MCKENZIE SCHOOL'S

EAST RUTHERFORD

WILDCATS

2021-2022

RECOMMENDED SUMMER

LEARNING ACTIVITIES

STUDENTS ENTERING 4TH GRADE

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Dear Parents and Guardians,

McKenzie School knows that learning never stops—even during summer vacation. This learning packet will help enhance your child's skills and reading abilities. To support your efforts to find quality books for your children to READ this summer, you will find links to some award-winning collections of nonfiction books and magazines on our McKenzie School website in addition to some suggested summer learning activities that are within their grade level learning packet.

I wish you a fun and safe summer!

Respectfully,

Brian Barrow

Summer Reading

Over the summer it is important to keep your brain active. One way to do this is to read read read! This summer you should read AT LEAST two fiction, two nonfiction (informational/expository), and two biographies (narrative nonfiction) books. After you complete each book use the "book report" forms in this packet to show what you learned from the book.

Biographies List

Below is a list of remarkable people. You can use this list to help you find interesting people to read about. Read at least TWO books on these famous people. After you are finished reading please fill in the "biography book report" form for each book.

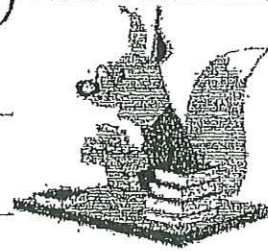|	
1. Rosa Parks	11. Babe Ruth
2. Albert Einstein	12. Helen Keller
3. Mother Teresa	13. Louis Armstrong
4. Benjamin Franklin	14. Amelia Earhart
5. Hilary Clinton	15. Bill Gates
6. Abraham Lincoln	16. Harriet Tubman
7. Martin Luther King Jr.	17. Thomas Edison
8. Pocahontas	18. Betsy Ross
9. Neil Armstrong	19. Orville and Wilbur Wright
10. Eleanor Roosevelt	20. Anne Frank

Name: _____ Date: _____

Book Report: Fiction

title: _____

author: _____

This story was _____. number of pages: _____
(easy, just right, hard)

Describe what happened in the beginning of the story.

_____

_____

_____

Describe what happened in the middle of the story.

_____

_____

_____

Describe what happened at the end of the story.

_____

_____

_____

Did you like this book? Tell why or why not. _____

_____

Name: _____   Date: _____

Book Report: Fiction

Title: _____

Author: _____

This story was _____,   number of pages: _____
(easy, just right, hard)

Describe what happened in the beginning of the story.

_____

_____

_____

Describe what happened in the middle of the story.

_____

_____

_____

Describe what happened at the end of the story.

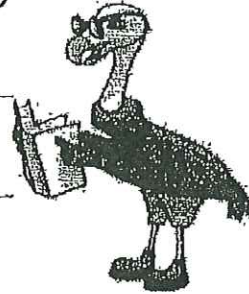_____

_____

_____

Did you like this book? Tell why or why not. _____

_____

Name: _____ Date: _____

Book Report: Biography

title: _____

author: _____

This book describes the life of_____
(name of person)

This person was born on _____ in _____
(date of birth)   (place of birth)

Describe the person's main accomplishments. Tell why the person is important.

_____

_____

_____

List two interesting facts you learned about the person in your book.

1. _____

    _____

2. _____

    _____

Did you like this book? Tell why or why not. _____

_____

_____

Name: _____   Date: _____

Book Report: Biography

title: _____

author: _____

This book describes the life of _____
(name of person)

This person was born on _____ in _____
(date of birth)   (place of birth)

Describe the person's main accomplishments. Tell why the person is important.

_____

_____

_____

List two interesting facts you learned about the person in your book.

1. _____

_____

2. _____

_____

Did you like this book? Tell why or why not. _____

_____

_____

Name: _____   Date: _____

Book Report: Non-Fiction

title: _____

author: _____

This book was _____   number of pages: _____
              [easy, just right, hard]

Describe what the book is about.

_____

_____

_____

_____

List three interesting facts you learned from this book.

1. _____

   _____

2. _____

   _____

3. _____

   _____

Did you like this book? Tell why or why not. _____

_____

_____

Name: _____   Date: _____

Book Report: Non-Fiction

title: _____

author: _____

This book was _____   number of pages: _____
(easy, just right, hard)

Describe what the book is about.

_____
_____
_____

List three interesting facts you learned from this book.

1. _____
_____

2. _____
_____

3. _____
_____

Did you like this book? Tell why or why not. _____
_____
_____

Fourth Grade Reading and Writing Strategies

In fourth grade we will be using strategies to help us create our best work in reading and writing! You may have used these strategies before in third grade, but just as a reminder here they are.

R.A.C.E

When reading a passage and then answering questions sometimes you will run into an open ended question. In order to answer an open ended question we use the strategy R.A.C.E

R- Restate the question (Restate the question as the beginning of your response)

A- Answer the question (Answer all parts of the question)

C- Cite Information from the text (Use information you read in the passage to support your answer)

E – Extend Prior Knowledge (Make a connection *T-S, T-T, T-W, T-M* with the passage)

** When reading "Marla Tallchief" in this package use R.A.C.E to answer the last question.

RUPR- FATP

When answering a writing prompt it is important to be organized before we can begin. Super RUPR can help you do just that.

R – Read the prompt two times

U – Underline the FAT-P
- F – Format (what type of writing essay, story, persuasive)
- A – Audience (who are you writing to a judge, teacher, or friend)
- T – Topic (What are you writing about)
- P – Purpose (Are you trying to entertain, persuade, inform)

P – Plan your writing (Create a web, list, graphic organizer, outline)

R – Read the prompt again and ask yourself: Am I on topic? Did I answer all of the questions?

** In this packet there are three different types of prompts. Create a writing for each one and use Super RUPR to help you get started.

Passage 3

Read the passage and answer the following questions. Use the hint underneath each question to help you choose the correct answer.

Maria Tallchief

Maria Tallchief was a very famous ballerina. Maria was born in 1925 on a Native American reservation in Oklahoma. Her father was the chief of the Osage tribe. Her mother was Scottish and Irish. Maria spent the first eight years of her life in Oklahoma. She loved spending time outdoors. Her favorite pastime was playing in the pasture near the horses. Maria also loved to sing and dance. She enjoyed pretending that she was a great star. Her mother encouraged Maria to learn all she could about music. Maria and her sister, Marjorie, began taking piano lessons when Maria was only four.

Later, Maria took dance lessons. She was very good at dancing. Her family thought she might really become a star one day. When she was twelve, she and her family left Oklahoma. They moved to California, where there were better dance teachers.

Maria had a new dance teacher in California who had once been a famous ballerina in Russia. She believed that Maria could be a great ballerina, too, but she wasn't happy with what Maria had learned at her old dance school. She was shocked that Maria was already wearing pointe shoes, which have metal in the tip. Ballerinas wear these shoes to make it look as if they are standing on their toes. Maria's teacher said Maria was not yet ready to wear pointe shoes. She told Maria to forget everything that she had
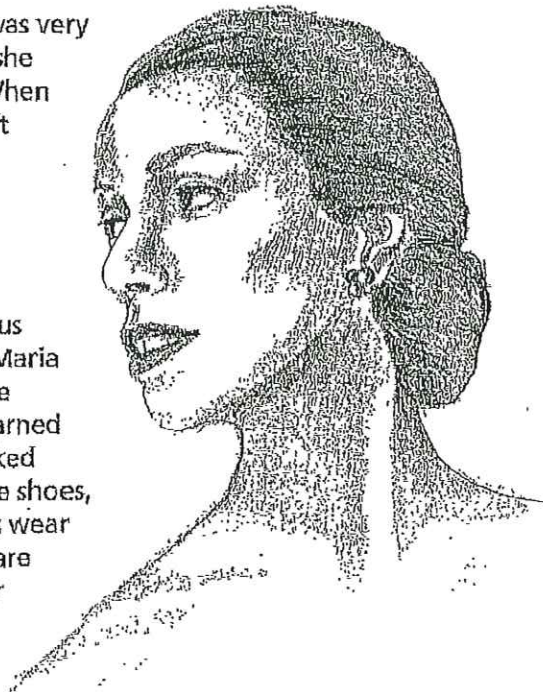
been taught so she could relearn everything the right way. Maria felt sad when she heard this, but she was determined to learn.

This teacher made Maria work very hard and spend many hours practicing. She had little time to do anything else. Her teacher once told her, "When you sleep, you sleep like a ballerina." She even said that Maria should stand like a ballerina when she was on the street waiting for the bus!

Maria studied with this teacher for five years and then moved to New York City. A new ballet company there was looking for ballerinas to dance with them. Maria auditioned for this group, which means that she danced for them. When they saw Maria dance, they were amazed. Maria was one of the best dancers they had ever seen, and they asked her to be part of their group.

Soon Maria was dancing on stage in front of many people, often in the lead role. She became very famous. Before long, Maria traveled to other countries to dance for the people there. Millions of people around the world wanted to see Maria dance. Maria became a prima ballerina, which means that she was the lead dancer in a ballet company.

Maria was a prima ballerina for eighteen years before she decided to devote her life to teaching young people how to dance. She and her sister Marjorie started their own ballet company called the Chicago City Ballet. "A ballerina takes steps given to her and makes them her own," Maria once said. She taught her students how to perform dance steps correctly, but she also encouraged them to make the steps their own. Maria wrote an autobiography about her life as a dancer called *Maria Tallchief: America's Prima Ballerina.*

Questions

1. What can you tell about Maria's dance teachers in Oklahoma?

    Ⓐ They were sure that Maria would be a star.

    Ⓑ They did not want Maria to wear pointe shoes.

    Ⓒ They did not know as much as they should.

    Ⓓ They had once been prima ballerinas.

    HINT

    Reread what happened to Maria when she moved to California.

2. Do you think Maria would make a good dance teacher? Why or why not?

    Write your answer on the lines below.

    _____

    _____

    _____

    _____

    _____

    HINT

    Reread the last paragraph of the article and then form your own opinion.

3. Maria's family helps her become a dancer.

   • Explain how her family helped her.

   • Decide what they did that was most helpful, and explain why.

   Use information from the story to support your response.

   Write your answer on the lines below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

HINT

Reread the article and look for the ways that Maria's family helped her become a dancer. Then use your own judgment to choose the most important way.

Name: _____   Date: _____

Personal Narrative Prompt
A story from your life

Each person has a moment in their life when they feel proud of themselves for doing something very well. They get an A on a hard test, score a winning goal in a soccer game, or help their mother clean the house.

Writing Prompt:

Tell about a time when you were proud of something you did.

```
                          Writers Check List

Remember to:

__ Keep the central idea of topic in mind.

__ Keep your audience in mind.

__ Support your ideas with details explanations and examples.

__ State your ideas in a clear sequence.

__ Include and opening and a closing.

__ Use a variety of words and vary your sentence structure.

__ State your opinion or conclusion clearly.

__ Capitalize, spell, and use punctuation correctly.

__ Write neatly.
```

PREWRITING SPACE ON THE BACK OF THIS PAGE

In third, fourth, and fifth grades, NJ ASK in English Language Arts will have two writing activities. In one activity, you will read a poem. Then you will read a prompt that asks you to write a composition describing something or explaining an idea that is introduced in the poem. The prompt for "Lucky Grandma!" is on page 24.
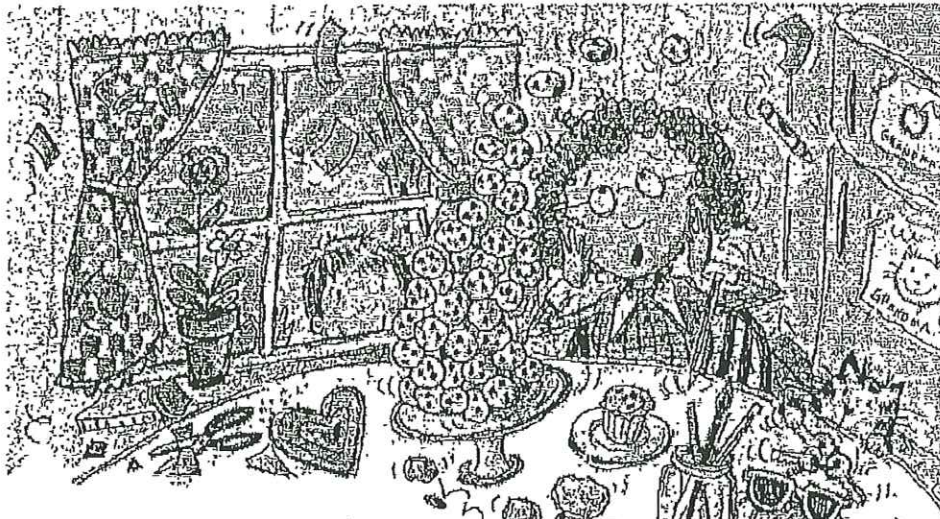
If my grandma didn't have me,
I don't know what she would do—
She'd have to eat millions of cookies
And go by herself to the zoo.
She'd have to start drawing and painting,
Or her fridge wouldn't have any art—
And use her own scissors and glitter
To make a card shaped like a heart.
She'd have to tell herself knock-knocks
And find pretty rocks for her shelf—
If she wanted to see funny faces,
She'd have to make them herself.
She'd have to eat the last cupcake
And learn how to climb her tree—
Somebody has to do those things—
Good thing my grandma has me!

Holly Davis

Lucky Grandma!

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Name: _____   Date: _____

Student Number: _____   Subject: _____

Writing Prompt:

Elaine walks out her front door after breakfast. She's looking for her cell phone in her pocket when she hears an unexpected rustling in the bushes. She looks up and sees a skunk, staring her in the eyes.

· Write a story about what Elaine did.

Writers Check List

Remember to:

__ Keep the central idea of topic in mind.

__ Keep your audience in mind.

__ Support your ideas with details explanations and examples.

__ State your ideas in a clear sequence.

__ Include and opening and a closing.

__ Use a variety of words and vary your sentence structure.

__ State your opinion or conclusion clearly.

__ Capitalize, spell, and use punctuation correctly.

__ Write neatly.

PREWRITING SPACE
(On the back of this page)

Name: _____

Numerators and Denominators

Part 1: Circle the numerator in each fraction below.

$\frac{3}{4}$ $\frac{1}{9}$ $\frac{7}{8}$ $\frac{7}{16}$ $\frac{2}{3}$ $\frac{6}{11}$ $\frac{1}{100}$ $\frac{5}{6}$

Part 2: Circle the denominator in each fraction below.

$\frac{1}{7}$ $\frac{2}{7}$ $\frac{1}{3}$ $\frac{3}{3}$ $\frac{5}{12}$ $\frac{1}{9}$ $\frac{8}{13}$ $\frac{4}{5}$

Part 3: Tell whether the arrow is pointing to the numerator or denominator.

→$\frac{3}{8}$ _____   →$\frac{7}{20}$ _____   →$\frac{3}{6}$ _____

→$\frac{6}{18}$ _____   →$\frac{1}{5}$ _____   →$\frac{7}{9}$ _____

→$\frac{1}{6}$ _____   →$\frac{2}{10}$ _____   →$\frac{2}{9}$ _____

Part 4: Continue the pattern.

$\frac{1}{3}$, $\frac{2}{6}$, $\frac{3}{9}$, $\frac{4}{12}$, _____ , _____ , _____ , _____

Explain how you figured out the pattern above: _____

_____

_____

Name: _____

Fractions

What fraction of each shape is shaded?
Write the missing numerator or denominator for each.

a. $\dfrac{1}{}$

b. $\dfrac{}{8}$

c. $\dfrac{1}{}$

d. $\dfrac{6}{}$

e. $\dfrac{2}{}$

f. $\dfrac{}{4}$

g. $\dfrac{}{5}$

h. $\dfrac{}{2}$

i. $\dfrac{2}{}$

j. $\dfrac{4}{}$

k. $\dfrac{}{4}$

l. $\dfrac{4}{}$

m. $\dfrac{4}{}$

n. $\dfrac{}{6}$

o. $\dfrac{}{2}$
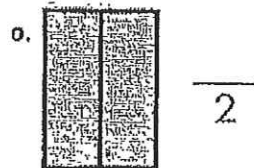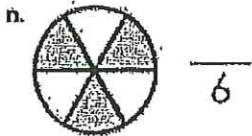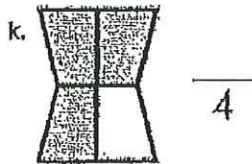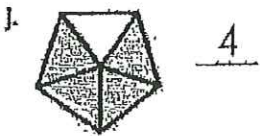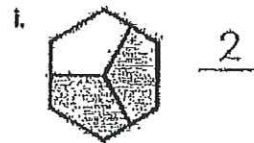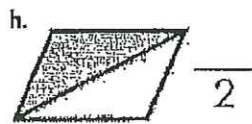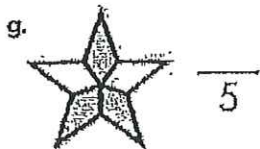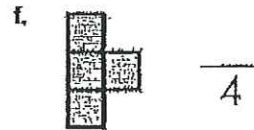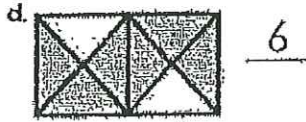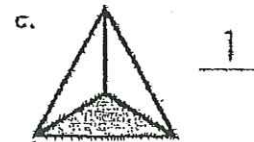
Name: _____

Color 3 parts red. Color 4 parts blue. Color 1 part green.

What fraction of the circle is red? _____

What fraction of the circle is blue? _____

What fraction of the circle is green? _____

Color 1 part red. Color 2 parts yellow. Color the rest of the circle green.

What fraction of the circle is red? _____

What fraction of the circle is yellow? _____

What fraction of the circle is green? _____
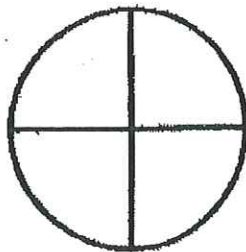
Color half of the circle orange. Color 1 part purple. Color 1 part brown.

What fraction of the circle is orange? _____

What fraction of the circle is purple? _____

What fraction of the circle is brown? _____
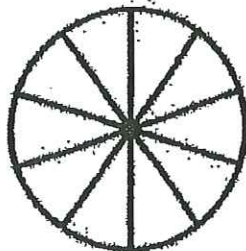
Color 3 parts blue. Color 5 parts green.

What fraction of the circle is blue? _____

What fraction of the circle is green? _____

What fraction of the circle is not colored? _____

Name: _____

Adding Fractions
with the Same Denominator, No Simplifying

$\frac{1}{5}$
$+\frac{2}{5}$
$\frac{3}{5}$

1 whole or $\frac{5}{5}$

$\frac{1}{5}$ $\frac{2}{5}$

$\frac{1}{5}$ $\frac{1}{5}$ $\frac{1}{5}$ +
$+\frac{2}{5}$ $+\frac{2}{5}$ same $+\frac{2}{5}$
$\frac{}{5}$ $\frac{3}{5}$

a. $\frac{3}{6}$ $+\frac{2}{6}$

b. $\frac{5}{8}$ $+\frac{2}{8}$

c. $\frac{1}{4}$ $+\frac{2}{4}$

d. $\frac{4}{7}$ $+\frac{2}{7}$

e. $\frac{5}{9}$ $+\frac{2}{9}$

f. $\frac{4}{12}$ $+\frac{3}{12}$

g. $\frac{1}{9}$ $+\frac{3}{9}$

h. $\frac{1}{8}$ $+\frac{4}{8}$

i. $\frac{3}{5}$ $+\frac{1}{5}$

j. $\frac{5}{10}$ $+\frac{2}{10}$

k. $\frac{3}{7}$ $+\frac{2}{7}$

l. $\frac{1}{3}$ $+\frac{1}{3}$

m. $\frac{2}{9}$ $+\frac{3}{9}$

n. $\frac{5}{11}$ $+\frac{5}{11}$

o. $\frac{1}{10}$ $+\frac{6}{10}$

p. $\frac{4}{9}$ $+\frac{3}{9}$

q. $\frac{1}{8}$ $+\frac{2}{8}$

r. $\frac{4}{11}$ $+\frac{5}{11}$

s. $\frac{2}{12}$ $+\frac{3}{12}$

t. $\frac{1}{7}$ $+\frac{1}{7}$

Name: _____

Subtracting Fractions
with the Same Denominator, No Simplifying

$$\frac{3}{5} - \frac{2}{5} = \frac{1}{5}$$

$$\frac{3}{5} \quad \frac{3}{5} \quad \frac{3}{5}$$
$$-\frac{2}{5} \quad -\frac{2}{5} \text{ same} \quad -\frac{2}{5}$$
$$\overline{} \quad \overline{5} \quad \overline{\frac{1}{5}}$$

a. $\frac{5}{6} - \frac{4}{6}$

b. $\frac{7}{8} - \frac{2}{8}$

c. $\frac{3}{4} - \frac{2}{4}$

d. $\frac{6}{7} - \frac{4}{7}$

e. $\frac{7}{9} - \frac{5}{9}$

f. $\frac{8}{12} - \frac{3}{12}$

g. $\frac{4}{9} - \frac{2}{9}$

h. $\frac{5}{8} - \frac{4}{8}$

i. $\frac{4}{5} - \frac{1}{5}$

j. $\frac{9}{10} - \frac{2}{10}$

k. $\frac{5}{7} - \frac{3}{7}$

l. $\frac{2}{3} - \frac{1}{3}$

m. $\frac{5}{9} - \frac{4}{9}$

n. $\frac{10}{11} - \frac{5}{11}$

o. $\frac{7}{10} - \frac{6}{10}$

p. $\frac{7}{9} - \frac{3}{9}$

q. $\frac{5}{8} - \frac{2}{8}$

r. $\frac{9}{11} - \frac{5}{11}$

s. $\frac{11}{12} - \frac{4}{12}$

t. $\frac{3}{7} - \frac{1}{7}$

Name: _____   Score: _____ out of 39

Time: _____ minutes

Multiplication: 0 - 10

a.
10	8	7	2	6
x 6	x 4	x 3	x 3	x 0

b.
1	5	10	9	4
x 2	x 12	x 8	x 7	x 4

c.
4	6	8	7	1	3	10
x 7	x 6	x 6	x 6	x 8	x 12	x 9

d.
7	5	8	10	3	1	6
x 8	x 7	x 5	x 12	x 3	x 2	x 9

e.
4	4	2	6	3	5	2
x 11	x 6	x 2	x 3	x 9	x 2	x 8

f.
10		7	7	0
x 10		x 10	x 7	x 1

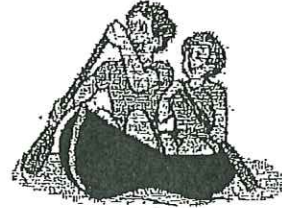g.
4		3	1	3
x 5		x 4	x 12	x 8

Name: _____

Score: _____ out of 42

Time: _____ minutes

Multiplication: 0 - 12

a.
$$\begin{array}{r}5\\ \times\ 6\\ \hline\end{array}\qquad \begin{array}{r}7\\ \times\ 11\\ \hline\end{array}\qquad \begin{array}{r}8\\ \times\ 4\\ \hline\end{array}\qquad \begin{array}{r}2\\ \times\ 3\\ \hline\end{array}\qquad \begin{array}{r}6\\ \times\ 6\\ \hline\end{array}$$

b.
$$\begin{array}{r}10\\ \times\ 2\\ \hline\end{array}\qquad \begin{array}{r}4\\ \times\ 4\\ \hline\end{array}\qquad \begin{array}{r}3\\ \times\ 8\\ \hline\end{array}\qquad \begin{array}{r}5\\ \times\ 7\\ \hline\end{array}\qquad \begin{array}{r}12\\ \times\ 4\\ \hline\end{array}\qquad \begin{array}{r}11\\ \times\ 12\\ \hline\end{array}\qquad \begin{array}{r}9\\ \times\ 4\\ \hline\end{array}$$

c.
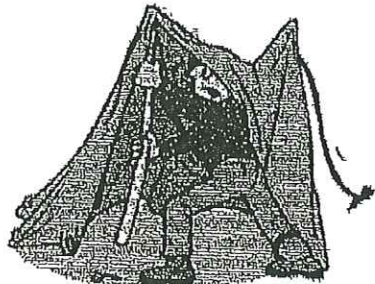$$\begin{array}{r}4\\ \times\ 7\\ \hline\end{array}\qquad \begin{array}{r}6\\ \times\ 3\\ \hline\end{array}\qquad \begin{array}{r}7\\ \times\ 6\\ \hline\end{array}\qquad \begin{array}{r}3\\ \times\ 9\\ \hline\end{array}\qquad \begin{array}{r}5\\ \times\ 8\\ \hline\end{array}\qquad \begin{array}{r}3\\ \times\ 3\\ \hline\end{array}\qquad \begin{array}{r}10\\ \times\ 7\\ \hline\end{array}$$

d.
$$\begin{array}{r}6\\ \times\ 4\\ \hline\end{array}\qquad \begin{array}{r}7\\ \times\ 7\\ \hline\end{array}\qquad \begin{array}{r}10\\ \times\ 4\\ \hline\end{array}\qquad \begin{array}{r}12\\ \times\ 12\\ \hline\end{array}\qquad \begin{array}{r}12\\ \times\ 8\\ \hline\end{array}\qquad \begin{array}{r}7\\ \times\ 9\\ \hline\end{array}\qquad \begin{array}{r}9\\ \times\ 9\\ \hline\end{array}$$

e.
$$\begin{array}{r}6\\ \times\ 9\\ \hline\end{array}\qquad \begin{array}{r}8\\ \times\ 9\\ \hline\end{array}\qquad \begin{array}{r}11\\ \times\ 11\\ \hline\end{array}\qquad \begin{array}{r}3\\ \times\ 3\\ \hline\end{array}\qquad \begin{array}{r}12\\ \times\ 3\\ \hline\end{array}\qquad \begin{array}{r}8\\ \times\ 2\\ \hline\end{array}\qquad \begin{array}{r}2\\ \times\ 5\\ \hline\end{array}$$

f.
$$\begin{array}{r}0\\ \times\ 1\\ \hline\end{array}\qquad\qquad\qquad\qquad \begin{array}{r}2\\ \times\ 2\\ \hline\end{array}\qquad \begin{array}{r}9\\ \times\ 12\\ \hline\end{array}\qquad \begin{array}{r}4\\ \times\ 11\\ \hline\end{array}$$

g.
$$\begin{array}{r}8\\ \times\ 7\\ \hline\end{array}\qquad\qquad\qquad\qquad \begin{array}{r}6\\ \times\ 8\\ \hline\end{array}\qquad \begin{array}{r}3\\ \times\ 7\\ \hline\end{array}\qquad \begin{array}{r}1\\ \times\ 12\\ \hline\end{array}$$

Name: _____   Skill: Basic Multiplication

Use multiplication to solve each problem. Use the empty space to the right of each
problem to show your work. Write your answer on the blank line by each question.

1. John has 7 five dollar bills. He wants to buy a baseball bat that | **Work Space**
   costs $38.
      a. How much money does he have?
      b. Does he have enough money to buy the baseball bat?

   Answer a: _____   Answer b: _____

2. Heather, Sarah, Nicky, and Jill each have nine markers. How
   many markers do they have in all?

                        Answer: _____

3. There are eight cars in the garage. Tom will place new tires on
   each car. How many tires will Tom need?

                        Answer: _____

4. Peter goes fishing with Patrick. Peter catches 3 small fish and 3
   big fish. Patrick catches four times as many fish as Peter. How
   many fish did Patrick catch?

                        Answer: _____

5. Kathryn goes out to lunch with Mia and Fran. Each girl orders
   the $7 lunch special. Kathryn agrees to pay the bill. How
   much will she have to pay?

                        Answer: _____

Name: _____

Division Tic-Tac-Toe

Solve each division problem. Then, write X or O over the corresponding numbers on the tic-tac-toe board.
If you get three in a row, draw a line through it.

x
$3\overline{)2\ 7}$

o
$9\overline{)9}$

x
$3\overline{)2\ 4}$

1	2	3
4	5	6
7	8	9

o
$8\overline{)1\ 6}$

x
$3\overline{)1\ 8}$

o
$8\overline{)5\ 6}$

x
$4\overline{)1\ 6}$

o
$8\overline{)4\ 0}$

x
$7\overline{)2\ 1}$

x
$5\overline{)1\ 5}$

o
$9\overline{)4\ 5}$

x
$5\overline{)2\ 0}$

1	2	3
4	5	6
7	8	9

o
$4\overline{)4}$

x
$4\overline{)2\ 8}$

o
$4\overline{)3\ 6}$

x
$5\overline{)1\ 0}$

o
$2\overline{)1\ 2}$

x
$4\overline{)3\ 2}$

x
$7\overline{)1\ 4}$

o
$9\overline{)5\ 4}$

x
$6\overline{)3\ 0}$

1	2	3
4	5	6
7	8	9

o
$7\overline{)4\ 9}$

x
$8\overline{)6\ 4}$

o
$2\overline{)2}$

x
$4\overline{)1\ 2}$

o
$7\overline{)6\ 3}$

x
$2\overline{)8}$

Name: _____

Division Word Problems

Work Space

1. Joey has 28 marbles. He puts them into 4 bags.
   He puts the same number of marbles in each bag.
   How many marbles are in each bag?

   Answer: _____

2. Wendy has 36 books. She has a bookshelf with 6 shelves
   on it. If Wendy puts the same number of books on each
   shelf, how will be on each shelf?

   Answer: _____

3. Pat is having a picnic for her family. She has 42 cookies.
   There are 7 people in her family. If each person gets the
   same number of cookies, how many cookies will each
   person get?

   Answer: _____

4. Jesse has 45 toys and 5 boxes. If he puts the same number
   of toys in each box, how many toys will be in each box?

   Answer: _____

5. Darren has 21 pencils and seven bags. If he puts the same
   number of pencils in each bag, how many pencils will be
   in each bag?

   Answer: _____

Name: _____

Basic Algebra
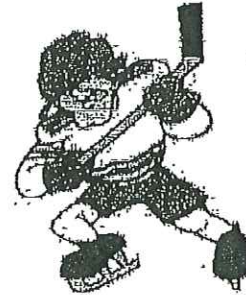
Determine the value of the variable in each equation.

1. $d + 5 = 9$

   $d =$ _____

2. $15 - c = 12$

   $c =$ _____

3. $9 + 15 = y$

   $y =$ _____

4. $\dfrac{45}{d} = 5$

   $d =$ _____

5. $10z = 100$

   $z =$ _____

6. $\dfrac{t}{7} = 8$

   $t =$ _____

7. $6b = 66$

   $b =$ _____

8. $20 - g = 6$

   $g =$ _____

9. $3 + r = 18$

   $r =$ _____

10. $v - 14 = 26$

    $v =$ _____

11. $\dfrac{48}{4} = m$

    $m =$ _____

12. $3s = 9$

    $s =$ _____

13. $\dfrac{16}{h} = 1$

    $h =$ _____

14. $15 + 12 = q$

    $q =$ _____

15. $\dfrac{121}{j} = 11$

    $j =$ _____

★ $4 + f = 13 - 2$

   $f =$ _____
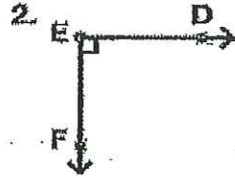
★ $5 + 3 = 4d$

   $d =$ _____

Name: _____

Three Types of Angles
Acute, Obtuse, and Right Angles

Label each angle as acute, obtuse, or right.

1.

_____

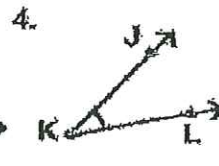2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

7.

_____

8.

_____

9.

_____

10.

_____

11.

_____

12.

_____
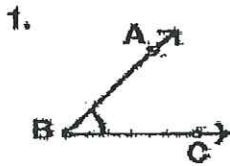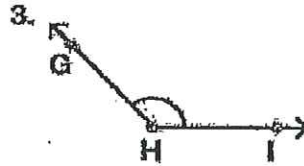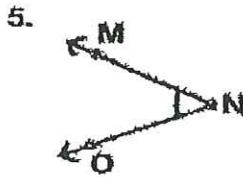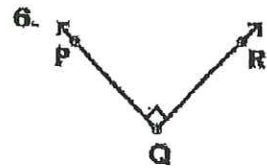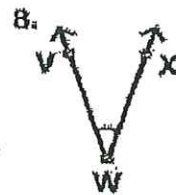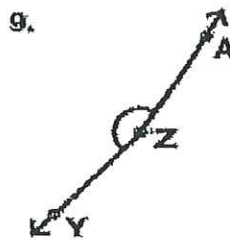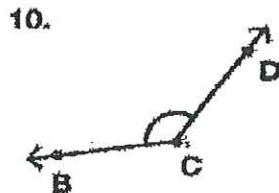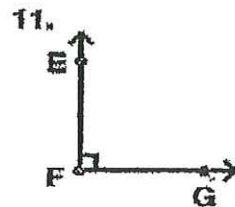
Name: _____

Polygons

1. How many sides does an octagon have?   _____

2. How many angles does a triangle have?   _____
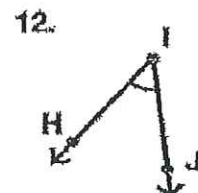
3. Does a rectangle have more sides or angles?   _____

4. How many sides does a pentagon have?   _____

5. Which has more sides; a hexagon or a pentagon?   _____

6. How many <u>pairs</u> of parallel lines does a trapezoid have?   _____

7. How many <u>pairs</u> of parallel lines does a square have?   _____

8. How many <u>pairs</u> of parallel lines does a triangle have?   _____

9. What polygon has 6 sides and 6 angles?   _____

10. Name four types of quadrilaterals.

_____ , _____ , _____ , _____

11. Does a polygon usually have more sides or more angles? Explain.

_____

_____

12. Is a cube a polygon? Why or why not?

_____

_____

Name: _____

Multiple-Step Problems
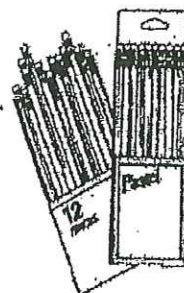
a. Ashton had two boxes of pencils with fourteen pencils in each box. He gave six pencils to his brother. How many pencils did Ashton have left?

_____

b. At the Tasty Bakery, cupcakes cost fifty-cents each. Bagels cost a dollar twenty-five. How much more do two bagels cost than two cupcakes?

_____

c. Patty and Carl went to the movies. Patty bought the two movie tickets for $7.35 each. Carl bought two buckets of popcorn at $5.60 each. How much more money did Patty spend than Carl?

_____

d. There are 96 fourth graders at Small Tree Intermediate School. 43 of them are girls. On Friday, 5 fourth grade girls and 4 fourth grade boys were absent. How many fourth grade boys were at Small Tree Intermediate School on Friday?

_____

e. Joe is learning to play the trumpet. On Monday he practiced from 6:30 until 7:05. On Tuesday he practiced from 3:55 until 4:15. How many minutes did he practice in all over the two days?

_____

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Brian E. Barrow
Principal

Parent/Guardian Reading Verification Form

Reading Incentive Programs are fully supported by the United States Department of Education and educational organizations around the country.

Please list below the titles and authors of the books read, name of the student and parent/guardian's signature of verification. Visit our school website for this form and additional summer learning resources/activities. Please complete and then submit this form on the first day of school to your teacher.

Title of Book	Author
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Name of Student	Signature of Parent/Guardian

If more space is needed, please continue on the other side. Please read with your child every day.