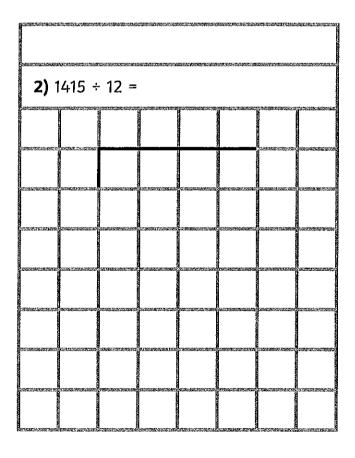
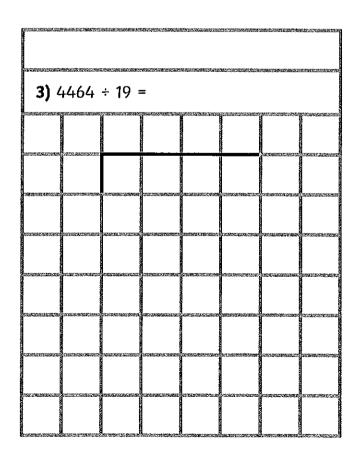
Long Division with Remainders

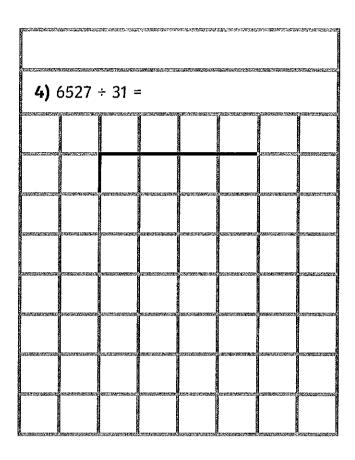
Above each division, write the first five multiples of the divisor and the divisor multiplied by 10. Then, complete the long divisions.

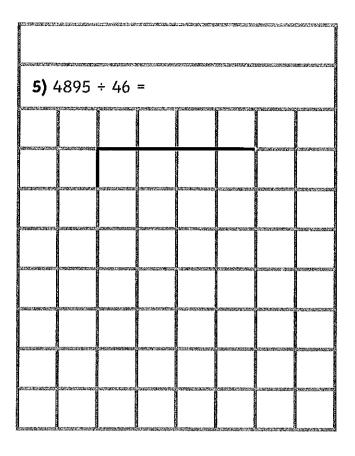
24	48	72	96	120	240		THE RESIDENCE AND ADDRESS.
Exa	mple		TO TO COMMON CONTROL AND CONTROL	A A BOOK BOOK TO A COURSE OF THE		10.1953 W 25.0 ₁ G W	24 Anna 24 (24 Anna 24
			1	5	0	r2	1
2	4	3	6	2	1		
, , , , , , , , , , , , , , , , , , ,	-	2	4	O	0	(24 ×	100)
		1	2	2	1		
		1	2	O	0	(24 ×	50)
				2	1	2000	

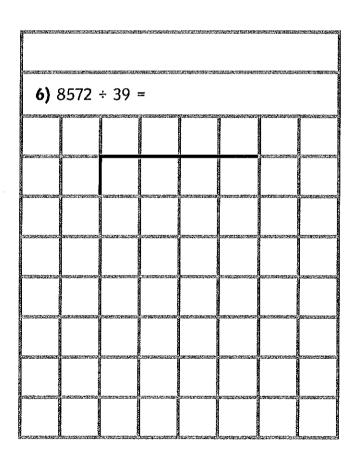
1\ 0	521 ±	31 =					
		31 Promission				THE SAME THE PARTY	
e e e e e e e e e e e e e e e e e e e				,			
KONT KANKATAN	AREACON SERVICIONES CONTRACTOR SE					0012823801280118 100	
ACCURATE SERVICES	i tjulenherpine delere by gaz	The company of the control of the co	panemer/marchy.vz	NATION AND AND AND AND AND AND AND AND AND AN	TANKS MALINIS STANON	SOUTH CONTRACTOR AND ADDRESS OF THE PERSON NAMED AND ADDRESS O	AND ADDRESS OF A STATE OF THE S
Technology, but produces of	National Section (Section 1997)	ACCESSIONAL MARKETON		SPERMENT SECURITY	AREA OF REPLECTABLE STATES	TANK TRANSPORTER	open men or man
200							
			FARTER SANDERSONAL AND SE		Torra Doros Carbay	TESTER PROPERTY AND A	D. SALDESMONDA
CONTRACTOR SERVICE	MININE SERVICES	COLUMN TO SERVICE DE LA COLUMN TO SERVICE DESTRUCTURA DE LA COLUMN TO SERVICE	STATE OF STA	41010101010101010101	organica specific characters.		ENERGISCHE ST.
2pt 3	American configurations.	CHINAL THE PROPERTY OF STREET				ER LESSON BOOKEN	

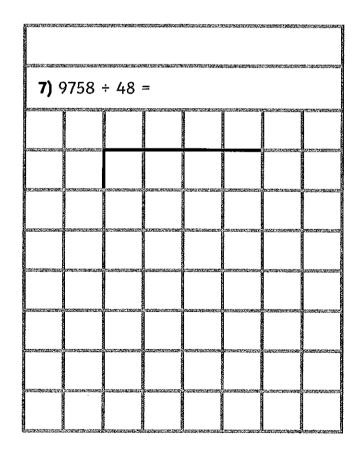












Long Division with Remainders **Answers**

31	62	93	124	155	310		and Property policy designed the designed				
1) 9531 ÷ 31 =											
4.000			3	0	7	r1	4				
3	1	9	5	3	1						
	-	9	3	0	0	(31 ×	100)				
			2	3	1		NOTES SERVICES SERVICES				
		-	2	1	7	(31 ×	50)				
				1	4						
		4	SETTINGEN SETTING								
THE REPORT OF THE PROPERTY.	ACTION AND AND PROPERTING AND ACTION		20.000 11.000 10.000	Ner der ST deservoor 1	**************************************		Scholaria Andreas, same				

12	24	36	48	60	120	Marina et Sonotol I decente et	ANT COMPANIES OF THE
2) 1	1415 ÷	12 =					
		**************************************	1	1	7	r1	1
1	2	1	4	1	5		
	_	1	2	0	0	(12 ×	100)
			2	1	5		2240173001001
	4.220	-	1	2	0	(12 ×	10)
		21435		9	5		20.78.40.48.50.00
and the control of th			_	8	4	(12 ×	7)
				1	1		

19	38	57	76	95	190		2445-250 Sp. 125-2
3) 4	4464	÷ 19 =			oronia de constitución de la const	300 C 100 C	
			2	3	4	r1	8
1	9	4	4	6	4	A CHARLES	
	_	3	8	0	0	(19 ×	20)
22.1			6	6	4		
e con established	3330000	_	5	7	0	(19 ×	30)
16.00	J. 10 12 10 10 10 10 10 10 10 10 10 10 10 10 10			9	4	STATES AND	\$1.1696.0140.2000/km
ACT TO SHARE THE SHARE THE SHARE		200000000000000000000000000000000000000		7	6	(19 ×	4)
			energy of the color	1	8		

31	62	93	124	155	310	, , , , , , , , , , , , , , , , , , , ,	STATE OF THE PARTY				
4) (4) 6527 ÷ 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)				
		A A A A A A A A A A A A A A A A A A A		1	7						
		100 Marie 1	William Account Const.				T. A. S.				
2001.55 EE CO.		A. 200 (17.00)		28.686.0200.04-2-5-1725.							

Long Division with Remainders Answers

46	92	138	184	230	460		COLOR STATE
5) 4	+895	÷ 46	=	A CONTRACTOR OF THE PARTY OF TH			3235a
			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	×2.3.14.81.25.20.	
		and to a second of the second	W. W		and the state of t		
KENEW KERMIKATURAN					######################################		Night Wild Walley

39		117	156	195	390	Piliper algebriken sammen der eine	#/\$97-1651 \$\$411
6) 1	415 ÷	- 12 =					
			2	1	9	r3	1
3	9	8	5	7	2		
	_	7	8	0	0	(39 ×	20
			7	7	2	THE SECRETARY OF THE PARTY OF T	
		-	3	9	0	(39 ×	10)
	33 110 2 2 3 4 9 5 1		3	8	2		
	Address of Property Control	-	3	5	1	(39 ×	9)
	40000000 X 1000	CHEST SUPPLIES	ANT CAMPAGNISTICS	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)				
		HOH CLAMATO CONTRACTOR		1	4		, , , , , , , , , , , , , , , , , , ,				
0.002.27											

Stage 5			'Gram	mar Hamm	er'	Skill Check 6			
Name:				Cla	ss:	D	ate:		
1. Underline the	suffix that to	urns the noun int	o a verb .	2. Underlin	ne the suffix that	turns the	e noun into a verb.		
crystal		ize	en	horr	or	en	ify		
3-4. Underline a	ny silent lette	ers in these word	<i>S</i> .						
echo)	so	und	5	school		shop		
5-6. Underline th	ie correct wo	ord to use in each	sentence. Use	a dictionary if	you need to.				
Can yo	u (alter ,	/ altar) my d	dress?	I put the	e rubbish da	wn th	e (shoot / chute		
7. Use a dictiona	ry to find the	e meaning of this	word.						
customai	y						•		
8-9. Number thes	se words to s	how their alphab	etical order.		Т				
friend		fran	k	fli	nch		frame		
10-11. Underline	huo connec	tives that can be	used to compar	a and contras					
neverthele		luckily		uding		act	unexpectedly		
12-13. Underline		•		-			, ,		
In contr		Before		_	cause,	wing	Firstly,		
14-15. Underline									
***	_	a squirrel in			Did you (saw/:	see) it?		
16. Underline the	correct verl	to agree with th	e subject.	17. Underli	ne the correct ve	rb to agr	ree with the subject.		
There (is / are)	some butte	r left.		But there (is	s / are) no eggs.		
18-19. Underline	the correct	erh to make thes	e sentences cor	vect					
		the boys ice			took / take	n l the	boys ice-skating		
20-21. Circle the									
		l child retui				l rock	nool		
22. Underline the						, , ock			
		birthday, I () be aettina	a bicv	rcle.		
23. Underline the				<i>,</i>	, ~ c g c c				
	The sm	all boy, who	se bike had	been stol	en, was cryi	ng lou	dly.		
24. Use a comma	to punctuate	e this sentence an	d make the med	ining clear.					
	W	hen the lig	htning stru	ick the tr	ree caught	fire.			
25. Punctuate this	sentence wi	th dashes - to she	ow parenthesis.						
		I passed r	ny test I d	heated b	ut I passea	- 			
Total:		Red (0 – 9)	Yellov	v (10 – 19)	(Green (20 – 25)		

'Grammar Hammer'

Skill Check 6

1-2. (W5:1. Sp 6:11) The of spelling to the root w								ange		
crystal	<u>iz</u>	<u>ze</u>	en	horr	or	en	<u>ify</u>			
3. (W5:2. Sp 5:16) Siler 'k' sound (echo, chorus		follows 'c' and mak	es the hard	4. (W5:2. Sp. sound (school		often follows	'c' and makes the ha	rd 'k'		
echo		soun			c h ool		shop			
5-6. (W5:3) Homophor	ies are wor	ds that sound the sa	me but have	different meaning	gs and different	spellings.				
		altar) my dre		I put the	rubbish d	own the	(shoot/ <u>chu</u> t	<u>te</u>).		
7. (W5:4) Check the dep	itation with	i inai in ine aictiona		cording to	custom: u	cual				
•	In hahatisal	andan vari mani nasa			•					
8-9. (W5:5) To put in au friend	4	frank	3		or even jourin n ch	1	frame	2		
10-11. (W5:11) Using a	wider ran	ge of connectives ca	n help build	cohesion within a	and across para	graphs.				
nevertheless		luckily						expectedly		
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, <u>Before long,</u>				cause,		<u>Firstly,</u>			
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 (<u>saw</u> / seen) a squirrel in the tree. Did you (saw / <u>see</u>) it?										
16-17. (W5:16) If two or verb. Singular subjects	r more sing (I, he) and .	gular nouns or prono singular nouns (com	ouns are conn mittee, class,	nect by 'and', use usually have sir	e a plural verb. agular verbs. Pl	If connected ural subjects	by 'or', use the singu usually need plural v	lar verbs,		
		ome butter le			But there (_				
18-19. (W5:18) Verbs in 'had' (past perfect), 'wi	i the perfec ll have' (fu	t form show an actio ture perfect) before	on completed a past partic	in the past at an ple of the verb. S	unspecified tin Simple past has	ie. They use ' a specific tim	have' (present perfec 1e.	t),		
He (<u>took</u> / ta	ken) th	ne boys ice-sk	ating.	He has (took / <u>tak</u>	en) the	boys ice-skati	ng.		
20-21. (W5:19) Expand way to make writing mo										
		child return					**	u.mru		
22. (W5:20) Modal verb might, should, shall, wo	s indicate i uld, will, m	likelihood (must), ab ust (and their negati	ility (can), pe ve forms). Th	ermission (may) ney go before oth	or obligation. T er verbs.	hey include t	he verbs can, could, r	nay,		
F	or my k	oirthday, I (co	an / wou	ıld / <u>might</u> ,) be gettin	g a bicyo	cle.			
23. (W5:21) A relative c										
Th	ne smal	l boy, <u>whose</u>	bike ha	d been stol	len , was c	rying lou	ıdly.			
24. (W5:22) A main fund	tion of the	comma is to avoid a	ımbiguity (co	nfusion) in sente	nces. They can	help make th	e meaning clear.			
		Vhen the ligh			-	-				
25. (W5:23) Parenthesis Brackets enclose it to sh	is a word ow that it is	or phrase inserted in s separate from the i	nto a sentenc rest of the ser	e to give extra in tence. Commas	formation, expl or dashes can	anation, clar also be used t	ification or afterthous to show parenthesis.	zht.		
		I passed my	test – I d	:heated – h	out Loasse	rd.				