Summer Learning Pack

4th Grade!

created by
Chris Cadalzo
Making Meaning

aligned
to the
Common Core
for grades 4-5!

Note to the Teacher...

This Summer Pack is meant to be printed, copied, and turned into a book that students can easily take home to complete over the summer. To create a book, you can use a binding machine and spiral bind the pages. Or, you can use a 1/2 or 1 inch binder and three hole punch the pages. You can also put the pages in a folder that has metal tabs in the center.

The pages are meant to be made double sided, so that two pages are visible when the book is open. Each odd number page should face the even number page that follows it. When you open the book, you should be able to see pages 11 and 12 at the same time, for example. The parent letter (page 1) should be on the back of the cover.

The last few pages (page 71- 79) are meant to be ripped out of the book and used for math games. Consequently, these pages will need to be one sided only. You can add a blank back cover to the keep the book neat, but it isn't necessary because the back of page 70 will become the back cover once the math games are removed.

The CCSS alignment is listed on the next two pages. You can use this pack as a review of the past year's standards or to prepare students for the standards in their new grade.

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Summer Pack Checklist

Every day:

❑ Write something you learned or noticed today on your weekly learning journal.

Mondays:

❑ Write a journal entry.

Tuesdays:

❑ Add 20 new words to your word collections.

Wednesdays:

❑ Read!

Thursdays:

❑ Do a math exploration.

Fridays:

❑ Work on your reading responses and interesting place pages.

Weekends:

❑ Read!

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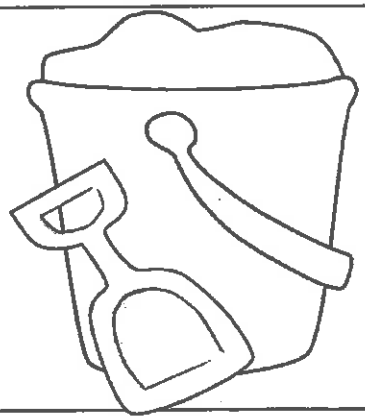
Learning Journal for the Week of _____

Monday,	Friday,
Tuesday,	Saturday,
Wednesday,	Sunday,
Thursday,	

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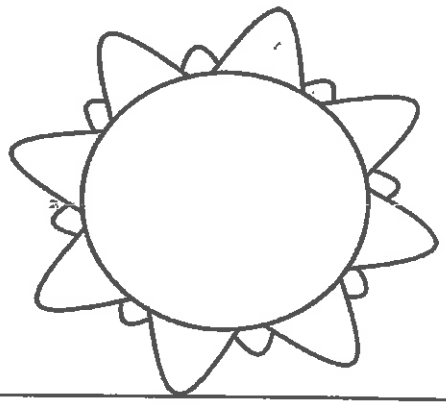
Wednesday,	Sunday,
Thursday,	

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Learning Journal for the Week of _____

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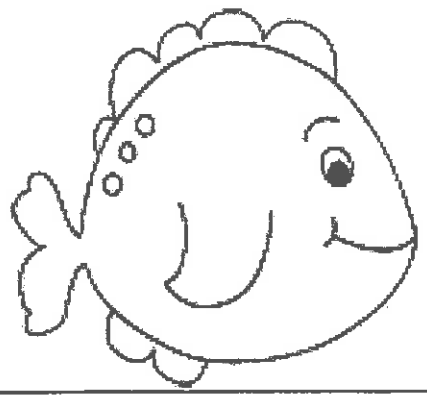
Tuesday,	Saturday,
Wednesday,	Sunday,
Thursday,	

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Learning Journal for the Week of _____

Monday,	Friday,
Tuesday,	Saturday,
Wednesday,	Sunday,
Thursday,	

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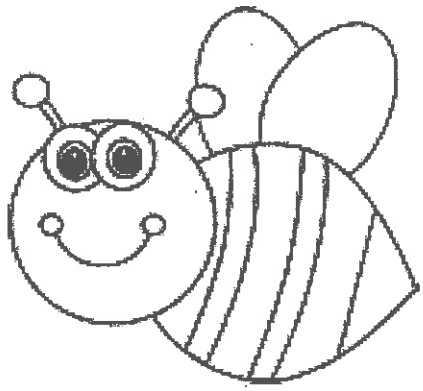
Learning Journal for the Week of_____

Monday,	Friday,
Tuesday,	Saturday,
Wednesday,	Sunday,
Thursday,	

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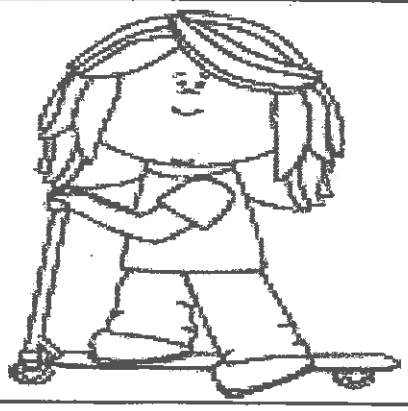
Wednesday,	Sunday,
Thursday,	

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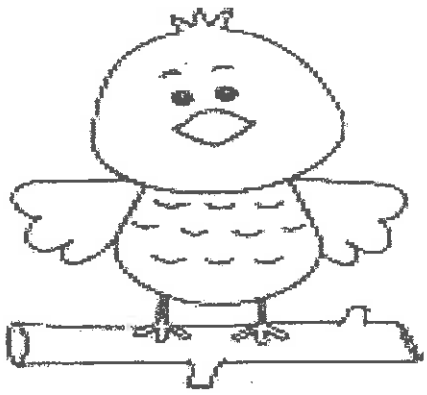
Wednesday,	Sunday,
Thursday,	

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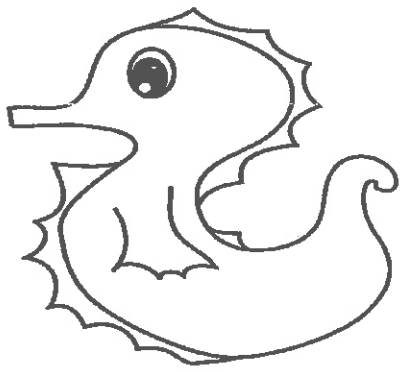
Thursday,	

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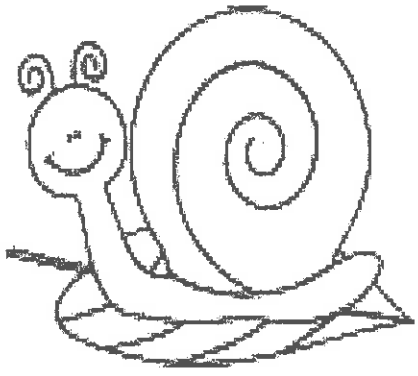
Thursday,	

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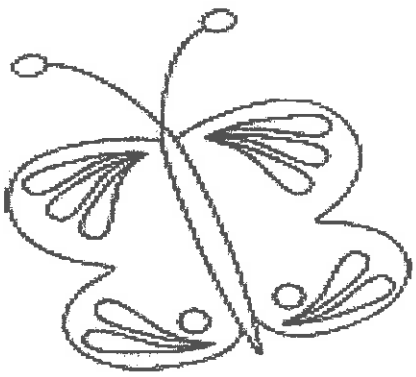
Thursday,	

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Dear Journal,

Date: _____

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Sincerely,

© Chris Cadalzo 2013

What's the best thing about summer? Why?

In your entry, make sure you:
- Introduce your topic clearly and have a clear opinion
- Give clear reasons that are supported by facts and details
- Use linking phrases (for instance, in order to, in addition, consequently, specifically)
- Have a concluding sentence or section

Dear Journal, **Date:** _____

© Chris Cadalzo 2013

Sincerely,

© Chris Cadalzo 2013

Dear Journal,

Date: _____

© Chris Cadalzo 2013

Sincerely,

© Chris Cadalzo 2013

Write about something you've learned about this summer. It can be something you saw on a trip, something you read about, or something you learned about online.

In your entry, make sure you:

- Start with: _____ is/ are amazing...!
- Give facts, definitions, concrete details, and quotations about your topic
- Use at least 3 strong vocabulary words related to your topic
- Use linking words and phrases (another, for example, in contrast, especially)
- Have a concluding sentence or section

Dear Journal, **Date:** _____

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Sincerely,

© Chris Cadalzo 2013

Dear Journal,

Date: _____

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Sincerely,

© Chris Cadalzo 2013

Write about a time you tried something new.

In your entry, make sure you include:
- An introduction to the situation and narrator/ characters
- Dialogue that develops the events and shows how the characters respond
- Lots of concrete, exact sensory details!
- Words to tell the order (first, then, finally)
- An ending

Dear Journal, **Date:** _____

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Sincerely,

© Chris Cadalzo 2013

Dear Journal,

Date: _____

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Sincerely,

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Think of a question you are curious about: _____

_____

Look online, read, ask people, or do experiments to try to find out the answer to your question.

Write about how you tried to answer your question and what you learned.

Include a list of all of the sources you used to find your answer.

Dear Journal, Date: _____

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Sincerely,

© Chris Cadalzo 2013

Dear Journal,

Date: _____

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Sincerely,

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Choose a short book or article and have a family member, neighbor, or friend read it to you.

Title: _____

Write a journal entry telling about what you heard.

Dear Journal, **Date:** _____

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Sincerely,

© Chris Cadalzo 2013

20 Valuable Verbs

1.

2.

3.

4.

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20 Noteworthy Nouns

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20 Advantageous Adjectives

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20 Advanced Adverbs

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20 Slippery Spelling Words

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20 Wonderful Worldly Words

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20.

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20 Marvelous Math Words

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18.

19.

20.

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20 Scintillating Science Words

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20 Super Summer Words

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20 of My Favorite Words

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19.

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Build-A-Number Game

Note: This game can also be played with a regular deck of cards. Use a Jack as 10, a Queen as 11, a King as 12, and an Ace as 1.

Make sure you record your moves on your record sheet on the next page!

Directions:

1. Cut out and shuffle the numeral cards from the back of this book.
2. Deal 4 cards to each player. Put the rest face down in a pile.
3. Turn over the top card from the pile. That card is the number you are trying to build for the whole game.
4. On your turn, use your cards to "build" the target number. You can add, subtract, multiply, or divide. You can use 1, 2, 3, or 4 cards. (The more you use, the better!) Show the other players the cards and explain how you can use them to build the target number. For example, if the target number is 9, and you have a 1, 5, 8, and 3, you can say: 1 times 3 is 3, 8 minus 5 is 3, and when you multiply the two 3's, you get 9.
5. The cards that you used to build the number go into your "keep" pile. Take new cards from the stack to replace them. You should always have 4 cards.
6. Take turns building the same number.
7. When all of the cards have been used from the stack, the game is over. Whoever has more cards in their "keep" pile is the winner.

Make sure you keep the game cards- you'll need them for other games!

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Build-A-Number Game

Record Sheet

Target Number	Cards I Used...	How I Built the Number...

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Measure and Plot

Directions:

1. Collect 20 objects, preferably from nature, that are the same except for their length. You could collect 20 blades of grass, twigs, leaves, etc. You could also use crayons, pencils, straws, etc.
2. Measure each object to the nearest 1/8 inch. Record each measurement on the chart below.
3. On the next page, make a line plot to show your data.
4. Use your line plot to answer the questions about your data.

© Chris Cadalzo 2013 page 45

Object	Measurement	Object	Measurement
#1		#11	
#2		#12	
#3		#13	
#4		#14	
#5		#15	
#6		#16	
#7		#17	
#8		#18	
#9		#19	
#10		#20	

Title: _____

Questions:

1. How long was the longest object?_____

2. How long was the shortest? _____

3. What's the difference in length between the longest and the shortest?

_____

4. What's the most common length that you found? _____

5. What's the total length of all 20 of the objects?_____

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Power of Ten Game

For this game, you can use 6-sided dice, a deck of cards, or the game cards from Build a Number. If you are using dice, you can use 4 dice or roll one die four times. If you are using a deck of cards, take out the Jacks, Queens, and Kings, and use the Aces as ones. If you are using the Build a Number cards, only use numbers 1-9.

You'll also need the Power of Ten spinner from the back of this book. To spin, place a paper clip in the center of the circle and use a pencil point to hold it in place. "Flick" the paper clip with your finger to make it spin.

Directions:

1. Roll the dice or draw cards so that you have four digits.
2. Make a four digit number with your numbers.
3. Spin the Power of Ten spinner. Multiply or divide your number according to your spin.
4. The winner of each round is the person with the largest number after spinning. The winner gets 1 point. All other players score 0 for that round.
5. Don't forget to fill out the record sheet on the next page and answer the questions below!

Questions:

1. How did you decide what number to make with your four digits?

_____

_____

2. What's more important- the cards/ dice roll numbers or the spinner? Why?

_____

_____

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Power of Ten Game

Roll/ Cards	My Number	Spin	New Number	Points

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Directions: Collect 5 examples of fractions and 5 examples of decimals from things you see and notice in real life. Tell where you saw each one and what the number means.

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My Number Collection

Fraction	Where I found it...	What it really means...

Directions: Collect 5 examples of fractions and 5 examples of decimals from things you see and notice in real life. Tell where you saw each one and what the number means.

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My Number Collection

Decimal	Where I found it...	What it really means...

Area and Perimeter Exploration

Directions:

1. Choose a room in your home. Draw an outline of it on the next page.
2. Measure the sides all of the walls/ sides of the room (to the nearest foot) and label the distances on your diagram.
3. Choose a piece of furniture in the room that has a flat, rectangular top, like a bed, desk, or table. Add it to your diagram and label it.
4. Measure the sides of the furniture you chose (to the nearest inch) and record it on your diagram.
5. Find the area and perimeter of the room and the piece of furniture. Use the space below to show your work and record your answers on the next page.

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Area and Perimeter Exploration

My Diagram:

Room Area: _____

Room Perimeter: _____

Furniture Area: _____

Furniture Perimeter: _____

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Multiplication Toss Game

For this game, use the one digit number cards from the Build a Number game. Or, you can use regular playing cards and take out the Jacks, Queens, and Kings. The Aces are ones.

You'll also need some coins for this game.

Directions:

1. Spread the cards out, face up (or face down to make it trickier!). They don't need to be neat, they just need to not overlap.
2. Mark a line about 7-10 feet away.
3. On your turn, stand behind the line and toss 10 coins at the cards. If your coin lands on a card, you win that card.
4. After you toss your coins, go and collect your cards.
5. Use your cards to make a multiplication problem. If you have 5 cards or fewer, use all of your cards. If you have 6 or more, choose your 5 best.
6. The person with the highest product is the winner of that round and gets to go first in the next round.

Don't forget to fill out your record sheet and answer the questions!

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Multiplication Toss Game- Record Sheet

Numbers	Mult. Expression	Product	Points

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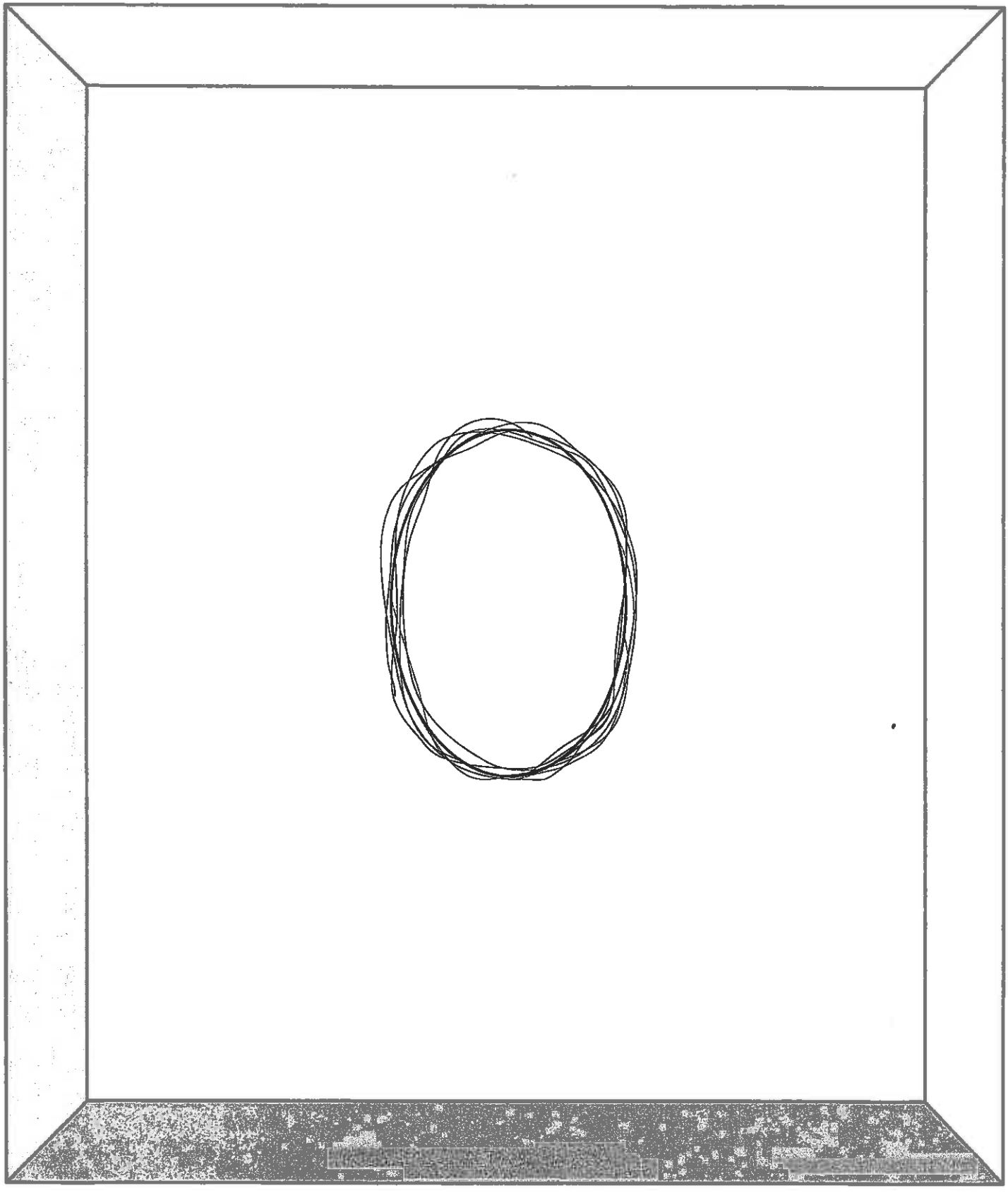
Directions: Write a fraction in the middle. Around the outside, write or draw at least 8 ways to make that fraction. You can use addition, subtraction, multiplication, and division.



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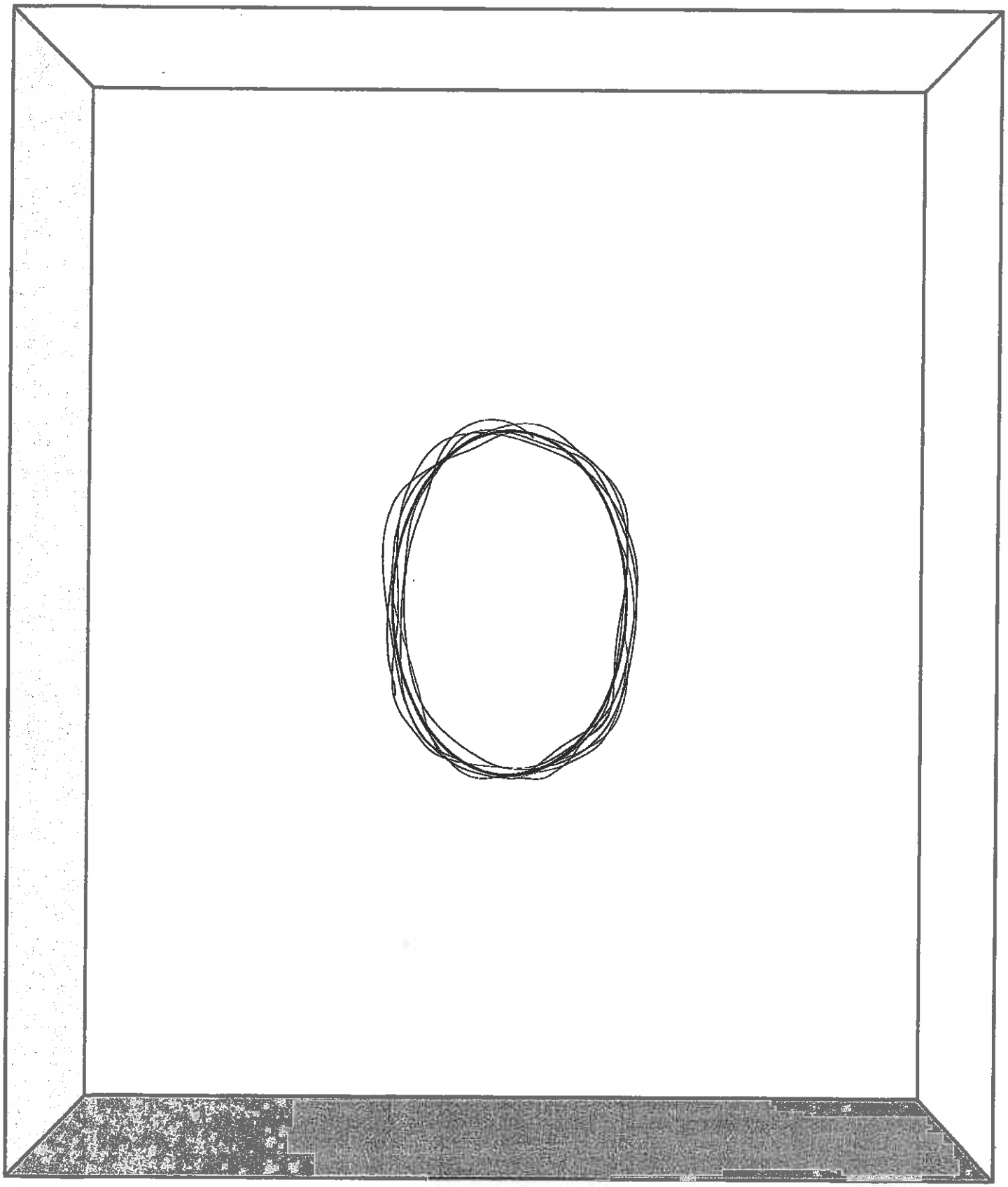
Directions: Write a decimal in the middle. Around the outside, write or draw at least 8 ways to make that decimal. You can use addition, subtraction, multiplication, and division.



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Geometry Attributes Game

Directions:

1. Cut out the cards from the back of the book.
2. Shuffle the cards. Turn over 9 cards and lay them, face up, in a 3 by 3 array (3 rows of 3). The cards should be in the middle of the table, where everyone can see them. The rest of the cards stay face down in the deck.
3. On your turn, find 3 cards that have at least one geometry attribute in common. Tell the attribute and take those three cards from the middle and put them in your "keep" pile.
4. If you can name TWO attributes that all three cards have in common, you get to go again. (But you can only go twice, then your turn is over.)
5. When cards are removed from the center, replace them with cards from the deck.
6. If you can't find 3 cards that have a common attribute, you add a card to the ones that are face up in the middle, and you skip your turn.
7. When the cards in the middle are down to 6 and there are no more in the deck, players can take two cards that have a common attribute, instead of three.
8. The player with the most cards at the end wins!

**Don't forget to fill in your record sheet on the next page!

Attributes:

Shapes may have the same number of:

sides	obtuse angles
right angles	sets of parallel sides
acute angles	equal sides

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Geometry Attributes Game- Record Sheet

Figure #1	Figure #2	Figure #3	Attribute

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Patterns and Rules Exploration

Part A: Geometry Patterns

Directions: Find 3 geometric patterns. Look at buildings, nature, everywhere! In the space below, draw pictures of the patterns you found and tell where you found them.

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Patterns and Rules Exploration

Part B: Number Patterns

Directions:

1. Find a partner.
2. Create a number pattern, but don't tell them the rule!
Example: 1, 4, 7, 10, 13, 16
3. See if they can figure out the rule and the next three numbers.
Example: Rule= add 3
The next three numbers are 19, 22, and 25.
4. Take turns. See if you can "stump" each other. Your rule can be as complicated as you want!
Some examples of harder rules are: double and subtract 1, multiply by 3 and add 4.
You can also have two part rules, such as "add 7, subtract 3." (5, 12, 9, 16, 13, 20, 17, etc.)
5. Record 5 of your favorite patterns and rules in the table.

Rule	First 10 numbers

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Online/ Interactive Games

Directions:

1. Find a few fun fraction games to play on a computer, phone, or tablet. You can choose from the list below or have your parents approve a game that's not on the list. If you don't have a computer at home, you can use one at your local library.
2. Keep track of the sites/ apps you use and for how long you play. Record them at the top of the next page.
3. Answer the questions on the next page.

Online sites with Fraction Games:

www.mrnussbaum.com

www.funbrain.com

www.sheppardsoftware.com

www.maths-games.org

www.coolmath-games.com

www.coolmath4kids.com

www.gamequarium.com

Online/ Interactive Games

Website	Start	End	Games Played

Questions:

1. What was your favorite game? Why?_____

_____

_____

2. What did you learn about or practice while playing?

_____

_____

3. What can you change about the game to make it more fun and help you learn more?

_____

_____

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I read _____

by _____

My favorite part was....

because...

A lesson I learned from this book was....

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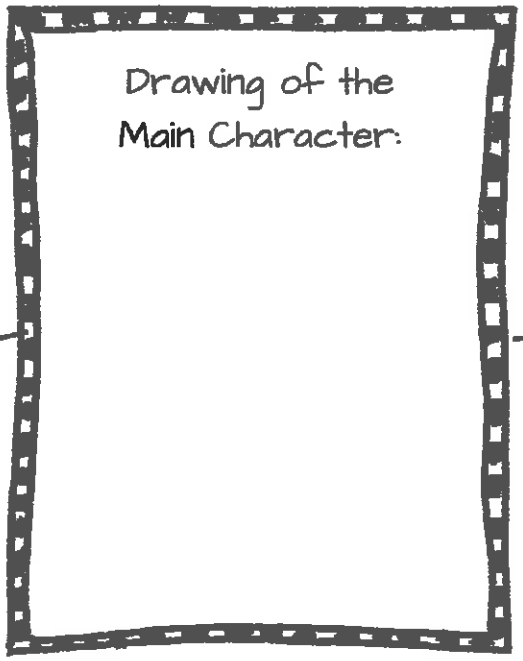
Date Finished: _____ Number of pages: _____

STORY

Drawing of the Main Character:



Problem

Solution

Character Traits

Important Quotes

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I read _____

by _____

Something cool that I read about was...

It was interesting because...

The main idea of the book (or one chapter) was:

Three details about that are:

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Date Finished: _____ Number of pages: _____

INFORMATIONAL TEXT

Directions:
1. In each box, write a vocabulary word from the book you read.
2. Write a definition in your own words.
3. Draw a picture or diagram to show what each word means.

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I read _____

by _____

My favorite types of poems are the ones that...

because...

My favorite line from a poem is:

It means that...

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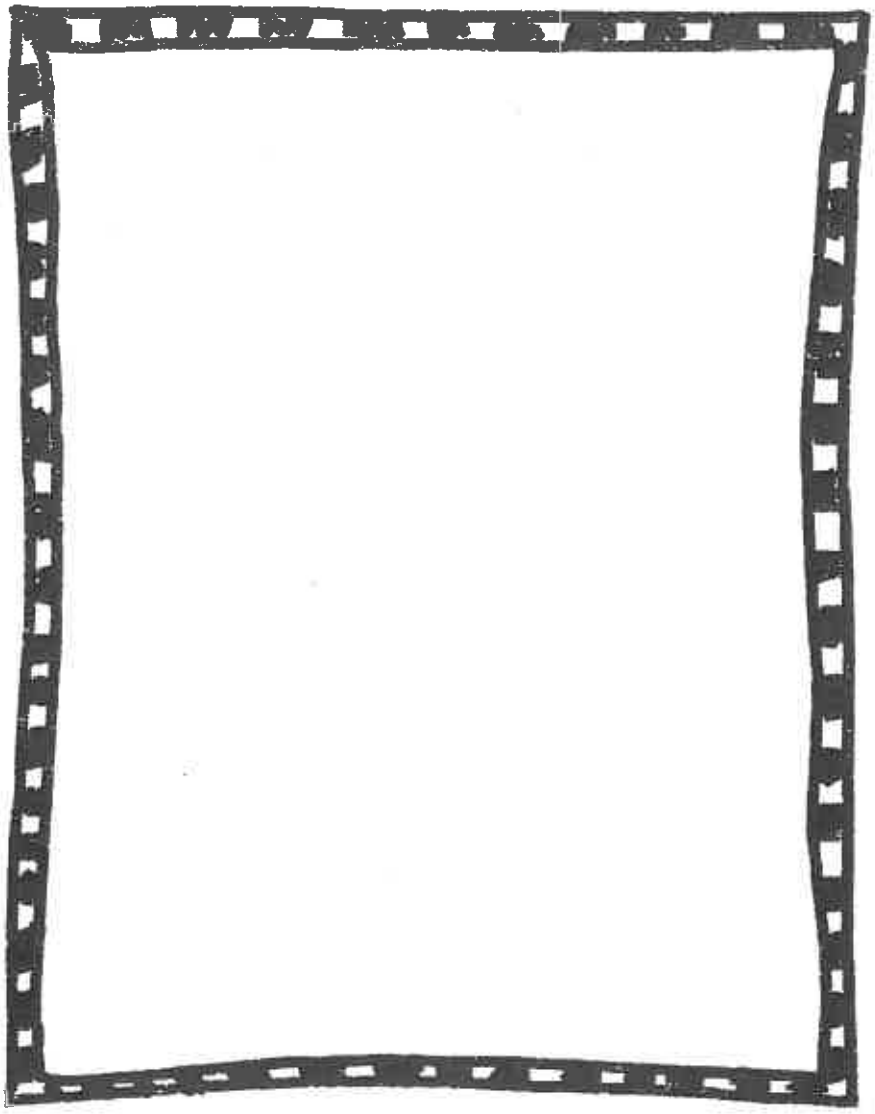
Date Finished: _____ Number of pages: _____

POETRY

Directions: Copy your favorite poem into the box. Use the area around the box to draw what you think about when you hear or read the poem.



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One interesting place I visited was...

Just the FACTS...

Who went/ who was there:

What it is (describe the place):

Where it is (city/ state/ country):

When I went (day, date):

Why we went:

How we got there:

What I liked best was...

because...

What I liked least was...

because...

A math problem I found:

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Three AMAZING things I LEARNED:

Five new WORDS:

A PICTURE or MAP

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Three AMAZING things I LEARNED:

Five new WORDS:

A PICTURE or MAP

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1	1	1	1
2	2	2	2
3	3	3	3

Build-A-Number Game

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1	1	1	1
2	2	2	2
3	3	3	3

Build-A-Number Game

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4	4	4	4
5	5	5	5
6	6	6	6

Build-A-Number Game

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7	7	7	7
8	8	8	8
9	9	9	9

Build-A-Number Game

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10	10	10	10
11	11	11	11
12	12	12	12

Build-A-Number Game

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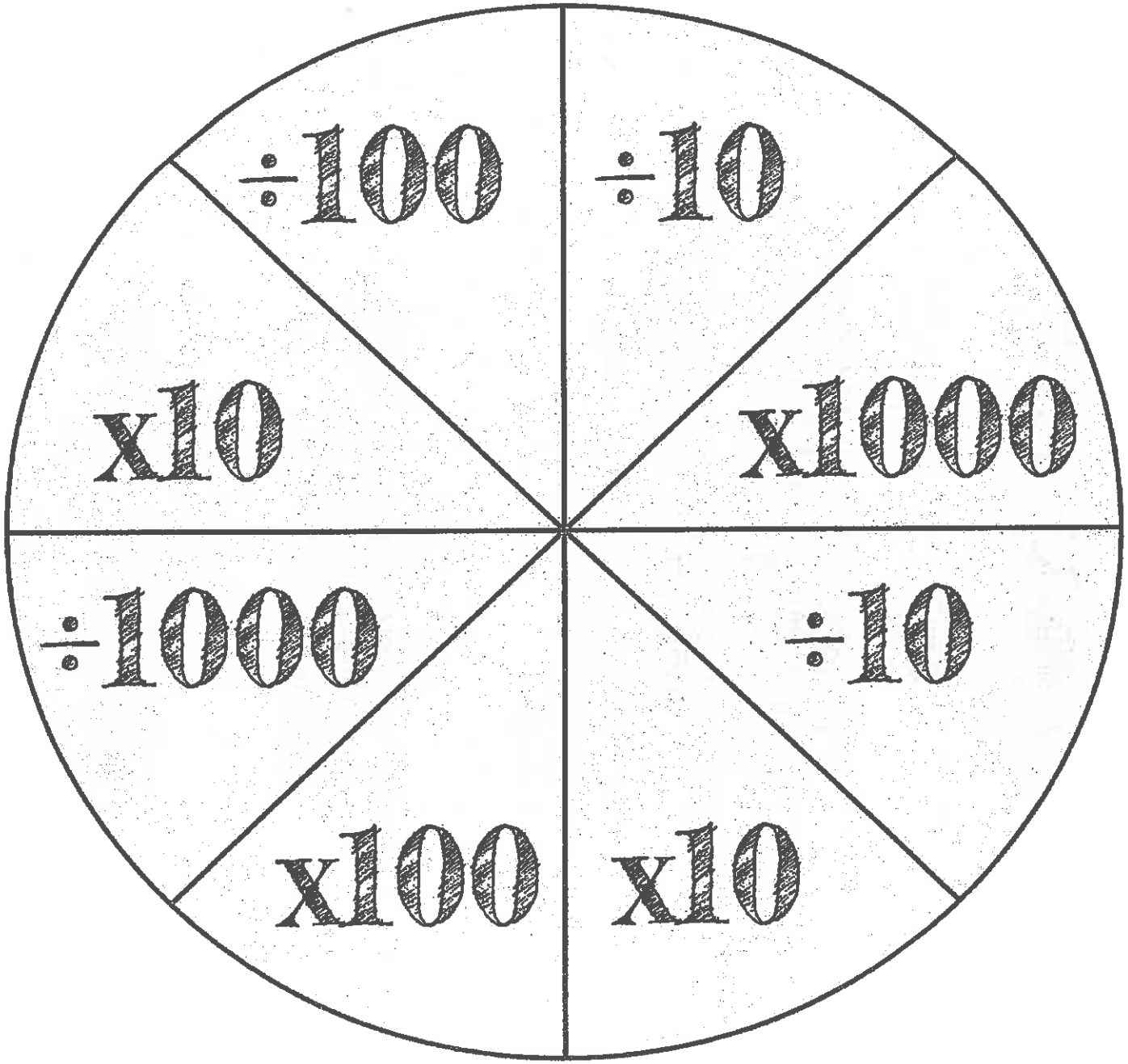

Power of Ten Game

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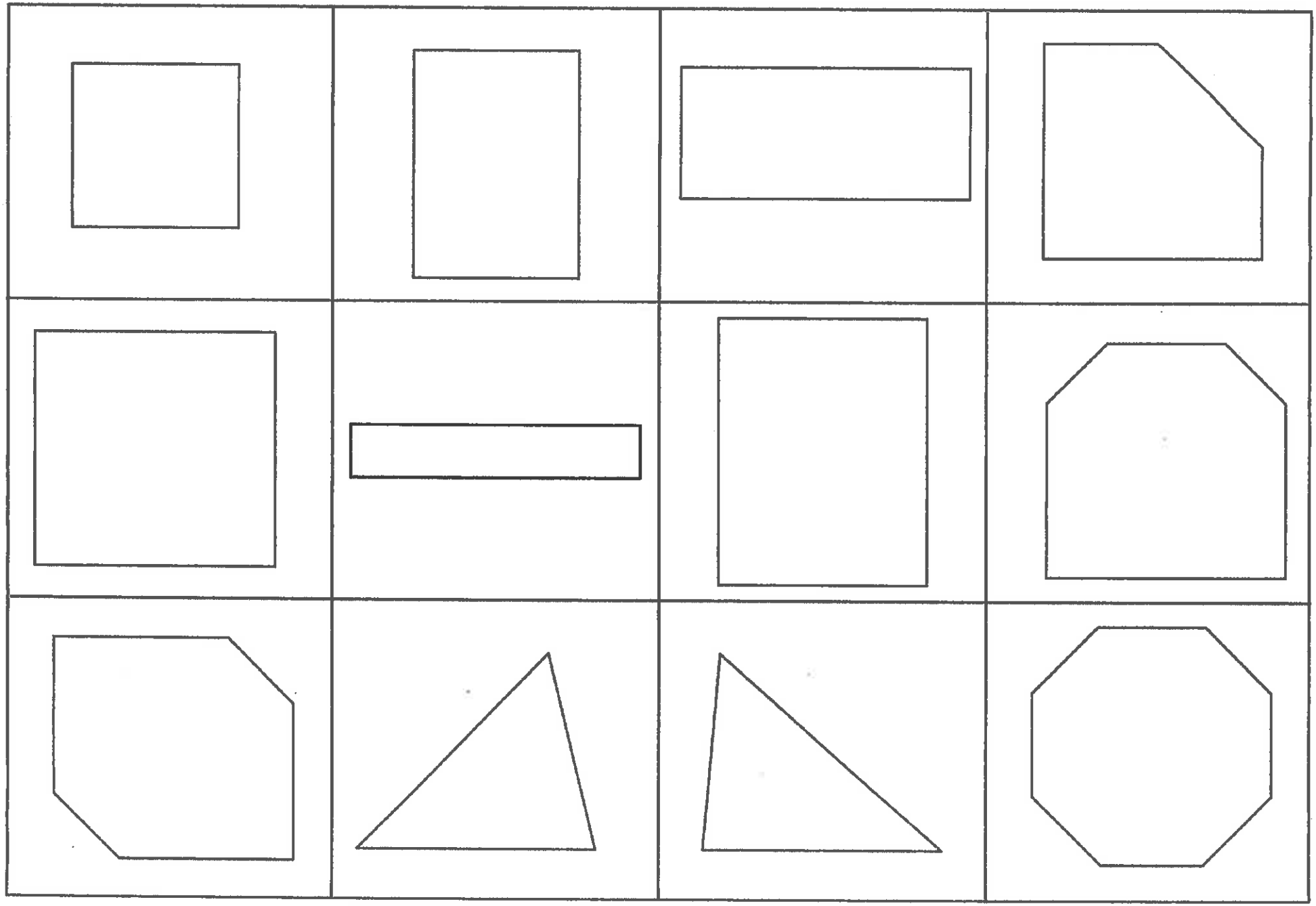

Geometry Attributes Game

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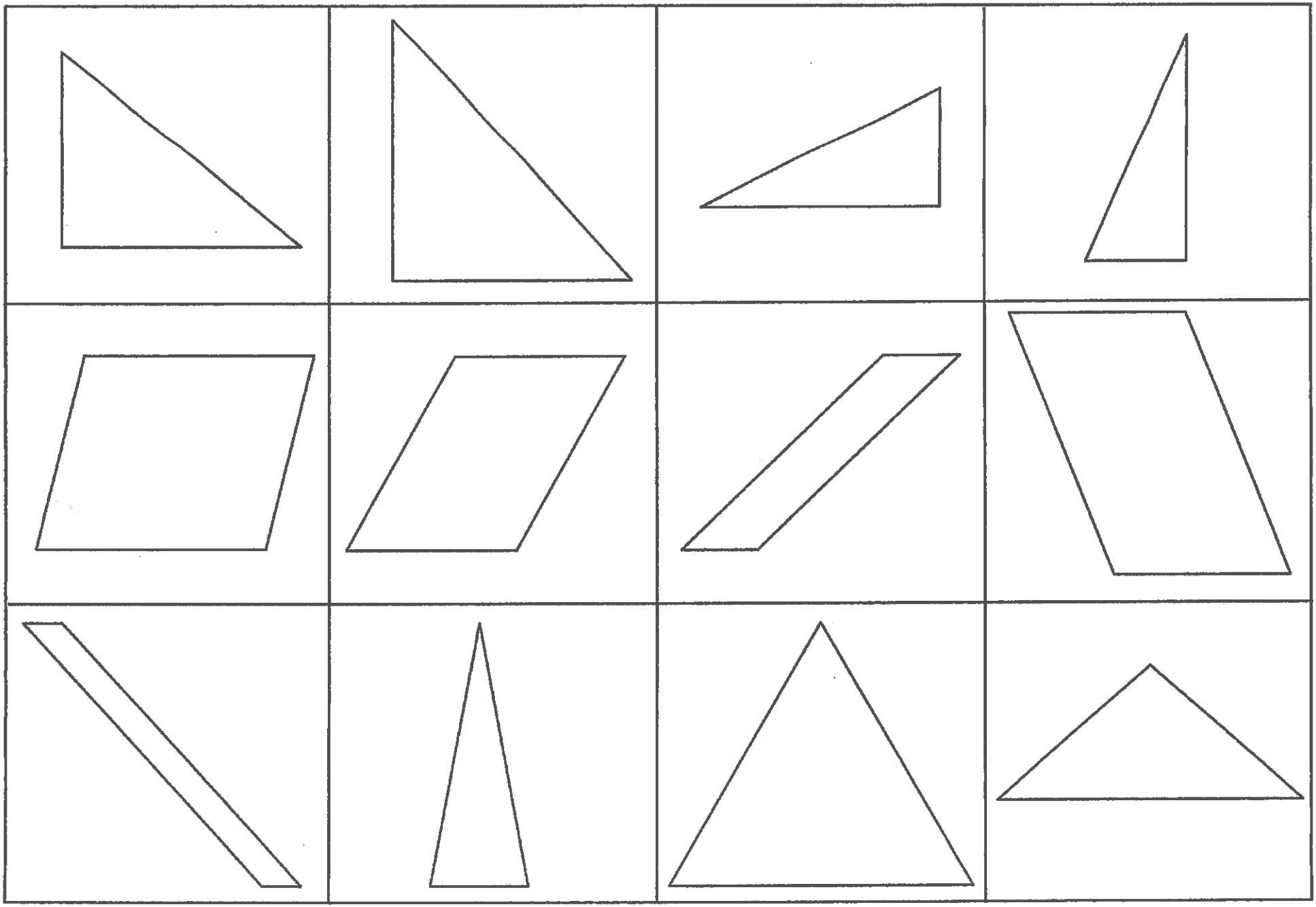

Geometry Attributes Game

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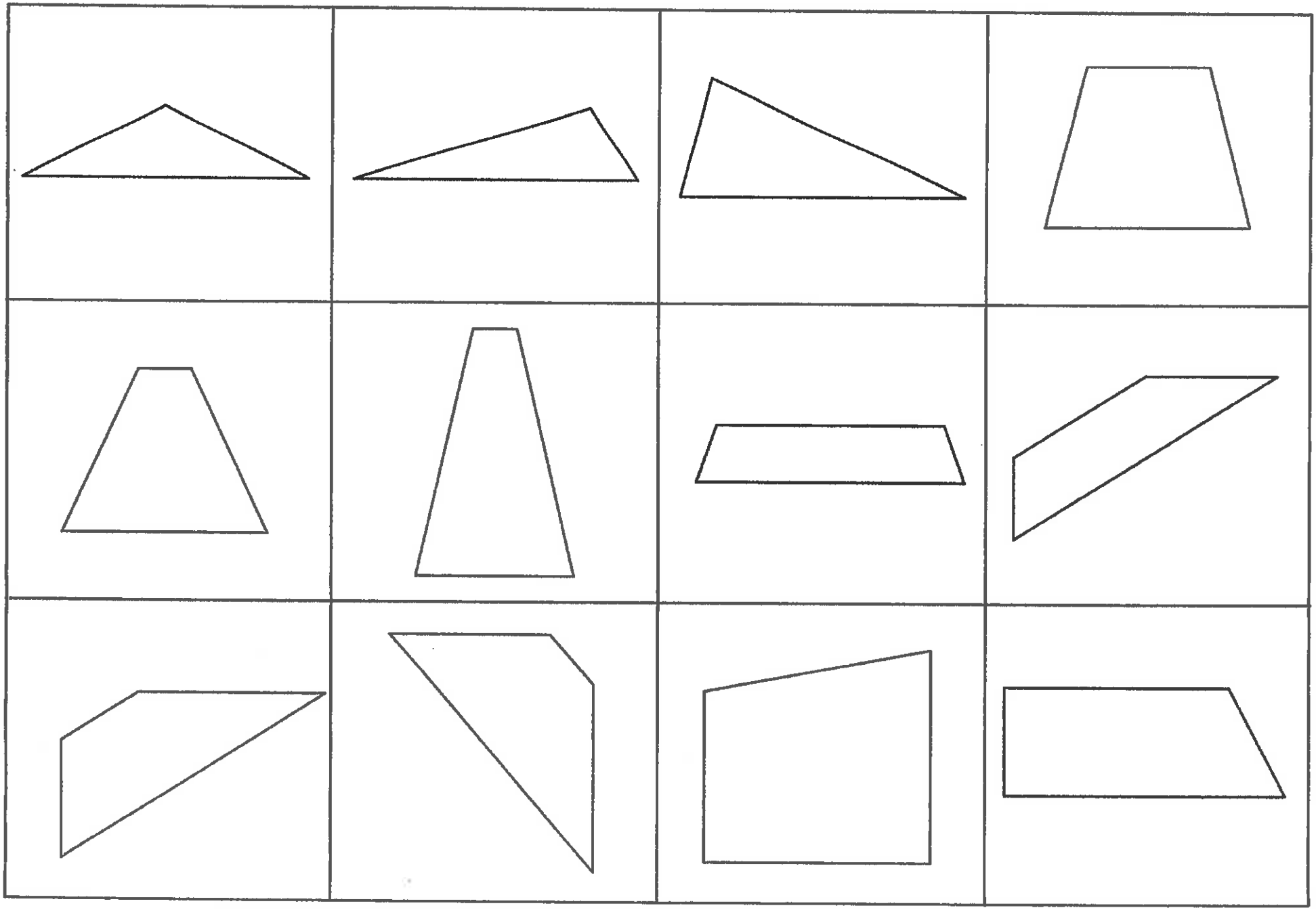

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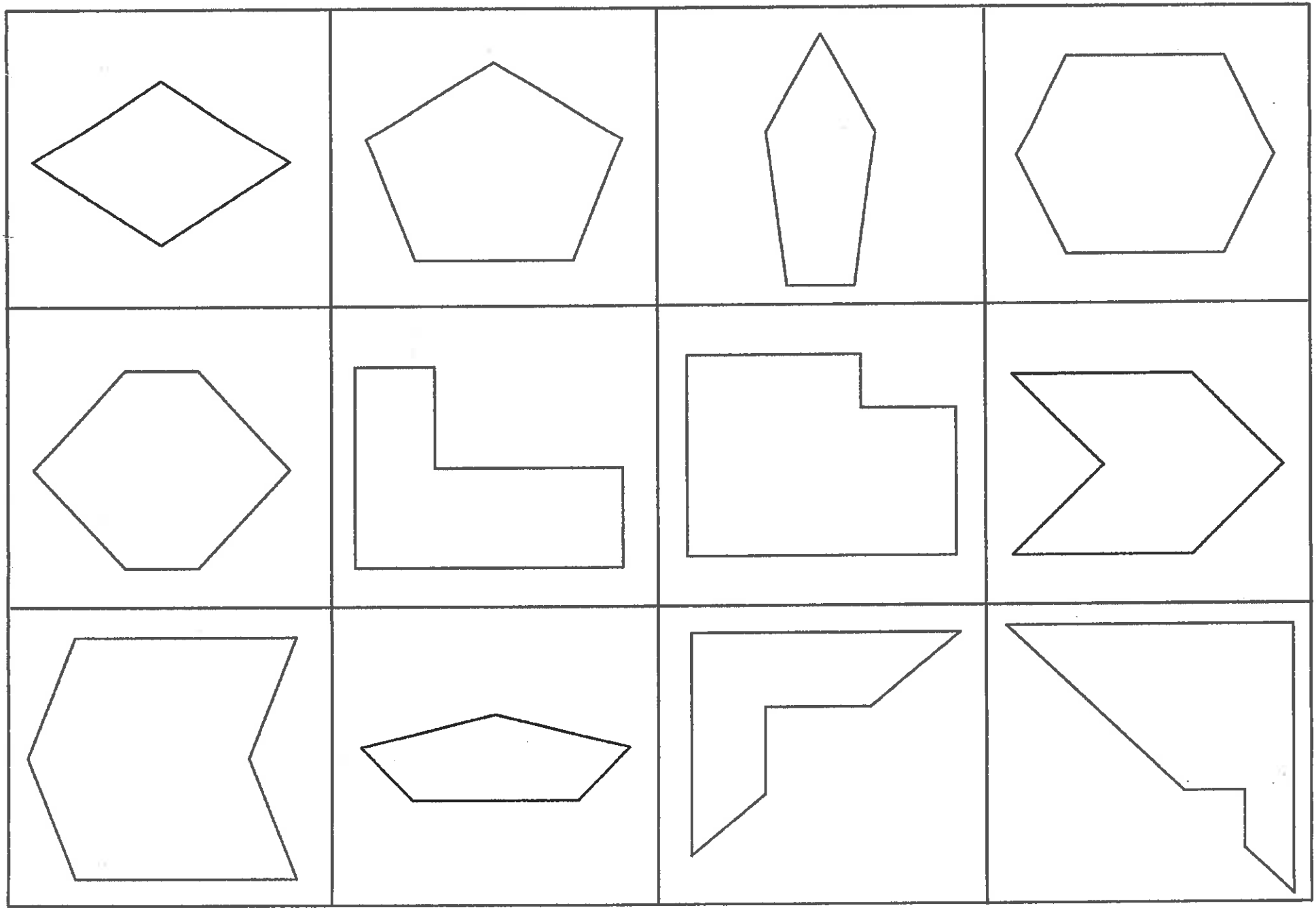

Geometry Attributes Game

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