

Student Name \_\_\_\_\_

**Fourth Grade**

Dear Parents,

We are very proud of the academic growth our students have made this school year and the work they have done. The “summer slide” or summer learning loss is a real issue that schools worry about. We want our students to enjoy their summer while at the same time continuing to hold on to the progress they made during the school year.

Attached is a packet of practice skill pages. Students must read **Tales of a Fourth Grade Nothing**. Once they complete **Tales of a Fourth Grade Nothing**, they are to **take the AR test**. Students must also get **7 green lights in Reflex Math** for the summer. There is also a suggested pacing for the work given. Though the pacing is not required, spaced practice is much more beneficial to students than cramming all work into the last week or so of summer. Continued reading and math practice strengthens students’ fluency and comprehension.

Reading over the summer is one of the most important activities you can do with your child. It is important that students are reading books and taking Accelerated Reader (AR) tests on their level and not choosing books that are too easy or way too hard. Below are the recommended book levels for your child. You can look up the level of a book on [arbookfind.com](http://arbookfind.com).

**AR website:** <https://global-zone51.renaissance-go.com/welcomeportal/211290>



**Recommended Book Levels:** \_\_\_\_\_

**\*\* Students are required to complete their summer work packet, read Tales of a Fourth Grade Nothing, take the AR test, & get 7 Reflex Math green lights. These assignments are due by Friday, August 11<sup>th</sup> and will count as the students’ first reading and math grades.**

Below is also a challenge section. If students go above and beyond the required work, they will receive a reward for their efforts.

**Summer Challenge: (Optional)**

Complete all of these additional “above and beyond” activities to receive a prize when we get back to school.

Read a....

€ **Biography:** Guardian’s Initials \_\_\_\_\_ Date \_\_\_\_\_

€ **Poetry book:** Guardian’s Initials \_\_\_\_\_ Date \_\_\_\_\_

€ **Magazine:** Guardian’s Initials \_\_\_\_\_ Date \_\_\_\_\_

€ **A Nonfiction book:** Guardian’s Initials \_\_\_\_\_ Date \_\_\_\_\_

€ **A Fiction book:** Guardian’s Initials \_\_\_\_\_ Date \_\_\_\_\_



## Fourth Grade Summer Work Suggested Pacing

- € **June 5 – 9:** Read Tales of a Fourth Grade Nothing and complete Math pages 1 & 2
- € **June 12 – 16:** Read Tales of a Fourth Grade Nothing, Reading packet pages, 1-5, and Math packet page 3
- € **June 19 – 23:** Read Tales of a Fourth Grade Nothing, Reading packet pages 6-8, and Math packet pages 4 & 5
- € **June 26 – 30:** Read Tales of a Fourth Grade Nothing, Reading packet pages 9-12, and Math packet pages 6
- € **July 10 – 14:** Read Tales of a Fourth Grade Nothing, Reading packet pages 13-14, and Math packet pages 7 & 8
- € **July 17 – 21:** Read Tales of a Fourth Grade Nothing, Reading packet pages 15-19, and Math packet pages 9 & 10
- € **July 24 – 28:** Finish Tales of a Fourth Grade Nothing, Take the AR test for the book, Reading packet page 20, and Math packet pages 11 & 12

**\*\*\*Students must get 7 green lights in Reflex Math over the summer. Color in a star each time you get a green light. (Website: <https://www.reflexmath.com/>)**



**\*\*\*Students must take the AR practice test for Tales of a Fourth Grade Nothing once they finish reading it. Color in the smiley face once the practice test is taken.**







Dear Parents,

Multiplication and division math fact fluency is vitally important to 4<sup>th</sup> grade and beyond math skills. It is important that students can automatically recall their facts from 0-12 quickly. Students have from now until the beginning of 4<sup>th</sup> grade to be **at least 90% fluent** in their facts in Reflex Math. **If they have not reached 90% fluency in Reflex Math by the beginning of 4<sup>th</sup> grade, please understand that weekly math facts homework will be required in 4<sup>th</sup> grade to get them up to pace.**

Feel free to add extra practice measures over the summer such as traditional flash cards. Pull out all the flash cards that your child knows, and practice 5-7 at a time of unknown facts until your child knows them, adding in a few more new facts each week.

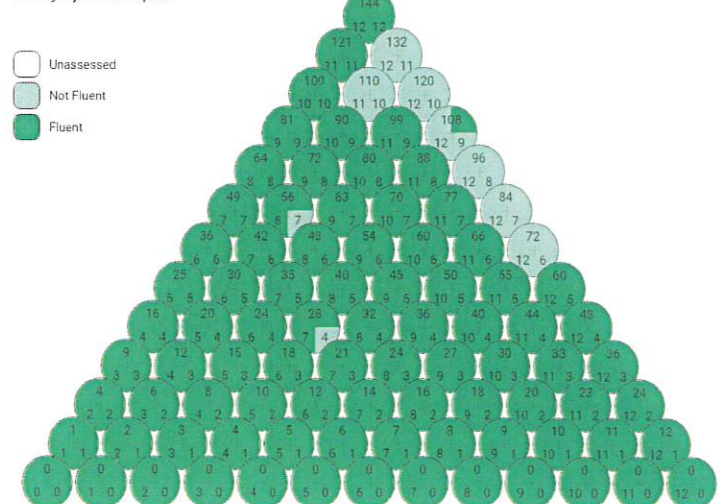
Your child's fact fluency can be checked in Reflex in the student or parent portal. When your child logs in to Reflex their percentage of fluency shows up. The specific facts that your child can answer fluently can be seen on their account after they complete the initial games. Once they make it to their island, click on the avatar in the bottom right corner. Then click on the icon with four squares and it will show a pyramid of facts mastered. Please see the photo below to see an example of the pyramid of facts mastered.

Thank you for supporting your child in this important academic milestone.

In Partnership,

Elementary Division

Family Pyramid Report -



## Other Fourth Grade Chapter Book Suggestions

### Novels:

- **The One and Only Bob** by Katherine Applegate
- **Ramona the Pest** by Beverly Cleary
- **Frindle** by Andrew Clements
- **The BFG** by Roald Dahl
- **Tale of Despereaux** by Kate DiCamillo
- **Shiloh** by Phyllis Reynolds Naylor
- **Wayside School is Falling Down** by Louis Sachar
- **Stuart Little** by E.B. White

### Series:

- **Star Wars Jedi Academy** by Jeffrey Brown
- **Land of Stories** by Chris Colfer
- **The Genius Files** by Dan Gutman
- **The Candymakers** by Wendy Mass
- **Whatever After** by Sarah Mlynowski
- **Blast Back!** by Nancy Ohlin
- **I Survived** by Lauren Tarshis
- **Sports Titles** by Matt Christopher

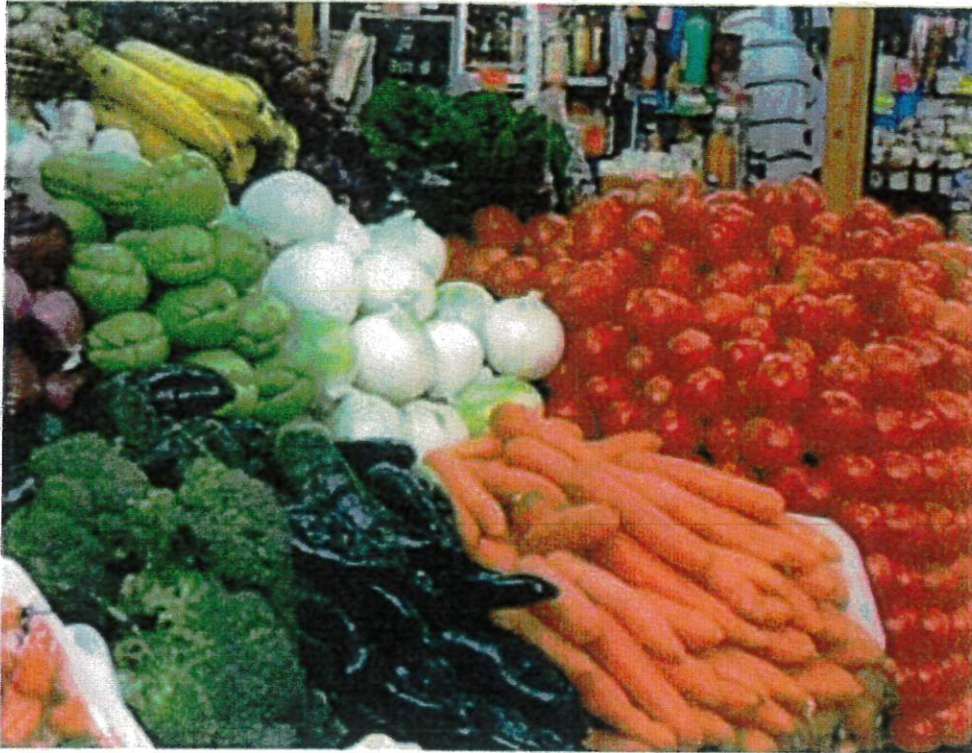
# Reading Packet Pages





# The First Greenmarket in New York City

by ReadWorks



Where do fruits and vegetables come from? When we go to the grocery store, there are shelves of carrots, lettuce, and broccoli. All of this produce comes from farms. Sometimes those farms are very far away. Many of the grapes sold in the United States are grown in South America. The lettuce could be grown in Mexico. Trucks, ships, and planes bring food from all over the world to a grocery store near you.

But there are also farms close by. In the 1970s one man thought that we should be eating more food from local farms. His name was Barry Benepe, and he lived in New York City. New York City is the largest city in the United States-over 8 million people lived there in 2013!

Barry knew that there were tasty vegetables being grown close to New York City. But the farmers couldn't sell these vegetables to the people in the city. Grocery stores in New York bought their vegetables from far away and didn't want to buy vegetables from the nearby farms.

Barry knew there had to be a way to sell local vegetables to New Yorkers. "What if the farmers could bring the vegetables to the city themselves?" he asked. Every week, the

farmers would drive into the city and set up a market where they could sell their vegetables.

Barry took his idea to the city government. At first the city had doubts. It wasn't sure New Yorkers would care enough to buy the vegetables from local farmers instead of the grocery store. But Barry convinced the city officials, and they agreed to help. The new farmers' market was called a "Greenmarket."

The first Greenmarket in New York City opened on a Saturday in July 1976. It was very popular. On the first day, most of the farmers sold everything they had. It felt like a party. People chatted and laughed. Neighbors met each other for the first time.

The fruits and vegetables at the Greenmarket were much fresher than the fruits and vegetables at the big grocery stores. It took a lot of time for tomatoes to come to New York from Mexico—they had to cross much of a continent. But tomatoes from near the city didn't have to travel as far. The farmer could pick them on the same day. These local tomatoes were delicious.

"The success of the market is touching and smelling the fruits and vegetables," said Barry. New Yorkers agreed. They loved the Greenmarket so much that they wanted more farmers' markets. Barry worked with the city, and they made markets in other neighborhoods. By 2013, New York City had 54 farmers' markets. They were in every part of the city and on every day of the week.

Other states saw how popular the farmers' markets were and decided that they wanted to have their own markets. Soon there were farmers' markets across the country. Barry Benepe had started a trend.

Now the farmers' markets in New York City don't just sell vegetables and fruits. You can also buy meat, bread, yogurt, eggs, milk, plants, and pastries. All of the foods at the farmers' markets still come from farms that are close by. Not only does this help the farmers, it makes less pollution.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Where did the first Greenmarket open?
  - A. Chicago
  - B. Boston
  - C. New York City
  - D. San Francisco
  
2. The passage describes the sequence of events which led to the first Greenmarket in New York City. Which of the following is one of those events?
  - A. Farmers' markets in New York City began selling other foods besides fruits and vegetables.
  - B. Barry Benepe convinced New York City government to help establish a farmers' market.
  - C. Farmers' markets were opened across the country after other states saw how popular the farmers' markets in New York were.
  - D. New Yorkers demanded more farmers' markets.
  
3. The New York City government was not eager to start a farmers' market. What detail from the text supports this conclusion?
  - A. People chatted and laughed at the first Greenmarket.
  - B. The city government finally agreed to help Barry Benepe open the first Greenmarket.
  - C. The new farmers' market was called a Greenmarket.
  - D. The city government wasn't sure New Yorkers would care enough to buy the vegetables from the local farmers instead of the grocery store.
  
4. What does the passage suggest about Benepe's role in the spread of farmers' markets across the country?
  - A. Benepe's role was important because he helped other states open farmers' markets.
  - B. Benepe's role was important because he started the trend of farmers' markets.
  - C. Benepe's role was not important because he only helped open Greenmarkets in one state.
  - D. Benepe's role was not important because he was unable to influence the New York City government to open a farmers' market.

5. What is this passage mainly about?

- A. why people like fresh vegetables
- B. how farmers' markets got established in New York City
- C. how to have a farm near New York City
- D. what Barry Benepe did for a living

6. Read the following sentences from the passage: "It took a lot of time for tomatoes to come to New York from Mexico-they had to cross an entire continent. But tomatoes from near the city didn't have to travel as far. The farmer could pick them on the same day. These **local** tomatoes were delicious."

As used in the passage, what does the word "**local**" mean?

- 
- A. nearby
  - B. country
  - C. unripe
  - D. far away

7. Choose the answer that best completes the sentence below.

All the food, \_\_\_\_\_ vegetables, fruit, eggs, meat, and milk, sold at farmers' markets in New York City comes from a local farm.

- A. consequently
- B. except
- C. such as
- D. however

8. Barry Benepe was passionate about his idea of starting a farmers' market in New York City. What evidence from the text supports this conclusion?

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9. Explain at least two differences between the fruits and vegetables sold in a grocery store and the fruits and vegetables sold at the Greenmarket.

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10. Explain whether one should support the spread of farmers' markets. Use evidence from the text to support your answer.

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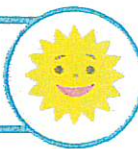
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## Sentence Correcting: Incomplete and Run-Ons



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Run-On Sentences

**Run-on sentences** are sentences that are missing punctuation. Sometimes run-on sentences are called 'fused sentences' because they are made up of two or more sentences or thoughts that are fused, or connected, without punctuation.

Example: I am a frog I can talk.

To fix a run-on sentence, you can separate the fused sentences with a period

Example: I am a frog. I can talk.

or you can add a conjunction, like and or but, with a comma.

Example:

I am a frog, but I can talk.

I am a frog, and I can talk.

*Fix the run-on sentences by adding punctuation or a conjunction with a comma.*

1. Milo hates to take a shower his dad encourages him to smell clean.

\_\_\_\_\_

2. Eli is on his tablet he's addicted to video games.

\_\_\_\_\_

3. Corey doesn't like to fold the laundry Byron finds it soothing.

\_\_\_\_\_

4. Jennifer goes paddle boarding whenever she can she wears board shorts.

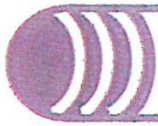
\_\_\_\_\_

5. Nobody let the cat in he was super cranky.

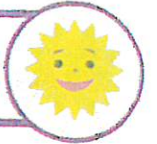
\_\_\_\_\_

6. The train was late I missed my train.

\_\_\_\_\_



## Another Crazy Summer Story



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fill in this story with names of your summer friends and the correct parts of speech to come up with a fantastically original story. You never know; someday this experience could happen to you!

Soon after school was out, \_\_\_\_\_ and \_\_\_\_\_  
( Name 1 ) ( Name 2 )

had plans to \_\_\_\_\_ on their summer vacation.  
( verb )

\_\_\_\_\_ packed their \_\_\_\_\_  
( Name 1 ) ( noun )

and \_\_\_\_\_ packed their \_\_\_\_\_ and they  
( Name 2 ) ( noun )  
were off!

\_\_\_\_\_ thought it might be a good idea to  
( Name 2 )

\_\_\_\_\_ but \_\_\_\_\_ had another idea.  
( verb ) ( Name 1 )

"Who would want to do that, when we could \_\_\_\_\_!"  
( verb )

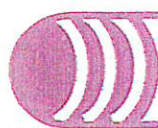
\_\_\_\_\_ beamed. Along their way, \_\_\_\_\_  
( Name 1 ) ( Name 2 )

noticed a whole \_\_\_\_\_ of \_\_\_\_\_. It made  
( noun ) ( noun )

\_\_\_\_\_ a little nervous.  
( Name 2 )

\_\_\_\_\_ suggested they \_\_\_\_\_ and  
( Name 1 ) ( verb )

\_\_\_\_\_.  
( verb )



# Getting Possessive with Apostrophes



Name: \_\_\_\_\_

Date: \_\_\_\_\_



Let's learn about how **apostrophes** show the correct possessive form of a noun. Apostrophes are added to the end of a singular or plural noun to show **possession**.

Here are some examples:



singular:

girl + 's

= girl's

plural:

girls + '

= girls'

Add apostrophes to show the correct possessive form of the nouns.

1.	It was Ms. Trevett birthday and everyone wanted a piece of her pizza.
2.	The class patience was wearing thin.
3.	Most of all, the boys appetites seemed to show through their enthusiasm.
4.	The students surprise party took place at lunch period.
5.	Someone said, "I see Ms. Trevett coming, but her shoes straps have come loose!"
6.	Everyone crouched quietly as the substitute break was almost over.
7.	"Can I have some of this pizza toppings?" someone asked.
8.	The doorknob turned and everyone energy exploded with love and appreciation.

Write a sentence using the correct possessive form of each noun.

1.	Principal Rees	
2.	Mr. Roos	
3.	Clarisse	
4.	Travis	

# Fireflies in the Garden

By Robert Lee Frost

Here come real stars to fill the upper skies,  
And here on earth come emulating flies,  
That though they never equal stars in size,  
(And they were never really stars at heart)  
Achieve at times a very star-like start.  
Only, of course, they can't sustain the part.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What kind of insect is this poem about?

- A) dragonflies
- B) fireflies
- C) grasshoppers
- D) ants

2. What does the poet compare and contrast fireflies with in this poem?

- A) stars
- B) planets
- C) comets
- D) planes

3. Read these lines from the poem:

And here on earth come emulating flies,  
That though they never equal stars in size,  
(And they were never really stars at heart)  
Achieve at times a very star-like start.  
Only, of course, they can't sustain the part.

What can you conclude from these lines?

- A) The fireflies cannot act like they are stars for very long.
- B) The fireflies do not want to be like stars.
- C) The fireflies are able to shine brightly like stars without ever stopping.
- D) The fireflies can grow to be the same size as stars.



4. Read these lines from the poem:

That though they never equal stars in size,  
(And they were never really stars at heart)  
Achieve at times a very star-like start.  
Only, of course, they can't sustain the part.

Why might the poet have included the phrase "of course" in the last line?

- A) to show that the poet does not really know much about fireflies
- B) to show that the poet thought the fireflies would be able to sustain the part
- C) to show that the poet wishes that fireflies could sustain the part
- D) to show that the poet is not surprised that fireflies cannot sustain the part

5. What is the main idea of this poem?

- A) Although stars are larger in size, fireflies are more beautiful than stars.
- B) Fireflies live in the garden, while stars appear in the sky.
- C) Fireflies can seem very star-like, but only for a short time.
- D) Fireflies and stars are both interesting things to study.

6. Read these lines from the poem:

And here on earth come emulating flies,  
That though they never equal stars in size,  
(And they were never really stars at heart)  
Achieve at times a very star-like start.

Why might the poet have chosen to use the word "achieve" in the last of these lines?

- A) to make it seem like fireflies do not want to look like stars
- B) to make it seem like fireflies sometimes look like stars by accident
- C) to make it seem like fireflies are very intelligent insects
- D) to make it seem like fireflies are trying and succeeding at looking like stars

7. What does the word "they" refer to throughout the poem?

- A) skies
- B) flies
- C) stars
- D) parts

8. What are two ways that the poet contrasts flies and stars in this poem?

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9. In what way are flies similar to stars, based on the poem?

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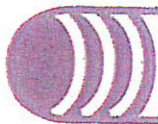
10. "Emulating" means imitating, or trying to be like something else. Why might the poet have called fireflies "emulating flies" in this poem? Use evidence from the text to support your answer.

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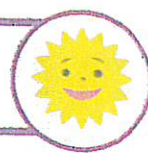
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## Another Crazy Summer Story



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fill in this story with names of your summer friends and the correct parts of speech to come up with a fantastically original story. You never know; someday this experience could happen to you!

After a while it was time to stop for a meal. \_\_\_\_\_  
( Name 2 )

thought they might want to stop at \_\_\_\_\_ to  
( noun )

\_\_\_\_\_ and \_\_\_\_\_. Vacation is the  
( verb ) ( verb )

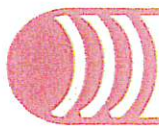
time for \_\_\_\_\_, and \_\_\_\_\_ wanted to  
( verb ) ( Name 1 )

have the best time ever! So \_\_\_\_\_ suggested they  
( Name 1 )

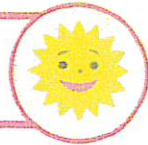
\_\_\_\_\_ and that was that. \_\_\_\_\_ and  
( verb ) ( Name 1 )

\_\_\_\_\_ thoroughly enjoyed their \_\_\_\_\_.  
( Name 2 ) ( noun )

It was day one, of the rest of their \_\_\_\_\_ summer vacation!  
( adjective )



## More Punctuation and Capitalization



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Review** punctuation, quotations, and capitalization by adding the correct punctuation to each sentence. Include commas, periods, question marks, and quotation marks where needed.

1. Thats not fair my sister cried after i snagged the last cookie. that was mine!
2. Im not supposed to be playing the lead character cried Billy.
3. Youre the best soprano singer we have in the show pleaded Sarah.
4. I knew I was in the wrong store when i passed the ladies skirts i cried oh no!
5. Who thought that was funny asked Peter when he heard about the prank.

Rewrite each sentence with the **correct punctuation**. Capitalize words and add quotation marks where needed.

1. thats the best pizza ive ever had chimed nate.

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2. Everyone was excited except Bob who kept saying im so bored.

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3. Maybe next years dance will be even more fun barbara shouted

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4. Who's at the door? asked my dad.

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5. Im not sure im going to like this said sheila as we lined up for the ride

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# The Big Hike

by ReadWorks



Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom.

They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water. "Congratulations, Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. In the story, Tamara goes on her first what?

- A. bike ride
- B. school trip
- C. hike
- D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?

- A. Tamara wants to keep her mind off of how tired she feels.
- B. Tamara wants to study the plants for a test at school.
- C. Tamara wants to try to find a rabbit in the plants and bushes.
- D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?

- A. Tamara's mother talks about the other times the family has gone hiking.
- B. Tamara hikes on a trail that is far away from the city where she lives.
- C. Tamara and her family end up at a pool at the bottom of a waterfall.
- D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?

- A. Tamara dislikes her brother.
- B. Tamara trusts her brother.
- C. Tamara thinks her brother is cool.
- D. Tamara doesn't trust her brother.

5. What is this story mostly about?

- A. Tamara sees a rabbit on the trail.
- B. Tamara has a picnic with her family.
- C. Tamara goes on her first hike.
- D. Tamara sees a waterfall and a pool.

6. Read the following sentences: "She saw a small and furry rabbit by the side of the trail. Tamara **gasped** with surprise, and the rabbit ran away at the sound."

As used in this sentence, what does the word "**gasped**" most nearly mean?

- A. took in and let out a long breath to show boredom
- B. said something quietly so that only one person would hear
- C. said something very loudly because of anger
- D. breathed in suddenly and loudly because of surprise or shock

7. Choose the answer that best completes the sentence below.

Tamara gets tired after hiking for an hour, \_\_\_\_\_ she keeps hiking anyway.

- A. but
- B. so
- C. after
- D. like

8. How does Tamara feel when she wakes up?

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9. Most days Tamara hates getting up early, but today is different. Why does Tamara feel differently today?

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10. The author states at the end of the passage that Tamara "decided that she liked hiking." What may have made Tamara feel this way? Use information from the passage to support your answer.

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## Sentence Correcting: Incomplete and Run-Ons



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Incomplete Sentences

A complete sentence has a **subject** (the person, place, or thing that the sentence is about) and a **predicate** (what the subject does or is). The subject is a noun and the predicate is a phrase that contains a verb.

Example: Mr. Morton walked down the street.  
 subject                      predicate

*Identify the subject and predicate in each sentence. Circle the subject and underline the predicate.*

1. Blythe always wears a black skirt on Tuesday.
2. Tomorrow, Elaine's birthday party will be at the bowling alley.
3. There's no way Tatum is playing on the softball team.
4. Graham wants to go skiing with the rest of us.
5. Ivan bought a new pair of ten pound barbells.

An **incomplete** sentence is missing a subject or predicate.  
Example: Walked down the street.

*Fix the incomplete sentences by adding a subject or predicate.*

Example: He walked down the street.

1. Peeled all the potatoes

---

2. Came crashing down

---

3. He

---

4. Didn't mean to do it

---

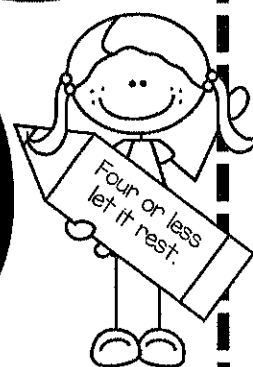
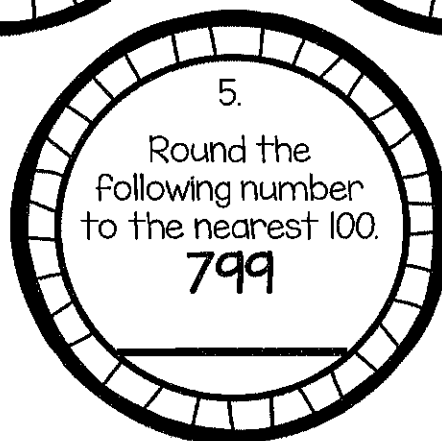
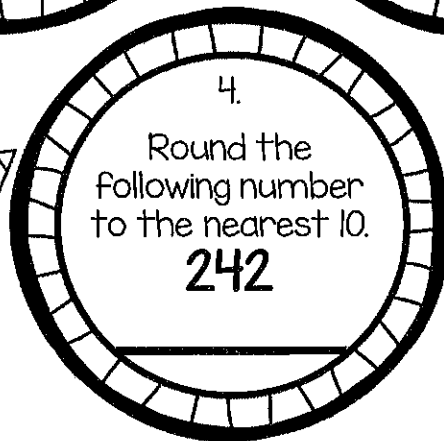
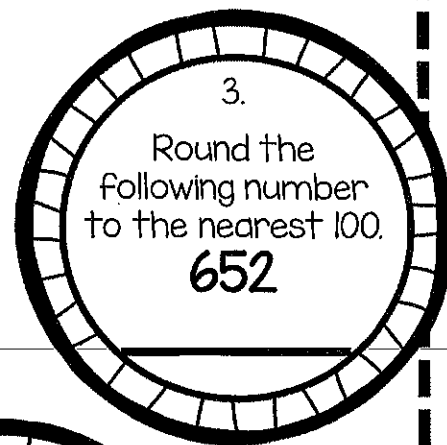
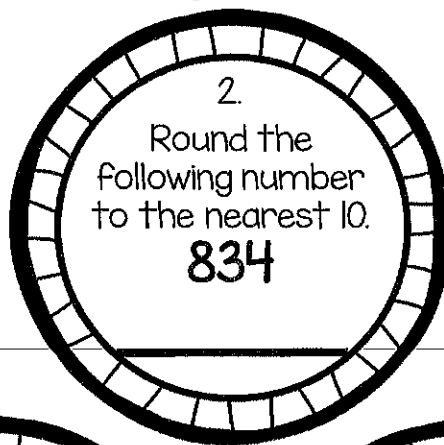
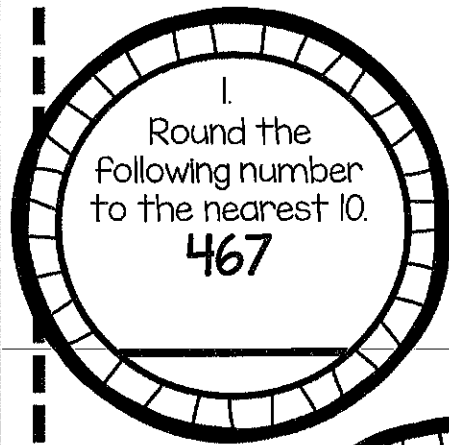
- ### 5. Everyone in San Mateo

# Math Packet Pages

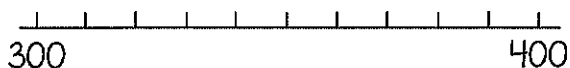


Name \_\_\_\_\_ Date \_\_\_\_\_

# Rounding Numbers

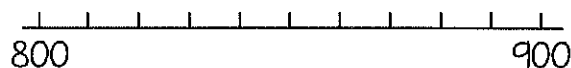


6. Place 360 on the number line below.



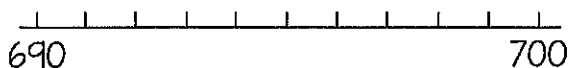
Is 360 closer to 300 or 400? \_\_\_\_\_

7. Place 880 on the number line below.



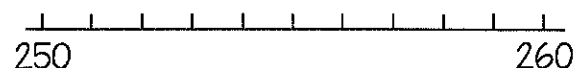
Is 880 closer to 800 or 900? \_\_\_\_\_

8. Place 694 on the number line below.



Is 694 closer to 690 or 700? \_\_\_\_\_

9. Place 258 on the number line below.



Is 258 closer to 250 or 260? \_\_\_\_\_

10. A three digit number has the digits 2, 5, and 7. When rounded to the nearest hundred, it rounds to 800. What is the number? \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_



# Add & Subtract

## WHOLE NUMBERS

1. Find the sum.

$$\begin{array}{r} 72 \\ + 29 \\ \hline \end{array}$$

2. Find the difference.

$$\begin{array}{r} 62 \\ - 38 \\ \hline \end{array}$$

3. Find the missing number.

$$\begin{array}{r} 57 \\ + \\ \hline 82 \end{array}$$

4. Find the sum.

$$\begin{array}{r} 136 \\ + 173 \\ \hline \end{array}$$

5. Find the difference.

$$\begin{array}{r} 347 \\ - 262 \\ \hline \end{array}$$

6. Find the missing number.

$$\begin{array}{r} 423 \\ + \\ \hline 705 \end{array}$$

7. Jesse scored 486 points on a video game. April scored 182 points. How many more points did Jesse score than April?

8. Mrs. Miller drove 278 miles on Monday and 342 miles on Tuesday. Write and solve a number sentence to find how far she drove in all.

9. Lanie has 225 pennies, 105 nickels, and 25 dimes. How many coins does she have in all?

10. The table below shows items purchased for a summer pool party.

Item	Number Purchased
Bottled Water	36
Popsicles	24
Pool Toys	12

Which number sentence can be used to find how many more bottles of water than popsicles were purchased?

A.  $36 - 12 = \underline{\quad}$

B.  $36 + 12 = \underline{\quad}$

C.  $36 - 24 = \underline{\quad}$

D.  $36 + 24 = \underline{\quad}$



Name \_\_\_\_\_ Date \_\_\_\_\_



# Word Problems

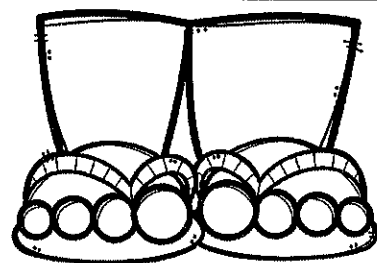
## Using Multiplication & Division

<p>1. Matt is preparing envelopes to be mailed. It takes him 2 minutes to prepare each envelope. How long would it take him to prepare 16 envelopes?</p> <p>A. 18 minutes B. 26 minutes C. 30 minutes D. 32 minutes</p>	<p>2. Eight hotdogs come in a pack. Katie used the following number sentence to find the number of hotdogs in 7 packages.</p> <p><math>8 + 8 + 8 + 8 + 8 + 8 + 8 = \underline{\hspace{2cm}}</math></p> <p>Finish the equation to show another way to find the number of hotdogs in 7 packs.</p> <p><math>\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}</math></p>	<p>3. Scott has 56 pieces of candy to share evenly among 8 friends. How many pieces of candy will each friend get?</p> <p>A. 6 pieces of candy B. 7 pieces of candy C. 8 pieces of candy D. 9 pieces of candy</p>
<p>4. A ladybug has 6 legs. Which equation shows the number of legs on 5 ladybugs?</p> <p>A. <math>6 \times 5 = 30</math> B. <math>5 \times 5 = 25</math> C. <math>30 \div 6 = 5</math> D. <math>30 \div 5 = 6</math></p>	<p>5. Michael bought 6 video games at the store for \$42. If the price for each video game was the same, how much did he pay for each video game?</p> <p>A. \$6 B. \$7 C. \$8 D. \$9</p>	<p>6. Tara places 4 bowls on a table. She puts 4 scoops of ice cream in each bowl. How many scoops of ice cream does Tara place in the bowls all together?</p> <p>A. 4 scoops B. 8 scoops C. 12 scoops D. 16 scoops</p>
<p>7. There are 36 children at a summer library program. The librarian forms 4 equal groups. Which number sentence can be used to find the number of children in each group?</p> <p>A. <math>36 + 4 = \underline{\hspace{2cm}}</math> B. <math>36 - 4 = \underline{\hspace{2cm}}</math> C. <math>36 \div 4 = \underline{\hspace{2cm}}</math> D. <math>36 \times 4 = \underline{\hspace{2cm}}</math></p>	<p>8. Twelve people want to see a movie. If each car can hold 4 people, which equation shows how many cars are needed to take all 12 people to the movie?</p> <p>A. <math>12 \div 4 = 3</math> B. <math>12 + 4 = 16</math> C. <math>12 - 4 = 8</math> D. <math>12 \times 4 = 48</math></p>	<p>9. Jan bought 3 cans of frozen lemonade. She can make 8 cups of lemonade with each can. How many cups of lemonade can Jan make in all?</p> <p>A. 11 cups B. 21 cups C. 24 cups D. 27 cups</p>

Name \_\_\_\_\_ Date \_\_\_\_\_

# Two-step

## WORD PROBLEMS



1. Callie had 13 new pens. She gave 2 pens to each of her 6 friends. How many pens did she have left?

A. 1 pen  
B. 11 pens  
C. 12 pens  
D. 21 pens

2. Wes and Joey each have 7 baseball cards. Ben has 5 fewer cards than Wes and Joey combined. How many baseball cards does Ben have?

A. 2 baseball cards  
B. 5 baseball cards  
C. 9 baseball cards  
D. 10 baseball cards

3. Kylie had a pack of 48 crayons. She lost 8 of the crayons at school and her sister broke 4 of them. How many crayons does Kylie have now?

A. 60 crayons  
B. 52 crayons  
C. 36 crayons  
D. 12 crayons

4. Mark got \$10, \$20, \$15, and \$5 as birthday gifts. He wants to buy a game that costs \$55. How much more money does he need?

A. \$4  
B. \$5  
C. \$6  
D. \$8

5. Pete caught 4 fish. Robbie caught 3 times as many fish as Pete. Nic caught 27 fish. How many more fish does Nic have than Robbie?

A. 24 more fish  
B. 15 more fish  
C. 8 more fish  
D. 7 more fish

6. Kat has 3 piles of rocks with 7 rocks in each pile. Her friend adds more rocks to the piles. Now, there are 32 rocks total. How many rocks did her friend bring?

A. 11 rocks  
B. 12 rocks  
C. 21 rocks  
D. 22 rocks

7. A farmer fills 4 cartons with eggs. Each carton holds 6 eggs. After the farmer fills the cartons he has 3 eggs left over. How many total eggs does the farmer have?

A. 27 eggs    C. 21 eggs  
B. 24 eggs    D. 20 eggs

8. Taylor spent 90 minutes at the beach. She ate lunch for 27 minutes and played a game for 32 minutes. She spent the rest of the time swimming. About how long did Taylor spend swimming?

A. 18 min.    C. 49 min.  
B. 30 min.    D. 59 min.

9. Andrea wants to save 900 Box Tops. She saved 135 in one month. She saved 83 the next month. About how many more Box Tops does Andrea need to save?

A. fewer than 300  
B. between 300 and 600  
C. between 600 and 800  
D. more than 800

Name \_\_\_\_\_ Date \_\_\_\_\_

# FIND THE Pattern

1. If the pattern continued, what number would come next in the sequence?

3, 7, 11, 15, \_\_\_\_

What rule does the pattern

follow? \_\_\_\_\_

2. What are the missing two numbers in this pattern?

1, 2, 4, 8, \_\_\_\_, \_\_

What rule does the pattern

follow? \_\_\_\_\_

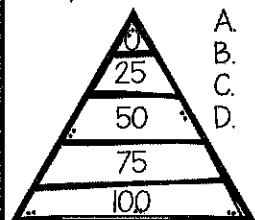
3. If the pattern continued, what number would come next in the sequence?

9, 12, 15, 18, \_\_\_\_

What rule does the pattern

follow? \_\_\_\_\_

4. The numbers on the triangle form a pattern from the top to the bottom. What rule is followed to make the pattern shown?



- A. subtract 50  
B. add 50  
C. subtract 25  
D. add 25

5. Which shows the shirts arranged in a pattern counting by five?

A.

B.

C.

D.

6. Which statement is true about this y and z chart?

y	z
9	3
8	4
7	5
6	6
5	7

- A.  $y + 2 = z$   
B.  $y + 3 = z$   
C.  $y + z = 12$   
D.  $y - z = 6$

7. Which is true when any number is multiplied by 2?

- A. The answer will be even.  
B. The answer will be odd.  
C. The answer will end in 2.  
D. The answer will be a two-digit number.

8. Tori said that anytime an odd number is multiplied by any other number, the answer will always be an odd number. Which multiplication fact proves Tori is incorrect?

- A.  $3 \times 7$       C.  $7 \times 5$   
B.  $5 \times 6$       D.  $9 \times 3$

9. Larry found a pattern when he multiplied numbers by 8. Which pattern could Larry have found?

- A. all products are odd numbers  
B. all products end in 8  
C. all products are even numbers  
D. all products end in 0

10. Mrs. Brown's class is studying patterns. Four of her students made the statements below.

- Ricky said, "Adding two even numbers equals an even sum."
- Tara said, "Adding two even numbers equals an odd sum."
- Alex said, "Adding two odd numbers equals an odd sum."
- Lani said, "Adding two odd numbers equals an even sum."

Which student is correct?

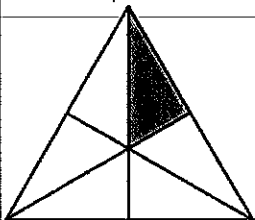
- A. Ricky is correct.  
B. Tara is correct.  
C. Alex is correct.  
D. Ricky & Lani are correct.

Name \_\_\_\_\_ Date \_\_\_\_\_

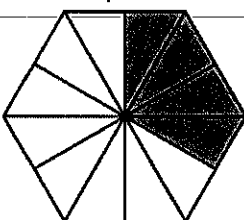
# Fraction Models



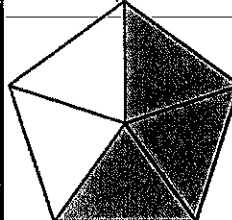
1. What fraction of the shape is shaded?



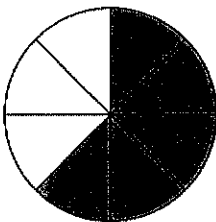
2. What fraction of the shape is shaded?



3. What fraction of the shape is shaded?

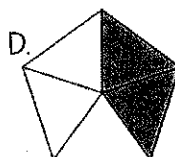
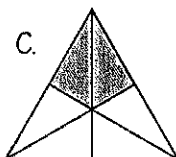
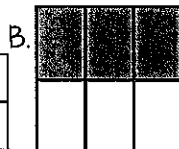
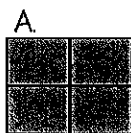


4. Amy's family had pizza for dinner. The shaded parts below shows how much was eaten. Which fraction shows how much pizza was left?

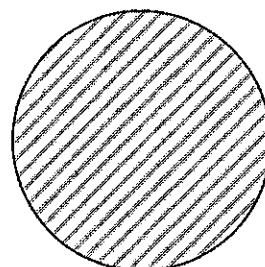


- A.  $\frac{3}{6}$  C.  $\frac{5}{5}$   
B.  $\frac{3}{8}$  D.  $\frac{5}{8}$

5. Which fraction model shows  $\frac{2}{6}$  shaded?



6. The circle below shows one whole. Shade the circle to show  $\frac{3}{4}$ .

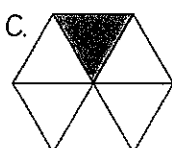
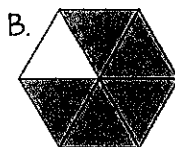


7. Wesley drew a model of a candy bar and shaded the amount he ate. What fraction of the candy bar did Wesley eat?

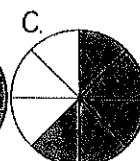
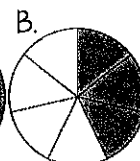
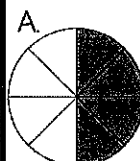


- A.  $\frac{5}{2}$  B.  $\frac{3}{5}$  C.  $\frac{2}{6}$  D.  $\frac{2}{5}$

8. Kasey drew a hexagon and shaded it  $\frac{5}{6}$ . Which shape could be hers?



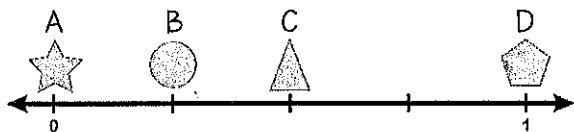
9. Mrs. Smith cut an apple into 8 equal slices. She gave 3 of the slices to her son and 2 slices to her daughter. Which fraction model shows how many slices Mrs. Smith has left?



Name \_\_\_\_\_ Date \_\_\_\_\_

# Equivalent Fractions

1. Which shape is at the fraction  $\frac{4}{4}$  on the number line?

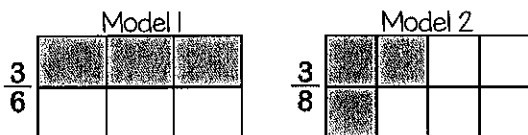


2. Which fraction on the number line is equal to one whole?



A.  $\frac{5}{5}$       B.  $\frac{1}{5}$       C.  $\frac{2}{5}$       D.  $\frac{4}{5}$

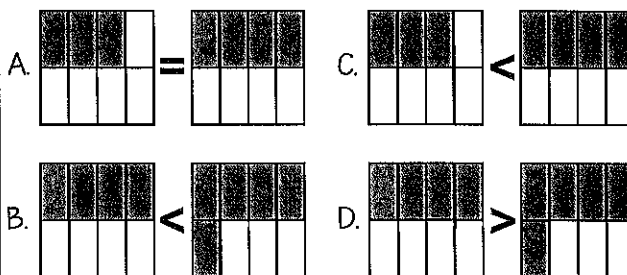
3. Model 1 and Model 2 are each divided into equal parts with 3 parts shaded on each model. Which statement correctly compares the two models?



- A. Model 1 is equal to model 2 because the numerators are the same.  
 B. Model 1 is greater than model 2 because it has a larger denominator.  
 C. Model 1 is less than model 2 because 3 parts out of 6 is less than 3 parts out of 8.  
 D. Model 1 is greater than model 2 because 3 parts out of 6 is greater than 3 parts out of 8.

4. Which model correctly compares the two fractions below.

$$\frac{4}{8} \bigcirc \frac{5}{8}$$

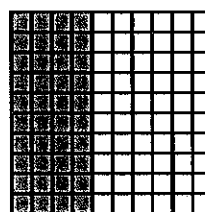


5. A recipe for trail mix requires the following ingredients.

$\frac{1}{3}$  cup of peanuts       $\frac{2}{3}$  cup of sunflower seeds  
 $\frac{1}{2}$  cup of raisins       $\frac{2}{4}$  cup of almonds

Which two items did the recipe require the same amount of?

6. Four tenths of the model is shaded below. Which fraction is equivalent to the shaded portion of this model?



A.  $\frac{2}{5}$       C.  $\frac{1}{2}$   
 B.  $\frac{6}{10}$       D.  $\frac{4}{4}$

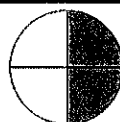
7. Which list includes equivalent fractions?

A.  $\frac{1}{2}$      $\frac{3}{4}$      $\frac{5}{6}$       C.  $\frac{1}{2}$      $\frac{2}{4}$      $\frac{3}{6}$   
 B.  $\frac{1}{2}$      $\frac{2}{4}$      $\frac{4}{6}$       D.  $\frac{2}{4}$      $\frac{3}{4}$      $\frac{4}{4}$

8. Which of the following is equivalent to  $\frac{5}{5}$ ?

A.  $\frac{1}{5}$       C. 5  
 B. 1      D.  $\frac{5}{1}$

9. Janie ate the shaded portion of the pie. Write two equivalent fractions that represent the portion of the pie that Janie ate.



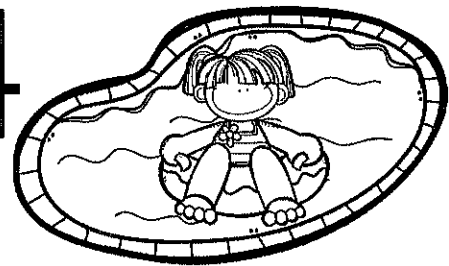
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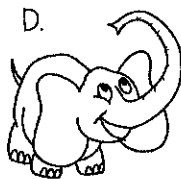
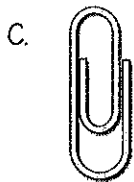
Name \_\_\_\_\_ Date \_\_\_\_\_

# Measurement

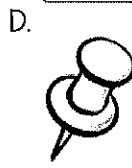
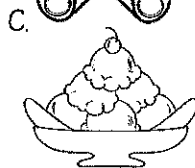
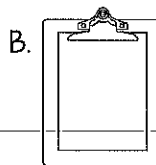
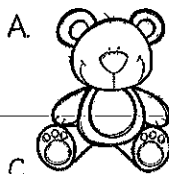
## MASS & VOLUME



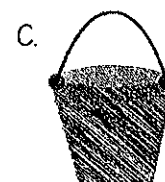
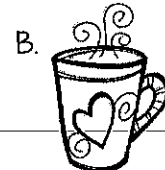
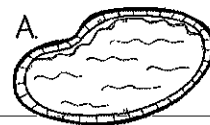
1. Which object weighs about 1 kilogram?



2. Which object weighs about 1 gram?



3. Which of the following would hold about 1 liter?



4. A fish tank holds 200 liters of water. If 88 more liters of water are needed to fill the tank, how many more liters of water are already in the tank?

- A. 112 liters
- B. 122 liters
- C. 188 liters
- D. 288 liters

5. Michael feeds his dogs about 5 kilograms of dog food per day. About how much dog food does he feed his dogs in 10 days?

- A. 5 kilograms
- B. 20 kilograms
- C. 50 kilograms
- D. 100 kilograms

6. The mass of 12 grapes is 72 grams. Each grape has the same mass. What is the mass of one grape?

- A. 5 grams
- B. 6 grams
- C. 8 grams
- D. 12 grams

7. Mrs. Brown uses 8 bags of flour a day to bake cakes for her bakery. Each bag has a mass of 6 kg. How many kg of flour does Mrs. Brown use each day?

- A. 64 kg
- B. 48 kg
- C. 40 kg
- D. 36 kg

8. Rosa had a fish tank filled with 56 liters of water. She emptied the fish tank by filling a container that holds 7 liters of water. How many times did she fill the container to empty the fish tank?

- A. 6 times
- B. 7 times
- C. 8 times
- D. 9 times

9. Wesley had 2 pieces of bread. They each weigh 25 grams. How much do the two pieces of bread weigh altogether?

- A. 23 grams
- B. 27 grams
- C. 50 grams
- D. 100 grams

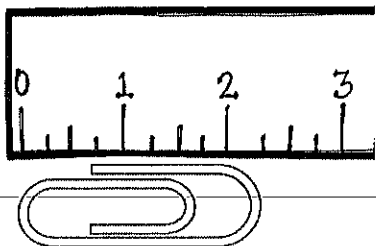
Name \_\_\_\_\_

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# Measuring Length

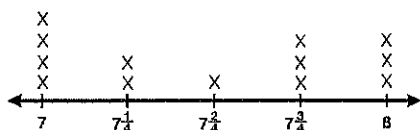


1. Which measurement is closest to the length of the paperclip?



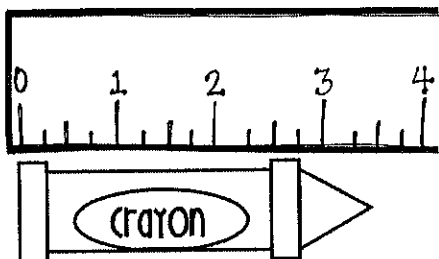
- A.  $1\frac{1}{2}$  B.  $1\frac{3}{4}$  C.  $2\frac{1}{4}$  D.  $2\frac{1}{2}$

2. Katie measured the length of some straws. The length of each straw is plotted on the line plot below. How many straws are less than  $7\frac{1}{2}$  inches?



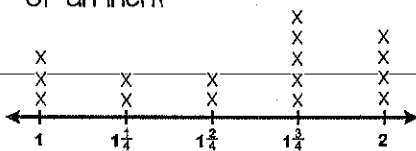
- A. 7 B. 6 C. 3 D. 1

3. Which measurement is closest to the length of the crayon?



- A. 3 B.  $3\frac{1}{4}$  C.  $3\frac{2}{4}$  D.  $3\frac{3}{4}$

4. Jenny measured the rocks in her rock collection to the nearest  $\frac{1}{4}$  of an inch. How many rocks measured more than  $1\frac{3}{4}$  of an inch?



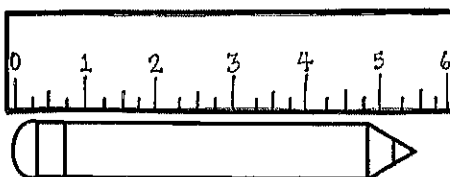
- A. 11 B. 9 C. 5 D. 4

5. Which measurement of string is closest to  $3\frac{3}{4}$ ?



- A. [shaded piece from 0 to 3 1/4]  
B. [shaded piece from 0 to 3 3/4]  
C. [shaded piece from 0 to 3 1/2]  
D. [shaded piece from 0 to 3]

6. What is the length of the pencil to the nearest  $\frac{1}{2}$  inch?



- A.  $1\frac{1}{2}$  B.  $2\frac{1}{2}$  C.  $4\frac{1}{4}$  D.  $5\frac{1}{2}$

7. Mark measured and recorded the length of 8 nails in inches. Draw a line plot to show the lengths of all 8 nails in inches.

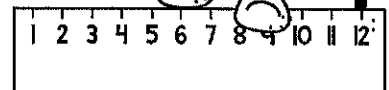
$\frac{3}{4}$   $\frac{1}{2}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{1}{4}$   $\frac{1}{2}$

8. How many nails were less than  $\frac{3}{4}$ ?

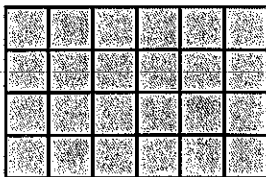


Name \_\_\_\_\_ Date \_\_\_\_\_

# FIND THE AREA

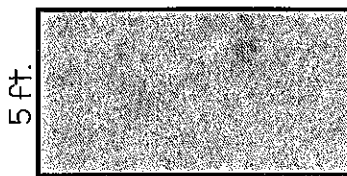


1. One way to find the area of this rectangle is to count each square. Which of the following is another way to find the area?



- A.  $6 + 4$
- B.  $6 \times 4$
- C.  $7 + 4$
- D.  $7 \times 4$

2. The dimensions of the rectangle are shown in feet. What is the area of the rectangle?

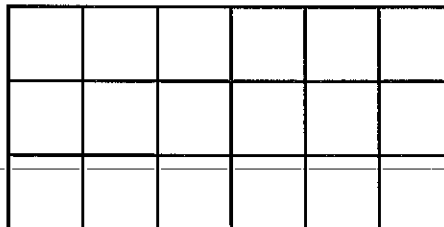


- A. 3 square feet
- B. 13 square feet
- C. 26 square feet
- D. 40 square feet

3. The area of a rectangular garden Tyler built is 72 feet. Which could be the length and width of the garden?

- A. 8 feet  $\times$  7 feet
- B. 8 feet  $\times$  9 feet
- C. 8 feet  $\times$  8 feet
- D. 7 feet  $\times$  10 feet

4. Ms. Ashley used square inch tiles to show a model of a window. Which equation set shows two ways to find the area of the window?



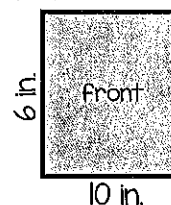
- A.  $3 + 3 + 3 + 3 + 3 + 3 = 6 \times 3$
- B.  $6 + 6 + 6 + 6 + 6 + 6 = 3 \times 6$
- C.  $3 \times 3 \times 3 \times 3 \times 3 \times 3 = 6 \times 3$
- D.  $6 + 6 + 6 = 3 + 6$

5. Jessica is using square pieces of paper to cover a rectangular bulletin board? The board is 20 feet long by 5 feet wide. Each piece of paper is 1 foot long and 1 foot wide. None of the pieces of paper will overlap. How many pieces of paper will Jessica need to cover the bulletin board? (Draw a picture to solve the problem)

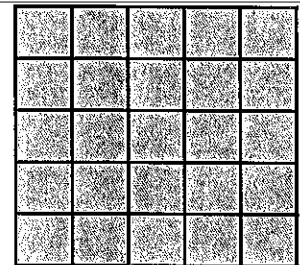
- A. 25
- B. 50
- C. 100
- D. 125

6. Sam covered the front and back of his math book with contact paper. The front of the book is the same size as the back. What is the total area of the front and back of Sam's math book?

- A. 120 sq. in.
- B. 60 sq. in.
- C. 32 sq. in.
- D. 20 sq. in.



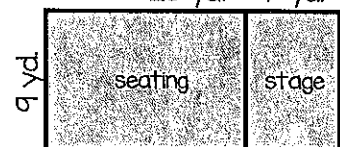
7. Which number sentence shows how to find the area of the square?



- A.  $5 + 5$
- B.  $5 + 5 + 5 + 5 + 5$
- C.  $5 \times 5 \times 5 \times 5 \times 5$
- D.  $5 \times 5$

8. A diagram of a theater is shown below. The total area of theater floor is  $(23 \times 9) + (7 \times 9)$  square yards. Which expression is equivalent to the total area of the theater floor?

23 yd. 7 yd.

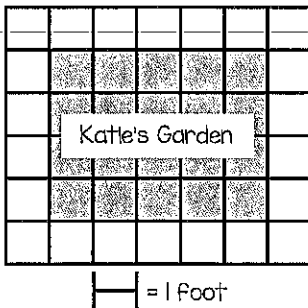


- A.  $9 \times (23 + 7)$
- B.  $9 \times (23 \times 7)$
- C.  $9 + (23 + 7)$
- D.  $9 + (23 \times 7)$

Name \_\_\_\_\_ Date \_\_\_\_\_

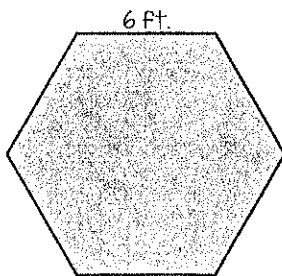
# FIND THE PERIMETER

1. Katie wants to put fencing around the outside edge of her garden. To do this, she needs to know the perimeter. What is the perimeter of Katie's garden?



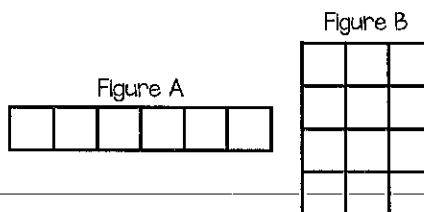
- A. 10 feet  
B. 18 feet  
C. 20 feet  
D. 24 feet

2. The picture below represents a patio that measures 6 ft. on each of its six sides. What is the perimeter of the patio?



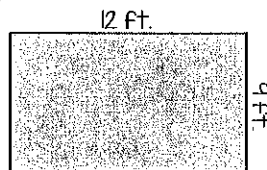
- A. 6 feet  
B. 12 feet  
C. 36 feet  
D. 42 feet

3. Ben compared the area and perimeter of the two figures below. Which statement is true?



- A. The figures have the same area but different perimeters.  
B. The figures have the same perimeter but different area.  
C. The figures have the same perimeter and the same area.  
D. The figures have different areas and different perimeters.

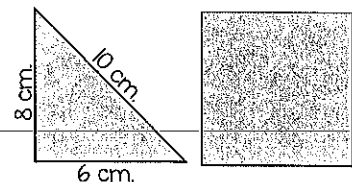
4. Mrs. Absher bought a rectangle rug for her living room. Which statement about the rug is true?



- A. The perimeter is 108 feet.  
B. The area is 42 feet.  
C. The area and perimeter are the same.  
D. The perimeter is 42 feet and the area is 108 feet.

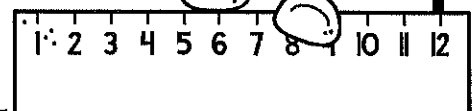
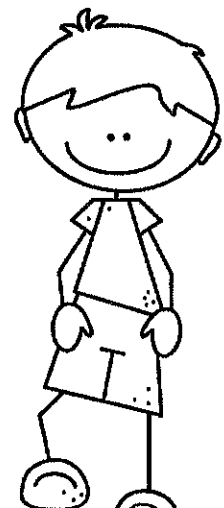
5. Amy wants to sew a fringe border around her square shaped blanket. One side of her blanket measures 96 inches. How many inches of fringe border does she need?

6. The square has the same perimeter as the triangle. What is the length of each side of the square?



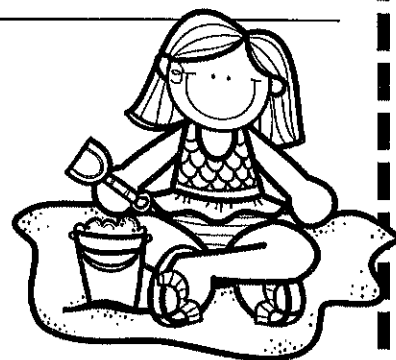
- A. 6 centimeters  
B. 8 centimeters  
C. 12 centimeters  
D. 24 centimeters

7. Mattie is making a blanket for her mother that measures 54 inches by 68 inches. What is the perimeter of the blanket?

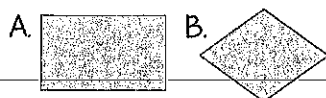


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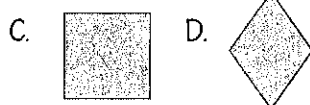
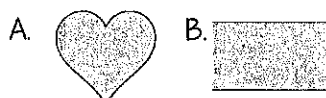
# Identifying SHAPES



1. Which quadrilateral has only one pair of parallel sides and no right angles?



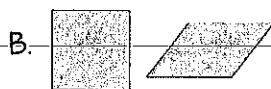
2. Hattie drew a shape that cannot be classified as a rhombus, rectangle, or parallelogram. Which shape did she draw?



3. What is the difference between a square and a rhombus?

- A. A rhombus has 4 obtuse angles.
- B. A square has 4 equal sides.
- C. A rhombus only has one pair of parallel sides.
- D. A square has 4 right angles.

4. Which pair of polygons are parallelograms?



5. Which of the following statements about square and rectangles is correct?

- A. A square is type of rectangle with 5 sides.
- B. A square has 4 right angles, but a rectangle has 0 right angles.
- C. A square is a type of rectangle with 4 equal sides.
- D. A square has 2 pairs of parallel sides, but a rectangle only has 1 pair of parallel sides.

6. What is true about all quadrilaterals?

- A. They have 4 right angles.
- B. They have 1 pair of parallel sides.
- C. They have 4 right angles.
- D. They have 4 sides.

7. Tessa drew a quadrilateral with only one pair of equal sides. Which shape could she have drawn?

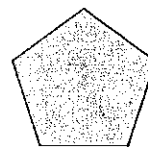
- A. rectangle
- B. rhombus
- C. square
- D. trapezoid

8. Which figure is described below?

- has 4 right angles
- has 4 congruent sides
- Has two sets of parallel sides

- A. circle
- B. rectangle
- C. square
- D. triangle

9. Ricky said the shape below is a quadrilateral. Which statement explains why he is incorrect?



- A. A quadrilateral must have 4 sides.
- B. A quadrilateral must have 2 sets of parallel sides.
- C. A quadrilateral must have to acute angles and zero right angles.
- D. A quadrilateral must 2 parallel sides and at least 1 right angle.