

# Home learning pack - Year 5

20/5/20

Hello year 5!

Another two weeks have come and gone and it's time for another exciting learning pack! We hope you have enjoyed starting your Ancient Egyptian project and now we want you to add to it. Try and keep everything you have done so we can see it all when we return to school. Do as much or as little as you can and also enjoy spending time with your family. Noah has been playing battleships against Mrs Kicks this week!

Keep using Bug Club, TTRockstars and Spelling Shed!

Remember it is important to stay in a routine, make sure you are not going to bed late! Try and eat together as a family and SWITCH OFF screens an hour before bedtime.

Don't forget we need you to share your learning! Send it to us at: [homelearning@greenlane.ngfl.ac.uk](mailto:homelearning@greenlane.ngfl.ac.uk)

Big thanks to **Sanvi** who has sent us some incredible example of her learning! BRAVO.

As usual: Stay home, stay safe and we cannot wait to see you all when this is over.

Kind regards

Mrs Lee, Mr Kicks, Mr West, Mrs Kicks, Mrs Soren, Mrs Nessa, Mr Ijaz, and Ms Grove.





# Ancient Egyptians

## Home Learning Project

Your continuing mission over the next few weeks is to learn all about the Ancient Egyptians and their way of life.

This pack is full of more information about Egypt - the pyramids, mummification, what life was like etc.


You need to create a project all about Ancient Egypt. Make a front cover and then fill your project with information. If you look at the contents page in your pack you might want to do a page about each chapter. You might even want to do your own research and find extra information. Think carefully about your presentation and try not to just copy full paragraphs from the text. You can cut out the pictures from the pack and use them in your own project.

There is also a table with lots of different ideas in that you could include. Ask your family to help you. This is a really fun opportunity to show off what you can do.

When we get back to school we will share our projects and celebrate the excellent work that you have done.

Stay safe and keep smiling.



<p><b>Ancient Egyptians project</b></p> <p><b>Other ideas to add to your project</b></p>	<p><b>Reading:</b> As you go through the booklet find words that are unfamiliar to you. Create a glossary that explains what all those words mean.</p> <p>How can you find out their meaning?</p> <ul style="list-style-type: none"> <li>* Use a dictionary</li> <li>* Check online</li> <li>* Ask someone else in your house</li> <li>* Phone a friend and see if they know :)</li> </ul>	<p><b>Mental well being:</b> The Ancient Egyptians used to practise meditation, this just means they sat still once a day for 2 minutes and focussed on breathing! It is really good for you. Why don't you try once a day.</p> <ol style="list-style-type: none"> <li>1) Find somewhere quiet.</li> <li>2) Sit with your legs crossed.</li> <li>3) Breathe in though your nose and out through your mouth.</li> </ol> <p>Just two minutes!</p>	<p><b>Art:</b> The Ancient Egyptians used to cover thier walls with images of thier gods.</p>  <p>Can you create your own example?</p>
<p><b>Talk activity:</b> Sit down with your family and do a brainstorm showing everything you would like to do when things get back to normal</p> <p>Anything goes, they could be hopes and dreams to!</p> <p>I am going to visit the moon! Noah is desperate to go swimming. Annie wants to have a party with her friends. Mrs Kicks wants to visit a shop!</p>	<p><b>Drama:</b> Before you do your diary entry create a play about a day in Ancient Egypt.</p> <p>Pretend to be the Pharaoh - order your family about!</p> <p>Or</p> <p>Pretend to be a slave - Carry heavy bricks to the Pyramid, feed the Pharaoh grapes and fan him to keep him cool.</p>	<p><b>Writing:</b> Imagine you are living in Ancient Egypt. Could you write an dairy entry for an imaginary day?</p> <p>Perhaps you could be:</p> <p>The Pharaoh - in charge of all Egypt!</p> <p>Or</p> <p>A slave - getting whipped while building the great Pyramids!</p>	<p><b>Physical wellbeing:</b> The Ancient Egyptians used to love keeping fit and strong. This week Noah and Annie have been doing obstacle courses! <u>All you need is a pavement and some chalk.</u></p>  <p>Create your own and have a go!</p>

# INFORMATION BOOKLET

## Contents

- The River Nile
  - Daily Life
- Ancient Egyptian Gods
  - Animals

## The River Nile

The River Nile is about 6,670 km (4,160 miles) in length and is the longest river in Africa and in the world. Although it is generally associated with Egypt, only 22% of the Nile's course runs through Egypt. The ancient Egyptians lived and farmed along the Nile, using the soil to produce food for themselves and their animals.

### Quick facts about the River Nile

Continent	Africa
Countries it flows through	Uganda, Ethiopia, Sudan, Burundi, Egypt
Length	Approx 6,695 kilometers (4,160 miles)
Source	Burundi, central Africa
Mouth	Egypt into the Mediterranean Sea

### Why did the Ancient Egyptians live near the River Nile?

Most Egyptians lived near the Nile as it provided water, food, transportation and excellent soil for growing food. Ancient Egypt could not have existed without the river Nile. Since rainfall is almost non-existent in Egypt, the floods provided the only source of moisture to sustain crops.

Every year, heavy summer rain in the Ethiopian highlands, sent a torrent of water that overflowed the banks of the Nile. When the floods went down it left thick rich mud (black silt) which was excellent soil to plant seeds in after it had been ploughed.

The ancient Egyptians could grow crops only in the mud left behind when the Nile flooded. So they all had fields all along the River Nile.

### What else did the Nile provide for the Ancient Egyptians?

Reeds, called papyrus, grew alongside the Nile. The Egyptians made paper and boats from the reeds. The Nile also gave the ancient Egyptians food. They used spears and nets to catch fish. They would also use the nets to catch birds that flew close to the surface of the water. Another way the Nile helped the ancient Egyptians was in trade. The Nile was the quickest and easiest way to travel from place to place.



## Who was the Nile God?

Hapi was the Nile god. Honouring a god was very important, so when a flood came the Egyptians would thank Hapi for bringing fertility to the land.

## *Egyptian Daily Life*

Egypt is a dry, hot desert country and ancient life depended on the waters of the River Nile.

### **The Nile was used for:**

- Water to irrigate the fields;
- The main means of travelling and of transporting goods, all by boat;
- An important source of protein food when people caught fish;
- The main building material was mud brick



## Houses

People lived beside the Nile and Egyptian houses were almost all built from bricks of Nile mud. (The palaces of the Pharaohs were built from stone.)

The mud was carried in baskets from the Nile and poured into moulds.

- The houses were designed to be cool inside and they had a flat roof so that in very hot weather people could sleep on the roofs in the cool of the night.

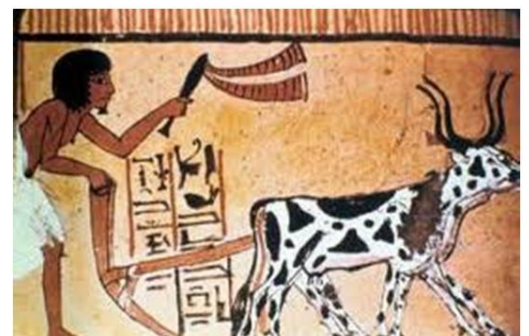


## The Farmers

The vast majority of people in Egypt were farmers who farmed the fields on the bank of the Nile. Men, women and children from a young age all worked in these tiny fields.

Daily tasks included:

- Ploughing the land with a wooden plough pulled by oxen
- Sowing the fields with seed and watering the ground with water from the Nile
- Harvesting the grain using a sickle.



## Egyptian Servants

**From the paintings we know that the servants:**

- Looked after the charcoal fires;
- Ground wheat to make bread;
- Cooked meat over fires;
- Carried baskets full of vegetables.

## Games and Entertainment

Children played with toys such as spinning tops and wooden models of animals which they could pull along on strings.

They played with balls made of clay and they played at leapfrog.

Girls played dancing games, holding hands in a ring, and little boys played at being soldiers.

Adults played a number of board games.

The Egyptians also enjoyed story-telling, parties and music.

There were a number of great public festivals, such as the celebration of the resurrection of Osiris where thousands of people danced to the music of harps and flutes.

**Egyptian Music and Dancing**

## Food

The crops and vegetables meant that even the poorer Egyptians usually ate a balanced diet.

- The staple food was bread from the grain.
- They grew onions and leeks and salad vegetables
- They grew beans and dried them so that they could be cooked and eaten throughout the year
- They grew fruit such as figs and pomegranates.
- They caught fish from the Nile.
- They kept cattle.
- They made beer from barley and richer people drank wine made from grapes.





## Trades

Although most people were farmers, there were many other trades, carpenters, metal-workers, bakers, goldsmiths, boat builders.

Trade was carried out by way of exchanging goods.

For example, a farmer might exchange a basket of onions for a bag of charcoal, or a cow for a small boat.

Everything in Egypt depended on the Nile and everything was transported on boats and ships on the river.

In order to fish and to transport goods from one place to another people had small boats made of papyrus stalks bound together.

Bigger boats and larger ships were made of wood, which was mostly imported from Lebanon.

## What did the people of Ancient Egypt wear?

Egypt is a hot country and so people wore lightweight clothes which kept them cool. We can see what they wore from the many paintings and sculptures they left behind.

Ancient Egyptian clothes covered most of their skin and were made from plant fibres such as linen.

What is Linen?

Linen is made from the fibres of the flax plant which the Egyptians grew.



### **What did the children of Ancient Egypt dress Like?**

Most young children went around completely naked. When they were six years old they began to wear clothes that would protect them from the intense dry heat.

### **What did Egyptian men wear?**

Men of the working classes wore a loincloth or short kilt and sometimes a type of shirt.

### **What did Egyptian women wear?**

Women wore straight dresses with one or two shoulder straps.

### **Why did the Ancient Egyptians wear make-up and jewellery?**

The Egyptians wore make-up and jewel to honour the gods. Both men and women wore blue and green eyeshadow and black eyeliner.

One item of jewellery, the amulet, was believed to protect the owners and give them strength.

## Ancient Egyptian Gods

Some religions only worship one god, whereas the ancient Egyptians worshipped many.

Some of them looked very much like humans; however others were part human and part animal, where some of them looked like crocodiles, jackals, cats, rams and even falcons.

The bodies of these ancient gods were always human but their heads looked like birds and animals.

The ancient Egyptians worshipped so many gods and goddesses that it would certainly be hard to count all of them!

### Ra the God of the Sun.

Ra was the most important God. He was the lord of all the gods. He was usually shown in human form with a falcon head, crowned with the sun disc encircled by the a sacred cobra.

Ra sailed across the heavens in a boat called the 'Barque of Millions of Years'. At the end of each day Ra was thought to die and sailed on his night voyage through the Underworld, leaving the Moon to light the world above. Find out more



Name of God		
Amun	King of the Gods When Amun was combined with the sun god Ra he was even more powerful. He was then called Amun-Ra.	Head of a ram
Anubis	God of Mummification (embalming and the dead). His role was as the "guardian to necropolis" Priests often wore a mask of Anubis during mummification ceremonies.	Head of a jackal
Bast (Bastet)	Goddess of Protection and of household entertainment Thought to be the daughter of the sun god Ra	Head of a cat
Geb	Earth God The ancient Egyptians believed that earthquakes were Geb's laughter.	Head of a goose
Hathor	Goddess of love and joy and also of music and dance .	Head of a cow
Sekmet	Goddess of war and battle	Head of a lioness
Horus	God of the sky The Egyptians believed that the pharaoh was the 'living Horus'.	Head of a falcon
Heket	Goddess of childbirth	Head of frog
Tefnut	Goddess of of the rain	Head of lioness
Thoth	God of wisdom (writing and knowledge)	Head of an ibis bird
Sobek	God of Nile and swidt action	Head of a crocodile

## **Ancient Egyptian Animals**

### **Did you know that ancient Egyptians mummified animals as well as humans?**

Animals were reared mainly for food, whilst others were kept as pets.

Animals of all kinds were important to the Ancient Egyptians. The Egyptians understood the animals' characteristics and admired them, especially those that were dangerous or had powers human beings lacked. They believed animals were symbols, for example, the beetle - the Egyptians noticed how it buries itself and therefore used it as a symbol of survival.

Particular powers of each Egyptian god were symbolised by animals with similar characteristics.

### **Scarab Beetle**



The most famous Ancient Egyptian insect is the Scarab Beetle. The Egyptian name for the scarab was Kheper.

The scarab beetle was the most important \*amulet worn by ancient Egyptians. It was symbolically as sacred to the Egyptians as the cross is to Christians.

\*An amulet was worn to protect the wearer against evil and was worn on a chain, cord, or strap.

The Egyptians believed that Scarabs were associated with the Egyptian god, Khepri. It was Khepri that pushed the sun across the sky, just like a Scarab beetle would roll a ball of dung. The scarab beetle became an ancient Egyptian symbol for rebirth, the ability to be reborn. Each day the sun disappeared, always to rise again and be reborn the following day.

The scarab beetle was also a symbol of rebirth after death. When the Egyptians mummified a body they would remove the heart and put a stone carved like the beetle in its place.

### **Jackals**

The Ancient Egyptians realised that these dogs are able to find the good part of old meat and eat that part and not die. They also ravaged the desert graves in ancient times. The jackal was used as a symbol in the judgement death scene - where a heart is weighed by Anubis (the god with a jackal head) to tell the good and bad heart.

## Cats



Cats were very important animals in Ancient Egypt, they were both pets and symbols of cat gods such as Bast.

The domesticated cat was a symbol of grace and poise because of the way it hunts its prey.

## **Crocodiles**

The Egyptians both respected and feared the power of the crocodile as they were a real danger to them. The Nile, which was full of crocodiles, was important to the livelihood of the Egyptians. It therefore made good sense to have a god which could appease these ferocious beasts.

Crocodiles were represented by the god called Sobek. Possessing the strength and nature of a crocodile, which Egyptians would both fear and respect, he was a symbol of the Pharaoh's power.

## **What animals did the Egyptian farmers have?**

Animals were very important to Egyptian farmers. Animals helped them with jobs like trampling in the seeds, pulling the plough, eating unwanted grain or wheat and providing the Egyptians with food and drink. They kept animals such as cattle, goats, pigs, ducks, cows, and geese.

## Ordering Whole Numbers



### Step 1

Place all your numbers in a column, with all the digits aligned correctly and then check whether you're placing them in ascending or descending order.

3	4	3	6
3	3	6	4
3	4	6	

### Step 2

Compare the digits starting from the left, if they're the same value look at the next column until you find a difference.

3	4	3	6
3	3	6	4
3	4	6	

400 is larger than 300 so  
3436 is larger than 3364.

**Ascending Order**  
346, 3364, 3436

**Descending Order**  
3436, 3364, 346

Both digits are the same so we look at the hundreds.

Put the following numbers in ascending order

25,364	36,645	38,895	26,645
125,407	125,704	125,470	124,740
79,875	79,785	79,857	79,758

Put the following numbers in descending order

405,436	405,634	406,534	440,354
56,890	57,908	59,809	58,098
879,123	879,312	879,213	879,321

## Comparing Whole Numbers

smaller than <    
 larger than >    
 equal to =

Use >, < or = to compare these numbers.

### Step 1

Place your numbers in a column, with all the digits aligned correctly.

3	4	3	6
3	3	6	4

### Step 2

Compare the digits starting from the left, if they're the same value look at the next column until you find a difference.

3	4	3	6
3	3	6	4

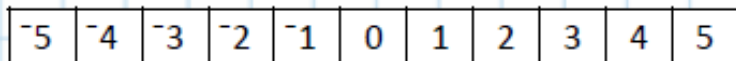
400 is larger than 300 so  
3436 is larger than 3364.

**Step 3**  
Choose the correct symbol for the numbers.

3436 > 3364  
"3436 is larger than 3364."

4564		4654
216,346		265,489
104,256		102,654
35,647		35,647
591,654		59,654
20,459		10,459
364,563		364,562
2,078,264		2,087,264
498,697		489,697
1,067,829		1,076,829

# Negative Numbers

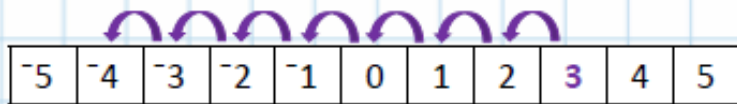


## Step 1

Negative numbers are numbers smaller than zero. Draw yourself a number line like the above if you need to, to help you.

## Step 2

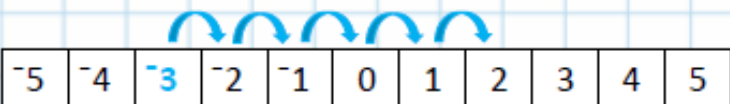
Use your number line just like a normal one for answering questions. For  $3 - 7$ , start at 3 and count back 7 spaces.



So  $3 - 7 = -4$

## Step 3

For  $-3 + 5$ , you would start at -3 and count forwards 5 spaces.



So  $-3 + 5 = 2$

Calculation	Answer
$8 - 10 =$	
$-8 + 4 =$	
$5 - 13 =$	
$-1 + 16 =$	
$32 - 48 =$	
$-28 + 14 =$	
$-3 - 13 =$	
$-5 + 34 =$	
$15 - 37 =$	
$-42 + 16 =$	
$-4 - 25 =$	
$-46 + 87 =$	
$37 - 58 =$	
$-329 + 150 =$	

# Rounding Whole Numbers

## Step 1

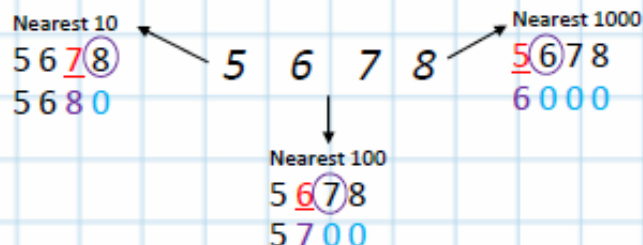
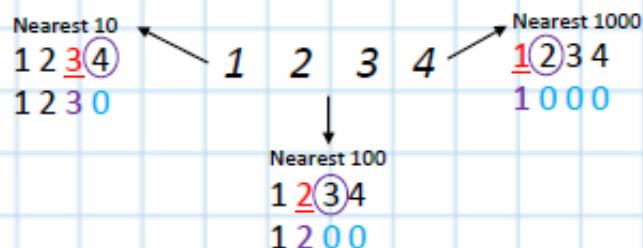
Find out what you're rounding to and underline the digit in that column.

## Step 2

Circle the number to the right of the underlined digit. If it's 5 or more, add one more to the underlined digit. If it's 4 or less, leave it as it is.

## Step 3

Replace the circled number to a zero, and change any other number to the right of it to a zero as well.



	Nearest 10	Nearest 100	Nearest 1000
327			
192			
853			
769			
407			
250			
1436			
1825			
2413			
3179			
6952			
4577			
9552			
15,295			



## Roman Numerals

1	5	10	50	100	500	1000
I	V	X	L	C	D	M

### Step 1

Roman Numerals have no place value, so you need to create each digit of the number separately by partitioning.

So:

$$\begin{aligned}
 1 &= I \\
 2 &= II \\
 4 &= IIII \\
 9 &= VIIII \\
 1000 &= M \\
 200 &= CC \\
 40 &= XL \\
 9 &= IX
 \end{aligned}$$

### Step 2

There are some 'rules'. You cannot have more than 3 of the same numerals in a row. So for the number 4 and the number 9, you would need to do a "subtraction."

### Step 3

Another 'rule' is that if a smaller numeral is in front of a larger numeral, we take this away. If the smaller numeral is after, we add.

$$1 \ 2 \ 4 \ 9 = MCCXLIX$$

Roman Numeral	Number
DCCXV	
MMXLV	
MXXII	
DXCVII	
DCLXI	
LXXXIX	
XXVI	
MMMDCX	
XLV	
CCLXVIII	
CDLX	
MCDV	
LXI	
MDXXVI	

## Adding Whole Numbers

### Step 1

Set out your addition in formal column method, aligning the digits in the correct place value columns.

$$\begin{array}{r}
 3436 \\
 + 893 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 53418 \\
 + 34174 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 2563 \\
 + 6841 \\
 \hline
 \end{array}$$

### Step 2

Starting from the right, add each column in turn. Carry digits to the next column if the total adds up to more than 9.

$$\begin{array}{r}
 3436 \\
 + 893 \\
 \hline
 4329
 \end{array}$$

$$\begin{array}{r}
 27563 \\
 + 2180 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 8912 \\
 + 3658 \\
 \hline
 \end{array}$$

### Step 3

Make sure any number you've carried over, you've included in your next addition.

$$\begin{array}{r}
 654237 \\
 + 138256 \\
 \hline
 \end{array}$$

1 → 1

## Arithmetic practice test 4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1	$4531 + 100$			10	$613 \times 4$		
2	$583 - 453$			11	$2841 \div 3$		
3	$\underline{\quad} + 41 = 74$			12	$0.06 - 0.06$		
4	$44 - \underline{\quad} = 27$			13	$\frac{10}{11} - \frac{3}{11}$		
5	$50 \times 300$			14	$106 \times 98$		
6	$\frac{1}{5} + \frac{1}{5}$			15	$146 \times 29$		
7	$89 \div 100$			16	$\frac{4}{10} \cdot \frac{1}{3}$		
8	$4^2$			17	$5.7 \times 5.6$		
9	$0.7 + 0.7$			18	$323672 - 121882$		

19	$26146 + 95435$			28	$2056 \times 33$		
20	$15 - 0.008$			29	$52.71 \times 100$		
21	$1754 \times 24$			30	$\frac{1}{10}$ of 50		
22	$\frac{4}{10} \times 9$			31	$415 + 10$		
23	$1815 \times 9$			32	$584,392 - 100$		
24	$747 \div 9$			33	$\frac{3}{5} + \frac{2}{3}$		
25	$2 \times 5\frac{3}{8}$			34	$\frac{3}{5}$ of $\underline{\quad}$ is 45		
26	710 mm in cm			35	$\underline{\quad} \div 28 = 25$		
27	50% of 248			36	$35 = 5 \times \underline{\quad}$		

Things to work on for next time:

## Arithmetic practice test 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1	$491 + 10$			10	$173 \times 3$		
2	$1048 - 10$			11	$1382 \div 2$		
3	$20 + \underline{\quad} = 97$			12	$0.08 - 0.01$		
4	$\underline{\quad} - 33 = 34$			13	$\frac{8}{12} \cdot \frac{7}{12}$		
5	$90 \times 90$			14	$727 \times 38$		
6	$\frac{2}{11} + \frac{4}{11}$			15	$790 \times 38$		
7	$567 \div 1000$			16	$\frac{2}{3} \cdot \frac{5}{10}$		
8	$3^2$			17	$0.3 \times 7.7$		
9	$0.9 + 0.3$			18	987976-260359		

19	$4142524 + 4369692$			28	$1023 \times 27$		
20	$4 - 0.004$			29	$99.18 \times 10$		
21	$1993 \times 36$			30	$\frac{1}{5}$ of 40		
22	$\frac{1}{10} \times 3$			31	$81 + 10$		
23	$1320 \times 2$			32	$657,482 - 1,000$		
24	$130 \div 5$			33	$\frac{1}{2} + \frac{1}{4}$		
25	$5 \times 6\frac{1}{3}$			34	$\frac{1}{10}$ of $\underline{\quad}$ is 8		
26	54.54 mm in cm			35	$\underline{\quad} \div 28 = 22$		
27	10% of 24			36	$\underline{\quad} \times 7 = 49$		

Things to work on for next time:

1 Draw a line to match the **prefix** to the correct word.

Prefix	Word
dis	play
re	approve
over	behave
mis	charge

2 Draw a line to match the **prefix** to the correct word.

Prefix	Word
de	appear
over	direct
re	take
dis	value

3 Draw a line to match the **prefix** to the correct word.

Prefix	Word
mis	crease
dis	analyse
over	cover
de	judged

4 Draw a line to match the **prefix** to the correct word.

Prefix	Word
ir	tract
de	septic
over	lap
anti	rational

5 Draw a line to match the **prefix** to the correct word.

Prefix	Word
mis	legal
il	mature
im	use
re	laid

6 Draw a line to match the **prefix** to the correct word.

Prefix	Word
over	active
in	appear
de	activate
dis	crowd

1 Underline the **relative clause** in each sentence.

The man, who was reading a book, suddenly looked at me.

2 Underline the **relative clause** in each sentence.

The pillow, that was filled with feathers, was very uncomfortable.

3 Underline the **relative clause** in each sentence.

The dress, which was sleeveless, was half price!

4 Underline the **relative clause** in each sentence.

The singer, who was part of a group, decided to set off on her own.

5 Underline the **relative clause** in each sentence.

The boy, whose trousers were far too big, kept following me home.

6 Underline the **relative clause** in each sentence.

The magazine, that was on the table next to me, looked very grubby.

# Answers!

Put the following numbers in ascending order

25,364	36,645	38,895	26,645
<b>25,364</b>	<b>26,645</b>	<b>36,645</b>	<b>38,895</b>
125,407	125,704	125,470	124,740
<b>124,740</b>	<b>125,407</b>	<b>125,470</b>	<b>125,704</b>
79,875	79,785	79,857	79,758
<b>79,758</b>	<b>79,785</b>	<b>79,857</b>	<b>79,875</b>

Put the following numbers in descending order

405,436	405,634	406,534	440,354
<b>440,354</b>	<b>406,534</b>	<b>405,634</b>	<b>405,436</b>
56,890	57,908	59,809	58,098
<b>59,809</b>	<b>58,098</b>	<b>57,908</b>	<b>56,890</b>
879,123	879,312	879,213	879,321
<b>879,321</b>	<b>879,312</b>	<b>879,213</b>	<b>879,123</b>

Use  $>$ ,  $<$  or  $=$  to compare these numbers.

4564	$<$	4654
216,346	$<$	265,489
104,256	$<$	102,654
35,647	$=$	35,647
591,654	$>$	59,654
20,459	$>$	10,459
364,563	$>$	364,562
2,078,264	$<$	2,087,264
498,697	$>$	489,697
1,067,829	$<$	1,076,829

Calculation	Answer
$8 - 10 =$	$-2$
$-8 + 4 =$	$-4$
$5 - 13 =$	$-8$
$-1 + 16 =$	$15$
$32 - 48 =$	$-16$
$-28 + 14 =$	$-14$
$-3 - 13 =$	$-16$
$-5 + 34 =$	$29$
$15 - 37 =$	$-22$
$-42 + 16 =$	$-26$
$-4 - 25 =$	$-29$
$-46 + 87 =$	$41$
$37 - 58 =$	$-21$
$-329 + 150 =$	$-179$

	Nearest 10	Nearest 100	Nearest 1000
327	<b>330</b>	<b>300</b>	<b>0</b>
192	<b>190</b>	<b>200</b>	<b>0</b>
853	<b>850</b>	<b>900</b>	<b>1000</b>
769	<b>770</b>	<b>800</b>	<b>1000</b>
407	<b>410</b>	<b>400</b>	<b>0</b>
250	<b>250</b>	<b>300</b>	<b>0</b>
1436	<b>1440</b>	<b>1400</b>	<b>1000</b>
1825	<b>1830</b>	<b>1800</b>	<b>2000</b>
2413	<b>2410</b>	<b>2400</b>	<b>2000</b>
3179	<b>3180</b>	<b>3200</b>	<b>3000</b>
6952	<b>6950</b>	<b>7000</b>	<b>7000</b>
4577	<b>4580</b>	<b>4600</b>	<b>5000</b>
9552	<b>9550</b>	<b>9600</b>	<b>10,000</b>
15,295	<b>15,300</b>	<b>15,300</b>	<b>15,000</b>

Roman Numeral	Number
DCCXV	715
MMXLV	2045
MXXII	1022
DXCVII	597
DCLXI	661
LXXXIX	89
XXVI	26
MMMDCX	3610
XLV	45
CCLXVIII	268
CDLX	460
MCDV	1405
LXI	61
MDXXVI	1526

5	3	4	1	8	2	5	6	3			
+	3	4	1	7	4	+	6	8	4	1	
	8	7	5	9	2		9	4	0	4	
	2	7	5	6	3	8	9	1	2		
+		2	1	8	0	+	3	6	5	8	
	2	9	7	4	3	1	2	5	7	0	
	4	9	3	6	2	5	3	7	6		
+	5	8	0	5	9	+	2	1	5	4	
	1	0	7	4	2	1		7	5	3	0
			6	5	4	2	3	7			
	+	1	3	8	2	5	6				
			7	9	2	4	9	3			

81	501	10	519	19	8512216	28	27,621
2	1038	11	691	20	3.996	29	991.8
3	77	12	0.07	21	71,748	30	8
4	67	13	1/12	22	3./10	31	91
5	1800	14	27, 626	23	2640	32	456,482
6	$\frac{6}{11}$	15	30, 020	24	26	33	3/4
7	0.567	16	5/30 or 1/6	25	31 2/3	34	80
8	9	17	2.31	26	5.454 cm	35	616
9	1.2	18	727617	27	2.4	36	7

1	4631	10	2452	19	121581	28	67,848
2	130	11	947	20	14.992	29	5271
3	33	12	0	21	42,096	30	5
4	17	13	7/11	22	36/10 18/5 3 3/5	31	425
5	15,000	14	10,388	23	16, 335	32	584,292
6	$\frac{2}{5}$	15	4234	24	83	33	19/15 1 4/15
7	0.089	16	2/ 30 1/15	25	10 6/8	34	75
8	16	17	31.92	26	71 cm	35	700
9	1.4	18	201790	27	124	36	7