

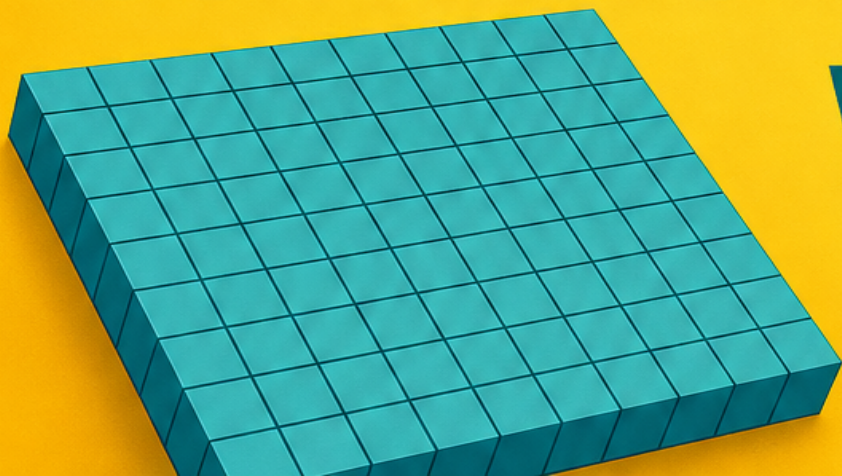
Texas

4

Grade 4 to Grade 5

5

Math Summer Bridge



ViewMath
Dr. A. Nazari
2026

Texas STAAR Grade 4 to Grade 5 Math

Summer Bridge

8-Week Review and Grade 5 Readiness with Answer Key

Dr. A. Nazari

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SUMMER BRIDGE

Grade 4 to Grade 5 Math

This book is a bridge: it keeps Grade 4 math strong while making the first month of Grade 5 feel familiar.

Students revisit the Grade 4 ideas that matter most—multi-step operations, place value, fractions, decimals, measurement, data, area, perimeter, and geometry—then preview the Grade 5 language connected to those skills. Families and teachers get a clear summer plan without needing to build one from scratch.



Review

Connect

Practice

Check

Grade 4 skill

Grade 5 focus

6 problems

Teaching answers

For families and teachers

Use one page per day, about 10–15 minutes. Let students try first, then use the answer explanations as quick reteaching after mistakes. Friday quizzes show which skills are ready and which need another short review.

For students

Keep your work neat, show your thinking, and fix missed problems. The goal is not to rush through the book; the goal is to start Grade 5 ready to build on what you already know.

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How to Use This Bridge Book

The page order is the plan.

Move through the book one day at a time. Each week has four short lesson days and one Friday quiz, so the routine stays predictable even when summer is busy.



Lesson days Read the short review, notice the Bridge Focus, and complete the 6 practice problems.

Quiz day Complete the 10-question mixed quiz without rushing. Use it to see what stuck from the week.

Review answers Check the answer key, then read the explanation for every missed problem. Correct the work in pencil before moving on.

Extra support If a skill is shaky, do one similar problem the next day before starting the new page.



Keep it short

Most lesson pages should take about 10-15 minutes. Stop before practice turns into frustration.



Show thinking

Use equations, quick models, number lines, labels, or scratch work. Organized work is a Grade 5 habit.



Fix mistakes

A corrected mistake is useful practice. The answer key is written to reteach, not only to score.

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My Bridge Book Progress

Check off each lesson and write your Friday quiz score.

This bridge book belongs to: _____

Week	Mon	Tue	Wed	Thu	Friday Quiz
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ / 10
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ / 10
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ / 10
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ / 10
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ / 10
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ / 10
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ / 10
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ / 10

Reflection Notes

After any Friday quiz, write the question number, what you noticed, and one comment that will help you next time. Use this space for problems you missed, guessed on, or want to remember.

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A little review each day keeps math fresh!



WEEK

1

Multiplicative Reasoning and Patterns

This Week's Days

Day 1: Multiplicative Comparisons and Equations

Day 3: Factors, Multiples, Primes, and Composites

Day 5 Quiz: Multiplicative Reasoning, Factors, and Patterns Check



Day 1 Multiplicative Comparisons and Equations

SKILL SNAPSHOT

Bridge Focus: Grade 5 word problems still use multiplicative comparison. The bridge habit is deciding whether the unknown is the larger amount, the smaller amount, or the comparison factor.

A multiplicative comparison tells how many times as large one amount is as another amount.

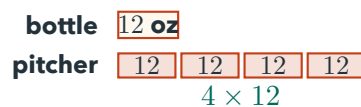
- ✔ "35 is 5 times as many as 7" means $5 \times 7 = 35$.
- ✔ In the pattern **large amount = number of groups \times small amount**, the words "times as many" point to multiplication.
- ✔ If you know the smaller amount and the comparison, multiply.
- ✔ If you know the larger amount and the comparison, divide to find the smaller amount.
- ✔ "Times as many" means multiply; "more than" means add or subtract.



- 1 6 times as many as 9 is _____.
- 2 48 is 6 times as many as _____.
- 3 Write an equation: 72 is 8 times as many as 9. _____
- 4 Liam has 7 trading cards. Ava has 5 times as many trading cards as Liam. How many cards does Ava have?



- 5 A small bottle holds 12 ounces. A pitcher holds 4 times as much. Write and solve an equation for the pitcher.



- 6 Write a comparison sentence for $9 \times 8 = 72$. _____



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Day 3 Factors, Multiples, Primes, and Composites

SKILL SNAPSHOT

Bridge Focus: Fractions and division in Grade 5 are easier when factor pairs and multiples are fluent. Use facts to organize the search instead of guessing.

Factors, multiples, primes, and composites describe how whole numbers are built.

- ✓ A **factor** divides a number with no remainder. Factor pairs multiply to make the number.
- ✓ To list factors, test 1, 2, 3, and so on. Stop when the pairs repeat.
- ✓ A **multiple** is the result of skip-counting by a number.
- ✓ A **prime number** has exactly two factors: 1 and itself.
- ✓ A **composite number** has more than two factors.
- ✓ The number 1 is neither prime nor composite.



- 1 List all factors of 24. _____
- 2 Find all factor pairs of 28. _____



- 3 Is 7 a factor of 56? Explain with a multiplication fact.
- 4 List the first five multiples of 9. _____



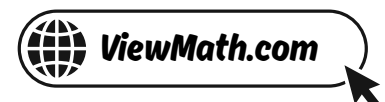
- 5 Is 31 prime or composite? _____
- 6 I am greater than 20 and less than 30. I am a multiple of both 4 and 6. What number am I?



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WEEK

8

Volume and Geometry

This Week's Days

Day 1: Grade 5 Preview: Volume and Unit Cubes

Day 4: Classify 2D Shapes and Final Bridge Review



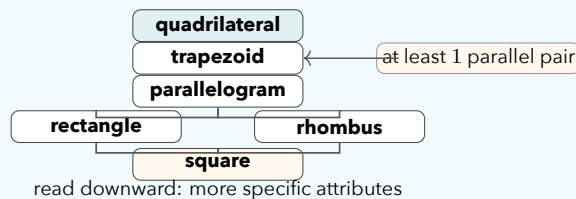
Day 4 Classify 2D Shapes and Final Bridge Review

SKILL SNAPSHOT

Bridge Focus: Classification is about attributes. Use side lengths, parallel or perpendicular sides, angles, and symmetry to justify the category.

Classify figures by attributes and by shape families.

- ✓ A polygon is closed and made only of straight sides.
- ✓ Triangles have 3 sides; quadrilaterals have 4.
- ✓ Pentagon = 5 sides, hexagon = 6, octagon = 8, decagon = 10.
- ✓ Triangles can be acute, right, or obtuse.
- ✓ A trapezoid has at least 1 pair of parallel sides.
- ✓ A square is also a rectangle, rhombus, parallelogram, trapezoid, and quadrilateral.



1 How many sides does a decagon have? _____



2 A quadrilateral has exactly 1 pair of parallel sides. What is the most specific name?



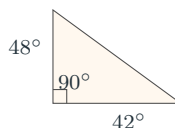
3 True or false: Every square is also a rhombus.

True False

4 True or false: Every rhombus is also a square.

True False

5 A triangle has angles 42° , 48° , and 90° . What type of triangle is it?



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- 6 A shape has 4 sides, 2 pairs of parallel sides, and 4 right angles, but not all sides are equal. What is it?

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ANSWER KEY

Answer Key & Explanations

Use the answers to check your work, then read the explanations to learn the method.

✔ How to review

First compare your final answer. If it does not match, read the explanation slowly and redo the problem beside it. The goal is to understand the move that gets you from the question to the final answer.

📅 Week 1 Day 1: Multiplicative Comparisons and Equations

✓ Answers

1 54

2 8

3 $8 \times 9 = 72$

4 35 cards

5 $4 \times 12 = 48$; 48 ounces

6 72 is 9 times as many as 8.

💡 Explanations

1 The words "times as many" tell you to multiply the comparison number by the smaller amount. Compute $6 \times 9 = 54$, so 54 is 6 times as many as 9.

2 Here the larger amount is known, so use division to find the smaller amount. Since $48 \div 6 = 8$, 48 is 6 times as many as 8.

3 The comparison number is 8 and the smaller amount is 9. Multiplying them gives the larger amount, so the equation is $8 \times 9 = 72$.

4 Ava's amount is compared to Liam's amount with "5 times as many," so multiply. $5 \times 7 = 35$, which means Ava has 35 trading cards.

5 The pitcher is the larger amount because it holds 4 times as much as the bottle. Multiply 4×12 to get 48 ounces.

6 Read the product as the larger amount in the comparison. Since $9 \times 8 = 72$, the sentence is "72 is 9 times as many as 8."

📅 Week 1 Day 3: Factors, Multiples, Primes, and Composites

✓ Answers

1 1, 2, 3, 4, 6, 8, 12, 24

2 (1, 28), (2, 14), (4, 7)

3 Yes; $7 \times 8 = 56$.

4 9, 18, 27, 36, 45

5 Prime

6 24

💡 Explanations



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- 1 Factor pairs for 24 are 1×24 , 2×12 , 3×8 , and 4×6 . Listing every number in those pairs gives all the factors of 24.
- 2 A factor pair multiplies to the target number. The products 1×28 , 2×14 , and 4×7 make 28, and then the pairs begin to repeat.
- 3 A number is a factor if it divides the target evenly. Since $7 \times 8 = 56$, 7 is one factor of 56.
- 4 Multiples of 9 come from skip-counting by 9 or multiplying 9 by whole numbers. 9×1 through 9×5 gives 9, 18, 27, 36, 45.
- 5 A prime number has exactly two factors, 1 and itself. The number 31 is not divisible evenly by 2, 3, 4, or 5, so its only factors are 1 and 31.
- 6 A common multiple appears in both skip-counting lists. Between 20 and 30, 24 works because $4 \times 6 = 24$ and $6 \times 4 = 24$.

📅 Week 1 Day 5 Quiz: Multiplicative Reasoning, Factors, and Patterns Check

✔ Answers

- | | | | | | |
|---|------|----------|------------------|---------------|------------|
| 1 A | 2 54 | 3 9 feet | 4 28 more points | 5 37 students | 6 78 seats |
| 7 (1, 36), (2, 18), (3, 12), (4, 9), (6, 6) | | 8 A | 9 True | 10 63 flowers | |

💡 Explanations

- 1 The words "7 times as many as 8" mean 7 groups of 8. Multiplying 7×8 gives 56, so choice A matches the sentence.
- 2 A "times as many" comparison uses multiplication when the smaller amount is known. This means 9 equal groups of 6, and $9 \times 6 = 54$.
- 3 The rope is the larger amount and is 8 times the cord length. Divide $72 \div 8 = 9$, so the cord is 9 feet long.



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- 4 First find Lena's points: $3 \times 14 = 42$. The question asks how many more, so subtract $42 - 14 = 28$.
- 5 First multiply to count the students at tables: $5 \times 6 = 30$. Then add the 7 students on the carpet, so $30 + 7 = 37$.
- 6 First find the total number of seats: $5 \times 18 = 90$. Subtract the empty seats, $90 - 12 = 78$, so 78 seats are filled.
- 7 Factor pairs multiply to make 36. Testing numbers in order gives 1×36 , 2×18 , 3×12 , 4×9 , and 6×6 before the pairs repeat.
- 8 A prime number has exactly two factors. The number 29 is not divisible evenly by 2, 3, 4, or 5, so its only factors are 1 and 29.
- 9 Multiples of 7 come from skip-counting by 7. The first four nonzero multiples are 7×1 , 7×2 , 7×3 , and 7×4 , which are 7, 14, 21, 28.
- 10 Find each group of rows first: $6 \times 8 = 48$ flowers and $3 \times 5 = 15$ flowers. Add the two parts, $48 + 15 = 63$, so 63 flowers are planted.

📅 Week 8 Day 1: Grade 5 Preview: Volume and Unit Cubes

✔ Answers

1 18 cubic units

2 24 cubic units

3 60 cubic units

4 C

5 False

6 120 cubes

💡 Explanations

1 Volume counts how many unit cubes fill a solid. If the shape is made of 18 unit cubes, its volume is 18 cubic units.

2 Count by layers or multiply the dimensions. $4 \times 3 = 12$ cubes in one layer, and $12 \times 2 = 24$ cubic units.



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- 3 Find the number of cubes in one layer first: $5 \times 4 = 20$. Then multiply by 3 layers, $20 \times 3 = 60$ cubic units.
- 4 Volume measures three-dimensional space, so it uses cubic units. Centimeters measure length and square centimeters measure area, but cubic centimeters measure volume.
- 5 Square units measure area, which is flat. A unit cube measures three-dimensional space, so its volume is 1 cubic unit.
- 6 Each 1 in^3 cube represents one cubic inch of volume. Multiply the dimensions, $8 \times 5 \times 3 = 120$, so 120 cubes fit inside.

📅 Week 8 Day 4: Classify 2D Shapes and Final Bridge Review

✓ Answers

- 1 10 sides 2 Trapezoid 3 True 4 False 5 Right triangle 6 Rectangle

💡 Explanations

- 1 Polygon names tell the number of straight sides. The prefix dec- means 10, so a decagon has 10 sides and 10 vertices.
- 2 A trapezoid has at least one pair of parallel sides. Since the problem says exactly one pair, it is not a parallelogram, rectangle, rhombus, or square.
- 3 A rhombus is a quadrilateral with all four sides equal. A square has all four sides equal, so every square fits the rhombus family.
- 4 A square must have four right angles as well as four equal sides. A rhombus may have slanted angles, so not every rhombus is a square.
- 5 Classify a triangle by looking for angle benchmarks. This triangle has one 90° angle, so it is a right triangle.



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- 6 The shape is a quadrilateral and a parallelogram because it has 2 pairs of parallel sides. Four right angles make it a rectangle, and it is not a square because all sides are not equal.

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