

Summer Work
Rising Fifth Grade



Preparing Boys for Life



Dear Parents of Rising Fifth Graders,

Summer is a wonderful time for boys to explore interests, enjoy camps and travel, spend time outdoors, and engage in the many experiences that help them grow beyond the classroom. At the same time, summer is also an important opportunity to maintain engagement with academic learning so that boys move confidently from one school year into the next.

This workbook contains the required summer work for your son as he prepares to enter his next grade with a mixture of literacy and math work. The activities included are designed to provide manageable practice in key skills and habits that will help ensure a strong and confident start to the school year. **This workbook should be turned into your son's teacher on the first day of school.** The work will prepare your son to engage in the beginning of year activities and assessments

I encourage you to take this work seriously and **do not save it for the last week of summer.** The assignments have been designed to be completed steadily over time, with practice and reading spread across the weeks of summer rather than done all at once. A little consistency goes a long way in helping skills stay sharp and building readiness for the year ahead.

This workbook includes the following sections. It is recommended to pace weekly work from each section throughout the summer.

- English Summer Reading for Rising Fifth Graders
- Math Fluency Practice
- Math Skills Practice - June, July, and August w/ answer keys
- 5th Grade Suggested Reading List

Thank you for partnering with us in supporting your son's growth as a learner. We hope your family enjoys a summer filled with rest, joy, and meaningful experiences, alongside steady engagement with the learning in this workbook.

With care,

Jenni Scoggin

Head of Lower School

Summer Success: The Power of Consistent Practice

THE STRATEGY FOR SUCCESS

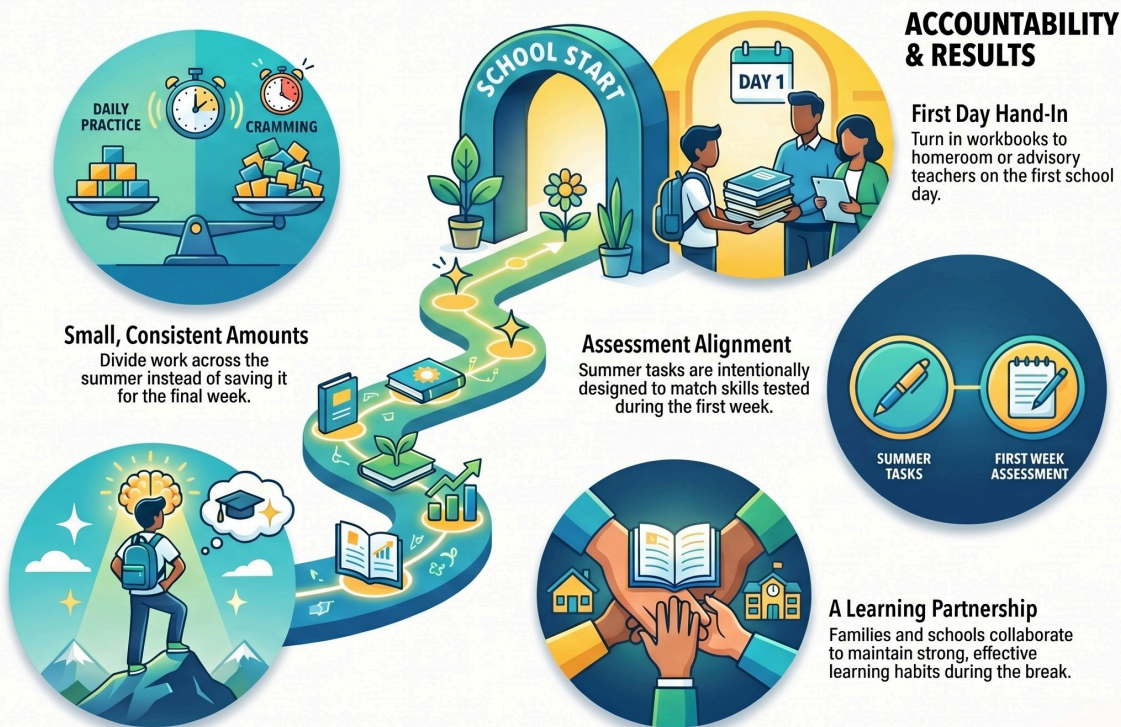
Practice Spaced Over Time

Research shows spreading work across weeks leads to much stronger long-term retention.



Increased Student Confidence

Regular practice helps boys return to school feeling prepared for the year ahead.



Small, Consistent Amounts

Divide work across the summer instead of saving it for the final week.

Assessment Alignment

Summer tasks are intentionally designed to match skills tested during the first week.

ACCOUNTABILITY & RESULTS

First Day Hand-In

Turn in workbooks to homeroom or advisory teachers on the first school day.



A Learning Partnership

Families and schools collaborate to maintain strong, effective learning habits during the break.



Summer Work Plan

The purpose of the summer work is to provide **consistent practice over time** so that skills and learning are retained throughout the summer months. Research shows that spreading practice across many weeks leads to stronger long-term retention and helps boys return to school feeling confident and prepared for the year ahead.

We strongly encourage families to divide the work across the summer rather than saving it for the final week before school begins. Completing small amounts of work consistently will be far more beneficial than trying to complete everything at once at the end of the summer.

Please note the following expectations for accountability:

- Summer workbooks should be turned in to your son's homeroom teacher or advisory teacher on the first day of school.
- Assessments connected directly to the summer work will take place during the first week of school.
- The summer work has been intentionally designed to align with the skills, projects, and content that will be assessed and taught upon returning to school.

Thank you for partnering with us to help your son maintain strong learning habits and begin the school year ready to learn.

English Summer Reading for Rising Fifth Graders
The Haverford School
2026-27

All students entering Fifth Grade are required to read:

***The City of Ember* by Jeanne DuPrau**

After reading *The City of Ember*, students should write a typed or handwritten paragraph. In the paragraph, give the following information:

- A proper heading (more to come the first week of school!) (1pt)
- Author and title of the book (1pt)
- Short description of the book (1pt)
- Favorite part or favorite character, and why (2 pt)
- Whether or not you would recommend it to a classmate, and why (2 pt)

The paragraph will be due at some point toward the END of the first week of school. Boys will receive directions for how to write a proper heading before the paragraph is due.

IMPORTANT: During the fall, we will read the sequel as a class as we continue exploring our yearlong theme of Conflict vs. Community. It is essential that students read *The City of Ember* by Jeanne DuPrau over the summer so they come prepared with the necessary background and understanding of the story.

We encourage students to read even more over the summer. Feel free to pick some choices from the following list or a book similar to the ones on this list.

.MOUNTAIN LAUREL BOOK AWARD WINNERS

Destiny Finds Her Way: How a Rescued Baby Sloth Learned to Be Wild by Margarita Engle

Cat Ninja by Matthew Cody and Yehudi Mercado

The Eternal Soldier: The True Story of How a Dog Became a Civil War Hero by Allison Crotzer Kimmel

Nubby's Story by Aubre Andrus

Wedgie & Gizmo by Suzanne Selfors; illustrated by Barbara Fisinger

Saving Winslow by Sharon Creech

The Wild Robot by Peter Brown

Ghosts by Raina Telgemeier

Sunny Side Up by Jennifer L. Holm & Matthew Holm

El Deafo by Cece Bell

Jake and Lily by Jerry Spinelli

The One and Only Ivan by Katherine Applegate

GREAT READS FROM PAST READING OLYMPICS LISTS

Hatchet, Gary Paulsen
Maniac Magee, Jerry Spinelli
The Lightning Thief, Rick Riordan
Spy School, Stuart Gibbs
The Watsons Go to Birmingham, Christopher Paul Curtis
Bud, Not Buddy, Christopher Paul Curtis
The Lemonade War, Jacqueline Davies
The Landry News, Andrew Clements
No Talking, Andrew Clements
Wonder, R.J. Palacio
Pax, Sara Pennypacker
The Tale of Despereaux, Kate DiCamillo
The One and Only Ivan, Katherine Applegate
Wishtree, Katherine Applegate
Front Desk, Kelly Yang
Fuzzy Mud, Louis Sachar
Dragons in a Bag, Zetta Elliott
Jeremy Thatcher, Dragon Hatcher, Bruce Coville
The Wild Robot Escapes, Peter Brown
Three Times Lucky, Sheila Turnage
Capture the Flag, Kate Messner
Ban This Book, Alan Gratz
I Survived the Japanese Tsunami, Lauren Tarshis
I Survived the Joplin Tornado, Lauren Tarshis
I Survived the Nazi Invasion, 1944, Lauren Tarshis

Summer Math Fluency: Building the Foundation for Success

THE CASE FOR CONSISTENCY



The 5–10 Minute Rule

Short daily practice is more effective than occasional long sessions for building automaticity.



Focus on Problem-Solving

Automatic recall allows students to focus on reasoning rather than basic calculation.



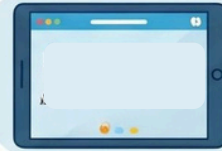
Assessments Begin Week One

Students will be assessed on grade-specific facts during the first week of school.

Grade-Level Fluency Targets



TOOLS FOR SUMMER PRACTICE



Digital Learning Tools

Use interactive platforms and apps to practice.



Hands-On & Low-Tech

Use flashcards, dice games, or "Multiplication War" with a standard deck of cards.



Practice in Everyday Moments



Integrate math into car rides, grocery shopping, or cooking to show real-world relevance.

Summer Math Fluency Practice (3rd, 4th, and 5th Grades)

Building Strong Foundations Through Consistent Practice

At The Haverford School, we know that **math fact fluency**—the ability to recall facts accurately, efficiently, and with confidence—is an essential building block for deeper mathematical thinking. Research consistently shows that automaticity with basic facts supports students in solving more complex problems because their cognitive energy can be devoted to reasoning and problem-solving rather than basic calculation.

Scholars such as John Hattie and Jo Boaler have highlighted the importance of meaningful practice and strong number sense in developing mathematical proficiency. When students have fluency with foundational facts, they are better positioned to engage in higher-level concepts with confidence and flexibility.

The Case for Consistency: The 5–10 Minute Rule

One of the strongest messages from research is simple:

Short daily practice is more effective than occasional long sessions.

Just **5–10 minutes a day** can make a significant difference in building automaticity.

Why short, consistent practice works:

- Builds long-term memory through repeated retrieval
- Strengthens speed and accuracy over time
- Prevents summer learning loss
- Reduces frustration and increases confidence
- Makes practice manageable and sustainable for families

Think of fluency practice like strengthening a muscle—**a little every day matters more than a lot once in a while.**

Fact Fluency Assessments in Week One

During the **first week of school**, students in Grades 3–5 will complete a brief fact fluency assessment aligned to grade-level expectations:

Rising 3rd Grade:

- Addition facts
- Subtraction facts

Rising 4th Grade:

- Multiplication facts

Rising 5th Grade:

Division facts

Regular summer practice will help boys begin the year feeling prepared and confident.

Tools for Summer Practice

While there are many digital tools available for fluency practice, **good old-fashioned, hands-on, low-tech practice** is a wonderful option—and often the most engaging.

Five Simple Ways to Practice

1. Flash Cards (Classic for a Reason!)

- Practice for a few minutes daily
- Sort facts into “know well” and “keep practicing” piles
- Let boys quiz a family member, too!

2. Math Fact Games

Try playful practice through games such as:

- Multiplication War (with playing cards)
- Fact Bingo
- Dice addition, subtraction, or multiplication games
- “Around the World” with siblings or friends

3. Skip Counting & Oral Practice

Practice facts while:

- Riding in the car
- Walking the dog
- Setting the table
- Shooting baskets

(“Count by 6s while we walk to the mailbox!”)

4. Write-and-Recall Challenges

- Set a timer for one minute and see how many facts can be solved accurately
- Keep a simple chart and celebrate growth over time

5. Use Math in Everyday Life

Invite boys to use facts in authentic ways:

- Calculate totals while shopping
- Double or halve recipes
- Figure out equal groups while sharing snacks
- Estimate and solve quick number challenges aloud

June Math Skills Work



Written Response – Modules 1–3

1. Choose the closest estimate of the total number of supporters at the ball game on Saturday and Sunday. Show your thinking.

Supporters at the Ball Game	
Day	Supporters
Thursday	984
Friday	628
Saturday	951
Sunday	547

- (A) 1,600 supporters
- (B) 1,500 supporters
- (C) 1,400 supporters
- (D) 1,300 supporters

2. Choose the prime number.

- (A) 46
- (B) 35
- (C) 41
- (D) 16

3. Choose the statement that correctly completes the sentence.

A composite number is

- (A) any whole number greater than zero that has exactly two unique factors.
 - (B) any odd number.
 - (C) any even number.
 - (D) a whole number that has more than two whole number factors.
-

4. Choose the composite number.

- (A) 41
 - (B) 19
 - (C) 16
 - (D) 23
-

5. Choose the number that is **not** a factor of 28.

- (A) 28
- (B) 12
- (C) 14
- (D) 7

6. Choose the list that only has multiples of 6.

- (A) 48, 8, 16, 72
 - (B) 16, 32, 28, 64
 - (C) 21, 16, 32, 80
 - (D) 24, 42, 12, 54
-

7. Choose the two factors of 48.

- (A) 8 and 6
 - (B) 3 and 15
 - (C) 2 and 12
 - (D) 6 and 9
-

8. Write **true** or **false**.

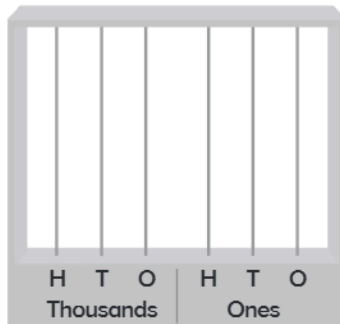
10,000 is 100 times as much as 100.

B**Written Response – Modules 1–3**

9. Write 10, 100, or 1,000 to make the statement true.

1,000 is times as much as 10.

10. Draw beads to show 206,139 on the abacus.



11. There were three hundred forty-nine thousand six hundred ten people at the airport last month. Choose the numeral that represents the number of people at the airport last month.

- (A) 349,601
(B) 349,610
(C) 3,004,961
(D) 349,600

12. Choose the number that is shown in expanded form.

$$700,000 + 20,000 + 80 + 3$$

- (A) 72,083
 - (B) 702,083
 - (C) 720,083
 - (D) 72,803
-

13. Which number has the greatest value?

530,702

520,037

540,270

540,072

- (A) 530,702
 - (B) 520,037
 - (C) 540,270
 - (D) 540,072
-

14. Write $<$ or $>$ to make the statement true.

$$112,706 \bigcirc 103,956$$

15. If you placed these numbers in order from least to greatest, which would be second?

780,569

780,000

780,596

780,659

- (A) 780,569
(B) 780,000
(C) 780,596
(D) 780,659

-
16. Round 103,963 to the **nearest thousand**.

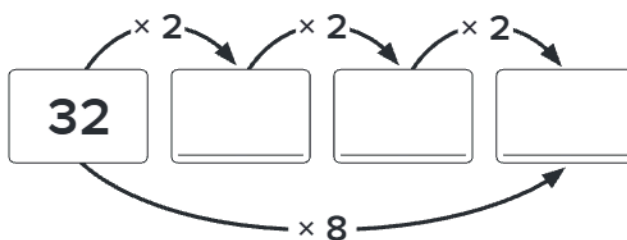
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17. Round 26,343 to the **nearest 100**.

-
18. Use the standard addition algorithm to add 4,865 and 43,954. Show your working and write the correct total.

19. Write the missing digit to make the total correct.

	4	3		8	6
+	3	9	4	7	3
	8	3	0	5	9

20. Use a doubling strategy to complete the diagram.



21. Write the product. Show your thinking.

$$10 \times 18 = \boxed{}$$

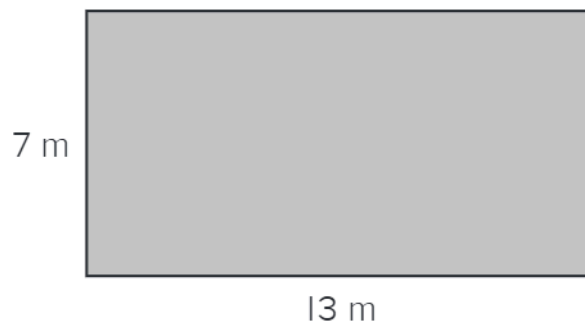
22. Choose the thinking that could help you calculate 9×26 .

- (A) $10 \times 9 - 1 \times 26$
- (B) $10 \times 26 + 1 \times 26$
- (C) $5 \times 26 + 1 \times 26$
- (D) $10 \times 26 - 1 \times 26$

23. Choose the thinking that will help you calculate 32×5 .

- (A) $32 \times 10 \times 2$
- (B) $30 \times 10 \div 2$
- (C) $32 \times 10 \div 2$
- (D) $32 \times 9 \times 2$

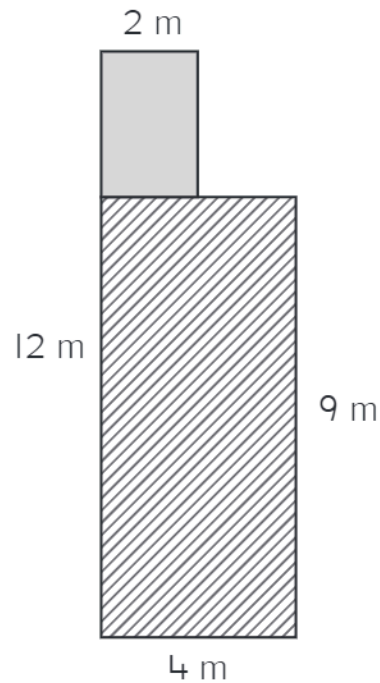
24. Calculate the area of this rectangle. Show your thinking.



B

Written Response – Modules 1–3

25. Calculate the perimeter of the **striped** rectangle. Show your thinking.



26. The perimeter of this rectangle is 68 cm. Calculate the length. Show your thinking.



- (A) 54 cm
- (B) 61 cm
- (C) 22 cm
- (D) 27 cm



Written Response – Modules 1–3

27. Walkway A is 8 feet wide and 32 feet long. Walkway B has an area of 726 square feet. Calculate the area of Walkway A. Show your thinking.

 ft²

28. A rectangular picture has an area of 130 square inches. One side is 13 inches long. What is the width of the picture? Show your thinking.

 in

29. A school is fencing a rectangular playground that is 16 yards wide and 25 yards long. How many yards of fencing will they need to buy? Show your thinking.

 yd

30. A square picture tile has a perimeter of 56 inches. What is the length of each side? Show your thinking.

 in

July Math Skills Work

B**Written Response – Modules 4–6**

1. Alisa has 5 times as much money as Franco (F). How much money does Franco have? Choose the equation that would **not** help you solve this problem.



- (A) $F \div 35 = 5$
(B) $5 \times F = 35$
(C) $F \times 5 = 35$
(D) $35 \div F = 5$

2. Choose the operation you would use to solve this problem.

Victoria has 26 stamps in her collection. Her brother has 18 more stamps than Victoria. How many stamps are in her brother's collection?

- (A) Multiplication
(B) Division
(C) Addition
(D) Subtraction

3. Choose the operation you would use to solve this problem.

Jayden has 16 birds in his aviary. This is 4 times as many as Bella. How many birds does Bella have?

- (A) Division
- (B) Subtraction

-
4. Evan has 26 coins in his collection. Kuma has 3 times as much. How many coins does Kuma have in her collection? Show your thinking.

coins

-
5. Three friends equally share the cost of dinner. Dinner costs \$168. How much does each person pay? Show your thinking.

\$



Written Response – Modules 4–6

6. Choose the closest estimate of the difference in the number of supporters at the ball game on Thursday and Sunday. Show your thinking.

Supporters at the Ball Game	
Day	Supporters
Thursday	984
Friday	628
Saturday	951
Sunday	573

- (A) 350 supporters
- (B) 400 supporters
- (C) 450 supporters
- (D) 500 supporters

7. A generous business sponsors the local Little League team. At the end of the season, the business gives each player a gift of a baseball and a cap. Each baseball costs \$23 and each cap costs \$9. There are 22 players on the team. How much does the business spend on the gifts for the team?

\$ _____

8. In one year, a charity received \$234,617 in online donations. In the first four months, \$93,657 were donated. In the second four months, \$89,784 were donated. How much was donated online in the last four months of the year? Show your thinking.

- (A) \$51,776
(B) \$418,058
(C) \$51,176
(D) \$51,167

9. Use the standard subtraction algorithm to calculate the difference between 5,796 and 26,039.

10. Use partial products to help you solve $3,864 \times 8$. Write the product. Label the diagram to show your thinking.

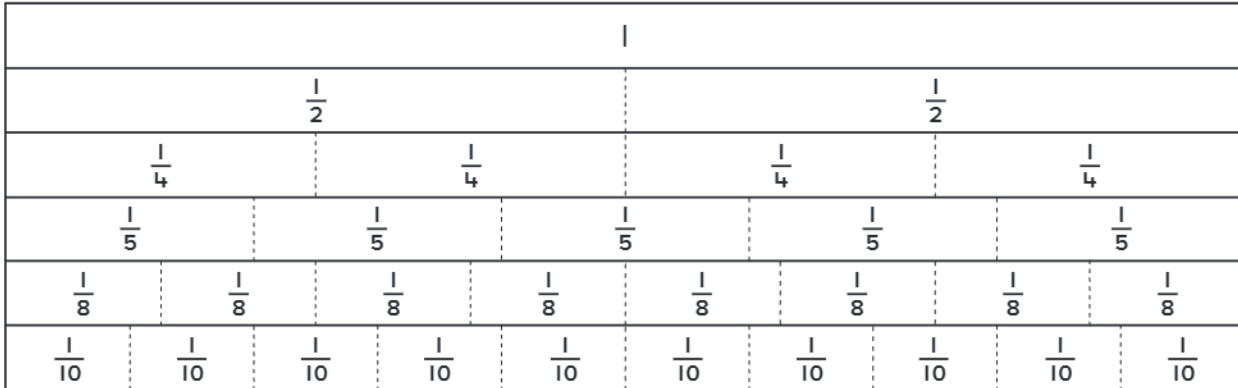
×	=
×	=
×	=
×	=

Total _____

B

Written Response – Modules 4–6

- II. Write a fraction that is equivalent to $\frac{2}{5}$. Use the fraction strips to help. Show your thinking.



12. Write the number that makes this equation true. Use the number line to show your thinking.

$$1 \frac{5}{8} = \frac{\boxed{}}{8}$$



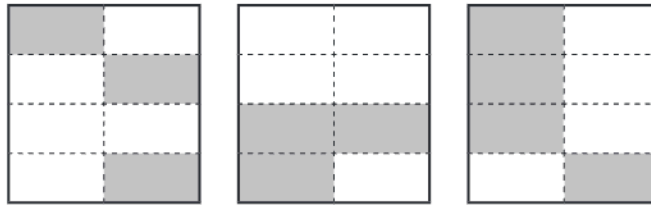
13. Write $<$, $>$, or $=$ to make a true statement.

$$\frac{10}{6} \bigcirc \frac{5}{4}$$

B

Written Response – Modules 4–6

14. Choose the mixed number that represents the shaded portion. Show your thinking.



- (A) $1\frac{1}{2}$
- (B) $1\frac{2}{8}$
- (C) $1\frac{3}{8}$
- (D) $1\frac{1}{5}$

15. Measure the width of the stamp in millimeters.

 mm

16. Complete the table.

Meters (m)	Millimeters (mm)
1	1,000
$\frac{1}{2}$	500
2	

B**Written Response – Modules 4–6**

17. Choose the correct answer. Remember 1 kg = 1,000 g.

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

is equivalent to

- (A) 450 g
- (B) 420 g
- (C) 4,500 g
- (D) 4,200 g

18. Complete this table.

Liters	5	3
Milliliters	5,000	

19. Convert yards to feet. Show your thinking. Remember that 1 yd = 3 ft.

4 yards

is equivalent to

ft

B**Written Response – Modules 4–6**

20. Convert feet to inches. Show your thinking. Remember 1 ft = 12 in.

8 feet

is equivalent to

inches

21. An athlete ran three times around a large park. The length of one lap was $1\frac{2}{10}$ kilometers. How many more laps would she have to run to reach a total of 6,000 meters? Show your thinking.

1 km = 1,000 m

laps

22. A fish tank held 24 liters. One of the fish was scooped out with a cup that held $\frac{2}{10}$ of a liter. If the cup was full how much water is left in the fish tank? Show your thinking.

1,000 mL = 1 L

mL

B

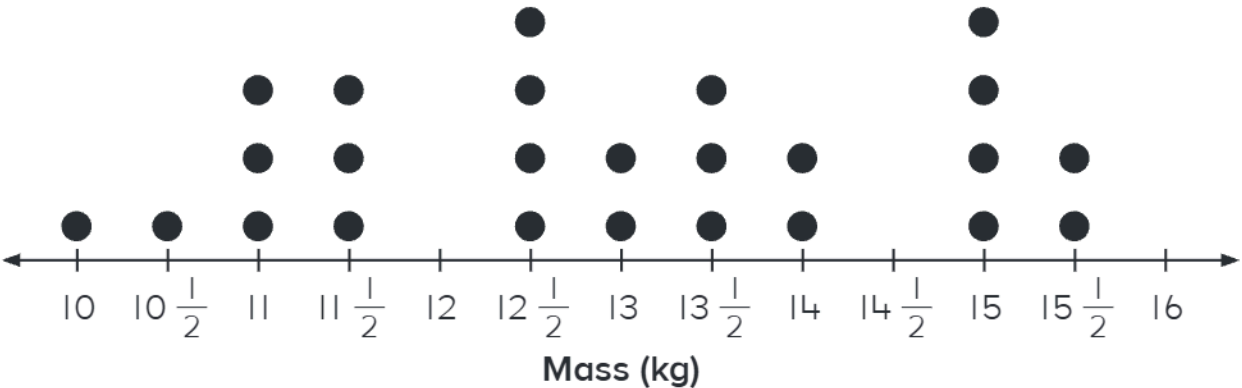
Written Response – Modules 4–6

23. Henry kicked a ball 13 yards. Anya kicked her ball 5 feet farther than Henry’s ball. How far did Anya’s ball travel? Show your thinking. Remember 1 yard = 3 feet.

 ft

24. At a County Fair, entrants are asked to guess the mass of a turkey. Entrants who guess correctly are given a Thanksgiving turkey to take home. This line plot shows the results.

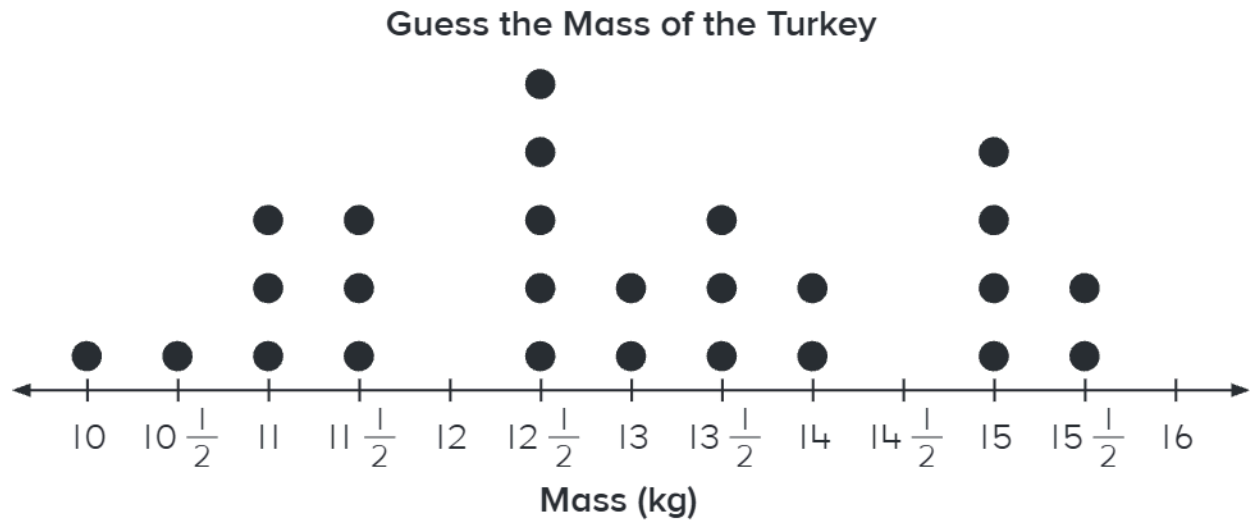
Guess the Mass of the Turkey



How many people guessed the mass was greater than $11\frac{1}{2}$ kg but less than 15 kg?

 people

25. At a county fair, entrants are asked to guess the mass of a turkey. Entrants who guess correctly are given a Thanksgiving turkey to take home. This line plot shows the results.

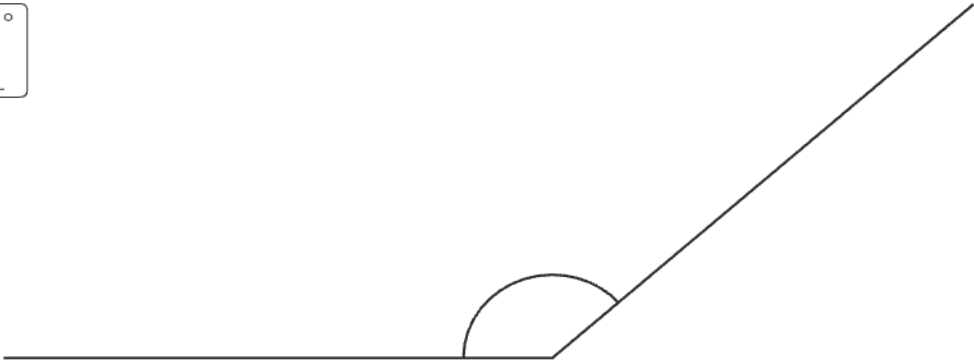


What mass has been recorded the most? kg

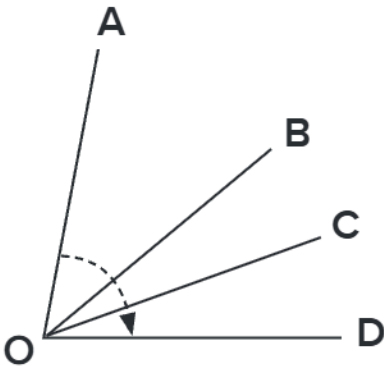
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Written Response – Modules 4–6

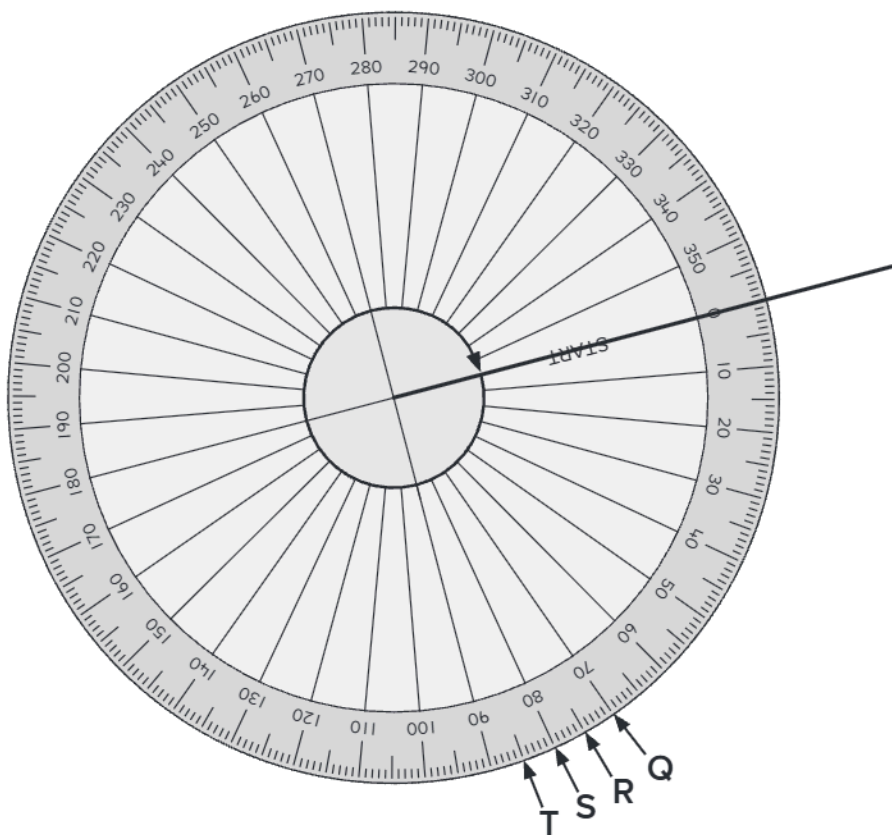
26. Use a protractor to measure the marked angle. Write the measure of the angle to the nearest degree.



27. Angle AOB is 50° , Angle BOC is 15° , and Angle COD is 20° . What is the measure of Angle BOD? (Do not use a protractor. Angles in the picture are not correct.) Show your thinking.



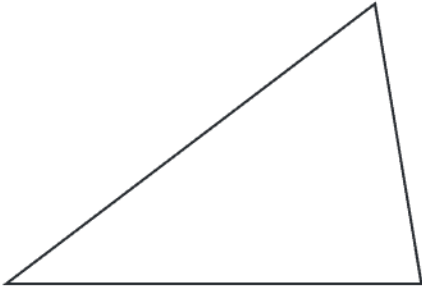
28. Hernando is drawing an angle that will measure 85° . He has drawn one ray of the angle already. To which point should he draw the other ray of the angle?



- (A) Point Q
- (B) Point R
- (C) Point S
- (D) Point T

29. Choose the obtuse triangle.

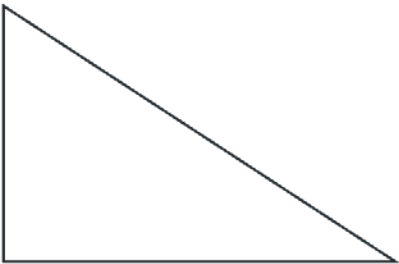
A



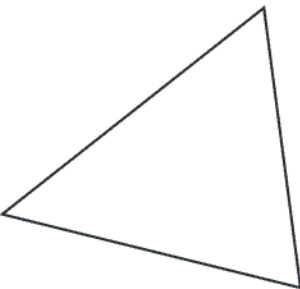
B



C

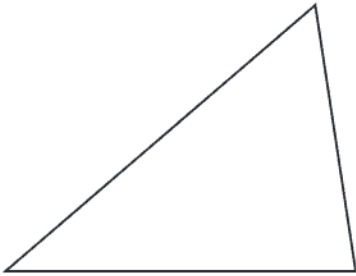


D

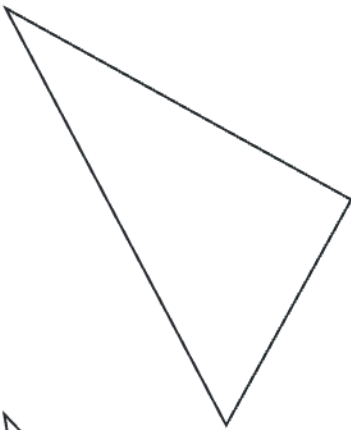


30. Choose the triangle that is acute.

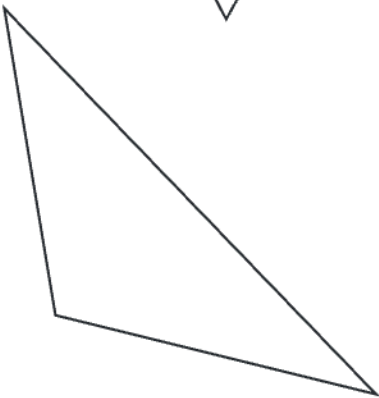
A



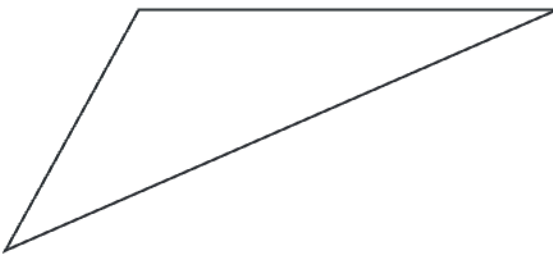
B



C



D



August Math Skills Work

B**Written Response – Modules 7–9**

1. Choose the closest estimate for $613 \div 3$.

- (A) 120
- (B) 150
- (C) 200
- (D) 220

2. Anna saves \$8 each week to buy a new fish tank that costs \$74. How many weeks will it be before Anna can buy the fish tank? Show your thinking.

weeks

3. Ang is buying a new television that costs \$1,432. He will pay for it in eight equal payments. How much is each payment? Show your thinking.

\$

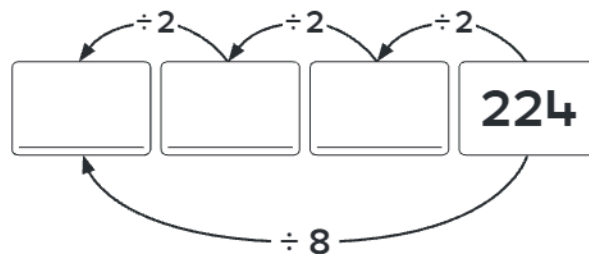
4. Choose the common multiple of 4 and 7.

- (A) 28
- (B) 35
- (C) 80
- (D) 48

5. Choose the thinking that you would use to solve $192 \div 4$.

- (A) $192 \div 2$
- (B) $192 \div 2 \div 2$
- (C) $192 \div 2 \div 2 \div 2$
- (D) $192 \div 2 \div 2 \div 2 \div 2$

6. Complete the diagram to calculate $224 \div 8$.



7. Calculate the answer. Write numbers in the diagram to show your thinking.

$$1,848 \div 4 = \boxed{}$$

4

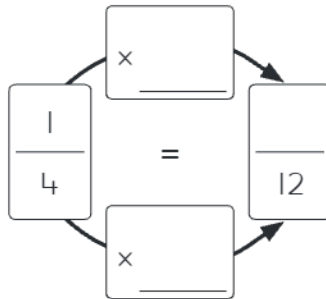
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+

+

+

8. Complete the diagram to calculate the equivalent fraction.



9. Write $<$, $>$, or $=$ to make a true statement.

5		3
6	○	5

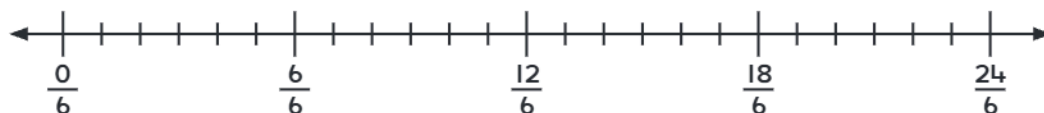
10. Write the total. Use the number line to show your thinking.

$$\frac{8}{6} + \frac{4}{6} = \boxed{}$$



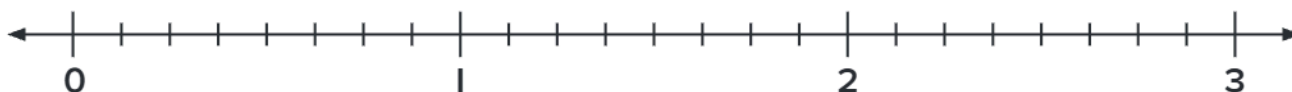
11. Write the difference. Use the number line to show your thinking.

$$\frac{13}{6} - \frac{4}{6} = \boxed{}$$



12. Write the total. Show your thinking on the number line.

$$1\frac{2}{8} + 1\frac{3}{8} = \boxed{}$$



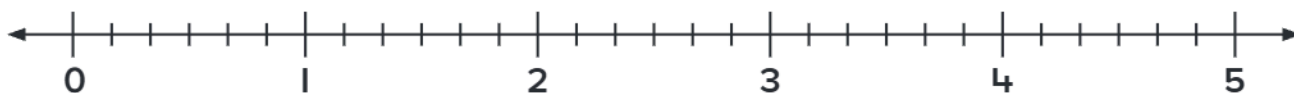
B**Written Response – Modules 7–9**

13. Write the total. Show your thinking.

$$4\frac{3}{8} + 3\frac{7}{8} = \boxed{}$$

14. Calculate the difference. Use the number line to show your thinking.

$$4\frac{3}{6} - 2\frac{1}{6} = \boxed{}$$



15. Complete the equation. Show your thinking.

$$2\frac{4}{8} - 1\frac{7}{8} = \boxed{}$$

16. Complete the equation.

$$3\frac{6}{8} = \boxed{} + \boxed{}$$

17. Two bowls of punch are made for a party. Each bowl has $\frac{3}{4}$ pint of pineapple juice, $1\frac{2}{4}$ pints of sparkling apple juice, and $2\frac{1}{4}$ pints of orange juice. After $\frac{3}{4}$ of an hour one of the bowls is empty. How many pints of pineapple juice and orange juice have been used to make the two bowls of punch? Show your thinking.

- (A) 3 pints
- (B) $2\frac{1}{4}$ pints
- (C) $3\frac{3}{4}$ pints
- (D) 6 pints

18. A carpenter is making some furniture. He needs 4 planks of lumber each $6\frac{3}{4}$ feet long and 2 bags of nails that are $1\frac{2}{4}$ inches long. What is the total length of wood that the carpenter needs? Show your thinking.

feet

19. Complete the equation. Show your thinking.

$$3 \times \frac{5}{6} = \boxed{}$$

20. Complete the equation. Show your thinking.

$$6 \times 3\frac{2}{12} = \boxed{}$$

21. Choose the correct answer.

$$6 \times \frac{1}{2}$$

is equivalent to

- (A) $\frac{16}{2}$
(B) $\frac{1}{6}$
(C) $\frac{3}{4}$
(D) $\frac{6}{2}$

B

Written Response – Modules 7–9

22. Choose the most likely mass of a mouse.

- A

 2 ounces
- B

 20 pounds
- C

 12 pounds
- D

 200 ounces

23. Complete the table.

Pounds	1	3
Ounces	16	

24. Choose the most likely capacity of a drink bottle.

- A

 20 pt
- B

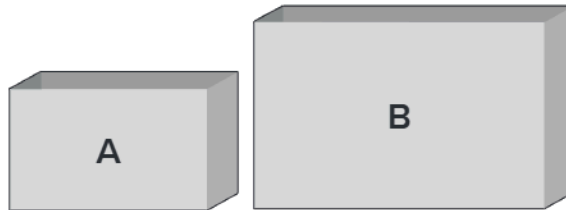
 20 gal
- C

 20 fl oz
- D

 20 qt

25. Both of these containers are prisms. Prism B has a capacity that is 2 times as much as Prism A. Prism A holds $2\frac{1}{4}$ quarts. Choose the capacity of Prism B. Remember 1 qt is equivalent to 4 cups.

- (A) 7 cups
- (B) 18 cups
- (C) 9 cups
- (D) 14 cups



26. Choose the correct answer. Remember 1 qt is equivalent to 32 fl oz.

3 quarts

is equivalent to

- (A) 16 fl oz
- (B) 32 fl oz
- (C) 64 fl oz
- (D) 96 fl oz

B**Written Response – Modules 7–9**

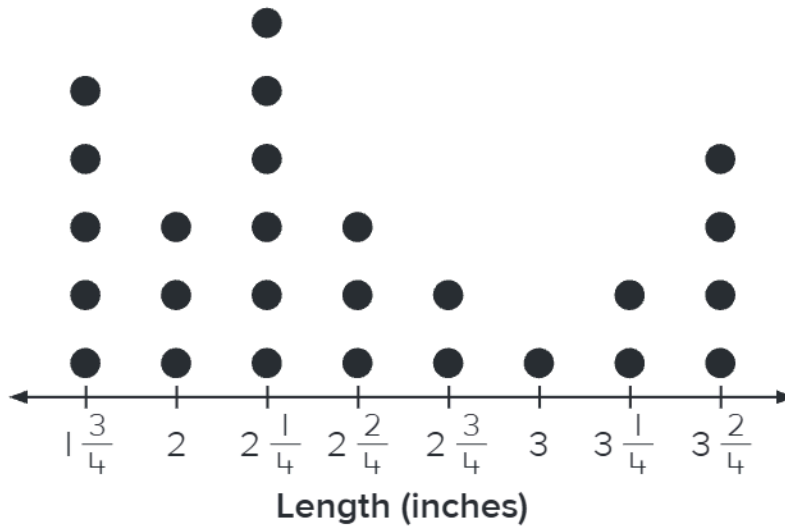
27. To prepare a meal, $1\frac{1}{2}$ pounds of squash and 11 ounces of carrots are chopped up. What is the total mass of the chopped vegetables in ounces? Show your thinking. Remember 1 lb is equivalent to 16 oz.

ounces

28. Mom needs 6 cups of milk to make rice pudding. She has 2 pints of milk in the fridge. How much more milk does she need? Show your thinking. Remember 1 pint is equivalent to 2 cups.

cups

Two children measure the length of some worms they find in their garden.



29. How many worms are longer than $3\frac{1}{4}$ inches?

30. What is the difference in length between the longest and shortest worms?

 in

B

Written Response – Modules 1–3

QUESTION	ANSWER	STANDARD	LEARNING TARGET
1	B	4.OA.A.3	Estimate the sum of two numbers
2	C	4.OA.B.4	Identify prime and composite numbers
3	D	4.OA.B.4	Identify prime and composite numbers
4	C	4.OA.B.4	Identify prime and composite numbers
5	B	4.OA.B.4	Identify factors and multiples of one- and two-digit numbers
6	D	4.OA.B.4	Identify factors and multiples of one- and two-digit numbers
7	A	4.OA.B.4	Identify factors and multiples of one- and two-digit numbers
8	true	4.NBT.A.1	Describe the multiplicative relationship in the place-value system
9	100	4.NBT.A.1	Describe the multiplicative relationship in the place-value system
10	206,139	4.NBT.A.2	Represent six-digit numbers
11	B	4.NBT.A.2	Represent six-digit numbers
12	C	4.NBT.A.2	Represent six-digit numbers
13	C	4.NBT.A.2	Compare and order four-, five-, and six-digit numbers
14	>	4.NBT.A.2	Compare and order four-, five-, and six-digit numbers
15	A	4.NBT.A.2	Compare and order four-, five-, and six-digit numbers
16	104,000	4.NBT.A.3	Round four-, five-, and six-digit numbers
17	26,300	4.NBT.A.3	Round four-, five-, and six-digit numbers
18	48,819	4.NBT.B.4	Use the standard algorithm to add up to six-digit numbers (with composing)
19	5	4.NBT.B.4	Use the standard algorithm to add up to six-digit numbers (with composing)
20	256	4.NBT.B.5	Use a strategy to multiply two-digit numbers by 2, 4 or 8
21	180	4.NBT.B.5	Use patterns to multiply two-digit numbers by multiples of 10
22	D	4.NBT.B.5	Use strategies to multiply two-digit numbers by 5 or 9
23	C	4.NBT.B.5	Use strategies to multiply two-digit numbers by 5 or 9
24	91 m²	4.MD.A.3	Calculate the area of rectangles
25	26 m	4.MD.A.3	Calculate the perimeter of rectangles
26	D	4.MD.A.3	Calculate the perimeter of rectangles
27	256 ft²	4.MD.A.3	Solve area word problems
28	10 in	4.MD.A.3	Solve area word problems
29	82 yd	4.MD.A.3	Solve perimeter word problems
30	14 in	4.MD.A.3	Solve perimeter word problems

B

Written Response – Modules 4–6

QUESTION	ANSWER	STANDARD	LEARNING TARGET
1	A	4.OA.A.1	Represent multiplication and division using tape diagrams
2	C	4.OA.A.2	Identify comparisons involving addition or multiplication
3	A	4.OA.A.2	Identify comparisons involving subtraction or division
4	78	4.OA.A.2	Solve multiplication word problems (comparison)
5	56	4.OA.A.2	Solve division word problems
6	B	4.OA.A.3	Estimate the difference between two numbers
7	704	4.OA.A.3	Solve multiplication word problems
8	C	4.OA.A.3 4.MD.A.2	Solve addition and subtraction word problems
9	20,243	4.NBT.B.4	Use the standard algorithm to subtract up to five-digit numbers from up to five-digit numbers (with decomposing)
10	30,912	4.NBT.B.5	Use a strategy (partial products) to multiply up to four-digit numbers
11	$\frac{4}{10}$	4.NF.A.1	Identify equivalent mixed numbers and common fractions
12	13	4.NF.A.1	Identify equivalent mixed numbers and common fractions
13	>	4.NF.A.2	Compare mixed numbers and common fractions
14	B	4.NF.B.3 4.NF.B.3b	Represent mixed numbers
15	37	4.MD.A.1	Use millimeters to estimate and measure length
16	2,000	4.MD.A.1	Convert between metric units of length
17	C	4.MD.A.1	Convert kilograms to grams
18	3,000	4.MD.A.1	Convert liters to milliliters
19	12	4.MD.A.1	Convert between customary units of length
20	96	4.MD.A.1	Convert between customary units of length
21	2	4.MD.A.2 4.NF.B.3 4.NF.B.3d	Solve measurement word problems
22	23,800	4.MD.A.2 4.NF.B.3 4.NF.B.3d	Solve measurement word problems
23	44	4.MD.A.2	Solve length word problems
24	11	4.MD.B.4	Create, describe, and interpret line plots
25	$12\frac{1}{2}$	4.MD.B.4	Create, describe, and interpret line plots
26	140	4.MD.C.5 4.MD.C.5a 4.MD.C.5b 4.MD.C.6	Use a protractor to measure angles



Written Response – Modules 4–6

QUESTION	ANSWER	STANDARD	LEARNING TARGET
27	35	4.MD.C.7	Calculate unknown angles
28	D	4.G.A.1	Draw angles
29	B	4.G.A.1 4.G.A.2	Identify acute, right, and obtuse angles and triangles
30	A	4.G.A.1 4.G.A.2	Identify acute, right, and obtuse angles and triangles

B

Written Response – Modules 7–9

QUESTION	ANSWER	STANDARD	LEARNING TARGET
1	C	4.OA.A.3	Estimate the quotient of two numbers
2	10	4.OA.A.3 4.MD.A.2	Solve division word problems involving remainders
3	179	4.OA.A.3 4.MD.A.2	Solve division word problems
4	A	4.OA.B.4	Identify common multiples
5	B	4.NBT.B.6	Use strategies to divide two- and three-digit numbers by 2, 4, and 8
6	28	4.NBT.B.6	Use strategies to divide two- and three-digit numbers by 2, 4, and 8
7	462	4.NBT.B.6	Use a strategy (partial quotients) to divide up to four-digit numbers by one-digit numbers
8	$\frac{3}{12}$	4.NF.A.1	Identify equivalent common fractions
9	>	4.NF.A.2	Compare common fractions with related or unrelated denominators
10	$\frac{12}{6}$	4.NF.B.3 4.NF.B.3a	Add common fractions for totals less than and greater than 1
11	$\frac{9}{6}$	4.NF.B.3 4.NF.B.3a	Subtract common fractions less than or greater than 1
12	$2\frac{5}{8}$	4.NF.B.3 4.NF.B.3a 4.NF.B.3c	Add mixed numbers (with and without composing)
13	$8\frac{2}{8}$	4.NF.B.3 4.NF.B.3a 4.NF.B.3c	Add mixed numbers (with and without composing)
14	$2\frac{2}{6}$	4.NF.B.3 4.NF.B.3a 4.NF.B.3c	Subtract mixed numbers (with and without decomposing)
15	$\frac{5}{8}$	4.NF.B.3 4.NF.B.3a 4.NF.B.3c	Subtract mixed numbers (with and without decomposing)
16	$2\frac{3}{8} + 1\frac{3}{8}$	4.NF.B.3 4.NF.B.3b	Decompose common fractions and mixed numbers
17	D	4.NF.B.3 4.NF.B.3d 4.NF.B.4 4.NF.B.4c 4.MD.A.2	Solve common fraction and mixed-number word problems

QUESTION	ANSWER	STANDARD	LEARNING TARGET
18	27	4.NF.B.3 4.NF.B.3d 4.NF.B.4 4.NF.B.4c 4.MD.A.2	Solve common fraction and mixed-number word problems
19	$\frac{15}{6}$	4.NF.B.4 4.NF.B.4a	Multiply common fractions less than and greater than 1 by a whole number
20	19	4.NF.B.4 4.NF.B.4a	Multiply mixed numbers by a whole number
21	D	4.NF.B.4 4.NF.B.4b	Identify a non-unit fraction as a multiple of a unit fraction
22	A	4.MD.A.1	Use ounces to estimate and measure mass
23	48	4.MD.A.1	Convert pounds to ounces
24	C	4.MD.A.1	Use fluid ounces to estimate and measure capacity
25	B	4.MD.A.1	Convert between customary units of capacity
26	D	4.MD.A.1	Convert between customary units of capacity
27	35	4.MD.A.2	Solve measurement word problems
28	2	4.MD.A.2	Solve measurement word problems
29	4	4.MD.B.4	Create, describe, and interpret line plots
30	$1\frac{3}{4}$	4.MD.B.4	Create, describe, and interpret line plots



(PA Young Readers Award
Nominees 2025-2026)

Anybody Here Seen Frenchie?
by Leslie Connor

Baseball Buddies: Building a Team
by Aaron Derr

**Evidence!: How Dr. John Snow Solved the
Mystery of Cholera** by Deborah Hopkinson

Guts for Glory by Joanna Lapati

Haiku, Ew! by Lynn Brunelle

**Hidden Hope: How a Toy and a Hero Saved
Lives During the Holocaust** by Elisa Boxer

It Happened in Salem by Jonah Winter

Magnolia Wu Unfolds It All by Chanel Miller

Mr. Whiskers and the Shenanigan Sisters
by Wendelin Van Draanen

Odder by Katherine Applegate

**Operation: Happy A World War II Story of
Courage, Resilience, and an Unbreakable
Bond** by Jenni L. Walsh

Penny Draws a Best Friend by Sara Shepard

Princess Private Eye by Evelyn Skye

Sisterhood of Sleuths
by Jennifer Chambliss Bertman

**Zeke the Weather Geek: There's a Lizard in
My Blizzard** by Joan Axelrod-Contrada

Award Winning Books

**A Sea of Lemon Trees: The Corrido
of Roberto Alvarez**
by María Dolores Águila

All the Blues in the Sky
by Renee Watson

Dead End in Norvelt by Jack
Gantos

Full of Beans
by Jennifer L. Holm

**New Kid: A Story About Fitting In,
School Diversity, and Friendship**
by Jerry Craft

Night Diary by Veera Hiranandani

When Stars Are Scattered
by Victoria Jamieson

When You Reach Me
by Rebecca Stead

Public Libraries

"Color Our World" Summer Reading
program at local public libraries runs
June 22 through August 16, 2026

Visit your local public library this

summer. They offer wonderful free
programs for your child. You can also
borrow free museum passes!

The Haverford School



**Fifth Grade: Suggested
Summer Reading List
for the year,
2025-2026**

**The Haverford School
Tabas Library**

Biographies

Flip! How the Frisbee Took Flight
by Margaret Muirhead

Just Like Rube Goldberg: The Incredible True Story of the Man behind the Machines
by Sarah Aronson

Kid Trailblazers: True Tales of Childhood from Changemakers and Leaders
by Robin Stevenson

Some Writer! The Story of E.B. White
by Melissa Sweet

William Still and His Freedom Stories: The Father of the Underground Railroad
by Don Tate

Chapter Books

Artemis Fowl by Eoin Colfer

Elf Dog and Owl Head
by M.T. Anderson

Flush by Carl Hiaasen

Heat by Mike Lupica

Hummingbird by Natalie Lloyd

Pax by Sarah Pennypacker

Restart by Gordon Korman

Stay by Bobbie Pyron

The Wild Robot by Peter Brown

Two Degrees by Allen Gratz

Graphic Novels

Amulet by Kazu Kibuishi

Friends by Shannon Hale

Hazardous Tales by Nathan Hale

Leon the Extraordinary
by Jamar Nicholas

Measuring Up by Lily LaMotte

Sidekicks by Dan Santat

Sunny by Jennifer L. Holm

Poetry

Joyful Noise by Paul Fleischman

Lend a Hand: Poems about Giving
by John Frank

Ubiquitous: Celebrating Nature's Survivors by Joyce Sidman

Informational

A Black Hole is Not a Hole
by Carolyn Cinami DeCristofano

Beauty and the Beak: How Science, Technology, and a 3D Printed Beak Rescued a Bald Eagle
by Deborah Lee Rose

Feathers: Not Just for Flying
by Melissa Stewart

Honeybee: The Busy Life of Apis Mellifera
by Candace Fleming

Books in a Series

Alvin Ho by Lenore Look

A Tale Dark and Grimm
by Adam Gidwitz

Amari and the Night Brothers
by B. B. Alston

Fablehaven by Brandon Mull

Football Genius by Tim Green

Found by Margaret Peterson

Impossible Creatures
by Katherine Rundell

Keeper of the Lost Cities
by Shannon Messenger

The Academy by T.Z. Layton

The Crossover by Kwame Alexander

The Mystery of Locked Rooms
by Lindsay Currie

Tristan Strong Punches a Hole in the Sky by Kwame Mbalia

Classic Chapter Books

A Wrinkle in Time
by Madeleine L'Engle

Bridge to Terabithia
by Katherine Paterson

Maniac Magee by Jerry Spinelli

Shiloh by Phyllis Reynolds Naylor

Where the Red Fern Grows
by Wilson Rawls

