SUMMER WORK

for

Incoming
5th Grade Students

2023-2024

Name: _____

This summer packet will be worth 1 extra credit reading grade AND 1 extra credit math grade. It is due the first week of school.

Name: _____ Date: _____ • _____ Period: _____

Getting Past "Just Because"
Claim, Evidence and Reasoning Practice Worksheet

Directions: *Read the short story below and then answer the questions.*

It was a dark and stormy afternoon at Adams Middle School. Seventh-grade students were returning from lunch. Mr. G sat on his stool with a fresh spaghetti-sauce stain on his shirt, while Ms. S ushered students to their seats.

"Mmmmm, what a delicious lunch I just had!" Mr. G exclaimed. "I'm completely stuffed. How was school lunch today?" His students look at him as if he were crazy.

Suddenly, Ms. K knocked at the door. She whispered to Ms. S, "has anyone seen Ms. C's lunch? She had spaghetti and meatballs, but it seems to have gone missing."

Ms. S thought for a moment, going back in her memory to think if she had seen anything. She turned to Mr. G and asked, "Mr. G, did you see anything? I think you were in Ms. C's room just before lunch started."

Mr. G widened his eyes a little and quickly said, "No." He stood up quickly, knocking his lunch box off of the table. When it hit the floor, a sandwich and an apple rolled out. Mr. G scanned the room, and then asked students, "Does anyone know anything about Ms. C's missing lunch?"

Who do you think took Ms. C's lunch? _____

List the pieces of evidence from the story that make you think that:

1. _____

2. _____

3. _____

4. _____

Why do these pieces of evidence make you think that this person took Ms. C's lunch? Explain: _____

_____

_____

How confident are you that this person really took Ms. C's lunch? _____

How confident would you feel with only one or two pieces of evidence? _____

In science, why is it important to have more than one piece of evidence to support your claim? _____

_____

_____

_____

In science, why is it important to explain why the evidence supports your claim? _____

_____

_____

_____

Name: _____   Date: _____
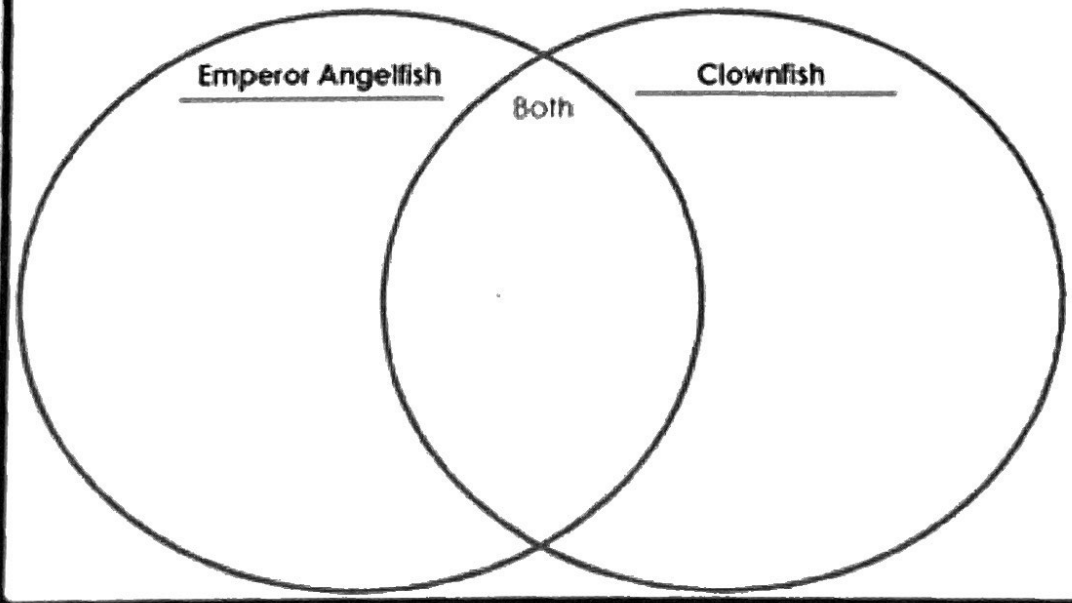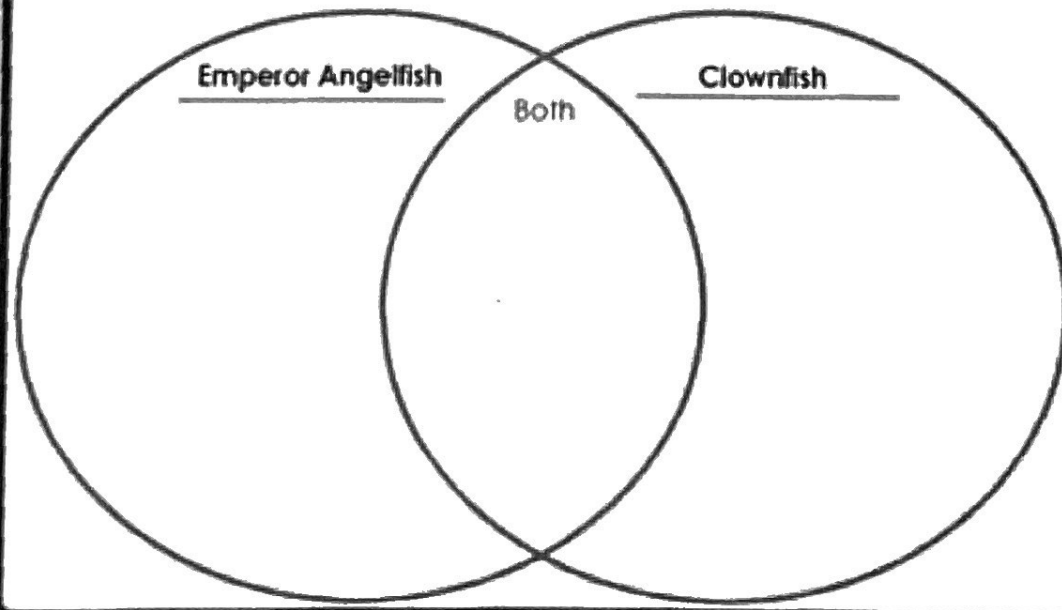
Pet Fish

Directions: Complete the Venn diagram, writing the differences and similarities between the Emperor Angelfish and the Clownfish.

Valeria's mom promised to buy an aquarium and two fish for her, but wants Valeria to know their characteristics before choosing them.

The Manager of the pet store shows them an Emperor Angelfish and explains that it is a flat-bodied fish, with only one dorsal fin and a mouth with tiny teeth. This species has stripes of bright colors and they change colors as adults. The Emperor Angelfish is a hermaphrodite, meaning that it changes sex. They grow to 40 cm and it is one of the top 20 most beautiful fish in the world. People also love that they can easily adapt to aquariums.

Later the manager shows them a Clownfish. This fish has stripes of yellow and orange colors that are very intense. They live in poisonous anemones and have a mucous layer that protects them from the anemone's sting. The clown fish is aggressive and very territorial. They can grow up to 18 cm and can also change sex. They are also in the top 20 most beautiful fish in the world and are known for their easy adaptation to aquariums.

In the end, Valeria decides to take home these two beautiful fish.

Emperor Angelfish _____   Clownfish _____

Both

Name: _____ Date: _____

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Emperor Angelfish   Both   Clownfish

What does it mean?

Directions: Read each sentence below. Use the other words in the sentence to help you figure out the meaning of the underlined word. Fill in the circle for the correct answer.

1. He saw in the distance a beautiful, graceful bird <u>soaring</u> across the sky.
    O falling   O gliding   O leaping

2. The little boy became <u>drowsy</u> as the day turned into night.
    O desperate   O active   O tired

3. He was <u>amazed</u> at the beauty he saw above him.
    O pleased   O disappointed   O astonished

4. Little sparrow began to feel as <u>powerful</u> as the giant bird.
    O large   O strong   O beautiful

5. When the boy became chief, he ruled with <u>wisdom</u>.
    O many riches   O no help   O understanding

6. The people watched with <u>awe</u> as the eagle flew above them.
    O anger   O terror   O wonder

7. The pterodactyl was <u>gliding</u> high above the ground.
    O flapping   O moving smoothly   O spinning

8. The boy was very <u>confused</u> after he bumped his head.
    O mixed up   O relaxed   O excited

9. The castle looked <u>enormous</u> in the background.
    O very big   O far   O near

Different Points of View

Directions: Compare and contrast your point of view with that of your partner in different situations.

Situation	My Point of View	My Partner's Point of View
Should classes be allowed to go fiend trips?		
Should students be able to have electronics at school?		
Should students be able to use a calculator in math?		
Should students have homework?		
Should students have to wear uniforms at school?		
Should students have to read at home?		

Finding the Theme

	A THEME	
IS		**IS NOT**
✓ the moral, lesson, or message the author wants you to learn ✓ a real world connection		✓ a summary ✓ a message specific only to your story

Directions: Read the passage and answer the following questions.

An Improbable Friend

It was the beginning of the school year and Sasha was not happy that Jake was her reading partner. School had only been in session for two weeks and Jake had already made fun of her glasses and her blue shoes. Sascha told Mrs. Nelson, her fourth grade teacher, about these rude interactions in hopes of switching reading partners. Unfortunately, Mrs. Nelson told Sasha that Jake would remain her partner for the realistic fiction unit.

Still feeling upset about having to work with Jake, Sasha avoided eye contact with him when he walked into their room after recess. Until, thud! When Sasha heard this loud noise, she looked up to see that all of Jake's books had fallen out of his backpack. Jake's face turned bright red as he bent down to pick up the mess. Sasha rushed over to him. Despite Jake's rude behavior to her during the first two weeks of school, Sasha helped Jake pick up his books and said, "No worries, Jake, isn't it hard to have to lug all of these books around?"

That afternoon during their reading partnership, Jake thanked Sasha for her kind gesture. He even mentioned that the ideas she shared that day helped him to think of literary reflections. Sasha realized she was learning a lot from Jake, too. As the realistic fiction unit came to a close, Sasha and Jake both realized that they learned a great deal from each other and had even found a new friend.

1) What problem did Sasha face in this story?

_____

2) How did Sasha solve this problem?

_____

_____

3) What is the **theme** of this story? *Think about the lesson that Sasha learned.*

_____

4) Write about how you have noticed this theme in your own life.

_____

NONFICTION TEXT FEATURES

Name:

_____

Book Title:

_____

What is the heading or main title of the passage?	List any subheadings or subtitles.	Explain how the headings and subheadings work together.
What do you already know about the topic?	**The passage will most likely be about _**	**The passage will teach me _**

Main Idea & Details

Directions: Read the following paragraph. Determine the main idea and write it beside the cone. Identify the three most important details and write them beside the scoops of ice cream.

Thunderstorms are dangerous. Every thunderstorm contains lightning, and lightning kills more people each year than tornadoes or hurricanes! Do *you* know what to do to remain safe during a thunderstorm? First, go inside a sturdy building or a vehicle and close the windows. Furthermore, the National Weather Service recommends that you stay inside for at least thirty minutes after the last rumble of thunder is heard. Do not use telephones or electrical equipment. Avoid taking showers or baths. If you are unable to get safely inside a building, avoid taking cover beneath tall, isolated trees. Also avoid water, high ground, and metal objects. Knowing what to do (and what *not* to do) during a thunderstorm could save your life.

Detail ➡
Detail ➡
Detail ➡
Main Idea ➡

Information found on the Red Cross website: www.redcross.org
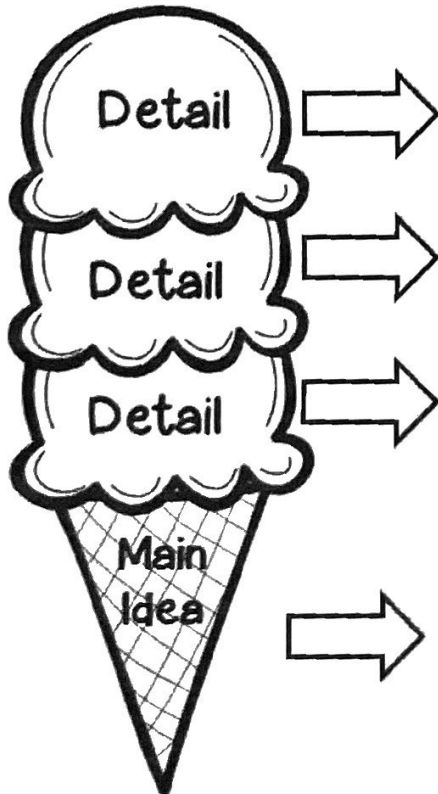
UNDERSTANDING PERSPECTIVE & POINT OF VIEW

Determine the Point of View AND the Perspective for each paragraph.

▢▢▢▢▢▢▢▢▢▢▢

As I walked through my bedroom door, my mom came to stand beside me. The walls, once decorated with posters, and the bookshelves once covered in toys and games, were now barren. Only two boxes remained—an old collection of toys and one last box ready to go with me to college. Mom gasped and threw her arms around me as she saw the empty room. My excitement dampened when I realized how sad my mom was to see me go. I couldn't believe today was the day I would be leaving for college, and even though I was excited, I sure was going to miss my family.

Point of View: _____ Perspective: _____

When I walked into my oldest child's bedroom, I was shocked to see the bare walls and empty shelves. It felt like yesterday that I was looking into this same room watching him play happily with his favorite toys, zooming Buzz Lightyear through the air. Today, there are only two boxes left. As I hug him tightly, I whisper in his ear that I wish I could always be with him. My heart breaks to see my boy going off to college, and I'm not sure how I'll get along without him here at home. I'm reassured when he tells me that I'll always be with him. I just can't believe my dear son is leaving today.

Point of View: _____ Perspective: _____

Peering through the cardboard box, Woody could see Andy coming through the door, followed closely by his mom. He watched eagerly, excited to see what would happen. When mom began to cry while hugging Andy, Woody knew something was wrong. He quickly realized that he would be leaving, separated from his friends stuffed in the box sitting on the floor. Woody turned his head away from the sad scene and came face to face with an old picture of himself, Andy, and his best buds. His eyes lowered, and his heart sank with sadness.

Point of View: _____ Perspective: _____

How do the different perspectives effect how each story is told?

_____

_____

_____

_____

_____

_____

_____

_____

Name_____

Prefixes, Root Words, Suffixes

⟹ Directions: Write the prefix, root word, and suffix of each word in the correct box. Not all words will have each part.

	PREFIX	ROOT WORD	SUFFIX
tallest		*tall*	*est*
unhappy			
preschool			
disappear			
younger			
become			
misspoke			
ungrateful			
replay			
worthless			
underground			

Did you spell each part correctly?

1

Name: _____ Date:_____

Reading Comprehension: Text Structure

Directions: Choose the correct answer to match its definition. Type the answer in the box below.

Compare and Contrast	**Sequence**	**Problems and Solutions**
Description	**Cause and Effect**	

1. The author gives information about a problem and explains one or more solutions. _____

2. The author tells what happened and why it happened. Some clue words are because, if, when, so, and as a result.

   _____

3. The author discusses similarities and differences between two or more things. Some clue words are similar, alike, both, however, unlike, and different. _____

4. The author tells the chronological order in which events occur in a text. Some clue words are first, next, then, finally, before, after, during, and meanwhile. _____

5. A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples. _____

Name: _____

School at Night

The Adams family drove to their school for the annual Parent Open House. This year, their school was trying something different. They wanted parents to see what it was like at school, so they were having a math lesson at night with their parents. It was called School Math Night. When Ben's family walked into his class, he saw his teacher, his friends, and a lot of math games out. Ben really wanted to be at home playing football, but when he saw this, he got excited. They started the math lesson and Ben had so much fun showing his parents how to play.

1. What happens at the beginning of the text?

_____

_____

2. What happens in the middle of the text?

_____

_____

3. What events happen at the end of the text?

_____

_____

Writing Points of View Worksheet

First Person- *I, we, me* ·
Second Person- *you*
Third Person- *he, she, it, they, them*

Directions: Read each sentence. Write if it is written from first, second or third person point of view.

Example A: *I want to play now.*
Answer: *First Person Point of View*

1. You should tell me the truth.

_____

2. Susan knows the way home.

_____

3. We are going to the movies tomorrow.

_____

4. He saw an alligator in the swamp.

_____

5. You are my friend.

_____

Plot and Theme

REVIEW

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

The Scrapbook

When Aunt Rose got sick and went to the hospital, Misha and his little sister Emily were both very upset. She was their favorite aunt. She often brought them books and entertained them with stories about when she was young.

Misha decided to make a scrapbook for Aunt Rose. Emily felt jealous of his idea. It seemed to her that Misha always thought of everything first and could do it better. She wanted to do something too, but her ideas didn't seem as interesting as Misha's. Misha offered to let her help, but she refused.

For the next few days, Misha worked on Aunt Rose's scrapbook. He wrote a poem, and he drew pictures. He chose favorite family snapshots. He put everything into the scrapbook. He decorated the pages with some of his favorite stickers.

Emily, meanwhile, spent a lot of time sulking. Whenever Misha tried to talk to her, she turned on her heel and walked away.

On the day they had planned to visit Aunt Rose, Misha stormed into the kitchen.

"Where's my scrapbook?" he said accusingly to Emily. She burst into tears.

"I took it," she sobbed. "I want it to be from me too."

Misha put his arm around Emily and hugged her. Emily said she was sorry. Misha told Emily to hurry and get ready to go so they could give Aunt Rose their scrapbook together.

1. What is the conflict, or problem, in this story?
   - A. Aunt Rose is in the hospital.
   - B. Misha and Emily are upset.
   - C. Emily is jealous of Misha.
   - D. Misha has to make a scrapbook.

2. The rising action of the story, where the action builds, is in—
   - F. the first two paragraphs.
   - G. the third and fourth paragraphs.
   - H. the fifth and sixth paragraphs.
   - J. the seventh and eighth paragraphs.

3. The climax, or the high point, of the story comes when—
   - A. Misha confronts Emily and she cries.
   - B. Emily turns on her heel and walks away.
   - C. Misha finishes the scrapbook.
   - D. Misha hugs Emily.

4. How is the conflict, or problem, resolved?
   - F. Emily has a good cry.
   - G. Misha finishes the scrapbook.
   - H. Misha apologizes to Emily.
   - J. Emily apologizes to Misha, who agrees to share the scrapbook.

5. Which of following best states a theme for this story.
   - A. Jealous feelings should always be kept hidden.
   - B. Jealousy is harmful.
   - C. Jealousy is not harmful if it's kept hidden.
   - D. Jealousy should be ignored.

Notes for Home: Your child read a story and identified elements of the plot and the theme.
Home Activity: Watch a movie with your child. Then work with him or her to write a movie review, outlining the plot and identifying the theme.

Name: _____

Ant and the Grasshopper

There once was an ant and a grasshopper. The ant was very hardworking. He worked all day and night. The grasshopper was very lazy. He did not work at all. The ant told the grasshopper to get to work before the winter came. Once winter came, they wouldn't have any food. The grasshopper said he didn't care and went back to sleep. Four months later, winter came and it was freezing outside. Ant had a lot of food to eat. Grasshopper had no food. Grasshopper went to Ant's house and asked for food. Ant looked at Grasshopper and felt sorry for him. He told the grasshopper that he should have worked harder in the summer. He gave him a little bit of food and told him that he would not share next summer if he didn't work hard.
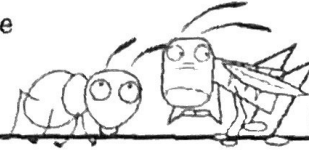
Cardinal and Robin

In the big tree, there was a cardinal and a robin. Cardinal was a very hard worker. Both birds needed to build a nest. Cardinal went to look for straw and sticks every day, while Robin sat in the tree and watched. Cardinal told Robin that she needed to start making her nest, but Robin thought she'd have time later. So, Robin kept waiting. One morning, Cardinal gathered her last stick and started to get mud. She was forming her nest. She looked at Robin, who was napping on the branch. She was sad for Robin because she knew it was too late. The next day, they were ready to lay their eggs. Robin tried to quickly gather straw and sticks for her nest. But she could not find any. Cardinal felt sorry for Robin and shared her nest. She told Robin she wouldn't help next time.

Comparative Reading Quiz

Ant and the Grasshopper/Cardinal and Robin

1. What is comparative reading?
   a. Comparing two stories characters , similarities and differences
   b. Author's point of view
   c. Author's claim
   d. Author's perspective
2. The two stories were similar in that
   a. They both had fish in the story as characters
   b. They both had animals in the story as characters
   c. They both were in the winter season
   d. They both were in the mountains
3. Who were the characters in the story that were hard workers?
   a. The Robin and Grasshopper
   b. The Ant and the Cardinal
   c. The Ant
   d. The Grasshopper
4. Who were the characters in the story that were lazy?
   a. The Robin and the Grasshopper
   b. The Ant and the Cardinal
   c. The Grasshopper
   d. The Ant
5. What did both hard working characters do at the end of the story similar?
   a. They did not help the other character
   b. They left to a different area
   c. They both shared their food and nest with the other character in the story
   d. They went to sleep

Literature: Structural Elements of Stories, Poems, and Drama

Prose is spoken or written language made up of sentences and paragraphs. Examples of prose include stories, novels, articles, and speeches. The structure of prose differs from other forms of writing, such as poetry and drama.

A **poem** can tell a story, create a picture with words, or express feelings and emotions. A **verse** is a single line of poetry, much like a sentence in a paragraph. The lines are often counted out in groups of five and are numbered on the left-hand side of the poem. A group of verses is a **stanza**, which is like a paragraph. **Rhythm** is the sound of a poem, or the beat. A fast rhythm will express excitement. A slow rhythm might express comfort. The rhythm is created by **meter**. Meter is the flow of syllables in a line of poetry. Meter is created by the arrangement of accented (stressed) syllables and unaccented (unstressed) syllables.

A **drama**, or play, is a text that has a setting, characters, and a plot, just as stories and some poems do. What makes a drama different from a story is that a drama is meant to be performed. Therefore, a drama is written mainly in **dialogue**—conversations between actors. Dialogue is shown by putting the character's name before each line to be spoken. The character's name is always in CAPITAL letters and followed by a colon (:). This is known as a character tag. Much like a novel, which is broken into chapters, a drama is broken into **acts**. Each act is then broken down into smaller **scenes**.

In addition to character tags, acts, and scenes, all dramas have **stage directions** in between conversations or before a character speaks. These directions tell the characters what to do, where to stand, and with whom they are speaking.

While their structures are very different, both poems and dramas tell a story, convey a message, and bring meaning to the reader.

The Fog

The fog rolls in overnight
Creeping slowly, silently
Like a cat stalking its prey,
Stretching and growing
5   Its fingers reaching out
Grabbing more
Bit by bit.

By morning, it blankets everything:
The lake, the road,
10   The porch of the house
All gone
In this living, breathing mass
That sits and surrounds and swirls.

1. Fill in the blank to answer the question.

   This poem has _____ stanzas.

2. Fill in the blank to answer the question.

   This poem has _____ verses.

3. How would a prose description of fog differ from the description in the passage?

   _____

   _____

   _____

   _____

Use the passage to answer Numbers 4 through 6.

The Race

ACT 1, SCENE 1

1   [*Setting: An outdoor track. Two girls in racing wheelchairs are racing across the stage. Time: One day in September.*]

2   SOFIA: [*Pulls her wheelchair slightly ahead of CAMILA's.*] I won!

3   CAMILA: [*Breathing hard.*] Barely! We were next to each other almost the entire race. It wasn't until the very end that you beat me.

4   SOFIA: It doesn't matter. I still won! I can't believe it!

5   CAMILA: [*Takes off her helmet and smiles.*] You're right. I guess I coached you too well.

6   SOFIA: I can never thank you enough for getting me involved in wheelchair racing. I was always watching other people do sports.

7   CAMILA: I'm glad I was able to inspire you. But now, you've inspired me to try harder. Let's have a rematch!

4.   Is this scene taken from the beginning, middle, or end of the drama? How does the reader know this?

_____

_____

5.   Which character speaks first? How does the reader know this?

_____

6.   How does the reader know when Camila takes off her helmet?

_____

FLY TO THIRD
with
Mrs. Knott

Summer

to FIFTH
Math Pack
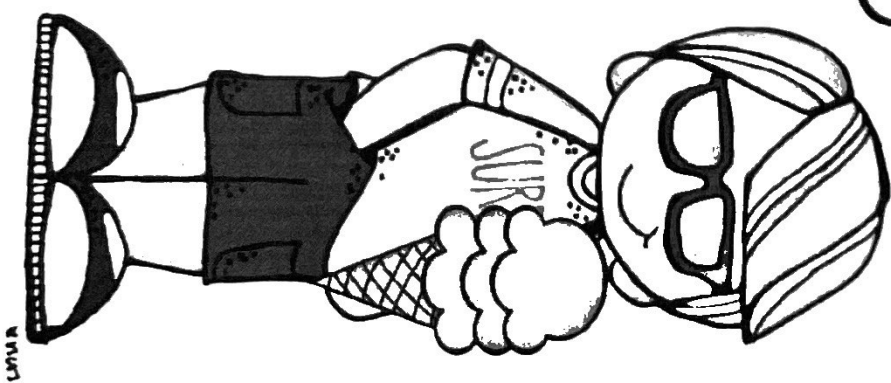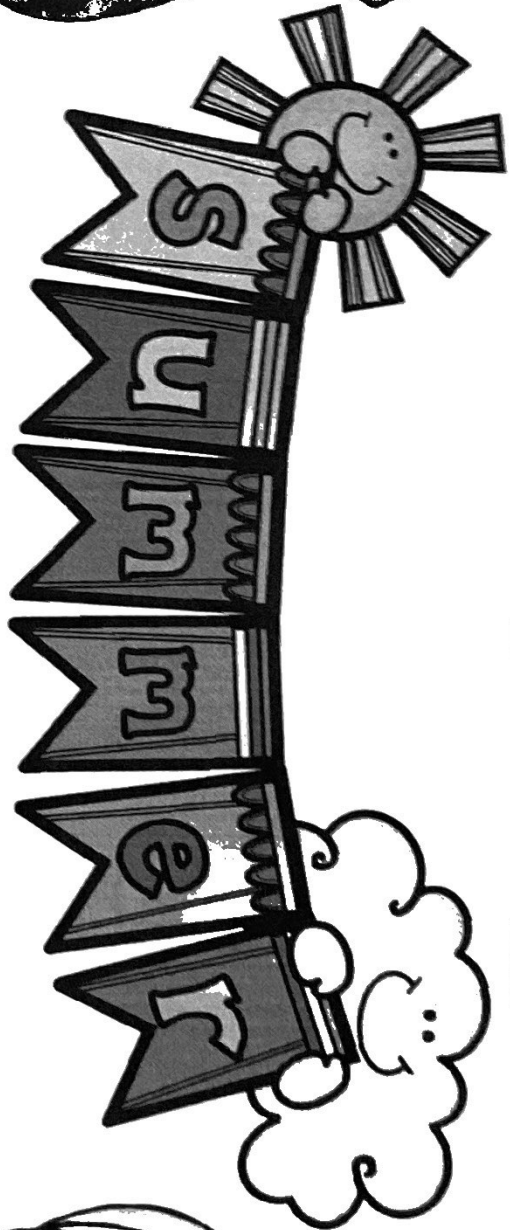
GRADE 4

SUMMER

REVIEW

STUDENT NAME

GRADE 4

Rounding to the Nearest 1,000
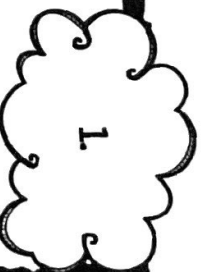
Directions: Round each number to the nearest 1,000. Use the color code to color the picture. Anything that doesn't have a number is a free choice.

1,000=white	2,000=red	3,000=yellow	4,000=blue
5,000=orange	6,000=green	7,000=purple	8,000=pink

4,432

8,375

2,005

5,678

0869

3,789

2,605

2,498

870

990

3,435

677

2,798

2,345

1.
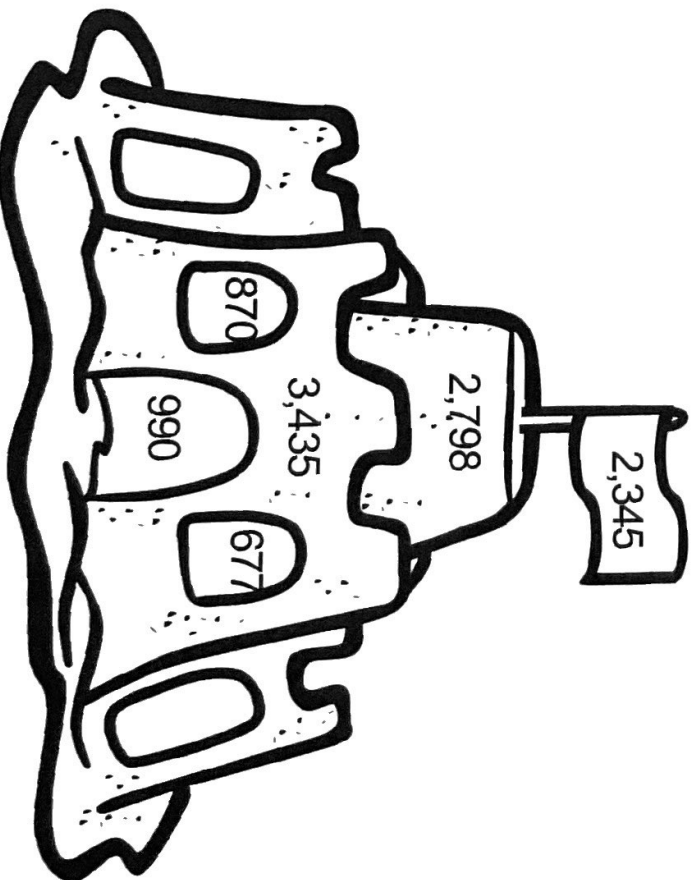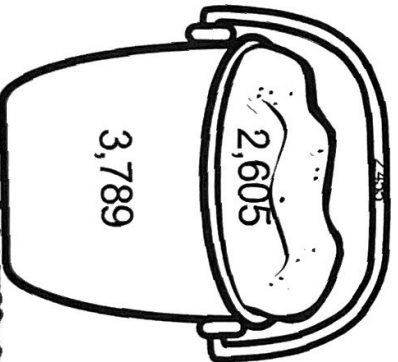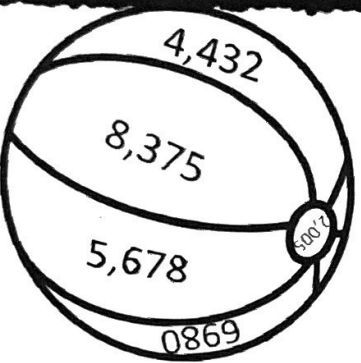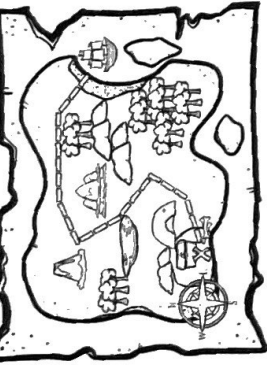
Place Value

(Standard Form and Expanded Form)

Directions: Write the numbers below in standardform.

1. 20,000+4,000+70+6= <u>20,476</u>

2. 700,000+4,000+600+3=

3. 200,000+2,000+200+20=

4. 900,000+1,000+700+9=

5. 600,000+3,000+90+9=

6. 100,000+500+30+3=

7. 8,000+400+20+1=

8. 300,000+600+40+8=

9. 4,000+900+70+2=

10. 9,000+400+40+5=

11. 3,000+300+0+1=

12. 900,000+800+10+4=

13. 1,000+0+0+7=

14. 9,000+200+50+6=

15. 700,000+700+50+7=

16. 5,000+500+30+6=

Place Value: Comparing Numbers

Directions: Compare each set of numbers.
Write <or> and the place value you compared.

1. 40,890 [>] 40,367   What place value did you compare? __hundreds__

2. 700,289 [ ] 700,167   What place value did you compare? _____

3. 50,178 [ ] 50,188   What place value did you compare? _____

4. 70,406 [ ] 70,460   What place value did you compare? _____

5. 60,647 [ ] 80,643   What place value did you compare? _____

6. 10,870 [ ] 10,871   What place value did you compare? _____

7. 300,329 [ ] 300,387   What place value did you compare? _____

8. 400,505 [ ] 400,055   What place value did you compare? _____

3.
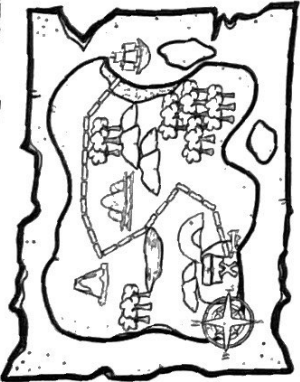
Add and Subtract

Directions: Solve the addition and subtraction problems below

5,175 + 3,967	5,175 + 3,967
1,082 − 467	1,786 − 1,378
3,075 − 1,683 =	6,775 + 7,892 =

4.

Multiplication (Missing Factors)

Directions: Write the missing factors for each set.
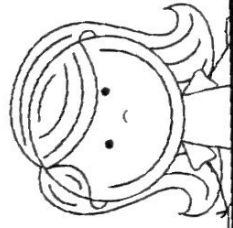
9 X ____ = 900
____ X 8 = 800
6 X ____ = 360
____ X 9 = 270
3 X ____ = 300
____ X 6 = 540
10 X ____ = 400

400 ÷ 4 = ____
700 ÷ ____ = 10
300 ÷ 30 = ____
500 ÷ ____ = 10
900 ÷ 90 = ____
100 ÷ 10 = ____
800 ÷ ____ = 10

____ X 50 = 500
60 X ____ = 600
30 X ____ = 300
____ X 80 = 800
70 X ____ = 700
20 X ____ = 200
10 X ____ = 100

5.

Two Step Story Problems

Directions: Solve the word problems below. <u>Write the equation and label to your answer</u>

1. Sara bought some bags of beads. Each bag had 9 beads and cost $2. Sara used the beads to make 18 necklaces, each with 25 beads. How much money did Sara pay for the beads for all of the necklaces that she made.

2. There are 5 classes going on a field trip. Two of the classes have 18 students each and 3 of the classes have 20 students each. They are travelling in vans that hold 10 students each. How many vans must they have to transport all the students?
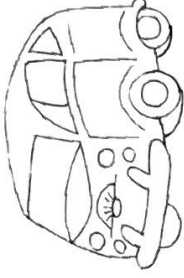
3. Terry has 48 model cars arranged in equal rows of 6 model cars. Nathan has 32 model cars arranged in equal rows of 6 model cars. How many rows of model cars in all do they have?
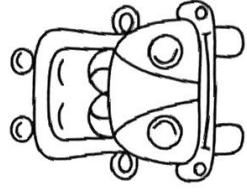
Story Problems

Directions: Solve the word problems below. <u>Write the equation and label to your answer</u>

1. Evan is starting a running program. He will run 114 miles each month for the next 6 months. How many miles does he plan to run in all?

2. Allie bought a wall pattern with 29 rows of 22 squares. How many squares are in the wall pattern?

3. Suzi has 164 stickers to place in her sticker album. How many pages will Suzi fill with stickers if each page in the album holds 9 stickers?

4. There are 180 pennies in Mike's coin collection and that is 5 times as many as the number of quarters in his collection. How many quarters does Mike have?

5. Fred has 72 baseball cards and Scott has 12 baseball cars. How many times as many baseball cards does Fred have as Scott.

6. Elizabeth had 280 pieces of bubble gum. She split the bubble gum evenly among 40 friends. How many pieces of bubble gum did each friend get?

Find Factor Pairs
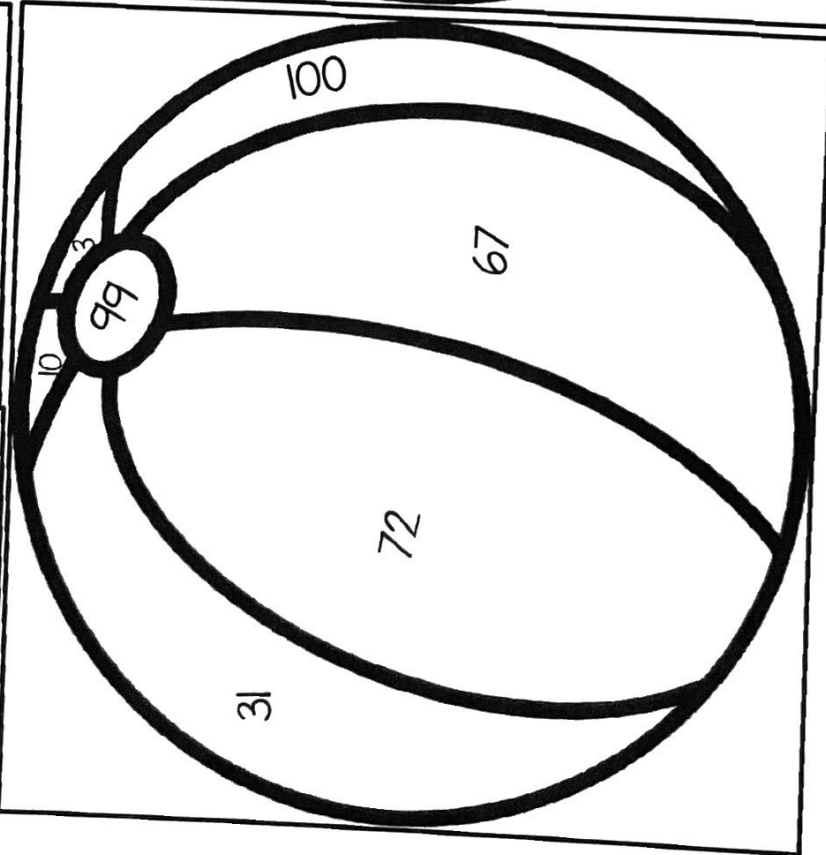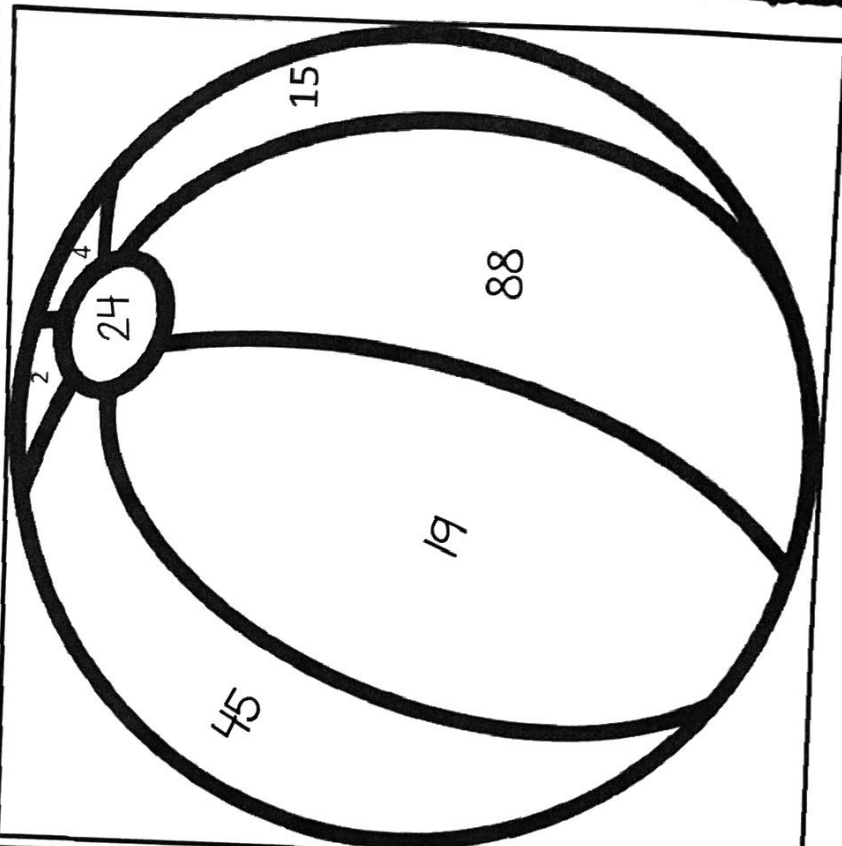
Directions: Use the table to find all the factor pairs for each number.

24

1	24

36

1	36

44

1	44

32

1	32

12

1	12

18

1	18

22

1	22

54

1	54

Prime or Composite Number

Directions: Determine whether the number is composite or prime. Then, color in the section according to your answer.

| Prime = orange | Composite = green |

15
4
2
24
88
19
45

| Prime = pink | Composite = blue |

100
3
10
99
67
72
31

9.

Complete the Pattern

Directions: Use the rule to find the next three terms.

Rule: Add 10	Rule: Divide 8	Rule: Multiply 6	Rule: Subtract 12
22	88	6	96

First Term: 9 Rule: Add 2	First Term: 400 Rule: Divide 4	First Term: 3 Rule: Multiply 3	First Term: 10 Rule: Subtract 1
1.) 2.) 3.)	1.) 2.) 3.)	1.) 2.) 3.)	1.) 2.) 3.)

Multiplication by one digit

Directions: Solve the multiplication problems below.
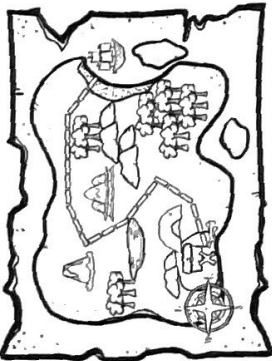
391 X 8	986 X 4	3705 X 6
4710 X 9	543 X 6	6748 X 3
28 X 9 =	63 X 5 =	22 X 8 =

Multiplication by two digit

Directions: Solve the multiplication problems below.
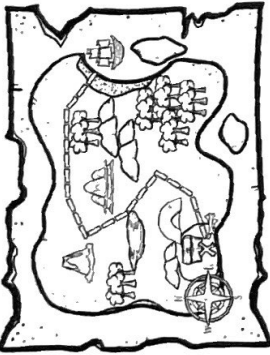
596 X 28	189 X 41	375 X 36
474 X 29	546 X 56	678 X 73
28 X 19 =	63 X 75 =	22 X 58 =

Long Division with no remainders

13.

Directions: Solve each division problem on a separate sheet of paper. Use the answer to color in the shapes below. Anything that doesn't have a number is a free choice.

0-100=white	100-200=red	200-300=yellow	300-400=blue
400-500=orange	500-600=green	600-700=purple	700-800=pink

summer

1,470 ÷ 6

292 ÷ 2

1,299 ÷ 3

1,299 ÷ 3

292 ÷ 2

1,470 ÷ 6

504 ÷ 9

1,224 ÷ 8

385 ÷ 5

2,220 ÷ 4

516 ÷ 6

2,492 ÷ 4

297 ÷ 3

729 ÷ 3
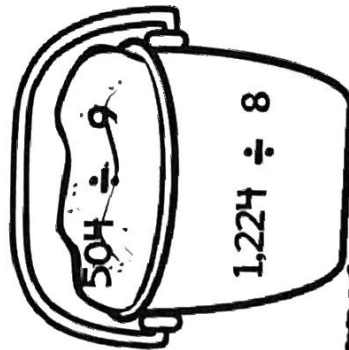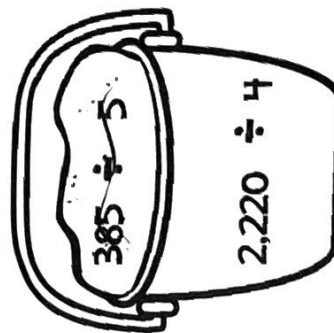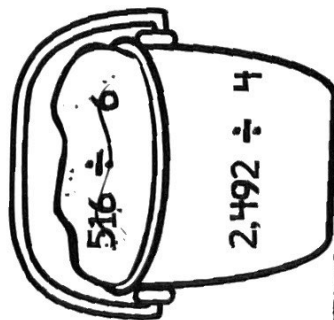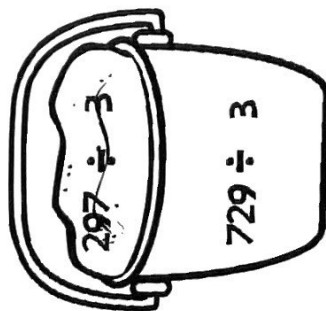
Division with remainders

Directions: Solve the division problems below.

14.
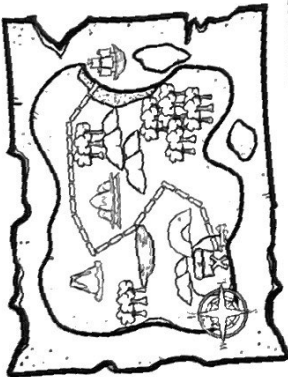
643 ÷ 8	275 ÷ 9	2,803 ÷ 4
1,601 ÷ 2	1,802 ÷ 3	4,205 ÷ 6
283 ÷ 2 =	635 ÷ 4 =	220 ÷ 3 =

Compare Fractions

Directions: Draw in the pictures to compare the fractions.

$\frac{1}{2}$ ☐ $\frac{2}{4}$

$\frac{3}{6}$ ☐ $\frac{2}{3}$

$\frac{1}{3}$ ☐ $\frac{4}{6}$

$\frac{2}{2}$ ☐ $\frac{3}{4}$

$\frac{1}{2}$ ☐ $\frac{3}{4}$

15.
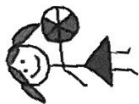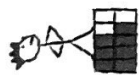
Comparing Fractions

Directions: Compare these fractions using <, >, =. Color all the (<) signs and it will lead you to the treasure.

$\frac{5}{2}$ ○ $\frac{2}{5}$	$\frac{2}{6}$ ○ $\frac{1}{3}$	$\frac{3}{10}$ ○ $\frac{8}{10}$	2 ○ $\frac{2}{2}$	1 ○ $\frac{7}{3}$	$\frac{3}{2}$ ○ $\frac{4}{4}$
$\frac{6}{8}$ ○ $\frac{3}{3}$	$\frac{1}{2}$ ○ $\frac{2}{1}$	$\frac{8}{6}$ ○ $\frac{3}{4}$	$\frac{3}{12}$ ○ $\frac{6}{12}$	$\frac{2}{5}$ ○ $\frac{5}{2}$	$\frac{5}{4}$ ○ $\frac{5}{8}$
$\frac{1}{1}$ ○ $\frac{2}{6}$	$\frac{1}{3}$ ○ $\frac{3}{3}$	$\frac{2}{5}$ ○ $\frac{3}{3}$	$\frac{1}{8}$ ○ $\frac{1}{4}$	$\frac{5}{4}$ ○ $\frac{3}{4}$	$\frac{1}{2}$ ○ $\frac{3}{12}$
$\frac{12}{12}$ ○ $\frac{3}{8}$	$\frac{2}{8}$ ○ $\frac{1}{3}$	$\frac{1}{3}$ ○ $\frac{3}{1}$	$\frac{3}{5}$ ○ $\frac{2}{5}$	$\frac{8}{3}$ ○ $\frac{3}{8}$	$\frac{3}{4}$ ○ $\frac{3}{3}$

16.

Adding Fractions

Directions: Solve the problems. Color the picture according to the chart.

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

$4 + \frac{7}{8}$

$3\frac{2}{16} + 3\frac{2}{16}$

$2\frac{1}{8} + 3\frac{2}{8}$

$4\frac{1}{8} + 4\frac{7}{8}$

$5 + 1\frac{1}{2}$

$5\frac{1}{6} + 6\frac{5}{6}$

$\frac{3}{8} + 5\frac{6}{8}$

$1\frac{3}{10} + 4\frac{7}{10}$

$2\frac{2}{8} + 3\frac{7}{8}$

$4\frac{2}{8} + 2\frac{2}{8}$

$4\frac{2}{8} + 1\frac{1}{8}$

$3\frac{4}{8} + 1\frac{7}{8}$

$6 + \frac{1}{4}$
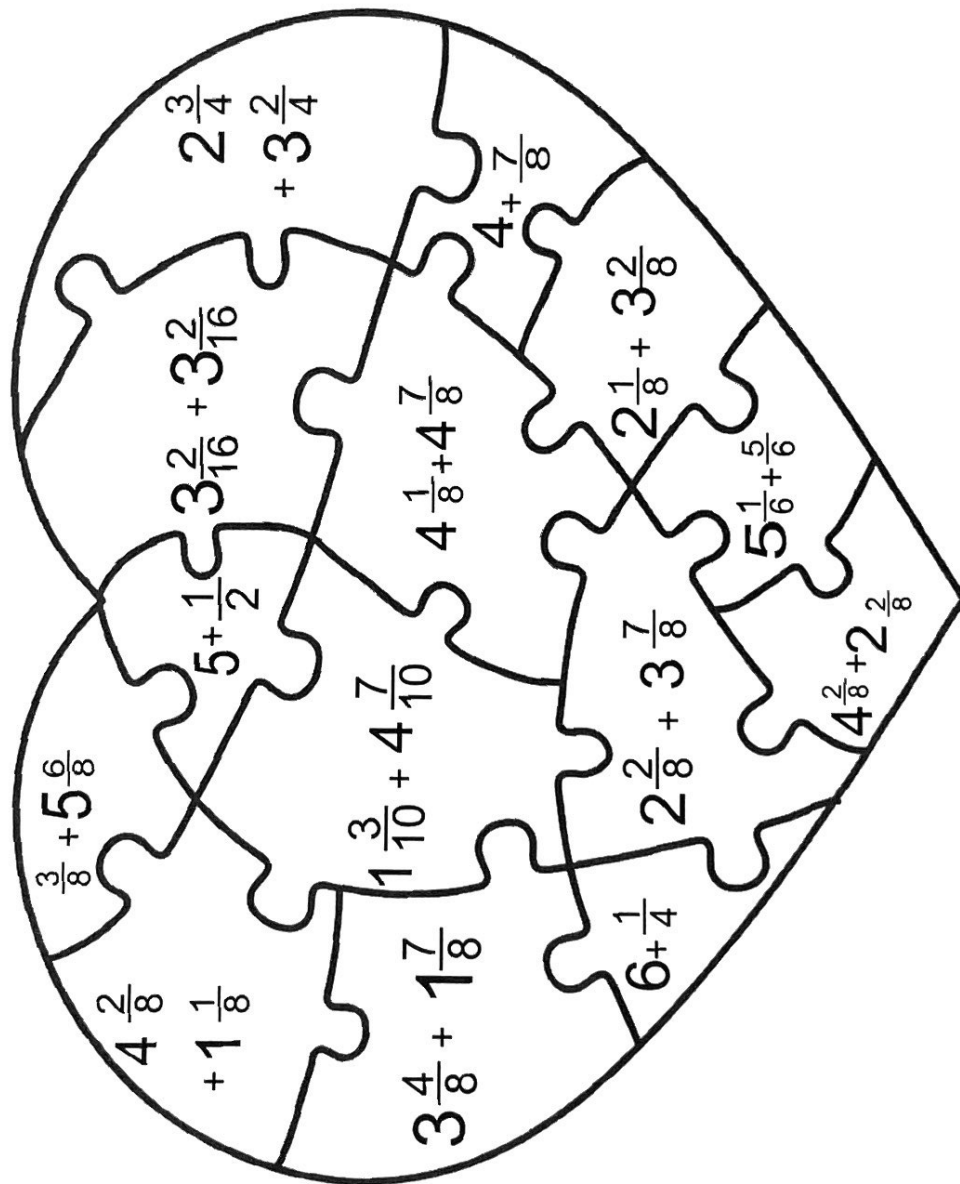
Color Key:

Yellow $= 5\frac{5}{8}$

Blue $= 5\frac{3}{8}$

Red $= 5\frac{1}{2}$

Green $= 6$

Orange $= 6\frac{1}{4}$

Purple $= 6\frac{1}{8}$
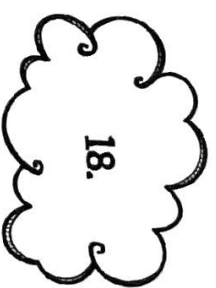
Directions: Solve the problems. Color the picture according to the chart.

$\frac{11}{12} - \frac{1}{12}$

$\frac{9}{14} - \frac{5}{14}$

$\frac{2}{7} + \frac{1}{7}$

$\frac{4}{9} + \frac{2}{9}$

$\frac{5}{8} - \frac{2}{8}$

$\frac{7}{10} - \frac{4}{10}$

$\frac{7}{9} - \frac{6}{9}$

$\frac{5}{12} - \frac{1}{12}$

$\frac{7}{15} - \frac{1}{15}$

$\frac{3}{10} + \frac{3}{10}$

$\frac{8}{9} - \frac{3}{9}$

$\frac{1}{10} + \frac{6}{10}$

$\frac{1}{4} + \frac{2}{4}$

$\frac{4}{8} + \frac{3}{8}$

$\frac{5}{5} + \frac{5}{5}$

$\frac{5}{12} + \frac{1}{12}$

$\frac{7}{9} - \frac{6}{9}$

$\frac{1}{5} + \frac{3}{5}$

$\frac{13}{16} - \frac{11}{16}$

$\frac{1}{15} + \frac{2}{15}$

$\frac{4}{9} + \frac{4}{9}$

$\frac{1}{2} + \frac{1}{2}$

$\frac{7}{10} + \frac{7}{10}$

$\frac{3}{14} + \frac{7}{14}$

$\frac{2}{7} + \frac{2}{7}$

$\frac{3}{4}$	$\frac{8}{9}$	$\frac{3}{8}$	$\frac{2}{3}$	$\frac{2}{5}$
$\frac{1}{8}$	$\frac{7}{9}$	$\frac{5}{7}$	$\frac{1}{2}$	$\frac{3}{5}$
$\frac{1}{4}$	$\frac{1}{10}$	$\frac{3}{10}$	1	$\frac{5}{9}$
$\frac{7}{8}$	$\frac{4}{7}$	$\frac{7}{10}$	$\frac{1}{5}$	2
$\frac{3}{7}$	$\frac{1}{3}$	$\frac{1}{6}$	$\frac{2}{7}$	$\frac{4}{5}$

Writing Fraction Units

Directions: Show the shaded fraction as a sum of unit fractions.

Example:

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

19.
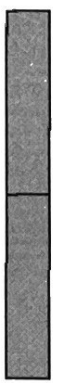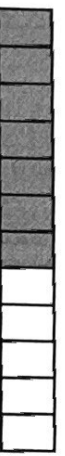
Fraction Story Problems

20.

Directions: Solve the word problems below. <u>Write the equation and label to your answer.</u>

1. Elijah practices piano $\frac{2}{3}$ hour every day. How many hours does he practice in 3 days?	2. There are $\frac{3}{4}$ gallon of punch in a bowl. Katie added some punch. Now there is $2\frac{1}{4}$ gallons in the bowl. How much did Katie add?	3. Michelle has three books to read this summer. Each weighs $\frac{5}{8}$ a pound. What is the total weight of her books?
4. Calvin made posters to sell lemonade. The posters are 2 feet long and $\frac{5}{10}$ wide. What is the area of each poster?	5. The path around the park is $\frac{7}{12}$ of a mile long. Nick ran around the park 6 times. How far did he run?	6. A banner for the parade has a length of 3 yards and a width of $\frac{2}{3}$ yard. What is the area of the banner?

Multiply Fractions

Directions: Multiply. Write your answer as a mixed number or a whole number, when possible.

$2 \cdot \dfrac{2}{9}$ _____	$3 \cdot \dfrac{5}{6}$ _____	$5 \cdot \dfrac{4}{5}$ _____
$4 \cdot \dfrac{4}{8}$ _____	$7 \cdot \dfrac{2}{6}$ _____	$9 \cdot \dfrac{2}{3}$ _____
$6 \cdot \dfrac{3}{5}$ _____	$2 \cdot \dfrac{4}{10}$ _____	$8 \cdot \dfrac{3}{12}$ _____

21
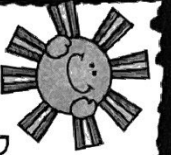
Simplify Fractions

Directions: Simplify each fraction to its lowest terms.

$\dfrac{4 \div 4}{20 \div 4} = \dfrac{1}{10}$	$\dfrac{3 \div}{12 \div} =$	$\dfrac{4 \div}{8 \div} =$
$\dfrac{4 \div}{8 \div} =$	$\dfrac{10 \div}{12 \div} =$	$\dfrac{9 \div}{15 \div} =$
$\dfrac{12 \div}{15 \div} =$	$\dfrac{6 \div}{8 \div} =$	$\dfrac{10 \div}{20 \div} =$

22.

Story Problems with Mixed Fractions

23.

Directions: Solve the word problems below. Write the equation and label to your answer

1. Mrs. Smith is taking a cooking class. Each class is $\frac{3}{4}$ of an hour long. If there are 22 classes in all, how many hours will Mrs. Smith spend in class?	2. Zach rode his bike 23 miles yesterday. He rode $9\frac{4}{6}$ miles before lunch. How far did he ride after lunch?	3. A recipe calls for $\frac{3}{4}$ cup of brown sugar and $\frac{3}{4}$ cup of white sugar. If Ana makes two recipe batches. How much sugar will she be using altogether?
4. Caleb is making a sandbox. The box is are 4 feet long and $6\frac{2}{3}$ wide. What is the area of the sandbox?	5. There are 12 members of the beach volleyball team. They had a pizza party. Each pizza was divided into 10 slices and each play ate 3 pieces. What fraction in pizzas and slices did the team consume?	6. Stephanie's mother drove $\frac{2}{3}$ hour to swim practice each way. If they had practice 2 times a week, how much time was spent driving back and forth ?
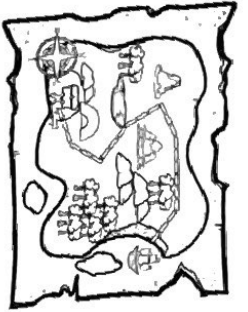
Comparing Decimals

Directions: Compare these fractions using < , > , = . Color all the
(<) signs and it will lead you to the treasure.

0.09 ◯ 0.090	0.90 ◯ 0.8	0.4 ◯ 0.7	0.5 ◯ 0.050	0.1 ◯ 0.8	0.90 ◯ 0.9
0.4 ◯ 0.004	0.67 ◯ 0.76	0.8 ◯ 0.96	0.41 ◯ 0.039	0.9 ◯ 0.36	0.02 ◯ 0.26
0.6 ◯ 0.006	0.7 ◯ 0.70	0.007 ◯ 0.7	0.75 ◯ 0.057	0.68 ◯ 0.86	0.16 ◯ 0.17
0.11 ◯ 0.15	0.9 ◯ 0.035	0.054 ◯ 0.056	0.8 ◯ 0.86	0.77 ◯ 0.3	0.98 ◯ 0.99
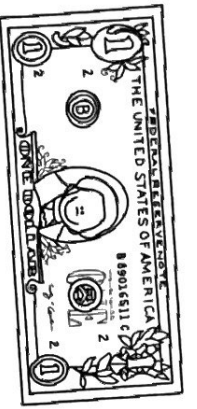
Fractions, Decimals, and Money

25.
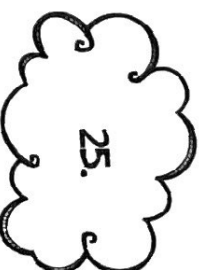
Directions: Complete the table with the fraction and decimals.

Name of Coin	Fraction of a Dollar	Decimal Part of a Dollar
Penny	$\frac{1}{100}$	0.01
Nickel	$\frac{}{100}$	
Dime	$\frac{}{100}$	
Quarter	$\frac{}{100}$	
Dollar	$\frac{}{100}$	
	$\frac{}{100}$	
	$\frac{}{100}$	
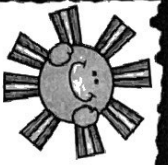
Fractions to Decimals

Directions: Read and write each mixed number as a decimal.

$2\frac{4}{10}$ _____	$3\frac{7}{10}$ _____	$5\frac{81}{100}$ _____
$4\frac{67}{100}$ _____	$7\frac{1}{10}$ _____	$9\frac{8}{10}$ _____
$6\frac{35}{100}$ _____	$2\frac{3}{10}$ _____	$8\frac{66}{100}$ _____

26.

Length: Meters and Map Skills

Directions: Use the Map to answer the questions.

BUS STOP	RESTAURANT	BUS STOP	PARK	HOSPITAL	FIRE STATION	BAKERY
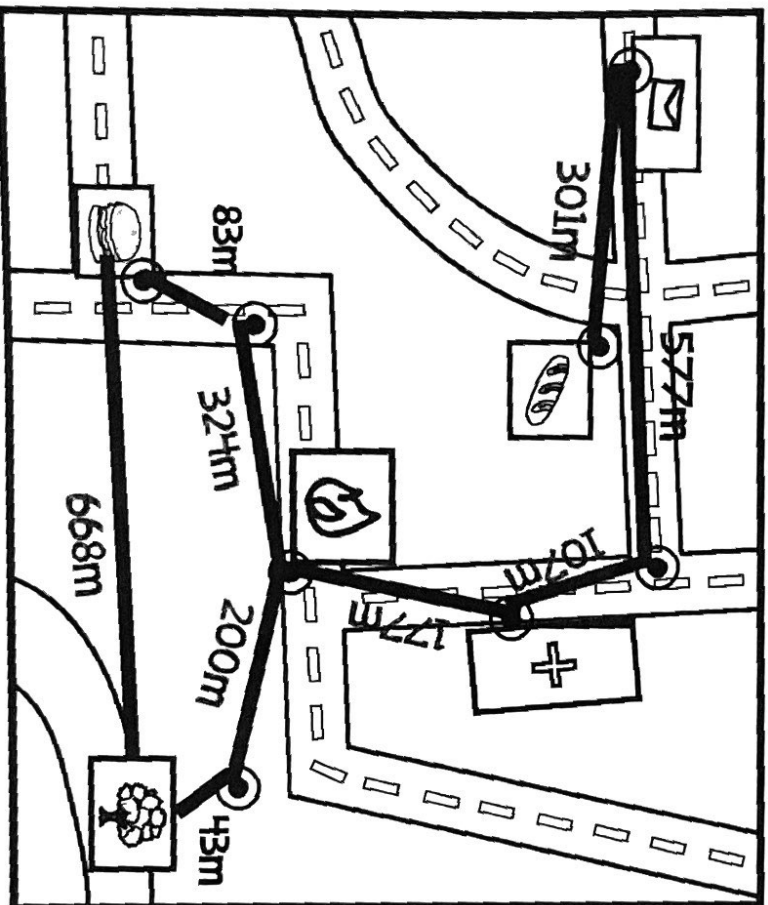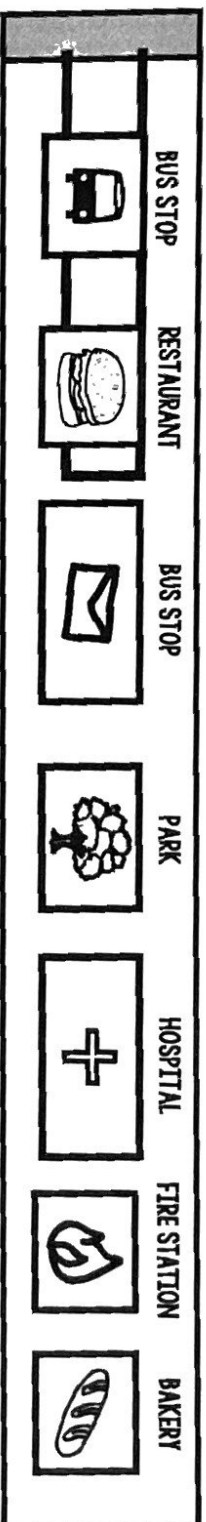
1. What is the distance from the post office to the bakery? _____

2. What is the distance from the restaurant to the fire station? _____

3. What is the distance from the park to the post office? _____

4. A nurse at the hospital decided to go to the restaurant after work, how far did she have to travel to eat? _____

5. Which is a shorter distance from the park to the restaurant? Taking the road or walking through the park, across the street.

Map labels: 301m, 577m, 102m, 177m, 83m, 324m, 200m, 668m, 43m

27.

Metric Measurement
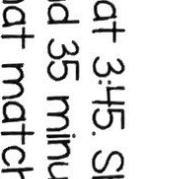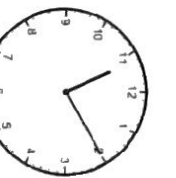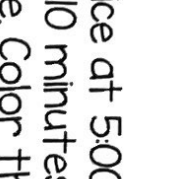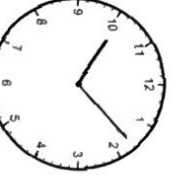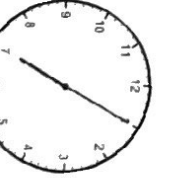
Directions: Solve the problems below using the chart.

Kilo	Hecto	Deka	Meter Liter Gram	Deci	Centi	Milli
10 X 10 X 10 Larger	10 X 10 Larger	10 X Larger		10 X Smaller	10 X 10 Smaller	10 X 10 X 10 Smaller

1. How many meters are in 1 kilometer?

2. How many milligrams are in 1 gram?

3. How many milliliters are in 1 liter?

4. Hayden has a crayon with a mass of 8 grams. How many milligrams would the crayon be?

5. Elena has a cat with a mass of 4 kilograms. What is the mass of Elena's cat in grams?

6. Jennifer buys a 2 liter bottle of pop. How many milliliters of liquid does she have?

28.

Elapsed Time

Directions: Show hands to show the time for each clock. Solve the problems in the middle.

29.

Joyce went to the park at 3:45. She stayed there for 1 hour and 35 minutes. Color the clock orange that matches the time she came back.

Kyle went to soccer practice at 5:00. It took 2 hours. It took him 10 minutes to walk home from practice. Color the clock blue that matches the time he got home.

Units of Time

Directions: Complete the table..

1 minute = _____ seconds

1 hour = _____ minutes

1 day = _____ hours

1 week = _____ days

1 year = _____ days

1 year = _____ weeks

1 year = _____ months

1 leap year = _____ days

Days	Hours
1	
2	
3	
4	

Years	Months
3	
6	
9	
12	

Hours	Minutes
1	
3	
5	
7	

36 hours = _____ min

16 weeks = _____ days

6 years= _____ days

5 days = _____ hours

Measurement

Directions: Use a ruler to measure the following items.

1. Length of your pencil _____

2. Width of a book _____

3. Width of your hand _____

4. Length of your foot _____

Directions: Use a tape measure or yard stick to measure.
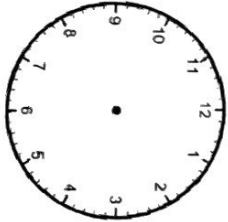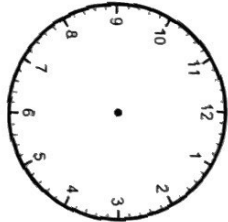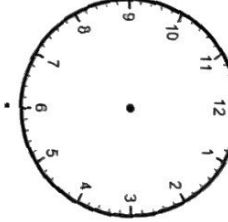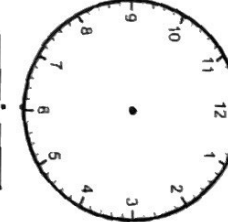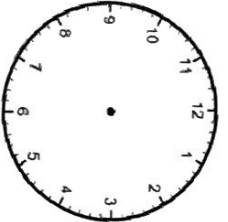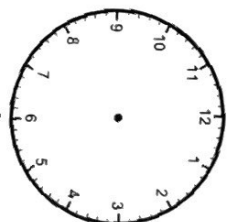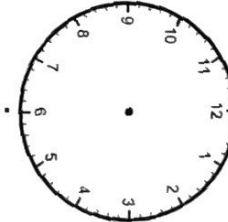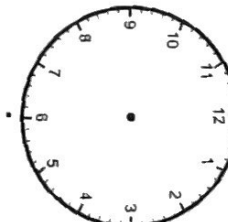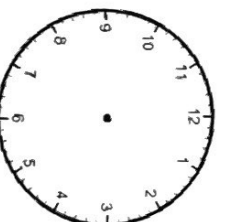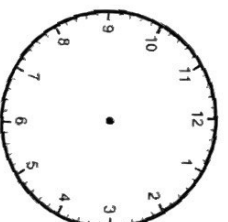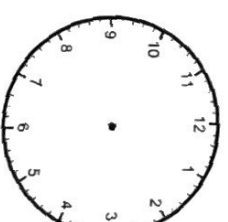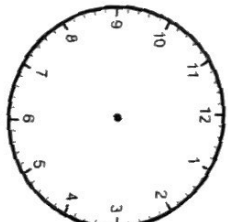
1. Length of your table _____

2. Width of a door _____

3. Length of your bed _____

4. Width of the counter _____
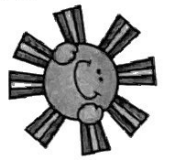
Elapsed Time
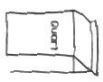
Directions: Look at the digital time for each clock. Write the elapsed time for each clock and draw the hands to show the new time.
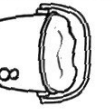
Time lapsed: 15 minutes

12:04	1:14	11:56	9:26
8:04	4:37	6:43	11:49
5:55	2:08	3:38	7:41

Measurement: Capacity

Directions: Use the information in the box to complete the equations.

2 CUPS = 1 PINT	1 QUART = 4 CUPS	1 GALLON = 4 QUARTS

1. 6 PINTS = _____ CUPS

2. 3 QUARTS = _____ CUPS

3. 3 GALLONS = _____ QUARTS

4. 20 PINTS = _____ CUPS

5. 10 PINTS = _____ CUPS

6. 16 QUARTS = _____ GALLONS

7. 18 PINTS = _____ CUPS

8. 10 CUPS = _____ PINTS

9. 2 GALLONS = _____ CUPS

10. 8 QUARTS = _____ GALLONS

33.

Perimeter

Directions: Find the perimeter for each figure. Write the equation. .

2cm
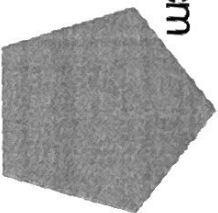
Equation _____ Answer _____

Draw a rectangle that has a perimeter of 12 feet.
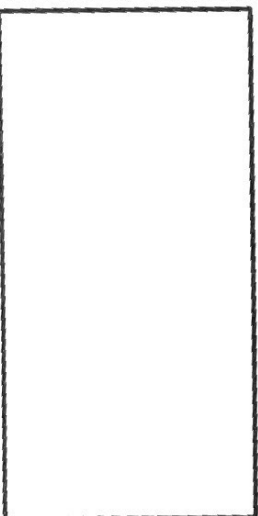
Draw a square that has a perimeter of 24 feet.

Equation _____ Answer _____

3cm

5cm
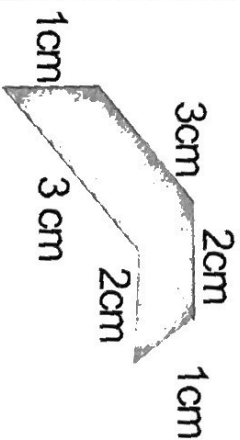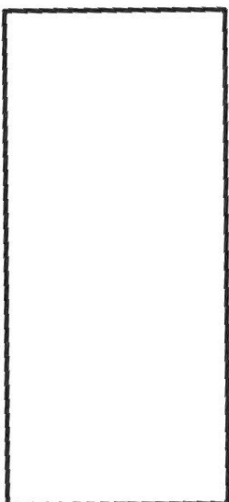
Draw a polygon that has a perimeter of 10feet.

Equation _____ Answer _____

3cm
2cm
2cm
1cm
3 cm
1cm

Equation _____ Answer _____

34.
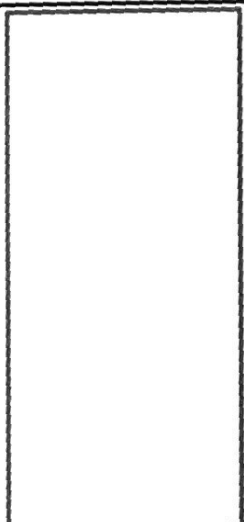
Find the Area

Directions: Find the area for each rectangular prism. The first one has been done for you.

1. Length = 6 feet, width = 6 feet   6 X 5 = 30 square feet

2. Length = 7 centimeters, width = 8 centimeters _____

2. Length = 8 inches, width 4 inches _____

2. Length = 3 feet, width = 9 feet _____

2. Length =9 centimeters, width 6 centimeters _____

2. Length = 10 meters, width 5 meters _____

2. Length = 6 inches, width 7 inches _____

2. Length = 4 meters, width 6 meters _____

35.
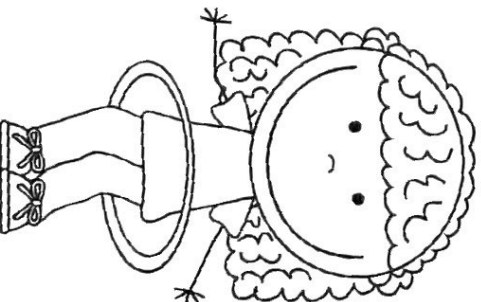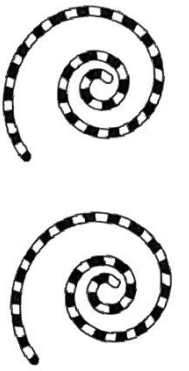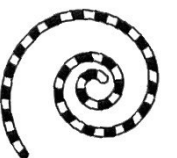
Line Plots

Directions: Finish labeling the line plot below. Then, use the tallies to plug in your data below.

Hand Width of Fourth graders (inches)

$1 \quad 1\frac{2}{8} \quad 2 \quad 2\frac{2}{8} \quad 3$
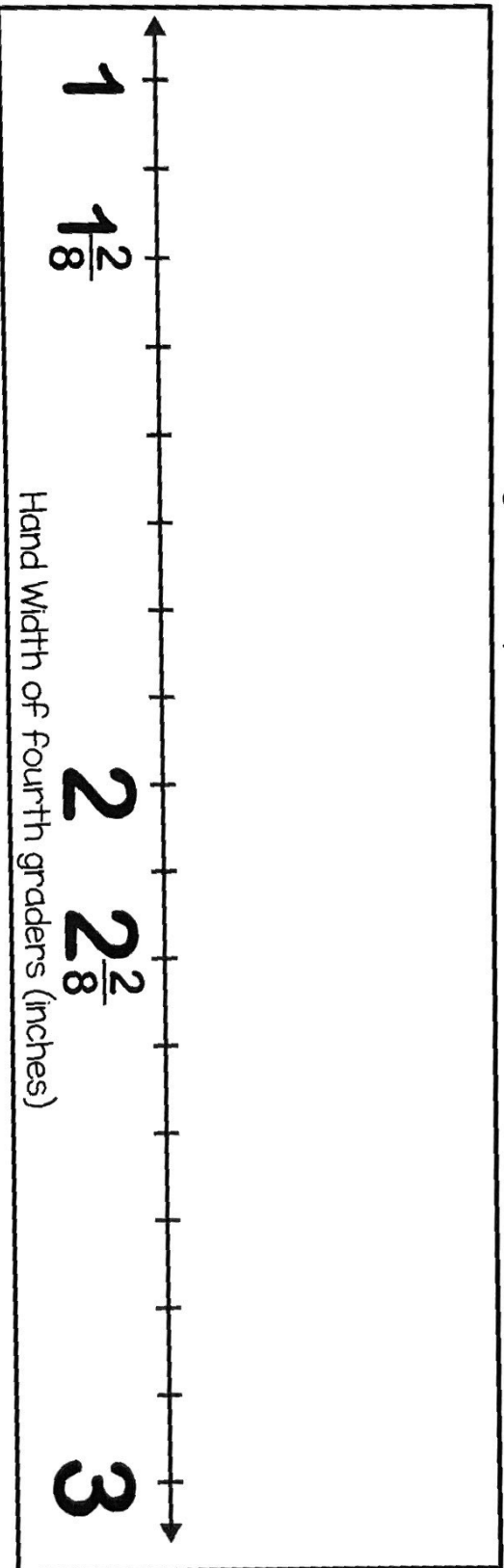
Width	Number of Students
$2\frac{1}{4}$	‖
$2\frac{3}{8}$	卌 l
$2\frac{1}{2}$	‖‖
$2\frac{5}{8}$	卌 ‖‖
$2\frac{3}{4}$	‖l
$1\frac{7}{8}$	l

Measuring Angles

Directions: Using a protractor, measure these angles.

37.

Measuring Angles

Directions: Using a protractor, measure these angles..

B
35°
A
C

D
E
95°
F

L
50°
K
M

H
O
40°
N
J
140°
P
G
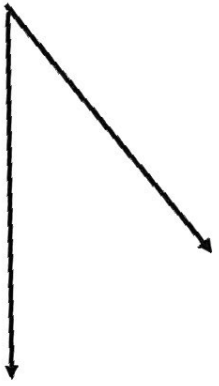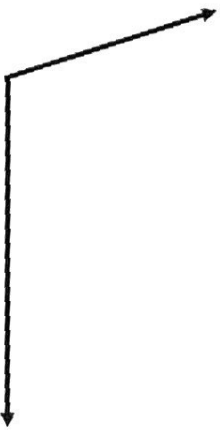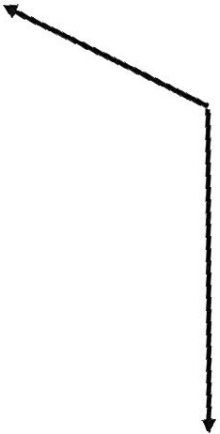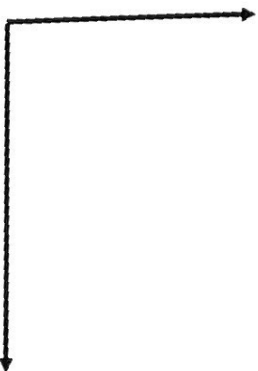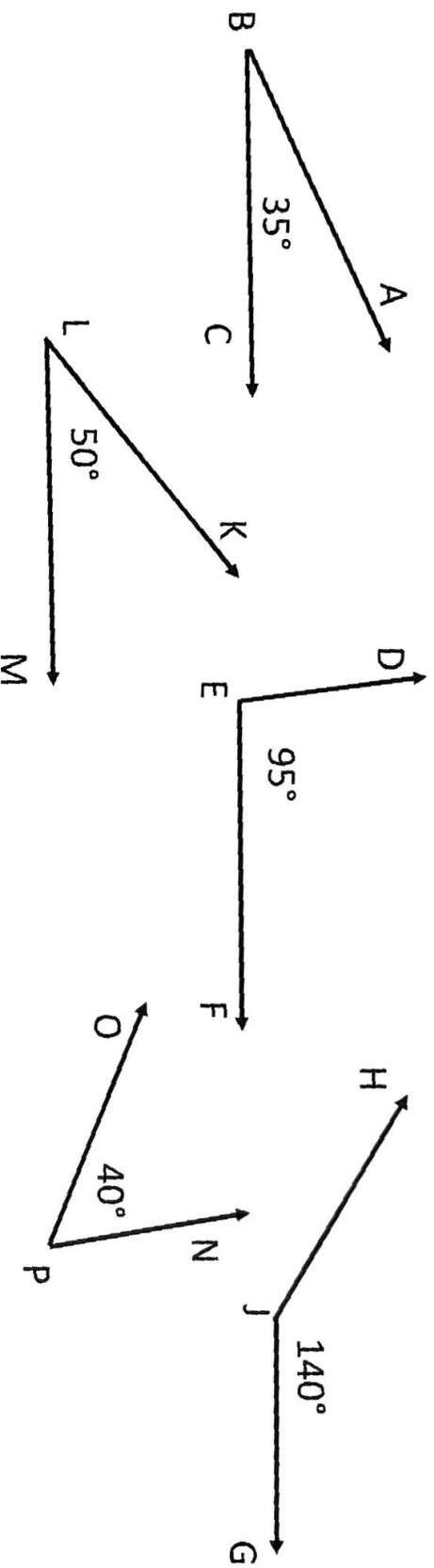
1. Which two angles would you put together to make 75° angle?

2. Which two angles would you put together to make a 145° angle?

3. Which two angels would you put together to make a right angle?

4. Which two angels would you put together to make a straight angle?

5. If you put all five angles together, what would be the measure of the whole angle? What kind of figure would you form?

Geometry Vocabulary

Directions: Identify the pictures by using the word bank. You may use a word more than once.
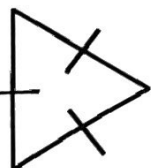

End point

Word Bank

Ray
Vertex

Acute Angle
Obtuse Angle
Straight Angle
Right Angle

Parallel Lines
Intersecting Lines
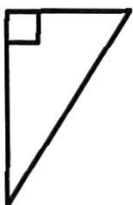Perpendicular Lines

Geometry: Who am I?

Triangles can be named by their sides. Small tick marks on the sides of the triangles tell us when sides are equal. Use this information to identify triangles below.
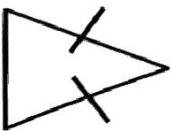
Isosceles triangle equilateral triangle right triangle scalene triangle

I have three sides
I have all two sides
Who am I?

Name my shape below:
_____

I have three sides
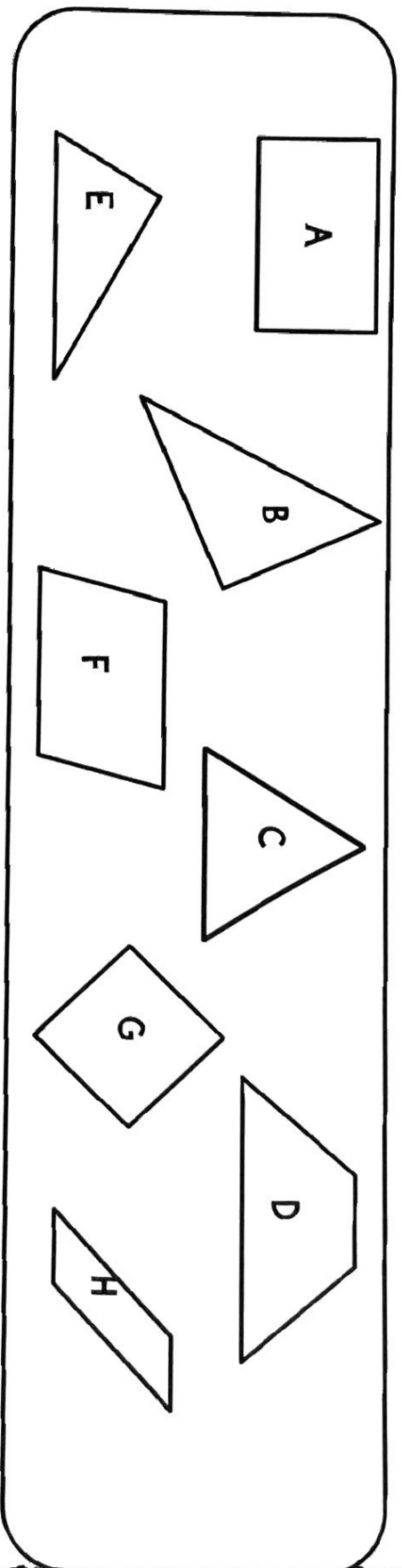I have one right angle
Who am I?

Name my shape below:
_____

I have three sides
I have no equal sides
Who am I?

Name my shape below:
_____

Polygon and Angle Sort

Directions: Use the polygons below for questions 1-5.

A

E

B

F

C

G

D

H

1. Which figures have one or more acute angles? _____

2. Which figures have one or more right angles? _____

3. Which figures have one or more obtuse angles? _____

4. Which figures have both acute angles and right angles? _____

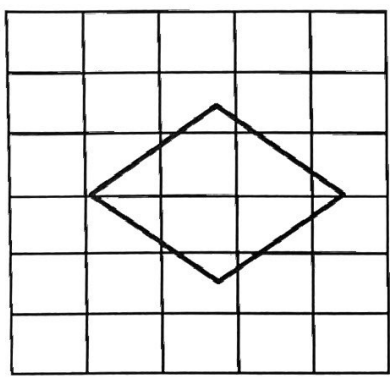5. Which figures have both acute angles and obtuse angles? _____
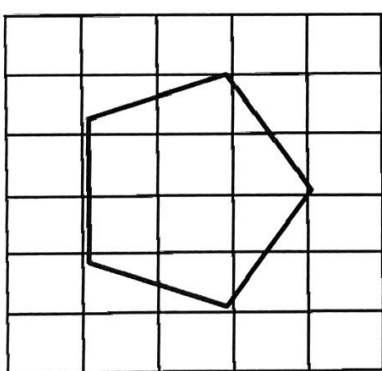
41.

Line of Symmetry

Directions: A plane figure has line symmetry if it can be folded along a line so the two halves match exactly. Does the figure below have a line of symmetry? Write Yes or No. If yes, prove it by drawing a line.
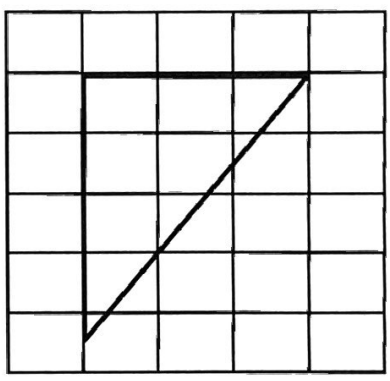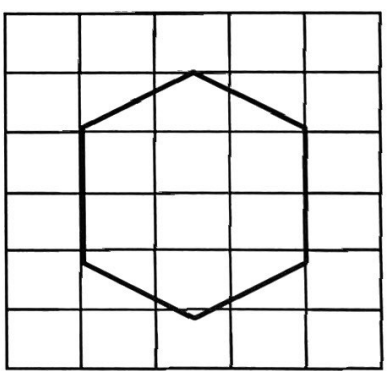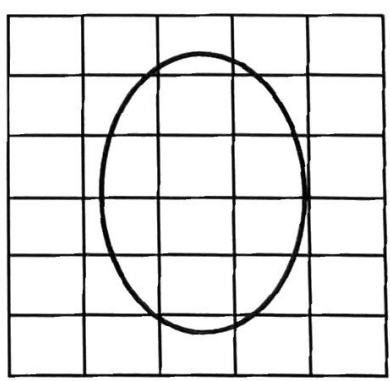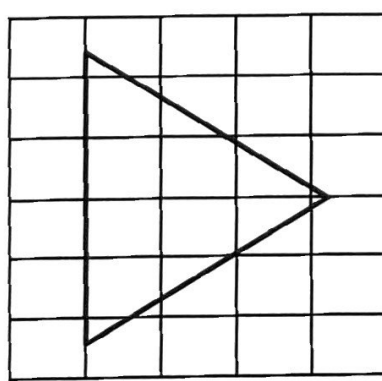
Draw the other Half

Directions: Draw the other half of each figure to make a whole figure or design with line symmetry.