

# Illinois IAR Grade 5 Math Summer Workbook

*Quick Review, Workbook Practice & Mixed Reviews*

**Dr. A. Nazari**

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## SUMMER PRACTICE

# Grade 5 Math Summer Review Workbook

**Quick Reviews, Workbook Practice, Weekly Mixed Reviews, and Answers**

*This workbook keeps Grade 5 math fresh with short review lessons and varied practice. Each week moves from focused skills to a mixed Friday review, so students can remember methods, build fluency, and explain their thinking.*

- ✓ Read the Quick Review before starting.
- ✎ Complete the practice sections carefully.
- ✓ Use Friday for mixed review.
- 💡 Study the answer explanations after trying first.

***A little math each week keeps skills strong.***



# **How to Use This Workbook**

*Use one focused lesson at a time, then check and learn from mistakes.*

## **The Weekly Routine**

- Monday-Thursday** *Read the Quick Review, then complete the workbook practice for one topic.*
- Friday** *Complete the weekly mixed review to bring the week's skills together.*
- After practice** *Check answers and read explanations for any problem that felt tricky.*

### **For students**

*Try the problems before looking at the answer key. If you miss a problem, read the explanation, fix your work, and mark it as a problem to try again later.*

### **For parents and teachers**

*Use the Quick Review for a short reteach, then use the answer explanations as the teaching step after a mistake. The workbook sections are meant to build confidence through variety, not just repeated drills.*

### **Best practice habit**

*Show your thinking. Grade 5 math is easier to check when you write the operation, draw a quick model, label units, or explain why a method fits the problem.*

### **Goal**

*By the end of 8 weeks, students will have reviewed the major Grade 5 skills with workbook-style practice, mixed weekly review, and teaching explanations.*

# What's Inside?

An 8-week workbook plan for Grade 5 summer math practice.

## **Week 1**

Decimal place value, powers of 10, comparing and rounding decimals, whole-number multiplication.

## **Week 2**

Division with remainders, estimating products and quotients, adding, subtracting, and multiplying decimals.

## **Week 3**

Decimal division, decimal word problems, and adding and subtracting fractions with unlike denominators.

## **Week 4**

Mixed numbers, fraction estimation, fractions as division, and multiplying fractions.

## **Week 5**

Scaling, multiplying mixed numbers, and dividing unit fractions and whole numbers.

## **Week 6**

Expressions, number patterns, coordinate planes, and graphing ordered pairs.

## **Week 7**

Measurement conversions, line plots with fractions, volume concepts, and volume formulas.

## **Week 8**

Composite volume, classifying shapes, and final mixed Grade 5 review.

### **Quick Reviews**

Each topic begins with a compact review of the method students need before starting the practice.

### **Weekly Reviews**

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

### **Workbook Practice**

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

### **Answers**

The answer key includes explanations that show how to think through the problem, not just the final answer.

# My Summer Workbook Progress

Check off each lesson and write your Friday review score.

**This workbook belongs to:** \_\_\_\_\_

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

## Reflection

One skill I improved this week: \_\_\_\_\_

One skill I want to practice again: \_\_\_\_\_

**Keep going. Finished pages are proof of progress.**

PREVIEW

# WEEK

1

## Place Value, Decimals, and Whole-Number Operations

### This Week's Days

<i>Week 1 Day 1: Place Value and Powers of Ten</i> .....	<b>2</b>
<i>Week 1 Day 2: Read, Write, and Compare Decimals</i> .....	<b>4</b>
<i>Week 1 Day 5: Week 1 Mixed Review</i> .....	<b>6</b>



## Day 1 Place Value and Powers of Ten

### SKILL SNAPSHOT

A digit's value depends on its place. Each place is 10 times the place to its right and one tenth of the place to its left.



- ✓ To name a digit's value, multiply the digit by the value of its place.
- ✓ Moving one place left makes a value 10 times as large.
- ✓ Moving one place right makes a value one tenth as large.
- ✓ Multiplying by 10, 100, or 1,000 shifts digits left.
- ✓ Dividing by powers of 10 shifts digits right.

**Remember:**  $10^2$  means 100 and  $10^3$  means 1,000.

### ☰ Name values in decimals.

- 1 In 4,765.2, what is the value of the digit 7?  
\_\_\_\_\_
- 2 In 38.492, what is the value of the digit 9?  
\_\_\_\_\_
- 3 In 0.666, the 6 in the tenths place is \_\_\_\_\_ times the value of the 6 in the hundredths place.
- 4 In 52.738, what is the value of the digit 8?  
\_\_\_\_\_
- 5 Use the chart. What number is shown? \_\_\_\_\_

Tens	Ones	.	Tenths	Hundredths	Thousandths
6	3	.	0	4	5

- 6 Use the chart. What is the value of the underlined digit? \_\_\_\_\_

Ones	.	Tenths	Hundredths	Thousandths
8	.	<u>3</u>	5	1



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**Use powers of ten.**

7  $8.43 \times 100 =$  \_\_\_\_\_



9  $0.072 \times 1,000 =$  \_\_\_\_\_



8  $5,600 \div 10^2 =$  \_\_\_\_\_

10  $314.5 \div 10 =$  \_\_\_\_\_

11  $6.09 \times 10^2 =$  \_\_\_\_\_

12  $48,000 \div 10^3 =$  \_\_\_\_\_

**Compare place values and solve.**

13 True or False: In 7.77, the ones 7 is 100 times the hundredths 7.

True  False

14 Complete the sentence: 0.5 is \_\_\_\_\_ times as much as 0.05.

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

16 Which expression has the same value as  $4.28 \times 1,000$ ?

A. 42.8

B. 428

C. 4,280

D. 42,800



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## Day 2 Read, Write, and Compare Decimals

### SKILL SNAPSHOT

Decimals can be written in standard form, word form, and expanded form. The word “and” marks the decimal point.

- ✓ Read the whole-number part first, then say “and” for the decimal point.
- ✓ Name the decimal part by its last place: tenths, hundredths, or thousandths.
- ✓ Expanded form writes the value of each nonzero digit.
- ✓ To compare decimals, line up decimal points and compare from left to right.
- ✓ Zeros at the end of a decimal do not change its value, such as  $0.70 = 0.7$ .

**Remember:** More decimal digits do not automatically mean a greater value. Compare place by place.

### ☰ Read and write decimals.

- 1 Write 18.406 in word form.

\_\_\_\_\_

- 2 Write “nine and seven hundredths” in standard form. \_\_\_\_\_

- 3 Write 0.583 in expanded form.

\_\_\_\_\_

Tenths	Hundredths	Thousandths
5	8	3
0.5	0.08	0.003

- 4 Write 42.09 in word form.

\_\_\_\_\_

- 5 Write “six hundredths” in standard form.

\_\_\_\_\_

- 6 Use the chart to write the decimal in standard form. \_\_\_\_\_

Ones	.	Tenths	Hundredths	Thousandths
3	.	4	0	8

### ☰ Compare decimals.

- 7 Fill in  $<$ ,  $>$ , or  $=$ .  $6.204$  \_\_\_\_\_  $6.24$

Number	Tenths	Hundredths	Thousandths
6.204	2	0	4
6.240	2	4	0

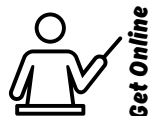
- 8  $0.70$  \_\_\_\_\_  $0.7$

- 9  $4.509$  \_\_\_\_\_  $4.59$

- 10  $12.08$  \_\_\_\_\_  $12.080$

- 11  $0.345$  \_\_\_\_\_  $0.354$

- 12  $7.006$  \_\_\_\_\_  $7.06$



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## Day 5 Week 1 Mixed Review

### WEEKLY SKILL CHECK

This review brings together Week 1 skills: place value, powers of ten, reading and comparing decimals, rounding decimals, and multi-digit multiplication.

- ✓ Use place-value charts to name digit values and compare decimals.
- ✓ Multiplying or dividing by powers of ten shifts digits by place value.
- ✓ Round decimals by marking the rounding place and checking the next digit.
- ✓ Multiply multi-digit numbers with partial products, then check with an estimate.

**Remember:** On mixed review, write a quick place-value note before computing if the problem has decimals.

### ☰ Place value and powers of ten.

- 1 In 28.463, what is the value of the digit 8?  
\_\_\_\_\_
- 2 Complete:  $0.045 \times 10^3 =$  \_\_\_\_\_  
0.045  $\xrightarrow{3 \text{ places}}$  45
- 3 Complete:  $730 \div 10^2 =$  \_\_\_\_\_
- 4 True or False: In 6.66, the ones 6 is 10 times the tenths 6.  True  False

### ☰ Read, compare, and order decimals.

- 5 Write 30.704 in word form. \_\_\_\_\_
- 6 Use the table to compare. Fill in  $<$ ,  $>$ , or  $=$ : 5.090 \_\_\_\_\_ 5.09.

Number	Ones	Tenths	Hundredths	Thousandths
5.090	5	0	9	0
5.09	5	0	9	0

- 7 Which list is ordered from least to greatest?
- A. 0.608, 0.68, 0.806                      B. 0.68, 0.608, 0.806
- C. 0.806, 0.68, 0.608                      D. 0.608, 0.806, 0.68
- 8 Order from greatest to least: 4.04, 4.4, 4.044, 4.404. \_\_\_\_\_



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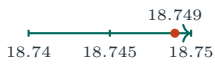


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**Rounding decimals.**

9 Round 18.749 to the nearest hundredth.



10 Round 6.481 to the nearest tenth.

11 Use the number line. Round 2.96 to the nearest tenth. \_\_\_\_\_



12 True or False: 0.996 rounded to the nearest hundredth is 0.99.  True  False

**Multi-digit multiplication.**

13 Which expression gives  $324 \times 56$ ?

- A.  $324 \times 50 + 324 \times 6$
- B.  $324 \times 5 + 324 \times 6$
- C.  $324 \times 60 - 324$
- D.  $324 + 50 + 6$

14  $324 \times 56 =$  \_\_\_\_\_

$324 \times 50$	16,200
$324 \times 6$	1,944

15 A school has 48 boxes with 125 notebooks in each box. How many notebooks are there?

16 Estimate  $612 \times 39$ . \_\_\_\_\_



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# WEEK

2

## *Division, Estimation, and Decimal Operations*

### *This Week's Days*

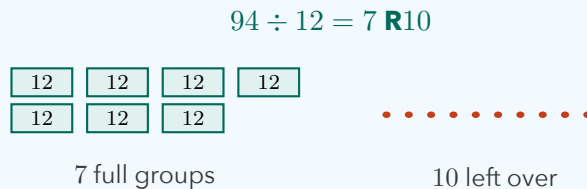
*Week 2 Day 1: Divide and Remainders* ..... 9



**Day 1 Divide and Remainders**

**SKILL SNAPSHOT**

Division separates a total into equal groups. A remainder is the amount left after making as many equal groups as possible.



- ✓ Use the long-division cycle: divide, multiply, subtract, bring down.
- ✓ Check with: divisor  $\times$  quotient + remainder = dividend.
- ✓ The remainder must be less than the divisor.
- ✓ In word problems, decide whether to use the quotient, the remainder, or round up.

**Remember:** A leftover person or item may require one more group, depending on the question.

**☰ Divide and check.**

- |   |   |                |     |             |    |
|---|---|----------------|-----|-------------|----|
| <p>1 <math>864 \div 24 =</math> _____</p> <p>2 <math>1,365 \div 35 =</math> _____</p> <p>3 <math>614 \div 18 =</math> _____</p> <p>4 <math>945 \div 27 =</math> _____</p> | <p>5 <math>758 \div 32 =</math> _____</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><math>32 \times 23</math></td> <td style="padding: 5px;">736</td> </tr> <tr> <td style="padding: 5px;"><math>758 - 736</math></td> <td style="padding: 5px;">22</td> </tr> </table> <p>6 <math>2,184 \div 56 =</math> _____</p> | $32 \times 23$ | 736 | $758 - 736$ | 22 |
| $32 \times 23$  | 736   |                |     |             |    |
| $758 - 736$   | 22  |                |     |             |    |

**☰ Interpret remainders.**

- 7 A bakery packs 94 muffins in boxes of 12. How many full boxes can it pack?
- 8 A camp has 158 students. Each bus holds 24 students. How many buses are needed?

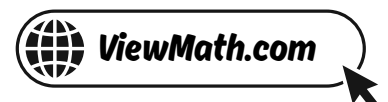
**leftover students need one more bus**

 
 
 
 
 
 
 
→
 

6 full buses hold 144      14 left



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## ★ **Check Your Answers!** ★

*Try each problem first, then look here to check your work.  
It's OK to make mistakes – that's how we learn ★*



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

### Answer Key

<b>1</b> 700	<b>2</b> 0.09	<b>3</b> 10	<b>4</b> 0.008	<b>5</b> 63.045	<b>6</b> 0.3	<b>7</b> 843	<b>8</b> 56
<b>9</b> 72	<b>10</b> 31.45	<b>11</b> 609	<b>12</b> 48	<b>13</b> True	<b>14</b> 10	<b>15</b> 3.5 grams	<b>16</b> C

### Explanations

- 1** The digit 7 is in the hundreds place. That means 7 groups of 100, so its value is 700.
- 2** Use place value: the 9 is in the hundredths place. Nine hundredths means 9 parts of 0.01, so it is written as 0.09.
- 3** The tenths place is one place to the left of the hundredths place. A digit one place left is worth 10 times as much.
- 4** The 8 is in the thousandths place. Its value is 8 thousandths, or 0.008.
- 5** Read the places from left to right and keep the decimal point in position. The number has 6 tens, 3 ones, 0 tenths, 4 hundredths, and 5 thousandths.
- 6** The underlined 3 is in the tenths column. Three tenths has a value of 0.3.
- 7** Multiplying by 100 shifts each digit two places to the left in value. The decimal point moves two places right, so 8.43 becomes 843.
- 8**  $10^2$  is 100. Dividing by 100 shifts digits two places to smaller values, so 5,600 becomes 56.
- 9** Multiplying by 1,000 is multiplying by  $10^3$ . Move the decimal point three places right: 0.072 becomes 72.
- 10** Dividing by 10 shifts every digit one place to the right in value. The decimal point moves one place left, giving 31.45.



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- 11  $10^2$  means 100. Multiplying by 100 moves the decimal point two places right, so 6.09 becomes 609.
- 12  $10^3$  means 1,000. Dividing by 1,000 shifts digits three places right in the place-value chart, giving 48.
- 13 The ones place is two places to the left of the hundredths place. Each move left multiplies value by 10, so two moves make  $10 \times 10 = 100$ .
- 14 Five tenths is one place to the left of five hundredths. A digit one place left is worth 10 times as much.
- 15 There are 100 equal beads, so multiply one bead's mass by 100. Since  $0.035 \times 100 = 3.5$ , the total mass is 3.5 grams.
- 16 Multiplying by 1,000 moves the decimal point three places right. 4.28 becomes 4,280, so choice C is correct.

## Week 1 Day 2: Read, Write, and Compare Decimals

### Answer Key

1 eighteen and four hundred six thousandths

2 9.07

3  $0.5 + 0.08 + 0.003$

4 forty-two and nine hundredths

5 0.06

6 3.408

7 <

8 =

9 <

10 =

11 <

12 <

13 0.056, 0.5, 0.506

14 3.2, 3.12, 3.102, 3.021

15 B

16 False

### Explanations

- 1 The word "and" names the decimal point. The decimal part 406 ends in the thousandths place, so read it as four hundred six thousandths.



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- 2 The whole-number part is 9. Seven hundredths needs two decimal places, so it is 0.07 and the number is 9.07.
- 3 Use the value of each digit. The 5 is tenths, the 8 is hundredths, and the 3 is thousandths.
- 4 The whole number is forty-two, and "and" marks the decimal point. The decimal part 09 means nine hundredths.
- 5 Hundredths are two places to the right of the decimal point. Six hundredths is written with a 0 in the tenths place and 6 in the hundredths place.
- 6 Place the digits exactly as shown in the chart. The 0 in the hundredths place is needed to hold the place between 4 tenths and 8 thousandths.
- 7 Write 6.24 as 6.240 to compare thousandths. The tenths digits match, but 0 hundredths is less than 4 hundredths, so  $6.204 < 6.24$ .
- 8 A zero at the end of a decimal does not change its value. Both numbers represent seven tenths.
- 9 Write 4.59 as 4.590. The tenths match, but 0 hundredths is less than 9 hundredths, so the first decimal is smaller.
- 10 The extra zero at the end of 12.080 adds zero thousandths. Both decimals name the same amount.
- 11 Compare from left to right. The tenths digits match, but 4 hundredths is less than 5 hundredths, so  $0.345 < 0.354$ .
- 12 Write 7.06 as 7.060. Six thousandths is less than sixty thousandths, so 7.006 is smaller.
- 13 Writing all three to thousandths makes the comparison clear. Since  $56 < 500 < 506$  thousandths, the order is 0.056, 0.5, 0.506.



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- 14 Write the decimals as 3.200, 3.120, 3.102, 3.021. Compare the decimal parts from left to right to order them from greatest to least.
- 15 Zeros at the end of a decimal can be dropped without changing the value. 5.090 is the same as 5.09, so choice B is correct.
- 16 Compare equal place values instead of counting digits. 0.608 is 608 thousandths and 0.68 is 680 thousandths, so 0.608 is less.

### Week 1 Day 5: Week 1 Mixed Review

#### Answer Key

- 1 8      2 45      3 7.3      4 True      5 thirty and seven hundred four thousandths
- 6 =      7 A      8 4.404, 4.4, 4.044, 4.04      9 18.75      10 6.5      11 3.0
- 12 False      13 A      14 18,144      15 6,000 notebooks      16 about 24,000

#### Explanations

- 1 The digit 8 is in the ones place. A digit in the ones place has its face value, so the value is 8.
- 2  $10^3$  means 1,000. Multiplying by 1,000 shifts the decimal point three places right, so 0.045 becomes 45.
- 3  $10^2$  is 100. Dividing by 100 moves the decimal point two places left, changing 730 to 7.3.
- 4 The ones place is one place to the left of the tenths place. A move one place left makes the value 10 times as large.
- 5 The word "and" marks the decimal point. The decimal part 704 ends in the thousandths place, so read it as seven hundred four thousandths.



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- 6 Zeros at the end of a decimal do not change its value. Both decimals have 5 ones and 9 hundredths.
- 7 Compare as thousandths:  $0.608 = 608$  thousandths,  $0.68 = 680$  thousandths, and  $0.806 = 806$  thousandths. Since  $608 < 680 < 806$ , choice A is correct.
- 8 Write them as 4.040, 4.400, 4.044, 4.404. Compare the decimal parts to order from greatest to least.
- 9 The hundredths digit is 4, and the thousandths digit is 9. Since 9 is at least 5, round the hundredths digit up.
- 10 The tenths digit is 4, and the hundredths digit is 8. Since 8 is at least 5, round 4 tenths up to 5 tenths.
- 11 The number 2.96 is past the halfway point 2.95. It is closer to 3.0 than to 2.9, so it rounds to 3.0.
- 12 The thousandths digit is 6, so the hundredths place rounds up. Rounding 0.996 to the nearest hundredth gives 1.00, not 0.99.
- 13 Break 56 into  $50 + 6$ . The exact product is found by adding  $324 \times 50$  and  $324 \times 6$ .
- 14 Use the partial products from  $56 = 50 + 6$ .  $324 \times 50 = 16,200$  and  $324 \times 6 = 1,944$ , which add to 18,144.
- 15 This is equal-groups multiplication. Use  $125 \times 48 = 125 \times 40 + 125 \times 8 = 5,000 + 1,000 = 6,000$ .
- 16 Round 612 to 600 and 39 to 40. The estimate is  $600 \times 40 = 24,000$ .

## Week 2 Day 1: Divide and Remainders

 Answer Key



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- 1 36    2 39    3 34 R2    4 35    5 23 R22    6 39    7 7 full boxes
- 8 7 buses    9 5 pencils    10 13 crafts    11 14 bags    12  $82 \div 15 = 5 \text{ R}7$     13 783
- 14 783    15 D    16 True

### 💡 Explanations

- 1 Use long division or multiply to check. Since  $24 \times 36 = 864$ , the quotient is 36 with no remainder.
- 2 Estimate first:  $1,400 \div 35$  is about 40. Check exactly with  $35 \times 39 = 1,365$ , so the quotient is 39.
- 3  $18 \times 34 = 612$ , which is the greatest multiple of 18 below 614. The difference  $614 - 612 = 2$ , so the remainder is 2.
- 4 Use multiplication to check the quotient.  $27 \times 35 = 945$ , so the division has no remainder.
- 5  $32 \times 23 = 736$  and  $758 - 736 = 22$ . Since 22 is less than 32, the remainder is valid.
- 6 Try a quotient near 40 because  $56 \times 40 = 2,240$ . One group of 56 less gives 2,184, so the quotient is 39.
- 7 The question asks for full boxes, so use only complete groups. Since  $94 \div 12 = 7 \text{ R}10$ , the bakery can pack 7 full boxes.
- 8 Divide to find how many full buses:  $158 \div 24 = 6 \text{ R}14$ . The 14 leftover students need another bus, so 7 buses are needed.
- 9 This asks for the leftover amount, so the remainder is the answer. Since  $137 \div 11 = 12 \text{ R}5$ , 5 pencils are left over.
- 10 Complete crafts require full groups of 18 cm. Since  $250 \div 18 = 13 \text{ R}16$ , only 13 complete crafts can be made.



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- 11 The division is  $213 \div 16 = 13 R5$ . There are 13 full bags and one more bag with the leftover 5 snacks, so 14 bags have snacks.
- 12 The model has 5 full groups of 15, which is 75, plus 7 leftovers. The total is 82, so the equation is  $82 \div 15 = 5 R7$ .
- 13 Use multiplication and addition to check a division with remainder.  $43 \times 18 = 774$ , and  $774 + 9 = 783$ .
- 14 The dividend is the total being divided. Use divisor  $\times$  quotient plus remainder:  $43 \times 18 + 9 = 783$ .
- 15 A remainder must be less than the divisor. Since 29 is greater than 28, it cannot be the remainder when dividing by 28.
- 16 Check by multiplying and adding the remainder.  $25 \times 20 + 17 = 500 + 17 = 517$ , and  $17 < 25$ , so the statement is true.



**Great job checking your work!**

Keep practicing and you'll be a math star!



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