



Bok North Summer Reading Project ~ 2023

Reading only improves when it is a regular habit, and we want to build on the progress you've made this year as a reader by asking you to read **two books** this summer. We want you to stretch and challenge yourself! Find books that interest you, that are at your reading level, and that are grade-appropriate. If you need some suggestions, please ask.

REQUIREMENTS:

Book One: A **fiction** book of your choice It would be wonderful if you chose a book that was “new” for you. Try a new author or a new genre. There are so many great books out there just waiting for you to read them! Complete at least three annotations as you read this book.

Book Two: A **non-fiction** book of your choice Non-fiction books, you'll remember, are true. A non-fiction book could be a biography, autobiography, memoir, narrative nonfiction, or reference nonfiction. Be sure the book you choose is non-fiction and not a fictional book “based” on a true story. If you are unsure, ask a librarian or look at the copyright page of the book. Under the ISBN numbers, you will see the categories the book fits in. It will say fiction or nonfiction there. *These are not boring books if you choose something that interests you!* Complete at least three annotations as you read this book too.

Make one presentation about your two books:

- ☐ Scan the QR code or go to

<https://bit.ly/2023summerreadingproject> and make a copy of the 2023 Summer Reading Project.

- ☐ Follow the directions on each page of the presentation exactly. Directions for each slide are on the slide itself or in the notes at the bottom of each page. There should be no orange highlighting left when you're finished.

- ☐ All projects are due on the first day of school.

- ☐ Check the rubric on the next page.



Fiction

Elements	Points	Attributes
Title and Author of Fiction Book	/2	*Typed & capitalized neatly
Summary	/5	*Typed *Uses "Somebody Wanted But So" *1-3 sentences long
Stop and Jots	/5	*Shows in-depth thought about the text *Includes three in presentation
Collage and Paragraph	/6	*Thoughtfully represents themes, morals, symbols, characters and/or conflicts in the text *Colorful and neat *Depicts your own work *Paragraph connects the collage with clear ideas about the text
Review Paragraphs	/7	*Written in your own words *Uses literary terms *Specific reasons/evidence given for your opinion *Written with obvious effort
	/25	

Non-Fiction

Elements	Points	Attributes
Title and Author of Non-Fiction Book	/2	*Typed & placed neatly
Summary	/5	*Typed *Highlights key information *3 sentences long
Stop and Jots	/5	*Shows in-depth thought about the text *Includes three in presentation
Collage and Paragraph	/6	*Thoughtfully represents themes, morals, symbols, characters and conflicts in the text *Colorful and neat *Depicts your own work *Paragraph connects the collage with clear ideas about the text
Book Review Paragraphs	/7	*Written in your own words *Uses literary terms *Specific reasons/evidence given for your opinion *Written with obvious effort
	/25	

Frayer Model

The Frayer model provided below is a fantastic resource to help you build your vocabulary. There are two provided for you, use one for book one and the other for book two. You are encouraged to learn two new words for the Summer by reading two new books. You will find the definition for each word from a dictionary, use the word in a sentence, use a small picture that illustrates what the word means and then write 4 synonyms for the word. Add both pages/Frayer Models to your presentation when done.

Book 1

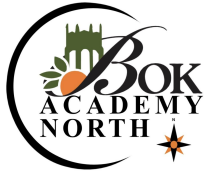
Definition:	Write a sentence using the word of the Summer:
Word of the Summer :	
Picture:	4 Synonyms:

Book 2

Definition:	Write a sentence using the word of the Summer:
Word of the Summer :	
Picture:	4 Synonyms:

____/25

Total Project: ____/100



Students & families of Edward W. Bok Academy North,

This letter is to explain what is expected of you to complete during the Summer to ensure that we are staying relevant with our standards in math and reading. Please make sure you read through this entire letter to understand the expectations.

The math packet that is attached is for all grades levels. The skills presented in the packet are a review of basic number sense to prepare you for your level of math that you will be taking for the 2022-2023 school year. You can complete the packet the following ways: paper/pencil (this option entails you to print out the packet from your home computer OR pick up your packet from the front office). If you do NOT have access to a printer at your house and can't pick up a packet at the school, then you may view the packet and work out the problems on notebook paper and bring in the packet to your 2023-2024 math teacher upon returning to school.

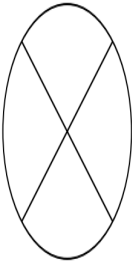

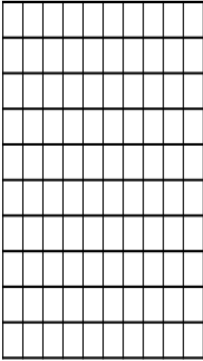
Again, your packets are NOT an option, but an EXPECTATION, so we can be prepared for the upcoming school year and achieve the BOK WAY.

Thank you in advance,

Math Department







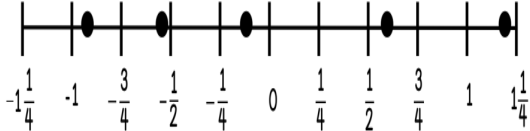





REPRESENT	Represent each number below as two different products. The first has been done for you as an example. a. $50 = 5 \times 10$ 2×25		b. $120 =$		c. $84 =$		d. $175 =$		e. $1,000 =$	
	Shade in any rectangle that has a value greater than 25.									
COMPARE	Beckett went to two different stores at the mall. He purchased a \$36 hat at the first store and a \$52 pair of shoes at the second. Beckett estimates that he spent a little less than \$80 total. Is Beckett's estimate reasonable? Explain your thinking.		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
	Use the digits 1, 2, 3 and 4 to fill in each rectangle in order to create the sum closest to 50. Each digit may only be used once.									
	_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
DESCRIBE	Reagan and her two sisters have 30 minutes to play on a tablet and their mom instructed them to split the time evenly. The situation can be represented by the equation $30 \div 3 = 10$. Describe what 10 represents in the situation.		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
	_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
	_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
PROBLEM SOLVE	Fill in each line so that each addition statement has a sum of 30. Once a number has been used on a line, it cannot be used again.		_____ + _____ = 30		_____ + _____ + _____ = 30		_____ + _____ + _____ + _____ = 30		_____ + _____ + _____ + _____ = 30	
	_____ + _____ + _____ = 30		_____ + _____ + _____ = 30		_____ + _____ + _____ = 30		_____ + _____ + _____ = 30		_____ + _____ + _____ = 30	
	_____ + _____ + _____ = 30		_____ + _____ + _____ = 30		_____ + _____ + _____ = 30		_____ + _____ + _____ = 30		_____ + _____ + _____ = 30	
ORDER	Solve a-d. Then, record the letters in ascending order according to their solutions.		a. $6 \times (12 + 3) =$ _____		b. $21 \div 7 + 29 =$ _____		c. $11 + (80 \div 4) =$ _____		d. $16 \times 3 - 3 =$ _____	
	_____		_____		_____		_____		_____	
	_____		_____		_____		_____		_____	
DESCRIBE	Ashley and Jessica multiplied 406×4 but got two different products as shown below. Describe which student made an error.		Ashley 		Jessica 		_____ _____ _____ _____		_____ _____ _____ _____	
	_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
	_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
JUSTIFY	Keith wrote the following on the board: $"4 + 6 = 46"$ Is he correct? Why or why not?		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
	_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
	_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
ESTIMATE	Mr. Bradley has 304 students that he needs to separate into 15 groups for a field trip. Estimate the approximate number of students that will be in each group.		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
	_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	
	_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____		_____ _____ _____ _____	






DESCRIBE	PROBLEM SOLVE															
<p>Fill out the table by multiplying each value by 2 and then by 20.</p> <table border="1"> <thead> <tr> <th></th> <th>x 2</th> <th>x 20</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> <tr> <td>12</td> <td></td> <td></td> </tr> </tbody> </table> <p>Describe any patterns you notice:</p>		x 2	x 20	1			3			5			12			<p>Use the cards below to complete the blanks and make a true statement. Each card can only be used once.</p> <div> <div>54</div> <div>61</div> <div>34</div> </div> <p>a. $52 + 28 > 10 + \underline{\hspace{1cm}}$</p> <p>b. $\underline{\hspace{1cm}} < 24 + 29$</p> <p>c. $73 + 25 = \underline{\hspace{1cm}} + 37$</p>
	x 2	x 20														
1																
3																
5																
12																
<p>Carmen wants to build a rectangular garden with a total area of 100 square feet. Label the rectangles with three different possible sets of dimensions that she could choose.</p> <div> <div></div> <div></div> <div></div> </div>	<p>The cards below list the current temperature in five different cities. List the cities in order from coldest to warmest temperature.</p> <div> <div>Flagstaff 0° F</div> <div>Erie -8° F</div> <div>Boulder 13° F</div> <div>Buffalo 2° F</div> <div>Albany -11° F</div> </div> <p>_____</p> <p>_____</p>															
<p>Justice believes that if she multiplies any number by 2, the resulting product will always be an even number. Is her thinking correct? Explain.</p>	<p>Amelia earned \$18 babysitting yesterday. Place a point on the number line to represent this value.</p> <div> <div>12</div> <div>20</div> <div>28</div> </div>															



DESCRIBE	ORDER
<p>Label each statement below as true or false.</p> <p>_____ a. The opposite of -51 is 51.</p> <p>_____ b. 16 is closer to zero than -16.</p> <p>_____ c. A number and its opposite are the same distance from zero on a number line.</p> <p>Create an integer that could be used to represent each situation below.</p> <p>_____ a. Kevin owes his brother \$17.</p> <p>_____ b. Alyssa deposited \$158 into her bank account.</p> <p>_____ c. James made a profit of \$275 selling snow cones over the weekend.</p>	<p>_____</p> <p>_____</p>
<p>Fill in each statement with the correct inequality symbol (< or >) in order to make the statement true.</p> <p>a. $0 \underline{\hspace{1cm}} -10$ b. $-20 \underline{\hspace{1cm}} -21$ c. $-5 \underline{\hspace{1cm}} 4$ d. $33 \underline{\hspace{1cm}} 13$</p>	<p>_____</p>
<p>Assume each shape represents one whole. Shade 75% of each shape below.</p> <p>a. </p> <p>b. </p> <p>c. </p>	<p>_____</p>

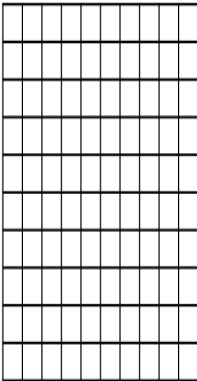
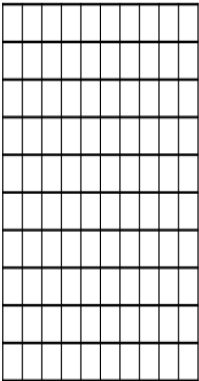
ORDER	Armani plotted a point on the number line that is greater than -10 but less than -6. Which point below could be hers?									
COMPARE	Jake and his friends are playing a game, and the person who scores closest to 0 wins. According to the scores listed below, who is the winner?	a. The number 6 is 7 units away from 13 on a number line. Which other integer is 7 units away from 6 on a number line? b. Which two integers are 10 units away from 5 on a number line? Draw a picture if needed. c. Starting at -7 on a number line, Darcy moved 4 units to the right. What integer did Darcy land on?								
	<table border="1"> <thead> <tr> <th>NAME</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td>Jake</td> <td>-3</td> </tr> <tr> <td>Kevin</td> <td>4</td> </tr> <tr> <td>Linus</td> <td>2</td> </tr> <tr> <td>MJ</td> <td>-1</td> </tr> </tbody> </table>		NAME	SCORE	Jake	-3	Kevin	4	Linus	2
NAME	SCORE									
Jake	-3									
Kevin	4									
Linus	2									
MJ	-1									
DESCRIBE	List 3 different types of real-world situations that would be represented by negative integers. _____ _____ _____									
REVIEW	Circle true or false for each statement below. If a statement is false, explain your reasoning in the space underneath. <div style="display: flex; justify-content: space-around;"> <div> a. $13.5 = 10 + 3 + 0.5$ True or False? </div> <div> b. $0.375 = 0.3 + 0.7 + 0.5$ True or False? </div> </div>									

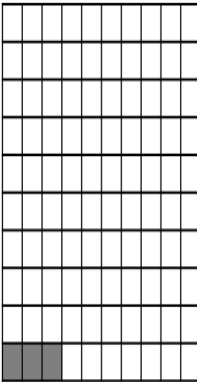
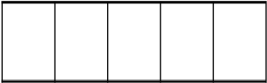
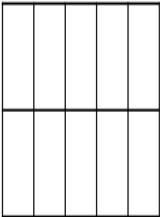
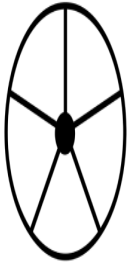
REPRESENT	Write an equation and solution for the integer addition represented by the counters below. 	PROBLEM SOLVE Cross through the card that should be eliminated so that the remaining cards have a sum of -1. <div style="display: flex; justify-content: space-around;"> <div>-14</div> <div>10</div> <div>-2</div> <div>15</div> <div>5</div> </div>
	KEY = POSITIVE = NEGATIVE	
COMPARE	Fill in each rectangle with <, > or = in order to make the statement true. a. $-10 + 3$ $10 + (-3)$ b. $-15 + (-17)$ $-17 + (-15)$ c. $32 + (-16)$ $-32 + 16$ d. $-50 + 25$ $25 + (-50)$	DESCRIBE Write an equation to represent the situation: "Blake owed his sister \$35. He gave her a \$20 bill, so now he only owes her \$15." _____ Create a real-world situation that could be represented by the equation $-14 + (-25) = -39$. _____ _____ _____
REVIEW	Tanya and Raven are each eating a chocolate bar. Tanya has eaten 65% of her chocolate bar. The portion that Raven has eaten is represented by the shaded part of the fraction bar below. Who has the greatest portion of her chocolate bar remaining? Explain your reasoning. 	

DESCRIBE	<p>Fill in each blank with "sometimes", "always" or "never" in order to make the statement true.</p> <p>a. A positive integer combined with a positive integer will _____ have a sum that is negative.</p> <p>b. A negative integer combined with a positive integer will _____ have a sum that is less than zero.</p> <p>c. A negative integer combined with a negative integer will _____ have a sum that is negative.</p> 
JUSTIFY	<p>a. Howie believes that $-27 + 13 = -13 + 27$. Is this true? Why or why not?</p> <p>_____</p> <p>_____</p> <p>b. Jacobi believes that $-19 + 22 = 22 - 19$. Is this true? Why or why not?</p> <p>_____</p> <p>_____</p> <p>_____</p> 
PROBLEM SOLVE	<p>Circle the two integers that would have a sum closest to -20.</p> <div> <div>-8</div> <div>18</div> <div>-2</div> <div>-10</div> <div>11</div> <div>-30</div> </div> 
REVIEW	<p>Keith added $12.5 + 8.6$ on the paper at the right below.</p> <p>a. Is Keith's solution reasonable? Why or why not?</p> <p>b. Explain Keith's error.</p> <div> $\begin{array}{r} 12.5 \\ + 8.6 \\ \hline 98.5 \end{array}$  </div>
DESCRIBE	<p>Hank and Tim are going on a hike. Hank is starting at an altitude of 126 feet below sea level and Tim is at an altitude 33 feet higher than Hank. The situation can be represented with the equation below:</p> $-126 + 33 = -93$ <p>Explain what -93 represents in the situation.</p> <p>_____</p> <p>_____</p> 
PROBLEM SOLVE	<p>Fill in each of the rectangles with a digit 1-5 in order to make the equation true. Each digit can only be used once.</p> <p>a. $-2\boxed{} + 10 = -15$</p> <p>b. $-\boxed{}6 + (-3) = -49$</p> <p>c. $8\boxed{} + (-27) = 54$</p> <p>d. $-50 + 22 = -\boxed{}8$</p> <p>e. $40 + (-\boxed{}3) = 7$</p> 
REVIEW	<p>Label each point on the number line with the letter that is the closest approximate value.</p> <p>A. -12</p> <p>B. 1.2</p> <p>C. -0.85</p> <p>D. 62</p> <p>E. -0.55</p>  
ORDER	<p>Circle all the expressions that have a value less than -10.</p> <p>a. $-9 + -13$</p> <p>b. $26 + (-30)$</p> <p>c. $-14 + 28$</p> <p>d. $15 + (-30)$</p> <p>e. $-21 + 20$</p> <p>f. $-3 + (-8)$</p> 
REPRESENT	<p>Draw counters to represent the expression $3 + (-6)$. Then, find the sum.</p> <p>KEY</p> <p> = POSITIVE</p> <p> = NEGATIVE</p> 

<div>DESCRIBE</div>	<div>REPRESENT</div> <p>Isabelle is going to rewrite each subtraction statement as an addition statement by "adding the opposite". She has completed the first statement so far. Help her represent the remaining subtraction statements as addition statements.</p> <p>a. $-5 - 12$ b. $2 - (-19)$ c. $-28 - 10$ d. $-15 - (-7)$ e. $35 - 12$</p> <p><u>$-5 + (-12)$</u> _____ _____ _____ _____</p>
	<div>ORDER</div> <p>In a-d, find each difference. Then, record the letters in descending order according to their differences.</p> <p>a. $36 - 46 =$ _____ c. $-25 - (-21) =$ _____</p> <p>b. $-11 - 13 =$ _____ d. $4 - (-16) =$ _____</p> <p>_____</p>
	<div>PROBLEM SOLVE</div> <p>Label each statement below as true or false.</p> <p>_____ a. $9 - 5$ is the same as $9 + (-5)$.</p> <p>_____ b. $-10 - 6$ is the same as $10 + (-6)$.</p> <p>_____ c. A negative number minus a negative number will always result in a positive difference.</p> <p>_____ d. A negative number minus a positive number will always result in a negative difference.</p>
<div>PROBLEM SOLVE</div> <p>For each situation, write and solve an equation to find the missing information.</p> <p>a. The lowest temperature yesterday was -4°F, and the highest temperature was 16°F. What was the difference in the high and low temperatures yesterday?</p> <p>b. Shawn has 42 points on his computer game. He loses the next round though which takes away 50 points. How many total points does Shawn now have?</p>	<div>REPRESENT</div> <p>Mitchell starts with a negative value and subtracts a negative value. Is it possible for his solution to be a positive value? Explain.</p> <p>_____</p> <p>_____</p> <p>Liliana starts with a negative value and subtracts a positive value. Is it possible for her solution to be a positive value? Explain.</p> <p>_____</p> <p>_____</p>
<div>REVIEW</div> <p>Use the fraction bars below to shade the addition statement and solution to $\frac{1}{2} + \frac{1}{4}$.</p> <p> +  = </p>	<div>REPRESENT</div> <p>Rewrite the subtraction statement $5 - (-4)$ as an addition statement. Then, draw counters to represent the solution.</p> <p>KEY</p> <p> = POSITIVE</p> <p> = NEGATIVE</p>

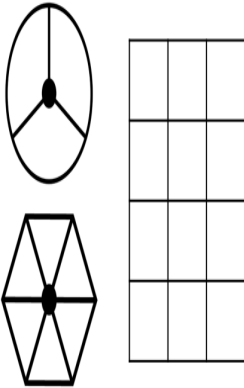
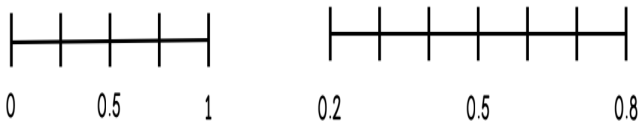
<div>PROBLEM SOLVE</div>	<div>DESCRIBE</div> <p>Four students subtracted integers below by adding the opposite. Circle the work of the student who made an error. Then, describe the error.</p> <table border="0"> <tr> <td> <p>Sam</p> <div>$-15 - 13$</div> <div>$-15 + (-13)$</div> <div>-28</div> </td> <td> <p>Callie</p> <div>$26 - 50$</div> <div>$26 + (-50)$</div> <div>-24</div> </td> <td> <p>Nick</p> <div>$-8 - (-19)$</div> <div>$-8 + (-19)$</div> <div>-27</div> </td> <td> <p>Jamori</p> <div>$30 - 21$</div> <div>$30 + (-21)$</div> <div>9</div> </td> </tr> </table>	<p>Sam</p> <div>$-15 - 13$</div> <div>$-15 + (-13)$</div> <div>-28</div>	<p>Callie</p> <div>$26 - 50$</div> <div>$26 + (-50)$</div> <div>-24</div>	<p>Nick</p> <div>$-8 - (-19)$</div> <div>$-8 + (-19)$</div> <div>-27</div>	<p>Jamori</p> <div>$30 - 21$</div> <div>$30 + (-21)$</div> <div>9</div>	<div>REPRESENT</div> <p>Mitchell starts with a negative value and subtracts a negative value. Is it possible for his solution to be a positive value? Explain.</p> <p>_____</p> <p>_____</p> <p>Liliana starts with a negative value and subtracts a positive value. Is it possible for her solution to be a positive value? Explain.</p> <p>_____</p> <p>_____</p>
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	<div>PROBLEM SOLVE</div> <p>Fill in each rectangle with the digits 1, 2, 3 and 4 in any order to create a difference of -46. Each digit may only be used once.</p> <p>$- \begin{array}{ c c } \hline \square & \square \\ \hline \end{array} - \begin{array}{ c c } \hline \square & \square \\ \hline \end{array} = -46$</p>	<div>REVIEW</div> <p>Jen has a positive amount of money in her bank account. If she takes the current balance and multiplies it by $\frac{2}{3}$, will the account balance get larger or smaller? Explain.</p>	<div>REPRESENT</div> <p>Rewrite the subtraction statement $5 - (-4)$ as an addition statement. Then, draw counters to represent the solution.</p> <p>KEY</p> <p> = POSITIVE</p> <p> = NEGATIVE</p>			

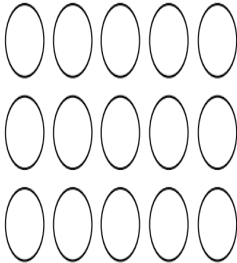
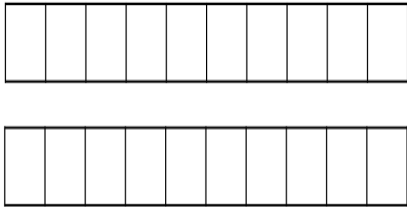
REPRESENT	<p>Assume each grid represents one whole. Shade a representation of each decimal.</p> <div style="display: flex; justify-content: space-around;"> <div> <p>a. 0.29</p>  </div> <div> <p>b. 0.3</p>  </div> </div>	<p>ORDER</p> <p>List three decimal values less than 9 but greater than 8:</p> <p>_____ , _____ , _____</p> <p>List three decimal values between 2.5 and 2.6:</p> <p>_____ , _____ , _____</p>
	<p>JUSTIFY</p> <p>Gregory states that $3.256 = 3 + 0.2 + 0.05 + 0.006$. Is this true or false? Explain.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
COMPARE	<p>Circle any decimal that has a value greater than $\frac{1}{2}$.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div>1.0</div> <div>0.23</div> <div>3.4</div> <div>0.412</div> <div>0.5</div> <div>$0.\bar{5}$</div> <div>0.95</div> <div>0.175</div> <div>0.6</div> <div>0.56</div> <div>1.2</div> <div>0.11</div> </div>	
REVIEW	<p>Starting with zero, count by $\frac{1}{4}$ to fill in each missing blank.</p> <p>0, _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____</p> <p>Describe any patterns that you notice:</p> <p>_____</p> <p>_____</p> <p>_____</p>	

ORDER	<p>A scientist weighs five different substances and records each weight in the table below.</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>SUBSTANCE</th> <th>WEIGHT (oz)</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>6.21</td> </tr> <tr> <td>B</td> <td>6.2</td> </tr> <tr> <td>C</td> <td>6.02</td> </tr> <tr> <td>D</td> <td>6.112</td> </tr> <tr> <td>E</td> <td>6.001</td> </tr> </tbody> </table> <p>Record the letter of the substances in order from least to greatest according to their weight:</p> <p>_____</p>	SUBSTANCE	WEIGHT (oz)	A	6.21	B	6.2	C	6.02	D	6.112	E	6.001	<p>JUSTIFY</p> <p>Claudia believes the model represents 0.03 while Justice believes it represents 0.3. Who is correct? Explain.</p> 
	SUBSTANCE	WEIGHT (oz)												
A	6.21													
B	6.2													
C	6.02													
D	6.112													
E	6.001													
COMPARE	<p>Alyssa ran five tenths of a mile and her brother ran forty-five hundredths of a mile. Who ran the longest distance?</p> <p>Which is greater: one-hundredth or one-thousandth? Explain.</p> <p>_____</p>													
REPRESENT	<p>Represent each decimal in an expanded form. The first is done for you as an example.</p> <p>9.26: $9 + .2 + .06$</p> <p>1.5: _____</p> <p>5.036: _____</p> <p>0.875: _____</p> <p>25.82: _____</p>													
REVIEW	<p>Assume each shape below represents one whole. Shade 60% of each shape.</p> <div style="display: flex; justify-content: space-around;"> <div> <p>a.</p>  </div> <div> <p>b.</p>  </div> <div> <p>c.</p>  </div> </div>													

REVIEW	<p>Xavier starts with the integer -10 and multiplies it by a negative integer. Mark the statements below as true or false. If false, explain why to the right of the statement.</p> <p>_____ a. The resulting product cannot be greater than -10.</p> <p>_____ b. The resulting product must be greater than 0.</p> <p>_____ c. The resulting product cannot be less than 10.</p>	<p>JUSTIFY</p>	<p>Lincoln had 7.8 inches of rope and found another 6.35 inches of rope in his work shed. The work below shows how he calculated the total inches of rope that he had. Did he calculate the amount correctly? Explain your thinking.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> $\begin{array}{r} 7.80 \\ + 6.35 \\ \hline 13.15 \end{array}$ </div>												
	<p>Solve each addition problem. Then, order the letters from least to greatest according to their solutions.</p> <p>a. $5.02 + 6.7$ b. $12 + 1.75$</p> <p>c. $13.8 + 0.35$ d. $7.33 + 5.9$</p>		<p>PROBLEM SOLVE</p> <table border="1"> <thead> <tr> <th>ITEM</th> <th>PRICE</th> </tr> </thead> <tbody> <tr> <td>Latte</td> <td>\$3.65</td> </tr> <tr> <td>Cappuccino</td> <td>\$3.50</td> </tr> <tr> <td>Pastry</td> <td>\$1.95</td> </tr> <tr> <td>Egg Sandwich</td> <td>\$2.95</td> </tr> <tr> <td>Muffin</td> <td>\$1.15</td> </tr> </tbody> </table> <p>Camille and her friend Janie went to a coffee shop. Camille bought a latte and Janie bought a cappuccino and a muffin. How much money did the girls spend altogether?</p>	ITEM	PRICE	Latte	\$3.65	Cappuccino	\$3.50	Pastry	\$1.95	Egg Sandwich	\$2.95	Muffin	\$1.15
	ITEM		PRICE												
Latte	\$3.65														
Cappuccino	\$3.50														
Pastry	\$1.95														
Egg Sandwich	\$2.95														
Muffin	\$1.15														
<p>Use the grid to shade a representation of $0.2 + 0.03$.</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 10px auto;"></div>	<p>ORDER</p>														

REPRESENT	<p>Use the grid to represent the sum of 0.85 and 0.1.</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 10px auto;"></div>	<p>REVIEW</p>	<p>Solve each problem below. Then, describe any patterns you notice.</p> <p>$1 \cdot \frac{1}{3} = \underline{\hspace{2cm}}$ $3 \cdot \frac{1}{3} = \underline{\hspace{2cm}}$ $6 \cdot \frac{1}{3} = \underline{\hspace{2cm}}$</p> <p>$12 \cdot \frac{1}{3} = \underline{\hspace{2cm}}$ $30 \cdot \frac{1}{3} = \underline{\hspace{2cm}}$ $300 \cdot \frac{1}{3} = \underline{\hspace{2cm}}$</p>									
	<p>Shade the column with the greatest total sum.</p> <table border="1" style="margin: 10px auto;"> <tr> <td>0.5</td> <td>0.35</td> <td>1.45</td> </tr> <tr> <td>1.5</td> <td>1.25</td> <td>0.45</td> </tr> <tr> <td>0.3</td> <td>0.5</td> <td>0.6</td> </tr> </table>		0.5	0.35	1.45	1.5	1.25	0.45	0.3	0.5	0.6	<p>PROBLEM SOLVE</p> <p>Draw a line connecting each problem to its solution. Not all of the solutions will be used.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> $15.2 + 27.89$ </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> $13.05 + 9.5$ </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> $30.7 + 2.01$ </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">29.41</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">32.71</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">43.09</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">14</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">32.8</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">22.55</div> </div>
	0.5		0.35	1.45								
1.5	1.25	0.45										
0.3	0.5	0.6										
<p>Micah is on a game show where he must pick three squares from a grid. Each square will reveal a decimal, and the sum of the three decimals cannot exceed 10 in order for Micah to win. The three decimals that Micah picked are shown. Did Micah win the game? Explain.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 150px; height: 100px; display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; width: 100%; height: 33%; text-align: center;">3.25</div> <div style="border: 1px solid black; width: 100%; height: 33%; text-align: center;">1.95</div> <div style="border: 1px solid black; width: 100%; height: 33%; text-align: center;">4.75</div> </div>	<p>PROBLEM SOLVE</p>											

DESCRIBE	<p>Heather has labeled the numerator and denominator of the fraction shown:</p> <p>numerator $\rightarrow 5$</p> <p>$\overline{9}$ \leftarrow denominator</p> <p>Describe what the denominator represents:</p> <p>Describe what the numerator represents:</p>	REPRESENT	<p>Shade $\frac{2}{3}$ of each shape below.</p> 									
	<p>Draw a point on each number line to show the approximate location of $\frac{2}{3}$.</p> 		<p>Which of the following is a true statement?</p> <p>a. $\frac{8}{9} < \frac{7}{9}$ b. $\frac{1}{7} > \frac{6}{7}$</p> <p>c. $\frac{2}{11} < \frac{1}{11}$ d. $\frac{5}{13} > \frac{2}{13}$</p>									
ORDER			<p>Shade any rectangle that has a value of -10.</p> <table border="1" data-bbox="686 1089 953 1430"> <tr> <td>$-5(-2)$</td> <td>$-8 - 2$</td> <td>$-30 \div 3$</td> </tr> <tr> <td>$-6 + (-4)$</td> <td>$10(-1)$</td> <td>$16 - 26$</td> </tr> <tr> <td>$-50 \div (-5)$</td> <td>$-9 + 1$</td> <td>$-3 - 7$</td> </tr> </table>	$-5(-2)$	$-8 - 2$	$-30 \div 3$	$-6 + (-4)$	$10(-1)$	$16 - 26$	$-50 \div (-5)$	$-9 + 1$	$-3 - 7$
$-5(-2)$	$-8 - 2$	$-30 \div 3$										
$-6 + (-4)$	$10(-1)$	$16 - 26$										
$-50 \div (-5)$	$-9 + 1$	$-3 - 7$										

PROBLEM SOLVE	<p>Fill in each numerator or denominator with a digit that creates an improper fraction.</p> <p>$\frac{7}{\square}$ $\frac{\square}{15}$ $\frac{3}{\square}$ $\frac{\square}{4}$</p>	DESCRIBE	<p>Tia needs to determine which fraction below is greater.</p> <p>$\frac{3}{5}$ $\frac{7}{12}$</p> <p>Describe one way that Tia can compare the two fractions:</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>The circles below represent a stack of coins that Jerome dropped on the ground. If $\frac{3}{5}$ of the coins landed heads up, shade the number of coins that landed heads up.</p> 		<p>Circle any fraction that has a value less than $\frac{1}{4}$.</p> <p>$\frac{2}{3}$ $\frac{3}{14}$ $\frac{1}{8}$</p> <p>$\frac{6}{25}$ $\frac{3}{5}$ $\frac{5}{9}$</p> <p>$\frac{2}{9}$</p>
REPRESENT			<p>Use the models below to shade 0.25 and 0.3. Then, circle the greater value.</p> 
REVIEW			