Dear Parents,

Attached please find the **required** Summer Math packet for the fourth graders. This packet contains a review of the basic skills taught this year in Math, which the students will need in order to do well in 5th grade.

The students will be tested on these skills at the beginning of the school year and the packets will be collected.

Also, please find the format for the book report which your child will be required to complete once they finish reading Number the Stars by Lois Lowry. **The book reports will be collected and graded by the 5th grade teacher**. It is due the first day of school.

In addition to the math packet and the book report students should do one or more of the following activities:

1. Take a make-believe journey around the world. First, plan an itinerary. What place would you like to visit? How will you get from place to place? How much time will you spend in each locale? Each day, discuss what you will see at a particular stop on the trip. What will you eat for dinner? What will the temperature be? You can use the internet to look for information about these countries and take a wonderful imaginary trip.
2. Visit your local library. Join their summer reading program. You can win prizes for reading. Sometimes they have activities in which you can participate and have fun with. Check it out. Get a library card and use it every week. The best part is that it is all FREE!
3. Keep a log of all the different places you read at: the beach, your car, in bed, at the library….. then make a graph to display the data.
4. Complete the alphabet scavenger hunt summer reading challenge

Whichever activity you choose, have fun doing it. Don't think of it as homework, it isn't. We want you to have a fun and relaxing summer, but we want you to exercise you mind as well as your body.

Once again, thank you for all of your cooperation and support this year. It has been a wonderful year! We hope you enjoy your summer vacation.

Sincerely,

The Fourth Grade Team

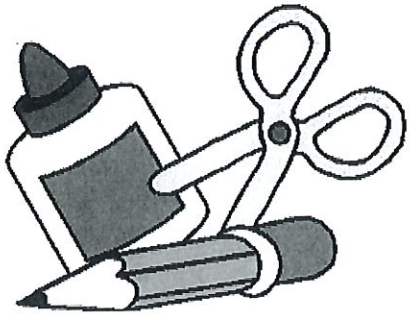
Welcome to 5th Grade!

Supply List

St. Kevin Catholic School

2023-2024

- 4 erasable blue or black pens
- 2 red pens
- 1 pack of highlighters: pink, green, yellow, blue
- 1 sharpener with cover
- 1 pack of pencils
- 1 eraser
- 1 box of 24 crayons
- 1 set of thin markers or colored pencils
- 1 large or 2 small glue sticks
- 1 Webster pocket dictionary
- 1 zippered pencil case
- 5 jumbo book covers
- 1 pack of self-adhesive index tabs
- 2 rolls of clear contact paper
- 1 pack of filler paper
- 2 boxes of tissues
- 1 Clorox wipes (last name A-M)
- 2 rolls of paper towels (last name N-Z)
- 4 manila file folders (labeled with name)
- 8 marble composition notebooks (labeled with name and subject): Spelling, English, Math, Reading, Writing, Science, Social Studies, Spanish
- 6 folders:
    - Any color pocket – Home
    - Any color pocket – Music
    - Any color duo tang pocket – PE
    - Purple pocket - Art
    - Red duo tang pocket – Religion
    - Yellow pocket - Spanish



SUMMER READING SCAVENGER HUNT

Work your way through the alphabet with this scavenger hunt.

A Read about your favorite animal. Initials _____	B Read on top of a blanket. Initials _____	C Read a chapter book. Initials _____
D Read a digital book. Initials _____	E Read a book with exciting facts. Initials _____	F Read a fiction book. Initials _____
G Read a book that was a gift. Initials _____	H Read about a holiday. Initials _____	I Read a book from an author with your last initial. Initials _____
J Read a joke book. Initials _____	K Read a book to another kid. Initials _____	L Take a trip to the library. Initials _____
M Read a magazine. Initials _____	N Read a nonfiction book. Initials _____	O Read outside. Initials _____
P Read a poem. Initials _____	Q Read under a quilt. Initials _____	R Read on a rainy day. Initials _____
S Read a book in a series. Initials _____	T Read under a table. Initials _____	U Read a book under the stars. Initials _____
V Read on vacation. Initials _____	W Read a book wearing sunglasses. Initials _____	X Read a book with eXpression. Initials _____
Y Read a book to your family. Initials _____	Z Read about a zoo animal. Initials _____	

Dear Incoming 5th Graders,

The time is almost here! We are very excited to have you in our class next year. As you enjoy your summer vacation and prepare for 5th grade, we are going to ask you to think positive, brush up on your elementary skills, and enjoy some reading!

First, each of you is to independently read a historical fiction book: "Number the Stars" by Lois Lowry this summer.

Secondly, a reading chart and a graphic organizer will accompany this project. You are required to complete all <u>six</u> of the activities on the reading chart marked with an asterisk (*) and choose <u>one</u> activity marked with a hashtag (#). You are to legibly place all your answers and illustrations on the attached graphic organizers.

It is <u>due the first day</u> of your 5th grade school year and will be collected by each homeroom teacher. This will be your first graded assignment for the 2023-2024 school year, so it is important to remember to not procrastinate (wait until the last minute) or forget to complete the assignment. You will be tested on the novel the second week of school. Please remember that, as always, your best work is expected.

We want your year to start off on the right foot, so have a great summer and get ready for a wonderful time in 5th Grade!

Sincerely,

The Fifth Grade Teachers

This mini project has a total of seven parts. Complete all <u>six</u> of the activities on the reading chart marked with asterisk (*) and choose <u>one</u> activity marked with a hashtag (#). Each activity marked with an asterisk is worth 15 points. The activity chosen by the student with a hashtag is worth 10 points, for a total of 100 points.

Reading Chart

***Setting** Describe the setting in your book. (Setting includes the time and the place). Illustration must be included on a separate piece of paper and colored.	***Character** Name three main characters from your novel and their roles in the story. Compare and Contrast one of the characters to yourself. Write a paragraph using evidence from the story to support your answers. (character trait similarities and differences)	***Plot** List the five main events in the plot. Describe the plot and list the important page number or numbers where your evidence came be found in the story.
***Conflict** This is the challenge facing the main characters. The conflict/problem drives the action in the plot. What is the main problem the characters are facing in the story?	***Resolution** How is the problem or conflict resolved? Include page number(s) to support your answer.	***Connections** Did something in the story remind you of something in your own life, another book, or the world? Share your connection in a short paragraph. Your paragraph should include the words: The part of the story when____ reminds me of____.
#Theme The theme is a message that the author wants the reader to take away with them from reading the novel. What do you think the theme of this story is? Cite evidence from the story to support your answer.	**#Figurative Language** Find **two examples** of figurative language from the story. Examples of figurative language include similes, metaphors, idioms, personification, hyperbole, onomatopoeia and imagery. Write your two examples and explain what the author is trying to say using each one.	**#Questions** List two questions you had either while you were reading the book or after you finished the book. List the questions and give reasons as to why you wanted to know this information.

Student Name:

Student Name: _____

Book Title: _____

Author: _____

Genre: _____

Number of pages: _____

* Setting

Time (ex. year, month, day) & Place (ex. state, country, town, building)

Time: _____ Place: _____

In the box below, draw a picture illustrating the setting. Your illustration is to be drawn by you and colored.

* Character

Name three main characters and describe their role in the novel. Use complete sentences for "role in the story".

Character One: _____

Role in the story _____

_____

_____

Character Two: _____

Role in the story _____

_____

_____

Character Three: _____

Role in the story _____

_____

_____

Now choose one of the three characters you listed above and make a personal connection to them. Think about how you are similar and yet different from your character. Write a paragraph explaining your thoughts. Cite evidence from the story (events that happened) to support your character's trait as well as your own.

_____

_____

_____

_____

_____

_____

_____

_____

* Conflict

Write a paragraph explaining the conflict. This is the challenge facing the main characters. The conflict/problem drives the action in the plot.

* Plot

List <u>five</u> main events in the plot. Describe the plot including the words – *Who?* – *Did what?* – *Why?* Use complete sentences.

Event 1: (page # _____)

Event 2: (page # _____)

Event 3: (page # _____)

Event 4: (page # _____)

Event 5: (page # _____)

* Resolution

Write a paragraph on how the problem/conflict was solved. (page # _____)

* Connections

Did something in the story remind you of something in your own life, another book or the world? Share your connection in a short paragraph (5-6 sentences). You should include the words similar to these: *The part of the book that reminds me of* _____ *is when* _____.

#Theme

A theme is a message that the author wants the reader to take away with them from reading the novel. What do you think the theme of this story is? Cite evidence from the story (events that happened) to support your answer.

#Figurative Language

Find two examples of figurative language (similes, metaphors, idioms, personification, hyperbole, onomatopoeia, alliteration) from the story. Write your examples and explain what the author is trying to say using each one.

1. Figurative Language: _____

   Example (page # _____): _____

   _____

   What was the author trying to say? _____

   _____

2. Figurative Language: _____

   Example (page # _____): _____

   _____

   What was the author trying to say? _____

   _____

#Questions

What <u>two</u> questions did you have while and/or after reading this book?

1. _____

   _____

   _____

2. _____

   _____

   _____

4th Grade Math Review Packet

Adding, Subtracting, Multiplying,
& Dividing Whole Numbers,
Rounding Whole Numbers,
Greatest Common Factor,
Least Common Multiple,
Simplifying Fractions, Fractions
Comparing Fractions, &
Geometric Figures

Math in the Middle

Adding Whole Numbers

1. Write the problem vertically, lining up the numbers to the right.
2. Add the ones digits of the numbers. If the sum is 10 or more, carry the tens digit and write the ones digit in the answer.
3. Repeat with the tens digits. Be sure to add in any carried digits, too!
4. Continue working right to left until there are no more digits to add.

ex: 5,938 + 746

$$\begin{array}{r} {\scriptstyle 1\ \ 1} \\ 5938 \\ +\ \ 746 \\ \hline 6684 \end{array}$$

→ 6,684

Subtracting Whole Numbers

1. Write the problem vertically, lining up the numbers to the right.
2. Subtract the ones digits of the numbers. If the top digit is less than the bottom digit, borrow. (Cross out the digit next to it and decrease it by one. Add 10 to the ones digit.) Then subtract the bottom digit from the new top one.
3. Repeat with the tens digits of the numbers.
4. Continue working right to left until there are no more digits to subtract.

ex: 458 - 268

$$\begin{array}{r} {\scriptstyle 3\ 15} \\ 4\not{5}\not{8} \\ -\ 268 \\ \hline 190 \end{array}$$

→ 190

Rounding Whole Numbers

___	___	___	,	___	___	___
hundred-thousands	ten-thousands	thousands		hundreds	tens	ones

1. Keep all digits to the left of the place you are rounding the same.
2. If the digit to the right of the rounding digit is less than 5, keep the rounding digit the same. If it's 5 or greater, increase the rounding digit by 1.
3. Change all places to the right of the digit you are rounding to 0.

ex: round 34,647 to the nearest hundred

The 6 is in the hundreds place.

Keep the 34 the same.

After the 6 is a 4, which is less than 5, so the 6 stays the same and the numbers after it turn to zeroes.

→ 34,600

Find each sum or difference.

1. $89 + 74$	2. $627 + 913$	3. $723 + 11$
4. $2{,}354 + 3{,}728$	5. $1{,}925 + 89$	6. $7{,}627 + 836$
7. $53 - 31$	8. $682 - 426$	9. $844 - 79$
10. $2{,}365 - 1{,}299$	11. $3{,}014 - 45$	12. $5{,}200 - 845$

Round the number 245,382 to the nearest given place value.

13. hundred	14. ten-thousand	15. thousand	16. ten

Multiplying by 1-Digit Numbers

1. Write the problem vertically, with the greater number on top. Be sure to line up the numbers to the right.
2. Multiply the bottom number by the ones digit of the top number. Write down the ones digit of that answer and carry the tens digit.
3. Multiply the bottom number by the tens digit of the top number. If you carried a digit from the first product, be sure to add it to you your new product. Write down the ones digit of the answer and carry the tens digit.
4. Repeat with any remaining digits of the top number, working right to left.

ex: 892 x 6

$$\begin{array}{r} {\scriptstyle 5\ 1} \\ 892 \\ \times\ \ 6 \\ \hline 5352 \end{array}$$

→ 5,352

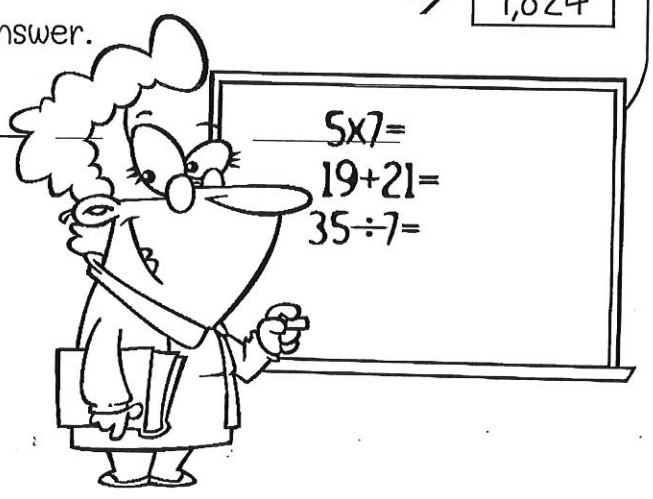
Multiplying Two 2-Digit Numbers

1. Write the problem vertically. Be sure to line up the numbers to the right.
2. Multiply the ones digit of the bottom number by each digit of the top number, right to left, (as explained in the multiplying by 1-digit numbers section above).
3. Bring down a zero.
4. Multiply the tens digit of the bottom number by each digit of the top number, right to left, (as explained in the multiplying by 1-digit numbers section above).
5. Add the two products together to get your final answer.

ex: 76 x 24

$$\begin{array}{r} {\scriptstyle 1\ \ } \\ {\scriptstyle 2\ \ } \\ 76 \\ \times\ 24 \\ \hline 304 \\ +\ 1520 \\ \hline 1824 \end{array}$$

→ 1,824



Find each product.

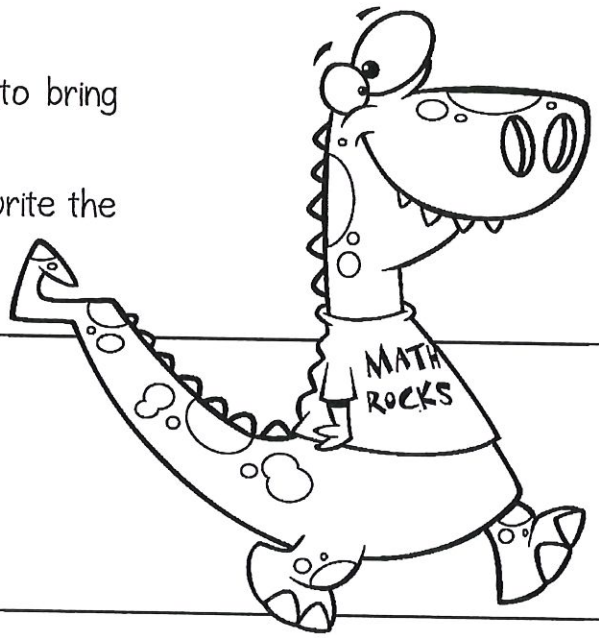
17. 24×7	18. 96×3	19. 57×2
20. 845×5	21. 910×8	22. 341×6
23. $1{,}387 \times 4$	24. $8{,}452 \times 9$	25. $5{,}023 \times 8$
26. 34×21	27. 84×13	28. 195×64
29. 32×20	30. 67×89	31. 472×44

Dividing with 1-Digit Divisors

1. Write out the long division problem with the first number (dividend) underneath the division symbol and the second number (divisor) to the left of the division symbol.
2. Divide the divisor into the smallest part of the dividend it can go into and write the number of times it can go in on top of the division symbol.
3. Multiply the number on top by the divisor and write the product under the number you divided into in step 2.
4. Subtract your product from the number above it.
5. Bring down the next digit of the dividend.
6. Repeat steps 2-5 until there is nothing left to bring down.
7. If your last subtraction answer is not zero, write the remainder on top.

ex: $6,413 \div 9$

$$
\begin{array}{r}
712\ R5 \\
9\overline{)6413} \\
-63 \\
\hline
11 \\
-9 \\
\hline
23 \\
-18 \\
\hline
5
\end{array}
$$



Checking Division Answers Using Multiplication

1. Multiply your quotient (not including the remainder) by the divisor.
2. Add your remainder to the product you get.
3. Make sure the answer you get is the same number as the dividend in the original problem.

ex: $6,413 \div 9 = 712\ R\ 5$

$$
\begin{array}{r}
{\scriptstyle 1\ 1} \\
712 \\
\times\ \ 9 \\
\hline
6408
\end{array}
\qquad
\begin{array}{r}
{\scriptstyle 1} \\
6408 \\
+\ \ \ 5 \\
\hline
6413
\end{array}
$$

Find each quotient. Check your answers using multiplication.

32. $95 \div 6$	33. $58 \div 2$	34. $86 \div 3$
35. $232 \div 4$	36. $512 \div 7$	37. $203 \div 8$
38. $625 \div 5$	39. $442 \div 9$	40. $102 \div 3$
41. $2{,}304 \div 6$	42. $1{,}832 \div 7$	43. $9{,}203 \div 8$

Greatest Common Factor

Factors are numbers that can be multiplied together to equal a given number.

To find the greatest common factor (GCF) of 2 or more numbers:

1. List all the factors of each number.
2. Find the largest number that is a factor of each number.

ex: find the GCF of 12 & 15

12 = 1 x 12, 2 x 6, 3 x 4

12: 1, 2, (3) 4, 6, 12

15 = 1 x 15, 3 x 5

15: 1, (3) 5, 15

GCF = 3

Least Common Multiple

Multiples are numbers that can be divided by a given number without a remainder.

To find the least common multiple (LCM) of 2 or more numbers:

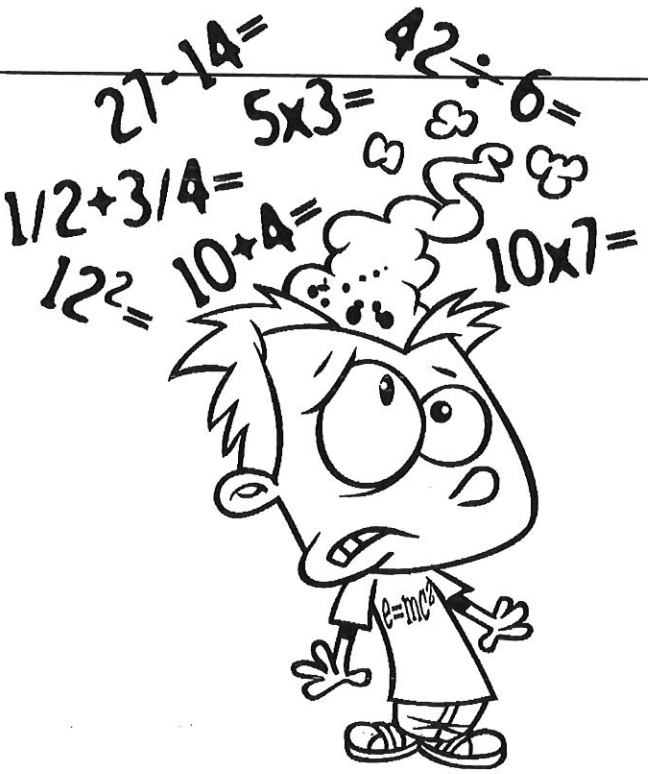
1. List the first several multiples of each number.
2. Find the smallest number that is a multiple of each number.

ex: find the LCM of 6 & 8

6: 6, 12, 18, (24), 30

8: 8, 16, (24), 32, 40

LCM = 24



Find the greatest common factor of each pair or group of numbers.

44. 20 & 15	45. 12 & 18	46. 24 & 30	47. 22 & 28
48. 20 & 40	49. 18 & 27	50. 6, 8, & 12	51. 12, 18, & 24

Find the least common multiple of each pair or group of numbers

52. 8 & 10	53. 9 & 6	54. 8 & 12	55. 7 & 8
56. 9 & 12	57. 10 & 15	58. 6, 9, & 12	59. 4, 6, & 10

Simplifying Fractions

1. Divide the numerator and denominator by a common factor.
2. Repeat until the only common factor of the numerator and denominator is 1.

ex: simplify $\frac{10}{12}$

you can divide both 10 and 12 by 2

$$\frac{10}{12} \begin{matrix} \div 2 \\ = \\ \div 2 \end{matrix} \boxed{\frac{5}{6}}$$

the only number you can divide both 5 and 6 by is 1, so you are done!

Comparing Fractions

1. Find a common denominator for the fractions by finding a common multiple of the two denominators.
2. For each fraction, determine what you multiplied the denominator by to get that common denominator, and then multiply the numerator by that same number.
3. Now that the fractions are rewritten with common denominators, compare the two fractions. The fraction with the larger numerator is greater.
4. Use the appropriate symbol to compare the fractions.
   <: less than, >: greater than, =: equal to

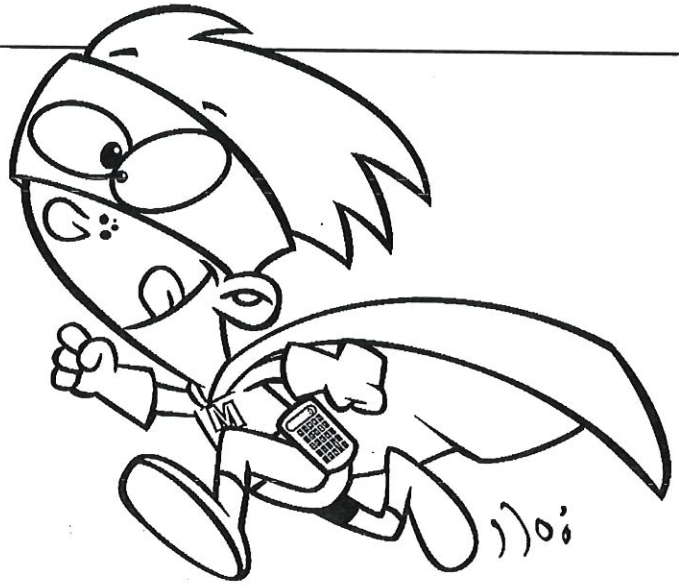
ex: compare: $\frac{3}{4} \bigcirc \frac{5}{6}$

12 is a multiple of both 4 and 6

$$\frac{3}{4} \begin{matrix} \times 3 \\ = \\ \times 3 \end{matrix} \frac{9}{12} \qquad \frac{5}{6} \begin{matrix} \times 2 \\ = \\ \times 2 \end{matrix} \frac{10}{12}$$

$$\frac{9}{12} < \frac{10}{12}$$

9 is smaller than 10, so the 1st fraction is LESS THAN the 2nd fraction



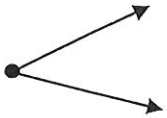
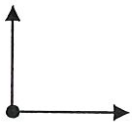
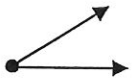
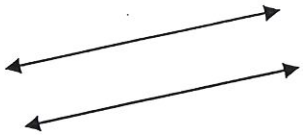
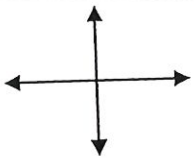
Simplify each fraction.

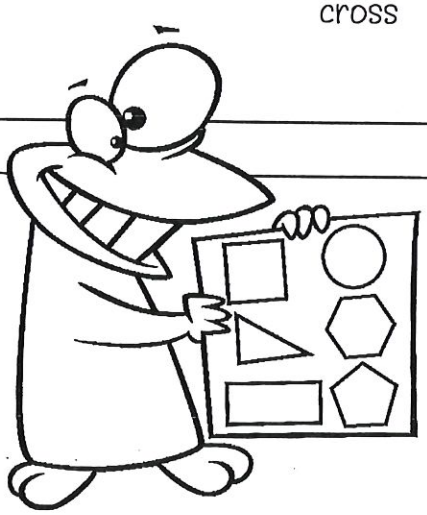
60. $\frac{9}{12}$	61. $\frac{6}{8}$	62. $\frac{6}{15}$	63. $\frac{4}{8}$
64. $\frac{8}{24}$	65. $\frac{3}{12}$	66. $\frac{2}{10}$	67. $\frac{10}{30}$

Compare each pair of fractions using <, >, or = by renaming them with a common denominator.

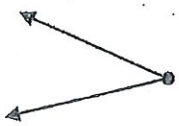
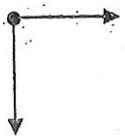
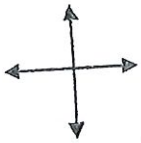
68. $\frac{3}{5} \bigcirc \frac{2}{10}$	69. $\frac{1}{4} \bigcirc \frac{1}{6}$	70. $\frac{3}{5} \bigcirc \frac{7}{10}$
71. $\frac{1}{2} \bigcirc \frac{4}{8}$	72. $\frac{1}{5} \bigcirc \frac{4}{15}$	73. $\frac{2}{9} \bigcirc \frac{1}{3}$
74. $\frac{7}{8} \bigcirc \frac{3}{4}$	75. $\frac{3}{9} \bigcirc \frac{2}{6}$	76. $\frac{1}{2} \bigcirc \frac{1}{3}$

Geometric Figures

Point: a location	
Line: a straight line made up of points that extends forever in both directions	
Line Segment: a part of a line with two endpoints	
Ray: a part of a line with one endpoint that extends forever in one direction	
Angle: two rays with a common endpoint	
Right Angle: an angle with a measure of 90°	
Acute Angle: an angle with a measure less than 90°	
Obtuse Angle: an angle with a measure greater than 90°	
Parallel Lines: lines that never meet and are always the same distance apart	
Perpendicular Lines: lines that form right angles where they cross	



Identify each geometric figure.

77. 	78. 	79. 	80. 
81. 	82. 	83. 	84. 

Draw your own example of each geometric figure.

85. obtuse angle	86. ray	87. acute angle	88. parallel lines

Adding & Subtracting Fractions

1. Rename the fractions to equivalent fractions with common denominators
2. Add or subtract the numerators and keep the denominator the same
3. If mixed numbers, add or subtract the whole numbers
4. If possible, simplify the answer & change improper fractions to mixed numbers

ex: $4\frac{4}{9} + \frac{2}{3}$

$$4\tfrac{4}{9} \quad \tfrac{\times 1}{\times 1} = \quad \tfrac{4}{9}$$

$$+ \quad \tfrac{2}{3} \quad \tfrac{\times 3}{\times 3} = \quad \tfrac{6}{9}$$

$$4 \quad \tfrac{10}{9} = \boxed{5\ \tfrac{1}{9}}$$

Find each sum or difference. Show your work.

89. $\frac{7}{8} + \frac{5}{6}$	90. $\frac{9}{10} - \frac{1}{2}$	91. $\frac{3}{11} + \frac{2}{3}$	92. $\frac{41}{18} - \frac{13}{18}$
93. $4\frac{5}{9} + 7\frac{1}{3}$	94. $12\frac{9}{14} - 9\frac{3}{7}$	95. $3\frac{3}{5} + 2\frac{3}{40}$	96. $2\frac{12}{15} - 1\frac{2}{3}$

97. $\frac{1}{6} + \frac{3}{4}$	98. $6 + \frac{1}{3}$	99. $15\frac{2}{8} - \frac{2}{8}$	100. $\frac{1}{2} + 3\frac{1}{2}$
101. $11\frac{1}{6} - 10\frac{1}{42}$	102. $8\frac{1}{4} - 2\frac{3}{20}$	103. $\frac{5}{20} + \frac{3}{20}$	104. $4 + \frac{1}{5}$

Solve each problem, showing all work.

105. Jacqui ran $1\ 1/2$ miles on Monday, Wednesday, and Friday and $3/4$ mile on Tuesday and Thursday. How far did she run in all?