5th Grade Math Weeks 4,5,6 Agenda

iReady Benchmark must be completed by May 1st!!
Also complete 20 minutes of math iReady EACH week!!
Enrichment/Challenge sheets are optional

Date	Assignment	Book Pages for Reference
April 13th	**Lesson 7: Multiply Mixed Numbers**	745
April 14th	**Lesson 8: Multiplying Fractions Review**	719-756
April 15th	**Lesson 10: Divide Whole #s by Unit Fractions**	765
April 16th	**Lesson 11: Divide Unit Fractions by Whole #s**	771
April 17th	**Lesson 12: Problem Solving**	777
April 20th	**Chapter 10 Review** Options: Computer: Chapter 10 Kahoot No Computer: Chapter 10 Review in Packet	783
April 21st	**Chapter 10 Test** Options: Computer: Edulastic Chapter 10 Test No Computer: Chapter 10 Test in Packet	
April 22nd	*Begin Chapter 11* **Lesson 2: Convert Customary Units of Length**	807
April 23rd	**Lesson 3: Problem Solving**	813
April 24th	**Lesson 5: Convert Customary Units of Length**	825
April 27th	**Lesson 7: Convert Customary Units of Capacity**	839
April 28th	**Lesson 8: Display Measurement Data on a Line Plot** Line Plot Activity Task 1 Online Line Plot Activity Section 1	845
April 29th	**Lesson 8:Display Measurement Data on a Line Plot** Line Plot Activity Task 2 Online Line Plot Activity Section 2	845
April 30th	**Chapter 11 Review** * Choose 2 of the 3 review pages to complete*	883
May 1st	**Chapter 11 Quiz** Options: Computer: Edulastic Chapter 11 Quiz No Computer: Chapter 11 Quiz in Packet	

WEEK 4– 5TH GRADE MATH

iReady Benchmark must be completed by May 1st!!
Also complete 20 minutes of math iReady EACH week!!
Enrichment/Challenge sheets are optional

Date	Assignment	Book Pages for Reference
April 13th	**Lesson 7: Multiply Mixed Numbers** Complete Reteach Page (use notes to help) Crack the Code (challenge sheet- optional)	745
April 14th	**Lesson 8: Multiplying Fractions Review** Online Scaling Activity/ PDF version in packet Tic Tac Toe Game Reviewing Multiplying Fractions	719-756
April 15th	**Lesson 10: Divide Whole #s by Unit Fractions** Complete lesson/practice problems Enrichment (optional)	765
April 16th	**Lesson 11: Divide Unit Fractions by Whole #s** Complete lesson/practice problems Enrichment (optional)	771
April 17th	**Lesson 12: Problem Solving** Complete lesson/practice problems Enrichment (optional)	777

We hope you all are staying healthy and safe while also getting outside for some fresh air! We miss having you in the classroom and hope to see you all very soon! Please make sure that you have accepted our invitation to google classroom. We will be putting material on google classroom to print out or do online. Along with this, we will send any updates throughout the next three weeks if needed. Please let us know if you have any questions.

Love,

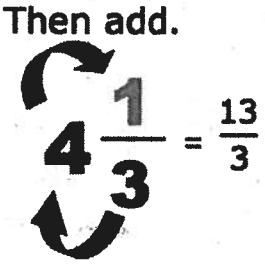
Miss Steidl & Mrs. Summers

Miss Steidl: orvl_steidl@tccsa.net
Mrs. Summers: orvl_msummers@tccsa.net

Monday, April 13th

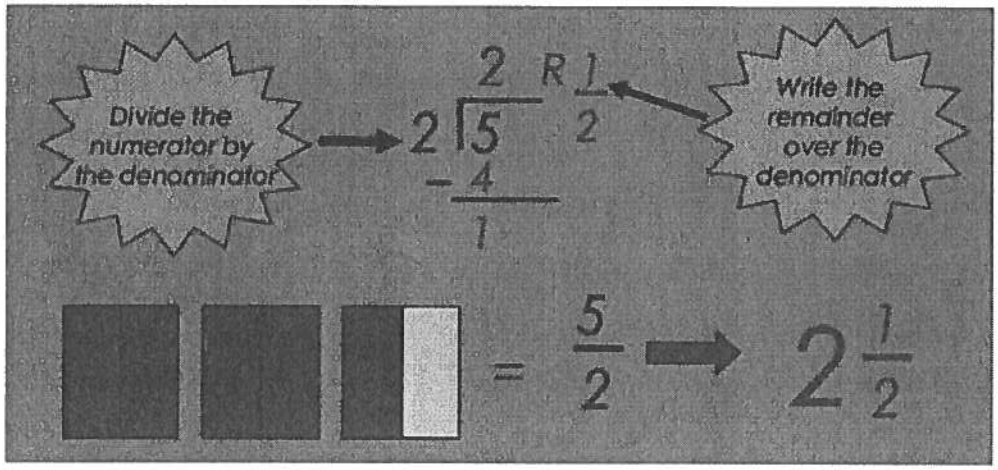
CONVERTING MIXED NUMBERS TO IMPROPER FRACTIONS

1. Multiply the denominator by the whole number
2. Add the answer to your numerator
3. Put the sum as the numerator and leave the denominator the same.



CONVERTING IMPROPER FRACTIONS TO MIXED NUMBERS

1. divide the numerator by the denominator
2. Put the remainder over the denominator



Monday, April 13th

Name _____ Date _____

Lesson 7 Reteach

Multiply Mixed Numbers

To multiply mixed numbers, write the mixed numbers as improper fractions and then multiply numerators and multiply denominators.

Find $3\frac{1}{3} \times 3\frac{3}{4}$. Write in simplest form.

$3\frac{1}{3} \times 3\frac{3}{4} = \frac{10}{3} \times \frac{15}{4}$ Write $3\frac{1}{3}$ as $\frac{10}{3}$ and $3\frac{3}{4}$ as $\frac{15}{4}$.

$\frac{10}{3} \times \frac{15}{4} = \frac{150}{12}$ Divide 150 by 12 to make it a mixed number

$150 \div 12 = 12\frac{6}{12}$ *or* $12\frac{1}{2}$

OR you can simplify your fractions before you multiply!

$\frac{\overset{5}{\cancel{10}} \times \overset{5}{\cancel{15}}}{\underset{1}{\cancel{3}} \times \underset{2}{\cancel{4}}} = \frac{25}{2}$ Divide 10 and 4 by their GCF, 2.

Divide 15 and 3 by their GCF, 3

$\frac{25}{2} = 12\frac{1}{2}$ Simplify.

So, $3\frac{1}{3} \times 3\frac{3}{4} = 12\frac{1}{2}$.

Multiply. Write in simplest form.

1. $\frac{5}{6} \times 3\frac{1}{2} =$ _____ **2.** $\frac{1}{4} \times 9\frac{2}{5} =$ _____ **3.** $\frac{2}{3} \times 4\frac{1}{3} =$ _____

4. $\frac{5}{9} \times 4\frac{1}{2} =$ _____ **5.** $2\frac{7}{8} \times \frac{3}{4} =$ _____ **6.** $4\frac{1}{5} \times 4\frac{3}{8} =$ _____

7. $\frac{5}{9} \times 3\frac{1}{2} =$ _____ **8.** $\frac{1}{8} \times 3\frac{2}{5} =$ _____ **9.** $\frac{2}{5} \times 1\frac{1}{3} =$ _____

10. $\frac{5}{7} \times 4\frac{1}{7} =$ _____ **11.** $3\frac{7}{8} \times \frac{1}{4} =$ _____ **12.** $4\frac{1}{3} \times 2\frac{3}{8} =$ _____

CRACK the CODE

Multiplying Mixed Numbers

A $\frac{2}{7} \times 2\frac{6}{11}$

B $3\frac{1}{5} \times 5$

C $\frac{4}{5} \cdot 3\frac{1}{2}$

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

E $2\frac{2}{3} \times 3\frac{5}{8}$

F $2\frac{2}{3} \cdot \frac{7}{8}$

G $2\frac{1}{5} \cdot 1\frac{1}{4}$

H $\frac{3}{5} \times 3\frac{1}{3}$

I $2\frac{1}{4} \cdot \frac{2}{5}$

J $2 \times 4\frac{2}{5}$

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

L $2\frac{1}{3} \cdot \frac{3}{4}$

M $1\frac{3}{4} \cdot 2\frac{1}{2}$

N $5\frac{3}{7} \cdot 4$

O $2 \cdot 1\frac{2}{3} \cdot \frac{4}{5}$

P $\frac{9}{10} \cdot 3\frac{5}{6} \cdot 4\frac{2}{3}$

Monday, April 13th

DIRECTIONS:

Multiply each set of numbers on the front of this sheet.

Find each answer on the grid to the right and shade it in. Answers may appear in the grid multiple times- shade answers in as many times as they appear.

When all answers have been shaded, a number will be revealed. Use that number to crack the code below!

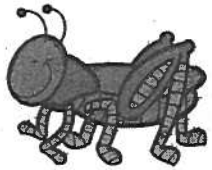
$\frac{8}{11}$	$5\frac{1}{4}$	$21\frac{5}{7}$	$1\frac{1}{4}$	$2\frac{2}{3}$
$8\frac{1}{5}$	$9\frac{5}{8}$	$16\frac{1}{10}$	18	$\frac{3}{16}$
$4\frac{3}{8}$	$2\frac{4}{5}$	$8\frac{4}{5}$	$2\frac{1}{8}$	$2\frac{1}{3}$
$9\frac{2}{3}$	12	$2\frac{3}{5}$	$1\frac{1}{4}$	16
2	$2\frac{3}{4}$	$\frac{9}{10}$	$\frac{7}{11}$	$1\frac{3}{4}$

SHADING GRID

Don't forget to shade in repeat answers!

Multiply the number you revealed by 14 to crack the 3-digit code below!

Multiplication As Scaling



Name ?

Date ?

Practice

Multiplication as Scaling

Fill in the blanks to complete the sentences.

If you multiply a number by a fraction less than one, the product will be [ ] that number.

If you multiply a number by a fraction equal to one, the product will be [ ] that number.

If you multiply a number by a fraction greater than one, the product will be [ ] that number.

equal to | greater than | less than

Multiplication as Scaling

Without solving, place each piece into the correct bucket.

Expression equals 15. | Expression does not equal 15.

$\frac{7}{7} \times 15$ | $15 \times \frac{4}{3}$ | $\frac{5}{7} \times 15$ | $\frac{4}{4} \times 15$

$\frac{18}{9} \times 15$ | $15 \times \frac{13}{15}$ | $15 \times \frac{28}{28}$ | $15 \times \frac{15}{15}$

Multiplication as Scaling

Without solving, place each piece into the correct bucket.

Less than 3 | Equal to 3 | Greater than 3

$3 \times \frac{5}{8}$ | $3 \times \frac{7}{2}$ | $\frac{2}{7} \times 3$

$\frac{2}{2} \times 3$ | $2\frac{1}{3} \times 3$ | $3 \times \frac{9}{9}$

Tuesday, April 14th

Multiplication as Scaling

Complete the equation. Use =, >, or <.

$\frac{2}{3} \times 16 \bigcirc 16$	$1\frac{1}{5} \times 2 \bigcirc 2$	$59 \times \frac{4}{4} \bigcirc 59$
$7 \times \frac{9}{9} \bigcirc 7$	$\frac{3}{4} \times 23 \bigcirc 23$	$\frac{15}{9} \times 8 \bigcirc 8$
$44 \times \frac{12}{12} \bigcirc 44$	$5 \times 3\frac{1}{2} \bigcirc 5$	$\frac{7}{8} \times 14 \bigcirc 14$

= = = = = = < < < < < < > > > > > >

Multiplication as Scaling

$\frac{\square}{8} \times 3 = 3$ $\quad 6 \times \frac{\square}{9} > 6$

$5 \times \frac{\square}{2} < 5$ $\quad \frac{\square}{4} \times 7 > 7$

$\frac{\square}{6} \times 2 < 2$ $\quad 9 \times \frac{\square}{4} = 9$

1 4 10 3 8 5

Multiplication as Scaling

Circle the expression with the greater product.

○ A. $8 \times \frac{6}{13}$

B. $8 \times \frac{4}{3}$

Circle the expression with the greater product.

○ A. $1\frac{1}{3} \times 35$

B. $35 \times \frac{15}{15}$

Circle the expression with the smaller product.

○ A. $\frac{9}{4} \times 14$

B. $\frac{4}{5} \times 14$

Circle the expression with the smaller product.

○ A. $6 \times \frac{3}{3}$

B. $\frac{1}{2} \times 6$

Multiplication as Scaling

Order the products on each line from least to greatest.

$25 \times \frac{7}{18}$ $\quad 1\frac{3}{4} \times 25$ $\quad 25 \times \frac{4}{4}$

$9 \times \frac{11}{11}$ $\quad \frac{5}{6} \times 9$ $\quad 9 \times \frac{5}{3}$

Multiplication as Scaling

Expression	Less than 32	Equal to 32	Greater than 32
$32 \times \frac{5}{3}$			
$\frac{13}{20} \times 32$			
$32 \times 1\frac{1}{2}$			
$\frac{9}{9} \times 32$			
$32 \times \frac{5}{6}$			
$\frac{9}{5} \times 32$			

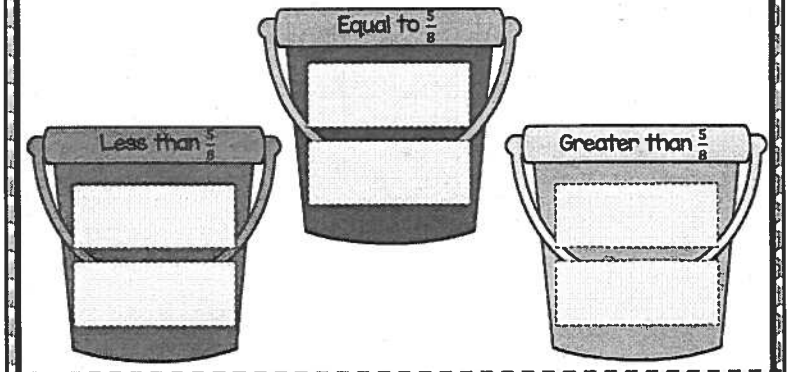
✓ ✓ ✓ ✓ ✓ ✓

Multiplication as Scaling

True	False
The product of $\frac{18}{8}$ and 3 is greater than 3.	The product of $\frac{2}{5}$ and 6 is less than 6.
The product of 10 and $\frac{9}{9}$ is equal to 10.	The product of $\frac{35}{8}$ and 3 is less than 3.
The product of $\frac{2}{5}$ and 6 is greater than 6.	The product of 10 and $\frac{9}{9}$ is less than 10.

Multiplication as Scaling

Without solving, place each piece into the correct bucket.



$\frac{5}{8} \times \frac{7}{8}$ $\frac{5}{8} \times \frac{9}{9}$ $4\frac{1}{4} \times \frac{5}{8}$ $\frac{3}{3} \times \frac{5}{8}$ $\frac{3}{4} \times \frac{5}{8}$ $\frac{5}{8} \times \frac{16}{5}$

Multiplication as Scaling

Complete the equation. Use =, >, or <.

$\frac{2}{9} \times \frac{9}{7}$ ◯ $\frac{9}{7}$	$\frac{9}{5} \times \frac{5}{6}$ ◯ $\frac{5}{6}$	$1\frac{3}{8} \times \frac{3}{4}$ ◯ $1\frac{3}{8}$
$\frac{1}{4} \times \frac{5}{7}$ ◯ $\frac{1}{4}$	$\frac{6}{6} \times \frac{3}{8}$ ◯ $\frac{3}{8}$	$\frac{13}{12} \times \frac{7}{4}$ ◯ $\frac{7}{4}$
$3\frac{1}{2} \times \frac{7}{6}$ ◯ $3\frac{1}{2}$	$\frac{7}{10} \times \frac{3}{10}$ ◯ $\frac{7}{10}$	$\frac{8}{8} \times 2\frac{1}{6}$ ◯ $2\frac{1}{6}$

= = = = = = < < < < < < > > > > > >

Multiplication as Scaling

Write a numerator to make each equation true.

$\frac{?}{5} \times 19 = 19$	$\frac{13}{9} \times \frac{?}{4} > \frac{13}{9}$	$\frac{1}{5} \times \frac{?}{3} < \frac{1}{5}$
$\frac{?}{8} \times \frac{6}{5} < \frac{6}{5}$	$\frac{?}{12} \times 3\frac{4}{7} = 3\frac{4}{7}$	$4 \times \frac{?}{6} > 4$
$26 \times \frac{?}{7} < 26$	$\frac{2}{3} \times \frac{?}{3} > \frac{2}{3}$	$1\frac{1}{6} \times \frac{?}{5} > 1\frac{1}{6}$

Multiplication as Scaling

Circle the expression with the greater product.

○ A. $\frac{1}{5} \times \frac{3}{2}$

B. $\frac{7}{8} \times \frac{1}{5}$

Circle the expression with the greater product.

○ A. $2\frac{4}{9} \times \frac{6}{7}$

B. $2\frac{4}{9} \times \frac{5}{3}$

Circle the expression with the smaller product.

○ A. $\frac{8}{5} \times 1\frac{1}{2}$

B. $\frac{9}{10} \times \frac{8}{5}$

Circle the expression with the smaller product.

○ A. $\frac{5}{2} \times \frac{2}{3}$

B. $\frac{11}{15} \times \frac{2}{3}$

Multiplication as Scaling

Order the products on each line from least to greatest.

$\frac{6}{6} \times \frac{3}{4}$ $\quad$ $\frac{3}{4} \times 2\frac{2}{5}$ $\quad$ $\frac{3}{4} \times \frac{1}{2}$

$\frac{5}{2} \times 3\frac{5}{7}$ $\quad$ $3\frac{5}{7} \times \frac{9}{10}$ $\quad$ $3\frac{5}{7} \times \frac{3}{3}$

Multiplication as Scaling

Expression	Less than $\frac{3}{7}$	Equal to $\frac{3}{7}$	Greater than $\frac{3}{7}$	
$\frac{3}{7} \times \frac{2}{3}$				✓
$2 \times \frac{3}{7}$				✓
$\frac{3}{7} \times 1\frac{1}{4}$				✓
$\frac{5}{12} \times \frac{3}{7}$				✓
$\frac{3}{7} \times \frac{5}{5}$				✓
$\frac{7}{3} \times \frac{3}{7}$				✓

Tic-Tac-Toe

Tuesday, April 14th

You and your partner choose one problem from below to solve. Whoever gets the problem correct, marks the square with the answer (one partner is X, the other is O). If both players get the problem correct, play rock-paper-scissors to decide whom marks the square. First person to get three in a row wins! Warning: There are 10 questions and only 9 answers...one question doesn't have an answer shown! YOU WILL NEED TO SIMPLIFY.

1 3/4	7/12	2/15
3 15/16	4 1/5	14 2/3
7	3/4	6

1. ¼ x 7
2. 6/8 x 7/9
3. 1 ¾ x 2 ¼
4. 1/3 x 18
5. 2 2/5 x 1 3/4
6. 1/3 x 2/5
7. 7 x 1/8
8. 3 x 1/4
9. 3 1/3 x 4 2/5
10. 14 x 1/2

Lesson 10-10: Divide Whole Numbers by Unit Fractions Wednesday, April 15, 2020

You can take a whole number and divide it into smaller, fraction pieces. The answer to your problem will tell you how many little fraction pieces you have. We will learn how to divide these numbers in two ways: using models, and doing a "keep, change, flip" math problem.

Example 1: $3 \div \frac{1}{3} =$ ____ In this problem, you are figuring out how many $\frac{1}{3}$s there are in 3 wholes. Do you know already?

One way: Draw a model

1. First draw your 3 wholes since 3 is your first number.

2. Then you will split each whole into thirds since you are dividing by thirds.

3. Now count the thirds. How many are there? You have your answer!

$3 \div \frac{1}{3} =$ _____ (Did you get 9? I hope so!)

Another Way: Keep, Change, Flip

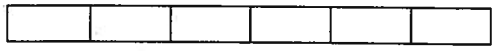
1. First **keep** the first number, 3, the same amount except turn into a fraction by putting a 1 under it: $\frac{3}{1}$
2. Then **change** the division sign to multiply. $\div \rightarrow x$
3. Next **flip** the second number. $\frac{1}{3} \rightarrow \frac{3}{1}$.
4. Last, do the new multiplication problem to get your answer.

$\frac{3}{1} x \frac{3}{1} = - =$ ____ (Did you get $\frac{9}{1} = 9$?)

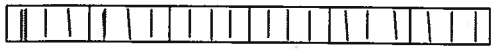
Example 2: $6 \div \frac{1}{4} =$ ____ In this problem, you are figuring out how many $\frac{1}{4}$s there are in 6 wholes. Do you know already?

One Way: Draw a model

1. First draw 6 wholes since 6 is your first number.



2. Then you split each whole into $\frac{1}{4}$s since you are dividing by fourths.



3. Now count the fourths, how many are there? You have your answer!

$6 \div \frac{1}{4} =$ _____ (I hope you got 24!)

Another Way: Keep, Change, Flip

1. First **keep** the first number, 6, the same amount except turn into a fraction by putting a 1 under it: $\frac{6}{1}$
2. Then **change** the division sign to multiply. $\div \rightarrow x$
3. Next **flip** the second number. $\frac{1}{4} \rightarrow \frac{4}{1}$.
4. Last, do the new multiplication problem to get your answer.

$\frac{6}{1} \div \frac{4}{1} = - =$ ____ (Did you get $\frac{24}{1} = 24$?)

Lesson 10-10: Divide Whole Numbers by Unit Fractions Wednesday, April 15, 2020

Practice Problems: Please complete each problem by both drawing a model and doing keep, change, flip. Be sure you get the same answer for both methods. For more help in drawing the models, you can check your math book pgs. 765-766.

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

Model: Keep, change, flip:

2.) $3 \div \frac{1}{5} =$ _____

Model: Keep, change, flip

3.) $3 \div \frac{1}{6} =$ _____

Model: Keep, change, flip

4. Denisehas 4 hours to paint crafts. She would like to spend no more than $\frac{1}{4}$ hour on each craft. How many crafts can she paint during this time? _____

5. Karen uses 5 pounds of meat to grill hamburgers. Each pound is divided into thirds to make each burger. How many hamburgers can Karen make? _____

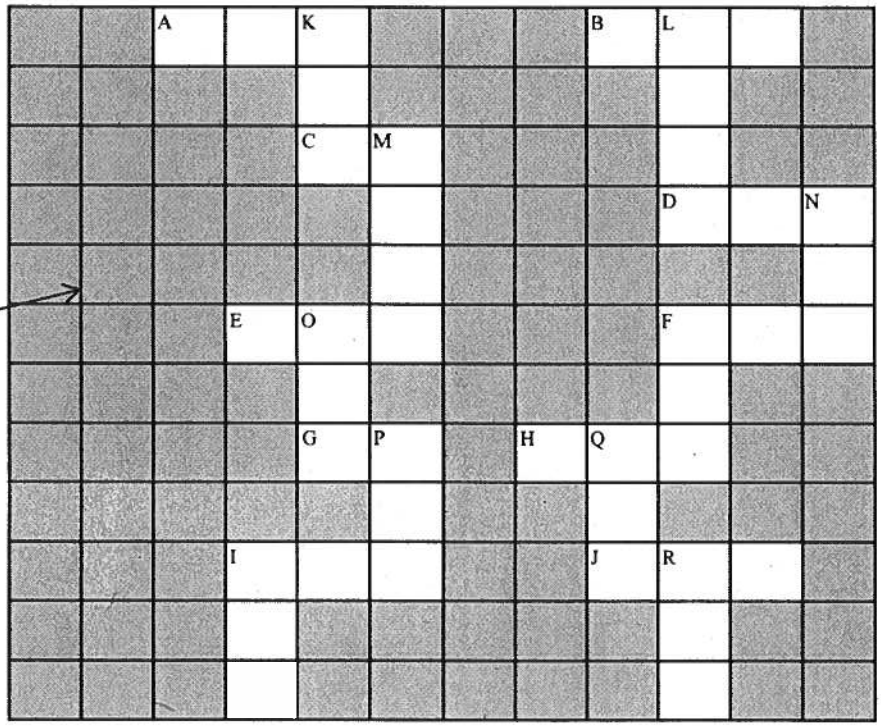
Enrichment

This page is optional for extra practice and for a challenge. These problems will work best with the keep, change, flip method.

Divide Whole Numbers by Fractions

This puzzle is similar to a crossword puzzle. Instead of writing letters in the boxes, write one digit in each box to form quotients. Use the problems below.

You can check your answers by seeing if they fit into the boxes correctly.



Across

A. $216 \div \frac{1}{2}$

B. $628 \div \frac{4}{5}$

C. $20 \div \frac{5}{12}$

D. $229 \div \frac{1}{2}$

E. $392 \div \frac{7}{10}$

F. $135 \div \frac{3}{5}$

G. $4 \div \frac{1}{7}$

H. $38 \div \frac{1}{3}$

I. $310 \div \frac{2}{5}$

J. $416 \div \frac{4}{5}$

Down

F. $137 \div \frac{1}{2}$

I. $580 \div \frac{4}{5}$

K. $26 \div \frac{1}{9}$

L. $1{,}013 \div \frac{1}{8}$

M. $2{,}980 \div \frac{1}{3}$

N. $350 \div \frac{2}{5}$

O. $158 \div \frac{1}{4}$

P. $668 \div \frac{4}{5}$

Q. $50 \div \frac{2}{5}$

R. $115 \div \frac{1}{2}$

Answers to practice problems on previous page:

1. 12
2. 15
3. 18
4. 16 crafts
5. 15 hamburgers

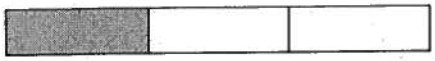
Lesson 10-11 Divide Unit Fractions by Whole Numbers Thursday, April 16, 2020

You can take fractions and divide them into even smaller pieces. The answer to your problem will tell you how big each of the smaller pieces is. We will learn how to divide these fractions in two ways: using models, and doing a "keep, change, flip" math problem.

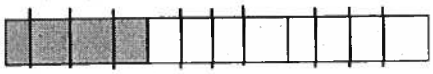
Example 1: In the buffet line, there was only $\frac{1}{3}$ of a pan of spaghetti left. Four friends want to share this spaghetti evenly. How much of a pan of spaghetti does each friend get? Do $\frac{1}{3} \div 4 =$__

One way: Draw a model

1. First draw your whole pan of spaghetti and shade in the $\frac{1}{3}$ that is left.



2. Then you split the $\frac{1}{3}$ into four pieces for the four friends. Then split the rest of the pan into equal pieces also.



Now determine what fraction would be the size of each piece of spaghetti. That's your answer!

$\frac{1}{3} \div 4 =$ _____ (Did you get $\frac{1}{12}$?) So, each friend got $\frac{1}{12}$ of the whole pan of spaghetti.

Another Way: Keep, Change, Flip

1. First **keep** the first number, $\frac{1}{3}$, the same amount.
2. Then **change** the division sign to multiply. $\div \rightarrow x$
3. Next **flip** the second number. Since it's a whole number, turn it into a fraction first by putting a 1 under it. Then flip it . $\frac{4}{1} \rightarrow \frac{1}{4}$
4. Last, do the new multiplication problem to get your answer.

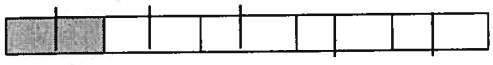
$\frac{1}{3} \times \frac{1}{4} =$ ____ So, $\frac{1}{3} \div 4 =$ ____ (Hint: $\frac{1}{12}$)

Example 2: $\frac{1}{5} \div 2 =$ ____ In this problem, you are starting with $\frac{1}{5}$ and splitting it into 2 pieces. How big is each piece?

One Way: Draw a model

1. First draw your whole and shade $\frac{1}{5}$.

2. Then you split the $\frac{1}{5}$ into 2 equal pieces. Do the same for the rest of the fifths.



3. Now determine what size fraction each piece is. That's your answer!

$\frac{1}{5} \div 2 =$ _____ (Did you get $\frac{1}{10}$?)

Another Way: Keep, Change, Flip

5. First **keep** the first number, $\frac{1}{5}$, the same.
6. Then **change** the division sign to multiply. $\div \rightarrow x$
7. Next **flip** the second number. Turn it into a fraction first by putting a 1 under it. Then flip it. $\frac{2}{1} \rightarrow \frac{1}{2}$
8. Last, do the new multiplication problem to get your answer.

$\frac{1}{5} \times \frac{1}{2} =$ ____ So, $\frac{1}{5} \div 2 =$ ____ (Hint: $\frac{1}{10}$)

Lesson 10-11 Divide Unit Fractions by Whole Numbers Thursday, April 16, 2020

Practice Problems: Please complete each problem by both drawing a model and doing keep, change, flip. Be sure you get the same answer for both methods. For more help in drawing the models, you can check your math book pgs. 771-772.

1.) $\frac{1}{2} \div 3 =$ _____

Model: Keep, change, flip:

2.) $\frac{1}{4} \div 5 =$ _____

Model: Keep, change, flip

3.) $\frac{1}{7} \div 2 =$ _____

Model: Keep, change, flip

4. Tyson has $\frac{1}{2}$ pounds of M&Ms to divide equally into 9 bags. What fraction of a pound will be in each bag? _____

5. There is $\frac{1}{6}$ of a pizza left over. If 3 friends share the remaining pizza equally, what fraction of a whole pizza will each friend get? _____

Lesson 10-11: Divide Whole Numbers by Unit Fractions Thursday, April 16, 2020

Enrichment

This page is optional for extra practice and for a challenge. These problems will work best with the keep, change, flip method. You can multiply to check.

Divide Fractions by Whole Numbers

Complete each division problem so that the equation is true.

1. $\frac{1}{\square} \div 3 = \frac{1}{9}$

2. $\frac{2}{\square} \div 4 = \frac{1}{16}$

3. $\frac{3}{\square} \div 5 = \frac{1}{10}$

4. $\frac{4}{\square} \div 6 = \frac{1}{12}$

5. $\frac{5}{\square} \div 7 = \frac{1}{14}$

6. $\frac{6}{\square} \div 8 = \frac{1}{4}$

7. $\frac{7}{\square} \div 9 = \frac{7}{45}$

8. $\frac{8}{\square} \div 10 = \frac{1}{5}$

9. $\frac{9}{\square} \div 11 = \frac{1}{11}$

10. $\frac{2}{\square} \div 6 = \frac{1}{21}$

11. $\frac{6}{\square} \div 5 = \frac{1}{10}$

12. $\frac{4}{\square} \div 3 = \frac{1}{6}$

Answers to Practice Problems on previous page.

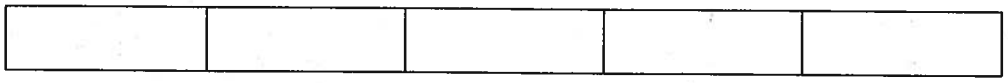
1. $\frac{1}{6}$
2. $\frac{1}{20}$
3. $\frac{1}{14}$
4. $\frac{1}{18}$ pounds in each bag
5. Each friend gets $\frac{1}{18}$ of a pizza

Lesson 10-12: Problem Solving Strategy: Draw a Diagram Friday, April 17, 2020

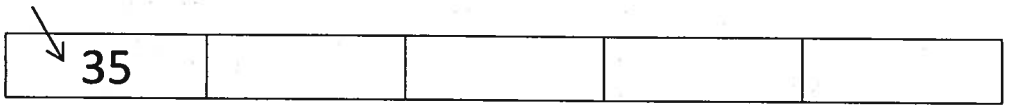
These real world problems will work well to draw a diagram or model to help you solve. Think about the models we drew to solve our division with fractions problems.

Example 1: Jaheim visited an aquarium over the weekend and saw 35 species of fish. This was $\frac{1}{5}$ of the total number of species of fish. How many total species of fish are at the aquarium?

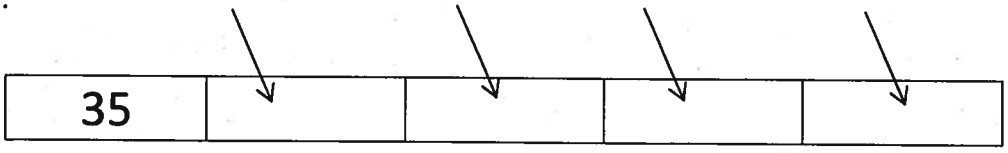
First, draw you diagram. Since 35 is $\frac{1}{5}$ of the species, draw a bar and split it into fifths. Like this:



Where would you label the 35 fish that Jaheim saw? Since 35 is $\frac{1}{5}$ of all the species, you can put 35 into one of the fifths.



If that first fifth is 35, then what are all the other fifths? Would they all be the same? Of course! Label them below.



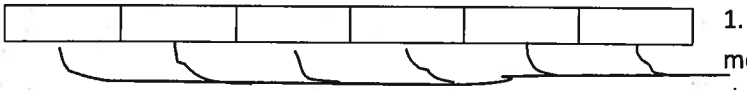
Now how can you answer the question, "How many total species of fish are at the aquarium?" Use your diagram to sum up the answer! How many total species of fish are in your diagram?

Answer: There are _____ total species of fish in the aquarium. (Did you get 175? I hope so!)

Example 2: Victor has $18 in a piggy bank. He spends $\frac{2}{3}$ of the money on a video game and $\frac{1}{6}$ on candy. How much money will Victor have left?

You can solve this problem in many ways. Remember, when you have a problem with unlike fractions, a good way to start is to make like denominators. Change $\frac{2}{3}$ into a denominator of 6. Did you get the fraction $\frac{4}{6}$? Now go up to the original problem and cross out $\frac{2}{3}$ and put $\frac{4}{6}$.

1. Now draw a diagram to help solve. Draw your whole and split it into sixths. This is done for you.



4. Answer: Victor has _____ left. (Did you get $3?)

1. It says Victor has $18 so figure out how much money goes into each sixth. Did you get $3? Label them all with $3.

2.Now cross out $\frac{4}{6}$ for the video game and cross out $\frac{1}{6}$ for the candy.

3.Now look at your diagram and see how much is left.

Lesson 10-12: Problem Solving Strategy: Draw a Diagram Friday, April 17, 2020

Practice Problems: Please complete each problem by drawing a model or use another strategy of your choice. You can show your work on another paper if you need more room.

1. Mrs. Vallez purchased sand toys that were originally $20. She received $\frac{1}{4}$ off of the total price. How much did she save?

_____

2. Sue has four DVDs and Terry has six DVDs. They put all their DVDs together and sold them for $10 for two DVDs. How much money will they earn if they sell all of their DVDs?

_____

3. Jacinda is decorating cookies for a class party. She can decorate $\frac{2}{3}$ of a cookie per minute. At this rate, how many cookies can she decorate between 4:30 P.M. and 5:15 P.M.?

_____

4. At a bird sanctuary, Ricky counted 80 birds. Of the birds he counted, $\frac{1}{4}$ were baby birds. If he counted an equal number of adult males and females, how many adult female birds did Ricky count? _____

5. The fourth grade class collected $56 in donations. This is $4 more than one-third the amount collected by the fifth grade class. How much money in donations did the fifth grade class collect. (This one is a little trickier – definitely try a diagram/drawing!)

_____

Lesson 10-12: Problem Solving Strategy: Draw a Diagram Friday, April 17, 2020

Enrichment

This page is optional for extra practice and for a challenge. To check your answers, email your solutions to your math teacher. Be sure to stat the name of the problem like Sophia's Ride, or School Lunch.

Sophia's Ride: Sophia rode a bike to her friend's house. She stopped at the grocery store to get some candy when she was half-way to her friend's house. When she was one-fourth of the way between the grocery store and her friend's house, she stopped at the bakery to get her friend a donut. Her friend lives 2 miles from Sophia's house. How far is the bakery from Sophia's house? What fraction of the trip is left after Sophia got to the bakery?

School Lunch: Orrville Middle School offered 3 lunch options on Monday: a chicken sandwich, the salad bar, or a PB&J sandwich. When students came through the lunch line, 4 students took a PB&J for every 3 students who had the salad bar. For every 2 who chose the salad bar, 1 student got a chicken sandwich. The cafeteria served 48 PB&Js. How many students had school lunch that day?

Answers to Practice Problems on previous page.

1. She saved $5. 2. They will earn $50. 3. Jacinda can decorate 30 cookies. 4. Ricky counted 30 adult female birds. 5. The fifth grade collected $156.

WEEK 5– 5TH GRADE MATH

iReady Benchmark must be completed by May 1st!!
Also complete 20 minutes of math iReady EACH week!!
Enrichment/Challenge sheets are optional

April 20th	**Chapter 10 Review** Options: Computer: Chapter 10 Kahoot No Computer: Chapter 10 Review in Packet	783
April 21st	**Chapter 10 Test** Options: Computer: Edulastic Chapter 10 Test No Computer: Chapter 10 Test in Packet	Chapter 10
April 22nd	*Begin Chapter 11* **Lesson 2: Convert Customary Units of Length** Complete lesson/practice problems Enrichment (optional)	807
April 23rd	**Lesson 3: Problem Solving** Complete reteach page Enrichment page (optional)	813
April 24th	**Lesson 5: Convert Customary Units of Length** Complete lesson/practice problems Enrichment (optional)	825

We hope you all are staying healthy and safe while also getting outside for some fresh air! We miss having you in the classroom and hope to see you all very soon! Please make sure that you have accepted our invitation to google classroom. We will be putting material on google classroom to print out or do online. Along with this, we will send any updates throughout the next three weeks if needed. Please let us know if you have any questions.

Love,

Miss Steidl & Mrs. Summers

Miss Steidl: orvl_steidl@tccsa.net
Mrs. Summers: orvl_msummers@tccsa.net

Monday, April 20th

Name _____ Date _____

Chapter 10 Review

Read each question carefully. Write your answer on the line provided.

Multiply.

1. $4 \times \frac{3}{4} =$ **1.** _____

2. $\frac{2}{7} \times 15 =$ **2.** _____

3. $6 \times \frac{2}{11} =$ **3.** _____

4. $\frac{4}{5} \times \frac{4}{9} =$ **4.** _____

5. $\frac{3}{4} \times \frac{5}{11} =$ **5.** _____

6. $5\frac{1}{2} \times \frac{7}{9} =$ **6.** _____

7. $3\frac{2}{9} \times 1\frac{5}{7} =$ **7.** _____

8. Write a number that, when multiplied by 256, would have a product greater than 256. **8.** _____

Solve.

9. Jay has \$80. He used $\frac{2}{5}$ of his money to buy a new pair of running shoes. How much did Jay spend on his new shoes? **9.** _____

10. Marcie spent $3\frac{3}{5}$ hours studying last night. She spent $\frac{1}{4}$ of the time studying history. How much time did she spend studying history? **10.** _____

Name _____ Date _____

Chapter 10 Review *(continued)*

Divide. Draw a model if necessary.

11. $8 \div \frac{1}{9} =$ **11.** _____

12. $7 \div \frac{1}{8} =$ **12.** _____

13. $9 \div \frac{1}{3} =$ **13.** _____

14. $\frac{1}{4} \div 6 =$ **14.** _____

15. $6 \div \frac{1}{5} =$ **15.** _____

16. $\frac{1}{5} \div 3 =$ **16.** _____

17. $7 \div \frac{1}{7} =$ **17.** _____

18. $\frac{1}{2} \div 3 =$ **18.** _____

Solve.

19. Willow has a board that is 10 feet long. She needs to cut the board into equal pieces that are $\frac{1}{3}$ feet long. How many pieces can she cut? **19.** _____

20. Neil bought 2 pounds of beef. He wants to make hamburger patties that weigh $\frac{1}{4}$ pound each. How many patties can Neil make? **20.** _____

Tuesday, April 21st

:dulastic

hapter 10 Test Online

reated by Mrs. Maggie Summers

Collection: **Private**

Q1: Is this expression true or false? $5 \div \frac{1}{9} = 45$

(A) true

(B) false

Q2: Dawnna collected 48 eggs from her chickens today.

Tomorrow she will send $\frac{3}{4}$ **of** them to market.

How many eggs will she **KEEP?** (This is a 2 step problem!)

[ ] eggs

Q3: Mr.Diaz bought a board that was 12 feet long. He **cut** the entire board **into pieces** that were each $\frac{1}{3}$ foot long. How many pieces did Mr. Diaz have?

(A) 18

(B) 24

(C) 36

(D) 48

Q4: Use the model to evaluate the expression.

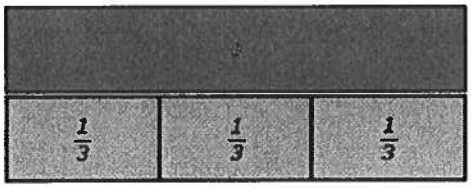
DRAG DROP VALUES

1

2

3

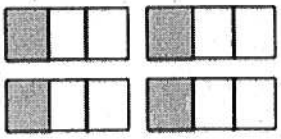
4



$$1 \div \frac{1}{3} = \square$$

25: After a party, there were 4 baskets left and each basket was $\frac{1}{3}$ full of balloons.

Complete the expression that is represented by the model below.



Numbers may be used once, more than once, or not at all.

DRAG DROP VALUES

- 4
- 1
- 2
- 3

$$\square \times \frac{1}{3} = \frac{\square}{3} = \square\frac{1}{3}$$

Q6: Multiply the expressions on the left and match them with their corresponding solutions given as a mixed number.

$1\frac{3}{5} \times 2\frac{2}{3}$	⟷	
$4\frac{1}{5} \times 5\frac{1}{4}$	⟷	
$3\frac{4}{5} \times 5\frac{4}{5}$	⟷	
$3\frac{1}{2} \times 2\frac{1}{5}$	⟷	

ANSWER CHOICES

- $22\frac{1}{25}$
- $22\frac{1}{20}$
- $7\frac{7}{10}$
- $4\frac{4}{15}$

Q7: What is the value of the product $\frac{2}{3} \times \frac{9}{5}$?

- (A) $\frac{10}{27}$
- (B) $1\frac{1}{5}$
- (C) $1\frac{3}{8}$
- (D) $3\frac{3}{5}$

Q8: Patrick ate $\frac{3}{5}$ of a small pizza on Friday night. For lunch on Saturday, he ate $\frac{1}{2}$ **of** the leftover pizza. How much pizza did he eat for lunch on Saturday?

A $\frac{7}{10}$ of the small pizza

B $\frac{2}{5}$ of the small pizza

C $\frac{3}{10}$ of the small pizza

D $\frac{1}{5}$ of the small pizza

Q9: Multiple or divide each pair of fractions to match it with the corresponding value in simplest form.

$\frac{7}{2} \div \frac{2}{7}$	⟺	
$\frac{3}{4} \times 4$	⟺	
$\frac{3}{4} \times 3$	⟺	
$\frac{1}{5} \div 2$	⟺	

ANSWER CHOICES

- 10
- 1
- $\frac{49}{4}$
- $\frac{9}{4}$
- 3
- $\frac{1}{10}$

Q10: Part A

Complete the inequality with $>$, $<$, or $=$.

$72 \times \frac{3}{7}$ a 72

Part B

How do you know your answer is correct?

(A) Because we are multiplying 72 by a fraction that is greater than 1.

(B) Because we are multiplying 72 by a fraction that is less than 1.

(C) Because we are multiplying 72 by a fraction that is equal to 1.

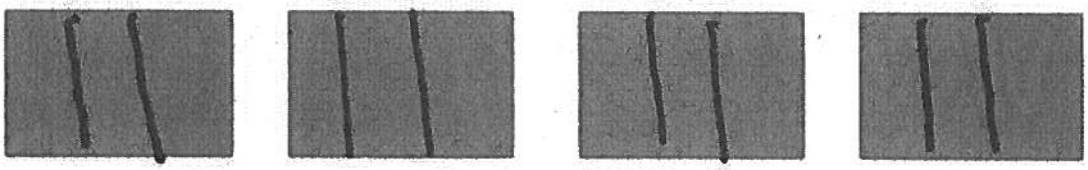
(D) None of the above.

a.
- ○ >
- ○ <
- ○ =

Q11: Select the **two** expressions that have greater value than 253.

- A $253 \times \frac{3}{4}$
- B $253 \times \frac{5}{5}$
- C $253 \times \frac{9}{2}$
- D $253 \times \frac{6}{7}$
- E $253 \times \frac{4}{1}$

Q12: What division problem does the model represent?



A $\frac{1}{3} \div 4$

B $4 \div \frac{1}{3}$

C $3 \div \frac{1}{4}$

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

Q13: At Burns High School, $\frac{3}{5}$ of the students are females.

Of the female students, $\frac{1}{3}$ of them play volleyball.

What fraction of the students in Burns High School are girls that play volleyball?

[ ] of the students

Q14: $3 \div \frac{1}{4} =$ _____

A $\frac{4}{3}$

B $\frac{3}{4}$

C $\frac{12}{1} = 12$

D $\frac{1}{12}$

Q15: Which of the following questions can be answered by finding $8 \div \frac{1}{5}$?

(A) Emily gives $\frac{1}{5}$ of a pie to 8 students. How many pies does she give each student?

(B) Sam has $\frac{1}{5}$ of a pie to share equally among 8 students. How many pies does Sam share?

(C) A teacher has 8 pies to share equally among 5 students. How many pies does each student get?

(D) Josh has 8 pies and gives $\frac{1}{5}$ of a pie to each student. How many students get a piece of pie?

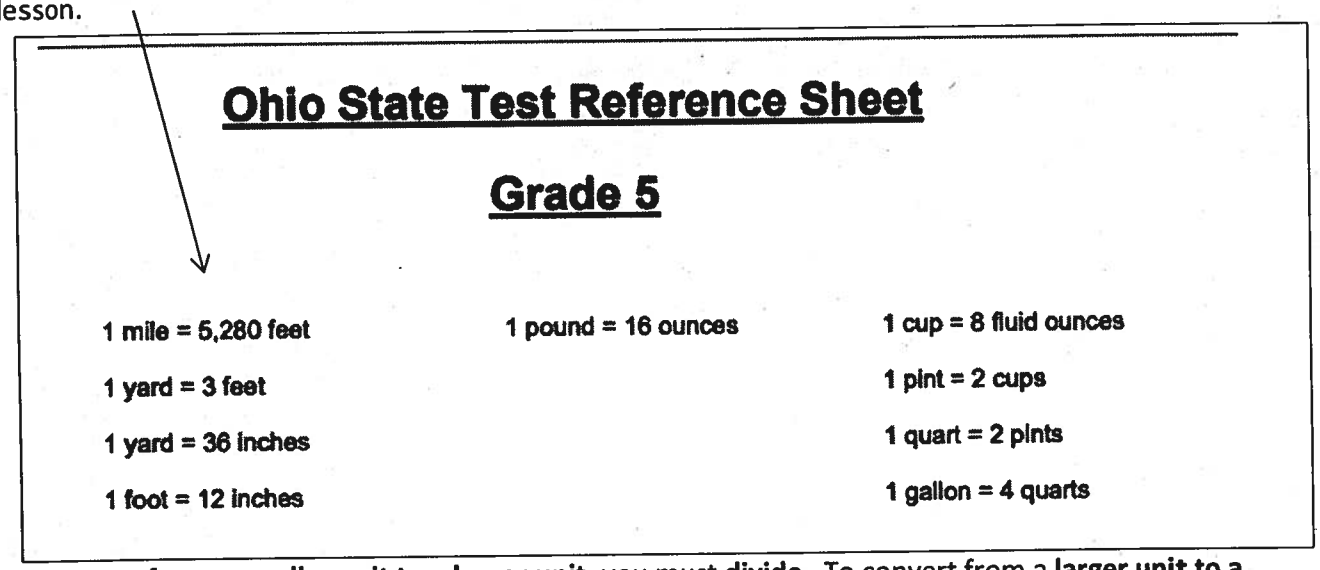
Q16: Divide:

$\frac{1}{4} \div 3 =$ [ ]

Lesson 11-2: Convert Customary Units of Length Wednesday, April 22, 2020

Length is the measurement of the distance between two points. Here are the units we will be using from smallest to largest: **inches, feet, yards,** and **miles**. You need to know these in order from smallest to largest when you are doing conversions.

Below is the AIR test reference sheet that we will use when we are converting measurement from one unit to another. Can you find the units of length on the sheet? That is what we will be using in this lesson.



Ohio State Test Reference Sheet

Grade 5

1 mile = 5,280 feet	1 pound = 16 ounces	1 cup = 8 fluid ounces
1 yard = 3 feet		1 pint = 2 cups
1 yard = 36 inches		1 quart = 2 pints
1 foot = 12 inches		1 gallon = 4 quarts

To convert from a **smaller unit to a larger unit**, you must **divide**. To convert from a **larger unit to a smaller unit**, you must **multiply**. You will use the chart above to find what number you will multiply or divide by.

Example 1: How many yards are in 72 inches? 72 inches = _____ yards?

1. If you want to change 72 inches into yards, you need to decide if you are changing from smaller to bigger units, or bigger to smaller units. Inches $\longrightarrow$ yards would be small to big, so you would divide.
2. Check the chart above and find the line that shows inches and yards. It says: 1 yard = **36** inches. Now you know that you need to divide by **36.**
3. 72 ÷ 36 = _____ (Did you get 2?) So, 72 inches = 2 yards

Example 2: For many of the rides at Cedar Point, you must be 48 inches tall. Daniel is 4 feet tall. Is he tall enough to ride?

1. The problem you are doing is 4 feet = _____ inches. Decide if you are changing from small to big units, or big to small units. Are feet bigger or smaller than inches? Of course feet are bigger, so you are changing from big to small. You will multiply.
2. Check the chart above and find the line that shows feet and inches. It says 1 foot = **12** inches, so you need to multiply by **12.**
3. 4 x 12 = _____ So, 4 feet = _____ inches. (hope you got 48) Can Daniel ride the rides? Yes, he is just tall enough!

Lesson 11-2: Convert Customary Units of Length Wednesday, April 22, 2020

Practice Problems: Please complete each conversion by using the same steps 1-3 from the example problems.
Steps:

1. Decide if you are going from smaller units to bigger units, or from bigger units to smaller units. Then you will know if you are multiplying or dividing.
2. Check the reference page to find the line that has the two units you are converting between. Find the number in that line that you will be using to multiply or divide by.
3. Do the multiplication or division problem to determine your answer.

Here is a rhyme that can help you remember when to divide and when to multiply:

From big to small, multiply them all.
From small to big, divide and do a jig.

Complete these practice problems:

1. 5 mi. = _____ ft..
2. 7 yd. = _____ inches
3. 150 in. = _____yd.
4. 110 in. = _____ ft. _____ in
5. 8 yd. = _____ in
6. 13,200 ft. = _____ mi.

7. Ty has two pieces of wood shown in the table. What is the combined length of the pieces, in inches?

_____

Pieces	Length
A	1 yd. 9 in.
B	44 in.

8. The table shows the name of each volunteer and the height of the baby elephant each volunteer measured. Who measured the tallest elephant?

Elephant Heights

Volunteer	Height of Elephant
George	2 yd.
Kelsey	68 in.
Mariah	5 ft.
Bryan	5 ft. 10 in.

Lesson 11-2: Convert Customary Units of Length Wednesday, April 22, 2020

Enrichment

This page is optional for extra practice and for a challenge. To check your answers, email your solutions to your math teacher. Be sure to indicate it is from Enrichment Lesson 11-2.

1. Kara walks nine blocks to school. Each block is 65 feet long. How many yards does Kara walk each day to and from school? _____

2. It takes 8 people 3 days to dig a ditch that is 1,000 feet long. How long will it take 4 people to dig a ditch that is 500 feet long?

   _____

3. Name an item from your house that matches each measurement:
   - About 5 inches: _____
   - About 5 feet: _____
   - About 5 yards: _____

4. Danica and Chyron live on the same street, 1 mile away from each other. Danica can walk 1 mile every 15 minutes, and Chyron can walk 1 mile every 20 minutes. If Danica and Chyron leave their houses at the same time and start walking toward one another, will it take them more than or less than 10 minutes to meet?

   _____

Answers to practice problems on previous page:

1. 26,400 ft. 2. 252 in. 3. $4\frac{1}{6}$ yds. 4. 9 ft. 2 in. 5. 288 in. 6. $2\frac{1}{2}$ or 2. 5 or $2\frac{2640}{5280}$ mi.

7. 89 in. 8. George measured the tallest elephant.

Name _____ Date _____

Lesson 3 Reteach Thursday, April 23rd

Problem Solving: Use Logical Reasoning

The distance around Mayuko's block is 0.8 mile. The distance around Leonard's block is 0.6 mile. If Mayuko runs around her block 4 times and Leonard runs around his block 5 times, who would run the greater distance?

Understand Read the problem. Identify the important information.

What facts do you know?

_____

_____

_____

What do you need to find?

_____

Plan You can use logical reasoning to solve the problem. First, find 4 times the distance around Mayuko's block. Then find 5 times the distance around Leonard's block.

Finally, compare the totals to see who will run the greatest distance.

Solve Follow your plan. Solve the problem.

Multiply to find the distance Mayuko will run.

$0.8 \times 4 =$ _____

Multiply to find the distance Leonard will run.

$0.6 \times 5 =$ _____

Finally, compare the distances. $3.0 < 3.2$

Who will run the greatest distance? _____

Check Reread the problem. Does your answer make sense?

_____

Name _____ Date _____

Lesson 3 Reteach

Problem Solving: Use Logical Reasoning (continued)

Use logical reasoning to solve each problem.

1. Of 26 people surveyed, 19 said they go to basketball games and 12 said they go to football games. Five of the people said they go to both. How many people said they go to basketball games, but not to football games?

_____

2. Of 40 teachers surveyed, 34 said they listen to classical music and 17 said they listen to opera. Eleven of the teachers said they listen to both classical music and opera. How many teachers listen to classical music, but not to opera?

_____

3. Of 24 students surveyed, 17 students said they like board games and 12 said they like card games. Five students said they like both. How many students said they like board games, but not card games?

_____

4. Of the 50 people surveyed at a recreation center, 32 said they used the basketball courts and 24 said they used the racquetball courts. Six of the people said they used both courts. How many people said they use the racquetball courts, but not the basketball courts?

_____

5. Amad wants to buy trading cards. Superstar packages cost $3.23 each and mixed packages cost $1.78 each. Amad buys 7 packages and spends a total of $15.36. How many of each type of package did he buy?

_____

6. Jessica has a 40-inch board. She cuts off a 10-inch piece. She wants to make more cuts to get 6-inch pieces. How many 6-inch pieces can she get?

_____

7. A band is performing on a rectangular stage that is 36 feet by 24 feet. The manager wants to set up lights every 4 feet around the stage, including the corners. How many lights will he need?

_____

8. Write a problem that you could use logical reasoning to solve. Share it with a classmate.

_____

Name _____ Date _____ Thursday, April 23rd

Lesson 3 Enrich

Problem Solving: Use Logical Reasoning

The inch, foot, yard, and mile are the most commonly used customary units of length. Another customary unit of length is called a *rod.*

Customary Units of Length
1 rod (rd) = 16.5 feet
1 rod = 5.5 yards
1 mile = 320 rods

Complete.

1. 6 rd = _____ yd

2. 9 rd = _____ ft

3. 22 yd = _____ rd

4. 165 ft = _____ rd

5. 2 mi = _____ rd

6. 880 rd = _____ mi

7. 750 rd = _____ mi _____ rd

8. 20 ft = _____ rd _____ ft

9. 645 rd = _____ mi _____ ft

10. 8 rd 3 ft = _____ ft

11. For which object listed below could you use a rod to measure the length? Explain your reasoning.

- big-screen T.V.
- cruise ship
- dog house

_____

_____

12. Which is a more reasonable estimate for the length of a bedroom: 1 rod or 4 rods? Explain.

_____

_____

13. The lengths of two skateboard ramps are shown in the table. Which ramp is the longer one?

Ramp	Length
A	2 rd 5 ft
B	40 ft

_____

14. How many inches is 2.5 rods?

_____

Lesson 11-5: Convert Customary Units of Weight Friday, April 24, 2020

Weight is the measure of how heavy an object is. Here are the units we will be using from smallest to largest: **ounces and pounds**. You need to know these in order from smallest to largest when you are doing conversions.

Below is the AIR test reference sheet that we will use when we are converting measurement from one unit to another. Can you find the units of weight on the sheet? That is what we will be using in this lesson.

BTW: a white slice of bread weighs about 1 oz. and a large tomato weighs about 1 lb.

Ohio State Test Reference Sheet

Grade 5

1 mile = 5,280 feet	1 pound = 16 ounces	1 cup = 8 fluid ounces
1 yard = 3 feet		1 pint = 2 cups
1 yard = 36 inches		1 quart = 2 pints
1 foot = 12 inches		1 gallon = 4 quarts

To convert from a **smaller unit to a larger unit**, you must **divide**. To convert from a **larger unit to a smaller unit**, you must **multiply**. You will use the chart above to find what number you will multiply or divide by.

Example 1: Convert 96 ounces to pounds. 96 oz. = _____ lbs.?

1. If you want to change 96 ounces into pounds, you need to decide if you are changing from smaller to bigger units, or bigger to smaller units. ounces $\longrightarrow$ pounds would be small to big, so you would divide.
2. Check the chart above and find the line that shows pounds and ounces. It says: 1 pound = **16** ounces. Now you know that you need to divide by **16.**
3. 96 ÷ 16 = _____ (Did you get 6?) So, 96 oz. = 6 lbs.

Example 2: A newborn baby might weigh about 7 pounds. What is this weight in ounces?

1. The problem you are doing is 7 lbs. = _____ oz. Decide if you are changing from small to big units, or big to small units. Are pounds bigger or smaller than ounces? Of course pounds are bigger, so you are changing from big to small. You will multiply.
2. Check the chart above and find the line that shows pounds and ounces. It says 1 pound= **16** ounces, so you need to multiply by **16**.
3. 7 x 16 = _____ So, 7 pounds = _____ ounces. (Hope you got 112) A newborn baby might weigh about 112 ounces.

Lesson 11-5: Convert Customary Units of Weight Friday, April 24, 2020

Practice Problems: Please complete each conversion by using the same steps 1-3 from the example problems.
Steps:

1. Decide if you are going from smaller units to bigger units, or from bigger units to smaller units. Then you will know if you are multiplying or dividing.
2. Check the reference page to find the line that has the two units you are converting between. Find the number in that line that you will be using to multiply or divide by.
3. Do the multiplication or division problem to determine your answer.

Here is a rhyme that can help you remember when to divide and when to multiply:

From big to small, multiply them all.
From small to big, divide and do a jig.

Complete these practice problems:

1. 64 oz. = ____ lbs. 2. 13 lbs. = ____ oz. 3. 45 oz. = ____ lbs. _____oz.

Compare >, <, or =

4. 1,200 oz. ◯ 72 lbs. 5. 6 lb. 11 oz. ◯ 117 oz. 6. 80 oz. ◯ 5 lbs.

7. A restaurant serves a 20 oz. steak. How much does the steak weigh in pounds and ounces?

_____

Circle the correct word:

8. (Ounces, Pounds) would be the most appropriate unit to measure the weight of a paper clip.

9. (Weight, Length) is the measure of how heavy an object is.

10. One kitten weighs 2 lbs. 4 oz. Another kitten weighs 2 oz. less. What is the combined weight of the two kittens in ounces?

_____

Lesson 11-5: Convert Customary Units of Weight Friday, April 24, 2020

Enrichment

Convert Customary Units of Weight

This page is optional for extra practice and for a challenge. Check your answers by making sure all of the numbers fit together correctly in the puzzle.

Use what you know about customary length and

Across

Number of:

B. inches in 5 feet

C. feet in 24 yards

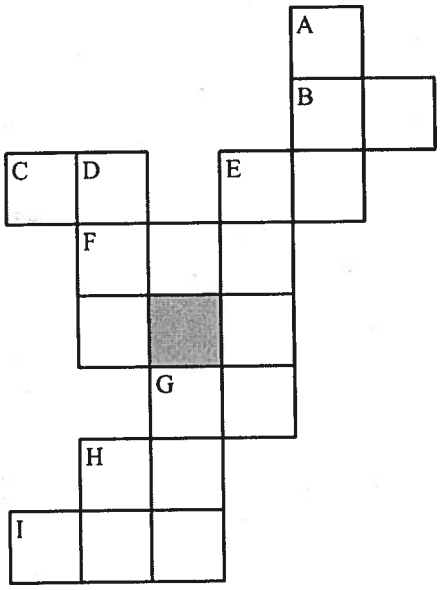
E. ounces in $5\frac{3}{4}$ pounds

F. inches in $12\frac{1}{2}$ feet

G. ounces in $3\frac{1}{8}$ pounds

H. ounces in $1\frac{7}{8}$ pounds

I. inches in 80 feet



Down

Number of:

A. feet in 54 yards

D. feet in 70 yards

E. pounds in $4\frac{1}{2}$ tons

G. pounds in $\frac{1}{4}$ ton

H. ounces in $2\frac{1}{4}$ pounds

Hint: 1 ton (T) = 2,000 lbs.

Answers to practice problems on previous page:

1. 4 lbs.. 2. 208 oz.. 3. 2 lbs. 13 oz. 4. > 5. < 6. = 7. The steak weighs 1 lb. 4 oz.

8. Ounces 9. Weight 10. The kittens weigh 70 oz. .together.

WEEK 6– 5TH GRADE MATH

iReady Benchmark must be completed by May 1st!!
Also complete 20 minutes of math iReady EACH week!!
Enrichment/Challenge sheets are optional

April 27th	**Lesson 7: Convert Customary Units of Capacity** Practice Page Enrichment (optional for a challenge)	839
April 28th	**Lesson 8: Display Measurement Data on a Line Plot** Line Plot Activity Task 1 Online Line Plot Activity Section 1	845
April 29th	**Lesson 8:Display Measurement Data on a Line Plot** Line Plot Activity Task 2 Online Line Plot Activity Section 2	845
April 30th	**Chapter 11 Review** * Choose 2 of the 3 review pages to complete*	883
May 1st	**Chapter 11 Quiz** <u>Options:</u> Computer: Edulastic Chapter 11 Quiz No Computer: Chapter 11 Quiz in Packet	Chapter 11

We hope you all are staying healthy and safe while also getting outside for some fresh air! We miss having you in the classroom and hope to see you all very soon! Please make sure that you have accepted our invitation to google classroom. We will be putting material on google classroom to print out or do online. Along with this, we will send any updates throughout the next three weeks if needed. Please let us know if you have any questions.

Love,

Miss Steidl & Mrs. Summers

Miss Steidl: orvl_steidl@tccsa.net
Mrs. Summers: orvl_msummers@tccsa.net

Lesson 11-7: Convert Customary Units of Capacity Monday, April 27, 2020

Capacity is the measure of how much a container can hold. Here are the units we will be using from smallest to largest: **fluid ounces, cups, pints, quarts, gallons**. Please note that **fluid ounces** in **capacity** is a completely different unit than the **ounces** we were using in **weight**.

Below is the AIR test reference sheet that we will use when we are converting measurement from one unit to another. Can you find the units of weight on the sheet? That is what we will be using in this lesson.

BTW: Your milk cartons at school are 1 cup. Milk is sold in gallon, ½ gallon, or quart size cartons. Check the milk in your fridge to see what size it is.

Ohio State Test Reference Sheet

Grade 5

1 mile = 5,280 feet	1 pound = 16 ounces	1 cup = 8 fluid ounces
1 yard = 3 feet		1 pint = 2 cups
1 yard = 36 inches		1 quart = 2 pints
1 foot = 12 inches		1 gallon = 4 quarts

To convert from a **smaller unit to a larger unit**, you must **divide**. To convert from a **larger unit to a smaller unit**, you must **multiply**. You will use the chart above to find what number you will multiply or divide by.

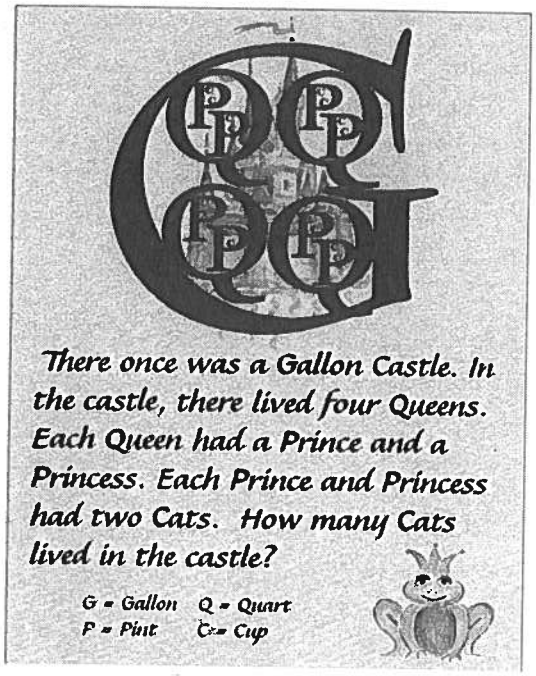
Example 1: Convert 25 gallons to quarts. 25 gallons = _____ quarts?

1. If you want to change 25 gallons into quarts, you need to decide if you are changing from smaller to bigger units, or bigger to smaller units. gallons $\longrightarrow$ quarts would be big to small, so you would multiply.
2. Check the chart above and find the line that shows gallons and quarts. It says: 1 gallon = **4** quarts. Now you know that you need to multiply by **4.**
3. 25 x 4 = _____ (Did you get 100?) So, 25 gallons = 100 quarts.

Example 2: Kevin drinks 40 fluid ounces of milk a day. How many cups is this?

1. The problem you are doing is 40 fl. oz. = ____ c.?.Decide if you are changing from small to big units, or big to small units. Are fluid ounces bigger or smaller than cups? Of course fluid ounces are smaller, so you are changing from small to big. You will divide.
2. Check the chart above and find the line that shows fluid ounces and cups. It says 1 cup = **8** fluid ounces, so you need to divide by **8.**
3. 40 ÷ 8 = _____ So, 40 fl. oz. = _____ c.. (Hope you got 5) Kevin drinks 5 cups of milk each day.

Lesson 11-7: Convert Customary Units of Capacity Monday, April 27, 2020



Please read the Gallon Castle story to the left. This is another way that you can remember how many cups, pints, and quarts are in one gallon. Here is a link to a youtube video about the gallon castle.

https://www.youtube.com/watch?v=BHOrKVlgRec&feature=emb_rel_end

You can use the gallon castle to figure out problems. For example, if you want to know how many pints are in 3 quarts (3 qts. = ____ pts.), then just look at your gallon castle. Find 3 quarts (queens) and count how many pints (princes/princesses) are in those 3 quarts. So, 3 qts. = _____ pts. (I hope you got 6!)

Complete these practice problems. You can use the reference sheet on the previous page or the gallon castle to solve.

1. 16 c. = _____pts.

2. 64 fl. oz. = _____ c.

3. 5 qt. = _____ gal _____qts.

4. 18 qts= _____gal

5. 7c = _____pts.

6. 16 pt. 1 c. = _____ c

7. The table shows the amount of paint left in each jar. Which jar contains the greatest amount of paint? The least?

_____

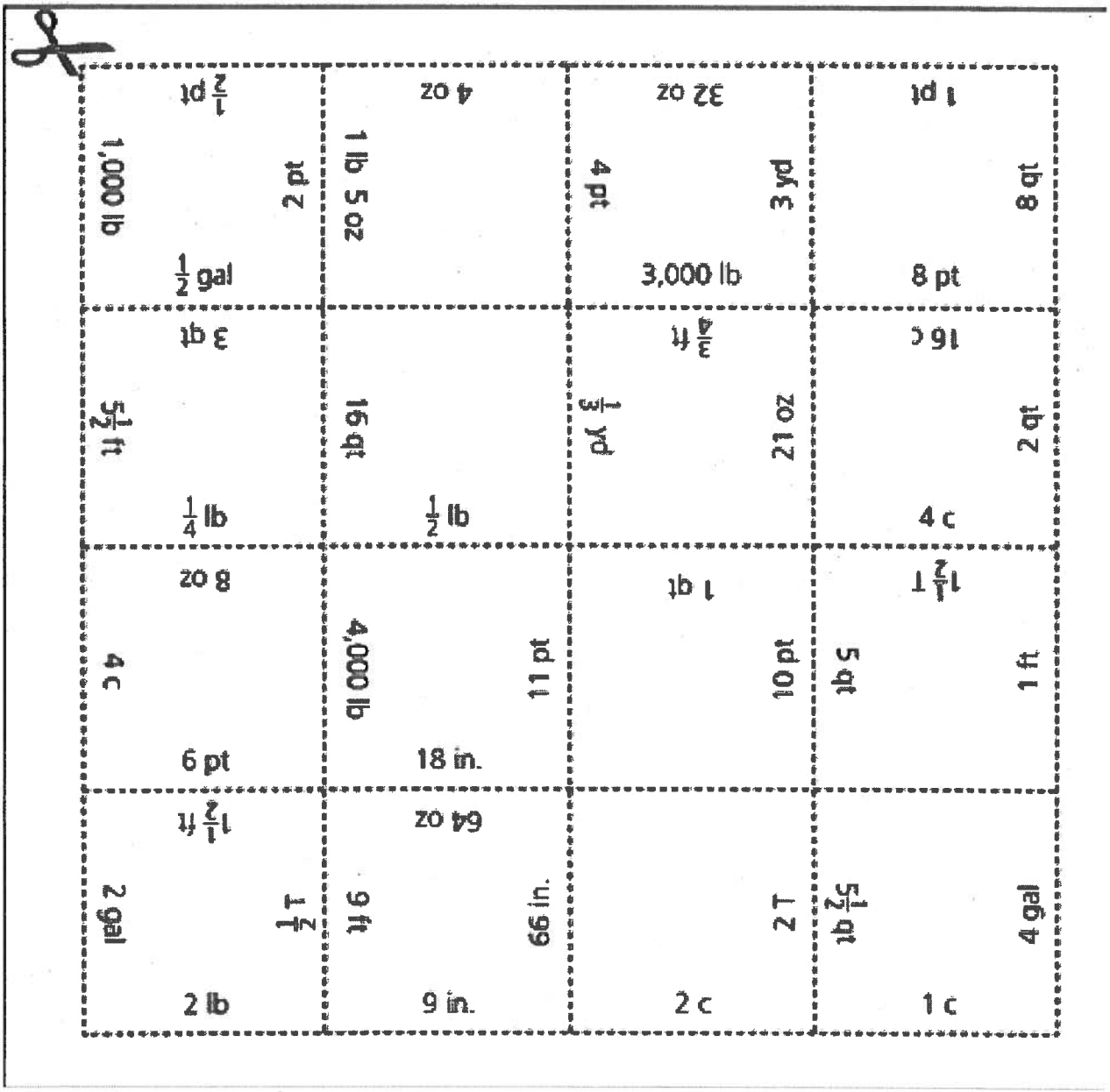
Jar	Amount
Blue	2 pt. 4 fl. oz.
Purple	5 cups
green	39 fl. oz.

Lesson 11-7: Convert Customary Units of Capacity Monday, April 27, 2020

Enrichment

This page is optional for extra practice and for a challenge.

Cut out the sixteen squares below. Arrange the smaller squares into a new big square so that the measurements on edges that touch each other are equal to each other. Hint: you can tell which pieces are corner pieces because they will have ___ blank sides. You can tell which are edge pieces because they will have ___ blank side.



Answers to practice problems on previous page:

1. 8 pts. 2. 8 c. 3. 1 gal. 1 qt. 4. $4\frac{1}{2}$ or $4\frac{2}{4}$ or 4.5 gal. 5. $3\frac{1}{2}$.pts. 6. 33 c.

7. greatest: purple; least: blue

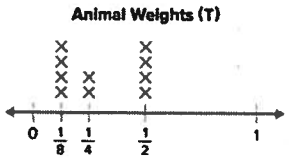
APRIL 28TH & 29TH: LINE PLOT ACTIVITIES

Examples of data and a line plot:

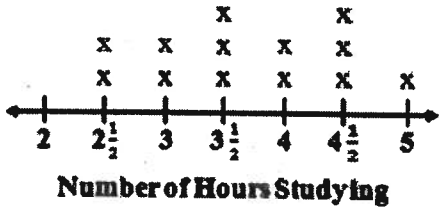
The zoo lists the weights of several animals in the table. Make a line plot of the weights in the table.

Animal Weights (T)				
$\frac{1}{8}$	$\frac{1}{2}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{2}$
$\frac{1}{8}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{4}$

1. Count the number of times each fraction appears in the table.
   - $\frac{1}{8}$ appears 4 times.
   - $\frac{1}{4}$ appears 2 times.
   - $\frac{1}{2}$ appears 4 times.
2. Place the correct number of Xs above each fraction on the number line.
3. Then, use the title from the table to add a title to the line plot.



Number of Hours Studying	Number of People
2	
2 ½	II
3	II
3 ½	III
4	II
4 ½	III
5	I



Directions for Task 1: Go outside and collect 12 leaves or sticks (or anything creative you can find). You must collect 12 of the same item. Then, you must measure the length of each of the twelve items in inches. Make sure you round to the nearest ¼ inch (¼, ½, ¾, whole). Then, create a line plot to graph your data. You can draw your line plot or create one in a google doc and share it with me using the template on google classroom. Lastly, answer the following questions regarding your line plot. Be creative, go outside, & have fun with this activity! *There is a printable ruler in google classroom*

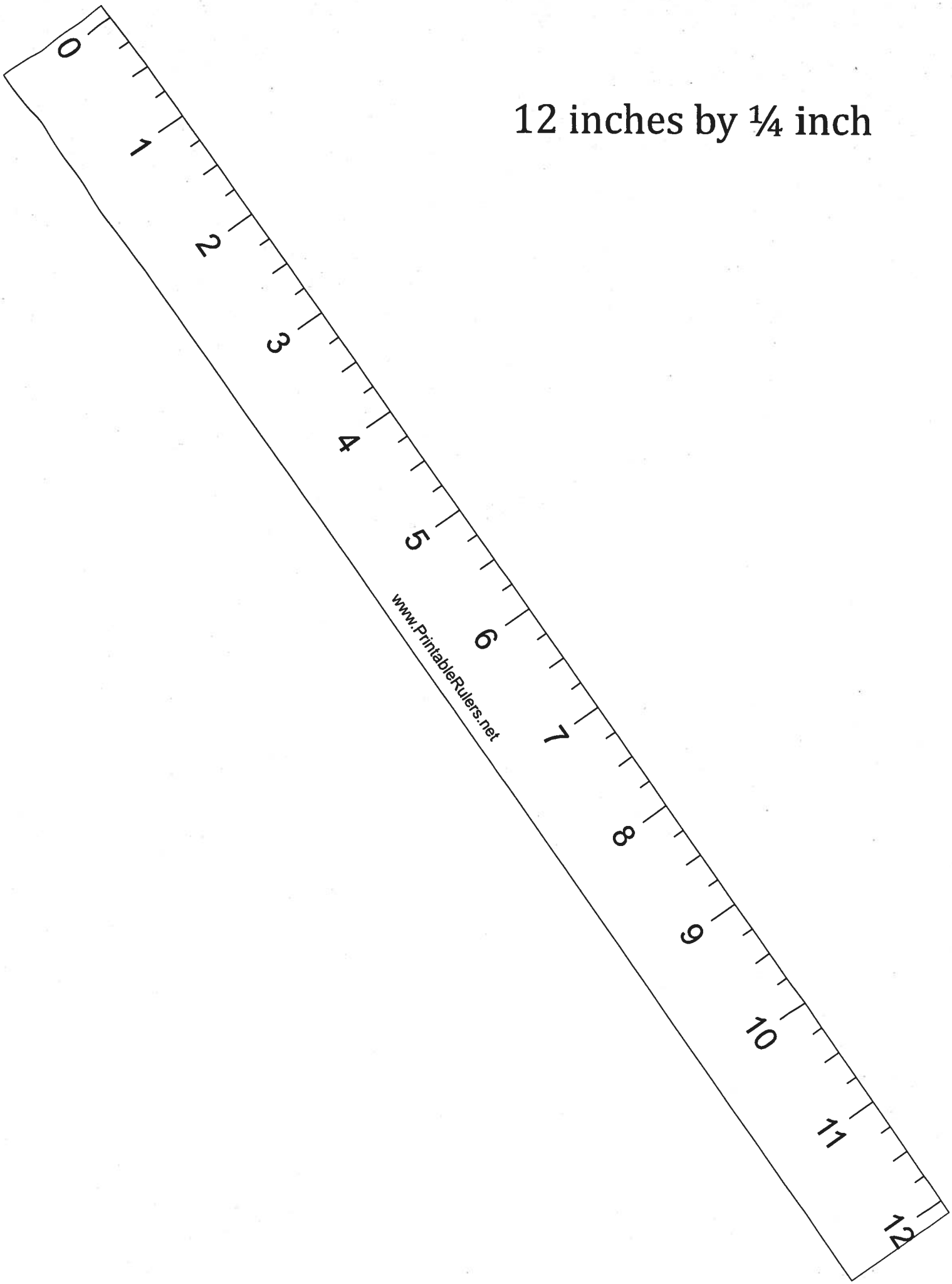
Questions

1. Which measurement was most common?
2. What is the difference, in inches, between the biggest leaf and the smallest leaf?
3. What is the product, in inches, of the biggest leaf and smallest leaf?

Directions for Task 2: Come up with your own question that can be measured using numerical data to ask at least 10 people using your own scale. For example, your question may be, "how many hours a day do you spend on your phone?" and your scale may be 0 hours, ½ hour, 1 hour, 1 ½ hours, 2 hours, 2 ½ hours, 3 hours 3 ½ hours, 4 hours...etc. Next, make a prediction about what you think will be the most common/least common answers. Your scale will be the numbers that you use on your line plot. Your scale MUST include fractions. Create your question, collect data from at least 10 people, then create your line plot. Make sure you give your line plot a title! You can draw your line plot or create one in a google doc and share it with me using the template on google classroom. Lastly, write a paragraph about your results including what was common and whether or not your prediction was correct.

Examples of questions you can use for your line plot (or come up with your own):
What size shoe do you wear (using ½ inch) ?
How many hours do you spend reading a week?
How many hours do you play video games a day? Etc.

12 inches by ¼ inch



Name:_____ Class:_____

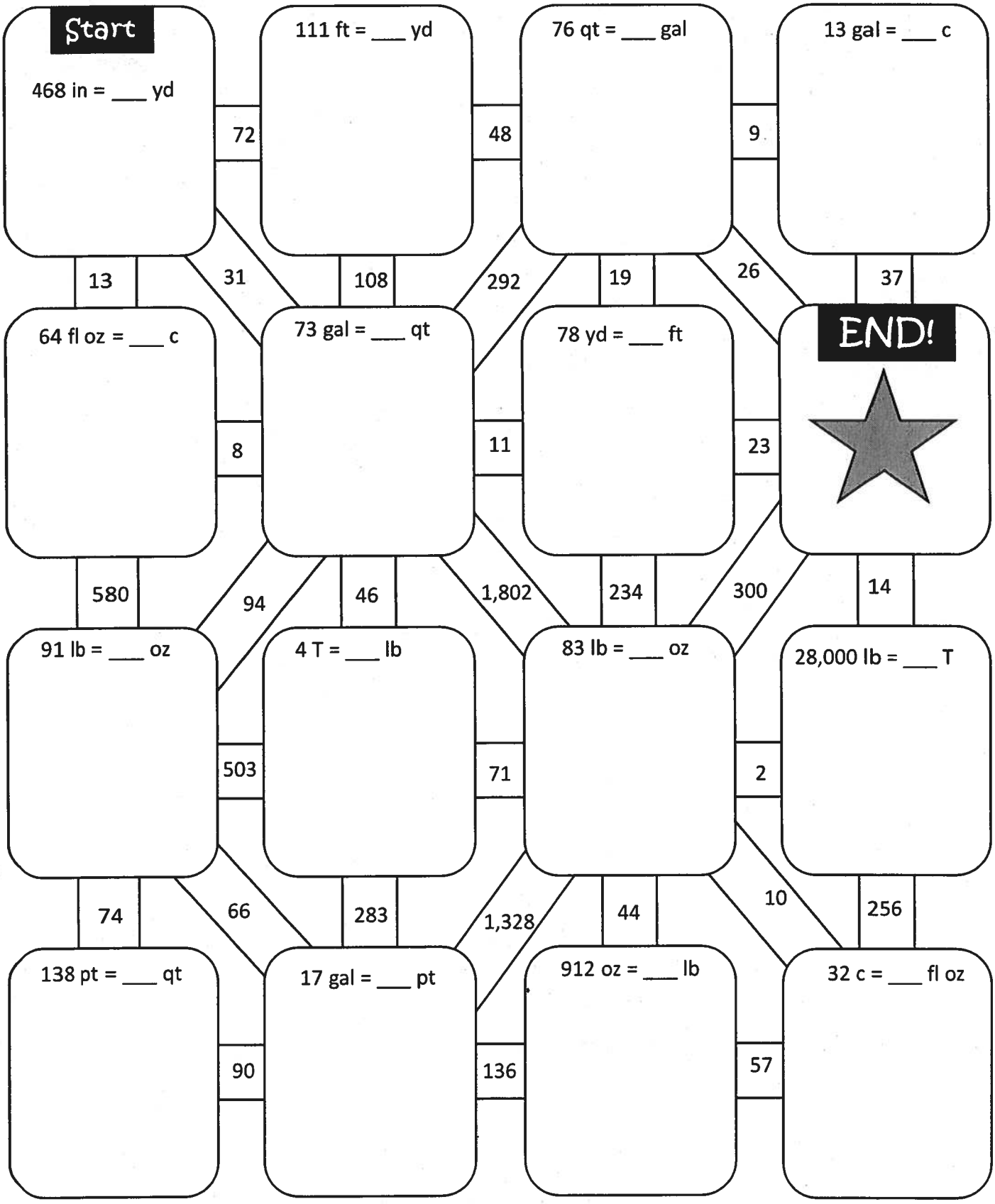
Title: _____

Thursday, April 30th

Name _____ Class_____ Date _____

Convert Measurement Units Maze!

Directions: Convert each unit of measure. Use your answers to navigate through the maze.
SHOW ALL STEPS!

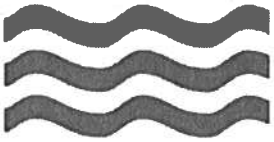


Name _____ Class_____ Date _____

Convert Measurement Units Riddle!

Directions: Convert each unit of measure. Then write the letter above the line that the answer corresponds to.

How does the ocean say hello?



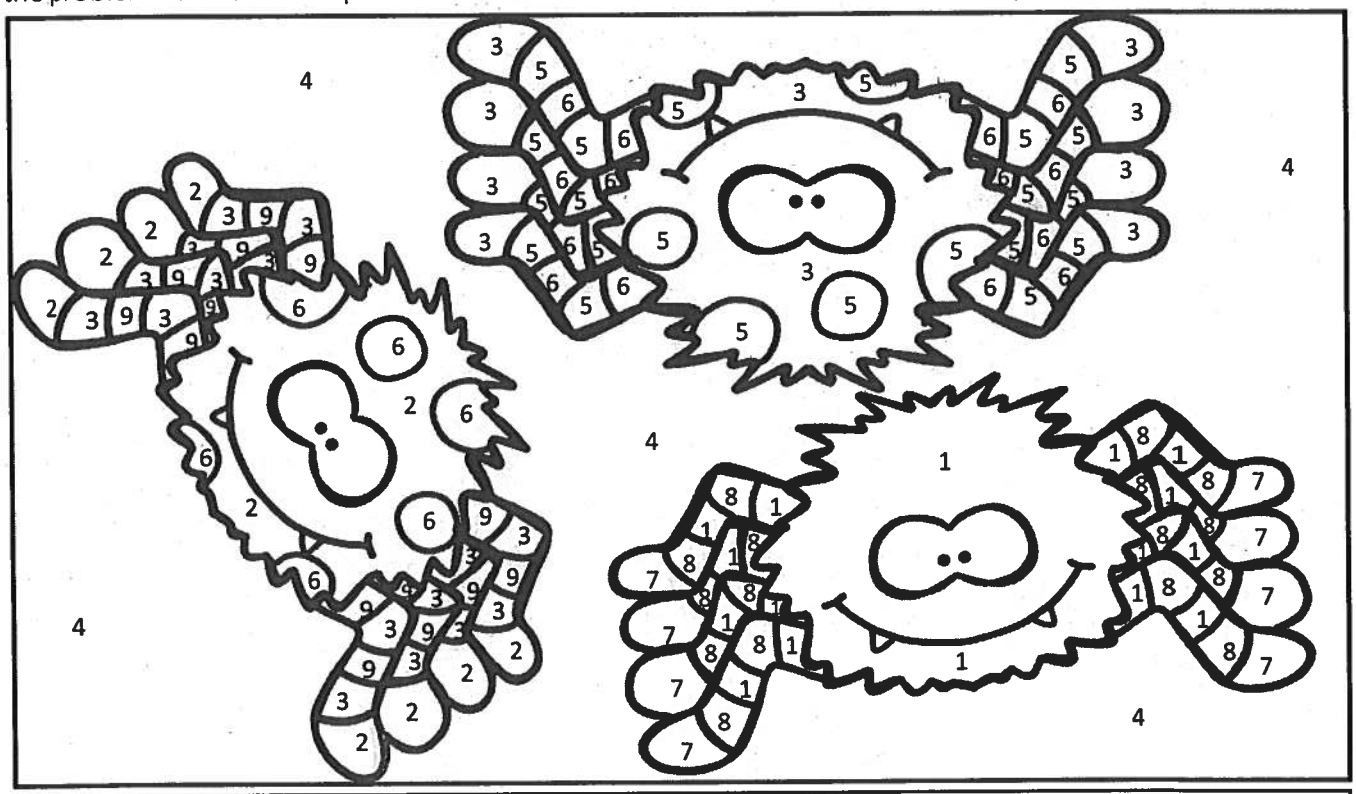
___	___	___	___	___	___	___	___	___
3	$4\frac{1}{2}$	$1\frac{1}{4}$	9,250	$\frac{3}{8}$	5	20	21,120	4

A 5 gal = _____ qt	**T** 6,600 ft = _____ mi	**E** 32 fl oz = _____ c
I 72 oz = _____ lb	**V** 4 mi = _____ ft	**W** 6 pt = _____ qt
H $4\frac{5}{8}$ T = _____ lb	**A** 660 yd = _____ mi	**W** $2\frac{1}{2}$ pt = _____ c

Name _____ Class_____ Date Thursday, April 30th

Convert Measurement Units Coloring Page!

Directions: Convert each unit of measure. Find your answer in one of the three answer boxes below the problem. Find the problem number on the picture and color each sections with the color that corresponds to your answer.



1. 36 yd = ____ ft			2. 11 qt = ____ gal			3. 18 c = ____ fl oz		
12 Yellow	54 Orange	108 Red	2.25 Purple	2.75 Blue	3.8 Green	144 Yellow	68 Orange	212 Red
4. $\frac{1}{2}$ mi =____ ft			5. 20 ft = ____ in			6. $6\frac{1}{2}$ qt = ____ pt		
2,640 Green	4,026 Orange	5,480 Yellow	360 Orange	420 Blue	240 Purple	18 Green	13 Yellow	36 Red
7. 1.9 yd = ____ in			8. $\frac{3}{4}$ T = ____ lb			9. 100 oz = ____ lb		
52.8 Blue	68.4 Red	18 Green	1,500 Orange	3,200 Red	88 Blue	$3\frac{1}{2}$ Purple	$6\frac{1}{8}$ Red	$6\frac{1}{4}$ Blue

Name_____ Class_____ Date_____

Chapter 11 Quiz: Converting Customary Units of Length, Weight, and Capacity

Friday, May 1st

Directions: Solve each problem. Be sure to show all your work!

1. 4 ft. = _____ in.

2. 7 yd. = _____ ft.

3. 30 in. = _____ ft.

4. 3 mi. = _____ ft.

5. Lebron James is 80 inches tall. What is his height in feet? (Remember to write your answer as a mixed number.)

_____

6. **Use the space below to draw the Gallon Castle. Then use it to help you answer the following the questions.**

7. 5 pints = _____ cups

8. 2 gallons = _____ quarts

9. 6 cups = _____ pints

10. 3 quarts = _____ cups

11. Marlee drinks 2 cups of milk each day. At the end of the week, how much milk will she drink in pints? _____

12. 5 lb. = _____ oz.

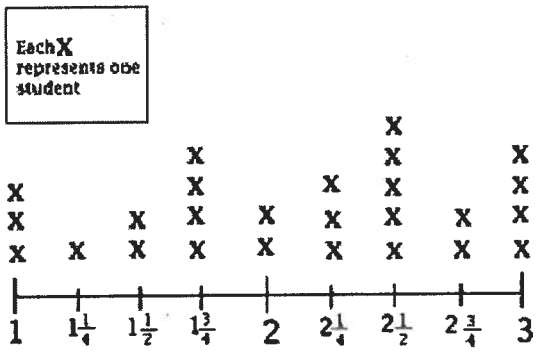
13. 64 oz. = _____ lb.

14. 2 T = _____ lb.

15. 3,000 lb. = _____ T

16. Sadie's baby brother weighs 12 pounds. What is his weight in ounces? _____

Use the line plot below to answer questions 17 and 18.



Hours Spent Reading

17. What is the amount of hours that the least number of students spent reading? _____

18. What is the amount of hours that the greatest number of students spent reading? _____