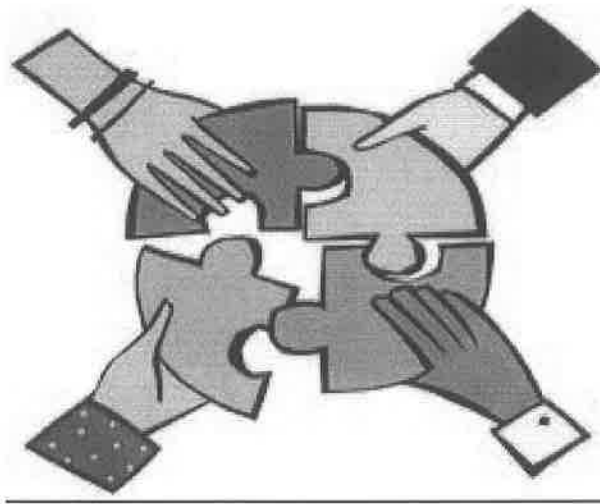


LET'S GET READY FOR 5th Grade



Activity Packet
Evangel Christian School
Summer 2018



FIFTH GRADE Supplies and Materials Needed for September

The following supplies will be needed for the start of the school year.
This list was prepared to enable you to plan ahead and take advantage of summer sales.

1. One (1) five subject note book with perforated pages or One (1) binder able to fit 8x11 paper
2. Two (2) hard covered composition note books
3. Sixty (60) No. 2 pencils or mechanical pencils
4. Two (2) erasers
5. Two (2) boxes of colored pencils
6. Two (2) packs of Colored markers (8-10 pack)
7. Crayons (16 pack)
8. Two (2) boxes of pens (1 black and 1 blue)
9. Two (2) pair of scissors
10. Two (2) small pencil sharpeners (prefer that catches sharpenings)
11. Four (4) glue sticks and One (1) Elmer's liquid glue
12. Large pencil case with zipper (optional)
13. One (1) ruler with metrics/inches
14. Seven (7) pocket folders (red, green, blue, yellow, orange, & purple)
15. Three (3) 3x5 index cards
16. Three (3) packs of wide rule loose leaf paper
17. Student planner / agenda
18. Two (2) packs of highlighters
19. One (1) package of post its (8 in a pack)
20. Four (4) rolls of paper towels
21. One (1) pack of 8x11 Construction paper (assorted colors) (100 sheets)
22. Five (5) large boxes of tissues,
23. Two (2) packs of wet ones wipes
24. **Bible (NIV version) for home use and will be used for homework**



PLEASE BRING ALL OF THE ABOVE LISTED ITEMS TO SCHOOL ON THE FIRST DAY

ALL SUPPLIES AND MATERIAL SHOULD BE LABELED WITH YOUR CHILD'S NAME. PLEASE HAVE NAME IN ALL JACKETS, SWEATERS, GLOVES, BOOTS, ETC. Periodically, throughout the year, your child may need to update his/her supplies.

The teacher will let you know.

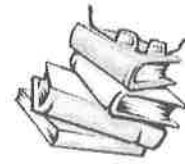
***** PARENTS: PLEASE NOTE *****

Evangel Christian School is committed to Christian principles and values. This task is made more difficult by the media. Most of the TV, advertising, videos, movies and music have a negative impact on our children. To maintain a positive standard, we must ask that all parents cooperate with us by NOT SENDING TO SCHOOL -- supplies (such as book bags, lunch boxes, knapsacks, folders, pencils, erasers, etc.) which have pictures or designs depicting violent characters, scenes or symbols of movie, video or cartoon characters that emphasize anti-social behavior and non-Christian principles; for example, **Power Rangers, X-Men, Batman, Goosebumps, Harry Potter, WWF, Zodiac symbols, Pokémon and similar characters, and secular entertainers.**





Summer Reading Tips for Parents



- Read to your child. Try to establish a daily routine that includes a time to read together. Bedtime is a traditional favorite, but any time will work that is convenient for you and your family.
- Be a good role model. Let your child see you reading for pleasure as well as for information. Let her/him know that you value reading.
- Give your child the opportunity to read aloud to you, a friend, another family member or another child. Make the experience a chance for your child to share his new reading skills. Have him/her read the book silently before asking him/her to read it aloud. Correct mistakes only when the mistake changes the meaning of the sentence and then supply the word without making him feel bad for having made a mistake.
- Include your child in your day-to-day reading experiences. Share recipes, the newspaper, magazines, the TV Guide, cereal boxes, menus, road signs, etc. Our world is full of things to read if we are aware of our surroundings.
- Talk to your child about the books she is reading. Tell her about books you enjoyed when you were a child and ones that you are reading now.
- Help him/her to select books on topics he/she is interested in and on his/her reading level. A simple rule of thumb for helping your child select books at his/her reading level is to have them choose a page in the book (not the first one) and read it. If he doesn't know five or more of the words, then the book is too hard for pleasure reading.
- If you are planning a vacation this summer, write to the visitors' bureau of places you will be visiting and ask for information on the area and any special attractions, check out books from the library to get background information, or get brochures from your travel agent, share this information with your child; ask for his/her input on what activities he/she would enjoy. Hang a map of the places you will be visiting and/or traveling through on the wall and chart your travel route. These techniques will work after travel too.
- Carry a bag with books and activities to keep your child occupied whenever you have to wait.
- Get your child his/her own library card. Take or allow him/her to go to the library often browse for books and enjoy special activities.
- Help him/her new words. Make a goal of one new word a day. Discuss words they come across and don't know. This will help him/her to explain their vocabulary.



REQUIRED SUMMER READING PROGRAM

FOR STUDENTS ENTERING GRADES 1-8

From the Principal's Desk

In today's world many children are not read to and do not read regularly. Leisure time is spent watching TV and/or playing video games when time could be spent with the written language. This results in a lack of knowledge in areas of vocabulary, reading comprehension, critical thinking skills as well as putting language ideas on paper. New state guidelines tested by the new English Language Arts tests require that students read more books and respond in writing to what they read.

Reading and writing skills continue to be emphasized at Evangel because these skills are necessary for children to be successful students. However, support is needed from you as parents. Research has shown that reading outside of school can maintain, and in most cases, increase levels of reading growth reached in the classroom. Summer fall-off in students' skills can be stopped if a child continues to read on a daily basis.

Therefore, we are requiring reading during the summer from students entering Grades 1 through 8. Minimum requirements for grade levels are listed below. Required book reports should be turned in the 1st or 2nd day of school. However, students are encouraged to read more than the requirement.

Required reading must be selected from ECS Book Lists. Book Lists for all grades are included with this letter to assist parents in finding books their child can read independently. Summer Reading information and book list can also be found on our school web site www.evangelchristianschool.org. You may select books from the grade level above or below your child's grade if desire. Take your child to the library in your area and assist in the selection of books. You will find it time well spent. **Students are also allowed to read books which are for their age purchased from Christian bookstores or from Christian book catalogs. You can tell the level from information usually given in the catalog or on the back of the book. Scholastic book wizard app can be downloaded to iphone or android phone or tablet. Book wizard app can assist to identify reading level.**

Book reports should include the following:

A cover sheet with:

- i. Name of student and class
- ii. Title of book and author
- iii. Fill out the appropriate worksheet (attached) and do the suggested activities.

We are also recommending that parents read regularly to their children entering Pre-K, Kindergarten and First Grade. Picture books can be read or parents can select books from the 2nd and 3rd grade list.

Summer Reading Requirements

Entering 1st Grade:

Required to read and to be read to, with parent support complete 4 books forms

Entering 2nd Grade:

Required to read one chapter book or two easier books (one fiction, one non-fiction)

Entering Third Grade through Eighth Grades:

Required to read at least two chapter books (one fiction, one non-fiction)

**Recommended Reading for Fountas and Pinnell Guided Reading
Compiled by RCS Media Specialists**

FIFTH GRADE

Level S

TITLE	Author
A Dog's Life: The Autobiography of a Stray *	Ann M. Martin
From the Mixed Up Files Mrs. Basil E. Frankweiler *	E.L. Konigsburg
The Good Dog	Avi
Granny Torrelli Makes Soup *	Sharon Creech
In the Year of the Boar and Jackie Robinson	Bette Lord
Lily's Crossing	Patricia Reilly Giff
The Million Dollar Shot	Dan Guttman
My Life in Dog Years	Gary Paulsen
On My Honor	Marion Dane Bauer
Sahar Special	Esme Raji Codell
Taking Sides *	Gary Soto
Time For Andrew: A Ghost Story	Mary Downing Hahn
The Van Gogh Café	Cynthia Rylant

* Highly Recommended

Level T

TITLE	Author
Agnes Parker Girl in Progress	Kathleen O'Dell
Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War	Seymour Reit
Bud, Not Buddy *	Christopher Paul Curtis
Chasing Vermeer *	Blue Balliett
Joey Pigza Swallowed the Key (and others of the Joey Pigza series) *	Jack Gantos
Love That Dog *	Sharon Creech
Nory Ryan's Song	Patricia Reilly Giff
Notes from a Liar and Her Dog	Gennifer Choldenko
Sammy Keyes and the Hotel Thief (and others of the Sammy Keyes series) *	Wendelin Van Draanen
Shoeless Joe and Me: A Baseball Card Adventure	Dan Gutman
Surviving the Applewhites	Stephanie S. Tolan
The Lion, the Witch and the Wardrobe (and others of the Narnia series)	C.S. Lewis
The Tiger's Apprentice	Lauren Yep

* Highly Recommended

**Recommended Reading for Fountas and Pinnell Guided Reading
Compiled by RCS Media Specialists**

Level U

TITLE	Author
Ella Echanted	Gail Carson Levine
Harriet Tubman and the Underground Railroad	Michael Martin
If you're Reading This , It's Too Late *	Pseudonymous Bosch
Julie of the Wolves	Jean Craighead George
Number the Stars *	Lois Lowry
Ragweed	Avi
Report to the Principal's office	Jerry Spinelli
Rosa Parks: My Story	Rosa Parks
The BFG *	Roald Dahl
The Fledging	Jane Langton
The Miraculous Journey of Edward Tulane *	Kate DiCamillo
The Name of this Book is Secret	Pseudonymous Bosch
The Tale of Despereaux *	Kate DiCamillo
The Watsons Go to Birmigham	Christopher Paul Curtis
The Wizard Of Oz	Frank L. Baum

* Highly Recommended

Level V

TITLE	Author
Alice in Wonderland	Lewis Carroll
Baseball in April and other Stories	Gary Soto
Crash	Jerry Spinelli
Gossamer	Lois Lowry
Gregor the Overlander(and others of the Underland Chronicles series)	Suzanne Collins
Holes *	Louis Sachar
Island of the Blue Dolphins	Scott O' Dell
Loser	Jerry Spinelli
Mrs. Frisby and the Rats of NIMH	Robert C. O'Brien
My Side of the Mountain	Jean Craighead George
Old Yeller	Fred Gipson
Olive's Ocean *	Kevin Henkes
Stargirl	Jerry Spinelli
The Birthday Room	Kevin Henkes
The Cat Ate My Gymsuit	Paula Danziger
The Fighting Gourd	Avi
The Gypsy Game	Zilpha Keatley Snyder
The Mysterious Benedict Society (and others of the Mysterious Benedict Society series) *	Trenton Lee Stewart
The True Confessions of Charlotte Doyle	Avi
The Westing Game *	Ellen Raskin
Things Not Seen	Andrew Clements
Tuck Everlasting *	Natalie Babbitt

* Highly Recommended

Name: _____

Date: _____

Book Analysis

Introduction/General Information about the Book

Title: _____

Author: _____

Type of Book / Genre (fantasy, humor, science fiction, mystery, biography, non-fiction):

Main Character

Main Character: _____

Describe this character: _____

The main character changes from _____ to _____ by the end of the story.

The main character does the right thing when: _____

I can identify with the main character when: _____

Other Characters

Another Character: _____

Details: _____

Another Character: _____

Details: _____

Setting

Describe the time and place of the story: _____

Comments about the setting (examples: setting makes story exciting, setting has an important effect on main character, setting is/is not exciting or new, setting increased my knowledge of something): _____

Theme

What is the author trying to say in this story? What is his lesson in life? Is there a moral to this story?

This is a story about (courage? working hard? doing the right thing? greed? importance of friends? jealousy? love? caring? happiness? sadness?) _____

This book showed me/I learned from this story: _____

State a problem in the story and how it was solved: _____

Plot: The Action/Summary of What Happened in the Story

Summary of the story (list up to 6 events that happened in the story; keep them in order):

1. - _____

2.

3.

4.

5.

6.

I would / would not recommend this book because _____

Name: _____ Date: _____ #: _____

Non-fiction Book Report

Title: _____

Author: _____

Topic:

Who or what the book is about.

Write 4-5 facts you already know about the topic.

1. _____

2. _____

3. _____

4. _____

5. _____

Write 6 new words that you learned from this book.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Name 5-6 things you learned about the topic.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

What was the most interesting thing you learned about the topic?

Did you think the book did a good job of teaching you about the topic? Fill in the stars:



The book did a good job.



The book did an okay job.



The book did a bad job.

NAME _____

DATE _____



Baseline Assessment page 1 of 6

1 Solve as many of these multiplication problems as you can in one minute.

$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$
--	--	--	--	--	--	--

$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$
---	--	--	--	--	--	--

$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$
--	--	--	--	--	--

2 Divide.

$45 \div 5 = \underline{\quad}$ $28 \div 7 = \underline{\quad}$ $27 \div 3 = \underline{\quad}$ $36 \div 6 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$ $48 \div 6 = \underline{\quad}$ $49 \div 7 = \underline{\quad}$ $32 \div 8 = \underline{\quad}$

$30 \div 6 = \underline{\quad}$ $36 \div 9 = \underline{\quad}$ $56 \div 8 = \underline{\quad}$ $63 \div 7 = \underline{\quad}$

3 True or False?

a 6 and 9 are both factors of 36 and 54 _____

b 42 is a multiple of 4 _____

c 15 is a prime number _____

d 21 is a composite number _____

e 1, 2, 3, 4, 6, 8, 12, and 24 are all of the factors of 24 _____

(continued on next page)

NAME _____

DATE _____

Baseline Assessment page 2 of 6

- 4** Use the standard addition and subtraction algorithms to solve these problems. Show your work.

$$\begin{array}{r} 1,379 \\ + 2,945 \\ \hline \end{array}$$

$$\begin{array}{r} 46,736 \\ + 57,409 \\ \hline \end{array}$$

$$\begin{array}{r} 514 \\ - 368 \\ \hline \end{array}$$

$$\begin{array}{r} 406,582 \\ - 84,966 \\ \hline \end{array}$$

- 5** Use an efficient strategy to solve each multiplication problem. Show your work.

$$\begin{array}{r} 458 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ \times 28 \\ \hline \end{array}$$

- 6** Use an efficient strategy to solve this division problem. Show your work.

$$232 \div 8$$

(continued on next page)

NAME _____

| DATE _____

Baseline Assessment page 3 of 6

- 7** Cody has 126 milliliters of red paint. Brandon has 3 times as many milliliters of blue paint.
- a** If Cody and Brandon pour their paint into the same container, how many milliliters will they have in all? Show your work. Label your answer with the correct units.
- b** Write an equation, including the answer, to represent this problem.
- 8** Some of the parents are taking the kids in the After-School Club to the art museum tomorrow.
- a** If each car can hold 4 people (not including the driver), how many cars do they need to take all 27 kids in the After-School Club to the museum? Show your work using numbers, sketches, or words.
- b** If there was a remainder, how did you handle it? Why?
- 9** Jensen says that $\frac{2}{3}$ and $\frac{4}{6}$ are equivalent fractions. Do you agree with Jensen? Why or why not? Include a labeled sketch in your explanation

(continued on next page)

NAME _____

DATE _____

Baseline Assessment page 4 of 6**10** Use the symbols $<$, $>$, and $=$ to compare each pair of fractions.

$\frac{3}{4} \text{ ______ } \frac{7}{8}$

$\frac{4}{8} \text{ ______ } \frac{5}{10}$

$\frac{2}{4} \text{ ______ } \frac{5}{12}$

$\frac{9}{6} \text{ ______ } 1\frac{2}{6}$

11 Franklin says that $\frac{5}{8}$ is less than $\frac{6}{12}$ because both of the numbers in $\frac{5}{8}$ are less than the numbers in $\frac{6}{12}$. Do you agree with Franklin? Why or why not? Include a labeled sketch in your explanation.**12** Solve the following problems.

a $5\frac{3}{5} + \frac{2}{5} = \text{______}$

b $6 \times \frac{5}{8} = \text{______}$

c $5\frac{2}{8} - 2\frac{6}{8} = \text{______}$

d $3\frac{5}{6} + 5\frac{4}{6} = \text{______}$

13 True or false?

$\frac{7}{3} = 7 \times \frac{1}{3} \text{ ______}$

$6 \times \frac{2}{3} = 18 \times \frac{1}{2} \text{ ______}$

$\frac{4}{5} \times 3 = \frac{1}{5} \times 12 \text{ ______}$

14 What is $\frac{3}{10} + \frac{28}{100}$? Show your work.*(continued on next page)*

NAME _____

DATE _____

Baseline Assessment page 5 of 6

15 Heather is $45\frac{1}{3}$ inches tall. Neena is $42\frac{2}{3}$ inches tall. How much taller is Heather than Neena? Show your work. Label your answer with the correct units.

16 Julia bought 6 pieces of ribbon for an art project. Each piece of ribbon is $\frac{3}{4}$ of a yard.

a How many yards of ribbon did Julia buy in all? Show your work. Label your answer with the correct units.

b Write a multiplication equation, including the answer, to represent this problem.

17 Fill in the blanks.

$$\frac{6}{10} = \frac{\quad}{100}$$

$$\frac{70}{100} = \frac{\quad}{10}$$

$$\frac{3}{10} = 0.\underline{\quad}$$

$$\frac{35}{100} = 0.\underline{\quad}$$

18 Use the symbols $<$, $>$, and $=$ to compare each pair of decimals.

$$0.6 \underline{\quad} 0.78$$

$$0.40 \underline{\quad} 0.04$$

$$2.15 \underline{\quad} 1.99$$

$$0.5 \underline{\quad} 0.50$$

(continued on next page)

NAME _____

DATE _____

Baseline Assessment page 6 of 6

19 Dan is training for a bike race. He wants to bike 300 miles over the next couple of weeks. Dan biked 29 miles a day for 3 days. Then, he biked 32 miles a day for 4 days. How many more miles does he still have to bike to get to his goal of 300 miles?

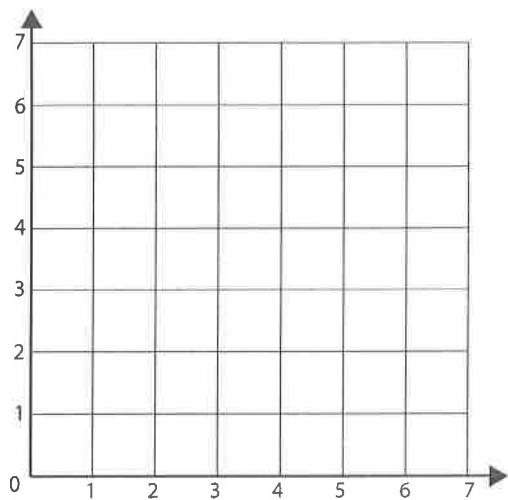
a Sara estimated that Dan would need to bike about 80 more miles to get to his goal of 300 miles. Is this a reasonable estimate? Why or why not?

b Write an equation for this problem with a letter standing for the unknown quantity.

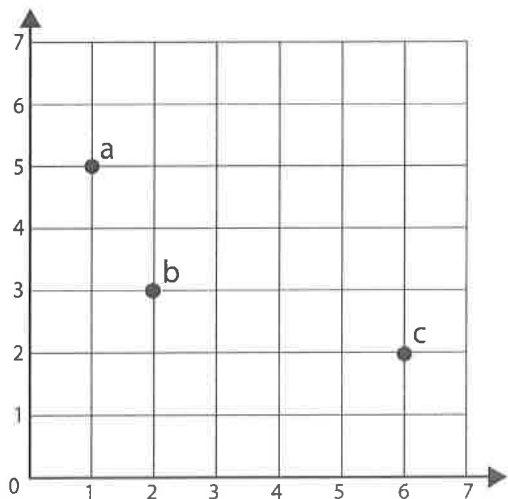
c Solve the problem. Show your work.

Number Corner Checkup 1 page 3 of 4

20 Plot and label the points (2,5) (4,1) (1,3) on the first quadrant of this coordinate plane.



21 What are the coordinates of the points marked on this coordinate grid?



a (__, __)

b (__, __)

c (__, __)

22 Find the sums.

a $\frac{25}{100} + \frac{2}{4} = \underline{\hspace{2cm}}$

c $\frac{1}{2} + \frac{1}{4} = \underline{\hspace{2cm}}$

e $\frac{1}{4} + \frac{1}{12} = \underline{\hspace{2cm}}$

b $\frac{1}{10} + \frac{1}{20} = \underline{\hspace{2cm}}$

d $\frac{1}{6} + \frac{1}{3} = \underline{\hspace{2cm}}$

f $\frac{5}{6} + \frac{1}{3} = \underline{\hspace{2cm}}$

(continued on next page)

NAME _____

Number Corner Checkup 2 page 2 of 5

23

Here are 4 clues about a mystery shape. Use them to answer questions a and b.

- I have 4 sides.
- I have 2 pairs of parallel sides.
- All of my sides are congruent.
- I have 4 right angles.

a What am I? How do you know?

b What am I *not*? How do you know?

24

Here are 3 clues about a mystery shape. Use them to answer questions a and b.

- I have 3 sides.
- Exactly 2 of my sides are congruent.
- One of my angles is obtuse.

a What am I? How do you know?

b What am I *not*? How do you know?

25

Fill in the blanks to make each equation true.

a $52 \times 5 = \underline{\hspace{2cm}} \times 10 \div 2$

b $(30 \times 4) = (3 \times 4) \times \underline{\hspace{2cm}}$

c $2.3 \times \underline{\hspace{2cm}} = 23$

d $\underline{\hspace{2cm}} = 246 \times 0.1$

e $6 + (3 \times (2 + 1)) = \underline{\hspace{2cm}}$

f $\underline{\hspace{2cm}} = ((9 - 1) \times 3) + 2$

g $(50 \times 10) \div 25 = \underline{\hspace{2cm}}$

h $34.5 \times 6 = (30 \times \underline{\hspace{2cm}}) + (4 \times \underline{\hspace{2cm}}) + (\underline{\hspace{2cm}} \times 6)$

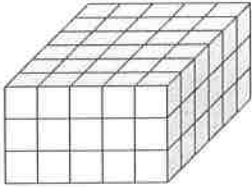
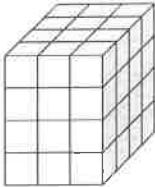
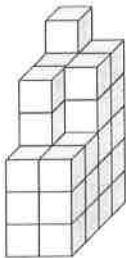
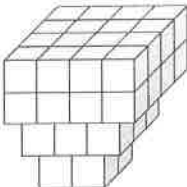
(continued on next page)

Number Corner Checkup 1 page 4 of 4

26

What is the volume of each figure? Show your work and label your answer with the correct units. *Volume = length x width x height. For irregular shapes*

(c and d) you can count the number of units if unsure how to solve.

Figure	Volume
<p>a</p> 	
<p>b</p> 	
<p>c</p> 	
<p>d</p> 	



Evangel Christian School

39-21 Crescent Street, Long Island City, New York 11101

From the Dean's Desk

Welcome back to all students and congratulations to new students and their families for choosing Evangel Christian School. I pray you had a wonderful summer break and enjoyed special time with friends and family.

We are excited to start a new academic year full of possibilities. In order to begin a productive year we ask students to be in proper school uniform. School uniforms help students worry less about what they look like and focus more on academics. In order to make this process an easy one, Evangel is continuing to partner with Land's End to provide students with quality uniforms. Students must purchase their uniforms exclusively from Land's End. This includes polos, skirts, pants, hoodies, and gym uniforms.

As part of our uniform policy, and for security reasons, students must display their ID's on a lanyard provided by the school. They must wear **solid** black shoes or sneakers. This means no white soles, checks or stripes. On gym days they may wear any color sneaker they like. Students who choose to violate the uniform policy will receive an automatic detention to be served the same day.

Please purchase uniforms as early as you can to ensure your child will be ready for school this coming year. Please keep in mind that some orders make take several weeks for delivery. Pre-K3 through kindergarten are not required to wear uniform, however, you should purchase a gym uniform for class trips.

To purchase your uniforms please go to www.landsend.com. Click on "school" then click on "find my school" and insert the **appropriate** school number from below.

- ❖ Preferred school number for elementary: **900140757**
- ❖ Preferred school number for middle school: **900168865**
- ❖ Preferred school number for high school: **900168873**

We look forward to having a great year! Thank you in advance for supporting our school uniform policies. If you have any questions, please feel free to call us at (718) 937-9600 extension 1301 or 1302.

Janet Cardi
Dean of Students

Mich Matos
Associate Dean

Preparing Our Students To Impact Their World For Christ

Phone (718) 937-9600 Fax (718) 937-1613 Web www.evangelchristianschool.org

CHILD & ADOLESCENT HEALTH EXAMINATION FORM
 NYC DEPARTMENT OF HEALTH & MENTAL HYGIENE — DEPARTMENT OF EDUCATION

Please Print Clearly

NYC ID (OSIS)

TO BE COMPLETED BY THE PARENT OR GUARDIAN

Child's Last Name _____ First Name _____ Middle Name _____ Sex Female Male Date of Birth (Month/Day/Year) ____/____/____

Child's Address _____ Hispanic/Latino? Yes No Race (Check ALL that apply) American Indian Asian Black White Native Hawaiian/Pacific Islander Other _____

City/Borough _____ State _____ Zip Code _____ School/Center/Camp Name _____ District Number _____ Phone Numbers Home _____ Cell _____ Work _____

Health insurance (including Medicaid)? Yes No Parent/Guardian Last Name _____ First Name _____ Email _____
 Foster Parent

TO BE COMPLETED BY THE HEALTH CARE PRACTITIONER

Birth history (age 0-6 yrs)
 Uncomplicated Premature: _____ weeks gestation
 Complicated by _____

Allergies None Epi pen prescribed
 Drugs (list) _____
 Foods (list) _____
 Other (list) _____

Attach MAF if in-school medications needed

Does the child/adolescent have a past or present medical history of the following?

Asthma (check severity and attach MAF): Intermittent Mild Persistent Moderate Persistent Severe Persistent
 If persistent, check all current medication(s): Quick Relief Medication Inhaled Corticosteroid Oral Steroid Other Controller None
 Asthma Control Status Well-controlled Poorly Controlled or Not Controlled

Anaphylaxis Seizure disorder
 Behavioral/mental health disorder Speech, hearing, or visual impairment
 Congenital or acquired heart disorder Tuberculosis (latent infection or disease)
 Developmental/learning problem Hospitalization
 Diabetes (attach MAF) Surgery
 Orthopedic injury/disability Other (specify) _____
 Explain all checked items above. Addendum attached.

Medications (attach MAF if in-school medication needed)
 None Yes (list below)

PHYSICAL EXAM Date of Exam: ____/____/____

Height _____ cm (____ %ile)
 Weight _____ kg (____ %ile)
 BMI _____ kg/m² (____ %ile)
 Head Circumference (age <2 yrs) _____ cm (____ %ile)
 Blood Pressure (age ≥3 yrs) _____ / _____

General Appearance:

Physical Exam WNL

Ni Abnl HEENT Lymph nodes Abdomen Skin
 Psychosocial Development Dental Lungs Genitourinary Neurological
 Language Neck Cardiovascular Extremities Back/spine
 Behavioral

Describe abnormalities:

DEVELOPMENTAL (age 0-6 yrs)
 Validated Screening Tool Used? _____ Date Screened ____/____/____
 Yes No
 Screening Results: WNL
 Delay or Concern Suspected/Confirmed (specify area(s) below):
 Cognitive/Problem Solving Adaptive/Self-Help
 Communication/Language Gross Motor/Fine Motor
 Social-Emotional or Personal-Social Other Area of Concern: _____

Describe Suspected Delay or Concern: _____

Child Receives EI/CPSE/CSE services Yes No

Child Care Only

Child Care Only
 Hemoglobin or Hematocrit _____ g/dL _____ %

Nutrition
 < 1 year Breastfed Formula Both
 ≥ 1 year Well-balanced Needs guidance Counseled Referred
 Dietary Restrictions None Yes (list below)

SCREENING TESTS

SCREENING TESTS	Date Done	Results
Blood Lead Level (BLL) (required at age 1 yr and 2 yrs and for those at risk)	____/____/____	____ μg/dL
Lead Risk Assessment (annually, age 6 mo-6 yrs)	____/____/____	<input type="checkbox"/> At risk (do BLL) <input type="checkbox"/> Not at risk

Hearing

Hearing	Date Done	Results
< 4 years: gross hearing	____/____/____	<input type="checkbox"/> Ni <input type="checkbox"/> Abnl <input type="checkbox"/> Referred
OAE	____/____/____	<input type="checkbox"/> Ni <input type="checkbox"/> Abnl <input type="checkbox"/> Referred
≥ 4 yrs: pure tone audiometry	____/____/____	<input type="checkbox"/> Ni <input type="checkbox"/> Abnl <input type="checkbox"/> Referred

Vision

Vision	Date Done	Results
<3 years: Vision appears:	____/____/____	<input type="checkbox"/> Ni <input type="checkbox"/> Abnl
Acuity (required for new entrants and children age 3-7 years)	____/____/____	Right _____ / _____ Left _____ / _____ <input type="checkbox"/> Unable to test
Screened with Glasses?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Strabismus?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Dental

Dental	Results
Visible Tooth Decay	<input type="checkbox"/> Yes <input type="checkbox"/> No
Urgent need for dental referral (pain, swelling, infection)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Dental Visit within the past 12 months	<input type="checkbox"/> Yes <input type="checkbox"/> No

CIR Number _____ Physician Confirmed History of Varicella Infection Report only positive immunity:

IMMUNIZATIONS – DATES

IMMUNIZATION	DATE	IgG Titers	DATE
DTP/DTaP/DT	____/____/____	Hepatitis B	____/____/____
Td	____/____/____	Measles	____/____/____
Polio	____/____/____	Mumps	____/____/____
Hep B	____/____/____	Rubella	____/____/____
Hib	____/____/____	Varicella	____/____/____
PCV	____/____/____	Polio 1	____/____/____
Influenza	____/____/____	Polio 2	____/____/____
HPV	____/____/____	Polio 3	____/____/____

ASSESSMENT Well Child (Z00.129) Diagnoses/Problems (list) _____ ICD-10 Code _____

RECOMMENDATIONS Full physical activity
 Restrictions (specify) _____
 Follow-up Needed No Yes, for _____ Appt. date: ____/____/____
 Referral(s): None Early Intervention IEP Dental Vision
 Other _____

Health Care Practitioner Signature _____ Date Form Completed ____/____/____

Health Care Practitioner Name and Degree (print) _____ Practitioner License No. and State _____

Facility Name _____ National Provider Identifier (NPI) _____

Address _____ City _____ State _____ Zip _____

Telephone _____ Fax _____ Email _____

DOHMH ONLY PRACTITIONER I.D. # _____

TYPE OF EXAM: NAE Current NAE Prior Year(s)
 Comments: _____

Date Reviewed: ____/____/____ I.D. NUMBER _____

REVIEWER: _____

FORM ID# _____