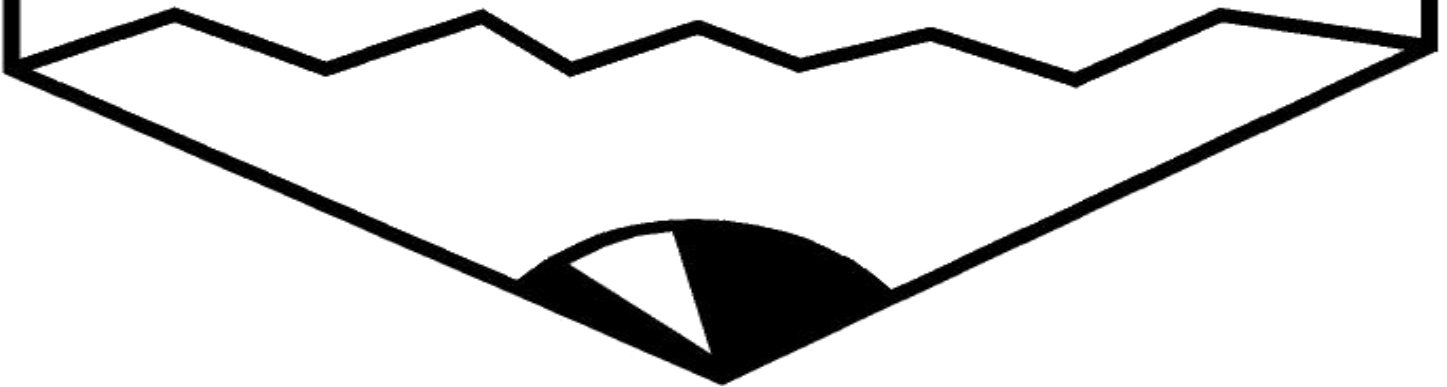


# SUMMER MATH PACKET

INCOMING

FIFTH GRADE

NAME \_\_\_\_\_



# Directions

- Complete each problem.
- Do NOT use a calculator.
- Show all work neatly in the actual packet whenever possible. If you need to use additional paper, make sure your work is clearly labeled and attached to the packet.
- All problems must be attempted. If you are stuck on a particular problem, you could ask an adult or classmate for assistance. If you are still unable to solve the problem, circle it and be prepared with questions for class in September.
- This packet will be graded on completion. You will also be assessed on this information after it has been reviewed in your math class.
- A reference sheet and a fraction bar sheet has been included. This will assist you on problems found in the practice packet.
- In addition to this packet of practice problem, you should study your multiplication and division flash cards for 10 minutes each day.

Helpful Websites:

[www.freerice.com](http://www.freerice.com)

[www.multiplication.com](http://www.multiplication.com)

[www.funbrain.com](http://www.funbrain.com)

[www.math.com](http://www.math.com)

[www.xtramath.org](http://www.xtramath.org)



Don't know where to start?

Look at the pacing calendar on the next page!

**July 2018**

| Sun | Mon              | Tue              | Wed              | Thu              | Fri              | Sat |
|-----|------------------|------------------|------------------|------------------|------------------|-----|
|     | 1                | 2                | 3                | 4                | 5                | 6   |
| 7   | 8<br>#s 1 – 10   | 9<br>#s 11-15    | 10<br>#s 16 – 25 | 11<br>#s 26 – 35 | 12<br>#s 36 – 45 | 13  |
| 14  | 15<br>#s 46 – 53 | 16<br>#s 54 – 59 | 17<br>#s 60 – 63 | 18<br>#s 64 – 75 | 19<br>#s 76 – 79 | 20  |
| 21  | 22<br>#s 80 – 84 | 23<br>#s 85 – 91 | 24<br>#s 92 – 99 | 25<br>#s100 -110 | 26<br>#s 111-114 | 27  |
| 28  | 29<br>#s 115-125 | 30<br>#s 126-130 | 31<br>#s 131-135 |                  |                  |     |

**August 2018**

| Sun | Mon              | Tue              | Wed              | Thu              | Fri              | Sat |
|-----|------------------|------------------|------------------|------------------|------------------|-----|
|     |                  |                  |                  | 1<br>#s 136-140  | 2<br>#s 141-145  | 3   |
| 4   | 5<br>#s 146-155  | 6<br>#s 156-159  | 7<br>#s 160-163  | 8<br>#s 164-170  | 9<br>#s 171-174  | 10  |
| 11  | 12<br>#s 175-182 | 13<br>#s 183-191 | 14<br>#s 192-197 | 15<br>#s 198-203 | 16<br>#s 204-209 | 17  |
| 18  | 19<br>#s 210-215 | 20<br>#s 216-219 | 21<br>#s 220-223 | 22<br>#s 224-226 | 23<br>#s 227-232 | 24  |
| 25  | 26<br>#s 233-238 | 27<br>#s 239-244 | 28               | 29               | 30               | 31  |

## Place Value

**Place value** is the **position** of a digit in a number. A digit's place in a number shows its value.

Numbers **left** of the **decimal point** represent **whole numbers**.

Numbers to the **right** of the **decimal point** represent a **part**, or fraction, of a whole number. These parts are broken down into tenths, hundredths, and so on.

Example: 513,662.48

|                      |                  |           |          |      |      |        |            |
|----------------------|------------------|-----------|----------|------|------|--------|------------|
| hundred<br>thousands | ten<br>thousands | thousands | hundreds | tens | ones | tenths | hundredths |
| 5                    | 1                | 3         | 6        | 6    | 2    | 4      | 8          |

← Whole Numbers → AND ← Fractions →

Write the following number words in standard form.

1. Six hundred fifty-two thousand, eight hundred seventy \_\_\_\_\_
2. Thirty-four thousand, two hundred sixteen and nine tenths \_\_\_\_\_
3. One hundred thousand, one hundred seventy-one and thirteen hundredths \_\_\_\_\_
4. Four hundred ten thousand, seven hundred fifty-two and six hundredths \_\_\_\_\_

Draw a line to the correct value of each underlined digit.

5. 27,691                      80 thousand
6. 468,394                      7 thousand
7. 509,473                      5 hundred
8. 81,037                        8 hundred thousand
9. 867,087                      8 thousand
10. 637,583                      5 hundred thousand

Write each number in expanded form.

11. 42,158

---

12. 275,206

---

13. 300,692

---

14. 827,013

---

15. 81,200

---

Write each number in standard form.

16.  $80,000 + 2,000 + 400 + 20 + 6 =$  \_\_\_\_\_

17.  $500,000 + 3,000 + 200 + 8 =$  \_\_\_\_\_

18.  $300,000 + 50,000 + 9,000 + 70 + 1 =$  \_\_\_\_\_

19.  $900,000 + 400 + 2 =$  \_\_\_\_\_

20.  $70,000 + 1,000 + 200 + 40 =$  \_\_\_\_\_

Write each number in word form.

21. 34,582

---

---

22. 720,294

---

---

23.  $300,000 + 8,000 + 20 + 9$

---

---

24. 27,917

---

---

25.  $40,000 + 300 + 2$

---

---

Name the value of the given digits.

**Example:** the 3s in 2,335 - 300 ; 30

26. the 4s in 6,448 - \_\_\_\_\_

27. the 6s in 6,674 - \_\_\_\_\_

28. the 5s in 4,559 - \_\_\_\_\_

29. the 2s in 322,489 - \_\_\_\_\_

30. the 7s in 427,790 - \_\_\_\_\_

Compare the numbers using  $<$ ,  $>$ , or  $=$ .

31. 679 ○ 4,679

32. 9,642 ○ 9,642

33. 5,136 ○ 5,631

34. 13,682 ○ 13,782

35. 805,224 ○ 800,554

Write the numbers in order from least to greatest.

36. 57,535      576,945      506,495

---

37. 18,764      18,761      13,490

---

38. 25,988      25,978      25,998

---

39. 58,028      85,843      77,893

---

40. 849,551      940,039      485,903

---

Round each number to the place of the underlined digit.

41. 128,955      \_\_\_\_\_

42. 85,639      \_\_\_\_\_

43. 9,924      \_\_\_\_\_

44. 194,542      \_\_\_\_\_

45. 149,590      \_\_\_\_\_

## Addition and Subtraction

Rewrite the problems vertically then add or subtract. Don't forget to **regroup** and **borrow** for subtraction.

46.  $88 + 16 =$  \_\_\_\_\_

47.  $91 - 59 =$  \_\_\_\_\_

48.  $549 - 162 =$  \_\_\_\_\_

49.  $9,005 - 3,458 =$  \_\_\_\_\_

50.  $37,759 + 29,538 =$  \_\_\_\_\_

51.  $739,375 - 567,629 =$  \_\_\_\_\_

52.  $700,325 - 42,597 =$  \_\_\_\_\_

53.  $491,738 + 256,372 =$  \_\_\_\_\_



## Multiplication

**Multiply** the following numbers.

$$35 \times 12 = ?$$

Standard Algorithm

$$\begin{array}{r} 35 \\ \times 12 \\ \hline 70 \\ + 350 \\ \hline 420 \end{array}$$

Don't forget to  
add the zero!

Partial Products

$$\begin{array}{r} 35 \\ \times 12 \\ \hline 10 \text{ (} 5 \times 2 \text{)} \\ 60 \text{ (} 30 \times 2 \text{)} \\ 50 \text{ (} 5 \times 10 \text{)} \\ + 300 \text{ (} 30 \times 10 \text{)} \\ \hline 420 \end{array}$$

Partial Products (Box)

|    |     |    |      |
|----|-----|----|------|
|    | 10  | 2  | 300  |
| 30 | 300 | 60 | 60   |
| 5  | 50  | 10 | 50   |
|    |     |    | + 10 |
|    |     |    | 420  |

54.  $12 \times 6 =$  \_\_\_\_\_

55.  $44 \times 9 =$  \_\_\_\_\_

56.  $80 \times 90 =$  \_\_\_\_\_

57.  $78 \times 24 =$  \_\_\_\_\_

58.  $13 \times 64 =$  \_\_\_\_\_

59.  $57 \times 13 =$  \_\_\_\_\_

60.  $46 \times 50 =$  \_\_\_\_\_

61.  $38 \times 74 =$  \_\_\_\_\_

62.  $49 \times 72 =$  \_\_\_\_\_

63.  $54 \times 38 =$  \_\_\_\_\_

64.  $3 \times 4 =$  \_\_\_\_\_

65.  $2 \times 6 =$  \_\_\_\_\_

$30 \times 4 =$  \_\_\_\_\_

$2 \times 60 =$  \_\_\_\_\_

$300 \times 4 =$  \_\_\_\_\_

$2 \times 600 =$  \_\_\_\_\_

66.  $20 \times 40 =$  \_\_\_\_\_

67.  $300 \times 40 =$  \_\_\_\_\_

68.  $50 \times 600 =$  \_\_\_\_\_

69.  $300 \times 700 =$  \_\_\_\_\_

70.  $6 \times 6,000 =$  \_\_\_\_\_

71.  $100 \times 90 =$  \_\_\_\_\_

72.  $50 \times 2,000 =$  \_\_\_\_\_

73.  $600 \times 30 =$  \_\_\_\_\_

74.  $80 \times 400 =$  \_\_\_\_\_

75.  $900 \times 70 =$  \_\_\_\_\_

## Division

In a division problem, the **dividend** is the number to be divided, the **divisor** is the number used to divide and the **quotient** is the answer.

$$\text{Dividend} \div \text{Divisor} = \text{Quotient} \qquad \text{Divisor} \overline{) \text{Dividend}} \begin{array}{r} \text{Quotient} \end{array}$$

Step 1: **Rewrite** as a long division problem. The first number (dividend) goes under the long division sign. The second number (divisor) goes on the outside.

Step 2: **Divide** until there are not any digits left to bring down.

To check your work, multiply your answer by the divisor and you should get the dividend.

Example:  $595 \div 7 = 85$

$$\begin{array}{r} 85 \\ 7 \overline{) 595} \\ \underline{-56} \phantom{0} \\ 35 \\ \underline{-35} \\ 00 \end{array}$$

76.  $72 \div 5 =$  \_\_\_\_\_

77.  $68 \div 3 =$  \_\_\_\_\_

78.  $475 \div 5 =$  \_\_\_\_\_

79.  $840 \div 6 =$  \_\_\_\_\_

$80. 693 \div 8 = \underline{\hspace{2cm}}$

$81. 4,183 \div 6 = \underline{\hspace{2cm}}$

$82. 506 \div 7 = \underline{\hspace{2cm}}$

$83. 8,204 \div 5 = \underline{\hspace{2cm}}$

$84. 7,529 \div 4 = \underline{\hspace{2cm}}$

$84. 492 \div 6 = \underline{\hspace{2cm}}$

$85. 210 \div 7 = \underline{\hspace{2cm}}$

$86. 6,300 \div 9 = \underline{\hspace{2cm}}$

$87. 200 \div 5 = \underline{\hspace{2cm}}$

$87. 420 \div 6 = \underline{\hspace{2cm}}$

$88. 3,500 \div 7 = \underline{\hspace{2cm}}$

$89. 280 \div 4 = \underline{\hspace{2cm}}$

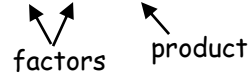
$90. 3,600 \div 6 = \underline{\hspace{2cm}}$

$91. 5,400 \div 9 = \underline{\hspace{2cm}}$

## Factors

**Factors** are the numbers multiplied to get a **product**.

Example:  $3 \times 6 = 18$



To find all of the factors of 20:

Step 1: Find all multiplication facts that have a product of 20. Start with  $1 \times 20$ , then try  $2 \times ?$ ,  $3 \times ?$ , and so on until you repeat a pair of numbers.

Step 2: Write all of the factors in order from least to greatest.

**Example:**

$$1 \times 20$$

$$2 \times 10$$

$$4 \times 5$$

Factors of 20: 1, 2, 4, 5, 10, 20

Find all factors of each number.

92. Factors of 12: \_\_\_\_\_

93. Factors of 28: \_\_\_\_\_

94. Factors of 54: \_\_\_\_\_

95. Factors of 24: \_\_\_\_\_

96. Factors of 20: \_\_\_\_\_

97. Factors of 18: \_\_\_\_\_

98. Factors of 36: \_\_\_\_\_

99. Factors of 41: \_\_\_\_\_

**Prime Number** - a whole number greater than 1 that has exactly two factors, 1 and itself.

**Example:** 7 - the factors are 1 and 7

**Composite Number** - a whole number greater than 1 that has more than two factors.

**Example:** 10 - the factors are 1, 2, 5, and 10

Tell whether each number is **prime** or **composite**.

100. 32 \_\_\_\_\_

101. 41 \_\_\_\_\_

102. 57 \_\_\_\_\_

103. 21 \_\_\_\_\_

104. 95 \_\_\_\_\_

105. 103 \_\_\_\_\_

106. 23 \_\_\_\_\_

107. 33 \_\_\_\_\_

108. 67 \_\_\_\_\_

109. 2 \_\_\_\_\_

110. 300 \_\_\_\_\_

**Multiples** of a number can be found by multiplying that number by any other whole number.

**Example:** Multiples of 3: 3, 6, 9, 12, 15, 18, ...

Write 5 multiples of each number.

111. 2: \_\_\_\_\_

112. 9: \_\_\_\_\_

113. 7: \_\_\_\_\_

114. 4: \_\_\_\_\_

Multiply or divide the numerator and denominator by the same number to find an **equivalent fraction**. Example:  $\frac{2}{3} = \frac{4}{6}$

115.  $\frac{5}{10} = \frac{\quad}{2}$

116.  $\frac{3}{4} = \frac{9}{\quad}$

117.  $\frac{4}{8} = \frac{\quad}{2}$

118.  $\frac{10}{12} = \frac{5}{\quad}$

119.  $\frac{3}{12} = \frac{\quad}{4}$

120.  $\frac{3}{4} = \frac{\quad}{\quad}$

121.  $\frac{5}{6} = \frac{\quad}{\quad}$

122.  $\frac{1}{2} = \frac{\quad}{\quad}$

123.  $\frac{3}{5} = \frac{\quad}{\quad}$

124.  $\frac{3}{3} = \frac{\quad}{\quad}$

125.  $\frac{1}{3} = \frac{\quad}{\quad}$

Compare. Write  $>$ ,  $<$ , or  $=$  for each  $\bigcirc$ . Use fraction strips or drawings to help.

126.  $\frac{3}{4} \bigcirc \frac{6}{8}$

127.  $\frac{1}{4} \bigcirc \frac{1}{10}$

128.  $\frac{3}{5} \bigcirc \frac{5}{10}$

129.  $\frac{1}{2} \bigcirc \frac{4}{5}$

130.  $\frac{5}{6} \bigcirc \frac{10}{12}$

Order the fractions from least to greatest. Use fraction strips or drawings to help.

131.  $\frac{2}{3}, \frac{1}{2}, \frac{5}{12}$

---

132.  $\frac{7}{8}, \frac{3}{8}, \frac{3}{4}$

---

133.  $\frac{5}{6}, \frac{1}{3}, \frac{1}{6}$

---

134.  $\frac{2}{3}, \frac{3}{12}, \frac{3}{4}$

---

135.  $\frac{7}{10}, \frac{1}{5}, \frac{4}{10}$

---



Add or subtract. Simplify if possible.

136.  $\frac{1}{3} + \frac{1}{3}$  \_\_\_\_\_

137.  $\frac{2}{5} + \frac{1}{5}$  \_\_\_\_\_

138.  $\frac{7}{8} - \frac{3}{8}$  \_\_\_\_\_

139.  $\frac{3}{5} + \frac{2}{5}$  \_\_\_\_\_

140.  $\frac{6}{8} - \frac{3}{8}$  \_\_\_\_\_

141.  $\frac{2}{12} + \frac{6}{12}$  \_\_\_\_\_

142.  $\frac{11}{12} - \frac{3}{12}$  \_\_\_\_\_

143.  $\frac{2}{4} + \frac{1}{4}$  \_\_\_\_\_

144.  $\frac{5}{6} - \frac{4}{6}$  \_\_\_\_\_

145.  $\frac{4}{12} + \frac{6}{12}$  \_\_\_\_\_

Change each improper fraction to a mixed number.

146.  $\frac{14}{3}$  \_\_\_\_\_

147.  $\frac{7}{2}$  \_\_\_\_\_

148.  $\frac{10}{4}$  \_\_\_\_\_

149.  $\frac{17}{5}$  \_\_\_\_\_

150.  $\frac{8}{2}$  \_\_\_\_\_

Change each mixed number into an improper fraction.

151.  $3\frac{2}{5}$  \_\_\_\_\_

152.  $6\frac{1}{4}$  \_\_\_\_\_

153.  $2\frac{1}{12}$  \_\_\_\_\_

154.  $2\frac{7}{10}$  \_\_\_\_\_

155.  $4\frac{2}{5}$  \_\_\_\_\_

Add or subtract. Simply when possible.

156.  $2\frac{1}{3} + 1\frac{2}{3}$  \_\_\_\_\_

157.  $3\frac{5}{6} + 4\frac{3}{6}$  \_\_\_\_\_

158.  $5\frac{1}{4} - 1\frac{2}{4}$  \_\_\_\_\_

159.  $12\frac{3}{8} - 2\frac{5}{8}$  \_\_\_\_\_

160.  $8\frac{1}{6} - 3\frac{5}{6}$  \_\_\_\_\_

161.  $4\frac{6}{10} + 5\frac{7}{10}$  \_\_\_\_\_

162.  $7\frac{1}{3} - 4\frac{2}{3}$  \_\_\_\_\_

163.  $6\frac{2}{5} + 3\frac{4}{5}$  \_\_\_\_\_

Write the product in simplest form.

164.  $8 \times \frac{1}{2}$  \_\_\_\_\_

165.  $6 \times \frac{3}{4}$  \_\_\_\_\_

166.  $7 \times \frac{2}{3}$  \_\_\_\_\_

167.  $9 \times \frac{1}{8}$  \_\_\_\_\_

168.  $4 \times \frac{1}{3}$  \_\_\_\_\_

169.  $6 \times \frac{3}{8}$  \_\_\_\_\_

170.  $8 \times \frac{2}{5}$  \_\_\_\_\_

A **decimal** is a number that includes a period called a **decimal point**. The digits to the right of the decimal point are a value less than one.

The place value chart below helps explain decimals.

| hundreds | tens | ones | . | tenths | hundredths |
|----------|------|------|---|--------|------------|
| 6        | 3    | 2    | . | 4      |            |
|          | 4    | 7    | . | 0      | 5          |
|          |      | 8    | . | 2      | 9          |

A decimal point is read as "**AND.**"

The first number, 632.4, is read as "six hundred thirty-two and four tenths."

The second number, 47.05 is read as "forty-seven and five hundredths."

The third number, 8.29 is read as "eight and twenty-nine hundredths."

Write the decimals shown below.

171. six and five tenths \_\_\_\_\_

172. twenty-two and nine tenths \_\_\_\_\_

173. forty-two hundredths \_\_\_\_\_

174. seven and three hundredths \_\_\_\_\_

Write the expanded form for each number.

175. 3.91 \_\_\_\_\_

176. 6.87 \_\_\_\_\_

177. 24.03 \_\_\_\_\_

178. 8.20 \_\_\_\_\_

Write the number in standard form.

179.  $5 + 0.2 + 0.08$  \_\_\_\_\_

180.  $2 + 0.01$  \_\_\_\_\_

181.  $3 + 0.7 + 0.04$  \_\_\_\_\_

182.  $1 + 0.5 + 0.07$  \_\_\_\_\_

Compare the numbers using  $<$ ,  $>$ , or  $=$ .

183.  $0.7$  ○  $0.57$

184.  $0.23$  ○  $0.32$

185.  $1.01$  ○  $0.98$

186.  $0.2$  ○  $0.20$

187.  $6.56$  ○  $5.98$

Order the numbers from least to greatest.

188.  $0.37, 0.41, 0.31$  \_\_\_\_\_

189.  $1.16, 1.61, 6.11$  \_\_\_\_\_

190.  $7.9, 7.91, 7.09, 7.19$  \_\_\_\_\_

191.  $1.45, 1.76, 1.47, 1.67$  \_\_\_\_\_

### Converting Customary Units

You can use the Mathematics Reference Sheet at the beginning of your packet to help you make conversions between units. To change from a larger unit to a smaller unit you need to multiply by the conversion factor. To change from a smaller to a larger unit you need to divide by the conversion factor.

Find each missing number.

192. 6 T = \_\_\_ lb

193. 12 qt = \_\_\_ gal

194. 7 lb = \_\_\_ oz

195. 3 yd = \_\_\_ in.

196. 60 in. = \_\_\_ ft

197. 3 qt = \_\_\_ pt

Compare using >, <, or =.

198. 1 pt  1 qt

199. 16 tbsp  2 c

200. 14 in.  1 yd

201. 9 ft  2 yd

202. 2 T  2,500 lb

203. 24 oz  2 lb

### Converting Metric Units

In the metric system, the units of length are based on the meter (m); mass is based on the gram (g); and liquid volume is based on the liter (L). You can use the Mathematics Reference Sheet at the beginning of your packet to help you make conversions between units. To change from a larger unit to a smaller unit you need to multiply by the conversion factor. To change from a smaller to a larger unit you need to divide by the conversion factor.

Find each missing number.

204. 1 kg = \_\_\_ g

205. 3 cm = \_\_\_ mm

206. 600 cm = \_\_\_ m

207. 4 dm = \_\_\_ cm

208. 6 L = \_\_\_ mL

209. 5 m = \_\_\_ cm

Compare using >, <, or =.

210. 3 m  200 cm

211. 4 L  7,000 mL

212. 1 kg  100g

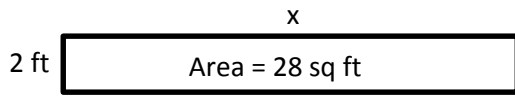
213. 1 km  3,000 m

214. 4 m  400 dm

215. 15 cm  150 mm

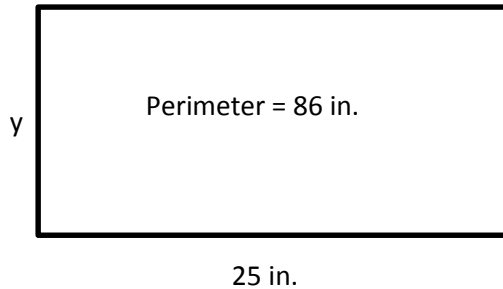
Use the formulas for area and perimeter of rectangles to solve each problem.

216. Find  $x$ .



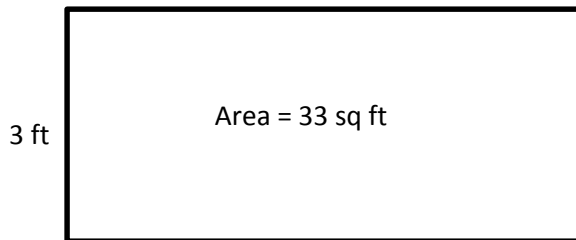
\_\_\_\_\_

217. Find  $y$ .



\_\_\_\_\_

218. Find the length. Then find the perimeter.



\_\_\_\_\_

219. Mrs. Keller made a baby quilt that was 3 feet wide. Its perimeter was 16 ft. What was its area? \_\_\_\_\_

Write the amount of change for each situation.

220. Andie buys a sandwich from the deli for \$4.45. She pays for the sandwich with a \$5 bill. How much change should she receive? \_\_\_\_\_

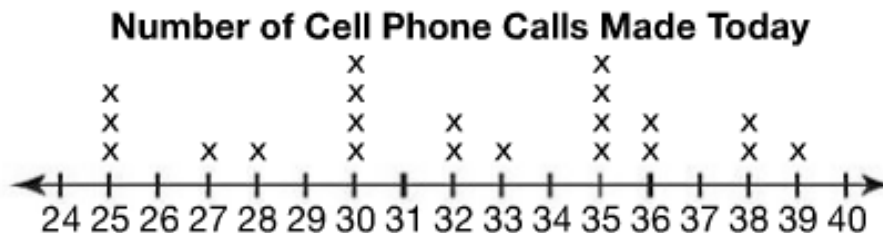
221. A new drawing pad costs \$6.89. How much change should you get if you give the salesperson a \$20 bill? \_\_\_\_\_

222. Carlos buys some knee pads and elbow pads. The total cost of the pads is \$14.38. How much change should Carlos receive if he pays for the pads with two \$10 bills? \_\_\_\_\_

223. Dana buys a poster that costs \$8.15. She pays for the poster with a \$10 bill and one quarter. How much change should she receive? \_\_\_\_\_

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For 224 - 226, use the line plot showing results to a survey question.



224. What was the greatest number of cell phone calls made? \_\_\_\_\_

225. Which number(s) of cell phone calls were made most often? \_\_\_\_\_

226. What is the difference between the greatest and least number of calls? \_\_\_\_\_



Basic Geometry (Plane Figures)

A polygon is a closed figure formed by straight lines.

**Triangle:** 3 sides and 3 angles

**Hexagon:** 6 sides and 6 angles

**Quadrilateral:** 4 sides and 4 angles

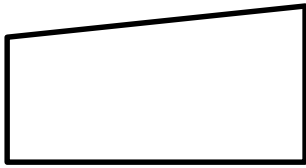
**Octagon:** 8 sides and 8 angles

**Pentagon:** 5 sides and 5 angles

**Decagon:** 10 sides and 10 angles

Name each polygon.

227.



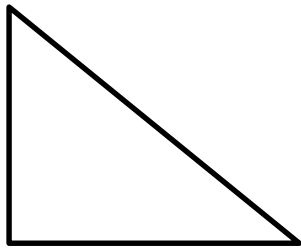
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228.



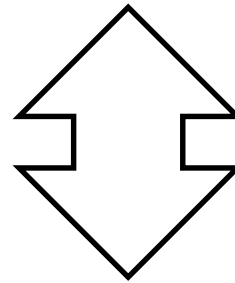
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229.



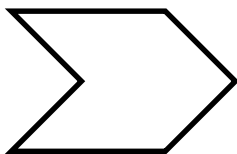
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230.



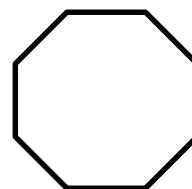
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231.



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232.



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## Basic Geometry (Quadrilaterals)

A quadrilateral is classified by its sides and angles.

**Quadrilateral:** 4 sides and 4 angles

**Rhombus:** 4 equal sides and 4 parallel sides

**Square:** 4 equal sides and 4 right angles

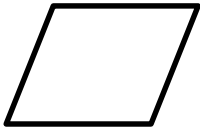
**Trapezoid:** Exactly 1 pair of parallel sides

**Rectangle:** 2 pairs of equal sides and 4 right angles

**Parallelogram:** 2 pairs of equal sides and 2 parallel sides

Classify each quadrilateral in as many ways as possible.

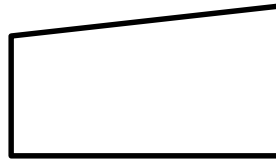
233.



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234.



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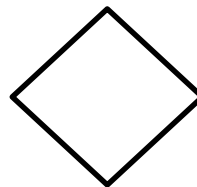
235.



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236.



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237.



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238.



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## Basic Geometry (Triangles)

A triangle is classified by its sides lengths and angles.

### Side Classifications

Equilateral: All sides have equal length

Isosceles: At least 2 sides have equal length

Scalene: Each side has a different length

### Angle Classifications

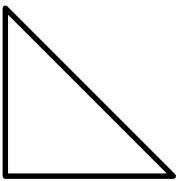
Right: One right angle

Acute: All 3 angles are less than  $90^\circ$

Obtuse: One angle greater than  $90^\circ$

Classify each triangle by its side lengths and angles.

239.



Sides \_\_\_\_\_

Angles \_\_\_\_\_

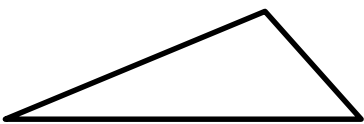
240.



Sides \_\_\_\_\_

Angles \_\_\_\_\_

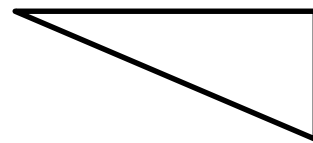
241.



Sides \_\_\_\_\_

Angles \_\_\_\_\_

242.



Sides \_\_\_\_\_

Angles \_\_\_\_\_

243.



Sides \_\_\_\_\_

Angles \_\_\_\_\_

244.



Sides \_\_\_\_\_

Angles \_\_\_\_\_