

2017-2018 Supply request

Entering Fourth Grade

In lieu of purchasing supplies for your child to use in the upcoming school year, we ask that you please contribute \$56 towards the purchase of supplies. Students will also need to purchase a planner. You will not need to send any additional supplies to school. We will provide all notebooks, pencils, scissors, a sketch book, etc. using the money you contribute towards supplies.

****Separate checks must be written for supplies and planners. Checks for combined payments will be returned with a reminder that separate checks are required.****

Please send a separate check for each:

- \$56 for supplies
- \$5 for a planner

Make checks payable to MBSCS and note "2017-18 supplies" or "2017-18 planner" on each check. Use the attached form when submitting your payment. **Checks will be held until school begins in August, so please wait to send them until mid-August.**

Child(ren)'s name(s):

Child(ren) entering grade(s): _____ Date: _____ Check #: _____

Child(ren)'s name(s):

Child(ren) entering grade(s): _____ Date: _____ Check #: _____

Fourth Grade Summer Work

Math:

The purpose of **summer math** is to ensure that fundamental math skills are practiced and reviewed. This practice will help your child make a smooth transition into the 4th grade math program.

Students are required to complete a review packet. Each page has an example at the top and a few problems for students to complete on the bottom. In addition to the packet, your child is required to practice basic math facts for 15 minutes, 3 times per week. Please sign the log attached and return it to school. There are numerous ways to practice - iPad apps, websites, and flashcards (see attached). I've also included a few basic math fact practice pages your child could use for this. Thank you for committing to this important practice.

Reading:

Summer reading is critical as well. Please support your child's love of reading by exploring genres this summer. The local library systems have excellent guides and recommendations.

I hope that students read all different types of books this summer, but students are required to read at least 3 chapter books.

Please make sure your child is filling in their reading log as they finish each chapter book. For each book, they should write one sentence telling why they did or did not enjoy the book. Please encourage them to write good, complete sentences!!

Students are asked to complete a project on only **ONE** of the chapter books they read this summer. There are six projects to choose from. Have your child choose the one that most excites them! They will present these to the class during our first week of school.

Excellent websites for fun learning and reinforcement of math skills:

www.gregtangmath.com: Either play games or generate and solve word problems!

www.mathplayground.com: Many games from which to choose.

www.wildmath.com: Select "Play the game." Select addition or subtraction and grade. You can race to beat your time.

www.harcourtschool.com: Click the red box, select math, select HSPMath, select Maryland, click on the "2" ball or "3" ball for a challenge. Select a game.

www.aplusmath.com: Go under "Flashcards" or "Game Room" on the left side of the screen. Practice addition or subtraction. It is very important to know the addition and subtraction facts from memorization or within a few seconds.

www.aaamath.com: At the top, pick "Second" or "Third" for a challenge. Choose any of the activities, then select the "play" option toward the top of the screen. 20 Questions and Countdown games are good ones.

www.funbrain.com: Lots of fun games to choose from.

Excellent Apps for iPad/iPod:

- Kakooma Addition Pro and Kakooma Times Pro
- Splash Math
- 24 Game
- Hooda Math
- Mathmateer
- TeachMe
- Math Friendly
- Addition Number Bubbles
- Ace Kids Math Word Problems
- Telling Time Free
- Math Flash Cards
- Everyday Mathematics Addition or Multiplication Top It
- Bubble Math! Free
- MathLands
- Divisibility Dash

Student's Name: _____

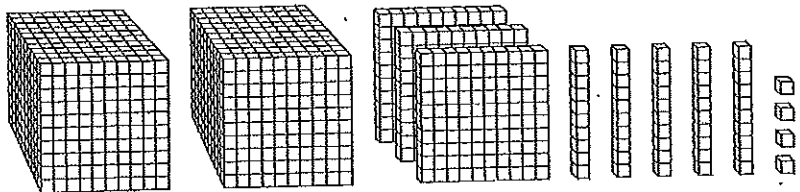
Summer Reading Log - Entering 4th Grade

Directions: Students should read at least 3 chapter books this summer. After finishing each book, please complete the chart below. If you read more than 3 books, please include them too!! Then, choose 1 of the books and complete 1 of the attached projects.

Title and Author	Date Finished	1 complete sentence about whether or not you liked the book and why

Name _____

Read and Write Numbers to Ten Thousands



Ten Thousands	Thousands	Hundreds	Tens	Ones
	2,	3	5	4

Standard form is a way to write numbers using digits. **Think:** 2 thousands
3 hundreds 5 tens
4 ones. So, the standard form is written **2,354**.

Expanded form is a way to write the number by showing the value of each digit.

2 thousands 3 hundreds 5 tens 4 ones
2,000 300 50 4
2,000 + 300 + 50 + 4

Word form is a way to write the number using words.
two thousand, three hundred fifty-four

Write the number shown in expanded form.

1.

Ten Thousands	Thousands	Hundreds	Tens	Ones
	1,	8	9	4

_____ + 800 + 90 + _____

Write the number in standard form.

2. $8,000 + 500 + 30 + 4$ _____

3. five thousand, seven hundred sixty-two _____

Write the value of the underlined digit two ways.

4. 7,318

5. 1,095

Name _____

Compare 3- and 4-Digit Numbers

You can use symbols to show how two numbers compare.

Compare the numbers.

8,526 8,601

Use a place-value chart to help you compare.

Step 1 For each number, write the digits in a place-value chart.

THOUSANDS	HUNDREDS	TENS	ONES
8,	5	2	6
8,	6	0	1

Step 2 Compare digits in the same place-value position, starting from the left. Compare until you find digits that are different.

THOUSANDS	HUNDREDS	TENS	ONES
8,	5	2	6
8,	6	0	1

$8 = 8$

$5 < 6$

Step 3 The thousands are the same, so compare the hundreds. Since 5 hundreds $<$ 6 hundreds, $8,526 < 8,601$.

So, $8,526 < 8,601$.

Symbol	Meaning
$>$	is greater than
$<$	is less than
$=$	is equal to

Compare the numbers. Write $<$, $>$, or $=$ in the .

1. 519 591

2. $6,883$ $6,883$

3. $4,709$ $4,079$

4. 687 678

5. $8,141$ $8,411$

6. $9,989$ $9,987$

Name _____

Algebra • Multiplication and Division Relationships

Multiplication and division are inverse operations. You can use a multiplication table to help you write related multiplication and division equations.

Write the related multiplication and division equations for the numbers 3, 12, and 36.

Step 1 Find the multiplication equations.

- Find the factor 3 in the left column of the multiplication table.
- Look right to find the product, 36. Look up to find the factor 12.

So, $3 \times 12 = 36$.

- Find the factor 12 in the left column. Look right to find the product, 36. Look up to find the factor 3.

So, $12 \times 3 = 36$.

	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

Step 2 Use the multiplication equations to write the related division equations.

$36 \div 3 = 12$ $36 \div 12 = 3$

Complete the related multiplication and division equations.

1. _____ \times 12 = 24 2. $9 \times$ _____ = 108 3. $5 \times 11 =$ _____

$12 \times 2 =$ _____ _____ $\times 9 = 108$ $11 \times$ _____ = 55

_____ $\div 2 = 12$ $108 \div 9 =$ _____ $55 \div$ _____ = 11

$24 \div$ _____ = 2 _____ $\div 12 = 9$ _____ $\div 11 = 5$

Name _____

Use Multiplication Patterns

You can use a basic fact and a pattern to multiply with 10, 100, or 1,000.

Find $6 \times 1,000$.

	Factors	Product
Step 1 Start with the basic fact.	6×1	$= 6$
Step 2 Multiply with 10. Think: 6×1 ten = 6 tens	6×10	$= 60$
Step 3 Multiply with 100. Think: 6×1 hundred = 6 hundreds	6×100	$= 600$
Step 4 Multiply with 1,000. Think: 6×1 thousand = 6 thousands	$6 \times 1,000$	$= 6,000$

Look at the pattern of zeros. The number of zeros in the product increases as the number of zeros in a factor increases.

So, $6 \times 1,000 = 6,000$.

Use a basic fact and a pattern to find the products.

- | | | |
|--------------------------|--------------------------|--------------------------|
| 1. $1 \times 1 =$ _____ | 2. $9 \times 1 =$ _____ | 3. $7 \times 1 =$ _____ |
| $1 \times 10 =$ _____ | $9 \times 10 =$ _____ | $7 \times 10 =$ _____ |
| $1 \times 100 =$ _____ | $9 \times 100 =$ _____ | $7 \times 100 =$ _____ |
| $1 \times 1,000 =$ _____ | $9 \times 1,000 =$ _____ | $7 \times 1,000 =$ _____ |
| 4. $5 \times 1 =$ _____ | 5. $3 \times 1 =$ _____ | 6. $8 \times 1 =$ _____ |
| $5 \times 10 =$ _____ | $3 \times 10 =$ _____ | $8 \times 10 =$ _____ |
| $5 \times 100 =$ _____ | $3 \times 100 =$ _____ | $8 \times 100 =$ _____ |
| $5 \times 1,000 =$ _____ | $3 \times 1,000 =$ _____ | $8 \times 1,000 =$ _____ |

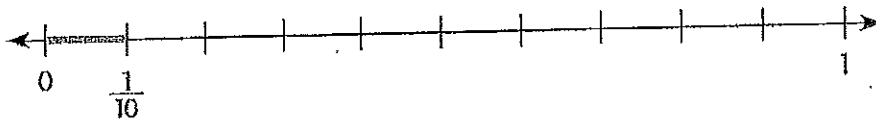
Name _____

Model Tenths and Hundredths

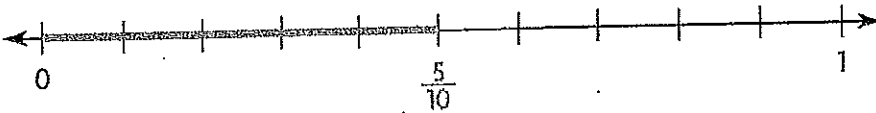
You can use a number line to show tenths and hundredths.

The number line is divided into 10 equal parts, or tenths.

Shade 1 part out of 10 equal parts to show 1 tenth.

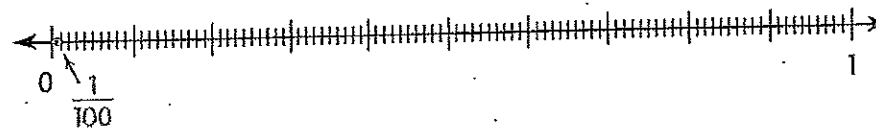


Show five tenths. Write the fraction. Think: $\frac{5 \text{ equal parts shaded}}{10 \text{ equal parts in the whole}}$

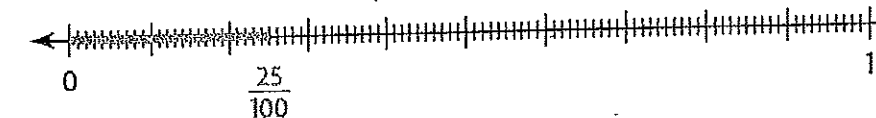


The number line is divided into 100 equal parts, or hundredths.

Shade 1 part out of 100 equal parts to show 1 hundredth.



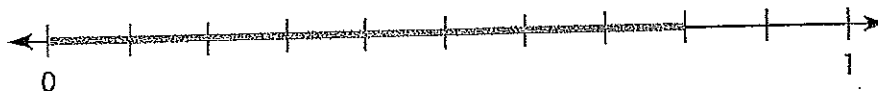
Show 25 hundredths. Write the fraction. Think: $\frac{25 \text{ equal parts shaded}}{100 \text{ equal parts in the whole}}$



Write the fraction that names the shaded part.

1. _____

Think: How many equal parts are shaded?



2. _____



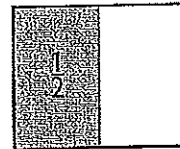
Name _____

Equivalent Fractions

You can use models to find equivalent fractions.

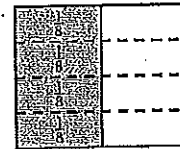
$$\frac{1}{2} = \frac{4}{8}$$

Step 1 Fold a sheet of paper. Make equal parts to show the given fraction $\frac{1}{2}$. Shade and label the fraction.



$$\frac{1}{2} \leftarrow \frac{\text{Number of shaded parts}}{\text{Number of equal parts in the whole}}$$

Step 2 Fold the paper again two times to make the new number of equal parts, eighths.



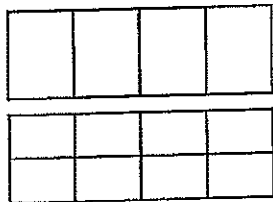
Write the new fraction for the shaded part.

$$\frac{4}{8} \quad \text{Think: } \frac{4 \text{ shaded parts}}{8 \text{ equal parts in the whole}}$$

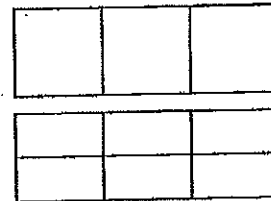
So, $\frac{1}{2} = \frac{4}{8}$.

Use models to find the equivalent fraction.

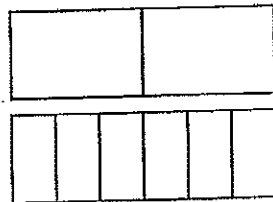
1. $\frac{1}{4} = \frac{\quad}{8}$



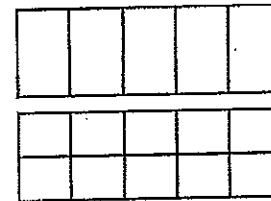
2. $\frac{1}{3} = \frac{\quad}{6}$



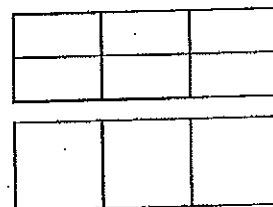
3. $\frac{1}{2} = \frac{\quad}{6}$



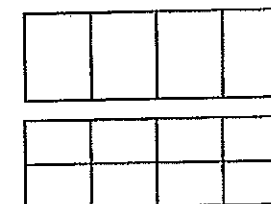
4. $\frac{3}{5} = \frac{\quad}{10}$



5. $\frac{4}{6} = \frac{\quad}{3}$



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



Name _____

Same Size, Same Shape

Some shapes have the same size and the same shape.

One way to find if shapes have the same size and shape is by comparing them on grid paper.

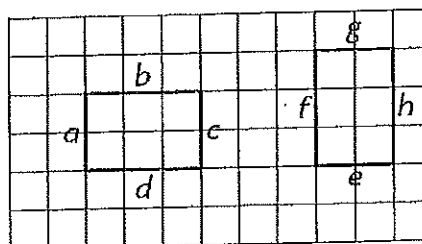
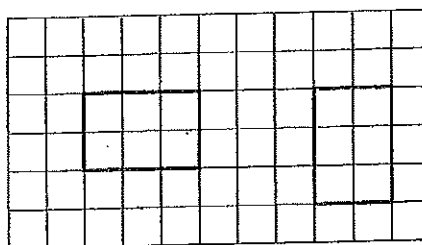
Look at these shapes.

Step 1 Do they have the same shape? **yes**

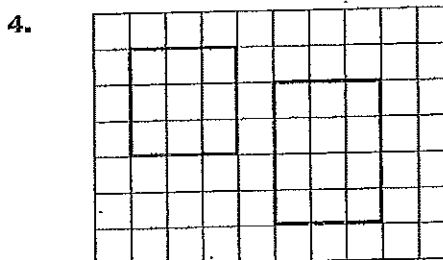
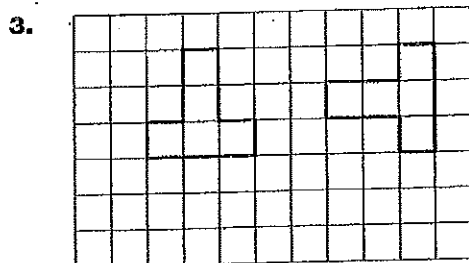
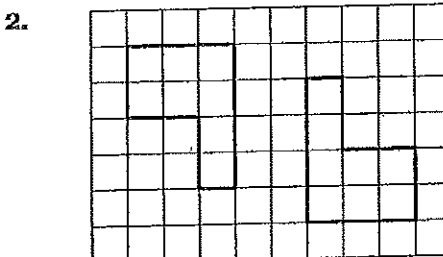
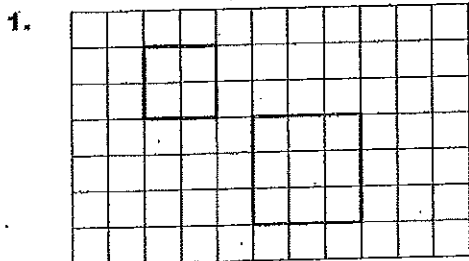
Step 2 Compare the sides.

- Side *a* is the same length as side *e*.
 - Side *b* is the same length as side *f*.
 - Side *c* is the same length as side *g*.
 - Side *d* is the same length as side *h*.
- Are they the same size? **yes**

So, these two shapes have the same size and 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*.



Name _____

Algebra • Change Customary Units of Length

There are 12 inches in 1 foot. You can use this relationship and make a table to change feet to inches.

For each additional 1 foot, add 12 to get the number of inches.

Feet	1	2	3	4	5	6	7	8	9	10
Inches	12	24	36	48	60	72	84	96	108	120

Tim has a dog leash that is 5 feet long.
How many inches long is the leash?

Use the table. Find the column for 5 feet.
Read the number of inches below it.

5 feet = 60 inches

So, the leash is 60 inches long.

Use the table to rename the number of feet as inches.

1. Rename 2 feet using inches.

2 feet = _____ inches

2. Rename 6 feet using inches.

6 feet = _____ inches

3. Rename 3 feet using inches.

3 feet = _____ inches

4. Rename 4 feet using inches.

4 feet = _____ inches

5. Rename 7 feet using inches.

7 feet = _____ inches

6. Rename 8 feet using inches.

8 feet = _____ inches

Name _____

Algebra • Change Metric Units of Length

How can you change 3 meters to centimeters?

You can skip count to change metric units of length.

Skip count by 100 three times:

100, 200, 300.

So, 3 meters = **300** centimeters.

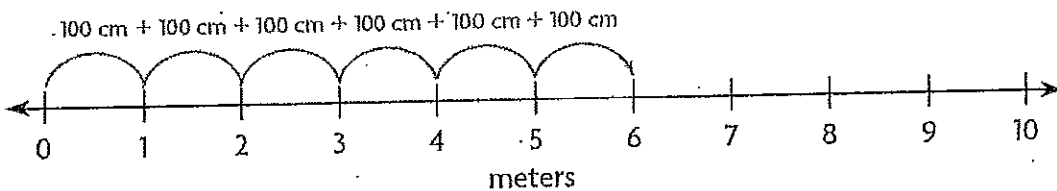
Metric Units of Length

1 meter = 100 centimeters

How many centimeters are in 6 meters?

You can use a number line to change from meters to centimeters.

Draw a number line and label it in centimeters.



Draw one 100-centimeter jump for each meter.
Read the number of centimeters.

So, 6 meters = **600** centimeters.

Use the number line to find the unknown number.

1. 7 meters = _____ centimeters

2. 4 meters = _____ centimeters

3. 5 meters = _____ centimeters

4. 2 meters = _____ centimeters

5. 8 meters = _____ centimeters

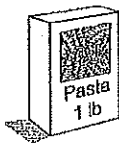
6. 9 meters = _____ centimeters

Name _____

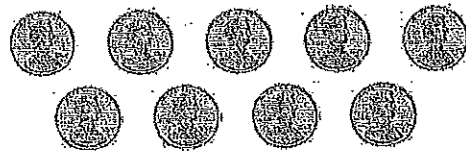
Estimate and Measure Weight

Weight is the measure of how heavy an object is.
Two customary units of weight are **ounce (oz)**
and **pound (lb)**.

A box of pasta weighs
about 1 pound.



Nine pennies weigh
about 1 ounce.



1 pound = 16 ounces

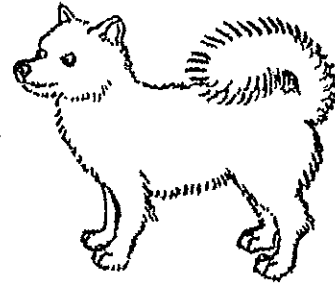
Choose the unit you would use to measure the weight
of this dog. Write *ounce* or *pound*.

Step 1 Think about whether a dog is light or heavy.

A dog weighs more than 9 pennies, or 1 ounce.
A dog might weigh as much as several pasta boxes.

Step 2 Choose a unit of weight.

A **pound** is a good unit for measuring the weight of a dog.



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

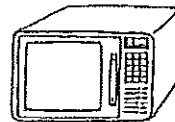
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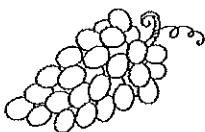
2.



3.



4.



5.



6.