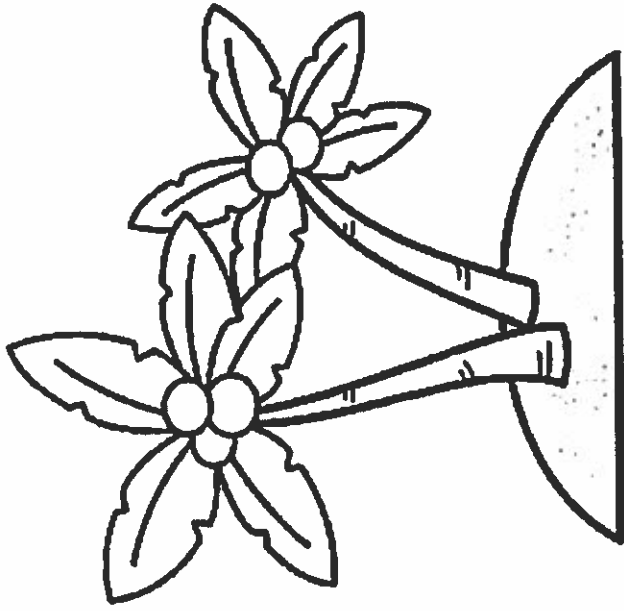
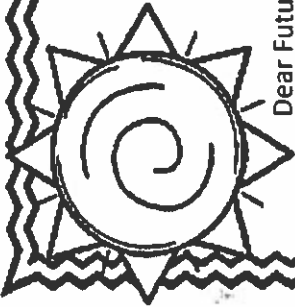


6th Grade  
Summer Math Calendar



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





# Summer Math Calendar

Dear Future 6<sup>th</sup> Grade Students and Parents,

This summer math calendar has been created to help you maintain all of your hard work that you have done this past year in Math and to prepare you for what is to come in 6<sup>th</sup> grade Math. To help you do this, we have put together this calendar with the math concepts that you have already learned so that your skills are sharp and ready to begin 6<sup>th</sup> grade math.

Each week you have been assigned five sets of problems to complete. You have options on which way you would like to complete them. You may choose when and how to complete them using the following options:

**OPTION A:** You may do the problems for each week all in one day.

**OPTION B:** You may spend five minutes each day completing one problem.

**OPTION C:** Create your own Option and schedule.

You may work on the calendar in whichever way best suits your style. All we ask is that you do not leave the calendar until the week or even the days before school begins. This calendar is meant for you to maintain your skills. You may use the advice of siblings, parents and most importantly your own brain to complete the calendar. You must show all of your work and it should be completed in pencil. There is also an evaluation form for you and your parents to complete. This will help us in ensuring that you get the most out of our Math Summer Packets.

All students who return their **fully completed** Summer Calendar and their evaluations to their math teacher within the first week of school will have their name entered into a drawing for a **\$20 GIFT CARD!!**

Good Luck! We hope you have a fabulous summer! We can't wait to meet you in the Fall!

Sincerely,

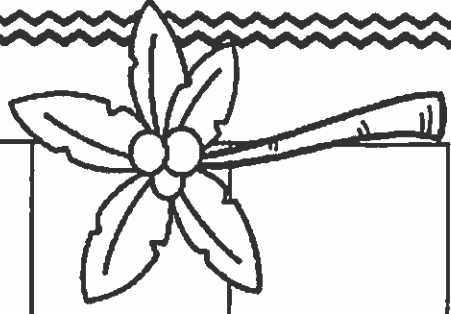
The Benjamin Stoddert 6<sup>th</sup> Grade Math Department



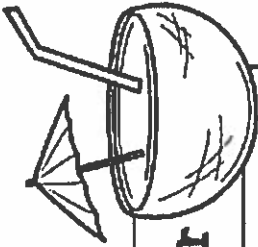


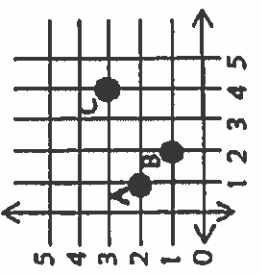
# Week One

| Problem   | Work & Answer |
|---|---------------|
| List the factors of each number.<br>a.) 24<br>b.) 64<br><br>4.OA.4  |               |
| Fill in the missing number.<br>a.) $0.24 - .128 = ?$<br>5.NBT.7 b.) $94.19 + 2.6 + ? = 161.29$  |               |
| Compare using $<$ , $>$ , or $=$<br>a.) $0.245 \bigcirc 0.0245$<br>b.) $24.500 \bigcirc 24.5$<br>c.) $20.405 \bigcirc 20.45$<br>5.NBT.3 |               |
| Write the following in expanded form:<br>a.) 0.234<br>b.) 14.78<br>5.NBT.3  |               |
| Divide:<br>a.) $2,936 \div 4$<br>b.) $14,783 \div 12$<br>5.NBT.D  |               |

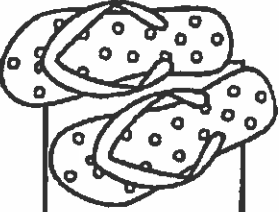


# Week Two

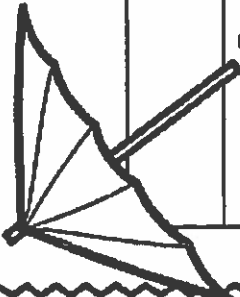


| Problem   | Work & Answer |
|---|---------------|
| <p>List the next <i>four</i> terms in the sequences with the given rule:</p> <p>a.) Start at 0, add three</p> <p>b.) Start at 0, add six</p> <p>c.) What is the relationship between the two sequences?</p> <p>5.OA.3</p> |               |
| <p>Multiply:</p> <p>a.) <math>23.5 \times 6</math></p> <p>b.) <math>2.35 \times 0.6</math></p> <p>c.) <math>235.0 \times 0.06</math></p> <p>5.NBT.7</p>   |               |
| <p>Name each ordered pair.</p>  <p>5.G.1</p>  |               |
| <p>Solve: a.) <math>\frac{1}{2} + \frac{1}{4}</math>    b.) <math>\frac{1}{4} + \frac{1}{2} + 3\frac{7}{12}</math></p> <p>5.NF.1</p>  |               |
| <p>Round each number to the nearest tenth:</p> <p>a.) 985.76    b.) 43.52    c.) 0.859</p> <p>5.NBT.4</p>   |               |

# Week Three

| Problem  | Work & Answer   |
|--|---|
| <p>Use the order of operations to simplify each expression:</p> <p>a.) <math>(6 \times 3) + 72 \div 8 - 5 + 1</math></p> <p>b.) <math>3 \times \{[(65-49) + (42 \div 7)] \div 2\}</math></p> <p>5.OA.1</p> |   |
| <p>Order the following from least to greatest:</p> <p>0.25, 2.205, 0.502, 0.225, 2.025</p> <p>5.NBT.3</p>  |   |
| <p>Find the product of each of the following:</p> <p>a.) <math>2.85 \cdot 29</math></p> <p>b.) <math>\\$1.55 \cdot 13</math></p> <p>c.) <math>1.2 \cdot 2.1</math></p> <p>5.NBT.7</p>                      |   |
| <p>If you bought 3 CD's each costing \$12.99, and paid with a \$50 bill. What would your change be?</p> <p>5.NBT.7</p>   |   |
| <p>Order the fractions from least to greatest</p> <p><math>\frac{1}{2}, \frac{2}{3}, \frac{1}{4}, \frac{2}{5}</math></p> <p>4.NF.2</p>   |  |

# Week Four




| Problem   | Work & Answer |
|---|---------------|
| 5.NBT.4<br>Round each to the nearest hundredth:<br>a.) 2.359<br>b.) 0.145   |               |
| 5.MD.1<br>a.) How many feet are in 3 miles?<br>b.) How many inches are in 1 yard?   |               |
| 5.MD.2<br>Create a line plot that shows the following data of the amount of rain in inches over the course of a week:<br>$\frac{1}{2}, \frac{3}{4}, \frac{1}{8}, \frac{1}{4}, \frac{2}{4}, \frac{4}{8}, \frac{4}{8}, \frac{2}{8}$                         |               |
| 4.MD.3<br>Find the perimeter and area of the following figure.<br>  |               |
| 5.NBT.1<br>Use the number 555.55 to complete the following:<br>a.) The digit in the ones place is _____ times as much as the digit in the tenths place.<br>b.) The digit in the hundredths place is _____ times as much as the digit in the tenths place. |               |

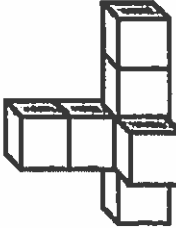


# Week Five

## Work & Answer

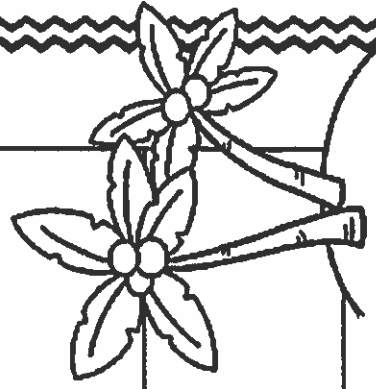
| Problem  | Work & Answer   |
|--|---|
| 5.NF.4<br>Use a model to show<br>$\frac{3}{4} \cdot \frac{1}{2}$                                     |  |
| 5.NF.1<br>a.) $\frac{5}{12} - \frac{1}{12}$<br>b.) $6 - \frac{3}{5}$                                 |   |
| 5.G.3<br>Draw a triangle that is neither equilateral or isosceles.                                   |   |
| 5.NBT.7<br>Estimate first and then solve.<br>a.) $94.71 - 62.3$ b.) $24.56 + 11.94$                  |   |
| 5.G.3<br>If you tripled the number of sides of a pentagon, how many sides would the new figure have? |   |

# Week Six

| Problem  | Work & Answer |
|--|---------------|
| <p>5.NF.4</p> <p>a.) <math>\frac{4}{7} \cdot \frac{3}{8}</math></p> <p>b.) <math>2\frac{1}{5} \cdot \frac{10}{12}</math></p>   |               |
| <p>5.OA.2</p> <p>Write the following expressions:<br/>a.) Multiply twelve and four, then add forty-seven.<br/>b.) Add thirty-five to the product of eight and six.</p> |               |
| <p>5.NF.6</p> <p>An apple pie was cut into one eighth pieces. If Michael's family ate one fourth of the total pie, how slices did they eat? (Hint: Draw a picture)</p> |               |
| <p>5.NBT.2</p> <p>Solve the following:<br/>a.) <math>6.543 \times 10^2</math><br/>b.) <math>6.543 \times 10^3</math><br/>c.) Describe the pattern you see.</p>         |               |
| <p>5.MD.3</p> <p>Measure the volume by counting the unit cubes.</p>               |               |

# Week Seven

| Problem   | Work & Answer |
|---|---------------|
| <p>A board 8ft. 4in. long is cut into four pieces of equal length. How long is each piece?</p> <p>5.NF.2</p>  |               |
| <p>Write the following in standard number form:</p> <p>a.) Three and thirty-eight hundredths<br/>b.) Sixty-five and seven hundredths</p> <p>5.NBT.3</p>   |               |
| <p>Find the unknown</p> <p>a.) <math>1\frac{2}{7} - ? = \frac{6}{7}</math><br/>b.) <math>\frac{1}{2} + ? = \frac{11}{12}</math></p> <p>5.NF.1</p>   |               |
| <p>Sam and Sally were knitting scarves for a winter clothing drive. Sam had completed <math>6\frac{3}{5}</math> scarves while Sally had finished <math>8\frac{1}{4}</math> scarves. How many more scarves did Sally complete?</p> <p>5.NF.2</p> |               |
| <p>Write the following in word form:</p> <p>a.) 17.80<br/>b.) 2.16</p> <p>5.NBT.3</p>   |               |



# Summer Math Calendar Evaluation for Students

Please rate the following on a scale from 1-10, with 1 being the easiest and 10 being the hardest.

\_\_\_\_\_ How would you rate the difficulty of the problems in general throughout the summer math calendar?

What types of problems in the calendar were the most difficult and why?

What types of problems in the calendar were the easiest and why?

When did you complete the calendar? How did you pace yourself when completing the calendar? (Did you do it every day, once a week, completed it in a few days?)

If you could change anything about the summer math calendar what would you change and why?

*Thank you for taking the time to complete this evaluation! I really appreciate your input!*

# **Summer Math Calendar Evaluation for Parents**

- 1.) How difficult did you feel this summer math calendar was for your student? Was it too easy or too difficult or somewhere in the middle?
- 2.) How much help did you give your son or daughter in completing this calendar?
- 3.) What would you say was the best thing about the summer math calendar?
- 4.) What would you say was the most difficult thing about the summer math calendar?
- 5.) How did you feel about the amount of problems given to your student?
- 6.) If you could change one thing about the summer math calendar in general, what would you change?

*Thank you for taking the time to complete this evaluation! I really appreciate what you have to say!*