



# Rising Fourth Grade Summer Work

summer  
2023

Parents,

It is summertime! We always encourage you to enjoy the outdoors, swim, sleep in late, and be together as a family. We hope you have a wonderful few months ahead of you and that you can create many memories during this time. We also hope you spend some time keeping your child's memory fresh with all the important things they learned this past school year. We've tried to help you in that task by gathering summer worksheets for your child to complete. This packet includes writing assignments to go along with summer reading, as well as math worksheets. **Students will bring summer work to their classroom on the first day of school.** By taking the time to do these over the summer, you are preparing your child for a great beginning to the fourth-grade year!

We pray that you have a fantastic summer. We pray for safe travels and relaxing nights. We pray for your child as they learn and grow. We look forward to seeing you this fall. Until then, enjoy summer!

Sincerely,  
The Fourth Grade Team

**Fourth grade is required to read *Because of Winn-Dixie* by Kate DiCamillo and a minimum of three other books.**



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## Reading:

For those of you deliberating over summer reading choices, I'd like to provide a quick viewpoint from Rick Riordan's blog:

"My first grader read them!" "Oh yeah, well my kindergartner finished the whole series!" "Oh yeah, well my toddler . . ." Why the hurry? Growing up is not a race. Some of the content in the older books really is not designed for the very young. I totally understand kids wanting to be part of the newest cool thing. But those books will still be there in a few years, and if they're not as cool anymore, something else will be.

I recognize that every child is different. Each reader is ready for different books at slightly different times, but there are developmental stages — socially, emotionally, cognitively—and they all have to be considered. I'm never for censorship, as long as book choice is the result of responsible decision-making and engaged parenting. Rather than the 'five finger' method, I usually suggest something much more time consuming, but much more accurate. When in doubt, the parent should read the book."

*Hint: A great way to help yourself get excited about reading over the summer and not procrastinate until the last minute is to find a book that also comes with a corresponding unabridged audio-book. If you choose to listen to your book, you must also have a hard copy of the book in your hand and follow along in the reading with your eyes. I hope this idea helps you make the most of your time reading and makes it more fun, too!*

## Writing:

Do you remember what it feels like when you come back to school in August, and the muscles in your fingers seem like they have forgotten how to write quickly and legibly? We've got a few writing assignments for you that will keep those muscles—and your brain muscle—in shape! The three books you choose to read determine the direction of your writing assignments.

For each book (except *Because of Winn-Dixie*), you will read this summer you must complete one writing response. Please choose a different response for each book. You may write your response on paper or a computer. **Your name must be on each.** Here are your response options. Make sure to try a different one for each book!

1. Make a list of eight unusual or challenging words from the book, writing down the entire sentence and page number. Use a dictionary to define that word properly in its



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context, and write down that definition.

2. Write a paragraph with at least six sentences that either
  - a. gives your review of the book. What did you specifically like or not like?
  - b. describes a character in the book and explains three character traits.
3. Write a summary with at least eight sentences of the story. Include the main characters, setting, and what happens at the beginning, middle, and end of the book.

## Math:

You worked hard in math all year. Make sure you keep what you've learned by practicing your skills throughout the summer, including practicing multiplication math facts  $\times 2$  -  $\times 10$ . Attached to this document are math logic and word problems for you to complete this summer.



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## Round and Round

When rounding to the nearest ten, look at the number in the ones place.

- If the number is less than 5, the tens place stays the same.
- If the number is 5 or greater, round up.

→ 12 → 10  
→ 17 → 20

When rounding to the nearest hundred, look at the number in the tens place.

- If the number is less than 5, the hundreds place stays the same.
- If the number is 5 or greater, round up.

→ 131 → 100  
→ 161 → 200

Round each number to the nearest ten.

1 73 \_\_\_\_\_

2 26 \_\_\_\_\_

3 143 \_\_\_\_\_

4 871 \_\_\_\_\_

5 987 \_\_\_\_\_

6 88 \_\_\_\_\_

7 74 \_\_\_\_\_

8 35 \_\_\_\_\_

9 458 \_\_\_\_\_

10 721 \_\_\_\_\_

11 81 \_\_\_\_\_

12 135 \_\_\_\_\_

Round each number to the nearest hundred.

13 240 \_\_\_\_\_

14 732 \_\_\_\_\_

15 581 \_\_\_\_\_

16 2,791 \_\_\_\_\_

17 1,891 \_\_\_\_\_

18 259 \_\_\_\_\_

19 179 \_\_\_\_\_

20 981 \_\_\_\_\_

21 435 \_\_\_\_\_

22 551 \_\_\_\_\_

23 648 \_\_\_\_\_

24 749 \_\_\_\_\_



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## Jelly Beans

SHOW ME THE WAY

Bryan and Andy bought a bag of jelly beans and told their brother, Warren, that he could have the jelly beans if he could tell them how many were in the bag. They gave him the following clues:

- There are more than 20 jelly beans but less than 30 jelly beans.
- You can divide the jelly beans equally into groups of 3.
- If you divide the jelly beans into groups of 5, there will be 2 left over.

How many jelly beans are there? \_\_\_\_\_

### Strategic Steps

- 1 The first clue gives you a range in which the correct number is located. Write the possible numbers in that range here:  
\_\_\_\_\_
- 2 The second clue tells you that the number is a multiple of 3. Cross out the numbers in step 1 that are not multiples of 3.
- 3 The third clue tells you that the number is two more than a multiple of 5. Look at the remaining numbers. Which one of those numbers is two more than a multiple of 5?  
\_\_\_\_\_





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## Library Sale

The Friends of City Public Library were having a book sale. The first five customers were Nathaniel, Nellie, Delia, Edmund, and Allison.

- Nathaniel was the first customer. He bought  $\frac{1}{2}$  as many books as Nellie.
- Nellie came in second. She bought twice as many books as Delia.
- Delia was the third customer. She bought the same number of books as Edmund.
- Edmund was the fourth customer. He bought twice as many books as Allison.
- Allison was the fifth customer. She bought 20 books.

How many books did each friend buy?

Nathaniel \_\_\_\_\_

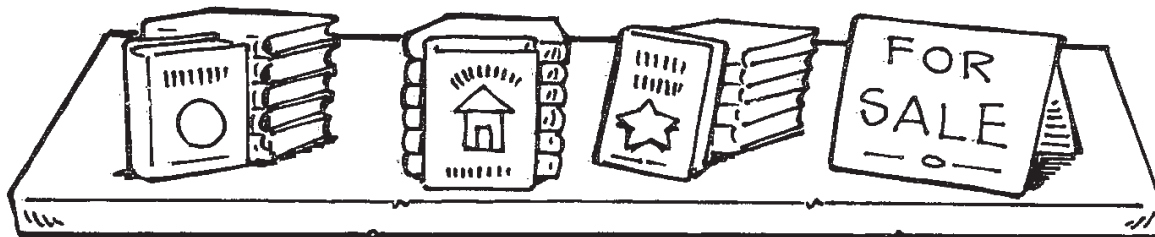
Nellie \_\_\_\_\_

Delia \_\_\_\_\_

Edmund \_\_\_\_\_

Allison \_\_\_\_\_

How many books did the five friends buy altogether? \_\_\_\_\_



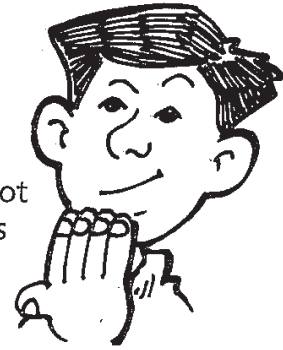


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## Where Do I Go?



Takeshi dropped the place-value chart that Mr. Ballard spent a lot of time preparing. All the information is there, but the numbers are all in a jumble on the floor. Help Takeshi put the right numbers in the right places.

- A.** This four-digit number has a 2 in the tens place, a 4 in the hundreds place, and a 3 in the thousands place. The 0 stayed in the ones place. What is the number?
- B.** This number has four places and two 0s. The 8 goes in the thousands place, and another 8 goes in the ones place. All other places have 0s. What is the number?
- C.** In this four-digit number, there is a 3 in the ones place, a 5 in the tens place, an 8 in the thousands place, and a 1 in the hundreds place. What is the number?
- D.** The numbers left on the floor are 4, 3, 9, 7, and a second 4. Takeshi went to Mr. Ballard for help. Mr. Ballard said, "One 4 goes in the hundreds place, and the other 4 does not go next to it. The ones place has the smallest number. The 9 is to the left of the 7." What is the number?



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## How Many Steps?

SHOW ME THE WAY

- A.** Roman has four boxes. In each box, there are 16 cookies. Roman wants to use all his cookies and put an equal number on each of eight plates. How many cookies will he put on each plate?

### Strategic Steps

- ① This problem has two steps. First, you need to find out the total number of cookies. To do this, you will multiply the number of cookies in a box by the number of boxes.

$$16 \text{ (cookies)} \times 4 \text{ (boxes)} = \text{_____} \text{ (total cookies)}$$

- ② Now you want to know how many cookies to put on each plate. To do this, you will divide the total number of cookies you found in the first step by the number of plates.

$$\text{_____} \text{ (total cookies)} \div 8 \text{ (plates)} = \text{_____} \text{ (number of cookies per plate)}$$

- B.** Lydia divided her baseball cards into teams. There are eight teams that have 17 cards. There are seven teams that have 18 cards. How many cards are there altogether?

### Strategic Steps

- ① First, you would multiply the number of teams times the number of cards.

$$8 \times 17 = \text{_____} \qquad 7 \times 18 = \text{_____}$$

- ② You would then add those two numbers together. Write and solve a number sentence to show this.





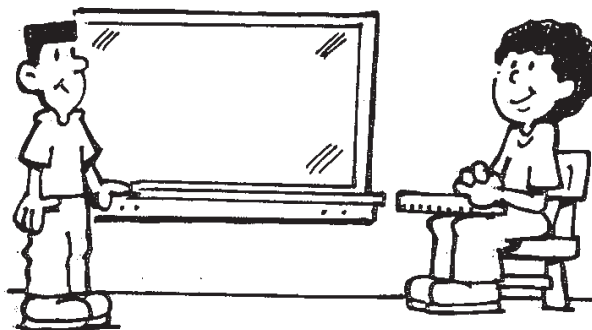
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## Solve Our Riddles

Mrs. Marcus's students wrote number riddles and challenged their classmates to solve them. Can you solve them? Once you find the beginning number, go back and check your answer by following the steps of the riddle. If you end up with the same final number, you did it correctly.



- A.** Martin picked his number.  
Then he added 254 to it.  
Then he divided by 5.  
Then he added 12.  
His final number was 77.

What was his beginning number? \_\_\_\_\_

- B.** Cindy picked her number.  
Then she divided by 6.  
Then she added 2.  
Then she multiplied by 5.  
Her final number was 150.

What was her beginning number? \_\_\_\_\_

- C.** Tom picked his number.  
Then he multiplied by 2.  
Then he added 433.  
Then he divided by 5.  
His final number was 101.

What was his beginning number? \_\_\_\_\_

- D.** Leah picked her number.  
Then she divided by 12.  
Then she added 19.  
Then she divided by 9.  
Her final number was 3.

What was her beginning number? \_\_\_\_\_



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## Science Experiment

Lina and Courtney are raising a colony of amoebae as part of their science project. To reproduce, an amoeba will divide into two parts, forming two new amoebae. Each generation will double the number of amoebae.

Courtney and Lina are trying to estimate how many amoebae they will have in 10 and 20 generations. Here is the data they have collected from the first few generations:

Generation	Amoebae
1	1
2	2
3	4
4	8
5	
6	
7	
8	
9	
10	

Generation	Amoebae
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

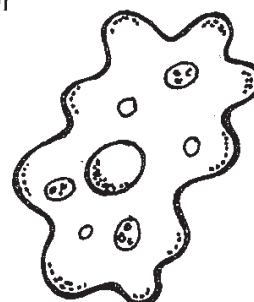
Predict how many amoebae there will be after 10 generations. \_\_\_\_\_

Predict how many amoebae there will be after 20 generations. \_\_\_\_\_

Fill in the chart, and find out how many amoebae there are after

10 generations \_\_\_\_\_

20 generations \_\_\_\_\_





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## Guess the Ages

SHOW ME THE WAY

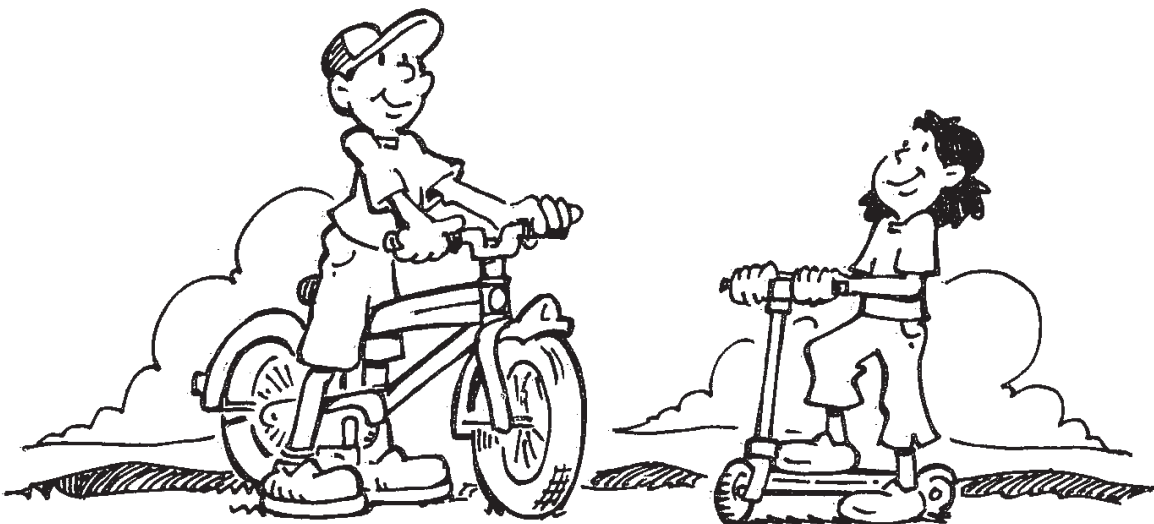
A. Wayne is 4 years older than his friend Judy. Their ages add up to 16.

How old is Wayne? \_\_\_\_\_ How old is Judy? \_\_\_\_\_

### Strategic Steps

- 1 We know that Wayne is 4 years older than Judy. We know that their ages together equal 16.
- 2 If we subtract the 4 (difference in their ages) from the 16, we will get 12. Then we can divide that number by 2 and we will get 6, which is Judy's age.
- 3 Wayne's age is Judy's age plus 4, so he will be  $6 \text{ (Judy's age)} + 4 = \underline{\hspace{2cm}}$ .
- 4 To check your answer, add together the ages to see if they equal 16.

$$6 + \underline{\hspace{2cm}} = 16$$





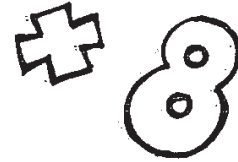
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## Missing Numbers



A. A number multiplied by 8 equals 40. What is the number?

B. After dividing the tennis balls into four groups, each group has six balls.  
How many balls did you start with?

C. Five groups of a number equal 30. What is the number?

D.  $9 \div \underline{\hspace{2cm}} = 3$

$28 - \underline{\hspace{2cm}} = 6$

E. I multiply a number by 6, and the answer is 42. What is the number I multiplied?

F. I divide a number by 3, and the answer is 11. What number did I divide?



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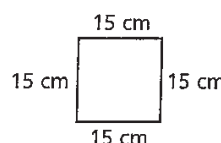
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## Perimeter in the Home

SHOW ME THE WAY

**Perimeter** is the distance around a figure. You find the perimeter by adding together the lengths of the sides.

- A. Lilley's grandmother is teaching her to make a quilt. The sides of her squares are each 15 centimeters. What is the perimeter of each quilt square?



### Strategic Step

- 1 To find the perimeter, you add together the lengths of the sides. Since all four sides of a square are equal lengths, you can take the length and multiply by 4.

$$15 \text{ centimeters} \times 4 = \underline{\hspace{2cm}} \text{ centimeters}$$

- B. Kayla is baking a sheet cake for a party. She wants to put a decorative edge along the bottom of the cake. She has approximately 40 inches of icing left. If the cake is a rectangle with one side 9 inches and the other side 14 inches, will she have enough icing to add the decorative edge?

### Strategic Steps

- 1 First, find the perimeter of the cake. To find the perimeter of a rectangle you add together the four sides. In this case, you know that the short sides are 9 inches and the long sides are 14 inches. Add those numbers together, and then multiply by 2.

$$9 \text{ inches} + 14 \text{ inches} = \underline{\hspace{2cm}} \text{ inches}$$

$$\underline{\hspace{2cm}} \text{ inches} \times 2 = \underline{\hspace{2cm}} \text{ inches (perimeter of the cake)}$$

- 2 Then, compare the perimeter of the cake with 40 inches. If it is smaller than 40 inches, Kayla has enough icing. If it is longer than 40 inches, she does not have enough icing.



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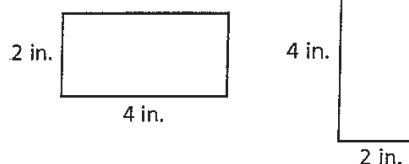
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## Congruency

SHOW ME THE WAY

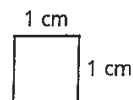
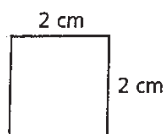
**Congruent figures** have the same size and shape.

This pair of rectangles is congruent because they are the same size and shape, even though they are arranged differently.

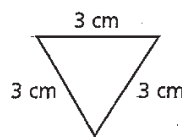
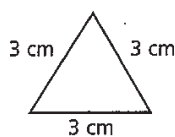


Label each pair of figures **congruent** or **not congruent**.

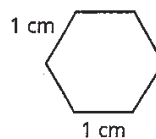
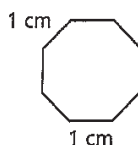
A. \_\_\_\_\_



B. \_\_\_\_\_



C. \_\_\_\_\_



## Strategic Steps

- 1 Remember that congruent figures are the same size but may be pointing in different directions. In the first example, the shapes are both squares. However, the size is different; one has sides that are 1 centimeter, and the other has sides that are 2 centimeters. If congruent figures must be the same shape (as these are) and the same size, are these two squares congruent?
- 2 In the second example, don't be fooled by the fact that the triangles are pointing in different directions. They both have the same size sides, so will they be congruent?
- 3 In this example, you are looking at two figures that both have all sides that are 1 centimeter. However, are they the same shape? If they aren't, then the figures are not congruent.



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## Math All Around Us



- A.** After school Allison was trying to jump rope with 108 inches of rope. Her mother said she could cut the rope into three equal sections so that Allison and her two sisters could jump rope at the same time. How long will each of the new ropes be in inches? How long in feet?
- B.** At school the playground has an area of 145 square meters. The third and fourth grades both want to play at the same time. The fourth grade needs 74 square meters to play a game. How much space do the third graders have to play?
- C.** Maria and Noah are trying to find out how many laps around the backyard will equal 2 miles. They know that there are 5,280 feet in a mile. The path in the backyard they want to run has sections that are 120 feet, 134 feet, 140 feet, and 134 feet. How many laps would they have to make if they wanted to run 2 miles?



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## How Many?



- A.** There are 12 inches in a foot and 3 feet in a yard. If a football field is 100 yards long, how many inches long is it?
- B.** There are 1.6 kilometers in a mile. Garrett walked 2 miles. How many kilometers did he walk?
- C.** Madeline has 8 yards of ribbon. She needs 12 inches of ribbon to make a hair bow. How many hair bows can she make?
- D.** There are 1,000 meters in a kilometer. Amber rides her bicycle 0.5 kilometer to school. How many meters did she ride?





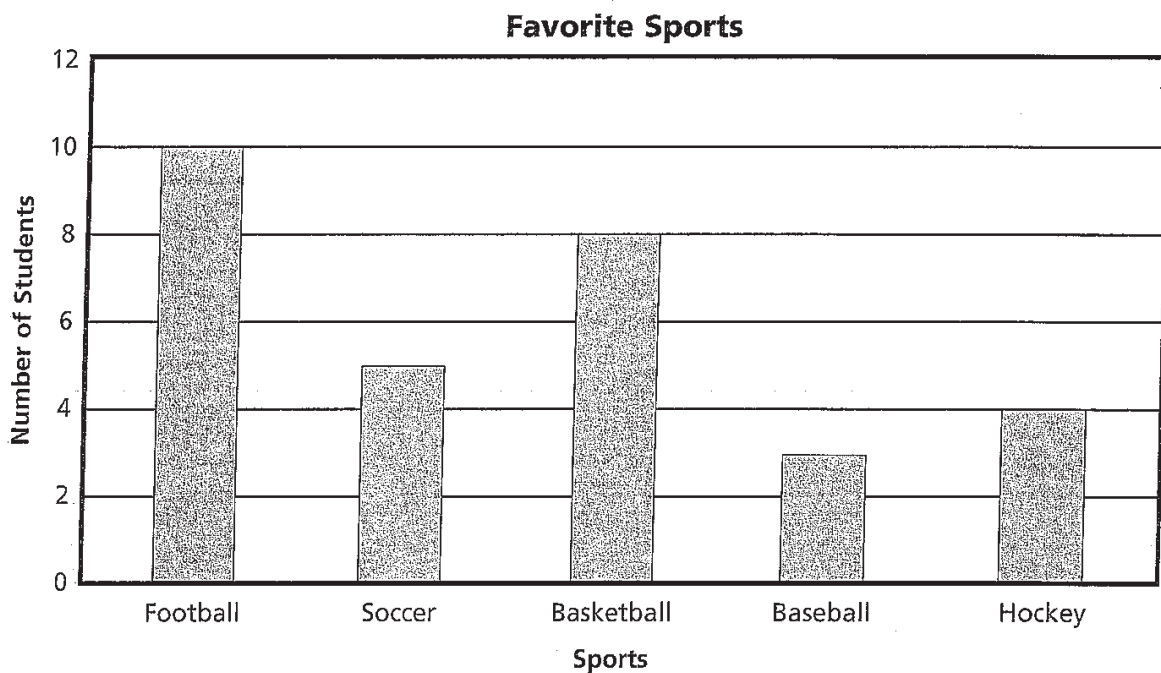
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## Sports

Mrs. Burke's class took a poll to see which sport each child liked. The results are shown on the bar graph.



**A.** How many children like each sport?

Football: \_\_\_\_\_ Soccer: \_\_\_\_\_ Basketball: \_\_\_\_\_  
Baseball: \_\_\_\_\_ Hockey: \_\_\_\_\_

**B.** How many children are there in Mrs. Burke's class? \_\_\_\_\_

**C.** How many more children like basketball than like hockey? \_\_\_\_\_

**D.** How many children like football, basketball, and baseball combined? \_\_\_\_\_

**E.** If you add together the number of children who like two of the sports, it would equal the number of children who like basketball. What are those two sports?

\_\_\_\_\_ and \_\_\_\_\_



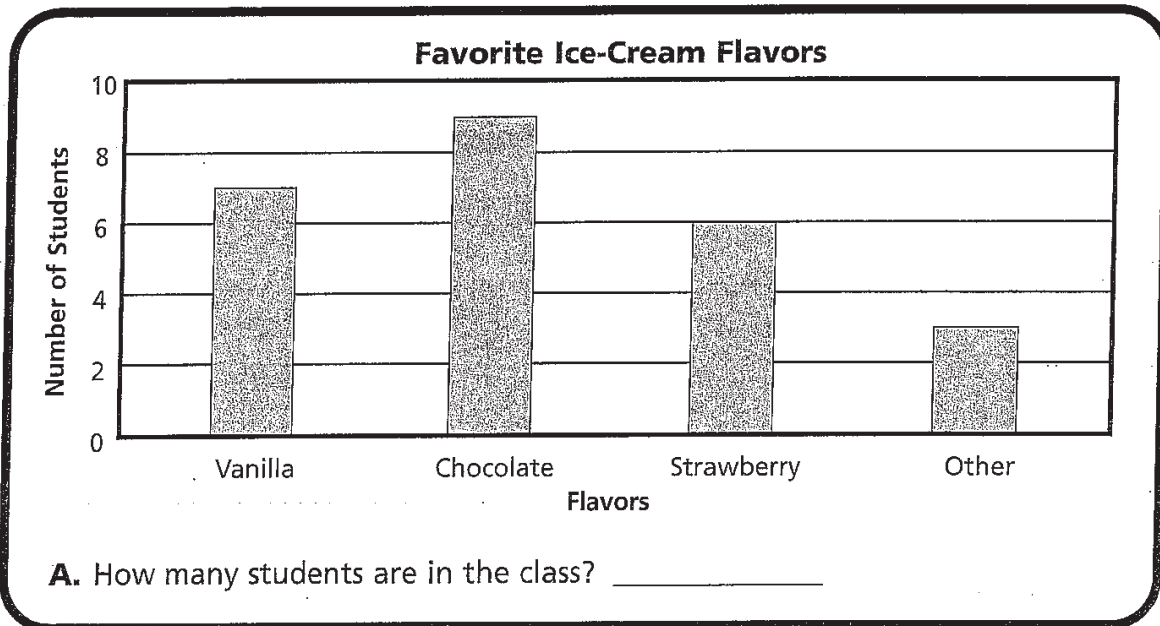
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## Bar Graphs

SHOW ME THE WAY



### Strategic Step

- ① Add together the numbers from the ice-cream categories to find the total number of students.

**B.** How many more students like chocolate ice cream than like vanilla?  
\_\_\_\_\_

### Strategic Step

- ① From the graph, find the number of children who like those flavors, and then write a number sentence.
- \_\_\_\_\_



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## Favorite Colors

SHOW ME THE WAY

Ashley, Olivia, Nan, and Latasha are friends whose favorite colors are red, blue, green, and pink. Use the clues to match each girl with her favorite color.

- Olivia's favorite color does not have an "e" in it.
- Nan often compliments Ashley on her green sweater.
- Nan's favorite color does not have an "r" in it.
- Ashley never wears her favorite color.

	Red	Blue	Green	Pink
Olivia				
Nan				
Ashley				
Latasha				

### Strategic Steps

- 1 Working with the first clue, it's easy to eliminate all the colors that have an "e." Next to Olivia's name, lightly put an "X" in each box of a color that can be eliminated. This will leave one color, pink. Write a large "Y" for "yes" in the pink box.
- 2 In the rows for the other girls, lightly put an "X" in the column under pink. Because that color has been assigned, the other girls cannot have that as a favorite color.
- 3 The second clue doesn't really help match either girl with a favorite color, so move on to the next clue. The third clue says that Nan's favorite color does not have an "r" in it. Mark out the colors with an "r," red and green, which leaves blue as Nan's favorite color. Once again, mark out blue as possibilities for the other girls.
- 4 The fourth clue says that Ashley never wears her favorite color. Go back to the second clue where we learned that Ashley often wears a green sweater. Use those two clues, and find Ashley's and Latasha's favorite colors.



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## Answers to Math Problems

page 4: "Round and Round"

1. 70                      2. 30
3. 140                    4. 870
5. 9906. 90
7. 70                      8. 40
9. 460                    10. 720
11. 80                    12. 140
13. 200                   14. 700
15. 600                   16. 2,800
17. 1,900                18. 300
19. 200                   20. 1,000
21. 400                   22. 600
23. 600                   24. 700

page 5: "Jelly Beans"  
27 jelly beans

page 6: "Library Sale"  
Nathaniel (40), Delia (40), Allison (20), Nellie (80), Edmund (40), total (220)

page 7: "Where Do I Go?"  
A. 3420  
B. 8008  
C. 8153  
D. 49473

page 8: "How Many Steps?"  
A. 8 cookies per plate  
B. 262 cards

page 9: "Solve Our Riddles"  
A. 71  
B. 168  
C. 36  
D. 96

page 10: "Science Experiment"  
10 generations: 512. 20 generations: 524,288

page 11: "Guess the Ages"  
A. Wayne (10)  
B. Judy (6)

page 12: "Missing Numbers"  
A. 5  
B. 24  
C. 6  
D. 3 and 22  
E. 7  
F. 33

page 13: "Perimeter in the Home"  
A. 60 centimeters  
B. No, the perimeter of the cake is 46 inches

page 14: "Congruency"  
A. not congruent  
B. congruent  
C. not congruent

page 15: "Math All Around Us"  
A. 36 inches or 3 feet  
B. 71 square meters  
C. 20 laps

page 16: "How Many?"  
A. 3600 inches  
B. 3.2 kilometers  
C. 24 bows  
D. 500 meters

page 17: "Sports"  
A. Football (10), Baseball (3), Soccer (5), Hockey (4), Basketball (8)  
B. 30  
C. 4  
D. 21  
E. soccer and baseball

page 18: "Bar Graphs"  
A. 25 students  
B.  $9 - 7 = 2$  children

page 19: "Favorite Colors"  
Ashley (red), Nan (blue), Olivia (pink), Latasha (green)