

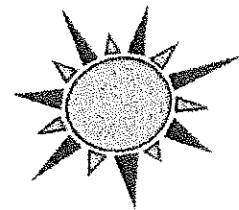
Dear explorers entering the 5th grade,

We hope that you are enjoying your summer. Summer is full of lots of fun activities, but it can also be a time, that if we do not stay on top of practicing what we have learned throughout the school, that could cause us to have a "Summer Slide". We want to strive to help you keep that smart brain of yours learning and staying on the correct path.

This summer packet is filled with lots of activities for you to do to keep your mind "sharp as a tack" and to keep you "ahead of the game" when we return to school in August. In this packet, you will find a supply list for the 2021-2022 school year, "Tips for Preventing That 'Summer Slide Back'", a book list, a project for the book that you pick to read, and fun activities for you to complete. **This will be due on Wednesday, August 25, 2021.**

Remember this verse, **"The fear of the Lord is the beginning of wisdom, And the knowledge of the Holy One is understanding (Proverbs 9:10)"**. Remember this, when explorers leave on their voyage, they are nervous because they don't know what to expect and what's to come; you are explorers setting off on a brand new journey and although it might be scary because you don't know what to expect, but you will learn to overcome your nervousness because you will be expanding your minds and discovering new things.

We can't wait to see all of your smiling faces in August and we can't wait to start on this new journey with you! We hope that you all have the most wonderful of summers and we will be back with each other real soon.



Sincerely,
GSCS teachers

Tips for Preventing the Summer Slide



Studies show that children who do not read or have access to books during the summer lose up to 2 months of reading performance. Those losses accumulate during the elementary school years so that by the time a child enters middle school he/she may be 2 1/2 years behind! All children, whether from low, middle or upper income families, may fall victim to the "summer slide" if not provided with summer reading opportunities. So how do we prevent the summer slide-or even accelerate reading growth? Here are a few ideas:

- 1** Visit your local library! Help your child find "right fit" books. Right fit books are books that are of high interest to your child and are not beyond their reading level. You can use the five finger test to determine if the book is too difficult for your child. Open the book to a page with many words. Have your child begin reading the text. Hold up a finger for each word he/she does not know. If you have 4 or 5 fingers up, the text may be too difficult for your child to read independently. Feel free to still check out the book! It just may be a book you want to read with your child.
 - 2** Be sure your child reads at least 20 minutes a day. According to research, a child who reads only 1 minute a day outside of school will learn 8,000 words by the end of sixth grade where a student who reads 20 minutes outside of school will learn 1,800,000 words! That's huge! If reading isn't one of your child's top priorities, you may need to set up an incentive program.
 - 3** Set a good example. When your child sees you reading and enjoying a book or a newspaper article, you are sending a message that reading is important and valuable.
 - 4** Read to your child. When you read to your child, he/she hears the rhythm of language. Be sure to read with expression! Changing your voice for different characters and increasing your volume during exciting parts are only a few ways to keep children engaged.
 - 5** Read with your child -explore different types of reading such as poetry. For our little ones, poetry is a great way to improve phonemic awareness skills as poetry often incorporates rhyme. For our older children, poetry is a means of improving fluency.
 - 6** Read for different purposes. Reading directions for a recipe or directions for assembling a toy are fun ways of incorporating reading into everyday activities.
 - 7** Play games with words. Commercial games such as Apples to Apples improves vocabulary. You can easily turn a game of hopscotch or 4 square into a game that incorporates learning letters or sight words. Be sure to check out the "8 Super Summer Sight Word Activities" on the Make, Take & Teach blog.
 - 8** If you have access to an iPad, there are tons of interactive books and apps that address phonics and early reading skills. There are also many websites that offer free reading related games.
- Have a happy and healthy summer! Be sure to read, read and read some more! Not only can we prevent the summer slide, we can accelerate reading growth.

For more teaching ideas and activities be sure to visit our blog! www.blog.maketaketeach.com

Summer Reading List for students entering 5th grade

Choose two books from the following list. **ONE** of the books you choose needs to be the book for your project that is included in the summer packet. Also, in the packet, you will find a reading log; don't forget to write down the information on the reading log.

The Phantom Tollbooth by George McDonald

Sir Cumference and the First Round Table: A Math Adventure by Cindy Neuschwander

The Secret Garden by Frances Hodgson Burnett

Island of the Blue Dolphins by Scott O'Dell

Ralph S. Mouse by Beverly Cleary

Matilda by Roald Dahl

The Mouse and the Motorcycle by Beverly Cleary

Series Books

Nancy Drew and the Clue Crew series by Carolyn Keene

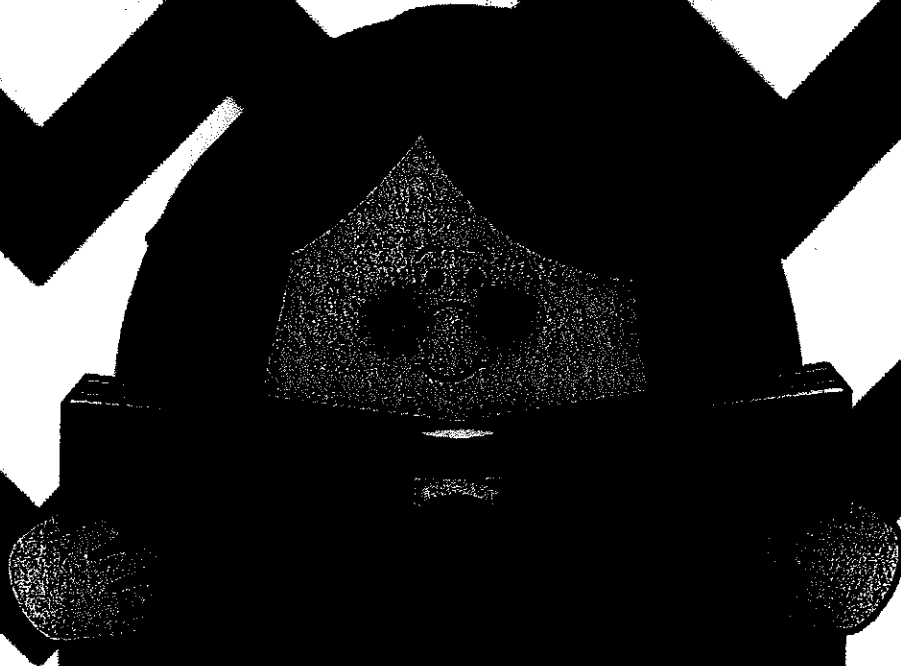
Anne of Green Gables by L.M. Montgomery

Diary of a Wimpy Kid by Jeff Kinney

The "Fudge" Series by Judy Blume

"Ramona" Series by Beverly Cleary

Cereal Box Book Report



© Maria Able

Cereal Box Book Report

Students will decorate a real cereal box with the illustrations and information related to the book they read over the summer using the directions below. Please follow all directions. A copy of the rubric that will be used to grade the book report has been attached.

FRONT OF BOX: Use a piece of white or colored paper to cover your cereal box. (You will want to create the cover of the book before gluing it on your cereal box.) Include the title of your book and a picture. You may want to look at Pinterest to get some ideas.

RIGHT SIDE: Make a list of the CHARACTERS and write a sentence about each one.

LEFT SIDE: Write the Beginning, Middle, and End of the story.

TOP OF BOX: Write Title of story, Author, Illustrator, and answer the question **Would You Recommend This Story?**

BACK OF BOX: Please summarize story, write down main idea and Details.

Your Cereal Box Book Report and/Oral Presentation is **Due the First Day of School.**

All the templates for this cereal box book report are included in this packet.

Cereal Box Project Grading Rubric

Name: _____

Score	Component Criteria	Comments
/25	<u>Front of Box</u> Colored cover includes title of book, a picture/symbols, and creativity.	
/15	<u>Right or Left Side</u> List characters and Setting.	
/15	<u>Right or Left Side</u> Include Beginning, Middle, and End of story.	
/25	<u>Back of Box</u> The written summary, main idea, and details.	
/20	<u>Presentation</u> Your cereal box is designed in a neat and organized manner. The information is clear and expressed in a creative way. Everything on the box is directly connected to your story.	
Total Score		

title

Name

Characters:

Use these boxes on the side of the cereal box.
Fill out accordingly.

Beginning:

Setting:

Middle:

Author: _____
Illustrator: _____
Would You Recommend This Story?



Title of Story: _____

End:

Summarize

Main Idea

Details



Reading Log



Name: _____

Month: _____

Name of book	Author	Date	Number of pages	Comments



Reading Log



Name: _____

Month: _____

Name of book	Author	Date	Number of pages	Comments

Excellent websites for fun learning and reinforcement of math skills:

www.wildmath.com Select "Play the game". Select addition, subtraction or multiplication and grade. You can race to beat your time.

www.harcourtschool.com Click the red box, select math, select HSPMath, select Michigan, click on the "4" ball or "5" ball for a challenge. Select a game.

www.aplusmath.com Go under "Flashcards" or "Game Room" on the left side of the screen. They can practice adding, subtracting and multiplying. Very important to know the addition, subtraction and multiplication facts from memorization or within a couple seconds.

www.mathisfun.com Select numbers then Math Trainer for adding, subtracting and multiplication. Or at the home screen select games and pick a game to play.

www.eduplace.com Select your state - "Michigan" press submit. Select the student tab then click on the "mathematics" rectangle. Click in the center book "Houghton Mifflin Math 2007", Click on "Grade 4". Select any games. Extra Help and Extra Practice is good, also eGames.

www.illuminations.nctm.org Select activities then select grade level. Click on Search.

www.aaamath.com At the top pick "Fourth" or "Fifth" for a challenge. Choose any of the activities like multiplication then select "play" option toward the top of the screen. 20 Questions and Countdown games are good ones.

www.funbrain.com Lots of fun games to choose from.

Other games and activities you can play:

- Take a deck of cards and remove the face cards (kings, queens, jacks). Aces are one. Divide the cards evenly among 2 players. Each player flips over a card. The first one to add the 2 numbers correctly the fastest wins the cards. After going through the pile of cards, the player with the most cards wins. You can do a multiplication version also.

TERMS

Edges: This is all the straight lines of a figure. Like the edge of a desk.

Faces: This is the flat surface of a figure.

Vertex: This is all the corners of a figure.

Right angle: An angle at 90° like a corner of a piece of paper.

Acute angle: An angle smaller than a right angle.

Obtuse angle: An angle larger than a right angle.

Perimeter: You add up all the sides. (You are adding all lengths of the outer edges together.)

Area: *Area of a square or rectangle = length(l) x width(w) answer is written in "square inches" (or whatever the measurement is).


*Area of a parallelogram  is length x height.
Answer written in "square inches" (or whatever measurement)



*Area of a triangle is $\frac{1}{2}$ base x height. Answer written in "square inches" (or whatever measurement).

Perpendicular lines:  2 lines form a right angle.

Parallel lines:  2 lines that will never cross each other.

Intersecting lines:  2 lines that cross each other but do not form a right angle.

Mean: This is average. You add the set of number values and divide it by how many numbers you have.

Median: Arrange numbers from smallest to largest. What number is in the middle?
That is the Median number.

Mode: What number occurs most often? This number is the mode.

Range: Subtract the largest number in the group from the smallest number in the group.
This number is the range.

Equilateral triangle is where all 3 sides of the triangle measure the same length.

Isosceles triangle is where only 2 of the sides of a triangle are equal in length.

Conversion:

60 seconds = 1 minute

24 hours = 1 day

52 weeks = 1 year

60 minutes = 1 hour

7 days = 1 week

12 months = 1 year

12 inches = 1 foot

10 millimeter = 1 centimeter (approx. 3 $\frac{1}{2}$ centimeters = 1 inch)

3 feet = 1 yard

100 centimeter = 1 meter (approx. 1 meter = 1 yard)

Entering 5th Grade Summer Math Packet

First Name: _____ Last Name: _____

5th Grade Teacher: _____I have checked the work completed: _____
Parent SignatureSelect the one best answer for each question. **DO NOT** use a calculator in completing this packet.

1. Which of the following sets of numbers are all of the factors of 24?
 - A. 1, 3, 8, 24
 - B. 2, 4, 6, 8, 12, 24
 - C. 2, 3, 4, 6, 8, 12
 - D. 1, 2, 3, 4, 6, 8, 12, 24

2. Which of the following numbers is a multiple of 8?
 - A. 18
 - B. 28
 - C. 44
 - D. 56

3. The following are all multiples of a one-digit number: 12, 24, 30, 42.
 - A. 5
 - B. 6
 - C. 7
 - D. 8

4. Which number is a multiple of 3?
 - A. 83
 - B. 84
 - C. 85
 - D. 86

5. Which of the following set of numbers are all multiples of 7?
 - A. 35, 47, 52
 - B. 35, 36, 37
 - C. 35, 42, 49
 - D. 37, 47, 57

6. Al sees this sign at a copy center. What is the least number of copies Al can make without losing any money?

1. Copies cost 10¢ each.
 2. Copy machines only take quarters.
 3. Copy machines do NOT make change.
 if you make 1 copy, you will NOT get 15¢ back.

- A. 5
 B. 30
 C. 75
 D. 150
7. Which of the following is NOT true about prime numbers?
- A. They have exactly two factors
 B. One is a factor of every prime number
 C. No prime numbers end in zero
 D. All prime numbers are odd numbers
8. Which set does NOT contain any multiples of 4?
- A. {24, 36, 42, 54}
 B. {12, 15, 20, 24}
 C. {8, 16, 24, 34}
 D. {6, 10, 14, 18}
9. I am a factor of 36 and a multiple of 3. What number am I?
- A. 2
 B. 4
 C. 12
 D. 15
10. Since $4 \times 10 = 40$, and $40 \times 5 = 200$, then which of the following is true?
- A. $14 \times 45 = 200$
 B. $4 \times 10 \times 5 = 200$
 C. $4 \times 10 \times 40 = 200$
 D. $40 \times 10 \times 5 = 200$
11. My number is a multiple of 5. It is less than 100 and has a factor of 6. What is my number?
- A. 25 C. 60
 B. 36 D. 66

12. Write the products: Practice any you do not know quickly.

$$\begin{array}{cccccccccccc} 4 & 8 & 11 & 2 & 2 & 7 & 10 & 12 & 6 & 5 & 9 & 5 & 0 \\ \times 2 & \times 4 & \times 2 & \times 5 & \times 3 & \times 5 & \times 3 & \times 4 & \times 3 & \times 4 & \times 4 & \times 3 & \times 2 \end{array}$$

$$\begin{array}{cccccccccccc} 3 & 9 & 2 & 5 & 7 & 10 & 6 & 5 & 11 & 1 & 4 & 8 & 11 \\ \times 3 & \times 5 & \times 7 & \times 5 & \times 4 & \times 4 & \times 4 & \times 2 & \times 5 & \times 3 & \times 5 & \times 2 & \times 4 \end{array}$$

$$\begin{array}{cccccccccccc} 6 & 8 & 6 & 3 & 9 & 10 & 12 & 3 & 7 & 4 & 9 & 4 & 12 \\ \times 5 & \times 4 & \times 2 & \times 4 & \times 3 & \times 2 & \times 3 & \times 5 & \times 3 & \times 4 & \times 2 & \times 3 & \times 2 \end{array}$$

$$\begin{array}{cccccccccccc} 9 & 7 & 5 & 2 & 6 & 7 & 3 & 4 & 5 & 8 & 3 & 11 & 5 \\ \times 8 & \times 6 & \times 10 & \times 7 & \times 9 & \times 7 & \times 8 & \times 6 & \times 9 & \times 7 & \times 9 & \times 7 & \times 7 \end{array}$$

$$\begin{array}{cccccccccccc} 9 & 2 & 6 & 4 & 5 & 6 & 4 & 8 & 10 & 3 & 7 & 4 & 7 \\ \times 6 & \times 9 & \times 7 & \times 11 & \times 6 & \times 8 & \times 9 & \times 8 & \times 8 & \times 6 & \times 8 & \times 7 & \times 9 \end{array}$$

$$\begin{array}{cccccccccccc} 2 & 3 & 9 & 8 & 2 & 3 & 9 & 7 & 0 & 2 & 5 & 4 & 6 \\ \times 6 & \times 12 & \times 9 & \times 6 & \times 8 & \times 6 & \times 7 & \times 8 & \times 9 & \times 12 & \times 8 & \times 9 & \times 6 \end{array}$$

13. Since $5 \times 20 = 100$, which number will complete the number sentence below to make it true?
 $5 \times \underline{\quad} \times 5 = 100$

- A. 4
- B. 5
- C. 20
- D. 25

14. Solve $136 - 67$.

- A. 61
- B. 69
- C. 71
- D. 79

15. Solve $206 - 48$.

- A. 158
- B. 242
- C. 162
- D. 262

16. Which expression is equal to 3×49 ?

- A. $3 \times (4 + 9)$
- B. $3 + (40 \times 9)$
- C. $3 \times (40 + 9)$
- D. $(3 \times 4) + (3 \times 9)$

17. Which has the same value as 57×4 ?

- A. $(50 \times 4) + (7 \times 4)$
- B. $(50 + 5) + 2$
- C. $(50 \times 5) + 2$
- D. $(50 \times 4) + 7$

18. Which expression is equal to 83×5 ?

- A. $80 \times (3 + 5)$
- B. $(80 \times 5) + (3 \times 5)$
- C. $(5 \times 80) + 3$
- D. $(80 \times 5) + ((80 \times 3)$

19. Solve the following:

$$\begin{array}{r} 2,749 \\ \times 68 \\ \hline \end{array}$$

$$\begin{array}{r} 156 \\ \times 78 \\ \hline \end{array}$$

$$\begin{array}{r} 837 \\ \times 46 \\ \hline \end{array}$$

$$\begin{array}{r} 368 \\ \times 20 \\ \hline \end{array}$$

20. What is 1486 divided by 3? Show your work.

- A. 4,812 r0
- B. 495 r1
- C. 280 r10
- D. 496 r0

21. What is 2520 divide by 10? Show your work.

- A. 25,200
- B. 2,520
- C. 253
- D. 252

46. Which number is the same as .5?

- A. One half
- B. 5/1
- C. Five hundredths
- D. 5/1000

47. How is eighteen hundredths written in standard form?

- A. 0.018
- B. 0.18
- C. 18.00
- D. 1800

48. Solve each of these without using a calculator:

$4 \times 6 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$6 \times 6 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$32 \div 4 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$

$72 \div 9 = \underline{\quad}$

$18 \div 2 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$45 \div 9 = \underline{\quad}$

$4 \times 4 = \underline{\quad}$

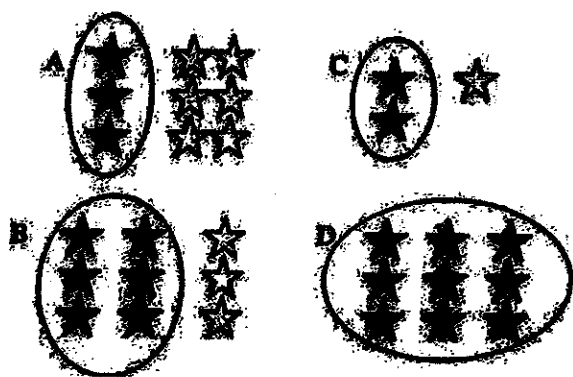
$8 \times 7 = \underline{\quad}$

$24 \div 3 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

49. Choose the circled group that represents $1/3$.



- A. A
- B. B
- C. C
- D. D

50. There are 4 red cars, 5 blue cars, and 2 green cars in the parking lot. What is the fraction of Blue cars in the parking lot?

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

B. $\frac{5}{9}$

C. $\frac{5}{11}$

D. $\frac{11}{5}$

51. What is the fraction for the shaded part of this set?



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

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

C. $\frac{3}{7}$

52. Look at this set of objects. Which fraction stands for the part of the set that is shaded?



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

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

C. $\frac{5}{8}$

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

138. Solve the following problems:

$$\frac{3}{4} + \frac{2}{4} =$$

$$\frac{3}{4} - \frac{2}{4} =$$

$$\frac{8}{12} - \frac{1}{4} =$$

$$\frac{8}{12} + \frac{1}{4} =$$

139. Using a ruler and a tool or object with a 90 degree corner, draw and label all of the following:

A pair of intersecting lines that is not perpendicular.

A pair of perpendicular lines.

A pair of parallel lines.

Draw a right angle.

Draw an obtuse angle.

141. Find the quotients.

$$\begin{array}{l} 2 \overline{)2} \quad 3 \overline{)9} \quad 8 \overline{)32} \quad 7 \overline{)49} \quad 5 \overline{)10} \quad 4 \overline{)0} \quad 1 \overline{)1} \quad 4 \overline{)8} \quad 2 \overline{)12} \quad 9 \overline{)54} \quad 1 \overline{)3} \quad 1 \overline{)2} \quad 2 \overline{)4} \end{array}$$

$$8 \overline{)8} \quad 7 \overline{)63} \quad 8 \overline{)40} \quad 5 \overline{)0} \quad 4 \overline{)4} \quad 4 \overline{)12} \quad 9 \overline{)45} \quad 9 \overline{)63} \quad 6 \overline{)6} \quad 3 \overline{)12} \quad 1 \overline{)7} \quad 3 \overline{)0} \quad 1 \overline{)9}$$

$$2 \overline{)16} \quad 3 \overline{)3} \quad 3 \overline{)15} \quad 5 \overline{)20} \quad 3 \overline{)18} \quad 3 \overline{)6} \quad 5 \overline{)15} \quad 7 \overline{)0} \quad 9 \overline{)27} \quad 4 \overline{)16} \quad 7 \overline{)21} \quad 4 \overline{)20} \quad 7 \overline{)28}$$

$$8 \overline{)16} \quad 3 \overline{)21} \quad 9 \overline{)18} \quad 4 \overline{)24} \quad 2 \overline{)6} \quad 1 \overline{)8} \quad 5 \overline{)35} \quad 7 \overline{)35} \quad 3 \overline{)27} \quad 6 \overline{)36} \quad 3 \overline{)24} \quad 2 \overline{)0} \quad 4 \overline{)32}$$

$$9 \overline{)9} \quad 4 \overline{)36} \quad 6 \overline{)42} \quad 5 \overline{)40} \quad 8 \overline{)64} \quad 7 \overline{)14} \quad 6 \overline{)30} \quad 8 \overline{)56} \quad 1 \overline{)5} \quad 4 \overline{)28} \quad 7 \overline{)56} \quad 8 \overline{)24} \quad 6 \overline{)24}$$

$$81 \div 9 = \underline{\quad\quad} \quad 48 \div 6 = \underline{\quad\quad} \quad 18 \div 6 = \underline{\quad\quad} \quad 42 \div 7 = \underline{\quad\quad}$$

$$10 \div 2 = \underline{\quad\quad} \quad 54 \div 6 = \underline{\quad\quad} \quad 36 \div 9 = \underline{\quad\quad} \quad 45 \div 5 = \underline{\quad\quad}$$

$$72 \div 8 = \underline{\quad\quad} \quad 8 \div 2 = \underline{\quad\quad} \quad 72 \div 9 = \underline{\quad\quad} \quad 6 \div 1 = \underline{\quad\quad}$$

$$25 \div 5 = \underline{\quad\quad} \quad 5 \div 5 = \underline{\quad\quad} \quad 18 \div 2 = \underline{\quad\quad} \quad 30 \div 5 = \underline{\quad\quad}$$

CONGRATULATIONS!!! You have completed the summer math packet. You are now ready for 5th grade success! Please turn this packet into you 5th grade teacher, the first week of school in September.



Name: _____

Date: _____

Class: _____

Cursive Script Handwriting Practice Sheet

Directions: Read the quotation. Next, trace the quotation. Lastly, write the quotation.

The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year.

- John Foster Dulles

The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year.

- John Foster Dulles



Cursive Script Handwriting Practice Sheet

Directions: Read the quotation. Next, trace the quotation. Lastly, write the quotation.

I repeat... that all power is a trust; that we are accountable for its exercise; that from the people and for the people all springs, and all must exist.

- Benjamin Disraeli

I repeat... that all power is a trust; that we are accountable for its exercise; that from the people and for the people all springs, and all must exist.

- Benjamin Disraeli

Cursive Script Handwriting Practice Sheet

Directions: Read the quotation. Next, trace the quotation. Lastly, write the quotation.

Put your heart, mind, and soul into even your smallest acts.

This is the secret of success.

- Swami Sivananda

Put your heart, mind, and soul into even your smallest acts. This is the secret of success.

- Swami Sivananda

Put your heart, mind, and soul into even your smallest acts. This is the secret of success.

- Swami Sivananda



Name: _____

Date: _____

Class: _____

Cursive Script Handwriting Practice Sheet

Directions: Read the quotation. Next, trace the quotation. Lastly, write the quotation.

There is a wisdom of the head, and a wisdom of the heart.

- Charles Dickens

There is a wisdom of the head, and a wisdom of the heart.

- Charles Dickens

There is a wisdom of the head, and a wisdom of the heart.

- Charles Dickens

