ST. GREGORY THE GREAT CATHOLIC SCHOOL
SUMMER 2024
READING AND MATH ENRICHMENT

## Students Entering Fifth Grade August 2024

Dear St. Gregory Parents,

Happy summer! While you are enjoying your summer, please encourage your child to read as much as possible. Reading is one of the most important skills which can impact your child's academic success and confidence!

The following pages have information regarding the math and reading activities our fifth grade teachers would like your child to complete during the summer. Please send the completed activities with your child on the second day of school.

Fifth Grade Summer Reading

- Incoming Fifth grade students will read *Kpukf g"Qw"cpf "Dcem"Ci ckp"*by" Vj cpj j c"Nck

- Please eqo r ngvg"vj g"nwpej dqz"cevkxkv{ the novel reflection that is to be completed after the book has been"read.

- Please plan accordingly when reading because you will be required to take an AR quiz on this novel during the first week of school. This quiz will count towards your first quarter goal. We will go over the novel during the first week of school and quizzes will not be deleted.

- In addition to the mandatory book, students will read at least two more books of their choosing. At least one of the books needs to be nonfiction.

- Students will be allowed to take AR tests on all summer reading.

- Record all the books that your child reads on the reading log included.
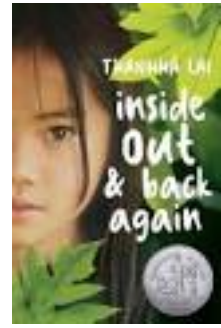

Fifth Grade Math Readiness

- Included in this packet is a math readiness packet. Please print the packet and complete all pages.

- We encourage you to pace out the packet for your child. We want students to have a break during the summer yet also review skills that they learned during fourth grade.

- The packet will be due to your child's teacher on the second day of school.

The final Lunch Box book report project will look like the pictures below.

The lunch box and food patterns are provided in both color and line art, so students can color and design their own lunch box.

The food pieces are folded, and students write their information on the inside of them. Students can use copy paper or construction paper to make the lid to their lunch box. The lid of the lunch box is the title page. On the inside of the lid, the students will glue their summary. Students will glue the food items "in the lunch box".

Teachers may also choose to use construction paper for the entire lunch box and only copy the food items.
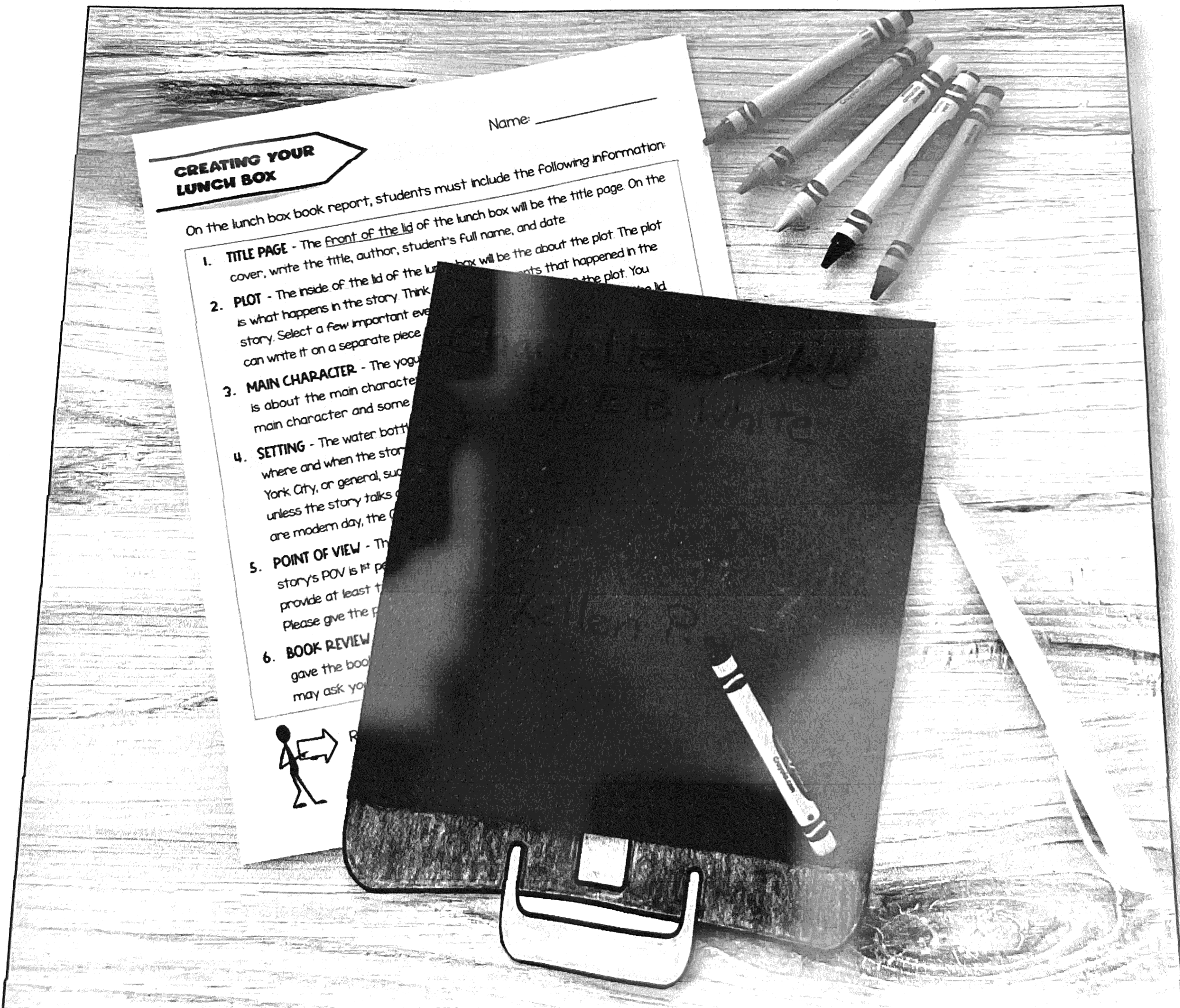
Name: _____

On the lunch box book report, students must include the following information:

1. **TITLE PAGE** - The <u>front of the lid</u> of the lunch box will be the title page. On the cover, write the title, author, student's full name, and date.

2. **PLOT** - The <u>inside of the lid</u> of the lunch box will be the about the plot. The plot is what happens in the story. Think about all the events that happened in the story. Select a few important events to write a summary of the plot. You can write it on a separate piece of paper and glue it onto the inside of the lid.

3. **MAIN CHARACTER** - The <u>yogurt</u> will be about the main character. The story is about the main character. Inside the yogurt, write the name of the main character and some information about him or her.

4. **SETTING** - The <u>water bottle</u> will be about the setting. The setting of a story is where and when the story takes place. The location may be specific, such as New York City, or general, such as a farm or forest. The time period is often general, unless the story talks about a specific date. Some examples of a setting's time are modern day, the Great Depression, or the 1800's.

5. **POINT OF VIEW** - The <u>sandwich</u> will be about the point of view. Tell whether the story's POV is 1st person, 3rd person objective, or 3rd person omniscient. Then provide at least two specific pieces of text evidence that support your choice. Please give the page numbers where you found your evidence.

6. **BOOK REVIEW** - Inside the <u>bag of chips</u>, write or draw how many stars you gave the book overall. Explain your reasoning for that rating. Your teacher may ask you to write your review on a separate paper, too.

Remember to use complete sentences on the final project. Students should also check spelling and grammar. Final projects should be your best effort.

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LUNCH BOX BOOK REPORT

Name: _____

Date: _____

Students will create a lunch box book report for a fiction book. On each food item, the students will discuss a different element of fiction and how it was used in their book. The book report is due on _____.

ELEMENTS OF FICTION: POINT OF VIEW

Point of view (POV) means who is telling the story. Stories are usually written with one of the following points of view:

1ST PERSON

A character tells the story from his or her point of view. Usually, it is the POV of the main character, but not always. In 1st person, the narrator uses "I" and "my."

3RD PERSON OBJECTIVE

A narrator tells the story but can only tell what he or she is able to see or hear. In this POV, the narrator is watching the action and hearing what the characters say.

3RD PERSON OMNISCIENT

A narrator tells the story and is "all-knowing." He or she can tell what any character is feeling or thinking. In this POV, the narrator can "read" the characters' minds.

Think about how the POV affects the story.
- If a different character told the story, would it change what was being said?
- If the reader could understand what characters are thinking, would it change how he or she feels about the story?
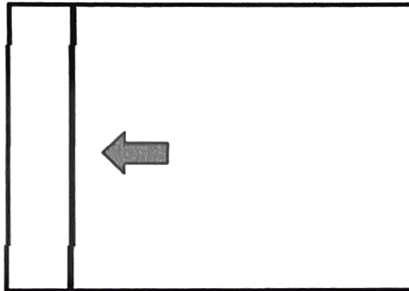
HOW TO MAKE THE COVER OF THE LUNCH BOX

To make the cover of your lunch box, you will need a piece of copy paper or construction paper, a ruler, and a pencil. The paper should be 8.5" wide x 11" long.
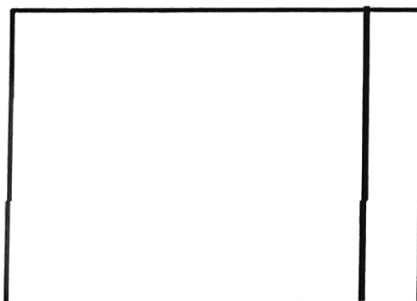
1. On the piece of paper, you will need a 1" flap. To make that, measure 1 inch from the edge and mark it.
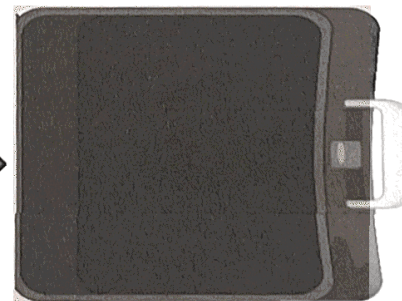
Mark 1"
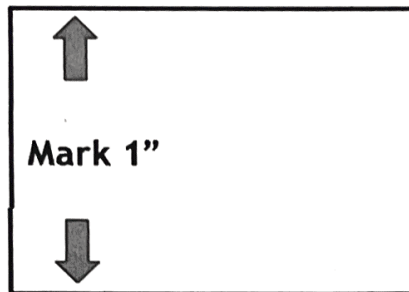
2. Now place your ruler on your marks and draw the line.

3. Fold along the line. Place the flap behind the bottom of your lunch box. Glue the flap to the bottom of the back of the lunch box paper.
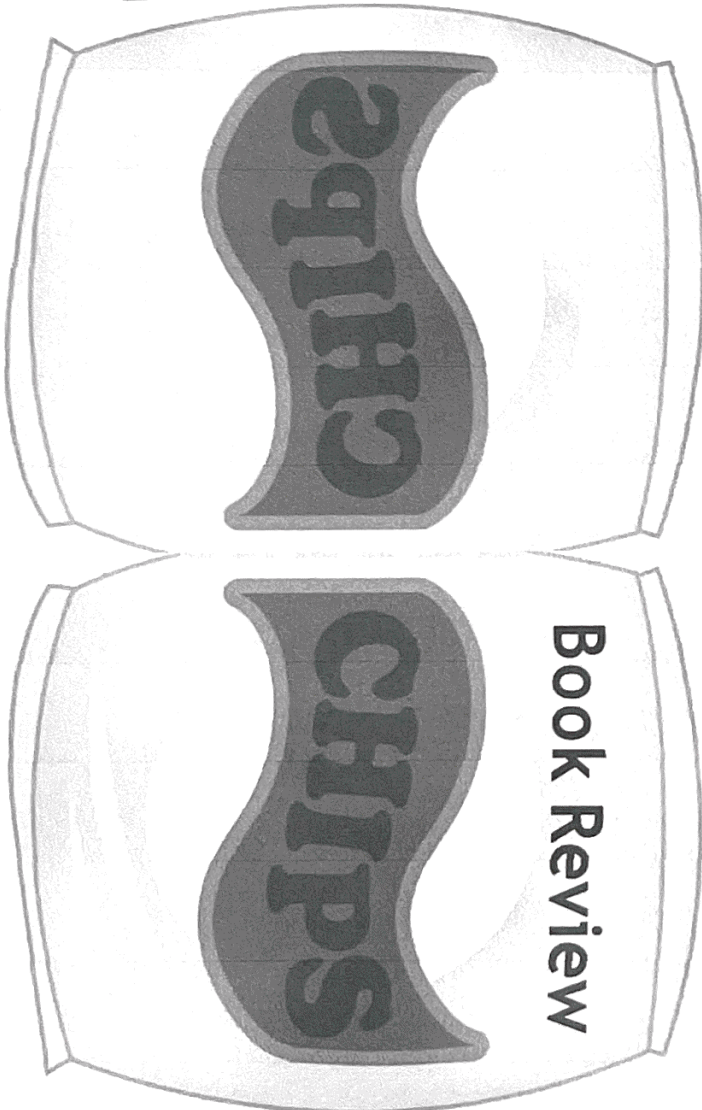
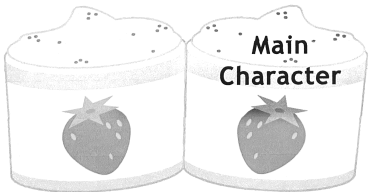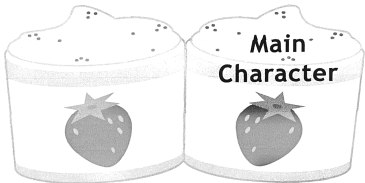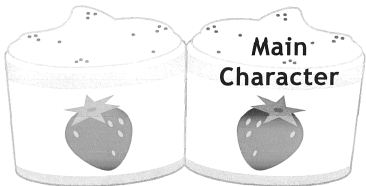Glue on flap. Place the flap under the bottom of the paper. Glue to the back of the lunch box

4. Let the glue dry. Once it dries, fold the paper down over the lunch box to make a "lid." You can cut out and glue on a handle if you would like to do so.

Point of View

CHIPS

CHIPS

Book Review

Setting

Main
Character

Main
Character

Main
Character

HOW TO ASSEMBLE THE LUNCH BOX

1. Create the lid separately (see other direction page).

2. Complete each piece. (You should have your writing finished **before** you assemble the Gummy Bear bag.)

3. Fold the food pieces along the dotted lines.

4. Arrange the folded food pieces inside the lunch box. There should be four pieces: a water bottle, a sandwich, a bag of chips, and a yogurt.

5. Make sure that you can open each one of the food pieces.

6. If the food pieces can be opened, glue them into the lunch box.

7. Glue or write your finished plot summary on the inside of the lunchbox "lid".

8. Let your project dry before placing anything on top of it. (If you put something on top of it while the glue is wet, it may all stick together.)

LID

GLUE YOUR PLOT SUMMARY HERE

CHIPS

BOOK REVIEW

Name: _____

In this activity, you will evaluate your fiction book. Would you recommend the book to your friends? Why or why not? Sometimes readers enjoy certain parts of the book but not others. Evaluate the different story elements separately, then give the book an overall rating. Explain your ratings in a paragraph.

TITLE:

AUTHOR:

CHARACTERS: ☆☆☆☆☆

SETTING: ☆☆☆☆☆

PLOT: ☆☆☆☆☆

OVERALL: ☆☆☆☆☆

LUNCH BOX CHECKLIST

Does it include the title, author, your first and last name, and the date?	Yes	No	If no, did you revise?
Did you provide detailed information about the character? Is the information specific, including physical features and his or her personality?	Yes	No	If no, did you revise?
Did you write a summary of the plot? Did you include a few specific events from the story?	Yes	No	If no, did you revise?
Did tell where and when the story takes place?	Yes	No	If no, did you revise?
Did you tell the point of view of the story and provide at least two specific pieces of text evidence that support your choice? Remember to give the page numbers of your evidence.	Yes	No	If no, did you revise?
Did you check your work for spelling, grammar, and complete sentences?	Yes	No	If no, did you edit?
Did you complete the Book Review?	Yes	No	If no, did you edit?

LUNCH BOX RUBRIC

Name: _____

Date: _____

	1	2	3	4
CONTENT	Many parts of the project are missing or are not explained. Reader does not get a clear sense of the topic.	Majority of the project is completed. Some parts are lacking detail. Reader is left with questions about the topic.	Each section of the project is completed. Topic is explained with some detail.	Each section of the project is completed thoroughly. Topic is explained in great detail.
ORGANIZATION	Lacks clear organizational planning and *confuses the reader.* Many parts of the project are missing or incomplete.	Writer's organizational plan is difficult to follow. Majority of the *required pieces are* included but incomplete.	Presents a consistent sense of order, although there may be *one or two pieces out* of order. Required sections are included.	Presents a clear sense of order. All sections are included and completed *thoroughly. Writing is* easy to follow.
VOICE	Writing is flat or dull and does not grab the reader's interest.	Writing does not show a consistent sense of the audience. Writing contains limited emotion or action.	Writing is appropriate to audience and purpose. Writing shows a clear sense of audience.	Writing is expressive and engaging. Writing shows a strong sense of audience.
WORD CHOICE	Writing demonstrates a limited use of vocabulary.	Limited use of vocabulary, although some sections maybe have a wider variety of word use.	Vocabulary is strong and varied. Word choice helps the reader to "see" the story, although details may be used inconsistently.	Writing uses sophisticated vocabulary. Word choice is specific and adds depth to the story description.
GRAMMAR	Verb tense is used inconsistently. Significant grammar *errors are* distracting and make it difficult to comprehend the writing.	Verb tense is used inconsistently. Grammar errors are *distracting in places* and make it difficult to comprehend some sections of the writing.	Verb tense is used consistently. There are a few grammar errors, *but they do not* interfere in the reader's comprehension of the writing.	Verb tense is used consistently. Writing has no or limited errors in *punctuation,* capitalization, and spelling.
BOOKK REVIEW	Book review is incomplete or missing. What is included would not help another reader get a sense of the book.	Book review is included but little support is provided for the author's opinion. The review does not provide enough information to help another reader get a *sense of the book*.	Book review is complete. Support is provided for the author's conclusion, including details about what the author liked or didn't like about the book.	Book review is complete. Specific support is provided for the author's conclusion, including details about what the author liked or didn't like about the book.

COMMENTS:

SCORE: _____

Reading Log

Name: _____   Month: _____

Name of book	Author	Date completed	Comments

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: $5,938 + 746$

$$
\begin{array}{r}
{\scriptstyle 1\ 1} \\
5\,9\,3\,8 \\
+\ \ 7\,4\,6 \\
\hline
6\,6\,8\,4
\end{array}
$$

→ $\boxed{6,684}$

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: $458 - 268$

$$
\begin{array}{r}
{\scriptstyle 3\ 15} \\
4\,5\,8 \\
-\ 2\,6\,8 \\
\hline
1\,9\,0
\end{array}
$$

→ $\boxed{190}$

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.

→ $\boxed{34,600}$

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

$$\begin{array}{r} {}^{5}8\,{}^{1}9\,2 \\ \times \quad 6 \\ \hline 5\,3\,5\,2 \end{array}$$

→ ☐ 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

$$\begin{array}{r} {}^{1}_{2}\,7\,6 \\ \times \quad 2\,4 \\ \hline 3\,0\,4 \\ +\;1\,5\,2\,0 \\ \hline 1\,8\,2\,4 \end{array}$$

→ ☐ 1,824

5x7=
19+21=
35÷7=
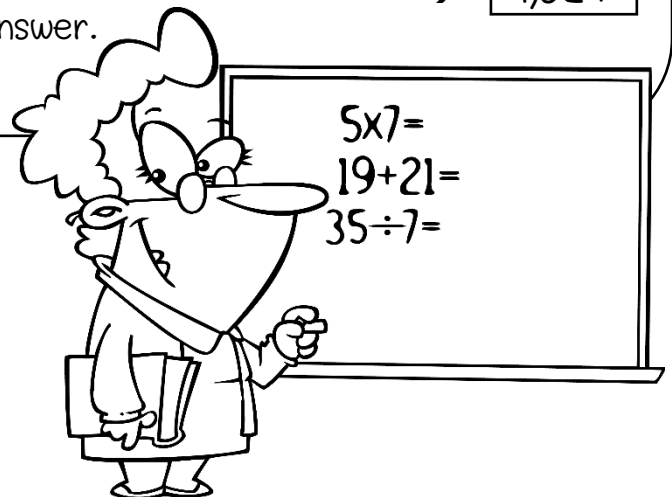
Find each product.

17. 24 x 7	18. 96 x 3	19. 57 x 2
20. 845 x 5	21. 910 x 8	22. 341 x 6
23. 1,387 x 4	24. 8,452 x 9	25. 5,023 x 8
26. 34 x 21	27. 84 x 13	28. 95 x 64
29. 32 x 20	30. 67 x 89	31. 72 x 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: $6,413 \div 9$

$$
\begin{array}{r}
712 \ \text{R}5 \\
9\overline{)6413} \\
-63 \\
\hline
11 \\
-9 \\
\hline
23 \\
-18 \\
\hline
5
\end{array}
$$
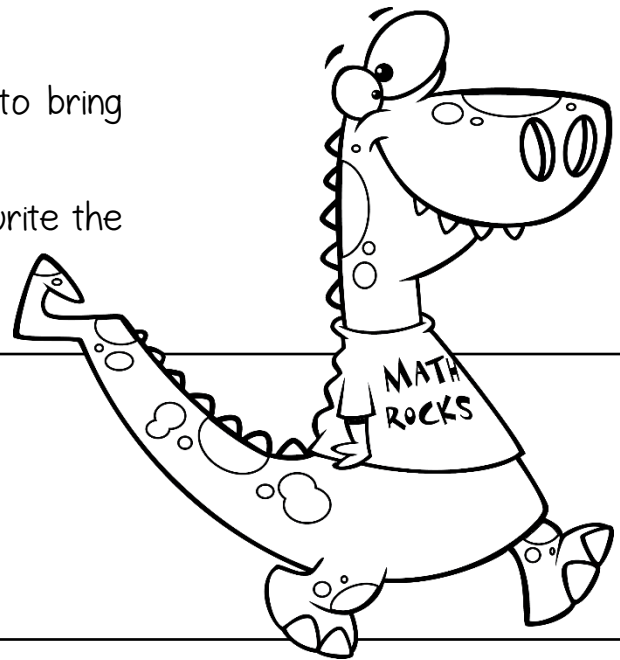
Checking Division Answers Using Multiplication

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: $6,413 \div 9 = 712 \ \text{R} \ 5$

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

Find each quotient. Check your answers using multiplication.

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

27-14=   42÷6=
5x3=
1/2+3/4=
10÷4=
12²= 10+4=   10x7=

e=mc²
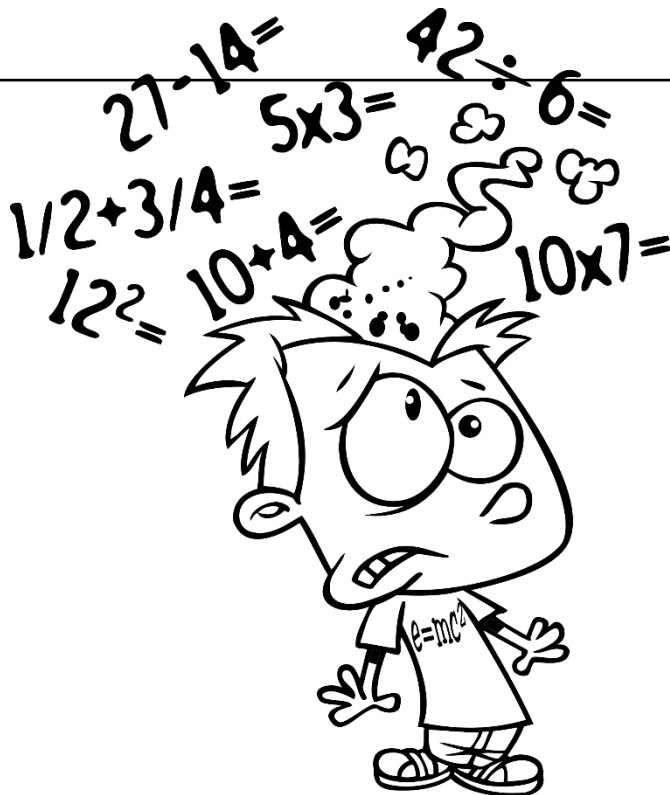
Find the greatest common factor of each pair or group of numbers.

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

$$\frac{10}{12} \begin{array}{c} \div\, 2 \\ = \\ \div\, 2 \end{array} \boxed{\frac{5}{6}}$$

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

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

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

9 is smaller than 10, so the 1st fraction is LESS THAN the 2nd fraction
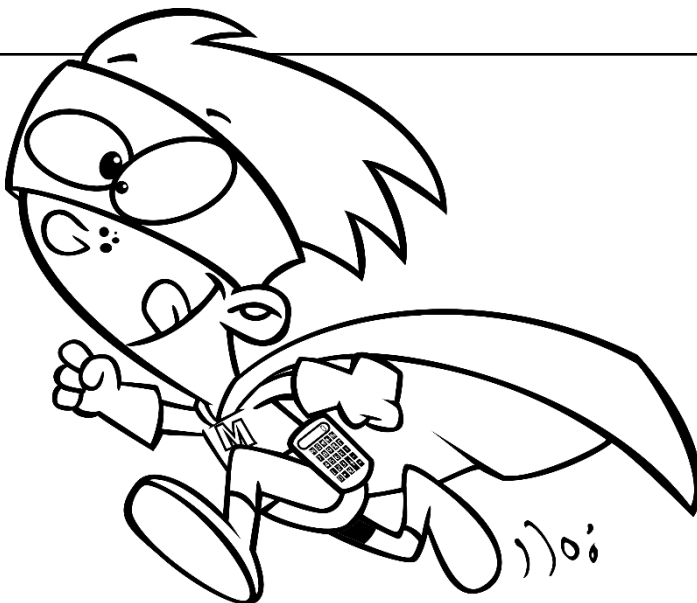
Simplify each fraction.
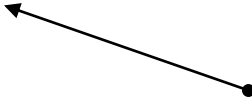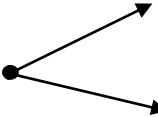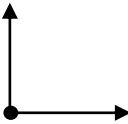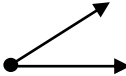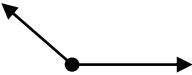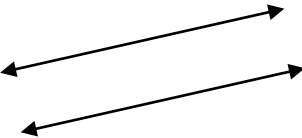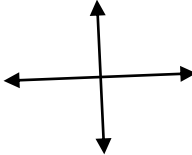
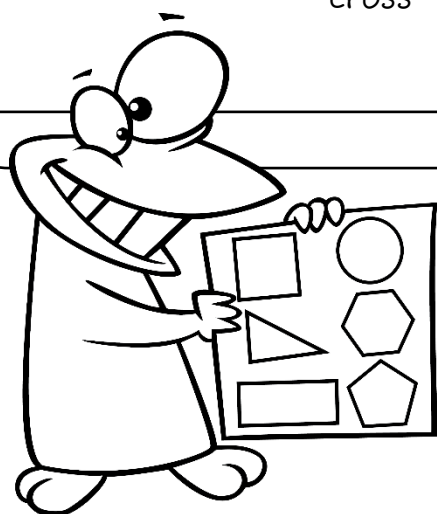| 60. $\frac{9}{12}$	61. $\frac{6}{8}$	62. $\frac{6}{15}$	63. $\frac{4}{8}$
64. $\frac{8}{24}$	65. $\frac{3}{12}$	66. $\frac{2}{10}$	67. $\frac{10}{30}$

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

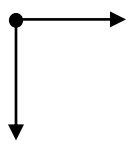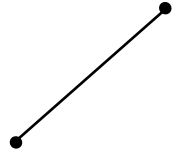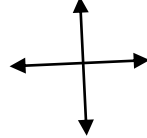| 68. $\frac{3}{5}$ $\bigcirc$ $\frac{2}{10}$	69. $\frac{1}{4}$ $\bigcirc$ $\frac{1}{6}$	70. $\frac{3}{5}$ $\bigcirc$ $\frac{7}{10}$
71. $\frac{1}{2}$ $\bigcirc$ $\frac{4}{8}$	72. $\frac{1}{5}$ $\bigcirc$ $\frac{4}{15}$	73. $\frac{2}{9}$ $\bigcirc$ $\frac{1}{3}$
74. $\frac{7}{8}$ $\bigcirc$ $\frac{3}{4}$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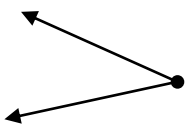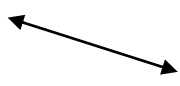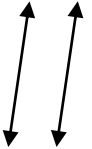
Geometric Figures

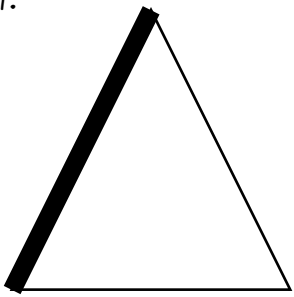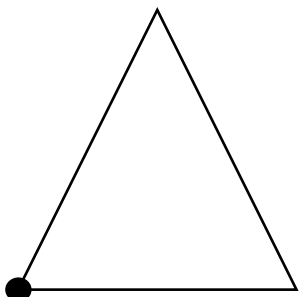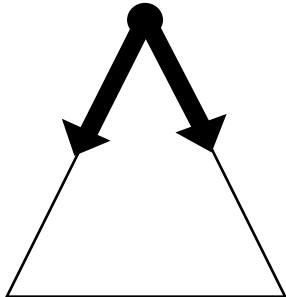|	
Point: a location	•
Line: a straight line made up of points that extends forever in both directions	
Line Segment: a part of a line with two endpoints	
Ray: a part of a line with one endpoint that extends forever in one direction	
Angle: two rays with a common endpoint	
Right Angle: an angle with 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

Use a geometry term to identify the bold part of each triangle.

89.	90.	91.

Solve each word problem.

92. Tina left her house at 6:45 AM. She came home at 1:35 PM. How long was she out of the house?	**93.** Greg made $18 per hour doing yardwork. If he worked for 6 hours, how much money did he make?	**94.** Mrs. Appleton baked 24 cookies. If she split the cookies evenly among her 5 children, how many cookies did each child get? How many cookies were leftover?
95. If Tyler is currently 51 inches tall, how many inches more does he need to grow to be 5 feet tall?	**96.** 24 out of the 30 students in Mr. Willow's class ride the bus to school. What fraction of the class does not ride the bus? Express your answer in simplest form.	**97.** Xavier played video games for 1 hour and 45 minutes before he went to bed. If he went to bed at 9:00 PM, what time did he start playing video games?
98. Hot dogs come in packages of 12. Hot dog buns come in packages of 8. What is the least number of hot dogs & buns you can buy so that you have the same number of each?	**99.** Joelle makes $9 each hour she babysits. If a new phone costs $112, how many hours must she babysit so that she has enough money to buy the phone?	**100.** Heather goes to ballet three times a week for 30 minutes each time. She tap dances twice a week for 45 minutes each time. How much time in all does she dance per week?