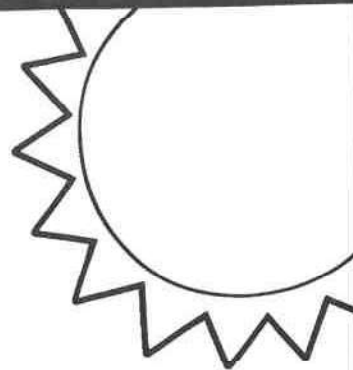
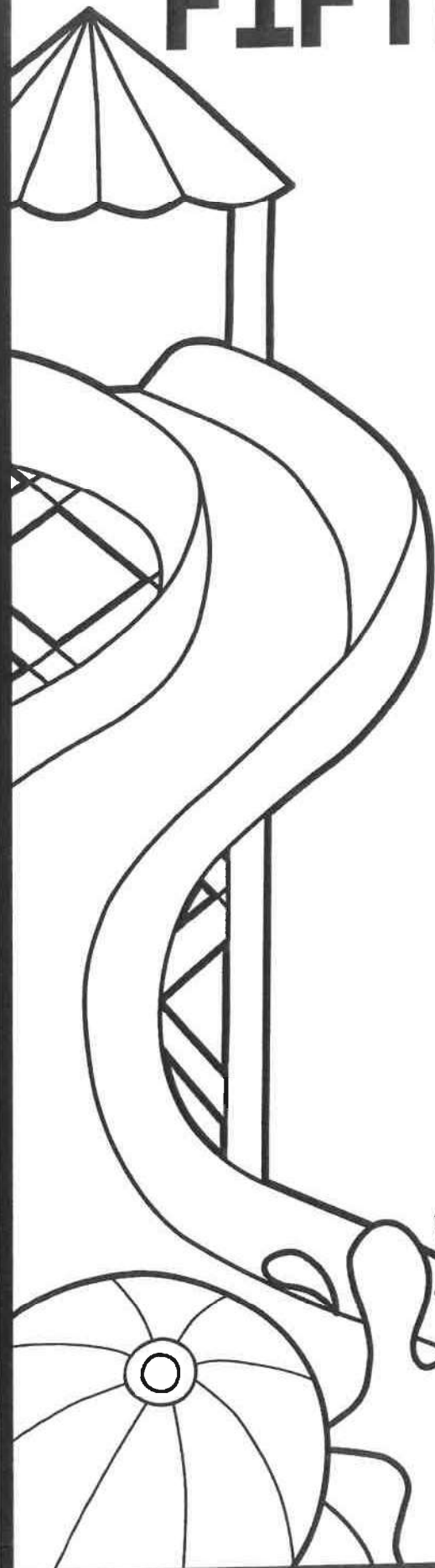


FIFTH GRADE



**MATH
SUMMER
REVIEW**

This packet belongs to:



Name _____ Date _____

Rounding Numbers

1.
Round the following number to the nearest 10.
3,467

2.
Round the following number to the nearest 100.
52,329

3.
Round the following number to the nearest 1,000.
64,580



4.
Round the following number to the nearest 10,000.
572,613

5.
Round the following number to the nearest 100,000.
132,045



6. Place 1,400 on the number line below.



8. Place 4,500 on the number line below.



7. Round 1,400 to the nearest thousand.

9. Round 4,500 to the nearest thousand.

10. Round the following number to the nearest 10, 100, 1,000 and 10,000.

24,675

Nearest 10 _____ Nearest 100 _____ Nearest 1,000 _____ Nearest 10,000 _____

Name _____

Date _____



Multiplying

whole numbers

1. Find the product.

$$\begin{array}{r} 37 \\ \times 15 \\ \hline \end{array}$$

2. Solve the following problem using partial products.

×	30	6
5		

$5 \times 36 = \underline{\hspace{2cm}}$

3. What equation is shown by the following breaking apart method?

$$\begin{array}{l} 100 \times 2 = 200 \\ 20 \times 2 = 40 \\ 2 \times 2 = 4 \end{array}$$

Use this space to show your work. Number your problems & circle your answer.

4. Max bought 5 boxes of cleaning wipes for his classroom. Each box cost \$2.50. How much did he spend?

5. Julie has 20 times as many bouncy balls as her brother. Her brother has 4. How many bouncy balls does Julie have?

6. A theater has 60 rows of seats. Each row has 42 seats. How many seats are in the theater?

Use this space to show your work. Number your problems & circle your answer.

Name _____ Date _____

Dividing WHOLE NUMBERS



<p>1. Find the quotient. Circle your answer.</p> <p style="text-align: center;">$315 \div 9$</p>	<p>2. Find the quotient. Circle your answer.</p> <p style="text-align: center;">$2,225 \div 5$</p>	<p>3. Find the quotient. Circle your answer.</p> <p style="text-align: center;">$748 \div 7$</p>
<p>4. Find the quotient. Circle your answer.</p> <p style="text-align: center;">$5,887 \div 3$</p>	<p>5. Use multiplication to check the answer. Decide if it is correct or incorrect.</p> <p style="text-align: center;">$547 \div 6 = 91 \text{ r } 1$</p> <p style="text-align: center;">___Correct ___Incorrect</p>	<p>6. Use multiplication to check the answer. Decide if it is correct or incorrect.</p> <p style="text-align: center;">$763 \div 4 = 190 \text{ r } 2$</p> <p style="text-align: center;">___Correct ___Incorrect</p>
<p>7. The circus sold 1,624 tickets for their upcoming event. They divided the arena into 8 equal sections. How many people were seated in each section?</p> <p>_____</p>	<p>8. Allie has 123 oranges to put in 11 baskets. If she evenly divides the oranges among the 11 baskets, how many oranges will be left over?</p> <p>_____</p>	<p>9. A summer camp needed 1,148 popsicles. Boxes of popsicles were sold with 8 in each. How many boxes did they have to buy to have enough popsicles? How many were left over?</p> <p>_____</p>

Name _____

Date _____

Factors and Multiples

1. What are the first 5 multiples of 3?	2. What are the first 5 multiples of 9?	3. What are the first 5 multiples of 4?
4. List the factors of 12.	5. List the factors of 21.	6. List the factors of 36.
7. 5, 10, 15, 20... is an example of skip counting, therefore these numbers are called _____ of 5.	8. 7 divides evenly into 14, therefore 7 is a _____ of 14.	9. True or False? 1, 2, 3, 6, 9 and 18 are all factors of 18.
10. List the first 5 multiples of 3 and 6. Circle the least common multiple. 3: _____ 6: _____	11. List the first 5 multiples of 4 and 5. Circle the least common multiple. 4: _____ 5: _____	12. List the first 5 multiples of 8 and 12. Circle the least common multiple. 8: _____ 12: _____



Factors: Finding all the numbers that divide evenly into a number.

Know the difference!

← →



Multiples: Skip counting by a number.

Name _____

Date _____

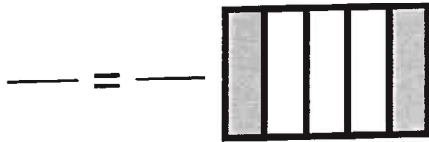


Equivalent

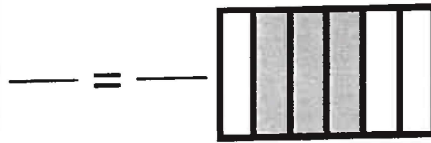


fractions

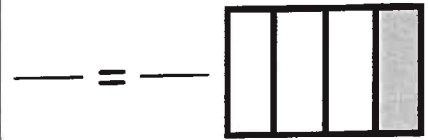
1. Identify the fraction shown in the model. Then multiply the numerator and denominator by 2 to find an equivalent fraction.



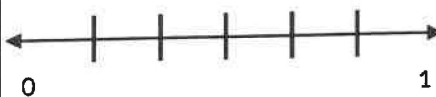
2. Identify the fraction shown in the model. Then divide the numerator and denominator by 3 to find an equivalent fraction.



3. Identify the fraction shown in the model. Then multiply or divide to find an equivalent fraction.



4. Place the fraction $\frac{2}{6}$ on the number line below.



Now write an equivalent fraction.

$$\frac{2}{6} = \frac{\quad}{\quad}$$

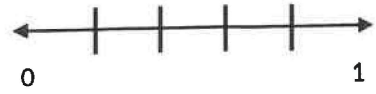
5. Place the fraction $\frac{4}{8}$ on the number line below.



Now write an equivalent fraction.

$$\frac{4}{8} = \frac{\quad}{\quad}$$

6. Place the fraction $\frac{3}{5}$ on the number line below.



Now write an equivalent fraction.

$$\frac{3}{5} = \frac{\quad}{\quad}$$

7. Find the missing number in the equivalent fractions below.

$$\frac{4}{16} = \frac{1}{\quad}$$

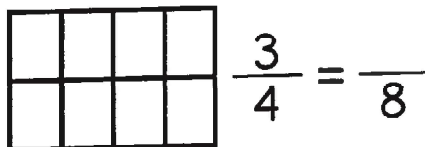
8. Find the missing number in the equivalent fractions below.

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

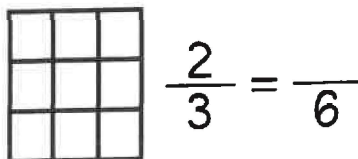
9. Find the missing number in the equivalent fractions below.

$$\frac{4}{12} = \frac{1}{\quad}$$

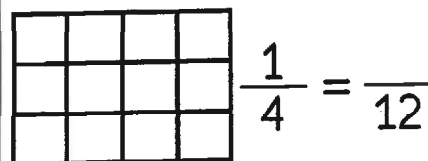
10. Color $\frac{3}{4}$ of the shape below. Then write an equivalent fraction.



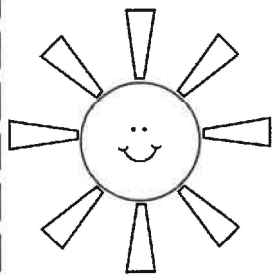
11. Color $\frac{2}{3}$ of the shape below. Then write an equivalent fraction.



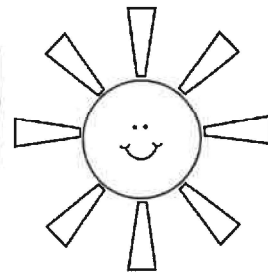
12. Color $\frac{1}{4}$ of the shape below. Then write an equivalent fraction.



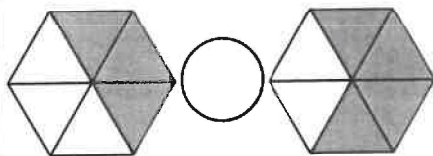
Name _____ Date _____



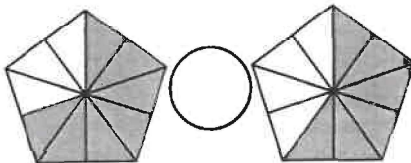
Comparing fractions



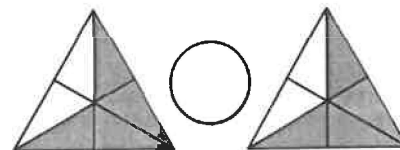
1. Fill in the circle with:
<, > or =



2. Fill in the circle with:
<, > or =



3. Fill in the circle with:
<, > or =



4. Fill in the circle with:
<, > or =

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

5. Fill in the circle with:
<, > or =

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

6. Fill in the circle with:
<, > or =

$$\frac{4}{5} \bigcirc \frac{4}{6}$$

7. Circle the largest fraction.

$$\frac{1}{8} \quad \frac{3}{4} \quad \frac{2}{6}$$

8. Circle the largest fraction.

$$\frac{4}{5} \quad \frac{1}{2} \quad \frac{2}{3}$$

9. Circle the largest fraction.

$$\frac{3}{6} \quad \frac{5}{8} \quad \frac{1}{4}$$

10. Write TRUE or FALSE beside each comparison below.

$$\frac{3}{10} > \frac{3}{4} \quad \underline{\hspace{2cm}}$$

$$\frac{4}{6} = \frac{2}{3} \quad \underline{\hspace{2cm}}$$

$$\frac{5}{12} < \frac{6}{10} \quad \underline{\hspace{2cm}}$$

11. Write TRUE or FALSE beside each comparison below.

$$\frac{4}{8} = \frac{2}{4} \quad \underline{\hspace{2cm}}$$

$$\frac{5}{8} < \frac{1}{2} \quad \underline{\hspace{2cm}}$$

$$\frac{8}{10} > \frac{5}{6} \quad \underline{\hspace{2cm}}$$

12. Write TRUE or FALSE beside each comparison below.

$$\frac{3}{8} > \frac{4}{10} \quad \underline{\hspace{2cm}}$$

$$\frac{2}{3} < \frac{1}{5} \quad \underline{\hspace{2cm}}$$

$$\frac{6}{8} = \frac{3}{4} \quad \underline{\hspace{2cm}}$$

Name _____ Date _____

ADDING & SUBTRACTING

fractions



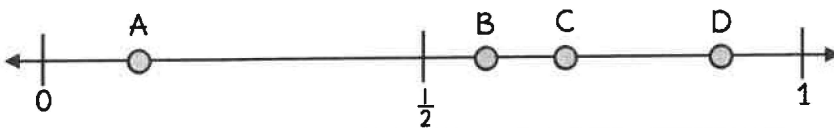
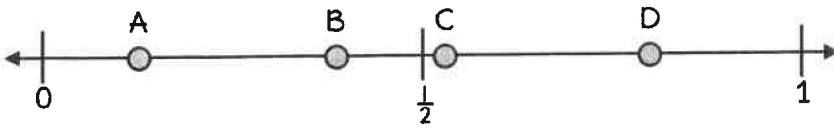
<p>1. Find the difference. Show your answer in simplest form.</p> $\frac{7}{8} - \frac{3}{8} = \underline{\hspace{2cm}}$	<p>2. Find the difference. Show your answer in simplest form.</p> $\frac{8}{10} - \frac{2}{10} = \underline{\hspace{2cm}}$	<p>3. Find the difference. Show your answer in simplest form.</p> $\frac{6}{12} - \frac{4}{12} = \underline{\hspace{2cm}}$
<p>4. Find the sum. Show your answer in simplest form.</p> $\frac{2}{3} + \frac{1}{3} = \underline{\hspace{2cm}}$	<p>5. Find the sum. Show your answer in simplest form.</p> $\frac{3}{6} + \frac{1}{6} = \underline{\hspace{2cm}}$	<p>6. Find the sum. Show your answer in simplest form.</p> $\frac{5}{14} + \frac{3}{14} = \underline{\hspace{2cm}}$
<p>7. Decompose the fraction below.</p> $\frac{3}{8}$ $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \frac{3}{8}$	<p>8. Decompose the fraction below.</p> $\frac{4}{5}$ $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \frac{4}{5}$	<p>9. Decompose the fraction below.</p> $\frac{2}{3}$ $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \frac{2}{3}$

<p>10. Write the improper fraction as a mixed number.</p> $\frac{9}{4}$	<p>11. Write the improper fraction as a mixed number.</p> $\frac{7}{5}$	<p>12. Write the mixed number as an improper fraction.</p> $5\frac{1}{3}$	<p>13. Write the mixed number as an improper fraction.</p> $2\frac{4}{9}$
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Name _____

Date _____

FRACTIONS & decimals

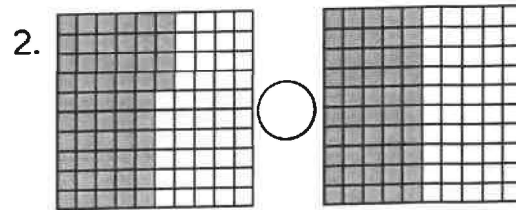
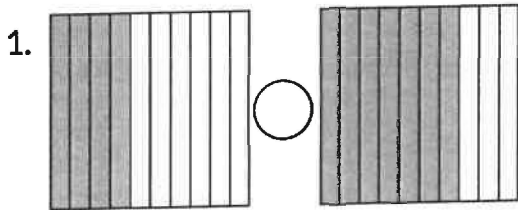
<p>1. Represent the following fraction as a decimal. $\frac{2}{10}$</p> <p style="text-align: center;">_____</p>	<p>2. Represent the following fraction as a decimal. $\frac{8}{100}$</p> <p style="text-align: center;">_____</p>	<p>3. Represent the following fraction as a decimal. $\frac{40}{100}$</p> <p style="text-align: center;">_____</p>
<p>4. Represent the following decimal as a fraction. 0.5</p> <p style="text-align: center;">_____</p>	<p>5. Represent the following decimal as a fraction. 0.22</p> <p style="text-align: center;">_____</p>	<p>6. Represent the following decimal as a fraction. 0.73</p> <p style="text-align: center;">_____</p>
<p>7. Represent the following decimal in word form. 0.8</p> <p style="text-align: center;">_____</p>	<p>8. Represent the following decimal in word form. 0.30</p> <p style="text-align: center;">_____</p>	<p>9. Represent the following decimal in word form. 0.6</p> <p style="text-align: center;">_____</p>
<p>10. Circle the letter on the number line that best represents $\frac{86}{100}$.</p> 		<p>11. Represent the following fraction in word form. $\frac{3}{10}$</p> <p style="text-align: center;">_____</p>
<p>12. Circle the letter on the number line that best represents $\frac{4}{10}$.</p> 		<p>13. Represent the following fraction in word form. $\frac{52}{100}$</p> <p style="text-align: center;">_____</p>

Name _____ Date _____

COMPARING Decimals



Write the decimal shown in each model below. Then, compare the models below using $<$, $>$ or $=$.



3. Circle the expressions that show a correct comparison of decimals.

- $0.3 < 0.9$
- $0.45 > 0.65$
- $0.32 > 0.30$
- $0.1 > 0.10$

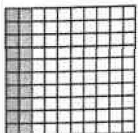
4. Compare the decimals below using $<$, $>$ or $=$.

- 0.84 ○ 0.80
- 0.4 ○ 0.7
- 0.42 ○ 0.42

5. Compare the decimals below using $<$, $>$ or $=$.

- 0.2 ○ 0.20
- 0.64 ○ 0.6
- 0.3 ○ 0.32

6. A decimal is modeled by the shaded part on the grid below. Write a sentence correctly comparing this decimal to $\frac{2}{10}$.



7. A decimal is modeled by the shaded part on the grid below. Write a sentence correctly comparing this decimal to $\frac{50}{100}$.

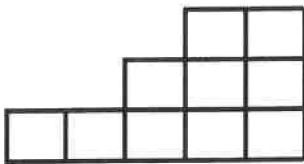


Name _____ Date _____

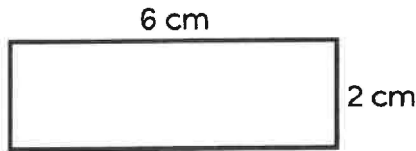
Area & Perimeter



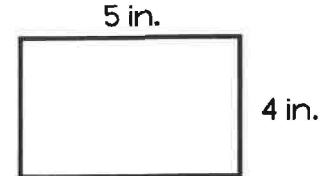
1. Determine the square units of the figure below.



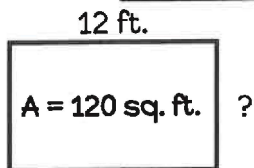
2. Determine the area for the rectangle below.



3. Determine the perimeter for the rectangle below.



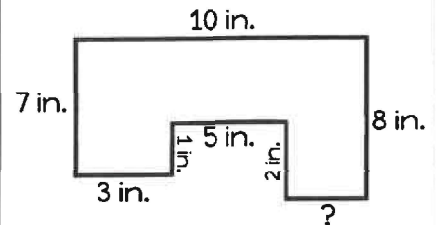
4. Mr. Michael has a dog pen with an area of 120 sq. feet. The length of his dog pen is 12 feet. What is its width?



5. Lani's mom wants to put a fence around her garden. How many feet of fencing will she need?



6. What is the perimeter of the figure below?



7. A library added a new outdoor reading section that was 24 feet by 16 feet. What was the area?

8. An island in the Atlantic Ocean is 10 miles wide by 6 miles long. What is the perimeter of the island?

9. A kiddie pool has the perimeter of 36 meters. The length of one side is 10 meters. What is the width of the pool?

Name _____

Date _____

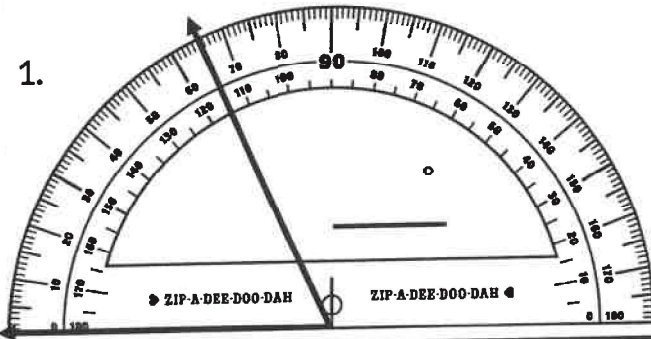
USING



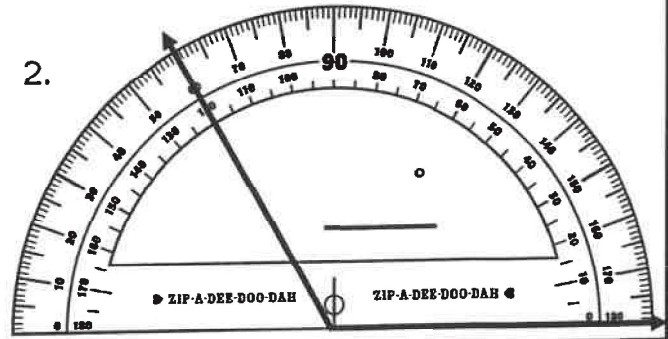
A Protractor

Use the protractors to measure the angles.

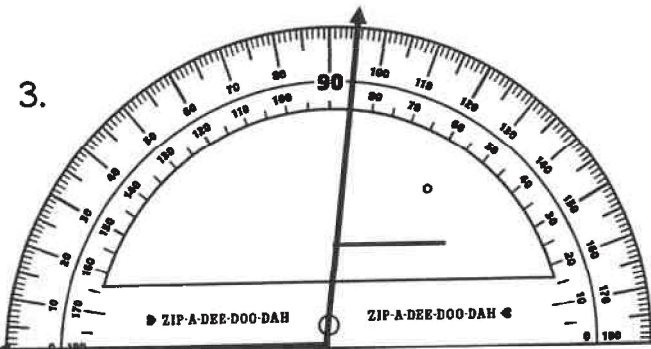
1.



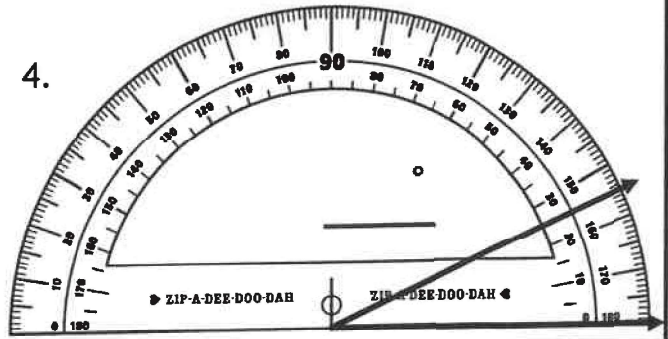
2.



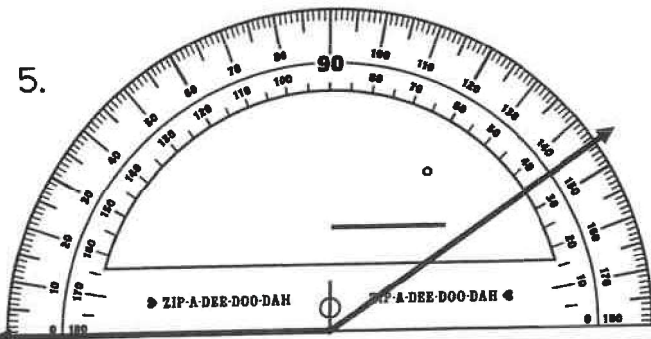
3.



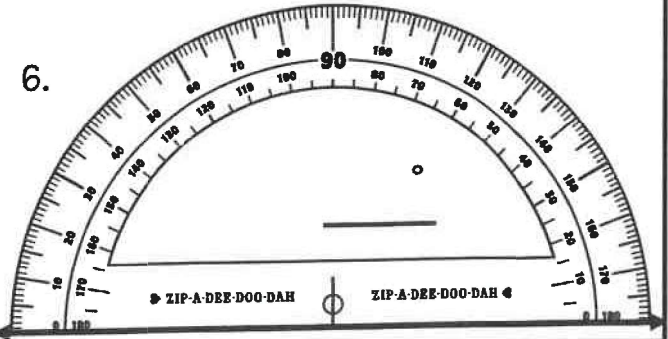
4.



5.

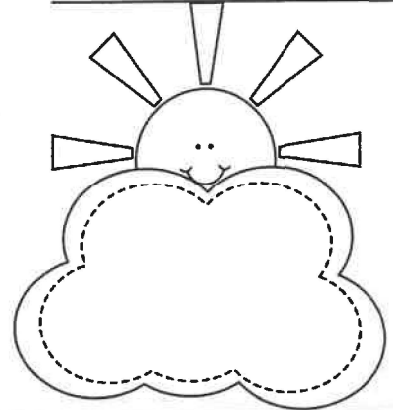


6.



Name _____ Date _____

LINES, Angles & Rays



Use the words in the box to the label the figures correctly.

line line segment ray



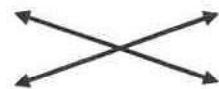
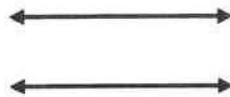
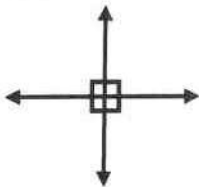
1. _____

2. _____

3. _____

Use the words in the box to the label the figures correctly.

parallel lines intersecting lines perpendicular lines



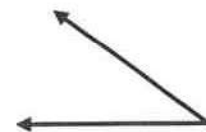
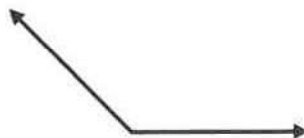
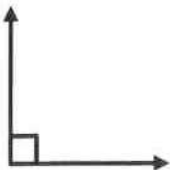
4. _____

5. _____

6. _____

Use the words in the box to the label the figures correctly.

acute angle obtuse angle right angle



7. _____

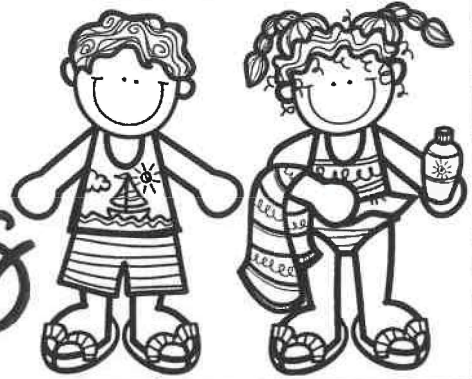
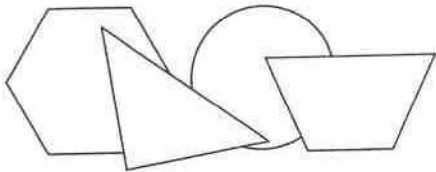
8. _____

9. _____

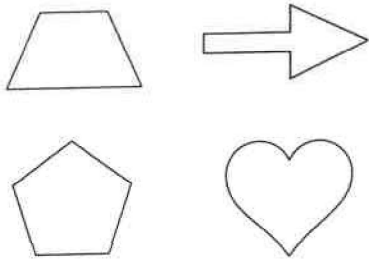
Name _____

Date _____

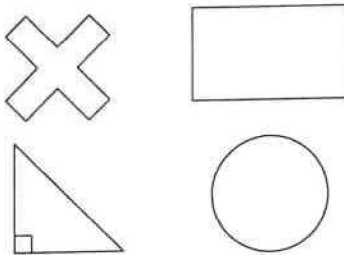
CLASSIFYING Shapes



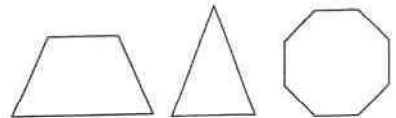
1. Circle the shapes that have parallel lines.



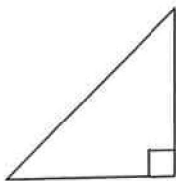
2. Circle the shapes that have perpendicular lines.



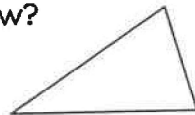
3. Circle the shape that has acute and obtuse angles.



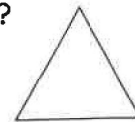
4. Identify the figure below.



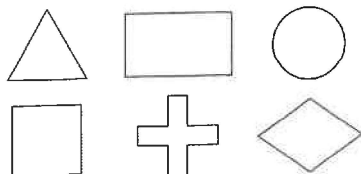
5. Annie says that that this figure is a scalene triangle. How does she know?



6. Nate says that that this figure is an equilateral triangle. How does he know?



7. Sam sorted the following figures. He put some of them in a group of quadrilaterals. Circle the figures he placed into this group?



8. If Janie sorted figures into a group of 3 sides and 1 right angle? Which of the following shapes would belong in this group.

- scalene triangle
- right triangle
- equilateral triangle

9. Circle the right triangles below.

