Dear Incoming 5th Graders and their Parents,

Welcome to fifth grade at Shorashim academy. I am looking forward to meeting you in person on the first day of school. To keep your academic skills sharp, and prepare for the fifth grade, I am sending a summer review packet. The review contains 50 days worth of review activities, alternating between math and language arts. The very first page is a book list suggestion, as it is very important for every student to be reading over the summer.

While it may be challenging to complete every page of the review packet, each day that is finished provides valuable reinforcement of the material learned. The second page includes a motivational tracker to help students recognize their progress and feel inspired to keep going. As they complete each day's page, they can color in the sun with the corresponding number. A special reward will be given to those 5th graders who complete the majority of the packet.

Parents, in order to be able to guide your child, there is a parent packet that has been sent through email. This contains the answers and some tips to help the student when they are struggling. The children should first try to complete the work on their own, and then you can check their work and review with them. Please note, that days 14, 30 and 48 have been replaced with comprehension passages and questions.

Wishing you a joyful and relaxing summer! I hope you return in August feeling refreshed, recharged, and excited to begin your fifth-grade journey with renewed energy and enthusiasm.

Warmest regards,
Your future fifth-grade teacher,
Mrs. Berman

PARENT/GUARDIAN INSTRUCTIONS

GRADE 4

SUMMER packet

PARENT / GUARDIAN PAGES

Let's get ready for 5th grade!

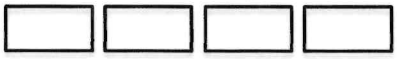
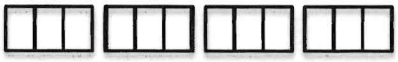
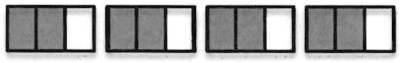
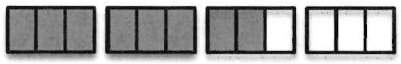
NOTE: Please check the child's work after completion. The following pages may be very helpful to you.

HOW TO USE THE PARENT/GUARDIAN PAGES:

The activities in this review pack are all related to expected learning targets in 4th grade. The student likely learned these skills in 4th grade and needs to maintain them in order to be successful in 5th grade.

Each activity in the student pack should be completed independently by the student. Afterwards, an adult should check the answers using the answer keys or tips below.

EXERCISE NUMBER	**ANSWER KEYS** or **TIPS** for helping the student with these problems
1	TOP PROBLEM: When asked to make a number using all of the numbers included, they can make any number they like. The purpose of the problem is to practice writing numbers in the expanded form and in word form. "Expanded form" means breaking down the number into chunks of place value. For example, if the student chose the number 560,234, the expanded form is 500,000 + 60,000 + 200 + 30 + 4. The reason this skill is so important is that it can be helpful with mental math. For example, if someone is mentally adding 76 + 59, they could think, 70 + 50 + 6 + 9. The purpose of writing the number in "word form" is so that the student has practice saying/writing numbers that are six digits or more. BOTTOM PROBLEM: Answers – Greatest possible number = 754,320, Smallest possible number = 23,457. The purpose of this problem is to reinforce the concept of how place value works.
2	In 4th grade, students are expected to form and use prepositional phrases. In 5th grade, they will be expected to explain the function of each word in a sentence (nouns, verbs, adjectives, prepositional phrases, etc.), so it is essential that the student leaving 4th grade is able to use these phrases with confidence.
3	Answer key: 1. The equivalent fractions are 9/15 and 5x3/5x5 2. The equivalent fractions are 6x4/6x12 and 8/24 3. The equivalent fractions are 4/20 and 2x4/10x4 4. The equivalent fractions are 6/20 and 3x3/3x10 5. Yes, the fractions ARE equal 6. No, the fractions are NOT equal 7. Yes, the fractions ARE equal 8. No, the fractions are NOT equal
4	4th grade students are expected to be able to interpret diagrams and explain their meaning. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. It may be helpful to suggest using words such as *first, next, then,* and *finally*. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student.

5	1. 20 water stations 2. $125
6	Answer Key: 1. Run-on 2. Fragment 3. Run-on 4. Correct 5. Fragment 6. Correct A student who has completed 4th grade should consistently write in complete sentences. In addition, according to the standards, they are expected to recognize and correct incorrect fragments and run-on sentences.
7	Answer Key: 1. 2/1 or 2 2. 25/7 or 3 and 2/7 3. 20/7 or 2 and 6/7 4. 1/2 5. 6/5 or 1 and 1/5 6. 14/5 or 2 and 4/5 The Hayden family should order three pizzas. If a student struggles to multiply fractions, a visual model may be helpful. For example, for 4 x 2/3: Step 1: Draw four wholes (we do this because we are finding 4 groups of 2/3):  Step 2: Break up the four wholes into thirds:  Step 3: Shade in 2/3 of each of your four wholes. The model below shows four groups of 2/3:  Step 4: Look at the model. How many thirds are shaded in total? In this model, eight thirds (8/3) are shaded. Remember, we are looking at how many THIRDS are shaded, which is why our denominator remains three. Many people get confused on this step because they look at how many of the four pieces of shaded, when they really need to focus on how many of the thirds are shaded. Step 5: The answer is 8/3 or $2\frac{2}{3}$. You can check your model by moving the shaded pieces into whole groups:  We can see that we have two complete wholes and then an additional 2/3. The answer is 2 and 2/3. This is a tricky concept, but it is imperative that the student understands what they are doing vs. completing an algorithm without complete understanding. If the student struggles, resist teaching them to multiply as a shortcut. There are some excellent free videos on the internet that may be beneficial if you do a search for "multiplying whole numbers by a fraction".
8	The student should write two descriptions – one of their idea of a perfect day, and another on what makes a good friend. The student should capitalize correctly and use standard punctuation. This assignment is also asking the student to circle all of the adjectives, or describing words. This is practice for identifying this part of speech.

9	4th grade students are expected to be able to recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. Balancing these equations develops place value fluency. Answer Key: (TOP) **40** tens = 4 hundreds **20** tens = 2 hundreds **3** thousands = 300 tens **3** thousands = 30 hundreds **30** hundreds = 300 tens **5** hundreds = 50 tens **20** tens = 2 hundreds **400** tens = 40 hundreds **2** hundreds = 20 tens **90** hundreds = 9 thousands Answer Key: (BOTTOM) 70 = 7 x **10** 9 = 90 **÷ 10** 4,200 = 420 **x 10** 250 = 25 **x 10** 600 = 10 **x 60** 7,000 = 10 **x 700** 22 = 220 **÷ 10** 3,200 = 320 **x 10** 800 = 10 **x 80** 60 = 10 **x 6**
10	4th grade students are expected to be able to use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Answer Key: Precipitation is rain or snow that falls. i.e. There has not been much precipitation this summer. Endothermic refers to animals that can generate their own body heat. i.e. A human is endothermic. A marsupial is an animal that carries its own baby in a pouch on its body. i.e. A kangaroo is a marsupial. Noxious means poisonous chemicals. i.e. Many cleaning products include noxious chemicals.
11	4th grade students are expected to be able to fluently add and subtract multi-digit whole numbers using the standard algorithm. This means the student should be able to confidently add and subtract quickly and accurately. Many students use the traditional algorithms (borrowing and carrying). Other students may use non-traditional algorithms (i.e. adding with expanded form). The key is that the student is solving quickly and accurately. Answer Key: ROW 1: 1,210; 1,301; 1549 ROW 2: 880; 1,235; 1158 ROW 3: 798; 95; 252 ROW 4: 170; 243; 436
12	The following 16 words should be circled: Row 1: Charlotte's Row 2: Web Fern Row 3: Wilber Row 4: Charlotte Row 5: Wilber, Charlotte's Web Row 6: (nothing) Row 7: Children's Guide Insects Spiders Row 8: (nothing) Row 9: Charlotte's Web Row 10: Charlotte's Web Row 11: (nothing)

13	Rounding to the nearest thousand: 32,432 – 32,000 82,565 – 83,000 55,555 – 56,000 67,249 – 67,000 23,906 – 24,000 10,990 – 11,000 93,790 – 94,000 60,202 – 60,000 87,959 – 88,000 Rounding to the nearest hundred: 32,432 – 32,400 82,565 – 82,600 55,555 – 55,600 67,249 – 67,200 23,906 – 23,900 10,992 – 11,000 93,790 – 93,800 60,202 – 60,200 87,959 – 88,000 Rounding to the nearest ten: 32,432 – 32,430 82,565 – 82,570 55,555 – 55,560 67,249 – 67,250 23,906 – 23,910 10,992 – 10,990 93,792 – 93,790 60,202 – 60, 200 87,959 – 87,960
14	~~4th grade students are expected to be able to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student.~~ This has been replaced with a comprehension passage and questions.
15	"Expanded form" means breaking down the number into chunks of place value. For example, if the student chose the number 560,234, the expanded form is 500,000 + 60,000 + 200 + 30 + 4. The reason this skill is so important is that it can be helpful with mental math. For example, if someone is mentally adding 76 + 59, they could think, 70 + 50 + 6 + 9. The purpose of writing the number in "word form" is so that the student has practice saying/writing numbers that are six digits or more. Answer Key: 608 = six hundred eight; 600 + 8 5,089 – five thousand eighty nine; 5,000 + 80 + 9 76,329 – seventy-six thousand, three hundred twenty-nine; 70,000 + 6,000 + 300 + 20 + 9 658,343 – six hundred fifty-eight thousand, three hundred forty-three; 600,000 + 50,000 + 8,000 + 300 + 40 + 3 3,452,621 – three million, four hundred fifty-two thousand, six hundred twenty-one; 3,000,000 + 400,000 + 50,000 + 2,000 + 600 + 20 + 1
16	4th grade students are expected to be able to directly quote text using the proper punctuation. For example: Something my teacher always says is, "your pencil is on the floor".
17	Answer Key: 1. 6/5 or 1 1/5 2. 8/5 or 1 3/5 3. 4/3 or 1 1/3 4. 2/1 or 2 5. 20/3 or 6 2/3 6. 12/5 or 2 2/5 7. Miss Thompson needs four cups of sugar. This is a tricky concept, but it is imperative that the student understands what they are doing vs. completing an algorithm without complete understanding. If the student struggles, resist teaching them to multiply as a shortcut. There are some excellent free videos on the internet that may be beneficial if you do a search for "multiplying whole numbers by a fraction". In addition, the explanation I wrote on question #7 may be helpful.

18	4th grade students are expected to be able to recognize and explain the meaning of common idioms, adages, and proverbs. The phrases included here are common, and the student has likely heard them if they are a native English speaker. If necessary, the student may look up the phrases on the internet to find their meaning if unknown.
19	4th grade students are expected to be able to fluently add and subtract multi-digit whole numbers using the standard algorithm. This means that the student should be able to confidently add and subtract quickly and accurately. Many students use the traditional algorithms (borrowing and carrying). Other students may use non-traditional algorithms (i.e. adding with expanded form). The key is that the student is solving quickly and accurately. Answer Key: ROW 1: 1,323; 734; 789 ROW 2: 1,562; 1008; 833 ROW 3: 389; 181; 530 ROW 4: 418; 351; 706
20	4th grade students are expected to be able to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. It may be helpful to suggest using words such as *first, next, then,* and *finally*. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student.
21	Answer Key: 1. Equation 3x6=18, Answer 18 2. Equation 7x4=28, Answer 28 3. Equation 5x3=15, Answer 15 4. Equation 4x3=12, Answer 12
22	In general, when independent clauses in a compound sentence are joined by a coordinating conjunction, they are separated by a comma. The comma goes BEFORE the coordinating junction (and, so, but, etc.). An independent clause has a subject and a verb. *Correct Example: We washed the dog, and then we cleaned up the mess that he made.* *Incorrect Example: We washed the dog, and then cleaned up his mess.* The incorrect example does not have two independent clauses because the subject (we) is missing from the second part of the sentence. Answer Key: (I've underlined the subject and verb in each independent clause) <u>I want</u> to be a writer when I grow up, so <u>I work</u> really hard in writing class. <u>I want</u> to buy a new dress, but <u>I</u> don't <u>have</u> enough money. <u>It is</u> really sunny today, so <u>I think</u> I will wear my sunglasses. I don't like orange or red. (no need for a comma) <u>We picked</u> them up early, but <u>they</u> still <u>missed</u> their plane.
23	Answer Key: 1. < 2. = 3. > 4. < 5. > 6. > 7. < 8. The fraction 8/10 is greater than 4/6.

24	4th grade students are expected to be able to choose words precisely based on their meanings. If words are unfamiliar to the student, they should be expected to use reference materials such as a dictionary or thesaurus.
25	Answer Key: 1. 14/3 or 4 2/3 2. 12/5 or 2 2/5 3. 5/2 or 2 ½ 4. 6/5 or 1 and 1/5 5. 10/7 or 1 and 3/7 6. 4/3 or 1 and 1/3 7. Martina runs 24 ½ miles in seven days. This is a tricky concept, but it is imperative that the student understands what they are doing vs. completing an algorithm without complete understanding. If the student struggles, resist teaching them to multiply as a shortcut. There are some excellent free videos on the internet that may be beneficial if you do a search for "multiplying whole numbers by a fraction". In addition, the explanation I wrote on question #7 may be helpful.
26	The student should write an opinion piece about cell phones in schools, supporting his or her point of view with at least three reasons. The student should capitalize correctly and use standard punctuation.
27	Answer Key: 1. The picture is equal to 2x4/2x6. 2. No, the fractions are not equal. 3. The picture is equal to the following four fractions: 2/5, 4x3/10x3, 4/10. 4. Yes, the fractions are equal. 5. Yes, the equation is true.
28	4th grade students are expected to be able to explain the meaning of simple similes and metaphors in context." The context should be a clue as to the meaning.
29	Answer Key: 1. 600 mL 2. 21 inches for each student
30	~~4th grade students are expected to be able to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. It may be helpful to suggest using words such as *first, next, then,* and *finally*. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student.~~ This has been replaced with a comprehension passage and questions.
31	4th grade students are expected to be able to fluently add and subtract multi-digit whole numbers using the standard algorithm. This means the student should be able to confidently add and subtract quickly and accurately. Many students use the traditional algorithms (borrowing and carrying). Other students may use non-traditional algorithms (i.e. adding with expanded form). The key is that the student is solving quickly and accurately. Answer Key: ROW 1: 699, 1095, 1493 ROW 2: 1506, 1228, 594 ROW 3: 227, 447, 83 ROW 4: 240, 144, 436

32	The student should write an opinion piece about vending machines in schools, supporting his or her point of view with at least three reasons. The student should capitalize correctly and use standard punctuation.
33	Answer Key: 1. 50+6 = 56 puppies, 56/9 is 6 with a remainder of 2, which is 7 days before they are all gone. 2. 13+52=65, 65/11 = 5 teams with a remainder of 10 players. The student should reason that this means there are 5 complete teams.
34	4th grade students are expected to be able to recognize and explain the meaning of common idioms, adages, and proverbs. The phrases included here are common, and the student has likely heard them if they are a native English speaker. If necessary, the student may look up the phrases on the internet to find their meaning if unknown.
35	An area model is a picture that represents a multiplication problem. Many students prefer solving multi-digit multiplication problems using an area model instead of the standard algorithm. 1. This model shows 24 x 33 = 792 (the student can solve the problem by adding 600 +120 +60 +12) 2. This model shows 220 x 3 = 660 (the student can solve the problem by adding 220+220+220) 3. 13,944 4. 1,292 5. 33,624
36	4th grade students are expected to be able to use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Answer Key: A longhouse was a Native American house shared by many Iroquois families. i.e. More than one family lived in a longhouse. Curtail means shorten the length. i.e. My mom says I should curtail my TV watching. Oblivious means someone does not notice. i.e. I was oblivious to the loud music. A laceration is a cut on the skin. i.e. I got a deep laceration on my hand when I wrecked my bike.
37	Answer Key: 1. 18 feet 2. 4 cm
38	4th grade students are expected to be able to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student.
39	An area model is a picture that represents a multiplication problem. Many students prefer solving multi-digit multiplication problems using an area model instead of the standard algorithm. 1. This model shows 13 x 23 = 299 (the student can solve the problem by adding 200+30+60+9). 2. This model shows 72 x 12 = 864 (the student can solve the problem by adding 700+140+20+4). 3. 21,020 4. 1,876 5. 17,661

40	This activity is asking the student to practice using relative pronouns. In 4th grade, students are expected to use relative pronouns so that in 5th grade, they can explain the function of each word in a sentence (nouns, verbs, adjectives, relative pronouns, prepositional phrases, etc.).
41	Answer Key: 1. Equation 3x2=6, Answer 6 2. Equation 4x6=24, Answer 24 3. Equation 3x7=21, Answer 21 4. Equation 5x11=55, Answer 55
42	The student should write an opinion piece about summer vacation vs. year-long schools, supporting his or her point of view with at least three reasons. The student should capitalize correctly and use standard punctuation.
43	Answer Key: 1. She gets home at 7:30. 2. Each student should bring 2 pints.
44	All nouns are words naming people, animals, places, things, and ideas. Every noun can be further classified as either common or proper. Proper nouns always begin with a capital letter. Answer Key: The student should circle the following proper nouns: Melissa, California, Burger King, Chevrolet, Starbucks, Arizona, Pepsi, Dr. Marvin, Tyler, Bill Gates.
45	1. 36+77+15+15=143 total cakes, 143 cakes / 4 bakers = about 36 cakes each baker 2. $35 x 3 = $105 total dollars, $105 / 4 children = $26.25. Since he only has whole dollar amounts, he probably paid each child $26.
46	4th grade students are expected to be able explain the meaning of simple similes and metaphors in context." The context should be a clue as to the meaning.
47	4th grade students are expected to be able fluently add and subtract multi-digit whole numbers using the standard algorithm." This means that the student should be able to confidently add and subtract quickly and accurately. Many students use the traditional algorithms (borrowing and carrying). Other students may use non-traditional algorithms (i.e. adding with expanded form). The key is that the student is solving quickly and accurately. Answer Key: ROW 1: 887; 884; 992 ROW 2: 805; 1,308; 993 ROW 3: 428; 190; 367 ROW 4: 379; 143; 456

48	4th grade students are expected to be able to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. It may be helpful to suggest using words such as *first, next, then,* and *finally*. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student. This has been replaced with a comprehension passage and questions.
49	An area model is a picture that represents a multiplication problem. Many students prefer solving multi-digit multiplication problems using an area model instead of the standard algorithm. 1. This model shows 26 x 25 = 650 (the student can solve the problem by adding 400+100+120+30) 2. This model shows 34 x 28 = 952 (the student can solve the problem by adding 600+240+80+32) 3. 56,182 4. 2,028 5. 14,896
50	The student should write an opinion piece about requiring students to learn foreign languages, supporting his or her point of view with at least three reasons. The student should capitalize correctly and use standard punctuation.