

ALMA *del* MAR



Hello scholar!

This work is for you to complete from Monday, March 23 to Friday, March 27.



Miss you all very much!

There are anchor charts in the packet if you need help:~!

<3 Ms. Nieves



Name: _____

Class : _____

Math packet

Do Now

a. $5821 \times 48 =$

b. $\frac{1}{5}$ of $2\frac{2}{6} =$

c. $\frac{1}{9} \div 7 =$

d. $3.7 \times 5.08 =$

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Learning Target: I can effectively review the 5th grade math standards and strategies we learned this year.

Multiplying Standard Algorithm:

1. $2,517 \times 269 =$

2. $275 \times 34 =$

Anchor Charts underneath for a step by step on how to multiply.

The left anchor chart is titled "MULTIPLICATION STANDARD ALGORITHM" and shows the multiplication of 2,517 by 269. The numbers are written with place value markers above them: 2 (hundreds), 5 (tens), 1 (ones), 7 (ones) for 2,517; and 2 (tens), 6 (ones), 9 (ones) for 269. The product is 677,073. A legend indicates: a red square for "ones", a blue square for "tens (1 zero)", and a purple square for "hundreds (2 zeros)".

The right anchor chart is titled "Multiplication 3-digit by 2-digit" and shows the multiplication of 275 by 34. The product is 9,350. A numbered list of steps is provided:

- ① multiply ones by ones
- ② multiply ones by tens
- ③ multiply ones by hundreds
- ④ insert place holder
- ⑤ multiply tens by ones
- ⑥ multiply tens by tens
- ⑦ multiply tens by hundreds
- ⑧ find sum

3. $164 \times 39 =$

Workspace:

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4. $517 \times 36 =$

Workspace:

5. $2,107 \times 12 =$

Workspace:

Division

Partial-Quotients

Dividend \swarrow $576 \div 14$ \nwarrow Divisor

Multiples

14	140
28	280
42	420
56	560
70	700

Partial Quotients

$420 \div 14 = 30$

156

$140 \div 14 = 10$

16

$14 \div 14 = 1$

2

Quotient

$30 + 10 + 1 = 41$

$4 \overline{) 576} R2$

Division

$4166 \div 14 = 297 R8$

Multiples

14, 28, 42, 56
70, 84, 98, 112
126, 140, 154, 168

$14 \overline{) 4166}$

297

$- 28$

136

$- 126$

106

$- 98$

$8 \leftarrow$ Remainder



Pick which strategy you like best! Partial Quotient or Standard Division
Use the strategy you used in school

<p>6. $743 \div 8 =$ Workspace:</p>	<p>8. $1,038 \div 14 =$ Workspace:</p>
<p>7. $344 \div 8 =$ Workspace:</p>	<p>9. $3652 \div 16 =$ Workspace:</p>



Mixed Review:

10. Circle the correct answer.

$$1/2 + 5/12$$

greater than 1

less than 1

11. Fill in the blank.

$$65,300 \div \underline{\quad} = 653$$

12. What is the rule for this pattern? Check all that apply.

300; 3,000; 30,000; 300,000; 3,000,000

- A. Add 0
- B. Multiply by 10
- C. Add 2,700
- D. Multiply by 3

13. Jimmy is working on his abdominal muscles.

- He did 764 sit-ups in 4 days.
- He did the same number of sit-ups each day of the week.
- He spent 2 minutes doing jumping jacks each day.



What is the total number of sit-ups Jimmy did each day?

14. Mr. Pham has a pan of lasagna left in the refrigerator. He wants to cut the lasagna into equal slices so he can have it for dinner for 3 nights. How much lasagna will he eat each night? Draw a picture to support your response.

15. Mr. Murdock bought 4 boxes of crayons at the store to share with his students. Each box contained a total of 64 crayons.

a. What is the total number of crayons Mr. Murdock bought at the store?

_____ crayons

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- b. Mr. Murdock wants to give each of his students an equal number of crayons he bought. There are 32 students in his class. How many crayons should each student get?

_____ crayons

- c. How many *more* boxes of crayons does Mr. Murdock need if he wants each of his students to get 12 crayons?

_____ boxes of crayons

16. $30.8 \times 10^? = 308,000$

What is the missing exponent? (5.NBT.2)

Decimal Operations

multiplying

- ✓ Ignore decimal
- ✓ Multiply
- ✓ Count numbers after decimal in question.
- ✓ At right in answer, count same number of digits to left + place decimal

$$\begin{array}{r}
 4.26 \\
 \times 7.3 \\
 \hline
 1278 \\
 29820 \\
 \hline
 31.098
 \end{array}$$

adding and subtracting

- ✓ Line 'em up
- ✓ Fill 'em up
- ✓ Add/Subtract 'em

$$\begin{array}{r}
 42.79 + 3.019 \\
 \hline
 42.790 \\
 + 3.019 \\
 \hline
 45.809
 \end{array}$$

Dividing

- ✓ Move decimal in divisor to make a whole number.
- ✓ Move decimal in dividend same # of places.
- ✓ Bring decimal up ↑
- ✓ Divide as usual
- ✓ Add zeros as needed.

$$\begin{array}{r}
 11.1 \\
 6.52 \overline{) 72.5} \\
 \underline{-652} \\
 780 \\
 \underline{-652} \\
 1280 \\
 \underline{-1204} \\
 76 \\
 \underline{-76} \\
 0
 \end{array}$$

$$\begin{array}{r}
 72.5 - 6.521 \\
 \hline
 72.500 \\
 - 6.521 \\
 \hline
 65.979
 \end{array}$$

17. $9.6 + 21.36 + 346.02 + 1.462 =$



18. $77.18 + 61.862 =$

19. $29 - 4.408 =$

20. $53.1 - 3.566 =$

21. $10.3 \times 1.7 =$



5th Grade,

Hope you're all happy and healthy! For Monday through Wednesday, please use an independent reading book, **read for at least 30 minutes**, and answer the questions. If you need an independent reading book, please reach out to me (grahamwilliams@almadelmar.org) and I can try to get you the electronic version of a book. For Thursday and Friday, just read the article and answer the questions. Miss you guys!

Mr. Williams

Monday

Book Title:

Pages read:

Minutes Read:

Write a short summary (4-5 sentences) of what you read:

Write about one of the characters of the book. Who is another character or someone you know that they remind you of? Explain.



Tuesday

Book Title:

Pages read:

Minutes Read:

Write a short summary (4-5 sentences) of what you read:

What is the setting (time and place) of the book? Find two pieces of evidence from the text that describe the evidence. How would the book change if it was it took place in a different time or place?

Write a two or three sentence piece of advice to one of the characters!



Wednesday

Book Title:

Pages read:

Minutes Read:

Write a short summary (4-5 sentences) of what you read:

If you had to change something about this book, what would it be and why? (Please do not say, "I wouldn't change anything") Challenge yourself to come up with an answer!

Are you liking this book so far? Why? Why not?

Thursday

U.S. History

Manifest Destiny: The idea behind America's westward expansion

PresentingSaveShareHidePrint



Image 1. A family pose with their wagon in Loup Valley, Nebraska, on their way west to a new homestead. Photo: MPI/Getty Images
By History.com, adapted by Newsela staff

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Word Count:684



The phrase Manifest Destiny was first used in 1845. It described the idea that the United States would settle and control most of the North American continent. The idea helped drive the country's westward expansion.

Louisiana Purchase

The U.S. population exploded in the first half of the 19th century. It jumped from about 5 million people in 1800 to more than 23 million by 1850. Millions of Americans looked westward in search of new land and new opportunities.

In 1803, President Thomas Jefferson completed the Louisiana Purchase. This land deal with France added some 828,000 square miles to American control. It basically doubled the young country's territory. Jefferson also sponsored the western expedition of Lewis and Clark in 1805-07. This mission gave Americans a better understanding of what and who lay west of the Mississippi River.

Texas Independence

Texas became a battleground as U.S. settlement pushed westward. In 1821, Mexico had won its independence from Spain. Mexico's control of much of the west put the United States and Mexico on a collision course.

Texas settlers won independence from Mexico in 1836. Their new leaders aspired to have Texas join the United States. Presidents Andrew Jackson and then Martin Van Buren resisted such calls, however. They wanted to avoid war with Mexico over the territory. They also faced political opposition from anti-slavery groups. These groups believed calls for annexation were part of an effort to expand slavery into Texas.

In 1840, John Tyler won the presidency. He moved forward with plans for adding Texas as a new state, though many lawmakers opposed it. However, the pro-annexation candidate James K. Polk won the 1844 election. Tyler then pushed the bill through Congress before he left office.

The Coining of "Manifest Destiny"

Texas gained statehood in 1845. By that time, the idea had taken hold that the United States would control territory all the way to the Pacific Ocean. A majority of Americans now accepted the march westward as a certainty.

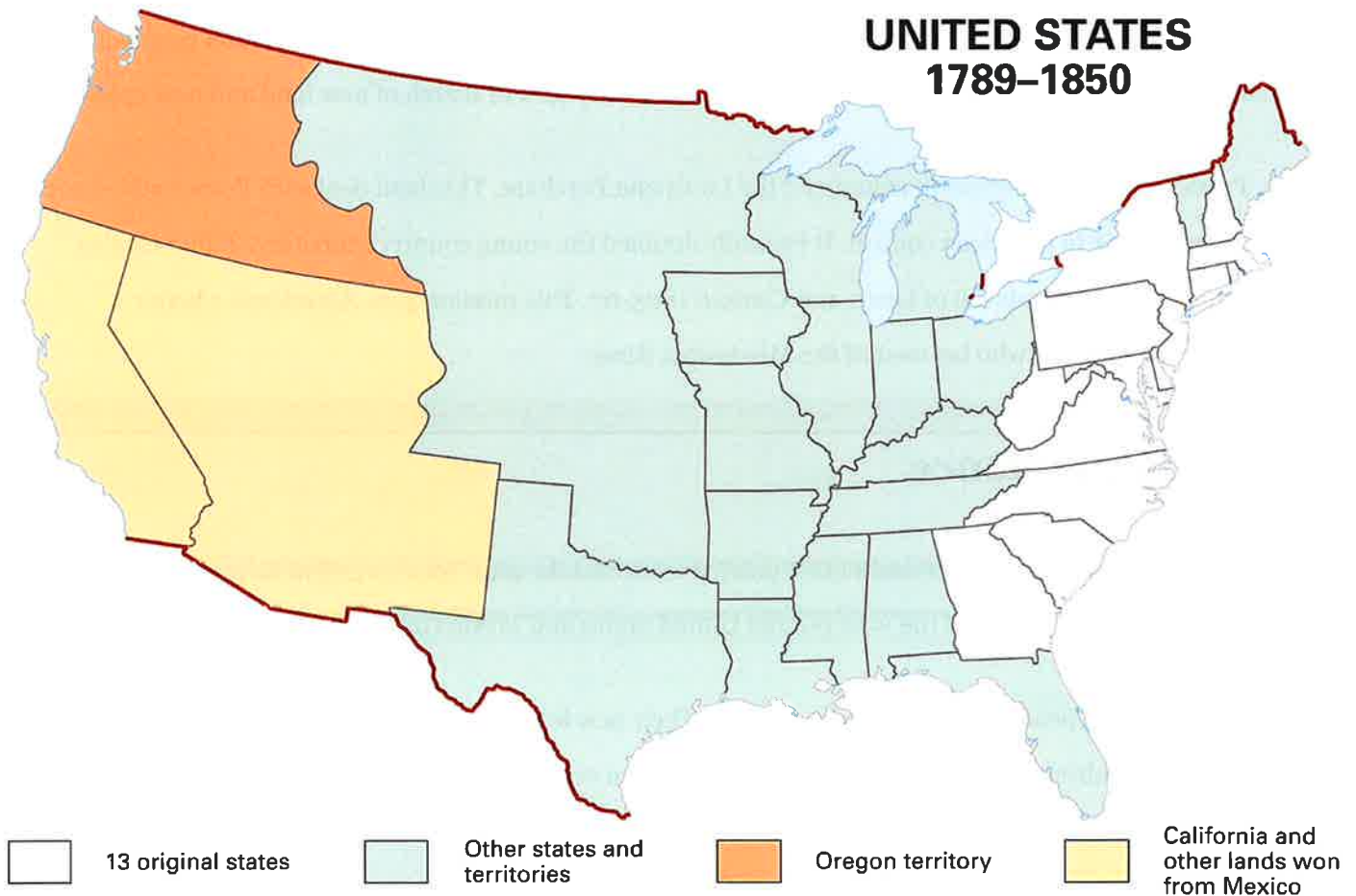


Image 2. Locator map of the United States (The Nation's Westward Advance). Photo by: Encyclopaedia Britannica/UIG via Getty Images

"Manifest Destiny" became an expression of this idea. The phrase first appeared in newspapers in 1845. The writer urged "the fulfillment of our manifest destiny to overspread the continent ... for the free development of our yearly



multiplying millions." Writer and editor John O'Sullivan is widely credited with creating the phrase. He suggested God had made the land for Americans to own and control.

Oregon Territory

By the 1840s, the Oregon Territory had become a fresh point of conflict. An 1842 treaty between Great Britain and the United States had partially decided where to draw the Canadian border. However, it left open the question of the Oregon Territory. This vast region included what is today Oregon, Idaho, Washington State and most of Canada's British Columbia.

President Polk was a big supporter of Manifest Destiny. As president, though, Polk was more concerned with acquiring California from Mexico. In mid-1846, his administration agreed to a compromise with the British. Oregon was split along the 49th parallel, narrowly avoiding war with Britain.

Impact of Manifest Destiny

American relations with Mexico were a different story. In 1846, President Polk and his supporters launched an all-out war with Mexico. Many Americans opposed U.S. military actions, seeing them as a land grab.

An 1848 treaty ended the war. The American victory added 525,000 square miles to U.S. control. It included all or parts of what is now California, Arizona, Colorado, New Mexico, Nevada, Utah and Wyoming.

Manifest Destiny might have described a lofty ideal. However, it came with a high price for those who stood in its way. It left thousands of Americans and Mexicans dead in the war. Many Native American nations and Hispanic landowners were treated brutally. They were driven from their lands by white settlers backed by U.S. soldiers.

U.S. expansion also fueled the debate over slavery. It raised the question of whether new states in the west should allow slavery or not. It eventually led to the bloodiest war in U.S. history—the Civil War.



1 What caused Thomas Jefferson to complete the Louisiana Purchase?

- (A) The growing population meant many people wanted to move west.
- (B) The expedition of Lewis and Clark found the Mississippi River.
- (C) The people living there had won their independence from Spain.
- (D) The bill supporting it was pushed through by Polk and Tyler.

Find a line in the text that supports your answer.

2 What is the relationship between the Oregon Territory and California?

- (A) Both territories were opposed by many Americans who saw them as a greedy grab for land.
- (B) Both territories had to be taken through agreements between the United States and Mexico.
- (C) The Oregon Territory was settled with a compromise, while the United States went to war over California.
- (D) The Oregon Territory was a small piece of land, while California included Washington and Idaho.

Find a line in the text that supports your answer.

3 Read the paragraph from the section "Texas Independence." Texas settlers won independence from Mexico in 1836. Their new leaders aspired to have Texas join the United States. Presidents Andrew Jackson and then Martin Van Buren resisted such calls, however. They wanted to avoid war with Mexico over the territory. They also faced political opposition from anti-slavery groups. These groups believed calls for annexation were part of an effort to expand slavery into Texas. Which phrase from the paragraph helps the reader understand the meaning of "annexation"?

- (A) won independence
- (B) join the United States
- (C) wanted to avoid war
- (D) faced political opposition

