Dear Families,

The following packet is filled with a variety of 5th and 6th grade skill activities in a variety of subject areas. There are some activities in here that might feel quite easy, and there are also some activities that might prove to be a bit challenging. Just do the best you can, and work through as much of the packet as you are able. Remember that these activities are for practice and engagement and will not be graded.

There are answer keys to worksheet questions in the back of the packet, but you will first want your child to check math problems with a calculator to practice their self-checking and correcting skills.

In addition to these packets, please try to have your child spend some time journaling each day (1-2 pgs.). They can focus on describing their thoughts, feelings, and community experiences every day. If they want to write even more, they can try writing a short story and/or an informational essay. These writings could be shared with their class later.

Warm Regards,
Mr. Dow
Mr. Hinzman
Mr. Powers
Mrs. Dunavin
Ms. Finnell
Ms. Graves
Ms. Keller
The Double Agent Who Helped America Win the Revolution

On October 19, 1781, the American colonists won the battle of Yorktown, Virginia. The British surrendered. The long war was over, and the United States would become its own nation. The major players in the Yorktown battle are well known: General Cornwallis for the British and General Marquis de Lafayette for the Americans. Yet a man whom many Americans have never even heard of worked as a double agent for both sides and is one of the biggest reasons that the Americans won.

James, an enslaved black man, had heard that he could be freed from slavery by fighting for the colonists. When James decided to help the American cause, he was introduced to General Lafayette. Lafayette decided to have James act as a spy. James dressed in torn, old clothing and walked into Cornwallis’s camp. He stated that he was a runaway slave and said that if the British would hide him, he would help the British troops find their way around and gather food. Cornwallis agreed but paid almost no attention to James in the days that followed. He discussed battle plans in front of James and left maps lying around where James could see them. Cornwallis completely underestimated James. When James would go out to search for food, he would secretly meet with Lafayette and pass information.

One day, Cornwallis thought of a new task for James: spying for the British! James agreed. What really happened was that James took true information to the American general and brought back confusing and misleading information to the British general. This was extremely dangerous. If American troops had caught James carrying information to the British, they would have killed him. If the British had found out what James was doing, they also would have killed him. James risked his life as a double agent for a year.

Before the battle of Yorktown, James gave the British incorrect information about the Americans’ plans and the number of soldiers they had. Meanwhile, the Americans had accurate information about the British and their plans. This helped the Americans to trap the British and force them to surrender.

Some time after the war, James was released from slavery. He took the last name Lafayette, bought a farm, and lived there until his death in 1830.

This painting portrays the surrender of British General Cornwallis to the Americans in October 1781. The information gained by James Lafayette helped lead to this victory for America.
The Double Agent Who Helped America Win the Revolution

The main idea is the most important idea in a text. Supporting details give more information about the main idea.

It is important for you to be able to identify the main idea and supporting details in an informational text. Ask these questions as you read:

- Does the title provide a clue about what the main idea is?
- What details tell more about the main idea?
- Does the author provide facts or examples that demonstrate the main idea?

Answer the items about the text you read.

1. Explain how the title confirms the text’s main idea.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Explain James’s role in the Revolution.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Write two supporting details from the text.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Based on information in the text, explain what a double agent is.

   ____________________________________________________________
Answer the items.

1. Explain what a main idea is.

2. Why is it important for an author to support the main idea with details and examples?

3. How does a text's title confirm the main idea or relate to it?

Read the paragraph. Then answer the items.

Chess is one of the oldest games in history, and playing it can be a great way to learn to practice patience. It is a board game played between two people. The players take turns moving their pieces, and players can take a number of minutes to think about which piece they want to move and how they want to move it. This means that chess is not usually a fast-paced game, although it is possible for a game to be played quickly. In addition to waiting on your opponent to make a move, you must be patient when it’s your turn. Chess is a game that you win with strategy and thoughtful management of your pieces. Each player has 16 pieces to manage, which can get complicated. You must keep all of your pieces in the game while eliminating your opponent’s. If you want to play a game that requires patience, try chess!

4. What is the text’s main idea?

5. Write one detail the author provides in the text that supports the main idea.
Text features can be part of a text, a sign, a chart, and other informational sources. Text features tell more about the text or the topic and can help an author emphasize a particular part of the text. These are a few kinds of text features:

- the title of the text
- numbers in a list and bullet points
- bold words and headings
- pictures and captions

Read the text and answer the questions.

Keep Your Smile Bright!

Take good care of your teeth by following these steps:

1. **Floss your teeth.** You can use floss that’s like a long thread or a flosser pick. Move the dental floss between each tooth and on the far side of the last molars, too. Do all the top and bottom teeth. This gets rid of food that’s stuck where your toothbrush can’t reach.

2. **Brush twice a day.** Always brush after breakfast and before bedtime.

3. **Use a soft-bristle toothbrush.** Get a new one every 3 to 4 months.

4. **Brush for 2 minutes.** That’s about as long as it takes to count to 100. (Think “1-one thousand, 2-one thousand, 3-one thousand,” and so on.)

5. **Rinse your mouth with mouthwash.** Do not swallow it! Spit it out when you’re done.

1. How does the title relate to the subject of the text?

2. Why does the author make some sentences bold?

3. What do the numbers in the text tell you?
The Effects of Landslides

There is nothing funny about a landslide. It is a serious occurrence that can result in dangerous conditions, including damage to roadways. Understanding what causes landslides may help people avoid them.

A landslide occurs when dirt and rock in the ground become unstable at the top of a scarp, or a steep slope. The following things can cause the ground to become unstable:

- lots of moisture from heavy rain
- an earthquake
- erosion
- volcanic activity

After the ground becomes unstable, gravity makes the landmass flow downward, toward the toe of the slope, which is the lowest point.

As the landslide continues moving, it may pick up speed or gather debris, which adds to the weight and power (and danger) of the landslide.

Perhaps one day, scientists will be able to predict when and where landslides are likely to happen.
The Effects of Landslides

**Text features** can help an author convey an important message in few words or help an author emphasize important parts of a text. These are some types of text features: a text's title, headings, bold or italicized words, numbers in a list, and bullet points.

**Visual information** shows details about a text's subject. Visual information is any kind of picture or image and includes the following: illustrations, photos, diagrams, graphs, maps, and captions.

Pay attention to text features and visual information as you read.

Answer the items about the text you read.

1. What does the title tell you about the text?

2. What do the photographs from the text show you about landslides?

3. How could a flood caused by a landslide affect a car? Explain how you know.

4. Why are there bullets in the list?

5. Explain how the diagram supports the details provided in the text.
Answer the items.

1. Explain what text features are and what they do in a text.

2. Explain what visual information is.

3. Write four kinds of text features or visual information.

4. The brown recluse is an easily recognized spider, and that's a good thing because it has a venomous bite that can be harmful to humans. Here are some tips that can help you identify a brown recluse:

   • The **color** of a recluse is a sandy brown with a darker mark at the center.
   • The **shape** of the recluse’s body is similar to that of a violin.
   • The **number of eyes** of the recluse is six, which is unique to this spider.
   • The **size** of a recluse is a half inch (1.3 cm) in width.

   Explain how the text features and visual information help to emphasize important information within the text.
Greek Mythology

Use the text to answer each question below.

1. For the ancient Greeks, mythology explained things in nature that they didn’t have a scientific explanation for. The ancient Greeks were polytheistic, believing in many deities, some major and some minor. They saw the gods as part of their everyday lives. They would sacrifice animals and other precious things to the gods before sports events, traveling and war to show their thanks and to ask about the future. For example, sailors would make sacrifices to Poseidon, the god of the sea, before a journey. A sick person might ask Apollo, who ruled medicine, to help them get well.

Who of the following would be most likely to make a sacrifice to Aphrodite, the goddess of love?

A. someone who has a headache  
B. someone leaving for a camping trip  
C. someone with a crush on their friend  
D. someone who has a big test coming up

2. Like people of many cultures, ancient Greeks had a myth to explain the creation of the world. According to the myth, in the beginning, there was only darkness, or Chaos. Gaea, the Earth, grew out of Chaos and gave birth to Uranus, the sky. Gaea became the mother of all living things. Gaea and Uranus gave birth to monsters and giants like the Titans and Cyclopes. Uranus hated these ugly children and threw them into the underworld. Gaea was angered by this and convinced Cronus, the most powerful Titan, to overthrow his father. Cronus did overthrow Uranus, but he worried that his own children would someday overthrow him. To prevent this, Cronus swallowed each of his children when they were born. When the youngest, Zeus, was born, Cronus’s wife tricked him by hiding the baby. She gave him a rock wrapped in a blanket instead. Zeus did end up overthrowing Cronus. He also saved his five older brothers and sisters from inside Cronus’s stomach. Zeus and his siblings formed the first generation of the Olympian gods.

Why did Cronus swallow his children when they were born?

A. because he only had daughters but he wanted sons  
B. because he was afraid they would defeat him  
C. because he thought they were ugly  
D. because he didn’t like babies
3. Zeus and his siblings were known as the Olympian gods because they lived on Mount Olympus. Olympus was a real mountain in northern Greece, but it came to be known more for its mythology than its physical location. Zeus and his brothers, Poseidon and Hades, divided control of the world. Zeus won the sky, becoming the king of the gods. Poseidon won the sea and carried a trident. Hades won the underworld and lived among the dead. Zeus married their sister Hera, who became the queen of the gods. Their sister Demeter was the goddess of crops and the harvest. Their other sister, Hestia, ruled the home and hearth.

Based on the passage, which of the following is true?

A. Zeus, Poseidon and Hades married one of three sisters.
B. Hera was the daughter of a god from a neighboring kingdom.
C. The three male gods split control of the world among themselves.
D. Poseidon ruled the underworld and rarely came up to Earth's surface.

4. The second generation of Olympian gods was made up of Zeus’s children. Athena, the goddess of wisdom and war, was born fully formed from Zeus’s head after a bad headache. She was the best-loved goddess on Mount Olympus, and the city of Athens was named after her. Athena’s symbols include the owl, helmet and spear, to represent her wise yet competitive spirit.

Apollo was the god of the sun, and he also represented health, medicine and music. He was the most handsome of the gods and had many lovers. His twin sister, Artemis, was the goddess of hunting and the moon. She was known to protect women and children.

Which of the following does not describe Athena?

A. wise
B. unpopular
C. competitive
D. daughter of Zeus

5. Ares, the god of war, was young, handsome and strong. He loved to fight and wear battle gear. However, he was a coward under his boisterous exterior. Ares was in love with Aphrodite, the goddess of love and beauty, but she was already married to Hephaestus. Hephaestus, the god of metalworking, worked as a blacksmith on Mount Olympus. He forged tools and jewelry for the gods and goddesses. He was considered the ugliest of the gods and was rejected by his mother, Hera. Hermes was the messenger god and also the god of mischief, science and invention. His symbols are a winged helmet and sandals to illustrate his speed. Dionysus was the god of revelry and showed people how to have a good time.

Based on the passage, which of the following best describes the Greek gods?

A. They were perfect and had no faults.
B. They were not allowed to fall in love with each other.
C. They relaxed all day because they had no work to do.
D. They had many of the same dilemmas as people on Earth.
6. Allusions, or references, to Greek mythology can be found nearly everywhere. Entrepreneurs, inventors and advertisers use these references to help explain what their products are about. The Olympic Games are named for Mount Olympus. The famous Apollo Theater in New York City alludes to Apollo, the god of music. Hermes’s winged feet can be seen in the logo for The Athlete’s Foot, a sneaker store.

According to the passage, Greek mythology is

A. alluded to in many product and store names.  
B. the basis of every modern work of literature.  
C. only referenced today in Greece.  
D. almost completely forgotten.
Greek Mythology

Read each question and circle the correct answer.

1. A polytheistic society believes in
   A. no gods.          C. two or more gods.
   B. one god.          D. none of the above

2. The home of the Greek gods is called
   A. Mount Olympus.    C. Parthenon.

3. Who of these is not a sibling of Zeus?
   A. Hera
   B. Hades
   C. Athena
   D. Poseidon

4. ________ is the goddess of the home.
   A. Hera
   B. Hestia
   C. Demeter
   D. Aphrodite

5. Which of these things is not related to Athena?
   A. sun
   B. war
   C. spear
   D. wisdom

6. Artemis’s twin brother is
   A. Ares.
   B. Hades.
   C. Apollo.
   D. Hephaestus.
7. Ares is in love with
   A. Hera.  
   B. Apollo.  
   C. Athena.  
   D. Aphrodite.

8. ________ is the god of fire and metalworking.
   A. Zeus  
   B. Hermes  
   C. Poseidon  
   D. Hephaestus

9. ________’s winged sandals and helmet make him a quick messenger.
   A. Dionysus  
   B. Hermes  
   C. Hades  
   D. Ares

10. Dionysus is the god of
    A. wine and revelry.  
    B. hearth and home.  
    C. love and romance.  
    D. weapons and warfare.
Figurative Language: Adding Music to our Language with Similes

Part 1: Underline the simile in each set. If a set does not contain a simile, write “no simile” on the line that follows.

1. I would really like a bed like the one in that hotel. Sleeping on that bed was like sleeping on a cloud. ________________

2. I like Mom’s chocolate chip cookies better than the oatmeal raisin cookies she makes. Which do you like better? ________________

3. Grandma’s brownie a la mode is like a gift from heaven. She serves it fresh out of the oven, and then tops it with fudge sauce, whipped topping, and nuts. I can’t think of any dessert that I like more! It’s delicious. ________________

4. Most of the time, Jonah’s mom is pretty friendly. However, there were a few times when I spent the night at his house that she was as cranky as a mama bird trying to protect her nest. ________________

5. When Mrs. Turner announced that Paxton was awarded the lead in the play, Paxton was as thrilled as a person who just found out they won the lottery. ________________

Part 2: Read the passage. Underline each simile you find in the passage.

Living with a two year old brother can be like riding a roller coaster. Sometimes he is an angel, like when he gives me kisses and hugs, and wants to hold my hand when we walk in a store. Other times, he is a complete monster. He gets into my things and turns my room upside-down. He also throws these huge tantrums at least three times a day. For instance, yesterday he was being a turtle when he was trying to zip up his coat. I was afraid I’d be late for school, so I tried to help him by grabbing his zipper and yanking it up to his chin for him. Oh my goodness- was that ever a mistake! His face turned as red as a tomato and he started stomping around the kitchen like an ogre. Mom tells me that I used to be the same way, but I don’t believe her. I would have never acted like that!

Part 3: Write your own similes.

1. The car goes as fast as _________________________________.

2. School is like _________________________________.

3. My ________ is as ________________ as a _________________________________.

4. My friend, __________, is as ________________ as a _________________________________.

5. Any simile using “like” ________________________________________________

6. Any simile using “as” ________________________________________________
Part 1: Underline the metaphor in each set. If a set does not contain a metaphor, write “no metaphor” on the line that follows.

1. My cousin told me that Mr. Jones, our new science teacher, is a drill sergeant. He used to teach at her school. He barks commands at everyone, and he NEVER smiles. ____________________

2. My aunt’s apartment in New York City is a closet. My mom says that if she had to live in that small space, she would go nuts! ____________________

3. Yesterday was one of those days where I just could not get moving. I was a sloth all day long. ____________________

4. My sister should be a mermaid. I think she would live in the water if my mom would let her! ____________________

5. The two fourth grade classrooms couldn’t be more different even though they sit side by side! Mr. Keen’s classroom is an active circus, while Mrs. Tadlock’s classroom is a calm, relaxing spa. ____________________

Part 2: Read the passage. Underline each metaphor you find in the passage.

Living with a two year old brother can be like riding a roller coaster. Sometimes he is an angel, like when he gives me kisses and hugs, and wants to hold my hand when we walk in a store. Other times, he is a complete monster. He gets into my things and turns my room upside-down. He also throws these huge tantrums at least three times a day. For instance, yesterday he was being a turtle when he was trying to zip up his coat. I was afraid I’d be late for school, so I tried to help him by grabbing his zipper and yanking it up to his chin for him. Oh my goodness- was that ever a mistake! His face turned as red as a tomato and he started stomping around the kitchen like an ogre. Mom tells me that I used to be the same way, but I don’t believe her. I would have never acted like that!

Part 3: Write your own metaphors.

1. In my opinion, homework is _______________________________________________________.

2. ___________ is a ______________________________________________________________.

3. My _________ is a ____________________________________________________________.
   (family member)

4. My friend, ___________, is a ______________________________________________________.
   (name)

5. ______________________________________________________________________________.

6. ______________________________________________________________________________.
Figurative Language:  
Adding Music to our Language with Onomatopoeias

Part 1: Underline the onomatopoeia in each set. If a set does not contain an onomatopoeia, write “no onomatopoeia” on the line that follows.

1. “I’m afraid to see what the bill from the plumber will be,” Sheila said to her husband. “He clinked and clanked under the sink for over an hour!” ______________________

2. When Mr. Porter informed his class that they had earned the class pizza party for collecting the most food for the Food Bank, the students screeched so loudly that Mr. Porter had to cover his ears. ______________________

3. When my dad snores, it sounds like a train chugging down a railroad track. ______________________

4. I often leave the house when my older sister decides to practice her flute. She’s not very good, and when she hits the wrong note, it sounds awful. ______________________

5. Everyone was in the van, ready to head to school except Josie. Like usual, she was running late because she couldn’t get out of bed that morning. “Try honking the horn,” Mom told Dad. That sometimes gets her moving. ______________________

Part 2: Read the passage. Underline each onomatopoeia you find in the passage.

Sam just couldn’t seem to get his homework done. It should have only taken him about twenty minutes to read the social studies assignment and answer the questions, but here he was working on it nearly two hours after he began. The phone kept ringing off the hook. His mom tried to talk quietly, but hearing the partial conversations only made it harder for Sam to concentrate. The outdoor sounds distracted him, as well. The wail of a passing ambulance, the chirping of birds, the bouncing of the neighbor’s basketball… every tiny sound seemed to beckon him.

“Here, put these headphones on to try to drown out the noise,” Dad suggested. “Good idea,” replied Sam. Within ten minutes, his homework was done.

Part 3: Write your own sentences with onomatopoeias.

1. Use an animal sound. ____________________________________________________________

2. Use a type of transportation. _____________________________________________________

3. A sound from your favorite activity ________________________________________________

4. ______________________________________________________________________________

5. ______________________________________________________________________________
Limerick

Limerick is a rhymed humorous or nonsense poem of five lines. The Limerick has a set rhyme scheme of: \textbf{a-a-b-b-a} with a syllable structure of: \textbf{9-9-6-6-9}.

\textit{Follow the directions for each line below:}

- Line 1: 9 syllables, ending syllable rhymes with ending of line 2 & 5.
- Line 2: 9 syllables, ending syllable rhymes with ending of line 1 & 5.
- Line 3: 6 syllables, ending syllable rhymes with line 4.
- Line 4: 6 syllables, ending syllable rhymes with line 3.
- Line 5: 9 syllables, ending syllable rhymes with line 1 & 2.

\textbf{Example #1:}

\textbf{The Test Pilot}

A Plane builder needed a \textbf{pilot},
So Bob told the guy, he would \textbf{try it}.
   When Bob took to the \textit{air},
   Plane parts fell everywhere.
Bob radioed “where shall I \textbf{pile it}?”

\textcopyright 2005 Jim Dupy

\textbf{Example #2:}

\textbf{The Man From Aruba}

There once was a man from \textbf{Aruba},
Whose favorite hobby was \textbf{scuba}.
   Every day he would \textit{wish},
   He could spear a big \textit{fish}.
But settled instead for canned \textbf{tuna}.

\textcopyright 2005 Jim Dupy
Name________________ Grade_____ Homeroom teacher__________________

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WHAT IS A LANDSCAPE?

A landscape is a photograph, painting, or drawing that shows the land. It might have water forms, or structures, but the main subject matter is the land itself.

Some features you might see in landscapes include:

- mountains
- hills
- plains
- valleys
- lakes
- rivers
- rocks
- roads
- houses
- fences
- barns
- animals

Landscapes can be...

- realistic:
  - The Camel’s Hump by Edward Hopper

- impressionistic:
  - Rain on River by Edward Hopper

- abstract:
  - Young Corn by Grant Wood

- colorful:
  - Black Mesa Landscape by Georgia O’Keeffe

- monochromatic:
  - Olive Trees in a Mountain by Vincent van Gogh

Whatever the style, a landscape depicts the shape, color, and expanse of the land.
Art Concepts and Skills
- use elements of art: line, shape, pattern, texture
- use drawing tools appropriately
- draw a simple, stylized landscape using contour lines
- use size and texture to show depth
- use art vocabulary to discuss personal art work

Materials: white construction paper, 9x12; pencils, fine-tipped and ultra-fine tipped black permanent markers; assorted photographs of different landscapes, some in black and white; black construction paper for mounting.

Suggested Art Works
- Ansel Adams landscape photographs.
- Vincent Van Gogh - *Olive Trees in a Mountain Landscape*

Vocabulary: landscape  contour  abstract  cross-hatching

Introduction
- Talk about the mathematical definitions of lines and line segments. Quickly review and demonstrate different types of straight and contour lines, including parallel, perpendicular, and diagonal lines, thick and thin lines, and closed and open contour lines.
- Have students do a small sampling of line drawing techniques, including cross-hatching and scumbling.
- Show or display several photographs of landscapes. Have students observe and describe the different shapes, lines, and contours of mountains and hills, rocks and rock formations, water forms, and other elements that may be present in the photographs.
- If you are using Ansel Adams photographs, talk about the drama created by lighter and darker areas and the crisp lines that define shapes. If using the Van Gogh drawing, ask students to describe the different kinds of lines used in the drawing.
- Explain the activity by modeling a simple contour drawing of a landscape, using pencil first then tracing over the pencil lines. Add different line treatments to fill in some spaces; use thin and thick lines, parallel lines, and cross-hatched lines. Show how putting lines closer together will create an area of darker value, creating contrast and giving the drawing more interest.

Math Connection
This activity loosely connects to geometry in its use of various types of lines. Use this activity along with any geometry lessons that use lines to reinforce the difference between lines and line segments.
Art Making

• Using pencil, lightly draw the basic contour lines of a landscape. Include tree shapes and water forms if desired. Do not color in any shapes.
• Carefully trace over the pencil lines with a black marker, using a combination of thin and thick lines. Erase any visible pencil lines.
• Fill some of the resulting shapes with lines. Use a combination of thin and thick lines. Include some crosshatching to create darker areas with more dense texture.
• Use only lines to fill the spaces.
• Use various line techniques to create lighter and darker areas, and leave some of the spaces white.
• At least one space should be filled with parallel lines.

When the drawings are finished, mount on black construction paper and display.

Variations

If you have the supplies, consider using one other color instead of black; ie., make the drawing all red, all blue, or any dark color.

Use colored pencil to shade in just a few shapes or spaces.

Discussion: Aesthetic Valuing

Have students look at everyone’s art work, either with a “walk around” or by displaying them all together on the wall. Have students about the different techniques use, the variety of lines, and invite them to make other observations.

Have individual students identify what they think works well in their drawing, and what they might change.

During the discussion, introduce the term abstract and point out any areas that show distance, either through overlapping or with change in value. Have students find other examples of perspective in their own or other students’ art work.

Language Arts Integration

Have students use these line drawing techniques to illustrate poetry or stories that they write in class, or to illustrate interesting settings described in books they read.

Art Reflection Extension

Have students use the included Thoughts About My Art worksheet to help them reflect on what is successful about their art work, and what they might have done differently.

California Visual Arts Standards: Line Landscapes

Gr 2: 1.1, 1.3, 2.3, 4.1, 4.2, 4.3, 4.4
Gr 4: 1.1, 1.2, 2.6, 2.7

Gr 3: 1.3, 1.5, 2.3, 2.4, 3.3, 4.2
Gr 5: 1.2, 1.3, 2.2, 2.4, 2.6, 4.4
The Blue Elephant

Add to find the sums or subtract to find the differences. Then, solve the riddle by matching the letters to the blank lines below.

<table>
<thead>
<tr>
<th>E</th>
<th>38,647</th>
<th>R</th>
<th>77,889</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- 29,487</td>
<td>+ 28,996</td>
<td></td>
</tr>
</tbody>
</table>

| R | 64,007 | H | 56,127 | P | 45,678 | E | 9 |
|---|---|---|---|---|---|---|
|   | - 43,868 | - 897 | + 91,234 | + 29,993 |

| E | 60,008 | C | 66,385 | H | 18,042 | U | 15,515 |
|---|---|---|---|---|---|---|
|   | - 75 | + 95,836 | - 5,952 | + 25,757 |

What should you do if you find a blue elephant?

162,221 12,090 9,160 59,933 20,139
55,230 30,002 106,885 41,272 136,912
Find the product.

a. \[47 \times 63\]
\[86 \times 25\]

c. \[95 \times 70\]

d. \[78 \times 39\]

e. \[63 \times 48\]

f. \[59 \times 96\]

g. \[24 \times 57\]

h. \[96 \times 86\]

i. \[85 \times 62\]

j. \[98 \times 74\]

k. How many seconds are there in 35 minutes?

answer: _________________
Multi-Digit Decimal Multiplication

Name: ___________________  Date: ___________________

(1)  \(0.1603 \times 2.5\)  
(2)  \(6.808 \times 4.4\)  
(3)  \(5.018 \times 0.52\)  
(4)  \(71.26 \times 2.8\)  

(5)  \(62.47 \times 1.5\)  
(6)  \(0.9456 \times 2.2\)  
(7)  \(4.453 \times 7.8\)  
(8)  \(37.03 \times 9.3\)  

(9)  \(32.89 \times 1.9\)  
(10)  \(9.986 \times 9.8\)  
(11)  \(8.694 \times 4.3\)  
(12)  \(8.124 \times 5.7\)  

(13)  \(94.68 \times 1.4\)  
(14)  \(6.962 \times 2.7\)  
(15)  \(171.1 \times 0.59\)  
(16)  \(4.712 \times 0.79\)
Long Division Practice

43 \(\overline{7,965}\)  \hspace{1cm} 3 \(\overline{8,393}\)  \hspace{1cm} 28 \(\overline{13,204}\)

13 \(\overline{24,435}\)  \hspace{1cm} 50 \(\overline{4,153}\)  \hspace{1cm} 4 \(\overline{34,584}\)

5 \(\overline{6,734}\)  \hspace{1cm} 69 \(\overline{4,974}\)  \hspace{1cm} 94 \(\overline{9,358}\)
Sudoku (Level 1)

Fill the grid with the numbers 1 to 9 in such that each number appears only once in each row, column and region (3 by 3 block). Never guess the place of a number and only fill it in when you are sure.

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1) There are two problems at the right. How much needs to be added to the smaller answer to make it 100 more than the larger answer?  
   651  329  
   -197  +97

2) Juan lives 2 miles from his friend, Angelo. Juan can walk a mile in 18 minutes. If he leaves his house at 10:45 a.m., he will arrive at Angelo’s house at __________ a.m.

3) Raffle tickets to support the school’s marching band sell for $3 each or 4 tickets for $10. What is the least amount of money Mr. Harvey has to pay in order to purchase 25 raffle tickets?

4) Hank and Bob set their watches correctly at 12 noon Monday. Hank’s watch is fast and gains 1 minute every 6 hours. Bob’s watch is slow and loses 1 minute every 8 hours. At 12 noon the following day Hank’s watch is ______ minutes ahead of Bob’s watch.

5) A group of young boys were playing musical instruments by the wharf in San Francisco. From 11 a.m. until 4 p.m. a total of 1300 people stopped to listen to them. The average number of people that stopped to listen each hour was ______.

6) Fill in the one-digit numbers in the answer column so that the sum of each row, column and diagonal add to 15. (This is called a magic square.)

   | 6 |
   | 3 |
   | 2 |

7) When you multiply 6 and 10 the answer is ______ more than when you add 6 and 10.

8) \(a \triangle b = a - b + a - b\). For example: \(6 \triangle 4 = 6 - 4 + 6 - 4 = 2 + 2 = 4\). How much larger is 12 \(\triangle 3\) than 10 \(\triangle 5\)?

9) Domingo does push-ups every 4 days. He lifts weights every 5 days. Last Monday he did both. On what day of the week will he next be doing both push-ups and lifting weights?

10) If \(9 \times 5 = 51 - \square\), find the number that belongs in the \(\square\).

11) Mr. Ziegler has 6 planks of wood 7 feet long and 5 planks of wood 8 feet long. If he places all 6 of the 7-foot planks in a line, they will be ______ feet longer than all 5 of the 8-foot planks in a line.
**Text Features and Visual Information**

**Main Idea and Details**

- **Text Features:** a text's title, headings, bold or italicized words, numbers in a list, and bullet points. These features tell more about the text or the topic and can help authors emphasize or support the main idea.
- **Visual Information:** can be part of a text, a sign, a chart, and other informational sources.

- **Nonfiction:**
  - **Main Idea:** The main idea is usually概括ized or stated at the beginning of the text. The supporting details provide more information about the main idea.
  - **Details:** Details are parts of a text that make certain words important. These details can be part of a text, a sign, a chart, and other informational sources.

- **Example:** The title tells what the text will focus on. It gives more information about the main idea.

- **Example:** The visual information supports the descriptive details from the text.

---

**Wolverines**

- **Main Idea:** The wolverine is a black-and-white fur animal that is related to the bear.
- **Supporting Details:**
  - They are found in Russia, Canada, and Alaska.
  - They live in the cold, snowy forests and mountains.
  - They have a thick fur coat for warmth.
  - They are very aggressive and will attack other animals.

---

**The Effects of Landslides**

- **Main Idea:** Landslides happen when steep mountains lose their soil and rock.
- **Supporting Details:**
  - Landslides can cause death and destruction.
  - They can also cause floods and mudflows.
  - They can destroy homes and infrastructure.

---

**The Double Agent Who Helped America Win the Revolution**

- **Main Idea:** James was a double agent who helped America win the Revolution.
- **Supporting Details:**
  - He was a spy for both Britain and the American Revolution.
  - He gathered information and passed it to both sides.
  - He was eventually caught and sent to prison.

---

**Reading Comprehension Fundamentals**
Greek Mythology - Answer Key

Use the text to answer each question below.

1. For the ancient Greeks, mythology explained things in nature that they didn’t have a scientific explanation for. The ancient Greeks were polytheistic, believing in many deities, some major and some minor. They saw the gods as part of their everyday lives. They would sacrifice animals and other precious things to the gods before sports events, traveling and war to show their thanks and to ask about the future. For example, sailors would make sacrifices to Poseidon, the god of the sea, before a journey. A sick person might ask Apollo, who ruled medicine, to help them get well.

Who of the following would be most likely to make a sacrifice to Aphrodite, the goddess of love?

A. someone who has a headache
B. someone leaving for a camping trip
C. someone with a crush on their friend
D. someone who has a big test coming up

Correct Answer: C.

Based on the passage, the ancient Greeks made sacrifices to the god who could best help them: “sailors would make sacrifices to Poseidon, the god of the sea, before a journey,” and “a sick person might ask Apollo, who ruled medicine, to help them get well.” A person with a crush on their friend would be most likely to seek the help of Aphrodite, the goddess of love.
2. Like people of many cultures, ancient Greeks had a myth to explain the creation of the world. According to the myth, in the beginning, there was only darkness, or Chaos. Gaea, the Earth, grew out of Chaos and gave birth to Uranus, the sky. Gaea became the mother of all living things. Gaea and Uranus gave birth to monsters and giants like the Titans and Cyclopes. Uranus hated these ugly children and threw them into the underworld. Gaea was angered by this and convinced Cronus, the most powerful Titan, to overthrow his father. Cronus did overthrow Uranus, but he worried that his own children would someday overthrow him. To prevent this, Cronus swallowed each of his children when they were born. When the youngest, Zeus, was born, Cronus’s wife tricked him by hiding the baby. She gave him a rock wrapped in a blanket instead. Zeus did end up overthrowing Cronus. He also saved his five older brothers and sisters from inside Cronus’s stomach. Zeus and his siblings formed the first generation of the Olympian gods.

Why did Cronus swallow his children when they were born?

A. because he only had daughters but he wanted sons
B. because he was afraid they would defeat him
The passage states, “Cronus did overthrow Uranus, but he worried that his own children would someday overthrow “him”. To prevent this, Cronus swallowed each of his children when they were born.”
C. because he thought they were ugly
D. because he didn’t like babies

3. Zeus and his siblings were known as the Olympian gods because they lived on Mount Olympus. Olympus was a real mountain in northern Greece, but it came to be known more for its mythology than its physical location. Zeus and his brothers, Poseidon and Hades, divided control of the world. Zeus won the sky, becoming the king of the gods. Poseidon won the sea and carried a trident. Hades won the underworld and lived among the dead. Zeus married their sister Hera, who became the queen of the gods. Their sister Demeter was the goddess of crops and the harvest. Their other sister, Hestia, ruled the home and hearth.

Based on the passage, which of the following is true?

A. Zeus, Poseidon and Hades married one of three sisters.
B. Hera was the daughter of a god from a neighboring kingdom.
C. The three male gods split control of the world among themselves.
The passage states, “Zeus and his brothers, Poseidon, and Hades, divided control of the world. Zeus won the sky, becoming the king of the gods. Poseidon won the sea, and Hades won the underworld.”
D. Poseidon ruled the underworld and rarely came up to Earth’s surface.
4. The second generation of Olympian gods was made up of Zeus’s children. Athena, the goddess of wisdom and war, was born fully formed from Zeus’s head after a bad headache. She was the best-loved goddess on Mount Olympus, and the city of Athens was named after her. Athena’s symbols include the owl, helmet and spear, to represent her wise yet competitive spirit.

Apollo was the god of the sun, and he also represented health, medicine and music. He was the most handsome of the gods and had many lovers. His twin sister, Artemis, was the goddess of hunting and the moon. She was known to protect women and children.

Which of the following does not describe Athena?

A. wise

B. unpopular

The passage states, "Athena “was the best-loved goddess on Mount Olympus.”"

C. competitive

D. daughter of Zeus

5. Ares, the god of war, was young, handsome and strong. He loved to fight and wear battle gear. However, he was a coward under his boisterous exterior. Ares was in love with Aphrodite, the goddess of love and beauty, but she was already married to Hephaestus. Hephaestus, the god of metalworking, worked as a blacksmith on Mount Olympus. He forged tools and jewelry for the gods and goddesses. He was considered the ugliest of the gods and was rejected by his mother, Hera. Hermes was the messenger god and also the god of mischief, science and invention. His symbols are a winged helmet and sandals to illustrate his speed. Dionysus was the god of revelry and showed people how to have a good time.

Based on the passage, which of the following best describes the Greek gods?

A. They were perfect and had no faults.

B. They were not allowed to fall in love with each other.

C. They relaxed all day because they had no work to do.

D. They had many of the same dilemmas as people on Earth.

The passage describes the gods as having several human-like problems. Ares “was a coward under his boisterous exterior” and “was in love with Aphrodite... but she was already married to Hephaestus.” Hephaestus “was considered the ugliest of the gods and was rejected by his mother, Hera.”
6. Allusions, or references, to Greek mythology can be found nearly everywhere. Entrepreneurs, inventors and advertisers use these references to help explain what their products are about. The Olympic Games are named for Mount Olympus. The famous Apollo Theater in New York City alludes to Apollo, the god of music. Hermes’s winged feet can be seen in the logo for The Athlete’s Foot, a sneaker store.

According to the passage, Greek mythology is

A. alluded to in many product and store names.

According to the passage, “Entrepreneurs, inventors and advertisers use [Greek mythology] references to help explain what their products are about.”

B. the basis of every modern work of literature.

C. only referenced today in Greece.

D. almost completely forgotten.
Greek Mythology - Answer Key

Read each question and circle the correct answer.

1. A polytheistic society believes in
   A. no gods.  
   B. one god.  
   ✔ C. two or more gods.  
   D. none of the above

2. The home of the Greek gods is called
   ✔ A. Mount Olympus.  
   B. Agora Mountain.  
   C. Parthenon.  
   D. Acropolis.

3. Who of these is not a sibling of Zeus?
   A. Hera  
   B. Hades  
   ✔ C. Athena  
   D. Poseidon

4. _______ is the goddess of the home.
   A. Hera  
   ✔ B. Hestia  
   C. Demeter  
   D. Aphrodite

5. Which of these things is not related to Athena?
   ✔ A. sun  
   B. war  
   C. spear  
   D. wisdom

6. Artemis’s twin brother is
   A. Ares.  
   B. Hades.  
   ✔ C. Apollo.  
   D. Hephaestus.
7. Ares is in love with
   A. Hera.   C. Athena.
   B. Apollo.  D. Aphrodite. ✔

8. ______ is the god of fire and metalworking.
   A. Zeus
   B. Hermes
   C. Poseidon
   D. Hephaestus

9. ______'s winged sandals and helmet make him a quick messenger.
   A. Dionysus
   B. Hermes
   C. Hades
   D. Ares

10. Dionysus is the god of
    A. wine and revelry. ✔
    B. hearth and home.
    C. love and romance.
    D. weapons and warfare.
Figurative Language:
Adding Music to our Language with **Similes**

Part 1: Underline the simile in each set. If a set does not contain a simile, write "no simile" on the line that follows.

1. I would really like a bed like the one in that hotel. **Sleeping on that bed was like sleeping on a cloud.** ______________

2. I like Mom’s chocolate chip cookies better than the oatmeal raisin cookies she makes. Which do you like better? **no simile**

3. Grandma’s brownie a la mode is like a gift from heaven. She serves it fresh out of the oven, and then tops it with fudge sauce, whipped topping, and nuts. I can’t think of any dessert that I like more! It’s delicious. ______________

4. Most of the time, Jonah’s mom is pretty friendly. However, there were a few times when I spent the night at his house that **she was as cranky as a mama bird trying to protect her nest.** ______________

5. When Mrs. Turner announced that Paxton was awarded the lead in the play, **Paxton was as thrilled as a person who just found out they won the lottery.** ______________

Part 2: Read the passage. Underline each simile you find in the passage.

Living with a two year old brother can be like riding a roller coaster. Sometimes he is an angel, like when he gives me kisses and hugs, and wants to hold my hand when we walk in a store. Other times, he is a complete monster. He gets into my things and turns my room upside-down. He also throws these huge tantrums at least three times a day. For instance, yesterday he was being a turtle when he was trying to zip up his coat. I was afraid I’d be late for school, so I tried to help him by grabbing his zipper and yanking it up to his chin for him. Oh my goodness—was that ever a mistake! **His face turned as red as a tomato and he started stomping around the kitchen like an ogre.** Mom tells me that I used to be the same way, but I don’t believe her. I would have never acted like that!

Part 3: Write your own similes. **ANSWERS WILL VARY!**

1. The car goes as fast as ________________________________________________________.

2. School is like ________________________________________________________________.

3. My _________ is as ________________ as a ______________________________________.
   (family member)

4. My friend, _______, is as ________________ as a __________________________________.
   (name)

5. Any simile using "like" __________________________________________________________

6. Any simile using "as" ____________________________________________________________
Figurative Language: 
Adding Music to our Language with Metaphors

Part 1: Underline the metaphor in each set. If a set does not contain a metaphor, write “no metaphor” on the line that follows.

1. My cousin told me that Mr. Jones, our new science teacher, is a drill sergeant. He used to teach at her school. He barks commands at everyone, and he NEVER smiles. ______________

2. My aunt’s apartment in New York City is a closet. My mom says that if she had to live in that small space, she would go nuts! ______________

3. Yesterday was one of those days where I just could not get moving. I was a sloth all day long. ______________

4. My sister should be a mermaid. I think she would live in the water if my mom would let her! no metaphor__

5. The two fourth grade classrooms couldn’t be more different even though they sit side by side! Mr. Keen’s classroom is an active circus, while Mrs. Tadlock’s classroom is a calm, relaxing spa. ______________

Part 2: Read the passage. Underline each metaphor you find in the passage.

Living with a two year old brother can be like riding a roller coaster. Sometimes he is an angel, like when he gives me kisses and hugs, and wants to hold my hand when we walk in a store. Other times, he is a complete monster. He gets into my things and turns my room upside-down. He also throws these huge tantrums at least three times a day. For instance, yesterday he was being a turtle when he was trying to zip up his coat. I was afraid I’d be late for school, so I tried to help him by grabbing his zipper and yanking it up to his chin for him. Oh my goodness—was that ever a mistake! His face turned as red as a tomato and he started stomping around the kitchen like an ogre. Mom tells me that I used to be the same way, but I don’t believe her. I would have never acted like that!

Part 3: Write your own metaphors. ANSWERS WILL VARY!

1. In my opinion, homework is _______________________________________________________.

2. __________ is a ________________________________________________________________.

3. My ________ is a _____________________________________________________________.
   (family member)

4. My friend, __________, is a _____________________________________________________.
   (name)

5. ____________________________________________________________________________.

6. ____________________________________________________________________________.
Figurative Language:
Adding Music to our Language with **Onomatopoeias**

Part 1: Underline the onomatopoeia in each set. If a set does not contain an onomatopoeia, write “no onomatopoeia” on the line that follows.

1. “I’m afraid to see what the bill from the plumber will be,” Sheila said to her husband. “He clinked and **clanked** under the sink for over an hour!”

2. When Mr. Porter informed his class that they had earned the class pizza party for collecting the most food for the Food Bank, the students **screeched** so loudly that Mr. Porter had to cover his ears.

3. When my dad snores, it sounds like a train **chugging** down a railroad track.

4. I often leave the house when my older sister decides to practice her flute. She’s not very good, and when she hits the wrong note, it sounds awful. __no onomatopoeia__

5. Everyone was in the van, ready to head to school except Josie. Like usual, she was running late because she couldn’t get out of bed that morning. “Try **honking** the horn,” Mom told Dad. That sometimes gets her moving.”

Part 2: Read the passage. Underline each onomatopoeia you find in the passage.

Sam just couldn’t seem to get his homework done. It should have only taken him about twenty minutes to read the social studies assignment and answer the questions, but here he was working on it nearly two hours after he began. The phone kept **ringing** off the hook. His mom tried to talk quietly, but hearing the partial conversations only made it harder for Sam to concentrate. The outdoor sounds distracted him, as well. The **wail** of a passing ambulance, the **chirping** of birds, the **bouncing** of the neighbor’s basketball… every tiny sound seemed to beckon him.

“Here, put these headphones on to try to drown out the noise,” Dad suggested.

“Good idea,” replied Sam. Within ten minutes, his homework was done.

Part 3: Write your own sentences with onomatopoeias. **ANSWERS WILL VARY!**

1. Use an animal sound. ____________________________________________________________

2. Use a type of transportation. _______________________________________________________

3. A sound from your favorite activity _________________________________________________

4. ______________________________________________________________________________

5. ______________________________________________________________________________
The Blue Elephant

Add to find the sums or subtract to find the differences. Then, solve the riddle by matching the letters to the blank lines below.

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\begin{align*}
E & \quad 38,647 \quad R & \quad 77,889 \\
& \quad -29,487 \quad +28,996 \\
& \quad 9,160 \quad 106,885 \\
R & \quad 64,007 \quad H & \quad 56,127 \\
& \quad -43,868 \quad -897 \\
& \quad 20,139 \quad 55,230 \\
P & \quad 45,678 \quad E & \quad 9 \\
& \quad +91,234 \quad +29,993 \\
& \quad 136,912 \quad 30,002 \\
E & \quad 60,008 \quad C & \quad 66,385 \\
& \quad -75 \quad +95,836 \\
& \quad 59,933 \quad 162,221 \\
H & \quad 18,042 \quad H & \quad 18,042 \\
& \quad -5,952 \quad -5,952 \\
& \quad 12,090 \quad 12,090 \\
U & \quad 15,515 \quad R & \quad 20,139 \\
& \quad +25,757 \quad \quad +29,996 \\
& \quad 41,272 \quad 136,885 \\
\end{align*}
\]

What should you do if you find a blue elephant?

C 162,221  H 12,090  E 9,160  E 59,933  R 20,139
C 55,230  E 30,002  R 106,885  U 41,272  P 136,912
Find the product.

a. \[47 \times 63 = 2,961\]
b. \[86 \times 25 = 2,150\]
c. \[95 \times 70 = 6,650\]
d. \[78 \times 39 = 3,042\]
e. \[63 \times 48 = 3,024\]
f. \[59 \times 96 = 5,664\]
g. \[24 \times 57 = 1,368\]
h. \[96 \times 86 = 8,256\]
i. \[85 \times 62 = 5,270\]
j. \[98 \times 74 = 7,252\]
k. How many seconds are there in 35 minutes?

answer: \[2,100\] seconds
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<td>132.552</td>
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**Answer Key**

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Long Division Practice

\[
\begin{align*}
185.23 & \quad 2,797.67 & \quad 471.57 \\
43 & \quad 3 & \quad 28 \\
7,965 & \quad 8,393 & \quad 13,204 \\
\end{align*}
\]

\[
\begin{align*}
1,879.62 & \quad 83.06 & \quad 8,646 \\
13 & \quad 50 & \quad 4 \\
24,435 & \quad 4,153 & \quad 34,584 \\
\end{align*}
\]

\[
\begin{align*}
$1,346.80 & \quad $72.09 & \quad $99.55 \\
5 & \quad 69 & \quad 94 \\
$6,734 & \quad $4,974 & \quad $9,358 \\
\end{align*}
\]
1) (128) 651 - 197 = 454. 329 + 97 = 426. 28 needs to be added to 426 to make it the same as the larger answer and 128 has to be added to make it 100 more than the larger answer.

2) (11:21) It will take him 36 minutes to walk the 2 miles. Thirty minutes past 10:45 a.m. is 11:15 a.m. Six minutes more is 11:21 a.m.

3) ($63) Since $10 purchases 4 tickets, $60 would purchase 24 tickets. The last ticket would cost $3. $60 + $3 = $63.

4) (7) In a 24-hour period Hank’s watch gains 4 minutes while Bob’s watch loses 3 minutes.

5) (260) From 11 a.m. to 4 p.m. is 5 hours. 1300 ÷ 5 = 260.

6) Since 6 + 2 = 8, start with the 7 and it all falls into place.

7) (44) 60 - 16 = 44.

8) (8) 12 - 3 + 12 - 3 = 18. 10 - 5 + 10 - 5 = 10. 18 - 10 = 8.

9) (Sunday) Every 20 days he will be doing both. Twenty days after Monday is a Sunday (21 days is a Monday again).

10) (6) 9 x 5 = 45. 51 - 6 = 45.

11) (2) 6 x 7 = 42; 5 x 8 = 40. 42 - 40 = 2.