



# EAST GREENWICH TOWNSHIP SCHOOL DISTRICT

SAMUEL MICKLE BUILDING, 559 KINGS HIGHWAY, MICKLETON, NJ 08056

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**Dr. James J. Lynch**, Superintendent  
**Gregory Wilson**, Business Administrator

**Lyn McGravey**, President of the Board of Education  
**Dr. Kimberley Chiodi**, Director of Curriculum & Instruction

June 19, 2018

Dear Parents or Guardians,

In an attempt to increase the retention of content knowledge over the summer, we are implementing a voluntary student summer study packet. This voluntary student packet will assist students in maintaining their skills over the summer and increasing preparedness for a successful September.

These packets have been developed by grade level teams of teachers and reviewed by both the principals and Director of Curriculum. The packets should take approximately three hours each to complete. We ask that you encourage your child to complete this voluntary packet sometime between the end of July and the opening of school. In addition, many of the packets include a suggested reading list for the summer. We encourage you to join with your child to read one or more of these books over the summer.

Teachers will collect the packets the first day of school. Teachers will review the packets, and the level of completion will assist teachers in planning their initial classes. Additionally, as an incentive for students to complete the packet, we are working on an appropriate reward to be given to students at the beginning of the school year. In order to participate in the incentive, a student must fully complete the packet and turn it into his or her teacher by 3:30pm on **Wednesday, September 19<sup>th</sup>**. We will send a Realtime reminder in both July and August.

These packets are posted for students on our website, the first tab under "Parents and Students". Please access the packet for your child's 2018-2019 grade level. Since the content is a review of major concepts, we ask that your child complete the packet independently. Also, although these packets are not mandatory, we ask that you encourage your child to complete the packet.

Thank you for your anticipated help and cooperation and should you have any questions, please do not hesitate to call your child's principal or Dr. Chiodi, Director of Curriculum and Instruction.

In closing, thank you for your support of our school district and have a safe and enjoyable summer.

Sincerely,

Dr. James J. Lynch,  
Superintendent

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Jeffrey Clark School Principal  
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Samuel Mickle School Principal  
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# Fourth Grade Summer Reading

## Steps to Successful Reading this Summer

Good readers practice reading every day! Find books you enjoy and read throughout the summer.

1. Read books at or above your grade level throughout the summer for at least an hour per week and record your reading on the log attached.
2. Choose a book (from the suggested list below or one of your choice) and choose one of the following reading activities to complete. Bring the completed activity to school on or before the due date. Student work will be reviewed for feedback and to plan for learning, but the project will not be a part of the first trimester grades. Students may be required to present their completed project to the class in either a whole group or small group setting. Completion of this project helps teachers learn about the students' abilities and help students continue to read over the summer.

### Book Options:

- **Fiction** book suggestions are listed below. You do NOT need to choose from the list below.
  - Magic Treehouse Series by Mary Pope Osborne (pick one book from the series)
  - A to Z Mysteries by Ron Roy (pick one book from the series)
  - Cam Jansen Series by David A. Adler (pick one book from the series)
  - Clementine by Sara Pennypacker
  - Frindle by Andrew Clements

Choose **one** of the following projects (Summary Poster or Cereal Box Report) to create upon completion of the **fiction** book:

### Summary Poster

- Using a full size poster board complete the following:
  - Setting Analysis:
    - The setting of the story should be the background of your poster.
  - Character Analysis:
    - Draw a picture of the main character in front of your setting.
    - Near the illustration of the main character write the following:
      - List three character traits and provide two sentences for each trait using text evidence. For example, "Ben is thoughtful. Throughout the story, he made pictures to help cheer up his mom when she wasn't feeling well. At the end of the story, he decorated the house to surprise his mom on her birthday."
  - Plot Analysis:
    - Write a five to eight sentence summary. You can use the "Somebody, Wanted, But, So, Then" model below as a guide for writing your summary.
      - Somebody: Who was the main character or person?
      - Wanted: What did the character or person want?
      - But:What was the problem?
      - So: How did the character or person try to solve the problem?
      - Then: What was the resolution or outcome? How did the story end?
    - Include an illustration of a major event from the story.

### Cereal Box Book Report

Students will decorate a real cereal box with illustrations and information related to the book they read using the directions below.

**Front of the Box :** Use a piece of white or light colored paper to cover the front of your cereal box (You will probably want to create the cover before gluing it on your box). Include the name of the cereal and a picture. Invent a name for the cereal that is related to the title of the book and sounds like a cereal. Do not use the exact title of the book. You may want to look at the attached page of real cereal boxes to get some ideas. Choose a shape for the cereal as well as colors and ingredients that all relate to the book. **For example, for Harry Potter and the Sorcerer's Stone, you might invent a cereal called Wizards' Wands, a toasted oat cereal in the shape of miniature lightning bolts.**

**Right Side:** Make a list of ingredients that includes the story elements **CHARACTERS** and **SETTING**. Under the heading "Ingredients", list the main characters and write a sentence about each one. Try to use a character trait to describe them. Then describe the setting. You can use the template attached or create your own and cover the side with white/light colored paper.

**Left Side :** Write a summary that describes the book. Try to use words that will "grab" readers' attention and make them want to buy your cereal. You can use the template attached or create your own and cover the side with white/light colored paper. Your summary must be three to five sentences.

**Back of the Box** Design a game that is based on the book. It can be a puzzle, a word search, a word scramble, a maze, a crossword puzzle, a hidden picture illustration, or any other fun activity that might be found on the back of a cereal box. Make sure it includes information from the book. (No template)

**Top of the Box:** Include the title, author, number of pages, and number of stars you would give this book if you were a book critic. Also, include your name. The maximum number of stars would be 5. Use the template attached or create your own and cover the top with white/light colored paper.

**Prize:** Cereal boxes often include a prize. Your prize must be something related to the topic of your book. Include a picture of the prize somewhere on the front of your box to let the reader know what is inside the box. (No template)

**All templates for this cereal box book report are attached. However, feel free to create your own as well.**

## Cereal Box Book Report Templates

**Left Side of Box:** complete the summary below, cut it out, and place it on the left side of your cereal box.

Write a summary that describes the main problem and how the problem was solved. Try to use words that “grab” the reader’s attention and make them want to buy your cereal.

Summary of Book: \_\_\_\_\_

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**Top of Box:** Complete the box below, cut it out, and place it on the top of your cereal box.

Title of Book: _____	Number of Pages: _____
Author: _____	
Rating: 	

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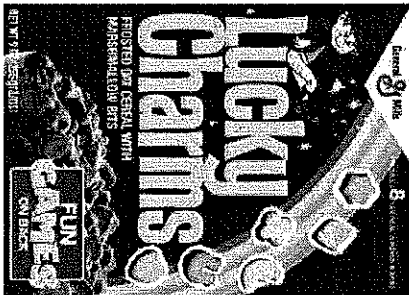
**Right side of Box:** Under the heading "Ingredients", list the main character and write a sentence about each one. Then describe the setting.

Characters: _____	Ingredients: _____
Setting: _____	

## Real Cereal Box Ideas

\*You do not have to use a cereal box below. They're just ideas.

\*Do not use the exact name, create your own name that fits with the title of your book.



# Summer Reading Log for Children Entering 4th Grade

Name: \_\_\_\_\_

## Directions:

- Students are to read at least one hour each week and record their reading on the log.
- Students need to read 9 out of the 10 weeks. Mark an X in the box for the week you don't read.
- Please turn in your reading log and book project on or before the due date.

Weeks of Summer	Amount of Time Read	Parent Signature
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		





June 15, 2018

Dear Parents and Guardians of Students Entering Fourth Grade,

The summer break will soon be upon us! During the summer months, we encourage our students to continue to practice essential math skills, such as basic multiplication facts and core foundational skills. Continued practice helps students maintain their skills through the summer months in preparation for a smooth start to fourth grade.

**Part A:**

Complete the attached packet and show your work. The packet was designed by teachers to provide practice with skills students need for fourth grade.

**Part B:**

Practice your fact fluency to improve your rate and accuracy. Students entering fourth grade are expected to automatically recall multiplication facts from 1x1 through 12x12.

Here are some sites you can use to practice:

\*Arcademics <http://www.arcademics.com/games/>

-Multiplication Fact Practice: Grand Prix Multiplication, Penguin Jump, Meteor Multiplication, Space Race and Tractor Multiplication

-Division Practice: Demolition Division, Division Derby, Drag Race Division and Pony Division

\*Math is Fun <https://www.mathsisfun.com/numbers/math-trainer-multiply.html>

-Multiplication Trainer

Additional practice with key mathematical concepts can also be found on IXL. Below are core skills and concepts essential for success in fourth grade.

<b>IXL Topic</b>	<b>Sections</b>
Numbers and Comparing	A.1 - A.13
Place Values	B.1 - B.9
Multiplication, Division, and Fractions	All sections
Mixed Operations	M.1 - M.13
Estimation and Rounding	P.1 - P.11

Two Dimensional Shapes	CC.1 - CC.10
Triangles and Quadrilaterals	DD.1 - DD.4
Geometric Measurement	FF.1 - FF.19
Data and Graphs	U.1 - U.16
Time	T.1 - T.13

\*\* Students should have multiplication and division facts mastered upon entering fourth grade. If your child has already completed a section, they can work on the same section again. They may also visit the fourth grade page to get a jump start on those skills.\*\*

Thank you for supporting our efforts to reinforce students' math skills to prepare for a successful start to fourth grade.

If you have any questions regarding the assignment, please contact the Samuel Mickle main office at 856-423-0412, extension 1040. Thank you.

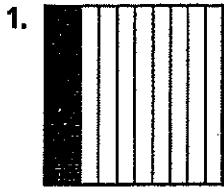
Sincerely,

Andrea Evans

Name \_\_\_\_\_

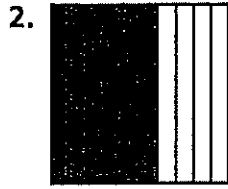
### Model Tenths and Hundredths

Write the fraction that names the shaded part.

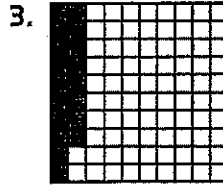


$$\frac{2}{10}$$

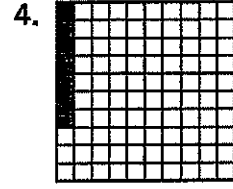
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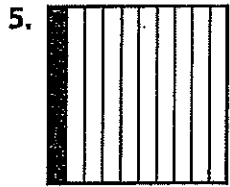
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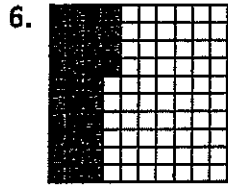
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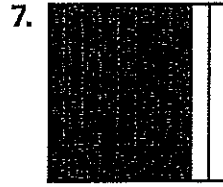
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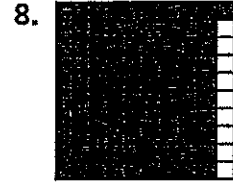
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### Problem Solving

9. Pedro spins the pointer of a spinner 10 times. The pointer lands on the color blue 7 times. Write a fraction to represent the part of Pedro's spins that were blue.

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10. Anya asks 100 students if they walk to school. Of the students,  $\frac{83}{100}$  say they walk to school. How many students walk to school?

\_\_\_\_\_

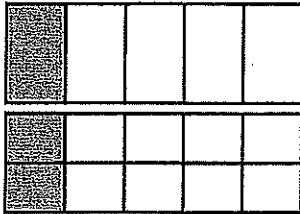


Name \_\_\_\_\_

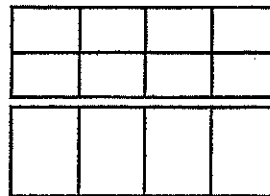
## Equivalent Fractions

Use models to find the equivalent fraction.

1.  $\frac{1}{5} = \frac{2}{10}$



2.  $\frac{2}{8} = \frac{1}{4}$



3.  $\frac{1}{6} = \frac{2}{12}$



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



5.  $\frac{1}{3} = \frac{4}{12}$



6.  $\frac{3}{6} = \frac{1}{2}$



7.  $\frac{1}{2} = \frac{5}{10}$



8.  $\frac{2}{3} = \frac{4}{6}$



### Problem Solving

9. Jamie uses  $\frac{1}{3}$  of a package of juice boxes. There were 6 juice boxes in the package to start with. Write the fraction of the package Jamie used in sixths.

\_\_\_\_\_

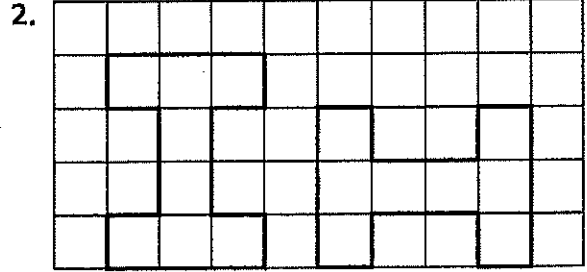
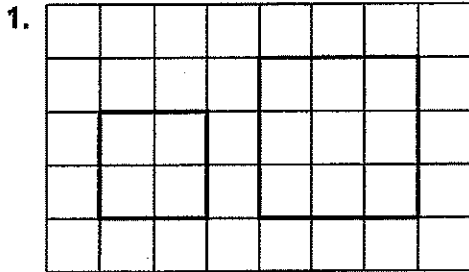
10. Luis colors  $\frac{1}{4}$  of a spinner using a red crayon. Write the fraction of the spinner Luis colored red in twelfths.

\_\_\_\_\_

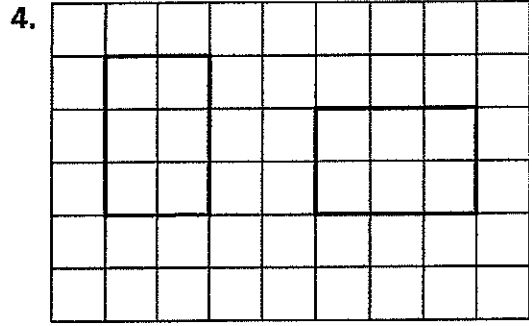
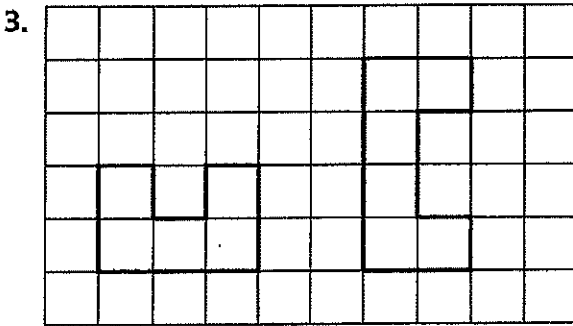
Name \_\_\_\_\_

### Same Size, Same Shape

Look at the first shape. Tell if it appears to have the same size and shape as the second shape. Write *yes* or *no*.



no



### Problem Solving



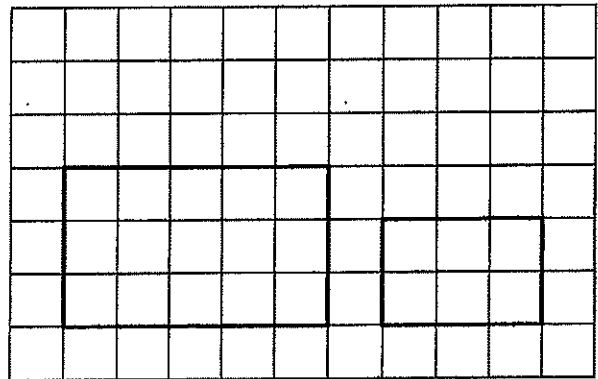
5. Juanita draws the rectangles shown. Do the rectangles have the same size and are they shaped the same? **Explain.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

### Estimate and Measure Weight

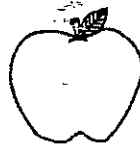
Choose the unit you would use to measure the weight.  
Write *ounce* or *pound*.

1.



\_\_\_\_\_ **pound** \_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



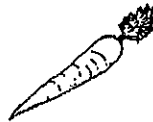
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7.



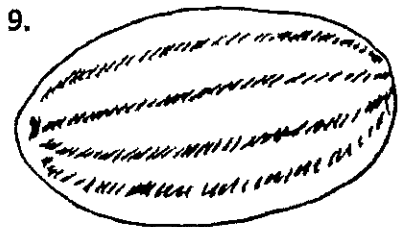
\_\_\_\_\_

8.



\_\_\_\_\_

9.



\_\_\_\_\_

### Problem Solving



10. Scott picks some apples to use for a batch of applesauce. Which is a more likely weight for the apples he picks, 5 ounces or 5 pounds?

\_\_\_\_\_

11. Ms. Mott measures some sugar to make muffins. Does the sugar weigh 4 ounces or 4 pounds?

\_\_\_\_\_



