

Dear Future 4th Grade Student,

Please complete the reading assignments and be ready to hand them in on the first day of school.

You have been using R.A.C.E. as a strategy to answer open-ended questions. You will need to use this strategy to answer some of the questions in your summer reading packet. If you need to use more paper, please STAPLE it to the packet.

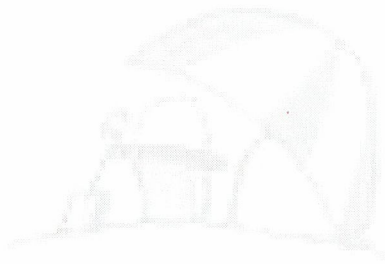
Enjoy your summer! Read for at least 20 minutes a day!

Kind Regards,

Mrs. Calisto

Mrs. McHugh

4th Grade LAL Teachers



Name: _____

Recipe for a Name

by Ron Anahaw

It was Jem's first day at his new school, and he was nervous. He wasn't sure how he should introduce himself to his classmates.

"Jem" was easier for most people than "Janaldo Marcos." If he told everyone "Janaldo Marcos," they might have a tough time saying his name. And if they had a tough time saying his name, they wouldn't want to hang out with him. And if they didn't want to hang out with him, he would have no friends, and would end up starting a weird YouTube channel about bugs and growing a weird mustache like his Tito Anthony and...

Jem decided that he would introduce himself simply as "Jem." Then he noticed that his teacher, Ms. Weaver, had left a nametag on his desk that said "Janaldo Marcos."

Jem hurriedly erased "Janaldo Marcos" on the nametag and wrote in "Jem"-no mustache for him today! Realizing that the boy sitting next to him was staring at the new name, Jem squirmed in his seat, feeling tense, but the other boy said nothing.

Ms. Weaver smiled, said "Good morning, everyone," and began taking attendance, reading names off the class list.

"Rebecca Álvarez?"

"Here!"

As Ms. Weaver read each student's name, Jem realized that his name was still written "Janaldo Marcos" on the list, and not "Jem." Ms. Weaver would call him "Janaldo Marcos" first and he'd end up with no friends. He started imagining himself with the mustache again...oh no...

"And our new student... Janaldo Marcos Sayo?" Even worse, she said his first name wrong, and that made Jem feel so embarrassed. She pronounced it "Ha-NAL-doe" instead of "Juh-NAWL-doe."

"Ha-NAL-doe MAR-cose Sayo?" Ms. Weaver repeated.

Jem raised his hand but said nothing. "Welcome!" Ms. Weaver said cheerily, before moving on. Soon, she finished reading the names.

"All right, is everyone settled in?"

Jem responded "Yes!" with the other fourth-graders.

Ms. Weaver took a piece of chalk and wrote the word ingredients on the board. "For science today, we are going to examine the ingredients that make up my favorite food. And that food is..." She turned around and wrote something else on the board: Chocolate Chip Cookies. The class broke out in a loud buzz!

"Wow, I'm glad that you are all so excited," Ms. Weaver said. "All right, who can tell me what everyone's favorite part of a chocolate chip cookie is?"

"The chocolate chips!" everyone answered.

"Mine, too! But we can't forget the other ingredients," she said, writing a list of the different elements that go into a chocolate chip cookie- sugar, butter, flour, baking soda, and eggs.

Ms. Weaver pointed to each ingredient and explained what its role was: "Sugar and butter make the texture and taste of a cookie, which can make it chewy or hard, very sweet or less sweet. Flour gives the cookie a body, and baking soda shapes that body by making it rise. And eggs bring all those components together!" Next, she taped an illustration of a chocolate chip cookie up on the board and said, "In the end, each ingredient is important, and the cookie wouldn't be the same without it." Ms. Weaver continued on, explaining more about the science of baking... but Jem was distracted, fretting about what he might say to Ms. Weaver about the way she pronounced his name.

At the end of the morning, the students headed out to lunch, but Jem waited for a minute, then haltingly stepped up to Ms. Weaver's desk.

"Hello, Ha-NAL-doe MAR-cos, how can I help you?" she asked.

"Hi," Jem said. "I wanted to let you know that my first name is said *Juh*-NAWL-doe, not Ha-NAL-doe."

"Oh my, I am so sorry to hear that I pronounced it incorrectly," she replied. "*Juh*-NAWL-doe, am I saying it properly now?"

"Yes, Ms. Weaver, thank you," Jem replied, paused, then added, "It's kind of like a chocolate chip cookie."

"How's that?" Ms. Weaver responded, looking puzzled.

"My name also has ingredients. The 'Jan' comes from January, when I was born, 'Aldo' is from my dad's name, 'Ronaldo,' and 'Marcos' is from my mom's name, 'Marcielle.'"

Ms. Weaver broke out in a wide grin and said, "It *is* like a chocolate chip cookie! Thank you for sharing your name's recipe with me, Janaldo Marcos."

Janaldo Marcos smiled back and left for lunch, ready to share his name's recipe with anyone who would ask.

Marta's First-Day Dilemma

by Karen Grimaldos

Marta Córdova Mendoza sits at a desk in a classroom at her new school, gazing out the window and bouncing her left leg up and down. The first day of school always makes her feel nervous, but this time she's more unsettled than usual. In July, her family moved to a new home, and she doesn't know anyone at this school.

"Good morning, fourth graders, and welcome! I'm Ms. Davis, and we're going to have a wonderful year together," Marta's teacher says in a friendly voice. "Let's start our first day by getting to know each other."

Uh-oh, Marta thinks, I know what's coming next.

"Please introduce yourself by sharing your first and last name, plus something you did this summer."

Marta dreads this activity. It happens on every first day of school, no matter what the grade or who the teacher is—students are always asked to share their last NAME... meaning just one last name, not two!

And Marta Córdova Mendoza definitely has two last names. Because of this, it always takes her twice as long to introduce herself. Every year, Marta is the only student in the classroom with two last names. The silent stares she gets from classmates embarrass her every time.

One by one, Marta's new classmates begin their introductions.

"I'm Dante Jones..." "My name is Kim Soo..."

It seems all the students have really short last names, and, of course, they all have just ONE last name.

Soon, it's Marta's turn to introduce herself. Her heart pounds like a rapidly beating drum as she slowly stands up to speak.

"Um... I'm new here," Marta says. "This summer I went to visit my grandma." She smiles shyly and quickly sits back down, feeling so relieved to be finished with her introduction.

"Thank you," Ms. Davis says gently, "but could you please stand up again and tell us your

name?"

Marta, feeling her face getting warm, reluctantly stands back up and says, "My name is Marta Córdova Mendoza."

"Welcome, Marta," says Ms. Davis. "Any questions for our new student?"

"Yes," says a girl named Adea. She turns to Marta and asks, "Do you have two last names?"

Marta is very surprised. No one has ever asked her this question before. She wonders whether Adea is curious or just wants to pick on her. "Yeah," Marta replies hesitantly.

"How come?" asks Adea.

"Marta, would you like to respond to that question?" Ms. Davis asks.

"Um, okay. It's like a family tradition. My parents were born in Perú; it's a country in South America. Kids there usually have two last names-the first one is their father's and the second one is their mother's," Marta explains.

"Oh, that's cool," Adea says with a smile.

"Thanks for sharing your tradition with us, Marta," says Ms. Davis. "Who's next?"

"Hi, uh, I also have two last names. I'm Santos Maldonado Soler..."

Marta doesn't hear the rest of what Santos has to say. She just smiles to herself and thinks, maybe this first day of school won't be so bad after all.

Name: _____ Date: _____

Use the article "Recipe for a Name" to answer questions 1 to 2.

1. What happened when Ms. Weaver read Jem's name aloud from her list?
2. How did Jem resolve this problem?

Use the article "Marta's First-Day Dilemma" to answer questions 3 to 4.

3. Why is Marta nervous about introducing herself to the class?
4. How is Marta's problem of feeling nervous to introduce herself resolved?

Use the articles "Recipe for a Name" and "Marta's First-Day Dilemma" to answer questions 5 to 6.

5. How are Jem's and Marta's problems similar?
6. Contrast the ways that Jem's and Marta's problems get resolved.

Oxen and Transportation in Cambodia

by ReadWorks

Today, some people in the Asian country of Cambodia drive cars. But others still travel in the old way, by oxen. The word "oxen" is used when referring to more than one ox. An ox is about the size of a cow. It cannot walk as fast as a horse, but it has stronger legs, so it can pull heavy things across rough roads and farmland.

In Cambodia, many farmers grow corn, beans, and rice. For hundreds of years, farmers there have used oxen to pull heavy plows so that they can plant seeds. When the crops are ready, the farmers load their harvest into carts. They attach each cart to a team of oxen, which pull the carts to markets so that the farmers can sell their crops.

Can you see how valuable an ox is to a Cambodian farmer? With oxen, farmers can plow more land, carry heavier things, and sell their crops in markets far from home. That helps them make more money than they could by themselves. Some Cambodian farmers use modern tractors and trucks, but oxen are still cheaper to buy and use.

For people who live in cities, though, an ox isn't always a good choice. In Phnom Penh, Cambodia's capital city, there's little grass for an ox to eat. And unlike farmers, many people who live in cities don't transport things that weigh hundreds of pounds. But the average person in Cambodia earns only a few thousands of dollars every year, so many Cambodians cannot afford to buy cars.

A common choice: motor scooters. Walking down a sidewalk in a Cambodian city, it's common to see entire families riding to school and work on a single scooter. The father usually drives, the mother rides behind him, and the children sit on the handlebars and the back of the seat.

Say Hello to the Giant Gorilla

by W.M. Akers

"Holy cow!" said Brian.

"That's not a cow," said Kara. "It's a water buffalo."

"So what? It's still pretty cool."

Kara was not impressed. She and her family had been at the zoo for three hours. They hadn't seen anything good. First, there were mountain lions. They were boring. They just looked like big versions of the cats they had at home. Next was the insect house: a bunch of dark rooms full of creepy, crawly, disgusting bugs. Worst of all was the archaeology exhibit. It was nothing but rocks!

The zoo could have been fun if it weren't so hot out. Kara was surprised the water buffalo weren't being boiled alive. Sweat streamed down her face as they finally started walking towards the next exhibit. It tasted salty and gross. Her feet got heavier with every step. If she didn't start having fun soon, she was probably going to die.

It didn't help that Brian was so cheerful. He had been begging to go to the zoo for months. When Mom told him they were going, he got so happy that he started sneezing. It took him ten minutes to stop. Every animal they saw, Brian got more excited. It's like he didn't know how boring animals could be. He kept saying things like, "Wow! Mountain lions!" or "What a cool bug!" or "Hey, Kara-come look at these rocks!" Brian was two years older than Kara, but at the zoo he turned into a little baby.

"I'm thirsty," said Kara.

"We'll get lunch soon," said Mom.

"Do I have to wait for lunch? My mouth feels like the desert."

Brian's eyes lit up. "That reminds me!" he said. "There's a whole exhibit about desert animals. We'll get to see the sand worms!"

"Mom," said Kara. "That will be boring." She stretched out the "O" in boring so that it took almost a minute to say. Booooooooooooooooooooooring. When she was finished, her mom smiled.

"Let's try to have fun," she said. "I think there's a water fountain over there."

Kara stomped her way to the water fountain. "Stupid zoo," she said. "Stupid big brother. Stupid desert exhibit. Stupid sand worms!"

She drank water until her stomach hurt. This made her feel better. "Maybe if I get a bad enough stomachache," she thought to herself, "they'll have to take me to the hospital. And maybe the doctors will tell Mom that I can't go to the zoo ever again." She tried drinking enough water to make herself sick. It didn't work. She just got her hair all wet. She was about to start drinking again when Mom shouted.

"Kara! Come on!"

"Yeah, Kara!" shouted Brian. "They're feeding the sand worms in ten minutes. I don't wanna miss it!"

Kara ran after them. It was hard with her stomach full of water. She had just caught up when a sign caught her eye. It said: "Meet the giant gorilla! Today only. One o'clock, at the monkey house."

"Mom?" she said. "Mom! Mom!" This time, Kara dragged the "O" in Mom out so that it took almost two minutes to say. Mooooooooooooooooooooooooooooooooooom.

"Yes?" said Mom.

"I want to meet the giant gorilla."

"Oh, really? I thought you hated the zoo."

"I do! But I like people. Gorillas are practically people."

"There's no time for that!" said Brian. "We've gotta see the sand worms."

"Please, Mom?" said Kara. "It's the only thing at this stupid zoo that will be any fun."

"I don't know," said Mom.

"It's today only."

"Okay."

Inside the monkey house, a long line of people waited to meet the giant gorilla. Normally Kara

hated waiting, but this would be worth it. It's one thing to look at animals all day, to see them sleeping and eating and doing all that boring stuff. But to meet a gorilla is something nobody ever gets to do. Kara hummed while she waited.

"Please stop humming," said Brian.

"I can't," said Kara. "Gorillas love music. He'll expect me to be humming."

"That's not true," said Brian. "You don't know anything about gorillas."

Brian was grumpy because they were missing the sand worms. Kara didn't care. Everyone knows gorillas are better than sand worms. But he was right-she didn't know anything about gorillas. What if it was scary? What if it was mean? What if it bit her hand? Kara wouldn't tell Brian, but as the line inched forward, she got more and more frightened. By the time it was her turn, she was sweating almost as much as she had outside.

"Go ahead, Kara," said Mom. "It's time to meet the giant gorilla."

Kara was about to ask to leave, to say she was too scared, to quit. But one look at her brother convinced her not to chicken out.

"All right," she said. "I love gorillas."

She turned the corner, her toes trembling and her palms sweating, and there was the ape.

"Holy cow," she muttered.

She had expected the gorilla to be scary. To be tough. To be mean. But instead, it was beautiful, with a long flat face, round sloping shoulders, and nostrils big enough to hold a cigar. It looked at her with big, brown eyes and yawned.

"He's pretty sleepy today," said the zookeeper. "He drank too much water."

"I know how he feels," said Kara. "It's a boy?"

"An old man. Over thirty years old."

"What's his name?"

"Christopher. Do you want to shake his hand?"

"It isn't dangerous?"

"He's been doing this a long time. Never hurt anybody yet. Come on, Christopher. Say hello!"

The gorilla stuck out its hand. Kara took it in her sweaty palm. It was soft, cool, and gentle. It looked like Christopher was smiling. She laughed.

"I think we're going to be friends!" she said.

"I think you already are," said the keeper.

Name: _____ Date: _____

Use the article "Say Hello to the Giant Gorilla" to answer questions 1 to 2.

1. Describe what Kara does after the gorilla sticks out its hand. Include two details from the text.
2. Kara thinks that she and the gorilla are going to be friends. Why might she think this? Support your answer with evidence from the text.

Use the article "Oxen and Transportation in Cambodia" to answer questions 3 to 4

3. What do farmers in Cambodia use oxen for?
4. How valuable is an ox to a Cambodian farmer? Support your answer with evidence from the text.

Use the articles "Say Hello to the Giant Gorilla" and "Oxen and Transportation in Cambodia" to answer questions 5 to 7.

5. Compare what the oxen do in "Oxen and Transportation in Cambodia" to what the gorilla does in "Say Hello to the Giant Gorilla."
6. Compare how people in Cambodia interact with oxen to how Kara interacts with the giant gorilla.
7. What can be concluded about the relationship between animals and human beings from these two texts? Support your answer with evidence from both texts.

That Left-Out Feeling

by Brinda Gupta

"Awww, yeah, a BATTLE!" said Wyatt, pulling back his arm to give me a fist bump. "You see that, Rian?"

I looked up from my desk to see Ms. Chow writing on the board: "Battle of the Books!" She smiled while the class settled down and then said, "Are you ready to go into battle? Get prepared for this next month!"

"Is it a reading contest?" I was so curious that I forgot to raise my hand first.

"Good question, Rian!" said Ms. Chow. "It's not a race-you're not going to try to beat each other. We aren't going to see who can read the fastest or the most books, but you're going to be in teams of three, and you're going to set a reading goal for your team. Every team that meets their goal by the end of the month gets...wait for it...a prize!"

Even if the prize was something silly, that sounded pretty good to me. I turned to finally return Wyatt's fist bump, saying, "Teammates?"

"Oh, for sure!" he said. Wyatt and I liked a lot of the same books, so we could set a goal like reading every graphic novel in a series, or something like that.

The lunch bell sounded before Ms. Chow could explain any more rules, but as I gathered my things, Liya passed my desk and said, "Teammates?" to Wyatt and me. Liya was another good friend of ours. She and I took Hindi language class together and I knew she could read super-fast in both languages! If we set a goal like reading books by authors from different countries, she could help the team for sure.

"Yeah, teammates!" Wyatt chimed in, and I was both relieved and excited. I had my team, and we could spend lunch figuring out what we needed to do to get a Battle of the Books prize. We got to the cafeteria and quickly threw out a bunch of ideas at our table.

"We could read books with covers for every color of the rainbow," offered Liya.

"Or maybe start in alphabetical order and see if we can get all the way to an author whose name starts with H," suggested Wyatt.

I looked to our fourth friend at the lunch table, Kash. "Do you have ideas for us?" I asked him.

Kash picked at his bento box. "Why would I give you guys ideas?" he said gloomily. "I'll save that for my team.... whoever that is."

Wyatt blew air out of his mouth really fast while Liya muttered, "Oops...."

"Kash, come on," I said. "It's teams of three. If Ms. Chow said teams of four, then the four of us would be together, but she didn't."

"I see how I rank in the friendship lineup," Kash muttered.

"No, dude!" I felt awkward and frustrated. "Wyatt and Liya said something to me first. If you had, then it would be different."

"The three of you said something to each other pretty fast, huh?" Kash retorted. He scooped the rest of his lunch into his bag and stormed off.

"It's teams of THREE," I insisted to Wyatt and Liya.

"I know, but.... I can see his point," Wyatt said. "What if I'd been sitting next to Kash and the two of us formed a team right away? Or if you and Liya picked another kid you go to temple with? One of us would probably be pretty mad. You know that the four of us always do stuff together."

He was right. Not only would I think that I ranked last in that group, but I'd also be panicking about what team I *could* join. But in this case, I was on the inside and Kash wasn't. I felt like the only way to fix this would be if four people could be allowed on a team. So, as Ms. Chow walked by our table, I got her attention.

"Hey, Ms. Chow! Do you think we could have a team of four? We want Kash on our team too."

"Oh, I'm sorry, Rian," she quickly replied. "I didn't get a chance to say before lunch that I was going to draw names to assign random groups."

"UGHHH," I said as she walked away. "So Kash is mad at us for *nothing*?"

"It's not for nothing," Wyatt replied. "Even if Ms. Chow had let us form a four-person group with Kash, he knew that we had first teamed up without him."

"But that doesn't mean we don't like Kash," I protested.

"Yeah, but I bet that's what it looked like to him," Liya added.

As I thought about it, I knew we-especially I-had a lot of work to do to convince Kash that he was an equal friend.

"Rian, I feel like making this up to Kash is going to be a lot harder than any Battle of the Books," said Liya.

I agreed. But I really liked Kash, and I knew I wouldn't be able to enjoy any prize if one of my best friends felt bad about being left out.

That night in my room, as I read a graphic novel I had borrowed from Wyatt, I had an idea. I sat at my desk and got out my art supplies. Using the style of one of the graphic novels that all four of us had read and liked, I drew a few scenes of how I wished things had gone down that day. I finished with a panel of the two of us, Kash and me, with me saying that he was a special member of our group of friends, and the three of us were really sorry about the way we messed things up.

At the beginning of the next school day, I handed the pages to Kash in an envelope. He took it, looking surprised. I worried what he would think.

Later that day, Wyatt, Liya, and I were talking at our usual spot in the lunchroom. Kash came by, smiled, and said, "Hey, guys, is this seat available?"

Tag--I'm It!

by W.M. Akers

"Tuesday. 12:45. Recess. The game is tag. The stakes are high. There is no time to waste," Ryan said this to himself under his breath, on the edge of the jungle gym where kids played tag.

A football fan, Ryan's favorite part of the game was the commentators. Their deep, serious voices made football seem like more than a game. They made it dramatic-like a gladiator fight from ancient Rome. Ryan thought gladiators were pretty cool.

When kids on his playground played tag, he pretended to be a commentator. In his deepest possible voice, he took the imagined audience through the ups and downs of the match.

"Around the corner comes Billy Watkins," he intoned. "Billy's having a strong season so far, and those who watch this sport closely think he might be about to step up to a higher level. If he fulfills his promise, his name could stand alongside the greats of the game-names like Shirley Tompkins and Judy Whitmore, Andy Tobin and George Francis."

As he came around the corner, though, Billy Watkins slipped in the mulch and fell on his face. He rolled back and forth on the ground, whimpering. No one showed sympathy.

"On the other hand," Ryan said, "Billy may disappoint us all."

Ryan knew something about disappointment. He had time to play commentator because nobody really wanted him to play tag. He'd never understood why, but when he joined the game, nobody would chase him. If he did somehow manage to become "It," nobody would run. But he didn't try to play; if he just narrated the game, he wouldn't be left out. He was still playing tag-he was just playing it in a different way.

"Hey kid!" said a voice behind him, a freckle-faced girl with frizzy pigtails named Angela. A newcomer to the game, Ryan thought to himself. A rookie hungry for respect. A-

"Why aren't you playing the game?" she barked, interrupting his reverie.

"I'm playing."

"No you're not! You're just standing over here being weird."

"I'm providing commentary, for, uh..." Ryan tried to think of anything to say besides "for the folks at home." He couldn't. "For the folks at home."

"What folks?! Are you on the phone or something?"

"Just leave me alone."

"I can't!"

"Why not?"

"Because I'm 'It'! Why aren't you running? I'm 'It', and that means you're supposed to run." Ryan shrugged. She poked him in the stomach. "Fine! Now you're 'It!'"

Ryan froze. He hadn't been 'It' for a long time. He didn't know what to do. The rest of the players stopped, too, and stared at him. If he moved, would they move too? Or would they stand there, waiting for him to quit embarrassing himself and get off the playground?

"Uh, weirdo!" shouted Angela. "This isn't freeze tag. Start running!"

So he ran the only way he knew how: with narration.

"Heart pounding in his ears, the frightened young commentator springs into action," he muttered. "He isn't sure how, he isn't sure why, but he knows one thing. He is going to get that girl with the pigtails."

"Quit talking to yourself, and run like you mean it!" said Angela.

"He races up the slide, and across the footbridge, his target in his sights just a few feet away. The bridge's wooden slats clatter under his feet, sending shockwaves up his spine and into his jaw. Ryan is undaunted. This will be his hour. He reaches toward his foe, stretches out his fingers, and-ow!"

Ryan's hands clutched air. He fell face-forward, off the jungle gym, landing where Angela had been just a moment before. She had slid down the fireman's pole. He had not been so graceful.

"Dazed and confused, the young competitor tries to get his bearings. He looks up and sees the face of his opponent staring down at him, looking concerned and curious about why Ryan is still talking to himself."

"I think you might have broken your brain," Angela said.

"Ryan's brain is fine. Angela is the one who needs to worry."

"Why?"

Ryan leapt to his feet and poked Angela in the stomach.

"Because Angela is 'It!'"

Ryan turned and ran, a happy gladiator, battling at last.

Name: _____ Date: _____

Use the article "That Left-Out Feeling" to answer questions 1 to 2.**1.** How did Kash feel when Wyatt, Rian, and Liya formed a reading group without him?

2. What did Wyatt, Rian, and Liya do to make up with Kash? Use details from the text to support your answer.

Use the article "Tag--I'm It!" to answer questions 3 to 4.**3.** Why did Ryan usually play commentator during games of tag?

4. How did Ryan feel after Angela involved him in the game of tag? Use details from the text to support your answer.

Use the articles "Tag--I'm It!" and "That Left-Out Feeling" to answer questions 5 to 7.

5. Compare the way Kash is left out to the way Ryan is left out. Use details from both texts in your answer.

6. Compare the way Kash's and Ryan's feelings of being left out are resolved. Use details from both texts in your answer.

7. What message do the two texts send about how others can make someone feel included? Use details from both texts in your answer.



Jenny Reguinho
Principal

Andreia Milano
Vice Principal
Marlene Hasegawa
Vice Principal

June 20, 2023

Summer Math Assignment for Incoming Gifted & Talented 4th Graders

Dear Families/Guardians/Caregivers,

In the 2023-2024 academic year, your student will be receiving 5th grade math instruction in their 4th grade math classrooms. To ensure an uneventful transition to 5th grade math, students need continued practice to acquire and/or sharpen fundamental math skills during the summer months. Students must solve the attached examples and use the Timed 50 Facts Tests 1 – 4.

The Summer Math Assignment must be submitted on the first day of school in the 2023-2024 academic year. This assignment will receive 1 grade for completion and a 2nd grade for accuracy. Late submissions will incur a 5-point deduction/instructional day – no exceptions will be made.

Please support your student in ensuring they engage with the assignment on a regular basis.

Incoming 4th graders must have mastery of their basic multiplication and division facts 1 – 12 as well as how to add, subtract, multiply and divide multi-digit whole numbers. We recommend flash cards and using www.KhanAcademy.org for support in achieving this goal.

There are 8 pages titled Timed 50 Facts Test. These tests mimic the weekly quiz your child will experience in the upcoming year. Students must practice their multiplication facts by taking a timed 3 minute 50 Facts Test. (See the attached 50 Facts Test pages) We have provided you with 2 copies of each 50 Facts Test, should you require additional sheets, please make copies.

We look forward to meeting you in September!

~Mrs. Tenturier-Brinkley & Mrs. Torres

Terence C. Reilly School No. 7

50-Facts Test 1



$7 * 7 =$ _____	$9 * 8 =$ _____	$5 * 8 =$ _____	$5 * 7 =$ _____
$5 * 6 =$ _____	$4 * 7 =$ _____	$5 * 3 =$ _____	$5 * 2 =$ _____
$3 * 8 =$ _____	$2 * 0 =$ _____	$7 * 8 =$ _____	$9 * 4 =$ _____
$7 * 9 =$ _____	$4 * 9 =$ _____	$6 * 4 =$ _____	$6 * 9 =$ _____
$0 * 4 =$ _____	$1 * 0 =$ _____	$3 * 9 =$ _____	$8 * 9 =$ _____
$6 * 6 =$ _____	$2 * 7 =$ _____	$7 * 6 =$ _____	$7 * 3 =$ _____
$4 * 5 =$ _____	$8 * 4 =$ _____	$5 * 5 =$ _____	$5 * 4 =$ _____
$3 * 5 =$ _____	$8 * 2 =$ _____	$9 * 9 =$ _____	$9 * 7 =$ _____
$9 * 5 =$ _____	$2 * 6 =$ _____	$7 * 2 =$ _____	$9 * 6 =$ _____
$4 * 1 =$ _____	$4 * 8 =$ _____	$2 * 9 =$ _____	$8 * 7 =$ _____
$2 * 4 =$ _____	$8 * 6 =$ _____	$4 * 4 =$ _____	$7 * 5 =$ _____
$5 * 9 =$ _____	$6 * 5 =$ _____	$8 * 8 =$ _____	$3 * 3 =$ _____
$4 * 3 =$ _____	$6 * 3 =$ _____		

Terence C. Reilly School No. 7

50-Facts Test 2



$6 * 6 =$ _____	$4 * 7 =$ _____	$8 * 3 =$ _____	$7 * 7 =$ _____
$5 * 0 =$ _____	$4 * 2 =$ _____	$6 * 5 =$ _____	$6 * 9 =$ _____
$4 * 4 =$ _____	$5 * 8 =$ _____	$5 * 5 =$ _____	$4 * 6 =$ _____
$6 * 3 =$ _____	$5 * 9 =$ _____	$9 * 8 =$ _____	$3 * 6 =$ _____
$8 * 7 =$ _____	$2 * 5 =$ _____	$8 * 2 =$ _____	$9 * 5 =$ _____
$2 * 7 =$ _____	$8 * 8 =$ _____	$7 * 8 =$ _____	$9 * 9 =$ _____
$4 * 9 =$ _____	$4 * 8 =$ _____	$8 * 6 =$ _____	$8 * 5 =$ _____
$5 * 3 =$ _____	$6 * 8 =$ _____	$9 * 7 =$ _____	$7 * 6 =$ _____
$8 * 1 =$ _____	$7 * 3 =$ _____	$3 * 3 =$ _____	$5 * 4 =$ _____
$3 * 8 =$ _____	$9 * 6 =$ _____	$7 * 5 =$ _____	$3 * 7 =$ _____
$7 * 9 =$ _____	$7 * 4 =$ _____	$9 * 4 =$ _____	$9 * 2 =$ _____
$6 * 7 =$ _____	$4 * 3 =$ _____	$4 * 5 =$ _____	$8 * 9 =$ _____
$3 * 5 =$ _____	$9 * 3 =$ _____		

Terence C. Reilly School No. 7

50-Facts Test 3



$2 * 0 =$

$3 * 3 =$

$5 * 7 =$

$5 * 5 =$

$4 * 8 =$

$4 * 4 =$

$3 * 9 =$

$2 * 4 =$

$9 * 6 =$

$8 * 7 =$

$9 * 8 =$

$3 * 5 =$

$3 * 4 =$

$6 * 9 =$

$7 * 6 =$

$6 * 5 =$

$8 * 6 =$

$7 * 2 =$

$2 * 6 =$

$9 * 7 =$

$6 * 7 =$

$1 * 1 =$

$8 * 4 =$

$8 * 8 =$

$8 * 9 =$

$8 * 3 =$

$4 * 6 =$

$9 * 3 =$

$5 * 6 =$

$3 * 7 =$

$9 * 5 =$

$9 * 9 =$

$8 * 5 =$

$2 * 3 =$

$7 * 7 =$

$7 * 5 =$

$6 * 4 =$

$7 * 8 =$

$9 * 2 =$

$7 * 9 =$

$5 * 9 =$

$9 * 4 =$

$4 * 5 =$

$6 * 8 =$

$6 * 3 =$

$3 * 8 =$

$4 * 7 =$

$5 * 4 =$

$6 * 6 =$

$3 * 6 =$

50-Facts Test 4



$4 * 8 =$ _____	$7 * 5 =$ _____	$9 * 9 =$ _____	$7 * 6 =$ _____
$3 * 7 =$ _____	$4 * 9 =$ _____	$5 * 7 =$ _____	$3 * 4 =$ _____
$6 * 6 =$ _____	$5 * 8 =$ _____	$8 * 5 =$ _____	$4 * 5 =$ _____
$8 * 3 =$ _____	$1 * 3 =$ _____	$6 * 8 =$ _____	$8 * 8 =$ _____
$6 * 9 =$ _____	$7 * 9 =$ _____	$4 * 4 =$ _____	$9 * 4 =$ _____
$2 * 4 =$ _____	$9 * 8 =$ _____	$7 * 4 =$ _____	$9 * 6 =$ _____
$4 * 6 =$ _____	$2 * 8 =$ _____	$8 * 9 =$ _____	$7 * 3 =$ _____
$7 * 0 =$ _____	$5 * 5 =$ _____	$9 * 7 =$ _____	$2 * 9 =$ _____
$9 * 3 =$ _____	$3 * 1 =$ _____	$1 * 1 =$ _____	$6 * 4 =$ _____
$6 * 7 =$ _____	$8 * 6 =$ _____	$5 * 9 =$ _____	$3 * 6 =$ _____
$2 * 5 =$ _____	$1 * 0 =$ _____	$5 * 6 =$ _____	$6 * 2 =$ _____
$4 * 3 =$ _____	$3 * 5 =$ _____	$7 * 7 =$ _____	$8 * 7 =$ _____
$4 * 7 =$ _____	$7 * 2 =$ _____		

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50-Facts Test 1



$7 * 7 =$ _____	$9 * 8 =$ _____	$5 * 8 =$ _____	$5 * 7 =$ _____
$5 * 6 =$ _____	$4 * 7 =$ _____	$5 * 3 =$ _____	$5 * 2 =$ _____
$3 * 8 =$ _____	$2 * 0 =$ _____	$7 * 8 =$ _____	$9 * 4 =$ _____
$7 * 9 =$ _____	$4 * 9 =$ _____	$6 * 4 =$ _____	$6 * 9 =$ _____
$0 * 4 =$ _____	$1 * 0 =$ _____	$3 * 9 =$ _____	$8 * 9 =$ _____
$6 * 6 =$ _____	$2 * 7 =$ _____	$7 * 6 =$ _____	$7 * 3 =$ _____
$4 * 5 =$ _____	$8 * 4 =$ _____	$5 * 5 =$ _____	$5 * 4 =$ _____
$3 * 5 =$ _____	$8 * 2 =$ _____	$9 * 9 =$ _____	$9 * 7 =$ _____
$9 * 5 =$ _____	$2 * 6 =$ _____	$7 * 2 =$ _____	$9 * 6 =$ _____
$4 * 1 =$ _____	$4 * 8 =$ _____	$2 * 9 =$ _____	$8 * 7 =$ _____
$2 * 4 =$ _____	$8 * 6 =$ _____	$4 * 4 =$ _____	$7 * 5 =$ _____
$5 * 9 =$ _____	$6 * 5 =$ _____	$8 * 8 =$ _____	$3 * 3 =$ _____
$4 * 3 =$ _____	$6 * 3 =$ _____		

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50-Facts Test 2



$6 * 6 =$ _____	$4 * 7 =$ _____	$8 * 3 =$ _____	$7 * 7 =$ _____
$5 * 0 =$ _____	$4 * 2 =$ _____	$6 * 5 =$ _____	$6 * 9 =$ _____
$4 * 4 =$ _____	$5 * 8 =$ _____	$5 * 5 =$ _____	$4 * 6 =$ _____
$6 * 3 =$ _____	$5 * 9 =$ _____	$9 * 8 =$ _____	$3 * 6 =$ _____
$8 * 7 =$ _____	$2 * 5 =$ _____	$8 * 2 =$ _____	$9 * 5 =$ _____
$2 * 7 =$ _____	$8 * 8 =$ _____	$7 * 8 =$ _____	$9 * 9 =$ _____
$4 * 9 =$ _____	$4 * 8 =$ _____	$8 * 6 =$ _____	$8 * 5 =$ _____
$5 * 3 =$ _____	$6 * 8 =$ _____	$9 * 7 =$ _____	$7 * 6 =$ _____
$8 * 1 =$ _____	$7 * 3 =$ _____	$3 * 3 =$ _____	$5 * 4 =$ _____
$3 * 8 =$ _____	$9 * 6 =$ _____	$7 * 5 =$ _____	$3 * 7 =$ _____
$7 * 9 =$ _____	$7 * 4 =$ _____	$9 * 4 =$ _____	$9 * 2 =$ _____
$6 * 7 =$ _____	$4 * 3 =$ _____	$4 * 5 =$ _____	$8 * 9 =$ _____
$3 * 5 =$ _____	$9 * 3 =$ _____		

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50-Facts Test 3



$2 * 0 =$ _____	$6 * 9 =$ _____	$4 * 6 =$ _____	$9 * 2 =$ _____
$3 * 3 =$ _____	$7 * 6 =$ _____	$9 * 3 =$ _____	$7 * 9 =$ _____
$5 * 7 =$ _____	$6 * 5 =$ _____	$5 * 6 =$ _____	$5 * 9 =$ _____
$5 * 5 =$ _____	$8 * 6 =$ _____	$3 * 7 =$ _____	$9 * 4 =$ _____
$4 * 8 =$ _____	$7 * 2 =$ _____	$9 * 5 =$ _____	$4 * 5 =$ _____
$4 * 4 =$ _____	$2 * 6 =$ _____	$9 * 9 =$ _____	$6 * 8 =$ _____
$3 * 9 =$ _____	$9 * 7 =$ _____	$8 * 5 =$ _____	$6 * 3 =$ _____
$2 * 4 =$ _____	$6 * 7 =$ _____	$2 * 3 =$ _____	$3 * 8 =$ _____
$9 * 6 =$ _____	$1 * 1 =$ _____	$7 * 7 =$ _____	$4 * 7 =$ _____
$8 * 7 =$ _____	$8 * 4 =$ _____	$7 * 5 =$ _____	$5 * 4 =$ _____
$9 * 8 =$ _____	$8 * 8 =$ _____	$6 * 4 =$ _____	$6 * 6 =$ _____
$3 * 5 =$ _____	$8 * 9 =$ _____	$7 * 8 =$ _____	$3 * 6 =$ _____
$3 * 4 =$ _____	$8 * 3 =$ _____		

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50-Facts Test 4



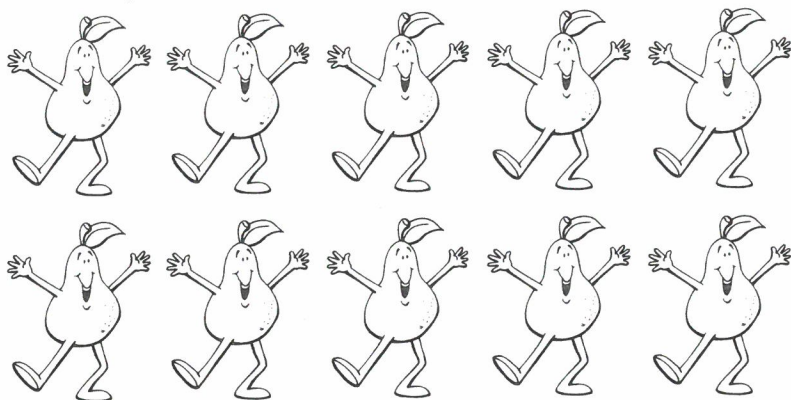
$4 * 8 =$ _____	$7 * 5 =$ _____	$9 * 9 =$ _____	$7 * 6 =$ _____
$3 * 7 =$ _____	$4 * 9 =$ _____	$5 * 7 =$ _____	$3 * 4 =$ _____
$6 * 6 =$ _____	$5 * 8 =$ _____	$8 * 5 =$ _____	$4 * 5 =$ _____
$8 * 3 =$ _____	$1 * 3 =$ _____	$6 * 8 =$ _____	$8 * 8 =$ _____
$6 * 9 =$ _____	$7 * 9 =$ _____	$4 * 4 =$ _____	$9 * 4 =$ _____
$2 * 4 =$ _____	$9 * 8 =$ _____	$7 * 4 =$ _____	$9 * 6 =$ _____
$4 * 6 =$ _____	$2 * 8 =$ _____	$8 * 9 =$ _____	$7 * 3 =$ _____
$7 * 0 =$ _____	$5 * 5 =$ _____	$9 * 7 =$ _____	$2 * 9 =$ _____
$9 * 3 =$ _____	$3 * 1 =$ _____	$1 * 1 =$ _____	$6 * 4 =$ _____
$6 * 7 =$ _____	$8 * 6 =$ _____	$5 * 9 =$ _____	$3 * 6 =$ _____
$2 * 5 =$ _____	$1 * 0 =$ _____	$5 * 6 =$ _____	$6 * 2 =$ _____
$4 * 3 =$ _____	$3 * 5 =$ _____	$7 * 7 =$ _____	$8 * 7 =$ _____
$4 * 7 =$ _____	$7 * 2 =$ _____		

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Pretest

1. Write three million, four hundred fifty-six thousand, 9 hundred and two in standard form.

2. If each pear represents 10,000, what do 10 pears represent?



3. Write 4,205 in word form.

4. Write the number 12,875,264 in expanded form.

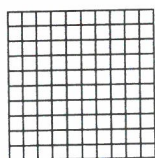
5. Write five and seven tenths in standard form.

6. Which inequality symbol makes the statement true? $14,712.5$ ____ $14,715.2$

Pretest (cont.)

7. David has \$7.26. He has _____ dollars, _____ dimes, and _____ pennies.

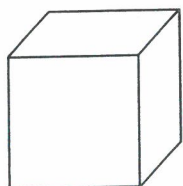
8. Model 0.72.



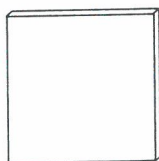
9. Model 2.4.



10. What number is represented below?



1,000



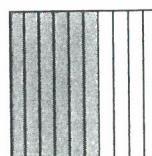
100



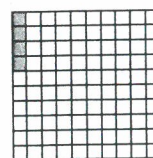
10



1



0.1



0.01

11. Round 43,076.15 to the nearest thousandths.

12. What is 7.29 rounded to the nearest whole number?

897,640,253

hundred millions
ten millions
millions
hundred thousands
ten thousands
thousands
hundreds
tens
ones

How Much is in Adam's Account?

Use the clues that Adam gives you to decide how much money is in his savings account.



The number has six digits.

The number is greater than 300,000.

The number in the thousands place is one greater than the number in the ten thousands place.

The number in the hundred thousands place is twice the number in the thousands place.

The number is less than 800,000.

The number has zeros in the ones, tens, and hundreds places.

The number in the thousands place is 3.

_____ , _____

How much is in Adam's account?
