

Grade 5 to Grade 6

MATH

SUMMER BRIDGE

REVIEW

Decimals

$$0.75 = 75/100$$

Ratios

$$3 : 5$$

Fractions

$$2/3 \times 4/5$$

Data

median | IQR

READINESS

Wyoming

Geometry

$$V = l \times w \times h$$

ViewMath

Dr. A. Nazari • 2026

Wyoming WY-TOPP Grade 5 to Grade 6 Math Summer Bridge

8-Week Review and Grade 6 Readiness with Answer Key

Dr. A. Nazari

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SUMMER MATH BRIDGE

Grade 5 to Grade 6

Summer Bridge

This book is a bridge: it keeps Grade 5 math strong while making the first month of Grade 6 feel familiar.

Students revisit the Grade 5 ideas that matter most—decimal operations, fraction fluency, volume, coordinate work, measurement, data, and geometry—then preview the Grade 6 language connected to those skills: ratios, rates, integers, surface area, percents, and statistical displays. Parents and teachers get a clear summer plan without needing to build one from scratch.



Review

Grade 5 skill

Connect

Grade 6 focus

Practice

6 problems

Model

show thinking

Check

explanations

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 work neat, label models, and fix missed problems. The goal is not to rush through the book; the goal is to start Grade 6 ready to build on what you already know.

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 Quick Review, and complete the 6 practice problems.

Bridge focus Pay attention to the Grade 6 preview note; it connects today's review to next year's language.

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 before moving on.



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 6 habit.



Fix mistakes

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

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

One Grade 5 skill I kept strong: _____

One Grade 6 skill I am ready to learn: _____

📊 Multiplication Table 📊

Use this chart to practice your multiplication facts!

| × | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|----|----|----|----|----|----|----|----|----|----|-----|-----|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 |

💡 How to Use This Table

To find 4×7 :

1. Find **4** in the left column (blue).
2. Find **7** in the top row (blue).
3. Follow the row and column until they meet: the answer is **28**!



🗨️ Do you see patterns? The $\times 5$ row always ends in 0 or 5. The $\times 10$ row always ends in 0. The $\times 9$ digits always add up to 9! Try to find more patterns on your own! 🗨️



★ *Table of Contents* ★

Your 8-week summer review plan

| | | |
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A little review each day keeps math fresh!



WEEK

1

Decimal Place Value and Ratio Readiness

This Week's Days

| | |
|---|----------|
| <i>Week 1 Day 1: Place Value and Powers of Ten</i> | 2 |
| <i>Week 1 Day 4: Grade 6 Preview: Ratio Language</i> | 3 |
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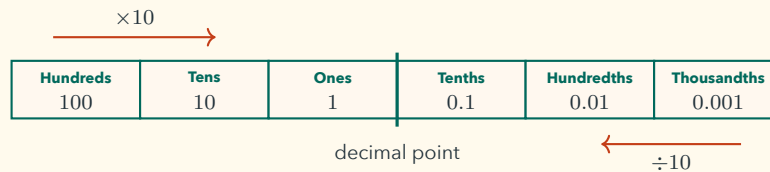


Day 1 Place Value and Powers of Ten

CORE CONCEPT

Bridge Focus: Grade 6 work with ratios and rational numbers still depends on precise place-value thinking. Keep the Grade 5 pattern of powers of ten strong so decimals and rates are easier next year.

Every digit has a value based on its place. Each place is 10 times the place to its right and $\frac{1}{10}$ the place to its left.



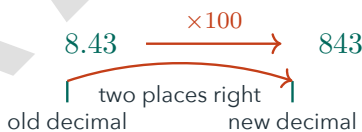
- ✓ A digit one place to the left is worth 10 times as much.
- ✓ A digit one place to the right is worth $\frac{1}{10}$ as much.
- ✓ $10^1 = 10$, $10^2 = 100$, and $10^3 = 1,000$ shift digits by place value.

1 In 4,765.2, what is the value of the digit 7? _____



2 In 0.666, the 6 in the tenths place is _____ times the value of the 6 in the hundredths place.

3 $8.43 \times 100 =$ _____



4 $5,600 \div 10^2 =$ _____

5 $0.072 \times 1,000 =$ _____

6 A small bead has a mass of 0.035 gram. What is the mass of 100 beads?



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Day 4 Grade 6 Preview: Ratio Language

CORE CONCEPT

Bridge Focus: This is a Grade 6 preview. Ratios compare two quantities, so careful order and labels matter just as much as the numbers.

A **ratio** compares two quantities. The order tells which quantity is first and which is second.

5 apples to 3 oranges 5:3 $\frac{5}{3}$

- ✓ Use words, a colon, or a fraction bar to write the same comparison.
- ✓ A **part-to-part** ratio compares one part of a group to another part.
- ✓ A **part-to-whole** ratio compares one part to the total group.
- ✓ Phrases like “for every” and “for each” describe ratio relationships.
- ✓ Always check the order: boys to girls is different from girls to boys.

For part-to-whole ratios, add the parts first to find the whole.

- 1 A basket has 9 red apples and 6 green apples. Write the ratio of red apples to green apples in three forms. _____



- 2 In the same basket, write green apples to total apples. _____
- 3 A recipe uses 4 cups of oats for every 3 cups of dried fruit. Write the ratio of dried fruit to oats. _____
- 4 A class has 14 students wearing sneakers and 10 students wearing boots. Is sneakers to boots a part-to-part or part-to-whole ratio? _____
- 5 True or False: The ratio 7:2 means the same thing as 2:7. True False
- 6 At a club meeting, there are 5 adults for every 12 students. If there are 24 students, how many adults are there?



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WEEK

7

Measurement, Volume, and Coordinate Geometry

This Week's Days

Week 7 Day 1: Convert Measurement Units **6**

Week 7 Day 4: Grade 6 Preview: Polygons and Area on the Coordinate Plane **7**



Day 1 Convert Measurement Units

CORE CONCEPT

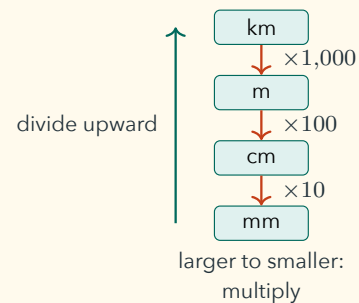
Bridge Focus: Measurement

conversion becomes ratio reasoning in Grade 6. Track the unit relationship and decide whether multiplying or dividing makes the number fit the new unit.

Converting measurements means writing the same amount using a different unit.

- ✓ Big unit to small unit: multiply.
- ✓ Small unit to big unit: divide.
- ✓ Metric units use powers of 10: $1 \text{ m} = 100 \text{ cm}$ and $1 \text{ L} = 1,000 \text{ mL}$.
- ✓ Customary facts include $1 \text{ ft} = 12 \text{ in}$, $1 \text{ yd} = 3 \text{ ft}$, and $1 \text{ lb} = 16 \text{ oz}$.
- ✓ Keep length with length, weight with weight, and capacity with capacity.

Metric Length



1 $3.6 \text{ m} = \text{_____ cm}$

2 $4,250 \text{ mL} = \text{_____ L}$

3 $7 \text{ yd} = \text{_____ ft}$

4 $96 \text{ oz} = \text{_____ lb}$

5 Which conversion is correct?

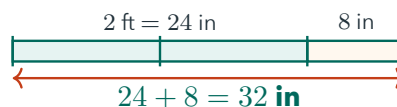
A. $5 \text{ kg} = 50 \text{ g}$

B. $5 \text{ kg} = 500 \text{ g}$

C. $5 \text{ kg} = 5,000 \text{ g}$

D. $5 \text{ kg} = 50,000 \text{ g}$

6 A ribbon is 2 ft 8 in long. How many inches long is it?



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Day 4 Grade 6 Preview: Polygons and Area on the Coordinate Plane

CORE CONCEPT

Bridge Focus: This is a Grade 6 preview. Coordinates can give side lengths, and area can be found by decomposing a polygon into rectangles and triangles.

Coordinate-plane polygons use ordered pairs as vertices.

- ✓ A horizontal side has the same y -coordinate at both endpoints.
- ✓ A vertical side has the same x -coordinate at both endpoints.
- ✓ Find horizontal length by subtracting x -values.
- ✓ Find vertical length by subtracting y -values.
- ✓ Use absolute value so lengths are positive.
- ✓ Split complex polygons into rectangles and triangles to find area.

After finding side lengths, use the usual area formulas and add the pieces.

- 1 A segment goes from $(-4, 3)$ to $(5, 3)$. What is its length? _____
- 2 A segment goes from $(2, -6)$ to $(2, 1)$. What is its length?
- 3 A rectangle has vertices $(-2, 1)$, $(6, 1)$, $(6, 5)$, and $(-2, 5)$. Find its area.



- 4 A right triangle has vertices $(0, 0)$, $(10, 0)$, and $(10, 6)$. What is its area?
- 5 True or False: The distance from $(-3, 4)$ to $(2, 4)$ is 1 unit. True False
- 6 An L-shaped figure is split into two rectangles: one is 7 by 3, and the other is 4 by 5. What is the total area?



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Answers with Explanations

Check your answers, then use the explanations to understand any missed problem.

How to use this section

First

Complete the lesson practice or Friday quiz before looking at this section.

Record

Write your answers clearly on the page so you can compare them later.

Check

Use the answer key to mark each problem correct or incorrect.

Explain

For any problem you missed, guessed on, or found confusing, read the explanation and add a quick note beside your work.

📅 Week 1 Day 1: Place Value and Powers of Ten

✓ Answers

1

700

2

10

3

843

4

56

5

72

6

3.5 grams

💡 Explanations

1

The digit 7 is in the hundreds place, so it means 7 hundreds. Each hundred is worth 100, so $7 \times 100 = 700$.

2

The tenths place is one place to the left of the hundredths place. A digit one place to the left is worth 10 times as much, so the tenths 6 is 10 times the hundredths 6.

3

Multiplying by 100 is multiplying by 10^2 , so each digit shifts two places to a greater value. The decimal point moves two places right: $8.43 \rightarrow 843$.

4

10^2 means 100, so this is $5,600 \div 100$. Dividing by 100 shifts each digit two places to a smaller value, giving 56.

5

Multiplying by 1,000 is multiplying by 10^3 . Move the decimal point three places right: $0.072 \rightarrow 72$.

6

There are 100 equal beads, so multiply the mass of one bead by 100. Since $0.035 \times 100 = 3.5$, the beads have a total mass of 3.5 grams.

📅 Week 1 Day 4: Grade 6 Preview: Ratio Language

✓ Answers

1

9 to 6, 9:6, $\frac{9}{6}$

2

6:15

3

3:4

4

Part-to-part

5

False

6

10 adults

💡 Explanations

1

The first quantity named is red apples, so 9 must come first. The same comparison can be written in words, with a colon, or with a fraction bar.

2

This is part-to-whole because green apples are compared with all apples. There are $9 + 6 = 15$ apples total, so the ratio is 6:15.



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- 3 The question asks for dried fruit first, so 3 is the first number. Oats are second, so 4 is the second number.
- 4 Sneakers and boots are two parts of the same class group. A part-to-whole ratio would compare one shoe group to the total number of students.
- 5 Ratio order matters. The ratio 7:2 compares 7 of the first quantity to 2 of the second, while 2:7 reverses the comparison.
- 6 The number of students doubled from 12 to 24. To keep the same ratio, double the adults too:
 $5 \times 2 = 10$.

Q1: Week 1 Quiz

Answers

- 1 A 2 True 3 45 4 thirty and seven hundred four thousandths 5 = 6 A
- 7 18.75 8 False 9 A 10 6,000 notebooks

Explanations

- 1 The digit 8 is to the left of the decimal point, so it is in the ones place. A digit in the ones place has its face value, so the value is 8.
- 2 The ones place is one place to the left of the tenths place. Each move one place left makes the value 10 times as much, so the statement is true.
- 3 10^3 means 1,000, so multiplying by 10^3 shifts the decimal point three places right. The number 0.045 becomes 45.
- 4 The word "and" marks the decimal point. The decimal part 704 ends in the thousandths place, so it is read as seven hundred four thousandths.
- 5 Zeros at the end of a decimal do not change its value. Both decimals represent 5 ones and 9 hundredths, so they are equal.
- 6 Compare the decimals as thousandths: $0.608 = 608$ thousandths, $0.68 = 680$ thousandths, and $0.806 = 806$ thousandths. Since $608 < 680 < 806$, choice A is least to greatest.



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- 7 The hundredths digit is 4, and the thousandths digit is 9. Since 9 is 5 or more, round the hundredths digit up to get 18.75.
- 8 The thousandths digit in 0.996 is 6, so the hundredths place must round up. Rounding up from 0.99 carries to 1.00, not 0.99.
- 9 Break 56 into $50 + 6$ to use partial products. The exact product is found with $324 \times 50 + 324 \times 6$, so choice A matches the multiplication.
- 10 Each box has the same number of notebooks, so multiply the number of boxes by the number in each box. Use $125 \times 48 = 125 \times 40 + 125 \times 8 = 5,000 + 1,000 = 6,000$.

Week 7 Day 1: Convert Measurement Units

Answers

1 360 cm

2 4.25 L

3 21 ft

4 6 lb

5 C

6 32 in

Explanations

- 1 Meters are larger than centimeters, so multiply by 100. $3.6 \times 100 = 360$, so 3.6 meters equals 360 centimeters.
- 2 Milliliters are smaller than liters, so divide by 1,000. $4,250 \div 1,000 = 4.25$, so the amount is 4.25 liters.
- 3 Yards are larger than feet, and 1 yard equals 3 feet. Multiply $7 \times 3 = 21$, so 7 yards equals 21 feet.
- 4 Ounces are smaller than pounds, so divide by the conversion factor. Since 1 pound is 16 ounces, $96 \div 16 = 6$ pounds.
- 5 A kilogram is larger than a gram, and 1 kilogram equals 1,000 grams. Therefore $5 \times 1,000 = 5,000$ grams.
- 6 Convert the feet first: 2 feet equals $2 \times 12 = 24$ inches. Add the extra 8 inches to get $24 + 8 = 32$ inches.



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 **Week 7 Day 4: Grade 6 Preview: Polygons and Area on the Coordinate Plane**
 **Answers**

1 9 units

2 7 units

3 32 square units

4 30 square units

5 False

6 41 square units

 **Explanations**

1 The points have the same y -coordinate, so the segment is horizontal. Subtract the x -values with absolute value: $|5 - (-4)| = 9$ units.

2 The points have the same x -coordinate, so the segment is vertical. Subtract the y -values: $|1 - (-6)| = 7$ units.

3 The horizontal length is $|6 - (-2)| = 8$ units, and the vertical height is $|5 - 1| = 4$ units. The rectangle's area is $8 \times 4 = 32$ square units.

4 The horizontal base is 10 units and the vertical height is 6 units. Triangle area is $\frac{1}{2} \times 10 \times 6 = 30$ square units.

5 The segment is horizontal, so subtract the x -values. The distance is $|2 - (-3)| = 5$ units, not 1 unit.

6 Find the area of each rectangle, then add because the pieces make the whole figure. The total is $7 \times 3 + 4 \times 5 = 21 + 20 = 41$ square units.



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- ✓ Complete answer key with explanations
- ✓ Colorful visuals and step-by-step examples
- ✓ Reference sheets and progress trackers

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