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.

	Monday	Tuesday	day Wednesday	Thursday	Friday
Topic	Interpret and write numerical expressio	Use grouping symbols ns. when evaluating expressions.	ng standard algorithm. divis	vide with a two-digit visor using the place lue strategy	Compare decimals by using the >, <, and = symbols.
Assignment	Unit 2 Lesson 2 Re-Engage Extra Practice	Re-Engage	gage Re-Engage	Unit 2 Lesson 10 Re-Engage Extra Practice	Unit 2 Lesson 14 Re-Engage Extra Practice
Video	Unit 2 Lesson 2 English Spani			Unit 2 Lesson 10 English Spanish	Unit 2 Lesson 14 <u>English</u> <u>Spanish</u>
Reflection	One thing I was succeivith is One thing I need model help with is	with is	with is with eed more One thing I need more One	th is The thing I was successful th is The thing I need more lip 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.

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: $(3 \times 2) - 4$

Structured Guided Practice

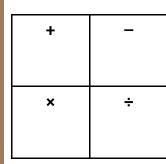
Directions: Write an expression for each sentence.

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

+	_
×	÷
	-

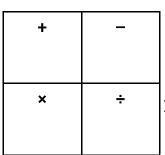
Expression:

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



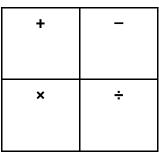
Expression:

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



Expression:

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



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Expression:

Unit 2 Lesson 2: Interpret Numerical Expressions



Student Practice

Directions: Write an expression for each sentence.

4		.1 1:cc		F 1 1
I.	Add 2 to	tne airrere	nce between	i / and i.

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

+	_
×	÷

Expression:

+	-
×	÷

Expression:

3.	Subtract	4 from	the sum	of 8	and	7
υ.	Gubtiact	4 110111	tiic Suiii	OI O	and	

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

+	-
×	÷

Expression:

+	_
×	÷

Expression:

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

Double 4:	then	9 y y	

+	-
×	÷

Expression:

+	1
×	÷

Expression:

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 by 3 to the quotient of 15 divided by 3.

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.

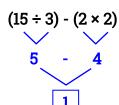
Unit 2 Lesson 5: Introduction to the Order of Operations

Date:

Model

Order of operations.

- 1. Parentheses ()
- 2. Exponents b²
- 3. Multiply and Divide
- 4. Add and Subtract



- **✓** P
- ✓ E
- ☑ M D
- ☑ A S

• There are two sets of parentheses:

$$15 \div 3$$
 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	×	6)	÷	4
I. 1	v	~	v,	•	7

$$\square$$
 P

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

$$\square$$
 E

$$\Box$$
 E

$$\square \, \, \underset{\longrightarrow}{\text{M D}}$$

$$\square \, \underset{\longrightarrow}{\operatorname{M}} \, D$$

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

$$\square$$
 P

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

$$\Box$$
 P

$$\square$$
 M D

$$\square$$
 M D

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Unit 2 Lesson 5: Introduction to the Order of **Operations**



Student Practice

Directions: Evaluate using the order of operations.

1. ((15	_	E١	v	7
1. ((TO	-	O)	X	1

$$\Box$$
 P

2.
$$(2 \times 6) + (3 \times 4)$$

$$\Box$$
 P

1.
$$(15 - 5) \times 7$$

$$\square \: E$$

$$\square \; E$$

$$\square \, \underrightarrow{M} \, D$$

$$\square \, \underrightarrow{M} \, D$$

4.
$$6 + (4 \times 8)$$

$$\square$$
 P

$$\square$$
 E

$$\Box \, \underline{M} \, \underline{D}$$

$$\Box \, A \, S$$

5.
$$(8 \times 3) - (4 \times 5)$$

$$\square$$
 P

6.
$$24 \div (2 \times 3)$$

$$\, \Box \, P$$

$$\square$$
 E

Unit 2 Lesson 5: Introduction to the Order of Operations



Date: _____

Directions: Evaluate each expression.

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

2.
$$3 + 4 \times 7$$

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

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

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

Unit 2 Lesson 8: Multiply Using the Standard Algorithm



Name: _____

Date: _____

Model

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

Structured Guided Practice

Directions: Find the product using the standard algorithm.

1.			7	7						7	7		
		×	4	3					×	4	3		
					()+()						
	+		ı		()+()	+					
2.			4	2						4	2		
2.		×	4 2							4 2			
2.		×			()+()						
2.	+	×			,)+()+(+					

Unit 2 Lesson 8: Multiply Using the Standard Algorithm



Student Practice

Directions: Find the product using the standard algorithm.

2 1.

6

2 6

2.

6

2 6

)+(



)+(



3.

4 4

2 9 4 4

)+(



)+((

)	4

4.

5 6

6 3 5 6

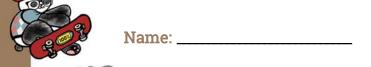
6 3

)+(

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)+(

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



Date:

Directions: Solve using any multiplication strategy

$$3.79 \times 34 =$$

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



Directions: Solve using any multiplication strategy

6.
$$124 \times 23 =$$

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) 360
- 1. 30) 300 + 60
- 2. 30) 300 30) 60
- 3. Think, "What × 30 is equal to 300?" $\frac{10}{300}$

Think, "What × 30 is equal to 60?"
"2 × 30 is equal to 60."

4. 10 + 2 = 12 The quotient is 12.

Structured Guided Practice

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

1. 20 240

Decompose the dividend.

)

Make each addend its own problem. Solve.

)

Add the partial quotients.

The quotient is ______.

2. 40 840

Decompose the dividend.

Make each addend its own problem. Solve.

)

Add the partial quotients.

The quotient is ______.

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

Decompose the dividend.

Make each addend its own problem. Solve.

)

Add the partial quotients.

The quotient is ______.

3. 30)690

Decompose the dividend.

Make each addend its own problem. Solve.

)

Add the partial quotients.

The quotient is _____

Decompose the dividend.

Make each addend its own problem. Solve.

)

Add the partial quotients.

The quotient is ______.

4. 20 \(\)820

Decompose the dividend.

Make each addend its own problem. Solve.

)

Add the partial quotients.

The quotient is ______.

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



Directions: Divide using the place value strategy.

2.
$$6,030 \div 30$$

3.
$$5,500 \div 50$$

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



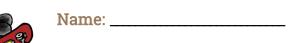
Directions: Divide using the place value strategy.

5.
$$7,150 \div 50$$

6.
$$8,240 \div 40$$

7.
$$3,960 \div 30$$

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



Date: ____

Model

Steps:

$$442 \div 2 =$$

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?" It is possible to get closer to 442, $2 \times 200 = 400$ 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

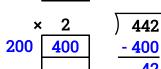
The quotient is 221.

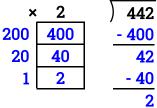
2

442

442

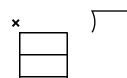
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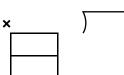


Structured Guided Practice

Directions: Divide using an area model.



3.
$$846 \div 2 =$$



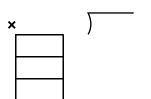
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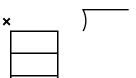
Unit 2 Lesson 11-14: Divide Using an Area Model



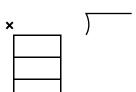
Student Practice

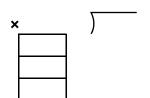


3.
$$515 \div 5 =$$









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



1.
$$936 \div 3 =$$

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



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



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

