4th Grade Supply List

Welcome to 4^{th} Grade! I know that my students will have a very productive year, and I am very excited to get to know you and work with you.

Please bring in your supplies on DAY ONE to ensure that we are ready to work. Also, please come in on the FIRST day with the summer assignments. Your supplies should have your name but do not label any subjects. Also enclosed are important papers to be filled out and returned.

God bless you, and have a great, safe summer vacation!

If you have any questions or concerns, you may contact me at pudasco@mtcarmelschoolmiddletown.org

Mrs. Udasco



- 4 boxes of soft tissues
- 4 container Clorox/Lysol counter wipes
- 3 boxes of #2 pencils sharpened
- 1 soft pencil case
- 1 **plastic** pencil box (to hold supplies) standard ruler
- 24 pack of crayons (no markers or colored pencils)
- 1 black Sharpie marker
- 2 glue sticks

student scissors

- 2 highlighters
- 3 book sox to cover textbooks

Clear adhesive for covering workbooks (keep at home - workbooks will be sent home to be covered)

- 2 packages of loose-leaf paper, WIDE-ruled only
- 3 two-pocket folders
- 1 PLASTIC folder with clasps

5 WIDE-ruled (not college-ruled) notebooks (no spirals)

Contact paper- a clear adhesive for covering workbooks (keep at home – workbooks will be sent home to be covered)

*Please send only the specific supplies listed. I will send home any items not listed on the supply list as they become distractions.







day of school. HTH Grader_

PARENT CONTACT SHEET

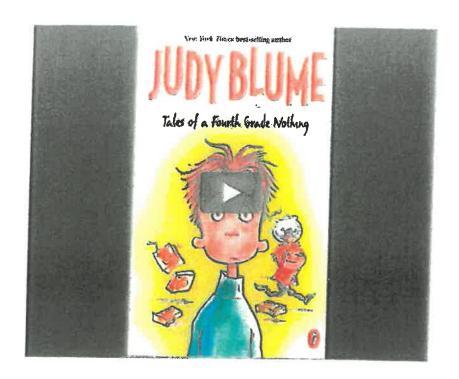
Please fill out the information below and be sure to circle your preference of communication throughout the year.

Parent's Name______
Parent's Signature_____

	Preference									
Home #	1 2 3 4									
Cell #	1 2 3 4									
Work #	1 2 3 4									
Email	1 2 3 4									

Parent's Name______
Parent's Signature_____

	Preference									
Home #	1 2 3 4									
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Fourth Grade Summer Reading Assignment

Students entering the 4th grade will read Judy Blume's <u>Tales of a Fourth Grade Nothing</u>. This is a book your child is sure to enjoy with its many twists and turns! Attached you will find chapter questions to be answered and turned in on the first day of school. Sometime during the first week upon return, students will be given a test on the novel.

Happy Reading and have a safe and fun summer!

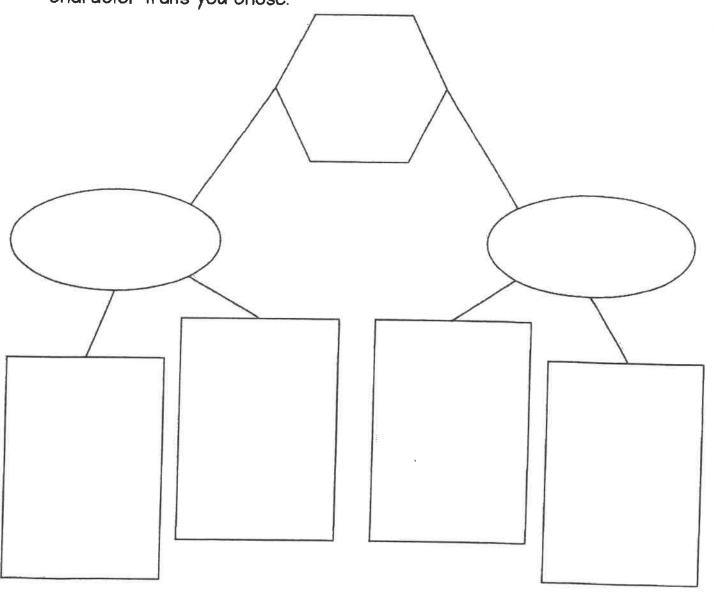
Name:	Chapter 2
<u>Directions</u> : Answer each question in complete sentences. story to provide evidence for your thinking.	Look back in the
 Why does Fudge need to sleep in Peter's room? 	
a) Mr. and Mrs. Yarby will be sleeping in Fudge's	room.
b) Peter's parents want to turn Fudge's room bo	ack into the den.
c) Fudge is too scared to sleep alone.	
2. Give two reasons why Peter doesn't like sleeping with Fi	udge.
	-
Make an inference: Why do you think Peter's mom fed F kitchen before Mr. and Mrs. Yarby arrived?	udge in the
4. The title of this chapter is Mr. and Mrs. Juicy-O. What wou titled this chapter if you were the author?	ld YOU have
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Vame:	Chapter 4: Character Map
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Directions: Complete the Character Map for one character in the story.

- a) HEXAGON Write the character's name in the hexagon at the top.
- b) OVALS Think about this character's attitude and choices in the story so far. Write one character trait in each of the ovals.
- c) RECTANGLES Write a *text detail* in each rectangle that supports the character traits you chose.



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N	ame:	chapter ions: Answer each question in complete sentences. Look back in the to provide evidence for your thinking. scribe how Peter helps the dentist. ccribe how Peter helps his mom at the shoe store. coribe how Peter helps his mom at the shoe store. coribe the word that you think best describes Peter's mom. Then, port your choice with 2 details from the text. patient frustrated unfair	
<u>Di</u> sta	rections: Answer eact ory to provide evidenc	n question in complete sent e for your thinking.	ences. Look back in the
1.	Describe how Peter h	nelps the dentist.	
-			
2.	Describe how Peter h	elps his mom at the shoe st	ore.
 3.	Choose the word that	you think best describes Pe	eter's mom. Then
	support your choice w	rith 2 details from the text.	nor 3 mom. Men,
	patient	frustrated	unfair
n d z			

2. Continue the short summary of wh Fudge to be in his commercial. First, First, Mr. Vincent de commercial. He tells	———— Chapter 8
<u>Directions</u> : Ans story to provide	wer each question in complete sentences. Look back in the evidence for your thinking.
 Why is Peter reasons. 	r looking forward to staying home with his father? Give 3
2. Continue the Fudge to be	e short summary of what happened after Mr. Vincent chose in his commercial.
First,	First, Mr. Vincent decides he wants Fudge to be in the commercial. He tells Mr. Denberg and Fudge's dad. Fudge's dad is worried about it!
Next,	
Then,	
After that,	
In the end,	
I Amanda Garcia 2014	25

Í	Name:Chapter
S	<u>Pirections:</u> Answer each question in complete sentences. Look back in the tory to provide evidence for your thinking.
1	. Why does Peter say that he'll never forget May 10 th ?
	How did you fool so you so ad this about 0. Did
۷.	How did you feel as you read this chapter? Did you laugh? Did you feel sad? Anxious? Explain your feelings and what parts of the chapter made you feel this way.
_	
3.	Port 1: Why is this start and Tally of Tally of the start and the start
J.	Part 1: Why is this story called Tales of a Fourth Grade Nothing? Who is the "fourth grade nothing?"
	29

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Fourth Grade Math Summer Work

Enclosed, please find the Math summer work for students entering the 4th grade in the 2022-2023 school year.

First, students are being asked to master their multiplication facts 1-9. To do this, they are being provided with a facts sheet that includes answers for all facts 1-9. There are also several skill sheets attached. These sheets are not required, but can be copied at home and used to help students practice their multiplication facts throughout the summer. The more they practice the more fluent they will become. Upon returning to school, sometime within the first two weeks, students will be tested on their multiplication facts. This assignment is crucial in students maintaining their facts fluency, as it plays a large role in several math concepts that will be covered throughout the school year. Therefore, it is important students try to review their facts, at least weekly, throughout the summer.

In addition to this, students will be given a review packet to complete. This packet reinforces the key concepts and standards taught in third grade. It is intended to be completed throughout the course of the summer and will help students to maintain their skills, so that they are ready to pick up where they left off, upon returning in September. This packet is due back to school on the first day, and should be completed in its entirety.

I hope you have a wonderful summer! I look forward to seeing everyone in September. Please feel free to reach out to me via email with any questions.

Sincerely,
Mrs. Vernooy
rvernooy@mtcarmelschoolmiddletown.ora

Recommended Websites and Apps

Free websites:

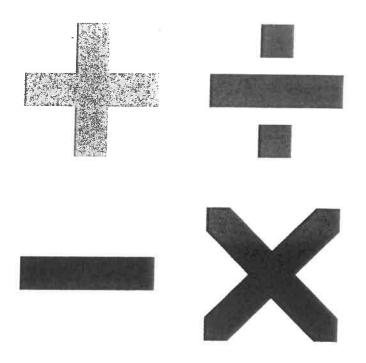
Name	Website
Greg Tang Math	gregtangmath.com
Calculation Nation	http://calculationnation.nctm.org/
Illuminations	http://illuminations.nctm.org/
Mathbreakers	https://mathbreakers.com
Addition & Subtraction Math Magician	http://www.oswego.org/ocsd- web/games/Mathmagician/mathsadd.html http://www.oswego.org/ocsd- web/games/Mathmagician/mathssub.html
Fact Monster (flashcards)	http://www.factmonster.com/math/flashcards.html

Websites that require a subscription:

* Name	Website	Description
DreamBox	dreambox.com	An adaptive, individualized learning website.
ixl	www.ixl.com	A website that provides practice with topics organized by grade level or by standard (check privacy policy)

Apps:

- Name that Number Also known as Target, using addition & subtraction to reach a target number
- Kakooma addition challenges in puzzle format
- · King of Math Various types of math problems
- Baseball Multiplication single digit multiplication
- Beat the Computer single digit multiplication
- Thinking Blocks Model and Solve Word Problems (multiple types)
- <u>Divisibility</u> Multiplication and Division game



Review Packet

Name: _____ Place Value Write the numerals below in expanded form. 748 = _____ 3,195 = _____ 62,014 = _____ Write the numbers in standard (number) form. 800 + 20 + 6 = _____ = 3.000 + 500 + 90 + 120,000 + 8,000 + 500 + 10 + 5 = _____ Use <, >, or = to make the statements true. **a.** 35.204 | 35.402 **b**. 6,991 | 9,601 **c.** 259,242 260,321 **d.** 39 + 41 38 + 41 Rounding numbers: 13,328 1.804 to the nearest 10 to the nearest 10 _____ to the nearest 100 _____ to the nearest 100 _____ to the nearest 1,000_____

Place Value

Write the numerals below in expanded form.

382 = _____

5,104 = _____

55,291 = ____

Write the numbers in standard (number) form.

600 + 10 + 9 = _____

= 9,000 + 300 + 50 + 8

60,000 + 7,000 + 400 + 30 + 2 =

Use <, >, or = to make the statements true.

- **a.** 44,692 | 44,962
- **b**. 5,291 2,291
- **c.** 349,899 350,125 **d.** 199 + 102 201 + 99

Rounding numbers:

5,314 25,695 to the nearest 10 _____ to the nearest 10 _____ to the nearest 100 _____ to the nearest 100 _____ to the nearest 1,000_____

Addition and Subtraction

Solve the problems below using any efficient strategy.

Addition and Subtraction

Solve the problems below using any efficient strategy.

Solving Story Problems

a. The 2nd and 3rd grade classes want to raise \$500 for an animal shelter. The 2nd grade class has raised \$255. The 3rd grade has raised \$213. Did they reach their goal? If not, how much more money do they need to raise?

b. Joey and his brother collected shells all summer at the beach. At the end of the summer Joey had 615 shells, which was 125 more than his brother. How many shells did they collect altogether?

c. Ms. Sen brought in 5 bags of candy to fill the estimation jar. The estimation jar had 60 candies in it. How many candies were in each bag?

d. The 32 3rd grade students went on a field trip to see 101 Dalmatians. Each car could fit 4 students. How many cars did they need to take?

e. Ella was making necklaces to sell. She put 8 beads on each necklace. She made 10 necklaces. She sold each necklace for \$3.00. How much money did she earn?

Solving Story Problems

a. A school was giving a pizza party to the class that raised the most money for a charity. The school's goal was to raise \$1,000. The 4th grade came in second by raising \$375, which was \$152 less than the winning grade. How much did the winning grade raise?

b. At the bake sale, candies were sold in bags of 10. 9 bags were sold at recess. 8 bags were sold at lunch. How many candies were sold that day?

c. Ella and her two brothers were making lemonade for her stand. They earned \$18 dollars in the morning and \$15 dollars in the afternoon. If they shared the earnings equally, how much money did each child get?

d. For Matty's birthday party, they needed 56 slices of pizza. If a large pizza comes with 8 slices, how many pizzas did they need to order?

e. Ella was making lemonade for her stand. She put 9 lemons in each batch. She made 7 batches of lemonade. How many lemons did she use?

Multiplication

a.
$$8 \times 6 =$$

b.
$$5 \times 9 =$$

c.
$$7 \times 8 =$$

d.
$$2 \times 11 =$$

f.
$$4 \times 6 =$$

Multiplication

a.
$$4 \times 3 =$$

c.
$$7 \times 8 =$$

d.
$$2 \times 11 =$$

e.
$$5 \times 5 =$$

g.
$$3 \times 6 =$$

$$1.3 \times 5 =$$

Division

a.
$$42 \div 6 =$$

c.
$$24 \div 4 =$$

d.
$$60 \div 5 =$$

f.
$$36 \div 4 =$$

f.
$$35 \div 5 =$$

g.
$$54 \div 9 =$$

h.
$$32 \div 8 =$$

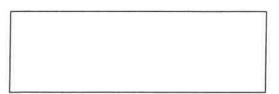
k.
$$24 \div 6 =$$

I.
$$18 \div 3 =$$

Fractions

1. What fraction of the figure below is shaded? Write two fractions that show how much of the figure is shaded.

2. Shade the figure below to show 3/4.



- **3.** Use <,>, or = to compare the fractions below.
- $Q. \frac{4}{5} \qquad \boxed{\qquad \frac{3}{5}}$
- b. $\frac{2}{6}$ $\frac{2}{7}$
- $C.\frac{1}{5} \qquad \boxed{\qquad \frac{3}{4}}$
- 4. Explain how you know which is bigger in c.

Measurement

a. What time is showing on the clock?



In 1 hour and 15 minutes it will be:

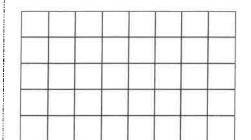
b. Measure the line segment below to the nearest quarter inch.

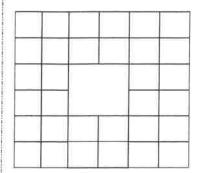
________ The line is ______.

______ The line is ______.

Extend: Measure items around your home.

c. What is the area of the figures below?





Measurement

a. What time is showing on the clock?



It is ______ In 73 minutes it will be: _____

b. Measure the line segment below to the nearest quarter inch.

The line is _____.

The line is ______.

- c. Find an item 4 ½ inches long. What is it?______
- d. Find an item 12 1/4 inches long. What is it? ______
- e. How much fence is need to enclose the garden below?

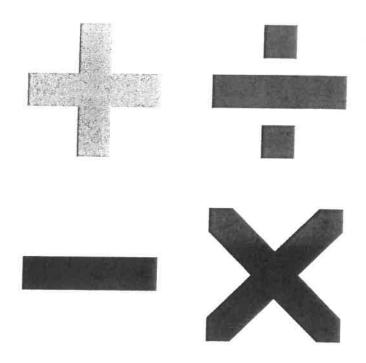
6 in.

3 in.

f. What is the perimeter of the shape below? _____

Geometry Label the 2-D shapes:	
Draw a rectangle:	
Compare a square and a rhon	nbus.

What makes a rectangle, a rectangle?



Facts Practice

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Multiplying by 0, 1, 2, 5 and 10 (A)

Name: _____ Date:

Calculate each product.

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Multiplication Facts to 81 (A)

Determine each product.

3 × 7	_	_	5 _× 3	6 ×3	3 ×1	9 _×3	4 <u>×3</u>	5 <u>×3</u>	3 <u>×3</u>
3	8	3	9	3	5	3	7	3	3
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<u>×1</u>	× 3	× 3	×3	× 9	×3	<u>× 3</u>	_×3	× 4	×3
3	9	4	8	3	3	3	1	3	6
× 7	× 3	× 3	×3	×3	× 5	× 2	×3	×1	× 3
3	3	3	3	7	3	3	3	3	3
_×6	×5	× 9	×1	_×3	×8	× 4	×3	× 2	_×8
8	6	3	2	1	7	3	4	9	5
<u>× 3</u>	×3	× 5	×3	×3	×3	×3	×3	× 3	×3
6	1	3	3	4	3	7	3	8	1
×3	×3	×3	×9	× 3	× 2	×3	×5	×3	_×3
1	5	2	4	8	6	9	3	7	9
×3	× 3	×3	×3	×3	× 3	× 3	×3	× 3	×3
3	3	9	3		8	4	3	6	1
×3	× 7	×3	× 2		×3	× 3	×5	× 3	×3
3		. 7	3	3	7	3	2	3	3
× 5		×3	× 6	×8	× 3	× 9	×3	× 3	× 1

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Solve each problem.									
9	10) 4	3	0	6	10	0 5	10) 7
<u>×6</u>	× 7	×5	×5	×3	×8	×		× (
		\					_		
7	7	4	2	0	6	10) 9	1	4
×8	×3	×5	×6	×8	×4	× 2		×9	×1
	·				·			~	^1
1	4	6	2	10	10	7	10	6	10
$\times 1$	<u>×8</u>	<u>×5</u>	<u>×1</u>	<u>× 2</u>	×10	×0	× 1	×7	× 3
4	6	5	10	1	9	3	2	7	4
<u>×8</u>	<u>×7</u>	<u>×8</u>	<u>× 4</u>	<u>×7</u>	<u>×6</u>	×9	×8	×5	×6
									-
6	9	7	8	4	1	2	5	10	10
<u>×2</u>	×9	×3	×3	×9	×8	×5	×1	× 3	× 4
	-		********					~	^ +
2	6	7	8	7	8	5	7	1	5
<u>×3</u>	×6	×4	×9	×9	×5	×5	×8	×6	× 9
						-			
10	5	4	2	3	1	10	9	8	7
<u>× 1</u>	<u>×3</u>	<u>×4</u>	<u>×3</u>	<u>×3</u>	×2	× 6	×3	×8	× 2
									
2	6	3	7		1	4	2	9	.0
$\times 2$	$\times 1$	×8	<u>×4</u>	×4	×7	×2	×5		×6

0	7	5	9	4	6	6	10	10	3
<u>×4</u>	<u>×2</u>	$\times 0$	×5	×3		×8		× 5	
									~1
9	6	7	9	2	4	10	2	10	5
<u>×8</u>	<u>×5</u>	<u>×7</u>	×4	×0		× 5		× 7	×7
		,		9					