



4TH GRADE SUMMER WORK

MATH

Hello Rising 4th Grade Parents,

My name is Ann Dennis, and I will be your child's 4th grade math teacher. I can't wait for the opportunity to meet each of your children and start the new school year!

This summer your child will have several options for their summer math assignment. They will be able to continue using iReady and IXL- two tools with which they are already familiar. The login information they have from 3rd grade will continue to work for both programs. If you would prefer your child to have an additional resource beyond these two that are provided by the school, we recommend ALEKS. ALEKS summer subscriptions can be purchased directly from their website. We have shared a synopsis of all three programs below.

i-Ready: This tool has been utilized during the school year as a diagnostic program for teachers to gauge concept mastery. We now have access to the robust instructional materials to offer to students in summer months. This is an intuitive program that allows teachers to monitor student data for conceptual growth. Website: login.i-ready.com

IXL: This tool allows students to gain fluency and confidence in math. IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards. This tool was made available to our students throughout the school year and is now available in summer months as well. Website: ixl.com/signin/parkmaitland

Additional option that can be purchased on your own:

ALEKS uses adaptive questioning to quickly determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics he/she is most ready to learn. ALEKS also periodically reassesses the student to ensure that topics learned are also retained. This resource can be found at www.aleks.com.



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MATH - CONT'D

Your child should complete a minimum of 10 hours of combined math practice from any of the above programs. We challenge you to go beyond this minimum requirement as your child's summer schedule allows, as it will greatly benefit his/her conceptual growth. The completion of 10 hours will be a fabulous 100% quiz grade to start off the year.

If you have questions, please let me know. I will be checking my email periodically over the summer and will get back to you. If you have an urgent question, please contact the front office.

Have a wonderful summer!

Warmly,

Ann Dennis

4th Grade Math Teacher

adennis@parkmaitland.org



4TH GRADE SUMMER WORK

ESW

Dear Rising Fourth Graders,

Hi, we are looking forward to being your fourth grade Reading/ESW teachers. For your summer writing work, we would like you to write us a friendly letter telling us about yourself. You can give this letter to us in August on the first day of school.

- What are your hobbies and interests?
- What would you like me to know about you?
- Who are the important people in your life?
- Do you have a hidden talent?
- How do you feel about school?
- What is your favorite memory?

We can't wait to learn more about you!

Warmly,

Ms. Marybeth Schultz and Ms. Heather McGuire

4th Grade Reading/ESW Teachers

mschultz@parkmaitland.org

hmcguire@parkmaitland.org



4TH GRADE SUMMER WORK

READING

Dear Parents and Students,

We are so happy to welcome you to the fourth grade! We believe in the importance of developing a lifelong love of reading, and that children should be reading all year long. Summer reading helps students to become successful, independent readers.

Students are required to read the books *Tales of a Fourth Grade Nothing* and *Frindle*. Students are to complete a graphic organizer assignment on one of the two books and a one-pager assignment on another one of the two books.

This packet contains a brief snapshot of each book, tips for paired reading, and the instructions for the summer assignment. Students are to bring the completed assignments to school on the first day of school. During the school year, we may refer to the summer reading books during class discussions.

If you have any questions, please email us mschultz@parkmaitland.org or hmcguire@parkmaitland.org. We are looking forward to meeting you. Thank you in advance for your support—have a wonderful, safe, restful, book-filled summer!

See you in August!

Ms. Schultz and Ms. McGuire



4TH GRADE SUMMER WORK

READING - CONT'D

Summer Reading for Incoming Fourth Graders

All students should strive to read at least 30 minutes a day, seven days a week. Books that challenge the student, but do not cause frustration, should be chosen. Please question your child about what he or she is reading, and read with them whenever possible.

For one of the required books, please create a one-pager. Remember to include the required information listed in this document. This should be fun, creative, and allow people to understand what the story is about!

Required Titles for Summer Reading:

Tales of a Fourth Grade Nothing, by Judy Blume

Living with his little brother, Fudge, makes Peter feel like a fourth grade nothing. Fudge is never far from trouble. He's a two-year-old terror who gets away with everything—and Peter's had enough. When Fudge walks off with Dribble, Peter's pet turtle, it's the last straw.

Frindle, by Andrew Clements

Nick Allen enters into his fifth grade classroom knowing he's about to face the toughest teacher at Lincoln Elementary School. However, he is confident that he is ready to take on Mrs. Granger and her love of the dictionary. Using his research assignment and his determination to overpower Mrs. Granger, Nick challenges where words come from by referring to a pen as a 'frindle.' Soon not only is the whole school calling a pen a 'frindle,' but the craze is spreading worldwide!

Who Was...? Biography series, by various authors

The *Who Was...* series of biographies are an interesting way for children to learn about important people in history. The text is easy to read, detailed enough to provide insight into the person's life, and full of black and white illustrations to help children remember visually what they read.



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READING - CONT'D

Suggestions for Summer Reading (NOT required):

Who Was...? Biography series, by various authors

Mr. Popper's Penguins, by Richard Atwater

James and the Giant Peach, by Roald Dahl

Because of Winn-Dixie, by Kate DiCamillo

El Deafo, by Cece Bell

The Chocolate Touch, by Patrick Skene Catling

Stuart Little, by E.B. White

Stone Fox, by John Gardiner

Black Stallion, by Walter Farley

Boxcar Children series (any book)

The Indian in the Cupboard, by Lynne Reid Banks

Sideways Stories from Wayside School, by Louis Sachar

The Secret Garden, by Frances Hodgson Burnett

The Little House on the Prairie series (any book), by Laura Ingalls Wilder

Summer Reading Guidelines:

One of the best ways for students to return to school ready for success in the fourth grade is to **keep reading over the summer**. Children who read throughout these months maintain or increase their reading level, but those who do not can actually lose some of the progress they have made during the school year.

Our students are encouraged to read at their "just-right" level. We encourage them to use the "five finger rule" where they try to read the first page. If they encounter more than five words with which they are unfamiliar, the book is beyond their independent level and they should try a different one. Those books might be great for an adult to read to them.



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READING - CONT'D

TIPS FOR SHARED/PAIRED READING:

- Have your child read the first few pages by him or herself. If the book is too difficult to read independently, the student can read with an adult or older family member.
- Sit side by side and take turns reading paragraphs (or pages) aloud.
- Read aloud together a few sentences or a paragraph.
- As the adult reads aloud, gently tap the child's arm to join in and read a phrase or sentence.
- Stop after several pages and discuss what was read, have student visualize what was read, re-tell portion of the story, and/or make predictions what will occur.

[Story Elements Graphic Organizer](#) - Choose one of the two graphic organizers provided to complete using one of the the two required summer reading titles.

One Pager

A "one-pager" promotes thoughtful appreciation and understanding of a novel. The more creative you allow yourself to be, the more you will get out of the reading assignment! One-pagers also provide a terrific review that can inspire others to read your book.

Use white, unlined computer paper. **Include the following:**

On the front...

- Title of novel and author's name
- A list of characters from the book (A description of when and where the story took place (setting))
- 5 adjectives you would use to describe the book
- One important quotation (a sentence or two from the book)
- Write the quotation in quotation marks.
- Include the page number.
- Next to the quotation, explain why this is significant (ex. "This quotation expresses how the character felt at that time...")
- At least 3 drawings and/or images that represent aspects of the story
- Use color, be creative, be neat, and fill the page.

On the back....

- A one paragraph summary of the book that includes details about the plot, setting, characters, problem, and the ending.
- Your name



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READING - CONT'D

I felt as tall as a tree inside, courage racing around inside my heart. I chose this quote because it shows how badly she wanted to escape slavery. Mama told me to look up at the stars at night and over of the 11 stars that represent each of my brothers and sisters. "I chose this quote because it shows that even though her siblings aren't really there with her they will always be with her in our hearts."

Theme
Telling the truth will lead you a long way

I believe
I believe as a child Benjamin Truman had sad experiences, but she changed through her words as an adult

My Name is Truth
by Ann Turner

Represented African American
by having the white power is a slave

Under the night sky
stars 12 of 12 = 12 stars

Quote 1:
"Praise God, try to forgive these people because even if they say that bad thing, they don't know what they're doing. So you could forgive them. Just like you did those folks a long time ago when they said terrible things about you."

Quote 2:
"Every Sunday, the family went to church. We wanted our children to be near God's spirit. Ruby's mother said - I chose this because Ruby's mother believed that her children were in good hands with God."

RUBY BRIDGES
by Robert Coles - illustrated by George Ford

I AM brave, even though I may feel weak. I am fierce, even though I am nervous. I am caring, for my family and friends. I AM strong even though I was the first black child to attend the William Franitz Elementary school. I am proud of myself!

I believe that everyone should be treated equally no matter what color, skin color, or religion they are. I believe that their journey will rise.

Poem
Rosa Parks
Rosa Parks, Rosa Parks, you have paid so many so many so many with what you've done.
Rosa Parks, Rosa Parks, because we know you're done what you're done for your All go equal in America.

Theme
Overall the story has lead me to conclude that everyone is equal and should be equally treated.

Quotes
"She was a great with a quiet dignity despite all the cruelty she faced because of the color of her skin."
"And may our dreams of freedom and equal rights for all come true."
I chose these quotes because they show hope for blacks.

My Name is Truth
By Ann Turner

I believe that if Rosa Parks hadn't been brave enough still have segregation.

If a Bus Could Talk
By Emily King

My Name is Truth
By Ann Turner

I believe that even though many people are afraid to stand up for what is right, they should because it is the only way to get equal rights.

I am strong, I am the light in a storm, I am the hope of someone, I am the stars shining over in clarity.

Mama will put her sweet arms around me and I will be home at last. I will be my children and sisters like twice shining stars."

"She couldn't fight back or do anything about it when she made herself a promise."

Quotes
"I chose this because it shows her determination and her following her dream."
"She saved her money and went back again and again to Maryland to free and lead many other people out of slavery."
I am Harriet Tubman. I am strong although I am tortured. I am persistent although there is little hope. I am always smiling though I am a leader even though it is dangerous. I am an advocate for freedom rights although I could be punished. I am always going to stand up for justice even though it may cost my life. I am Harriet Tubman.

AN APPLE FOR HARRIET TUBMAN
by Genette Tilley Turner

I believe everyone should stand up for what is right just like Harriet Tubman did and no one should think that they are allowed to hurt someone, physically or mentally, just because they are different.

H-Hop not to get caught in a box
E-End up in the north where there is no slavery
N-North oppose slavery
R-Right where he wanted to be
Y-Why do they hate black people?
S-Save you from being sold
B-Black people aren't
O-Only treated better in South
X-Need a servant for his master

Henry's Freedom Box
by Kadir Nelson

I believe that the color of your skin should not decide how you are treated.

I BELIEVE
Quotes: "Do you see those leaves being a the wind? They are torn from the tree like slave children are torn from their families." "It shows how bad black people were treated." "One morning they heard singing. A big bird flew out of the tree into the open sky. And Henry thought about being free." This symbolizes that he wants to be FREE.