READING, WRITING, & MATH

Complete one assignment for reading, writing, and math each day.

Reading: Read the selection and answer the questions. When you are finished, be sure to read a great book!

Writing: Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

Math: Complete the standards practice page. Draw pictures or use objects to help you.
In 1806, 9-year-old Isabella Baumfree and her family lived on the property of Charles Ardinburgh of Ulster County in New York. When Ardinburgh died, Isabella found her mother in tears.

"Mau-mau, what makes you cry?" Isabella asked.

"Oh, my child, I am thinking of your brothers and sisters that have been sold away from me," her mother replied.

Soon after, Isabella too was separated from her mother. She was auctioned-along with other slaves, horses, and cattle-and purchased for $100. She was sold again and again, from master to master, until she was emancipated in 1828.

Students of history know Isabella better by the name she chose as an adult-Sojourner Truth. Truth was an abolitionist. She spoke out against slavery. But what some people may not know is that Truth was one of thousands of slaves who were bought, sold, and forced to do labor in the North.
"Many people are surprised when you talk about slavery in the North," Alan Singer, a professor of education at Hofstra University, told Senior Edition. "We associate slavery with the South, even though the biggest importer of slaves-after South Carolina-was New York City."

Historians are beginning to bring slavery in the North into the spotlight. The New York Historical Society recently presented an exhibition on slavery in that state. Singer, who travels the country to talk to students about slavery in the North, wants people to remember that slavery was a national institution.

The slave trade helped finance the Industrial Revolution in many major Northern cities, such as Boston and New York City. The Industrial Revolution was a period of rapid growth in the use of machinery in the early 1800s. Many U.S. businesses got their start with profits from slave-produced goods and the slave trade.

It's important to understand how slavery affected the entire country, because its effects linger through discrimination, Singer says. "Kids see slavery as something that happened in the deep past," he told Senior Edition. "I want children to know that we still live with the effects of that slavery society."
Name: ___________________________________ Date: _______________

1. According to the passage, what might some people not know about Sojourner Truth?
   A. She was a slave in the North.
   B. She was emancipated in 1828.
   C. She was sold for 100 dollars.
   D. She was an abolitionist.

2. According to the passage, what was one effect of slavery in many major Northern cities?
   A. Slavery slowed the growth of many U.S. businesses in the Northern cities.
   B. Slavery put an end to the Industrial Revolution in the Northern cities.
   C. Slavery stopped the growth of machinery in the Northern cities in the 1800s.
   D. Slavery helped finance the Industrial Revolution in the Northern cities.

3. Historians are trying to draw attention to slavery in the North. What evidence from the passage best supports this statement?
   A. Thousands of slaves were bought, sold, and forced to do labor in the North.
   B. Kids see slavery as something that happened a long time ago, according to Singer.
   C. The New York Historical Society presented an exhibition on slavery in that state.
   D. Industrial Revolution was a period of rapid growth in the use of machinery in the early 1800s.

4. What can you conclude about Sojourner Truth after reading the passage?
   A. She knows Alan Singer.
   B. She was shy and quiet.
   C. She lives in New York.
   D. She was outspoken.

5. What is the main idea of this passage?
   A. The Industrial Revolution began in the early 1800s.
   B. Sojourner Truth was emancipated from slavery in 1828.
   C. Alan Singer is a professor of education at Hofstra University.
   D. Historians are teaching people about slavery in the North.
6. Read this sentence from the passage: "We **associate** slavery with the South, even though the biggest importer of slaves-after South Carolina-was New York City."

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

A. explain  
B. judge  
C. mourn  
D. connect

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

Many people associate slavery with the South, ________ slavery was in the North too, says Alan Singer.

A. but  
B. for  
C. because  
D. until

8. According to Alan Singer, why are many people surprised when we talk about slavery in the North?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
9. How did slavery in the North impact the Industrial Revolution?

10. Explain whether it is important for organizations like The New York Historical Society to teach people about slavery in the North. Use information from the passage to support your answer.
Moonrise
by H.D.

Will you glimmer on the sea?
Will you fling your spear-head
On the shore?
What note shall we pitch?

We have a song,
On the bank we share our arrows-
The loosed string tells our note:

O flight,
Bring her swiftly to our song.
She is great,
We measure her by the pine-trees.
Moonrise - Comprehension Questions

Name: ___________________________________ Date: _______________

1. What is the first question that appears in this poem?
   A. Will you glimmer on the sea?
   B. Will you fling your spear-head on the shore?
   C. When will the moon rise?
   D. What note shall we pitch?

2. What is the setting of this poem?
   A. This poem is set on a rocket traveling to the moon.
   B. This poem is set on a bank near the sea.
   C. This poem is set in the middle of the ocean.
   D. This poem is set at the top of a pine-tree.

3. Read these lines from the poem.

   "What note shall we pitch?

   We have a song,
   On the bank we share our arrows-
   The loosed string tells our note:"

   Based on this evidence, what does the word "pitch" probably mean here?
   A. throw
   B. fall
   C. slope
   D. sing
4. Read these lines from the poem.

"On the bank we share our arrows-
The loosed string tells our note:"

Based on this information, what probably happened to the arrows after they were shared?

A. They were fired from a bow.
B. They were dropped into the sea.
C. They were broken in half.
D. They were set aside for later use.

5. What is a theme of this poem?

A. Nature can create feelings of horror and disgust in people.
B. Nature can create feelings of sorrow and despair in people.
C. Nature can create feelings of anticipation and admiration in people.
D. Nature can create feelings of boredom and exhaustion in people.

6. Read the third stanza of the poem.

"O flight,
Bring her swiftly to our song.
She is great,
We measure her by the pine-trees."

Whom or what is the speaker addressing in this stanza?

A. "flight"
B. "her"
C. "song"
D. "pine-trees"
7. Read the second and third stanzas of the poem.

"We have a song,  
On the bank we share our arrows-  
The loosed string tells our note:

O flight,  
Bring her swiftly to our song.  
She is great,  
We measure her by the pine-trees."

What does the colon after "note" indicate about the third stanza?
   A. The third stanza will reveal how many arrows were shared.  
   B. The third stanza is the "song" referred to in the second stanza.  
   C. The third stanza will contain more lines than the second stanza.  
   D. The third stanza will answer the questions asked in the first stanza.

8. Read the third stanza of the poem.

"O flight,  
Bring her swiftly to our song.  
She is great,  
We measure her by the pine-trees."

What adjective is used to describe "She" in this stanza?
9. What is "She" measured by?

10. Explain who or what "She" might be.

Support your answer with evidence from the text.
If you have ever eaten an almond in your life, you may be aware that it is one of the heartiest nuts available. Almonds are some of the healthiest nuts a person can bite into, and fortunately, they are also among the cheaper nuts one can buy. There are a few things you may not know about almonds, though. For example, you may not realize that almonds are not really nuts at all! In fact, they come from the fruits of almond trees. Almonds are in the pits of those fruits, which actually makes them seeds. To get at them, the stone-like pit has to be broken open. What is inside those pits is what we usually call the almond nut. Another thing you might not know is where almonds come from. Chances are if you are eating (and enjoying!) an almond at this moment, it was grown in California, USA. Almonds were not always grown there, though, and the story of how those seeds were made possible is quite incredible.

When the Spanish first settled in California, they actually shipped almond trees there. For some time, the Spanish took care of those trees and grew almonds to be eaten. When these Spanish settlers left, though, the almond trees were not looked after. Then, in the mid-1800s, almond trees were brought to America again, but this time, to the Northeast. Local farmers knew that California would be a better place for the trees because it was warmer there throughout the year. At that time, California's population was growing fast because of the discovery of gold. So, the almond trees were moved again and planted in California's Central Valley where there were plenty of new settlers to watch over them.

The Central Valley runs in the middle of the very long state. It is a 450-mile stretch of flatland that has
become very important to the United States because of the many farms that now exist. Over 230 different types of crops are grown in that area, including tomatoes, grapes, cotton, apricots, and, of course, almonds. Six thousand different almond growers live in California’s Central Valley alone. They provide about 70 percent of the world's almond supply.

In 1933, the United States began the Central Valley Project with the goal of directing water from sources in the northern parts of the state—where there was a lot of rainfall and flooding from time to time—to the Central Valley, which, in certain parts, was even considered a desert and didn’t have enough water for agriculture. Water would be brought in from other states like Colorado, home to the lengthy Colorado River. A tremendous series of aqueducts, canals and pump plants were built. Manmade reservoirs as big as large lakes were constructed; new rivers were dug too. This project went on through six different decades. All of this water now helps to irrigate over 3 million acres of farmland.

So, even though a large portion of the state is warm, sunny and dry almost all year, the manmade water system of the Central Valley Project helped to make California one of the biggest providers of food to the country and the world. Next time you bite into an almond, think about all of the hard work and thoughtfulness that went into making that nut. And then, remember it’s not a nut, but a seed.
1. What is an almond?
   A. a project designed to bring more water into a valley
   B. an area of California where many crops are grown
   C. a healthy seed that comes from the fruit of a tree
   D. a water system using aqueducts and canals

2. What sequence of events does this passage describe?
   A. the series of events that led the Spanish to settle in California
   B. the series of events that led to almonds being grown in California today
   C. the series of events that led to almonds being called "nuts" instead of "seeds"
   D. the series of events that led to the discovery of gold in California

3. The Central Valley Project helped make California one of the largest providers of food to the country and to the world.

   What evidence from the passage supports this statement?
   A. The Central Valley is a stretch of land 450 miles long and runs through the middle of California.
   B. The United States began the Central Valley Project in 1933, and the project continued for six decades.
   C. Almond trees were planted in California's Central Valley during the nineteenth century.
   D. Today, California's Central Valley provides about 70 percent of the world's almond supply.

4. Why might someone choose to eat almonds?
   A. Almonds are healthy.
   B. Almonds cost a lot of money.
   C. Almonds are grown outside of California.
   D. Almonds are less popular than they used to be.
5. What is this passage mostly about?
   A. the growth of California's population in the 1800s
   B. the beginning of the Central Valley Project
   C. almonds and their history in the United States
   D. the tomatoes, grapes, cotton, and apricots grown in California

6. Read the following sentence: "For some time, the Spanish took care of those trees and **grew** almonds to be eaten."
   What does the word **grew** mean above?
   A. described and explained
   B. raised and took care of
   C. got up and moved away
   D. attacked and defended

7. Choose the answer that best completes the sentence below.
   In 1933, the Central Valley Project was begun; ________, the Central Valley is now a place where many different crops are grown.
   A. previously
   B. such as
   C. first
   D. as a result

8. What are some different crops grown in California's Central Valley?
9. What was the Central Valley Project?

10. What effect might the Central Valley Project have had on growing almonds? Support your answer with evidence from the passage.
The Mayflower brought the group of English settlers now known as the Pilgrims to North America. Leaving England in the fall of 1620, the Pilgrims were attempting to land near the mouth of the Hudson River, but instead ended up in Cape Cod Harbor. Plymouth, the colony established there by the Pilgrims in 1621, became the first permanent European settlement in New England. The story of the Pilgrims and their harvest feast has since become one of best-known in American history, but you may not know it as well as you think. Discover the facts behind these well-known Thanksgiving myths!

**MYTH: THE FIRST THANKSGIVING WAS IN 1621 AND THE PILGRIMS CELEBRATED IT EVERY YEAR THEREAFTER.**

Fact: The first feast wasn't repeated, so it wasn't the beginning of a tradition. In fact, the colonists didn't even call the day Thanksgiving. To them, a thanksgiving was a religious holiday for which they would go to church and thank God for a specific event, such as the winning of a battle. On such a religious day, the types of recreational activities that the Pilgrims and Wampanoag Indians participated in during the 1621 harvest feast—dancing, singing secular songs, playing games—wouldn't have been allowed. The feast was a secular celebration, so it never would have been considered a thanksgiving in the pilgrims' minds.

**DID YOU KNOW?**

_The Mayflower was originally supposed to sail with a sister ship, the Speedwell, but it proved unseaworthy, and the Mayflower made the journey alone._

**MYTH: THE ORIGINAL THANKSGIVING FEAST TOOK PLACE ON THE FOURTH THURSDAY OF NOVEMBER.**

Fact: The original feast in 1621 occurred sometime between September 21 and November 11. Unlike our modern holiday, it was three days long. The event was based on English harvest festivals, which traditionally occurred around the 29th of September. After that first harvest was completed by the Plymouth colonists, Gov. William Bradford proclaimed a day of thanksgiving and prayer, shared by all the colonists and neighboring Indians. In 1623 a day of fasting and prayer during a period of drought was changed to one of thanksgiving because the rain came during the prayers. Gradually the custom prevailed in New England of annually celebrating thanksgiving after the harvest.
During the American Revolution, a yearly day of national thanksgiving was suggested by the Continental Congress. In 1817 New York State adopted Thanksgiving Day as an annual custom, and by the middle of the 19th century many other states had done the same. In 1863 President Abraham Lincoln appointed a day of thanksgiving as the last Thursday in November, which he may have correlated with the November 21, 1621, anchoring of the Mayflower at Cape Cod. Since then, each president has issued a Thanksgiving Day proclamation. President Franklin D. Roosevelt set the date for Thanksgiving to the fourth Thursday of November in 1939 (approved by Congress in 1941.)

**MYTH: THE PILGRIMS WORE ONLY BLACK AND WHITE CLOTHING. THEY HAD BUCKLES ON THEIR HATS, GARMENTS, AND SHOES.**

Fact: Buckles did not come into fashion until later in the seventeenth century and black and white were commonly worn only on Sunday and formal occasions. Women typically dressed in red, earthy green, brown, blue, violet, and gray, while men wore clothing in white, beige, black, earthy green, and brown.

**MYTH: THE PILGRIMS BROUGHT FURNITURE WITH THEM ON THE MAYFLOWER.**

Fact: The only furniture that the Pilgrims brought on the Mayflower was chests and boxes. They constructed wooden furniture once they settled in Plymouth.

**MYTH: THE MAYFLOWER WAS HEADED FOR VIRGINIA, BUT DUE TO A NAVIGATIONAL MISTAKE IT ENDED UP IN CAPE COD MASSACHUSETTS.**

Fact: The Pilgrims were in fact planning to settle in Virginia, but not the modern-day state of Virginia. They were part of the Virginia Company, which had the rights to most of the eastern seaboard of the U.S. The Pilgrims had intended to go to the Hudson River region in New York State, which would have been considered "Northern Virginia," but they landed in Cape Cod instead. Treacherous seas prevented them from venturing further south.
Mayflower Myths - Comprehension Questions

Name: ___________________________________ Date: _______________

1. Where did the Pilgrims land when they came to North America?
   A. Canada
   B. Virginia
   C. The Hudson River
   D. Cape Cod Harbor

2. What does the author list in this article?
   A. the types of food at the first harvest feast
   B. the colors of clothing that Pilgrims wore
   C. the different cities where colonists settled
   D. the ways in which the Indians helped the Pilgrims

3. The Plymouth colonists had strong religious beliefs.

What evidence in the text supports this conclusion?
   A. "To them, a thanksgiving was a religious holiday in which they would go to church and
      thank God for a specific event, such as the winning of a battle."
   B. "Gradually the custom prevailed in New England of annually celebrating thanksgiving
      after the harvest."
   C. "The pilgrims had intended to go to the Hudson River region in New York State, which
      would have been considered "Northern Virginia," but they landed in Cape Cod instead."
   D. "The original feast in 1621 occurred sometime between September 21 and November
      11. Unlike our modern holiday, it was three days long."

4. Based on the article as a whole, what is a myth?
   A. something that people think is a lie, and that is a lie
   B. something that people believe to be true, and that is true
   C. something that people believe to be true, but that may not be true
   D. something that people think is a lie, but that is actually true
5. Which sentence from the text best states the article's main idea?

A. "The feast was a secular celebration, so it never would have been considered a thanksgiving in the pilgrims' minds."

B. "The story of the Pilgrims and their harvest feast has since become one of best-known in American history, but you may not know it as well as you think."

C. "Gradually the custom prevailed in New England of annually celebrating thanksgiving after the harvest."

D. "Plymouth, the colony established there by the Pilgrims in 1621, became the first permanent European settlement in New England."

6. Why might the author have chosen to use headings that start with "Myth:" throughout the entire article?

A. to hint that people today do not believe that Thanksgiving is important

B. to show that people today think of the Pilgrims as imaginary heroes

C. to help put the content of the article into groups based on the myth they address

D. to prove that the statements in the headings are all completely true

7. Choose the answer that best completes this sentence.

The pilgrims landed in Cape Cod instead of the Hudson River region ______ treacherous seas prevented them from venturing further south.

A. because

B. although

C. however

D. for example

8. What did the pilgrims think of as a "thanksgiving?"
9. Why would the Pilgrims never have thought of their own harvest feast as a thanksgiving?

10. Would Pilgrims have considered today's Thanksgiving to be a true "thanksgiving" in their eyes? Why or why not? Use evidence from the text to support your answer.
Have you ever gazed at the night sky and guessed that it held thousands of stars? Well, think again! Scientists have determined that the number of visible stars in the universe is 70 sextillion. (That's 7 followed by 21 zeros!) According to scientists, there are ten times more stars in the universe than grains of sand on all the deserts and beaches in the world.

Luckily for the scientists, they did not have to count each star. They used powerful telescopes to count the stars located in one section of sky. A telescope is a device used to observe distant objects. The scientists then estimated the number of sections of sky in the entire universe and multiplied that number by the number of stars in the counted section.

The study found seven times more stars than had been calculated previously. "Even for an astronomer used to dealing in monster numbers, this is mind-boggling," said one scientist.
Name: ___________________________________ Date: _______________

1. What did scientists recently determine?
   A. Scientists recently determined that the number of visible stars in the universe is 70 sextillion.
   B. Scientists recently determined the number of grains of sand on all the deserts and beaches in the world.
   C. Scientists recently determined the number of visible moons in the universe.
   D. Scientists recently determined that they had overestimated the number of visible stars in the universe.

2. The text describes the process by which scientists counted the visible stars in the universe. What was the first step in that process?
   A. Scientists estimated the number of sections of sky in the entire universe.
   B. Scientists multiplied the number of sections of sky in the universe by the number of stars in one of those sections.
   C. Scientists counted each star one by one.
   D. Scientists used telescopes to count the stars in one section of the sky.

3. Read these sentences from the text.

"According to scientists, there are ten times more stars in the universe than grains of sand on all the deserts and beaches in the world.

Luckily for the scientists, they did not have to count each star. They used powerful telescopes to count the stars located in one section of sky. A telescope is a device used to observe distant objects. The scientists then estimated the number of sections of sky in the entire universe and multiplied that number by the number of stars in the counted section."

Based on this information, why might scientists not have counted each star?
   A. Scientists prefer doing things slowly to doing things quickly.
   B. Scientists like doing multiplication more than addition.
   C. Counting each star would have taken a long time.
   D. Counting grains of sand is more enjoyable than counting stars.
4. Read this sentence from the text.

"Scientists recently determined that the number of visible stars in the universe is 70 sextillion."

Based on this information, what can you infer about the total number of stars in the universe?

A. The total number of stars in the universe might be greater than 70 sextillion if invisible stars were to be counted too.
B. There may be fewer than 70 sextillion stars in the universe because scientists were not counting stars one by one.
C. Scientists were surprised that the total number of stars in the universe was not higher than 70 sextillion.
D. Scientists were surprised that the total number of stars in the universe was not lower than 70 sextillion.

5. What is the main idea of this text?

A. There are more stars in the universe than grains of sand on all the deserts and beaches in the world.
B. Scientists recently calculated the number of visible stars in the universe.
C. The number 70 sextillion is 7 followed by 21 zeros.
D. A telescope is a device used to observe distant objects, such as stars.

6. Read these sentences from the text.

"Scientists recently determined that the number of visible stars in the universe is 70 sextillion. (That's 7 followed by 21 zeros!) According to scientists, there are ten times more stars in the universe than grains of sand on all the deserts and beaches in the world."

Why might the author have included the information about grains of sand?

A. to help readers comprehend how many stars there are in the universe
B. to make clear the importance of protecting the world's deserts and beaches
C. to suggest that most people care more about grains of sand than stars
D. to prove that counting stars is easier than counting grains of sand
7. Read these sentences from the text:

"Luckily for the scientists, they did not have to count each star. They used powerful telescopes to count the stars located in one section of sky."

How could the second sentence be rewritten to show the relationship between both sentences?

A. For example, they used powerful telescopes to count the stars located in one section of the sky.
B. In conclusion, they used powerful telescopes to count the stars located in one section of the sky.
C. Instead, they used powerful telescopes to count the stars located in one section of the sky.
D. Additionally, they used powerful telescopes to count the stars located in one section of the sky.

8. What is a telescope?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9. What did scientists do after using telescopes to count the stars located in one section of the sky?

Include two pieces of information from the text in your answer.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10. Explain whether scientists would have been able to determine the number of visible stars in the universe without using telescopes.
Support your answer with evidence from the text.
Name:

What is your most difficult subject in school? Why is it difficult? What can you do to get better at that subject? Make some plans to help you improve.

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Name:

Describe a scary situation that you’ve experienced. Give lots of details so that your reader can share your experience.
Name:

What is your first memory? Describe your first memory by visualizing or picturing it in your mind.

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Name:

Everyone has people they look up to. Who do you look up to? Explain why.

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It's a snow day! It snowed so much last night that school was canceled for the day. Do you enjoy or dislike snow days? Explain why. What do you like to do on a snow day.

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Grade 6 Mathematics Homework • Adding and Subtracting Decimals
Estimate the answer then find the exact sum or difference.

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</tbody>
</table>
Estimate the product. Then use the standard algorithm to find the exact product.

635 x 4

Estimate: ____________
Actual: ____________

219 x 7

Estimate: ____________
Actual: ____________

3,812 x 5

Estimate: ____________
Actual: ____________
Grade 6 Mathematics Homework • Divide with the Standard Algorithm

Estimate the quotient. Then use the standard algorithm to find the exact quotient.

635 ÷ 4

Estimate: ____________

Actual: ____________

219 ÷ 7

Estimate: ____________

Actual: ____________

3,812 ÷ 5

Estimate: ____________

Actual: ____________
Grade 6 Mathematics Homework • Multiply or Divide with the Standard Algorithm

Estimate the product or the quotient. Then use the standard algorithm to find the exact product or quotient.

516 x 6

Estimate: ____________

Actual: ____________

3,507 ÷ 6

Estimate: ____________

Actual: ____________

4,012 x 4

Estimate: ____________

Actual: ____________
Grade 6 Mathematics Homework • Multiply or Divide with the Standard Algorithm

Estimate the product or the quotient. Then use the standard algorithm to find the exact product or quotient.

4506 ÷ 9

Estimate: __________
Actural: __________

4,128 ÷ 4

Estimate: __________
Actural: __________

8,904 x 5

Estimate: __________
Actural: __________