



Math Packets Summer

This packet is intended for students going into

Course 1

Directions: Complete the following math packet week by week. Each week you will find the topic divided into parts so you can manage the workload. This packet has 6 weeks of materials. Take your time and avoid the summer slide by completing the following work that will prepare you for Course 1. Additionally, at the end of each section, you will find a "Minute math" activity. These problems are designated to improve your math fluency and practice using strategies for solving a variety of problems.

Week 1:

Work on your Multi-digit Multiplication. Take your time and follow the examples Part 1:

- **Multiplying by Two-Digit Numbers**

- Use a four-step process to multiply by two-digit numbers.

Example:
$$\begin{array}{r} 25 \\ \times 11 \\ \hline \end{array}$$

1. Multiply the ones digits (ignore the tens digit):

$$\begin{array}{r} 25 \\ \times 11 \\ \hline 5 \end{array}$$

2. Multiply the tens digit in the top number by the ones digit in the bottom number. Add any number you carried from step 1.

$$\begin{array}{r} 25 \\ \times 11 \\ \hline 25 \\ 25 \end{array}$$

3. Indent the next line using zero as a placeholder. Then multiply by the tens digit in the bottom number.

$$\begin{array}{r} 25 \\ \times 11 \\ \hline 25 \\ 250 \\ \hline \end{array}$$

4. Add the two rows.

$$\begin{array}{r} 25 \\ \times 11 \\ \hline 25 \\ 250 \\ \hline 275 \end{array}$$

- Remember to write the dollar sign and decimal point in money problems.
-

Practice:

Multiply. Remember to write the dollar sign in money problems.

1.
$$\begin{array}{r} 52 \\ \times 14 \\ \hline \\ + 0 \\ \hline \end{array}$$

2.
$$\begin{array}{r} \$0.85 \\ \times 22 \\ \hline \\ + 0 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 49 \\ \times 67 \\ \hline \\ + 0 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 36 \\ \times 24 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 25 \\ \times 17 \\ \hline \end{array}$$

6.
$$\begin{array}{r} \$0.72 \\ \times 12 \\ \hline \end{array}$$

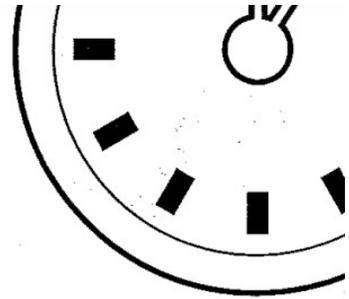
Part 2: Multiply

$$\begin{array}{r} 35 \\ x 40 \\ \hline \end{array} \quad \begin{array}{r} 21 \\ x 54 \\ \hline \end{array} \quad \begin{array}{r} 81 \\ x 99 \\ \hline \end{array} \quad \begin{array}{r} 89 \\ x 25 \\ \hline \end{array} \quad \begin{array}{r} 85 \\ x 59 \\ \hline \end{array} \quad \begin{array}{r} 81 \\ x 60 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ x 73 \\ \hline \end{array} \quad \begin{array}{r} 97 \\ x 78 \\ \hline \end{array} \quad \begin{array}{r} 39 \\ x 21 \\ \hline \end{array} \quad \begin{array}{r} 57 \\ x 48 \\ \hline \end{array} \quad \begin{array}{r} 25 \\ x 67 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ x 47 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ x 26 \\ \hline \end{array} \quad \begin{array}{r} 41 \\ x 97 \\ \hline \end{array} \quad \begin{array}{r} 41 \\ x 85 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ x 23 \\ \hline \end{array} \quad \begin{array}{r} 41 \\ x 98 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ x 74 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ x 81 \\ \hline \end{array} \quad \begin{array}{r} 84 \\ x 36 \\ \hline \end{array} \quad \begin{array}{r} 39 \\ x 93 \\ \hline \end{array} \quad \begin{array}{r} 46 \\ x 68 \\ \hline \end{array} \quad \begin{array}{r} 44 \\ x 18 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ x 62 \\ \hline \end{array}$$



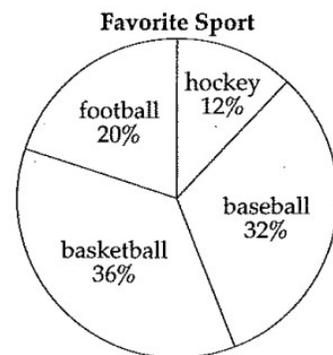
MINUTE 1

NAME _____

1. For 902,798, write the digit in the hundreds place. _____
2. $6 \times 2 =$ _____
3. Can 351 be evenly divided by 2? Circle: Yes or No
4. $80 \div 8 =$ _____
5. Write the time 3 hours after 9:00 p.m. _____

Use the circle graph to complete questions 6–8.

6. What percentage of people prefer baseball? _____
7. What two sports together equal the same percentage as baseball? _____ and _____
8. Which sport has the greatest percentage? _____
9. How many sides does a rectangle have? _____ sides
10. 1 foot = _____ inches



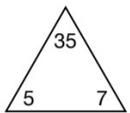
Week 2:

Work on your Division

Part 1:

- **Relationship between Multiplication and Division**

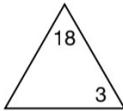
- If you know one fact family, you know two multiplication facts and two division facts:


$$\begin{array}{r} 7 \\ \times 5 \\ \hline 35 \end{array}$$
$$\begin{array}{r} 5 \\ \times 7 \\ \hline 35 \end{array}$$
$$5 \overline{)35}$$
$$7 \overline{)35}$$

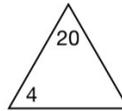
Practice:

Find the missing number in each triangle (fact family).

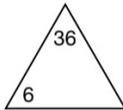
1. $3 \overline{)18}$



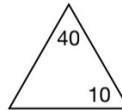
2. $4 \overline{)20}$



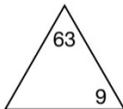
3. $6 \overline{)36}$



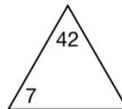
4. $10 \overline{)40}$



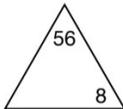
5. $9 \overline{)63}$



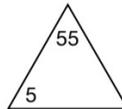
6. $7 \overline{)42}$



7. $8 \overline{)56}$



8. $5 \overline{)55}$



Part 2:

• **Three Ways to Show Division**

- Below are three ways to show division:

$\text{divisor} \overline{) \text{dividend}}$	$\text{dividend} \div \text{divisor}$	$\frac{\text{dividend}}{\text{divisor}}$
Box	Sign	Bar

- The answer to a division problem is called the **quotient**.
- Say the dividend first.

Practice:

1. Show “15 divided by 3” in three different forms:

$$\overline{) \quad} \quad \div \quad \underline{\quad}$$

2. Use three different division forms to show “32 divided by 8”.

$$\overline{) \quad} \quad \div \quad \underline{\quad}$$

Use words to show how each division problem is read.

3. $4 \overline{) 24}$ _____ divided by _____.
4. $42 \div 6$ _____ divided by _____.
5. $\frac{27}{9}$ _____ divided by _____.

Rewrite each division problem with a division box.

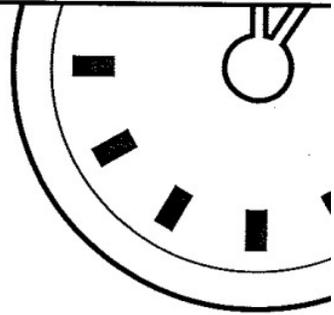
6. $54 \div 6$ $\overline{) \quad}$	7. $\frac{40}{8}$ $\overline{) \quad}$
-------------------------------------	----------------------------------------

8. Identify the quotient, dividend, and divisor in this equation: $24 \div 3 = 8$

quotient _____

dividend _____

divisor _____



MINUTE 2

NAME _____

Use the pictograph to complete questions 1–3.

1. How many books did Eva read? _____ books

2. How many more books did Eva read than Diana? _____ books

3. Two students read the minimum number of books. How many books did they each read? _____ books

4. $77 \div 7 =$

5. How many sides does a pentagon have? _____ sides

6. Write the missing family fact.

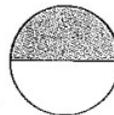
$$6 + 8 = 14$$

$$14 - 8 = 6$$

$$14 - 6 = 8$$

7. The value of the underlined digit in 326,619 is 3 hundred thousand. Circle: True or False

8. Write a fraction for the shaded part. _____



9. 1 minute = _____ seconds

10. 0, 3, 6, 9, _____, _____, _____

Books Read	
Eva	     
Tyler	  
Diana	   
Cameron	  

(Each  equals 5 books.)

Week 3: More Division

Part 1:

• Division with and without Remainders

- Division and multiplication are **inverse operations**.
- Use division to find a missing factor in multiplication problems.
Subtract using mental math.

Example: $8\overline{)50}$

$$\begin{array}{l} \text{Think: } 6 \times 8 = 48 \qquad 6 \text{ R}2 \\ 50 - 48 = 2 \qquad 8\overline{)50} \\ \text{The remainder is 2.} \end{array}$$

- Multiply to check division.
- Divisibility tests tell if division answers have remainders.

Tests for Divisibility

A number is divisible by ...	
2	if the last digit is even.
5	if the last digit is 0 or 5.
10	if the last digit is 0.

Practice:

Divide. Write each answer with a remainder.

1. $4\overline{)23}$ R

2. $5\overline{)34}$ R

3. $2\overline{)17}$ R

4. $36 \div 6$ $\overline{)}$

5. $7\overline{)52}$ R

6. $49 \div 8$ $\overline{)}$ R

7. $9\overline{)60}$ R

8. $6\overline{)43}$ R

9. $28 \div 4$ $\overline{)}$

Part 2:

• Division Algorithm

- We can use a **division algorithm** to break larger division problems into a series of smaller division problems that are easier to do.

- Use the division chart to remember the steps.

Step 1: **Divide** and write a number.

Step 2: **Multiply** and write a number.

Step 3: **Subtract** and write a number.

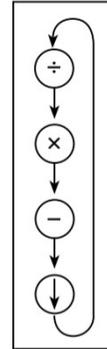
Step 4: **Bring down** the next digit.

- Continue to divide until there are no digits left to bring down.
- The remainder must be less than the divisor.
- When the dividend is a decimal number, place the decimal point in the quotient directly above the decimal point in the dividend.
- Checking division takes two steps.

Step 1: Multiply the quotient by the divisor.

Step 2: Then add the remainder to the product.

Division Chart



Practice:

Use the division algorithm to solve.

1. $5 \overline{)405}$

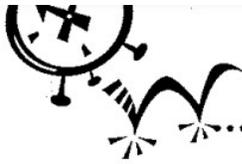
2. $7 \overline{)462}^0 \text{ R}$

3. $3 \overline{)396}$

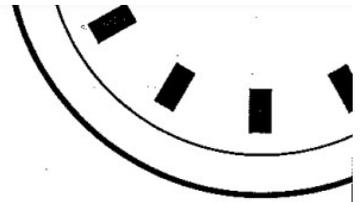
4. $5 \overline{)465}$

5. $6 \overline{)270}$

6. $4 \overline{)311}^0 \text{ R}$



MINUTE 3



NAME _____

1. Use commas and write the number in standard form.
four hundred seventy-three thousand, six hundred sixty-five = _____

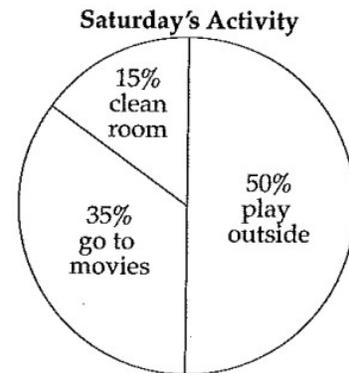
2. $80 \div 10 =$ _____

Use the circle graph to complete questions 3–5.

3. What do the lowest percentage of children do on Saturday? _____

4. What do 35% of the children do? _____

5. Do more children play outside or see a movie? _____



6. $7 \times 7 =$ _____

7. What time is 14 hours after 3:00 a.m.? _____

8. Circle the name of the solid: sphere cone cylinder pyramid



9. Write an equation for "The difference between 8 and 12 equals 4." _____

10. 1 yard = _____ feet

Week 4:

Multiplication Powers of 10

Part 1:

• Multiplying by Multiples of 10 and 100

- When multiplying by multiples of 10, use “offset multiplication.”

- Write the multiple of 10 as the bottom number.
- Let the zero “hang out” (offset to the right).
- Copy the zero into the answer.
- Multiply.

$$\begin{array}{r} 35 \\ \times 40 \\ \hline \end{array} \quad \text{zero “hangs out to the right”} \quad \begin{array}{r} 35 \\ \times 40 \\ \hline 0 \end{array} \quad \text{Copy the zero.} \quad \begin{array}{r} 35 \\ \times 40 \\ \hline 1400 \end{array}$$

Shortcuts: To multiply a whole number by 10, just attach a zero.

$$35 \times 10 = 350 \qquad 37 \times 10 = 370$$

To multiply a whole number by 100, attach two zeros.

$$35 \times 100 = 3500$$

- When multiplying a money amount by a multiple of 10, put two decimal places in the answer.

$$\begin{array}{r} \$4.25 \\ \times 10 \\ \hline \$42.50 \end{array} \qquad \begin{array}{r} \$1.80 \\ \times 200 \\ \hline \$360.00 \end{array}$$

Practice:

Use offset multiplication. Remember to write the dollar sign in money problems.

1. 15×10

$$\begin{array}{r} 15 \\ \times 10 \\ \hline \end{array}$$

2. 40×38

$$\begin{array}{r} \times \\ \hline \end{array}$$

3. 31×30

$$\begin{array}{r} \times \\ \hline \end{array}$$

4. 200×47

$$\begin{array}{r} \times \\ \hline \end{array}$$

5. 75×300

$$\begin{array}{r} \times \\ \hline \end{array}$$

6. $\$1.83 \times 20$

$$\begin{array}{r} \times \\ \hline \end{array}$$

7. $\$4.19 \times 50$

$$\begin{array}{r} \times \\ \hline \end{array}$$

8. 82×400

$$\begin{array}{r} \times \\ \hline \end{array}$$

Part 2:

Making a Multiplication Table

- If you know one fact family, you know four facts.

$$3 \times 4 = 12 \quad 4 \times 3 = 12 \quad 12 \div 3 = 4 \quad 12 \div 4 = 3$$

- Factors** are numbers that are multiplied together to get a **product** (the answer).
- The **Commutative Property of Multiplication** says that the order of the numbers does not matter.

$$5 \times 4 = 20$$

$$4 \times 5 = 20$$

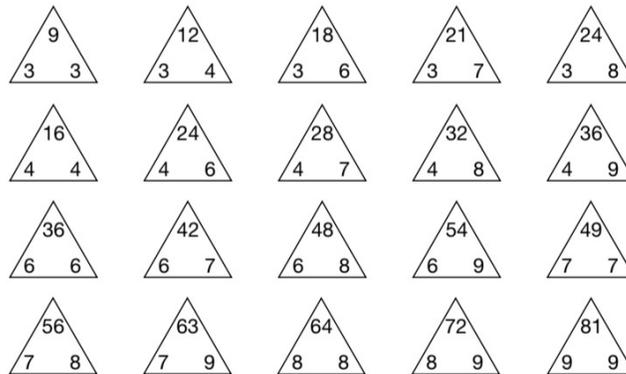
- The **Property of Zero for Multiplication** says any number times zero equals zero.

$$2 \times 0 = 0$$

- The **Identity Property of Multiplication** says that any number times one equals itself.

$$2 \times 1 = 2$$

- Practice reciting the four facts for each triangle by covering one number in the triangle at a time.



Practice:

Find each product.

1. $3 \times 7 =$ _____ 2. $8 \times 4 =$ _____ 3. $6 \times 3 =$ _____

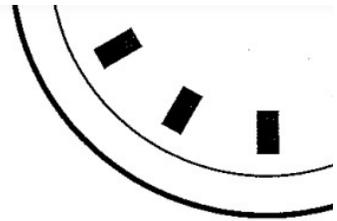
4. $10 \times 0 =$ _____ 5. $9 \times 10 =$ _____ 6. $4 \times 6 =$ _____

7. The answer to a multiplication problem is called the _____.

The numbers we multiply together are called _____.



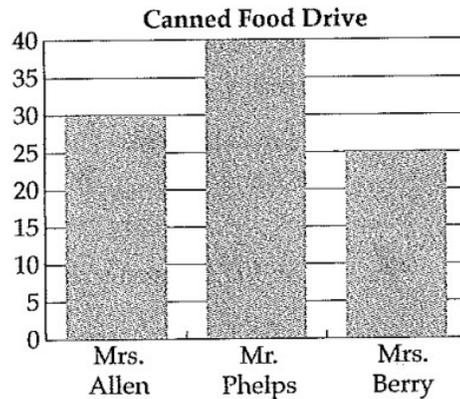
MINUTE 4



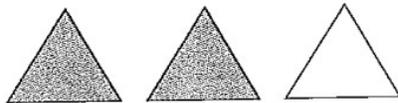
NAME _____

Use the bar graph to complete questions 1–3.

1. How many cans did Mrs. Berry's class collect? _____ cans
2. How many cans did Mr. Phelps's class collect? _____ cans
3. What was the total number of cans collected? _____ cans
4. Write the missing family fact.
 $7 \times 6 = 42$
 $42 \div 7 = 6$
 $42 \div 6 = 7$



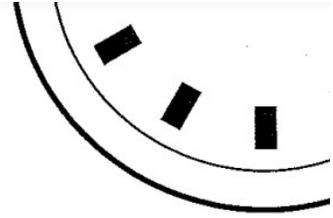
5. 4 years = _____ months
6. 1 cm = _____ mm
7. $80 \div 4 =$
8. Write a fraction for the number of shaded triangles. _____



9. $6 \times 8 =$
10. Circle the rule for the sequence: 98, 87, 76, 65
Add 10 Subtract 10 Add 11 Subtract 11



MINUTE 4



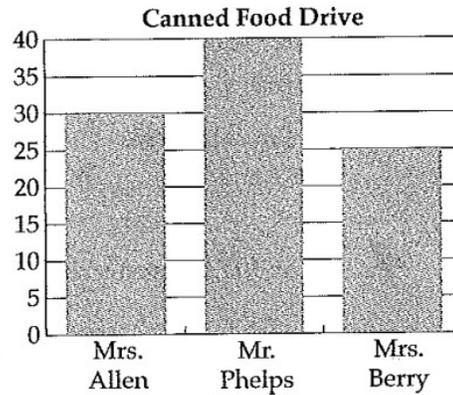
NAME _____

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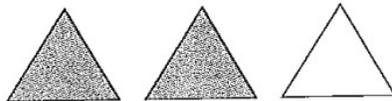
4. Write the missing family fact.
 $7 \times 6 = 42$
 $42 \div 7 = 6$
 $42 \div 6 = 7$

5. 4 years = _____ months

6. 1 cm = _____ mm

7. $80 \div 4 =$

8. Write a fraction for the number of shaded triangles. _____



9. $6 \times 8 =$

10. Circle the rule for the sequence: 98, 87, 76, 65
Add 10 Subtract 10 Add 11 Subtract 11

Week 5:

Subtraction Part

1:

- **Practicing the Subtraction Algorithm**

- Subtraction algorithm:

Regroup from 2 tens.

Subtract ones.

$$\begin{array}{r} 7 \overset{1}{\cancel{2}} \overset{17}{\cancel{7}} \\ - 3 \ 6 \ 9 \\ \hline \phantom{\cancel{2}} \ 8 \end{array}$$

Regroup from 7 hundreds.

Subtract tens.

$$\begin{array}{r} \overset{6}{\cancel{7}} \overset{11}{\cancel{2}} \overset{17}{\cancel{7}} \\ - 3 \ 6 \ 9 \\ \hline 3 \ 5 \ 8 \end{array}$$

As a shortcut, we can borrow across multiple places in one step.

$$\begin{array}{r} \overset{6}{\cancel{7}} \overset{9}{\cancel{0}} \overset{10}{\cancel{10}} \\ - 3 \ 0 \ 7 \\ \hline 3 \ 9 \ 3 \end{array}$$

Practice:

Subtract. Remember to write the dollar sign in money problems.

1.
$$\begin{array}{r} \$478 \\ - \$129 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 300 \\ - 247 \\ \hline \end{array}$$

3.
$$\begin{array}{r} \$871 \\ - \$683 \\ \hline \end{array}$$

4.
$$\begin{array}{r} \$600 \\ - \$583 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 205 \\ - 89 \\ \hline \end{array}$$

6.
$$\begin{array}{r} \$627 \\ - \$374 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 123 \\ - 98 \\ \hline \end{array}$$

8.
$$\begin{array}{r} \$352 \\ - \$269 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 290 \\ - 215 \\ \hline \end{array}$$

Part 2: Problem Solving

• Word Problems About Separating

- In word problems about separating, the missing number can be the top number, the bottom number, or the difference.
- If the top number is missing, add.

$$\begin{array}{r} \text{Some} \\ \text{Some went away} \\ \text{What is left} \end{array} \quad \begin{array}{r} m \\ - \$13 \\ \hline \$20 \end{array} \quad \begin{array}{r} \$20 \\ + \$13 \\ \hline \$33 \end{array}$$

- If the bottom number is missing, subtract.

$$\begin{array}{r} \text{Some} \\ \text{Some went away} \\ \text{What is left} \end{array} \quad \begin{array}{r} \$33 \\ - m \\ \hline \$13 \end{array} \quad \begin{array}{r} \$33 \\ - \$13 \\ \hline \$20 \end{array}$$

- If the difference is missing, subtract as usual.

$$\begin{array}{r} \text{Some} \\ \text{Some went away} \\ \text{What is left} \end{array} \quad \begin{array}{r} \$33 \\ - \$13 \\ \hline m \end{array} \quad \begin{array}{r} \$33 \\ - \$13 \\ \hline \$20 \end{array}$$

Practice:

1. 600 students started a painting club for the city. In the sixth month there were 313 members. How many members dropped out of the club? _____

2. Edwin paid \$65.00 for 5 tickets to the school play. He had \$129.00 left. How much did Edwin have before he bought the tickets? _____



MINUTE 8

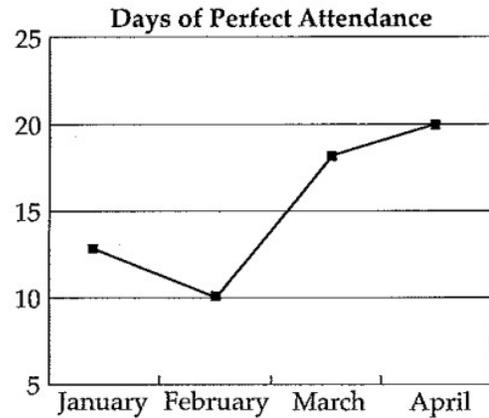


NAME _____

1. Write the missing family fact.
- $3 + 8 = 11$
 $8 + 3 = 11$
 $11 - 8 = 3$
- _____

2.
$$\begin{array}{r} 267 \\ + 32 \\ \hline \end{array}$$

Use the line graph to complete questions 3 and 4.



3. How many days of perfect attendance were there in February? _____ days
4. Did the perfect attendance increase or decrease from March to April? _____

5. $4 \times 6 =$

6. $1 \text{ km} =$ _____ m

7. $1 \text{ yard} =$ _____ inches

8. 121, 110, 99, _____, _____, _____

9. Write a fraction for the number of shaded stars. _____



10. $40 \overline{)800}$

Week 6:

Time and Problem Solving

Part 1:

• Measuring Time and Elapsed Time

- A **leap year** comes every 4 years.
It has one more day than a common year.
The extra day comes in February.

- Analog clocks tell time using two “hands”.

The short hand shows **hours**.

The long hand shows **minutes**.

- **a.m.** indicates the 12 hours before noon.

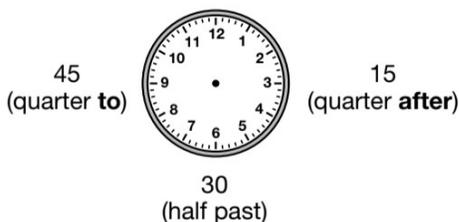
- **p.m.** indicates the 12 hours after noon.

- 12:00 a.m. is **midnight**.

- 12:00 p.m. is **noon**.

- Twelve hours later or earlier is the same hour, only the a.m. or p.m. changes.

- Twenty-four hours later or earlier is the same hour, only the day after or before.



Practice:

1. Six centuries is how many years? _____

2. According to the calendar, what is the date of the second Wednesday in June 2014?

_____, _____, _____
Month Day Year

JUNE 2014						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3. How many more days does a leap year have than a common year?

4. How many minutes is a half hour? _____

5. How many hours will it be from now until this time tomorrow? _____

6. Write the time that is 18 minutes after 4 in the afternoon. _____

Part 2:

- **Word Problems About Combining**

- “Some and some more” problems have an addition formula.

Formula	Problem
Some	8 miles
+ Some more	+ 7 miles
<hr/>	<hr/>
Total	15 miles

- Find a missing total by adding.
- Find a missing **addend** by subtracting.
- Remember to check your answer.

Practice:

Find the missing number and check the answer. Remember to write the dollar sign in money problems.

1. Quentin wants to buy a new pair of shoes for the choir performance. Shoes cost \$43. Quentin has \$28. How much money does he need to buy the shoes?

2. Nicolette’s mother asked her how many times she had watched her favorite movie. Nicolette said she had watched it 18 times last month, but she had watched 27 times in all. How many times, before last month, had Nicolette watched the movie?

3. Write a word problem about combining for the equation to the right. Then answer the question in your word problem.

$\$38 + \$54 = b$

Part 3:

• **Word Problems About Separating**

- In word problems about separating, the missing number can be the top number, the bottom number, or the difference.
- If the top number is missing, add.

$$\begin{array}{r} \text{Some} \\ \text{Some went away} \\ \text{What is left} \end{array} \quad \begin{array}{r} m \\ - \$13 \\ \hline \$20 \end{array} \quad \begin{array}{r} \$20 \\ + \$13 \\ \hline \$33 \end{array}$$

- If the bottom number is missing, subtract.

$$\begin{array}{r} \text{Some} \\ \text{Some went away} \\ \text{What is left} \end{array} \quad \begin{array}{r} \$33 \\ - m \\ \hline \$13 \end{array} \quad \begin{array}{r} \$33 \\ - \$13 \\ \hline \$20 \end{array}$$

- If the difference is missing, subtract as usual.

$$\begin{array}{r} \text{Some} \\ \text{Some went away} \\ \text{What is left} \end{array} \quad \begin{array}{r} \$33 \\ - \$13 \\ \hline m \end{array} \quad \begin{array}{r} \$33 \\ - \$13 \\ \hline \$20 \end{array}$$

Practice:

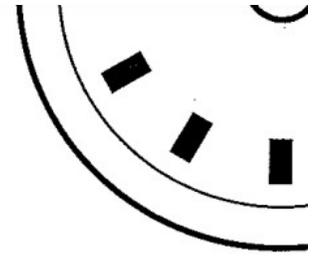
1. 600 students started a painting club for the city. In the sixth month there were 313 members. How many members dropped out of the club? _____

2. Edwin paid \$65.00 for 5 tickets to the school play. He had \$129.00 left. How much did Edwin have before he bought the tickets? _____

3. An adventure team has 47 members. 18 of the members went camping, while the others went rafting. How many members went rafting? _____



MINUTE 9



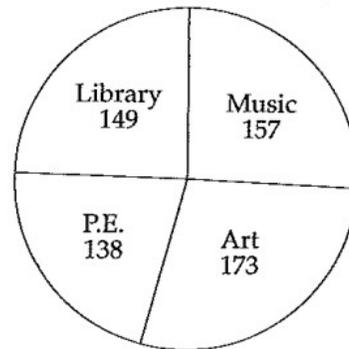
NAME _____

1. For 902,798, write the digit in the ten thousands place. _____

2. Circle the answer for $87 + 54$: 141 151 131

Use the circle graph to complete questions 3 and 4.

Students' Favorite Class



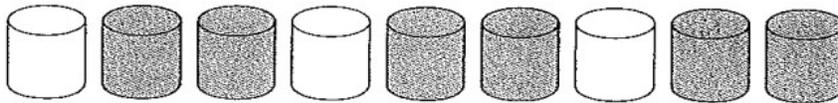
3. How many students like music class the best? _____ students

4. Which class is liked the least? _____

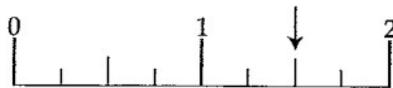
5. $10 \times 6 =$

6. $45 \div 5 =$ 7. 1 L = _____ mL

8. Write a fraction for the number of shaded cans. _____



9. Write the measurement as shown by the arrow. _____ inches



10. How many sides does a hexagon have? _____ sides

Week 7: Fractions and Geometry

Part 1:

Fractions

- 1 List the factors of 24.
2. List the factors of 19.
3. Tell whether the number 24 is prime or composite.
4. Tell whether the number 19 is prime or composite.

Hint:

Factors are numbers that can divide into a whole number with a remainder of zero.

Hint:

Prime number: a number that has exactly 2 factors, itself and 1

Composite number: a number that has 3 or more factors

Hint:

5. Find the prime factorization of the number 20.

Make a factor tree

6. Shade in the diagram to represent $4\frac{1}{4}$. Write as an improper fraction.



7. Write $5\frac{11}{2}$ as an improper fraction.

Hint:

Mixed number → **improper fraction**

- multiply whole number by denominator, then add numerator
- Write the sum over the denominator

$$3\frac{4}{5} = \frac{3 \otimes 5 + 4}{5} = \frac{15 + 4}{5} = \frac{19}{5}$$

8. Write $\frac{9}{4}$ as a mixed number.

Hint:

Improper fraction → **mixed number**

- Divide numerator by denominator
- Write the remainder as the numerator, denominator stays the same

9. Draw a model to represent $\frac{9}{4}$ as a mixed number.

$$\frac{7}{3} = 3\frac{\frac{2}{3}}{1} = 2\frac{1}{3}$$

10. Write the fraction $\frac{15}{24}$ in simplest form.

Hint:

To simplify fractions:
Divide the numerator and denominator the greatest common factor

11. Write the fraction $\frac{6}{12}$ in simplest form.

$$\frac{5}{15} \div \frac{5}{5} = \frac{1}{3}$$

Find the sum or difference. Put your answer in **SIMPLEST FORM**.

12. $\frac{2}{6} + \frac{3}{6}$

13. $\frac{7}{8} - \frac{5}{8}$

14. $\frac{1}{9} + \frac{7}{18}$

15. $\frac{9}{10} + \frac{1}{2}$

16. $\frac{3}{4} - \frac{2}{3}$

17. $8\frac{6}{21} + 3\frac{1}{21}$

18. $2\frac{7}{8} + 3\frac{5}{8}$

19. $7\frac{3}{10} - 5\frac{1}{10}$

Hint:

To add or subtract fractions with like denominators

- Add or subtract the numerators
- Use the same denominator
- Simplify

$$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$$

To add or subtract fractions with unlike denominators

- Find a common denominator
- Rename the numerators
- Add or subtract the numerators
- Denominator stays the same
- Simplify

$$\frac{2}{3} = \frac{4}{6}$$

$$+ \frac{1}{6} = \frac{1}{6}$$

$$\frac{5}{6}$$

To add or subtract mixed numbers

- Add or subtract the fractions
- Add or subtract the whole numbers
- Rename and simplify if necessary

$$2\frac{1}{6}$$

$$+ 3\frac{1}{6}$$

$$5\frac{2}{6} = 5\frac{1}{3}$$

Geometry

1. Identify the polygon.

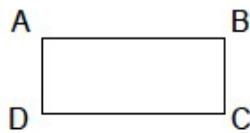


Hint:

Polygons are classified by the number of sides

2. Tell the number of sides of a hexagon.

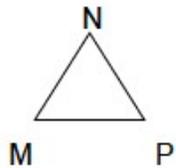
3. Classify angle A.



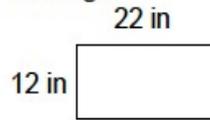
Hint:

Angles are classified acute, right, or obtuse

4. Classify angle M.



5. Find the perimeter of the rectangle.

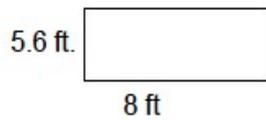


Hint:

Perimeter: the distance around a closed figure;

-add all sides

6. Find the area of the rectangle.



Hint:

Area: the number of square units needed to cover a surface;

Area of rectangle = length x width

7. Draw the solid figure *cylinder*.

Hint:

Remember solid figures are three-dimensional and take up space.

8. Draw the solid figure *cone*.

Have a good Summer!