Name _____

Going into 5th Grade Summer Packet

You worked so hard all year, especially learning reading, writing, and math skills. Complete this packet over the summer to keep your skills fresh and prepare you for 5th grade! Your teacher will collect it the first week of school for a completion grade.

Here is what you need to accomplish:

1. Practice *XtraMath* fact fluency (on the computer, 10 min, 3x per week)
2. Complete math skills sheets (in this packet)
3. Read two books (fiction and nonfiction)
4. Complete writing assignments (in this packet)

Please continue reading to find your instructions and assignments attached. This review will be most effective if you work towards completion a little bit *each* day, rather than all at once!

Hope you have a great summer!

Sincerely,

Miss Keener

XtraMath

You will need to practice XtraMath for 10 minutes, 3x per week. Your teacher and parent will keep a close watch on your progress towards fact fluency, but also record the date and times you practiced below for your own record-keeping.

Log in to https://xtramath.org/#/signin/student_other

Sign in

Think of XtraMath as a math vitamin! Practicing regularly will only take a few minutes, so make it a part of your daily routine. Math facts are the building blocks of your child's math education and your child will be well rewarded for the time they spend practicing on XtraMath.

Date							
Minutes							

Date							
Minutes							

Date							
Minutes							

Date							
Minutes							

Name _____

Model Place Value Relationships

A hundred grid can help you understand place-value relationships.

- One small square has been shaded to represent 1.
- Shade the rest of the first column. Count the number of small squares. There are 10 small squares. The model for 10 has 10 times as many squares as the model for 1.
- Shade the remaining 9 columns. Count the number of small squares. There are 100 small squares. The model for 100 has 10 times as many squares as the model for 10.
- If you shade ten hundred grids, you will have shaded 1,000 squares. So, the model for 1,000 has 10 times as many squares as the model for 100.

A place-value chart helps you find the value of each digit in a number.

THOUSANDS			ONES		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
		8,	5	1	6

In the number 8,516:

The value of the digit 8 is 8 thousands, or 8,000.

The value of the digit 5 is 5 hundreds, or 500.

The value of the digit 1 is 1 ten, or 10.

The value of the digit 6 is 6 ones, or 6.

Find the value of the underlined digit.

1. 7̲56 _____

2. 1,0̲25 _____

3. 4̲,279 _____

4. 3̲5,703 _____

Compare the values of the underlined digits.

5. 7̲00 and 7̲0

The value of 7 in _____ is _____ times the value of 7 in _____.

6. 5̲,000 and 5̲00

The value of 5 in _____ is _____ times the value of 5 in _____.

Name _____

Round Numbers

When you round a number, you replace it with a number that is easier to work with but not as exact. You can round numbers to different place values.

Round 4̲78,456 to the place value of the underlined digit.

Step 1 Identify the underlined digit.
The underlined digit, 4, is in the **hundred thousands place**.

Step 2 Look at the number to the right of the underlined digit.

If that number is 0–4, the underlined digit stays the same.

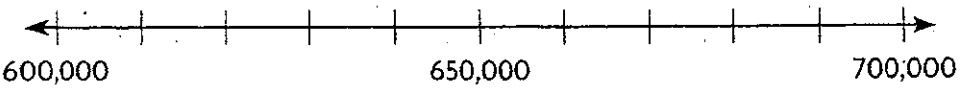
If that number is 5–9, the underlined digit is increased by 1.

The number to the right of the underlined digit is 7, so the underlined digit, 4, will be increased by one; 4 + 1 = 5.

Step 3 Change all the digits to the right of the hundred thousands place to zeros.

So, 478,456 rounded to the nearest hundred thousand is **500,000**.

1. In 2010, the population of North Dakota was 672,591 people. Use the number line to round this number to the nearest hundred thousand.



672,591 is closer to _____ than _____,

so it rounds to _____.

Round to the place value of the underlined digit.

2. 3,4̲52 _____

3. 1̲80 _____

4. $7̲2,471 _____

5. 5̲72,000 _____

6. 9̲50 _____

7. 6̲,495 _____

8. 83̲5,834 _____

9. 96,6̲25 _____

Multi-Digit Addition

Three Digit Numbers - Some Regrouping

(1)	563 +419	(2)	558 +432	(3)	289 +603	(4)	444 +492
(5)	134 +460	(6)	232 +565	(7)	456 +105	(8)	386 +313

Multi-Digit Subtraction

Three Digit Numbers - Some Regrouping

(1)	680 -135	(2)	997 -677	(3)	536 -454	(4)	943 -604
(5)	984 -390	(6)	290 -238	(7)	943 -381	(8)	776 -341

Multi-Digit Multiplication

35 × 15	76 × 65	39 × 36	75 × 22	48 × 11
96 × 57	85 × 46	98 × 42	44 × 22	97 × 38
385 × 84	475 × 27	898 × 92	807 × 83	
291 × 52	667 × 64	588 × 99	453 × 25	

Long Division

$7\overline{)6482}$	$8\overline{)3456}$	$4\overline{)2916}$	$6\overline{)5994}$
$6\overline{)471}$	$2\overline{)159}$	$5\overline{)277}$	$3\overline{)157}$
$7\overline{)200}$	$9\overline{)537}$	$4\overline{)394}$	$8\overline{)428}$
$4\overline{)2744}$	$3\overline{)1422}$	$5\overline{)1115}$	$9\overline{)2358}$

Name _____

Generate Equivalent Fractions

Write an equivalent fraction for $\frac{4}{5}$.

Step 1 Choose a whole number, like 2.
Step 2 Create a fraction using 2 as the numerator and denominator: $\frac{2}{2}$. This fraction is equal to 1. You can multiply a number by 1 without changing the value of the number.
Step 3 Multiply $\frac{4}{5}$ by $\frac{2}{2}$: $\frac{4 \times 2}{5 \times 2} = \frac{8}{10}$.
So, $\frac{4}{5}$ and $\frac{8}{10}$ are equivalent.

Write another equivalent fraction for $\frac{4}{5}$.

Step 1 Choose a different whole number, like 20.
Step 2 Create a fraction using 20 as the numerator and denominator: $\frac{20}{20}$.
Step 3 Multiply $\frac{4}{5}$ by $\frac{20}{20}$: $\frac{4 \times 20}{5 \times 20} = \frac{80}{100}$.
So, $\frac{4}{5}$ and $\frac{80}{100}$ are equivalent.

Write two equivalent fractions.

1. $\frac{2}{6}$

_____

2. $\frac{4}{10}$

_____

3. $\frac{3}{8}$

_____

4. $\frac{3}{5}$

_____

Name _____

Simplest Form

A fraction is in **simplest form** when 1 is the only factor that the numerator and denominator have in common.

Tell whether the fraction $\frac{7}{8}$ is in simplest form.

Look for common factors in the numerator and the denominator.

Step 1 The numerator of $\frac{7}{8}$ is 7. List all the factors of 7.	$1 \times 7 = 7$ The factors of 7 are 1 and 7.
Step 2 The denominator of $\frac{7}{8}$ is 8. List all the factors of 8.	$1 \times 8 = 8$ $2 \times 4 = 8$ The factors of 8 are 1, 2, 4, and 8.
Step 3 Check if the numerator and denominator of $\frac{7}{8}$ have any common factors greater than 1.	The only common factor of 7 and 8 is 1.
So, $\frac{7}{8}$ is in simplest form.	

Tell whether the fraction is in simplest form. Write *yes* or *no*.

1. $\frac{4}{10}$ _____ **2.** $\frac{2}{8}$ _____ **3.** $\frac{3}{5}$ _____

Write the fraction in simplest form.

4. $\frac{4}{12}$ _____ **5.** $\frac{6}{10}$ _____ **6.** $\frac{3}{6}$ _____

Name _____

Common Denominators

A **common denominator** is a common multiple of the denominators of two or more fractions.

Write $\frac{2}{3}$ and $\frac{3}{4}$ as a pair of fractions with common denominators.

Step 1 Identify the denominators of $\frac{2}{3}$ and $\frac{3}{4}$.	$\frac{2}{3}$ and $\frac{3}{4}$ The denominators are 3 and 4.
Step 2 List multiples of 3 and 4. Circle common multiples.	**3:** 3, 6, 9, (12), 15, 18 **4:** 4, 8, (12), 16, 20 12 is a common multiple of 3 and 4.
Step 3 Rewrite $\frac{2}{3}$ as a fraction with a denominator of 12.	$\frac{2}{3} = \frac{2 \times 4}{3 \times 4} = \frac{8}{12}$
Step 4 Rewrite $\frac{3}{4}$ as a fraction with a denominator of 12.	$\frac{3}{4} = \frac{3 \times 3}{4 \times 3} = \frac{9}{12}$
So, you can rewrite $\frac{2}{3}$ and $\frac{3}{4}$ as $\frac{8}{12}$ and $\frac{9}{12}$.	

Write the pair of fractions as a pair of fractions with a common denominator.

1. $\frac{1}{2}$ and $\frac{1}{3}$

_____

2. $\frac{2}{4}$ and $\frac{5}{8}$

_____

3. $\frac{1}{2}$ and $\frac{3}{5}$

_____

4. $\frac{1}{4}$ and $\frac{5}{6}$

_____

5. $\frac{2}{5}$ and $\frac{2}{3}$

_____

6. $\frac{4}{5}$ and $\frac{7}{10}$

_____

Name _____

Compare and Order Fractions

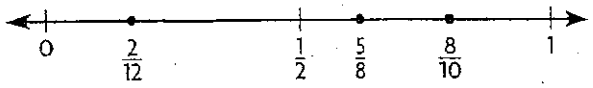
Write the fractions in order from least to greatest.

1. $\frac{5}{8}, \frac{2}{12}, \frac{8}{10}$

   Use benchmarks and a number line.

   Think: $\frac{5}{8}$ is close to $\frac{1}{2}$. $\frac{2}{12}$ is close to 0.

   $\frac{8}{10}$ is close to 1.



$$\frac{2}{12} < \frac{5}{8} < \frac{8}{10}$$

2. $\frac{1}{5}, \frac{2}{3}, \frac{5}{8}$

_____

3. $\frac{1}{2}, \frac{2}{5}, \frac{6}{10}$

_____

4. $\frac{4}{6}, \frac{7}{12}, \frac{5}{10}$

_____

5. $\frac{1}{4}, \frac{3}{6}, \frac{1}{8}$

_____

6. $\frac{1}{8}, \frac{3}{6}, \frac{7}{12}$

_____

7. $\frac{8}{100}, \frac{3}{5}, \frac{7}{10}$

_____

8. $\frac{3}{4}, \frac{7}{8}, \frac{1}{5}$

_____

Problem Solving REAL WORLD

9. Amy's math notebook weighs $\frac{1}{2}$ pound, her science notebook weighs $\frac{7}{8}$ pound, and her history notebook weighs $\frac{3}{4}$ pound. What are the weights in order from lightest to heaviest?

_____

_____

10. Carl has three picture frames. The thicknesses of the frames are $\frac{4}{5}$ inch, $\frac{3}{12}$ inch, and $\frac{5}{6}$ inch. What are the thicknesses in order from least to greatest?

_____

_____

Name _____

Rename Fractions and Mixed Numbers

A **mixed number** is made up of a whole number and a fraction. You can use multiplication and addition to rename a mixed number as a fraction greater than 1.

Rename $2\frac{5}{6}$ as a fraction.

First, multiply the denominator, or the number of parts in the whole, by the whole number.

$6 \times 2 = 12$

Then, add the numerator to your product.

$12 + 5 = 17$

So, $2\frac{5}{6} = \frac{17}{6}$.

$2\frac{5}{6} = \frac{17}{6}$

17 ← total number of parts

6 ← number of parts in the whole

You can use division to write a fraction greater than 1 as a mixed number.

Rename $\frac{16}{3}$ as a mixed number.

To rename $\frac{16}{3}$ as a mixed number, divide the numerator by the denominator.

Use the quotient and remainder to write a mixed number.

So, $\frac{16}{3} = 5\frac{1}{3}$.

$$\begin{array}{r} 5 \\ 3\overline{)16} \\ -15 \\ \hline 1 \end{array}$$

Write the mixed number as a fraction.

1. $3\frac{2}{3} =$ _____
2. $4\frac{3}{5} =$ _____
3. $4\frac{3}{8} =$ _____
4. $2\frac{1}{6} =$ _____

Write the fraction as a mixed number.

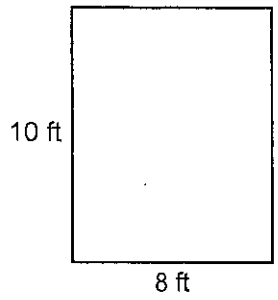
5. $\frac{32}{5} =$ _____
6. $\frac{19}{3} =$ _____
7. $\frac{15}{4} =$ _____
8. $\frac{51}{10} =$ _____

Calculating Area & Perimeter

Name: _____ **Date:** _____

Calculate the area and perimeter of each shape.

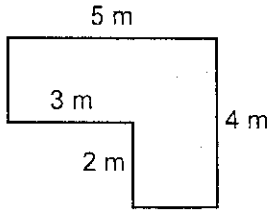
(1)



Perimeter: _____

Area: _____

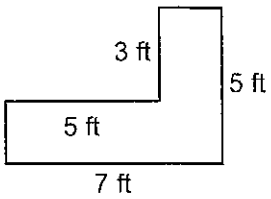
(2)



Perimeter: _____

Area: _____

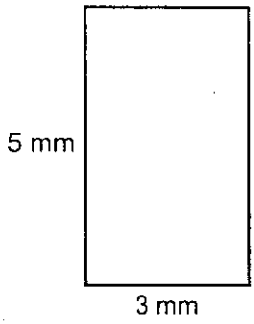
(3)



Perimeter: _____

Area: _____

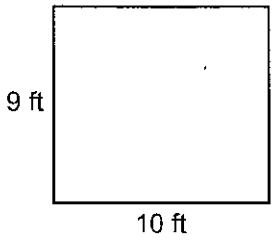
(4)



Perimeter: _____

Area: _____

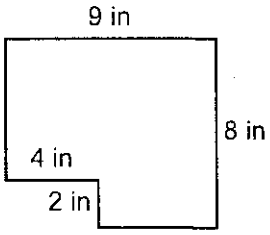
(5)



Perimeter: _____

Area: _____

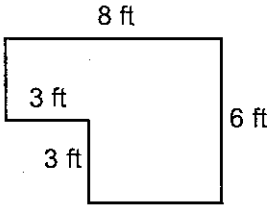
(6)



Perimeter: _____

Area: _____

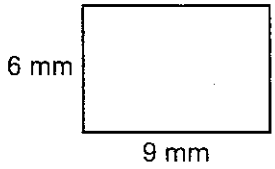
(7)



Perimeter: _____

Area: _____

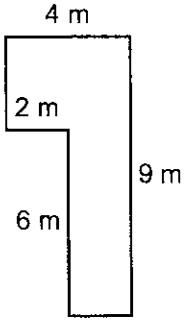
(8)



Perimeter: _____

Area: _____

(9)

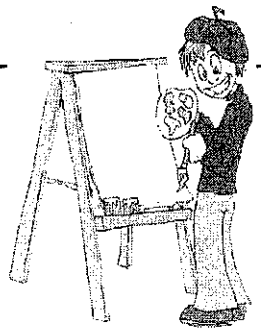


Perimeter: _____

Area: _____

Name: _____

Multiple-Step Problems



a. Calvin paints pictures and sells them at art shows. He charges $56.25 for a large painting. He charges $25.80 for a small painting. Last month he sold six large paintings and three small paintings. How much did he make in all?

Show your work and label your answer.

answer: _____

b. Jennie makes quilts. She can make 7 quilts with 21 yards of material. How many yards of material would be required to make 12 quilts?

Show your work and label your answer.

answer: _____

c. Brayden and Gavin were playing touch football against Cole and Freddy. Touchdowns were worth 7 points. Brayden and Gavin scored 7 touchdowns. Cole and Freddy's team scored 9 touchdowns. How many more points did Cole and Freddy have than Brayden and Gavin?

Show your work and label your answer.

answer: _____

d. On Thursday the Meat King Market sold 210 pounds of ground beef. On Friday they sold twice that amount. On Saturday they only sold 130 pounds. How much more meat did they sell on Friday than Saturday?

Show your work and label your answer.

answer: _____

Reading Assignment Directions

Choose 2 chapter books to read this summer.

One book must be a **fiction** book.

Title and Author: _____

One book must be a **nonfiction** book.

Title and Author: _____

Please consult a DRA list in order to choose a book that is at your appropriate reading level. An excellent and easy website for finding the reading level of common books is:
https://www.scholastic.com/teachers/bookwizard/#

Keep in mind, you should be reading a book at your "Independent" DRA Level.

To practice fluency and comprehension, I would also encourage you from time to time to read your book out loud to someone, and talk about what you are reading with family and friends! **You are still registered for RAZ Kids (https://www.kidsa-z.com/main/Login), so I would encourage you to utilize this resource, however this does not count towards the two books you must read.**

There are two writing assignments to go with each book. As you complete your reading, please follow the next directions to complete each corresponding writing assignment.

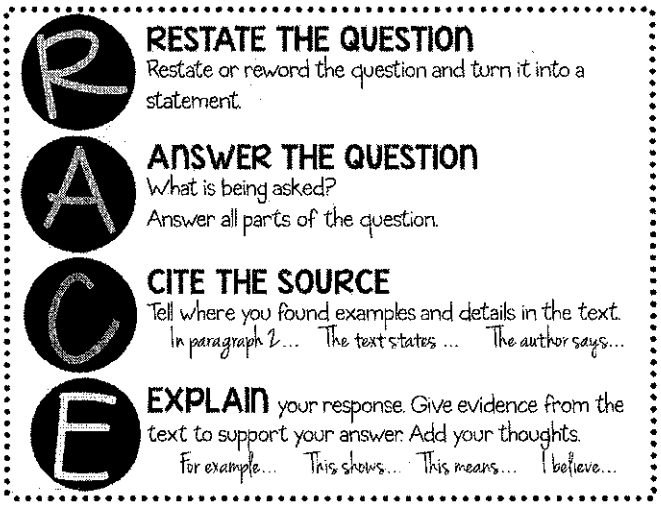
Writing Assignment Directions

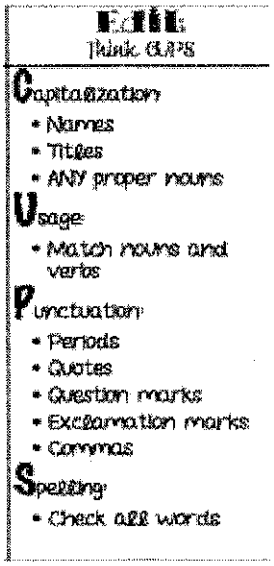
Fiction Writing Assignment

1. Take notes on the **Story Plot Graphic Organizer** as you read.
2. Write a **Summary** of your fiction story on the paper provided.
    a. Include the characters, setting, and problem in the beginning.
    b. Explain the major events with details in the middle.
    c. Describe the resolution at the conclusion of the story.
3. Use RACE Writing, to answer one **Reading Response Question** on the paper provided.
4. Use the CUPS Anchor Chart to check your writing before you turn it in!

Nonfiction Writing Assignment

1. Complete **two** assignments from the **Writing Menu.**
2. Use the RACE Anchor Chart to write these reading responses on the paper provided.
3. Use the CUPS Anchor Chart to check your writing before you turn it in!





Fiction Book Notetaking

As you read your fiction story, select the important information to record on the graphic organizer below.

Setting _____

Characters _____

Problem _____

Events _____

Resolution _____

Fiction Book Summary

Write a summary of this story in your own words. Include the most important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.

Fiction Book Reading Response

Describe how your character changed or learned a lesson in this story. What did your character learn or how did they change? Explain what caused this change to happen and whether it was good or bad. Use your RACE Writing Strategy to respond.

Non-Fiction Book Reading Response

Choose two questions from the Writing Menu. Use the RACE Anchor Chart to write these reading responses on the paper provided, in paragraph form. Use the CUPS Anchor Chart to check your writing before you turn it in.

1. Why did you choose this book and why do you think the author wrote this book?	4. What is the most interesting thing you learned from the book?
2. What else would you like to learn about the topic, person, or events you read about in this book? Where could you go to find out more information about this topic?	5. What text-to-text, text-to-self, or text-to-world connections can you make to this book?
3. How will you use the information you learned throughout your life?	6. What are three interesting words that you learned in this book and what do they mean?

Non-Fiction Book Reading Response #1

Non-Fiction Book Reading Response #2