Name: _____
Date: _____

Summer Enrichment | 6th Grade Math Review

Long-Term Learning Target:
I CAN review important math concepts to prepare myself for 7th Grade.
Academic Mindset:
I CAN succeed at this. My ability and competence grow with my effort.

Summer is a time for rest and relaxation with your friends and family, a time to unwind from the stress of school. However since your brains are still growing at such a rapid rate, you sometimes can lose everything you worked so hard to achieve during the school year. We don't want that to happen do we? No way!

This summer math homework is designed to help you practice the learning targets you focused on this year, so all that hard work spent in 6th Grade isn't wasted when you get to 7th Grade. It is spaced out over ten weeks each focusing on a specific learning target with an average of three pages per week. If you manage your time wisely this will not take that much time.

Do not use a calculator, and for the ones you can't do in your head you must SHOW YOUR WORK.

Remember, **you CAN do this**. *I believe in you.*

If you have any questions please email me!
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Week 1 | Addition, Subtraction, Multiplication and Division Review
Week 2 | Adding and Subtracting Decimals Review
Week 3 | Multiplying Decimals Review
Week 4 | Converting between Fractions, Decimals, and Percents Review
Week 5 | Mean, Median, Mode, and Range Review
Week 6 | Creating and Reading Graphs Review (Line, Bar, Circle, etc.)
Week 7 | Factors and Multiples Review
Week 8 | Exponents Review
Week 9 | Order of Operations Review
Week 10 | Steps for Problem Solving Review

Week 1 | Addition, Subtraction, Multiplication and Division Review

Learning Target: I CAN add, subtract, multiply, and divide.

Directions: Calculate each sum, difference, product, or quotient

1+2 =	2+13 =	19×14 =	11+12=	5 × 17 =
25-16=	15×13=	20-8=	10×12=	18×6=
12×7=	31-16=	4 + 10 =	26-13=	198÷ 18 =
126÷7=	7+5=	16-15=	3+8=	9+2=
16×4=	12-3=	20+19=	16+11=	27÷3=
17-12=	12-1=	19+15=	32-14=	110÷ 10 =
22÷11=	28-20=	7÷1=	15-14=	10+14=
112÷ 14 =	252÷ 14 =	112÷ 16 =	12+9=	17×3=
10×15=	20÷4=	22-18=	15×12=	3+10=
8+4=	13×10=	14-9=	12-4=	23-16=
9-6=	15+8=	270÷ 18 =	20 × 2 =	17 - 3 =
8-2=	144÷ 16 =	300÷ 15 =	11+12=	10-3=
48÷16=	4+5=	13×4=	15+11=	15÷1=
13+9=	3+7=	8×4=	88÷11=	1×18=
112÷7=	34 ÷ 2 =	11 + 9 =	182÷ 14 =	6 × 19 =
7- 4=	17- 10=	18+ 11=	160÷ 10 =	12 × 16 =
15 × 1 =	112÷ 14 =	10+9=	9-6=	15+2=
10×10=	8×3=	3 + 15 =	7-2=	14×8=
13-8=	1+6=	2 + 19 =	22-12=	60÷20=
323÷ 19 =	16 - 8 =	52 ÷ 13 =	195÷ 15 =	25 - 19 =

Directions: Calculate each sum

236 + 260 = 151 + 897 = 802 + 776 = 180 + 620 = 961 + 649 =

Directions: Calculate each difference

5800 - 833 = 8533 - 886 = 7151 - 186 = 5042 - 796 =

Directions: Calculate each product

529 x 65 = 279 x 86 = 300 x 73 = 101 x 67 = 904 x 51 =

616 x 41 = 604 x 88 = 187 x 59 = 720 x 89 = 860 x 22 =

Directions: Calculate each quotient

5476/74 6270/66 6708/78 8624/98

2112/96 4085/43 1870/43 420/42

Week 2 | Adding and Subtracting Decimals Review
Learning Target: I CAN add, and subtract decimals.

Directions: Calculate each sum

1.33 + 9.41 =	6.14 + 6.94 =	6.86 + 1.41 =	6.78. + 4.10 =
5.49 + 5.41 =	1.40 + 3.11 =	1.56 + 5.09 =	8.77 + 5.34 =
4.74 + 5.61 =	2.76 + 6.08 =	7.25 + 9.27 =	9.15 + 4.53 =

Directions: Calculate each difference

48.8 - 5.2 =	11.9 - 8.2 =	18.3 - 5.1 =	84.7 - 6.8 =	73.7 - 4.8 =
48.6 - 5.3 =	13.6 - 9.3 =	26.5 - 5.4 =	92.4 - 2.6 =	87.1 - 7.7 =
66.7 - 1.7 =	54.2 - 8.2 =	60.9 - 3.6 =	11.2 - 3.1 =	94.6 - 4.2 =

Week 3 | Multiplying and Dividing Decimals Review

Learning Target: I CAN multiply and divide decimals.

Directions: Calculate each product

19.1 x 56 =	16.4 x 13 =	39.2 x 16 =	16.1 x 34 =	61.9 x 28 =
72.9 x 65 =	68.6 x 48 =	87.6 x 83 =	62.1 x 68 =	84.0 x 52 =
9.5 x 0.86 =	4.3 x 9.5 =	5.8 x 4.6 =	4.1 x 0.23 =	0.31 x 4.6 =

Week 4 | Converting between fractions, decimals, and percents.

Learning Target: I CAN convert between fractions, decimals, and percents and use several strategies to solve problems involving these.

Directions: Convert each Decimal to a Percent

0.465 =	1.88 =	0.54 =	0.648 =
1.7 =	0.5 =	0.75 =	0.943 =

Directions: Convert each Percent to a Decimal

82% =	54% =	153% =	87% =
176% =	73.2% =	137% =	49.1% =

Directions: Convert each Fraction to a Decimal

24/25 =	33/20 =	53/50 =	1/4 =
30/50 =	64/50 =	5/8 =	14/20 =

Directions: Convert each Fraction to a Percent

23/25 =	13/20 =	1/4 =	27/20 =
12/10 =	4/10 =	1/40 =	47/25 =

Directions: Convert each Percent to Fraction

42% =	86.4% =	53% =	172% =
66.3% =	189% =	105% =	13% =

Directions: Convert each Decimal to a Fraction

0.75 =	0.5 =	0.532 =	0.345 =
0.543 =	0.42 =	1.2 =	0.188 =

Week 5 | Mean, Median, Mode, and Range Review

Learning Target: I CAN use mean, median, mode, and range to analyze data and draw reasonable conclusions about it.

Directions: Find the mean, median, mode, and range for each set of data

9, 3, 3, 3, 7, 3, 2, 2

mean: _____ median: _____ mode: _____ range: _____

7, 6, 6, 2, 4, 8, 6, 9, 5, 7

mean: _____ median: _____ mode: _____ range: _____

2, 3, 6, 3, 4, 6

m ean: _____ median: _____ mode: _____ range: _____

2, 6, 7, 6, 4, 6, 4

mean: _____ median: _____ mode: _____ range: _____

9, 6, 3, 4, 3

mean: _____ median: _____ mode: _____ range: _____

5, 8, 7, 9, 6, 3, 9, 9

mean: _____ median: _____ mode: _____ range: _____

6, 6, 6, 7, 5

mean: _____ median: _____ mode: _____ range: _____

4, 9, 7, 6, 3, 9, 7, 2, 7

mean: _____ median: _____ mode: _____ range: _____

8, 2, 5, 3, 6, 9, 2

mean: _____ median: _____ mode: _____ range: _____

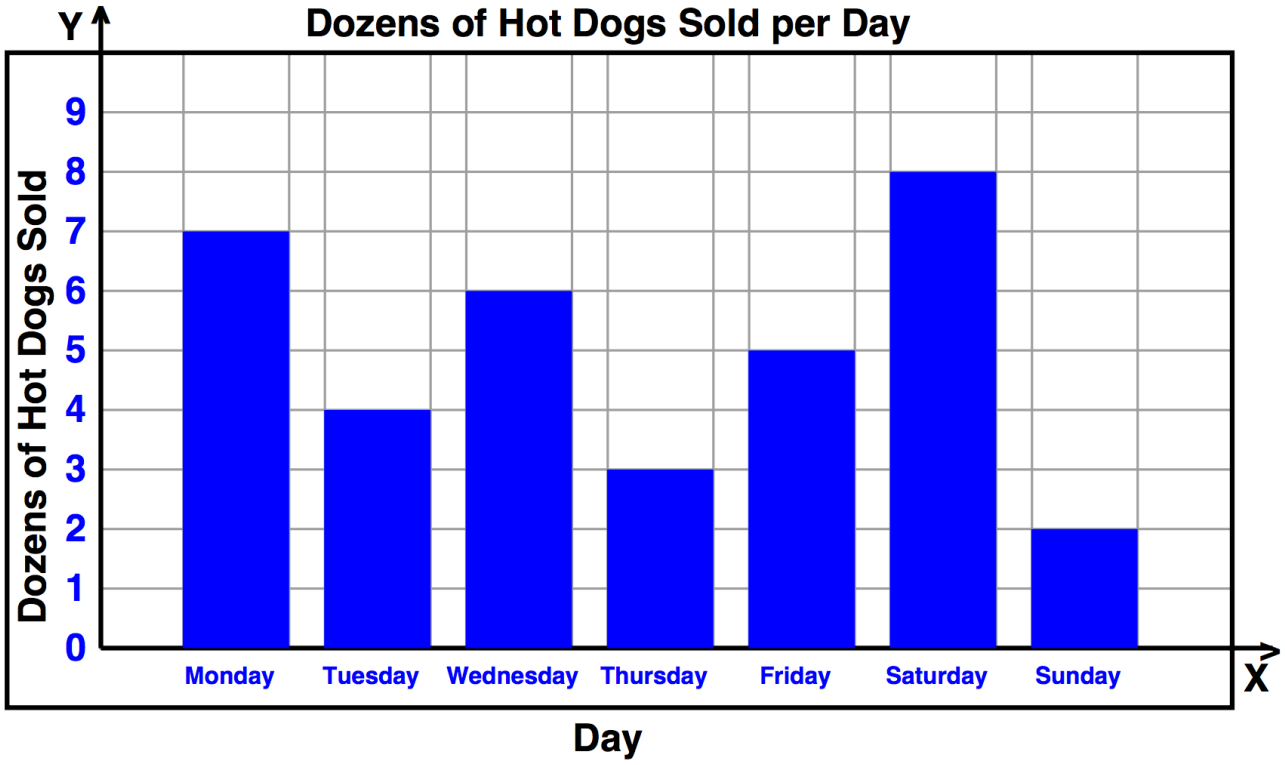
5, 3, 6, 3, 8, 6, 7, 8, 8

mean: _____ median: _____ mode: _____ range: _____

Week 6 | Creating and Reading Graphs Review (Line, Bar, Circle, etc.)

Learning Target: I CAN create and interpret bar, line, and circle graphs.

Directions: Answer the following questions based off of the **bar graph** below:



1.) How many hot dogs were sold on Friday and Wednesday combined?

_____

2.) How many more hot dogs were sold on Saturday than on Sunday?

_____

3.) How many hot dogs were sold on Thursday, Monday, and Saturday?

_____

4.) Were more hot dogs sold on Monday or on Thursday?

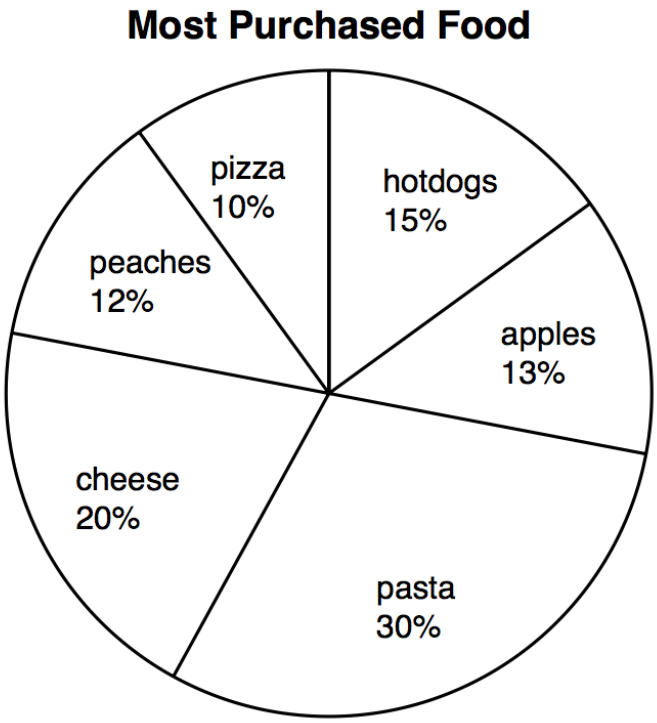
_____

5.) Next week, they hope to sell twice as many hot dogs as they did this week. How many hot dogs will that be?

_____

Directions: Answer the following questions based off of the **circle graph** below:

A local grocery tracked which food stuffs customers purchased.



1.) Combined, which two foods did the greatest number of customers buy?

_____

2.) Between apples and peaches which food was more popular; or were they equally popular?

_____

3.) If there were 300 customers that were tracked, many bought pasta?

_____

4.) What percent of customers bought either hot dogs or pizza?

_____

5.) Were apples and peaches chosen more than cheese and pasta; or were they equally bought?

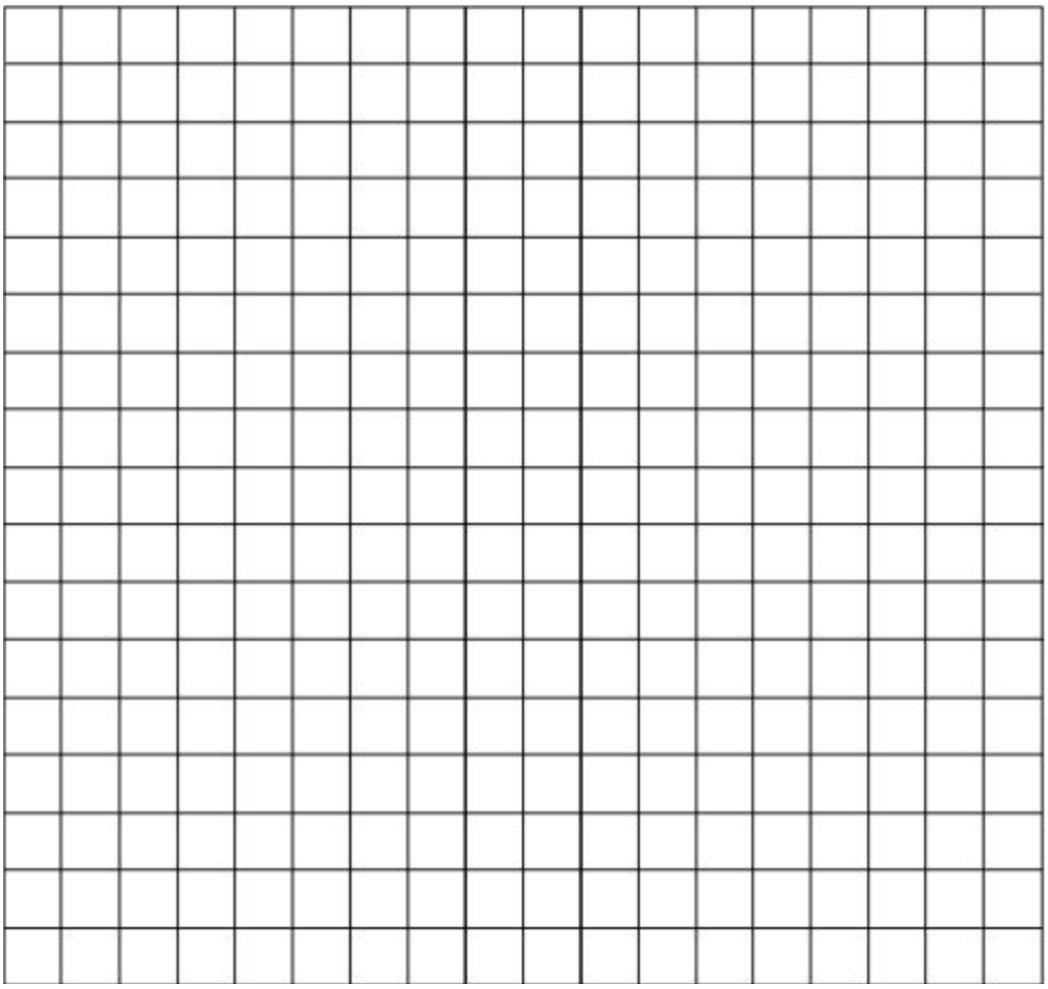
_____

Directions: Track the temperature for the week of July 10th to the 16th

What city were you in? _____

Date	Temperature (Degrees Fahrenheit)
Sunday July 10th	
Monday July 11th	
Tuesday July 12th	
Wednesday July 13th	
Thursday July 14th	
Friday July 15th	
Saturday July 16th	

Create a line graph based off of the data you collected:



Based off of the data on your **line graph** answer the following questions:

1.) What title of your graph? _____

2.) What is the scale of the horizontal axis? _____

3.) What is interval of the horizontal axis? _____

4.) What is the scale of the vertical axis? _____

5.) What is the interval of the vertical axis? _____

6.) What was the highest temperature of the week? _____

7.) What was the lowest temperature of the week?_____

8.) What was the difference between the temperature on Wednesday and Thursday?

_____

9.) What was the average temperature for the week? _____

Week 7 | Factors and Multiples Review

Learning Target: I CAN find the GCF and LCM for a group of numbers.

Directions - Find the **GCF** and **LCM** of each group of numbers:

Factors **Multiples**

5

8

GCF = _____ **LCM = _____**

Factors **Multiples**

12

34

GCF = _____ **LCM = _____**

Factors **Multiples**

4

14

GCF = _____ **LCM = _____**

Factors **Multiples**

2

5

GCF = _____ **LCM = _____**

Factors **Multiples**

6

35

14

GCF = _____ **LCM = _____**

Factors **Multiples**

21

12

2

GCF = _____ **LCM = _____**

Directions: Use Factor Trees to find the **Prime Factorization** of each number

48

36

50

75

99

80

Week 8 | Exponents Review

Learning Target: I CAN write and simplify math problems with exponents.

Directions: Complete all of the empty spaces in the table below

	Exponential Form:	**Expanded Form:**	**Simplified (Standard Form):**
1	9^2		
2		3 x 3 x 3 x 3	
3	12^2		
4	6 Cubed		
5		(7)(7)	
6			25
7		(4)(4)(4)	
8	20 Squared		
9	$(2)^6$		
10	$(1)^{13}$		
11	10^7		
12			27
13	7^2		
14		(2.5)(2.5)	
15			1

Week 9 | Order of Operations Review

Learning Target: I CAN use order of operations to simplify multi-step math problems.

Directions: Use **Order of Operations** to simplify each expression below

$19 - 7 \times 2$

$(15 - 6) + (20 - 17)$

$18 + 5^2$

$30 / 6 + 9 \times 6$

$[52 - 12] / (2 + 6)$

$7 + 15 \times 2$

$(11 - 7)^3$

$1 + 6^2 / 9(5 - 2)^2 + 23$

$2\,(3 + 8) - 5$

$6^2 - (3^2 + 18)$

$20 - (14 + 4) + 3 - 2$

$[19 - 15]^3 - 12(21 - 16)$

$$\frac{2 + 11 \times 8}{(7 - 4)^2}$$

$8 \times 12 - (8 - 5)^3$

$(17 - 12)^2 - 19$

$20 - 11 - (6 + 1) + 3 - 5$

$20 - 7 \times 2$

$(13 - 9)^2$

Week 10 | Steps for Problem Solving Review

Learning Target: **I CAN** use visual models and create equations to solve real-world problems.

Directions: Use the **Steps for Problem Solving** to find the solution to each word problem

James goes to the grocery store. He has $36.19. He buys 6 Gatorades that each cost $2, then he also buys a bagel for $1.53. How much money does he have left?

A. Underline the **QUESTION** & Write an **ANSWER SENTENCE**:

Answer Sentence: _____

_____

B. Find the **IMPORTANT INFO** (what you know and what you don't know) & record it below:

C. Create a **VISUAL MODEL** and an **EQUATION** for the problem, using an equal sign to show balance. Draw Model and Equation in the space below:

D. **ESTIMATE** a solution to the problem.

E. Use the visual models to help you **SOLVE** the problem (equation).

F. Record final answer in answer sentence, then **CHECK YOUR WORK** below.

Juana bought 5 boxes of Girl Scout cookies, and each had 30 cookies in it. She then ate 18 of them. How many cookies did Juana have left?

A. Underline the **QUESTION** & Write an **ANSWER SENTENCE**:

Answer Sentence: _____

_____

B. Find the **IMPORTANT INFO** (what you know and what you don't know) & record it below:

C. Create a **VISUAL MODEL** and an **EQUATION** for the problem, using an equal sign to show balance. Draw Model and Equation in the space below:

D. **ESTIMATE** a solution to the problem.

E. Use the visual models to help you **SOLVE** the problem (equation).

F. Record final answer in answer sentence, then **CHECK YOUR WORK** below.

Scratch Paper

Scratch Paper