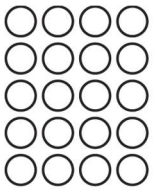
# RISING FOURTH GRADERS

# RIVIERA DAY SCHOOL SUMMER PACKET

NAME: _____

**1.** Allison used an array of counters to represent how many beads she has. What is the multiplication equation for the array? Draw a different array that has the same factors.



**2.** Barry is skip counting by 9s. Which numbers will he **NOT** count? Select all that apply.

- ☐ 3
- ☐ 16
- ☐ 45
- ☐ 53
- ☐ 63

**3.** Elizabeth orders 4 movie tickets. Each ticket costs $10. She has to pay a onetime service fee of $2. Write and solve an equation to show how much money Elizabeth spends in all.

**4.** Lindsey bought 4 boxes of baked apples for her school holiday party. Each box contains 6 baked apples. There are 24 students in her class. Will she have enough baked apples to give one to each of her classmates? Explain.

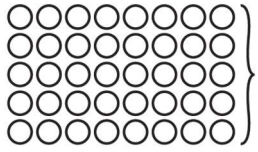
**5.** Which of the following statements are true? Select all that apply.

- ☐ 5 × 7 = ?; Because 5 is an odd number and 7 is an odd number, the answer is odd.
- ☐ 3 × 6 = ?; Because 3 is an odd number and 6 is an even number, the answer is odd.
- ☐ 4 × 8 = ?; Because 4 is an even number and 8 is an even number, the answer is odd.
- ☐ 3 × 9 = ?; Because 3 is an odd number and 9 is an odd number, the answer is odd.
- ☐ 7 × 1 = ?; Because 7 is an odd number and 1 is an odd number, the answer is odd.

**6.** Explain how you can use known facts to find 3 × 7.

**7.** Anthony says that 0 ÷ 5 and 5 ÷ 0 both have a quotient of 0. Is Anthony correct? Explain.

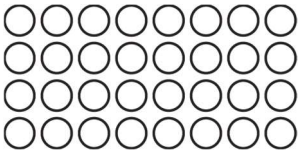
**8.** Use the array and known facts to find 7 × 8.


_____ + _____ = _____

So, 7 × 8 = _____.

**9.** Megan has 32 cupcakes. She places the cupcakes in the array shown below. Write the numbers on the lines to show repeated addition, skip counting, and multiplication to represent the array.



8 + _____ + _____ + _____ = 32

_____, _____, _____, _____

_____ × _____ = 32

**10.** Isaiah places 12 pieces of gum into 4 equal stacks. Andrea places 20 pieces of gum into 5 equal stacks. Who has more pieces of gum in each stack? Use equations to justify your answer.

**11.** Nicholas writes the following:

36 – 6 = 30
30 – 6 = 24
24 – 6 = 18
18 – 6 = 12
12 – 6 = 6
6 – 6 = 0

What problem is Nicholas trying to solve?

**A** 36 – 12
**B** 36 × 6
**C** 36 ÷ 3
**D** 36 ÷ 6

**12.** Mr. Wilson has packets of tomato seeds for his students to plant. Each packet has 8 seeds in it. Select the correct number of packets for each number of seeds.

| | 3 packets | 6 packets | 7 packets | 9 packets |
|---|---|---|---|---|
| **48 seeds** | ❑ | ❑ | ❑ | ❑ |
| **72 seeds** | ❑ | ❑ | ❑ | ❑ |
| **24 seeds** | ❑ | ❑ | ❑ | ❑ |
| **56 seeds** | ❑ | ❑ | ❑ | ❑ |

**13.** A coach brought a cooler with 20 bottles of water for the baseball team. Each player gets the same number of bottles of water. There are 9 players on the team. Which statement is true?

**A** Each player will get 1 bottle of water. There will be 10 left over.

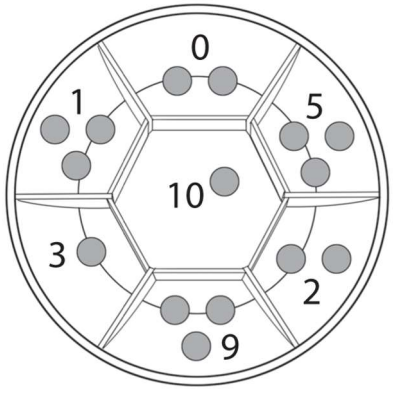
**B** Each player will get 2 bottles of water. There will be none left over.

**C** Each player will get 3 bottles of water. There will be none left over.

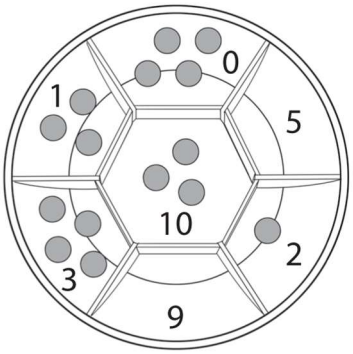
**D** Each player will get 2 bottles of water. There will be 2 left over.

**14.** In this game, the person with the most points is the winner. Evan flips 15 chips into the wheel. He earns the number of points shown in each section for each chip that lands in that section.

**A.** Write an equation to show how many points Evan scored. Explain.




**B.** Hadley takes a turn next. Her results are shown.




Hadley says that because she scored three 10s, she won the game. Is she correct? Explain.

**15.** Emma packed gift bags to give to the 5 guests at her party. Each bag has 2 rings, 3 notebooks, 3 stickers, and 2 pencils.

**A.** How many total items did Emma pack into the gift bags?

**A** 10 items **C** 55 items

**B** 50 items **D** 72 items

**B.** Emma decides to pack 7 gift bags instead of 5. Which equation shows the number of rings Emma needs?

**A** $5 \times 2 = 10$ **C** $7 \times 8 = 56$

**B** $7 \times 2 = 14$ **D** $5 \times 3 = 15$

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**16.** For a school play, 4 students spent a total of $28 on their costumes. If all the costumes cost the same amount, how much did each student have to pay for his or her costume?

**A** $4 **B** $7 **C** $21 **D** $25

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**17. A.** Write the fact family for 6, 9, and 54.

**B.** How could you check if $54 \div 9 = 6$ is correct?

**A** Multiply 9 and 6.

**B** Add 9 and 6.

**C** Multiply 54 and 6.

**D** Subtract 6 from 63.

**18.** Linda made 48 dog treats. She made only one flavor of dog treat. Which of the following bags of treats could she have made? Select all that apply.

| Specialty Dog-Treats | |
|---|---|
| Chicken-flavor | 8 treats per bag |
| Beef-flavor | 7 treats per bag |
| Lamb-flavor | 6 treats per bag |

- ☐ 42 beef-flavored bags; When I divide 42 by 7, I get 6.
- ☐ 6 chicken-flavored bags; When I divide 48 by 8, I get 6.
- ☐ 48 chicken-flavored bags; When I multiply 8 by 6, I get 48.
- ☐ 6 lamb-flavored bags; When I multiply 6 and 8, I get 48.
- ☐ 8 lamb-flavored bags; When I divide 48 by 6, I get 8.

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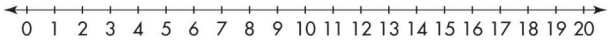
**19.** Ariel is making quilts for 2 of her cousins. Each quilt uses 9 yards of fabric. How many yards of fabric does Ariel need? Use the number line to solve the problem.



**20.** **A.** A large array is broken up into two smaller arrays, 3 × 3 and 3 × 5. What was the larger array?

**B.** Which property was used in **Part A** to break apart the array?

**A** Commutative Property of Multiplication

**B** Associative Property of Multiplication

**C** Distributive Property

**D** Identity Property of Multiplication

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**21.** Using the properties of multiplication, write 5 × 7 in two different ways. Name the properties used.

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**22.** Which is the missing value?

(5 × 7) = (5 × 5) + (5 × ?)

**A** 2

**B** 3

**C** 5

**D** 7

**23.** Molly made 10 friendship bracelets on Saturday and 14 more on Sunday. She gave all the bracelets to 8 friends. Each friend got an equal number of bracelets. How many bracelets did each friend get?

**A** 2 bracelets

**B** 3 bracelets

**C** 4 bracelets

**D** 5 bracelets

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**24.** Jonah has a game night party. He and his friends have a total of 32 games to choose from. They stack the games into 8 equal piles. How many games are in each pile?

**A** 7 games

**B** 6 games

**C** 4 games

**D** 3 games

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**25.** Which shows a way to solve 8 × 5? Select all that apply.

- ☐ Use the Identity Property: (1 × 8) + (1 × 5)
- ☐ Use the Distributive Property: (8 × 2) + (8 × 3)
- ☐ Use repeated addition: 8 + 8 + 8 + 8 + 8
- ☐ Use the Zero Property of Multiplication: (8 × 0) + (5 × 0)
- ☐ Use repeated addition: 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5

**26.** Select the correct multiplication equation for each addition equation.

| | 2 × 8 = 16 | 4 × 4 = 16 | 9 × 2 = 18 | 3 × 6 = 18 |
|---|---|---|---|---|
| 4 + 4 + 4 + 4 = 16 | ❑ | ❑ | ❑ | ❑ |
| 6 + 6 + 6 = 18 | ❑ | ❑ | ❑ | ❑ |
| 9 + 9 = 18 | ❑ | ❑ | ❑ | ❑ |
| 8 + 8 = 16 | ❑ | ❑ | ❑ | ❑ |

**27.** One box of greeting cards contains 8 cards and costs $6. Arnold has $54. How many boxes of greeting cards can he buy? How many greeting cards would he have?

**A** 10 boxes; 80 greeting cards

**B** 10 boxes; 72 greeting cards

**C** 9 boxes; 80 greeting cards

**D** 9 boxes; 72 greeting cards

**28.** Leah has only nickels in her piggy bank. A nickel is worth 5 cents. Which could be the value of the money in Leah's piggy bank? Select all that apply.

- ☐ 25¢
- ☐ 32¢
- ☐ 45¢
- ☐ 70¢
- ☐ 86¢

**29.** Find the product of 2, 4, and 4.

**A.** What equations can you use to solve the problem? Select all that apply.

- ☐ 2 × 4 × 4 = 32; I multiplied all of the numbers in the problem together.
- ☐ 2 × (2 × 4) = 16; I used the Associative Property to rewrite the factors (2 × 2) × 4.
- ☐ 2 × (4 × 4) = 32; I used the Associative Property to rewrite the factors (2 × 4) × 4.
- ☐ 2 × 8 = 16; I multiplied 2 and 4 together first to get 8, and then I multiplied 2 and 8.
- ☐ 8 × 4 = 32; I multiplied 2 and 4 together first to get 8, and then I multiplied 8 and 4.

**B.** What is the product?

**30.** What is the unknown number in the equation below?

? ÷ 7 = 3

**31.** Are 5 × 7 and 7 × 5 the same?

**A** No, they are not the same because of the Distributive Property.

**B** Yes, they are the same because of the Commutative Property of Multiplication.

**C** Yes, they are the same because of the Associative Property of Multiplication.

**D** No, they are not the same because they are not in the same order.

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**32. A.** Write the fact family for 4, 8, and 32.

**B.** Which of the following could be used to find 32 ÷ 8?

**A** 6 × ? = 8 **C** 32 × 8 = ?

**B** 8 × ? = 32 **D** 8 + 32 = ?

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**33.** A trilogy is a set of 3 books that contain the same characters. Michael owns 9 trilogies. How many books does he own? Tell which operation you use. Then solve the problem.

**34.** Which expressions are equivalent to 56 ÷ 7? Select all that apply.

- ☐ 2 × 2 × 2
- ☐ 2 × 3
- ☐ 3 × 5
- ☐ 64 ÷ 4
- ☐ 72 ÷ 9

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**35.** Mavis is making a tile pattern in the shape of a rectangle. The length is 9 inches and the width is 1 inch.

**A.** What is the area of the pattern?

**B.** How could Mavis change her rectangle tile pattern into a square tile pattern so that it will have the same area as the rectangle?

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**36.** A bakery sells rolls in boxes. There are 9 rolls in each box. Which numbers could be the total number of rolls in the boxes? Select all that apply.

- ☐ 3
- ☐ 9
- ☐ 27
- ☐ 37
- ☐ 54

**37.** Which of the following expressions is equal to 2 × 3 × 3? Select all that apply.

- ☐ (2 × 3) × 3; I used the Associative Property of Multiplication.
- ☐ 5 × 3; I used the Identity Property of Multiplication.
- ☐ 3 × 2 × 3; I used the Associative Property of Multiplication.
- ☐ 2 × (3 × 3); I used the Associative Property of Multiplication.
- ☐ 2 × (3 + 3); I used the Distributive Property.

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**38.** Marty writes the following:

28 – 7 = 21

21 – 7 = 14

14 – 7 = 7

7 – 7 = 0

Which equation could Marty use to represent what he wrote?

**A** 28 ÷ 7 = 4

**B** 7 × 7 = 49

**C** 7 ÷ 7 = 1

**D** 7 × 4 = 28

**39. A.** Use the Distributive Property to find the missing factors.

7 × _____ = (4 × 9) + (_____ × 9)

**B.** Rewrite the expression found in **Part A** using a different property. Identify the property used.

**A** 3 × 9; Associative Property of Multiplication

**B** 9 × 7; Commutative Property of Multiplication

**C** 9 × 3; Commutative Property of Multiplication

**D** 7 × 9; Associative Property of Multiplication

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**40.** Which equation can be used to solve 0 ÷ 7?

**A** 7 × 0 = ?

**B** 7 + ? = 0

**C** 0 × ? = 7

**D** 7 × ? = 0

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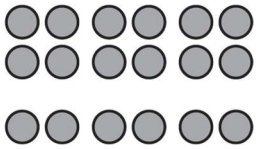
**41.** Cloe wants to make 6 bracelets. Each bracelet needs 3 charms. Cloe arranged the charms in two arrays.



Which expression can be used to find the total number of charms?

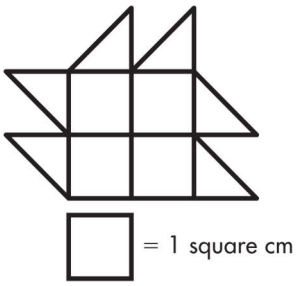
**A** 4 × 24

**B** (2 × 6) + (1 × 6)

**C** (6 × 2) + (6 × 2)

**D** (2 × 8) + (1 × 8)

**42.** Louise made the shape from tiles. What is the area of the shape? Explain.

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**43.** Solve 272 + 311 – 129.

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**44.** Use the multiplication table to find 16 ÷ 8.

Draw a triangle around the product. Draw a square around the Circle the missing factor.

Then complete the equation.

16 ÷ 8 = _____

| X | 0 | 1 | 2 |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 1 | 0 | 1 | 2 |
| 2 | 0 | 2 | 4 |
| 3 | 0 | 3 | 6 |
| 4 | 0 | 4 | 8 |
| 5 | 0 | 5 | 10 |
| 6 | 0 | 6 | 12 |
| 7 | 0 | 7 | 14 |
| 8 | 0 | 8 | 16 |
| 9 | 0 | 9 | 18 |
| 10 | 0 | 10 | 20 |

**45. A.** A rectangular garden has an area of 30 square feet. Which of the following are possible side lengths of the garden? Select all that apply.

- ☐ 15 feet by 2 feet
- ☐ 6 feet by 4 feet
- ☐ 5 feet by 5 feet
- ☐ 5 feet by 6 feet
- ☐ 2 feet by 12 feet

**B.** Which expressions use the Distributive Property to represent the area of the garden? Select all that apply.

- ☐ (3 × 5) + (3 × 3)
- ☐ (5 × 3) + (5 × 2)
- ☐ (5 × 2) + (5 × 4)
- ☐ (2 × 5) + (2 × 10)
- ☐ (4 × 5) + (3 × 5)

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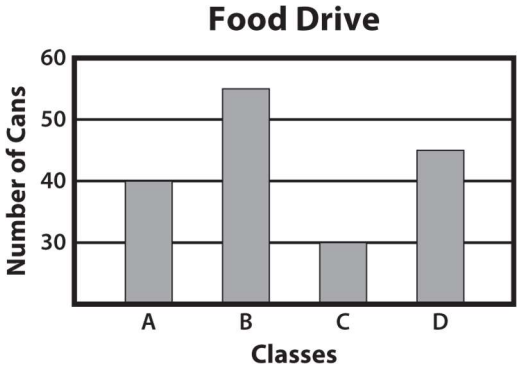
**46.** Which of the following show a correct estimation? Select all that apply.

- ☐ 832 + 712 is about 1,600.
- ☐ 569 + 322 is about 900.
- ☐ 337 + 464 is about 900.
- ☐ 176 + 294 is about 500.
- ☐ 37 + 411 is about 500.

**47.** The third-grade classes are collecting cans of food for a food drive. Select all of the statements that are true.




- ☐ The classes brought in about 170 cans total.
- ☐ Class B brought in the most cans.
- ☐ Class A brought in 20 more cans than Class C.
- ☐ Class B brought in more cans than Classes A and C combined.
- ☐ Class D brought in about 45 cans.

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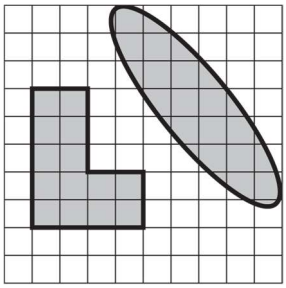
**48.** William reads 3 fiction books and 2 nonfiction books each month. How many books does William read in 9 months? Write an equation with an unknown to represent the problem

**49.** Nicole says these shapes have the same area. Cole says the oval has a larger area than the irregular shape. Who is correct? Explain.



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**50.** Which of the following is equal to 800 when rounded to the nearest hundred? Select all that apply.

- ☐ 730
- ☐ 850
- ☐ 759
- ☐ 851
- ☐ 839

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**51.** Use the subtraction work shown. 507 – 149 = 458

Which strategy shows a way to check the work using inverse operations?

**A** Subtract 149 from 458.

**B** Add 458 and 149.

**C** Add 458 and 507.

**D** Subtract 150 from 500.

**52.** Rob wants spend exactly $70 on clothes. He wants to buy at least 3 shirts. Complete the picture graph and write an equation to show one combination of items Rob could purchase.

| Clothing Purchased | |
|---|---|
| Shirts ($10 each) | |
| Socks ($6 per pair) | |
| Ties ($7 each) | |
| Each ▲ = 2 items. Each ◢ = 1 item. | |

**53.** Solve 90 ÷ 9.

**A** 1
**B** 9
**C** 8
**D** 10

**54.** Which is an example of using mental math to compute 634 – 578?

**A** 630 – 570 = 60
**B** 636 – 580 = 56
**C** 630 – 580 = 50
**D** 635 – 580 = 55

**55.** Phillip asked 100 people to vote on their favorite picnic food. Make a bar graph to show the data.

**Favorite Picnic Food**

| | |
|---|---|
| Hamburger | 35 |
| Sandwich | 23 |
| Salad | 15 |
| Watermelon | 27 |

**56.** Reilly adds 9 + 7 and says the sum is 15. Without finding the exact answer, explain why Reilly's answer is incorrect, using addition patterns.

**57.** The picture graph shows the number of hot dogs sold at a deli. How many more hot dogs were sold on Sunday than on Saturday?

Deli Hot Dogs Sold

| Name | Number of Hot Dogs Sold |
|---|---|
| Thursday | |
| Friday | |
| Saturday | |
| Sunday | |
| Each = 10 hot dogs. Each = 5 hot dogs. | |

**A** 40 hot dogs

**B** 35 hot dogs

**C** 25 hot dogs

**D** 10 hot dogs

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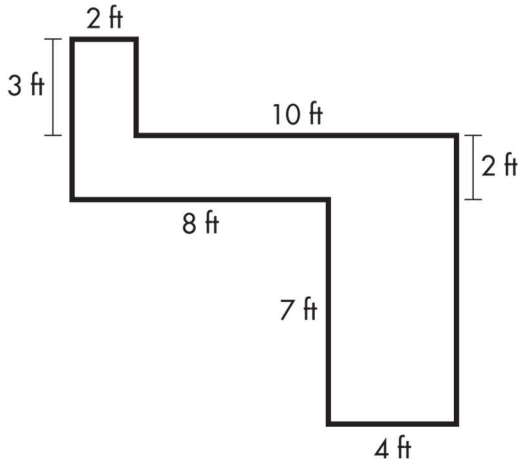
**58.** Alicia wrote a division story. She wrote that there are 48 buttons divided into equal groups. What other information must she give about the groups?

**59. A.** Select all of the ways to represent the area of the figure.




- ☐ (2 × 3) + (10 × 4) + (4 × 4)
- ☐ (2 × 3) + (8 × 2) + (9 × 4)
- ☐ 6 + 16 + 36
- ☐ 6 + 40 + 36
- ☐ (2 × 2) + (10 × 2) + (9 × 4)

**B.** Find the area of the figure.

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**30.** Use the multiplication table to explain how 3 × 2 and 6 × 2 are related.

| X | 0 | 1 | 2 |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 1 | 0 | 1 | 2 |
| 2 | 0 | 2 | 4 |
| 3 | 0 | 3 | 6 |
| 4 | 0 | 4 | 8 |
| 5 | 0 | 5 | 10 |
| 6 | 0 | 6 | 12 |
| 7 | 0 | 7 | 14 |
| 8 | 0 | 8 | 16 |

**1.** $2 + 2 =$ _____

**2.** $3 + 7 =$ _____

**3.** $4 + 8 =$ _____

**4.** $3 + 1 =$ _____

**5.** $5 + 1 =$ _____

**6.** $9 + 1 =$ _____

**7.** $8 + 9 =$ _____

**8.** $6 + 6 =$ _____

**9.** $0 + 4 =$ _____

**10.** $6 + 2 =$ _____

**11.** $8 + 1 =$ _____

**12.** $1 + 2 =$ _____

**13.** $7 + 4 =$ _____

**14.** $4 + 2 =$ _____

**15.** $5 + 9 =$ _____

**16.** $0 + 7 =$ _____

**17.** $4 + 1 =$ _____

**18.** $1 + 3 =$ _____

**19.** $2 + 9 =$ _____

**20.** $0 + 1 =$ _____

**21.** $6 + 3 =$ _____

**22.** $9 + 5 =$ _____

**23.** $6 + 8 =$ _____

**24.** $4 + 4 =$ _____

**25.** $2 + 5 =$ _____

**26.** $7 + 1 =$ _____

**27.** $8 + 3 =$ _____

**28.** $5 + 3 =$ _____

**29.** $9 + 3 =$ _____

**30.** $2 + 4 =$ _____

**31.** $3 + 3 =$ _____

**32.** $9 + 0 =$ _____

**33.** $1 + 6 =$ _____

**34.** $2 + 8 =$ _____

**35.** $4 + 9 =$ _____

**36.** $5 + 5 =$ _____

**37.** $3 + 5 =$ _____

**38.** $9 + 3 =$ _____

**39.** $8 + 5 =$ _____

**40.** $4 + 6 =$ _____

**41.** $0 + 2 =$ _____

**42.** $5 + 7 =$ _____

**43.** $6 + 5 =$ _____

**44.** $0 + 9 =$ _____

**45.** $9 + 4 =$ _____

**46.** $7 + 2 =$ _____

**47.** $1 + 9 =$ _____

**48.** $1 + 8 =$ _____

**49.** $7 + 7 =$ _____

**50.** $9 + 9 =$ _____

**1.** $4 - 2 =$ _____

**2.** $10 - 7 =$ _____

**3.** $12 - 8 =$ _____

**4.** $4 - 1 =$ _____

**5.** $6 - 1 =$ _____

**6.** $10 - 1 =$ _____

**7.** $17 - 9 =$ _____

**8.** $12 - 6 =$ _____

**9.** $4 - 0 =$ _____

**10.** $8 - 2 =$ _____

**11.** $9 - 1 =$ _____

**12.** $3 - 2 =$ _____

**13.** $11 - 4 =$ _____

**14.** $6 - 2 =$ _____

**15.** $14 - 9 =$ _____

**16.** $7 - 7 =$ _____

**17.** $7 - 1 =$ _____

**18.** $4 - 3 =$ _____

**19.** $11 - 9 =$ _____

**20.** $1 - 1 =$ _____

**21.** $9 - 6 =$ _____

**22.** $14 - 5 =$ _____

**23.** $14 - 8 =$ _____

**24.** $8 - 4 =$ _____

**25.** $7 - 5 =$ _____

**26.** $8 - 1 =$ _____

**27.** $11 - 3 =$ _____

**28.** $8 - 3 =$ _____

**29.** $12 - 3 =$ _____

**30.** $6 - 4 =$ _____

**31.** $6 - 3 =$ _____

**32.** $9 - 0 =$ _____

**33.** $7 - 6 =$ _____

**34.** $10 - 8 =$ _____

**35.** $13 - 9 =$ _____

**36.** $10 - 5 =$ _____

**37.** $8 - 5 =$ _____

**38.** $12 - 4 =$ _____

**39.** $13 - 5 =$ _____

**40.** $10 - 6 =$ _____

**41.** $2 - 2 =$ _____

**42.** $12 - 7 =$ _____

**43.** $11 - 5 =$ _____

**44.** $9 - 9 =$ _____

**45.** $13 - 4 =$ _____

**46.** $9 - 2 =$ _____

**47.** $10 - 9 =$ _____

**48.** $9 - 8 =$ _____

**49.** $14 - 7 =$ _____

**50.** $18 - 9 =$ _____

**1.** $9 \times 2 =$ ____

**2.** $7 \times 9 =$ ____

**3.** $9 \times 9 =$ ____

**4.** $7 \times 10 =$ ____

**5.** $6 \times 9 =$ ____

**6.** $6 \times 2 =$ ____

**7.** $4 \times 1 =$ ____

**8.** $9 \times 0 =$ ____

**9.** $6 \times 2 =$ ____

**10.** $8 \times 1 =$ ____

**11.** $9 \times 5 =$ ____

**12.** $3 \times 1 =$ ____

**13.** $8 \times 2 =$ ____

**14.** $6 \times 5 =$ ____

**15.** $9 \times 1 =$ ____

**16.** $7 \times 5 =$ ____

**17.** $8 \times 5 =$ ____

**18.** $6 \times 1 =$ ____

**19.** $10 \times 2 =$ ____

**20.** $3 \times 2 =$ ____

**21.** $8 \times 0 =$ ____

**22.** $3 \times 5 =$ ____

**23.** $6 \times 0 =$ ____

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**8.** $36 \div 4 =$ ____

**9.** $2 \div 1 =$ ____

**10.** $5 \div 5 =$ ____

**11.** $16 \div 2 =$ ____

**12.** $35 \div 5 =$ ____

**13.** $5 \div 1 =$ ____

**14.** $20 \div 5 =$ ____

**15.** $1 \div 1 =$ ____

**16.** $8 \div 2 =$ ____

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**19.** $10 \div 5 =$ ____

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**23.** $4 \div 2 =$ ____

**24.** $24 \div 6 =$ ____

**25.** $18 \div 9 =$ ____

**26.** $18 \div 2 =$ ____

**27.** $27 \div 3 =$ ____

**28.** $32 \div 4 =$ ____

**29.** $16 \div 4 =$ ____

**30.** $3 \div 1 =$ ____

**31.** $25 \div 5 =$ ____

**32.** $35 \div 7 =$ ____

**33.** $9 \div 1 =$ ____

**34.** $12 \div 3 =$ ____

**35.** $10 \div 2 =$ ____

**36.** $20 \div 4 =$ ____

**37.** $8 \div 1 =$ ____

**38.** $18 \div 3 =$ ____

**39.** $28 \div 4 =$ ____

**40.** $6 \div 3 =$ ____

**41.** $12 \div 4 =$ ____

**42.** $45 \div 5 =$ ____

**43.** $6 \div 2 =$ ____

**44.** $15 \div 3 =$ ____

**45.** $24 \div 4 =$ ____

**46.** $3 \div 3 =$ ____

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Directions: Read the selections. Then answer each question.

## More Recess

Many schools are making recess shorter. As a student, I do not think that this a good idea. Kids need more time for recess, not less.

Recess is the only time for kids to play during the school day. They spend much of the day learning important subjects such as math and writing. However, it is important to take a break too! Studies show that kids will be able to pay attention better in class after recess. They will also remember more of what they learned if they have break time.

Recess gives kids time to imagine and pretend. When they make up games, they are using their minds in a different way than they do the rest of the school day. Plus, recess is the best time of the day for kids to learn skills like sharing and how to deal with problems.

Another important thing that kids get from recess is exercise. We all know that everyone needs exercise. A longer recess time will help kids get the amount of activity they need each day.

There are many reasons why recess should be longer. Every school needs to find a way to make more time for recess in the school day.

1. Which sentence from the selection supports the idea that kids benefit from recess?
   - o Recess is the only time for kids to play during the school day.
   - o They spend much of the day learning important subjects such as math and writing.
   - o Studies show that kids will be able to pay attention better in class after recess.
   - o Every school needs to find a way to make more time for recess in the school day.

2. This question has two parts. First, answer Part A. Then, answer Part B.

   Part A: The author's purpose in writing the selection is to –
   - o plain some facts about a new subject
   - o argue why something should be different
   - o give directions about how to do something
   - o tell a story about something that happened

   Part B: Which sentence from the selection proves the author's purpose from Part A?
   - o Many schools are making recess shorter.
   - o Recess is the only time for kids to play during the school day.
   - o Recess gives kids time to imagine and pretend.
   - o Every school needs to find a way to make more time for recess in the school day.

3. Reread these sentences from the selection. Circle the sentence that is the central claim of the selection.
   - o Many schools are making recess shorter, but I do not think that this a good idea.
   - o Kids need more time for recess, not less.
   - o Recess is the only time for kids to play during the school day.
   - o They spend much of the day learning important subjects such as math and writing.

4. Where would this selection most likely be found?
   - o In a children's book
   - o In a short story book
   - o In a school newspaper
   - o In a science magazine

5. This selection is written from the point of view of a –
   - o teacher
   - o doctor
   - o principal
   - o student

# Back-to-School Picnic

The students in Mr. Cooper's third-grade class were talking about what they could do at the back-to-school picnic. As each student shared an idea, Mr. Cooper wrote it on the board.

"We had a talent show at camp this summer," said Raul. "How about that?"

"Or carnival games...that would be fun!" suggested Melissa.

As her classmates shared their ideas, Vanessa thought hard about what could make the picnic special. Then, it came to her. She raised her hand, and when Mr. Cooper called on her, she said excitedly, "We could have a poetry slam!"

Her classmates started asking questions. They had never heard of a poetry slam.

"Everyone shares poems they have written themselves," Vanessa said. "Then, judges give the poems a score of one to ten, based on how much they like the poem. I'll show you. Sofia and Tim, you can be judges."
Vanessa grabbed her notebook and flipped to the page with her favorite poem.
I have a pet named Pearl.
Her tail looks like a swirl.
She listens, she plays, she naps on the ground.
She's just like tape— she sticks around.
The whole class clapped when Vanessa finished reading her poem.
"I give it a ten!" said Sofia.
"Me too!" said Tim.
"That was great— let's all read a poem at the picnic," said Sofia.
The rest of the class agreed. They couldn't wait to share their poems with family and friends at the picnic.

1. This selection is told from the point of view of –
   - o Sofia
   - o Vanessa
   - o a narrator
   - o Mr. Cooper

2. This question has two parts. First, answer Part A. Then, answer Part B.

   Part A What is the theme of the selection?
   - o A class should work together to write a poem.
   - o Some students know how to write poetry, and others do not.
   - o Sometimes it is better to work alone than in a group.
   - o A good idea gives everyone something to look forward to.

   Part B Which sentence from the selection supports your answer in Part A?
   - o As each student shared an idea, Mr. Cooper wrote it on the board.
   - o They had never heard of a poetry slam.
   - o The whole class clapped when Vanessa finished reading her poem.
   - o They couldn't wait to share their poems with family and friends at the picnic.

3. Where does this selection take place?
   - o In a camp
   - o At a picnic
   - o In a classroom
   - o At a poetry slam

4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A Vanessa can best be described as –

- careless
- creative
- shy
- silly

Part B What does Vanessa say or do that supports her character description in Part A?

- She does not like the ideas made by other students.
- She makes a silly suggestion for the back-to-school picnic.
- She reads a poem she has written about her pet.
- She shyly asks Sofia and Tim to be judges.

5. In Vanessa's poem, "She's just like tape" means that Pearl is –

- clear
- loyal
- sticky
- thin

# Red Pandas

## Types of Pandas

When many people hear about pandas, they imagine the giant panda. Giant pandas are the well-known, black and white animals found in Asia. However, there is another kind of panda on the planet— the red panda.

## What They Eat

Like giant pandas, red pandas eat mostly bamboo, a plant that grows tall like a tree. Red pandas that live in zoos also eat fruit such as bananas, apples, and grapes.

## Where They Live

Like giant pandas, red pandas live in Asia. You can find them in countries such as India and China. They live in mountain forests.

## What They Look Like

Red pandas are about the size of a cat. They get their name from the red and brown color of their fur. This special color helps red pandas blend in with their surroundings. They also have white fur on their faces to help keep the sun out of their eyes. Red pandas have long, bushy tails that help them balance when they travel through the trees.

## Fun Facts

Red pandas are excellent at swinging through trees.
When the weather gets very cold, red pandas spend much of their time sleeping.
Red pandas like to live alone.

bamboo: a tall, woody grass that grows in warm, tropical climates

1. This question has two parts. First, answer Part A. Then, answer Part B.

   Part A Under which heading would you expect to find information about the red panda's fur?

   - o Types of Pandas
   - o What They Eat
   - o Where They Live
   - o What They Look Like

   Part B According to the section of text identified in Part A, what helps red pandas keep the sun out of their eyes?

   - o White fur
   - o Red fur
   - o Thick fur
   - o Long, bushy tails

2. Circle the sentence that introduces the main idea of the selection.

When many people hear about pandas, they imagine the giant panda. Giant pandas are the well-known, black and white animals found in Asia. However, there is another kind of panda on the planet— the red panda.

3. What are two points of view of the author in the text? Place an X next to the two correct answers.

   - o There is still much that we do not know about red pandas.
   - o People should not bother red pandas by studying them.
   - o Red pandas are interesting animals people should know about.
   - o Giant pandas are more dangerous than red pandas.
   - o People usually know more about giant pandas than red pandas.
   - o Red pandas help many animals survive.

4. What is the author's purpose in writing this selection?
   - o To inform with facts
   - o To tell how to do something
   - o To entertain with a personal story
   - o To persuade the reader to make a difference

5. The author places the word bamboo in boldface in paragraph 2 to –
   - o draw the reader's attention to a word that is defined
   - o give the reader clues about the main idea of the selection
   - o place emphasis on a word that is repeated throughout the selection
   - o highlight an important idea in the paragraph that should be written down

## Writing

Read the "Exercise" sources 1, 2, and 3. You will then use the information from the sources to write an essay.

### Source 1: Walking for Health

1 National Walk to School Day is the first Wednesday in October. This spreads awareness about the benefits of walking to school. Some schools even promote Walk to School Wednesdays. Walking is an option for students who live close enough to school in areas with sidewalks.

2 To make this an opportunity for more students, a few safety measures are needed. Adult crossing guards and traffic signals are needed. A review of 100,000 parents showed that 55% did not allow their children to walk to school. The parents said that the number of cars along the route was a major issue. Having proper safety would help ease this concern.

3 Another suggestion is the walking school bus. It is a large group of kids walking together with a few adults. It is safer and more visible to drivers. An adult picks up children along the route and leads the group. This lets the group grow until it reaches the school. An adult also stays at the back of the "bus."

4 Walking helps to prevent childhood obesity. It supports strong bones. Walking brings a sense of joy and independence. Children who are more physically active have better academic performance. Teacher reports have shown that kids who walk to school are more alert and ready to learn than those who arrive by car. In 1969, 48% of students in grades K–8 walked or bicycled to school. By 2009, only 13% of students in grades K–8 walked or bicycled to school.

5 It is valuable to walk not just to school, but also to other everyday places. About a third of all the trips we take are less than a mile away. That is only about a 20–minute walk. This includes stores, activities, and friends' houses. Walking is a good habit. It helps people stay more active. Also, habits learned in childhood are more likely to remain in adulthood.

## Source 2: Just Stretch

1 Stretching helps improve flexibility. It makes it easier to move and increases joint motion. It also decreases feelings of stiffness and soreness. Stretches should be performed before and after exercise and athletic events.

2 Yoga is a great activity for stretching. The word yoga means "union" in Sanskrit, an ancient Indian language. Yoga is the union of mind and body. Many people feel a sense of well-being when they do yoga. Yoga is becoming more popular among American children. A national survey found that 1.7 million children did yoga in 2012. That is 400,000 more children than in 2007. Yoga improves physical and mental health. In a study of sixth-grade and ninth-grade students, students had a half-hour of yoga several days per week for a semester. The results showed that the students experienced fewer absences and were more engaged while at school.

3 Children should ideally start yoga after the age of three. It should be taught in the form of a game. Yoga can be fun and silly, too. It is not just physical activity. Many of the poses are named after animals and look like them. Children between the ages of 5 and 12 are learning to become more independent and confident. Yoga is a great way to help this developmental stage.

4 Yoga teaches children how to breathe better. Breathing deeply helps people feel peaceful. Schoolwork can be stressful. Yoga helps children find an inner calm. It can help decrease stress.

5 The best part about yoga is that it can be done alone, with friends, or in a group. There is no equipment needed. It can be done anywhere. Many yoga poses for adults are the same for children or can be adapted easily.

## Source 3: More Playgrounds, More Play

1 Playgrounds are not just for play. They help the overall health of children. Lots of free time on a playground helps children develop their brain and senses, as well as their muscles. Developing a strong sensory system allows more intricate learning later on. If this system is underdeveloped, it can be hard for kids to focus.

2 Pumping their legs on a swing helps children develop large motor skills. Swinging helps develop fine motor skills, too. These include grip strength and hand, arm, and finger coordination. Swinging also develops a child's sensory system. Climbing monkey bars increases blood flow. It also builds leg strength and coordination. It makes kids more flexible.

3 Children are naturally drawn to playground equipment. One study found that the density of children around equipment was 3–12 times greater than on grass fields. Playground equipment does not have to be huge plastic slides and metal bars. It could be as simple as balls and jump ropes. These two items can increase the number of physically active children on playgrounds by 15%. Providing more play options usually results in more active kids.

4 Low-income communities tend to have less access to playgrounds and parks. Renovating school playgrounds, maintaining parks, and making new resources for play helps solve this issue. Kids want to play on safe playgrounds.

5 For some, there is less time to play. Some educators decrease or get rid of recess. They believe that giving children more instructional time creates better learning. However, the opposite happens. Children need recovery time from set routines. Playgrounds help creativity. Kids get to use their imagination. They can invent different scenarios as they play.

6 Diverse playground types can have various benefits. Playgrounds should have lots of room for movement and accessible ramps. Playgrounds with multisensory experiences can be more inclusive. They include sight, hearing, and touch. Playgrounds should be built with all abilities in mind.

## Writing Prompt

Write an opinion essay about ways that children can get more exercise. Use information from the passages in your essay.

Use your time carefully so that you can read each passage; plan your writing; write your response; and revise and edit.

Remember to include an introduction; facts and evidence from the passages; and a conclusion.

Your opinion essay should include multiple paragraphs. Write your response on a separate sheet of paper.

# Suggested Summer Reading List

- ☐ A- Z Mysteries, Ron Roy
- ☐ Amber Brown Goes Fourth Paula Danziger
- ☐ Bad Kitty (Series), Nick Bruel
- ☐ Baseball Flyhawk, Matt Christopher
- ☐ Because of Winn-Dixie, Kate DiCamillo
- ☐ Charlotte's Web, E. B. White
- ☐ Dear Mr. Henshaw, Beverly Cleary
- ☐ Diary of a Wimpy Kid, Jeff Kinney
- ☐ Double Fudge, Judy Blume
- ☐ Frindle, Andrew Clements
- ☐ Hardy Boys (Series), Franklin Dixon
- ☐ Holes, Louis Sachar
- ☐ I Am…(Series), Brad Meltzer
- ☐ I Survived (Series), Laura Tarshis
- ☐ James and the Giant Peach, Roald Dahl
- ☐ Judy Moody (Series), Megan McDonald
- ☐ Life of Zarf, Rob Harrell
- ☐ Little House on the Prairie (Series), Laura Ingles Wilder
- ☐ Mr. Popper's Penguins, Richard Atwater
- ☐ My Weird School (Series), Dan Gutman
- ☐ Nancy Drew (Series), Carolyn Keene
- ☐ Ralph S. Mouse, Beverly Cleary
- ☐ Ramona Forever, Beverly Cleary
- ☐ Shiloh, Phyllis Renolds Naylor
- ☐ Summer Reading is Killing Me, Jon Scieszka
- ☐ Tales of a Fourth Grade Nothing, Judy Blume
- ☐ Tiger Rising Kate Dicamillo
- ☐ The Indian in the Cupboard, Lynne Reid Banks
- ☐ The Trolls, Polly Horvath
- ☐ The Twits, Roald Dahl
- ☐ Who Was Amelia Earhart Kate Boehm Jerome
- ☐ What is the Statue of Liberty Joan Holub

The following books are suggestions. All of these books are Accelerated Reader titles. Other books by these authors are worth reading as well. The children will be able to read some of these books on their own. Some of the books are better suited for reading with a parent.