

GRADE 6 SUMMER ASSIGNMENT

ANSWER KEY

Numbers & Operations in Base Ten

Fill in the Blank:

1. 3,000
2. left
3. hundreds
4. 3,755
5. 8,000

Multiple Choice:

1. b) 7,816
2. a) 7,243
3. a) 720
4. c) 7,000
5. d) 10,520

Open-Ended (Sample responses):

1. To round 6,487 to the nearest hundred, I look at the tens digit (8). Since it is 5 or more, I round the hundreds place up from 4 to 5. The answer is 6,500.
2. I would subtract 3,957 from 8,000 by borrowing if needed, or by adding up from 3,957 to 8,000. The answer is 4,043.
3. When a number is multiplied by 100, its value increases by two zeros or moves two places to the left. For example, $5 \times 100 = 500$.

Fractions

Fill in the Blank:

1. 50
2. 15
3. numerators

4. $\frac{1}{2}$
5. greater

Multiple Choice:

1. a) $\frac{1}{2}$
2. b) $\frac{3}{3}$
3. c) $\frac{3}{8}$
4. b) $\frac{2}{5}$
5. a) $\frac{9}{4}$

Open-Ended (Sample responses):

1. To compare $\frac{2}{3}$ and $\frac{3}{4}$, I find a common denominator or convert to decimals.
 $\frac{2}{3} \approx 0.67$ and $\frac{3}{4} = 0.75$, so $\frac{3}{4}$ is greater.
2. I use fractions when I share a pizza with friends, like splitting a pizza into 8 slices.
3. $\frac{1}{6} + \frac{1}{3} = \frac{1}{6} + \frac{2}{6} = \frac{3}{6} = \frac{1}{2}$. First, I found a common denominator (6), then added the numerators.

Operations & Algebraic Thinking

Fill in the Blank:

1. 25
2. 30
3. 12
4. addition
5. 10, 12

Multiple Choice:

1. b) 4

2. c) 17
3. b) 12
4. d) 8
5. c) $9-3=6$

Open-Ended (Sample responses):

1. I made the equation $x+5=10$. If $x=5$, then $5+5=10$.
 2. I find patterns like "add 2 each time" to figure out the next number in a sequence.
 3. I used math operations to figure out how much change I should get when I buy something.
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Geometry

Fill in the Blank:

1. three
2. square
3. vertex
4. four
5. perimeter

Multiple Choice:

1. c) Circle
2. b) 4
3. a) 24 square units
4. c) Rectangle
5. c) segment

Open-Ended (Sample responses):

1. Squares have all equal sides and all right angles. Rectangles have opposite sides equal and all right angles.
2. [Student drawings; should include labels for triangle (3 sides), rectangle (4 sides), and circle (no sides).]
3. To find the area of a rectangle, multiply its length by its width.

Measurement & Data

Fill in the Blank:

1. 100
2. thirty
3. shorter
4. Celsius
5. volume

Multiple Choice:

1. c) 1,000
2. b) 125 cubic cm
3. a) 1 meter
4. c) Balance scale
5. c) 12

Open-Ended (Sample responses):

1. I would use a ruler or tape measure to measure the length of my desk in centimeters or inches.
2. I would use a graph to show how many students in my class like different kinds of fruit.
3. I decide the unit by thinking about the size of what I'm measuring. For example, I use centimeters for a pencil and meters for a room.