Name_____

5th Grade Math Remote Learning Packet

Week 10

June 1st – June 5th

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 10

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
6.1. 2020	5.MD.3 - Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 5.MD.4 - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	RL Lesson 43- Scholars will count cubes to find the volume of shapes.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/xMz9WFvox9g https://youtu.be/7WloKabLhII **Prodigy** – **https://www.prodigygame.com/dashboard**
6.2. 2020	5.MD.3 - Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 5.MD.4 - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	RL Lesson 44 - Scholars will count cubes to find the volume of shapes.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/xMz9WFvox9g https://youtu.be/7WloKabLhII **Prodigy** – **https://www.prodigygame.com/dashboard**
6.3. 2020	5.MD.5 - Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	RL Lesson 45 - Scholars will use a formula to find the volume of shapes.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/daCT_24RnIY hhttps://youtu.be/I9efKVtLCf4 **Prodigy** – **https://www.prodigygame.com/dashboard**
6.4. 2020	5.MD.5 - Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	RL Lesson 46 - Scholars will use a formula to find the volume of shapes.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/daCT_24RnIY hhttps://youtu.be/I9efKVtLCf4 **Prodigy** – **https://www.prodigygame.com/dashboard**
6.5. 2020	5.MD.5b - Apply the formulas $V = l \times w \times h$ and $V = b \times h$ 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. C	RL Lesson 47 – Scholars will solve volume word problems.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/OanPzjf2EYY **Prodigy** – **https://www.prodigygame.com/dashboard**

Name:_____ Date: 6/1/2020

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…

Key Terms

Volume – the amount of 3-dimensional space something takes up

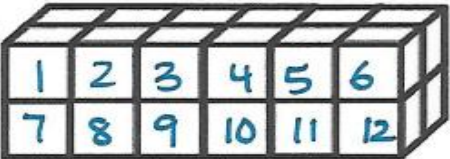**Ways to write volume using units:**

units³

 cubic units

units cubed

Problem 1

Count the cubes in each layer of the following prism.

Fill in the table once you have counted the cubes.
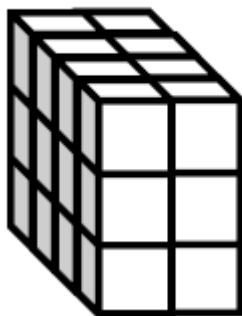
Top   Top Layer

Number of layers	Number of cubes in each layer	Volume of the prism
2	12	24 cubic units

Bottom Layer

$$\begin{array}{r} 12 \\ \times\ 2 \\ \hline 24 \end{array}$$
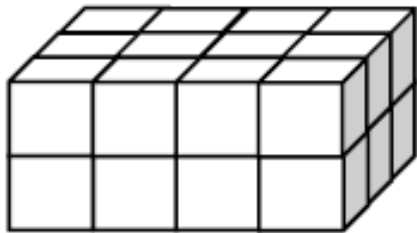
Problem 2

Count the cubes in each layer of the following prism. Fill in the table.

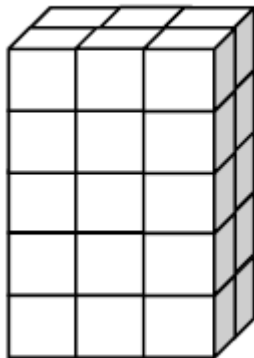| Number of layers	Number of cubes in each layer	Volume of the prism
		cubic units

Problem 3

Count the cubes in each layer of the following prism. Fill in the table.

Number of layers	Number of cubes in each layer	Volume of the prism
		cubic units

Problem 4

Count the cubes in each layer of the following prism. Fill in the table.

Number of layers	Number of cubes in each layer	Volume of the prism
		cubic units

Problem 5

Marcos makes a prism that is 5 inches by 5 inches. He then decides to create layers equal to his first one. Fill in the chart below, and explain how you know the volume of each new prism.

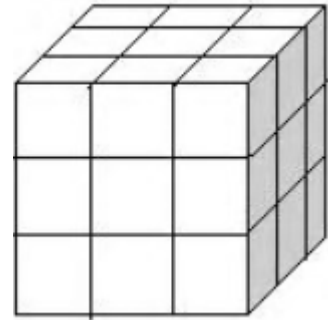| Number of layers	Volume	Explanation
2		
4		
7		

Problem Set

Use unit cubes to build the figure to the right, and fill in the missing information.

Number of layers: _____

Number of cubes in each layer: _____

Volume: _____ cubic centimeters

Application Problem

Christopher makes a prism 3 inches across and 2 inches wide. He then decides to create layers equal to his first one. Fill in the chart below, and explain how you know the volume of each new prism.

Number of layers	Volume	Explanation
2		
4		
6		

Name:_____ Date: 6/2/2020

BCCS-Boys   College: MIT/Stanford

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Problem 1

Count the cubes in each layer of the following prism.
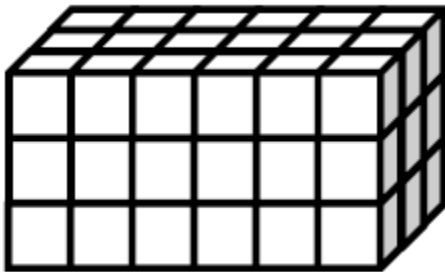
Fill in the table once you have counted the cubes.

4 layers

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
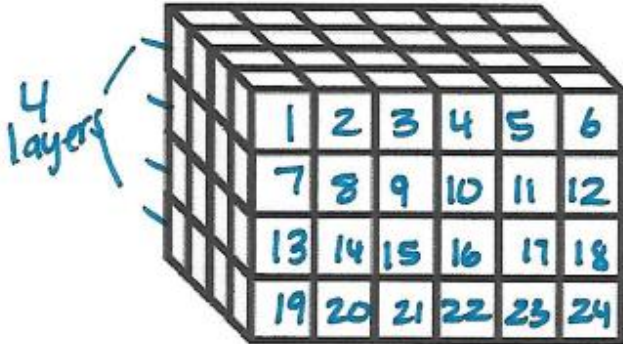
Number of layers	Number of cubes in each layer	Volume of the prism
4	24	96 cubic cm

$$\begin{array}{r} ^{1}24 \\ \times\ \ 4 \\ \hline 96 \end{array}$$

Problem 2

Count the cubes in each layer of the following prism. Fill in the table

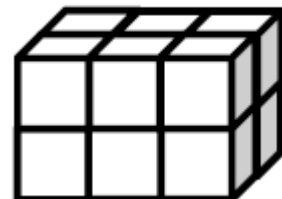| Number of layers	Number of cubes in each layer	Volume of the prism
		cubic cm

Problem 3

Count the cubes in each layer of the following prism. Fill in the table

Number of layers: _____

Number of cubes in each layer: _____

Volume: _____ cubic centimeters

Problem 4

Fabian makes a prism 2 inches across and 2 inches wide. He then decides to create layers equal to his first one. Fill in the chart below, and explain how you know the volume of each new prism.

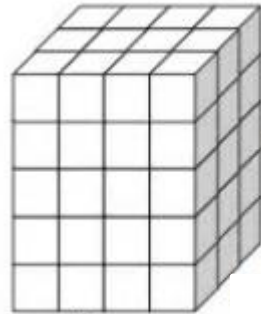| Number of layers	Volume	Explanation
3		
4		
5		

Problem Set

Fill in the missing information.

Number of layers: _____

Number of cubes in each layer: _____

Volume: _____ cubic centimeters

Application Problem

Anthony makes a prism 3 inches across and 2 inches wide. He then decides to create layers equal to his first one. Fill in the chart below, and explain how you know the volume of each new prism.

Number of layers	Volume	Explanation
2		
3		
4		

Name:_____ Date: 6/3/2020

BCCS-Boys   College: MIT/Stanford

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Parent Signature: _____
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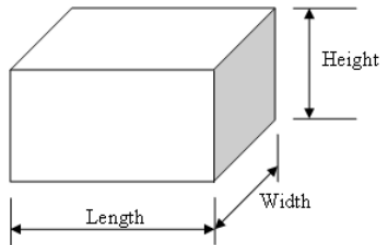| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
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Key Terms:

Formula for Volume – Length x Width x Height

Length – How long something is

Width – How wide something is

Height – How tall (high) something is

Ex:

Problem 1
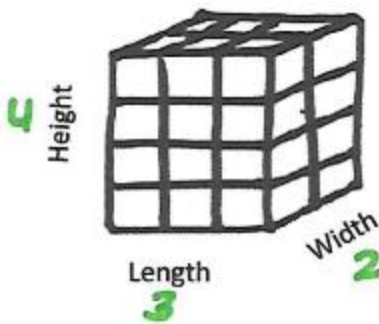
Find the volume using multiplication
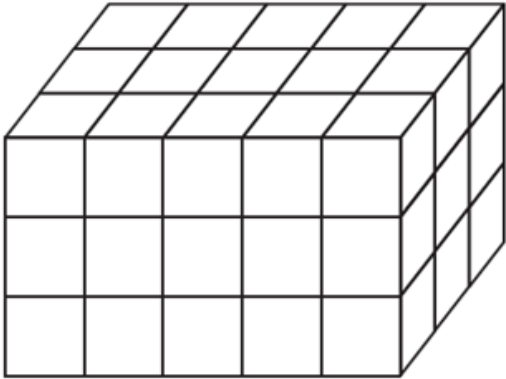
L: 3   W: 2   H: 4

Volume Formula: L x W x H

Solve:

$$\begin{array}{r} 3 \\ \times\ 2 \\ \hline 6 \end{array} \qquad \begin{array}{r} 6 \\ \times\ 4 \\ \hline 24 \end{array}$$

Volume: 24 units³

Problem 2

L:_____   W:_____   H: _____

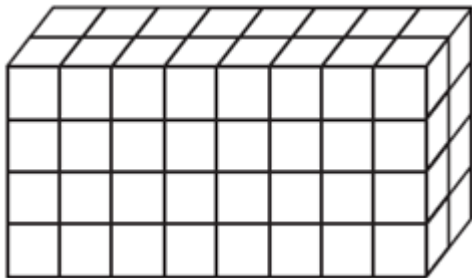**Solve:**

Volume:_____

Problem 3

L:_____   W:_____   H: _____

Solve:

Volume:_____

Problem 4

L:_____   W:_____   H: _____

Solve:

4 cm

2cm

3 cm
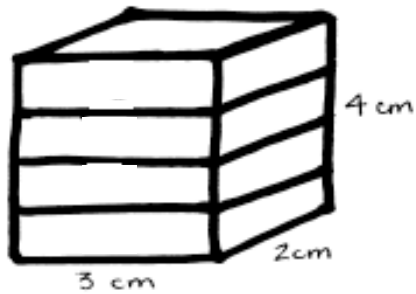
Volume:_____

Problem 5

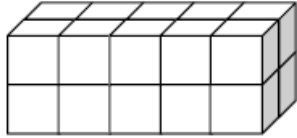**L:_____   W:_____   H: _____**
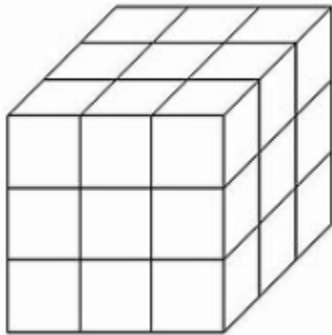
Solve:

Volume:_____

Problem Set

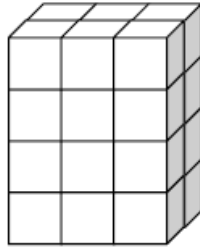Each rectangular prism is built from centimeter cubes. State the dimensions, and find the volume.

a.

Length: _____ cm

Width: _____ cm

Height: _____ cm

Volume: _____ cm³

b.

Length: _____ cm

Width: _____ cm

Height: _____ cm

Volume: _____ cm³

Application Problem

Tyron is constructing a box in the shape of a rectangular prism to store his baseball cards. It has a length of 10 centimeters, a width of 7 centimeters, and a height of 8 centimeters. What is the volume of the box?

Volume: _____cm³

Name:_____ Date: 6/4/2020

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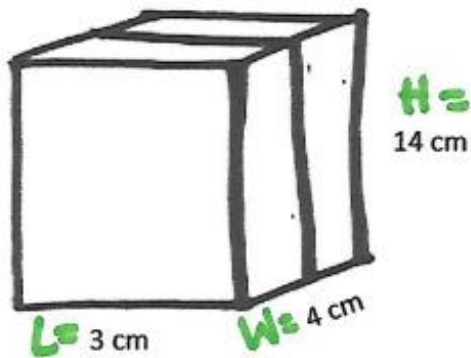
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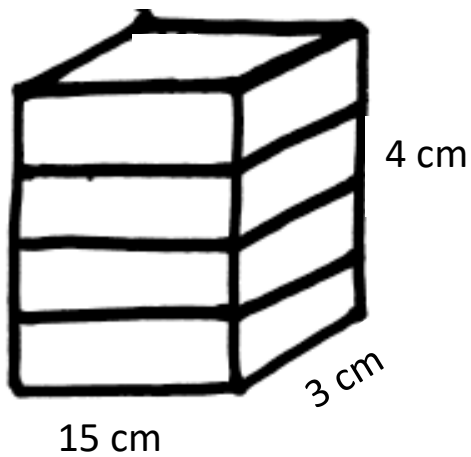
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Problem 1

H =
14 cm

L = 3 cm   W = 4 cm

L: **3**   W: **4**   H: **14**

Solve:

$$\begin{array}{r} 3 \\ \times\ 4 \\ \hline 12 \end{array} \qquad \begin{array}{r} 12 \\ \times\ 14 \\ \hline 48 \\ +120 \\ \hline 168 \end{array}$$
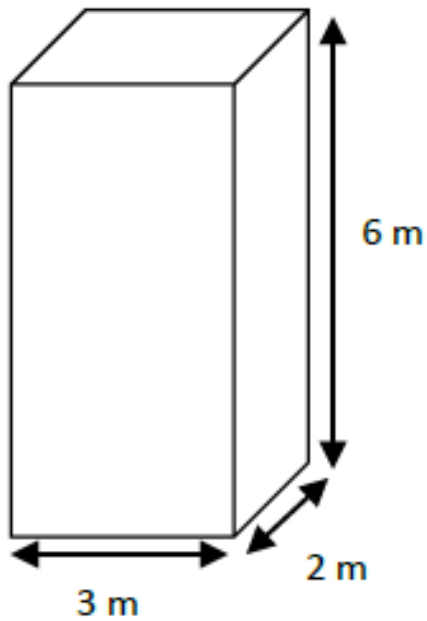
Volume: **168 units³**

Problem 2

4 cm

3 cm

15 cm

L:_____   W:_____   H: _____

Solve:

Volume:_____

Problem 3

L:_____   W:_____   H: _____

Solve:

6 m

2 m

3 m

Volume:_____

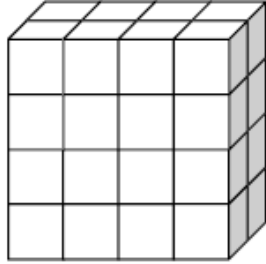# Problem 4

A rectangular prism has a top face with an area of 10 ft² and a height of 4 ft. Can you find the volume? What is the volume?
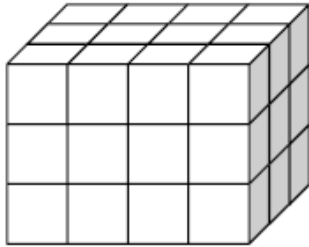
Answer: _____ft³

Problem Set

a.

Length: _____ cm

Width: _____ cm

Height: _____ cm

Volume: _____ cm³

b.

Length: _____ cm

Width: _____ cm

Height: _____ cm

Volume: _____ cm³

Application Problem

A rectangular prism has a top face with an area of 20 ft² and a height of 5 ft. What is the volume of this rectangular prism?

Answer: _____ft³

Name:_____ Date: 6/5/2020

BCCS-Boys   College: MIT/Stanford

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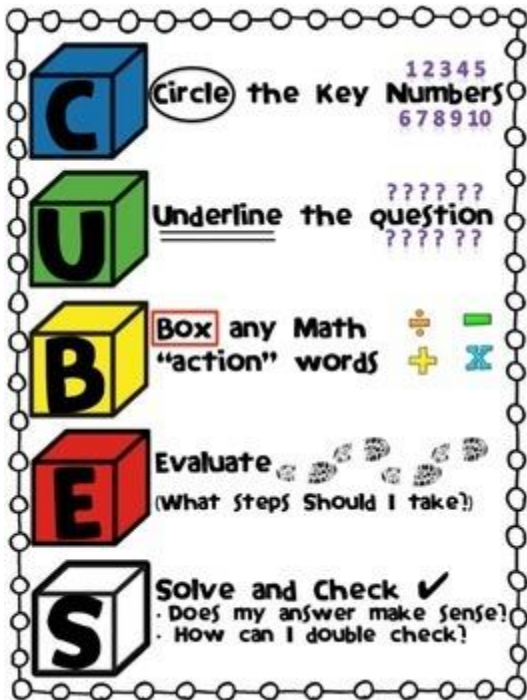
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CUBES Review:

Volume Formula:

VOLUME FORMULA:
The volume of a rectangular prism can be found by using this formula:

L x W x H
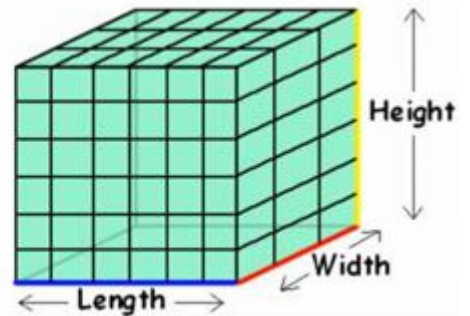
Problem 1

Elijah builds rectangular planters. Elijah's first planter is 8 feet long and 2 feet wide. The container is filled with soil to a height of 3 feet in the planter. What is the volume of soil in the planter?

length

Width

8 x 2 x 3

8 x 6

48

Volume: __48 ft³__

Problem 2

Jahbar wants to grow some tomatoes in a large planter. He wants the planter to have a volume of 320 cubic feet. What can the length, width, and height of the planter be?
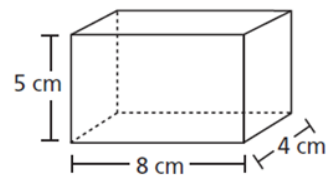
Volume: _____

Problem 3

A water tank in the shape of a rectangular prism is 11 feet deep. The top of the water tank has an area of 220 square feet. What is the volume, in cubic feet, of the water tank?

Volume: _____

Problem 4

Markeise made the jewelry box below. The jewelry box was shaped like a right rectangular prism.

What was the volume, in cubic centimeters, of the jewelry box.

5 cm

8 cm

4 cm

Volume:_____

Problem 5

Jeremiah filled a box with layers of unit cubes. The box had a volume of 125 cubic units. Which sentence about the box must be true?

    A. There were 125 unit cubes in the bottom layer.

    B. The box was filled with exactly 125 unit cubes.

    C. There were 125 unit cubes in each layer.

    D. The box was filled with less than 125 unit cubes.

Problem Set
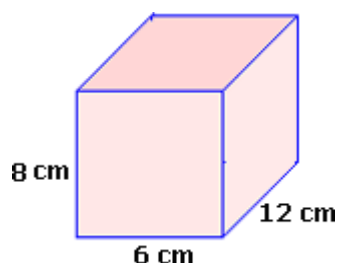
How much salt is needed to fill a pit that is 10m deep and 8m wide and 12 m long?

Volume:_____

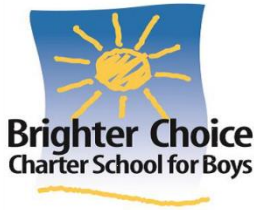# Application Problem

Silas has a chocolate box whose length is 12 cm, height 8 cm, and width 6 cm. Find the volume of a box.

Volume:_____

Name_____

5th Grade Math Remote Learning Packet

Weeks 11-13

June 8th – June 26th

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5th Grade Math Scope and Sequence – Week 11

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
6.8. 2020	5.MD.5b - Apply the formulas V = l × w × h and V = b × h 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.	RL Lesson 48-Scholars will find the volume of two overlapping shapes.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/gm87omItizk https://youtu.be/feNWZEln6Nc **Prodigy** – **https://www.prodigygame.com/dashboard**
6.9. 2020	5.NF.4b - 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.	RL Lesson 49 - Scholars will find the area if rectangles with fractional sides.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/C3RPDVGZdFw https://youtu.be/UmSe4rh__iU **Prodigy** – **https://www.prodigygame.com/dashboard**
6.10. 2020	5.NF.4b - 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.	RL Lesson 50 - Scholars will find the area if rectangles with fractional sides.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/C3RPDVGZdFw https://youtu.be/UmSe4rh__iU **Prodigy** – **https://www.prodigygame.com/dashboard**
6.11. 2020	5.NF.4b - 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.	RL Lesson 51 - Scholars will solve real word problems involving fractional areas.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/C3RPDVGZdFw https://youtu.be/UmSe4rh__iU **Prodigy** – **https://www.prodigygame.com/dashboard**
6.12. 2020	5.NF.4b - 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. 5.MD.5b - Apply the formulas V = l × w × h and V = b × h 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.	RL Lesson 52 – Scholars will solve problems involving finding volume and finding area with fractions.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/C3RPDVGZdFw https://youtu.be/OanPzjf2EYY **Prodigy** – **https://www.prodigygame.com/dashboard**

Name:_____ Date: 6/8/2020

BCCS-Boys   College: MIT/Stanford

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Problem 1

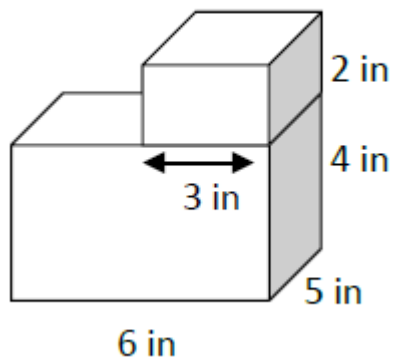## Find the volume of two rectangular prisms.

2 in

A

4 in

B

2 in

4 in

Volume: __24 in³__

$$A \qquad B \qquad A+B$$

$$2 \times 2 \times 2 \qquad 2 \times 4 \times 2$$

2 in

$$4 \times 2 \qquad 8 \times 2$$

$$8 \qquad 16$$

$$\begin{array}{r} {}^{1}16 \\ +\ \ 8 \\ \hline 24 \end{array}$$

Problem 2

2 in

4 in

3 in

5 in

6 in

Volume: _____

Problem 3

4 m

4 m

2 m

2 m

6 m

Volume: _____

Problem 4

5 cm

5 cm

3 cm

14 cm

Volume: _____

Problem Set

4 cm

6 cm

2 cm

3 cm

10 cm
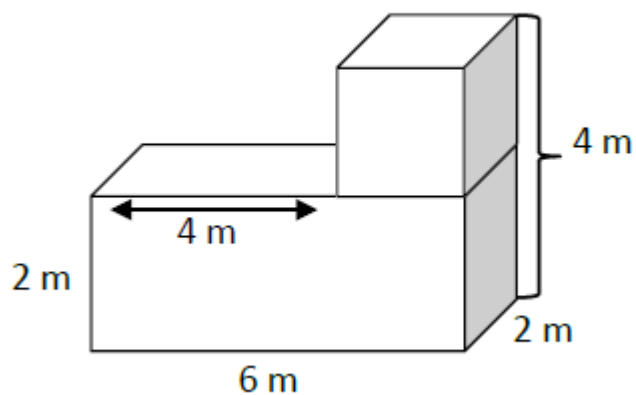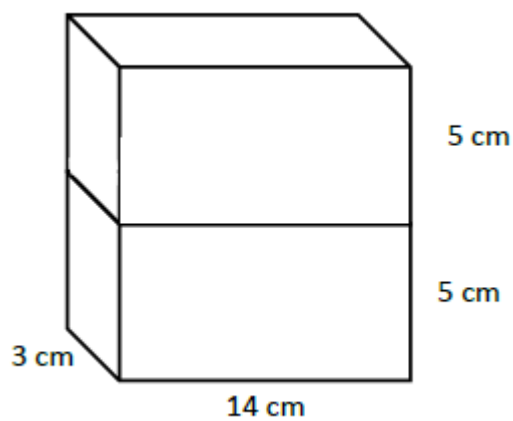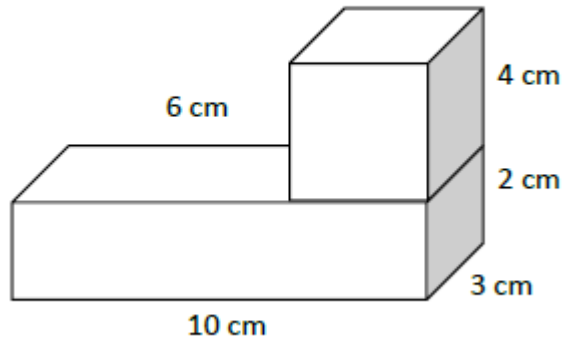
Volume:_____

Application Problem

A sculpture (pictured below) is made of two sizes of rectangular prisms. One size measures 13 in by 8 in by 2 in. The other size measures 9 in by 8 in by 18 in. What is the total volume of the sculpture?
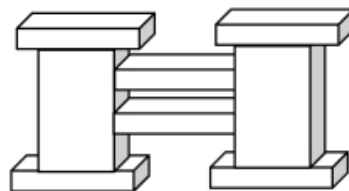
Volume:_____

Name:_____ Date: 6/9/2020

BCCS-Boys   College: MIT/Stanford

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https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA

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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…

Area Review

Area Formula: Area = Length x Width

6 in   A =
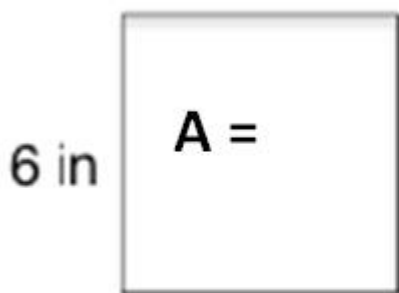
$A = L \times W$

$A = 6 \times 6$

$A = 36$ in²

36 square inches _or_

36 inches squared

3 in   A =

5 in
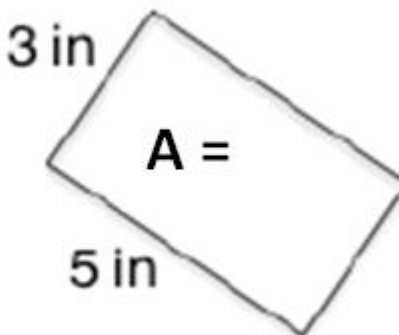
$A = L \times W$
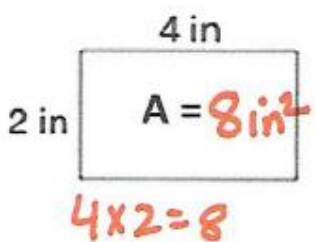
$A = 3 \times 5$

$A = 15$ in²

15 square inches _or_

15 inches squared

Try These:

4 in

2 in   A = 8in²

4×2=8

5 cm

A = 25cm²

5×5=25

2 cm

A = 14cm²   7 cm

7×2=14
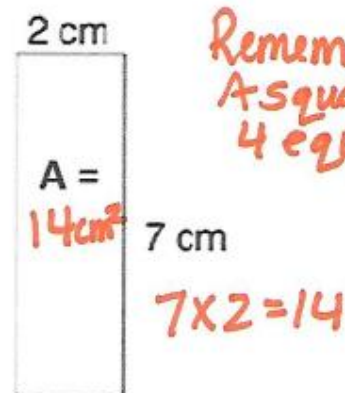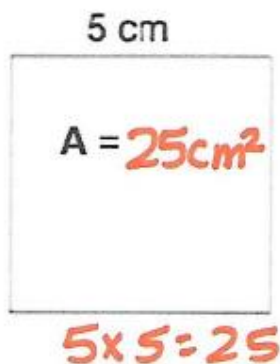
Remember...
A square has
4 equal sides

6 in   A = 36in²

6×6=36

3 in

A = 15in²

5 in

3×5=15

11 cm

A = 33cm²   3 cm

11×3=33
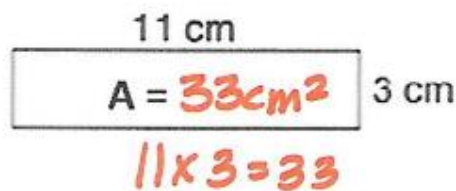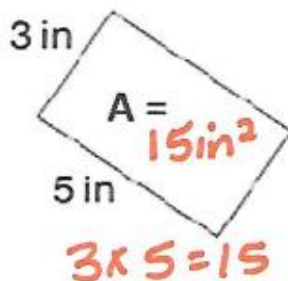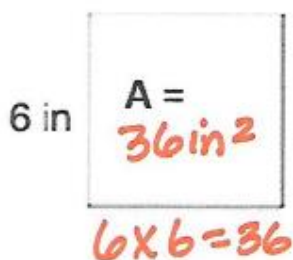
Problem 1

Margo is designing a label. The dimensions of the label are $3\frac{1}{2}$ inches by $1\frac{1}{4}$ inches. What is the area of that label?

Step 1: Draw a rectangle and label the length $3\frac{1}{2}$ and a width $1\frac{1}{4}$.

Step 2: Use the area formula (length x width) to find the area of the rectangle.

- Change the mixed numbers to improper fractions
- Multiply numerators first, then denominators second
- Reduce when necessary.

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

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

$$A = L \times W$$
$$A = 2\frac{1}{2} \times 1\frac{1}{2}$$
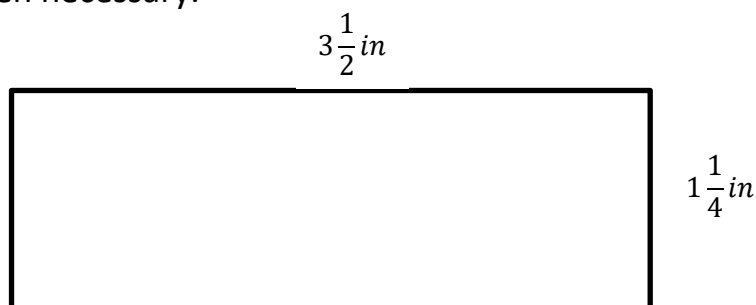
$$\frac{5}{2} \times \frac{3}{2} = \frac{15}{4}$$

$$\begin{array}{r} 3\frac{3}{4} \\ 4\overline{)15} \\ -12 \\ \hline 3 \end{array}$$

$$\boxed{A = 3\frac{3}{4} in^2}$$

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

$4\dfrac{3}{4}\,in$
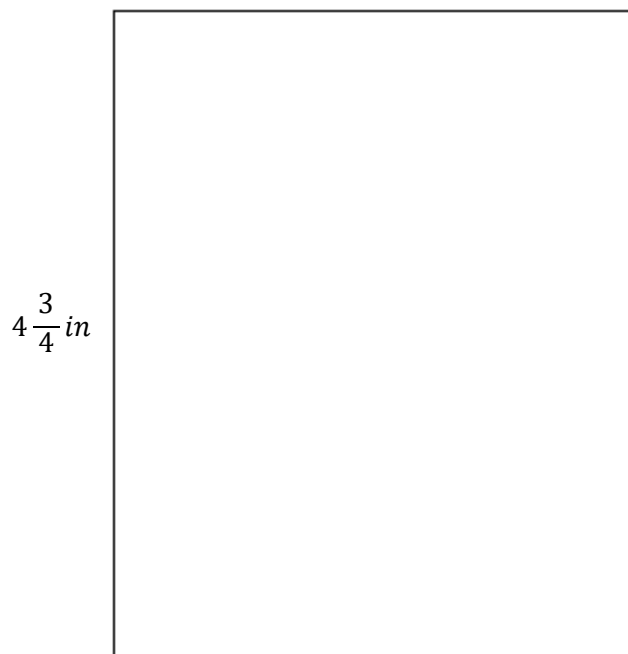
Area = Length x Width

Problem 3
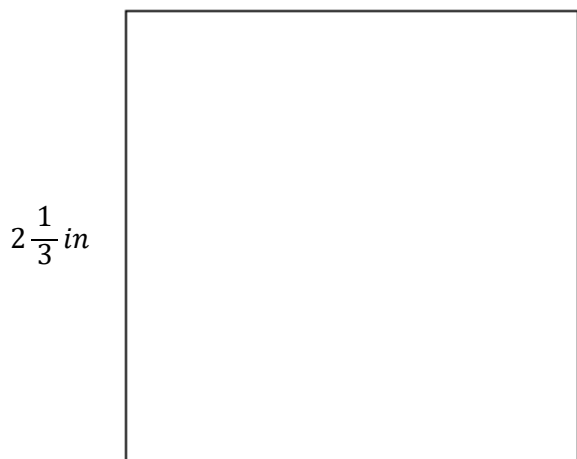
$2\dfrac{1}{3}\,in$

Area = Length x Width

Problem 4

$2\dfrac{1}{3}\,in$

$5\dfrac{1}{4}\,in$
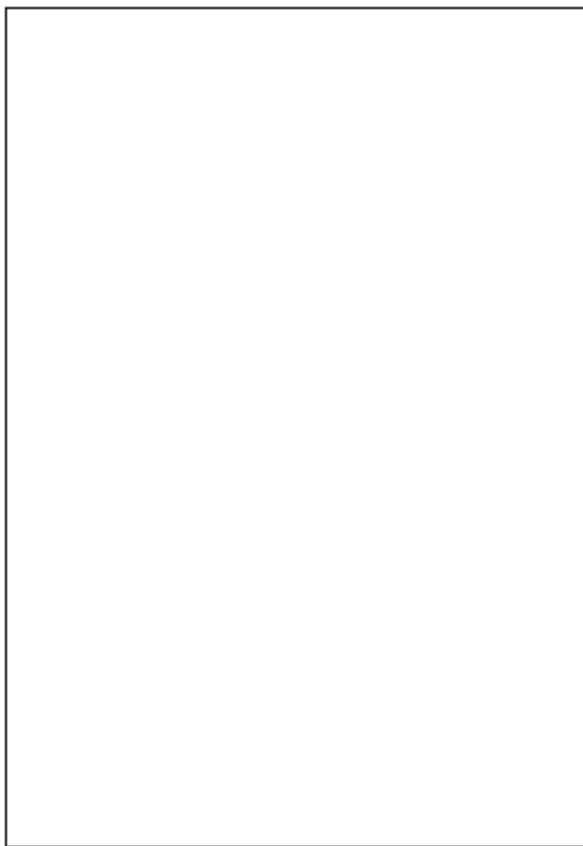
Area = Length x Width

Problem 5

Area = Length x Width

$1\dfrac{1}{8}\,in$

$\dfrac{1}{2}\,in$

Problem Set

Find the area.

a.

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

$4\frac{1}{2}\,in$

A = L x W

b.

$\frac{1}{4}$

$1\frac{1}{4}\,in$

A = L x W

Application Problem

Julie is cutting rectangles out of fabric to make a quilt. If the rectangles are $2\frac{3}{5}$ inches wide and $3\frac{2}{3}$ inches long, what is the area?

Answer: _____in²

Name:_____ Date: 6/10/2020

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

Problem 1

$3\frac{1}{2}$

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

Area = Length x Width

$A = 3\frac{1}{2} \times 3\frac{1}{2}$

$\frac{7}{2} \times \frac{7}{2} = \frac{49}{4}$

$4\overline{)49}$ $12\frac{1}{4}$

$A = 12\frac{1}{4}in^2$

Problem 2

Find the area of rectangle with the following dimensions.

$$2\frac{1}{2} \text{ yd x } 1\frac{3}{16}\text{yd}$$

Problem 3

$\frac{1}{2}in$

$3in$

Area = Length x Width

Problem 4

Find the area of rectangle with the following dimensions.

$$2\frac{1}{2} \text{ yd x } 1\frac{3}{16}\text{yd}$$

Problem 5

Find the area of a rectangle $1\frac{1}{3}$ inches × $3\frac{3}{4}$ inches.

Problem 6

Find the area of a rectangle $\frac{5}{4}$ km × $\frac{12}{5}$ km.

Problem Set

Find the area of the following rectangles.

a. $16\frac{1}{2}$ m x $4\frac{1}{5}$ m

b. $4\frac{1}{3}$ yd x $5\frac{2}{3}$ yd

Application Problem

Hanley is putting carpet in her house. She wants to carpet her living room, which measures 15 ft $\times$ $12\frac{1}{3}$ ft. She also wants to carpet her dining room, which is $10\frac{1}{4}$ ft $\times$ $10\frac{1}{3}$ ft. How many square feet of carpet will she need to cover both rooms? (Hint...Find the area of both and then add them together)

Name:_____ Date: 6/11/2020

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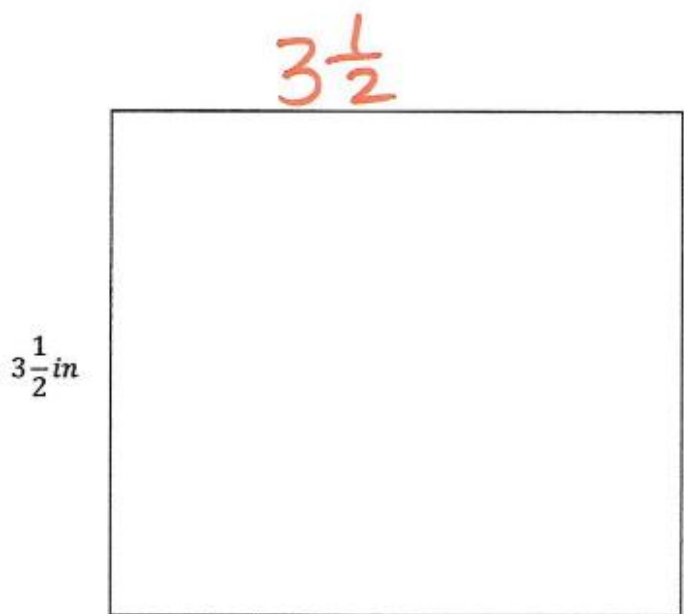
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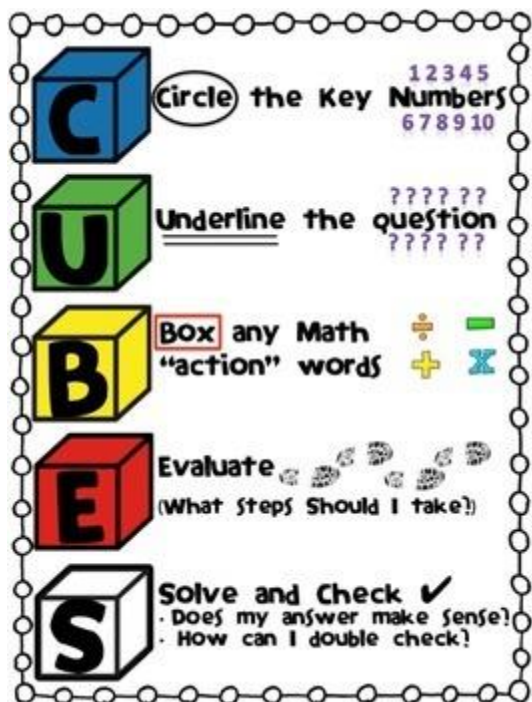
https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA
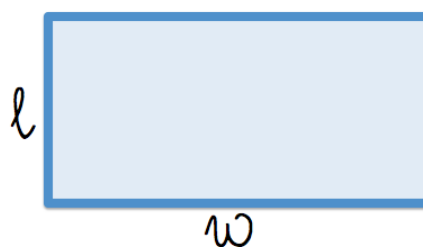
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CUBES Review:

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?

Area Formula:

Area

The inside measure of a 2D shape

ℓ

w

Remember: length x width

Problem 1

George decided to paint a wall with two windows. Both windows are $3\frac{1}{2}$ ft by $4\frac{1}{2}$ ft rectangles. Find the area the paint needs to cover.

$4\frac{1}{2}$

$3\frac{1}{2}$

$4\frac{1}{2}$

$3\frac{1}{2}$

$$\frac{7}{2} \times \frac{9}{2} = \frac{63}{2}$$

$$\begin{array}{r} 63 \\ +63 \\ \hline 126 \end{array}$$

$$\frac{63}{2} + \frac{63}{2} = \frac{126}{2}$$

$$2\overline{)126} \quad \begin{array}{r} 063 \\ \end{array}$$
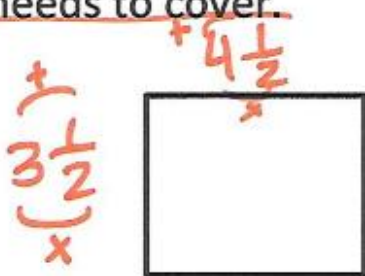
$A = 63 ft^2$

Problem 2

Mr. Johnson needs to buy sod for his front lawn. If the lawn measures $3\frac{2}{3}$ ft by $4\frac{1}{6}$ ft, how many square feet of sod will he need?

Problem 3

Mr. Karney made his wife a rectangular vegetable garden. The width is $5\frac{3}{4}$ ft, and the length is $9\frac{4}{5}$ ft. What is the area of the garden?

Problem 4

Mr. Albano wants to paint menus on the wall of his café in chalkboard paint. Each menu will measure 6-ft wide and $7\frac{1}{2}$ ft tall. What is the area of each menu?

Problem Set

Some wire is used to make 3 rectangles: A, B, and C. Rectangle B's dimensions are $\frac{3}{5}$ cm larger than Rectangle A's dimensions, and Rectangle C's dimensions are $\frac{3}{5}$ cm larger than Rectangle B's dimensions. Rectangle A is 2 cm by $3\frac{1}{5}$ cm. What is the area of each rectangle?

Rectangle A	**Rectangle B**	**Rectangle C**

Application Problem:

Mrs. Johnson grows herbs in square plots. Her basil plot measures $\frac{5}{8}$ yd on each side.   Find the total area of the basil plot.

$\frac{5}{8}$ yd
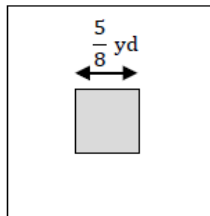
Name:_____ Date: 6/12/2020

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Problem 1

James has a rectangular shaped room. He measures it and finds out it is $8\frac{1}{2}$ feet long by $2\frac{1}{2}$ feet wide. He wants to cover his entire room with black paint. How many square feet of black paint will he need to cover the whole room?   Area

$$A = L \times W$$

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

$$\frac{17}{2} \times \frac{5}{2} = \frac{85}{4}$$

$$\begin{array}{c} \overset{3}{17} \\ \times\ 5 \\ \hline 85 \end{array}$$

$$21\frac{1}{4}\,ft^2$$

$$4\overline{\smash{)}85}$$

$$\begin{array}{r} 4\,)\,85 \\ -8 \\ \hline 05 \\ -4 \\ \hline 1 \end{array}$$

Problem 2

Tyron is constructing a box in the shape of a rectangular prism to store his baseball cards. It has a length of 10 centimeters, a width of 7 centimeters, and a height of 8 centimeters. What is the volume of the box?

Problem 3

A rectangular prism has a top face with an area of 20 ft² and a height of 5 ft. What is the volume of this rectangular prism?

Problem 4

Mrs. Jones is constructing a box in the shape of a rectangular prism to store clothes for the summer. It has a length of 28 inches, a width of 24 inches, and a height of 30 inches. What is the volume of the box?

Problem 5

Calculate the volume of each rectangular prism using the information that is provided.
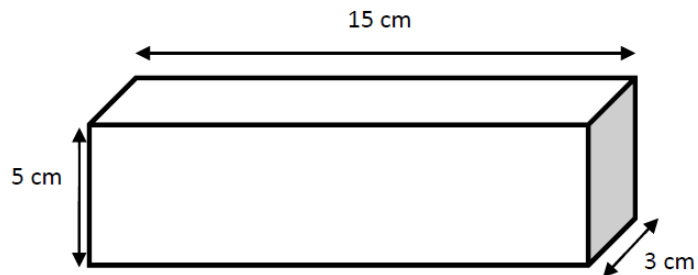
a. Area: 56 square meters

b. Height: 4 meters

Problem 6

At the Middleton School festival, a tent covers a rectangular space $8\frac{1}{2}$ yards long and $1\frac{1}{3}$ yards wide. What is the area, in square yards, covered by the tent?

Problem Set

1. Find the volume of the prism.

15 cm

5 cm

3 cm

2. Find the area of the following rectangle.

$$6\frac{1}{2}\,m \times 4\frac{1}{2}\,m$$

Application Problem:

A rectangular fish tank measures 26 cm by 20 cm by 18 cm. What is the volume of the fish tank?

5th Grade Math Scope and Sequence – Week 12

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
6.15. 2020	5G.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).	RL Lesson 53- Scholars will construct a coordinate system on a line and plot points and shapes on a line.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/pAlq9fFwtus https://youtu.be/4vNloi-zNjU **Prodigy –** **https://www.prodigygame.com/dashboard**
6.16. 2020	5G.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).	RL Lesson 54 - Scholars will construct a coordinate system on a line and plot points and shapes on a line.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/pAlq9fFwtus https://youtu.be/4vNloi-zNjU **Prodigy –** **https://www.prodigygame.com/dashboard**
6.17. 2020	5.G.2 - Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	RL Lesson 55 - Scholars will plot points on a coordinate grid.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/pAlq9fFwtus https://youtu.be/4vNloi-zNjU **Prodigy –** **https://www.prodigygame.com/dashboard**
6.18. 2020	5.G.2 - Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	RL Lesson 56 - Scholars will plot points on a coordinate grid.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/pAlq9fFwtus https://youtu.be/4vNloi-zNjU **Prodigy –** **https://www.prodigygame.com/dashboard**
6.19. 2020	5.G.2 - Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	RL Lesson 57- Scholars will plot points on a coordinate grid.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/pAlq9fFwtus https://youtu.be/4vNloi-zNjU **Prodigy –** **https://www.prodigygame.com/dashboard**

Name:_____   Date: 6/15/2020

BCCS-Boys   College: MIT/Stanford

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Key Terms:

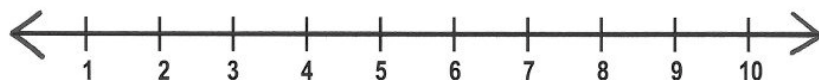**Origin** – the starting point on a number line (zero)
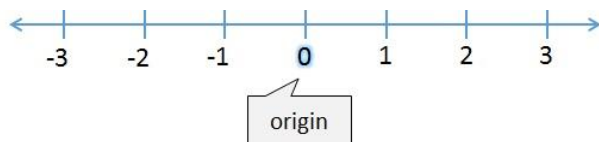
Coordinates – on graphs it is a pair of numbers: the first number shows the distance along (horizontal), and the second number shows the distance up or down (vertical)
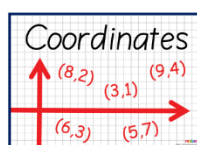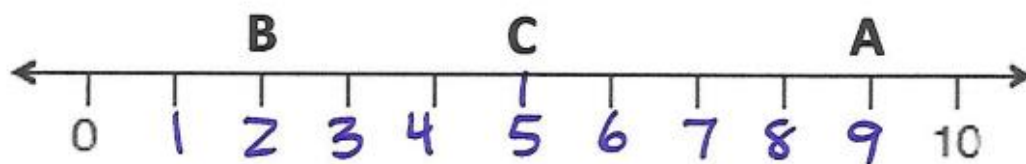

Vertical Number Line – a number line that goes up and down
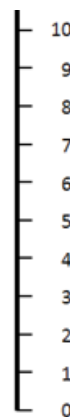
Horizontal Number Line – a number line that goes from left to right

Problem 1

What is the coordinate for A?_____9_____

What is the coordinate for B?_____2_____

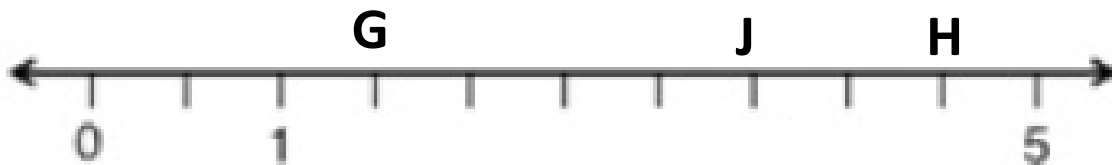What is the coordinate for C?_____5_____

Problem 2
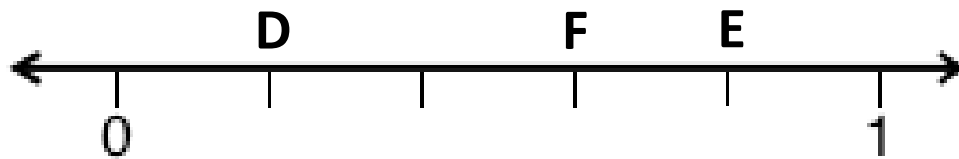
What is the coordinate for D?_____

What is the coordinate for E?_____

What is the coordinate for F?_____

Problem 3

What is the coordinate for G?_____

What is the coordinate for H?_____

What is the coordinate for J?_____

Problem 4:
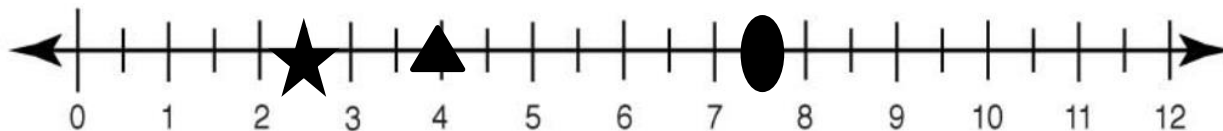
What is the star's coordinate ★ ?_____

What is the triangle's coordinate ▲ ?_____

What is the circle's coordinate ⬤ ? _____
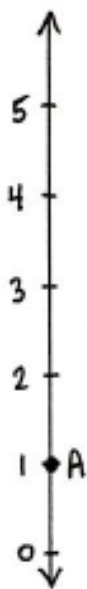
Problem 5:

What is A's coordinate? _____

So A's distance from the origin is _____

Problem 6:
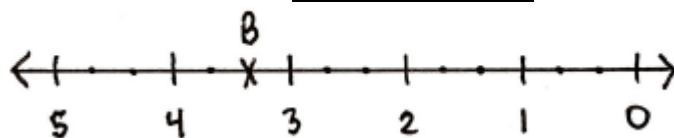
What is B's coordinate? _____

So B's distance from the origin is _____

Problem Set

Each shape was placed at a point on the number line s. Give the coordinate of each point below.
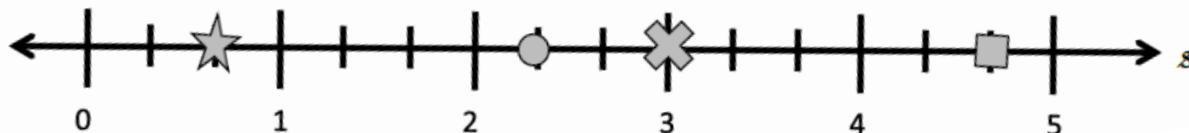
a. ✖ _____

b. ⭐ _____

c. ⚫ _____

d. ◻ _____

Application Problem:

A landscaper is planting some marigolds in a row. The row is 2 yards long. The flowers must be spaced $\frac{1}{3}$ yard apart so that they will have proper room to grow. The landscaper plants the first flower at 0. Place points on the number line to show where the landscaper should place the other flowers. How many marigolds will fit in this row?

0   1 yd   2 yd
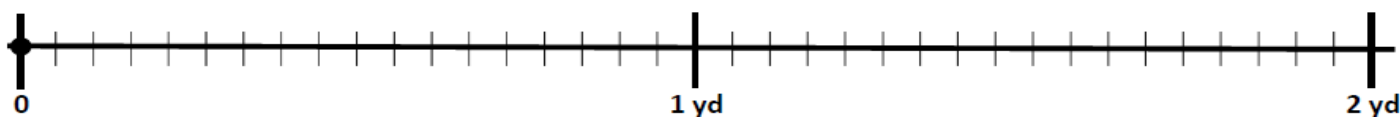
Name:_____ Date: 6/16/2020

BCCS-Boys   College: MIT/Stanford

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

Problem 1

Plot **A** so that its distance from the origin is **2**.

Problem 2
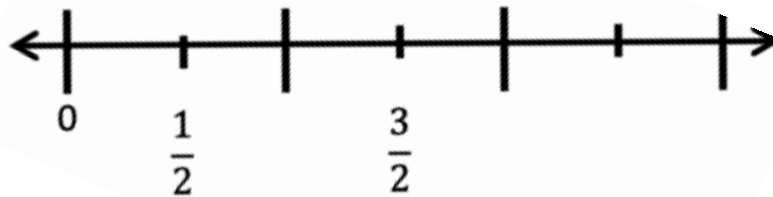
Plot **R** so that its distance from the origin is $\frac{5}{2}$.

Problem 3
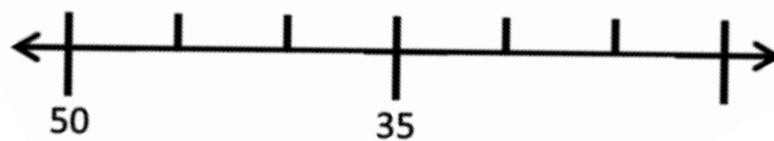
Plot **L** so that its distance from the origin is **20**.

Problem 4

Number line g is labeled from 0 to 6. Use number line g below to answer the questions.
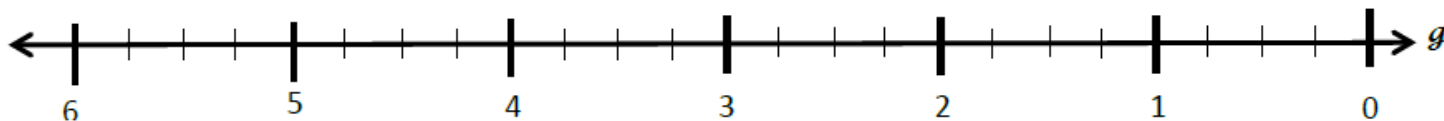
a. Plot point A at $\frac{3}{4}$

b. Label a point that lies at $4\frac{1}{2}$ as B.

c. Label a point, C, whose distance from zero is 5 more than that of A. The coordinate of C is _____

d. Plot a point, D, whose distance from zero is $1\frac{1}{4}$ less than that of B.
The coordinate of D is _____

e. The distance of E from zero is $1\frac{3}{4}$ more than that of D. Plot point E.

f. What is the coordinate of the point that lies halfway between A and D? _____. Label this point F.

Problem Set

Number line k shows 12 units. Use number line k below to answer the questions.

a. Plot a point at 1. Label it A.

b. Label a point that lies at $3\frac{1}{2}$ as B.

c. Label a point, C, whose distance from zero is 8 units farther than that of B. The coordinate of C is _____.

d. Plot a point, D, whose distance from zero is $\frac{6}{2}$ less than that of B. The coordinate of D is _____.

e. What is the coordinate of the point that lies $1\frac{7}{2}$ farther from the origin than D?

Application Problem

1. Answer the following questions using number line q below.

   a.   What is the coordinate, or the distance from the origin, of the 😊 ? _____

   b.   What is the coordinate of the ⚡ ? _____

   c.   What is the coordinate of the 🖤 ? _____

   d.   What is the coordinate at the midpoint of the ⚡ and the 🖤 ? _____
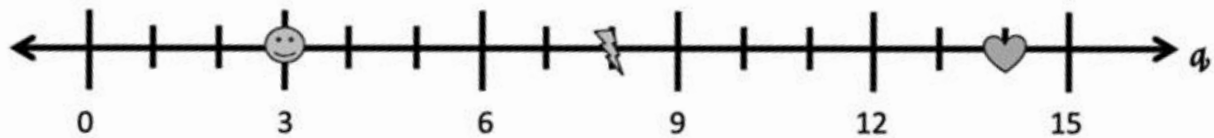
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Key Terms

Origin – the starting point on a number coordinate plane (0,0)
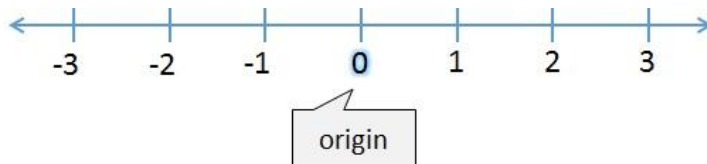
Coordinates – on graphs it is a pair of numbers: the first number shows the distance along (horizontal), and the second number shows the distance up or down (vertical)
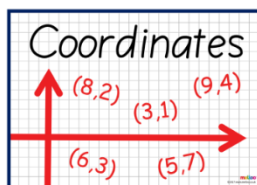
Y Axis – the line on a graph that runs vertically (up-down) through zero

X Axis – the line on a graph that runs horizontally (side-to-side) through zero
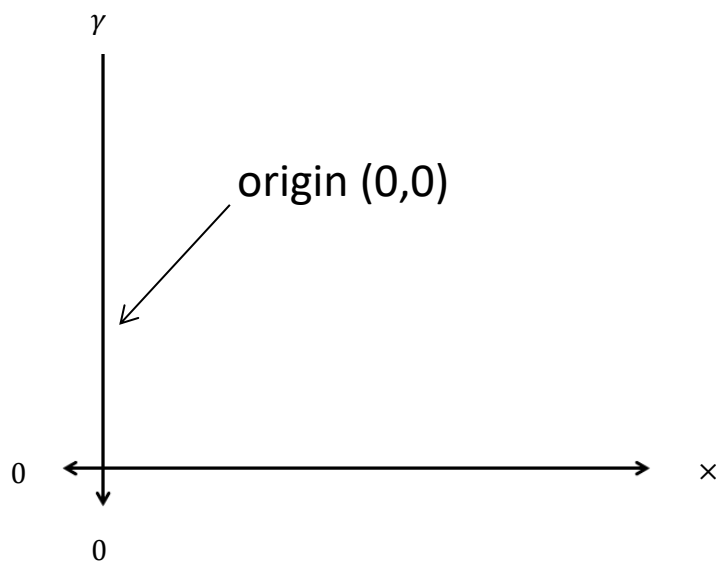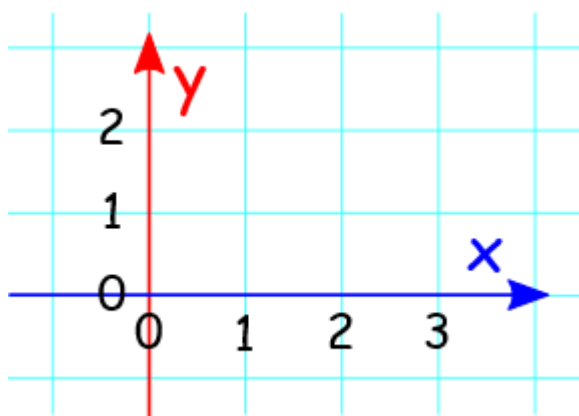
Problem 1

Steps to plotting coordinates: Ex:_____

1. Start at the origin, which is the bottom left corner of the graph – point (0,0).

2. Look at your coordinate pair and look at the first number. That number, the x-**coordinate,** will tell you how many units to move right.

3. Look at the second number. That number, and the y-**coordinate,** will tell you how many units to move up.
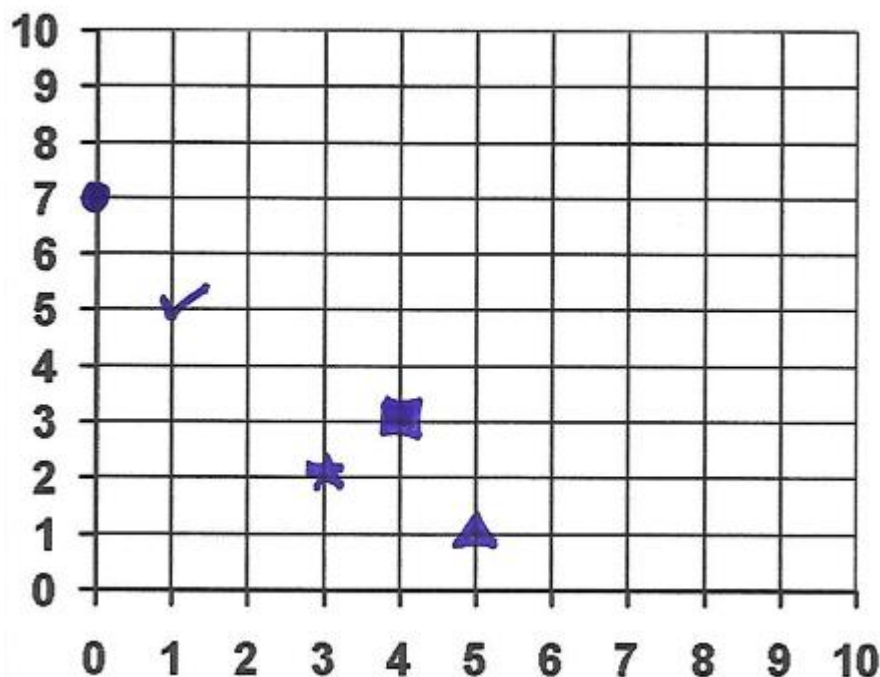
Draw the following shapes on the coordinate plane.

1. A square at (4, 3)

2. A triangle at (5, 1)

3. A circle at (0, 7)

4. A check mark at (1, 5)

5. A star at (3, 2)

Problem 2
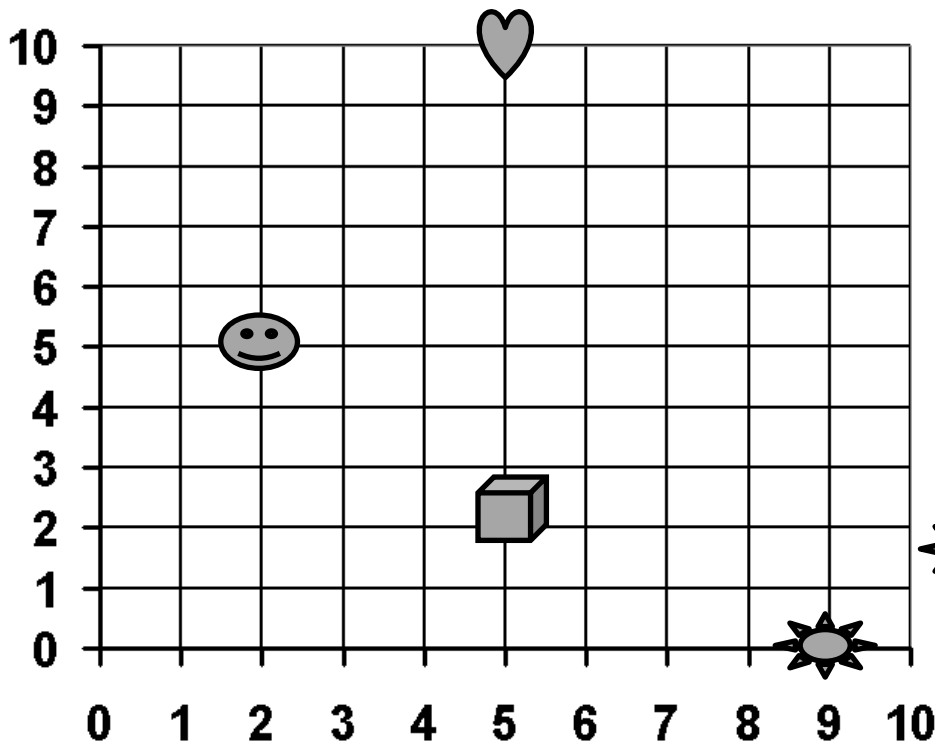
Write the coordinates for the following shapes:

♥ = _____

☺ = _____

✺ = _____

▥ = _____

Plot the following letters on the coordinate grid above:

C = (3, 4)

L = (1, 0)

U = (8, 8)

T = (0, 0)

E = (5, 6)

Problem 3

Use the coordinate plane to answer the following.
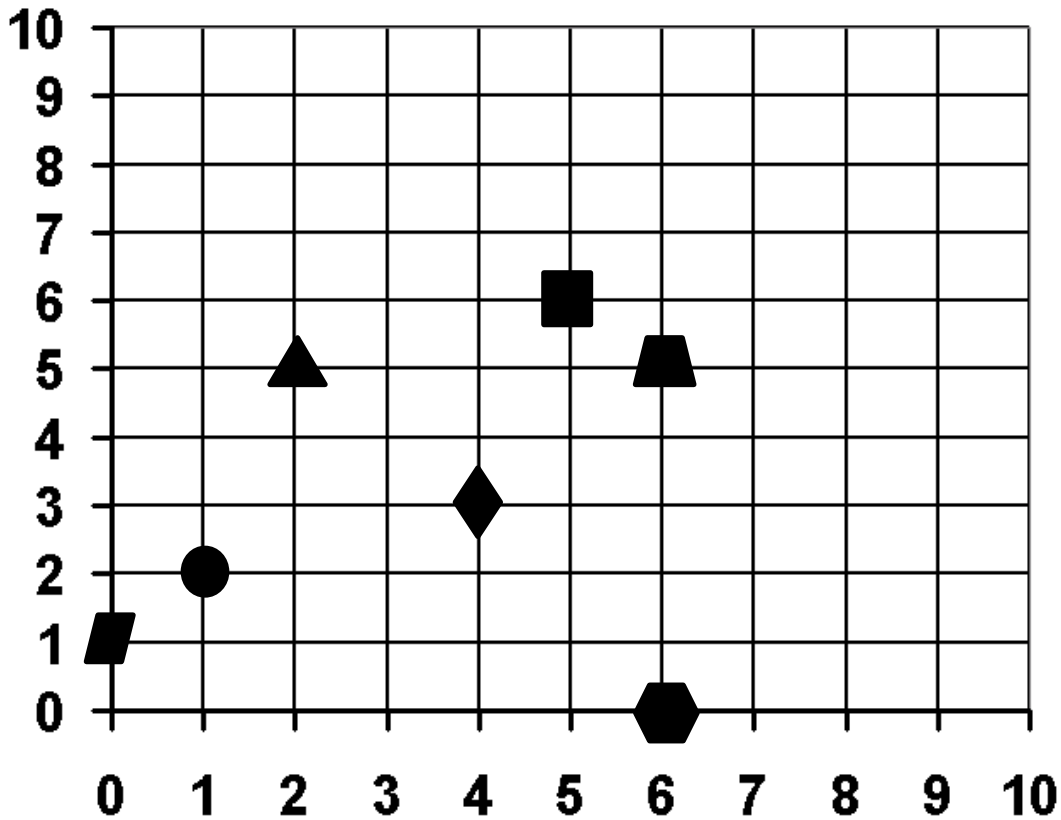
Name the shape at each location.

x-coordinate	y-coordinate	Shape
2	5	
1	2	
5	6	
6	5	

Which shape is 2 units from the y-axis?_____

Which shape has an x-coordinate of 0?_____

Which shape is 4 units from the y-axis and 3 units from the x-axis? _____

Problem 4:

Help each animal to reach their food by plotting the points and connecting them with the lines.

(5, 6), (5, 5), (3, 5), (3, 2), (1, 2)
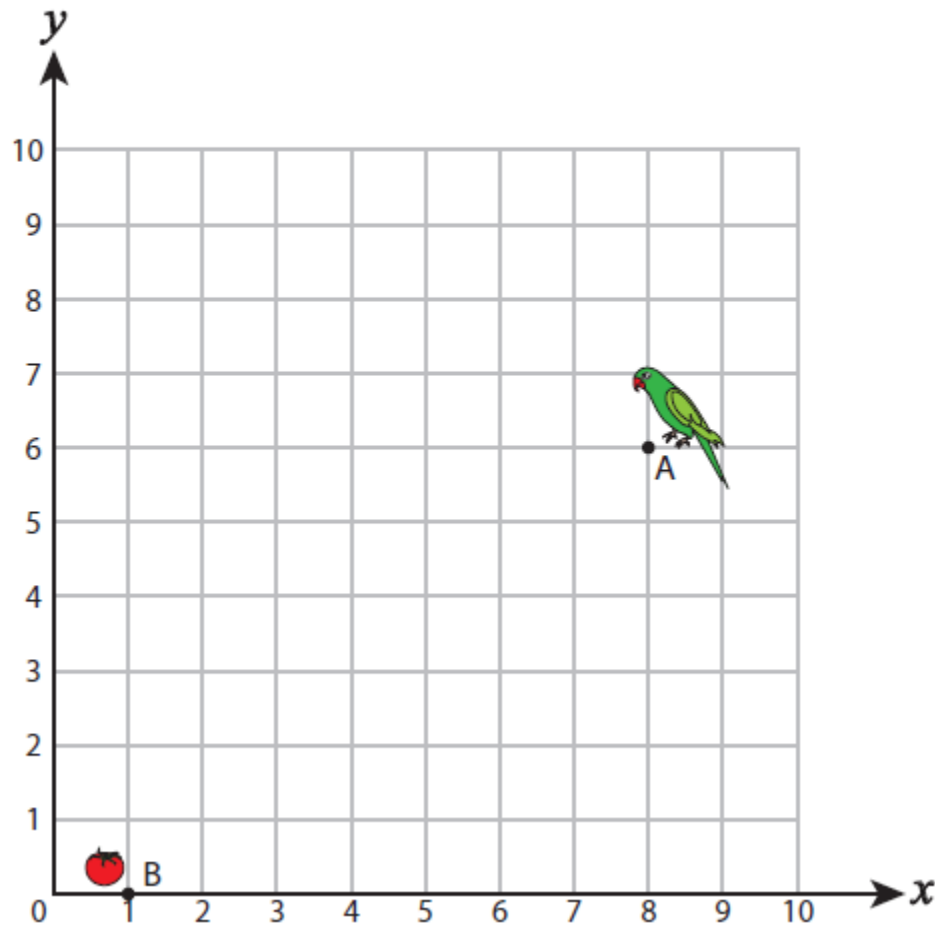
Problem Set 📷

$$(7, 7), (7, 5), (4, 5), (4, 3), (1, 3)$$
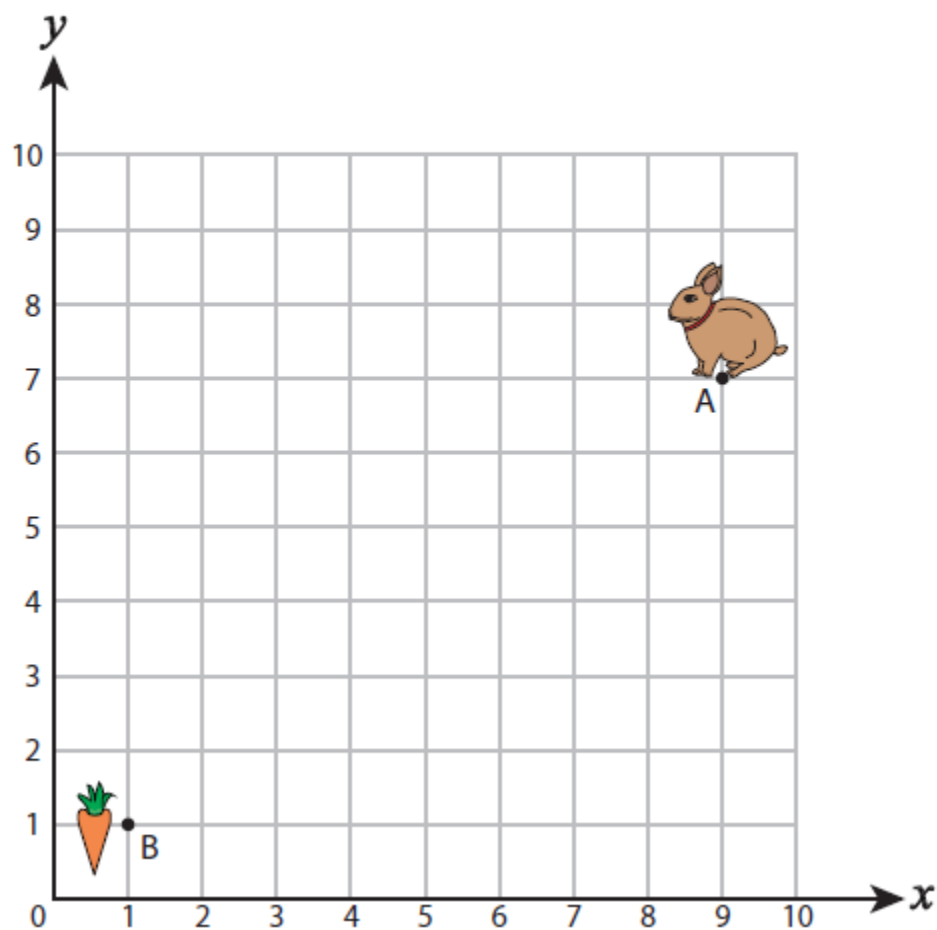
Application Problem:

Coach Kline collected data on 5 of his baseball players. The points show shoe size and the number of runs scored this week by the 5 players.
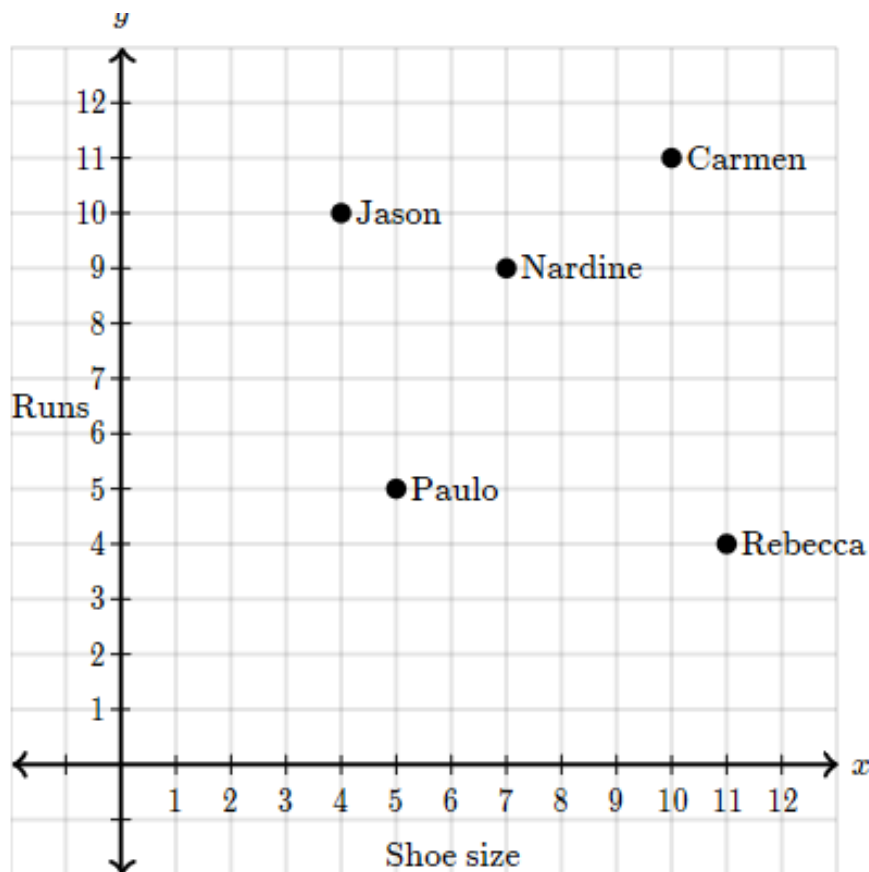
Which player scored the most runs? _____

Name:_____ Date: 6/18/2020

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Problem 1

1. What are the coordinates of points A, B, and C?

   A (__1__ , __6__)   B (__1__ , __3__)   C (__5__ , __3__)

2. Plot point D so that the four points make a rectangle.
3. What are the coordinates of point D? (__5__ , __6__)
4. On the same coordinate grid, plot these coordinates:

   E (7, 6)   F (7, 8)   G (9, 8)   H (9, 6)

5. Join the coordinates together. What shape do they make? __Square__

Problem 2

Write the point that is located at each ordered pair.

(2, 5) _____   (4, 6) _____

(9, 3) _____   (7, 2) _____

(6, 6) _____   (8, 6) _____

(4, 9) _____   (3, 4) _____

(5, 1) _____   (1, 2) _____
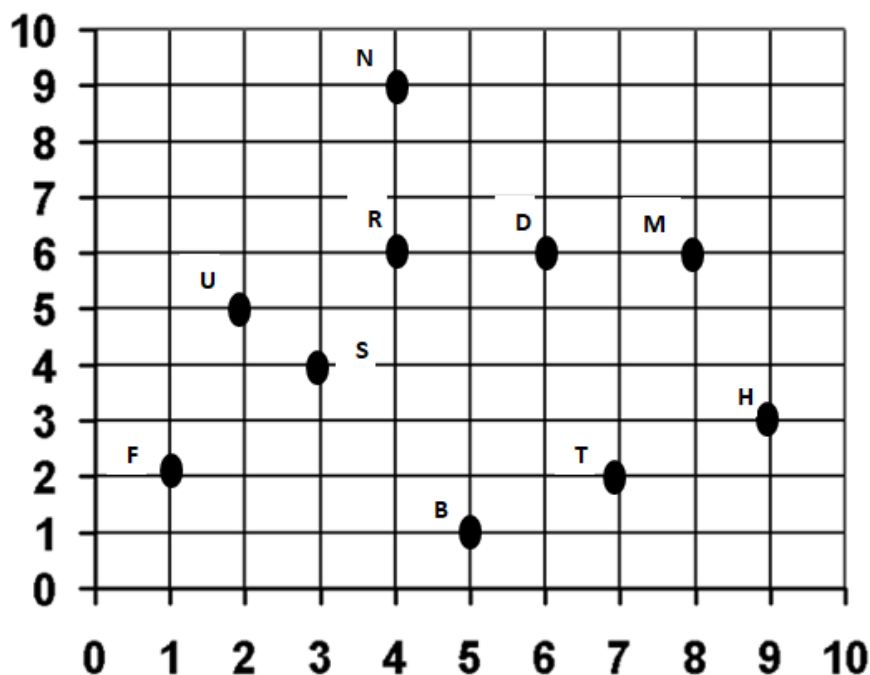
Problem 3
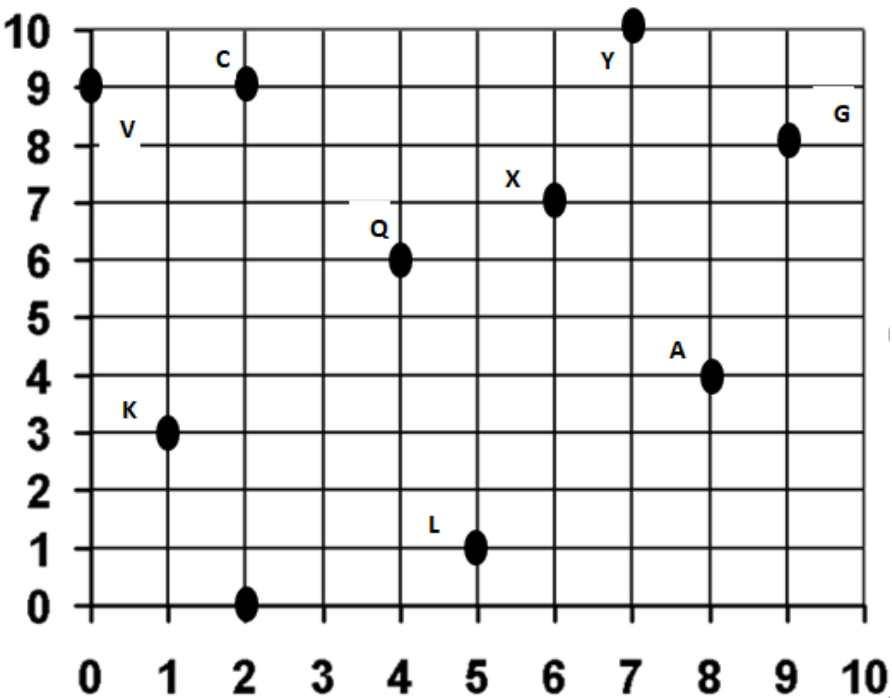
Write the point that is located at each ordered pair.

G (_____, _____)   X (_____, _____)

A (_____, _____)   C (_____, _____)

Q (_____, _____)   L (_____, _____)

E (_____, _____)   Y (_____, _____)

K (_____, _____)   V (_____, _____)

Problem 4

Directions: Write the coordinates of the plotted points by starting with the X-axis (horizontal) and moving up the y-axis (vertical).
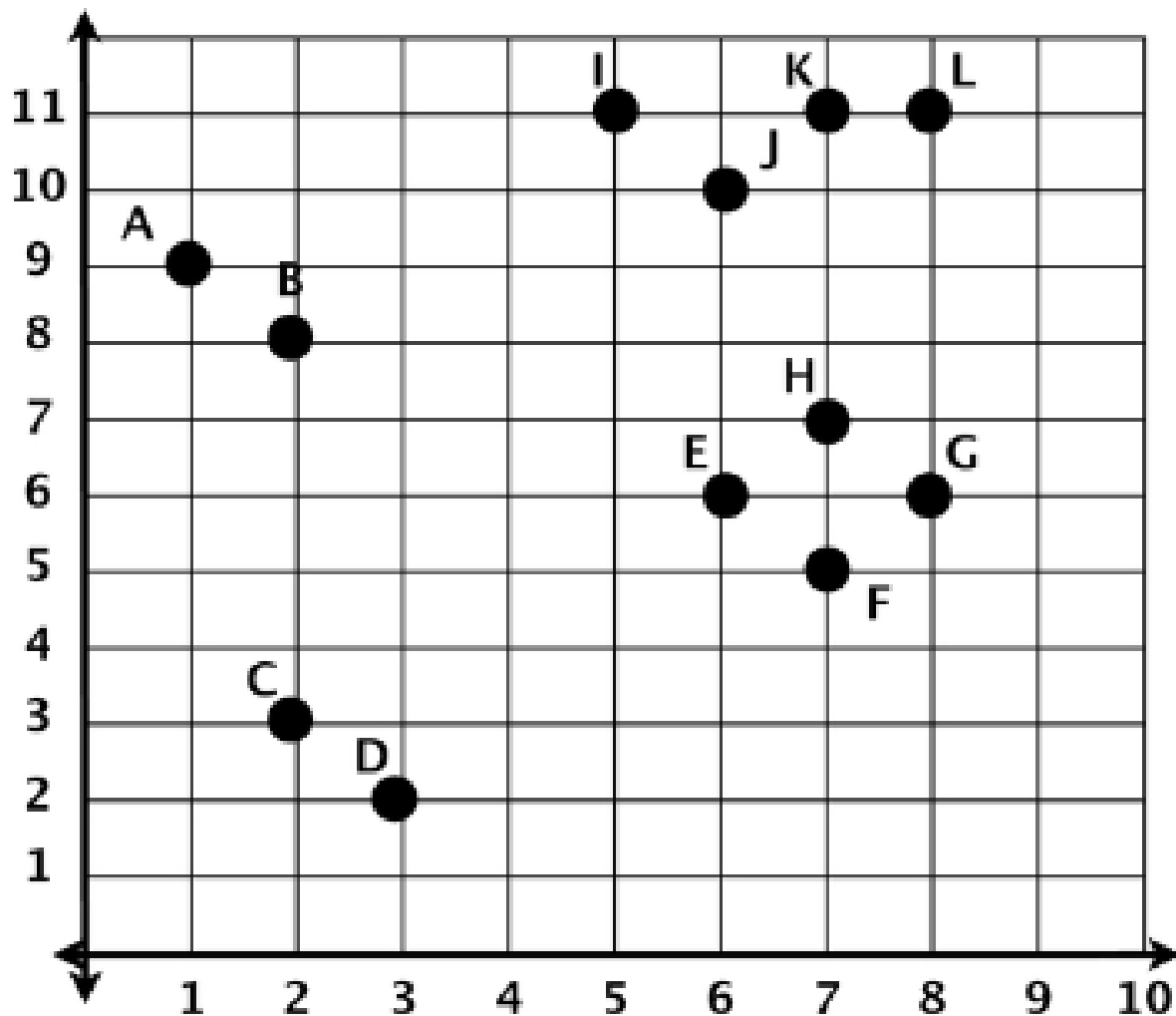
A. (_____ , _____)   E. (_____ , _____)   I. (_____ , _____)

B. (_____ , _____)   F. (_____ , _____)   J. (_____ , _____)

C. (_____ , _____)   G. (_____ , _____)   K. (_____ , _____)

D. (_____ , _____)   H. (_____ , _____)   L. (_____ , _____)

Problem Set

Determine which letter is at each coordinate using the grid below.

(4 , 8)   _____

(6 , 7)   _____

(2 , 10)   _____

(1 , 7)   _____

(8 , 9)   _____

(4 , 6)   _____

(3 , 6)   _____

(1 , 8)   _____

(10 , 9)   _____

(6 , 4)   _____
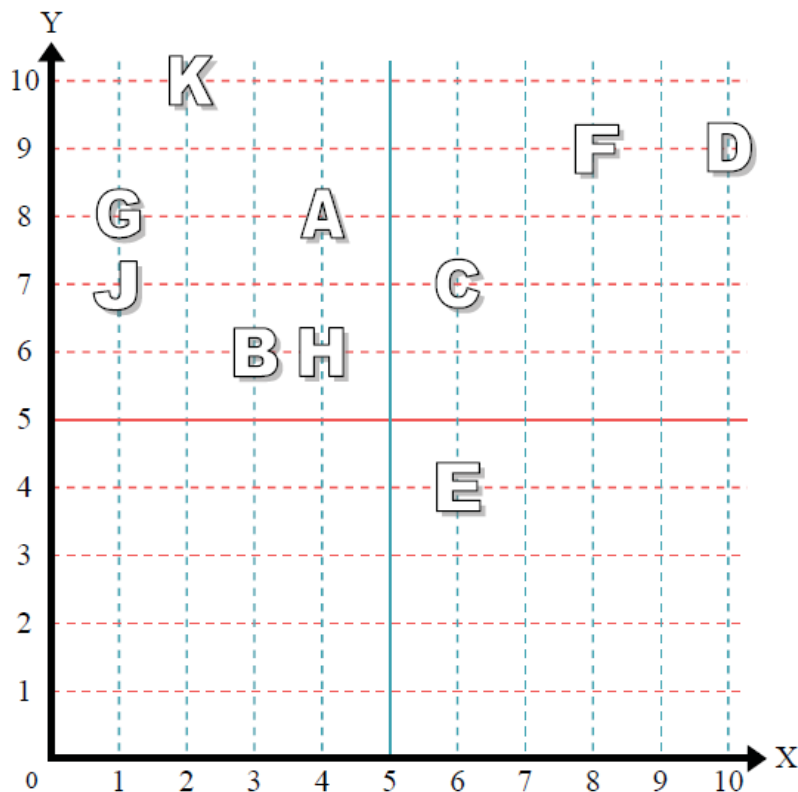
Application Problem

For Halloween, Nana makes bags with orange and black candies for her 5 grandchildren. The points show how many orange candies and how many black candies are in 4 of the bags.

The fifth bag has 4 more orange candies than bag 1 and 1 less black candy than bag 2.

Plot the 5th, bag's candies on the coordinate plane below.
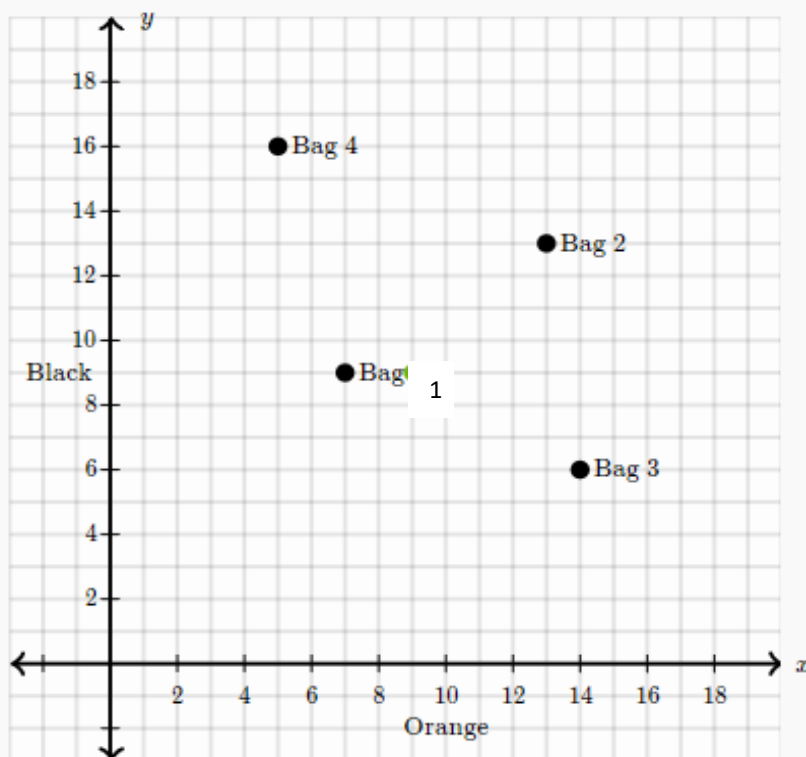
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Problem 1

Plot each point on the coordinate grid.

M (3, 7)   A (0, 9)   T (10, 1)   H (4, 4)

R (1, 0)   O (2, 8)   C (5 , 6)   K (6, 5)   S (9, 0)

Problem 2

Use the grid below to determine the coordinates where each figure is located.
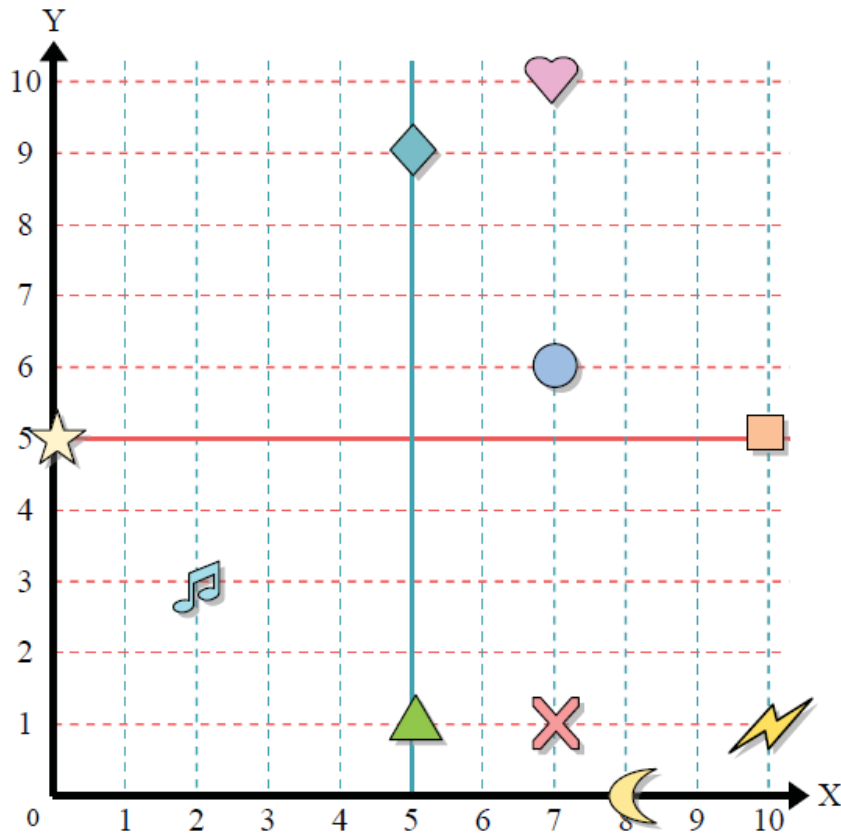
1) Star   _____

2) Lightning   _____

3) Circle   _____

4) Heart   _____

5) Cross   _____

6) Triangle   _____

7) Moon   _____

8) Square   _____

9) Diamond   _____

10) Music Note   _____

Problem 3

Write the ordered pair of each letter on the lines below.
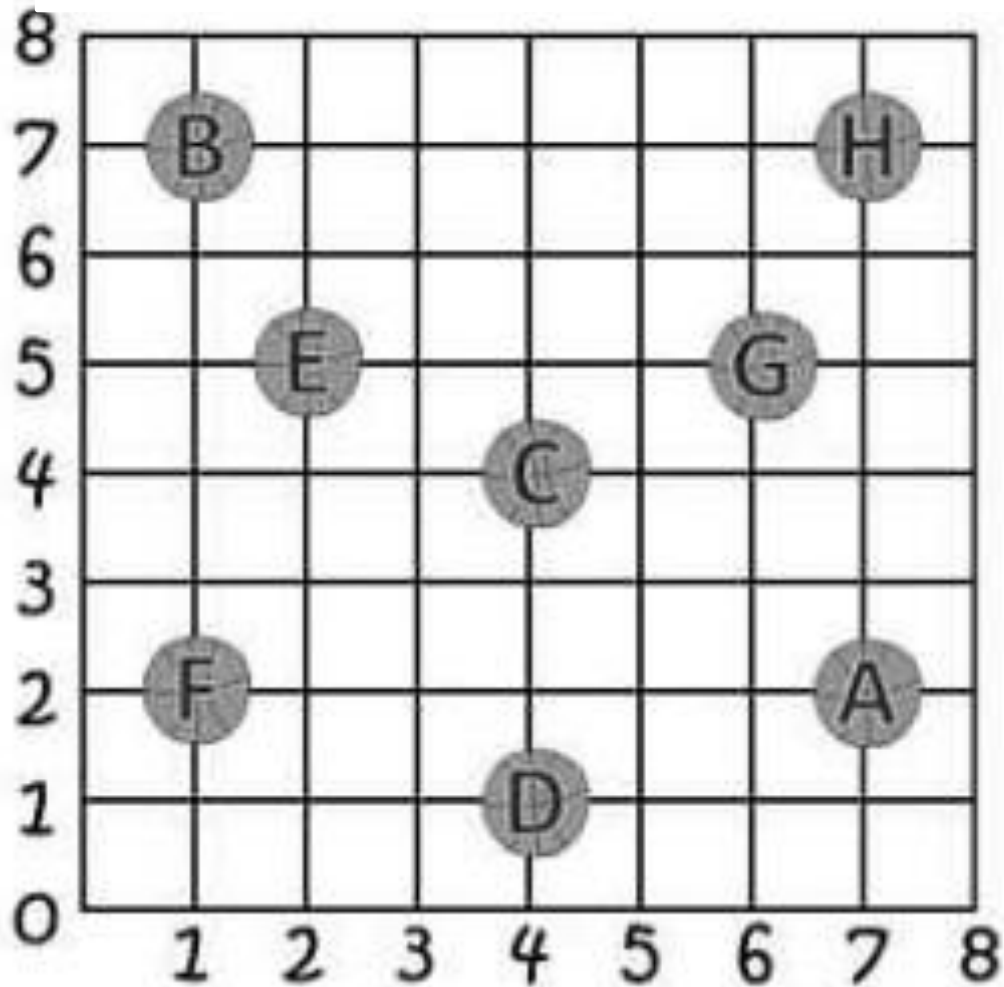
Write the ordered pair for each basketball.

A _____   E _____

B _____   F _____

C _____   G _____

D _____   H _____

Problem 4

Directions: Plot the points below by starting with the X-axis (horizontal) and moving up the y-axis (vertical). Draw a dot where the two numbers meet on the coordinate plane.
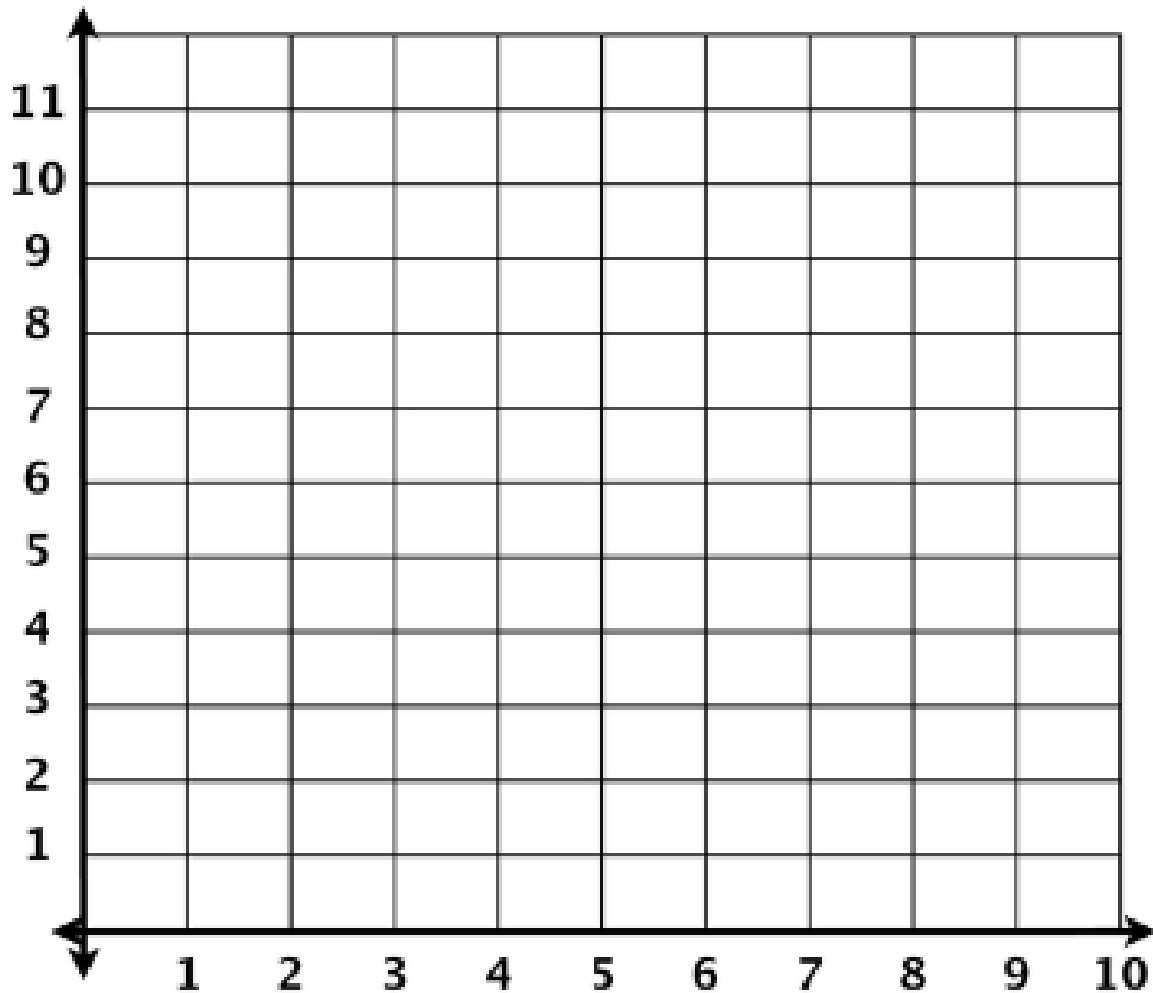
1. (8 , 9)   5. (8 , 7)   9. (2 , 7)

2. (6 , 7)   6. (6 , 5)   10. (6 , 3)

3. (4 , 7)   7. (8 , 3)   11. (6 , 9)

4. (2 , 9)   8. (4 , 9)   12. (8 , 5)

Problem Set
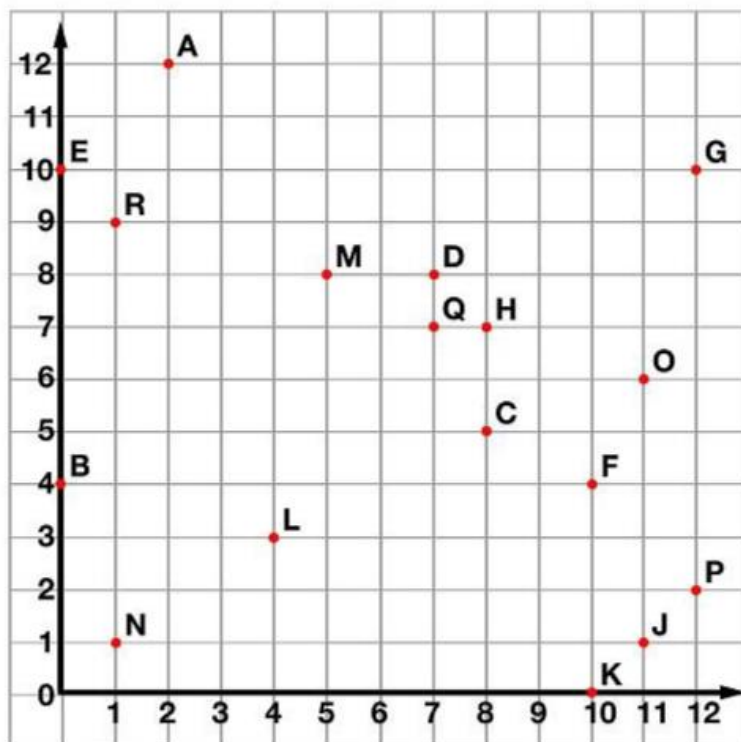
Tell what point is located at each ordered pair.

1. (5,8) _____   2. (12,2) _____   3. (8,7) _____

4. (12,10) _____   5. (7,7) _____ 6. (0,10) _____

Write the ordered pair for each given point.

7. N   _____   8. L   _____ 9. J   _____

10. A   _____   11. B   _____ 12. E   _____

Plot the following points on the coordinate grid.

13. S (6,11)   14. T (3,5) 15. U (9,12)

Application Problem

1. Name the coordinates of the shapes below.

Shape	x-coordinate	y-coordinate
Sun		
Arrow		
Heart		

2. Plot a square at $(3, 3\frac{1}{2})$.

3. Plot a triangle at $(4\frac{1}{2}, 1)$.

5th Grade Math Scope and Sequence – Week 13

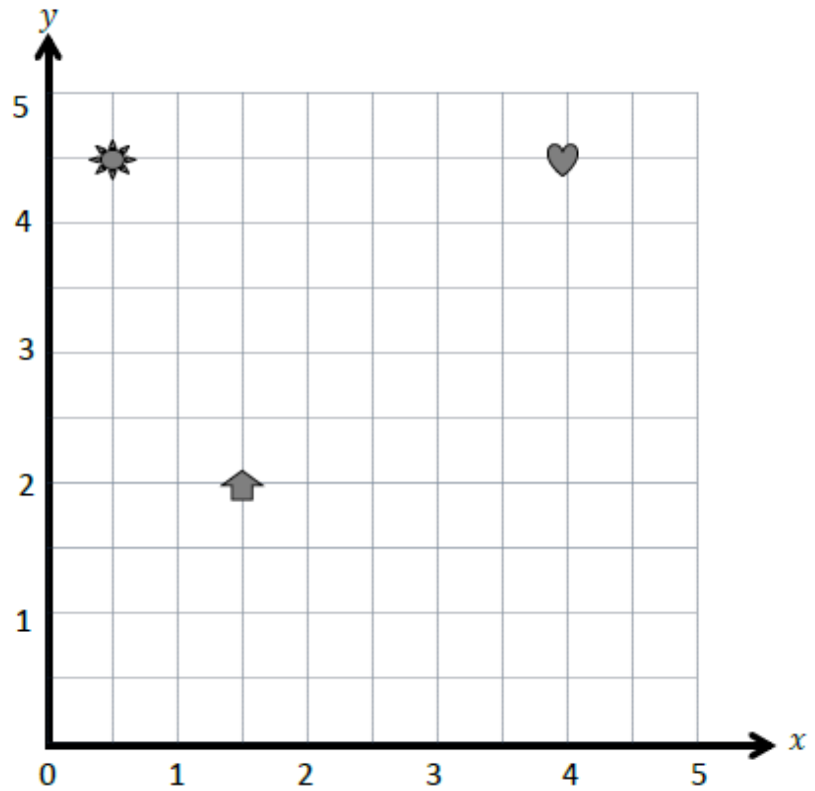| Date	Standards *Identify CC standards that scholars would benefit from practice. Reflect back to CFU notes or past assessment data*	Description of Packet Assignment (30 minutes of work)	Online Assignment
6.22. 2020	5.NBT.1 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.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.	RL Lesson 58- Scholars will multiply decimals by multiples of 10.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/yVg6LyNgIT8 https://youtu.be/6fLNcGSa_L4 **Prodigy –** **https://www.prodigygame.com/dashboard**
6.23. 2020	5.NBT.1 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.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.	RL Lesson 59 - Scholars will divide decimals by multiples of 10.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/yVg6LyNgIT8 https://youtu.be/6fLNcGSa_L4 **Prodigy –** **https://www.prodigygame.com/dashboard**
6.24. 2020	5.NBT.1 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.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.	RL Lesson 60 - Scholars will multiply and divide decimals by powers of 10.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/YJdCw2fK-Og **Prodigy –** **https://www.prodigygame.com/dashboard**
6.25. 2020	5.NBT.3a - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	RL Lesson 61 - Scholars will understand the thousandths place value.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/U3w9ppDv_MU **Prodigy –** **https://www.prodigygame.com/dashboard**
6.26. 2020	5.NBT.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.	RL Lesson 62- Scholars will solve multi-step/operation word problems.	**Mrs. Clute's Math Corner** **https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA** **Google Classroom** – Problem of the Day **Khan Academy** – https://youtu.be/bIRwzhhBzEU https://youtu.be/xBseQOzMB7A **Prodigy –** **https://www.prodigygame.com/dashboard**

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Rules to x Decimals by Multiples of 10: | **Ex:**

- For every zero in the multiple of 10, move the decimal that many places to the **RIGHT**.

- Fill any empty spaces with zeros.

0.5 x 100

$0.50. = \boxed{50}$

OR

$$\begin{array}{r} 0.5 \\ \times\ 100 \\ \hline 0\ \boxed{50}.0 \end{array}$$

Problem 1

0.004 x 10

Problem 2

2.43 x 10

Problem 3

367 x 10

Problem 4

14.3 x 100

Problem 5   ## Problem 6

4,367 x 10   43.67 x 10

Problem Set

a. $3.452 \times 10 =$ _____

b. $.0196 \times 100 =$ _____

c. $76.78 \times 1,000 =$ _____

d. $5.67 \times 10 =$ _____

Application Problem

On average, a human hair grows 1.25 centimeters per month. At this rate, how long would a strand of hair grow in 10 months.

Name:_____ Date: 6/23/2020

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Rule to ÷ Decimals by Multiples of 10:   Ex:

- For every zero in the multiple of 10, move the decimal that many places to the **LEFT**.

- Fill any empty spaces with zeros.

$$0.9 \div 10$$

$$.0\,9 = .09$$

or

$$0.09$$

$$10\overline{)0.90}$$
$$-90$$
$$0$$

Problem 1

$12.24 \div 10$

Problem 2

$1.6 \div 100$

Problem 3

$0.7 \div 100$

Problem 4

$0.05 \div 100$

Problem 5   ## Problem 6

745 ÷ 10   20.54 ÷ 1,000

Problem Set

345 ÷ 10 = _____

54.7 ÷ 100 = _____

8.95 ÷ 1,000 = _____

74.25 ÷ 10 = _____

Application Problem

Ten children ran a lemonade stand all summer. They made a total of $485. If they split the money evenly, how much money will each child receive?

Name:_____   Date: 6/24/2020

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Key Terms

Exponent – the number of times a base multiplies itself

Base – the number that multiplies itself

Exponent $\longrightarrow$ $\mathbf{10^3}$ $\longleftarrow$ **Base**

Problem 1:

$$10^5$$

Repeated Multiplication $\underline{10 \times 10 \times 10 \times 10 \times 10}$

Product: $\underline{\ 100,000\ }$

Word Form: $\underline{10\ to\ the\ fifth\ power}$

OR

10 to the power of 5

Problem 2

3×10^2

3×100

$\vee$

$\boxed{300}$

POWERS OF 10

The symbol tells which direction to move the decimal point.

$x \longrightarrow$ to the right

$\div \longleftarrow$ to the left

The exponent tells how many spaces to move the decimal point.

10^{2} moves 2 spaces

10^{3} moves 3 spaces

Problem 3

$3.4 \div 10^3$

Problem 4

4.021×10^2

Problem 5

$700 \div 10^2$

Problem Set

1. Write the following in exponential form (e.g., $100 = 10^2$).

a. 10,000 = _____   b. 1,000 = _____

2. Write the following in standard form (e.g., $5 \times 10^2 = 500$).

a. 9×10^3 = _____   b. $7.2 \div 10^2$ = _____

Application Problem

Jack and Kevin are creating a mosaic for art class by using fragments of broken tiles. They want the mosaic to have 10^2 sections. If each section requires 31.5 tiles, how many tiles will they need to complete the mosaic?

Name:_____ Date: 6/25/20

BCCS-Boys   College: MIT/Stanford

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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	
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Key Terms Review:

Standard form - shows us the digits that we are using to represent that amount

Ex: 1.25

Expanded form - shows how much each digit is worth and that the number is a total of those values added together

Ex: 1 + 0.2 + 0.05

Word form – shows us the digits written as words

Ex: one and twenty-five hundredths

Unit form - helps us see how many of each size unit is in the number

Ex: 1 ones 2 tenths 5 hundredths

Fractional Form – shows a decimal written in as a fraction or mixed number

Ex: $1\frac{25}{100}$

Problem 1

three and forty-seven thousandths

Standard Form: _3.047_

Expanded Form: 3 + 0.04 + 0.007

Unit Form: 3 ones + 4 hundredths + 7 thousandths

Fractional Form: $3\frac{47}{1000}$

Problem 2

125 thousandths

Standard Form: _____

Unit Form:_____

Fractional Form:_____

Expanded Form:_____

Problem 3

0.273

Word Form: _____

Expanded Form:_____

Fractional Expanded Form:_____

Unit Form:_____

Problem 4

1.608

Word Form: _____

Expanded Form:_____

Fractional Expanded Form:_____

Unit Form:_____

Problem Set

25.413

Word Form: _____

Expanded Form:_____

Fractional Expanded Form:_____

Unit Form:_____

Application Problem

  Mr. Pham wrote 2.619 on the board. Christy says it is two and six hundred nineteen thousandths. Amy says it is 2 ones 6 tenths 1 hundredth 9 thousandths. Who is right? Use words and numbers to explain your answer.

Name:_____ Date: 6/26/2020

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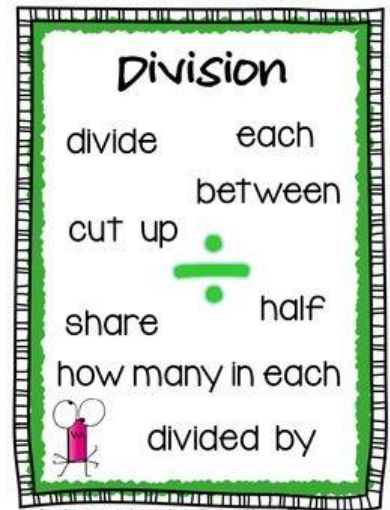
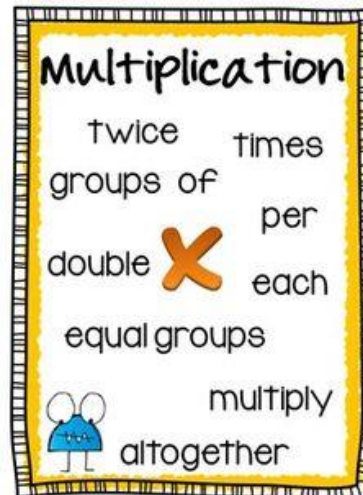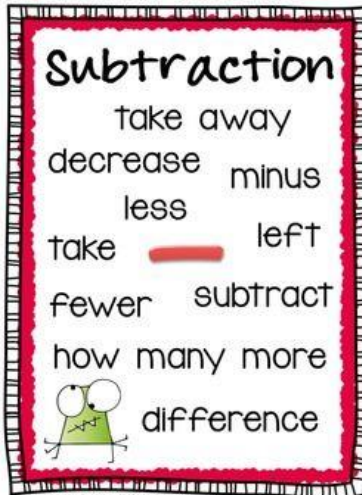https://www.youtube.com/channel/UCHB7OsuP66FkQN5qUPPmyLA

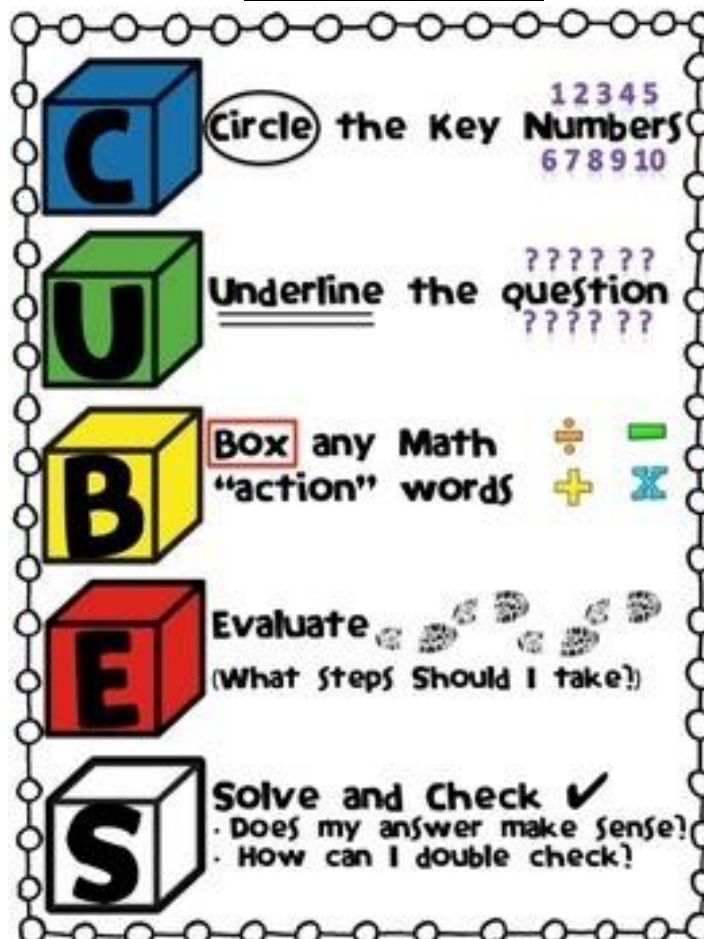Parent Signature: _____
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Adding/Subtracting/Multiplying/Dividing Key Terms:

Addition
join
altogether
plus
sum
add
combined
in all
both
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 1 2 3 4 5 6 7 8 9 10

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

B Box any Math "action" words

E Evaluate (What steps should I take?)

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

Problem 1

Katrina runs 3.5 km on Monday and 4.23 km on Tuesday. How much did she run in both days?

+

A. 4.58

B. 7.73

C. 1.73

D. 7.28

```
  3.50
+ 4.23
------
  7.73
```

Problem 2

Henry sold 125.75 pounds of beef this week and 136.8 pounds of beef last week. How many total pounds of beef did Henry sell this week and last week?

A. one hundred thirty-nine and forty three thousandths

B. one hundred and thirty-nine and forty-three hundredths

C. two hundred and sixty-two and fifty-five hundredths

D. two hundred sixty-two and fifty-five hundredths

Problem 3

Martin ran three miles in 34.05 minutes. How many minutes did it take him to run one mile if it took him the same amount of time to run each mile?

A. 10

B. 11.3

C. 11.35

D. 11.4

Problem 4

Salvatore ate four hotdogs in 6.08 minutes. How many minutes did it take him to eat one hotdog if it took him the same amount of time to eat each hotdog.

A. 24.32

B. 24.3

C. 1.52

D. 1.5

Problem Set

Each feet of fencing cost $3.61. Pete bought 87 feet for a fencing project. How much did he pay for the fence?

A. $97.83
B. $314.07
C. $942.21
D. $2,826.63

Application Problem

A truck is transporting 59 containers that weigh 19.2 pounds each. What is the total weight the truck is transporting?

A. 1121.118 pounds
B. 1122.18 pounds
C. 1132.8 pounds
D. 113.28 pounds