Grade 5 Unit 2 Week 2

Parents: Please help your child choose the most appropriate assignment(s) to complete each day. When the day's assignment is done, students finish the two reflection statements on this page.

Please note Extra Practice activities are on-level for the grade level. Re-Engage activities give students additional support.

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Interpret and write numerical expressions.	Use grouping symbols when evaluating expressions.	Multiply using the standard algorithm.	Divide with a two-digit divisor using the place value strategy	Compare decimals by using the >, <, and = symbols.
Assignment	Unit 2 Lesson 2	Unit 2 Lesson 5	Unit 2 Lesson 8	Unit 2 Lesson 10	Unit 2 Lesson 14
	Re-Engage	Re-Engage	Re-Engage	Re-Engage	Re-Engage
	Extra Practice	Extra Practice	Extra Practice	Extra Practice	Extra Practice
Video	Unit 2 Lesson 2	Unit 2 Lesson 5	Unit 2 Lesson 8	Unit 2 Lesson 10	Unit 2 Lesson 14
link	<u>English</u> <u>Spanish</u>	<u>English</u> <u>Spanish</u>	<u>English</u> <u>Spanish</u>	English Spanish	English Spanish
Reflection	One thing I was successful	One thing I was successful	One thing I was successful	One thing I was successful	One thing I was successful
	with is	with is	with is	with is	with is
	One thing I need more	One thing I need more	One thing I need more	One thing I need more	One thing I need more
	help with is	help with is	help with is	help with is	help with is

Find this packet on swunmath.com. Click on the hyperlinks to jump to the lesson videos.



Name: _____

Re-Engage

Unit 2 Lesson 2: Interpret Numerical Expressions

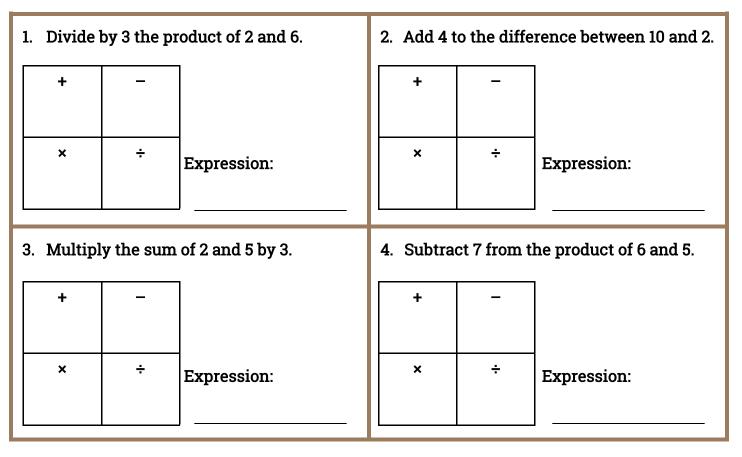
Date:

Model

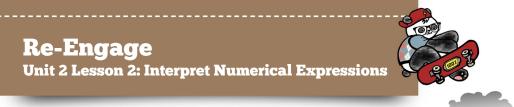
+	_	Subtract 4 from the product	of 3 and 2.	
sum add	difference subtract	 "Subtract 4 from" tells us we that in the subtraction box i 		ay" 4. Write
× product double (2×) multiply	÷ quotient divide	• "The product of 3 and 2" will be he minuend from which 4 is subtracted.	+	-
munipiy		Write that in the multiplication box in the grid.	×	subtract 4 ÷
Ex	pression:	(3 × 2)		

Structured Guided Practice

Directions: Write an expression for each sentence.

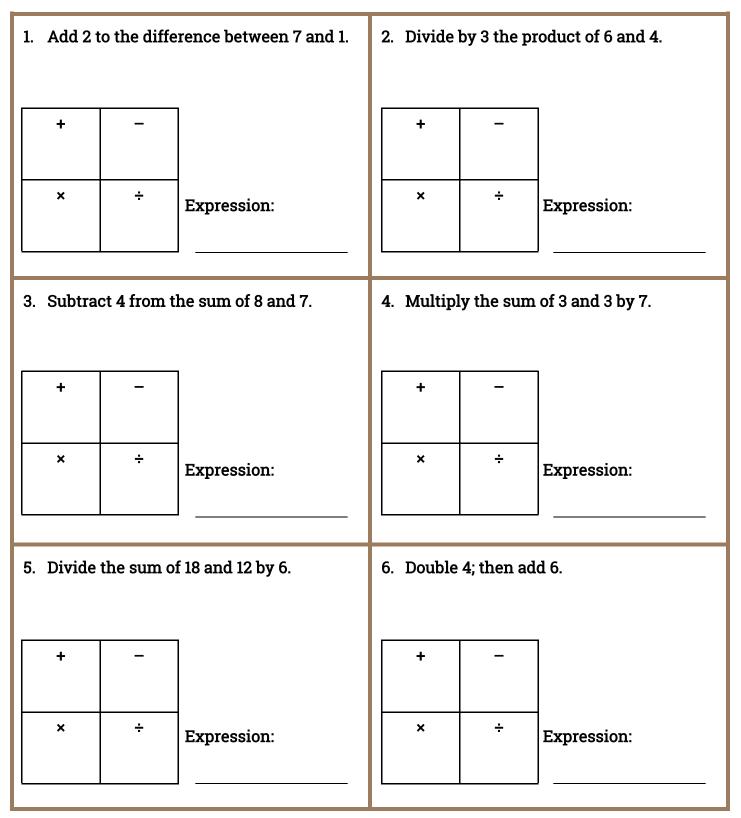






Student Practice

Directions: Write an expression for each sentence.





Name: _____

Date:

Directions: Write a numerical expression for each sentence or write the expression.

1. Divide by 4 the sum of 12 and 16.

2. Add 9 to the product of 8 and 7.

- 3. Write a sentence for the following expression:
 - 4 × (9 2)

4. Multiply 3 by the quotient of 15 and 3.



Directions: Write a numerical expression for each sentence or write the expression.

5. Write a sentence for the following expression:

 $4 + (2 \times 3)$

6. Divide the sum of 6 and 8 by 2.

7. Subtract 9 from the product of 4 and 5.

8. Add 7 to the difference of 94 and 27.



Re-Engage Unit 2 Lesson 5: Introduction to the Order of

Operations

Model

Name: _____

Date: _____

Order of operations.		⊠ P
1. Parentheses ()	(15 ÷ 3) - (2 × 2)	ĭ E
2. Exponents b ²	5 - 4	⊠ M D
3. Multiply and Divide		⊠ A S
4. Add and Subtract	1	
	• There are two sets of parentheses: 15 ÷ 3 is 5 and 2 × 2 is 4	
	• There are no exponents.	
	 All multiplication and division was s parentheses. 	olved within the
	• Subtract 4 from 5. 5 - 4 is 1.	

Structured Guided Practice

Directions: Evaluate using the order of operations.

1. $(6 \times 6) \div 4$	□P	2. (3 + 3) × (9 - 2)	□ P
	□E		
			ПWD
3. (5 + 3) × 2	$\Box P$	4. (7 + 2) ÷ (9 - 6)	□ P
	□ E		□ E
	□ E □ M D		□ E □ M D
	\square M D		$\Box \overset{M}{\longrightarrow} D$
	\square M D		$\Box \overset{M}{\longrightarrow} D$

SWUN MATH DEVELOPING MATH MINDS FOR TOMORROW -----

Re-Engage Unit 2 Lesson 5: Introduction to the Order of Operations



Student Practice

Directions: Evaluate using the order of operations.

1. (15 - 5) × 7	$\square P$ $\square E$ $\square M D$ $\square A S$	2. (2 × 6) + (3 × 4)	□ P □ E □ <u>M D</u> □ <u>A S</u>
3. (4 × 7) - 9	$\square P$ $\square E$ $\square M D$ $\square A S$	4. 6 + (4 × 8)	□ P □ E □ <u>M D</u> □ <u>A S</u>
5. (8 × 3) - (4 × 5)	□ P □ E □ M D □ A S	6. 24 ÷ (2 × 3)	□ P □ E □ <u>M D</u> □ <u>A S</u>



Unit 2 Lesson 5: Introduction to the Order of Operations Name: _____

Date: _____

Directions: Evaluate each expression.

1.
$$50 - (2 \times 5) + 4$$

2. $3 + 4 \times 7$

3. $15 \div (7 - 4) \times 4$

4. $15 + (5 \times 2) \div 5$



Extra Practice Unit 2 Lesson 5: Introduction to the Order of Operations



Directions: Evaluate each expression.

6. $36 \div (3 \times 6)$

7. $8 + (3 \times 4) - 3$

8. (9 + 3) × 6



Name: _____

Re-Engage

Unit 2 Lesson 8: Multiply Using the Standard Algorithm

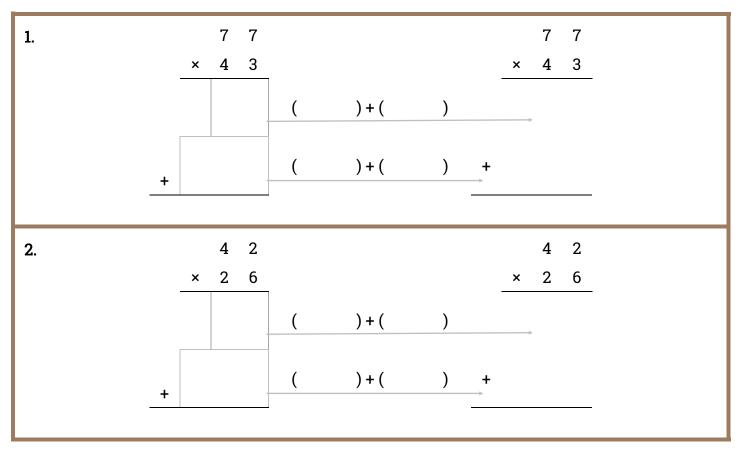
Date: _____

Model

	multiplication algorithm						daro rithr	
		2	4				2	4
	×	3	1			×	3	1
			4	$(1 \times 4) + (1 \times 20)$			2	4
		2	0					
+	1 6	2 0	0	(30 × 4) + (30 × 20)	+	7	2	0
	7	4	4			7	4	4
		part ucts					part ucts	

Structured Guided Practice

Directions: Find the product using the standard algorithm.



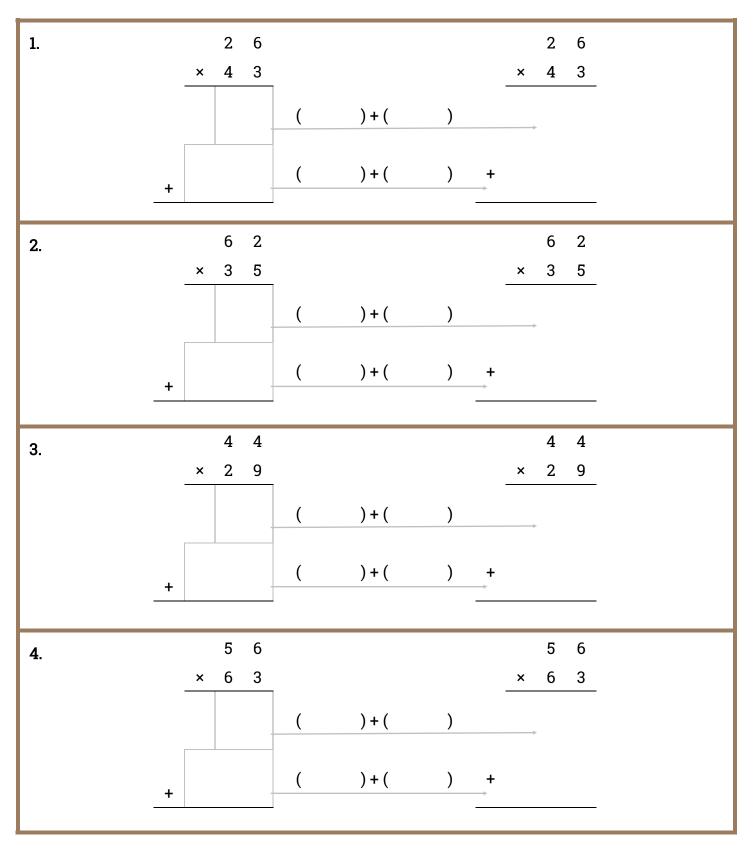


Re-Engage Unit 2 Lesson 8: Multiply Using the Standard Algorithm



Student Practice

Directions: Find the product using the standard algorithm.





Unit 2 Lesson 6-8: Multiply Using the Area Model, Distributive Property or Standard Algorithm

d.	2
TI	E.
C	
1	9
	9 000 3
-	- B-CO
_	-

1

Name: _____

Date: _____

Directions: Solve using any multiplication strategy

1. 51 × 21 =

2. 35 × 23 =

3. 79 × 34 =

4. 61 × 23 =



Unit 2 Lesson 6-8: Multiply Using the Area Model, Distributive Property or Standard Algorithm



Directions: Solve using any multiplication strategy

5. 45 × 57 =

6. 124 × 23 =

7. 643 × 54 =

8. 469 × 78 =



Re-Engage Unit 2 Lessons 9-10: Divide Using the Place Value Strategy

Name: _____

Date: _____

Model

<u>Steps</u> :	30) 360
 Decompose the dividend and write it in 	1. 30) 300 + 60
expanded notation.	2. 30) 300 30) 60
2. Make each addend its own division problem.	3. Think, "What × 30 is equal to 300?" 10 "10 × 30 is equal to 300." 30) 300
3. Solve each of the division problems.	Think, "What × 30 is equal to 60?" $\frac{2}{30 \cdot 60}$
 Add the partial quotients. 	4. 10 + 2 = 12 <u>The quotient is 12.</u>

Structured Guided Practice

Directions: Use the place value strategy to find the quotient.

1. 20)240	2. 40) 840
Decompose the dividend.	Decompose the dividend.
)
Make each addend its own problem. Solve.	Make each addend its own problem. Solve.
)	<u>) </u>
Add the partial quotients.	Add the partial quotients.
The quotient is	The quotient is



Re-Engage Unit 2 Lessons 9-10: Divide Using the Place Value Strategy



Student Practice

Directions: Use the place value strategy to find the quotient.

1. 10) 840	2. 40)480
Decompose the dividend.	Decompose the dividend.
))
Make each addend its own problem. Solve.	Make each addend its own problem. Solve.
))
Add the partial quotients.	Add the partial quotients.
The quotient is	The quotient is
3. 30) 690	4. 20)820
Decompose the dividend.	Decompose the dividend.
))
Make each addend its own problem. Solve.	Make each addend its own problem. Solve.
Add the partial quotients.	Add the partial quotients.



Extra Practice Unit 2 Lessons 9-10: Divide Using the Place Value Strategy



Directions: Divide using the place value strategy.

1. **4,4**00 ÷ 20

2. 6,030 ÷ 30

3. 5,500 ÷ 50

4. 6,690 ÷ 30



Extra Practice Unit 2 Lessons 9-10: Divide Using the Place Value Strategy



Directions: Divide using the place value strategy.

5. 7,150 ÷ 50

6. 8,240 ÷ 40

7. 3,960 ÷ 30

8. **4,**590 ÷ 90

Copyright © Swun Math



Re-Engage

Unit 2 Lesson 11-14: Divide Using an Area Model

Name: _____

Date:

Model

442 ÷ 2 =	× 2) 442
<u>Steps</u> :	
 Draw an area model with the divisor on top and a division bracket with the dividend. 	
2. Think, "What $\times 2$ is equal to or less than <u>442</u> ?" 2 \times 200 = 400 It is possible to get closer to 442,	× 2) 442
but keep this simple by using a multiple of 100.	200 <u>400</u> <u>- 400</u> <u>42</u>
Write the partial quotient on the left side of the area model and the partial dividend inside.	
4. Subtract the partial dividend in the division bracket.	× 2 442
5. Repeat steps 2-4 until the dividend is zero.	200 400 - 400
6. Add the partial quotients.	20 40 42
200 + 20 + 1 = 221 <u>The quotient is 221.</u>	1 2 -40
	2
	- 2
	0

Structured Guided Practice

Directions: Divide using an area model.

1. 993 ÷ 3 =	×)	2. 565 ÷ 5 =	×)
3. 846 ÷ 2 =	×)	4. 824 ÷ 4 =	×)



Re-Engage Unit 2 Lesson 11-14: Divide Using an Area Model



Student Practice

Directions: Divide using an area model.

1. 639÷3=	×)	2. 428 ÷ 4 =	×)
3. 515 ÷ 5 =	×)	4. 363 ÷ 3 =	*
5. 848 ÷ 4 =	×)	6. 545 ÷ 5 =	×)



Unit 2 Lessons 11-14: Divide Using an Area Model

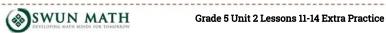
Name: _____

Date: _____

Directions: Solve using an area model.

1. 936 ÷ 3 =

2. 4,648 ÷ 8 =



Unit 2 Lessons 11-14: Divide Using an Area Model



Directions: Solve using an area model.

3. **4,236** ÷ 12

4. 8,304 ÷ 24 =



Unit 2 Lessons 11-14: Divide Using an Area Model



Directions: Solve using an area model.

5. 8,125 ÷ 25 =

6. 7,840 ÷ 32 =



Unit 2 Lessons 11-14: Divide Using an Area Model



Directions: Solve using an area model.

7. 3,216 ÷ 48 =

8. 5,963 ÷ 67 =

