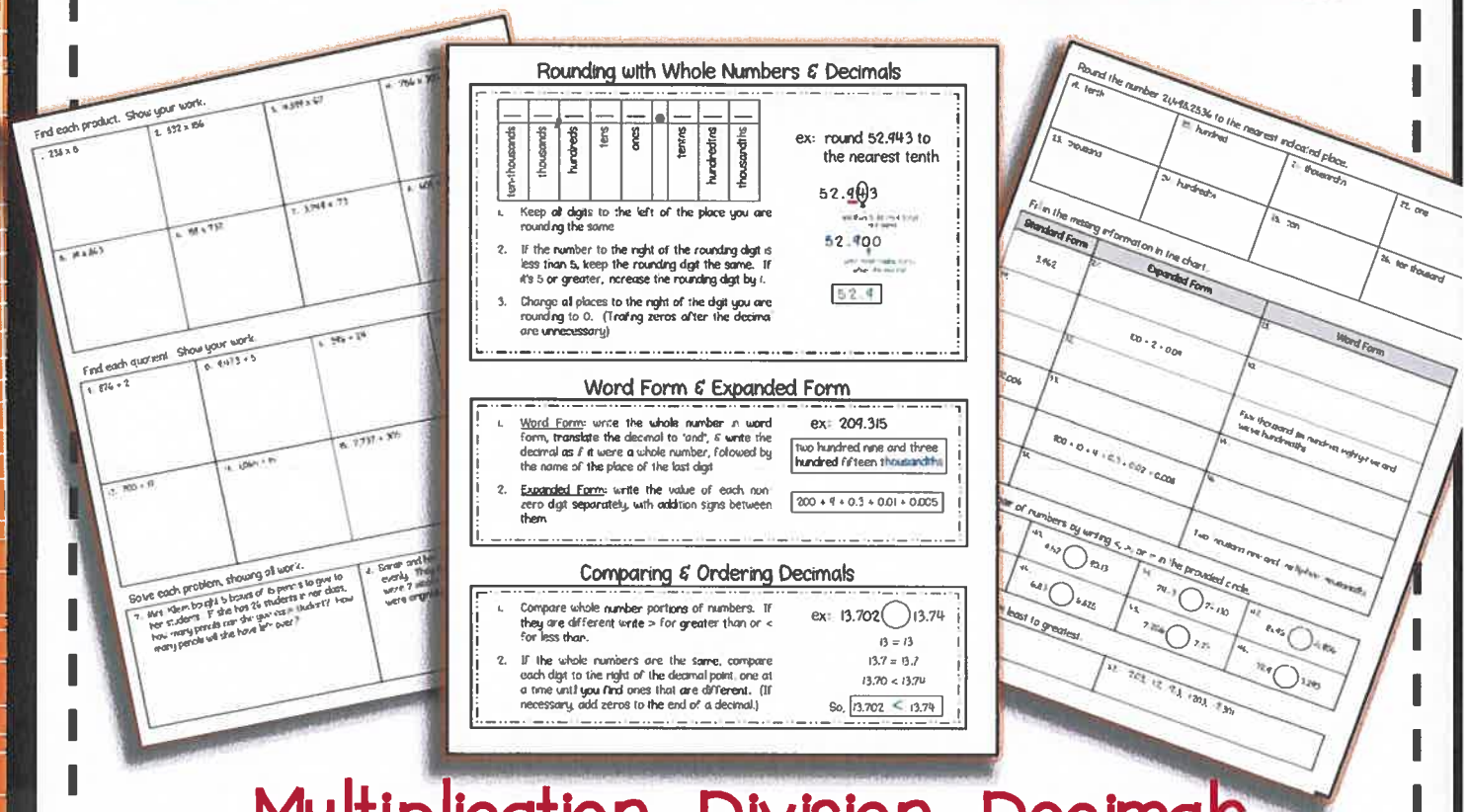

5TH GRADE
SUMMER PACKET
SCHOOL BUS
SCHOOL BUS
ABC
SCHOOL BUS
SCHOOL BUS

5TH GRADE

Math Review Packet for 5th – 6th Grades



Multiplication, Division, Decimals, Fractions, Metric & Customary Measurements, & Volume

Math in the Middle

Find each product. Show your work.

1. 238 x 5	2. 832 x 156	3. 4,899 x 67	4. 756 x 300
5. 19 x 863	6. 188 x 732	7. 3,249 x 173	8. 609 x 840

Find each quotient. Show your work.

9. 876 ÷ 2	10. 9,473 ÷ 5	11. 396 ÷ 24	12. 8,911 ÷ 45
13. 700 ÷ 12	14. 1,065 ÷ 15	15. 2,737 ÷ 305	16. 4,516 ÷ 22

Solve each problem, showing all work.

17. Mrs. Kleim bought 5 boxes of 15 pencils to give to her students. If she has 26 students in her class, how many pencils can she give each student? How many pencils will she have left over?	18. Sarah and her 3 friends split a bag of candy evenly. They each ate 13 pieces of candy and ther were 2 pieces leftover. How many pieces of cand were originally in the bag?

Round the number 21,498.2536 to the nearest indicated place.

19. tenth	20. hundred	21. thousandth	22. one
23. thousand	24. hundredth	25. ten	26. ten-thousand

Complete the chart below.

Standard Form	Expanded Form	Word Form
3.962	27.	28.
29.	100 + 2 + 0.09	30.
31.	32.	Five thousand six hundred eighty-five and twelve hundredths
8,770.006	33.	34.
35.	900 + 10 + 4 + 0.3 + 0.02 + 0.008	36.
37.	38.	Two thousand nine and thirty-five thousandth

Compare each pair of numbers by writing <, >, or = in the provided circle.

39. 0.046 ◯ 0.13	40. 9.52 ◯ 90.13	41. 24.13 ◯ 24.130	42. 15.96 ◯ 15.906
43. 0.964 ◯ 1	44. 6.83 ◯ 6.825	45. 7.256 ◯ 7.24	46. 32.9 ◯ 3.290

Order the numbers from least to greatest.

47. 6.86, 6.8, 7, 6.9, 6.827	48. 12.03, 1.2, 12.3, 1.203, 12.301

Find each sum or difference. Show your work.

49. 8.74 + 10.36	50. 37.4 – 8.55	51. 12.9 + 105.67	52. 450.89 – 213.33
53. 24.1 + 3.74	54. 14.76 – 9.8	55. 622.85 + 53.49	56. 67 – 14.06

Find each product or quotient. Show your work.

57. 4.5 x 6	58. 144.8 ÷ 4	59. 2.7 x 0.8	60. 6.2 ÷ 0.04
61. 8.9 x 2.5	62. 15.8 ÷ 0.5	63. 14.8 x 0.12	64. 16.2 ÷ 1.2

Solve each problem, showing all work.

65. Ryan spent $3.25 on lunch every day, Monday through Friday. If he had $20 at the start of the week, how much money did he have left after Friday?	66. Three friends went out to lunch. The bill came to $47.31. If they split the bill evenly, how much money does each friend owe?

Find each sum or difference. Show your work.

67. $\frac{7}{8} + \frac{5}{6}$	68. $\frac{9}{10} - \frac{1}{2}$	69. $\frac{3}{11} + \frac{2}{3}$	70. $\frac{11}{12} - \frac{13}{18}$
71. $4\frac{5}{9} + 7\frac{1}{3}$	72. $12\frac{9}{14} - 9\frac{3}{7}$	73. $3\frac{3}{5} + 2\frac{3}{4}$	74. $2\frac{2}{15} - 1\frac{2}{3}$

Find each product or quotient. Show your work.

75. $\frac{1}{6} \times \frac{3}{4}$	76. $6 \div \frac{1}{3}$	77. $15 \times \frac{2}{3}$	78. $\frac{1}{2} \div 3$
79. $\frac{1}{6} \times 10$	80. $\frac{1}{4} \div 2$	81. $\frac{5}{9} \times \frac{3}{20}$	82. $4 \div \frac{1}{5}$

Solve each problem, showing all work.

83. Jacqui ran 1 $^1/_2$ miles on Monday, Wednesday, and Friday and $^3/_4$ mile on Tuesday and Thursday. How far did she run in all?	84. Tyrell gave 3 packs of baseball cards to his friends. He gave each friend $^1/_3$ of a pack. How many friends got baseball cards?

Convert each Metric measurement. Show your work.

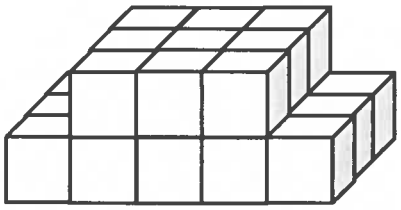
85. 1.9 km = _____ m	86. 23 g = _____ mg	87. 350 mℓ = _____ kℓ
88. 0.07 kg = _____ cg	89. 6 cm = _____ m	90. 35 mℓ = _____ ℓ

Convert each Customary measurement. Show your work.

91. 48 in = _____ ft	92. 6 pt = _____ c	93. 3 T = _____ lb
94. 1.5 mi = _____ ft	95. 32 pt = _____ gal	96. 32 oz = _____ lb

Find the volume of each figure. Show your work.

97.



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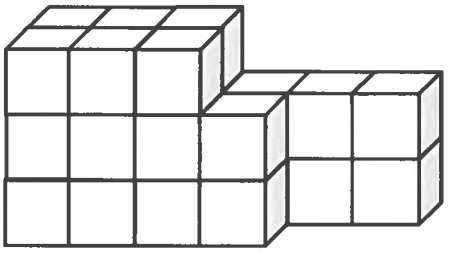

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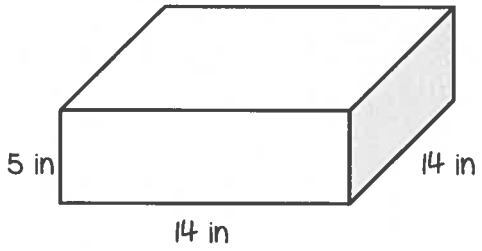

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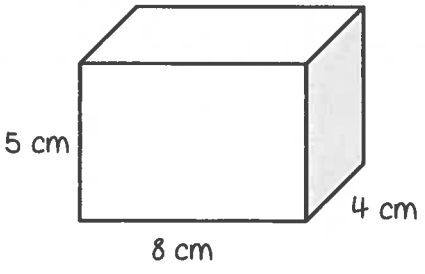

Name:_____

Grammar, Writing, and Comprehension Practice

Grade 5 Mrs. Loster ELA

Reading Passage

The community garden opened early in spring to welcome residents who wanted to grow food and flowers together. Volunteers met weekly to plant seeds, build raised beds, and share gardening tips. Over time, the garden became a place where neighbors exchanged recipes, celebrated small harvests, and taught children where food comes from.

Fill in the Blank

Fill in the blank with the correct words:[Word Bank]: recipes, weekly, early, tips, food

1. The community garden opened _____ in spring to welcome residents.

2. Volunteers met _____ to plant seeds and build raised beds.

3. The garden became a place where neighbors exchanged _____.

4. Children learned where _____ comes from at the garden.

5. Volunteers shared gardening _____ with one another.

Multiple Choice Questions

Choose the correct answer from the choices for each question:

1. What season did the community garden open?
- A. Summer
- B. Winter
- C. Spring
- D. Fall

2. How often did volunteers meet?
- A. Daily
- B. Weekly
- C. Monthly
- D. Yearly

3. Which of the following did neighbors exchange?
- A. Tools only
- B. Recipes
- C. Money
- D. Houses

4. What did children learn at the garden?
- A. How to drive
- B. Where food comes from
- C. Advanced physics
- D. Computer coding

5. Which activity did volunteers do in the garden?

- A. Build raised beds
- B. Paint cars
- C. Swim daily
- D. Fly kites

Open-Ended Questions

Answer the following questions in complete sentences:

1. Explain two benefits the community garden provided to neighbors.

2. Describe one way children might benefit from visiting the garden regularly.

3. Suggest one new activity that the volunteers could add to the garden to encourage more people to join.

Name: Date:

Cell Phones in Schools

As smartphones become more and more common, the debate about whether students in schools should be able to use them rages on. Some say that cell phones can be used for positive reasons like research and student safety. Students can use their phones for many productive purposes: using the calculator, looking up the definitions of words, organizing their assignments in a calendar, and using apps to study. They also argue that allowing students to use cell phones in school prepares students for adult life, in which they will use technology daily.

Teachers, however, argue that phones are too distracting. They say that kids are often too tempted to play games, text each other, and take pictures during instructional time. They can also cheat on assignments by looking up the answers online. Teachers do not trust that students will use their phones responsibly or appropriately if they have them. They believe that phones are too much of a distraction and take away from a student's overall education.

Use the RACE strategy to answer the following question, using the checklist as you write.

Do you think kids should have phones? Explain using reasons from the text.

- ☐ R
- ☐ A
- ☐ C
- ☐ E

Name _____ Date _____

Prefixes: pre-, re-, un-, mis-

Circle the best prefix to add to each base word. Write the word on the line. Then write the meaning of the new word.

Prefix		Base	New Word	Meaning
pre-	mis-	**heat**	_____	_____
un-	re-	**read**	_____	_____
re-	mis-	**lead**	_____	_____
pre-	un-	**view**	_____	_____
un-	mis-	**spell**	_____	_____

Use a prefix and a base word to write a word for each definition below.

1. To teach something before _____
2. To take a test over again _____
3. To put something in the wrong place _____
4. To write something again _____
5. Not afraid _____
6. To do the opposite of lock _____
7. Not equal _____
8. To pay for something beforehand _____
9. To behave the wrong way _____
10. To make something again _____

Name _____ Date _____

Suffixes: -able, -less, -ful, -ly

Circle the best suffix to add to each base word. Write the word on the line. Then write the meaning of the new word.

Base	Suffix		New Word	Meaning
fold	-able	-ly	_____	_____
cheer	-ly	-ful	_____	_____
pain	-able	-less	_____	_____
quiet	-ly	-able	_____	_____
taste	-ly	-less	_____	_____

Use a suffix and a base word to write a word for each definition below.

1. Something that is full of color _____
2. In a loud way _____
3. Without weight; really light _____
4. Able to bend _____
5. Being without fear _____
6. In a sad way _____
7. Able to be stretched _____
8. Full of respect _____
9. Able to be printed _____
10. Without a care _____

HIDING IN PLAIN SIGHT

Red- Eyed Tree Frog

Have you ever wished you could melt into the background? Or find a way to hide so no one would see you? That's an adaptation that some animals have. They have ways to blend into their surroundings. This helps them. They can avoid predators. They can catch prey!

The Red-Eyed Tree Frog is an example. It lives in rainforests. It is a small frog. It has bright green skin. It blends in with tree leaves. Its toes are sticky. This frog can cling to the underside of leaves. It becomes hidden. Predators may still find it. That's when the frog's bright red eyes help! When they flash their eyes, the change scares the predators. It makes the predators run away!

There are several fish who can blend in, too. The Stonefish is one. Flounder is another. The Stonefish has skin that looks bumpy and textured. It resembles the stone on the ocean floor. Predators swim right past! Prey might try to swim past, too. The Stonefish will suddenly dart out from its hiding place. It will snatch up smaller sea life. Flounder use similar tricks. They have skin that is speckled to look like the pebbles and stones on the ocean floor. They snuggle into the rocks and wait for prey. Sea worms or shrimp pass by. The Flounder springs into action to catch its dinner.

There are several reptiles that can blend in. Some amphibians can, too! Even a few fish have the ability to camouflage. Many mammals rely on their fur. They have fur that helps them remain unnoticed by predators. In the case of birds, females often have plain feathers. Males are brighter. The male may attract more attention from predators. This risk has a benefit. Colorful males may also use their feathers to gain mates.

One mammal who excels at hiding is the Arctic Fox. This animal is snowy white. It lives on the frozen tundra. A tundra is a snowy climate. It lives in constant snow and ice. The Arctic Fox's white coat conceals him perfectly. The coat is also thick. It helps the fox survive the cold weather.

Humans have learned a lot from the animals in our world. Clothes for hunters are now made in camouflage patterns. Humans can blend into the forest and hunt their prey. Military uniforms have patterns that help soldiers. They stay safe from enemies. They have specific designs for different areas. There are uniforms for the desert, mountain, and jungle. However, no matter how much humans try, they will never be as skilled as animals at physical adaptations. They can wear outfits to help us hide. Some animals are always in disguise!

Name _____ Date _____

HIDING IN PLAIN SIGHT

RI.1

Use evidence from the text to find the correct answer. Then, fill in the bubble of the correct answer.

1. **What is one purpose of the adaptation of animal camouflage?**
   - Ⓐ to help them stand out
   - Ⓑ to help them avoid predators
   - Ⓒ to keep them from looking alike
   - Ⓓ to tell other animals to watch out

2. **Why are female birds not as brightly colored as the males?**
   - Ⓐ so they won't attract predators
   - Ⓑ because the males would feel self-conscious if they had dull feathers
   - Ⓒ because female birds would scare their chicks if they are brightly colored
   - Ⓓ because their mates prefer the duller colors

3. **In what way does Red-Eyed Tree Frog's adaptation protect them against predators?**
   - Ⓐ Green skin has a calming effect.
   - Ⓑ Lighter bellies are intimidating.
   - Ⓒ Bright red eyes flash to scare predators.
   - Ⓓ Rapid movements startle predators.

4. **How do the Stonefish and Flounder blend into their environment?**
   - Ⓐ They look like other fish.
   - Ⓑ Their eyes reflect the color of the water.
   - Ⓒ Their shape makes them look like coral.
   - Ⓓ Their skin resembles stones and pebbles.

5. **What is <u>not</u> one way that humans are using camouflage in the passage?**
   - Ⓐ using it to hide from large predators
   - Ⓑ using it to hide from military enemies
   - Ⓒ using it to hunt prey
   - Ⓓ using it to blend in different environments

6. **What is another purpose of the adaptation of animal camouflage?**
   - Ⓐ to make it easier to change environments
   - Ⓑ to make them more confident
   - Ⓒ to help them attack prey
   - Ⓓ to give other animals an advantage

7. **How have humans been influenced by animals' adaptations?**
   - Ⓐ They make more brightly-colored clothes to stand out.
   - Ⓑ They start dancing around potential mates to be more like birds.
   - Ⓒ They try to stay on the bottom of the ocean so sharks don't notice them.
   - Ⓓ They create military uniforms and hunting outfits in camouflage patterns.

8. **What adaptations do mammals rely on for camouflage?**
   - Ⓐ feathers
   - Ⓑ fur
   - Ⓒ spikes
   - Ⓓ tentacles

9. **What would be a perfect "blending in" outfit to be camouflaged in a grassy region?**
   - Ⓐ green colors
   - Ⓑ bright red
   - Ⓒ large spots
   - Ⓓ a gray, rocky pattern

10. **What type of climate is in a tundra?**
    - Ⓐ warm and tropical
    - Ⓑ hot and dry
    - Ⓒ cold, freezing temperatures
    - Ⓓ wet and warm