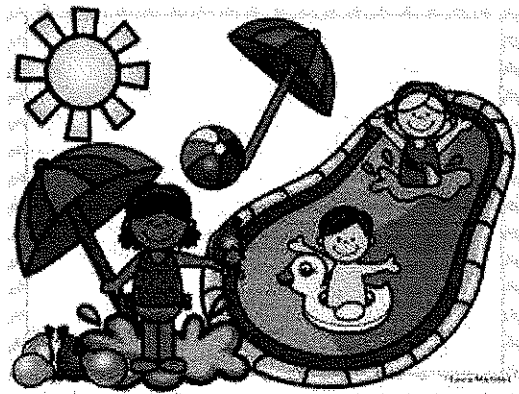


5<sup>th</sup> Grade  
Summer  
Home Learning  
Packet



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

Due Date: August 25th

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

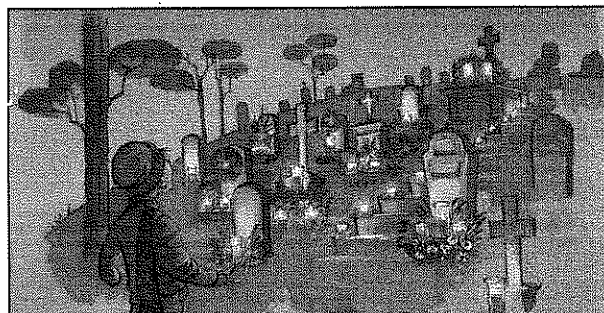
## All Saints' Day at Night

By Linda Rae Apolzon  
2010

*Linda Rae Apolzon is a children's author who has written for Highlights. In this short story, a boy celebrates All Saints' Day in Poland. All Saints' Day is a Roman Catholic holiday celebrated on November 1st. In Poland, it is traditional for people to leave candles at the graves of family members who have passed away. As you read, take notes on how Tomek feels about All Saints Day.*

- [1] The last place Tomek wanted to visit was a dark cemetery. Yet here he was, zipping up his coat, getting ready to go.

"But we already went today," Tomek said. Earlier, Tomek and his family had taken flowers and candles to his grandfather's grave for All Saints' Day. The cemetery had been filled with others doing the same thing. A priest<sup>1</sup> had said that all over Poland families were remembering those who had died.



*"It seemed to be getting lighter." by David Hohn  
is used with permission.*

"We go again after dinner," Mama said now.

"Is there a problem?" Tata asked. How could Tomek tell his father that he was afraid to go into the cemetery at night?

- [5] "I'm coming!" sang Babcia, his grandmother.

Mama whispered to Tomek, "You know this means a lot to Babcia."

Babcia entered the room and smiled at Tomek. "I want you to be warm," she said wrapping a red scarf around his neck. It smelled like her perfume. Babcia was always nice to him. Mama was right — Babcia would want him to be there.

"How about you walk with me, Tomek," said Aunt Dorota. She took his hand, and they went outside.

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1. a religious leader who can perform certain rituals

All the way to the cemetery, Tomek kept his eyes down. The light from houses helped them see their way. They'd be at the dark cemetery soon enough.

[10] "Can you remember your grandfather?" asked Aunt Dorota.

"No," said Tomek without looking up. Aunt Dorota sighed. "He was so much fun!"

Tomek wanted to hear more. After all, he was named after his grandfather. "He was fun?"

"He did magic tricks," said Aunt Dorota. "He would make a coin disappear and then find it in your pocket."

Tomek smiled. He watched his feet: left, right, left, right. Aunt Dorota chatted on about his grandfather. Then their path turned. They were at the cemetery. He just knew it.

[15] But it did not get dark! In fact, it seemed to be getting lighter.

Slowly, Tomek raised his eyes. Candles flickered<sup>2</sup> everywhere! The gravestones were covered with burning candles — candles in little jars or tall glasses, big pots of candles with several flames.

Together they filled the cemetery with brilliant<sup>3</sup> light.

Tomek blinked. As if in a dream, he followed his parents. Families nodded and greeted one another in hushed voices.

Tomek looked at this grandfather's grave, where Babcia was bowing her head in prayer. When she opened her eyes and saw Tomek, she smiled and beckoned<sup>4</sup> to him. "He was very proud that you had his name," she said.

[20] Tomek stood next to Babcia, and she hugged him. Then his smaller hand took her larger one, and they left the cemetery together.

When they arrived at the house, Tomek turned to look back at the cemetery. It glowed under the night sky.

"Isn't it beautiful?" said Babcia.

Tomek nodded. "I like All Saints' Day. Especially at night."

2. **Flicker** (*verb*) to shine unsteadily
3. **Brilliant** (*adjective*) very bright
4. **Beckon** (*verb*) to signal for someone to come closer or to follow

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the short story?
  - A. You never truly recover after losing someone you love.
  - B. It's a family member's job to comfort you when you're scared.
  - C. Sometimes you have to do things you don't like for your family.
  - D. It brings families together to remember people they have lost.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "'But we already went today,' Tomek said. Earlier, Tomek and his family had taken flowers and candles to his grandfather's grave for All Saints' Day." (Paragraph 2)
  - B. "It smelled like her perfume. Babcia was always nice to him. Mama was right — Babcia would want him to be there." (Paragraph 7)
  - C. "Aunt Dorota chatted on about his grandfather. Then their path turned. They were at the cemetery. He just knew it." (Paragraph 14)
  - D. "Tomek stood next to Babcia, and she hugged him. Then his smaller hand took her larger one, and they left the cemetery together." (Paragraph 20)
  
3. Why does Tomek go to the cemetery?
  - A. He wants to honor his deceased grandfather.
  - B. He wants to be there for his grandmother.
  - C. He wants to conquer his fear of the cemetery.
  - D. He wants to learn more about All Saints' Day.

4. How does talking about his grandfather with his aunt affect Tomek?

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

Class: \_\_\_\_\_

## Move to the Beat

By Colin Hickey  
2015

*In this informational text, Colin Hickey describes Jordan Messan Benissan, a musician from West Africa, and how he gets schoolchildren excited about music. As you read, take notes on the qualities of music in Togo.*

- [1] Jordan Messan Benissan starts by drumming. He strikes the drums with his hands, sometimes in the center, sometimes on the side, sometimes with a quick brush of the surface.

Before long Benissan, a master musician from the West African country of Togo, has his audience of schoolchildren tapping their feet to the pattern of his drumming. Then he tells them to clap with the pattern. They do, and the music gets louder.

Next Benissan begins to sing. “*Gun, godo, pata. Gun, godo, pata. Gun, godo, pata,*” he chants. His words mimic<sup>1</sup> the sounds he creates when he hits the drums in various ways. The words, the claps, and the drumming all fit together, all move to the same beat.



*“When Jordan Benissan drums, kids clap, sing, and dance to the music.” by James R. Evans; Marileta S. Robinson is used with permission.*

### Get Up and Dance

“Rhythm<sup>2</sup> helps you hear music and feel music in a very different way,” Benissan says. “So it uplifts you and really awakens your soul to it. From that it becomes very physical. It takes over your body, and that’s why it makes you want to dance to it. That’s how it happens.”

- [5] By this point most students are clapping, singing, and dancing to the music. This is how Benissan teaches kids in the United States about the music of his country. It works every time.

Music serves an important role in Togo, a country of more than five million people. A master musician in Togo is a performer, a teacher, a historian, a healer, and a voice for the community. The people of Togo use music to understand and connect to the past, back to the first master musicians centuries ago.

“When you read about history, it is not the same as when it is told to you with a human voice, because the book

1. **Mimic (verb)** to match or copy something
2. a repeated pattern of movement or sound

doesn't have the warmth of the human voice," Benissan says. "That is the best part of the tradition. When things are told to you, you feel the warmth."

## Everyday Music

Not everyone in Togo can be a master musician like Benissan, but most Togolese also make music a part of everyday life.

"My parents," he says, "were not professional musicians, but they would dance and sing." They took a very active part in making music.

- [10] This is the way of Togo. Even everyday chores are often done with music in mind. When a carpenter<sup>3</sup> swings his hammer, he might swing the tool in a pattern that produces rhythm. When an office worker types a letter, the clacking of the keyboard can become a performance.

When there is a community project to accomplish, such as building a school or a church, people throughout the community join forces. They come not just with tools but with instruments and songs so that music accompanies the work and provides a pattern — a harmony — to the task.

## Inventing an Instrument

When Benissan was a child, he couldn't afford to buy an instrument, so he called on his creativity. He gathered an empty coffee can, a brake cable from a bicycle, and a bow-shaped stick.

He made a hole in the bottom of the coffee can for the brake cable to go through. Then he tied each end of the cable to his wooden bow. Benissan keeps a replica of his first instrument. When he plays it, he sits on the floor with the can between his legs, and strums the cable with his fingers or a pick. The sounds he makes are beautiful.

## A Family of Drums

Benissan uses drums of many shapes and sizes when he plays. Those different drums, he says, form a family. His drum family has a father, a mother, an older brother, a daughter, twins, and a baby brother. In Togo, people add a bell and a shaker to the drum family. These instruments, Benissan says, give music its heartbeat.

- [15] When Jordan Benissan drums, kids clap, sing, and dance to the music.

When the drum family works together combining its different sounds, it produces a composition<sup>4</sup> more beautiful than any one instrument could produce alone. Benissan believes that the same principle applies to people.

3. a person who makes and repairs wooden objects and structures
4. a work of music

“As a member of a community in Africa, everybody is very important,” he says. “Whether you are small or big, your contribution is important, very valuable<sup>5</sup> to the whole group effort.”

Day or night, Benissan can be found playing his drums, putting different rhythms together or pulling them apart to fit them together into a new pattern. But his greatest joy comes when he takes his drums into a school. Children clap, dance, and sing, moving to the beat of his music. Together, the master musician and the students create something even more beautiful.

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5. **Valuable** (*adjective*) something that has worth or is important



## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
  - A. Music can help resolve problems and conflicts between people.
  - B. It is easiest to learn about music when you hear it.
  - C. You can't be a successful drummer without the proper tools.
  - D. Music is an important part of life and culture in Togo.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Before long Benissan, a master musician from the West African country of Togo, has his audience of schoolchildren tapping their feet to the pattern of his drumming." (Paragraph 2)
  - B. "Not everyone in Togo can be a master musician like Benissan, but most Togolese also make music a part of everyday life." (Paragraph 8)
  - C. "When there is a community project to accomplish, such as building a school or a church, people throughout the community join forces." (Paragraph 11)
  - D. "When he plays it, he sits on the floor with the can between his legs, and strums the cable with his fingers or a pick." (Paragraph 13)
  
3. Which statement best describes Benissan's perspective about music in the text?
  - A. He believes that only a special person can create music.
  - B. He doesn't think people appreciate music like they used to.
  - C. He believes that anyone can create beautiful music.
  - D. He thinks it's more important to learn about music than anything else.
  
4. Which statement best describes the structure of information in "Move to the Beat"?
  - A. The author describes how Benissan teaches students about music, and then discusses the significance of music in Togo.
  - B. The author discusses the importance of music in Togo, and then describes how Benissan gets students to understand music.
  - C. The author describes Benissan's musical career, and then how he uses it to help students learn about West African music.
  - D. The author describes how Benissan became interested in music, and then how students can develop similar skills with the drums.

5. What is the connection between music and community in the text?

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

Class: \_\_\_\_\_

## Athena and the Dandelions

By Leeann Zouras  
2017

*Leeann Zouras has written for Highlights. In this short story, a girl and her family collect dandelions for a Greek dinner. As you read, take notes about how Athena feels about the dandelions.*

[1] Have you ever eaten a dandelion?

Me neither.

Have you ever blown dandelion seeds to make a wish?

Me, too.

[5] "Time to go, Athena," Mama said from the curb. She held open the car door.

I toed the sidewalk and swung my book. She knew I didn't eat dandelions. Why did I have to pick them with my family every spring?

"Baba and Yia-yia are waiting," she said.

My father and grandmother smiled from the front seats of the car.

I turned and waved to Brigid, the girl who'd moved in across the street.

[10] She stood and watched. I was glad she didn't ask where we were going.

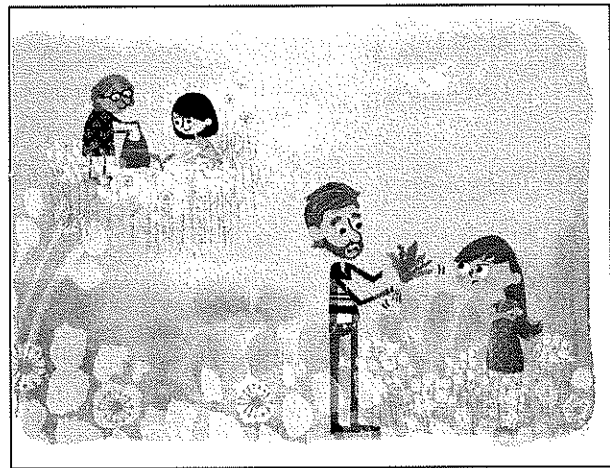
We rode into the country, not too far from our house just outside Chicago. I set down my book and tilted my face to the warm breeze. I told the wind, "I hope we're not there yet."

I had never seen anyone in the field with us, but I always worried that someone would notice us picking dandelions. People in America yanked dandelions from their lawns. No one wanted them. What would the new neighbors think if they found out our family ate weeds?

We drove west until the houses stopped. Then we stopped.

I wished Baba would turn the car around so we could go home.

[15] I wished Mama wasn't rummaging<sup>1</sup> around the trunk for plastic grocery bags.



*"The best food in the world." by Holly Hatam is used with permission.*

I wished Yia-yia didn't pull out the supplies she kept in her purse.

"*Ela exo, Athena*," Yia-yia said in Greek. "*O helios thelee na se thee*." She was saying, "Come out. The sun wants to see you."

I slunk<sup>2</sup> from the car.

We walked through a vast field. Hundreds of spunky yellow flowers decorated the soft earth.

[20] I looked for a place to hide.

"What's the matter with you, Athena?" Yia-yia asked, bending over to shear<sup>3</sup> a dandelion from the ground. She shoved it into a grocery bag and went on to the next victim, eyeing me all the while.

"Nothing," I said. "But why do we eat dandelions? No one else does."

"The best food in the world," Baba answered, shaking a handful of greens.

It seemed to take hours to fill the bags.

[25] I longed to run through the dappled<sup>4</sup> field. I wanted to twirl. I looked around. Only dandelions watched me.

I did a cartwheel. Legs straight, toes pointed. I landed smiling at the sky and shin-high in the yellow flowers.

"Athena!" Yia-yia said. "*Ta horta!*"

That meant not to trample the leaves. I sat down and burrowed into my book.

By the time we were ready to leave, we had enough dandelions to boil, oil, and douse with lemon for an entire Greek army. Wild greens, or *horta*, as we called them, were always on the menu. Chicken and *horta*. Lamb and *horta*. Red snapper and *horta*. Sometimes just *horta* for Baba.

[30] On the way home, Mama and Yia-yia talked about hosting a dinner party for the new neighbors, who wanted to try ethnic<sup>5</sup> food.

"What about spaghetti and meatballs?" I asked.

"That's Italian," Yia-yia said. "We're Greek."

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1. **Rummage** (*verb*) to search carelessly through a mass
  2. **Slink** (*verb*) to move quietly because you don't want to be seen
  3. to cut off something
  4. marked with spots or rounded patches
  5. **Ethnic** (*adjective*) relating to large groups of people who have the same customs, religion, or origins

"Fried rice?" I teased.

"Chinese," she said.

[35] The night of the party, Brigid from across the street arrived with her parents.

Mama set the table with her gold-stamped glasses. She served octopus with onions, grilled sardines, peppers stuffed with lamb and rice, and horta.

Our guests ate everything. Brigid poked at the octopus with her fork.

"That's octopus," I said.

She tasted it.

[40] She poked the sardines.

"Those are sardines," I said.

She tried them.

Next came the horta.

"Wait!" I said. Too late. "You ate the dandelions!" I told her.

[45] We both laughed, and she ate another bite. "Not bad," she said.

Mama was smiling at us.

After dinner, Brigid and I went to the backyard and stretched out on the grass. The stars reminded me of dandelions in a soft field.

I closed my eyes and made a wish: to be as open-minded as my family and my new friend.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence best describes a central message of the short story?
  - A. We should celebrate what makes us unique.
  - B. It is scary to be seen by others as being different.
  - C. People often judge those who they see as being different.
  - D. It is easier to do what others are doing, rather than stand out.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "She knew I didn't eat dandelions. Why did I have to pick them with my family every spring?" (Paragraph 6)
  - B. "I set down my book and tilted my face to the warm breeze. I told the wind, 'I hope we're not there yet.'" (Paragraph 11)
  - C. "No one wanted them. What would the new neighbors think if they found out our family ate weeds?" (Paragraph 12)
  - D. "I closed my eyes and made a wish: to be as open-minded as my family and my new friend." (Paragraph 48)
  
3. Why is it important to the story that Athena checks to make sure no one is watching when the family picks dandelions (Paragraph 12)?
  - A. It reveals she is embarrassed by the idea of someone finding out her family eats dandelions.
  - B. It shows her fear that her friends will find out that her family steals the weeds.
  - C. It demonstrates that she doesn't want people to know how much time she spends with her family.
  - D. It introduces her fear of the kids at school and worry about seeing them outside of class.
  
4. Which sentence describes Brigid?
  - A. Brigid is cold towards Athena.
  - B. Brigid has sympathy for Athena.
  - C. Brigid is afraid to try new things.
  - D. Brigid is willing to try new things.

5. Why is it important to the story that Brigid eats the dandelions? Cite evidence from the story in your response.

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## Hot Tips



### **Fire safety advice that just might save your life**

Strings of lights are flashing merrily. Holiday candles are flickering softly. The Christmas tree is shining, and the fireplace is aglow. Boxes and wrapping paper are everywhere!

### **Ho, ho, ho-what a happy scene. And uh-oh, what a fire hazard!**

Look closer. The strings of lights are old and some of the wires are frayed. The electrical outlets on the wall behind the tree are overloaded. Tangled wires run under the carpet. The candles are burning low. The tree is dry and standing too close to the fireplace. Papers and boxes are scattered carelessly near the fire.

The holiday season is a time to be extra careful about fire safety. Fires during this time of year cause more than \$930 million in damage and more than 500 deaths. Each year, Christmas trees cause about 400 fires. Those fires lead to an average of 10 deaths, 80 injuries, and more than \$15 million in property damage. Most tree fires occur at the end of the holiday season. The longer a cut tree stands, the drier it gets. And a dry tree is like a match ready to ignite.

Candles cause even more fires than Christmas trees do-about 1,600 fires each winter holiday season. Those fires lead to about 10 deaths, 115 injuries, and \$20 million in property damage.

## Did You Know?

- More than 40 percent of Christmas tree fires are caused by electrical problems with lighting.
- About 25 percent of tree fires are caused by a heat source that is close to a tree.
- Candles caused 8 percent of the Christmas tree fires between 1999 and 2002.
- Children playing with lighters or matches cause about 7 percent of tree fires each year.

## Don't let your holiday go up in smoke.

**Here are some fire safety tips from the U.S. Fire Administration (USFA).**

- Keep natural tree stands full of water.
- Don't overload electrical outlets or connect more than three strands of lights together.
- Don't use worn strands of lights or other damaged electrical decorations.
- Use nonflammable decorations.
- Don't leave candles or decorative lights unattended.
- Don't burn wrapping paper or Christmas trees in fireplaces.
- Make sure your smoke detector has working batteries.

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

1. According to the text, what is the holiday season a time to be extra careful about?

- A. the fireplace
- B. fire safety
- C. electrical problems
- D. property damage

2. What does the text list?

- A. Christmas tree safety tips
- B. Christmas tree facts
- C. fire safety tips
- D. candle safety tips

3. Read these sentences from the text.

Most tree fires occur at the end of the holiday season. The longer a cut tree stands, the drier it gets. And a dry tree is like a match ready to ignite.

What can you conclude about fire safety based on this information?

- A. It is safer to take down a cut tree soon after Christmas rather than leave it up for a long time.
- B. Families with Christmas trees should water their tree at least twice a day.
- C. Cut trees with more branches should be taken down sooner than smaller trees.
- D. Cut trees that catch fire are too small to cause any real damage.

4. Based on the text, which of the following is the least common cause of Christmas tree fires during the holiday season?

- A. candles
- B. electrical problems with lighting
- C. children playing with matches
- D. heat sources that are too close to the Christmas tree

5. What is this text mostly about?

- A. holiday fire dangers and how to avoid them
- B. injuries caused from fires during the holidays
- C. the most common objects that cause fires during the holidays
- D. how people can prevent fires during the holidays

6. Read this sentence from the text.

Don't **overload** electrical outlets or connect more than three strands of lights together.

As used in the text, what does the word "**overloaded**" suggest?

- A. The electrical outlets have stopped working.
- B. The electrical outlets have a lot of plugs connected to them.
- C. The electrical outlets have been made fire-proof.
- D. The electrical outlets have nothing plugged into them.

7. Choose the answer that best completes the sentence.

\_\_\_\_\_ the holiday season poses a lot of fire dangers, there are safety measures that can be taken against them.

- A. Therefore
- B. However
- C. Otherwise
- D. Although

8. Based on the text, name four causes of Christmas tree fires.

**9. Read these sentences from the text.**

Look closer. The strings of lights are old and some of the wires are frayed. The electrical outlets on the wall behind the tree are overloaded. Tangled wires run under the carpet. The candles are burning low. The tree is dry and standing too close to the fireplace. Papers and boxes are scattered carelessly near the fire.

Explain the safety measures needed to avoid the fire risks described in these sentences. Use evidence from the text to support your answer.

Name \_\_\_\_\_

**Chapter  
4****Test A**

Find the product.

1.  $188 \times 1,000$

2. 
$$\begin{array}{r} 74,472 \\ \times \quad 6 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 9,182 \\ \times \quad 57 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 4,878 \\ \times \quad 164 \\ \hline \end{array}$$

5. You estimate  $53 \times 205$  using the compatible numbers 50 and 200. Is your answer an *overestimate* or an *underestimate*?

6. A movie theater sells tickets for \$9. The theater sells 283 tickets. How much money does the theater collect?

7. Find the missing factor.

$$500 \times \underline{\hspace{2cm}} = 35,000$$

Name \_\_\_\_\_

**Chapter**  
**4** **Test A** (continued)

8. Find the missing digits.

$$\begin{array}{r} 2 \square, 2 \square 1 \\ \times \phantom{00} 4 \\ \hline 96, 924 \end{array}$$

9. Which two-digit number when multiplied by itself has a product of 324?

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10. A school store sells 24 sweatshirts and 24 blankets. Each sweatshirt costs \$44. Each blanket costs \$28. How much more does the school earn from selling the sweatshirts than from selling the blankets?

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11. Your friend needs a guitar for 10 months. He can rent a guitar for \$22 each month plus a one-time fee of \$50, or he can buy a guitar for \$230. Should he buy or rent a guitar?

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12. You use a pair of shoes to measure a distance. The shoes are 11 inches long. The distance is equal to the length of 12 of the shoes. What is the distance?

Name \_\_\_\_\_

**Chapter**  
**4**

**Test B**

Find the product.

1.  $79 \times 10,000$

2. 
$$\begin{array}{r} 19,071 \\ \times \quad 2 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 637 \\ \times 89 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 1,014 \\ \times 713 \\ \hline \end{array}$$

5. You estimate  $24 \times 97$  using the compatible numbers 25 and 100. Is your answer an *overestimate* or an *underestimate*?

6. A rugby team sells tickets for \$8. The team sells 129 tickets. How much money does the rugby team collect?

7. Find the missing factor.  
 $700 \times \underline{\hspace{2cm}} = 63,000$



Name \_\_\_\_\_

**Chapter**  
**4** **Test B** (continued)

8. Find the missing digits.

$$\begin{array}{r} 2 \square, 8 \square 2 \\ \times \phantom{00} 3 \\ \hline 68, 466 \end{array}$$

9. Which two-digit number when multiplied by itself has a product of 529?

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10. A game store sells 15 video games and 15 board games. Each video game costs \$59. Each board game costs \$38. How much more does the store earn from selling the video games than from selling the board games?

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11. Your friend needs a drum for 10 months. She can rent a drum for \$18 each month plus a one-time fee of \$75, or she can buy a drum for \$260. Should she buy or rent a drum?

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12. You use a pair of shoes to measure a distance. The shoes are 11 inches long. The distance is equal to the length of 18 of the shoes. What is the distance?

Name \_\_\_\_\_

**Chapter**  
**5**

**Test A**

Find the product.

1.  $55.5 \times 10,000$

2.  $1.9 \times 0.01 = \underline{\hspace{2cm}}$

3.  $0.4 \times 3 = \underline{\hspace{2cm}}$

4.

$$\begin{array}{r} 10.75 \\ \times 8.4 \\ \hline \end{array}$$

5. There are 16.2 grams of protein in a container of yogurt. You eat 2 containers of yogurt. How many grams of protein do you consume?

6. A plane travels 572.5 miles every hour. How far does the plane travel in 0.5 hour?

7. Which is a reasonable estimate for  $148 \times 8.2$ ?

- A. 120
- B. 1,120
- C. 1,200
- D. 1,350

8. A building is 350 feet tall. A model is 0.01 times as tall as the actual building. How much taller is the actual building than the model?

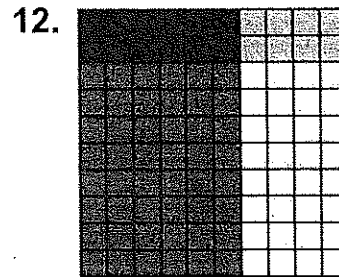
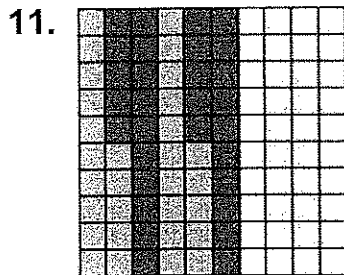
Name \_\_\_\_\_

**Chapter**  
**5** **Test A** (continued)

9. Grapes cost \$2.88 per pound. You buy 2.5 pounds of grapes and give the cashier \$10. How much change do you receive?

10. You use  $40 \times 3$  to estimate  $37 \times 2.94$ . Is your estimate an *overestimate* or an *underestimate*?

Write a multiplication equation that is represented by the model.



13. The length of a rectangular picnic table is twice its width. The width is 1.5 meters.

What is the length of the picnic table?

What is the area of the picnic table?

14. Apples cost \$3.25 per pound. You buy 4.2 pounds of apples and give the cashier a \$20 bill. How much change do you receive?

Name \_\_\_\_\_

**Chapter**  
**5**

**Test B**

Find the product.

1.  $1.9 \times 0.01$

2.  $0.4 \times 0.1 =$  \_\_\_\_\_

3.  $1.13 \times 2 =$  \_\_\_\_\_

4. 
$$\begin{array}{r} 3.83 \\ \times 7.8 \\ \hline \end{array}$$

5. There are 1.5 grams of protein in a banana. You eat 3 bananas. How many grams of protein do you consume?

6. A newborn lion cub weighs 1.4 kilograms. A lioness weighs 90.7 times as much as the lion cub. How much does the lioness weigh?

7. Which is a reasonable estimate for  $6.08 \times 38$ ?

- A. 240
- B. 280
- C. 2,400
- D. 2,800

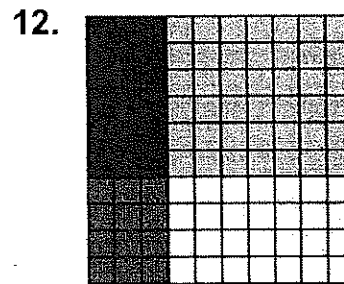
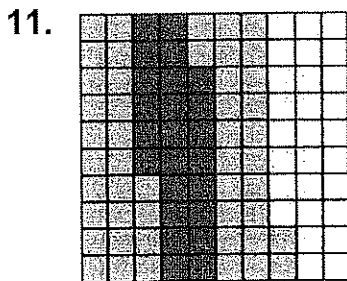
8. A fruit fly is 2.9 millimeters long. A magnified image of the fruit fly is 100 times as long as its actual length. How much longer is the fruit fly in the image than its actual length?

**Chapter 5** Test B (continued)

9. Oranges cost \$1.18 per pound. You buy 3.5 pounds of oranges and give the cashier \$5. How much change do you receive?

10. You use  $20 \times 9$  to estimate  $23 \times 9.15$ . Is your estimate an *overestimate* or an *underestimate*?

Write a multiplication equation that is represented by the model.



13. The length of a playground is twice its width. The width is 18.3 meters.

What is the length of the playground?

What is the area of the playground?

14. Landscaping rocks cost \$0.31 per pound. A landscaper buys 80 pounds of rocks with \$40. How much change does she receive?

Name \_\_\_\_\_

**Chapter**  
**6**

**Test A**

1. Use multiplication to find the quotient.

$$52 \div 4 = \underline{\quad}$$

$$4 \times \underline{\quad} = 52$$

2. Estimate the quotient.

$$7,327 \div 8$$

3. Find the quotient.

$$2,400 \div 30 = \underline{\quad}$$

4. Divide. Write the answer in two ways.

$$4,012 \div 5 = \underline{\quad} \text{ R } \underline{\quad}, \text{ or } \begin{array}{r} \square \\ \hline \square \end{array}$$

Divide. Write the answer in two ways.

5.  $295 \div 58 = \underline{\quad} \text{ R } \underline{\quad}, \text{ or } \begin{array}{r} \square \\ \hline \square \end{array}$

6.  $9,329 \div 59 = \underline{\quad} \text{ R } \underline{\quad},$

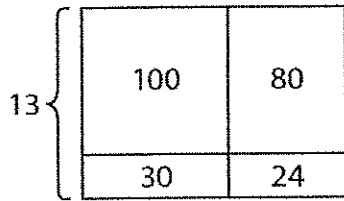
or  $\begin{array}{r} \square \\ \hline \square \end{array}$

7. Each page of a photo album holds 8 photos. You put 237 photos into the album. How many pages do you use?

8. A novel has 14 times as many pages as a short story. The combined number of pages in the books is 390 pages. How many pages are in each book?

**Chapter 6** **Test A** (continued)

9. Write two related division equations represented by the model.



10. A division problem has 49 as its divisor. The partial quotients are 20 and 4. The remainder is 15. What is the dividend?

11. Find the missing digits.

$$\begin{array}{r}
 \phantom{37} 13 \text{ R } 12 \\
 37 \overline{) 4 \square 3} \\
 \underline{- 37} \phantom{0} \\
 12 \square \\
 \underline{- 1 \square 1} \\
 12
 \end{array}$$

12. Which expression does *not* have a three-digit quotient?

$3,549 \div 28$

$5,171 \div 42$

$5,221 \div 63$

$4,652 \div 36$

13. A chemist mixes 2,362 milliliters of a solution. The solution must be divided equally among 8 beakers. How much solution should be poured into each beaker?

14. An art teacher has 3 packages of cardstock with 120 sheets of cardstock in each package. She wants to give each of her 20 students the same number of sheets. How many sheets can each student have?

\_\_\_\_\_ sheets

Name \_\_\_\_\_

**Chapter**  
**6**

**Test B**

1. Use multiplication to find the quotient.

$$42 \div 2 = \underline{\quad}$$

$$2 \times \underline{\quad} = 42$$

2. Estimate the quotient.

$$6,588 \div 4$$

3. Find the quotient.

$$2,500 \div 50 = \underline{\quad}$$

4. Divide. Write the answer in two ways.

$$4,012 \div 5 = \underline{\quad} \text{ R } \underline{\quad}, \text{ or } \begin{array}{r} \square \\ \hline \square \end{array}$$

Divide. Write the answer in two ways.

5.  $349 \div 51 = \underline{\quad} \text{ R } \underline{\quad}, \text{ or } \begin{array}{r} \square \\ \hline \square \end{array}$

6.  $9,857 \div 12 = \underline{\quad} \text{ R } \underline{\quad}, \text{ or } \begin{array}{r} \square \\ \hline \square \end{array}$

7. Each page of an album holds 9 trading cards. You put 1,072 cards into the album. How many pages do you use?

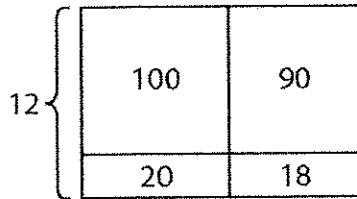
8. The length of a motor vehicle bridge is 18 times the length of a footbridge. The combined length of the bridges is 6,232 feet. What is the length of each bridge?



Name \_\_\_\_\_

**Chapter 6** Test B (continued)

9. Write two related division equations represented by the model.



10. A division problem has 32 as its divisor. The partial quotients are 10, 10, and 7. The remainder is 29. What is the dividend?

11. Find the missing digits.

$$\begin{array}{r} 2\boxed{\phantom{0}} \text{ R } 6 \\ 46 \overline{) \boxed{\phantom{0}} 7 2} \\ \underline{- 9 2} \\ 5 2 \\ \underline{- 4 6} \\ \boxed{\phantom{0}} \end{array}$$

12. Which expression does *not* have a two-digit quotient?

$6,246 \div 55$

$1,979 \div 23$

$2,836 \div 41$

$3,031 \div 64$

13. A shipment of 48 boxes weighs 1,560 pounds. Each box weighs the same amount. What is the weight of each box?

14. A novel has 13 times as many pages as a short story. The combined number of pages is 308 pages. How many pages are in each book?

Short story: \_\_\_\_\_ pages

Novel: \_\_\_\_\_ pages

Name \_\_\_\_\_

**Chapter**  
**7**

**Test A**

Find the quotient.

1.  $59.4 \div 2 = \underline{\hspace{2cm}}$

2.  $21.7 \div 100$

3. Estimate the quotient.

$786.6 \div 5.14$

- A. 120
- B. 160
- C. 200
- D. 240

4. Find the quotient.

$6.8 \div 8 = \underline{\hspace{2cm}}$

5. You have 4.25 gallons of lemonade and divide it equally into 5 containers. How much lemonade do you pour into each container?

6. A shark swims 438 miles in 12 days by swimming the same distance each day. How many miles does the shark travel each day?

7. For which equations does  $b = 1,000$ ?

$9 \div b = 0.009$

$12.3 \div b = 0.123$

$8.15 \div b = 815$

$30 \div b = 0.03$

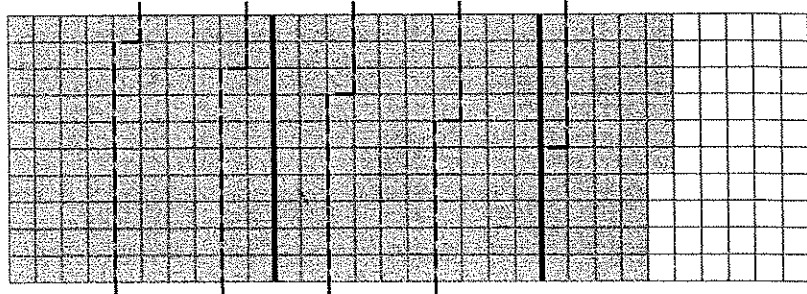
8. You buy 8.25 ounces of almonds and 7.5 ounces of cashews. You combine the nuts and divide them equally into 9 bags. How many ounces are in each bag?

Name \_\_\_\_\_

**Chapter**  
**7**

**Test A** (continued)

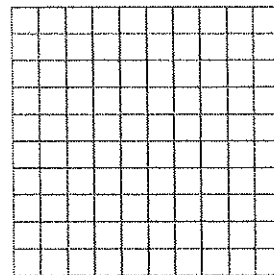
9. Write a decimal division equation represented by the model.



10. Descartes estimates  $14.6 \div 3.1$  using mental math. Do you think he uses  $15 \div 3$  or  $12 \div 3$ ?

11. Use the model to find the missing number.

$$0.48 \div \underline{\quad} = 6$$



12. A store sells a pound of bananas for \$0.40 and a pound of cabbage for \$0.56. Can you buy more pounds of bananas or cabbage with \$7? How much more?

13. You pay \$15.79 for 2 bagels, 3 lattes, and a bottle of orange juice. The bottle of orange juice costs \$2.25. The bagels cost \$1.79 each. Each latte costs the same amount. How much does each latte cost?

14. You plant a rectangular garden that is 7.5 feet wide and has an area of 78.75 square feet. You have 10 yards of wire fencing. Do you have enough wire fencing to enclose the garden?

Name \_\_\_\_\_

**Chapter**  
**7** **Test B**

Find the quotient.

1.  $91.7 \div 7 = \underline{\hspace{2cm}}$

2.  $2.4 \div 0.01$

3. Estimate the quotient.

$58.9 \div 5$

A. 10

B. 11

C. 12

D. 13

4. Find the quotient.

$9.7 \div 5 = \underline{\hspace{2cm}}$

5. You have 3.39 ounces of glitter and divide it equally into 3 snow globes. How much glitter do you pour into each snow globe?

6. A box of 15 puzzle cubes weighs 108 ounces. Each puzzle cube weighs the same number of ounces. What is the weight of each puzzle cube?

7. For which equations does  $b = 0.01$ ?

$12 \div b = 0.12$

$53.7 \div b = 5,370$

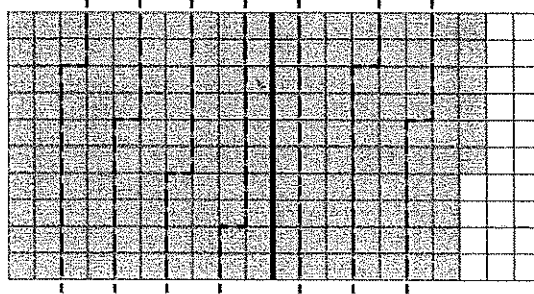
$3 \div b = 30$

$9.06 \div b = 906$

8. You buy 1.5 pounds of cherries and 2 pounds of strawberries. You combine the fruits and divide them equally into 7 containers. How many pounds are in each container?

**Chapter**  
**7** **Test B** (continued)

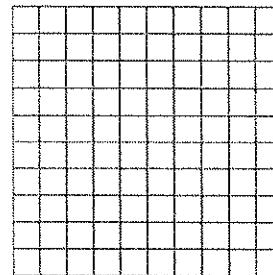
9. Write a decimal division equation represented by the model.



10. Descartes estimates  $29.2 \div 4.9$  using mental math. Do you think he uses  $30 \div 5$  or  $25 \div 5$ ?

11. Use the model to find the missing number.

$$0.36 \div \underline{\hspace{1cm}} = 9$$



12. A farmer sells a pound of potatoes for \$0.40 and a pound of carrots for \$0.80. Can you buy more pounds of potatoes or carrots with \$5? How much more?

13. You pay \$34.56 for a phone case, a selfie-stick, and 2 USB drives. The phone case costs \$14.29 and the selfie-stick costs \$10.49. The USB drives cost the same amount. How much does each USB drive cost?

14. A rectangular window is 3.5 feet wide and has an area of 19.25 square feet. You have 6 yards of string lights. Do you have enough string lights to outline the window with lights?