

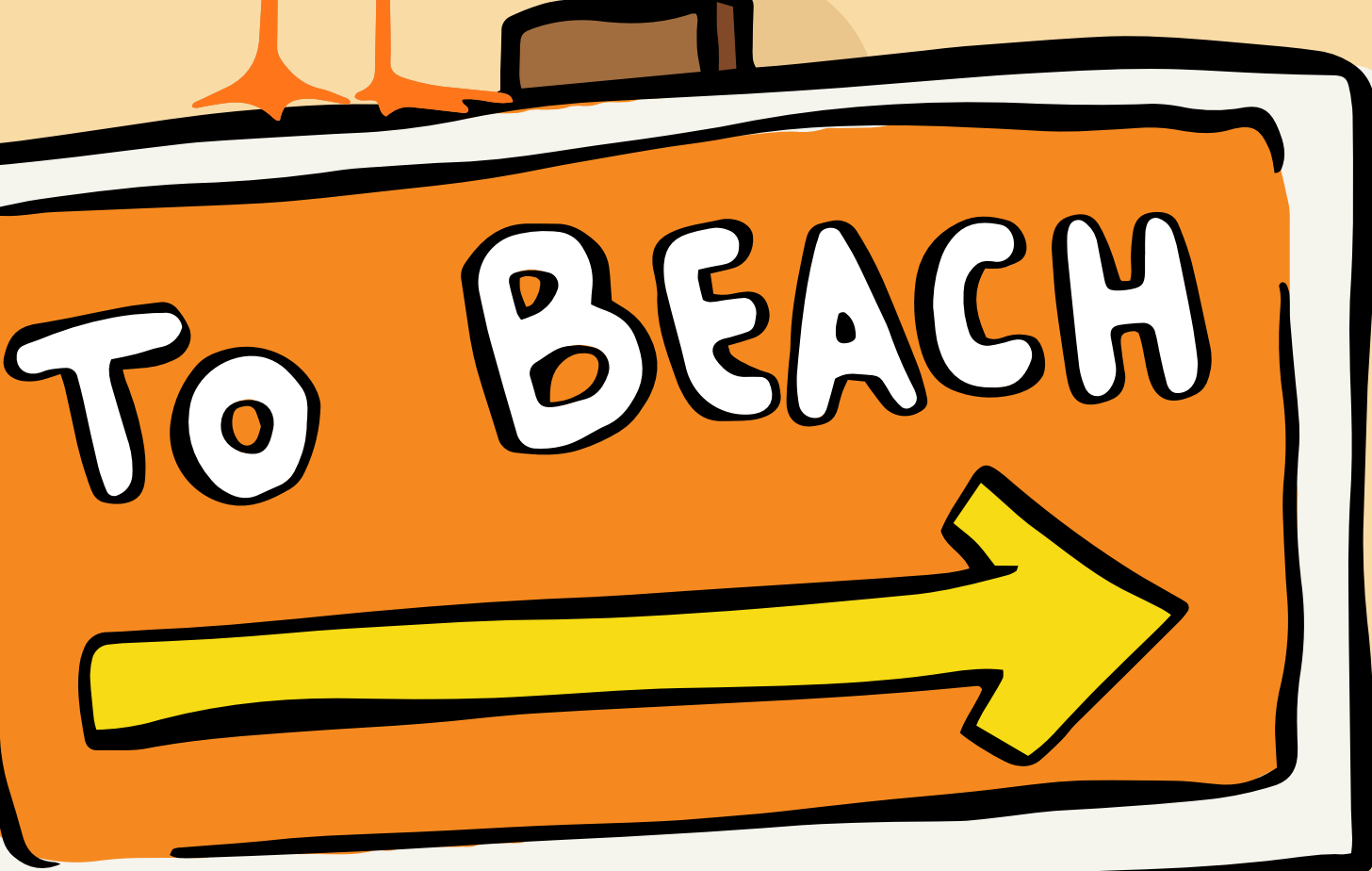
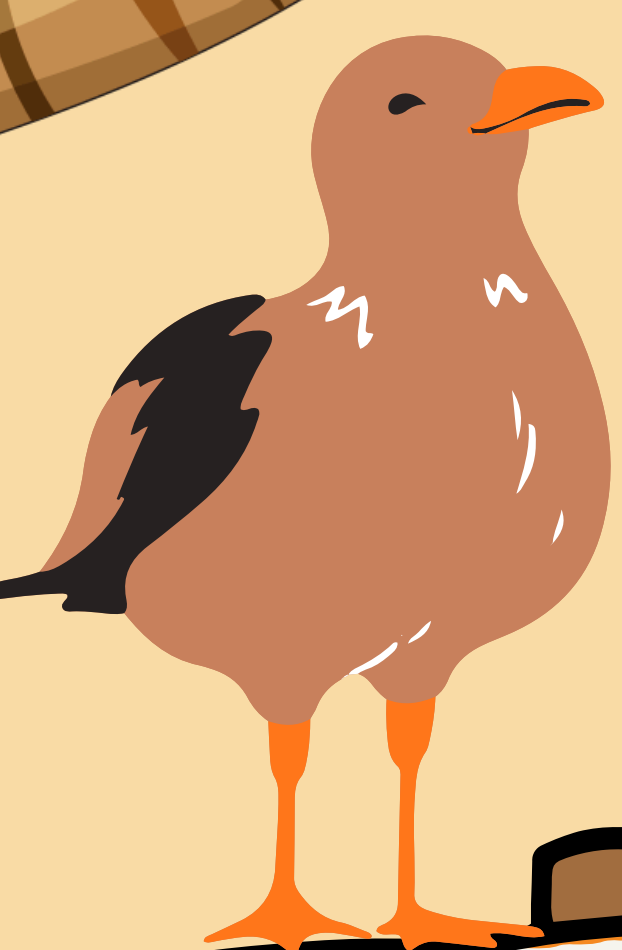
MARION P. THOMAS



SUMMER



LEARNING PACKET



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

Make sure your child submits work on the 1st day of school!



# SUMMER

## READING BOOK LIST

Summer reading is a wonderful opportunity for students to continue their learning journey outside the classroom. It helps maintain and improve literacy skills, fosters a love for books, and opens up new worlds of imagination and knowledge. By exploring various genres and topics, students can broaden their horizons and keep their minds active, ensuring they return to school ready to succeed.

Rising Kindergarten	Jabari Jumps by Gala Cornwall
Rising First Grade	Just Ask!: Be Different, Be Brave, Be You by Sonia Sotomayor
Rising Second Grade	<ul style="list-style-type: none"><li>• Surf's Up by Kwame Alexander</li><li>• The Water Princess by Susan Verde</li></ul>
Rising Third Grade	<ul style="list-style-type: none"><li>• Barack by Jonah Winter</li><li>• Ada Twist and the Perilous Pants by Andrea Beaty</li></ul>
Rising Fourth Grade	<ul style="list-style-type: none"><li>• Ellray Jakes is not a Chicken by Sally Warner</li><li>• J.D. and the Great Barber Battle by J. Dillard</li></ul>
Rising Fifth Grade	<ul style="list-style-type: none"><li>• ReStart by Gordan Korman</li><li>• The Last Kids on Earth by Max Brallier</li></ul>
Rising Sixth Grade	<ul style="list-style-type: none"><li>• The Dreamer by Paul Munoz Ryan</li><li>• Becoming Muhammad Ali by James Paterson</li></ul>
Rising Seventh Grade	<ul style="list-style-type: none"><li>• Long Walk to Water by Linda Sue Park</li><li>• Esperanza Rising by Pam Munoz Ryan</li></ul>
Rising Eighth Grade	<ul style="list-style-type: none"><li>• One Crazy Summer by Rita Williams Garcia</li><li>• We Beat the Street by Sampson Davis, George Jenks, Rameck Hunt, Sharon Draper</li></ul>



# Fireflies in the Garden

by Robert 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. ants
- C. fireflies
- D. grasshoppers

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

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

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. Fireflies can seem very star-like, but only for a short time.
- B. Although stars are larger in size, fireflies are more beautiful than stars.
- C. Fireflies live in the garden, while stars appear in the sky.
- 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. stars
- B. skies
- C. flies
- 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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# Sophia and the Plátanos

by Julia Betancourt

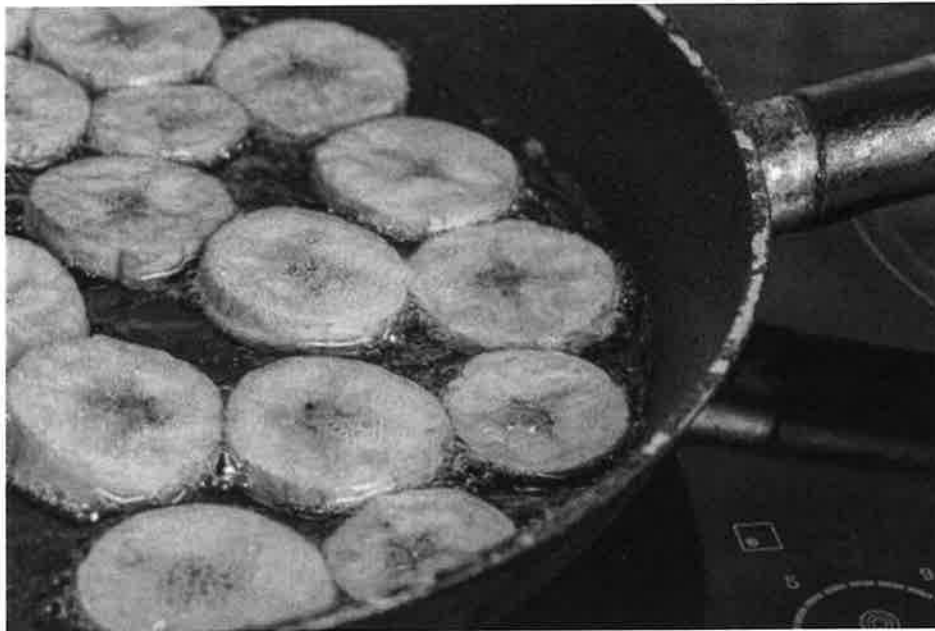


Image by Marco Verch Professional Photographer via Flickr [CC BY 2.0]

*photograph of plantains frying in oil*

Nine-year-old Sophia sat at the kitchen table, looking at the plantains. Today she was going to work with Abuela to turn those banana-like fruits into *plátanos maduros*. Sophia loved eating *plátanos* and liked watching her family cook. She wasn't sure, however, that she could do what Abuela wanted.

When Mom made plantains, she held them with her left hand and peeled them with her right. Titi Olga poured oil into the pan, holding the huge bottle with two hands. Tío Oscar flipped his plantains with a fork in each hand. How could Sophia peel or pour or flip plantains when she didn't *have* two hands?

"Sophia, have you started to peel the plantains?" Abuela asked.

Sophia covered her left arm, which ended near her elbow, with her right hand. Because she had been born with one hand, she sometimes struggled to do the same things her little brother, Camilo, did-like climbing monkey bars or cutting toast. She wasn't sure how she could peel a plantain.

"Sophia, put the plantain on your grip board," her grandmother said. Abuela picked up the



plantain and moved it to Sophia's bumpy cutting board so it would stay in place. "Now cut the skin a little, so you can grab the ends and pull it off the fruit."

Sophia did just what Abuela said. She watched as the brown skin of the plantain peeled off in her hand, revealing the fruit underneath.

"*Bueno*, now cut it so each piece is the size of my thumb," Abuela said.

Sophia put the plantain back on the grip board. Next, she took her knife and carefully sliced the plantain into thumb-sized pieces, like Abuela always did.

"*Perfecto*. Let's fry them."

Sophia bit her lip, worried about how she'd pour the oil or flip the maduros. Still, she moved over to the stool near the hot stove, where Abuela had already heated the pan. Abuela passed Sophia a small bottle of oil. Sophia smiled. She might not be able to pour a big gallon of milk like Camilo could, but she could pour a half-gallon. So she could definitely pour a small oil bottle.

"Now, we put the plantains into the pan," Abuela said, dropping them in.

"How will I flip them?" Sophia asked.

Abuela smiled, grabbed a fresh pan and poured a tiny bit of oil into it. She prepared the pan just like she helped Sophia prepare the first one.

"We're going to flip the *entire* pan."

Abuela took Sophia's hand in hers. Grabbing the pan of plantains, together they turned it upside-down over the new pan. The plantains flipped over. After a few minutes, Abuela turned off the stove. Then she put the *plátanos maduros* on a plate and gave Sophia a fork. Sophia quickly began eating.

"What do you think?" Abuela asked.

"I think I made *plátanos maduros*!"



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

1. What dish is Sophia making with her Abuela?

- A. *pupusas*
- B. *arroz con frijoles*
- C. *plátanos maduros*
- D. *tres leches*

2. How does Sophia feel about cooking *plátanos maduros* with her Abuela?

- A. She is nervous that she won't be able to do all the steps necessary to make the dish because she was born with one hand.
- B. She is angry because her brother makes *plátanos maduros* often without her and feels like it is unfair.
- C. She is happy that she has the time to try making the dish alone without help to show that she can do it.
- D. She is confused because she always thought that *plátanos maduros* tasted bad but now she's not sure.

3. Sophia is willing to try to do things even if she's not sure that she can do them with one hand.

What evidence from the passage supports this idea?

- A. "Abuela smiled, grabbed a fresh pan and poured a tiny bit of oil into it. She prepared the pan just like she helped Sophia prepare the first one."
- B. "Then she put the *plátanos maduros* on a plate and gave Sophia a fork. Sophia quickly began eating."
- C. "Today she was going to work with Abuela to turn those banana-like fruits into *plátanos maduros*."
- D. "Sophia bit her lip, worried about how she'd pour the oil or flip the *maduros*. Still, she moved over to the stool near the hot stove, where Abuela had already heated the pan."



4. How does Abuela support Sophia while they're cooking together?

- A. She tells Sophia a story where the main character learns how to cook.
- B. She tells her to figure it all out on her own so she can be independent.
- C. She gives her instructions and helps her when she needs help.
- D. She reminds Sophia of her own struggles in life and how she overcame them.

5. What is one important theme in this story?

- A. It's important to remind your friends that you care about them.
- B. Being careful with what you say to other people means you won't hurt their feelings.
- C. Family members sometimes don't know us as well as we think they do.
- D. It's good to try to do new things, even if you're worried you can't do them.



**Writing Prompt:** Using the narrative writing rubric on a separate sheet of paper, How does Sophia demonstrate perseverance and adaptability throughout the story "Sophia and the Plátanos"? Support your answer with evidence from the text.

Narrative Writing Rubric: "Sophia and the Plátanos"

Criteria	4 - Exceeds Standard	3 - Meets Standard	2 - Approaches Standard	1 - Below Standard
<b>Standard/Objective:</b> SWBAT write a narrative	Student's response demonstrates a comprehensive understanding of how Sophia exhibits perseverance and adaptability throughout the story. Specific, relevant textual evidence is provided to support all claims. The response is exceptionally well-organized, with a clear introduction, body, and conclusion.	Student's response demonstrates a solid understanding of how Sophia exhibits perseverance and adaptability throughout the story. Relevant textual evidence is provided to support most claims. The response is well-organized, with a clear introduction, body, and conclusion.	Student's response demonstrates a basic understanding of how Sophia exhibits perseverance and adaptability throughout the story. Some textual evidence is provided, but it may not be the most relevant or convincing. The response is somewhat disorganized, with a weak introduction, body, or conclusion.	Student's response demonstrates a limited understanding of how Sophia exhibits perseverance and adaptability throughout the story. Little to no textual evidence is provided to support claims. The response is poorly organized, with a lack of a clear introduction, body, or conclusion.
<b>Use of Details and Examples</b>	Student provides numerous specific, relevant details and examples from the text to support their understanding of Sophia's perseverance and adaptability.	Student provides several relevant details and examples from the text to support their understanding of Sophia's perseverance and adaptability.	Student provides a few relevant details and examples from the text to support their understanding of Sophia's perseverance and adaptability.	Student provides little to no relevant details or examples from the text to support their understanding of Sophia's perseverance and adaptability.
<b>Organization and Clarity</b>	The response is exceptionally well-organized, with a clear and engaging introduction, a well-developed body that flows logically, and a compelling conclusion. The writing is clear, concise, and easy to follow.	The response is well-organized, with a clear introduction, a developed body, and a suitable conclusion. The writing is generally clear and easy to follow.	The response is somewhat organized, with a basic introduction, body, and conclusion. The writing may be somewhat unclear or difficult to follow at times.	The response is poorly organized, with a weak or missing introduction, body, and conclusion. The writing is unclear and difficult to follow.

# Harbor of Rio de Janeiro

by ReadWorks



*Harbor of Rio de Janeiro*

On January 1, 1502, an explorer from Portugal named Goncalo Coelho and his crew sailed into a huge bay by what is now Brazil. A bay is a body of water that is partly surrounded by land. The explorers thought they had found the mouth of a large river. So they named the place "Rio de Janeiro," or "River of January." The bay they found is known today as the Harbor of Rio de Janeiro.

The Harbor of Rio de Janeiro is the world's largest natural bay, containing more water than any other bay in the world! Because of its size, the Harbor of Rio de Janeiro is considered one of the world's seven natural wonders.

The bay is surrounded by mountains made from granite. The mountains are huge and steep, with odd shapes. One of these mountains was named after a sugar loaf, because it looks like a type of bread made on an island near Portugal. Another one was named Corcovado, or "The Hunchback," because of its mound-like shape. Together, the water and mountains create a beautiful harbor.

The beauty of the harbor attracts people to this day. Tourists from all over the world come to see the gorgeous harbor and the city of Rio de Janeiro. People have even built cable cars and trains to accommodate tourists and show them around the area.



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

1. The Harbor of Rio de Janeiro is the largest natural bay in the world. According to the text, what is a bay?

- A. a body of water that is completely surrounded by land
- B. an area of land that is surrounded by water
- C. a body of water that is partly surrounded by land
- D. an area of land that is partly surrounded by water

2. What does the text describe?

- A. Goncalo Coelho's trip to Brazil
- B. how bays form
- C. the difference between rivers and bays
- D. the Harbor of Rio de Janeiro

3. Read these sentences from the text.

The Harbor of Rio de Janeiro is the world's largest natural bay, containing more water than any other bay in the world!

[ . . . ]

The bay is surrounded by mountains made from granite. The mountains are huge and steep, with odd shapes. . . . Together, the water and mountains create a beautiful harbor.

What conclusion does this information support?

- A. The Harbor of Rio de Janeiro is a very cold place.
- B. The Harbor of Rio de Janeiro is a very impressive place.
- C. The Harbor of Rio de Janeiro doesn't have a lot of plant and animal life.
- D. The Harbor of Rio de Janeiro is a very poor place.

4. Based on the text, what can be concluded about the world's seven natural wonders?

- A. The world's seven natural wonders are natural places that have a lot of rocks.
- B. The world's seven natural wonders are places with a lot of buried treasure.
- C. The world's seven natural wonders are strange places people have built.
- D. The world's seven natural wonders are very impressive natural places.

5. What is the main idea of this text?

- A. The Harbor of Rio de Janeiro is the world's largest bay and a beautiful place with water and mountains.
- B. Concalo Coelho was a Portuguese explorer who sailed to Brazil in the 1500s.
- C. The mountains of the Harbor of Rio de Janeiro are huge and have odd shapes.
- D. Tourists from all over the world go to see the gorgeous harbor and the city of Rio de Janeiro.

6. Read these sentences from the text.

"The bay is surrounded by mountains made from granite. The mountains are huge and steep, with odd shapes. One of these mountains was named after a sugar loaf, because it looks like a type of bread made on an island near Portugal. Another one was named Corcovado, or 'The Hunchback,' because of its mound-like shape. Together, the water and mountains create a beautiful harbor."

Why does the author discuss the mountain named after a sugar loaf and the mountain called "The Hunchback"?

- A. to contrast the way the mountains by the Harbor of Rio de Janeiro were described earlier in the text
- B. to give the reader examples of mountains with odd shapes by the Harbor of Rio de Janeiro
- C. to give the reader examples of different mountains around the world
- D. to show that people sometimes give funny names to mountains



7. Choose the answer that best completes the sentence.

The Harbor of Rio de Janeiro is considered one of the world's seven natural wonders \_\_\_\_\_ it is very large.

- A. however
- B. on the other hand
- C. although
- D. because

8. Describe the mountains that surround the Harbor of Rio de Janeiro.

Support your answer with evidence from the text.

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9. Why do people from all over the world visit the Harbor of Rio de Janeiro?

Support your answer with evidence from the text.

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**10.** Imagine you wanted to convince a friend to join you on a trip to the Harbor of Rio de Janeiro. Explain the argument you might make to your friend to persuade him or her to join you.

Support your answer with evidence from the text.

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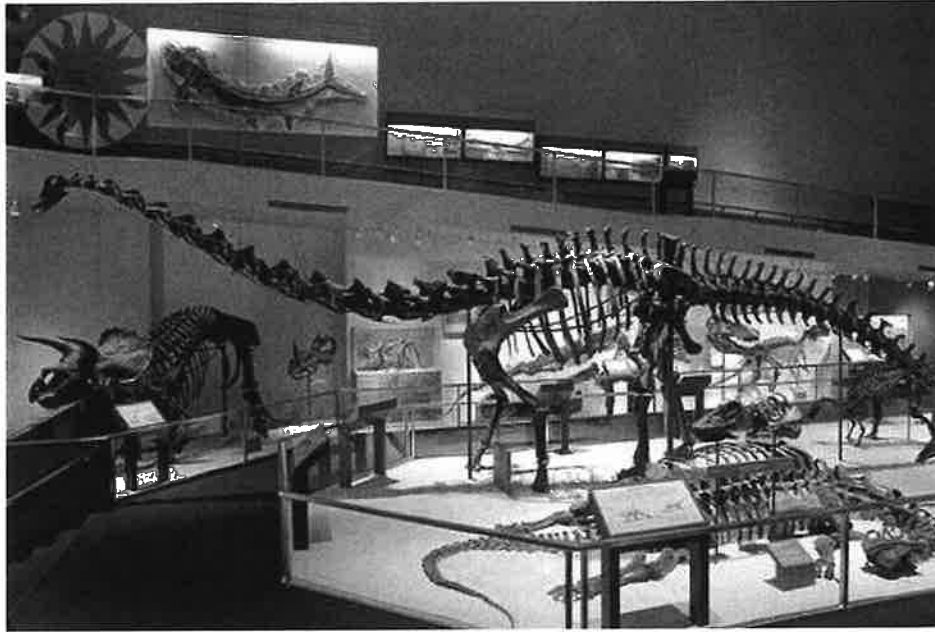
## Sauropods: Giants on Earth



*This is what some sauropods may have looked like.*

Hundreds of millions of years ago, dinosaurs walked the earth. These ancient reptiles were very diverse, ranging in size, diet, movement, habits, and more. One group of dinosaurs was called the sauropods. These were the giants that many people today imagine when thinking of dinosaurs. They generally had large bodies and long necks. They walked on four legs and had a small head.

Just how big were the sauropods? Like other groups of dinosaurs, the sauropods differed in size from species to species. As a group, the sauropods included the largest land animals ever to exist. Many of the biggest sauropods were part of a subgroup called the titanosaurs. One titanosaur, the *Argentinosaurus*, was almost ten times bigger than the largest land mammals today. It may have grown to weigh 90 tons. That's more than twelve times as heavy as a large elephant! Other huge sauropods, like the *Apatosaurus* and *Brachiosaurus*, reached lengths of 65 to 100 feet from head to tail. And even the smaller ones were not very small. A small sauropod could reach a length of 50 feet!



*Skeleton of a sauropod*

Sauropods didn't always start out big. When a sauropod hatched from an egg, it usually weighed less than 11 pounds. But sauropods grew extremely quickly over the course of about thirty years. By the time they were done growing, they would have been at least 10,000 times heavier than when they were born! This quick rate of growth probably helped sauropods stay alive. The larger a baby sauropod was, the more likely it was to be able to stay safe from predators. This may have contributed to the overall large size of the sauropod group.

If larger sauropods were more likely to survive, then why weren't there even bigger sauropods? Scientists think that it probably would have been impossible for even larger sauropods to evolve. There simply wouldn't have been enough food to feed such huge creatures! Also, scientists think that if sauropods had gotten much bigger, their bones might not have been able to support their weight. Sauropods were about as large as they could possibly be.



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

1. What were sauropods?
  - A. a group of fossils
  - B. a group of dinosaurs
  - C. a group of ancient plants
  - D. a group of fish
  
2. This passage describes how sauropods looked and acted. How can sauropods best be described?
  - A. They ate other dinosaurs.
  - B. They were similar to each other.
  - C. They were very large.
  - D. They grew very slowly.
  
3. The passage says, "The larger a baby sauropod was, the more likely it was to be able to stay safe from predators. This may have contributed to the overall large size of the sauropod group." What conclusion can you draw from this statement?
  - A. Sauropods were known for being fierce predators.
  - B. Sauropods were able to hunt many other creatures because of their size.
  - C. Sauropods were hunted by many kinds of predators.
  - D. Not many predators could attack large creatures like sauropods.
  
4. The text calls some sauropods the largest land animals to ever exist. What detail from the text supports this statement?
  - A. Sauropods usually weighed less than 11 pounds when they hatched from an egg, but grew extremely quickly over the course of thirty years.
  - B. Scientists think that if sauropods had gotten much bigger, their bones might not have been able to support their weight, so they were as large as they could be.
  - C. The larger a baby sauropod was, the more likely it was to be able to stay safe from predators.
  - D. Sauropods generally had large bodies, long necks, small heads, and four legs.

5. What is the main idea of this passage?

- A. The sauropods were huge dinosaurs that were able to stay safe from predators due to their size and rapid growth.
- B. The sauropods were big, fierce predators who ate many smaller dinosaurs.
- C. The sauropods were scientists who studied huge dinosaurs that had small heads and long necks.
- D. Many kinds of dinosaurs walked the earth long ago, and one group of them was called the sauropods.

6. Please read the following sentence from the passage.

"These ancient reptiles were very **diverse**, ranging in size, diet, movement, habits, and more."

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

- A. fierce
- B. similar
- C. special
- D. different

7. Please choose the answer that best completes the sentence below.

\_\_\_\_\_ sauropods were all big, some species were bigger than others.

- A. However
- B. Finally
- C. Although
- D. Previously



8. How did different species of sauropods differ from each other?

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9. In what ways were all sauropods similar? Include at least three details from the text in your answer.

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10. A scientist has discovered a new species of dinosaur and wants to know if this species belongs to the sauropod group. What evidence should the scientist look for to prove the new species is a sauropod?

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**Writing Prompt:** Using the informational writing rubric on a separate sheet of paper, after reading about sauropods and their size, explain the importance of rapid growth for baby sauropods in relation to their survival. Use evidence from the text to support your explanation.

Informational Essay Rubric: Sauropods - Giants on Earth

Criteria	4 - Exceeds Standard	3 - Meets Standard	2 - Approaches Standard	1 - Below Standard
<b>Focus &amp; Organization</b>	The essay has a clear focus on explaining the importance of rapid growth for baby sauropods' survival. The introduction effectively states the topic, and the body paragraphs are logically organized with smooth transitions between ideas. The conclusion summarizes the key points.	The essay has a clear focus on the assigned topic, but the organization could be stronger. The introduction and conclusion are present but could be more effective. Transitions between ideas are present but could be smoother.	The essay attempts to address the assigned topic, but the focus is inconsistent or unclear. The introduction and/or conclusion may be missing or underdeveloped. Transitions between ideas are limited.	The essay does not adequately address the assigned topic. There is no clear focus or organization. The introduction, body, and conclusion are missing or ineffective. Transitions between ideas are lacking.
<b>Use of Evidence</b>	The essay effectively uses specific details and evidence from the text to support the explanation of the importance of rapid growth for baby sauropods' survival. Relevant quotes or paraphrases are incorporated seamlessly.	The essay uses some relevant evidence from the text to support the explanation, but could incorporate more details or quotes to strengthen the argument.	The essay includes limited evidence from the text to support the explanation, or the evidence provided is not clearly connected to the topic.	The essay lacks evidence from the text to support the explanation, or the evidence provided is irrelevant or does not support the topic.
<b>Elaboration &amp; Explanation</b>	The essay thoroughly explains the importance of rapid growth for baby sauropods' survival, providing clear and insightful analysis. The connections between the evidence and the explanations are explicit and well-developed.	The essay explains the importance of rapid growth for baby sauropods' survival, but could provide more detailed analysis or clearer connections between the evidence and explanations.	The essay attempts to explain the importance of rapid growth, but the analysis is underdeveloped or the connections between evidence and explanations are unclear.	The essay does not adequately explain the importance of rapid growth for baby sauropods' survival, or the explanations are missing or irrelevant.

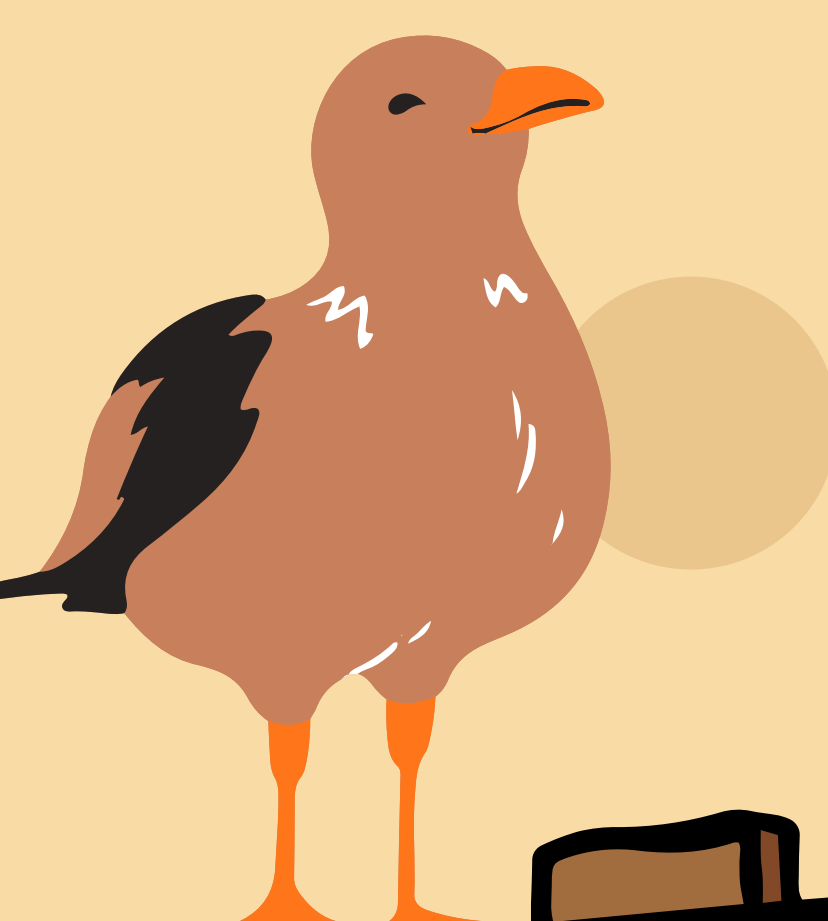
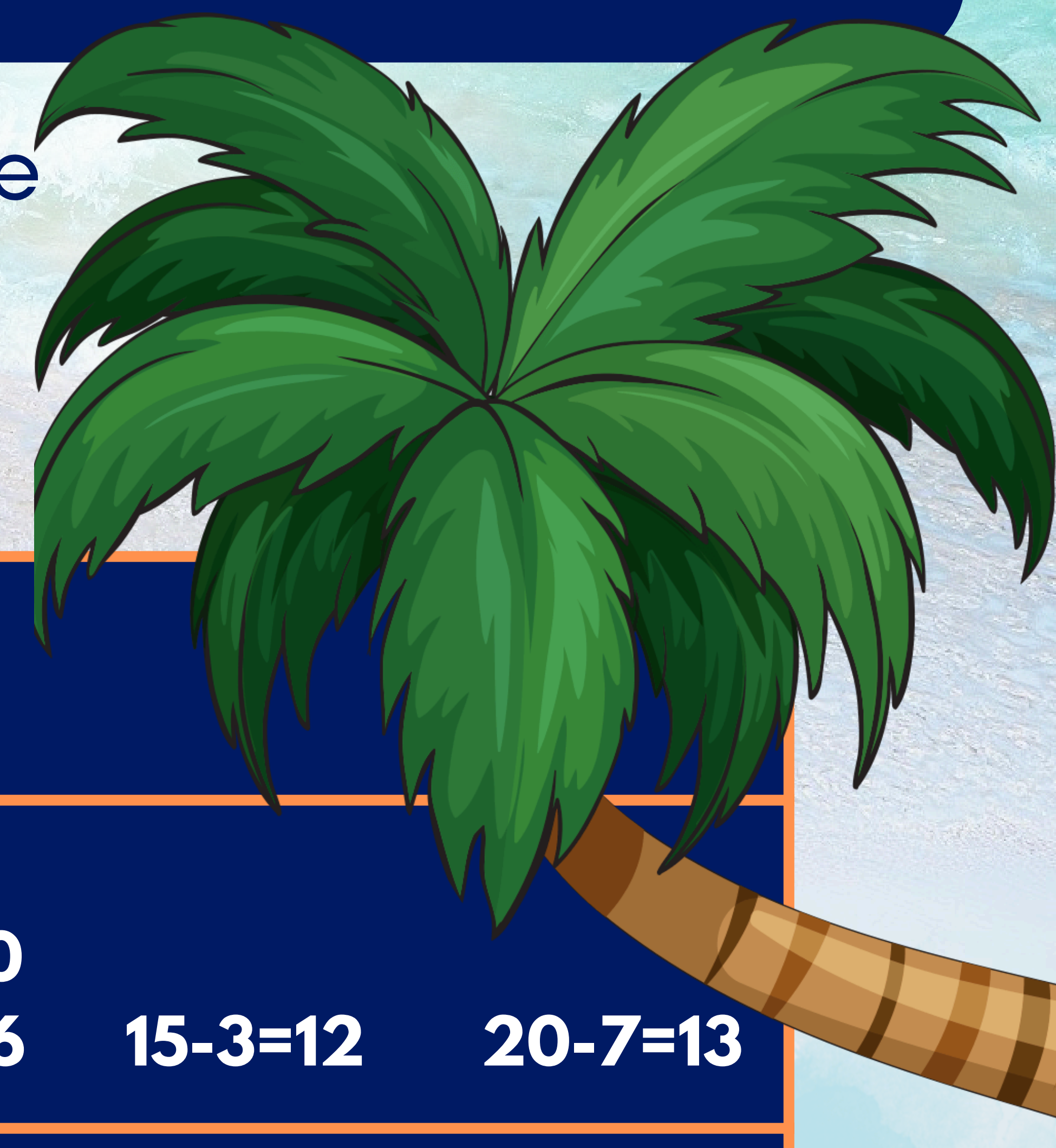




# SUMMER

## MATH FACTS CHALLENGE

For the summer, all incoming K-8 students must practice their basic math facts listed below and complete the math activities for their grade level. The goal is to be 100% fluent in their facts when they return to school.



Kindergarten	<ul style="list-style-type: none"> <li>• Orally Count to 5</li> <li>• Count Objects up to 20</li> </ul>
First Grade	<ul style="list-style-type: none"> <li>• Count by 1s, 2s, 5s, 10 to 100</li> <li>• Addition &amp; Subtraction within 20 Ex: <math>6+2=8</math>   <math>9-4=5</math>   <math>11+5=16</math>   <math>15-3=12</math>   <math>20-7=13</math></li> </ul>
Second Grade	<ul style="list-style-type: none"> <li>• Count to 120, starting at any number</li> <li>• Addition &amp; Subtraction within 50 Ex: <math>25+10=35</math>   <math>50-10=40</math>   <math>40+5=45</math>   <math>30-20=10</math></li> </ul>
Third Grade	<ul style="list-style-type: none"> <li>• Addition &amp; Subtraction within 100 Ex: <math>90+30=90</math>   <math>100-40=60</math></li> <li>• Multiplication Facts - 0 to 10</li> <li>• Fractions and Equivalent Fractions</li> </ul>
Fourth Grade	<ul style="list-style-type: none"> <li>• Addition &amp; Subtraction within 1000 Ex: <math>200+300=550</math>   <math>900-100=800</math></li> <li>• Multiplication and Division Facts - 0 to 12</li> <li>• Fractions and Equivalent Fraction</li> </ul>
Fifth Grade	<ul style="list-style-type: none"> <li>• Addition &amp; Subtraction of any multidigit number Ex: <math>20000+3000=23000</math>   <math>19500-1400=18100</math></li> <li>• Multiplication and Division Facts - 0 to 12</li> <li>• Fractions and Equivalent Fraction</li> </ul>
Sixth Grade	<ul style="list-style-type: none"> <li>• Multiplication and Division Facts - 0 to 12</li> <li>• Fractions and Decimal Fluency</li> </ul>
Seventh Grade	<ul style="list-style-type: none"> <li>• Multiplication and Division Facts - 0 to 12</li> <li>• Fractions, Decimal, and Percent Fluency</li> </ul>
Eighth Grade	<ul style="list-style-type: none"> <li>• Multiplication and Division Facts - 0 to 12</li> <li>• Fractions, Decimal, and Percent Fluency</li> <li>• Solve Simple Expressions and Equations</li> </ul>

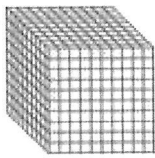


# Multiplication Chart 1-12

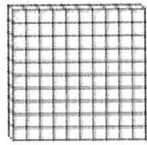
<b>x</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>1</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>2</b>	2	4	6	8	10	12	14	16	18	20	22	24
<b>3</b>	3	6	9	12	15	18	21	24	27	30	33	36
<b>4</b>	4	8	12	16	20	24	28	32	36	40	44	48
<b>5</b>	5	10	15	20	25	30	35	40	45	50	55	60
<b>6</b>	6	12	18	24	30	36	42	48	54	60	66	72
<b>7</b>	7	14	21	28	35	42	49	56	63	70	77	84
<b>8</b>	8	16	24	32	40	48	56	64	72	80	88	96
<b>9</b>	9	18	27	36	45	54	63	72	81	90	99	108
<b>10</b>	10	20	30	40	50	60	70	80	90	100	110	120
<b>11</b>	11	22	33	44	55	66	77	88	99	110	121	132
<b>12</b>	12	24	36	48	60	72	84	96	108	120	132	144

# Place Value Chart

Thousands



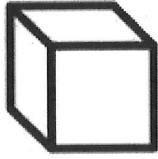
Hundreds



Tens



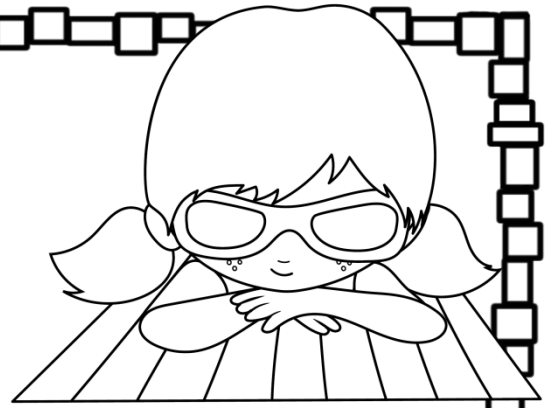
Ones





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

# Complete the number sentences.



$5 \times \square = 15$

$15 \div 5 = \square$

$3 \times \square = 24$

$24 \div 3 = \square$

$9 \times \square = 45$

$45 \div 9 = \square$

$7 \times \square = 49$

$49 \div 7 = \square$

$4 \times \square = 36$

$36 \div 4 = \square$

$8 \times \square = 64$

$64 \div 8 = \square$

$2 \times \square = 20$

$20 \div 2 = \square$

$6 \times \square = 54$

$54 \div 6 = \square$

$11 \times \square = 99$

$99 \div 11 = \square$

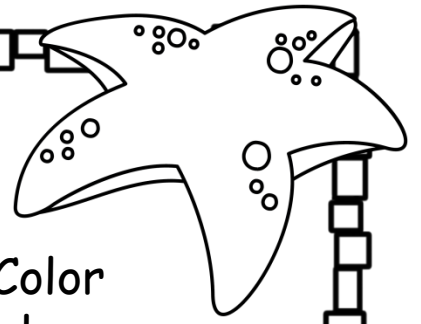
$10 \times \square = 70$

$70 \div 10 = \square$

$12 \times \square = 72$

$72 \div 12 = \square$

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



## Division Facts

Directions: Write the answer to each fact. Color the odd answers red and the even answers blue.

$40 \div 8 =$

$18 \div 2 =$

$32 \div 4 =$

$36 \div 6 =$

$10 \div 5 =$

$20 \div 2 =$

$15 \div 3 =$

$70 \div 10 =$

$81 \div 9 =$

$9 \div 1 =$

$27 \div 3 =$

$48 \div 6 =$

$45 \div 9 =$

$32 \div 8 =$

$72 \div 8 =$

$24 \div 4 =$

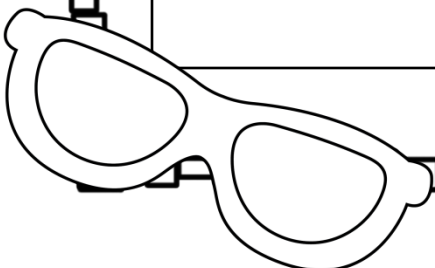
$28 \div 7 =$

$60 \div 10 =$

$49 \div 7 =$

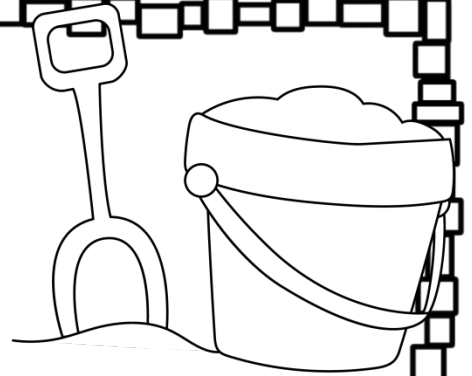
$45 \div 5 =$

$63 \div 7 =$



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

## Addition & Subtraction within 1000



$$\begin{array}{r} 254 \\ +326 \\ \hline \end{array}$$

$$\begin{array}{r} 683 \\ -495 \\ \hline \end{array}$$

$$\begin{array}{r} 424 \\ +509 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ -187 \\ \hline \end{array}$$

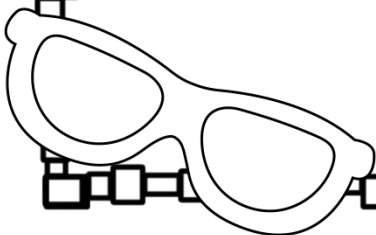
$$\begin{array}{r} 104 \\ +758 \\ \hline \end{array}$$

$$\begin{array}{r} 930 \\ -876 \\ \hline \end{array}$$

$$\begin{array}{r} 565 \\ +275 \\ \hline \end{array}$$

$$\begin{array}{r} 808 \\ -692 \\ \hline \end{array}$$

$$\begin{array}{r} 337 \\ +486 \\ \hline \end{array}$$



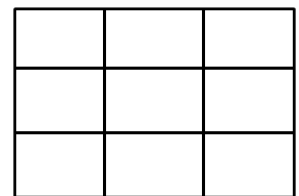
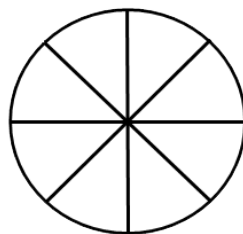
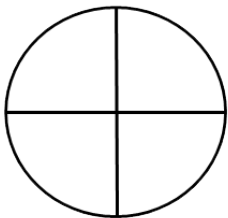
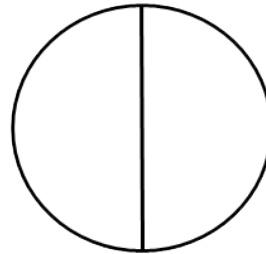
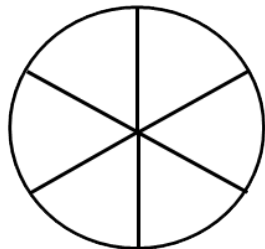
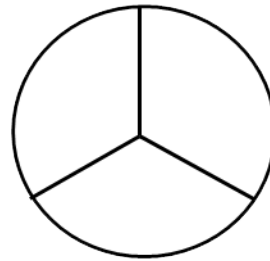
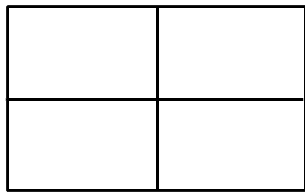


BEACH

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

## Dividing Shapes into Equal Parts

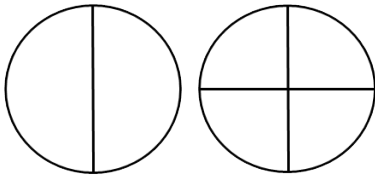
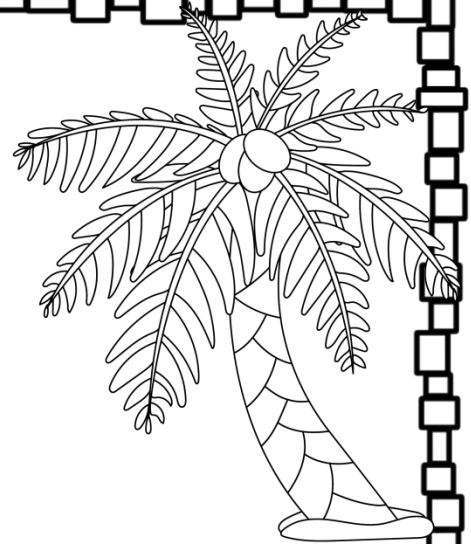
Directions: Name how the equal parts are divided. (halves, thirds, fourths, fifths, sixths, eighths, ninths)



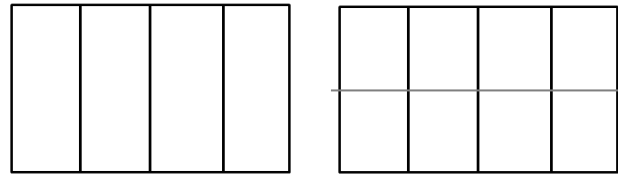
Name: \_\_\_\_\_

# Equivalent Fractions

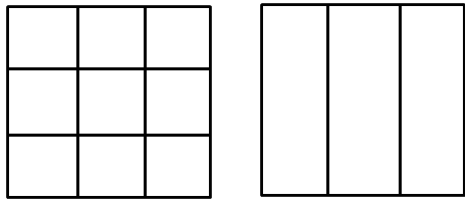
Directions: Color the shapes to show the equivalent fractions.



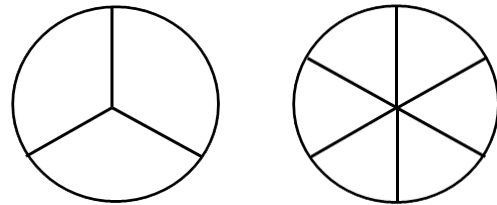
$$\frac{1}{2} = \frac{2}{4}$$



$$\frac{3}{4} = \frac{6}{8}$$



$$\frac{6}{9} = \frac{2}{3}$$

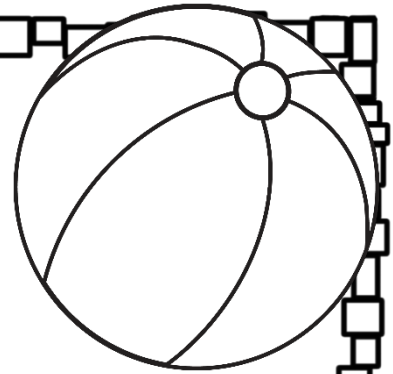


$$\frac{1}{3} = \frac{2}{6}$$

Divide the shapes to show that  $\frac{1}{4} = \frac{2}{8}$



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



# Multiplication & Division

Solving word problems.

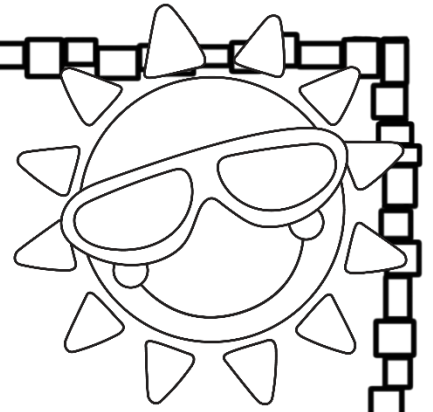
Riley has 3 times as many golf balls as Jherica. Jherica has 7 golf balls. How many do they have altogether? Draw a picture to show this. Write the math fact that goes with your picture.

Livy has a coin collection with 24 coins. This is 4 times as many as Kylie has. How many do they have altogether? Draw a picture to show this. Write the math fact that goes with your picture.

Mark has 36 cookies to share with his friends. He is sharing them with 12 friends. How many do they each get? Draw a picture to show this. Write the math fact that goes with your picture.



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



# Multi-Step Word Problems

Solving word problems.

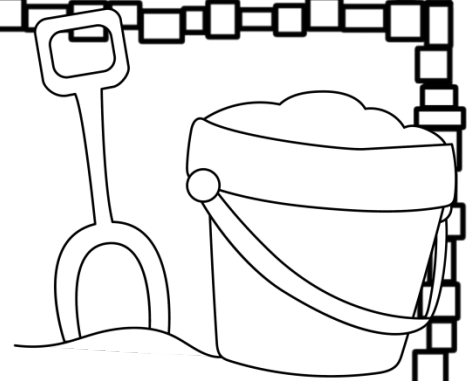
Tyla had 24 pieces of drawing paper. Her sister used 2 pages and her brother used 4 pages. She split the rest of the pages with her 2 friends. How many page did each of them get?

Nathan has a bag of candies to share with his friends. There are 34 pieces in the bag. He is going to give an equal number to each of his 5 friends. He will give the rest to his little sister. How many pieces will his sister get?

Lilly had \$10. She spent \$4 on lunch and \$2 on ice cream. Her mom gave her \$3 the next day. How much money does she have now?

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

## Addition & Subtraction



$$\begin{array}{r} 359 \\ +326 \\ \hline \end{array}$$

$$\begin{array}{r} 783 \\ -495 \\ \hline \end{array}$$

$$\begin{array}{r} 524 \\ +509 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ -182 \\ \hline \end{array}$$

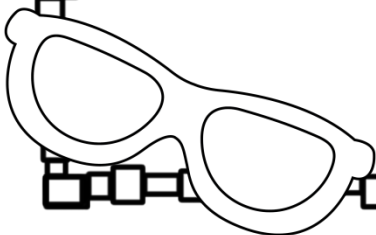
$$\begin{array}{r} 704 \\ +756 \\ \hline \end{array}$$

$$\begin{array}{r} 930 \\ -672 \\ \hline \end{array}$$

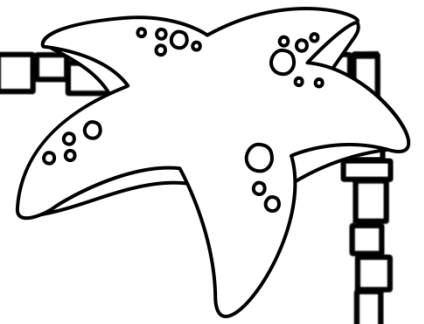
$$\begin{array}{r} 65 \\ 42 \\ +75 \\ \hline \end{array}$$

$$\begin{array}{r} 263 \\ 748 \\ +164 \\ \hline \end{array}$$

$$\begin{array}{r} 683 \\ 842 \\ +275 \\ \hline \end{array}$$



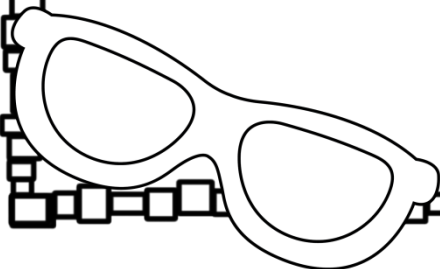
Name: \_\_\_\_\_



## Word Problem Practice

Anya has collected 1,237 seeds to plant in her town's gardens this summer. If there are 9 gardens and she wants to plant the same number of seeds in each garden, how many seeds will she have left?

Thomas collected 3,857 cans of soup to donate to the food pantries in his city. If he wants to give each shelter the same number of cans and there are 8 shelters, how many cans will he have left?





# SUMMER


















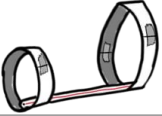













## OF SCIENCE & STEM FUN!

This summer, get ready for STEM by completing as many boxes on the Choice Board as you can! Below is an overview of the Science concepts you will learn about next year!

Kindergarten	Living Things Weather & the Sun	Our Changing World Make Things Move
First Grade	All About Plants Light & Shadows	Animals & How They Communicate Sky Patterns
Second Grade	Land & Water Earth's Changing Landscape	Properties of Materials Living Things & Habitats
Third Grade	Forces Around Us Different Environments	Life Cycles & Traits Observing Weather
Fourth Grade	Information Processing & Living Things Using Energy	Forces & Energy Our Dynamic Earth
Fifth Grade	Investigate Matter Earth's Interactive Systems	Ecosystems Earth & Space Patterns
Sixth Grade	Cells & Life    Body Systems Energy & Matter	Reproduction of Organisms The Water Cycle
Seventh Grade	Classification & States of Matter Dynamic Earth    Natural Hazards Distribution of Earth's Resources	Properties & Changes Materials Science
Eighth Grade	Geologic Time Forces & Motion Mechanical Energy Introduction to Waves	Natural Selection & Adaptations Evidence of Evolution Electromagnetic Forces    Light Information Technologies



# STEM Enrichment Activity Chart Grades 3-5

Create Monday	Science Tuesday	Coding/Active Wednesday	Engineering Thursday	Fun Friday																		
<p>Draw a picture and cut it like a puzzle to have someone put it together!</p> 	<p>Create a weather chart for this week. Track the temperature, cloud cover and precipitation each day.</p> <table border="1" data-bbox="533 347 763 419"> <thead> <tr> <th>Sunny</th> <th>Mostly sunny</th> <th>Cloudy</th> <th>Rainy</th> <th>Windy</th> <th>Snowy</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Sunny	Mostly sunny	Cloudy	Rainy	Windy	Snowy													<p>Using your favorite song, create your own dance or workout routine. Teach to a family member or friend.</p> 	<p>Design and build a catapult with household items to knock over a tower of cups.</p> 	<p>Create a hoop glider using a straw and paper. How far can you make it go?</p> 
Sunny	Mostly sunny	Cloudy	Rainy	Windy	Snowy																	
																						
<p>Create your very own comic strip! Visit <a href="https://creativityschool.com/how-to-make-comics-for-kids/">https://creativityschool.com/how-to-make-comics-for-kids/</a> for a step by step guide!</p> 	<p>Use recycled materials to build a model of a habitat for an animal.</p> 	<p>Build a house of playing cards! Can you find another similarly sized material that you can build with using only balance?</p> 	<p>Watch the video on Biomimicry on YouTube and create an animal inspired invention that could help you at home <a href="https://youtu.be/xDQGBr79W1q?si=19gu6MG0poGqAf1Y">https://youtu.be/xDQGBr79W1q?si=19gu6MG0poGqAf1Y</a></p>	<p>Have a paper airplane flying contest with your family! Visit this website (<a href="#">Fold 'N Fly » Paper Airplane Folding Instructions (foldnfly.com)</a>) for ideas about different shapes and designs. Chart your results!</p>																		
<p>Engineers solve problems to improve our lives. Brainstorm an invention that can improve your life. Draw a detailed picture of how it will work.</p> 	<p>Can leaves sweat? Find a leaf on a plant, wrap it in a plastic bag and secure it with a rubber band. Sketch your leaf and bag. After a few hours go back and check your leaf. Record your observations. What do you think is happening?</p> 	<p>Play a coding game at the <a href="https://hourofcode.com/us/learn">https://hourofcode.com/us/learn</a></p> 	<p>Build a juicy stomp rocket! <a href="https://babbledabledo.com/juicy-div-stomp-rockets/">https://babbledabledo.com/juicy-div-stomp-rockets/</a></p> 	<p>Can the computer guess your drawing? <a href="http://quickdraw.withgoogle.com">quickdraw.withgoogle.com</a></p> 