Holy Name of Jesus School

Summer Reading and Math Practice Packets
For the 2016-2017 School Year

Grade 4 Students Entering Grade 5

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Grade 4 Students Entering Grade 5
2016-2017 School Year
Summer Reading and Math Work

Grade 5 Summer Reading -

Students entering fifth grade are required to read the following book:

- *Frindle* by Andrew Clements*

The discussion questions for *Frindle* are due on the first day of school.

*Purchase this book. This will enable the student to write in or highlight information in the book during classroom discussion.

Students must choose two more books to read from the list below:

- *Code Talkers* by Joseph Brachac
- *The Contract* by Derek Jeter
- *Shiloh* by Phyllis Reynolds Naylor
- *The Cricket in Times Square* by George Selden
- *The Indian in the Cupboard* by Lynne Reid

Grade 5 Summer Math -

Chapter 1 Extra Practice - Pages 19, 20
Chapter 2 Extra Practice - Pages 47, 48
Chapter 3 Extra Practice - Pages 65, 66
Chapter 4 Extra Practice - Pages 109, 110
Chapter 6 Extra Practice - Pages 129, 153
Chapter 7 Extra Practice - Pages 203, 243
Directions: Write all your answers on the lines provided. This assignment is due the first day of school.

Chapter 1

1. Of the three lists of students mentioned on page 1, to which list did Nick Allen belong?

2. Who was making the “peep” sound in class? Who did Mrs. Avery think it was?

3. Did Mrs. Avery ever figure out who was making the peep sound?

Chapter 2

1. How many kids were in the 5th grade?

2. What subject does Mrs. Granger teach?

3. What made Mrs. Granger famous?

4. What did Mrs. Granger love?

Chapter 3

1. What was the first thing the students did in Mrs. Granger’s class?

2. What was Nick known for in class?

3. What was Nick’s question to Mrs. Granger?

4. How did Mrs. Granger answer Nick’s question?

Chapter 4

1. What was the rule in Nick’s house?

2. Where in the dictionary did Nick look to get help with his report?

3. What did Nick do after he read the introduction?

4. Why did Nick get a grin on his face?
Chapter 5
1. Why did Nick have a bad feeling in the pit of his stomach? ________________________________
   ____________________________________________________________________________________
2. What was the title of Nick’s report? ___________________________________________________
3. What color dictionary did Nick use? __________________________________________________
4. What is the word for dog in France? _____________________________ In Germany? __________
5. Who decides which word goes in the dictionary? _________________________________________
   ____________________________________________________________________________________
6. How do we decide? _________________________________________________________________
   ____________________________________________________________________________________

Chapter 6
1. Name the 1st thing that happened in the big idea of this chapter? _________________________
   ____________________________________________________________________________________
2. Name the 2nd thing that happened? __________________________________________________
3. Name the 3rd thing that happened? __________________________________________________
   ____________________________________________________________________________________
4. What name did Nick give to the pen? _________________________________________________
5. Describe what Nick and his friends did at the Penny Pantry? _____________________________
   ____________________________________________________________________________________
6. What is an oath? _____________________________ Who took the oath? ______________________
   ____________________________________________________________________________________

Chapter 7
1. Where did Nick want to launch his new word? _________________________________
2. Who was the first one to help Nick with his plan in class? ______________________________
3. Did Mrs. Granger like the new name for a pen? _____ How do you know? 
   ____________________________________________________________________________________

Chapter 8
1. Why was Mrs. Granger furious? ____________________________________________________
2. What was Pete’s great idea? _________________________________________________________
3. Who did the principal visit? _________________________________________________________
Chapter 9
1. What did Nick do while Mrs. Chatham talked?

2. Who did Nick refer to as Mrs. Granger’s queen?

3. What did Nick say when his dad told him to knock it off?

Chapter 10
1. When did Judy Morgan go to Lincoln Elementary School?

2. How did Judy know that Mrs. Chatham didn’t want to talk about the frindle problem?

3. How did the students know that Mrs. Granger wasn’t looking at their punishment papers anymore?

4. What did the students say in the 5th grade class picture?

Chapter 11
1. What was the title of the story in the Westfield Gazette?

Chapter 12
1. What did Nick learn about being a hero?

2. What did Bud Lawrence’s company sell?

3. Who is Alice Lunderson?

4. What did it mean if Mrs. Allen pushed down on Nick’s foot?

5. How long is the news story?

6. Kids from what other states started using frindle?

7. Why did Bud Lawrence hand Nick’s dad a check for $2,250?

8. What did Mr. Allen do with the money?
Chapter 13

1. What did fall and winter seem to do? ____________________________

2. When did frindle become a habit? ____________________________

3. What happened to the checks that went into Nick’s trust fund? ____________________________

4. What word did everyone in 5th grade get wrong on the spelling test? ____________________________

Chapter 14

1. Why did Nick decide not to do anything about the school lunches? ____________________________

2. What change did Mrs. Granger notice in Nick? ____________________________

3. When did the end of Nick’s story finally come? ____________________________

Chapter 15

1. What did Nick buy for himself with the money he earned from a frindle? ____________________________

2. Which word was on page 541 of the new dictionary? ____________________________

3. What was the word’s definition? ____________________________
Chapter 1 Extra Practice

Lesson 1.1
Find the value of the underlined digit.

1. 6,493  2. 16,403  3. 725,360  4. 952,635

Compare the values of the underlined digits in 46,395 and 14,906.

5. The value of 4 in ____________ is ____ times the value of 4 in ____________.

Lesson 1.2
Read and write the number in two other forms.

1. 304,001

2. two hundred eight thousand, five hundred sixty-one

Use the number 751,486.

3. Write the name of the period that has the digits 486.

4. Write the name of the period that has the digits 751.

5. Write the digit in the thousands place.

Lesson 1.3
Compare. Write <, >, or =.

1. 6,930 < 7,023  2. 98,903 > 98,930  3. 549,295 > 547,364

Order from least to greatest.

4. $26,940; $25,949; $26,490

5. 634,943; 639,443; 589,932
Lesson 1.4

Round to the place value of the underlined digit.
1. 286,476  2. 289,342  3. 245,001  4. 183,002

Lesson 1.5

Rename the number.
1. 82 thousands = ________________
2. 600,000 = _______ ten thousands
3. 9,200 = ___________ hundreds
4. 8 ten thousands 4 hundreds = ________

Lesson 1.6

Estimate. Then find the sum.
1. Estimate: ______
   94,903
   + 49,995
   ______

   Actual:
   + 39,932
   + 382,093

Lesson 1.7

Estimate. Then find the difference.
1. Estimate: ______
   25,953
   - 9,745
   ______

   Actual:
   - 263,043
   - 592,339

Lesson 1.8

1. The attendance for the first game of the football season was 93,584. The attendance for the second game was 104,227. How many more people attended the second game than the first game?

2. Abby and Lee sold raffle tickets to raise money for a new playground. Abby sold 1,052 tickets. Lee sold 379 more tickets than Abby. How many tickets did Lee sell?
Chapter 2 Extra Practice

Lesson 2.1
Write a comparison sentence.
1. $27 = 3 \times 9$
2. $7 \times 8 = 56$
   _____ is _____ times as many as _____.
   _____ times as many as _____.

Lessons 2.3, 2.5 - 2.6
Find the product.
1. $2 \times 700 = _____$
2. $6 \times 6,000 = _____$
3. $7 \times 13 = _____$
4. $4 \times 19 = _____$
5. $5 \times 216 = _____$
6. $9 \times 1,362 = _____$

Lessons 2.2, 2.9
Draw a diagram. Write an equation and solve.
1. Julia saw 5 times as many cars as trucks in a parking lot. If she saw 30 cars and trucks altogether in the parking lot, how many were trucks?

2. Ivan has 6 times as many blue beads as red beads. He has 49 red and blue beads in all. How many blue beads does Ivan have?

3. There are 6 rows with 18 chairs in each row. In the center of the chairs, 4 rows of 6 chairs are brown. The rest of the chairs are blue. How many chairs are blue?
Lessons 2.7, 2.10 - 2.11

Estimate. Then record the product.

\[
\begin{align*}
318 \times 3 &= 954 \\
$522 \times 9 &= 4,698 \\
$36 \times 6 &= 216
\end{align*}
\]


\[
\begin{align*}
57 \times 8 &= 456 \\
3,600 \times 8 &= 28,800 \\
$9,107 \times 5 &= 45,535
\end{align*}
\]

Lesson 2.8

Find the product. Tell which strategy you used.
1. \((4 \times 10) \times 10\)  2. \(2 \times 898\)  3. \(4 \times 7 \times 25\)

____________

____________

____________

Lessons 2.4, 2.12

1. School pennants cost $18 each. Ms. Lee says she will pay $146 for 7 pennants. Is her answer reasonable? Explain.

____________

2. Caleb draws 14 dogs on each of 4 posters. He draws 18 cats on each of 6 other posters. If he draws 5 more dogs on each poster with dogs, how many dogs and cats does he draw?

____________
Chapter 3 Extra Practice

Lesson 3.1

Choose a method. Then find the product.

1. 12 \times 60 
2. 56 \times 40 
3. 30 \times 40 
4. 50 \times 67 

Lesson 3.2

Estimate the product. Choose a method.

1. 33 \times 76 
2. 43 \times 90 
3. 47 \times $66 
4. 12 \times 81 

5. 46 \times 47 
6. 58 \times 79 
7. 24 \times 73 
8. 68 \times 36 

Lesson 3.3

Draw a model to represent the product.
Then record the product.

1. 41 \times 16 
2. 39 \times 52 
3. 94 \times 36 

Chapter 3   P65
Lesson 3.4

Record the product.

1. \[ \begin{array}{c} 53 \\ \times 37 \end{array} \]  
2. \[ \begin{array}{c} 48 \\ \times 47 \end{array} \]  
3. \[ \begin{array}{c} 65 \\ \times 28 \end{array} \]  
4. \[ \begin{array}{c} 92 \\ \times 79 \end{array} \]

Lessons 3.5 - 3.6

Estimate. Then choose a method to find the product.

1. Estimate: \[ \begin{array}{c} 48 \\ \times 21 \end{array} \]  
2. Estimate: \[ \begin{array}{c} \$72 \\ \times 46 \end{array} \]  
3. Estimate: \[ \begin{array}{c} 39 \\ \times 58 \end{array} \]

4. \[ 27 \times \$19 \]  
5. \[ 97 \times 32 \]  
6. \[ 44 \times 69 \]

Lesson 3.7

1. Last week, Ms. Simpson worked 28 hours. She stocked shelves for 45 minutes each hour for 14 of those hours. The rest of the time she worked in customer service. How many minutes last week did Ms. Simpson work in customer service? (Hint: 1 hour = 60 minutes)

2. The after-school craft center has 15 boxes of 64 crayons each. In 12 of the boxes, 28 of the crayons have not been used. All the rest have been used. How many of the crayons in the center have been used?
Chapter 5 Extra Practice

Lesson 5.1

Use tiles to find all the factors of the product. Record the arrays on grid paper and write the factors shown.

1. 17
   
   
   

2. 42
   
   
   

3. 28
   
   
   

4. 50
   
   
   

Lesson 5.2

Is 5 a factor of the number? Write yes or no.

1. 35
   Yes

2. 56
   No

3. 51

4. 40

List all the factor pairs in the table.

5. Factors of 16

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6. Factors of 49

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Lesson 5.3

Solve.

1. Hana is putting the fruit she bought into bowls. She bought 8 melons, 12 pears, and 24 apples. She puts the same number of pieces of fruit in each bowl and puts only one type of fruit in each bowl. How many pieces can Hana put in each bowl?

2. A store owner is arranging clothing on racks. She has 30 sweaters, 45 shirts, and 15 pairs of jeans. She wants to put the same number of items on each rack, with only one type of item on each. How many items can she put on a rack?

Chapter 5  P109
Lesson 5.4

Is the number a multiple of 9? Write yes or no.
1. 24
2. 18
3. 27
4. 42

List the next nine multiples of each number.
Find the common multiples.
5. Multiples of 4: 4, ____________________________
   Multiples of 5: 5, ____________________________
   Common multiples: ____________________________

6. Multiples of 3: 3, ____________________________
   Multiples of 6: 6, ____________________________
   Common multiples: ____________________________

Lesson 5.5

Tell whether the number is prime or composite.
1. 39
2. 29
3. 51

Lesson 5.6

Use the rule to write the first twelve numbers in the pattern.
Describe another pattern in the numbers.
1. Rule: Add 6. First term: 10

2. Rule: Add 3, subtract 2. First term: 7
Chapter 6 Extra Practice

Lesson 6.1
Tell whether the fractions are equivalent. Write = or ≠.

1. \( \frac{5}{10} \quad \bigcirc \quad \frac{1}{2} \)
2. \( \frac{2}{3} \quad \bigcirc \quad \frac{3}{6} \)
3. \( \frac{6}{8} \quad \bigcirc \quad \frac{3}{4} \)
4. \( \frac{7}{12} \quad \bigcirc \quad \frac{4}{6} \)

Lesson 6.2
Write two equivalent fractions for each.

1. \( \frac{2}{3} \)
2. \( \frac{5}{10} \)
3. \( \frac{4}{12} \)
4. \( \frac{4}{5} \)

Lesson 6.3
Write the fraction in simplest form.

1. \( \frac{6}{12} \)
2. \( \frac{2}{10} \)
3. \( \frac{4}{6} \)
4. \( \frac{3}{12} \)
5. \( \frac{6}{10} \)

Lesson 6.4
Write the pair of fractions as a pair of fractions with a common denominator.

1. \( \frac{2}{3} \text{ and } \frac{5}{6} \)
2. \( \frac{3}{5} \text{ and } \frac{1}{2} \)
3. \( \frac{1}{4} \text{ and } \frac{5}{12} \)
4. \( \frac{7}{8} \text{ and } \frac{3}{4} \)
5. \( \frac{3}{10} \text{ and } \frac{1}{5} \)
6. \( \frac{3}{4} \text{ and } \frac{1}{3} \)
Chapter 7 Extra Practice

Lesson 7.1

Use the model to write an equation.

1. \[ \frac{3}{10} + \frac{5}{10} = \]

2. \[ \frac{7}{12} - \frac{6}{12} = \]

Use the model to solve the equation.

3. \[ \frac{3}{10} + \frac{5}{10} = \]

4. \[ \frac{7}{12} - \frac{6}{12} = \]

Lesson 7.2

Write the fraction as a sum of unit fractions.

1. \[ \frac{2}{3} = \]

2. \[ \frac{3}{10} = \]

3. \[ \frac{4}{6} = \]

4. \[ \frac{5}{12} = \]

Lessons 7.3 - 7.5

Find the sum or difference. Use fraction strips to help.

1. \[ \frac{3}{8} + \frac{2}{8} = \]

2. \[ \frac{4}{5} + \frac{1}{5} = \]

3. \[ \frac{6}{10} + \frac{1}{10} = \]

4. \[ \frac{5}{6} - \frac{4}{6} = \]

5. \[ \frac{3}{4} - \frac{1}{4} = \]

6. \[ 1 - \frac{7}{12} = \]

7. \[ \frac{7}{10} - \frac{3}{10} = \]

8. \[ \frac{2}{6} + \frac{4}{6} = \]

9. \[ \frac{5}{8} - \frac{4}{8} = \]

Chapter 7 P153
Chapter 10 Extra Practice

Lesson 10.1
Draw and label an example of the figure.
1. acute $\triangle MNP$  
2. $QR$  
3. $TS$

Lesson 10.2
Classify each triangle. Write acute, right, or obtuse.
1.

2.

3.

Lesson 10.3
Use the street map for 1–2.
1. Name two streets that appear to be parallel.

2. Name two streets that appear to be perpendicular.

Lesson 10.4
Classify each figure as many ways as possible. Write quadrilateral, trapezoid, parallelogram, rhombus, rectangle, or square.
1.

2.
Chapter 12 Extra Practice

Lesson 12.1

Use benchmarks to choose the unit you would use to measure each.

1. length of a car
   customary unit: __________________________
   metric unit: ____________________________

2. liquid volume of a sink
   customary unit: __________________________
   metric unit: ____________________________

3. weight or mass of a parakeet
   customary unit: __________________________
   metric unit: ____________________________

4. length of your thumb
   customary unit: __________________________
   metric unit: ____________________________

Lessons 12.2 – 12.4

Complete.

1. 6\text{yds} = \underline{_____} \text{feet} 
2. 2 \text{feet} = \underline{_____} \text{inches} 
3. 3 \text{pounds} = \underline{_____} \text{ounces} 

4. 2 \text{tons} = \underline{_____} \text{pounds} 
5. 5 \text{gallons} = \underline{_____} \text{quarts} 
6. 4 \text{quarts} = \underline{_____} \text{cups} 

Lesson 12.5

Use the line plot for 1-2.

1. What is the difference in height between the tallest plant and the shortest plant?
   
   
2. How many plants are in Box A?
   
   Plant Heights in Box A (in feet)