

5th Grade Assignments – Week #3

Notes for the Parents:

- A Word about Lecture #1. I meant to do 87 divided by 3, but wrote down 87 divided by 4 instead, which of course led to a remainder. It certainly made the problem considerably more challenging, especially considering that we hadn't reviewed any fractions yet. Perhaps we can look at it as a preview of things to come! Apologies for any unhelpful confusion or stress this may have caused.
- Regarding Group Work.
 - As always, with group work, the parents should monitor how things are going. This group assignment (as with other group assignments) doesn't have to be completed in one sitting.
 - Let the children (in their groups) try to answer the following problems themselves! Don't spend too much time on these questions.
 - The purpose is simply to consider the question for a little while; it's OK if they don't solve it. I will then go over these problems next week, and we will learn how to make change properly. This is a common feature in my teaching – I want my students to think about a question for a while before I show them how to do something.
 - After that, I would like you to practice making change both at home and out in the world – which requires using cash, but provides for a great lesson for your 5th grader!

Group Assignment (The below problems are for both Tuesday and Thursday.)

1. Making Change (at the Cash Register).

Discuss together the following problems. In each case Mr. York went to the store to buy some groceries.

- a) His bill was \$8.53. He gave the cashier \$10.03. What did he get back for change? Why did he give the cashier the three pennies?
- b) His bill was \$16.90. He gave the cashier \$22. What did he get back for change? Why did he give the cashier the two one-dollar bills?

2. Long Division Problems. Do these long division problems. (There should be no remainders!)

Parent Note regarding these problems: For this assignment, work does not need to be done very artistically, or in the format of a main lesson book page, but should be well organized and readable. Before the group meets to work on these problems, it may be best for each student to solve the first two problems, then to present their (presumably different) solutions to the group. Then, if they wish, they could do the last one together.

- a) $738 \div 3$
- b) $3032 \div 8$
- c) Challenge problem! (Do only if you have extra time.) $64,482 \div 11$

3. Puzzles!

- a) Martha has 30 coins worth \$2.70 in her pocket. How many of each type of coin does she have if she has only nickels and dimes?
- b) Emily has 30 coins worth \$2.70 in her pocket. How many of each type of coin does she have if she has only nickels and quarters?

Individual Work

Keep working on mental math problems, such as the ones I gave earlier. This is important work!