From Nomad to Farmer

Cross-Curricular Focus: History/Social Science

Many historians and scientists believe that the earliest people in North America may have traveled here from the continent of Asia many thousands of years ago. At that time, Earth was experiencing an Ice Age. Much of the water that separates the northern parts of Asia and North America would have been frozen at the time. It may have formed an ice bridge that people were able to walk across. Perhaps they were hunters following their food. Perhaps they were adventurous and wanted to explore. We do not know for sure. Their migration to North America, however, may make them the ancestors of the people we call Native Americans.

We do know that the earliest North Americans were nomads. They traveled from place to place instead of settling in one place. Eventually, these nomads began to establish permanent settlements. They had already learned to gather plants growing in the wild. After a time, they began to learn about agriculture. Agriculture is raising plants and animals for human use. With more reliable sources for food, they didn't need to move around so much.

As they began to look for more permanent homes, they paid attention to the resources of specific locations. They wanted to live near water sources, such as streams or rivers. This helped ensure that they could water their crops and take care of the water needs of humans and animals. It's not surprising, then, to discover that most early villages were located very close to water sources.

People moved around less often than before. However, they were still slowly migrating to other areas. Every time a group or tribe moved into a different natural environment they had to adapt to the climate and resources of that area. The clothing they wore, the kind of houses they built and even the kind of food that they ate depended upon the region in which they lived. Over time, four major cultural regions developed in North America: the Eastern Woodlands, the Great Plains, the Pacific Northwest, and the Desert Southwest.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) The "ice bridge" theory has never been proven, but could be true. Do you think it is a reasonable explanation for how Native American came to North America?

_____

_____

2) What might be a benefit of living life as a nomad?

_____

_____

3) Besides having a fresh water source, how could living by the river meet the tribe's needs?

_____

_____

4) Why did tribes in different areas live in different kinds of houses?

_____

_____

5) In which of the four cultural regions would you choose to build a home? Explain your choice.

_____

_____

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student's choice

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student's choice

3) Besides having a fresh water source, how could living by the river meet the tribe's needs?

The river would provide water for watering crops and meeting human and animal needs.

4) Why did tribes in different areas live in different kinds of houses?

because each region had different natural resources that they must use

5) In which of the four cultural regions would you choose to build a home? Explain your choice.

student's choice

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Customs & Traditions

Cross-Curricular Focus: History/Social Science

Native American Indian groups in North America lived in different cultural regions, each of which developed its own **customs** and **traditions**. A custom is the specific way in which a group of people does something. This can include how foods are prepared, what clothing is worn, the kinds of celebrations and much more. The set of customs developed and shared by a culture over time is a tradition.

A culture's customs are often determined by the natural resources found in their environment. In the Desert Southwest region, cloth weaving developed as a custom. The area has fewer large animals whose skins can be used for making clothing or blankets. Cloth weaving was a way of meeting the need for clothing without using animal skins. In the Eastern Woodlands area, however, hunting and fishing were daily activities. Since it was easy to get animal skins, developing skills like weaving were less important.

The traditional roles of men and women in the native tribes varied as well. In hunting cultures, men were often away from home during the day to hunt animals for food. Women did many chores around the village while they were gone. In cultures where crops were grown, it was usually the men who tended them.

Folklore was an important part of all Native American cultures. They had no written language. Telling the tribe's stories orally was the way they preserved them from generation to generation so they would not be lost. The tribe used chanting, storytelling and singing as a way to remember the tribe's folklore. The stories told the tribe's history, funny adventures and accomplishments. Folklore also helped unite the people of the tribe.

Religion was an important part of Native American cultures. The celebration of the tribe's faith and worship often involved special **ceremonies.** Harvest ceremonies were a common way to give thanks to the tribe's gods for a good crop. Other ceremonies combined religious songs and dances with social activities. The ceremonies reinforced the people's trust in their leaders' ability to provide for their needs.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is a custom?

_____

_____

2) What are the ways that Native Americans told their stories?

_____

_____

3) Contrast what you have learned about the historic Native American cultures and what you know about your own culture. How are they different? _____

_____

_____

4) In your own words, explain the importance of folklore.

_____

_____

5) Explain why some tribes developed weaving. _____

_____

_____

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2) What are the ways that Native Americans told their stories?

chanting, storytelling and singing

3) Contrast what you have learned about the historic Native American cultures and what you know about your own culture. How are they different? **student's choice**

4) In your own words, explain the importance of folklore.

It preserved the stories of the tribe and helped unite it.

5) Explain why some tribes developed weaving. **There were no large animals in the area that they could use for clothing and blankets.**

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Making Predictions

Cross-Curricular Focus: Language Arts

Name: _____

You can improve your reading comprehension skills if you prepare your brain for reading before you begin. Read the title and help your mind make connections to things you already know.

Highlight important words in the title. If you are reading from a source that you can't write on, such as a textbook or library book, use a piece of paper. If you are reading on a worksheet or printed page on which you are permitted to take notes, use it. Consider each of the words one at a time. Write down what you think of when you read or hear that word. Then consider them collectively.They have been placed together to form the title. Make a prediction about what you will read. Remember that a prediction in language arts is what a hypothesis is in a science experiment. You are not making a wild guess. You are using all the available information to make a knowledgeable guess. What can you reasonably predict at this point? Write your prediction down so you can watch for it to be resolved one way or another as you read.

Look at any photos, illustrations, graphs or other visual aids that have been included with the story. Read any captions or informational notes to make sure you understand what has been included. Note any important statistics, dates or people. Pay attention to the colors used in the pictures and the mood that the pictures create. Write down any additional observations or predictions that come to mind. Remember that good predictions are based on evidence. Think about why you think as you do.

Read over your notes and predictions as you prepare to begin reading the passage. Keep your notes out in front of you while you read. As your predictions are either confirmed or proven to be incorrect, jot down little notes about what happened. If you do not understand something that you read, go back a few sentences and read again. If a specific word is giving you trouble, see if the words around that word can help you determine its meaning. If not, use a dictionary if one is available. Do not be content to read on without understanding. When you have finished reading, see if you can mentally summarize what you have read.

Whenever possible, discuss the reading with someone else who has also read it. This will allow you to share your predictions and thoughts about what you have read. Exchanging ideas sharpens your understanding. Then you will both be on your way to improving your reading comprehension.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Name at least two techniques you can use to prepare your brain before you begin reading.

_____

_____

2) Why should you keep your notes nearby as you read?

_____

_____

3) How is a prediction like a hypothesis in science?

_____

_____

4) What can you do if you don't understand a specific word?

_____

_____

5) What is a benefit of discussing the reading with someone else?

_____

_____

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Actual wording of answers may vary.

1) Name at least two techniques you can use to prepare your brain before you begin reading.

Example of correct answer: Read the title and look at the visual aids.

2) Why should you keep your notes nearby as you read?

so you can write whether your predictions were correct or incorrect

3) How is a prediction like a hypothesis in science?

both are knowledgeable guesses

4) What can you do if you don't understand a specific word?

See if the words around it can help you determine the meaning.

5) What is a benefit of discussing the reading with someone else?

Example of correct answer: You can exchange ideas about the reading.

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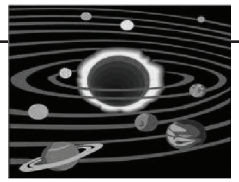
The Inner Planets

Cross-Curricular Focus: Earth Science



Earth is just one of the planets in our solar system. Planets are large bodies that rotate around the sun. They reflect its light and warmth. The planets that are located closest to the sun are made out of rocky material. They are relatively small and heavy. In contrast, the planets that are farther away from the sun are much larger. They are formed of light gases. All planets follow a certain path around the sun. They are held a specific distance from the sun by the sun's strong gravitational force.

The inner planets, or those closest to the sun, are Mercury, Venus, Earth and Mars. Even though these planets are all small and rocky, they have more differences than they have things in common.

Because Mercury is the closest to the sun, the side that faces the sun gets as hot as 427° Celsius. At the same time, the side that faces away from the sun is a freezing -173° Celsius. Mercury also has a slower rate of rotation than Earth. Days and nights on Mercury are much longer than ours. The extreme temperatures alone make it a very unlikely place for life. With an atmosphere too thin for human breathing, it's obvious that people won't be living on Mercury any time soon.

The next planet from the sun is Venus. Below clouds of sulfuric gas lies its 96% carbon dioxide atmosphere. That might be nice for a plant, since a plant "breathes" carbon dioxide, but not for a person. If you managed to survive the atmosphere, the surface of the planet is hot enough to melt solid metal. In addition, the pressure of the air would be strong enough to crush you.

You are probably most familiar with Earth because it is your home planet. It has the perfect conditions for life. Earth's atmosphere and oceans help control the trickiest part of making a planet life-friendly: temperature. Earth is the only planet known to have liquid water.

Mars is the fourth farthest from the sun. Mars has been studied and photographed more than any other planet besides Earth. Some people think it may be possible for life to exist there. Although scientists have not been able to find actual water on Mars, there seems to be evidence of water erosion on its surface. Its canyons and mountains are very similar to those found on Earth. The main difference is that there is no plant life. Some scientists believe that Mars may have been very much like Earth until something happened that made the water supply evaporate.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What keeps planets rotating a specific distance from the sun?_____

_____

2) Earth is the only know planet to have what important feature?

_____

3) Why is the atmosphere of Venus more friendly to plants than humans?

_____

_____

4) Why is there such a the huge difference in temperature between the two sides of the planet Mercury? _____

_____

_____

5) Do you think that people will ever be able to colonize other planets in the future? Why or why not? _____

_____

_____

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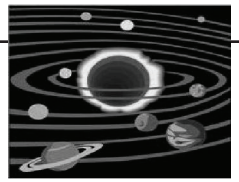

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Name: Key

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

Actual wording of answers may vary.

1) What keeps planets rotating a specific distance from the sun? **the sun's gravity**

2) Earth is the only know planet to have what important feature?

water

3) Why is the atmosphere of Venus more friendly to plants than humans?

because it is 96% carbon dioxide, which plants "breathe"

4) Why is there such a the huge difference in temperature between the two sides of the planet Mercury? **One side is warmed to high temperatures because it faces the sun. The other side never gets the sun's warmth.**

5) Do you think that people will ever be able to colonize other planets in the future? Why or why not? **student's choice**

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Atmospheric Layers

Cross-Curricular Focus: Earth Science

Name: _____

The atmosphere surrounding Earth is made up of several layers of gas mixtures. The most common gases in our atmosphere are nitrogen, oxygen and carbon dioxide. The amount of the gases in the mixture varies above the different places on Earth.

The atmosphere puts pressure on the planet. The amount of pressure becomes less and less the further away from Earth's surface you are. When we think of the atmosphere, we mostly think of the part that is closest to us. At any moment in time, the overall condition of Earth's atmosphere, including the part we can see and the parts we cannot, is called weather. Weather can change, and it frequently does. That is because the conditions of the atmosphere can change.

The four main layers in Earth's atmosphere are the troposphere, the stratosphere, the mesosphere and the thermosphere. The layer that is closest to the surface of Earth is called the **troposphere**. It extends up from the surface of Earth for about 11 kilometers. This is the layer where airplanes fly. We experience almost all weather in this layer. About three-fourths of our atmosphere's air is also found in the troposphere.

Just above the troposphere is the **stratosphere**. It extends to about 50 kilometers above Earth's surface. Most of our planet's ozone layer is in this colder, drier layer. Ozone is important to the health of our planet because it helps keep some of the sun's dangerous radiation from reaching the Earth's surface.

If we continue upward, the next layer is the **mesosphere,** which extends up to about 80 kilometers above Earth's surface. The mesosphere is extremely cold. It is within this layer that you are most likely to find meteors. Most meteors will completely burn up before they reach Earth's surface.

The final layer is the **thermosphere**, the layer that is closest to the sun. Temperatures in the thermosphere can be over 1,500º Celsius.

Together, the layers of our atmosphere protect Earth. The atmosphere provides the conditions needed to support life.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Which layer of the atmosphere has most of the air?

_____

_____

2) If you were to send a bottle rocket 15 kilometers up into the air, which layer of the atmosphere would it be in?

_____

_____

3) What are the most common gases in Earth's atmosphere?

_____

_____

4) Why is it important to protect the stratosphere?

_____

_____

5) Why aren't there many meteors in the troposphere?

_____

_____

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stratosphere

3) What are the most common gases in Earth's atmosphere?

nitrogen, oxygen and carbon dioxide

4) Why is it important to protect the stratosphere?

It contains the ozone, which protects Earth from the sun's radiation.

5) Why aren't there many meteors in the troposphere?

They burn up before they reach the troposphere.

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Objective sight words (traditional, parables, allegories, sacred, spirituality, philosophical, personification, inanimate, theories, rationales, possessed, incredible); concepts (myths, parables, allegories, personification, unicorns)

Vocabulary

traditional	**personification**
parables	**inanimate**
allegories	**theories**
sacred	**rationales**
spirituality	**possessed**
philosophical	**incredible**

Understanding the Mystery of Myths

Unicorn, a Mythical Creature

By: Sue Peterson

Susan knew that her language arts teacher encouraged the students to become better writers by keeping a journal of stories. Mr. Christiansen would assign topics every night, but once in awhile there would be a *free choice* writing and the students could write about any topic of their choice. When Mr. Christiansen announced that Wednesday's topic would be *free choice,* Susan was delighted. She knew just what to write about. She wanted to write about unicorns.

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Susan knew unicorns were just make-believe, but she wanted to understand more about how the unicorn creature came about. Susan decided that she needed to do more research first before writing her journal entry.

There was study time at the end of the day and Susan asked if she could go to the computer lab, since all of her other assignments were completed. Mr. Christiansen smiled. He always liked to see students with their work completed and he always liked to see students like Susan excited about a new topic to write about.

Susan walked to the computer lab and found a computer that was not being used. It was in the far corner of the lab, so this spot would be a little quieter for her. First, she decided to read about myths. She googled the word *myth,* and began reading:

A myth is a traditional *story of historical events that serve to tell the world about a practice, belief or a happening. Myths can be called parables or allegories.*

The main characters in myths are usually gods, supernatural heroes, and humans. Some myths were seen as sacred and linked to religion or spirituality by rulers or priests.

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When a myth is told, it is usually seen as true for that society. However, some societies classify their myths as those that are "true stories" and those that are "false stories or fables".

There are also creation myths which took place in an age when the world did not have human beings, and these myths then talk about how the world and its inhabitants were first formed.

Some myths are allegories, which mean they stand for something else. For example, in some of the Greek myths, you have creatures like Apollo who represents fire, and Poseidon who represents water, and so on.

In other myths, the allegories represent philosophical or spiritual concepts. For example, you have Athena who represents wise judgment.

Some people think that myths resulted from the personification of inanimate objects and forces. That would mean that the things that are not real take on real-life characteristics. For example, fire and air would be real, etc. Some people think that myths were created to explain rituals, which are repeated acts like baptism or marriage.

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"Wow, that's interesting," Susan said to herself. "I think I will read a little bit about unicorns now and the different theories or rationales behind this creature. Then, I should be ready to write my journal entry."

Susan googled the word *unicorn.* She read about unicorns, of which mostly she knew already. *Unicorns are mythical creatures that look like horses with a horn coming out of their foreheads. Unicorns are a beautiful animal, usually described as having great intelligence and a gentle wisdom that humans may not understand. Often the unicorn is a creature of divinity, pure of heart and spirit that may be possessed of incredible powers of both creation and healing.*

Susan looked at the clock. There was time for her to start writing her mythical story for the journal assignment before the dismissal bell. This is what Susan wrote:

The Unicorn, a Mythical Creature

Once upon a time, in a land far, far away there lived a unicorn which was often seen galloping atop a tall cliff overlooking the sparkling creek below. Everyone knew that when the moon was full, the unicorn would grace the mountain with its beauty.

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The bell rang. Susan grabbed her journal and walked back to class to tell Mr. Christiansen that she made lots of progress. She couldn't wait to finish writing the story and to read it to the class tomorrow.

"Good night, Susan!" Mr. Christiansen shouted above the noise in the hallway.

"Good night, Mr. Christiansen, see you tomorrow!" Susan smiled and waved.

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Practice

Language Work

A. Write the words.

allegory _____

sacred _____

spirituality _____

philosophical _____

possessed _____

B. Use each word in a sentence. Underline the word used.

traditional _____

_____

parables _____

_____

personification _____

_____

inanimate _____

_____

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theories _____

_____

rationales _____

_____

Incredible _____

_____

C. Phonics work. The words “traditional” and “philosophical” end with the suffix “al” that means “of”, “like”, “having the nature of”. The word “tradition” and “philosophy” are nouns, and when the suffix “al” is added to the noun, the word becomes an adjective. The suffix can also be added to a verb, and in this case the new word becomes a noun to mean “the act of” like in the word “refusal”, meaning “the act of refusing”. Write down **two** words that end in the suffix “al”: one that is an adjective and one that is a noun. Circle the suffix and write what the new word means.

1. “al” added to a noun to make an adjective:

   _____

   _____

2. “al” added to a verb to make a noun:

   _____

   _____

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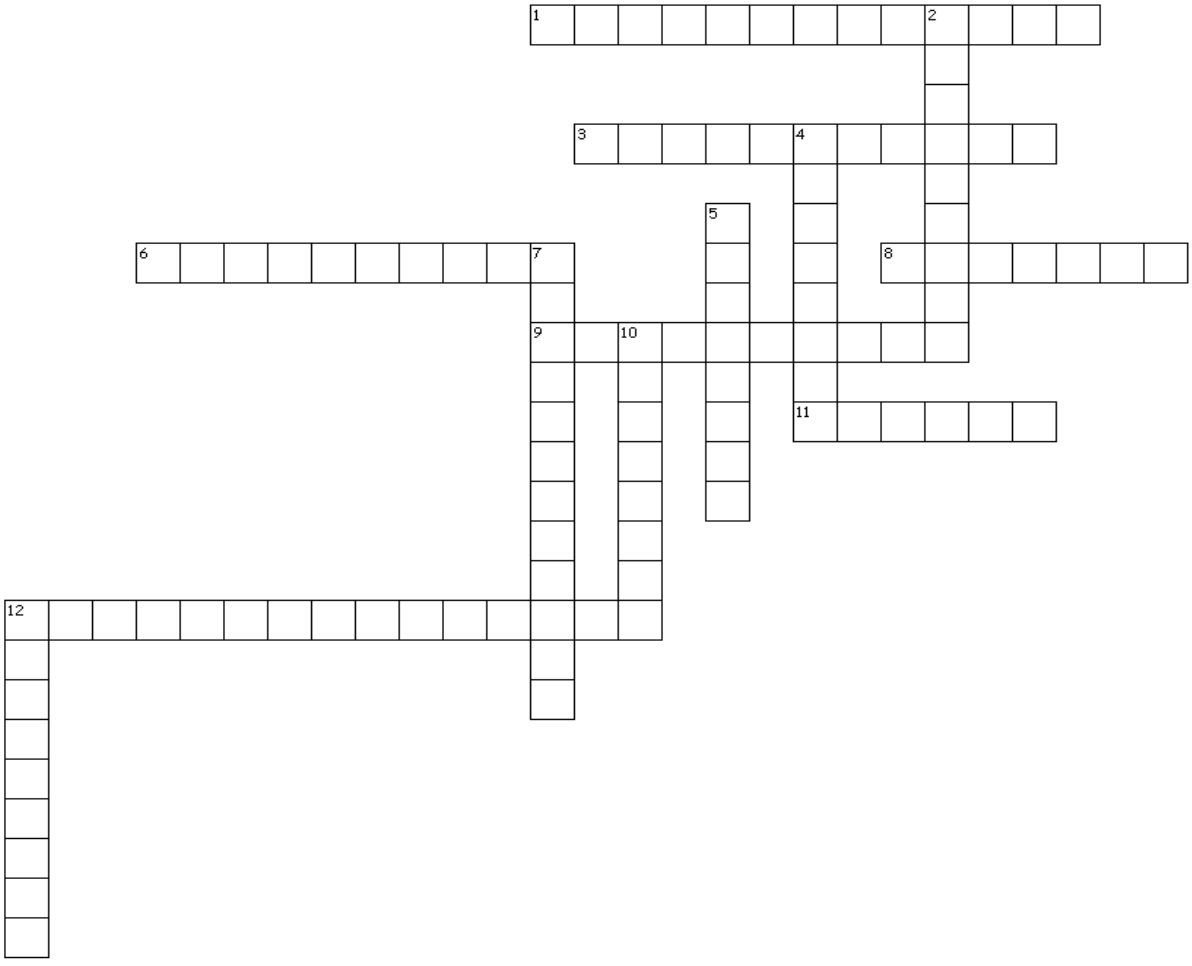
D. Crossword Puzzle. Solve the word clues that use the vocabulary in the text to talk about the mystery of myths. **(Hint: You will use all of the words in the vocabulary box plus the word "creation". 2 plural words from the vocabulary box will be used in the singular form.)**



Across

1. wise; calm; reasonable
3. handed down by generations
6. the fundamental reason
8. story with a meaning
9. hard to believe; unbelievable
11. holy
12. giving inanimate objects life

Down

2. not living
4. explanations based on reasoning
5. a parable
7. devotion to spiritual things
10. making something that is new
12. owned

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Multiple-Choice Questions (Put an X in front of the correct answer.)

1. What is the **main** reason Susan was so happy about the writing assignment?
   - ☐ a. She could go to the computer lab.
   - ☐ b. It was a free choice assignment.
   - ☐ c. She would have homework.
   - ☐ d. She wanted to please her teacher.

2. Name **two** reasons why Mr. Christiansen smiled.
   - ☐ a. Susan had her work completed.
   - ☐ b. Susan helped other students finish their work.
   - ☐ c. Susan was excited about the writing topic “free choice”.
   - ☐ d. It was the end of the day!

3. According to the story, myths can be called _____ and _____.
   - ☐ a. parables
   - ☐ b. allegories
   - ☐ c. creation
   - ☐ d. theories

Definitions (Write the meaning of each word as it is used in the text.)

1. traditional

2. possessed

3. incredible

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Extended Response (Answer in complete sentences.)

1. According to Susan's research, who or what are most often the main characters in myths?

_____

_____

_____

_____

_____

_____.

2. Why are myths, a traditional story-type, passed on from generation to generation? How are myths **usually** passed on?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____.

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Answer Sheet

Answers for Matching, Phonics, Multiple-Choice Questions, and Extended Response

Understanding the Mystery of Myths (*A Unicorn, a Mythical Creature*)

Crossword Puzzle

Across 1. philosophical; 3. traditional; 6. rationales; 8. parable; 9. incredible; 11. sacred; 12. personification

Down 2. inanimate; 4. theories; 5. allegory; 7. spirituality; 10. creation; 12. possessed

Multiple-Choice Questions

1. **b**
2. **a,c**
3. **a,b**

Extended Response (Accept reasonable answers.)

1. **The main characters in myths are usually gods, supernatural heroes, and humans.**
2. **Myths are usually passed on verbally from generation to generation as an oral history. They tell about historical events.**

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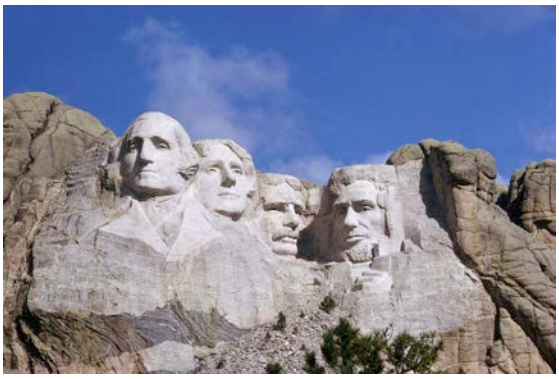
This story is an excerpt from a levelled reading workbook available at store.k5learning.com/reading-comprehension

Objective sight words (matching funds, commission, dedicated, expansion, symbolizes, preservation, promote, Panama Canal, merge, marvel); concepts (Mount Rushmore)



Vocabulary

matching funds	**preservation**
commission	**promote**
dedicated	**Panama Canal**
expansion	**merge**
symbolizes	**marvel**

Mount Rushmore
Birth, Expansion, Preservation, and Development

By: Sue Peterson

Mount Rushmore known as “The Presidents’ Mountain” is located in the Black Hills of South Dakota. Doane Robinson thought of the idea to have a stoned carved monument as one way to attract people from all over the country to come to his state.

Robinson met with Gutzon Borglum, the sculptor who worked on Stone Mountain in Georgia. Borglum selected the location for Mount Rushmore and Robinson worked to get funding for this project.

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Congress agreed to matching funds of $250,000 for this project and created the Mount Rushmore National Memorial Commission. The monument was completed and dedicated in 1941.

Facts about Mount Rushmore

- The four presidents carved in the mountain are George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.
- Gutzon Borglum chose these four presidents because he felt they represented the first 150 years of American history.
- Washington as first president represents the **BIRTH** of our country.
- Jefferson stands for the **EXPANSION** of the nation as he is credited with the Louisiana Purchase in 1803.
- Lincoln symbolizes the **PRESERVATION** of the nation in leading the nation through the challenging Civil War.
- Theodore Roosevelt represents the **DEVELOPMENT** of our country. He helped promote the construction of the Panama Canal.
- It took 14 years to complete Mount Rushmore.
- Nearly 400 workers helped create this memorial.

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- The sculpture cost $989,992.32 to build.
- Mount Rushmore is 5,725 feet tall.

The Black Hills in South Dakota is home to many creatures like bison, elk, pronghorn and bighorn sheep, coyotes, mountain lions, bobcats, and others. This is a land where mountains meet the plains and merge two very different ecosystems, leading to a blend of diverse habitats and animals.

Many thousands of people visit South Dakota each year and stop to visit Mount Rushmore to see this attraction.

We salute Robinson for his creative idea and Borglum for his creative skill in making Mount Rushmore possible for all of us to enjoy and marvel, not only at this great artistry carved in a stone mountain, but for what it stands for… American History is shown through the examples of four great men who were once President of the United States.

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Practice

Multiple-Choice Questions (Put an X in front of the correct answer.)

1. What is another name for Mount Rushmore?
   - ☐ a. The Tall Mountain
   - ☐ b. The Symbolic Mountain
   - ☐ c. The Presidents' Mountain
   - ☐ d. The Robinson Mountain

2. Which **two** men are credited for designing and building this monument?
   - ☐ a. Jefferson
   - ☐ b. Robinson
   - ☐ c. Roosevelt
   - ☐ d. Borglum

3. What does the text say that Mount Rushmore symbolizes?
   - ☐ a. a stone carving
   - ☐ b. a tourist attraction
   - ☐ c. 4 great men who were Presidents of the U.S.
   - ☐ d. an ecosystem

Definitions (Write the meaning of each word as it is used in the text.)

1. commissioned

2. dedicated

3. preservation

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Extended Response (Answer in complete sentences.)

1. Why did the author select the title of this story to include the words “birth”, “expansion”, “preservation”, and “development” in regard to Mount Rushmore?

_____

_____

_____

_____

_____.

2. What are **3** important facts about Mount Rushmore?

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

3. How does the author organize the information in the story?

_____

_____

_____

_____

_____.

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Answer Sheet

Answers for Matching, Phonics, Multiple-Choice Questions, and Extended Response

Mount Rushmore (Birth, Expansion, Preservation, Development)

Multiple-Choice Questions

1. **c**
2. **b, d**
3. **c**

Extended Response (Accept reasonable answers.)

1. **These four words each stand for one of the Presidents who is carved on the mountain.**
2. **The student writes any 3 facts about Mount Rushmore.**
3. **The author uses cause and effect, chronological order, and description in writing the text.**

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Adding/Subtracting Decimals to Tenths (A)

Calculate each sum or difference.

$9.6 + 4.8 =$

$7.2 - 3.5 =$

$8.6 + 6.9 =$

$9.3 + 9.1 =$

$8.2 + 3.8 =$

$7.5 + 7.3 =$

$9.3 - 5.1 =$

$9.3 - 6.3 =$

$6.7 - 6.3 =$

$9.6 - 2.4 =$

$7.2 - 2.9 =$

$3.8 - 3.5 =$

$8.7 + 1.5 =$

$9.8 + 9.4 =$

$4.5 + 3.5 =$

$5.8 - 3.6 =$

$7.7 + 4.4 =$

$7.6 + 1.5 =$

$5.9 + 1.3 =$

$6.9 - 6.1 =$

Adding/Subtracting Decimals to Tenths (A) Answers

Calculate each sum or difference.

$9.6 + 4.8 = 14.4$

$7.2 - 3.5 = 3.7$

$8.6 + 6.9 = 15.5$

$9.3 + 9.1 = 18.4$

$8.2 + 3.8 = 12$

$7.5 + 7.3 = 14.8$

$9.3 - 5.1 = 4.2$

$9.3 - 6.3 = 3$

$6.7 - 6.3 = 0.4$

$9.6 - 2.4 = 7.2$

$7.2 - 2.9 = 4.3$

$3.8 - 3.5 = 0.3$

$8.7 + 1.5 = 10.2$

$9.8 + 9.4 = 19.2$

$4.5 + 3.5 = 8$

$5.8 - 3.6 = 2.2$

$7.7 + 4.4 = 12.1$

$7.6 + 1.5 = 9.1$

$5.9 + 1.3 = 7.2$

$6.9 - 6.1 = 0.8$

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Math facts flashcards

Front	Back
1 ÷ 1	1
2 ÷ 1	2
3 ÷ 1	3
4 ÷ 1	4

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Division: set of 1

Math facts flashcards

Front	Back
5 ÷ 1	5
6 ÷ 1	6
7 ÷ 1	7
8 ÷ 1	8

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Division: set of 1

Math facts flashcards

Front	Back
9 ÷ 1	9
10 ÷ 1	10
11 ÷ 1	11
12 ÷ 1	12

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Division: set of 2

Math facts flashcards

Front	Back
$2 \div 2$	1
$4 \div 2$	2
$6 \div 2$	3
$8 \div 2$	4

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Math facts flashcards

Front	Back
10 ÷ 2	5
12 ÷ 2	6
14 ÷ 2	7
16 ÷ 2	8

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Math facts flashcards

Front	Back
18 ÷ 2	9
20 ÷ 2	10
22 ÷ 2	11
24 ÷ 2	12

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Division: set of 3

Math facts flashcards

Front	Back
$3 \div 3$	1
$6 \div 3$	2
$9 \div 3$	3
$12 \div 3$	4

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Division: set of 3

Math facts flashcards

Front	Back
15 ÷ 3	5
18 ÷ 3	6
21 ÷ 3	7
24 ÷ 3	8

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Math facts flashcards

Front	Back
27 ÷ 3	9
30 ÷ 3	10
33 ÷ 3	11
36 ÷ 3	12

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Division: set of 4

Math facts flashcards

Front	Back
$4 \div 4$	1
$8 \div 4$	2
$12 \div 4$	3
$16 \div 4$	4

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Math facts flashcards

Front	Back
20 ÷ 4	5
24 ÷ 4	6
28 ÷ 4	7
32 ÷ 4	8

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Math facts flashcards

Front	Back
36 ÷ 4	9
40 ÷ 4	10
44 ÷ 4	11
48 ÷ 4	12

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Division: set of 5

Math facts flashcards

Front	Back
5 ÷ 5	1
10 ÷ 5	2
15 ÷ 5	3
20 ÷ 5	4

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Division: set of 5

Math facts flashcards

Front	Back
25 ÷ 5	5
30 ÷ 5	6
35 ÷ 5	7
40 ÷ 5	8

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Division: set of 5

Math facts flashcards

Front	Back
45 ÷ 5	9
50 ÷ 5	10
55 ÷ 5	11
60 ÷ 5	12

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Division: set of 6

Math facts flashcards

Front	Back
6 ÷ 6	1
12 ÷ 6	2
18 ÷ 6	3
24 ÷ 6	4

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Division: set of 6

Math facts flashcards

Front	Back
30 ÷ 6	5
36 ÷ 6	6
42 ÷ 6	7
48 ÷ 6	8

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Math facts flashcards

Front	Back
54 ÷ 6	9
60 ÷ 6	10
66 ÷ 6	11
72 ÷ 6	12

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Division: set of 7

Math facts flashcards

Front	Back
7 ÷ 7	1
14 ÷ 7	2
21 ÷ 7	3
28 ÷ 7	4

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Division: set of 7

Math facts flashcards

Front	Back
35 ÷ 7	5
42 ÷ 7	6
49 ÷ 7	7
56 ÷ 7	8

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Math facts flashcards

Front	Back
63 ÷ 7	9
70 ÷ 7	10
77 ÷ 7	11
84 ÷ 7	12

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Division: set of 8

Math facts flashcards

Front	Back
8 ÷ 8	1
16 ÷ 8	2
24 ÷ 8	3
32 ÷ 8	4

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Division: set of 8

Math facts flashcards

Front	Back
40 ÷ 8	5
48 ÷ 8	6
56 ÷ 8	7
64 ÷ 8	8

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Division: set of 8

Math facts flashcards

Front	Back
72 ÷ 8	9
80 ÷ 8	10
88 ÷ 8	11
96 ÷ 8	12

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Division: set of 9

Math facts flashcards

Front	Back
9 ÷ 9	1
18 ÷ 9	2
27 ÷ 9	3
36 ÷ 9	4

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Division: set of 9

Math facts flashcards

Front	Back
45 ÷ 9	5
54 ÷ 9	6
63 ÷ 9	7
72 ÷ 9	8

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Division: set of 9

Math facts flashcards

Front	Back
$81 \div 9$	9
$90 \div 9$	10
$99 \div 9$	11
$108 \div 9$	12

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Division: set of 10

Math facts flashcards

Front	Back
10 ÷ 10	1
20 ÷ 10	2
30 ÷ 10	3
40 ÷ 10	4

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Division: set of 10

Math facts flashcards

Front	Back
50 ÷ 10	5
60 ÷ 10	6
70 ÷ 10	7
80 ÷ 10	8

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Math facts flashcards

Front	Back
90 ÷ 10	9
100 ÷ 10	10
110 ÷ 10	11
120 ÷ 10	12

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Math facts flashcards

Front	Back
11 ÷ 11	1
22 ÷ 11	2
33 ÷ 11	3
44 ÷ 11	4

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Math facts flashcards

Front	Back
55 ÷ 11	5
66 ÷ 11	6
77 ÷ 11	7
88 ÷ 11	8

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Division: set of 11

Math facts flashcards

Front	Back
99 ÷ 11	9
110 ÷ 11	10
121 ÷ 11	11
132 ÷ 11	12

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Math facts flashcards

Front	Back
12 ÷ 12	1
24 ÷ 12	2
36 ÷ 12	3
48 ÷ 12	4

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Division: set of 12

Math facts flashcards

Front	Back
60 ÷ 12	5
72 ÷ 12	6
84 ÷ 12	7
96 ÷ 12	8

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Division: set of 12

Math facts flashcards

Front	Back
108 ÷ 12	9
120 ÷ 12	10
132 ÷ 12	11
144 ÷ 12	12

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Multiplying Fractions (A)

Find the value of each expression in lowest terms.

1. $1\frac{3}{4} \times 4\frac{4}{5}$

2. $\frac{3}{11} \times \frac{1}{2}$

3. $\frac{3}{11} \times \frac{5}{3}$

4. $1\frac{9}{11} \times \frac{5}{2}$

5. $\frac{5}{3} \times \frac{17}{12}$

6. $\frac{5}{6} \times \frac{4}{3}$

7. $\frac{7}{3} \times 2\frac{1}{5}$

8. $\frac{6}{7} \times \frac{1}{12}$

9. $\frac{9}{10} \times \frac{1}{3}$

10. $\frac{1}{7} \times \frac{23}{4}$

11. $\frac{3}{4} \times \frac{7}{5}$

12. $\frac{1}{5} \times 3\frac{2}{7}$

Multiplying Fractions (A) Answers

Find the value of each expression in lowest terms.

1. $1\frac{3}{4} \times 4\frac{4}{5}$
$= \frac{42}{5} = 8\frac{2}{5}$

2. $\frac{3}{11} \times \frac{1}{2}$
$= \frac{3}{22}$

3. $\frac{3}{11} \times \frac{5}{3}$
$= \frac{5}{11}$

4. $1\frac{9}{11} \times \frac{5}{2}$
$= \frac{50}{11} = 4\frac{6}{11}$

5. $\frac{5}{3} \times \frac{17}{12}$
$= \frac{85}{36} = 2\frac{13}{36}$

6. $\frac{5}{6} \times \frac{4}{3}$
$= \frac{10}{9} = 1\frac{1}{9}$

7. $\frac{7}{3} \times 2\frac{1}{5}$
$= \frac{77}{15} = 5\frac{2}{15}$

8. $\frac{6}{7} \times \frac{1}{12}$
$= \frac{1}{14}$

9. $\frac{9}{10} \times \frac{1}{3}$
$= \frac{3}{10}$

10. $\frac{1}{7} \times \frac{23}{4}$
$= \frac{23}{28}$

11. $\frac{3}{4} \times \frac{7}{5}$
$= \frac{21}{20} = 1\frac{1}{20}$

12. $\frac{1}{5} \times 3\frac{2}{7}$
$= \frac{23}{35}$

Multiplying Fractions (A)

Find the value of each expression in lowest terms.

1. $\frac{1}{6} \times \frac{11}{4}$

2. $\frac{5}{3} \times \frac{2}{5}$

3. $\frac{1}{3} \times \frac{17}{8}$

4. $\frac{1}{3} \times \frac{16}{7}$

5. $\frac{11}{5} \times \frac{1}{3}$

6. $\frac{3}{4} \times \frac{8}{9}$

7. $\frac{7}{6} \times \frac{9}{11}$

8. $\frac{5}{4} \times \frac{1}{4}$

9. $\frac{14}{3} \times \frac{1}{5}$

10. $\frac{5}{2} \times \frac{2}{7}$

11. $\frac{1}{2} \times \frac{7}{4}$

12. $\frac{3}{5} \times \frac{3}{8}$

Multiplying Fractions (A) Answers

Find the value of each expression in lowest terms.

1. $\frac{1}{6} \times \frac{11}{4}$
$= \frac{11}{24}$

2. $\frac{5}{3} \times \frac{2}{5}$
$= \frac{2}{3}$

3. $\frac{1}{3} \times \frac{17}{8}$
$= \frac{17}{24}$

4. $\frac{1}{3} \times \frac{16}{7}$
$= \frac{16}{21}$

5. $\frac{11}{5} \times \frac{1}{3}$
$= \frac{11}{15}$

6. $\frac{3}{4} \times \frac{8}{9}$
$= \frac{2}{3}$

7. $\frac{7}{6} \times \frac{9}{11}$
$= \frac{21}{22}$

8. $\frac{5}{4} \times \frac{1}{4}$
$= \frac{5}{16}$

9. $\frac{14}{3} \times \frac{1}{5}$
$= \frac{14}{15}$

10. $\frac{5}{2} \times \frac{2}{7}$
$= \frac{5}{7}$

11. $\frac{1}{2} \times \frac{7}{4}$
$= \frac{7}{8}$

12. $\frac{3}{5} \times \frac{3}{8}$
$= \frac{9}{40}$

Addition of Decimals

Grade 6 Decimals Worksheet

Find the sum.

1. 1 + 0.02 = _____
2. 0.2 + 0.1 = _____
3. 0.4 + 0.2 = _____
4. 1 + 6 = _____
5. 0.06 + 4 = _____
6. 6 + 0.5 = _____
7. 0.00 + 3 = _____
8. 0.4 + 5 = _____
9. 0.3 + 0.4 = _____
10. 0.05 + 0.2 = _____
11. 1 + 0.1 = _____
12. 0.05 + 0.4 = _____
13. 0.06 + 0.03 = _____
14. 2 + 0.2 = _____
15. 5 + 3 = _____
16. 0.1 + 0.04 = _____
17. 0.5 + 0.01 = _____
18. 0.3 + 0.1 = _____
19. 4 + 0.1 = _____
20. 0.1 + 0.03 = _____

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Addition of Decimals

Grade 6 Decimals Worksheet

Find the sum.

1. 1 + 0.02 = 1.02
2. 0.2 + 0.1 = 0.3
3. 0.4 + 0.2 = 0.6
4. 1 + 6 = 7
5. 0.06 + 4 = 4.06
6. 6 + 0.5 = 6.5
7. 0.00 + 3 = 3.00
8. 0.4 + 5 = 5.4
9. 0.3 + 0.4 = 0.7
10. 0.05 + 0.2 = 0.25
11. 1 + 0.1 = 1.1
12. 0.05 + 0.4 = 0.45
13. 0.06 + 0.03 = 0.09
14. 2 + 0.2 = 2.2
15. 5 + 3 = 8
16. 0.1 + 0.04 = 0.14
17. 0.5 + 0.01 = 0.51
18. 0.3 + 0.1 = 0.4
19. 4 + 0.1 = 4.1
20. 0.1 + 0.03 = 0.13

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Adding unlike fractions (denominators 2-12)

Grade 6 Fraction Worksheet

Find the sum of the following fractions.

1. $\frac{4}{5} + \frac{9}{11} =$ _____

2. $\frac{5}{6} + \frac{2}{9} =$ _____

3. $\frac{5}{9} + \frac{3}{8} =$ _____

4. $\frac{2}{12} + \frac{5}{8} =$ _____

5. $\frac{6}{11} + \frac{2}{3} =$ _____

6. $\frac{1}{4} + \frac{7}{10} =$ _____

7. $\frac{5}{6} + \frac{6}{12} =$ _____

8. $\frac{2}{7} + \frac{3}{7} =$ _____

9. $\frac{1}{2} + \frac{2}{6} =$ _____

10. $\frac{1}{3} + \frac{3}{12} =$ _____

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Adding unlike fractions (denominators 2-12)

Grade 6 Fraction Worksheet

Find the sum of the following fractions.

1. $\frac{4}{5} + \frac{9}{11} = 1\frac{34}{55}$

2. $\frac{5}{6} + \frac{2}{9} = 1\frac{1}{18}$

3. $\frac{5}{9} + \frac{3}{8} = \frac{67}{72}$

4. $\frac{2}{12} + \frac{5}{8} = \frac{19}{24}$

5. $\frac{6}{11} + \frac{2}{3} = 1\frac{7}{33}$

6. $\frac{1}{4} + \frac{7}{10} = \frac{19}{20}$

7. $\frac{5}{6} + \frac{6}{12} = 1\frac{1}{3}$

8. $\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$

9. $\frac{1}{2} + \frac{2}{6} = \frac{5}{6}$

10. $\frac{1}{3} + \frac{3}{12} = \frac{7}{12}$

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Adding unlike fractions

Grade 6 Fraction Worksheet

Find the sum of the following fractions.

1. $\frac{23}{25} + \frac{9}{30} =$ _____

2. $\frac{1}{5} + \frac{3}{5} =$ _____

3. $\frac{4}{12} + \frac{8}{12} =$ _____

4. $\frac{25}{30} + \frac{5}{9} =$ _____

5. $\frac{1}{2} + \frac{19}{20} =$ _____

6. $\frac{1}{15} + \frac{38}{100} =$ _____

7. $\frac{2}{4} + \frac{17}{18} =$ _____

8. $\frac{33}{50} + \frac{15}{25} =$ _____

9. $\frac{3}{10} + \frac{1}{2} =$ _____

10. $\frac{15}{18} + \frac{1}{3} =$ _____

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Adding unlike fractions

Grade 6 Fraction Worksheet

Find the sum of the following fractions.

1. $\frac{23}{25} + \frac{9}{30} = 1\frac{11}{50}$

2. $\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$

3. $\frac{4}{12} + \frac{8}{12} = 1$

4. $\frac{25}{30} + \frac{5}{9} = 1\frac{7}{18}$

5. $\frac{1}{2} + \frac{19}{20} = 1\frac{9}{20}$

6. $\frac{1}{15} + \frac{38}{100} = \frac{67}{150}$

7. $\frac{2}{4} + \frac{17}{18} = 1\frac{4}{9}$

8. $\frac{33}{50} + \frac{15}{25} = 1\frac{13}{50}$

9. $\frac{3}{10} + \frac{1}{2} = \frac{4}{5}$

10. $\frac{15}{18} + \frac{1}{3} = 1\frac{1}{6}$

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Dividing fractions

Grade 6 Fraction Worksheet

Find the quotient.

1. $\frac{9}{10} \div \frac{1}{3} =$ _____

2. $\frac{1}{6} \div \frac{2}{10} =$ _____

3. $\frac{1}{7} \div \frac{2}{10} =$ _____

4. $\frac{1}{4} \div \frac{5}{6} =$ _____

5. $\frac{6}{9} \div \frac{8}{9} =$ _____

6. $\frac{5}{6} \div \frac{2}{3} =$ _____

7. $\frac{2}{3} \div \frac{9}{12} =$ _____

8. $\frac{9}{11} \div \frac{1}{6} =$ _____

9. $\frac{2}{5} \div \frac{3}{7} =$ _____

10. $\frac{2}{3} \div \frac{1}{3} =$ _____

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Dividing fractions

Grade 6 Fraction Worksheet

Find the quotient.

1. $\frac{9}{10} \div \frac{1}{3} = 2\frac{7}{10}$

2. $\frac{1}{6} \div \frac{2}{10} = \frac{5}{6}$

3. $\frac{1}{7} \div \frac{2}{10} = \frac{5}{7}$

4. $\frac{1}{4} \div \frac{5}{6} = \frac{3}{10}$

5. $\frac{6}{9} \div \frac{8}{9} = \frac{3}{4}$

6. $\frac{5}{6} \div \frac{2}{3} = 1\frac{1}{4}$

7. $\frac{2}{3} \div \frac{9}{12} = \frac{8}{9}$

8. $\frac{9}{11} \div \frac{1}{6} = 4\frac{10}{11}$

9. $\frac{2}{5} \div \frac{3}{7} = \frac{14}{15}$

10. $\frac{2}{3} \div \frac{1}{3} = 2$

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Dividing whole numbers by fractions

Grade 6 Fraction Worksheet

Find the quotient.

1. $8 \div \frac{1}{8} =$ _____

2. $14 \div \frac{2}{10} =$ _____

3. $11 \div \frac{6}{12} =$ _____

4. $12 \div \frac{1}{6} =$ _____

5. $3 \div \frac{1}{4} =$ _____

6. $2 \div \frac{2}{8} =$ _____

7. $7 \div \frac{2}{4} =$ _____

8. $1 \div \frac{5}{10} =$ _____

9. $14 \div \frac{1}{12} =$ _____

10. $9 \div \frac{2}{10} =$ _____

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Dividing whole numbers by fractions

Grade 6 Fraction Worksheet

Find the quotient.

1. $8 \div \frac{1}{8} =$ 64

2. $14 \div \frac{2}{10} =$ 70

3. $11 \div \frac{6}{12} =$ 22

4. $12 \div \frac{1}{6} =$ 72

5. $3 \div \frac{1}{4} =$ 12

6. $2 \div \frac{2}{8} =$ 8

7. $7 \div \frac{2}{4} =$ 14

8. $1 \div \frac{5}{10} =$ 2

9. $14 \div \frac{1}{12} =$ 168

10. $9 \div \frac{2}{10} =$ 45

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Adding with missing numbers

Grade 6 Addition Worksheet

Find the missing numbers:

1. _____ + 91 + 5623 + 911 = 6630

2. 38 + 58 + 8798 + _____ = 9543

3. _____ + 1297 + 26 + 17 = 2011

4. 10566 = 849 + _____ + 62 + 97

5. _____ + 84 + 6997 + 225 = 7356

6. _____ + 956 + 6348 + 79 = 7399

7. _____ + 858 + 1048 + 85 = 2063

8. 7908 = 18 + 76 + _____ + 376

Answers

1) 5

2) 649

3) 671

4) 9558

5) 50

6) 16

7) 72

8) 7438

Multiplying 3-digit by 2-digit numbers

Grade 6 Multiplication Worksheet

Find the product.

1. $\begin{array}{r} 677 \\ \times\ 74 \\ \hline \end{array}$

2. $\begin{array}{r} 254 \\ \times\ 68 \\ \hline \end{array}$

3. $\begin{array}{r} 620 \\ \times\ 50 \\ \hline \end{array}$

4. $\begin{array}{r} 610 \\ \times\ 71 \\ \hline \end{array}$

5. $\begin{array}{r} 567 \\ \times\ 20 \\ \hline \end{array}$

6. $\begin{array}{r} 597 \\ \times\ 46 \\ \hline \end{array}$

7. $\begin{array}{r} 809 \\ \times\ 35 \\ \hline \end{array}$

8. $\begin{array}{r} 207 \\ \times\ 36 \\ \hline \end{array}$

9. $\begin{array}{r} 255 \\ \times\ 52 \\ \hline \end{array}$

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Multiplying 3-digit by 2-digit numbers

Grade 6 Multiplication Worksheet

Find the product.

1. $677 \times 74 = 50{,}098$

2. $254 \times 68 = 17{,}272$

3. $620 \times 50 = 31{,}000$

4. $610 \times 71 = 43{,}310$

5. $567 \times 20 = 11{,}340$

6. $597 \times 46 = 27{,}462$

7. $809 \times 35 = 28{,}315$

8. $207 \times 36 = 7{,}452$

9. $255 \times 52 = 13{,}260$

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Multiplying 4-digit with 2-digit numbers

Grade 6 Multiplication Worksheet

Find the product.

1. 2,032 × 93

2. 7,784 × 91

3. 3,699 × 54

4. 9,836 × 22

5. 4,049 × 61

6. 7,514 × 14

7. 4,064 × 40

8. 9,124 × 20

9. 2,940 × 56

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Multiplying 4-digit with 2-digit numbers

Grade 6 Multiplication Worksheet

Find the product.

1. 2,032 × 93 = 188,976

2. 7,784 × 91 = 708,344

3. 3,699 × 54 = 199,746

4. 9,836 × 22 = 216,392

5. 4,049 × 61 = 246,989

6. 7,514 × 14 = 105,196

7. 4,064 × 40 = 162,560

8. 9,124 × 20 = 182,480

9. 2,940 × 56 = 164,640

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Multiplying 5-digit by 1-digit numbers

Grade 6 Multiplication Worksheet

Find the product.

1. 53,967 × 1 = _____

2. 30,596 × 6 = _____

3. 39,563 × 5 = _____

4. 51,234 × 8 = _____

5. 51,355 × 1 = _____

6. 64,285 × 6 = _____

7. 53,855 × 3 = _____

8. 73,110 × 6 = _____

9. 47,412 × 9 = _____

10. 92,018 × 7 = _____

11. 13,346 × 2 = _____

12. 95,497 × 6 = _____

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Multiplying 5-digit by 1-digit numbers

Grade 6 Multiplication Worksheet

Find the product.

1. 53,967 × 1 = 53,967

2. 30,596 × 6 = 183,576

3. 39,563 × 5 = 197,815

4. 51,234 × 8 = 409,872

5. 51,355 × 1 = 51,355

6. 64,285 × 6 = 385,710

7. 53,855 × 3 = 161,565

8. 73,110 × 6 = 438,660

9. 47,412 × 9 = 426,708

10. 92,018 × 7 = 644,126

11. 13,346 × 2 = 26,692

12. 95,497 × 6 = 572,982

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Multiplying Fractions

Grade 6 Fraction Worksheet

Find the product.

1. $\frac{1}{4} \times \frac{1}{11} =$ _____

2. $\frac{3}{4} \times \frac{4}{8} =$ _____

3. $\frac{5}{8} \times \frac{3}{5} =$ _____

4. $\frac{2}{10} \times \frac{5}{6} =$ _____

5. $\frac{5}{7} \times \frac{9}{10} =$ _____

6. $\frac{7}{9} \times \frac{3}{7} =$ _____

7. $\frac{1}{3} \times \frac{4}{9} =$ _____

8. $\frac{9}{10} \times \frac{1}{3} =$ _____

9. $\frac{4}{6} \times \frac{3}{12} =$ _____

10. $\frac{5}{9} \times \frac{1}{6} =$ _____

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Multiplying Fractions

Grade 6 Fraction Worksheet

Find the product.

1. $\frac{1}{4} \times \frac{1}{11} = \frac{1}{44}$

2. $\frac{3}{4} \times \frac{4}{8} = \frac{3}{8}$

3. $\frac{5}{8} \times \frac{3}{5} = \frac{3}{8}$

4. $\frac{2}{10} \times \frac{5}{6} = \frac{1}{6}$

5. $\frac{5}{7} \times \frac{9}{10} = \frac{9}{14}$

6. $\frac{7}{9} \times \frac{3}{7} = \frac{1}{3}$

7. $\frac{1}{3} \times \frac{4}{9} = \frac{4}{27}$

8. $\frac{9}{10} \times \frac{1}{3} = \frac{3}{10}$

9. $\frac{4}{6} \times \frac{3}{12} = \frac{1}{6}$

10. $\frac{5}{9} \times \frac{1}{6} = \frac{5}{54}$

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Multiplying fractions by whole numbers

Grade 6 Fractions Worksheet

Multiply and simplify.

1. $2 \times \frac{3}{10} =$ _____

2. $8 \times \frac{4}{8} =$ _____

3. $9 \times \frac{3}{9} =$ _____

4. $12 \times \frac{2}{11} =$ _____

5. $3 \times \frac{5}{7} =$ _____

6. $2 \times \frac{3}{5} =$ _____

7. $11 \times \frac{4}{8} =$ _____

8. $10 \times \frac{1}{4} =$ _____

9. $5 \times \frac{1}{4} =$ _____

10. $11 \times \frac{2}{7} =$ _____

Multiplying fractions by whole numbers

Grade 6 Fractions Worksheet

Multiply and simplify.

1. $2 \times \frac{3}{10} = \frac{3}{5}$

2. $8 \times \frac{4}{8} = 4$

3. $9 \times \frac{3}{9} = 3$

4. $12 \times \frac{2}{11} = 2\frac{2}{11}$

5. $3 \times \frac{5}{7} = 2\frac{1}{7}$

6. $2 \times \frac{3}{5} = 1\frac{1}{5}$

7. $11 \times \frac{4}{8} = 5\frac{1}{2}$

8. $10 \times \frac{1}{4} = 2\frac{1}{2}$

9. $5 \times \frac{1}{4} = 1\frac{1}{4}$

10. $11 \times \frac{2}{7} = 3\frac{1}{7}$

Writing numbers in expanded form

Grade 6 Place Value Worksheet

Write each number in expanded form.

1. 7,010,181 _____

2. 208,058,488 _____

3. 232,913,805 _____

4. 2,711,783 _____

5. 7,389 _____

6. 6,541,775 _____

7. 7,845,822 _____

8. 429,772,692 _____

9. 79,905 _____

10. 80,621 _____

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Writing numbers in expanded form

Grade 6 Place Value Worksheet

Write each number in expanded form.

1. 7,010,181 — 7 × 1000000 + 1 × 10000 + 1 × 100 + 8 × 10 + 1 × 1

2. 208,058,488 — 2 × 100000000 + 8 × 1000000 + 5 × 10000 + 8 × 1000 + 4 × 100 + 8 × 10 + 8 × 1

3. 232,913,805 — 2 × 100000000 + 3 × 10000000 + 2 × 1000000 + 9 × 100000 + 1 × 10000 + 3 × 1000 + 8 × 100 + 5 × 1

4. 2,711,783 — 2 × 1000000 + 7 × 100000 + 1 × 10000 + 1 × 1000 + 7 × 100 + 8 × 10 + 3 × 1

5. 7,389 — 7 × 1000 + 3 × 100 + 8 × 10 + 9 × 1

6. 6,541,775 — 6 × 1000000 + 5 × 100000 + 4 × 10000 + 1 × 1000 + 7 × 100 + 7 × 10 + 5 × 1

7. 7,845,822 — 7 × 1000000 + 8 × 100000 + 4 × 10000 + 5 × 1000 + 8 × 100 + 2 × 10 + 2 × 1

8. 429,772,692 — 4 × 100000000 + 2 × 10000000 + 9 × 1000000 + 7 × 100000 + 7 × 10000 + 2 × 1000 + 6 × 100 + 9 × 10 + 2 × 1

9. 79,905 — 7 × 10000 + 9 × 1000 + 9 × 100 + 5 × 1

10. 80,621 — 8 × 10000 + 6 × 100 + 2 × 10 + 1 × 1

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Writing numbers in expanded form (12 digits)

Grade 6 Place Value Worksheet

Write each number in expanded form.

1. 56,168,208 _____

2. 33,987,806 _____

3. 69,457,549 _____

4. 32,332,336,214 _____

5. 1,051,158 _____

6. 9,057,406,104 _____

7. 24,000 _____

8. 84,250,001 _____

9. 576,385 _____

10. 90,017 _____

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Writing numbers in expanded form (12 digits)

Grade 6 Place Value Worksheet

Write each number in expanded form.

1. 56,168,208

   5 × 10000000 + 6 × 1000000 + 1 × 100000 + 6 × 10000 + 8 × 1000 + 2 × 100 + 8 × 1

2. 33,987,806

   3 × 10000000 + 3 × 1000000 + 9 × 100000 + 8 × 10000 + 7 × 1000 + 8 × 100 + 6 × 1

3. 69,457,549

   6 × 10000000 + 9 × 1000000 + 4 × 100000 + 5 × 10000 + 7 × 1000 + 5 × 100 + 4 × 10 + 9 × 1

4. 32,332,336,214

   3 × 10000000000 + 2 × 1000000000 + 3 × 100000000 + 3 × 10000000 + 2 × 1000000 + 3 × 100000 + 3 × 10000 + 6 × 1000 + 2 × 100 + 1 × 10 + 4 × 1

5. 1,051,158

   1 × 1000000 + 5 × 10000 + 1 × 1000 + 1 × 100 + 5 × 10 + 8 × 1

6. 9,057,406,104

   9 × 1000000000 + 5 × 10000000 + 7 × 1000000 + 4 × 100000 + 6 × 1000 + 1 × 100 + 4 × 1

7. 24,000

   2 × 10000 + 4 × 1000

8. 84,250,001

   8 × 10000000 + 4 × 1000000 + 2 × 100000 + 5 × 10000 + 1 × 1

9. 576,385

   5 × 100000 + 7 × 10000 + 6 × 1000 + 3 × 100 + 8 × 10 + 5 × 1

10. 90,017

    9 × 10000 + 1 × 10 + 7 × 1

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Rounding numbers (up to millions)

Grade 6 Rounding Numbers Worksheet

Round to the underlined digit.

1. 9,<u>0</u>59 = _____
2. 2,1<u>9</u>8 = _____
3. <u>1</u>,407 = _____
4. 9,<u>0</u>20 = _____
5. <u>9</u>3,040 = _____
6. 85,<u>5</u>12 = _____
7. <u>9</u>,103 = _____
8. <u>1</u>43,017 = _____
9. 2<u>1</u>,572 = _____
10. 4,0<u>9</u>5 = _____
11. 77,0<u>9</u>3 = _____
12. 39<u>0</u>,896 = _____
13. <u>4</u>59,546 = _____
14. 5,4<u>4</u>0 = _____
15. 17,7<u>4</u>1 = _____
16. 185,9<u>4</u>4 = _____
17. 214,<u>0</u>21 = _____
18. 7,<u>9</u>29 = _____
19. 4<u>3</u>,492 = _____
20. 5,4<u>1</u>7 = _____

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Rounding numbers (up to millions)

Grade 6 Rounding Numbers Worksheet

Round to the underlined digit.

1. 9,<u>0</u>59 = 9,100
2. 2,1<u>9</u>8 = 2,200
3. <u>1</u>,407 = 1,000
4. 9,<u>0</u>20 = 9,000
5. <u>9</u>3,040 = 90,000
6. 85,<u>5</u>12 = 85,500
7. <u>9</u>,103 = 9,000
8. <u>1</u>43,017 = 100,000
9. 2<u>1</u>,572 = 22,000
10. 4,0<u>9</u>5 = 4,100
11. 77,0<u>9</u>3 = 77,090
12. 39<u>0</u>,896 = 391,000
13. <u>4</u>59,546 = 500,000
14. 5,44<u>0</u> = 5,440
15. 17,7<u>4</u>1 = 17,740
16. 185,9<u>4</u>4 = 185,940
17. 214,<u>0</u>21 = 214,000
18. 7,<u>9</u>29 = 7,900
19. 4<u>3</u>,492 = 43,000
20. 5,4<u>1</u>7 = 5,420

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