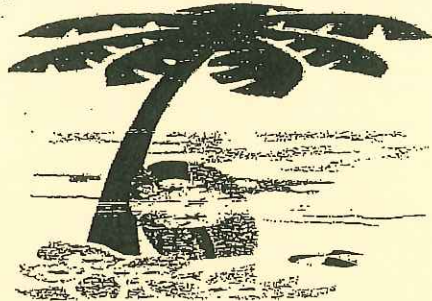


Summer Challenge

Summer is here! School is out! I hope you relax, have fun, and make the most of your summer vacation! However, in order to keep your mind active, I present you with the following challenge...



CAN YOU...

- 1) Read 500 pages or more? Document the pages read on the attached reading log.
- 2) Write at least 5 pages? These may be journal pages, original stories, or both (but should be in cursive or typed!).
- 3) Complete 20 math worksheets?
- 4) Complete the attached cursive sheets?
- 5) Play 5 or more attached Math games? Document the games played on the attached game log.

I _____, accept the challenge
[print your name here]

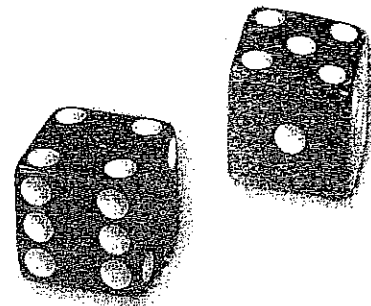
and will try my best to complete the work listed above.

Student's Signature

Parent's Signature

Baseball Multiplication

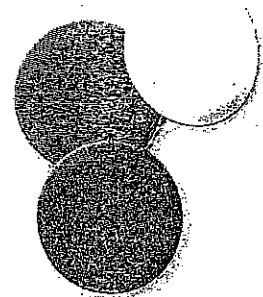
- Materials**
- 1 *Baseball Multiplication* game mat
(*Math Masters*, p. 443)
 - 2 six-sided dice
 - 4 counters



Players 2 teams of one or more players each

Skill Multiplication facts 1 to 6

Object of the game To score more runs in a 3-inning game.



Directions

The rules are similar to the rules for baseball, but this game lasts only 3 innings. In each inning, each team bats until it makes 3 outs. Teams flip a coin to decide who bats first. The team with more runs when the game is over wins.

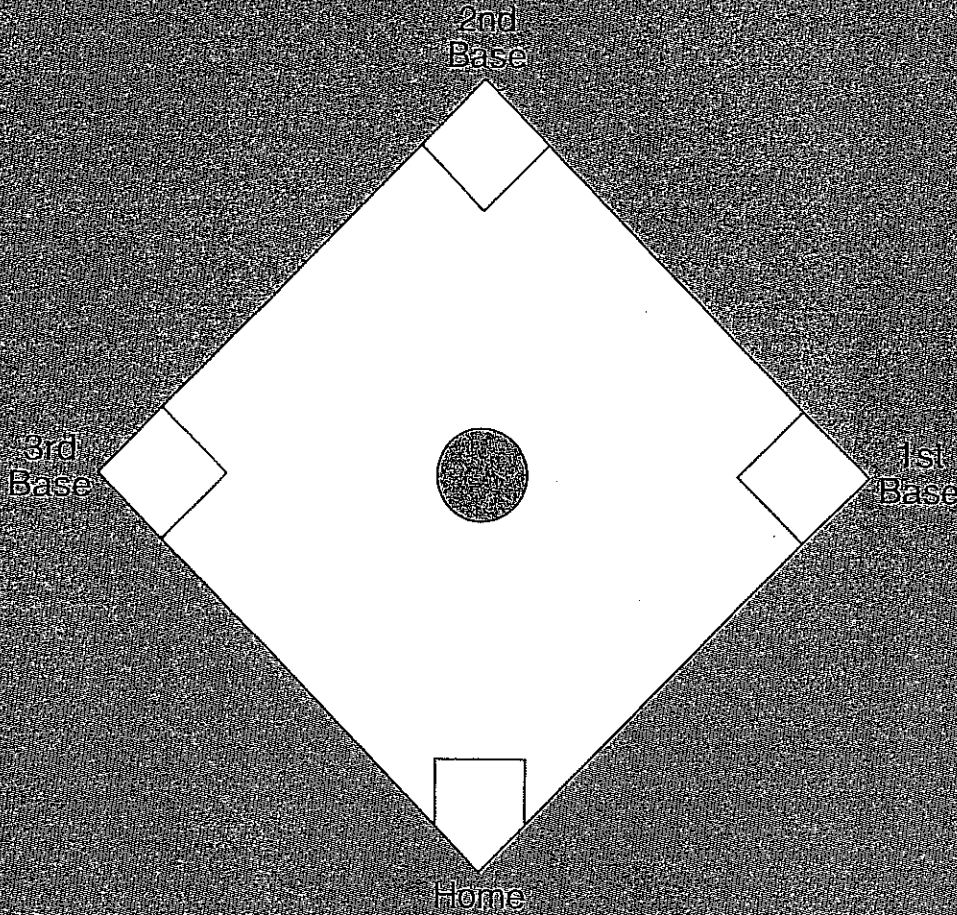
Pitching and batting: Members of the team not at bat take turns “pitching.” They roll the two dice to get 2 factors. Players on the “batting” team take turns multiplying the 2 factors and saying the product.

The pitching team checks the product. (Use a calculator or the Multiplication/Division Facts Table on page 52.) An incorrect answer is a strike, and another pitch (dice roll) is thrown. Three strikes make an out.

Hits and runs: If the answer is correct, the batter checks the Scoring Chart on the game mat. If the chart shows a hit, the batter moves a counter to a base as shown in the Scoring Chart. Runners already on base are moved ahead of the batter by the same number of bases. A run is scored every time a runner crosses home plate.



keeping score. For each inning, keep a tally of runs scored and outs made. Use the Runs and Outs Tally on the game mat. At the end of the inning, record the number of runs on the Scoreboard.

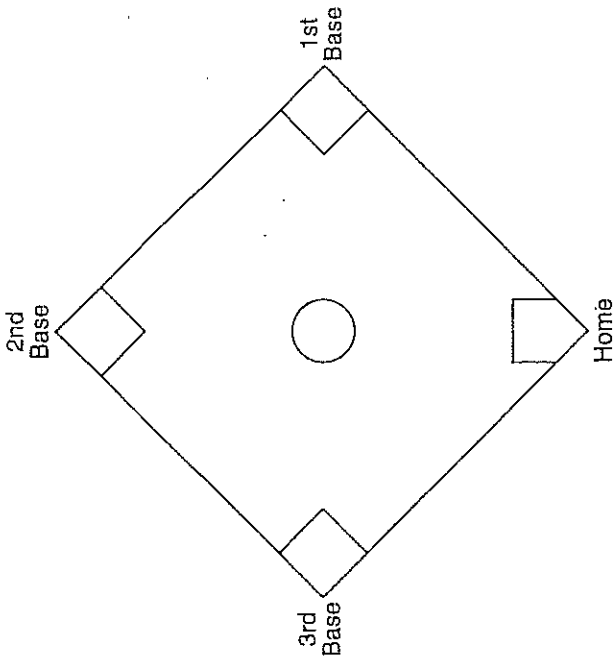


Scoreboard				
Inning	1	2	3	Total
Team 1				
Team 2				

Runs and Outs Tally			
Team 1		Team 2	
Runs	Outs	Runs	Outs

Scoring Chart (for two 6-sided dice)	
36 = Home run (score a run)	6 to 15 = Single (go to 1st base)
25 to 35 = Triple (go to 3rd base)	5 or less = Out (record an out)
16 to 24 = Double (go to 2nd base)	

Baseball Multiplication Game Mat

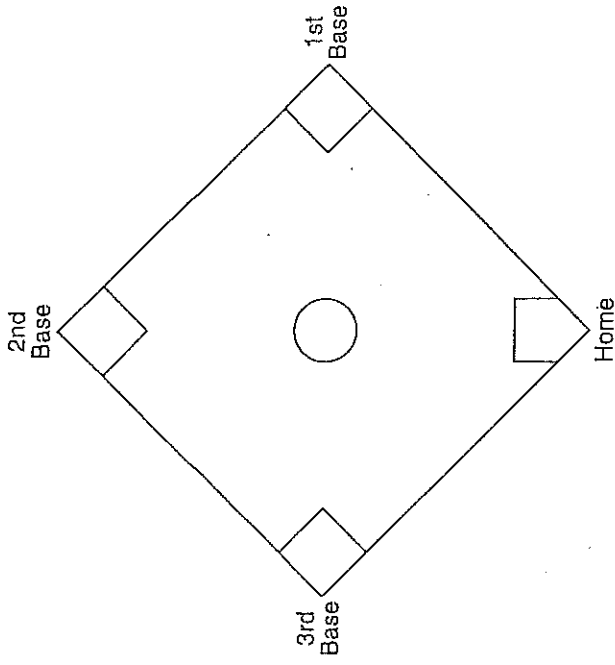


Scoreboard				
Inning	1	2	3	Final
Team 1				
Team 2				

Runs-and-Outs Tally			
Team 1		Team 2	
Runs	Outs	Runs	Outs

Scoring Chart (for 2 six-sided dice)	
36 = Home run (score a run)	6 to 15 = Single (go to 1st base)
25 to 35 = Triple (go to 3rd base)	5 or less = Out (record an out)
16 to 24 = Double (go to 2nd base)	

Baseball Multiplication Game Mat

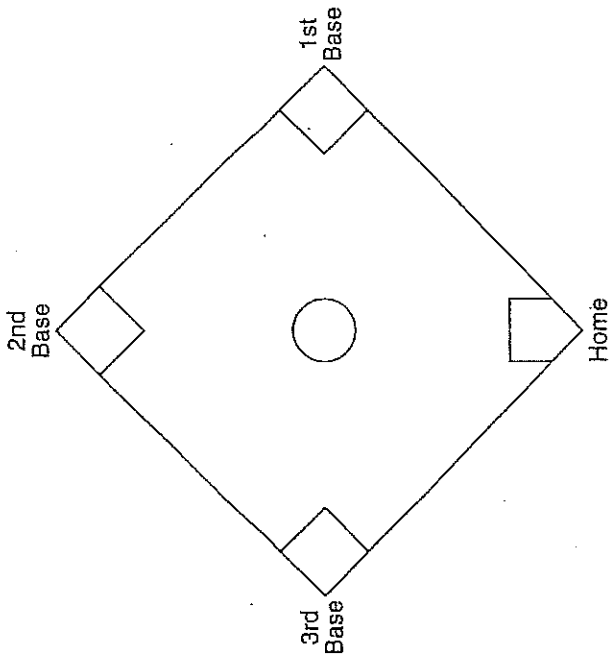


Scoreboard				
Inning	1	2	3	Final
Team 1				
Team 2				

Runs-and-Outs Tally			
Team 1		Team 2	
Runs	Outs	Runs	Outs

Scoring Chart (for 2 six-sided dice)	
36 = Home run (score a run)	6 to 15 = Single (go to 1st base)
25 to 35 = Triple (go to 3rd base)	5 or less = Out (record an out)
16 to 24 = Double (go to 2nd base)	

Baseball Multiplication Game Mat

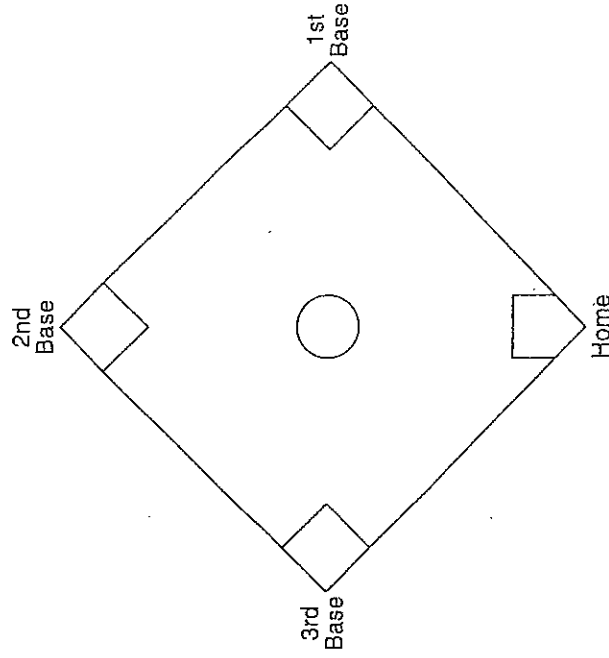


Scoreboard				
Inning	1	2	3	Final
Team 1				
Team 2				

Runs-and-Outs Tally			
Team 1		Team 2	
Runs	Outs	Runs	Outs

Scoring Chart (for 2 six-sided dice)	
36 = Home run (score a run)	6 to 15 = Single (go to 1st base)
25 to 35 = Triple (go to 3rd base)	5 or less = Out (record an out)
16 to 24 = Double (go to 2nd base)	

Baseball Multiplication Game Mat



Scoreboard				
Inning	1	2	3	Final
Team 1				
Team 2				

Runs-and-Outs Tally			
Team 1		Team 2	
Runs	Outs	Runs	Outs

Scoring Chart (for 2 six-sided dice)	
36 = Home run (score a run)	6 to 15 = Single (go to 1st base)
25 to 35 = Triple (go to 3rd base)	5 or less = Out (record an out)
16 to 24 = Double (go to 2nd base)	

BEAT THE CALCULATOR (Multiplication)

Materials number cards 1–10 (4 of each)
 1 calculator

Players 3

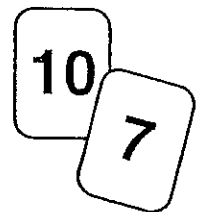
Skill Mental multiplication skills

Object of the game To multiply numbers without a calculator faster than a player using one.

Directions

1. One player is the “Caller.” A second player is the “Calculator.” The third player is the “Brain.”
2. Shuffle the cards and place them number-side down on the table.
3. The Caller draws 2 cards from the number deck and asks for the product of the numbers.
4. The Calculator solves the problem *with* a calculator. The Brain solves it *without* a calculator. The Caller decides who got the answer first.
5. The Caller continues to draw 2 cards at a time from the number deck and ask for the product of the numbers.
6. Players trade roles every 10 turns or so.

Example The Caller draws a 10 and a 7. The Caller says, “10 times 7.” The Brain and the Calculator each solve the problem. The Caller decides who got the answer first.



Multiplication Bingo (All Facts)

- Materials**
- number cards 2–9 (4 of each)
 - 1 *Multiplication Bingo* Game Mat for each player (*Math Masters*, p. 449)
 - 8 counters for each player

Players 2 or 3

skill Mental multiplication skills

Object of the game To get 4 counters in a row, column, or diagonal; or 8 counters anywhere on the game mat.

Directions

1. The game mat is shown below. You can make your own game mat on a piece of paper. Write each of the numbers in the list in one of the squares on the grid. Don't write the numbers in order. Mix them up.

List of Numbers	
24	48
27	49
28	54
32	56
35	63
36	64
42	72
45	81

Multiplication Bingo Game Mat

2. Follow the directions for playing *Multiplication Bingo* (Easy Facts).



Multiplication Bingo Game Mat



Read the rules for *Multiplication Bingo* on pages 293–295 in the *Student Reference Book*.

For a game with easy facts, use these numbers:
1, 4, 6, 8, 9, 12, 15, 16, 18, 20, 24, 25, 30, 36, 50, 100

For a game with all facts, use these numbers:
24, 27, 28, 32, 35, 36, 42, 45, 48, 49, 54, 56, 63, 64, 72, 81

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Record the facts you miss on the back of this page. Be sure to practice them!

Multiplication Bingo Game Mat



Read the rules for *Multiplication Bingo* on pages 293–295 in the *Student Reference Book*.

For a game with easy facts, use these numbers:
1, 4, 6, 8, 9, 12, 15, 16, 18, 20, 24, 25, 30, 36, 50, 100

For a game with all facts, use these numbers:
24, 27, 28, 32, 35, 36, 42, 45, 48, 49, 54, 56, 63, 64, 72, 81

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Multiplication Bingo Game Mat



Read the rules for *Multiplication Bingo* on pages 293–295 in the *Student Reference Book*.

For a game with easy facts, use these numbers:
1, 4, 6, 8, 9, 12, 15, 16, 18, 20, 24, 25, 30, 36, 50, 100

For a game with all facts, use these numbers:
24, 27, 28, 32, 35, 36, 42, 45, 48, 49, 54, 56, 63, 64, 72, 81

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Record the facts you miss on the back of this page. Be sure to practice them!

Multiplication Bingo Game Mat



Read the rules for *Multiplication Bingo* on pages 293–295 in the *Student Reference Book*.

For a game with easy facts, use these numbers:
1, 4, 6, 8, 9, 12, 15, 16, 18, 20, 24, 25, 30, 36, 50, 100

For a game with all facts, use these numbers:
24, 27, 28, 32, 35, 36, 42, 45, 48, 49, 54, 56, 63, 64, 72, 81

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Record the facts you miss on the back of this page. Be sure to practice them!

Multiplication Top-It

Materials □ number cards 0–10 (4 of each)

Players 2 to 4

Skill Multiplication facts 0 to 10

Object of the game To collect the most cards.

Directions

1. Shuffle the cards. Place the deck number-side down on the table.
2. Each player turns over 2 cards and calls out the product of the numbers.
3. The player with the largest product wins the round and takes all the cards.
4. In case of a tie for the largest product, each tied player turns over 2 more cards and calls out the product of the numbers. The player with the largest product then takes all the cards from both plays.
5. The game ends when there are not enough cards left for each player to have another turn.
6. The player with the most cards wins.

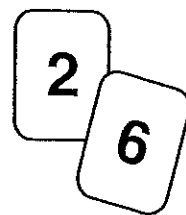
Example

Ann turns over a 2 and a 6. She calls out 12.

Beth turns over a 6 and a 0. She calls out 0.

Joe turns over a 10 and a 4. He calls out 40.

Joe has the largest product. He takes all 6 cards.



Addition Top-It

Materials □ number cards 0–10 (4 of each)

Players 2 to 4

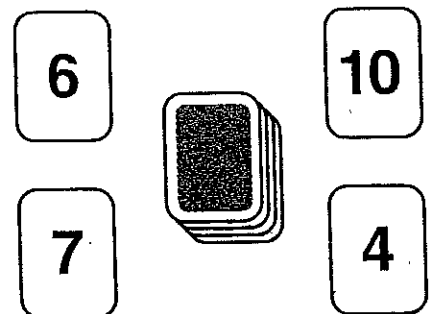
Skill Addition facts 0 to 10

Object of the game To collect the most cards.

Directions

1. Shuffle the cards. Place the deck number-side down on the table.
2. Each player turns over 2 cards and calls out the sum of the numbers.
3. The player with the largest sum wins the round and takes all the cards.
4. In case of a tie for the largest sum, each tied player turns over 2 more cards and calls out the sum of the numbers. The player with the largest sum then takes all the cards from both plays.
5. The game ends when not enough cards are left for each player to have another turn.
6. The player with the most cards wins.

Example Ann turns over a 6 and a 7. She calls out 13. Joe turns over a 10 and a 4. He calls out 14. Joe has the larger sum. He takes all 4 cards.



Subtraction Top-It

Materials □ number cards 0–20 (4 of each card 0–10, and 1 of each card 11–20)

Players 2 to 4

Skill Subtraction facts

Object of the game To collect the most cards.

Directions

1. Shuffle the cards. Place the deck number-side down on the table.
2. Each player turns over 2 cards and subtracts the smaller number from the larger number.
3. The player with the largest difference wins the round and takes all the cards.
4. In case of a tie for the largest difference, each tied player turns over 2 more cards and calls out the difference of the numbers. The player with the largest difference then takes all the cards from both plays.
5. The game ends when not enough cards are left for each player to have another turn.
6. The player with the most cards wins.

Example Ann turns over a 2 and a 14.

She subtracts 2 from 14 and calls out 12.

2

14

Joe turns over a 10 and a 4.

He subtracts 4 from 10 and calls out 6.

10

4

Ann has the larger difference. She takes all 4 cards.

Example Ann turns over a 12 and a 6.

12 6

She subtracts $12 - 6$ and calls out 6.

Joe turns over a 9 and a 3.

9 3

He subtracts $9 - 3$ and calls out 6.

There is a tie. So both players turn over 2 more cards.

Ann turns over a 10 and an 8.

10 8

She subtracts $10 - 8$ and calls out 2.

Joe turns over a 7 and a 3.

7 3

He subtracts $7 - 3$ and calls out 4.

Joe takes all 8 cards.

Game That Number

Materials □ number cards 0–20 (4 of each card 0–10, and 1 of each card 11–20)

Players 2 to 4 (the game is more interesting when played by 3 or 4 players)

Skill Naming numbers with expressions

Object of the game To collect the most cards.

Directions

1. Shuffle the deck and place 5 cards number-side up on the table. Leave the rest of the deck number-side down. Then turn over the top card of the deck and lay it down next to the deck. The number on this card is the number to be named. Call this number the **target number**.
2. Players take turns. When it is your turn:
 - ◆ Try to name the target number. You can name the target number by adding, subtracting, multiplying, or dividing the numbers on 2 or more of the 5 cards that are number-side up. A card may be used only once for each turn.
 - ◆ If you can name the target number, take the cards you used to name it. Also take the target-number card. Then replace all the cards you took by drawing from the top of the deck.
 - ◆ If you cannot name the target number, your turn is over. Turn over the top card of the deck and lay it down on the target-number pile. The number on this card becomes the new target number to be named.
3. Play continues until all of the cards in the deck have been turned over. The player who has taken the most cards wins.

Example Mae and Mike take turns.



It is Mae's turn. The target number is 6. Mae names the number with $4 + 2$. She also could have said $8 - 2$ or $10 - 4$.

Mae takes the 4, 2, and 6 cards. Then she replaces them by drawing cards from the deck.



It is Mike's turn. The new target number is 16. Mike sees two ways to name the target number.

◆ He can use 3 cards and name the target number like this:

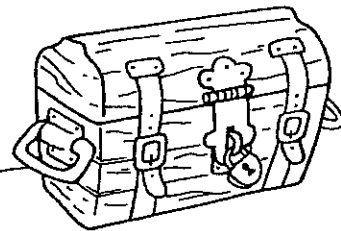
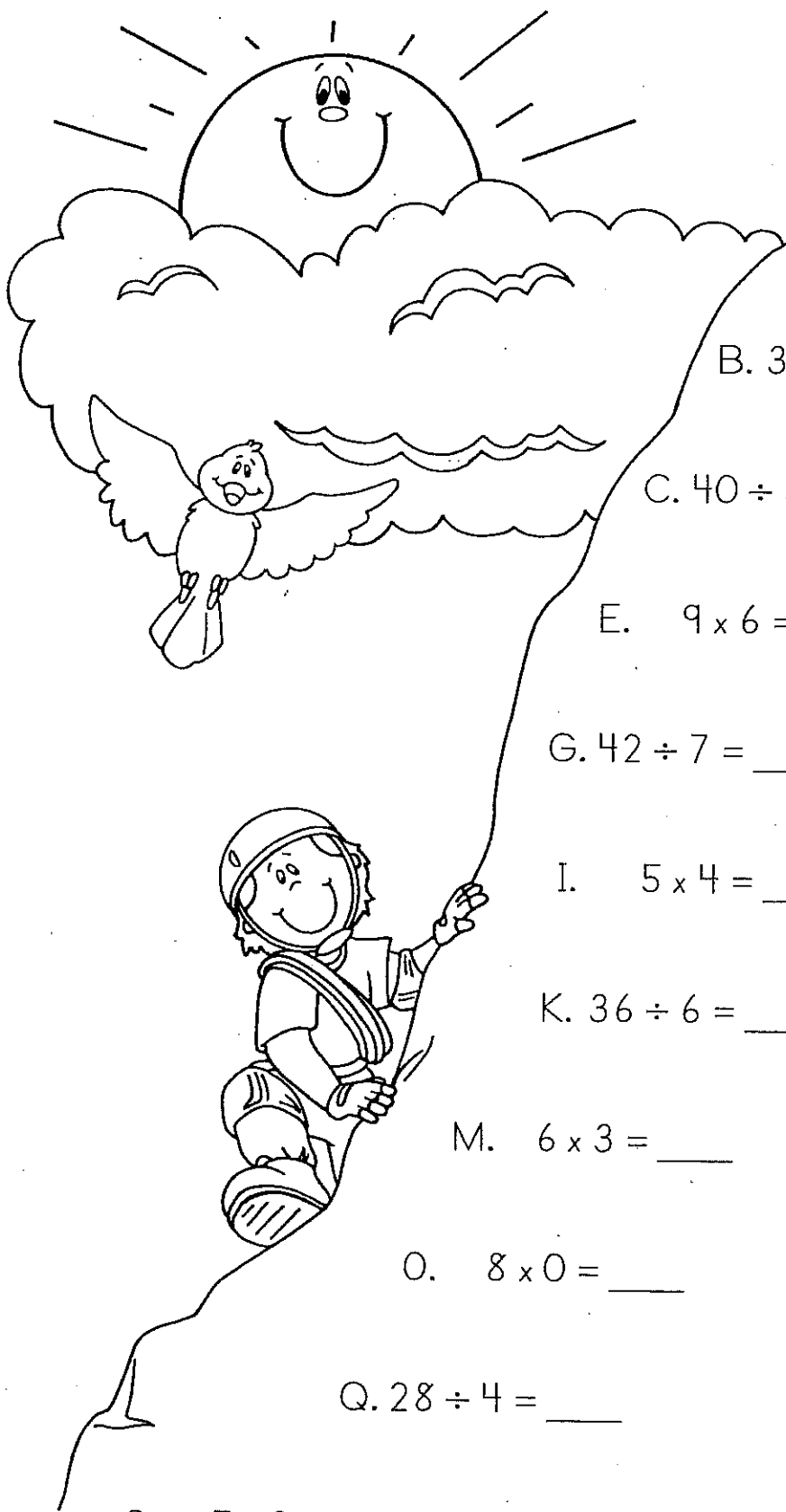
$$\boxed{7} + \boxed{8} + \boxed{1} = 16$$

◆ He can use 4 cards and name the target number like this:

$$\begin{array}{r} \boxed{12} - \boxed{10} = 2 \\ \quad \downarrow \\ 2 \times \boxed{8} = 16 \\ \quad \downarrow \\ 16 \div \boxed{1} = 16 \end{array}$$

Mike chooses the 4-card solution because he takes more cards that way. He takes the 12, 10, 8, and 1 cards. He also takes the target-number card 16. Then he replaces all 5 cards by drawing cards from the deck.

Multiply or divide to help the mountain climber climb the math mountain.



A. $9 \times 8 = \underline{\quad}$

B. $32 \div 8 = \underline{\quad}$

C. $40 \div 8 = \underline{\quad}$

D. $7 \times 5 = \underline{\quad}$

E. $9 \times 6 = \underline{\quad}$

F. $45 \div 5 = \underline{\quad}$

G. $42 \div 7 = \underline{\quad}$

H. $6 \times 6 = \underline{\quad}$

I. $5 \times 4 = \underline{\quad}$

J. $32 \div 4 = \underline{\quad}$

K. $36 \div 6 = \underline{\quad}$

L. $12 \div 2 = \underline{\quad}$

M. $6 \times 3 = \underline{\quad}$

N. $5 \times 9 = \underline{\quad}$

O. $8 \times 0 = \underline{\quad}$

P. $25 \div 5 = \underline{\quad}$

Q. $28 \div 4 = \underline{\quad}$

R. $3 \div 3 = \underline{\quad}$

S. $5 \times 0 = \underline{\quad}$

T. $4 \times 1 = \underline{\quad}$

U. $2 \times 6 = \underline{\quad}$

Name _____

Multiply to solve the problems.



A.
$$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$

B.
$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

C.
$$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$$

D.
$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

E.
$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$

F.
$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

G.
$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

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

I.
$$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$$

J.
$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

K.
$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

L.
$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

M.
$$\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$$

N.
$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

O.
$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

P.
$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

Q.
$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

R.
$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

S.
$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

T.
$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

U.
$$\begin{array}{r} 0 \\ \times 8 \\ \hline \end{array}$$

V.
$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

W.
$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

X.
$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

Y.
$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

Name _____

Multiplication and Division Facts: 0 to 9

A. $\begin{array}{r} 5 \\ \times 0 \end{array}$ $\begin{array}{r} 4 \\ \times 1 \end{array}$ $\begin{array}{r} 2 \\ \times 6 \end{array}$ $5\overline{)25}$ $\begin{array}{r} 7 \\ \times 3 \end{array}$ $4\overline{)28}$ $\begin{array}{r} 5 \\ \times 7 \end{array}$ $3\overline{)3}$ $\begin{array}{r} 1 \\ \times 7 \end{array}$ $7\overline{)28}$

B. $2\overline{)14}$ $\begin{array}{r} 8 \\ \times 2 \end{array}$ $\begin{array}{r} 3 \\ \times 2 \end{array}$ $7\overline{)21}$ $\begin{array}{r} 0 \\ \times 6 \end{array}$ $\begin{array}{r} 8 \\ \times 8 \end{array}$ $5\overline{)10}$ $\begin{array}{r} 4 \\ \times 2 \end{array}$ $9\overline{)81}$ $9\overline{)36}$

C. $4\overline{)32}$ $\begin{array}{r} 6 \\ \times 3 \end{array}$ $\begin{array}{r} 5 \\ \times 9 \end{array}$ $3\overline{)0}$ $2\overline{)12}$ $\begin{array}{r} 2 \\ \times 1 \end{array}$ $\begin{array}{r} 8 \\ \times 0 \end{array}$ $8\overline{)48}$ $\begin{array}{r} 3 \\ \times 5 \end{array}$ $\begin{array}{r} 7 \\ \times 9 \end{array}$

D. $6\overline{)42}$ $\begin{array}{r} 1 \\ \times 4 \end{array}$ $\begin{array}{r} 3 \\ \times 0 \end{array}$ $7\overline{)0}$ $\begin{array}{r} 5 \\ \times 3 \end{array}$ $6\overline{)24}$ $\begin{array}{r} 0 \\ \times 2 \end{array}$ $\begin{array}{r} 6 \\ \times 5 \end{array}$ $\begin{array}{r} 9 \\ \times 3 \end{array}$ $5\overline{)5}$

E. $2\overline{)2}$ $\begin{array}{r} 3 \\ \times 6 \end{array}$ $\begin{array}{r} 9 \\ \times 7 \end{array}$ $\begin{array}{r} 3 \\ \times 1 \end{array}$ $6\overline{)30}$ $1\overline{)0}$ $\begin{array}{r} 7 \\ \times 7 \end{array}$ $\begin{array}{r} 0 \\ \times 9 \end{array}$ $3\overline{)6}$ $\begin{array}{r} 8 \\ \times 5 \end{array}$

F. $\begin{array}{r} 2 \\ \times 0 \end{array}$ $5\overline{)5}$ $4\overline{)12}$ $\begin{array}{r} 6 \\ \times 0 \end{array}$ $\begin{array}{r} 1 \\ \times 1 \end{array}$ $1\overline{)7}$ $9\overline{)18}$ $\begin{array}{r} 5 \\ \times 4 \end{array}$ $8\overline{)24}$ $\begin{array}{r} 1 \\ \times 9 \end{array}$

G. $\begin{array}{r} 9 \\ \times 1 \end{array}$ $\begin{array}{r} 6 \\ \times 6 \end{array}$ $\begin{array}{r} 0 \\ \times 4 \end{array}$ $9\overline{)72}$ $2\overline{)4}$ $\begin{array}{r} 4 \\ \times 4 \end{array}$ $5\overline{)45}$ $7\overline{)42}$ $\begin{array}{r} 2 \\ \times 8 \end{array}$ $\begin{array}{r} 7 \\ \times 0 \end{array}$

H. $3\overline{)24}$ $\begin{array}{r} 5 \\ \times 2 \end{array}$ $8\overline{)32}$ $\begin{array}{r} 3 \\ \times 3 \end{array}$ $5\overline{)0}$ $1\overline{)6}$ $\begin{array}{r} 0 \\ \times 8 \end{array}$ $3\overline{)12}$ $8\overline{)40}$ $\begin{array}{r} 6 \\ \times 9 \end{array}$

I. $\begin{array}{r} 7 \\ \times 5 \end{array}$ $4\overline{)24}$ $7\overline{)14}$ $\begin{array}{r} 9 \\ \times 6 \end{array}$ $\begin{array}{r} 2 \\ \times 4 \end{array}$ $1\overline{)8}$ $9\overline{)27}$ $\begin{array}{r} 4 \\ \times 0 \end{array}$ $\begin{array}{r} 1 \\ \times 0 \end{array}$ $8\overline{)56}$

J. $2\overline{)18}$ $\begin{array}{r} 1 \\ \times 8 \end{array}$ $\begin{array}{r} 9 \\ \times 0 \end{array}$ $6\overline{)6}$ $\begin{array}{r} 9 \\ \times 8 \end{array}$ $\begin{array}{r} 8 \\ \times 7 \end{array}$ $4\overline{)36}$ $\begin{array}{r} 0 \\ \times 1 \end{array}$ $\begin{array}{r} 4 \\ \times 5 \end{array}$ $6\overline{)48}$

Minutes

1	2	3	4	5
---	---	---	---	---

Score

--

Name _____

A.	$3\overline{)27}$	$4\overline{)12}$	$7\overline{)14}$	$2\overline{)8}$	$9\overline{)63}$	$3\overline{)6}$	$5\overline{)10}$	$3\overline{)9}$	$8\overline{)48}$	$3\overline{)15}$
B.	$1\overline{)3}$	$5\overline{)25}$	$7\overline{)0}$	$2\overline{)16}$	$6\overline{)36}$	$2\overline{)12}$	$4\overline{)24}$	$9\overline{)36}$	$3\overline{)24}$	$8\overline{)16}$
C.	$5\overline{)40}$	$1\overline{)7}$	$9\overline{)18}$	$2\overline{)2}$	$6\overline{)0}$	$9\overline{)81}$	$8\overline{)56}$	$4\overline{)4}$	$5\overline{)45}$	$6\overline{)18}$
D.	$3\overline{)9}$	$8\overline{)32}$	$1\overline{)0}$	$6\overline{)48}$	$4\overline{)16}$	$7\overline{)35}$	$1\overline{)6}$	$5\overline{)5}$	$9\overline{)0}$	$2\overline{)18}$
E.	$6\overline{)30}$	$2\overline{)10}$	$4\overline{)0}$	$8\overline{)72}$	$1\overline{)5}$	$9\overline{)54}$	$3\overline{)3}$	$5\overline{)20}$	$2\overline{)6}$	$7\overline{)49}$
F.	$4\overline{)36}$	$8\overline{)0}$	$7\overline{)14}$	$6\overline{)12}$	$7\overline{)63}$	$8\overline{)48}$	$7\overline{)7}$	$3\overline{)18}$	$9\overline{)81}$	$3\overline{)12}$
G.	$7\overline{)28}$	$2\overline{)16}$	$9\overline{)9}$	$1\overline{)5}$	$4\overline{)16}$	$5\overline{)0}$	$8\overline{)24}$	$1\overline{)2}$	$4\overline{)28}$	$6\overline{)42}$
H.	$5\overline{)15}$	$2\overline{)4}$	$7\overline{)42}$	$1\overline{)1}$	$8\overline{)8}$	$9\overline{)36}$	$4\overline{)32}$	$9\overline{)27}$	$5\overline{)30}$	$1\overline{)9}$
I.	$3\overline{)21}$	$9\overline{)45}$	$4\overline{)20}$	$7\overline{)56}$	$2\overline{)0}$	$8\overline{)64}$	$5\overline{)15}$	$6\overline{)54}$	$4\overline{)8}$	$6\overline{)24}$
J.	$6\overline{)6}$	$1\overline{)8}$	$5\overline{)35}$	$8\overline{)40}$	$6\overline{)30}$	$3\overline{)0}$	$9\overline{)72}$	$2\overline{)14}$	$7\overline{)21}$	$1\overline{)4}$

Minutes

1	2	3	4	5
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Score

--

Name _____

Time _____

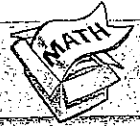
Number Correct _____ /100

Multiplication • All The Facts

$9 \times 8 =$ _____	$5 \times 5 =$ _____	$2 \times 2 =$ _____	$3 \times 4 =$ _____	$5 \times 4 =$ _____
$5 \times 6 =$ _____	$6 \times 1 =$ _____	$3 \times 4 =$ _____	$1 \times 3 =$ _____	$2 \times 3 =$ _____
$1 \times 0 =$ _____	$5 \times 8 =$ _____	$0 \times 3 =$ _____	$2 \times 1 =$ _____	$6 \times 8 =$ _____
$5 \times 2 =$ _____	$4 \times 8 =$ _____	$1 \times 1 =$ _____	$9 \times 0 =$ _____	$3 \times 8 =$ _____
$2 \times 2 =$ _____	$4 \times 5 =$ _____	$2 \times 6 =$ _____	$1 \times 9 =$ _____	$2 \times 7 =$ _____
$3 \times 7 =$ _____	$9 \times 7 =$ _____	$1 \times 8 =$ _____	$7 \times 3 =$ _____	$3 \times 4 =$ _____
$1 \times 5 =$ _____	$2 \times 4 =$ _____	$9 \times 5 =$ _____	$8 \times 4 =$ _____	$7 \times 1 =$ _____
$5 \times 9 =$ _____	$9 \times 3 =$ _____	$8 \times 2 =$ _____	$2 \times 9 =$ _____	$1 \times 2 =$ _____
$9 \times 0 =$ _____	$7 \times 6 =$ _____	$6 \times 7 =$ _____	$6 \times 6 =$ _____	$4 \times 2 =$ _____
$6 \times 3 =$ _____	$8 \times 8 =$ _____	$7 \times 1 =$ _____	$8 \times 3 =$ _____	$6 \times 9 =$ _____
$8 \times 7 =$ _____	$6 \times 5 =$ _____	$1 \times 6 =$ _____	$8 \times 9 =$ _____	$7 \times 5 =$ _____
$3 \times 3 =$ _____	$3 \times 1 =$ _____	$4 \times 9 =$ _____	$7 \times 8 =$ _____	$5 \times 3 =$ _____
$8 \times 9 =$ _____	$7 \times 7 =$ _____	$7 \times 2 =$ _____	$6 \times 0 =$ _____	$5 \times 1 =$ _____
$5 \times 7 =$ _____	$7 \times 4 =$ _____	$5 \times 0 =$ _____	$4 \times 9 =$ _____	$2 \times 8 =$ _____
$9 \times 9 =$ _____	$6 \times 8 =$ _____	$4 \times 6 =$ _____	$5 \times 3 =$ _____	$2 \times 9 =$ _____
$1 \times 9 =$ _____	$7 \times 0 =$ _____	$6 \times 2 =$ _____	$5 \times 5 =$ _____	$4 \times 1 =$ _____
$4 \times 6 =$ _____	$7 \times 9 =$ _____	$6 \times 7 =$ _____	$4 \times 4 =$ _____	$2 \times 0 =$ _____
$8 \times 7 =$ _____	$4 \times 7 =$ _____	$8 \times 8 =$ _____	$7 \times 8 =$ _____	$2 \times 7 =$ _____
$4 \times 8 =$ _____	$9 \times 9 =$ _____	$3 \times 9 =$ _____	$2 \times 7 =$ _____	$4 \times 1 =$ _____
$5 \times 8 =$ _____	$6 \times 9 =$ _____	$5 \times 3 =$ _____	$7 \times 7 =$ _____	$8 \times 4 =$ _____

LESSON
10•2

Math Boxes



1. Circle any measurements in Column B that match the one in Column A.

Column A	Column B
2 feet	12 in. 3 yd 24 in. 1 yd
3 feet	36 in. 1 m 1 yd 30 in.
2 yards	50 in. 72 in. 6 ft 9 ft



2. Use the partial-products algorithm to solve.

$$\begin{array}{r} 86 \\ \times 27 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ \times 64 \\ \hline \end{array}$$



3. There are 20 crayons in a box. $\frac{1}{2}$ of the crayons are broken. How many crayons are broken?

_____ crayons

$\frac{1}{4}$ of the crayons are red.

How many crayons are red?



4. Fill in the circle next to the numbers that are in order from smallest to largest.

(A) 0, 6, -3, 0.15

(B) 6, 0.15, 0, -3

(C) 0.15, 0, -3, 6

(D) -3, 0, 0.15, 6



5. Write the number that has
2 in the thousands place
6 in the ones place
3 in the hundreds place
4 in the tens place



6. Complete the "What's My Rule?" table.

in	out
7:00	
3:15	
5:45	
	7:40
	11:10

Rule

Add 25 minutes

out



LESSON
10-3
Math Boxes


1. Measure the line segment to the nearest $\frac{1}{2}$ inch.



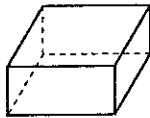
2. Circle the units you would use to measure each item.

length of a swimming pool
 meters kilometers centimeters

length of an ant
 meters kilometers millimeters



3. This is a picture of a 3-dimensional shape. Name the shape.



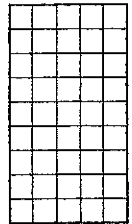
How many vertices does it have?



4. The length of the longer side is ____ units.

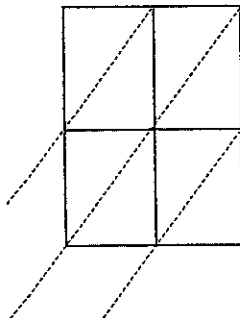
The length of the shorter side is ____ units.

The area of the rectangle is ____ square units.



5. Practice lattice multiplication.

$$75 \times 64 = \underline{\hspace{2cm}}$$



6. Laps completed during practice by members of the swim team:
 10, 15, 20, 15, 15

The median number
 of laps completed is _____.

The mode number of laps is _____.



LESSON
10•4
Math Boxes


1. Write equivalent lengths.

$$\frac{1}{3} \text{ yd} = \underline{\hspace{2cm}} \text{ ft}$$

$$18 \text{ in.} = \underline{\hspace{2cm}} \text{ yd}$$

$$50 \text{ mm} = \underline{\hspace{2cm}} \text{ cm}$$

$$0.6 \text{ m} = \underline{\hspace{2cm}} \text{ cm}$$



2. Use the partial-products algorithm to solve. Show your work.

$$\begin{array}{r} 36 \\ \times 25 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ \times 65 \\ \hline \end{array}$$



3. Complete the fraction number story.

Samantha ate $\frac{\square}{8}$ of the pizza.

Luke ate $\frac{\square}{8}$ of the pizza.

Connor ate $\frac{\square}{8}$ of the pizza.

$\frac{\square}{8}$ of the pizza was left over.



4. Find the distance between each pair of numbers.

2 and -6 _____

-7 and 15 _____

100 and -500 _____



5. In the number 42,368:

the 3 means 3 hundreds

the 2 means _____

the 8 means _____

the 6 means _____

the 4 means _____

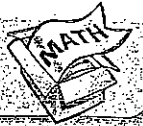


6. Tatiana gets her teeth cleaned every 6 months. If her last appointment was in February, when is her next appointment?
- _____



LESSON
10.5

Math Boxes



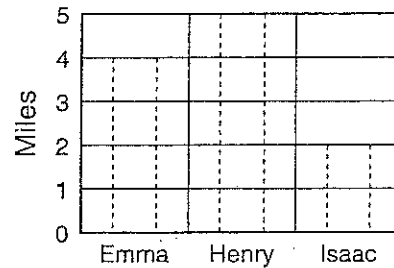
1. Solve. Show your work.

$$\begin{array}{r} 654 \\ \times 7 \\ \hline \end{array}$$



2. Complete the bar graph.

Emma biked 4 miles.
Henry biked 5 miles.
Isaac biked 2 miles.



3. Circle the unit you would use to measure each item.

weight of journal

ounce pound ton

length of car

inch yard mile

length of paper clip

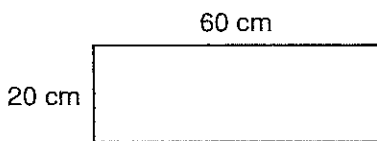
centimeter meter kilometer

4. Cross out fractions less than $\frac{2}{3}$.
Place a circle around the fractions equivalent to $\frac{2}{3}$.

- | | |
|----------------|---------------|
| $1\frac{2}{3}$ | $\frac{1}{3}$ |
| $\frac{4}{6}$ | $\frac{2}{5}$ |
| $\frac{6}{9}$ | $\frac{5}{6}$ |



5. Find the area of the rectangle.



$\underline{\hspace{1cm}}$ cm \times $\underline{\hspace{1cm}}$ cm = $\underline{\hspace{2cm}}$
 length of short side length of long side area



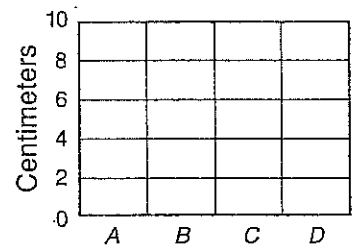
6. Shade to show the following data.

A is 4 cm.

B is 3 cm.

C is 8 cm.

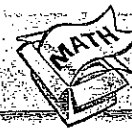
D is 7 cm.



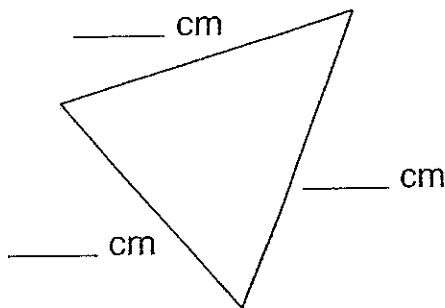
What is the range? $\underline{\hspace{2cm}}$



LESSON 10-6 Math Boxes



1. Measure each side of the triangle to the nearest centimeter.



Perimeter = _____ cm



2. There are 5 blocks in a bag. 2 blocks are red, 2 blocks are blue, and 1 block is green. What are the chances of pulling out a red block?

_____ out of _____ chances



3. James built a rectangular prism out of base-10 blocks. He used 30 cm cubes to make the base. He put 4 more layers of cubes on top of that. What is the volume of the prism he built?

_____ cubic centimeters



4. Complete.

1 gallon = _____ quarts

_____ gallons = 12 quarts

1 pint = _____ cups

_____ pints = 14 cups

1 cup = _____ fl oz

_____ cups = 72 fl oz



5. Molly is playing with 5 toy cars. This is only $\frac{1}{3}$ of her set of cars. How many cars are in her complete set? Fill in the circle next to the best answer.

(A) $\frac{5}{3}$ cars

(C) 10 cars

(B) 5 cars

(D) 15 cars

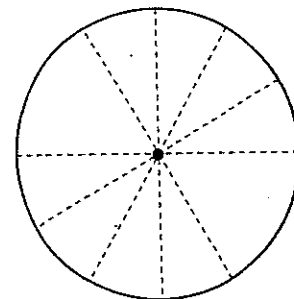


6. Color the circle so that it matches the description.

$\frac{1}{2}$ blue

$\frac{1}{3}$ green

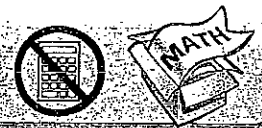
$\frac{1}{6}$ yellow



Which color would you expect the spinner to land on most often? _____



Lesson 0.7 Math Boxes



1. Solve. Show your work.

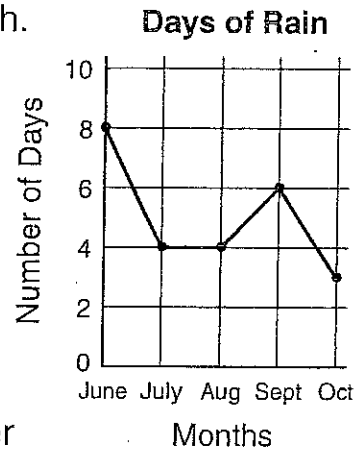
$$\begin{array}{r} 837 \\ \times 4 \\ \hline \end{array}$$



2. Read the graph.

Which month had the most days of rain?

What is the median number of days of rain? _____



3. Name 4 objects that weigh less than 1 pound.

4. Circle the fractions that are greater than $\frac{1}{4}$. Cross out the fractions that are equivalent to $\frac{1}{4}$.

- | | |
|----------------|----------------|
| $\frac{2}{8}$ | $\frac{4}{5}$ |
| $\frac{1}{2}$ | $\frac{4}{12}$ |
| $\frac{3}{12}$ | $\frac{2}{5}$ |



5. Fill in the oval next to the best answer. The area of the rectangle is



- 9 sq units.
- 14 sq units.
- 18 sq units.
- 140 sq units.

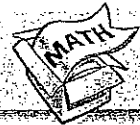


6.

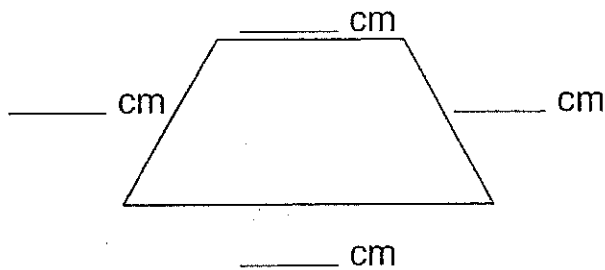
Number of Children						
	X	X	X	X	X	X
	0	1	2	3	4	5
	Number of Fish					

The median is _____ fish.



LESSON
10•8
Math Boxes


1. Measure each side of the quadrangle to the nearest half-centimeter.



Another name for this quadrangle is a _____.



2. Fill in the oval for the best answer. There are 6 blocks in a bag. 5 blocks are blue and 1 block is red. The chances of drawing the red block are:

- 1 out of 6.
- 5 out of 6.
- 1 out of 5.
- 5 out of 11.



3. Chanel built a rectangular prism out of base-10 blocks. She used 50 cm cubes to make the base. She put 9 more layers of cubes on top of that. What is the volume of the prism she built?

_____ cubic centimeters



4. 1 quart = _____ pints
- _____ quarts = 16 pints
- 1 quart = _____ fl oz
- _____ quarts = 96 fl oz

1 gallon = _____ fl oz



5. There are 24 children in Mrs. Hiller's class. $\frac{1}{2}$ of the children play soccer. How many children play soccer?

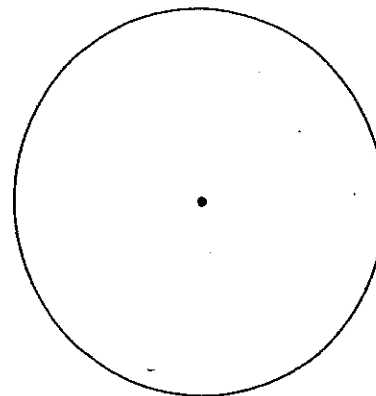
_____ children

$\frac{1}{3}$ of the children play a musical instrument. How many children play a musical instrument?

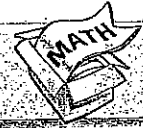
_____ children



6. Design a spinner that has an equal chance of landing on red or green.



Math Boxes



Use the partial-products algorithm to solve.

$$\begin{array}{r} 83 \\ \times 44 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ \times 36 \\ \hline \end{array}$$



2. 1 pint = _____ fluid ounces

_____ pints = 48 fluid ounces

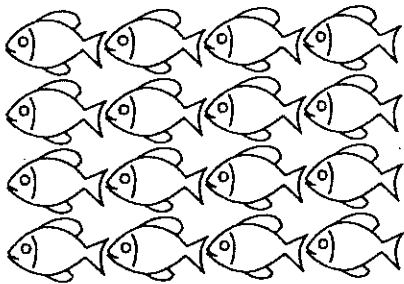
1 half-gallon = _____ quarts

_____ half-gallons = 6 quarts

1 liter = _____ milliliters



Jerry has 16 fish in a tank. Color $\frac{3}{8}$ of the fish red, $\frac{1}{4}$ of the fish blue, and the rest yellow. What fraction of the fish are yellow?



4. Fill in the missing factors.

$40 \times \underline{\hspace{2cm}} = 280$

$70 \times \underline{\hspace{2cm}} = 5,600$

$8 \times \underline{\hspace{2cm}} = 24,000$

$600 \times \underline{\hspace{2cm}} = 54,000$



Weight in pounds of newborn babies: 11, 8, 8, 7, 6

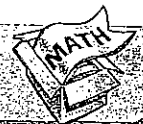
The mean (average) weight is _____ pounds.

The median weight is _____ pounds.



6. On the first day of spring, the lengths of the day and night are equal. If the sun rises at 6:51 A.M. on that day, at what time would you expect it to set?

_____ : _____ P.M.



Use the partial-products algorithm to solve.

$$\begin{array}{r} 82 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ \times 76 \\ \hline \end{array}$$



There are _____ books in $\frac{2}{5}$ of a set of 25 books.

There are _____ minutes in $\frac{3}{4}$ of an hour.

I have six books. This is $\frac{1}{6}$ of a set of books. How many books are in the complete set?

_____ books



Number of fish caught each weekend at Aunt Mary's lake:

3, 6, 5, 1, 7, 1, 5

The median number of fish caught: _____

The mean (average) number of fish caught: _____



2. There are 4 quarts in a gallon. How many quarts of paint did Sally use if she used $1\frac{1}{2}$ gallons of paint? Fill in the circle next to the best answer.

- A** 4 quarts
- B** 6 quarts
- C** 8 quarts
- D** 16 quarts



4. 50 is 10 times as much as _____.

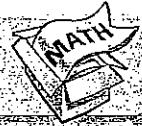
700 is _____ times as much as 7.

_____ is 100 times as much as 90.

60,000 is 1,000 times as much as _____.

6. Anchorage, Alaska has very long days in the summer. In the middle of July, the sun rises at about 3:20 A.M. and sets at about 10:20 P.M. About how many hours of daylight are there?

About _____ hours

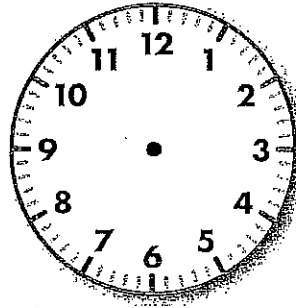


1. What is the mode of the test scores for the class? _____%

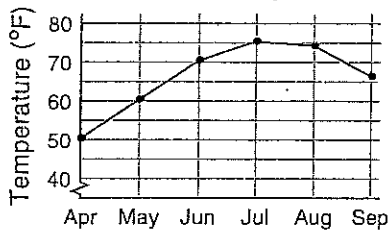
Test Score	Number of Children
100%	///
95%	###
90%	### ///
85%	////



2. It is 7:45 A.M. Draw the hour and minute hands to show the time 15 minutes earlier. What time does the clock show now? _____



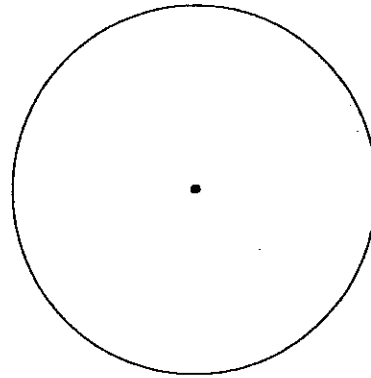
3. Average Monthly Temperature in Chicago



Which month has the highest average temperature?



4. Design a spinner that is as likely to land on blue as on yellow.



5. 10 marbles in a jar. 100 random draws. You get:

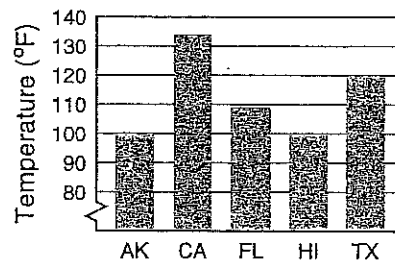
- ◆ a black marble 32 times.
- ◆ a white marble 68 times.

How many marbles of each kind do you think are in the jar?

_____ black marbles

_____ white marbles

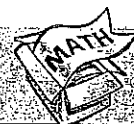
6. Record High Temperature for Five States



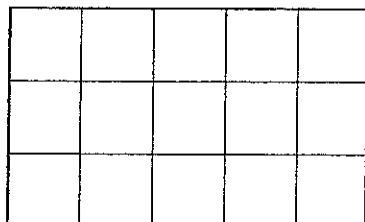
Which states have the same record high temperature?



Math Boxes



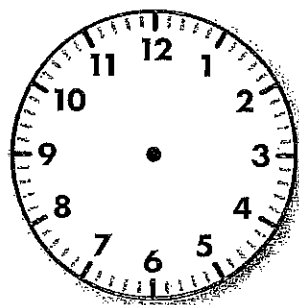
Shade $\frac{3}{5}$ of the rectangle.



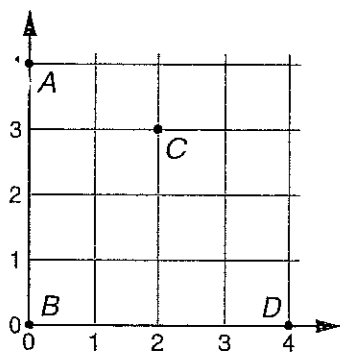
What fraction is *not* shaded?



2. It is 8:05 A.M. Draw the hour and minute hands to show the time 15 minutes earlier. What time does the clock show?



Write the ordered pair for each letter on the grid.



A: (____, ____)

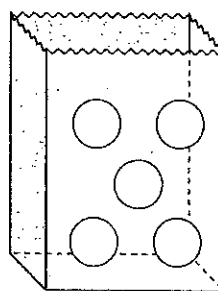
B: (____, ____)

C: (____, ____)

D: (____, ____)



4. If I wanted to take out a square about 4 times as often as a circle, I would put in _____ square(s).



Write the number that is 100 **more** than 6,875,921.

Write the number that is 1,000 **less** than 4,960,758.

Read the numbers to a partner.



6. A large bag of candy costs \$3.59. What is the cost of 6 bags?

Fill in the oval next to the closest estimate.

about \$15.00

about \$18.00

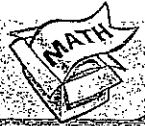
about \$21.00

about \$27.00

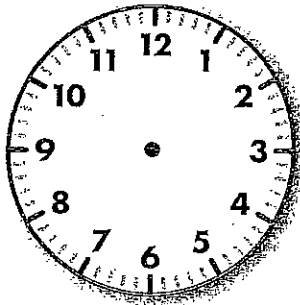


LESSON
11·2

Math Boxes



1. Draw the hour and minute hands to show 11:22 A.M.



How long until 12:00 P.M.?

_____ hours _____ minutes

2. Use the partial-products algorithm to solve. Show your work.

$$\begin{array}{r} 77 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ \times 61 \\ \hline \end{array}$$



3. It takes Linda and Craig 18 minutes to ride their bicycles to the library. If they leave home at 3:53 P.M., at what time will they arrive?

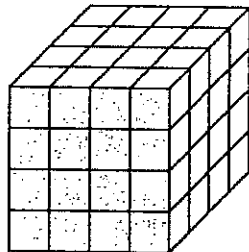
_____ : _____ P.M.

4. A vase has 5 red flowers, 4 orange flowers, and 2 yellow flowers. If he doesn't look, what are the chances that Aaron will choose a red flower?

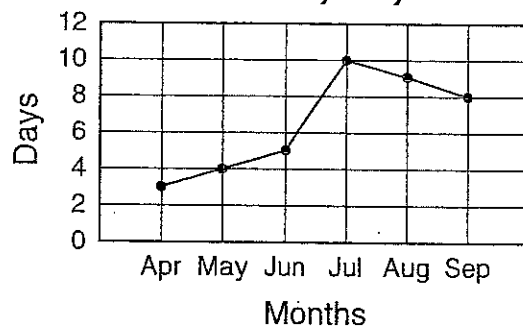
_____ out of _____

5. What is the volume of the rectangular prism? Fill in the circle next to the best answer.

- (A) 16 cubic units
- (B) 32 cubic units
- (C) 48 cubic units
- (D) 64 cubic units



6. **Number of Sunny Days in Seattle**



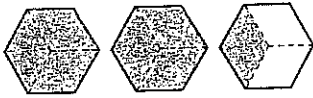
How many sunny days were there in August? _____



Math Boxes



How many thirds are shaded?



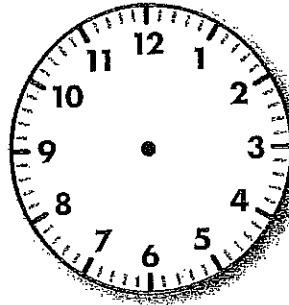
_____ thirds

Write the fraction: _____

Write the mixed number: _____

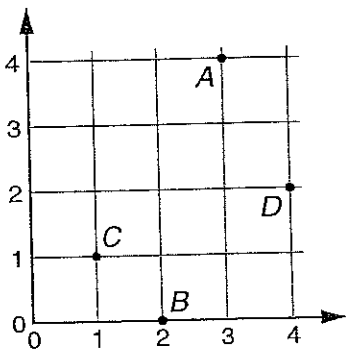


2. Draw the hands to show 10:36.



How many minutes until 11:16? _____

3. Write the ordered pair for each letter on the grid.



A: (____, ____)

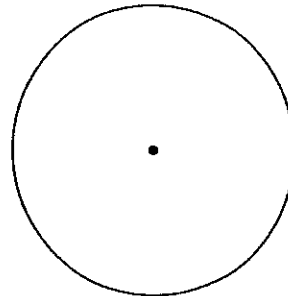
B: (____, ____)

C: (____, ____)

D: (____, ____)



4. Design a spinner that is 3 times as likely to land on blue as it is to land on yellow.



5. Write the number that is 10,000 less than 307,473.

Write the number that is 100,000 more than 938,467.

Read the numbers to a partner.



6. Fill in the oval next to the closest estimate.

$5,634 - 2,987 =$ _____

about 2,000

about 2,300

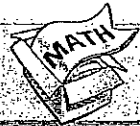
about 2,600

about 3,000

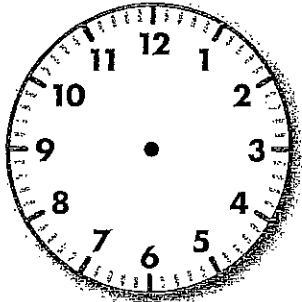


LESSON
11-4

Math Boxes



1. Draw the hands to show 9:34 A.M.



How long until 10:00 A.M.?

_____ hours _____ minutes

2. Solve. Show your work.

$$\begin{array}{r} 78 \\ \times 26 \\ \hline \end{array}$$

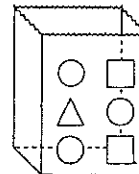
$$\begin{array}{r} 56 \\ \times 92 \\ \hline \end{array}$$



3. It takes Cindy 20 minutes to take a bath, comb her hair, and brush her teeth. If she must be in bed by 8:00 P.M., what is the latest time she can start getting ready for bed?

_____ : _____ P.M.

4. What are the chances of pulling out a square block without looking?



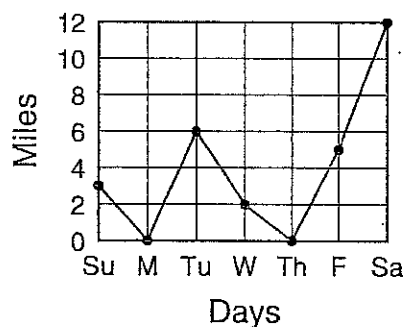
_____ out of _____

5. Complete the table.

Area of Base (square feet)	Height (feet)	Volume (cubic feet)
40	90	
20	70	
800	9	
50	80	



6. Miles Run for Marathon Training

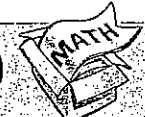


What is the median number of miles run this week? _____



LESSON
11•6

Math Boxes



1. Fill in the oval next to the closest estimate.

$747 + 932 = \underline{\hspace{2cm}}$

- about 1,500
- about 1,700
- about 2,000
- about 2,500



2. What is the median number of pets children have? _____ pet(s)

Number of Pets	Number of Children
0	///
1	////
2	////
3	///
4	/
5	/

What is the mode number of pets? _____ pet(s)

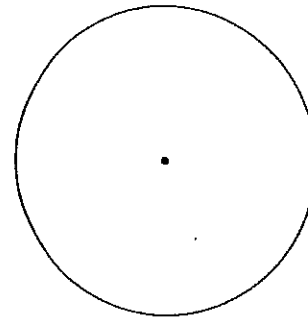


3. Write the number that has
1 in the ten-thousands place,
7 in the thousands place,
2 in the hundred-thousands place,
8 in the millions place, and
0 in all of the other places.

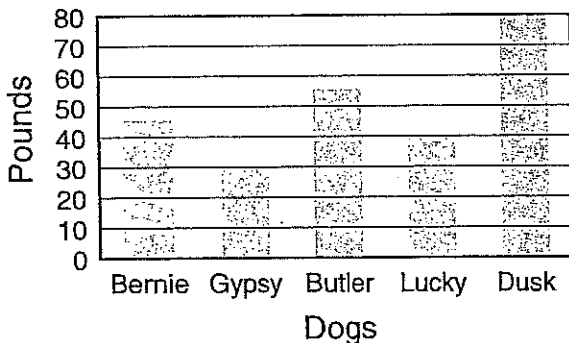
_____, _____, _____



4. Design a spinner that is twice as likely to land on blue as it is to land on yellow.



5. **Weights of 5 Dogs**



What is the range of weights?

_____ (units)



6. Bria practices the piano from 2:45 P.M. to 3:25 P.M. every day after school and from 11:40 A.M. to 12:10 P.M. on weekends. How long does she practice the piano in one week?

_____ hours _____ minutes

Name: _____

Write the letter and the words.

G G G G G G G

G G G G G G G

Gary Ghana Green

Gino Geoff Greta

Write the sentences.

Gia grew up in Greece.

Gil made it to Grenada.

Name: _____

Write the letter and the words.

S S S S S S S

S S S S S S S

Serbia Shiloh Spain

Sumir Slade Shawna

Write the sentences.

Sab called Sacramento.

She is in Syria.

Name: _____

Write the letter and the words.

L L L L L L L

L L L L L L L

Laos Laredo Lisbon

Luna Lloyd Linus

Write the sentences.

Lee lives near Lima.

Leslie flew to London.

Name: _____

Write the letter and the words.

p p p p p p p

p p p p p p p

Padua Pueblo Peru

Pierre Paulina Paige

Write the sentences.

Is Percy in Poland?

Penny just left Prussia.

Name: _____

Write the letter and the words.

R R R R R R R

R R R R R R R

Reading Rome Rio

Roger Ross Raisa

Write the sentences.

Rena lives in Rochester.

Randy works in Reno.

Name: _____

Write the letter and the words.

B B B B B B B

B B B B B B B

Burbank Berea Bristol

Bel Bryce Becca

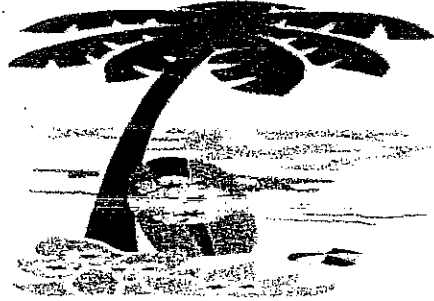
Write the sentences.

Ben went to Belize.

Buffy was in Boston.

Summer Challenge

Summer is here! School is out! I hope you relax, have fun, and make the most of your summer vacation! However, in order to keep your mind active, I present you with the following challenge...



CAN YOU...

- 1) Read 500 pages or more? Document the pages read on the attached reading log.
- 2) Write at least 5 pages? These may be journal pages, original stories, or both (but should be in cursive or typed!).
- 3) Complete 20 math worksheets?
- 4) Complete the attached cursive sheets?
- 5) Play 5 or more attached Math games? Document the games played on the attached game log.

I _____, accept the challenge

[print your name here]

and will try my best to complete the work listed above.

Student's Signature

Parent's Signature

Hand in all completed work to Miss Krupka on or before Friday, September 4, 2015, and you will receive a surprise!

Good luck and have a wonderful summer!

