

Getting Ready for Fifth Grade Summer Packet



Due: Wednesday, September 12, 2018

ELA

End-of-Year Assessment

Read “Make It Work” and answer the questions that follow.

Make It Work

1 “I like to do many different things,” Ruthie explained to Rita one day. “So what I do is plan four different ways that the day can go. That way, I’m ready for anything.” Rita and Ruthie were twin sisters, but their approach to planning their days was completely different.

2 Ruthie could not understand why Rita had the same routine every single day. When Rita got home from school, she first had a snack of an apple and peanut butter. Next, she changed out of her school clothes. After that she set her notebook and assignments on the dining room table. She finished each assignment in order by subject. When she was finished, only then would she go out to play or hang out with her friends. After that, Rita would have dinner with the family, help with the dishes, and read until bedtime. “That way,” Rita explained, “everything feels calm and orderly. That makes me feel like I can accomplish any task.”

3 Ruthie, on the other hand, preferred to put her social activities first. Her friend Micah might ask her to join a kickball game after school, and so if that happened, Ruthie would do that. After the game, Ruthie would come home—she would be too late for a snack—and have dinner with the family, help with the dishes, and then do her homework before bed.

4 That was Plan A. Plan B occurred if her friend Josie invited her to sing with her band. This was something Josie did in the evenings after dinner in her family’s garage. On band day, Ruthie did her homework after school. That is, Ruthie did homework after school only if Derek didn’t want to play computer games at his house. If she went to Derek’s, then it was Plan C, because Derek’s parents would always invite Ruthie to stay for dinner.

5 “And then there is Plan S,” Ruthie explained.

6 “What is Plan S?” Rita asked.

7 “S is for Surprise,” Ruthie said. Rita looked at her sister and laughed.

8 “I guess everyone is different,” Rita said. “We each get our homework done, eat right, and do our chores. So I guess no one can complain!”

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3 Part A: Which word below describes Rita's character?

- (A) curious
- (B) uninterested
- (C) organized
- (D) fearful

Part B: Which sentence from the story best supports the answer you selected in Part A?

- (A) "Next, she changed out of her school clothes." (Paragraph 2)
- (B) "She finished each assignment in order by subject." (Paragraph 2)
- (C) "Rita looked at her sister and laughed." (Paragraph 7)
- (D) "'I guess everyone is different,' Rita said." (Paragraph 8)

- 5 Part A:** What makes Ruthie’s daily routine different from Rita’s?
- (A)** Ruthie plans each day well ahead of time, and Rita changes each day.
 - (B)** Rita does homework at the same time each day, and Ruthie does not.
 - (C)** Ruthie sometimes helps with dishes, but Rita always does.
 - (D)** Rita is involved in four or five different activities, but Ruthie is involved in only two.

Part B: Which sentence from the story best supports the statement in Part A?

- (A)** “When she was finished, only then would she go out to play or hang out with her friends.” (Paragraph 2)
- (B)** “Her friend Micah might ask her to join a kickball game after school, and so if that happened, Ruthie would do that.” (Paragraph 3)
- (C)** “Plan B occurred if her friend Josie invited her to sing with her band.” (Paragraph 4)
- (D)** “That is, Ruthie did homework after school only if Derek didn’t want to play computer games at his house.” (Paragraph 4)

6 Instead of using the key himself, Weston brought it to the innkeeper. "You can take the room, for it's the last one I have," offered the innkeeper. Just then, the two peddlers came in, their shirts torn. They had been robbed in the woods! Hearing of the free room, they decided to take it. Weston was happy to sleep in the stable, and he ate his first cake for his meal.

7 That night a sheriff arrived at the inn looking for a stolen box of jewels. While searching the peddlers' room, the sheriff found the box, but it was empty. The peddlers knew nothing about the jewels. Just then the innkeeper remembered Weston sleeping in the stable. Weston told the sheriff of the man and the key. With that information, the sheriff freed the peddlers and set off to find the stranger. Weston realized that if he had taken that room, he might have been accused of the crime.

8 When Weston arrived home at long last, his wife and children hugged him in welcome. In addition, they had a surprise. They showed him a bag of money they had found on the road to town. After their years of poverty, here was a reward!

9 Weston thought about his master's third piece of advice and told his family, "We must be honest and try to find the owner." His family began to protest when there was a knock at the door.

10 An old woman stood before him and asked, "Young man, can you help me? I have lost my bag of money, all I have in the world!" Weston's wife agreed they must return the money. The old woman cried out in joy. From the bag the grateful woman removed a gold coin and pressed it into Weston's hand. "Thank you for your honesty. May you have prosperity!" Weston silently hoped that the woman was right, that the gold coin marked the beginning of the end of the family's poverty.

11 As the family sat down to their small meal, they talked about how to spend the reward. Weston then brought out the second cake for them to share. When he broke the cake in two, out of one side fell six pieces of silver, his wages! And out of the second half fell six pieces of gold. Weston realized that the disguise of the cake was to save him from getting robbed. By following his master's advice and instructions, Weston was rewarded with a safe return, money for his family, and the satisfaction that he, himself, was a man who kept his promise.

7 Part A: During the story, Weston has to make several choices. Which choice is most important to the plot of the story?

- (A)** He decides to leave his job to go home to his family.
- (B)** He trusts that his master will pay him at the end of the year.
- (C)** He accepts three pieces of advice as payment for his work.
- (D)** He sleeps in the stable at the inn instead of accepting a free room.

Part B: Which two pieces of text evidence support your answer in Part A?

- (A)** "Long ago, a poor farmer named Weston went off to another land in search of work." (Paragraph 1)
- (B)** "Weston agreed to trust the rich man, for what choice did he have?" (Paragraph 1)
- (C)** "However, I have something more valuable to offer you instead of your wages." (Paragraph 2)
- (D)** "I will not tell you yet what it is." (Paragraph 2)
- (E)** "The master then produced one silver coin to be used for Weston's journey home and handed Weston two cakes." (Paragraph 3)
- (F)** "Weston agreed to follow his master's advice and headed off, wondering if he had made the right choice." (Paragraph 3)

9 **Part A:** What hint does the author give that the stranger in the cloak may have something to hide?

- (A) The stranger speaks in a hurried whisper.
- (B) The stranger holds out the key.
- (C) The innkeeper has no more rooms.
- (D) The innkeeper offers the stranger's room to Weston.

Part B: Underline the detail from paragraph 7 that shows why this hint about the stranger is important to the story.

That night a sheriff arrived at the inn looking for a stolen box of jewels. While searching the peddlers' room, the sheriff found the box, but it was empty. The peddlers knew nothing about the jewels. Just then the innkeeper remembered Weston sleeping in the stable. Weston told the sheriff of the man and the key. With that information, the sheriff freed the peddlers and set off to find the stranger. Weston realized that if he had taken that room, he might have been accused of the crime.

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11 **Part A:** Which of the following states a theme of the story?

- (A)** Trusting strangers will lead to trouble.
- (B)** It is important to be honest.
- (C)** Hard work is always rewarded.
- (D)** Think carefully before you decide to take advice.

Part B: Which event from the story supports your answer in Part A?

- (A)** The stranger leaves an empty jewel box in his room at the inn.
- (B)** The innkeeper tells the sheriff where to find Weston.
- (C)** The family shows Weston a bag of money they found on the road.
- (D)** The old woman gives Weston's family a piece of gold.

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- 13** Use the statements below to summarize the story. Number the statements to show the order in which they occur. Select only those statements that accurately describe what happens in the story.

A The master's advice saves Weston from being robbed and from being accused of a crime as he travels home.

B Weston convinces his family to give a bag of money back to a woman who lost it.

C Weston chooses to trust his master and take a payment that is more valuable than his wages.

D Following the master's instructions leaves Weston with money for his family and teaches him the importance of keeping his word.

E The master offers to pay Weston six pieces of silver and six pieces of gold at the end of one year.

F Weston receives three pieces of advice and some instructions and agrees to follow them.

14 **Part A:** What does the word **priceless** mean as it is used in paragraph 6 of the article?

- (A)** low-priced
- (B)** half-finished
- (C)** extremely valuable
- (D)** extremely detailed

Part B: Which phrase from the article helps the reader understand the meaning of **priceless**?

- (A)** "... thousands of photos ..." (Paragraph 4)
- (B)** "... wanted to forget ..." (Paragraph 5)
- (C)** "... never recovered." (Paragraph 5)
- (D)** "... treasured record ..." (Paragraph 6)

16 Part A: What is a main idea of “Mathew Brady, Photographer”?

- (A)** Mathew Brady lost all his money after the Civil War.
- (B)** Mathew Brady learned about photography from Samuel Morse.
- (C)** Mathew Brady photographed John Tyler, a former president.
- (D)** Mathew Brady helped to show how destructive war can be.

Part B: Which two of the following provide details that support the main idea in Part A?

- (A)** “Before Brady, artists often portrayed war as noble and heroic.” (Paragraph 1)
- (B)** “As a teenager he learned about the new art form of photography from his teacher, the inventor and artist Samuel Morse.” (Paragraph 2)
- (C)** “Brady suffered from poor eyesight for much of his life, yet he had a gift for posing people in ways that brought out who they truly were.” (Paragraph 3)
- (D)** “Back then, photography required heavy, expensive equipment, and each photographer on Brady’s team needed a horse-drawn wagon.” (Paragraph 4)
- (E)** “The thousands of photos these men took—which Brady took credit for—fully captured the destruction of battle.” (Paragraph 4)
- (F)** “At the time, people wanted to forget the war.” (Paragraph 5)

18 **Part A:** Which of the following claims is supported by the most relevant and sufficient evidence within “Mathew Brady, Photographer”?

- (A)** Brady was a father of photojournalism, the use of photos to tell news stories.
- (B)** Brady’s poor eyesight ended up making him a more successful photographer.
- (C)** Brady believed that the Civil War was a mistake and should be ended quickly.
- (D)** Brady believed his greatest achievement was photographing Abraham Lincoln.

Part B: Which statement from the article is evidence that best supports your answer?

- (A)** “The Civil War photographs taken by Brady and his team showed the harsh truth.” (Paragraph 1)
- (B)** “On February 27 of that year, Brady took a photograph that changed people’s minds.” (Paragraph 3)
- (C)** “Brady spent a fortune funding the Civil War photographs.” (Paragraph 5)
- (D)** “Mathew Brady had pioneered the use of photos to document important events.” (Paragraph 6)

5 Carnivores and omnivores are often called secondary consumers since they follow the first consumers in a food chain, the herbivores. People usually eat from both plant and animal food groups. That means that most people are omnivores. However, vegetarians are herbivores since they mainly eat plant-based food.

6 Decomposers on a food chain have a vital responsibility during the last step in a food chain. There are numerous types of decomposers. Fungi, for example, may break down fallen tree branches while earthworms eat plant life that has died. Various insects, such as beetles and flies, are decomposers, and bacteria, microscopic organisms, also play an important role as decomposers.

7 Every ecosystem has its own food chains. The next time you walk through your own environment, keep your eyes open. Will you be able to identify the producers, consumers, and decomposers?

Answer these questions about "Food Chains."

19 Part A: What is a main idea of "Food Chains"?

- (A)** Plants don't get enough sunlight.
- (B)** Energy obtained from food is passed through organisms.
- (C)** All environments in our world must be protected.
- (D)** Living things on a food chain must be helped.

Part B: Which two of the following provide details that support the main idea in Part A?

- (A)** "The answer is simple once you think about it." (Paragraph 1)
- (B)** "Living things get energy from food." (Paragraph 1)
- (C)** "The energy in food is passed from one organism to another in a food chain." (Paragraph 1)
- (D)** "Anyone who has been camping knows that." (Paragraph 4)
- (E)** "Pack food away carefully if those two omnivores are around." (Paragraph 4)
- (F)** "The next time you walk through your own environment, keep your eyes open." (Paragraph 7)

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21 **Part A:** According to "Food Chains," what is the effect of decomposers returning nutrients to the soil?

- (A)** Sunlight starts most food chains.
- (B)** Carnivores can then eat decomposers.
- (C)** Many plants get nutrients they need.
- (D)** Then decomposers do not need energy from food.

Part B: Which detail from the article shows the cause that supports the answer in Part A?

- (A)** "... many plants need the nutrients to grow." (Paragraph 2)
- (B)** "... largest animal on the African continent!" (Paragraph 3)
- (C)** "... vegetarians are herbivores. . . ." (Paragraph 5)
- (D)** "... numerous types of decomposers." (Paragraph 6)

23 Part A: What is a main idea of “Journal Entry for May 15”?

- (A)** Algae won’t grow enough unless there is plenty of water.
- (B)** Healthy populations supply food for each other.
- (C)** Most birds will only eat fish.
- (D)** A café must have salads on its menu.

Part B: Which detail from the entry supports the main idea in Part A?

- (A)** “The woods’ strong, hearty populations provide energy-rich, nourishing food for each other.” (Paragraph 1)
- (B)** “Algae, a producer in the food chain, floated in the pond collecting sunlight and growing quickly.” (Paragraph 2)
- (C)** “The birds, such as the beautiful herons I saw, looked ready to catch some fish for their meals.” (Paragraph 2)
- (D)** “I ordered a salad and a sandwich—and wrote this journal entry!” (Paragraph 4)

Name: _____ Date: _____

Now answer these questions about "Food Chains" and "Journal Entry for May 15."

- 25** **Part A:** Compare and contrast the information about food chains found in the firsthand account "Journal Entry for May 15" with the information found in the secondhand account "Food Chains." Which statement describes the difference in focus of the texts?
- (A)** "Journal Entry for May 15" focuses on carnivores while "Food Chains" focuses on herbivores and omnivores.
 - (B)** "Journal Entry for May 15" includes some of the author's personal thoughts while "Food Chains" focuses on facts.
 - (C)** "Journal Entry for May 15" does not include any facts while "Food Chains" skips some important facts.
 - (D)** "Journal Entry for May 15" has a different opinion about consumers than "Food Chains."

Part B: Circle two phrases that best support your answer in Part A.

	Journal Entry for May 15	Food Chains
Paragraph 1	"... I hiked through the lovely woods. ..."	"Living things need energy. ..."
Paragraph 2	"... a producer in the food chain ..."	"... food chains start over. ..."
Paragraph 3	"... small mammals. ..."	"... largest animal ..."
Paragraph 4	"... most people are omnivores. ..."	"... raccoons will eat almost anything!"

Narrative Performance Task 1

Student Directions

Task:

Your class is learning about folktales. Your teacher has asked you to write an original folktale. Before you write your story, you will read two folktales from different cultures. You will also read an informational article that tells about the characteristics of folktales.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an original folktale.

In Part 2, you will write an original folktale using what you have learned from the two folktales and the informational article.

Directions for Part 1

You will now read two folktales and one article. You can look at any of the sources as often as you like.

Research Questions:

After looking at the folktales and the article, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about what you have learned about folktales, which should help you write your own folktale.

You may refer to the folktales and the article when you think it would be helpful. You may also look at your notes. Answer the questions in the space provided.

Source #2

The Wild Goose

a folktale from China

There were once two hunters in a field who saw a fat goose. The first hunter said, "That goose will taste delicious roasted with potatoes and apples." His mouth watered at the thought of it golden brown in the oven. Raising his bow and arrow, he aimed carefully at the bird flying above.

"Don't be ridiculous!" the other hunter shouted suddenly. "That would be a waste of such a fine bird. Why, everyone knows that it should be cut up and mixed in a stew. It would last longer that way and be able to feed more people."

The first hunter lowered his bow and arrow and argued with the other hunter for quite some time. Finally, they decided to go to their clan leader. "He will know what is best," said the first hunter.

And so the hunters took their disagreement to the leader, who settled the discussion by telling the men to roast half of the goose and to cook the other half in a stew. This pleased both hunters, for they each had gotten what they wanted. The only problem was that when they returned to the same hunting spot, the goose had long since flown away!

Research Questions

- 1 How are the “The Purse of One Hundred Coins” and “The Wild Goose” alike?
- (A) Both follow the same pattern of events that include a conflict and resolution.
 - (B) Both teach the same lesson about being honest to others.
 - (C) Both present customs and beliefs from the same culture.
 - (D) Both include some magical elements.

- 2 How do you know that the two stories you just read are folktales? Support your answer with details from the article and the folktales.

Directions for Part 2

You will now look at the two folktales and the informational article, take notes, and plan, draft, revise, and edit your original folktale. First read your assignment and the information about how your folktale will be scored. Then begin your work.

Your assignment:

The two stories you read are examples of typical folktales. Write your own folktale that is several paragraphs long and includes the characteristics of folktales that are discussed in the informational article and are shown in the stories you read. Make sure to include narrative elements such as dialogue, descriptions, characters, plot, setting, and a good ending. Develop your story completely.

REMEMBER: A well-written folktale:

- explains something about the world or teaches an important lesson
- relates to the beliefs and customs of a culture
- may include magic
- is well-organized and has a beginning, middle, and end
- uses transitions and a logical sequence of events
- uses details from the sources about folktales
- develops ideas fully
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

Math

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4th to 5th Grade Summer Practice

1. Add mentally.

$6 + 8 = \underline{\quad}$

$7 + 4 = \underline{\quad}$

$9 + 4 = \underline{\quad}$

$3 + 8 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$5 + 7 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$9 + 2 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$5 + 9 = \underline{\quad}$

$7 + 9 = \underline{\quad}$

$4 + 8 = \underline{\quad}$

 $40 + 50 = \underline{\quad}$

$40 + 60 = \underline{\quad}$

$70 + 40 = \underline{\quad}$

$60 + 60 = \underline{\quad}$

$90 + 90 = \underline{\quad}$

$80 + 70 = \underline{\quad}$

$70 + 60 = \underline{\quad}$

$90 + 20 = \underline{\quad}$

$90 + 30 = \underline{\quad}$

$80 + 60 = \underline{\quad}$

$70 + 90 = \underline{\quad}$

$50 + 70 = \underline{\quad}$

2. Subtract mentally.

$12 - 8 = \underline{\quad}$

$13 - 5 = \underline{\quad}$

$15 - 6 = \underline{\quad}$

$17 - 9 = \underline{\quad}$

$11 - 3 = \underline{\quad}$

$15 - 9 = \underline{\quad}$

$14 - 8 = \underline{\quad}$

$18 - 9 = \underline{\quad}$

$16 - 9 = \underline{\quad}$

$13 - 7 = \underline{\quad}$

$17 - 8 = \underline{\quad}$

$13 - 4 = \underline{\quad}$

 $180 - 90 = \underline{\quad}$

$130 - 50 = \underline{\quad}$

$170 - 90 = \underline{\quad}$

$150 - 80 = \underline{\quad}$

$140 - 50 = \underline{\quad}$

$140 - 70 = \underline{\quad}$

$120 - 80 = \underline{\quad}$

$120 - 70 = \underline{\quad}$

$110 - 20 = \underline{\quad}$

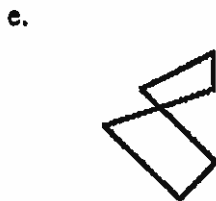
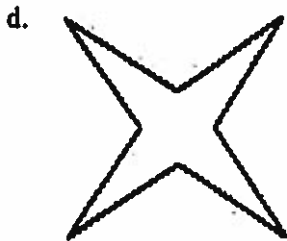
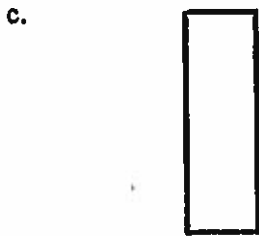
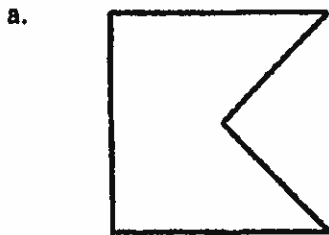
$140 - 60 = \underline{\quad}$

$120 - 90 = \underline{\quad}$

$110 - 80 = \underline{\quad}$

4th to 5th Grade Summer Practice

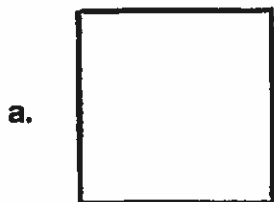
3. Identify the shapes that are NOT polygons.



4th to 5th Grade Summer Practice

4. There may be more than one correct name for the geometric figure.

Fill in the circle next to each correct name.



- quadrangle
- square
- polygon
- parallelogram



- polygon
- square
- rhombus
- rectangle

5. In the numeral 34,679 what does the 3 stand for? _____

- a. 30,000 b. 300 c. 30 d. 3,000

6. The value of the digit 9 in 623,895 is _____.

7. Write ninety million, sixty thousand, seven using digits.

- a. 90,060,070 b. 9,060,007 c. 90,600,007 d. 90,060,007

8. Write 9,041,238 in words.

- a. nine million, forty-one thousand, two hundred thirty-eight
- b. nine thousand, forty-one million, two hundred thirty-eight
- c. nine million, four thousand, two hundred thirty-eight
- d. nine million, forty-one thousand, eight hundred thirty-two

9. Write $>$, $<$, or $=$ to make the number sentence true.

2,700,000 _____ 27,000,000

10. Add mentally or with a paper-and-pencil algorithm.

$$\begin{array}{r} 1,827 \\ + 504 \\ \hline \end{array}$$

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4th to 5th Grade Summer Practice

11. Subtract mentally or with a paper-and-pencil algorithm.

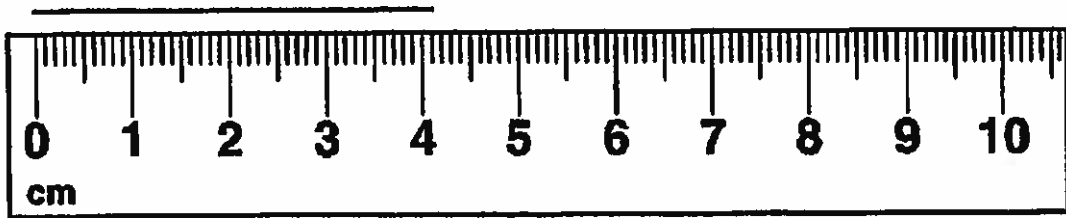
$$\begin{array}{r} 461 \\ - 187 \\ \hline \end{array}$$

12. Make a ballpark estimate. Write a number model to show your strategy.

$$8,692 - 2,769$$

$$\underline{\quad\quad\quad} - \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

13. Mohammad asked Rachele to measure the line segment to the nearest $\frac{1}{2}$ centimeter. Which measure is the best? _____



- a. $4\frac{1}{2}$ cm b. 3 cm c. 4 cm d. $3\frac{1}{2}$ cm

Name: _____ Class: _____ Date: _____

4th to 5th Grade Summer Practice

17. Which numbers are multiples of 4?

- a. 23
- b. 57
- c. 16
- d. 28
- e. 24
- f. 35

18. Is 74 a prime or composite number? _____

19. Complete the "What's My Rule?" table and state the rule.

Rule: _____

in	out
3	21
5	35
9	
	56
7	
	42

20. Fill in the missing numbers and state the rule.

5, _____, _____, 14, _____, 20

Rule: _____

Name: _____ Class: _____ Date: _____

4th to 5th Grade Summer Practice

27. Write an equivalent fraction, decimal, or whole number.

Decimal	Fraction
	$\frac{37}{100}$
0.8	
0.5	
	$\frac{0}{9}$

28. Write $>$, $<$, or $=$ to make the number sentence true.

0.97 _____ 0.98

29. Put these numbers in order from smallest to largest.

7.96, 0.97, 0.96, 6.97, 9.67

_____ (smallest)

_____ (largest)

Name: _____ Class: _____ Date: _____

4th to 5th Grade Summer Practice

30. Mrs. Carmona had \$97.16 in her savings account. She deposited \$32.50. A week later, she deposited \$36.25. What is the new balance in her savings account?

\$ _____

Write what you did to find the answer.

31. Write eight million, seventy thousand, three using digits.

- a. 8,070,030 b. 8,070,003 c. 80,070,003 d. 8,007,003

Name: _____ Class: _____ Date: _____

4th to 5th Grade Summer Practice

32. Write 1,007,263 in words.

- a. one million, seven thousand, three hundred sixty-two
- b. one thousand, seven million, two hundred sixty-three
- c. one million, seven thousand, two hundred sixty-three
- d. one million, seventy thousand, two hundred sixty-three

33. Round to the nearest hundred thousand.

431,946 _____

34. Round to the nearest ten.

657,175 _____

35. Multiply. Use a paper-and-pencil algorithm.

_____ = $359 * 7$

4th to 5th Grade Summer Practice

36. Complete the "What's My Rule?" table and state the rule.

Rule: _____

in	out
5	450
30	
80	7,200
	3,600
900	

37. Dinner at a famous restaurant costs \$42. Dinner at the local diner costs \$7.
How many times as much does it cost to eat at the famous restaurant as it does to eat at the local diner?

_____ times as much

38. Circle the number closest to the sum. Write a number model for the estimate.

$312 + 956 + 618$ 1,100 1,500 1,900 2,300

Number model: _____

39. Make a ballpark estimate. Write a number model to show your strategy.

$8,692 - 2,769$
_____ - _____ = _____

40. There are 67 crackers in a box. Deon and his six brothers decide to share them equally. How many whole crackers will each boy get?

Number model: _____

Answer: _____ crackers

Name: _____ Class: _____ Date: _____

4th to 5th Grade Summer Practice

41. Tyree baked 66 muffins for a school breakfast. He put the muffins on plates. Each plate holds 8 muffins. How many plates were needed to hold all of the muffins?

Number model: _____

Answer: _____ plates

42. Next month a large group of students, teachers, and parents are going on a field trip to a museum. The group includes 163 adults and 656 students. Each bus holds 50 people. How many buses are needed for the trip?

Write a number model. Use b to represent the number of buses needed for the trip.

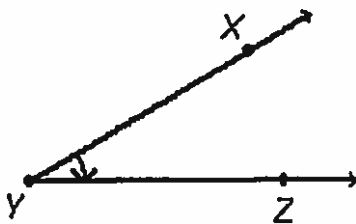
Number model: _____

How many buses are needed? _____

Explain: _____

43. Determine whether $\angle XYZ$ is acute, right, or obtuse. _____

Find the measure of $\angle XYZ$: _____ $^\circ$



Name: _____ Class: _____ Date: _____

4th to 5th Grade Summer Practice

44. $\angle ABC$ is _____ (acute or obtuse).



Measure of $\angle ABC =$ _____ $^\circ$.

45. Divide. Use a paper-and-pencil algorithm.

$$7 \overline{)519} = \underline{\hspace{2cm}}$$

- a. 74 R3 b. 74 c. 74 R1 d. 75

46. For each fraction, write two equivalent fractions.

a. $\frac{1}{5}$

b. $\frac{1}{8}$

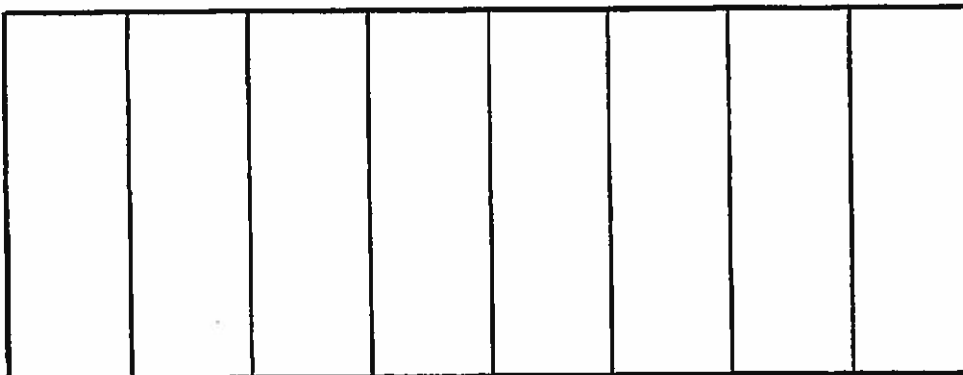
c. $\frac{2}{4}$

d. In part c, could the numerator of an equivalent fraction be less than 2? Explain your reasoning.

Name: _____ Class: _____ Date: _____

4th to 5th Grade Summer Practice

51. Matt painted $\frac{1}{8}$ of a wall on Friday. On Saturday, he painted another $\frac{5}{8}$ of the wall. How much of the wall did he paint?



_____ of the wall

52. Patricia bought $\frac{7}{9}$ pound of grapes. Then she ate $\frac{2}{9}$ pound of them. How many pounds of grapes does she have now?

_____ pound of grapes

53. Jamal had 30 quarters. He spent $\frac{1}{5}$ of them on used books.

How many quarters did he spend? _____ quarters

54. Mackenzie has 32 campaign buttons. She gives $\frac{1}{4}$ of them to Travis and $\frac{3}{4}$ to Jack.

a. How many campaign buttons does Travis get? _____ campaign buttons

b. How many campaign buttons does Jack get? _____ campaign buttons

c. How many campaign buttons does Mackenzie keep? _____ campaign buttons

Name: _____ Class: _____ Date: _____

4th to 5th Grade Summer Practice

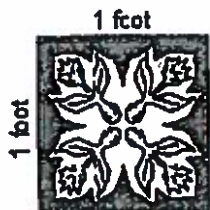
55. Complete. Measure with a centimeter ruler.



base = _____ cm perimeter = _____ cm

height = _____ cm Area = _____ cm²

56. Mrs. Gomez wants to tile her kitchen floor. The room is 11 feet wide and 15 feet long. How many 1-square-foot tiles does she need to cover the floor?



_____ tiles

57. Find the area of the rectangle.



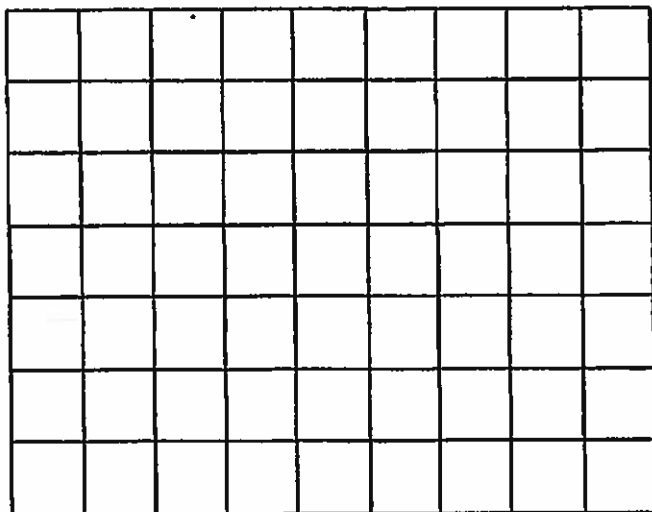
Area = _____

- a. 18 in² b. 11 in² c. 11 in. d. 22 in.

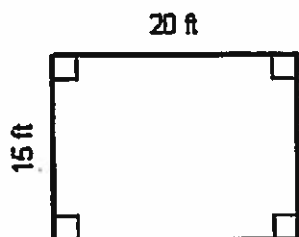
Name: _____ Class: _____ Date: _____

4th to 5th Grade Summer Practice

58. Draw a rectangle with an area of 36 square centimeters.



59. Find the area and perimeter of the polygon. Write number models to show what you did to get the answers. Include the correct units.



Area = _____

Number Model: _____

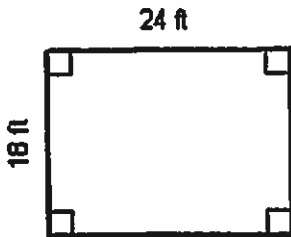
Perimeter = _____

Number Model: _____

Name: _____ Class: _____ Date: _____

4th to 5th Grade Summer Practice

60. Find the area and perimeter of the polygon. Write number models to show what you did to get the answers. Include the correct units.



Area = _____

Number Model: _____

Perimeter = _____

Number Model: _____

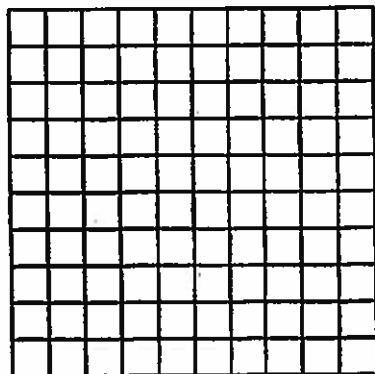
61. Fill in the table of equivalent fractions, decimals, and percents.

Fraction	Decimal	Percent
$\frac{7}{10}$		
$\frac{1}{2}$		
		25%
$\frac{3}{4}$		
	0.4	
$\frac{2}{2}$		

Name: _____ Class: _____ Date: _____

4th to 5th Grade Summer Practice

62. Shade 40% of the grid below.

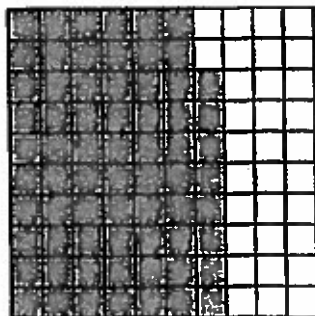


a. What fraction of the grid did you shade? _____

b. Write this fraction as a decimal. _____

c. What percent of the grid is NOT shaded? _____

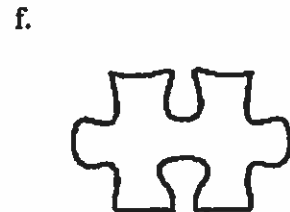
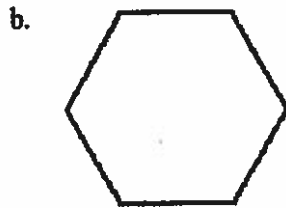
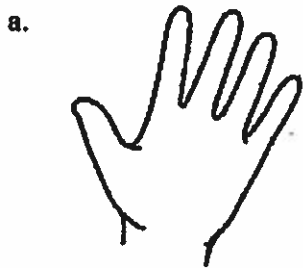
63. Name the shaded area as a decimal.



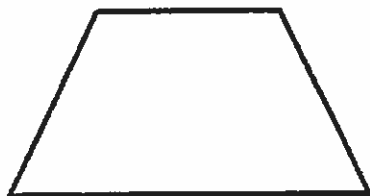
decimal: _____

4th to 5th Grade Summer Practice

64. Which drawings have a line of symmetry?



65. Use a straightedge to draw all lines of symmetry.



The figure has _____ line(s) of symmetry.

66. Something that weighs $\frac{7}{8}$ pound weighs _____ ounces.

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4th to 5th Grade Summer Practice

67. Tickets to the school play cost \$3 for students and \$5 for adults. Ali needs to buy 6 student tickets and 7 adult tickets for his family.

How much money does he need?

Write a number model. Use m to represent the money Ali needs.

Number model: _____

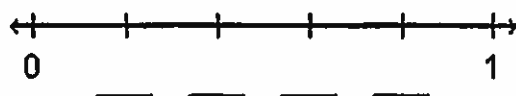
How much money does Ali need? \$ _____

68. Jocelyn talked on the phone an average of 38 minutes per week for 1 whole year. About how many minutes did Jocelyn spend on the phone in 1 year?

_____ minutes

- a. 4,000
- b. 360
- c. 400
- d. 2,000

69. Fill in the missing fractions on the number line.



70. Stephanie read $\frac{1}{2}$ of a 248 page book. Scott read $\frac{1}{2}$ of a 116 page book. Did they read the same number of pages? Explain why or why not.
