

# 5TH GRADE

## *Standards Practice Pack C*

### READING, WRITING, & MATH

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Complete one assignment for reading, writing, and math each day.



**Reading:** Read the selection and answer the questions. When you are finished, be sure to read a great book!

**Writing:** Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

**Math:** Complete the standards practice page. Draw pictures or use objects to help you.

A B C D E

F G H I J

K L M N O

P Q R S T

U V W X Y

Z

a b c d e

f g h i j k l m n

o p q r s

t u v w x y

z

# Civil Rights on a City Bus

by ReadWorks



On the first of December 1955, the African American seamstress Rosa Parks helped change the course of history on a city bus. Rosa boarded the bus after a day's work at a Montgomery, Alabama, department store. She settled towards the middle, past the first several rows, which at that time were reserved for white people. After making a few stops, the bus became full. Then a white man boarded, but there was nowhere for him to sit. The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus and let the white man sit. In an act of defiance that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot.

For violating the laws of segregation, referred to as the "Jim Crow laws" (which were meant to keep white people and black people separate), Rosa was arrested and fined. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also

became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa's arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year. Like her, they had had enough of being treated like second-class citizens. The Monday after Rosa's arrest, most black commuters walked to where they needed to go—some traveling more than 20 miles.

In her autobiography, *Rosa Parks: My Story*, Rosa writes of that day on the bus:

People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

Finally, in November of 1956, the U.S. Supreme Court ruled that the Jim Crow laws that kept blacks and whites segregated were unconstitutional. Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won. The boycott ended more than a month later, when the Montgomery buses were integrated, but the resistance to racial prejudice did not stop there. Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights. One woman's strength and commitment to change helped fuel a movement. Sometimes that is all it takes.

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

1. Why was Rosa Parks ordered to give up her seat on the bus?

- A. because the driver disliked her
- B. because she wasn't allowed to sit
- C. so that a black man could sit
- D. so that a white man could sit

2. The cause of Rosa Parks' arrest was her refusal to give up her bus seat. What was a direct effect of her arrest?

- A. blacks in Montgomery boycotted the public bus system
- B. Dr. Martin Luther King, Jr. became a civil rights leader
- C. the U.S. Supreme Court ruled segregation unconstitutional
- D. Rosa Parks showed Americans that segregation was wrong

3. Rosa Parks refused to give up her bus seat because she was tired of accepting unjust treatment. What evidence from the passage supports this conclusion?

- A. "Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won."
- B. "Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights."
- C. "The Monday after Rosa's arrest, most black commuters walked to where they needed to go-some more than 20 miles."
- D. "'People always say that I didn't give up my seat because I was tired, but that isn't true. No, the only tired I was, was tired of giving in.'"

4. How can Rosa Parks best be described?

- A. tired
- B. brave
- C. smart
- D. sad

5. What is this passage mostly about?

- A. how Rosa Parks helped start the civil rights movement
- B. the unjust segregation laws called the "Jim Crow laws"
- C. the life and work of Dr. Martin Luther King, Jr.
- D. Rosa Parks' autobiography, *Rosa Parks: My Story*

6. Read the following sentences: "The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus to let the white man sit. In an act of **defiance** that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot."

As used in this sentence, what does "**defiance**" mean?

- A. act of stopping something from happening
- B. permission to do something
- C. refusal to obey someone or something
- D. act of accepting the authority of someone

7. Choose the answer that best completes the sentence below.

The bus driver ordered Rosa Parks to give up her seat, \_\_\_\_\_ she refused to move.

- A. so
- B. but
- C. after
- D. like

8. What were the laws of segregation meant to do?

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**9.** What were the effects of the Montgomery Bus Boycott?

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**10.** How did Rosa Parks become "a hero and an inspiration to people all over the nation who were looking for racial equality"?

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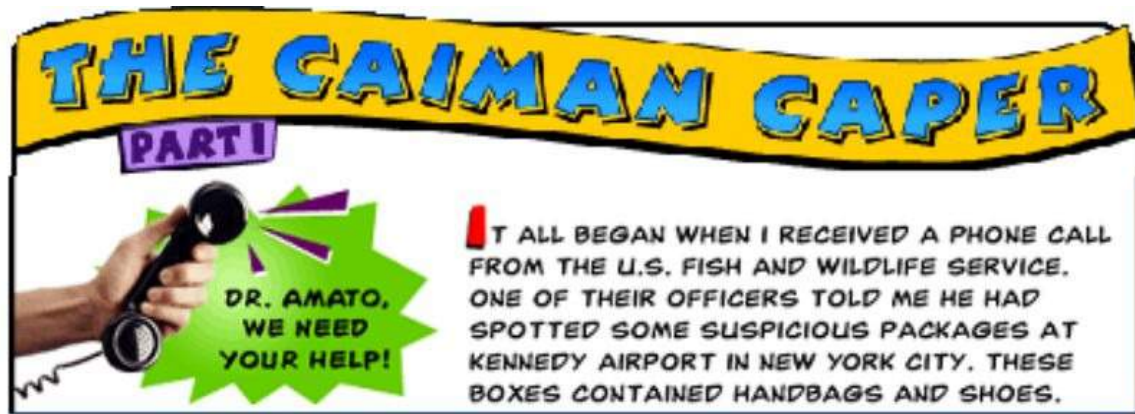
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# The Adventures of George Amato, DNA Detective

by American Museum of Natural History

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.



By looking at the pattern on the reptile skins, the officer had a hunch they were made from Yacaré caiman, a relative of the crocodile and alligator.



Image credits: courtesy of Santos Breyer, the Crocodylian Photo Gallery; George Amato: courtesy of Denis Finnin.

*That toothy grin might make you think this is a crocodile or an alligator. But the Yacaré caiman is neither. Caimans are closely related to alligators, but you won't run into one in a Louisiana swamp.*

*Caimans live in South America. All six types of caiman are protected, which means that they may disappear from the planet forever unless we help them.*

My blood started to boil. "But the Yacaré caiman is a protected species," I said into the phone. "Bringing skins of that animal into the U.S. is against the law!"

"Exactly!" said the guy at the U.S. Fish and Wildlife Service. "That's why the officer seized the shoes and handbags from the reptile skin importer."

"So, what's the problem?" I asked.

"The importer said it was not a protected caiman," he





said.

The importer claimed that it's impossible to tell the difference between caimans just by comparing skin patterns. This disagreement went to court. And that's where I came to the rescue.

## THE CAIMAN CAPER

### PART 2



First I took samples of the reptile skins to my lab at the American Museum of Natural History. There I used some high-tech machines to separate the DNA from everything else.



Then I made lots of copies of the DNA, so it was easier to study.

Next I used a machine to figure out the DNA's sequence, which looks like a long string of letters. Every animal species has its own DNA pattern.

**Geneticists can match DNA patterns the same way police match fingerprints.**

## THE CAIMAN CAPER

### PART 3

Finally I compared this skin's sequence with other crocodilian sequences in our DNA computer library. It was a perfect match to the Yacaré caiman! Those shoes and handbags were definitely made from a legally protected species.

I gave this report to the judge. Based on the DNA evidence, the judge agreed that the skins were illegal. The skins were taken away and the importer had to pay a fine.

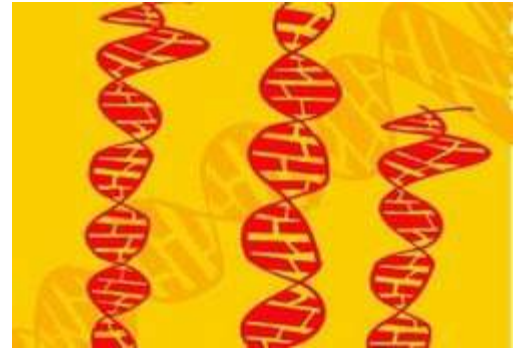


Image credits: Kelvin Chan; Kevin Chan.

*Saying "deoxyribonucleic acid" is a real mouthful. Luckily, you can call it DNA for short. DNA is found in all living things, including YOU! DNA is in every cell of your body and is shaped like a long, twisted ladder. The steps of this "ladder" are made of only four building blocks, called bases. These bases are known by the letters A, C, G, and T.*

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** An officer from the U.S. Fish and Wildlife Service named George Amato about a package of shoes and handbags made of reptile skin. What kind of reptile did the officer have a hunch these bags and shoes were made of?

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**2.** What did George Amato do to determine whether the reptile skin on the bags and shoes came from a protected caiman species?

Support your answer with evidence from the text.

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**3.** What is the main idea of this text?

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4. Why might looking at DNA patterns be a better way to identify a species than just looking at the pattern of its skin?

Support your answer with evidence from the text.

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# Grandma's House

by Rachel Howard



The sun was just peeking through the curtains in Emily and Hannah's room when their mom called upstairs to wake them. "It's time to go to Grandma's!" she said.

Emily groaned and looked over at her twin sister, who was rubbing her eyes. "I don't want to go to Grandma's house," Emily said grumpily.

"Me neither," Hannah said. She sat up and stretched. "But maybe Uncle Joe will be there."

Uncle Joe was their favorite. He always brought them chocolate chip cookies from the bakery he owned.

"Yeah, maybe," Emily said. She hated going to their Grandma's house. It smelled like an old person, and there was plastic on all the couches, which stuck to their legs whenever they wore shorts and tried to get up. Their Grandma was also very deaf, so they had to talk right in her ear whenever they needed to tell her something. Mostly when Emily and Hannah went over to their Grandma's house, they whispered to each other and let their mom talk to Grandma.

Hannah went to the bathroom to brush her teeth, and Emily reluctantly got out of bed. She got dressed quickly and went downstairs for breakfast. Their mom was sitting at the table with a steaming cup of coffee and the newspaper in front of her.

"Morning, Em," she said.

"Hi, Mom." Emily pulled out the cereal she and Hannah liked and poured two bowls before sitting at the table next to their mom.

"Excited to see Grandma?"

"Yeah, kind of," Emily said, in between bites. She knew it would hurt her mom's feelings if her mom knew how uncomfortable she was at their grandmother's house. It was better not to tell her.

Hannah came running down the stairs and started eating quickly, shoveling the cereal into her mouth. "Sorry I'm late, Mom!" she said.

Emily rolled her eyes. Hannah was always the good one. She was even wearing a nice dress to go to Grandma's house. Emily looked down at her old jeans with holes at the knees and the lumpy sweater she had pulled out of her closet.

"You're not late," their mom said. She closed the newspaper and took a long drink of coffee. "I really appreciate you guys going over to Grandma's today. I have a ton of Christmas presents to buy, and I know Grandma will appreciate the company."

Hannah smiled, but Emily felt her stomach drop. They would be at Grandma's house alone? Emily finished her breakfast slowly and took her empty bowl to the sink.

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"Bye!" their mom called, waving from the car before she drove away. Emily and Hannah walked up the long driveway to their grandma's house.

"This is going to be so weird," Emily said.

"It'll be fine, Emily. Maybe Grandma will let us watch TV," Hannah said, swinging her arms. Emily didn't understand why Hannah was so optimistic. Grandma, like their mom, "didn't believe in television."

When they got to the front door, Hannah rang the bell. They could hear the loud ring reverberate through Grandma's house and had to wait a long time until they heard Grandma's shuffling steps walking to the front door.

"Hi, girls," Grandma said. She opened the door and Hannah and Emily walked in, dutifully kissing her on the cheek as they passed into the dark house. They waited in the foyer, not

quite knowing where to go or what to do. After their grandma had locked the door carefully, they followed her into the kitchen, where they all sat at the table.

"Are you girls hungry?" Grandma said, looking from one to the other.

Emily wasn't sure if she could tell them apart. Both she and Hannah shook their heads.

"Okay, well there's something I want to show you," Grandma said. "Will one of you go get that album over there?" She pointed to a thick, brown photo album that was on the kitchen counter. Hannah got up and brought it to the table, placing it right in front of Grandma.

Their grandma opened the album and the spine cracked. "These are pictures of your mom when she was a little girl," Grandma said. Hannah moved closer to Grandma, and even Emily was curious. She pushed her chair closer to Grandma's and looked over her shoulder as she showed them pictures of their mom's childhood.

A few hours later, they heard a loud honk, which meant that their mom was back to pick them up. Emily and Hannah hugged their grandma, and for the first time they felt really close to her.

As they walked down the long driveway, Hannah grabbed Emily's hand. "That wasn't so bad, was it?" she said.

"No," Emily said. She smiled at her sister.

When they got in the car, Emily thought about how she, Hannah, and their mom had the same way of raising one eyebrow when they were happy. Today she had noticed that Grandma had that same habit, too.

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

1. Where do Emily and Hannah go in the story?

- A. shopping with Mom
- B. Uncle Joe's house
- C. Grandma's house
- D. to a restaurant

2. What main problem do Emily and Hannah face?

- A. They don't want to go to Grandma's house.
- B. They don't want to look at old photographs.
- C. They don't want to go shopping with their mom.
- D. They do not get along well with each other.

3. Emily is uncomfortable going to Grandma's house without her mom. What evidence from the story supports this conclusion?

- A. Emily does not want to hurt her mom's feelings, so she pretends to like Grandma's house.
- B. Emily does not understand why Hannah is so optimistic about visiting Grandma.
- C. Usually Emily and Hannah whisper to each other while Mom talks to Grandma.
- D. Emily's stomach drops when she learns she and Hannah will be alone.

4. How do Emily and Hannah feel about seeing old pictures of her mother?

- A. bored
- B. interested
- C. unhappy
- D. excited

5. What is this story mostly about?

- A. two sisters who end up enjoying a visit at their grandma's house
- B. why two sisters feel uncomfortable visiting their grandma alone
- C. why visiting relatives is a good thing to do
- D. two sisters who visit their grandma and Uncle Joe



6. Read the following sentences:

"Bye!" their mom called, waving from the car before she drove away. Emily and Hannah walked up the long driveway to their grandma's house.

"This is going to be so weird," Emily said.

"It'll be fine, Emily. Maybe Grandma will let us watch TV," Hannah said, swinging her arms. Emily didn't understand why Hannah was so **optimistic**: Grandma, like their mom, "didn't believe in television."

What does "**optimistic**" most nearly mean?

- A. uninterested
- B. disappointed
- C. hopeful
- D. excited

7. Choose the answer that best completes the sentence below.

Emily is very unhappy about visiting Grandma's house. \_\_\_\_\_, Hannah is much more optimistic about the visit.

- A. Finally
- B. Especially
- C. Such as
- D. In contrast

8. What does Grandma show Emily and Hannah?

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**9.** Why does Emily hate going to Grandma's house?

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**10.** Explain how and why Emily's attitude toward visiting Grandma changes during the story.

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# Hong Kong's Bun Festival

by ReadWorks



The region of Hong Kong, in East Asia, is made up of hundreds of islands, some very small and some quite large. One of those islands is named Cheung Chau, a tiny territory shaped like a dumbbell. Less than an hour away from Hong Kong's main island by ferry boat, Cheung Chau is famous for the festival it throws every year in spring, usually in April or May.

The festival lasts for about a week and is called the Cheung Chau Bun Festival. It is named after the steamed buns-small, round pastries filled with sweet paste-that are eaten on this holiday. Though Cheung Chau is usually a quiet fishing village, hundreds of thousands of people visit during festival time. They come to celebrate and to eat the island's famous buns, which are all stamped in red with the Chinese character that means "peace."

As part of the celebration, the people who live on the island organize a giant parade. The excited crowd leaves from Cheung Chau's big temple, called the Pak Tai Temple, and winds its way around town. Children dress up like divine and legendary Chinese characters and sit at the top of long poles that are paraded through the streets, like living floats. There are also drummers, opera singers, and dancers dressed as dragons and lions.

For a few days before the parade, the residents of Cheung Chau only eat vegetarian food, but afterward, it is tradition to eat meat. Once the procession is over, the island's butchers reopen their doors, and there is a great feast.

The real highlight of the festival, however, happens at the stroke of midnight. It's the Bun Scrambling Competition. Several huge towers are built in the center of the island and are covered with plastic buns. Contestants climb up the towers as fast as possible and throw as many buns as they can over their shoulders and into the open knapsacks they carry on their backs.

"This is one of the biggest traditional celebrations in Hong Kong," says Mason Hung, a Hong Kong Tourism Board senior manager. "It has been so well preserved."

The contest was put on hold from 1978 to 2005, because one of the towers fell down. Now there are new rules: the structures need to be made of steel instead of bamboo. And instead of being open to everyone, only twelve carefully chosen participants can join in. First, though, they are trained in the basics of safe climbing.

Luckily for everyone else present, tasty buns are given out at the end of the competition, and the boat back to Hong Kong's main island runs all night long.

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

1. What is Cheung Chau famous for?

- A. the Cheung Chau Bun Festival
- B. its dumbbell shape
- C. the hundreds of islands it is close to
- D. the Pak Tai Temple

2. What does the author describe in the passage?

- A. a popular bun-eating competition
- B. events in the Cheung Chau Bun Festival
- C. the decorative traditional clothing of Hong Kong
- D. important religious ceremonies in Hong Kong

3. The Cheung Chau Bun Festival is a busy and popular festival. What evidence from the passage best supports this conclusion?

- A. "As part of the celebration, the people who live on the island organize a giant parade."
- B. "For a few days before the parade, the residents of Cheung Chau only eat vegetarian food, but afterward, it is tradition to eat meat."
- C. "The excited crowd leaves from Cheung Chau's big temple, called the Pak Tai Temple, and winds its way around town."
- D. "Though Cheung Chau is usually a quiet fishing village, hundreds of thousands of people visit during festival time."

4. Read the following sentences: "The contest was put on hold from 1978 to 2005, because one of the towers fell down. Now there are new rules: the structures need to be made of steel instead of bamboo. And instead of being open to everyone, only 12 carefully chosen participants can join in. First, though, they are trained in the basics of safe climbing."

Based on this information, what can you infer?

- A. No one was hurt when one of the towers fell.
- B. The contest was not missed from 1978 to 2005.
- C. People were hurt when one of the towers fell.
- D. The contest and its rules have never changed.

5. What is this passage mostly about?

- A. a traditional celebration in Hong Kong
- B. people who climb towers of plastic buns
- C. how to make traditional steamed buns
- D. a parade with drummers, opera singers, and dancers

6. Read the following sentences.

"For a few days before the parade, the residents of Cheung Chau only eat vegetarian food, but afterward, it is tradition to eat meat. Once the **procession** is over, the island's butchers reopen their doors, and there is a great feast."

What does "**procession**" mean as used in this sentence?

- A. celebration
- B. offering
- C. ceremony
- D. march

7. Choose the answer that best completes the sentence below.

The Bun Scrambling Competition was cancelled from 1978 to 2005, \_\_\_\_\_ later returned with new rules.

- A. before
- B. but
- C. thus
- D. like

8. What is the highlight of the Cheung Chau Bun Festival?

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**9.** Describe the Bun Scrambling Competition.

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**10.** Explain why the Cheung Chau Bun Festival may have been so well preserved. Support your answer using information from the passage.

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# I Break Stuff for a Living

by ReadWorks



You know the best part about building a bridge? Finding out what makes it collapse.

This is the kind of thing I used to think about all the time when I was 10. At the end of every school day, the bus would drop me off about half a mile from my dad's house. To get to our neighborhood, I would walk across a wooden footbridge that was built over a dried-up riverbed.

That rickety thing must have been older than anyone on my street. It was so old, in fact, that water hadn't run under it for years. Kids would play in the riverbed, kicking soccer balls and chasing dogs into the brush. I'd sit on a rock and wonder what it would take to make the bridge fall down.

Eventually, curiosity and a hot summer day got the best of me. I won't go into too much detail. Let's just say it involved a few bicycles, some rope, and a lot of buckets. The affair ended with my dad telling me to go to my room. I was grounded for three weeks.

As soon as I was allowed to leave the house, he walked me down the street with a bundle of



lumber. My dad was an architect, and that day he helped me figure out what made the bridge finally crack. Then, we fixed it.

In middle school, I kept looking for other bridges to break. Every time a math teacher began reading from the textbook and drawing diagrams on the board, I'd slip into a daydream. It was impossible to focus in the classroom. But during lunch hour, I'd read about airplanes and space shuttles, flying hundreds of miles an hour through sky and space. How did anyone come up with this stuff? How could anyone be sure that they were safe?

I imagined suiting up crash test dummies for a supersonic test flight. I wondered: could NASA scientists be grounded, too?

One day in high school, I noticed my trigonometry teacher working on a notebook computer. His screen had two windows open. Both had black backgrounds and were filled with line after line of intense-looking words.

"It's a computer program," he explained. "I just figured out why it's broken."

"Who broke it?" I asked, without thinking.

"Well, I broke it," he responded. Looking at my perplexed expression, he added, "I mean, if you think about it, anything you're building from scratch is broken until it works, right?"

After that conversation, I started staying after school to help my teacher break his program. It was supposed to read 300 homework assignments that our class had completed on the computer, grade them, and then show him the lowest grades. If he could get this thing to work, he could spend less time filling out grades and more time helping the students who weren't doing as well.

The problem was that his program couldn't understand a lot of the answers it was reading. It had to do with the way some students chose to type out fractions and math symbols. Different students typed out their answers in different ways, but the program only spoke one kind of math, I suppose.

My teacher had made a bunch of fixes to the program, and now he was thinking of other ways that students could surprise the computer. Every time he broke the program, he could figure out a way to teach it a new trick.

I learned that breaking computer programs was the only way to figure out whether or not they would work for every possible condition. Testing my teacher's program was a lot like dragging buckets filled with sand onto an old, worn-out bridge.

The question, though, was who would be weird enough to act like my 10-year-old self when doing a high school math homework assignment. After a couple of weeks, we realized we were testing for things that would never happen, and stopped finding ways to break the program.

I started learning to code, taking classes online to become a software engineer. The next year, I found the perfect job, doing "Quality Assurance" work for a tech company downtown. I've been doing the same job, in different ways, ever since.

Working on the Q.A. team is kind of like waking up every day and finding new ways to break stuff. I talk to the engineers to see what they're trying to build. This week, it's an interactive web page that lets students see different pieces of a movie by jumping to different parts of the world on a map online.

Once they've got a prototype up and running, I create a fake person—a "test user"—on the computer. Instead of trying to break the map a hundred different ways myself, I turn my test user into its own program. The test user can try those hundred different things in just a few seconds, showing us what's broken, and helping the team decide what to fix. Whenever we update the program, everything must be tested by Q.A. to be sure the new version won't break.

Every once in a while, I write a test and find a bug that would be really difficult to fix. Sometimes, I break the system in a way that's so clever there's no point in making a fix. The team will tell me that no sane person would go to that much effort to break the system, so the bug will probably never cause us trouble.

I keep waiting for them to tell me to go to my room.

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

1. What is the first thing that the person telling this story tries to break?

- A. an airplane
- B. a space shuttle
- C. a bicycle
- D. a bridge

2. When does the main character in this story break stuff?

- A. in the beginning of the story ONLY
- B. in the middle of the story ONLY
- C. at the end of the story ONLY
- D. in the beginning, middle, and end of the story

3. Breaking something can make it better.

What evidence from the story supports this statement?

- A. "Every time a math teacher began reading from the textbook and drawing diagrams on the board, I'd slip into a daydream."
- B. "One day in high school, I noticed my trigonometry teacher working on a notebook computer."
- C. "I learned that breaking computer programs was the only way to figure out whether or not they would work for every possible condition."
- D. "I started learning to code, taking classes online to become a software engineer."

4. Why is doing "Quality Assurance" the perfect job for the main character of this story?

- A. The job involves dragging buckets filled with sand onto an old, worn-out bridge.
- B. The job involves suiting up crash test dummies for supersonic test flights.
- C. The job involves breaking stuff, which the main character likes to do.
- D. The job involves trigonometry, which the main character dislikes.

5. What is a theme of this story?

- A. a behavior that is bad in one situation can be good in another
- B. parents should watch children carefully to keep them out of trouble
- C. the importance of kindness
- D. the importance of telling the truth

6. Read the following sentences: "I learned that breaking computer programs was the only way to figure out whether or not they would work for every possible condition.

**Testing my teacher's program was a lot like dragging buckets filled with sand onto an old, worn-out bridge."**

Why does the author compare testing a computer program and dragging buckets of sand onto an old bridge?

- A. to show that both activities are done to break something
- B. to explain why the main character daydreams in math class
- C. to help the reader picture the main character sitting in class
- D. to describe the sadness felt when realizing that something is broken

7. Choose the answer that best completes the sentence below.

At first the main character gets in trouble for breaking something; \_\_\_\_\_, breaking stuff becomes the main character's job.

- A. previously
- B. in the end
- C. even though
- D. initially

**8.** What does the main character use to break the bridge?

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**9.** Why does the main character's trigonometry teacher keep trying to break his own computer program?

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**10.** Is breaking stuff helpful or harmful? Support your answer with evidence from the story.

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Name:

Date:

## Grade 5 Mathematics Homework • Multiplying with Partial Products

Use partial products to find the product for each problem.

You can use a multiplication chart or calculator to help your accuracy.

$$456 \times 5 =$$

$$214 \times 8 =$$

$$4,506 \times 7 =$$

## Multiplication Chart

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Name:

Date:

## Grade 5 Mathematics Homework • Dividing with Partial Quotients

Use partial quotients to solve each problem.

$$565 \div 5$$

$$730 \div 6$$

$$624 \div 8$$

Name:

Date:

## Grade 5 Mathematics Homework • Multiplying with the Standard Algorithm

Estimate each product then use the standard algorithm to find each product.  
You can use a multiplication chart to help if needed.

$345 \times 7$

$4,594 \times 4$

Estimated product:

Estimated product:

$7,320 \times 8$

$7 \times 503$

Estimated product:

Estimated product:

Name:

Date:

## Grade 5 Mathematics Homework • Dividing with Partial Quotients

Use partial quotients to solve each problem.

$$328 \div 7$$

$$1,735 \div 6$$

$$1,562 \div 5$$

$$198 \div 6$$

Name:

Date:

## Grade 5 Mathematics Homework • Multiply and Divide Multi-digit Numbers

Estimate the product. Then find the exact product.

$$981 \times 3$$

$$7 \times 4991$$

Estimate:

Actual:

Estimate:

Actual:

Estimate the quotient. Then find the exact quotient with partial quotients.

$$546 \div 6$$

$$408 \div 8$$

Estimate:

Actual:

Estimate:

Actual: