

# Maine MTYA Grade 5 to Grade 6 Math Summer Bridge Workbook

*8-Week Review and Grade 6 Readiness Workbook with Answer Key*

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# Summer Math Bridge Workbook

Grade 5 review today. Grade 6 confidence tomorrow.

**This workbook 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, expressions, coordinate work, measurement, volume, data, and geometry—then preview the Grade 6 language connected to those skills: ratios, rates, integers, percents, surface area, and statistical displays. Each topic has a short review and a fuller workbook practice set, so students get enough written, visual, and problem-solving practice to build fluency.



## Review

Review skill

## Connect

Bridge focus

## Practice

Workbook set

## Check

Correct work

### 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, label models, show your thinking, and fix missed problems. The goal is not to rush through the workbook; the goal is to start Grade 6 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 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 model, and complete the workbook problems.
- Bridge focus** Notice the Grade 6 language in ratio, integer, percent, surface-area, and data-display questions.
- Friday review** Complete the mixed review without rushing. Use it to choose the right method.
- Review answers** Check the answer key, read missed explanations, and correct the work in pencil.
- Extra support** If a skill is shaky, do one similar problem before starting the next 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 6 habit.



### Fix mistakes

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

# 📊 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  $4 \times 7$ :

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!”

# WEEK

1

## Decimal Place Value and Ratio Readiness

### This Week's Days

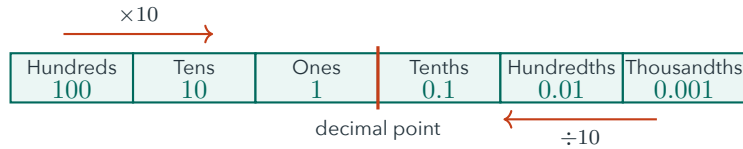
<i>Week 1 Day 1: Place Value and Powers of Ten</i> .....	<b>2</b>
<i>Week 1 Day 4: Grade 6 Preview: Ratio Language</i> .....	<b>4</b>
<i>Week 1 Day 5: Week 1 Decimal Place Value and Ratio Mixed Review</i> .....	<b>6</b>



## Day 1 Place Value and Powers of Ten

**CORE CONCEPT**

Place value tells the size of every digit. Each place is 10 times the place to its right and one tenth of the place to its left.



- ✓ A digit one place to the left has 10 times the value.
- ✓ A digit one place to the right has  $\frac{1}{10}$  the value.
- ✓ Powers of ten are written as  $10^1 = 10$ ,  $10^2 = 100$ , and  $10^3 = 1,000$ .
- ✓ Multiplying by a power of ten shifts digits to greater place values.
- ✓ Dividing by a power of ten shifts digits to smaller place values.

**Remember:** Name the place first. Then decide whether the number is shifting left or right on the place-value chart.

### ☰ Name digit values.

- 1 Use the chart to find the value of the digit 7 in 4,765.2. \_\_\_\_\_

Thousands	Hundreds	Tens	Ones	Tenths
4	7	6	5	2

- 2 What is the value of the underlined digit? 53.841 \_\_\_\_\_
- 3 In 0.666, the 6 in the tenths place is \_\_\_\_\_ times the value of the 6 in the hundredths place.
- 4 Write 29.405 in expanded form. \_\_\_\_\_

### ☰ Use powers of ten.

- 5 Complete the table.

Expression	Power of ten	Value
$8.43 \times 100$	$10^2$	_____

- 6  $5,600 \div 10^2 =$  \_\_\_\_\_



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7  $0.072 \times 1,000 =$  \_\_\_\_\_

8 Use the place-value shift model to solve  $3.9 \times 10^3$ .



**Reason with place value.**

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

10 Use the chart to write the number in standard form. \_\_\_\_\_

Tens	Ones	Tenths	Hundredths	Thousandths
6	0	4	0	8

11 Which expression is equal to  $0.56 \times 10^2$ ?

A. 0.0056

B. 5.6

C. 56

D. 560

12 True or False:  $7.2 \div 10^3 = 0.0072$ .

True  False



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**Day 4** Grade 6 Preview: Ratio Language

CORE CONCEPT

A ratio compares two quantities. The order of the words tells the order of the numbers, so labels matter.

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

- ✓ Ratios can be written with words, a colon, or a fraction bar.
- ✓ 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.
- ✓ To keep an equivalent ratio, multiply or divide both quantities by the same number.

**Remember:** Read the order carefully. Boys to girls is different from girls to boys.

**Write and classify ratios.**

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

red    ●●●●●●●●●●  
 green    □□□□□□  
 9 red circles : 6 green squares

- 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

**Use equivalent ratios.**

- 6 At a club meeting, there are 5 adults for every 12 students. If there are 24 students, how many adults are there?

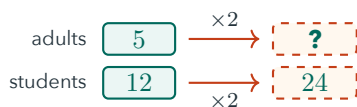


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7 Complete the equivalent ratio table.

Blue tiles	2	4	_____
White tiles	5	10	20

8 Which ratio is equivalent to 3:8?

- A. 6:11
- B. 9:24
- C. 12:28
- D. 15:32

9 Use the double number line. If 3 notebooks cost \$12, how much do 5 notebooks cost?



**Interpret ratio situations.**

10 For every 3 cups of flour, a recipe uses 2 cups of sugar. If the recipe uses 9 cups of flour, how many cups of sugar are needed?

11 Use the diagram. Write the ratio of triangles to circles. \_\_\_\_\_



12 A team has 8 sixth graders and 10 fifth graders. What is the ratio of sixth graders to all students?  
 \_\_\_\_\_



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**Day 5** Week 1 Decimal Place Value and Ratio Mixed Review

CORE CONCEPT

This mixed review brings together decimal place value, decimal comparison, rounding, powers of ten, and early ratio language.

- ✓ Use place-value charts to read, write, and compare decimals.
- ✓ Annex zeros when decimals have different numbers of places.
- ✓ For rounding, find the target place and check the digit to the right.
- ✓ Powers of ten shift decimal values by place value.
- ✓ Ratios compare quantities in a specific order.

**Remember:** For mixed review, write one small note beside each problem: place value, round, compare, or ratio.

### ☰ Decimal place value.

- 1 Use the chart to write the value of the digit 3 in 72.316. \_\_\_\_\_

Tens	Ones	Tenths	Hundredths	Thousandths
7	2	3	1	6

- 2 Write 40.509 in word form. \_\_\_\_\_

- 3 Write 6.028 in expanded form. \_\_\_\_\_

### ☰ Compare, order, and round.

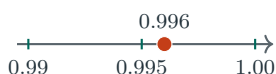
- 4 Fill in  $<$ ,  $>$ , or  $=$ .  $5.090$  \_\_\_\_\_  $5.09$

- 5 Order from least to greatest: 0.608, 0.68, 0.806. \_\_\_\_\_

Number	Tenths	Hundredths	Thousandths
0.608	6	0	8
0.680	6	8	0
0.806	8	0	6

- 6 Round 18.749 to the nearest hundredth. \_\_\_\_\_

- 7 Use the number line. Round 0.996 to the nearest hundredth. \_\_\_\_\_



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**☰ Powers of ten and multiplication readiness.**

- 8 Complete the equation:  $0.045 \times 10^3 = \underline{\hspace{2cm}}$
- 9 Which expression gives the exact product of  $324 \times 56$ ?
  - A.  $324 \times 50 + 324 \times 6$
  - B.  $324 \times 5 + 324 \times 6$
  - C.  $324 \times 60 - 324$
  - D.  $324 + 50 + 6$
- 10 A school has 48 boxes with 125 notebooks in each box. How many notebooks are there?

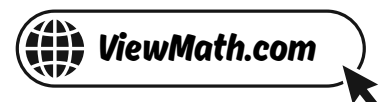
Boxes	48
Notebooks in each box	125
Total notebooks	<u>                    </u>

**☰ Ratio review.**

- 11 A jar has 8 blue marbles and 5 white marbles. Write the ratio of blue marbles to white marbles.  
\_\_\_\_\_
- blue    ○○○○○○○○  
white    □□□□□
- 12 A recipe uses 2 cups of rice for every 5 cups of broth. If the recipe uses 10 cups of broth, how many cups of rice are needed?



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# WEEK

7

## Measurement, Volume, and Coordinate Geometry

### This Week's Days

Week 7 Day 1: Convert Measurement Units ..... **9**

Week 7 Day 4: Grade 6 Preview: Polygons and Area on the Coordinate Plane **11**



**Day 1 Convert Measurement Units**

**CORE CONCEPT**

A measurement conversion changes the unit without changing the amount. Use the conversion fact to decide whether the number should get larger or smaller.



- ✓ Larger unit to smaller unit: multiply by the conversion factor.
- ✓ Smaller unit to larger unit: divide by the conversion factor.
- ✓ Metric conversions often use 10, 100, or 1,000.
- ✓ Customary conversions use facts such as 1 yd = 3 ft and 1 gal = 16 cups.
- ✓ Keep the measurement type the same: length with length, mass with mass, and capacity with capacity.

**Remember:** Before calculating, ask whether the new unit is smaller or larger. That check helps catch unreasonable answers.

**Convert metric units.**

- 1 3.6 m = \_\_\_\_\_ cm
- 2 4,250 mL = \_\_\_\_\_ L
- 3 0.75 kg = \_\_\_\_\_ g
- 4 A ribbon is 2 m 35 cm long. How many centimeters long is it? \_\_\_\_\_

**Convert customary units.**

- 5 Use the path. 7 yd = \_\_\_\_\_ ft
- 6 96 oz = \_\_\_\_\_ lb
- 7 Use the path. 2 gal = \_\_\_\_\_ cups
- 8 Fill in <, >, or =. 72 in \_\_\_\_\_ 5 ft



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 Use conversions in context.

- 9 Use the table. Which is greater, 3 L or 2,750 mL?

liters	milliliters
1	1,000
3	3,000

- 10 A dog weighs 18 lb. How many ounces is that? \_\_\_\_\_
- 11 A garden path is 4.5 m long. How many

centimeters long is it?



- 12 Which expression converts 8 pounds to ounces?
- A.  $8 + 16$                       B.  $8 \times 16$
- C.  $16 - 8$                          D.  $16 \div 8$

PREVIEW



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

**CORE CONCEPT**

Coordinate-plane polygons use ordered pairs as vertices. Horizontal and vertical side lengths can be found by subtracting matching coordinates.

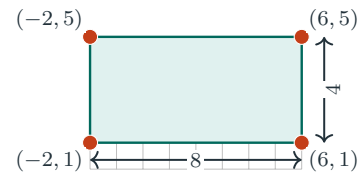


- ✓ A horizontal side has the same  $y$ -coordinate at both endpoints.
- ✓ A vertical side has the same  $x$ -coordinate at both endpoints.
- ✓ Use absolute value so a side length is positive.
- ✓ Rectangle area is length times width.
- ✓ Split a complex polygon into rectangles and triangles, then add the areas.

**Remember:** Coordinates can give the measurements you need before you use an area formula.

**Find horizontal and vertical lengths.**

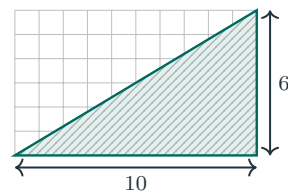
- 1 A segment goes from  $(-4, 3)$  to  $(5, 3)$ .  
What is its length? \_\_\_\_\_
- 2 A segment goes from  $(2, -6)$  to  $(2, 1)$ .  
What is its length? \_\_\_\_\_
- 3 Find the area of the rectangle.



- 4 Find the perimeter of the rectangle with vertices  $(0, 0)$ ,  $(7, 0)$ ,  $(7, 3)$ , and  $(0, 3)$ .  
\_\_\_\_\_

**Find areas on the coordinate plane.**

- 5 Find the area of the right triangle.



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- 6 True or False: The distance from  $(-3, 4)$  to  $(2, 4)$  is 1 unit.  True  False

- 7 Find the total area of the L-shaped figure.



- 8 A rectangle has vertices  $(-5, -2)$ ,  $(1, -2)$ ,  $(1, 2)$ , and  $(-5, 2)$ . Find its area.  
\_\_\_\_\_

### Use decomposition.

- 9 Find the shaded area by subtracting the triangle from the rectangle.



- 10 Which formula finds the area of a right triangle with base 9 and height 4?

- A.  $9 \times 4$                       B.  $\frac{1}{2} \times 9 \times 4$   
C.  $2(9 + 4)$                     D.  $9 + 4$

- 11 The vertices  $(1, 1)$ ,  $(6, 1)$ ,  $(6, 4)$ , and  $(1, 4)$  make a rectangle. Which side length comes from  $|6 - 1|$ ? \_\_\_\_\_

- 12 A polygon is split into a rectangle with area 24 and a triangle with area 9. 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 0.8

3 10

4  $20 + 9 + 0.4 + 0.005$ 

5 843

6 56

7 72

8 3,900

9 3.5 grams

10 60.408

11 C

12 True

 **Explanations**

- 1 The digit 7 is in the hundreds place. Seven hundreds have a value of  $7 \times 100 = 700$ .
- 2 The underlined 8 is in the tenths place. Eight tenths is written as 0.8.
- 3 The tenths place is one place to the left of the hundredths place. One move left makes a digit worth 10 times as much.
- 4 Use each nonzero digit's place value. The 0 in the hundredths place holds a place but adds no value.
- 5 Multiplying by 100 means multiplying by  $10^2$ . Move the decimal point two places right:  $8.43 \rightarrow 843$ .
- 6  $10^2$  means 100. Dividing by 100 shifts the digits two places to smaller values, so  $5,600 \div 100 = 56$ .
- 7 Multiplying by 1,000 means multiplying by  $10^3$ . Move the decimal point three places right to get 72.
- 8  $10^3$  is 1,000, so the decimal point shifts three places right. The value is 3,900.
- 9 There are 100 equal beads, so multiply the mass of one bead by 100. Since  $0.035 \times 100 = 3.5$ , the total is 3.5 grams.
- 10 Write each digit in its place. The zeros hold the ones and hundredths places, so the number is 60.408.
- 11 The power  $10^2$  means 100. Multiplying 0.56 by 100 shifts the decimal two places right, giving 56.
- 12 Dividing by  $10^3$  means dividing by 1,000. Move the decimal point three places left:  $7.2 \rightarrow 0.0072$ .



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 **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

**7** 8

**8** B

**9** \$20

**10** 6 cups

**11** 4:6

**12** 8:18

 **Explanations**

- 1** The first quantity named is red apples, so 9 comes first. The same comparison can be written in three common forms.
- 2** This is part-to-whole because green apples are compared with all apples. There are  $9 + 6 = 15$  apples total.
- 3** The question asks for dried fruit first, so 3 is first. Oats are second, so 4 is second.
- 4** Sneakers and boots are two parts of the same class group. A part-to-whole ratio would compare one shoe group to all 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. Double the adults too:  $5 \times 2 = 10$ .
- 7** The white tiles go from 5 to 20, which is  $\times 4$ . Multiply the blue tiles by the same factor:  $2 \times 4 = 8$ .
- 8** Multiply both parts of 3:8 by 3 to get 9:24. Equivalent ratios use the same factor for both quantities.
- 9** First find the cost for one notebook:  $\$12 \div 3 = \$4$ . Then 5 notebooks cost  $5 \times \$4 = \$20$ .
- 10** The flour amount is multiplied by 3, from 3 to 9. Multiply the sugar by the same factor:  $2 \times 3 = 6$ .
- 11** The question names triangles first, so count triangles first. There are 4 triangles and 6 circles, giving 4:6.
- 12** This is part-to-whole because sixth graders are compared with the total team. The whole is  $8 + 10 = 18$  students.


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## 📅 Week 1 Day 5: Week 1 Decimal Place Value and Ratio Mixed Review

### ✓ Answers

1 0.3

2 forty and five hundred nine thousandths

3  $6 + 0.02 + 0.008$ 

4 =

5 0.608, 0.68, 0.806

6 18.75

7 1.00

8 45

9 A

10 6,000 notebooks

11 8:5

12 4 cups

### 💡 Explanations

- 1 The digit 3 is in the tenths place. Three tenths is written as 0.3.
- 2 The decimal part 509 ends in the thousandths place. The zero holds the hundredths place but is still read inside five hundred nine thousandths.
- 3 Use only nonzero place values. The 2 is hundredths and the 8 is thousandths.
- 4 Zeros at the end of a decimal do not change its value. Both decimals represent 5 ones and 9 hundredths.
- 5 Compare thousandths:  $0.608 = 608$  thousandths,  $0.68 = 680$  thousandths, and  $0.806 = 806$  thousandths.
- 6 The hundredths digit is 4, and the thousandths digit is 9. Since 9 is 5 or more, round the hundredths digit up.
- 7 The thousandths digit is 6, so 0.996 rounds up. Rounding up from 0.99 carries to 1.00.
- 8  $10^3$  means 1,000, so move the decimal point three places right. The number 0.045 becomes 45.
- 9 Break 56 into  $50 + 6$ . The product is  $324 \times 50 + 324 \times 6$ , which uses the values of the digits in 56.
- 10 Each box has the same number of notebooks, so multiply. Use  $125 \times 48 = 125 \times 40 + 125 \times 8 = 5,000 + 1,000 = 6,000$ .
- 11 The question names blue first, so 8 comes first. White marbles are second, so 5 comes second.
- 12 The broth amount doubled from 5 to 10. Double the rice too:  $2 \times 2 = 4$  cups.



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

1 360 cm

2 4.25 L

3 750 g

4 235 cm

5 21 ft

6 6 lb

7 32 cups

8 &gt;

9 3 L

10 288 oz

11 450 cm

12 B

**Explanations**

1 Meters are larger than centimeters, so multiply by 100.  $3.6 \times 100 = 360$ , so the length is 360 cm.

2 Milliliters are smaller than liters, so divide by 1,000.  $4,250 \div 1,000 = 4.25$  L.

3 One kilogram is 1,000 grams. Multiply  $0.75 \times 1,000 = 750$  grams.

4 Convert 2 m to 200 cm, then add the extra 35 cm. The ribbon is 235 cm long.

5 Each yard has 3 feet. Multiply  $7 \times 3 = 21$ , so 7 yards equals 21 feet.

6 Ounces are smaller than pounds, so divide by 16.  $96 \div 16 = 6$  pounds.

7 One gallon is 16 cups because  $4 \times 2 \times 2 = 16$ . Two gallons is  $2 \times 16 = 32$  cups.

8 Convert 5 feet to inches:  $5 \times 12 = 60$  inches. Since  $72 > 60$ , 72 in is greater than 5 ft.

9 Convert 3 L to 3,000 mL. Since 3,000 mL is greater than 2,750 mL, 3 L is greater.

10 Use  $1 \text{ lb} = 16 \text{ oz}$ . Multiply  $18 \times 16 = 288$ , so the dog weighs 288 ounces.

11 Meters are larger than centimeters, so multiply by 100.  $4.5 \times 100 = 450$  cm.

12 Each pound has 16 ounces, so 8 pounds means 8 groups of 16. The expression is  $8 \times 16$ .



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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 20 units

5 30 square units

6 False

7 41 square units

8 24 square units

9 30 square units

10 B

11 5 units

12 33 square units

**Explanations**

1 The  $y$ -coordinates match, so the segment is horizontal. Use  $|5 - (-4)| = 9$  units.

2 The  $x$ -coordinates match, so the segment is vertical. Use  $|1 - (-6)| = 7$  units.

3 The length is  $|6 - (-2)| = 8$  and the height is  $|5 - 1| = 4$ . Area is  $8 \times 4 = 32$  square units.

4 The side lengths are 7 and 3. Add all sides:  $7 + 3 + 7 + 3 = 20$  units.

5 Use triangle area:  $\frac{1}{2} \times \text{base} \times \text{height}$ .  $\frac{1}{2} \times 10 \times 6 = 30$  square units.

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

7 Add the two rectangle areas:  $7 \times 3 = 21$  and  $4 \times 5 = 20$ . The total is 41 square units.

8 The horizontal length is  $|1 - (-5)| = 6$  and the height is  $|2 - (-2)| = 4$ . Multiply  $6 \times 4 = 24$ .

9 The rectangle area is  $8 \times 5 = 40$ . The triangle area is  $\frac{1}{2} \times 4 \times 5 = 10$ , so  $40 - 10 = 30$ .

10 Triangle area is half of base times height. The matching expression is  $\frac{1}{2} \times 9 \times 4$ .

11 The expression subtracts the horizontal  $x$ -coordinates. It gives the rectangle's horizontal side length, 5 units.

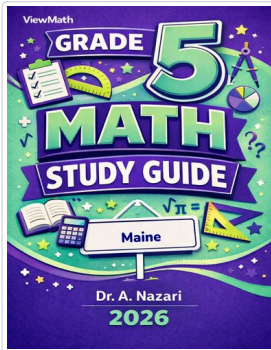
12 The pieces do not overlap, so add their areas.  $24 + 9 = 33$  square units.


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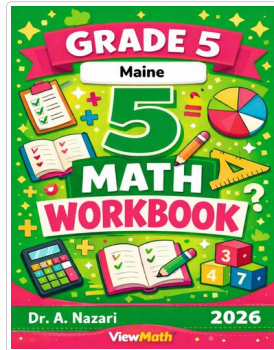
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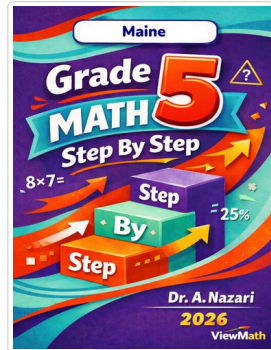
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Workbook



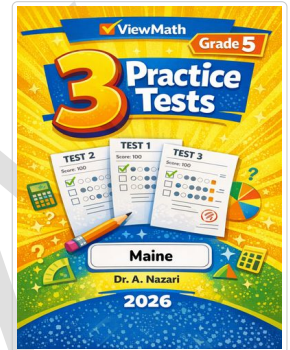
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Step-by-Step



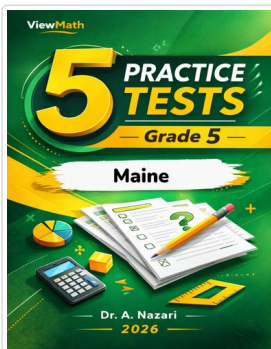
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3 Practice Tests



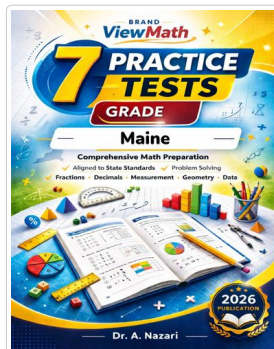
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5 Practice Tests



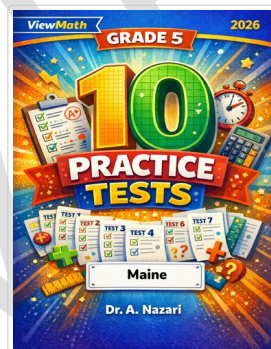
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7 Practice Tests



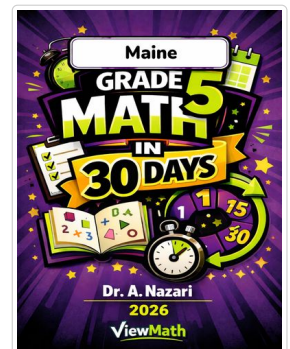
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10 Practice Tests



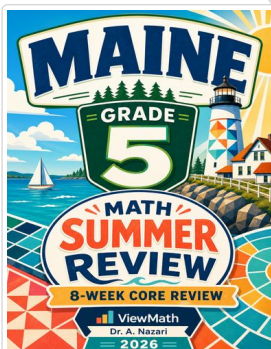
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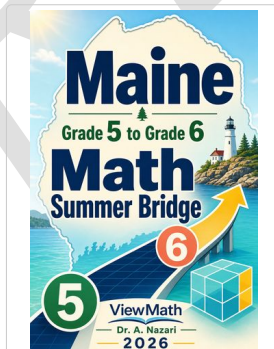
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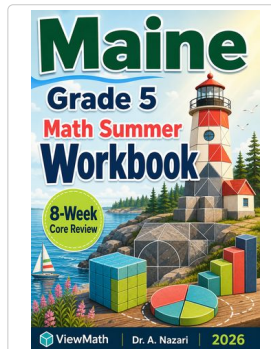
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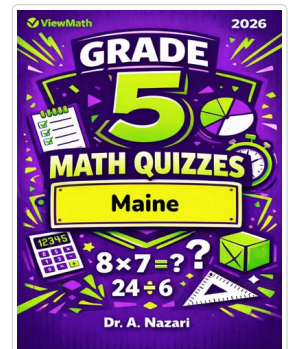
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