Summer Assignment 2021: 5th Grade Mathematics Packet
(for Rising 6th Grade)

Name: ____________________________    DUE: ____________________________

This summer packet is for students completing the 5th grade. This is a requirement and will be graded at the beginning of the next school year. An answer key has been emailed to your families so you can check your answers. In order for you to receive full credit, use the following checklist:

Checklist:
Did you read instructions carefully? _________
Have you answered all questions completely? _________
Did you show your work? _________
Did you label all units? _________
Did you check your work? _________
Did you check spelling of words that are given to you in the packet? _________
Did you reread your explanations to yourself to make sure they make sense? _________

Grading:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td>Attention to detail and neatness: name and date written, checklist used, spelling checked, etc.</td>
<td>20</td>
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<tr>
<td>Thorough completion: all problems complete with work shown</td>
<td>20</td>
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<tr>
<td>Punctuality</td>
<td>10</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>50</td>
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Have a safe and happy summer!

The Fifth-Grade Team
This is a suggested time-management checklist to help pace yourself over the summer. You can adjust the checklist as you see fit based on your summer schedule.

<table>
<thead>
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<th>Date</th>
<th>Specific Lesson</th>
<th>Check when completed</th>
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<td>Lesson 2: Rounding and Estimating</td>
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<td>6/21 - 6/25</td>
<td>Lesson 3: Multiplication</td>
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<td>Lesson 4: Multiplication</td>
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<td>7/5 - 7/9</td>
<td>Lesson 7: Division</td>
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<td>Lesson 8: Order of Operations</td>
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<td>8/9 - 8/13</td>
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<td>8/16 - 8/20</td>
<td>Catch up</td>
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<td>8/23 - 8/27</td>
<td>Catch up</td>
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Lesson #1: Place Value

Fill in the table headings. Write Tens, Hundreds, Ten Thousands, or Hundred Thousands. Then write the number in word form and in standard form.

1.

<table>
<thead>
<tr>
<th></th>
<th>Thousands</th>
<th></th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

a. The number in word form is ________________________________

b. The number in standard form is ________________________________

Write each number in standard form.

2. Twenty-eight thousand, one hundred ninety-nine

3. Ninety thousand, thirty-eight

4. Four hundred twelve thousand, six hundred three

5. Eight hundred thousand, five

6. Five hundred seven thousand, seven hundred

7. Six hundred thousand, six hundred
8. Write the value of the digit in the correct box.


\[
314,562 = 300,000 + \underline{\phantom{1000}} + 4,000 + 500 + 60 + 2 \\
790,258 = \underline{\phantom{100000}} + 90,000 + 200 + 50 + 8 \\
804,576 = 800,000 + \underline{\phantom{10000}} + 500 + 70 + 6 \\
200,000 + 4,000 + 800 + 90 + 1 = \underline{\phantom{10000}} \\
500,000 + 70,000 + 30 = \underline{\phantom{10000}} \\
300,000 + 6,000 + 10 = \underline{\phantom{10000}}
\]

10. Arrange the numbers from least to greatest.
Lesson #2: Rounding and Estimating

Round to the nearest thousand.

1. 3,687 ________
2. 28,480 ________
3. 725,390 ________
4. 299,710 ________

Round each number to the nearest thousand. Then estimate the sum or difference.

5. 9,867 + 4,655
6. 9,978 − 2,361

7. 5,974 + 6,459
8. 3,999 − 2,499

Estimate with front-end estimation.
Problem Solving

11. On Saturday, 2,832 tourists visited the zoo. On Friday, 1,475 tourists visited the zoo. Estimate the number of tourists who visited the zoo on the two days by first rounding the numbers to the nearest thousand.

12. A fireworks festival attracted a total of 4,342 visitors from Sunday to Thursday. The number of visitors who went to the festival was about the same every day. Estimate the number of visitors who went to the festival on Friday.
13. The selling price of a digital camera was $1,699. Kumar sold 4 such cameras. Estimate his total sales by first rounding the price of each camera to the nearest thousand dollars.

Lesson #3: Multiplication

1. $38 \times 10 = \underline{\phantom{000}}$
2. $746 \times 10 = \underline{\phantom{000}}$
3. $624 \times 10 = \underline{\phantom{000}}$
4. $857 \times 10 = \underline{\phantom{000}}$
5. $758 \times 10 = \underline{\phantom{000}}$
6. $680 \times 10 = \underline{\phantom{000}}$

Find the missing factors.

7. $681 \times \underline{\phantom{000}} = 6,810$
8. $\underline{\phantom{000}} \times 10 = 1,900$
9. $453 \times \underline{\phantom{000}} = 4,530$
10. $1,905 \times \underline{\phantom{000}} = 19,050$
11. $\underline{\phantom{000}} \times 10 = 64,000$
12. $\underline{\phantom{000}} \times 10 = 808,000$
13. 38 \times 40

14. 490 \times 30

15. 47 \times 100 = 

168 \times 100 = 

192 \times 1,000 = 

Multiply by Powers of 10.

16. 95 \times 10^2 = 

17. 86 \times 10^3 = 

18. 453 \times 10^3 = 
248 × 3 = ___________

248 × 30 = ___________

Lesson #4: Multiplication (continued)

1. 46 × 80

   4  6
   x8 0

   ————

2. 53 × 90

   5  3
   x9 0

   ————

3. 49 × 46

   4  9

4. 58 × 52

   5  8
Mrs. Brandon had 230 soft toys. Each toy was sold for $20. How much money did she earn after selling the soft toys?
Lesson #5: Division

Divide.

1. \(7,200 \div 10 = \)\[ \underline{ } \]
2. \(2,800 \div 10 = \)\[ \underline{ } \]
3. \(23,000 \div 10 = \)\[ \underline{ } \]
4. \(680,000 \div 10 = \)\[ \underline{ } \]
Fill in the blanks.

5. \[2,320 \div 10 = \underline{}\]

6. \[\underline{} \div 10 = 160\]

7. \[24,000 \div \underline{} = 2,400\]

8. \[84,000 \div \underline{} = 8,400\]

9. \[\underline{} \div 10 = 398\]

10. \[\underline{} \div 10 = 5,500\]

11. Divide.
12. \[
4,800 \div 100 = \underline{\quad}\n\]
13. \[
35,700 \div 100 = \underline{\quad}\n\]
14. \[
79,000 \div 1,000 = \underline{\quad}\n\]
15. \[
350,000 \div 1,000 = \underline{\quad}\n\]

Lesson #6: Division
1. \[9 \sqrt{639}\]

2. \[5 \sqrt{475}\]

3. 

4. 
$4 \overline{) 3, 6 2 0}$

$6 \overline{) 1, 8 4 2}$
Lesson #7: Division

5. \[ 80 \div 20 \]

6. \[ 100 \div 18 \]
7. \[831 \div 45\]

8. \[3,250 \div 50\]
Lesson #8: Order of Operations

1. 

$60 - 20 + 70 = \underline{\hspace{2cm}}$

2. 

$200 \div 5 \times 7 = \underline{\hspace{2cm}}$

3. 

$100 - 135 \div 3 + 27 = \underline{\hspace{2cm}}$
4. \[148 + 52 - 98\]

5. \[36 \times 8 \div 9\]

6. \[4 \times (18 + 32) \div 10\]
Lesson #9: Decimals
Write the decimal shown in each place-value chart.

1.

<table>
<thead>
<tr>
<th>Ones</th>
<th>Tenths</th>
<th>Hundredths</th>
<th>Thousandths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

2.

<table>
<thead>
<tr>
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<th>Hundredths</th>
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</table>

3.

<table>
<thead>
<tr>
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</table>
Mark an $X$ to show where each decimal is located.

4. 0.063  5. 0.075  6. 0.082  7. 0.098

Write the decimal shown by each arrow.

8. 

\[ 0.05 \quad 0.06 \quad 0.07 \quad 0.08 \quad 0.09 \]

9. 

\[ 2 \quad 2.01 \quad 2.02 \quad 2.03 \quad 2.04 \]

Write each fraction or improper fraction as a decimal.

10. 

\[ \frac{5}{1000} = \quad \]

\[ \frac{110}{1000} = \quad \]

\[ \frac{2508}{1000} = \quad \]

\[ \frac{3009}{1000} = \quad \]
Lesson #10: Decimal Operations
Adding and Subtracting Decimals

\[
\begin{align*}
0.39 & \quad 0.8 & \quad 0.87 \\
+ 0.05 & \quad + 0.39 & \quad + 0.48 \\
\hline
\end{align*}
\]

\[
\begin{align*}
0.08 & \quad 0.84 & \quad 0.51 \\
- 0.04 & \quad - 0.46 & \quad - 0.29 \\
\hline
\end{align*}
\]

\[
\begin{align*}
25.624 & \quad 27.8 & \quad 17.34 \\
+ 23.341 & \quad - 13.6 & \quad - 3.545 \\
\hline
\end{align*}
\]

\[
\begin{align*}
9.459 - 6.48 & = \underline{\phantom{0}} & 19.42 - 2.579 & = \underline{\phantom{0}} \\
28.72 + 6.8 & = \underline{\phantom{0}} & 6.9 + 3.08 + 1.247 & = \underline{\phantom{0}} \\
\end{align*}
\]

Problem Solving:

1. Rainfall for two days was measured as 0.24 in. and 0.39 in. at the city airport. What was the total rainfall measured over the two days?
Multiplying and Dividing Decimals

1. \(0.9 \times 4 = \underline{\quad} \)

2. \(1.5 \times 3 = \underline{\quad} \)

3. \(0.08 \times 5 = \underline{\quad} \)

4. \(0.27 \times 6 = \underline{\quad} \)

5. \(6 \times 5.64 = \underline{\quad} \)
Divide.

1. $2.36 \div 10 = \underline{\phantom{0}}$
2. $30.15 \div 10 = \underline{\phantom{0}}$
3. $508.2 \div 100 = \underline{\phantom{0}}$
4. $210 \div 100 = \underline{\phantom{0}}$
5. $780 \div 1,000 = \underline{\phantom{0}}$
6. $82,300 \div 1,000 = \underline{\phantom{0}}$

\[4 \overline{)9.2}\]
\[5 \overline{)18.5}\]
\[9 \overline{)0.54}\]
\[7 \overline{)41.16}\]
Lesson #11: Fractions
Add or Subtract: Simplify

1) \[ \frac{1}{2} - \frac{1}{2} = \]

2) \[ \frac{4}{6} - \frac{2}{6} = \]

3) \[ \frac{3}{6} - \frac{1}{6} = \]

4) \[ \frac{9}{10} - \frac{1}{10} = \]

5) \[ \frac{8}{10} - \frac{2}{4} = \]

6) \[ \frac{4}{6} - \frac{1}{12} = \]
7) \( \frac{3}{6} + \frac{3}{8} = \)

8) \( \frac{10}{12} + \frac{1}{2} = \)

9) \( 4\frac{3}{8} + 1\frac{7}{8} = \)

10) \( 5\frac{7}{8} + 5\frac{4}{8} = \)

11) \( 4\frac{3}{7} - 2\frac{1}{4} \)

12) \( 5\frac{9}{10} - 4\frac{5}{11} \)
Lesson #12: Multiplying Fractions

Solve each problem. Answer as a mixed fraction.

Ex) \( \frac{2}{3} \times 8 = \frac{5}{3} + \frac{1}{3} \)

1) \( \frac{3}{5} \times 3 = \)

2) \( \frac{1}{5} \times 7 = \)

3) \( \frac{5}{6} \times \frac{4}{6} = \)

4) \( \frac{5}{12} \times 8 = \)

5) \( \frac{3}{6} \times \frac{5}{6} = \)

6) \( \frac{8}{6} \times \frac{2}{6} = \)

7) \( \frac{6}{10} \times 3 = \)

8) \( \frac{4}{8} \times 6 = \)

9) \( \frac{4}{3} \times \frac{2}{3} = \)

10) \( \frac{6}{5} \times \frac{1}{5} = \)

11) \( \frac{2}{4} \times \frac{1}{4} = \)
Lesson #13: Multiplying Fractions

1. \(\frac{3}{8} \times \frac{5}{2}\)

2. \(2\frac{3}{4} \times 8\)

3. \(\frac{5}{6} \text{ of } \frac{9}{11}\)

4. \(\frac{7}{10} \text{ of } \frac{5}{9}\)

5. \(\frac{7}{8} \times \frac{10}{14}\)

6. \(\frac{8}{9} \times \frac{9}{10}\)
Lesson #14: Algebra

1. Add 8 to \( w \)  
2. Subtract 10 from \( a \)

3. Sum of \( p \) and \( \frac{3}{4} \)  
4. Subtract \( 6y \) from 5

5. Multiply 6 by \( g \)  
6. Divide \( 3k \) by 2

7. 4 times as many as \( h \)  
8. 12 less than \( 5s \)

9. 8 more than \( 7b \)  
10. Divide \( 5d \) by 4
Evaluate each expression for $m = 4$.

11. $11 - m$  
12. $m + 9$

Evaluate each expression for $k = 8$.

13. $3k + 7$  
14. $12 + 6k$

15. $30 - 2k$  
16. $7k - 19$
Solve each equation.

\[3d + 5 = 17\]

\[42 + 6h = 84\]

\[4k + 44 = 10k - 10\]
\[4n = 28\]

\[10w - 18 = 42\]

\[7m - 35 = 5 + 2m\]
1. Which of the following is 3,450,026 in word form? (Lesson 1.1)
   A  Three million, four hundred fifty thousand, twenty-six
   B  Three million, four hundred thousand fifty, twenty-six
   C  Three million, fifty thousand four hundred, twenty-six
   D  Three million, forty-five thousand, twenty-six

2. Which number is greatest? (Lesson 1.3)
   A  15,265
   B  93,216
   C  320,182
   D  320,128

3. Which number when rounded to the nearest thousand is 23,000? (Lesson 1.4)
   A  22,097
   B  22,499
   C  23,400
   D  23,501

4. Simplify $20 + 10 \times 19 - 7$. (Lesson 2.7)
   A  140
   B  203
   C  360
   D  563
5. Multiply $52 \times 10^2$. (Lesson 2.3)
   A 52   B 520
   C 5,200   D 52,000

6. Which is the difference between the value of the digit 6 in 2,300,628 and in 846,150? (Lesson 1.2)
   A 600   B 5,400
   C 5,522   D 6,000

7. Which is the remainder when 4,885 is divided by 21? (Lesson 2.6)
   A 12   B 13
   C 14   D 15

8. Express $4 \div \frac{1}{12}$ in simplest form. (Lesson 4.6)
   A 48   B 3
   C $\frac{4}{12}$   D $\frac{1}{48}$

9. Find the difference: $\frac{3}{4} - \frac{3}{8}$. (Lesson 3.2)
   A $\frac{5}{8}$   B $\frac{3}{8}$
   C $\frac{1}{2}$   D $\frac{1}{4}$

10. Find the product: $\frac{3}{4} \times \frac{8}{12}$. (Lesson 4.1)
    A $\frac{1}{2}$   B $\frac{2}{3}$
    C $\frac{5}{12}$   D $\frac{11}{16}$