

PARENT/GUARDIAN
INSTRUCTIONS



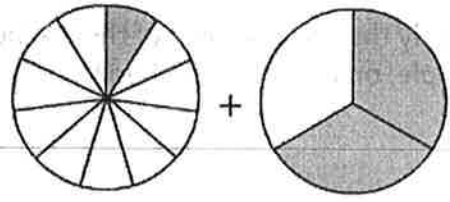
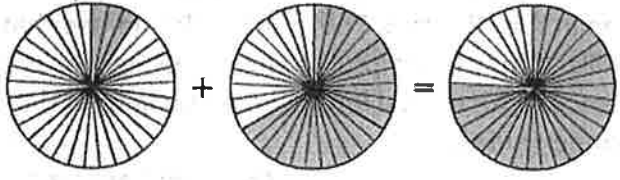
SUMMER Packet

PARENT / GUARDIAN PAGES

Let's get ready for 6th grade!

NOTE: Please check the child's work after completion. The following pages may be very helpful to you.

<p>5</p>	<p>Answer Key: 1. C 2. B 3. B 4. A 5. C</p> <p>Note: In 5th grade, the standards expected the student to use place value to recognize that a digit to the right or left of a digit respectively represents 10 times more or 1/10 less than what it represents. It is expected that the student is comfortable and fluent completing these calculations mentally (no calculators or pencil/paper calculations). Understanding the place value of each digit in a number will be a building block for the 6th grade expectation for the student to be able to multiply and divide multi-digit decimals.</p> <p style="text-align: right;"><i>Common Core Standard: 5.NBT.2</i></p>
<p>6</p>	<p>Answer Key:</p> <p>1. had never been 2. had wanted 3. had begged 4. went 5. wanted 6. had seen 7. scared 8. decided 9. begged 10. had never thought 11. had never realized 12. decided 13. parked 14. asked 15. stared 16. realized 17. had talked 18. amazed 19. decided 20. walked 21. grabbed 22. squeezed 23. turned 24. smiled</p> <p>Note: A student who struggles with the perfect tense may rely on the simple or progressive tenses. The related 4th grade standard is mastery of the progressive tense (I was walking, I am walking, I will be walking). The related 3rd grade standard is mastery of the simple tense (I walked, I walk, I will walk).</p> <p>The present perfect tense is used to say that an action happened at an unspecified time before now (e.g. I have met him before). The past perfect tense is used to express the idea that something occurred before another action in the past. The assessment here focuses on past perfect tenses. There are "clue phrases" for the past perfect (i.e. before, up until) that signify an event or feeling that occurred before something else occurred.</p> <p style="text-align: right;"><i>Common Core Standard: L.5.1.b</i></p>
<p>7</p>	<p>Answer Key: 1. A 2. B 3. B 4. C 5. B 6. A</p> <p>Note: In 5th grade, the standards introduced decimals (to the thousandth) for the first time. The 5th grade student was expected to read decimals aloud correctly, write them correctly, and make comparisons between other decimals to the thousandths. In 6th grade, students will move on to solving problems with multi-digit decimals.</p> <p style="text-align: right;"><i>Common Core Standard: 5.NBT.3</i></p>
<p>8</p>	<p>This page requires the student to study the text and diagram in order to answer the question. Based on the text, we know that Mt. Kilimanjaro is NOT in the Himalayan mountain range. We know this because the text says that the Himalayan mountain range is in Asia, yet the diagram says that Kilimanjaro is in Africa. Beginning sentences with capital letters and ending with the correct punctuation is definitely expected of a 5^h grade student.</p> <p style="text-align: right;"><i>Common Core Standard: RI.5.7</i></p>

<p>13</p>	<p>Answer Key: 1. C 2. B 3. C 4. B</p> <p>Note: To find volume, you multiply length by width by height. On questions number 1 and 2, each shape is a cube, which means that all sides of the cube are equal lengths.</p> <p style="text-align: right;"><i>Common Core Standard 5.MD.3</i></p>
<p>14</p>	<p>Note: In 5th grade, the standards expected the student to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice his or her writing skills. It may be helpful to suggest using words such as <i>first, next, then, and finally</i>. Beginning sentences with capital letters and ending with the correct punctuation is definitely expected of a 5^h grade student.</p> <p style="text-align: right;"><i>Common Core Standard: W.5.2</i></p>
<p>15</p>	<p>Answer Key: 1. D 2. B 3. A 4. C</p> <p>Note: If the denominators are not the same, then you have to use equivalent fractions that do have a common denominator. To do this, find the least common multiple between both denominators. Then add and simplify. For example, to add $1/11 + 2/3$:</p> <div style="text-align: center;">  </div> <p>You first find the least common multiple of 11 and 3, which is 33. Then, find fractions equivalent to $1/11$ and $2/3$ which have 33 in the denominator. Multiply the numerator and denominator of $1/11$ by 3, and multiply the numerator and denominator of $2/3$ by 11.</p> $\left(\frac{1 \times 3}{11 \times 3}\right) + \left(\frac{2 \times 11}{3 \times 11}\right) = \left(\frac{3 \times 22}{33 \times 33}\right)$ <p>Now we have like denominators, and we can add as described above.</p> $= \frac{25}{33}$ <div style="text-align: center;">  </div> <p style="text-align: right;"><i>Common Core Standard: 5.NF.2</i></p>
<p>16</p>	<p>In 5th grade, the standards expected the student to directly quote text using the proper punctuation. For example: Something my teacher always says is, "Your pencil is on the floor."</p> <p style="text-align: right;"><i>Common Core Standard: L.5.2</i></p>
<p>17</p>	<ol style="list-style-type: none"> 1. You can add as many zeros behind the value in a decimal as you want, and the value of the decimal remains the same. 2. > When comparing decimals, first look at the digit in the tenths place. The three in the tenths place of the first number is greater than the one in the tenths place of the second number. 3. 8.034, 8.05, 8.34, 8.4 4. When comparing two numbers, first look at the tenths place. Since six tenths is larger than five tenths, Miguel walks farther to school than Henry. <p style="text-align: right;"><i>Common Core Standard: 5.NBT.3b</i></p>

22

Answer Key: Answers may vary. These are possible responses.

1. Doing something wrong cannot be fixed by doing something wrong again.
2. Words can be more powerful at winning an argument than physical fighting.
3. When you are anxiously waiting for something to happen, watching it too closely can make it feel like it is taking longer.
4. Don't turn something that is unimportant into a big deal.

Note: The four phrases on this page are common idioms, adages, and proverbs in the English (American) language. Even without exposure, a student should be able to deduce the meaning if he or she has a strong understanding of the vocabulary words in the sentence.

Common Core Standard: L.5.5.C

23

Answer Key:

1. C (Note: To find area, you must multiply height by width. Since the sets of measurements include a mix of fractions and whole numbers, you should begin by rewriting everything as a fraction. To make a mixed number (whole number and fraction) into a fraction, use the formula of $a\frac{b}{c} = \frac{ac+b}{c}$. For example, $12\frac{1}{2}$ becomes $\frac{25}{2}$ because $\frac{(12 \times 2 + 1)}{2}$. To make a whole number into a fraction, simply make the whole number the numerator, and put it over 1 as the denominator (2 becomes $\frac{2}{1}$). Once every number is written as a fraction, you multiply the numerator times the other numerator and the denominator times the other denominator.

$$12\frac{1}{2} \times 2 \Rightarrow \frac{25}{2} \times \frac{2}{1} \Rightarrow \frac{50}{2} \Rightarrow 25$$

2. C (Note: The student is being asked to solve $\frac{1}{4} + \frac{3}{16} + ? = \frac{7}{8}$. The first thing that should be done is to find the lowest common denominator, which is 16. When everything is changed to match this lowest common denominator, the equation becomes $\frac{4}{16} + \frac{3}{16} + \frac{?}{16} = \frac{14}{16}$. We can now solve the equation because we add the numerators to get $4 + 3 + ? = 14$. The correct answer is $\frac{7}{16}$.

3. D (Note: To find the total length of fencing needed for the rectangle, you must add length+length+width+width. For this problem, it looks like $9\frac{5}{8} + 9\frac{5}{8} + 5\frac{1}{4} + 5\frac{1}{4} = ?$. First, rewrite the mixed numbers as fractions. To make a mixed number (whole number and fraction) into a fraction, use the formula of $a\frac{b}{c} = \frac{ac+b}{c}$. For example, $9\frac{5}{8}$ becomes $\frac{59}{8}$ because $\frac{(9 \times 8 + 5)}{8}$. When all of the mixed numbers are turned to fractions, the problem looks like this:

$$\frac{59}{8} + \frac{59}{8} + \frac{21}{4} + \frac{21}{4} = ?$$

Now you need to find a common denominator before you can add the fractions. Twelve is a common multiple of six and four, so the problem becomes:

$$\frac{118}{12} + \frac{118}{12} + \frac{63}{12} + \frac{63}{12} = \frac{362}{12} \quad \text{When } \frac{362}{12} \text{ is turned back into a mixed number, it is } 30\frac{1}{6}.$$

4. A (Note: The explanation for this problem is very similar to question 1. To find area, you multiply height by width.

$$4\frac{1}{2} \times 2\frac{3}{4} \Rightarrow \frac{4 \times 2 + 1}{2} \times \frac{2 \times 4 + 3}{4} \Rightarrow \frac{9}{2} \times \frac{11}{4} \Rightarrow \frac{9 \times 11}{2 \times 4} \Rightarrow \frac{99}{8} \Rightarrow 12\frac{3}{8}$$

Note: These problems may seem to be about measurement, but the calculations rely on the skill of computing fractional amounts, which is a critical skill for entering 6th grade.

Common Core Standard: 5.NF.B.7

29

Answer Key:

1. D (Start with $12 \div 4$, multiply 2×3 , subtract 4, and finally multiply by 6.)
2. B (Start with $3 + 2$, multiply 4×5 , subtract 6, and finally multiply by 2.)
3. D (Start with $9 - 4$, multiply by 3, add 5, and finally multiply by 5.)
4. A (Start with 4×4 , divide by 2, add 5, and finally multiply by 4.)

Note: In 5th grade, the standards expected the student to be able to evaluate expressions that included parentheses and brackets. To solve these problems, the student can usually rely on the order of operations— parentheses (and brackets), exponents, multiplication and division (from left to right), and addition and subtraction (from left to right). For these four problems, that means that the student starts by simplifying anything within parentheses and brackets. When everything within the parentheses and brackets is simplified, the student can move to the outside where he or she must first multiply or divide and then complete the addition and subtraction operations.

Common Core Standard: 5.OA.1

30

Note: In 5th grade, the standards expected the student to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice his or her writing skills. It may be helpful to suggest using words such as *first, next, then, and finally*. Beginning sentences with capital letters and ending with the correct punctuation is definitely expected of a 5th grade student.

Common Core Standard: RI.5.7

31

Answer Key: 1. A 2. A 3. C 4. B

Note: Mastery of this 5th grade skill is necessary because in 6th grade, the student will be expected to evaluate expressions like these, along with the added level of complexity of using variables, or letters standing for numbers.

Common Core Standard: 5.OA.2

32

The student should write an opinion piece about vending machines in schools, supporting his or her point of view with at least three reasons. The student should capitalize correctly and use standard punctuation.

Common Core Standard: W.5.1

33

Answer Key: 1. D 2. C 3. B 4. C 5. C

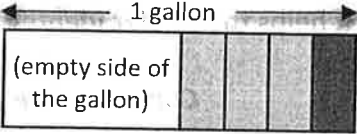
Note: In 5th grade, the standards expected the student to use place value to recognize that a digit to the right or left of a digit respectively represents 10 times more or 1/10 less than what it represents. It is expected that the student is comfortable and fluent completing these calculations mentally (no calculators or pencil/paper calculations). Understanding the place value of each digit in a number will be a building block for the 6th grade expectation for the student to be able to multiply and divide multi-digit decimals.

Common Core Standard: 5.NBT.2

34

The 5th grade standard expects students to be able to "Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text." The student should capitalize correctly and use standard punctuation.

Common Core Standard: RI.5.3

40	<p>The 5th grade standard expects students to be able to “Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.” The student should capitalize correctly and use standard punctuation.</p> <p style="text-align: right;"><i>Common Core Standard: RI.5.3</i></p>
41	<p>Answer Key: 1. A 2. A 3. C 4. C</p> <p>Note: The 5th grade standards expect students to read, write, and compare decimals to the thousandths.</p> <p style="text-align: right;"><i>Common Core Standard: 5.NBT.3</i></p>
42	<p>The student should write an opinion piece about summer vacations from school versus year-round school, supporting his or her point of view with at least three reasons. The student should capitalize correctly and use standard punctuation.</p> <p style="text-align: right;"><i>Common Core Standard: W.5.1</i></p>
43	<p>Answer Key:</p> <ol style="list-style-type: none"> 5/8 of a liter of salt water (Explanation: You must add $1/4 + 3/8$ together to find the total amount of salt water used. The first step is to find a common denominator. A common denominator for both of these fractions is eight. With a common denominator, the problem becomes $2/8 + 3/8$. Add the numerators, and keep them over the same denominator of eight.) Each hiker received 1/8 of a gallon. <div style="text-align: center; margin: 10px 0;">  </div> Three of the flowers are pink. (Note: If the student struggles with this problem, make a suggestion to draw a picture to solve it.) Kim earned 90 prize points. (Note: $362/4 = 90 \frac{1}{2}$.) Yes, it is true that Trey got the same number of prize points as Kim. (Note: The students should recognize that this is a division problem and that the whole number represents the number of tickets sold in a group of four or a group of three. Kim sold 90 groups of 4 raffle tickets, and Trey also sold 90 groups. The remainder represents the number of tickets that is not a complete set of four or three.) <p style="text-align: right;"><i>Common Core Standard: 5.NBT.6</i></p>
44	<p>Answer Key:</p> <ol style="list-style-type: none"> The author’s point is that kids should save up their money if they want to buy something special. The author’s point is that you should not eat food that has fallen on the floor. The author’s point is that having a pet can help a person live a longer life. The author’s point is that children should learn about music. <p>Note: The general definition of the “author’s point” is that it is the main idea of the text and what the author says about it.</p> <p style="text-align: right;"><i>Common Core Standard: RI.5.8</i></p>