DR. ROLANDO ESPINOSA K-8 CENTER

SUMMER HOME LEARNING

FIFTH GRADE STUDENTS

We strongly encourage your child works on the **IXL Language Arts and Math Summer Boost Skill Plans** and **the i-Ready Reading and Math Assigned Lessons**. The i-Ready Assigned Lessons are only available until July 25th. The logs for the IXL skills plan and the i-Ready Assigned Lessons are attached.

SUMMER HOME LEARNING READING

Students SHOULD select and read two books. One book SHOULD be nonfiction, and the other book SHOULD be fiction. Below you will find a list of recommended titles for incoming fifth graders. Books can be checked out from a public library, purchased from a bookstore or Amazon, or checked out online from Destiny Discover Online Catalog. **Accelerated Reader Quizzes** on the books will be available when the school year begins. Points earned will count toward their first grading period AR goal.

FICTION *CHOOSE ONE FROM BELOW*		**NONFICTION** *CHOOSE ONE FROM BELOW*	
Title	**Author**	**Title**	**Author**
Pax	Sara Pennypacker	Brown Girl Dreaming	Jacqueline Woodson
Frindle	Andrew Clements	A Long Walk to Water	Linda Sue Park
Esperanza Rising	Pam Muñoz Ryan	Dewey the Library Cat: A True Story	Vicki Myron
		The 12 Biggest Breakthroughs in Energy Technology	M.M. Eboch

How to Access books on Destiny Discover Online Catalog from your computer:

- Go to www.ebtk8.net click on Students, then Media Center
- Scroll down and click on Destiny Discover Online Catalog
- Search one of the titles and check out the book

Math

Students will be tested during the first three weeks of school on the skills below. Students should practice the following skills:

- **Multiplication fluency (2 and 3 digits)**
  - Example: 52 x 12, 314 x 23
  - https://youtu.be/RVYwunbpMHA

Online resources to help get ready for fifth grade:

- http://www.mrmathblog.com/fifth-grade-math.html

MULTIPLICATION

Reflex Math

DIVISION

- Example: 715 ÷ 7
- https://youtu.be/KGMf314LUc0

- https://www.multiplication.com/pins/multiplication-fluency
- https://youtu.be/RVYwunbpMHA

DIVISION

- https://www.khanacademy.org/math/arithmetic-home/multiply-divide/division-facts/e/division_0.5
- https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult- digit-div-2/e/basic-multi-digit-division
- https://youtu.be/KGMf314LUc0

IXL SUMMER BOOST SKILL PLANS

IXL SUMMER BOOST SKILL PLANS

1. Students log on to IXL by visiting **www.clever.com**
2. Click Log in as a student
3. Click District Username/Password
    a. Ensure Miami Dade County Public Schools is selected as the district
4. Click on IXL
5. Click on Skill Plans and IXL Plans
6. Click on IXL Summer Boost: Language Arts
7. Students click on their grade level for the 2025-2026 school year under IXL Summer Boost: Language Arts
8. There are 20 Language Arts skills for students to complete in the summer
9. Students are recommended to reach a Smart Score of 80 for each lesson
10. Repeat steps 6-9 for IXL Summer Boost: Math

DAY	IXL SUMMER BOOST SKILL PLAN: LANGUAGE ARTS	SMART SCORE
1	Compare mythological illustrations **J5P**	
2	Use academic vocabulary in context **QQC**	
3	Identify story elements **SRQ**	
4	Multiple-meaning words with pictures **7MT**	
5	Read about sports and hobbies **8V8**	
6	Is it a complete sentence of fragment? **L7P**	
7	Determine the meanings of similes and metaphors **F7J**	
8	Find words using context **LT5**	

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9	Use actions and dialogue to understand characters **CXM**	
10	Organize information by topic **6GA**	
11	Read fantasy with illustrations **26L**	
12	Create compound sentences **XA7**	
13	Identify sensory details **FFK**	
14	Choose the best topic sentence **C5Z**	
15	Interpret the meaning of an allusion from its source **PV6**	
16	Use relative pronouns: who, whom, whose, which, and that **5AY**	
17	Determine the meaning of idioms from context: set 1 **JMD**	
18	Read about famous places **EM5**	
19	Read poetry **TMW**	
20	Punctuating dialogue **ECG**	

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DAY	IXL SUMMER BOOST SKILL PLAN: MATH (STANDARD MATH CURRICULUM)	SMART SCORE
1	Identify factors **2S9**	
2	Comparison word problems: addition or multiplication? **YCW**	
3	Place value review **B5N**	
4	Find equivalent fractions using multiplication and division **K8C**	
5	Multiply a 2-digit number by a 2-digit number: complete the missing steps **XQ8**	
6	Graph and order fractions on number lines **7GK**	
7	Divide larger numbers by 1-digit numbers **GE8**	
8	Parallel sides in quadrilaterals **58M**	
9	Add and subtract fractions with like denominators **FXD**	
10	Estimate sums, differences, products, and quotients: word problems **CRD**	
11	Add fractions: denominators 10 and 100 **9RJ**	
12	Find the area of rectangles using formulas **JBF**	
13	Choose numbers with a particular sum, difference, product, or quotient **X9G**	
14	Measurement word problems **2PY**	
15	Use fractions to find the measure of an angle **Q68**	
16	Multi-step word problems with strip diagrams **CZQ**	
17	Model decimals and fractions **TPV**	
18	Add and subtract money amounts: word problems **2D5**	
19	Multiply fractions by whole numbers using number lines **Q7B**	
20	Draw quadrilaterals **L5Y**	

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i-Ready

LAST DAY TO COMPLETE THE i-READY LESSONS IS FRIDAY, JULY 25, 2025.

Date	Lesson Name	Score % Go to: My Progress	Time on Task	Parent's Initials
	Reading			
	Determine Word Meanings Using Context Clues 1			
	Determine Word Meanings Using Suffixes -ive and -age			
	Determine Word Meanings Using Roots aud and spect			
	Inferences About Informational Texts			
	Inferences in a Story			
	Building Sentence Comprehension: Replaced Words and Ideas in Literature			
	Finding the Theme of a Story			
	Summarizing Literary Text			
	Analyzing Accounts of the Same Topic			
	Evaluating Arguments in an Informational Text			
	Mathematics			
	Practice: Multiply Two-Digit Numbers			
	Divide Whole Numbers, Part 1			
	Divide Whole Numbers, Part 2			
	Find Equivalent Fractions			
	Use a Benchmark to Compare Fractions			
	Add Fractions with Like Denominators			
	Decompose Fractions			
	Practice: Add and Subtract Mixed Numbers			
	Fractions as Tenths and Hundredths			
	Understand and Model Decimals			

LESSON 7 Quiz

Read the passage and answer the questions that follow.

The Columbian Exchange

1 After Christopher Columbus landed in the Caribbean in 1492, plants, animals, and, unfortunately, diseases, began to cross the Atlantic Ocean. Some were brought from Europe to the Americas, and others were brought back from the Americas to Europe. Historians now call this movement of plants, animals, and diseases the Columbian Exchange. It changed everyday life in both Europe and the Americas. For example, people began to eat new foods—including many that you probably eat regularly today. The following are some of the items and animals involved in this great exchange.

From the New World to the Old

Potatoes

Potatoes have been cultivated in the Andes Mountains of South America for nearly two thousand years. By the end of the 1500s, the Spanish and Italians were growing potatoes, too. The potato soon became an important part of the cuisines of Germany, Poland, Russia, Britain, and Ireland. Today, only grains are cultivated more widely than potatoes, which are grown in at least eighty different countries throughout the world.

Tomatoes

Like potatoes, tomatoes are members of the nightshade family that are native to South America. (Pepper, eggplant, and tobacco plants are also members of the nightshade family.) The Inca and the Aztec both cultivated tomatoes. Unlike potatoes, tomatoes were not immediately popular with Europeans. In fact, their fruit was thought to be poisonous! However, the Spanish and Italians began to use tomatoes in their cuisine. Today, of course, tomatoes are especially associated with Italian cooking.

Chocolate

The scientific name of the cacao tree is *Cacao theobroma,* which means "food of the gods." The heavenly food made from the beans of the cacao tree is chocolate. The Aztec cultivated cacao beans. They made a bitter drink called *xocoatl* from the beans. The Spanish conqueror Hernando Cortes called this drink divine. He sent three chests of the beans to Spain. In Europe, the drink was sweetened and flavored with cinnamon and vanilla. Then, in the 1800s, Europeans began to make chocolate that could be eaten instead of drunk. In 1876, milk chocolate was first made in Switzerland. Today, the Swiss are the world's leading consumers of chocolate, with as much as twenty-two pounds of chocolate eaten per person every year.

From the Old World to the New

Horses

The fossil record shows that the horse evolved mostly in North America. About two million years ago, animals belonging to the genus *Equus* (which includes the horse) had spread to South America, Europe, Asia, and Africa. However, for unknown reasons, the horse disappeared from the Americas about ten thousand to eight thousand years ago. Spanish explorers returned the horse to its native home in the 1500s.

Apples

European settlers brought apples with them to North America. At the time, apples were not eaten raw. They were mostly used to make cider, or apple juice. As settlers moved westward, they brought apples with them, often planting the trees near their homes. Today, five-and-a-half million tons of apples are produced in the United States every year.

Sugarcane

Sugarcane did not originally come from Europe. It came from the faraway island of New Guinea, just north of Australia. From there, sugarcane spread throughout the South Pacific and to India. Then, from India its cultivation spread westward to Persia and then throughout the Mediterranean world. On his second trip to the New World, Columbus brought along sugarcane from the Canary Islands. Its production soon became important to the economies of the West Indies, Brazil, Mexico, and later the southern United States.

The process of globalization started long before 1492 and continues to the present. However, the Columbian Exchange stands out for its thorough transformation of the cultures and ecology of so much of the world.

1. Why is the movement of plants, animals, and diseases described in this passage MOST LIKELY called the Columbian Exchange?

   A. Columbus described the exchange in his writings.

   B. The exchange began with the arrival of Columbus in the Caribbean.

   C. Columbus was responsible for organizing the exchange.

   D. The exchange was begun to honor the achievements of Columbus.

2. Which of the following details from the passage BEST supports the idea that the Columbian Exchange changed everyday life in Europe?

   A. "The potato soon became an important part of the cuisines of Germany, Poland, Russia, Britain, and Ireland."

   B. "Then, in the 1800s, Europeans began to make chocolate that could be eaten instead of drunk."

   C. "At the time, apples were not eaten raw. They were mostly used to make cider, or apple juice."

   D. "On his second trip to the New World, Columbus brought along sugarcane from the Canary Islands."

3. Which BEST compares the text structure of the paragraph titled "Tomatoes" with that of the other paragraphs of this passage?

   A. "Tomatoes" compares and contrasts ideas, whereas the text structure of the other sections is mostly cause and effect.

   B. "Tomatoes" tells about problems and solutions, whereas the text structure of the other sections is mostly chronological order.

   C. "Tomatoes" compares and contrasts ideas, whereas the text structure of the other sections is mostly chronological order.

   D. "Tomatoes" tells about problems and solutions, whereas the text structure of the other sections is mostly cause and effect.

4. From the context in paragraph 4, you can conclude that the word <u>divine</u> has to do with

   A. gods.

   B. chocolate.

   C. conquering.

   D. drinking.

5. Read this sentence from the passage.

About two million years ago, animals in the genus *Equus* (which includes the horse) had spread to South America, Europe, Asia, and Africa.

Based on this statement, you can infer that

A. the Columbian Exchange was unusual in that it included plants as well as animals.

B. the Columbian Exchange was most likely much less important than historians believe.

C. the Columbian Exchange was not the only example of the global movement of species.

D. the Columbian Exchange resulted in the return of many plants and animals to their native homes.

6. As it is used in paragraph 8, the word present refers to

A. a gift.

B. the current time.

C. displaying something.

D. being in a nearby location.

7. Based on the details in this passage, what does the term globalization mean?

Read the passage and answer the questions that follow.

Three Child Kings

To be president of the United States, a person must be at least thirty-five years old. In a monarchy, on the other hand, there is usually no minimum age requirement. Throughout history, children have been crowned the kings and queens of nations.

Tutankhamen

Tutankhamen, also known as King Tut, is the most famous of all the ancient Egyptian pharaohs. He did not earn this fame by doing great things, however. He is famous for his tomb, which was discovered in 1922. It held hundreds of treasures, from which we have learned much about the lives of ancient Egyptians.

Born in 1343 BCE, Tutankhamen became king when he was about nine years old. Government officials helped the young king rule.

Tutankhamen not only became pharaoh when he was young but he also died young, when he was only eighteen. He was buried west of the Nile, in the Valley of the Kings, where many other pharaohs were also buried.

The Sun King

King Louis XIV of France once said, "I am the state." He described himself this way because during his long rule, he took on far more power than any other French king had done before.

Louis became king in 1643, when he was four years old. The early years of his rule are known as the Regency. A regent is a person who rules in the place of a monarch who is too young or otherwise unable to rule a nation or people. Until Louis came of age in 1652, he had two regents. They were Queen Anne of Austria, his mother, and Cardinal Jules Mazarin, the chief minister of France.

In 1648, a civil war broke out in France. The Parliament of Paris, which was the supreme law court in France, and the nobility both objected to the growing power of the royal government. During the war, Louis, Queen Anne, and Cardinal Mazarin fled from Paris. Louis did not return to Paris until October 1652.

This war had a strong influence on Louis and his ideas about government. After the death of Cardinal Mazarin in 1661, Louis claimed all of the power of the state for himself. Although he would appoint ministers as advisers, he declared that he alone would make all decisions of government. Louis XIV ruled in this way for fifty-five years.

The Last Emperor of China

Like Tutankhamen, the Xuantong emperor of China, better known as Puyi, ruled only a short time. However, Puyi's reign did not end with his death. It ended with a revolution.

10 Puyi became emperor when his uncle died in November 1908. Puyi was only three years old. He ruled, with his father as regent, for hardly more than three years. Revolution had been brewing in China since 1900, before Puyi was born, and on October 10, 1911, the revolution succeeded. Puyi abdicated, or gave up the throne, in February 1912.

For much of the rest of his life, Puyi continued to live in Beijing. From 1934 to 1945, however, he ruled over a Japanese state in Manchuria, a province in northeastern China. Because he worked with the Japanese when they were at war with China, he was later imprisoned as a war criminal. Pardoned in 1959, he worked in a botanical garden and later as a researcher. He died in 1967.

8. Which BEST describes the main idea of this passage?

   A. Children have sometimes been the rulers of nations.

   B. Child monarchs tend to suffer an early death or are forced to abdicate.

   C. Child monarchs need the help of a regent in order to rule.

   D. Children do not have the skills to be a monarch.

9. Which quotation shows why Tutankhamen MOST LIKELY did not rule for very long?

   A. His tomb "held hundreds of treasures."

   B. "Born in 1343 BCE, Tutankhamen became king when he was about nine years old."

   C. Tutankhamen "died young, when he was only eighteen."

   D. "He was buried west of the Nile, in the Valley of the Kings."

10. As it is used in paragraph 5, the word state refers to

    A. saying something.

    B. being a certain way.

    C. a nation or government.

    D. one of the fifty United States.

11. Read this sentence from the passage.

This war had a strong influence on Louis and his ideas about government.

Based on the details in paragraph 8, how did the civil war affect Louis?

A. He allowed the states to govern themselves.

B. He believed the king should have a lot of power.

C. He became unable to make decisions himself.

D. He decided that Cardinal Mazarin should be king.

12. From the context in paragraph 11, you can conclude that the word pardoned means

A. hired.

B. jailed.

C. forgiven.

D. punished.

13. Which BEST describes the text structure of each of the sections of this passage?

A. cause and effect

B. problem and solution

C. compare and contrast

D. chronological order

14. What do each of the kings described in the passage have in common? Why is this unique?

READY TO GO Multiplying Whole Numbers

Multiply 2,417 × 4.

Set up the problem vertically. Line up the digits with the same place value.

Multiply the **ones** by 4.
- 4 × 7 ones = 28 ones
- Regroup the ones.
- 28 ones = 2 tens 8 ones

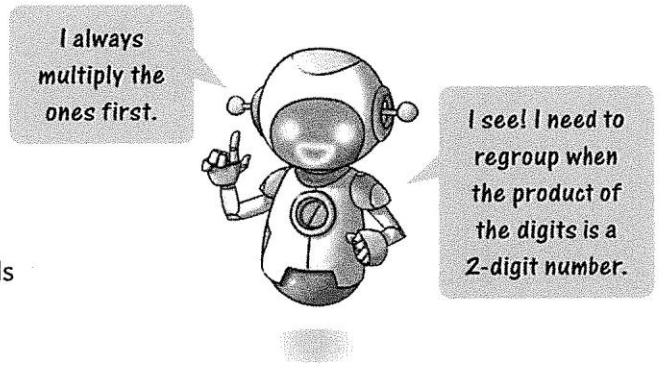
Multiply the **tens** by 4.
- 4 × 1 ten = 4 tens
- Add the regrouped tens.
- 4 tens + 2 tens = 6 tens

Multiply the **hundreds** by 4.
- 4 × 4 hundreds = 16 hundreds
- Regroup the hundreds.
- 16 hundreds = 1 thousand 6 hundreds

Multiply the **thousands** by 4.
- 4 × 2 thousands = 8 thousands
- Add the regrouped thousands.
- 8 thousands + 1 thousand = 9 thousands

$$\begin{array}{r} {\scriptstyle 1\ \ 2}\\ 2417\\ \times\quad 4\\ \hline 9668 \end{array}$$

2,417 × 4 = 9,668



DISCUSS How is setting up the problem vertically to multiply similar to finding a product using partial products and place value?

LESSON LINK

PLUG IN

You can use place-value models and multiplication facts to multiply by multiples of 10.

$7 \times 6 = 42$
$7 \times 60 = 420$

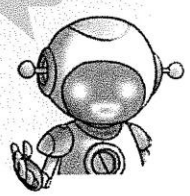
POWER UP

You can multiply two factors with and without area models.

$$\begin{array}{r} {\scriptstyle 2}\\ 14\\ \times 15\\ \hline {\scriptstyle 1}70\\ +140\\ \hline 210 \end{array}$$

GO!

I can use what I know about multiples of 10, place value, and multiplying vertically to multiply numbers with 3 or more digits!



WORK TOGETHER

You can use the standard algorithm to multiply whole numbers.

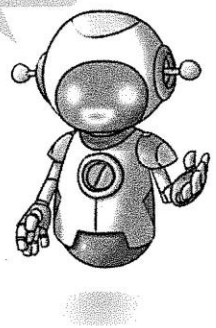
- Write the problem vertically.
- Think of 14 as 1 ten and 4 ones. Multiply 236 by 4 ones. Regroup when necessary.
- Multiply 236 by 1 ten, or 10.
- Add the partial products to find the total product.

$236 \times 14 = 3{,}304$

Multiply: 236×14

$$\begin{array}{r} {\scriptstyle 1\ 2} \\ 236 \\ \times\ 14 \\ \hline 944 \\ +2360 \\ \hline 3304 \end{array}$$

I need to cross out the regrouping when I move to the next step.



A You can set up a problem vertically to multiply.

DO

Multiply: $2{,}352 \times 9$

1. Multiply the ones. Regroup.
2. Multiply the tens. Add the regrouped tens. Regroup.
3. Multiply the hundreds. Add the regrouped hundreds. Regroup.
4. Multiply the thousands. Add the regrouped thousands.

$$\begin{array}{r} 2352 \\ \times\ \ 9 \\ \hline \end{array}$$

$2{,}352 \times 9 =$ _____

B You can use place value to multiply.

DO

Multiply: 118×38

1. Think of 38 as 3 tens and 8 ones. Multiply 118 by 8 ones.
2. Multiply 118 by 3 tens. Remember that this partial product will have zero in the ones place.
3. Add the partial products.
4. Write the product.

$$\begin{array}{r} 118 \\ \times\ 38 \\ \hline \end{array}$$

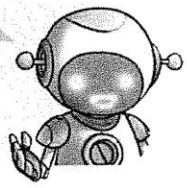
$118 \times 38 =$ _____

DISCUSS

Tyler solves $21{,}719 \times 3$ in this way. What can you tell Tyler about his work?

$$\begin{array}{r} 21{,}719 \\ \times\ \ \ \ 3 \\ \hline 65{,}137 \end{array}$$

Solve the problem without first looking at Tyler's work. Then compare your answer to Tyler's.



LESSON 5 Quiz

Use the standard algorithm to multiply.

1. 145×16

2. 162×24

3. 158×43

4. $3{,}623 \times 7$

61

5. $4{,}105 \times 6$

6. $5{,}433 \times 2$

Multiply.

7. 212×84

8. 365×53

9. 812×22

10. $1{,}346 \times 5$

11. $7{,}171 \times 7$

12. $1{,}867 \times 4$

Choose the best answer.

13. Anna bought 116 bicycles for her rental shop. She also bought 2 spare tubes for each bicycle. How many spare tubes did Anna purchase?

A. 114

B. 218

C. 232

D. 2,320

14. A plane carries 225 passengers on a flight. The average legroom for each passenger is 31 inches. What is the total amount of leg room for all the passengers?

A. 256 inches

B. 900 inches

C. 6,875 inches

D. 6,975 inches

PROBLEM SOLVING

MAKING PROGRAMS

READ

Ms. Reed is making programs for a band concert. Each program contains 14 sheets of paper. If she makes 250 programs, how many sheets of paper will she need in all?

PLAN

- What is the problem asking you to find?

  The total _____ that Ms. Reed needs

- What do you need to know to solve the problem?

  There are _____ programs and _____ sheets of paper in a program.

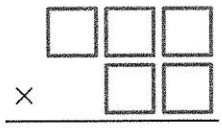
- How can you find the total number of sheets of paper?

  Multiply the number of _____ by the number of _____.

SOLVE

Multiply.

Write 250 × 14 vertically.



Multiply 250 by 4 ones. Regroup when necessary.

Multiply 250 by 1 ten.

Add the partial products.

250 × 14 = _____

CHECK

Use place value to check.

14 is the same as 1 ten and 4 ones. You can multiply 250 × 10 and 250 × 4, and then add the partial products.

250 × 10 = _____

250 × 4 = _____

Add the partial products.

_____ + _____ = _____

Ms. Reed needs _____ sheets of paper in all.

Multiply to solve each problem.

15. A printer received 4 orders for copies. Each order needed 315 copies. How many copies did the printer make to complete the 4 orders?

_____

16. A bus company has 32 buses. Each bus holds 128 passengers. How many people can the bus company serve at one time?

_____

17. Book People ordered 12 copies of a new book. The book has 374 pages. How many pages do the 12 copies of the book have in all?

A. 748

B. 3,488

C. 3,740

D. 4,488

18. Sam's Used Cars sold 489 cars last year. Each car had 4 wheels. How many wheels were on the cars that Sam's Used Cars sold last year?

A. 1,956

B. 1,926

C. 1,656

D. 1,626

19. A concert hall has 236 rows of seats. Each row has 44 seats. How many people can the hall seat at one time?

_____

20. A factory makes 6,921 packages of fruit snacks in a day. Each package contains 8 fruit snacks. How many fruit snacks does the factory make in one day?

_____

Solve.

21. Mr. Cooper planted 114 rows of carrots with 48 seeds in each row. He said he planted 912 seeds. Is Mr. Cooper correct? Explain.

_____

_____

22. Ms. King ordered 16 bags of party favors for the school carnival. Each bag contained 285 party favors. Mrs. King said she ordered 4,560 party favors. Is Ms. King correct? Explain.

_____

_____

5th Science

Nature of Science

Standard: SC.5.N.1.2: Explain the difference between an experiment and other types of scientific investigation.

Explore the differences between an experiment and other types of scientific investigations as you complete this interactive tutorial.

Interactive Tutorial Lesson:

1. Visit: https://www.floridastudents.org/PreviewResource/StudentResource/174645
2. Start the tutorial: **Investigate Like a Scientist: Types of Scientific Study**
3. Complete each practice question.
4. Print the certificate of completion.

Standard: SC.5.N.1.3: Recognize and explain the need for repeated experimental trials.

Learn how to identify explicit evidence and understand implicit meaning in a text. In this tutorial you will learn to identify the importance of repeated trials in an experiment.

Interactive Tutorial Lesson:

1. Visit: https://www.floridastudents.org/PreviewResource/StudentResource/115137
2. Start the tutorial: **Do You Need Me to Repeat That?**
3. Complete each practice question.
4. Print the certificate of completion.

Standard: SC.5.N.1.4: Identify a control group and explain its importance in an experiment.

Learn to identify a control group and explain its importance in an experiment with this interactive tutorial.

Interactive Tutorial Lesson:

1. Visit: https://www.floridastudents.org/PreviewResource/StudentResource/122091
2. Start the tutorial: **Identifying the Control Group**
3. Complete each practice question.
4. Print the certificate of completion.

5th Science

Nature of Science

Standard: SC.5.N.1.5: Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."

Learn how authentic scientific investigations do not always follow the steps of the traditional "scientific method" with this interactive tutorial.

Interactive Tutorial Lesson:

1. Visit: https://www.floridastudents.org/PreviewResource/StudentResource/112447
2. Start the tutorial: **How Do We Do Science?**
3. Complete each practice question.
4. Print the certificate of completion.

5th Science

Nature of Science

Student Name: _____ Student ID: _____

Week	Interactive Tutorial Lesson	Date Completed
1	Investigate Like a Scientist: Types of Scientific Study	
2	Do You Need Me to Repeat That?	
3	Identifying the Control Group	
4	How Do We Do Science?	