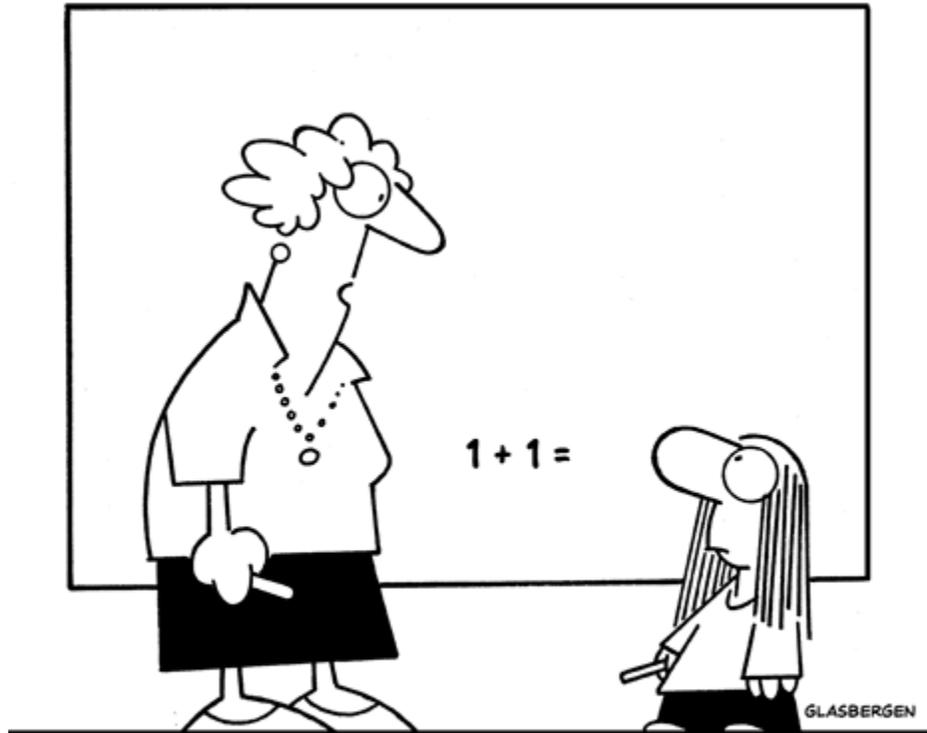


# Incoming 5th Grade Honors Math Summer Work

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**“Yes, this will be useful to you later in life.”**

Supplies List:  
3 Subject Notebook  
Take Home Folder - Math  
Box of Tissues  
Pack of College Ruled Looseleaf

## Dear Students and Families,

As we conclude a wonderful school year, I would like to thank you for your hard work, dedication, and the joy you brought to our classroom. I hope that this summer provides you all with the chance to relax, recharge, and spend quality time with friends and family.

To help maintain the progress we've made and prepare for the upcoming school year, I am assigning some summer work. The goal is to keep skills fresh and minds engaged while still allowing for plenty of summer fun.

### Summer Work Overview

#### For Students:

- There is a weekly outline of tasks to complete that includes some spiral review and an IXL skill to work on to obtain a SmartScore of 90 - 100. Please reflect on the weekly work with a Smiley or Frowny face, depending on the difficulty of the work.
- There is a performance task to complete that is grade-appropriate.
- Optional Enrichment - *You can always review your IXL diagnostic recommendations and work on those topics.*

#### For Parents:

- Encourage a regular routine for light academic work. A little work each week is better than cramming it all in at the beginning or the end of summer.
- Support your child by discussing what they're learning about in math.
- Help set goals or timelines to avoid last-minute stress in August.

#### Due Date:

Please return all completed summer work on **September 2, 2025**. It will be our starting point for the new school year and it counts toward your first trimester grades.

If you have any questions over the summer, feel free to contact me at [coconnor@stisidoreschool.com](mailto:coconnor@stisidoreschool.com).

Wishing you a safe, joyful, and restful summer!

Warm regards,  
Christine OConnor

Honors Math Teacher

## 5th Grade Skills

Please complete the assignments each week

Suggested Date	Assignment	Reflection
June 16 - 20	<b>Week One Worksheet</b> <a href="#">B.4 Add and subtract whole numbers: word problemsJYY (5th Grade Skills)</a>	
June 23 - 27	<b>Week Two Worksheet</b> <a href="#">D.12 Multiply 2-digit numbers by larger numbers9VQ(5th Grade Skills)</a>	
June 30 - July 4	<b>Week Three Worksheet</b> <a href="#">E.12 Divide 2-digit and 3-digit numbers by 2-digit numbers: word problemsAJW(5th Grade Skills)</a>	
July 7 - 11	<b>Week Four Worksheet</b> <a href="#">I.3 Multi-step word problems involving remaindersXGE(5th Grade Skills)</a>	
July 14 - 18	<b>Week Five Worksheet</b> <a href="#">J.3 Write fractions in lowest termsA76(5th Grade Skills)</a>	
July 21 - 25	<b>Week Six Worksheet</b> <a href="#">M.6 Add and subtract mixed numbers: word problems6BH(5th Grade Skills)</a>	
July 28 - Aug 1	<b>Week Seven Worksheet</b> <a href="#">P.2 Multiply two fractions: word problems38Y(5th Grade Skills)</a>	
August 4 - 8	<b>Week Eight Worksheet</b> <a href="#">X.6 Compare, order, and round decimals: word problems2MV(5th Grade Skills)</a>	
August 11 - 15	<b>Week Nine Worksheet</b> <a href="#">AA.6 Add and subtract decimals: word problems35U(5th Grade Skills)</a>	
August 18 - 22	<b>Week Ten Worksheet</b> <a href="#">II.10 Multi-step problems with customary unit conversionsMJ9(5th Grade Skills)</a>	
August 25 - 29	<b>Check Over Packet</b>	

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

# SUMMER MATH REVIEW *Week One*

MONDAY	Evaluate each expression: $24 - 16 + 2 \times 3$ $20 + 12 \times 3 - 4$	
TUESDAY	Write the number in standard form: <i>Two thousand one hundred six</i>	Write the number in expanded form: 84,024
WEDNESDAY	Write three fractions equivalent to $\frac{4}{12}$	
THURSDAY	What is the value of the underlined digit in the number below? $16.\underline{3}04$	What is the value of the underlined digit in the number below? $26.78\underline{9}$
FRIDAY	How many gallons are there in 20 cups?	

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

# SUMMER MATH REVIEW *Week Two*

MONDAY	Evaluate each expression: $15 + [(10-6)+2] \times 3$ $[10 + (14 + 3)] - 2$
TUESDAY	Evaluate each expression: $10^3$ $10^6$ $10^4$
WEDNESDAY	Simplify each fraction. $\frac{15}{25} =$ $\frac{14}{30} =$ $\frac{12}{18} =$
THURSDAY	Compare each pair of numbers using $<$ , $>$ or $=$ $1.2 \underline{\hspace{1cm}} 1.5$ $2.02 \underline{\hspace{1cm}} 2.2$ $0.8 \underline{\hspace{1cm}} 0.80$
FRIDAY	How many yards are in 36 feet?



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

# SUMMER MATH REVIEW *Week Four*

<b>MONDAY</b>	<p>Find the missing numbers in each pattern. Write the rule.</p> <p style="text-align: center;"><b>12, 17, __, 27</b>                      <b>2, 4, 8, __</b></p> <p>Rule:    Rule:</p>			
<b>TUESDAY</b>	<p>Name each property:</p> <table border="1" style="width: 100%;"><tr><td style="text-align: center;"><b><math>5 \times 1 = 5</math></b> Property:</td><td style="text-align: center;"><b><math>6 \times 4 = 4 \times 6</math></b> Property:</td><td style="text-align: center;"><b><math>(3 \times 4) \times 5 = 3 \times (4 \times 5)</math></b> Property:</td></tr></table>	<b><math>5 \times 1 = 5</math></b> Property:	<b><math>6 \times 4 = 4 \times 6</math></b> Property:	<b><math>(3 \times 4) \times 5 = 3 \times (4 \times 5)</math></b> Property:
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<b>WEDNESDAY</b>	<p>Evaluate each expression. Simplify your answer.</p> <p style="text-align: center;"><b><math>\frac{2}{5} + \frac{1}{5} =</math></b>                                      <b><math>\frac{10}{12} - \frac{2}{12} =</math></b></p>			
<b>THURSDAY</b>	<p>Evaluate each expression:</p> <p style="text-align: center;"><b><math>4.62 + 1.2 =</math></b>                                      <b><math>8 + 3.29 =</math></b></p>			
<b>FRIDAY</b>	<p>How many liters are in 4,500 milliliters?</p>			

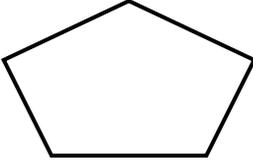


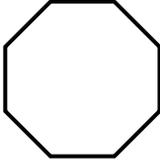
Name: \_\_\_\_\_

# SUMMER MATH REVIEW *Week Six*

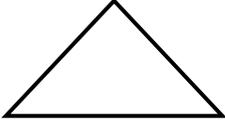
**MONDAY**

Name each polygon. Is it regular or irregular?

  
\_\_\_\_\_  
Regular or Irregular

  
\_\_\_\_\_  
Regular or Irregular

  
\_\_\_\_\_  
Regular or Irregular

  
\_\_\_\_\_  
Regular or Irregular

**TUESDAY**

Evaluate each expression.

$425 \times 3$

$29 \times 6$

**WEDNESDAY**

Evaluate each expression. Simplify your answer.

$\frac{3}{4} \times 7 =$

$10 \times \frac{5}{9} =$

**THURSDAY**

Complete the table

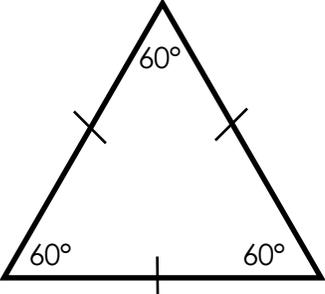
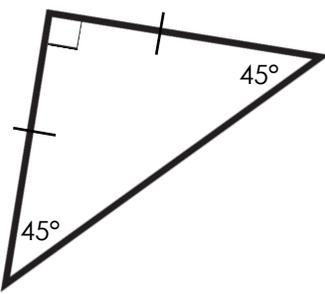
Expression:	Product:
$0.703 \times 10 =$	
$0.703 \times 100 =$	
$0.703 \times 1,000 =$	
$0.703 \times 10,000 =$	

**FRIDAY**

How many grams are in 4 kilograms?

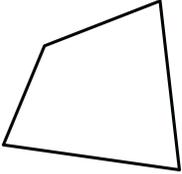
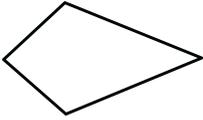
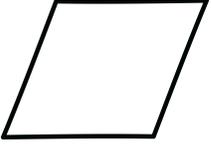
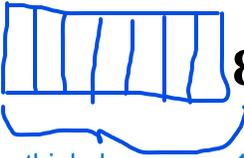
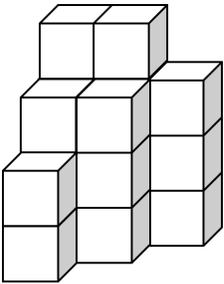
Name: \_\_\_\_\_

# SUMMER MATH REVIEW *Week Seven*

<b>MONDAY</b>	<p>Classify each triangle by side length and angle measure.</p> <div style="display: flex; justify-content: space-around;"></div>
<b>TUESDAY</b>	<p>Evaluate each expression.</p> <div style="display: flex; justify-content: space-around;"><math>432 \times 12</math><math>23 \times 45</math></div>
<b>WEDNESDAY</b>	<p>Evaluate each expression. Simplify your answer.</p> <div style="display: flex; justify-content: space-around;"><math>\frac{7}{9} \times \frac{3}{5} =</math><math>\frac{6}{8} \times \frac{2}{4} =</math></div>
<b>THURSDAY</b>	<p>Evaluate each expression.</p> <div style="display: flex; justify-content: space-around;"><math>2.47 \times 6</math><math>0.34 \times 9</math></div>
<b>FRIDAY</b>	<p>Create a line plot with the given data set: 1, 6, 7, 1, 3, 10, 7, 8, 4, 4, 6, 9</p> <div style="text-align: center;"></div>

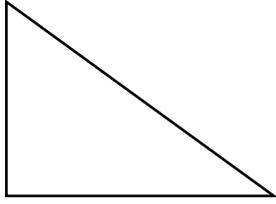
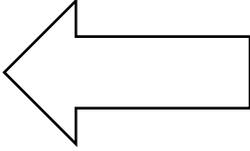
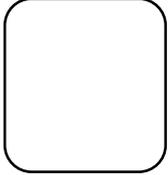
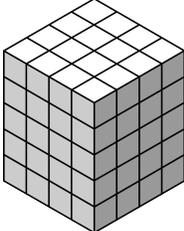
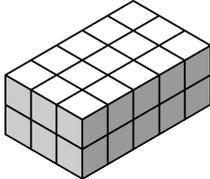
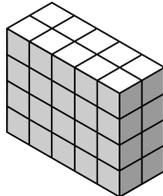
Name: \_\_\_\_\_

# SUMMER MATH REVIEW *Week Eight*

MONDAY	<p>What is the most specific name for each quadrilateral?</p> <div style="display: flex; justify-content: space-around; align-items: center;"><div style="text-align: center;"> _____</div><div style="text-align: center;"> _____</div><div style="text-align: center;"> _____</div><div style="text-align: center;"> _____</div></div>
TUESDAY	<p>Evaluate each expression.</p> <div style="display: flex; justify-content: space-around;"><div style="text-align: center;"><math>650 \div 50</math></div><div style="text-align: center;"><math>3,600 \div 600</math></div></div>
WEDNESDAY	<p>Evaluate each expression. Simplify your answer.</p> <div style="display: flex; justify-content: space-around;"><div style="text-align: center;"> <math>8 \div \frac{1}{7} =</math> <small>think: how many <math>\frac{1}{7}</math> are in 1 whole, then multiply that number by the whole number.</small> <math>7 \times 8 =</math></div><div style="text-align: center;"><math>5 \div \frac{1}{3} =</math></div></div>
THURSDAY	<p>Jocelyn is buying 1.5 pounds of apples. Apples cost \$1.20 a pound. How much does Jocelyn spend on apples?</p>
FRIDAY	<p>Find the volume of the figure.</p> 

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

# SUMMER MATH REVIEW *Week Nine*

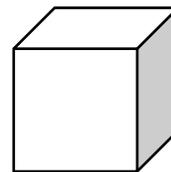
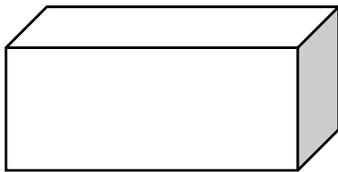
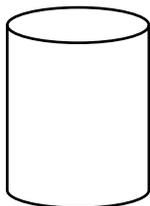
MONDAY	<p>Circle all the figures that are polygons.</p>    
TUESDAY	<p>Evaluate each expression:</p> $615 \div 5$ $114 \div 6$
WEDNESDAY	<p>Evaluate each expression. Simplify your answer.</p> $\frac{7}{8} \div \frac{7}{10} =$ <p><i>Make these into common denominators of 80, then divide the numerators, then divide the denominators, then simplify.</i></p> $\frac{1}{4} \div \frac{5}{12} =$ <p><i>Make these into common denominators of 12, divide the numerators, then divide the denominators, then simplify.</i></p>
THURSDAY	<p>Rachel has 12.25 meters of ribbon. She uses the ribbon to make 5 bows. If each bow uses the same amount of ribbon, how much ribbon is used for each bow?</p>
FRIDAY	<p>Find the volume of each prism:</p>   

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

# SUMMER MATH REVIEW *Week Ten*

MONDAY

Name each figure.



TUESDAY

Evaluate each expression:

$$330 \div 15$$

$$988 \div 26$$

WEDNESDAY

Evaluate each expression. Simplify your answer.

$$\frac{7}{8} + \frac{6}{4} =$$

$$\frac{1}{7} \div \frac{3}{5} =$$

$$\frac{2}{12} \times \frac{3}{10} =$$

THURSDAY

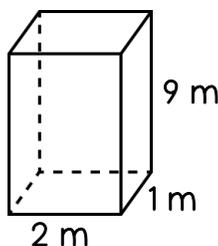
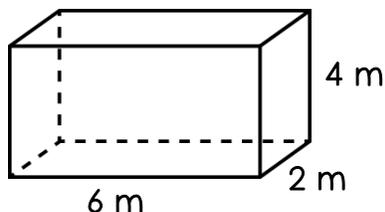
Evaluate each expression:

$$8.96 \div 1.6$$

$$7.168 \div 0.28$$

FRIDAY

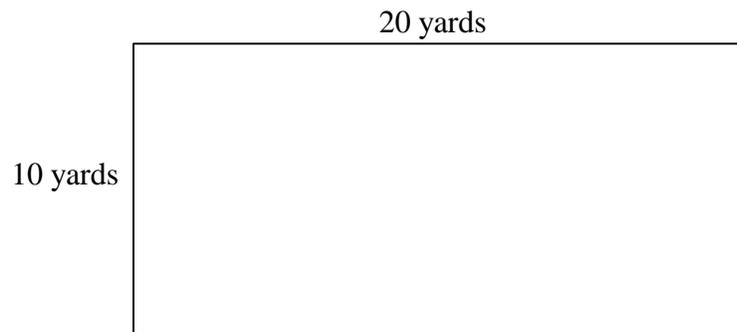
Find the volume of each prism:



Name \_\_\_\_\_

## Fair Play

The Grade 4 students have a play space. These are its measurements:



1. What is the area of the play space? \_\_\_\_\_ square yards

Show how you figured this out

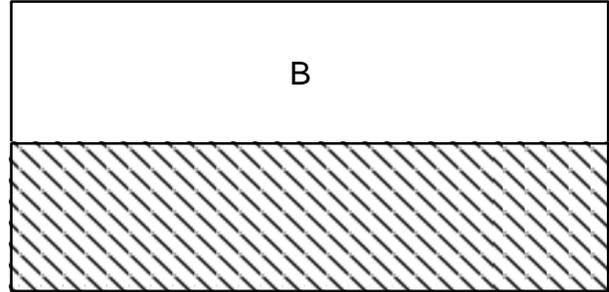
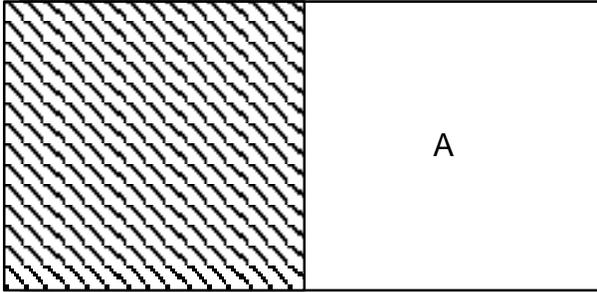
2. The students would like a fence to be put around the play space to stop balls from going too far.

What will the total length of the fence need to be? \_\_\_\_\_ yards

Show how you figured this out.

3. Some students say that other students take up too much space with their ball games. They want the play space to be split into two equal parts.

Here are two possible ways of dividing the play space:

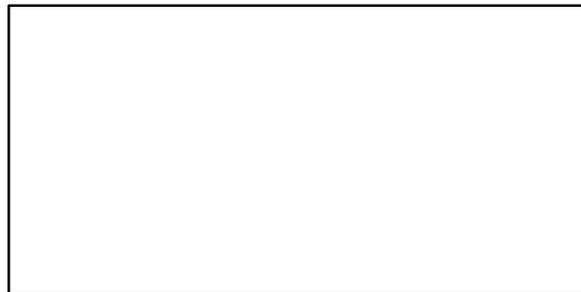


What are the perimeters of these play spaces?

A = \_\_\_\_\_ yards

B = \_\_\_\_\_ yards

4. Draw a straight line that divides the play space into two equal parts in a **different** way.



5. The teacher gives the students the same amount of fencing as needed for the original play space so they can build another rectangular play space. It needs to have a greater area than the original play space.

What could the dimensions of this new play space be?

Length: \_\_\_\_\_ yards

Width: \_\_\_\_\_ yards

Explain how you know your answer meets the criteria.