



Rising 5<sup>th</sup> Grade  
Math Review Packet  
Summer 2021

Name: \_\_\_\_\_



Hancock Day School  
Rising 5<sup>th</sup> Grade  
Summer Math Review Packet



Dear Hancock Student and Parents,

I am looking forward to teaching 5th grade many math concepts next school year. In preparation for another successful start to a new school year, you must review the concepts and complete all problems included in this packet to the best of your ability. Based on student performance on this packet, I will plan future diagnostic assessments and instruction to fill any educational gaps. Students are encouraged to work each problem with great effort and perhaps study multiplication tables on a regular basis this summer.

The following procedures should be used for completing your summer math packet:

1. **Complete all problems.** You may answer the problems directly in the math packet or use notebook paper and attach it to the packet. Make sure your name is written on your math packet. It would be wise to work a couple of pages each week in your math packet instead of waiting until the last minute!
2. **NO calculators please!** Show your work, when necessary, for each problem.
3. Your packet will be graded for effort and serve as a quiz grade for the first trimester. There will be a grade deduction for each incomplete page.
4. Your summer math packet is due on the first day of school.

Should you have any questions regarding your math packet, please email Mrs. Taylor at [ataylor@hancockdayschool.org](mailto:ataylor@hancockdayschool.org) (5<sup>th</sup> grade math teacher).

Sincerely,

Ashley Taylor

**Essential Skill: Read and write whole numbers through hundred millions and decimals through hundredths.**

Write the following numbers in word form, spelling all words correctly.

1) 70,910 \_\_\_\_\_

2) 2,009 \_\_\_\_\_

3) 210,304,005 \_\_\_\_\_

—

**Write the following numbers in standard notation.**

4) nineteen thousand, eight \_\_\_\_\_

5) four hundred seven \_\_\_\_\_

6) twenty-three million, seven hundred two thousand \_\_\_\_\_

**Essential Skill: Compare and order whole numbers through hundred millions and decimals through hundredths.**

Compare the following using the following ( <, >, =).

1) 457,345 \_\_\_\_\_ 467,435                      2) 5,789 \_\_\_\_\_ 5.798

3) 1,673,009 \_\_\_\_\_ 1,637,090                      4) 190,110 \_\_\_\_\_ 190,101

**Order the following numbers from least to greatest.**

6) 234,987 ; 254,979 ; 234,867

\_\_\_\_\_

Order the following numbers from greatest to least

7) 94,560; 94,650; 96,450; 96,050

\_\_\_\_\_

**Essential Skill: Round to indicated place, from tenths through hundred millions.**

- 1) Round 7,890 to the tens place. \_\_\_\_\_
- 2) Round 123,456 to the thousands place. \_\_\_\_\_
- 3) Round 1,365,098 to the hundreds place. \_\_\_\_\_
- 4) Round \$6.98 to the nearest whole dollar. \_\_\_\_\_
- 5) Round 10,865 to the ten thousands place. \_\_\_\_\_
- 6) Round 783,400,000 to the hundred millions place. \_\_\_\_\_

**Essential Skill: Word Problems-Estimate the sum or difference by *rounding each number to the nearest tens. Be sure to include your units with your answer.***

1) Tom scored 653 points on the video game and Keith scored 211 points. How many points did they score together?

2) ) Fred's school sold 842 boxes of doughnuts for a fundraiser this year. He sold 233 boxes. How many boxes were sold by the rest of the students?

**Essential Skill: Subtraction with Zeros**

$$\begin{array}{r} 1. \quad 5,200 \\ - \quad 71 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 9,900 \\ - 2,719 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 4,700 \\ - \quad 974 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 9,000 \\ - \quad 231 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 9,300 \\ - \quad 942 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 4,600 \\ - 1,196 \\ \hline \end{array}$$

Solve—show your work

5) Sherry's boss gave her \$345 for the extra work she did over the summer. Sherry decided to buy a new bike and helmet with part of her earnings and to save what she had left over. The bike cost \$146, and the helmet cost \$29. How much was Sherry able to put into her savings account after she purchased the bike and helmet?

\_\_\_\_\_ (unit)

**Essential Skill: Multiply extended facts.**

1)  $200 \times 400 =$

2)  $50 \times 30 =$

3)  $9 \times 6,000 =$

4.)  $30 \times 700 =$

5)  $8 \times 8,000 =$

6)  $120 \times 40 =$

**Essential Skill: Multiplies a 2 or 3 digit number by a 1, 2, or 3 digit number.**

Show your work and circle your final answer.

1)  $82 \times 3$

2)  $73 \times 4$

3)  $987 \times 5$

4)  $222 \times 4$

5)  $97 \times 19$

6)  $12 \times 50$

**Essential Skill: Divide by a 1 and 2 digit divisor. If the quotient includes a remainder, please record the remainder as a fraction.**

Show your work, when appropriate, and circle your final answer.

1)  $900 \div 60$

2)  $320 \div 80$

3)  $630 \div 70$

4)  $138 \div 6$

5)  $384 \div 4$

6)  $675 \div 5$

**Essential Skill: Adds and subtracts fractions with like denominators.**

Add or subtract. Simplify if necessary and circle your final answer.

1)  $\frac{1}{4} + \frac{2}{4} =$

2)  $\frac{3}{8} + \frac{4}{8} =$

3)  $\frac{6}{9} - \frac{3}{9} =$

4)  $\frac{4}{6} - \frac{2}{6} =$

5) Will lives two-fifths of a mile from school. It is another one-fifth of a mile to the store. How far is it from Will's house to the store?

\_\_\_\_\_ (unit)

6) Susan had five-eighths of a liter of milk left in a bottle. She drinks three-eighths of a liter. How much does she have left?

\_\_\_\_\_ (unit)

**Essential Skill: Comparing fractions (unlike denominators)**

Write ">", "=" or "<" to compare the fractions.

1.  $\frac{1}{5} \underline{\hspace{1em}} \frac{1}{8}$

2.  $\frac{5}{25} \underline{\hspace{1em}} \frac{28}{50}$

3.  $\frac{6}{72} \underline{\hspace{1em}} \frac{2}{18}$

4.  $\frac{6}{8} \underline{\hspace{1em}} \frac{48}{60}$

5.  $\frac{6}{24} \underline{\hspace{1em}} \frac{5}{15}$

6.  $\frac{12}{36} \underline{\hspace{1em}} \frac{9}{16}$

**Essential Skill: Adding mixed numbers (like denominators)-Simplify**

1)  $2\frac{7}{24} + 3\frac{9}{24} =$

2)  $1\frac{4}{35} + 1\frac{1}{35} =$

3)  $1\frac{5}{9} + 5\frac{8}{9} =$

4)  $6\frac{12}{50} + 4\frac{36}{50} =$

**Essential Skill: Subtracting fractions from a whole number. - Simplify**

1.  $10 - \frac{34}{50} =$  \_\_\_\_\_ 2.  $16 - \frac{4}{11} =$  \_\_\_\_\_

3.  $20 - \frac{10}{11} =$  \_\_\_\_\_ 4.  $11 - \frac{15}{18} =$  \_\_\_\_\_

**Essential Skill: Completing a whole number (improper fractions)**

7)  $\frac{11}{10} +$  \_\_\_\_\_  $= 2$

8)  $\frac{10}{3} +$  \_\_\_\_\_  $= 4$

9)  $\frac{10}{7} +$  \_\_\_\_\_  $= 3$

10)  $\frac{10}{4} +$  \_\_\_\_\_  $= 5$

**Essential Skill: Convert Improper fractions to mixed numbers.**

1)  $\frac{15}{2} =$  \_\_\_\_\_ 2)  $\frac{12}{5} =$  \_\_\_\_\_ 3)  $\frac{17}{4} =$  \_\_\_\_\_

4)  $\frac{76}{10} =$  \_\_\_\_\_ 5)  $\frac{14}{5} =$  \_\_\_\_\_ 6)  $\frac{18}{4} =$  \_\_\_\_\_

**Essential Skill: Calculate perimeter and area of squares and rectangles.**

Draw a model to help you solve.

- 1) Coach Heyward wants to build a fence in her backyard for her dog, Kona. The fence will be 50 feet long and 35 feet wide. How many feet of fencing should Ms. Drew buy?

\_\_\_\_\_ (unit)

- 2) a. Mr. Hoye would like to cover a square shaped area inside the fence with fresh sod with a measurement of 12 feet. How many square feet of sod does Mr. Hoye need?

\_\_\_\_\_ (unit)

b. The cost of the sod is \$3 per square feet. How much will it cost Mr. Hoyo to cover the area with sod?

\_\_\_\_\_ (unit)

**Essential Skill: Use keywords to choose appropriate operations for addition and subtraction in problem solving/math reasoning with fractions.**

1. On Friday, many of the students were missing in her class.  $\frac{1}{8}$  of the class went to a basketball tournament and  $\frac{1}{8}$  of the class called in sick. What fraction of the class was in school?
2. Ms. Bloom has  $\frac{15}{16}$  of a pack of construction papers at her desk. Ms. Bloom takes another 2 new packs of construction papers to the class for an art project. The students use  $1\frac{3}{16}$  pack for the art project. How many packs of construction papers are left?
3. Ms. Bloom had  $4\frac{7}{12}$  boxes of pencils but  $2\frac{1}{12}$  boxes of the pencils was broken. After she threw out the broken pencils, how many boxes of pencils were left?

**Essential Skill: Use keywords to choose appropriate operations for multiplication and division in problem solving/math reasoning.**

Read the following problems and solve. Please remember to show your work.

1) There are 15 students in the art club. By the end of the school year, each student had made 23 pictures. How many pictures did the students make in all?

\_\_\_\_\_ (unit)

2) There are 8 rows of 576 cars in a parking garage. How many cars are in each row?

\_\_\_\_\_ (unit)

**Higher Skill: Complete the equivalent fractions.**

1.  $\frac{1}{6} = \frac{\quad}{24}$

2.  $\frac{\quad}{9} = \frac{42}{63}$

3.  $\frac{4}{8} = \frac{\quad}{24}$

4.  $\frac{18}{25} = \frac{126}{\quad}$

5.  $\frac{\quad}{4} = \frac{12}{24}$

6.  $\frac{9}{12} = \frac{54}{\quad}$