

# Grade 6 Math Workbook



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## **Skills Check**







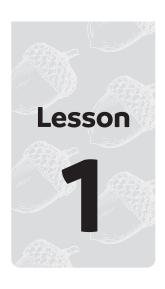
**6.** Sam went on a cross-country trip in his car. The first day he drove 217 miles, the second day he went 329 miles, the third day he traveled 314 miles, and the fourth day he drove 215 miles. How many miles did he travel in the first four days of his trip?

**7.** Jim went on a trip to Europe and took \$1,500 with him. After one week, he counted his money and found he had \$812 left. How much money had he spent the first week?









#### New Skills Practice: Multiplication and Division of Whole Numbers

**8.** 
$$6)786$$







**10.** 4)92

- **11.** 2)821
- **12.** 429 ÷ 7

**13.** 8)989







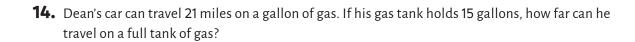


## **Test**

**8.** 
$$2)610$$



13. Alyssa earns \$25 a week babysitting. How much money can she earn in 4 weeks?



**15.** Putney Equipment Company sold \$7,106 worth of generators in October. In September their generator sales were \$5,418. How much more were their generator sales in October than in September?







**16.** Jill's father is a pilot. The airplane he flies can carry 396 passengers. If each passenger is allowed to take 60 pounds of luggage, how many total pounds can the plane carry in luggage?

#### **Learning Checklist**

You will find a checklist at the end of each test that will help you keep track of the skills you are working on: what you need help with, what you can do on your own, and what feels easy. Take a few moments to fill it out after you have finished your test for each lesson. You or your parent can also add notes about what you are working on or have questions about.

Please remember that these skills continue to develop over time so don't worry if you can't do all of them yet. The main goal is to be aware of which skills you need to focus on.

| SKILLS  | Developing | Consistent | Competent | Notes |
|---|------------|------------|-----------|-------|
| Demonstrate basic skills using the four processes (addition, subtraction, multiplication, and division) |            |            |           |       |
| Multiply multi-digit whole numbers  |            |            |           |       |
| Multiply by multiples of 10, 100, and 1,000   |            |            |           |       |
| Perform long division with a single-<br>digit divisor   |            |            |           |       |
| Express a remainder in division as a fraction   |            |            |           |       |
| Translate word problems into numeric equations using the four processes                                 |            |            |           |       |
| Use unit labels and complete sentences when writing solutions to word problems                          |            |            |           |       |
| Check work using inverse operations   |            |            |           |       |









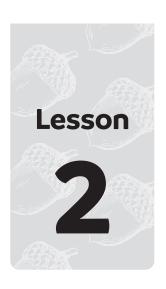
## **Skills Check**











#### New Skills Practice: Two-Digit Divisors, and Estimating with Large Divisors

**1.** 
$$20)782$$

**2.** 
$$30)635$$

**6.** 
$$63)8,325$$







**10.** 
$$36)6,084$$

**12.** 
$$27)9,018$$









## **Test**

**3.** 
$$15)385$$



**10.** 
$$18)\overline{)396}$$

**12.** Joan's father is 42 years old today. How many *days* old is he? (Note: don't add any days for leap years; just count each year as 365 days.)





#### **Learning Checklist**

Fill out this checklist to keep track of the skills you are working on. You can also add notes to help your parent or teacher understand how to help you (or your parent might want to add notes in this space).

Please remember that these skills continue to develop over time so don't worry if you can't do all of them yet. The main goal is to be aware of which skills you need to focus on.

| SKILLS  | Developing | Consistent | Competent | Notes |
|---|------------|------------|-----------|-------|
| Perform long division with multidigit divisors                      |            |            |           |       |
| Use estimating when solving long division with multi-digit divisors |            |            |           |       |





## **Skills Check**

Reduce all fractions in answers to lowest terms.

2. 
$$3\frac{5}{8} + 2\frac{1}{8}$$

3. 
$$\frac{7}{8} - \frac{3}{8}$$





$$4. 9\frac{9}{10} \\ -5\frac{4}{10}$$

**6.** 
$$50)6,100$$



8. 
$$\frac{9}{15}$$
 +  $\frac{3}{15}$ 

9. 
$$\frac{3}{12} + \frac{5}{12}$$

**10.** 
$$12)2,187$$

11. 
$$\frac{11}{16}$$
  $\frac{-\frac{5}{16}}{}$ 









#### New Skills Practice: Lowest Common Denominator (LCD) in Mixed Number Addition and Subtraction

Reduce answers to lowest terms.

1. 
$$\frac{1}{2} + \frac{1}{4}$$

2. 
$$\frac{3}{4} + \frac{1}{8}$$

3. 
$$\frac{3}{4}$$
  $-\frac{1}{3}$ 





4. 
$$\frac{3}{8}$$
 +  $\frac{4}{16}$ 

**5.** 
$$\frac{3}{4} + \frac{1}{6}$$

6. 
$$\frac{1}{4}$$
  $-\frac{1}{10}$ 



Find the lowest common denominator and solve.

7. 
$$\frac{3}{8}$$
  $-\frac{1}{12}$ 

8. 
$$\frac{5}{6}$$
  $-\frac{2}{9}$ 

9. 
$$13\frac{1}{2}$$
 +  $7\frac{3}{6}$ 

**10.** 
$$16\frac{8}{12} - 5\frac{2}{8}$$

**11.** 
$$6\frac{5}{12} + 5\frac{7}{8}$$

**12.** 
$$13\frac{5}{6} - 9\frac{1}{4}$$





**13.** 
$$17\frac{1}{2} - 9\frac{4}{5}$$

14. 
$$8\frac{1}{9}$$
  $-3\frac{2}{3}$ 

**15.** 
$$25\frac{1}{6} - 16\frac{3}{4}$$





## **Test**

Reduce all fractions in answers to lowest terms.

1. 
$$9\frac{3}{4}$$
 $-5\frac{2}{3}$ 

**2.** 
$$7\frac{1}{6} + 8\frac{3}{4}$$

3. 
$$9\frac{1}{2}$$

$$-4\frac{1}{6}$$

**4.** 
$$7 - \frac{2}{3}$$

**5.** 12 
$$+ 6\frac{6}{9}$$

**6.** 
$$4)8,158$$

7. 
$$39$$

$$- 7\frac{7}{8}$$

9. 
$$11\frac{5}{6}$$
 +  $3\frac{1}{2}$ 



Reduce all fractions in answers to lowest terms.

**10.** 
$$27\frac{1}{6} - 13\frac{1}{4}$$

11. 
$$14\frac{5}{7}$$
 $- 5\frac{2}{7}$ 

12. 
$$7\frac{1}{6}$$
 +  $3\frac{3}{6}$ 

13. 
$$42\frac{1}{5}$$
 $+17\frac{2}{3}$ 

**14.** 
$$6\frac{3}{8} + 12\frac{1}{8}$$



- (
- **15.** Sharla is making two loaves of banana bread. She needs 8 cups of flour, but she only has  $5\frac{1}{4}$  cups. How much more flour does she need?
- **16.** Jackson made a cherry pie and cut it into 8 pieces. He ate 2 pieces and his sister ate 3 pieces. What fraction of the pie did they eat together?



#### **Learning Checklist**

| SKILLS   | Developing | Consistent | Competent | Notes |
|--|------------|------------|-----------|-------|
| Identify common denominator for two fractions    |            |            |           |       |
| Identify lowest common denominator               |            |            |           |       |
| Subtract mixed numbers using LCDs and regrouping |            |            |           |       |









## **Skills Check**

Reduce all fractions in answers to lowest terms.

1. 
$$\frac{1}{3} + \frac{3}{4}$$

**2.** 
$$18\frac{3}{8} + 12\frac{1}{8}$$

**3.** 
$$10-\frac{4}{6}$$

**5.** 
$$\frac{2}{3} + \frac{5}{9}$$

**6.** 5 + 
$$\frac{8}{12}$$

7. 
$$21\frac{11}{12}$$
 $-6\frac{7}{12}$ 

9. 
$$\frac{2}{4}$$
  $-\frac{1}{6}$ 





## New Skills Practice: Multiplying Using Simple Fractions and Mixed Numbers, Fractions in Word Problems

Multiply and reduce to lowest terms.

**1.** 
$$\frac{3}{4} \times \frac{1}{2}$$

**2.** 
$$\frac{1}{6} \times \frac{1}{3}$$

**3.** 
$$\frac{2}{3} \times \frac{4}{5}$$

**4.** 
$$\frac{5}{6} \times \frac{1}{4}$$

**5.** 
$$\frac{3}{5} \times \frac{3}{4}$$

**6.** 
$$\frac{7}{10} \times \frac{1}{2}$$

**7.** 
$$5 \times \frac{1}{2}$$

**8.** 
$$\frac{2}{3}$$
 of 8

**9.** 
$$10 \times \frac{3}{4}$$







**10.** 
$$1\frac{1}{2} \times \frac{1}{4}$$

**11.** 
$$\frac{3}{10} \times 2\frac{1}{2}$$

**12.** 
$$4\frac{2}{5} \times \frac{2}{6}$$

**13.** 
$$1\frac{3}{5} \times \frac{1}{3}$$

**14.** 
$$\frac{5}{8} \times 2\frac{1}{3}$$

**15.** 
$$\frac{1}{6} \times 3\frac{2}{3}$$





**16.** 
$$2\frac{1}{3} \times 2\frac{3}{5}$$

**17.** 
$$2\frac{2}{5} \times 1\frac{1}{3}$$

**18.** 
$$2\frac{2}{9} \times 4\frac{1}{2}$$





### **Test**

Reduce all fractions to lowest terms.

1. 12 
$$+ 3\frac{3}{6}$$

3. 
$$\frac{1}{3}$$
 of 28

4. 
$$9\frac{2}{9}$$
 $-3\frac{1}{3}$ 

**5.** 
$$1\frac{3}{4} \times 2\frac{2}{3}$$

**6.** 
$$16 - \frac{2}{4}$$

**7.** 
$$\frac{1}{2} \times 1\frac{5}{8}$$

**8.** 
$$18\frac{3}{4} + 9\frac{5}{6}$$



**10.** 
$$2\frac{5}{6} \times 3\frac{1}{4}$$

**11.** 
$$24 \times \frac{3}{4}$$

12. 19 
$$-11\frac{2}{8}$$

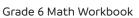
13. 
$$9\frac{3}{5}$$
 $-5\frac{1}{2}$ 

**14.** 
$$\frac{2}{3} \times \frac{5}{6}$$

**15.** 
$$1\frac{3}{4} \times \frac{1}{3}$$



**16.** 
$$19\frac{5}{6}$$
  $+ 5\frac{1}{3}$ 





17. Joe's family had a big party for his 21st birthday. There were 33 people at the party, and  $\frac{2}{3}$  of them were his friends from college. How many college friends were at Joe's party?

**18.** Todd is driving at 60 miles per hour. If he continues driving at that rate, how many miles will he travel in  $\frac{3}{4}$  of an hour?

**19.** Jamie and Earl earned \$188 mowing lawns together. If they split their earnings evenly, how much will each one receive?

**20.** Mrs. Johnson made an apple pie and divided it into 8 equal pieces. Mrs. Johnson ate 1 piece, Roger ate 2 pieces, and Shana ate 1 piece. What fraction of the pie did they all eat?







#### **Learning Checklist**

| SKILLS  | Developing | Consistent | Competent | Notes |
|---|------------|------------|-----------|-------|
| Multiply simple fractions   |            |            |           |       |
| Multiply fractions and whole numbers  |            |            |           |       |
| Translate multiplication word problems involving fractions into numeric equations |            |            |           |       |
| Multiply using mixed numbers  |            |            |           |       |



