



5th Grade Math Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. **Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.**

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at www.dclibrary.org.
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



5th Grade Math

Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. **Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.**

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electrónico, teléfono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor animalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a www.dclibrary.org.
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



ትምህርታዊ ዝግጁነት ለ 2020 5th Grade Math

የተከበራቸው የሴንተር ሲቲ ወላጆች

በዚህ ፈታኝ ወቅት የሴንተር ሲቲ ስራተኞች ልጅዎ በ 2020 መገባደጃ ላይ ወደ ት / ቤት ሲመለስ በትምህርቱ ዝግጁ መሆኑን ለማረጋገጥ የተቻለንን ሁሉ እያደረጉ ነው። በዚህ የትምህርት ዓመት የተሸፈኑ መሠረታዊ ደረጃዎች ላይ የሚያተኩር ደህንን የትምህርት ቁሳቁስ የያዘ ፓኬጅ ፈጥረናል። የትምህርት ዓመቱ በበልግ ወቅት/ፎል እንዲገናኝ ከተጀመረ ልጅዎ ለትምህርት ቤት ዝግጁ ለመሆን ደህንን ስራ መሙላት/መስራት አለበት።

ደህ ፓኬት በግምት የአራት ሳምንታት ሥራን ያካትታል። ከግንቦት/ሚያ 4 እስከ 22 ኛው ባለው ጊዜ መምህራን በዚህ ፓኬጅ ደዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቹዎል/በኢንተርኔት ለሚደረግ ትምህርት መርሃ ግብር ያዘጋጃሉ። እባክዎን የተጠናቀቀውን እሽግ ከጁን 5 2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ።

በዚህ እሽግ ውስጥ የሚከተሉትን ያገኛሉ፡

- ለእያንዳንዱ ስራዎች የገጽ ቁጥሮችን የሚያሳይ የደዘት ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጽ/ኮፒ

የልጅዎ አስተማሪዎች እስከ ሜይ 22 ባለው ግዚ መቼ እንደሚገኙ እና እንዴት በካሳሚክ ሥራ ላይ የተማሪዎን እድገት እንዴት እንደሚቆጣጠሩ ለማሳወቅ በጽሑፍ ፣ በኢሜል ፣ በስልክ ወይም በክፍል ጾጁ/ በኩል ለማድረስ ጥረት ያደርጋሉ።

በአሁኑ ሰዓት እንዲሁም እስከ ሰመር ባለው ጊዜ የልጅዎን የትምህርት እድገት ለመደገፍ በርካታ መንገዶች አሉ፡

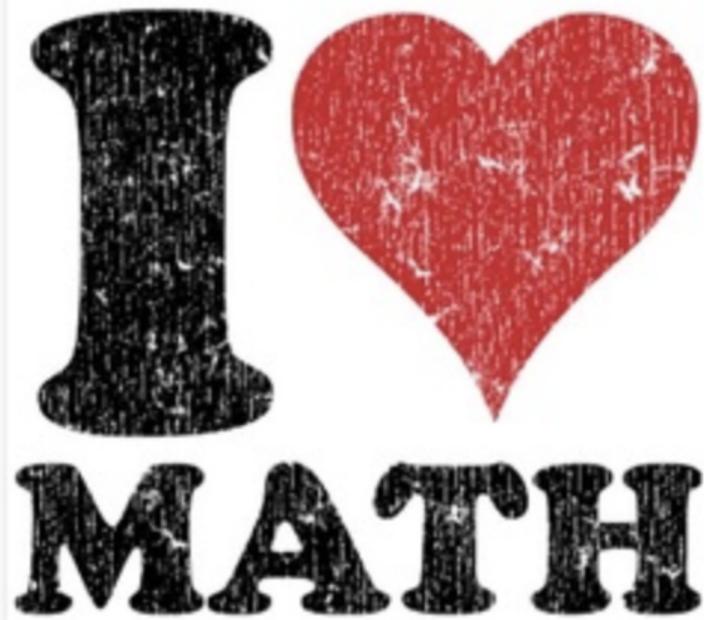
- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጸጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ለመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው። መጽሔቶችን እና የተለያዩ ጽሁፎችን በ www.dclibrary.org ማግኘት ይቻላል።
- ሀሳቦቻቸውን ፣ ምልክታዎቻቸውን ፣ ወይም ስዕሎቻቸውን ለመገልበጥ ልጆች ማስታወሻ ደብተር ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የአየር ሁኔታ እንደሚፈቅድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ይውጡ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከአስተማሪው ጋር ይገናኙ።

በእነዚህ ባልተለመዱ ጊዜያት ስለትዕግስት እና እናመሰግናለን። ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመገናኘት አያመንቱ። ደህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጠቻቸውን ማህበራዊ ልዩነትን /ተራርቆ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን።

ከሠላምታ ጋር፡

የሴንተር ሲቲ ቡድን

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5th Grade Math Packet

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Table of Contents

Pages	Content
1	Daily Learning Calendar <ul style="list-style-type: none"> This calendar provides an overview of the content you will work on each day.
3-6	Vocabulary List <ul style="list-style-type: none"> Use this as a reference while you are doing your work each day.
7-12	Notes & Anchor Charts <ul style="list-style-type: none"> Here, you will find copies of notes from a Center City teacher. Use these as a reference when you need an example or some suggestions of how to complete the daily learning. You will see reminders to refer to these throughout your packet.
13-30	Activities & Games <ul style="list-style-type: none"> Each daily learning assignment includes directions for a specific game. You may need to take some of these out of your packets if they need to be cut out. You can use either the templates provided or blank sheets of paper with them to show your work.
31-87	Daily Learning Assignments - Each assignment is labeled with the date and includes the following sections: <ul style="list-style-type: none"> <i>Daily Goal</i>: This will tell you what content you are reviewing each day. <i>Warm-up</i>: This section contains a daily riddle, a fluency game, or a review task. It should take about 15 minutes to complete. <ul style="list-style-type: none"> You will see a page number to help you find the game or the notes in the packet. <ul style="list-style-type: none"> Some activities require that you do your work on a separate sheet of paper. Hold on to any extra paper you use and give it to your teacher when you turn in your packet. <i>Review & Practice</i>: This section contains the work for the day. It may include notes or activities for you to review in addition to exercises to complete. It should take you about 25-35 minutes to complete. <ul style="list-style-type: none"> You may need to refer to the notes and anchor charts section of the packet <i>Reflection & Brain Growth</i>: This section contains a question that asks you to reflect on your learning for the day. It should take between 10-15 minutes each day. <ul style="list-style-type: none"> This section also contains a space to write any questions you need to check in with your teacher about. If you are able to speak with your teacher, you can record your notes from the conversation here as well.

Tabla de Contenido

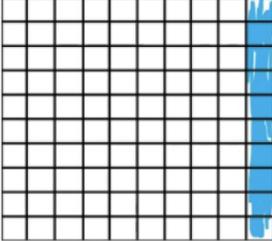
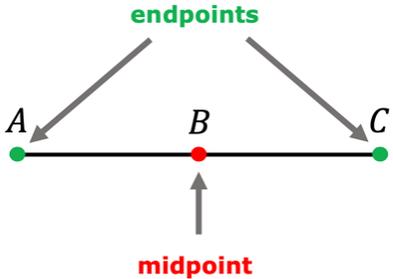
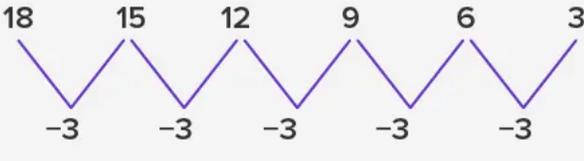
Páginas	Contenido
1	<p>Calendario Cotidiano de Aprendizaje</p> <ul style="list-style-type: none"> Este calendario proporciona una vista general del contenido en que va a trabajar cada día.
3-6	<p>Lista de Vocabulario</p> <ul style="list-style-type: none"> Use esta como referencia mientras trabaja cada día.
7-12	<p>Apuntes y Tablas de Información</p> <ul style="list-style-type: none"> Aquí, va a encontrar copias de los apuntes de un maestro de Center City. Use esto como referencia cuando necesita un ejemplo o algunas sugerencias de cómo cumplir el paquete de aprendizaje. Va a ver recordatorios para referir a esto durante todo el paquete.
13-30	<p>Actividades y juegos</p> <ul style="list-style-type: none"> Cada trabajo incluye instrucciones para un juego específico. Tal vez necesita sacar algunas de estas del paquete para cortarlas. Usted puede usar las plantillas o hojas blancas de papel con ellos para mostrar su trabajo
31-87	<p>Trabajo de Aprendizaje - Cada trabajo está etiquetado con la fecha y incluye las siguientes secciones:</p> <ul style="list-style-type: none"> <i>Meta del Día:</i> Esta meta va a mostrarle que contenido va a repasar cada día. <i>Para Empezar:</i> Esta sección contiene un acertijo, actividad de fluidez, o un trabajo de repaso. Debe tomar más o menos 15 minutos para cumplirla. <ul style="list-style-type: none"> Va a ver un número de página para ayudarlo encontrar el juego o los apuntes en el paquete. <ul style="list-style-type: none"> Algunas actividades requieren una hoja separada en que a trabajar Guarde el papel extra que usa y entrégalo a su maestra cuando entregue su paquete <i>Repaso y Práctica: view & Practice:</i> Esta sección contiene el trabajo para el día. Puede incluir los apuntes o actividades para su repaso además de ejercicios para cumplir. Debe tomar 25-35 minutos para cumplir esta sección. <ul style="list-style-type: none"> Puede necesitar referir a las secciones de apuntes y tablas de información en el paquete. <i>Reflexión y Crecimiento del Cerebro:</i> Esta sección contiene una pregunta para reflexionar en el trabajo del día. Esta sección debe tomar entre 10-15 minutos cada día. <ul style="list-style-type: none"> Esta sección contiene un espacio para escribir cualesquiera preguntas que tenga para su maestra acerca del trabajo. Si puede hablar con la maestra, puede anotar la información de la conversación aquí también. If you are able to speak with your teacher, you can record your notes from the conversation here as well.

Daily Learning Calendar

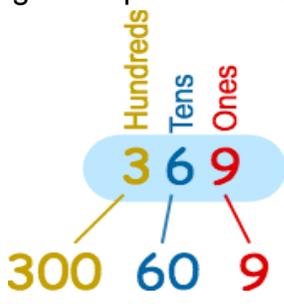
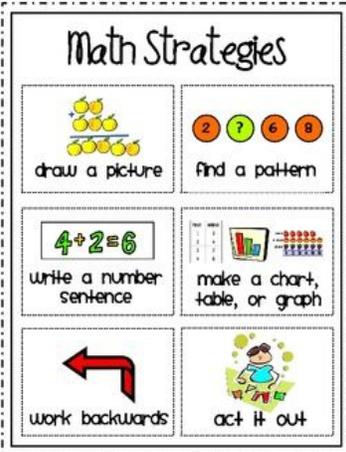
Week 1				
<p>Day 1</p> <p>Pages: 31-33</p> <p><i>Goal: I can use models to represent tenths and hundredths to recognize the value of a digit when it is 1/10 of the value to the left.</i></p>	<p>Day 2</p> <p>Pages: 34-36</p> <p><i>Goal: I can use models to support my explanations of the value of digits</i></p>	<p>Day 3</p> <p>Pages: 37-39</p> <p><i>Goal: I can use models to support my explanations of the value of digits</i></p>	<p>Day 4</p> <p>Pages: 40-43</p> <p><i>Goal: I can compare the value of digits based on their placement in a given number.</i></p>	<p>Day 5</p> <p>Pages: 44-46</p> <p><i>Goal: I can compare the value of digits based on their placement in a given number.</i></p>
Week 2				
<p>Day 1</p> <p>Pages: 47-48</p> <p><i>Goal: I can connect previous experience with multiplication facts and patterns to divide by multiples of 10.</i></p>	<p>Day 2</p> <p>Pages: 49-51</p> <p><i>Goal: I can develop strategies to divide by multiples of 10 using estimation</i></p>	<p>Day 3</p> <p>Pages: 52-53</p> <p><i>Goal: I can solve division problems using pictures, words and numbers.</i></p>	<p>Day 4</p> <p>Pages: 54-56</p> <p><i>Goal: I can use rounding and estimation to divide by any two digit divisor.</i></p>	<p>Day 5</p> <p>Pages: 57-58</p> <p><i>Goal: I can solve a riddle that includes various division problems.</i></p>
Week 3				
<p>Day 1</p> <p>Pages: 59-60</p> <p><i>Goal: I can solve problems that include various division situations and explain my thinking.</i></p>	<p>Day 2</p> <p>Pages: 61-63</p> <p><i>Goal: I can connect addition and subtraction of whole numbers to decimals numbers using models and place value structure.</i></p>	<p>Day 3</p> <p>Pages: 64-65</p> <p><i>Goal: I can solve a variety of addition and subtraction problems involving decimals.</i></p>	<p>Day 4</p> <p>Pages: 66-67</p> <p><i>Goal: I can connect multiplication and division of whole numbers to decimals numbers using models and place value structure.</i></p>	<p>Day 5</p> <p>Pages: 68-70</p> <p><i>Goal: I can solve a variety of multiplication and division problems involving decimals.</i></p>
Week 4				
<p>MEMORIAL DAY NO SCHOOL</p>	<p>Day 1</p> <p>Pages: 71-73</p> <p><i>Goal: I can represent fractions and decimals.</i></p>	<p>Day 2</p> <p>Pages: 74-77</p> <p><i>Goal: I can add and subtract fractions or decimals fractions .</i></p>	<p>Day 3</p> <p>Pages: 78-80</p> <p><i>Goal: I can explain why fractions are equivalent .</i></p>	<p>Day 4</p> <p>Pages: 81-87</p> <p><i>Goal: I can compare two fractions using a variety of methods.</i></p>

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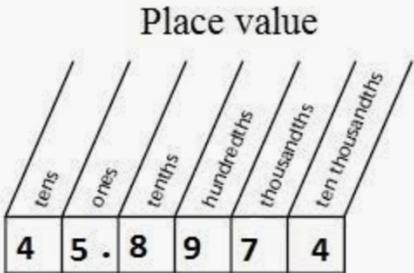
VOCABULARY LIST

<p>Digit</p>	<p>A symbol used to write the numbers. Symbols 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 are used to write numbers and are called digits</p>										
<p>Hundredth</p>	<p>One part when a whole is divided into 100 equal parts</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Fraction</p>  </div> </div> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Hundreds</th> <th style="width: 20%;">Tens</th> <th style="width: 20%;">Ones</th> <th style="width: 20%;">Tenths</th> <th style="width: 20%;">Hundredths</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table> </div> <div style="margin-top: 10px;"> <p>Tens Units • Tenths Hundredths Thousandths</p> <p style="font-size: 1.5em; text-align: center;">1 . 6 1 <u>6</u></p> </div>	Hundreds	Tens	Ones	Tenths	Hundredths			0	1	0
Hundreds	Tens	Ones	Tenths	Hundredths							
		0	1	0							
<p>Midpoint</p>	<p>A point that divides a line segment into halves</p> <div style="text-align: center; margin-top: 20px;">  </div>										
<p>Pattern</p>	<p>A set of numbers or objects that can be described by a specific rule</p> <div style="text-align: center; margin-top: 20px;">  </div>										

VOCABULARY LIST

<p>Place Value</p>	<p>The value of a digit depending on its place in a number</p> 
<p>Round</p>	<p>To change a number to a less exact number that is more convenient for computation</p> 
<p>Strategy</p>	<p>A plan to find an answer to solve a problem that makes sense</p> 

VOCABULARY LIST

<p>Tenth</p>	<p>One part when one whole is divided into ten equal parts</p> 
<p>Thousandth</p>	<p>One part when one whole is divided into one thousand equal parts</p> 
<p>Value</p>	<p>The amount represented by a digit in a number on the basis of its position in the place value.</p>
<p>Review Words from April Packet <i>(See vocabulary list for definitions)</i></p>	<p>Algorithm, area model, benchmark, decimal number, decimal fraction, dividend, divisor, estimate, expanded form, exponent, factor, factor pairs, multiple, partial product, partial quotient, product, quotient, remainder</p>

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5.NBT.1 :Digits Representation and Value Comparison

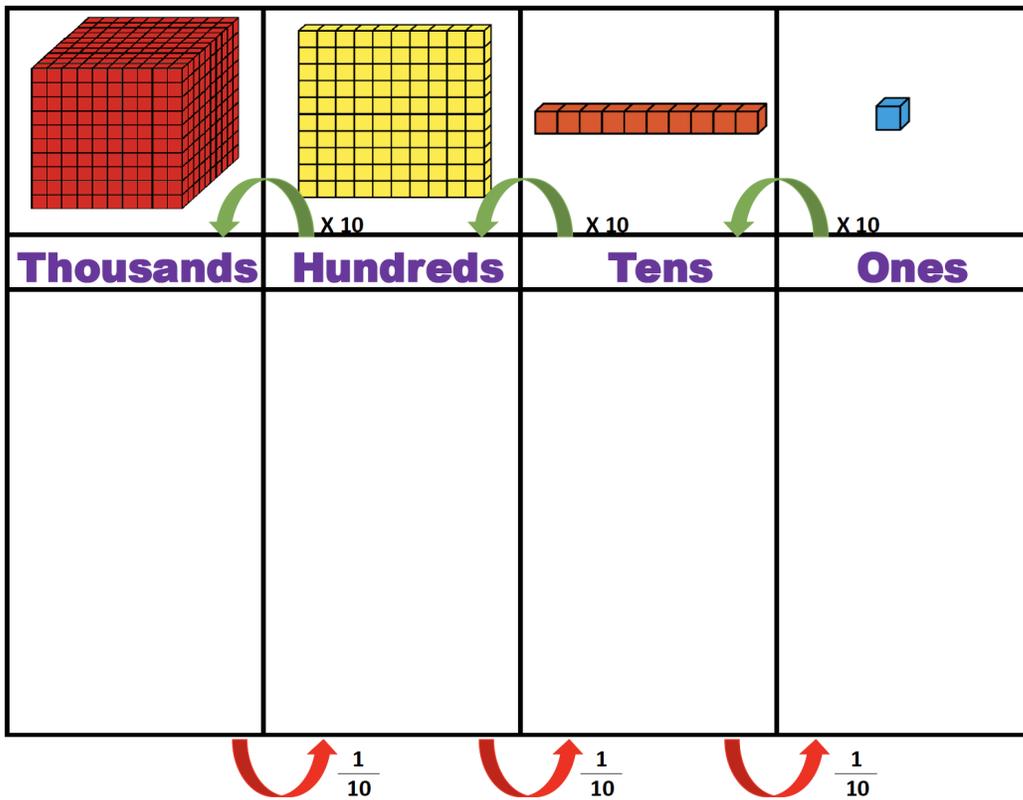
- Multiply by 10= “10 times as much”
- Divide by 10= “1/10 the value”

Example:

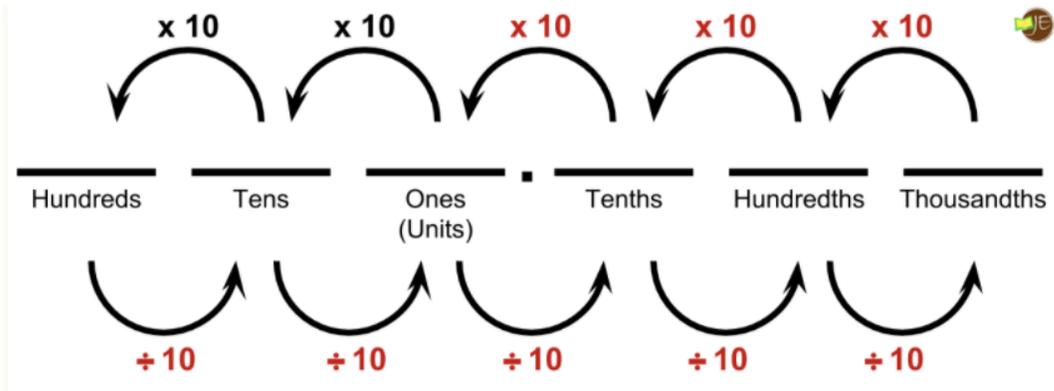
4 in the ones place

x 10, or 10 times as much as 4 is 40 or forty

÷ 10, or 1/10 the value of 4 is 0.4 or four tenths



5.NBT.1 :Digits Representation and Value Comparison



Multiplying and Dividing by 10, 100 and 1000

10 000	1000	100	10	1	●	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					●			

Multiplying

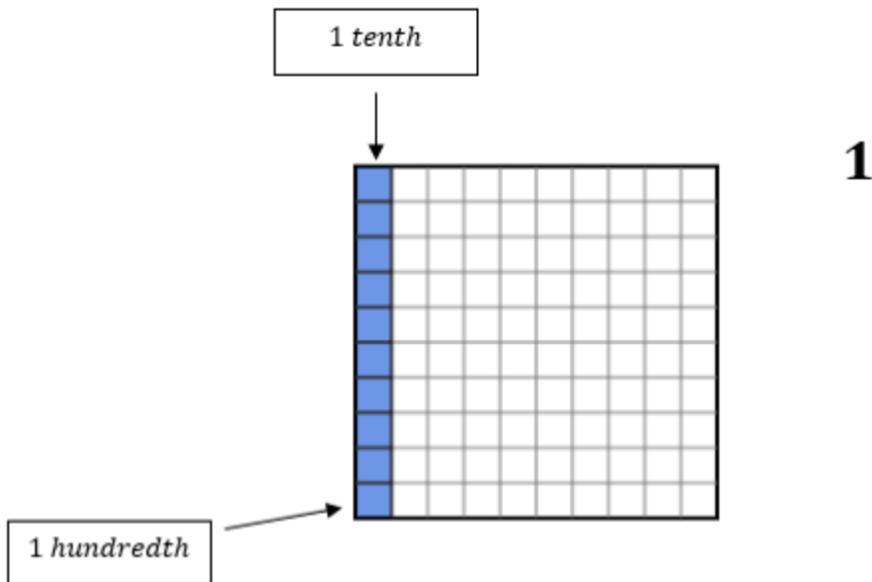
X 10 digits move LEFT 1 space
 X 100 digits move LEFT 2 spaces
 X 1000 digits move LEFT 3 spaces



Dividing

÷ 10 digits move RIGHT 1 space
 ÷ 100 digits move RIGHT 2 spaces
 ÷ 1000 digits move RIGHT 3 spaces



4.NF.C.7: Decimal Representation

- The large square grid shows 1 unit. It is divided into 100 small parts. Each small part is one hundredth.
- The blue column is one tenth because there are ten of these columns in 1.
- There are ten small parts in the blue column.
- In other words, there are ten hundredths in one tenth.

5.NBT.7 Add, subtract, multiply and divide with decimals

Multiplying Decimals By Powers of 10

$47.63 \times 100 = 4,763$
 $47.63 \times 10 = 476.3$
 $47.63 \times 1 = 47.63$
 $47.63 \times 0.1 = 4.763$
 $47.63 \times 0.01 = 0.4763$
 $47.63 \times 0.001 = 0.04763$

Look for Place Value Patterns!

* If it's greater than 1, move to the RIGHT.
 * If it's less than 1, move to the LEFT.

$10^2 = 10 \times 10 = 100$
 $10^3 = 10 \times 10 \times 10 = 1,000$
 $10^4 = 10 \times 10 \times 10 \times 10 = 10,000$

$0.1 = \frac{1}{10}$
 $0.01 = \frac{1}{100}$
 $0.001 = \frac{1}{1,000}$

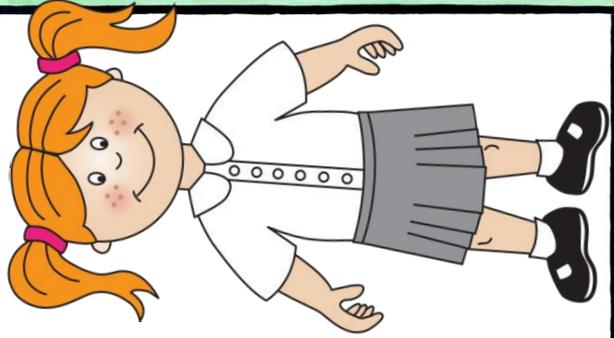
Remember the Powers of TEN

5.NBT.7 Add, subtract, multiply and divide with decimals

<h3 style="text-align: center; color: red; margin: 0;"><u>Addition</u></h3> <ul style="list-style-type: none"> > Find the decimal > Line up the decimals > Fill in empty spots with zero > Add > Bring down the decimal in your answer <p style="margin-top: 20px;">EXAMPLE <i>Rewritten with decimals lined up...</i></p> $ \begin{array}{r} 10.5 + 11.74 \\ + 11.74 \\ \hline 22.24 \end{array} $	<h3 style="text-align: center; color: green; margin: 0;"><u>Subtraction</u></h3> <ul style="list-style-type: none"> > Find the decimal > Line up the decimals > Fill in empty spots with zero > Subtract > Bring down the decimal in your answer <p style="margin-top: 20px;">EXAMPLE <i>Rewritten with decimals lined up...</i></p> $ \begin{array}{r} 12.7 - 9.23 \\ - 9.23 \\ \hline 3.47 \end{array} $
<div style="border: 2px solid black; border-radius: 50%; width: 80%; margin: 0 auto; padding: 10px; background-color: #e0e0e0;"> <h2 style="margin: 0; color: blue;">Rules of Decimals</h2> </div>	
<h3 style="text-align: center; color: purple; margin: 0;"><u>Multiplication</u></h3> <ul style="list-style-type: none"> > The number with most digits goes on top > Decimals do not have to line up > Multiply like normal > Count how many places in first number the decimal is moved over > Count how many places in 2nd number the decimal is moved over > This is how many places you move the decimal in your answer <p style="margin-top: 20px;">EXAMPLE</p> $ \begin{array}{r} 1.201 < 3 \text{ DECIMAL PLACES} \\ \times .25 < 2 \text{ DECIMAL PLACES} \\ \hline 6005 \\ 24020 \\ \hline .30025 < 5 \text{ DECIMAL PLACES} \end{array} $	<h3 style="text-align: center; color: orange; margin: 0;"><u>Division</u></h3> <ul style="list-style-type: none"> > Divisor can not have a decimal > Move the divisor decimal so it is a whole number > Move the same amount of places in dividend > Place a decimal straight up where you write your answer, rewrite problem > Divide like normal <p style="margin-top: 20px;">EXAMPLE</p> <p style="margin-left: 20px;">DIVISOR > 0.3</p> $ \begin{array}{r} 0.3 \overline{) 1.41} \\ \underline{4.7} \\ 3 \overline{) 14.1} \\ \underline{-12} \\ \underline{21} \\ \underline{-21} \\ 0 \end{array} $

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Place Value Matching



- Standard Form
- Word Form
- Expanded Form
- Base Ten Models

Created
by:
Ms. Hughes
News

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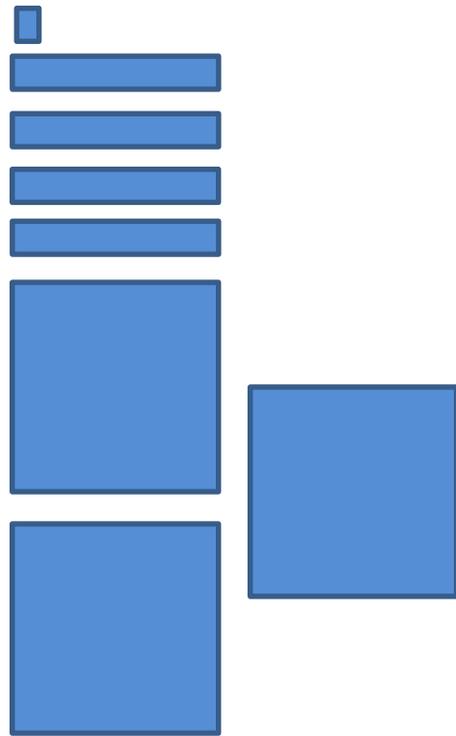
Two and
twenty-three
hundredths



2.23

$$2 \times 1 + 2 \times .1 + 3$$
$$\times .01$$

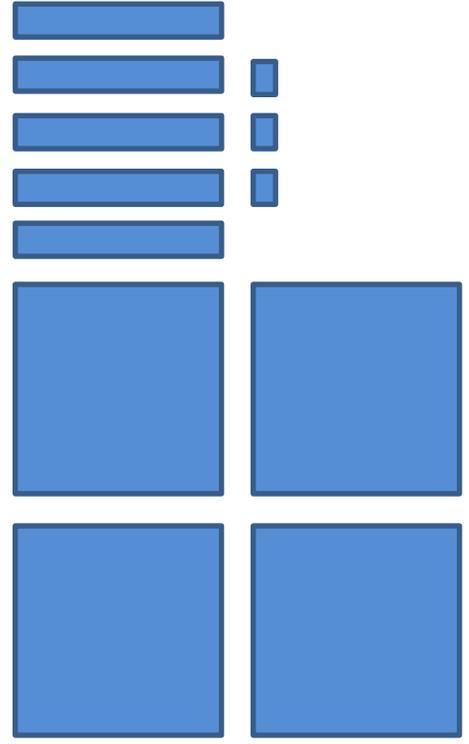
Three and
forty-one
hundredths



3.41

$$3 \times 1 + 4 \times .1 + 1$$
$$\times .01$$

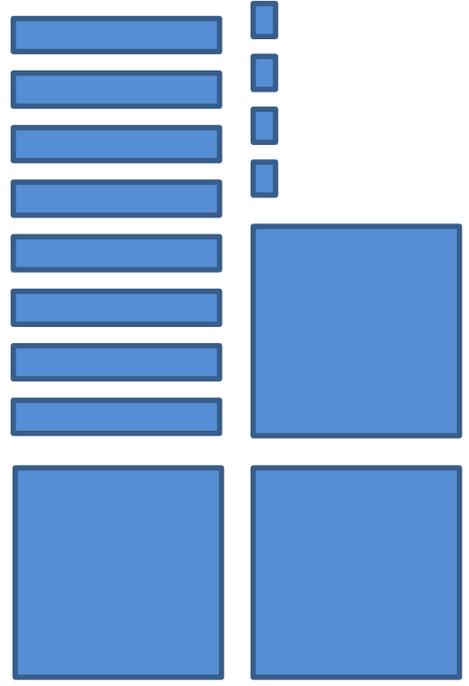
Four and
fifty-three
hundredths



4.53

$$4 \times 1 + 5 \times .1 + 3 \times .01$$

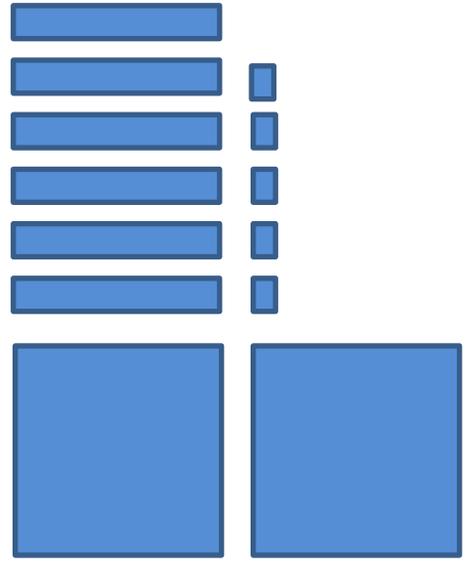
Three and
eighty-four
hundredths



3.84

$$3 \times 1 + 8 \times .1 + 4 \times .01$$

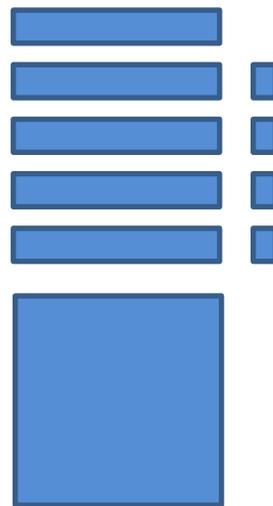
Two and
sixty-five
hundredths



2.65

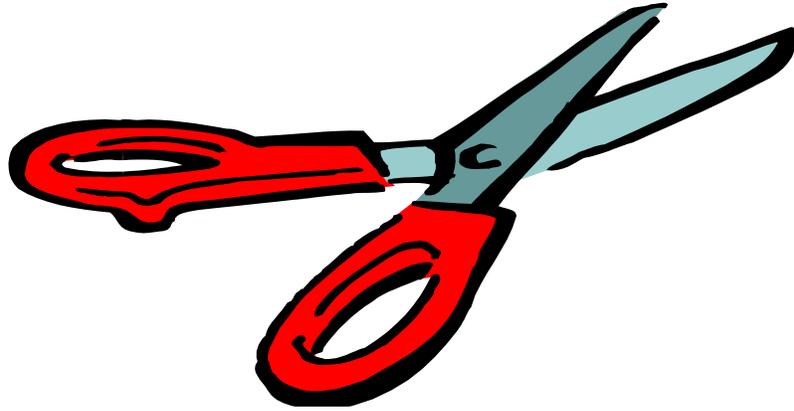
$$2 \times 1 + 6 \times .1 + 5 \times .01$$

One and fifty-
four
hundredths



1.54

$1 \times 1 + 5 \times .1 + 4$
 $\times .01$



Simplifying Fractions

and changing improper fractions to mixed numbers
and mixed numbers to improper fractions

Cut and paste



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Change improper fractions to mixed numbers.

#1

$7/5=$	$11/3=$	$3/2=$	$10/9=$
$11/7=$	$17/5=$	$14/3=$	$13/2=$
$7/3=$	$3/2=$	$13/5=$	$7/3=$
$11/3=$	$9/4=$	$9/2=$	$5/3=$

Cut here.

$3 \frac{2}{5}$ u	$3 \frac{2}{3}$ h	$4 \frac{1}{2}$ n	$2 \frac{1}{3}$ s
$1 \frac{2}{3}$ k!	$6 \frac{1}{2}$ k	$2 \frac{3}{5}$ y	$1 \frac{1}{9}$ t
$1 \frac{1}{2}$ a	$1 \frac{1}{2}$ a	$1 \frac{4}{7}$ d	$2 \frac{1}{4}$ o
$2 \frac{1}{3}$ s	$1 \frac{2}{5}$ T	$3 \frac{2}{3}$ h	$4 \frac{2}{3}$ c

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Change mixed numbers to improper fractions.

#2

$2 \frac{1}{4} =$	$1 \frac{5}{8} =$	$4 \frac{3}{4} =$	$3 \frac{7}{8} =$
$5 \frac{2}{7} =$	$9 \frac{1}{2} =$	$3 \frac{4}{5} =$	$2 \frac{5}{6} =$
$3 \frac{2}{7} =$	$1 \frac{4}{11} =$	$6 \frac{2}{3} =$	$4 \frac{1}{10} =$
$6 \frac{3}{4} =$	$2 \frac{7}{10} =$	$3 \frac{4}{5} =$	$5 \frac{3}{5} =$

Cut here.

$\frac{23}{7}$ f	$\frac{17}{6}$ s	$\frac{41}{10}$ d	$\frac{37}{7}$ d
$\frac{27}{10}$ u	$\frac{19}{4}$ t	$\frac{9}{4}$ p	$\frac{28}{5}$ s.
$\frac{20}{3}$ n	$\frac{19}{5}$ g	$\frac{13}{8}$ a	$\frac{27}{4}$ b
$\frac{19}{2}$ o	$\frac{31}{8}$'s	$\frac{15}{11}$ i	$\frac{19}{5}$ g

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Simplify.

#3

$4/6=$	$5/15=$	$6/8=$	$6/10=$
$2/8=$	$10/12=$	$2/4=$	$2/14=$
$10/16=$	$3/15=$	$4/18=$	$6/15=$
$8/10=$	$3/6=$	$9/12=$	$2/12=$

Cut here.

$2/5$ c	$1/4$ d	$4/5$ w	$5/6$ o
$2/3$ w	$1/2$ e	$2/9$ i	$1/3$ h
$1/5$ r	$1/2$ e	$3/4$ a	$1/7$ s
$1/6$ r?	$3/4$ a	$3/5$ t	$5/8$ E

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Change improper fractions to mixed numbers and simplify.

#4

$8/6=$	$10/4=$	$6/4=$	$18/8=$
$14/4=$	$10/8=$	$12/10=$	$12/8=$
$14/8=$	$14/12=$	$16/6=$	$16/10=$
$15/9=$	$24/10=$	$9/6=$	$16/14=$

Cut here.

$3 \frac{1}{2}$ m	$1 \frac{2}{3}$ p	$1 \frac{1}{6}$ o	$2 \frac{1}{2}$ l
$1 \frac{1}{5}$ d	$1 \frac{1}{3}$ A	$2 \frac{2}{5}$ i	$1 \frac{1}{2}$ e
$1 \frac{3}{5}$ r	$1 \frac{1}{2}$ e	$1 \frac{3}{4}$ f	$1 \frac{1}{4}$ a
$1 \frac{1}{2}$ e	$2 \frac{2}{3}$ u	$1 \frac{1}{7}$ s.	$2 \frac{1}{4}$ x

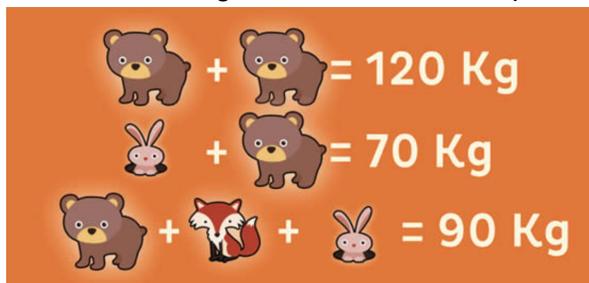
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Week 1: Day 1

Today's Goal: I can use models to represent tenths and hundredths to recognize the value of a digit when it is $\frac{1}{10}$ of the value to the left.

Part 1: Warm-up:

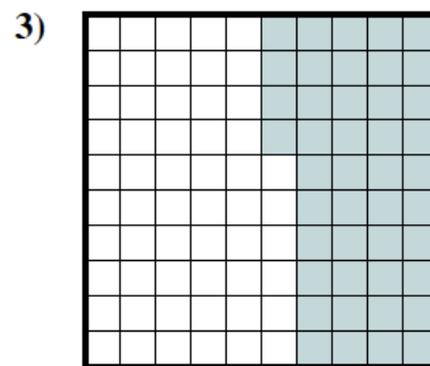
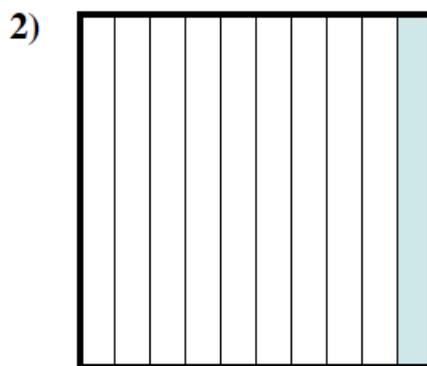
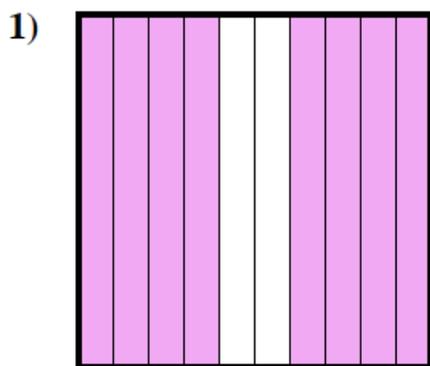
1. **Riddle of the day:** What is the weight of each animal? Explain how you know.



2. See the activity "Place Value Matching"(p. 13). Cut out the cards, choose 4 and show your thinking on a separate piece of paper to review with your teacher.
3. Review notes and anchor chart "5.NBT.1: Digits Representation and Value Comparison"(p. 7-8)
4. Review notes and anchor chart "4.NF.C.7: Decimal Representation" (p. 9)

Part 2: Review

Directions: Determine the amount shown in the model and write the decimal below the model. In these models, tenths are columns and hundredths are small squares. (10 hundredths make 1 tenth)

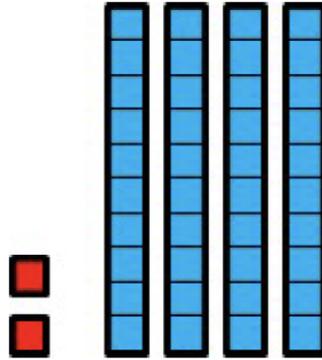


Part 3: Practice

Directions: Use the model below to answer the questions.

Exercise 1:

Jossie drew a picture to represent 0.24:



She said,

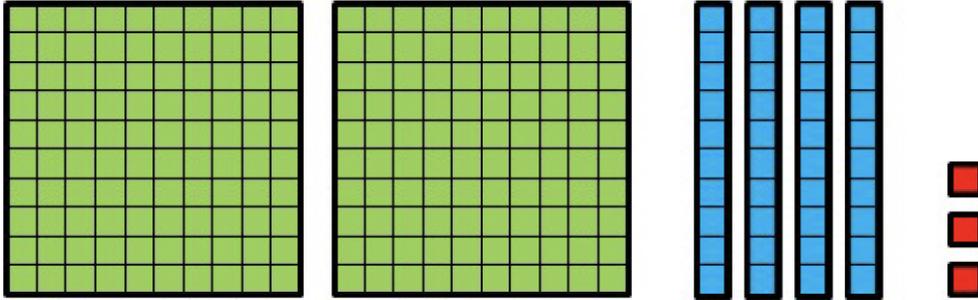
The little squares represent tenths and the rectangles represent hundredths, which makes sense because ten little squares makes one rectangle, and ten times ten is one hundred.

Explain what is wrong with Jossie's reasoning.

Jossie's reasoning is wrong because

Exercise 2:

Netta drew a picture on graph paper:



She said,

In my picture, a big square represents 1. Since ten rectangles make a big square, a rectangle represents 0.1. Since 100 little squares make a big square, a little square represents 0.01. So this picture represents 2.43.

a.) Her friend Manny respectfully **disagreed** by telling her “I drew the same picture, but in my picture, a little square represents 1, so this picture represents 243”. Did Manny’s reasoning make sense? Whose reasoning is correct? Explain.

Did Manny’s reasoning make sense? **A. Yes** **B. No**

_____’s reasoning is correct because _____

Part 4: Reflection & Brain Growth

How do models help your understanding of the value of a **digit**, **decimal** or **multi-digit number**?

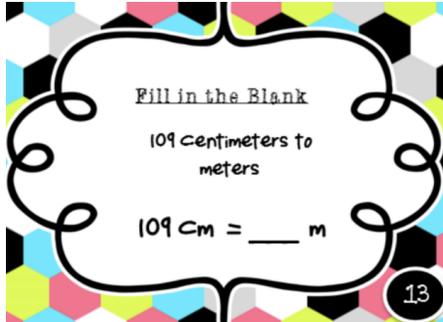
Models help us understand the value of a digit, decimal, or multi-digit number because

Week 1: Day 2

Today's Goal: I can use models to support my explanations of the value of digits.

Part 1: Warm-up:

1. **Riddle of the day:** A word I know, six letters it contains, remove one letter and 12 remains, what is it?
2. Review the activity from the April packet "Place Value Task Cards" Choose 2 that you either struggled with or made a mistake on during your previous packet practiset. Show your work and explain your new learning below the example

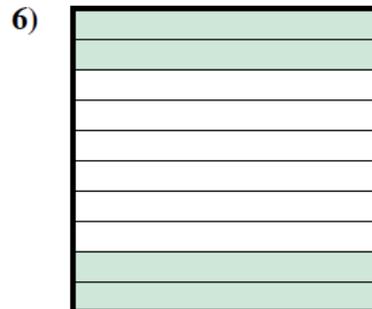
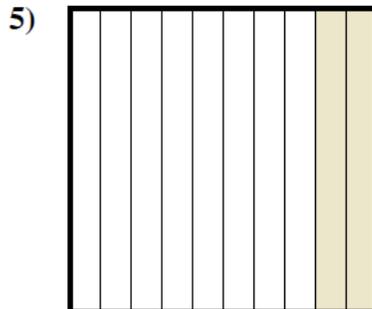
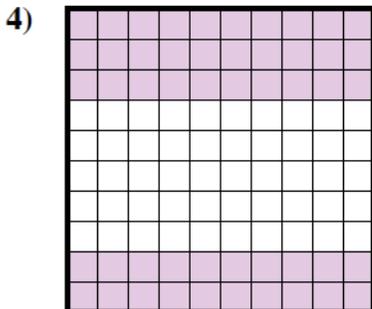


For Example:

I realize the answer now is 1.09 meters and not 10,900 because I should have divided by 100. Meters are 1/100 of the value of centimeters. Centimeters are smaller than Meters so there must be more of them to make up a meter.

Part 2: Review

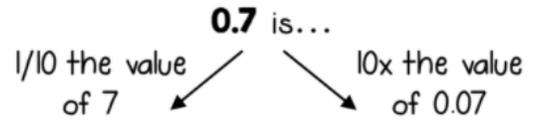
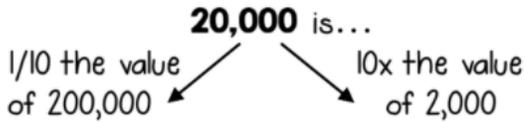
Continued from Monday. Determine the amount shown in the model and write the decimal below the model. In these models, tenths are columns and hundredths are small squares. (10 hundredths make 1 tenth)



Part 3: Practice

Directions: Use the place value chart to notice patterns when comparing place value.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths
10 times the ten thousands place	10 times the thousands place	10 times the hundreds place	10 times the tens place	10 times the ones place	10 times the tenths place	10 times the hundredths place	10 times the thousandths place
200,000	20,000	2,000			7	0.7	0.07



Exercise 1:

Use your knowledge of place value to complete the statements below.

Ex: 4,000 is 10 times as much as 400. 4,000 is 1/10 as much as 40,000.

- 300 is 10 times as much as _____. 300 is 1/10 as much as _____.
- 900,000 is 10 times as much as _____. 900,000 is 1/10 as much as _____.
- 50,000 is 10 times as much as _____. 50,000 is 1/10 as much as _____.
- 0.4 is 10 times as much as _____. 0.4 is 1/10 as much as _____.
- 8,000 is 10 times as much as _____. 8,000 is 1/10 as much as _____.
- 0.06 is 10 times as much as _____. 0.06 is 1/10 as much as _____.
- 700 is 10 times as much as _____. 700 is 1/10 as much as _____.

Exercise 2:

- 5,000 is 100 times as much as _____. 5,000 is 1/100 as much as _____.
- 90 is 100 times as much as _____. 90 is 1/100 as much as _____.
- 400 is 100 times as much as _____. 400 is 1/100 as much as _____.
- 0.8 is 100 times as much as _____. 0.8 is 1/100 as much as _____.

Exercise 3:

Choose 2 problems from Exercise 1 or 2. Explain how the place value chart helped you to compare the values.

The place value chart helped me by:

The place value chart helped me by:

Part 4: Reflection & Brain Growth

A **place value chart** and the **decimal grid** are both models. Which model helps you to recognize and compare the value of each digit in a multi-digit number?

I prefer using the _____ because

Week 1: Day 3

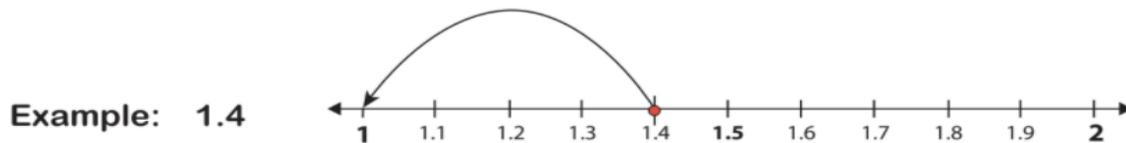
Today's Goal: I can use models to support my explanations of the value of digits.

Part 1: Warm-up:

- Riddle of the day:** Mr. Smith has 4 daughters. Each of his daughters has a brother. How many children does Mr. Smith have?
- See the activity "Place Value Matching"(p. 13). Choose 4 to solve. Show your thinking on a separate piece of paper to review with your teacher.

Part 2: Review

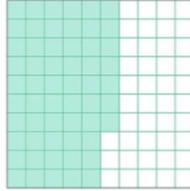
Use the number line to round each decimal to the nearest whole number.



Part 3: Practice

Exercise 1: Follow the below steps for each problem.

1. Rewrite the expanded form in decimal form.
2. Shade the decimal model to represent the decimal.
3. Explain how you know your decimal representation is correct.



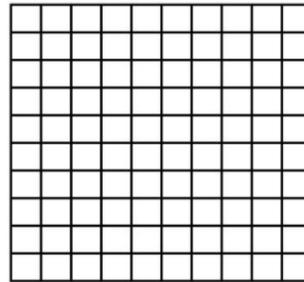
Example: $50 + 9 + \frac{5}{10} + \frac{7}{100} = \underline{59.57}$

Sample Written Response

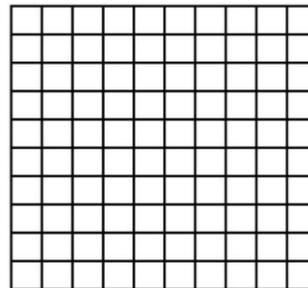
I know tenths are 10 times as much as hundredths.

I know that a 7 in the hundredths place is $\frac{1}{10}$ the value of the 5 in the tenths place.

a. $70 + 7 + \frac{1}{100} = \underline{\hspace{2cm}}$



b. $300 + 20 + 7 + \frac{4}{10} + \frac{6}{100} = \underline{\hspace{2cm}}$



Exercise 2: Rewrite the expanded form in decimal form.

Example: $50 + 9 + \frac{5}{10} + \frac{7}{100} = \underline{59.57}$

a. $400 + 30 + 7 + \frac{4}{100} = \underline{\hspace{2cm}}$

b. $4 + \frac{9}{10} + \frac{8}{1000} = \underline{\hspace{2cm}}$

c. $80 + 3 + \frac{3}{10} + \frac{4}{100} = \underline{\hspace{2cm}}$

d. $8 + \frac{5}{10} + \frac{1}{100} + \frac{7}{1000} = \underline{\hspace{2cm}}$

Part 4: Reflection & Brain Growth

1. After **completing your work**, what questions do you may have for your teacher?

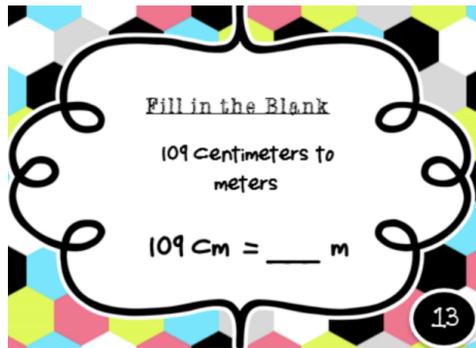
2. After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

Week 1: Day 4

Today's Goal: I can compare the value of digits based on their placement in a given number.

Part 1: Warm-up: Optional for more Math Fun!

1. **Riddle of the day:** How do you write 23 using only the number 2? Try 34 using only the number 3? And 56 using only the number 5? Lastly, 100 using only the number 9?
2. Review the activity from the Aprilpacket "Place Value Task Cards". Choose 2 that you either struggled with or made a mistake on during your previous packet practiset. Show your work and explain your new learning below the example



For Example:

I realize the answer now is 1.09 meters and not 10,900 because I should have divided by 100. Meters are 1/100 of the value of centimeters. Centimeters are smaller than Meters so there must be more of them to make up a meter.

Part 2: Review

1. What is 8.83 rounded to the nearest whole number?
 - A. 8
 - B. 8.8
 - C. 8.9
 - D. 9

2. Kevin buys a watermelon that weighs 11.351 pounds. Round the weight of the watermelon to the nearest whole number.
 - A. 10
 - B. 11
 - C. 12
 - D. 20

3. What is 12.35 rounded to the nearest TENTH?
 - A. 12
 - B. 12.3
 - C. 12.4
 - D. 13

Part 3: Practice

Millions			Thousands			Ones			Decimals			
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths	Ten Thousandths

Exercise 1: Solve the questions below and use a place value chart or other model to help.

1. 7,451,689
 - a. What place is the **5** in? _____
 - b. What is the **value** of the **5** in that place? _____

2. 12, 715, 044
 - a. What place is the **5** in? _____
 - b. What is the **value** of the **5** in that place? _____

3. Describe the relationship between the digit **5** in the two numbers below. Write two different statements.



Ten Million	Million,	Hundred Thousand	Ten Thousands	Thousands,	Hundreds	Tens	One s
	7,	4	<u>5</u>	1,	6	8	9
1	2,	7	1	<u>5</u> ,	0	4	4



The relationship between the **5** in 7, 4**5**1,689 and the **5** in 12, 71**5**,044 is

The relationship between the **5** in 7, 4**5**1,689 and the **5** in 12, 71**5**,044 is

4. What is...

a. $5,000 \times 10 =$ _____

b. $50,000 \div 10 =$ _____

c. $500 \times 10 =$ _____

d. $5,000 \div 10 =$ _____

e. $50 \times 10 =$ _____

f. $500 \div 10 =$ _____

5. Another way to say $\div 10$ is _____.

Exercise 2: Complete the sentence or respond in the space provided.

1. Every time you move to the LEFT in a multi-digit number, you are really multiplying the number's value by _____. Every time you move to the RIGHT in a multi-digit number, you are really dividing the number's value by _____.
2. In the number 8,888,888, no one "8" has the same value. The 8 in the 1's place is worth _____. The 8 in the 100's place is worth _____. The 8 in the 10,000's place is worth _____.
3. Describe the relationship between the 6 in 45,369 and the 6 in 67,420. Write two different statements.
4. Describe the relationship between the 8 in 4,568,012 and the 8 in 5,281,097. Write two different statements.
5. Does the 4 in 4,567 have the same value as the 4 in 34,811? Explain how you know

Part 4: Reflection & Brain Growth

1. After **completing your work**, what questions do you may have for your teacher?
2. After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

Week 1: Day 5

Today's Goal: I can compare the value of digits based on their placement in a given number.

Part 1: Warm-up:

1. **Riddle of the day:** Create an equation using all the below numbers and mathematical symbols.

$$2 \ 3 \ 4 \ 5 \ + \ + \ =$$

2. See the activity "Place Value Matching"(p.13) Choose 4 to solve. Show your thinking on a separate piece of paper to review with your teacher.

Part 2: Review

1. Round this number to the nearest THOUSANDTH: 7,541.02356
- A. 8,000
 - B. 7,500
 - C. 7,541.0236
 - D. 7,541.024
2. Cody skated down the street at 11.14 miles per hour. Round Cody's speed to the nearest tenth.
- A. 10 miles per hour
 - B. 11 miles per hour
 - C. 11.1 miles per hour
 - D. 11.2 miles per hour
3. Cathy bought a sweater for \$14.85 and a shirt for \$7.69. What is the cost of both items together, rounded to the nearest whole dollar?
- A. \$20
 - B. \$22
 - C. \$23
 - D. \$25



Part 3: Practice

Directions: Based on the information in the question, create the number that could fit the description.

Example:

Number	Place Value (of the red digit)	Value of the Digit (of the red digit)
3.145	Ones	3
3.145	Tenths	$\frac{1}{10} = 0.1$
3.145	Hundredths	$\frac{4}{100} = 0.04$

1. Write a number that has the digit **5** with **value 10 times** the value of the digit **5** in **24, 092.52**.
2. Write an **expression** equal to 7,000.
3. Write a number in which the value of the 3 is 100 times the value of the 3 in the number 904,538.02
4. Write a number that has a 4 whose value is $\frac{1}{10}$ the value of the 4 in 645,792.38
5. Write an **expression** equal to 6,000.
6. Write a number in which the value of the 9 is $\frac{1}{100}$ the value of the 9 in the number 392,065.018.
7. Explain and compare the value of the 2 in 90,317.026 and 90,317.206



Part 4: Reflection & Brain Growth

Directions: In the below problem, the correct answers are B, D and E. Explain in the space below why one of the incorrect answers (A and C) was incorrect.

170,458

Which statements comparing the digits in this number to the digits in a similar number are true?
Choose the THREE correct answers.

- A In 701,854, the value of the 7 is $\frac{1}{10}$ the value of the 7 in the given number.
- B In 107,548, the value of the 5 is 10 times the value of the 5 in the given number.
- C In 170,508, the value of the 5 is $\frac{1}{10}$ the value of the 5 in the given number.
- D In 107,458, the value of the 7 is $\frac{1}{10}$ the value of the 7 in the given number.
- E In 710,458, the value of the 7 is 10 times the value of the 7 in the given number.

Week 2: Day 1

Today's Goal: I can connect previous practice with multiplication facts and patterns to divide by multiples of 10.

Part 1: Warm-up:

1. **Riddle of the day:** What answer can you never answer yes to?
2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

Directions: Use what you know about your basic facts, multiplying by 10 and patterns to help solve each problem.

- 1.) If $4 \times 2 = 8$, then $40 \times 2 =$ _____
- 2.) If $1 \times 8 = 8$, then $100 \times 8 =$ _____
- 3.) If $7 \times 6 = 42$, then $700 \times 6 =$ _____
- 4.) If $8 \times 5 = 40$, then $800 \times 5 =$ _____
- 5.) If $4 \times 7 = 28$, then $40 \times 7 =$ _____

Part 3: Practice

Directions: Use what you know about your basic facts, dividing by 10 and patterns to help solve each problem

Exercise 1: Using the steps below, solve the division problems.

<p>Step 1: First... Box up the basic fact. $2500 \div 50 =$</p> <p>Then... Divide boxed up numbers & write quotient. $2500 \div 50 = 5$</p>	<p>Step 2: Subtract zeros outside the box. $2500 \div 50 = 5$ ↑ ↑ ↑ 2 minus 1 equals ?</p>	<p>Step 3: The difference becomes the number of zeros added to the quotient. $2500 \div 50 = 50$ The difference equals one, so add one zero to the quotient.</p>
--	--	--

- 1) $2,000 \div 500 =$ _____
- 2) $35,000 \div 7,000 =$ _____
- 3) $14,000 \div 7,000 =$ _____
- 4) $180 \div 60 =$ _____
- 5) $1,200 \div 600 =$ _____
- 6) $48,000 \div 6,000 =$ _____
- 7) $500 \div 500 =$ _____
- 8) $8,000 \div 2,000 =$ _____
- 9) $30,000 \div 6,000 =$ _____
- 10) $360 \div 40 =$ _____

Exercise 2: Try solving by only thinking about the steps in your head. If you get stuck, go back to exercise 1 and review the steps :)

11) $120 \div 30 =$ _____

12) $45,000 \div 5,000 =$ _____

13) $1,400 \div 700 =$ _____

14) $720 \div 90 =$ _____

15) $10,000 \div 2,000 =$ _____

16) $4,000 \div 500 =$ _____

17) $720 \div 80 =$ _____

18) $200 \div 200 =$ _____

19) $63,000 \div 7,000 =$ _____

20) $2,100 \div 300 =$ _____

Part 4: Reflection & Brain Growth

After **completing your work**, what questions do you may have for your teacher?

Week 2: Day 2

Today's Goal: I can develop strategies to divide by multiples of 10 using estimation.

Part 1: Warm-up

1. **Riddle of the day:** How many numbers do you see



here?

2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

Directions: Find the estimated product by using rounding or compatible numbers. Remember “estimate” is like saying “about how much?”

Example:

Estimate 42×78 .

$42 \approx 40$ and $78 \approx 80$.

The estimated product is
 $40 \times 80 = 3,200$.

Estimate 8×189 .

189 can be rounded to 200.

The estimated product is
 $8 \times 200 = 1,600$.

a. 5×69

\approx _____ \times _____

$=$ _____

b. 11×58

\approx _____ \times _____

$=$ _____

c. 119×8

\approx _____ \times _____

$=$ _____

Part 3: Practice

Directions: Review the example. Think about what you know of basic facts and division of multiples of 10 to estimate and solve each problem. Don't forget to check your work using the inverse operation, multiplication!

Example:

$$572 \div 90$$

estimate
 $\approx 540 \div 90$
 $= 540 \div 10 \div 9$
 $= 54 \div 9$
 $= 6$

solve

$$\begin{array}{r} 6 \\ 90 \overline{) 572} \\ \underline{- 540} \\ 32 \end{array}$$

check

$$90 \times 6 = 540$$
$$540 + 32 = 572$$

1. $70 \div 30$

Estimate	Solve	Check

2. $430 \div 60$

Estimate	Solve	Check

3. $572 \div 90$

Estimate	Solve	Check

Exercise 2: Try solving by only thinking about the steps in your head. If you get stuck, go back to exercise 1 and review the steps.

1. $80 \div 30$

Estimate	Solve	Check

2. $71 \div 50$

Estimate	Solve	Check

3. $270 \div 30$

Estimate	Solve	Check

Part 4: Reflection & Brain Growth

How does estimating before you solve a division or multiplication problem, help you justify your reasoning?

Week 2: Day 3

Today's Goal: I can solve division problems using pictures, words and numbers.

Part 1: Warm-up

1. **Riddle of the day:** If 3 cats can catch 3 bunnies in 3 minutes, how long will it take 100 cats to catch 100 bunnies?
2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

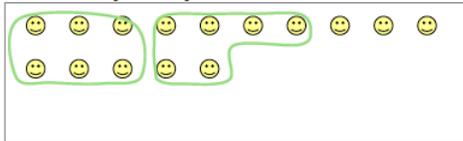
Part 2: Review

Directions: For each problem, circle the number of groups in each picture.

Example:

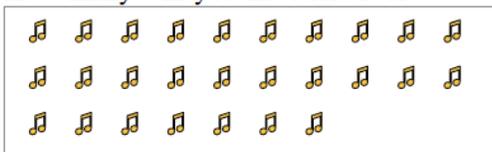
There are 15 shapes below. How many groups of 6 can you make with them?

How many will you have left over?



There are 27 shapes below. How many groups of 5 can you make with them?

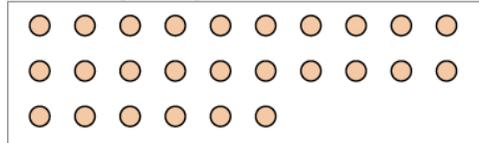
How many will you have left over?



1.

There are 26 shapes below. How many groups of 4 can you make with them?

How many will you have left over?



2.

There are 23 shapes below. How many groups of 9 can you make with them?

How many will you have left over?



3.

There are 23 shapes below. How many groups of 9 can you make with them?

How many will you have left over?



4.

Week 2: Day 4

Today's Goal: I can use rounding and estimation to divide by any two digit divisor.

Part 1: Warm-up

1. Riddle of the day: How many letters are there in the English alphabet?
2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

1. The wingspan of Loren's butterfly is 5.35 inches across. What is the length of the butterfly's wingspan rounded to the nearest tenth of an inch?
 - A. 5 inches
 - B. 5.3 inches
 - C. 5.4 inches
 - D. 6 inches
2. Round 592.1683 to the nearest hundredth.
 - A. 592.168
 - B. 592.17
 - C. 592.2
 - D. 600
3. Round 2,917,938 to the nearest **hundred thousand**.



Part 3: Practice

Directions: Use rounding or estimation to solve.

Remember:

One way is to round to the nearest tens or hundreds.

Ex. $258 \div 6$

Step 1: Round the dividend to the nearest tens or hundreds.

$258 \rightarrow 300$

Another way is to use compatible numbers.

Ex. $258 \div 6$

$240 \div 6 = 40$

40 would be an underestimate since 258 was replaced with a smaller compatible number.

Example:

$$84 \div 23$$

estimate

$$\begin{aligned} &\approx 84 \div 23 \\ &= 80 \div 20 \\ &= 4 \end{aligned}$$

solve

$$\begin{array}{r} 4 \\ 23 \overline{) 84} \\ \underline{- 92} \end{array}$$



solve

$$\begin{array}{r} 3 \\ 23 \overline{) 84} \\ \underline{- 69} \\ 15 \end{array}$$

check

$$\begin{aligned} 23 \times 3 &= 69 \\ 69 + 15 &= 84 \end{aligned}$$

Estimated quotient of 4 is too big. Try 3

Exercise 1:

1. $34 \overline{) 6,290}$

Estimate	Solve	Check

2. $17 \overline{) 3,536}$

Estimate	Solve	Check

3.

$$28 \overline{) 8,708}$$

Estimate	Solve	Check

4.

$$83 \overline{) 5,146}$$

Estimate	Solve	Check

Part 4: Reflection & Brain Growth

Justify your answer and explain your reasoning for one problem in exercise 1 in the space below. Be prepared to review this with your teacher. **(Use any of the following words in your response: estimation, rounding, check with multiplication, equal groups, compatible numbers, multiples of 10, dividend, divisor and quotient)**

Week 2: Day 5

Today's Goal: I can solve a riddle that includes various division problems.

Part 1: Warm-up

1. **Riddle of the day:** What is always in front of you but can't be seen?
2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

Directions: Using the standard algorithm, solve the division problems below.

Example:

$$\begin{array}{r} 273 \text{ R}1 \\ 9 \overline{) 2458} \\ \underline{-18} \\ 65 \\ \underline{-63} \\ 28 \\ \underline{-27} \\ 1 \end{array}$$

Labels: Quotient (273), Divisor (9), Dividend (2458), Remainder (1)

- 1) **Divide** □ You can make 2 groups of 9 out of 24. Place a 2 above the 4.
- 2) **Multiply** □ $9 \times 2 = 18$
- 3) **Subtract** □ $24 - 18 = 6$ (Check is this smaller than divisor?? If yes, move to next step.)
- 4) **Bring down** □ Bring down the 5 to turn the 6 into 65. Then repeat your steps!!

* When there is nothing left to bring down, the difference you have left from subtracting is called the **REMAINDER**

1. $51 \overline{) 2,142}$

2. $77 \overline{) 1,848}$

Part 3: Practice

Directions: Use any strategy to solve the division problems and answer the riddle. Show your work on the next page.

Math: Division

Solve the riddle!



Solve these division problems to find the number that goes with each letter. Then enter the letter in the space provided below.

Some answers will have remainders and some will not.

The words will spell out the answer to the riddle!

Riddle: In which month do monkeys play baseball?

R. $3 \overline{)6289}$

A. $29 \overline{)4176}$

P. $31 \overline{)7626}$

E. $20 \overline{)1373}$

L. $23 \overline{)852}$

I. $44 \overline{)1980}$



Answer:

144:



246:



68r13:



2,096r1:



45:



37r1:



Week 3: Day 1

Today's Goal: I can solve problems that include various division situations and explain my thinking.

Part 1: Warm-up

- Riddle of the day:** If 7 is transformed into 13 and 11 is changed to 21 then what does 16 become?
- Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

Directions: Review the anchor chart in your previous packet below. The division equation (*including quotient with remainder*) is given below. Using that information, answer the question. **PAY ATTENTION TO THE QUESTION**

* interpreting remainders *



USE ONLY THE REMAINDER

{just the leftovers}

The question asks what is left after something has been divided.



IGNORE THE REMAINDER

{just the quotient}

The problem does not make use of the remainder so it can be ignored.



ADD ONE TO THE QUOTIENT

{round up to the next whole number}

In order to take care of all parts of the problem, one must be added to the whole number quotient.



SHARE THE REMAINDER

{as a fraction or a decimal}

Share the remainder so it becomes part of the quotient as a mixed number or decimal number.



DETERMINE THE MISSING AMOUNT

{how many more are needed}

figure out how many more are needed in order to make another full set.

- An industrial machine can make 7 crayons a day. If each box of crayons has 3 crayons in it, how many full boxes does the machine make a day?

$$7 \div 3 = 2 \text{ r}1 \quad \underline{\hspace{2cm}} \text{ full boxes a day}$$

- A restaurant needs to buy 20 new plates. If each box has 3 plates in it, how many boxes will they need to buy?

$$20 \div 3 = 6 \text{ r}2 \quad \underline{\hspace{2cm}} \text{ boxes of plates}$$

- A librarian had to pack 28 books into boxes. If each box can hold 6 books, how many boxes did she need?

$$28 \div 6 = 4 \text{ r}4 \quad \underline{\hspace{2cm}} \text{ boxes for her books}$$

- A school had 22 students sign up for the trivia teams. If they wanted to have 7 team, with the same number of students on each team, how many more students would need to sign up?

$$22 \div 7 = 3 \text{ r}1 \quad \underline{\hspace{2cm}} \text{ more students}$$

Part 3: Practice

Directions: Read and solve the question in the space below for each question.

1.) Zach and Mia have been saving change for a few years. They want to purchase a new gaming system. They have 6,439 coins that need to be rolled in wrappers. A wrapper can hold 14 coins. How many wrappers do they need for all the coins?



2.) Lilly sleeps the same amount of time each night. If she slept 189 hours over a three week span, how many hours does Lilly sleep in one night?

3.) Bill says that $5,094 \div 5 = 118 \text{ r } 4$. Do you agree or disagree?

4.) A concert hall has 5,689 seats. If the hall has 64 rows, how many seats are there per row?

Part 4: Reflection & Brain Growth

Like Lilly in problem 2, think about how many hours a night you sleep each night. Multiply that by 7 (or a week).

How many hours a week do you sleep? _____

If the average 5th grader gets 59.5 hours in a week, how much more or less sleep do you get than the average 5th grader? _____



Week 3: Day 2

Today's Goal: I can connect addition and subtraction of whole numbers to decimals numbers using models and place value structure.

Part 1: Warm-up

1. **Riddle of the day:** What's black and white and blue?
2. Complete the "Simplify Fractions Activity Sheet" 1 (p.23) Rename mixed fractions into fractions greater than one (improper fractions). When you have it right, the letters will spell out a sentence!

Part 2: Review

Directions: Solve each problem below and show your work.

$$\begin{array}{r} 1) \quad 5,213 \\ + \quad 2,948 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 7,027 \\ + \quad 3,410 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 70,005 \\ - \quad 30,778 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 70,002 \\ - \quad 52,476 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 20,003 \\ - \quad 17,922 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 10,006 \\ - \quad \quad 392 \\ \hline \end{array}$$

Part 3: Practice

Directions: Add or subtract to solve. Show your thinking.

Example: Addition

$$136.04 + 102.27 \longrightarrow \begin{array}{r} 136.04 \\ +102.27 \\ \hline 238.31 \end{array}$$

Write in vertical column,
aligning the decimal points.

Add each column, starting on
right. Carry digits when needed.

Example: Subtraction

$$2.37 - 0.031 \longrightarrow \begin{array}{r} 2.3\overset{6}{\cancel{7}}0 \\ -0.031 \\ \hline 2.339 \end{array}$$

Write in vertical column,
aligning the decimal points.

Subtract each column, starting
on right and working left.
Borrow as needed.

1.) $4.5 + 12.873 =$

Answer: _____

2.) $1,976 + 5.67 =$

Answer: _____

3.) $6.76 - 5.99 =$

Answer: _____

4.) $6,878.5 - 31.87 =$

Answer: _____

Directions: Check your work using the inverse operation in the space next to the problem.

$$5.) 64.275 - 37.4 =$$

Answer: _____

$$6.) 2,064.05 + 32.9 =$$

Answer: _____

Part 4: Reflection & Brain Growth

How are addition and subtraction of whole numbers and decimals the same? How are they different?

Week 3: Day 3

Today's Goal: *I can solve a variety of addition and subtraction problems involving decimals.*

Part 1: Warm-up

1. **Riddle of the day:** When things go wrong, what can you always count on?
2. Simplify Fractions Activity sheet 2 (p. 25) Rename mixed fractions into fractions greater than one (improper fractions). When you have it right, the letters will spell out a sentence!

Part 2: Review

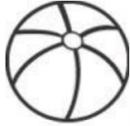
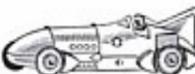
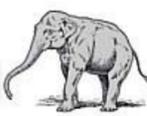
Directions: Decide whether the problem is asking you to **add** or **subtract**. Underline the words and ideas that help you decide. Then solve.

1. Janet was buying food for her birthday party. She bought a 78.40 oz bag of barbeque chips and a 63.6 oz bag of regular chips. How many ounces did she buy all together?
2. It has been raining a lot recently. On Monday and Tuesday the lake received 18.45 inches of water. If it received 7.85 inches on Monday, how much did it receive on Tuesday?
3. Dawyne weighed the candy he and his brother got from Halloween. Together they received 7.62 kgs of candy. If Dawyne's amount was 5.92 kg how much was his brothers?

Part 3: Practice

Directions: Review the toys available at the amusement center store. Then use that information to answer the questions below.

Amusement Center Store

					
Yo Yo \$1.22	Doll \$2.75	Duckie \$1.85	Tractor \$5.97	Airplane \$6.47	
					
Ball \$2.16	Racecar \$7.13	Dog \$4.57	Jump Rope \$1.46	Car \$5.18	
					
Elephant \$3.16	Bear \$4.89	Xylophone \$7.11	Tank \$6.45	Checkers \$4.77	
					
Boat \$8.04	Train \$6.71	Jacks \$2.31	Truck \$6.21	Whistle 98¢	Pinwheel 87¢

Mia has earned \$43.94 worth of tokens playing games at the amusement center. She wants to buy and donate toys for needy children. Help her figure out what she can buy.

- a. How much would the **racecar**, **jacks**, **train**, **boat** and **whistle** cost? Would she have any change? If so, how much?

- b. How much would the **car**, **yoyo**, **doll**, **duckie**, **tractor** and **jump rope** be? Would she have any change? If so, how much?

Part 4: Reflection & Brain Growth

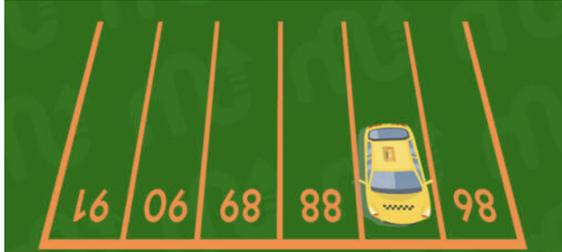
If you had \$50.00 worth of tokens at the same amusement center store, what would you buy to donate to needy children?

Week 3: Day 4

Today's Goal: I can connect multiplication and division of whole numbers to decimals numbers using models and place value structure.

Part 1: Warm-up

1. **Riddle of the day:** What is the number of parking space containing the car?



2. Simplify Fractions Activity sheet 3 (p. 27) Rename mixed fractions into fractions greater than one (improper fractions). When you have it right, the letters will spell out a sentence!

Part 2: Review

Directions: Write the product or quotient in the box.

$33 \times 10 = \boxed{}$

$120 \div 10 = \boxed{}$

$94 \times 100 = \boxed{}$

$300 \div 100 = \boxed{}$

$416 \times 10 = \boxed{}$

$20 \div 10 = \boxed{}$

$767 \times 100 = \boxed{}$

$500 \div 100 = \boxed{}$

Directions: Write the number that has been multiplied or divided by a multiple of 10.

$\boxed{} \div 100 = 2$

$\boxed{} \times 100 = 5,900$

$\boxed{} \div 100 = 21$

$\boxed{} \times 100 = 72,100$

$\boxed{} \div 100 = 86$

$\boxed{} \times 100 = 1,100$

$\boxed{} \div 100 = 10$

$\boxed{} \times 100 = 8,400$

Part 3: Practice

Directions: Use the place value chart below to help multiply and divide decimals.

Remember:

1. Think about the first number in the expression, where would it go in the place value chart?
2. When multiplying & dividing decimals, the digits shift in the opposite direction you would for whole numbers.
3. To multiply, shift digits to right \rightarrow , and divide shift digits to the left \leftarrow .

Quick Trick: Shift digits the amount of spaces behind the decimal place.

Example: $7 \times 0.01 = 0.07$ $60 \div 0.1 = 600$

10 000	1000	100	10	1	●	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					●			

Exercise 1:

$$1 \times 0.01 =$$

$$36 \div 0.01 =$$

$$46 \times 0.01 =$$

$$13 \times 0.01 =$$

$$65 \div 0.01 =$$

$$49 \div 0.01 =$$

Exercise 2:

$$40 \div 0.1 =$$

$$76 \times 0.1 =$$

$$55 \times 0.1 =$$

$$53 \div 0.1 =$$

$$62 \times 0.1 =$$

$$27 \times 0.1 =$$

Week 3: Day 5

Today's Goal: I can solve a variety of multiplication and division problems involving decimals.

Part 1: Warm-up

1. **Riddle of the day:** What happens once in a lifetime, twice in a moment, but never in one hundred years?
2. Simplify Fractions Activity sheet 4 (p. 29) Rename mixed fractions into fractions greater than one (improper fractions). When you have it right, the letters will spell out a sentence!

Part 2: Review

Directions: Review the rules of multiplying and dividing decimals.

Multiplication

- > The number with most digits goes on top
- > Decimals do not have to line up
- > Multiply like normal
- > Count how many places in first number the decimal is moved over
- > Count how many places in 2nd number the decimal is moved over
- > This is how many places you move the decimal in your answer

EXAMPLE

$$\begin{array}{r} 1.201 < 3 \text{ DECIMAL PLACES} \\ \times .25 < 2 \text{ DECIMAL PLACES} \\ \hline 6005 \\ 24020 \\ \hline .30025 < 5 \text{ DECIMAL PLACES} \end{array}$$

Division

- > Divisor can not have a decimal
- > Move the divisor decimal so it is a whole number
- > Move the same amount of places in dividend
- > Place a decimal straight up where you write your answer, rewrite problem
- > Divide like normal

EXAMPLE

$$\begin{array}{r} \text{DIVISOR} > 0.3 \rightarrow 3 \quad 1.41 \\ \hline 3 \overline{) 14.1} \\ \underline{-12} \\ 21 \\ \underline{-21} \\ 0 \end{array}$$

Part 3: Practice

Directions: Solve each problem and show your work.

Exercise 1:

$$1.) 0.48 \times 5 =$$

Answer: _____

$$4.) 5.2 \div 0.2 =$$

Answer: _____

$$2.) 1.543 \times 8 =$$

Answer: _____

$$5.) 0.9 \div 0.1 =$$

Answer: _____

$$3.) 0.45 \div 3 =$$

Answer: _____

Exercise 2:

1.) Mr. Chen purchased 2.5 pounds of chicken from the grocery store. He paid \$9.68 for the chicken. How much is one pound of chicken at the store?



2.) Mrs. Yero buys a Frappuccino for \$4.97. If she buys coffee five days a week, how much money does she spent in one month?

3.) Juliana was given \$50.00 for her birthday from her grandmother. She bought nail polish for \$7.64, a new movie for \$16.04, and a chocolate bar for \$.79. How much money does she have left?

Part 4: Reflection & Brain Growth

1. After **completing your work**, what questions do you may have for your teacher?

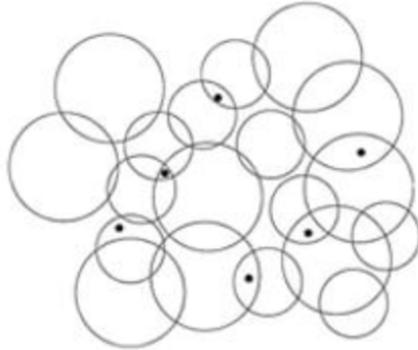
2. After talking with your teacher in zoom or on the phone about **what you learned**, what are some skills or concepts you now more clearly understand? Why?

Week 4: Day 1

Today's Goal: I can express fractions (with denominators 10 and 100) and decimals (tenths and hundredths) with models, words and numbers

Part 1: Warm-up

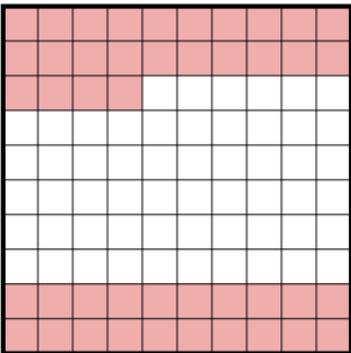
1. **Riddle of the day:** Can you count the number of circles that contain a black dot?



2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

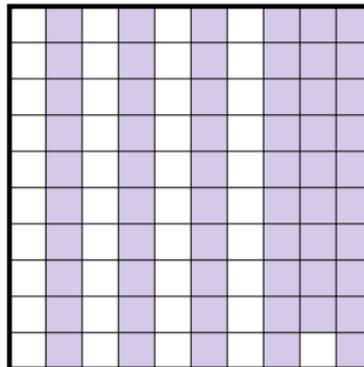
Part 2: Review

Directions: Identify the fraction and decimal in each grid. If the columns are tenths and the small squares are hundredths, write the decimal and decimal fraction below each picture.



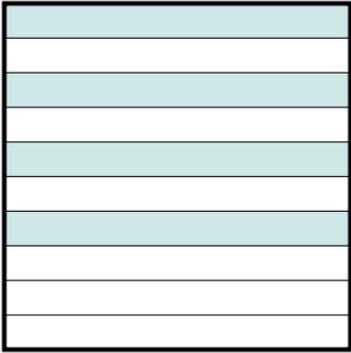
Decimal: _____

Decimal Fraction : _____



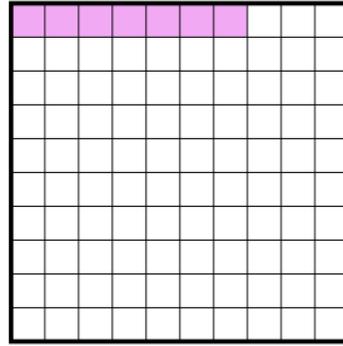
Decimal: _____

Decimal Fraction : _____



Decimal: _____

Decimal Fraction : _____

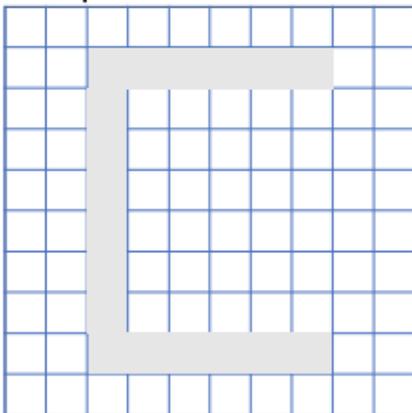


Decimal: _____

Decimal Fraction : _____

Part 3: Practice

Directions: Use the grids below to work out what the fraction of your first name is. One letter per grid. Once you have colored each grid with a letter in your first name, count the squares and add each letter up to know the total fraction of your name.

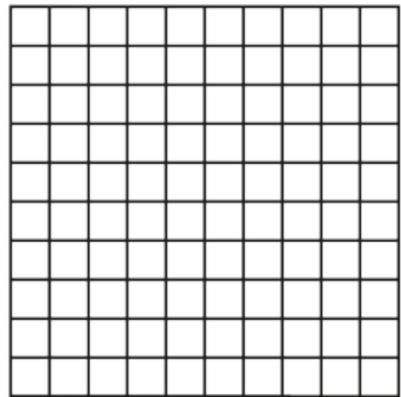
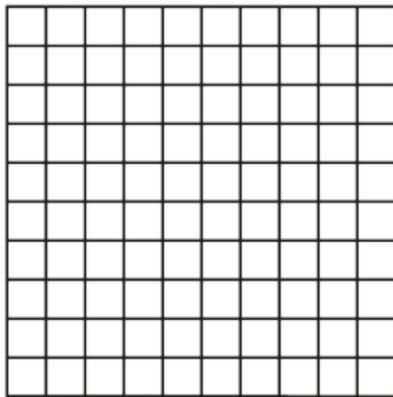
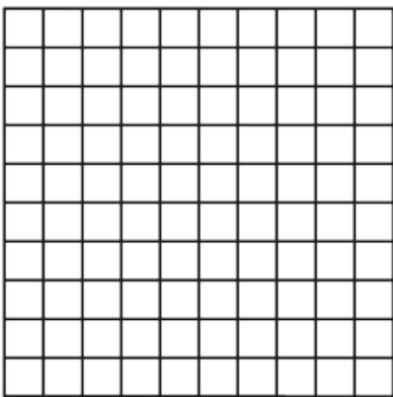
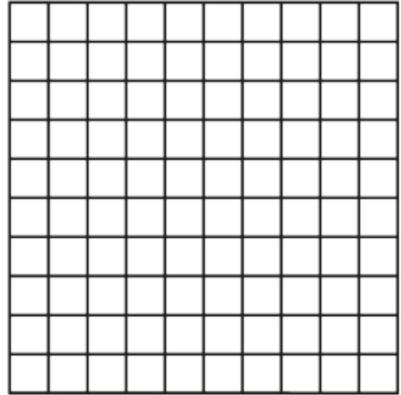
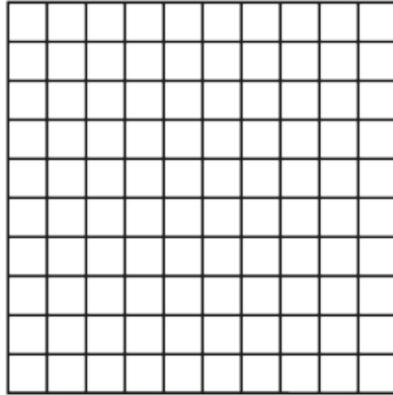
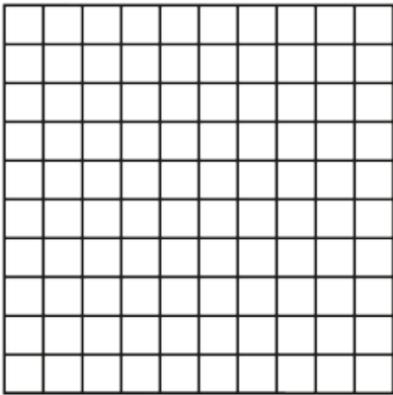
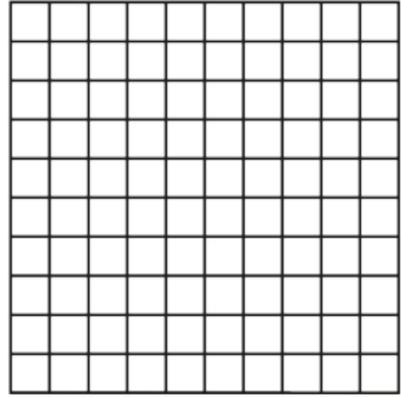
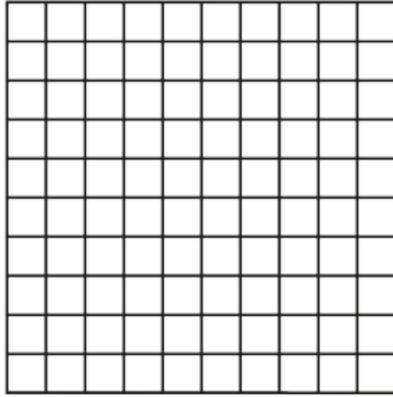
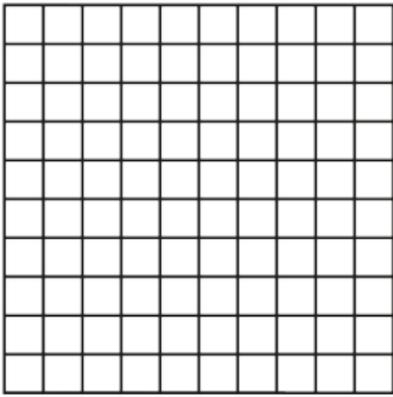


Letter: C

No. of squares: 17

Fraction: $\frac{17}{100}$

Example:



Part 4: Reflection & Brain Growth

1. How do the hundredths grids help you represent decimals and decimal fractions?

2. What is the difference between a decimal and a decimal fraction?

Week 4: Day 2

Today's Goal: I can add and subtract fractions or decimals fractions (tenths and hundredths)

Part 1: Warm-up

1. **Riddle of the day:** Where can you find cities, towns, shops, and streets but no people?
2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review & Practice

Directions: In any order, choose a “card”, try to first mentally solve and then show your thinking in the box that aligns to the card.

Find the difference by subtracting.

$$\begin{array}{r} 3 \\ \underline{10} \end{array} - \begin{array}{r} 10 \\ \underline{100} \end{array}$$

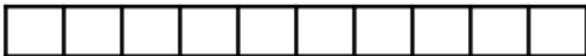
Card # 1

Name 2 equivalent fractions for the fraction below.



Card # 2

Using the model below, draw the fraction 50/100.



Card # 3

Is 5/10 equivalent to 1/2? Explain why or why not.



Card # 4

Card #1

Card #2

Card #3

Card #4

Find the sum by adding.

$$\frac{5}{10} + \frac{18}{100}$$

Card # 5

Rename the fraction $\frac{1}{10}$ with a fraction that has a denominator of 100.



Card # 6

Rename the fraction $\frac{50}{100}$ with a fraction that has a denominator of 10.

Card # 7

Is $\frac{6}{10}$ equivalent to $\frac{3}{5}$? Explain why or why not.



Card # 8

Card #5

Card #6

Card #7

Card #8

Find the difference by subtracting.

$$\frac{7}{10} - \frac{18}{100}$$

Rename the fraction $\frac{70}{100}$ with a fraction that has a denominator of 10.

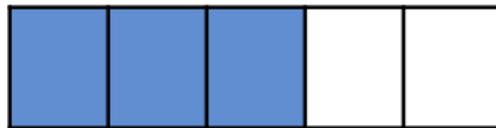
Card # 9

Card # 10

Name 2 equivalent fractions for the fraction below.



Is $\frac{7}{10}$ equivalent to $\frac{3}{5}$? Explain why or why not.



Card # 11

Card # 12

Card #9

Card #10

Week 4: Day 3

Today's Goal: I can explain why fractions are equivalent using models, words and numbers.

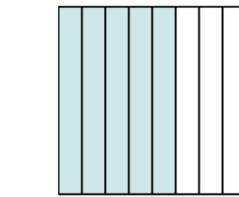
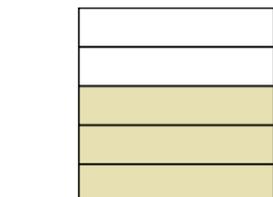
Part 1: Warm-up

1. Riddle of the day: Mr. Blue lives in the Blue house. Mrs. Yellow lives in the Yellow House. Mr. Orange lives in the orange house. Who lives in the White House

2. **Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

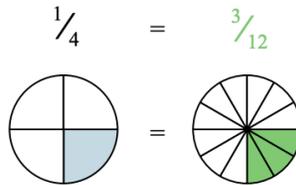
Part 2: Review

Directions: Below each image, write the shaded amount in word form and a fraction. Challenge, write the decimal too!



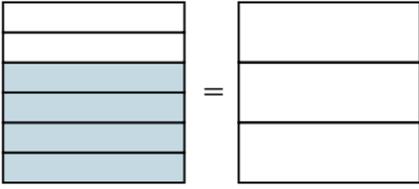
Part 3: Practice

Exercise 1: Shade each fraction model with the equivalent fraction.



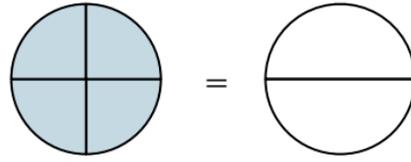
Example:

$$\frac{4}{6} =$$



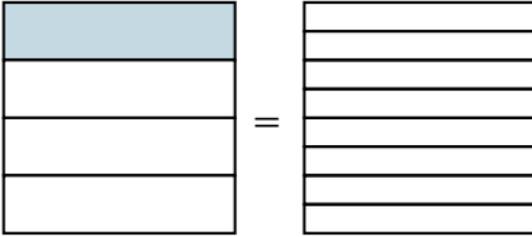
a.

$$\frac{4}{4} =$$



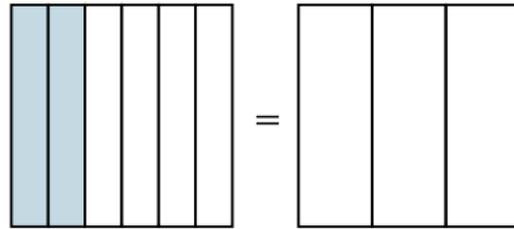
b.

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



c.

$$\frac{2}{6} =$$



d.

Exercise 2: Using multiplication, find an equivalent fraction for the problems below.



$\frac{1}{2}$

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



$\frac{2}{4}$

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



$\frac{4}{8}$

Example:

<p>1. $\frac{5}{6}$</p>	<p>4. $\frac{3}{8}$</p>
<p>2. $\frac{4}{5}$</p>	<p>5. $\frac{2}{9}$</p>
<p>3. $\frac{4}{10}$</p>	<p>6. $\frac{1}{6}$</p>

Week 4: Day 4

Today's Goal: I can compare two fractions using a variety of methods

Part 1: Warm-up

- Riddle of the day:** What has to be broken before you can use it?
- Multiplication Fact Practice:** Use the flash cards and the activities from the previous packet to become a math fact expert! (See April Packet)

Part 2: Review

Directions: Review the below strategies for comparing fractions you learned in 4th grade.

Strategies for Comparing Fractions		
Same Numerator	<ul style="list-style-type: none"> If the numerators are the same, then compare the denominators. The denominator tells you the size of each equal piece. The larger the denominator, the smaller the size of the pieces. 	<p>If the numerators are the same, the smaller denominator is the greater fraction.</p> <p style="text-align: center;">$\frac{1}{2} > \frac{1}{4}$</p>
Same Denominator	<ul style="list-style-type: none"> If the denominators are the same, then compare the numerators. The numerator tells you how many pieces you have. 	<p>If the denominators are the same, the larger numerator is the greater fraction.</p> <p style="text-align: center;">$\frac{5}{8} > \frac{3}{8}$</p>
Fraction Equal to 1	<ul style="list-style-type: none"> Look for fractions equal to 1. If the numerator and the denominator are the same, the fraction is equal to 1 whole. 	<p>$\frac{3}{4} < \frac{3}{3} \leftarrow$ is equal to 1</p>
Fraction Greater than 1	<ul style="list-style-type: none"> If the numerator is larger than the denominator, it is a fraction greater than 1. Divide the numerator by the denominator to create a mixed number. 	<p>$\frac{5}{3}$ the fraction greater than 1 can be changed to a mixed number $1\frac{2}{3} = \rightarrow \frac{5}{3} > \frac{3}{4}$</p>
Distance from 1 Whole	<ul style="list-style-type: none"> If both the numerator and denominator are different, find out how far each fraction is from 1 whole. How far is the numerator away from the denominator? 	<p>only 3 away from being 1 whole $\rightarrow \frac{5}{8} > \frac{6}{10} \leftarrow$ 4 away from being 1 whole</p>
Compare the Missing Pieces	<ul style="list-style-type: none"> When the fractions are both 1 away from 1 whole, compare the size of the missing pieces. The larger the denominator the closer it is to 1 whole. 	<p style="text-align: center;">$\frac{7}{8} > \frac{5}{6}$</p>

<p>Comparing Fractions to the Benchmark $\frac{1}{2}$</p>	<p>You can compare fractions by determining if the fraction is greater than or less than $\frac{1}{2}$.</p>	<p>Divide the denominator by 2 and then compare it to the numerator.</p> $\frac{3}{4} > \frac{2}{8}$ <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> $\frac{1}{2}$ of 4 is 2 and 3 is greater than 2 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> $\frac{1}{2}$ of 8 is 4 and 2 is less than 4 </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">↑ greater than $\frac{1}{2}$</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">↑ less than $\frac{1}{2}$</div> </div>
		<p>Divide the denominator by 2 and then compare it to the numerator.</p> $\frac{5}{12} < \frac{6}{10}$ <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> $\frac{1}{2}$ of 12 is 6 and 5 is less than 6 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> $\frac{1}{2}$ of 10 is 5 and 6 is greater than 5 </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">↑ less than $\frac{1}{2}$</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">↑ greater than $\frac{1}{2}$</div> </div>
		<p>Divide the denominator by 2 and then compare it to the numerator.</p> $\frac{3}{6} < \frac{7}{8}$ <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> $\frac{1}{2}$ of 6 is 3 and 3 is equal to 3 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> $\frac{1}{2}$ of 8 is 4 and 7 is greater than 4 </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">↑ equal to $\frac{1}{2}$</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">↑ greater than $\frac{1}{2}$</div> </div>

Part 3: Practice

Directions: Use any above strategy to compare the below fractions using the <, > or = symbol. Show your work and explain your strategy to the right of the fractions.

$\frac{2}{3}$ $\frac{1}{5}$	
$\frac{4}{6}$ $\frac{3}{8}$	
$\frac{1}{6}$ $\frac{3}{9}$	
$\frac{5}{10}$ $\frac{5}{8}$	
$\frac{4}{6}$ $\frac{4}{8}$	

Part 4: Reflection & Brain Growth *(This can be done over the course of a few days after you complete your packet)*

Directions: Go back through your “Notes & Anchor charts”, “Vocabulary List” and “Daily Learning Calendar” from April and May packets. Fill in the chart below with the content from reviewing these past two packets.

A skill, or concept, I learned since “Distance Learning” started	A skill, or concept, I grew stronger in since “Distance Learning” started	A skill, or concept, I wish I had more time with during “Distance Learning”.

Part 3: Practice, Reflection & Brain Growth

Directions: Reflect on your school year and write your thoughts below.

1. What is something we did this year that you think you will remember for the rest of your life?
2. What is something you accomplished in Math this year that you are proud of?
3. What was the nicest thing someone in our class did for you this year?
4. What was the most challenging part of this year for you?
5. What are the three most important things you learned in Math this year?

11. Knowing what you know now, if you could write a letter to yourself that would travel back in time so that you would receive it at the start of the school year, what advice would you give your younger self?

12. What advice would you give students who will be in this class next year?



Research has shown that if you believe in yourself and you make a mistake, your brain responds with more activity and brain growth than if you don't believe in yourself.

Always remember that you can learn anything!

— Jo Boaler