

Summer Enrichment  
English Language Arts

Dear 5-8th grade students/families,

Over the course of your summer activities, I hope you take time to regroup, refresh, and relax. This is essential for success so that your brain, body, and mind are all on the same page when we get back into the classroom in August.

However, it is also a valuable time for relaxed, casual, interest-based learning. That is where your summer enrichment will come in...

**What you will have to do for ELA over the summer...**

- **Choose one book of choice to read**
  - Fill out book questions, relating to the book you chose (see next page)
  
- **Complete Free Writes** (directions on the next page)  
*(These are to be completed either on looseleaf and stapled together OR in your ELA composition book that you will need for next school year)*
  - Upcoming 5th graders (please see the next page for guidelines)
    - 2 free writes
  - Upcoming 6th graders
    - 3 free writes
  - Upcoming 7th graders
    - 5 free writes
  - Upcoming 8th graders
    - 6 free writes

These enrichment activities are not meant to be a burden on your summer, rather I invite you to see them as an exploration of your interests. Only choose a book that you enjoy based on your personal interests. As for the free writes, only write about topics that matter to you. We will share these assignments during the first week of school, so being prepared for this shows me a lot about you!

Happy reading and writing,

Ms. Bauer

## Free Write Rules:

- You must write for 10 minutes straight
- You can write just about anything you want
- If you are doing a creative writing entry



(Ex: poetry, songs, letters, speeches, lists, you still must write for ten minutes.

- You may switch topics in the middle of your write
- Please reference the following links for sample writing prompts (You do not need to choose one below, but they are here to help draw inspiration for writes)
  - <https://thinkwritten.com/365-creative-writing-prompts/>
  - <https://dailypost.files.wordpress.com/2013/12/365-days-of-writing-prompts-1387477491.pdf>

## Summer Reading Book Thoughts

Your Name:

Book title:

Author:

What genre does your book belong to? (Fiction, non-fiction, mystery, romance):

Please answer the following questions in 1-2 paragraphs. You may write on the back of this paper (neat handwriting please!) These will be shared out loud at the start of the 2018-2019 school year through a discussion circle.

- Why did you choose your book?
- Did you like it or dislike it? Why or why not?
- How did you feel when you were reading it?
  - Ex: "At times, I felt nervous during the mystery novel because many scenes gave hints, but never told me who the murderer was!"
- How do you feel about reading? Like, dislike, neutral?

Name: \_\_\_\_\_

Turn into your math teacher  
on the first day of school.

This is for a  
grade.

# 5th GRADE SUMMER MATH REVIEW PACKET

Make sure you  
SHOW ALL YOUR WORK.

Each question is worth 2 points.

4.0A.A.1

Which statement is represented by the equation below?

$$15 \times 5 = 75$$

- a) The number 15 is 5 less than 75.
- b) The number 15 is 5 times as many as 75.
- c) The number 75 is 15 more than 5.
- d) The number 75 is 5 times as many as 15.

4.0A.A.1

Fill in the blank.

20 is \_\_\_\_\_ times as large as 4.

4.0A.A.1

Mike is 3 years old. Joe is 6 times as old as Mike. Which equation shows how to find Joe's age?

- a)  $6 \div 3 = 2$
- b)  $9 - 3 = 6$
- c)  $3 \times 6 = 18$
- d)  $3 + 6 = 9$

4.0A.A.1

Write an equation that matches the statement:

48 is 8 times as much as 6

<p>4.0A.A.2</p> <p>Eight buses are available for a class trip. Each bus can seat 56 students.</p> <p>Let <math>n</math> represent the number of students that can go on the class trip.</p> <p>Which equation can be used to find <math>n</math>?</p> <p>a) <math>56 \times 8 = n</math></p> <p>b) <math>8 + n = 56</math></p> <p>c) <math>n \times 8 = 56</math></p> <p>d) <math>n \div 8 = 56</math></p> <p>e) <math>56 - 8 = n</math></p>	<p>4.0A.A.2</p> <p>Caspar bought 11 boxes of chocolate. There were 8 chocolates in each box. How many chocolates did Caspar buy?</p> <p>a) 11</p> <p>b) 8</p> <p>c) 88</p> <p>d) 80</p> <p>If there were 5 chocolates in each box, what is the total number of chocolates?</p> <p>_____ chocolates</p>
<p>4.0A.A.2</p> <p>If <math>9 \times 4 = 36</math>, then</p> <p><math>36 \div \text{_____} = 9</math></p>	<p>4.0A.A.2</p> <p>The students in the fourth grade sold 684 erasers for a fundraiser. They sold 4 times as many erasers as the students in the fifth grade. How many erasers did the students in the fifth grade sell?</p> <p>_____ erasers</p>
<p>4.0A.A.3</p> <p>Alex bought 2 printer cartridges for \$28 each and a printer for \$85. He gave the cashier \$150. How much change should Alex have received from the cashier?</p> <p>a) \$9</p> <p>b) \$11</p> <p>c) \$19</p> <p>d) \$37</p>	<p>4.0A.A.3</p> <p>A grocery store had cans of soup on 7 different shelves. The bottom 4 shelves each had 29 cans. The top 3 shelves each had 42 cans. What was the total number of cans on the shelves?</p> <p>_____ cans</p> <p>After 56 cans of soup were sold, a clerk moved the remaining cans to a display case. The display case had shelves that could hold 9 cans each. How many shelves were needed to fit all the remaining cans?</p> <p>_____ shelves</p>

<p>4.0A.A.3</p> <p>Doug's family is going on a 2,398 mile road trip. On the first day, they traveled 672 miles. On the second day, they traveled 489 miles. How many more miles does Doug's family still need to travel?</p> <p>a) 1,237 miles b) 1,161 miles c) 1,230 miles d) 1,000 miles</p>	<p>4.0A.A.3</p> <p>Lana brought party favors at a store for her school's 6<sup>th</sup> grade graduation party. She bought 7 bags of party hats with 12 hats in each bag. She also bought 4 bags of horns with 24 horns in each bag. How many more horns than party hats did Lana buy?</p> <p>_____ horns</p>
<p>4.0A.B.4</p> <p>Are these numbers prime or composite?</p> <p>91 _____ 45 _____ 17 _____ 9 _____ 11 _____</p>	<p>4.0A.B.4</p> <p>Which pairs of numbers will complete the multiplication sentence.</p> <p>____ x ____ = 24</p> <p>Mark all that apply.</p> <p>a) 4, 9 b) 4, 6 c) 4, 7 d) 3, 8</p>
<p>4.0A.B.4</p> <p>Which of the following are multiples of 6? Mark all that apply.</p> <p>a) 24 b) 32 c) 16 d) 54</p>	<p>4.0A.B.4</p> <p>Classify the numbers as factors of 12, 15, both, or neither.</p> <p>1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 12 _____ 15 _____</p>

4.0A.C.5

Look at the pattern below and choose a matching pattern.



- a.
- b.
- c.
- d.

4.0A.C.5

Ricardo is mowing lawns to earn some money. He already has \$12. If Ricardo earns \$30 per day, how much money will Ricardo have after 5 days?

4.0A.C.5

Finish the sequence:

12, 24, \_\_\_\_\_, 48, 60, \_\_\_\_\_

4.0A.C.5

Finish the sequence:

6, 12, 18, \_\_\_\_\_, 30, 36, \_\_\_\_\_

4.NBT.A.1

In the number 344,586, how many times greater is the value represented by the 4 in the ten thousands place than the value represented by the 4 in the thousands place?

- a) 1
- b) 10
- c) 1,000
- d) 10,000

4.NBT.A.1

Consider Jake and Riley's numbers:

Jake's number: 45,932

Riley's number: 24,395

Select all correct statements:

- a) The 3 in Jake's number has 10 times the value of the 3 in Riley's number.
- b) The 9 in Jake's number has 10 times the value of the 9 in Riley's number.
- c) The 4 in Jake's number has 10 times the value of the 4 in Riley's number.

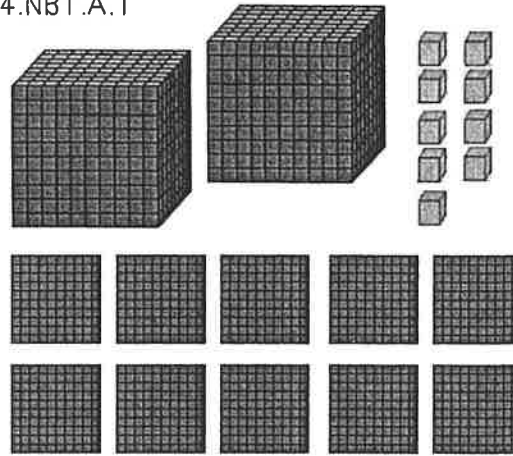
4.NBT.A.1

Carla wrote this number: 814,247  
Travis wrote this number: 638,571

The digit 8 in Carla's number represents how many times what the digit 8 represents in Travis' number?

- a) 10
- b) 100
- c)  $\frac{1}{10}$
- d)  $\frac{1}{100}$

4.NBT.A.1



Find the value of the model above:

4.NBT.A.2

Which expression represents the number 13,809 written in expanded form?

- a)  $13 + 80 + 9$
- b)  $13,000 + 800 + 90$
- c)  $9 + 1,300 + 80$
- d)  $3,000 + 10,000 + 9 + 800$

4.NBT.A.2

4 thousands + 3 tens + 5 hundreds is less than which number below?

- a) 4 thousands + 5 tens + 3 hundreds
- b) 8 hundreds + 3 thousands + 8 ones
- c) 4 thousands + 7 ones + 8 tens + 6 hundreds
- d) 9 hundreds + 9 tens + 2 thousands

4.NBT.A.2

Which numbers make the comparison true?

$$27,768 < \underline{\hspace{2cm}}$$

- a) 27,759
- b) 28,744
- c) 26,773
- d) 27,568
- e) 27,836

4.NBT.A.2

Write the number described:

7 thousands, 4 hundreds, 8 tens, 7 ones



<p>4.NBT.A.3</p> <p>Round each number to the nearest thousand.</p> <p>5824 _____</p> <p>6733 _____</p> <p>4895 _____</p> <p>7785 _____</p>	<p>4.NBT.A.3</p> <p>Select all the numbers below that have a value of 950,000 when rounded to the nearest ten thousand.</p> <p>a) 944,806</p> <p>b) 953,782</p> <p>c) 956,270</p> <p>d) 945,867</p> <p>e) 947,603</p>
<p>4.NBT.A.3</p> <p>What is 2,349 rounded to the nearest hundred?</p>	<p>4.NBT.A.3</p> <p>Which number, when rounded to the nearest ten thousand, has a value of 290,000?</p> <p>a) 286,314</p> <p>b) 298,947</p> <p>c) 281,769</p> <p>d) 295,986</p>
<p>4.NBT.B.4</p> <p>Find the missing number:</p> $1,653 + 6, \_26 = 8,279$	<p>4.NBT.B.4</p> <p>Add: <math>8,815 + 9645 = ?</math></p>

4.NBT.B.6

Andre is a baker. He baked 3,240 cookies in one week. He placed the cookies in boxes containing 9 cookies each. What was the total number of boxes Andre used?

4.NBT.B.6

Consider the expression  $468 \div 6$ . What is the value of this expression?

4.NBT.B.6

During a class trip to an apple farm, a group of students picked 2,436 apples. They packed them into 6 boxes to take to the local food bank. If each box held the same number of apples, how many apples were in each box?

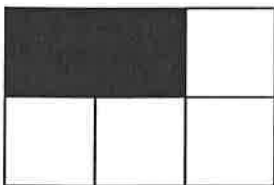
- a) 46 apples
- b) 406 apples
- c) 460 apples
- d) 4,060 apples

4.NBT.B.6

$$708 \div 6 = ?$$

4.NF.A.1

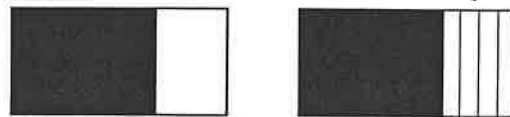
Which fraction represents the shaded model?



- a) One-sixth
- b) One-third
- c) Two-fourths
- d) Two-thirds

4.NF.A.1

Carter shaded the two same sized models below to represent the fractions  $\frac{2}{3}$  and  $\frac{8}{12}$ .



Carter believed that  $\frac{2}{3}$  and  $\frac{8}{12}$  are equivalent. Is he correct or incorrect?

- a) He is incorrect because the numerator and denominator are different.
- b) He is incorrect because the numerator 8 and denominator in  $\frac{8}{12}$  are greater than in  $\frac{2}{3}$ .
- c) He is correct because adding the same number to the numerator and denominator in  $\frac{2}{3}$  equals  $\frac{8}{12}$ .
- d) He is correct because multiplying the numerator and denominator in  $\frac{2}{3}$  by the same number equals  $\frac{8}{12}$ .

4.NBT.B.4

Subtract:  $12,405 - 5,382 = ?$

4.NBT.B.4

Subtract:  $62,114 - 49,586 = ?$

4.NBT.B.5

Multiply:  $48 \times 10 = ?$

4.NBT.B.5

A school has 17 tables in the cafeteria. Each table seats 12 students. What is the greatest number of students that can be seated at the tables?

- a) 114
- b) 184
- c) 194
- d) 204

4.NBT.B.5

$23 \times 57 = ?$

4.NBT.B.5

Ming wanted to know the area of her home. She created an area model of the rooms in her house. Her work is shown below.

Area Model of Ming's Home (in yards)

	40	+ 6	
20	Living Room = 800	Bedroom = 120	
+	Kitchen = 240	Bath = 18	
5			

Which area is incorrect?

- a) Living room
- b) Bedroom
- c) Kitchen
- d) Bath

4.NF.A.1

Draw a model that represents the fraction one-half.

4.NF.A.1

Find the missing value for the following expression:

$$\frac{4}{6} = \frac{?}{3}$$

4.NF.A.2

Which fraction can be placed in the blank to make the statement true?

$$\text{-----} > \frac{3}{4}$$

a)  $\frac{2}{6}$

b)  $\frac{5}{12}$

c)  $\frac{1}{2}$

d)  $\frac{5}{6}$

4.NF.A.2

Maria, Leah, and Jonas ran these distances on Saturday:

Maria ran  $\frac{5}{6}$  mile.

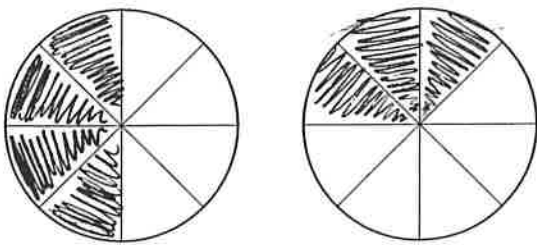
Leah ran  $\frac{2}{3}$  mile.

Jonas ran  $\frac{3}{4}$  mile.

Who ran the shortest distance?

4.NF.A.2

Which model has the lesser fraction value?



4.NF.A.2

Fill in the blank using  $<$ ,  $>$ , or  $=$ . Use a number line to prove your answer.

$$\frac{1}{6} \text{ --- } \frac{2}{3}$$

4.NF.B.3

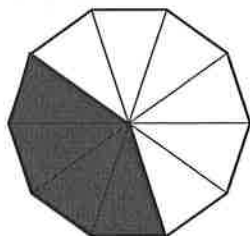
Solve:  $8\frac{3}{5} + 8\frac{1}{5}$

4.NF.B.3

Marta picked  $\frac{4}{8}$  cup of blueberries. Her sister picked  $\frac{3}{8}$  cup of blueberries. They used  $\frac{6}{8}$  cup of all the blueberries they picked to make muffins. What was the amount, in cups, left of the blueberries they picked?

4.NF.B.3

Which expression represents the fraction of the figure that is shaded?



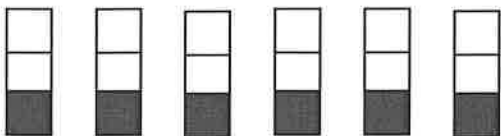
- a) One-tenth + two-tenths + three-tenths
- b) One-tenth + one-tenth + two-tenths
- c) Three-tenths + three-tenths + four-tenths
- d) Four-tenths + four-tenths + four-tenths

4.NF.B.3

A pizza is divided into 12 equal slices. Andrew eats three-twelfths and Tim eats one-twelfth. What portion of the pizza is left?

4.NF.B.4

The fraction model below represents 6 whole units. Which number sentence represents the amount of the fraction model that is shaded?



- a)  $6 \times \frac{1}{2} = ?$
- b)  $6 \times \frac{1}{3} = ?$
- c)  $3 \times \frac{1}{6} = ?$
- d)  $3 \times \frac{1}{2} = ?$

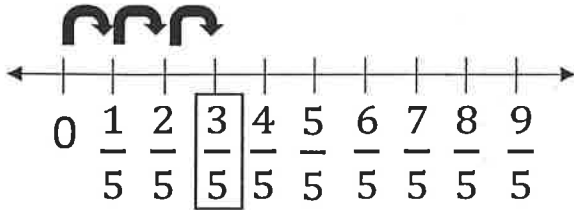
4.NF.B.4

In September, Jerry read for  $\frac{2}{5}$  of an hour every day for 20 days. How many hours did he read in September?

In October, Jerry read for  $\frac{3}{5}$  of an hour every day for 20 days. How many more hours did Jerry read in October than in September?

4.NF.B.4

The number line below shows the product of  $\frac{1}{5}$  and a whole number.



Complete the multiplication sentence:

$$\frac{1}{5} \times \underline{\hspace{2cm}} = \frac{3}{5}$$

4.NF.B.4

$$\frac{5}{7} = \underline{\hspace{2cm}} \times \frac{1}{7}$$

4.NF.C.5

$$\frac{3}{10} + \frac{17}{100} = ?$$

4.NF.C.5

Write the equivalent fraction with a denominator of 100.

$$\frac{9}{10} = \boxed{\hspace{2cm}}$$

4.NF.C.5

Is  $\frac{2}{10}$  equivalent to...?

...  $\frac{2}{100}$  ?    Yes    No

...  $\frac{20}{100}$  ?    Yes    No

4.NF.C.5

Write each fraction as a decimal:

$$\frac{9}{10}$$

$$\frac{3}{100}$$

$$\frac{4}{10}$$

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

$$\frac{19}{100}$$

4.NF.C.7

Compare using  $<$ ,  $>$ , or  $=$ .

0.07  0.7

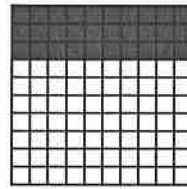
4.3  4.30

6.42  6.8

0.98  0.89

4.NF.C.7

Write the decimal that represents the shaded region.



4.MD.A.1

Complete the statement.

1 foot = \_\_\_\_\_ inches

1 kilogram = \_\_\_\_\_ grams

1 hour = \_\_\_\_\_ minutes

1 Liter = \_\_\_\_\_ milliliters

4.MD.A.1

A hallway is 9 yards long. How many inches long is the hallway?

- a) 324 inches
- b) 216 inches
- c) 108 inches
- d) 90 inches

4.MD.A.1

Sue has 10 gallons of water. How many quarts of water does she have?

- a) 10
- b) 20
- c) 30
- d) 40

4.MD.A.1

John takes 240 minutes to complete his work. How many hours did he work?

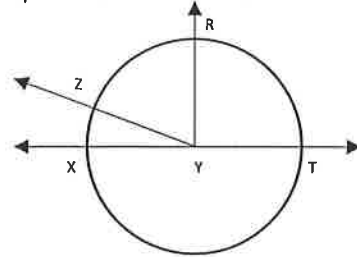
4.MD.A.2

Addie got to the park at 7:45. While she was there, she walked her dog for 35 minutes and played for 15 minutes. At what time did Addie leave the park?

- a) 8:00
- b) 8:20
- c) 8:30
- d) 8:35

4.MD.A.2

The circle is divided into 360 equal parts. Point Y represents the center of the circle.

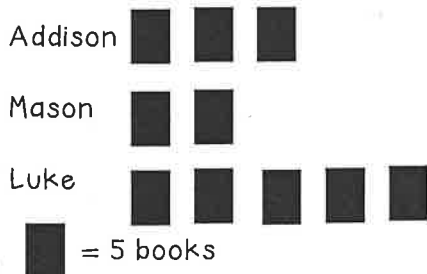


Which angle is 15 degrees?

- a) RYX
- b) TYX
- c) XYZ
- d) ZYR

4.MD.A.2

Below is a chart that shows how many books 3 students read during the summer.



How many fewer books did Mason read than Luke? \_\_\_\_\_

Ryan read twice as many books as Addison. How many books did he read?  
\_\_\_\_\_

4.MD.A.2

How much money does Jackie need to buy 8 golf tickets and a soccer ticket?

Baseball Ticket	\$89.26
Basketball Ticket	\$52.65
Golf Ticket	\$89.91
Soccer Ticket	\$79.18
Hockey Ticket	\$57.17

4.MD.A.3

Find the area.



4.MD.A.3

If the side of a square is 6 cm, find the area of the square.



4.MD.A.3

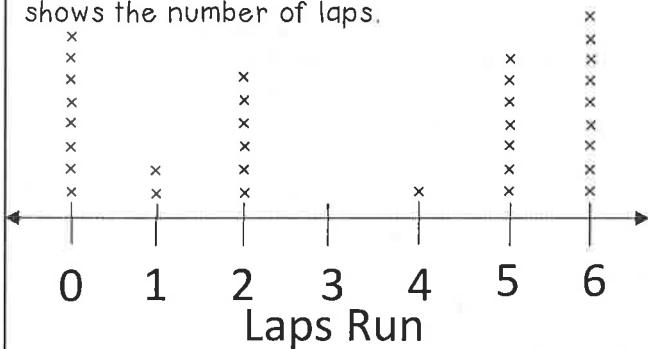
If the length of a rectangle is 5 cm and the width is 3 cm, find the perimeter of the rectangle.

4.MD.A.3

If the length of a rectangle is 5 cm and the width is 3 cm, find the area of the rectangle.

4.MD.B.4

A coach recorded the number of laps each of his athletes ran last week. The line plot below shows the number of laps.



Each x represents 1 athlete.  
How many athletes ran fewer than 3 laps?

4.MD.B.4

Create a line plot using the following data:

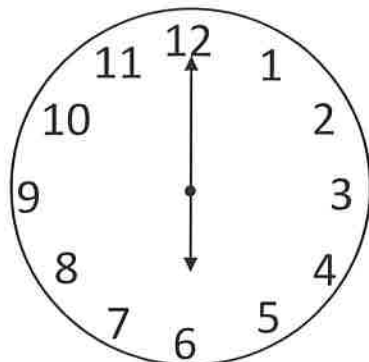
**Length of Earthworms (in.)**

1/8	3
1/4	2
1/2	4
3/4	1
7/8	2



4.MD.C.5

The clock shown strikes exactly 6:00. What fraction of a turn is this angle?



- a)  $\frac{1}{4}$  turn
- b) 1 full turn
- c)  $\frac{3}{4}$  turn
- d)  $\frac{1}{2}$  turn

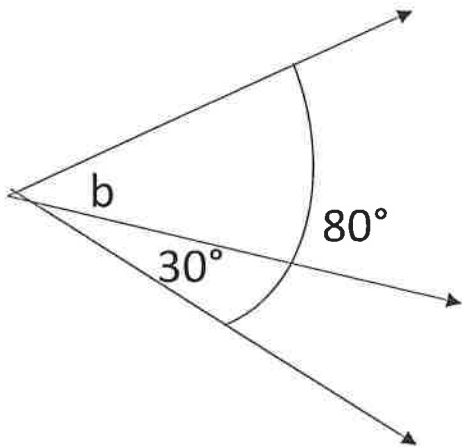
4.MD.C.5

The angle made by the hands on the clock, to the left, is what kind of angle?

- a) Obtuse
- b) Straight
- c) Right
- d) acute

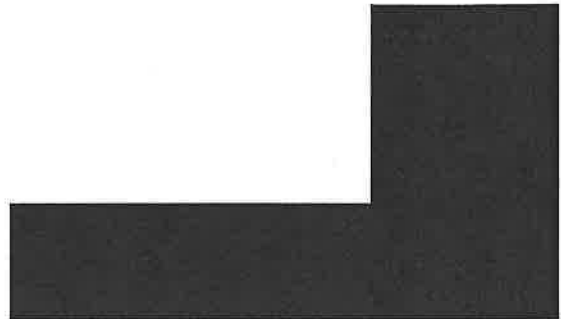
4.MD.C.5

Find the measure of angle b in the figure below.



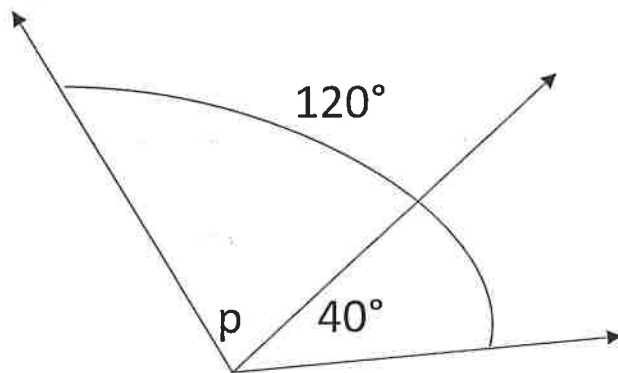
4.MD.C.5

An angle is formed when placing a book on a shelf, as shown below. What is the measure of the angle formed by the book and the shelf?



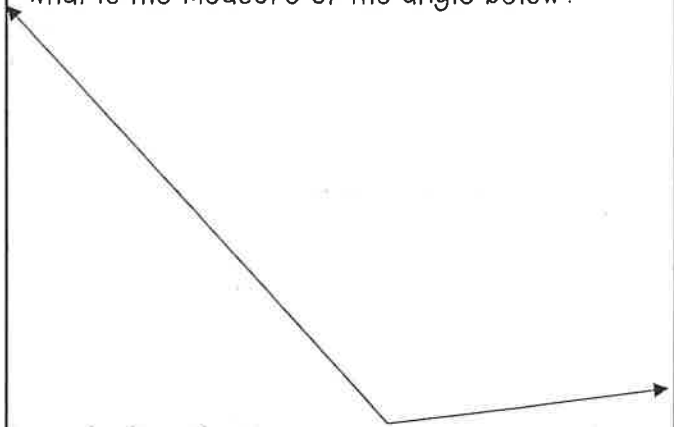
4.MD.C.6

What is the measure of p in the following diagram?



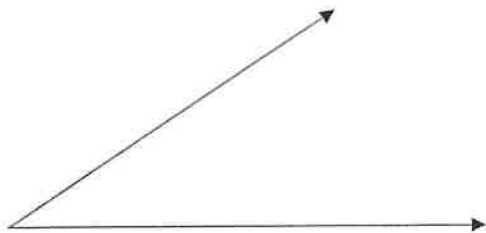
4.MD.C.6

What is the measure of the angle below?



4.MD.C.6

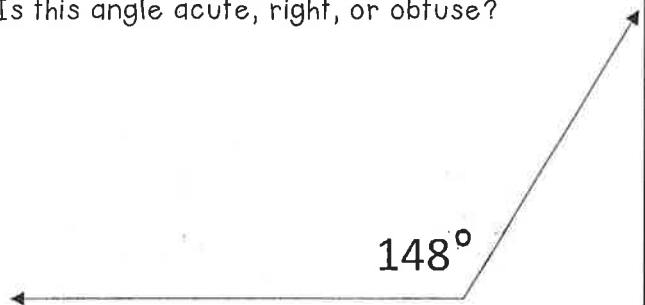
What angle is closest to the measure of the angle?



- a)  $140^\circ$
- b)  $90^\circ$
- c)  $40^\circ$
- d)  $15^\circ$

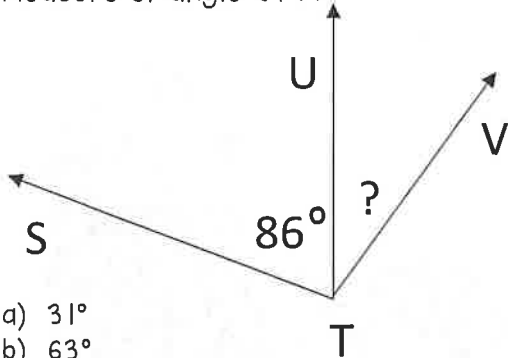
4.MD.C.6

Is this angle acute, right, or obtuse?



4.MD.C.7

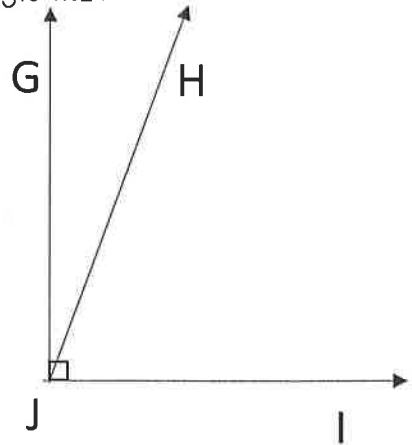
The measure of angle STV is  $117^\circ$ . What is the measure of angle UTV?



- a)  $31^\circ$
- b)  $63^\circ$
- c)  $157^\circ$
- d)  $203^\circ$

4.MD.C.7

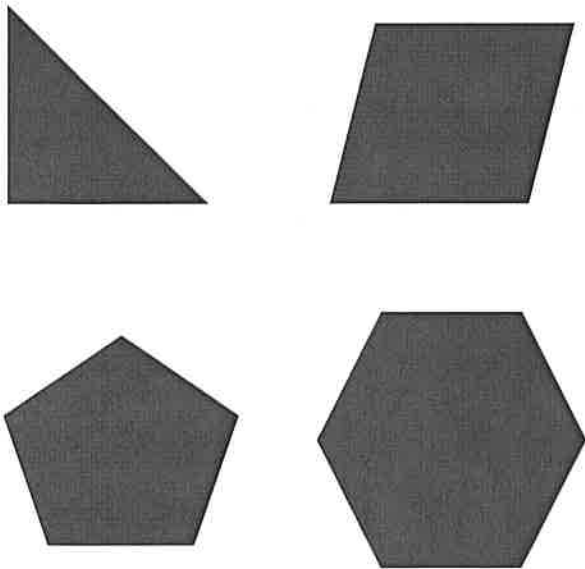
The measure of angle GJH is  $26^\circ$ . What is the measure of angle HJI?



- a)  $64^\circ$
- b)  $86^\circ$
- c)  $116^\circ$
- d)  $154^\circ$

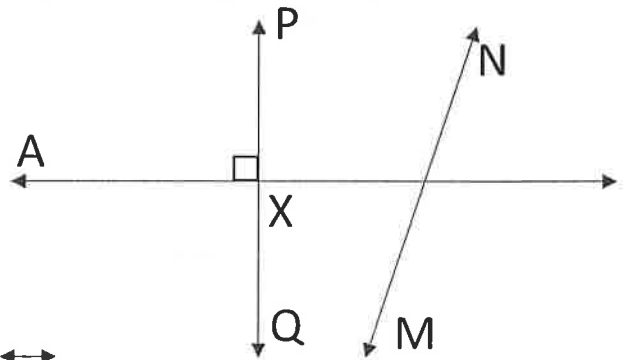
4.GA.1

Which figure appears to have one right angle?



4.GA.1

Fill in the blanks using ray, obtuse angle, right angle, acute angle, line segment, and line.



$\overleftrightarrow{MN}$  \_\_\_\_\_

$\overline{XZ}$  \_\_\_\_\_

$\overrightarrow{AB}$  \_\_\_\_\_

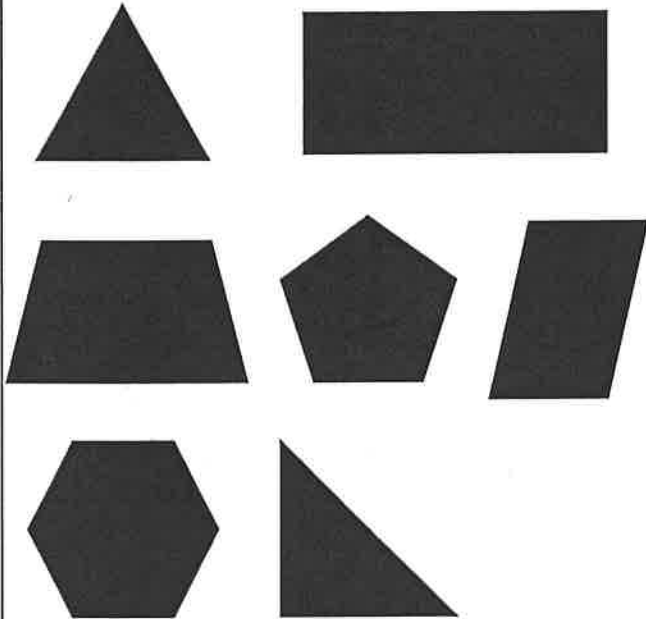
$\angle NZB$  \_\_\_\_\_

$\angle QXA$  \_\_\_\_\_

$\angle BZM$  \_\_\_\_\_

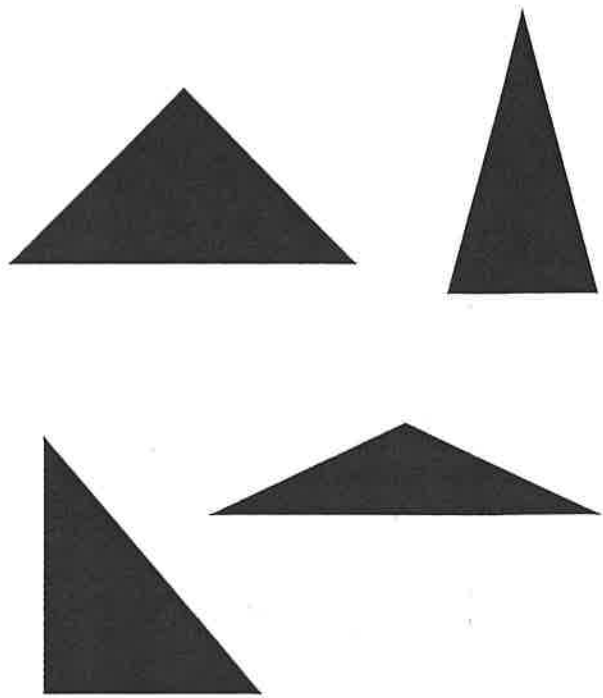
4.GA.2

Circle all the figures that appear to have at least one pair of parallel sides.



4.GA.2

Which figure appears to be a right triangle?



4.GA.2

John cut a shape out of construction paper. The shape had 2 acute angles and 2 obtuse angles. Which shape could John have made?

- a) Pentagon
- b) Scalene triangle
- c) Parallelogram
- d) decagon

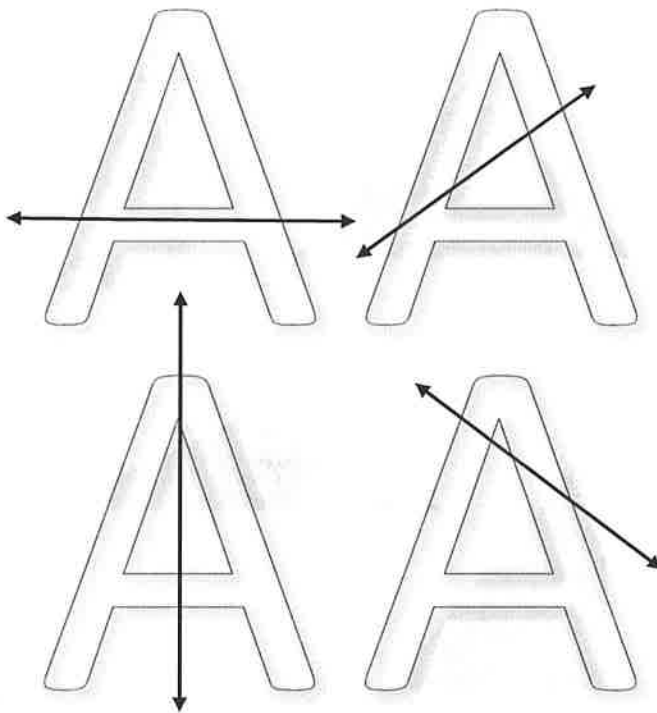
4.GA.2

What shape has two pairs of parallel sides, 4 congruent sides, and 4 right angles?

What shape has two pairs of adjacent congruent sides?

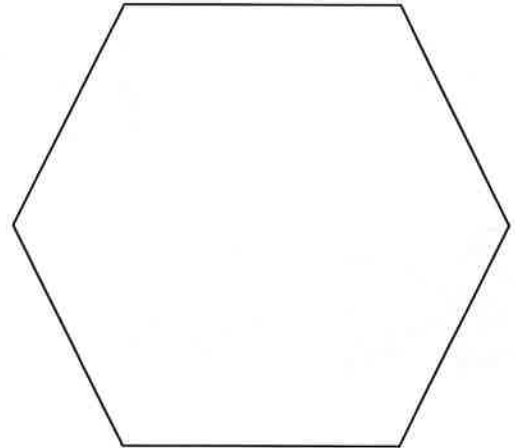
4.GA.3

Which shape shows a line of symmetry?



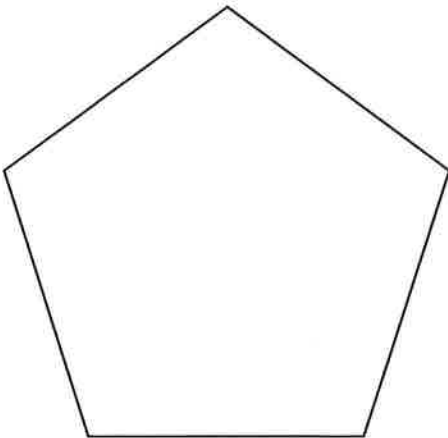
4.GA.3

How many lines of symmetry can be drawn for the picture below?



4.GA.3

How many lines of symmetry can be drawn for the picture below?



4.GA.3

How many lines of symmetry can be drawn for the picture below?

