

5th Grade

Day 3

Name : _____

Score : _____

Teacher : _____

Date : _____

$$5 \overline{)20}$$

$$9 \overline{)108}$$

$$3 \overline{)33}$$

$$8 \overline{)40}$$

$$10 \overline{)20}$$

$$6 \overline{)24}$$

$$9 \overline{)90}$$

$$3 \overline{)21}$$

$$7 \overline{)7}$$

$$1 \overline{)3}$$

$$7 \overline{)63}$$

$$10 \overline{)120}$$

$$5 \overline{)45}$$

$$11 \overline{)88}$$

$$2 \overline{)22}$$

$$8 \overline{)40}$$

$$9 \overline{)18}$$

$$2 \overline{)16}$$

$$11 \overline{)33}$$

$$12 \overline{)12}$$

$$3 \overline{)6}$$

$$10 \overline{)60}$$

$$4 \overline{)24}$$

$$2 \overline{)2}$$

$$7 \overline{)63}$$

$$6 \overline{)30}$$

$$5 \overline{)15}$$

$$1 \overline{)12}$$

$$12 \overline{)96}$$

$$1 \overline{)11}$$

Addition of Three or More Numbers

To add three or more numbers, use the same steps as when adding two numbers.

Find: $949 + 753 + 531$

Add the ones.
Regroup.

	Th	H	T	O
			1	
		9	4	9
		7	5	3
+	5	3	1	
				3

Add the tens.
Regroup.

	Th	H	T	O
		1	1	
		9	4	9
		7	5	3
+	5	3	1	
			3	3

Add the hundreds.
Regroup.

	Th	H	T	O
	2	1	1	
		9	4	9
		7	5	3
+	5	3	1	
	2, 2	3	3	

Add.

a

1.
$$\begin{array}{r} 12 \\ 256 \\ 249 \\ +157 \\ \hline 662 \end{array}$$

b

$$\begin{array}{r} 419 \\ 617 \\ +314 \\ \hline \end{array}$$

c

$$\begin{array}{r} 98 \\ 106 \\ +307 \\ \hline \end{array}$$

d

$$\begin{array}{r} 25 \\ 90 \\ +208 \\ \hline \end{array}$$

e

$$\begin{array}{r} 105 \\ 62 \\ + \quad 7 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 213 \\ 117 \\ 234 \\ +525 \\ \hline \end{array}$$

$$\begin{array}{r} 559 \\ 304 \\ 205 \\ +198 \\ \hline \end{array}$$

$$\begin{array}{r} 438 \\ 160 \\ 638 \\ +106 \\ \hline \end{array}$$

$$\begin{array}{r} 718 \\ 164 \\ 130 \\ +607 \\ \hline \end{array}$$

$$\begin{array}{r} 265 \\ 322 \\ 674 \\ +439 \\ \hline \end{array}$$

Line up the digits. Then find the sums.

3. $149 + 753 + 531 =$ _____

$$\begin{array}{r} 149 \\ 753 \\ +531 \\ \hline \end{array}$$

$489 + 189 + 78 =$ _____

Subtraction

To subtract, start with the digits in the ones place. Regroup as needed.

Find: $836 - 449$

Subtract the ones.
Regroup.

H	T	O
	2	16
8	3	6
-4	4	9
		7

Subtract the tens.
Regroup.

H	T	O
	12	
7	3	16
8	3	6
-4	4	9
		7

Subtract the hundreds.

H	T	O
	12	
7	3	16
8	3	6
-4	4	9
		7

Subtract.

a

H	T	O
	12	
7	3	13
8	3	3
-2	8	7
		6

b

H	T	O
6	9	2
-1	1	8

c

H	T	O
5	9	2
-3	4	5

d

H	T	O
6	9	1
-2	8	8

2.

H	T	O
8	4	7
-1	3	8

H	T	O
9	6	8
-6	5	9

H	T	O
9	7	6
-6	1	7

H	T	O
9	3	2
-8	2	9

3.

H	T	O
2	0	0
-	3	5

H	T	O
4	9	3
-	6	2

H	T	O
9	0	6
-	3	2

H	T	O
3	1	8
-	6	6

4.

H	T	O
9	7	4
-8	8	5

H	T	O
6	1	2
-5	1	3

H	T	O
7	7	1
-3	4	9

H	T	O
5	6	0
-	9	1

Subtract.

- | | <i>a</i> | <i>b</i> | <i>c</i> | <i>d</i> | <i>e</i> |
|----|--|--|--|--|--|
| 5. | $\begin{array}{r} 5,646 \\ -2,387 \\ \hline \end{array}$ | $\begin{array}{r} 4,483 \\ -1,930 \\ \hline \end{array}$ | $\begin{array}{r} 2,557 \\ -963 \\ \hline \end{array}$ | $\begin{array}{r} 2,904 \\ -1,325 \\ \hline \end{array}$ | $\begin{array}{r} 1,663 \\ -975 \\ \hline \end{array}$ |
| 6. | $\begin{array}{r} 5,521 \\ -2,031 \\ \hline \end{array}$ | $\begin{array}{r} 7,662 \\ -1,517 \\ \hline \end{array}$ | $\begin{array}{r} 8,605 \\ -87 \\ \hline \end{array}$ | $\begin{array}{r} 6,554 \\ -2,671 \\ \hline \end{array}$ | $\begin{array}{r} 4,863 \\ -3,506 \\ \hline \end{array}$ |
| 7. | $\begin{array}{r} 5,211 \\ -3,687 \\ \hline \end{array}$ | $\begin{array}{r} 8,051 \\ -5,289 \\ \hline \end{array}$ | $\begin{array}{r} 6,584 \\ -620 \\ \hline \end{array}$ | $\begin{array}{r} 1,111 \\ -999 \\ \hline \end{array}$ | $\begin{array}{r} 6,513 \\ -2,976 \\ \hline \end{array}$ |

Line up the digits. Then find the differences.

- | <i>a</i> | <i>b</i> | <i>c</i> |
|--|-------------------------|-------------------------|
| 8. $3,697 - 840 =$ _____ | $5,305 - 4,224 =$ _____ | $7,981 - 375 =$ _____ |
| $\begin{array}{r} 3,697 \\ -840 \\ \hline \end{array}$ | | |
| 9. $5,208 - 3,114 =$ _____ | $8,372 - 609 =$ _____ | $3,584 - 2,639 =$ _____ |



Energetic Emily

By ReadWorks



Emily, as usual, had been up since dawn. This morning, she skipped around the kitchen, laying out forks, knives and napkins for breakfast to help her dad. She pushed the “on” button on the coffee machine. She pulled the bread and eggs out of the refrigerator. And then she waited.

Emily’s dad was a writer who worked from home. Upstairs, she heard his alarm go off for the third time. Finally, he plodded downstairs to the kitchen.

“Good morning, sunshine,” he said, and smiled his groggy morning smile.

Emily was ready to get cooking. She grabbed two slices of bread. Then, getting a running start, she ran and slid across the slippery kitchen floor. As she slowed to a halt in front of the toaster, she deftly double-dunked the slices into their slots.

“Woo!” she yelled, stealing a glance at her dad to see if he’d glimpsed her smooth move. “And the crowd goes wild!”

Emily’s dad smiled and shook his head as he poured his coffee.

“I’m gonna call you ‘Energetic Emily,’” he said. “That’s your new nickname now.”

“Why?” Emily asked.

“Because you have a lot of energy!” he said. “That’s what energetic means.”

“Oh.”

“Where do you get all of that energy, anyway?” he asked. “Certainly not from me. In fact, I wish you could give me some of your energy, right in here.” He pointed to his steaming coffee cup.

Emily thought for a moment. "I don't know where I get it. What is energy, anyway?"

"Good question," said her dad. "Let's look up the definition." He pulled out his phone and typed in the word.

"Energy," he read. "There are a few definitions. There's the physical or mental strength that allows you to do work." He looked at the forks and knives arranged neatly around the table. "Check. You've got that. Then, there's natural enthusiasm and effort." He smiled at her again. "Yep, you've got that, Miss Toaster Olympics Champion." Emily giggled. "And there's the usable power that comes from heat or electricity." He pointed to the toaster. "Like the kind that's toasting our bread right now."

Emily paused to take this in. "So are they all the same thing? The energy that powers the toaster and the energy that powers my *amaazing* toaster tricks?"

"I don't think so," said Emily's dad. "But maybe you'd better check with Mrs. Nelson. And report back to me. I want to know if I can plug you into the wall and power myself up for the day."

Mrs. Nelson was Emily's fifth-grade teacher. That morning, Emily stopped by her desk on the way to recess.

"Mrs. Nelson, where do you think my energy comes from?"

Mrs. Nelson looked confused. "Your energy?"

"Yes. My dad wants to know."

Mrs. Nelson threw back her head and whooped with laughter. "Ahhh-hahaha! I bet he does," she said. "We'll talk about this later in the year, but I'll give you a hint for now: it comes from your food."

Later, in the lunchroom, Emily asked Mrs. Jacobs, the lunch-lady, what this meant.

"Well," said Mrs. Jacobs, "I know that all food has calories, and calories are a way to measure energy, the same way we use inches to measure length." She shrugged. "But I don't know how all that energy ends up in our food in the first place. I guess you'd have to ask a farmer!"

As luck would have it, Farmer George came to the park near Emily's house every Thursday afternoon to sell his tomatoes and apples. And today was Thursday.

Her dad liked Emily's idea of going to interview Farmer George about energy. "You're quite the investigative journalist, Emily!" he said.

Farmer George was also delighted by Emily's question. "Burning calories of energy is what keeps us all moving. We couldn't live without them!" he said. "And my plants work hard to make those calories for you."

“Plants make energy? But *how?*” Emily asked, growing impatient. “I’ve been asking people all day!”

“Why, they use the best things on Earth,” Farmer George said. “Sunshine, fresh air and water.”

“But, how?”

“Well, plants are one of nature’s energy factories. When the sun hits the leaves of say, a tomato plant, that tomato plant starts up like a machine. It takes in carbon dioxide from the air and water from the ground, and mixes them together. The heat from the sun helps to cook this all up into sugar. And that sugar is then stored in the plant for us to eat. Some plants store more calories than others, but they can all give you energy in the form of sugar.” Farmer George paused. “There’s more to it than this, but that’s the simple version. Does that answer your question?”

Emily thought for a moment. “So, when I eat your tomatoes, I’m eating ... plant-made energy created by the sun, the air and water?”

“You got it.”

Emily turned to her dad.

“So all you have to do to get my energy is to eat your vegetables, Dad!”

Emily’s dad laughed. “I wish it were that easy, Emily. But still, I think that’s probably very good advice.”

Name: _____

Date: _____

1. Why is Emily's nickname "Energetic Emily"?

- A She gives her dad energy.
- B She has a lot of energy.
- C She is interested in energy.
- D She knows a lot about energy.

2. Emily asks questions throughout the story. What motivates Emily's questions to Mrs. Nelson, Mrs. Jacobs, and Farmer George?

- A She wants to know what calories are.
- B She wants to know how plants grow.
- C She wants to know where energy comes from.
- D She wants to know where food comes from.

3. The word "energy" has different meanings. What evidence from the passage supports this conclusion?

- A Emily's dad wishes he could have some of Emily's energy.
- B Emily gets an answer to the question, "Where does energy come from?"
- C Emily's dad tells her to ask her teacher about energy.
- D Emily's dad reads three definitions of energy from the dictionary.

4. How can Emily best be described?

- A curious
- B lazy
- C tired
- D kind

5. What is this passage mostly about?

- A how to make breakfast
- B the purpose of questions
- C energy and where it comes from
- D how food gives us energy

6. Why does the author have Emily asks so many questions about energy?

- A so that the reader will become confused
- B to tell the reader something they probably know
- C to teach the reader facts about energy
- D to make sure the reader is paying attention

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

Emily asks Mrs. Nelson and Mrs. Jacobs where she gets her energy. _____, she learns the answer from Farmer George.

- A For example
- B In contrast
- C Currently
- D Finally

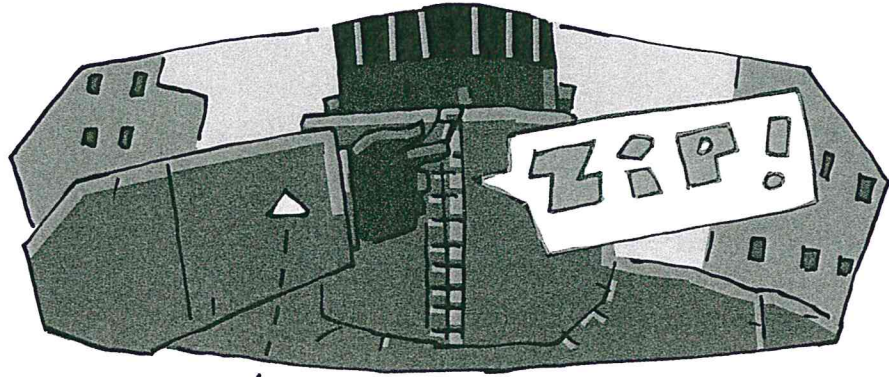
8. What are calories?

9. What three things do plants use to make energy?

10. Explain how eating vegetables gives you energy.

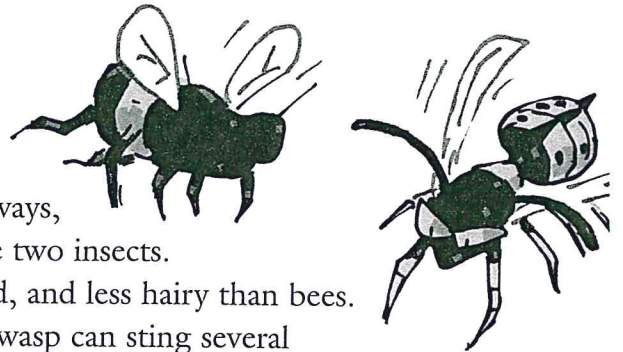
LESSON

3



1. Whitcomb Judson won a patent for a device. He called it the “clasp-locker.” He showed it at the 1893 World’s Fair, but it didn’t attract any interest. Twenty years later Gideon Sundback improved the device. He renamed it the “hook-less fastener.” Then B. F. Goodrich put the fastener on boots. He named it for the sound it made. Z-i-p! Now everyone calls the device a “zipper.” It sounds a lot better than “clasp-locker.”

- _____ 1. The story mainly tells
- A. that Judson won a patent
 - B. when the World’s Fair took place
 - C. who Gideon Sundback was
 - D. how a device got its name from the sound it made



2. Bees and wasps are alike in many ways, but there are big differences between the two insects. Wasps are slimmer, more brightly colored, and less hairy than bees. A worker bee can sting only once, but a wasp can sting several times. Bees make their nests from wax, while wasps make them out of paper and mud. Bees, not wasps, make honey to feed their young. Although many wasps are meat eating, bees are not. They don’t eat spiders, flies, or caterpillars.

- _____ 2. The story mainly tells
- A. about the ways that bees and wasps are alike
 - B. how bees and wasps are different
 - C. how bees build their nests
 - D. why wasps and bees sting

3. A human baby is born without teeth. As an adult he or she will have 32 permanent teeth. A baby grows a set of 20 baby teeth before a set of permanent teeth. One by one, the baby teeth fall out as the permanent teeth begin to appear. By the age of 25, a person has a full set of 32 permanent teeth.



- _____ 3. The story mainly tells
- A. about baby and permanent teeth
 - B. what teeth are made of
 - C. at what age baby teeth are lost
 - D. how long it takes teeth to grow

4. The year 1972 was important for Yvonne Burke. It was the year in which she turned 40, got married, and ran for the United States Congress. She was selected Woman of the Year by the *Los Angeles Times* and the National Association of Black Manufacturers. She was also named as one of America's 200 future leaders by *Time* magazine.

- _____ 4. The story mainly tells that
- A. 1972 was a difficult year for Burke
 - B. Burke won election to the Senate
 - C. 1972 was a successful year for Burke
 - D. Burke was *Time* magazine's Woman of the Year

5. Sand is made up of millions of tiny, loose, and gritty pieces of rock. The rocks are broken down by wind, rain, frost, or water. The rubbing away of the rocks wears them down into the tiny grains found on the beach. Sand is coarser than dust but finer than gravel. It's made up mostly of quartz, mica, and feldspar.

- _____ 5. The story mainly tells
- A. the many uses of sand
 - B. how rocks are worn down into sand
 - C. how many rocks it takes to make sand
 - D. about the size of a grain of sand

Main Verbs and Helping Verbs

Sometimes a simple predicate is made up of two or more verbs. The **main verb** is the most important verb in the predicate. It comes last in a group of verbs.

A **helping verb** can work with the main verb to tell about an action. The helping verb always comes before the main verb. These words are often used as helping verbs: *am, is, are, was, were, has, have, had, and will.*

Sometimes another word comes between a main verb and a helping verb.



Choose the correct form of the verb in () to complete each sentence. Write the word in the sentence. Then, write *main verb* or *helping verb*.

1. Inez has _____ Greek legends to children for many years.
(tell, told, telling)

2. The children were _____ forward to the next story.
(look, looked, looking)

3. "I shall _____ the children the legend of Narcissus," she thought.
(tell, told, telling)

4. Narcissus _____ hunting one day.
(shall, have, was)

5. He had _____ over a mountain pool for a drink.
(lean, leaned, leaning)

6. He _____ gazing at his own reflection in the water.
(are, was, were)

7. Narcissus had _____ in love with his own face.
(fall, fallen, falling)

8. The next moment, a flower _____ growing where
Narcissus had stood.
(am, are, was)

Present-Tense Verbs

A **present-tense verb** tells about actions that are happening now. Add *s* or *es* to most present-tense verbs when the subject of the sentence is *he*, *she*, *it*, or a singular noun.

Do not add *s* or *es* to a present-tense verb when the subject is *I*, *you*, *we*, *they*, or a plural noun.

Examples:

Dougal Dixon *writes* books that stretch the reader's imagination.

His ideas *mix* science and fiction in an exciting way.

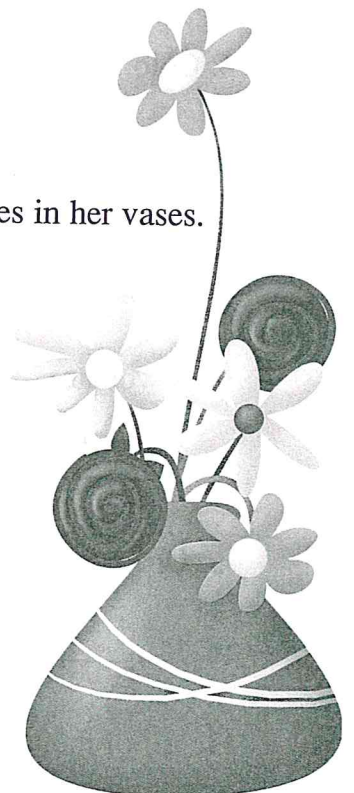
The neck of the lank *reaches* high into the air like a giraffe's.

The harridan *flies* with wings that fold up when it walks.



Write the present-tense form of the verb in () that correctly completes each sentence.

1. Cathy _____ the flower shop down the street.
(like)
2. She _____ it about once a week.
(visit)
3. She _____ home with armfuls of flowers.
(come)
4. Her sisters _____ attractive arrangements.
(fix)
5. Sometimes Cathy _____ carnations, roses, and irises in her vases.
(mix)
6. Her sister Gladys _____ pictures of the flowers.
(take)
7. They _____ the pictures to the owners of the shop.
(show)
8. Cathy _____ for a job at the shop.
(wish)
9. The owner of the shop _____ about the business.
(worry)
10. She _____ her costs very closely.
(watch)
11. The shop _____ a good profit.
(make)
12. Maybe the owner _____ to hire Cathy.
(need)



Past-Tense Verbs

A **past-tense verb** tells about actions that happened in the past. Add *ed* or *d* to most present-tense verbs to make them show past tense. You may have to drop an *e*, double a final consonant, or change a *y* to an *i*.

Examples:

When Mr. King was a boy, he *lived* on a farm.
He always *carried* his lunch to school.
He *dipped* water from a nearby spring.



Write the past-tense form of each verb in () to complete each sentence.

1. We _____ (walk) to the food fair.
2. I _____ (sample) many different foods.
3. Indian curry _____ (seem) both spicy and sweet.
4. Colorful signs _____ (describe) the unusual treats.
5. A Greek restaurant _____ (serve) baklava made from nuts, honey, and flaky pastry.
6. My friend _____ (sip) a glass of African root beer.
7. A woman _____ (fry) spring rolls made of shrimp and vegetables.
8. I _____ (try) many tasty foods that day.
9. One chef _____ (pass) me a red carnation.
10. I _____ (pin) the flower onto my shirt.
11. All of the meals _____ (feature) fresh vegetables and fruit.
12. We _____ (taste) many unusual ones.



Future-Tense Verbs

A **future-tense verb** expresses action that will happen in the future. To form the future tense of a verb, use the helping verb *will* with the main verb.

Examples:

Sam *will live* in the woods all year.

He *will learn* about many things.

Sometimes other words appear between the helping verb and the main verb.

Examples:

Sam *will not go* back to his home.

Will he have a hard time in the winter?



DIRECTIONS

Complete each sentence. Write the future tense of the verb in ().

1. What _____ (happen) to Sam in the next few months?
2. He _____ (hunt) for game.
3. He _____ (gather) food at harvest time.
4. _____ Sam _____ (miss) his family?
5. _____ they _____ (search) for him in the woods?
6. They probably _____ not _____ (find) him.
7. Sam _____ (remember) David, his friend.
8. Perhaps Sam _____ (cook) something different.
9. Maybe Sam _____ (float) down the river on his new raft.
10. No matter what, Sam _____ (hide) _____.
11. No one _____ (notice) him.
12. _____ Sam _____ (leave) the woods?

Visualizing Steps in a Process

In a how-to paragraph, good writers picture the steps of an activity before writing directions for it.

These sentences from a how-to paragraph are out of order. Rewrite them in order in a paragraph, adding words and phrases from the box to make the order clear.

Get a bucket.

Dry the car.

To wash your family car, there are six steps you should follow.

Fill the bucket with soapy water.

Hose down the car to get it wet.

Shine the windows and any chrome trim.

Wash the car, using the soapy water and a soft cloth or sponge.

first
last
next
then
after that
finally
third
second
the last thing
the next thing you do
at the end
at last
before you begin
in the first place
