WITH PARENT INSTRUCTIONS

GRADE 4

SUMMER Packet

50 COMMON CORE ALIGNED SUMMER PRACTICE PAGES

to be ready for 5th grade!

BY: Teaching and Tapas

TABLE OF CONTENTS

TEACHER INSTRUCTIONS:

Avoid the summer slide! This product contains 50 days' worth of review/practice pages for your students to work on after they leave your fourth grade classroom. Every activity is aligned to the Common Core standards with more practice on the skills that are essential for success in fifth grade.

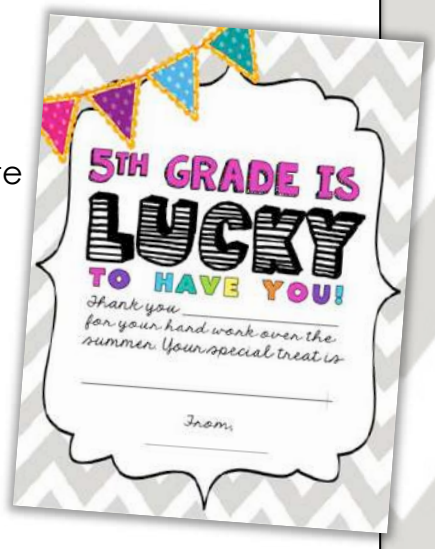
STEP 1: PRINT

Pages 5 through 56 are the student pages. Included are a cover sheet, a motivation chart, and 50 work pages. The work pages alternate between a math review and a language review.

Pages 57 through 66 are the parent/guardian pages. You may give these pages directly to the parents rather than the students. These pages include tips for helping the child understand the skill, as well as some answer keys.

STEP 2: REWARD

Within the first few days of the new school year, your past students will hopefully return their work pack or motivation chart. They have been instructed to have an adult check their work. There is an award certificate included in this pack (page 4). You can choose whatever reward you like. I will be letting those students who finish join me for a special lunch date. Other ideas might include a small prize pack of goodies, a chance to read a story to your current 4th graders, or anything you know will be exciting to your past students!



STEP 3: LEAVE FEEDBACK ☺

Let me know how this product worked for you and your students. I would love to read your feedback on my Teachers Pay Teachers page.

- Alyssha Swanson, Teaching And Tapas

5TH GRADE IS LUCKY TO HAVE YOU!

Thank you, _____
for your hard work over the summer. Your special treat is

_____

From,

_____

GRADE 4

SUMMER Packet

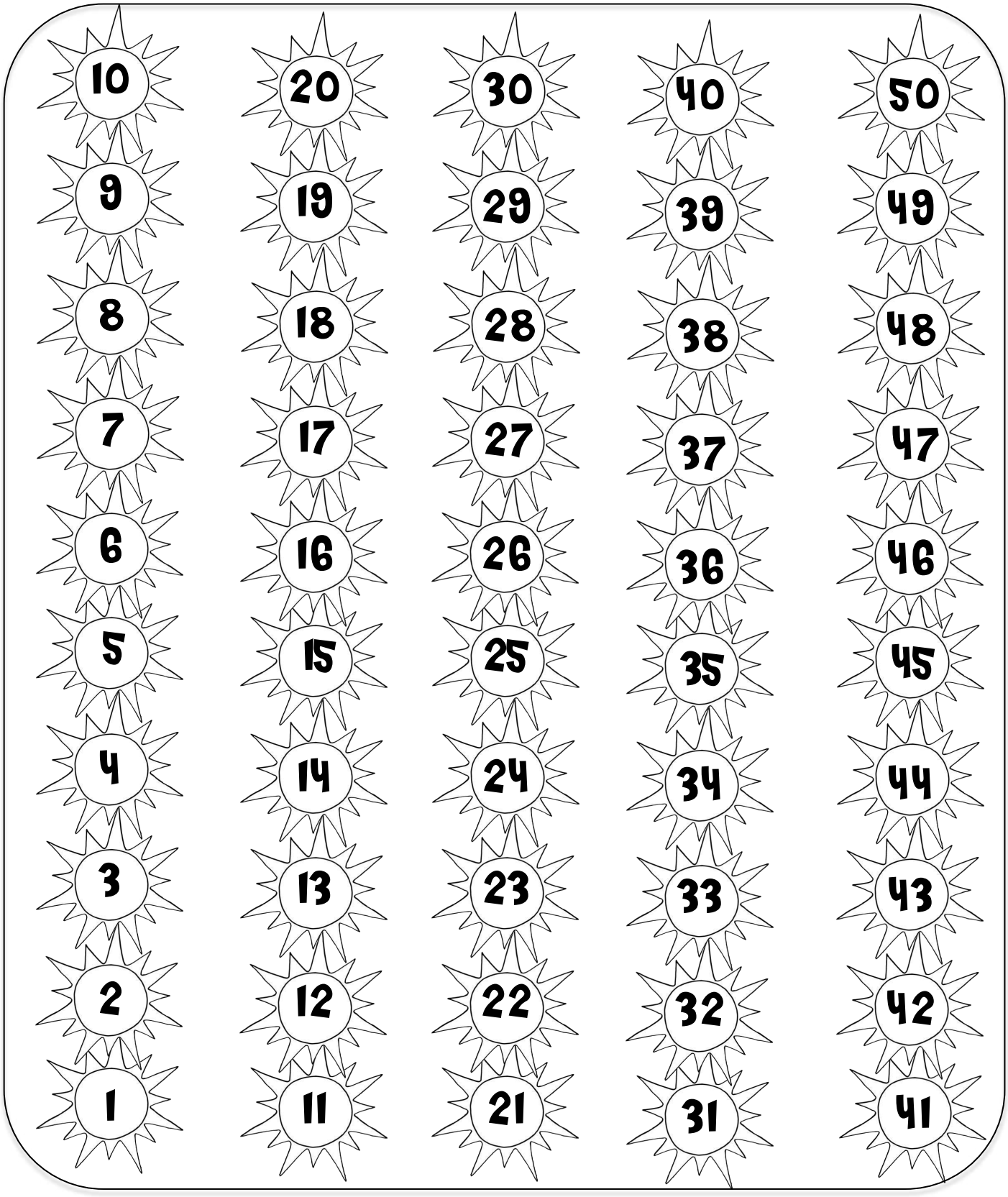
STUDENT PAGES

Let's get ready for 5th grade!

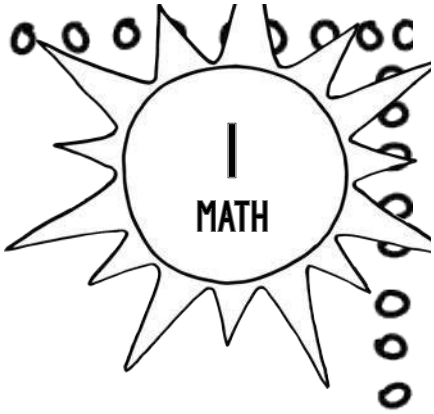
NAME:

DIRECTIONS:

When you complete a page in the summer review pack, have an adult check your answers. Then, color in the matching page number below. If you complete the summer review packet, return it to your 4th grade teacher at the beginning of the school year to show off your hard work!



PLACE VALUE REVIEW



4	2	3	0	6	5

Make a number using all of the numbers above once.

Write the number in expanded form.

Write the number in word form (number name).

2	7	5	4	0	3

Make the greatest number you can using all of the numbers above.

Make the smallest number can make using all of the numbers above.

Explain how you determined your answers.

Common Core Standard: 4.NBT.2

PREPOSITIONAL PHRASES

2
GRAMMAR

Directions: Use the given words/phrases at least one time in a sentence.

CLOSE TO _____

_____

BEHIND _____

_____

EXCEPT FOR _____

_____

ON TOP OF _____

_____

THANKS TO _____

_____

ALONG WITH _____

_____

Common Core Standard: L.4.1.e

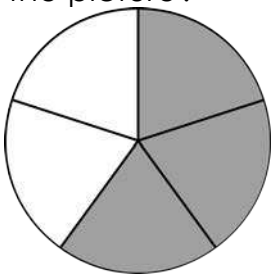
COMPARING FRACTIONS

3 MATH

1. Which fraction(s) are equal to the shaded fraction in the picture?

☐ $\frac{3\times3}{5\times5}$ ☐ $\frac{7\times3}{5\times5}$

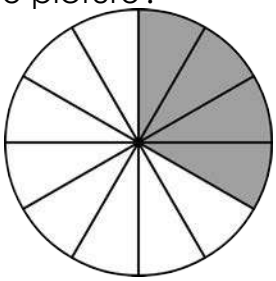
☐ $\frac{1\times5}{1\times3}$ ☐ $\frac{5\times3}{5\times5}$



2. Which fraction(s) are equal to the shaded fraction in the picture?

☐ $\frac{4}{8}$ ☐ $\frac{6\times4}{6\times12}$

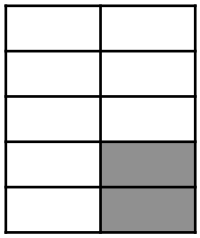
☐ $\frac{8}{24}$ ☐ $\frac{12}{4}$



3. Which fraction(s) are equal to the shaded fraction in the picture?

☐ $\frac{4}{20}$ ☐ $\frac{2}{8}$

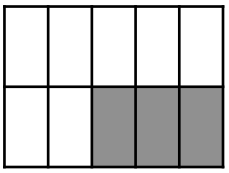
☐ $\frac{2}{12}$ ☐ $\frac{2\times4}{10\times4}$



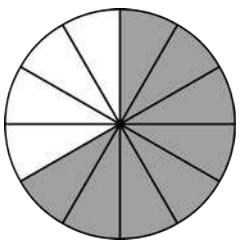
4. Which fraction(s) are equal to the shaded fraction in the picture?

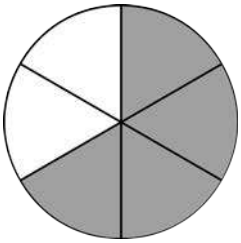
☐ $\frac{6}{20}$ ☐ $\frac{18}{60}$

☐ $\frac{3\times3}{3\times10}$ ☐ $\frac{3}{7}$



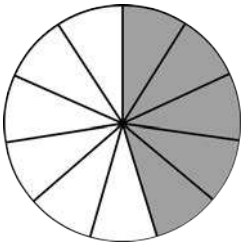
5. Are the two fractions equal?

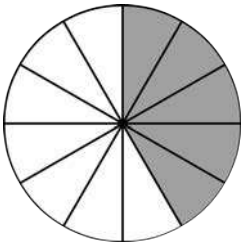




☐ yes
☐ no

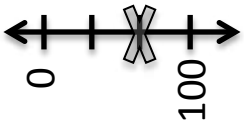
6. Are the two fractions equal?

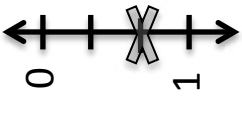




☐ yes
☐ no

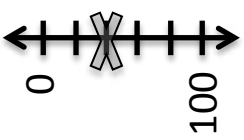
7. Are the two fractions equal?

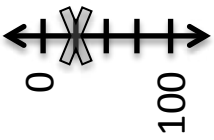




☐ yes
☐ no

8. Are the two fractions equal?





☐ yes
☐ no

Common Core Standard: 4.NF.1

UNDERSTANDING DIAGRAMS

4 READING

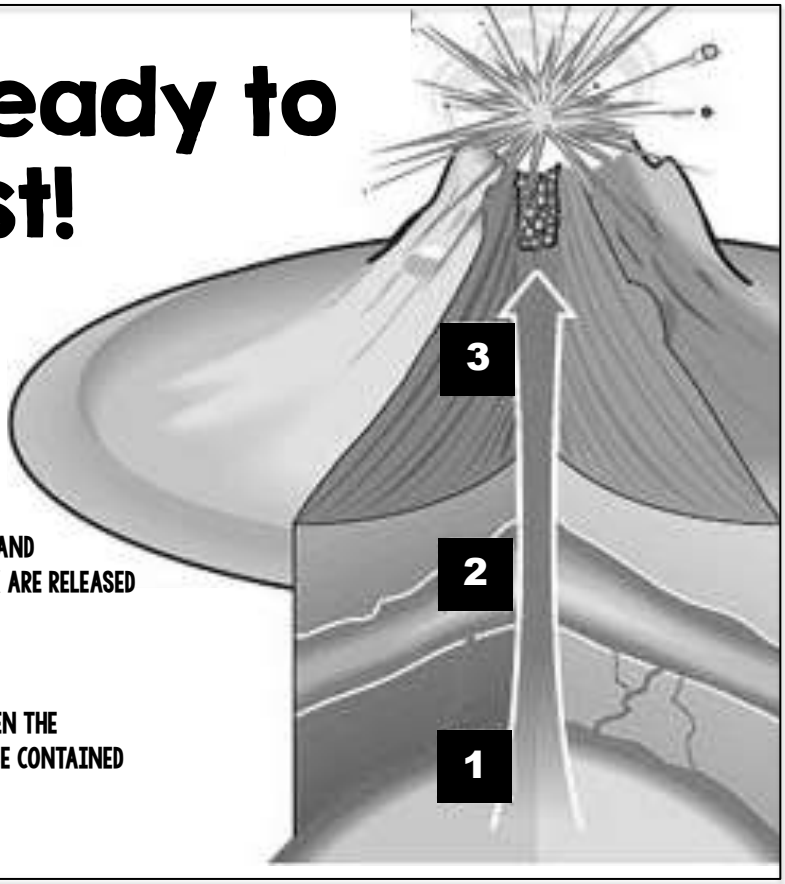
Directions: Study the diagram. Then, write a paragraph with at least five sentences explaining how a volcano erupts.

Getting Ready to Burst!

1 MOLTEN ROCK, OR MAGMA, AT A TEMPERATURE OF MORE THAN 1650°F, RISES THROUGH WEAK SPOTS IN THE EARTH'S CRUST WHERE TECTONIC PLATES MEET.

2 THE MAGMA POOLS IN A CHAMBER. GAS AND WATER DISSOLVED IN THE MOLTEN ROCK ARE RELEASED CAUSING PRESSURE IN THE CHAMBER TO RISE.

3 THE VOLCANO ERUPTS EXPLOSIVELY WHEN THE MAGMA AND HOT GAS CAN NO LONGER BE CONTAINED BELOW THE EARTH'S SURFACE.



Common Core Standard: RI.4.7

MEASUREMENT PROBLEM SOLVING

5 MATH

1. Melissa is running a race that is 6 kilometers long. There is a water station every 300 meters on the race course. How many total water stations are there on the race course?

Answer

2. David wants to buy a game system and his favorite game. The game costs $25 and is 1/5 of the price of the game system. How much does the game system cost?

Answer

Common Core Standard: 4.MD.2

COMPLETE SENTENCES

Directions: Read each sentence. Write "Fragment", "Run-on Sentence", or "Correct" depending on how you would describe the sentence structure.

		Fragment? Run-on Sentence? Correct?
1.	Marco is a sweet boy, he really loves animals.	
2.	Plays well with his friends.	
3.	The science test is really hard, you should start studying right away.	
4.	I love math even though I think it is the hardest subject.	
5.	Ran around the room and jumped on the couch.	
6.	My best friend lives by the park on the other side of town.	

Choose one of the FRAGMENTS from above and write it as a correct sentence on the lines below.

_____

_____

_____

Choose one of the RUN-ON SENTENCES from above and write it correctly on the lines below.

_____

_____

_____

Common Core Standard: L.4.1.f

MULTIPLYING FRACTIONS

7
MATH

Solve.

1. $6 \times \frac{2}{6} =$ _____

2. $5 \times \frac{5}{7} =$ _____

3. $4 \times \frac{5}{7} =$ _____

4. $\frac{2}{8} \times 2 =$ _____

5. $3 \times \frac{2}{5} =$ _____

6. $\frac{2}{5} \times 7 =$ _____

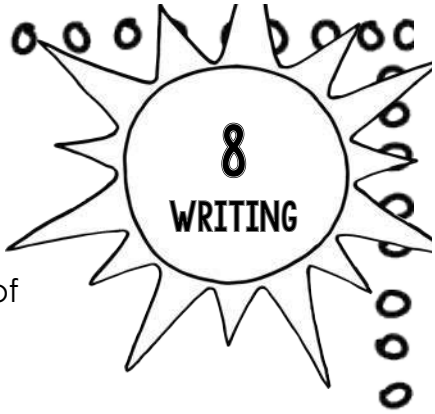
7. There are four people in the Hayden family. Each person always eats ¾ of a cheese pizza. How whole many pizzas should they order?

Solve and draw a picture to match this problem.

Write an equation that matches this problem: _____

Common Core Standard: 4.NF.4

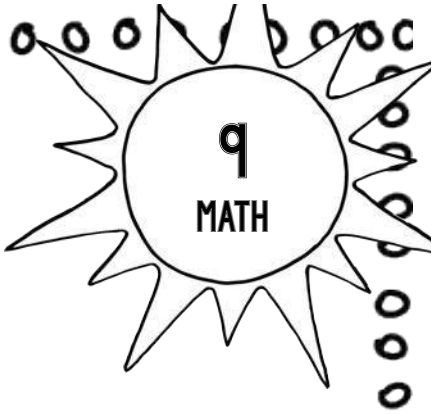
DESCRIPTIVE WRITING



Describe your idea of the perfect day. Start from the beginning of the day and continue until the end of the day. Use at least 10 adjectives in your writing. Circle the adjectives.

Do you have any friends that are good friends. What makes someone a good friend? Use at least 10 adjectives in your writing. Circle the adjectives.

PLACE VALUE REVIEW



Directions: Balance the equations below.

Hint: If you get stuck, you can multiply to help. For example, 30 tens is the same as 30 x 10.

_____ **tens = 4 hundreds**

_____ **thousands = 300 tens**

_____ **hundreds = 300 tens**

_____ **tens = 2 hundreds**

_____ **hundreds = 20 tens**

_____ **tens = 2 hundreds**

_____ **thousands = 30 hundreds**

_____ **hundreds = 50 tens**

_____ **tens = 40 hundreds**

_____ **hundreds = 9 thousands**

Directions: Complete the following equations with the correct operation (multiplication and division).

Example: 300 = 3 x 100

70 = 7 _____

4,200 = 420 _____

600 = 10 _____

22 = 220 _____

800 = 10 _____

9 = 90 _____

250 = 25 _____

7,000 = 10 _____

3,200 = 320 _____

60 = 10 _____

Common Core Standard: 4.NBT.1

CONTEXT CLUES

10
LANGUAGE

Directions: Use the context clues to determine the meaning of the underlined word in each sentence.

1. **To be defined as a desert, the place must get less than 10 inches of precipitation, such as rain or snow, per year.**

   Precipitation means: _____

   Use the word in your own sentence: _____

   _____

2. **Birds and mammals are endothermic animals because they can generate their own body heat.**

   Endothermic means: _____

   Use the word in your own sentence: _____

   _____

3. **A koala bear is a marsupial because it can carry its own baby in a pouch on its body.**

   A marsupial is: _____

   Use the word in your own sentence: _____

   _____

4. **The river was full of noxious materials such as cleaning agents from factories and pesticides from the nearby farms.**

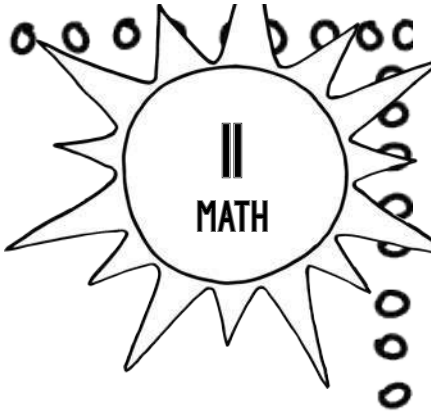
   Noxious means: _____

   Use the word in your own sentence: _____

   _____

Common Core Standard: L.4.4.A

ADDING AND SUBTRACTING



Add.

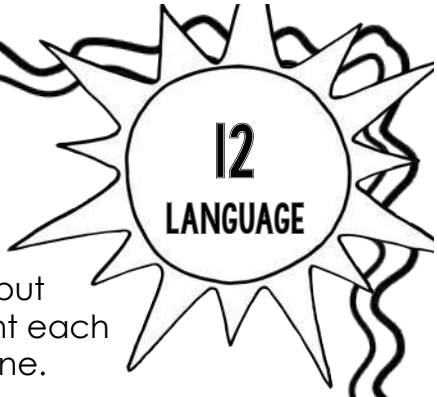
826 +384	753 +548	856 +693
628 +252	442 +793	895 +263

Subtract.

997 -199	680 -585	690 -438
568 -398	428 -185	662 -226

Common Core Standard: 4.NBT.4

CORRECT CAPITALIZATION



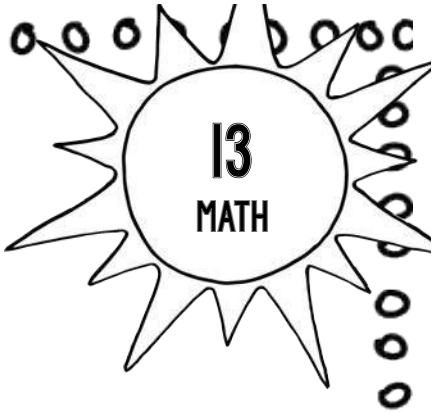
Directions: Hillary wrote the following book report, but she made 16 capitalization errors. Circle or highlight each error. Then, write a title for the book report on the line.

_____

over the summer, I read a book called *charlotte's web*. It is the story of a little girl named fern who loved a little pig named wilber. Another character in the book is named charlotte, a large, grey spider that lived with wilber in a barn. After reading *charlotte's web*, I was interested in spiders so I read another book called *children's guide to insects and spiders*. I found out that grey spiders are gentle and not dangerous, which is like the spider in *charlotte's web*. Of course, grey spiders do not know how to spell words, so *charlotte's web* was a fiction book.

Common Core Standard: L.4.2.a

ROUNDING NUMBERS



Round the following numbers to the nearest thousand.

32,432 → _____ 82,565 → _____ 55,555 → _____

67,249 → _____ 23,906 → _____ 10,990 → _____

93,790 → _____ 60,202 → _____ 87,959 → _____

Round the following numbers to the nearest hundred.

32,432 → _____ 82,565 → _____ 55,555 → _____

67,249 → _____ 23,906 → _____ 10,990 → _____

93,790 → _____ 60,202 → _____ 87,959 → _____

Round the following numbers to the nearest ten.

32,432 → _____ 82,565 → _____ 55,555 → _____

67,249 → _____ 23,906 → _____ 10,992 → _____

93,792 → _____ 60,202 → _____ 87,959 → _____

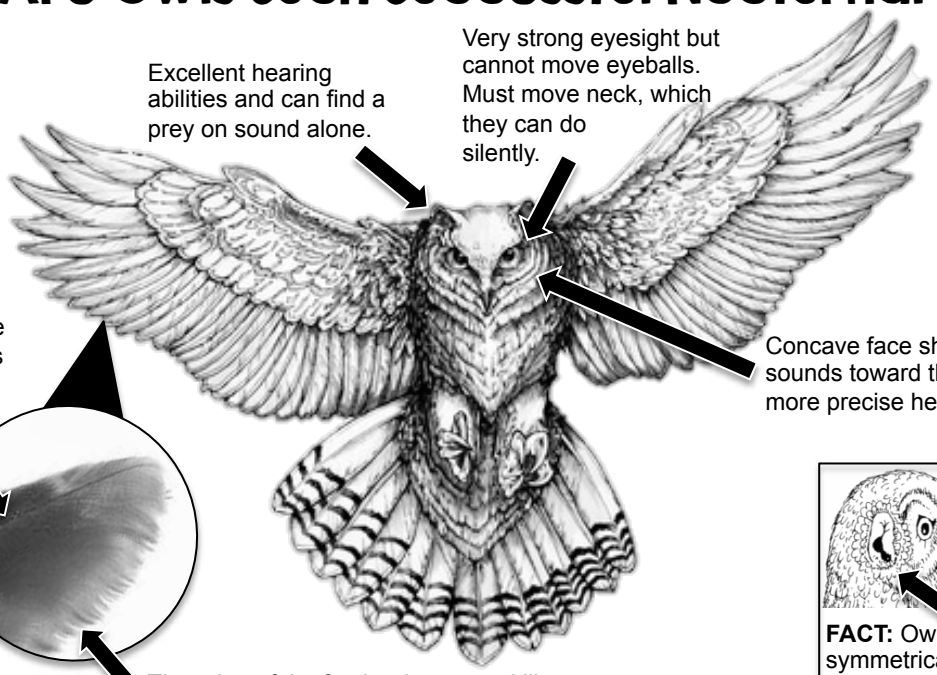
Common Core Standard: 4.NBT.3

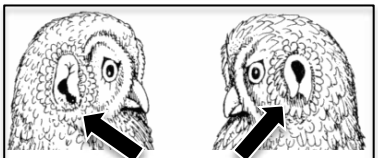
UNDERSTANDING DIAGRAMS

14
READING

Directions: Study the diagram. Then, write a paragraph with at least five sentences explaining why owls are successful hunters.

How Are Owls Such Successful Nocturnal Hunters?

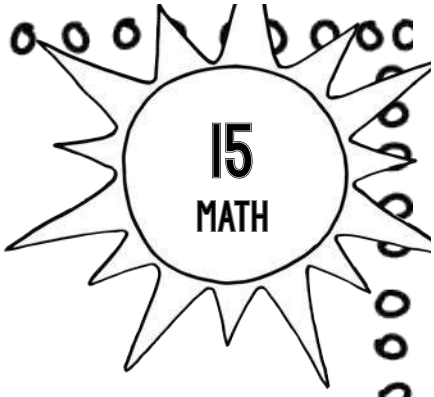




FACT: Owl ears are not symmetrical (not the same shape on both sides). This helps them better use their hearing to find the exact location of prey.

Common Core Standard: RI.4.7

EXPANDED FORM



Directions: Write the numbers in word form and expanded form.

	Word Form	Expanded Form
608		
5,089		
76,329		
658,343		
3,452,621		

Common Core Standard: 4.NBT.2

QUOTING TEXT

16
LANGUAGE

Directions: Practice quoting text correctly, while using the appropriate punctuation.

Using a direct quotation, write and tell about something your teacher always says.

Something my teacher always says is_____

_____

_____

_____

Using a direct quotation, write and tell about something your parent always says.

Something my _____ always says is_____

_____

_____

_____

Using a direct quotation, write and tell about something your friend always says.

Something _____ always says is_____

_____

_____

_____

Common Core Standard: L.4.2.b

MULTIPLYING FRACTIONS

17
MATH

Solve.

1. $3 \times \frac{2}{5} =$ _____

2. $2 \times \frac{4}{5} =$ _____

3. $2 \times \frac{4}{6} =$ _____

4. $\frac{2}{3} \times 3 =$ _____

5. $10 \times \frac{4}{6} =$ _____

6. $\frac{2}{5} \times 6 =$ _____

7. Miss Thompson puts 2/3 of a cup of sugar in each apple pie she bakes. How many cups of sugar does she use if she makes six apple pies?

Solve and draw a picture to match this problem.

Write an equation that matches this problem: _____

Common Core Standard: 4.NF.4

COMMON EXPRESSIONS

18
LANGUAGE

Directions: Explain what the following sentences mean in your own words.

You can kill two birds with one stone.

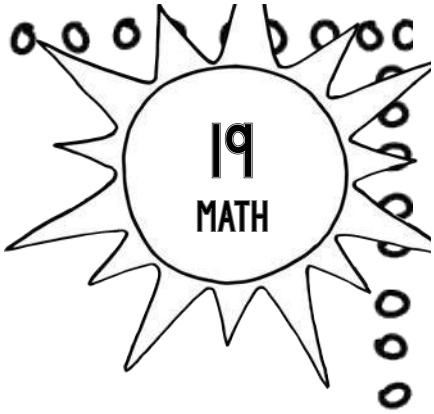
Your guess is as good as mine.

Cross that bridge when you come to it.

Don't bite off more than you can chew.

Common Core Standard: L.4.5.b

ADDING AND SUBTRACTING



Add.

529 +794	206 +528	463 +326
625 +937	542 +466	624 +209

Subtract.

558 -169	736 -555	756 -226
627 -209	526 -175	832 -126

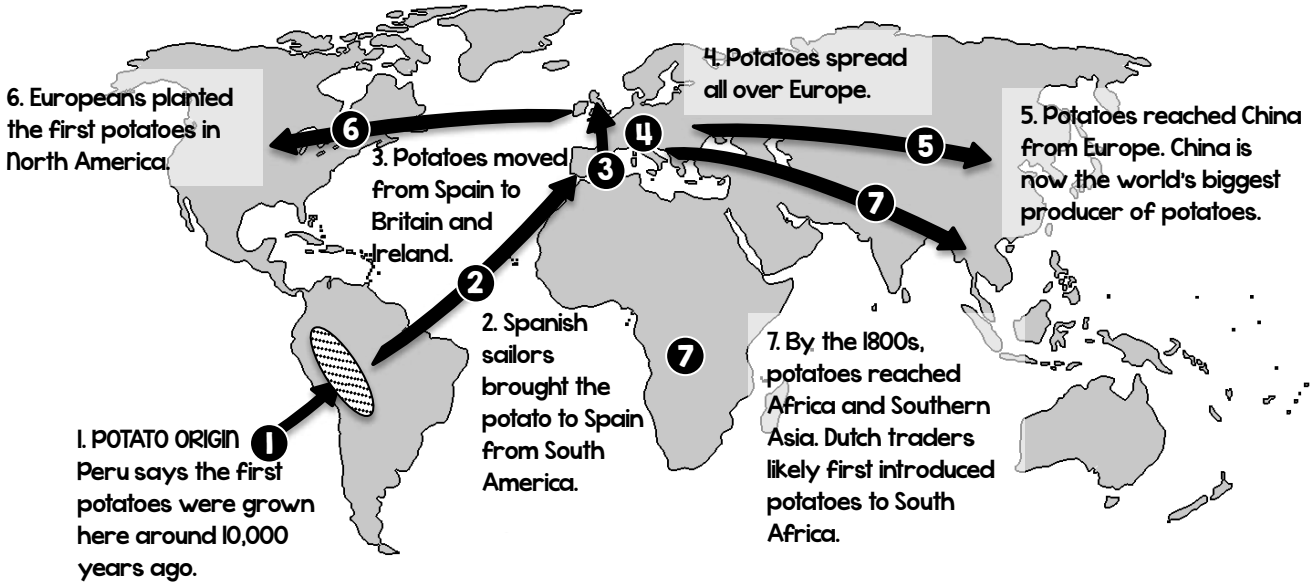
Common Core Standard: 4.NBT.4

UNDERSTANDING DIAGRAMS

20 READING

Directions: The diagram below shows how potatoes spread around the world as a crop. Study the diagram. Then, write a paragraph with at least five sentences explaining how the potato crop spread.

The Potato Spread



Common Core Standard: RI.4.7

MULTIPLICATION PROBLEM SOLVING

21 MATH

1. This week, Marissa rode three times as many miles on her bike compared to last week. Last week, she rode six miles. How many miles did she ride this week?

Write a multiplication equation to match this story.	Answer

2. There are seven students in the science club. There are four times as many students in the drama club. How many students are in the drama club?

Write a multiplication equation to match this story.	Answer

3. Laura read five books this month. Luke read four times as many books as Laura this month. How many books did Luke read this month?

Write a multiplication equation to match this story.	Answer

4. An adult's movie ticket costs three times as much as a child's movie ticket. A child's movie ticket costs $4.00. How much is an adult's movie ticket?

Write a multiplication equation to match this story.	Answer

Common Core Standard: 4.OA.1

COMPOUND SENTENCES

22
GRAMMAR

Directions: Add the commas where they belong in the following sentences. Some sentences may not need a comma.

I want to be a writer when I grow up so I work really hard in writing class.

I want to buy a new dress but I don't have enough money.

It is really sunny today so I think I will wear my sunglasses.

I don't like orange or red.

We picked them up early but they still missed their plane.

Directions: Create two compound sentences of your own that use some of the coordinating conjunctions from the word bank.

Word Bank

and or for nor
so but yet

_____

_____

_____

_____

_____

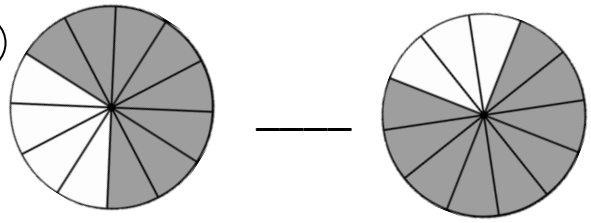
_____

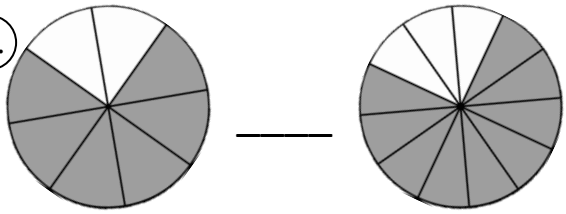
Common Core Standard: L.4.2.c

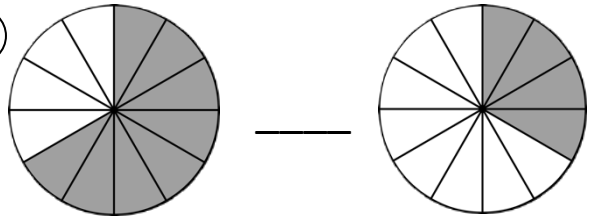
COMPARING FRACTIONS

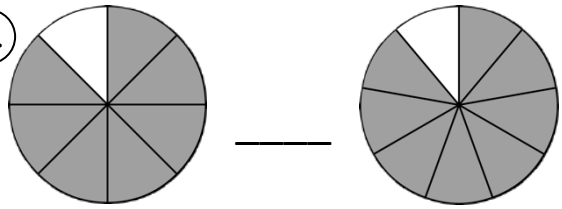
23
MATH

Compare the shaded area. Choose > < =

1.  ____

2.  ____

3.  ____

4.  ____

Use <, =, or > to compare the fractions below:

5. $\frac{3}{4}$ ☐ $\frac{1}{6}$

6. $\frac{3}{3}$ ☐ $\frac{2}{5}$

7. $\frac{4}{9}$ ☐ $\frac{2}{4}$

8. Which fraction is greater: 4/6 or 8/10? Prove it with a picture.

Common Core Standard: 4.NF.2

SYNONYMS AND ANTONYMS

24
GRAMMAR

Directions: Write two synonyms (similar meaning) and two antonyms (opposite meaning) for each word given. Use a dictionary or thesaurus if needed.

	TWO SYNONYMS	TWO ANTONYMS
fast		
happy		
little		
new		
wrong		
scared		
start		
bad		
sad		
love		
small		

Common Core Standard: L.4.3

MULTIPLYING FRACTIONS

25 MATH

Solve.

1. $7 \times \frac{2}{3} =$ _____

2. $3 \times \frac{4}{5} =$ _____

3. $3 \times \frac{5}{6} =$ _____

4. $\frac{2}{5} \times 3 =$ _____

5. $5 \times \frac{2}{7} =$ _____

6. $\frac{2}{6} \times 4 =$ _____

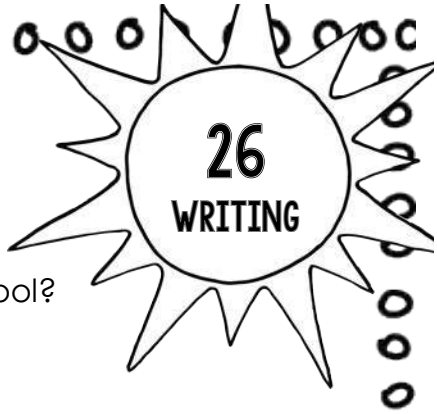
7. Martina runs 3 ½ miles every day for 7 days. How many miles does she run altogether?

Solve and draw a picture to match this problem.

Write an equation that matches this problem: _____

Common Core Standard: 4.NF.4

OPINION WRITING



Do you think students should be able to bring cell phones to school? Include an introduction, three reasons, and a conclusion.

Introduction (1 sentence)_____

_____

Reason #1 (2 or more sentences)_____

_____

_____

_____

_____

Reason #2 (2 or more sentences)_____

_____

_____

_____

_____

Reason #3 (2 or more sentences)_____

_____

_____

_____

_____

Conclulsion (1 sentence)_____

_____

Common Core Standard: W.4.1.a

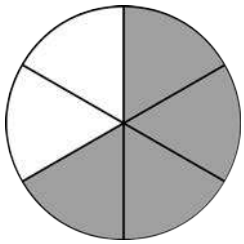
COMPARING FRACTIONS

27
MATH

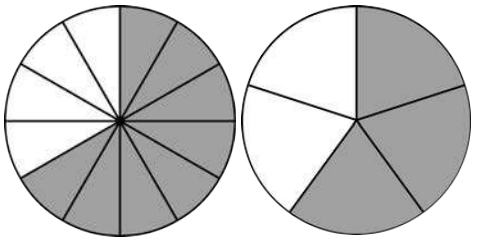
1. Which fraction(s) are equal to the shaded fraction in the picture?

☐ $\frac{4\times3}{6\times5}$ ☐ $\frac{2\times4}{2\times6}$

☐ $\frac{4\times6}{2\times2}$ ☐ $\frac{4\times1}{6\times1}$



2. Are the two fractions equal?

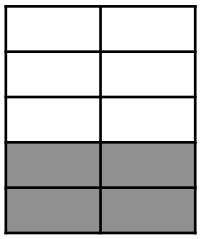


☐ yes
☐ no

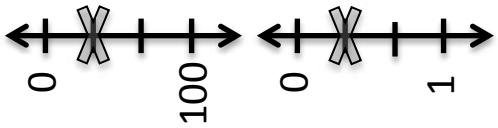
3. Which fraction(s) are equal to the shaded fraction in the picture?

☐ $\frac{2}{5}$ ☐ $\frac{3+4}{3+10}$

☐ $\frac{4\times3}{10\times3}$ ☐ $\frac{4}{10}$



4. Are the two fractions equal?



☐ yes
☐ no

5. Alyssa thinks the following equation is true. Do you agree? _____

$$\frac{5}{7} = \frac{2 \times 5}{2 \times 7}$$

Explain how you know.

Common Core Standard: 4.NF.1

METAPHORS AND SIMILIES

What does the underlined part of each sentence mean in each sentence?

It's <u>as plain as day</u> that she works so hard so that she can be the best.

The twin sisters are like <u>two peas in a pod.</u>

The mother's soft voice was <u>music</u> to the baby's ears.

I do not like him because he is a <u>shady</u> character.

Common Core Standard: L.4.5.a

MEASUREMENT PROBLEM SOLVING

29
MATH

1. Finley's mother bought soda for her slumber party that has 10 people. Her mother bought 6 liters of soda. How many milliliters of soda can each child have?

Answer

2. Miss Erker is passing out equal lengths of ribbon for a class craft. She has a total of 35 feet of ribbon and 20 students. How many inches of ribbon should each student get?

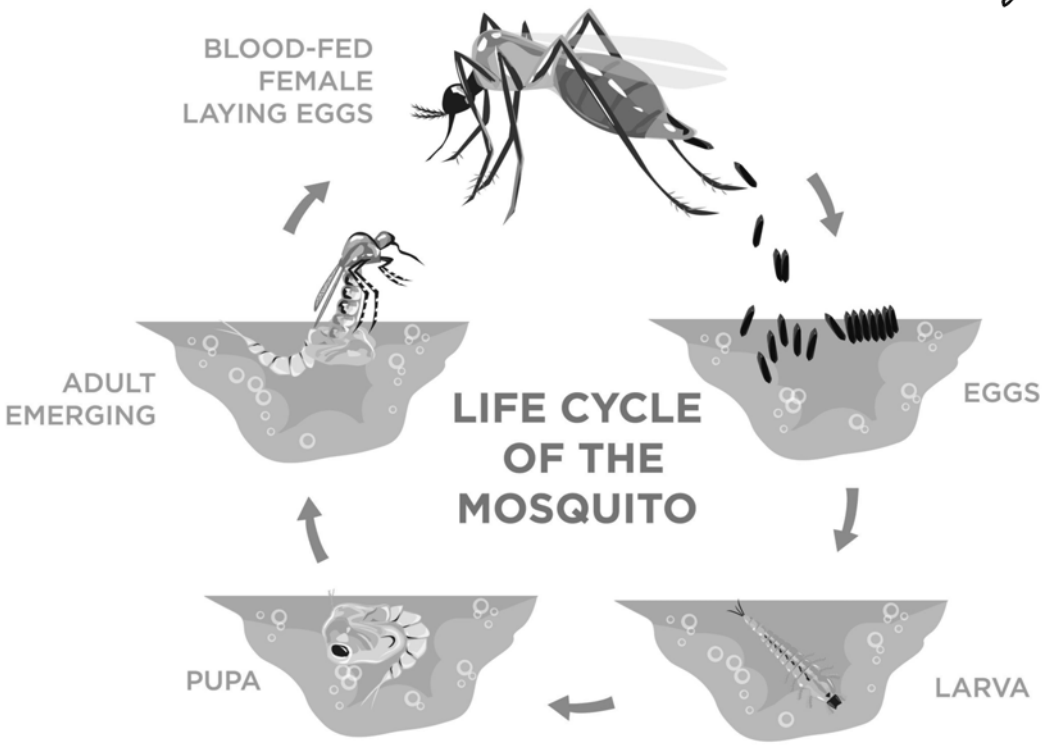
Answer

Common Core Standard: 4.MD.2

UNDERSTANDING DIAGRAMS

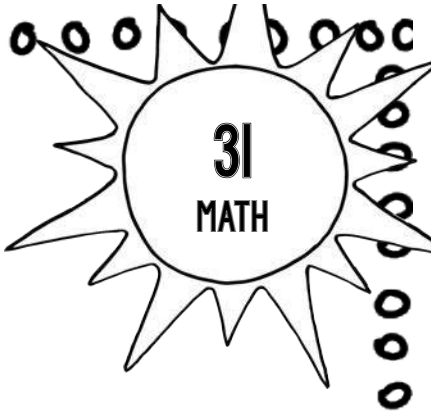
30 READING

Directions: The diagram below shows the life cycle of a mosquito. Study the diagram. Then, write a paragraph with at least five sentences explaining the mosquito life cycle.



Common Core Standard: RI.4.7

ADDING AND SUBTRACTING



Add.

425 +274	566 +529	767 +726
529 +977	242 +986	325 +269

Subtract.

396 -169	982 -535	506 -423
529 -289	329 -185	542 -106

Common Core Standard: 4.NBT.4

OPINION WRITING

Do you think schools should have soda machines and vending machines with snacks that kids can buy? Why or why not?

Introduction (1 sentence)_____

_____

Reason #1 (2 or more sentences)_____

_____

_____

_____

_____

Reason #2 (2 or more sentences)_____

_____

_____

_____

_____

Reason #3 (2 or more sentences)_____

_____

_____

_____

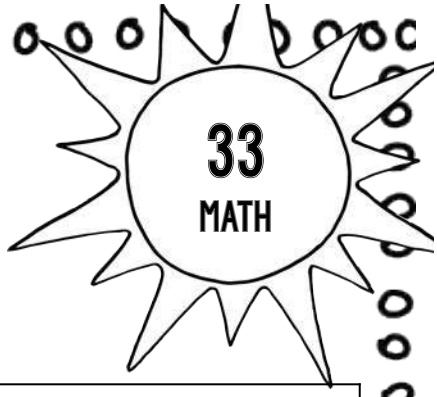
_____

Conclulsion (1 sentence)_____

_____

Common Core Standard: W.4.1.A

PROBLEM SOLVING



A pet shelter had fifty puppies when another six were brought in. If nine puppies a day are adopted, how long would it take for them to all be adopted?

Show your work	Write the equations that match this story.
	Answer

The city soccer club has thirteen new members and fifty-two returning members. If they break up into teams of eleven players, how many complete teams would there be?

Show your work	Write the equations that match this story.
	Answer

Common Core Standard: 4.OA.3

COMMON EXPRESSIONS

Directions: Explain what the following sentences mean in your own words.

The early bird gets the worm.

Don't put all your eggs in one basket.

A watched pot never boils.

It's raining cats and dogs.

Common Core Standard: L.4.5.b

MULTIPLICATION WITH AN AREA MODEL

35 MATH

Directions: Write and solve the multiplication equations that match the area models below.

1.

	30	3
20	600	60
4	120	12

equation

answer

2.

220
220
220

equation

answer

Solve.

3. $3,486 \times 4$

4. 34×38

5. $5,604 \times 6$

Common Core Standard: 4.NBT.5

CONTEXT CLUES

36
LANGUAGE

Directions: Use the context clues to determine the meaning of the underlined word in each sentence.

1. **The Hopi lived in single-family houses, but Iroquois families lived in a <u>longhouse</u>.**

   A <u>longhouse</u> was: _____

   Use the word in your own sentence: _____

   _____

2. **The principal needed to <u>curtail</u> his speech to the school because it was almost 3:15, and the students needed to go home.**

   <u>Curtail</u> means: _____

   Use the word in your own sentence: _____

   _____

3. **Jimmy was <u>oblivious</u> to his baby sister's crying because he had headphones in and couldn't hear her.**

   <u>Oblivious</u> means: _____

   Use the word in your own sentence: _____

   _____

4. **The <u>laceration</u> on the girl's finger was so bad that she needed five stiches.**

   A <u>laceration</u> is: _____

   Use the word in your own sentence: _____

   _____

Common Core Standard: 4.L.4

MEASUREMENT PROBLEM SOLVING

37
MATH

1. Brian is building a wood frame around a window in his house. If the window is 4 feet by 5 feet, how much wood does he need for the frame?

Answer

2. If you draw a rectangle that has a width of 12 centimeters and an area of 48 centimeters, what is the length of the rectangle?

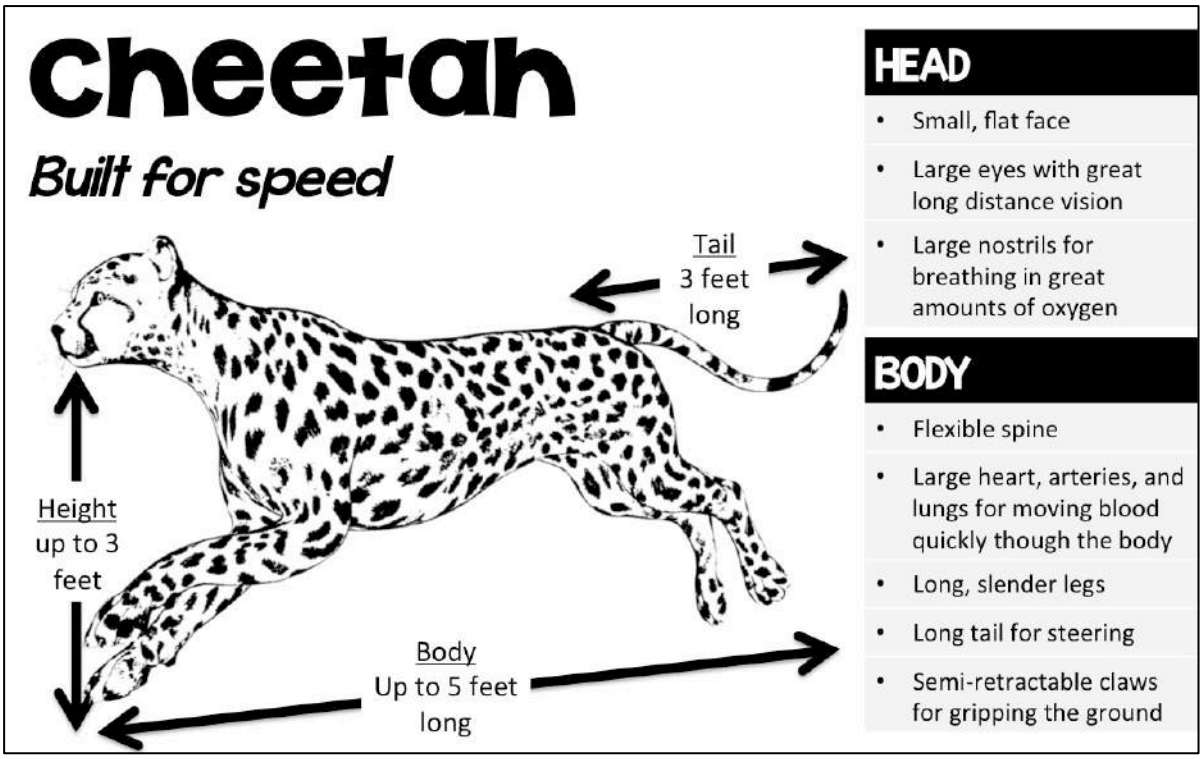
Answer

Common Core Standard: 4.MD.2

UNDERSTANDING DIAGRAMS

38
READING

Directions: The diagram below shows how the body of a cheetah helps it run so fast. Study the diagram. Then, write a paragraph with at least five sentences explaining why a cheetah can run so fast.



Common Core Standard: RI.4.7

MULTIPLICATION WITH AN AREA MODEL

39 MATH

Directions: Write and solve the multiplication equations that match the area models below.

1.

	20	3
10	200	30
3	60	9

equation

answer

2.

	10	2
70	700	140
2	20	4

equation

answer

Solve.

3. 4,204 × 5

4. 67 × 28

5. 2,523 × 7

Common Core Standard: 4.NBT.5

RELATIVE PRONOUNS

Directions: Use the given words/phrases at least one time in a sentence.

WHO _____

_____

WHOSE _____

_____

WHOM _____

_____

WHICH _____

_____

THAT _____

_____

WHERE _____

_____

WHEN _____

_____

WHY _____

_____

Common Core Standard: L.4.1.A

MULTIPLICATION PROBLEM SOLVING

41
MATH

1. This week, I ate three times as many bananas as last week. Last week, I ate two bananas. How many bananas did I eat this week?

Write a multiplication equation to match this story.	Answer

2. I have four times as many stuffed animals as my little sister. She has four Barbie dolls and six stuffed animals. How many stuffed animals do I have?

Write a multiplication equation to match this story.	Answer

3. Alyssa has seven sharp pencils in her pencil case. She has three times as many dull pencils in her pencil case. How many dull pencils does she have in her pencil case?

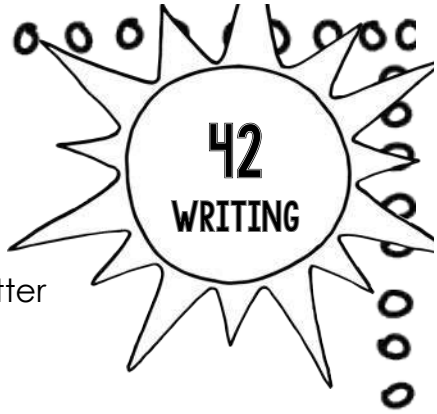
Write a multiplication equation to match this story.	Answer

4. James weighs five times as much as his dog. He weighs seven times as much as his cat. His dog weighs eleven pounds. How much does James weigh?

Write a multiplication equation to match this story.	Answer

Common Core Standard: 4.OA.1

OPINION WRITING



Do you think students should have a summer vacation, or is it better to have school that lasts all year long?

Introduction (1 sentence)_____

_____

Reason #1 (2 or more sentences)_____

_____

_____

_____

_____

Reason #2 (2 or more sentences)_____

_____

_____

_____

_____

Reason #3 (2 or more sentences)_____

_____

_____

_____

_____

Conclulsion (1 sentence)_____

_____

Common Core Standard: W.4.1.A

MEASUREMENT PROBLEM SOLVING

43
MATH

1. Megan leaves her house at 4:15 to go to soccer practice. It takes her 35 minutes to get there. Her practice is two hours long. Then, she drives home, which takes 40 minutes. What time does she get back home?

Answer

2. The teacher wants to make a fruit punch for the class party. She needs 30 quarts of juice. If there are 15 kids bringing in juice, how many pints should each person bring?

Answer

Common Core Standard: 4.MD.2

PROPER NOUNS

Proper nouns should begin with a capital letter. Circle the nouns that are proper nouns.

dog	melissa	house	cup	california	burger king
chevrolet	painting	starbucks	arizona	curtain	
coffee	pepsi	dress	dr. marvin	computer	alarm
paper	tyler	bill gates	restroom	jacket	pen

Write a proper noun to match each common noun. Be sure to begin your proper noun with a capital letter.

1. store: _____
2. city: _____
3. girl: _____
4. state: _____
5. boy: _____
6. restaurant: _____
7. teacher: _____
8. boy: _____

Write three sentences below. Each sentence must include at least one proper noun that begins with a capital letter.

1. _____

_____

2. _____

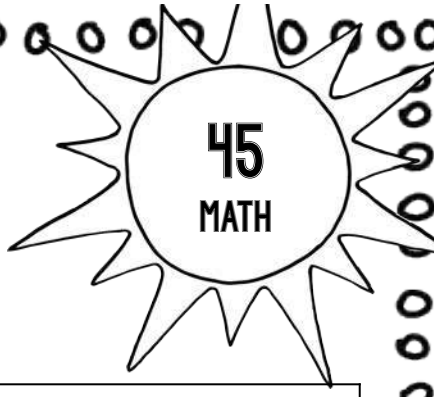
_____

3. _____

_____

Common Core Standard: L.4.2.a

PROBLEM SOLVING



1. Last week, a cake shop had orders for 36 carrot cakes, 77 chocolate cakes, 15 lemon cakes, and 15 vanilla cakes. If the 4 bakers each made nearly an equal number of cakes, about how many cakes did each baker bake?

Show your work	Write the equations that match this story.
	Answer

2. Mr. Snyder gave his four children $35 to split equally for each car they cleaned out. The children cleaned out 3 cars. Mr. Snyder does not have any coins. He only had dollar bills. How much money should each child get?

Show your work	Write the equations that match this story.
	Answer

Common Core Standard: 4.OA.3

METAPHORS AND SIMILIES

46
LANGUAGE

What does the underlined part of each sentence mean?

I was <u>as blind as a bat</u> when walking through the snow storm.

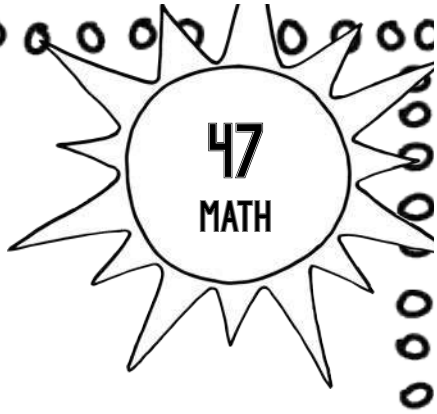
Last night I slept <u>like a log</u>.

I wore jeans to the party, and they made me stand out <u>like a sore thumb.</u>

Your explanation is <u>as clear as mud</u>.

Common Core Standard: L.4.5.a

ADDING AND SUBTRACTING



Add.

605 +282	356 +528	366 +626
528 +277	542 +766	825 +168

Subtract.

597 -169	785 -595	790 -423
668 -289	429 -286	762 -306

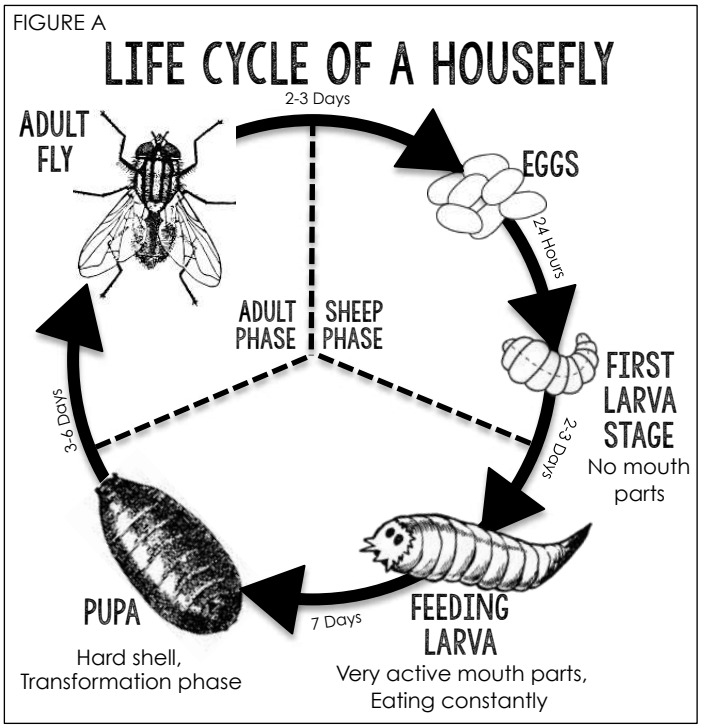
Common Core Standard: 4.NBT.4

48
READING

UNDERSTANDING DIAGRAMS

Directions: The diagram below shows the life cycle of a housefly. Study the diagram. Then, write a paragraph with at least five sentences explaining the housefly life cycle

FIGURE A



Common Core Standard: RI.4.7

MULTIPLICATION WITH AN AREA MODEL

49 MATH

Directions: Write and solve the multiplication equations that match the area models below.

1.

	20	5
20	400	100
6	120	30

_____ equation

answer

2.

	20	8
30	600	240
4	80	32

_____ equation

answer

Solve.

3. 8,026 × 7

4. 52 × 39

5. 3,724 × 4

Common Core Standard: 4.NBT.5

OPINION WRITING

Do you think kids should be required to learn a foreign language? Why or why not?

Introduction (1 sentence)_____

_____

Reason #1 (2 or more sentences)_____

_____

_____

_____

_____

Reason #2 (2 or more sentences)_____

_____

_____

_____

_____

Reason #3 (2 or more sentences)_____

_____

_____

_____

_____

Conclulsion (1 sentence)_____

_____

Common Core Standard: W.4.1.A

PARENT/GUARDIAN INSTRUCTIONS

GRADE 4

SUMMER Packet

PARENT / GUARDIAN PAGES

Let's get ready for 5th grade!

NOTE: Please check the child's work after completion. The following pages may be very helpful to you.

HOW TO USE THE PARENT/GUARDIAN PAGES:

The activities in this review pack are all related to the Common Core Standards. The student learned these skills in 4th grade and needs to maintain them in order to be successful in 5th grade. If you notice the student struggles with one of the activities, they should complete some extra practice. If you type in the standard number (e.g. "4.NBT.5"), you will usually find helpful online games or activities.

Each activity in the student pack should be completed independently by the student. Afterwards, an adult should check the answers using the answer keys or tips below.

EXERCISE NUMBER	**ANSWER KEYS** or **TIPS** for helping the student with these problems
1	TOP PROBLEM: When asked to make a number using all of the numbers included, they can make any number they like. The purpose of the problem is to practice writing numbers in the expanded form and in word form. "Expanded form" means breaking down the number into chunks of place value. For example, if the student chose the number 560,234, the expanded form is 500,000 + 60,000 + 200 + 30 + 4. The reason this skill is so important is that it can be helpful with mental math. For example, if someone is mentally adding 76 + 59, they could think, 70 + 50 + 6 + 9. The purpose of writing the number in "word form" is so that the student has practice saying/writing numbers that are six digits or more. BOTTOM PROBLEM: Answers – Greatest possible number = 754,320, Smallest possible number = 23,457. The purpose of this problem is to reinforce the concept of how place value works. *Common Core Standard: 4.NBT.2*
2	In 4th grade, students are expected to form and use prepositional phrases. In 5th grade, they will be expected to explain the function of each word in a sentence (nouns, verbs, adjectives, prepositional phrases, etc.), so it is essential that the student leaving 4th grade is able to use these phrases with confidence. *Common Core Standard: L.4.1.e*
3	Answer key: ① The equivalent fractions are 9/15 and 5x3/5x5 ② The equivalent fractions are 6x4/6x12 and 8/24 ③ The equivalent fractions are 4/20 and 2x4/10x4 ④ The equivalent fractions are 6/20 and 3x3/3x10 ⑤ Yes, the fractions ARE equal ⑥ No, the fractions are NOT equal ⑦ Yes, the fractions ARE equal ⑧ No, the fractions are NOT equal *Common Core Standard: 4.NF.1*
4	In 4th grade, the standards expected the student to interpret diagrams and explain their meaning. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. It may be helpful to suggest using words such as *first, next, then,* and *finally*. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student. *Common Core Standard: RI.4.7*

5

① 20 water stations
② $125

Common Core Standard: 4.MD.2

6

Answer Key:
①Run-on ②Fragment ③Run-on ④Correct ⑤Fragment ⑥Correct
A student who has completed 4th grade should consistently write in complete sentences. In addition, according to the standards, they are expected to recognize and correct incorrect fragments and run-on sentences.

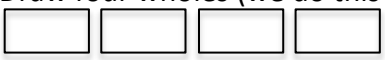
Common Core Standard: L.4.1.f

7

Answer Key:
① 2/1 or 2
② 25/7 or 3 and 2/7
③ 20/7 or 2 and 6/7
④ 1/2
⑤ 6/5 or 1 and 1/5
⑥ 14/5 or 2 and 4/5

The Hayden family should order three pizzas.

If a student struggles to multiply fractions, a visual model may be helpful. For example, for 4 x 2/3:
Step 1: Draw four wholes (we do this because we are finding 4 groups of 2/3):



Step 2: Break up the four wholes into thirds:

Step 3: Shade in 2/3 of each of your four wholes. The model below shows four groups of 2/3:

Step 4: Look at the model. How many thirds are shaded in total? In this model, eight thirds (8/3) are shaded. Remember, we are looking at how many THIRDS are shaded, which is why our denominator remains three. Many people get confused on this step because they look at how many of the four pieces of shaded, when they really need to focus on how many of the thirds are shaded.

Step 5: The answer is 8/3 or $2\frac{2}{3}$. You can check your model by moving the shaded pieces into whole groups:

We can see that we have two complete wholes and then an additional 2/3. The answer is 2 and 2/3.

This is a tricky concept, but it is imperative that the student understands what they are doing vs. completing an algorithm without complete understanding. If the student struggles, resist teaching them to multiply as a shortcut. There are some excellent free videos on the internet that may be beneficial if you do a search for "multiplying whole numbers by a fraction".

Common Core Standard: 4.NF.4

8

The student should write two descriptions – one of their idea of a perfect day, and another on what makes a good friend. The student should capitalize correctly and use standard punctuation. This assignment is also asking the student to circle all of the adjectives, or describing words. This is practice for identifying this part of speech.

9	As a 4th grader, the student was expected to be able to "Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division." Balancing these equations develops place value fluency. Answer Key: (TOP) **40** tens = 4 hundreds **20** tens = 2 hundreds **3** thousands = 300 tens **3** thousands = 30 hundreds **30** hundreds = 300 tens **5** hundreds = 50 tens **20** tens = 2 hundreds **400** tens = 40 hundreds **2** hundreds = 20 tens **90** hundreds = 9 thousands Answer Key: (BOTTOM) 70 = 7 x **10** 9 = 90 **÷ 10** 4,200 = 420 **x 10** 250 = 25 **x 10** 600 = 10 **x 60** 7,000 = 10 **x 700** 22 = 220 **÷ 10** 3,200 = 320 **x 10** 800 = 10 **x 80** 60 = 10 **x 6** *Common Core Standard: 4.NBT.1*
10	As a 4th grader, the standards expected the student to "Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase." Answer Key: Precipitation is rain or snow that falls. i.e. There has not been much precipitation this summer. Endothermic refers to animals that can generate their own body heat. i.e. A human is endothermic. A marsupial is an animal that carries its own baby in a pouch on its body. i.e. A kangaroo is a marsupial. Noxious means poisonous chemicals. i.e. Many cleaning products include noxious chemicals. *Common Core Standard: L.4.4.A*
11	As a 4th grader, the standards expected the student to "Fluently add and subtract multi-digit whole numbers using the standard algorithm." This means the student should be able to confidently add and subtract quickly and accurately. Many students use the traditional algorithms (borrowing and carrying). Other students may use non-traditional algorithms (i.e. adding with expanded form). The key is that the student is solving quickly and accurately. Answer Key: ROW 1: 1,210; 1,301; 1549 ROW 2: 880; 1,235; 1158 ROW 3: 798; 95; 252 ROW 4: 170; 243; 436 *Common Core Standard: 4.NBT.4*
12	The following 16 words should be circled: Row 1: Charlotte's Row 2: Web Fern Row 3: Wilber Row 4: Charlotte Row 5: Wilber, Charlotte's Web Row 6: (nothing) Row 7: Children's Guide Insects Spiders Row 8: (nothing) Row 9: Charlotte's Web Row 10: Charlotte's Web Row 11: (nothing) *Common Core Standard: L.4.2.A*

13	Rounding to the nearest thousand: 32,432 – 32,000 82,565 – 83,000 55,555 – 56,000 67,249 – 67,000 23,906 – 24,000 10,990 – 11,000 93,790 – 94,000 60,202 – 60,000 87,959 – 88,000 Rounding to the nearest hundred: 32,432 – 32,400 82,565 – 82,600 55,555 – 55,600 67,249 – 67,200 23,906 – 23,900 10,992 – 11,000 93,790 – 93,800 60,202 – 60,200 87,959 – 88,000 Rounding to the nearest ten: 32,432 – 32,430 82,565 – 82,570 55,555 – 55,560 67,249 – 67,250 23,906 – 23,910 10,992 – 10,990 93,792 – 93,790 60,202 – 60, 200 87,959 – 87,960 *Common Core Standard: 4.NBT.3*
14	In 4th grade, the standards expected the student to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student. *Common Core Standard: RI.4.7*
15	"Expanded form" means breaking down the number into chunks of place value. For example, if the student chose the number 560,234, the expanded form is 500,000 + 60,000 + 200 + 30 + 4. The reason this skill is so important is that it can be helpful with mental math. For example, if someone is mentally adding 76 + 59, they could think, 70 + 50 + 6 + 9. The purpose of writing the number in "word form" is so that the student has practice saying/writing numbers that are six digits or more. Answer Key: 608 = six hundred eight; 600 + 8 5,089 – five thousand eighty nine; 5,000 + 80 + 9 76,329 – seventy-six thousand, three hundred twenty-nine; 70,000 + 6,000 + 300 + 20 + 9 658,343 – six hundred fifty-eight thousand, three hundred forty-three; 600,000 + 50,000 + 8,000 + 300 + 40 + 3 3,452,621 – three million, four hundred fifty-two thousand, six hundred twenty-one; 3,000,000 + 400,000 + 50,000 + 2,000 + 600 + 20 + 1 *Common Core Standard: 4.NBT.2*
16	In 4th grade, the standards expected the student to directly quote text using the proper punctuation. For example: Something my teacher always says is, "your pencil is on the floor". *Common Core Standard: L.4.2.B*
17	Answer Key: ①. 6/5 or 1 1/5 ②. 8/5 or 1 3/5 ③.4/3 or 1 1/3 ④.2/1 or 2 ⑤.20/3 or 6 2/3 ⑥.12/5 or 2 2/5 ⑦.Miss Thompson needs four cups of sugar. This is a tricky concept, but it is imperative that the student understands what they are doing vs. completing an algorithm without complete understanding. If the student struggles, resist teaching them to multiply as a shortcut. There are some excellent free videos on the internet that may be beneficial if you do a search for "multiplying whole numbers by a fraction". In addition, the explanation I wrote on question #7 may be helpful. *Common Core Standard: 4.NF.4*

18	In 4th grade, the standards expected the student to "Recognize and explain the meaning of common idioms, adages, and proverbs." The phrases included here are common, and the student has likely heard them if they are a native English speaker. If necessary, the student may look up the phrases on the internet to find their meaning if unknown. *Common Core Standard: L.4.5.B*
19	As a 4th grader, the standards expected the student to "Fluently add and subtract multi-digit whole numbers using the standard algorithm." This means that the student should be able to confidently add and subtract quickly and accurately. Many students use the traditional algorithms (borrowing and carrying). Other students may use non-traditional algorithms (i.e. adding with expanded form). The key is that the student is solving quickly and accurately. Answer Key: ROW 1: 1,323; 734; 789 ROW 2: 1,562; 1008; 833 ROW 3: 389; 181; 530 ROW 4: 418; 351; 706 *Common Core Standard: 4.NBT.4*
20	In 4th grade, the standards expected the student to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. It may be helpful to suggest using words such as *first, next, then,* and *finally*. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student. *Common Core Standard: RI.4.7*
21	Answer Key: ① Equation 3x6=18, Answer 18 ② Equation 7x4=28, Answer 28 ③ Equation 5x3=15, Answer 15 ④ Equation 4x3=12, Answer 12 *Common Core Standard: 4.OA.1*
22	In general, when independent clauses in a compound sentence are joined by a coordinating conjunction, they are separated by a comma. The comma goes BEFORE the coordinating junction (and, so, but, etc.). An independent clause has a subject and a verb. *Correct Example: We washed the dog, and then we cleaned up the mess that he made.* *Incorrect Example: We washed the dog, and then cleaned up his mess.* The incorrect example does not have two independent clauses because the subject (we) is missing from the second part of the sentence. Answer Key: (I've underlined the subject and verb in each independent clause) <u>I want</u> to be a writer when I grow up, so <u>I work</u> really hard in writing class. <u>I want</u> to buy a new dress, but <u>I</u> don't <u>have</u> enough money. <u>It is</u> really sunny today, so <u>I think</u> I will wear my sunglasses. I don't like orange or red. (no need for a comma) <u>We picked</u> them up early, but <u>they</u> still <u>missed</u> their plane. *Common Core Standard: L.4.2.C*
23	Answer Key: ①< ②= ③> ④< ⑤> ⑥> ⑦< ⑧The fraction 8/10 is greater than 4/6. *Common Core Standard: 4.NF.2*

24	In 4th grade, the standards expected the student to choose words precisely based on their meanings. If words are unfamiliar to the student, they should be expected to use reference materials such as a dictionary or thesaurus. *Common Core Standard: L.4.3*
25	Answer Key: ①. 14/3 or 4 2/3 ②.12/5 or 2 2/5 ③.5/2 or 2 ½ ④.6/5 or 1 and 1/5 ⑤.10/7 or 1 and 3/7 ⑥. 4/3 or 1 and 1/3 ⑦.Martina runs 24 ½ miles in seven days. This is a tricky concept, but it is imperative that the student understands what they are doing vs. completing an algorithm without complete understanding. If the student struggles, resist teaching them to multiply as a shortcut. There are some excellent free videos on the internet that may be beneficial if you do a search for "multiplying whole numbers by a fraction". In addition, the explanation I wrote on question #7 may be helpful. *Common Core Standard: 4.NF.4*
26	The student should write an opinion piece about cell phones in schools, supporting his or her point of view with at least three reasons. The student should capitalize correctly and use standard punctuation. *Common Core Standard: W.4.1.A*
27	Answer Key: ①. The picture is equal to 2x4/2x6. ②. No, the fractions are not equal. ③. The picture is equal to the following four fractions: 2/5, 4x3/10x3, 4/10. ④. Yes, the fractions are equal. ⑤. Yes, the equation is true. *Common Core Standard: 4.NF.1*
28	In 4th grade, the standards expected the student to "Explain the meaning of simple similes and metaphors in context." The context should be a clue as to the meaning. *Common Core Standard: L.4.5.A*
29	Answer Key: ①. 600 mL ②. 21 inches for each student *Common Core Standard: 4.MD.2*
30	In 4th grade, the standards expected the student to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. It may be helpful to suggest using words such as *first, next, then,* and *finally*. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student. *Common Core Standard: RI.4.7*
31	As a 4th grader, the standards expected the student to "Fluently add and subtract multi-digit whole numbers using the standard algorithm." This means the student should be able to confidently add and subtract quickly and accurately. Many students use the traditional algorithms (borrowing and carrying). Other students may use non-traditional algorithms (i.e. adding with expanded form). The key is that the student is solving quickly and accurately. Answer Key: ROW 1: 699, 1095, 1493 ROW 2: 1506, 1228, 594 ROW 3: 227, 447, 83 ROW 4: 240, 144, 436 *Common Core Standard: 4.NBT.4*

32	The student should write an opinion piece about vending machines in schools, supporting his or her point of view with at least three reasons. The student should capitalize correctly and use standard punctuation. *Common Core Standard: W.4.1.A*
33	Answer Key: ①. 50+6 = 56 puppies, 56/9 is 6 with a remainder of 2, which is 7 days before they are all gone. ②. 13+52=65, 65/11 = 5 teams with a remainder of 10 players. The student should reason that this means there are 5 complete teams. *Common Core Standard: 4.OA.3*
34	In 4th grade, the standards expected the student to "Recognize and explain the meaning of common idioms, adages, and proverbs." The phrases included here are common, and the student has likely heard them if they are a native English speaker. If necessary, the student may look up the phrases on the internet to find their meaning if unknown. *Common Core Standard: L.4.5.B*
35	An area model is a picture that represents a multiplication problem. Many students prefer solving multi-digit multiplication problems using an area model instead of the standard algorithm. ①. This model shows 24 x 33 = 792 (the student can solve the problem by adding 600 +120 +60 +12) ②. This model shows 220 x 3 = 660 (the student can solve the problem by adding 220+220+220) ③. 13,944 ④. 1,292 ⑤. 33,624 *Common Core Standard: 4.NBT.5*
36	As a 4th grader, the standards expected the student to "Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase." Answer Key: A longhouse was <u>a Native American house shared by many Iroquois families.</u> i.e. More than one family lived in a longhouse. Curtail <u>means shorten the length.</u> i.e. My mom says I should curtail my TV watching. Oblivious means <u>someone does not notice.</u> i.e. I was oblivious to the loud music. A laceration is a <u>cut on the skin.</u> i.e. I got a deep laceration on my hand when I wrecked my bike. *Common Core Standard: L.4.4.A*
37	Answer Key: ①. 18 feet ②. 4 cm *Common Core Standard: 4.MD.2*
38	In 4th grade, the standards expected the student to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student. *Common Core Standard: RI.4.7*
39	An area model is a picture that represents a multiplication problem. Many students prefer solving multi-digit multiplication problems using an area model instead of the standard algorithm. ①. This model shows 13 x 23 = 299 (the student can solve the problem by adding 200+30+60+9). ②. This model shows 72 x 12 = 864 (the student can solve the problem by adding 700+140+20+4). ③. 21,020 4. 1,876 5. 17,661 *Common Core Standard: 4.NBT.5*

40	This activity is asking the student to practice using relative pronouns. In 4th grade, students are expected to use relative pronouns so that in 5th grade, they can explain the function of each word in a sentence (nouns, verbs, adjectives, relative pronouns, prepositional phrases, etc.). *Common Core Standard: L.4.1.A*
41	Answer Key: ① Equation 3x2=6, Answer 6 ② Equation 4x6=24, Answer 24 ③ Equation 3x7=21, Answer 21 ④ Equation 5x11=55, Answer 55 *Common Core Standard: 4.OA.1*
42	The student should write an opinion piece about summer vacation vs. year-long schools, supporting his or her point of view with at least three reasons. The student should capitalize correctly and use standard punctuation. *Common Core Standard: W.4.1.A*
43	Answer Key: ① She gets home at 7:30. ② Each student should bring 2 pints. *Common Core Standard: 4.MD.2*
44	All nouns are words naming people, animals, places, things, and ideas. Every noun can be further classified as either common or proper. Proper nouns always begin with a capital letter. Answer Key: The student should circle the following proper nouns: Melissa, California, Burger King, Chevrolet, Starbucks, Arizona, Pepsi, Dr. Marvin, Tyler, Bill Gates. *Common Core Standard: L.4.2.A*
45	① 36+77+15+15=143 total cakes, 143 cakes / 4 bakers = about 36 cakes each baker ② $35 x 3 = $105 total dollars, $105 / 4 children = $26.25. Since he only has whole dollar amounts, he probably paid each child $26. *Common Core Standard: 4.OA.3*
46	In 4th grade, the standards expected the student to "Explain the meaning of simple similes and metaphors in context." The context should be a clue as to the meaning. *Common Core Standard: L.4.5.A*
47	As a 4th grader, the standards expected the student to "Fluently add and subtract multi-digit whole numbers using the standard algorithm." This means that the student should be able to confidently add and subtract quickly and accurately. Many students use the traditional algorithms (borrowing and carrying). Other students may use non-traditional algorithms (i.e. adding with expanded form). The key is that the student is solving quickly and accurately. Answer Key: ROW 1: 887; 884; 992 ROW 2: 805; 1,308; 993 ROW 3: 428; 190; 367 ROW 4: 379; 143; 456 *Common Core Standard: 4.NBT.4*

48	In 4th grade, the standards expected the student to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. It may be helpful to suggest using words such as *first, next, then,* and *finally*. Beginning sentences with a capital letter and ending with the correct punctuation is definitely expected of a 4th grade student. *Common Core Standard: RI.4.7*
49	An area model is a picture that represents a multiplication problem. Many students prefer solving multi-digit multiplication problems using an area model instead of the standard algorithm. ①. This model shows 26 x 25 = 650 (the student can solve the problem by adding 400+100+120+30) ②. This model shows 34 x 28 = 952 (the student can solve the problem by adding 600+240+80+32) ③. 56,182 ④. 2,028 ⑤. 14,896 *Common Core Standard: 4.NBT.5*
50	The student should write an opinion piece about requiring students to learn foreign languages, supporting his or her point of view with at least three reasons. The student should capitalize correctly and use standard punctuation. *Common Core Standard: W.4.1.A*

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