Bok North *Summer Reading*- 2024-2025

Bok Academy North Students,

This summer you will be expected to read at least TWO CHOICE books in order to prepare for your 2024-2025 school year at Edward W. Bok Academy, North. I would like you to read one GENRE CHALLENGE book, one LEXILE CHALLENGE book.

- **WHAT IS A GENRE CHALLENGE BOOK?**

A genre challenge book is a book that is outside of your normal reading genre. If you normally read FANTASY books, then try a new genre like

HISTORICAL FICTION or SCIENCE FICTION.

- **WHAT IS A LEXILE CHALLENGE BOOK?**

A lexile challenge book, is a book that is above your reading level. You should find a book that has a lexile of about 975-1100.

You can find the lexile of most books at www.lexile.com.

For each book respond to the following questions:

- What were your favorite parts and why?
- What parts would you have changed and why?
- What connections did you make to the characters, setting, or events?
- If you could talk to the author, what questions would you ask?

***All assignments are due the first day of** the 2024-2025 school year.*

Summer Reading Response Rubric

Category	4	3	2	1
Content	Student wrote a detailed response about the book. Explained their favorite parts, what they would change, connections they made, and what they would ask the author.	Student wrote a response about the book, but was missing an element.	Student wrote a response about the book, but was missing more than one element.	The writing is missing several elements.
Conventions	Response contains 1-2 errors in capitalization, punctuation, and sentence structure.	Response contains 3-4 errors in capitalization, punctuation, and sentence structure.	Response contains 5-6 errors in capitalization, punctuation, and sentence structure.	Errors in capitalization, punctuation, and sentence structure distract the reader.
Visual	Student created a visual representing something from the book. The artwork is carefully and neatly done.	Student created a visual representing something from the book. Lacks some neatness or effort.	Student created a visual representing something from the book. Lacks neatness or effort.	Drawing is incomplete.

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 2024-2025 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 2024-2025 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 x 10
2 x 25

b. 120 =

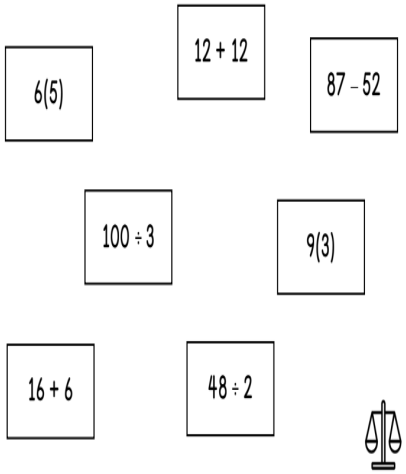
c. 84 =

d. 175 =

e. 1,000 =

COMPARE

Shade in any rectangle that has a value greater than 25.



JUSTIFY

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.

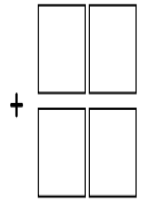
DESCRIBE

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 ÷ 3 = 10.

Describe what 10 represents in the situation.

PROBLEM SOLVE

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.



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

ORDER

Solve a-d. Then, record the letters in ascending order according to their solutions.

a. 6 x (12 + 3) = ____

b. 21 ÷ 7 + 29 = ____

c. 11 + (80 ÷ 4) = ____

d. 16 x 3 - 3 = ____

_____

DESCRIBE

Ashley and Jessica multiplied 406 x 4 but got two different products as shown below. Describe which student made an error.

Ashley

$$\begin{array}{r} 2 \\ 406 \\ \times\ \ 4 \\ \hline 1804 \end{array}$$

Jessica

$$\begin{array}{r} 2 \\ 406 \\ \times\ \ 4 \\ \hline 1624 \end{array}$$

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

Fill out the table by multiplying each value by 2 and then by 20.

	x 2	x 20
1		
3		
5		
12		

Describe any patterns you notice:

PROBLEM SOLVE

Use the cards below to complete the blanks and make a true statement. Each card can only be used once.

54 61 34

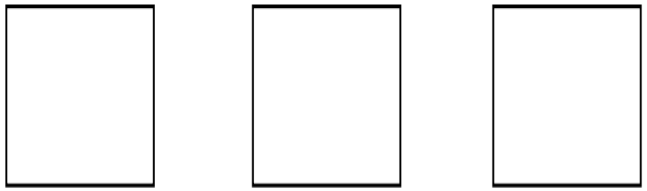
a. 52 + 28 > 10 + ____

b. ____ < 24 + 29

c. 73 + 25 = ____ + 37

REPRESENT

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.



JUSTIFY

Justice believes that if she multiplies any number by 2, the resulting product will always be an even number. Is her thinking correct? Explain.

_____

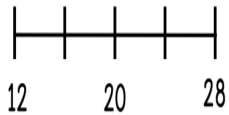
_____

_____

_____

ORDER

Amelia earned $18 babysitting yesterday. Place a point on the number line to represent this value.



DESCRIBE

Label each statement below as true or false.

_____ a. The opposite of -51 is 51.

_____ b. 16 is closer to zero than -16.

_____ c. A number and its opposite are the same distance from zero on a number line.

Create an integer that could be used to represent each situation below.

_____ a. Kevin owes his brother $17.

_____ b. Alyssa deposited $158 into her bank account.

_____ c. James made a profit of $275 selling snow cones over the weekend.

ORDER

The cards below list the current temperature in five different cities. List the cities in order from coldest to warmest temperature.

Flagstaff 0° F | Erie -8° F | Boulder 13° F | Buffalo 2° F | Albany -11° F

_____

_____

COMPARE

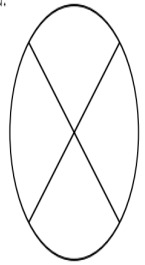
Fill in each statement with the correct inequality symbol (< or >) in order to make the statement true.

a. 0 ____ -10 b. -20 ____ -21 c. -5 ____ 4 d. 33 ____ 13

REVIEW

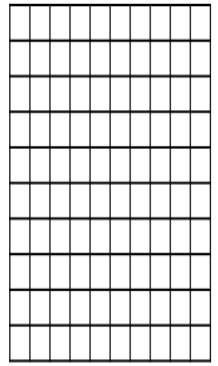
Assume each shape represents one whole. Shade 75% of each shape below.

a.



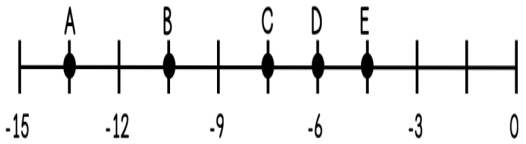
b.

c.



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?

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.

_____

_____

_____

PROBLEM SOLVE

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?

REVIEW

Circle true or false for each statement below. If a statement is false, explain your reasoning in the space underneath.

a. 13.5 = 10 + 3 + 0.5

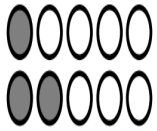
True or False?

b. 0.375 = 0.3 + 0.7 + 0.5

True or False?

REPRESENT

Write an equation and solution for the integer addition represented by the counters below.



KEY

○ = POSITIVE

● = NEGATIVE

PROBLEM SOLVE

Cross through the card that should be eliminated so that the remaining cards have a sum of -1.

-14	10	-2	15	5

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

Fill in each blank with "sometimes", "always" or "never" in order to make the statement true.

a. A positive integer combined with a positive integer will _____ have a sum that is negative.

b. A negative integer combined with a positive integer will _____ have a sum that is less than zero.

c. A negative integer combined with a negative integer will _____ have a sum that is negative.

JUSTIFY

a. Howie believes that -27 + 13 = -13 + 27. Is this true? Why or why not?

_____

_____

b. Jacobi believes that -19 + 22 = 22 – 19. Is this true? Why or why not?

_____

_____

COMPARE

Brianna and her sister Joy both started the month with negative balances in their bank accounts. Each sister has made two deposits since the beginning of the month as shown.

BRIANNA'S ACCOUNT	JOY'S ACCOUNT
Starting Balance: -$120	Starting Balance: -$90
Deposit 1: $75	Deposit 1: $23
Deposit 2: $62	Deposit 2: $71

After the two deposits, which sister has the greatest amount in her bank account?

PROBLEM SOLVE

Circle the two integers that would have a sum closest to -20.

-8 18 -2 -10 11 -30

REVIEW

Keith added 12.5 + 8.6 on the paper at the right below.

a. Is Keith's solution reasonable? Why or why not?

b. Explain Keith's error.

$$\begin{array}{r} 12.5 \\ +\ 8.6 \\ \hline 98.5 \end{array}$$

DESCRIBE

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:

-126 + 33 = -93

Explain what -93 represents in the situation.

_____

_____

ORDER

Circle all the expressions that have a value less than -10.

a. -9 + -13

b. 26 + (-30)

c. -14 + 28

d. 15 + (-30)

e. -21 + 20

f. -3 + (-8)

PROBLEM SOLVE

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.

a. $-2\square + 10 = -15$

b. $-\square 6 + (-3) = -49$

c. $8\square + (-27) = 54$

d. $-50 + 22 = -\square 8$

e. $40 + (-\square 3) = 7$

REPRESENT

Draw counters to represent the expression 3 + (-6). Then, find the sum.

KEY

○ = POSITIVE

● = NEGATIVE

REVIEW

Label each point on the number line with the letter that is the closest approximate value.

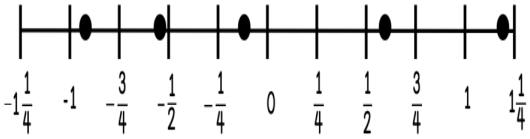
A. -.12

B. 1.2

C. -.85

D. .62

E. -.55



REPRESENT

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.

a. -5 – 12 → -5 + (-12)

b. 2 – (-19) → _____

c. -28 – 10 → _____

d. -15 – (-7) → _____

e. 35 – 12 → _____

ORDER

In a-d, find each difference. Then, record the letters in descending order according to their differences.

a. 36 – 46 = ____

c. -25 – (-21) = ____

b. -11 – 13 = ____

d. 4 – (-16) = ____

_____

PROBLEM SOLVE

For each situation, write and solve an equation to find the missing information.

a. The lowest temperature yesterday was -4° F, and the highest temperate was 16° F. What was the difference in the high and low temperatures yesterday?

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?

DESCRIBE

Label each statement below as true or false.

_____ a. 9 – 5 is the same as 9 + (-5).

_____ b. -10 – 6 is the same as 10 + (-6).

_____ c. A negative number minus a negative number will always result in a positive difference.

_____ d. A negative number minus a positive number will always result in a negative difference.

REVIEW

Use the fraction bars below to shade the addition statement and solution to $\frac{1}{2} + \frac{1}{4}$.

JUSTIFY

Mitchell starts with a negative value and subtracts a negative value. Is it possible for his solution to be a positive value? Explain.

_____

_____

Liliana starts with a negative value and subtracts a positive value. Is it possible for her solution to be a positive value? Explain.

_____

_____

REPRESENT

Rewrite the subtraction statement 5 – (-4) as an addition statement. Then, draw counters to represent the solution.

KEY

○ = POSITIVE

● = NEGATIVE

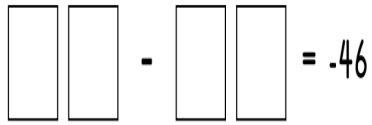
DESCRIBE

Four students subtracted integers below by adding the opposite. Circle the work of the student who made an error. Then, describe the error.

Sam	Callie	Nick	Jamori
-15 – 13	26 – 50	-8 – (-19)	30 – 21
-15 + (-13)	26 + (-50)	-8 + (-19)	30 + (-21)
-28	-24	-27	9

PROBLEM SOLVE

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.



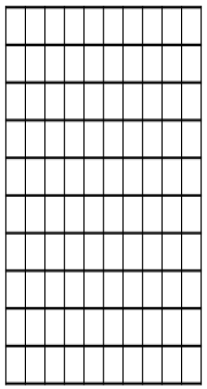
REVIEW

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.

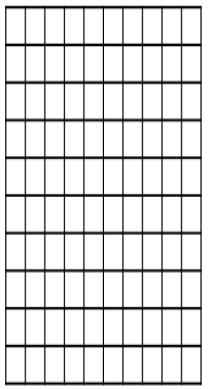
REPRESENT

Assume each grid represents one whole. Shade a representation of each decimal.

a. 0.29



b. 0.3



ORDER

List three decimal values less than 9 but greater than 8:

_____, _____, _____

List three decimal values between 2.5 and 2.6:

_____, _____, _____

JUSTIFY

Gregory states that 3.256 = 3 + 0.2 + 0.05 + 0.006. Is this true or false? Explain.

_____

_____

_____

_____

COMPARE

Circle any decimal that has a value greater than $\frac{1}{2}$.

1.0 0.23 3.4 0.412 0.5 $0.\overline{5}$

0.95 0.175 0.6 0.56 1.2 0.11

REVIEW

Starting with zero, count by $\frac{1}{4}$ to fill in each missing blank.

0, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____

Describe any patterns that you notice:

ORDER

A scientist weighs five different substances and records each weight in the table below.

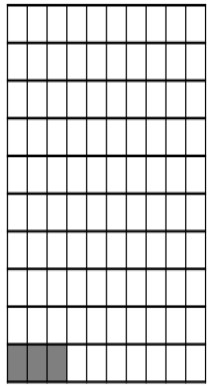
SUBSTANCE	WEIGHT (oz)
A	6.21
B	6.2
C	6.02
D	6.112
E	6.001

Record the letter of the substances in order from least to greatest according to their weight:

_____

JUSTIFY

Claudia believes the model represents 0.03 while Justice believes it represents 0.3. Who is correct? Explain.



COMPARE

Alyssa ran five tenths of a mile and her brother ran forty-five hundredths of a mile. Who ran the longest distance?

Which is greater: one-hundredth or one-thousandth? Explain.

REPRESENT

Represent each decimal in an expanded form. The first is done for you as an example.

9.26: 9 + .2 + .06

1.5: _____

5.036: _____

0.875: _____

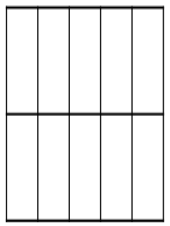
25.82: _____

REVIEW

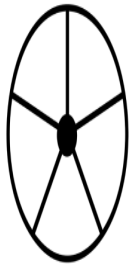
Assume each shape below represents one whole. Shade 60% of each shape.

a.

b.

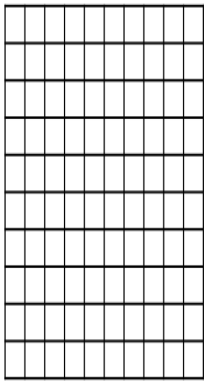


c.



REPRESENT

Use the grid to shade a representation of 0.2 + 0.03.



JUSTIFY

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.

$$\begin{array}{r} 7.80 \\ +\ 6.35 \\ \hline 13.15 \end{array}$$

ORDER

Solve each addition problem. Then, order the letters from least to greatest according to their solutions.

a. 5.02 + 6.7

b. 12 + 1.75

c. 13.8 + 0.35

d. 7.33 + 5.9

_____

PROBLEM SOLVE

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?

ITEM	PRICE
Latte	$3.65
Cappuccino	$3.50
Pastry	$1.95
Egg Sandwich	$2.95
Muffin	$1.15

REVIEW

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.

_____ a. The resulting product cannot be greater than -10.

_____ b. The resulting product must be greater than 0.

_____ c. The resulting product cannot be less than 10.

ORDER

Shade the column with the greatest total sum.

0.5	0.35	1.45
1.5	1.25	0.45
0.3	0.5	0.6

PROBLEM SOLVE

Draw a line connecting each problem to its solution. Not all of the solutions will be used.

15.2 + 27.89	29.41
13.05 + 9.5	32.71
30.7 + 2.01	43.09
	14
	32.8
	22.55

PROBLEM SOVLE

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.

_____

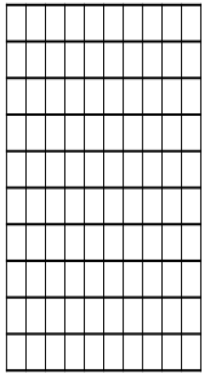
_____

_____

3.25		
		1.95
4.75		

REPRESENT

Use the grid to represent the sum of 0.85 and 0.1.



REVIEW

Solve each problem below. Then, describe any patterns you notice.

$1 \cdot \frac{1}{3} =$ ____ $3 \cdot \frac{1}{3} =$ ____ $6 \cdot \frac{1}{3} =$ ____

$12 \cdot \frac{1}{3} =$ ____ $30 \cdot \frac{1}{3} =$ ____ $300 \cdot \frac{1}{3} =$ ____

_____

_____

_____

DESCRIBE

Heather has labeled the numerator and denominator of the fraction shown:

numerator → 5

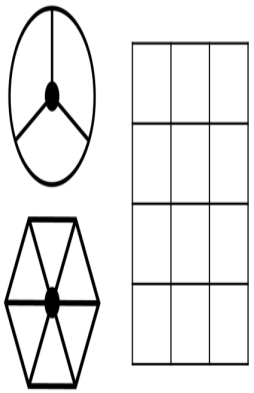
9 ← denominator

Describe what the denominator represents:

Describe what the numerator represents:

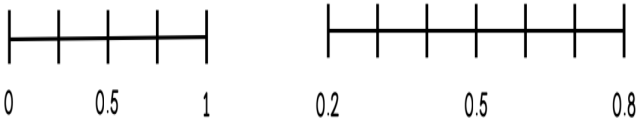
REPRESENT

Shade 2/3 of each shape below.



ORDER

Draw a point on each number line to show the approximate location of $\frac{2}{3}$.



COMPARE

Which of the following is a true statement?

a. $\frac{8}{9} < \frac{7}{9}$

b. $\frac{1}{7} > \frac{6}{7}$

c. $\frac{2}{11} < \frac{1}{11}$

d. $\frac{5}{13} > \frac{2}{13}$

REVIEW

Shade any rectangle that has a value of -10.

-5(-2)	-8 - 2	-30 ÷ 3
-6 + (-4)	10(-1)	16 - 26
-50 ÷ (-5)	-9 + 1	-3 - 7

PROBLEM SOLVE

Fill in each numerator or denominator with a digit that creates an improper fraction.

$\frac{7}{\square}$ $\quad \frac{\square}{15}$ $\quad \frac{3}{\square}$ $\quad \frac{\square}{4}$

DESCRIBE

Tia needs to determine which fraction below is greater.

$\frac{3}{5}$ $\quad \frac{7}{12}$

Describe one way that Tia can compare the two fractions:

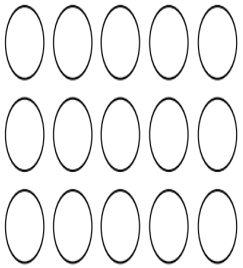
_____

_____

_____

REPRESENT

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.



COMPARE

Circle any fraction that has a value less than $\frac{1}{4}$.

$\frac{2}{3}$ $\quad \frac{3}{14}$ $\quad \frac{1}{8}$ $\quad \frac{6}{25}$ $\quad \frac{3}{5}$ $\quad \frac{5}{9}$ $\quad \frac{2}{9}$

REVIEW

Use the models below to shade 0.25 and 0.3. Then, circle the greater value.