

## Summer Math & Literacy Practice – Getting Ready for Grade 5

Dear Parents,

Thank you for your trust in us as we worked with your children this year! Your collaboration with your child's teacher is among the biggest factors in their success. As we look ahead to the summer break, we want to continue our partnership and ensure all students will find time to enjoy some pleasurable reading, writing, and math activities during the break.

Research has shown that over the summer months students may regress in their academic skills by one month or more. Each year, considerable instructional time is spent reviewing skills and knowledge lost over the summer months. While research into the summer learning effect is on-going, there is little doubt as to the importance of reading and practicing Math and Literacy skills over the summer holiday. For this reason, we have created calendars with fun Math and Literacy activities for your child to complete over the summer months.

These summer activities will enable your child to review concepts and reinforce skills learned during the past school year. The work they do over the summer will be turned in to your child's teacher and reviewed in class during Group Share and Evaluation time at the start of the school year.

### **In Grade 4, instructional time in math focused on three critical areas:**

1. Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends
2. Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers
3. Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

### **In Grade 4, instructional time in Literacy focused on:**

1. Developing strategies to support independent reading comprehension, fluency, and accuracy
2. Engaging in the writing process
3. Strengthening and widening vocabulary and word knowledge

Just a few minutes each day spent thinking and talking math and practicing literacy skills will help reinforce the learning that has happened over the past year and will build the foundation for the skills and concepts that will be developed during the upcoming school year. This summer learning packet consists of 2 calendar pages, one for July and one for August. **Optional Math Practice:** This summer, your child can also do daily math practice based on their most recent MAP test results. Visit [Khan Academy Math Mappers](#). Follow these [instructions](#) using the spring MAP results to set up customized practice based on your child's own individual MAP Mathematics scores. Students can work at their own pace, keep their math skills up to date over the summer.

Literature and websites are also recommended to explore mathematics and literacy in new ways. While your child is working on math problems, discuss the math concept being targeted. Your child should aim to complete at least 15 math days each month as well as weekly literacy prompts. Additionally, students should be reading individually or with a parent at least 30 minutes a day!

**\*Please have your child highlight which math problems they did on the attached calendar pages and be prepared to turn in a notebook showing their calendar math and literacy work upon return to classes on September 2, 2024. Summer work will be incorporated into Quarter 1 report cards.**

Best wishes for a great summer!

## Parent Tips for Supporting Your Child with Summer Work

In order for your child to benefit from summer work, they should space the practice work out over the summer, opting to do a little bit each week rather than all of it at once at the beginning of summer or right before returning to school in August.

### Tips for Helping Your Child with Literacy:

Help your child choose books that they can read without much help. While they are reading, help them do the following:

- Encourage your child to use decoding and word knowledge strategies to help identify unknown words.
- Re-read familiar books to help build fluency.
- Encourage your student to read with accuracy, speed, and expression.
- Talk about what is happening in the text and help connect the reading to your child's life or other books that they've read.
- Echo read a difficult text to help with fluency and comprehension.

While they are writing, help them to:

- Practice spelling words correctly using word knowledge strategies.
- Enrich their writing with details and strong vocabulary.
- Review their writing and make appropriate changes.

### Tips for Helping Your Child with Math:

- Expect your child to work hard and be good at math.
- Ask "How did you get that?" "Can you show me another way to do that?" "Remember how you did \_\_\_\_\_, see if you can use that same strategy."
- Encourage your child to stick with a task even if it seems challenging.
- Highlight the math in everyday activities, such as cooking, shopping, and playing sports.
- Play math games like Yahtzee and Monopoly. Playing with blocks and completing jigsaw puzzles are great ways to help reinforce spatial skills and look for patterns.
- If you see signs of frustration, suggest leaving the problem for a day or two and returning to it with fresh perspective at another point.
- Listen carefully to how your child is thinking about math.
- Let them figure it out themselves by asking questions without telling them what to do. Here are some great conversation prompts as your child works through their summer math.

#### **In the beginning....**

What do you know?

What do you need to find out? How might you begin?

What should you do first?

#### **While working....**

How can you organize your information?

Can you make a drawing to explain your thinking?

What would happen if...?

What do you need to do next?

Do you see any patterns? Any relationships?

Can you predict...?

Does this remind you of any other problems you've done?

#### **Reflecting on Solutions...**

Is your solution reasonable?

How did you arrive at your answer?

Can you convince me that your solution makes sense? What did you try that didn't work?

#### **Responding...**

Your response is as important as your initial question. Continue to discuss problems even after children have their answer. This will give your child a chance to clarify thinking and make more connections.

#### **You can ask:**

How do you know that your answer makes sense?

Do you know another way to solve this?

Do you think there is more than one answer? How could we find out?

*Special Thanks to [Project Aero](#) and Ms. Erma Anderson for the Summer Math Calendars*

## JULY MATH PRACTICE

JULY MATH PRACTICE						
	Monday	Tuesday	Wednesday	Thursday	Friday	
	<b>1)</b> A lawn water sprinkler rotates 65 degrees and pauses. It then rotates 25 more degrees in the same direction. What is the total degree rotation of the sprinkler? To cover a full 360 degrees, how many more degrees will it move?	<b>2)</b> Draw a design using symmetry. What makes your design symmetrical?	<b>3)</b> Write 7,129 in expanded form.	<b>4)</b> Solve the riddle: I have 5 in the tenths place. I have 7 in the thousandths place. I have 4 in the ones place. I have 2 in the hundredths place. What decimal am I? Write your own riddle.	<b>5)</b> Skip count by 5's starting at 1. What patterns do you notice? Explain why you think these patterns are happening.	<b>6</b>
<b>Literacy Prompt week of July 1: What is one thing you are looking forward to doing this summer? Why? Explain with details.</b>						
<b>7</b>	<b>8)</b> Identify, record and classify angles: acute (less than 90°) obtuse (greater than 90°), right (90°) in everyday things (buildings, bridges, furniture...).	<b>9)</b> Write down the names and prices of 5 cars you find in the newspaper or online. Order the prices from least to greatest. Round the prices to the nearest thousand. Which one would you buy? Why?	<b>10)</b> 15 friends want to order pizza for dinner. They predict that each person will eat 1/3 of a pizza. How many pizzas should they order? What if there were 9 friends and they each ate 1/3 of a pizza?	<b>11)</b> The sum of two mixed numbers is 5. What might the two mixed numbers be? Show as many different solutions as you can. Explain your strategy.	<b>12)</b> Write down the numbers you see on 2 license plates. Create 4 math problems with these numbers using all 4 operations (+, -, x, ÷).	<b>13</b>
<b>Literacy Prompt week of July 8: Do you think it is better to work on a school project alone, with a partner, or with a group? Introduce your opinion, give reasons to support your opinion, and provide a conclusion.</b>						
<b>14</b>	<b>15)</b> Write 2 fractions that are equivalent to $\frac{3}{5}$ ?	<b>16)</b> Find all of the factors of 48.	<b>17)</b> Jacob is making a stew. The stew calls for $\frac{3}{8}$ cup of rice. If he triples the recipe, how much rice will he need? Write an addition or multiplication problem to show your answer.	<b>18)</b> Solve the division problem below. $467 \div 9 = \underline{\hspace{2cm}}$	<b>19)</b> Put the fractions in order from least to greatest. $\frac{3}{8}, \frac{9}{10}, \frac{1}{2}, \frac{1}{3}$	<b>20</b>
<b>Literacy Prompt week of July 15: Choose an interesting character in the book you are currently reading. Write a paragraph about the character, describing them with character traits and providing evidence from the book to support your choice of traits.</b>						
<b>21</b>	<b>22)</b> List the first 5 multiples of 8.	<b>23)</b> In the number 37,832 what is the value of the 8?	<b>24)</b> What is the perimeter of a square with sides that measure 4 meters?	<b>25)</b> Order the numbers from least to greatest: 0.3, 0.13, 0.19, 0.31	<b>26)</b> Estimate the product and then solve the problem. $62 \times 82 = \underline{\hspace{2cm}}$	<b>27</b>
<b>Literacy Prompt week of July 22: Write a personal narrative about a time you tried something new. Remember to include vivid vocabulary, dialogue, and a reflection.</b>						
<b>28</b>	<b>29)</b> Write <, >, or = $\frac{2}{10} \underline{\hspace{1cm}} \frac{3}{5}$	<b>30)</b> Write three facts about the number 28. Is this number prime or composite? How do you know? Round this number to the nearest 10.	<b>31)</b> Is 23 a prime number or a composite number. How do you know?	<b>Khan Academy Math Mappers</b> – You can do daily math practice based on your MAP test results! Visit <a href="https://www.khanacademy.com/math-mappers">Khan Academy Math Mappers</a> . Follow these <a href="#">instructions</a> , using your spring MAP results which were emailed to parents, to set up customized practice based on your own individual MAP Mathematics scores. You can work at your own pace and keep your math skills up to date over the summer!		

## AUGUST MATH PRACTICE

	Monday	Tuesday	Wednesday	Thursday	Friday	
	<b>Fun Websites to explore:</b> <a href="https://www.funbrain.com/">https://www.funbrain.com/</a> <a href="https://www.nctm.org/illuminations/">https://www.nctm.org/illuminations/</a> <a href="http://figurethis.nctm.org/">http://figurethis.nctm.org/</a> <a href="https://www.coolmath4kids.com/">https://www.coolmath4kids.com/</a>			<b>1)</b> Visit the website <a href="http://www.aaamath.com/est41c-round1000.html#section2">http://www.aaamath.com/est41c-round1000.html#section2</a> to practice rounding to the nearest thousand	<b>2)</b> If a rectangle has an area of 27 sq. cm. and its width is 3 cm., what is the length?	<b>3</b>
<b>Literacy Prompt week of July 29: Write about the setting in a book you are currently reading. Describe when and where the story takes place and why the setting is important to the plot.</b>						
<b>4</b>	<b>5)</b> Tom and Ben ordered a pizza for lunch. They each ate $\frac{1}{3}$ of the pizza. How much pizza was eaten? How much pizza was left?	<b>6)</b> Play Concentration at <a href="https://illuminations.nctm.org/Search.aspx?view=search&amp;type=ac&amp;kw=concentration&amp;gr=3-5">https://illuminations.nctm.org/Search.aspx?view=search&amp;type=ac&amp;kw=concentration&amp;gr=3-5</a> Choose: fractions, face down. Draw pictures that represent some fractions.	<b>7)</b> I earn \$5 per hour babysitting and \$4 per hour for weeding the garden. Last week I did 7 hours babysitting and 6 hours weeding. How much more money do I need to buy a game that costs \$80.00?	<b>8)</b> Measure the perimeter of two different sized windows in your home. Find the difference of the perimeters.	<b>9)</b> A cake recipe calls for you to use $\frac{3}{4}$ cup of milk, $\frac{1}{4}$ cup of oil, and $\frac{2}{4}$ cup of water. How much liquid was needed to make the cake? Is this more or less than a pint? How do you know?	<b>10</b>
<b>Literacy Prompt week of August 5: Write a letter to a friend persuading them to go on a trip with you. Include at least three reasons why they should join you.</b>						
<b>11</b>	<b>12)</b> Sarah is having a slumber party with her 11 friends and they are telling scary stories. They divide into 3 groups and each group tells a story. Each group member talks for 3 minutes. How many minutes does each group take to tell a story?	<b>13)</b> Tony and Laura are designing a soccer uniform. They want to use two colors on the shirt. Their choices are green, orange, yellow, purple, blue, and silver. How many ways can they choose the two colors?	<b>14)</b> Make the largest and smallest numbers you can find using the digits: 4, 1, 7, 8, and 2. Find their difference and sum.	<b>15)</b> The difference between two mixed numbers is $3\frac{1}{4}$ . What might the two mixed numbers be? Show as many different solutions as you can. Explain your strategy.	<b>16)</b> At her job, Mrs. Miller works 7 hours a day, Monday through Friday. How many hours does she work in 2 weeks?	<b>17</b>
<b>Literacy Prompt week of August 12: Write a book recommendation about one of your favorite books. Describe the characters, setting, and plot and explain why someone should read it.</b>						
<b>18</b>	<b>19)</b> List some capital letters (H, F...) that have one pair of parallel lines. Are there any that have two pair of parallel lines or three?	<b>20)</b> What factors can you use in this equation, $? \times 5 = \underline{\quad}$ to make a product that is an odd number between 30 and 60? Show all possible solutions. Explain your strategy.	<b>21)</b> A regular pentagon measures $2\frac{1}{8}$ cm on one side. What is the perimeter of the pentagon?	<b>22)</b> Write the number below in standard form. $90,000 + 4,000 + 300 + 60 + 2 =$	<b>23)</b> Round 16,326 to the nearest ten.	<b>24</b>
<b>Literacy Prompt week of August 19: Write a letter to your grade 5 teachers. What should they know about you? What are you excited to do and learn in grade 5? What are you nervous about?</b>						
<b>25</b>	<b>26)</b> What are the factors that 36 and 24 have in common?	<b>27)</b> Draw a square, and then draw all lines of symmetry for that square.	<b>28)</b> Use rounding to estimate the product of the problem below. $36 \times 54 = \underline{\hspace{2cm}}$	<b>29)</b> Read a book about math. (There is great list attached to this calendar.)	<b>30)</b> Are $\frac{3}{8}$ and $\frac{3}{4}$ equivalent fractions? How do you know?	<b>31</b>

<b>SUMMER MATH HOMEWORK SELF-ASSESSMENT RUBRIC</b>				
	<b>Exemplary</b>	<b>Proficient</b>	<b>Beginning</b>	<b>Needs Improvement</b>
<b>Completion</b>	I completed more than 35 math calendar problems this summer.	I completed 30-35 math calendar problems this summer.	I completed fewer than 30 math calendar problems this summer.	I did not complete any math calendar problems this summer.
<b>Pacing</b>	I spent time working on calendar math problems weekly.	I usually worked on calendar math problems weekly.	I did not space out my calendar math problems weekly over the summer.	I did not complete any math calendar problems this summer.
<b>Quality &amp; Neatness of Work</b>	I kept a notebook; I labelled each problem clearly; I showed my work neatly; I clearly identified my answers.	I kept a notebook; I usually labelled each problem; I sometimes showed my work; I sometimes identified my answers.	I did not keep a notebook; my work was done on scratch paper; I did not always show my work; I did not clearly identify my answers.	I did not complete any math calendar problems this summer.
<b>Accuracy</b>	My answers to summer math problems were more than 90% accurate.	My answers to summer math problems were 80-89% accurate.	My answers to summer math problems were 70-79% accurate.	My answers to summer math problems were less than 70% accurate.

<b>SUMMER LITERACY HOMEWORK SELF-ASSESSMENT RUBRIC</b>				
	<b>Exemplary</b>	<b>Proficient</b>	<b>Beginning</b>	<b>Needs Improvement</b>
<b>Completion</b>	I responded to more than 7 Literacy prompts this summer.	I responded to 5-7 Literacy prompts this summer.	I responded to fewer than 5 Literacy prompts this summer.	I did not respond to any Literacy prompts this summer.
<b>Pacing</b>	I spent time weekly working on my Literacy prompts this summer.	I usually worked on Literacy prompts monthly.	I did not space out my Literacy prompts over the summer.	I did not respond to any Literacy prompts this summer.
<b>Quality &amp; Neatness of Work</b>	I kept a notebook; my handwriting is very neat; if I included a picture, it is carefully and neatly done and entirely matches the text.	I kept a notebook; my handwriting is legible; if I included a picture, it is nicely done and matches my text.	I did not keep a notebook; my work was done on scratch paper; my handwriting is barely legible; if I included a picture, it is a bit rushed and does not entirely match the text	I did not respond to any reading prompts this summer.
<b>Ideas and Content</b>	I was able to respond to all the Literacy prompts; I provided great details to support my opinion; my thoughts were narrow and to the topic.	I was able to respond to most of the Literacy prompts; I included some details to support my opinion; my thoughts were a bit generic.	I was not sure how to respond to most of the Literacy prompts; I didn't have many details to my answer; my thoughts were repetitive.	I did not respond to any Literacy prompts this summer.

### Suggested Reading List - Grade 5 Math

Please note: This is a suggested list to read aloud or have your child read independently. Parents may wish to preview content to ensure appropriateness for their children.

Burns, Marilyn, **The I Hate Mathematics! Book, Brown Paper School Book: Math for Smarty Pants, This Book Is about Time**  
Juster, Norton, **The Phantom Tollbooth**  
VanCleave, Janice Pratt, **Janice VanCleave's Math for Every Kid: Easy Activities That Make Learning Math Fun, Janice VanCleave's Geometry for Every Kid**

Schwartz, David M., **G Is for Googol: A Math Alphabet Book**  
Scieszka, Jon, **Math Curse**  
Pappas, Theoni, **Math for Kids and Other People, Too!**

### Suggested Reading List - Grade 5 Literacy

Please note: This is a suggested list to read aloud or have your child read independently. Parents may wish to preview content to ensure appropriateness for their children. **All of the following titles are available in the AISC Library. Call numbers are included below.**

Alexander, Lloyd; **The Book of Three**; MF Ale  
Avi; **Poppy**; MF Avi  
Babbitt, Natalie; **Tuck Everlasting**; MF Bab  
Blos, Joan; **A Gathering of Days**; MF Blo (Newbery)  
Blume, Judy; **Superfudge**; MF Blu  
Borden, Louise.; **The Journey that Saved Curious George**; 813.52 Bor  
Burnett, Frances; **The Secret Garden**; MF Bur  
Carlson, Natalie; **The Family Under the Bridge**; MF Car  
Cleary, Beverly; **Socks**; MF Cle  
Coerr, Eleanor; **Sadako and the Thousand Paper Cranes**; J 362.1 Coe  
Cooper, Susan; **Over Sea, Under Stone**; MF Co  
Dahl, Roald; **Charlie and the Chocolate Factory**; MF Dah  
Dahl, Roald; **James and the Giant Peach**; MF Dah  
Daneshvari, Gitty; **School of Fear**; MF Dan  
Dowd, Siobhan; **The London Eye Mystery** MF Sio  
DuPrau, Jeanne; **The City of Ember**; MF Dup  
Fitzgerald, John; **The Great Brain**; MF Fit  
Fleischman, Sid; **The Whipping Boy**; MF Fle (Newbery)  
Fox, Paula; **The Slave Dancer**; MF Fox (Newbery)  
Freedman, Russell; **Lincoln, A Photobiography**; J 928 Lincoln  
George, Jean Craighead; **Julie of the Wolves**; MF Geo  
George, Jean Craighead; **My Side of the Mountain**; MF Geo  
Hamilton, Virginia; **The House of Dies Drear**; MF Ham  
Hahn, Mary Downing; **The Old Willis Place** MF Han  
Heidicker, Christian McKay; **Scary Stories for Young Foxes**; MF Hei  
Henry, Marguerite; **Misty of Chincoteague**; MF Hen  
Jonell, Lynne; **Emmy and the Incredible Shrinking Rats**; MF Jon

Korman, Gordon.; **Restart**; MF Gor  
Korman, Gordon; **Schooled**; MF Gor  
Lawson, Robert; **Ben and Me**; MF Law  
L'Engle, Madeline; **A Wrinkle In Time**; JF L'En (Newbery)  
Lewis, C.S.; **The Chronicles of Narnia (Series)**; MF Lew  
Lowry, Lois; **Number the Stars**; MF Low (Newbery)  
Lowry, Lois; **The Giver**; MF Low (Newbery)  
Naylor, Phyllis; **Shiloh**; MF Nay (Newbery)  
McSwigan, Marie; **Snow Treasure**; MF Mcs  
Norton, Mary; **The Borrowers**; MF Nor  
O'Brien, Robert; **Mrs. Frisby and the Rats of Nimh**; MF Obr  
O'Dell, Scott; **Island of the Blue Dolphins**; MF Ode  
Philbrick, W. R. (W. Rodman); **Freak the Mighty**; MF Phi  
Paterson, Katherine; **Bridge to Terabithia**; MF Pat (Newbery)  
Paulsen, Gary; **Hatchet**; MF Pau  
Pennypacker, Sara; **Pax**; MF  
Prelutsky, Jack; **The New Kid on the Block**; 811 Pre  
Rawls, Wilson; **Where the Red Fern Grows**; MF Raw, YF Raw  
Ryan, Pam Muñoz; **The Dreamer**; MF Rya  
Ryan, Pam Muñoz; **Esperanza Rising**; MF Rya  
Sachar, Louis; **Holes**; MF Sac  
Schlitz, Laura Amy; **Splendor and Glooms**; MF Sch  
Selden, George; **The Cricket in Times Square**; MF Sel  
Selznick, Brian; **Wonderstruck**; MF Se  
Silverstein, Shel.; **Falling Up**; 811 Sil  
Snyder, Zilpha; **The Headless Cupid**; MF Sny  
Speare, Elizabeth; **The Sign of the Beaver**; MF Spe  
Speare, Elizabeth; **The Witch of Blackbird Pond**; MF Spe  
Sperry, Armstrong; **Call It Courage**; MF Spe (Newbery)  
Stevenson, Robert L.; **Treasure Island**; MF Ste  
Taylor, Mildred; **Roll of Thunder, Hear My Cry**; MF Tay