

Name: _____

Summer Packet

Due: First Day of 5th Grade

Math

Summer Math Reinforcement Packet Students Entering into 5th Grade

Our fourth graders had a busy year learning new math skills. **Mastery of all these skills is extremely important in order to develop a solid math foundation.** The fifth grade math program will **add onto these fourth grade skills**, so any time spent learning or reinforcing these concepts will be very beneficial for your child. Each year builds upon the previous year's skills in math. Any areas your child has difficulty, you may want to give them additional practice. **Student mastery of the basic math skills is as important to success in future mathematical procedures and reasoning as learning the alphabet is to reading and writing.**

Please return this completed packet to your assigned fifth grade teacher. **Students who return the completed packet will receive an incentive.** The biggest prize of all is being ready for fifth grade!

After your child has completed the math problems and if you feel your child is still struggling on a certain concept and needs further practice, you can make up problems of your own for additional practice.

Enjoy your summer!!

Reminder - Practicing multiplication (up to 12) and division facts is **VERY** important!

FOURTH GRADE
GRADE LEVEL EXPECTATIONS IN MATHEMATICS

When entering fifth grade this is what is expected that your child should already know.

1. Read and write numbers to 1,000,000.
2. Know place value to 1,000,000. Ex. 25,068 is 2 ten thousand, 5 thousand, 0 hundreds, 6 tens and 8 ones.
3. List the first twelve multiples of a given one-digit whole number.
4. Know some numbers are called prime numbers. Some prime numbers are 2, 3, 5, 7 and 11; have exactly two factors one and itself.
5. Add, subtract and multiply whole numbers **fluently**.
6. Divide numbers up to four-digits by one-digit numbers and by 10.
7. Use the relationship between multiplication and division to check results and to find the value of the unknowns in equations such as $x \div 10 = 25$, $10 \times 25 = 250$ so $x = 250$; $125 \div z = 25$, $125 \div 25 = 5$ so $z = 5$.
8. Locate the decimals in tenths and hundredths on a number line.
9. Read, write, interpret, and compare decimals up to two decimal places (hundredths).
10. Convert decimals in tenths and hundredths to fraction and decimal forms.
11. Write improper fractions as mixed numbers and mixed numbers as improper fractions.
12. Compare and order up to three fractions with denominators 2, 4, and 8; and 3, 6, and 12.
13. Add and subtract fractions.
14. Add and subtract decimals up to 2 decimal places.
15. Measure area and perimeter for compound shapes (complex figures).
16. Calculate conversions from one unit to a larger or smaller unit of measure: meters to centimeters, kilograms to grams, liters to milliliters, hours to minutes, minutes to seconds, years to months, weeks to days, feet to inches, ounces to pounds.
17. Identify and draw perpendicular, parallel and intersecting lines.
18. Find the side of a square or rectangle given its perimeter or area and possibly one side.
19. Identify basic geometric shapes including isosceles, equilateral and right triangles.
20. Recognize plane figures that have line symmetry. (Where you can divide a shape in half and both halves are exactly the same).
21. Construct and interpret line plots.

KEY TERMS

Factor: Numbers that are multiplied together to get a product

Multiple: The product of multiplying a number by another whole number

Prime: A number that has only two factors

Composite: A number with more than two factors

Divisor: The number that divides another number

Dividend: A number that is being divided

Quotient: The answer to a division problem

Product: The answer to a multiplication problem

Numerator: The number of parts taken out of a whole (the top number in a fraction)

Denominator: The number of parts in a whole (the bottom number in a fraction)

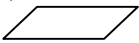
Right angle: An angle at 90° like a corner of a piece of paper.

Acute angle: An angle smaller than a right angle.

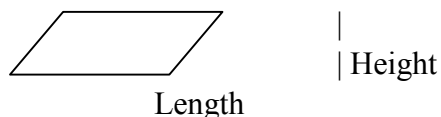
Obtuse angle: An angle larger than a right angle.

Perimeter: You add up all the sides. (You are adding all lengths of the outer edges together.)


Area: *Area of a square or rectangle = length (l) x width (w) answer is written in "square inches" (or whatever the measurement is).


*Area of a parallelogram  is length x height.

Answer written in "square inches" (or whatever measurement)



Perpendicular lines:  2 lines form a right angle.

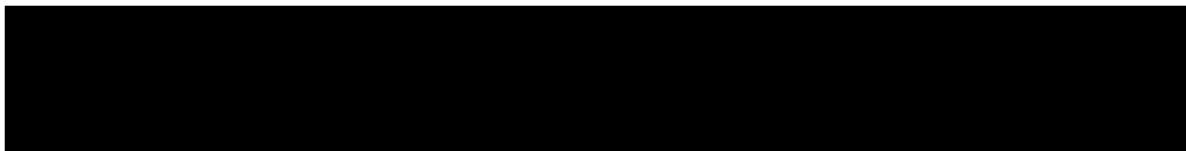
Parallel lines:  2 lines that will never cross each other.

Intersecting lines:  2 lines that cross each other but do not form a right angle.

Equilateral triangle is where all 3 sides of the triangle measure the same length.

Isosceles triangle is where only 2 of the sides of a triangle are equal in length.

Conversion:



TCAP 2020-2021

Grade 5 Mathematics Reference Sheet

The math assessment will allow reference sheets for all students in **grades five through high school**. The reference sheets are designed to match the intent of our current state standards in math. The language of the standards in grades 3 and 4 does not necessitate a reference sheet.

TCAP Math Reference Sheet—Grade 5

1 yard = 3 feet

1 mile = 1760 yards

1 mile = 5280 feet

1 kilometer = 1000 meters

1 pound = 16 ounces

1 ton = 2000 pounds

1 kilogram = 1000 grams

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 liter = 1000 milliliters

TCAP 2020-2021

Grades 6–8 Mathematics Reference Sheets

The math assessment will allow reference sheets for all students in **grades five through high school**.

The reference sheets are designed to match the intent of our current state standards in math. Below are the math reference sheets for grades 6–8.

TCAP Math Reference Sheet—Grade 6

1 yard=3 feet
 1 mile = 1760 yards
 1 mile = 5280 feet
 1 kilometer=1000 m

 1 pound = 16 ounces
 1 ton = 2000 pounds
 1 kilogram = 1000 grams

1 cup = 8 fluid ounces
 1 pint = 2 cups
 1 quart = 2 pints
 1 gallon = 4 quarts
 1 liter=1000 milliliters

TCAP Math Reference Sheet—Grade 7

1 yard=3 feet
 1 mile = 1,760 yards
 1 mile = 5,280 feet
 1 kilometer=1000 m

 1 pound = 16 ounces
 1 ton = 2000 pounds
 1 kilogram=1000 grams

1 cup = 8 fluid ounces
 1 pint = 2 cups
 1 quart = 2 pints
 1 gallon = 4 quarts
 1 liter=1000 milliliters

 Area of a Regular Polygon= $\frac{1}{2}ap$
 where a is the apothem length and p is
 perimeter

TCAP Math Reference Sheet—Grade 8

1 yard=3 feet
 1 mile = 1,760 yards
 1 mile = 5,280 feet
 1 kilometer=1000 m

 1 pound = 16 ounces
 1 ton = 2000 pounds
 1 kilogram=1000 grams

1 cup = 8 fluid ounces
 1 pint = 2 cups
 1 quart = 2 pints
 1 gallon = 4 quarts
 1 liter=1000 milliliters

 Area of a Regular Polygon= $\frac{1}{2}ap$
 where a is the apothem length and p is
 perimeter

Entering 5th Grade Summer Math Packet**First Name:** _____ **Last Name:** _____**5th Grade Teacher:** _____**I have checked the work completed:** _____
Parent SignatureSelect the one best answer for each question. **DO NOT** use a calculator in completing this packet.1. Which of the following sets of numbers are **all** of the factors of 24?

- A. 1, 3, 8, 24
- B. 2, 4, 6, 8, 12, 24
- C. 2, 3, 4, 6, 8, 12
- D. 1, 2, 3, 4, 6, 8, 12, 24

2. Which of the following numbers is a multiple of 8?

- A. 18
- B. 28
- C. 44
- D. 56

3. The following are all multiples of a one-digit number: 12, 24, 30, and 42.

- A. 5
- B. 6
- C. 7
- D. 8

4. Which number is a multiple of 3?

- A. 83
- B. 84
- C. 85
- D. 86

5. Which of the following set of numbers are all multiples of 7?

- A. 35, 47, 52
- B. 35, 36, 37
- C. 35, 42, 49
- D. 37, 47, 57

6. Which of the following is NOT true about prime numbers?
- A. They have exactly two factors
 - B. One is a factor of every prime number
 - C. No prime numbers end in zero
 - D. All prime numbers are odd numbers
7. Which set does NOT contain any multiples of 4?
- A. {24, 36, 42, 54}
 - B. {12, 15, 20, 24}
 - C. {8, 16, 24, 34}
 - D. {6, 10, 14, 18}
8. I am a factor of 36 and a multiple of 3. What number am I?
- A. 2
 - B. 4
 - C. 12
 - D. 15
9. Since $4 \times 10 = 40$, and $40 \times 5 = 200$, then which of the following is true?
- A. $14 \times 45 = 200$
 - B. $4 \times 10 \times 5 = 200$
 - C. $4 \times 10 \times 40 = 200$
 - D. $40 \times 10 \times 5 = 200$
10. My number is a multiple of 5. It is less than 100 and has a factor of 6. What is my number?
- A. 25 C. 60
 - B. 36 D. 66

11. Write the products: Practice any you do not know quickly.

$$\begin{array}{cccccccccccc} 4 & 8 & 11 & 2 & 2 & 7 & 10 & 12 & 6 & 5 & 9 & 5 & 0 \\ \underline{\times 2} & \underline{\times 4} & \underline{\times 2} & \underline{\times 5} & \underline{\times 3} & \underline{\times 5} & \underline{\times 3} & \underline{\times 4} & \underline{\times 3} & \underline{\times 4} & \underline{\times 4} & \underline{\times 3} & \underline{\times 2} \end{array}$$

$$\begin{array}{cccccccccccc} 3 & 9 & 2 & 5 & 7 & 10 & 6 & 5 & 11 & 1 & 4 & 8 & 11 \\ \underline{\times 3} & \underline{\times 5} & \underline{\times 7} & \underline{\times 5} & \underline{\times 4} & \underline{\times 4} & \underline{\times 4} & \underline{\times 2} & \underline{\times 5} & \underline{\times 3} & \underline{\times 5} & \underline{\times 2} & \underline{\times 4} \end{array}$$

$$\begin{array}{cccccccccccc} 6 & 8 & 6 & 3 & 9 & 10 & 12 & 3 & 7 & 4 & 9 & 4 & 12 \\ \underline{\times 5} & \underline{\times 4} & \underline{\times 2} & \underline{\times 4} & \underline{\times 3} & \underline{\times 2} & \underline{\times 3} & \underline{\times 5} & \underline{\times 3} & \underline{\times 4} & \underline{\times 2} & \underline{\times 3} & \underline{\times 2} \end{array}$$

$$\begin{array}{cccccccccccc} 9 & 7 & 5 & 2 & 6 & 7 & 3 & 4 & 5 & 8 & 3 & 11 & 5 \\ \underline{\times 8} & \underline{\times 6} & \underline{\times 10} & \underline{\times 7} & \underline{\times 9} & \underline{\times 7} & \underline{\times 8} & \underline{\times 6} & \underline{\times 9} & \underline{\times 7} & \underline{\times 9} & \underline{\times 7} & \underline{\times 7} \end{array}$$

$$\begin{array}{cccccccccccc} 9 & 2 & 6 & 4 & 5 & 6 & 4 & 8 & 10 & 3 & 7 & 4 & 7 \\ \underline{\times 6} & \underline{\times 9} & \underline{\times 7} & \underline{\times 11} & \underline{\times 6} & \underline{\times 8} & \underline{\times 9} & \underline{\times 8} & \underline{\times 8} & \underline{\times 6} & \underline{\times 8} & \underline{\times 7} & \underline{\times 9} \end{array}$$

$$\begin{array}{cccccccccccc} 2 & 3 & 9 & 8 & 2 & 3 & 9 & 7 & 0 & 2 & 5 & 4 & 6 \\ \underline{\times 6} & \underline{\times 12} & \underline{\times 9} & \underline{\times 6} & \underline{\times 8} & \underline{\times 6} & \underline{\times 7} & \underline{\times 8} & \underline{\times 9} & \underline{\times 12} & \underline{\times 8} & \underline{\times 9} & \underline{\times 6} \end{array}$$

12. Since $5 \times 20 = 100$, which number will complete the number sentence below to make it true?

$$5 \times \underline{\quad} \times 5 = 100$$

- A. 4
- B. 5
- C. 20
- D. 25

13. Solve $136 - 67$.

- A. 61
- B. 69
- C. 71
- D. 79

14. Solve $206 - 48$.

- A. 158
- B. 242
- C. 162
- D. 262

15. Which expression is equal to 3×49 ?

- A. $3 \times (4 + 9)$
- B. $3 + (40 \times 9)$
- C. $3 \times (40 + 9)$
- D. $(3 \times 4) + (3 \times 9)$

16. Which has the same value as 57×4 ?

- A. $(50 \times 4) + (7 \times 4)$
- B. $(50 + 5) + 2$
- C. $(50 \times 5) + 2$
- D. $(50 \times 4) + 7$

17. Which expression is equal to 83×5 ?

- A. $80 \times (3 + 5)$
- B. $(80 \times 5) + (3 \times 5)$
- C. $(5 \times 80) + 3$
- D. $(80 \times 5) + ((80 \times 3))$

18. Solve the following:

$$\begin{array}{r} 2,749 \\ \times 68 \\ \hline \end{array}$$

$$\begin{array}{r} 156 \\ \times 78 \\ \hline \end{array}$$

$$\begin{array}{r} 837 \\ \times 46 \\ \hline \end{array}$$

$$\begin{array}{r} 368 \\ \times 20 \\ \hline \end{array}$$

19. What is 1486 divided by 3? Show your work.

- A. 4,812 r0
- B. 495 r1
- C. 280 r10
- D. 496 r0

20. What is 2,520 divide by 10? Show your work.

- A. 25,200
- B. 2,520
- C. 253
- D. 252

21. What is the value of this expression? $420 \div 4$

- A. 15
- B. 100
- C. 105
- D. 150

22. There are 168 lunches to be shared equally among 3 fourth-grade classes. How many lunches will go to each class?

- A. 56
- B. 165
- C. 171
- D. 504

23. What is the value of this expression? $3750 \div 10$

- A. 370
- B. 375
- C. 3740
- D. 37500

24. Which division problem is correct? Show your work.

- A. $4,836 \div 6 = 86$
- B. $4,836 \div 6 = 806$
- C. $3,215 \div 5 = 641$
- D. $3,215 \div 5 = 603$

25. If $600 \div A = 300$, what is A?

- A. 200
- B. 30
- C. 20
- D. 2

26. Fill in the blank with the number that makes this math sentence correct:

$$12 \times \underline{\quad} = 60$$

- A. 7
- B. 4
- C. 6
- D. 5

27. What value of A makes the number sentence true?

$$100 \div A = 20$$

- A. 4
- B. 5
- C. 80
- D. 120

28. What value of n makes the equation below true?

$$n \div 7 = 21$$

- A. 3
- B. 28
- C. 141
- D. 147

29. Which value of g makes the number sentence true?

$$g \div 8 = 32$$

- A. 4
- B. 24
- C. 40
- D. 256

30. What value of p makes the equation below true?

$$270 \div p = 27$$

- A. 7
- B. 8
- C. 9
- D. 10

31. Which math problem can be checked using $3 \times 6 = 18$?

- A. $18 \times 3 = \underline{\quad}$
- B. $18 + 3 = \underline{\quad}$
- C. $18 \div 3 = \underline{\quad}$
- D. $18 - 3 = \underline{\quad}$

32. The students in your class collected pop cans to raise money for a class trip. The goal for each student was to collect 150 cans each. There are 27 students in your class. How many cans would that be altogether?

- A. 177 cans
- B. 405 cans
- C. 1,350 cans
- D. 4,050 cans

33. Suppose 33 photos are placed in a photo album. How many pages are needed if 3 photos fit on a page? Show your work.

- A. 9 pages
- B. 10 pages
- C. 11 pages
- D. 12 pages

34. Which answer means the same as \$12.49?

- A. One and two forty nines
- B. Twelve and forty nine
- C. Twelve and forty nine tens
- D. Twelve and forty nine hundredths

35. Mr. Clark was given some change at the grocery store. He was given 5 one dollar bills, 6 quarters, 2 dimes and a penny. How much change did he get?

- A. \$5.62
- B. \$6.71
- C. \$56.21
- D. \$6.21

36. What decimal part of one dollar is the sum of these coins?



- A. 2.00
- B. 0.20
- C. 0.02
- D. 0.22

37. What is another way to write 0.7 inches?

- A. $\frac{7}{10000}$ inches
- B. $\frac{7}{1000}$ inches
- C. $\frac{7}{100}$ inches
- D. $\frac{7}{10}$ inches

38. Which is equal to 0.45?

- A. $\frac{4}{5}$
- B. $\frac{45}{100}$
- C. $\frac{100}{45}$
- D. $\frac{5}{100}$

39. Which number is the same as one fourth?

(think of $\frac{1}{4}$ of 100 when converting to decimals; think of money)

- A. 0.4
- B. 0.04
- C. 0.25
- D. 0.75

40. Which point on the number line below *best* represents 1.75?



- A. Point A
- B. Point B
- C. Point C
- D. Point D

41. Match the following: Draw a line to make a match.

Four tenths	.08
Eight hundredths	.3
64 hundredths	.4
3 tenths	.64

42. Divide $3,252 \div 7$

- A. 463 R11
- B. 464
- C. 464 R4

43. Write the following in fraction and decimal form:

Eight tenths = _____ = _____

Twenty-seven hundredths = _____ = _____

Five hundredths = _____ = _____

Five tenths = _____ = _____

44. Write the following fractions in decimal form. Remember: • tenths hundredths

$4/10 =$ _____ $8/10 =$ _____ $23/100 =$ _____ $56/100 =$ _____

$8/100 =$ _____ $5/10 =$ _____ $66/100 =$ _____ $2/10 =$ _____

45. Which number is the same as .5?

- A. One half
- B. $5/1$
- C. Five hundredths
- D. $5/1000$

46. How is eighteen hundredths written in standard form?

- A. 0.018
- B. 0.18
- C. 18.00
- D. 1800

47. Solve each of these without using a calculator:

$4 \times 6 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$6 \times 6 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$32 \div 4 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$

$72 \div 9 = \underline{\quad}$

$18 \div 2 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$45 \div 9 = \underline{\quad}$

$4 \times 4 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

48. Choose the circled group that represents $\frac{1}{3}$.



- A. A
- B. B
- C. C
- D. D

49. There are 4 red cars, 5 blue cars, and 2 green cars in the parking lot. What is the fraction of Blue cars in the parking lot?

A. $\frac{5}{4}$

B. $\frac{5}{9}$

C. $\frac{5}{11}$

D. $\frac{11}{5}$

50. What is the fraction for the shaded part of this set?



A. $\frac{3}{8}$

B. $\frac{3}{4}$

C. $\frac{3}{7}$

51. Look at this set of objects. Which fraction stands for the part of the set that is shaded?



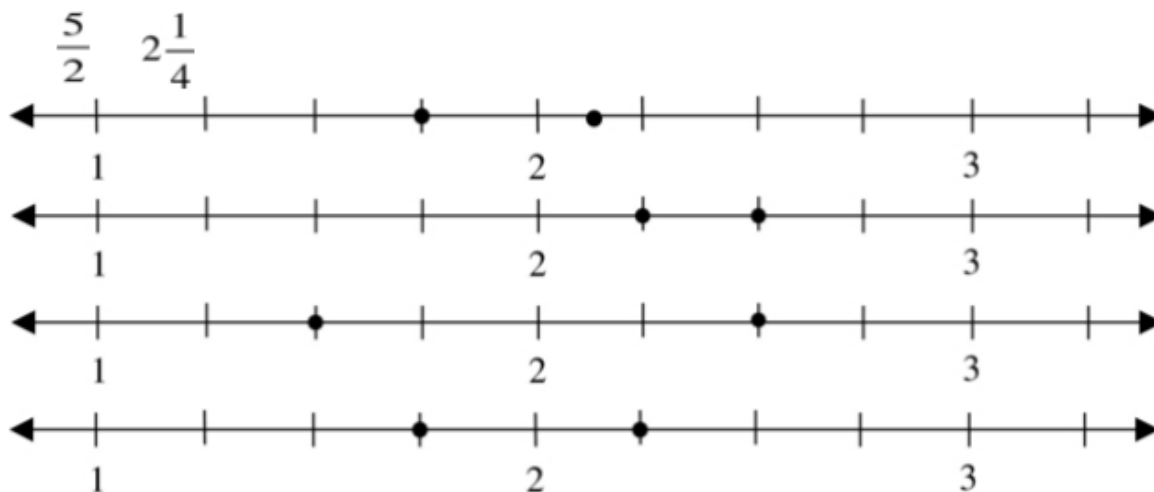
A. $\frac{3}{5}$

B. $\frac{5}{3}$

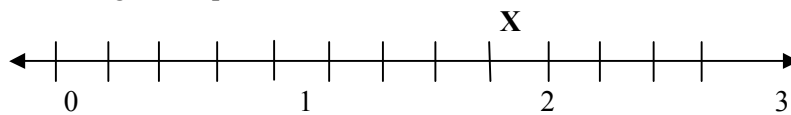
C. $\frac{5}{8}$

D. $\frac{3}{8}$

52. Which number line shows these two fractions?



53. Which of the following best represents the location of the X on the number line below?



- A. $1\frac{1}{4}$
- B. $1\frac{1}{2}$
- C. $1\frac{3}{4}$
- D. $2\frac{1}{4}$

54. How many twelfths equal $\frac{5}{6}$?

- A. $\frac{10}{12}$
- B. $\frac{11}{12}$
- C. $\frac{6}{12}$
- D. $\frac{5}{12}$

55. How many eighths equal $\frac{1}{4}$?

- A. $\frac{1}{8}$
- B. $\frac{2}{8}$
- C. $\frac{4}{8}$
- D. $\frac{7}{8}$

56. Convert this improper fraction into a mixed number. $11/2$

- A. $11 \frac{1}{2}$
- B. $2/11$
- C. $4 \frac{1}{2}$
- D. $5 \frac{1}{2}$

57. Which of the following is listed from smallest to largest? Draw pictures to help

- A. $\frac{11}{4}, \frac{15}{6}, 2\frac{7}{12}$
- B. $\frac{15}{6}, \frac{8}{3}, 2\frac{7}{12}$
- C. $\frac{15}{6}, 2\frac{7}{12}, \frac{8}{3}$
- D. $\frac{8}{3}, 2\frac{7}{12}, \frac{11}{4}$

58. Solve the following:

$1 \times 9 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$9 \times 9 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$

$4 \times 0 = \underline{\quad}$

$48 \div 6 = \underline{\quad}$

$18 \div 6 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

59. Which of the following is a prime number?

- A. 21
- B. 33
- C. 49
- D. 53

60. The distance from home to school is $7/8$ of a mile for Amy and $4/8$ of a mile from Tom. How much farther does Amy walk than Tom?

- A. $11/8$
- B. $11/16$
- C. $3/16$
- D. $3/8$

61. Sonya needs $\frac{1}{2}$ teaspoon of salt for her recipe to make rolls. She needs $\frac{1}{4}$ teaspoon of salt for her recipe to make biscuits. How much salt will she need to make both recipes?
- A. $\frac{2}{6}$ tsp.
 - B. $\frac{3}{4}$ tsp.
 - C. $\frac{1}{8}$ tsp.
 - D. $\frac{1}{6}$ tsp.
62. Solve for the unknown in this equation: $\frac{2}{4} + n = \frac{3}{4}$ $n =$ _____
- A. $\frac{5}{4}$
 - B. $\frac{1}{2}$
 - C. $\frac{1}{4}$
 - D. $\frac{5}{8}$
63. Which of the following is closest to the sum of 811 and 356? No calculator[Ⓢ].
- A. 1400
 - B. 1300
 - C. 1200
 - D. 1100
64. Which of the following is closest to the product of 81 and 82? Do not use a calculator.
- A. 6400
 - B. 7200
 - C. 720
 - D. 64,000
65. One hundred fourth graders at Beacon Tree Elementary are attending a field day. The teachers need to know how many hot dogs to buy. All the following are reasonable approximations EXCEPT.
- A. 100 hot dogs
 - B. 150 hot dogs
 - C. 200 hot dogs
 - D. 50 hot dogs
66. A cat sleeps an average of 17 hours each day. About how many hours does a cat sleep in a month?
- A. 300 hours
 - B. 600 hours
 - C. 170 hours
 - D. 6000 hours

67. Find the difference: Remember “bottom bigger better borrow” and you can only borrow from next door. You can always check your answers by adding your answer and the second number and this should equal your top number.

$$\begin{array}{r} 701 \\ - 35 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 100 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ - 47 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 114 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ - 24 \\ \hline \end{array}$$

68. Find the product:

$$\begin{array}{r} 36 \\ \times 47 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ \times 68 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ \times 39 \\ \hline \end{array}$$

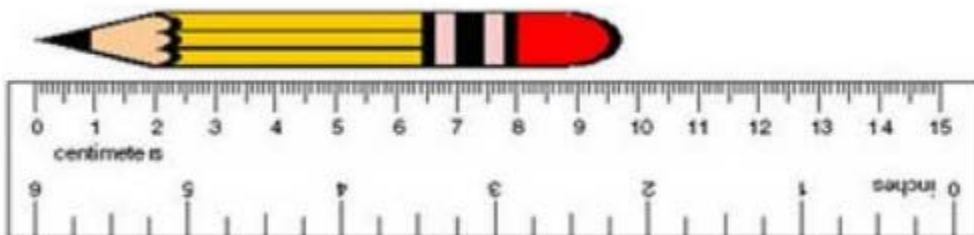
$$\begin{array}{r} 28 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ \times 47 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ \times 36 \\ \hline \end{array}$$

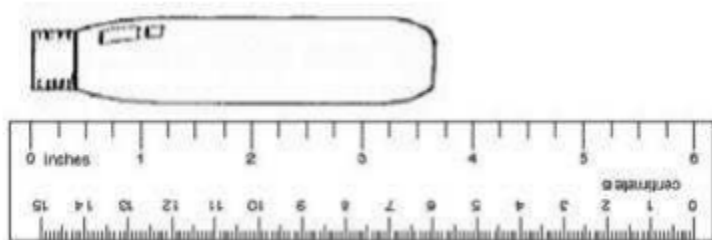
$$\begin{array}{r} 78 \\ \times 37 \\ \hline \end{array}$$

69. This pencil is about how many centimeters long?



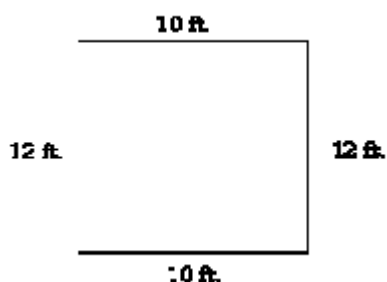
- A. 9 cm
- B. 10 cm
- C. 11 cm
- D. 12 cm

70. What is the length of this light bulb to the nearest inch?



- A. 2 in.
 - B. 3 in.
 - C. 4 in.
 - D. 5 in.
71. Which is most likely the length of a telephone book?
- A. 30 kilometers
 - B. 30 centimeters
 - C. 30 millimeters
 - D. 30 meters
72. Brent is making a sail for a toy boat. The sail needs to be 3.55 cm wide. Which measure would be MOST useful in making the sail?
- A. To the nearest millimeter
 - B. To the nearest decimeter
 - C. To the nearest meter
 - D. To the nearest kilometer
73. Bobbie was writing an article for the school newspaper about the amount of homework the 4th grade teachers were assigning. He was surprised to find out that the average student only spent 20 minutes per night doing homework. To make it sound longer, he decided to convert the time from minutes to seconds in the article. How many seconds did the average student spend on homework?
- A. 80 seconds
 - B. 120 seconds
 - C. 800 seconds
 - D. 1,200 seconds

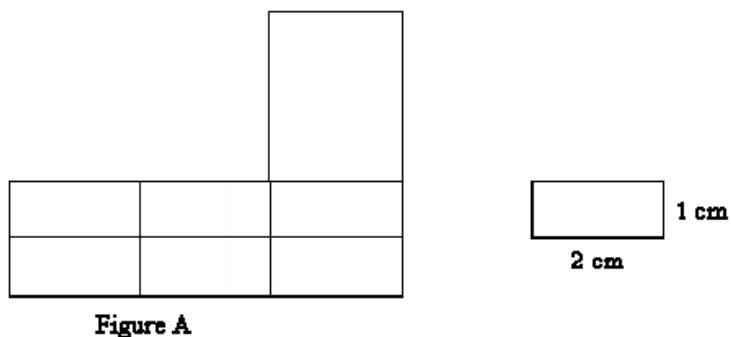
74. Sheryl planned to buy a wall paper border for her bedroom. She measured the lengths of the walls and found the perimeter of her room. Use the picture below to determine the perimeter.



- A. 22 ft.
B. 34 ft.
C. 44 ft.
D. 120 ft.
75. Sheryl may want to buy new carpeting for her room. She needs the square footage of the room to take to the store to price how much carpeting would be. What is the area of her room in the picture above?

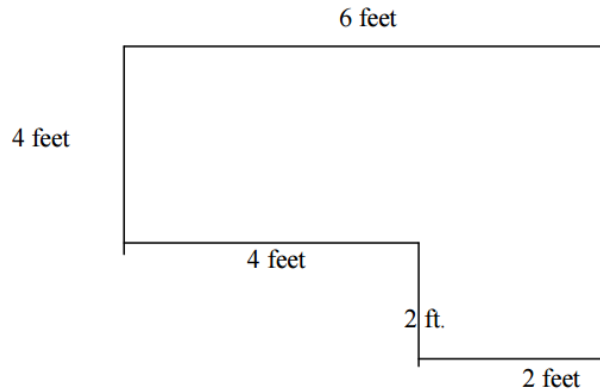
- A. 22 square feet
B. 120 square feet
C. 100 square feet
D. 144 square feet

76. Using the formula for finding the area, what is the area of the figure below?



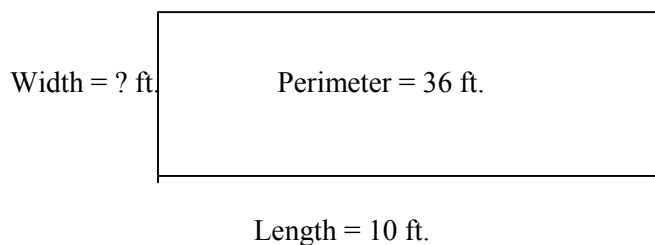
- A. 18 sq. cm.
B. 22 sq. cm.
C. 32 sq. cm.
D. 54 sq. cm.

77. Find the perimeter of the figure below?



78. What is the area of the figure in number 77 above?

- A. 12 square feet
 B. 28 square feet
 C. 24 square feet
 D. 36 square feet
79. Sharon had a rectangular garden with a perimeter of 36 feet. The fence surrounding it was falling down on one of the short sides (width). If the length of the garden was 10 feet, how many feet of fence did she need to replace the broken portion (width) of the fence?



- A. 6 feet
 B. 8 feet
 C. 10 feet
 D. 26 feet
80. What is the area of the rectangle garden in number #79?
- A. 6 square feet
 B. 18 square feet
 C. 80 square feet
 D. 100 square feet

81. If the perimeter of a square is 48 cm, what is the length of each side? (Draw a picture and think of the key word of what type of shape it is.)

- A. 8 cm
- B. 10 cm
- C. 12 cm
- D. 24 cm

82. What is the width of a rectangle that has a length of 6 feet and an area of 60 square feet? Draw a picture.

- A. 10 feet
- B. 12 feet
- C. 24 feet
- D. 66 feet

83. What is the width of a rectangle with a length of 5 inches and a perimeter of 16 inches? Draw a picture.

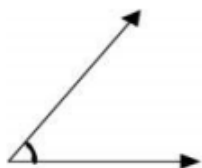
- A. 2 inches
- B. 3 inches
- C. 8 inches
- D. 21 inches

84. Sarah opens her book. What is the angle formed by the open book?



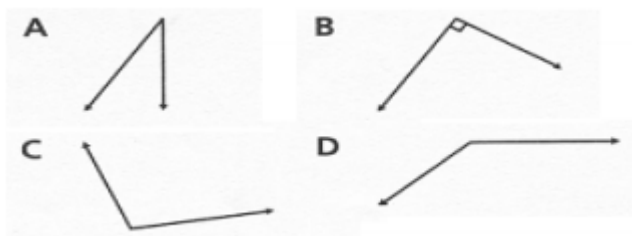
- A. less than a right angle (acute)
- B. equal to a right angle
- C. greater than a right angle (obtuse)
- D. cannot tell without a picture of a right angle

85. What is the size of this angle?

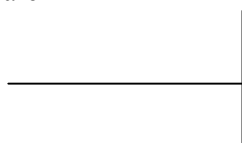


- A. acute
- B. equal to a right angle
- C. obtuse
- D. cannot tell without a picture of a right angle

86. Which angle is a right angle?

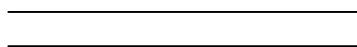


87. These lines are



- A. parallel
- B. perpendicular
- C. not intersecting

88. These lines are



- A. parallel
- B. perpendicular
- C. intersecting

89. Find the difference. Remember bottom bigger better borrow.

$$\begin{array}{r} 307 \\ - 147 \\ \hline \end{array}$$

$$\begin{array}{r} 821 \\ - 424 \\ \hline \end{array}$$

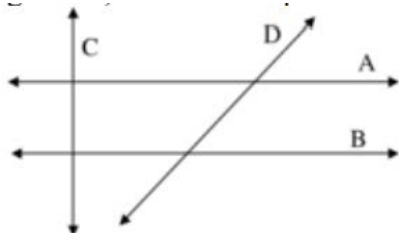
$$\begin{array}{r} 600 \\ - 323 \\ \hline \end{array}$$

$$\begin{array}{r} 501 \\ - 247 \\ \hline \end{array}$$

$$\begin{array}{r} 427 \\ - 247 \\ \hline \end{array}$$

$$\begin{array}{r} 800 \\ - 248 \\ \hline \end{array}$$

90. In the drawing below, which line is parallel to line A?

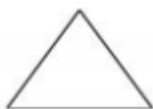


- A. none of them
- B. B
- C. C
- D. D

In the drawing above, which line is perpendicular to A?

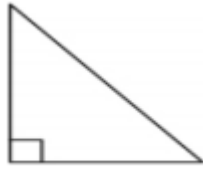
- A. none of them
- B. B
- C. C
- D. D

91. Which type of triangle has only 2 equal sides, like the drawing below?



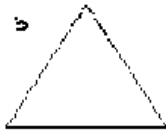
- A. equilateral triangle
- B. isosceles triangle
- C. pyramid
- D. right triangle

92. Which geometric figure is shown here?



- A. equilateral triangle
- B. isosceles triangle
- C. pyramid
- D. right triangle

93. Which of these shapes can be folded in half so that both halves are the same (line symmetry)? Show this by drawing the line of symmetry on the figure, then choose the correct answer.



94. Sharon had a bag of 12 marbles. She gave 8 of the marbles to Don. Which fractional part of the marbles did Sharon have left?

- A. $\frac{8}{12}$
- B. $\frac{4}{8}$
- C. $\frac{4}{12}$
- D. $\frac{1}{4}$

95. Laura wrote 200 words on the first page of her journal. After the second page, she had 400 words. If the pattern continues, how many pages will it take her to write 1000 words? Continue to fill in the table to find the answer.

Page Number	Words	Total words
1	200	200
2	200	400
3		
4		
5		
6		
7		

- A. 3
B. 4
C. 5
D. 6

96. What is the length of a rectangle with a width of 4 centimeters and a perimeter of 28 centimeters?

- A. 7 centimeters
B. 10 centimeters
C. 20 centimeters
D. 24 centimeters

97. Divide $875 \div 5$. Show your work!

98. Multiply 46 by 78. Show your work!

99. Find the sum or difference: Watch the signs.

135	546	71	50	304	63	426
<u>+479</u>	<u>+137</u>	<u>-18</u>	<u>-26</u>	<u>+235</u>	<u>-42</u>	<u>-135</u>

17	54	135	3.2	8.8	8.1	4.8
<u>+18</u>	<u>-39</u>	<u>-53</u>	<u>+2.8</u>	<u>+1.3</u>	<u>-5.7</u>	<u>-2.6</u>

$$\begin{array}{r} 400 \\ - 37 \\ \hline \end{array} \quad \begin{array}{r} 621 \\ - 57 \\ \hline \end{array} \quad \begin{array}{r} 842 \\ - 51 \\ \hline \end{array} \quad \begin{array}{r} 699 \\ + 23 \\ \hline \end{array} \quad \begin{array}{r} 85 \\ + 57 \\ \hline \end{array} \quad \begin{array}{r} 286 \\ - 44 \\ \hline \end{array} \quad \begin{array}{r} 73 \\ + 45 \\ \hline \end{array}$$

119. Which shows the fractions in order from least to greatest?

A. $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$

B. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$

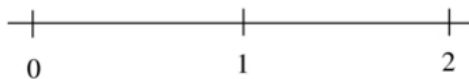
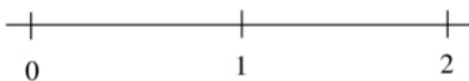
C. $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$

120. Shade $\frac{3}{5}$ of the boxes below:



121. Place these two fractions on the two number lines below to show why they are equivalent.

$$\frac{6}{8} \quad \frac{3}{4}$$



122. Show how these two fractions are equal by shading some of each rectangle.

$$\frac{1}{2} \quad \frac{2}{4}$$

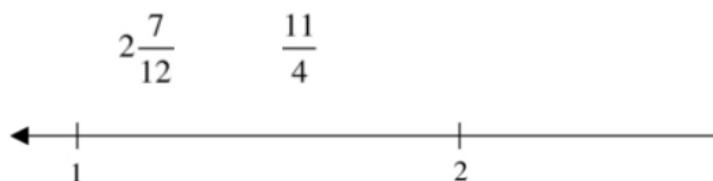


123. Explain how these two fractions are equal.

$$\frac{1}{3} \quad \frac{2}{6}$$

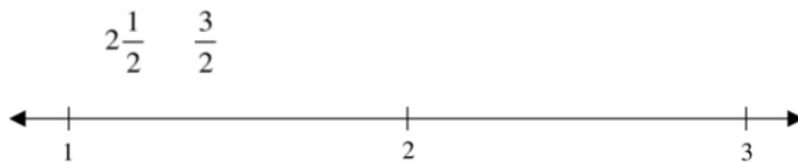
You may use fraction bars or number lines to illustrate your explanation.

124. Locate these two fractions on the number line, label each, and then explain which is larger.



_____ is larger.

125. Locate and label these two fractions on the number line. Then tell which is larger.



_____ is larger

126. On the strips below, shade and label the following fractions.

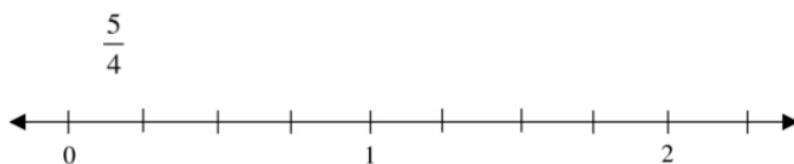
$$\frac{2}{3} \quad \frac{4}{6} \quad \frac{8}{12}$$

Largest fraction _____

Middle size fraction _____

Smallest fraction _____

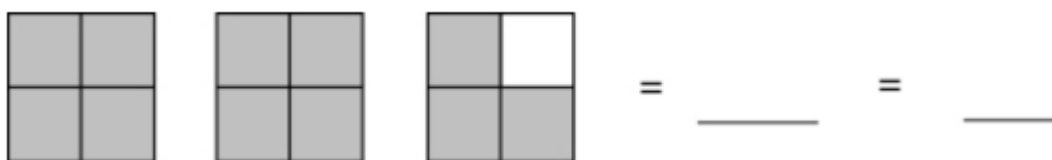
127. Locate and label this fraction on the number line. Then write it as a mixed number:



128. Write this fraction as a mixed number. Then create a picture that represents it as a mixed number:

$$\frac{13}{3}$$

129. Identify the shaded portion of this picture as a mixed number and an improper fraction.



130. Write the following fractions in order from least to greatest: Draw a picture

$$\frac{11}{3} \quad \frac{1}{6} \quad 1\frac{2}{3}$$

131. Write the following fractions in order from greatest to least.

$$1\frac{1}{4} \quad \frac{3}{4} \quad \frac{9}{4}$$

132. Solve the following problems:

$$\frac{3}{4} + \frac{2}{4} =$$

$$\frac{3}{4} - \frac{2}{4} =$$

133. Using a ruler and a tool or object with a 90 degree corner, draw and label all of the following:

- A pair of intersecting lines that is not perpendicular.
- A pair of perpendicular lines.
- A pair of parallel lines.
- Draw a right angle.
- Draw an obtuse angle.

134. Find the products.

Any multiplication problem you do not know quickly please practice on flash cards.

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 4 \\ \hline \end{array}$$

141. Find the quotients.

$$\begin{array}{l} 2 \overline{)2} \quad 3 \overline{)9} \quad 8 \overline{)32} \quad 7 \overline{)49} \quad 5 \overline{)10} \quad 4 \overline{)0} \quad 1 \overline{)1} \quad 4 \overline{)8} \quad 2 \overline{)12} \quad 9 \overline{)54} \quad 1 \overline{)3} \quad 1 \overline{)2} \quad 2 \overline{)4} \end{array}$$

$$\begin{array}{l} 8 \overline{)8} \quad 7 \overline{)63} \quad 8 \overline{)40} \quad 5 \overline{)0} \quad 4 \overline{)4} \quad 4 \overline{)12} \quad 9 \overline{)45} \quad 9 \overline{)63} \quad 6 \overline{)6} \quad 3 \overline{)12} \quad 1 \overline{)7} \quad 3 \overline{)0} \quad 1 \overline{)9} \end{array}$$

$$\begin{array}{l} 2 \overline{)16} \quad 3 \overline{)3} \quad 3 \overline{)15} \quad 5 \overline{)20} \quad 3 \overline{)18} \quad 3 \overline{)6} \quad 5 \overline{)15} \quad 7 \overline{)0} \quad 9 \overline{)27} \quad 4 \overline{)16} \quad 7 \overline{)21} \quad 4 \overline{)20} \quad 7 \overline{)28} \end{array}$$

$$\begin{array}{l} 8 \overline{)16} \quad 3 \overline{)21} \quad 9 \overline{)18} \quad 4 \overline{)24} \quad 2 \overline{)6} \quad 1 \overline{)8} \quad 5 \overline{)35} \quad 7 \overline{)35} \quad 3 \overline{)27} \quad 6 \overline{)36} \quad 3 \overline{)24} \quad 2 \overline{)0} \quad 4 \overline{)32} \end{array}$$

$$\begin{array}{l} 9 \overline{)9} \quad 4 \overline{)36} \quad 6 \overline{)42} \quad 5 \overline{)40} \quad 8 \overline{)64} \quad 7 \overline{)14} \quad 6 \overline{)30} \quad 8 \overline{)56} \quad 1 \overline{)5} \quad 4 \overline{)28} \quad 7 \overline{)56} \quad 8 \overline{)24} \quad 6 \overline{)24} \end{array}$$

$$81 \div 9 = \underline{\quad\quad\quad} \quad 48 \div 6 = \underline{\quad\quad\quad} \quad 18 \div 6 = \underline{\quad\quad\quad} \quad 42 \div 7 = \underline{\quad\quad\quad}$$

$$10 \div 2 = \underline{\quad\quad\quad} \quad 54 \div 6 = \underline{\quad\quad\quad} \quad 36 \div 9 = \underline{\quad\quad\quad} \quad 45 \div 5 = \underline{\quad\quad\quad}$$

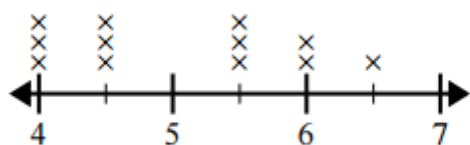
$$72 \div 8 = \underline{\quad\quad\quad} \quad 8 \div 2 = \underline{\quad\quad\quad} \quad 72 \div 9 = \underline{\quad\quad\quad} \quad 6 \div 1 = \underline{\quad\quad\quad}$$

142. Plot the fractions on the number line:

$$\begin{array}{cccccccc} 10\frac{1}{2} & 9 & 10 & 10 & 10\frac{1}{2} & 11\frac{1}{2} & 9\frac{1}{2} & 11 \\ 9 & 9 & 11 & 11 & 10\frac{1}{2} & 10 & 11\frac{1}{2} & 9\frac{1}{2} \end{array}$$



The line plot below shows the height (in inches) of different phone brands.

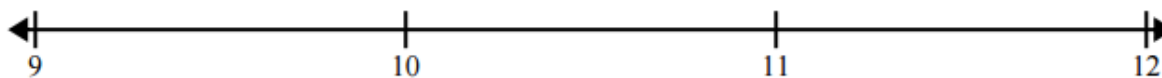


What is the difference in height between the shortest phone and longest phone?

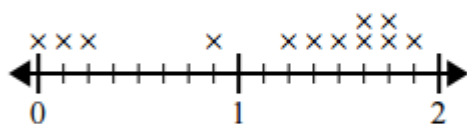
145.

146. Plot the fractions on the number line:

11 $11\frac{3}{4}$ 11 $10\frac{3}{4}$ 10 $11\frac{1}{4}$ $11\frac{1}{4}$ $10\frac{2}{4}$
 9 $10\frac{3}{4}$ $10\frac{1}{4}$ $9\frac{2}{4}$ $11\frac{3}{4}$ $9\frac{1}{4}$ $10\frac{1}{4}$ $10\frac{3}{4}$



The line plot below shows the amount of water (in gallons) students drank in a week.



What is the difference in the lowest amount of water and the highest amount of water students drank?

147.

CONGRATULATIONS!!! You have completed the summer math packet. You are now ready for 5th grade success! Please turn this packet into you 5th grade teacher, the first week of school.