Welcome to 4th Grade!

Reading is a great way to keep your brain sharp during the summer months. This summer, you will have 2 required reading assignments (one Nonfiction and one Fiction) as well as an optional "pleasure reading" task. Students will also complete a Summer Math Packet, which reviews all math concepts learned.

Tasks:

☐ **Nonfiction Required Reading**: Read and discuss *Don't Let Them Disappear: 12 Endangered Species Across the Globe* by Chelsea Clinton. After reading, write 3 discussion questions that you will share with your class during our September Book Club Meeting. Use the "Discussion Question" sheet attached to write all questions.

☐ **Fiction Required Reading**: Choose and read ONE of the four Kate DiCamillo novels (Tiger Rising, Raymie Nightingale, Flora and Ulysses, or The Miraculous Journey of Edward Tulane) and then complete the Fiction Book Report attached. **The Book Report will be graded and should be done neatly with careful attention to detail, spelling, punctuation, and capitalization.**

** *Please DO NOT read Because of Winn Dixie* by Kate DiCamillo *as our 4th grade classes will be reading the novel as a shared reading experience as part of our 4th grade curriculum.*

☐ ***(Optional)*** **Pleasure Reading**: Do not hesitate to read a few books of interest this summer! Record all books read this summer on the Reading Log attached. Reading is a VERY important part of 4th grade and our main goal is to foster the love of reading!!

☐ **Summer Math Packet**: Sharpen skills by practicing place value, addition, subtraction, graphs, multiplication. division, time, and geometry concepts.

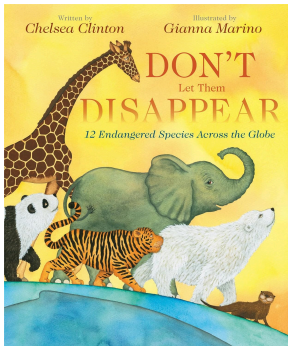
☐ **School Supplies**: The list of necessary supplies for Grade Four is also posted below.

Due Dates: All Summer work is due back on the first day of school ~ Wednesday, September 4, 2024

Have a great summer!

Mrs. Pisano and Mrs. Peña

Name _____



2024 Summer Reading Adventure at SKS

<u>Required Reading</u>:

Don't Let Them Disappear: 12 Endangered Species Across the Globe by Chelsea Clinton

<u>Assignment</u>: Entering 4th Grade

1. Read *Don't Let Them Disappear: 12 Endangered Species Across the Globe* by Chelsea Clinton for pleasure.
2. After reading, write <u>3 discussion questions</u> you will share with your class during our September Book Club Meeting.
3. Use the attached sheet to write all questions.
4. Remember, your job is to create a list of questions to help discuss the book you are reading. Try to create questions that will make your group think. As you read, the best discussion questions usually come from your thoughts, feelings, and concerns.
4. Use the "Start a Discussion" question stems if you need help getting started.

Start a Discussion!
Why would...
What do you think.....
I wonder why...
Did you like how...
What if...
How does...

Name _____ Book Title _____

Summer Reading Adventure
Discussion Questions

Question #1

_____

_____

_____

Question #2

_____

_____

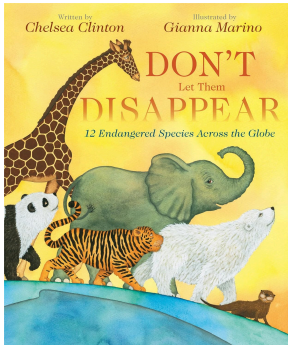
_____

Question #3

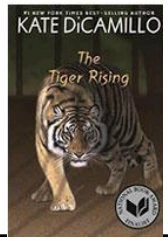
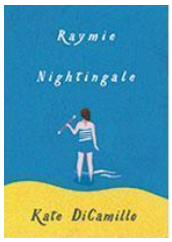
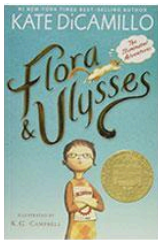
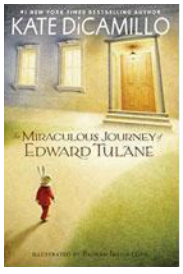
_____

_____

_____



Fiction Required Reading (Choose one)

Book Title	Author	Synopsis	Reading Level
Tiger Rising 	Kate DiCamillo	12-year-old Rob Horton finds a caged tiger in the woods behind the Kentucky Star Motel where he lives with his dad. The tiger triggers all sorts of magic in Rob's life — for one thing, it takes his mind off his recently deceased mother.	4.0
 Raymie Nightingale	Kate DiCamillo	Hoping that if she wins a local beauty pageant her father will come home, Raymie practices twirling a baton and performing good deeds as she is drawn into an unlikely friendship with a drama queen and a saboteur.	4.2
 Flora and Ulysses	Kate DiCamillo	A girl named Flora and a squirrel named Ulysses, whose life was saved by Flora after he was involved in an incident with a vacuum cleaner, team up to use Ulysses' superpowers to conquer villains and protect the weak.	4.3
 The Miraculous Journey of Edward Tulane	Kate DiCamillo	Edward Tulane, a cold-hearted and proud toy rabbit, loves only himself until he is separated from the little girl who adores him and travels across the country, acquiring new owners and listening to their hopes, dreams, and histories.	4.4

*** Please DO NOT read Because of Winn Dixie by Kate DiCamillo as our 4th grade classes will be reading the novel as a shared reading experience as part of our 4th grade curriculum.*

4th Grade Fiction Book Report

*Please select 1 of the 4 books by Kate DiCamillo as the focus of this book report.

Your Name: _____

Title of Book You Read:_____

Author: _____

Please answer in complete sentences. Attach a piece of loose leaf paper if you need more room to write. Neatness, spelling, punctuation, and capitalization counts!

1. Setting: (Where does the story take place?)

_____

_____

_____

2. DESCRIBE your favorite character in the book. List 4 words to describe this particular character (character traits) and the reasons why you chose these descriptive words. Then, write WHY you like this character.

_____

_____

_____

_____

_____

_____

_____

3. Write three similarities and three differences between YOU and any character in the book.

Your Name: _____ Character's Name: _____

Similar:	Different:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

4. Describe the main events in the story.

Beginning:

_____

_____

_____

_____

_____

Middle:

_____

_____

_____

_____

End:

_____

_____

_____

_____

_____

_____

5. There are many problems (conflicts) in the story. Choose one problem in the story to discuss and explain how these problems were solved (resolution). Use text evidence to support your answer.

_____

_____

_____

_____

_____

_____

6. I would/would not recommend this book to a friend because…

_____

_____

_____

_____

_____

7. Use one of the following prompts and write 5 -7 sentences about your book.

I'm wondering…	I can't believe…
I noticed…	My favorite part was…
This book reminds me of…	I was surprised…

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

8. Create a cover for your Fiction Book Report. Include the title, author, your name, and a colorful drawing of your favorite scene in the book. Under the picture, write a "caption" telling what the scene is about. Please attach this cover to the Book Report.

Name _____

4th Grade Summer Reading Log

Book Title	Author	Date Started	Date Finished	Rating
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

BACK TO SCHOOL

4th Grade Supply List

Label all supplies

2 packs of 10 - #2 pencils (sharpened, not mechanical) and manual sharpener

Inexpensive pair of earphones (that plug into chromebook computer)

(2) - ½ inch Binder (any color)

Pens (blue or black, and 2 red)

Highlighters (2)

Markers, Colored pencils, Crayons

Glue Sticks (4)

Scissors

Ruler / Protractor

Post- it Notes (3 pack)

2-3 pages of labels (Avery Template 5160 works best)

AstroBright Colored Paper

4 Expo Markers

(A clear plastic pencil box will be provided)

Class Supplies:

2 boxes of tissues (square boxes recommended), 1 roll paper towels, 1 container clorox wipes,
1 bottle of hand sanitizer

Girls - Ziplock bags (gallon size) Boys - Ziplock (sandwich size)

****Special Note:** All other supplies have been ordered through Mrs. Hodgens / Becker School Supplies

Welcome to 4th Grade!

_____'s

Summer Math Packet

This packet is to be handed into your teacher the first week of school. Please remember it will be graded.

Place Value Review

Match the letters with the place value

A	F	D		C	B	E
5	8	3	,	1	0	4

_____ ones _____ tens _____ hundreds

_____ thousands _____ ten thousands _____ hundred thousands

Write the **place value** of the underlined digit.

5<u>4</u>3 _____

<u>5</u>6,872 _____

2<u>1</u> _____

What is the **value** of the underlined digit? (Think: What is it worth?")

<u>6</u>79 _____ 34<u>5</u> _____

<u>9</u>8,800 _____ 6<u>9</u>0 _____

<u>2</u>21 _____ <u>5</u>00,000 _____

Read the number below. Then write it 2 different ways.

3, 407

Word Form: _____

Expanded Form: _____

Common Core Standards

3.NBT.1 Use place value understanding and properties of operations to perform multi-digit arithmetic

3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms on place value, properties of operations, and/or the relationship between addition and subtraction

Use place value to add or subtract. (Don't forget to show your work if you need to regroup or borrow.)

738	519	258	127	973
- 227	+ 347	+ 565	+ 290	- 869
900	545	376	73	294
- 158	+ 139	- 148	- 22	+ 332
537	734	164	437	356
- 428	- 327	+ 230	+ 184	+ 442
56	761	600	491	271
+ 32	- 489	- 398	- 51	+ 425

A television program lasts for 120 minutes. Of that time, 36 minutes are taken up by commercials. What is the length of the actual program without the commercials?

_____ minutes

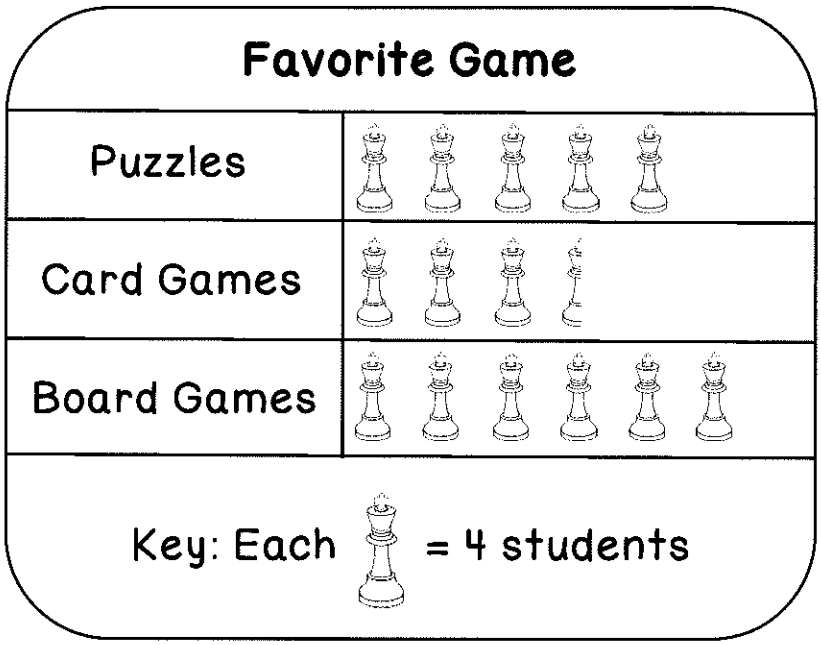
Mark has 215 baseball cards. Emily has 454 baseball cards. How many baseball cards do Mark and Emily have altogether?

_____ baseball cards

Common Core Standards

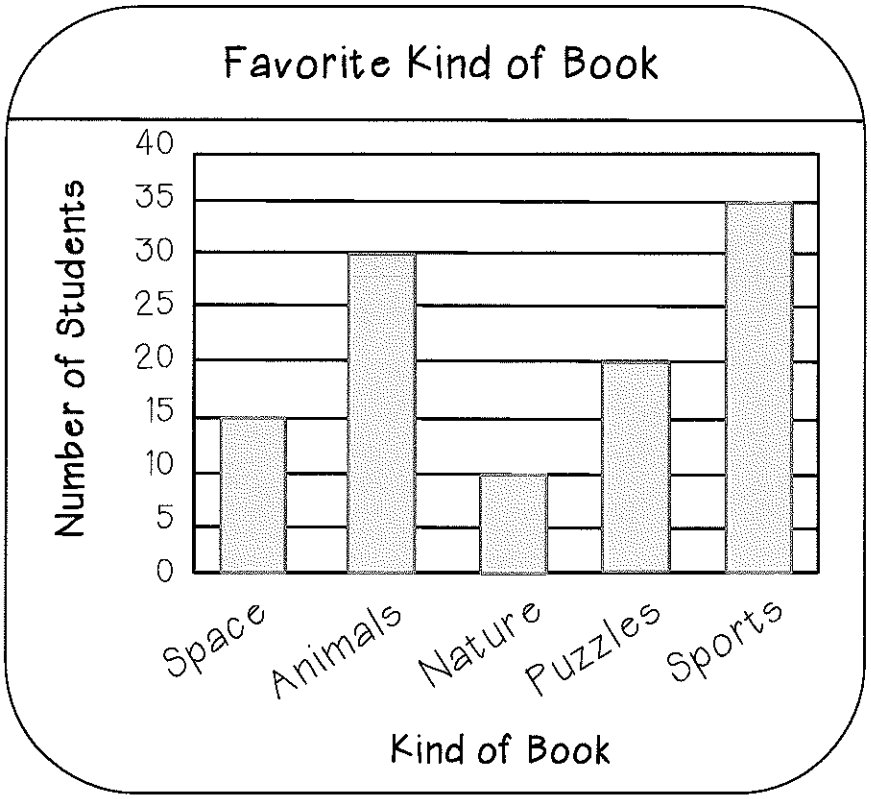
3.MD.3 Represent and interpret data; Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one and two step "how many more" and "how many less" problems using information presented in scaled bar graphs

Answer the following questions using the pictograph below.



- How many students chose puzzles? _____ students
- How many fewer students chose card games than board games?_____ students
- Which two types of games did a total of 34 students choose?_____ and _____
- How many students were surveyed? _____ students
- How many students did not choose card games? _____ students
- What if computer games were added as a choice and more students chose it than puzzles, but fewer students chose it than board games? How many students would choose computer games? _____ students

Answer the following questions using the bar graph below.



1. Which kind of book was chosen by half of the number of students as books about animals? _____
2. Did more students choose books about sports or books about animals and nature together? _____
3. Which two kinds of books together did students choose as often as books about sports? _____ and _____
4. How many more students chose sports than puzzle? _____ students
5. How many fewer students chose space than animals? _____ students
6. Write and solve a problem that matches the data on the graph.

_____

_____

_____

Common Core Standards

3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers

3.OA.6 Understand division as an unknown factor problem

Find the missing factor.

▲ x 8 = 64	m x 4 = 28	5 x ♥ = 40	w x 7 = 35
▲ = _____	m = _____	♥ = _____	w = _____
30 = d x 3	56 = 8 x ★	b x 6 = 54	7 x k = 42
d = _____	★ = _____	b = _____	k = _____

Complete the equations.

4 x _____ = 28	7 x _____ = 35	9 x _____ = 27
28 ÷ 4 = _____	35 ÷ 7 = _____	27 ÷ 9 = _____
4 x _____ = 36	8 x _____ = 40	2 x _____ = 16
36 ÷ 4 = _____	40 ÷ 8 = _____	16 ÷ 2 = _____

Use fact families to help you find the missing number.

4 x 9 = _____	_____ x 7 = 35	6 X _____ = 18
9 x _____ = 36	_____ x 5 = 35	3 x 6 = _____
36 ÷ _____ = 9	_____ ÷ 7 = 5	18 ÷ _____ = 3
_____ ÷ 4 = 9	35 ÷ 5 = _____	_____ ÷ 3 = 6

Common Core Standards

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities; e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Solve the problems below. Write a multiplication or division equation. Draw a picture to show your work.

Marcia puts 2 slices of cheese on each sandwich. She makes 4 cheese sandwiches. How many slices of cheese does Marcia use in all?

_____ ◯ _____ = _____ pieces of cheese

Thomas works in a cafeteria kitchen. He puts 3 cherry tomatoes on 5 salads. How many tomatoes does he use?

_____ ◯ _____ = _____ tomatoes

Mrs. Costa has 18 pencils. She gives 9 pencils to each of her children for school. How many children does Mrs. Costa have?

_____ ◯ _____ = _____ children

Mary decides to plant rose bushes in her garden. She has 24 bushes. She places 6 bushes in each row. How many rows of rose bushes does she plant in her garden?

_____ ◯ _____ = _____ rows

Common Core Standards

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess reasonableness of answers using mental computation and estimation strategies including rounding.

Solve the two step problems below. Write addition, subtraction, multiplication, and /or division equations.

Of 77 third graders, on Monday 3 were absent from Room 101, 4 were absent from Room 102, and 2 were absent from Room 103. How many third graders attended school that day?

____ ◯ ____ ◯ ____ = ____

____ ◯ ____ = ____ students attended school

Ms. Diaz gave 5 toothpicks to each of 9 children for an art project. The full box she started with held 100 toothpicks. How many toothpicks did she have left?

____ ◯ ____ = ____

____ ◯ ____ = ____ toothpicks

Each month for 7 months, Eva reads 3 books. How many more books does she need to read before she has read 30 book?

____ ◯ ____ = ____

____ ◯ ____ = ____ books

Common Core Standard

3.OA.5 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations

8 x 3	7 x 8	3 x 7	5 x 6	7 x 5	4 x 9	12 x 4
9 x 9	8 x 6	12 x 7	5 x 6	12 x 8	10 x 12	7 x 9
7 x 8	12 x 12	11 x 10	6 x 9	8 x 8	7 x 7	4 x 9
3 x 8	6 x 9	12 x 8	12 x 9	12 x 6	6 x 7	11 x 11

5 x 6 = ___	9 x 8 = ___	12 x 12 = ___	4 x 5 = ___	5 x 4 = ___
2 x 3 = ___	6 x 6 = ___	3 x 3 = ___	1 x 8 = ___	9 x 5 = ___
4 x 9 = ___	6 x 4 = ___	12 x 2 = ___	5 x 7 = ___	3 x 4 = ___
5 x 2 = ___	12 x 3 = ___	8 x 4 = ___	10 x 6 = ___	10 x 10 = ___
4 x 4 = ___	3 x 9 = ___	2 x 6 = ___	11 x 4 = ___	1 x 2 = ___

Common Core Standard

3.OA.5 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations

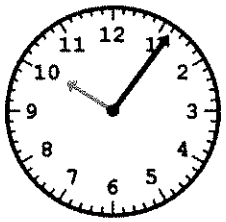
$5\overline{)30}$	$2\overline{)20}$	$11\overline{)121}$	$3\overline{)36}$	$7\overline{)21}$	$6\overline{)12}$	$9\overline{)63}$
$2\overline{)24}$	$9\overline{)81}$	$7\overline{)35}$	$4\overline{)32}$	$5\overline{)45}$	$4\overline{)24}$	$8\overline{)56}$
$9\overline{)72}$	$7\overline{)42}$	$6\overline{)18}$	$3\overline{)30}$	$8\overline{)40}$	$6\overline{)54}$	$8\overline{)64}$
$3\overline{)24}$	$4\overline{)12}$	$8\overline{)72}$	$4\overline{)16}$	$7\overline{)28}$	$3\overline{)36}$	$10\overline{)100}$

$8 \div 4 =$ ___	$16 \div 2 =$ ___	$35 \div 7 =$ ___	$54 \div 6 =$ ___	$30 \div 6 =$ ___
$63 \div 7 =$ ___	$6 \div 3 =$ ___	$12 \div 2 =$ ___	$20 \div 4 =$ ___	$36 \div 4 =$ ___
$9 \div 3 =$ ___	$12 \div 6 =$ ___	$18 \div 3 =$ ___	$24 \div 4 =$ ___	$40 \div 4 =$ ___
$24 \div 6 =$ ___	$20 \div 5 =$ ___	$48 \div 8 =$ ___	$14 \div 2 =$ ___	$28 \div 4 =$ ___

Common Core Standard

3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes; e.g., by representing the problem on a number line diagram.

Write the time that is shown on the clock, or draw the hands to shown the given time.



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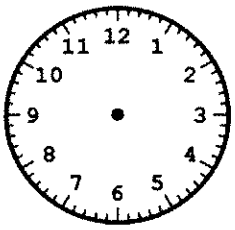

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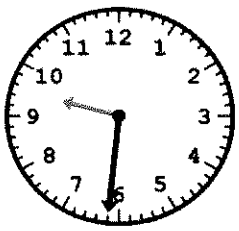
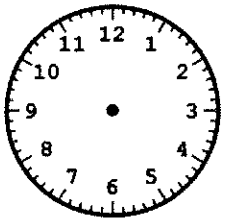
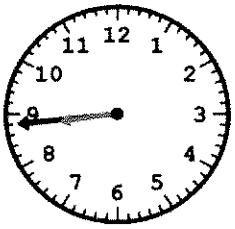


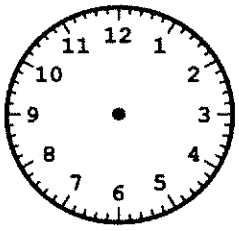
____:____



1:49



____:____



5:01

What time will it be in 20 minutes if it is now…

2:10 ___:____ 8:15 ___:____ 7:35 ___:____

What time will it be in 2 hours, 15 minutes if it is now…

6:30 ___:____ 3:35 ___:____ 4:25 ___:____

Use the number line to find the elapsed time from start to finish.

Start Time	End Time
11:00 pm	1:30 am

Elapsed Time: _____

Solve the problem and make sure to show your work.

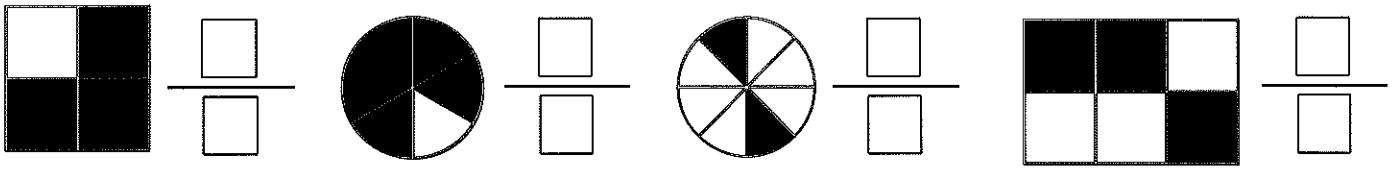
Hannah wants to meet her friends downtown. Before leaving home, she does her chores for 60 minutes and eats lunch for 20 minutes. The walk downtown takes 15 minutes. Hannah starts her chores at 11:45 A.M. At what time does she meet her friends? ____: _____

Common Core Standard

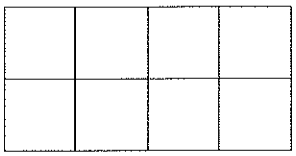
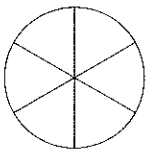
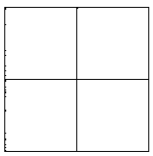
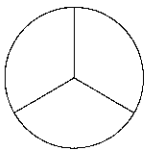
3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$

3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram

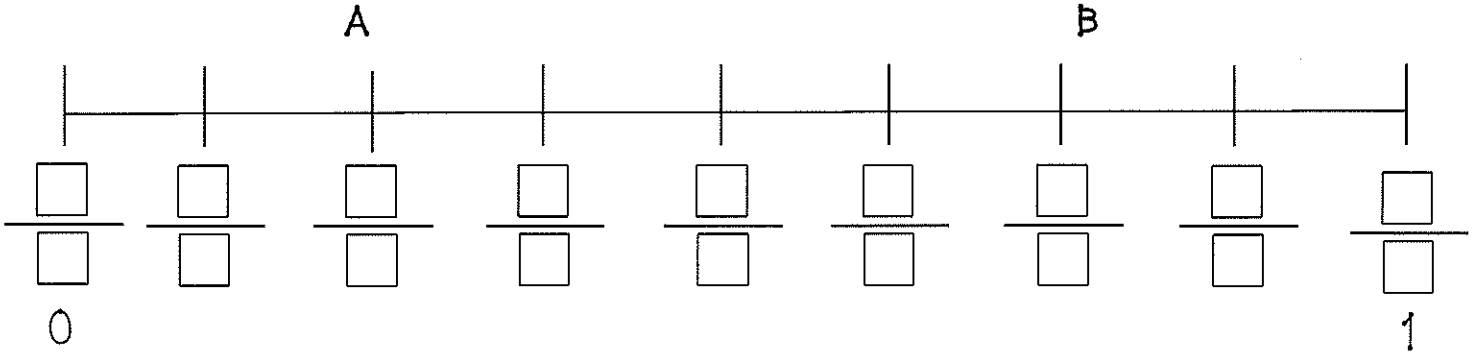
Write the fraction that names each picture.



Color in each picture to represent the fraction.

$\frac{5}{8}$  $\frac{3}{6}$  $\frac{1}{4}$  $\frac{2}{3}$ 

Fill in the missing fractions on the number line. Then answer the questions that follow.



How many parts is the number line broken into? _____ parts

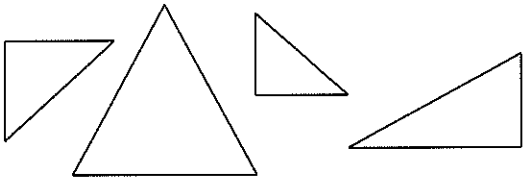
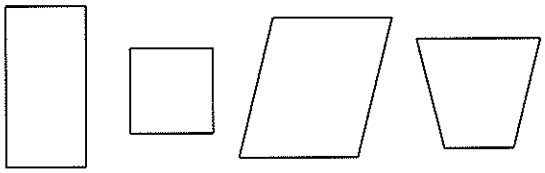
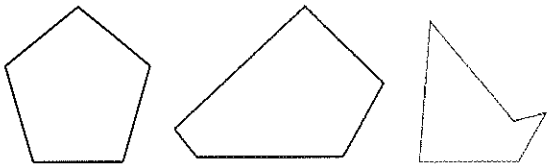
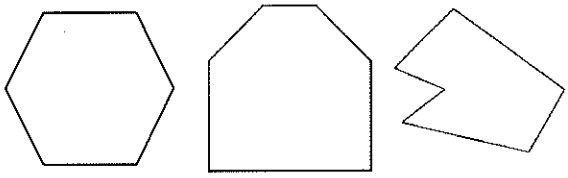
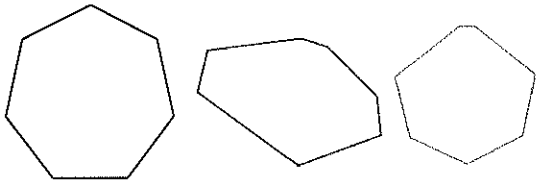
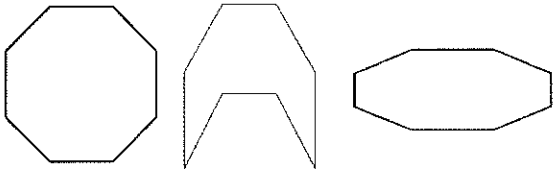
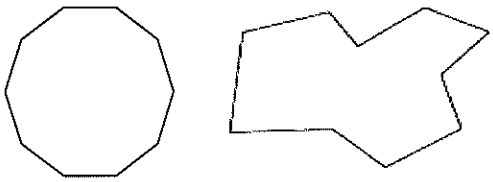
How far is from point A to B on the number line? $\frac{\square}{\square}$

Which fraction represents the number 1 on the number line? $\frac{\square}{\square}$

Common Core Standard

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Describe each polygon by completing the chart below.

Polygon	Pictures	Number of Sides	Number of Angles (Corners)
Triangle			
Quadrilateral			
Pentagon			
Hexagon			
Heptagon			
Octagon			
Decagon