

# Montana MontCAS Grade 4 to Grade 5

## Math Summer Bridge Workbook

*8-Week Review and Grade 5 Readiness Workbook with Answer Key*

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# Welcome to Grade 4 to Grade 5 Math Summer Bridge Workbook

**This workbook 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—multiplicative reasoning, place value, operations, fractions, decimals, measurement, data, area, perimeter, and geometry—then preview connected Grade 5 ideas such as coordinate graphs and volume. Each topic has a short review and a fuller workbook practice set, so students get written, visual, and problem-solving practice before Grade 5 begins.



## For families and teachers

Use one workbook lesson per day, about 20-25 minutes. Let students try first, then use the answer explanations as quick reteaching after mistakes. Friday mixed reviews 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 workbook; the goal is to start Grade 5 ready to build on what you already know.

# How to Use This Bridge Workbook

## The page order is the plan.

Move through the workbook one day at a time. Each week has four workbook practice days and one Friday mixed review, so the routine stays predictable even when summer is busy.



**Practice days** Read the quick review, study the example or model, and complete the 12-14 workbook problems.

**Friday review** Complete the mixed practice without rushing. Use it to choose the right method.

**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, try one similar problem the next day before starting the new page.



### Keep it steady

Most workbook lessons should take about 20-25 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.

# **What's Inside?**

An 8-week workbook plan for Grade 4 review and Grade 5 readiness.

## **Week 1**

*Multiplicative comparisons, factors, multiples, primes, and pattern rules.*

## **Week 2**

*Place value, powers of ten, rounding, and decimals through thousandths.*

## **Week 3**

*Multi-digit operations, interpreting remainders, estimation, and decimal operations.*

## **Week 4**

*Equivalent fractions, fraction comparisons, like denominators, and unlike-denominator previews.*

## **Week 5**

*Fraction multiplication, scaling, division models, and Grade 5 fraction readiness.*

## **Week 6**

*Expressions, grouping symbols, patterns, ordered pairs, and coordinate graphs.*

## **Week 7**

*Measurement conversions, line plots, statistics, area, and perimeter.*

## **Week 8**

*Unit cubes, volume formulas, lines, angles, and classifying shapes.*

### **Quick Reviews**

*Each topic begins with the core idea students need before starting the workbook practice.*

### **Workbook Practice**

*Practice sets include computation, word problems, tables, graphs, models, and short written reasoning.*

**📌 Friday Reviews**

Friday pages mix the week's skills so students practice choosing the right method.

**✅ Answers**

The answer key explains how to solve or check each problem, not just the final answer.

PREVIEW

**Review. Practice. Preview. Explain. Get Ready.**



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# 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: Week 1 Multiplicative Reasoning Mixed Review*



Day 1

## Multiplicative Comparisons and Equations

WORKBOOK LAB

Read it Model it Use it

A multiplicative comparison tells how many times as large one amount is as another amount. The bridge habit is deciding whether the unknown is the larger amount, the smaller amount, or the comparison factor.

- ✓ "35 is 5 times as many as 7" means  $5 \times 7 = 35$ .
- ✓ Use **large amount = comparison factor  $\times$  small amount** when the smaller amount is known.
- ✓ Divide when the larger amount and the comparison factor are known.
- ✓ Divide the larger amount by the smaller amount when the question asks how many times as many.
- ✓ "Times as many" means multiply or divide; "more than" means add or subtract.



**Coach Tip:** Underline the comparison words first. Then ask which number is the small amount, the large amount, or the times-as-many factor.

### Find the larger amount.

- 1 6 times as many as 9 is \_\_\_\_\_.
- 2 A small basket has 8 apples. A large basket has 4 times as many apples. How many apples are in the large basket?
- 3 Use the model. How many counters are in the large group? \_\_\_\_\_



5 equal groups

- 4 Complete the table for large amount = factor  $\times$  small amount.



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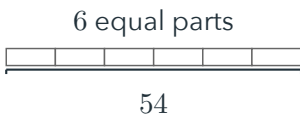
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Small amount	Factor	Large amount
12	5	_____

**Find the missing smaller amount or factor.**

- 5 48 is 6 times as many as \_\_\_\_\_.
- 6 A rope is 72 feet long. It is 8 times as long as a cord. How long is the cord?
- 7 Use the bar model. What number belongs in each small box? \_\_\_\_\_



- 8 A large box has 45 markers. A small box has 9 markers. How many times as many markers are in the large box?

**Write equations and comparison sentences.**

- 9 Write an equation: 72 is 8 times as many as 9. \_\_\_\_\_
- 10 Write a comparison sentence for  $9 \times 8 = 72$ . \_\_\_\_\_
- 11 Which equation matches the sentence? 56 is 7 times as many as 8.
  - A.  $7 \times 8 = 56$
  - B.  $56 \times 7 = 8$
  - C.  $8 \div 7 = 56$
  - D.  $56 + 7 = 63$
- 12 Use the table. How many more ribbons does Mia have than Sam?

Person	Comparison	Ribbons
Sam	small amount	14
Mia	3 times Sam	_____

Day 3

## Factors, Multiples, Primes, and Composites

WORKBOOK LAB

Read it Model it Use it

Factors, multiples, primes, and composites describe how whole numbers are built. Grade 5 fraction and division work is easier when these number relationships are fluent.

- ✓ 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.



**Coach Tip:** When checking whether a number is prime, try small factors first: 2, 3, 5, and 7 are often enough for two-digit numbers.

### List factors and factor pairs.

1 List all factors of 24. \_\_\_\_\_

2 Find all factor pairs of 28. \_\_\_\_\_

1	×	28
2	×	14
4	×	7

factor pairs for 28

3 Is 7 a factor of 56? Explain with a multiplication fact.

4 Use the array. Name two factor pairs for 18.



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**Work with multiples.**

5 List the first five nonzero multiples of 9. \_\_\_\_\_

**skip-count by 9**

9 18 27 36 45

6 Which number is a multiple of both 6 and 8?

- A. 18
- B. 24
- C. 30
- D. 42

7 True or False: 7, 14, 21, 28 are the first four nonzero multiples of 7.

True  False

8 Use the table. Which number is the first common multiple shown?

Multiples of 4	4	8	12	16	20
Multiples of 5	5	10	15	20	25

**Identify prime and composite numbers.**

9 Is 31 prime or composite? \_\_\_\_\_

10 Which statement is true about 29?

- A. 29 is prime
- B. 29 is composite
- C. 29 has 3 as a factor
- D. 29 is even

11 Use the array. Is 32 prime or composite?



12 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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Day 5

## Week 1 Multiplicative Reasoning Mixed Review

 **WORKBOOK LAB**
 **Read it**  **Model it**  **Use it**

This mixed review brings together multiplicative comparisons, multi-step problem solving, factors, multiples, primes, composites, and pattern rules.

-  For “times as many,” multiply when the smaller amount is known and divide when the larger amount is known.
-  Multi-step problems need a plan before the calculations begin.
-  Factors multiply to make a number; multiples come from skip-counting.
-  Prime numbers have exactly two factors, while composite numbers have more than two.
-  Pattern and table rules must work for every term or row.

 **Coach Tip:** For mixed review, mark the operation words or list factor pairs before choosing an answer.

### Multiplicative comparisons.

- 1 Which equation matches this sentence? 56 is 7 times as many as 8.
  - A.  $7 \times 8 = 56$
  - B.  $56 \times 7 = 8$
  - C.  $8 \div 7 = 56$
  - D.  $56 + 7 = 63$
- 2 9 times as many as 6 is \_\_\_\_\_.
- 3 A rope is 72 feet long. It is 8 times as long as a cord. How long is the cord?
- 4 Use the model. What is the total?

7	7	7	7	7	7
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### Multi-step problems.

- 5 Jay has 14 points. Lena has 3 times as many points. How many more points does Lena have than Jay?
- 6 A class has 5 tables with 6 students at each table and 7 students on the carpet. How many students are there in all?



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- 7 Five rows have 18 seats in each row. If 12 seats are empty, how many seats are filled?
- 8 Use the table. How many items were ordered?

Item	Packs	Items per pack
Pencils	4	24
Erasers	3	12

**Factors, multiples, primes, and composites.**

- 9 List all factor pairs of 36. \_\_\_\_\_

1 × 36
2 × 18
3 × 12
4 × 9
6 × 6

- 10 Which statement is true about 29?
  - A. 29 is prime
  - B. 29 is composite
  - C. 29 has 3 as a factor
  - D. 29 is even
- 11 True or False: 7, 14, 21, 28 are the first four nonzero multiples of 7.  True  False
- 12 Use the array. Is 24 prime or composite?



**Patterns and mixed reasoning.**

- 13 Which rule matches the table?

Input	2	4	6
Output	13	23	33

- A.  $\times 5 + 3$
  - B.  $\times 3 + 5$
  - C.  $+11$
  - D.  $\times 6 + 1$
- 14 A garden club plants 6 rows of 8 flowers and 3 rows of 5 flowers. How many flowers are planted?

**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 1**

**Grade 5 Preview: Volume and Unit Cubes**

**WORKBOOK LAB**

**Read it** **Model it** **Use it**

Volume measures the space inside a three-dimensional shape. A unit cube is the building block for measuring volume.



- A unit cube is 1 unit long, 1 unit wide, and 1 unit tall.
- One unit cube has volume 1 cubic unit.
- Volume can be found by counting all unit cubes in a solid.
- Rectangular prisms can be counted by layers: cubes in one layer times number of layers.
- Volume labels use cubic units, such as  $\text{cm}^3$ ,  $\text{in}^3$ , or cubic units.

**Coach Tip:** If a model is hard to count one cube at a time, count one layer first and then multiply by the number of layers.

**Count unit cubes.**

- |  |  |
|--|--|
| <p><b>1</b> A shape is made from 18 unit cubes. What is its volume?</p> <p><b>2</b> Count the cubes in the model.</p> <div style="text-align: center; margin-top: 10px;"> <p>3 by 2 layer</p> </div> | <p><b>3</b> A model has 9 cubes in the bottom layer and 9 cubes in the top layer. What is its volume?</p> <p><b>4</b> True or False: A unit cube has volume 1 square unit. <span style="float: right;"><input type="checkbox"/> True <input type="checkbox"/> False</span></p> |
|--|--|



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### ☰ Count by layers.

- 5 A box is 4 cubes long, 3 cubes wide, and 2 cubes tall. What is the volume?



- 6 A prism has 5 cubes in each row, 4 rows in each layer, and 3 layers. What is its

volume?

- 7 Complete the layer table.

Rows	Cubes per row	Layers
3	6	4

Volume = \_\_\_\_\_

- 8 A prism has 16 cubes in one layer and 5 layers. What is the volume?

### ☰ Choose cubic units and solve.

- 9 Which unit is best for the volume of a small box?

- A. cm                      B.  $\text{cm}^2$   
C.  $\text{cm}^3$                 D. kg

- 10 A storage bin is 8 in long, 5 in wide, and 3 in tall. How many  $1 \text{ in}^3$  cubes fit inside?



- 11 A rectangular prism has 7 cubes in each row, 2 rows in each layer, and 6 layers. What is its volume?

- 12 Explain why volume is not labeled in square units.

\_\_\_\_\_



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Day 4

## Classify 2D Shapes and Final Bridge Review

WORKBOOK LAB

Read it Model it Use it

Classifying shapes means using attributes. Count sides, look for equal sides, check angle types, and identify parallel or perpendicular sides.



- ✓ A polygon is closed and made only of straight sides.
- ✓ Triangles have 3 sides, and quadrilaterals have 4 sides.
- ✓ Pentagon means 5 sides, hexagon means 6, octagon means 8, and decagon means 10.
- ✓ A square is also a rectangle, rhombus, parallelogram, and quadrilateral.
- ✓ Triangles can be classified by angles: acute, right, or obtuse.

**Coach Tip:** Use the most specific name when the question asks for one, but remember that every true category still applies.

### Name polygons by sides.

1 How many sides does a hexagon have?

\_\_\_\_\_

2 A polygon has 5 sides. What is it called?



3 Use the table. Which polygon has 8 sides?

\_\_\_\_\_

Polygon	Sides
Hexagon	6
Octagon	8
Decagon	10

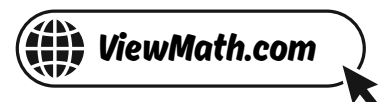
4 Is a circle a polygon? \_\_\_\_\_



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### ☰ Classify quadrilaterals.

- 5 A shape has 4 equal sides and 4 right angles. What is it?



- 6 True or False: Every rectangle is a parallelogram.

 True

 False

- 7 True or False: Every parallelogram is a rectangle.

 True

 False

- 8 A quadrilateral has 2 pairs of parallel sides and all sides equal, but no right angles. What is it?



### ☰ Classify triangles.

- 9 A triangle has angles  $35^\circ$ ,  $60^\circ$ , and  $85^\circ$ . What type of triangle is it?

- 10 A triangle has one  $90^\circ$  angle. What type of triangle is it?

- 11 Use the angle list. Classify the triangle:  $25^\circ$ ,

$35^\circ$ ,  $120^\circ$ .

- 12 Which triangle could be acute?

A.  $30^\circ$ ,  $60^\circ$ ,  $90^\circ$

B.  $45^\circ$ ,  $45^\circ$ ,  $90^\circ$

C.  $50^\circ$ ,  $60^\circ$ ,  $70^\circ$

D.  $20^\circ$ ,  $40^\circ$ ,  $120^\circ$



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## ANSWER KEY

# Answer Key & Explanations

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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 32 apples

3 35 counters

4 60

5 8

6 9 feet

7 9

8 5 times as many

9  $8 \times 9 = 72$ 

10 72 is 9 times as many as 8.

11 A

12 28 more ribbons

### 💡 Explanations

1 The smaller amount is 9 and the comparison factor is 6. Multiply  $6 \times 9 = 54$ , so the larger amount is 54.

2 The large basket has 4 equal groups of 8 apples. Multiply  $4 \times 8 = 32$  apples.

3 The model shows 5 equal groups with 7 in each group. Equal groups are multiplication, so  $5 \times 7 = 35$ .

4 Use the comparison pattern. The large amount is  $5 \times 12 = 60$ .

5 The larger amount is known, so divide by the comparison factor. Since  $48 \div 6 = 8$ , the smaller amount is 8.

6 The rope is the larger amount and the factor is 8. Divide  $72 \div 8 = 9$ , so the cord is 9 feet long.

7 The total 54 is split into 6 equal parts. Divide  $54 \div 6 = 9$ , so each box is 9.

8 Compare by dividing the larger amount by the smaller amount. Since  $45 \div 9 = 5$ , the large box has 5 times as many markers.

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

10 The product is the larger amount in a comparison sentence. Since  $9 \times 8 = 72$ , one correct sentence is "72 is 9 times as many as 8."



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11 The words "7 times as many as 8" mean 7 equal groups of 8. That is shown by  $7 \times 8 = 56$ , choice A.

12 First find Mia's ribbons:  $3 \times 14 = 42$ . Then compare by subtracting  $42 - 14 = 28$  more ribbons.

### 📅 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 (3, 6) and (6, 3); also (1, 18) or (2, 9)

5 9, 18, 27, 36, 45

6 B

7 True

8 20

9 Prime

10 A

11 Composite

12 24

#### 💡 Explanations

1 Factor pairs for 24 are  $1 \times 24$ ,  $2 \times 12$ ,  $3 \times 8$ , and  $4 \times 6$ . Listing every number in those pairs gives all factors.

2 Each pair multiplies to 28. After  $4 \times 7$ , the pairs would repeat in reverse order.

3 A number is a factor if it divides the target evenly. Since  $7 \times 8 = 56$ , 7 is a factor of 56.

4 The array shown has 3 rows and 6 columns, so  $3 \times 6 = 18$ . Factor pairs are two whole numbers that multiply to 18.

5 Multiples of 9 come from skip-counting by 9 or multiplying 9 by whole numbers 1 through 5.

6 A common multiple appears in both skip-counting lists. 24 is a multiple of 6 and 8 because  $6 \times 4 = 24$  and  $8 \times 3 = 24$ .

7 Multiples of 7 come from skip-counting by 7. These are  $7 \times 1$ ,  $7 \times 2$ ,  $7 \times 3$ , and  $7 \times 4$ .

8 A common multiple appears in both rows. The first number shown in both lists is 20.



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- 9 A prime number has exactly two factors. The number 31 is not divisible evenly by 2, 3, 4, or 5, so its only factors are 1 and 31.
- 10 The number 29 has exactly two factors, 1 and 29. That makes it prime, so choice A is true.
- 11 The array shows 4 rows and 8 columns, so  $4 \times 8 = 32$ . Because 32 has factors besides 1 and itself, it is composite.
- 12 Between 20 and 30, 24 works because it is  $4 \times 6$  and also  $6 \times 4$ . It is a common multiple.

### 📅 Week 1 Day 5: Week 1 Multiplicative Reasoning Mixed Review

#### ✔ Answers

- 1 A    2 54    3 9 feet    4 42    5 28 more points    6 37 students    7 78 seats
- 8 132 items    9 (1, 36), (2, 18), (3, 12), (4, 9), (6, 6)    10 A    11 True    12 Composite
- 13 A    14 63 flowers

#### 💡 Explanations

- 1 The words "7 times as many as 8" mean 7 groups of 8. Multiplying  $7 \times 8$  gives 56, so choice A matches.
- 2 A "times as many" comparison uses multiplication when the smaller amount is known. Compute  $9 \times 6 = 54$ .
- 3 The rope is the larger amount and the factor is 8. Divide  $72 \div 8 = 9$ , so the cord is 9 feet long.
- 4 The model shows 6 equal groups with 7 in each group. Equal groups are multiplication, so  $6 \times 7 = 42$ .
- 5 First find Lena's points:  $3 \times 14 = 42$ . Then subtract Jay's points,  $42 - 14 = 28$  more points.



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- 6 First multiply to count students at tables:  $5 \times 6 = 30$ . Then add the 7 students on the carpet to get 37.
- 7 First find total seats:  $5 \times 18 = 90$ . Then subtract empty seats,  $90 - 12 = 78$  filled seats.
- 8 Find each total first:  $4 \times 24 = 96$  pencils and  $3 \times 12 = 36$  erasers. Add  $96 + 36 = 132$ .
- 9 Factor pairs multiply to make 36. Testing numbers in order gives these pairs before the pairs repeat.
- 10 A prime number has exactly two factors. The number 29 has only 1 and 29 as factors, so it is prime.
- 11 Multiples of 7 come from skip-counting by 7. These are  $7 \times 1$ ,  $7 \times 2$ ,  $7 \times 3$ , and  $7 \times 4$ .
- 12 The array shows 4 rows and 6 columns, so  $4 \times 6 = 24$ . Because 24 has factors besides 1 and itself, it is composite.
- 13 Test the rule on each input.  $2 \times 5 + 3 = 13$ ,  $4 \times 5 + 3 = 23$ , and  $6 \times 5 + 3 = 33$ .
- 14 Find each part first:  $6 \times 8 = 48$  and  $3 \times 5 = 15$ . Add  $48 + 15 = 63$  flowers.

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

#### ✔ Answers

- 1 18 cubic units    2 6 cubic units    3 18 cubic units    4 False    5 24 cubic units  
 6 60 cubic units    7 72 cubic units    8 80 cubic units    9 C    10 120 cubes  
 11 84 cubic units    12 Volume is three-dimensional.

#### 💡 Explanations

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



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- 2 The model has 3 cubes in each row and 2 rows.  $3 \times 2 = 6$ , so the volume is 6 cubic units.
- 3 Add the cubes in both layers or multiply by the number of layers.  $9 + 9 = 18$ , so the volume is 18 cubic units.
- 4 Square units measure flat area. A unit cube measures three-dimensional space, so its volume is 1 cubic unit.
- 5 One layer has  $4 \times 3 = 12$  cubes. There are 2 layers, so  $12 \times 2 = 24$  cubic units.
- 6 Find one layer first:  $5 \times 4 = 20$  cubes. Then multiply by 3 layers to get 60 cubic units.
- 7 One layer has  $3 \times 6 = 18$  cubes. Multiply by 4 layers:  $18 \times 4 = 72$  cubic units.
- 8 Use cubes per layer times number of layers.  $16 \times 5 = 80$  cubic units.
- 9 Volume measures three-dimensional space, so it uses cubic units. Cubic centimeters,  $\text{cm}^3$ , are appropriate for a small box.
- 10 Each  $1 \text{ in}^3$  cube represents one cubic inch. Multiply the dimensions:  $8 \times 5 \times 3 = 120$  cubes.
- 11 One layer has  $7 \times 2 = 14$  cubes. With 6 layers, the volume is  $14 \times 6 = 84$  cubic units.
- 12 Square units measure a flat surface with length and width only. Volume measures length, width, and height, so it uses cubic units.

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

#### ✔️ Answers

- 1 6 sides    2 Pentagon    3 Octagon    4 No    5 Square    6 True    7 False
- 8 Rhombus    9 Acute triangle    10 Right triangle    11 Obtuse triangle    12 C



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 **Explanations**

- 1 Polygon names can tell the number of sides. The prefix hex- means 6, so a hexagon has 6 sides.
- 2 A pentagon is a polygon with 5 straight sides. The prefix pent- helps you remember 5.
- 3 The table lists the number of sides for each polygon. The row with 8 sides is octagon.
- 4 A polygon must be closed and made only of straight sides. A circle is curved, so it is not a polygon.
- 5 A square has all sides equal and all angles right. It is the special quadrilateral that is both a rectangle and a rhombus.
- 6 A parallelogram has two pairs of parallel sides. Rectangles have two pairs of parallel sides, so every rectangle is a parallelogram.
- 7 A rectangle must have four right angles. A parallelogram can have slanted angles, so not every parallelogram is a rectangle.
- 8 A rhombus has four equal sides and opposite sides parallel. It does not need right angles, so this shape is a rhombus rather than a square.
- 9 A triangle is acute when all three angles are less than  $90^\circ$ . All three given angles are less than  $90^\circ$ , so it is acute.
- 10 A triangle with one right angle is a right triangle. The  $90^\circ$  angle gives the classification.
- 11 A triangle is obtuse if one angle is greater than  $90^\circ$ . Since  $120^\circ$  is greater than  $90^\circ$ , the triangle is obtuse.
- 12 An acute triangle has all angles less than  $90^\circ$ . Only choice C has three angles that are all less than  $90^\circ$ .

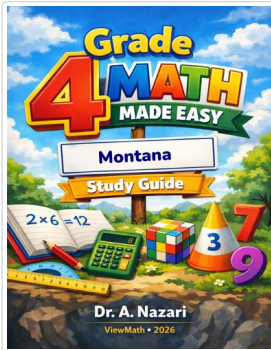


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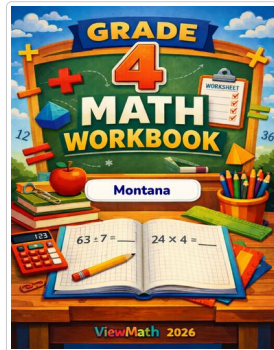
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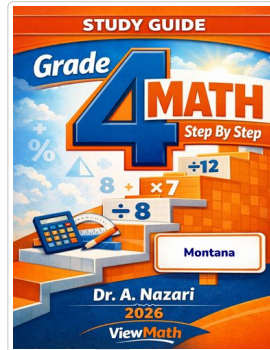
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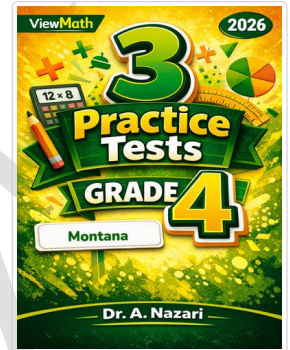
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Step-by-Step



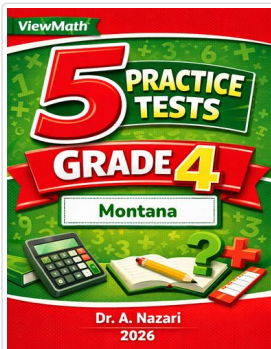
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3 Practice Tests



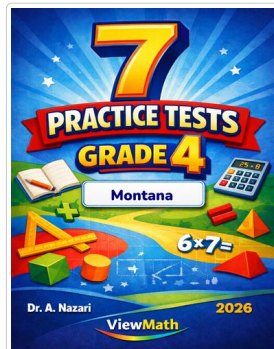
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5 Practice Tests



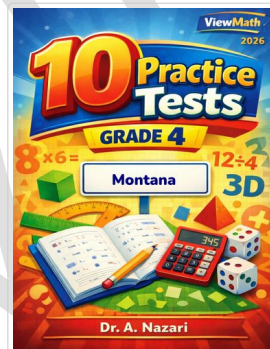
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7 Practice Tests



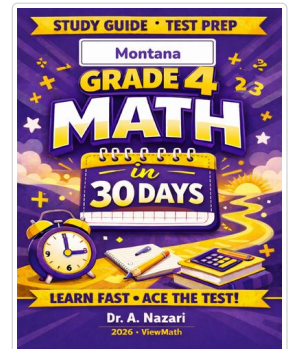
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10 Practice Tests



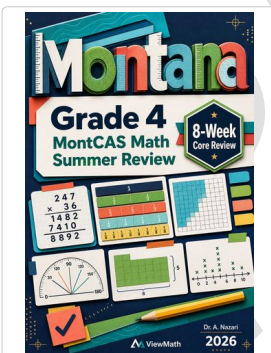
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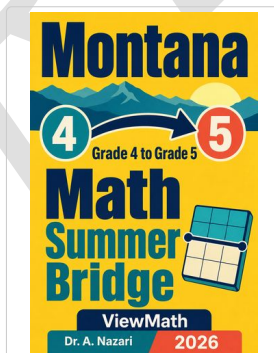
Math in 30 Days



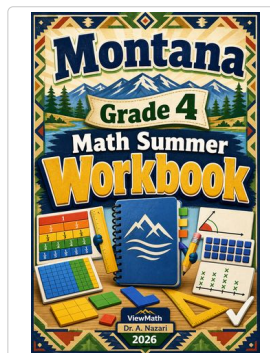
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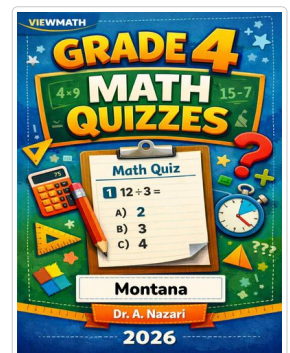
Summer Review



Summer Bridge



Summer Workbook



Quizzes



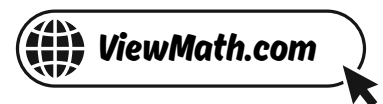
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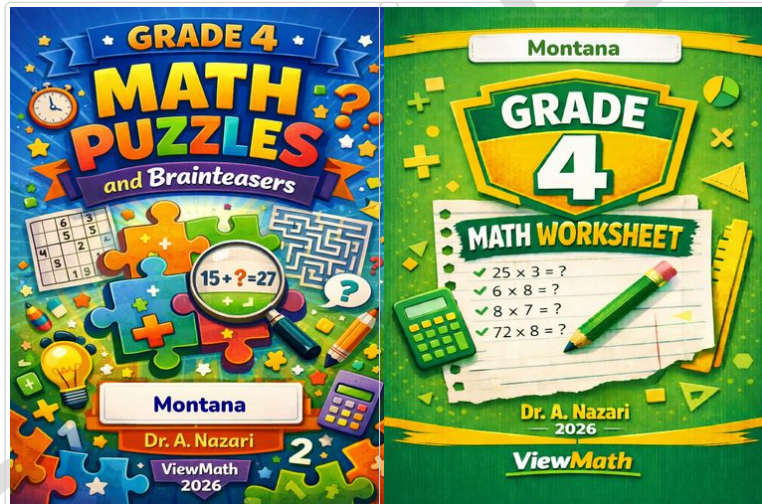


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