



## Welcome to 4<sup>th</sup> Grade!



Dear Families,

We're so excited to welcome your child to 4th grade! Summer is the perfect time to keep young minds active and engaged—and reading is one of the best ways to do just that. Below is a summary of the required and optional assignments to help your child stay sharp and prepare for the school year ahead.

---

### Summer Reading Assignments

#### ☐ Nonfiction Reading (Required):

Students will read one nonfiction book of their choice.


After reading, choose **one** response from the Nonfiction Reading Choice Board. Be sure to do your best work and give as much detail as possible.

#### ☐ Fiction Reading (Required):

Choose and read **one** of the following novels by Kate DiCamillo:

- *Tiger Rising*
- *Raymie Nightingale*
- *Flora and Ulysses*
- *The Miraculous Journey of Edward Tulane*

After reading, students must complete the attached **Fiction Book Report**. This report will be graded, so please make sure it is completed neatly and with careful attention to **spelling, punctuation, capitalization, and detail**.

 Please do NOT read the following books, as we will be enjoying them together during the school year:

- *Because of Winn-Dixie* by Kate DiCamillo
- *Riding Freedom* by Pam Muñoz Ryan
- *Esperanza Rising* by Pam Muñoz Ryan

#### ☐ Optional Pleasure Reading:

Encourage your child to read books of interest just for fun! Students may use the attached **Reading Log** to track all books read and complete the **Summer Reading Activity Board**.

Students who return **both** the Reading Log **and** the Activity Board in September will be entered into a **special prize drawing!** Our goal is to nurture a lifelong love of reading!

---

## Summer Math Assignments

### ☐ Summer Math Packet:

This packet reviews key 3rd grade concepts including:

- Place value
- Addition & subtraction
- Graphing
- Multiplication & division
- Time & geometry

Students should continue practicing fact fluency with all four operations.

### ☐ IXL Summer Boost Skill Plan:

Complete the IXL Summer Boost for Grade 4 by July 31st. Please note that access to IXL ends on 7/31.

 [IXL Summer Boost Skill Plan](#)

---

## School Supplies

The 4th Grade supply list is included below. Please make sure your child comes prepared on the first day of school!

---

### Due Date:

All summer assignments are due on the first day of school: Wednesday, September 3, 2025.

Wishing you a fun, restful, and book-filled summer!

Warm regards,  
Mrs. Pisano and Mrs. Peña



# Book Recommendations / Student Favorites:

## Fiction:

- *The Sign of the Beaver* by Elizabeth George Speare
- *The Homework Machine* by Dan Gutman
- *The One and Only Ivan* by Kate DiCamillo
- *The Crossover* (& series) by Kwame Alexander
- *The Lemonade War* by Jacqueline Davies
- *No Talking* by Andrew Clements
- *The Miraculous Journey of Edward Tulane* by Kate DiCamillo
- *Sideways Stories from Wayside School* by Louis Sachar
- *Flora & Ulysses* by Kate DiCamillo

- *Rules* by Cynthia Lord
- *Wonder* by R.J. Palacio
- *Guinea Dog* by Patrick Jennings
- *Mr. Lemoncello's Library* by Chris Graberstein
- *The Babysitter's Club* series by Ann M. Martin
- *Tales of a Fourth Grade Nothing* by Judy Blume
- *According to Humphrey* series by Betty G. Birney
- *Maniac Magee* by Jerry Spinelli
- *Dork Diaries* series by Rachel Renee Russell
- *Diary of a Wimpy Kid* series by Jeff Kinney
- *Restart* by Gordan Korman
- *The Puppy Place* series by Ellen Miles
- *Bow Wow* by Spencer Quinn
- *Clash* series by Kayla Miller
- *Class Dismissed* by Allan Woodrow
- *Little House on the Prairie* series by Laura Ingalls Wilder
- *Out of My Mind* by Sharon M. Draper
- *Shiloh* by Phyllis Reynolds Naylor
- *The Secret Garden* by Frances Hodgson Burnett
- *The City of Ember* by Jeanne DuPrau
- *The Tale of Despereaux* by Kate DiCamillo
- *Frindle* by Andrew Clements

## Historical Fiction:

- *Sugar* by Jewell Parker Rhodes
- *Sink or Swim* by Steve Watkins
- *Lost in the Pacific, 1942* by Todd Olson
- *I Survived* series by Lauren Tarshis
- *The Bicycle Spy* by Yona Zeldis McDonough
- *Towers Falling* by Jewell Parker Rhodes
- *Dear America* series by various authors
- *War Stories* by Gordan Korman
- *Eleven* by Tom Rogers
- *Number the Stars* by Lois Lowry
- *The War That Saved My Life* by Kimberly Brubaker Bradley

## Non-fiction:

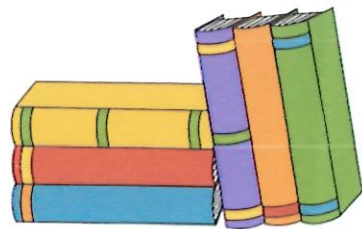
- *Who Was/Who Is* series by various authors
- *Where Is?/What Was?* series by various authors
- *True Tales* series by Allan Zullo
- *Marley: A Dog Like No Other* by John Grogan
- *The Attack on Pearl Harbor* by Allison Lassieur
- *Hidden Figures* by Margot Lee Shetterly
- *Becoming Muhammad Ali* by James Paterson & Kwame Alexander
- *Bad Pets* series by Allan Zullo
- *Almanac 2022* by National Geographic Kids
- *Soul Surfer* by Bethany Hamilton

## Fantasy:

- *Charlie and the Chocolate Factory* by Roald Dahl
- *Whatever After* series by Sarah Mlynowski
- *Ghosts* (& series) by Raina Telgemeier
- *Wings of Fire* series by Tui T. Sutherland
- *Percy Jackson & the Olympian* series by Rick Riordan
- *Warriors* series by Erin Hunter
- *Tuck Everlasting* by Natalie Babbitt
- *The Last Gate of the Emperor* by Kwame Bbalia & Prince Joel Makonnen
- *Origami Yoda* series by Tom Angleberger
- *The Trials of Apollo* series by Rick Riordan
- *When You Trap a Tiger* by Tae Keller
- *The Chocolate Touch* by Patrick Skene Catling
- *Ella Enchanted* by Gail Carson Levine
- *The Chronicles of Narnia: The Lion, the Witch, & the Wardrobe* by C.S. Lewis

## Mystery:

- *The Map Trap* by Andrew Clements
- *Nancy Drew* series by Carolyn Keene
- *The Hardy Boys* series by Franklin W. Dixon
- *The 39 Clues* series by various authors
- Lee Stewart
- *The Feather Chase* series by Shannon L. Brown
- *Shadow Jumper* by J.R. Forster
- *The Westing Game* by Ellen Raskin
- *National Parks Mystery Series* by Aaron Johnson



Choose any response from the squares below. Be sure to do your best work and give as much detail as possible!

<p><b><u>Main Idea</u></b></p> <p>Illustrate a picture showing your understanding of the main idea from the book you read. Include 3-4 sentences explaining the main idea. (Be sure to use your own words)</p>	<p><b><u>New Cover</u></b></p> <p>Create a new cover for this book. On the inside be sure to include the</p> <ul style="list-style-type: none"><li>- title</li><li>- author</li><li>- main idea</li><li>- 2 vocabulary words with definitions</li></ul>	<p><b><u>Quiz</u></b></p> <p>Create a 7 question quiz on this book that is appropriate for a student your age. Make sure questions are complete sentences. Include an answer key</p>
<p><b><u>Poster</u></b></p> <p>Create a poster as if you were trying to sell this book. Include a colorful illustration, the title, author, main idea, and a few facts they can find in the book. (Be sure to use your own words)</p>	<p><b>Nonfiction Reading Choice Board</b></p>	<p><b><u>Newspaper Article:</u></b></p> <p>Write a catchy newspaper article about one <u>interesting fact</u> from the book. Make sure to use an exciting headline, lots of details, and a small picture.</p>
<p><b><u>Informational Summary</u></b></p> <p>Write a 3-5 sentence informational paragraph about what you read about. Be sure to use your own words when writing.</p>	<p><b><u>Comic Strip</u></b></p> <p>Write three facts you learned from the book. Create a comic to match each fact. (Draw your pictures and put the facts underneath!)</p>	<p><b><u>Letter of Recommendation</u></b></p> <p>Write a letter to a family member recommending this book. Be sure to include vivid details as to why they should read this book. Explain what they might learn.</p>



## Fiction Required Reading (Choose one)

Book Title	Author	Synopsis	Reading Level
<p>Tiger Rising</p> 	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
 <p>Raymie Nightingale</p>	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
 <p>Flora and Ulysses</p>	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
 <p>The Miraculous Journey of Edward Tulane</p>	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 4<sup>th</sup> grade classes will be reading the novel as a shared reading experience as part of our 4<sup>th</sup> grade curriculum.**



## 4<sup>th</sup> 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 (compare) and three differences (contrast) between YOU and any character in the book.

Your Name: \_\_\_\_\_

Character's Name: \_\_\_\_\_

Similar:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Different:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. Describe the main events in the story.

Beginning:

---

---

---

---

---

Middle:

---

---

---

---

---

---

---

---

---

---

[illegible]



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...

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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.



# Summer Reading Activity Board



**Directions:** Complete 12 of the activities below. The activities do not need to be done in any order or pattern - pick any 12 you'd like! Each completed activity requires a parent's initials. Happy reading!

Read a book outside.  _____ (parent initial)	Visit a public library & check out a book to read.  _____ (parent initial)	Read a graphic novel (comic story).  _____ (parent initial)	Listen to an audiobook or a book read aloud by someone.  _____ (parent initial)	Research something from a book you're reading.  _____ (parent initial)
Read with someone (friend, family member, pet, etc.)  _____ (parent initial)	Read a news or magazine article.  _____ (parent initial)	Read a book in your pajamas.  _____ (parent initial)	Read for 15 minutes straight.  _____ (parent initial)	Read a book at lunchtime.  _____ (parent initial)
Read a poem OR write your own!  _____ (parent initial)	Read a book that's part of a series.  _____ (parent initial)	Read a book on vacation.  _____ (parent initial)	Look up a word from your book in the dictionary.  _____ (parent initial)	Read a recipe & then follow the steps to make it!  _____ (parent initial)
Read a book with more than 300 pages.  _____ (parent initial)	Read a non-fiction (informational) book or article.  _____ (parent initial)	Read a book that's considered a "classic".  _____ (parent initial)	Read a book that's been made into a movie.  _____ (parent initial)	Read for 20 minutes straight.  _____ (parent initial)
Read before bedtime.  _____ (parent initial)	Read a book that's set in another country.  _____ (parent initial)	Read an award winner book.  _____ (parent initial)	Read at least 2 chapters of your book at one time.  _____ (parent initial)	Read a book that someone has recommended to you.  _____ (parent initial)

Name \_\_\_\_\_



## 4th Grade Summer Reading Log

<u>Book Title</u>	<u>Author</u>	<u>Date Started</u>	<u>Date Finished</u>	<u>Parent Initials</u>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				



## 4<sup>th</sup> 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) -  $\frac{1}{2}$  inch Binders (any color) - *please do not purchase binders larger than  $\frac{1}{2}$  inch*

Pens (blue or black, and 2 red)

Highlighters (2)

1 pack of Washable Fine-Tip Markers, 12 ct.

1 pack of Colored pencils, 12 ct.

1 box of Crayons, 24 ct.

Glue Sticks (4)

Scissors

Ruler / Protractor

Post- it Notes (3 pack)

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

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

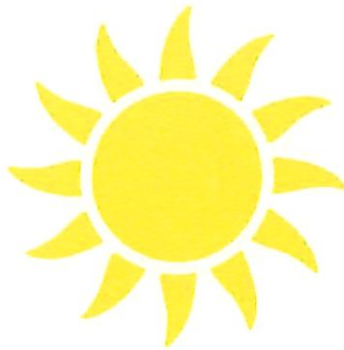




Welcome to 4<sup>th</sup> Grade!

\_\_\_\_\_ '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.

543 \_\_\_\_\_

56,872 \_\_\_\_\_

21 \_\_\_\_\_

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

679 \_\_\_\_\_

345 \_\_\_\_\_

98,800 \_\_\_\_\_

690 \_\_\_\_\_

221 \_\_\_\_\_

500,000 \_\_\_\_\_

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.)

$$\begin{array}{r} 738 \\ - 227 \\ \hline \end{array}$$

$$\begin{array}{r} 519 \\ + 347 \\ \hline \end{array}$$

$$\begin{array}{r} 258 \\ + 565 \\ \hline \end{array}$$

$$\begin{array}{r} 127 \\ + 290 \\ \hline \end{array}$$

$$\begin{array}{r} 973 \\ - 869 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ - 158 \\ \hline \end{array}$$

$$\begin{array}{r} 545 \\ + 139 \\ \hline \end{array}$$

$$\begin{array}{r} 376 \\ - 148 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 294 \\ + 332 \\ \hline \end{array}$$

$$\begin{array}{r} 537 \\ - 428 \\ \hline \end{array}$$

$$\begin{array}{r} 734 \\ - 327 \\ \hline \end{array}$$

$$\begin{array}{r} 164 \\ + 230 \\ \hline \end{array}$$

$$\begin{array}{r} 437 \\ + 184 \\ \hline \end{array}$$

$$\begin{array}{r} 356 \\ + 442 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 761 \\ - 489 \\ \hline \end{array}$$

$$\begin{array}{r} 600 \\ - 398 \\ \hline \end{array}$$

$$\begin{array}{r} 491 \\ - 51 \\ \hline \end{array}$$

$$\begin{array}{r} 271 \\ + 425 \\ \hline \end{array}$$

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?

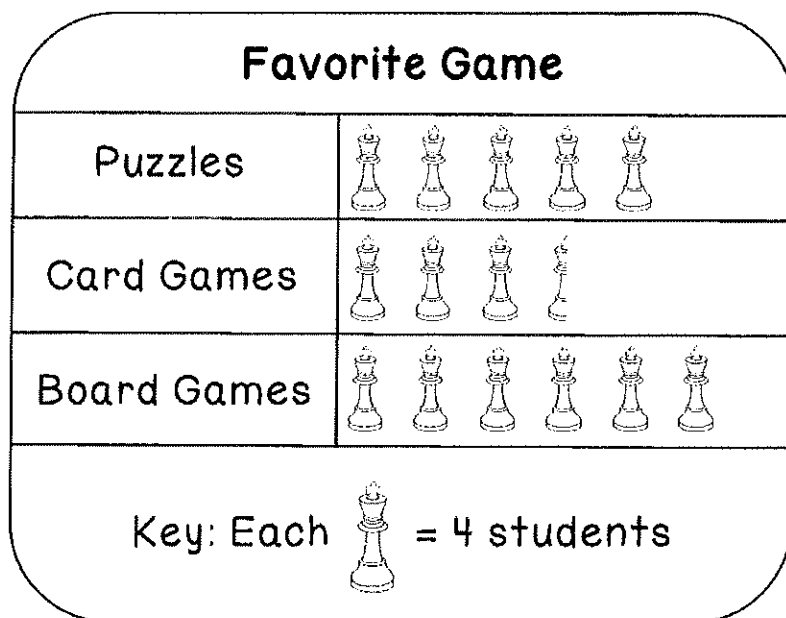
\_\_\_\_\_ baseball cards



## Common Core Standards

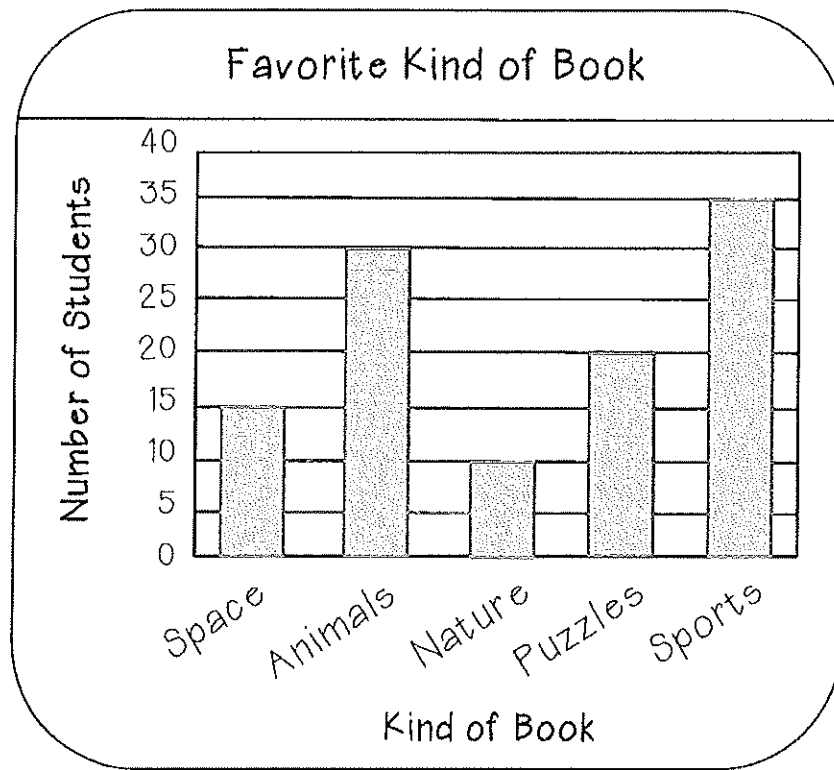
3.MD.3 Represent and interpret data; Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one and two step "how many more" and "how many less" problems using information presented in scaled bar graphs

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.

$$\triangle \times 8 = 64$$

$$\triangle = \underline{\hspace{2cm}}$$

$$m \times 4 = 28$$

$$m = \underline{\hspace{2cm}}$$

$$5 \times \heartsuit = 40$$

$$\heartsuit = \underline{\hspace{2cm}}$$

$$w \times 7 = 35$$

$$w = \underline{\hspace{2cm}}$$

$$30 = d \times 3$$

$$d = \underline{\hspace{2cm}}$$

$$56 = 8 \times \star$$

$$\star = \underline{\hspace{2cm}}$$

$$b \times 6 = 54$$

$$b = \underline{\hspace{2cm}}$$

$$7 \times k = 42$$

$$k = \underline{\hspace{2cm}}$$

Complete the equations.

$$4 \times \underline{\hspace{2cm}} = 28$$

$$28 \div 4 = \underline{\hspace{2cm}}$$

$$7 \times \underline{\hspace{2cm}} = 35$$

$$35 \div 7 = \underline{\hspace{2cm}}$$

$$9 \times \underline{\hspace{2cm}} = 27$$

$$27 \div 9 = \underline{\hspace{2cm}}$$

$$4 \times \underline{\hspace{2cm}} = 36$$

$$36 \div 4 = \underline{\hspace{2cm}}$$

$$8 \times \underline{\hspace{2cm}} = 40$$

$$40 \div 8 = \underline{\hspace{2cm}}$$

$$2 \times \underline{\hspace{2cm}} = 16$$

$$16 \div 2 = \underline{\hspace{2cm}}$$

Use fact families to help you find the missing number.

$$4 \times 9 = \underline{\hspace{2cm}}$$

$$9 \times \underline{\hspace{2cm}} = 36$$

$$36 \div \underline{\hspace{2cm}} = 9$$

$$\underline{\hspace{2cm}} \div 4 = 9$$

$$\underline{\hspace{2cm}} \times 7 = 35$$

$$\underline{\hspace{2cm}} \times 5 = 35$$

$$\underline{\hspace{2cm}} \div 7 = 5$$

$$35 \div 5 = \underline{\hspace{2cm}}$$

$$6 \times \underline{\hspace{2cm}} = 18$$

$$3 \times 6 = \underline{\hspace{2cm}}$$

$$18 \div \underline{\hspace{2cm}} = 3$$


$$\underline{\hspace{2cm}} \div 3 = 6$$

## 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?

$$\underline{\hspace{1cm}} \bigcirc \underline{\hspace{1cm}} \bigcirc \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} \bigcirc \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ students attended school}$$

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?

$$\underline{\hspace{1cm}} \bigcirc \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} \bigcirc \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ toothpicks}$$

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

$$\underline{\hspace{1cm}} \bigcirc \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} \bigcirc \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ books}$$

## 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

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 11 \\ \hline \end{array}$$

$5 \times 6 = \underline{\quad\quad\quad} \quad 9 \times 8 = \underline{\quad\quad\quad} \quad 12 \times 12 = \underline{\quad\quad\quad} \quad 4 \times 5 = \underline{\quad\quad\quad} \quad 5 \times 4 = \underline{\quad\quad\quad}$

$2 \times 3 = \underline{\quad\quad\quad} \quad 6 \times 6 = \underline{\quad\quad\quad} \quad 3 \times 3 = \underline{\quad\quad\quad} \quad 1 \times 8 = \underline{\quad\quad\quad} \quad 9 \times 5 = \underline{\quad\quad\quad}$

$4 \times 9 = \underline{\quad\quad\quad} \quad 6 \times 4 = \underline{\quad\quad\quad} \quad 12 \times 2 = \underline{\quad\quad\quad} \quad 5 \times 7 = \underline{\quad\quad\quad} \quad 3 \times 4 = \underline{\quad\quad\quad}$

$5 \times 2 = \underline{\quad\quad\quad} \quad 12 \times 3 = \underline{\quad\quad\quad} \quad 8 \times 4 = \underline{\quad\quad\quad} \quad 10 \times 6 = \underline{\quad\quad\quad} \quad 10 \times 10 = \underline{\quad\quad\quad}$

$4 \times 4 = \underline{\quad\quad\quad} \quad 3 \times 9 = \underline{\quad\quad\quad} \quad 2 \times 6 = \underline{\quad\quad\quad} \quad 11 \times 4 = \underline{\quad\quad\quad} \quad 1 \times 2 = \underline{\quad\quad\quad}$

## 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

---

$$5 \overline{) 30}$$

$$2 \overline{) 20}$$

$$11 \overline{) 121}$$

$$3 \overline{) 36}$$

$$7 \overline{) 21}$$

$$6 \overline{) 12}$$

$$9 \overline{) 63}$$

$$2 \overline{) 24}$$

$$9 \overline{) 81}$$

$$7 \overline{) 35}$$

$$4 \overline{) 32}$$

$$5 \overline{) 45}$$

$$4 \overline{) 24}$$

$$8 \overline{) 56}$$

$$9 \overline{) 72}$$

$$7 \overline{) 42}$$

$$6 \overline{) 18}$$

$$3 \overline{) 30}$$

$$8 \overline{) 40}$$

$$6 \overline{) 54}$$

$$8 \overline{) 64}$$

$$3 \overline{) 24}$$

$$4 \overline{) 12}$$

$$8 \overline{) 72}$$

$$4 \overline{) 16}$$

$$7 \overline{) 28}$$

$$3 \overline{) 36}$$

$$10 \overline{) 100}$$

$$8 \div 4 = \underline{\quad\quad} \quad 16 \div 2 = \underline{\quad\quad} \quad 35 \div 7 = \underline{\quad\quad} \quad 54 \div 6 = \underline{\quad\quad} \quad 30 \div 6 = \underline{\quad\quad}$$

$$63 \div 7 = \underline{\quad\quad} \quad 6 \div 3 = \underline{\quad\quad} \quad 12 \div 2 = \underline{\quad\quad} \quad 20 \div 4 = \underline{\quad\quad} \quad 36 \div 4 = \underline{\quad\quad}$$

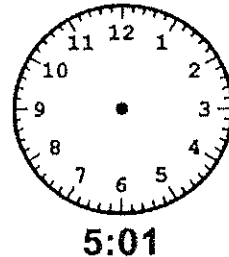
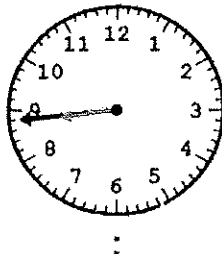
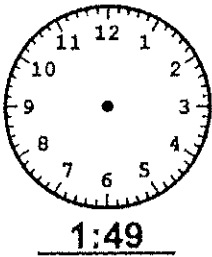
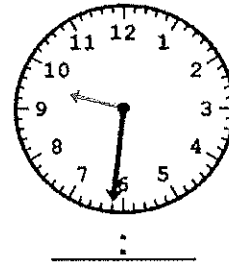
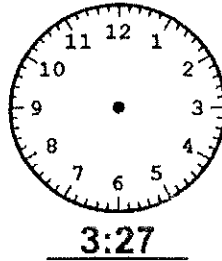
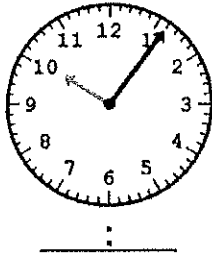
$$9 \div 3 = \underline{\quad\quad} \quad 12 \div 6 = \underline{\quad\quad} \quad 18 \div 3 = \underline{\quad\quad} \quad 24 \div 4 = \underline{\quad\quad} \quad 40 \div 4 = \underline{\quad\quad}$$

$$24 \div 6 = \underline{\quad\quad} \quad 20 \div 5 = \underline{\quad\quad} \quad 48 \div 8 = \underline{\quad\quad} \quad 14 \div 2 = \underline{\quad\quad} \quad 28 \div 4 = \underline{\quad\quad}$$

## 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.



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.

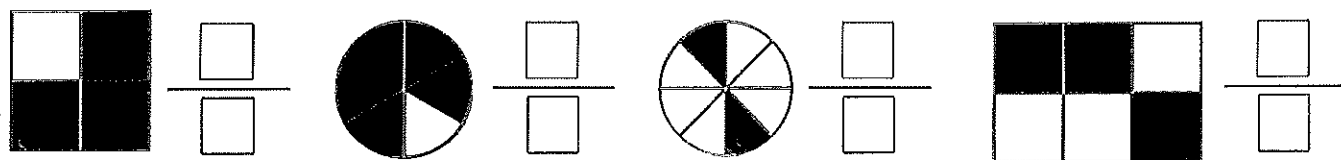
Hannah wants to meet her friends downtown. Before leaving home, she does her chores for 60 minutes and eats lunch for 20 minutes. The walk downtown takes 15 minutes. Hannah starts her chores at 11:45 A.M. At what time does she meet her friends? \_\_\_\_\_

## Common Core Standard

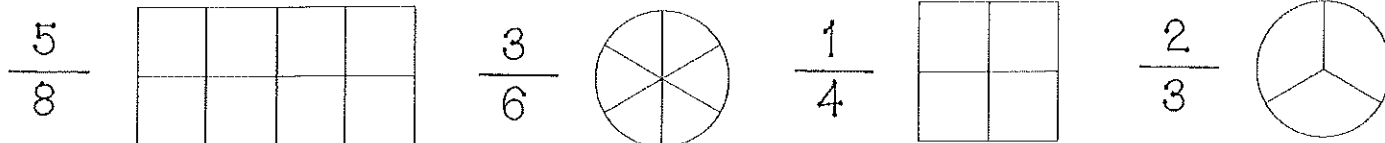
3.NF.1 Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$

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

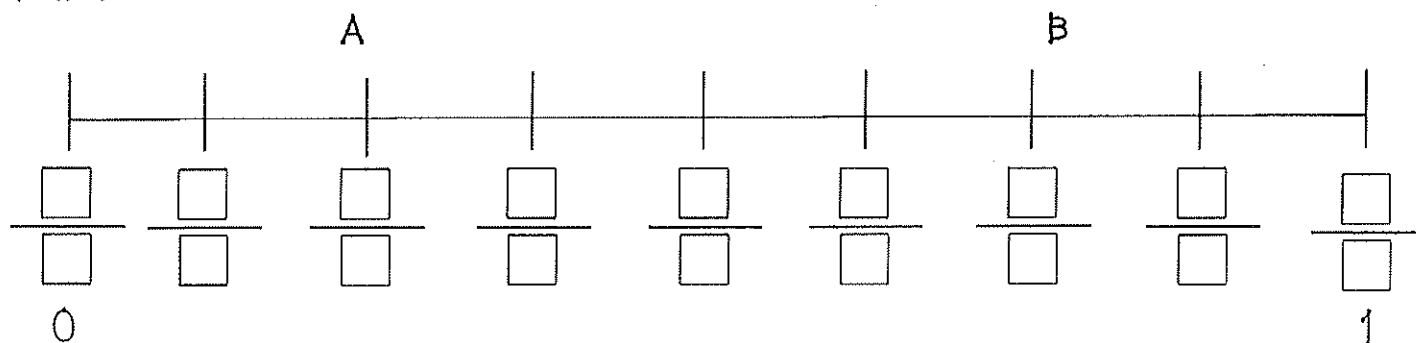
Write the fraction that names each picture.



Color in each picture to represent the fraction.



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

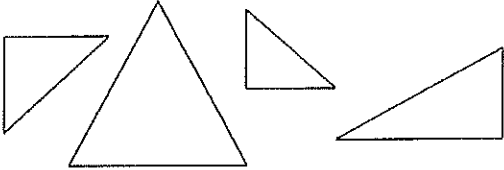
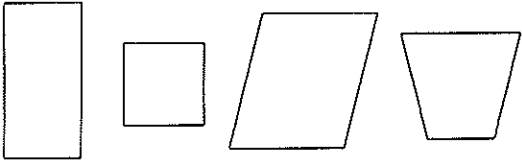


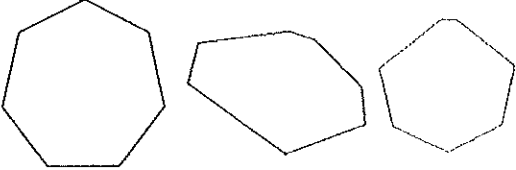
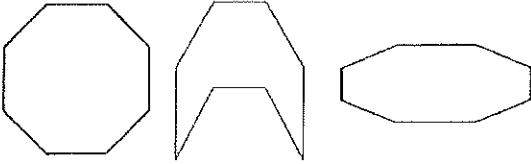
How far is from point A to B on the number line?  $\frac{\square}{\square}$

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	