Rising Grade 5
Math Practice *Extend Your Skills*
Addition, Subtraction, Patterns, and Graphs

1. Subtract. Check by adding.

\[
5,200 - 2,677 - 543
\]

Add to check:

2. a. Round the prices to the nearest dollar. Use the rounded prices to estimate the total bill.

   crackers $1.28, cheese $8.92, jam $3.77, butter $9.34.

b. Now, use the exact prices (not rounded prices). Mrs. Wood buys the items listed above and pays with $30. What is her change?
3. Estimate the cost of buying five notebooks for $0.87 each and two pencil cases for $1.24 each.

4. Calculate in the right order.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. $3 \times (4 + 6) = $18</td>
<td>b. $3 \times 3 + 8 \div 4 = 10.5</td>
<td>c. $20 \times 3 + 80 \div 1 = 68</td>
</tr>
<tr>
<td>$100 - 4 \times 4 = 84</td>
<td>(7 - 3) \times 3 + 2 = 14</td>
<td>15 + 2 \times (8 - 6) = 22</td>
</tr>
</tbody>
</table>

5. Circle the number sentence that fits the problem. Then solve for $x$.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Alice had $35. Then she earned more money ($x$). Now she has $92. $35 + x = $92 \quad OR \quad 35 + 92 = x</td>
<td>b. Eric gave 24 of the cookies he had baked to a friend and now he has 37 cookies left. \quad 37 - 24 = x \quad OR \quad x - 24 = 37</td>
</tr>
<tr>
<td>$x = _________</td>
<td>$x = _________</td>
</tr>
</tbody>
</table>

6. a. Continue this pattern for four more numbers:

| 2,000 | 1,750 | 1,500 | 1,250 |

b. Write a list of six numbers that follows this pattern: Start at 200, and add 300 each time.

7. These numbers are the students' quiz scores. 2 5 8 7 6 7 10 10 4 7 8 6 8 5 9 9 8 6 6 5 7 9

Make a frequency table and a bar graph.

<table>
<thead>
<tr>
<th>Quiz score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
8. Write an addition or a subtraction with an unknown (x or ?). Solve it. The bar model can help.

Rubber boots used to cost $27.95 but now the price is $21.45. How much is the discount?

______________________________
______________________________

Large Numbers and Place Value

9. Subtract from whole thousands.
   a. 2,000 − 1 = ______
   b. 5,000 − 20 = ______
   c. 6,000 − 300 = ______

10. Write the numbers in the normal form.
    a. 800 thousand 50
    b. 25 thousand 4 hundred 7

11. Find the missing numbers.
    a. 30,550 = 50 + ______ + 500
    b. 809,100 = 800,000 + 100 + ______
    c. 725,608 = 20,000 + 700,000 + 8 + ______ + 5,000

12. Compare, writing <, >, or = between the numbers.
    a. 54,500 55,400
    b. 108,882 108,828
    c. 71,600 61,700

13. Write the numbers in order from the smallest to the greatest.
    217,200 227,712 27,200 227,200

14. Round the numbers as the dashed line indicates (to the underlined digit).
    a. 436,102 ≈
    b. 89756 ≈
    c. 27,529 ≈

15. Round to the nearest ten thousand.
    a. 426,889 ≈
    b. 495,304 ≈
    c. 7,345 ≈
16. Calculate. Line up all of the place value units carefully.

\[
\begin{align*}
\text{a. } 476,708 + 24,392 + 563 & \quad \text{b. } 405,112 - 81,424 \\
\end{align*}
\]

Multi-Digit Multiplication

17. Multiply, and find the missing factors.

\[
\begin{array}{ccc}
\text{a. } 70 \times 3 = & \text{b. } 6 \times 800 = & \text{c. } 40 \times 80 = \\
\text{d. } & \times 3 = 360 & \text{e. } 50 \times & = 4,000 \\
\text{f. } & \times 300 = 21,000 & \\
\end{array}
\]

18. Ed earns $20 per hour.
   \text{a.} \text{ How much will he earn in an 8-hour workday? } ________________________________
   \text{b.} \text{ How much will he earn in a 40-hour workweek? } ________________________________
   \text{c.} \text{ How many days will he need to work in order to earn at least $600? } __________________

19. Multiply. Estimate the answer on the line.

\[
\begin{array}{cccc}
\text{a. } 5 \times 196 & \approx & \text{b. } 35 \times 38 & \approx \\
\approx & & \approx & \\
\end{array}
\]

\[
\begin{array}{ccc}
\text{c. } 7 \times 3,188 & \approx & \text{d. } 89 \times 22 \\
\approx & & \approx \\
\end{array}
\]
20. Write the area of the whole rectangle as a SUM of the areas of the smaller rectangles. Lastly, add to find the total area.

\[
\text{Area} = 8 \times 127
\]

\[
= \_ \times \_ + \_ \times \_ + \_ \times \_
\]

= 

21. Solve the problems. **Write a number sentence** or several for each problem.

**a.** Find the change, if Sally buys 26 shirts for $14 each, and pays with $400.

___________________________________

___________________________________

Estimate: ___________________________

**b.** How many minutes are there in a day (24 hours)?

___________________________________

___________________________________

**c.** One side of a square is 375 cm. What is its perimeter?

___________________________________

___________________________________

**d.** Bicycles that cost $277 were discounted by $58. A store bought eight. What was the total cost?

___________________________________

___________________________________
22. Measure the lines below to the nearest eighth of an inch and also in centimeters and millimeters.

a. _______ in.  or  ______ cm  ______ mm

b. _______ in.  or  ______ cm  ______ mm

23. How much time passes from 10:54 a.m. till 5:06 p.m.?

24. Luis kept track of how long it took him to do his homework:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 h 45 min</td>
<td>50 min</td>
<td>1 h 15 min</td>
<td>2 h 15 min</td>
<td>55 min</td>
</tr>
</tbody>
</table>

How much time did he spend with homework in total?

___________________________________________

25. A teacher started her workday at 7:00 am, and stopped it at 3:35 pm. But in between, she had a 45-minute lunch break, and another break of 20 minutes. How many hours/minutes did she actually work?

26. Convert between the different measuring units.

<table>
<thead>
<tr>
<th>a.</th>
<th>b.</th>
<th>c.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 lb = __________ oz</td>
<td>5 gal = _______ qt</td>
<td>4 ft 2 in. = __________ in.</td>
</tr>
<tr>
<td>2 lb 11 oz = __________ oz</td>
<td>2 qt = _______ cups</td>
<td>7 yd = _______ ft</td>
</tr>
</tbody>
</table>
27. Convert between the different measuring units.

<table>
<thead>
<tr>
<th>a.</th>
<th>b.</th>
<th>c.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 kg = _______ g</td>
<td>5 L 200 ml = _______ ml</td>
<td>8 cm 2 mm = _______ mm</td>
</tr>
<tr>
<td>11 kg 600 g = _______ g</td>
<td>3 m = _______ cm</td>
<td>10 km = _______ m</td>
</tr>
</tbody>
</table>

28. George jogs daily on a track through the woods that is 3 km 800 m long. What is the total distance he runs in four days?

29. Alice drank 350 ml of a 2-liter bottle of water. How much is left?

30. The long sides of a rectangle measure 5 ft 6 in, and the short sides are 3 ft 4 in. What is the perimeter? _____ ft _______ in

---

**Division and Factors**

31. Divide. Check each problem by multiplying.

<table>
<thead>
<tr>
<th>a. 567 ÷ 9</th>
<th>Check:</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. 8,564 ÷ 4</td>
<td>Check:</td>
</tr>
</tbody>
</table>

---
32. Solve.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. $47 \div 5 = \underline{\hspace{2cm}} \ R \underline{\hspace{2cm}}$</td>
<td>b. $25 \div 3 = \underline{\hspace{2cm}} \ R \underline{\hspace{2cm}}$</td>
</tr>
</tbody>
</table>

33. Solve.

a. Amy put 48 photographs into an online photo album. On each page she could fit nine photos. How many photos were on the last page? How many pages were full?

b. You bought a 50-foot roll of chain-link fence that cost $150. Then you sold 12 feet of it to your neighbor. How much did your neighbor pay?

34. Solve.

a. Joe had saved $264. He spent $\frac{3}{8}$ of that to buy a camera. How much did the camera cost?

b. Mary packed 117 muffins into bags of six. How many bags does Mary need for them?

35. Mark an X if the number is divisible by the given numbers.

<table>
<thead>
<tr>
<th>number</th>
<th>divisible by 1</th>
<th>divisible by 2</th>
<th>divisible by 3</th>
<th>divisible by 4</th>
<th>divisible by 5</th>
<th>divisible by 6</th>
<th>divisible by 7</th>
<th>divisible by 8</th>
<th>divisible by 9</th>
<th>divisible by 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
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<tr>
<td>75</td>
<td></td>
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<td>47</td>
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<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
36. Fill in.

<table>
<thead>
<tr>
<th>a. Is 5 a factor of 60?</th>
<th>b. Is 7 a divisor of 43?</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____, because _____ × _____ = ______.</td>
<td>_____, because _____ ÷ _____ = __________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Is 96 divisible by 4?</th>
<th>d. Is 34 a multiple of 7?</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____, because ________________</td>
<td>_____, because ________________</td>
</tr>
</tbody>
</table>

37. List three prime numbers.

38. Find all the factors of the given numbers.

<table>
<thead>
<tr>
<th>a. 56</th>
<th>b. 78</th>
</tr>
</thead>
<tbody>
<tr>
<td>factors:</td>
<td>factors:</td>
</tr>
</tbody>
</table>

**Geometry**

39. Measure this angle.

40. Draw here an angle of 65°.
41. Draw here any obtuse triangle, and measure its angles.

42. Write an addition sentence about the angle measures. Use an unknown ($x$) for one angle measure.

Then solve it.

43. Sketch here any rectangle. Then draw a diagonal line in it (a line from corner to corner). What kind of triangles are formed?

44. Sketch here two line segments that are perpendicular to each other.
45. Draw as many different symmetry lines as you can into these shapes.

46. This picture shows the floor of a room with a carpet on the floor. The room itself measures 28 feet by 12 feet. The carpet is 6 ft by 10 ft. Find the area of floor outside the carpet (not including the carpet).

Fractions and Decimals

47. Write an addition to match the picture:

48. Erica did 1/4 of a puzzle, and Mom did another fourth of it. How much of the puzzle is still left to do?

49. Add and subtract. Give your final answer as a whole number or as a mixed number if possible.

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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>b.</td>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>4/5 + 3/5 =</td>
<td>1 1/6 - 2/6 =</td>
<td>3 6/8 + 2 2/8 =</td>
<td></td>
</tr>
</tbody>
</table>

50. Split the existing pieces. Fill in the missing parts.

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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Each piece is split into 2 new ones.</td>
<td>b. Each piece is split into ____ new ones.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/5 =</td>
<td>6/9 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
51. Write the equivalent fractions.

<table>
<thead>
<tr>
<th>a. ( \frac{2}{3} = )</th>
<th>b. ( \frac{3}{5} = )</th>
<th>c. ( \frac{1}{6} = )</th>
<th>d. ( \frac{1}{3} = )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{6}{9} )</td>
<td>( \frac{9}{15} )</td>
<td>( \frac{2}{12} )</td>
<td>( \frac{3}{9} )</td>
</tr>
</tbody>
</table>

52. Compare the fractions.

<table>
<thead>
<tr>
<th>a. ( \frac{\text{3}}{\text{8}} )</th>
<th>b. ( \frac{\text{7}}{\text{8}} )</th>
<th>c. ( \frac{\text{11}}{\text{12}} )</th>
<th>d. ( \frac{\text{5}}{\text{12}} )</th>
</tr>
</thead>
</table>

53. Write these fractions in order, from the smallest to the greatest: \( \frac{5}{4}, \frac{7}{10}, \frac{65}{100} \)

54. A recipe calls for \( \frac{3}{4} \) cup of flour. If you triple the recipe, how much flour do you need?

55. Fill in.

<table>
<thead>
<tr>
<th>a. ( \frac{\text{3}}{\text{8}} = 3 \times )</th>
<th>b. ( 4 \times \frac{\text{2}}{\text{5}} = )</th>
<th>c. ( 7 \times \frac{\text{2}}{\text{12}} = )</th>
</tr>
</thead>
</table>

56. Mark on the number line the following decimals: 0.55 0.08 0.27 0.80

57. Write the fractions and mixed numbers as decimals.

<table>
<thead>
<tr>
<th>a. ( \frac{3}{10} )</th>
<th>b. ( 3\frac{9}{10} )</th>
<th>c. ( \frac{9}{100} )</th>
<th>d. ( 7\frac{45}{100} )</th>
</tr>
</thead>
</table>

58. Write the decimals as fractions or mixed numbers.

<table>
<thead>
<tr>
<th>a. 0.6</th>
<th>b. 6.7</th>
<th>c. 0.21</th>
<th>d. 5.05</th>
</tr>
</thead>
</table>
59. Compare.
   a. 0.17 □ 0.2  b. 1.6 □ 1.56  c. 13.09 □ 13.9  d. 9.80 □ 9.8

60. Add and subtract.
   a. 7.81 + 5.2
   b. 6.1 − 2.36
Multi-Step Word Problems
Solving word problems.

Kendra has a ten-dollar bill, a twenty-dollar bill and a five-dollar bill. She bought a shirt for $18.49. How much money does she have left?

Tyson is going to the movies. He has two five-dollar bills and a ten-dollar bill. His ticket is $7.25. He buys a popcorn for $4.50 and a drink for $3.75. How much money does he have left?

Lexie earned $20 mowing her yard and $15 mowing her neighbor's yard. She is saving money to buy a new game that costs $42.99. How much more money does she need to earn?
Money Word Problems

Directions: Solve each problem.

Trevor bought 3 donuts for $.79 each and a drink for .89. How much change did he get if he paid with $5.00?

_________________

Cookies were 3 for .98. Kalyn bought 9. He had a $10 bill. How much did he have left?

_________________

Stephen bought tickets for the carnival. They were 10 for $9. He needed 3 to go on a ride. If he wanted to go on 5 rides, how many did he need to buy? How much did he spend?

_________________

Rickie had $20 to spend at the movies. He bought a ticket for $7.25. His popcorn was $4.19 and his drink was $3.74. How much did he have left for candy?

_________________
Writing Rules

Directions: Find the missing numbers in each table. Write a rule for each table.

<table>
<thead>
<tr>
<th>s</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14</td>
<td>21</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Rule: ________________

<table>
<thead>
<tr>
<th>r</th>
<th>3</th>
<th>8</th>
<th>10</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60</td>
<td>160</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rule: ________________

<table>
<thead>
<tr>
<th>z</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54</td>
<td>72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rule: ________________

<table>
<thead>
<tr>
<th>b</th>
<th>64</th>
<th>48</th>
<th>32</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identify the location of each picture by writing the ordered pair.

1.  = (___, ___)  
2.  = (___, ___)  
3.  = (___, ___)  
4.  = (___, ___)  
5.  = (___, ___)  
6.  = (___, ___)  
7.  = (___, ___)  
8.  = (___, ___)  
9.  = (___, ___)  
10.  = (___, ___)
Ordering Integers

A) Mark the integers on the number line and order them from the least to the greatest.

1) $-9, 4, -5, 2$

\[\text{Order from least to greatest: } -9, -5, 2, 4\]

2) $10, 0, -3, -10$

\[\text{Order from least to greatest: } -10, -3, 0, 10\]

3) $-7, 6, -8, 1$

\[\text{Order from least to greatest: } -8, -7, 1, 6\]

B) Mark the integers on the number line and order them from the greatest to the least.

1) $3, -6, -4, 5$

\[\text{Order from greatest to least: } 5, 3, -4, -6\]

2) $-2, -1, 9, -7$

\[\text{Order from greatest to least: } 9, -1, -2, -7\]

3) $-5, 7, 8, -9$

\[\text{Order from greatest to least: } 8, 7, -5, -9\]
Reading Thermometers

1.  

2.  

3.  

4.  

5.  

6.  

7.  

8.  

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Super Teacher Worksheets - www.superteacherworksheets.com
Name: _______________________

**Polygon vs Not a polygon**

Cut out the pictures and glue them in the correct column.

<table>
<thead>
<tr>
<th>Polygon</th>
<th>Not a polygon</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Polygon Examples" /></td>
<td><img src="image2.png" alt="Not a polygon Examples" /></td>
</tr>
</tbody>
</table>
Volume Task
Fish Tanks

At the pet shop, Jessica is having trouble finding a fish tank. Her mother said that she needs a fish tank that has a volume of 24 cubic feet.

Which tank should Jessica buy? Show your work to prove your answer to Jessica.
The marbles pictured below are gray, white, and black. They are placed in a bag and one is drawn at random.

1. Which color marble is least likely to be drawn from the bag? _______________

2. What is the probability of drawing the black marble from the bag? _______________

3. What is the probability of drawing a gray marble? _______________

4. What is the probability of the drawing a white marble? _______________

5. What is the probability of drawing a marble that is not white? _______________

6. Would you be more likely to draw a marble that is not black or a marble that is not gray? Explain your answer.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

7. If three more black marbles were added to the bag, what would be the probability of drawing a black marble? _______________