

**Summer Work**  
**Rising Fourth Grade**



*Preparing Boys for Life*





## Dear Parents of Rising Fourth Graders,

Summer is a wonderful time for boys to explore interests, enjoy camps and travel, spend time outdoors, and engage in the many experiences that help them grow beyond the classroom. At the same time, summer is also an important opportunity to maintain engagement with academic learning so that boys move confidently from one school year into the next.

This workbook contains the required summer work for your son as he prepares to enter his next grade with a mixture of literacy and math work. The activities included are designed to provide manageable practice in key skills and habits that will help ensure a strong and confident start to the school year. **This workbook should be turned into your son's teacher on the first day of school.** The work will prepare your son to engage in the beginning of year activities and assessments.

I encourage you to take this work seriously and **do not save it for the last week of summer.** The assignments have been designed to be completed steadily over time, with practice and reading spread across the weeks of summer rather than done all at once. A little consistency goes a long way in helping skills stay sharp and building readiness for the year ahead.

This workbook includes the following sections. It is recommended to pace weekly work from each section throughout the summer.

- Math Fluency Practice
- Required Novel Reading and Questions
- Math Skills Practice
- 4<sup>th</sup> Grade Suggested Reading List

Thank you for partnering with us in supporting your son's growth as a learner. We hope your family enjoys a summer filled with rest, joy, and meaningful experiences, alongside steady engagement with the learning in this workbook.

With care,

Jenni Scoggin

Head of Lower School

# Summer Success: The Power of Consistent Practice

## THE STRATEGY FOR SUCCESS

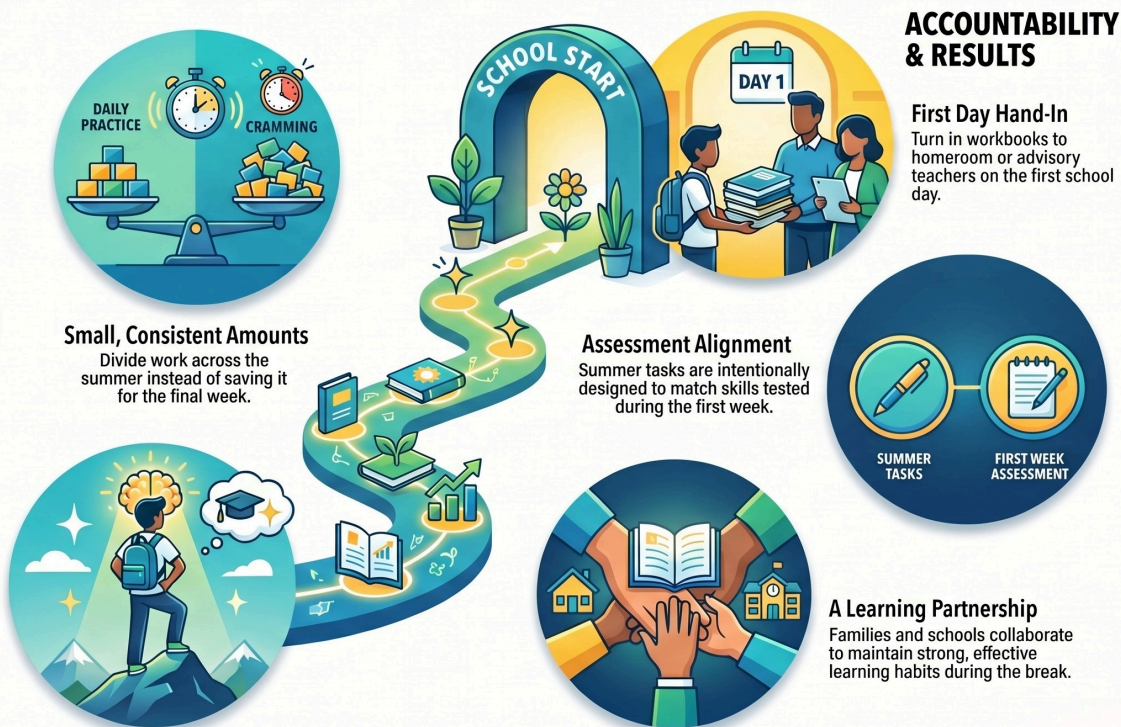
### Practice Spaced Over Time

Research shows spreading work across weeks leads to much stronger long-term retention.



### Increased Student Confidence

Regular practice helps boys return to school feeling prepared for the year ahead.



### Small, Consistent Amounts

Divide work across the summer instead of saving it for the final week.

### Assessment Alignment

Summer tasks are intentionally designed to match skills tested during the first week.

## ACCOUNTABILITY & RESULTS

### First Day Hand-In

Turn in workbooks to homeroom or advisory teachers on the first school day.



### A Learning Partnership

Families and schools collaborate to maintain strong, effective learning habits during the break.



## Summer Work Plan

The purpose of the summer work is to provide **consistent practice over time** so that skills and learning are retained throughout the summer months. Research shows that spreading practice across many weeks leads to stronger long-term retention and helps boys return to school feeling confident and prepared for the year ahead.

We strongly encourage families to divide the work across the summer rather than saving it for the final week before school begins. Completing small amounts of work consistently will be far more beneficial than trying to complete everything at once at the end of the summer.

Please note the following expectations for accountability:

- Summer workbooks should be turned in to your son's homeroom teacher or advisory teacher on the first day of school.
- Assessments connected directly to the summer work will take place during the first week of school.
- The summer work has been intentionally designed to align with the skills, projects, and content that will be assessed and taught upon returning to school.

Thank you for partnering with us to help your son maintain strong learning habits and begin the school year ready to learn.

# Summer Math Fluency: Building the Foundation for Success

## THE CASE FOR CONSISTENCY



### The 5–10 Minute Rule

Short daily practice is more effective than occasional long sessions for building automaticity.



### Focus on Problem-Solving

Automatic recall allows students to focus on reasoning rather than basic calculation.



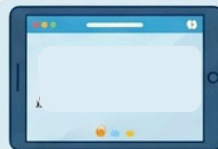
### Assessments Begin Week One

Students will be assessed on grade-specific facts during the first week of school.

### Grade-Level Fluency Targets



## TOOLS FOR SUMMER PRACTICE



### Digital Learning Tools

Use interactive platforms and apps to practice.



### Hands-On & Low-Tech

Use flashcards, dice games, or "Multiplication War" with a standard deck of cards.



### Practice in Everyday Moments



Integrate math into car rides, grocery shopping, or cooking to show real-world relevance.

## Summer Math Fluency Practice (3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grades)

### Building Strong Foundations Through Consistent Practice

At The Haverford School, we know that **math fact fluency**—the ability to recall facts accurately, efficiently, and with confidence—is an essential building block for deeper mathematical thinking. Research consistently shows that automaticity with basic facts supports students in solving more complex problems because their cognitive energy can be devoted to reasoning and problem-solving rather than basic calculation.

Scholars such as John Hattie and Jo Boaler have highlighted the importance of meaningful practice and strong number sense in developing mathematical proficiency. When students have fluency with foundational facts, they are better positioned to engage in higher-level concepts with confidence and flexibility.

## **The Case for Consistency: The 5–10 Minute Rule**

One of the strongest messages from research is simple:

**Short daily practice is more effective than occasional long sessions.**

Just **5–10 minutes a day** can make a significant difference in building automaticity.

### **Why short, consistent practice works:**

- Builds long-term memory through repeated retrieval
- Strengthens speed and accuracy over time
- Prevents summer learning loss
- Reduces frustration and increases confidence
- Makes practice manageable and sustainable for families

Think of fluency practice like strengthening a muscle—**a little every day matters more than a lot once in a while.**

## **Fact Fluency Assessments in Week One**

During the **first week of school**, students in Grades 3–5 will complete a brief fact fluency assessment aligned to grade-level expectations:

### **Rising 3rd Grade:**

- Addition facts
- Subtraction facts

### **Rising 4th Grade:**

- Multiplication facts

### **Rising 5th Grade:**

Division facts

*Regular summer practice will help boys begin the year feeling prepared and confident.*

## Tools for Summer Practice

While there are many digital tools available for fluency practice, **good old-fashioned, hands-on, low-tech practice** is a wonderful option—and often the most engaging.

## Five Simple Ways to Practice

### 1. Flash Cards (Classic for a Reason!)

- Practice for a few minutes daily
- Sort facts into “know well” and “keep practicing” piles
- Let boys quiz a family member, too!

### 2. Math Fact Games

Try playful practice through games such as:

- Multiplication War (with playing cards)
- Fact Bingo
- Dice addition, subtraction, or multiplication games
- “Around the World” with siblings or friends

### 3. Skip Counting & Oral Practice

Practice facts while:

- Riding in the car
- Walking the dog
- Setting the table
- Shooting baskets

(“Count by 6s while we walk to the mailbox!”)

### 4. Write-and-Recall Challenges

- Set a timer for one minute and see how many facts can be solved accurately
- Keep a simple chart and celebrate growth over time

### 5. Use Math in Everyday Life

Invite boys to use facts in authentic ways:

- Calculate totals while shopping
- Double or halve recipes
- Figure out equal groups while sharing snacks
- Estimate and solve quick number challenges aloud

# Summer Reading & Writing Packet

*The Boy in the Back of the Class* by Onjali Q. Raúf

Name: \_\_\_\_\_

Welcome to your summer reading packet! During the first 8 weeks of school, the fourth grade focuses on identity. We define identity as “what makes you, you.”

As you read the novel, *The Boy in Back of the Class* by Onjali Q Rauf, pay attention to the identities of the characters in the story.

Within this packet, there are two writing prompts for each chapter. Please choose one writing prompt to answer for each chapter in the story. At the end of the packet, there is a final writing prompt. This final writing prompt will be graded by your fourth grade teacher at the start of the year!

**ADVICE: there are 26 chapters, answer the questions as you read!**

## Chapter 1: The Empty Chair

**Prompt 1:** Describe how the narrator and their friends react when they first see the new boy. Why are they so curious?

---

---

---

---

---

**Prompt 2:** What is one thing you would do to make a new student feel welcome on their first day?

---

---

---

---

---

## Chapter 2: The Boy with the Lion Eyes

**Prompt 1:** Why does the narrator compare Ahmet's eyes to a lion's? What does this suggest about his character?

---

---

---

---

---

**Prompt 2:** How might you feel if you were in a school where you didn't know the language? How would you communicate?

---

---

---

---

---

## Chapter 3: The Lemon Sherbet

**Prompt 1:** Why is the narrator's gift of a Lemon Sherbet significant? What does it say about the narrator?

---

---

---

---

---

**Prompt 2:** Describe a time when you used an action instead of words to show someone you cared.

---

---

---

---

---

## Chapter 4: The Refugee Kid

**Prompt 1:** What does the narrator learn about the word "refugee"? How does this change their view of Ahmet?

---

---

---

---

---

**Prompt 2:** Why do you think Brendan-the-Bully targets Ahmet? How should the friends handle this?

---

---

---

---

---

## Chapter 5: The Map and the Journey

**Prompt 1:** Why does Ahmet use drawings to tell his story? What does this reveal about the power of art?

---

---

---

---

---

**Prompt 2:** Looking at Ahmet's map, what was the hardest part of his journey? How does it make you feel about your home?

---

---

---

---

---

## Chapter 6: The Woman in the Silver Scarf

**Prompt 1:** Who is the woman in the silver scarf? Why is her presence important for Ahmet's transition?

---

---

---

---

---

**Prompt 2:** How does the narrator's understanding of Ahmet's past change their daily interactions with him?

---

---

---

---

---

## Chapter 7: The Pomegranate Seed

**Prompt 1:** What does sharing the pomegranate symbolize in the developing friendship between the children?

---

---

---

---

---

**Prompt 2:** Ahmet smiles for one of the first times in this chapter. Why is this a turning point in the story?

---

---

---

---

---

## Chapter 8: The Three Lessons

**Prompt 1:** Mrs. Khan teaches three lessons about refugees. Which lesson do you think is most important for people to know?

---

---

---

---

---

**Prompt 2:** How does learning facts about refugees help the students stand up against the "lies" told by others?

---

---

---

---

---

## Chapter 9: The International Picnic

**Prompt 1:** How does food bring the students together during the picnic? What did you learn about Ahmet's culture?

---

---

---

---

---

**Prompt 2:** Why is it important for the school to celebrate many different cultures at once?

---

---

---

---

---

## Chapter 10: The New Plan

**Prompt 1:** The narrator decides they must find Ahmet's family. Why is this such a big responsibility for a child to take on?

---

---

---

---

---

**Prompt 2:** What does this plan show about the narrator's character compared to the beginning of the book?

---

---

---

---

---

## Chapter 11: The Emergency Plan

**Prompt 1:** What is the "Emergency Plan"? Why do the children feel they have to act secretly?

---

---

---

---

---

**Prompt 2:** Do you think the children are right to keep the plan from the adults? Explain your reasoning.

---

---

---

---

---

## Chapter 12: The Greatest Idea in the World

**Prompt 1:** How does the group of friends work together to refine their plan? What role does each friend play?

---

---

---

---

---

**Prompt 2:** Why is it called "The Greatest Idea in the World"? What makes it so special to them?

---

---

---

---

---

## Chapter 13: The Letter

**Prompt 1:** What are the children asking for in their letter? Why did they choose to write to someone so powerful?

---

---

---

---

---

**Prompt 2:** How does writing a letter help a person express things they might not be able to say in person?

---

---

---

---

---

---

## Chapter 14: The Scariest Thing

**Prompt 1:** What is the "scariest thing" mentioned in this chapter? Why is it so frightening for the narrator?

---

---

---

---

---

**Prompt 2:** How do the friends help each other overcome their fears during this part of the journey?

---

---

---

---

---

## Chapter 15: The Secret Adventure

**Prompt 1:** Describe the trip to London. What was the most exciting or nerve-wracking part of the adventure?

---

---

---

---

---

**Prompt 2:** How does the narrator show bravery when things don't go exactly as planned in the city?

---

---

---

---

---

## Chapter 16: The Gates of the Palace

**Prompt 1:** What happens when the children reach Buckingham Palace? How do the guards react to them?

---

---

---

---

---

**Prompt 2:** Why was it so important for them to reach the Palace gates personally rather than just mailing the letter?

---

---

---

---

---

## Chapter 17: The Coldest Day

**Prompt 1:** Why does this day feel like the "coldest day"? Is it just because of the weather, or is there another reason?

---

---

---

---

---

**Prompt 2:** How does the mood of the story change in this chapter compared to the excitement of the trip?

---

---

---

---

---

## Chapter 18: The News

**Prompt 1:** The children's adventure ends up on the news. How do the adults in their lives react to this discovery?

---

---

---

---

---

**Prompt 2:** Does the media attention help or hurt their cause for Ahmet? Explain your opinion.

---

---

---

---

---

## Chapter 19: The Interview

**Prompt 1:** What does the narrator say during the interview that surprises people? Why is their message so powerful?

---

---

---

---

---

**Prompt 2:** Why is it important for children's voices to be heard when it comes to helping others?

---

---

---

---

---

## Chapter 20: The Queen's Answer

**Prompt 1:** What is the Queen's response? How does this change everything for Ahmet and his friends?

---

---

---

---

---

**Prompt 2:** Did the "Greatest Idea in the World" work in the way the children expected it to?

---

---

---

---

---

## Chapter 21: The Best News

**Prompt 1:** What is the "Best News" received in this chapter? Why is this a moment of such great relief?

---

---

---

---

---

**Prompt 2:** How do the friends celebrate this news together? What does their celebration show about their bond?

---

---

---

---

---

## Chapter 22: The Waiting

**Prompt 1:** Waiting can be harder than acting. How do the children handle the period of waiting for Ahmet's family?

---

---

---

---

---

**Prompt 2:** What does Ahmet do during this time to stay hopeful?

---

---

---

---

---

## Chapter 23: The Arrival

**Prompt 1:** Describe the moment Ahmet is reunited with his family. What emotions are felt by everyone in the room?

---

---

---

---

---

**Prompt 2:** Why is this reunion the climax of the entire story?

---

---

---

---

---

## Chapter 24: The Party

**Prompt 1:** The school throws a party. How has the school environment changed since Ahmet first arrived?

---

---

---

---

---

**Prompt 2:** What is the most memorable part of the celebration for the narrator?

---

---

---

---

---

## Chapter 25: The New Normal

**Prompt 1:** What does Ahmet's life look like now that his family is safe? How is he different from the boy in the first chapter?

---

---

---

---

---

**Prompt 2:** What has the narrator learned about the world through their friendship with Ahmet?

---

---

---

---

---

---

## Chapter 26: The Best Part of the Story

**Prompt 1:** Reflecting on the whole journey, why is this chapter titled "The Best Part of the Story"?

---

---

---

---

---

**Prompt 2:** What is the main message or "moral" of this book that you will carry with you?

---

---

---

---

---

---

NAME: \_\_\_\_\_

### FINAL WRITING PROMPT

Directions: Using your best cursive handwriting, answer the following writing prompt. Be sure to write in complete sentences using proper punctuation and capitalization. **This assignment will be graded by your fourth grade teacher.**

**Writing Prompt:** The novel, *The Boy in the Back of the Class*, tells the story of Ahmet and his three classmates who help him in a time of need. Tell about an experience when you helped someone in need. Be specific in your retelling of the story.

---

---

---

---

---

---

---

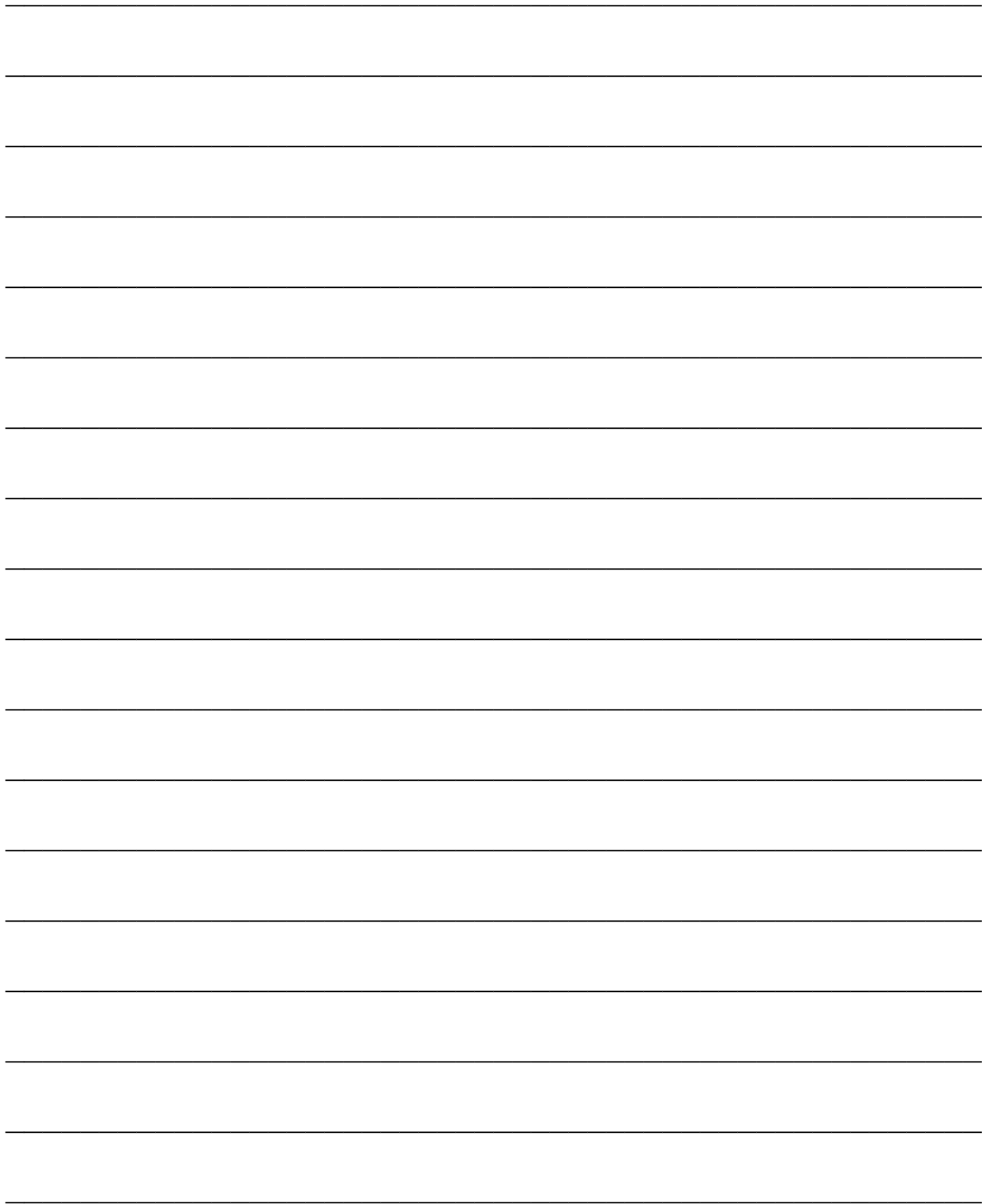
---

---

---

---

---



## Teacher Answer Key

*Note: Student responses will vary. This key provides the core themes and facts required for a complete answer.*

| Chapters | Key Answer Points                                                                                                                                |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-5      | Initial curiosity; the "Lion Eyes" nickname; the Lemon Sherbet gesture; the definition of a refugee; Ahmet's map/journey.                        |
| 6-10     | Ms. Hemsî (silver scarf); the pomegranate sharing; Mrs. Khan's three lessons; the international picnic, and the decision to find Ahmet's family. |
| 11-15    | The Emergency Plan; the letter to the Queen; the scary realization of the risks; the trip into London.                                           |
| 16-20    | Buckingham Palace confrontation; media attention and the power of the children's interview; the Queen's intervention.                            |
| 21-26    | Finding Ahmet's parents, the emotional reunion, the change in school culture, and themes of friendship, courage, and standing up for others.     |

## Which Way to the Summit?

In the White Mountains of New Hampshire there is a range of mountains known as the Presidentials. Many of the mountains in this range have been named after United States presidents.

Write each elevation as a number.

1. Mt. Adams – five thousand, seven hundred seventy-four feet 5774
2. Mt. Eisenhower – four thousand, seven hundred sixty-one feet \_\_\_\_\_
3. Mt. Franklin – five thousand, four feet \_\_\_\_\_
4. Mt. Jackson – four thousand, fifty-two feet \_\_\_\_\_
5. Mt. Jefferson – five thousand, seven hundred twelve feet \_\_\_\_\_
6. Mt. Madison – five thousand, three hundred sixty-seven feet \_\_\_\_\_
7. Mt. Monroe – five thousand, three hundred eighty-four feet \_\_\_\_\_
8. Mt. Pierce – four thousand, three hundred ten feet \_\_\_\_\_
9. Mt. Washington – six thousand, two hundred eighty-eight feet \_\_\_\_\_
10. Mt. Webster – three thousand, nine hundred ten feet \_\_\_\_\_

Write the names of the mountains in order from greatest elevation to least elevation.

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

Name \_\_\_\_\_

LESSON

3.5

## Birthday Greetings

Grandma Gallagher will soon be 75 years old. Her ten grandchildren made a card to give her on her birthday. They will sign their names in order from oldest to youngest.

Use the clues below to find the age of each grandchild. Record the names in the chart.

1. Ryan is 8 years old.
2. Nadia is 5 years younger than Ryan.
3. Nick is 6 times as old as Nadia.
4. Mary Kate is 4 years older than Ryan.
5. Emma is 2 years older than Nadia.
6. Charlotte is half as old as Mary Kate.
7. Jack is 4 times as old as Emma.
8. Margaret is 4 years older than Charlotte.
9. Laura is 7 years younger than Nick.
10. Michael is twice as old as Ryan.

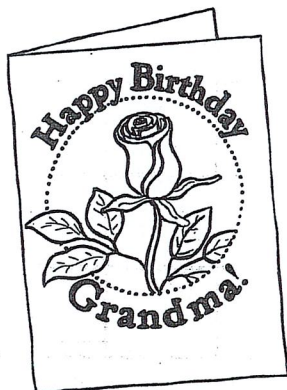
For Problems 11–12, use the chart.

11. Who will sign the card first? last?

\_\_\_\_\_

12. Who will be the fifth person to

sign the card? \_\_\_\_\_



|       |       |
|-------|-------|
| 20 yr | _____ |
| 19 yr | _____ |
| 18 yr | _____ |
| 17 yr | _____ |
| 16 yr | _____ |
| 15 yr | _____ |
| 14 yr | _____ |
| 13 yr | _____ |
| 12 yr | _____ |
| 11 yr | _____ |
| 10 yr | _____ |
| 9 yr  | _____ |
| 8 yr  | _____ |
| 7 yr  | _____ |
| 6 yr  | _____ |
| 5 yr  | _____ |
| 4 yr  | _____ |
| 3 yr  | _____ |

Name \_\_\_\_\_

## Adding and Subtracting with Money

Find the sum.

$$\begin{array}{r} 1. \ \$6.59 \\ + \ 2.33 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \ \$8.10 \\ + \ 4.96 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \ \$14.28 \\ + \ 7.72 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \ \$11.66 \\ + \ 15.15 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \ \$3.12 \\ \ 7.46 \\ + \ 3.85 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \ \$9.04 \\ \ 2.25 \\ + \ 4.67 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \ \$23.97 \\ \ 8.15 \\ + \ 6.39 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \ \$18.30 \\ \ 19.80 \\ + \ 22.60 \\ \hline \end{array}$$

Find the difference.

$$\begin{array}{r} 9. \ \$6.27 \\ - \ 3.42 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \ \$5.86 \\ - \ 4.39 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \ \$9.55 \\ - \ 7.89 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \ \$14.68 \\ - \ 10.90 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \ \$27.14 \\ - \ 18.33 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \ \$21.31 \\ - \ 15.74 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \ \$13.45 \\ - \ 3.50 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \ \$28.58 \\ - \ 6.70 \\ \hline \end{array}$$

Find the sum or difference.

$$\begin{array}{r} 17. \ \$7.10 \\ + \ 3.92 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \ \$4.25 \\ - \ 3.08 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \ \$26.94 \\ - \ 10.78 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \ \$18.43 \\ + \ 7.67 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \ \$13.84 \\ + \ 24.19 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \ \$21.87 \\ - \ 9.38 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \ \$29.51 \\ + \ 21.49 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \ \$22.14 \\ - \ 14.22 \\ \hline \end{array}$$

### Mixed Applications

25. Jesse's lunch cost \$4.79. He received \$5.21 in change. How much did he give the clerk?

26. Jesse spent 40 minutes eating lunch. He finished at 1:10. What time did he start?

**Estimating Sums and Differences**

Round to the nearest ten.

1. 4 \_\_\_\_\_

2. 37 40

3. 55 \_\_\_\_\_

4. 83 \_\_\_\_\_

5. 94 \_\_\_\_\_

6. 79 \_\_\_\_\_

7. 32 \_\_\_\_\_

8. 98 \_\_\_\_\_

Round to the nearest hundred.

9. 88 \_\_\_\_\_

10. 349 350

11. 570 \_\_\_\_\_

12. 725 \_\_\_\_\_

13. 963 \_\_\_\_\_

14. 872 \_\_\_\_\_

Estimate the sum or difference.

$$\begin{array}{r} 15. \quad 55 - 60 \\ -27 - 30 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 16. \quad \$9.99 \\ - 5.00 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 18 \\ + 82 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 31 \\ 63 \\ + 96 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 178 \\ + 642 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 520 \rightarrow 500 \\ -209 \rightarrow 200 \\ \hline 300 \end{array}$$

$$\begin{array}{r} 21. \quad \$21.78 \\ + 37.03 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 978 \\ - 619 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad \$75.03 \\ - 35.98 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 309 \\ 472 \\ + 185 \\ \hline \end{array}$$

$$\begin{array}{r} 25. \quad \$228.75 \\ + 469.26 \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad \$534.43 \\ - 372.21 \\ \hline \end{array}$$

**Mixed Applications**

27. Rylanda finds \$2.39 in one pocket. She finds \$6.72 in another pocket. Does she have more than or less than \$10.00?

\_\_\_\_\_

28. Rylanda has a rectangular flower garden. It has a perimeter of 32 feet. It is 6 feet wide. How long is it?

\_\_\_\_\_

## Adding and Subtracting with Money

Find the sum.

$$\begin{array}{r} 1. \quad \$6.59 \\ + 2.33 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad \$8.10 \\ + 4.96 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad \$14.28 \\ + 7.72 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad \$11.66 \\ + 15.15 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad \$3.12 \\ 7.46 \\ + 3.85 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad \$9.04 \\ 2.25 \\ + 4.67 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad \$23.97 \\ 8.15 \\ + 6.39 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad \$18.30 \\ 19.80 \\ + 22.60 \\ \hline \end{array}$$

Find the difference.

$$\begin{array}{r} 9. \quad \$6.27 \\ - 3.42 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad \$5.86 \\ - 4.39 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad \$9.55 \\ - 7.89 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad \$14.68 \\ - 10.90 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad \$27.14 \\ - 18.33 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad \$21.31 \\ - 15.74 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad \$13.45 \\ - 3.50 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad \$28.58 \\ - 6.70 \\ \hline \end{array}$$

Find the sum or difference.

$$\begin{array}{r} 17. \quad \$7.10 \\ + 3.92 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad \$4.25 \\ - 3.08 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad \$26.94 \\ - 10.78 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad \$18.43 \\ + 7.67 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad \$13.84 \\ + 24.19 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad \$21.87 \\ - 9.38 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad \$29.51 \\ + 21.49 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad \$22.14 \\ - 14.22 \\ \hline \end{array}$$

### Mixed Applications

25. Jesse's lunch cost \$4.79. He received \$5.21 in change. How much did he give the clerk?

\_\_\_\_\_

26. Jesse spent 40 minutes eating lunch. He finished at 1:10. What time did he start?

\_\_\_\_\_

**More Subtracting Across Zeros**

find the difference.

$$\begin{array}{r} 1. \quad 500 \\ -166 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 900 \\ -609 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 200 \\ -145 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 400 \\ -397 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 3,000 \\ -2,780 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 4,000 \\ -2,232 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 8,000 \\ -5,004 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 6,000 \\ -4,816 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 5,000 \\ -1,751 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 9,000 \\ -3,759 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 2,000 \\ -1,265 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 7,000 \\ -4,428 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 90,000 \\ -66,536 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 20,000 \\ -18,119 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 30,000 \\ -10,384 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 60,000 \\ -36,952 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 50,000 \\ -13,747 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 40,000 \\ -34,128 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 10,000 \\ -8,505 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 80,000 \\ -48,973 \\ \hline \end{array}$$

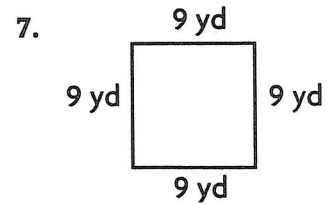
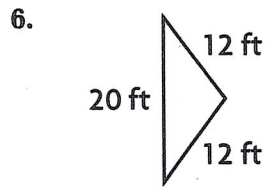
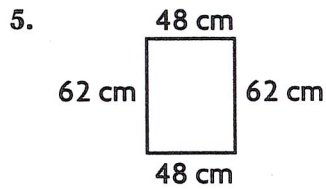
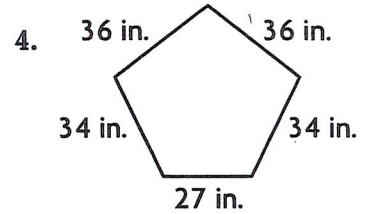
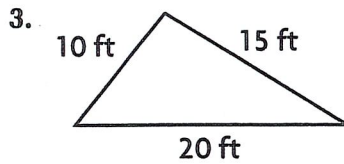
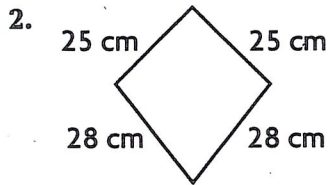
$$\begin{array}{r} 21. \quad 70,004 \\ -21,274 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 20,063 \\ -15,136 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 60,008 \\ -19,973 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 50,075 \\ -32,097 \\ \hline \end{array}$$

Find the perimeter of each figure.



Find the sum.

8. 
$$\begin{array}{r} 22 \\ 51 \\ +43 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 60 \\ 78 \\ +37 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 14 \\ 29 \\ +56 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 43 \\ 62 \\ 43 \\ +62 \\ \hline \end{array}$$

\* To Find the Perimeter  
you must add each side.

Name \_\_\_\_\_

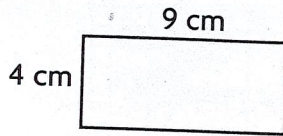
LESSON  
14.4

# Finding Area

*Area = length times width*  
 *$A = L \times W$*

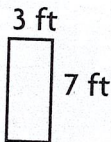
Find the area.

1.

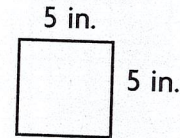


*$4 \times 9 = 36 \text{ sq. cm}$*

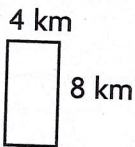
2.



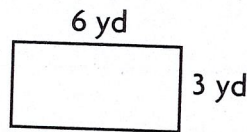
3.



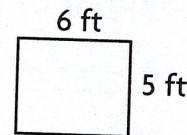
4.



5.

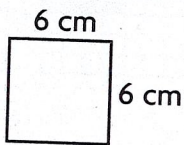


6.

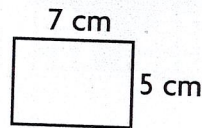


Write the letter of the rectangle that has the greater area.

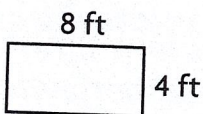
7. a.



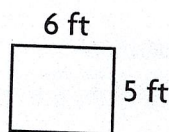
b.



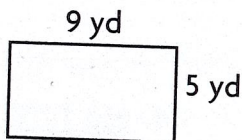
8. a.



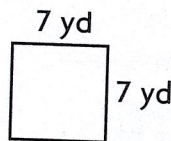
b.



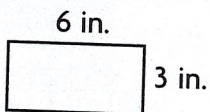
9. a.



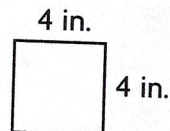
b.



10. a.



b.



## Mixed Applications

11. The Claptons are buying carpet for Cindy's room and a hallway. Her bedroom is 10 feet long and 15 feet wide. The hallway is 18 feet long and 3 feet wide. How much carpet do they need?

12. Glenda is planning a 6-day trip to Quebec with her school's French club. The cost is \$55 per day for hotel and food and \$269 for airfare. How much will she need to pay for the trip?

**Patterns with Multiples**

Complete. Use a basic fact and the pattern of zeros to help you.

1.  $4 \times 30 =$  \_\_\_\_\_

$4 \times 300 =$  \_\_\_\_\_

$4 \times 3,000 =$  \_\_\_\_\_

3.  $6 \times 40 =$  \_\_\_\_\_

$60 \times 40 =$  \_\_\_\_\_

$60 \times 400 =$  \_\_\_\_\_

5.  $7 \times 60 =$  \_\_\_\_\_

$70 \times 60 =$  \_\_\_\_\_

$70 \times 6,000 =$  \_\_\_\_\_

2.  $5 \times 70 =$  \_\_\_\_\_

$50 \times 70 =$  \_\_\_\_\_

$50 \times 700 =$  \_\_\_\_\_

4.  $20 \times 80 =$  \_\_\_\_\_

$20 \times 800 =$  \_\_\_\_\_

$20 \times 8,000 =$  \_\_\_\_\_

6.  $3 \times 50 =$  \_\_\_\_\_

$30 \times 500 =$  \_\_\_\_\_

$30 \times 5,000 =$  \_\_\_\_\_

Use mental math and basic facts to find the product.

7.  $4 \times 40 =$  \_\_\_\_\_

8.  $80 \times 30 =$  \_\_\_\_\_

9.  $5 \times 900 =$  \_\_\_\_\_

10.  $70 \times 400 =$  \_\_\_\_\_

11.  $3 \times 7,000 =$  \_\_\_\_\_

12.  $50 \times 200 =$  \_\_\_\_\_

Find the product.

13. 
$$\begin{array}{r} 80 \\ \times 4 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 90 \\ \times 60 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 700 \\ \times 7 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 600 \\ \times 50 \\ \hline \end{array}$$

**Mixed Applications**

17. A chain of 30 record stores sold a new CD. Each store sold out of its supply of 500 CDs. How many of this new CD were sold by the record-store chain?

18. The school cafeteria received eight 40-lb boxes of pasta. If the carrying cart can hold no more than 150 lb, how many trips will be needed to move the boxes?

Name \_\_\_\_\_

LESSON

4.4

## Division on a Multiplication Table

Find the quotient. You may wish to use the multiplication table to help you.

1.  $30 \div 5 =$  \_\_\_\_\_

2.  $28 \div 7 =$  \_\_\_\_\_

3.  $42 \div 6 =$  \_\_\_\_\_

4.  $21 \div 3 =$  \_\_\_\_\_

5.  $72 \div 8 =$  \_\_\_\_\_

**Multiplication Table**

| × | 0 | 1 | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  |
|---|---|---|----|----|----|----|----|----|----|----|
| 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| 1 | 0 | 1 | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 2 | 0 | 2 | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18 |
| 3 | 0 | 3 | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27 |
| 4 | 0 | 4 | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36 |
| 5 | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 |
| 6 | 0 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 |
| 7 | 0 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 |
| 8 | 0 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 |
| 9 | 0 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 |

6.  $54 \div 6 =$  \_\_\_\_\_ 7.  $40 \div 5 =$  \_\_\_\_\_ 8.  $24 \div 8 =$  \_\_\_\_\_ 9.  $49 \div 7 =$  \_\_\_\_\_

10.  $27 \div 9 =$  \_\_\_\_\_ 11.  $36 \div 4 =$  \_\_\_\_\_ 12.  $36 \div 6 =$  \_\_\_\_\_ 13.  $28 \div 7 =$  \_\_\_\_\_

14.  $42 \div 7 =$  \_\_\_\_\_ 15.  $48 \div 8 =$  \_\_\_\_\_ 16.  $20 \div 5 =$  \_\_\_\_\_ 17.  $40 \div 8 =$  \_\_\_\_\_

18.  $35 \div 7 =$  \_\_\_\_\_ 19.  $45 \div 9 =$  \_\_\_\_\_ 20.  $24 \div 4 =$  \_\_\_\_\_ 21.  $32 \div 8 =$  \_\_\_\_\_

Name \_\_\_\_\_

## Recording and Practicing Division

Find the quotient.

1.  $36 \div 9 = \underline{\quad}$
2.  $4 \div 1 = \underline{\quad}$
3.  $42 \div 7 = \underline{\quad}$
4.  $5 \div 5 = \underline{\quad}$
5.  $18 \div 6 = \underline{\quad}$
6.  $8 \div 8 = \underline{\quad}$
7.  $45 \div 9 = \underline{\quad}$
8.  $24 \div 4 = \underline{\quad}$
9.  $40 \div 5 = \underline{\quad}$
10.  $56 \div 8 = \underline{\quad}$
11.  $64 \div 8 = \underline{\quad}$
12.  $21 \div 7 = \underline{\quad}$
13.  $36 \div 6 = \underline{\quad}$
14.  $72 \div 9 = \underline{\quad}$
15.  $9 \div 1 = \underline{\quad}$
16.  $48 \div 8 = \underline{\quad}$
17.  $27 \div 3 = \underline{\quad}$
18.  $28 \div 4 = \underline{\quad}$
19.  $30 \div 6 = \underline{\quad}$
20.  $24 \div 3 = \underline{\quad}$

21.  $7 \overline{)7}$
22.  $9 \overline{)63}$
23.  $1 \overline{)6}$
24.  $7 \overline{)49}$
25.  $2 \overline{)16}$
26.  $5 \overline{)45}$
27.  $3 \overline{)3}$
28.  $8 \overline{)32}$
29.  $6 \overline{)54}$
30.  $8 \overline{)72}$
31.  $4 \overline{)32}$
32.  $1 \overline{)5}$
33.  $7 \overline{)56}$
34.  $5 \overline{)35}$
35.  $9 \overline{)54}$

## Mixed Applications

36. Tomatoes were \$1 for each pound. Mrs. Mendez paid \$6 for tomatoes. How many pounds did she buy?
- \_\_\_\_\_

37. Ray had \$5 to spend on food and drinks at the movies. He bought popcorn for \$2.75 and 2 drinks for \$0.99 each. How much money did he have left?
- \_\_\_\_\_

38. Fredda and Sylvia are setting up chairs for a concert. They are placing 8 chairs in each row. There are 72 chairs. How many rows can they make?
- \_\_\_\_\_

39. Ashley sold 14 tickets to the play. Christine sold 12 tickets, and Laurel sold 13 tickets. How many tickets did the 3 girls sell in all?
- \_\_\_\_\_

40. Paul's dog, Bowser, was 8 years old in 1997. When was Bowser born?
- \_\_\_\_\_

41. Melanie practices the flute 4 hours each week. Jennifer practices the flute 3 hours each week. How much longer does Melanie practice in 4 weeks than Jennifer does?
- \_\_\_\_\_

**Word Wise**

1. Circle each word in the puzzle below. The words may be written across, down, upside down, or diagonally.

sum      quotient      product      difference      dividend  
 factor      minus      divisor      remainder      addend

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| E | F | A | D | I | S | U | M | U | W | I | N |
| C | Y | M | U | T | U | B | I | H | C | T | H |
| N | O | I | F | A | C | T | O | R | A | N | P |
| E | U | N | J | D | T | N | E | D | R | E | O |
| R | Q | U | P | F | F | D | K | I | S | I | M |
| E | C | S | U | G | N | L | E | V | H | T | P |
| F | B | O | N | I | D | I | V | I | S | O | R |
| F | X | S | A | D | D | E | N | D | Q | U | E |
| I | J | M | K | E | U | W | H | E | Y | Q | X |
| D | E | R | V | L | M | A | I | N | D | R | S |
| R | E | T | O | A | P | R | O | D | U | C | T |

2. Write each puzzle word under the operation sign with which it belongs.

+

-

×

÷

---

---

---

---



---

---

---

---



---

---

---

---



---

---

---

---

## More About Adding Like Fractions

Write a number sentence for each problem and then find the sum.

1. one fourth plus two fourths

\_\_\_\_\_

2. two fifths plus one fifth

\_\_\_\_\_

3. three sixths plus two sixths

\_\_\_\_\_

4. five eighths plus four eighths

\_\_\_\_\_

5. three fourths plus three fourths

\_\_\_\_\_

6. five ninths plus six ninths

\_\_\_\_\_

7. two eighths plus three eighths

\_\_\_\_\_

8. one half plus one half

\_\_\_\_\_

Find the sum.

9.  $\frac{1}{6} + \frac{2}{6} =$  \_\_\_\_\_

10.  $\frac{3}{12} + \frac{5}{12} =$  \_\_\_\_\_

11.  $\frac{5}{8} + \frac{2}{8} =$  \_\_\_\_\_

12.  $\frac{1}{3} + \frac{2}{3} =$  \_\_\_\_\_

13.  $\frac{4}{10} + \frac{5}{10} =$  \_\_\_\_\_

14.  $\frac{3}{7} + \frac{1}{7} =$  \_\_\_\_\_

15.  $\frac{1}{5} + \frac{4}{5} =$  \_\_\_\_\_

16.  $\frac{1}{12} + \frac{9}{12} =$  \_\_\_\_\_

17.  $\frac{6}{9} + \frac{2}{9} =$  \_\_\_\_\_

### Mixed Applications

18. At the start of recess,  $\frac{3}{8}$  of the class played on the swings. They were joined by  $\frac{2}{8}$  of the class. What fraction of the class played on the swings?

\_\_\_\_\_

19. Alexander jogs every day after school. On Monday he jogged  $\frac{2}{8}$  of a mile. On Tuesday he jogged  $\frac{5}{8}$  of a mile. How much has he jogged so far this week?

\_\_\_\_\_

20. Morgan wants to save cans. She saved 24 cans the first week. She saved 18 cans the second week. The third week she saved 38 cans. How many cans has Morgan saved?

\_\_\_\_\_

21. In the classroom there are 7 rows of chairs. Each row has 6 chairs. How many students can sit in the chairs?

\_\_\_\_\_



(PA Young Readers Award  
Nominees 2025-2026)

**Anybody Here Seen Frenchie?**  
by Leslie Connor

**Baseball Buddies: Building a Team**  
by Aaron Derr

**Evidence!: How Dr. John Snow Solved the  
Mystery of Cholera** by Deborah Hopkinson

**Guts for Glory** by Joanna Lapati

**Haiku, Ew!** by Lynn Brunelle

**Hidden Hope: How a Toy and a Hero Saved  
Lives During the Holocaust** by Elisa Boxer

**It Happened in Salem** by Jonah Winter

**Magnolia Wu Unfolds It All** by Chanel Miller

**Mr. Whiskers and the Shenanigan Sisters**  
by Wendelin Van Draanen

**Odder** by Katherine Applegate

**Operation: Happy A World War II Story of  
Courage, Resilience, and an Unbreakable  
Bond** by Jenni L. Walsh

**Penny Draws a Best Friend** by Sara  
Shepard

**Princess Private Eye** by Evelyn Skye  
**Sisterhood of Sleuths**  
by Jennifer Chambliss Bertman

**Zeke the Weather Geek: There's a Lizard in  
My Blizzard** by Joan Axelrod-Contrada

## Award Winning Books

**Bud, Not Buddy** by Christopher Paul  
Curtis

**Hello Universe** by Erin Entrada Kelly

**Holes** by Louis Sachar

**Inside Out and Back Again** by  
Thanhà Lai

**The Eyes and the Impossible**  
by David Eggers

**The Girl Who Drank the Moon** by  
Kelly Barnhill

**The Tale of Despereaux** by Kate  
DiCamillo

**The War that Saved My Life**  
by Kimberly Brubaker Bradley

**When You Trap a Tiger** by Tae Keller

## Public Libraries

"Color Our World" Summer Reading  
program at local public libraries runs  
June 22 through August 16, 2026

Visit your local public library this  
summer. They offer wonderful free  
programs for your child. You can also  
borrow free museum passes!

## The Haverford School



**Fourth Grade: Suggested  
Summer Reading List  
for the year,  
2025-2026**

**The Haverford School  
Tabas Library**

## Biographies

**Above the Rim: How Elgin Baylor Changed Basketball**  
by Jen Bryant

**Daring Dozen: The Twelve Who Walked on the Moon**  
by Suzanne Slade

**How the Cookie Crumbled: The True (and Not-So-True) Stories of the Invention of the Chocolate Chip Cookie** by Gilbert Ford

**Starring Steven Spielberg: the Making of a Young Filmmaker** by Gene Barretta

**Strongheart: Wonder Dog of the Silver Screen**  
by Candice Fleming

**Who was...? (series)**

## Chapter Books

**Belly Up** by Stuart Gibbs

**Hoot** by Carl Hiaasen

**Pie in the Sky** by Remy Lai

**Out of My Mind** by Sharon Draper

**Pocket Bear** by Katherine Applegate

**Take Back the Block** by Chrystal D. Giles

**The Lost Library** by Rebecca Stead

**The Mystery of the Radcliffe Riddle**  
by Taryn Souders

**The Undead Forest of Deadwood**  
Forest by Aubrey Hartman

## Graphic Novels

**Captian America Ghost Army**  
by Alan Gratz

**Lucky Scramble** by Peter Raymundo

**Ghosts** by Raina Telgemeier

**Roller Girl** by Victoria Jamieson

**Squished: A Graphic Novel** by Megan Wagner Lloyd

**Stargazing** by Jen Wang

## Poetry

**Animal Ark: Celebrating Our Wild World in Poetry and Pictures**  
by Kwame Alexander

**Can I Touch Your Hair**  
by Irene Lathan

**Poetry Comics** by Grant Snider

**Superlative Birds** by Leslie Bulion

## Informational

**Destiny Finds Her Way: How a Rescued Baby Sloth Learned to Be Wild** by Margarita Engle

**A Leopard Diary: My Journey into the Hidden World of a Mother and Her Cubs** by Suzi Eszterhas

**Nubby's Story** by Aubre Andrus

**Whale Fall: Exploring an Ocean-floor Ecosystem** by Melissa Stewart

## Books in a Series

**Ben Yokoyama and the Cookie of Doom** by Matthew Swanson

**Dragons in a Bag** by Zetta Elliott

**Front Desk** by Kelly Yang

**FunJungle** by Stuart Gibbs

**Ghost** by Jason Reynolds

**History Smashers (series)**

**Honus and Me** by Dan Gutman

**Planet Omar** by Zanib Mian

**Spy School** by Stuart Gibbs

**Swindle** by Gordon Korman

Timmy Failure

**The Unwanteds** by Lisa McMann

**You Choose (series)**

## Classic Chapter Books

**Dear Mr. Henshaw** by Beverly Cleary

**BFG** by Roald Dahl

**Jeremy Thatcher Dragon Hatcher**  
by Bruce Coville

**Tales of a Fourth Grade Nothing**  
by Judy Blume

**The Phantom Tollbooth** by Norton Juster

**The Lion, the Witch and the Wardrobe** by C.S. Lewis



