# Oregon OSAS Grade 5 to Grade 6 Math Summer Bridge Workbook

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

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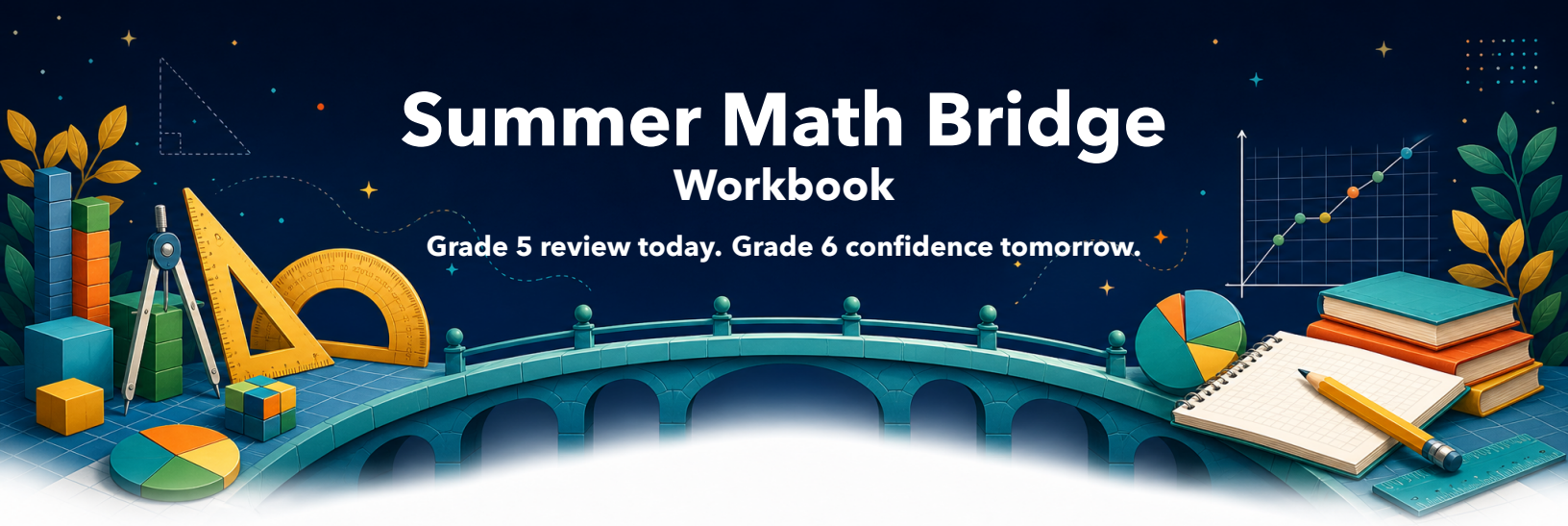


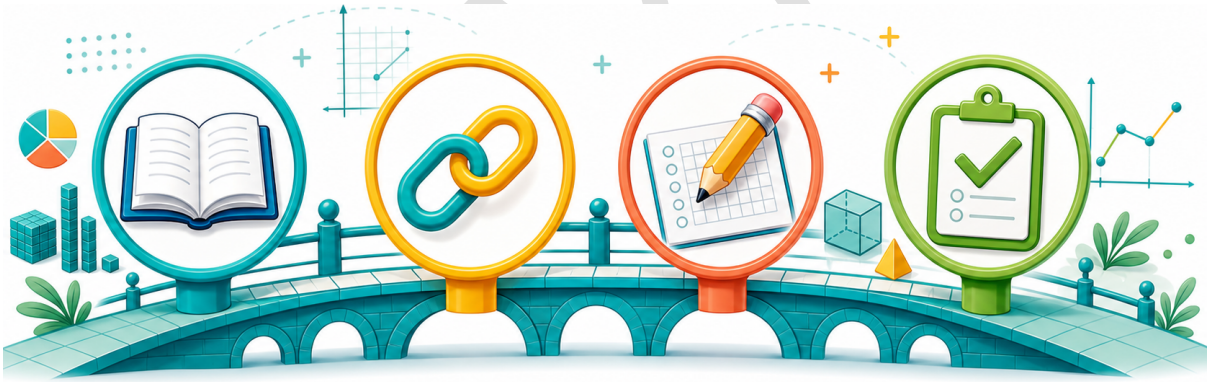
# Summer Math Bridge

## 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 | Connect | Practice | Check |
|---|---|---|---|
| Review skill | Bridge focus | Workbook set | 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** × **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 ×5 row always ends in 0 or 5. The ×10 row always ends in 0. The ×9 digits always add up to 9! Try to find more patterns on your own!"*

# WEEK 1

# Decimal Place Value and Ratio Readiness

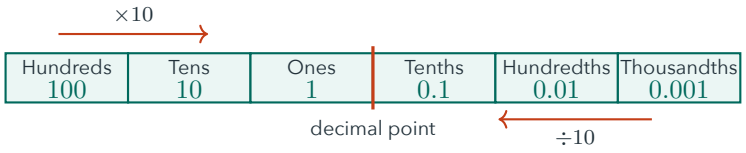
## This Week's Days



## 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? $53.\underline{8}41$ _____

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. $5{,}600 \div 10^2 =$ _____

**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

## 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 $\quad 5{:}3 \quad \frac{5}{3}$

- 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. _____

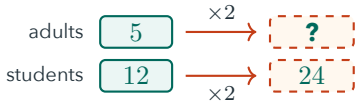
3. A recipe uses 4 cups of oats for every 3 cups of dried fruit. Write the ratio of dried fruit to oats. _____

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?




**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. ———

△△△△ 4 triangles ○○○○○○ 6 circles

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

———

## 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.

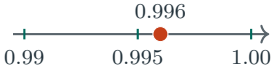
4. Fill in $<$, $>$, or $=$. $5.090$ ____ $5.09$

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. _____



## Powers of ten and multiplication readiness.

**8** Complete the equation: $0.045 \times 10^3 =$ _____

**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 | _____ |

## 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?

# WEEK

# 7

# Measurement, Volume, and Coordinate Geometry

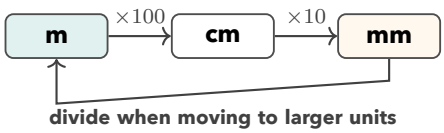
## This Week's Days



## 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.




1 ft = 12 in
1 lb = 16 oz

- 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.

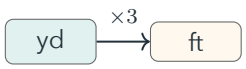
**Remember:** Before calculating, ask whether the new unit is smaller or larger. That check helps catch unreasonable answers.

### 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

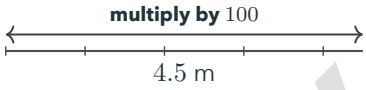
## Use conversions in context.

**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?

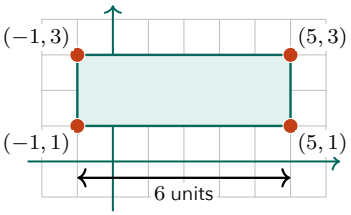
**A.** $8 + 16$ **B.** $8 \times 16$

**C.** $16 - 8$ **D.** $16 \div 8$

## 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? _____

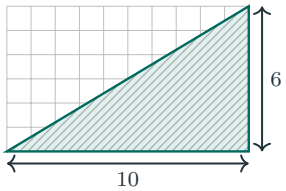
3. Find the area of the rectangle.


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

_____

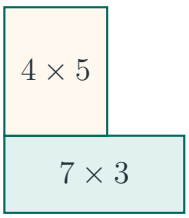
### Find areas on the coordinate plane.

5. Find the area of the right triangle.



**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.

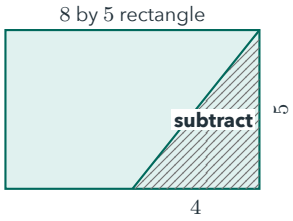



**8** A rectangle has vertices $(-5, -2)$, $(1, -2)$, $(1, 2)$, and $(-5, 2)$. Find its area.

_____

## 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? _____

BRIDGE ANSWERS

# 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: $7.2 \rightarrow 0.0072$.

## 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.

## 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.

## 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 > | 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 $1$ lb $= 16$ 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 $8 \times 16$.

## 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: $\frac{1}{2}\times$ base $\times$ 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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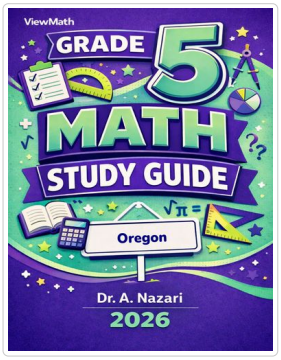


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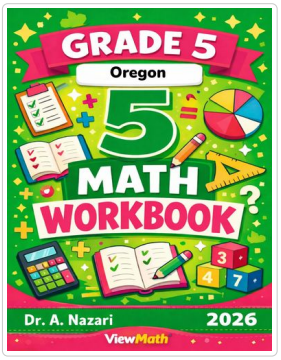


**Workbook**

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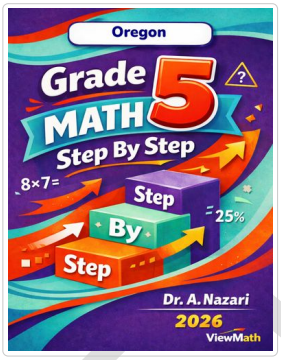


**Step-by-Step**

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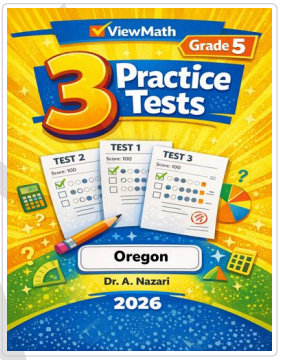


**3 Practice Tests**

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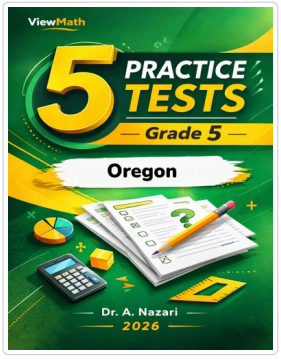


**5 Practice Tests**

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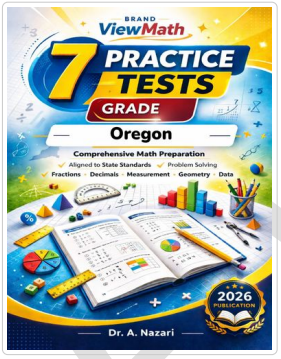


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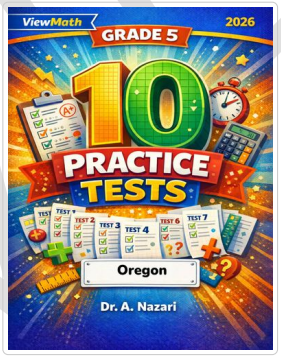


**10 Practice Tests**

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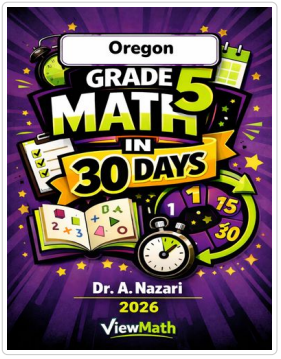


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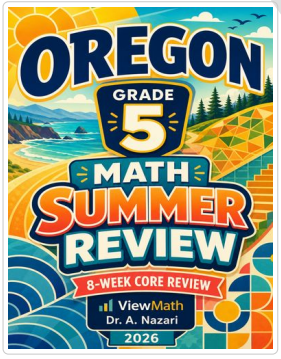
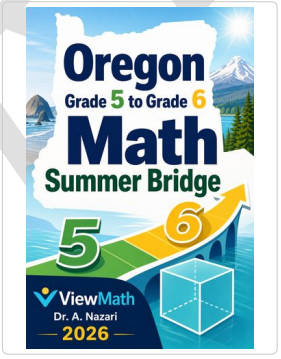
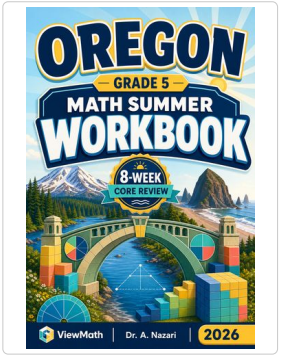


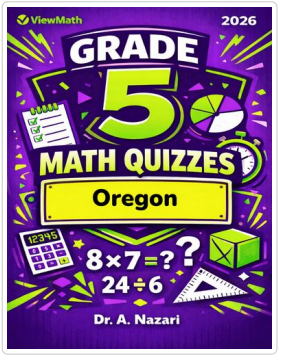

**Summer Review**




**Summer Bridge**




**Summer Workbook**

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