



## Rising 5th Grade 2021 Math Summer Packet

Happy July! I hope you are having a great summer.

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 notebook 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.
- Worksheets - complete one worksheet each day.

When we return to school, turn in your Summer Math binder with your assignments completed to receive your first grade for 5th grade math.

If you have any questions, send me an e-mail and I will be happy to help.

Love,

Mrs. Moussouri

[kmoussouri@stmartinschool.org](mailto:kmoussouri@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

# Week 1 - 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.

## The Drill - Multiplication Facts Up and Down

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

1. Person 1 starts by saying the product of the number times 1.
2. Person 2 says the product of the number times 2.
3. Person 3 says the product of the number times 3.
4. Take turns until you get to the product of number times 12 then take turns working your way back to the product of the number times 1. For example, if you have 3 players:

<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...

5. Time yourself. Record your time and see if you can improve it each day.

[illegible]

# Problem of the Day

## Summer Work Week 1

Hudson has 2 dozen cookies. Scotty has 4 less cookies than Hudson. How many cookies does Scotty have?

HINT: One dozen equals 12.

### Mark

Mark the end of each sentence with a highlighter.

### Read

Read the first sentence.

### Pause

Pause to visualize the information in the sentence.

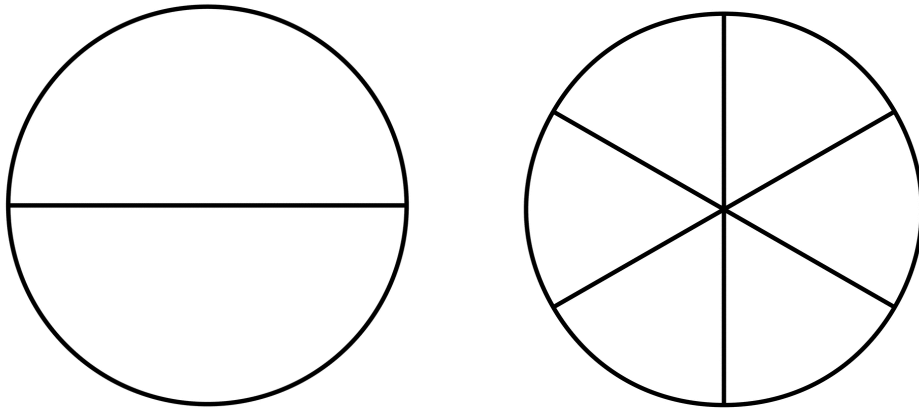
### Show

Show the important information from that sentence. Repeat for the remaining sentences.

# Problem of the Day

## Summer Work Week 1

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



Mark

Read

Pause

Show

# Rising 5th - Summer Work \_ 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

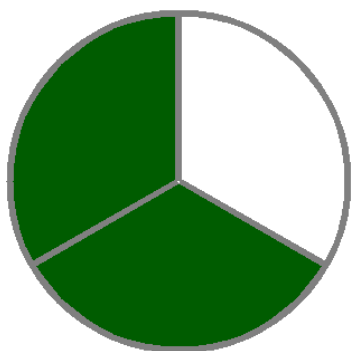
**Rising 5th - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_

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

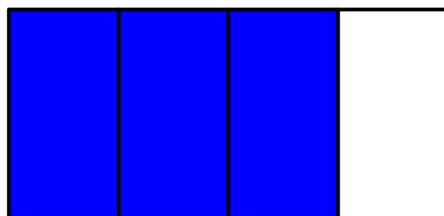
**Name the shaded parts as a fraction.**

**Write 2 equivalent fractions.**

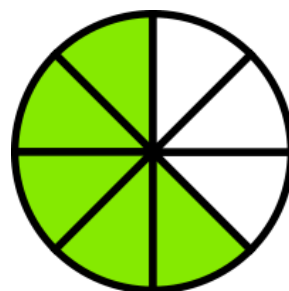
**1.**



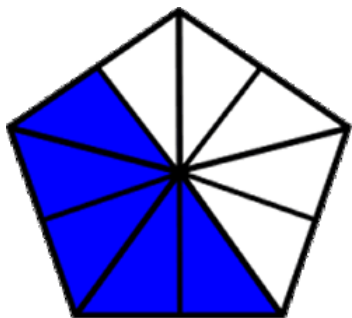
**2.**



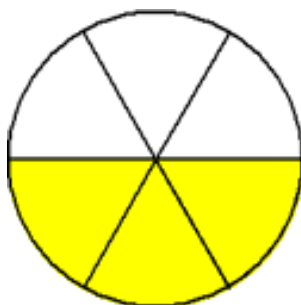
**3.**



**4.**

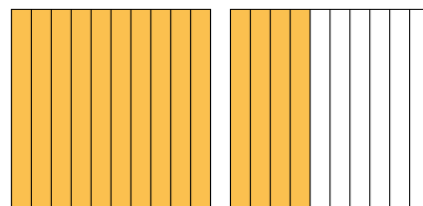


**5.**



**6.**

**Name as a mixed number and an improper fraction.**



# Rising 5th - Summer Work \_\_\_\_\_ 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 - Summer Work** \_\_\_\_\_ **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 - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_

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

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

<p><b>1.</b></p> <p>1<u>1</u>0,256</p> <p>answer: 10,000</p>	<p><b>2.</b></p> <p><u>3</u>29,442</p>	<p><b>3.</b></p> <p>6,8<u>7</u>9</p>
<p><b>4.</b></p> <p><u>7</u>,682</p>	<p><b>5.</b></p> <p>1,999,09<u>9</u></p>	<p><b>6.</b></p> <p>538,<u>2</u>04</p>

# Week 2 - 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.

[illegible]

# 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

HINT: Find the factors for each number.

Mark

Read

Pause

Show

# Problem of the Day

## Summer Work Week 2

A science class is testing model planes. Camille's plane flew  $9\frac{35}{100}$  meters. Hudson's plane flew  $9\frac{6}{10}$  meters. Scotty's plane flew  $10\frac{4}{100}$  meters. Chelsea's plane flew  $9\frac{57}{100}$  meters. Olivia's plane flew  $9\frac{5}{10}$  meters. Which plane flew the shortest distance? Which plane flew the longest distance? Label your answer.

**M**ark

**R**ead

**P**ause

**S**how

**Rising 5th - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_

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

**Find the difference.**

<b>1.</b>						<b>2.</b>						<b>3.</b>					
		6,	9	5	8		7	8,	5	6	9		3	2,	3	1	8
-		3,	7	1	8	-	3	8,	4	5	3	-	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 - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_

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

What is the quotient?

1.

$$4,500 \div 9$$

2.

$$8,100 \div 9$$

3.

$$7,200 \div 9$$

4.	5.	6.
$4,500 \div 7$	$6,300 \div 7$	$2,100 \div 7$

**Rising 5th - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_  
**Expanded Form - Week 2** \_\_\_\_\_

**Write the number in expanded form.**

1.	2.	3.
3,260	48,569	999
<p>answer:</p> <p>3,000 three thousands  200 two hundreds  + <u>60 six tens</u>  3,260</p>		



<b>4.</b>  100,358	<b>5.</b>  5,109	<b>6.</b>  87,036

**Rising 5th - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_

Multiplication - Week 2

Use place value to find the product.

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

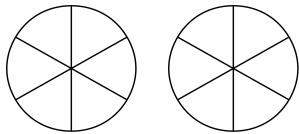
**Rising 5th - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_

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

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

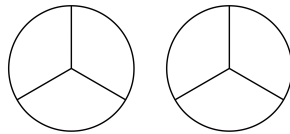
1.

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



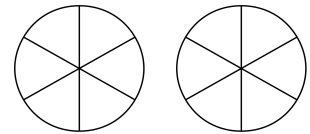
2.

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



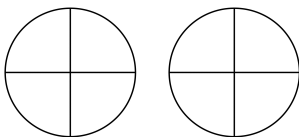
3.

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



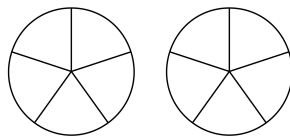
4.

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



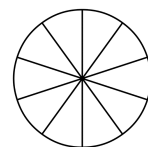
5.

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



6.

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



## Week 3 - 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:

#### Player 1   Player 2   Player 3

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
6												

## Problem of the Day

Summer Work Week 3

Camille 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)?

**M**ark

distance to school =

--	--	--

**R**ead

distance from school =

--	--	--

**P**ause

total walked each day =

**S**how

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.

**M**ark

**R**ead

**P**ause

**S**how

**Rising 5th - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_

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

\_\_\_\_\_

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

1.

3,4223,762

2.

598498

3.

13,583 13,583

4.

2,3852,358

5.

96,27796,722

6.

50,001 50,100

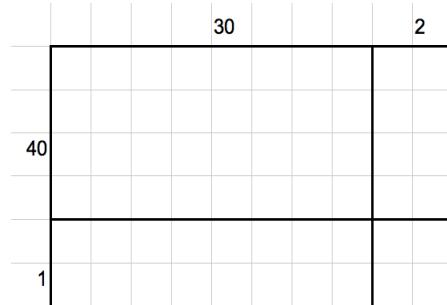
**Rising 5th - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_

**Multiplication - Week 3**

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

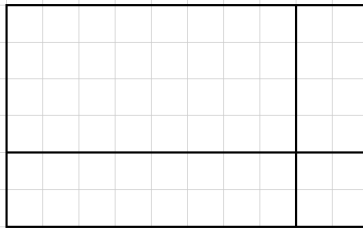
1. The model shows  
 $41 \times 32$ .

Write the partial products to help find the product.



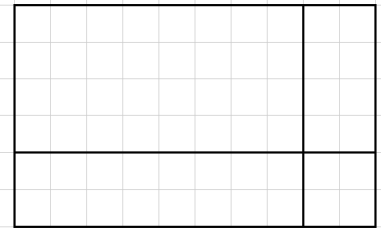
2. Fill in the area model to show  
 $23 \times 56$ .

Find the product.



3. Fill in the area model to show  
 $25 \times 26$ .

Find the product.



4. Find the product.

	3	6
x	7	6
+		

5. Find the product.

	4	6
x	8	1
+		

6. Find the product.

	9	2
x	1	3
+		

**Rising 5th - Summer Work** \_\_\_\_\_ **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

4.

	6	3,	0	4	9
+	5	1,	2	3	8

5.

	2	2,	2	2	2
+		5,	4	8	9

6.

	6	4,	3	9	7
+	2	5,	8	0	5

**Rising 5th - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_

Fractions/Decimals - Week 3 \_\_\_\_\_

Write the mixed number as an improper fraction (get MAD)  
or the improper fraction as a mixed number.

1.

$$3\frac{3}{6}$$

2.

$$6\frac{1}{8}$$

3.

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

4.

$$\frac{56}{6}$$

5.

$$\frac{20}{3}$$

6.

$$\frac{66}{10}$$

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."

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

## 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.

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#### Player 1   Player 2   Player 3

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

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

Mark

Read

Pause

Show

# 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.)

Mark

Read

Pause

Show

Rising 5th - Summer Work \_\_\_\_\_ 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 - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_

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

Solve for the quotient. Show your work.

(See notes for Long Division if you need help.)

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 - Summer Work \_\_\_\_\_ Name: \_\_\_\_\_

Multiplication - Week 4



**Multiply. Write your answer as a mixed number in simplest form. (See notes on Multiply a fraction by a whole number.)**

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 - Summer Work** \_\_\_\_\_ **Name:** \_\_\_\_\_

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

**Round to the place value of the underlined digit.**

<p><b>1.</b></p> <p>10,<u>8</u>32</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><b>2.</b></p> <p><u>8</u>50,000</p>	<p><b>3.</b></p> <p><u>6</u>4,999</p>
<p><b>4.</b></p> <p>30<u>1</u>,578</p>	<p><b>5.</b></p> <p>6<u>6</u>,093</p>	<p><b>6.</b></p> <p>100,7<u>4</u>9</p>

**Rising 5th - Summer Work** \_ \_ \_ \_ **Name:** \_\_\_\_\_

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

**Write the equivalent fraction, decimal and money amount.**

1.

.08

Fraction:

---

Money Amount:

---

2.

$2\frac{9}{10}$

Decimal:

---

Money Amount:

---

3.

\$14.63

Fraction:

---

Decimal:

---

1.

9.47

Fraction:

---

Money Amount:

---

2.

$\frac{63}{100}$

Decimal:

---

Money Amount:

---

3.

\$10.22

Fraction:

---

Decimal:

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