

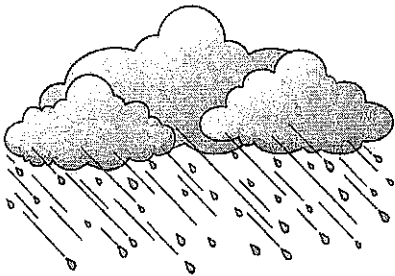
## Grade 5 Reading Comprehension Worksheet

Read the passage. Then answer each question.

## AFTER THE FLOOD

Reading about weather in books is one thing, but living through a natural disaster was another. Even though the flood was not too bad, I was not prepared for what it was really like!

It all started two days ago. It was a rainy day, like every other rainy day I've ever remembered. The only unusual thing was how anxious the adults seemed to be getting. I started to pay more attention whenever I saw the news on at our house, at a restaurant, or anywhere else. The meteorologists kept saying that the rain hadn't stopped in a long time, and it didn't look like it was going to stop anytime soon. I didn't really know what that meant for us, since Mom was always saying that rain was good for all the plants. The next morning, however, I began to understand.



I woke up and went down for breakfast. Usually Mom or Dad was already eating by the time that I woke up, but neither of them was at the kitchen table, and the lights all over the house were off. *This is weird*, I thought. I went to get out the milk, but there was a note on the refrigerator telling me not to open the door. As I was wondering what I could eat for breakfast, I noticed that the rain was still going, and that I could hear noises coming from the basement. I went to investigate. Peeking through the basement door, I immediately stopped. There was *water* down there! It didn't look like a lot, but there were toys and things floating by! I could hear Mom and Dad's voices.

"Hello? What's going on down here?" I called down the stairs.

"Good morning, Vicky. All of this rain is causing some problems. The power all over town is out. Our basement is flooded, and so are some of the roads. A lot of houses have water in them, too," Dad called back.

A little water didn't seem too bad, and the power had gone out before, so I wasn't too worried. Mom and Dad seemed to be taking care of it. They were talking about a pump, so I think they were getting the water out of the basement. I went to go play in my room.

Not too long after, Mom and Dad came back upstairs, changed their clothes, and washed their hands using hand sanitizer. I asked them what was going on.

"Well, we pumped the water out by hand, but there's some damage downstairs. We're going to have to find some fans once the power comes back to try to dry out the basement as much as we can, but we might have to tear out the drywall and replace it. There are things that got all wet that we're going to have to replace, too. It's quite the mess," Mom said. "We're also going to have to see if we can get a generator, it looks like the power will probably be out for the rest of the day."

We decided to drive around to see how other people in our town were doing. There were a lot of roads that were closed because of water covering the road, so we couldn't get to the store. One bridge over the river was closed because water was rushing over it! The houses by the river looked like they were *in* the river. We stopped to help people who were filling bags with sand. The bags helped to keep the water away. They said their neighbors across the street were in another town living with relatives until their house could be repaired. I couldn't believe how much the flood was affecting us! When we finished filling up sandbags, we drove back home.

"I can't believe those people lost all of their clothes and household items. We should go through our stuff and see what we can donate. We're lucky we only had a couple of inches of water in our basement, it could have been a lot worse," said Dad. Mom and I agreed. Even though we didn't have power and fixing the basement could get expensive, we were lucky.

**Answer each question:**

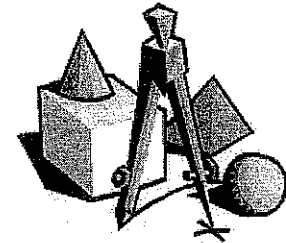
1. Retell the story in your own words.



Read the passage. Then answer each question.

## CURIOUS ABOUT CAREERS: MECHANICAL ENGINEERING

Do you like to build with blocks? Are you curious about how solar panels turn sun rays into electricity? Have you wondered how planes stay in the air? Do you wonder why putting gas into cars causes the wheels to turn? Do you like to design and create new things? If you do, a career in mechanical engineering might be right for you!



A mechanical engineer is responsible for coming up with and designing mechanical systems. Mechanical systems can include machine design, heating and cooling equipment, power generation, and product design. Products like the latest cellphone begin with an engineer coming up with the idea.

Mechanical engineers are in high demand right now. That means that there are a lot of job openings for mechanical engineers, but there aren't enough people to fill those jobs. Because there is a high need for engineers, and the work requires specialized knowledge, engineers get paid more than some other careers.

To be a mechanical engineer, you need to graduate from college with a bachelor's degree. During your years in college, you will learn problem-solving and critical thinking skills that will help you to succeed as an engineer.

Problem solving is very important in the field of mechanical engineering. People in this career need to be able to think about problems in different ways to figure out the best solution. You also need to be creative, because you may need to make something that's never been made before. Attention to detail is important, as well. Many designs rely on a lot of little details that need to work together.

Mechanical engineers should also be very comfortable using a variety of tools, such as calculators, high-speed cameras, measurement tools, and computers to assist them in completing their job. There are many computer programs mechanical engineers use to create designs in 3D, run scenarios, and analyze calculations. Engineers also use computers for research.

As with many other jobs, mechanical engineers need to be able to meet deadlines and work well with other people. Some jobs can be done with just one person, but more often mechanical engineers are working on a team to complete a project. If an engineer cannot manage his or her time well and misses a deadline, the entire team gets delayed, which is not good for the company.

Some engineers work in an office, and some travel to different worksites while a machine or product is being built, so they can help solve any problems.

Mechanical engineering takes a lot of thought. It is a great career for people who like to make objects and machines work, solve problems, and be creative!

**Answer each question:**

1. What are two skills engineers should have to be successful?
  
  
  
  
  
  
  
  
  
  
2. Why is it important for engineers to be creative?
  
  
  
  
  
  
  
  
  
  
3. What does "high demand" mean in the 3rd paragraph? How do you know?



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

# Identifying Theme

Directions:

Read all 5 short stories and determine the theme or message in each. Remember that a good answer will focus on big world lessons, not small world details of the story.

Even though they were sisters, Suzie and June were nothing alike. If Suzie wanted to jump rope, June wanted to play hopscotch. If June wanted to watch soap operas, Suzie wanted to watch talk shows. Tensions rose to the point that the girls could no longer stand one another's company. It seemed that they had nothing in common, until the day that progress reports came out. While riding the bus home from school, the girls—startled by how upset the other looked—realized that they were both failing a subject. Suzie was failing math and June was failing reading. Since both girls wanted to pass their classes, they got to talking and agreed to help one another. So everyday after school for the next few weeks, Suzie tutored June in reading and then June tutored Suzie in math. By the time report cards came were distributed, Suzie and June were passing all of their classes. The girls were delighted, but their mother was happiest of all. Not just because her daughters passed their classes, but because they had learned to be good sisters.

1. What is the theme of this story?

2. What happens in the story that leads you to believe this?

# Identifying Theme

All Victor ever wanted to do with his life was be a singer. He didn't pay attention in school and he spent all of his time at home watching music videos online and impersonating his idols. His mother tried to teach him the value of getting an education and having a backup plan, but Victor would respond the same way every time, "Mom, I won't need to know any of that boring old stuff when I'm famous. You'll see." But there was one major problem with Victor's plan: he wasn't any good at singing. Victor wanted to be a singer so badly, that he didn't notice the pained look on the faces of those who endured his singing. Because he wanted to be a singer so badly, when honest people told him to find something else to do with his life, he accused them of being "jealous haters" and ignored their advice. After Victor dropped out of high school to focus on his music career, the years passed and the doors never opened.

3. What is the theme of this story?

4. What happens in the story that leads you to believe this?



# Identifying Theme

The little grey mouse that lived in my wall prospered for many days on nibbles of my lunch. I'd pack a meal before bed and, while I slept, he would take small bites of my lunch, which I left on the counter. He'd take a cracker crumble here, and a bread crumb there, but he wouldn't take too much and he'd always clean up after himself. Things were going quite well for him and I didn't even know he existed, until he got sloppy. One night while I slept, he ate all of my chips and left behind a big mess. When I awoke to this sight, I knew what had happened to my chips. So the next night when he returned for another snack, he found a nice, delicious piece of cheese... lightly balanced on a mouse trap. Now I don't have to share my chips anymore.

7. What is the theme of this story?

8. What happens in the story that leads you to believe this?

# Identifying Theme

Kyle liked Lucy more than any other girl in the school, but he had an odd way of showing it. When she walked ahead of him in line, he kicked at her shoe. When she passed him on the school yard, he called her "lame Lucy." He even wrote a mean word on her homework during the bus ride to school. But what puzzled Lucy the most was receiving an invitation to Kyle's birthday party. Figuring that he was just planning a mean trick on her, Lucy decided not to go, and while Kyle eagerly awaited Lucy's arrival, Lucy talked on the phone to Jacob. When Kyle finally realized that Lucy was not coming to his party, he was crushed.

5. What is the theme of this story?

6. What happens in the story that leads you to believe this?

# Identifying Theme

Ulysses spent all of his free time reading books and felt that he was very intelligent. One day a nice student from his class asked him if he wanted to go sledding and Ulysses responded, "I've read about sledding in books, and it sounds miserable. No, thank you." On another day, a different friendly student asked Ulysses if he wanted to go out for hotdogs after school. Ulysses responded, "I've read that hotdogs are filled with rat parts and pig bellies. No, thank you." Nobody asked Ulysses to hang out again, but he did read about friends in his books.

9. What is the theme of this story?

10. What happens in the story that leads you to believe this?



Explain the process of thinking you used to solve this problem.



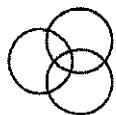
What are different strategies that could be used to solve this problem?

Your class had a pizza party.  $\frac{3}{8}$  of one pizza was left over, and  $\frac{1}{2}$  of another pizza was left over. You put them both into one box. How much pizza do you have altogether?



Show your strategies for problem-solving, and check your work.

What is the important information you needed to solve this problem?





Explain the process of thinking you used to solve this problem.



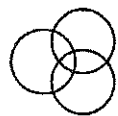
What are different strategies that could be used to solve this problem?

A cake recipe requires  $\frac{3}{5}$  cup of sugar for the frosting and  $\frac{1}{3}$  cup of sugar for the cake. Which part of the cake needs more sugar to be made? How do you know?



Show your strategies for problem-solving, and check your work.

What is the important information you needed to solve this problem?





Explain the process of thinking you used to solve this problem.



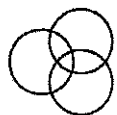
What are different strategies that could be used to solve this problem?

You walk  $\frac{3}{10}$  of a mile to your friend's house, and then  $\frac{1}{2}$  of a mile to school. How far did you walk altogether?




Show your strategies for problem-solving, and check your work.

What is the important information you needed to solve this problem?





What are different strategies that could be used to solve this problem?

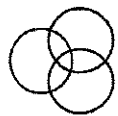
 Explain the process of thinking you used to solve this problem.

Pam walks  $\frac{7}{8}$  of a mile to school.  
Paul walks  $\frac{1}{2}$  of a mile to school.  
How much farther does Pam walk  
than Paul?



Show your strategies for problem-solving, and check your work.

What is the important information you needed to solve this problem?



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



Explain the process of thinking you used to solve this problem.



What are different strategies that could be used to solve this problem?

## Problem of the Day

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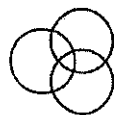
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Show your strategies for problem-solving, and check your work.

What is the important information you needed to solve this problem?







## Multiply in columns - 2 digit by 3 digit

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### Grade 5 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 257 \\ \times \quad 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 642 \\ \times \quad 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 517 \\ \times \quad 82 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 690 \\ \times \quad 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 942 \\ \times \quad 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 511 \\ \times \quad 98 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 748 \\ \times \quad 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 575 \\ \times \quad 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 902 \\ \times \quad 78 \\ \hline \\ \hline \end{array}$$



## Single digit division (no remainder)

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### Grade 5 Division Worksheet

Find the quotient.

1.  $7,168 \div 7 =$  \_\_\_\_\_

2.  $7,209 \div 9 =$  \_\_\_\_\_

3.  $2,958 \div 6 =$  \_\_\_\_\_

4.  $8,022 \div 3 =$  \_\_\_\_\_

5.  $9,489 \div 3 =$  \_\_\_\_\_

6.  $6,054 \div 3 =$  \_\_\_\_\_

7.  $91 \div 7 =$  \_\_\_\_\_

8.  $5,496 \div 3 =$  \_\_\_\_\_

9.  $64 \div 4 =$  \_\_\_\_\_

10.  $9,069 \div 3 =$  \_\_\_\_\_

11.  $27 \div 9 =$  \_\_\_\_\_

12.  $40 \div 2 =$  \_\_\_\_\_

13.  $992 \div 8 =$  \_\_\_\_\_

14.  $8,544 \div 8 =$  \_\_\_\_\_

15.  $25 \div 5 =$  \_\_\_\_\_

16.  $176 \div 8 =$  \_\_\_\_\_

17.  $15 \div 3 =$  \_\_\_\_\_

18.  $620 \div 4 =$  \_\_\_\_\_

19.  $7,629 \div 3 =$  \_\_\_\_\_

20.  $7,776 \div 4 =$  \_\_\_\_\_

## Order of operations

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### Grade 5 PEMDAS Worksheet

Solve the following using PEMDAS

*The order of operations:*

- 1. Parentheses ()*
- 2. Exponents  $5^2$*
- 3. Multiplication  $\times$  or Division  $\div$*
- 4. Addition  $+$  or Subtraction  $-$*

1.  $2 + 11 \times 3$

6.  $40 \times 6 \div (9 + 21)$

2.  $15 \div 5 - 2$

7.  $7^2 + 3$

3.  $54 \div 3 - 2 \times 4$

8.  $5^2 \times 3^2$

4.  $14 \times 3 + 28 \div 7$

9.  $8^2 \div (9 - 5)$

5.  $100 \div 5 \times 3 - 46$

10.  $(17 - 6 \div 2) \times (12 + 11)$



## Adding decimals (1 or 2 decimal digits)

### Grade 5 Decimals Worksheet

Find the sum.

1.  $1.32 + 5.3 =$  \_\_\_\_\_

2.  $17.7 + 1.15 =$  \_\_\_\_\_

3.  $1.90 + 3.4 =$  \_\_\_\_\_

4.  $1.4 + 15.3 =$  \_\_\_\_\_

5.  $8.5 + 0.04 =$  \_\_\_\_\_

6.  $0.18 + 1.50 =$  \_\_\_\_\_

7.  $17.1 + 16.7 =$  \_\_\_\_\_

8.  $1.5 + 2.4 =$  \_\_\_\_\_

9.  $13.7 + 12.6 =$  \_\_\_\_\_

10.  $0.78 + 1.59 =$  \_\_\_\_\_

11.  $3.1 + 1.21 =$  \_\_\_\_\_

12.  $1.9 + 16.9 =$  \_\_\_\_\_

13.  $3.0 + 1.11 =$  \_\_\_\_\_

14.  $11.1 + 5.4 =$  \_\_\_\_\_

15.  $1.04 + 0.97 =$  \_\_\_\_\_

16.  $0.11 + 1.65 =$  \_\_\_\_\_

17.  $1.71 + 1.25 =$  \_\_\_\_\_

18.  $18.0 + 16.2 =$  \_\_\_\_\_

19.  $1.60 + 1.69 =$  \_\_\_\_\_

20.  $4.4 + 1.98 =$  \_\_\_\_\_



## Mixed numbers to decimals

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### Grade 5 Decimals Worksheet

Convert.

1.  $17 \frac{4}{10} =$  \_\_\_\_\_

2.  $95 \frac{1}{10} =$  \_\_\_\_\_

3.  $62 \frac{35}{100} =$  \_\_\_\_\_

4.  $64 \frac{3}{10} =$  \_\_\_\_\_

5.  $88 \frac{93}{100} =$  \_\_\_\_\_

6.  $41 \frac{9}{10} =$  \_\_\_\_\_

7.  $54 \frac{84}{100} =$  \_\_\_\_\_

8.  $42 \frac{5}{10} =$  \_\_\_\_\_

9.  $74 \frac{9}{10} =$  \_\_\_\_\_

10.  $35 \frac{30}{100} =$  \_\_\_\_\_

11.  $88 \frac{1}{10} =$  \_\_\_\_\_

12.  $18 \frac{3}{100} =$  \_\_\_\_\_

13.  $54 \frac{9}{10} =$  \_\_\_\_\_

14.  $55 \frac{1}{100} =$  \_\_\_\_\_

15.  $99 \frac{24}{100} =$  \_\_\_\_\_

16.  $25 \frac{9}{10} =$  \_\_\_\_\_

17.  $83 \frac{2}{10} =$  \_\_\_\_\_

18.  $30 \frac{83}{100} =$  \_\_\_\_\_