

Rising 6th Summer Math Packet

2nd Street - Summer 2022

Welcome to 6th Grade Math! This year, we will continue the work of becoming mathematicians. Mathematicians look for patterns, persevere in solving difficult problems, construct reasonable arguments, and work together. To do these things, we need some tools. This packet will help you review what you learned in 5th Grade and sharpen your tools to be prepared for 6th Grade Math.

We recommend completing a section or two each week so that you spread the work out over the summer. You can check your answers in Edulastic as you go.

[Click on this link to access your Summer Math Packet.](#) This packet will be due the first week of school.

Follow these instructions to log into Edulastic:

1. Go to edulastic.com
2. Click the link to sign up and create an account, if you have not done so yet. *Do not use an email address to sign up - simply create a username (using your actual name) and a password.*
3. Enter the Class Code **V2RGI1VF** to join the Class of 2029 (Rising 6th Graders) group.
4. Click the Assignments tab at the left of your screen and you should see the Rising 6th Grade Summer Math assignment.
5. Write your calculations on the paper copy that you were given at the end of the school year OR on a separate sheet of paper to turn in when school begins in the fall.

Name: _____
EduLastic

Rising 6th Grade Summer Math

Created By Lisa Moore

Welcome to 6th Grade Math!

This year, we will focus on the work of becoming mathematicians. Mathematicians look for patterns, persevere in solving difficult problems, construct reasonable arguments, and work together. To do these things, we need some tools. This packet will help you sharpen your tools to be prepared for 6th grade math. Please do not use a calculator to solve these problems. If you are stumped, watch a video on Khan Academy about the topic that is confusing you, but please do not search for the answer on the internet or ask someone else to do the work for you.

We suggest that you complete one or two sections each week to keep your skills sharp and to spread out the work. See you in the fall!

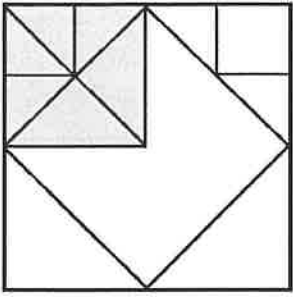
2 If the rectangle below represents one whole, what fraction is the shaded region?



(b) If the rectangle below represents one whole, what fraction is the shaded region?



(c) If the entire outer square is one whole, what fraction is the shaded region?



- (A) $\frac{1}{2}$
- (B) $\frac{1}{4}$
- (C) $\frac{1}{8}$
- (D) $\frac{1}{16}$
- (E) $\frac{6}{12}$

3 Convert each mixed number into a fraction greater than one.

(a) $1 \frac{1}{2} = ?$

(b) $3 \frac{5}{8} = ?$

(c) $14 \frac{2}{5} = ?$

4

Convert the fraction to a mixed number.

(a) $\frac{45}{10} = ?$

(A) $4\frac{1}{5}$

(B) $4\frac{1}{2}$

(C) $5\frac{4}{10}$

(D) $45\frac{1}{2}$

(b) Convert the fraction to a mixed number.

$\frac{8}{5} = ?$

(A) $8\frac{1}{5}$

(B) $5\frac{1}{8}$

(C) $1\frac{3}{5}$

(D) $\frac{5}{8}$

(c) Convert the fraction to a mixed number.

$\frac{26}{7} = ?$

(A) $2\frac{6}{7}$

(B) $3\frac{5}{7}$

(C) $7\frac{2}{6}$

(D) $6\frac{2}{7}$

5

Which of the following should you do when adding fractions with different denominators? Check ALL that apply.

- (a) A Find a common denominator.
- B Multiply the numerator and denominator.
- C Add the numerators.
- D Add the denominators.
-

(b) Evaluate each expression.

(Evaluate means to add or subtract or whatever the expression tells you to do. In other words, find the answer.)

$$\frac{3}{8} + \frac{1}{8}$$

(c) $\frac{1}{3} + \frac{4}{9}$

(d) $\frac{4}{5} - \frac{1}{10}$

(e) $\frac{2}{3} - \frac{1}{5}$

6

Which equation shows how to use equivalent fractions to evaluate $\frac{7}{6} - \frac{4}{5}$?

(A) $\frac{7}{6} - \frac{4}{5} = \frac{7}{11} - \frac{4}{11}$

(B) $\frac{7}{6} - \frac{4}{5} = \frac{35}{11} - \frac{24}{11}$

(C) $\frac{7}{6} - \frac{4}{5} = \frac{7}{30} - \frac{4}{30}$

(D) $\frac{7}{6} - \frac{4}{5} = \frac{35}{30} - \frac{24}{30}$

7

David biked $12\frac{7}{8}$ miles on Tuesday and $5\frac{3}{8}$ miles on Wednesday.

How much farther did David bike on Tuesday than on Wednesday?

miles

8

Emma has a board that is 5 feet long. She cuts the board into 6 equal pieces. Which equation shows how to find the length, in feet, of each piece of the board?

(A) $5 \times 6 = 30$

(B) $6 - 5 = 1$

(C) $6 \div 5 = 1\frac{1}{5}$

(D) $5 \div 6 = \frac{5}{6}$

9 Jen makes a rectangular banner. It is $\frac{3}{4}$ yard long and $\frac{1}{4}$ yard wide.

What is the area, in square yards, of the banner?

- (A) $\frac{3}{16}$
- (B) $\frac{3}{8}$
- (C) 1
- (D) 3

10 What is 3.149 rounded to the nearest hundredth?

- (A) 3.14
- (B) 3.15
- (C) 3.1
- (D) 3.2

11 Choose the correct calculation for the subtraction problem.

(a) $7.2 - 3.67$

(A)

$$\begin{array}{r} 7.2 \\ -3.67 \\ \hline 3.05 \end{array}$$

(B)

$$\begin{array}{r} 07.2 \\ -3.67 \\ \hline 3.05 \end{array}$$

(C)

$$\begin{array}{r} 7.20 \\ -3.67 \\ \hline 3.53 \end{array}$$

(b) Evaluate each expression. Show your thinking on paper.

$5.1 + 6.4$

(c) $10.7 + 3.2$

(d) $150.4 + 8.37$

(e) $27.6 - 15.4$

(f) $72.35 - 38.49$

12 What is $235.48 - 12.7$?

Write your calculations on paper.

13 Clarke ran for 2.8 miles on Sunday, 2 miles on Monday and 3.7 miles on Tuesday. Total distance covered by Clarke is

 miles.

14 In 8,574.1, which digit is in the tenths place?

15 Round 347.62 to the nearest whole number.

- A 347.60
 - B 348
 - C 350
 - D 300
-

16 Four hundred sixty-nine and eight hundredths can also be written as

- A 460.908
 - B 460.98
 - C 469.08
 - D 469.800
-

17 What is the result of the expression 77×10 ?

- A 780
 - B 770
 - C 790
 - D 781
-

18 Multiply:

$100 \times 0.64 =$

June and Charlotte each use chalk to make their own number patterns on the sidewalk. They make each of their patterns 6 boxes long and line their patterns up so they are next to each other.

(a)

June puts 0 in her first box and decides that she will add 3 every time to get the next number.

Charlotte puts 0 in her first box and decides that she will add 9 every time to get the next number.

Fill in the boxes to complete the patterns.

June: 0 3

Charlotte: 0 9

(b) Look at the numbers in Charlotte's and June's 3rd boxes.

How many times greater is Charlotte's number in the 3rd box than June's number in the 3rd box?

What about the numbers in the 4th boxes?

The 5th boxes?

(c) What pattern do you notice for your answers in the last question? Why do you think that pattern exists?

(d) If June and Charlotte keep their sidewalk patterns going, what number will be in Charlotte's box when June's corresponding box shows 12?

(e) If June and Charlotte keep their sidewalk patterns going, what number will be in June's box when Charlotte's corresponding box shows 135?

20 What types of support did you use to complete this packet?

- (a) A family member helped me.
- I used a calculator.
- I searched the internet for answers.
- I watched videos online to help me understand the concepts.
- Other (explain below)
-

(b) Describe any other supports you used here.

(c) How did you feel about completing this math packet? Were the concepts familiar to you? What did you do when you were confused?
