## Grade 5 Math @ Home

## April 20-24 Edition

Each week's lesson will be divided into 3 parts. - Learning topic - Learning Topic Game - Sumdog skills.
It is designed to be spending a minimum of 30 minutes per day on math practice. I recommend that you spend your first 30 minutes of the week on the learning topic with your child and introducing the game. The remainder of your child's time can be spent practicing the new topic and continuing to practice their mental math through games.

1. Learning Topic: Show division of 2 and 3 digit numbers by breaking the dividend into tens and ones and repeated subtraction. - (Big Idea 4)
This week I have attached 3 videos that I made myself giving examples of division. This is leading up to long division, but slightly different. I hope my examples help. I am just experimenting with what technology I have available and I hope it works and that I can get a little better at it with practice.
I have also taken a couple pictures of their textbook, so that they can work on some practice questions.
Example questions:
$248 \div 4$ =
$328 \div 4=$
$126 \div 3=$
$145 \div 5=$
$115 \div 5 \equiv$
$326 \div 6=$
There are 258 grapefruit. Each fruit basket will have 4 grapefruit. About how many fruit baskets can be made?
2. Learning Topic Game: No Remainders

Materials: Deck of cards without J, Q, K and paper or white board to draw base ten blocks.
Each player gets 4 cards. They pick 3 cards to make the dividend and the other card makes the divisor. Each player receives 1 point for a correct answer (quotient) and a bonus point if there is no remainder. First player to 10 points wins.

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3. Continue to practice skills on Sumdog. Division questions will be added to their skills next week.

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## The Big Ideas of Grade 5 Math

1. 

Numbers to 1000000 : represent and describe numbers in many ways $985703 \quad$ nine hundred eighty-five thousand
$900000+80000+5000+700+3$

2 . Addition and subtraction with decimals (to thousandths)
3. Multiplication (2-digit by 2 -digit): solve problems using a variety of strategies including mental math and estimation

$$
=(40+6) \times(70+8)
$$

$$
=(40 \times 70)+(40 \times 8)+(6 \times 70)+(6 \times 8)
$$

$$
=2800+320+420+48
$$

$$
=3588
$$

4. Division (3-digit by 1 -digit): solve problems, use estimation, and interpret remainders
 aepending on the situation (e.g. number of cars needed to ransport people, sharing food and money).

5

- Fractions: create equivalent fractions, compare and order using objects, pictures, and symbols
$\frac{1}{4}$
$\frac{1}{4}=\frac{3}{12} \longrightarrow 8880$

$$
\frac{12}{20}=\frac{6}{10}=\frac{3}{5}
$$

$$
11
$$

6 . Decimals (tenths, hundredths, thousandths); describe, represent, relate to fractions, compare, and order

$$
\begin{aligned}
& 3.231 \\
& \text { three and two hundred } \\
& \text { thirty-one thousandths }
\end{aligned}
$$

$0.56=\frac{560}{1000}$


This pattern can
be described as
$5,9,13,17,21, \ldots$
This pattern can be described as "four more"
"seven less"

| Input | Output |
| :---: | :---: |
| 10 | 3 |
| 11 | 4 |
| 12 | 5 |
| 13 | 6 |

. Equations; solve one-step equations that include a letter to represent an unknown number $24+t=6 \quad 56=7 \mathrm{~m} \quad 9=\mathrm{b}-5$
Perimeter and area of rectangles: draw rectangles given either the perimeter or area; explore the relationship between perimeter and area
10. Measure and estimate

Length: millimetres $(\mathrm{mm})$ and kilometres $(\mathrm{km}), 10 \mathrm{~mm}=1 \mathrm{~cm}, 1000 \mathrm{~mm}=1 \mathrm{~m}, 1000 \mathrm{~m}=1 \mathrm{~km}$

- Volume: cubic centimetres $\left(\mathrm{cm}^{3}\right)$ and cubic metres ( $\mathrm{m}^{3}$ )
- Capacity: millilitre (mL) and litre (L) $1000 \mathrm{~mL}=1 \mathrm{~L}$

11. Describe shapes using the terms horizontal, vertical, intersecting, parallel, and perpendicular Quadrilaterals: name and sort rectangles, squares, trapezoids, parallelograms, and rhombuses
rectangles squares trapezoids parallelograms
12. Transformations (change the position of shapes): identify and make translations, reflections, and rotations
 first-hand data (collected yourself) and second-hand data (collected by someone else)
Probability: describe and compare the likelihood of events using words such as impossible, possible, certain, less likely, equally likely, and more likely

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