GRADE 5 MATHEMATICS – Unit 3

Dear Parents,
Here is a sample of what your child is learning in Grade 5, Unit 3. Look for additional newsletters for upcoming units.

Numbers &Operations

By the end of this unit, students should have the following skills:

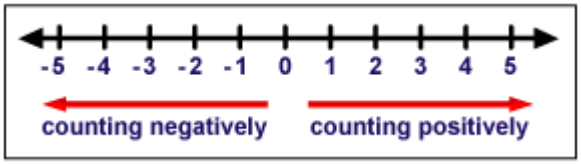
- Accurately place a series of positive and negative numbers on number line.
- Explain some real-life application of negative numbers.
- Create and write word problems using negative numbers in real-life situations.
- Determine the distance between a positive number (<20) and a negative number (>-20) using a number line model.
- Solve word problems that use negative numbers in real-life contexts, such as temperature, altitude, and relation to sea-level.

1. Which word, 'bigger' or 'smaller', would fit correctly in each of these gaps?

a) -7 is ..... than -1

b) + 62 is ..... than -71

c) -136 is ..... than -36



Using storage temperatures on packed food.

When food is frozen it is kept at a **negative** temperature. We keep food cold, chilled or frozen, because it keeps it for longer. But it makes a big difference at what temperature it is stored. When you buy food that you want to put in the freezer you have to read the **storage instructions**. These tell you at what temperatures to store the food. The colder your freezer, the longer you can store the food.

2. At which temperature would you store frozen peas that you want to keep for a little while?

a) -5^{o} C
b) 20^{o} C
c) -18^{o} C

Unit 3 Vocabulary

negative number
positive number
integer

Internet Activities found here.

http://www.bbc.co.uk/home/d/

- Go to site. In the search type…negative numbers. From there several options appear. Use any o f the Skillswise links. We are not completing any operations with negative numbers in this unit.

Did You Know?

The history of negative numbers is one of stops and starts. The trailblazers were the Chinese who by 100 BC were able to solve simultaneous equations involving negative numbers. The Ancient Greeks rejected negative numbers as absurd, by 600 AD, the Indians had written the rules for the multiplication of negative numbers and 400 years later, Arabic mathematicians realized the importance of negative debt. But it wasn't until the Renaissance that European mathematicians finally began to accept and use these perplexing numbers.
Why were negative numbers considered with such suspicion? Why were they such an abstract concept? And how did they finally get accepted?

Morning and 2 day afternoon math assistance is available to any student needing it. This is not for students to complete homework.
Use chapter 16 lessons 5-6 as a textbook reference.