

Mother of Christ Catholic School
2022 Summer Assignment

Entering

5th

Grade



Using Punctuation Marks 7 a, c, h, 8, 9, 10

When a date is written in a sentence, place a comma between the day of the month and the year, and a comma between the year and the rest of the sentence.

Use a comma to separate the names of a city and a state when they are written in a sentence. Place a comma between the name of the state and the rest of the sentence.

Examples: On December 14, 1965, Julie went to Pendleton, Oregon.

Concord, Massachusetts, was the home of many famous Americans.

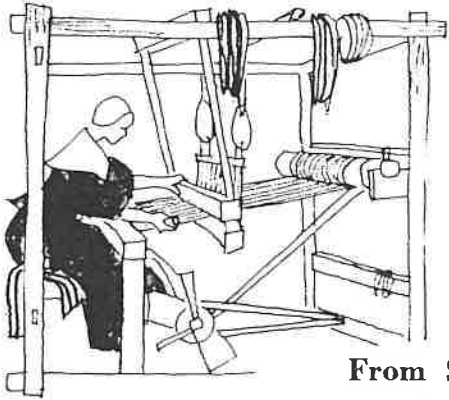
Place punctuation marks where they are needed in the sentences below. (Score: 1 for each punctuation mark correctly used)

American Flags

1. "John have you seen pictures of early American flags?" asked Carol
2. Yes I saw several pictures of flags in a book John replied.
3. "Different flags were used in Boston New York and Charleston," John added.
4. "An interesting flag was flown at Bunker Hill Massachusetts," Carol said.
5. "Carol was this a red flag with a pine tree on it " asked John.
6. Were red white and blue always the colors of our flag John asked.
7. No John many flags had other colors Carol answered.
8. Have you heard the story about Betsy Ross asked John.
9. "Didn't Mrs Ross live in Philadelphia Pennsylvania " asked Carol.
10. I believe that she made a flag with stars and stripes said Carol.
11. That may not be a true story Carol replied John.
12. "Benjamin Franklin Mr Harrison and Mr Lynch designed a flag," John said.
13. "On January 2 1776 George Washington flew this flag," John added.
14. Carol explained Their flag had stripes and crosses on it
15. "On June 14 1777 a new flag was ordered," Carol said.
16. "There were red stripes white stripes and white stars on this flag," Carol added.
17. Were stars and stripes added for each new state asked John
18. "Yes after May 1 1795 the flag had fifteen stripes," replied Carol.
19. "Later the flag had stripes only for the original colonies," John said
20. "From July 4 1818 there were only thirteen stripes," John added
21. Carol wasn't a new star added for each new state asked John
22. "Yes Arizona's star was added in July 1912 John," said Carol.
23. "Carol stars have been added recently for Alaska and Hawaii " John said

Other Things to Do: Write the principal parts of *do* and *fly*. Use these six words in sentences about flags.

Using Capital Letters = 1, 2, 5



From Spinning Wheels to Factories

Use capital letters to make sentences easy to read and understand.

In the sentences below draw a line under each word and abbreviation that should be capitalized. (Score: 1 for each correct underline)

Example: may i go with you, jack?

1. susan and i went to smith museum last saturday.
2. we saw a spinning wheel that was brought to america from england.
3. many people in connecticut, new hampshire, and vermont wove cloth.
4. miss smith said that the cloth was woven on a loom.
5. many people who lived near the atlantic ocean had spinning wheels.
6. the pioneers worked very hard on every day except sunday.
7. during april or may, wool was cut from the sheep.
8. susan and i learned how the wool was made into cloth by the women.
9. there were many rivers, such as the connecticut river, in new england.
10. didn't mr. f. c. lowell build a loom that was run by water power?
11. today lowell, massachusetts, is famous for the cloth that is made there.
12. i learned that many factories were built along the rivers.
13. didn't miss smith say that cloth was made in these factories?
14. during july and august the factories were very hot.
15. but in december and january they were often cold.
16. many people came to america from italy and ireland.
17. often these europeans worked in the factories.
18. did the people work on christmas and new year's day?
19. last june i visited in connecticut and massachusetts.
20. on monday father and i saw many factories in these states.
21. mr. j. f. boat took us into one of the factories.
22. father asked mr. boat what kind of cloth was made in this factory.
23. he said that cotton was brought from south carolina and alabama.
24. cotton cloth was made in the factory and sent to new york city.

Other Things to Do: Select five verbs that are used above, and write an original sentence with each.

The sentences in the paragraphs below contain too many *and's*. Rewrite the paragraphs, using shorter, clearer sentences. (Score: 2 for each correct sentence)

The Banyan Tree

There is a strange tree that grows in Asia and it is called the banyan tree. This tree grows about one hundred feet tall and long branches grow down from the tree toward the ground. These branches reach the ground and roots begin to grow from the branches into the ground. The branches form new trunks for the tree and sometimes one tree may have as many as one hundred trunks.

The Crab

The crab lives in many parts of the ocean and this animal is covered with a shell and as the crab grows larger, the shell becomes too tight for it. Then the animal sheds its shell and has a new, soft shell and sometimes you can find the old shell lying on the beach and a crab that has a new shell is called a soft-shelled crab and a crab that is in an old shell is called a hard-shelled crab.

Draw a line under the correct word in parentheses.

The Northern Lights

1. Does (you're, your) book about Alaska describe the northern lights?
2. Many people (haven't, hasn't) seen this strange sight.
3. (Your, You're) amazed if you ever see these lights.
4. (Their, They're, There) often seen at night in the far north.
5. (It's, Its) not known for certain what causes them.
6. They have (became, become) famous all over the world.
7. Often a noise has been heard before the lights have (began, began).
8. The sound (are, is) something like the rustling of silk.
9. Then the dark sky is (broke, broken) by the shining lights.
10. It looks as though someone (threw, thrown) Roman candles into the air.
11. (Aren't, Isn't) the lights sometimes like a fan in the sky?
12. The sky may look as though (there, their) are searchlights turned on.
13. Sometimes the lights last for only a minute or (to, two, too).
14. Sometimes they may be seen (in, into) the sky for several hours.
15. Many people have (wrote, written) about the beautiful sight.
16. Men (became, become) interested in the lights years ago.
17. They wanted to (learn, teach) what caused the lights.
18. Experiments could (learn, teach) them many interesting things.
19. A scientist uses a glass tube that has a stopper in (it's, its) top.
20. Most of the air is (drew, drawn) out of the tube.
21. Soon the tube (haven't, hasn't) very much air left in it.
22. Then electricity is passed (threw, through) the tube.
23. Nothing else is put (in, into) the tube.
24. Suddenly there (are, is) lights inside the tube.
25. It looks as though the northern lights had (flew, flown) into the tube.
26. We believe that it takes electricity (to, too) make the northern lights.
27. (Whose, Who's) book tells about this experiment?
28. (Can, May) I borrow it to read about the experiment?

To broadcast, use

53

Make interesting sentences with the words
your teacher writes on the board.

A—*Have you seen* the northern lights?

B—No, but Tuktu *has seen* them many times.

Descriptive Adjectives

A **descriptive adjective** gives more information about a noun. It can tell how a thing looks, tastes, sounds, feels, or smells. It can tell about size, number, color, shape, or weight.

Underline each descriptive adjective once and the noun it describes twice.

1. Snails often eat rotten plants.
2. We saw the young actor in a play.
3. I wrote a long letter to Grandmother.
4. Our fuzzy gerbil runs on his squeaky wheel.
5. Tiny orange caterpillars eat green leafy plants.
6. The clever fox did not go out onto the thin ice.
7. An upset woman had lost a valuable bracelet.
8. The scaly snake crawled through the tall grass.
9. Mollusks have soft bodies under their tough shells.

Write a descriptive adjective before each noun to complete each sentence.

10. We saw a _____ raccoon in a _____ tree.
11. The _____ thunder scared the _____ child.
12. _____ flames leapt from the _____ campfire.
13. A _____ camper climbed up the _____ cliff.
14. The _____ door opened to reveal a _____ figure.
15. Circle the _____ paragraphs with a _____ pen.

Write a sentence using each pair of adjectives.

16. kind, helpful _____
17. dim, dreary _____
18. loud, orange _____
19. bitter, salty _____

The Mysterious Monster of Spirit Lake

The kids in Sierra Cabin all agreed that Kelly was the best counselor in the whole camp, so they were devastated when Colin told them she would be leaving soon. "I overheard her telling another counselor that she had an offer to go to Scotland and hunt for the Loch Ness monster," he told them gloomily.

"It's too bad we don't have a famous monster here in Spirit Lake," Alec said. "Then Kelly could hunt for that instead!" Suddenly his face lit up. "I know how we can get Kelly to stay right here!" he said excitedly.

That afternoon, Kelly found the Sierra Cabin boys hard at work in the crafts hut. Looking over Alec's shoulder, she caught a glimpse of a strange contraption. Several sticks were lashed together into a small raft, and the boys were fastening two tiny flashlights to a mast in its center. When Colin saw her looking, he quickly covered the raft with his sweatshirt. "That's odd," Kelly thought. "What are they up to?"

Later, Kelly joined Alec and Colin on the grassy bank of Spirit Lake. The boys were playing with a remote-control speedboat. Colin demonstrated how he could use the controller to make the boat speed up, slow down, and turn. "I'm getting good at steering it," he said. "And it's powerful enough to tow a raft!"

That evening, Alec came running up to Kelly. "Come quick!" he called in an eager, excited voice. "There's a monster in Spirit Lake!" They ran down to the lake, where other boys were pointing at something in the water. Squinting in the dim light, Kelly could just make out a dark shape moving back and forth. A long, straight neck seemed to rise above the water. Then the dark shape turned, and two eyes flashed brightly. Kelly gasped. Suddenly the glowing eyes winked out, and she heard Colin's voice say, "Rats! The batteries must be dead!" Kelly felt confused for a moment, but then everything clicked into place.

"Don't worry," she reassured the boys. "I'm not leaving. But I'm staying for you guys, not for any kind of monster! So bring in the raft and get your flashlights back, and we'll go make s'mores by the campfire."

And that's just what they did.

1. How did the boys feel about the monster in Spirit Lake?

- (A) They didn't want Kelly to know about it.
- (B) They were afraid of it.
- (C) They hoped Kelly would catch it.
- (D) They wanted Kelly to believe it was real.

Underline the context clues that helped you answer the question.

3. What were the boys making in the crafts hut?

- (A) a remote-control speedboat
- (B) a raft they could ride on
- (C) a fake monster to float in Spirit Lake
- (D) snacks called s'mores

2. What is meant by the idiom "everything clicked into place"?

- (A) Everything became easy to understand.
- (B) The place became very noisy.
- (C) The crickets made clicking sounds.
- (D) The flashlights clicked off.

Circle the phrase that helped you answer the question.

4. The boys were trying to get Kelly to _____

- (A) help them make a real raft
- (B) save them from the lake monster
- (C) take them for a ride in a speedboat
- (D) stay at camp instead of going to Scotland

5. What did Kelly realize about the monster in Spirit Lake? Use evidence from the text to support your answer.

The Land of Nod

From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.

All by myself I have to go,
With none to tell me what to do—
All alone beside the streams
And up the mountain-sides of dreams.

The strangest things are there for me,
Both things to eat and things to see,
And many frightening sights abroad
Till morning in the land of Nod.

Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.

The Land of Counterpane

When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay,
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills;

And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant land of counterpane.

1. What is the theme of "The Land of Nod"?

- (A) music
- (B) travel
- (C) friendship
- (D) dreaming

Underline the line that helped you answer the question.

2. A **counterpane** is _____.

- (A) a bedspread
- (B) a window
- (C) an army of toy soldiers
- (D) an imaginary place

Circle the stanza in which you found the answer.

3. Which of these poems is written from the first-person point of view?

- (A) "The Land of Nod"
- (B) "The Land of Counterpane"
- (C) both poems
- (D) neither poem

4. Which of these poems has an AABB rhyme pattern?

- (A) "The Land of Nod"
- (B) "The Land of Counterpane"
- (C) both poems
- (D) neither poem

5. Compare the two poems. How are the "lands" in the poems similar? How are they different?

Montgomery Mortimer Mouse

Montgomery's friends called him Monty for short, but his mother used his full name when she was upset. "Montgomery Mortimer Mouse," she scolded, "you must be more careful! The world is dangerous, especially for mice who scurry about with no thought for where the cat is hiding." Monty promised to be more cautious, and he meant it sincerely. But there were so many fascinating places to explore!

The next day, Monty poked his nose out of the mouse hole, remembering to look all around before venturing out. There was no sign of the cat, so he dashed to the kitchen, where tasty morsels could often be found. He skidded to a halt in front of a red bowl on the floor. The bowl was deep, and even when Monty stretched up on tiptoe, he couldn't see inside. Forgetting everything his mother had told him, Monty jumped as high as he could, sailed over the rim of the bowl, and landed inside with a splash. He licked his whiskers. What rich, creamy deliciousness was this? Splashing and frolicking happily, Monty drank his fill of the thick white liquid. But when he tried to climb out again, he discovered that the sides of the bowl were too high and slippery. He was trapped!

It was a bit late to be wondering where the cat was, but Monty could think of nothing else. And suddenly, there she was, staring down at him with an expression of surprise and glee. Her furry face seemed enormous. Monty had never seen it this close before and hoped he never would again. "Mmm, what a lovely treat," she purred. "Sweet cream, with a tasty mouse topping! But I hear the mistress setting out my dinner, so I'll have to save you for dessert."

As the cat padded silently away, Monty kicked and splashed frantically. He could think of nothing else to do. Soon, it took more effort to move his legs. Was he getting tired already? No—his kicking was churning the cream into butter! Monty paddled even harder, and before long, the butter curds were thick enough that he could climb up on top of them and jump out of the bowl. Monty raced to the mouse hole and flew through it just as the cat returned. "Next time," he told himself, "I'll look before I leap!"

1. What is the meaning of the word **frolic**?

- (A) to chew noisily
- (B) to dream
- (C) to choke
- (D) to play happily

Circle the context clues that helped you answer the question.

2. After the cat left, why did it take more effort for Monty to move his legs?

- (A) His muscles were getting worn out.
- (B) He was too frightened to kick hard.
- (C) The cream was getting thicker.
- (D) He was too full to move.

Underline the sentence where you found the answer.

3. Which description best fits Monty?

- (A) curious but careless
- (B) greedy and cautious
- (C) timid but determined
- (D) hungry but nervous

4. What lesson did Monty learn?

- (A) Don't cry over spilled milk.
- (B) Look before you leap.
- (C) Life is just a bowl of butter.
- (D) While the cat's away, the mice will play.

5. Do you think Monty will be more careful in the future? Use evidence from the text to support your answer.

One day, Coyote's bushy tail became snagged in cactus spines. He could move neither forward nor backward. He begged a passing jackrabbit to help him. "If I free you, what will stop you from eating me?" Jackrabbit asked. Coyote protested that he would never do such a thing, but the rabbit was wary. Finally he said, "I'll help you, but you must promise to return the favor someday." Coyote eagerly agreed, but Jackrabbit was still cautious. "You are well-known for deceit," he said. "We must have a witness to your promise. I will fetch someone."

"Don't leave me!" Coyote wailed. "You can trust me." Jackrabbit remained tentative. Coyote looked around in desperation and spied a large reddish rock. "That red rock can be our witness," he said. Jackrabbit thought for a moment, and then he agreed. As the rabbit worked to untangle Coyote's tail, Coyote thought, "What a fool Jackrabbit is! A stone cannot witness anything." The moment the tail was free, Coyote pounced on Jackrabbit. "Now I've got a tasty supper!" he gloated. Jackrabbit struggled furiously but could not escape. When he reminded Coyote of his promise, Coyote howled with laughter.

An owl flying overhead heard the commotion. She stopped to find out what the trouble was. Jackrabbit told her about Coyote's tail, the cactus, and the promise that Coyote had made. "That's not true!" Coyote growled. "None of that happened, and he cannot prove that it did."

"I can prove I'm telling the truth," Jackrabbit replied. "We had a witness—a big gray stone that heard everything." "You're a liar!" Coyote yelped. "That stone was red, not gray!"

Owl smiled. "Since you admit that there was a witness, I must assume that the rest of Jackrabbit's story is true, too. By the law of the desert, you must honor your agreement and let Jackrabbit go."

Coyote knew he was trapped. He released Jackrabbit and walked away with an empty stomach.

1. The problem in this story is that Coyote _____.

- (A) believes that rocks can see and talk
- (B) won't listen to Owl
- (C) is afraid of Jackrabbit
- (D) doesn't honor the promise he makes

Underline the sentence where you found the answer.

3. What role does Owl play in this story?

- (A) a wise judge
- (B) Coyote's friend
- (C) a police officer
- (D) Jackrabbit's mother

2. Coyote needed help because _____.

- (A) his paw was trapped under a stone
- (B) his tail was caught on a cactus
- (C) an owl was chasing him
- (D) his stomach was empty

Circle the phrase where you found the answer.

4. Which of these words is not a synonym for **careful**?

- (A) wary
- (B) cautious
- (C) deceitful
- (D) tentative

5. Do you think Jackrabbit really thought the stone would be a good witness? Why or why not?

The Story of Paul Bunyan and Babe

In the Year of Two Winters, it grew so cold that the snow turned blue. Coffee turned to ice while it was still boiling, and conversations took forever because folks had to thaw out their words before they could hear each other. When the leftover words unfroze in the spring, the air was filled with a terrible chatter that lasted for weeks.

That was the year that young Paul Bunyan found a baby ox in the snow. He took the little creature home and warmed it up, but the ox's hide stayed blue. Paul named his pet Babe. Babe grew fast, and Paul built a water tank for him to drink from. One day, Babe accidentally knocked the tank over. All the lumbermen in the camp would have drowned if it hadn't been for Paul Bunyan's quick action. He dug a ditch to drain the water—and that's how the Mississippi River was formed.

Babe was handy around the logging camp. The lumberjacks strung a line between his horns and hung all the camp's wash on it. The laundry dried extra-quick because of all the wind up there. But Babe was most useful for straightening crooked roads. Paul just tied one end of the road to Babe's horns, and then Babe took a couple of steps and pulled all the kinks right out of the road. One day, Paul decided to try the same trick on a twisty river so he could float logs to the lumber mill quicker. It worked great! But the straightened river was a good deal longer than it had been. Paul used his ax to chop off the extra bits, which he called the Great Lakes.

Paul Bunyan and Babe worked so well together that soon there was no more work to be done. So Paul closed up camp, and he and Babe set out to see the country. Paul had always had a hankering to visit the giant redwood trees in California, so they started walking west. As Paul was crossing Arizona, he accidentally dragged his ax on the ground. Today, you can still see where this happened. It's called the Grand Canyon.

1. One setting for this story is a _____.

- (A) logging camp near the Mississippi River
- (B) mountain range in Alaska
- (C) desert in Nevada
- (D) beach on the shores of the Great Lakes

Circle the phrase where you found the answer.

2. What does the word **hankering** mean?

- (A) a bandanna
- (B) a lumberjack's tool
- (C) a desire
- (D) baby ox

Underline the sentence that helped you answer the question.

3. How is this story structured or organized?

- (A) main idea and details
- (B) causes and effects
- (C) facts and opinions
- (D) comparing and contrasting

4. Which description does not fit Paul Bunyan?

- (A) larger than life
- (B) quick thinking
- (C) creative problem solver
- (D) coldhearted

5. List some natural features that were supposedly created by Paul Bunyan and explain how.

Subtracting Decimals

Total Problems: 16
Problems Correct: _____

Solve each problem. Regroup when necessary.

$$\begin{array}{r} 1. \ 326.7 \\ - \ 42.8 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \ 14.021 \\ - \ 5.6 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \ 1.589 \\ - \ 0.756 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \ 16.882 \\ - \ 9.3 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \ 52.07 \\ - \ 3.9 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \ 7.57 \\ - \ 6.85 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \ 8.123 \\ - \ 6.017 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \ 18.9 \\ - \ 16.425 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \ 1.978 \\ - \ 1.682 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \ 14.9 \\ - \ 3.2 \\ \hline \end{array}$$

$$11. \ 19.5 - 0.001 =$$

$$12. \ 0.501 - 0.332 =$$

$$13. \ 42.642 - 10.35 =$$

$$14. \ 28.4 - 4.62 =$$

$$15. \ 33.45 - 15.4 =$$

$$16. \ 18.5 - 9.5 =$$

Multiplying Three-Digit Numbers

Total Problems: 30
Problems Correct: _____

Solve each problem. Regroup when necessary.

1.
$$\begin{array}{r} 654 \\ \times 189 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 542 \\ \times 172 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 323 \\ \times 247 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 826 \\ \times 825 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 340 \\ \times 285 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 221 \\ \times 103 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 365 \\ \times 184 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 756 \\ \times 633 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 236 \\ \times 420 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 630 \\ \times 246 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 416 \\ \times 122 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 593 \\ \times 347 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 724 \\ \times 377 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 351 \\ \times 240 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 577 \\ \times 290 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 412 \\ \times 203 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 593 \\ \times 347 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 724 \\ \times 377 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 251 \\ \times 141 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 472 \\ \times 184 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 350 \\ \times 491 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 827 \\ \times 579 \\ \hline \end{array}$$

23.
$$\begin{array}{r} 520 \\ \times 397 \\ \hline \end{array}$$

24.
$$\begin{array}{r} 630 \\ \times 141 \\ \hline \end{array}$$

25.
$$\begin{array}{r} 770 \\ \times 143 \\ \hline \end{array}$$

26.
$$\begin{array}{r} 321 \\ \times 324 \\ \hline \end{array}$$

27.
$$\begin{array}{r} 427 \\ \times 273 \\ \hline \end{array}$$

28.
$$\begin{array}{r} 678 \\ \times 459 \\ \hline \end{array}$$

29.
$$\begin{array}{r} 517 \\ \times 510 \\ \hline \end{array}$$

30.
$$\begin{array}{r} 370 \\ \times 237 \\ \hline \end{array}$$

Division with Three-Digit Quotients

Total Problems: 20
Problems Correct: _____

Solve each problem.

1. $9 \overline{)1,368}$

2. $4 \overline{)1,228}$

3. $8 \overline{)5,392}$

4. $6 \overline{)1,878}$

5. $5 \overline{)1,395}$

6. $7 \overline{)2,926}$

7. $4 \overline{)1,008}$

8. $5 \overline{)975}$

9. $4 \overline{)2,128}$

10. $2 \overline{)1,224}$

11. $6 \overline{)2,706}$

12. $3 \overline{)2,019}$

13. $3 \overline{)1,008}$

14. $8 \overline{)3,888}$

15. $7 \overline{)1,421}$

16. $5 \overline{)1,125}$

17. $2 \overline{)1,024}$

18. $3 \overline{)1,134}$

19. $8 \overline{)4,960}$

20. $9 \overline{)2,790}$

Adding Mixed Numbers with Unlike Denominators

Total Problems: 16
Problems Correct: _____

Solve each problem. Write the answer in simplest form.

$$\begin{array}{r} 1. \quad 1\frac{3}{8} \\ + 2\frac{1}{2} \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 3\frac{11}{12} \\ + 4\frac{1}{2} \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 6\frac{5}{6} \\ + 4\frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 7\frac{2}{3} \\ + 8\frac{4}{5} \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 5\frac{2}{5} \\ + 3\frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 2\frac{4}{9} \\ + 5\frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 2\frac{2}{7} \\ + 1\frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 2\frac{7}{8} \\ + 4\frac{5}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 5\frac{3}{4} \\ + 6\frac{5}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 1\frac{3}{4} \\ + 3\frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 4\frac{3}{5} \\ + 5\frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 1\frac{5}{7} \\ + 4\frac{3}{12} \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 4\frac{7}{12} \\ + 5\frac{1}{2} \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 10\frac{5}{8} \\ + 2\frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 12\frac{3}{4} \\ + 8\frac{2}{5} \\ \hline \end{array}$$

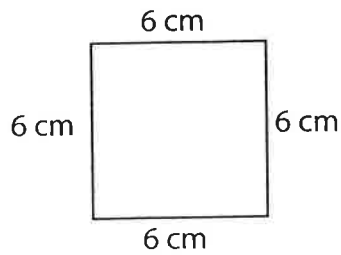
$$\begin{array}{r} 16. \quad 9\frac{1}{8} \\ + 6\frac{3}{4} \\ \hline \end{array}$$

Finding the Perimeter

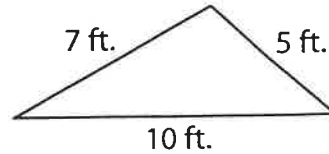
Total Problems: **6**
Problems Correct: _____

Find the perimeter of each figure. Remember to write the units.

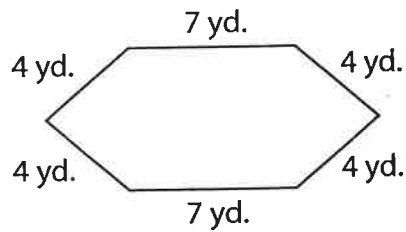
1. perimeter = _____



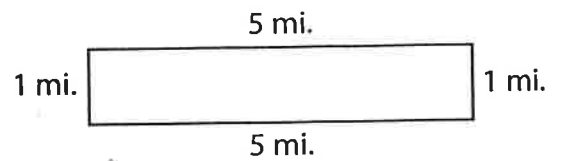
2. perimeter = _____



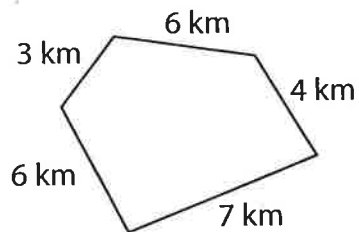
3. perimeter = _____



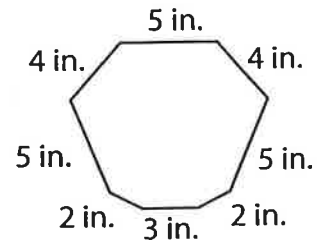
4. perimeter = _____



5. perimeter = _____



6. perimeter = _____

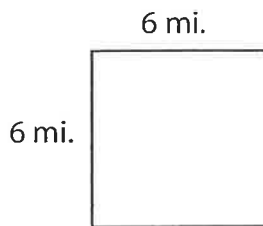


Finding the Area

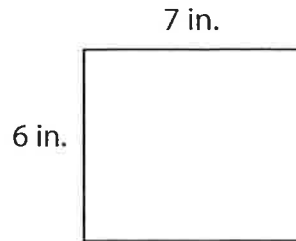
Total Problems: **10**
Problems Correct: _____

Find the area of each figure. Remember to write the square (sq.) units.

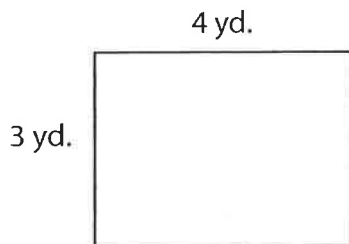
1. area = _____



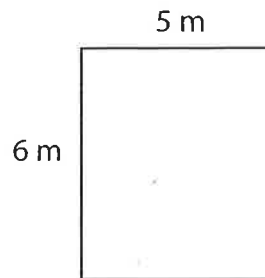
2. area = _____



3. area = _____



4. area = _____



Find the area of each quadrilateral with the given dimensions. Remember to write the square (sq.) units.

	Length	Width	Area
5.	10 in.	6 in.	
6.	5 cm	3 cm	
7.	4 yd.	3 yd.	
8.	10 km	4 km	
9.	4 mi.	4 mi.	
10.	6 ft.	3 ft.	