



Summer Enrichment Packet For Students Entering Grade 5

Student Name _____

MyOn login information: website [clever.com](https://www.clever.com), select “log in as a student,” then select “log in with Clever”

username _____ password _____



Dear Student,

You have learned so much this year! We want you to keep up the good work. To support you, we’ve put together the attached calendar of activities to help prepare you for the school year ahead.

You should use a notebook of some kind to show your work (spiral, composition, binder with paper, or staple some sheets of paper together to create your own notebook). You may do the activities in any order or on any day that you choose.

A list of suggested books to read are included on the last page.

Happy learning!

Skills and Ideas to Review/Preview for Students Entering Grade 5

Mathematics

In Grade 4, the focus was on three critical areas:

(1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;

(2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;

(3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

*Throughout the summer, continue to practice for fluency all basic fact operations, recognize and understand benchmark fractions and think mathematically!

English/Language Arts

Students in fourth grade read on a variety of topics, with a focus on increasing their ability to read aloud with fluency and comprehension. They are becoming more adept at summarizing main points from literary and informational texts, and they use more abstract skills of synthesis and evaluation in writing. Fourth graders are working independently on research projects and making all of their writing more sophisticated and meaningful.

Fourth graders can:

- Read a grade level text independently and make inferences about the text based on specific details in the text.
- Read a story and identify the point of view of the story.
- Write a summary of the text providing evidence for the theme of the story.
- Use pictures, illustrations and the structure of a text to determine the author's purpose and point of view.
- Provide a response about a topic using evidence gathered from two texts.
- Use Latin & Greek word parts and context clues to understand unknown words.

Social Studies

Explain causes, effects, leaders and locations of events in U.S. History

- American Revolution
- Constitutional Convention
- Westward Expansion
- Civil War
- Reconstruction-13th, 14th, 15th Amendments

Explain how geography impacts culture

Describe the meaning of the U.S. Constitution, Bill of Rights and U.S. government


Explain trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives

Identify the elements of a personal budget (income, expenditures, and saving)

Science

Core Ideas for 5th Grade:

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| <ul style="list-style-type: none"> ● Geological processes ● Formation and/or destruction of landforms ● Grouping animals and plants by their internal and/or external structure ● Inherited traits ● Acquired traits ● Magnification tools are needed to observe very small things ● Plant cell structure and function ● Animal cell structure and function ● Microorganisms can be helpful or harmful ● Static electricity | <ul style="list-style-type: none"> ● Current electricity (human-harnessed) ● Energy transfer ● Simple electric circuit ● Magnetic field and force ● Release of stored energy ● Insulators and conductors of electricity ● Physical changes ● Chemical changes ● Phases/States of water are related to temperature changes ● Energy transfer |
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| Week 1: Art | Mathematics | English/Language Arts | Social Studies | Science |
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| Create a sketchbook. Write the elements of art on the first page: line color shape texture space value form | Find a recipe. Order the fractions from least to greatest. | Create a chart with symbols that represent a person from the text. Give the meaning of each symbol and how the symbol represents the character. | Read a book from the list. Create a map of your room, home or neighborhood. Provide a map key and compass rose. Practice writing directions to various locations. Give the directions to a family member to see if they can find their destination. | Scientists use diagrams to communicate information. Create your own diagram. Draw a picture. Label the parts of the picture and give it a title. |
| Week 2: Art | Mathematics | English/Language Arts | Social Studies | Science |
| Sketchbook entry: LINE- a path a moving point makes on a surface. Use a variety of lines to draw a government building. www.arthubforkids.com -how to draw the White House | Mark McGwire's 70 th home run ball sold for about \$3,000,000. Babe Ruth, an earlier home run king, hit 60 in 1927. Suppose that Ruth's ball was valued at \$3,000 in 1927 and, like many good investments, doubled its value every seven years. Would you rather have had the value of Ruth's ball or McGwire's in 1999? What would the values be today? | Read a fictional text. Justify the actions of a character in the book. Use details from the text to support your response. | Read a book. Practice finding locations by playing the game below. Games: https://tinyurl.com/y5ztwgzr https://tinyurl.com/y32ymlo8 https://tinyurl.com/y2stbupk | Classify the shoes in your closet. Make a Venn Diagram to compare and contrast the different shoes you and another family member own. |
| Week 3: Art | Mathematics | English/Language Arts | Social Studies | Science |
| Sketchbook entry: COLOR-make a color wheel using crayons or your choice of medium. Include primary, secondary and tertiary colors.  | Is the sum of $6\frac{7}{8}$ and $4\frac{5}{8}$ closer to 11 or 12? Explain your answer. | Choose a character and imagine s/he had to pack a suitcase for a trip. What would you find in their suitcase and why? | Two issues of the Civil War were states' rights and slavery. Explain how these issues were resolved after the war. | Choose a book from the book list to read aloud. List three questions that you wonder or want to know more about after reading the book. |
| Week 4: Art | Mathematics | English/Language Arts | Social Studies | Science |
| Sketchbook entry: SHAPE-a shape is a closed line. Use shapes to create your dream house. | Write the number 23.69 as a fraction, in word form, and expanded form. Also draw a model using place value blocks to represent the number. | Consider how the author's life may have influenced how s/he wrote the text. Provide details from the text that give clues about the author's life. | Read a book from the list. Interview an older family member or friend to find out what life was like when they were a child. Write a summary to compare and contrast your lives. | Watch the movie Ice Age Continental Drift. What evidence supports that this movie is realistic fiction? Create a testable question based on something that made you curious during the movie. |

| Week 5: Art | Mathematics | English/Language Arts | Social Studies | Science |
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| <p>Sketchbook entry: TEXTURE:the surface quality of an object (how something looks or feels). Create as many different visual textures as you can. Draw what you see outside your window using a variety of lines to create texture.</p> | <p>Solve in your math journal: Jennifer buys 5 yards of fabric to make pillows. Each pillow needs 25 inches. Will she have enough fabric to make 9 pillows? If not, how much more fabric will she need? If she has enough, can she make more pillows? Show your work and explain your answer.</p> | <p>Pick 5 words from a book you are reading this week. Create a riddle for each word. Use the definitions of the words as a source of clues in the riddle.</p> | <p>Watch the videos: https://tinyurl.com/y2l8uyjx https://tinyurl.com/y65eaxht Create a visual to show the branches of government. Describe the role of each branch and how they work together.</p> | <p>Science About Me Complete the statements below:</p> <ul style="list-style-type: none"> • Inherited Eye Color: • Favorite Animal: • Favorite Learned Behavior: • Favorite source of energy(food): |
| Week 6: Art | Mathematics | English/Language Arts | Social Studies | Science |
| <p>Sketchbook entry: VALUE: how light or dark a color is. Use crayons or colored pencils to color different values of colors.</p> | <p>Noriko multiplies 13 x 45. What are the partial products? Draw an area model to show the partial products.</p> | <p>After reading an informational book, determine the book's main idea. Give supporting details that prove the main idea.</p> | <p>Research a famous entrepreneur. Find out about their inspiration, education and advice for ways to be successful. (examples- Kevin Durant, Milton Hershey, Truett Cathy, JoJo Bows, Beyonce)</p> | <p>Choose a book from the book list to read aloud. List three questions that you wonder or want to know more about after reading the book.</p> |
| Week 7: Art | Mathematics | English/Language Arts | Social Studies | Science |
| <p>Sketchbook entry: SPACE: refers to the area within and around objects. Draw the world from a giant's point of view. Include objects in the background.</p> | <p>List the factors of 93. Write the divisibility rule(s) that works for 93.</p> | <p>Ask an adult to help you find (and read) two news articles on the same topic. Identify 3 similarities and 3 differences in the details given.</p> | <p>Read a book from the list. Interview an adult in your life to find out more about making economic choices. Use the suggested questions or add in some of your own. Write a summary of what you learned from your interview.</p> | <p>Brainstorm Science Fair ideas. •What do you enjoy doing in your free time? •What area of science are you the most interested in?•Do you have any special skills or talents? Choose a topic that interests you. Form a testable question. *Choose 3 topics and form a question for each of them.</p> |
| Week 8: Art | Mathematics | English/Language Arts | Social Studies | Science |
| <p>Sketchbook entry: FORM-3-dimensional shapes. Draw 2-d shapes and turn them into forms by adding lines and shading.</p> <p>Try following along with directed drawings from videos on www.arthubforkids</p> | <p>List the multiples of 6 and 8 that are less than 100. Circle the common multiples. What is the least common multiple for 6 and 8?</p> | <p>Make a hypothesis about what may have changed if a character were in a different setting in the book.</p> | <p>Read a book from the list. Complete the Back to School Supplies activity to practice making economic choices.</p> | <p>*Try out an interactive site. https://tinyurl.com/techt19</p> <p>Choose an experiment to try. https://tinyurl.com/scifun19 and/or Help someone bake or cook something. Pay attention to the measurements. Use your 5 senses to make observations of how things change.</p> |

Suggested Summer Reading

| Art | Mathematics | ELA | Social Studies | Science |
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| <p>(MyOn) <u>Emily's Pictures</u></p> <p><u>Drawing and Learning about:</u> Cats Dogs Faces Monsters</p> <p>YouTube (read alouds)</p> <p><u>Katie and the Waterlily Pond</u> by James Mayhew</p> <p><u>Paris in the Spring with Picasso</u> by Joan Yolleck</p> <p><u>Iggy Peck Architect</u> by Andrea Beaty</p> <p><u>Emily's BLUE Period</u> by Cathleen Daly</p> <p>Additional resources: video In the Art Room-Sketchbooks with Kids (Cassie Stephens)</p> <p>Youtube-Art Hub for Kids</p> <p>Online art Galleries: https://www.nga.gov/education/kids.html</p> <p>https://www.moma.org/interactives/destination/#</p> <p>https://www.metmuseum.org/art/online-features/metkids/time-machine</p> | <p><u>Recommended Chapter Books</u> All of the Above by Shelley Pearsall</p> <p>William Wenton and the Impossible Puzzle by Bobbie Peers</p> <p>The Toothpaste Millionaire by Jean Merrill</p> <p>Bringing Down the Mouse by Ben Mezrich</p> <p>Ada Lace and the Impossible Mission by Tamson Weston, Emily Calandrelli</p> <p>Charlie Numbers and the Man in the Moon by Tonya Mezrich, Ben Mezrich</p> <p>Ellie, Engineer by Jackson Pearce</p> <p>Ellie, Engineer: The Next Level by Jackson Pearce</p> <p>Hidden Figures Young Readers' Edition by Margot Lee Shetterly</p> <p>I Was an Outer-Space Chicken by David LaRochelle</p> <p>Freddie Ramos Adds It All Up by Jacqueline Jules</p> <p>The Multiplying Mysteries of Mount Ten by Krista Van Dolzer</p> <p>Ada Lace and the Suspicious Artist by Emily Calandrelli</p> | <p>Fifth graders will begin to anchor their inquiries and responses firmly to the text, whether literary or informational, using increasingly specific and relevant evidence to support their claims and inferences. A fifth grader's analytical skills will extend to identifying main idea/theme, understanding character and plot development, and evaluating the impact of word choice.</p> <p>The minimum lexile needed in 5th grade in order to meet the state's Literacy Reading Indicator is 920L. The following books fall into the state's 5th grade College & Career Ready "Stretch" Lexile band of 830 -1010L.</p> <p>Fridle, 830L by Andrew Clements</p> <p>Ramona Quimby - 860L by Beverly Cleary</p> <p>Oggie Cooder - 880L by Sarah Weeks</p> <p>Series of Unfortunate events, (series) by Lemony Snicket</p> <p>Shelter Dogs, 940L by PEg Kehret</p> <p>Girls think of Everything, 960L by Catherine Thimmesh</p> <p>The Phantom Tollbooth, 1000L by Norton Juster</p> <p>Fantastic Family Whipple, 1060L by Matthew Ward</p> <p>Junior Genius Guide, 1060L by Ken Jennings Jr.</p> <p>Additional texts include:</p> <ul style="list-style-type: none"> - Time for kids, various titles and authors - History Makers Bios, various titles and authors - National Geographics, various titles and authors | <p>MyOn Weeks 1 and 2: <u>What is a Map</u> Maps <u>Types of Maps</u> <u>Maps: What You Need to Know</u> <u>Symbols and Keys</u> <u>Living Beside a River</u></p> <p>Week 3: <u>True Stories of the Civil War</u> <u>Living Through the Civil War</u> <u>Great WOMen of the Civil War</u> <u>Heroes of the Civil War</u> <u>Biggest Battles of the Civil War</u> <u>Reconstruction: Outcomes of the Civil War</u></p> <p>Week 4: <u>Entertainment Through the Years</u> <u>Comparing the Past and Present</u> <u>Getting Around Through the Years</u> <u>Home Life Through the Years</u></p> <p>Week 5: <u>U.S. Government: What You Need to Know</u> <u>The U.S. Presidency</u> <u>The U.S. House of Representatives</u> <u>The U.S. Senate</u> <u>The U.S. Supreme Court</u></p> <p>Weeks 6-8: <u>Make Money Choices</u> <u>Wants or Needs</u> <u>Save Money, Earn Money, Lemons and Lemonade</u> <u>Milton Hershey</u> <u>Sam Walton</u></p> | <p>Erosion: The Weather Report Series by Virginia Castleman</p> <p>Next Time You See a Spiderweb by Emily Morgan</p> <p>Grand Canyon: A Trail Through Time by Linda Vieira</p> <p>Papa's Mechanical Fish by Candace Fleming</p> <p>Pancakes, Pancakes! by Eric Carle</p> <p>Cells Are Us by Fran Balkwill</p> <p>The Fungus that Ate My School by Arthur Dorros</p> <p>Solids, Liquids, and Gases: My World of Science by Angela Royston</p> <p>Grand Canyon by Jason Chin</p> <p>It's a Fungus Among Us by Carla Billups and Dawn Cusick</p> <p>Trade Book List: https://tinyurl.com/scipicbooks</p> |

History Interview

Interview an older friend or family member to find out what life was like when they were growing up. Listen for things you have in common and things that are different and summarize when you are finished. You may use the questions attached or add your own! You may want to have them write down their answers for you or record your conversation.

Name:

Birthdate:

Where did you grow up?

Can you tell me a little bit about your family? (parents, jobs, siblings, grandparents)

What was your home like?

Do you have any pictures of yourself or your family when you were younger?

Where did you attend elementary school?

How did you get to school and back home?

Can you describe a day at school?

What type of technology did you have in your classroom?

How much homework did you have to do?

What happened if you didn't complete your homework?

What did you and your friends do during recess?

What did you like to do for fun at home?

Where did your family go out to eat?

How did you stay in touch with your family and friends?

Where did you get your clothes?

Did any significant world events happen when you were growing up?

After Interview:

Complete the statements.

I interviewed _____. I learned about how we are similar and how we are different.

We are the same because...

We are different because...

Economics/ Civics Interview

Interview a friend or family member to understand how adults make economic and civic choices.

Name:

What do you do for a living?

What special training did you receive for your job?

What are some important things you do daily?

What are some services that you use? (ex. Car maintenance, yard services, housekeeping etc.)

How do you make important decisions about what to buy and where to buy it?

Why is it important to save money?

What does it mean to be a good citizen?

How do you participate in the government? (paying taxes, voting etc.)

What is the best advice you have for me as I'm growing up and making economics and civic choices?