



ST. CLETUS
CATHOLIC SCHOOL

St. Cletus School Summer Review Packet

Dear Parents and Students:

We are so proud of your child and all their hard work this year and can't wait to see what next year brings. In order to maintain academic success, we must continue to learn, practice, and review. By taking the time to review and practice essential skills over the summer, students will create more opportunities to find success the following year, while preventing summer learning loss. In addition to doing the work attached please make sure they are reviewing their math facts.

Every student will need to complete the summer packet. This packet will be due sometime the first week of school and will count as their first grade of the quarter. It will be counted as a participation grade. A hard copy has been provided to every child. Please make sure they have this completed by the end of the summer. If your child should lose or misplace the packet, you will need to contact the school to purchase another packet or print from the website, www.stcletus.com. Keep in mind the school is not open all summer. We hope this packet will help students feel more confident when returning to school in August. We look forward to beginning a new school year.

Have a wonderful summer,
SCS Faculty



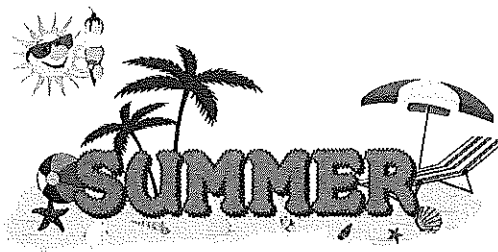
5

Summer Pack

for

Grade 5

This book belongs to:



$$\begin{array}{r} 1) \quad 87,623 \\ \times \quad 95 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 16,347 \\ \times \quad 31 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 2,467 \\ \times \quad 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 52,492 \\ \times \quad 69 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 64,939 \\ \times \quad 74 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 3,948 \\ \times \quad 52 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 90,164 \\ \times \quad 28 \\ \hline \end{array}$$

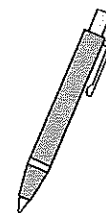
$$\begin{array}{r} 8) \quad 4,105 \\ \times \quad 46 \\ \hline \end{array}$$

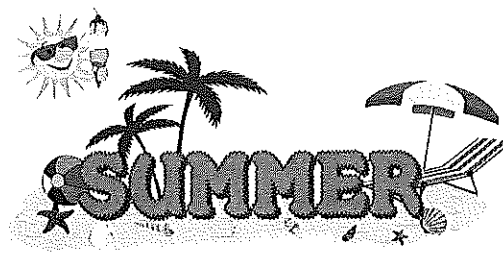
$$\begin{array}{r} 9) \quad 7,312 \\ \times \quad 87 \\ \hline \end{array}$$

-
- 10) The hazelnut production was 34,714 tons in 2012. The walnut production was 13 times as much as the hazelnut production in the same year. How many tons of walnuts were produced in 2012?



- 11) Mark & Company, Inc produces 84,050 pens in a day. How many pens are produced in 35 days?





1)

$$90 \overline{) 7,382}$$

2)

$$12 \overline{) 2,607}$$

3)

$$44 \overline{) 5,794}$$

4)

$$82 \overline{) 9,013}$$

5)

$$37 \overline{) 8,894}$$

6)

$$26 \overline{) 4,270}$$

7)

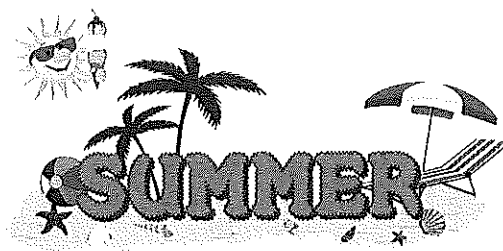
$$65 \overline{) 6,916}$$

8)

$$53 \overline{) 3,759}$$

9)

$$71 \overline{) 1,835}$$



A) Write the point that is located at each ordered pair.

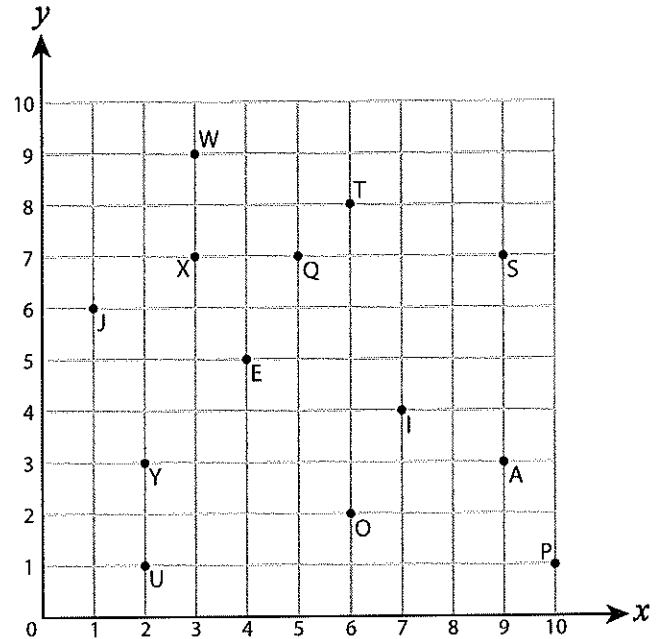
1) $(6, 2)$ _____ 2) $(6, 8)$ _____

3) $(10, 1)$ _____ 4) $(4, 5)$ _____

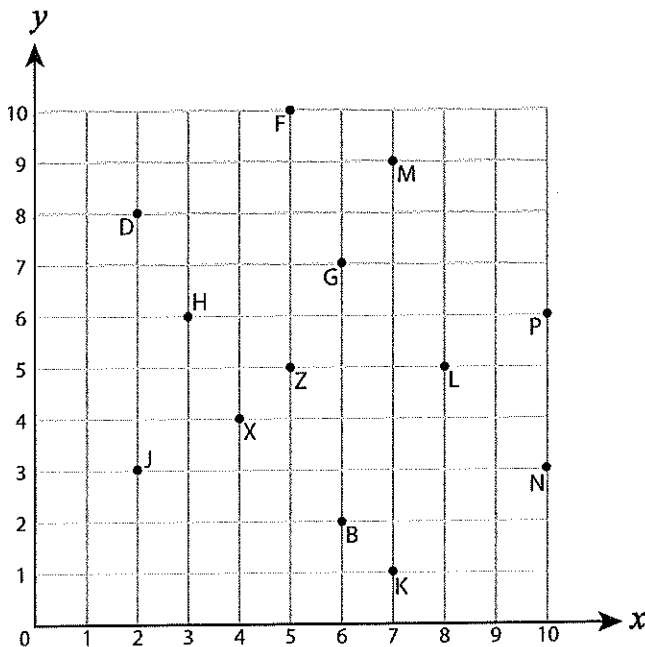
5) $(9, 7)$ _____ 6) $(2, 3)$ _____

7) $(1, 6)$ _____ 8) $(5, 7)$ _____

9) $(2, 1)$ _____ 10) $(7, 4)$ _____



B) Write the ordered pair for each point.



11) N (____, ____)

12) X (____, ____)

13) B (____, ____)

14) L (____, ____)

15) Z (____, ____)

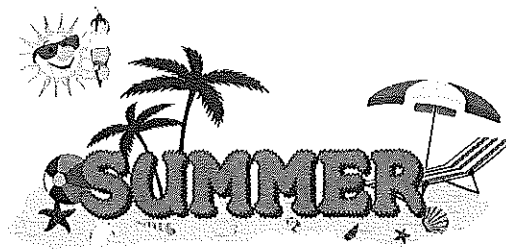
16) P (____, ____)

17) D (____, ____)

18) M (____, ____)

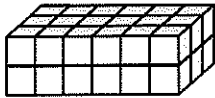
19) J (____, ____)

20) H (____, ____)



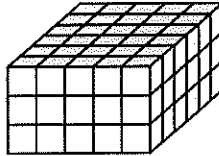
Count the unit cubes and find the volume of each rectangular prism. $\square = 1 \text{ in}^3$

1)



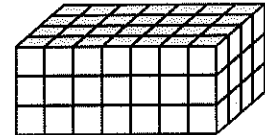
Volume = _____

2)



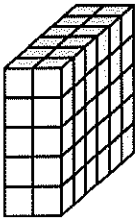
Volume = _____

3)



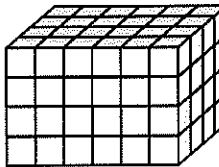
Volume = _____

4)



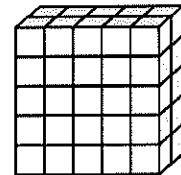
Volume = _____

5)



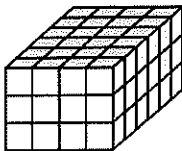
Volume = _____

6)



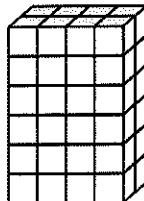
Volume = _____

7)



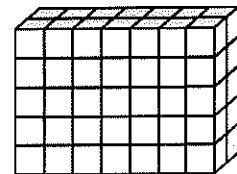
Volume = _____

8)



Volume = _____

9)



Volume = _____



1) $7\frac{1}{3} + 5\frac{4}{5} =$

2) $1\frac{1}{7} + 4\frac{5}{6} =$

3) $8\frac{2}{9} + 2\frac{7}{12} =$

4) $9\frac{3}{12} + 6\frac{2}{3} =$

5) $5\frac{3}{7} + 5\frac{1}{2} =$

6) $4\frac{1}{3} + 3\frac{4}{9} =$

7) $2\frac{1}{2} + 1\frac{3}{8} =$

8) $3\frac{2}{5} + 9\frac{2}{7} =$

9) $5\frac{1}{2} + 6\frac{2}{10} =$

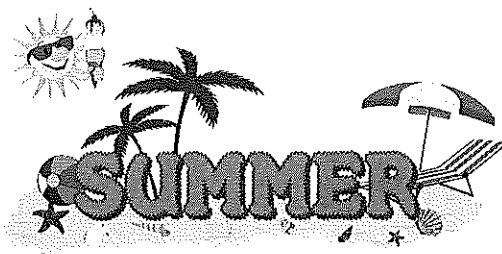
10) $7\frac{3}{4} + 8\frac{8}{12} =$

11) $1\frac{1}{6} + 1\frac{4}{5} =$

12) $4\frac{1}{3} + 5\frac{1}{4} =$

13) $3\frac{1}{2} + 8\frac{5}{6} =$

14) $6\frac{2}{7} + 1\frac{5}{8} =$



Find the product.

1) $\frac{4}{9} \times \frac{27}{20}$

2) $\frac{11}{12} \times \frac{26}{55}$

3) $\frac{7}{6} \times \frac{2}{3}$

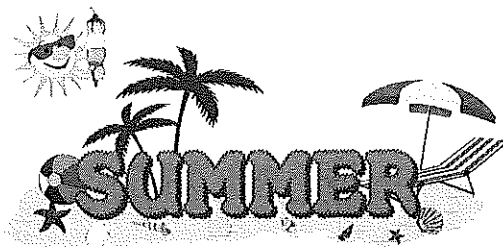
4) $\frac{21}{8} \times \frac{20}{9}$

5) $\frac{7}{3} \times \frac{27}{4}$

6) $\frac{9}{20} \times \frac{15}{12}$

7) $\frac{5}{12} \times \frac{6}{25}$

8) $\frac{30}{9} \times \frac{10}{12}$



1) $8.3 \div 10 =$ _____

2) $721.5 \div 10 =$ _____

$8.3 \div 100 =$ _____

$721.5 \div 100 =$ _____

$8.3 \div 1,000 =$ _____

$721.5 \div 1,000 =$ _____

3) $3521.6 \div 10 =$ _____

4) $43.7 \div 10 =$ _____

$3521.6 \div 100 =$ _____

$43.7 \div 100 =$ _____

$3521.6 \div 1,000 =$ _____

$43.7 \div 1,000 =$ _____

5) $2.21 \div 10 =$ _____

6) $99.8 \div 10 =$ _____

$2.21 \div 100 =$ _____

$99.8 \div 100 =$ _____

$2.21 \div 1,000 =$ _____

$99.8 \div 1,000 =$ _____

7) $15.2 \div 10 =$ _____

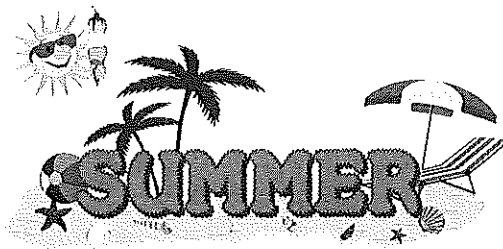
8) $883.9 \div 10 =$ _____

$15.2 \div 100 =$ _____

$883.9 \div 100 =$ _____

$15.2 \div 1,000 =$ _____

$883.9 \div 1,000 =$ _____



Solve.

1) $(5 - (12 \div 3) + 9) \times 4$

Ans =

2) $(6 - (36 \div 12)) + 8$

Ans =

3) $15 \div 3 + ((8 \times 3) + 2)$

Ans =

4) $68 \div ((4 \times 6) + 10) - 1$

Ans =

5) $7 \times (8 + (4 - 5)) \div 7$

Ans =

6) $((4 \times 5) \div 2) - 5 + 2$

Ans =

7) $((54 + 10 - 4) \div 5) \times 3$

Ans =

8) $7 \times ((9 + 1) \div 5)$

Ans =

9) $12 + ((22 \div 2) \times 8) - 5$

Ans =

10) $((18 - 10) + 3) \times 2$

Ans =

Evaluate each expression.

1) $2.16 + 2.4$

2) $2.692 - 0.876$

3) $8 + 7.4$

4) $6.1 - 3.8$

5) $6.3 + 3.3$

6) $4.27 - 0.2$

7) $5.928 - 3.34$

8) $3.186 + 2.5$

9) $2.9 + 7.4$

10) $5.5 + 2.4$

Find each product.

11) 0.5×4.472

12) 5.5×5.6

13) 5.5×8.5

14) 9×6

15) 5.3×9.2

16) 9.4×5.5

Find each quotient.

17) $6 \div 8$

18) $0.3 \div 3$

19) $6 \div 0.4$

20) $4.4 \div 0.01$

21) $3.3 \div 8.8$

22) $5 \div 0.1$

Round each to the place indicated.

23) 2.19

24) 7,235

25) 377,344.570

26) 61.3917

27) 38.81036

28) 1,724,868.3

29) 2.036

30) 0.7800

Evaluate each expression.

31) $\frac{3}{2} + 2\frac{3}{4}$

32) $1 + \frac{1}{2}$

Find each quotient.

47) $10 \div \frac{5}{4}$

48) $\frac{5}{4} \div \frac{6}{5}$

49) $1\frac{1}{2} \div 1\frac{6}{7}$

50) $\frac{7}{9} \div 3\frac{9}{10}$

51) $4\frac{3}{4} \div \frac{7}{5}$

52) $4\frac{1}{6} \div \frac{5}{4}$

Round each to the place indicated.

53) 4,165,492

54) 3,113,763

55) 7,078

56) 16

57) 6,127,994

58) 40,749,197

59) 53,572

60) 488,722,423

61) 67,331,937

62) 54,259.7

Find each quotient.

47) $10 \div \frac{5}{4}$

48) $\frac{5}{4} \div \frac{6}{5}$

49) $1\frac{1}{2} \div 1\frac{6}{7}$

50) $\frac{7}{9} \div 3\frac{9}{10}$

51) $4\frac{3}{4} \div \frac{7}{5}$

52) $4\frac{1}{6} \div \frac{5}{4}$

Round each to the place indicated.

53) 4,165,492

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57) 6,127,994

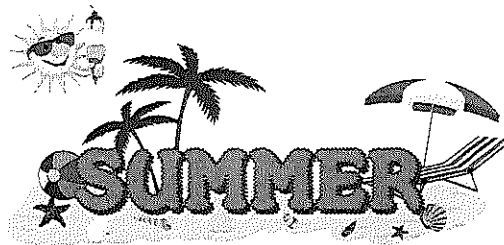
58) 40,749,197

59) 53,572

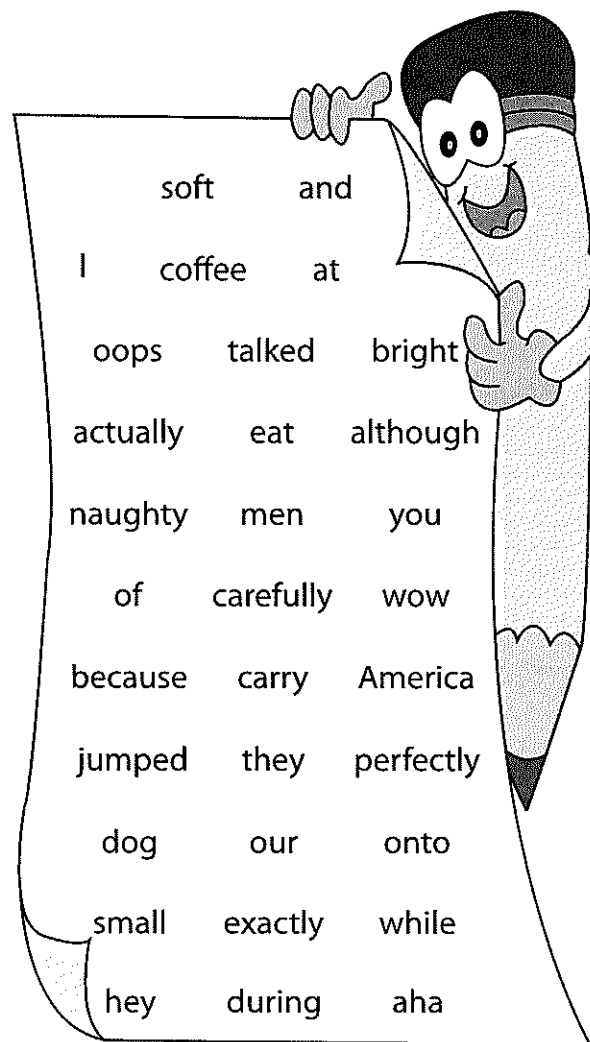
60) 488,722,423

61) 67,331,937

62) 54,259.7



Sort the words and write them under the appropriate categories.



Nouns

Pronouns

Verbs

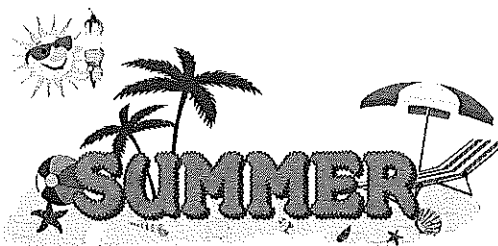
Adjectives

Adverbs

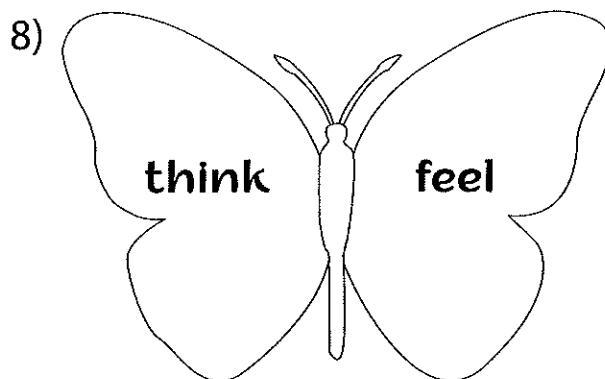
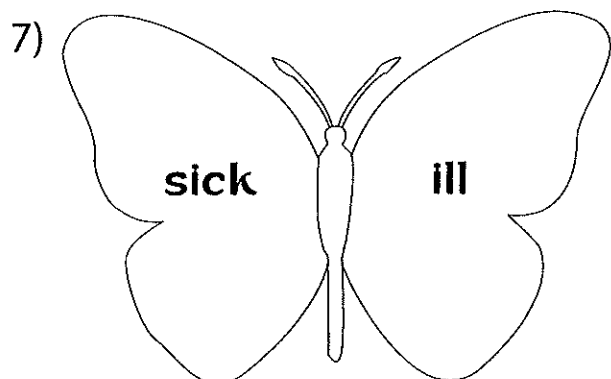
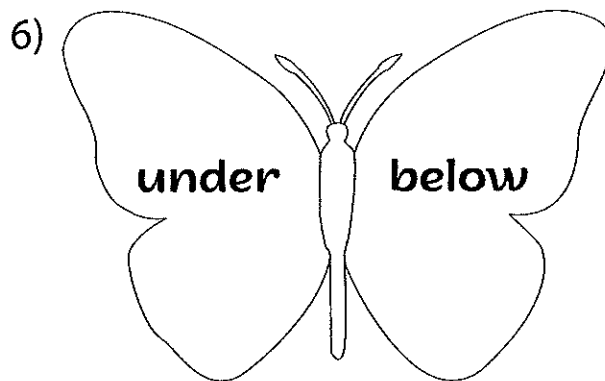
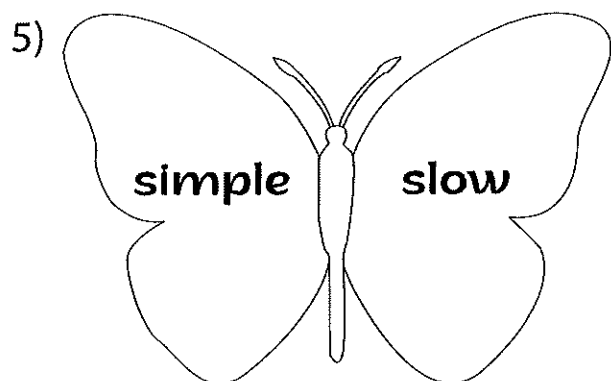
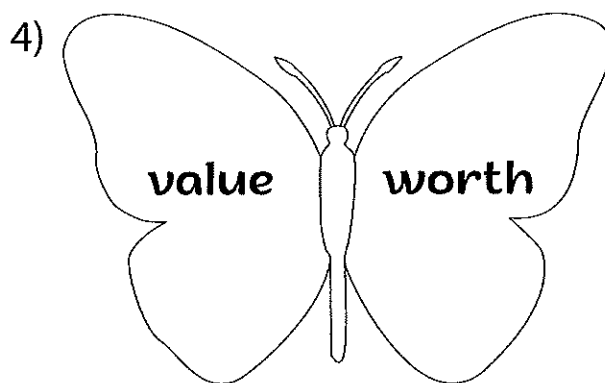
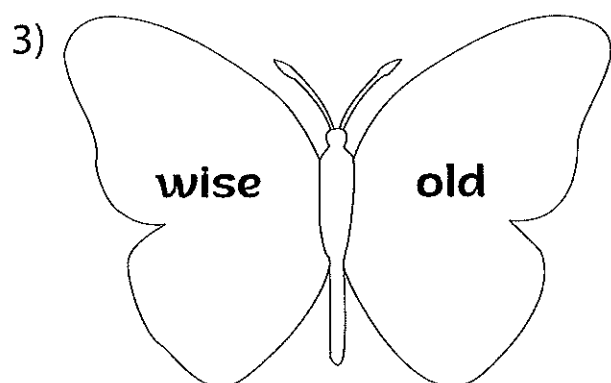
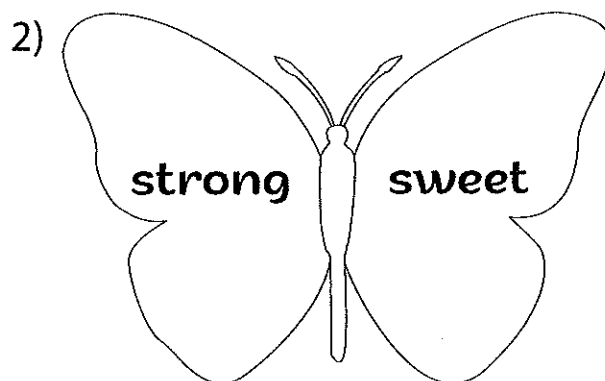
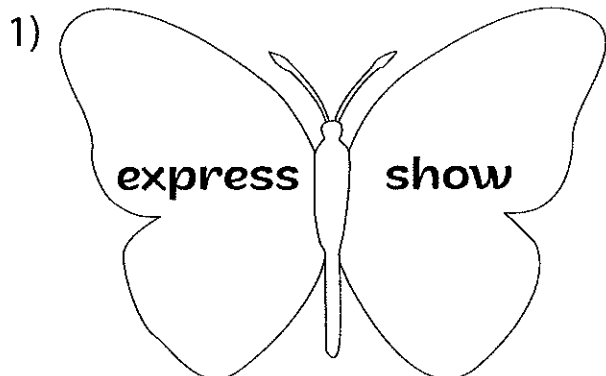
Prepositions

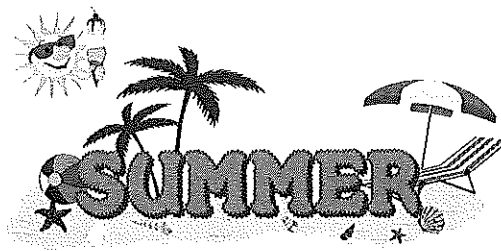
Conjunctions

Interjections



Color the butterflies that are synonymous.





An **adverb of time** tells when an action takes place.

Example: Timothy is traveling to Chicago tomorrow.

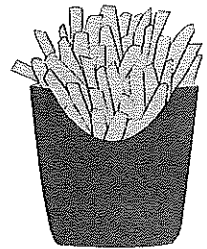
An **adverb of frequency** tells how frequently an action occurs.

Example: Barking dogs seldom bite.

Complete the sentences with the correct adverbs from the word box.
(Answers may vary.)

frequently	early	never	yesterday	soon
now	often	sometimes	annually	daily

- 1) Dad reads the newspaper _____.
- 2) I _____ use the ferry to travel from New Jersey to New York City.
- 3) Amelia _____ visits her ailing grandmother.
- 4) The National Cherry Blossom Festival is celebrated _____.
- 5) Rachel wakes up _____ in the morning.
- 6) Benjamin will begin his soccer practice _____.
- 7) Mia and Emma _____ go beachcombing at the Glass Beach.
- 8) I played soccer _____.
- 9) Ms. Miller is drinking coffee _____.
- 10) Gary _____ eats French fries.





Come up with words of your own, using these Greek or Latin suffixes.

-ist (one who performs an action)

1) _____

2) _____

3) _____

-phone (a type of sound)

1) _____

2) _____

3) _____

-logy (the study of a subject)

1) _____

2) _____

3) _____

-ment (an action)

1) _____

2) _____

3) _____

-ism (state or quality)

1) _____

2) _____

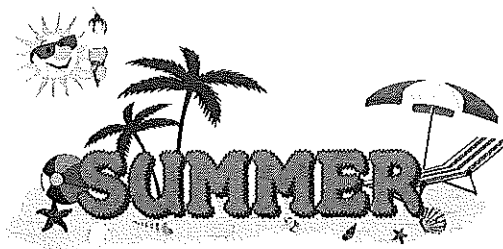
3) _____

-ation (process of doing something)

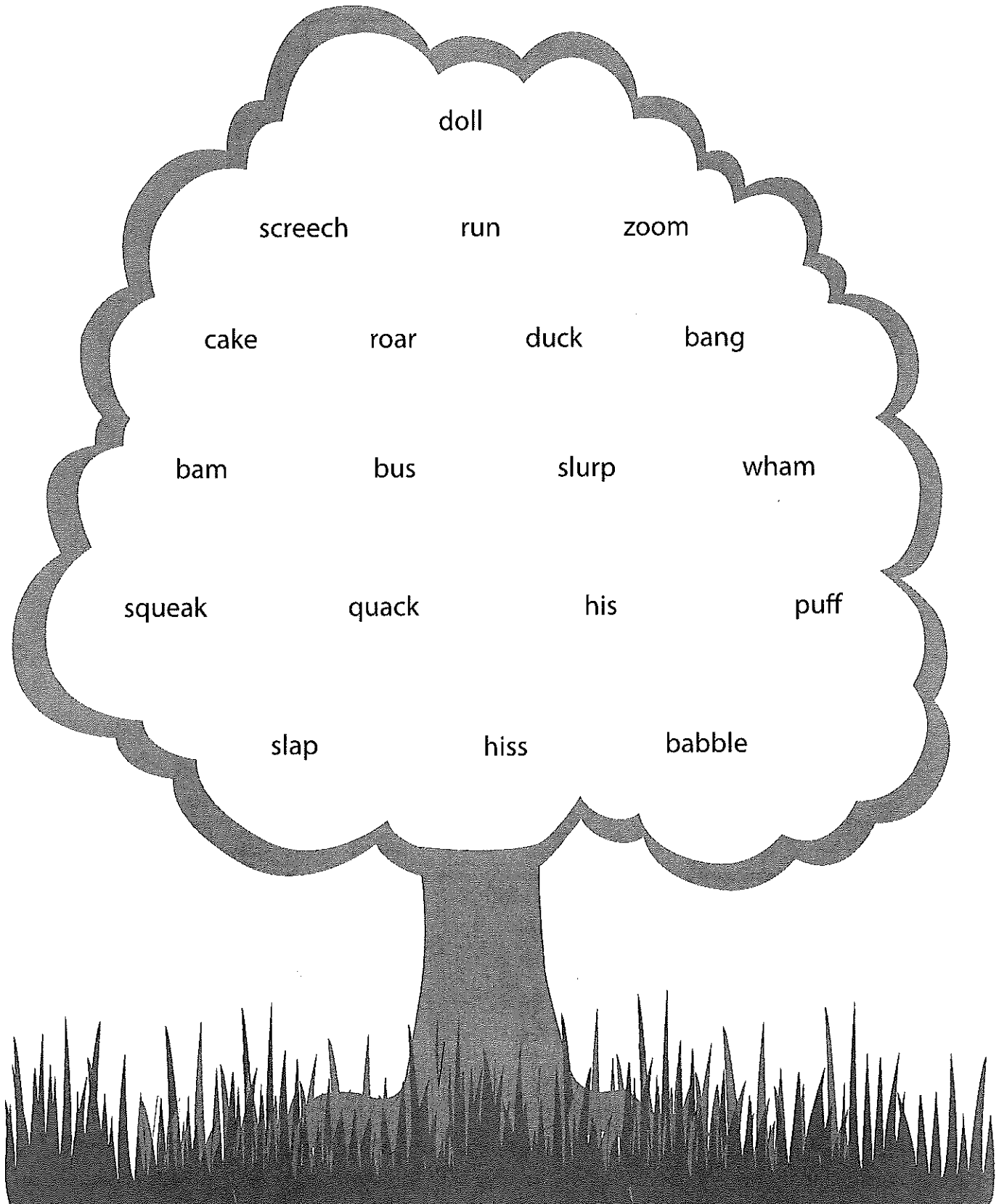
1) _____

2) _____

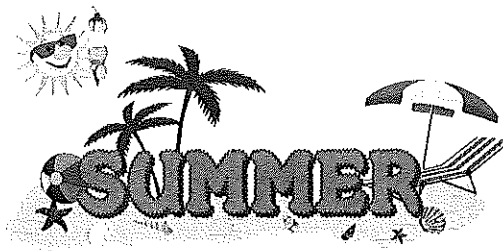
3) _____



Identify the instances of onomatopoeia in the tree by circling them.



— or write
in



Cut out the question tags and glue them with the appropriate sentences.

- 1)

You're Elizabeth,		
-------------------	--	--

- 2)

Let's go to Chicago,		
----------------------	--	--

- 3)

I'm not coaching the new team,		
--------------------------------	--	--

- 4)

Stop the car,		
---------------	--	--

- 5)

You have my book,		
-------------------	--	--

- 6)

William runs fast,		
--------------------	--	--

- 7)

Playing board games is fun,		
-----------------------------	--	--

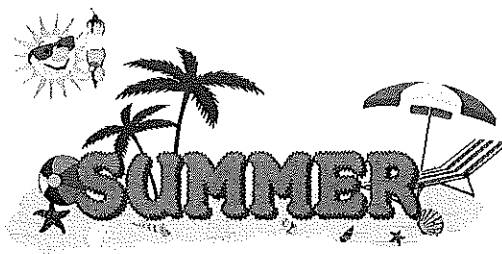
- 8)

It was very sunny yesterday,		
------------------------------	--	--



✂

am I?	will you?	doesn't he?
aren't you?	isn't it?	wasn't it?
don't you?		shall we?



Correlative Conjunctions are joining words that always come in pairs.

Example: Jill's new car is **both** fast **and** flashy.

(either....or/ both....and)

Choose the pair of correlative conjunctions that best completes each sentence.

1) Meditation _____ improves focus _____ enhances memory.

(as....as/not only....but also)

2) _____ Mia _____ Max would drive the car.

(So....that/Either....or)

3) Jack was _____ quick _____ Jill in solving the puzzle.

(as....as/neither....nor)

4) _____ Ethan _____ Evan was invited to the wedding.

(Neither....nor/No sooner....than)

5) That was _____ an inspirational speech _____ everyone listened

in pin-drop silence. (both....and/such....that)

6) _____ had I thought of my mom _____ she rang me.

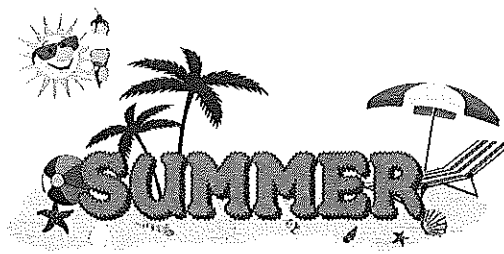
(Both....and/Scarcely....when)

7) The mails are automatically saved as drafts, _____ you save them manually

_____. (neither....nor/whether....or)

8) The animal shelters are _____ safe _____ comfortable.

(either....or/both....and)



Ocean Breeze

by Katie Clark

Hard pavement sidewalks melt slowly to sand.
Bright sun and surf surround coastlines so grand.
Blue up above and bright blue down below.
Oceans so vibrant, their waters aglow.

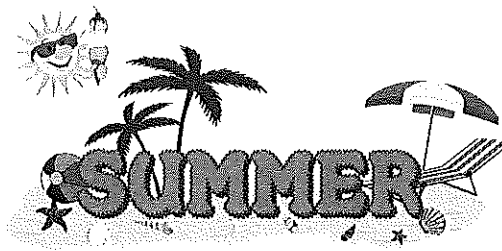
Whispering winds stir up sands in a whirl.
Tiny glass pellets, a beautiful swirl.
Soft ocean breezes send scents on the air,
Conjuring daydreams and laughter to share.



Never too hot when a breeze cools the skin.
Sun rays beat down, but there's water. Jump in!
Slip off your shoes and get ready to soak.
Bask in the sunshine, your whimsies evoke.

High up above you'll see seagulls in flight,
Dipping and diving and bobbing from sight,
Sailing on breezes that coast through the sky,
Looking for supper, an endless supply.

Climb from the water, fly kites on the shore.
Breezes will keep them afloat even more.
Soon it is time to bid seashores goodbye.
Visit again when the breeze starts to fly.



- 1) What is a stanza and how many stanzas are there in this poem?

- 2) Write an acrostic poem on OCEAN.

O

C

E

A

N

- 3) 'Whispering winds stir up sands in a whirl' Identify the literary device used in this line. Find out a few more instances.

- 4) Another device used a lot in the poem is personification; find out a few cases and write what personification is.

NAME: _____
6th Grade and 7th Grade – Middle School Summer Reading Project

Date: _____

Directions: Below is a list of project options to complete as part of your summer reading assessment. You are required to complete one project – 1 project on any novel on the summer reading list that is not *Mrs. Frisby and the Rats of NIMH* (6th) or *Wednesday Wars* (7th). Read through each project option carefully, choosing the one project option that you feel is the best project for you. Each project is worth 100 pts. Grading for this project is kind, but points will be deducted for poorly completed projects, late projects, incomplete projects, and projects that do not reflect knowledge of the story.

Project Option 1: BOOKMARKS

1. Summarize your book, explaining aspects from the beginning, middle, and end.
2. Illustrate your bookmark with scenes, characters, etc. from your book.
3. The form your bookmark can take a shape of something regarding the story, it could be an oversized bookmark, or a series of bookmarks to depict various chapters, etc. Be creative. Bookmark should be half the size of a full sheet of poster board in width/length for an oversized bookmark. A series of bookmarks will be comprised of 5 bookmarks. Any other form of creative bookmarks must be approved by the teacher.
4. Include a bibliographic entry for your book on the back of your bookmark.

Project Option 2: DEAR DIARY

1. Pretend to be the protagonist of your summer reading book. As the action unfolds, keep a daily journal and react to the situations the main character encounters.
2. Each diary/journal entry will begin with a quotation from the book.
3. Your reaction will be to that quotation, explaining how the situation is affecting you, what you would like to change, etc. Be sure that you explain all the characters, events, etc., in your life so that your entries are clear. Each entry will be 100 words minimum.
4. You will have a minimum of four entries involving rising actions, one entry reacting to the climax of the novel, and one regarding a falling action.
5. Each entry will be illustrated in some way to depict the action/event about which you are writing.

Project Option 3: PLOT GRAPH

1. Use at least ten events, which should be divided into Rising Action, Climax, and Falling Action.
2. Cite a passage to represent each incident.
3. In your own words, explain each quotation so that the reader has a sense of the progression of events.
4. Illustrate the graph with at least five pictures that represent the text.
5. The final product should be a poster, booklet, etc. for classroom display.

Project Option 4: CARTOON STRIP! WHAT A NOVEL IDEA....

1. Plot it! Turn the story into a cartoon strip! Retell the most important parts of the plot in cartoon "frames," each frame being major points of rising action, climax, and falling action. Divide the important events into twelve parts, illustrating each event. It is as if you were doing a three-part cartoon, one to be published each day for three days.
2. Setting is all important! Be sure the reader can visualize where various aspects of the novel are "set." Characters are obviously central to a story, but readers need to "see" where the action is taking place. Therefore, your drawings must include the setting as well as the plot.
3. What a character! You will need to depict all the major characters and as many minor characters as necessary to your retelling of the story. Remember the six ways an author reveals characters, one of which is by their "speech." Each of your frames needs either dialogue or a caption to make it more meaningful for readers.
4. What's the point! Remember that a story will be remembered for the message it leaves with its readers. If the work didn't state the theme, you will want to in your strip since the readers of your cartoon might not have had the advantage of having the original story.

Project Option 5: POCKET BROCHURES

1. Choose at least five chapters, situations, or characters from your short story or novel.
2. Write a description of that section or character or whatever literary aspect you have chosen so that the reader will want to find out more (minimum 100 words for each chapter).
3. Provide at least three facts from the chapter to prove that you have read it and incorporate at least one quoted passage from the text.
4. The product could be a poster with display pockets for easy reading by class members or any other form that would allow student access to the brochures.
5. Illustrate with appropriate pictures.

Project Option 6: READ ALL ABOUT IT!

1. Pretend the novel you read really happened. Turn fiction into nonfiction by writing a newspaper article about it. Include at least ten facts from the story. Study at least three straight news articles from the newspaper in order to model the structure of your article as well as your sentence structure after that of real-life journalistic writing.
2. Remember that newspaper articles are written in inverted pyramid format, which means that the most important parts (who, what, when, where, and sometimes why) are revealed in the first paragraph. The remaining paragraphs reveal the less important details. Remember that your deadline is important.
3. Draw a picture or use magazine pictures or computer images to accompany the article.
4. For effect, articles may be mounted on newspapers or created to resemble an article by using the computer.

Project Option 7: BOOK POEMS

1. Write a poem about your summer reading novel. You must include at least ten labeled facts from the story.
2. Use a refrain that is appropriate for some aspect of the work –perhaps its theme, its characters, setting, etc.
3. Incorporate at least five elements of poetry (alliteration, consonance, assonance, repetition, etc.).
4. Decorate an envelope to depict some scene from your book.
5. PREWRITING: Draw a plot graph of the major incidents in your story; brainstorm a refrain that would tie the action together, web sensory images that come to mind regarding various incidents.

Grading Guidelines

This project is worth 100 pts. as a MAJOR GRADE. Grading for this project is kind, but points will be deducted for poorly completed projects, late projects, incomplete projects, and projects that do not reflect knowledge of the story. Students will be graded using the sample rubric below. Each number on the rubric scale is worth 5 pts. Students may lose up to 20 pts. in each of the following grading areas:

1. Content – are the details of the stories present in my project? Is it clear to the viewer that I know the plot/characters/settings of the story?
2. Conventions – are there any errors in spelling, grammar, punctuation, or capitalization?
3. Directions – were the directions followed correctly?
4. Neatness/Timeliness – does my project reflect time and dedication/did I turn in my project on time?

Rubric Scale

CRITERIA	NOT VERY			VERY	
1. Content	1	2	3	4	5
2. Conventions	1	2	3	4	5
3. Directions	1	2	3	4	5
4. Neatness/ Timeliness	1	2	3	4	5

PROJECT DUE DATE: Wednesday, August 14