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

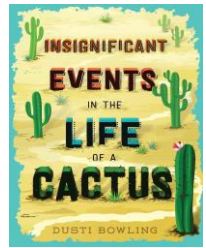


Students Entering Sixth Grade August 2024

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 sixth 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.



Sixth Grade Summer Reading

- Incoming Sixth grade students will read *Insignificant Events in the Life of a Cactus* by Dusti Bowling.
- Please type the story reflection and turn it into your ELA teacher during the first week of school.
- Please plan accordingly when reading because you will be required to take an AR quiz on this novel during the first week of school, which will count towards your first quarter goal. The teacher will go over the novel during the first week of school and quizzes will not be deleted.

Sixth Grade Math Readiness

- Included in this packet is a math readiness packet. Please print the packet and complete all pages. All work and steps are to be shown for each problem or the packet will be considered incomplete.
- The packet will be due to your child's teacher on the second day of school.
- The packet has been paced for you so that students have a break during the summer yet also review skills that they learned during fifth grade.
 - Week of July 3 -Multiplying and Dividing Whole numbers
 - Week of July 10 -Rounding, Word & Expanded Form and Comparing & Ordering
 - Week of July 17 -Adding, Subtracting, Multiplying and Dividing Decimals
 - Week of July 24 -Adding, Subtracting, Multiplying and Dividing Fractions
 - Week of July 31 -Metric and Customary Systems and Volume

Do not use calculators!

Incoming 6th Grade Summer Reading

Incoming 6th graders are required to read one (1) novel and are encouraged to read more.

Mandatory: *Insignificant Events in the Life of a Cactus* by Dusti Bowling (ISBN-13: 978-1454923459)

Students will take an AR test on *Insignificant Events in the Life of a Cactus* upon returning to school. Students do not have to take an AR test on the other two novels read. Please note that NO AR quizzes will be deleted. Please be prepared and plan accordingly.

***Insignificant Events in the Life of a Cactus* Novel Reflection - You may write (in cursive and blue ink) or type your responses on a google document.**

Novel: *Insignificant Events in the Life of a Cactus*

Author: Dusti Bowling

1. **What is the genre of this story? Pick one from each grouping.** (Fiction or Non-fiction?) and (Fantasy, Mystery, Historical, Realistic, or Science?) Explain why the story falls into these two categories.

2. **List three major characters** according to their importance to the plot and **briefly describe each character's role** in the plot of the story.

3. **Describe the setting (place and time**-past/present/future, historical period in time or a season). If there are multiple settings, describe only one or two main places the story takes place in.

4. **Conflict**-Describe the main character's problem. Is it an internal conflict or external conflict? Explain.

5. **Resolution**-Describe how the character's problem was solved.

6. Tell how Aven or Connor has changed over the course of the novel. Do this by describing which character trait he or she had at the start of the novel and explain how that trait changed over the course of the story. Your character may also develop new traits when overcoming the conflict, so mention those too.

I read *Insignificant Events in the Life of a Cactus*. I know I will be taking the AR quiz on *Insignificant Events in the Life of a Cactus* upon returning to school.

Student Signature

Parent Signature

Find each product. Show your work.

1. 238×5	2. 832×156	3. $4,899 \times 67$	4. 756×300
5. 19×863	6. 188×732	7. $3,249 \times 173$	8. 609×840

Find each quotient. Show your work.

9. $876 \div 2$	10. $9,473 \div 5$	11. $396 \div 24$	12. $8,911 \div 45$
13. $700 \div 12$	14. $1,065 \div 15$	15. $2,737 \div 305$	16. $4,516 \div 22$

Solve each problem, showing all work.

17. Mrs. Kleim bought 5 boxes of 15 pencils to give to her students. If she has 26 students in her class, how many pencils can she give each student? How many pencils will she have left over?	18. Sarah and her 3 friends split a bag of candy evenly. They each ate 13 pieces of candy and there were 2 pieces leftover. How many pieces of candy were originally in the bag?
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Rounding with Whole Numbers & Decimals

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ten-thousands	thousands	hundreds	tens	ones		tenths	hundredths	thousandths

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. (Trailing zeros after the decimal are unnecessary)

ex: round 52.943 to the nearest tenth

52.943
 less than 5, so the 9 stays the same

52.900
 don't need trailing zeros after the decimal

52.9

Word Form & Expanded Form

1. Word Form: write the whole number in word form, translate the decimal to "and", & write the decimal as if it were a whole number, followed by the name of the place of the last digit
2. Expanded Form: write the value of each non-zero digit separately, with addition signs between them

ex: 209.315

two hundred nine and three hundred fifteen thousandths

$200 + 9 + 0.3 + 0.01 + 0.005$

Comparing & Ordering Decimals

1. Compare the whole number portions of the numbers. If they are different write $>$ for greater than or $<$ for less than.
2. If the whole numbers are the same, compare each digit to the right of the decimal point, one at a time until you find digits that are different. (If necessary, add zeros at the end of a decimal.)

ex: $13.702 \bigcirc 13.74$

$13 = 13$

$13.7 = 13.7$

$13.70 < 13.74$

So, $13.702 < 13.74$

Round the number 21,498.2536 to the nearest indicated place.

19. tenth	20. hundred	21. thousandth	22. one
23. thousand	24. hundredth	25. ten	26. ten-thousand

Complete the chart below.

Standard Form	Expanded Form	Word Form
3.962	27.	28.
29.	100 + 2 + 0.09	30.
31.	32.	Five thousand six hundred eighty-five and twelve hundredths
8,770.006	33.	34.
35.	900 + 10 + 4 + 0.3 + 0.02 + 0.008	36.
37.	38.	Two thousand nine and thirty-five thousandths

Compare each pair of numbers by writing <, >, or = in the provided circle.

39. 0.046 ○ 0.13	40. 9.52 ○ 90.13	41. 24.13 ○ 24.130	42. 15.96 ○ 15.906
43. 0.964 ○ 1	44. 6.83 ○ 6.825	45. 7.256 ○ 7.24	46. 32.9 ○ 3.290

Order the numbers from least to greatest.

47. 6.86, 6.8, 7, 6.9, 6.827	48. 12.03, 1.2, 12.3, 1.203, 12.301
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Adding & Subtracting Decimals

1. Write the problem vertically, lining up the decimal points
2. Add zeros, if necessary
3. Add or subtract the numbers as if they were whole numbers
4. Bring the decimal point straight down

ex: $12.8 - 1.52$

$$\begin{array}{r} 12.\overset{7}{8}\overset{1}{0} \\ - 1.52 \\ \hline 11.\overset{7}{2}8 \end{array}$$

Multiplying Decimals

1. Write the problem vertically with the numbers lined up to the right (decimals do NOT need to be lined up)
2. Ignore the decimal points and multiply the numbers as if they were whole numbers
3. Count the total number of decimal places in the two factors and put a decimal point in the product so that it has that same number of decimal places

ex: 3.24×0.8

$$\begin{array}{r} \overset{1}{3} \overset{3}{2}4 \\ \times 0.8 \\ \hline 2592 \end{array}$$

\rightarrow 2 decimal places
 $+$
 \rightarrow 1 decimal place

 3 decimal places

$$\begin{array}{r} 2.592 \end{array}$$

Dividing Decimals

1. Write the dividend under the division symbol and the divisor in front of the division symbol
2. Move the decimal in the divisor after the number and then move the decimal in the dividend the same number of places and bring it up
3. Ignore the decimal point and divide as if whole numbers
4. If there is a remainder, add a zero to the end of the dividend, bring it down, and then continue dividing until there is no remainder

ex: $32.3 \div 0.5$

$$\begin{array}{r} \overline{) 32.30} \\ \underline{30} \\ 23 \\ \underline{20} \\ 30 \\ \underline{30} \\ 0 \end{array}$$

Find each sum or difference. Show your work.

49. $8.74 + 10.36$	50. $37.4 - 8.55$	51. $12.9 + 105.67$	52. $450.89 - 213.33$
53. $24.1 + 3.74$	54. $14.76 - 9.8$	55. $622.85 + 53.49$	56. $67 - 14.06$

Find each product or quotient. Show your work.

57. 4.5×6	58. $144.8 \div 4$	59. 2.7×0.8	60. $6.2 \div 0.04$
61. 8.9×2.5	62. $15.8 \div 0.5$	63. 14.8×0.12	64. $16.2 \div 1.2$

Solve each problem, showing all work.

65. Ryan spent \$3.25 on lunch every day, Monday through Friday. If he had \$20 at the start of the week, how much money did he have left after Friday?	66. Three friends went out to lunch. The bill came to \$47.31. If they split the bill evenly, how much money does each friend owe?
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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: $4\frac{4}{9} + \frac{2}{3}$

$$\begin{array}{r} 4\frac{4}{9} \times \frac{1}{1} = \frac{4}{9} \\ + \frac{2}{3} \times \frac{3}{3} = \frac{6}{9} \\ \hline \end{array}$$

$$4 + \frac{10}{9} = \boxed{5\frac{1}{9}}$$

Multiplying Fractions

1. Turn a whole number into a fraction by giving it a denominator of 1
2. Cross-simplify the fractions if possible
3. Multiply the 2 numerators and the 2 denominators
4. If possible, simplify the answer & change improper fractions to mixed numbers

ex: $6 \times \frac{2}{3}$

$$\begin{array}{r} \cancel{2} \cancel{6} \times \frac{2}{\cancel{3}} = \frac{4}{1} \\ \hline \end{array}$$

$$= \boxed{4}$$

Dividing Fractions

1. Turn a whole number into a fraction by giving it a denominator of 1
2. Keep the 1st fraction the same, change the division symbol to multiplication, and flip the 2nd fraction to its reciprocal
3. Multiply the 2 fractions
4. If possible, simplify the answer & change improper fractions to mixed numbers

ex: $12 \div \frac{1}{2}$

$$\frac{12}{1} \div \frac{1}{2}$$

$$\frac{12}{1} \times \frac{2}{1} = \frac{24}{1} = \boxed{24}$$

Find each sum or difference. Show your work.

67. $\frac{7}{8} + \frac{5}{6}$	68. $\frac{9}{10} - \frac{1}{2}$	69. $\frac{3}{11} + \frac{2}{3}$	70. $\frac{11}{12} - \frac{13}{18}$
71. $4\frac{5}{9} + 7\frac{1}{3}$	72. $12\frac{9}{14} - 9\frac{3}{7}$	73. $3\frac{3}{5} + 2\frac{3}{4}$	74. $2\frac{2}{15} - 1\frac{2}{3}$

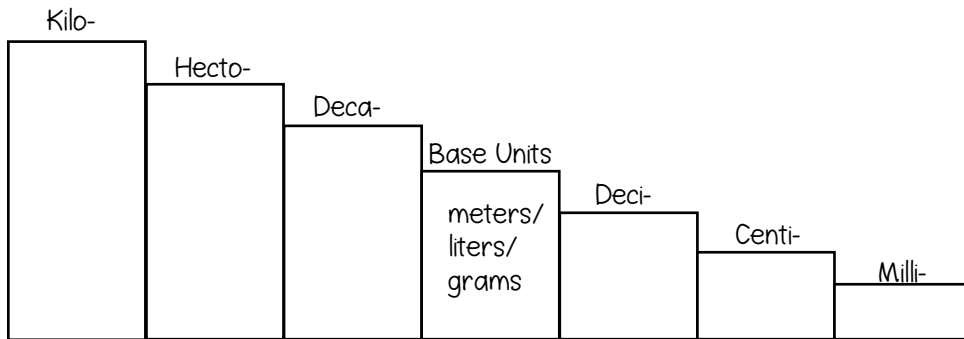
Find each product or quotient. Show your work.

75. $\frac{1}{6} \times \frac{3}{4}$	76. $6 \div \frac{1}{3}$	77. $15 \times \frac{2}{3}$	78. $\frac{1}{2} \div 3$
79. $\frac{1}{6} \times 10$	80. $\frac{1}{4} \div 2$	81. $\frac{5}{9} \times \frac{3}{20}$	82. $4 \div \frac{1}{5}$

Solve each problem, showing all work.

83. Jacqui ran $1\frac{1}{2}$ miles on Monday, Wednesday, and Friday and $\frac{3}{4}$ mile on Tuesday and Thursday. How far did she run in all?	84. Tyrell gave 3 packs of baseball cards to his friends. He gave each friend $\frac{1}{3}$ of a pack. How many friends got baseball cards?
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The Metric System



ex: $23 \text{ m} = \underline{\hspace{2cm}} \text{ cm}$

going from base unit step to centi- step, so need to move the decimal 2 places right

$$23 \overset{\cdot}{\underset{\cdot}{00}}$$

$$= \boxed{2,300 \text{ cm}}$$

Determine the direction and count the number of steps it takes to get from the starting unit to the unit you are converting to and move the decimal point the same number of places in that direction.

The Customary System

Length	Weight	Capacity
1 ft = 12 in	1 lb = 16 oz	1 c = 8 fl oz
1 yd = 3 ft	1 T = 2,000 lb	1 pt = 2 c
1 mi = 5,280 ft		1 qt = 2 pt
		1 gal = 4 qt

ex: $18 \text{ c} = \underline{\hspace{2cm}} \text{ pt}$

cups are smaller units of measure than pints, so need to divide

$$18 \div 2 = \boxed{9 \text{ pints}}$$

To convert from a larger unit to a smaller unit, multiply. To convert from a smaller unit to a larger unit, divide.

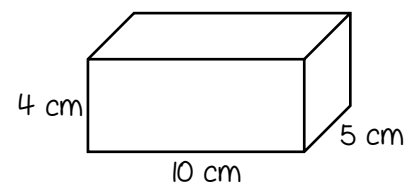
Volume

Volume is the number of cubic units inside a figure.

Volume of Rectangular Prism = length x width x height

Volume of Irregular Figure: count cubic units

ex: find the volume



$$V = 4 \times 10 \times 5 = \boxed{200 \text{ cm}^3}$$

Convert each Metric measurement. Show your work.

85. $1.9 \text{ km} = \underline{\hspace{2cm}} \text{ m}$

86. $23 \text{ g} = \underline{\hspace{2cm}} \text{ mg}$

87. $350 \text{ ml} = \underline{\hspace{2cm}} \text{ kl}$

88. $0.07 \text{ kg} = \underline{\hspace{2cm}} \text{ cg}$

89. $6 \text{ cm} = \underline{\hspace{2cm}} \text{ m}$

90. $35 \text{ ml} = \underline{\hspace{2cm}} \text{ l}$

Convert each Customary measurement. Show your work.

91. $48 \text{ in} = \underline{\hspace{2cm}} \text{ ft}$

92. $6 \text{ pt} = \underline{\hspace{2cm}} \text{ c}$

93. $3 \text{ T} = \underline{\hspace{2cm}} \text{ lb}$

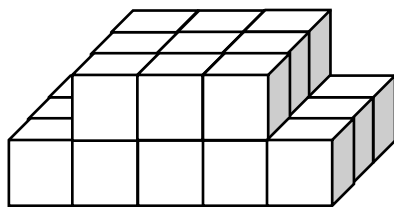
94. $1.5 \text{ mi} = \underline{\hspace{2cm}} \text{ ft}$

95. $32 \text{ pt} = \underline{\hspace{2cm}} \text{ gal}$

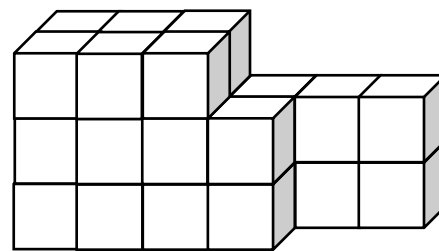
96. $32 \text{ oz} = \underline{\hspace{2cm}} \text{ lb}$

Find the volume of each figure. Show your work.

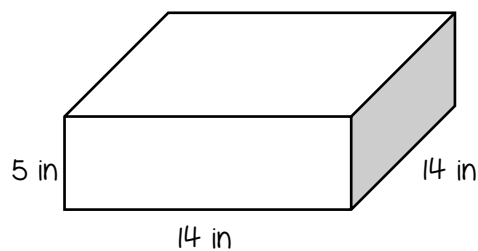
97.



98.



99.



100.

