Collins-Rhodes Elementary

Summer Math Packets

Going to Fifth Grade

Name _____

Dear Parents or Guardians,

We are providing a summer math packet to assist students in maintaining their math skills over the summer and increasing preparedness for a successful August.

We ask that you work with your child to complete this packet during the summer break. Teachers will collect the packets the first day of school. Teachers will review the packets, and the level of completion will assist teachers in planning their initial classes.

These packets are posted on our website, the first tab under "Parents and Students". Please access the packet for your child's 2017-2018 grade level.

Thank you for your help and cooperation and should you have any questions, please do not hesitate to call us.

Collins-Rhodes Elementary School

Math Coach

Fact Fluency

Research has shown that long-term success in mathematics is closely tied to strong number sense, including fluency with basic facts. The sooner your child becomes fluent with facts, the better!

We are asking that you spend 5-10 minutes each date practicing math facts with your child. Below is a list of websites to help your child practice his or her facts.

https://www.factmonster.com/math/flashcards

www.funbrain.com/tictactoe/index.html

www.playkidsgames.com/games/mathfact/

http://www.abcya.com/math_facts_game.htm

https://www.splashmath.com/math-skills/math-facts

4.OA.A Use the four operations with whole numbers to solve problems.

1. 24 is 6 times as many as _____.

2. 4 times as many as 3 is _____.

3. 42 is _____ times as many as 6.

4. A restaurant sold nine salads and forty-five steaks. How many times as many steaks did they sell as salads? Show your thinking below.

5. A library checks out four fiction books and two non-fiction books an hour. How many times more fiction books do they check out than non-fiction books? Show your thinking below.

6. A movie theater needed 48 popcorn buckets. If each package has 9 buckets in it, how many packages will they need to buy? Show your mathematical thinking by writing & solving a division problem, then explain your final answer.

7. Adam's freezer had 24 ice cubes in it. If he had to get ice for 3 cups, how many pieces should he put in each cup to make them have the same amount?

4.NBT.A Generalize place value understanding for multi-digit whole numbers.

8. $\begin{array}{r} 79 \\ \times\ 70 \\ \hline \end{array}$

9. $\begin{array}{r} 35 \\ \times\ 20 \\ \hline \end{array}$

10. $\begin{array}{r} 64 \\ \times\ 80 \\ \hline \end{array}$

11. Rewrite the following expanded form numbers in numeric form:
    a. 300,000 + 10,000 + 3,000 + 300 + 30 + 9

    b. 20,000 + 6,000 + 8 + 30 + 7

12. Round 168,356 to the nearest ten thousand. _____

13. Round 7, 732 to the nearest hundred. _____

4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.

Add:

12. 8,013 + 7,366

13. 9,009 + 8, 160

14. 5,879 + 3,935

Multiply:

15. 763 × 3

16. 222 × 9

17. 135 × 8

18. At the carnival, nine friends bought two hundred fourteen tickets. If they wanted to split all the tickets so each friend got the same amount, how many more tickets would they need to buy? Show your thinking.

4.NF.A Extend understanding of fraction equivalence and ordering.

Find the number that makes an equivalent fraction. Example: $\frac{8}{10} = \frac{40}{50}$

19. $\frac{2}{8} = \frac{\quad}{32}$

20. $\frac{1}{2} = \frac{\quad}{16}$

21. $\frac{3}{4} = \frac{18}{\quad}$

Fill in the missing equivalent fraction.

22. $\frac{1}{3} = \frac{2}{6} = \frac{3}{9} = \frac{4}{12} = \frac{\quad}{\quad} = \frac{6}{18}$

23. $\frac{5}{10} = \frac{10}{20} = \frac{15}{30} = \frac{20}{40} = \frac{\quad}{\quad} = \frac{30}{60}$

Reduce each fraction as much as possible. Example: $\frac{10}{40} = \frac{1}{4}$

24. $\frac{50}{60} = \frac{\quad}{\quad}$ 25. $\frac{18}{27} = \frac{\quad}{\quad}$ 26. $\frac{8}{64} = \frac{\quad}{\quad}$

Use >, <, or = to solve each problem. Example: $\frac{2}{5} = \frac{4}{10}$

27. $\frac{3}{4} \quad \frac{6}{8}$ 28. $\frac{6}{12} \quad \frac{6}{8}$ 29. $\frac{11}{12} \quad \frac{2}{6}$

4.NF.B Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Shade in the fraction to solve the problem. Example: 

30. 

31. 

32. 

Solve the problem.

33. $\frac{56}{6} - \frac{32}{6} =$

34. $\frac{53}{12} + \frac{20}{12} =$

35. $\frac{25}{3} - \frac{13}{3} =$

36. $\frac{13}{3} + \frac{11}{3} =$

37. $2\frac{1}{3} - 1\frac{2}{3} =$

38. $8\frac{1}{3} - 6\frac{2}{3} =$

Convert the improper fraction to a mixed number fraction. EX: $\frac{17}{2} = 8\frac{1}{2}$

39. $\frac{13}{2} =$

40. $\frac{79}{9} =$

41. $\frac{37}{5} =$

Solve each problem. Answer as a mixed fraction. EX: $\frac{2}{3} \times 8 = 5\frac{1}{3}$

42. $\frac{3}{5} \times 3 =$

43. $\frac{1}{5} \times 7 =$

44. $5 \times \frac{4}{6} =$

4.NF.C Understand decimal notation for fractions, and compare decimal fractions.

Find the sum of the problems.

45. $\frac{8}{10} + \frac{17}{100} =$

46. $\frac{4}{10} + \frac{13}{100} =$

Convert each decimal to a fraction. EX: $0.05 = \frac{5}{100}$

47. $0.95 = \_\_\_\_$

48. $0.6 = \_\_\_\_$

Convert each fraction to a decimal. EX: $\frac{53}{100} = 0.53$

49. $\frac{4}{10} = \_\_\_\_$

50. $\frac{24}{100} = \_\_\_\_$