

# My Summer Packet



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

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



Should kids have summer learning packets?

Why or why not?

I think that

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My first reason is

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Another reason is

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My last reason is

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In conclusion,

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

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

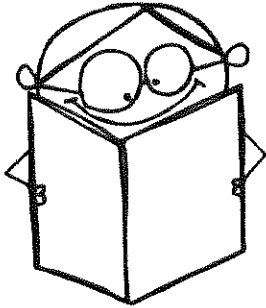
# Author's Purpose

Directions: Authors write for several reasons. Give four examples for each reason. You can make up a title of a book/article, or use a real example.

One example has been done for you for each purpose.

## Persuade

To convince the reader of something.



1. Dogs are Better Pets Than Cats

2.

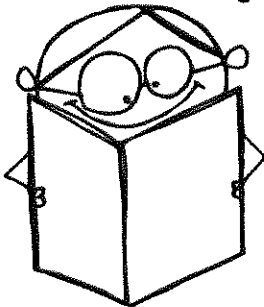
3.

4.

5.

## Inform

To teach the reader about something



1. Ten Facts about California

2.

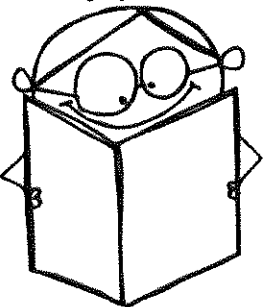
3.

4.

5.

## Entertain

To offer the reader enjoyment



1. The Three Little Pigs

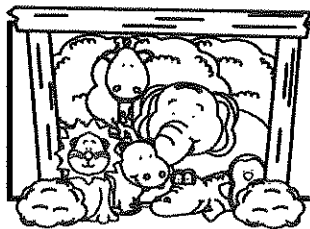
2.

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



Choose an animal and write all about it.

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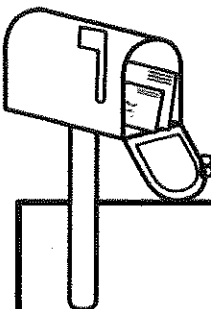
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Name: \_\_\_\_\_

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



# Writing a Friendly Letter



Directions: Rewrite the letter below.

Be sure to add capital letters, fix grammar and fix spelling where needed.

123 adventure road  
big bear california  
june 10, 2015

dear mom and dad

i'm writing this letter to tell you how much fun i am having at camp  
this is the best summr ever yesterday we went swimming in the lack  
guess what. i learned how to swim underwater? I cant wate to show you  
tomorrow we are going fishing i hope I catch a fish

mom and dad i miss yu so much i can't wate to tell you more about  
summer camp i will be home in a couple of daze

love  
Tyler

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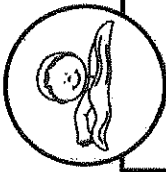
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Name: \_\_\_\_\_

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



## Reading Comprehension Check #1

Directions: Read the passage. Answer the questions.

### An Unlikely Win

Eric Moussambani didn't **qualify** for the 2000 Olympics. Instead, he was given a "wild card" to compete in swimming. The wild card gave athletes in developing nations a chance to compete. Eric lived in Equatorial Guinea, in Africa. He had never even seen an Olympic-sized pool. In fact, he didn't even know how to swim!

Just eight months before the Olympics, Eric taught himself to swim. Without a coach, he practiced in a small hotel pool. On the day of his big event, Eric learned he would be swimming 100 meters. He had only trained to swim 50 meters. He stepped onto his starting block in front of 17,000 spectators. There were only two other swimmers in this round. The winner would advance to the next round. When the starter raised his pistol, the two other swimmers jumped from their blocks too early. Eric was left standing alone, confused.

The two swimmers were **disqualified**. Now, Eric would have to swim against the clock. If he could swim to the end of the pool and back in under 70 seconds, he'd make it to the next round.

Eric was lean and strong. He looked like an Olympic athlete. When he began to swim, though, it was clear he wasn't. The spectators began to laugh as he slowly made it to the halfway turn in 41 seconds. It didn't seem he would make the **qualifying** time. It didn't seem he would make it to the end of the pool at all. An announcer wondered out loud if Eric might grab onto the lane rope to survive.

The crowd began to rally behind Eric. They cheered as if for a champion. Their excitement helped Eric make it to the finish. His time was just under 120 seconds. It was the slowest 100-meter swim in Olympic history. Eric didn't advance, but he had won his round.

1. What did Eric have to do before going to the Olympics?

- a. beat a qualifying time
- b. beat two other swimmers
- c. learn how to swim
- d. advance to the next round

2. What does "qualify" mean as it's used in the text? How can you tell?

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\_\_\_\_\_

3. Why do you think the crowd went from laughing at Eric to cheering for him?

\_\_\_\_\_

\_\_\_\_\_

4. Write a short summary of the text.

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\_\_\_\_\_

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

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



## Reading Comprehension Check #2

Directions: Read the passage. Answer the questions.

### The Planets

Look up at the night sky. You might see the Moon, and you'll see plenty of stars. At certain times of year, you might even see another planet or two.

Our Solar System consists of eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. The name "planet" means "wanderer" in Greek. Planets don't stay in place, like stars do, but move in an orbit around the Sun. Astronomers have classified the planets into two groups: inner and outer planets.

Earth and some of its neighbors are called the inner planets. These are Mercury, Venus, Earth, and Mars, the four planets closest to the Sun. Inner planets are small and solid. They're made largely of heavy metals. Moons are rare when it comes to inner planets. Mercury and Venus have no moons, Earth has one, and Mars has two. None of the inner planets have rings. They're closer to the Sun than the outer planets, so inner planets have shorter orbits. They all make it around the Sun in less than two Earth years.

The outer planets are Jupiter, Saturn, Uranus, and Neptune. They are large and made of mostly gas. Their nickname is the gas giants. Outer planets have plenty of moons and even rings. Jupiter has at least 79 moons, and Saturn might have just as many. Uranus has about 27 moons, and Neptune might have 14. Astronomers aren't sure yet about these exact numbers. All of the outer planets have rings, but Saturn's are probably the most well-known. The orbits of the outer planets are so large they take from 12 to 165 Earth years to make it around the Sun.

Each year, astronomers learn more and more about our Solar System. They discover new objects, some of which might be planets. Perhaps they'll be like the inner or outer planets. Perhaps they'll be a whole new kind of planet!

1. What is the overall structure of the text?

- a. chronological
- b. cause and effect
- c. problem and solution
- d. compare and contrast

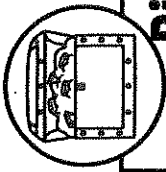
2. How are inner and outer planets alike? How are they different?

3. What makes Earth an inner planet? 

4. Suppose scientists discover planet Argus. It is a huge, gassy planet that takes 200 Earth years to orbit the sun. It has rings and around 60 moons. Is it an inner or outer planet? How can you tell?

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

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## Reading Comprehension Check #3

Directions: Read the passage. Answer the questions.

### Riches Beyond Measure

Do you order things from Amazon.com? If so, you put money in the pocket of Jeff Bezos. He's the founder of Amazon. His company has made him the world's richest man. He's worth more than \$130 billion. However, he's not the richest man in history.

That honor goes to Mansa Musa. Born in 1280, he became king of the Mali empire. It covered much of West Africa. Reports of his wealth are **incalculable**. No one can put a number on his great fortune. He controlled lands with much salt and gold, two of the most valuable goods at the time. In fact, almost half of the world's gold belonged to Mansa Musa.

What does the world's richest person spend money on? Bezos begins with several multi-million-dollar homes. He also started a new space travel company. Add to that a top-of-the-line private jet and several expensive cars. For Mansa Musa, travel was the top of his spending list. As a Muslim, he made a pilgrimage to Mecca, the holy site in Saudi Arabia. He traveled with a caravan of 60,000 men, including 12,000 slaves. This moving city brought with it enough camels to carry possessions. It included goats and sheep for food.

Being wealthy doesn't have to mean being selfish. Bezos has donated millions of dollars to charities. One is a cancer research center. Another helps protect freedom of the press. He also donates millions to universities. Mansa Musa was also generous with his wealth. When his caravan reached Cairo, Egypt, he gave away much of his gold. His gift was so great, it crashed the economy of the whole region.

1. How can you tell Jeff Bezos thinks education is important?

- a. He went to school for a long time.
- b. He gives Amazon employees money for school.
- c. He donates money to schools.
- d. He's the smartest man in the world.

2. How did Jeff Bezos become wealthy? How did Mansa Musa become wealthy?

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3. What is the main idea of the text?

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4. What does "incalculable" mean in the text? How does the author help readers understand its meaning?

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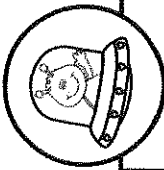


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Name: \_\_\_\_\_

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



## Reading Comprehension Check #4

Directions: Read the passage. Answer the questions.

### The Teacher From Mars

The rumor began when Bailey's mom heard that the class would be having a substitute teacher the next day.

Bailey told Izumi, "We're having a sub tomorrow. Her name is Miss Winter."

The next morning, Izumi passed the news on to Carly. "Mr. Davis won't be at school today. We'll have a sub - Mrs. Summers."

"No way," Carly protested. "Mrs. Summers was my older brother's teacher when he was in kindergarten. She has to be over a hundred years old by now!"

Sam overheard them talking. He sat with Rasmin on the bus and spread the rumor further.

"You won't believe this, but our substitute teacher today is over a hundred years old!"

"You've got to be kidding me," Rasmin replied. "Only a vampire could be that old. Maybe she'll turn into a bat."

By the time the students in Mr. Davis' class were lined up at the door of their classroom, the tales about their substitute teacher had become a snowball that picked up more snow with every turn. Their substitute teacher sleeps in a coffin. She chases children with a bat.

Just then, a lovely young woman opened the classroom door to welcome them in. She introduced herself as Miss Winter.

"You don't even look like a vampire," Izumi observed.

"No, I'm sorry," Miss Winter replied, "I'm not a vampire. I am from Mars, though. Do you know about Mars?"

"I know it's the fourth planet from the sun," Sam volunteered.

"It's called the red planet, but I'm not sure why," Carly offered.

"That's because the dust on Mars has iron in it," Miss Winter explained. "The iron has rusted, giving it that red appearance."

"It's the second-smallest planet, and it has two moons," said Bailey, who loved to show off.

"You sure know a lot about the planet Mars," Miss Winter said.

"Enough to know that there are no living beings from Mars - including you!" said Rasmin, suspiciously.

"I am from Mars; I promise," said Miss Winter, sweetly. "I'm from Mars, Pennsylvania! But I think it's a lot more fun to learn about Mars the planet, don't you? Let's take out our science books and see what it has to say about Mars."

With that, the students enjoyed a fun-filled day of learning. No one turned into a bat, and no one was chased with a bat. They all liked Miss Winter even though she wasn't a vampire or a Martian.

1. Which event in the story happened before the others?

- a. Sam passed the news on to Rasmin.
- b. Carly says that Mars is called the red planet.
- c. Miss Winter says she's from Mars, Pennsylvania.
- d. Bailey's mom heard they'd be having a substitute teacher.

2. How did the rumor first go from fact to fiction?

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3. What is Miss Winter like? How can you tell?

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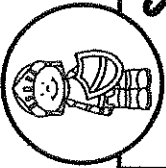
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Name: \_\_\_\_\_



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

## Reading Comprehension Check #5

Directions: Read the passage. Answer the questions.

### Sir Galahad and the Dragon

Sir Galahad was known far and wide for his bravery. He wore gleaming silver armor and carried a long, sharp sword. He rode on a pure black stallion. Sir Galahad was willing to fight any knight, and he never lost.

One day, Sir Galahad traveled to the far end of the kingdom. As he rode into a small village, he could tell that something was wrong. No one was out in the streets. Many of the small homes were burned.

"Have no fear, gentle villagers," he announced. "It is I, Sir Galahad, and I'm here to help you."

One by one, the villagers came out of hiding.

"What scoundrel has terrorized your village?" Sir Galahad asked. "I will defeat him though he has an army one thousand strong."

The villagers explained that it was no man who had burned their village but a dragon. Sir Galahad had never heard of a dragon before, but he was sure he could defeat one. Before the villagers could stop him, Sir Galahad was riding into the mountains to face this terrible "dragon."

Higher and higher, Sir Galahad and his horse climbed. Soon, they came upon the cave the villagers had described.

"Come out, you scoundrel," Sir Galahad called. "Face your doom."

Without warning, a huge, scaly head shot out of the cave. With a single gulp, the dragon gobbled up Sir Galahad's horse. In shock, Sir Galahad realized that maybe bringing a horse had been a bad idea.

Sir Galahad headed toward the cave on foot. Once again, the dragon darted its head out, this time breathing a column of fire.

Sir Galahad's silver armor became red-hot in the dragon's flames. He had to quickly strip down, burning his fingers as he pulled off the hot metal.

He then drew his sword and charged the cave once again. He had to get very close to the dragon in order to swing his sword at it.

The dragon was getting sleepy after his big meal. It simply bit off the tip of Sir Galahad's sword and went to sleep. With no weapon, armor, or horse, Sir Galahad had to admit defeat. He walked back to the village in his underwear, holding the stump of his sword.

With one look, the villagers knew their dragon problem hadn't been solved.

1. Which of these best describes the story?

- a. one problem, one solution
- b. many problems, no solution
- c. one problem, many solutions
- d. many problems, many solutions

2. What details from the story show that Sir Galahad is brave?

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3. What is the author's intent for writing this text? How can you tell?

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4. How might the story be different if it was told by one of the villagers?

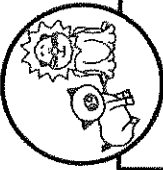
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## Reading Comprehension Check #6

Directions: Read the passage. Answer the questions.

### The Boar and the Lion

It was a hot summer day on the savanna. The sun beat down on the dry grass. Animals everywhere suffered from thirst. There was hardly a puddle to be found. A boar thought he might die of thirst. Finally, he came to a small well. Just as he was about to help himself to a drink, the boar spotted a lion. He frowned at the sight of the lion.

"That fellow thinks he's better than everyone else," the boar grumbled.

The lion, too, was thirsty and wanted a drink. He rolled his eyes at the sight of the boar.

"Oh, great," he sighed. "There's the fellow with the terrible temper."

The two **quarreled** over who should drink first from the well.

"I got here first," the boar argued.

"But I am mightier, so I should drink first," countered the lion.

The boar rushed at the lion with his sharp tusks. The argument had turned into a fight. The lion swiped at the boar with his fierce claws. The two great beasts wrestled and struggled under the hot sun. In time, they stopped to catch their breath.

The boar and the lion looked up from their fighting. They noticed that hungry vultures had gathered nearby.

"While we argue over the well," the boar observed, "these birds wait to pluck at our dead bodies."

"It is better that we share the water than become food for the vultures," the lion said.

They drank together, and the vultures departed.

With his thirst quenched, the boar headed in one direction. "That lion might be proud, but he is quite the fighter," he thought to himself.

The lion trotted off in the opposite direction. He muttered to himself, "At least that hot-headed boar had the good sense to share the water."

Meanwhile, the vultures had nothing to feast on.

1. Which of these best states the theme of the story?

- a. Hard work pays off.
- b. Honesty is the best policy.
- c. It's better to share than to get nothing at all.
- d. Don't judge others based on their appearance.

2. Where and when does the story take place?

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3. What is the problem in the story? How does it develop?

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4. What does "quarreled" mean in the story? How can you tell?

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### Two-Digit Addition and Subtraction (A)

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$$\begin{array}{r} 57 \\ - 57 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ + 78 \\ \hline \end{array} \quad \begin{array}{r} 64 \\ - 64 \\ \hline \end{array} \quad \begin{array}{r} 47 \\ - 15 \\ \hline \end{array} \quad \begin{array}{r} 60 \\ - 57 \\ \hline \end{array} \quad \begin{array}{r} 78 \\ - 10 \\ \hline \end{array} \quad \begin{array}{r} 59 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 73 \\ \hline \end{array} \quad \begin{array}{r} 77 \\ - 64 \\ \hline \end{array} \quad \begin{array}{r} 59 \\ + 48 \\ \hline \end{array} \quad \begin{array}{r} 48 \\ + 32 \\ \hline \end{array} \quad \begin{array}{r} 38 \\ - 11 \\ \hline \end{array} \quad \begin{array}{r} 59 \\ + 37 \\ \hline \end{array} \quad \begin{array}{r} 24 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ - 15 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ - 10 \\ \hline \end{array} \quad \begin{array}{r} 42 \\ - 16 \\ \hline \end{array} \quad \begin{array}{r} 88 \\ + 76 \\ \hline \end{array} \quad \begin{array}{r} 42 \\ - 25 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ + 95 \\ \hline \end{array} \quad \begin{array}{r} 63 \\ - 21 \\ \hline \end{array}$$

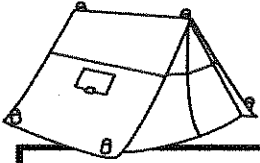
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$$\begin{array}{r} 39 \\ + 56 \\ \hline \end{array} \quad \begin{array}{r} 55 \\ + 18 \\ \hline \end{array} \quad \begin{array}{r} 59 \\ - 53 \\ \hline \end{array} \quad \begin{array}{r} 96 \\ + 99 \\ \hline \end{array} \quad \begin{array}{r} 73 \\ - 27 \\ \hline \end{array} \quad \begin{array}{r} 32 \\ - 22 \\ \hline \end{array} \quad \begin{array}{r} 71 \\ - 34 \\ \hline \end{array}$$

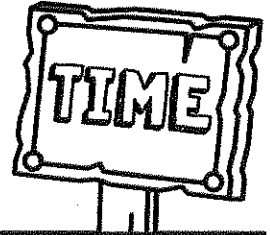
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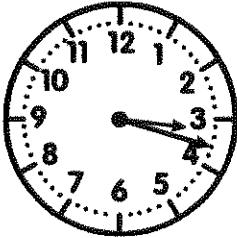
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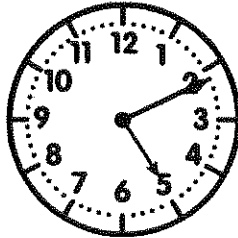
# Time by the Minute



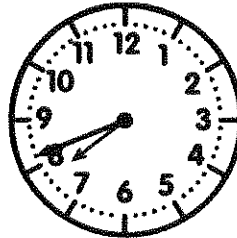
Directions: Write the correct time under each clock.



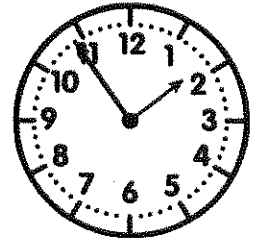
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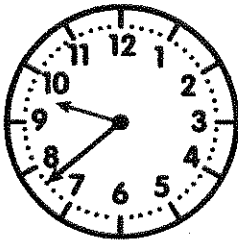
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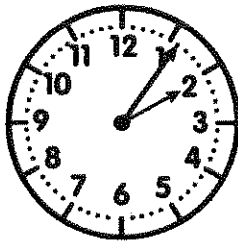
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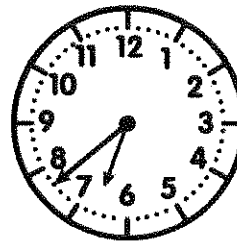
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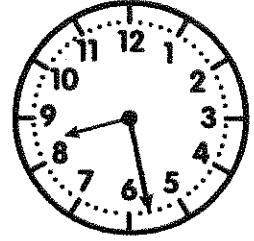
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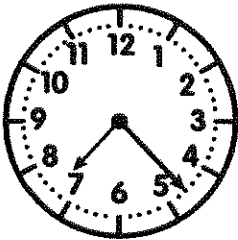
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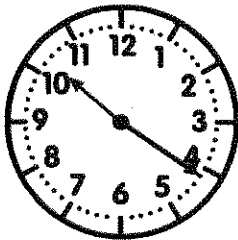
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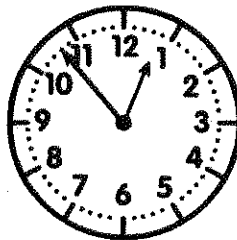
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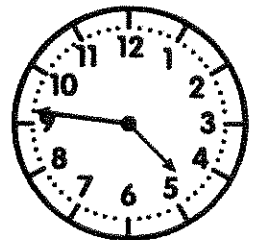
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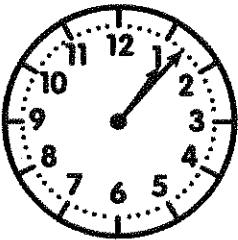
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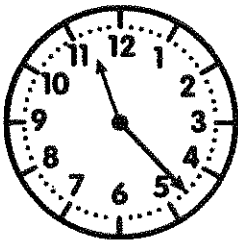
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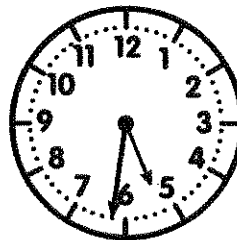
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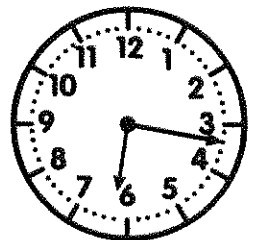
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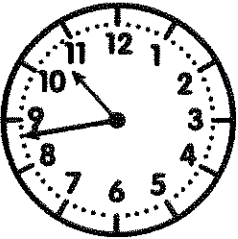
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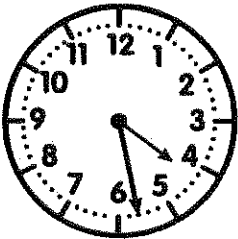
\_\_\_\_\_



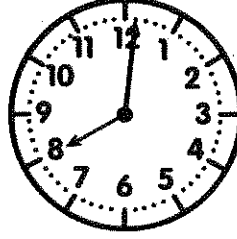
\_\_\_\_\_



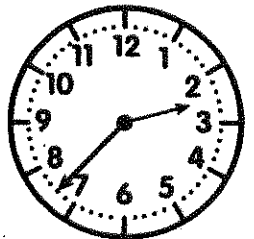
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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

## Solids and Polygons

Write the name of each shape.

### Word Bank

(You will not use all of the words)

octagon

pentagon

hexagon

rectangle

parallelogram

triangle

square

trapezoid

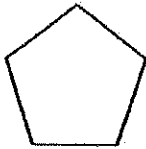
cylinder

rectangular prism

cube

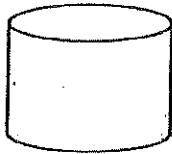
sphere

1.



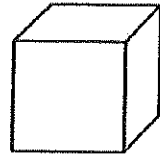
\_\_\_\_\_

2.



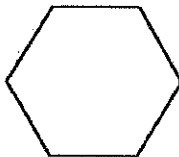
\_\_\_\_\_

3.



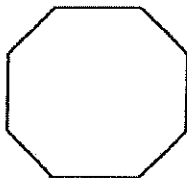
\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

7.



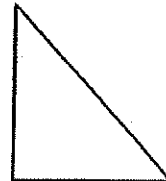
\_\_\_\_\_

8.



\_\_\_\_\_

9.



\_\_\_\_\_

# Counting Money

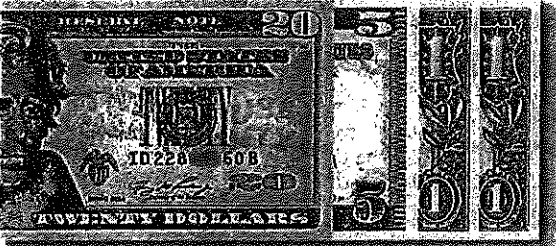
Count the money and write the amount.



total: \_\_\_\_\_



total: \_\_\_\_\_



total: \_\_\_\_\_



total: \_\_\_\_\_



total: \_\_\_\_\_



total: \_\_\_\_\_

Start practicing your multiplication facts!

## Times Tables

<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



