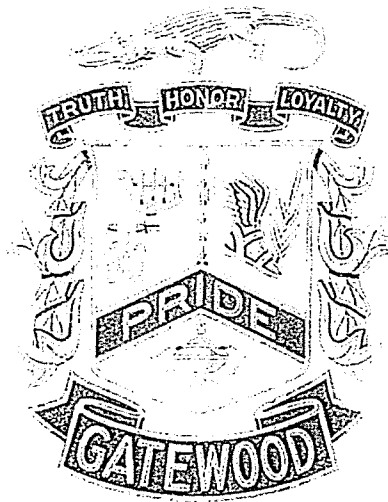


# GATEWOOD SCHOOLS, INC.

## Rising 5<sup>th</sup> Graders Summer Learning Assignments 2019



Student Name \_\_\_\_\_

139 Phillips Drive  
Eatonton, Georgia 31024  
[www.gatewoodschool.com](http://www.gatewoodschool.com)  
(706) 485-8231

Dear Rising 5<sup>th</sup> Grade Parents,

Summer learning plays an important role in a student's academic growth. Helping our students to become skilled and thoughtful learners is one of the most important goals we have at Gatewood School. Like many things, the only way to become a better reader and learner is through practice. Strong students practice reading and math daily. The maintenance of skills is crucial to growth in all areas. Listed below are the guidelines for Fifth Grades' summer learning activities. The purpose of our Summer Learning assignments is to encourage reading for pleasure; to expose students to a variety of good literature; to provide rich, imaginative experiences; to reinforce reading and writing skills; and to keep math skills consistently accurate and sharp.

Happy Reading, Journaling, and Calculating! ☺

*Jeff Decker, Head of School*

*Amy Ferman, Media Specialist*

*Amy Camp, 5th Grade Math/Science Teacher*

*Beth Griffith, 5<sup>th</sup> Grade ELA/Reading/Social Studies Teacher*

**ALL ASSIGNMENTS ARE DUE  
ON THE FIRST FULL DAY OF SCHOOL: 8-12-19**

*Assignments turned in late will result in points being  
deducted from student's grade.*

### **Rising 5<sup>th</sup> Grade Students Summer Learning Requirements:**

**1. Required Summer Reading** –Students will read the following required books and complete the tasks which have been included in this packet. These tasks will help students to prepare for the teacher's test on the required summer reading which will be given on the first full day of school, August 12, 2019. An AR tests will be taken over the book and will count as a test grade..

**5<sup>th</sup> grade** – *Shades of Gray* by Carolyn Reeder

**2. Required Books of Choice** – Students will select 2 books of their choice from the list provided and complete the tasks included in this packet for each book. A completion grade will be given. An AR test will be taken so make sure your child has not tested over their choice.

*5<sup>th</sup> Grade students may choose their “choice” books from the following “Series Books” list OR from the individual titles list.*

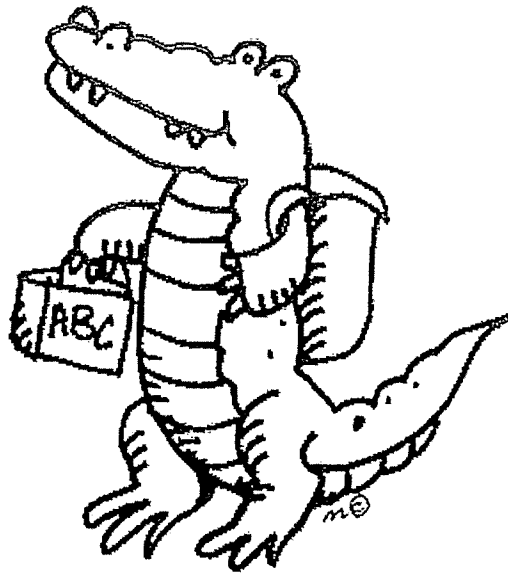
**\*\*\*We will be reading the novels *Stealing Away Home, Orphan of Ellis Island, and Number the Stars*. These novels are not allowed to be summer reading choices.\*\*\*\***

**Author                      Title                                      R.Level**

Cabot	Allie Finkle's Rules for Girls series	4.9-5.2
Colfer	Artemis Fowl series	5.0-6.6
Grisham	Theodore Boone series	5.2-6.4
Dixon	Any "Hardy Boys" book	4.4-6.7
Jenkins	Left Behind series	4.5-5.5
Keene	Any "Nancy Drew" book	4.0-5.8
Lasky	Dear America series	4.5-6.0
Martin	The Doll People series	4.0-4.7
Martin	Main Street series	4.6-5.6
Naylor	Shiloh series	4.4-4.9
Prineas	The Magic Thief series	4.5-5.0
Snicket	Series of Unfortunate Events series	6.3-7.4
Stilton	Kingdom of Fantasy series	3.9-4.9
Tarshis	"I Survived..." series	3.8-5.1
Various	Thoroughbred series - created by Joanna Campbell	4.3-6.1
Warner	Box Car Children series	2.9-5.0
Wilder	Any "Little House" books	4.2-5.8

AUTHOR	TITLE	R.LEVEL
Alexander	Crossover (2015 Newbery)	4.3
Applegate	The One and Only Ivan (2013 Newbery)	3.6
Aronson	Beyond Lucky	3.7
Avi	Poppy	4.5
Balliet	Chasing Vermeer	5.4
Broach	Shakespeare's Secret	4.0
Buyea	Because of Mr. Terupt	3.7
Byars	Wanted...Mud Blossom or any Betsy Byars bk	4.2
Catling	The Chocolate Touch	4.7
Cleary	Any Beverly Cleary books	3.0-6.2
Clements	School Story or any Andrew Clements book	5.2
Davies	The Lemonade War	4.1
Gantos	Dead End in Norvelt (2012 Newbery winner)	5.7
DiCamillo	Flora & Ulysses (2014 Newbery winner)	4.3
George	My Side of the Mountain	5.2
Green	Any Tim Green books	4.5-5.5
Gutman	The Homework Machine	4.8
Hiaasen	Hoot/Flush/Scat	5.0-5.5
Kerr	When Hitler Stole Pink Rabbit	5.7
Lupica	Heat or any Mike Lupica book	5.3
Mass	The Candymakers	5.0
Mass	11 Birthdays	4.1
Paterson	Jacob Have I Loved	5.7
Paulsen	Soldier's Heart	5.7
Paulsen	Hatchet	5.7
Rylant	Missing May	5.3
Smith	A Taste of Blackberries	4.0
White	Charlotte's Web	4.4
Wildavsky	The Secret of Rover	4.9
Wilson	100 Cupboards	4.2
Winthrop	The Castle in the Attic	4.9
Yelchin	Breaking Stalin's Nose	4.6

4. **Summer Math Practice** – It is expected that rising 5<sup>th</sup> graders practice their math facts daily throughout the summer to ensure accuracy. Maintaining mathematical comprehension is important. Students are required to complete the math section of the summer packet and return it completed to their math teacher on the first full day of 5<sup>th</sup> grade. **Students should practice multiplication and division facts through 12 as well.** These facts may be practiced through digital games, with flash cards, or both! Paper and pencil quizzes will be beneficial as well. If using online games or apps, we trust that parents will monitor students ensuring that online safety is being practiced. Completion grades will be given. Suggested websites and/or apps for math practice this summer are included in the summer packet. We look forward to seeing the knowledge retained and gained when students return in August!



We can't wait to see you all in August!

Shades of Gray –  
By Carolyn Reeder

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

**Vocabulary: Matching Describing Words**

- |  |                 |
|--|-----------------|
| 1. _____ Mocking, scoffing                   | A. ruefully     |
| 2. _____ Long and lean                       | B. inevitable   |
| 3. _____ Insulting and impudent              | C. insolently   |
| 4. _____ Not preventable                     | D. derisive     |
| 5. _____ With remorse or regret              | E. apprehensive |
| 6. _____ Ruddy, or flushed with a rosy color | F. sullen       |
| 7. _____ Gruff, harsh, abrupt                | G. dubious      |
| 8. _____ Uneasy or anxious about something   | H. ominous      |
| 9. _____ Watchful, guardedly                 | I. poultice     |
| 10. _____ Doubtful or undecided              | J. brusque      |
| 11. _____ Pouting, sulky                     | K. wary         |
| 12. _____ Threatening, foreboding            | L. florid       |
|  | M. lank         |

### **Which Character?**

1. Which character in *Shades of Gray* is the most like you?

---

List ways in which the two of you are alike:

a)

b)

c)

2. Which character in the book did you dislike the most?

---

Give two reasons why:

a)

b):

### **Setting?**

1. Where does the story take place? (Include geography, landscape, does the location change?)

2. When does the story take place? (present time?, historical time?, specific dates, historical important events)

## Vocabulary - Matching Nouns and Verbs

- |           |   |                  |
|-----------|---|------------------|
| 1. _____  | Thin, watery porridge   | A. eddies        |
| 2. _____  | Something shaped like a bow or curved                                     | B. florid        |
| 3. _____  | Someone who betrays a trust or cause                                      | C. scythe        |
| 4. _____  | Current of water moving in a circular motion contrary to the main current | D. forage        |
| 5. _____  | To come face to face, usually with difference of opinion                  | E. prig          |
| 6. _____  | To jeer or ridicule   | F. gruel         |
| 7. _____  | To look for food or supplies  | G. adversary     |
| 8. _____  | To pretend  | H. pummel        |
| 9. _____  | Enemy or opponent   | I. poultice      |
| 10. _____ | A curved tool to cut grass or grain                                       | J. taunt         |
| 11. _____ | Someone seen as arrogant or narrow-minded                                 | K. feign         |
| 12. _____ | A mass of soft substance, heated and applied to an injured body part      | L. confrontation |
| 13. _____ | To pound or beat  | M. traitor       |
| 14. _____ | The physical or moral strength to endure illness or hardships             | N. stamina       |
|           |   | O. arcs          |



### Points of Conflict

List two major conflicts Will had in this story and explain how he handled each one:

a) Conflict: \_\_\_\_\_

Description of Will's attitudes and actions:

b) Conflict: \_\_\_\_\_

Description of Will's attitudes and actions:

### Theme:

1. What is the theme/message the author wants to communicate to the reader?
- 2.
3. What is the point or main idea of the novel? Explain your answer using 3-5 sentences.

\*\*On a separate piece of paper write a summary of the novel. (Hint: You should use your answers to the questions to help you formulate your summary.)

# Shades of Gray

## Tic-Tac-Toe Writing

Choose and respond to three writing prompts in a row – across, down, or diagonally. Be sure to support all of your answers with story details, personal experiences, or background knowledge.

What might help someone recover from a tragic loss?	When is fighting necessary, and when is it right to just walk away?	If you could have someone else do all your work for you, would you? Why or why not?
What responsibilities do family members have to each other?	Which is better – living in the city or living in the country? Why?	Why is peer pressure so powerful?
What is courage?	How can pride be both good and bad?	How can people earn the trust of others? How can they lose it?

## Gatewood School 5<sup>th</sup> grade Free-Choice Book Response

In addition to completing the following activities, an AR test will be taken over each free choice book.

Title of Book: \_\_\_\_\_

Student: \_\_\_\_\_

Directions: Answer each questions carefully, using complete sentences.

SETTING: the complete environment, including time periods, place, and historical period.

1. Where does the story take place? Does the location change? If so why?
  
2. When does the story take place?

CHARACTER: a person, animal, or object in a story

1. Who is the Main Character? Describe his or her appearance and personality.
  
2. Name 2 other supporting characters and describe their appearances and personalities.

**CONFLICT:** The problem in the story. This can be a problem between two characters, 2 groups of people, or between a character and a larger problem, such as a force of nature.

1. Find and identify the MOST important conflict (problem) in the novel. Explain your answer using 3-5 sentences.

**THEME:** The subject or purpose of a piece of writing; the message of the author. Some common themes are : survival, freedom, love, courage, and honesty.

1. What is the theme/message that the author wants to communicate to the reader?
  
  
  
  
  
  
  
  
  
  
2. What is the point or the main idea of the novel? Explain you answer in 3-5 sentences.

\*\*On a separate piece of paper write a summary of the novel. (Hint: You should use your answers to the questions to help you formulate your summary.)

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Gatewood Schools  
Summer Math Packet  
Rising 5<sup>th</sup> Graders



# Place Value

Number	6,	2	4	6,	4	8	2
Place Name	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones
Value of digit	6,000,000	200,000	40,000	6,000	400	80	2

Write the place value name of the underlined number.

395

1,649,322

782

\_\_\_\_\_ thousands \_\_\_\_\_

32,442

7,341,548

395

Write the value of the underlined digit.

822

7,191

281,384

89

9,173

\_\_\_\_\_ 9,000 \_\_\_\_\_

Write the following numbers in word form.

3,504 \_\_\_\_\_

782,201 seven hundred eighty-two thousand two hundred one \_\_\_\_\_

200,004 \_\_\_\_\_

5,021,300 \_\_\_\_\_

Write the following numbers in expanded form.

591 \_\_\_\_\_

37 \_\_\_\_\_

871,358 800,000 + 70,000 + 1,000 + 300 + 50 + 8 \_\_\_\_\_

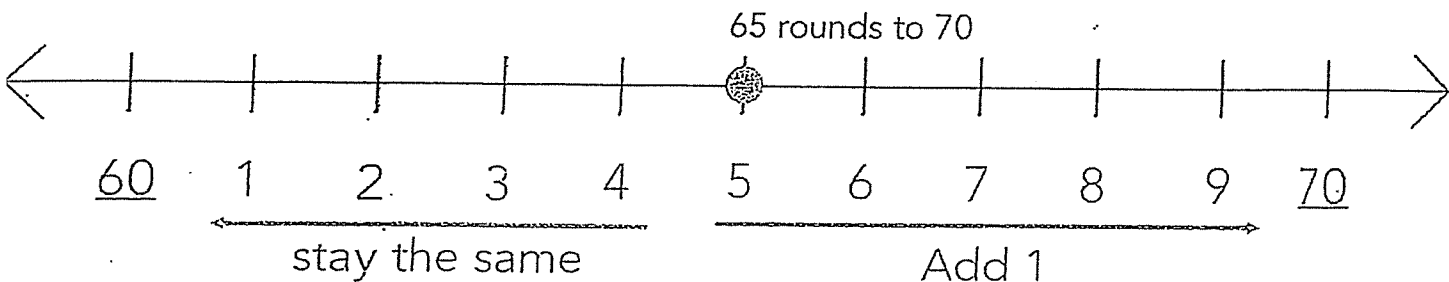
31,784 \_\_\_\_\_

1,515,115 \_\_\_\_\_



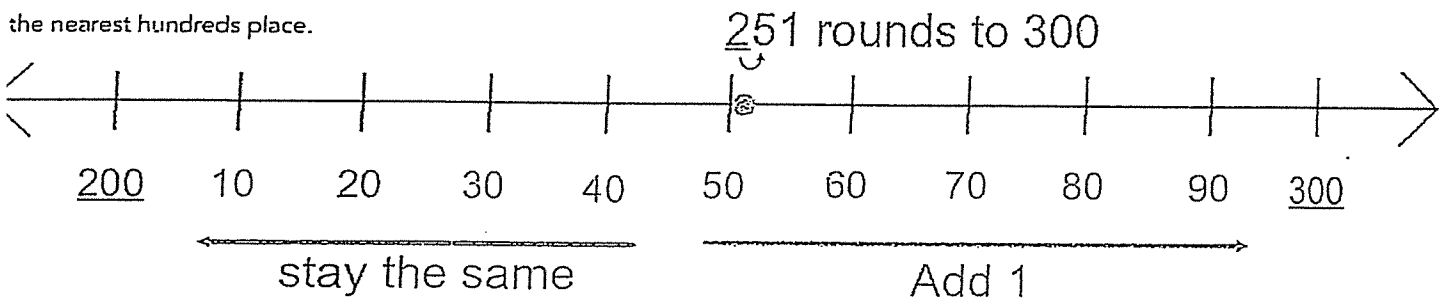
# Place Value Continued

Use number lines to round these numbers to the nearest tens place.



52 \_\_\_\_\_      69 \_\_\_\_\_      64 \_\_\_\_\_      66 \_\_\_\_\_

Use number lines to round these numbers to the nearest hundreds place.



5 \_\_\_\_\_      274 \_\_\_\_\_      250 \_\_\_\_\_      249 \_\_\_\_\_

Round these numbers to the nearest thousand.

821	7,552	2,251	5,901	3,769
<u>5,000</u>	_____	_____	_____	_____

Round these numbers to the largest place value.

1	67,552	242,251	75,901	1,457,019
_____	<u>68,000</u>	_____	_____	_____

Solve these problems by rounding and completing the operation.

37 --> 700	3,423	4,551	732	12,330
<u>35</u> --> <u>300</u>	<u>- 1,013</u>	<u>+ 6,490</u>	<u>- 567</u>	<u>+ 25,238</u>
... 400				

# Multiplication / Division

## Multiplication

$3 \times 4 = 12$

$4 \times 3 = 12$

## Division

$12 \div 4 = 3$

$12 \div 3 = 4$

In multiplication, the larger number is the product and the smaller numbers are the factors.

In division, the largest number comes first. It is the dividend. The next number is the divisor. The last number is the quotient.

Complete the following multiplication and division fact families.

$3 \times 7 = \underline{\quad}$

$\underline{\quad} \div 3 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$\underline{\quad} \div 6 = \underline{\quad}$

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

$\underline{\quad} \div 7 = \underline{\quad}$

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

$\underline{\quad} \div 8 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Solve the following

$37 \times 6$

$263 \times 4$

$4,277 \times 8$

$17 \times 5$

$827 \times 5$

$9 \times 4,758$

# Multiplication / Division

Solve the following multiplication problems.

$38 \times 67 = \underline{\hspace{2cm}}$

$12 \times 59 = \underline{\hspace{2cm}}$

$4 \times 83 = \underline{\hspace{2cm}}$

$66 \times 78 = \underline{\hspace{2cm}}$

$12 \times 12 = \underline{\hspace{2cm}}$

$95 \times 70 = \underline{\hspace{2cm}}$

# Multiplication / Division

Complete the following partitive division word problems.

Partitive Division - You know the NUMBER OF GROUPS

Mr. Jongko has twenty dollars in five dollar bills. How many five dollar bills does he have?

Tim, Drake and Damien have 18 pencils altogether.

If they divide the pencils evenly, how many will each person get?

Rachel and Alison have collected 24 bracelets together.

How many will they each get if they split them evenly?

Diana, Clarke, Bruce and Barry went out to eat. Their bill was \$44.

If they each pay the same amount, how much will each person pay?

Complete the following measurement division word problems.

Measurement Division - You know the NUMBER OF GROUPS

Paul bought several boxes of books at a yard sale and ended up with eighteen books total. If each box had two books how many boxes did he buy?

Stephen was playing the ring toss at the carnival. All together he used 21 rings.

If each game takes 3 rings, how many games did he play?

Victor has six action figures he wants to display.

If each shelf in his room can hold three figures, how many shelves does he need?

For Katie's birthday she received sixteen dollars from her friends.

If each friends gave her two dollars how many friends gave her money?

# Multiplication / Division

Complete the following division problems.

$$\begin{array}{r} 5 \overline{) 675} \\ \hline \end{array}$$

—

$$\begin{array}{r} 6 \overline{) 78} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \overline{) 82} \\ \hline \end{array}$$

$$288 \div 8$$

$$4,336 \div 8$$

$$1,458 \div 7$$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Multiplication / Division

Solve the following word problems with multiplication or division.

For his birthday Phil brought three boxes of cupcakes to school. If each box had twenty-four cupcakes in it, how many cupcakes did he have total?

For the new school year the fourth grade bought one hundred forty-six glue sticks. If they go through two glue sticks a month, how many months will they last?

Luke was helping his mom plant vegetables in the garden. Together they planted nine rows of vegetables with two hundred thirty-six seeds in each row. How many seeds did they plant total?

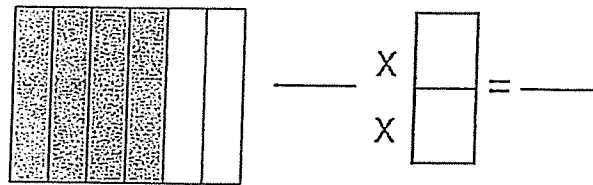
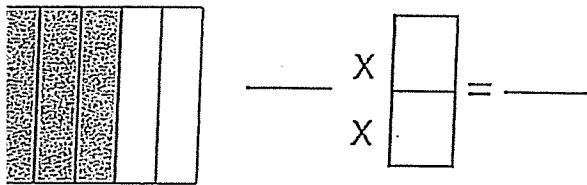
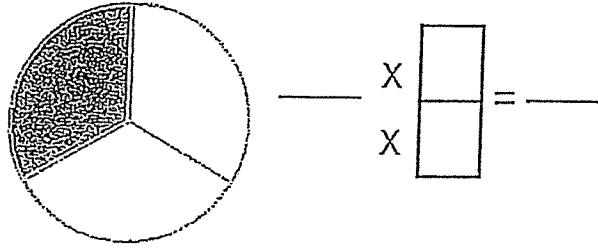
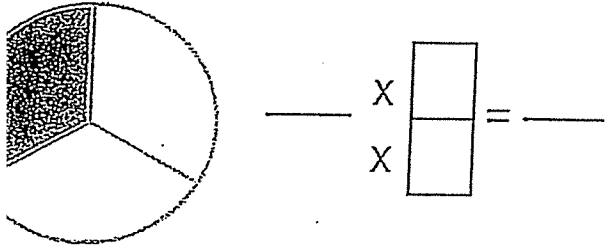
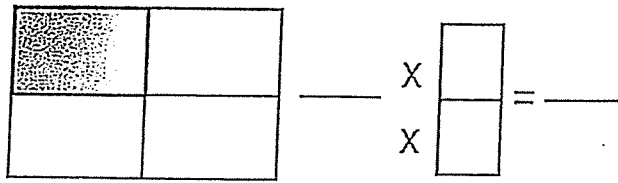
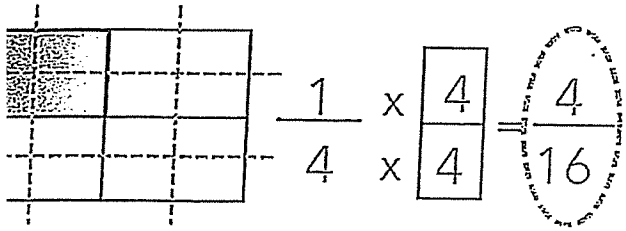
A sewing machine made one hundred sixty-one shirts. If it takes seven minutes to make each shirt, how many minutes was it working?

Claire was packing up her old toys. She managed to squeeze fifteen toys into each box. If Claire filled up twelve boxes, how many toys did she pack total?

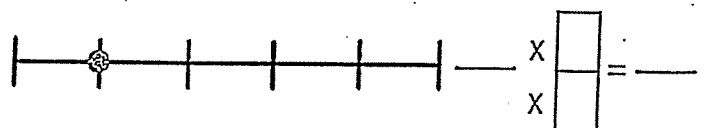
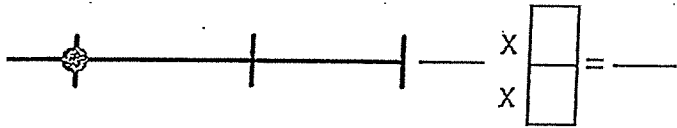
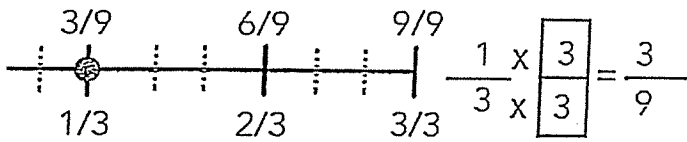
There are three hundred people attending a luncheon. If a table can hold four people, how many tables do they need?

# Equivalent Fractions

Use the following figures to create equivalent fractions.



Use the following number lines to create equivalent fractions.



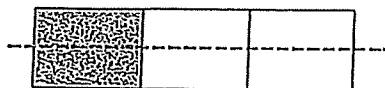
Write an equivalent fraction for the following fractions by drawing a picture, number line, or by writing a number sentence.

\_\_\_  $\frac{6}{8} =$  \_\_\_

$\frac{1}{2} =$  \_\_\_

\_\_\_  $\frac{1}{3} = \frac{2}{6}$

$\frac{2}{8} =$  \_\_\_



# Comparing Fractions

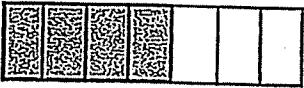
Draw a picture to decide which fraction represents a greater amount. Use  $>$ ,  $<$ , and  $=$  symbols to compare.

$$\frac{1}{4} < \frac{4}{7}$$

$$\frac{3}{6} \square \frac{3}{10}$$

$$\frac{1}{2} \square \frac{4}{8}$$

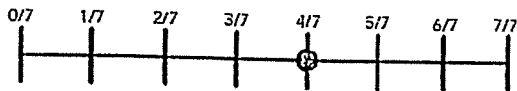
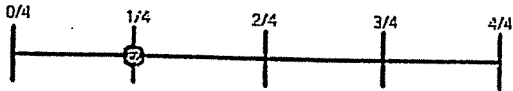
$$\frac{3}{4} \square \frac{2}{6}$$



Draw a number line to decide which fraction represents a greater amount. Use  $>$ ,  $<$ , and  $=$  symbols to compare.

$$\frac{1}{4} < \frac{4}{7}$$

$$\frac{1}{3} \square \frac{5}{9}$$



$$\frac{2}{4} \square \frac{4}{6}$$

$$\frac{2}{4} \square \frac{3}{6}$$

Compare these fractions by creating common denominators. Use  $>$ ,  $<$ , and  $=$  symbols to compare.

$$\frac{1}{3} > \frac{1}{4}$$

$$\begin{array}{l} \frac{1}{3} \times \frac{4}{4} = \frac{4}{12} \\ \frac{1}{4} \times \frac{3}{3} = \frac{3}{12} \end{array}$$

$$\frac{3}{4} \square \frac{5}{7}$$

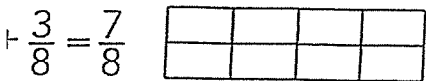
$$\frac{3}{4} \square \frac{4}{6}$$

$$\frac{2}{3} \square \frac{6}{8}$$



# Adding & Subtracting Fractions

Use pictures to find the sum of these fractions.



$$\frac{2}{6} + \frac{2}{6} = \text{---}$$

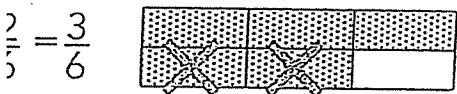
$$\frac{1}{3} + \frac{2}{3} = \text{---}$$

$$\frac{3}{5} = \text{---}$$

$$\frac{1}{4} + \frac{3}{4} = \text{---}$$

$$\frac{2}{6} + \frac{3}{6} = \text{---}$$

Use pictures to find the difference of these fractions.



$$\frac{5}{8} - \frac{4}{8} = \text{---}$$

$$\frac{5}{5} - \frac{2}{5} = \text{---}$$

$$\frac{2}{4} = \text{---}$$

$$\frac{2}{3} - \frac{1}{3} = \text{---}$$

$$\frac{8}{10} - \frac{5}{10} = \text{---}$$

Find the sum or difference of these mixed numbers.

$$\begin{array}{r} 2\frac{1}{4} \\ + 2\frac{1}{4} \\ \hline 3\frac{3}{4} \end{array}$$

$$3\frac{4}{8} + 4\frac{3}{8}$$

$$2\frac{1}{6} + 5\frac{4}{6}$$

$$1\frac{2}{5}$$

$$2\frac{1}{2} + 4\frac{1}{2}$$

$$5\frac{1}{4} + 4\frac{1}{4}$$

$$5\frac{4}{8}$$

$$7\frac{6}{7} + 1\frac{1}{7}$$

$$4\frac{2}{3} + 6\frac{1}{3}$$

# Adding & Subtracting Mixed Numbers

Find the sum or difference of these mixed numbers. You will need to regroup.

Step 1: Decompose each mixed number into an improper fraction.

$$\begin{aligned} 1\frac{2}{4} &= \frac{4}{4} + \frac{2}{4} = \frac{6}{4} \\ + 2\frac{3}{4} &= \frac{4}{4} + \frac{4}{4} + \frac{3}{4} = \frac{11}{4} \end{aligned}$$

$$\begin{array}{r} 1\frac{5}{6} \\ + 3\frac{4}{6} \\ \hline \end{array}$$

Step 2: Perform the required operation with your improper fractions.

$$\frac{6}{4} + \frac{11}{4} = \frac{17}{4}$$

Step 3: Decompose your improper fraction back into a mixed number.

$$\frac{17}{4} = \frac{4}{4} + \frac{4}{4} + \frac{4}{4} + \frac{4}{4} + \frac{1}{4} = 4\frac{1}{4}$$

Your final answer is 4 and 1/4.

$$\begin{array}{r} 2\frac{5}{7} \\ + 1\frac{4}{7} \\ \hline \end{array}$$

$$\begin{array}{r} 3\frac{1}{4} \\ - 2\frac{3}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2\frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 4\frac{2}{5} \\ - 2\frac{3}{5} \\ \hline \end{array}$$

$$\begin{array}{r} 2\frac{1}{3} \\ - 1\frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 1\frac{4}{8} \\ - \frac{7}{8} \\ \hline \end{array}$$

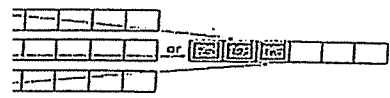
# Multiplying Fractions

ply these unit fractions by a whole number

$$3 \times \frac{1}{6} = \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{3}{6}$$

$$4 \times \frac{1}{4} =$$

$$5 \times \frac{1}{8} =$$



$$5 \times \frac{1}{5} =$$

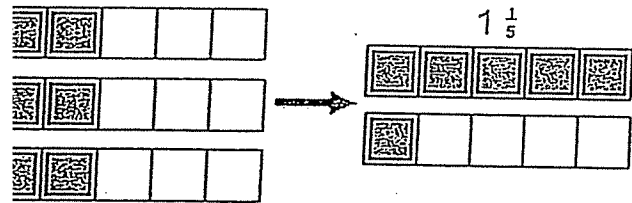
$$3 \times \frac{1}{3} =$$

$$8 \times \frac{1}{10} =$$

these fractions by a whole number

$$2 \times \frac{2}{5} = \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5} = \frac{5}{5} + \frac{1}{5} = 1\frac{1}{5}$$

$$2 \times \frac{3}{5} =$$



$$4 \times \frac{1}{2} =$$

$$4 \times \frac{2}{6} =$$

$$5 \times \frac{1}{5} =$$

$$5 \times \frac{2}{3} =$$

# Decimal Fractions

Expand these decimal fractions.

$$\frac{72}{100} = \frac{7}{10} + \frac{2}{100}$$

$$\frac{35}{100} = \underline{\quad} + \underline{\quad}$$

$$\frac{54}{100} = \underline{\quad} + \underline{\quad}$$

$$0.67 = \underline{0.6} + \underline{0.07}$$

$$0.48 = \underline{\quad} + \underline{\quad}$$

$$0.48 = \underline{\quad} + \underline{\quad}$$

Add these decimal fractions.

$$\frac{7}{10} + \frac{2}{100} = \frac{72}{100}$$

$$\frac{8}{10} + \frac{4}{100} = \underline{\quad}$$

$$\frac{1}{10} + \frac{1}{100} = \underline{\quad}$$

$$\frac{5}{10} + \frac{3}{100} = \underline{\quad}$$

$$\frac{2}{10} + \frac{6}{100} = \underline{\quad}$$

$$\frac{4}{10} + \frac{9}{100} = \underline{\quad}$$

Add these decimals.

$$0.9 + 0.01 = \underline{0.91}$$

$$0.5 + 0.03 = \underline{\quad}$$

$$0.1 + 0.09 = \underline{\quad}$$

$$0.7 + 0.04 = \underline{\quad}$$

$$0.3 + 0.06 = \underline{\quad}$$

$$0.2 + 0.08 = \underline{\quad}$$

Complete these inequalities with  $>$ ,  $<$  or  $=$ .

$$29.7 \square 29.70$$

$$7.9 \square 7.88$$

$\swarrow$   
7.90

$$5.22 \square 5.26$$

$$32.7 \square 3.27$$

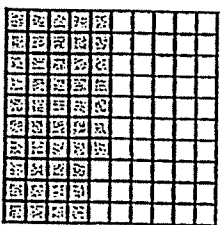
$$6.6 \square 6.59$$

$$2.3 \square 2.04$$

$$1.21 \square 12.1$$

$$4.72 \square 4.8$$

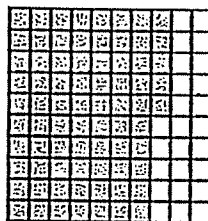
Write this value in fraction form, word form and decimal form.



Fraction 47/100

Word Form forty-seven hundredths

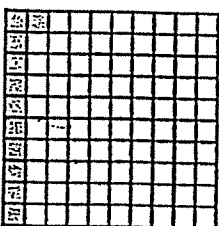
Decimal 0.47



Fraction \_\_\_\_\_

Word Form \_\_\_\_\_

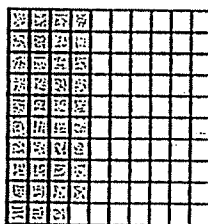
Decimal \_\_\_\_\_



Fraction \_\_\_\_\_

Word Form \_\_\_\_\_

Decimal \_\_\_\_\_



Fraction \_\_\_\_\_

Word Form \_\_\_\_\_

Decimal \_\_\_\_\_

## Helpful Links

<http://www.coolmath.com>

<http://www.eduplace.com>

<http://www.softschools.com>

<http://www.funbrain.com/brain/MathBrain/MathBrain.html>

[http://www.education.com/games/math/\(sites and apps\)](http://www.education.com/games/math/(sites%20and%20apps))

<http://www.shepardsoftware.com>

<http://www.multiplication.com/games/all-games>

<http://www.hoodamath.com/games/fourth-grade.html>

<http://www.hoodamath.com/games/fifth-grade.html>

<http://www.khanacademy.org/math>

<http://www.math-drills.com>

