



Summer Literacy Fun Rising 4th Grade



Dear Families,

It has been a wonderful year, full of learning and fun! Our students have worked incredibly hard and have grown tremendously as learners. We are proud of all the progress they have made during the school year.

As the school year winds down, we encourage you to plan for a summer of reading with your children. Research has shown that learners who read during the summer months sustain reading gains made during the school year. Additionally, it is helpful to revisit skills that may otherwise be forgotten over the summer.

Of course, summer is a time for vacations, camp, and pursuing new interests! However, we would like to provide families with some suggestions for summer academic work. On the following pages of this packet you will find:

Topic	Page(s)
Reading • Selecting a Just Right Book • Literal vs. Inferential Questions • Comprehension Question Bank	2-3
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Writing • Templates and guidance for Narrative, Opinion, and Informational writing • Prompts for writing about reading	9-11
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Again, we respect your vacation time and the need in the summer for children to play and have fun. The activities and suggestions on the following pages are recommended, but remain optional.

Have a safe, healthy, and happy summer!

The Third Grade Team

four

helpful tips for
parents

to help your
child choose a
just right book

2

Know Your Child's Interests

Pay attention to what topics excite your child—animals, sports, fantasy, or science. Books that match their interests will keep them engaged and motivated to read more.

1

Use the Five Finger Rule

Have your child read a page and hold up one finger for each unknown word. 0-1 fingers means it's too easy, 2-3 fingers is just right, 4-5 fingers means it may be too challenging. This simple test helps find books at the right reading level.



3

Preview the Book Together

Look at the cover, read the back summary, and flip through the pages together. Discuss what the book might be about to build excitement.



4

Read together

Does your child really want to read something that is beyond their ability? Take the opportunity to read together and enjoy a



Understanding Question Types: Literal vs. Inferential

Literal Questions



Questions that ask for facts or details directly stated in the text.

Example:

What is unique about Winn
Dixie?

Inferential Questions



Questions that require reading between the lines to understand deeper meaning or feelings.

Example:

Why do you think it's often easier for
Opal to talk to a dog than to people?

Questions to Prompt Deeper Thinking

Fiction

Predicting

- What might happen next?
- Look at the chapter title—what might it be about?

Inferring

- What kind of person is the character?
- What causes the character to think/feel/act the way they do?

Summarizing

- What has happened up until this point?
- If you had to tell someone in just one sentence, what would you say?

Synthesizing

- How has the character changed over the book?
- Does this match what you'd expect based on what's happened so far?

Analyzing

- What did you notice about the author's language?
- What is the author's message?
- How is the setting important to the story?

Non-Fiction

Predicting

- What do you think you will learn from this book?

Inferring

- Why was the event so important?
- Why might this be a problem?

Summarizing

- What is the main idea?
- What are the supporting details?

Synthesizing

- What big ideas does the author share?
- How does this add to your knowledge?

Analyzing

- How is this text organized?
- How did features like maps/photos help you understand?
- How does the author sound credible?

After each question, ask: *How do you know?*

3rd Grade Foundations Summer Review



Use this resource to help your 3rd grader practice reading and spelling skills they learned this year. You can do this on paper or use a small whiteboard.

How can you help your child review their phonics?

Reading- Write a word. Then prompt your child:

- Do you see a suffix? If so, circle it. Is it a vowel or consonant suffix? Did the spelling of the baseword need to change when the suffix was added?
- Look at the baseword (or just the word itself if there is no suffix). What syllable type is this? How do you know?
- Mark up the syllables- scoop each syllable, label it underneath the scoop, and mark the vowels.

Spelling

- Say the word.
- The child echoes.
- If it is a 1 syllable word, they tap out each sound. If it is a multi-syllabic word, they slow down each syllable.
- The child writes out each sound they hear.

Sentences

- Read the entire sentence.
- The child echoes and then writes the sentence.
- Reread the sentence while the child checks their work.
- Prompt to check for accuracy:
 - What did you capitalize? Why?
 - What punctuation did you use? Why?
 - Do you see any words with suffixes? If so, circle the suffix and underline the baseword.
 - Check the spelling of each word: For 1 syllable words, tap them and check the spelling. For multisyllabic words, scoop each syllable to check the spelling.
 - Scoop the sentence to show how you would read it in phrases. Read it aloud smoothly.

[Click here](#) for a comprehensive list of concepts and word banks like this:

Unit 5

Concept	Word Bank
Schwa - a short vowel that doesn't make its expected sound	talent, problem, random, method, deim, Texas, salad, travel, absent, wagon, lemon, falcon, melon, rocket, ticket, basket, helmet
Sentences	We can have chicken salad for lunch. What is the method to solve this problem?

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**“D”
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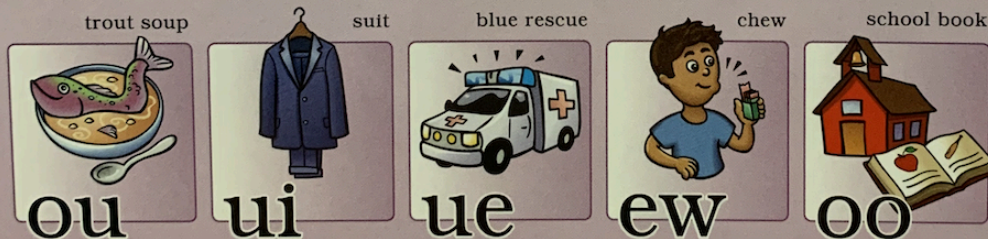
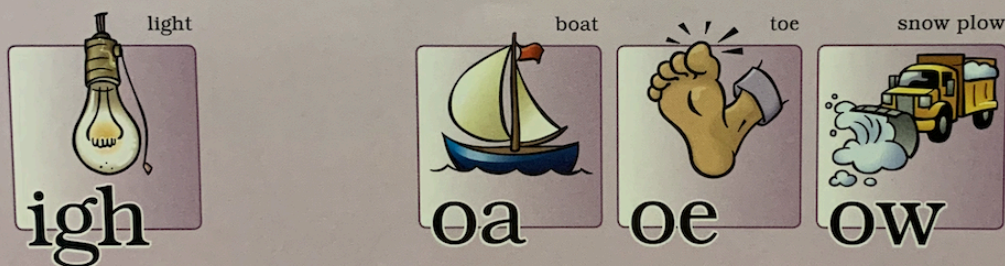
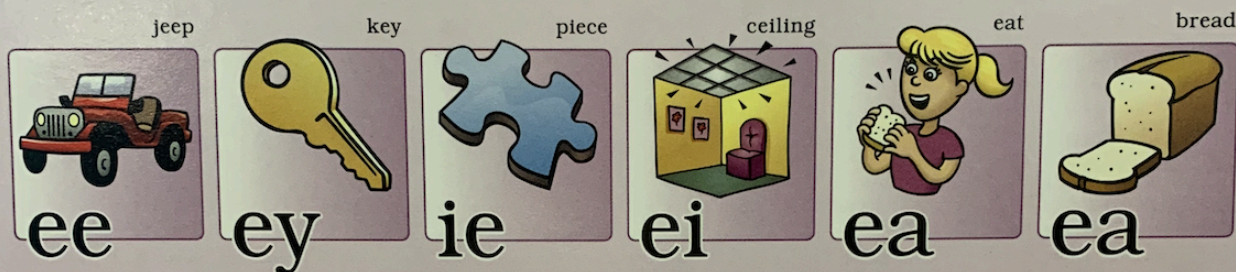
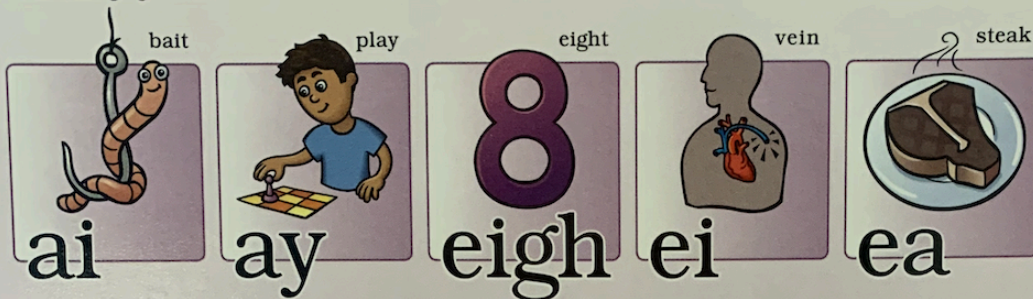
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The 1-1-1 Doubling Rule

1 • Syllable

1 • Vowel

1 • Consonant after the vowel

When adding a
VOWEL suffix...

Double the final consonant

cup + ed = cup^{ed}

star + ing = star^{ing}

When adding a
CONSONANT suffix...

Just add the suffix

cup + ful = cup^{ful}

star + less = star^{less}

Note: the consonants h, j, k, v, w, x, and y do not double in English words

The Silent e and Suffix Rule

When adding a
VOWEL suffix...

Drop the e

complete + ing = complet^eing
c v-e

settle + ing = sett^eling
c -le

When adding a
CONSONANT suffix...

Just add the suffix

complete + ly = complet^ely
c v-e

settle + ment = sett^element
c -le

The y and Suffix Rule



Following a Consonant

If a word ends in a y in an open syllable, change y to i when adding any suffix.

/i/ /i/
cry → criⁱes



Forming Plurals

When forming plurals, change y to i and add es. The es suffix says /z/.

/ē/ /ē/
baby → bab^yies



Suffix Plus Suffix

If the y suffix is added to a base word and then another suffix is added, change the y suffix to i and add the other suffix.

/ē/ /ē/
dirt + y = dirt^y

/ē/ /ē/
dirt^y + est = dirtⁱiest



D Syllable

If y is part of a "D" Syllable, just add the suffix.

play → play^d



Spelling Options

3



/ər/ er ir ur ar or

/ā/ a-e a ai ay eigh ei ea

/ē/ e-e e y i ee ey ea ie ei

/ī/ i-e i y igh

/ō/ o-e o oa oe ow

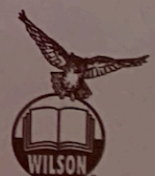
/ū/ u-e u ue

/ü/ u-e u ue ew ou oo ui

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Writing

Use these templates to plan, write, and revise your work!

Narrative

- [Graphic Organizer](#)
- [Sensory Details](#)
- [Writing Goals and Challenges](#)
- [Revision Checklist](#)

Opinion

- [Graphic Organizer](#)
- [Organization Anchor Chart](#)
- [Writing Goals and Challenges](#)
- [Revision Checklist](#)

Informational

- [Sources list, Subtopics list, Box and Bullets, Drafting](#)

Writing about My Reading: Fiction

Choose a prompt and write your response. Be sure to include the date, if your book was Fiction or Nonfiction, the letter prompt you chose, and the title of your book. Try to choose a letter you haven't chosen previously. Looking for a book suggestion? [Click here](#) for Turner Library's recommended reading lists!

A Why did you choose to read this book? What do you think it will be about?	B Who are the characters in the story? Describe each of them.	C What is the setting of the story? Why do you think the author chose this place?	D Did you like the end of the story? Why or why not?
E Which character in the story would you like to be? Why?	F How did one character's actions affect the other characters in the story? Explain.	G Do you think this was a good title for the book? Why? What's another possible title?	H What was your favorite part of the story? Why?
I Do any of the characters remind you of someone you know? If so, who? Why?	J From what you have read so far, what do you predict might happen next? What makes you think that?	K Draw a story mountain and label the parts of the story.	L What important lesson did you learn from this story? Explain.
M What did the character feel when _____? (Describe something that happened to the character and their feelings)	N What is the character's problem in the story? What advice would you give them?	O What questions would you want to ask the author? How do you think they would answer them?	P What did the character learn throughout this story? Give examples to support your idea.
Q What connections can you make between your life and the book? Explain.	R Write a letter to a character in the story. What would you say to that character?	S Illustrate a cover that is different from the current cover. Why did you design it the way you did?	T If you were to continue this story, what might happen next?
U Choose one character and explain why you would or would not like to have him/her as a friend in real life.	V If you could step into the story, what would be the first thing you would do? Why?	W Did the character change throughout the story? How?	X Would you recommend this story to someone you know? Who? Why do you think they would like it?

Writing about My Reading: NonFiction

Choose a prompt and write your response. Be sure to include the date, if your book was Fiction or Nonfiction, the letter prompt you chose, and the title of your book. Try to choose a letter you haven't chosen previously. Looking for a book suggestion? [Click here](#) for Turner Library's recommended reading lists!

A Why did you choose this book? What do you think you will learn?	B What do you already know about this topic? Explain using details.	C What is the main idea of what you read? Give 3 details to support the main idea.	D Did you enjoy this text? If so, what did you like about it? If not, what would you have changed to make it better?
E Are there any new words that you learned? What do they mean?	F Write a summary of what you read today.	G Why do you think the author wrote this text?	H What did you learn from reading this text?
I Were there any text features that helped you understand the text better? How did they help?	J In your journal, create a "poster" to teach someone all about your topic.	K What does the title tell you about this text? What is another good title option for this text? Why?	L What was the most interesting part of this text? Why did you find that interesting?
M What text features do you see within your text? Name at least 3 and explain their purpose. (table of contents, headers, illustrations, captions, charts, glossary)	N Pretend you are texting a friend. Write the conversation you would have about the information you just read. (include facts from the text, your reactions, opinions about the text, etc.)	O What additional information would you have included in this text to make it more interesting?	P What are some questions that you would ask the author about this topic? What do you think the answers to those questions are? (Try to find the answers somewhere!)
Q Did you read any other books about this topic? What were the similarities and differences?	R Write 3 important facts from the text. Give an opinion about the topic.	S Rate this book out of 5 stars. Would you recommend this to someone? Why?	T Do you want to continue learning more information about this topic? Explain.

Resources to Help Your Child with Writing Mechanics

As students learn how to write, they must internalize rules for spelling, punctuation, capitalization, and grammar so that they can communicate their ideas clearly and efficiently.



My child has a hard time remembering and/or using the rules for **punctuation**.

- | | |
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S | <ul style="list-style-type: none">• Have your child read a familiar story, but before he or she begins, instruct them to replace all punctuation with a funny sound. This will help children learn to look for punctuation as they are reading aloud.• Deliberately leave out punctuation marks when you are writing emails or letters to friends/family and have your child read and add in punctuation. Just make sure you check before you send it! :) |
|----------------------------|--|

Resources

- Punctuation puzzles, games, and drills- <https://mrnussbaum.com/punctuation>
- Fun Factory game- <https://www.abcya.com/games/fun-factory-punctuation-capitalization>

My child has a hard time remembering and/or using the rules for **capitalization**.

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|----------------------------|---|
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S | <ul style="list-style-type: none">• Provide students with a list or paragraph of completed sentences with no capital letters. Have students correct which letters should be capitalized. Sentences from books, magazines, or even comic strips can be used.• Provide students with an editing checklist that includes the rules for capitalizations (beginning of a sentence, proper nouns, etc.). |
|----------------------------|---|

Online Games, Activities, and Apps

- Education.com online games- <https://www.education.com/games/capitalization/>
- Capitalization Cruise- <https://www.turtlediary.com/game/capitalization-cruise.html>
- The Capital Letters Are Missing game- <https://www.themeasuredmom.com/free-capitalization-game-to-teach-capitalization-rules/>
- Fun Factory game- <https://www.abcya.com/games/fun-factory-punctuation-capitalization>

My child frequently **misspells words** while writing stories, essays, or other independent work.

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- Have your child keep a personal dictionary or word wall close to where they do their writing. Help them add the correct spelling of words and hold them accountable for spelling these words correctly.
- Familiarize your child with how to use spell-check on word processing programs.

Online Games, Activities, and Apps

- Fun Brain Spellaroo- <https://www.funbrain.com/games/spellaroo>
- Education.com games- <https://www.education.com/games/third-grade/spelling/>
- Turtle Diary games- <https://www.turtlediary.com/games/spelling.html>

My child has trouble remembering and/or applying **grammar rules**, such as noun-verb agreement, when writing.

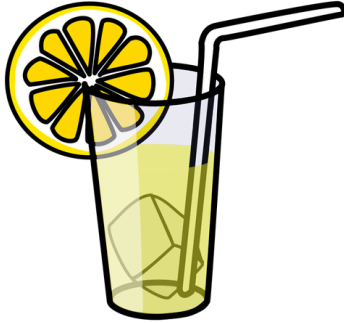
**T
I
P
S**

- Have your child read work aloud and prompt errors with “Does that sound right?” If they cannot identify the error, present them with choices and say “Does it sound right this way or this way?”
- Use favorite picture or chapter books to highlight different grammar concepts (adjectives, verbs, etc.) and hold interest longer.

Online Games, Activities, and Apps

- Scholastic- 2 Ways to Help Kids Fall in Love with Grammar- <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/2-ways-to-help-kids-fall-love-grammar.html>
- Education.com games- <https://www.education.com/games/third-grade/parts-of-speech/> and <https://www.education.com/games/third-grade/sentence-features/>
- Turtle Diary games- <https://www.turtlediary.com/games/third-grade/language-arts.html>

Thirsty for More?

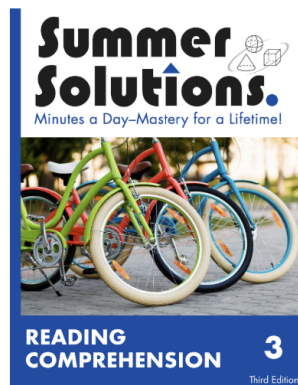


While not required, we are happy to suggest some additional summer practice work if you would like to do extra skill building with your child.

Summer Solutions Online Workbooks

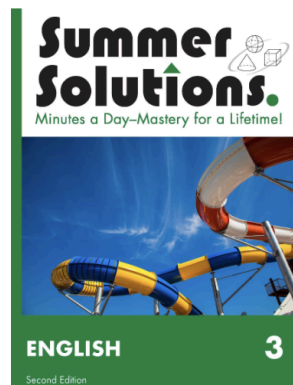
<https://www.summersolutions.net/grades/third-grade>

Choose Grade 3 workbooks:



Reading Comprehension 3

\$16.99



English 3

\$16.99