Dear Future Fifth Grade Reader,

As your fourth grade year is coming to a close I hope your looking into the future with excitement. I am eager to begin a new year of teaching and learning with a brand new enthusiastic group of readers and writers. Below are a few things you can do to prepare yourself over the summer.

Next year we will read a mixture of fiction and non-fiction books. Think about the genre you prefer. Then either pick books from the list below or books of your own choice. Read the books you have chosen and complete the book report print outs attached. There should be one fiction book report and one non-fiction book report completed. Then chose one other assignment from the list provided after the book list to complete after the book reports are done.

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-Fiction</th>
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<tbody>
<tr>
<td>Alices Adventures in Wonderland By: Lewis Carroll</td>
<td>Boy: Tales of Childhood By: Roald Dahl</td>
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<tr>
<td>The Secret Garden By: Frances Burnett</td>
<td>Gorilla Doctors: Saving Endangered Great Apes By: Pamela S. Turner</td>
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<tr>
<td>Tuck Everlasting By: Natalie Babbitt</td>
<td>Animals Deep in the Swamp By: Donna M. Bateman</td>
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<tr>
<td>The Birchbark House By: Louise Erdrich</td>
<td>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea By: Sy Montgomery</td>
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<td>The Phantom Tollbooth By: Norton Juster</td>
<td>Native American Doctor, The Story of Susan LaFlesche Picotte By: Jeri Ferris</td>
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<tr>
<td>The Light Princess By: George McDonald</td>
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<tr>
<td>Island of the Blue Dolphins By: Scott O’Dell</td>
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<tr>
<td>The Top 10 Ways to Ruin the First Day of 5th Grade By: Kenneth Derby</td>
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<tr>
<td>Encyclopedia Brown Cracks the Case</td>
<td></td>
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<tr>
<td>Book Title</td>
<td>Author</td>
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<tr>
<td>------------------------------------------------</td>
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<tr>
<td>The Homework Machine</td>
<td>Donald J. Sobol</td>
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<tr>
<td>Frankweiller</td>
<td>Dan Gutman</td>
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<tr>
<td>From the Mixed-Up Files of Mrs. Basil E.</td>
<td>E.L. Konigsburg</td>
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<tr>
<td>No Talking</td>
<td>Andrew Clements</td>
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<tr>
<td>Dear Mr. Henshaw</td>
<td>Beverly Cleary</td>
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<tr>
<td>Matilda</td>
<td>Roald Dahl</td>
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<tr>
<td>Shiloh</td>
<td>Phyllis Reynolds Naylor</td>
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<td>Beezus and Ramona</td>
<td>Beverly Cleary</td>
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<td>Love That Dog</td>
<td>Sharon Creech</td>
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<td>The School Story</td>
<td>Andrew Clements</td>
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<td>There's a Boy in the Girl's Bathroom</td>
<td>Louis Sachar</td>
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<tr>
<td>The Indian in the Cupboard</td>
<td>Lynne Reid Banks</td>
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<tr>
<td>The Witches</td>
<td>Roald Dahl</td>
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List of additional assignments

- Write a letter to the author telling him/her what you thought.
- Compare and contrast the book with another you have read.
- Write a letter to one of the characters in the book.
- Create a glossary of unfamiliar words and phrases.
- List ten things you learned from the book.
- As you're reading the book, keep a two-sided reading journal. The left side should have quotes from the book that you liked and page numbers. The right side should have your questions, thoughts, observations, etc.
- Imagine you are the person in your book. Write a diary for a few days or weeks as she or he would have done.
- Make a new book jacket. It should include an attractive picture or cover design, an original summary of the book, information on the author and illustrator, and information about other books by the author.
- Explain why this book should be a movie.
- Write a TV commercial persuading others to read the book.

Study the following literary terms for next year because there are many more to come.

<table>
<thead>
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<th>Author's Purpose</th>
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<tbody>
<tr>
<td>To inform</td>
<td>the author's goal is to give information that is real or factual in order to teach</td>
</tr>
<tr>
<td>To entertain</td>
<td>the author's goal is to tell a story that is real or imaginary and has characters, setting, problem and solution</td>
</tr>
<tr>
<td>To persuade</td>
<td>the author's goal is to get the reader to agree with his/her opinion by providing facts and examples</td>
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<table>
<thead>
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<th>Figurative Language</th>
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<tr>
<td>Type</td>
<td>Definition</td>
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<tr>
<td>Simile</td>
<td>uses words &quot;like&quot; or &quot;as&quot; to compare two objects or ideas</td>
</tr>
<tr>
<td>Metaphor</td>
<td>compares 2 things in which one thing is said to be another</td>
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Sincerely,

Fifth Grade Reading/Writing Teachers
Non Fiction Book Report Format:

Name ___________________________ Date ___________________

Title of book ___________________________

Author ___________________________

Why did you choose this book? _____________________________________________

List five (5) new facts that you learned while reading this book: _____________________________________________

What information did the author include that helped you understand the topic or information? _____________________________________________

What piece of information did you find the most interesting in this book? _____________________________________________

What questions do you still have after reading this book? (You must include at least one question!) _____________________________________________

Write five (5) vocabulary words that you learned from reading this book, and include their definitions:

1. _____________________________________________

2. _____________________________________________

3. _____________________________________________

4. _____________________________________________

5. _____________________________________________
Fiction Book Report

Name: ___________________________  Date: ___________________________

Book Title: ________________________  Author: _______________________

Illustrator: ________________________

This book is about...

Tell what the book is about.

The setting of this book is...

Describe the setting.

The main character in this book is...

Describe the main character.

Some other important people in the book are...

Name three other characters. Write one fact about each character.

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The biggest problem in the book is...

Describe the main problem or conflict the characters have to solve.

Some important events in the book are...

Describe some things that happened as the characters tried to solve the problem.

At the end of the book...

Tell how the book ended.

I thought this book...

Tell whether you liked or didn't like this book. Give 3 reasons for your opinion.
Dear Fifth Grade Mathematicians and Parent,

The fifth grade teachers are so excited to meet you in September!

Attached is the summer math packet that we are asking you to complete and return on the first day of school. Please show your work and complete this assignment carefully, since it will count as your first math grade for the year.

In addition, we are including a multiplication table for you to study/review your facts for your fluency drills.

We are looking forward to meeting you in September and we hope that you are ready to learn more about multiplication, division, fractions, decimals and many more math skills.

Have a great summer...and don't forget...math is everywhere! So practice, and turn in your math summer assignment on the first day of school.

Enjoy your summer!

Your future 5th grade math teachers 😊

summer
math
fun
1. Find the sum:
   \[
   \begin{array}{c}
   2,193 \\
   + 3,622 \\
   \end{array}
   \]

2. Find the difference:
   \[
   \begin{array}{c}
   4,728 \\
   - 691 \\
   \end{array}
   \]

3. Find the product:
   \[
   \begin{array}{c}
   7,526 \\
   \times 5 \\
   \end{array}
   \]

4. Find the quotient:
   \[
   370 \div 5 = \]

5. 6 groups of \( \square \) is the same as 48.

6. Round to the nearest hundred.
   \[
   59,450
   \]

7. What is the space between two intersecting lines called?
   A vertex, B angle, C ray

8. The students were asked to read during the summer. The total number of books read was 2,434, if 1,822 were fiction and the rest were nonfiction, how many nonfiction books were read?

9. Put the fractions in order from least to greatest.
   \[
   \begin{array}{c}
   \frac{2}{3}, \frac{1}{2}, \frac{1}{4} \\
   \end{array}
   \]

10. The classroom door is 7 and a half feet tall. How many inches tall is it?
Find the sum:

\[
\begin{array}{c}
5 9 7 \\
+ 5 7 1 \\
\hline
1 1 6 8 \\
\end{array}
\]

Find the difference:

\[
\begin{array}{c}
8 4 5 7 \\
- 6 8 3 \\
\hline
1 6 4 \\
\end{array}
\]

Find the product:

\[
4 3 5 \\
\times 8 \\
\hline
3 4 8 0 \\
\]

Find the quotient:

\[
9 3 6 \div 6 = 1 5 6 \\
\]

List the multiples of six that are less than forty.

\[
6, 1 2, 1 8, 2 4, 3 0, 3 6, 4 2 \\
\]

Add the fractions:

\[
4 \frac{2}{4} + 2 \frac{1}{4} = 6 \frac{3}{4} \\
\]

What is the largest number that can be made with these numerals?

\[
1 6 2 8 7 8 \\
\]

Is the dotted line a line of symmetry?

\[
\text{No} \\
\]

What does angle \(\angle CBD\) measure?

\[
\text{90 degrees} \\
\]

The teacher passed out math books. The length is 10 inches and the width is 8 inches. What is the perimeter of each book?

\[
2 \times (10 + 8) = 3 6 \text{ inches} \\
\]
1. Find the sum:
   \[ 8,262 + 868 = 9130 \]

2. Find the difference:
   \[ 5758 - 457 = 5291 \]

3. Find the product:
   \[ 835 \times 6 = 5010 \]

4. Find the quotient:
   \[ 868 \div 7 = 124 \]

5. What number comes next in this sequence?
   81, 72, 63, 54, 45, ... 36

6. Write the number in words.
   5,354

7. What type of lines are shown?
   \[ \text{parallel lines} \]

8. Ed is helping his teacher organize the class library by putting 150 books back on the shelf. Half are biographies, 32 are poetry and the rest are fiction. How many fiction books does he have to put on the shelf?
   \[ \text{50 biographies} + \text{32 poetry} = \text{188 books total} \]
   \[ \text{150 books} - \text{188 books} = \text{32 fiction books} \]

9. Reduce the fraction to its lowest terms.
   \[ \frac{9}{12} = \frac{3}{4} \]

10. What is the perimeter of the rectangle in inches?
    \[ 2(5 \text{ feet} + 4 \text{ feet}) = 18 \text{ feet} \]
    \[ 18 \text{ feet} \times 12 = 216 \text{ inches} \]
1. Find the sum: \[ 7, 9, 3, 9 + 4, 5, 4, 7 \]
2. Find the difference: \[ 8, 9, 3, 3 - 3, 6, 8, 8 \]
3. Find the product: \[ 5, 6, 6 \]
4. Find the quotient: \[ 930 ÷ 5 = \]
5. List all the factors of the number: 11
6. Put these numbers in order from greatest to least: 9, 3, 3, 9, 4, 3, 6
7. How many right angles does this shape have?
8. The class was doing a science experiment. They needed to pour 7 \( \frac{3}{4} \) cups of water onto a powder. They already poured 3 \( \frac{1}{4} \) cups in. How much more water do they need to add?
1. Find the sum:
   \[
   \begin{align*}
   4,629 \\
   + 3,946 \\
   \hline
   
   8,575
   \end{align*}
   \]

2. Find the difference:
   \[
   \begin{align*}
   8,9547 \\
   - 5,992 \\
   \hline
   3,9625
   \end{align*}
   \]

3. Find the product:
   \[
   6,922 \\
   \times 3 \\
   \hline
   20,766
   \]

4. Find the quotient:
   \[
   984 \div 2 = 492
   \]

5. Is the 1st number a factor of the 2nd number?
   \[
   8,48
   \]

6. 700 equals \_\_ tens
   \[
   \text{how many?}
   \]

7. Which is the correct label for this figure?
   A. equilateral triangle
   B. obtuse triangle
   C. scalene triangle
   D. right triangle

8. The teacher's bag weighs 5 pounds. How many ounces does his bag weigh?

9. Solve. Simplify the answer if possible.
   \[
   6 \times \frac{3}{6} = \]

10. 7 kilometers = \_\_ meters

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<tr>
<td><strong>Answer</strong></td>
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</table>

1. Find the sum: \[ \frac{5}{6} + \frac{2}{3} = \frac{11}{6} \]
2. Find the difference: \[ \frac{5}{6} - \frac{2}{3} = \frac{1}{6} \]
3. Find the product: \[ \frac{4}{8} \times \frac{9}{7} = \frac{9}{14} \]
4. Find the quotient: \[ 749 \div 7 = 107 \]
5. Write an equation that can be used to solve this problem: \[ \frac{5}{6} \times \frac{2}{3} = \frac{11}{6} \]
6. Round to the nearest ten: \[ 67,236 \approx 67,200 \]
7. What type of angle is shown? (acute, right, obtuse, straight)
8. The fifth-grade math book has 180 pages of problems to solve. If the students complete 3 pages each school day, how many school days will it take to finish the book?
9. Which fraction is more than half? \( \frac{3}{8} \) or \( \frac{5}{6} \)
10. Put the measurements in order from shortest to longest: \[ 52 \text{ inches}, 13 \text{ feet}, 4 \text{ yards} \]
1. Find the sum:
   \[
   \begin{array}{c}
   56,223 \\
   +35,713 \\
   \hline
   \end{array}
   \]

2. Find the difference:
   \[
   \begin{array}{c}
   85,747 \\
   -19,738 \\
   \hline
   \end{array}
   \]

3. Find the product:
   \[
   8,437 \\
   \times \\
   \bigstar \\
   8
   \]

4. Find the quotient:
   \[
   635 \div 5 = \]

5. Which number is not a factor of 28?
   \[2, 6, 7, 28\]

6. What is the largest number that can be made with these numerals?
   \[642867\]

7. How many perpendicular angles does this shape have?

8. The school nurse measured the height of all of the 5th graders. The tallest student was 5 feet 2 inches and the shortest was 4 feet 3 inches. What was the difference between the tallest student and the shortest student in inches?

9. Solve and simplify:
   \[5 \times \frac{3}{6} = \]

10. What angle is formed by the hour hand and the minute hand when a clock reads, 9:00?
Find the sum:

57,323
+32,692

Find the difference:

83,801
-3,5626

Find the product:

7,248
x 6

Find the quotient:

927 ÷ 9 =

What number comes next in this sequence?

125, 130, 135, 140...

Write the number in standard form.

6000 + 500 + 30 + 2

What is this called?

A ray
B vertex
C angle

What is the area of the football field?

60 yards

80 yards

On Sunday, Lindsey rode her bike 3 times as far as she did on Saturday. On Saturday she rode 3 miles. How far did she ride on Sunday?

Fill in the numerator to create equivalent fractions.

\[ \frac{4}{8} = \frac{2}{2} \]
1. Find the sum: 
   \[ 8,453 + 2,843 = 11,296 \]

2. Find the difference: 
   \[ 2,423 - 1,213 = 1,210 \]

3. Find the product: 
   \[ 3,583 \times 4 = 14,332 \]

4. Find the quotient: 
   \[ 504 \div 8 = 63 \]

5. List the first 3 multiples for the number: 
   \[ 6, 12, 18 \]

6. Which number below has the greatest value?
   \[ 8,475, 8,675, 8,657 \]

7. How many sides does this shape have?
   (Star with 5 sides)

8. Julia helped the teacher clean the tables in the classroom. She noticed that \( \frac{1}{4} \) of the tables are blue and \( \frac{3}{4} \) of the tables are red. There are eight tables in all. How many are red?

9. Write as a decimal: 
   \[ 6 \quad \frac{10}{10} \]

10. Tyler measured crayons and made this line plot to show the results. How many were shorter than 2 and a half inches?
    \[ 2, 2\frac{1}{2}, 2\frac{3}{4}, 3 \]

Length of Crayons in Inches
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<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td><strong>Answer</strong></td>
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</tbody>
</table>

1. Find the sum: 
   \[ \begin{array}{c}
   5 \\
   3 \\
   4 \\
   7 \\
   8 \\
   \hline
   2 \\
   2 \\
   7 \\
   7 \\
   4 \\
   \hline
   168
   \end{array} \]

2. Find the difference: 
   \[ \begin{array}{c}
   6 \\
   4 \\
   1 \\
   6 \\
   8 \\
   \hline
   3 \\
   1 \\
   3 \\
   3 \\
   2 \\
   \hline
   126
   \end{array} \]

3. Find the product: 
   \[ \begin{array}{c}
   3 \\
   4 \\
   0 \\
   \hline
   3 \\
   4 \\
   \hline
   120
   \end{array} \]

4. Find the quotient: 
   \[ \frac{864}{6} = 144 \]

5. Joe lined up his button collection in the pattern below. If he continues the same pattern what shape will the 15th button in his line be? 

6. Is this comparison true or false? 
   \[ 543,465 > 543,456 \]

7. Which is the correct label for this figure? 
   A hexagon, B rhombus, C trapezoid, D pentagon

8. Jessica's fifth-grade classroom has a rug that is 8 square feet. The length is 4 feet. What is the width of her classroom rug?
### Multiplication Facts

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Lafayette St. School & Annexes
Summer Enrichment Packet
Science
Grade 5

Name: ____________________________

Homeroom: _________________________

Date: ______________________________
Dear Future 5th Grade Scientist,

I am excited to meet you in September. For some of you, I have had the pleasure of having you in 4th grade and look forward to another school year with you. During the 1st marking period, you will be learning and practicing C.E.R. (Claim, Evidence, and Reasoning) which is a lot like supporting your response with text evidence.

There is a lot of vocabulary words and new concepts you will be learning. The following is a list of the modules that we will learn in 5th grade:

- Structure and Properties of Matter
- Physical and Chemical Changes
- Plants and Animal Needs
- Matter in Ecosystems
- Interactions of Earth’s Major Systems
- The Solar System and Beyond

You will also take NJSLA Science test in the Spring time as a 5th grader. With that said, you will learn test taking strategies that can help you both with multiple choice and open ended questions.

The following work will count as your First Test Grade. It should be done neatly. If not presented on the 1st day of school, it will count as a zero for the 1st grade.

Your future 5th grade Science Teacher,

Miss Silverio
What’s the Matter?

Matter is anything that takes up space and has mass. Mass is the stuff that matter is made of, or the amount of particles in a substance or object. Matter has physical and chemical properties and can undergo physical and chemical changes.

What are some examples of matter? Well, just look around you and everything you see, touch, smell, and breathe are examples of matter.

What is a property?
A property describes how an object looks, feels, or acts. Properties can be physical or chemical. Properties can also be quantitative or qualitative. A qualitative property of matter is observed and generally can’t be measured with a numerical result. A quantitative property of matter is one that can be measured numerically, such as height, length, or weight.

What are examples of physical properties?
Physical properties can be observed. Examples of physical properties can be color, weight, volume, size, shape, density, boiling point, or freezing point.

What are examples of chemical properties?
A chemical property is usually one that can only be seen when a substance undergoes a chemical change. These properties cannot be observed by touching or looking. Chemical properties become apparent when the structure of the substance is altered chemically.

An example of this would be adding baking soda and vinegar and watching it bubble and give off a gas. The bubbling is an indicator that the properties of the two initial ingredients have recombined to form a new substance or substances.

\[
\text{substance AB + substance CD} \quad \rightarrow \quad \text{new substance AD + new substance BC}
\]

A simple equation of what happens when you add baking soda to vinegar:

baking soda (solid) + vinegar (liquid) \( \rightarrow \) carbon dioxide (gas) + water (liquid)

What is a chemical change?
A chemical change is a change that results in a new substance (or substances) being formed. The important word to remember is new. A chemical change involves the making or breaking of bonds between atoms. A chemical change makes a new substance that wasn’t there before.

What are examples of chemical changes?
Some examples of chemical changes are nails rusting over time, batter turning into a cake in the oven, wood or paper burning to ashes, the digestion of food, and the baking soda and vinegar example above.
What is a physical change?

A physical change is a change in a state of matter. For example, when ice melts, the H₂O molecule is going from a solid (ice) state to a liquid (water) state of matter. The actual molecule or the arrangement of the atoms has not changed—just its state of matter. A physical change can also be a change in appearance of matter. For example, a piece of paper is made of paper molecules, and when you tear the piece of paper in half, both halves are still made of paper molecules. The atoms and molecules that make up the substance are not physically changed.

Physical or Chemical Change?

Put a check to indicate whether you think the item is a physical change or a chemical change.

<table>
<thead>
<tr>
<th></th>
<th>Physical Change</th>
<th>Chemical Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ice melting</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>cutting a pineapple into pieces</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>adding vinegar to baking soda</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>a piece of rusting metal</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>a campfire</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>crumbling a piece of paper</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>sour milk</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>shattering a drinking glass</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>dissolving sugar in water</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>burning paper</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>boiling water</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>burning a match</td>
<td></td>
</tr>
</tbody>
</table>

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Try This Experiment
How do you know that a gas is produced as a result of mixing baking soda and vinegar?

Materials
- ¼ cup (56 grams) of baking soda
- ¼ cup (60 milliliters) of vinegar
- 1 small, empty water bottle
- 1 balloon
- 1 funnel

Procedure
1. Stretch the balloon out before using it.
2. Using the funnel, fill the balloon with the baking soda.
3. Pour the vinegar into the empty water bottle.
4. Attach the opening of the balloon to the mouth of the water bottle—be careful not to get any baking soda into the bottle.
5. Count to three and lift up the part of the balloon that contains the baking soda so that the baking soda falls into the bottle.

Questions
1. What are the physical properties of the baking soda?

2. What are the physical properties of the vinegar?
3. What happened inside the water bottle when you added the baking soda to the vinegar? What did you see in the bottle?


4. Did anything happen to the balloon? If so, what do you think caused it?


5. What type of change occurred inside the bottle when you added the baking soda to the vinegar?


6. Fill in the definitions in the vocabulary box below.

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>matter</td>
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<tr>
<td>mass</td>
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<tr>
<td>property</td>
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<tr>
<td>qualitative</td>
</tr>
<tr>
<td>quantitative</td>
</tr>
<tr>
<td>physical change</td>
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<tr>
<td>chemical change</td>
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</tbody>
</table>

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More worksheets at www.education.com/worksheets
**Worksheet: The food chain**

**Foundation Phase**
Grade 1-3
**Learning area:** Natural Science
**Specific Aim:** Investigating phenomena in natural sciences

**Activity 1: What is a food chain?**

Every time you run, jump or ride your bike, you are using up energy in your body. You get this energy from the food you eat. All living things get energy from their food so that they can move and grow. When food passes through the body, some of it is digested or broken down. This process releases energy into the body. All living organisms need to be part of a food chain in order to survive. A **food chain** shows how each living thing gets its food. Some animals eat plants, and some animals eat other animals. Each link in the chain is food for the next link. The picture below shows an example of a food chain.

- Green plants get their energy from the sun. They use this energy, as well as the minerals from the ground, to grow.
- Plant eaters become food for meat eaters.
- Decomposers turn waste into minerals for plants to use.
- Meat eaters make waste or die for decomposers to use.

**EDUCATOR’S RESOURCE PACK**
Producers are the beginning of a food chain. Producers are plants and vegetables. They use energy from the sun to make food during photosynthesis.

Consumers are the next link in a food chain. Consumers cannot make their own food. They are divided according to what they eat. The first link starts with the animals that eat plants. They are called herbivores. The next link is those animals that eat the herbivores. Consumers that eat other animals are called carnivores. Animals that eat both animals and plants are called omnivores.

Questions:

1. What do you think is the main source of energy on Earth? 

2. What do the arrows in the picture below show us?
What is a chloroplast?

What would happen if there were not enough plants on Earth?

Where do plants get their green color?

Why are plants called producers?

5) What is a chloroplast?

4) What would happen if there were not enough plants on Earth?

3) Explain the relationship between people and plants. Why are we good partners?

2) Where do plants get their green color?

1) Why are plants called producers?

Plants are Producers.

Photosynthesis is a process called

People are consumers. We have to spend large parts of our days

Finding, Buying, Cooking, and Eating Our Food. Did you ever think it might
Ecosystems

An ecosystem is all the things that interact in a specific area where the conditions never become too hot or too cold. It is an area where the conditions determine what kinds of living things will be able to live there. Organisms can only live where their needs are being met. Everything in an organism's environment is called an ecosystem that allows many different kinds of organisms to thrive in a temperate zone.

Organisms do not get all their needs from living things. These non-living things are also called non-living resources. Animals, called organisms, that use living resources are called consumers. Plants and water, living things that support life in an ecosystem are called producers.

Ecosystems are made of a non-living thing in an ecosystem. What is one example of a non-living thing in an ecosystem?

2) What are three of the life processes that living things perform to stay alive?

3) What does population mean in a community?

4) When does an organism thrive?

5) Why does a temperate zone support many varieties of organisms?

6) Why does a temperate zone support many varieties of organisms?

7) What is necessary to find or confirm a passage whenever necessary to find or confirm a passage?

Name:

Cross-Curricular Reading Comprehension Worksheets D-2 of 36

Similar to themselves.

They reproduce, producing offspring, or babies, that are waste products. They react to things in their environment.

They release energy by doing work and moving. They release energy from those nutrients to grow and develop. They take in nutrients like air, sunlight, water, and food. They can also perform certain life processes. They reproduce, producing offspring.