

# Indiana ILEARN Grade 5 Math Summer Workbook

*Quick Review, Workbook Practice & Mixed Reviews*

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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"/> | ____ / ____   |
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| 6    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ____ / ____   |
| 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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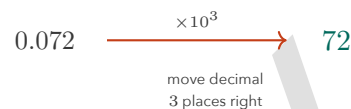


**Use powers of ten.**

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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**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

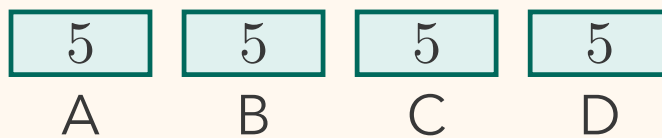


**Day 1 Divide and Remainders**

Long division can leave a remainder. The words in the problem tell how the remainder should be used.

- Divide, multiply, subtract, and bring down until every digit has been used.
- Check with divisor  $\times$  quotient plus remainder equals dividend.
- Drop the remainder when the question asks for full groups only.
- Round up when every item or person must fit into a group.
- Write the remainder as a fraction for equal sharing:  $\frac{\text{remainder}}{\text{divisor}}$ .

$$23 \div 4 = 5 \text{ R}3$$



leftover 3 shared by 4 groups gives  $\frac{3}{4}$

**Divide and check the remainder.**

1  $738 \div 24 = \underline{\hspace{2cm}}$

2  $1,364 \div 31 = \underline{\hspace{2cm}}$

3  $2,015 \div 47 = \underline{\hspace{2cm}}$

|                 |       |
|-----------------|-------|
| $47 \times 42$  | 1,974 |
| $2,015 - 1,974$ | 41    |

4  $4,128 \div 86 = \underline{\hspace{2cm}}$

5 Which check matches  $673 \div 19 = 35 \text{ R}8$ ?

**A.**  $19 + 35 + 8 = 673$       **B.**  $19 \times 35 + 8 = 673$

**C.**  $35 \times 8 + 19 = 673$       **D.**  $673 - 35 = 19$

6 True or False:  $1,142 \div 27 = 42 \text{ R}8$ .  True

False



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**Interpret the remainder.**

- 7 A bakery packs 145 muffins in boxes of 12. How many full boxes can be packed?
- 8 A field trip has 145 students. Each bus holds 12 students. How many buses are needed?

**one extra rider needs one more bus**



- 9 A ribbon is 58 yards long and is cut into 9 equal pieces. How long is each piece?
- 10 A coach has 34 cups of sports drink. Each cooler needs 5 cups. How many full coolers can be filled?
- 11 Write  $86 \div 7$  as a mixed number. \_\_\_\_\_

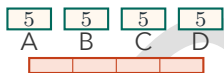
|               |                 |
|---------------|-----------------|
| $7 \times 12$ | 84              |
| Remainder     | 2               |
| Mixed number  | $12\frac{2}{7}$ |

- 12 Use the table. How many tables are needed for all 74 guests?

|                     |       |
|---------------------|-------|
| Seats at each table | 8     |
| Guests              | 74    |
| Tables needed       | _____ |

**Use models and missing numbers.**

- 13 The model shows 23 granola bars shared by 4 friends. How many bars does each friend get?



- 14 A division problem has divisor 14, quotient 23, and remainder 5. What is the dividend?
- 15 In  $q \div 16 = 27 \text{ R}9$ , what is  $q$ ?
- 16 A jar has between 70 and 80 beads. When divided into groups of 9, there are 6 left over. How many beads could be in the jar?

## ★ **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 30 R18    2 44    3 42 R41    4 48    5 B    6 True    7 12 full boxes
- 8 13 buses    9  $6\frac{4}{9}$  yards    10 6 full coolers    11  $12\frac{2}{7}$     12 10 tables    13  $5\frac{3}{4}$  bars
- 14 327    15 441    16 78 beads

### Explanations

- 1 Use long division with 24 as the divisor. The check is  $24 \times 30 + 18 = 738$ , so the quotient and remainder are correct.
- 2 Divide by testing nearby multiples of 31. Since  $31 \times 44 = 1,364$ , the division comes out evenly with no remainder.
- 3 Use  $47 \times 42 = 1,974$  as the largest multiple that does not pass 2,015. Subtract to find the remainder:  $2,015 - 1,974 = 41$ .
- 4 Estimate first:  $4,128 \div 86$  is close to  $4,000 \div 80 = 50$ . The exact check  $86 \times 48 = 4,128$  shows the quotient is 48.
- 5 A division answer with a remainder checks as divisor times quotient plus remainder. Here  $19 \times 35 + 8 = 665 + 8 = 673$ .
- 6 Check the quotient and remainder with multiplication and addition.  $27 \times 42 = 1,134$ , and  $1,134 + 8 = 1,142$ .
- 7 The question asks for full boxes, so leftover muffins do not make another full box. Since  $145 \div 12 = 12$  R1, the answer is 12 full boxes.
- 8 Every student needs a seat, so the remainder means another bus is needed. Since  $145 \div 12 = 12$  R1, round up to 13 buses.
- 9 This is equal sharing, so the remainder becomes a fraction of one piece.  $58 \div 9 = 6$  R4, so each piece is  $6\frac{4}{9}$  yards.



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- 10 Only complete coolers count, so use the whole-number part of the quotient.  $34 \div 5 = 6 \text{ R}4$ , which means 6 full coolers can be filled.
- 11  $86 \div 7 = 12 \text{ R}2$ . For a mixed-number answer, write the remainder over the divisor, giving  $12\frac{2}{7}$ .
- 12 Divide guests by seats per table:  $74 \div 8 = 9 \text{ R}2$ . The two leftover guests still need a table, so round up to 10 tables.
- 13 The model shows 5 whole bars for each friend and 3 leftover bars split into 4 equal shares. Each friend gets  $5 + \frac{3}{4} = 5\frac{3}{4}$  bars.
- 14 Use the check formula in reverse. Multiply  $14 \times 23 = 322$ , then add the remainder 5 to get 327.
- 15 The dividend equals divisor times quotient plus remainder. Compute  $16 \times 27 + 9 = 432 + 9 = 441$ .
- 16 Numbers with remainder 6 after dividing by 9 are 9 more than one another. In this range, 72 has remainder 0, so  $72 + 6 = 78$ .



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