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 Re-Engage Extra Practice	Unit 2 Lesson 5 Re-Engage Extra Practice	Unit 2 Lesson 8 Re-Engage Extra Practice	Unit 2 Lesson 10 Re-Engage Extra Practice	Unit 2 Lesson 14 Re-Engage Extra Practice
Video link	Unit 2 Lesson 2 English Spanish	Unit 2 Lesson 5 English Spanish	Unit 2 Lesson 8 English Spanish	Unit 2 Lesson 10 English Spanish	Unit 2 Lesson 14 English Spanish
Reflection	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…

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

Re-Engage

Unit 2 Lesson 2: Interpret Numerical Expressions

Name: _____

Date: _____

Model

+ sum add	− difference subtract
× product double (2×) multiply	÷ quotient divide

Subtract 4 from the product of 3 and 2.

- "Subtract 4 from" tells us we will "take away" 4. Write that in the subtraction box in the grid.
- "The product of 3 and 2" will be he minuend from which 4 is subtracted. Write that in the multiplication box in the grid.

+	− subtract 4
× (3 × 2)	÷

Expression: (3 × 2) - 4

Structured Guided Practice

Directions: Write an expression for each sentence.

1. Divide by 3 the product of 2 and 6.

+	−
×	÷

Expression: _____

2. Add 4 to the difference between 10 and 2.

+	−
×	÷

Expression: _____

3. Multiply the sum of 2 and 5 by 3.

+	−
×	÷

Expression: _____

4. Subtract 7 from the product of 6 and 5.

+	−
×	÷

Expression: _____

Student Practice

Directions: Write an expression for each sentence.

1. Add 2 to the difference between 7 and 1.

+	−
×	÷

Expression: _____

2. Divide by 3 the product of 6 and 4.

+	−
×	÷

Expression: _____

3. Subtract 4 from the sum of 8 and 7.

+	−
×	÷

Expression: _____

4. Multiply the sum of 3 and 3 by 7.

+	−
×	÷

Expression: _____

5. Divide the sum of 18 and 12 by 6.

+	−
×	÷

Expression: _____

6. Double 4; then add 6.

+	−
×	÷

Expression: _____

Extra Practice

Unit 2 Lesson 2: Interpret Numerical Expressions

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:

   $4 \times (9 - 2)$

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

Extra Practice

Unit 2 Lesson 2: Interpret Numerical Expressions

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

Name: _____

Date: _____

Model

Order of operations.

1. Parentheses ( )
2. Exponents b^2
3. Multiply and Divide
4. Add and Subtract

$(15 \div 3) - (2 \times 2)$

$5 \quad - \quad 4$

1

☑ P
☑ E
☑ M D →
☑ A S →

- There are two sets of parentheses:
  15 ÷ 3 is 5 and 2 × 2 is 4
- There are no exponents.
- All multiplication and division was solved within the parentheses.
- 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
☐ E
☐ M D →
☐ A S →

2. $(3 + 3) \times (9 - 2)$

☐ P
☐ E
☐ M D →
☐ A S →

3. $(5 + 3) \times 2$

☐ P
☐ E
☐ M D →
☐ A S →

4. $(7 + 2) \div (9 - 6)$

☐ P
☐ E
☐ M D →
☐ A S →

Re-Engage

Unit 2 Lesson 5: Introduction to the Order of Operations

Student Practice

Directions: Evaluate using the order of operations.

1. $(15 - 5) \times 7$ ☐ P ☐ E ☐ M D → ☐ A S →	2. $(2 \times 6) + (3 \times 4)$ ☐ P ☐ E ☐ M D → ☐ A S →
3. $(4 \times 7) - 9$ ☐ P ☐ E ☐ M D → ☐ A S →	4. $6 + (4 \times 8)$ ☐ P ☐ E ☐ M D → ☐ A S →
5. $(8 \times 3) - (4 \times 5)$ ☐ P ☐ E ☐ M D → ☐ A S →	6. $24 \div (2 \times 3)$ ☐ P ☐ E ☐ M D → ☐ A S →

Extra Practice

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.

5. $(21 + 28) \div (10 - 3)$

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

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

8. $(9 + 3) \times 6$

Re-Engage

Unit 2 Lesson 8: Multiply Using the Standard Algorithm

Name: _____

Date: _____

Model

multiplication algorithm

$$\begin{array}{r} 24 \\ \times\ 31 \\ \hline 4 \\ 20 \\ 120 \\ +\ 600 \\ \hline 744 \end{array}$$

(1 × 4) + (1 × 20)

(30 × 4) + (30 × 20)

Add 4 partial products.

standard algorithm

$$\begin{array}{r} 24 \\ \times\ 31 \\ \hline 24 \\ +\ 720 \\ \hline 744 \end{array}$$

Add 2 partial products.

Structured Guided Practice

Directions: Find the product using the standard algorithm.

1.

$$\begin{array}{r} 77 \\ \times\ 43 \\ \hline \\ \\ +\ \\ \hline \end{array}$$

( ) + ( )

( ) + ( )

2.

$$\begin{array}{r} 42 \\ \times\ 26 \\ \hline \\ \\ +\ \\ \hline \end{array}$$

( ) + ( )

( ) + ( )

Re-Engage

Unit 2 Lesson 8: Multiply Using the Standard Algorithm

Student Practice

Directions: Find the product using the standard algorithm.

1.

		2	6				2	6
	×	4	3			×	4	3
				( ) + ( )				
+				( ) + ( )	+			

2.

		6	2				6	2
	×	3	5			×	3	5
				( ) + ( )				
+				( ) + ( )	+			

3.

		4	4				4	4
	×	2	9			×	2	9
				( ) + ( )				
+				( ) + ( )	+			

4.

		5	6				5	6
	×	6	3			×	6	3
				( ) + ( )				
+				( ) + ( )	+			

Extra Practice

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

Name: _____

Date: _____

Directions: Solve using any multiplication strategy

1. $51 \times 21 =$

2. $35 \times 23 =$

3. $79 \times 34 =$

4. $61 \times 23 =$

Extra Practice

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

Directions: Solve using any multiplication strategy

5. $45 \times 57 =$

6. $124 \times 23 =$

7. $643 \times 54 =$

8. $469 \times 78 =$

Re-Engage

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

Name: _____

Date: _____

Model

Steps:

1. Decompose the dividend and write it in expanded notation.
2. Make each addend its own division problem.
3. Solve each of the division problems.
4. Add the partial quotients.

$30\overline{)360}$

1. $30\overline{)300 + 60}$
2. $30\overline{)300}$ $30\overline{)60}$
3. Think, "What × 30 is equal to 300?" "10 × 30 is equal to 300." $30\overline{)300}$ 10

   Think, "What × 30 is equal to 60?" "2 × 30 is equal to 60." $30\overline{)60}$ 2
4. 10 + 2 = 12 The quotient is 12.

Structured Guided Practice

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

1. $20\overline{)240}$

Decompose the dividend.

Make each addend its own problem. Solve.

Add the partial quotients.

The quotient is _____.

2. $40\overline{)840}$

Decompose the dividend.

Make each addend its own problem. Solve.

Add the partial quotients.

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. $10 \overline{)840}$

Decompose the dividend.

Make each addend its own problem. Solve.

Add the partial quotients.

The quotient is _____.

2. $40 \overline{)480}$

Decompose the dividend.

Make each addend its own problem. Solve.

Add the partial quotients.

The quotient is _____.

3. $30 \overline{)690}$

Decompose the dividend.

Make each addend its own problem. Solve.

Add the partial quotients.

The quotient is _____.

4. $20 \overline{)820}$

Decompose the dividend.

Make each addend its own problem. Solve.

Add the partial quotients.

The quotient is _____.

Extra Practice

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

Directions: Divide using the place value strategy.

1. 4,400 ÷ 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

Re-Engage

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

Name: _____

Date: _____

Model

$442 \div 2 =$

Steps:

1. Draw an area model with the divisor on top and a division bracket with the dividend.
2. Think, "What × 2 is equal to or less than 442?"
   $2 \times 200 = 400$ It is possible to get closer to 442, but keep this simple by using a multiple of 100.
3. 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.
5. Repeat steps 2-4 until the dividend is zero.
6. Add the partial quotients.
   $200 + 20 + 1 = 221$ The quotient is 221.

×	2	) 442

×	2	) 442
200	400	- 400
		42

×	2	) 442
200	400	- 400
20	40	42
1	2	- 40
		2
		- 2
		0

Structured Guided Practice

Directions: Divide using an area model.

1. $993 \div 3 =$

×	)

2. $565 \div 5 =$

×	)

3. $846 \div 2 =$

×	)

4. $824 \div 4 =$

×	)

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 =

× ⟌

Extra Practice

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 =

Extra Practice

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

Directions: Solve using an area model.

3. 4,236 ÷ 12

4. 8,304 ÷ 24 =

Extra Practice

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

Directions: Solve using an area model.

5. 8,125 ÷ 25 =

6. 7,840 ÷ 32 =

Extra Practice

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

Directions: Solve using an area model.

7. 3,216 ÷ 48 =

8. 5,963 ÷ 67 =