

4th Grade Summer Homework

Greetings future fourth graders!

We are so excited to see you next school year! We are going to have so much fun in the fourth grade! Please enjoy yourself, your family, and friends over the summer.

In order to help you prepare for fourth grade, we have come up with a few assignments for you to complete over the summer. These assignments are due throughout your first week of school. Each assignment is attached with directions. Please remember to plan your projects based on their due date so that they are completed on time.

Also, attached is your supply list. While we realize that it isn't always possible to have your supplies ready for the first day of school, it would be great if you can bring in all supplies by then. Welcome aboard!

Warm Regards,

The Fourth Grade Teachers

To-Do Checklist

- Purchase School Supplies (Due: **September 5th**, 2018)
- Motivation Board (Due: **September 5th**, 2018)
- New York State Project (Due: **September 6th**, 2018)
- Summer Book Assignment (Due: **September 6th**, 2018)
- **SUGGESTED**: Summer Math Practice and Key Board Practice
- **OPTIONAL**: Bring Device and BYOD contract

4th Grade Supply List

Student Supplies

- 7-wide ruled Marble Composition Notebooks (4 black, 1 green, 1 blue, 1 red)
- 1-Pack of **wide-ruled** lined paper (loose leaf)
- 3x3 sized Post-its packs (4 packs please, lined are helpful)
- 6-Packages of Ticonderoga #2 pencils (pre-sharpened would be a treat!)
- 8-Vinyl (plastic) two pocket folders (purple, red, blue, green, yellow, orange, black)
- 1- Two pocket folder for homework, your choice in color or design!
 - Heavy Duty Plastic
- 1- Package of Crayola colored pencils
- 2- Packages of Crayola markers
- 3-4 Glue sticks
- 1- package of EXPO dry erase markers
- Pink eraser bars
- 1- Protractor
- 1- Pack of index cards

Classroom Supplies

- 2 packages of baby wipes
- 5 rolls of paper towels
- 5 boxes of tissues
- 3 containers of Lysol Dual Action disinfecting wipes
- 1 box jumbo size Ziploc bags
- 2 box gallon size Ziploc bags
- 2 box quart size Ziploc bags
- 2 hand sanitizer
- 2 liquid hand soap
- 2 pack Scotch packing tape
- 2 pack Scotch tape

Optional Technology Items

- Laptop or Tablet (see attached letter about B.Y.O.D.)

Bring Your Own Device (B.Y.O.D.) Initiative

Dear Fourth Grade Families,

As technology continues to change the world in which we live, technology has become an essential part of education here at Chelsea Prep. Technology use in our classrooms focuses on developing critical research skills, opportunities for communication, individual academic enrichment, and creative, learning-centered projects. Our focus is always on having the students create rather than consume content, all within a safe, supervised environment.

In past years, while we have striven to provide appropriate access to computers as an essential educational tool, technology use in the classroom has been less than seamless due to hardware limitations. With our school growing, we simply do not have access to enough computers to allow the students seamless access. The students are sometimes frustrated by our technological limitations, especially since the digital natives in our classrooms are often accustomed to having technology at their fingertips.

In an effort to nurture our digital learners and empower them to take control of their own learning, we are continuing B.Y.O.D. program from third grade to allow students to use personal technology devices while at school. Please see the FAQ below to learn more about B.Y.O.D.

Warm Regards,

The Fourth Grade Teachers

Bring Your Own Device (B.Y.O.D.)

Frequently Asked Questions

Q: What type of device should my child bring?

A: Our preference is that students bring a laptop; either PC, Apple, or Chromebook computers are fine. We feel that laptops are the gold standard for content creation, given that students can easily type, create web content, program, and edit digital content on laptops.

Tablet devices (e.g. iPads,) are our runner-up devices. While tablets have many wonderful uses, students are often less comfortable typing with on-screen keyboards, some websites do not work properly on tablets, and installing/updating software can be somewhat more complicated.

Students do NOT need a new device at school. A hand-me-down or refurbished laptop would be perfect! Our main technical requirements are that the devices can wirelessly connect to the internet (Wi-Fi enabled), ideally can hold a charge, and has access to Google. If you send in a device that is set up with administrative passwords, please provide the necessary information so that we can update and install software, and connect your device to the school's wireless network.

Q: Where will the device "live"?

A: The laptop/tablet (called the "device" here,) will remain at school for the duration of the school year. It is unwieldy for the students to bring their devices to and from school on a regular basis, (the devices weigh too much in their backpacks,) and if the devices travel back and forth, they are far more likely to break. Devices will return home at the end of the school year.

Q: What will happen if my child does not bring a device to school?

A: Providing a device for your child is NOT mandatory, and we completely understand that it is not possible for all families to send a device to school. We have many devices at school that will be available to students who do not bring in a laptop from home, and we will make every effort to ensure that all students have access to technology while at school, regardless of whether they have brought in their own device. B.Y.O.D. is intended to augment, not replace school-owned technology, and we hope that B.Y.O.D. will free up school-owned devices to allow greater access for everyone.

Q: Who is responsible for the device?

A: Ultimately, you (and your child) are responsible for the device that your child brings to school. Chelsea Prep is not liable for damaged, lost, or stolen devices. However, we understand that fourth graders cannot entirely manage their devices without teacher support. We will provide a secure storage solution (locked cabinet/closet) for all devices within the classroom, as well as basic technical support. We will teach students how to responsibly care for their devices. Both fourth grade teachers have taught extensively with devices in their respective classrooms and have excellent track records in terms of the successful maintenance of classroom devices.

While the school is not legally responsible for B.Y.O.D. devices, as always, we teachers are responsible for how the devices are used by the students in the classroom, and we will teach appropriate digital citizenship. (Devices will join our school wireless network that enables safe, filtered web access.) Furthermore, we will make sure that all classroom technology use is purposeful and supports a rigorous curriculum that emphasizes critical thinking and social interactions.

Bring Your Own Device Agreement Form

Name of child: _____ Class: _____

Please tick the boxes below to confirm you have read and accept the terms of this agreement.

1. ☐ I give my child permission to bring in the device listed below for use in school.

Device 1:

Related accessories/peripherals:

2. ☐ I understand that the school cannot refund or pay for repair or replacement of the device listed above, should it be lost, stolen, damaged or broken while in school.
3. ☐ The device and any case or peripherals will be marked with my child's name.
4. ☐ I will ensure that the device is "cleaned" of any non-educational media and software prior to my child bringing the device into school.
5. ☐ I give permission for the school to join the device(s) to the school network in order to provide access to the Internet. I understand that, although this is filtered access, the school cannot be held responsible for any material that the child may access in school.
6. ☐ I have discussed the 'BYOD' Acceptable Use Policy (on reverse) with my child and they have signed this agreement.
7. ☐ My child will ensure that their device is not taken outside during lunch/recess and that they are placed in the secure storage area before leaving their classroom.

Signed: _____ (parent/guardian)

Signed: _____ (pupil)

Date: _____

Bring Your Own Device Acceptable Use Policy for Students

- I will only access my own email or sites to which I belong using my own username and password.
- I will only use the device to support my learning.
- During 'No Device' tasks, I will make sure my device is turned off and stored safely and securely in the classroom.
- I will only digitally communicate with students in my class, or people my teacher have approved.
- Any messages or posts that I send online will be polite, responsible and respectful. I will proofread all of my work online so that I do not post work that has errors and typos.
- I will not give or post my home and school address, telephone number, last name, age, email address, or any other personal information unless my parent or teacher has given me permission. (I will double check that I have permission! This is important to stay safe on the Internet.)
- I will report any inappropriate or unpleasant material I encounter online to a trusted adult (teacher or parent) straight away.
- I understand that the school may check my device and will monitor my Internet use while my device is in school.
- I understand that the school may have to make some changes to network settings on my device to allow it access the Internet at school. The school may also install educational software onto my device as needed.
- I will not take my device outside of the classroom unless my teacher has given me permission.
- I will take care of my device when I have it in school, particularly when moving around the classroom or learning area. I will ensure that my device is left in the secure storage area in the classroom when I leave.

Summer Math Practice

In third grade, you worked so hard to master many different math skills. It is essential that during the summer you take the time to revisit these skills and strategies to prepare you for fourth grade. Below are some suggestions to help you find resources to practice. Your accounts for **Moby Max** and **Mathletics** should be up and running all summer long for your use. However, any type of math practice is helpful. Remember, a little bit each day can go a long way!

Suggested Apps

Splash Math (Game based math learning)
MADS24 (Math 24 game)
Arithmetick (Leveled number facts)
Mathemagics (Mental Math Tricks)
Math Evolve (Math game)
Motion Math Zoom (Interactive Number Line)
Doodle Numbers (Math puzzle games)
Numbler Free (Number Scrabble)
Marble Math (Game based math learning)
Rocket Math (Number facts)

Suggested Websites

www.mangahigh.com
www.funbrain.com
<http://www.figurethis.org/index.html>
www.mathplayground.com
www.sumdog.com
www.khanacademy.org
<https://play.dreambox.com/login/sqsh/ps3cp>

• Optional Math Menu (attached)

- **Please study your Times Tables (1-12)!**
- Practice frequently and time yourself to make sure you are competent and ready for challenging math problems. Build your fluency by timing yourself as you solve.
- Keep working on solving **multi-step** word problems. Be sure when you give an answer, you can **explain** how you solved with **clarity**. Challenge yourself to a word problem each day!

Summer Key Boarding Practice

Keyboarding - You will be typing a lot in fourth grade. This summer would be a wonderful time to brush up on your typing skills.

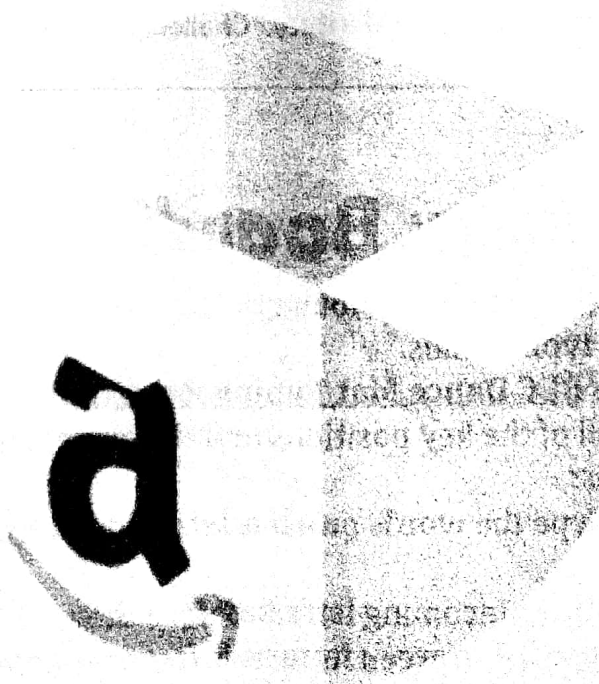
- Learn to type with the **BBC Dance Mat Typing Program**.
- Once you've learned all of the key positions and the correct fingerings, practice your skills with these games:
 - **Typing Defense** (Type the words on each asteroid before they can collide with Earth.)
 - **Key Krusher** (Type the incoming letters before they crush your keyboard.)
 - **Typing Arcanoid** (Type the green letters as fast as possible to score lots of points.)

Summer Book Assignment

Reading over the summer reinforces reading skills and encourages children to become life-long learners. First, be sure you are reading books that are appropriate for fourth graders. If you are having difficulties finding books to read, please refer to the New York Public Library or **Book Wizard on the Scholastic Website!** After reading books of your choice, complete the activity below. Also, please remember to update your attached reading logs.

Directions:

- 1.) Choose **one** of the books you have read, and show your understanding through the project found on the following page. Feel free to use your creativity, and do something fun! We encourage you to read many books (nonfiction too!), magazines, and newspapers during your break.
- 2.) Use the following template to make an **Amazon Listing Novel** for your summer reading book. Your **Amazon Listing Novel** should be created on a separate piece of paper (computer paper or designed on the computer!) All sections should be handwritten or typed and artwork should be original.



Amazon Listing Novel Project

Marketing Expert. That is your new job title! Every book on Amazon.com has a listing that informs buyers about the book. Your job is to create a paper version for the novel you have read. Follow the format below.

NEW BOOK COVER

Create a new book cover for the novel and draw it here.

Draw an important scene from your book here.

Draw another important scene from your book here.

PRODUCT DETAILS

Include the following:
Age Range • Grade
Level • Pages • Publisher •

RANK OR RECOMMEND

Choose one of the following options for this section:

- 1) Rank this book against 4 other books you have read recently
- 2) Recommend other books people may like if they are interested in this book.

BOOK TITLE

AUTHOR

Write a one to two sentence preview summary that will capture a potential reader and make them want to buy this book!

SUMMARY

Write a complete summary of the book here.

QUOTE ME

Select 3-5 quotes from the book to display here. Choose quotes that are meaningful and represent the story well.

EDITORIAL REVIEW

Write a review of the book.

Name _____

Date _____

Complete a math activity each day. To track your progress, color the box after you finish.

Summer Math Review: Weeks 6–10

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Week 6 | Alternate counting with a friend or family member by sevens from 7 to 70 and back. | Visit math learning links in packet | Write a story problem for 7×6 . | Solve 15×4 . Draw a model to show your thinking. | Practice times tables 1 through 12 |
| Week 7 | Jump forward and back as you count by eights from 8 to 80 and back. | Visit math learning links in packet | Use string to measure the perimeter of circular items in your house to the nearest quarter inch. | Build a 4 by 6 array with objects from your house. Write 2 multiplication and 2 division sentences for your array. | Practice times tables 1 through 12 |
| Week 8 | Do arm crosses as you count by nines from 9 to 90 and back. Teach someone the nines finger trick. | Create a multiplication and/or division math game. Then, play the game with a partner. | Write a story problem for $72 \div 8$. | Measure or find the capacity in milliliters of different liquids in your kitchen. Round each to the nearest 10 or 100 milliliters. | Practice times tables 1 through 12 |
| Week 9 | Jump rope as you count up by tens from 280 to 370 and back down. | Find, draw, and/or create different objects to show one-third. | Go on a shape scavenger hunt. Find as many triangles and hexagons in your neighborhood as you can. | Measure the weight of different produce at the grocery store. What unit did you measure in? What are the lightest and heaviest objects you weighed? | Practice times tables 1 through 12 |
| Week 10 | Count by sixes starting at 48. Count as high as you can in one minute. | Draw and label a floor plan of your dream tree house. | Find the perimeter of a different room in your house. How much smaller or larger is it compared to the perimeter of the room where you sleep? | Show someone your strategy to solve 8×16 . | Practice times tables 1 through 12 |

Name _____ Date _____

Complete a math activity each day. To track your progress, color the box after you finish.

Summer Math Review: Weeks 1-5

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Week 1 | Do jumping jacks as you count by twos from 2 to 20 and back. | Visit math learning links in packet | Use your tangram pieces to make a picture of your summer break. | Time how long it takes you to do a specific chore, like making the bed. See if you can do it faster the next day. | Practice times tables 1 through 12 |
| Week 2 | Do squats as you count by threes from 3 to 30 and back. | Visit math learning links in packet | Collect data about your family's or friends' favorite type of music. Show it on a bar graph. What did you discover from your graph? | Read a recipe. What fractions does the recipe use? | Practice times tables 1 through 12 |
| Week 3 | Hop on one foot as you count by fours from 4 to 40 and back. | Create a multiplication and/or division math game. Then, play the game with a partner. | Measure the widths of different leaves from the same tree to the nearest quarter inch. Then, draw a line plot of your data. Do you notice a pattern? | Read the weight in grams of different food items in your kitchen. Round the weights to the nearest 10 or 100 grams. | Practice times tables 1 through 12 |
| Week 4 | Bounce a ball as you count by 5 minutes to 1 hour and then to the half hour and quarter hours. | Find, draw, and/or create different objects to show one-fourth. | Go on a shape scavenger hunt. Find as many quadrilaterals in your neighborhood or house as you can. | Find the sum and difference of 453 mL and 379 mL. | Practice times tables 1 through 12 |
| Week 5 | Do arm swings as you count by sixes from 6 to 60 and back. | Draw and label a floor plan of your house. | Measure the perimeter of the room where you sleep in inches. Then, calculate the area. | Use a stopwatch to measure how fast you can run 50 meters. Do it 3 times. What was your fastest time? | Practice times tables 1 through 12 |

4th Grade Summer Reading Log

[illegible]

[illegible]

Motivation Board

Due: September 5th, 2018
(The First Day of School!)

What is a motivation board?

A motivation board is used to help clarify, concentrate, and maintain focus on a specific life goal. Literally, a motivation board is any sort of board or poster on which you show images that stand for or represent whatever you want to be in life, whatever you want to have in life, and whatever you want to do in life.

What is the point?

People tend to be very busy and are constantly being distracted by the world around us. Making use of a motivation board has many uses or purposes. One way a motivation board will help you is to make your goals and wishes very clear. Another way it helps you is to keep your attention or focus on what you want to do. It can include all different kinds of things that you want for yourself.

What do I put on it?

You can include many things on your motivation board. A quotation from a book, poem, or anywhere else that you might find one, can be meaningful to you and placed on your board. You may want to include pictures or photographs of things you want or things you aspire to be or have. Your goals may be written on your board. Ideas or questions you have can be included on the board. How you decorate and what you include on your motivation board is entirely up to you.

What do I need?

The materials you need for this project are a piece of computer paper (please only send in an **8.5" by 11"** inch paper with images or pictures from the Internet, magazines, or newspapers, scissors, and glue or tape.

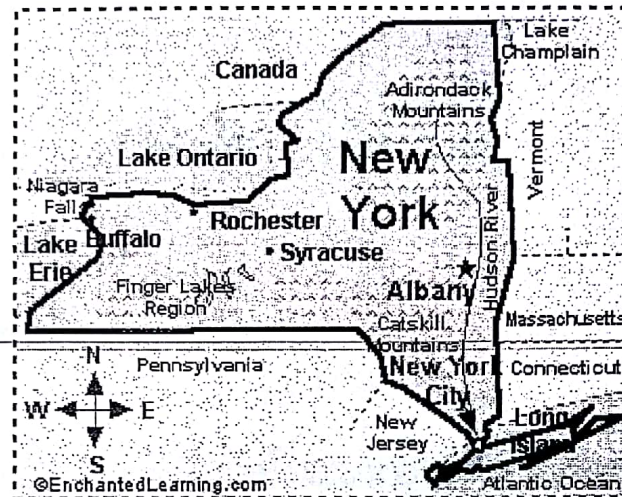
Things to Think About

- Why did I choose each image or quotes for my motivation board?
- How will this board help motivate me?
- Can I explain why each item on my board is important to me?

What do I do?

- Collect quotations and pictures of things that matter to you
- Organize and sort your pictures and quotations and display them on your board
- Create your motivation board by taping/gluing the images and quotes in a neat manner

Geography of New York State Project Guidelines



Use the standards & rubric attached to guide your research. Your final project needs to be reflective of an even understanding of how New York State's geography matters.

Some basics you must include are:

- Drawing or a map of New York State
- Location of New York State in relation to the United States
- Description of important geographic features of New York State and New York City
- Consideration of the roles climate, environment, animals and natural resources play in the location and development of NYS's most populous cities
- Physical features such as mountains, rivers, lakes
- Description of a major city of your choice and the capital city.
- Include fun facts

Please present your research as a brochure or poster board.

Be creative and make it colorful. Rubric & Standards are attached.

Standards:

Essential Question:

Why Does Geography Matter?

4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State (Standard 3)

Geography 4.1a, 4.1b

- Location of New York State in relation to other states (countries/ world/ bodies of water and mountain ranges)

Physical geographic features of New York State and New York City

- Mountains (Adirondack, Appalachian, Catskill)
- Rivers (Allegheny, Bronx, Delaware, East, Genesee, Harlem, Hudson, Mohawk, Niagara, St. Lawrence, Susquehanna)
- Bays (Jamaica, Lower and Upper New York Bay, Great South)
- Location of New York State in relation to other states (countries/ world/ bodies of water and mountain ranges)
- Islands (Fire, Long Island, Manhattan, Roosevelt, Governors, Liberty, Staten Island)
- Lakes (Champlain, Erie, Finger, George, Ontario, Placid)
- Alleghany Plateau, Atlantic Ocean, Long Island Sound, Niagara Falls, Palisades, Tug Hill Plateau

Political Geographic Features of New York State and New York City

- Borders (Canada, Connecticut, New Jersey, Massachusetts, Pennsylvania, Vermont)
- Major Cities (Albany, Buffalo, New York, Rochester, Syracuse, Yonkers)
- Boroughs (Bronx, Brooklyn, Manhattan, Queens, Staten Island)
- Climate of New York
- Vegetation of New York
- Topography of New York

Travel Brochure Rubric

| | 4 | 3 | 2 | 1 |
|---------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Organization | The brochure has excellent formatting and very well organized information. | The brochure has appropriate formatting and well-organized information. | The brochure has some organized information with random formatting. | The brochure's format and organization of material are confusing to the reader. |
| Ideas | The brochure communicates relevant information appropriately and effectively to the intended audience. | The brochure communicates relevant information appropriately to the intended audience. | The brochure communicates irrelevant information, or communicates inappropriately to the intended audience. | The brochure communicates irrelevant information, and communicates inappropriately to the intended audience. |
| Conventions | All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure. | Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure. | Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure. | Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure. |
| Graphics | The graphics go well with the text, and there is a good mix of text and graphics. | The graphics go well with the text, but there are so many that they distract from the text. | The graphics go well with the text, but there are too few. | The graphics do not go with the accompanying text or appear to be randomly chosen. |