Do-Anytime Activities for Grade 5

These activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

Unit 1	• Create a number sentence that includes at least three numbers, several different operations, and parentheses. Have your child solve the number sentence. Then change the problem by placing the parentheses around different numbers. Ask your child to solve the new problem and explain how it changed. For example: $(6 * 5) - 3 = 27$ and $6 * (5 - 3) = 12$. Also write a number sentence with its solution but without grouping symbols and then ask your child to place grouping symbols to make the sentence true. • Help your child find the volume of various rectangular prisms, such as shoe boxes and fish tanks. Find the dimensions of the object and then apply the volume formula. For the volume (V), multiply the area of the base (B) by the height (h): $V = B * h$. The area of the base is equal to the product of the length and the width of the rectangle ($A = l * w$). Choose the correct volume unit, such as $in.^3$ or cm^3.
Unit 2	• Ask your child to write whole numbers in expanded form using at least two different expressions for each number. For example: 573 can be written in expanded form as $500 + 70 + 3$, as 5 hundreds + 7 tens + 3 ones, and as $(5 * 100) + (7 * 10) + (3 * 1)$. • Practice translating between powers of 10 in exponential notation and standard notation. For example: 100 (standard notation) translated to exponential notation is 10^2 ("the second power of 10," "10 to the second power," or "10 squared") and 10^3 translated to standard notation is 1,000 $(10 * 10 * 10)$. Multiply whole numbers by powers of 10: $6 * 10^2 = 600$
Unit 3	• Ask your child to give you equivalent fractions for a given fraction. For example, ask "What are some equivalent fractions for $\frac{1}{2}$?" ($\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$, and so on) Also have your child rename mixed numbers and fractions greater than 1. For example, say "Rename $1\frac{1}{4}$." ($\frac{5}{4}$) "Rename $\frac{5}{3}$." ($1\frac{2}{3}$) You may wish to divide objects into equal parts to show these fractions and mixed numbers. • Tell and solve number stories that involve adding and subtracting fractions and mixed numbers with the same denominators. For example, say "We filled $3\frac{3}{5}$ bags with leaves on Saturday. On Monday, we filled another $\frac{1}{5}$ of a bag with leaves. How many bags did we fill in all?" ($3\frac{4}{5}$ bags)
Unit 4	• Practice comparing and ordering decimals though thousandths (with the same number of digits after the decimal point) and recording the comparisons using $>$, $=$, and $<$ For example, say "Compare 0.876 and 0.799." (0.876 is greater than 0.799; $0.876 > 0.799$) "Put these decimals in order from least to greatest: 0.902, 0.794, and 0.948." (0.794, 0.902, 0.948) Practice rounding to the nearest tenth or hundredth. For example, say "Round 5.467 to the nearest tenth." (5.5) "Round 8.732 to the nearest hundredth." (8.73)

Unit 5	• Have your child find the common denominator for a pair of fractions with different denominators. For example, ask "What is a common denominator for $\frac{1}{4}$ and $\frac{1}{5}$?" (20) "For $\frac{1}{3}$ and $\frac{1}{2}$?" (6) "For $\frac{1}{3}$ and $\frac{1}{9}$?" (9) Ask your child to explain a strategy for identifying a common denominator. • Tell and solve simple real-world fraction multiplication and division number stories. Use objects or drawings to represent and solve the problems. Try multiplying fractions by whole numbers as well as multiplying fractions by fractions. For example, say "I walked $\frac{3}{4}$ of a mile each day for 5 days. How far did I walk in all?" ($3\frac{3}{4}$ mi) "There was $\frac{1}{4}$ of the pizza left and I ate $\frac{1}{2}$ of that leftover pizza. How much of the whole pizza did I eat?" ($\frac{1}{8}$) Have your child divide unit fractions, such as $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$, by whole numbers and then whole numbers by unit fractions. For example, say "I divided $\frac{1}{2}$ of a piece of paper among 3 friends. How much of the whole piece of paper did each friend get?" ($\frac{1}{6}$) "I divided 5 whole pieces of chalk into thirds. How many smaller pieces of chalk do I have?" (15 pieces)
Unit 6	• Practice multiplying and dividing decimals by powers of 10. For example: $3.84 * 10^3 = 3{,}840$ and $4.2 \div 10^2 = 0.042$. Use problems in which the product or quotient has no more than one zero at the end of the number or to the right of the decimal point, as shown in the examples. Ask "What direction does the decimal point move when multiplying a decimal by a power of 10?" (To the right) "When dividing a decimal by a power of 10?" (To the left) • Ask your child to describe various strategies for finding the approximate volume of everyday objects that are complex, round, or irregularly shaped. For example: "How would you find the volume of that car (or truck or van)?" "The volume of that musical instrument (or piece of sports equipment)?"
Unit 7	• Ask your child to identify shapes they see around them; tell you about attributes, or properties, of the shapes; and identify attributes that the shapes share. Encourage your child to tell you about the categories and subcategories of the shapes. For example, rectangles are quadrilaterals, trapezoids, and parallelograms.
Unit 8	• Find the dimensions of rooms in your home in feet. Calculate the area of each room in square feet. Ask your child to convert the measurement to square yards. Find the total area of your rooms in square feet and in square yards. Remember that 1 square yard is equal to 9 square feet. • Give your child the coordinates of two points in the first quadrant of the coordinate plane, in which all coordinates are positive. Ask your child questions about the relative positions of the points. For example, ask "Which point is higher on the grid, (4, 5) or (6, 3)?" (The point (4, 5)) "Which point is farther to the right, (2, 5) or (6, 2)?" (The point (6, 2)) For other coordinates, ask which point is lower on the grid or is father to the left. Encourage your child to sketch these points or plot them on graph paper. The first number in each pair is on the *x*-axis (horizontal axis) and the second number is on the *y*-axis (vertical axis).