Entering 5th Grade Summer Review Packet

Week 1

Chapter 1 – Place Value & Whole Numbers

Chapter 2 – Estimation & Number Theory

Thinking Cap Problems

Name: _____ Date: _____

Cumulative Review

for Chapters 1 and 2

Concepts and Skills

Write each number in standard form. *(Lesson 1.1)*

1. forty-eight thousand, six _____

2. one hundred thousand _____

3. sixty-nine thousand, two hundred eleven _____

Write each number in word form. *(Lesson 1.1)*

4. 53,900 _____

5. 16,658 _____

6. 20,306 _____

Fill in the blank to write the number in expanded form. *(Lesson 1.1)*

7. 13,901 = 10,000 + _____ + 900 + 1

Fill in the blanks. *(Lesson 1.2)*

8. 100 more than 26,542 is _____.

9. _____ is 100 less than 79,023.

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Circle the number that is greater. *(Lesson 1.2)*

10. 12,630 or 6,238

11. 45,200 or 45,496

12. 62,529 or 69,522

13. 90,236 or 87,415

Circle the number that is less. *(Lesson 1.2)*

14. 6,563 or 48,200

15. 67,186 or 67,254

16. 74,258 or 71,852

17. 96,125 or 69,521

Write the set of numbers in order from least to greatest. *(Lesson 1.2)*

18. 8,654 56,207 68,543 56,719

_____ _____ _____ _____

Continue or complete each number pattern. *(Lesson 1.2)*

19. 11,500 11,000 10,500 _____ _____

20. 63,800 64,100 64,400 _____ _____

21. 27,852 29,853 _____ 33,855 35,856

Find each sum or difference. Then use rounding to check that your answers are reasonable. *(Lesson 2.1)*

22. 522 − 389

23. 456 + 790

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Name: _____ Date: _____

Find each sum or difference. Then use front-end estimation to check that your answers are reasonable. *(Lesson 2.1)*

24. 432 + 759

25. 816 − 532

Find each product. Then use rounding to check that your answers are reasonable. *(Lesson 2.1)*

26. 383 × 2

27. 241 × 4

Find each product. Then use front-end estimation to check that your answers are reasonable. *(Lesson 2.1)*

28. 308 × 3

29. 126 × 5

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Find each quotient. Then use related multiplication facts to check that your answers are reasonable. *(Lesson 2.1)*

30. 92 ÷ 4

31. 78 ÷ 3

Find the factors of each number. *(Lesson 2.2)*

32. 36 _____

33. 40 _____

34. 96 _____

Find the common factors of each pair of numbers. *(Lesson 2.2)*

35. 36 and 40

_____

36. 40 and 96

_____

Find the greatest common factor of each pair of numbers. *(Lesson 2.2)*

37. 30 and 16

_____

38. 48 and 18

_____

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Name: _____ Date: _____

Find the prime and composite numbers. *(Lesson 2.2)*

47 31 92 63 57 135

39. The prime numbers are _____.

40. The composite numbers are _____.

List the first eight multiples of each number. *(Lesson 2.3)*

41. 4 _____

42. 6 _____

43. 9 _____

Find the first two common multiples of each pair of numbers. *(Lesson 2.3)*

44. 4 and 6

_____

45. 6 and 9

_____

Find the least common multiple of each pair of numbers. *(Lesson 2.3)*

46. 8 and 12

_____

47. 27 and 36

_____

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Problem Solving

Solve. Show your work.

48. Make a 5-digit number using these clues.
The digit in the thousands place is 5.
The value of the digit in the ten thousands place is 20,000.
The digit in the tens place is 8.
One of the digits is a 0 and it is next to the digit 8.
The digit in the ones place is 2 less than the digit in the tens place.
The number is ☐☐,☐☐☐.

49. 3,219 milliliters of water and 185 milliliters of orange syrup are mixed to make orange juice. About how much orange juice will there be?

50. An empty parking lot has 300 spaces.
215 cars and 89 SUVs drive into the parking lot.
How many vehicles do not have parking spaces?

51. Find a 2-digit number less than 50 using these clues.
It can be divided by 4 exactly.
When 4 is added to it, it can be divided by 5 exactly.

The number is _____.

52. Finch divides 12 peaches and 18 nectarines into the same number of equal groups. How many possible groups of each fruit can he make? How many are in each group?

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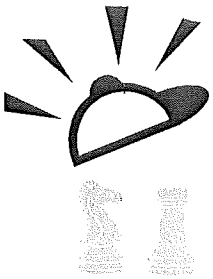

Put On Your Thinking Cap!

Challenging Practice

Complete.

A 5-digit number is made up of different digits that are all odd numbers.

1. What is the greatest possible number? _____

2. What is the value of the digit in the hundreds place? _____

Continue the pattern.

3. 412 427 442 457 472 _____ _____

Fill in the blanks.

4. What is 3 ten thousands + 14 tens + 16 ones? _____

5. 7 thousands = _____ hundreds 10 tens

Answer these questions.

In 7 (5), 8 [5] 9,

6. what is the value of the digit 5 in the ◯? _____

7. what is the value of the digit 5 in the □? _____

8. what is the difference between the answers in **Exercises 6 and 7**. _____

9. In 5 ◯, 2 [7] 8, the difference between the values of the digits in the ◯ and the □ is 8,930. What is the digit in the ◯? _____

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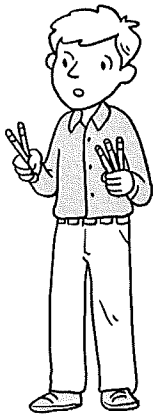
Name: _____ Date: _____

Put On Your Thinking Cap!

Problem Solving

1. Mr. Chan bought some pencils for a group of students.
If he gives them 2 pencils each, he will have 10 pencils left.
If he gives them 3 pencils each, he will have none left.
How many students are in the group?



2. On the opening day at a toy store, every third customer gets a ball and every fourth customer gets a stuffed animal. Sixty people come to the store. How many get both a ball and a stuffed animal?

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Entering 5th Grade Summer Review Packet

Week 2

Chapter 3 – Whole Number Multiplication & Division

Chapter 4 – Tables & Line Graphs

Thinking Cap Problems

Name: _____ Date: _____

Cumulative Review

for Chapters 3 and 4

Concepts and Skills

Multiply. *(Lessons 3.1 and 3.2)*

1. $27 \times 8 =$ _____

2. $7{,}365 \times 9 =$ _____

3. $94 \times 67 =$ _____

4. $827 \times 61 =$ _____

5. $625 \times 29 =$ _____

6. $944 \times 38 =$ _____

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Divide. *(Lessons 3.3 and 3.4)*

7. 216 ÷ 3 = _____

8. 432 ÷ 8 = _____

9. 5,520 ÷ 6 = _____

10. 2,828 ÷ 7 = _____

11. 5,398 ÷ 5 = _____

12. 7,436 ÷ 7 = _____

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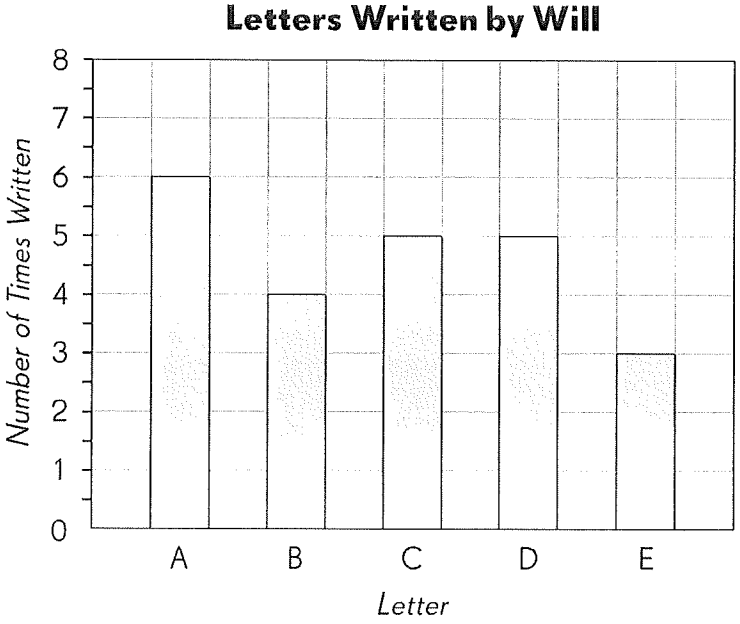
Name: _____ Date: _____

Study the bar graph and answer the questions. *(Lesson 4.1)*

The bar graph shows the number of times Will wrote the letters A, B, C, D, and E on a paper.



Complete the table. Use the data in the graph.

13.

Letters Written by Will

Letter	A		C		
Number of Times Written	6				

Complete. Use the data in the table.

14. Which letter did Will write the greatest number of times? _____

15. How many more letter 'A's did Will write than the letter he wrote the least number of times? _____

16. How many more letter 'A's must be written so that the number of letter 'A's will be 3 times the number of letter 'B's? _____

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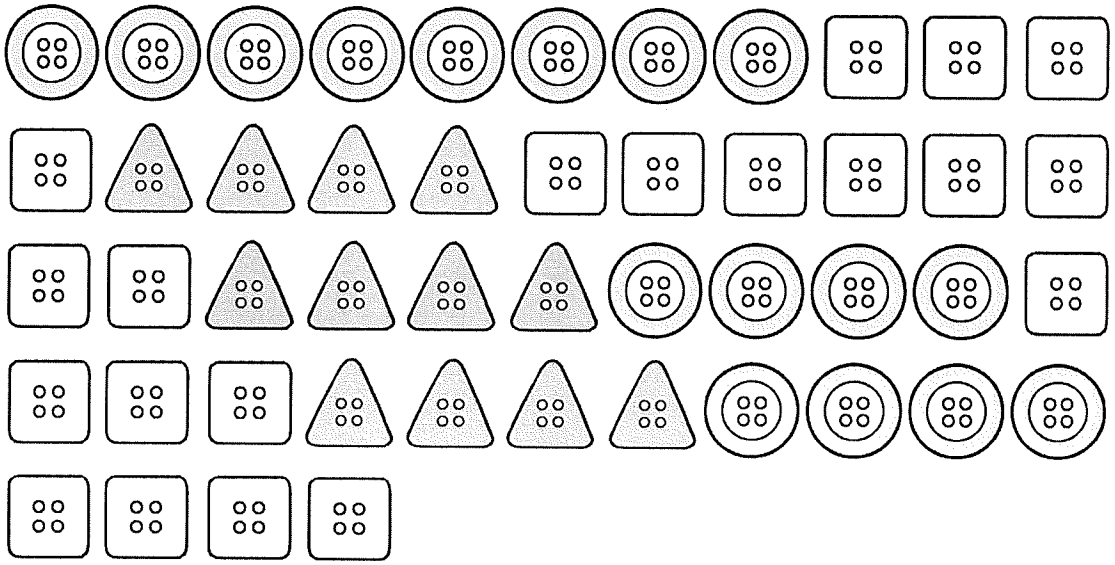
Count the buttons and complete the table. *(Lesson 4.1)*



17. **Types of Buttons**

Buttons	Number
Round Buttons	
Square Buttons	
Triangular Buttons	
Total	

Complete. Use the data in the table.

18. The least number of buttons are the _____ buttons.

19. There are _____ more square buttons than round buttons.

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Name: _____ Date: _____

Complete the table by finding the rows, columns, and intersections. *(Lesson 4.2)*

The table shows the types of sandwiches ordered by a group of students at lunchtime.

20.

Sandwiches Ordered by Students

Types of Sandwiches	Boys	Girls	Total
Chicken	6	4	10
Roast Beef	12	18	
Tuna	7		15
Grilled Vegetables	3	18	21

Complete. Use the data in the table.

21. How many students ordered roast beef? _____

22. Find the number that should appear in the intersection for 'Tuna' and 'Girls'.

_____

23. In which column does the number '7' appear? _____

24. In which row does the number '6' appear? _____

25. The number '4' appears in the intersection of the column for _____ and the row for _____.

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Complete the table by finding the rows, columns, and intersections. *(Lesson 4.2)*

The table shows the 50-cent and 20-cent toys that three friends bought for party favors.

26.

Name	50-cent Toys		20-cent Toys		Total Cost
	Number	Cost	Number	Cost	
Ashin	5	$2.50	9	$1.80	
Benjamin	6		7		
Cara	4		8		

Complete. Use the data in the table.

27. Who bought the most toys? _____

28. Who spent the most on the toys? _____

29. How much more did Benjamin spend than Cara? _____

30. How much did they spend on 20-cent toys altogether? _____

31. How much more did they spend on 50-cent toys than on 20-cent toys? _____

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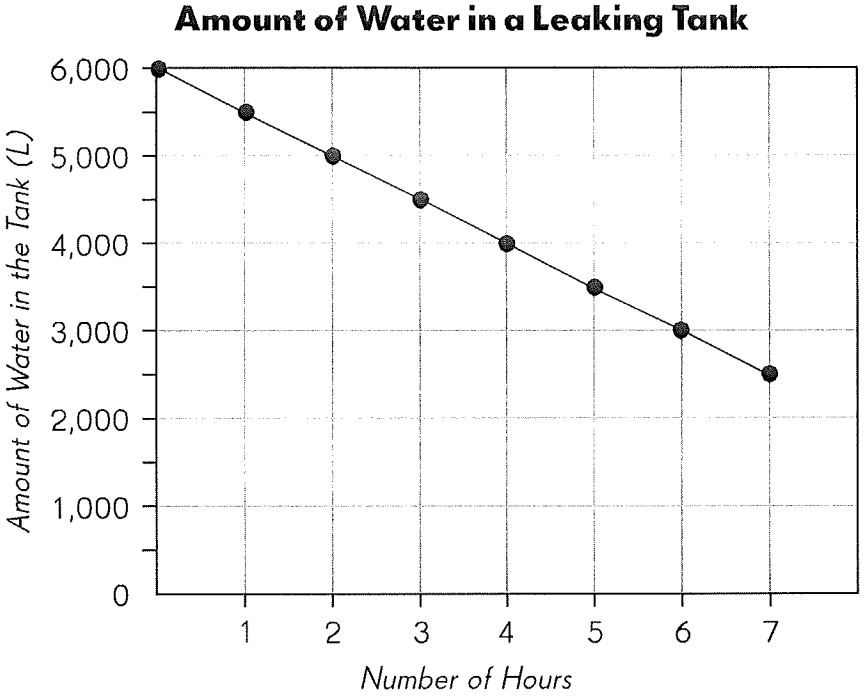
Name: _____ Date: _____

Complete. Use the data in the line graph. *(Lesson 4.3)*

The graph shows the amount of water in a leaking tank over 7 hours.



32. What was the amount of water in the tank at the start? _____

33. What was the amount of water in the tank after 7 hours? _____

34. After how many hours was the amount of water in the tank half that at the start? _____

35. The owner of the tank paid a fine of $1 for every 8 liters of water lost. How much would the fine be after 4 hours? _____

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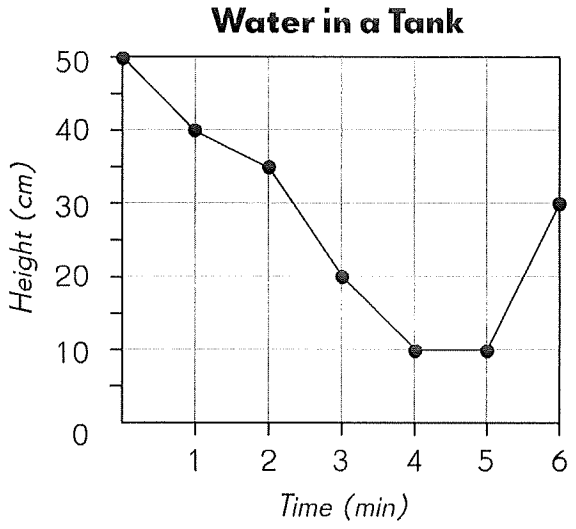
Complete. Use the data in the line graph. *(Lesson 4.3)*

The line graph shows the change in water level in a tank over 6 minutes.



36. What was the height of the water after

a. 2 minutes? _____ **b.** $3\frac{1}{2}$ minutes? _____

37. What was the decrease in the height of the water from the first to the second minute? _____

38. During which 1-minute interval did the water level decrease the most?

From the _____ minute to the _____ minute.

39. During which 1-minute interval did the water level increase by 20 centimeters?

From the _____ minute to the _____ minute.

40. Was the tank ever empty? _____

If the tank were ever empty, how would you tell from the graph?

_____

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Name: _____ Date: _____

Problem Solving

Solve. Show your work.

41. Mr. Suarez has $2,760 to buy family meals for the local food pantry.

a. What is the greatest number of family meals he can buy if each meal costs $9?

b. How much money would he have left after buying the meals?

42. A grocer bought two bags of dried fruit. One bag contained 4,950 ounces of fruit and the other bag contained 2,730 ounces of fruit. He repacked the fruit equally into 8 smaller packets. What was the weight of the fruit in each packet?

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43. A farmer packed 37 pumpkins. Each pumpkin had a weight of about 48 ounces. He put them into three baskets.

- The weight of the pumpkins in Basket A was 3 times that of the pumpkins in Basket C.
- The weight of the pumpkins in Basket B was twice that of the pumpkins in Basket C.
- The weight of the empty Basket C was 140 ounces.

What was the total weight of Basket C and the pumpkins in it?

44. The tank at a gas station contained 400 gallons of gas. A tanker truck that contained 8,100 gallons of gas filled the station's tank. After that the tanker truck had 4 times as much gas as the station's tank. How much gas did the tanker truck put into the station's tank?

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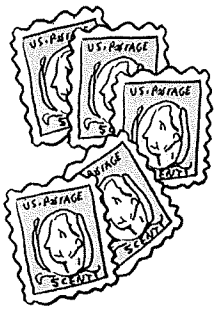
Name: _____ Date: _____

Put On Your Thinking Cap!

Challenging Practice

Charlie has 1,243 stamps. He gives away 12 stamps. His father gives him 415 stamps. He divides as many stamps as possible equally among 4 albums.

1. How many stamps did he place in each album?



2. Based on your answer in **Exercise 1**, how many stamps are left over?

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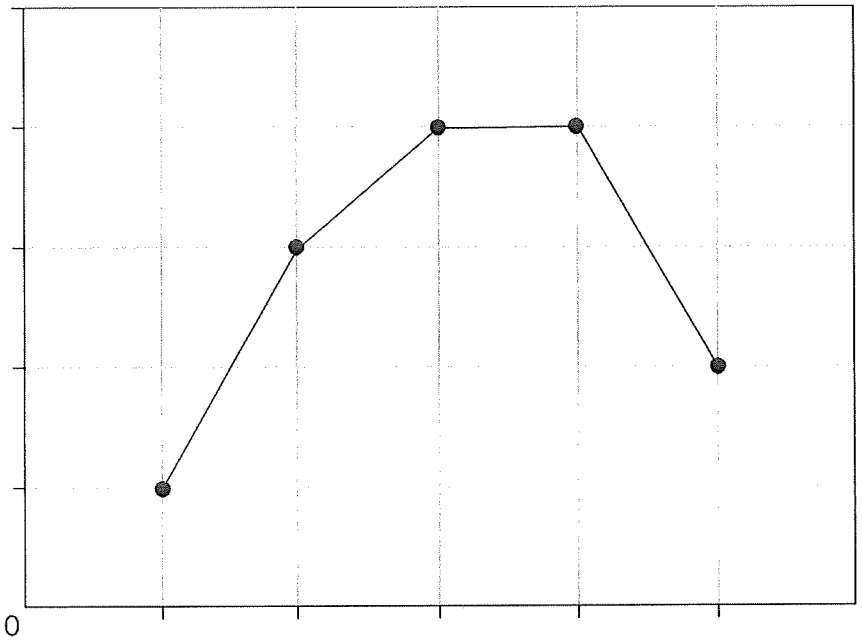
Name: _____ Date: _____

Put On Your Thinking Cap!

Challenging Practice

Look at the line graph.



1. Suggest what data this graph could be showing.

_____

_____

2. Create a title, scale and labels for the graph. Show these on the graph.

3. Why do you think the line is horizontal from point 3 to point 4?

_____

_____

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Entering 5th Grade Summer Review Packet

Week 3

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Chapter 5 Data & Probability Chapter

6 – Fractions & Mixed Numbers

Thinking Cap Problems

Name: _____ Date: _____

Cumulative Review

for Chapters 5 and 6

Concepts and Skills

Complete. Use the data in the table. *(Lesson 5.1)*

The ages of four cousins are shown.

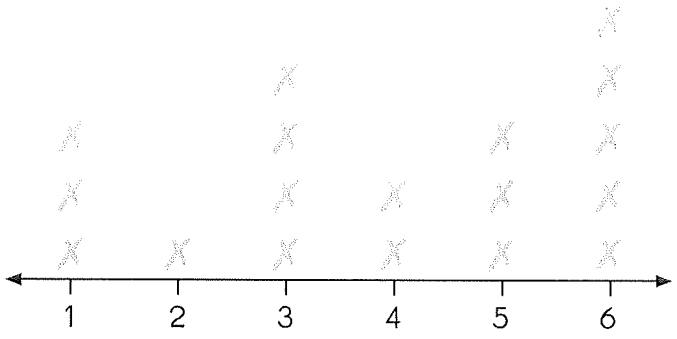
8, 12, 10, 6

1. The sum of their ages is _____ years.

2. The mean age of the cousins is _____ years.

Answer each question. Use the data in the line plot. *(Lesson 5.2)*

A group of hikers made a line plot to show the number of mountains they climbed. Each ✗ represents one hiker.



Number of Mountains Climbed

3. What is the median number of mountains climbed? _____

4. What is the range of the set of data? _____

5. What is the mode of the set of data? _____

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Make a stem-and-leaf plot to show the data. *(Lesson 5.3)*

6. A group of friends went bowling and recorded these scores.

75 73 79 84 98 64 84 67

Bowling Scores	
Stem	**Leaves**

9|8 = 98

Complete. Use the data in your stem-and-leaf plot.

7. _____ is the mode.

8. _____ is the median.

9. _____ is the range.

10. _____ is an outlier.

11. How do the mode and median each change if you disregard the outlier?

_____

_____

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Name: _____ Date: _____

Write *more likely, less likely, equally likely, certain,* or *impossible.* *(Lesson 5.4)*

A bag has 8 blue marbles and 2 orange marbles. Describe the likelihood of each outcome.

12. An orange marble is chosen. _____

13. A blue marble is chosen. _____

14. A red marble is chosen. _____

15. A blue or an orange marble is chosen. _____

Solve. Use the scenario above. *(Lesson 5.4)*

16. How would you change the number of each colored marble in the bag so that it is more likely that an orange marble is chosen?

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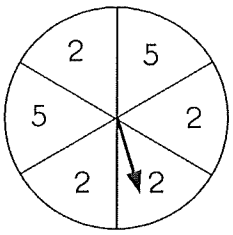
Look at the spinner. Write the probability of each outcome as a fraction. *(Lesson 5.5)*



17. Probability of landing on 2 = ☐

18. Probability of landing on 6 = ☐

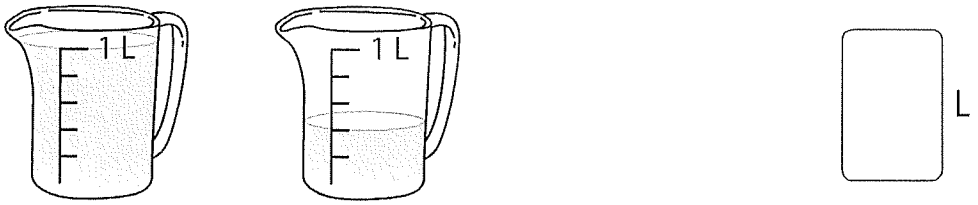
Add or subtract. Write each answer in simplest form. *(Lessons 6.1 and 6.2)*

19. $\frac{3}{4} + \frac{1}{12} + \frac{1}{6} =$

20. $\frac{9}{10} - \frac{1}{5} - \frac{1}{2} =$

Write the amount of water in each set of 1-liter containers as a mixed number. *(Lesson 6.3)*

21.



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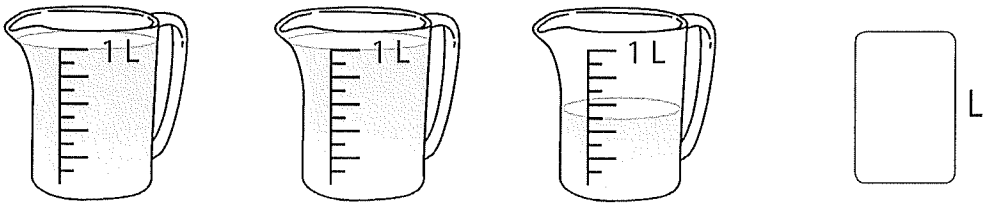
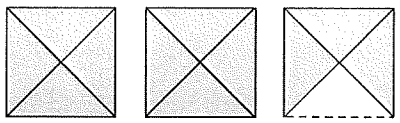


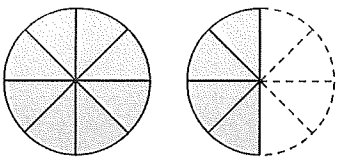
Express the shaded part of each figure as a mixed number or an improper fraction. *(Lessons 6.4 and 6.5)*

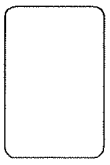
23.



$2\frac{3}{4}$ or

24.



 or $\frac{12}{8}$

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Name: _____ Date: _____

Express each improper fraction as a mixed number. *(Lesson 6.5)*

25. $\frac{9}{7} =$ ☐

26. $\frac{20}{9} =$ ☐

Express each mixed number as an improper fraction. *(Lesson 6.5)*

27. $3\frac{2}{5} =$ ☐

28. $2\frac{8}{9} =$ ☐

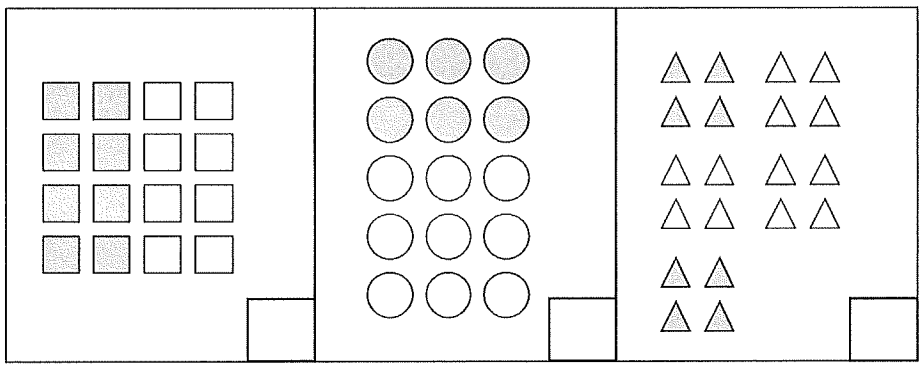
Add or subtract. *(Lesson 6.6)*

29. $2 + \frac{2}{5} + \frac{1}{10} =$ ☐

30. $3 - \frac{3}{4} - \frac{5}{8} =$ ☐

Check (✓) each set in which $\frac{2}{5}$ of the figures are shaded. *(Lesson 6.7)*

31.



Solve. *(Lesson 6.7)*

32. $\frac{2}{3}$ of 15 = _____

33. $\frac{3}{5}$ of 40 = _____

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Problem Solving

Solve. Show your work.

34. Teams A, B, C, and D were in a tournament. The average score of the 4 teams was 92. Team A scored 78 points, Team B scored 95 points, and Team C scored 88 points.

a. How many points did Team D score?

b. Find the range of the scores. Hence, state the difference in score between the winning team and the losing team.

35. Michael scored 15, 21, and 24 in the first three basketball games of the season.

a. What is his mean score?

b. What is the range of his scores?

c. How many points must he score in the next game to achieve a mean score of 27?

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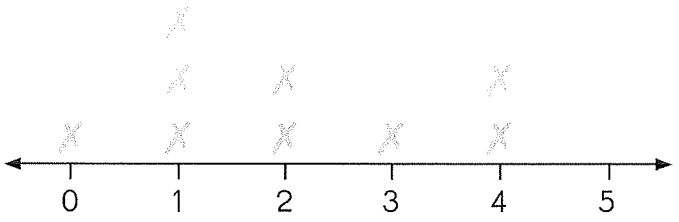
Name: _____ Date: _____

36. Samuel and Kenneth collect sports cards. The average number of cards they have is 248. Samuel has 3 times as many cards as Kenneth. How many cards does each boy have?

37. A group of students made a list of the states where they were born. The line plot shows the number of times the letter 'A' appears in the name of each state. Each X represents one state.



Number of Times Letter A Appears

Complete. Use the data in the line plot.

a. What is the mode of the set of data? _____

b. What is the mean number of times the letter 'A' appears? _____

c. Is the name of a state more likely to have 1 or 2 'A's? Explain your answer.

_____

_____

d. According to the data, what is less likely to happen? Explain your answer.

_____

_____

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38. The stem-and-leaf plot shows the number of pages in 8 books.

Number of Pages	
Stem	**Leaves**
2	1 5
3	0 5 5 7
4	3 6

2|1 = 21

a. Which stem has only odd numbers for its leaves? _____

b. Find the median of the set of data. _____

c. Find the mode of the set of data. _____

d. Find the range of the set of data. _____

e. Which of the above measures tells you the difference in the number of pages between the thickest and the thinnest books? _____

f. Is there an outlier in the set of data?
Explain your answer.

_____

_____

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Name: _____ Date: _____

39. A cube is numbered from 1 to 6 and tossed once. What is the probability of tossing

a. a 5 or a 6? ☐

b. an odd number? ☐

40. Sasha has 40 stamps in her collection. 12 of them are from foreign countries.

a. What fraction of the stamps are foreign stamps?

b. What fraction of the stamps are U.S. stamps?

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41. A string is 1 foot long. Blake cuts off 3 inches of the string. What fraction of the string is left?

42. Pedro scored $\frac{1}{4}$ of all the goals scored during a soccer game. He scored 2 goals. How many goals were not scored by Pedro?

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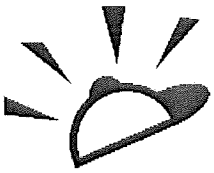
Name: _____ Date: _____

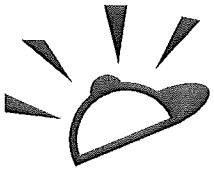


Put On Your Thinking Cap!

Problem Solving

1. The average height of Andy, Chen, and Chelsea is 145 centimeters. Andy and Chen are of the same height and Chelsea is 15 centimeters taller than Andy. Find Andy's height and Chelsea's height.

2. Eduardo has 3 times as many stamps as Sally. The average number of stamps they have is 450. How many more stamps does Eduardo have than Sally?



Put On Your Thinking Cap!

Problem Solving

Caroline places five poles A, B, C, D, and E in order along a straight line.The distance between poles A and D is 1 yard. The distance between poles B and C is the same as the distance between poles A and B.

Poles A and B are $\frac{1}{5}$ yard apart.

The distance between D and E is $\frac{7}{10}$ yard.

How far apart are poles B and E?

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Entering 5th Grade Summer Review Packet

Week 4

Chapter 7 – Decimals

Chapter 8 – Adding & Subtracting Decimals

Thinking Cap Problems

Name: _____ Date: _____

Cumulative Review for Chapters 7 and 8

Concepts and Skills

Write each fraction or mixed number as a decimal. *(Lesson 7.1)*

1. $\frac{4}{10}$ = _____ **2.** $3\frac{3}{10}$ = _____ **3.** $\frac{18}{10}$ = _____

Write each decimal in tenths. *(Lesson 7.1)*

4. 0.6 = _____ tenths **5.** 1.7 = _____ tenths

6. 9.5 = _____ tenths **7.** 4.2 = _____ tenths

Write each of these as a decimal. *(Lesson 7.1)*

8. 3 ones and 4 tenths = _____ **9.** 8 ones and 1 tenth = _____

10. 77 tenths = _____ **11.** 19 tenths = _____

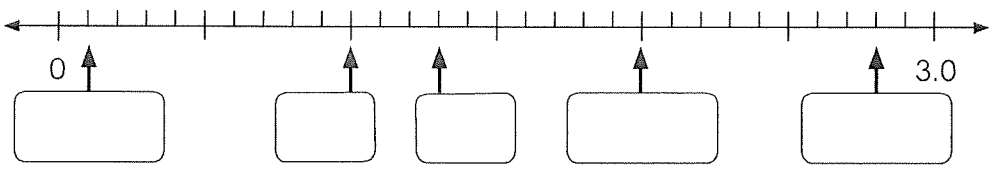
Fill in the blanks. *(Lesson 7.1)*

12. 22 tenths = 2 ones and _____ tenths

13. 3.2 = 3 ones and _____ tenths

Write the correct decimal in each box. *(Lesson 7.1)*

14.



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Complete the expanded form of each decimal. *(Lesson 7.1)*

15. $5.4 = 5 +$ _____

16. $7.1 = 7 +$ _____

17. $3.6 = 3 +$ _____

18. $10.2 = 10 +$ _____

Fill in the blanks. *(Lesson 7.1)*

19. In 22.3, the digit 3 is in the _____ place.

Its value is _____.

Write each fraction or mixed number as a decimal. *(Lesson 7.2)*

20. $\frac{9}{100} =$ _____

21. $2\frac{26}{100} =$ _____

22. $\frac{105}{100} =$ _____

Write each decimal in hundredths. *(Lesson 7.2)*

23. 0.06 = _____ hundredths

24. 1.33 = _____ hundredths

25. 2.5 = _____ hundredths

Write each of these as a decimal. *(Lesson 7.2)*

26. 2 ones and 6 hundredths = _____

27. 5 tenths 5 hundredths = _____

28. 7 ones and 3 tenths 4 hundredths = _____

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Name: _____ Date: _____

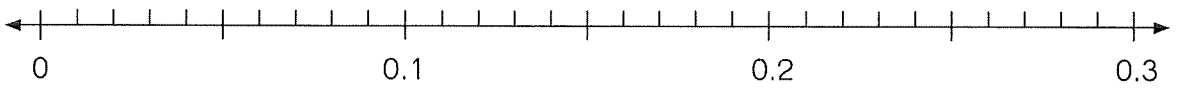
Fill in the blanks. *(Lesson 7.2)*

29. 16 hundredths = 1 tenth _____ hundredths

30. 0.45 = 4 tenths _____ hundredths

Mark X to show where each decimal is located on the number line. Label its value. *(Lesson 7.2)*

31. 0.04 **32.** 0.15 **33.** 0.26



Complete. *(Lesson 7.2)*

34. 5.2 = _____ ones and _____ tenths

35. 0.86 = _____ tenths _____ hundredths

36. 3.7 = _____ tenths

37. 0.93 = _____ hundredths

Write each sum as a decimal . *(Lesson 7.2)*

38. 7 + 0.6 + 0.02 = _____

39. 10 + 0.4 + 0.04 = _____

40. $5 + \frac{1}{10} + \frac{8}{100}$ = _____

41. $9 + \frac{3}{10} + \frac{7}{100}$ = _____

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Fill in the blanks. *(Lesson 7.2)*

42. In 14.68, the digit 8 is in the _____ place.
Its value is _____.

Fill in the blanks. *(Lesson 7.2)*

43. \$0.75 = _____ cents

44. \$12.25 = _____ cents

45. \$8.05 = _____ cents

Write each amount of money in decimal form. *(Lesson 7.2)*

46. 65 cents = \$_____

47. 10 dollars and 90 cents = \$_____

48. 2 dollars and 5 cents = \$_____

Fill in the blanks. *(Lesson 7.3)*

49. 0.1 more than 1.1 is _____.

50. 0.2 less than 2 is _____.

51. 0.01 less than 0.1 is _____.

52. 0.03 more than 0.07 is _____.

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Name: _____ Date: _____

Mark X to show where each decimal is located on the number line. Label its value. *(Lesson 7.3)*

53. 0.16

54. 0.24

Compare. Write > or <. *(Lesson 7.3)*

55. 4.1 ◯ 0.41

56. 0.73 ◯ 0.70

Circle the greatest decimal and underline the least. *(Lesson 7.3)*

57. 3.04 3.4 0.34

58. 0.6 0.61 0.65

Fill in the blank. *(Lesson 7.3)*

59. Write a decimal that is greater than 0.9 but less than 1.0. _____

Round each decimal to the nearest whole number. *(Lesson 7.4)*

60. 4.36 = _____ **61.** 7.81 = _____ **62.** 5.07 = _____

Round each decimal to the nearest tenth. *(Lesson 7.4)*

63. 2.39 = _____ **64.** 6.63 = _____ **65.** 4.00 = _____

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Write each decimal as a fraction in simplest form. *(Lesson 7.5)*

66. $0.6 =$ ☐

67. $0.55 =$ ☐

Write each fraction or mixed number as a decimal. *(Lesson 7.5)*

68. $\frac{1}{5} =$ _____

69. $\frac{9}{20} =$ _____

70. $\frac{5}{2} =$ _____

71. $1\frac{3}{4} =$ _____

72. $4\frac{2}{5} =$ _____

73. $5\frac{1}{4} =$ _____

Find each sum or difference. *(Lessons 8.1 and 8.2)*

74.
$$\begin{array}{r} 6.74 \\ +\ 2.17 \\ \hline \end{array}$$

75.
$$\begin{array}{r} 3.28 \\ +\ 0.91 \\ \hline \end{array}$$

76.
$$\begin{array}{r} 5.76 \\ +\ 4.26 \\ \hline \end{array}$$

77.
$$\begin{array}{r} 7.05 \\ -\ 1.33 \\ \hline \end{array}$$

78.
$$\begin{array}{r} 8.72 \\ -\ 3.43 \\ \hline \end{array}$$

79.
$$\begin{array}{r} 6.36 \\ -\ 5.79 \\ \hline \end{array}$$

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Name: _____ Date: _____

Problem Solving

Solve. Show your work. *(Lesson 8.3)*

80. Lina thinks of a number. When she adds 9.65 to it, she gets 20.7.
What number is Lina thinking of?

81. Suri bought a skirt for $25.90 and a sweatshirt for $19.90.
She paid the cashier $50.
How much change did she receive?

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82. Jim bought a pen and a calculator. He paid the cashier $50 and received $20.45 change. If the pen cost $4.50, how much did the calculator cost?

83. A pole is painted white and red. The white part is 0.75 meter long and the red part is 1.45 meters longer. What is the length of the pole?

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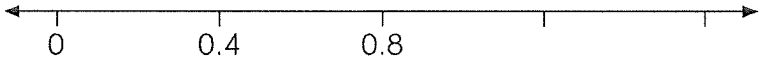
Name: _____ Date: _____

Put On Your Thinking Cap!

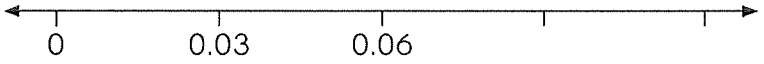
Challenging Practice

Mark X to show where each decimal is located on the number line. Label its value.

1. 1.2



2. 0.12



Write any decimal that is

3. greater than 2 but less than 2.1. _____

4. greater than 1.1 but less than 1.2. _____

Round 9.95 to

5. the nearest whole number. _____

6. the nearest tenth. _____

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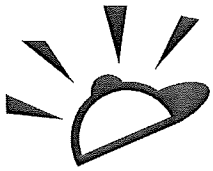
Name: _____ Date: _____



Put On Your Thinking Cap!

Challenging Practice

1. Miguel subtracts two numbers and gets the answer 4.95.
The lesser of the two numbers is 3.4.
What is the other number?

2. Julia subtracts two numbers and gets the answer 6.8.
The greater of the two numbers is 10.55.
What is the other number?

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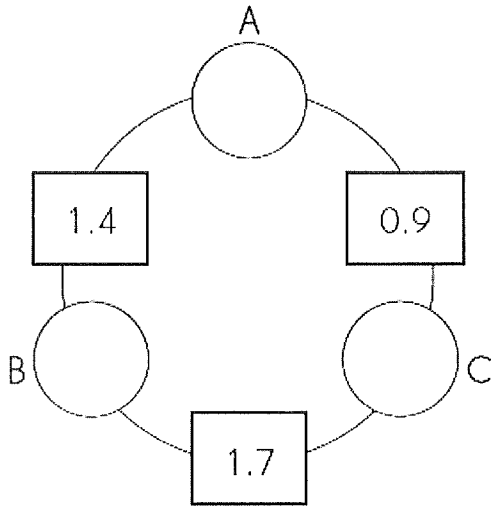
Put On Your Thinking Cap!

Problem Solving

1. The number in each rectangle is the sum of the numbers in the two circles next to it. Find the numbers in the circles.



Entering 5th Grade Summer Review Packet

Week 5

Chapter 9 – Angles

Chapter 10 – Perpendicular & Parallel Segments

Chapter 11 – Squares & Rectangles

Thinking Cap Problems

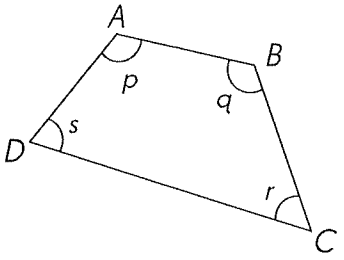
Name: _____ Date: _____

Cumulative Review

for Chapters 9 to 11

Concepts and Skills

Name the given angles in another way. *(Lesson 9.1)*



1. $\angle p$: _____

2. $\angle r$: _____

3. $\angle ABC$: _____

4. $\angle ADC$: _____

Estimate and decide which of the above angle measures are *(Lesson 9.1)*

5. acute angles.

_____

_____

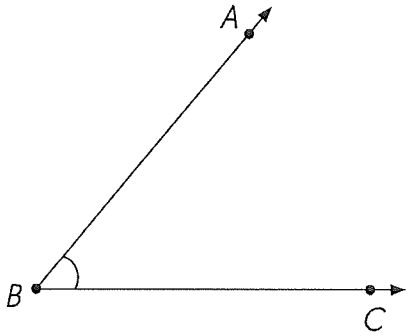
6. obtuse angles.

_____

_____

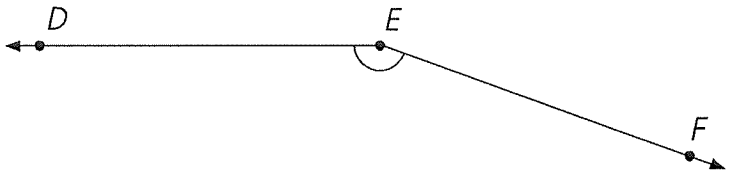
Estimate each angle measure. Then measure each angle to check your answer. *(Lesson 9.1)*

7.



Measure of $\angle ABC$ = _____

8.



Measure of $\angle DEF$ = _____

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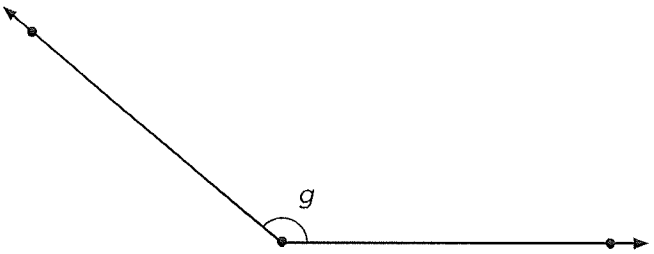
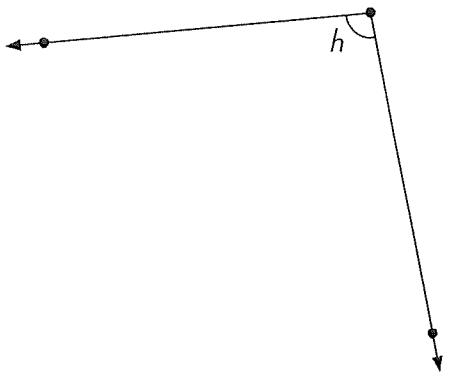
Estimate each angle measure. Then measure each angle to check your answer. *(Lesson 9.1)*

9.



Measure of $\angle g$ _____

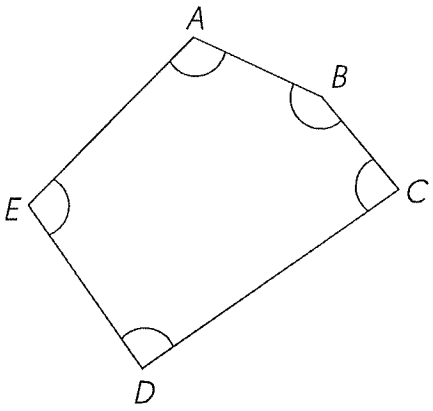
10.



Measure of $\angle h$ _____

Name and measure each marked angle in the figure. *(Lesson 9.2)*

11.



Example

Measure of $\angle BAE = 110°$

Measure of _____

Measure of _____

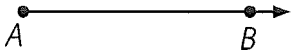
Measure of _____

Measure of _____

Using point *A* as the vertex, draw $\angle CAB$ described. *(Lesson 9.2)*

12. 75°, with $\overrightarrow{AC}$ above $\overrightarrow{AB}$

13. 42°, with $\overrightarrow{AC}$ below $\overrightarrow{AB}$



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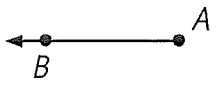
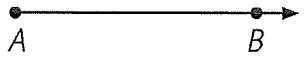
Name: _____ Date: _____

14. 105°, with $\overrightarrow{AC}$ above $\overrightarrow{AB}$

15. 127°, with $\overrightarrow{AC}$ below $\overrightarrow{AB}$





Fill in the blanks. *(Lesson 9.3)*

16. $\frac{3}{4}$ of a full turn is _____.

17. Two right angles is ☐ of a full turn.

18. 360° is _____ full turn or _____ right angles.

19. What fraction of a full turn is one right angle? ☐

Draw. $\overleftrightarrow{AB}$ is a vertical line. *(Lessons 10.1 to 10.3)*

20. Draw a horizontal line through point B and label it $\overleftrightarrow{BC}$.

21. Draw a vertical line through point C and label it $\overleftrightarrow{CD}$.

22. What can you say about the relationship between $\overleftrightarrow{AB}$ and $\overleftrightarrow{BC}$?

_____

23. What can you say about the relationship between $\overleftrightarrow{AB}$ and $\overleftrightarrow{CD}$?

_____

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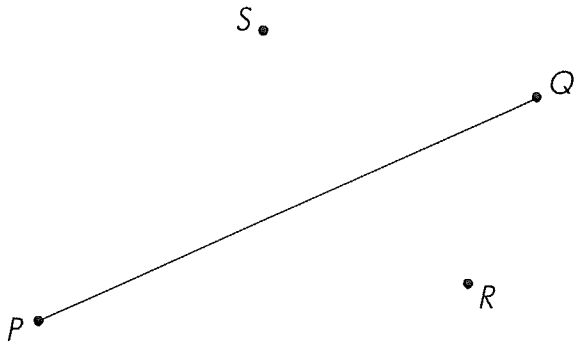
Use a drawing triangle and a straightedge. *(Lessons 10.1 and 10.2)*

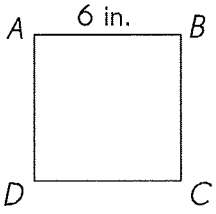
24. Draw a line segment parallel to $\overline{PQ}$ through point R.



25. Draw a line segment perpendicular to $\overline{PQ}$ through point S.

Fill in the blanks. *(Lesson 11.1)*

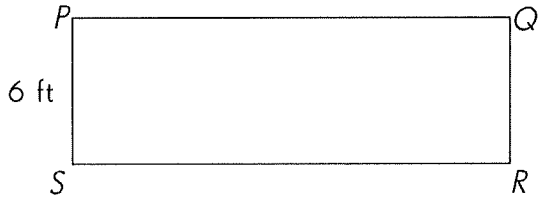
26. $ABCD$ is a square.



$BC =$ _____ in.

$CD =$ _____ in.

27. $PQRS$ is a rectangle.



$\overline{SR}$ is 3 times as long as $\overline{PS}$.

$SR =$ _____ ft

$PQ =$ _____ ft

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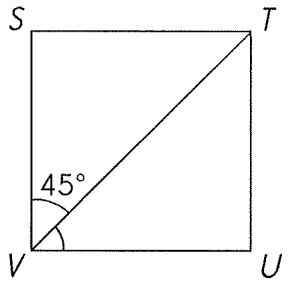
Name: _____ Date: _____

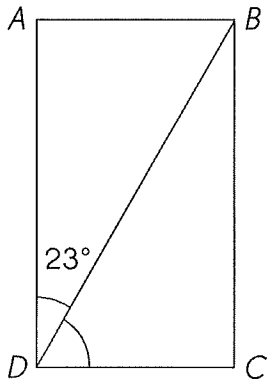
Find the measures of the unknown angles in the squares and rectangles. *(Lesson 11.2)*

28. *STUV* is a square.



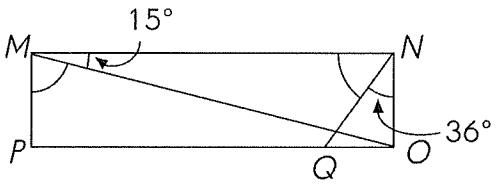
Measure of $\angle TVU =$ _____

29. *ABCD* is a rectangle.



Measure of $\angle BDC =$ _____

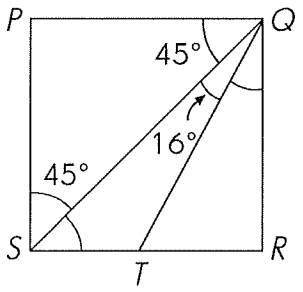
30. *MNOP* is a rectangle.



Measure of $\angle MNQ =$ _____

Measure of $\angle OMP =$ _____

31. *PQRS* is a square.



Measure of $\angle QSR =$ _____

Measure of $\angle RQT =$ _____

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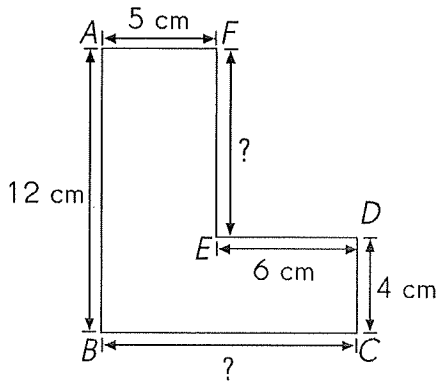
Solve. All sides in the figures meet at right angles.
Find the lengths of the unknown sides in each figure. *(Lesson 11.2)*

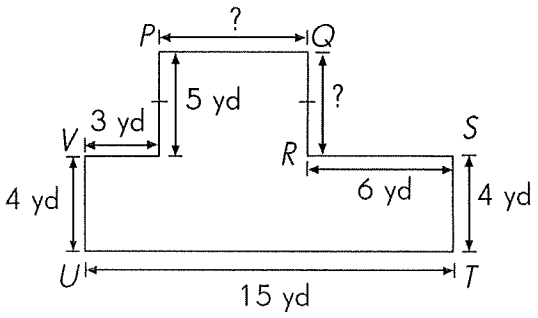
32.



EF = _____ cm

BC = _____ cm

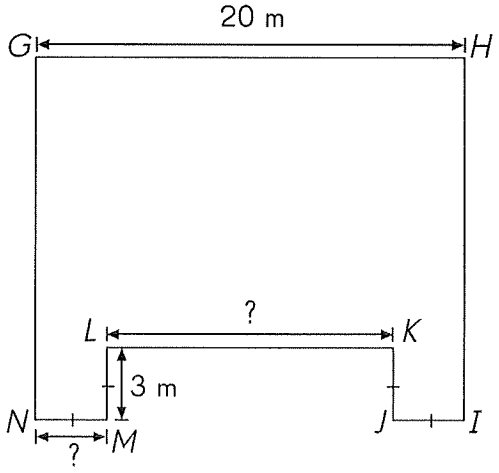
33.



QR = _____ yd

PQ = _____ yd

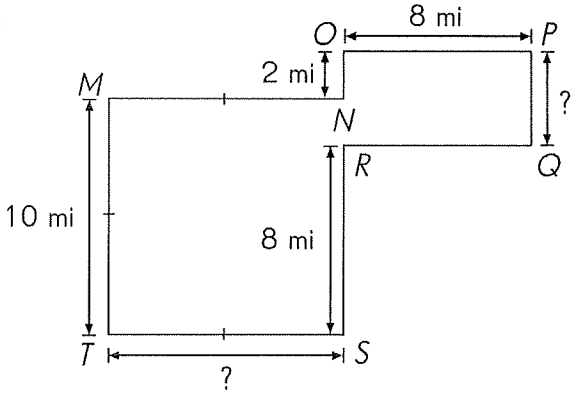
34.



NM = _____ m

LK = _____ m

35.



PQ = _____ mi

TS = _____ mi

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Put On Your Thinking Cap!

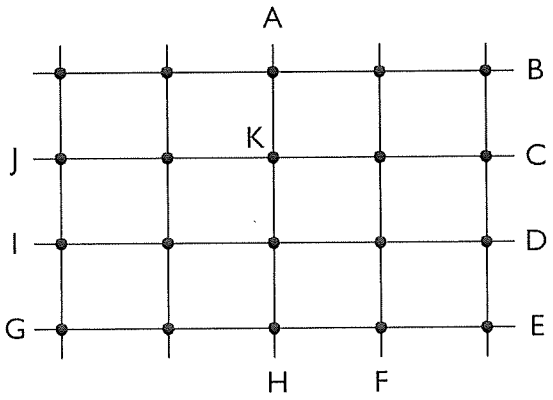
Problem Solving

Look at the diagram.

Tom walks from J to K and at that point makes a $\frac{1}{4}$ -turn to his right.

Then, he walks to H and at that point, makes a $\frac{1}{2}$ -turn before walking on to the end of that line.

Where will he be?



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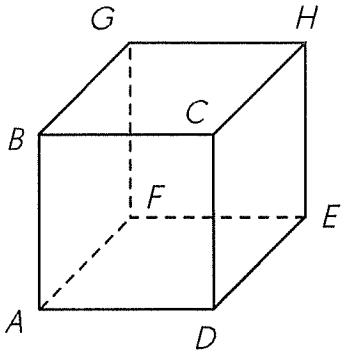
Solve.

The cube is placed on a flat surface.



3. How many vertical line segments are there? _____

4. How many horizontal line segments are there? _____

5. How many right angles are there? _____

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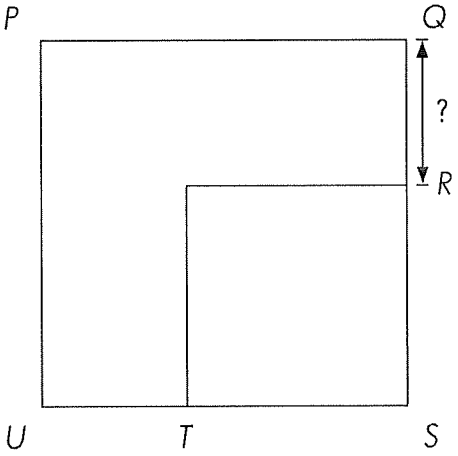
Put On Your Thinking Cap!

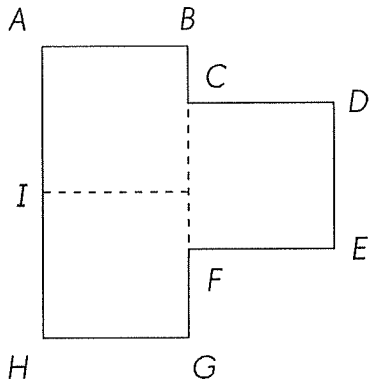
Challenging Practice

1. The figure is made up of two squares, one with 10-inch sides and the other with 6-inch sides. Find QR.



QR = _____ in.

2. The figure is made up of three identical squares with 3-inch sides. Find the total length of $\overline{BC}$ and $\overline{FG}$.



$BC + FG$ = _____ in.

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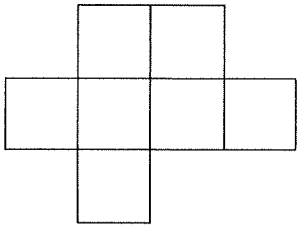
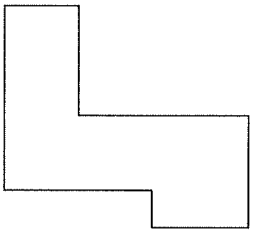
Put On Your Thinking Cap!

Problem Solving

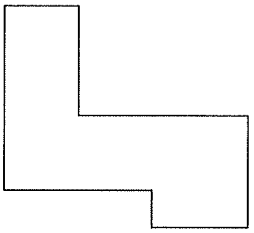
1. Look at the figure. What is the least number of squares that must be added to make a rectangle?



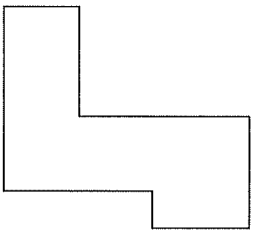
2. Draw line segments to divide the figure into three rectangles in three ways.



first way



second way



third way

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Entering 5th Grade Summer Review Packet

Week 6

Chapter 12 – Area & Perimeter

Chapter 13 – Symmetry

Chapter 14 - Tessellations

Thinking Cap Problems

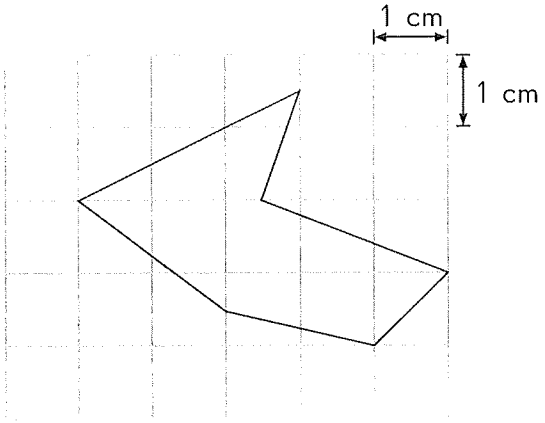
Name: _____ Date: _____

Cumulative Review for Chapters 12 to 14

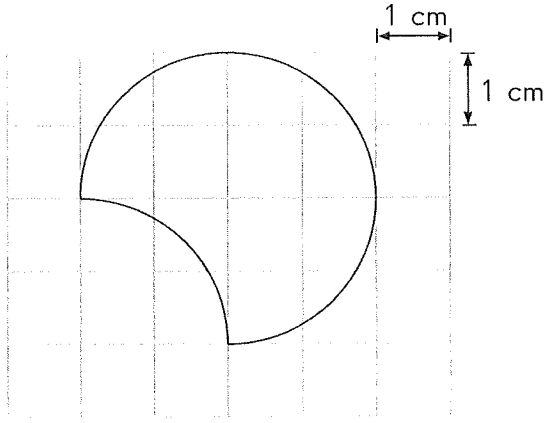
Concepts and Skills

Estimate the area of each figure. *(Lesson 12.1)*

1.



2.



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Solve. Show your work. *(Lesson 12.2)*

3. The perimeter of a rectangle is 54 feet. Its length is 14 feet. Find its width.

4. The area of a rectangle is 65 square inches. Its width is 5 inches. Find its length.

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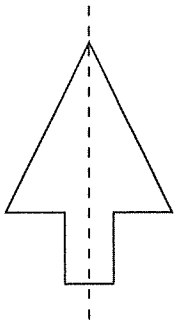
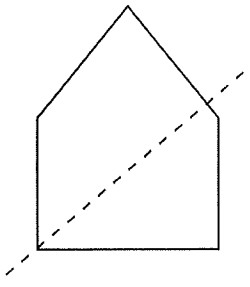
Is the dotted line in each figure a line of symmetry? Write *yes* or *no*. *(Lesson 13.1)*

5.



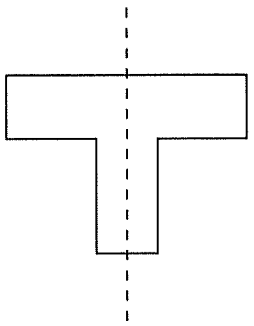
_____

6.



_____

7.

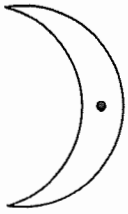


_____

Name: _____ Date: _____

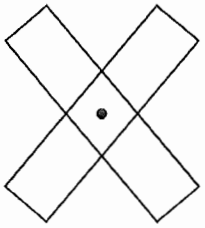
Decide whether each figure has rotational symmetry about the center shown. Write *yes* or *no*. *(Lesson 13.2)*

8.



_____

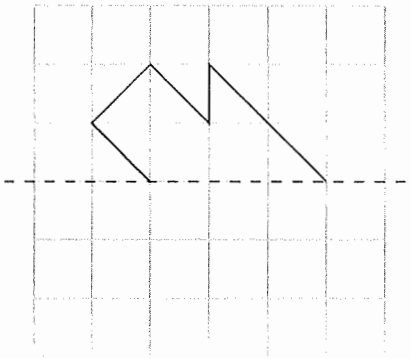
9.



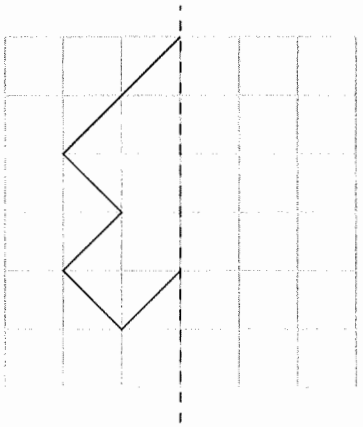
_____

Each figure is half of a symmetric shape with the dotted line as its line of symmetry. Complete each symmetric shape. *(Lesson 13.3)*

10.

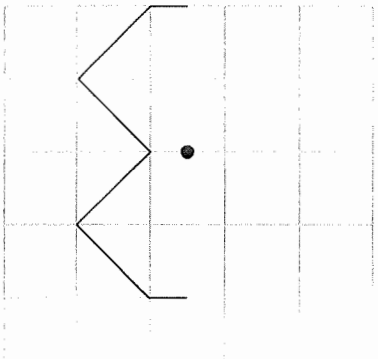


11.

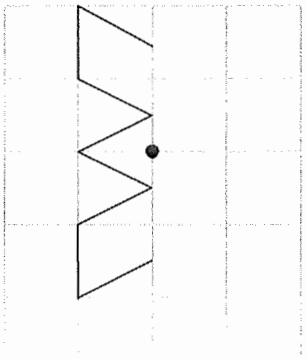


Each figure is half of a symmetric shape. Complete each symmetric shape so it has rotational symmetry about the center shown. *(Lesson 13.3)*

12.



13.



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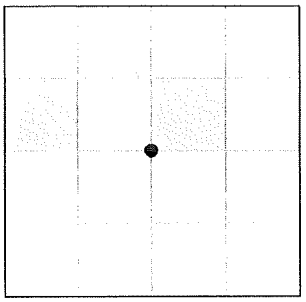
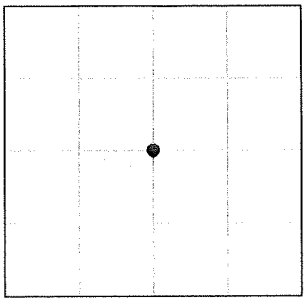
Shade the correct squares so that the pattern of shaded squares has rotational symmetry about the given point. *(Lesson 13.3)*

14.

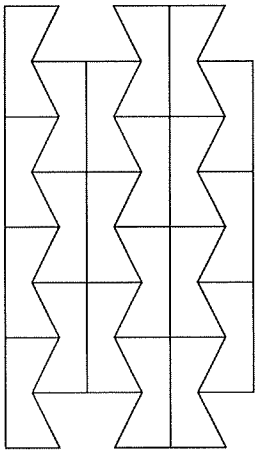


15.

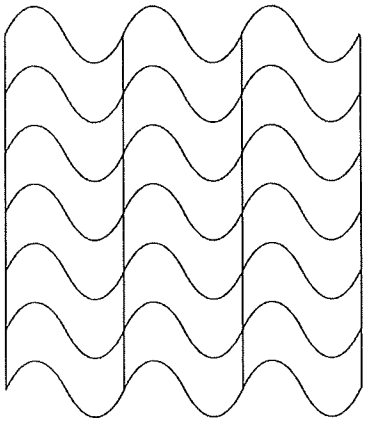


Shade the repeated shape in each tessellation. *(Lesson 14.1)*

16.

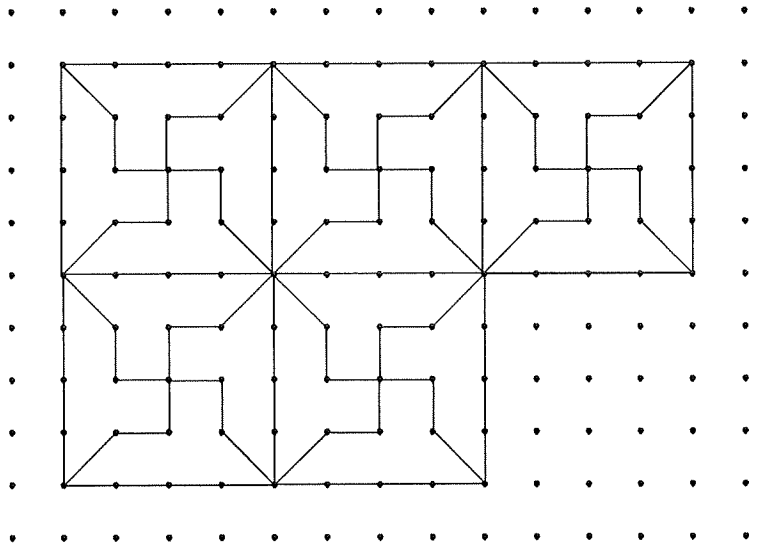


17.



Add four more repeated shapes to the tessellation. *(Lesson 14.1)*

18.



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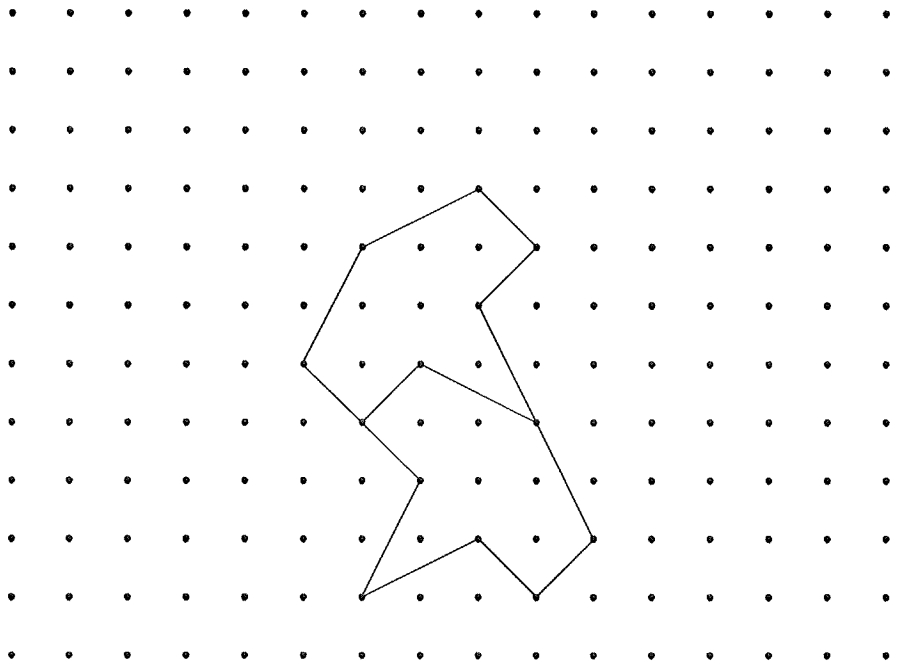
Name: _____ Date: _____

Add nine more repeated shapes to the tessellation. *(Lesson 14.1)*

19.



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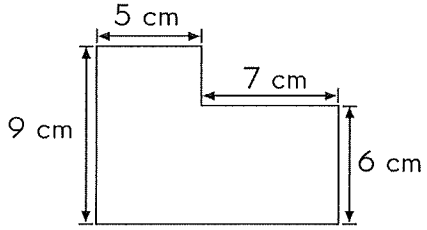
Problem Solving

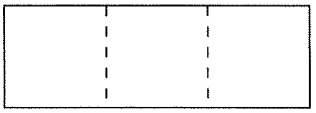
Solve. Show your work. *(Lessons 12.3 and 12.4)*

20. This figure is made up of rectangles. Find its perimeter and area.



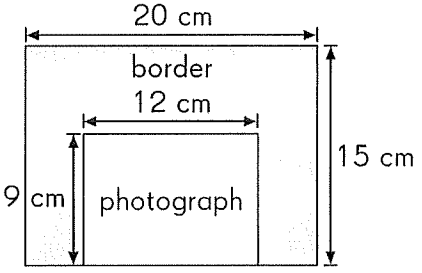
Solve. Show your work.

21. A rectangle is divided into 3 identical squares as shown.
The area of the rectangle is 147 square yards. Find the length and width.



22. A photograph measuring 12 centimeters by 9 centimeters is mounted on a rectangular piece of cardboard measuring 20 centimeters by 15 centimeters as shown.
Find

a. the area of the border.



b. the perimeter of the border.

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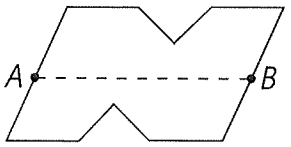
Name: _____ Date: _____

Solve. *(Lesson 13.1)*

23. In the figure below, do joining points A and B form a line of symmetry? Explain your answer.



_____

_____

Solve. *(Lessons 13.1 and 13.2)*

24. Using the letters H, I, M, O, S, and U, form a three-letter symmetrical pattern that has

a. only line symmetry.

b. only rotational symmetry.

c. both line and rotational symmetry.

The letters may be used more than once.

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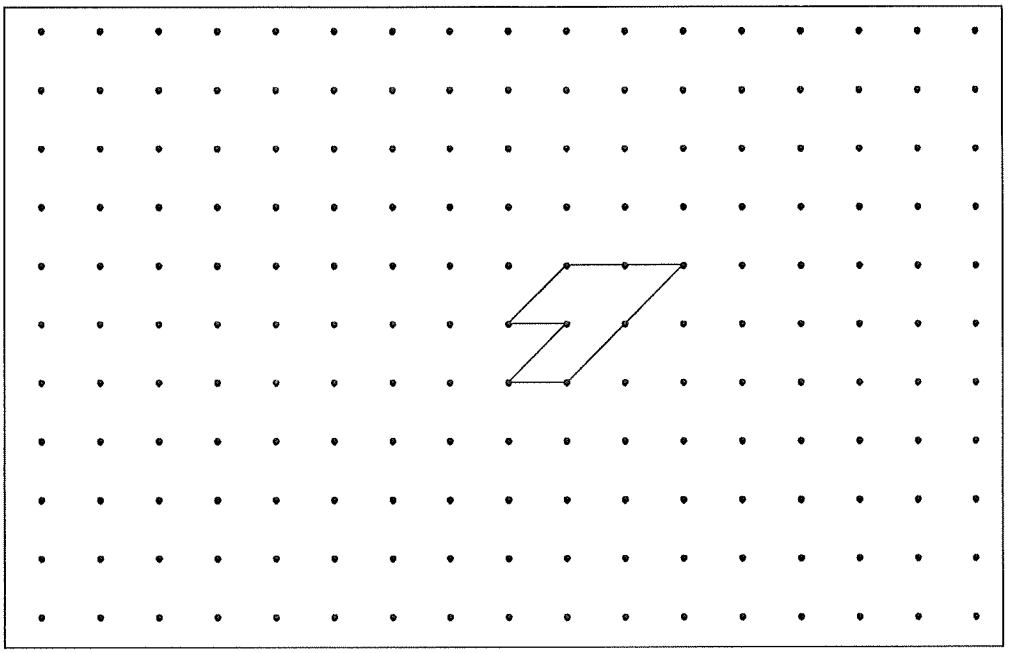
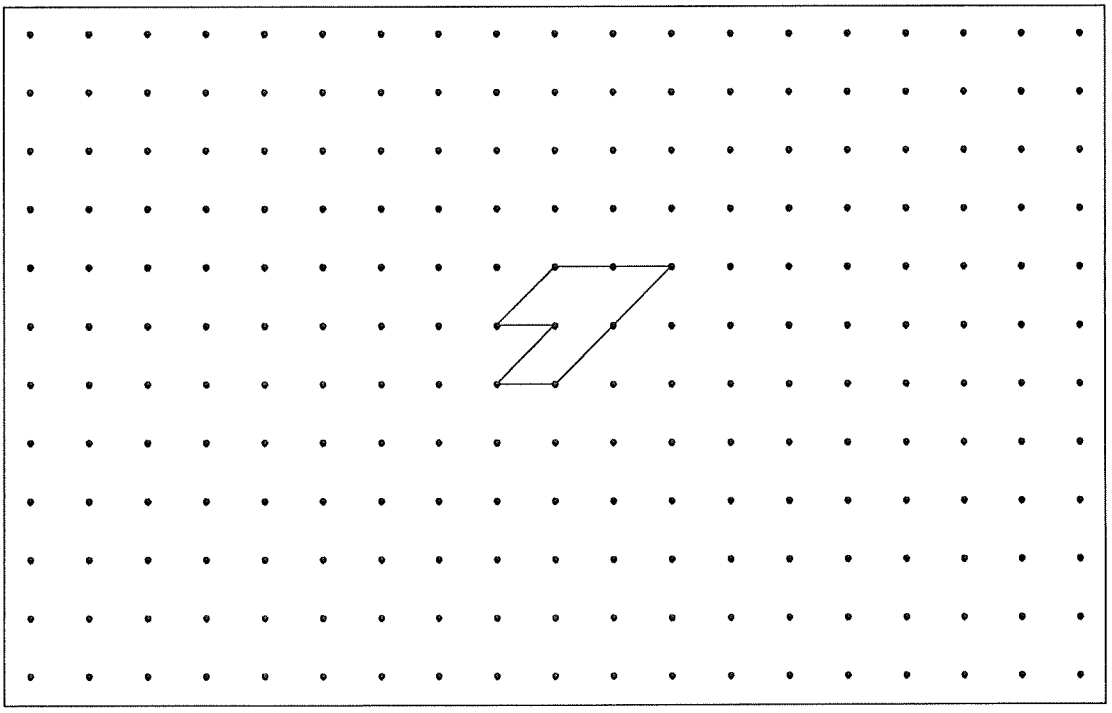
Draw. *(Lesson 14.2)*

25. Use the given shape to make two different tessellations.

a. Tessellation 1



b. Tessellation 2



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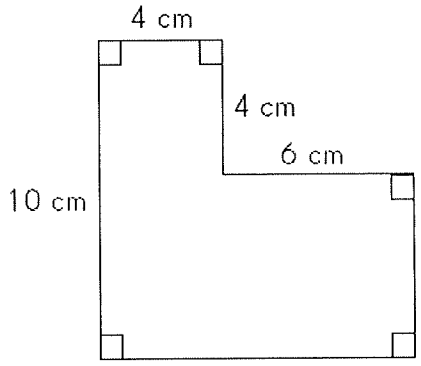
Name: _____ Date: _____

Put On Your Thinking Cap!

Problem Solving

1. Shawn has a piece of cardboard as shown in the diagram.
He wants to cut out as many squares as possible from the cardboard.
How many squares can he cut if each side of a square is



a. 2 centimeters long?

b. 3 centimeters long?

c. 4 centimeters long?

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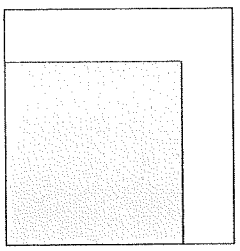
Solve. Show your work.

3. The figure shows two squares. The area of the unshaded part of the figure is 9 square feet. If the sides of both the squares are whole numbers, find the perimeter of the unshaded part.



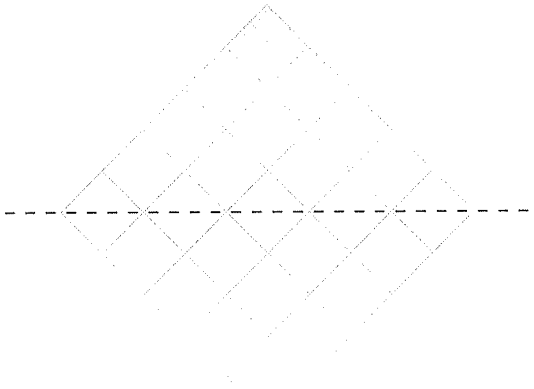
Name: _____ Date: _____

Put On Your Thinking Cap!

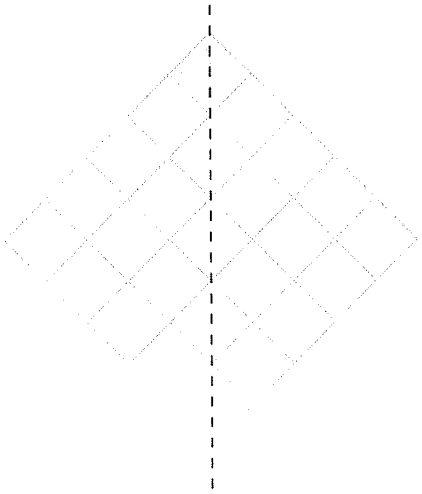
Challenging Practice

Shade the correct squares so that the pattern of shaded squares has line symmetry about the given dotted line.

1.

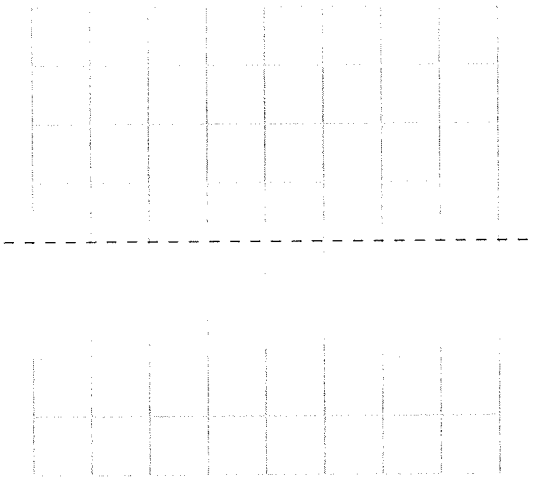


2.



In the square grid below, design a symmetric pattern that has both line symmetry and rotational symmetry about the given dotted line.

3.



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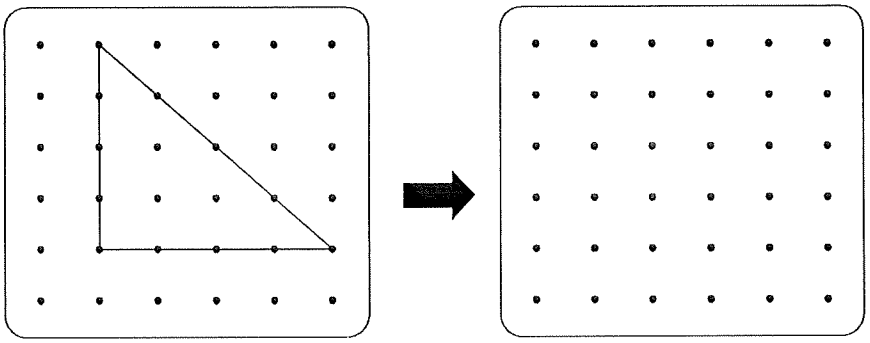
Name: _____ Date: _____

Put On Your Thinking Cap!

Challenging Practice

1. From the given triangle, make another shape that can also tessellate. Cut off a part of the triangle and attach it to a different side. Tessellate your shape in the space provided.



shape A shape B

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