

Congratulations!

You're going to be a 5th Grader!

Enjoy the summer, but don't forget to finish this packet. The harder you work now, the easier it will be for you to tackle all the new material we'll be taking on in the fall.

Inside this packet are:

- 1) A series of math worksheets to help you sharpen the skills you learned in 4th Grade and prepare for 5th Grade. Pay special attention to the CML's — you'll see lots more of them in class!
- 2) Book report instructions. You are required to complete the one I am giving you, but additional book reports can be completed for extra credit.
- 3) A selection of poems. You will read & write about one of them. You will also be reciting it when we get back, so make sure you practice it!

The math might be tough, but don't get discouraged, keep trying. With the book report, make sure to take some time to pick a book that interest you — it always helps to like what you're reading! Poetry might be a little intimidating for you, but don't let it scare you away. If you read it just once every day this summer, you'll have no problem reciting it in the fall!



I hope you guys have a fantastic summer, jam-packed with as much fun as you can possibly fit. But don't forget that I expect you to finish this packet so we can hit the ground running this fall!

Good luck!

— Mrs. Mekus





Round numbers 0-10,000 to the nearest 10

Grade 5 Rounding Worksheet

Example: 4,689 rounded to the nearest 10 is 4,690

Round to the nearest ten.

1. 1,582 = _____ 2. 8,530 = _____ 3. 883 = _____

4. 5,604 = _____ 5. 1,050 = _____ 6. 4,474 = _____

7. 3,397 = _____ 8. 1,908 = _____ 9. 2,502 = _____

10. 9,132 = _____ 11. 8,775 = _____ 12. 9,194 = _____

13. 7,788 = _____ 14. 5,784 = _____ 15. 3,350 = _____

16. 7,499 = _____ 17. 5,110 = _____ 18. 9,105 = _____

19. 2,277 = _____ 20. 5,251 = _____ 21. 5,234 = _____



Round numbers 0-1,000,000 to the nearest 1,000

Grade 5 Rounding Worksheet

Example: 954,689 rounded to the nearest 1,000 is 955,000

Round to the nearest thousand.

1. 5,904 = _____ 2. 7,141 = _____ 3. 7,457 = _____

4. 242,804 = _____ 5. 1,962 = _____ 6. 57,536 = _____

7. 689,999 = _____ 8. 197,732 = _____ 9. 367,086 = _____

10. 183,448 = _____ 11. 6,245 = _____ 12. 120,065 = _____

13. 8,833 = _____ 14. 398,968 = _____ 15. 47,558 = _____

16. 155,750 = _____ 17. 66,104 = _____ 18. 302,474 = _____

19. 78,674 = _____ 20. 1,302 = _____ 21. 144,275 = _____



Long Division with remainders within 1-100

Grade 4 Division Worksheet

Find the quotient with remainder.

1.

$$4 \overline{)14}$$

2.

$$6 \overline{)47}$$

3.

$$3 \overline{)36}$$

4.

$$4 \overline{)90}$$

5.

$$9 \overline{)71}$$

6.

$$7 \overline{)98}$$

7.

$$9 \overline{)40}$$

8.

$$4 \overline{)98}$$

9.

$$7 \overline{)24}$$

10.

$$4 \overline{)57}$$

11.

$$3 \overline{)17}$$

12.

$$7 \overline{)39}$$



Long Division with remainders within 1-1,000

Grade 4 Division Worksheet

Find the quotient with remainder.

1. $9 \overline{)207}$

2. $8 \overline{)575}$

3. $4 \overline{)313}$

4. $4 \overline{)647}$

5. $6 \overline{)791}$

6. $6 \overline{)237}$

7. $7 \overline{)780}$

8. $5 \overline{)588}$

9. $5 \overline{)388}$



Long Division with remainders (2-digit divisors)

Grade 5 Division Worksheet

Find the quotient with remainder.

1. $23 \overline{) 77,893}$

2. $11 \overline{) 34,785}$

3. $13 \overline{) 70,656}$

4. $22 \overline{) 55,678}$

5. $13 \overline{) 71,698}$

6. $22 \overline{) 80,364}$



Multiply in columns - 2 digit by 4 digit

Grade 4 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 5,807 \\ \times \quad 87 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 7,725 \\ \times \quad 38 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 7,079 \\ \times \quad 27 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 9,186 \\ \times \quad 79 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 4,477 \\ \times \quad 88 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 5,031 \\ \times \quad 11 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 7,344 \\ \times \quad 81 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 1,134 \\ \times \quad 13 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 4,439 \\ \times \quad 88 \\ \hline \\ \hline \end{array}$$



Adding 5 & 6 digit numbers in columns

Grade 4 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1. \quad 27,234 \\ + 95,201 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 640,291 \\ + 878,141 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 952,575 \\ + 83,392 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 528,593 \\ + 96,177 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 620,996 \\ + 812,712 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 888,435 \\ + 102,850 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 581,354 \\ + 158,414 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 191,191 \\ + 607,475 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 487,693 \\ + 180,034 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 273,119 \\ + 205,411 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 964,562 \\ + 974,966 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 838,095 \\ + 30,477 \\ \hline \\ \hline \end{array}$$

Addition and subtraction word problems

Grade 4 Word Problems Worksheet

Read and answer each question:

The table shows the number of people visiting an art museum over 3 months.

	January	February	March
Child	28	34	56
Adult	59	?	55
Senior	15	22	?
Total	?	139	?

1. What is the total number of people that visited the art museum in January?
2. Compared to January, how many more children go to the museum in February?
3. How many adults visited the museum in February?
4. 16 more seniors visited in March than the number that visited in January and February combined. How many seniors visited the museum in March?
5. Which month had the highest number of visitors?
6. Write an equation using "x" and then solve the equation.
"In February, there were x museum pass holders admitted to the museum. 68 of the visitors did not have a museum pass."



Equivalent fractions

Grade 4 Fractions Worksheet

Write in the missing fraction and color in the pie charts.

1)



$$\frac{2}{8}$$

=

—

2)

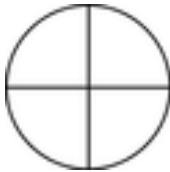


$$\frac{4}{6}$$

=

—

3)

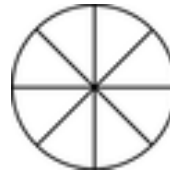


$$\frac{1}{4}$$

=

—

4)



$$\frac{1}{8}$$

=

—

5)



$$\frac{2}{6}$$

=

—

6)



$$\frac{5}{8}$$

=

—

7)



$$\frac{2}{16}$$

=

—

8)



$$\frac{4}{8}$$

=

—



Adding fractions (like denominators)

Grade 4 Fractions Worksheet

Find the sum.

1. $\frac{7}{11} + \frac{2}{11} =$ _____

2. $\frac{3}{7} + \frac{2}{7} =$ _____

3. $\frac{2}{9} + \frac{3}{9} =$ _____

4. $\frac{2}{7} + \frac{6}{7} =$ _____

5. $\frac{19}{20} + \frac{19}{20} =$ _____

6. $\frac{24}{25} + \frac{20}{25} =$ _____

7. $\frac{1}{4} + \frac{1}{4} =$ _____

8. $\frac{5}{100} + \frac{9}{100} =$ _____

9. $\frac{5}{8} + \frac{7}{8} =$ _____

10. $\frac{11}{12} + \frac{11}{12} =$ _____

11. $\frac{2}{6} + \frac{5}{6} =$ _____

12. $\frac{1}{2} + \frac{1}{2} =$ _____

13. $\frac{2}{15} + \frac{3}{15} =$ _____

14. $\frac{4}{14} + \frac{6}{14} =$ _____

15. $\frac{11}{13} + \frac{12}{13} =$ _____

16. $\frac{3}{5} + \frac{4}{5} =$ _____

17. $\frac{7}{11} + \frac{5}{11} =$ _____

18. $\frac{1}{3} + \frac{1}{3} =$ _____

19. $\frac{2}{16} + \frac{13}{16} =$ _____

20. $\frac{8}{10} + \frac{5}{10} =$ _____

21. $\frac{6}{50} + \frac{15}{50} =$ _____

CML Math Worksheet

CML stands for Continental Mathematics League. It's a national competition in which students attempt to solve a series of challenging math problems faster than the other student. You will see them a lot this year! I warn you, they ARE challenging! In 5th Grade, we emphasize the virtue of perseverance, and that is just what I want you to learn from these. Don't let your parents or your siblings do it for you, this is YOUR mountain to climb – I know you can do it! :)

You do **NOT** have to answer all of the questions (but extra credit will be given if you do). What is required:

- 1) SOLVE five problems of your choice. **SHOW YOUR WORK.**
- 2) TRY to solve three more. **SHOW YOUR WORK** (even if you do not figure out the answer! I will grade Step 2 based on your honest effort. If you don't find the answer, you MUST to show me that you worked at it several times, used different methods, and really, really, really tried your best!)

You must have scratch paper to give me in August proving that you actually did these yourself!

CML Questions

Grades 4-6

- 21) Use the facts to find the number.

Facts:

- 1) The number has 3 digits.
- 2) All the digits are even.
- 3) All the digits are different.
- 4) The sum of the digits is 16.
- 5) The smallest digit is in the unit's place and the largest is in the hundred's place.

The number is _____.

21) _____

- 22) Rayquan tossed 3 pennies at the number board lying on the floor. Each penny landed on a different number. Rayquan's score was 85. On what 3 numbers did the pennies land?

25		14
	36	
18		31

22) _____

- 23) A salmon has to swim 25 miles upstream. It swims 7 miles each day and drifts back 5 miles each night. How many days does it take for the salmon to first reach the 25 mile mark?

23) _____

- 24) In the square all 9 numbers (1, 2, 3, 4, 5, 6, 7, 8, 9) are used. The 2nd row (384) is twice the 1st row (192); $384 = 2 \times 192$. The third row is 3 times the 1st row; $576 = 3 \times 192$. Complete the square at the right so that all the numbers (1, 2, 3, ..., 9) are used, the second row is twice the 1st row and the 3rd row is 3 times the first row.

1	9	2
3	8	4
5	7	6

	1	9
6		

24)

- 25) There are 5 children in the Thompson family. Al is older than Colin but younger than Don. Barbara is not the oldest nor the youngest. Ella, the oldest girl, has 2 older brothers. Write the names of the 5 children from oldest to youngest. (You may use A for Al, B for Barbara, C for Colin, etc.)

25)

- 26) Lou has 10 dimes and 5 nickels. Maria has half as many dimes and twice as many nickels. Lou has _____¢ more than Maria.

26)

- 27) Kyle bought a magazine that costs 97¢. The store owner reversed the 2 digits. Kyle paid with a dollar bill. How much more change did he get back than he should have gotten?

27)

- 1) There are two problems at the right. How much needs to be added to the smaller answer to make it 100 more than the larger answer?

$$\begin{array}{r} 651 \\ - 197 \\ \hline \end{array} \quad \begin{array}{r} 329 \\ + 97 \\ \hline \end{array}$$

1)

- 2) Juan lives 2 miles from his friend, Angelo. Juan can walk a mile in 18 minutes. If he leaves his house at 10:45 a.m., he will arrive at Angelo's house at _____ a.m.

2)

- 3) Raffle tickets to support the school's marching band sell for \$3 each or 4 tickets for \$10. What is the least amount of money Mr. Harvey has to pay in order to purchase 25 raffle tickets?

3)

- 4) Hank and Bob set their watches correctly at 12 noon Monday. Hank's watch is fast and gains 1 minute every 6 hours. Bob's watch is slow and loses 1 minute every 8 hours. At 12 noon the following day Hank's watch is _____ minutes ahead of Bob's watch.

4)

- 5) A group of young boys were playing musical instruments by the wharf in San Francisco. From 11 a.m. until 4 p.m. a total of 1300 people stopped to listen to them. The average number of people that stopped to listen each hour was _____.

5)

- 6) Fill in the one-digit numbers in the answer column so that the sum of each row, column and diagonal add to 15. (This is called a magic square.)

6)

		6
3		
		2

Book Report

For your book report, you are going to continue working with some of the Elements of Story that you learned last year: plot, character, and setting. But first you must pick a book!

Below are a list of authors that I recommend. These are just some of many authors that I loved in 5th grade. You are not required to pick from this list, but you are required to choose something that is appropriate to your reading level.

C.S. Lewis
Ann M. Martin
Jerry Spinelli
Kate DiCamillo
Rick Riordan
Gary Paulsen
Laura Ingalls Wilder

Gordon Korman
Gail Carson Levine
Sharon Creech
Enid Blyton
Wilson Rawls
Louis Sachar
Dan Gutman

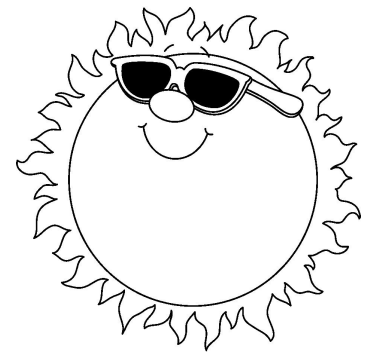


I encourage you to take notes as you read in order to make the next part easier. If you own the copy of your book, and your parents say it's okay, you might try annotating in pencil. If not, you can make notes on a sticky note as you go. I would advise that, at the end of each chapter, you write a sentence or two about what happened in that chapter.

What is required:

- 1) At least 2 hand-written pages (or one sheet, front-and-back) about the book that you read including:
 - a) The title and author's name.
 - b) An explanation of the plot. Tell me what happens in the story, so that I could explain it to someone else without reading the book. A proper explanation should answer the following questions (but not necessarily in order): What is the main problem that the characters have to solve? How do they solve it? Do any other problems arise?
 - c) An introduction to the main characters. Tell me who the main actors are in the book, what they look like, how old they are, how they behave, what they like to wear—any details that you think are important to understand who that person is. How does the main character know them? Does the main character like them? You should use lots of adjectives in this section! Someone reading your introduction should be able to imagine the characters in your book as if they were meeting them in real life!

- d) A description of the setting. Where AND when does this story take place? Does it take place over many years or just a few days? What does the main character think about the setting? Does she feel comfortable there, or is it all new and scary for her? Does he like where he lives or does he think it's boring? Describe the setting to me so clearly that I can imagine myself there!
 - e) A personal statement about the book. Did you like the ending, or do you think there could have been a better ending? What might that have looked like? Do you think the main character made the right choice? Would you have done it differently? How do you feel now that you've finished? Are you happy for the main character? Sad? Jealous? There are many things that you could write for your personal statement, the most important thing is to show me that you actually cared about reading this book.
- 2) Proofread your book report! Check the grammar and spelling! You have all summer to fix it, and you WILL lose points for any errors I find!
- 3) **Sentence Scavenger Hunt:** (This does NOT count as part of your 2 pages, but it still must be turned in with your book report!) As you are reading, write down TEN sentences that you think are beautiful, exciting, suspenseful, or well-written. I want you to take the time to appreciate HOW the author writes. Once you have all 10 sentences written down, the search begins! Find as many as you can of the list below:
- a) Nouns: circle in RED. Circle in BLUE if it's a **proper** noun!
 - b) Verbs: underline in GREEN. Underline in ORANGE if it's a **helping** verb.
 - c) Adjectives: draw a box around the word in PURPLE.
 - d) Adverbs: Highlight in YELLOW.
 - e) Subject: Place (parentheses) around the subject of the sentence.
 - f) Predicate: Place [brackets] around the predicate of the sentence.



I hope you read **all** summer long! It's so much fun and it's so good for you! You are welcome to write more book reports about other books that you read this summer, following these same instructions, and I will grade them for extra credit!

Poetry Recitation

For this portion of the summer packet, you will:

1. Choose **one** of the following three poems. My advice is to read each one through before you choose—don't just choose the shortest one! In Step 3, you'll have to tell me WHY you chose it, so you'll want to have a good answer.
2. Make a handwritten copy of the poem. Then, circle, underline, or highlight at least 5 words that you don't know. Look them up in the dictionary. On the back, copy the definitions that you found AND write a sentence in your own words of what you think it means in the poem.
3. Write a "translation" of your poem. Read each stanza and tell me what it means (put it in "kid language"). You should be able to explain what the author is saying, but you can't do that if you don't know what the words mean (so you might want to use a dictionary!). You can ask your parents to help you on this part once you have ALREADY written a translation. In other words, they can check your work, but they cannot write it for you!

Try different strategies to memorize your poem. Some of my favorite strategies are reading it in a funny accent, reading it to a rap beat, or writing it slowly in beautiful, neat cursive over and over. Once you think you know it, practice reciting it to your family—otherwise you'll get stage fright when you try to do it in front of the class!



I know that Step 3 will probably be difficult for you, that's okay! Some of these poems are a little hard to understand, and you're doing it on your own, without any guidance from a teacher! I know it won't be perfect. I want to see you try your best. You will get a good grade as long as you show me that you really tried to understand your poem, instead of just giving up or rushing through it.

I want to stress again that you will be reciting this when we return in the fall, so **don't forget to practice!** Reading it once in June is not enough! We'll be reciting a lot of poetry this year; use this time to try different strategies for memorization so that you will be ready to go!

P.S. I will be more lenient towards mistakes in the recitation for those who choose the longer, harder poems! Just something to think about...

Poem #1 – “Cheerfulness” by Martin Farquhar Tupper

Lover of goodness, and friend to the beautiful,
Ever go forth with a smile on thy cheek,
Knowing that God will prosper the dutiful,
Gladden the holy, and honour the meek;
Ever go on, though thy fortune be rigorous,
Bearing as Providence wisely may will,
Strong in good conscience, with energy vigorous,
Building up good, and demolishing ill.

There is a spirit, that sadly and tearfully
Goes to its duties, a slave to its tasks;
There is a spirit that stoutly and cheerfully
Toils in the sunshine, and toils as it basks;
Both may be labouring, ripely and readily,
Christians and husbandmen tilling the soil,
But the one sings, while he labours so steadily,
And the sad other sheds tears at his toil.

Be of this wiser and better fraternity,
Nursing contentedness still in thy breast;
So shall thy heart, for time and eternity,
Patient and strong, be for ever at rest:
Peace is the portion of hopeful audacity,
Routing the worst and securing the best,
And the keen vision of Christian sagacity
Sees for us all, that we all may be blest!

Poem #2 – “If—” by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

...

If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: “Hold on!”
If you can talk with crowds and keep your virtue,
Or walk with kings, nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And, which is more, you'll be a Man, my son!

{ Kipling's advice is good for all, whether man or woman, so don't be afraid to choose this one even if you're a girl! The three dots (also known as an “ellipsis”!) are there to tell you that I cut some lines out of the original poem, in order to make it more manageable for you to memorize. If you choose this poem, I encourage you to look it up and read those lines, they are just as good as the rest of the poem! }

Poem #3 — “Success” by Henry Wadsworth Longfellow

We have not wings, we cannot soar;
But we have feet to scale and climb
By slow degrees, by more and more,
The cloudy summits of our time.

The mighty pyramids of stone
That wedge-like cleave the desert airs,
When nearer seen and better known,
Are but gigantic flights of stairs.

The distant mountains, that uprear
Their solid bastions of the skies,
Are crossed by pathways that appear
As we to higher levels rise.

The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.