Name _____

Going into 4th Grade Summer Packet

You worked so hard all year, especially learning reading, writing, and math skills. Complete this packet over the summer to keep your skills fresh and prepare you for 4th grade! Your teacher will collect it the first week of school for a completion grade.

Here is what you need to accomplish:

1. Practice *XtraMath* fact fluency (on the computer, 10 min, 3x per week)
2. Complete math skills sheets (in this packet)
3. Read two books (fiction and nonfiction)
4. Complete writing assignments (in this packet)

Please continue reading to find your instructions and assignments attached. This review will be most effective if you work towards completion a little bit *each* day, rather than all at once!

Hope you have a great summer!

Sincerely,

Mrs. Weaver

XtraMath

You will need to practice XtraMath for 10 minutes, 3x per week. Your teacher and parent will be able to watch your progress towards fact fluency.

Log in to https://xtramath.org/#/signin/student_other

Sign in

Think of XtraMath as a math vitamin! Practicing regularly will only take a few minutes, so make it a part of your daily routine. Math facts are the building blocks of your child's math education and your child will be well rewarded for the time they spend practicing on XtraMath.

Reading Assignment Directions

Choose 2 chapter books to read this summer.

One book must be a **fiction** book.

Title and Author: _____

One book must be a **nonfiction** book.

Title and Author: _____

Please consult a DRA list in order to choose a book that is at your appropriate reading level. An excellent and easy website for finding the reading level of common books is:
https://www.scholastic.com/teachers/bookwizard/#

Keep in mind, if you are reading this book independently, you should choose a book that is one level *lower* than your "Instructional" Reading Level.

To practice fluency and comprehension, I would also encourage you from time to time to read your book out loud to someone, and talk about what you are reading with family and friends!

There are two writing assignments to go with each book. As you complete your reading, please follow the next directions to complete each corresponding writing assignment.

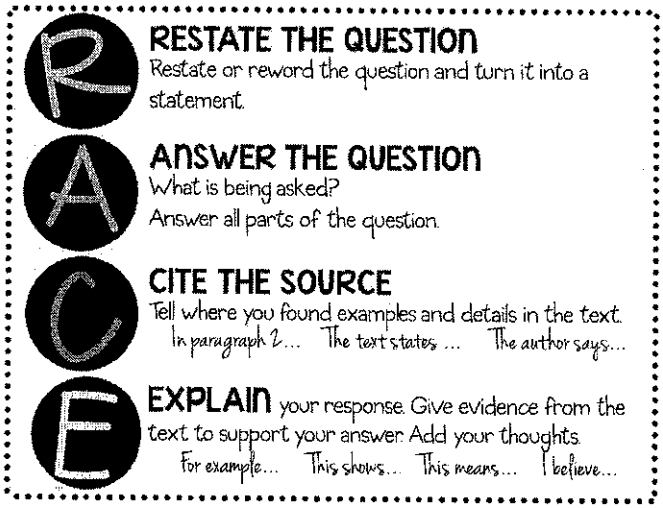
Writing Assignment Directions

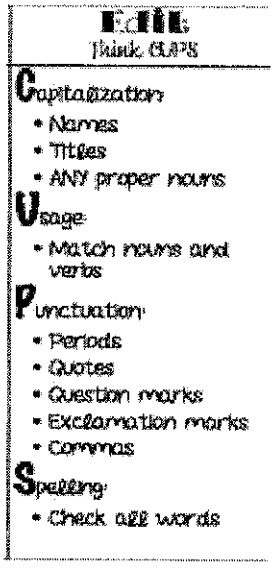
Fiction Writing Assignment

1. Take notes on the **Story Plot Graphic Organizer** as you read.
2. Write a **Summary** of your fiction story on the paper provided.
    a. Include the characters, setting, and problem in the beginning.
    b. Explain the major events with details in the middle.
    c. Describe the resolution at the conclusion of the story.
3. Use RACE Writing, to answer one **Reading Response Question** on the paper provided.
4. Use the CUPS Anchor Chart to check your writing before you turn it in!

Nonfiction Writing Assignment

1. Complete **two** assignments from the **Writing Menu.**
2. Use the RACE Anchor Chart to write these reading responses on the paper provided.
3. Use the CUPS Anchor Chart to check your writing before you turn it in!





Fiction Book Notetaking

As you read your fiction story, select the important information to record on the graphic organizer below.

Setting _____

Characters _____

Problem _____

Events _____

Resolution _____

Fiction Book Summary

Write a summary of this story in your own words. Include the most important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.

Fiction Book Reading Response

Describe how your character changed or learned a lesson in this story. What did your character learn or how did they change? Explain what caused this change to happen and whether it was good or bad. Use your RACE Writing Strategy to respond.

Non-Fiction Book Reading Response

Choose two questions from the Writing Menu. Use the RACE Anchor Chart to write these reading responses on the paper provided, in paragraph form. Use the CUPS Anchor Chart to check your writing before you turn it in.

1. Why did you choose this book and why do you think the author wrote this book?	4. What is the most interesting thing you learned from the book?
2. What else would you like to learn about the topic, person, or events you read about in this book? Where could you go to find out more information about this topic?	5. What text-to-text, text-to-self, or text-to-world connections can you make to this book?
3. How will you use the information you learned throughout your life?	6. What are three interesting words that you learned in this book and what do they mean?

Non-Fiction Book Reading Response #1

Non-Fiction Book Reading Response #2

Place Value

Here are different ways to show 2,263.

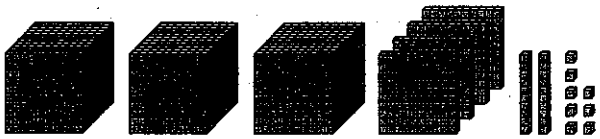
place-value blocks:

expanded form: 2,000 + 200 + 60 + 3

standard form: 2,263

word form: two thousand, two hundred sixty-three

Write each number in standard form.

1.  _____

2.  _____

3. 7,000 + 400 + 40 + 8 _____

4. five thousand, seven hundred fifty-five _____

Write each number in expanded form.

5. 1,240 _____

6. 6,381 _____

Round each number to the nearest ten.

58	71	927	3,121
_____	_____	_____	_____

Addition

Estimate. Then find each sum.

1. 73 + 19	**2.** 16 + 48	**3.** 52 + 79	**4.** 28 + 25	**5.** 47 + 34
6. 53 + 45	**7.** 37 + 21	**8.** 63 + 24	**9.** 59 + 76	**10.** 29 + 44
11. 58 + 28 = _____	**12.** 53 + 72 = _____	**13.** 66 + 23 = _____	**14.** 42 + 31 = _____	**15.** 36 + 52 = _____

Find each sum.

32 64 + 71	127 39 + 87	293 312 + 78	358 427 + 127

Find each sum.

75 36 + 58	142 297 + 116	524 97 + 176	273 187 64 + 249	319 48 136 + 347

237 + 75 + 49 = _____

49 + 7 + 63 + 8 = _____

143 + 47 + 219 + 136 = _____

Name_____

Math Problem:

Critical Thinking Mr. McWilliams drove 76 miles Monday and 43 miles Tuesday. Follow the steps to find how many miles Mr. McWilliams drove all together.

I need to find...

Strategy/Plan:

Solve: *(Show all your work.)*

Name_____

Explain *why* your answer makes sense by using the...
***I know*, *So I*, *To Find*,** *and* ***Therefore*.**

Subtraction

Find 726 − 238.

Estimate: 700 − 200 = 500, so the answer should be about 500.

Step 1

First subtract the ones.
Regroup 1 ten into 10 ones.

$$\begin{array}{r} {\scriptstyle 1\ 16} \\ 7\not{2}6 \\ -238 \\ \hline 8 \end{array}$$

Step 2

Subtract the tens.
Regroup 1 hundred into 10 tens.

$$\begin{array}{r} {\scriptstyle 11} \\ {\scriptstyle 6\ \not{1}\ 16} \\ 7\not{2}6 \\ -238 \\ \hline 88 \end{array}$$

Step 3

Subtract the hundreds.

$$\begin{array}{r} {\scriptstyle 11} \\ {\scriptstyle 6\ \not{1}\ 16} \\ 7\not{2}6 \\ -238 \\ \hline 488 \end{array}$$

Is your answer correct?
Check by adding:
488 + 238 = 726.
It checks.

Find each difference. Estimate and check answers for reasonableness.

1. $\begin{array}{r} 318 \\ -\ 123 \\ \hline \end{array}$ **2.** $\begin{array}{r} 441 \\ -\ 187 \\ \hline \end{array}$ **3.** $\begin{array}{r} 334 \\ -\ 275 \\ \hline \end{array}$ **4.** $\begin{array}{r} 512 \\ -\ 299 \\ \hline \end{array}$

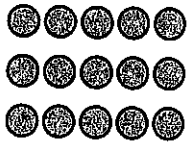
$\begin{array}{r} 31 \\ -\ 12 \\ \hline \end{array}$ $\begin{array}{r} 56 \\ -\ 39 \\ \hline \end{array}$ $\begin{array}{r} 63 \\ -\ 42 \\ \hline \end{array}$ $\begin{array}{r} 37 \\ -\ 19 \\ \hline \end{array}$ $\begin{array}{r} 60 \\ -\ 32 \\ \hline \end{array}$

$\begin{array}{r} 44 \\ -\ 35 \\ \hline \end{array}$ $\begin{array}{r} 73 \\ -\ 47 \\ \hline \end{array}$ $\begin{array}{r} 55 \\ -\ 27 \\ \hline \end{array}$ $\begin{array}{r} 58 \\ -\ 23 \\ \hline \end{array}$ $\begin{array}{r} 61 \\ -\ 14 \\ \hline \end{array}$

$\begin{array}{r} 34 \\ -\ 16 \\ \hline \end{array}$ $\begin{array}{r} 43 \\ -\ 27 \\ \hline \end{array}$ $\begin{array}{r} 76 \\ -\ 28 \\ \hline \end{array}$ $\begin{array}{r} 65 \\ -\ 38 \\ \hline \end{array}$ $\begin{array}{r} 82 \\ -\ 47 \\ \hline \end{array}$

Multiplication

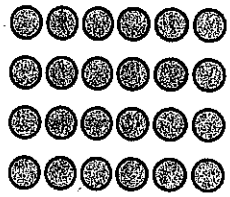
Write a multiplication sentence for each array.

1. 

_____

2. 

_____

3. 

_____

Draw an array to find each multiplication fact. Write the product.

4. $3 \times 6 =$ _____

5. $4 \times 7 =$ _____

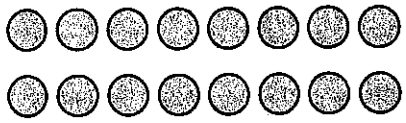
For each problem below, multiply and regroup if necessary. Be sure to show all of your work.

1) 63 x 2	5) 18 x 4	9) 11 x 7	13) 12 x 1	17) 13 x 3
2) 14 x 5	6) 10 x 6	10) 15 x 4	14) 47 x 3	18) 23 x 4
3) 24 x 3	7) 30 x 2	11) 60 x 8	15) 77 x 3	19) 42 x 5
4) 12 x 3	8) 17 x 4	12) 86 x 2	16) 29 x 8	20) 34 x 3

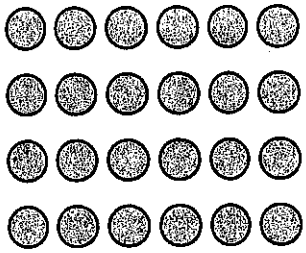
Division

You can use multiplication facts to help you find division facts.

Darren and Molly have 16 sheets of paper. Each will get the same number of sheets of paper. How many will each get?



Peter has 24 pennies. He puts the pennies into 4 equal piles. How many pennies are in each pile?



What You Think	What You Write	What You Think	What You Write
2 times what number equals 16? $2 \times \mathbf{8} = 16$	$16 \div 2 = \mathbf{8}$ Darren and Molly will each get 8 sheets of paper.	4 times what number equals 24? $4 \times \mathbf{6} = 24$	$24 \div 4 = \mathbf{6}$ Peter has 6 pennies in each pile.

Find each quotient.

1. $14 \div 2$ _____

2. $35 \div 5$ _____

3. $15 \div 3$ _____

4. $32 \div 4$ _____

5. $24 \div 3$ _____

6. $2\overline{)12}$

7. $3\overline{)27}$

8. $5\overline{)25}$

9. $4\overline{)20}$

10. $4\overline{)40}$

Algebra Find each missing number.

$45 \div \square = 5$ $30 \div 3 = \square$ $\square \div 2 = 7$

Number Sense Write $<$ or $>$ to compare.

$5 \times 2 \bigcirc 8 \div 2$ $3 \times 6 \bigcirc 6 \div 3$ $4 + 8 \bigcirc 4 \times 8$

Name_____

Math Problem:

Explain It Franklin says that if he divides 50 by 5, he will get 10. Jeff says he should get 9. Who is correct? Explain.

I need to find...

Strategy/Plan:

Solve: *(Show all your work.)*

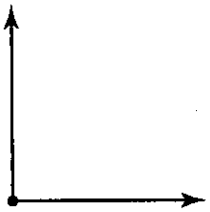
Name_____

Explain *why* your answer makes sense by using the...
***I know*, *So I*, *To Find*,** *and* ***Therefore*.**

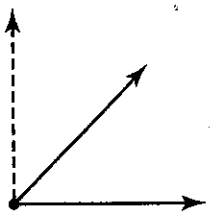
Shape Attributes

Angles are formed by two rays that share a vertex. Three types of angles are right angles, acute angles, and obtuse angles.

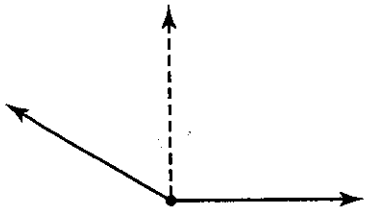
A ray is part of a line that has one endpoint and goes forever in one direction.



A right angle forms a square corner.



An acute angle is less than a right angle.

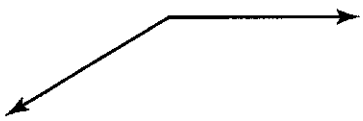


An obtuse angle is greater than a right angle.

Lines that meet or cross at a right angle are perpendicular lines.

Tell if each angle is right, acute, or obtuse.

1.



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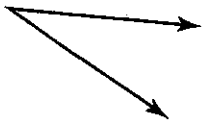
2.



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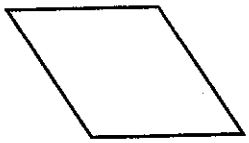
Write as many names as possible for each quadrilateral.



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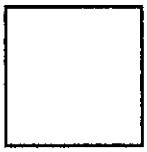


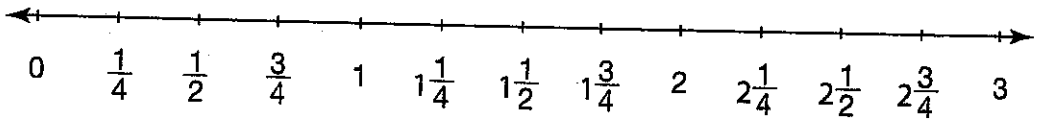
_____

_____

Fractions

A number line can be used to represent fractions and mixed numbers. Mixed numbers are numbers that have a whole number part and a fraction part.

To read a number line, find what each mark represents. The number line will follow a pattern. In the number line below, each mark represents $\frac{1}{4}$.



You can use a number line to compare fractions and mixed numbers. The number that is farther to the right is the greater number.

$$1\frac{1}{2} \bigcirc 1\frac{3}{4}$$

Since $1\frac{3}{4}$ is to the right of $1\frac{1}{2}$,

$$1\frac{1}{2} < 1\frac{3}{4}$$

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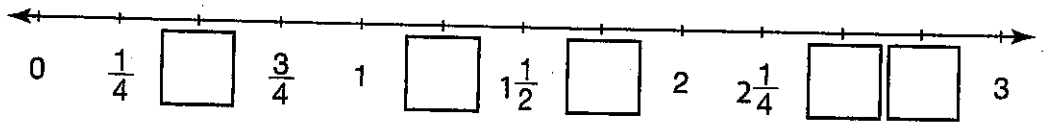
1. Write the missing fractions or mixed numbers on the number line.



2. Write the missing numbers in order from greatest to least.

_____

Compare. Write <, >, or =. Use the number line above to help.

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

4. $1 \bigcirc \frac{1}{2}$

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

0.31 ◯ 0.41

1.9 ◯ 0.95

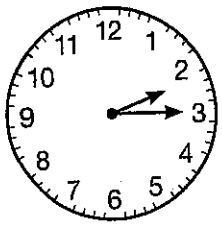
0.09 ◯ 0.1

2.70 ◯ 2.7

0.81 ◯ 0.79

2.12 ◯ 2.21

Which are two ways to write the time shown on the clock?



A 2:15 and quarter to 2

B 2:30 and half past 2

C 2:15 and quarter to 3

D 2:15 and quarter past 2

Kim is going to see a movie that is 150 minutes long. How many hours long is the movie?

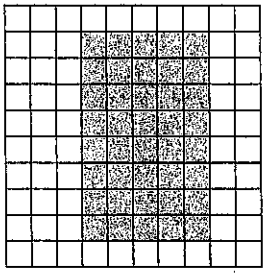
A 1 hour

B 2 hours

C $2\frac{1}{2}$ hours

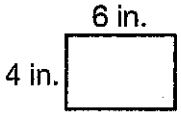
D $3\frac{1}{4}$ hours

Find the area of each figure.



☐ = 1 square inch

_____



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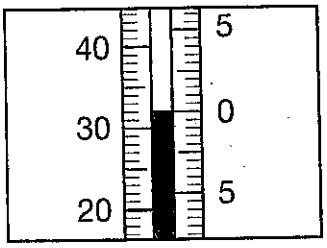
Other Concepts

What is the temperature in °F and °C?



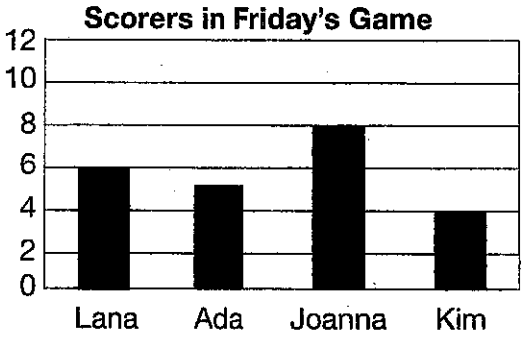
A 42°F and 0°C

B 32°F and 10°C

C 22°F and -5°C

D 32°F and 0°C

Look at the bar graph below.



How many points did Joanna score in the basketball game?

A 3 points

B 4 points

C 5 points

D 8 points