

SUMMER

Welcome to Summer Vacation! Your child has worked hard this school year to strengthen their ability as a *Mathematician*. Remember that learning does not stop outside the classroom. Daily routines and household chores can be used as activities to practice mathematical concepts and make learning fun. Having fun with math is key to helping children on their journey to become confident *mathematicians*.

Below you will find **Suggested Activities** and the **Summer Math Review Packet**. Engaging your child with some of the listed activities will help bridge their connections of mathematics to everyday life!

Suggested Activities:

- Add and subtract items around the house. Use the terms “more than,” “less than,” “equal to,” and “is the same as” to describe the relationships between or among the items. Use multiplication and division when applicable and when grade appropriate. Ask questions such as “If you ate a total of 30 cookies, *some* in the morning and 12 in the afternoon, how many crackers did you eat in the morning?”
- Adding math language to daily conversations allows for students to connect what they’ve learned in school to their daily lives. For younger children, identify the shapes you see in the real world around you. For older students, discuss distance or gas mileage when traveling.
- Work with money. When shopping, let your child pay for items with exact amounts. Younger children can make patterns with coins and count the amount they have. For older children, calculate tips, discuss gas price comparisons and currency conversions when traveling. Provide experience with debit accounts.
- Use shopping to have conversations about math. Have younger children budget and ask them if they have enough money to pay for the item they want. Ask them to calculate how much they would have left after buying the item. Older children

can look at the unit price or price per pound and calculate the costs. Have them find the better buy for their money.

- Practice measurement at home with cooking, laundry, or discussions about household projects such as painting or working on a new floor.
- Get to know their video game interests. Chances are the level achievements in their games correlate to numeric advances.

Be creative and have fun with your child! More ideas for your child's grade level can be found at the following links:

<https://www.parent.co/how-to-help-kids-practice-using-math-in-real-life/>

<https://www.education.com/activity/>

<https://www.weareteachers.com/15-fun-ways-to-practice-math/>

<https://www.thinkthroughmath.com/math-real-life-examples/>

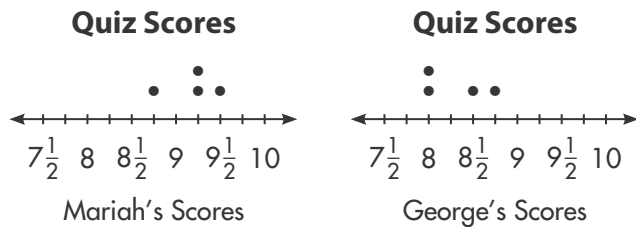
<http://www.parents.com/kids/education/math-and-science/playful-math-activities-for-preschoolers/>



Summer Math Review Packet is included on the following page.

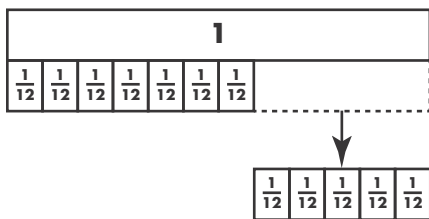
Name _____

1. In Mr. Daniels' class, all quizzes are worth 10 points. Mr. Daniels gives partial credit for the work that is shown. The line plots show Mariah's and George's scores on four quizzes. How much greater was Mariah's highest score than George's highest score?



2. Draw a picture to find the product of $2 \times \frac{3}{5}$.

3. What subtraction problem did Andrea show using the fraction strips below?



4. Patrick compares two amounts of money. Is the comparison correct? Explain.

$$\$23.15 > \$25.84$$

5. Erin buys a jewelry set for \$27.63. She pays with two \$20 bills. List Erin's change using the least number of coins and bills. Draw or use coins and bills to solve.

6. Four friends want to run 4 miles total. If they have run $2\frac{1}{8}$ miles so far, which shows how much each friend could have run?

- (A) $\frac{1}{8} + \frac{1}{8} + \frac{3}{8} + \frac{4}{8}$
- (B) $\frac{6}{8} + \frac{2}{8} + \frac{5}{8} + \frac{4}{8}$
- (C) $\frac{2}{8} + \frac{4}{8} + \frac{2}{8} + \frac{8}{8}$
- (D) $\frac{2}{8} + \frac{4}{8} + \frac{4}{8} + \frac{8}{8}$

7. **A.** Select all the expressions that represent the following: Peter walked $\frac{5}{8}$ mile each day for 10 days.

$10 \times \frac{5}{8}$

$10 \times \frac{1}{8}$

$5 \times 2\frac{2}{8}$

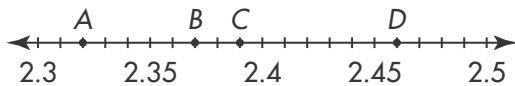
$10 \times 5 \times 8$

$\frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8}$

- B.** How far did Peter walk in all?

8. Timothy completed a bicycle course to raise money for an animal shelter in his community. It took him $3\frac{3}{6}$ hours to complete the first part of the course, $2\frac{5}{6}$ hours to complete the second part of the course, and $1\frac{2}{6}$ hours to complete the last part of the course. How long did it take Timothy to complete the entire course?

9. Name the decimal for each point on the number line.



A =

C =

B =

D =

10. Andrew works in a law office. One day, he spent 2 hours 13 minutes answering phone calls, 1 hour 47 minutes returning emails, and 3 hours 26 minutes preparing presentations. How long did Andrew work?

11. Larry measures an object's mass in grams. Which of the following objects is he most likely measuring?

(A) A lemon

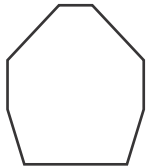
(B) A car

(C) A surfboard

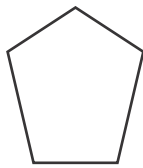
(D) A horse

12. Marco has 2 pieces of rope that are each 8 yards long. How many feet of rope does Marco have? Explain.

13. A. Which figure below has more than one line of symmetry?



Octagon



Pentagon



Rectangle

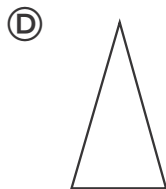
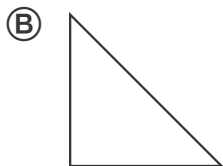
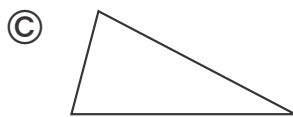
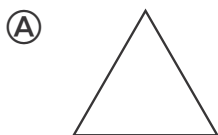


Triangle

- (A) Octagon (C) Rectangle
(B) Pentagon (D) Triangle

- B. What is the total number of lines of symmetry for all of the figures shown in A?

14. A. Diego draws an example of a right triangle. Which triangle could be Diego's drawing?



- B. What type of triangle is shown the most in the answer choices in A?

- (A) Acute triangle
(B) Right triangle
(C) Obtuse triangle
(D) Equilateral triangle

15. A. Complete the table to show the number of triangles in each figure if the pattern shown continues.

Rule:

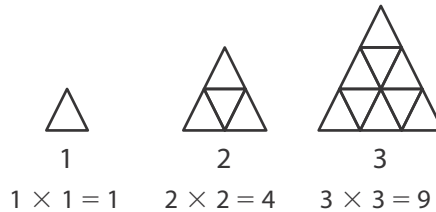
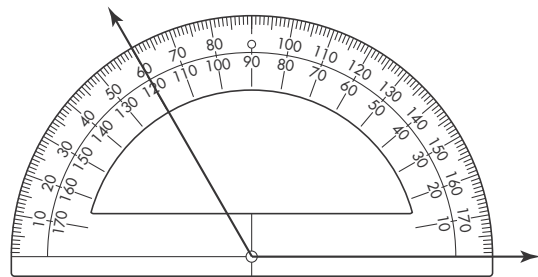


Figure	7	9	11	13
Triangles		81		

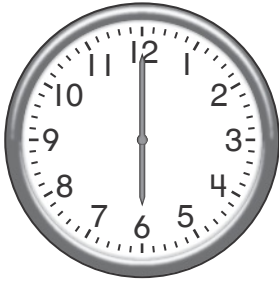
- B. Write the rule for the number of triangles in words.

16. Which is the measure of the angle shown? What type of angle is it?



- (A) 60° ; acute (C) 140° ; acute
(B) 120° ; obtuse (D) 180° ; obtuse

17. What is the measure of the angle formed by the hands of the clock?



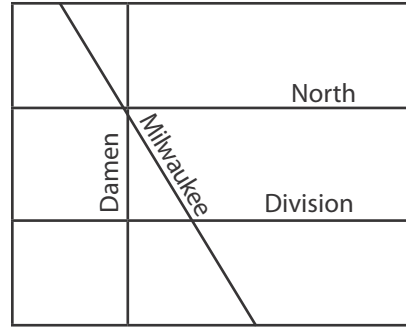
- (A) 45° (C) 180°
 (B) 90° (D) 360°

18. What are all the names that could be used for the shape below? Explain.



- (A) Quadrilateral, trapezoid; the shape appears to have 1 pair of parallel sides.
 (B) Quadrilateral, parallelogram, rectangle; the shape appears to have 2 pairs of parallel sides and 4 right angles.
 (C) Quadrilateral, parallelogram, rhombus; the shape appears to have 2 pairs of parallel sides and 4 sides of equal length.
 (D) Quadrilateral, parallelogram, square; the shape appears to have 2 pairs of parallel sides of equal length and 4 right angles.

19. Which streets on the map appear to be parallel to each other?

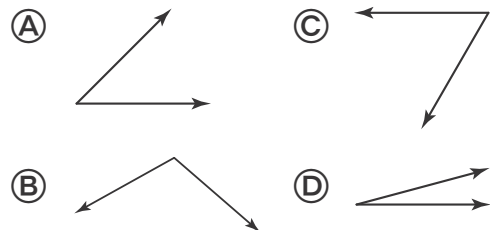


- (A) North and Damen
 (B) North and Milwaukee
 (C) Milwaukee and Division
 (D) Division and North

20. Remy wanted to measure the angle of a slide at the playground. He used a sheet of folded paper that formed a 25° angle. He measured and found that two of the folded paper angles would fit in the angle made by the slide and the ground. What was the angle of the slide? Write an equation modeling Remy's work.

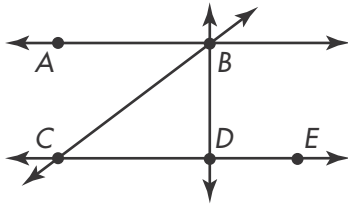
- (A) $25^\circ \times 3 = 75^\circ$ (C) $25^\circ + 20 = 45^\circ$
 (B) $25^\circ \times 2 = 50^\circ$ (D) $15^\circ \times 2 = 30^\circ$

21. A. Which angle is NOT acute?



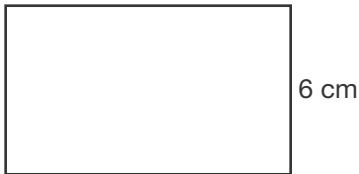
- B. What type of angle is not shown in the answer choices for A?

22. Which angle below is an acute angle?



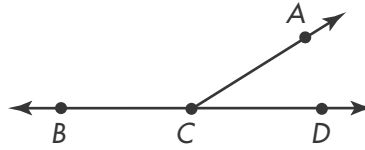
- (A) $\angle ABD$
- (B) $\angle BDC$
- (C) $\angle BCD$
- (D) $\angle CDE$

23. The perimeter of the rectangle shown below is 28 centimeters.



What is the area of the rectangle?
Explain.

24. $\angle ACD$ measures 32° . Which equation gives the measure of $\angle ACB$?



- (A) $100^\circ + 32^\circ = 132^\circ$
- (B) $180^\circ - 32^\circ = 148^\circ$
- (C) $90^\circ + 32^\circ = 122^\circ$
- (D) $90^\circ \times 2 = 180^\circ$

25. A. Seth's book weighs 3 pounds, and his pencil case weighs 4 ounces. Which is the total weight of the book and pencil case in ounces?

- (A) 7 ounces
- (B) 34 ounces
- (C) 48 ounces
- (D) 52 ounces

B. For a different class, Seth's book weighs only half as much. What is the total weight of the second book and his pencil case?

- (A) 1 pound 10 ounces
- (B) 1 pound 12 ounces
- (C) 2 pounds 4 ounces
- (D) 3 pounds 2 ounces

26. How many lines of symmetry does this shape have?



- (A) 0
- (B) 1
- (C) 2
- (D) 4

27. Rolland says that if two rectangles have different perimeters, they must also have different areas. Does Rolland's reasoning make sense? Explain.

28. Trevor knows that 1 pint equals 2 cups. His ice cream recipe calls for 4 pints of milk. How many cups of milk does Trevor need?
- (A) $\frac{1}{2}$ cup
 - (B) 2 cups
 - (C) 4 cups
 - (D) 8 cups

29. The first number in a pattern is 6. The pattern follows the rule "Add 1, Multiply by 2" Which of the following shows the next four numbers in the pattern?

- (A) 7, 8, 9, 18
- (B) 12, 13, 26, 27
- (C) 7, 14, 15, 30
- (D) 12, 14, 28, 28

30. A. Each plant in Micah's garden has 7 blooms. Complete the table for 9 plants and 11 plants.

Plants	Blooms
3	21
5	35
7	49
9	
11	

- B. Write an expression for the number of blooms for p plants.