EAST GREENWICH TOWNSHIP SCHOOL DISTRICT

SAMUEL MICKLE BUILDING, 559 KINGS HIGHWAY, MICKLETON, NJ 08056

PHONE: 856-423-0412   FAX: 856-224-0144

Dr. James J. Lynch, Superintendent   **Lyn McGravey**, President of the Board of Education
Gregory Wilson, Business Administrator   **Dr. Kimberley Chiodi,** Director of Curriculum & Instruction

June 19, 2018

Dear Parents or Guardians,

In an attempt to increase the retention of content knowledge over the summer, we are implementing a voluntary student summer study packet. This voluntary student packet will assist students in maintaining their skills over the summer and increasing preparedness for a successful September.

These packets have been developed by grade level teams of teachers and reviewed by both the principals and Director of Curriculum. The packets should take approximately three hours each to complete. We ask that you encourage your child to complete this voluntary packet sometime between the end of July and the opening of school.   In addition, many of the packets include a suggested reading list for the summer. We encourage you to join with your child to read one or more of these books over the summer.

Teachers will collect the packets the first day of school.   Teachers will review the packets, and the level of completion will assist teachers in planning their initial classes. Additionally, as an incentive for students to complete the packet, we are working on an appropriate reward to be given to students at the beginning of the school year.   In order to participate in the incentive, a student must fully complete the packet and turn it into his or her teacher by 3:30pm on **Wednesday, September 19th**. We will send a Realtime reminder in both July and August.

These packets are posted for students on our website, the first tab under "Parents and Students". Please access the packet for your child's 2018-2019 grade level.   Since the content is a review of major concepts, we ask that your child complete the packet independently. Also, although these packets are not mandatory, we ask that you encourage your child to complete the packet.

Thank you for your anticipated help and cooperation and should you have any questions, please do not hesitate to call your child's principal or Dr. Chiodi, Director of Curriculum and Instruction.

In closing, thank you for your support of our school district and have a safe and enjoyable summer.

Sincerely,

Dr. James J. Lynch,
Superintendent

JESSICA G. MAHONEY	TRACI BOWLES	BETH ANN GODFREY	ANDREA EVANS
Jeffrey Clark School Principal	District Assistant Principal	Child Study Team Supervisor	Samuel Mickle School Principal
(856) 423-0613 ext. 1020	(856) 423-0412 ext. 1080	(856) 423-0412 ext. 1039	(856) 423-0412 ext. 1040
(856) 423-9186 -Fax	(856) 224-0144-Fax	(856) 423-8116 - Fax	(856) 224-0144 –Fax

www.eastgreenwich.k12.nj.us

Fifth Summer Reading
Steps to Successful Reading this Summer

Good readers practice reading every day! Find books you enjoy and read throughout the summer.

1. Read books at or above your grade level throughout the summer for at least an hour per week and record your reading on the log attached.

2. Decide if you want to complete a Fiction **OR** Nonfiction project. Follow the directions for the genre you select. Choose a book (from the suggested list below or one of your choice) and choose one of the following reading activities to complete. Student work will be reviewed for feedback and to plan for learning, but the project will not be a part of the first trimester grades. Students may be required to present their completed project to the class. Completion of this project helps teachers learn about student's abilities and help students continue to read over the summer.

Nonfiction Book Suggestions: (Two nonfiction historical biographies must be read to complete nonfiction project. You may select from the suggested list below, or you may select 2 historical biographies of your choice.):

Who Was.... Series published by Grosset & Dunlap. For example:
*   Who was George Washington? by Roberta Edwards
*   Who was Abraham Lincoln? by Janet Pascal

Time for Kids Biographies Series published by Harper Collins. For example:
*   Benjamin Franklin: A Man of Many Talents by Time for Kids Editors
*   Thomas Edison: A Brilliant Inventor by Time for Kids Editors

The following project is to be created after reading 2 nonfiction books:

*   Compare and Contrast Poster Project:
    *   The following components should be included on a poster board:
        *   Venn diagram showing the similarities and differences between the two historical figures (For example: Washington and Lincoln)
        *   A timeline showing significant events of Person A's life
        *   A timeline showing significant events of Person B's life
        *   An illustration of a significant event for each person with a 3-4 sentence caption explaining the event.

Fiction Book Suggestions: (You may choose from the list below or select one of your choice.)

- The Fourteenth Goldfish by Jennifer L. Holm
- Charlie and the Chocolate Factory by Roald Dahl
- How to Steal a Dog by Barbara O'Connor
- The Phantom Tollbooth by Norton Juster
- Island of the Blue Dolphins by Scott O'Dell
- Where the Mountain Meets the Moon by Grace Lin

Choose one of the following projects to create upon completion of the **fiction** book:

- **1 - 5 Book Project**
  - Cut a full size poster board into the shape of something significant to the book.
  - Within that shape you need to have:
    - 1 powerful quote
    - 2 character traits of the main character
    - 3 things you learned from the story. This can be facts or lessons.
    - 4 scene descriptions or sketches of the scenes
    - 5 sentence review of the book
- **Summary Poster**
  - Using a full size poster board complete the following:
    - Setting Analysis:
      - Draw the setting(s) as the background of your poster
    - Character Analysis:
      - A big drawing of the main character in front of your setting (use text evidence to help you visualize what the character may look like)
      - Draw a speech bubble for your character with an important quote that shows your character's thoughts and personality traits in some way
      - Write three main character traits that describe your character
    - Plot Analysis:
      - Draw a picture of three significant events (important parts) of the story. Below each picture explain why you chose that part - why was it significant?
    - Theme:
      - Write the lesson that can be learned from reading the book
      - Include text evidence that supports the theme you identified

Child's Name: _____

Summer Reading Log for Children Entering 5th Grade

Research states that during the summer, students may lose as much as six weeks of growth from the school year. Please help your child retain all the progress that he / she made this school year by reading with him / her.

Weeks of the Summer	Amount of Time Read	Parent Signature
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		

Directions:

- **Students are to read at least one hour each week and record their reading on the log.**
- **Students need to read 9 out of the 10 weeks.** Mark an X in the box for the week you don't read.
- **Completed log and book project is due on or before the due date.**

June 15, 2018

Dear Parents and Guardians of Students Entering Fifth Grade,

The summer break will soon be upon us! During the summer months, we encourage our students to continue to practice essential math skills, such as basic multiplication facts and core foundational skills. Continued practice helps students maintain their skills through the summer months in preparation for a smooth start to fifth grade.

Part A:
Complete the attached packet and show your work. The packet was designed by teachers to provide practice with skills students need for fifth grade.

Part B:
Practice your fact fluency to improve your rate and accuracy. Students entering fifth grade are expected to automatically recall multiplication facts from 1x1 through 12x12.
Here are some sites you can use to practice:
*Arcademics http://www.arcademics.com/games/-Multiplication Fact Practice: Grand Prix Multiplication, Penguin Jump, Meteor Multiplication, Space Race and Tractor Multiplication
-Division Practice: Demolition Division, Division Derby, Drag Race Division and Pony Division
*Math is Fun https://www.mathsisfun.com/numbers/math-trainer-multiply.html
-Multiplication Trainer

Additional practice with key mathematical concepts can also be found on IXL. Below are core skills and concepts essential for success in fifth grade.

A.7: choose word names for numbers up to one hundred million
A.8: write word names for numbers up to one hundred million
BB.11: area and perimeter
BB.12: volume
D.10: multiply two digit by two digit numbers
E.8: divide larger numbers by one digit numbers
F.1: add, subtract, multiply, divide
F.10: perform multiple operations with whole numbers
I.1: objects on coordinate grid
M.4: add and subtract money amounts
S.10: multiply fractions by whole numbers
T. 15: compare decimal numbers
U.1: add decimal numbers
U.2: subtract decimal numbers

Thank you for supporting our efforts to reinforce students' math skills to prepare for a successful start to fifth grade.
If you have any questions regarding the assignment, please contact the Samuel Mickle main office at 856-423-0412, extension 1040. Thank you.

Sincerely,

Andrea Evans

Name _____

Add Dollars and Cents

To add money amounts, line up the decimal points and then add as with whole numbers.

Find the sum.

$38.37 + $41.47

Step 1

Write the problem on grid paper. Align the digits by place value. Think of pennies as hundredths and dimes as tenths.

		T	O		T	H
				.		
	$	3	8	.	3	7
+	$	4	1	.	4	7

Step 2

Add the hundredths. Regroup 14 hundredths as 1 tenth 4 hundredths. Write 1 in the tenths column.

Then add the tenths.

		T	O		T	H
					1	
	$	3	8	.	3	7
+	$	4	1	.	4	7
					8	4

Step 3

Add the ones and then add the tens. Regroup if necessary.

Write the decimal point and dollar sign.

		T	O		T	H
					1	
	$	3	8	.	3	7
+	$	4	1	.	4	7
	$	7	9	.	8	4

So, $38.37 + $41.47 = $79.84.

Find the sum.

5. $37.60
  + $ 9.04

6. $80.26
  + $19.31

7. $48.04
  + $64.65

8. $52.66
  + $50.48

Name _____
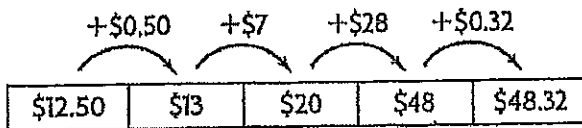
Subtract Dollars and Cents

You can count up to find a difference.

Find the difference.

$48.32 − $12.50

Step 1 Start with $12.50, the amount being subtracted.
Count up until you reach $48.32. Record each amount that
you use to count up.

```
      +$0.50    +$7     +$28    +$0.32
     ⌒      ⌒      ⌒      ⌒
┌────────┬──────┬──────┬──────┬────────┐
│ $12.50 │ $13  │ $20  │ $48  │ $48.32 │
└────────┴──────┴──────┴──────┴────────┘
```

Step 2 Add the distances between counts to find the difference.

$0.50 + $7.00 + $28.00 + $0.32 = $35.82

So, $48.32 − $12.50 = $35.82.

Find the difference.

5. $47.90
    − $ 8.34

6. $60.24
    − $14.10

7. $78.54
    − $ 9.62

8. $52.00
    − $10.98

Name _____

Algebra • Order of Operations

The order of operations is a set of rules that gives the order in which calculations are done in an expression.

Use the order of operations to find the value of the expression. Show each step.

Order of Operations
1. First, perform operations inside the parentheses.
2. Then, multiply and divide from left to right.
3. Last, add and subtract from left to right.

$8 + (10 \div 5) - 4$

Step 1	Step 2	Step 3
First divide. Think: $10 \div 5 = 2$	Then add and subtract from left to right. Think: $8 + 2 = 10$	Subtract.
$8 + (10 \div 5) - 4$ $8 + 2 - 4$	$8 + 2 - 4$ $10 - 4$	$10 - 4 = 6$

So, $8 + (10 \div 5) - 4 = 6.$

Write *correct* if the operations are listed in the correct order.
If not correct, write the correct order of operations.

1. $(9 \div 3) \times 4$ multiply, divide

2. $15 - (8 \div 2)$ subtract, divide

_____   _____

_____   _____

Follow the order of operations to find the value of the expression.
Show each step.

5. $(6 \times 7) + 3$ 7. $(20 - 5) \times 3 + 4$

_____   _____

`Name _____

Place Value Through Millions

You can use a place-value chart to help you read and write numbers through millions.

You can group the digits in a whole number into sections called periods.
Each period has 3 digits.

Each digit in a whole number has both a place and a value. In the place value chart below, the digit 3 is in the hundred thousands place. So its value is 3 × 100,000, or 300,000.

Periods

Millions			Thousands			Ones		
Hundred Millions	Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
2	8	7	3	1	4	6	5	9

Use the place-value chart to read and write the number in standard form, word form, and expanded form.

Standard Form: 287,314,659

Word Form: two hundred eighty-seven million, three hundred fourteen thousand, six hundred fifty-nine

Expanded Form: 200,000,000 + 80,000,000 + 7,000,000 + 300,000 + 10,000 + 4,000 + 600 + 50 + 9

Read and write the number in two other forms.

1. sixty million, forty thousand, two hundred twenty-nine

2. 8,000,000 + 300,000 + 2,000 + 100 + 8

_____

_____

_____

Name _____

Place Value to Compare Decimals

You can use a place-value chart to help you compare decimals.

Use a place-value chart to compare the decimals. Write <, >, or =.

4.28   4.23

Step 1 Write both decimals in a place-value chart.
Line up each place and the decimal.

Step 2 Compare the numbers in each place, starting with
the numbers in the ones place and working your way right.

Ones	.	Tenths	Hundredths
4	.	2	8
4	.	2	3

4 = 4   2 = _2_   8 > _3_

Step 3 Since 8 is greater than 3, 4.28 is greater than 4.23.

So, 4.28 > 4.23.

1. Use the place-value chart below to compare the decimals.
Write <, >, or =.

Ones	.	Tenths	Hundredths
8	.	9	2
8	.	9	7

8 = 8   9 = ___   2 < ___

So, 8.92 < 8.97.

Compare the decimals. Write <, >, or =.

6. 2.56 ◯ 2.5   7. 3.7 ◯ 3.70   8. 7.22 ◯ 7.2

Name _____

Decompose Multiples of 10, 100, 1,000

You can decompose a multiple of 10, 100, or 1,000 by finding its factors.

- To decompose a multiple of 10: rewrite it as the product of 10 and another number.
- To decompose a multiple of 100: rewrite it as the product of 100 and another number.
- To decompose a multiple of 1,000: rewrite it as the product of 1,000 and another number.

Decompose 3,200.

One Way Use mental math and a pattern.

$3,200 = \underline{3,200} \times 1$

$3,200 = \underline{320} \times 10$

$3,200 = \underline{32} \times 100$

So $3,200 = 32 \times 100$.

Another Way Use place value.

$3,200 = 32 \text{ hundreds} = 32 \times \underline{100}$

So $3,200 = 32 \times 100$.

1. Complete the exercise below to decompose 3,600.

   $3,600 = \underline{\hspace{2cm}} \times 1$

   $3,600 = \underline{\hspace{2cm}} \times 10$

   $3,600 = \underline{\hspace{2cm}} \times 100$

2. Complete the exercise below to decompose 870.

   $870 = \underline{\hspace{1.5cm}} \text{ tens} = \underline{\hspace{1.5cm}} \times \underline{\hspace{1.5cm}}$

Decompose each number.

3. $90 = \underline{\hspace{2cm}}$ 4. $5,600 = \underline{\hspace{2cm}}$ 5. $3,000 = \underline{\hspace{2cm}}$

Grade 4

Name _____

Compare Fraction Products

When a fraction less than one is multiplied by a whole number, is the product less than or greater than the fraction?

Is the product of $\frac{3}{4} \times 2$ less than or greater than $\frac{3}{4}$?

Step 1 Show two groups of $\frac{3}{4}$.
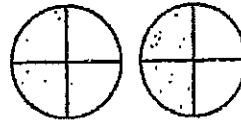
The model shows $\frac{6}{4}$ shaded.
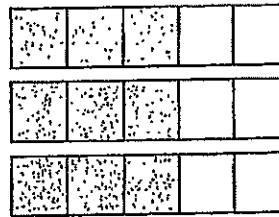
Step 2 Compare. The product $\frac{6}{4}$ is ___greater than___ $\frac{3}{4}$.

So, the product of $\frac{3}{4} \times 2$ is greater than $\frac{3}{4}$.

When a whole number is multiplied by a fraction less than one, is the product less than or greater than the whole number?

Is the product of $3 \times \frac{3}{5}$ less than or greater than 3?

Step 1 Show three groups of $\frac{3}{5}$.

The model shows $\frac{9}{5}$ shaded.

Step 2 Compare. The product $\frac{9}{5}$ is ___less than___ 3.

So, the product of $3 \times \frac{3}{5}$ is less than 3.

Complete each statement with *greater than* or *less than*.

1. $2 \times \frac{5}{6}$ will be _____ $\frac{5}{6}$.

2. $\frac{3}{8} \times 2$ will be _____ 2.

3. $3 \times \frac{2}{5}$ will be _____ 3.

4. $\frac{2}{3} \times 4$ will be _____ $\frac{2}{3}$.

Name _____

Fractions and Division

You can use division to make equal shares or to make
equal-sized groups. You can use a fraction to show division.
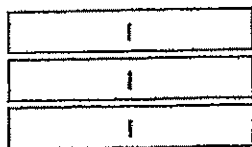
**Write the division problem as
a fraction.**

Think of a division sign as a fraction bar.
numerator ÷ denominator ⟷ $\dfrac{numerator}{denominator}$

$3 \div 4$

You can use fraction strips to model the relationship
between division and fractions.

Step 1	Step 2	Step 3
Begin with 3 wholes.	Think of each whole as 4 fourth-size pieces.	Arrange the fourth-size pieces into 4 equal groups.
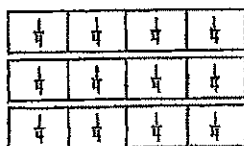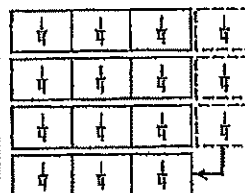
There are 3 fourth-size
pieces in each equal group.

So, $3 \div 4$ can be written as $\dfrac{3}{4}$.

Write the division problem as a fraction. Write each fraction
greater than 1 as a whole number or mixed number.

1. $9 \div 3$

2. $1 \div 6$

3. $2 \div 8$

4. $5 \div 4$

5. $7 \div 2$

6. $12 \div 8$

Locate Points on a Grid

A map has horizontal and vertical lines that make a grid.
You can name a point on the grid using an **ordered pair**
of numbers.

The first number tells ⟶ (1, 5) ⟵ The second number tells how
how many units to move   many units to move up from zero.
right from zero.

Write the ordered pair for the location of the park.

Step 1 Start at zero. Move right. Count the
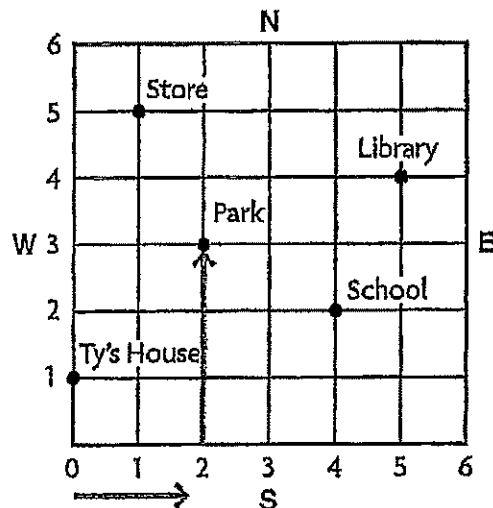number of units until you are directly
below the park.

You move right 2 units.

Step 2 Move up. Count the number of units
until you reach the park.

You move up 3 units.

Step 3 You move right 2 units and up 3 units, so
the ordered pair is (2, 3).

So, the park is located at **(2, 3)** on the map.

Use the grid. Write the ordered pair for each point.

1. A

2. B

_____   _____

Use the grid. Write the point for each ordered pair.

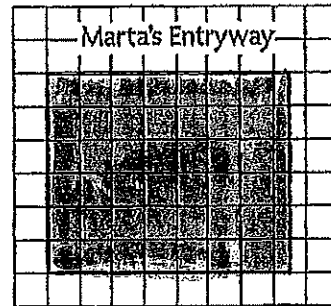**5.** (8, 0)   **6.** (9, 10)

_____   _____
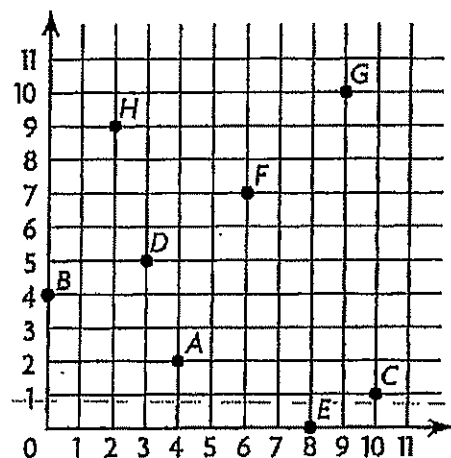
Name _____

Area and Tiling

In the model, whole tiles are shaded, and some half tiles are shaded. You can combine the areas of half tiles and whole tiles to find the total area.

Marta's Entryway

1 square = 4 square feet

Find the area of the entryway.
Write the area in square feet.

Step 1 Count the number of whole tiles.
There are 42 whole tiles.

Step 2 Count the number of half tiles.
There are 6 half tiles.

Think: 2 half tiles = 1 whole tile
6 half tiles = 3 whole tiles

Step 3 Use the total number of whole tiles to find the area.

42 + 3 = 45 whole tiles

Think: 1 tile = 4 square feet

Multiply the number of whole tiles by 4 to find the area.
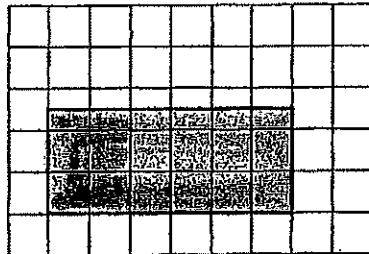
45 × 4 = 180

So, the area of Marta's entryway is **180 square feet.**

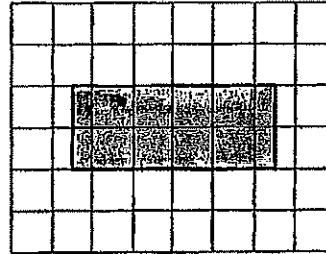Find the area of each shaded shape. Write the area in square units.

1.
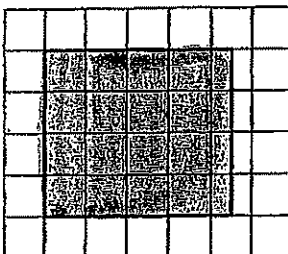
2.

3.

1 square = 4 square feet   1 square = 9 square meters   1 square = 16 square miles

_____   _____   _____

Name _____

Multiply Three Factors

Step 1
Simplify the problem. Rewrite $2 \times (14 \times 6)$ as a product of two factors.

$2 \times (14 \times 6) = 2 \times (\underline{6} \times 14)$ Commutative Property

$ = (2 \times \underline{6}) \times 14$ Associative Property

$ = \underline{12} \times 14$

So, $2 \times (14 \times 6) = 12 \times 14$.

Step 2
Multiply.

$$
\begin{array}{r}
12 \\
\times\ 14 \\
\hline
48 \\
+\ 120 \\
\hline
168
\end{array}
$$

48 ←—— 4×12

+ 120 ←—— 10×12

168 ←—— Add.

So, $2 \times (14 \times 6) = 168$.

> **Remember**
> Commutative Property of Multiplication
> You can multiply factors in any order and still get the same product.
> Example: $2 \times 3 = 3 \times 2$
> Associative Property of Multiplication
> You can group factors in any order and still get the same product.
> Example:
> $2 \times (3 \times 4) = (2 \times 3) \times 4$

Find each product.

1. $3 \times (16 \times 4) =$

3. $5 \times (13 \times 5) =$

4. $(16 \times 7) \times 3 =$

6. $(12 \times 8) \times 6 =$

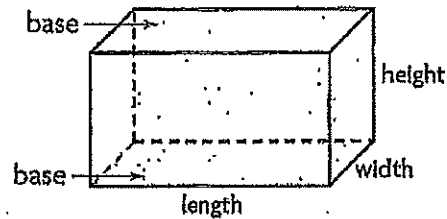
Name _____

Find Area of the Base

A rectangular prism is a solid figure that has three-dimensions: length, width, and height. A rectangular prism has two bases. The bases are the same size and shape and are opposite each other. The base shape of a rectangular prism is a rectangle or a square.

base — height width base length

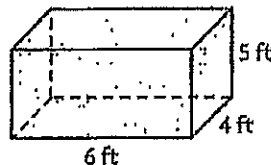You can use the area formulas for a rectangle and a square to find the area of the base of a rectangular prism.

Find the area of the base of the rectangular prism.

Step 1 Identify the base shape.

5 ft 4 ft 6 ft

The length is __6__ feet.

The width is __4__ feet.

The base shape is a __rectangle__.

Step 2 Find the area of the base shape.

$A = l \times w$ Think: Use the area formula for a rectangle.

$= \underline{6} \times \underline{4}$

$= \underline{24}$ square feet

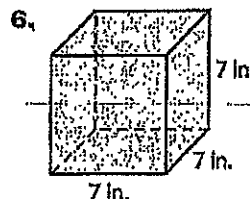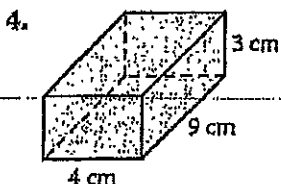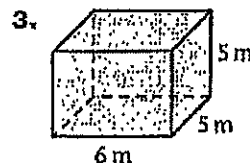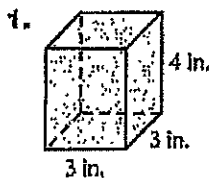So, the area of the base is __24 square feet__.

> **Remember**
>
> Area of a rectangle:
> $A = b \times h$ or $A = l \times w$
> Area of a square:
> $A = s \times s$

Find the area of the base of the rectangular prism.

1.

4 in. 3 in. 3 in.

3.

5 m 5 m 6 m

4.

3 cm 9 cm 4 cm

6.

7 in. 7 in. 7 in.

Name _____

Decimals and Place Value

You can write decimals, like whole numbers, in standard form,
word form, and expanded form.

In a place-value chart, whole numbers are to the left of the
decimal point. Decimal amounts are to the right of the decimal point.
The value of each place is one-tenth, or $\frac{1}{10}$, of the place to its left.

When you write a decimal in word form, write the decimal point as "and."

Write the decimal 12.34 in word form and expanded form.

Start by writing 12.34 in a place-value chart. First, align the
decimal point with the decimal in the chart. Then place the digits.

Hundreds	Tens	Ones	.	Tenths	Hundredths
	1	2	.	3	4
	$\underline{1} \times 10$	$\underline{2} \times 1$	.	$\underline{3} \times \frac{1}{10}$	$\underline{4} \times \frac{1}{100}$
	10	2	.	$\frac{3}{10}$	$\frac{4}{100}$

Word form: 12.34 ◄——— Two decimals indicate hundredths.

__Twelve__ and thirty-four __hundredths__

Expanded Form: Use the last row of the chart to help you write the
decimal in expanded form.

$12.34 = 10 + \underline{\ 2\ } + \underline{\ 0.3\ } + 0.04$

Read and write the decimal in two other forms.

1. eight and seven tenths

2. $10 + 3 + 0.9 + 0.05$

_____

_____