

# Rising 5th Grade 2021 Math Summer Packet

Believe it or not, school starts in five weeks. For the rest of the summer, your assignment is to spend 10-15 minutes each day on math. It is important to practice EVERY day because if you don't use it, you might lose it!

This packet includes four weeks of work. Since there are five weeks of summer remaining you can decide which week you want to take a break.

The weekly assignments include:

- Numbers of the Week - practice your multiplication facts for these numbers every day.
- Problem of the Day - complete both problems by the end of the week. You select which days.
- Review Worksheet - complete one worksheet each day.

Bring this completed math packet with you on the first day of school and give it to your homeroom teacher.

I am looking forward to being your math teacher in 5th grade. I will see you all in August!

**Mrs. Ullmann**

**[jullmann@stmartinschool.org](mailto:jullmann@stmartinschool.org)**

# Multiplication Fact Choice Board

★ GOAL: 10-15 minutes of fact practice a day! ★

## [Iknowit.com](http://Iknowit.com)

\*Scroll to the Basic Multiplication & Division section and explore any of the activities.

\* The 3rd grade multiplication is a good review, too!

## Multiplication War

Play with someone at home.  
See below for directions.



Key: Jack = 10 Queen = 11  
King = 12 Ace = 1

## [KhanAcademy.com](http://KhanAcademy.com)

Go to KhanAcademy.com and complete the practice problems for the number or numbers of the week.



## Jumping Jack Skip Counting

For example, skip count by 5's up to 60 (aloud) while you complete a jumping jack for each multiple.



## The Drill

See "Numbers of the Week" for directions.



## Yahtzee

Play a family game of Yahtzee.



Be sure to keep your own score!

## Multiplication War

1. Remove the Jacks, Kings and Queens from a regular deck of cards.
2. Shuffle.
3. Players place cards face down in a pile.
4. At the count of three, both players flip over their top 2 cards.
5. The person with the higher product receives the cards and puts them in a separate pile. You have to say the product correctly to win the cards!
6. If the products are the same, the cards are put in the middle of the table.
7. The next player to win the "flip" gets the cards in the middle of the table in addition to the cards just played.
8. The winner is the person with the most cards at the end of play



# Problem of the Day

Summer Work Week 1

Charlotte has 2 dozen cookies. Lily has 4 less cookies than Charlotte. How many cookies does Lily have?

HINT: One dozen equals 12.

# Problem of the Day

Summer Work Week 1

Mrs. Ullmann ordered pizza for the class. James ate  $\frac{1}{2}$  of a pizza. Fletcher ate  $\frac{3}{6}$  of the pizza. Who ate more pizza? Draw a picture to show your answer.

**Rising 5th: Review Worksheet** \_\_\_\_\_

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

**Addition - Week 1** \_\_\_\_\_

**Find the sum.**

**1.**

	6	3,	8	2	4
+	2	9,	4	5	2

**2.**

	7	3,	4	0	4
+	2	7,	8	6	5

**3.**

	3	8,	5	0	3
+	4	1,	9	7	8

**4.**

	5	2,	8	5	1
+	6	5,	6	0	1

**5.**

	5	4,	9	8	0
+	2	4,	6	1	1

**6.**

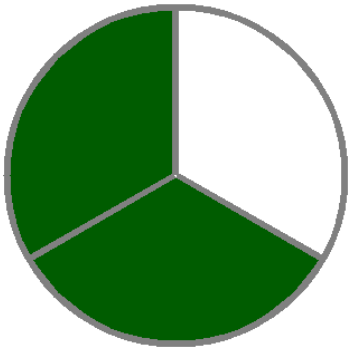
6	0	4,	5	4	2
+	8	7,	1	0	6

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

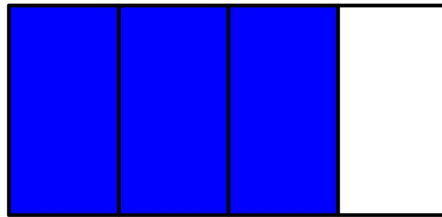
**Fractions/Decimals - Week 1** \_\_\_\_\_

**Name the fraction. Write 2 equivalent fractions.**

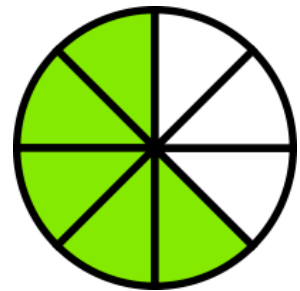
1.



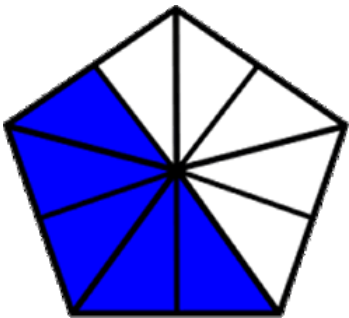
2.



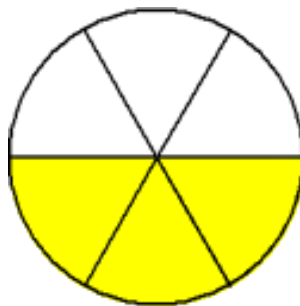
3.



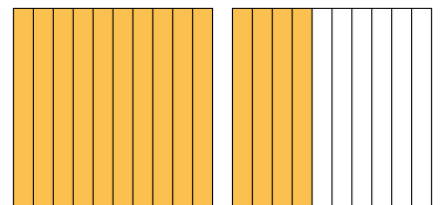
4.



5.



6.



**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

**Multiplication - Week 1**

**Find the product.**

**1.**

		3	5
	x		8

**2.**

		4	2
	x		9

**3.**

	7	4	8
x			4

**4.**

	1	6	9
x			2

**5.**

	4	8	7
x			4

**6.**

		8	4
	x		7

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

**Division - Week 1** \_\_\_\_\_

**Solve for the quotient. Hint: There may be a reminder!**

**1.**

$$32 \div 4 =$$

**2.**

$$102 \div 2 =$$

**3.**

$$65 \div 4 =$$



**4.**

$$91 \div 8 =$$

**5.**

$$186 \div 2 =$$

**6.**

$$56 \div 8 =$$

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

Place Value - Week 1 \_\_\_\_\_

**What is the value of the underlined digit?**

<p>1.</p> <p>1<u>1</u>0,256</p> <p>answer: 10,000</p>	<p>2.</p> <p><u>3</u>29,442</p>	<p>3.</p> <p>6,8<u>7</u>9</p>
<p>4.</p> <p><u>7</u>,682</p>	<p>5.</p> <p>1,999,0<u>9</u><u>9</u></p>	<p>6.</p> <p>538,<u>2</u>04</p>



# Problem of the Day

Summer Work Week 2

Fill in the table using the numbers below.

\*\*\*Some numbers may be used more than once.

54

72

84

90

96

Divisible by 5 and 9	Divisible by 6 and 9	Divisible by 2 and 6

# Problem of the Day

Summer Work Week 2

A science class is testing model planes. Joseph's plane flew 9.35 meters. Will's plane flew 9.6 meters. Sammy's plane flew 10.04 meters. Sophia's plane flew 9.57 meters. Which plane flew the shortest distance? Which plane flew the longest distance? Label your answer.

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

**Subtraction - Week 2** \_\_\_\_\_

**Find the difference.**

**1.**

		6,	9	5	8
-		3,	7	1	8

**2.**

	7	8,	5	6	9
-	3	8,	4	5	3

**3.**

	3	2,	3	1	8
-	2	6,	7	0	5

**4.**

	5	9,	2	0	8
-	3	1,	5	0	6

**5.**

	4	6,	5	5	7
-	2	4,	3	4	7

**6.**

	9	0,	6	4	2
-	8	4,	5	1	1

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

Division - Week 2 \_\_\_\_\_

What is the quotient?

1.  $4,500 \div 9$	2.  $8,100 \div 9$	3.  $7,200 \div 9$
4.  $4,500 \div 7$	5.  $6,300 \div 7$	6.  $2,100 \div 7$

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

Expanded Form - Week 2 \_\_\_\_\_

**Write the number in expanded form.**

<p><b>1.</b></p> <p>3,260</p> <p>answer:</p> <p>3,000 three thousands 200 two hundreds <u>+ 60 six tens</u> 3,260</p>	<p><b>2.</b></p> <p>48,569</p>	<p><b>3.</b></p> <p>999</p>
<p><b>4.</b></p> <p>100,358</p>	<p><b>5.</b></p> <p>5,109</p>	<p><b>6.</b></p> <p>87,036</p>

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

**Multiplication - Week 2**

Use place value to find the product.

<p>1.</p> <p>Example:</p> $8 \times 700$ $= 8 \times \underline{7} \text{ hundreds}$ $= \underline{56} \text{ hundreds}$ $= \underline{5600}$	<p>2.</p> $4 \times 900$ $= 4 \times \underline{\quad} \text{ hundreds}$ $= \underline{\quad} \text{ hundreds}$ $= \underline{\quad}$	<p>3.</p> $7 \times 6,000$ $= 7 \times \underline{\quad} \text{ thousands}$ $= \underline{\quad} \text{ thousands}$ $= \underline{\quad}$
<p>4.</p> $9 \times 80$ $= 9 \times \underline{\quad} \text{ tens}$ $= \underline{\quad} \text{ tens}$ $= \underline{\quad}$	<p>5.</p> $7 \times 500$ $= 7 \times \underline{\quad} \text{ hundreds}$ $= \underline{\quad} \text{ hundreds}$ $= \underline{\quad}$	<p>6.</p> $12 \times 700$ $= 12 \times \underline{\quad} \text{ hundreds}$ $= \underline{\quad} \text{ hundreds}$ $= \underline{\quad}$



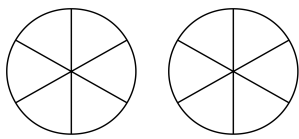
**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

**Fractions/Decimals - Week 2** \_\_\_\_\_

**Add or subtract the fractions. Color your answer on the circles. Rewrite as a mixed number.** \_\_\_\_\_

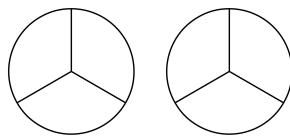
**1.**

$$\frac{5}{6} + \frac{4}{6} =$$



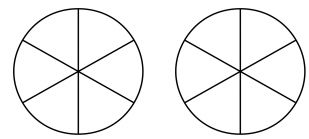
**2.**

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



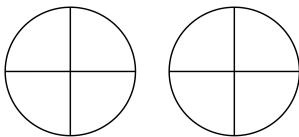
**3.**

$$\frac{3}{6} + \frac{4}{6} =$$



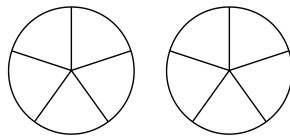
**4.**

$$1 \frac{3}{4} - \frac{2}{4} =$$



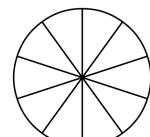
**5.**

$$1 \frac{3}{5} - \frac{4}{5} =$$



**6.**

$$\frac{9}{10} - \frac{4}{10} =$$





# Problem of the Day

## Summer Work Week 3

Nurse Jenny walks  $\frac{2}{3}$  mile to school each day. She walks the same distance home. How far does she walk to and from school during a regular school week (5 days)?

distance to school =

--	--	--

distance from school =

--	--	--

total walked each day =

distance walked in 5 days =

# Problem of the Day

## Summer Work Week 3

I am a number between 60 and 100. My ones digit is 2 less than my tens digit. I am a prime number. What number am I?

HINT: If I am a number between 60 and 100, what are the possible multiples of 10 I could be? Once you know the possible

digits in the tens place, you can figure out the ones digit by subtracting 2.

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

**Compare & Order Numbers - Week 3** \_\_\_\_\_

**Compare. Write  $>$ ,  $<$  or  $=$**

1.

3,422      3,762

2.

598      498

3.

13,583      13,583

4.

2,385      2,358

5.

96,277      96,722

6.

50,001      50,100

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

Multiplication - Week 3

**Use the area model to find the product.**

**1.** Find the product.  
 $41 \times 32$ .

**2.** Find the product.  
 $23 \times 56$

**3.** Find the product.  
 $25 \times 26$ .

4. Find the product.  
 $36 \times 76$ .

5. Find the product.  
 $46 \times 81$ .

6. Find the product.  
 $92 \times 13$ .

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_  
Addition - Week 3 \_\_\_\_\_

Find the sum.

1.

	9	7,	8	1	3
+		6,	4	2	8

2.

	8	4,	1	2	3
+	1	6,	9	8	7

3.

	1	2,	7	1	7
+		4,	8	5	4

<p><b>4.</b></p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr><td></td><td>6</td><td>3,</td><td>0</td><td>4</td><td>9</td></tr> <tr><td>+</td><td>5</td><td>1,</td><td>2</td><td>3</td><td>8</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>		6	3,	0	4	9	+	5	1,	2	3	8							<p><b>5.</b></p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr><td></td><td>2</td><td>2,</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>+</td><td></td><td>5,</td><td>4</td><td>8</td><td>9</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>		2	2,	2	2	2	+		5,	4	8	9							<p><b>6.</b></p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr><td></td><td>6</td><td>4,</td><td>3</td><td>9</td><td>7</td></tr> <tr><td>+</td><td>2</td><td>5,</td><td>8</td><td>0</td><td>5</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>		6	4,	3	9	7	+	2	5,	8	0	5						
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**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_  
**Fractions/Decimals - Week 3** \_\_\_\_\_

**Write the fraction or mixed number as a decimal.**

1.

$$\frac{3}{10}$$

2.

$$8\frac{1}{100}$$

3.

$$\frac{98}{100}$$

4.

$$25\frac{50}{100}$$

5.

$$\frac{6}{10}$$

6.

$$14\frac{6}{100}$$

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

Factors & Multiples - Week 3 \_\_\_\_\_

A **factor** is a number that is multiplied by another number to find a product.



A **multiple** is the product of a number and a counting number (3, 6, 9, 12, etc..). Think "when I multiply, the product is a multiple."

<p>1.</p> <p>List all the <u>factors</u> for the number 21.</p>	<p>2.</p> <p>6, 12, 18, 24, 30, 36, ?</p> <p>What is the next number in the pattern?</p>	<p>3.</p> <p>List all the <u>factors</u> for the number 54.</p>
<p>4.</p> <p>What are the <u>common factors</u> of 18, 36 and 54?</p>	<p>5.</p> <p>Is the number 45 a <u>multiple</u> of 6?</p>	<p>6.</p> <p>What <u>multiple</u> of 6 is also a <u>factor</u> of 6?</p>

## Week 4 - Numbers of the Week

### Monday

- Fill in the Multiplication Chart for the numbers of the week (pencil & paper).

- Make flash cards for the ones you don't know.

Tuesday-Friday

- Review the flash cards you made on Monday. Add to the cards from the previous week.
- Complete 1 activity from the Multiplication Choice Board each day.
- Complete "The Drill" for each number of the week. See instructions below.

The Drill - Multiplication Facts Up and Down

If possible, find a partner (or partners) to help you with this activity.

- Person 1 starts by saying the product of the number times 1.
- Person 2 says the product of the number times 2.
- Person 3 says the product of the number times 3.
- Take turns until you get to the product of number times 12. Take turns working your way back to the product of the number times 1. For example:

<u>Player 1</u>	<u>Player 2</u>	<u>Player 3</u>	
2	4	6	
8	10	12	
14	16	18	
20	22	24	
22	20	18	continue until you get back to 2 etc...

- Time yourself. Record your time. See if you can improve it each day.

x	1	2	3	4	5	6	7	8	9	10	11	12
3												
6												

# Problem of the Day

Summer Work Week 4

Colin is the cashier at the school store. If Reese buys 1 notebook for \$0.70 and 1 pencil for \$0.15 how much will it cost? If Reese pays with a \$1 bill, how much change should Colin give her?

## Problem of the Day

Summer Work Week 4

Mrs. DeWitt and Mrs. Ullmann were having a party. They rented 325 chairs each week for two weeks in July.

How many chairs did they rent? \_\_\_\_\_

**BONUS:** Each week, if they wanted to set the chairs up with an equal amount of chairs in each row, how many chairs would be in each row? (There is more than one possible answer.)

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

Subtraction - Week 4 \_\_\_\_\_

**Find the difference.**

1.

		5,	1	2	8
-		3,	2	9	6

2.

		6,	2	5	3
-		3,	7	1	8

3.

		5,	9	2	3
-			4	1	0

4.

	3	2,	3	1	8
-	2	6,	7	0	5

5.

	9	0,	7	3	1
-		3,	7	9	5

6.

	7	4,	5	2	9
-	3	8,	4	5	3

**Rising 5th: Review Worksheet** Name: \_\_\_\_\_

Division - Week 4 \_\_\_\_\_

**Solve for the quotient. Show your work.**

1.

$$488 \div 4$$

2.

$$636 \div 6$$

3.

$$126 \div 3$$

4.

$$617 \div 5$$

5.

$$60 \div 6$$

6.

$$180 \div 3$$

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

Multiplication - Week 4

Multiply. Write your answer as a mixed number in simplest form.

1.

$$5 \times \frac{3}{8} =$$

5.

$$4 \times \frac{5}{6} =$$

6.

$$7 \times \frac{3}{9} =$$

4.

$$4 \times 1\frac{3}{4} =$$

5.

$$5 \times 2\frac{1}{2} =$$

6.

$$3 \times 3\frac{2}{3} =$$

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

Rounding - Week 4 \_\_\_\_\_

Round to the place value of the underlined digit.

<p>1.</p> <p>10,8<u>3</u>2</p> <p>answer: 10,800</p> <p>You are rounding to the nearest hundred. Is 10,832 closer to 10,800 or 10,900?</p>	<p>2.</p> <p><u>8</u>50,000</p>	<p>3.</p> <p><u>6</u>4,999</p>
<p>4.</p> <p>30<u>1</u>,578</p>	<p>5.</p> <p>6<u>6</u>,093</p>	<p>6.</p> <p>100,7<u>4</u>9</p>

**Rising 5th: Review Worksheet** \_\_\_\_\_ **Name:** \_\_\_\_\_

Fractions & Decimals - Week 4 \_\_\_\_\_

Write the equivalent fraction, decimal and money amount.

<p>1.</p> <p><b>.08</b></p> <p>Fraction:</p> <hr/> <p>Money Amount:</p> <hr/>	<p>2.</p> <p><math>2\frac{9}{10}</math></p> <p>Decimal:</p> <hr/> <p>Money Amount:</p> <hr/>	<p>3.</p> <p><b>\$14.63</b></p> <p>Fraction:</p> <hr/> <p>Decimal:</p> <hr/>
<p>1.</p> <p><b>9.47</b></p> <p>Fraction:</p> <hr/> <p>Money Amount:</p> <hr/>	<p>2.</p> <p><math>\frac{63}{100}</math></p> <p>Decimal:</p> <hr/> <p>Money Amount:</p> <hr/>	<p>3.</p> <p><b>\$10.22</b></p> <p>Fraction:</p> <hr/> <p>Decimal:</p> <hr/>