5th Grade Standards Review



PEMDAS

Monday 4/8

Rylan was asked to solve the following problem, but she wasn't sure where to start. Solve the problem and explain the steps you took to find the answer.

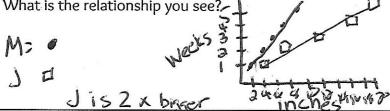
$$[55 \div (5+6)] \times [(80-65) \div 5]$$

 $[55 \div 11] \times [15 \div 5]$
 $[5 \times 3 = 15]$

Monday 4/8

Mary and Joseph are planting flowers for Mother's Day. They are going to track the height of their plants every week leading up to Mother's Day. Mary's plant grows 2 inches in a week and Joseph's grows 4 inches in a week.

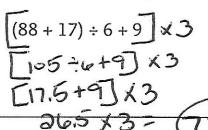
Draw a graph of their plant's growth for the 5 weeks leading up to Mother's Day. Make sure to label your graph. Then, describe what you notice about each person's plant.



What is the relationship you see?

Monday 4/8

What could I add to this expression so that the value would be tripled? Then, create an equation and solve.



Monday 4/8

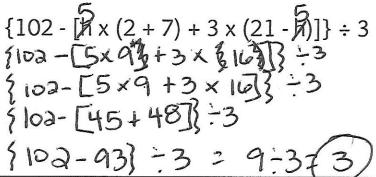
Which option is a correct interpretation of the numerical expression? PEMPAS

- a) Sixteen more than the product of 90 and 5 b) The product of 90 and 5, increased by 16
- c) Sixteen added to the result of 90 times 5
- d) None of the above

If you choose none of the above, explain your reasoning and give a correct interpretation.

Monday 4/8

Logan was asked to evaluate the following expression if h=5.



Tuesday 4/9

The number 17,000,000 is equal to _____ times the number 17,000. How do you know? Explain your thinking.

Monday 4/8

The United States has a population that is about 1/10 as large as China. If the United States' population is about 67.8 million, about how many people live in China? Explain how you know.

Tuesday 4/9

Brady was multiplying 146.453 by 100 but is confused about where to put the decimal. Where would the decimal point be when he multiplied? Justify your answer.