Name _____

5th Grade Modified Math Remote Learning Packet

Week 25

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.

_____ _____

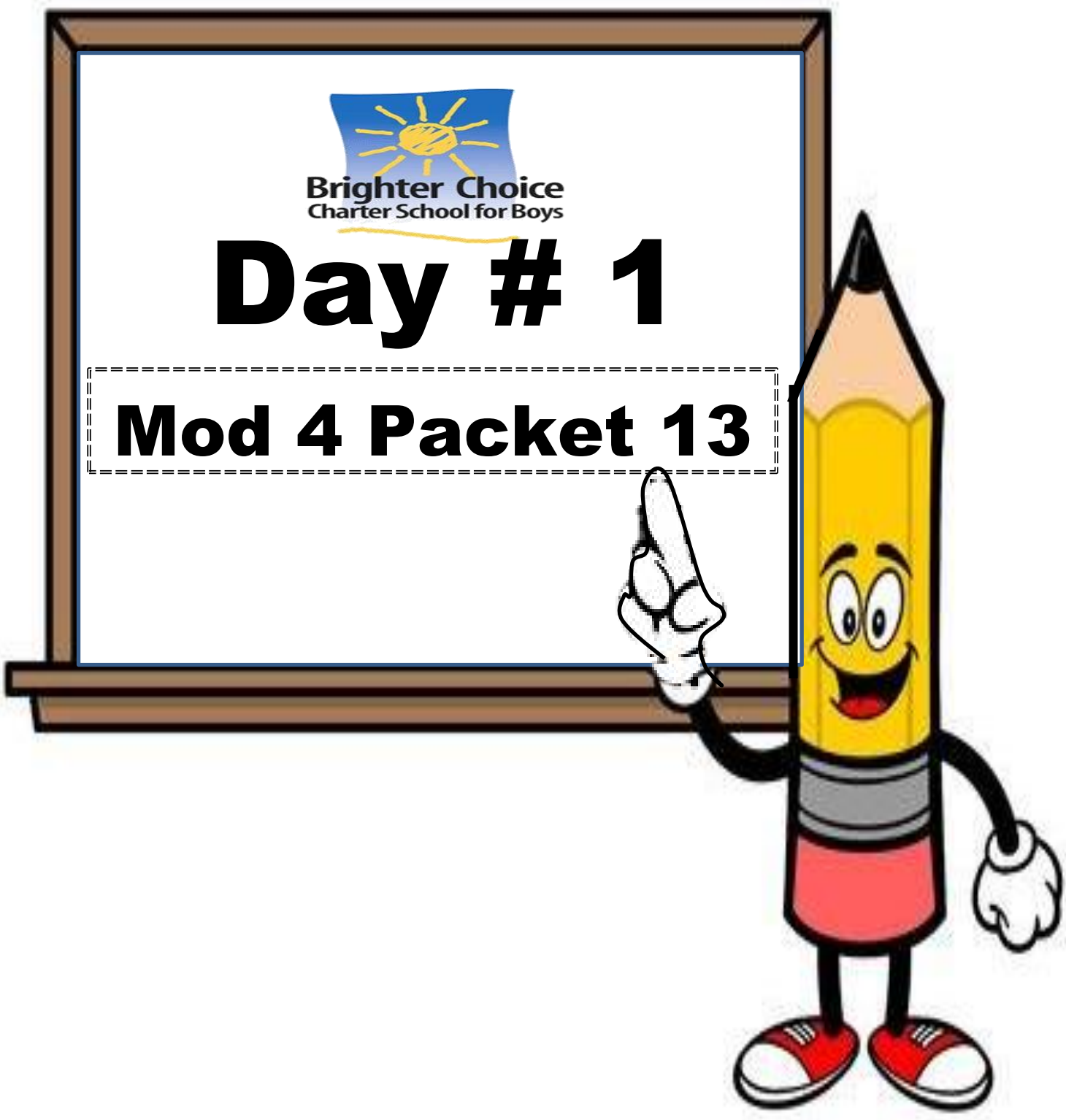
(Parent Signature) (Date)

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

Brighter Choice
Charter School for Boys

Day # 1

Mod 4 Packet 13



Name:_____ Week 25 Day 1 Date:_____

BCCS-Boys Stanford MIT

Do Now

$\frac{1}{4}$ x $(3+5)$	15 times as much as 1 fifth of 12

Input Activity:

Problem 1

Jan has 4 pans of crispy rice treats. She sends $\frac{1}{2}$ of the pans to school with her children. How many pans of crispy rice treats does Jan send to school?

Expression:_____

Solve:

What if she had 2 pans of crispy rice treats and sent $\frac{1}{2}$ of the pans to school. How many pans of treats did Jan send?

Expression:_____

Solve:

What if she had 1 pan of crispy rice treats and sent $\frac{1}{2}$ of the pan to school. How many pans of treats did Jan send?

Expression:_____

Solve:

What if she had $\frac{1}{2}$ pan of crispy rice treats and sent $\frac{1}{2}$ of the pan to school. How many pans of treats did Jan send?

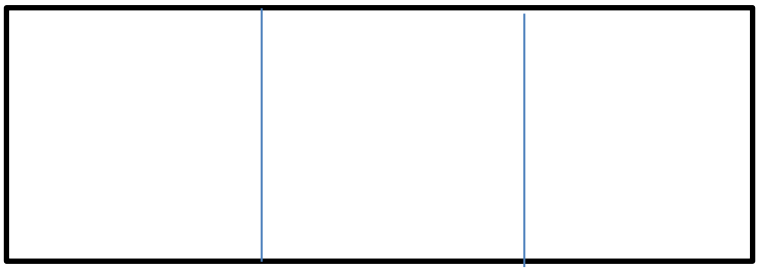
Expression:_____

Solve:

Problem 2

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

Check by multiplying:



Answer:

1. Let's cut the box into thirds to represent $\frac{1}{3}$ vertically, up and down. Label it $\frac{1}{3}$.

2. Let's cut the box into halves to represent $\frac{1}{2}$ horizontally, going side to side. Label it $\frac{1}{2}$.

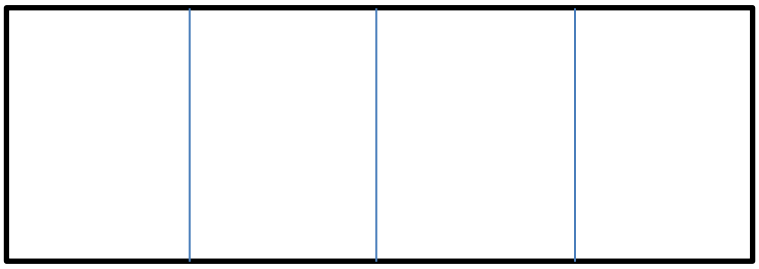
3. One box created will be your answer to $\frac{1}{3} x \frac{1}{2}$

4. Check your work by multiplying numerators and multiplying denominators.

Problem 3

$$\frac{1}{3} \text{ of } \frac{1}{4}$$

Check by multiplying:



Answer:

5. Let's cut the box into fourths to represent $\frac{1}{4}$ vertically, up and down. Label it $\frac{1}{4}$.

6. Let's cut the box into thirds to represent $\frac{1}{3}$ horizontally, going side to side. Label it $\frac{1}{3}$.

7. One box created will be your answer to $\frac{1}{3} x \frac{1}{4}$

8. Check your work by multiplying numerators and multiplying denominators.

Problem 4

A sales lot is filled with vehicles for sale. $\frac{1}{3}$ of the vehicles are pickup trucks. $\frac{1}{3}$ of the trucks are white. What fraction of all the vehicles are white pickup trucks?

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

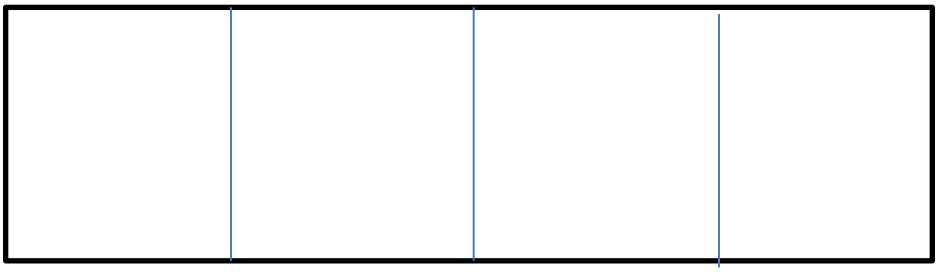
Check by multiplying:

Answer:

Problem 5

$$\frac{1}{2} \text{ of } \frac{1}{4}$$

Check by multiplying:

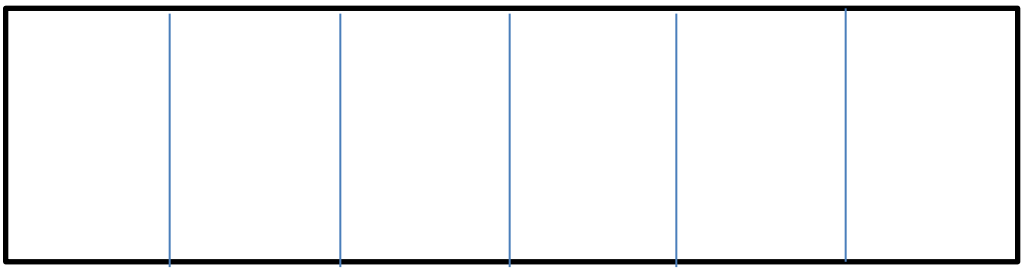


Answer:

Problem 6

$$\frac{1}{2} \text{ of } \frac{1}{6}$$

Check by multiplying:

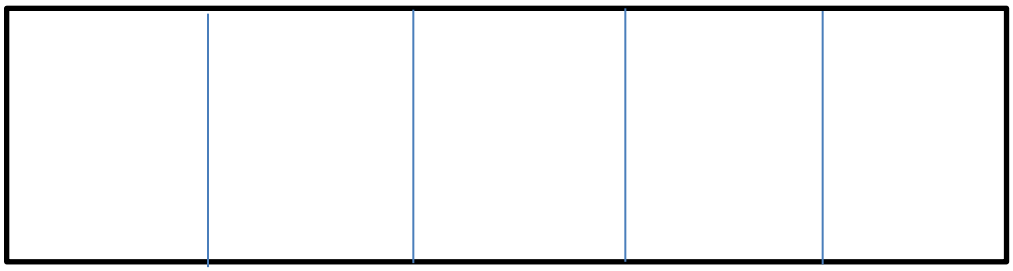


Answer:

Problem 7

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

Check by multiplying:



Answer:

Problem Set

1. $\frac{1}{4} of \frac{1}{4}$

2. $\frac{1}{2} of \frac{1}{6}$

Application Problem

Marie is designing a bedspread for her grandson's new bedroom. $\frac{1}{3}$ of the bedspread is covered in race cars, and the rest is striped. $\frac{2}{3}$ of the stripes are red. What fraction of the bedspread is covered in red stripes?

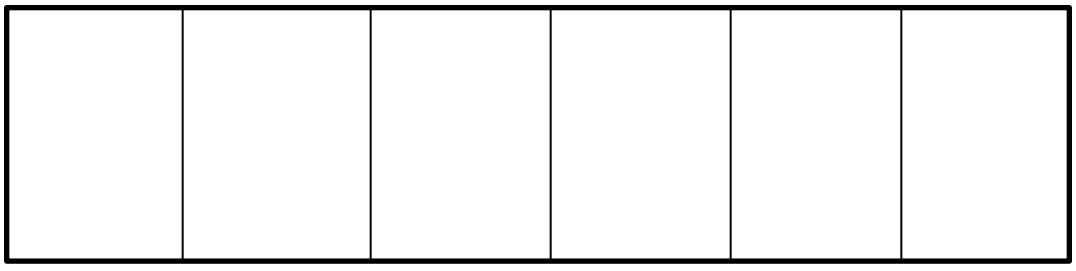
Exit Ticket

1. Solve. Draw a rectangular fraction model to show your thinking.

$$\frac{1}{3} \text{ of } \frac{1}{3} = \_\_\_\_$$

2. Solve. Draw a rectangular fraction model to show your thinking.

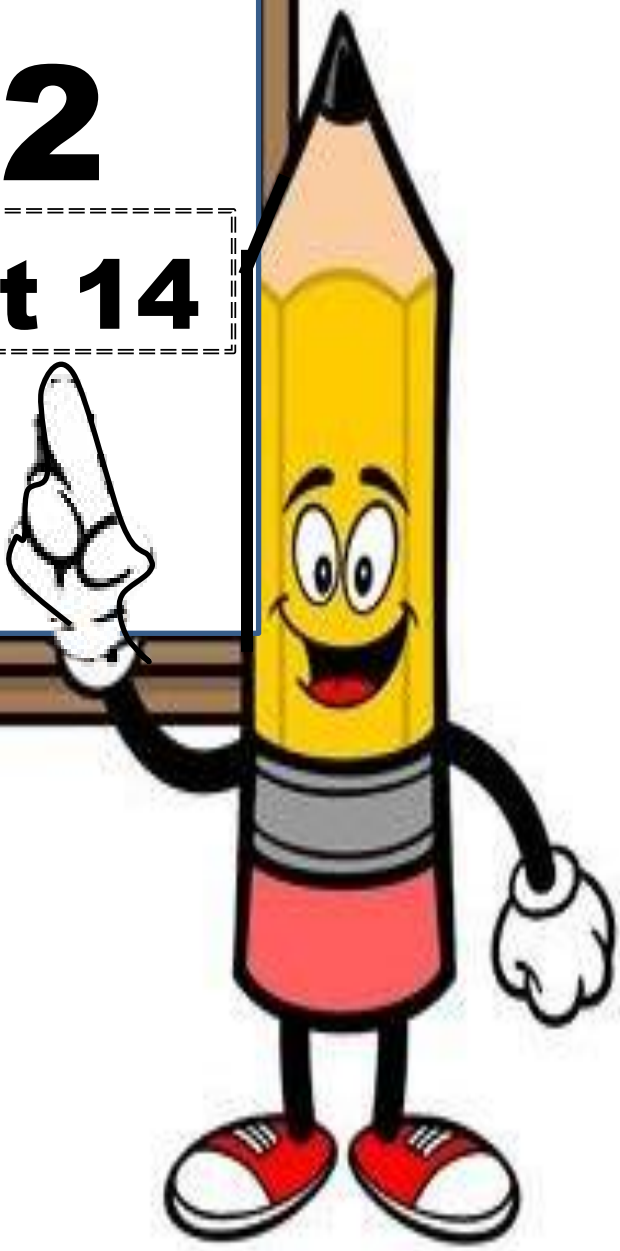
$$\frac{1}{2} \text{ of } \frac{1}{6} = \_\_\_\_$$



Brighter Choice
Charter School for Boys

Day # 2

Mod 4 Packet 14

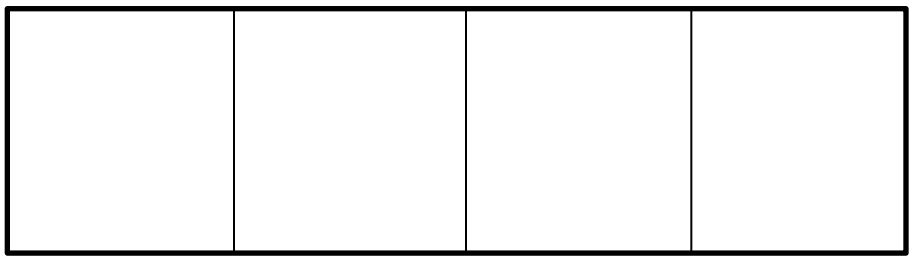


Name:_____ Week 25 Day 2 Date:_____

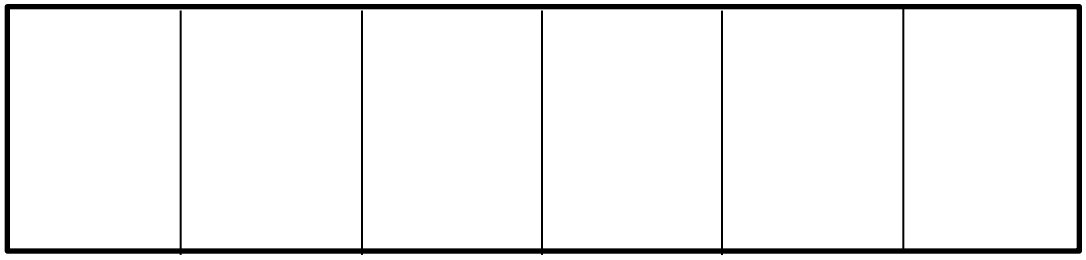
BCCS-Boys Stanford MIT

Do Now

$$\frac{1}{4} \times \frac{1}{2}$$



$$\frac{1}{6} \times \frac{1}{3}$$



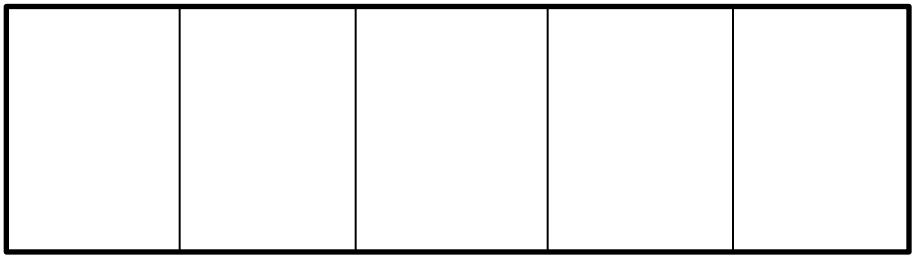
Input Activity:

Problem 1

Sarah had $\frac{3}{5}$ pan of crispy rice treats. She sent $\frac{1}{3}$ of the treats to school. What fraction of the whole pan did she send to school?

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

Check by multiplying:



Answer:

1. Let's cut the box into fifths. Shade in 3 to represent $\frac{3}{5}$ vertically, up and down.

2. Let's cut the box into thirds to represent $\frac{1}{3}$ horizontally, going side to side. Shade one to represent $\frac{1}{3}$.

3. The shaded boxes created will be your answer to $\frac{3}{5} x \frac{1}{3}$

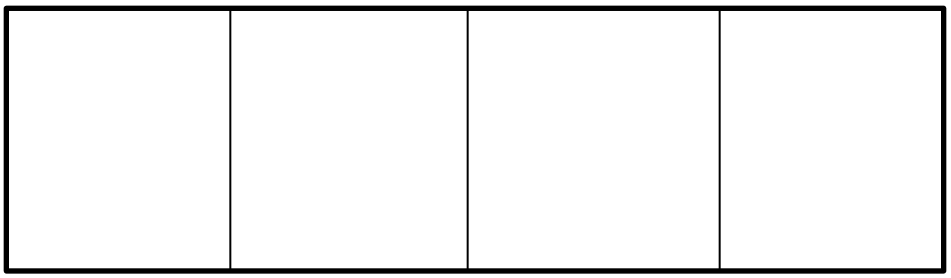
4. Check your work by multiplying numerators and multiplying denominators.

Problem 2

Sarah had $\frac{2}{3}$ pan of crispy rice treats. She sent $\frac{3}{4}$ of the treats to school. What fraction of the whole pan did she send to school?

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

Check by multiplying:



Answer:

1. Let's cut the box into fourths and shade in 3 to represent $\frac{3}{4}$ vertically, up and down.

2. Let's cut the box into thirds and shade in 2 to represent $\frac{2}{3}$ horizontally, going side to side.

3. One box created will be your answer to $\frac{2}{3} x \frac{3}{4}$

4. Check your work by multiplying numerators and multiplying denominators.

Reduce First, Then Solving:

Problem 3

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

Let's solve this problem a different way since it would be too hard to solve it with a tape diagram.

- **Can we reduce somewhere? If so, where? Remember we can only reduce numerators to denominators and not numerators to numerators or denominators to denominators.**
- **After reducing, now multiply across.**

Problem 4

$$\frac{3}{10} \text{ x } \frac{5}{9}$$

Problem 5

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

Problem 6

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

Problem 7

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

Problem 8

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

Problem Set

Solve. Reduce each fraction before multiplying.

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

$\frac{3}{4}$ **x** $\frac{2}{3}$

$\frac{3}{4}$ **x** $\frac{5}{6}$

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

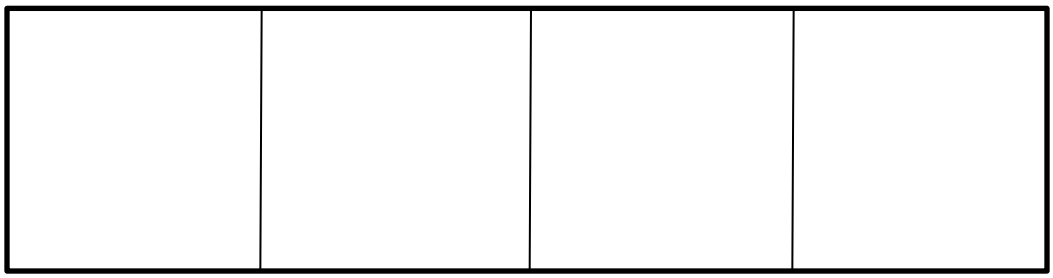
Application Problem:

Solve by drawing a rectangular fraction model and writing a multiplication sentence.

Beth had $\frac{3}{4}$ box of candy. She ate $\frac{2}{3}$ of the candy. What fraction of the whole box does she have left?

C

U



B

E

S

Answer: _____ of the box

Exit Ticket

Solve.

1. $\frac{2}{3}$ of $\frac{3}{5}$

2. $\frac{4}{9}$ x $\frac{3}{8}$

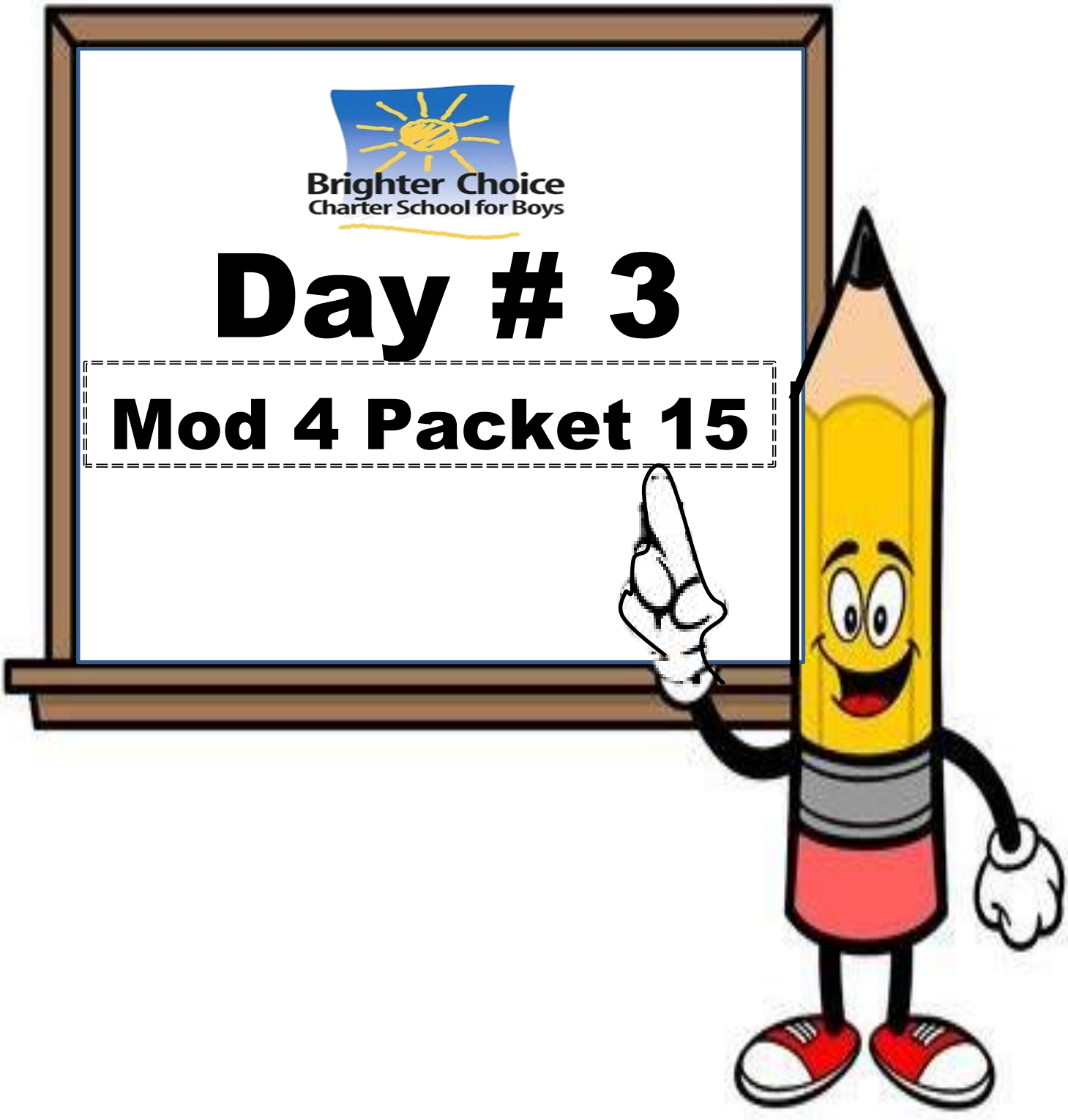
3. $\frac{3}{4}$ x $\frac{1}{4}$

4. $\frac{2}{9}$ of $\frac{3}{8}$

Brighter Choice
Charter School for Boys

Day # 3

Mod 4 Packet 15



Name:_____ Week 25 Day 3 Date:_____

BCCS-Boys Stanford MIT

Do Now

Solve. Draw a rectangular fraction model to show your thinking. Then, write a multiplication sentence.

$\frac{1}{3}$ **of** $\frac{3}{4}$

$\frac{3}{4}$ **x** $\frac{2}{3}$

Reduce each fraction before multiplying.

$\frac{2}{6}$ **x** $\frac{3}{8}$

$\frac{5}{10}$ **of** $\frac{5}{15}$

Input Activity:

Problem 1

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

Answer: _____ cookies

Problem 2

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

Answer: _____ cupcakes have vanilla icing

Problem 3

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

Answer: _____ cheeseburgers had tomato

Problem 4

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

Answer: _____ rocks left

Problem 5

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

Answer: $_____ at first

Problem Set

Riverside Elementary School is holding a school-wide election to choose a school color. Five-eighths of the votes were for blue, $\frac{5}{9}$ of the remaining votes were for green, and the remaining 48 votes were for red.

a. How many votes were for blue and how many were for green?

Application Problem:

Kendra spent $\frac{1}{3}$ of her allowance on a book and $\frac{2}{5}$ on a snack. If she had four dollars remaining after purchasing a book and snack, what was the total amount of her allowance?

Answer: $_____

Exit Ticket

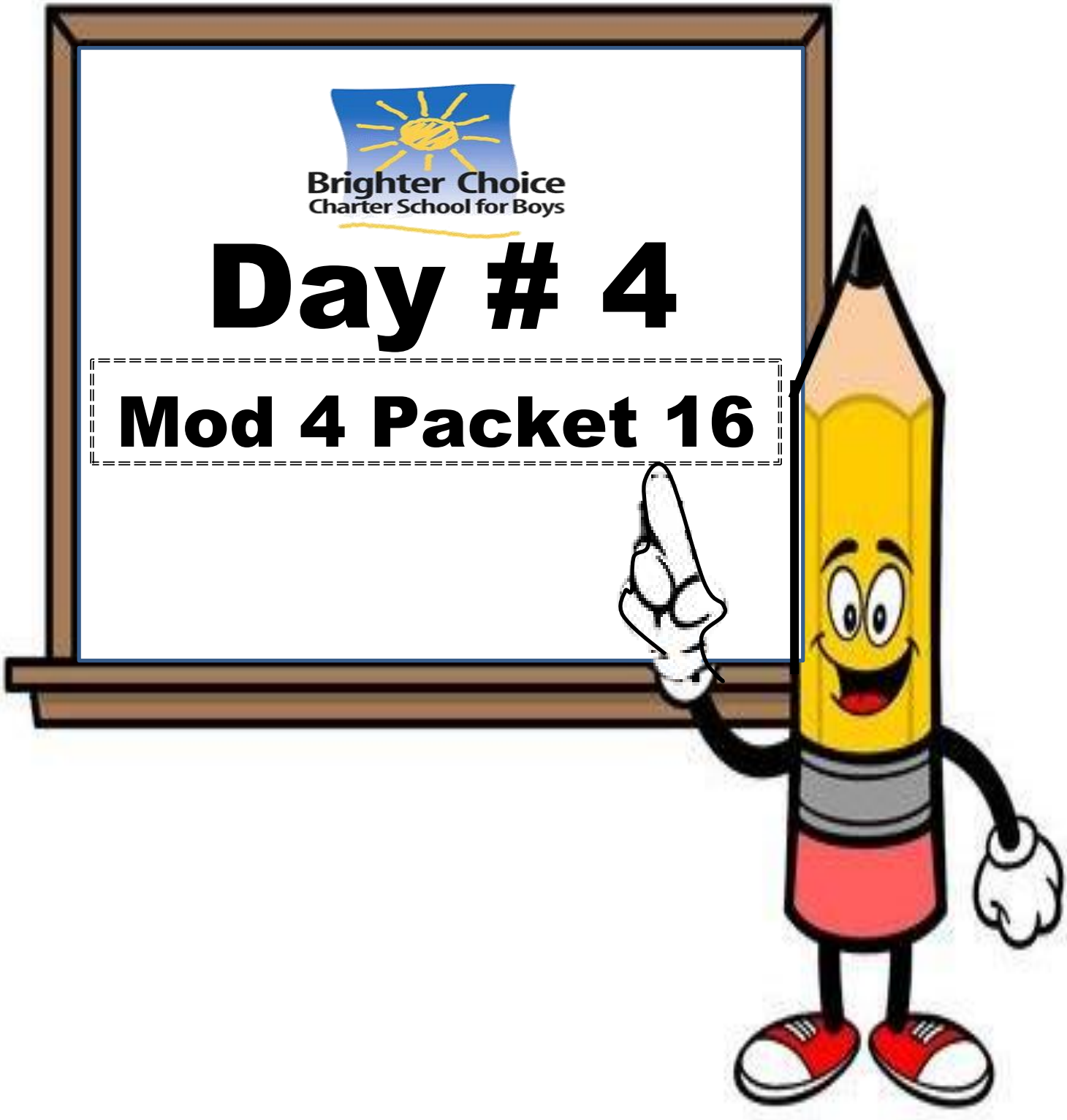
Three-fourths of the boats in the marina are white, $\frac{4}{7}$ of the remaining boats are blue, and the rest are red. If there are 9 red boats, how many boats are in the marina?

Answer: _____ boats

Brighter Choice
Charter School for Boys

Day # 4

Mod 4 Packet 16



Name:_____ Week 25 Day 4 Date:_____

BCCS-Boys Stanford MIT

Do Now

Rose bought 40 tomatoes. She used $\frac{2}{5}$ of the tomatoes to make a pizza for a party and $\frac{1}{2}$ of the remaining tomatoes for sauce for her family. She used the rest of the tomatoes to make a salad. What fraction of the tomatoes did she use to make the salad?

Answer: _____ of the tomatoes

Input Activity:

Problem 1

0.1 × 4

Read this multiplication expression using unit form and the word *of*. _____

Write this expression as a multiplication sentence using a fraction _____

Solve. Do not simplify your product.

Write this as a decimal _____

Problem 2

0.1 × 2

Read this multiplication expression using unit form and the word *of*. _____

Write this expression as a multiplication sentence using a fraction _____

Solve. Do not simplify your product.

Write this as a decimal _____

Problem 3

0.01 × 6

Read this multiplication expression using unit form and the word *of*. _____

Write this expression as a multiplication sentence using a fraction _____

Solve. Do not simplify your product.

Write this as a decimal _____

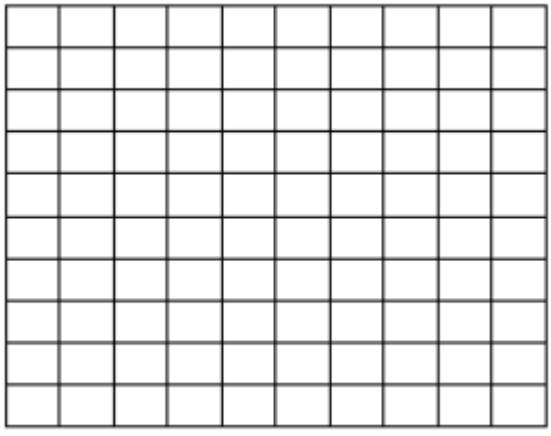
Problem 4

0.1 × 0.1

Read this multiplication expression using unit form and the word *of*. _____

Write this expression as a multiplication sentence using a fraction _____

Solve. Do not simplify your product.

Let's draw it as an area model 

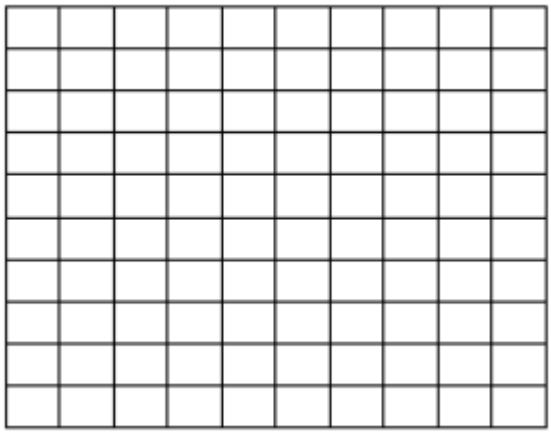
Write your answer as a decimal _____

Problem 5

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

Solve. Do not simplify your product.

Let's draw it as an area model



Write your answer as a decimal _____

Problem 6

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

Solve. Do not simplify your product.

Write your answer as a decimal _____

Problem 7

0.1 x 0.01

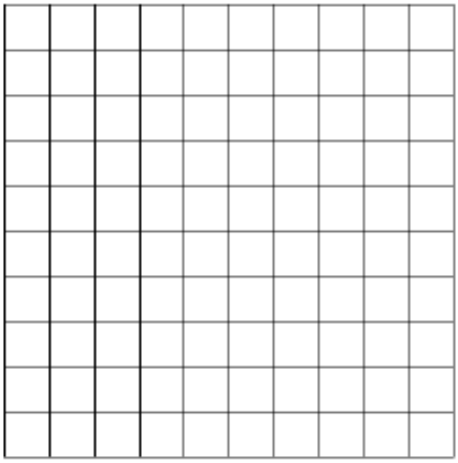
Solve. Do not simplify your product.

Write your answer as a decimal_____

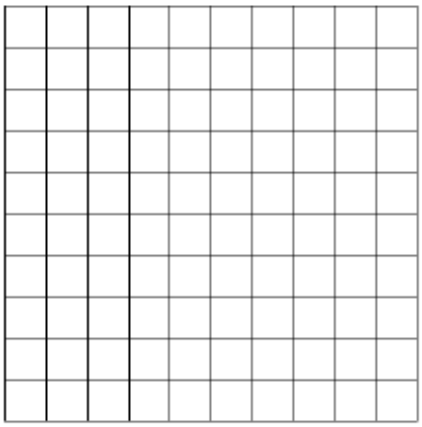
Problem Set

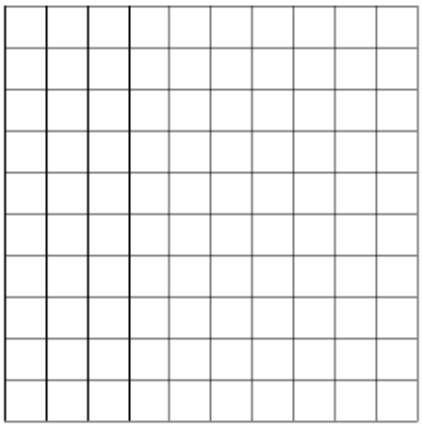
Multiply and model. Rewrite each expression as a multiplication sentence with decimal factors.

$\frac{4}{10} \times \frac{3}{10}$



$\frac{6}{10} \times 1.7$





Application Problem

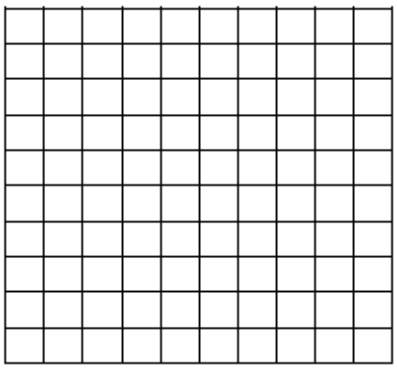
A Boy Scout has a length of rope measuring 0.7 meter. He uses 2 tenths of the rope to tie a knot at one end. How many meters of rope are in the knot?

Answer: _____meters

Exit Ticket

Multiply and model. Rewrite the expression as a number sentence with decimal factors.

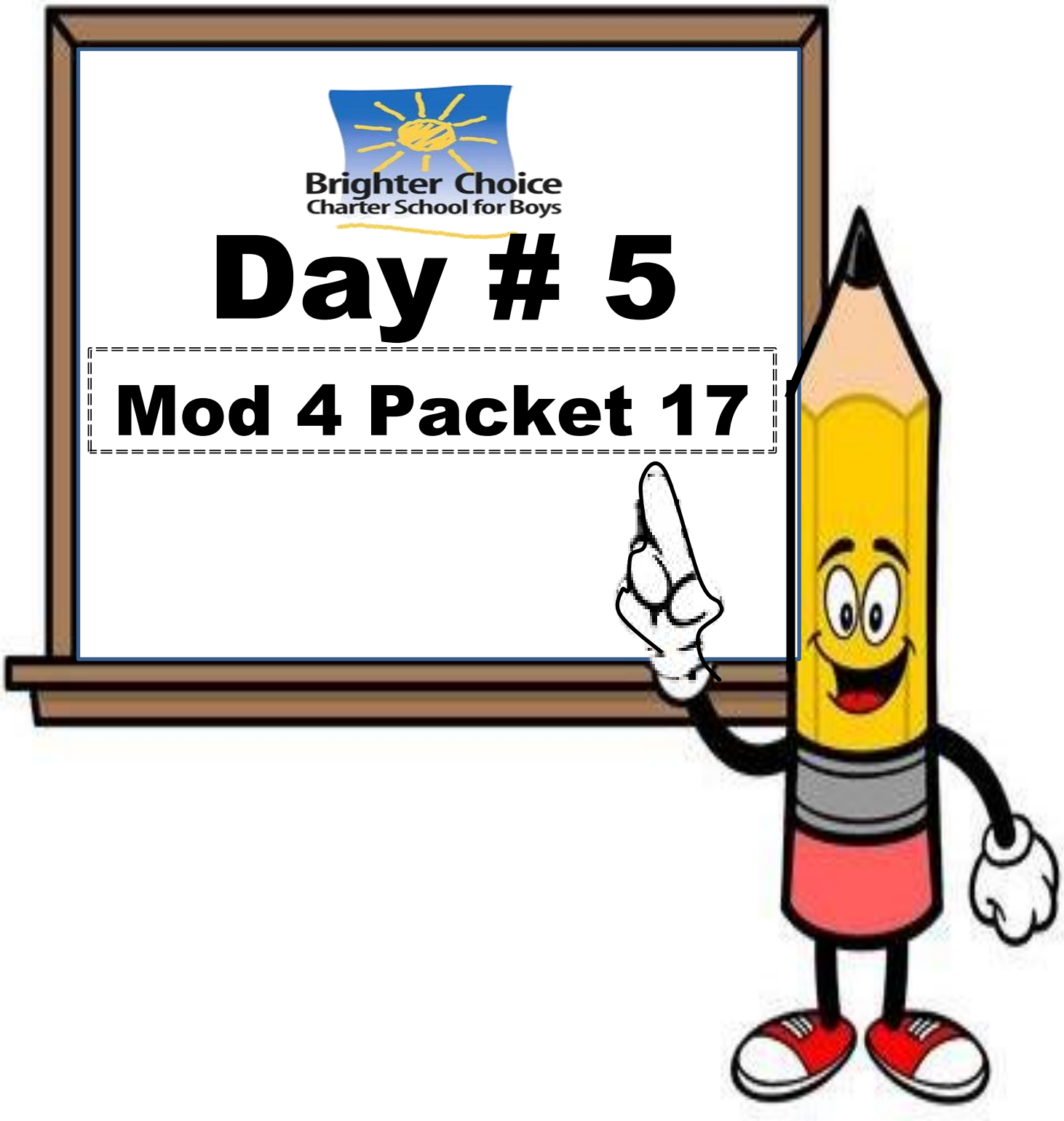
$\frac{1}{10} \times 1.2$



Brighter Choice
Charter School for Boys

Day # 5

Mod 4 Packet 17



Name:_____ Week 25 Day 5 Date:_____

BCCS-Boys Stanford MIT

Do Now

Multiply.

$0.8 \times 0.2 =$ _____

$0.08 \times 0.2 =$ _____

Input Activity:

Problem 1

3.2 × 2.1

Rewrite this problem as a fraction multiplication expression: _____

Solve.

Write this as a decimal _____

Problem 2

3.2 × 0.44

Rewrite this problem as a fraction multiplication expression: _____

Solve.

Write this as a decimal _____

Problem 3

3.2 × 4.21

Rewrite this problem as a fraction multiplication expression: _____

Solve.

Write this as a decimal _____

Problem 4

2.6 × 0.4

Rewrite this problem as a fraction multiplication expression: _____

Solve.

Write this as a decimal _____

Problem 5

3.1 x 1.4

Rewrite this problem as a fraction multiplication expression: _____

Solve.

Write this as a decimal _____

Problem 6

4.2 x 0.12

Rewrite this problem as a fraction multiplication expression: _____

Solve.

Write this as a decimal _____

Problem Set

2.3 x 0.9

Rewrite this problem as a fraction multiplication expression: _____

Solve.

Write this as a decimal _____

3.3 x 1.4

Rewrite this problem as a fraction multiplication expression: _____

Solve.

Write this as a decimal _____

Application Problem:

An adult female gorilla is 1.4 meters tall when standing upright. Her daughter is 3 tenths as tall. How much more will the young female gorilla need to grow before she is as tall as her mother?

Answer: _____ meters

Exit Ticket

Multiply.

a. $3.2 \times 1.4 =$

b. $1.6 \times 0.7 =$

Name _____

5th Grade Modified Math Remote Learning Packet

Week 26

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.

_____ _____

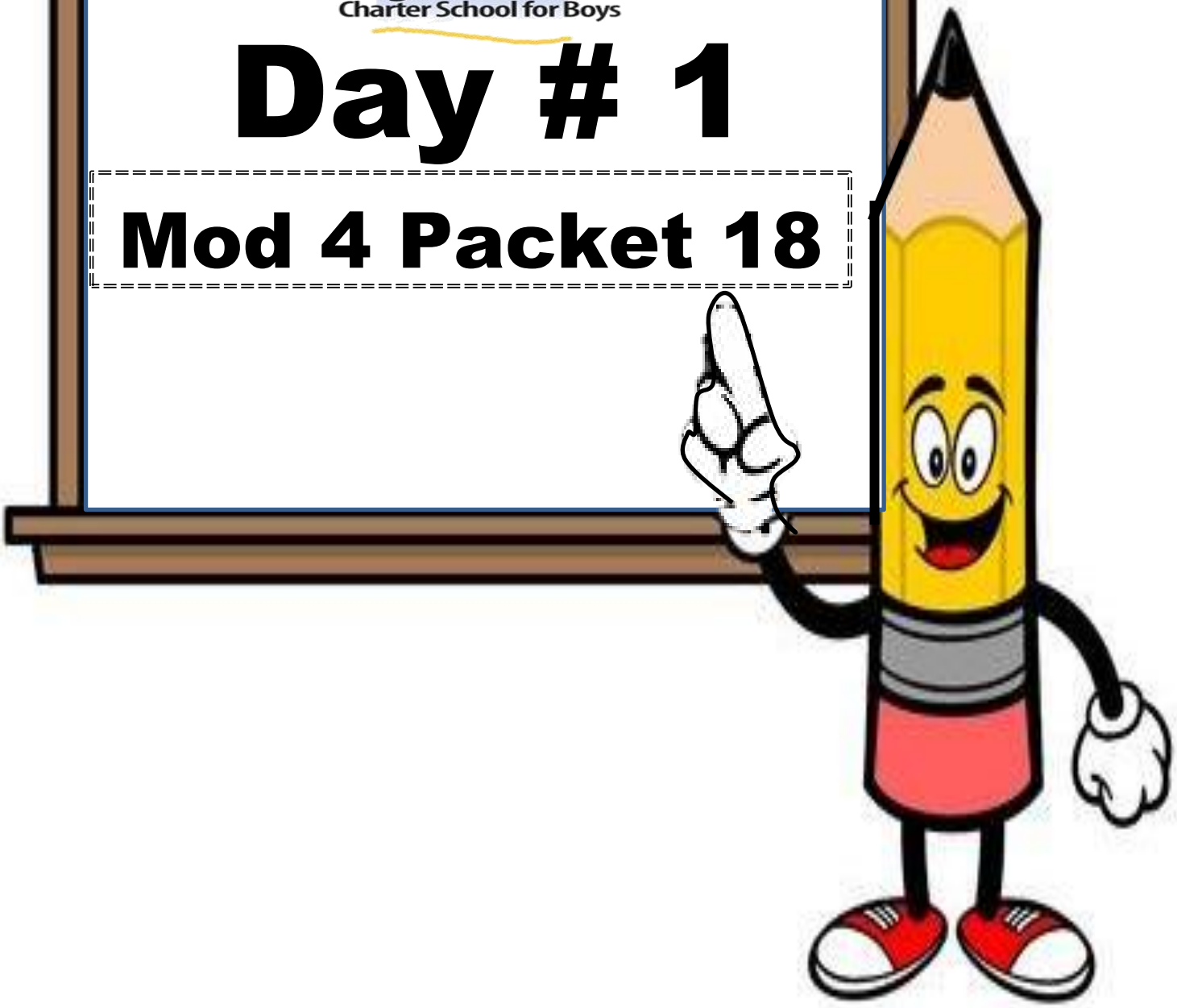
(Parent Signature) (Date)

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

Brighter Choice
Charter School for Boys

Day # 1

Mod 4 Packet 18



Name:_____ Week 26 Day 1 Date:_____

BCCS-Boys Stanford MIT

Do Now

Colby puts $\frac{1}{4}$ of his savings into the bank and uses $\frac{1}{2}$ of the remaining money to buy some candy. If he has $15 left, how much did he have at first?

He has _____ at first.

Creating Equivalent Fractions Review:

To create _____ fractions, you must _____ the _____ and the _____ by the _____ number.

Creating Equivalent Fractions to Decimals:

The three decimal places are _____, _____, and _____.

To change a fraction to a decimal, you need to make an _____ fraction that has a _____ of _____, _____, or _____.

Ex:

$$\frac{3}{5} = \frac{\quad}{10}$$

Re-write as a decimal _____

Problem 1

Express Fractions as Equivalent Decimals

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

Change this to a decimal. Remember, decimals need to either be tenths, hundredths, or thousandths.

Think…

is 10 a multiple of 4? Y / N

is 100 a multiple of 4? Y / N

is 1,000 a multiple of 4? Y / N

Solve.

Remember…

- If the denominator is a multiple of 10, it is a multiple of 100 and 1,000.
- If the denominator is a multiple of 100 it is a multiple if 1,000.

Problem 2

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

Change this to a decimal. Remember, decimals need to either be tenths, hundredths, or thousandths.

Think…

is 10 a multiple of 4? Y / N

is 100 a multiple of 4? Y / N

is 1,000 a multiple of 4? Y / N

Solve.

Remember…

- If the denominator is a multiple of 10, it is a multiple of 100 and 1,000.
- If the denominator is a multiple of 100 it is a multiple if 1,000.

Write this as a decimal _____

Problem 3

$$\frac{5}{8}$$

Change this to a decimal. Remember, decimals need to either be tenths, hundredths, or thousandths.

Think…

is 10 a multiple of 8? Y / N

is 100 a multiple of 8? Y / N

is 1,000 a multiple of 8? Y / N

Solve.

Remember…

- If the denominator is a multiple of 10, it is a multiple of 100 and 1,000.
- If the denominator is a multiple of 100 it is a multiple if 1,000.

Write this as a decimal _____

Problem 4

$$\frac{9}{20}$$

Change this to a decimal. Remember, decimals need to either be tenths, hundredths, or thousandths.

Think…

is 10 a multiple of 20? Y / N

is 100 a multiple of 20? Y / N

is 1,000 a multiple of 20? Y / N

Solve.

Remember…

- If the denominator is a multiple of 10, it is a multiple of 100 and 1,000.
- If the denominator is a multiple of 100 it is a multiple if 1,000.

Write this as a decimal _____

Problem 5

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

Change this to a decimal. Remember, decimals need to either be tenths, hundredths, or thousandths.

Think…

is 10 a multiple of 25? Y / N

is 100 a multiple of 25? Y / N

is 1,000 a multiple of 25? Y / N

Solve.

Remember…

- If the denominator is a multiple of 10, it is a multiple of 100 and 1,000.
- If the denominator is a multiple of 100 it is a multiple if 1,000.

Write this as a decimal _____

Problem Set

Express each fraction as an equivalent decimal.

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

$\frac{3}{4} \times \frac{25}{25} = \_\_\_\_$

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

$\frac{11}{20} = \_\_\_\_$

Application Problem:

Hakiem has $\frac{3}{4}$ of a dollar. He buys a stamp that costs 44 cents. Change both numbers into decimals, and tell how much money Hakiem has after paying for the stamp.

Answer: $_____

Exit Ticket

Express the fractions as equivalent decimals.

a. $\frac{1}{4} =$

b. $\frac{2}{5} =$

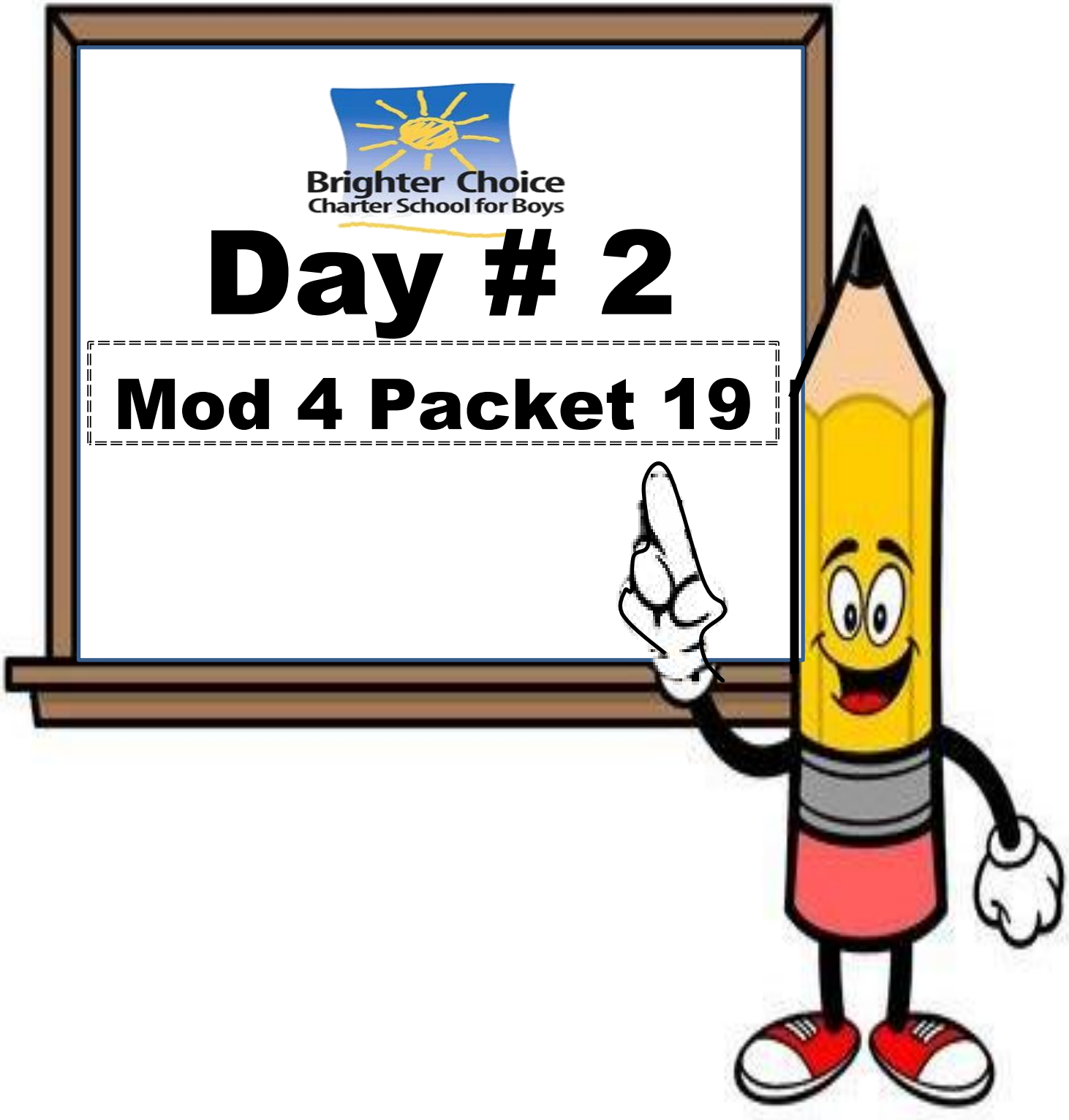
c. $\frac{3}{25} =$

d. $\frac{5}{20} =$

Brighter Choice
Charter School for Boys

Day # 2

Mod 4 Packet 19



Name:_____ Week 26 Day 2 Date:_____

BCCS-Boys Stanford MIT

Do Now

Express each fraction as an equivalent decimal.

a. $\frac{2}{5} \times \_\_ = \underset{\text{Fraction}}{\_\_\_\_} = \underset{\text{Decimal}}{\_\_\_\_}$

b. $\frac{3}{25} \times \_\_ = \underset{\text{Fraction}}{\_\_\_\_} = \underset{\text{Decimal}}{\_\_\_\_}$

Input Activity:

Steps to dividing fractions using K-C-F

1. Put any _____ number over the number _____.
2. **K** _____ the first fraction. Leave it _____.
3. **C** _____ the _____ symbol to a _____ symbol.
4. **F** _____ the second fraction (the one you want to divide by) upside down. This is called a _____.
5.
6. _____ across.

7. _____ whenever _____.

Example:

K C F

$4 \div \frac{1}{2}$

Problem 1

K C F

$8 \div \frac{1}{9}$

Problem 2

K C F

$\frac{1}{7} \div 7$

Problem 3

K C F

$\frac{1}{8} \div 6$

Problem 4

K C F

$\mathbf{2} \div \mathbf{\frac{1}{4}}$

Problem 5

Tien wants to cut $\frac{1}{4}$ foot lengths from a board that is 5 feet long. How many boards can he cut?

Division Expression _____

Solve:

Answer: _____ boards

Problem 6

If Melanie pours $\frac{1}{2}$ liter of water into 4 bottles, putting an equal amount in each, how many liters of water will be in each bottle?

Division Expression _____

Solve.

Answer: _____liters of water

Problem 7

K C F

$$8 \div \frac{1}{3}$$

Problem 8

K C F

$$\frac{1}{6} \div 3$$

Problem 9

K C F

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

Problem 10

K C F

$$4 \div \frac{1}{5}$$

Problem Set

Solve by using KCF (Keep-Change-Flip). Write your quotient in the blank.

K C F

a. $2 \div \frac{1}{8} =$ _____

K C F

b. $\frac{1}{4} \div 3 =$ _____

K C F

c. $\frac{1}{8} \div 4 =$ _____

K C F

d. $\frac{1}{9} \div 9 =$ _____

Application Problem:

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

Answer: _____gallons of olive oil

Exit Ticket

Solve. Use KCF to solve.

a. $4 \div \frac{1}{2}$ = _____

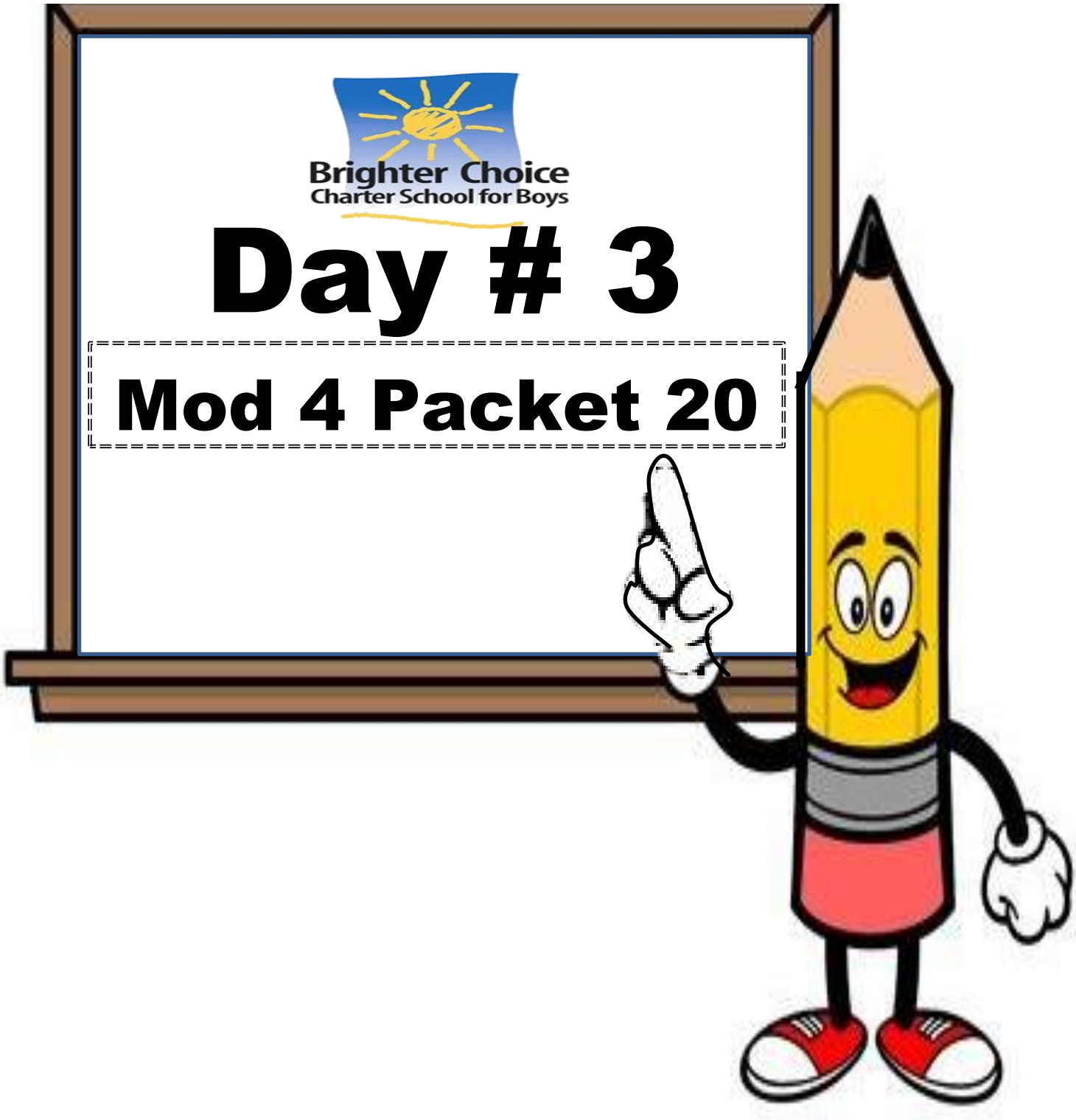
b. $\frac{1}{8} \div 5$ = _____

c. $7 \div \frac{1}{6}$ = _____

Brighter Choice
Charter School for Boys

Day # 3

Mod 4 Packet 20



Name:_____ Week 26 Day 3 Date:_____

BCCS-Boys Stanford MIT

Do Now

Divide the fractions by whole numbers using KCF.

a. $5 \div \frac{1}{3} =$

b. $\frac{1}{8} \div 7 =$

c. $\frac{1}{4} \div 3 =$

d. $4 \div \frac{1}{9} =$

Input Activity:

Steps to dividing decimals using K-C-F

1. Put any _____ number over the number _____.
2. _____ any decimal to a _____.
3. **K** _____ the first fraction. Leave it _____.
4. **C** _____ the _____ symbol to a _____ symbol.
5. **F** _____ the second fraction to its _____.
6. _____ across.
7. _____ whenever _____.

Example

7 ÷ 0.1

Problem 1

7.4 ÷ 0.1

Problem 2

2 ÷ 0.2

Problem 3

9.8 ÷ 0.1

Problem 4

12 ÷ 0.1

Problem 5

2.4 ÷ 0.2

Problem 6

7.4 ÷ 0.01

Problem 7

1.6 ÷ 0.04

Problem 8

3.5 ÷ 0.5

Problem 9

0.42 ÷ 0.07

Problem Set

Change the expression to fractions then use KCF.

a. 12.5 ÷ 0.01

b. 31 ÷ 0.1

Application Problem:

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

Answer: _____ pieces of gum

Exit Ticket

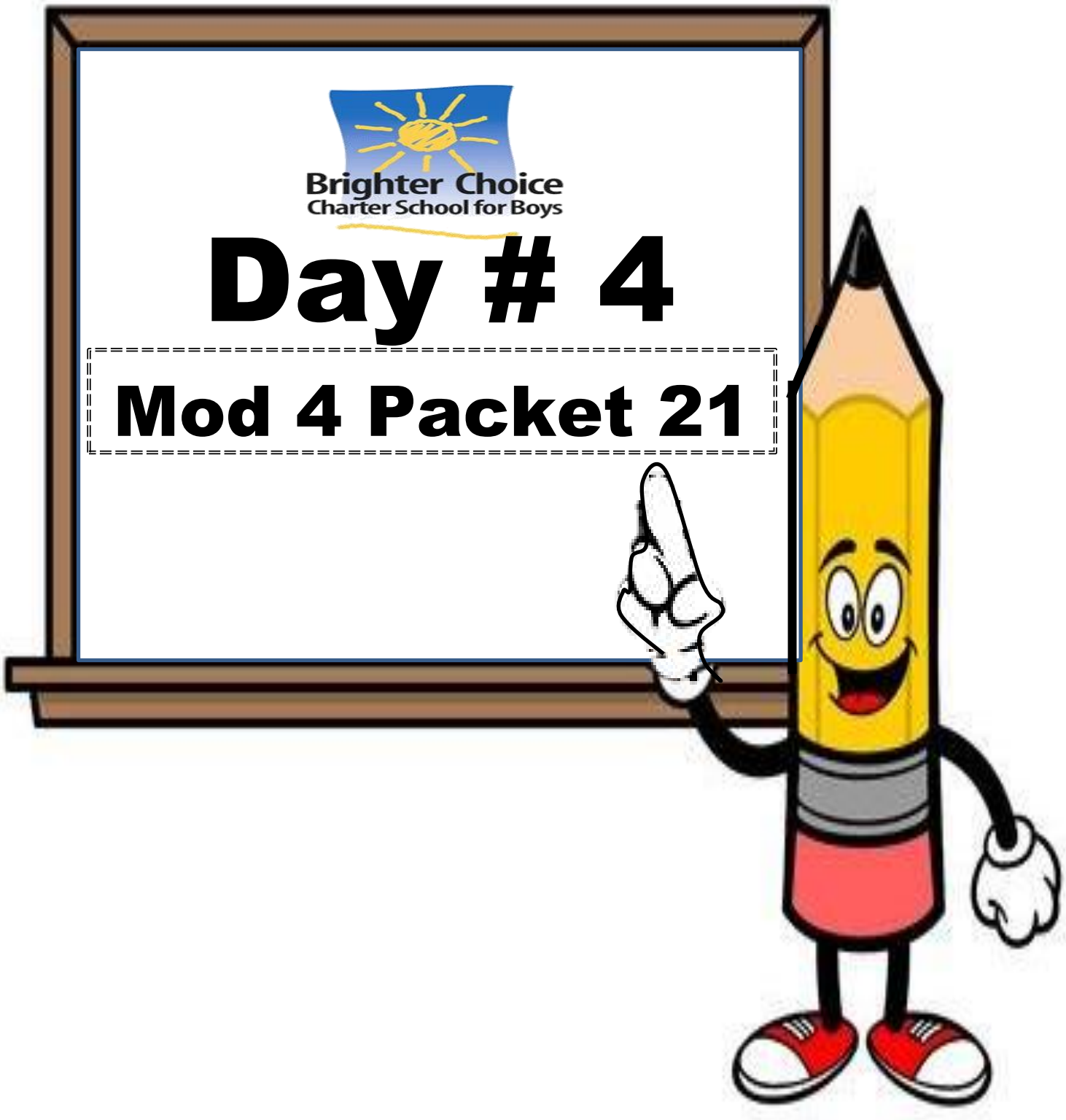
Rewrite the division expression as a fraction and use KCF.

$3.2 \div 0.8$	$7.2 \div 0.9$

Brighter Choice
Charter School for Boys

Day # 4

Mod 4 Packet 21



Name:_____ Week 26 Day 4 Date:_____

BCCS-Boys Stanford MIT

Do Now

Divide the fractions by whole numbers using KCF.

a. $6 \div \frac{1}{10} =$

b. $\frac{1}{3} \div 12 =$

c. $\frac{1}{6} \div 11 =$

d. $10 \div \frac{1}{2} =$

Input Activity:

Steps to dividing decimals using K-C-F

8. Put any whole number over the number one.
9. Change any decimal to a fraction.
10. **K** KEEP the first fraction. Leave it alone.
11. **C** CHANGE the ÷ symbol to a × symbol.
12. **F** FLIP the second fraction to its reciprocal.
13. Multiply across.
14. Simplify whenever necessary.

Problem 1

8 ÷ 0.1

Problem 1

$$\frac{55}{10} \div \frac{1}{10}$$

Problem 2

$10 \div 0.2$

Problem 3

$\frac{45}{10} \div \frac{2}{10}$

Problem 4

$\frac{35}{100} \div 10$

Problem 5

$21 \div 0.1$

Problem 6

$15 \div 0.01$

Problem 7

$12 \div \frac{1}{4}$

Problem Set

Change the expression to fractions then use KCF.

$1.5 \div .1$

$\frac{1}{10} \div 30$

Application Problem:

A vial contains 20 mL of medicine. If each dose is $\frac{1}{8}$ of the vial, how many mL is each dose? Express your answer as a decimal.

Answer: _____ mL

Exit Ticket

Rewrite the division expression as a fraction and use KCF.

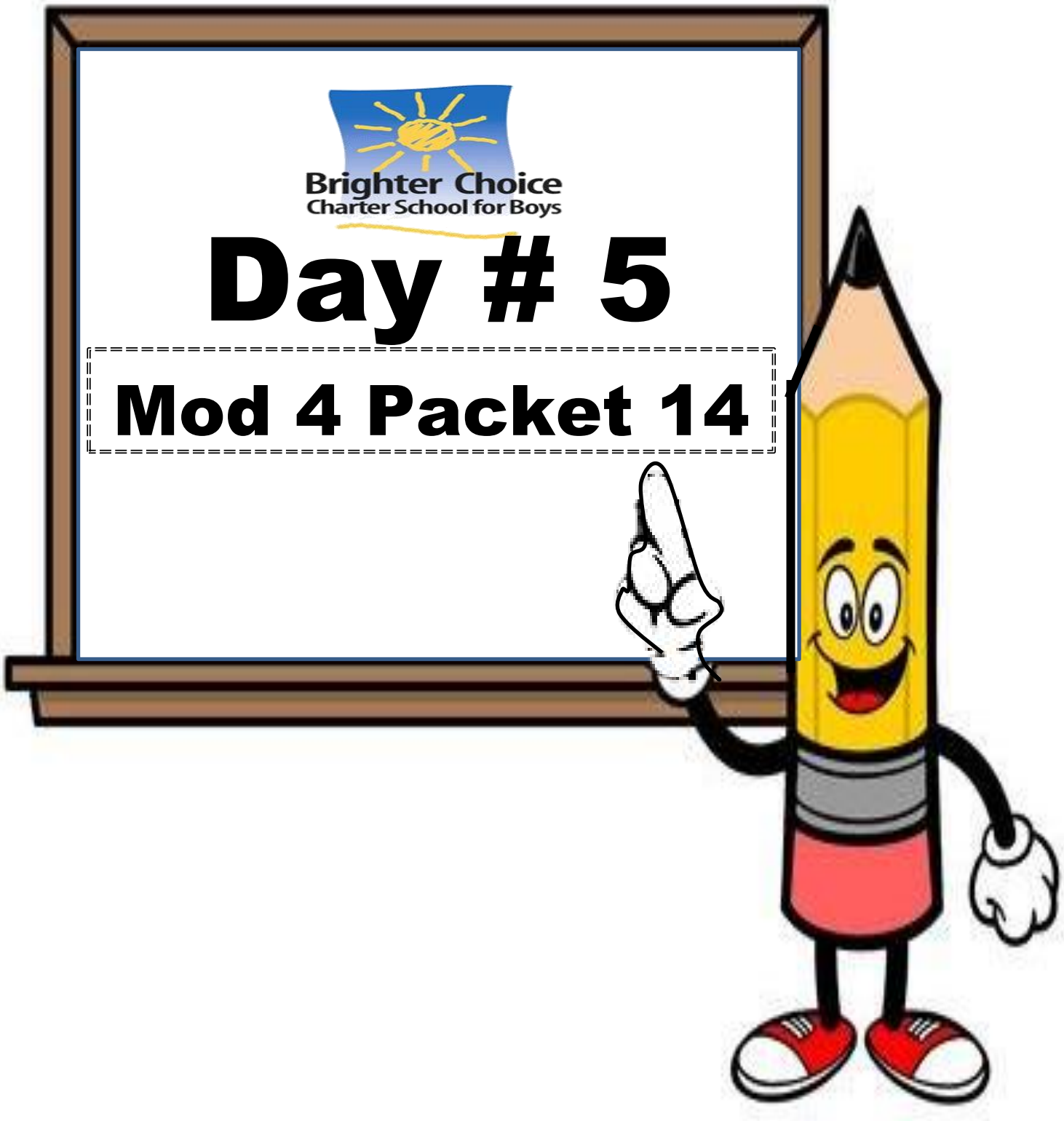
$4.5 \div 9$

$64 \div \frac{8}{10}$

Brighter Choice
Charter School for Boys

Day # 5

Mod 4 Packet 14



Name:_____ Week 26 Day 5 Date:_____

BCCS-Boys Stanford MIT

Do Now

Rewrite the division expression as a fraction and use KFC.

$14.4 \div 1.2$

$\frac{45}{10} \div \frac{15}{10}$

Input Activity:

Problem 1

34.8 ÷ 0.6

Problem 2

7.36 ÷ 0.08

Problem 3

21.56 ÷ 0.98

Problem 4

45.5÷ 0.7

Problem 5

4.55 ÷ 0.7

Problem 6

78.4 ÷ 0.7

Problem 7

53.2 ÷ 0.4

Problem 8

1.52 ÷ 0.8

Problem Set

Divide

7.32 ÷ 0.06	**9.42 ÷ 0.03**	**39.36 ÷ 0.96**

Application Problem

The total distance of a race is 18.9 km. If volunteers set up a water station every 0.7 km, including one at the finish line, how many stations will they have?

Answer: _____stations

Exit Ticket

Solve.

a. 6.39 ÷ 0.09

b. 82.14 ÷ 0.6