

Name _____

Date _____

5th Grade Math & Reading Summer Packet

This packet includes Language & Literature and Math. The directions are at the beginning of each packet.

The packet is due at the beginning of the school year. Turn in the Language & Literature and Math Packets to the respective teacher for that subject once you return to school.

We hope you have an excellent summer!!

Sincerely,

The 5th Grade Team

Name _____

Parent Signature _____

5th Grade Language & Literature Summer Packet 2025-2026

Directions: This packet is to help keep your skills over the summer. These activities cover what you will see this coming year in 5th grade Language & Literature. It will also give you a head start so you will feel more comfortable when you start the 25-26 School Year. I am looking forward to hearing all about your summer!

Sincerely, Mrs. Young

A. GRAMMAR Section

Directions: Each week write, at least, 1 sentence about your week. Use lined notebook paper and date it like a diary, each entry beginning with the week and date of the summer as listed below.

Entry Headings: Week 1 – June 1; Week 2 – June 8; Week 3 – June 15; Week 4 – June 22; Week 5 – June 29; Week 6 – July 13; Week 7 – July 20

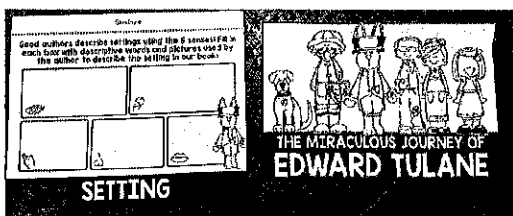
B. READING Section

Directions: You are reading The Miraculous Journey of Edward Tulane. You will be completing 2- Flipbooks as you read. One covers the PLOT of the story and the other reading skills. Fill-out each section before, during, and after you finish reading the novel.

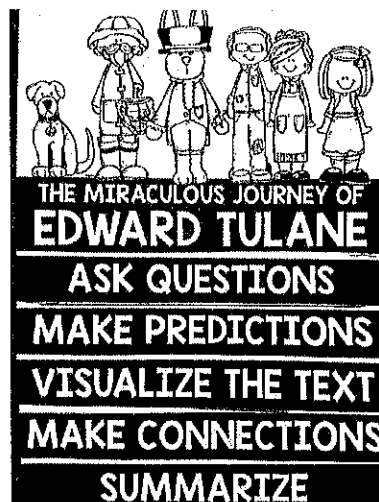
Then, you will cut out the boxes (see the darker outline). You can see where it says “glue here”, in the order you print it in. Please see the pictures below to see how to cut and glue.

This will be turned in for a grade. This will also be a great review, as you will take the AR test once you return to school.

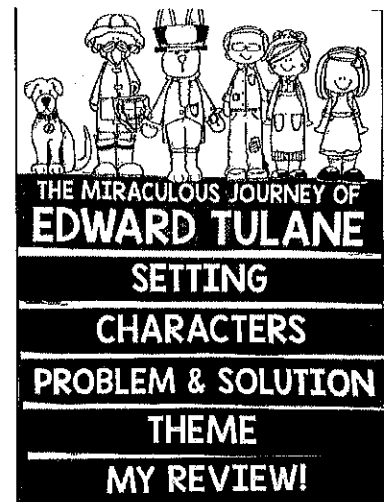
1. 1st 2 pages cut-out of
Flipbook 2



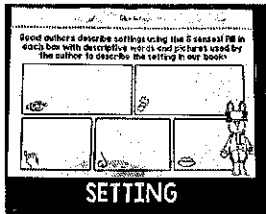
Flipbook 1 - Reading Skills



Flipbook 2 - PLOT



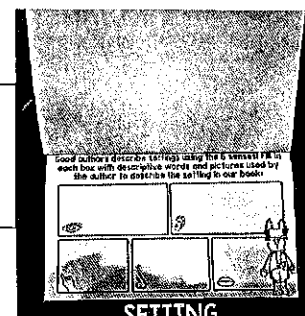
2. Add glue, “a little
dab will do ya”- 4



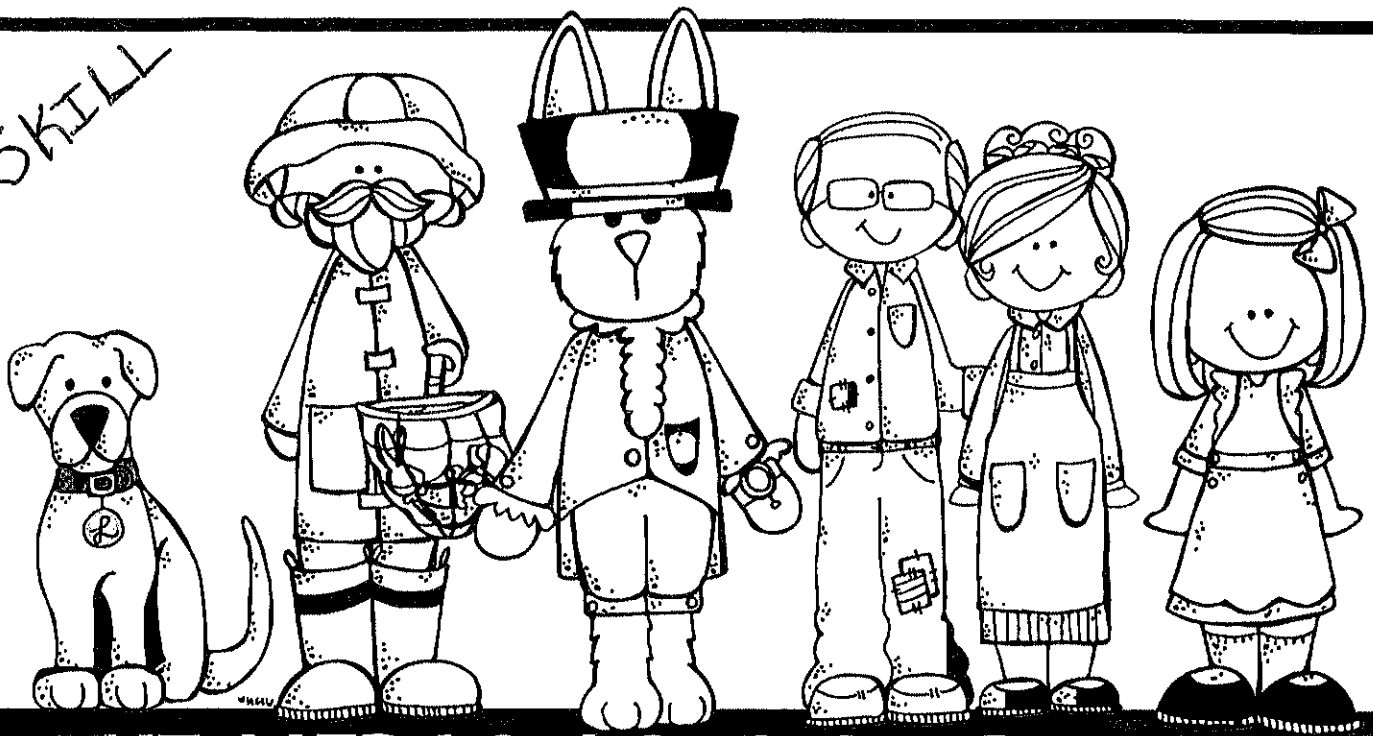
3. Place this, by
lining it up at the
top



4. Once glued, you can
fold, which makes the
Flipbook



SKILL



THE MIRACULOUS JOURNEY OF EDWARD TULANE

82

Glue here

Good readers ask questions before, during and after they read. Record 3 questions you have about "The Miraculous Journey of Edward Tulane":

Before: _____

?

During: _____

After: _____



ASK QUESTIONS

Glue here

When we make predictions, we combine information from the text with our background knowledge. Make a prediction about what will happen next in our book:

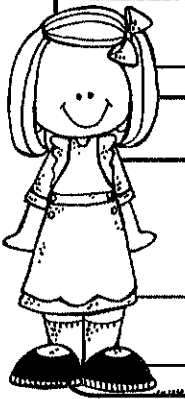
Text Clues:



Background Knowledge:



My Prediction:



MAKE PREDICTIONS

Glue here

When we visualize, we create a picture in our mind based on the descriptions in what we read. Draw a detailed picture of something you visualized while reading "The Miraculous Journey of Edward Tulane":



VISUALIZE THE TEXT

Glue here

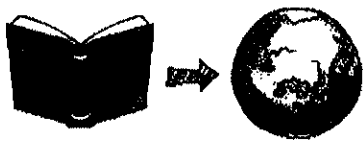
Good readers make connections to what they read. We can connect the text to our self, another text, or the world. Record 3 connections you made while reading:



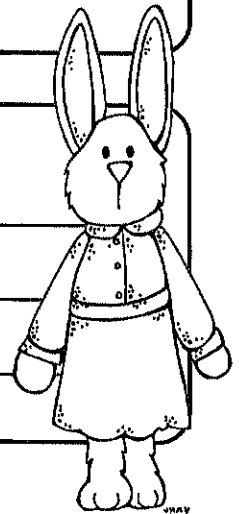
Text-to-Self



Text-to-Text



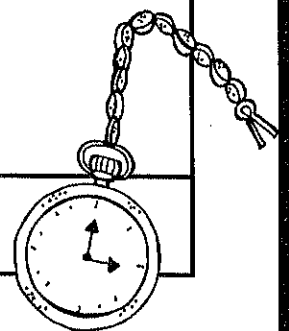
Text-to-World



MAKE CONNECTIONS

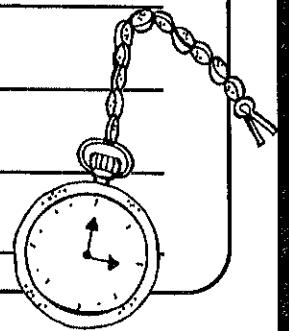
Glue here

A summary is a retell of the main events of a story in your own words. Create a comic to retell "The Miraculous Journey of Edward Tulane":



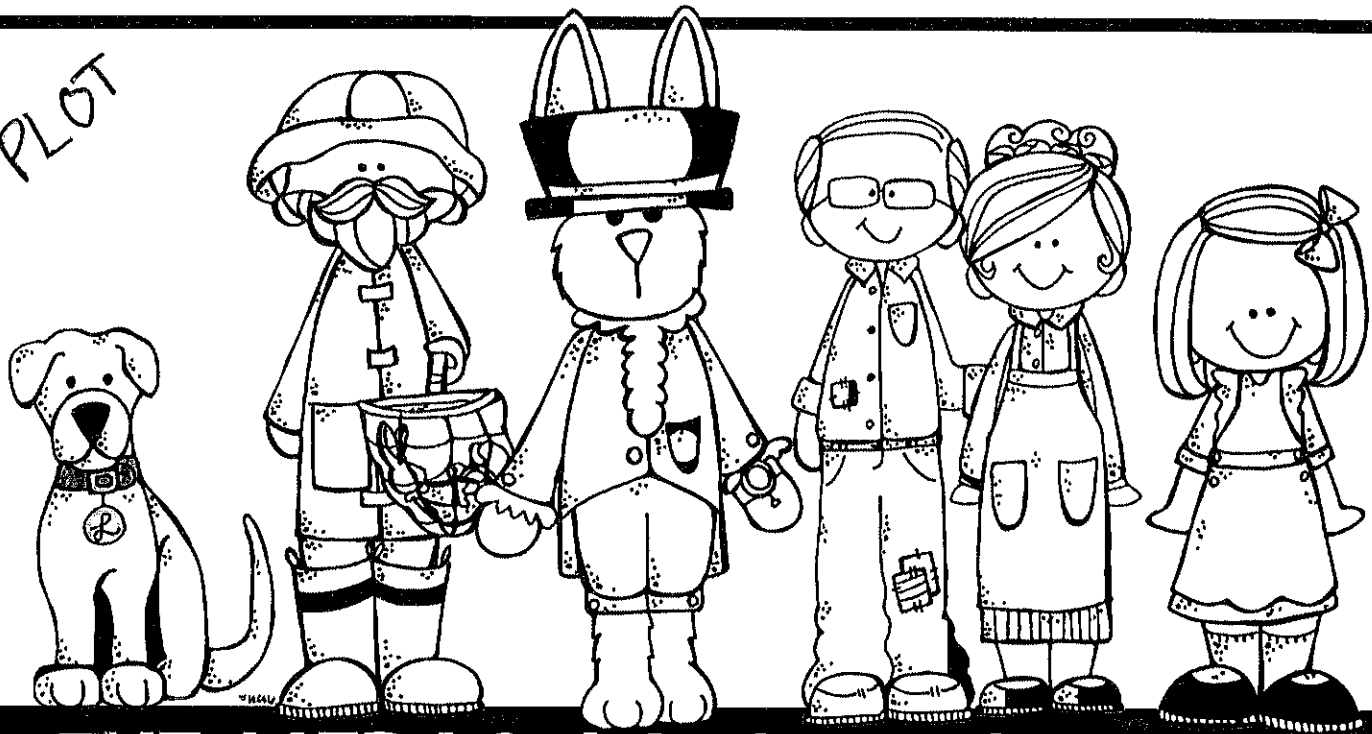
SUMMARIZE

.....

[illegible]

SUMMARIZE

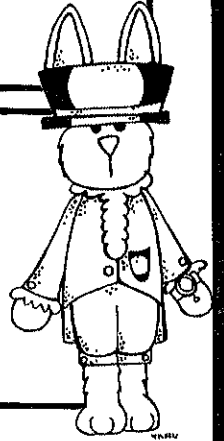
PLOT



THE MIRACULOUS JOURNEY OF EDWARD TULANE

Glue here

Good authors describe settings using the 5 senses! Fill in each box with descriptive words and pictures used by the author to describe the setting in our book:

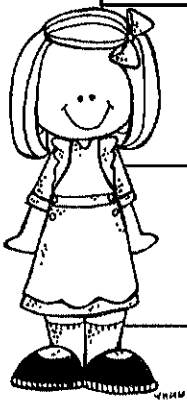


SETTING

Glue here

Characters are the people, animals, and creatures in a story. Record the main characters in our book and their character traits:



Character	Character Traits



CHARACTERS

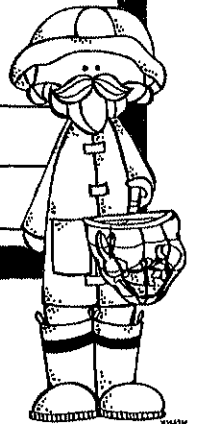
Glue here

The problem in a story is the conflict or challenge the characters face, and the solution is how that conflict is fixed. Draw a picture and write about the problem and solution in "The Miraculous Journey of Edward Tulane":

	
<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>

Problem

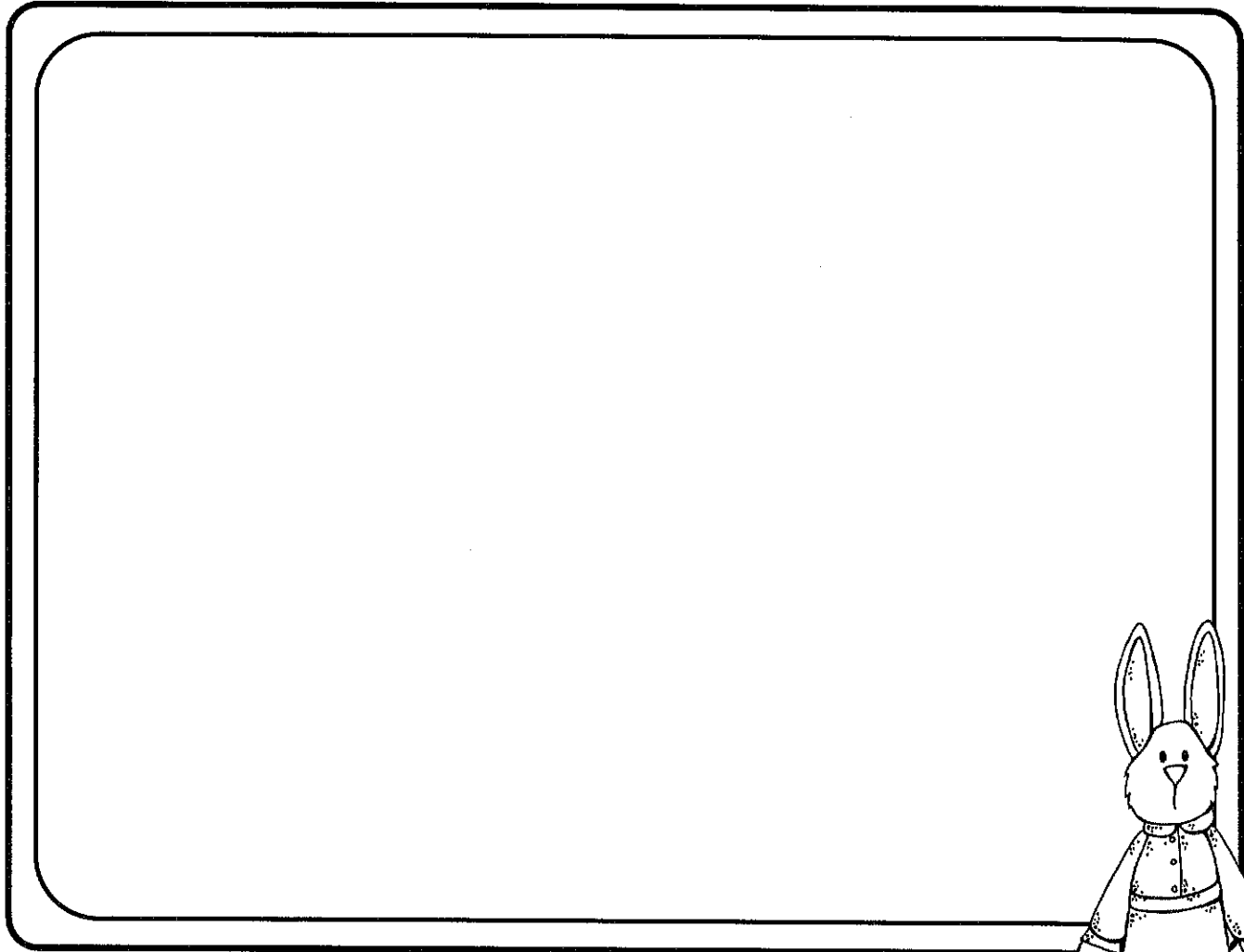
Solution



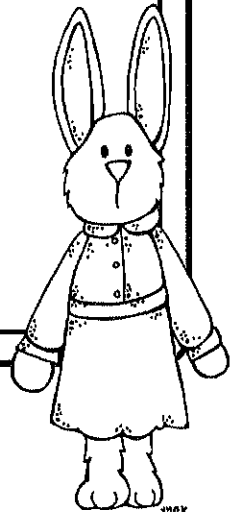
PROBLEM & SOLUTION

Glue here

Good readers can identify a theme in a story. The theme is the lesson the author wants to teach the reader. Pick a theme from the book and draw a picture of the events in the story that demonstrate that theme:



Theme: _____



THEME

Glue here

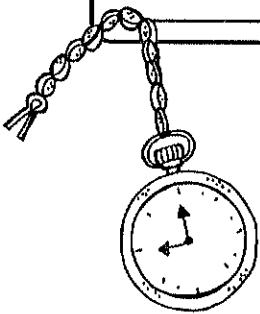
Good readers are able to respond to texts they've read! Think about "The Miraculous Journey of Edward Tulane" and answer the questions below:

What was your favourite part? Why?

Who was your favourite character? Why?

Would you recommend this book to a friend? Why/why not?

BOOK RATING:



MY REVIEW!

Getting you ready to be

"Smarter Than A 5th Grader"

Hello my future 5th grader. I hope you are prepared to enter a world of wonder and justification and grow your love Math. Completing this packet will ensure that next school year you will enter our 5th grade classroom doors confident, prepared, and ready to "Roll."

A few facts about yourself to begin:

1. What is your favorite fruity candy:
2. What is your favorite Chocolate Candy:
3. What is your favorite Fruit:
4. What is your favorite Snack of ALL TIME:
5. If you could only Eat one thing for every meal for a month, what would it be:

*****Below please tell me what you are most excited about when you think about coming to school next year:

A. Place Value:

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
8	3	0	4	7	5
stands for 8 hundred thousands 800,000	stands for 3 ten thousands 30,000	stands for 0 thousands 0	stands for 4 hundreds 400	stands for 7 tens 70	stands for 5 ones 5
830,475					

Expanded form: $800,000 + 30,000 + 0 + 400 + 70 + 5$

Standard form: 830,475

Word form: eight hundred thirty thousand, four hundred seventy-five

Use the example above to help solve the Following Problems:

Write the number in standard form.

Ⓐ fifty thousand twelve _____

Write the number in word form.

Ⓑ 388,502 _____

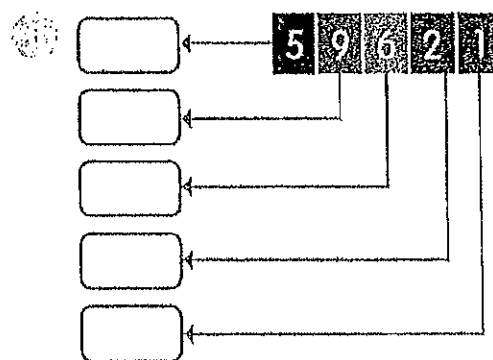
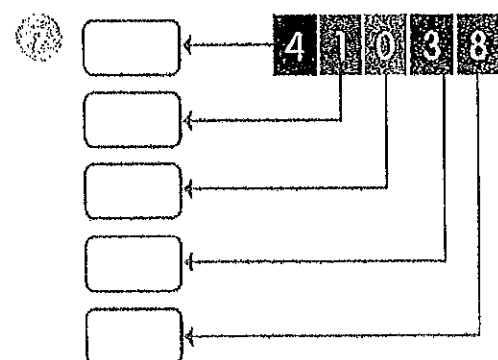
Complete each expanded form.

Ⓒ _____ + 3,000 + 20 = 33,020

Ⓓ $159,643 = 100,000 + 50,000 + 9,000 + \text{_____} + 40 + 3$

Ⓔ $280,954 = 280,000 + 900 + \text{_____} + 4$

Write the value of each digit.



Fill in each blank.

Ⓖ In 33,020, the value of the digit 2 is _____.

Ⓙ In 759,643, the value of the digit 6 is _____.

Ⓚ In 80,215, the digit _____ stands for 80,000.

Ⓛ In 240,138, the digit _____ is in the ones place.

Ⓜ In 729,650, the digit with the value of 9,000 is in the _____ place.

Multiplication:

Step 1 Multiply the ones by 2.
3 ones \times 2 = 6 ones

	3	4	0	3
x				2
				6

Step 2 Multiply the tens by 2.
0 tens \times 2 = 0 tens

	3	4	0	3
x				2
			0	6

Step 3 Multiply the hundreds by 2.
4 hundreds \times 2 = 8 hundreds

	3	4	0	3
x				2
		8	0	6

Step 4 Multiply the thousands by 2.
3 thousands \times 2 = 6 thousands

	3	4	0	3
x				2
	6	8	0	6

$$\begin{array}{r} 1) \quad 6425 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 4953 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 8031 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 6527 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 4715 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 6906 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 4472 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 8984 \\ \times \quad 3 \\ \hline \end{array}$$

① $1 \times 3 =$ _____ ② $3 \times 2 =$ _____ ③ $6 \times 3 =$ _____

④ $4 \div 4 =$ _____ ⑤ $10 \div 5 =$ _____ ⑥ $18 \div 9 =$ _____

⑦ $8 \times 10 =$ _____ ⑧ $5 \times 9 =$ _____ ⑨ $6 \times 8 =$ _____

⑩ $36 \div 6 =$ _____ ⑪ $40 \div 8 =$ _____ ⑫ $12 \div 2 =$ _____

⑬ $7 \times 3 =$ _____ ⑭ $8 \times 4 =$ _____ ⑮ $9 \times 7 =$ _____

⑯ $72 \div 8 =$ _____ ⑰ $90 \div 9 =$ _____ ⑱ $21 \div 3 =$ _____

Division:

Example 1:

Step 1	Step 2	Step 3																																																																																
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$2,247 \div 7 = 321$

Example 2:

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$2,414 \div 6 = 402 \text{ R } 2$

1) $2 \overline{) 426}$

2) $3 \overline{) 132}$

3) $4 \overline{) 108}$

4) $3 \overline{) 246}$

5) $2 \overline{) 564}$

6) $5 \overline{) 135}$

Important →

* Know the difference between Factor & Multiple

Name: _____

Finding Factors

Factors are the numbers you multiply to get another number.

$$2 \times 3 = 6$$

2 and 3 are factors of 6.

$$1 \times 6 = 6$$

1 and 6 are also factors of 6.

What are the factors of 6? 1, 2, 3, and 6.

What are the factors of **21**? - 1, 3, 7, and 21

What are the factors of **31**? - 1 and 31

What are the factors of **24**? - 1, 2, 3, 4, 6, 8, 12, and 24



Find all of the factors for each number. List them in order from least to greatest.

a. **15** - _____, _____, _____, _____

b. **25** - _____, _____, _____

c. **3** - _____, _____

d. **27** - _____, _____, _____, _____

e. **18** - _____, _____, _____, _____, _____, _____

f. **12** - _____, _____, _____, _____, _____, _____

Now try these.

g. **21** - _____

h. **31** - _____

i. **49** - _____

j. **16** - _____

k. **33** - _____

l. **20** - _____

m. **17** - _____

n. **4** - _____

Name: _____

Multiples

A **multiple** is the product of a given whole number and another whole number.

$1 \times 6 = 6$

$2 \times 6 = 12$

$3 \times 6 = 18$

$4 \times 6 = 24$

$5 \times 6 = 30$

$6 \times 6 = 36$

$6 \times 7 = 42$

$6 \times 8 = 48$

$6 \times 9 = 54$

and so on...

What are the first 6 multiples of 6? **6, 12, 18, 24, 30, and 36**



1. What are the first 4 multiples of 9? _____, _____, _____, and _____

2. Circle the numbers that are multiples of 7.
Cross out the numbers that are not multiples of 7.

1	7	14	17	21	27	35
---	---	----	----	----	----	----

3. Circle the numbers that are multiples of 8.
Cross out the numbers that are not multiples of 8.

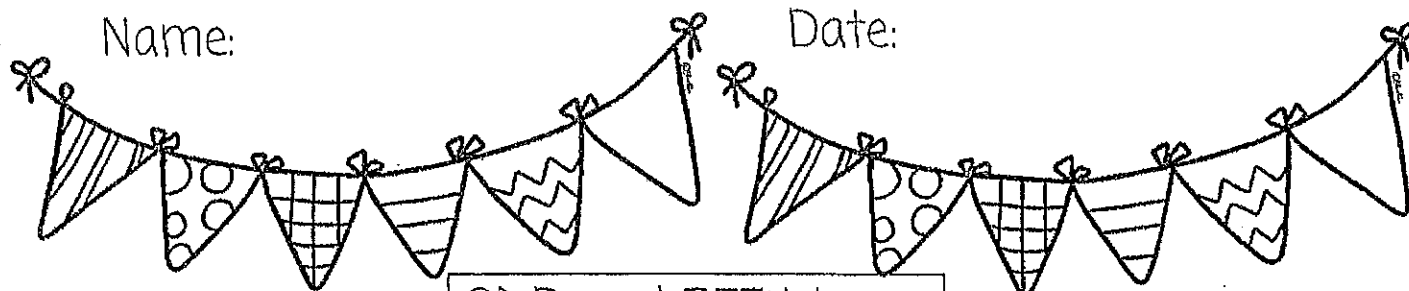
38	40	45	49	64	72	81
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4. Are multiples of 4 always even? Explain.

5. Are multiples of 3 always odd? Explain.

Name: _____

Date: _____



1.) Give the place value of the 6 in 12,645.

2.) Round 3,734 to the nearest thousand. _____

3.) Compare:
6,451 6,532

4.) Circle one:
Prime or Composite: 55

5.) $85,883$
 $- 72,345$

6.) $92,348$
 $+ 45,643$

7.) Solve for the rule and finish the pattern,
12, 24, 36, 48, ____, ____
Rule: _____

8.) Give the first four multiples for 6. _____

9.) Give the factors for 36.

10.) Multiply
 21×45
 $=$ _____

11.) 3,000 is _____ times as many as 30.

12.) Circle even or odd: 51 _____

13.) Write 12,451 in:
Expanded Form _____
Word Form _____

14.) Multiply:
 $71 \times 10 =$ _____
 $71 \times 100 =$ _____
 $71 \times 1,000 =$ _____

15.) Round $342 + 237$
 $=$ _____

16.) What is the value of the 8 in 7,835? _____

17.) Draw an area model and array for: 11×3

18.) Compare the fractions:

$$\frac{2}{8} \bigcirc \frac{8}{16}$$

19.) Order the fractions: $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{5}$

*Least to Greatest

20.) Use $\frac{8}{12}$ and $\frac{2}{12}$ to:

Add: _____

Subtract: _____

*Reduce to simplest form is possible

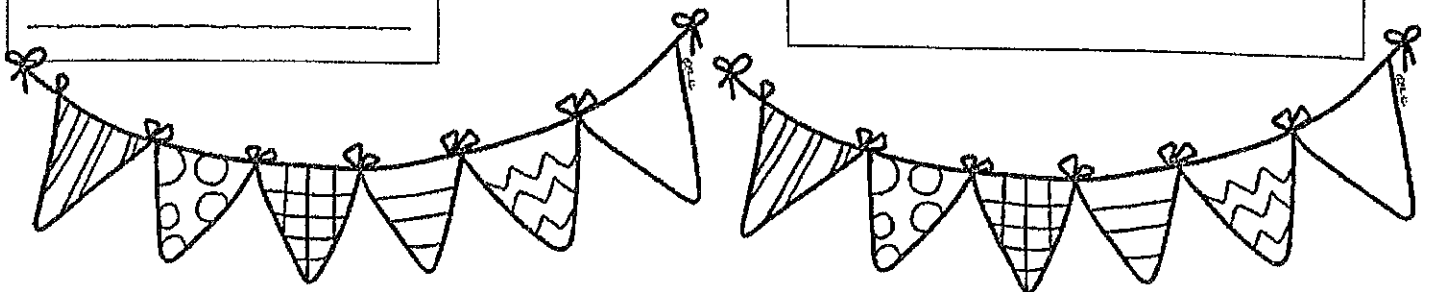
21.) Give a equivalent fraction to:
 $\frac{2}{6}$ and draw a model to prove.

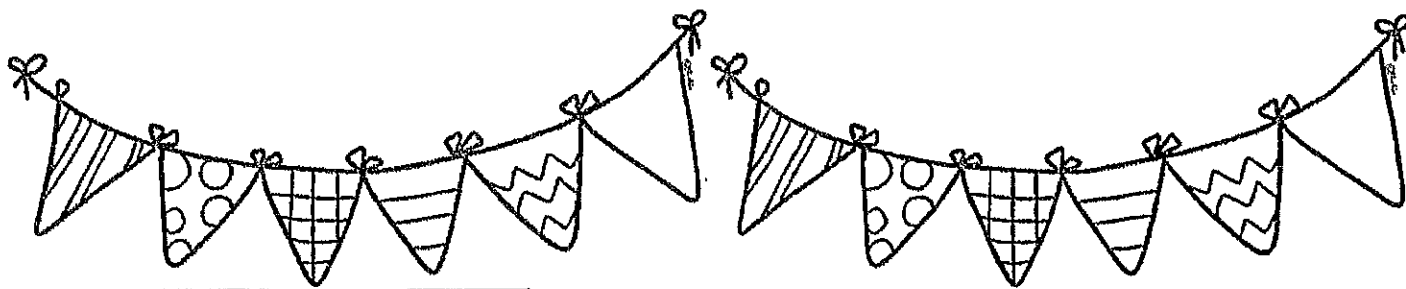
22.) Decompose the fraction $\frac{4}{5}$:

23.) A local library bought 1,252 new books. Each book cost \$6. How much did the library spend on new books?

24.)
Divide 425 by 5 =

25.) Convert
0.26 to a
fraction.





26.) Use $3\frac{6}{10}$ and $1\frac{3}{10}$
to:

Add: _____

Subtract: _____

*Reduce to simplest form is possible.

27.) Multiply. $6 \times \frac{1}{4}$: _____
*Reduce to simplest form is possible.

28.) Add $\frac{5}{10}$ and $\frac{32}{100} =$ _____

29.) Order the fractions:

$\frac{2}{10}$, $\frac{3}{10}$, $\frac{21}{100}$ _____

*Least to Greatest

30.) 4 feet = _____ inches

31.) 10 pounds = _____ ounces

32.) 2 kilometer = _____ meters

33.) Compare:
 0.3 \bigcirc 0.08

34.) Rewrite the fraction $\frac{63}{100}$ as a decimal: _____
Label and show the decimal on a number line

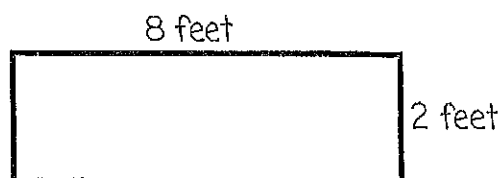


35.) Evan bought two 2-pound packages of chocolate candies and a 30-ounce bag of smarties. How much candy did Evan buy all together? _____

36.) Find the area and perimeter:

Area= _____

Perimeter= _____



37.) Kristi recorded how much she ran in miles. Use Kristi's data given to draw and label a

line plot. $\frac{1}{4}, \frac{2}{4}, \frac{2}{4}, \frac{3}{4}, \frac{3}{4}, \frac{1}{4}, \frac{1}{4}, \frac{3}{4}, \frac{1}{4}, \frac{2}{4}, \frac{1}{4}$



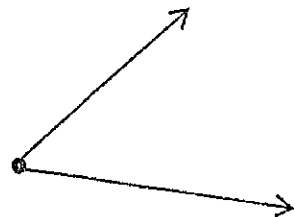
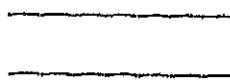
38.) Draw the line(s) of symmetry of



39.) Find the measurement of fence needed for playground with the length of 65 yards and a width of 21 yards.

40.) Main Street and Apple Creek are perpendicular roads. Draw and label what the roads would look like.

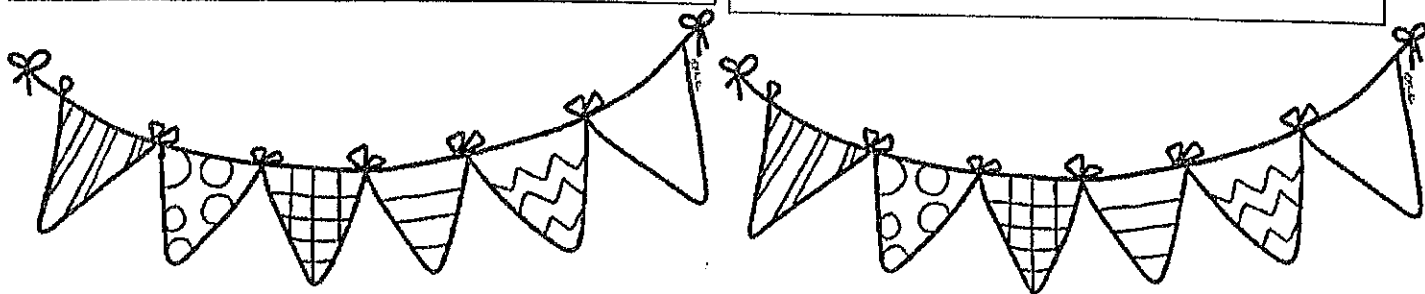
Omit
41.) Measure the angle and tell whether it is an acute, obtuse, or right angle:



42.) Draw a 45 degree angle using two rays.

Omit

43.) Draw a set of parallel line segments and label.



Name _____

Practice Sheet

4.NBT.6

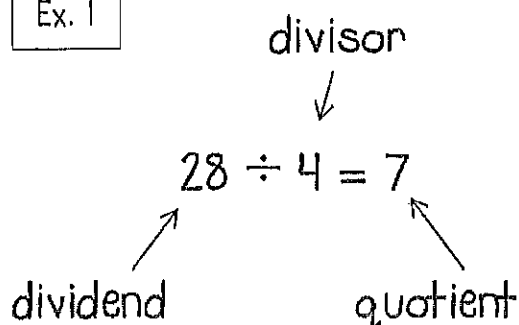
Understand division terms and meanings
Fundamental skill to 4.NBT.6

Vocabulary:

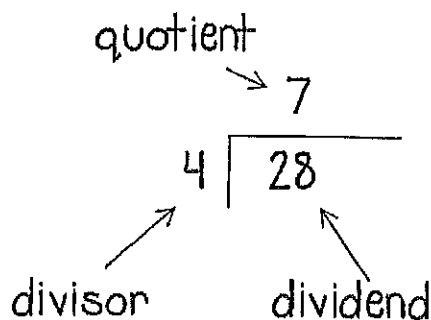
1. divisor ~ the number of groups to divide into
2. dividend ~ the number to be divided
3. quotient ~ the answer to a division problem

There are 3 ways division problems can be written: _____

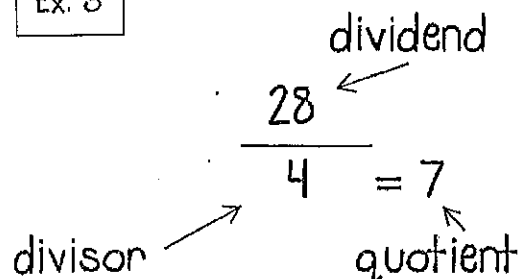
Ex. 1



Ex. 2



Ex. 3



Application:



dividend

divisor

quotient

÷

=

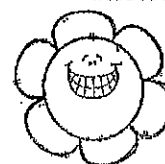
$$\frac{42}{7} = 6$$

divisor: _____

dividend: _____

quotient: _____

Elle' plants 20 flowers in 5 rows. She will have 4 flowers in each row.



divisor: _____ dividend: _____ quotient: _____

Name _____

Practice Sheet

4.NBT.6

Understand meaning
of division
Fundamental skill to
4.NBT.6

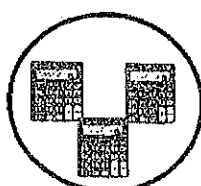
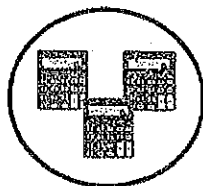
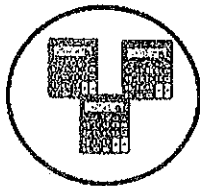
Meaning of Division

Divide a number to find equal groups.

Peter has 12 calculators. He is sharing them equally with the 4 groups in his class. How many calculators should each group get?

Think: Put 12 calculators into 4 equal groups. How many calculators are in each group?

Show: 4 equal groups



Write: The equation is $12 \div 4 = 3$.

Draw pictures to solve

Vicky has 24 candles to put in 6 boxes. How many candles will be in each box?

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

You need to arrange 32 chairs into 8 rows. How many chairs will be in each row?

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Chris makes 4 bracelets using 28 rubber bands. He uses an equal number of rubber bands on each bracelet. How many rubber bands will he have on each bracelet?

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Name _____

Practice Sheet

4.NBT.6

Relate multiplication
and division
Fundamental skill

Relating Multiplication and Division

Multiplication and division share the same fact families,
just like addition and subtraction share the same fact families.

Ex. $5 \times 8 = 40$

$40 \div 8 = 5$

$8 \times 5 = 40$

$40 \div 5 = 8$

Multiplication and division are inverse
operations. They undo each other.

Complete each fact family:

[1.] $6 \times \square = 48$

$48 \div \square = \square$

[2.] $\square \times 6 = 54$

$54 \div \square = \square$

Use inverse of multiplication to divide:

Solve $42 \div 6$

Think	Say	Answer
$6 \times \underline{\text{what}} = 42$	$6 \times \underline{7} = 42$	$42 \div 6 = \underline{7}$

Find the quotients:

1. $21 \div 3 = \underline{\quad}$

2. $30 \div 6 = \underline{\quad}$

3. $18 \div 2 = \underline{\quad}$

4. $72 \div 8 = \underline{\quad}$

5. $16 \div 4 = \underline{\quad}$

6. $40 \div 5 = \underline{\quad}$

7. $56 \div 8 = \underline{\quad}$

8. $49 \div 7 = \underline{\quad}$

9. $64 \div 8 = \underline{\quad}$

10. $54 \div 9 = \underline{\quad}$

11. $48 \div 6 = \underline{\quad}$

12. $84 \div 7 = \underline{\quad}$

13. $20 \div 5 = \underline{\quad}$

14. $24 \div 6 = \underline{\quad}$

15. $35 \div 7 = \underline{\quad}$

Name _____

Practice Sheet

4.NBT.6

Dividing using place value, mental math, and multiples

Divide Using Patterns

$$35 \div 5 = 7$$

$$350 \div 5 = 70$$

$$3,500 \div 5 = 700$$

$$35,000 \div 5 = 7,000$$

$$20 \div 5 = \underline{\hspace{2cm}}$$

$$200 \div 5 = \underline{\hspace{2cm}}$$

$$2,000 \div 5 = \underline{\hspace{2cm}}$$

$$20,000 \div 5 = \underline{\hspace{2cm}}$$

$$18 \div 3 = \underline{\hspace{2cm}}$$

$$180 \div 3 = \underline{\hspace{2cm}}$$

$$1,800 \div 3 = \underline{\hspace{2cm}}$$

$$18,000 \div 3 = \underline{\hspace{2cm}}$$

$$42 \div 6 = 7$$

$$420 \div 6 = 70$$

$$4,200 \div 6 = 700$$

$$42,000 \div 6 = 7,000$$

$$25 \div 5 = \underline{\hspace{2cm}}$$

$$250 \div 5 = \underline{\hspace{2cm}}$$

$$2,500 \div 5 = \underline{\hspace{2cm}}$$

$$25,000 \div 5 = \underline{\hspace{2cm}}$$

$$27 \div 3 = \underline{\hspace{2cm}}$$

$$270 \div 3 = \underline{\hspace{2cm}}$$

$$2,700 \div 3 = \underline{\hspace{2cm}}$$

$$27,000 \div 3 = \underline{\hspace{2cm}}$$

Divide using mental math/multiples:

1. $240 \div 4 = \underline{\hspace{2cm}}$

2. $1,000 \div 2 = \underline{\hspace{2cm}}$

3. $300 \div 6 = \underline{\hspace{2cm}}$

4. $400 \div 4 = \underline{\hspace{2cm}}$

5. $7,200 \div 8 = \underline{\hspace{2cm}}$

6. $540 \div 9 = \underline{\hspace{2cm}}$

7. $360 \div 6 = \underline{\hspace{2cm}}$

8. $45,000 \div 5 = \underline{\hspace{2cm}}$

9. $4,200 \div 7 = \underline{\hspace{2cm}}$

10. $150 \div 5 = \underline{\hspace{2cm}}$

11. $18,000 \div 6 = \underline{\hspace{2cm}}$

12. $3,000 \div 5 = \underline{\hspace{2cm}}$

13. Trisha bought a pack of goldfish at the store. There are 240 goldfish in the pack. She wants to split the goldfish equally between her four friends. How many goldfish should each friend get?

14. Sydney sold 300 cups of lemonade in five hours. She sold an equal amount of cups per hour. How many cups of lemonade did she sell each hour?



Name _____

Practice Sheet

4.OA.3

Dividing with
remainders

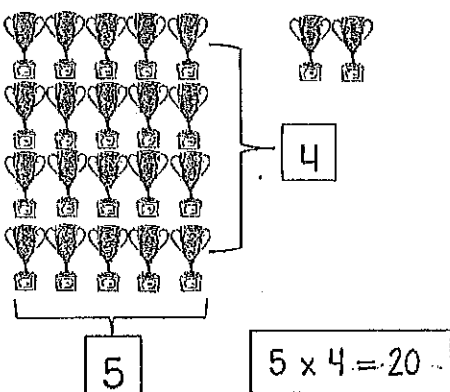
Divide with Remainders

The remainder is the part that is left over in a division problem.

Tony is arranging 22 trophies onto 4 shelves so that each shelf has the same number of trophies. How many trophies are on each shelf? How many trophies are left over?

The remainder should always be less than the divisor.

Solve: $22 \div 4$

Show	Think	Write
	$22 \div 4 =$ $5 \times 4 = 20$ so $22 \div 4 = 5$ with 2 left over	$22 \div 4 = 5 \text{ R } 2$

Divide:

1. $25 \div 7 = \underline{\hspace{1cm}} \text{ r } \underline{\hspace{1cm}}$ 2. $73 \div 8 = \underline{\hspace{1cm}} \text{ r } \underline{\hspace{1cm}}$

3. $13 \div 2 = \underline{\hspace{1cm}} \text{ r } \underline{\hspace{1cm}}$ 4. $58 \div 8 = \underline{\hspace{1cm}} \text{ r } \underline{\hspace{1cm}}$

5. $26 \div 5 = \underline{\hspace{1cm}} \text{ r } \underline{\hspace{1cm}}$ 6. $33 \div 4 = \underline{\hspace{1cm}} \text{ r } \underline{\hspace{1cm}}$

7. $28 \div 6 = \underline{\hspace{1cm}} \text{ r } \underline{\hspace{1cm}}$ 8. $48 \div 5 = \underline{\hspace{1cm}} \text{ r } \underline{\hspace{1cm}}$

9. Gabrielle has 23 lollipops to share with her 5 friends. She will eat the left over lollipops. How many lollipops will each friend get? How many lollipops will Gabrielle get?