

Long Division with Remainders

Above each division, write the **first five multiples of the divisor** and the **divisor multiplied by 10**. Then, complete the long divisions.

24	48	72	96	120	240		
Example							
			1	5	0	r2	1
2	4	3	6	2	1		
	-	2	4	0	0	(24 × 100)	
		1	2	2	1		
	-	1	2	0	0	(24 × 50)	
				2	1		

1) 9531 ÷ 31 =							

2) 1415 ÷ 12 =							

3) 4464 ÷ 19 =							



4) $6527 \div 31 =$

5) $4895 \div 46 =$

6) $8572 \div 39 =$

7) $9758 \div 48 =$



Long Division with Remainders Answers

31	62	93	124	155	310		
1) $9531 \div 31 =$							
			3	0	7	r1	4
3	1	9	5	3	1		
	-	9	3	0	0	(31 × 100)	
			2	3	1		
		-	2	1	7	(31 × 50)	
				1	4		

12	24	36	48	60	120		
2) $1415 \div 12 =$							
			1	1	7	r1	1
1	2	1	4	1	5		
	-	1	2	0	0	(12 × 100)	
			2	1	5		
		-	1	2	0	(12 × 10)	
				9	5		
				-	8	4	(12 × 7)
					1	1	

19	38	57	76	95	190		
3) $4464 \div 19 =$							
			2	3	4	r1	8
1	9	4	4	6	4		
	-	3	8	0	0	(19 × 20)	
			6	6	4		
		-	5	7	0	(19 × 30)	
				9	4		
				-	7	6	(19 × 4)
					1	8	

31	62	93	124	155	310		
4) $6527 \div 31 =$							
			2	1	0	r1	7
3	1	6	5	2	7		
	-	6	2	0	0	(31 × 200)	
			3	2	7		
		-	3	1	0	(31 × 10)	
				1	7		



Long Division with Remainders Answers

46 92 138 184 230 460							
5) 4895 ÷ 46 =							
			1	0	6	r1	9
4	6	4	8	9	5		
	-	4	6	0	0	(46 × 100)	
			2	9	5		
		-	2	7	6	(46 × 50)	
				1	9		

39 78 117 156 195 390							
6) 1415 ÷ 12 =							
			2	1	9	r3	1
3	9	8	5	7	2		
	-	7	8	0	0	(39 × 200)	
			7	7	2		
		-	3	9	0	(39 × 10)	
			3	8	2		
		-	3	5	1	(39 × 9)	
				3	1		

7) 9758 ÷ 48 =							
			2	0	3	r1	4
4	8	9	7	5	8		
	-	9	6	0	0	(48 × 20)	
			1	5	8		
		-	1	4	4	(48 × 3)	
				1	4		



Stage 5

'Grammar Hammer'

Skill Check 6

Name: _____

Class: _____

Date: _____

1. Underline the suffix that turns the noun into a verb .			2. Underline the suffix that turns the noun into a verb .		
crystal	ize	en	horror	en	ify
3-4. Underline any silent letters in these words.					
echo	sound	school	shop		
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.					
Can you (alter / altar) my dress?			I put the rubbish down the (shoot / chute)		
7. Use a dictionary to find the meaning of this word.					
customary					
8-9. Number these words to show their alphabetical order .					
friend		frank		flinch	frame

10-11. Underline two connectives that can be used to compare and contrast				
nevertheless	luckily	including	in contrast	unexpectedly
12-13. Underline two sentence openers that might help show time and sequence in a piece of writing				
In contrast,	Before long,	Because,	Firstly,	
14-15. Underline the correct verb tenses to complete the sentences.				
I just (saw / seen) a squirrel in the tree.		Did you (saw / see) it?		
16. Underline the correct verb to agree with the subject .		17. Underline the correct verb to agree with the subject .		
There (is / are) some butter left.		But there (is / are) no eggs.		

18-19. Underline the correct verb to make these sentences correct.	
He (took / taken) the boys ice-skating.	He has (took / taken) the boys ice-skating.
20-21. Circle the adjective in this sentence and underline the expanded noun phrase .	
The small child returned the crab to the deep, cool rock pool.	
22. Underline the correct modal verb to complete the sentence.	
For my birthday, I (can / would / might) be getting a bicycle.	
23. Underline the relative clause in this sentence.	
The small boy, whose bike had been stolen, was crying loudly.	
24. Use a comma to punctuate this sentence and make the meaning clear.	
When the lightning struck the tree caught fire.	
25. Punctuate this sentence with dashes - to show parenthesis .	
I passed my test I cheated but I passed.	

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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1-2. (W5:1. Sp 6:11) The **suffixes** ate, ify, en, ize or ise, can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (pollen-pollinate) or the final letter might need to be dropped before adding the suffix (note-notify).

crystalize

en

horror

en

ify

3. (W5:2. Sp 5:16) Silent 'h' often follows 'c' and makes the hard 'k' sound (echo, chorus).

4. (W5:2. Sp 5:16) Silent 'h' often follows 'c' and makes the hard 'k' sound (school, chemist)

echo

sound

school

shop

5-6. (W5:3) **Homophones** are words that sound the same but have different meanings and different spellings.

Can you (alter / altar) my dress?I put the rubbish down the (shoot / chute).

7. (W5:4) Check the definition with that in the dictionary available.

customary

according to custom; usual

8-9. (W5:5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word.

friend

4

frank

3

flinch

1

frame

2

10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

nevertheless

luckily

including

in contrast

unexpectedly

12-13. (W5:12) Using a wider range of **sentence openers**, **propositional phrases** and **fronted adverbials** help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.

In contrast,

Before long,

Because,

Firstly,

14-15. (W5:15) A **verb tense** tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it.

I just (saw / seen) a squirrel in the tree.Did you (saw / see) it?

16-17. (W5:16) If two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb. Singular subjects (I, he) and singular nouns (committee, class) usually have singular verbs. Plural subjects usually need plural verbs.

There (is / are) some butter left.But there (is / are) no eggs.

18-19. (W5:18) Verbs in the **perfect form** show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time.

He (took / taken) the boys ice-skating.He has (took / taken) the boys ice-skating.

20-21. (W5:19) **Expanded noun phrases** add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery. Words that add nothing new or are synonymous are repetitive and redundant.

The small child returned the crab to the deep, cool, rock pool.

22. (W5:20) **Modal verbs** indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms). They go before other verbs.

For my birthday, I (can / would / might) be getting a bicycle.

23. (W5:21) A **relative clause** adds more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences.

The small boy, whose bike had been stolen, was crying loudly.

24. (W5:22) A main function of the **comma** is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.

When the lightning struck, the tree caught fire.

25. (W5:23) **Parenthesis** is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. Brackets enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis.

I passed my test – I cheated – but I passed.