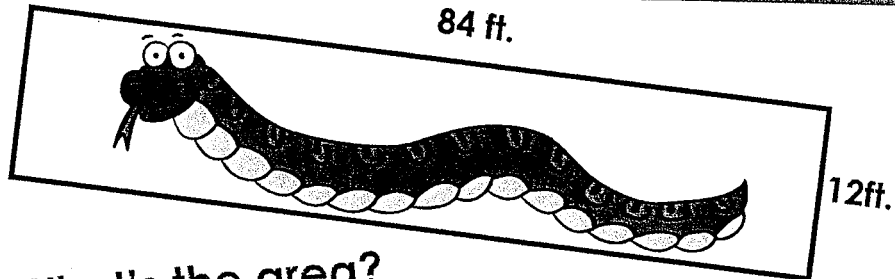
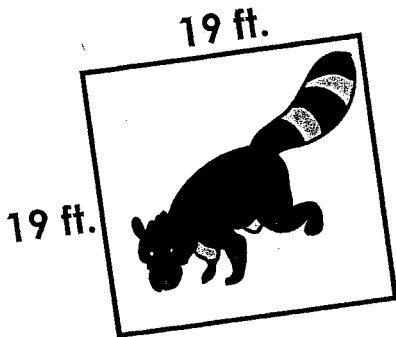


# Get Ready for Fifth Grade

5th  
Grade

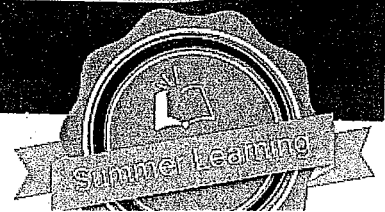


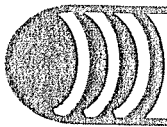
What's the area?

108 inches =    ? feet

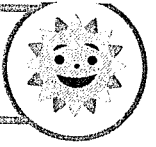
144 inches =    ? yards

10 yards =    ? feet





# Practice with Commas



Name: \_\_\_\_\_

Date: \_\_\_\_\_

There are three main ways to use commas.

- **To separate words in a list or series:**  
popsicles, ice cream, and shaved ice
- **To separate a word or phrase at the beginning from the rest of the sentence:**  
Yes, I love swimming.
- **To set a person apart from the rest of a sentence:**  
Tim, did you have a nice summer?

**Add commas where needed to the sentences below. Hint: If you're stuck, read the sentence aloud and insert a comma wherever you pause.**

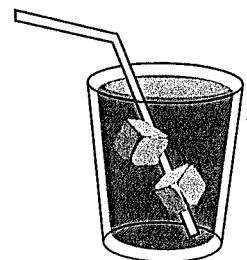
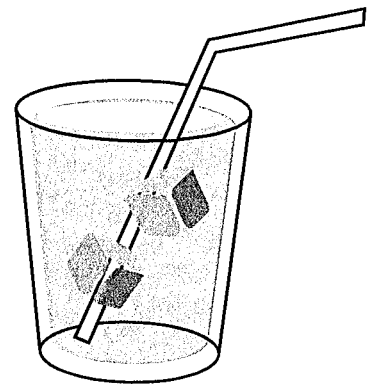
1. Hannah would you like some lemonade?

2. I don't like swimming at the beach but I do like the pool.

3. I brought watermelon chips and salad to the picnic.

4. Hey it's hot out there!

5. I need to bring sunscreen goggles and a swimsuit to the pool party.

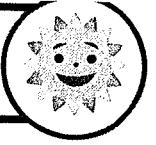


**Read the paragraph below. Add commas where they are necessary.**

In the summer I love going to the beach. First I apply sunscreen. I pack a bag with snacks floaties towels and sand toys. I put on my favorite swimsuit hat and sunglasses. Then I ride my bike to the beach. I don't like to go when it's crowded so I try to get there early. At the end of the day I am always covered in sand!



# Review: Synonyms and Antonyms



Name: \_\_\_\_\_

Date: \_\_\_\_\_

A) Draw a line to match each word to its **synonym** (a word with the same or similar meaning) and **antonym** (a word with the opposite meaning).

### Synonym

assemble  
anxious  
hilarious  
scorching  
sluggish  
significant

funny  
slow  
build  
nervous  
important  
hot

### Antonym

trivial  
boring  
rapid  
demolish  
frigid  
fearless

B) Write three **synonyms** for each of the words below.

good	fantastic		
happy			
fantastic			

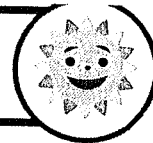
C) Fill in the blanks with **antonyms** to complete the story.

On Wednesday, Henry arrived at school and discovered it was opposite day! Everything in his classroom was totally *normal* **wacky** . All the lights were *on* \_\_\_\_\_, so the room was *bright* \_\_\_\_\_. His teacher handed out pencils, but they were all *sharp* \_\_\_\_\_. At recess, his friends \_\_\_\_\_ were playing tag. Everyone was *running* \_\_\_\_\_ around and *yelling* \_\_\_\_\_, "You're it!" Henry started to feel *brave* \_\_\_\_\_ when he saw that the *smallest* \_\_\_\_\_ kid in school was running straight towards him! Later, at lunch, Henry's macaroni surprise was served *hot* \_\_\_\_\_ and his milk was *cold* \_\_\_\_\_. Henry was *disappointed* \_\_\_\_\_ when the school day finally *began* \_\_\_\_\_.



# Amazing Adjectives

A Fill-in-the-Blank-story



Name: \_\_\_\_\_

Date: \_\_\_\_\_

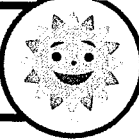
**Directions:** Use the adjectives in the word bank (or come up with your own adjectives) to fill in the blanks and complete the story.

### Adverb Bank

purple	creaky	heavy	goopy	four
young	muddy	perfect	stinky	feathery
open	surprised	happy	slimy	huge
wishful	proud	delicious	sunny	round
crunchy	clever	beautiful	green	yellowish
confused	slow	strange	soft	clean
tall	sad	bumpy	quiet	

One \_\_\_\_\_ day, a \_\_\_\_\_ frog hopped along a very \_\_\_\_\_ path. Suddenly, quite by accident, he came upon a \_\_\_\_\_, \_\_\_\_\_ ogre. "This is my path and no creature \_\_\_\_\_ or small will cross it!" shouted the ogre with a \_\_\_\_\_ voice. His \_\_\_\_\_ eyes stared down at the \_\_\_\_\_ frog. But the frog was not the least bit scared. He was a \_\_\_\_\_ frog, and he knew he could outwit the \_\_\_\_\_ ogre. "I will tell you a \_\_\_\_\_ riddle," croaked the frog, "and if you can solve it, I will turn around and never hop on your path again." The ogre looked \_\_\_\_\_. "But," continued the frog, "if you can't solve it, you must let me pass, for I am going to the \_\_\_\_\_ river bank, where all the most \_\_\_\_\_ bugs live." The ogre agreed. So the frog asked, "What runs, but never walks, often murmurs - never talks, has a bed but never sleeps, has a mouth but never eats?" The ogre was \_\_\_\_\_. He scratched his \_\_\_\_\_ head as he grudgingly let the frog hop past. The frog laughed to himself as he came to the \_\_\_\_\_ bank of the river and caught a \_\_\_\_\_ bug with his \_\_\_\_\_ tongue. "A river!" he said, murmuring the answer to himself and feeling \_\_\_\_\_.

# How the Monkey Became a Trickster



Name: \_\_\_\_\_

Date: \_\_\_\_\_

*A Brazilian Fairy Tale by ELSIE SPICER EELLS*



Once upon a time there was a beautiful garden in which grew all sorts of fruits. Many beasts lived in the garden and they were permitted to eat of the fruits whenever they wished. But they were asked to observe one rule. They must make a low, polite bow to the fruit tree, call it by its name, and say, "Please give me a taste of your fruit." They had to be very careful to remember the tree's correct name and not to forget to say "please." It was also very important that they should remember

not to be greedy. They must always leave plenty of fruit for the other beasts who might pass that way, and plenty to adorn the tree itself and to furnish seed so that other trees might grow. If they wished to eat figs they had to say, "O, fig tree, O, fig tree, please give me a taste of your fruit;" or, if they wished to eat oranges they had to say, "O, orange tree, O, orange tree, please give me a taste of your fruit."

In one corner of the garden grew the most splendid tree of all. It was tall and beautiful and the rosy-cheeked fruit upon its wide spreading branches looked wonderfully tempting. No beast had ever tasted of that fruit, for no beast could ever remember its name.

In a tiny house near the edge of the garden dwelt a little old woman who knew the names of all the fruit trees which grew in the garden. The beasts often went to her and asked the name of the wonderful fruit tree, but the tree was so far distant from the tiny house of the little old woman that no beast could ever remember the long, hard name by the time he reached the fruit tree.

At last the monkey thought of a trick. He went to the tiny house of the little old woman, carrying his guitar under his arm. When she told him the long hard name of the wonderful fruit tree he made up a little tune to it, all his own, and sang it over and over again all the way from the tiny house of the little old woman to the corner of the garden where the wonderful fruit tree grew.

At last he reached the corner of the garden where the wonderful fruit tree grew. He had never seen it look so beautiful. The rosy-cheeked fruit glowed in the bright sunlight. The monkey could hardly wait to make his bow, say the long hard name over twice and ask for the fruit with a "please." What a beautiful color and what a delicious odor that fruit had! The monkey had never in all his life been so near to anything which smelled so good. He took a big bite. What a face he made! That beautiful sweet smelling fruit was bitter and sour, and it had a nasty taste. He threw it away from him as far as he could.

The monkey never forgot the tree's long hard name and the little tune he had sung. Nor did he forget how the fruit tasted. He never took a bite of it again; but, after that, his favorite trick was to treat the other beasts to the wonderful fruit just to see them make faces when they tasted it.

**Daw a line from the word to its meaning.**

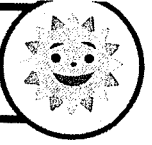
- |              |                  |
|--------------|------------------|
| 1. permitted | follow or comply |
| 2. observe   | smell            |
| 3. tempting  | allowed          |
| 4. odor      | inviting         |

**Write the best word in the blank to complete the sentence:** *permitted, observe, tempting, odor*

1. The skunk's \_\_\_\_\_ was unbearable.
2. Parking is \_\_\_\_\_ on Sundays.
3. The candy in the shop window is \_\_\_\_\_.
4. My teacher insisted that I \_\_\_\_\_ the school rules.



# First Day of School: Cause and Effect



Name: \_\_\_\_\_

Date: \_\_\_\_\_

As you read the story below, think about cause and effect. Underline examples of cause and circle examples of effect. Then fill out the T-chart with the examples of cause and effect you identified in the story.

*REMEMBER:* **Cause** is the thing that makes something else happen. **Effect** is the thing that happens.

I woke up with a start. Something was beeping loudly in my ear. I stretched my arm out, and groggily pushed the snooze button on my alarm clock. "Why does school start so early?" I mumbled into my pillow before slowly drifting back to sleep. Twenty minutes later, my mom rushed into my room. "What are you doing in bed?" she screeched. "You're going to be late for your first day of school!" My eyes snapped open. It was the first day of school! I jumped out of bed and bolted to my closet where I grabbed some clothes and hastily put them on. I snatched my backpack from the chair by the front door before running towards the bus stop. But as I approached the bus stop, I saw it pulling away from the curb. I groaned as I watched it disappear down the street. Now I would have to walk to school.

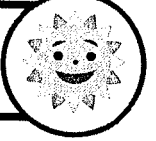
I decided to take a shortcut through Mr. Henry's field, even though there was a big fence and a sign that said "NO TRESPASSING" in big red letters. I looked around to see if Mr. Henry was out before jumping over the fence. But, as I jumped, my backpack got caught in the wire barbs that lined the top of the fence. I tugged with all my might, trying to get it free, but it was no use, it was stuck. I would have to leave it and come back for it after school. I jogged across the field, hoping Mr. Henry wouldn't see me and ducked through the gate on the other side.

Phew! I saw school just ahead now! I continued jogging, and reached the front steps just as the first bell rang. I breathed a sigh of relief and swung open the front door. As I walked inside, I heard a burst of laughter. I saw a group of kids pointing at me and another group just staring with their mouths agape. "What is it now?" I wondered, looking down at my shoes. That's when I noticed it -- I wasn't wearing shoes! My mismatched socks were covered in straw from my shortcut through the field. Embarrassed, I quickly ran towards my classroom, but my socks were slippery on the tile floor and I fell, SPLAT! right onto my back.

"This is the worst day ever!" I muttered, lying on the floor. Just as I thought I should give up and go home, my best friend Mayra spotted me. She ran over and helped me up. "Looks like it was a rough morning," she chuckled. I nodded glumly. "I have some extra shoes in my locker," she offered. Within minutes, I was wearing shoes and my day was looking much brighter.



# First Day of School: Cause and Effect

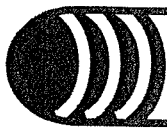


Name: \_\_\_\_\_

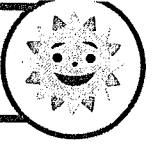
Date: \_\_\_\_\_

**Example:** Something was beeping loudly in my ear ---> I woke up with a start  
(cause) (effect)

Cause	Effect



# Think about Theme



Name: \_\_\_\_\_

Date: \_\_\_\_\_

In literature, the **theme** is the main idea or moral of a story. Typically, the theme of a story conveys a message or lesson about life. The theme is generally not stated outright, but rather represented by the story's characters and their actions, as well as symbols and motifs.

**Directions:** Read the story and answer the questions that follow.



## The Golden Nugget

Once upon a time many, many years ago, there lived in China two friends named Ki-wu and Pao-shu. These two young men were always together. No cross words passed between them; no unkind thoughts marred their friendship.

It was a bright beautiful day in early spring when Ki-wu and Pao-shu set out for a stroll together, for they were tired of the city and its noises. "Let us go into the heart of the pine forest," said Ki-wu lightly. "There we can forget the cares that worry us; there we can breathe the sweetness of the flowers and lie on the moss-covered ground."

"Good!" said Pao-shu, "I, too, am tired. The forest is the place for rest." For many an hour they rambled on, talking and laughing merrily; when suddenly on passing round a clump of flower-covered bushes, they saw shining in the pathway directly in front of them a lump of gold. "Look!" said both, speaking at the same time, and pointing toward the treasure.

Ki-wu, stooping, picked up the nugget. It was nearly as large as a lemon, and was very pretty. "It is yours, my dear friend," said he, at the same time handing it to Pao-shu; "yours because you saw it first."

"No, no," answered Pao-shu, "you are wrong, my brother, for you were first to speak." Thus they joked for some minutes, each refusing to take the treasure for himself; each insisting that it belonged to the other. At last, the chunk of gold was dropped in the very spot where they had first spied it, and the two comrades went away, each happy because he loved his friend better than anything else in the world. Thus they turned their backs on any chance of quarrelling.

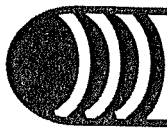
"It was not for gold that we left the city," exclaimed Ki-wu warmly.

"No," replied his friend, "One day in this forest is worth a thousand nuggets."

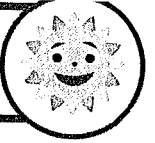
When they reached the spring they were sorry to find the place already occupied. A countryman was stretched at full length on the ground. "Wake up, fellow!" cried Pao-shu, "there is money for you near by. Up yonder path a golden apple is waiting for some man to go and pick it up." Then they described to the stranger the exact spot where the treasure was, and were delighted to see him set out in eager search.

For an hour they enjoyed each other's company, talking of all the hopes and ambitions of their future, and listening to the music of the birds that hopped about on the branches overhead. At last they were startled by the angry voice of the man who had gone after the nugget. "What trick is this you have played on me, masters? Why do you make a poor man like me run his legs off for nothing on a hot day?"





# Think about Theme



Name: \_\_\_\_\_

Date: \_\_\_\_\_

"What do you mean, fellow?" asked Ki-wu, astonished. "Did you not find the gold we told you about?"

"No," he answered, in a tone of half-hidden rage, "but in its place a monster snake, which I cut in two with my blade."

"We thought we were doing you a favor. Come, Pao-shu, let us go back and have a look at this wonderful snake that has been hiding in a chunk of gold." Laughing merrily, the two companions left the countryman and turned back in search of the nugget.

"If I am not mistaken," said Ki-wu, "the gold lies beyond that fallen tree."

"Quite true; we shall soon see the dead snake."

Quickly they crossed the remaining stretch of pathway, with their eyes fixed intently on the ground. Arriving at the spot where they had left the shining treasure, what was their surprise to see, not the lump of gold, not the dead snake described by the idler, but, instead, two beautiful golden nuggets, each larger than the one they had seen at first.

Each friend picked up one of these treasures and handed it joyfully to his companion.

"At last the fairies have rewarded you for your unselfishness!" said Ki-wu.

"Yes," answered Pao-shu, "by granting me a chance to give you your deserts."

*Answer the questions below.*

1. What moral or lesson is illustrated in the story of the golden nugget? \_\_\_\_\_

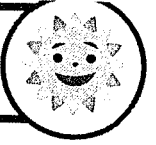
2. List two examples from the story that show the moral. \_\_\_\_\_

3. Use one word to describe the moral of the story: \_\_\_\_\_ This is the **theme**.

4. Describe a time that you experienced this theme in your own life. \_\_\_\_\_



# Three Sentence Summary



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read the story. Then, complete the questions below. Remember, a **summary** is a brief statement that tells the main ideas of a text.

It was a warm summer evening, and Georgia was riding her bike with her best friend Jenny. It was beginning to get dark, and Georgia knew her dad would worry if she stayed out much longer. "We should head back," she suggested to Jenny, "we can ride again tomorrow."

"Oh, come on!" said Jenny, "Let's ride a little farther. We're almost to the old pond. I want to see the fireflies!" She giggled and rode off without waiting for Georgia's reply.

"Wait!" shouted Georgia, "You can't go alone!" She jumped back on her bike and quickly sped after Jenny, who was already a speck in the distance.

Georgia pedaled faster, trying to keep up with Jenny. It was so dark now that Georgia could barely see the trail. She thought of her dad at home, who would surely be out looking for her. She frowned, thinking how upset he would be that she wasn't home, but she continued riding. She knew Jenny was a strong bicyclist, but she never paid attention to her surroundings and had a knack for getting lost. Georgia was slower, but always knew the way home.

Suddenly, Georgia gasped. She saw Jenny lying on the trail up ahead. "Jenny, are you okay?" she asked, jumping off her bike and kneeling next to her friend.

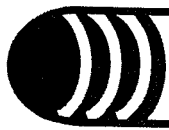
"You were right," Jenny sobbed, clutching her knee. "It was too dark on the trail and I didn't see that pothole until it was too late. I cut my knee when I fell, but I think I can still ride home."

Georgia helped Jenny get back on her bike and said, "Let's stick together this time. I know a shortcut."

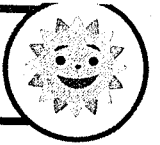
Georgia arrived home and found her dad outside with a flashlight. "Where have you been?" He asked, pointing the light towards her. "I was worried sick!"

She squinted into the bright light and explained that Jenny had gotten hurt. "It won't happen again," she promised, giving her dad a reassuring hug.

"Good," her dad hugged her back, "now let's go eat dinner!"



# Three Sentence Summary



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Somebody:** Who is the main character?

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**Wanted:** What did the main character want?

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**But:** What was the problem?

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**So:** How did the character try to solve the problem?

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**Then:** What was the resolution?

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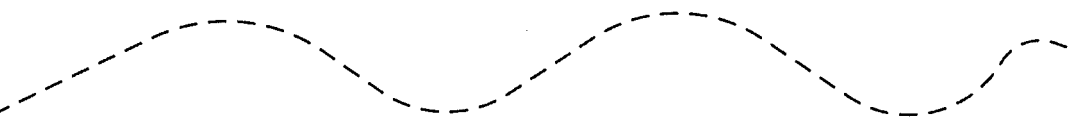
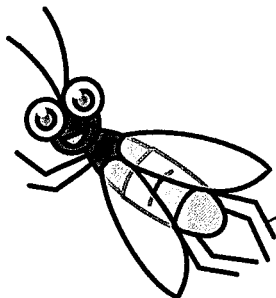
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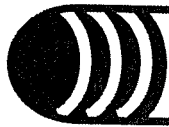
Now, write a three sentence summary using your answers and the **key words** above.

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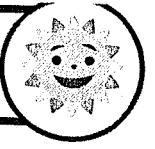
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# Making Inferences



Name: \_\_\_\_\_

Date: \_\_\_\_\_

When you use clues and reasoning to figure out what is going on in a story, especially something that is not explicitly stated, you are making an inference.

**Example:**

*Scene:* The bats flew from the barn and across the dim field of corn.

*Inference:* Bats usually come out at night, so it is probably night time.

**Directions:** Read the scenes below and use the clues to answer the questions that follow.

The sun shone brightly, warming the cool earth. Tiny worms poked their heads from the dirt, and one tiny yellow crocus opened its petals. All around, dew sparkled, so that the grass resembled a vast field of diamonds. The budding trees rustled gently in the light breeze, and birds sang cheerfully high in their branches. A lone bee hummed lazily around the patch of lavender where Winston had carelessly left his shoes the day before.

1. What time of day is it?    (a) morning                      (b) afternoon                      (c) night
2. What season is it?            (a) winter                      (b) spring                      (c) summer                      (d) fall
3. What is a crocus?            (a) a bicycle                      (b) a ball                      (c) a flower                      (d) a tree
4. Who is Winston?            (a) a dog                      (b) a bee                      (c) a child

Jeff wiped tears from his eyes as he pulled himself up to his feet. He brushed off his bruised knees and checked his helmet for signs of damage. Seeing none, he pulled his bicycle from the patch of thorns, and frowned at the deep scratches that marred its once shiny paint. Taking a deep breath, he got back on the bicycle and cautiously rode in a circle to get his bearings. Finally, he straightened up and rode off, with his feet firmly on his pedals and his face set in determination.

1. What happened to Jeff? \_\_\_\_\_
2. What does the word marred mean?    (a) removed                      (b) scarred                      (c) brightened

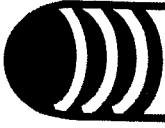
• Using context clues in the two stories above, determine the meaning of the homophones:

**petal** \_\_\_\_\_                      **pedal** \_\_\_\_\_

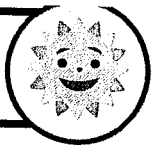
• How do these two similar lines help set a different feeling for the two scenes described above?

**patch of lavender** \_\_\_\_\_

**patch of thorns** \_\_\_\_\_



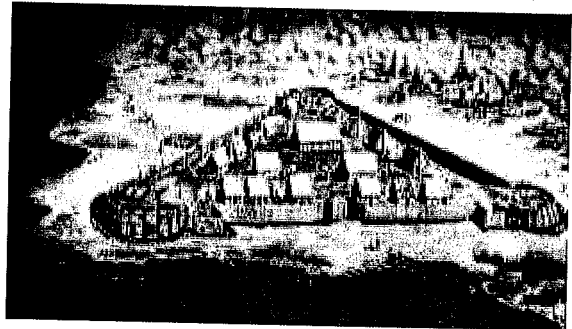
# Colonial America: Jamestown



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Jamestown was the first permanent English settlement in North America. In 1606, King James I of England approved a charter for the Virginia Company to establish a new colony in North America. In the hopes of finding fortune, 144 men traveled aboard three ships, leaving England in December 1606. They arrived four months later in what is now Virginia.

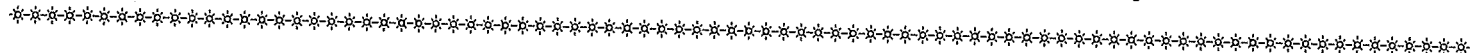


*Jamestown Colony*

When they arrived, they explored the coast in search of a place to settle. They picked an island in what was later named the James River. Unfortunately, the Algonquins, a Native American tribe, were already living in the area when the settlers arrived. Though the Algonquins tried to protect their home, the newcomers had more advanced weapons and claimed the land for themselves, driving the Algonquin people from their home. Under the direction of Captain John Smith, the English built a triangular shaped fort to protect themselves from future attacks from the displaced Native Americans. They named their new settlement Jamestown after King James I.

The first few years in Jamestown were difficult for the settlers. Harsh winters and disease plagued the people of Jamestown, and more than half of the original settlers died from starvation during the first winter.

Eventually, a new colonist named John Rolfe introduced tobacco and Jamestown began growing it as a cash crop, which they shipped back to England in exchange for money and supplies. This new source of income helped the colony grow rapidly over the next several years.

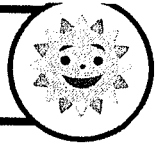


**After reading, answer the questions below.**

1. Who were the original inhabitants of the area that was settled by the English?  
\_\_\_\_\_
2. Name three challenges that the people of Jamestown faced.  
\_\_\_\_\_
3. What did the settlers do to earn money?  
\_\_\_\_\_
4. Imagine that you are a Native American living near Jamestown. How would you feel about the new settlers?  
\_\_\_\_\_  
\_\_\_\_\_



# Place Value Scramble



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Using the numbers in the number bank, create different six-digit numbers based on each of the place value clues below.

Number Bank

6 3 5 9 4 1

1. What is the smallest six-digit number you can make?

\_\_\_\_\_ , \_\_\_\_\_

2. What is the largest six-digit number you can make?

\_\_\_\_\_ , \_\_\_\_\_

3. What is the smallest six-digit number you can make that has 4 in the tens place?

\_\_\_\_\_ , \_\_\_\_\_

4. What is the largest six-digit number you can make that has 1 in the thousands place?

\_\_\_\_\_ , \_\_\_\_\_

5. What is the smallest six-digit number you can make that is divisible by five?

\_\_\_\_\_ , \_\_\_\_\_

6. What is the largest six-digit number you can make that ends in an even number?

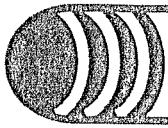
\_\_\_\_\_ , \_\_\_\_\_

7. Use the number you wrote in problem 6 to answer the following questions.

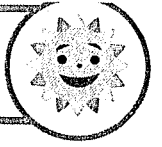
a. Circle the digit in the ten thousands place.

b. Write the number in expanded form.

\_\_\_\_\_



# Beachy Word Problems



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Solve the word problems. Be sure to show your work.

1. Peter and Prunella were collecting seashells on the beach. They found 193 sand dollars, 284 mussel shells, and 367 oyster shells. When they got home, they discovered that 54 sand dollars, 106 mussel shells, and 139 oyster shells were broken. How many of the shells were unbroken?



2. Prunella gathered 5 baskets of shells. Each basket contained 50 shells. She gave 48 shells to Peter, 19 shells to her mother, and 72 shells to her cousin, Petunia. How many shells did Prunella have left?



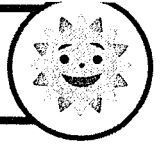
3. Last week, Peter found 241 sand dollars, 106 sea snail shells, and 82 mini conch shells. This week, he found 165 sand dollars, 319 sea snail shells, and 24 mini conch shells. During which week did Peter find more shells? How many more?



4. On Saturday morning, Peter and Prunella arrived at the annual beach clean up event at 9:00. They spent 53 minutes picking up trash and 27 minutes raking sand. If the event ends at 10:30, how many minutes do they have left to make signs that read "keep our beach clean"?



# Calculating Area at the Zoo

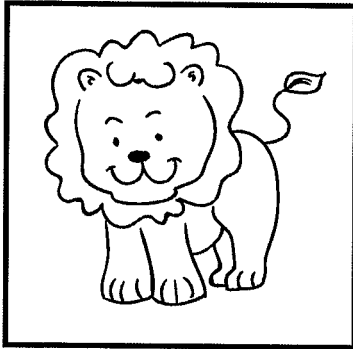


Name: \_\_\_\_\_

Date: \_\_\_\_\_

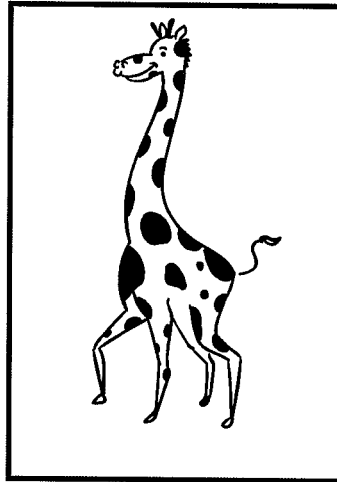
Find the area of each animal enclosure at the zoo. **Remember:** Area = Length x Width

53 ft.

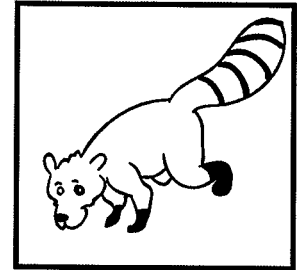


38 ft.

24 ft.

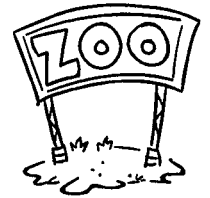
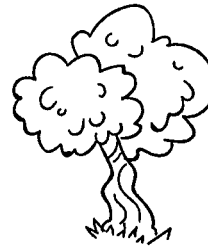


19 ft.



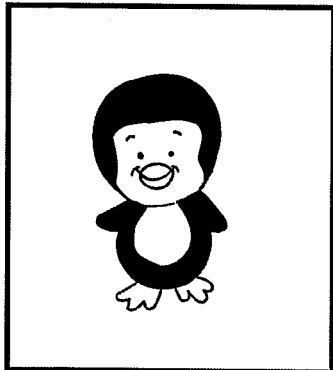
19 ft.

97 ft.



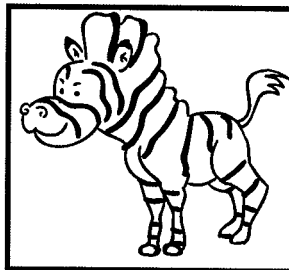
72 ft.

16 ft.

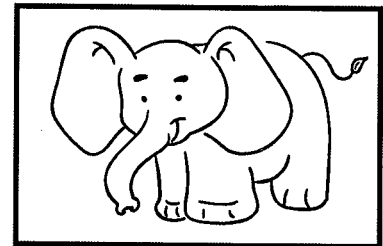


59 ft.

31 ft.

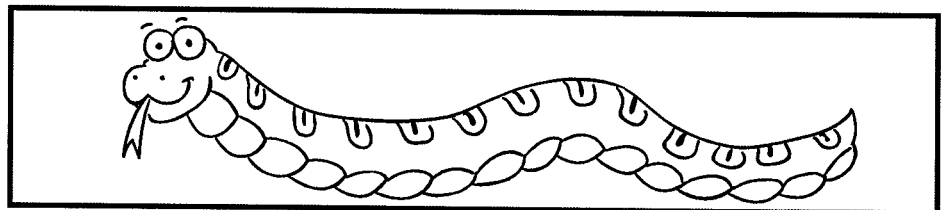


31 ft.



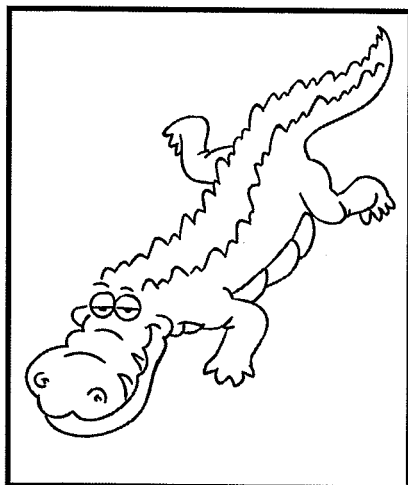
47 ft.

84 ft.



12 ft.

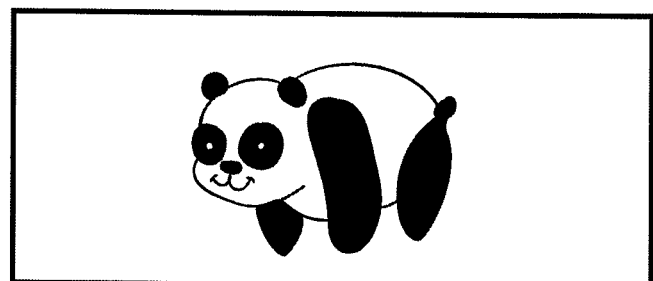
25 ft.



65 ft.



29 ft.



26 ft.



# Multiply Two and Three-Digit Factors



Name: \_\_\_\_\_

Date: \_\_\_\_\_

324

x						
						5508

Multiply, regroup if needed.

324

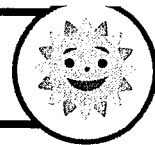
Example:  $\times 17$

	2268
+	3240
	5508

<b>A</b>	$\begin{array}{r} 118 \\ \times 24 \\ \hline \end{array}$	$\begin{array}{r} 97 \\ \times 45 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ \times 61 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ \times 50 \\ \hline \end{array}$
<b>B</b>	$\begin{array}{r} 519 \\ \times 23 \\ \hline \end{array}$	$\begin{array}{r} 678 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 403 \\ \times 39 \\ \hline \end{array}$	$\begin{array}{r} 981 \\ \times 42 \\ \hline \end{array}$
<b>C</b>	$\begin{array}{r} 704 \\ \times 32 \\ \hline \end{array}$	$\begin{array}{r} 592 \\ \times 244 \\ \hline \end{array}$	$\begin{array}{r} 863 \\ \times 305 \\ \hline \end{array}$	$\begin{array}{r} 199 \\ \times 671 \\ \hline \end{array}$



# Division Riddle



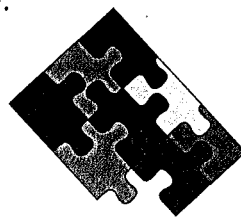
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Solve each division problem. Then use the remainders for each problem to solve the riddle.

Hint: You will not use all the letters to solve the riddle.

***What goes up and doesn't go back down?***



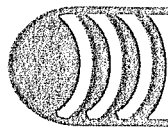
Example:

$$\begin{array}{r}
 170 \text{ r}2 \\
 3 \overline{) 512} \\
 \underline{- 3} \phantom{0} \\
 21 \\
 \underline{- 21} \\
 02
 \end{array}$$

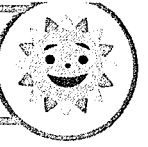
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;">G</div> $7 \overline{) 410}$	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;">B</div> $8 \overline{) 839}$	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;">R</div> $3 \overline{) 1551}$
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;">O</div> $5 \overline{) 671}$	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;">Y</div> $6 \overline{) 3299}$	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;">U</div> $9 \overline{) 258}$
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;">N</div> $9 \overline{) 341}$	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;">E</div> $8 \overline{) 594}$	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;">A</div> $4 \overline{) 1239}$

***What goes up and doesn't go back down?***

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_



# Which Numbers are Prime?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Circle the prime numbers and add them together. Remember: A prime number is a number that is divisible only by one and itself.

17      21      13      7      1  
 5      9      11      14      18      2      17      3

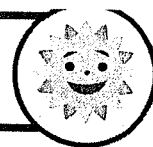
TOTAL \_\_\_\_  
 Is the total a prime number? \_\_\_\_\_

Solve the equations and circle the answers that are prime.

1	$14 + 5$	2	$6 \times 7$	3	$30 \div 2$
4	$37 - 28$	5	$54 \div 9$	6	$8 + 19$
7	$12 \times 4$	8	$11 + 56$	9	$25 - 8$
10	$49 \div 7$	11	$19 \times 3$	12	$102 - 5$
10	$15 + 23$	11	$60 - 17$	12	$128 \div 4$



# Sugar Coated Fractions



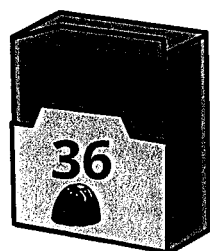
Name: \_\_\_\_\_

Date: \_\_\_\_\_

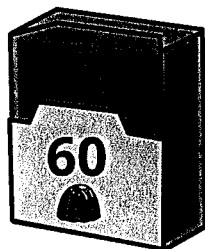
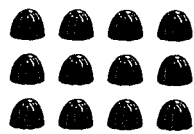


**Fractions** are everywhere, even in candy! Write a fraction that shows the ratio of colored candy for each problem, then simplify the fraction. Be sure to show your work.

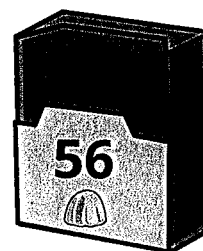
## Gumdrops



12 red  
gumdrops



15 blue  
gumdrops



24 yellow  
gumdrops

Example:  $\frac{\text{red gumdrops}}{\text{total number gumdrops}} = \frac{12}{36} \div \frac{12}{12} = \frac{1}{3}$

*Divide by a common factor to simplify*

## Sour Chews



7 green  
sour  
chews



8 purple  
sour  
chews

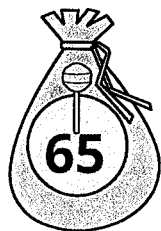


18 pink  
sour  
chews

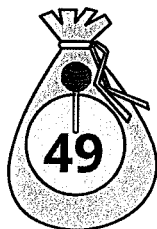


16 orange  
sour  
chews

## Lollipops



13 yellow  
lollipops



21 red  
lollipops



10 green  
lollipops

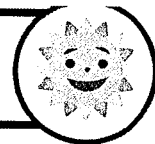


26 purple  
lollipops

**Activity:** With your own favorite colorful candy, find the fractions of each color in the bag.



# Show Me the Money



Name: \_\_\_\_\_

Date: \_\_\_\_\_

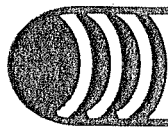
$$.10 = \frac{1}{10} = \text{one tenth} \quad .01 = \frac{1}{100} = \text{one hundredth}$$

$$64\text{¢ or } \$0.64 = \frac{6}{10} + \frac{4}{100} \text{ or six tenths plus four hundredths of a dollar}$$

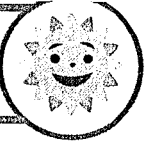
$$\$2.05 = \text{two dollars plus } \frac{5}{100} \text{ or five hundredths of a dollar}$$

Write each value in decimal form.

- Five tenths plus three hundredths of a dollar **\$0.53**  
\_\_\_\_\_
- Three dollars plus seventy two hundredths \_\_\_\_\_
- $\frac{4}{10} + \frac{9}{100}$  of a dollar \_\_\_\_\_
- Eight tenths plus five hundredths of a dollar \_\_\_\_\_
- Six hundredths of a dollar \_\_\_\_\_
- Four dollars plus nine tenths of a dollar \_\_\_\_\_
- Ten dollars plus  $\frac{1}{10}$  of a dollar \_\_\_\_\_
- Five tenths of a dollar \_\_\_\_\_
- Two dollars plus three tenths of a dollar \_\_\_\_\_
- Twelve dollars plus  $\frac{2}{100}$  of a dollar \_\_\_\_\_



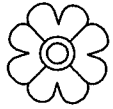
# Sunny Day Decimals: Round and Compare



Name: \_\_\_\_\_

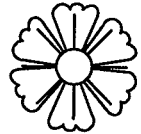
Date: \_\_\_\_\_

Use the greater than, less than, and equal to symbols ( $>$ ,  $<$ ,  $=$ ) to compare each set of decimals.



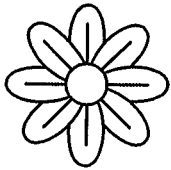
1.  $0.419$    $>$   $0.402$

2.  $62.03$    $63.03$



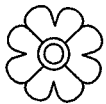
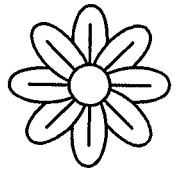
3.  $0.725$    $7.025$

4.  $55.90$    $55.9$



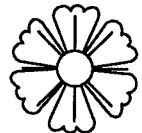
5.  $483.06$    $483.08$

6.  $37.25$    $37.2$



7.  $21.91$    $21.19$

8.  $6.40$    $6.400$



Round each decimal to the given place.

1. round  $34.934$  to the nearest hundredth

34.93

2. round  $607.5$  to the nearest whole number

\_\_\_\_\_

3. round  $3.106$  to the nearest hundredth

\_\_\_\_\_

4. round  $26.829$  to the nearest tenth

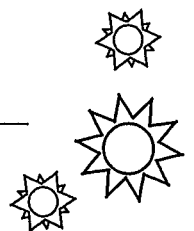
\_\_\_\_\_

5. round  $5.734$  to the nearest whole number

\_\_\_\_\_

6. round  $468.113$  to the nearest tenth

\_\_\_\_\_



# Riddle Me Math!

## Multidigit Addition

Directions:

Solve each math problem. Then find the answer and write the letter in the correct place to solve the riddles.

What can you catch and not throw? A  $\frac{C}{1} \frac{\quad}{2} \frac{\quad}{3} \frac{\quad}{4}$ .

$$1. \begin{array}{r} 1 \\ 436 \\ + 735 \\ \hline 1171 \end{array}$$

$$2. \begin{array}{r} 204 \\ + 596 \\ \hline \end{array}$$

$$3. \begin{array}{r} 825 \\ + 481 \\ \hline \end{array}$$

$$4. \begin{array}{r} 163 \\ + 830 \\ \hline \end{array}$$

What kind of coat can only be put on when wet? A  $\frac{\quad}{5} \frac{\quad}{6} \frac{\quad}{7} \frac{\quad}{8}$

$\frac{\quad}{9} \frac{\quad}{10} \frac{\quad}{11} \frac{\quad}{12} \frac{\quad}{13} \frac{\quad}{14} \frac{\quad}{15}$ .

$$5. \begin{array}{r} 673 \\ + 349 \\ \hline \end{array}$$

$$6. \begin{array}{r} 748 \\ + 697 \\ \hline \end{array}$$

$$7. \begin{array}{r} 119 \\ + 250 \\ \hline \end{array}$$

$$8. \begin{array}{r} 485 \\ + 215 \\ \hline \end{array}$$

$$9. \begin{array}{r} 729 \\ + 164 \\ \hline \end{array}$$

$$10. \begin{array}{r} 876 \\ + 533 \\ \hline \end{array}$$

$$11. \begin{array}{r} 903 \\ + 203 \\ \hline \end{array}$$

$$12. \begin{array}{r} 836 \\ + 720 \\ \hline \end{array}$$

$$13. \begin{array}{r} 585 \\ + 499 \\ \hline \end{array}$$

$$14. \begin{array}{r} 958 \\ + 247 \\ \hline \end{array}$$

$$15. \begin{array}{r} 333 \\ + 138 \\ \hline \end{array}$$

A. 369

P. 1106

D. 993

I. 1084

A. 1556

O. 893

T. 471

N. 1205

C. 1022

L. 1306

F. 1409

~~C. 1171~~

O. 800

T. 700

O. 1445

# Riddle Me Math!

## Multidigit Subtraction

Directions:

Solve each math problem. Then find the answer and write the letter in the correct place to solve the riddles.

What can fill a room but takes up no space?

$\frac{L}{1} \quad \frac{\quad}{2} \quad \frac{\quad}{3} \quad \frac{\quad}{4} \quad \frac{\quad}{5}$

$$\begin{array}{r} 513 \\ \cancel{6} \cancel{4} 10 \\ 1. \quad \underline{-264} \\ 376 \end{array}$$

$$2. \quad \begin{array}{r} 829 \\ \underline{-100} \end{array}$$

$$3. \quad \begin{array}{r} 455 \\ \underline{-283} \end{array}$$

$$4. \quad \begin{array}{r} 988 \\ \underline{-527} \end{array}$$

$$5. \quad \begin{array}{r} 284 \\ \underline{-259} \end{array}$$

What has a foot on each side and one in the middle?

$\frac{\quad}{6} \quad \frac{\quad}{7} \quad \frac{\quad}{8} \quad \frac{\quad}{9} \quad \frac{\quad}{10} \quad \frac{\quad}{11} \quad \frac{\quad}{12} \quad \frac{\quad}{13} \quad \frac{\quad}{14}$

$$6. \quad \begin{array}{r} 722 \\ \underline{-346} \end{array}$$

$$7. \quad \begin{array}{r} 826 \\ \underline{-465} \end{array}$$

$$8. \quad \begin{array}{r} 563 \\ \underline{-372} \end{array}$$

$$9. \quad \begin{array}{r} 278 \\ \underline{-134} \end{array}$$

$$10. \quad \begin{array}{r} 854 \\ \underline{-523} \end{array}$$

$$11. \quad \begin{array}{r} 692 \\ \underline{-483} \end{array}$$

$$12. \quad \begin{array}{r} 909 \\ \underline{-738} \end{array}$$

$$13. \quad \begin{array}{r} 654 \\ \underline{-421} \end{array}$$

$$14. \quad \begin{array}{r} 846 \\ \underline{-284} \end{array}$$

Y. 376

K. 562

T. 209

~~L. 376~~

H. 461

T. 25

I. 729

A. 361

D. 144

I. 171

S. 331

R. 191

C. 233



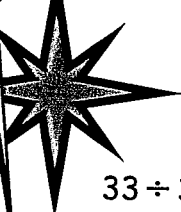









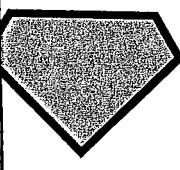
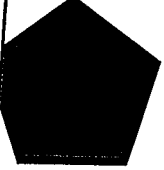
G. 172

















# Division Duplication

# 4<sup>th</sup> Grade

There are 7 pairs of matching cards. Solve the equations then draw a line between symbols with the matching answers in the key below.

 $18 \div 3 =$	 $35 \div 7 =$	 $33 \div 3 =$	 $49 \div 7 =$	 $20 \div 4 =$
 $36 \div 4 =$	 $72 \div 8 =$	 $12 \div 2 =$	 $15 \div 5 =$	 $22 \div 2 =$
 $28 \div 7 =$	 $27 \div 9 =$	 $28 \div 4 =$	 $36 \div 9 =$	

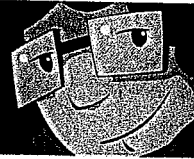
Key



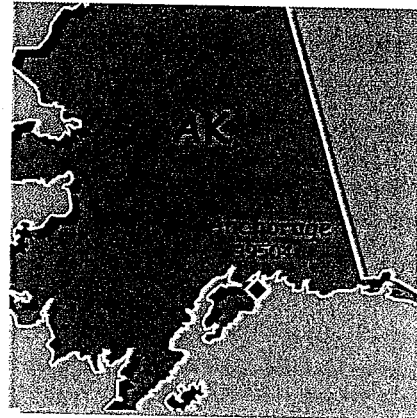
# Zoey Chase is on the Case!

Zip Code Caper: West Coast USA



# 4 Grade

Detective Zoey Chase is searching for Ruby Seeker throughout the Western United States after she escaped from jail in Spokane, Washington. Help Zoey follow Ruby by solving the following multiplication problems and drawing a line to each city and zip code where she stops in the order the problems are given.



1. 
$$\begin{array}{r} 991 \\ \times 99 \\ \hline 8,919 \\ + 89,190 \\ \hline 98,109 \end{array}$$
 Seattle

2. 
$$\begin{array}{r} 1,417 \\ \times 60 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 4,262 \\ \times 21 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 457 \\ \times 195 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 469 \\ \times 201 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 544 \\ \times 173 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 1,993 \\ \times 42 \\ \hline \end{array}$$

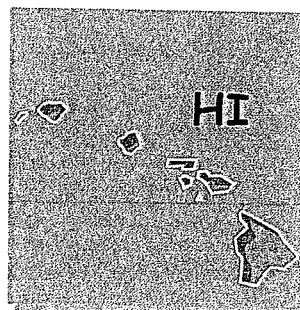
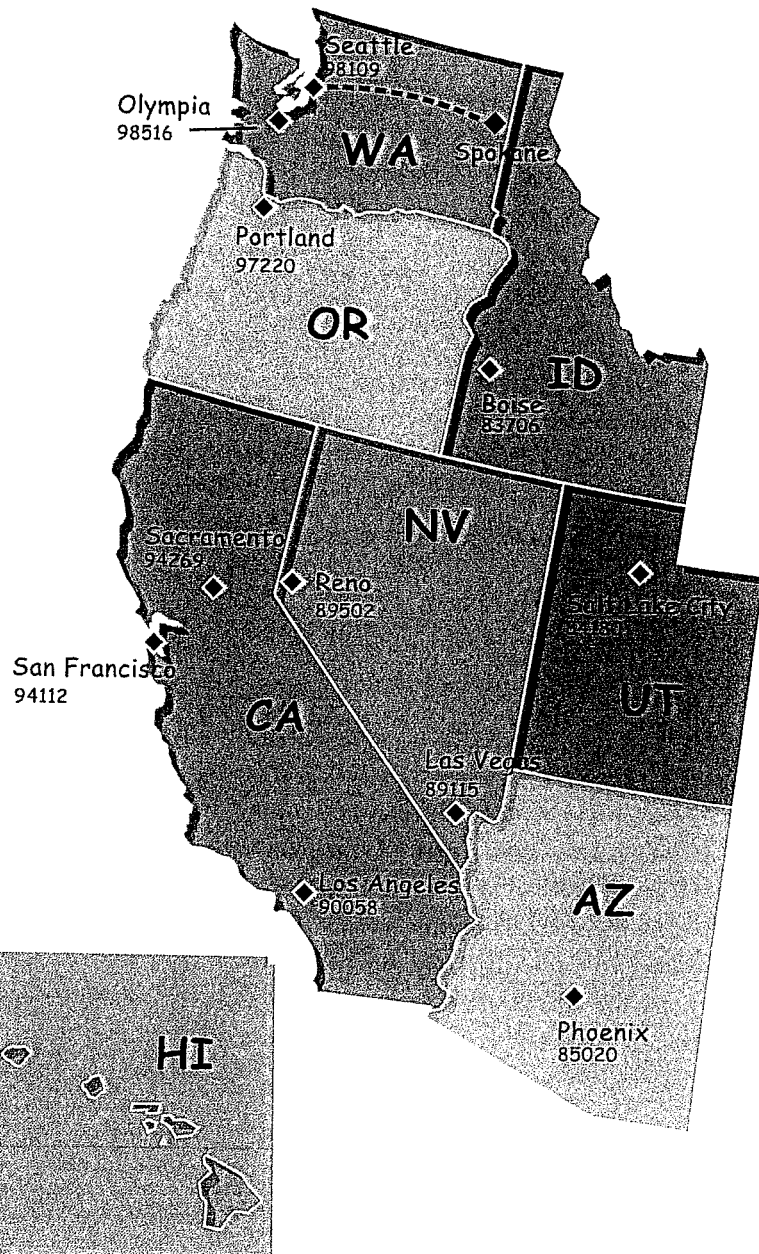
8. 
$$\begin{array}{r} 460 \\ \times 183 \\ \hline \end{array}$$

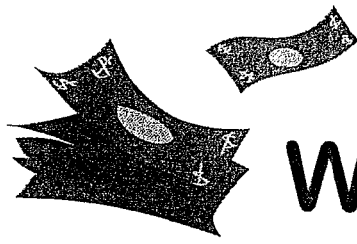
9. 
$$\begin{array}{r} 1,217 \\ \times 74 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 4,861 \\ \times 20 \\ \hline \end{array}$$

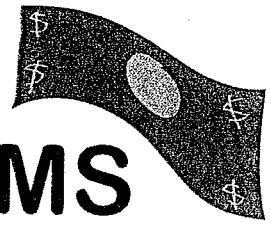
11. 
$$\begin{array}{r} 691 \\ \times 144 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 2,239 \\ \times 44 \\ \hline \end{array}$$

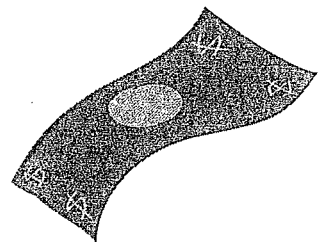


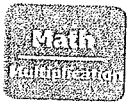


# DIVISION WORD PROBLEMS



1. Billy receives \$15 every month for allowance. He puts \$7 of his allowance into a piggy bank until his piggy bank has \$119. How many months has he been saving part of his allowance?
2. Miss Amy collected \$6 each from her students for their upcoming field trip. If all of her students went on the field trip she would collect \$192. How many students are in Miss Amy's class?
3. Mr. Chong is also planning for his class to go on the same trip. He collects \$6 from each of his students too, but one of his students could only pay \$3 making his total \$219. How many students are in his class?
4. Kari gets \$20 every week for lunch money. She sets aside \$2 every school day. How many weeks did it take for her to save up \$65?
5. Susan is selling raffle tickets for \$4. She collects a total of \$284. How many tickets did she sell?





# Practice Finding The Variable #1

A variable represents the unknown number in the equation. For example,  $4 \times t = 12$ . The letter "t" represents the number which multiplies by 4 to equal 12. Find the value of each variable in these equations. See the example below.

$6 \times j = 30$

$j = 30 \div 6$

$j = 5$

$8 \times b = 32$

$b =$

$b =$

$9 \times u = 63$

$u =$

$u =$

$11 \times e = 55$

$e =$

$e =$

$22 \times k = 44$

$k =$

$k =$

$d \times 5 = 100$

$d =$

$d =$

$h \times 20 = 400$

$h =$

$h =$