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An Important Message

The following is an important message from the National Summer Learning Association.

Dear Parents,

Did you know that all young people experience learning losses when they don't engage in educational activities during the summer? That means some of what they've spent time learning over the preceding school year evaporates during the summer months. However, summer learning loss is something that you can help prevent. Summer is the perfect time for fun and engaging activities that can help children maintain and grow their academic skills. Here are just a few:

- ☞ Read with your child every day. Visit your local library together, and select books on subjects that interest your child.
- ☞ Ask your child's teacher for recommendations of books for summer reading. The Summer Reading List (pages 92–94 of this guide) is a good start.
- ☞ Explore parks, nature preserves, museums, and cultural centers.
- ☞ Consider every day as a day full of teachable moments. Measuring in recipes and reviewing maps before a car trip are ways to learn or reinforce a skill. Use the Learning Experiences in the back of this book for more ideas.
- ☞ Each day, set goals to accomplish. For example, do five math problems or read a chapter in a book.
- ☞ Encourage your child to complete the activities in books, such as *Summertime Learning*, to help bridge the summer learning gap.

Our vision is for every child to be safe, healthy, and engaged in learning during the summer. Learn more at www.summerlearning.org.

Have a *memorable* summer!

A handwritten signature in cursive script that reads "Matt C. Boulay".

Matthew Boulay
NSLA Founder



Using This Book

As a parent, you know that summertime is a time for fun. But it can also be a time for learning and for maintaining and building upon the educational advances your child made in the previous school year. By pairing fun and learning, the books in the *Summertime Learning* series can help you keep your child on track educationally *and* allow them to have the summer break their brains and bodies need.

And to help you help your child, this resource is organized, adaptable, practical, and rewarding.

Organized

Summertime Learning: Prepare Your Child for Fifth Grade is organized around an eight-week summer vacation period. For each weekday, there are two activities. On Mondays through Thursdays, these activities include a math lesson and either a reading or writing lesson. Fridays offer a fun change of pace, as they feature activities that focus on such skills as creativity, critical thinking, direction following, and problem solving.

Adaptable

There are many ways to use this book effectively:

- 🐚 **Day by Day** – Your child can do the activities in order, beginning on the first Monday of summer vacation. For each weekday, your child will complete the two designated activities. (See the calendar on page 7.)
- 🐚 **Pick and Choose** – If you do not wish to have your child work strictly in the order the activities are presented in this book, you may pick and choose any combination of pages based on your child’s needs and interests.
- 🐚 **All of a Kind** – If you feel that your child needs more help in one area than another, you may opt to focus on the math, reading, or writing activities.

In addition, the pages of this resource are perforated, which gives you the option of tearing them out if needed. If this method is chosen, a special folder or binder can be decorated and used to store the loose pages.

Extra Extra

- 🕒 For a handy calendar that can set expectations and keep you and your child on schedule, see page 7 of this book.



- 🕒 For Journal Topics to incorporate more writing into the weekly schedule, see page 8.
- 🕒 For ways to enhance summertime reading and learning experiences, see pages 92–97.
- 🕒 For useful reference pages in the areas of cursive writing, multiplication, division, and more, see pages 98–104.



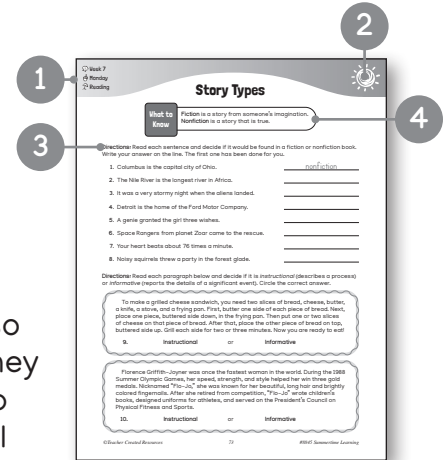
Using This Book (cont.)

Practical

Parents want activity pages that take the guesswork out of how they should be used, what they are asking their child to do, and what the correct answers to the questions are. The pages in *Summertime Learning: Prepare Your Child for Fifth Grade* aim to do just that.

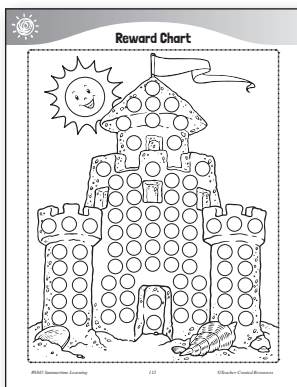
Several pieces of information are given in a straightforward, easy-to-read manner at the top of each activity page.

- 1 On one side of the activity page, the week, day, and learning area of the activity are listed. This gives parents a place to quickly check what their child is working on and to stay organized throughout the summer.
- 2 The opposite side features a sun icon. This is a perfect spot to place a sticker to track and reward progress as your child completes the activities in the book. Using this feature will also make it easy to direct your child to the next day's activities: they can simply look for the last sticker placed and work on the two pages that immediately follow. In the back of the book, you will find over 300 colorful stickers your child can use for this purpose.
- 3 The directions for each activity are written clearly and in a way that is easy to understand. Children often know how to perform an educational skill but still get questions wrong because the instructions are unclear or because they have not fully read them. You may wish to encourage your child to write a number above each line of the instructions that is asking them to do a new task.
- 4 Some pages include a "What to Know" box that offers a reminder of a grammar or usage rule your child will need to know in order to complete the page.



In addition, a complete answer key is included at the back of the book (pages 105–111). This can be consulted whenever any answers are in doubt.

Rewarding



You may use the Reward Chart on page 112 of this book to keep track of the activities your child has completed. This page is designed to be used with the stickers provided at the back of this book. Once your child has finished a page, they can choose a sticker and use it to fill a circle on the chart.

The stickers can also be used on the individual pages. The sun at the top of the page provides a perfect spot to place your child's chosen sticker. And by doing this, it will be easy to direct your child to the next day's activities: they can simply look for the last sticker placed and work on the two pages that immediately follow.

There are more than enough stickers provided to fill the Reward Chart and also to include on each activity page.



The Clever Crow

Directions: Read the paragraph below. There are 15 errors that need to be corrected. Put proofreading marks where needed. Use this chart to help you:

Proofreading Mark	Type of Error	Example	Number of Errors in Paragraph
⊙	Add a period.	That's the end⊙	4
?	Add a question mark.	Who is it?	1
≡	Make uppercase.	He is <u>r</u> alph.	7
/	Make lowercase.	I see a <u>T</u> ree.	3

A Crow named pete r Lee lived in st Louis, missouri. One tuesday in july, Pete wanted a drink of water. the only water was at the bottom of a pitcher, and Pete couldn't reach it How could Pete drink Pete picked up a little Pebble with his Beak and dropped it in the pitcher. Pete did this over and over until the water level was high enough for him to drink

Now It's Your Turn: Write 3–4 sentences about an animal doing something clever. Your story can be real or fictional. Make sure you proofread what you wrote.



Food Fractions

Directions: Use the information in the recipe to help you solve the problems below. (*Hint:* Making a fraction of a recipe involves multiplication.)

Red Hot Chili Recipe (Serves 20)

3 lbs. ground beef	4 oz. chili pepper
5 lbs. beans	6 oz. hot sauce
4 lbs. tomatoes	20 oz. tomato sauce
2 lbs. macaroni	16 oz. water

1. Mary wanted to make only $\frac{1}{4}$ of the recipe. How much did she need of each ingredient?

_____ lb. ground beef	_____ oz. chili pepper
_____ lbs. beans	_____ oz. hot sauce
_____ lb. tomatoes	_____ oz. tomato sauce
_____ lb. macaroni	_____ oz. water

2. Ray wanted to make only $\frac{1}{3}$ of the recipe. How much did he need of each ingredient?

_____ lb. ground beef	_____ oz. chili pepper
_____ lbs. beans	_____ oz. hot sauce
_____ lbs. tomatoes	_____ oz. tomato sauce
_____ lb. macaroni	_____ oz. water

3. Annette wanted to make only $\frac{1}{2}$ of the recipe. How much did she need of each ingredient?

_____ lbs. ground beef	_____ oz. chili pepper
_____ lbs. beans	_____ oz. hot sauce
_____ lbs. tomatoes	_____ oz. tomato sauce
_____ lb. macaroni	_____ oz. water



Tiny Words

What to Know

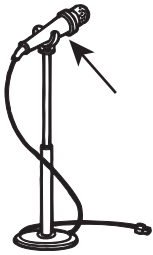



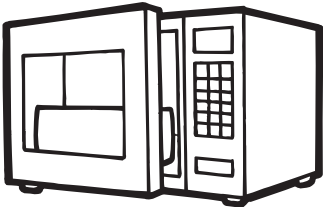
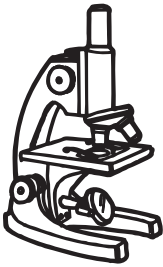
The prefixes *micro-* and *mini-* mean “tiny.”

Example: *Microsurgery* means “delicate surgery done under a microscope.”

Minuscule means “very tiny.”

Directions: Write the correct word beneath its picture. The first one has been done for you.

~~microphone~~ mini terrier microscope minibus microwave minivan

<p>1.</p>  <p>_____</p> <p>microphone</p>	<p>2.</p>  <p>_____</p>	<p>3.</p>  <p>_____</p>
<p>4.</p>  <p>_____</p>	<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

Directions: Circle the name of the item that’s smaller. The first one has been done for you.

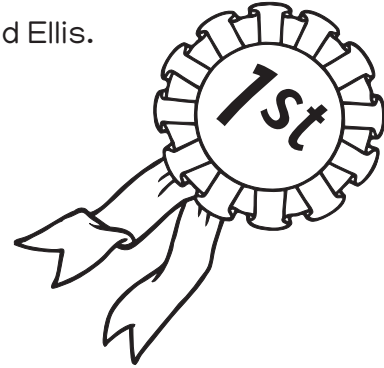
<p>7. maximum <u>minimum</u></p>	<p>11. minute hour</p>
<p>8. miniskirt skirt</p>	<p>12. telescope microscope</p>
<p>9. microfilm film</p>	<p>13. raindrop microbe</p>
<p>10. megaphone microphone</p>	<p>14. mini terrier St. Bernard</p>



Race Results

Directions: Mr. Jenson’s P.E. class was running a mile-long race. Each student in his class had three weeks to prepare. Some of the students had practiced and some had not. Using the clues below, determine each child’s place at the end of the race. Mark the correct boxes with a ✓ and the incorrect boxes with an X.

1. Paul, who did not beat Emma, placed higher than Dan and Ellis.
2. Ben placed higher than Ellis and Liza.
3. Dan was not in second or last place.
4. Liza saw all of her classmates finish before she did.
5. Emma received the winning ribbon.
6. Ben was not in second or third place.



	1st	2nd	3rd	4th	5th	6th
Ellis						
Liza						
Ben						
Dan						
Paul						
Emma						