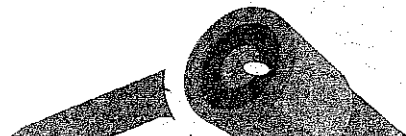
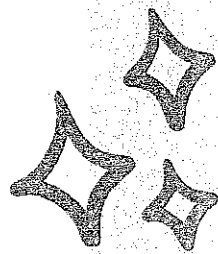


5TH GRADE NTI PACKET



1



Kinds of Sentences

A **declarative sentence** makes a statement and ends with a period.

My family likes to camp.

An **interrogative sentence** asks a question and ends with a question mark.

Can you see the campsite yet?

An **exclamatory sentence** shows strong or sudden emotion and ends with an exclamation point.

I cannot wait to try the kayak!

An **imperative sentence** gives a command or makes a request. It ends with a period or an exclamation point.

Help Dad set up the tent.

Look at this huge fish I caught!

Proofreader's Marks: ≡ capitalize lc lowercase ^ insert / delete

Think!



(1) Identify each sentence by writing **Dec.** for declarative, **Int.** for interrogative, **Imp.** for imperative, or **Exc.** for exclamatory in the blank. (2) Use proofreader's marks to mark which letters should be capital letters and to insert correct punctuation at the end of each sentence.

1. _____ have you seen our new tent
2. _____ please gather kindling for a fire
3. _____ watch out for that snake
4. _____ that stick surely looked like a snake
5. _____ i love to sit by the fire
6. _____ wrap a peeled banana, chocolate chips, and brown sugar in aluminum foil
7. _____ the foil-wrapped banana needs to sit in the hot coals for awhile
8. _____ this baked banana is so gooey and delicious



Remember: One way to correct a fragment is to join it to another sentence that completes the thought.

We were hungry and tired. / After a long day at the lake.

Proof!



Use proofreader's marks to correct each fragment by joining it to the sentence.

1. I would like to hike around the lake. After breakfast.
2. I like these new, lightweight hiking boots. Since hiking long trails in them is easier.
3. My legs are getting tired. Even with these new boots.

Math Sprints 5

503 B

Solve.

First Half

1.	$3 \times 4 + 2 =$	11.	$(21 \div 7) \times 8 =$
2.	$3 \times (4 + 2) =$	12.	$5 \times (4 + 4 + 9) =$
3.	$2 + 3 \times 3 =$	13.	$(6 + 4 + 4) \times 3 =$
4.	$(9 - 2) \times 2 =$	14.	$74 - (8 \times 9) =$
5.	$(9 - 5) \times 5 =$	15.	$77 - (8 \times 9) =$
6.	$(18 - 11) \times 9 =$	16.	$100 - (6 \times 7) =$
7.	$(50 - 2) \div 2 =$	17.	$(2 \times 5) + (2 \times 13) =$
8.	$2 \times (27 - 9) =$	18.	$2 \times (5 + 13) =$
9.	$(22 + 2) \div (18 - 14) =$	19.	$2 \times (50 + 14) - 49 =$
10.	$(50 - 11) \div 3 =$	20.	$18 + (6 + 17 \times 2) \div 4 =$

2



Verbs

An **action verb** is a word that shows action. Every sentence must have a verb. Verbs are found in the predicate.

Some sentences have more than one verb.

Toby and Theo visited Niagara Falls.

Every second, about three thousand one hundred sixty tons of water flow over the falls.

Think! **A** Circle each action verb.

sleep beautiful keep easily hiking prickly
sticky sing leaping smiled orange chilly

Write! **B** Look at the picture. Write verbs on the lines below for the actions in the picture.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Think! **C** (1) Draw a line between the subject and predicate parts of each sentence.
(2) Underline each action verb in the predicate two times.

1. The Canadian Horseshoe Falls, the Bridal Veil Falls, and the American Falls form the mighty Niagara Falls.
2. Tourist boats take visitors near the foot of the falls in the Niagara River.
3. Once, an ice jam stopped the falls in March 1848.
4. Nikola Tesla built a hydroelectric plant at Niagara Falls.
5. Some water moves through tunnels and turns giant turbines.
6. The turbines turn and convert energy into electricity.

Write! **D** (1) Write two simple sentences. (2) Circle each action verb.

1. _____
2. _____

Division Facts with Divisors from 1 to 12 (F)

Name: _____

Date: _____

Calculate each quotient.

$1 \overline{)3}$

$11 \overline{)66}$

$12 \overline{)132}$

$4 \overline{)8}$

$3 \overline{)30}$

$7 \overline{)77}$

$9 \overline{)81}$

$12 \overline{)120}$

$1 \overline{)5}$

$3 \overline{)36}$

$9 \overline{)63}$

$5 \overline{)5}$

$11 \overline{)121}$

$12 \overline{)144}$

$6 \overline{)60}$

$6 \overline{)6}$

$1 \overline{)8}$

$12 \overline{)108}$

$5 \overline{)55}$

$4 \overline{)32}$

$4 \overline{)48}$

$2 \overline{)12}$

$9 \overline{)36}$

$6 \overline{)24}$

$7 \overline{)63}$

$3 \overline{)6}$

$8 \overline{)56}$

$7 \overline{)42}$

$10 \overline{)20}$

$4 \overline{)12}$

$5 \overline{)40}$

$9 \overline{)54}$

$7 \overline{)56}$

$9 \overline{)27}$

$11 \overline{)132}$

$6 \overline{)18}$

$10 \overline{)80}$

$7 \overline{)21}$

$10 \overline{)70}$

$7 \overline{)84}$

$2 \overline{)14}$

$2 \overline{)16}$

$8 \overline{)96}$

$11 \overline{)77}$

$3 \overline{)18}$

$2 \overline{)18}$

$12 \overline{)60}$

$12 \overline{)36}$

$11 \overline{)22}$

$8 \overline{)64}$

Multiplying by 1 to 12 (E)

Name: _____

Date: _____

Score: _____

Calculate each product.

$11 \times 11 =$ <input type="text"/>	$10 \times 7 =$ <input type="text"/>	$6 \times 8 =$ <input type="text"/>	$8 \times 11 =$ <input type="text"/>
$11 \times 12 =$ <input type="text"/>	$8 \times 4 =$ <input type="text"/>	$9 \times 3 =$ <input type="text"/>	$4 \times 2 =$ <input type="text"/>
$11 \times 10 =$ <input type="text"/>	$12 \times 3 =$ <input type="text"/>	$6 \times 5 =$ <input type="text"/>	$8 \times 1 =$ <input type="text"/>
$11 \times 9 =$ <input type="text"/>	$4 \times 8 =$ <input type="text"/>	$1 \times 9 =$ <input type="text"/>	$8 \times 2 =$ <input type="text"/>
$9 \times 11 =$ <input type="text"/>	$2 \times 11 =$ <input type="text"/>	$4 \times 7 =$ <input type="text"/>	$6 \times 7 =$ <input type="text"/>
$8 \times 8 =$ <input type="text"/>	$10 \times 4 =$ <input type="text"/>	$3 \times 10 =$ <input type="text"/>	$3 \times 2 =$ <input type="text"/>
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$12 \times 11 =$ <input type="text"/>	$10 \times 6 =$ <input type="text"/>	$4 \times 1 =$ <input type="text"/>	$5 \times 8 =$ <input type="text"/>
$10 \times 12 =$ <input type="text"/>	$1 \times 6 =$ <input type="text"/>	$3 \times 7 =$ <input type="text"/>	$4 \times 12 =$ <input type="text"/>
$8 \times 9 =$ <input type="text"/>	$6 \times 4 =$ <input type="text"/>	$2 \times 6 =$ <input type="text"/>	$2 \times 5 =$ <input type="text"/>
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$8 \times 10 =$ <input type="text"/>	$3 \times 5 =$ <input type="text"/>	$5 \times 1 =$ <input type="text"/>	$2 \times 2 =$ <input type="text"/>
$3 \times 9 =$ <input type="text"/>	$3 \times 3 =$ <input type="text"/>	$7 \times 5 =$ <input type="text"/>	$1 \times 5 =$ <input type="text"/>
$6 \times 11 =$ <input type="text"/>	$6 \times 9 =$ <input type="text"/>	$5 \times 2 =$ <input type="text"/>	$7 \times 11 =$ <input type="text"/>
$12 \times 2 =$ <input type="text"/>	$1 \times 12 =$ <input type="text"/>	$10 \times 11 =$ <input type="text"/>	$8 \times 3 =$ <input type="text"/>
$7 \times 4 =$ <input type="text"/>	$7 \times 9 =$ <input type="text"/>	$12 \times 12 =$ <input type="text"/>	$2 \times 3 =$ <input type="text"/>
$3 \times 4 =$ <input type="text"/>	$11 \times 8 =$ <input type="text"/>	$4 \times 6 =$ <input type="text"/>	$4 \times 10 =$ <input type="text"/>
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$5 \times 10 =$ <input type="text"/>	$1 \times 8 =$ <input type="text"/>	$7 \times 10 =$ <input type="text"/>	$5 \times 5 =$ <input type="text"/>
$6 \times 3 =$ <input type="text"/>	$9 \times 9 =$ <input type="text"/>	$9 \times 12 =$ <input type="text"/>	$6 \times 12 =$ <input type="text"/>
$1 \times 3 =$ <input type="text"/>	$10 \times 8 =$ <input type="text"/>	$9 \times 8 =$ <input type="text"/>	$12 \times 7 =$ <input type="text"/>
$8 \times 7 =$ <input type="text"/>	$8 \times 6 =$ <input type="text"/>	$10 \times 10 =$ <input type="text"/>	$7 \times 6 =$ <input type="text"/>

3



Verb Tense

Verbs that tell about something that happens now are in the **present tense**.

Verbs that tell about something that already happened are in the **past tense**.

- Make most verbs past tense by adding **-ed** or **-d**.

Verbs that tell about something that **will** happen are called **future tense**.

- The word **will** usually comes before a future tense verb.

Present: Today, I pray.


I pray for my family every day.

Past: Yesterday, I prayed.


I prayed for my friend yesterday.

Future: Tomorrow, I will pray.


I will pray for our class missionaries.

Think!  Write the present, past, or future tense of each verb on the line.

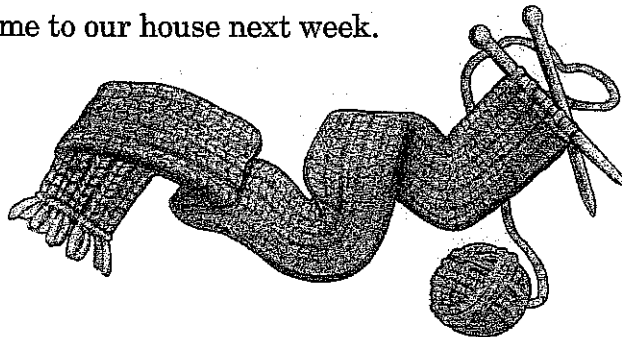
Today, I...	Yesterday, I...	Tomorrow, I...
1. <u>brush</u>		
2. _____		<u>will chew</u>
3. _____	<u>cleaned</u>	
4. <u>work</u>		
5. _____		<u>will receive</u>

Think!  In the blank, write **present**, **past**, or **future** to show the verb tense of the underlined verb.

- _____ Henry needed a new lunchbox this year.
- _____ José will feed our class pet this week.
- _____ Mom and Dad warned us about that busy street.
- _____ Mrs. Richardson will use twenty pounds of apples for her applesauce this year.
- _____ Mr. and Mrs. Ching welcome visitors to our church.

Remember!  (1) Draw a line between the subject and predicate parts of each sentence.
(2) Underline the action verb twice and the complete subject once.

- Uncle James and Aunt Marlene will come to our house next week.
- Two large elk walked nearby.
- My mom makes great lunches!
- Grandma knitted a scarf for me.
- Sophia listened to me carefully.



Math Sprints 5

504 A

Multiply or divide.

First Half

1.	$25 \times 3 =$	11.	$52 \times 4 =$
2.	$25 \times 30 =$	12.	$52 \times 40 =$
3.	$70 \times 2 =$	13.	$52 \times 39 =$
4.	$4 \times 2 =$	14.	$50 \times 16 =$
5.	$74 \times 2 =$	15.	$45 \times 20 =$
6.	$74 \times 20 =$	16.	$80 \div 5 =$
7.	$28 \times 2 =$	17.	$117 \div 9 =$
8.	$28 \times 20 =$	18.	$750 \div 25 =$
9.	$28 \times 22 =$	19.	$600 \div 40 =$
10.	$21 \times 28 =$	20.	$2,040 \div 4 =$

4



Helping Verbs

A **helping verb** helps the main verb and always comes before the main verb.

The helping verb and main verb together are called a **verb phrase**.

No helping verb: The bird ate the seeds.

Helping verb: The bird has eaten the seeds.

The spelling of some irregular verbs changes when a helping verb is added.

Helping Verbs

am	was	be	have	do	shall	may
is	were	being	has	does	will	might
are		been	had	did	should	must
					would	can
						could

Think!



- (1) Draw a line between the subject and predicate parts of each sentence. (2) Underline the verb phrase in the predicate two times. (3) Circle the helping verb.

1. Those dogs have barked all morning!
2. Michael has written his essay.
3. Kayla and Ella are singing a duet.
4. It could rain tonight.
5. I may visit Connecticut next summer.

Write!



Write a sensible helping verb in the blank to finish the sentence.

1. We _____ going to the band concert this weekend.
2. James _____ clean his bedroom.
3. I _____ writing a letter to my friend in Wyoming.
4. Alexander's class _____ broken the school record for the reading contest.
5. Ouch! I _____ bitten my tongue!

Think!



Underline the correct verb in parentheses twice. See pages 15–16 to check your answers.

1. Hailey has (gave, given) her dog a bath.
2. Masie (drew, drawn) a map for geography class.
3. Thomas (catching, caught) insects for his insect collection.
4. The earthquake (shook, shaken) the small village.



Math Sprints 5

504 B

Multiply or divide.

First Half

1.	$3 \times 25 =$	11.	$26 \times 8 =$
2.	$25 \times 30 =$	12.	$26 \times 80 =$
3.	$14 \times 5 \times 2 =$	13.	$26 \times 78 =$
4.	$2 \times 2 \times 2 =$	14.	$32 \times 25 =$
5.	$2 \times 74 =$	15.	$25 \times 36 =$
6.	$74 \times 2 \times 10 =$	16.	$96 \div 6 =$
7.	$14 \times 4 =$	17.	$143 \div 11 =$
8.	$14 \times 40 =$	18.	$750 \div 25 =$
9.	$14 \times 44 =$	19.	$600 \div 40 =$
10.	$42 \times 14 =$	20.	$1,530 \div 3 =$

5

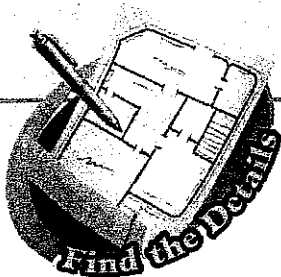
Marie Tharp: Mapmaker

Marie Tharp worked with maps from a young age. Her father, a surveyor, often took Marie with him as he studied and mapped the soil in different places. Little did Marie know that this was preparing her for her own life's work—but instead of mapping the earth's surface, she would map the ocean's depths.

Marie earned college degrees in geology and mathematics. Eager to apply her knowledge to a scientific field, Marie began working at the Lamont Geological Laboratory of Columbia University. Her main job was to draft, or design, maps of the ocean floor.

As a woman, Marie was not allowed to travel on the research boats. However, she used measurements of the ocean's depths taken by others to create a map of the ocean's floor—performing the mathematical calculations and drawings by hand. In 1957, she and a co-worker published a map of the North Atlantic Ocean floor. This map showed that the ocean's floor was not flat, as people had once supposed, but was instead filled with mountains and valleys, just like the earth's surface!

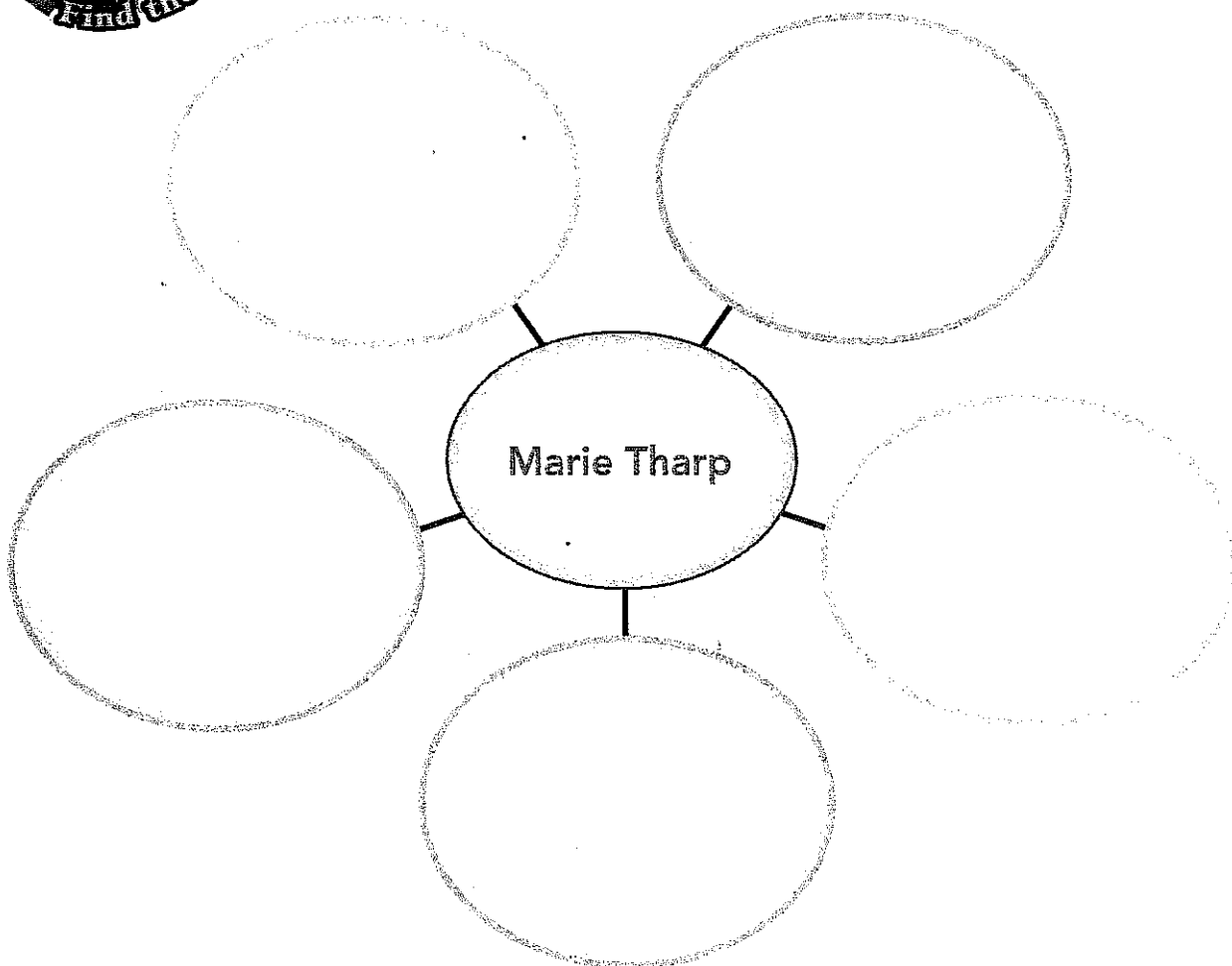
Marie contributed her skills and expertise to create more maps of the world's ocean floors. In 1997, she was named as one of the 20th Century's Outstanding Cartographers (mapmakers). Later, she received even more awards, but she remained humble about her accomplishments. Marie didn't care about fame and credit as much as the incredible opportunity to map the mysterious ocean depths.



Write!



Write one detail about Marie Tharp in each bubble.



Write!



Using the details, write four or five sentences about Marie Tharp.

Multiplying by 1 to 12 (J)

Name: _____

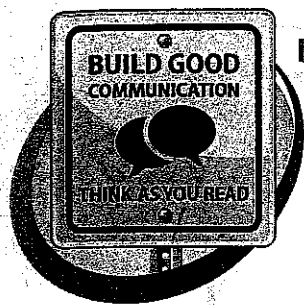
Date: _____

Score: _____

Calculate each product.

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$10 \times 9 =$ <input type="text"/>	$7 \times 9 =$ <input type="text"/>	$1 \times 12 =$ <input type="text"/>	$7 \times 3 =$ <input type="text"/>
$8 \times 11 =$ <input type="text"/>	$9 \times 6 =$ <input type="text"/>	$4 \times 10 =$ <input type="text"/>	$4 \times 5 =$ <input type="text"/>
$12 \times 11 =$ <input type="text"/>	$7 \times 4 =$ <input type="text"/>	$5 \times 11 =$ <input type="text"/>	$7 \times 7 =$ <input type="text"/>
$12 \times 12 =$ <input type="text"/>	$8 \times 12 =$ <input type="text"/>	$7 \times 1 =$ <input type="text"/>	$3 \times 2 =$ <input type="text"/>
$9 \times 9 =$ <input type="text"/>	$9 \times 8 =$ <input type="text"/>	$3 \times 1 =$ <input type="text"/>	$10 \times 5 =$ <input type="text"/>
$10 \times 8 =$ <input type="text"/>	$10 \times 12 =$ <input type="text"/>	$3 \times 10 =$ <input type="text"/>	$4 \times 3 =$ <input type="text"/>
$8 \times 9 =$ <input type="text"/>	$8 \times 6 =$ <input type="text"/>	$9 \times 12 =$ <input type="text"/>	$3 \times 4 =$ <input type="text"/>
$8 \times 10 =$ <input type="text"/>	$7 \times 10 =$ <input type="text"/>	$10 \times 4 =$ <input type="text"/>	$1 \times 5 =$ <input type="text"/>
$11 \times 11 =$ <input type="text"/>	$6 \times 2 =$ <input type="text"/>	$5 \times 6 =$ <input type="text"/>	$9 \times 2 =$ <input type="text"/>
$11 \times 8 =$ <input type="text"/>	$2 \times 2 =$ <input type="text"/>	$1 \times 11 =$ <input type="text"/>	$6 \times 7 =$ <input type="text"/>
$10 \times 11 =$ <input type="text"/>	$1 \times 6 =$ <input type="text"/>	$3 \times 11 =$ <input type="text"/>	$6 \times 12 =$ <input type="text"/>
$11 \times 10 =$ <input type="text"/>	$3 \times 6 =$ <input type="text"/>	$6 \times 3 =$ <input type="text"/>	$8 \times 7 =$ <input type="text"/>
$8 \times 2 =$ <input type="text"/>	$1 \times 4 =$ <input type="text"/>	$10 \times 10 =$ <input type="text"/>	$2 \times 6 =$ <input type="text"/>
$6 \times 6 =$ <input type="text"/>	$5 \times 9 =$ <input type="text"/>	$5 \times 12 =$ <input type="text"/>	$12 \times 3 =$ <input type="text"/>
$6 \times 11 =$ <input type="text"/>	$4 \times 1 =$ <input type="text"/>	$8 \times 5 =$ <input type="text"/>	$11 \times 5 =$ <input type="text"/>
$5 \times 1 =$ <input type="text"/>	$4 \times 4 =$ <input type="text"/>	$12 \times 7 =$ <input type="text"/>	$10 \times 1 =$ <input type="text"/>
$9 \times 3 =$ <input type="text"/>	$9 \times 5 =$ <input type="text"/>	$3 \times 3 =$ <input type="text"/>	$4 \times 7 =$ <input type="text"/>
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$1 \times 9 =$ <input type="text"/>	$11 \times 9 =$ <input type="text"/>	$4 \times 2 =$ <input type="text"/>	$11 \times 3 =$ <input type="text"/>
$11 \times 1 =$ <input type="text"/>	$9 \times 10 =$ <input type="text"/>	$7 \times 8 =$ <input type="text"/>	$11 \times 6 =$ <input type="text"/>
$11 \times 12 =$ <input type="text"/>	$2 \times 3 =$ <input type="text"/>	$6 \times 10 =$ <input type="text"/>	$6 \times 8 =$ <input type="text"/>
$8 \times 8 =$ <input type="text"/>	$4 \times 12 =$ <input type="text"/>	$12 \times 9 =$ <input type="text"/>	$10 \times 7 =$ <input type="text"/>
$1 \times 3 =$ <input type="text"/>	$1 \times 7 =$ <input type="text"/>	$6 \times 5 =$ <input type="text"/>	$2 \times 4 =$ <input type="text"/>
$3 \times 9 =$ <input type="text"/>	$12 \times 1 =$ <input type="text"/>	$2 \times 12 =$ <input type="text"/>	$11 \times 4 =$ <input type="text"/>

6



Inference

Inference is using clues plus what you already know to figure out something.

- What are the **clues**?
- What do you already **know**?
- What does it **mean**?
- Does the meaning make **sense**?



Think!



Use inference to match the bold word to its meaning.

1. _____ The church's **magnanimous** donation to the food bank provided meals for several needy families.
2. _____ Luke's little sister was **implacable** when she realized she had left her favorite blanket at the hotel.
3. _____ Instead of defending me from possible danger, my **pusillanimous** dog hid behind my legs.
4. _____ Chief Roberts instructed his detectives to **parse** each piece of evidence before leaving the crime scene.

- A. heartbroken, inconsolable
- B. separate, analyze
- C. noble, generous
- D. cowardly

Think!



(1) Read the story. (2) Use inference to mark the O next to the best answer.

1. A woman stopped her cart in the bread aisle and reached into her purse, looking for something. "Oh dear," she murmured, coming up empty-handed. She stared at the shelves. "What did I need?" The lady probably ? .
 - ☐ forgot her keys
 - ☐ forgot her shopping list
 - ☐ forgot her wallet
 - ☐ forgot where she had parked her car
2. A man at the store had picked up a bouquet of flowers, a card with a pink envelope, and a heart-shaped box of chocolates. The date is probably ? .
 - ☐ February 14
 - ☐ April 9
 - ☐ July 4
 - ☐ December 25
3. A dad and two young girls were sneaking down the main aisle, peeking over their shoulders. "Okay, the coast is clear," their dad whispered, and they darted into the toy aisle. After careful thought, the girls each selected a toy and set it in the cart. Suddenly, a young boy appeared. The girls yelled, "Don't look, James!" and threw their jackets over the items in the cart. What is probably happening in the family?
 - ☐ The girls were being rude.
 - ☐ James was being nosy.
 - ☐ Dad was buying toys only for the girls.
 - ☐ The girls were choosing birthday gifts for James.



Factors and Multiples Review

A. Find the factors of each of the following numbers.

(1) 24

The factors of 24 are _____.

(2) 75

The factors of 75 are _____.

(3) 84

The factors of 84 are _____.

(4) 96

The factors of 96 are _____.

(5) 121

The factors of 121 are _____.

B. What number am I?

- (1) I am between 10 and 15.
I am a multiple of 2.
I am a factor of 48.

I am _____.

- (2) I am between 15 and 25.
I am a multiple of 5.
I am a factor of 40.

I am _____.

- (3) I am smaller than 35.
I am a common multiple of 6 and 10.

I am _____.

- (4) I am smaller than 24.
I am a common multiple of 7 and 3.

I am _____.

- (5) I am bigger than 2.
I am a common factor of 6 and 9.

I am _____.

- (6) I am bigger than 10.
I am a common factor of 65 and 117.

I am _____.

7

Diagramming Sentences

- Subjects and verbs:

Mark the sentence.

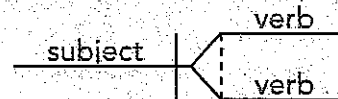
Diagram the sentence.

subject | verb

A robin | sang outside my window.

robin | sang

- Compound subjects and verbs:



- Imperative sentences:

(You) | verb

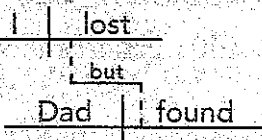
- Interrogative sentences:

Have you seen the dog?

you | Have seen

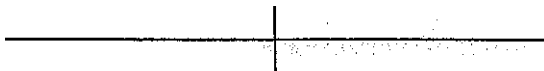
- Compound sentences:

I lost my book, but Dad found it.



Think! (1) Mark the sentence for diagramming. (2) Diagram each subject and verb.

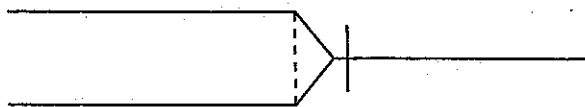
- Bailey told the Bible story.



- Is the milk in the refrigerator, Dad?



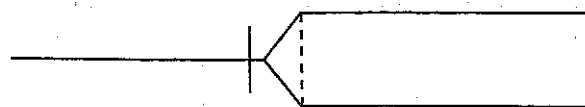
- Elijah and Audry played a piano duet.



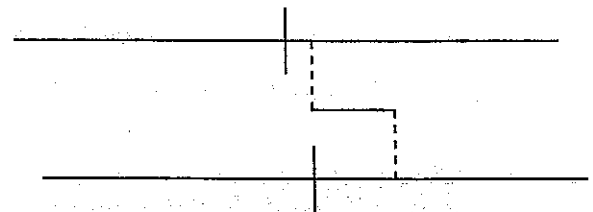
- Read the first paragraph of chapter two.



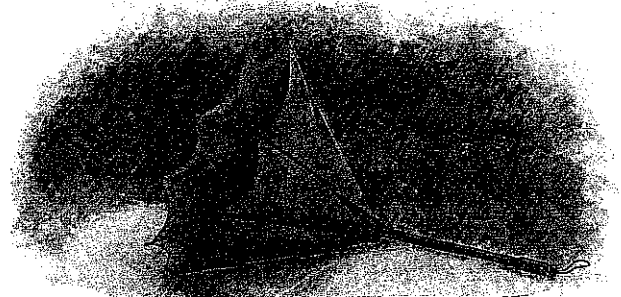
- Nora memorized and quoted Psalm 121.

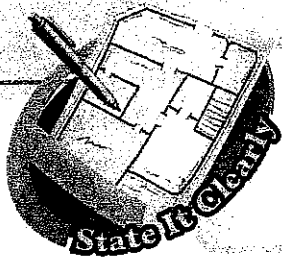


- I brought my umbrella, but it broke.



- Doug and Paul watched the game and ate popcorn.





A **fact** is true and can be proven.

I read that book.

An **opinion** is what someone believes or feels.

That book is hard to read.

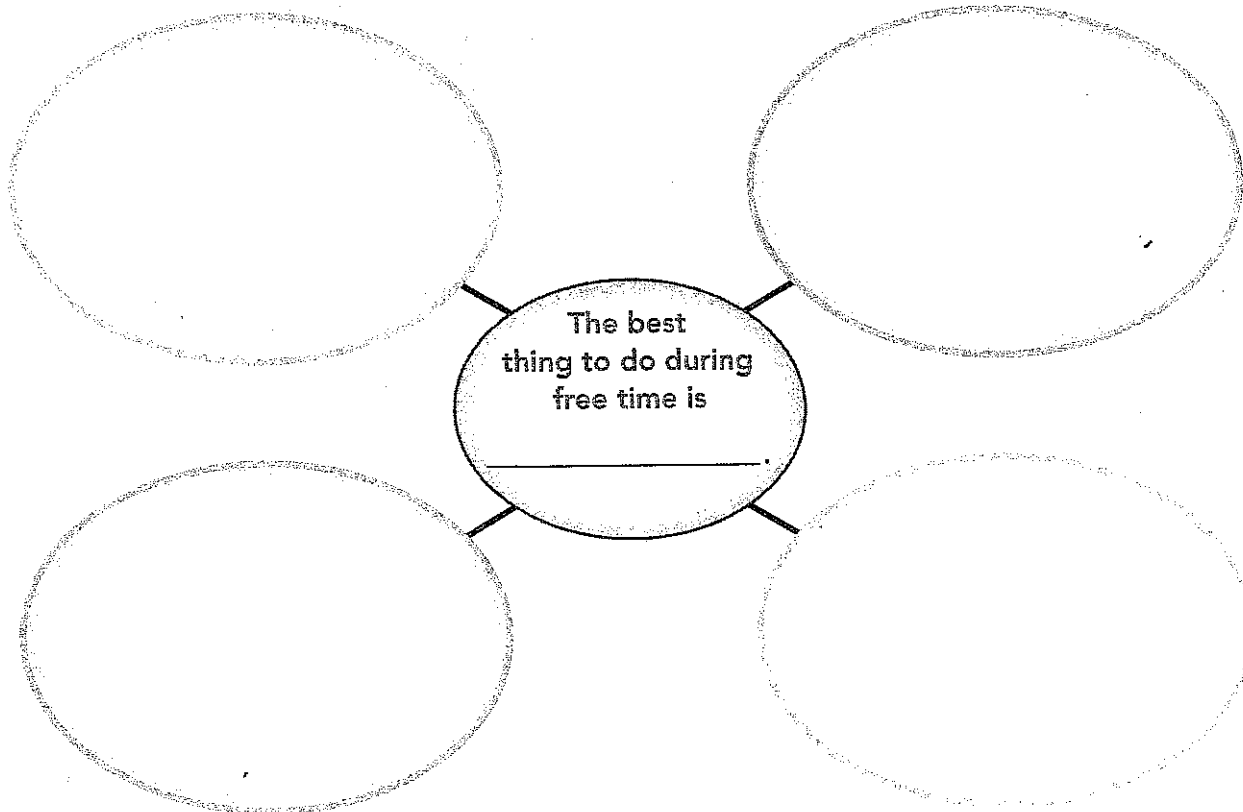


For each sentence, write **F** for fact or **O** for opinion.

1. _____ In North America, Native Americans first used birch-bark or dugout canoes and paddles for water travel.
2. _____ Birch-bark canoes were constructed with a wooden form that was covered with bark and sealed by pitch.
3. _____ A dugout canoe was built from large logs hollowed out with fire and hand tools.
4. _____ Modern fiberglass or aluminum canoes are much better than the old ones.
5. _____ Kayaks are more fun to use than a canoe.



(1) In the center circle, finish the opinion by writing the name of your favorite activity or hobby. (2) In each surrounding circle, write a fact that supports your opinion.



Math Sprints 5

501 B

Round the sum to the nearest million.

First Half

1.	$1,243,601 + 10,000$	15.	$54,324,309 + 10,000,600$
2.	$4,962,349 + 100,000$	16.	$44,400,110 + 11,000,000$
3.	$9,043,999 + 340,000$	17.	$37,552,092 + 42,000,000$
4.	$6,137,481 + 800,000$	18.	$34,510,752 + 64,000,000$
5.	$3,310,912 + 310,000$	19.	$49,611,214 + 50,900,000$
6.	$4,376,211 + 100,011$	20.	$45,923,081 + 54,000,000$
7.	$9,462,964 + 600,000$	21.	$103,834,182 + 102,000,000$
8.	$5,124,324 + 2,100,000$	22.	$140,921,371 + 222,000,000$
9.	$5,263,751 + 5,100,000$	23.	$100,500,000 + 450,789,150$
10.	$10,164,999 + 2,200,000$	24.	$385,599,568 + 114,000,000$
11.	$12,511,263 + 14,000,000$	25.	$299,581,231 + 99,000,000$
12.	$12,411,263 + 8,000,000$	26.	$295,000,000 + 294,964,521$
13.	$28,307,231 + 12,000,000$	27.	$545,054,545 + 454,000,004$
14.	$3,289,345 + 6,000,238$	28.	$596,954,968 + 249,064,521$

8

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Do you think that your facts would convince someone to enjoy your favorite activity or hobby?

Math Sprints 5

502 A

Multiply.

First Half

1.	$10 \times 2 =$	15.	$700 \times 30 =$
2.	$20 \times 10 =$	16.	$50 \times 30 =$
3.	$3 \times 10 =$	17.	$50 \times 60 =$
4.	$23 \times 10 =$	18.	$50 \times 600 =$
5.	$8 \times 100 =$	19.	$30 \times 120 =$
6.	$80 \times 10 =$	20.	$300 \times 12 =$
7.	$50 \times 2 =$	21.	$8,000 \times 70 =$
8.	$50 \times 20 =$	22.	$200 \times 450 =$
9.	$45 \times 2 =$	23.	$110 \times 50 =$
10.	$45 \times 20 =$	24.	$600 \times 70 =$
11.	$6 \times 20 =$	25.	$120 \times 500 =$
12.	$60 \times 20 =$	26.	$37 \times 200 =$
13.	$60 \times 100 =$	27.	$5,600 \times 30 =$
14.	$450 \times 2 =$	28.	$8,000 \times 50 =$

9



Icy Rescue

Jon could see it from his bedroom window; out on the ice, a fawn was struggling to stand. Its mother on the shore was calling for it to join her, but the small deer was too weak from its attempts to reach solid ground. Finally, the fawn collapsed on the ice. Its frantic mother tried to find her footing on the frozen pond, but when the ice cracked, she jumped back to shore.

"I've got to get help!" Jon yelled to himself. He raced downstairs where his dad was just getting home from a night shift at the fire station. After quickly explaining to his dad what he had seen at the pond, the two of them rushed to the barn where Jon's dad kept among his other tools a long rope, a rubber raft, and a few canvas tarps. The two grabbed what they needed and ran to the frozen pond. Because Jon's dad was a volunteer firefighter, he was trained in many types of rescue. He knew exactly what to do.

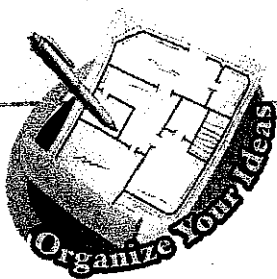
"Get into the raft, Jon," Dad instructed. After tying the rope to the raft, Dad gave it a hard push. The raft quickly slid across the icy surface toward the struggling animal. Holding onto the end of the rope, Dad ran to the other side of the pond where he could pull the raft close enough to the fawn for Jon to reach it. Even if the ice cracked, Jon would be safe in the raft.

"Don't make any sudden movements," Dad instructed. "See if you can reach the fawn's two hind legs." Jon carefully lowered his hands near the fawn's feet. When the fawn felt Jon's touch, it jerked away. The sudden movement caused the ice to crack. Ice-cold water surrounded the fawn. From the shore, the doe called anxiously and tried again to walk on the thin ice.

"It's now or never!" Jon thought. He quickly leaned over the side, grabbed the two back feet of the fawn, and pulled it into the raft. He wrapped the fawn tightly in a tarp and held it close so it would not be able to jump out before Dad pulled him back to shore. The animal shivered in Jon's arms as the raft inched closer to the edge of the pond. At last, they were back on solid ground.

Dad gently took the fawn from Jon and examined its legs for any broken bones. "It seems okay," he said, "just cold, frightened, and exhausted." The doe nervously ran back and forth along the water's edge. When Dad set the fawn on the ground, it found enough strength to slowly head in the direction of its mother.

Dad put his arm around his son's shoulder as the two watched the doe and fawn reunite. It felt good to see them walk together toward the woods. It felt good to do the right thing.



Summarizing



Write! Read "Icy Rescue." Answer the questions about the story.

1. Who were the **main characters**? _____
2. What did the main characters **want**? _____

3. What was the main characters' **problem**? _____

4. How was the problem finally **solved**? _____

5. How did the story **end**? _____

Summarize!



Without adding other details, use your answers above to write a summary.

Go Back!



Is each sentence a complete thought? Did you remember to use correct capitalization and punctuation?

Math Sprints 5

502 B

Divide.

First Half

1.	$200 \div 10 =$	15.	$4,200,000 \div 200 =$
2.	$2,000 \div 10 =$	16.	$300,000 \div 200 =$
3.	$300 \div 10 =$	17.	$600,000 \div 200 =$
4.	$2,300 \div 10 =$	18.	$600,000 \div 20 =$
5.	$8,000 \div 10 =$	19.	$72,000 \div 20 =$
6.	$80,000 \div 100 =$	20.	$720,000 \div 200 =$
7.	$2,000 \div 20 =$	21.	$11,200,000 \div 20 =$
8.	$20,000 \div 20 =$	22.	$8,100,000 \div 90 =$
9.	$180 \div 2 =$	23.	$5,500,000 \div 1,000 =$
10.	$18,000 \div 20 =$	24.	$8,400,000 \div 200 =$
11.	$240 \div 2 =$	25.	$3,600,000 \div 60 =$
12.	$12,000 \div 10 =$	26.	$148,000 \div 20 =$
13.	$18,000 \div 3 =$	27.	$3,360,000 \div 20 =$
14.	$27,000 \div 30 =$	28.	$32,000,000 \div 80 =$

10

Date: _____

Directions: You are going to write a friendly letter to anyone of your choosing. Examples may include an author, singer, athlete, teacher, friend, grandparent, parent, aunt, uncle, or cousin! This letter should be at least 8-10 sentences in your very best cursive. Below is a checklist you can look at before turning it in.

- Dear _____,

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Math Sprints 5

503 A

Solve.

First Half

1.	$3 \times 4 + 2 =$	11.	$(19 - 16) \times 8 =$
2.	$3 \times (4 + 2) =$	12.	$5 \times (8 + 9) =$
3.	$3 + 4 \times 2 =$	13.	$(6 + 8) \times 3 =$
4.	$(3 + 4) \times 2 =$	14.	$50 - (12 \times 4) =$
5.	$(6 - 4) \times 10 =$	15.	$53 - (12 \times 4) =$
6.	$(6 + 3) \times 7 =$	16.	$38 + (100 \div 5) =$
7.	$(15 - 3) \times 2 =$	17.	$(2 \times 3) + (2 \times 15) =$
8.	$2 \times (9 + 9) =$	18.	$2 \times (3 + 15) =$
9.	$24 \div (18 - 14) =$	19.	$(2 \times 64) - 49 =$
10.	$(5 + 3) + 5 =$	20.	$18 + (28 + 12) \div 4 =$

