Name _____

Incoming 5th Grade Summer Work - Week 1

1. Write and solve an equation to represent this situation: Madi has 48 pattern blocks. She has 8 times as many pattern blocks as Claudia. How many pattern blocks does Claudia have?

2. Henry has 17 baseball cards in his collection. Jake has 6 times as many baseball cards as Henry does.

    a. How many baseball cards does Jake have? Use numbers, labeled sketches, or words to solve this problem. Show your work.

    b. Write an equation to represent the problem.

3. Write all of the factors of the following numbers and circle whether the number is prime or composite:

    36: _____ prime composite

    29: _____ prime composite

    49: _____ prime composite

4. Fill in the blanks.

    a. 60 × ____ = 600 b. 60 × 30 = ____ c. ____ × 300 = 18,000

5. Fill in the table to show how many inches there are in different numbers of feet.

Feet	1	2	3	4	5	10	15	24
Inches								

Incoming 5th Grade Summer Work - Week 2

1. Use an efficient strategy to solve each multiplication and division problem. Model your thinking using a ratio table, area model or equation.

    a. 25 x 16

    b. 298 x 7

    c. 288 ÷ 9

    d. 2436 ÷ 12

2. Cricket's class is going on a field trip to the science museum. There are 31 people in Cricket's class.

    a. If each car can hold 4 people (not including the driver), how many cars do they need to take all 31 people in Cricket's class to the museum? Show your work.

    b. If there is a remainder, how did you handle it? Why?

3. McKinley and her 3 friends made $47.00 in one day selling lemonade at their stand.

    a. If they divide the money equally, how much money will each person get? Show your work.

    b. If there is a remainder, how did you handle it? Why?

Incoming 5th Grade Summer Work - Week 3

1. Maddox says that 3/4 and 6/8 are equivalent fractions. Mobley says that 6/8 is greater than 3/4. Do you agree with Maddox or Mobley? Why?

2. Use the symbols <, >, and = to compare each pair of fractions.

   $\frac{2}{3}$ ☐ $\frac{4}{6}$ $\frac{4}{8}$ ☐ $\frac{5}{12}$ $\frac{3}{4}$ ☐ $\frac{9}{10}$ $\frac{8}{6}$ ☐ $1\frac{2}{6}$

3. Thomas has 1/3 of a pie. Titus has 1/6 of a pie. Mark all the statements about this situation that are true.
   - ☐ We know for sure that Thomas has more pie than Titus.
   - ☐ If the pies are exactly the same size, Titus has a smaller piece than Thomas.
   - ☐ If the pieces are exactly the same size, Titus has a larger piece than Thomas.
   - ☐ If Titus pie was bigger than Thomas' pie to start, Titus might have more pie than Thomas.

4. Chloe brought 1 3/4 liters of lemonade to a party. Khloe brought 3 3/4 liters of lemonade to the party. How much lemonade do they have together? Show your work using numbers, sketches, or words. Label your answer with the correct units.

5. Sloane and Frances raced their pet snails. Sloane's snail moved 9 3/8 centimeters. Frances' snail moved 7 7/8 centimeters. How much farther did Sloane's snail move than Frances'? Show your work using numbers, sketches, or words. Label your answer with the correct units.

6. Fill in the blanks to complete each equation.

   a $\frac{5}{12} = 5 \times$ ☐ **b** $\frac{9}{8} =$ ☐ $\times \frac{1}{8}$ **c** $\frac{4}{5} =$ ☐ $\times \frac{1}{5}$

7. Gibbs says that 4 × 2/3 is the same as 8 × 1/3. Do you agree or disagree? Explain.

8. 6 people each ate 3/8 of a pizza. How much pizza did all 6 people eat? Show your work with numbers, sketches, or words.

Incoming 5th Grade Summer Work - Week 4

1. Fill in the blanks.

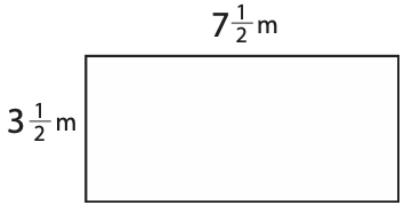
$\frac{2}{10} = \frac{\square}{100}$ $\frac{90}{100} = \frac{\square}{10}$ $\frac{6}{10} = 0.\square$ $\frac{85}{100} = 0.\square$

2. Use the symbols <, >, and = to compare each pair of decimals.

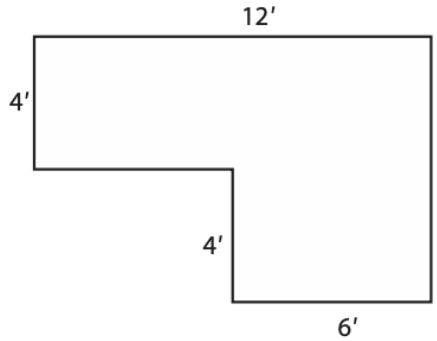
$0.7 \square 0.89$ $0.60 \square 0.06$ $1.3 \square 1.25$ $2.24 \square 1.99$

3. When Jackson is in training, he drinks lots of water. Yesterday, he drank 2 liters of water during his run. When he got home again, he drank 450 milliliters of water. How many milliliters of water did he drink in all? Show your work. Label your answer with the correct units.

4. What is the perimeter of the rectangle? Show your work. Label your answer with the correct units.



5. Here is a sketch map of the school's kitchen. They are planning to put in new tiles that will cover the entire floor.
   a. What is the area of the kitchen floor? Show your work. Label your answer with the correct units.



   b. The tiles are each 1 sq. ft. and they come in packages of 10. How many packages of tiles will the school need to buy? Show your work.

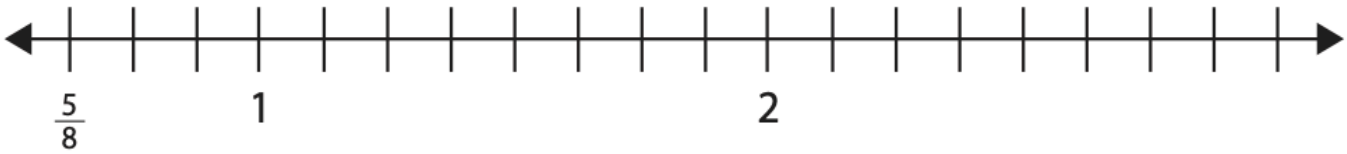
Incoming 5th Grade Summer Work - Week 5

1. Ms. Brody's students kept track of how much they grew during fourth grade. The table below shows how much some of the students grew during fourth grade.

Student	Inches Grown
Beau	1 3/8 in.
Marshall	2 ½ in.
William	3/4 in.
Alice	1 7/8 in.

Student	Inches Grown
Jack	3 in.
Dawson	1 1/4 in.
Kate	1 3/8 in.

   a. Make a line plot to show the data, using the line below. Label the rest of the marks along the line, and then enter the data point. Add a title above the line plot and a label below the line to explain what the numbers mean.

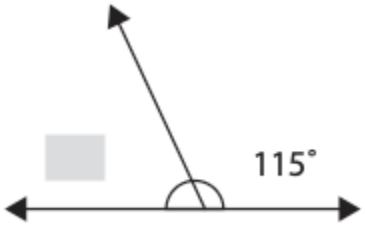


   b. If you combine the number of inches Alice and Kate grew, what is the total? Show your work.

   c. How much more did Jack grow this year than Beau? Show your work.

Incoming 5th Grade Summer Work - Week 6

1. Write and solve an equation to find the measure of the mystery angle below. Write the answer in the gray box.



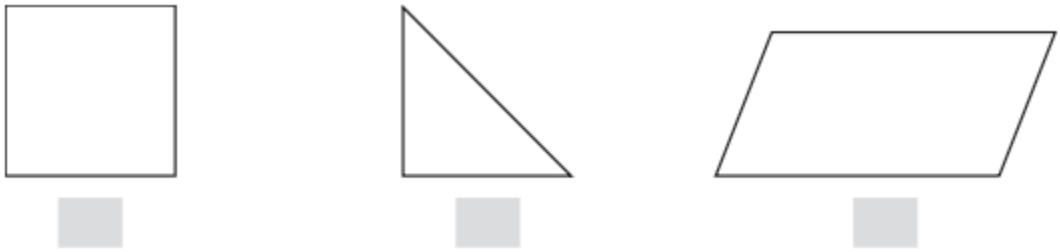
2. Draw an example to illustrate each word or phrase below. Use a straight edge to help make your drawings neat and accurate.

An acute angle	A right triangle	A polygon with one or more pairs of perpendicular sides

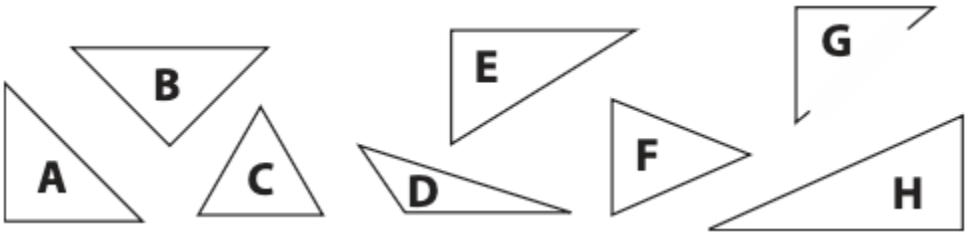
A right angle	A quadrilateral with exactly one pair of parallel sides and exactly one line of symmetry	An obtuse angle

Incoming 5th Grade Summer Work - Week 7

1. How many lines of symmetry does each of the figures below have? Write the number below the figure, and draw in the lines of symmetry (if there are any) on each figure.



2. Use this collection of figures to answer the questions below.



   a. Find all the right triangles and color them blue.

   b. Mary Bennett says figure G is not a right triangle. Do you agree? Why or why not?

   c. Wilson says that figure H is not a right triangle because the sides are all different lengths. Do you agree? Why or why not?

3. Mark every statement about quadrilaterals that is true.
   - ☐ All quadrilaterals have 4 sides.
   - ☐ All quadrilaterals have exactly 2 pairs of parallel sides.
   - ☐ Some quadrilaterals have at least 1 pair of perpendicular sides.
   - ☐ There is no such thing as a quadrilateral with 1 or more obtuse angles.
   - ☐ Some quadrilaterals have exactly two lines of symmetry.