. Send all pictures to Mrs. Clute (email, Remind App, text, Google Classroom).



Please tune into Mrs. Clute’s Math Corner You Tube page to help with daily Remote Learning Lessons.
<https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA>

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...

Key Terms

Order of Operation - the rules that state the sequence in which the multiple operations in an expression should be solved

PEMDAS – “Please Exercise My Dear Aunt Sally”

P - Parentheses

E - Exponent

M - Multiply

A - Add

S - Subtract

Example:

~~P~~

~~E~~

~~M~~

~~D~~

~~A~~

~~S~~

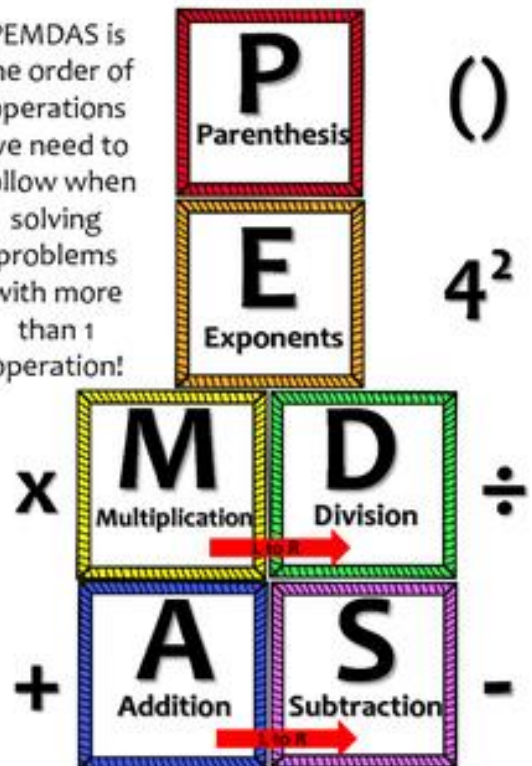
$6 \times (9 + 3)$

6×12

72

Order of Operations

PEMDAS is the order of operations we need to follow when solving problems with more than 1 operation!



Input Activity:**Problem 1**

$$(10 + 4) - 8$$

P

E

M

D

A

S

Problem 3

$$15 \times 2(10 - 7)$$

P

E

M

D

A

S

Problem 5

$$[8 + (3 \times 3)] \times 5$$

P

E

M

D

A

S

Problem 2

$$[(20 - 7) \times 9] + 2$$

P

E

M

D

A

S

Problem 4

$$(13 + 8) - [(5 \times 2) \times 2]$$

P

E

M

D

A

S

Problem 6

$$(5 \times 6) - (3 \times 2)$$

P

E

M

D

A

S

Problem Set



Use the Order of Operations to solve each problem. Remember **P=Parentheses, E=Exponent, M=Multiply, D=Divide, A=Add, and S=Subtract**

$$6 \times 6 \times (17 - 8)$$

P
E
M
D
A
S

$$(19 - 10) \times (11 + 5)$$

P
E
M
D
A
S

$$13 \times (100 \div 25)$$

P
E
M
D
A
S

Application Problem:



Movie tickets cost \$9.25 each and a large order of popcorn cost \$7.75. What is the total cost of 5 movie tickets and two large orders of popcorn?

Expression: _____

Answer: \$_____