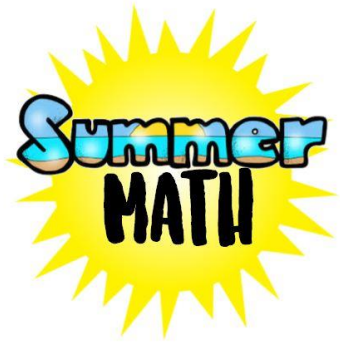
Alicia Naleway - District Curriculum Coordinator K-8 Math/K-5 Science
Southington Public Schools 860-628-3275 ext 14021

Southington Public Schools Summer Math: Entering Grade 6
Non-Computer Option for Summer Work

Dear Families of Students Entering Grade 6,



If you are choosing to have your child work on the summer math packet on paper instead of online, we have included a summer math log for your child to track their work over the summer. Each time your child completes a ***page in the summer packet,*** simply fill in one box on the log and have your child color it in.

We have set the following summer math goals for students:

Students entering grade 6
Goal: Complete a minimum of 20 boxes over the summer.

Upon returning to school in the fall, please have your child bring the ***"summer math log"*** to their math teacher. Students who meet the summer goal of 20 boxes or greater will earn a completion grade in PowerSchool.

Thank you for your anticipated support with summer math. Have a wonderful summer!

Sincerely,

Alicia Naleway

District Curriculum Coordinator
K-8 Math, K-5 Science

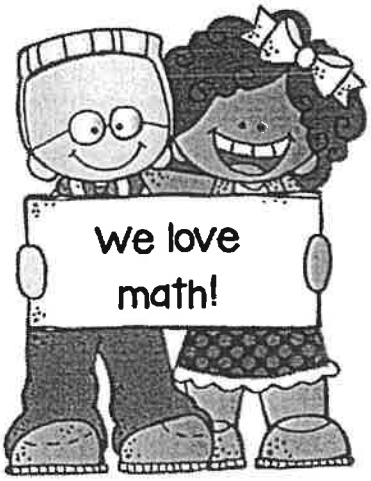
Southington Public Schools Summer Math Log

Student Name: _____ Grade Entering in Fall: _____

Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:
Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:
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Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:	Date: Page: Tech Time:

For each box above, please put the date, page number your child worked on, and/or circle tech time if your child did either iReady or SplashLearn. Color in each box that is completed!

Bring this back to school in the fall for a certificate and a pencil.



i-Ready

Grade 5 Mathematics

Student At-Home Activity Packet

This At-Home Activity Packet includes 27 sets of practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills!

See the Grade 5 Math concepts covered in this packet!



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Grade 5 Math concepts covered in this packet

Concept	Practice	Fluency and Skills Practice	
Understanding the Place Value System	1	Understanding of Place Value	4
	2	Understanding Powers of 10	5
	3	Reading a Decimal in Word Form	6
	4	Writing a Decimal in Standard Form	7
	5	Comparing Decimals	8
	6	Rounding Decimals	9
Understanding Multiplication and Division with Whole Numbers	7	Multiplying Multi-Digit Whole Numbers	10
	8	Multiplying with the Standard Algorithm	11
	9	Using Estimation and Area Models to Divide	12
	10	Using Area Models and Partial Quotients to Divide	13
Understanding Addition and Subtraction with Decimals	11	Adding Decimals	14
	12	Subtracting Decimals to Hundredths	15
	13	Using Estimation with Decimals	16
Understanding Multiplication and Division with Decimals	14	Multiplying a Decimal by a Whole Number	18
	15	Multiplying Decimals Less Than 1	19
	16	Multiplying with Decimals Greater Than 1	20
	17	Dividing a Decimal by a Whole Number	21
	18	Dividing by Hundredths	22

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Grade 5 Math concepts covered in this packet (Continued)

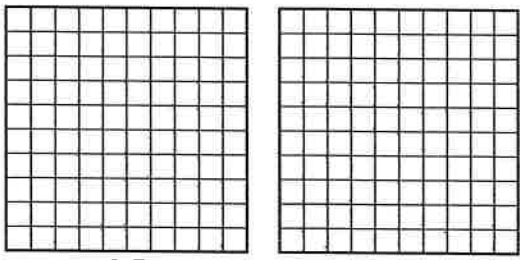
Concept	Practice	Fluency and Skills Practice	
Understanding Addition and Subtraction with Fractions	19	Adding Fractions with Unlike Denominators	23
	20	Adding with Mixed Numbers	24
	21	Subtracting Fractions with Unlike Denominators	25
	22	Subtracting with Mixed Numbers	26
	23	Estimating in Word Problems with Fractions	28
Extending Multiplication and Division to Fractions	24	Fractions as Division	29
	25	Understanding of Multiplying by a Fraction	30
	26	Multiplying Unit Fractions to Find Area	31
	27	Tiling a Rectangle to Find Area	32

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Understanding of Place Value

Name: _____

1 The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.



0.5 **0.05**

Complete the comparison statements.

0.05 is _____ of 0.5.

0.5 is _____ times the value of 0.05.

Complete the equations.

$0.5 \div$ _____ $= 0.05$

$0.05 \times$ _____ $= 0.5$

2 Draw a number line from 0 to 2. Then draw and label points at 2 and 0.2.

Use the number line to explain why 2 is 10 times the value of 0.2.

Complete the equations to show the relationship between 2 and 0.2.

$0.2 \times$ _____ $= 2$

$2 \div$ _____ $= 0.2$

3 Which type of model do you like best? Explain why.

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Understanding Powers of 10

Name: _____

Multiply or divide.

1. $6 \div 10$ _____
2. $0.6 \div 10$ _____
3. $6 \div 10^2$ _____
4. $0.6 \div 10^2$ _____
5. $6 \div 10^3$ _____
6. $60 \div 10^3$ _____
7. 0.3×10 _____
8. 0.3×10^2 _____
9. 0.3×10^3 _____
10. 0.03×10^2 _____
11. 0.003×10^2 _____
12. 0.03×10^3 _____
13. $72 \div 10$ _____
14. 0.72×10^2 _____
15. $7{,}200 \div 10^3$ _____
16. $20 \div 10^2$ _____
17. 0.9×10^3 _____
18. 0.001×10^2 _____
19. $54 \div 10$ _____
20. $150 \div 10^3$ _____
21. 0.46×10^3 _____

22. What strategies did you use to solve the problems? Explain.

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Reading a Decimal in Word Form

Name: _____

What is the word form of each decimal?

1. 0.2

_____

2. 0.02

_____

3. 0.002

_____

4. 0.12

_____

5. 0.012

_____

6. 0.102

_____

7. 1.002

_____

8. 9.4

_____

9. 90.04

_____

10. 0.94

_____

11. 500.2

_____

12. 8.008

_____

13. 700.06

_____

14. 6.335

_____

15. 3,000.001

_____

16. What strategies did you use to help you read the decimals? Explain.

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Writing a Decimal in Standard Form

Name: _____

What decimal represents each number?

1. one and six tenths

   _____

2. eight and eleven hundredths

   _____

3. $6 \times 1 + 5 \times \frac{1}{10}$

   _____

4. thirteen and thirteen thousandths

   _____

5. $2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}$

   _____

6. $4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1{,}000}$

   _____

7. five hundred twelve thousandths

   _____

8. $8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1{,}000}$

   _____

9. $2 \times 1 + 4 \times \frac{1}{100}$

   _____

10. forty-two and forty-one hundredths

    _____

11. $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$

    _____

12. twelve and sixty-eight thousandths

    _____

13. $3 \times 1{,}000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1{,}000}$

    _____

14. nine hundred fifty-six and four hundred twenty-seven thousandths

    _____

15. How was writing decimals for numbers in word form different from numbers in expanded form?

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Comparing Decimals

Name: _____

Write the symbol <, =, or > in each comparison statement.

1. 0.02 _____ 0.002
2. 0.05 _____ 0.5
3. 0.74 _____ 0.84
4. 0.74 _____ 0.084
5. 1.2 _____ 1.25
6. 5.130 _____ 5.13
7. 3.201 _____ 3.099
8. 0.159 _____ 1.590
9. 8.269 _____ 8.268
10. 4.60 _____ 4.060
11. 302.026 _____ 300.226
12. 0.237 _____ 0.223
13. 3.033 _____ 3.303
14. 9.074 _____ 9.47
15. 6.129 _____ 6.19
16. 567.45 _____ 564.75
17. 78.967 _____ 78.957
18. 5.346 _____ 5.4
19. 12.112 _____ 12.121
20. 26.2 _____ 26.200
21. 100.32 _____ 100.232

22. What strategies did you use to solve the problems? Explain.

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Rounding Decimals

Name: _____

Round each decimal to the nearest tenth.

1. 0.32 _____
2. 3.87 _____
3. 0.709 _____
4. 12.75 _____
5. 12.745 _____
6. 645.059 _____

Round each decimal to the nearest hundredth.

7. 1.079 _____
8. 0.854 _____
9. 0.709 _____
10. 12.745 _____
11. 645.059 _____
12. 50.501 _____

Round each decimal to the nearest whole number.

13. 1.47 _____
14. 12.5 _____
15. 200.051 _____

16. Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

17. Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.

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Multiplying Multi-Digit Whole Numbers

Name: _____

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

1. 132×34
2. 247×15
3. 145×23
4. 308×12
5. 158×41
6. 364×32
7. 400×29
8. 254×17
9. 187×42
10. 216×12
11. 323×18
12. 194×26
13. 317×14
14. 385×31
15. 285×27

16. What strategies did you use to solve the problems? Explain.

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Multiplying with the Standard Algorithm

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. 580 × 30

2. 3,104 × 18

3. 1,482 × 38

4. 1,085 × 17

5. 1,236 × 55

6. 1,625 × 18

7. 2,105 × 13

8. 1,788 × 15

9. 2,500 × 19

10. 648 × 32

11. 2,409 × 23

12. 306 × 62

13. 2,417 × 24

14. 650 × 35

15. 962 × 44

Answers

20,736	17,400	27,365	47,500	55,872
18,972	18,445	26,820	67,980	56,316
22,750	29,250	55,407	42,328	58,008

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Using Estimation and Area Models to Divide

Name: _____

Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

Division Problems	Student Answers
516 ÷ 12	~~48~~ 43 Check: 12 × 48 = 576
837 ÷ 31	27
351 ÷ 13	57
918 ÷ 54	22
896 ÷ 32	23
1,482 ÷ 78	14
1,012 ÷ 11	82
1,344 ÷ 56	24

1 Explain how you could know that the answers to two of the problems are incorrect without multiplying.

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Using Area Models and Partial Quotients to Divide

Name: _____

Estimate. Circle all the problems that will have quotients greater than 30. Then find the exact quotients of only the problems you circled.

1. 540 ÷ 12 _____
2. 798 ÷ 38 _____
3. 429 ÷ 11 _____
4. 931 ÷ 19 _____
5. 925 ÷ 25 _____
6. 390 ÷ 15 _____
7. 1,071 ÷ 51 _____
8. 1,326 ÷ 13 _____
9. 1,856 ÷ 32 _____
10. 2,952 ÷ 72 _____
11. 1,869 ÷ 89 _____
12. 1,798 ÷ 29 _____

13. Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.

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Adding Decimals

Name: _____

Circle all the problems with sums less than 5.
Then find the exact sums of only the problems you circled.

1. 0.24 + 4.25 _____
2. 4.8 + 0.16 _____
3. 2.31 + 2.075 _____
4. 2.31 + 2.7 _____
5. 0.909 + 4.09 _____
6. 3.99 + 1.109 _____
7. 2.675 + 2.325 _____
8. 3.775 + 0.225 _____
9. 2.06 + 2.933 _____
10. 2.6 + 2.933 _____
11. 1.809 + 3.091 _____
12. 3.01 + 1.991 _____
13. 1.83 + 3.1 + 0.1 _____
14. 0.012 + 3.79 + 1.101 _____
15. 2.6 + 2.04 + 0.099 _____
16. What strategies did you use to solve the problems?

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Subtracting Decimals to Hundredths

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. 7.5 − 1.2 _____
2. 10.75 − 4.13 _____
3. 20.2 − 14.8 _____
4. 6.12 − 0.7 _____
5. 41.5 − 33.25 _____
6. 15.9 − 8.92 _____
7. 105.53 − 99.28 _____
8. 9.46 − 3.68 _____
9. 74 − 65.9 _____
10. 5.05 − 0.56 _____
11. 31.27 − 23.67 _____
12. 256.4 − 248.38 _____
13. 12 − 4.39 _____
14. 1,280.01 − 1,272.77 _____
15. 500.2 − 494.94 _____

Answers

6.25	5.26	6.62	8.1	7.6
4.49	8.25	7.61	6.98	5.42
7.24	5.4	8.02	5.78	6.3

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Using Estimation with Decimals

Name: _____

Solve the problems.

1. Lori needs at least 12 liters of water to fill a water cooler. She has a container with 4.55 liters of water, a container with 3.25 liters of water, and a container with 4.85 liters of water. Does she have enough water? Use estimation only to decide. Explain why you are confident in your estimate.

2. Nia wants the total weight of her luggage to be no more than 50 kilograms. She has three suitcases that weigh 15.8 kilograms, 17.42 kilograms, and 16.28 kilograms. Is the total weight within the limit? Use only estimation to decide. Explain how you know your estimate gives you the correct answer.

3. Omar measures one machine part with length 4.392 centimeters and another part with length 6.82 centimeters. What is the difference in length? Use estimation to check your answer for reasonableness.

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Name: _____

4 Kyle wants to buy a hat for $5.75, a T-shirt for $7.65, and a keychain for $3.15. He has $16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.

5 For his hiking club, Ricardo is making a container of trail mix with 3.5 kilograms of nuts. He has 1.78 kilograms of peanuts and 0.625 kilograms of almonds. The rest of the nuts will be cashews. How many kilograms of cashews does he need? Use estimation to check your answer for reasonableness.

6 Suppose you want to be sure that the total cost of three items does not go over a certain amount. How can you use estimation only to solve the problem?

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Multiplying a Decimal by a Whole Number

Name: _____

Multiply.

1. 3×0.2 _____
2. 3×0.03 _____
3. 3×0.23 _____
4. 4×0.08 _____
5. 4×1.1 _____
6. 4×1.18 _____
7. 6×0.07 _____
8. 6×1.1 _____
9. 6×1.17 _____
10. 21×0.05 _____
11. 21×1.05 _____
12. 21×2.05 _____
13. 9×3.25 _____
14. 5×0.87 _____
15. 11×3.68 _____
16. 16×6.4 _____
17. 7×6.89 _____
18. 32×5.12 _____

19. How did you know where to put the decimal point in problem 6?

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Multiplying Decimals Less Than 1

Name: _____

Multiply.

1. 0.5×3 _____
2. 0.5×0.3 _____
3. 0.5×0.03 _____
4. 6×0.2 _____
5. 0.6×0.2 _____
6. 0.06×0.2 _____
7. 0.8×0.1 _____
8. 0.8×0.2 _____
9. 0.8×0.3 _____
10. 0.4×0.02 _____
11. 0.4×0.04 _____
12. 0.4×0.12 _____
13. 0.3×0.4 _____
14. 0.6×0.4 _____
15. 0.6×0.8 _____
16. 0.01×0.5 _____
17. 0.05×0.5 _____
18. 0.25×0.5 _____

19. Describe a pattern you noticed when you were completing the problem set.

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Multiplying with Decimals Greater Than 1

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. 0.3×1.2 _____
2. 1.2×0.4 _____
3. 1.2×1.1 _____
4. 0.3×12.1 _____
5. 4.4×1.1 _____
6. 0.02×1.8 _____
7. 7.1×5.1 _____
8. 6.6×0.02 _____
9. 2.4×4.8 _____
10. 9.2×5.24 _____
11. 1.2×1.24 _____
12. 8.4×6.2 _____
13. 4.2×3.21 _____
14. 4.25×8.5 _____
15. 1.9×2.78 _____

Answers

0.132	1.32	13.482	1.488	48.208
4.84	0.48	52.08	11.52	5.282
36.125	0.036	0.36	3.63	36.21

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Dividing a Decimal by a Whole Number

Name: _____

Multiply to check if the student's answer is reasonable. If not, cross out the answer and write the correct quotient.

Division Problems	Student Answers
0.88 ÷ 11	~~0.8~~ 0.08 Product: 11 × 0.8 = 8.8
5.6 ÷ 8	*0.07*
7.2 ÷ 9	*0.8*
25.35 ÷ 5	*5.7*
21.7 ÷ 7	*3.1*
14.4 ÷ 12	*0.12*
96.16 ÷ 8	*12.2*
60.18 ÷ 2	*30.9*

1 Can an answer be incorrect even if it looks reasonable? Explain.

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Dividing by Hundredths

Name: _____

Divide.

1. $1 \div 0.25$ _____
2. $4 \div 0.25$ _____
3. $3.75 \div 0.25$ _____
4. $6.5 \div 0.25$ _____
5. $1.8 \div 9$ _____
6. $1.8 \div 0.9$ _____
7. $1.8 \div 0.09$ _____
8. $225 \div 75$ _____
9. $22.5 \div 7.5$ _____
10. $2.25 \div 0.75$ _____
11. $0.36 \div 0.06$ _____
12. $6.36 \div 0.06$ _____
13. $36.36 \div 0.06$ _____
14. $9 \div 2.25$ _____
15. $13.5 \div 2.25$ _____

16. Describe a pattern you noticed when you were completing the problem set.

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Adding Fractions with Unlike Denominators

Name: _____

Add.

1. $\frac{1}{2} + \frac{1}{4}$ _____

2. $\frac{1}{2} + \frac{3}{8}$ _____

3. $\frac{1}{2} + \frac{1}{3}$ _____

4. $\frac{1}{3} + \frac{1}{4}$ _____

5. $\frac{5}{6} + \frac{1}{12}$ _____

6. $\frac{1}{3} + \frac{2}{5}$ _____

7. $\frac{5}{6} + \frac{2}{3}$ _____

8. $\frac{3}{4} + \frac{5}{6}$ _____

9. $\frac{7}{9} + \frac{1}{6}$ _____

10. $\frac{7}{8} + \frac{2}{3}$ _____

11. $\frac{3}{2} + \frac{3}{5}$ _____

12. $\frac{9}{8} + \frac{5}{6}$ _____

13. What is a different common denominator you could use in problem 2? Describe how you would add the fractions using this different common denominator. Is the result equivalent to the sum found in problem 2?

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Adding with Mixed Numbers

Name: _____

Add.

1. $4\frac{7}{8} + \frac{1}{8}$ _____

2. $4\frac{7}{8} + \frac{1}{4}$ _____

3. $4\frac{7}{8} + \frac{1}{2}$ _____

4. $2\frac{3}{4} + \frac{1}{3}$ _____

5. $2\frac{3}{4} + \frac{2}{3}$ _____

6. $2\frac{3}{4} + \frac{5}{6}$ _____

7. $1\frac{2}{5} + 1\frac{1}{2}$ _____

8. $2\frac{4}{5} + 3\frac{1}{2}$ _____

9. $3\frac{2}{3} + 3\frac{2}{5}$ _____

10. $4\frac{5}{8} + 2\frac{2}{3}$ _____

11. $5\frac{3}{4} + 2\frac{3}{5}$ _____

12. $3\frac{5}{6} + 2\frac{7}{8}$ _____

13. What strategy did you use to solve problem 3? Describe each step.

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Subtracting Fractions with Unlike Denominators

Name: _____

Subtract.

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

_____

2 $\frac{1}{2} - \frac{3}{8}$

_____

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

_____

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

_____

5 $\frac{5}{6} - \frac{5}{12}$

_____

6 $\frac{3}{4} - \frac{1}{6}$

_____

7 $\frac{7}{8} - \frac{3}{4}$

_____

8 $\frac{1}{2} - \frac{2}{5}$

_____

9 $\frac{3}{4} - \frac{3}{5}$

_____

10 $\frac{2}{3} - \frac{3}{5}$

_____

11 $\frac{5}{6} - \frac{3}{8}$

_____

12 $\frac{7}{8} - \frac{2}{3}$

_____

13 How could you check your work in problem 4? Describe each step.

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Subtracting with Mixed Numbers

Name: _____

Subtract.

1. $2\frac{1}{8} - \frac{1}{4}$

_____

2. $2\frac{1}{8} - \frac{1}{2}$

_____

3. $2\frac{1}{8} - \frac{3}{4}$

_____

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

_____

5. $2\frac{1}{4} - 1\frac{1}{3}$

_____

6. $3\frac{1}{6} - 1\frac{3}{4}$

_____

7. $7\frac{2}{5} - 3\frac{1}{2}$

_____

8. $5\frac{3}{8} - 4\frac{1}{6}$

_____

9. $8\frac{2}{3} - 3\frac{4}{5}$

_____

10. $6\frac{2}{5} - 3\frac{3}{4}$

_____

11. $9\frac{3}{8} - 3\frac{2}{3}$

_____

12. $14\frac{1}{8} - 9\frac{5}{6}$

_____

13. What pattern did you notice in problems 1 through 3? Explain how this helped you subtract.

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Estimating in Word Problems with Fractions

Name: _____

Solve the problems. Estimate to tell if your solution is reasonable. Show your work.

1 Jim mails one package that weighs $\frac{3}{8}$ pound and another that weighs $\frac{2}{3}$ pound. What is the total weight of both packages?

2 Rosa needs $5\frac{1}{4}$ yards of ribbon for a crafts project. She already has $2\frac{7}{8}$ yards of ribbon. How many more yards of ribbon does she need to buy?

3 To make fruit punch, Tyrone needs $3\frac{3}{8}$ quarts of orange juice and $3\frac{3}{4}$ quarts of cranberry juice. How many quarts of juice does he need in all?

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Estimating in Word Problems with Fractions *continued*

Name: _____

4 Lin spent $\frac{5}{6}$ hour on math homework and $1\frac{3}{4}$ hours on science homework. How many hours in all did she spend on homework for both subjects?

5 Sandra rode her bike $9\frac{1}{3}$ miles on Monday and $6\frac{4}{5}$ miles on Tuesday. How many more miles did she ride on Monday than on Tuesday?

6 How can you make a high estimate for the sum of two fractions in a word problem?

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Fractions as Division

Name: _____

Solve each problem.

1. Roger has 4 gallons of orange juice. He puts the same amount of juice into each of 5 pitchers. How many gallons of orange juice are in 1 pitcher?

2. Marta has 8 cubic feet of potting soil and 3 flower pots. She wants to put the same amount of soil in each pot. How many cubic feet of soil will she put in each flower pot?

3. Greg made 27 ounces of potato salad to serve to 10 guests at a picnic. If each serving is the same size, how much potato salad will each guest receive?

4. Chandra spends 15 minutes doing 4 math problems. She spends the same amount of time on each problem. How many minutes does she spend on each problem?

5. Taylor has 5 yards of gold ribbon to decorate 8 costumes for the school play. She plans to use the same amount of ribbon for each costume. How many yards of ribbon will she use for each costume?

6. DeShawn is using 7 yards of wire fencing to make a play area for his puppy. He wants to cut the fencing into 6 pieces of equal length. How long will each piece of fencing be?

7. What is a division word problem that can be represented by $\frac{4}{3}$?

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Understanding of Multiplying by a Fraction

Name: _____

1 Draw a number line model to represent each multiplication problem. Then solve the problem.

$\frac{2}{3} \times \frac{1}{2}$

$\frac{2}{3} \times \frac{1}{2} =$



$\frac{5}{6} \times \frac{3}{4}$



$\frac{5}{6} \times \frac{3}{4} =$

2 Draw an area model to represent each multiplication problem. Then solve the problem.

$\frac{4}{5} \times \frac{2}{3}$

$\frac{4}{5} \times \frac{2}{3} =$

$\frac{3}{4} \times \frac{1}{6}$

$\frac{3}{4} \times \frac{1}{6} =$

3 What type of model do you like best? Explain why.

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Multiplying Unit Fractions to Find Area

Name: _____

Each multiplication problem is used to find the area of a rectangle. Write the missing digits in the boxes to make each multiplication problem true.

1 length: $\frac{1}{2}$ unit
width: $\frac{1}{8}$ unit
$\frac{1}{2} \times \frac{1}{8} = \frac{\square}{\square}$ square unit

2 length: $\frac{1}{3}$ unit
width: $\frac{1}{4}$ unit
$\frac{1}{3} \times \frac{1}{4} = \frac{\square}{\square}$ square unit

3 length: $\frac{1}{2}$ unit
width: $\frac{1}{3}$ unit
$\frac{1}{2} \times \frac{1}{3} = \frac{\square}{\square}$ square unit

4 length: $\frac{1}{2}$ unit
width: $\frac{1}{5}$ unit
$\frac{1}{2} \times \frac{1}{5} = \frac{\square}{\square}$ square unit

5 length: $\frac{1}{4}$ unit
width: $\frac{1}{4}$ unit
$\frac{1}{4} \times \frac{1}{4} = \frac{\square}{\square}$

6 length: $\frac{1}{3}$ unit
width: $\frac{1}{8}$ unit
$\frac{1}{3} \times \frac{1}{8} = \frac{\square}{\square}$

7 length: $\frac{1}{2}$ unit
width: $\frac{1}{7}$ unit
$\frac{1}{2} \times \frac{1}{7} = \frac{\square}{\square}$

8 length: $\frac{1}{3}$ unit
width: $\frac{1}{10}$ unit
$\frac{1}{3} \times \frac{1}{10} = \frac{\square}{\square}$ square unit

9 length: $\frac{1}{5}$ unit
width: $\frac{1}{6}$ unit
$\frac{1}{6} \times \frac{1}{5} = \frac{\square}{\square}$ square unit

10 Write missing digits in the boxes to make two different multiplication problems that are both true.

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

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

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Tiling a Rectangle to Find Area

Name: _____

Each multiplication problem is used to find the area of a rectangle. Write each product.

1 length: $\frac{1}{2}$ unit
width: $\frac{1}{3}$ unit
$\frac{1}{2} \times \frac{1}{3}$
_____ square unit

2 length: $\frac{2}{3}$ unit
width: $\frac{1}{2}$ unit
$\frac{2}{3} \times \frac{1}{2}$
_____ square unit

3 length: $\frac{3}{2}$ unit
width: $\frac{2}{3}$ unit
$\frac{3}{2} \times \frac{2}{3}$
_____ square unit

4 length: $\frac{1}{3}$ unit
width: $\frac{1}{4}$ unit
$\frac{1}{3} \times \frac{1}{4}$
_____ square unit

5 length: $\frac{3}{4}$ unit
width: $\frac{1}{3}$ unit
$\frac{3}{4} \times \frac{1}{3}$
_____ square unit

6 length: $\frac{5}{3}$ unit
width: $\frac{3}{4}$ unit
$\frac{5}{3} \times \frac{3}{4}$
_____ square unit

7 length: $\frac{3}{5}$ unit
width: $\frac{1}{2}$ unit
$\frac{3}{5} \times \frac{1}{2}$
_____ square unit

8 length: $\frac{3}{2}$ unit
width: $\frac{3}{5}$ unit
$\frac{3}{2} \times \frac{3}{5}$
_____ square unit

9 length: $\frac{3}{2}$ unit
width: $\frac{6}{5}$ unit
$\frac{3}{2} \times \frac{6}{5}$
_____ square unit

10 Describe how you could modify one tiling diagram to solve problems 1 through 3.

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