

## YEAR 5 Learning Tasks – Week 3

Monday AT HOME	Tuesday AT HOME	Wednesday AT SCHOOL	Thursday AT SCHOOL	Friday AT HOME
<p><b>English</b>  <b>Narrative Introduction</b>            Writing - Read the page entitled 'Narrative Parts Explained'            Think of a famous fairy tale and the use the page 'Narrative Markers' to identify the different parts of a narrative.</p>	<p><b>English</b>  <b>Narrative Introduction</b>            Writing – Revisit the page entitled 'Narrative Parts Explained'            Think of three other narrative stories and again, identify the parts of the narrative within the story.</p>	<p><b>English</b>  <b>Narrative Introduction</b>            Writing – Identify the language features of a Narrative and give examples for each language feature</p>	<p><b>English</b>  <b>Narrative Introduction</b>            Writing – Identify the language features of a Narrative and give examples for each language feature</p>	<p><b>English</b>  <b>Narrative Introduction</b>            In the Narrative entitled "In The Hole" – identify examples of each language feature.</p>
<p><b>Spelling and Reading</b>  <b>Prefixes of Not</b>            With 5 words from the spelling list, write the meaning of the word with and without the prefix.</p> <p><b>Reading</b>            Print and complete the reading card "Let's Go For a Swim"</p>	<p><b>Spelling and Reading</b>  <b>Prefixes of Not</b>            With the other 5 words from the spelling list, write the word with and without the prefix in a sentence to show the word in context.</p> <p><b>Reading</b>            Print and complete the reading card "Mr &amp; Mrs Jones"</p>	<p><b>Spelling and Reading</b>  <b>Prefixes of Not</b>            Research other words that use the prefixes anti-, ir- im-</p> <p><b>Reading</b>            Print and complete the reading card "Staying at Home"</p>	<p><b>Spelling and Reading</b>  <b>Prefixes of Not</b>            Identify a common pattern for assimilated prefixes (see lesson sheet)</p> <p><b>Reading</b>            Print and complete the reading card "The New Pet"</p>	<p><b>Spelling and Reading</b>  <b>Prefixes of Not</b>            Research words that may start with these grapheme combinations (letter combinations) but are NOT a prefix</p> <p><b>Reading</b>            Print and complete the reading card "The Case of the Missing Cookie"</p>
<p><b>Religion</b>            Read the full scripture reference Genesis 1:26-27 - "We are created in the image and likeness of God"            Discuss with a parent or adult the following and then answer:            -Is this why Jesus treated all, even the sinners and outcasts, with dignity?            - How does this message apply to all people today?</p>	<p><b>Religion</b>            Read the full scripture reference Genesis 1:26-27 - "We are created in the image and likeness of God"            - What is the implication for how we treat others? If we believe that all people are created in God's image and are worthy, then when people are treated unfairly, we are disrespecting the God in them.</p>	<p><b>Religion</b>            Revisit week one and the lesson on the 7 principles for Catholic Social Teaching.            For each principle, discuss it's meaning and apply the principle to a modern context appropriate to the children (where possible).</p>	<p><b>Religion</b>            Revisit week one and the lesson on the 7 principles for Catholic Social Teaching.            For each principle, discuss it's meaning and apply the principle to a modern context appropriate to the children (where possible).</p>	<p><b>Religion</b>            Read Matthew 19:13-15 and answer the following:            - How does this help us know what to do for other people?            - What are some of things we can do to love our neighbour?</p>

## YEAR 5 Learning Tasks – Week 3

Monday AT HOME	Tuesday AT HOME	Wednesday AT SCHOOL	Thursday AT SCHOOL	Friday AT HOME
<p><b>Maths</b>  <b>Measurement – Mass</b>            Complete worksheet 1 – “Converting Units of Mass A”            Complete Study Ladder set activities – Mass Year 5</p>	<p><b>Maths</b>  <b>Addition &amp; Subtraction</b>            Complete worksheet 1 – “Addition, Missing Number A”            Complete Study Ladder set activities – Addition Year 5</p>	<p><b>Maths</b>  <b>Addition &amp; Subtraction</b>            Complete worksheet 2 – “Addition, Missing Number B”            Complete Study Ladder set activities – Subtraction Year 5</p>	<p><b>Maths</b>  <b>Measurement - Mass</b>            Complete worksheet 2 – “Converting Units of Mass B”            Complete Study Ladder set activities – Mass Year 5</p>	<p><b>Maths</b>  <b>Addition &amp; Subtraction</b>            Complete worksheet 3 – “Addition, Missing Number C”            Complete Study Ladder set activities – Addition Year 5</p>
		<p><b>PE</b>            Striking and Fielding games</p>	<p><b>PD / Health</b>            Complete the activity from term 1 – the Health Survey. Give a rating from 1-5 (5 being best) for each question and then create a score range for healthy, moderately healthy, moderately unhealthy and unhealthy based on the scoring chart.</p>	



Week 3 – “What makes a Narrative”

**Learning Intention:**

**Students will:**

- ✚ **Understand the markers of a narrative and identify these in well-known narratives**

Read the page below entitled 'Narrative Parts Explained'. These are the 5 important 'parts' that make up a narrative – The ORIENTATION (WHO, WHERE, WHEN, WHAT), COMPLICATION, SERIES OF EVENTS, SOLUTION and CODA (each which are explained on the sheet)

**Task:**

- Think of a famous fairy tale that you know and using the page 'Narrative Markers', identify the different parts of a narrative. I have created an example using the story of Goldilocks!
- Think of three other narrative stories and again, identify the parts of the narrative within the story
- In the Narrative below entitled “In The Hole” – identify examples of each language feature.

Narrative Markers

Story: Goldilocks and the Three Bears

Orientation:

Who	Goldilocks and the Three Bears
Where	In the forest at the bears house
When	Once upon a time
What	Three Bears went out for a walk.

Problem:

What happened?	Goldilocks went into the bears house.
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Series of Events:

What did the character do to solve the problem?	She tried the porridge, sat in the bears seat and fell asleep in the bears bed.
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Resolution:

How was it fixed?	Bears came home, saw her in bed and chased her out.
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Coda:

How did it end?	Bears ate Goldilocks!!
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## Year 5 English - Writing, Narratives – School Learning, Term 2 Week 3

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Week 3 – “The Language of a Narrative”

### **Learning Intention:**

#### **Students will:**

- ✚ ***Understand the language features of a narrative and identify these in narrative examples***

Read the page entitled 'Narrative Parts Explained', particularly the part entitled language features.

Language Features: Nouns –characters  
Verbs – actions of the characters  
Adjectives and Adverbs – for  
description  
Time connectives  
Past tense  
Direct speech  
Similes and metaphors, personification  
Onomatopoeia  
Text and font changes

In class we will explain each feature in more detail.

Task: In the Narrative below entitled “In The Hole” – identify examples of each language feature.

# Narrative Parts Explained

Purpose – A **fictional** story with an **orientation**, a **problem** and a **solution**.

Structure – Orientation – tells us the characters, plot and setting or answers the questions

**who, where, when** and **what**

Problem – something happens to the characters that needs to be solved

Series of Events – Steps the character takes to solve the problem

Solution – the problem is solved

Coda – what happens after the solution  
“they lived happily ever after”

Language Features: Nouns – characters

Verbs – actions of the characters

Adjectives and Adverbs – for description

Time connectives

Past tense

Direct speech

Similes and metaphors, personification

Onomatopoeia

Text and font changes

## Narrative Markers

Story: \_\_\_\_\_

Orientation:

Who	
Where	
When	
What	

Problem:

What happened?	
----------------	--

Series of Events:

What did the character do to solve the problem?	
---	--

Resolution:

How was it fixed?	
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Coda:

How did it end?	
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## In The Hole

“Scrape, scrape” went the shovel as loud as a lion. Jake, a small and dirty 8 year old boy, was in his backyard digging holes early in the morning. “ I’ve found something mum” Jake screamed.

“You don’t have to scream, I’m right next to you Jake” mum answered.

Suddenly, Jake dug around the thing a little more. He saw a really big grey bone lying in the hole. Jake touched it, it was hard, slimy and as smooth as baby’s skin. Jake was very confused with what was in the hole. “OMG mum, I think I’ve found a dinosaur bone” Jake whispered.

“Well dig it out then Jake and let’s have a look” mum answered. “I think your right Jake, it does look like a dinosaur bone, what should we do with it?”.

“Can we keep it mum, or maybe sell it for **MILLIONS** of dollars?” Jake questioned excitedly.

“What about I call my friend from the museum, they will know a lot more about it” mum answered.

“Well let’s go there instead and take the bone” Jake said.

“Great idea” mum replied.

A short time later.....

## Language Features

Nouns –characters

Verbs – actions of the characters

Adjectives and Adverbs – for description

Time connectives

Past tense

Direct speech

Similes and metaphors, personification

Onomatopoeia

Text and font changes



# Year 5 English - Spelling – Home Learning, Term 2 Week 3

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## Week 3 – “Prefixes of Not”

### **Learning Intention:**

### **Students will:**

- ✚ ***Understand the purpose of a prefix on a word and use some common prefixes that mean 'not'***

A prefix is a group of letters at the beginning of a word that alter or change the meaning of a word. The prefixes 'anti-', 'ir-', and 'im-' change the meaning of a word to mean the not or the opposite. For example:

Possible – able to be done or achieved

Impossible – NOT able to be done or achieved

### **Spelling List – Wk 3**

**anticlockwise**

**antivenin**

**antiseptic**

**irresponsible**

**irregular**

**irreversible**

**immature**

**impossible**

**imbalance**

**impolite**

Task – For 5 of the words above write the meaning of the word with and without the prefix. For the other 5 words, write the word with and without the prefix in a sentence to show the word in context.





## Week 3 – “Prefixes of Not”

### Learning Intention:

#### Students will:

- ✚ **Use the prefixes of not (anti-, ir- im-) in context to create new words and finding a common pattern for assimilated prefixes**

A prefix is a group of letters at the beginning of a word that alter or change the meaning of a word. The prefixes 'anti-', 'ir-', and 'im-' change the meaning of a word to mean the not or the opposite.

#### Task:

Research other words that use the prefixes anti-, ir- im-

Research words that may start with these grapheme combinations (letter combinations) but are NOT a prefix

Identify a common pattern for assimilated prefixes (meaning below)

#### Assimilated Prefixes:

When the final letter of the **prefix** and the first letter of the **base word** are the same, the phoneme is **assimilated**, or absorbed, into the base or root that follows it, resulting in a double consonant.

eg **im mature = immature**

**ir rational = irrational**

## Let's Go for a Swim!

One hot day, the Jones family decided to go for a swim to cool down. Dad and Mitch wanted to go to the beach, but Gran and Sarah wanted to go to the pool.

Dad and Mitch argued that the beach was better. "You can lay on the sand and build sandcastles at the beach," they said. "You can also body surf in the waves and eat fish and chips."

Gran and Sarah argued that the pool was better. "You don't get sand in your swimsuit in the pool," they explained. "You also don't get knocked over in the surf by big waves and there are no jellyfish that might sting you."

In the end, the family remembered that there was a swimming pool at the beach. When

they got there, Dad and Mitch went

swimming in the surf, whilst Gran and Sarah dangled their legs in the pool. Everyone was happy and cool.

On their way home, they stopped in at a fish and chip shop for a delicious dinner.



## Let's Go for a Swim!

1. Why do Dad and Mitch like the beach more than the pool?
2. Why do Gran and Sarah like the pool more than the beach?
3. What are two positive comments that you could say about the beach that you could also say about the pool?
4. Which would you prefer, the beach or the pool? Explain why.

## CRAZY CREATIVE CHALLENGE

It is important to be safe around water when you are at the beach or in a pool.

Design and make a poster to remind people of water safety.

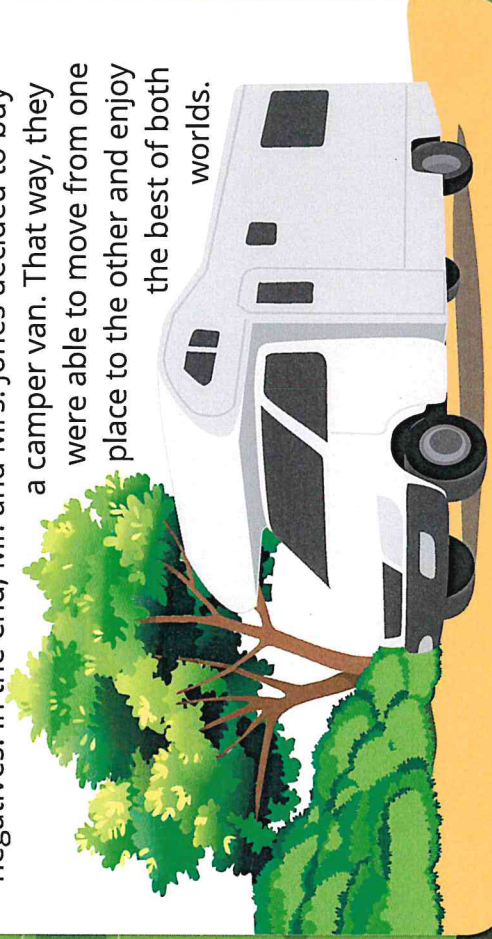
## Mr. and Mrs. Jones

Mr. and Mrs. Jones were moving house. They wanted a change of scenery. Mr. Jones wanted to move into the city, but Mrs. Jones wanted to move to the country.

Mr. Jones argued that the city would be a better place for them to live. He said that, in the city, they would make friends with lots of different people. There would be more technology available and lots of different restaurants to try something new to eat.

Mrs. Jones argued that the country would be better. She said that the city would be too noisy and the country would be nice and quiet. They would be able to live in a big house instead of a tiny apartment. They would be able to grow their own vegetables and eat fresh food.

Both the city and the country had their positives and negatives. In the end, Mr. and Mrs. Jones decided to buy a camper van. That way, they were able to move from one place to the other and enjoy the best of both worlds.



## Mr. and Mrs. Jones

1. What arguments did Mr. Jones have to support his opinion that living in the city would be better?
2. What arguments did Mrs. Jones have to support her opinion that living in the country would be better?
3. What could be two positives and two negatives for Mr. and Mrs. Jones living in a camper van?
4. Write a list of all the positive and negative characteristics of where you live.

### CRAZY CREATIVE CHALLENGE

Make a list of activities that you could do in both the city and the country.

Choose one of the activities and draw yourself doing your chosen activity.

## Staying at Home

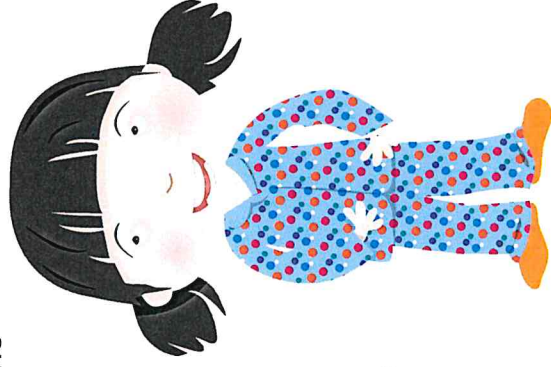
Molly hated going to school. She would rather be at home where she could stay in her pyjamas all day and not have to wear her school uniform. At home, she could raid the cupboard whenever she wanted and eat whatever food she felt like. She could watch TV, play computer games, go outside or just do nothing!

At school, Molly had to do everything the teacher told her. She could only eat what was in her lunch box. She kept getting in trouble for lying on the floor when the teacher was talking... and for taking her shoes off!

Sadly, at home, Molly had no one to play with, no one to talk to and no one to eat with. Sometimes, she got bored at home and got sick of watching the same TV show.

Molly enjoyed being with her friends at school. She liked doing all the different art and craft activities and looked forward to playing the musical instruments in music class on Fridays.

Soon, Molly started to like going to school, but she still loved being at home on the weekends where she could have a 'pyjama day'!



## Staying at Home

1. Create a pros and cons list for Molly staying at home.
2. Create a pros and cons list for Molly going to school.
3. What is something Molly can do at school that she cannot do at home?
4. Create a Venn diagram for your own home and school life.

## CRAZY CREATIVE CHALLENGE

Create your own 'All about Me' poster.

Draw a picture of yourself with some of the following details:

- Name
- Birthday
- What I like learning about
- Friends
- Favourite Activity
- Food
- Why I am Special

## The New Pet

The Smith family decided they were going to get a family pet. After much discussion, they agreed that they would get a dog. The problem was, they couldn't decide whether to get a puppy or an older dog.

On the weekend, they went to the animal rescue shelter to find themselves a puppy or an older dog to take home.

They looked at all the cute, active puppies and all the old, sleepy dogs. There were so many to choose from; all with different needs and personalities.

The man at the animal shelter informed the Smith family that a puppy would need lots of training. They would need to be toilet trained. Also, all the family valuables would have to be put out of sight so that they didn't get chewed!

He then explained that older dogs don't like to play much and prefer to sleep a lot. He also said they are great with children and will protect the family.

All dogs would need to be walked, washed, fed and loved.

Eventually, the Smith family took home a middle-aged dog that was already toilet trained but still had enough energy to play!



## The New Pet

1. Use a Venn diagram to compare puppies with older dogs.
2. Provide one reason why puppies might make a better pet than older dogs.
3. Provide one reason why older dogs might make a better pet than puppies.
4. What type of pet would you like to have? Explain your reasons.

### CRAZY CREATIVE CHALLENGE

It is winter and the Smith family dog is starting to get cold.

Design (and if possible make) a winter coat for their dog to wear, so it can stay warm.

## The Case of the Missing Cookie

It was 3:23 pm when the delicious chocolate-chip cookie went missing. I know the exact time because the delivery man came to the door. The cookie was sitting on a plate on the kitchen bench when I walked out to answer the door. By the time I came back, it was gone! I remember that I signed for the package that was delivered at exactly 3:23 pm.

I was distraught! I decided to search the kitchen for clues to find out who stole my scrumptious cookie. As I was looking around, I found some short brown hairs by the bottom of the bench, just below where my cookie had been sitting. I continued to search further and found a tennis ball, just around the corner. It had chocolate-chip cookie crumbs on it! Who would have dropped short brown hairs on the floor and left crumbs on a tennis ball?

There was a trail of crumbs leading toward the back door, which was open. The crumbs led down the back stairs and onto the grass. As I followed the trail, I saw...



## The Case of the Missing Cookie

1. Who do you think stole the cookie? Explain why you think this. List three clues that you used.
2. What words did the author use to show that they were looking forward to eating the cookie?
3. Where else could the author have looked for clues?
4. What could have happened after the thief was caught?

### CRAZY CREATIVE CHALLENGE

Make a wanted poster for the thief that stole the cookie.

- Provide information about the thief, what they stole and the clues that led to them being caught.



## Year 5 RE, Values – Home Learning, Term 2 Week 3

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This document contains two learning experiences over two weeks. For these learning experiences there are a number of activities outlined.

**IMPORTANT: You do not have to do all the activities, pick one or two of the activities that will help your children learn about the learning intention.**

You may like to set up/change a little sacred space near your home learning area. Remember that it is now Easter. Use white and gold colours. Things you may like to include:

- Cross
- Bible
- Candle
- Holy picture

You may also like to draw a picture that you could place in this space if you have no pictures. Each day, before you begin your home learning, light a candle (with help from an adult) and say your school prayer, remembering that you are still part of the school and your friends and schoolmates are saying the prayer with you.

### Week 3 – “Image and Likeness of God”

#### **Learning Intention:**

#### **Students will:**

- ✚ **Understand that all people are made in the image and likeness of God.**

Read the full scripture reference Genesis 1:26-27 - “We are created in the image and likeness of God”

Discuss with a parent or adult the following and then answer:

- Is this why Jesus treated all, even the sinners and outcasts, with dignity?
- How does this message apply to all people today?
- What is the implication for how we treat others? If we believe that all people are created in God's image and are worthy, then when people are treated unfairly, we are disrespecting the God in them.

Note to parents: I Wonder questions are conversation starters, there is no right or wrong answer, the point is to have your child think deeper about the passage. You are asking them what they think the answer is.

Read **Matthew 19:13-15** and answer the following:

Respond to these two questions in any mode: write, storyboard, PowerPoint, Prezi, collage.

- a. How does this help us know what to do for other people?
- b. What are some of things we can do to love our neighbour?

## **Genesis 1:26-27**

<sup>26</sup> Then God said, "Let us make humankind<sup>[a]</sup> in our image, according to our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the wild animals of the earth,<sup>[b]</sup> and over every creeping thing that creeps upon the earth."

<sup>27</sup> So God created humankind<sup>[c]</sup> in his image, in the image of God he created them;<sup>[d]</sup> male and female he created them.

## **Matthew 19:13-15**

### **Jesus Blesses Little Children**

<sup>13</sup> Then little children were being brought to him in order that he might lay his hands on them and pray. The disciples spoke sternly to those who brought them; <sup>14</sup> but Jesus said, "Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of heaven belongs." <sup>15</sup> And he laid his hands on them and went on his way.





## Learning Intention:

### Students will:

- ✦ **Understand the 7 principles of Catholic Social Teaching and apply them to a modern context.**

Revisit week one and the lesson on the 7 principles for Catholic Social Teaching.

For each principle, discuss its meaning and apply the principle to a modern context appropriate to the children (where possible)

## The Seven Principles of Catholic Social Teaching

- **Life and Dignity of the Human Person –**  
All people are sacred, made in the image and likeness of God. People do not lose dignity because of disability, poverty, age, lack of success, or race. This emphasizes people over things, being over having.
- **Call to Family, Community, and Participation –**  
The human person is both sacred and social. We realize our dignity and rights in relationship with others, in community. "We are one body; when one suffers, we all suffer." We are called to respect all of God's gifts of creation, to be good stewards of the earth and each other.
- **Rights and Responsibilities –**  
People have a fundamental right to life, food, shelter, health care, education and employment. All people have a right to participate in decisions that affect their lives. Corresponding to these rights are duties and responsibilities to respect the rights of others in the wider society and to work for the common good.
- **Option for the Poor and Vulnerable –**  
The moral test of a society is how it treats its most vulnerable members. The poor have the most urgent moral claim on the conscience of the nation. We are called to look at public policy decisions in terms of how they affect the poor.
- **The Dignity of Work and the Rights of Workers –**  
People have a right to decent and productive work, fair wages, private property and economic initiative. The economy exists to serve people, not the other way around.
- **Solidarity –**  
We are one human family. Our responsibilities to each other cross national, racial, economic and ideological differences. We are called to work globally for justice.
- **Care for God's Creation –**  
The goods of the earth are gifts from God. We have a responsibility to care for these goods as stewards and trustees, not as mere consumers and users.

*"Our faith teaches us that poor people are not issues or problems but sisters and brothers in God's one human family."*

~ USCCB



## Converting Units of Mass

### **Learning Intention:**

### **Students will:**

- ✚ ***Be able to convert units of mass between grams and kilograms***

Mass is a measure of how much matter is in an object. ... Mass is commonly measured by how much something weighs. But weight is caused by gravity, so your weight on the Moon is less than here on Earth, while the mass stays the same. Mass is measured in grams and kilograms.

**When measuring and converting mass it is important to remember:**

**1kilogram (kg) = 1000 grams (g)**

Tasks – Complete 'Converting between units of grams and kilograms' sheets (sheet 1 and sheet 2)

- Complete study ladder tasks relating to mass.



## Metric units of weight

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### Grade 5 Measurement Worksheet

1 kilogram (kg) = 1,000 grams (gm)

Convert to the units shown.

1. 0.06 kg = \_\_\_\_\_ g      2. 8.3 kg = \_\_\_\_\_ g

3. 0.49 kg = \_\_\_\_\_ g      4. 0.2 kg = \_\_\_\_\_ g

5. 23 g = \_\_\_\_\_ kg      6. 7.4 g = \_\_\_\_\_ kg

7. 0.07 kg = \_\_\_\_\_ g      8. 5.5 kg = \_\_\_\_\_ g

9. 80 kg = \_\_\_\_\_ g      10. 4.6 g = \_\_\_\_\_ kg

11. 4.9 g = \_\_\_\_\_ kg      12. 0.78 kg = \_\_\_\_\_ g

13. 2 kg = \_\_\_\_\_ g      14. 0.32 kg = \_\_\_\_\_ g

15. 8 kg = \_\_\_\_\_ g      16. 61 kg = \_\_\_\_\_ g

17. 5 g = \_\_\_\_\_ kg      18. 0.04 g = \_\_\_\_\_ kg

19. 0.37 kg = \_\_\_\_\_ g      20. 0.3 g = \_\_\_\_\_ kg



## Metric units of weight

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### Grade 5 Measurement Worksheet

1 kilogram (kg) = 1,000 grams (gm)

Convert to the units shown.

1. 8 kg = \_\_\_\_\_ g      2. 93 g = \_\_\_\_\_ kg

3. 4 g = \_\_\_\_\_ kg      4. 0.22 kg = \_\_\_\_\_ g

5. 2 g = \_\_\_\_\_ kg      6. 0.8 g = \_\_\_\_\_ kg

7. 0.94 kg = \_\_\_\_\_ g      8. 5 kg = \_\_\_\_\_ g

9. 71 g = \_\_\_\_\_ kg      10. 9.3 g = \_\_\_\_\_ kg

11. 97 g = \_\_\_\_\_ kg      12. 0.05 g = \_\_\_\_\_ kg

13. 6 kg = \_\_\_\_\_ g      14. 6.5 kg = \_\_\_\_\_ g

15. 49 kg = \_\_\_\_\_ g      16. 0.36 kg = \_\_\_\_\_ g

17. 0.50 g = \_\_\_\_\_ kg      18. 0.68 g = \_\_\_\_\_ kg

19. 87 g = \_\_\_\_\_ kg      20. 45 kg = \_\_\_\_\_ g



Week 3 – Addition of larger numbers

**Learning Intention:**

**Students will:**

- ✚ **Use addition and subtraction to find a missing number in either the answer or in the equation**

When writing an equation in addition and subtraction we know that when we know one fact we actually know four facts:

Eg                      if  $28 + 34 = 62$

Then we know  $34 + 28 = 62$

$$62 - 28 = 34$$

$$62 - 34 = 28$$

In knowing this we can work out addition facts where there is a missing number in the equation:

$$383 + \underline{\hspace{2cm}} = 1170$$

So when we turn this around we can do

$$1170 - 383 = \underline{\hspace{2cm}}$$

To check your answer is correct try doing the equation both ways.....

Tasks – Complete 'Missing number' sheets (sheet 1, sheet 2 and sheet 3)

- Complete study ladder tasks relating to addition and subtraction.



## Mental math: missing numbers (4 digit numbers)

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### Grade 5 Addition Worksheet

Find the missing number.

1.  $383 + \underline{\hspace{2cm}} = 1,170$

2.  $1,798 + \underline{\hspace{2cm}} = 2,661$

3.  $4,299 + \underline{\hspace{2cm}} = 4,776$

4.  $\underline{\hspace{2cm}} + 9,964 = 17,968$

5.  $525 + \underline{\hspace{2cm}} = 9,924$

6.  $3,423 + 585 = \underline{\hspace{2cm}}$

7.  $2,093 + \underline{\hspace{2cm}} = 2,599$

8.  $8,788 + 215 = \underline{\hspace{2cm}}$

9.  $4,112 + \underline{\hspace{2cm}} = 12,998$

10.  $5,884 + 3,843 = \underline{\hspace{2cm}}$

11.  $\underline{\hspace{2cm}} + 993 = 1,389$

12.  $\underline{\hspace{2cm}} + 863 = 1,650$

13.  $835 + \underline{\hspace{2cm}} = 1,737$

14.  $633 + \underline{\hspace{2cm}} = 10,147$

15.  $\underline{\hspace{2cm}} + 5,278 = 5,917$

16.  $\underline{\hspace{2cm}} + 7,158 = 15,092$

17.  $\underline{\hspace{2cm}} + 362 = 592$

18.  $\underline{\hspace{2cm}} + 651 = 2,105$

19.  $6,147 + 3,312 = \underline{\hspace{2cm}}$

20.  $\underline{\hspace{2cm}} + 217 = 3,234$



## Mental math: missing numbers (4 digit numbers)

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### Grade 5 Addition Worksheet

Find the missing number.

1.  $576 + 221 = \underline{\hspace{2cm}}$

2.  $2,492 + \underline{\hspace{2cm}} = 6,738$

3.  $977 + 3,049 = \underline{\hspace{2cm}}$

4.  $3,171 + 3,904 = \underline{\hspace{2cm}}$

5.  $\underline{\hspace{2cm}} + 9,841 = 10,624$

6.  $829 + \underline{\hspace{2cm}} = 2,319$

7.  $6,179 + 774 = \underline{\hspace{2cm}}$

8.  $7,287 + \underline{\hspace{2cm}} = 8,172$

9.  $765 + \underline{\hspace{2cm}} = 1,027$

10.  $785 + \underline{\hspace{2cm}} = 1,014$

11.  $195 + 8,920 = \underline{\hspace{2cm}}$

12.  $\underline{\hspace{2cm}} + 5,630 = 6,576$

13.  $5,656 + 1,588 = \underline{\hspace{2cm}}$

14.  $\underline{\hspace{2cm}} + 2,862 = 7,731$

15.  $3,630 + \underline{\hspace{2cm}} = 3,822$

16.  $151 + 7,225 = \underline{\hspace{2cm}}$

17.  $9,154 + \underline{\hspace{2cm}} = 10,093$

18.  $4,826 + 7,040 = \underline{\hspace{2cm}}$

19.  $5,877 + \underline{\hspace{2cm}} = 8,617$

20.  $\underline{\hspace{2cm}} + 7,356 = 9,372$



## Mental math: missing numbers (4 digit numbers)

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### Grade 5 Addition Worksheet

Find the missing number.

1.  $6,595 + 3,115 = \underline{\hspace{2cm}}$

2.  $\underline{\hspace{2cm}} + 780 = 2,281$

3.  $\underline{\hspace{2cm}} + 2,184 = 5,436$

4.  $\underline{\hspace{2cm}} + 354 = 1,267$

5.  $\underline{\hspace{2cm}} + 428 = 717$

6.  $\underline{\hspace{2cm}} + 5,868 = 6,919$

7.  $2,376 + 996 = \underline{\hspace{2cm}}$

8.  $\underline{\hspace{2cm}} + 481 = 7,220$

9.  $\underline{\hspace{2cm}} + 467 = 8,491$

10.  $436 + \underline{\hspace{2cm}} = 8,629$

11.  $3,558 + \underline{\hspace{2cm}} = 4,138$

12.  $7,905 + \underline{\hspace{2cm}} = 8,768$

13.  $\underline{\hspace{2cm}} + 7,301 = 7,727$

14.  $476 + 6,674 = \underline{\hspace{2cm}}$

15.  $3,184 + 7,492 = \underline{\hspace{2cm}}$

16.  $\underline{\hspace{2cm}} + 3,437 = 7,467$

17.  $2,986 + 5,446 = \underline{\hspace{2cm}}$

18.  $734 + \underline{\hspace{2cm}} = 945$

19.  $303 + 6,547 = \underline{\hspace{2cm}}$

20.  $2,768 + 8,660 = \underline{\hspace{2cm}}$