



Name \_\_\_\_\_

## 5<sup>th</sup> Grade Math Remote Learning Packet

### Week 27



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

\_\_\_\_\_  
(Parent Signature)

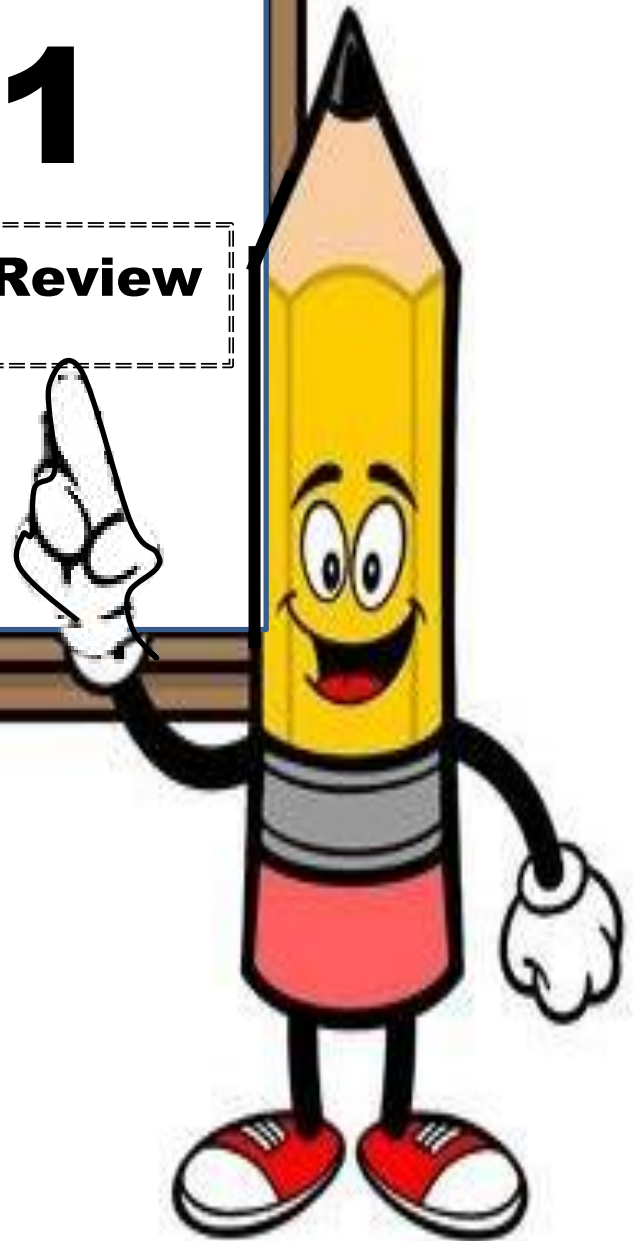
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(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



# Day # 1

**Mod 4 End of Mod SPA Review**



Name: \_\_\_\_\_ Week 27 Day 1 Date: \_\_\_\_\_

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**Do Now**

Solve

$$\frac{2}{3} \text{ of } 16$$

$$\frac{1}{4} \div 8$$

Multiply. Simplify when necessary.

**Problem 1**

$$\frac{2}{3} \times \frac{4}{8}$$

**Problem 2**

$$\frac{2}{5} \text{ of } \frac{10}{12}$$

Divide using KCF. Simplify whenever necessary.

**Problem 3**

$$5 \div \frac{1}{10}$$

**Problem 4**

$$\frac{2}{7} \div 4$$

Convert the fractions to decimals.

**Problem 5**

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

**Problem 6**

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

Solve and simplify when necessary.

**Problem 7**

$$2.4 \times 12$$

**Problem 8**

$$1.4 \times 0.2$$

**Problem 9**

$$15 \div 0.3$$

**Problem 10**

$$1.5 \div 0.5$$

**Write an equivalent expression, then solve.**

**Problem 11**

one-fourth the sum of two-thirds and one-eighth

Expression: \_\_\_\_\_

Solve:

Answer: \_\_\_\_\_

**Problem 12**

twenty-two divided by the difference between  $\frac{3}{4}$  and  $\frac{2}{5}$

Expression: \_\_\_\_\_

Solve:

Answer: \_\_\_\_\_

### **Problem 13**

Which situation could the expression  $\frac{1}{6} \div 2$  represent?

- A.  $\frac{1}{6}$  of a package of colored pencils shared equally among 2 brothers.
- B. The number of  $\frac{1}{6}$  servings of 2 cups of rice.
- C.  $\frac{1}{2}$  of the school split into six sections.
- D. a 6 foot long rope cut into  $\frac{1}{2}$  foot pieces.

### **Problem 14**

Which statement describes the value of the expression below?

$$56 \times \frac{1}{4}$$

- A. The value is less than 56.
- B. The value is greater than 56.
- C. The value is equal to 56.
- D. The value is greater than 1 but less than 2.

### **Problem 15**

Which expression matches the situation?

*Mark and Jada share 5 yards of ribbon equally. How much ribbon will each get?*

A.  $5 \div 2$

B.  $2 \times 5$

C.  $2 \div 5$

D.  $5 \times 2$

### **Problem 16**

For which values of  $p$  would the product of  $\frac{p}{3} \times 12$  be greater than 12?

A. for any values of  $p$  less than 1 but greater than 0

B. for any value of  $p$  less than 3 but greater than 1

C. for any value of  $p$  equal to 3

D. for any value of  $p$  greater than 3



### **Problem 17**

The debate team ordered a 24 cut pizza. There are 7 people on the debate team who will be splitting the pizza equally. How many pieces will each team member get?

Answer: \_\_\_\_\_ pieces of pizza

### **Problem 18**

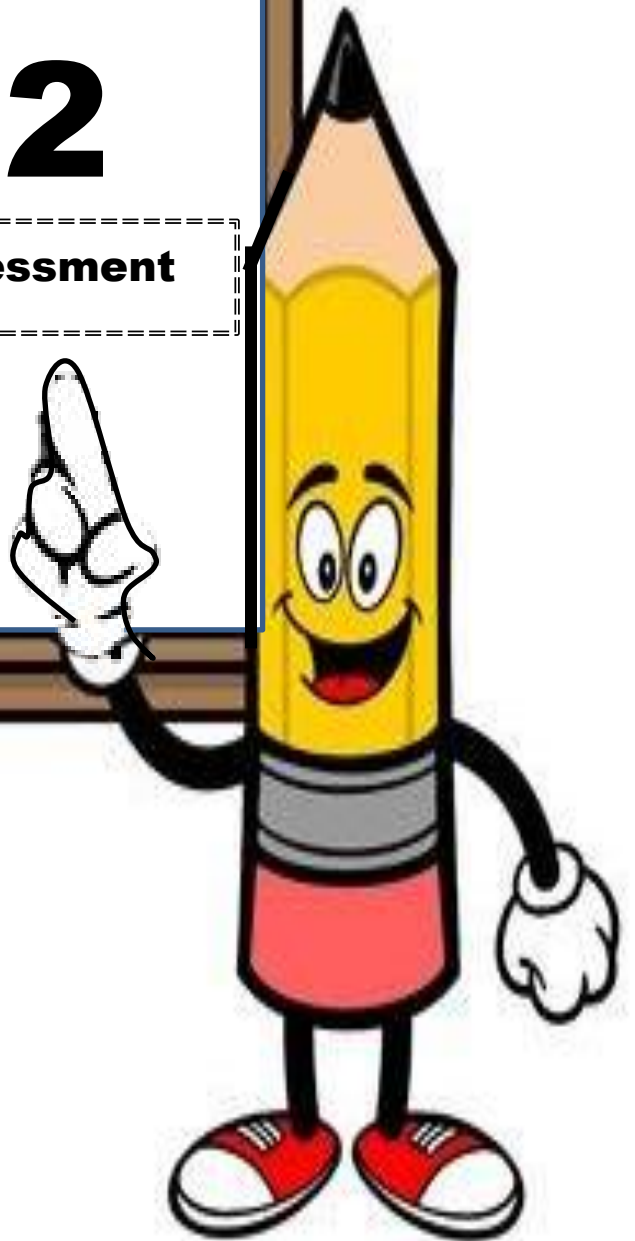
Rycheous made 60 cookies for a birthday party.  $\frac{2}{3}$  of the cookies he made were chocolate chips.  $\frac{3}{4}$  of the remaining cookies he made were oatmeal raisin and the rest were sugar cookies. How many of each cookie did Rycheous make?

Answer: \_\_\_\_\_ chocolate chips \_\_\_\_\_ oatmeal raisin \_\_\_\_\_ sugar



# Day # 2

**Mod 4 End of Mod SPA Assessment**



Name: \_\_\_\_\_ Week 27 Day 2 Date: \_\_\_\_\_

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**Module 4 End Module Assessment****Directions: Make sure to show *all* your work and complete each part. Good luck! ☺****Part I: Multiple Choice**

\_\_\_\_\_ 1. Find the product. (5.NF.4a)

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

A.  $\frac{1}{7}$

B.  $\frac{1}{12}$

C.  $\frac{2}{12}$

D.  $\frac{2}{7}$

\_\_\_\_\_ 2. What is the value of the expression below? (5.NF.7a)

$$\frac{1}{4} \div 8$$

A.  $\frac{1}{32}$

B.  $\frac{1}{2}$

C. 2

D. 32

\_\_\_\_\_ 3. What is the product of  $\frac{5}{8} \times \frac{3}{4}$ ? (5.NF.4a)

A.  $\frac{8}{32}$

B.  $\frac{15}{32}$

C.  $\frac{8}{12}$

D.  $\frac{15}{12}$

\_\_\_\_\_ 4. Convert the fraction to a decimal. (5.NF.5b)

$$\frac{2}{5}$$

A. 0.5

B. 0.2

C. 0.4

D. 0.6

\_\_\_\_\_ 5. Which expression matches the situation? (5.NF.3)

***Mark and Jada share 5 yards of ribbon equally. How much ribbon will each get?***

A.  $5 \div 2$

B.  $2 \times 5$

C.  $2 \div 5$

D.  $5 \times 2$

\_\_\_\_\_ 6. Manny, James and Izzy equally shared  $\frac{1}{2}$  of a pie. What fraction of the whole pie did each of them receive? (5.NF.3)

A.  $\frac{3}{2}$

B.  $\frac{1}{5}$

C.  $\frac{2}{3}$

D.  $\frac{1}{6}$

\_\_\_\_\_ 7. Convert the fraction to a decimal. (5.NF.5b)

$$\frac{3}{4}$$

A. 0.25

B. 0.50

C. 0.75

D. 0.34

\_\_\_\_\_ 8. Davey has a board that measures 5 feet in length. How many  $\frac{1}{4}$  foot long pieces can Davey cut from the board? (5.NF.3)

A. 1

B. 9

C. 10

D. 20

\_\_\_\_\_ 9. Convert the fraction to a decimal. (5.NF.5b)

$$\frac{4}{20}$$

A. 0.04

B. 0.40

C. 0.90

D. 0.20



\_\_\_\_\_ 10. Each day last week, Ms. Johnson walked  $\frac{1}{2}$  mile. What is the total distance, in miles, that Ms. Johnson walked in 6 days?  
(5.NF.6)

A. 1

B. 2

C. 3

D. 4

**PART II: Short Answer: Show all of your work in this part of the assessment.**

11. Find the product. Write your product in decimal and fraction form. (5.NF.4a)

$$1.5 \times \frac{1}{5}$$

Decimal Answer \_\_\_\_\_ Fraction Answer \_\_\_\_\_

12. Find the quotient by using KFC. (5.NF.3)

$$3.2 \div 0.1$$

Answer \_\_\_\_\_

Write an equivalent expression with parentheses for the following problems. Then solve.

13. **one-fifth the product of one-half and one-third**

(5.OA.2)

Expression

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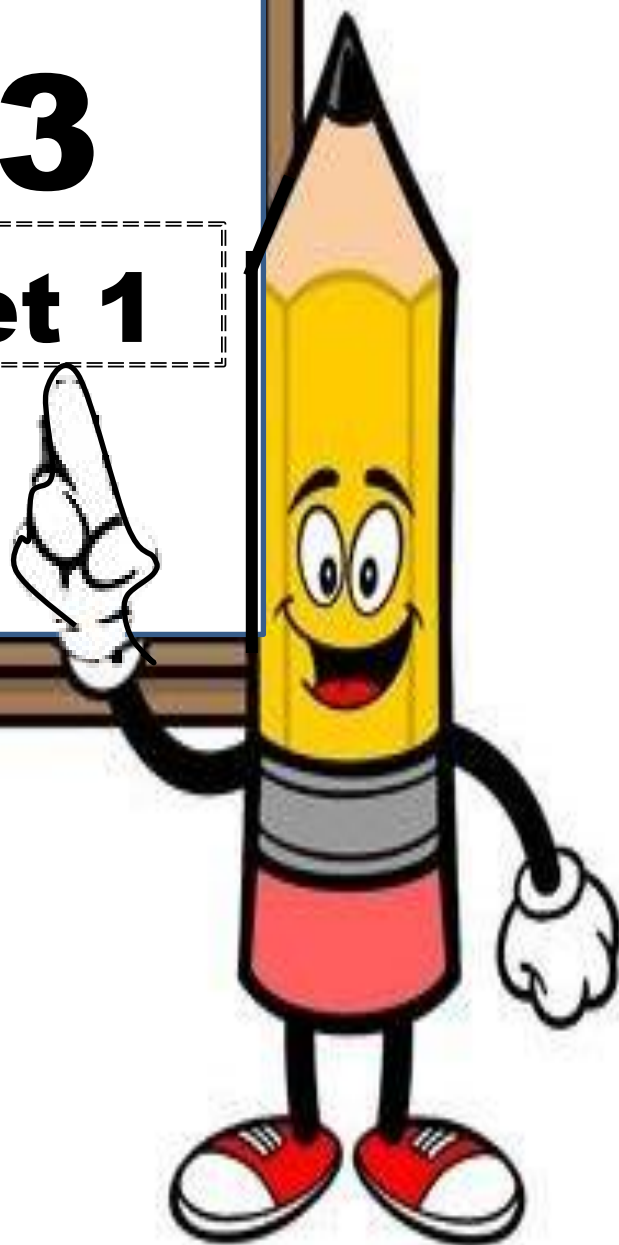
Solve:

Answer: \_\_\_\_\_



# Day # 3

**Mod 5 Packet 1**



Name: \_\_\_\_\_ Week 27 Day 3 Date: \_\_\_\_\_

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**Do Now**

Change each fraction to a decimal.

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

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

Use K-C-F to divide each decimal

$$\frac{2}{5} \div 12$$

$$\frac{4}{20} \div 4$$

## Order of Operation

Order of Operation - the \_\_\_\_\_ in which we solve \_\_\_\_\_ problems

PEMDAS \_\_\_\_\_

P \_\_\_\_\_

E \_\_\_\_\_

M \_\_\_\_\_

D \_\_\_\_\_

A \_\_\_\_\_

S \_\_\_\_\_

Example:

$$6 \times (9 + 3)$$

P

E

M

D

A

S

## Input Activity:

### Problem 1

$$(10 + 4) - 8$$

P

E

M

D

A

S

### Problem 2

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

P

E

M

D

A

S

### Problem 3

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

P

E

M

D

A

S

### Problem 4

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

P

E

M

D

A

S

### Problem 5

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

P

E

M

D

A

S

### Problem 6

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

P

E

M

D

A

S

### Problem 7

$$4 \times 5 + 7 - 3$$

P

E

M

D

A

S

### Problem 8

$$(9 - 6) \times 3 + 4$$

P

E

M

D

A

S



**Problem 9**

$$2 \times 2 \times (10 + 10)$$

P  
E  
M  
D  
A  
S

**Problem 10**

$$(13 + 19) \times (4 \times 2)$$

P  
E  
M  
D  
A  
S

**Problem 11**

$$(11 + 4) + 20 - 6$$

P  
E  
M  
D  
A  
S

**Problem 12**

$$(19 - 7) \times 6 - 13$$

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**

$$12 + 11 - (6 \times 3)$$

P

E

M

D

A

S

$$(8 \times 4) + [(7 \times 10) - 40]$$

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: \_\_\_\_\_

## Exit Ticket

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

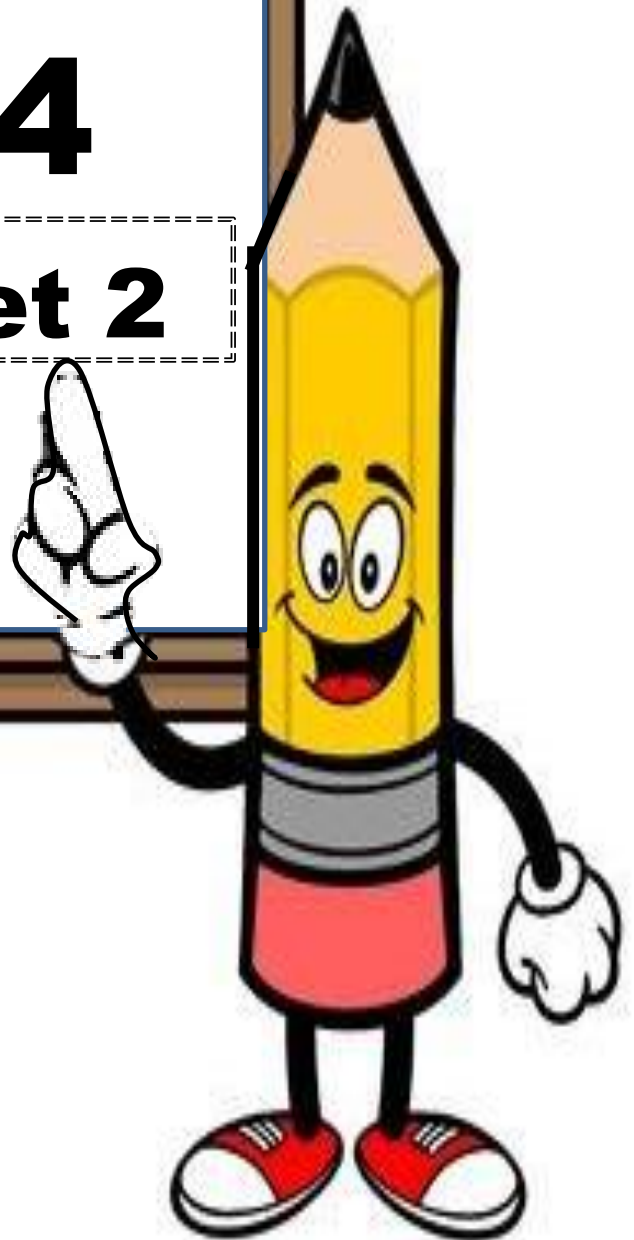
A

S



# Day # 4

**Mod 5 Packet 2**



Name: \_\_\_\_\_ Week 27 Day 4 Date: \_\_\_\_\_

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**Do Now**

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

$$24 \div 12 - (1 \times 2)$$

P

E

M

D

A

S

$$(5 \times 4) + (6 \times 3) - 22$$

P

E

M

D

A

S

## Order of Operation

### PEMDAS – “Please Excuse My Dear Aunt Sally”

Parentheses

Exponent

Multiply

Divide

Add

Subtract

#### Input Activity:

##### Problem 1

$$4[(16 \div 2) + 3] - 12$$

P

E

M

D

A

S

##### Problem 2

$$(9 - 6) \times 3 + 4$$

P

E

M

D

A

S

### Problem 3

$$(13 + 9) \div (19 - 8)$$

P

E

M

D

A

S

### Problem 4

$$(6 + 2) \times (5 \times 9)$$

P

E

M

D

A

S

### Problem 5

$$(11 + 4) + 20 - 6$$

P

E

M

D

A

S

### Problem 6

$$(19 - 7) \times 6 - 13$$

P

E

M

D

A

S

**Problem 7**

$$2 + [(14 - 10) \times 3]$$

P

E

M

D

A

S

**Problem 8**

$$3 \times 4 - 6 \div 2$$

P

E

M

D

A

S

**Problem 9**

$$(42 \div 7) \times (6 + 4)$$

P

E

M

D

A

S

**Problem 10**

$$(3 \times 15) + (14 - 9)$$

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**

$$(50 \div 10) \times (8 \times 7)$$

P

E

M

D

A

S

$$(2 \times 4) + [(76 - 13) + 25]$$

P

E

M

D

A

S

### Application Problem:

On a recent math test, Mohamed scored 3 points for each of the 18 multiple choice questions he answered correctly and 5 points for each of the 6 short response questions he answered correctly. What was his total score on the test?

Expression: \_\_\_\_\_

### Exit Ticket

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

$$(19 + 1) \times (30 - 10)$$

P

E

M

D

A

S

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

P

E

M

D

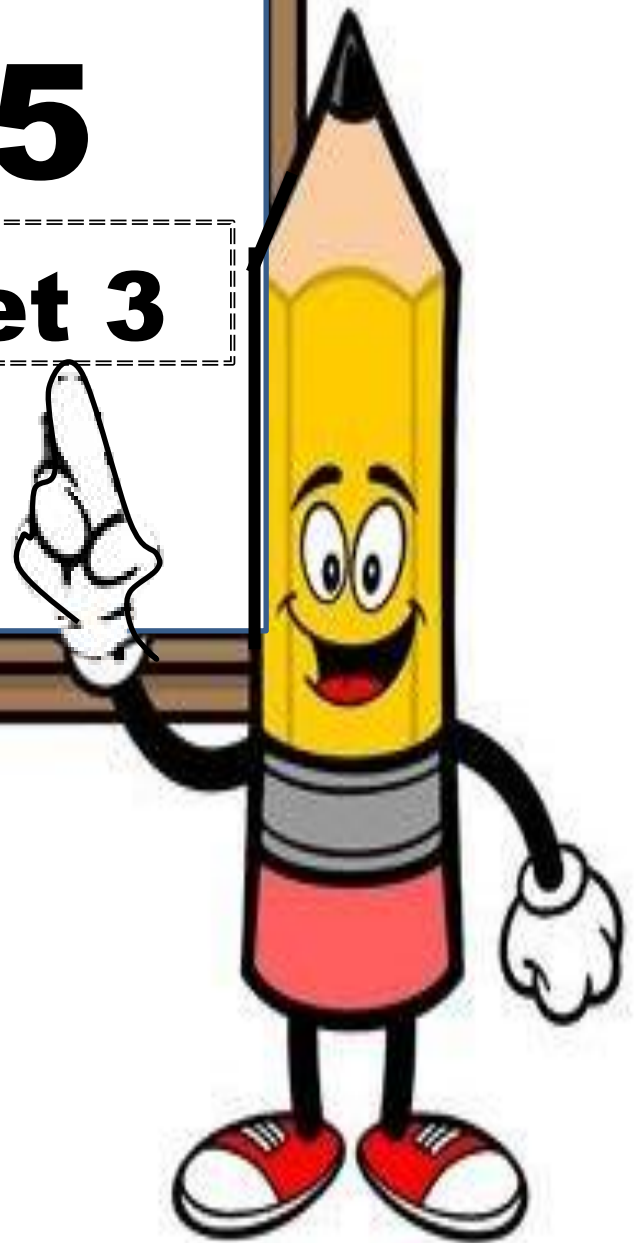
A

S



# Day # 5

**Mod 4 Packet 3**



Name: \_\_\_\_\_ Week 27 Day 5 Date: \_\_\_\_\_

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**Do Now**

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

$$14 + 12 - (5 \times 3)$$

P

E

M

D

A

S

$$(2 \times 6) + (9 \times 4) - 40$$

P

E

M

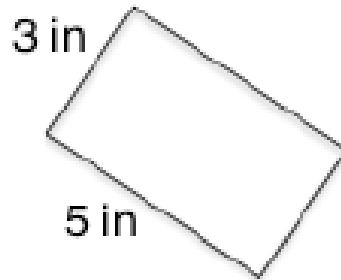
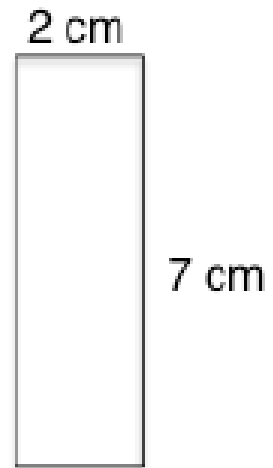
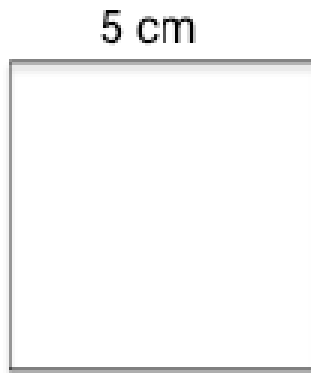
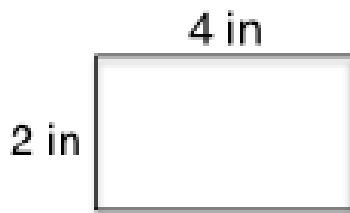
D

A

S

**Area Review:**

**Area = Length x Width**



## Volume

**Volume** – the amount of \_\_\_\_\_ and \_\_\_\_\_  
takes \_\_\_\_\_

Volume has an \_\_\_\_\_ of <sup>3</sup> at the end of its label and  
says \_\_\_\_\_ or \_\_\_\_\_.

Why do you think? \_\_\_\_\_  
\_\_\_\_\_

### **Volume Examples:**

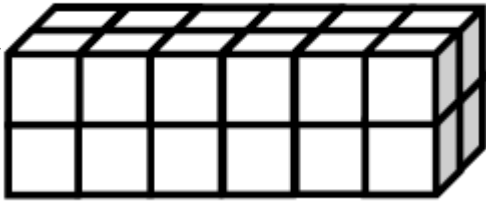
6cm<sup>3</sup> \_\_\_\_\_

14in<sup>3</sup> \_\_\_\_\_

## Input Activity:

### Problem 1

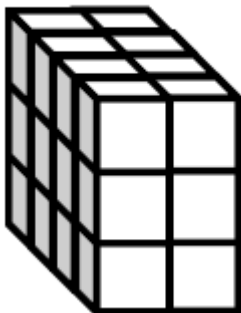
Top Layer



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

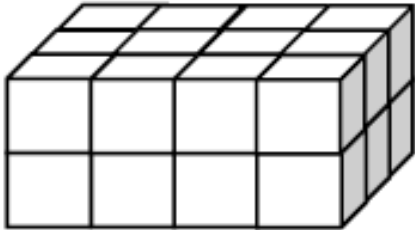
Bottom Layer

### Problem 2



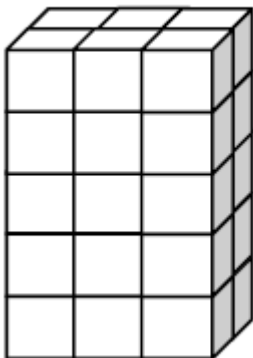
Number of layers	Number of cubes in each layer	Volume of the prism
		cubic units

### Problem 3



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

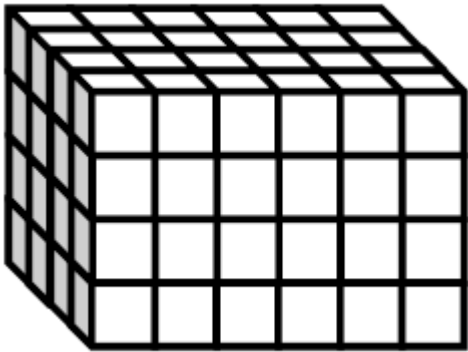
### Problem 4



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

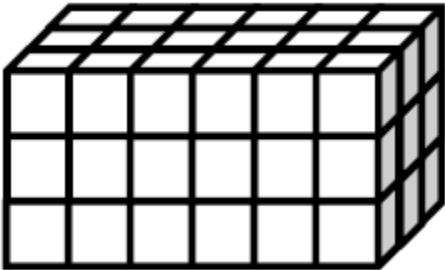


## Problem 5



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

## Problem 6



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

## Problem 7

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	Formula	Volume
<b>2</b>		
<b>4</b>		
<b>7</b>		

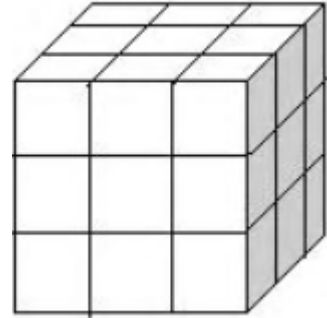
## Problem Set

1. 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 units



2. 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	Formula	Volume
<b>2</b>		
<b>4</b>		
<b>6</b>		

## Application Problem

Juliana makes a prism 4 inches across and 4 inches wide. She then decides to create layers equal to her first one. Fill in the chart below, and explain how you know the volume of each new prism.

Number of layers	Formula	Volume
<b>3</b>		
<b>5</b>		
<b>7</b>		

## Exit Ticket

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	Formula	Volume
<b>3</b>		
<b>4</b>		
<b>5</b>		



Name \_\_\_\_\_

# 5<sup>th</sup> Grade Math Remote Learning Packet

## Week 28



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Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

\_\_\_\_\_  
(Parent Signature)

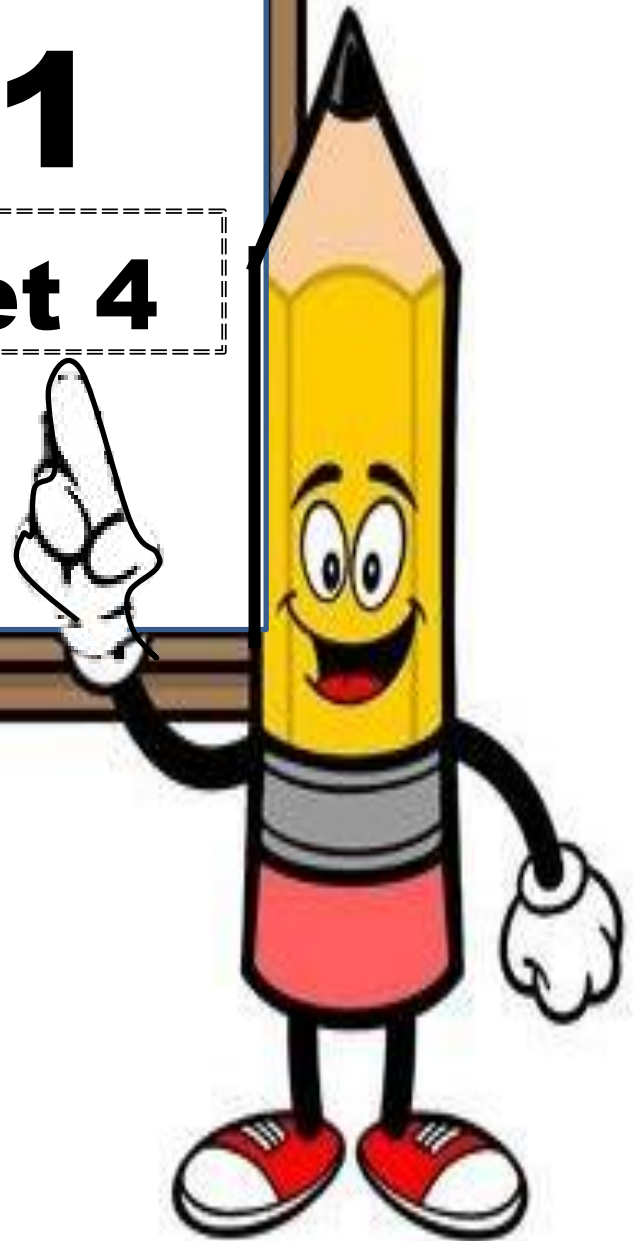
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(Date)

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# Day # 1

**Mod 5 Packet 4**



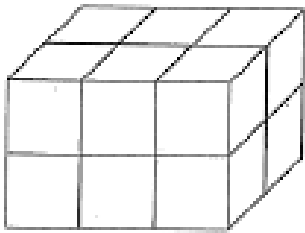
Name: \_\_\_\_\_ Week 28 Day 1 Date: \_\_\_\_\_

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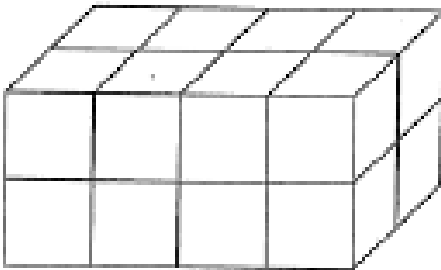
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**Do Now**

Find the volume.



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



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



## Input Activity:

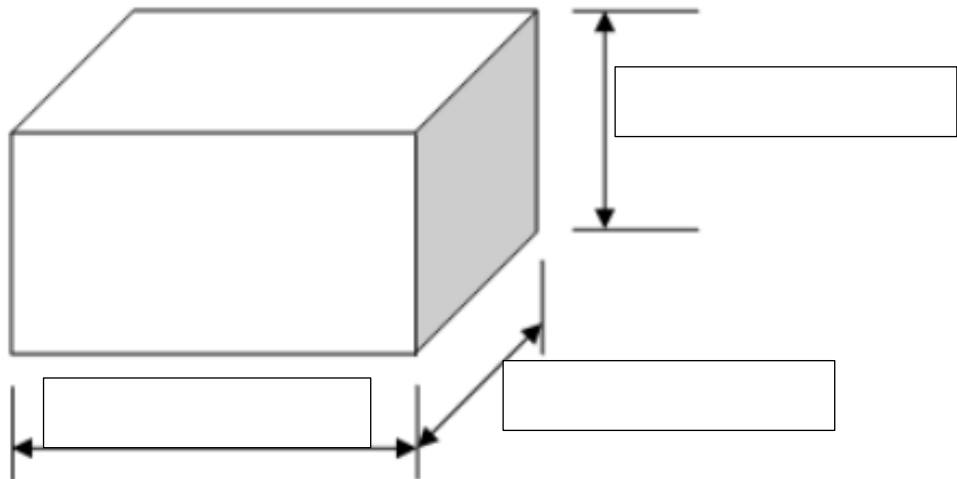
**Formula for Volume:** \_\_\_\_\_ x \_\_\_\_\_ x \_\_\_\_\_

**Length:** how \_\_\_\_\_ an object is

**Width:** how \_\_\_\_\_ an object is

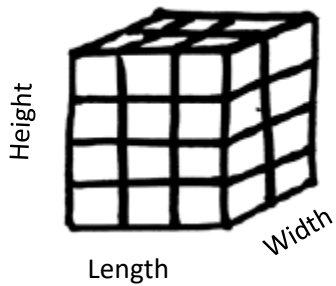
**Height:** how \_\_\_\_\_ an object is

**Ex:**



## Problem 1

Find the volume using multiplication.



L: \_\_\_\_\_ W: \_\_\_\_\_ H: \_\_\_\_\_

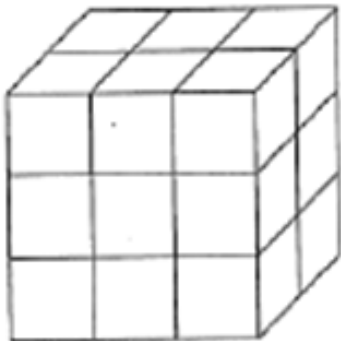
Volume Formula:  $L \times W \times H$

Solve:

Volume: \_\_\_\_\_

## Problem 2

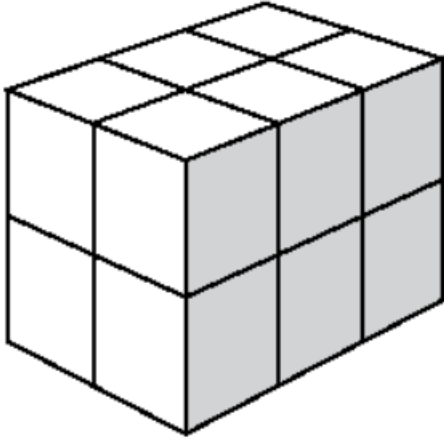
L: \_\_\_\_\_ W: \_\_\_\_\_ H: \_\_\_\_\_



Solve:

Volume: \_\_\_\_\_

### Problem 3

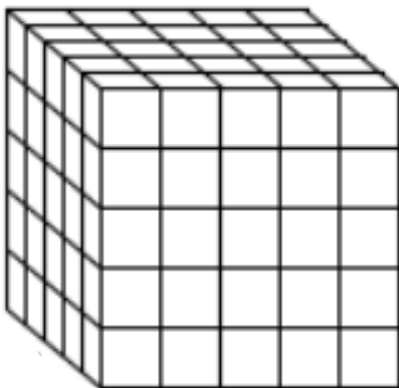


L: \_\_\_\_\_ W: \_\_\_\_\_ H: \_\_\_\_\_

Solve:

Volume: \_\_\_\_\_

### Problem 4



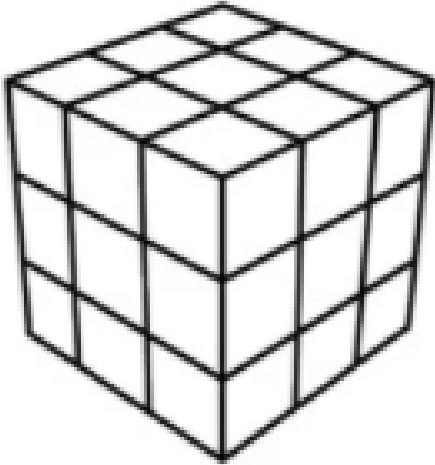
L: \_\_\_\_\_ W: \_\_\_\_\_ H: \_\_\_\_\_

Solve:

Volume: \_\_\_\_\_

### Problem 5

L: \_\_\_\_\_ W: \_\_\_\_\_ H: \_\_\_\_\_

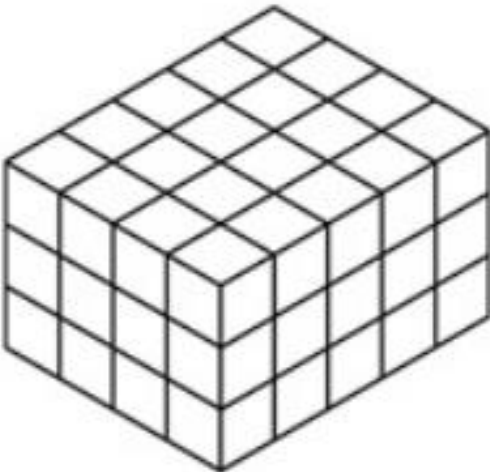


Solve:

Volume: \_\_\_\_\_

### Problem 6

L: \_\_\_\_\_ W: \_\_\_\_\_ H: \_\_\_\_\_

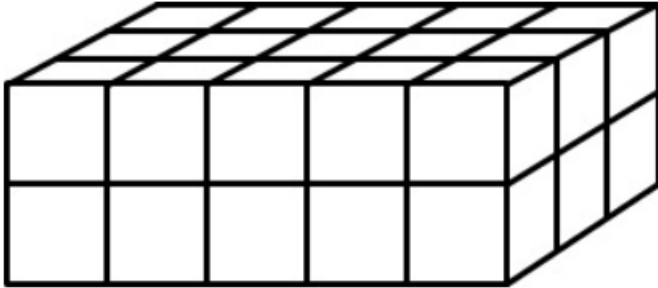


Solve:

Volume: \_\_\_\_\_

### Problem 7

L: \_\_\_\_\_ W: \_\_\_\_\_ H: \_\_\_\_\_

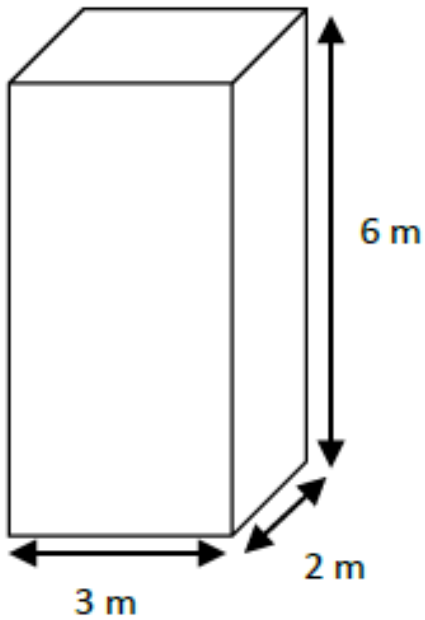


Solve:

Volume: \_\_\_\_\_

### Problem 8

L: \_\_\_\_\_ W: \_\_\_\_\_ H: \_\_\_\_\_



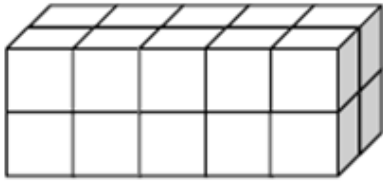
Solve:

Volume: \_\_\_\_\_

## Problem Set

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

a.



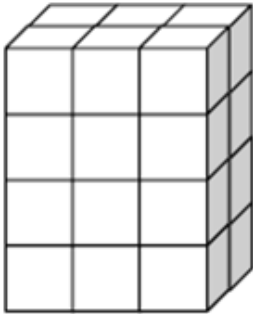
Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_ cm<sup>3</sup>

b.



Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

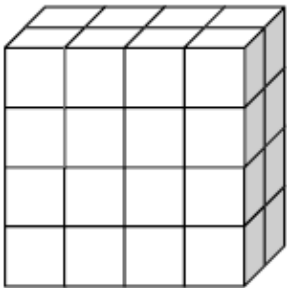
Volume: \_\_\_\_\_ cm<sup>3</sup>

## 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?

Answer: \_\_\_\_\_  $\text{cm}^3$

## Exit Ticket

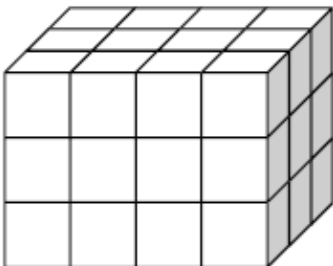


Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_  $\text{cm}^3$



Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

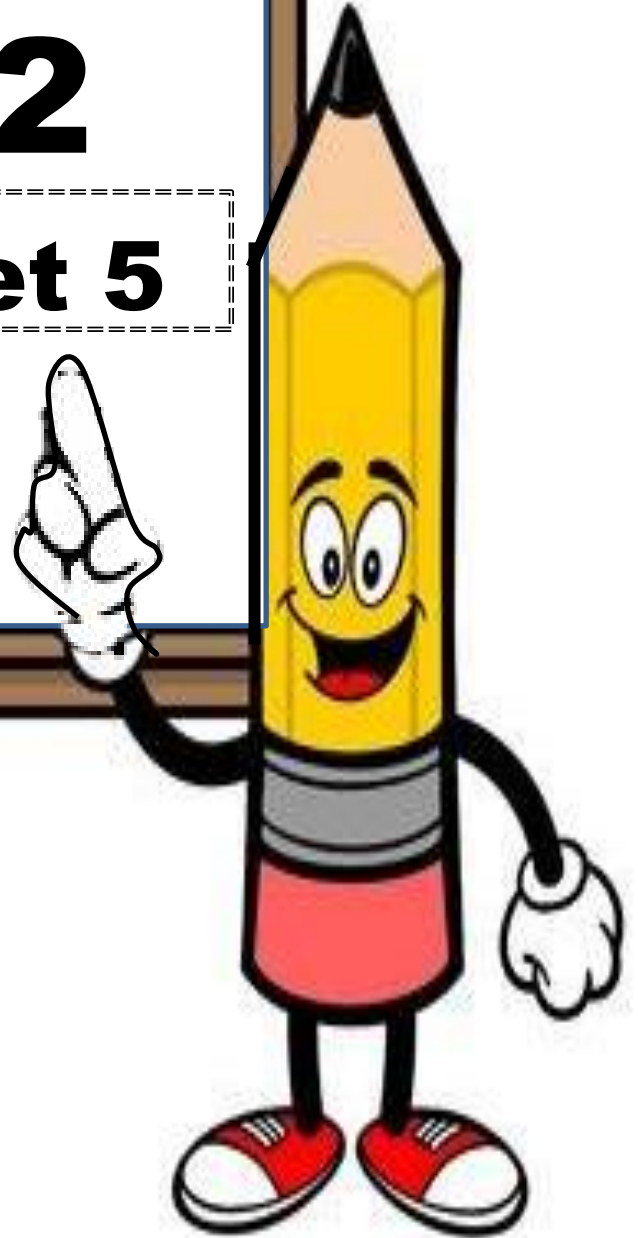
Volume: \_\_\_\_\_  $\text{cm}^3$



Brighter Choice  
Charter School for Boys

# Day # 2

Mod 5 Packet 5





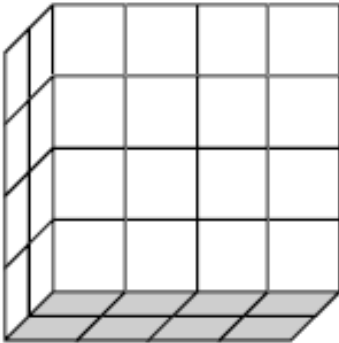
Name: \_\_\_\_\_ Week 28 Day 2 Date: \_\_\_\_\_

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### Do Now

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

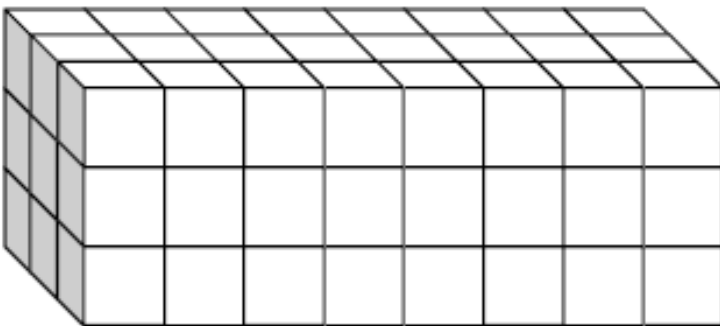


Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_  $\text{cm}^3$



Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

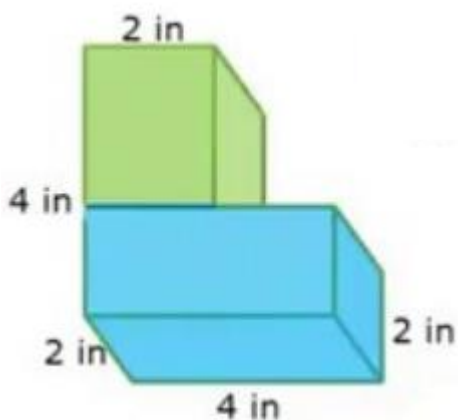
Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_  $\text{cm}^3$

## Input Activity:

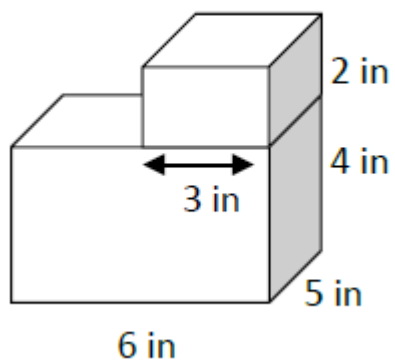
### Problem 1

Find the volume of two rectangular prisms.



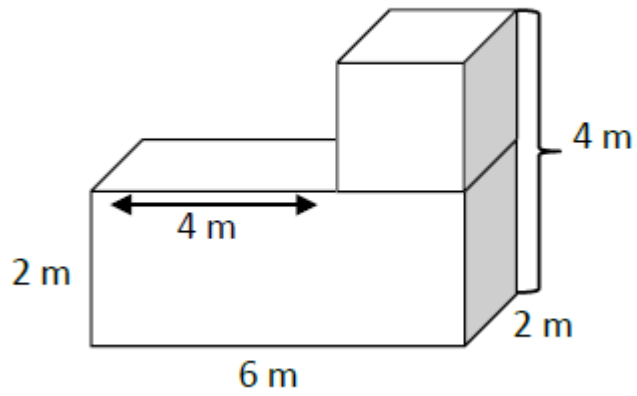
Volume: \_\_\_\_\_

### Problem 2



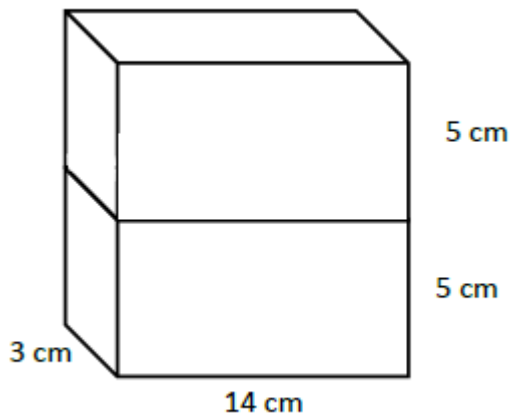
Volume: \_\_\_\_\_

### Problem 3



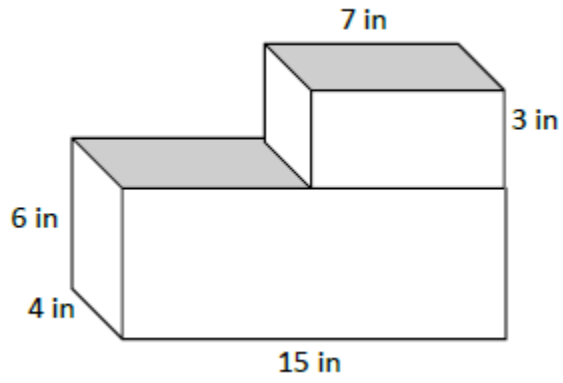
Volume: \_\_\_\_\_

### Problem 4



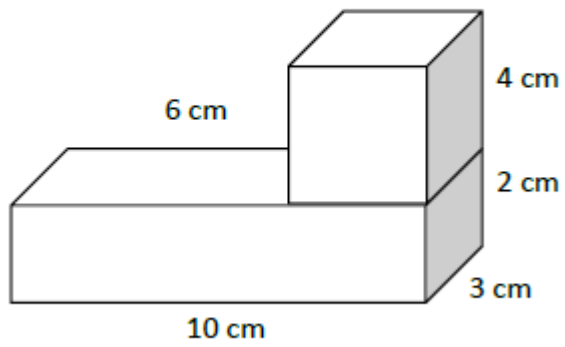
Volume: \_\_\_\_\_

## Problem 5



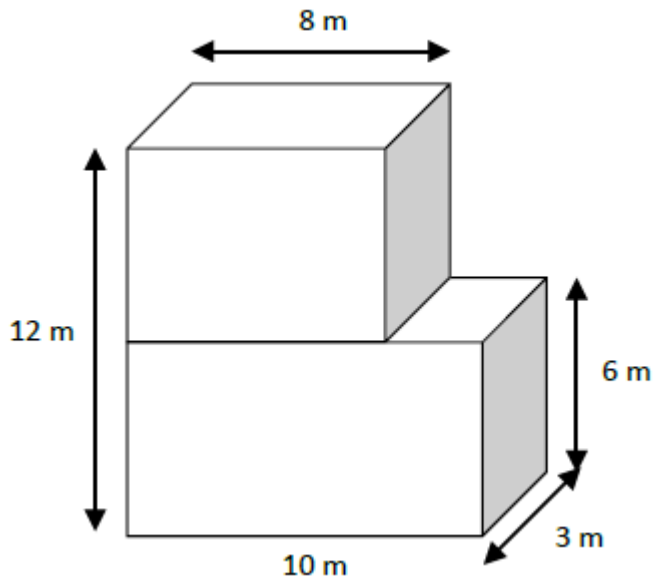
Volume: \_\_\_\_\_

## Problem 6



Volume: \_\_\_\_\_

## Problem 7

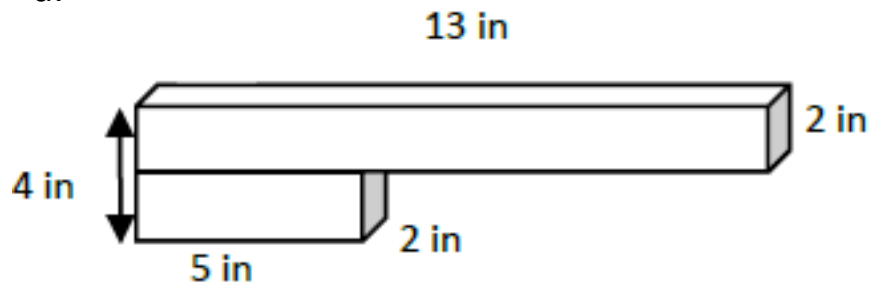


Volume: \_\_\_\_\_

## Problem Set

Find the total volume of the figures.

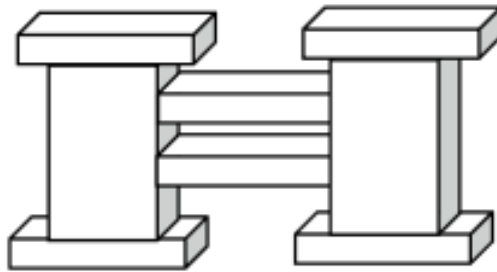
a.



Volume: \_\_\_\_\_

### Application Problem:

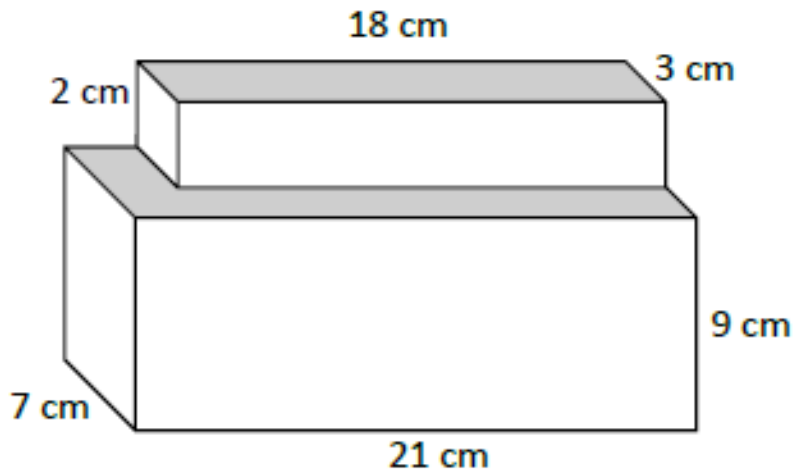
A sculpture (pictured below) is made of two sizes of rectangular prisms. One size measures 13 in by 8 in by 2 in. The other size measures 9 in by 8 in by 18 in. What is the total volume of the sculpture?



Volume \_\_\_\_\_

## Exit Ticket

Find the total volume of the figures.



Volume: \_\_\_\_\_

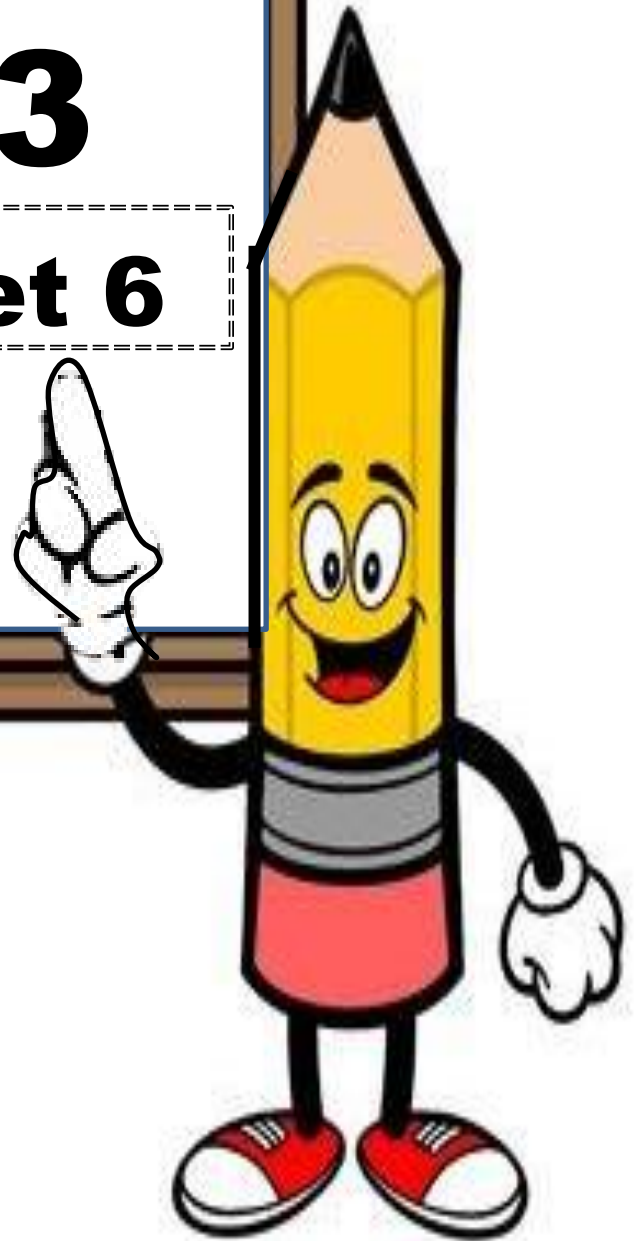




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# Day # 3

**Mod 5 Packet 6**



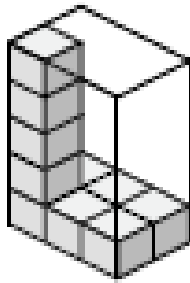
Name: \_\_\_\_\_ Week 28 Day 3 Date: \_\_\_\_\_

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### Do Now

Find the volume of the figures.



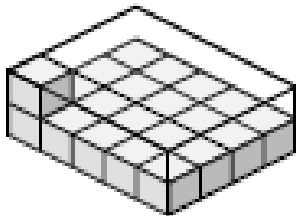
L: \_\_\_\_\_ cm

W: \_\_\_\_\_ cm

H: \_\_\_\_\_ cm

Volume: \_\_\_\_\_ cm<sup>3</sup>

---



L: \_\_\_\_\_ cm

W: \_\_\_\_\_ cm

H: \_\_\_\_\_ cm

Volume: \_\_\_\_\_ cm<sup>3</sup>

## **Input Activity:**

### **Problem 1**

Geoffrey builds rectangular planters. Geoffrey'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?

Volume: \_\_\_\_\_ ft<sup>3</sup>

### **Problem 2**

Geoffrey 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: \_\_\_\_\_ ft<sup>3</sup>

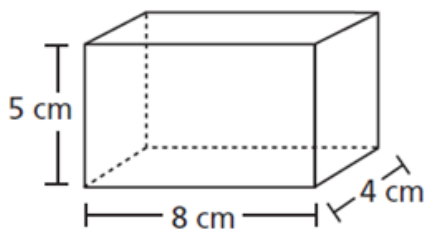
### Problem 3

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: \_\_\_\_\_  $\text{ft}^3$

### Problem 4

Juliette 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.

Volume: \_\_\_\_\_  $\text{cm}^3$

### **Problem 5**

Wren's first display box is 6 inches long, 9 inches wide, and 4 inches high. What is the volume of the display box?

Volume: \_\_\_\_\_ in<sup>3</sup>

### **Problem 6**

Barbara 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.

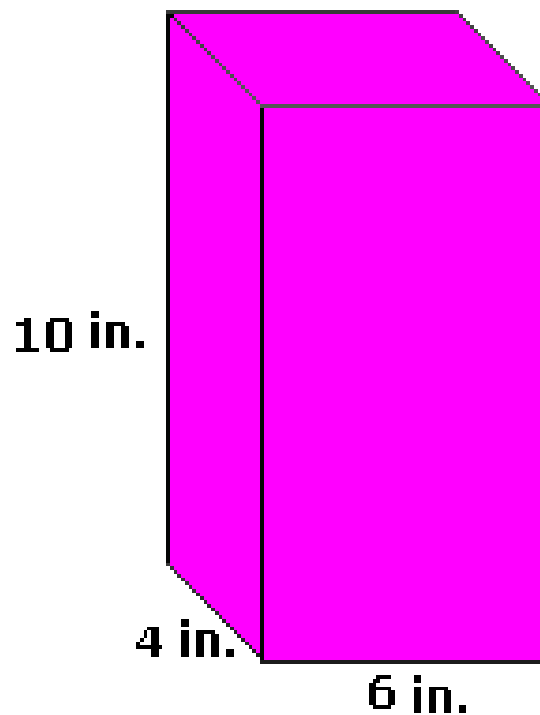
## Problem 7

Caleb wants to put some artwork into three shadow boxes. He knows they all need a volume of 60 cubic inches, but he wants them all to be different. Show three different ways Caleb can make these boxes by drawing diagrams and labeling the measurements.

Shadow Box A	Shadow Box B
Shadow Box C	

## Problem Set

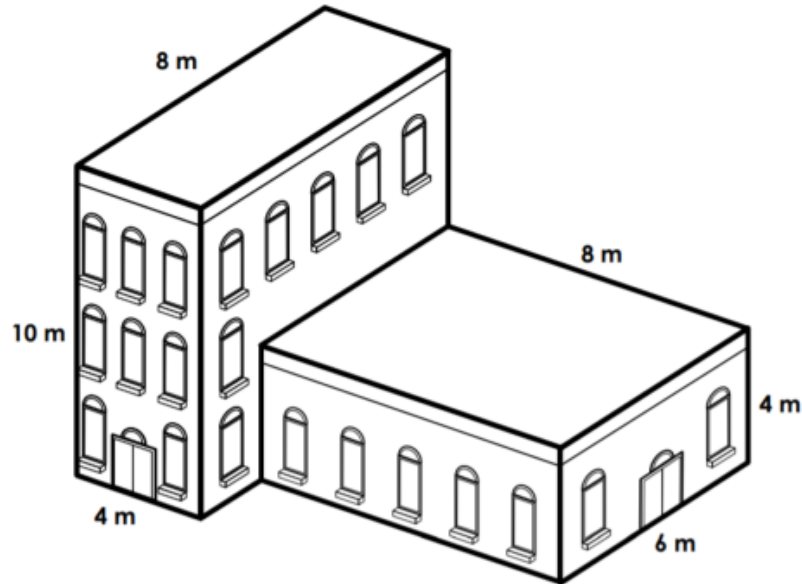
Jim made a rectangular prism whose length is 4 in., height 10 in., and width 6 in. Find the volume of a rectangular prism.



Volume: \_\_\_\_\_in<sup>3</sup>

### Application Problem:

Find the volume of the building. Calculate the volume of each building part. Then add the volumes of the two parts together.



Volume: \_\_\_\_\_ m<sup>3</sup>



## Exit Ticket

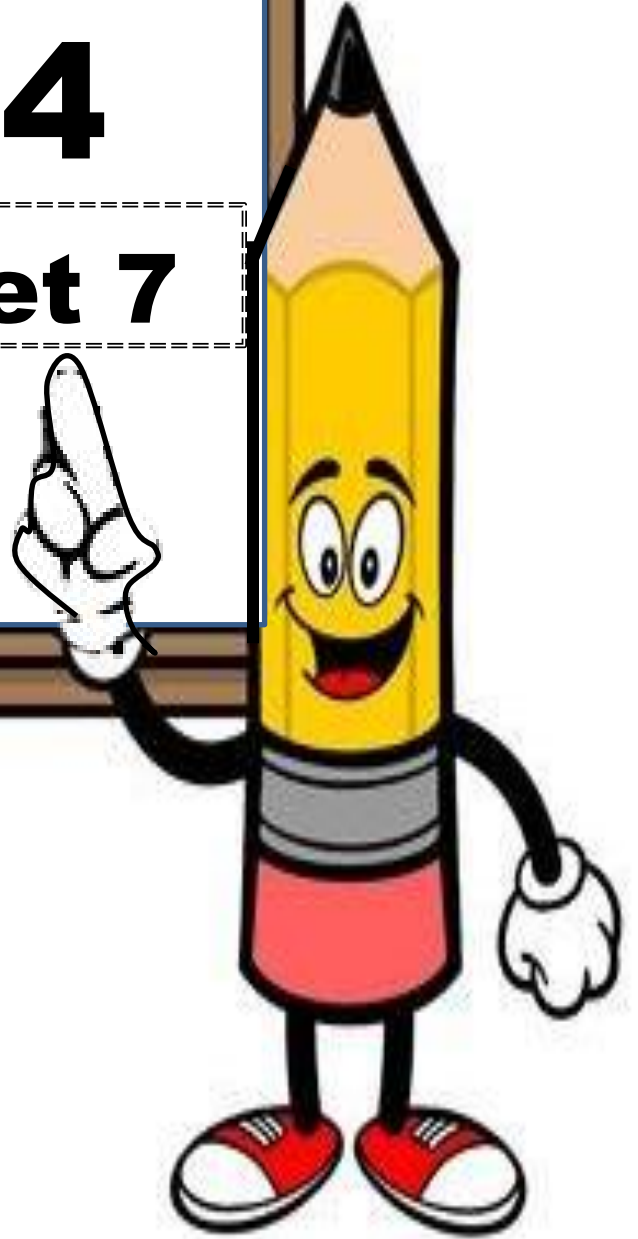
A water tank is 90 m long and 60 m wide. What is the volume of the water in the tank, if the depth of water is 30 m?

Volume: \_\_\_\_\_ m<sup>3</sup>



# Day # 4

**Mod 5 Packet 7**



Name: \_\_\_\_\_ Week 28 Day 4 Date: \_\_\_\_\_

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**Do Now**

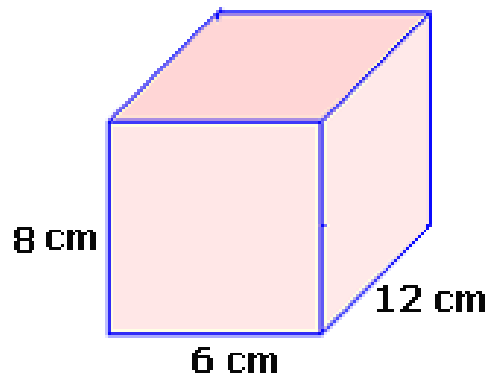
Sunni's bedroom has the dimensions of 11 ft by 10 ft by 10 ft. What is the volume of the her bedroom?

Volume: \_\_\_\_\_ ft<sup>3</sup>

## Input Activity:

### Problem 1

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



Volume: \_\_\_\_\_ cm<sup>3</sup>

## **Problem 2**

Miles measured a cereal box. It is two inches wide, six inches long, and twelve inches tall. What is the volume of the cereal box?

Volume \_\_\_\_\_in<sup>3</sup>

## **Problem 3**

What is the volume of a shoebox that measures 15cm in length, 10 cm in width, 5 cm in height.

Volume: \_\_\_\_\_cm<sup>3</sup>

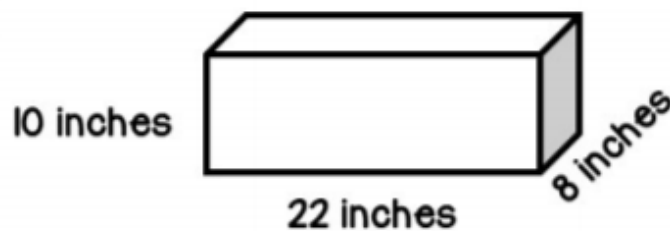
### Problem 4

Angel wrapped a gift that was six inches wide, 10 inches tall, and 5 inches wide. What is the volume of the gift?

Volume: \_\_\_\_\_ in<sup>3</sup>

### Problem 5

Ah'Seve is going to use this box to carry home his new kittens. What is the volume of the box?



Volume: \_\_\_\_\_ in<sup>3</sup>

### **Problem 6**

Brandon's rabbit's cage has a base of 28 square inches and a height of 9 inches. What is the volume?

Volume: \_\_\_\_\_ in<sup>3</sup>

### **Problem 7**

The fireplace in the living room has a length of 5 feet a width of 3 feet and a height of 2 feet. What is the volume of the fireplace?

Volume: \_\_\_\_\_ ft<sup>3</sup>

## Problem Set

Nick made a rectangular prism with the following dimensions. The length was 4 inches, height 10 inches, and width of 6 inches. Find the volume of the prism.

Volume: \_\_\_\_\_in<sup>3</sup>



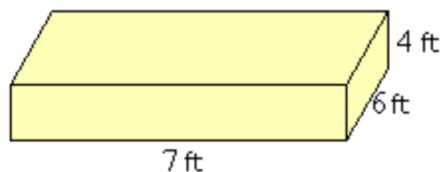
### Application Problem:

Sandy bought a rectangular recycling bin for her office. The recycling bin has the length of 7 cm, a width of 10 cm., and a height of 12 cm. What is the volume of the recycling bin?

Volume: \_\_\_\_\_  $\text{cm}^3$

### Exit Ticket

Mark wants to fill the following rectangular prism with chocolate, what is the volume of Mark's figure?



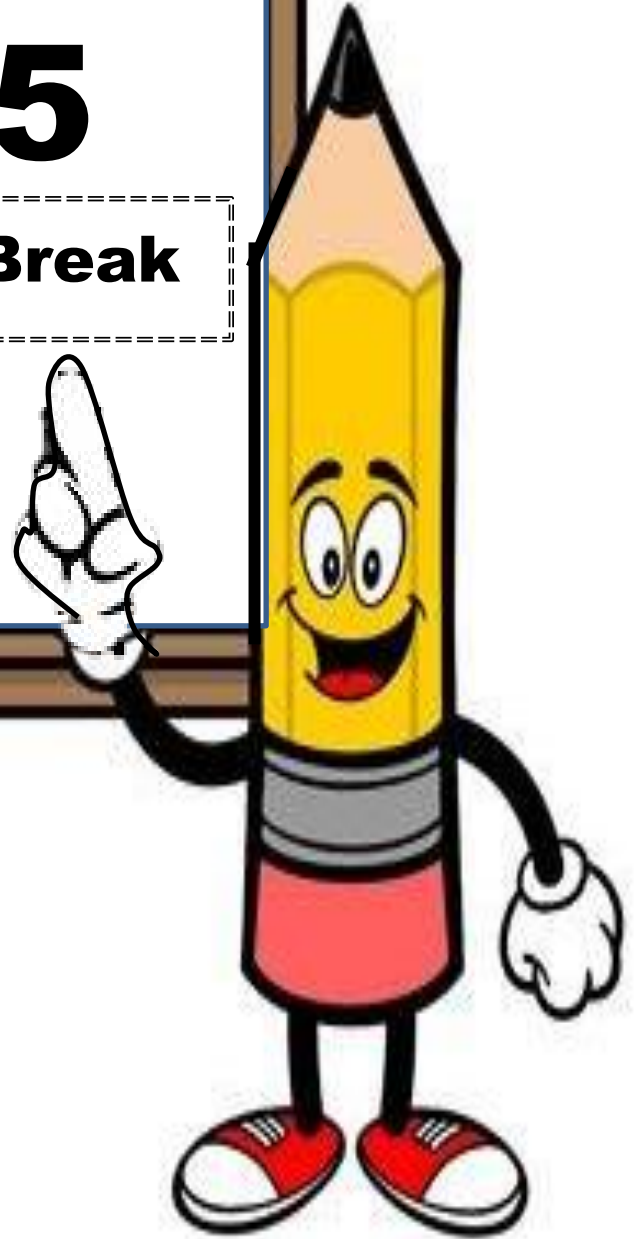
Volume: \_\_\_\_\_  $\text{ft}^3$



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# Day # 5

**NO School Spring Break**



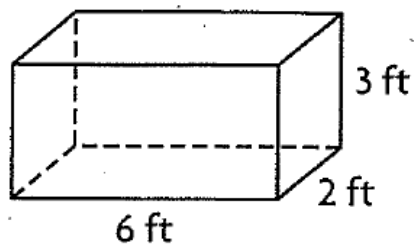
Name: \_\_\_\_\_ Week 28 Day 5 Date: \_\_\_\_\_

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Find the volume.

1.

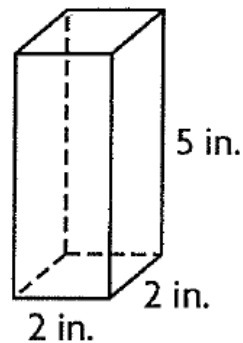


$$V = \underline{l} \times \underline{w} \times \underline{h}$$

$$V = \underline{6} \times \underline{2} \times \underline{3}$$

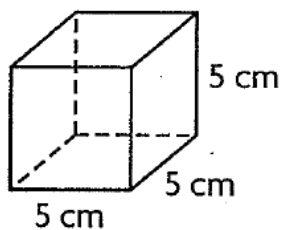
$$V = \underline{36 \text{ ft}^3}$$

2.



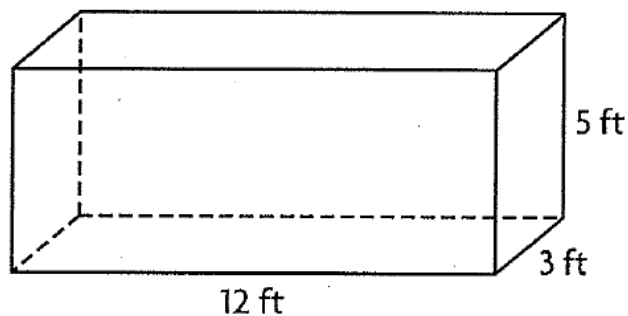
$$V = \underline{\hspace{2cm}}$$

3.



$$V = \underline{\hspace{2cm}}$$

4.



$$V = \underline{\hspace{2cm}}$$



Name \_\_\_\_\_

# 5<sup>th</sup> Grade Math Remote Learning Packet

## Week 29



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

\_\_\_\_\_  
(Parent Signature)

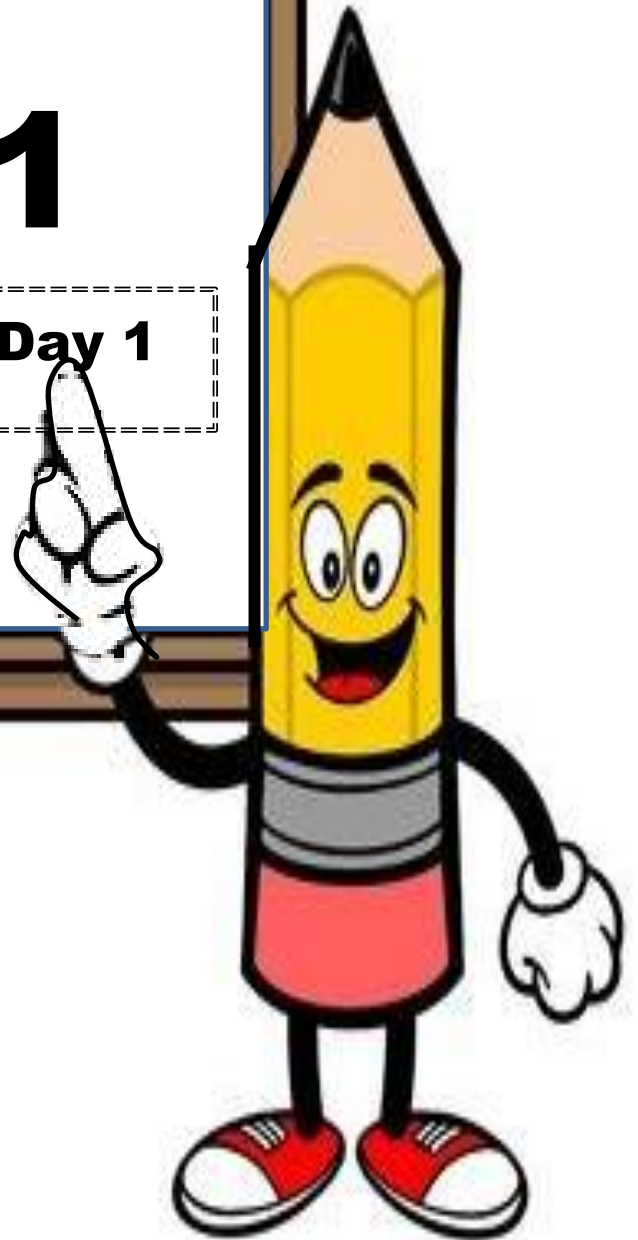
\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



# Day # 1

Spring Break Packet – Day 1



Name: \_\_\_\_\_ Week 29 Day 1 Date: \_\_\_\_\_

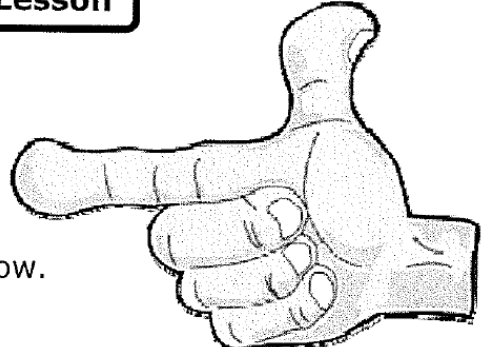
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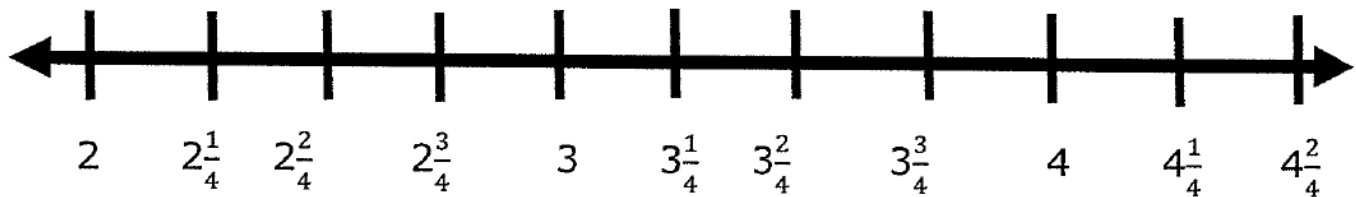
**Measurements in Fractions of Unit - Guided Lesson**

Complete the following problems:

1) People measured their index finger to the nearest  $\frac{1}{4}$  inch. People were given numbers to make the data easier to plot. The data can be found below. Display the data on the line plot below. Then answer the questions below the line plot.



1. Christopher	$3\frac{3}{4}$	4. Daniel	4	7. Hannah	$2\frac{2}{4}$
2. Brandon	$2\frac{3}{4}$	5. Daniel	$2\frac{1}{4}$	8. Ashley	$2\frac{1}{4}$
3. Andrew	$2\frac{1}{4}$	6. Tyler	$3\frac{3}{4}$	9. Alexis	$4\frac{2}{4}$



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

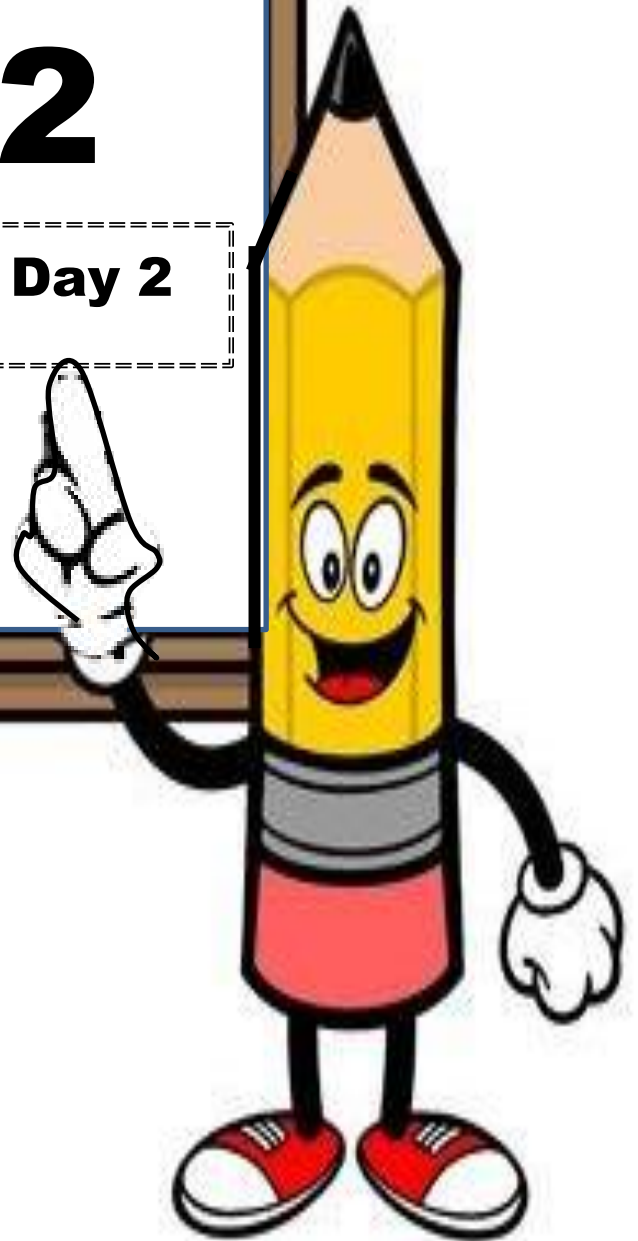
b. What is the most common finger size?

c. How many measurements are less than  $2\frac{2}{4}$  inches?



# Day # 2

**Spring Break Packet – Day 2**



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

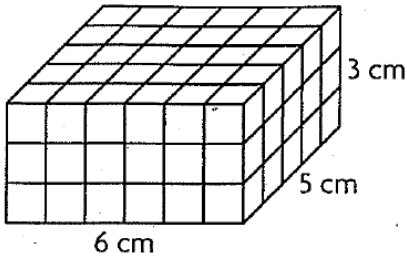
Week 29 Day 2 Date: \_\_\_\_\_

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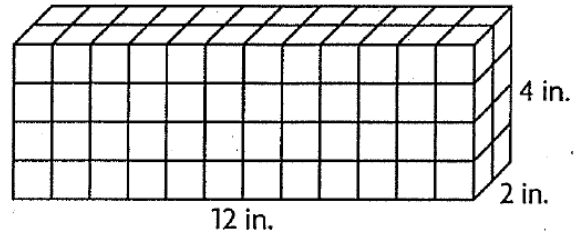
Find the volume.

1.



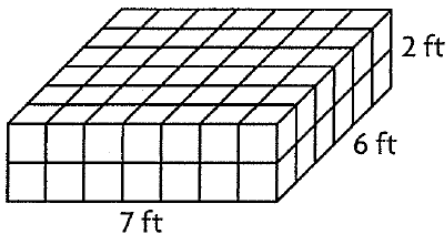
Volume: 90 cm<sup>3</sup>

2.



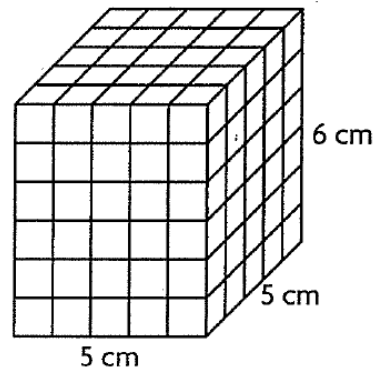
Volume: \_\_\_\_\_

3.



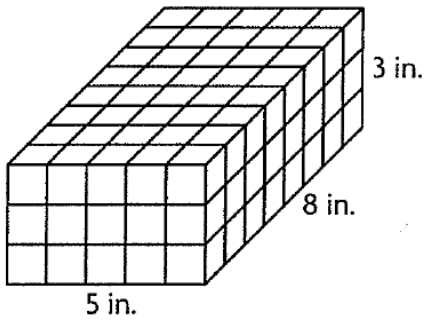
Volume: \_\_\_\_\_

4.



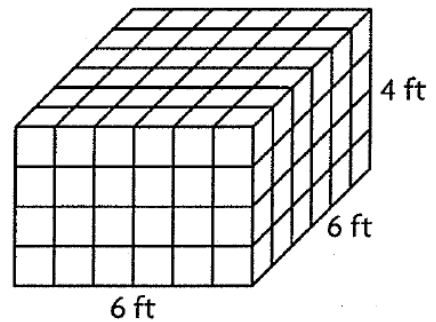
Volume: \_\_\_\_\_

5.



Volume: \_\_\_\_\_

6.



Volume: \_\_\_\_\_

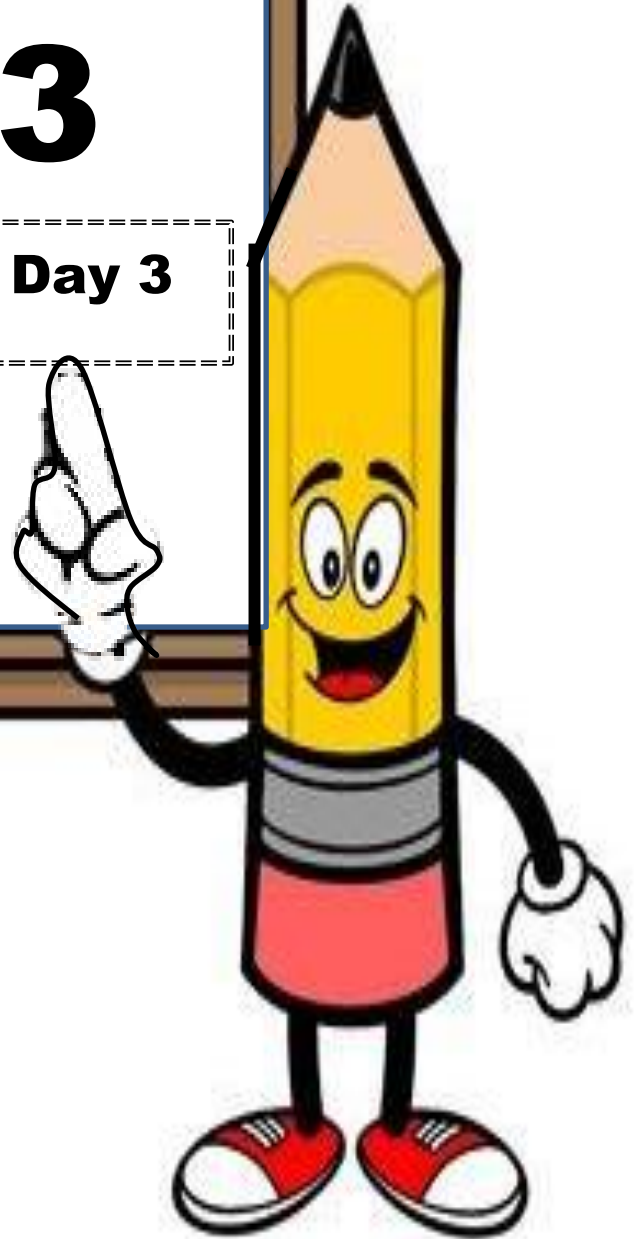




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# Day # 3

Spring Break Packet – Day 3



Name: \_\_\_\_\_ Week 29 Day 3 Date: \_\_\_\_\_

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**When you have different operations in a math problem, you need to solve them in a specific order.**

**Step 1:** Solve the part in parenthesis ( ).

**Step 2:** Multiply and divide.

**Step 3:** Add and subtract.

USE P-E-M-D-A-S

1.  $(9 + 3) \div 2 =$  \_\_\_\_\_

2.  $6 - 1 \times 4 =$  \_\_\_\_\_

3.  $(2 \times 5) - 4 =$  \_\_\_\_\_

4.  $36 - (4 + 8) \div 4 =$  \_\_\_\_\_

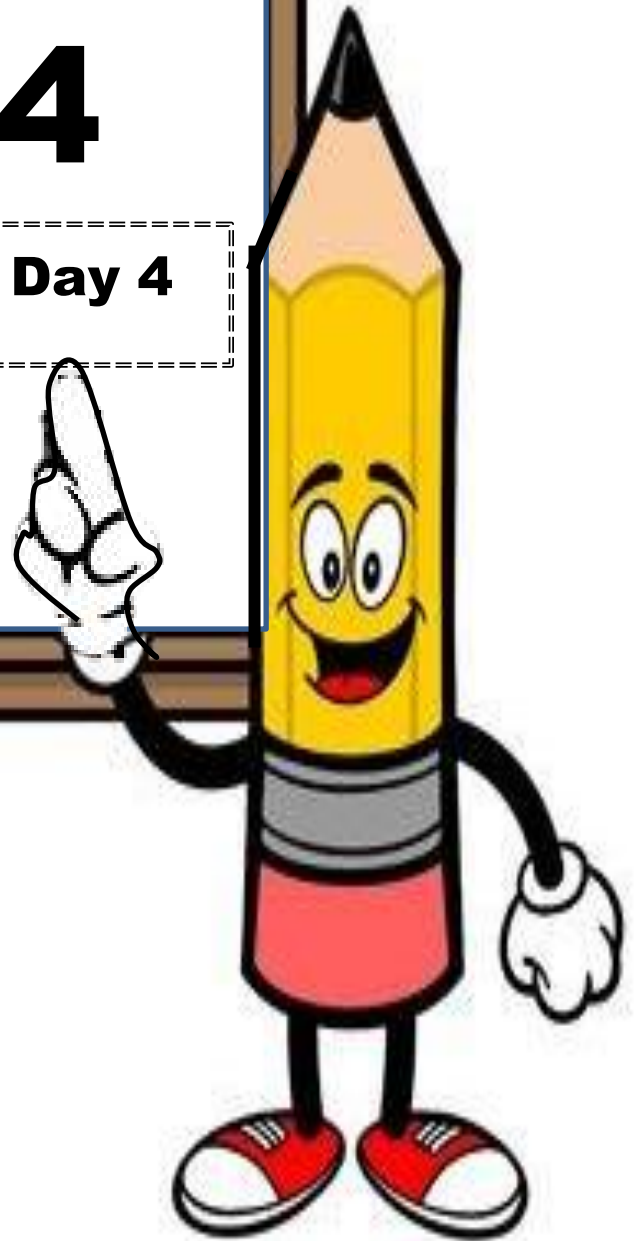
5.  $50 - 5 \times (27 \div 3) =$  \_\_\_\_\_

6.  $15 + 24 \div (8 - 2) =$  \_\_\_\_\_



# Day # 4

Spring Break Packet – Day 4



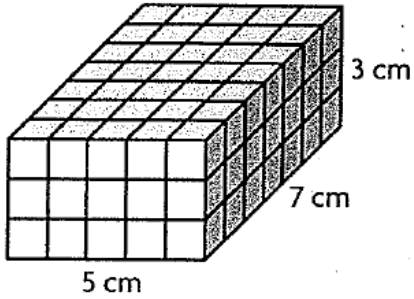
Name: \_\_\_\_\_ Week 29 Day 4 Date: \_\_\_\_\_

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Use the unit given. Find the volume.

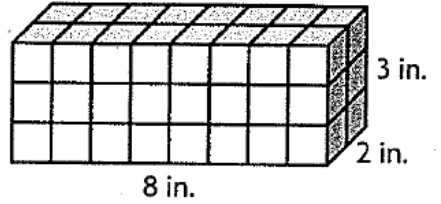
1.



Each cube = 1 cu cm

Volume = 105 cu cm

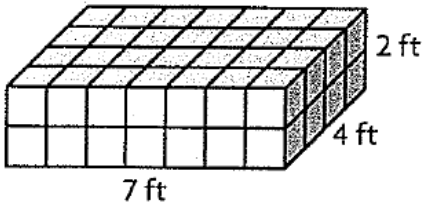
2.



Each cube = 1 cu in.

Volume = \_\_\_\_\_ cu \_\_\_\_\_

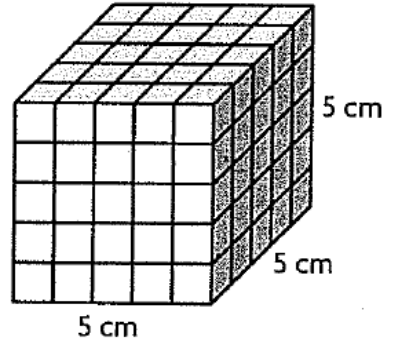
3.



Each cube = 1 cu ft

Volume = \_\_\_\_\_ cu \_\_\_\_\_

4.



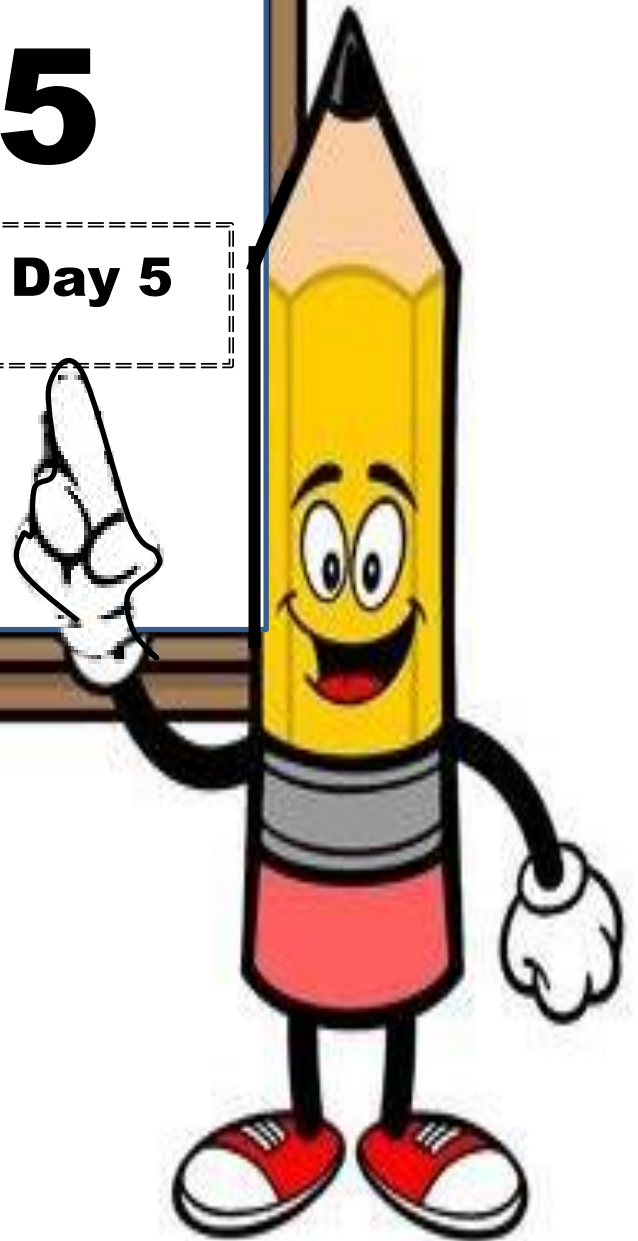
Each cube = 1 cu cm

Volume = \_\_\_\_\_ cu \_\_\_\_\_



# Day # 5

**Spring Break Packet – Day 5**



Name: \_\_\_\_\_ Week 29 Day 5 Date: \_\_\_\_\_

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Divide the fractions using K-C-F (Keep-Change-Flip) to solve the following problems.

K C F  
1.  $\frac{2}{1} \div \frac{1}{4} = \underline{\hspace{2cm}}$

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

2.  $\frac{1}{7} \div 3 = \underline{\hspace{2cm}}$

3.  $4 \div \frac{1}{5} = \underline{\hspace{2cm}}$

4.  $3 \div \frac{1}{2} = \underline{\hspace{2cm}}$

5.  $\frac{1}{8} \div 5 = \underline{\hspace{2cm}}$

6.  $\frac{1}{9} \div 3 = \underline{\hspace{2cm}}$

7.  $5 \div \frac{1}{6} = \underline{\hspace{2cm}}$

8.  $8 \div \frac{1}{3} = \underline{\hspace{2cm}}$

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