Dear Parents/ Guardians,

As a sixth grade team, we would like to express to you the importance of avoiding the "summer slide" and encouraging your child to review basic concepts this summer. In order to review concepts learned in 5th grade, we are asking students practice maths using the website www.prodigy.com (the class code is below) and a one pager book report for two books (one for English, one for Spanish).

Along with this review, we would ask that your child practice their multiplication tables up to the 12s. On the reverse side of this page, you will find a 100 question fact quiz. Any problems that your child is unable to complete within 5 minutes are not considered rote and should be studied & practiced. Below are some suggestions of how your child may do this. Please check off what your child was able to use and sign before your child returns to school in August. Thank you for your support. We look forward to working with you in the fall.

Sincerely,
The Sixth Grade Math teachers

Student Name: _____

During the summer, my child, used the website below _____ minutes (on average) per week.

- Prodigy Practice www.prodigy.com
  -Class code to sign in: **1E882D**

For multiplication practice, my child did the following:

- ❑ Multiplication fact flash cards
- ❑ Multiplication fact websites
  - www.xtramath.org
  - www.aaamath.com
  - www.multiplication.com
  - www.funbrain.com (Math Baseball)
  - www.sheppardsoftware.com
- ❑ Multiplication songs (Examples can be found on Itunes, Youtube, etc)
- ❑ Other strategy (Please describe): _____

PLEASE RETURN THIS FORM TO THE 6TH GRADE TEACHERS IN AUGUST.

Parent Name: _____ Parent Signature: _____

Estimados Padres / Guardianes,

Como equipo de sexto grado, nos gustaría expresarle la importancia de evitar la "regresión académico del verano" y alentar a su hijo/a a practicar los conceptos básicos este verano. Para revisar los conceptos aprendidos en 5to grado, les pedimos a los estudiantes que practiquen matemáticas usando el sitio web www.prodigy.com (el código de la clase está abajo) y una página de un reporte de lectura (libro en inglés, libro en español).

Junto con este repaso, le pediremos a su hijo que practique sus tablas de multiplicar hasta los 12s. En el reverso de esta página, encontrará un cuestionario de 100 preguntas. Cualquier problema que su hijo no pueda completar en 5 minutos no se considera de rutina y debe estudiarse y practicarse. A continuación hay algunas sugerencias de cómo su hijo puede hacer esto. Marque lo que su hijo pudo usar y firme antes de que su hijo regrese a la escuela en agosto. Gracias por tu apoyo. Esperamos trabajar con usted en el otoño.

Sinceramente,
Los maestros de matemáticas de sexto grado

Nombre del estudiante: _____

Durante el verano, mi hijo/a usó el sitio web a continuación _____ minutos (en promedio) por semana.

- Prodigy Practice www.prodigy.com
  -Código de clase para iniciar sesión: **1E882D**

Para la práctica de la multiplicación, mi hijo hizo lo siguiente:

- ❑ Tarjetas de práctica de multiplicación
- ❑ Multiplicación de sitios web:
  www.xtramath.org
  www.aaamath.com
  www.multiplication.com
  www.funbrain.com (Math Baseball)
  www.sheppardsoftware.com
- ❑ Canciones de multiplicación (los ejemplos se pueden encontrar en Itunes, Youtube, etc.)
- ❑ Otra estrategia (por favor describa):
  _____

POR FAVOR DEVUELVA ESTE FORMULARIO A LOS MAESTROS DE 6º GRADO EN AGOSTO.

Nombre del padre: _____ Firma del padre: _____

Multiplication Facts to 144 (A)

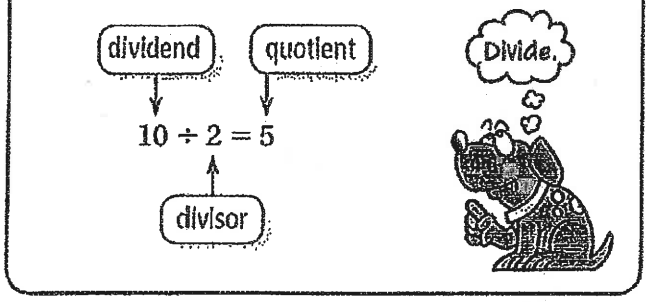
Find each product.

5 × 7	8 × 9	12 × 3	3 × 5	10 × 7	9 × 2	11 × 10	1 × 7	11 × 12	6 × 6
3 × 4	2 × 7	11 × 3	10 × 2	8 × 8	9 × 11	8 × 8	3 × 8	11 × 4	4 × 4
4 × 9	12 × 7	10 × 12	3 × 7	3 × 3	5 × 12	4 × 12	10 × 10	3 × 12	12 × 8
5 × 10	7 × 7	6 × 3	4 × 2	12 × 9	6 × 10	1 × 1	9 × 4	11 × 6	2 × 11
5 × 6	1 × 12	5 × 4	2 × 10	5 × 5	7 × 2	9 × 10	11 × 8	5 × 11	10 × 4
6 × 4	6 × 1	8 × 4	5 × 9	1 × 3	3 × 10	3 × 9	11 × 11	9 × 1	10 × 5
7 × 6	6 × 2	11 × 12	2 × 1	3 × 2	2 × 8	11 × 7	2 × 4	12 × 5	11 × 11
3 × 12	6 × 12	4 × 7	8 × 7	9 × 10	2 × 3	11 × 10	6 × 10	5 × 2	10 × 11
9 × 9	12 × 12	4 × 12	1 × 10	6 × 9	1 × 4	8 × 5	10 × 5	9 × 8	11 × 1
2 × 2	1 × 8	10 × 10	9 × 7	10 × 8	12 × 2	5 × 7	6 × 8	5 × 1	5 × 5

Divide Multi-Digit Numbers

When one number is divided by another, the result is called a *quotient*. The *dividend* is the number that is divided and the *divisor* is the number used to divide another number.

Key Concept and Vocabulary



Example:

Find 592 ÷ 30.

$$30\overline{)592}$$

19 R22

-30

292

-270

22

Divide each place-value position from left to right.

Since 292 – 270 = 22 and 22 < 30, 22 is the remainder.

The quotient is 19 R22.

Find each quotient.

1. 595 ÷ 25

2. $\frac{874}{38}$

3. 3,570 ÷ 85

4. $\frac{370}{35}$

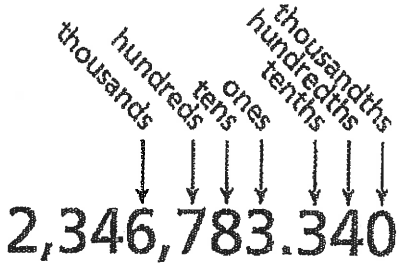
Multiplying by Powers of 10

To multiply by 10, move the decimal point **one** place to the right.	To multiply by 100, move the decimal point **two** places to the right.	To multiply by 1,000, move the decimal point **three** places to the right.
0.4	**0.40**	**0.400**
10 × 0.4 = 4	100 × 0.4 = 40	1,000 × 0.4 = 400

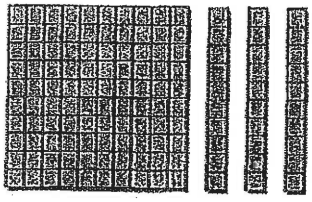
Find each product. Use mental math.

1. 10 x 0.06 =	100 x 0.06 =	1,000 x 0.06 =	10 x 0.6 =
2. 0.653 x 1,000 =	1.09 x 10 =	21.3 x 10 =	10 x 0.007 =
3. 1,000 x 0.046 =	0.46 x 1,000 =	0.46 x 100 =	0.46 x 10 =
4. 1.234 x 100 =	0.11 x 1,000 =	0.11 x 10,000 =	0.11 x 100,000 =

Place Value of Decimals



Visual Model Base 10 block model for 1.30



Skill Examples

1. 156 = "One hundred fifty-six"
2. 1409 = 0ne thousand four hundred nine"
3. 14.009 = Fourteen *and* nine thousandths"
4. 2.07 = Two and seven hundredths"

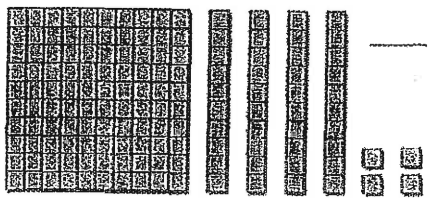
Write the number in words.

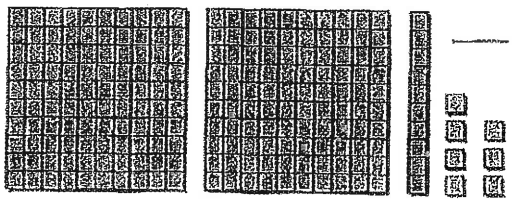
6. 27.35 = _____
7. 1560 = _____

Write the decimal number for the words.

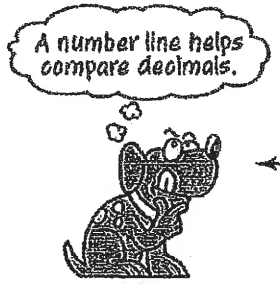
8. Five thousand seven hundred forty-nine *and* thirteen hundredths" = _____
9. Nine hundred eighteen *and* fifty-seven thousandths" = _____

Write the decimal given by the model.

10.  _____

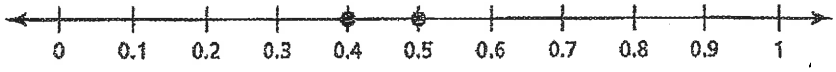
11  _____

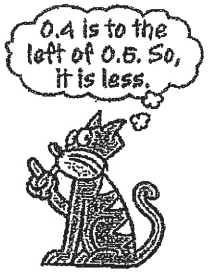
Key Concept and Vocabulary



0.4 is less than 0.5.
$0.4 < 0.5$

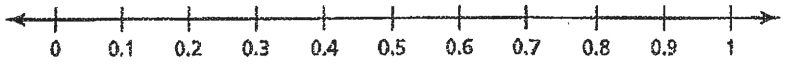
0.5 is greater than 0.4.
$0.5 > 0.4$



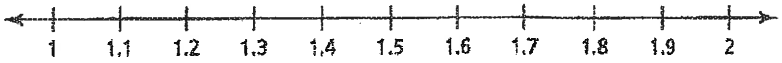


Mark each decimal on the number line. Then write <, > or = to compare each value.

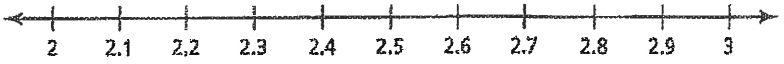
1. 0.3 0.2



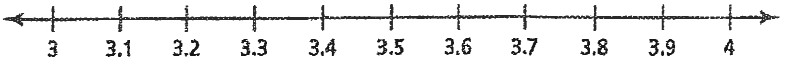
2. 1.7 1.8



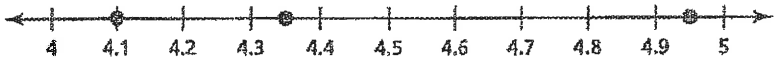
3. 2.35 2.4



4. 3.7 3.55



5. Write the decimals that are shown on the number line.



Write <, > or = to compare each set of decimals.

6 5.66 5.91

8. 15.7 15.42

7. 1.36 1.9

9. 0.8 0.49

Improper Fractions to Mixed Numbers

Use division to change each improper fraction into a whole number.

$\frac{14}{3}$ can be rewritten as $14 \div 3$ or $3\overline{)14}$.

$\frac{14}{3}$ is an improper fraction.

$$3\overline{)14} \quad 4\text{r}2 \quad -12 \quad 2$$

$\frac{14}{3} = 4\frac{2}{3}$

$4\frac{2}{3}$ is a mixed number.

The numerator becomes 2; the denominator stays 3.

1. $\frac{15}{2}$

2. $\frac{7}{4}$

3. $\frac{20}{7}$

4. $\frac{43}{5}$

5. $\frac{23}{8}$

6. $\frac{21}{5}$

Simplifying Fractions

When a fraction is in simplest form, 1 is the only common factor of its numerator and Denominator.

Write in simplest form: $\frac{16}{40}$

Step 1
Find the GCF of the numerator and the denominator

Factors of 16: 1, 2, 4, **8**, 16
Factors of 40: 1, 2, 4, 5, **8**, 10, 20, 40
GCF: 8

Step 2
Divide the numerator and the denominator by their GCF.

$\frac{16}{40} = \frac{16 \div 8}{40 \div 8} = \frac{2}{5}$

Check that $\frac{2}{5}$ is in simplest form.

Factors of 2: 1, 2
Factors of 5: 1, 5

The only common factor of 2 and 5 is 1, so $\frac{2}{5}$ is in simplest form.

Write each fraction in simplest form.

1. $\frac{6}{10}$
   Factors of 6: _____
   Factors of 10: _____
   Simplest form: _____

2. $\frac{12}{30}$
   Factors of 12: _____
   Factors of 30: _____
   Simplest form: _____

3. $\frac{9}{36}$
   Factors of 9: _____
   Factors of 36: _____
   Simplest form: _____

4. $\frac{20}{25}$
   Factors of 20: _____
   Factors of 25: _____
   Simplest form: _____

Write the following fractions in simplest form:

5. $\frac{6}{18}$

6. $\frac{15}{40}$

7. $\frac{8}{30}$

8. $\frac{24}{27}$

9. $\frac{20}{24}$

10. $\frac{16}{28}$

Adding and Subtracting Fractions

Example 1

$$2\frac{1}{3} \rightarrow \frac{1 \times 4}{3 \times 4} \rightarrow \frac{4}{12}$$
$$+\ 3\frac{3}{4} \rightarrow \frac{3 \times 3}{4 \times 3} \rightarrow \frac{9}{12}$$
$$5 \qquad\qquad\qquad \frac{13}{12}$$
$$= 5 + 1\frac{1}{12} = 6\frac{1}{12}$$

1. Find the lowest common denominator (LCD)
2. Rewrite each fraction using the LCD
3. Add or subtract
4. Simplify if possible.

Example 2

$$\frac{7}{8} \rightarrow \frac{7}{8}$$
$$-\ \frac{1}{4} \rightarrow \frac{1 \times 2}{4 \times 2} \rightarrow \frac{2}{8}$$
$$\frac{5}{8}$$

Add or Subtract.

1. $1\frac{3}{8} + 4\frac{1}{6}$

2. $2\frac{3}{4} + 3\frac{1}{5}$

3. $5\frac{1}{3} - 1\frac{5}{6}$

4. $3\frac{2}{3} - 2\frac{1}{4}$

Multiply Fractions and Whole Numbers

You can multiply whole numbers and fractions by writing the whole number as a fraction. Then multiply the numerators and multiply the denominators.

Example 1

Find $6 \times \frac{3}{8}$.

$6 \times \frac{3}{8} = \frac{6}{1} \times \frac{3}{8}$ Write 6 as $\frac{6}{1}$.

$= \frac{6 \times 3}{1 \times 8}$ Multiply.

$= \frac{18}{8} = \frac{9}{4}$ or $2\frac{1}{4}$ Simplify.

Multiply.

1. $\frac{1}{2} \times \frac{5}{7}$

2. $\frac{3}{4} \times \frac{2}{3}$

3. $\frac{5}{6} \times 8$

4. $\frac{1}{5} \times \frac{1}{2}$

5. $10 \times \frac{5}{6}$

6. $\frac{3}{7} \times \frac{3}{4}$

7. $\frac{1}{5} \times 4$

8. $\frac{5}{12} \times 2$

Multiply Fractions and Fractions

To multiply fractions, multiply the numerators and then multiply the denominators.

$$\frac{2}{3} \times \frac{4}{5} = \frac{2 \times 4}{3 \times 5} = \frac{8}{15}$$

Example 1

Find $\frac{2}{5} \times \frac{3}{4}$.

$\frac{2}{5} \times \frac{3}{4} = \frac{2 \times 3}{5 \times 4}$ Multiply the numerators. Multiply the denominators.

$= \frac{6}{20}$ or $\frac{3}{10}$ Simplify.

Powers and Exponents

A product of like factors can be written using a **base**, the number used as a factor, and an **exponent**, which tells how many times the base is used as a factor. Numbers expressed using exponents are called **powers**. For example, 100 and 1,000 are powers of 10 because they can be written 10^2 as and 10^3.

Example 1

Write $4 \times 4 \times 4 \times 4 \times 4$ using an exponent.

$4 \times 4 \times 4 \times 4 \times 4 = 4^5$ 4 is used as a factor five times.

Example 2

Write 3^4 as a product of the same factor. Then find the value.

The base is 3. The exponent is 4. So, 3 is used as a factor four times.

$3^4 = 3 \times 3 \times 3 \times 3$ Write 3^4 as a product.
$= 81$ Multiply.

Exercises
Write each product using an exponent.

1. $4 \times 4 \times 4$

2. $7 \times 7 \times 7 \times 7 \times 7$

3. $9 \times 9 \times 9 \times 9$

4. $8 \times 8 \times 8 \times 8 \times 8 \times 8$

Write each power as a product of the same factor. Then find the value.

5. 5^3

6. 6^2

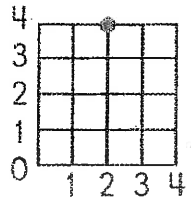
7. 1.1^4

8. 0.7^3

Graphing on the Coordinate Plane

An **ordered pair** can be used to locate a point on a grid or coordinate graph. An ordered pair looks like this: (2,4). The first number tells how many units the point is located to the right of zero. The second number tells how many units the point is located up from zero.

Example: Find (2,4). Move right 2, and up 4.



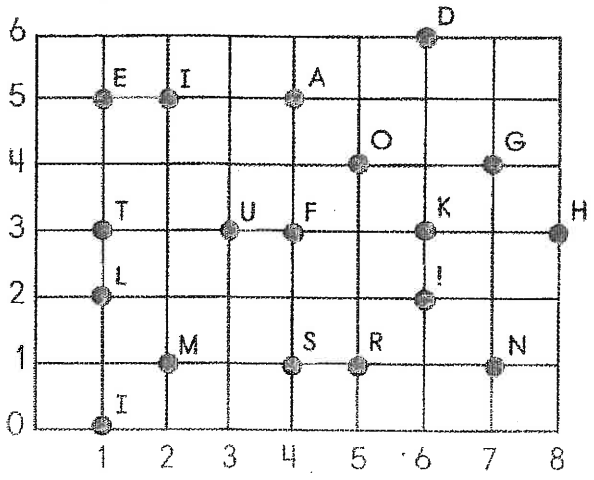
Write the letters for each ordered pair to find the message.

(2,1) (4,5) (1,3) (8,3) (1,0) (4,1) (5,4) (7,1) (1,5) (5,4) (4,3) (1,3) (8,3) (1,5)

(1,0) (7,1) (7,4) (5,1) (1,5) (6,6) (1,0) (1,5) (7,1) (1,3) (4,1) (4,3) (5,4) (5,1)

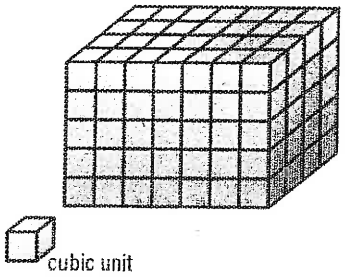
(2,1) (4,5) (6,3) (1,0) (7,1) (7,4)

(1,2) (1,0) (4,3) (1,5) (4,3) (3,3) (7,1) (6,2)



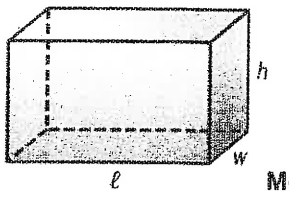
Volume of Rectangular Prisms

The amount of space inside a three-dimensional figure is the **volume** of the figure.
Volume is measured in **cubic units.** This tells you the number of cubes of a given size it will take to fill the prism.



The volume V of a rectangular prism is the product of its length ℓ, width w, and height h.

Symbols $V = \ell wh$



Model

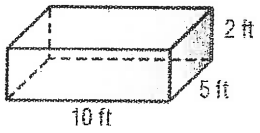
Example
Find the volume of the rectangular prism.

Method 1 Use $V = \ell wh$.

$V = \ell wh$

$V = 10 \times 5 \times 2$

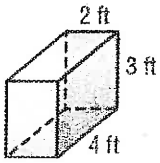
$V = 100$



The volume is 100 ft^3.

Exercises
Find the volume of each prism.

1.



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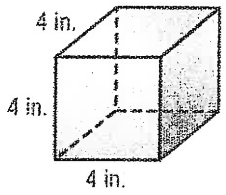

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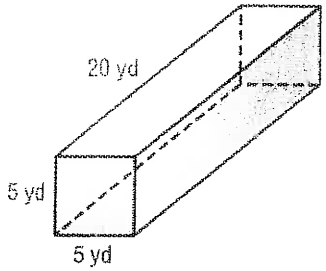
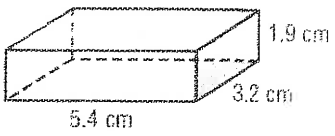


4.



Name: _____ Date: _____

One-Pager Book Review

Title: _____

Author: _____ Date started: _____ Date Completed: _____

Pages read: _____ Rating of the book: 1 2 3 4 5 6 7 8 9 10

If this book had gone one more chapter, what would have happened? Explain in detail.

_____

_____

_____

_____

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_____

_____

What do you think was the author's purpose? (see handout attached)

_____

_____

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_____

What do you think is the intended audience of the author and why? (see handout attached)

_____

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Academic Honesty:

By signing below, I am indicating that the information on this page is accurate:

Student Signature: _____

Nombre: _____ Fecha: _____

Critica literaria de 1 página

Título: _____

Autor: _____ Fecha de inicio: _____ Fecha completado: _____

Páginas leídas en total: _____

Del 1 al 10, ¿cómo calificarías el libro?: 1 2 3 4 5 6 7 8 9 10

Si este libro tuviera otro capítulo, ¿de que se trataría? Explica en detalle.

_____

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¿Cuál crees que es el propósito del autor?

_____

_____

_____

_____

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_____

_____

_____

¿Quién crees que sea la audiencia del autor y por qué?

_____

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Honestidad Académica:

Al firmar, indico que toda la información en esta página es correcta.

Firma del estudiante: _____

Author's Purpose

Author's Purpose: **To Persuade**	Author's Purpose: **To Inform**	Author's Purpose: **To Entertain**
• It's the author's goal to persuade the reader to agree with the author's opinion. • Even though the author shares his opinion, he may provide facts or examples to support the opinion. • Examples: advertisements, commercials, newspaper editorials, etc.	• It's the author's goal to enlighten the reader with topics that are usually real or contain facts. • Facts are used to teach, not to persuade. • Examples: textbooks, cookbooks, newspapers, encyclopedias, etc.	• It is the author's goal to tell a story or describe real or imaginary characters, places, and events • Examples: poems, stories, plays, comic strips, etc.

Determining an Author's Intended Audience

We consider the following questions:

1.What is the main idea of the whole text?

2.Who would be interested in this subject?

3.What are types of evidence the author uses to backup the main idea?

4.What type of word choice is used?

5.How is the text written? (narrative, informational)

6.What genre of writing is this?

Is this writing for . . . young children? peers? adults? males? females?