June 12, 2019

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:
  -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](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.

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** 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
Model Tenths and Hundredths

Write the fraction that names the shaded part.

1. 
2. 
3. 
4. 

\[ \frac{2}{10} \]

5. 
6. 
7. 
8. 

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.

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?
Fractions Greater Than One

Each shape is 1 whole. Write a mixed number for the parts that are shaded.

1. \[\frac{5}{2}\]

2. 

3. 

4. 

5. 

6. 

7. Rachel and her friends eat \(\frac{5}{4}\) pizzas. How can you write the amount of pizza they ate as a mixed number?

8. Ms. Fuller has \(\frac{8}{3}\) pies left over from her party. How can you write the number of pies she has left over as a mixed number?
Equivalent Fractions

Use models to find the equivalent fraction.

1. \( \frac{1}{5} = \frac{2}{10} \)

2. \( \frac{2}{8} = \frac{1}{4} \)

3. \( \frac{1}{6} = \frac{1}{12} \)

4. \( \frac{2}{4} = \frac{1}{2} \)

5. \( \frac{1}{3} = \frac{1}{12} \)

6. \( \frac{3}{6} = \frac{1}{2} \)

7. \( \frac{1}{2} = \frac{1}{10} \)

8. \( \frac{2}{3} = \frac{1}{6} \)

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.
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.

1. [Shape Image]
   no

2. [Shape Image]

3. [Shape Image]

4. [Shape Image]

5. Juanita draws the rectangles shown. Do the rectangles have the same size and are they shaped the same? Explain.
Use a basic fact and a pattern to find the products.

2. $7 \times 10 =$_______  
    $7 \times 100 =$_______  
    $7 \times 1,000 =$_______

3. $10 \times 5 =$_______  
    $100 \times 5 =$_______  
    $1,000 \times 5 =$_______

4. $3 \times 10 =$_______  
    $3 \times 100 =$_______  
    $3 \times 1,000 =$_______

Use the picture graph.

14. Patty has 20 fewer yo-yos in her collection than Chuck. Draw yo-yos in the picture graph to show the number of yo-yos in Patty's collection. Explain your answer.

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Yo-Yo Collections

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Yo-Yos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max</td>
<td>![Symbols]</td>
</tr>
<tr>
<td>Chuck</td>
<td>![Symbols]</td>
</tr>
<tr>
<td>Patty</td>
<td>![Symbols]</td>
</tr>
</tbody>
</table>

Key: Each $\bigcirc$ = 10 Yo-Yos.
Estimate and Measure Weight

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

1. pound

4.

5.

6.

7.

8.

9.

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?