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Grade 5 Mathematics
Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

The practice problems align to important math concepts your student has worked with so far this year.

Specific instructions to guide your student are found at the top of each page.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 5 Math concepts covered in this packet!

Multiplying a Decimal by a Whole Number

Name: _____

Multiply.

1 3×0.2

_____

2 3×0.03

_____

3 3×0.23

_____

4 4×0.08

_____

5 4×1.1

_____

6 4×1.18

_____

7 6×0.07

_____

8 6×1.1

_____

9 6×1.17

_____

10 21×0.05

_____

11 21×1.05

_____

12 21×2.05

_____

19 How did you know where to put the decimal point in problem 6?

Multiplying Decimals Less Than 1

Name: _____

Multiply.

1 0.5×3

_____

2 0.5×0.3

_____

3 0.5×0.03

_____

4 6×0.2

_____

5 0.6×0.2

_____

6 0.06×0.2

_____

7 0.8×0.1

_____

8 0.8×0.2

_____

9 0.8×0.3

_____

10 0.4×0.02

_____

11 0.4×0.04

_____

12 0.4×0.12

_____

19 Describe a pattern you noticed when you were completing the problem set.

Multiplying with Decimals Greater Than 1

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 0.3×1.2

_____

2 1.2×0.4

_____

3 1.2×1.1

_____

4 0.3×12.1

_____

5 4.4×1.1

_____

6 0.02×1.8

_____

7 7.1×5.1

_____

8 6.6×0.02

_____

9 2.4×4.8

_____

10 9.2×5.24

_____

11 1.2×1.24

_____

12 8.4×6.2

_____

13 4.2×3.21

_____

14 4.25×8.5

_____

15 1.9×2.78

_____

Answers

0.132	1.32	13.482	1.488	48.208
4.84	0.48	52.08	11.52	5.282
36.125	0.036	0.36	3.63	36.21

Dividing by Hundredths

Name: _____

Divide.

1 $1 \div 0.25$

_____

2 $4 \div 0.25$

_____

3 $3.75 \div 0.25$

_____

4 $6.5 \div 0.25$

_____

5 $1.8 \div 9$

_____

6 $1.8 \div 0.9$

_____

7 $1.8 \div 0.09$

_____

8 $225 \div 75$

_____

9 $22.5 \div 7.5$

_____

10 $2.25 \div 0.75$

_____

11 $0.36 \div 0.06$

_____

12 $6.36 \div 0.06$

_____

16 Describe a pattern you noticed when you were completing the problem set.

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Adding Fractions with Unlike Denominators

Name: _____

Add.

1 $\frac{1}{2} + \frac{1}{4}$

_____

2 $\frac{1}{2} + \frac{3}{8}$

_____

3 $\frac{1}{2} + \frac{1}{3}$

_____

4 $\frac{1}{3} + \frac{1}{4}$

_____

5 $\frac{5}{6} + \frac{1}{12}$

_____

6 $\frac{1}{3} + \frac{2}{5}$

_____

7 $\frac{5}{6} + \frac{2}{3}$

_____

8 $\frac{3}{4} + \frac{5}{6}$

_____

9 $\frac{7}{9} + \frac{1}{6}$

_____

13 What is a different common denominator you could use in problem 2? Describe how you would add the fractions using this different common denominator. Is the result equivalent to the sum found in problem 2?

Adding with Mixed Numbers

Name: _____

Add.

1 $4\frac{7}{8} + \frac{1}{8}$

_____

2 $4\frac{7}{8} + \frac{1}{4}$

_____

3 $4\frac{7}{8} + \frac{1}{2}$

_____

4 $2\frac{3}{4} + \frac{1}{3}$

_____

5 $2\frac{3}{4} + \frac{2}{3}$

_____

6 $2\frac{3}{4} + \frac{5}{6}$

_____

7 $1\frac{2}{5} + 1\frac{1}{2}$

_____

8 $2\frac{4}{5} + 3\frac{1}{2}$

_____

9 $3\frac{2}{3} + 3\frac{2}{5}$

_____

13 What strategy did you use to solve problem 3? Describe each step.

Subtracting Fractions with Unlike Denominators

Subtract.

1 $\frac{1}{2} - \frac{1}{4}$

_____

2 $\frac{1}{2} - \frac{3}{8}$

_____

3 $\frac{1}{2} - \frac{1}{3}$

_____

4 $\frac{1}{3} - \frac{1}{4}$

_____

5 $\frac{5}{6} - \frac{5}{12}$

_____

6 $\frac{3}{4} - \frac{1}{6}$

_____

7 $\frac{7}{8} - \frac{3}{4}$

_____

8 $\frac{1}{2} - \frac{2}{5}$

_____

9 $\frac{3}{4} - \frac{3}{5}$

_____

13 How could you check your work in problem 4? Describe each step.

Subtracting with Mixed Numbers

Subtract.

1 $2\frac{1}{8} - \frac{1}{4}$

   _____

2 $2\frac{1}{8} - \frac{1}{2}$

   _____

3 $2\frac{1}{8} - \frac{3}{4}$

   _____

4 $2\frac{1}{2} - \frac{2}{3}$

   _____

5 $2\frac{1}{4} - 1\frac{1}{3}$

   _____

6 $3\frac{1}{6} - 1\frac{3}{4}$

   _____

7 $7\frac{2}{5} - 3\frac{1}{2}$

   _____

8 $5\frac{3}{8} - 4\frac{1}{6}$

   _____

9 $8\frac{2}{3} - 3\frac{4}{5}$

   _____

13 What pattern did you notice in problems 1 through 3? Explain how this helped you subtract.

Fractions as Division

Name: _____

Solve each problem.

1 Roger has 4 gallons of orange juice. He puts the same amount of juice into each of 5 pitchers. How many gallons of orange juice are in 1 pitcher?

2 Marta has 8 cubic feet of potting soil and 3 flower pots. She wants to put the same amount of soil in each pot. How many cubic feet of soil will she put in each flower pot?

3 Greg made 27 ounces of potato salad to serve to 10 guests at a picnic. If each serving is the same size, how much potato salad will each guest receive?

4 Chandra spends 15 minutes doing 4 math problems. She spends the same amount of time on each problem. How many minutes does she spend on each problem?

5 Taylor has 5 yards of gold ribbon to decorate 8 costumes for the school play. She plans to use the same amount of ribbon for each costume. How many yards of ribbon will she use for each costume?

6 DeShawn is using 7 yards of wire fencing to make a play area for his puppy. He wants to cut the fencing into 6 pieces of equal length. How long will each piece of fencing be?

7 What is a division word problem that can be represented by $\frac{4}{3}$?

Name: _____

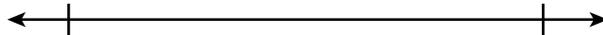**1** Draw a number line model to represent each multiplication problem. Then solve the problem.

$\frac{2}{3} \times \frac{1}{2}$

$\frac{2}{3} \times \frac{1}{2} =$

$\frac{5}{6} \times \frac{3}{4}$

$\frac{5}{6} \times \frac{3}{4} =$

2 Draw an area model to represent each multiplication problem. Then solve the problem.

$\frac{4}{5} \times \frac{2}{3}$

$\frac{4}{5} \times \frac{2}{3} =$

$\frac{3}{4} \times \frac{1}{6}$

$\frac{3}{4} \times \frac{1}{6} =$

3 What type of model do you like best? Explain why.

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Grade 5 Reading

Student At-Home Activity Packet 2

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

Most lessons can be completed independently. However, there are some lessons that may benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons. A teacher will be in touch soon and your student can ask for help.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 5 Reading activities included in this packet!

Using Context Clues

👥 Introduction

You can use **context clues** to figure out the meaning of an unfamiliar word. The chart below gives examples of different types of context clues.

Type of Clue	Example
Definition	Superfoods, or natural foods that may prevent disease, have become popular.
Cause/Effect	Some superfoods, such as blueberries and red beans, contain antioxidants. These can help remove harmful substances from the human body.
Comparison	Some experts look dubiously on claims about superfoods, but other experts believe strongly that these foods can improve health.

Context clues can also help you figure out words with more than one meaning. For example, the table below has two sentences with the word **source**. What does **source** mean in each sentence? You can use the underlined context clues to figure out which meaning of **source** is being used.

Sentence	Context Clues	Definition
Choosing high-sugar drinks can be a source of health problems.	A problem has a cause. Therefore, the source of a problem is its cause.	the cause of something
The website MyPlate.gov is a source for facts about food choices.	A website can have information such as facts. Therefore, a source is something that gives information.	something that gives information

The sentences before and after the sentence with an unfamiliar word can also hold context clues.

👥 Guided Practice

Determine the meanings of *fleeting*, *empirical*, and *panacea*. Then underline the words or phrases that helped you determine their meaning.

HINT The phrases *as a result of*, *because of*, and *thanks to* all signal cause-and-effect relationships. Words such as *but*, *too*, *also*, and *as well as* all indicate comparisons.

Some fads are **fleeting**, but more than a few people feel that superfoods are here to stay. The idea of superfoods isn't new, but the amount of **empirical** information we have about them is. Scientific observations and tests offer some evidence that certain foods can help people stay healthy. Nobody claims that these foods are a **panacea**—nothing can guarantee perfect health or cure every disease—but they can be part of a sensible diet.

For numbers 1 and 2, read the paragraph. Then answer the questions.

For centuries, people in coastal areas of China and Japan have harvested a superfood found in marine environments. Recent studies show that eating seaweed protects against infection. It also might reduce the risk of serious diseases and extend peoples' life spans. If true, these would be important benefits.

1 What does the word marine mean in this paragraph?

　A　very nutritious

　B　dark blue in color

　C　having to do with the ocean

　D　member of the armed forces

2 Which two words from the paragraph help you understand the meaning of marine?

　A　"China" and "Japan"

　B　"coastal" and "seaweed"

　C　"centuries" and "people"

　D　"superfood" and "studies"

For numbers 3 and 4, read the paragraph. Then answer the questions.

Closer to home, you can find superfoods right in your garden or local store. Think "crisp and crunchy." Cabbage, broccoli, cauliflower, and kale detoxify harmful substances. As a result, they may help to prevent some forms of cancer. These veggies also are low in calories and have lots of vitamins A, C, and K.

3 What does the word detoxify mean in this paragraph?

　A　to move in a wide circle

　B　to chew food slowly

　C　to make a difficult decision

　D　to remove bad effects

4 Which two words from the paragraph help you understand the meaning of detoxify?

　A　"crisp" and "crunchy"

　B　"prevent" and "cancer"

　C　"veggies" and "substances"

　D　"calories" and "vitamins"

Unfamiliar Words

Learning Target

Figuring out the meanings of unfamiliar words will help you better understand the texts you read and discuss in school.

▶ **Read** When you read, you probably come across words you do not know. Some of these unfamiliar words may be **academic vocabulary**, or general words that are found in a variety of subjects you study in school. Other words may be found only in a particular **subject area**, such as science, social studies, or economics. A subject area can have many topics. For example, money is one **topic** in the subject area of economics.

Read the poster below. Underline any words you might not know.

The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise $10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!

Think Use the chart below to help determine the meanings of unfamiliar words. The word's context has been provided for you. In the "Possible Meaning" column, write what you think the word means. Then go back to the text, find **context clues** that tell you about the word's meaning, and write them in the "Clues" column.

Unknown Word	Context	Possible Meaning	Clues
Shelter	". . . build a new <u>shelter</u> to protect our pets?"		
Donation	"Please make a <u>donation</u> . . ."		
Benevolence	". . . each act of <u>benevolence</u> counts!"		

Talk Share your chart with a partner.

- Did you come up with similar meanings?
- Did you find the same clues to the words' meanings?
- Are there any school subjects for which figuring out words is especially important? If so, which subjects?

Academic Talk
Use this word and these phrases to talk about the text.

- **academic vocabulary**
- **subject area**
- **topic**
- **context clues**

Here, Pyggy Pyggy

by Gail Hutter

1   The first time you heard about or saw a piggy bank, you might have wondered: Why a pig? Why not some other animal? Wouldn't a bear or a wolf be a more appropriate guard of a person's money? To understand how the pig became the animal of choice for a small, personal bank, we need to peer into the past—all the way back to England in the Middle Ages.

2   During the Middle Ages, people in England used dishes, pots, and bowls made of clay. Clay was an ideal substance for such objects because it was cheaper than metal and easier to shape than wood. One type of orange-colored clay was particularly inexpensive and easy to mold into shapes. The name of this clay was "pygg."

3   So pygg was used to make common household objects—but what's the connection between pygg and piggy banks? Hundreds of years ago, banks did not exist as they do today, but people still needed to keep their coins in a place from which they could be easily removed. So, they put them into pygg jars, which later became known as "pygg banks." In the 1800s, some inventive potters began making pygg banks in the form of a pig with a slot in the back. Not only were these "piggy banks" more pleasing to look at than regular jars, potters could charge more money for them. Thus the piggy bank was born.

4   For centuries, most piggy banks were made of clay and could be opened only by shattering them. Today's piggy banks are made from clay, metal, glass, or plastic, and most contemporary piggy banks have a hole in the bottom for taking out money easily. Most people agree that the hole in the bottom was a good addition to the piggy bank. Otherwise, every time you retrieved your money, you'd have to spend some of it on a new piggy bank.

Close Reader Habits

Are there any unfamiliar words or phrases in this article? When you reread, **underline** context clues that can help you figure out what they mean.

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What context clues can help you understand unfamiliar words and phrases in the text?

Look for context clues in the same sentence or nearby sentences.

▶ **Think**

1. Complete the chart below by telling the context of each unfamiliar word or phrase, its possible meaning, and the clues that led you to that definition.

Unfamiliar Word or Phrase	Context	Possible Meaning	Clues
Peer into the past (paragraph 1)			
Inventive potters (paragraph 3)			
Contemporary (paragraph 4)			
Retrieved (paragraph 4)			

▶ **Talk**

2. Use context clues to determine why clay was an "ideal substance" for making certain objects.

▶ **Write**

3. **Short Response** Define the phrase <u>ideal substance</u>. Support your definition with context clues from the passage. Use the space provided on page 194 to write your answer.

HINT First, define *ideal substance*. Then explain how clay fit that definition.

Here, Pyggy Pyggy

3 **Short Response** Define the phrase <u>ideal substance</u>. Support your definition with context clues from the passage.

> **HINT** First, define *ideal substance.* Then explain how clay fit that definition.

_____

_____

_____

_____

_____

_____

_____

_____

> Don't forget to check your writing.

From Furs to Five-Dollar Bills

by Jason Liu

1   Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

2   Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.

3   Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.

4   After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.

In China, knife money was used from 600 to 200 B.C.E.

This is one of the earliest American silver dollars ever minted.

Close Reader Habits

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue.

▶ **Think** Use what you learned from reading the text to answer the following questions.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A
What is the meaning of the word <u>currency</u> as it is used in paragraph 4?

    A goods used in trade

    B an idea accepted by many people

    C something that is up-to-date

    D the money used in a country

Part B
Which phrase from the passage helps the reader understand the meaning of <u>currency</u>?

    A "based on the dollar"

    B "produced by hand"

    C "lost its value"

    D "a new design"

> A context clue may give a definition, an explanation, or an example. Sometimes an author will include a word with a similar meaning. Other times, the clue may be a word with an opposite meaning.

2 Underline the word in the paragraph below that means "traded or exchanged one thing for another."

A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

▶ **Talk**

3 Discuss the meaning of <u>minted</u> as it is used in paragraph 4 of the text.

▶ **Write**

4 **Short Response** Define the word <u>minted</u>. Then describe what words or phrases helped you figure out the meaning of <u>minted</u>. Use the space provided on page 195 to write your answer.

> **HINT** Use quotes from the passage to show what words or phrases help you define *minted*.

From Furs to Five-Dollar Bills

> **HINT** Use quotes from the passage to show what words or phrases help you define *minted*.

4 **Short Response** Define the word <u>minted</u>. Then describe what words or phrases helped you figure out the meaning of <u>minted</u>.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Check Your Writing

☐ Did you read the prompt carefully?

☐ Did you put the prompt in your own words?

☐ Did you use the best evidence from the text to support your ideas?

☐ Are your ideas clearly organized?

☐ Did you write in clear and complete sentences?

☐ Did you check your spelling and punctuation?

WHAT WAS the Great Depression?

by Fran Severs

1   When World War I officially ended in 1919, Americans were tired of the war and ready for good times. In the early 1920s, there were plenty of jobs in the United States. People earned good incomes. Businesses grew quickly. During the Roaring Twenties, American consumers enjoyed spending money. Those who could not afford the most expensive items borrowed money so they could "buy now, pay later." They bought new homes. They purchased cars, washing machines, and other large items. They also bought smaller goods, such as toasters and irons. To meet the demand, factories rushed to make even more products. But companies made too many goods, and people stopped buying them. By the end of the 1920s, warehouses were filled up with merchandise that no one bought. Factory production slowed down. Many factory workers lost their jobs.

During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.

2   At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price. From June through September 1929, the prices of stocks soared. Then prices began to dip slightly. Nervous investors began selling millions of stock shares for less than the purchase price, losing billions of dollars. On October 31, 1929, the stock market crashed when stock prices dropped sharply. The crash caused panic. People took their money out of banks, and banks were forced to close. More than 600 banks failed in 1929.

3   The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

4   Without an income, thousands of jobless Americans lost their homes because they did not have the money to pay rent. If they had borrowed money to buy a house, they could not pay their loans, so the bank took their homes. People were forced to live with friends or family members. If necessary, they stayed in churches or rooming houses. Sometimes, the homeless built shacks from old crates and scrap metal. These temporary homes lacked electricity or running water.
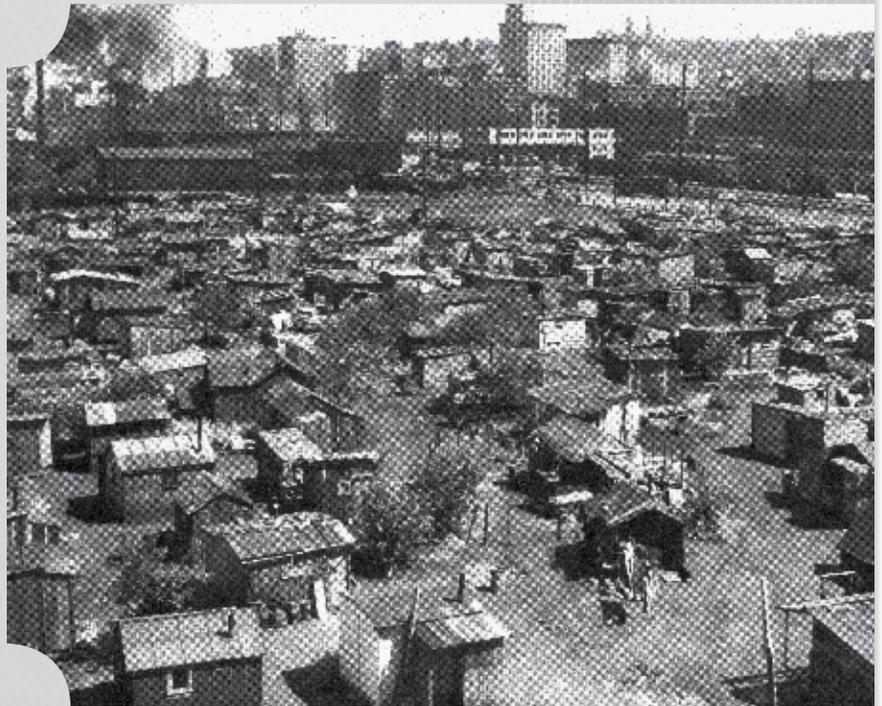
During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.
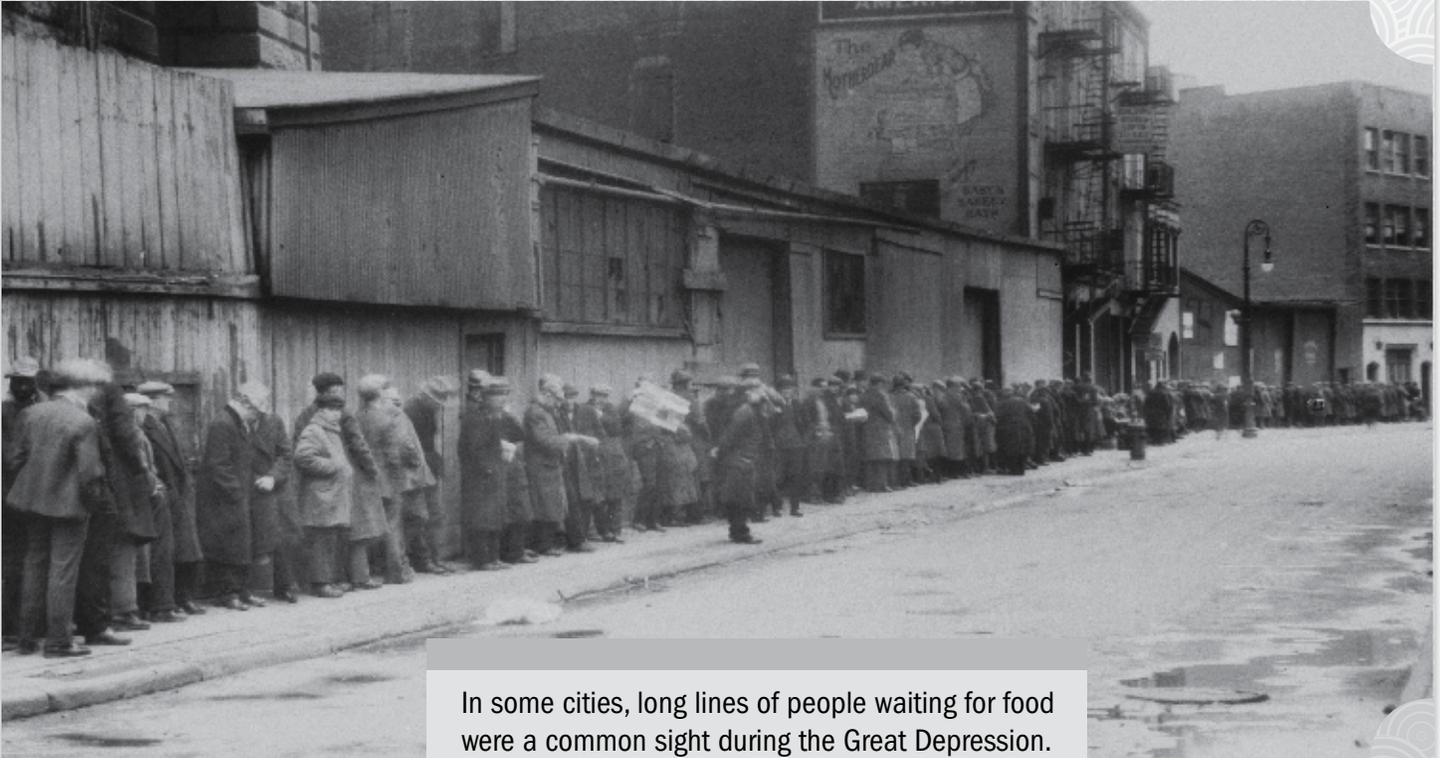
In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

5   About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.

6   Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.

7   The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.

Think Use what you learned from reading the article to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A
Read this sentence from paragraph 1.

By the end of the 1920s, warehouses were filled up with <u>merchandise</u> that no one bought.

What does the word <u>merchandise</u> mean as it is used in this sentence?

   A   goods

   B   large items

   C   shares of stock

   D   jobs

Part B
Which detail from paragraph 1 **best** supports the answer to Part A?

   A   ". . . that no one bought . . ."

   B   ". . . even more products . . ."

   C   ". . . factory production slowed . . ."

   D   ". . . lost their jobs . . . "

2 The author uses a word that means "a time of intense difficulty, trouble, or danger." Underline a word in the paragraph below that **best** represents that idea.

The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the phrase <u>hard times</u> in paragraph 7 of "What Was the Great Depression?"

    A   a period of great difficulty

    B   a time when farmers couldn't grow crops

    C   a time when jobs paid low wages

    D   a period of mild sadness

Part B

Which sentence from the article helps the reader determine the meaning of the phrase <u>hard times</u> as it is used in paragraph 7?

    A   "When World War I officially ended in 1919, Americans were tired of the war and ready for good times." (paragraph 1)

    B   "From June through September 1929, the prices of stocks soared." (paragraph 2)

    C   "About two million homeless men, women, and children drifted around the country." (paragraph 5)

    D   "Roosevelt's plan to fix the nation's money problems was called the New Deal." (paragraph 6)

4 Read the sentence from paragraph 1.

To meet the <u>demand</u>, factories rushed to make even more products.

Which dictionary entry **best** defines <u>demand</u>?

    A   "forceful statement"

    B   "wish"

    C   "strong need"

    D   "question"

▶ **Write**

5 **Short Response** Paragraph 6 of the passage states, "By 1937, the unemployment rate had fallen to about 14 percent." Define the phrase <u>unemployment rate</u>. Support your definition with at least **one** context clue from the passage.

_____

_____

_____

_____

_____

_____

_____

◎ **Learning Target**

In this lesson, you figured out the meanings of several challenging words and phrases. Explain how you can use these skills to help you better understand the texts you read in school.

_____

_____

_____

_____