

5th Grade
February Vacation Packet
Icahn Charter School 5



Due: Monday, February 25th, 2019

Name: _____

SESSION 1

This session contains 30 multiple-choice questions. Fill in the circle for your answer to each multiple-choice question.

You may **not** use a calculator during this session.

You must show ALL work. You will make up the assignment for any work not shown.

- 5 In which of the following numbers is the value of the 5 digit 10 times its value in the number 4,597?
- (A) 35,724
 - (B) 8,852
 - (C) 6,415
 - (D) 2,581

- 6 A toy store received a shipment of stuffed animals. The store displayed $\frac{2}{5}$ of the stuffed animals at the back of the store. A display with $\frac{3}{8}$ of the animals was at the front of the store. The rest of the stuffed animals were stored in a storage area. What fraction of the stuffed animals was stored in the storage area?

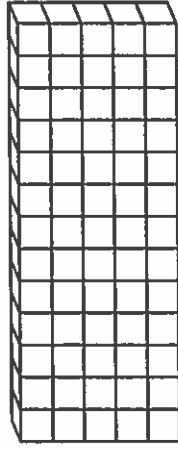
- (A) $\frac{5}{13}$
- (B) $\frac{8}{13}$
- (C) $\frac{9}{40}$
- (D) $\frac{31}{40}$

- 7 Kathy wants to add $\frac{9}{4} + \frac{2}{8}$. Which of the following shows Kathy's first step?

- (A) $\frac{(9-2)}{(4-2)} + \frac{2}{8}$
- (B) $\frac{(9+4)}{(4+4)} + \frac{2}{8}$
- (C) $\frac{(9 \times 2)}{(4 \times 2)} + \frac{2}{8}$
- (D) $\frac{(9 \times 2)}{(9 \times 8)} + \frac{2}{8}$

10

Elsie filled a box with cubes. Each cube has a side equal to 1 unit.



Bailey's box is 12 times the size of Elsie's. What is the volume, in cubic units, of Bailey's box?

- (A) 166 cubic units
- (B) 185 cubic units
- (C) 770 cubic units
- (D) 780 cubic units

11

The rectangle below is made from 8 squares.



The area of one square is $\frac{1}{16}$ square inch. How can the area of the whole rectangle be represented?

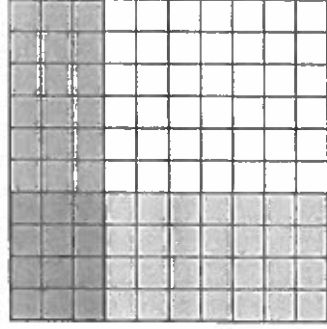
- (A) $8 \times \frac{16}{1} = 128$ square inches
- (B) $8 \times \frac{1}{16} = \frac{128}{16}$ square inches
- (C) $8 \times \frac{1}{16} = \frac{8}{16}$ square inch
- (D) $8 \times \frac{16}{1} = \frac{24}{8}$ square inches

- 15** What is the value of the expression shown below?

$$\frac{1}{4} \times (28 + 8)$$

- (A) 9
- (B) 15
- (C) 30
- (D) 144

- 16** The grid below shows 0.4×0.3 .



How do you find the product of 0.4×0.3 ?

- (A) Count the squares shaded twice to represent 1.2.
- (B) Count all the shaded squares to represent 0.7.
- (C) Count the squares shaded once to represent 0.10.
- (D) Count the squares shaded twice to represent 0.12.

- 17** Jocelyn multiplied $450 \times \frac{3}{2}$. Which statement is true about the product?

- (A) It is less than $\frac{3}{2}$.
- (B) It is less than 450.
- (C) It is greater than 450.
- (D) It is equal to $450 \times \frac{2}{3}$.

- 18** Miguel has a figure filled with 890 cubes without any gaps or overlaps. Each cube has side lengths of 1 unit. Which statement must be true about Miguel's figure?

- (A) It has a volume of 890 cubic units.
- (B) It has an area of 890 square units.
- (C) It has a length of 890 units.
- (D) It has a width of 890 units.

- 19** Which equation is true?

- (A) $3 \times (5 + 1) = 3 + (5 \times 1)$
- (B) $5 \times (2 + 8) = 10 + 8$
- (C) $8 \times (2 + 9) = (8 \times 2) + (8 \times 9)$
- (D) $4 + (2 + 9) = (4 + 2) + (4 + 9)$

23

Polygons are plane figures with three or more sides. A hexagon is a polygon. Which statement must be true?

- (A) All polygons are hexagons.
- (B) All polygons have four sides.
- (C) A plane figure must be a polygon with three or more sides.
- (D) A hexagon must be a plane figure with three or more sides.

24

Nagataka said that 0.03 meter < 5 centimeters. Which statement can prove that Nagataka is correct?

- (A) 0.03 meter = 0.3 centimeter, and $0.3 > 5$
- (B) 5 meters = 0.5 centimeter, and $0.03 < 0.5$
- (C) 5 centimeters = 0.05 meter, and $0.03 < 0.05$
- (D) 0.03 meter = 30 centimeters, and $30 > 5$

25

Raul gave $\frac{1}{3}$ of a package of crackers to a friend. He gave $\frac{3}{6}$ of the same package to another friend. Which equation should Raul use to find the total fraction of crackers he gave to his friends?

- (A) $\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$
- (B) $\frac{1}{3} + \frac{3}{6} = \frac{4}{9}$
- (C) $\frac{1}{6} + \frac{3}{6} = \frac{4}{6}$
- (D) $\frac{1}{3} + \frac{3}{6} = \frac{3}{9}$

26

Ellen found the product of 47 and 23 as shown below.

$$\begin{array}{r} 47 \\ \times 23 \\ \hline 141 \\ \square 40 \\ \hline \end{array}$$

What is the value of the digit that goes in the box?

- (A) 8 tens
- (B) 9 tens
- (C) 8 hundreds
- (D) 9 hundreds

Write your answers for questions 51 and 52 in the spaces provided below. The questions have more than one part. Show all the work you do to find your answers. Even if you cannot answer all parts, answer as many as you can. You may still get points for answering part of a question. Be sure to write clearly. You may review your work in this session, but do not work on any other session.

51. Craig has a yellow jug, a red jug, and a blue jug. The blue jug holds $\frac{2}{3}$ of a gallon.

A. Maritza has a blue jug that holds $\frac{6}{9}$ of a gallon. Craig says that his blue jug holds the same amount as Maritza's blue jug. He uses the equation below to support his statement.

$$\frac{2}{3} \times \frac{3}{3} = \frac{6}{9}$$

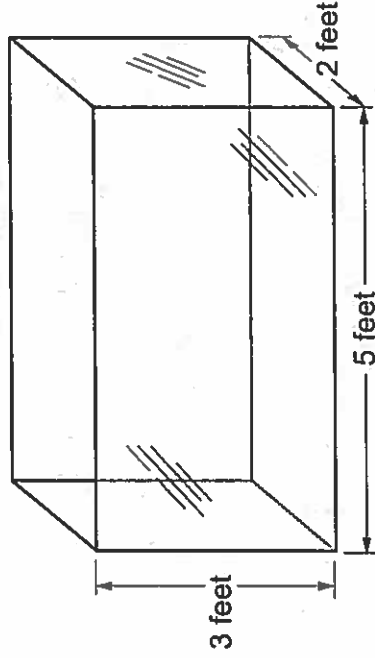
Explain why Craig's equation supports his statement.

B. To find how much the yellow jug holds, Craig multiplies the amount his blue jug holds by a number greater than 1 but less than 2. To find how much the red jug holds, Craig multiplies the amount his blue jug holds by a number greater than 0 but less than 1. Write the colors of the jugs in order from **least to greatest** on the lines below based on how many gallons they each hold.

Explain or show how you determined the sizes of the red and yellow jug in comparison to the blue jug.

52. Kelsey has a fish tank in the shape of a rectangular prism. A diagram of her fish tank is shown below.

Kelsey's Fish Tank

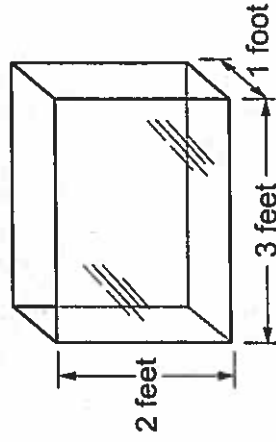


- A. What is the volume, in cubic feet, of Kelsey's fish tank?

_____ cubic feet

- B. Martin has two fish tanks, each in the shape of a rectangular prism. The total volume of his two fish tanks is equal to the volume of Kelsey's fish tank. The first of Martin's fish tanks has a length of 3 feet, a width of 1 foot, and a height of 2 feet, as shown in the diagram below.

Martin's First Fish Tank



- List two unique sets of dimensions that could represent the dimensions of Martin's second fish tank.

C. Pia also has a fish tank. The volume of her tank is greater than that of Martin's second fish tank but less than that of Kelsey's fish tank. The area of the bottom of Pia's fish tank is 7 square feet. What is one possible height, in feet, of Pia's fish tank?

_____ feet



Session 2-Reading and Writing

Directions

In this part of the test, you are going to read *Letters from a Camp, Excerpt from the Home from the President and Excerpt from Your Question For Author Here*. You will write about what you have read and may look back at the stories as often as you like. Remember to use the elements of RATE.

Letters from Camp

Letter 1:

Dear Isabelle,

- 1 How is the first week of summer camp going? Mom and Dad always wrote letters to me when I was away at camp, so I figured you might enjoy getting some mail too. I'm not going to lie—the house is a lot quieter without you running around all the time. Even so, I still miss having my little sister here.
- 2 Are you settling in all right? I was a little concerned when we dropped you off last Saturday. You looked really disappointed when Mom and Dad said it was time for us to go. I hope you're not feeling homesick. I want you to enjoy every single minute of camp and make a bunch of new friends.
- 3 Everyone here is doing all right. Mom started taking an accounting course at the local college this week, and Dad has spent every free moment fishing down on the reservoir. I think I might join him on a short fishing expedition this weekend if I can fit it into my schedule.
- 4 Write back soon to let us know how you're doing!

Kathleen

Letter 2:

Dear Kathleen,

- 5 Thanks so much for sending me a letter. It really helped brighten my day! Camp is just not what I expected so far. We spent the first day getting organized and learning where all the different buildings are. They also gave us time to settle into our bunks and get to know our new roommates. The girls in my bunk—Samantha, Aurora, and Jade—seem nice, and we're all on the same team.
- 6 Yesterday, we spent most of the day learning the basics of softball. I know this is important, but we haven't even been on the fields yet! I'm anxious to start playing already. I really want to improve my pitching skills in time for softball tryouts next year. I've made it my mission to become the league's youngest starting pitcher. However, I don't know how I'll accomplish this goal if we never play a single game!
- 7 I miss everyone a lot. I am doing okay, but I still feel a little nervous. This is the first time I've been away from home by myself. Everyone is really nice and supportive, so I think it will be all right. But I do wish that you were at camp with me. I think that we would have had a lot of fun together.
- 8 Tell Mom and Dad that I said hello!

Isabelle

Why is the second letter important to the story? How does it add to the reader's understanding? Use details from the story to support your answer.

Write your answer in complete sentences.

This story is told in a series of letters written by two sisters. How would this story be different if it were told in the third person? Use details from the story to support your answer.

In your response, be sure to do the following:

- tell how the third-person point of view would change the story
- use details from the story to support your answer

Write your answer in complete sentences.

Directions

Read this article. Then answer questions 43 and 44.

Excerpt from *A Home for the President*

by Patricia West

- 1 The White House has stood as an important symbol of the U.S. presidency for over two centuries. It has seen a wide range of occupants and visitors from all over the world. In spite of its endurance, the home of the U.S. presidency has changed a lot. It was not the home of every U.S. President. It was not always called the "White House." In fact, it was not always white.
- 2 **George Washington Plans a Presidential Home**

When George Washington became the first President of the United States, the nation did not yet have a capital city. The government's headquarters at that time was in New York City and later moved temporarily to Philadelphia, Pennsylvania. Several of the thirteen original states wanted the honor of hosting the capital. A compromise was worked out between the Southern states and the Northern states. In exchange for Thomas Jefferson's support of a bill Alexander Hamilton favored, Hamilton agreed to urge his fellow Northerners in Congress to vote to put the capital in the South.
- 3 President Washington was asked to name the exact location of the new capital. He chose a 10-square-mile spot on the Potomac River. This spot had been the home of several Native American tribes. By 1791, European settlers were living there.
- 4 The first plan for the President's House was for a huge, grayish stone building, much like a European palace. The building was designed by the distinguished Frenchman, Pierre L'Enfant. Washington rejected his plan and announced a competition calling for a new architect. James Hoban, of South Carolina, won the contest and laid the cornerstone of the President's House in 1792.
- 5 To this day, Americans should feel indebted to George Washington. He supervised every detail of the building, which was just one-fifth the size called for in the original plan. Unfortunately, Washington was the only U.S. President who never got to live in the beautiful building.
- 6 It took eight years to build the President's House. No one could guarantee that Congress would provide enough money for construction. It was hard to bring building materials to the swampy area. Mosquitoes buzzing everywhere in the steamy summer heat made the workers' lives miserable.
- 7 By 1800, the President's House was barely finished. Only six rooms were completed. Even in these rooms, the plaster walls were still damp.

A New Home in “Wilderness City”

- 8 It would be misleading to say that Washington, D.C., was a grand city at the start of the nineteenth century. When President John Adams and First Lady Abigail Adams moved into their new home, Washington, D.C., was quite a mess. The unpaved streets became a sea of mud whenever it rained. Potholes and tree stumps made travel by horse and carriage dangerous. Pigs roamed the streets eating the garbage dumped there. Conditions were so rough and dirty that some people called the capital “wilderness city.” Abigail Adams had to hang laundry inside the house to dry because it would have gotten dirty all over again on an outside clothesline.
- 9 In spite of the hardships, the Adamses appreciated their home. Calling the house “the President’s Palace,” President Adams wrote to a friend, “May none but honest and wise Men ever rule under this roof.” His wife commented that “this House is built for ages to come.”
- 10 A new President moved into the house in 1801. President Thomas Jefferson said that the big stone house was large enough for “two emperors, one Pope, and the Grand Lama.” Since he didn’t think that Presidents should live in a palace, he called his new home simply “the President’s House.” Jefferson had good taste, and he furnished the house beautifully. He also had three large rooms on the main floor (the Blue Room, the Red Room, and the Green Room) painted in the colors that are still used today.
- 11 With all that space at his disposal, Jefferson loved to entertain at home. His guests included foreign heads of state, Native Americans, and ordinary citizens.
- ### Disaster in the President’s House
- 12 The next President, James Madison, was away in 1814 when he received word that the British were marching on Washington during the War of 1812.¹ First Lady Dolley Madison hurriedly packed up important state papers and sent them away. At the last minute, when British troops were storming the capital, she saved a large portrait of George Washington by ripping it from its frame. Then she fled in disguise.
- 13 British soldiers feasted on the food they found on the banquet table. They set the President’s House on fire, along with all the other government buildings in the city. Only a torrential rainstorm saved the house from total destruction. By the next day, all that remained standing were four soot-blackened exterior walls. The architect, James Hoban, was asked to use his original plans to rebuild the President’s House. While the Madisons lived elsewhere, the famous house was rebuilt.

¹ War of 1812: a war between the United States and Great Britain lasting from 1812 to 1815

43

How do paragraphs 2 and 3 contribute to the development of "Excerpt from *A Home for the President*"? Use two details from the article to support your response.

44

How did the home of the President change from 1800 through 1814? Use two details from the article to support your response.

GO ON

Directions

Read this story. Then answer question 45.

Joe Jones has been assigned to write a Friendly Letter to an author, seeking answers to four questions. When the author's response is not helpful, he has to write to the author again.

Excerpt from Your Question for Author Here

by Kate DiCamillo and Jon Scieszka

- 1 Dear Maureen O'Toople,
- 2 What the heck kind of author letter was that? I am supposed to ask the questions. You are supposed to send back the author answers. That's how the assignment goes. That is all you have to do.
- 3 There's nothing in the assignment about writing a Perfunctory¹ Letter. But maybe I can get some extra credit because I did that, too.
- 4 So here are the questions, right off the board, just how Mrs. Bund wrote them.
 - 5 1. Why do you write books?
 - 6 2. Where do you get your ideas?
 - 7 3. What got you started writing?
 - 8 4. Your question for author here.
- 5 Please send some good author answers or Mrs. Bund will give me another C- and then my mom will freak out again and say I'm not applying myself and my dad will ground me and I will miss my baseball team playoffs and have to do whatever they say for the next week.
- 6 I'm not kidding,
- 7 Joe Jones
- 8 *Dear Joe Jones,*
- 9 *No one gets credit for writing Perfunctory Letters. They are an insult to the human spirit. What we humans crave is connection. Perfunctory Letters work counter to that.*
- 10 *But I digress; I digress!*

¹ perfunctory: lacking in interest or enthusiasm

- 12 *You have posed some questions. And you want some answers, answers that will result in you receiving a grade higher than a C—. I don't know if I can help you, Joe, because I don't feel like answering questions. The older you get, the more questions you get asked, and the more weary you become of answering the questions and the more elusive the answers—any answer, every answer—seem.*
- 13 *What I would like to do is ask a question. I would like to ask you a question. So, let's make a deal, Joe. I'll ask you a question and you answer it. And then, if I feel like it, I'll answer one of your questions. How does that sound?*
- 14 *Here's my first question for you: Are you afraid of thunderstorms?*
- 15 *Yours cordially and only somewhat perfunctorily and more than a little curiously,*
- 16 *Maureen O'Toople*
- 17 *P.S. I'm no fool, Joe. I'm betting good money that you haven't read one single book I've written. Prove me wrong.*
- 18 *Maureen O'Toople,*
- 19 *Aw, come on. It's bad enough I have to do this lame assignment. Now I have to write extra? I thought authors were supposed to like getting letters from their kid fans.*
- 20 *But if I don't get these answers, I am hosed. That's what my dad says. Hosed. I don't know what that really means. Like, what does a hose have to do with anything? But I do know it means no TV, no computer time, no baseball, no comics, no music, no phone, no hanging out with my friend James. Basically it means nothing that is really the good part of living.*
- 21 *Why would they do that to me? Do people just get meaner when they get older?*
- 22 *Okay, here's my answer. I am kind of afraid of thunderstorms. Not the rain part. That sounds great on the roof. It's the part between the flash of lightning and the BAM of thunder. It's waiting for the BAM that weirds me out. You just don't know when it's going to happen.*
- 23 *So please send me some author answers. As soon as you can.*
- 24 *Really,*
- 25 *Joe Jones*
- 26 *P.S. I didn't get a chance to read any of your books yet. I actually picked you mostly to annoy Jennifer, because she is all crazy about your books and always talking about the horses or the princesses or whatever is in them. I usually only read history books that really tell you something. And books that are funny.*
- 27 *Dear Joe,*
- 28 *Thank you for answering my question. I, too, like the sound of the rain on the roof. I also like the lightning. It's like some great cosmic flashlight. It makes me think that someone is searching for me. And I don't mind the BAM of thunder because that makes me think that, perhaps, I have been found. That's the way a good book makes me feel, as if I have been found, understood, seen.*
- 29 *Oh, I'm sneaky, Joe. Right there, in the first paragraph, I have answered your first question. And you know what that means: Now I get to ask you another question. Are you ready?*

- 30 What's in your sock drawer besides socks?
- 31 That's the question. Answer it and I'll answer another question of yours. *Quid pro quo.*
- 32 Amusing myself
- 33 and delighted to be a part of your "lame assignment"
- 34 I remain,
- 35 Maureen
- 36 P.S. "Whatever is in them" is a truly alarming phrase to use in reference to my books. But, as an interesting aside, I am happy to inform you that none of my books (not one) features princesses or horses. Toads, tidal waves, arachnid revolutions, yes. Princesses, no. Horses, no. Do your research, Joe.
- 37 P.P.S. Yes. People do get meaner as they get older.

Planning Page

You may PLAN your writing for question 45 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 15 and 16.



What is a theme of the "Excerpt from *Your Question For Author Here*"? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to

- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

Handwriting practice lines consisting of 20 horizontal lines.

STOP