

Maryland MCAP 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"/>	____ / ____
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"/>	____ / ____
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>	2
<i>Week 1 Day 2: Read, Write, and Compare Decimals</i>	4
<i>Week 1 Day 5: Week 1 Mixed Review</i>	6



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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 **Order and reason.**

- 13** Use the table to order from least to greatest: 0.5, 0.056, 0.506.

Decimal	Thousandths form
0.5	0.500
0.056	0.056
0.506	0.506

- 14** Order from greatest to least: 3.12, 3.102, 3.2, 3.021.

Decimal	Thousandths form
3.12	3.120
3.102	3.102
3.2	3.200
3.021	3.021

- 15** Which decimal is equal to 5.090?

A. 5.9

B. 5.09

C. 5.009

D. 5.900

- 16** True or False: 0.608 is greater than 0.68 because it has more digits.

True

False



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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 324×56 ?

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

14 $324 \times 56 =$ _____

324×50	16,200
324×6	1,944

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

16 Estimate 612×39 . _____



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WEEK

2

Division, Estimation, and Decimal Operations

This Week's Days

Week 2 Day 1: Divide and Remainders 9



★ **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

1 700	2 0.09	3 10	4 0.008	5 63.045	6 0.3	7 843	8 56
9 72	10 31.45	11 609	12 48	13 True	14 10	15 3.5 grams	16 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 324×50 and 324×6 .
- 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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