



## 5th Grade AMI Assignments

Directions: Complete the activities for each AMI day. Reach out to your classroom teacher if you have any questions. Keep all completed work together to be returned to school.

Day 1	<p><b>Reading/Social Studies</b></p> <ul style="list-style-type: none"><li>Read "<a href="#">Wesley Harris: An Account of Escaping Slavery</a>" (see below) and answer the comprehension questions on notebook paper. Click the story title for access online.</li></ul> <p><b>Math</b></p> <ul style="list-style-type: none"><li>Complete the Day 1 Math Sheet on a piece of notebook paper. (see attached)</li><li>Answer the Word Problem of the Day on a piece of notebook paper. Be sure to explain and show your thinking.<ol style="list-style-type: none"><li>615 students are waiting in line to get on a bus to go on a field trip. Each bus can hold 75 students. How many buses will be needed? On a piece of paper, show your thinking.</li></ol></li></ul> <p><b>Science</b></p> <ul style="list-style-type: none"><li>Go outside and observe the living things in around you. Draw a simple food chain model to describe the movement of matter among plants, animals, decomposers, and the environment. Be sure to label all of the pictures in your model. Here is some background information to help you with your thinking: <a href="#">Food Chains &amp; Food Webs Website</a></li></ul>
Day 2	<p><b>Reading/Social Studies</b></p> <ul style="list-style-type: none"><li>Reread "<a href="#">Wesley Harris: An Account of Escaping Slavery</a>" (see below) and answer the following questions on notebook paper. Click the story title for access online.<ul style="list-style-type: none"><li>-Perseverance is not giving up, even when things are difficult. Explain how Wesley Harris showed perseverance and provide evidence from the text to support your response.</li><li>-Write a paragraph summarizing the article.</li></ul></li></ul> <p><b>Math</b></p> <ul style="list-style-type: none"><li>Complete the Day 2 Math Sheet on a piece of notebook paper. (see attached)</li><li>Answer the Word Problem of the Day on a piece of notebook paper. Be sure to explain and show your thinking.<ol style="list-style-type: none"><li>Imagine you have a digital scale and you place a marshmallow on it. You notice the scale reads 7.2 grams. How much would you expect 10 marshmallows to weigh? Why?</li><li>Next, you decide to weigh 10 jellybeans. They weigh 12.0 grams all together. How much would you expect 1 jellybean to weigh?</li><li>Finally, you weigh 10 brand new pink erasers and see they weigh 312.4 grams. How much would you expect 1,000 pink erasers to weigh? Why? Show your thinking on a piece of paper. Be sure to include labels.</li></ol></li></ul> <p><b>Science</b></p> <ul style="list-style-type: none"><li>It's time to review matter with some examples around your home. Here is some background information to help with your thinking: <a href="#">Matter Website</a><ol style="list-style-type: none"><li>Find 3 items in your kitchen that are made of matter. Tell what they are and model what the particles inside of them would look like.</li><li>You've left your bike outside all year and just remembered that it is still out there in the snow/ice. You go out to bring it in and notice that there are some rust spots. The iron on your bicycle, the oxygen in the air, and the water in the ice/snow, worked together to form the rust on your bike. Is the rust a new substance forming from a chemical change? Use evidence from the prompt to support your answer.</li></ol></li></ul>

Day 3	<ul style="list-style-type: none"> <li>● <b>Reading/Social Studies</b></li> <li>● Read "<a href="#">The Two Harriets, Heroines of Abolition</a>" (see below) and answer the comprehension questions on notebook paper. Click the story title for access online.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>● Complete the Day 3 Math Sheet on a piece of notebook paper. (see attached)</li> <li>● Answer the Word Problem of the Day on a piece of notebook paper. Be sure to explain and show your thinking. <ol style="list-style-type: none"> <li>1. A teacher asked 4 students to measure their heights. The students used different units. Their heights are recorded on the table on the next page. On a piece of paper, list the students in order from tallest to shortest. Show or explain your thinking.</li> </ol> </li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>● Make a list of 10 things in your house that you consider to be matter. Describe the "rule" or reason you used to decide whether something is or is not matter.</li> </ul>
Day 4	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Reread "<a href="#">The Two Harriets, Heroines of Abolition</a>" (see below) and answer the following questions on notebook paper. Click the story title for access online.</li> </ul> <p>-Draw a Venn Diagram on notebook paper. Compare and Contrast the two Harriets. How are they similar? How are they different?</p> <p>-Write a paragraph summarizing the article.</p> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>● Complete the Day 3 Math Sheet on a piece of notebook paper. (see attached)</li> <li>● Answer the Word Problem of the Day on a piece of notebook paper. Be sure to explain and show your thinking. <ol style="list-style-type: none"> <li>1. Carson needs to purchase 5.6 meters of tape for a project. If each roll of tape contains 80 cm and costs \$5, what is the total cost of the tape that Carson must buy?</li> </ol> </li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>● Stir a teaspoon of sugar into a glass of warm water. After 10 minutes, write or draw what you observed. Describe what is happening to sugar when it dissolves in water.</li> </ul>
Day 5	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Use notebook paper to respond to the following writing prompt:</li> </ul> <p>You are going to write an essay in which you express and support your opinion.</p> <p>Your neighborhood recreational center is purchasing new equipment for the neighborhood. They are trying to decide which equipment students prefer the most: outdoor activities (bikes, skates, basketball court) or video gaming systems such as (Playstation/X-Box360). Which equipment would you choose for the kids in your neighborhood, and why?</p> <p>Write an essay in which you give reasons for your choice and explain why your choice is better than the other option. Be sure to include details and examples to support your reasons.</p> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>● Complete the Day 3 Math Sheet on a piece of notebook paper. (see attached)</li> <li>● Answer the Word Problem of the Day on a piece of notebook paper. Be sure to explain and show your thinking. <ol style="list-style-type: none"> <li>1. A muffin recipe calls for <math>\frac{3}{4}</math> of a cup of sugar. You have the following measuring cups: 1 cup, <math>\frac{1}{2}</math> cup, <math>\frac{1}{3}</math> cup, <math>\frac{1}{4}</math> cup, <math>\frac{1}{8}</math> cup, and a tablespoon (which is <math>\frac{1}{16}</math> cup). On a piece of paper, show 2 different ways to measure <math>\frac{3}{4}</math> of a cup of sugar. Suppose you want to reduce the amount of sugar in the recipe by <math>\frac{1}{8}</math>. How much sugar is now in your recipe? You decide to double the recipe, but you only have 1 cup of sugar. Do you have enough sugar to double the recipe? Show or explain your thinking.</li> </ol> </li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>● We know that some animals eat only plants, while others eat plants and other animals. Some animals only eat other animals. What do you think would happen to the animals living on an island if all of the plants disappeared? Explain why you made your prediction.</li> </ul>

For Math Day 3:

Student	Height
Sarah	50 inches
Jake	$4\frac{1}{4}$ feet
Andy	$1\frac{1}{2}$ yards
Emily	4 feet and 4 inches

## Wesley Harris: An Account of Escaping Slavery



Excerpt from *The Underground Railroad: A Record of Facts, Authentic Narratives, Letters, &C.* by William Still

A friend by the name of C. Matterson, told me that he was going off. Then I told him of my master's writing to Mrs. Carroll concerning selling, etc., and that I was going off too. We then concluded to go together. There were two others—brothers of Matterson—who were told of our plan to escape, and readily joined with us in the undertaking. So one Saturday night, at twelve o'clock, we set out for the North. After traveling upwards of two days and over sixty miles, we found ourselves unexpectedly in Terrytown [in the state of Maryland]. There we were informed by a friendly colored man of the danger we were in and of the bad character of the place towards colored people, especially those who were escaping to freedom; and he advised us to hide as quickly as we could. We at once went to the woods and hid. Soon after we had secreted ourselves a man came near by and commenced splitting wood, or rails, which alarmed us. We then moved to another hiding-place in a thicket near a farmer's barn, where we were soon startled again by a dog approaching and barking at us. The attention of the owner of the dog was drawn to his barking and to where we were. The owner of the dog was a farmer. He asked us where we were going. We replied to Gettysburg—to visit some relatives, etc. He told us that we were running off. He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we consented to go with him.

Soon after putting us in his barn, himself and daughter prepared us a nice breakfast, which cheered our spirits, as we were hungry. For this kindness we paid him one dollar. He next told us to hide on the mow till eve, when he would safely direct us on our road to Gettysburg. All, very much fatigued from traveling, fell asleep, excepting myself; I could not sleep; I felt as if all was not right.

About noon men were heard talking around the barn. I woke my companions up and told them that that man had betrayed us. At first they did not believe me. In a moment afterwards the barn door was opened, and in came the men, eight in number. One of the men asked the owner of the barn if he had any long straw. "Yes," was the answer. So up on the mow came three of the men, when, to their great surprise, as

they pretended, we were discovered. The question was then asked the owner of the barn by one of the men, if he harbored runaway negroes in his barn? He answered, "No," and pretended to be entirely ignorant of their being in his barn. One of the men replied that four negroes were on the mow, and he knew of it. The men then asked us where we were, going. We told them to Gettysburg, that we had aunts and a mother there. Also we spoke of a Mr. Houghman, a gentleman we happened to have some knowledge of, having seen him in Virginia. We were next asked for our passes. We told them that we hadn't any, that we had not been required to carry them where we came from. They then said that we would have to go before a magistrate, and if he allowed us to go on, well and good. The men all being armed and furnished with ropes, we were ordered to be tied. I told them if they took me they would have to take me dead or crippled. At that instant one of my friends cried out-"Where is the man that betrayed us?" Spying him at the same moment, he shot him (badly wounding him). Then the conflict fairly began.

The constable seized me by the collar, or rather behind my shoulder. I at once shot him with my pistol, but in consequence of his throwing up his arm, which hit mine as I fired, the effect of the load of my pistol was much turned aside; his face, however, was badly burned, besides his shoulder being wounded. I again fired on the pursuers, but do not know whether I hit anybody or not. I then drew a sword, I had brought with me, and was about cutting my way to the door, when I was shot by one of the men, receiving the entire contents of one load of a double barreled gun in my left arm, that being the arm with which I was defending myself. The load brought me to the ground, and I was unable to make further struggle for myself. I was then badly beaten with guns. . . . In the meantime, my friend Craven, who was defending himself, was shot badly in the face, and most violently beaten until he was conquered and tied. The two young brothers of Craven stood still, without making the least resistance.

After we were fairly captured, we were taken to Terrytown, which was in sight of where we were betrayed. By this time I had lost so much blood from my wounds, that they concluded my situation was too dangerous to admit of being taken further; so I was made a prisoner at a tavern, kept by a man named Fisher. There my wounds were dressed, and thirty-two shot were taken from my arm. For three days I was crazy, and they thought I would die. During the first two weeks, while I was a prisoner at the tavern, I raised a great deal of blood, and was considered in a very dangerous condition-so much so that persons desiring to see me were not permitted. Afterwards I began to get better, and was then kept privately-was strictly watched day and night. Occasionally, however, the cook, a colored woman (Mrs. Smith), would manage to get to see me. Also James Matthews succeeded in getting to see me; consequently, as my wounds healed, and my senses came to me, I began to plan how to make another effort to escape. I asked one of the friends . . . to get me a rope. He got it. I kept it about me four days in my pocket; in the meantime I procured three nails.

On Friday night, October 14th, I fastened my nails in under the window sill; tied my rope to the nails, threw my shoes out of the window, put the rope in my mouth, then took hold of it with my well hand, clambered into the window, very weak, but I managed to let myself down to the ground. I was so weak, that I could scarcely walk, but I managed to hobble off to a place three quarters of a mile from the tavern, where a friend had fixed upon for me to go, if I succeeded in making my escape. There I was found by my friend, who kept me secure till Saturday eve, when a swift horse was furnished by James Rogers, and a colored man found to conduct me to Gettysburg. Instead of going direct to Gettysburg, we took a different road, in order to shun our pursuers, as the news of my escape had created general excitement. My three other companions, who were captured, were sent to Westminster jail, where they were kept three weeks, and afterwards sent to Baltimore and sold for twelve hundred dollars a piece, as I was informed while at the tavern in Terrytown.

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

1. What do Wesley Harris and C. Matterson decide to do?

- A. run away to Terrytown
- B. fight against each other
- C. escape from slavery
- D. rebel against their masters

2. The cause of the slaves' discovery by the farmer is the dog barking at them. What is an effect of the slaves' discovery?

- A. The farmer tells the slaves to hide in his barn.
- B. Wesley Harris is mistrustful of the farmer.
- C. The slaves are captured and arrested.
- D. The slaves run away to the woods and hide.

3. Harris was not sent directly to Westminster jail because he was seriously injured.

What evidence from the passage best supports this conclusion?

- A. "After we were fairly captured, we were taken to Terrytown, which was in sight of where we were betrayed."
- B. "I had lost so much blood from my wounds, that they concluded my situation was too dangerous to admit of being taken further."
- C. "I was made a prisoner at a tavern, kept by a man named Fisher. There my wounds were dressed, and thirty-two shot were taken from my arm."
- D. "Consequently, as my wounds healed, and my senses came to me, I began to plan how to make another effort to escape."

4. Why does the black man in Terrytown warn Harris and his companions about the danger of the town?

- A. He thinks they don't know how to hide.
- B. He wants to scare Harris and his companions.
- C. He wants Harris's company to take him with them.
- D. He doesn't want them to be caught.

5. What is this passage mostly about?

- A. how one man tries to escape from slavery
- B. the history of Terrytown, Maryland
- C. how four slaves successfully escaped slavery
- D. the Underground Railroad in Maryland

6. Read the following sentences: "He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we **consented** to go with him. Soon after putting us in his barn, himself and daughter prepared us a nice breakfast."

As used in this sentence, what does "consented" mean?

- A. argued
- B. declined
- C. agreed
- D. shouted

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

Harris did not trust the farmer and felt that something was not right. \_\_\_\_\_, he could not fall asleep.

- A. On the other hand
- B. As a result
- C. Finally
- D. In particular

8. What happened to Harris's three companions who tried to escape with him?

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9. Explain what the farmer did after telling Harris and his companions to sleep in his barn. What is a likely reason why he did this?

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10. When Harris and his companions arrive in Terrytown, a black man warns them of the "bad character of the place towards colored people, especially those who were escaping to freedom." Explain what this means and how Harris's account demonstrates the town's bad character.

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## The Two Harriets, Heroines of Abolition

by ReadWorks



Harriet Beecher Stowe



Harriet Tubman

Many people fought against slavery in the United States. They were called abolitionists because they wanted to abolish (get rid of) slavery. Two of the best-known abolitionists were both named Harriet: Harriet Beecher Stowe and Harriet Tubman.

Harriet Beecher Stowe was the sixth of 11 children born to a minister and his wife. She was just five years old when her mother died. At age 13, she started going to a school founded by her sister, where she learned to be a teacher and started writing. She wrote her first book at age 22.

In 1852, her novel *Uncle Tom's Cabin* was published. It quickly became a bestseller. Indeed, it was the most popular book in America. Although the book was fiction, it was based on the lives of real people. The novel tells the story of several slaves, but its main character is Tom, a man with a wife and children. Tom is separated from his family and sold to one plantation owner after another. The last of his owners is a cruel man named Simon Legree. Legree orders Tom to beat the other slaves on his plantation. Tom refuses, so Legree beats Tom. Legree orders his hired hands, called overseers, to kill Tom. While Tom dies, several of the other characters in the book escape from slavery by traveling north to Canada via what was called the Underground Railroad. The Underground Railroad was not an actual railroad, but a network of people who helped shelter and guide slaves to their freedom.

Stowe's novel moved many readers and inspired them to speak out against slavery. Many

plays were performed based on the novel's characters. But her book angered people in the South, and historians believe it helped lead the Southern states to break away from the North a decade later, which marked the beginning of the Civil War. *Uncle Tom's Cabin* was so influential that when President Abraham Lincoln met Stowe in 1862, he is supposed to have said: "So you're the little woman who wrote the book that started this great war."

Like Harriet Beecher Stowe, Harriet Tubman was one of 11 children. Both of Harriet Tubman's parents were slaves on a plantation in Maryland. Tubman began working at six years old, rented out by her "master" as a weaver. As a teenager, she began working in the fields of the plantation. She suffered many beatings at the hands of the plantation's overseers, which caused permanent damage. Learning that the plantation owner planned to sell her and her brothers, she decided to escape. Guided only by the North Star in the sky, she made her way to Pennsylvania, frequently on foot.

But Tubman was not content simply to live in freedom. She became active in the Underground Railroad Harriet Beecher Stowe had written about.

Just one year after her own escape, she returned to the South to rescue her sister and her sister's two children. Then she returned once again for one of her brothers. Sometime later, she returned yet again to rescue her parents. It was not just her family she helped to become free. She wanted to help other slaves to escape. She returned to the South 19 times. The exact number of slaves that Tubman led to freedom is unknown; a 19<sup>th</sup> century biography stated that she rescued 300 slaves, while modern historians estimate the total was closer to 70.

During the Civil War, Tubman worked for the Union Army as a nurse and a cook. She also became a spy. In one daring mission, she learned the position of the Confederate Army along the Combahee River in South Carolina and traveled on a gunboat with hundreds of Union Army soldiers as they freed about 750 slaves.

Both Harriets lived fruitful lives long past the Civil War. Harriet Beecher Stowe continued to write, publishing more than 30 books. In her 80s, Harriet Tubman opened a nursing home in her adopted hometown of Auburn, NY for older African Americans. Both spoke out for women's rights. But Harriet Tubman and Harriet Beecher Stowe are now recognized for their different but important roles in ending slavery in the United States of America.

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

1. What is an abolitionist?

- A. someone who was in favor of slavery
- B. someone who was well-educated
- C. someone who wanted to get rid of slavery
- D. someone who has escaped from slavery

2. How does the author compare Harriet Tubman and Harriet Beecher Stowe?

- A. They were both abolitionists.
- B. They were both African-Americans.
- C. They were both famous authors.
- D. They both worked for the Union Army.

3. Harriet Tubman's work to improve the lives of African-Americans continued after the Civil War. What evidence from the passage supports this conclusion?

- A. "But Tubman was not content simply to live in freedom. She became active in the Underground Railroad Harriet Beecher Stowe had written about."
- B. "In her 80s, Harriet Tubman opened a nursing home in her adopted hometown of Auburn, NY for older African-Americans."
- C. "Just one year after her own escape, she returned to the South to rescue her sister and her sister's two children. Then she returned once again for one of her brothers."
- D. "During the Civil War, Tubman worked for the Union Army as a nurse and a cook. She also became a spy."

4. Read the following sentences: "[Harriet Tubman] also became a spy. In one daring mission, she learned the position of the Confederate Army along the Combahee River in South Carolina and traveled on a gunboat with hundreds of Union Army soldiers as they freed about 750 slaves." Based on this information, what can you conclude about Harriet Tubman?

- A. She was kind.
- B. She was generous.
- C. She was modest.
- D. She was brave.

5. What is this passage mostly about?

- A. two women named Harriet and their roles in helping to end slavery
- B. two women named Harriet and their lives during the Civil War
- C. how Harriet Beecher Stowe's book helped start the Civil War
- D. how Harriet Tubman led slaves to freedom on the Underground Railroad

6. Read the following sentences: "But her book angered people in the South, and historians believe it helped lead the Southern states to break away from the North a decade later, which marked the beginning of the Civil War. *Uncle Tom's Cabin* was so **influential** that when President Abraham Lincoln met Stowe in 1862, he is supposed to have said: "So you're the little woman who wrote the book that started this great war."

As used in this sentence, what does the word "**influential**" mean?

- A. not having a say in something
- B. uninteresting, boring, or unengaging
- C. having power to cause change
- D. scared or hesitant to do something

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

Harriet Tubman and Harriet Beecher Stowe had many things in common; \_\_\_\_\_, they were both abolitionists, they both fought for women's rights, and they were both one of eleven children.

- A. however
- B. specifically
- C. meanwhile
- D. consequently

# Day 1 Math Page

## Adding decimals (1 or 2 decimal digits)

### Grade 5 Decimals Worksheet

Find the sum.

1.  $17.7 + 1.31 =$  \_\_\_\_\_

2.  $0.13 + 13.3 =$  \_\_\_\_\_

3.  $1.32 + 2.6 =$  \_\_\_\_\_

4.  $2.4 + 2.8 =$  \_\_\_\_\_

5.  $15.9 + 0.88 =$  \_\_\_\_\_

6.  $17.0 + 1.40 =$  \_\_\_\_\_

7.  $7.8 + 0.64 =$  \_\_\_\_\_

8.  $3.2 + 1.88 =$  \_\_\_\_\_



## Subtracting decimals (1 or 2 decimal digits)

### Grade 5 Decimals Worksheet

Find the difference.

1.  $0.98 - 0.67 =$  \_\_\_\_\_

2.  $7.6 - 0.41 =$  \_\_\_\_\_

3.  $9.3 - 0.72 =$  \_\_\_\_\_

4.  $8.5 - 0.48 =$  \_\_\_\_\_

5.  $5.9 - 5.6 =$  \_\_\_\_\_

6.  $5.3 - 0.36 =$  \_\_\_\_\_

7.  $0.83 - 0.33 =$  \_\_\_\_\_

8.  $0.84 - 0.42 =$  \_\_\_\_\_

# Day 2 Math Page



## Multiply in columns - 2 digit by 4 digit

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### Grade 5 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 7,689 \\ \times \quad 36 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 1,553 \\ \times \quad 92 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 5,551 \\ \times \quad 18 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 8,854 \\ \times \quad 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 6,828 \\ \times \quad 80 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 6,679 \\ \times \quad 84 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 6,988 \\ \times \quad 83 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 9,688 \\ \times \quad 54 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 1,141 \\ \times \quad 82 \\ \hline \\ \hline \end{array}$$

# Day 3 Math Page



## Build a 5-digit number (with decimals)

### Grade 5 Place Value Worksheet

Example:  $36.471 = 30 + 6 + 0.4 + 0.07 + 0.001$

Write the 5-digit numbers

1. \_\_\_\_\_  $50 + 5 + 0.2 + 0.06 + 0.006$

2. \_\_\_\_\_  $100 + 40 + 3 + 0.4 + 0.02$

3. \_\_\_\_\_  $50 + 0.8 + 0.03 + 0.007$

4. \_\_\_\_\_  $6,000 + 500 + 90 + 2 + 0.7$

5. \_\_\_\_\_  $50 + 3 + 0.5 + 0.02 + 0.005$

6. \_\_\_\_\_  $10 + 1 + 0.6 + 0.06 + 0.001$

7. \_\_\_\_\_  $5,000 + 900 + 90 + 2 + 0.8$

8. \_\_\_\_\_  $10 + 2 + 0.7 + 0.07 + 0.004$

9. \_\_\_\_\_  $7,000 + 700 + 80 + 0.9$

10. \_\_\_\_\_  $50,000 + 7,000 + 900 + 50 + 3$

# Day 4 Math Page



## Multiply in columns - 2 digit by 4 digit

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### Grade 5 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 9,486 \\ \times \quad 35 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 8,412 \\ \times \quad 75 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 4,523 \\ \times \quad 62 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 8,044 \\ \times \quad 68 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 5,204 \\ \times \quad 74 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 2,304 \\ \times \quad 36 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 7,960 \\ \times \quad 45 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 4,457 \\ \times \quad 33 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 5,465 \\ \times \quad 50 \\ \hline \\ \hline \end{array}$$

# Day 5 Math Page



## Build a 6-digit number (with decimals)

### Grade 5 Place Value Worksheet

Example:  $1,836.21 = 1,000 + 800 + 30 + 6 + 0.2 + 0.01$

Write the 6-digit numbers

1. \_\_\_\_\_  $500,000 + 10,000 + 6,000 + 300$

2. \_\_\_\_\_  $6,000 + 400 + 70 + 9 + 0.6 + 0.08$

3. \_\_\_\_\_  $500,000 + 30,000 + 5,000 + 100 + 60 + 3$

4. \_\_\_\_\_  $9,000 + 500 + 70 + 8 + 0.4 + 0.03$

5. \_\_\_\_\_  $9,000 + 500 + 70 + 5 + 0.4 + 0.08$

6. \_\_\_\_\_  $10,000 + 8,000 + 200 + 80 + 2 + 0.2$

7. \_\_\_\_\_  $40,000 + 9,000 + 500 + 4 + 0.5$

8. \_\_\_\_\_  $300 + 6 + 0.5 + 0.09 + 0.009$

9. \_\_\_\_\_  $700 + 50 + 3 + 0.8 + 0.04 + 0.003$

10. \_\_\_\_\_  $700 + 90 + 8 + 0.6 + 0.01 + 0.007$