

Rising 4th Grade Summer Assignments

Summer Work

In addition to the assignments listed below, your child may work on other skills in IXL. At the end of the year, your child's IXL study plan was updated with their most recent MAP scores, resulting in an updated study plan. This study plan uses student MAP scores to identify gaps in learning, then assigns tasks to help develop those missing skills. Each lesson will have examples and most will have videos to help with understanding. Students should work toward a SmartScore of 80.

Math

Fourth Grade mathematics continues to build on concepts that students have learned in 3rd grade. In order to be ready for 4th grade math, students will work on IXL skills that have been cultivated to provide a solid foundation for the coming year. Additionally, students need to continue to work on their multiplication facts. Almost everything we do in 4th grade math requires knowledge of multiplication facts; students who do not know them are at a distinct disadvantage all year. Even those who know them should continue to review them over the summer to avoid forgetting them. There are many ways to review: flashcards, tablet apps, online games (99math.com is a free one that tracks what they have accomplished).

In order to access the IXL skills (next page), use the search box on the app or the website. You will search for the 3-character skill code; that is the fastest way to locate the correct skill. You will not need to turn anything in when we return; all scores will be saved in your child's account. For each skill, work toward a SmartScore of 80 or higher (80 is considered proficiency). You may use the skills chart on the next page to check off each one as it is completed. Your child will use the same login they used in 3rd grade; if you do not have this information, please contact the office.

Name:

Grade:

IXL Skills:

Day	Skill	Skill code	Completed
1	Multiplication facts for 6,7,8,9	XT7	
2	Measurement word problems	VPW	
3	Subtract across zeros	93U	
4	Division facts up to 10	MPV	
5	Multiplication and Division word problems	85K	
6	Match fractions to models	YHL	
7	Find equivalent fractions using area models	6DY	
8	Round to the nearest ten or hundred	Q65	
9	Two-step word problems:identify reasonable answers	V5A	
10	Multiply by a multiple of ten	MS6	
11	Find equivalent fractions using number lines	JL8	
12	Multiplication facts for 6,7,8,9:sorting	TZ7	
13	Graph and compare fractions with like denominators	63U	
14	Use bar graphs to solve problems	BCJ	
15	Graph and compare fractions with like numerators	ZPD	
16	Draw squares, rectangles, rhombuses, etc.	5KS	
17	Perimeter of rectilinear shapes	65Z	
18	Find the area of rectangles and squares	8KJ	
19	Division facts up to 10:sorting	CYJ	
20	Two-step multiplication and division word problems	8FP	

Reading

Students will choose a novel from the following list to read:

- Blackwood, Gary. *The Shakespeare Stealer*
- Burnett, Frances Hodgson. *The Secret Garden*
- Carroll, Lewis. *Alice's Adventures in Wonderland*
- Dahl, Roald. *Charlie and the Chocolate Factory*
- D'Aulaire, Ingri & Edgar. *Leif the Lucky*
- Daugherty, James. *The Magna Charta*
- de Angeli, Marguerite. *The Door in the Wall*
- Du Bois, William Pene. *Twenty-one Balloons*
- Estes, Eleanor. *Ginger Pye*
- Henry, Marguerite. *King of the Wind*
- Green, Roger Lancelyn. *King Arthur and His Knights of the Round Table*
- Konigsburg, E. L. *From the Mixed-Up Files of Mrs. Basel E. Frankweiler*
- Lewis, C. S. *Prince Caspian*
- Norton, Mary. *The Borrowers*
- Prum, Deborah M. *Rats, Bulls, and Flying Machines*
- Rebsamen, Frederick. *Beowulf*
- Sis, Peter. *Starry Messenger: Galileo*
- Stanley, Diane and Peter Vennema. *Bard of Avon*
- Stanley, Diane. *Joan of Arc*
- Vernon, Louise A. *Thunderstorm in the Church*
- White, E. B. *The Trumpet of the Swan*
- Alexander, Lloyd. *The Book of Three*
- Armstrong, William. *Sunder*
- Babbitt, Natalie. *Tuck Everlasting*
- Burnett, Frances H. *A Little Princess*
- Carlson, Natalie. *The Family Under the Bridge*
- Estes, Eleanor. *The Hundred Dresses*
- Knight, Eric. *Lassie Come-Home*
- L'Engle, Madeleine. *A Wrinkle in Time*
- Lenski, Lois. *Prairie School*
- Lenski, Lois. *Strawberry Girl*
- Lowry, Lois. *Number the Stars*
- McSwigan, Marie. *Snow Treasure*
- Seredy, Kate. *The Good Master*
- Speare, Elizabeth. *The Sign of the Beaver*
- Taylor, Sydney. *All-of-A-Kind Family*
- Thurber, James. *Many Moons*
- Verne, Jules. *20,000 Leagues Under the Sea*
- Wilson, N. D. *100 Cupboards*
- Farley, Walter. *The Black Stallion*
- Funke, Cornelia. *Inkheart*
- George, Jean C. *My Side of the Mountain*
- Grahame, Kenneth. *The Reluctant Dragon*
- Hanes, Mari. *Two Mighty Rivers*
- Jacques, Brian. *Redwall*
- Lofting, Hugh. *The Voyages of Dr. Dolittle*
- Morey, Walt. *Gentle Ben*
- Peretti, Frank. *The Cooper Kids Adventure*
- Riordan, Rick. *The Lightning Thief*
- Smith, Dodie. *The 101 Dalmations*
- Street, James. *Good-bye My Lady*
- Travers, P. I. *Mary Poppins*
- Wilson, N. D. *Leepike Ridge*
- Adamson, Joy. *Born Free*
- Alcott, Louisa May. *Little Women*

- Burnford, Sheila. *The Incredible Journey*
- Field, Rachel. *Calico Bush*
- Lawson, Robert. *Ben and Me*
- Robertson, Keith. *Henry Reed, Inc.*
- Sewell, Anna. *Black Beauty*
- Sidney, Margaret. *Five Little Peppers*

After reading the novel, students will choose one of the following options for sharing their novel. These may be done in physical hard copy or in digital or online format (you have access to Google Docs, Sheets, Slides, and Sites through your school email address). Any digital or online projects need to be submitted to the teacher's email when school begins.

- Book cover analysis/design - Take a close look at several book covers and make a list of common elements, such as the title, author, images, book blurbs, etc. List some examples that were effective and some that were less successful. Then, design a cover for the book you read. Be able to explain the elements you chose to include and how they relate to the book.
- Book trailer - Almost everybody has seen a movie trailer that made them really want to see the movie. Create a similar trailer for the book you read. There are many choices for free video editing software—including WeVideo, Windows Movie Maker, and iMovie—that you can use to create transitions, add special effects, edit out mistakes, and add audio.
- Podcast - Create a podcast relating to your book. You could podcast from the perspective of a character or retell the book's story in a series of short episodes. You can easily record the audio for your podcast on a computer or smartphone. You can also use a free sound editing program—such as Audacity or GarageBand—to edit your recording. If you aren't familiar with podcasts, listen to podcasts such as Youth Radio and StoryCorps before creating your own.
- Comic strip or picture book - Condense the book you read into a comic strip/graphic novel or a picture book. Tell the whole story in the new format, not just one section of the book. You could read your book to younger students.
- Alternate ending - Have you ever loved a book, but wished it ended differently? Try rewriting the ending of the book you read. Then, explain why you made the change you did.
- Sequel pitch - Sometimes a book is so good, you just don't want to say goodbye to its characters. Pitch an idea for a sequel to the book you read as if you were speaking to the editor. Include a basic outline of the plot, any new characters, and an explanation of why the book deserves a sequel. Then, write the first chapter of the sequel.
- Board game - Create a board game about the book you read. For example, the game could advance players when they answer a question about the book or move players backward or forward based on problems and solutions from the book.
- Website for the book - Create a website for the book. Include pages for the characters, plot, and key elements of the story. Make sure to include student-created graphics. You can use a free website builder such as Google Sites (you have access to this through your school email address) and send the link when school begins.