

**LAWRENCE WOODMERE ACADEMY**  
**MIDDLE SCHOOL**  
**SUMMER MATH PACKET**

**NAME:** \_\_\_\_\_

**FOURTH GRADE to FIFTH GRADE**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Cumulative Review

## for Chapters 1 and 2

### Concepts and Skills

Write each number in standard form. (Lesson 1.1)

1. forty-eight thousand, six \_\_\_\_\_
2. one hundred thousand \_\_\_\_\_
3. sixty-nine thousand, two hundred eleven \_\_\_\_\_

Write each number in word form. (Lesson 1.1)

4. 53,900 \_\_\_\_\_
5. 16,658 \_\_\_\_\_
6. 20,306 \_\_\_\_\_

Fill in the blank to write the number in expanded form. (Lesson 1.1)

7.  $13,901 = 10,000 + \underline{\hspace{2cm}} + 900 + 1$

Fill in the blanks. (Lesson 1.2)

8. 100 more than 26,542 is \_\_\_\_\_
9. \_\_\_\_\_ is 100 less than 79,023.

**Circle the number that is greater.** (Lesson 1.2)

10. 12,630 or 6,238                      11. 45,200 or 45,496  
12. 62,529 or 69,522                      13. 90,236 or 87,415

**Circle the number that is less.** (Lesson 1.2)

14. 6,563 or 48,200                      15. 67,186 or 67,254  
16. 74,258 or 71,852                      17. 96,125 or 69,521

**Write the set of numbers in order from least to greatest.** (Lesson 1.2)

18.  8,654     56,207     68,543     56,719
- \_\_\_\_\_

**Continue or complete each number pattern.** (Lesson 1.2)

19. 11,500    11,000    10,500    \_\_\_\_\_  
20. 63,800    64,100    64,400    \_\_\_\_\_  
21. 27,852    29,853    \_\_\_\_\_    33,855    35,856

**Find each sum or difference. Then use rounding to check that your answers are reasonable.** (Lesson 2.1)

22.  $522 - 389$                       23.  $456 + 790$

**Find each quotient. Then use related multiplication facts to check that your answers are reasonable.** (Lesson 2.1)

30.  $92 \div 4$

31.  $78 \div 3$

**Find the factors of each number.** (Lesson 2.2)

32. 36 \_\_\_\_\_

33. 40 \_\_\_\_\_

**Find the common factors of each pair of numbers.** (Lesson 2.2)

35. 36 and 40  
\_\_\_\_\_

36. 40 and 96  
\_\_\_\_\_

**Find the greatest common factor of each pair of numbers.** (Lesson 2.2)

37. 30 and 16  
\_\_\_\_\_

38. 48 and 18  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Find the prime and composite numbers.** (Lesson 2.2)

47

31

92

63

57

135

39. The prime numbers are \_\_\_\_\_

40. The composite numbers are \_\_\_\_\_

**List the first eight multiples of each number.** (Lesson 2.3)

41. 4 \_\_\_\_\_

42. 6 \_\_\_\_\_

**Find the first two common multiples of each pair of numbers.** (Lesson 2.3)

44. 4 and 6  
\_\_\_\_\_

45. 6 and 9  
\_\_\_\_\_

**Find the least common multiple of each pair of numbers.** (Lesson 2.3)

46. 8 and 12  
\_\_\_\_\_

47. 27 and 36  
\_\_\_\_\_

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# Cumulative Review

## for Chapters 3 and 4

### Concepts and Skills

**Multiply.** (Lessons 3.1 and 3.2)

1.  $27 \times 8 =$  \_\_\_\_\_

2.  $7,365 \times 9 =$  \_\_\_\_\_

3.  $94 \times 67 =$  \_\_\_\_\_

4.  $27 \times 61 =$  \_\_\_\_\_

**Divide.** (Lessons 3.3 and 3.4)

7.  $216 \div 3 = \underline{\hspace{2cm}}$

8.  $432 \div 8 = \underline{\hspace{2cm}}$

9.  $5,520 \div 6 = \underline{\hspace{2cm}}$

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**Write more likely, less likely, equally likely, certain, or impossible.** (Lesson 5.4)

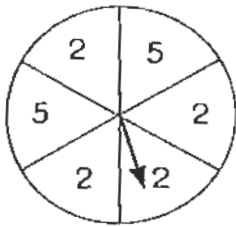
A bag has 8 blue marbles and 2 orange marbles. Describe the likelihood of each outcome.

12. An orange marble is chosen. \_\_\_\_\_
13. A blue marble is chosen. \_\_\_\_\_
14. A red marble is chosen. \_\_\_\_\_
15. A blue or an orange marble is chosen. \_\_\_\_\_

**Solve. Use the scenario above.** (Lesson 5.4)

16. How would you change the number of each colored marble in the bag so that it is more likely that an orange marble is chosen?

**Look at the spinner. Write the probability of each outcome as a fraction.** (Lesson 5.5)



17. Probability of landing on 2 =

18. Probability of landing on 6 =



# Cumulative Review

## for Chapters 5 and 6

### Concepts and Skills

**Complete. Use the data in the table.** (Lesson 5.1)

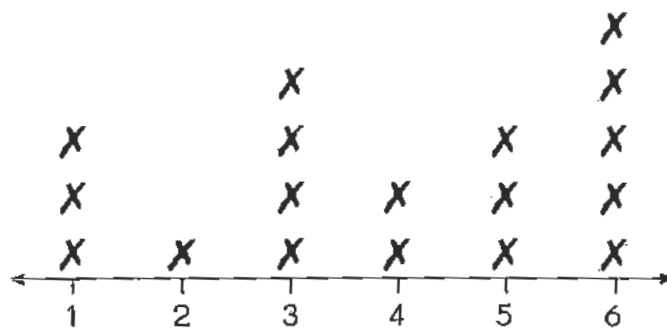
The ages of four cousins are shown.

8, 12, 10, 6

- The sum of their ages is \_\_\_\_\_ years.
- The mean age of the cousins is \_\_\_\_\_ years.

**Answer each question. Use the data in the line plot.** (Lesson 5.2)

A group of hikers made a line plot to show the number of mountains they climbed. Each  $X$  represents one hiker.



**Number of Mountains Climbed**

- What is the median number of mountains climbed? \_\_\_\_\_
- What is the range of the set of data? \_\_\_\_\_
- What is the mode of the set of data? \_\_\_\_\_

**Add or subtract. Write each answer in simplest form.** (Lessons 6.1 and 6.2)

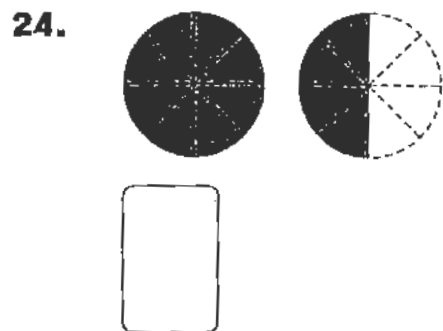
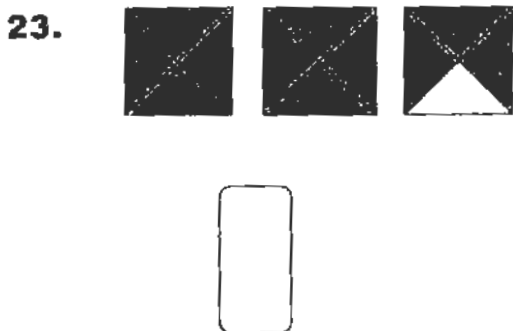
19.  $\frac{3}{4} + \frac{1}{12} =$

20.  $\frac{9}{10} - \frac{1}{5} =$

**Write the amount of water in each set of 1-liter containers as a mixed number.** (Lesson 6.3)



**Express the shaded part of each figure as a mixed number.**



**Add or subtract.** (Lesson 6.6)

29.  $\frac{2}{5} + \frac{1}{10} =$

30.  $3 - \frac{3}{4} =$

**Check (✓) each set in which  $\frac{2}{5}$  of the figures are shaded.** (Lesson 6.7)

31.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Solve.** (Lesson 6.7)

32.  $\frac{2}{3}$  of 15 = \_\_\_\_\_

33.  $\frac{3}{5}$  of 40 = \_\_\_\_\_

## Problem Solving

**Solve. Show your work.**

- 34.** Teams A, B, C, and D were in a tournament. The average score of the 4 teams was 92. Team A scored 78 points, Team B scored 95 points, and Team C scored 88 points.
- How many points did Team D score?
  - Find the range of the scores. Hence, state the difference in score between the winning team and the losing team.
- 35.** Michael scored 15, 21, and 24 in the first three basketball games of the season.
- What is his mean score?
  - What is the range of his scores?

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**39.** A cube is numbered from 1 to 6 and tossed once. What is the probability of tossing

**a.** a 5 or a 6?

**b.** an odd number?

**40.** Sasha has 40 stamps in her collection. 12 of them are from foreign countries.

**a.** What fraction of the stamps are foreign stamps?

**b.** What fraction of the stamps are U.S. stamps?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Cumulative Review

## for Chapters 7 and 8

### Concepts and Skills

Write each fraction or mixed number as a decimal. (Lesson 7.1)

1.  $\frac{4}{10} =$  \_\_\_\_\_      2.  $3\frac{3}{10} =$  \_\_\_\_\_      3.  $\frac{18}{10} =$  \_\_\_\_\_

Write each decimal in tenths. (Lesson 7.1)

4.  $0.6 =$  \_\_\_\_\_ tenths      5.  $1.7 =$  \_\_\_\_\_ tenths

6.  $9.5 =$  \_\_\_\_\_ tenths      7.  $4.2 =$  \_\_\_\_\_ tenths

Write each of these as a decimal. (Lesson 7.1)

8. 3 ones and 4 tenths = \_\_\_\_\_      9. 8 ones and 1 tenth = \_\_\_\_\_

10. 77 tenths = \_\_\_\_\_      11. 19 tenths = \_\_\_\_\_

Fill in the blanks. (Lesson 7.1)

12. 22 tenths = 2 ones and \_\_\_\_\_ tenths

13.  $3.2 =$  3 ones and \_\_\_\_\_ tenths

**Complete the expanded form of each decimal.** (Lesson 7.1)

15.  $5.4 = 5 + \underline{\hspace{2cm}}$

16.  $7.1 = 7 + \underline{\hspace{2cm}}$

17.  $3.6 = 3 + \underline{\hspace{2cm}}$

18.  $10.2 = 10 + \underline{\hspace{2cm}}$

**Fill in the blanks.** (Lesson 7.1)

19. In 22.3, the digit 3 is in the                      place.

Its value is                     .

**Write each fraction or mixed number as a decimal.** (Lesson 7.2)

20.  $\frac{9}{100} = \underline{\hspace{2cm}}$

21.  $2\frac{26}{100} = \underline{\hspace{2cm}}$

**Write each decimal in hundredths.** (Lesson 7.2)

23.  $0.06 = \underline{\hspace{2cm}}$  hundredths

24.  $1.33 = \underline{\hspace{2cm}}$  hundredths

**Write each of these as a decimal.** (Lesson 7.2)

26. 2 ones and 6 hundredths =                     

27. 5 tenths 5 hundredths =

**Complete.** (Lesson 7.2)

34.  $5.2 =$  \_\_\_\_\_ ones and \_\_\_\_\_ tenths

35.  $0.86 =$  \_\_\_\_\_ tenths \_\_\_\_\_ hundredths

36.  $3.7 =$  \_\_\_\_\_ tenths

37.  $0.93 =$  \_\_\_\_\_ hundredths

**Write each sum as a decimal.** (Lesson 7.2)

38.  $7 + 0.6 + 0.02 =$  \_\_\_\_\_

39.  $10 + 0.4 + 0.04 =$  \_\_\_\_\_

40.  $5 + \frac{1}{10} + \frac{8}{100} =$  \_\_\_\_\_

41.  $9 + \frac{3}{10} + \frac{7}{100} =$  \_\_\_\_\_



**Find each sum or difference.** (Lessons 8.1 and 8.2)

$$\begin{array}{r} 74. \quad 6.74 \\ + 2.17 \\ \hline \end{array}$$

$$\begin{array}{r} 75. \quad 3.28 \\ + 0.91 \\ \hline \end{array}$$

$$\begin{array}{r} 76. \quad 5.76 \\ + 4.26 \\ \hline \end{array}$$

$$\begin{array}{r} 77. \quad 7.05 \\ - 1.33 \\ \hline \end{array}$$

$$\begin{array}{r} 78. \quad 8.72 \\ - 3.43 \\ \hline \end{array}$$

$$\begin{array}{r} 79. \quad 6.36 \\ - 5.79 \\ \hline \end{array}$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Problem Solving

**Solve. Show your work.** (Lesson 8.3)

80. Lina thinks of a number. When she adds 9.65 to it, she gets 20.7.  
What number is Lina thinking of?

81. Suri bought a skirt for \$25.90 and a sweatshirt for \$19.90.  
She paid the cashier \$50.  
How much change did she receive?

Name: \_\_\_\_\_

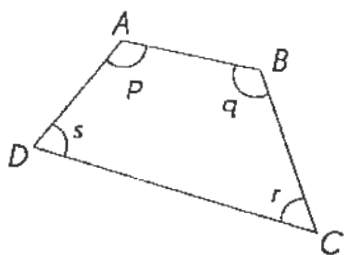
Date: \_\_\_\_\_

# Cumulative Review

## for Chapters 9 to 11

### Concepts and Skills

Name the given angles in another way. (Lesson 9.1)



1.  $\angle p$ : \_\_\_\_\_

2.  $\angle r$ : \_\_\_\_\_

3.  $\angle ABC$ : \_\_\_\_\_

4.  $\angle ADC$ : \_\_\_\_\_

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Estimate and decide which of the above angle measures are (Lesson 9.1)

5. acute angles.

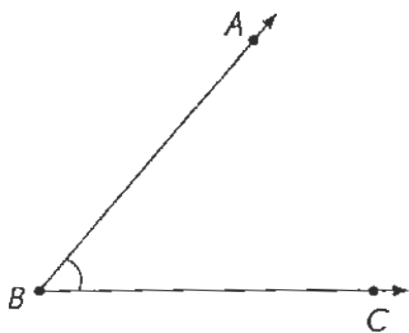
\_\_\_\_\_  
\_\_\_\_\_

6. obtuse angles.

\_\_\_\_\_  
\_\_\_\_\_

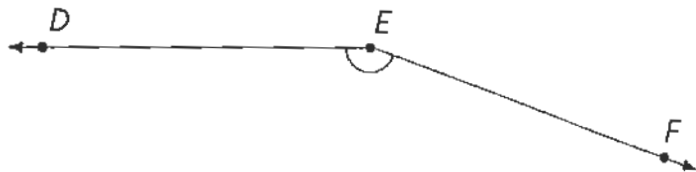
Estimate each angle measure. Then measure each angle to check your answer. (Lesson 9.1)

7.



Measure of  $\angle ABC =$  \_\_\_\_\_

8.



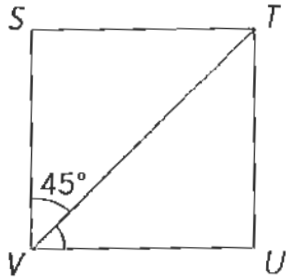
Measure of  $\angle DEF =$  \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

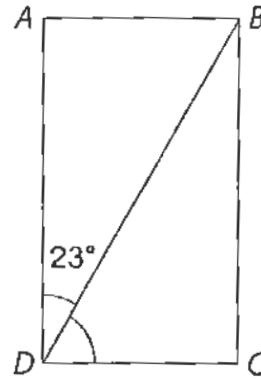
**Find the measures of the unknown angles in the squares and rectangles.** (Lesson 11.2)

28.  $STUV$  is a square.



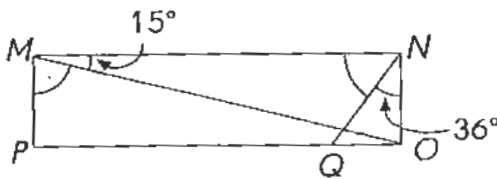
Measure of  $\angle TVU =$  \_\_\_\_\_

29.  $ABCD$  is a rectangle.



Measure of  $\angle BDC =$  \_\_\_\_\_

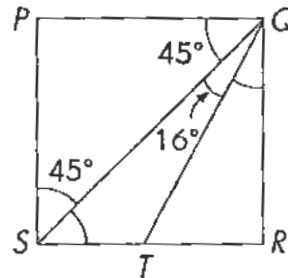
30.  $MNOP$  is a rectangle.



Measure of  $\angle MNQ =$  \_\_\_\_\_

Measure of  $\angle OMP =$  \_\_\_\_\_

31.  $PQRS$  is a square.

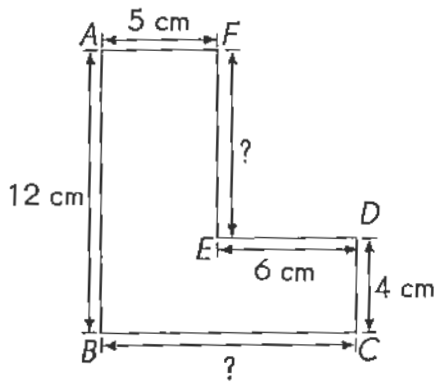


Measure of  $\angle QSR =$  \_\_\_\_\_

Measure of  $\angle RQT =$  \_\_\_\_\_

**Solve. All sides in the figures meet at right angles.**  
**Find the lengths of the unknown sides in each figure.** (Lesson 11.2)

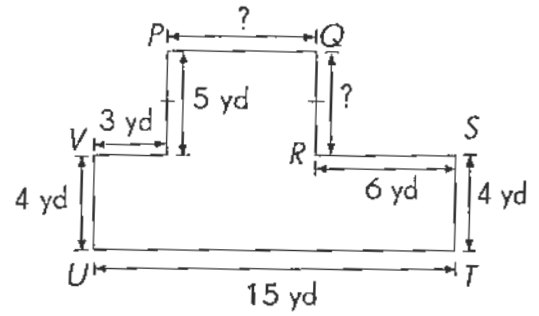
32.



$EF = \underline{\hspace{2cm}} \text{ cm}$

$BC = \underline{\hspace{2cm}} \text{ cm}$

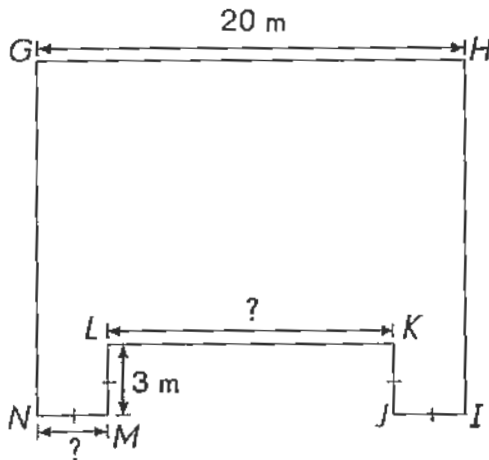
33.



$QR = \underline{\hspace{2cm}} \text{ yd}$

$PQ = \underline{\hspace{2cm}} \text{ yd}$

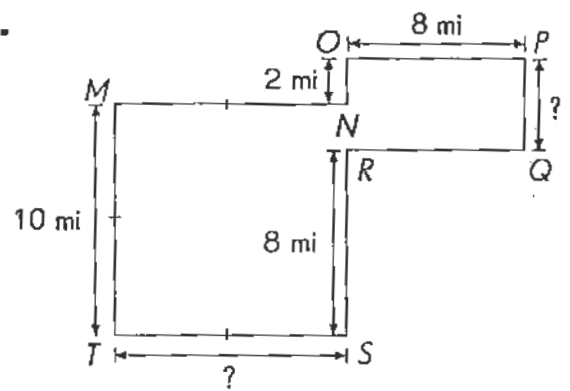
34.



$NM = \underline{\hspace{2cm}} \text{ m}$

$LK = \underline{\hspace{2cm}} \text{ m}$

35.



$PQ = \underline{\hspace{2cm}} \text{ mi}$

$TS = \underline{\hspace{2cm}} \text{ mi}$