

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



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							

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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. 756

2. 1,025

3. 4,279

4. 35,703

Compare the values of the underlined digits.

5. 700 and 70

6. 5,000 and 500

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

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

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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 478,456 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.

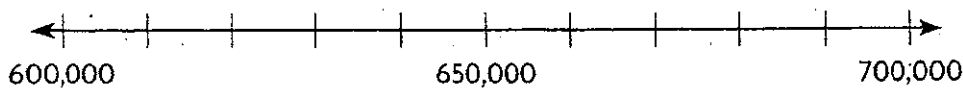
If that number is 5–9, the underlined digit is increased by 1.

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

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. 3,452

3. 180

4. \$72,471

5. 572,000

6. 950

7. 6,495

8. 835,834

9. 96,625

Multi-Digit Addition

Three Digit Numbers - Some Regrouping

$$\begin{array}{r} (1) \quad 563 \\ + 419 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 558 \\ + 432 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \quad 289 \\ + 603 \\ \hline \end{array}$$

$$\begin{array}{r} (4) \quad 444 \\ + 492 \\ \hline \end{array}$$

$$\begin{array}{r} (5) \quad 134 \\ + 460 \\ \hline \end{array}$$

$$\begin{array}{r} (6) \quad 232 \\ + 565 \\ \hline \end{array}$$

$$\begin{array}{r} (7) \quad 456 \\ + 105 \\ \hline \end{array}$$

$$\begin{array}{r} (8) \quad 386 \\ + 313 \\ \hline \end{array}$$

Multi-Digit Subtraction

Three Digit Numbers - Some Regrouping

$$\begin{array}{r} (1) \quad 680 \\ - 135 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 997 \\ - 677 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \quad 536 \\ - 454 \\ \hline \end{array}$$

$$\begin{array}{r} (4) \quad 943 \\ - 604 \\ \hline \end{array}$$

$$\begin{array}{r} (5) \quad 984 \\ - 390 \\ \hline \end{array}$$

$$\begin{array}{r} (6) \quad 290 \\ - 238 \\ \hline \end{array}$$

$$\begin{array}{r} (7) \quad 943 \\ - 381 \\ \hline \end{array}$$

$$\begin{array}{r} (8) \quad 776 \\ - 341 \\ \hline \end{array}$$

Multi-Digit Multiplication

$$\begin{array}{r} 35 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ \times 65 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ \times 36 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ \times 22 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ \times 57 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ \times 46 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ \times 42 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ \times 22 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ \times 38 \\ \hline \end{array}$$

$$\begin{array}{r} 385 \\ \times 84 \\ \hline \end{array}$$

$$\begin{array}{r} 475 \\ \times 27 \\ \hline \end{array}$$

$$\begin{array}{r} 898 \\ \times 92 \\ \hline \end{array}$$

$$\begin{array}{r} 807 \\ \times 83 \\ \hline \end{array}$$

$$\begin{array}{r} 291 \\ \times 52 \\ \hline \end{array}$$

$$\begin{array}{r} 667 \\ \times 64 \\ \hline \end{array}$$

$$\begin{array}{r} 588 \\ \times 99 \\ \hline \end{array}$$

$$\begin{array}{r} 453 \\ \times 25 \\ \hline \end{array}$$

Long Division

$$7 \overline{)6482}$$

$$8 \overline{)3456}$$

$$4 \overline{)2916}$$

$$6 \overline{)5994}$$

$$6 \overline{)471}$$

$$2 \overline{)159}$$

$$5 \overline{)277}$$

$$3 \overline{)157}$$

$$7 \overline{)200}$$

$$9 \overline{)537}$$

$$4 \overline{)394}$$

$$8 \overline{)428}$$

$$4 \overline{)2744}$$

$$3 \overline{)1422}$$

$$5 \overline{)1115}$$

$$9 \overline{)2358}$$

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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. $\frac{3}{5}$

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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. $\frac{3}{6}$

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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, <u>12</u> , 15, 18 4: 4, 8, <u>12</u> , 16, 20 <u>12</u> 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 $\frac{7}{10}$

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Compare and Order Fractions

Write the fractions in order from least to greatest.

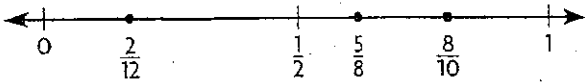
1. $\frac{5}{8}, \frac{2}{12}, \frac{8}{10}$

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

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.



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

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?

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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.

$$12 + 5 = 17$$

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

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

total number of parts
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.

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

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

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. $\frac{51}{10} =$ _____

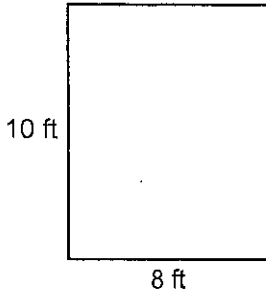
Calculating Area & Perimeter

Name: _____ Date: _____



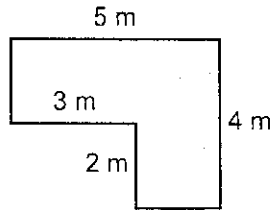
Calculate the area and perimeter of each shape.

(1)



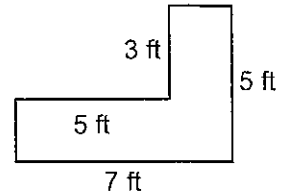
Perimeter: _____
Area: _____

(2)



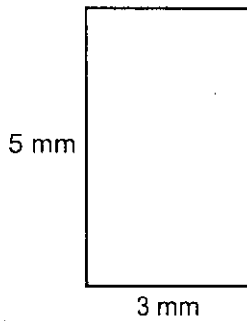
Perimeter: _____
Area: _____

(3)



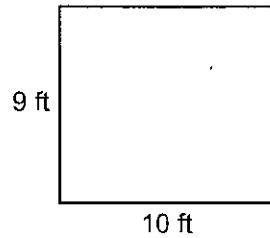
Perimeter: _____
Area: _____

(4)



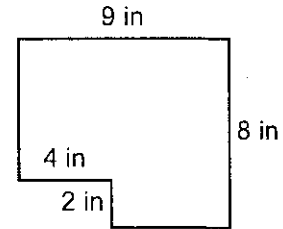
Perimeter: _____
Area: _____

(5)



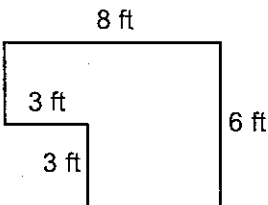
Perimeter: _____
Area: _____

(6)



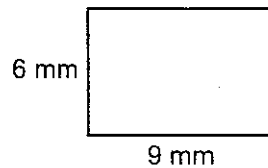
Perimeter: _____
Area: _____

(7)



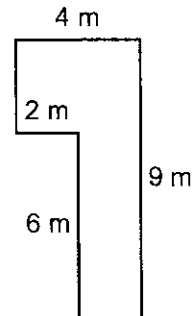
Perimeter: _____
Area: _____

(8)



Perimeter: _____
Area: _____

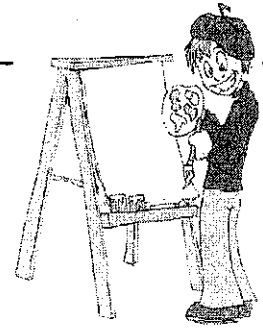
(9)



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!

R	RESTATE THE QUESTION Restate or reword the question and turn it into a statement.
A	ANSWER THE QUESTION What is being asked? Answer all parts of the question.
C	CITE THE SOURCE Tell where you found examples and details in the text. In paragraph 2... The text states ... The author says...
E	EXPLAIN your response. Give evidence from the text to support your answer. Add your thoughts. For example... This shows... This means... I believe...

EDIT Think CUPS
C apitalization: <ul style="list-style-type: none">• Names• Titles• ANY proper nouns
U sage: <ul style="list-style-type: none">• Match nouns and verbs
P unctuation: <ul style="list-style-type: none">• Periods• Quotes• Question marks• Exclamation marks• Commas
S pelling: <ul style="list-style-type: none">• Check all words

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.

<p>1. Why did you choose this book and why do you think the author wrote this book?</p>	<p>4. What is the most interesting thing you learned from the book?</p>
<p>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?</p>	<p>5. What text-to-text, text-to-self, or text-to-world connections can you make to this book?</p>
<p>3. How will you use the information you learned throughout your life?</p>	<p>6. What are three interesting words that you learned in this book and what do they mean?</p>

