

# Fourth Grade Summer Learning Packet

Dear Margate Families,

Summer is an important time for each of us. It is an opportunity to rest and relax with our families and friends. Even though, it is a much deserved time of rest, it is also vitally important that we maintain learning for our panthers. Daily work in Reading, Writing, Mathematics and Science is critical. Vacations and special events also contribute to the learning environment. It is our sincere hope that you spend time this summer continuing your child's learning progression. The summer packet attached provides you with resources, suggestions and activities to maintain this important learning. As always, the best practice for reading is to read each day for at minimum 30 minutes. Please turn in all assignments to your child's teacher in the fall.

May you have a blessed, restful, relaxing, enjoyable and fun-filled summer!

Sincerely,

*Thomas Schroeder & Vicki Flourney*



**AVOID** Summer  
Learning Loss


Dear Parents/Guardians,

We are pleased to announce that your child can continue their learning during the summer via the **i-Ready** platform. Your child can work on **i-Ready Extra Lessons** in Math and Reading from any computer location with internet access by following the steps below:

Go to the Broward Single Sign-On (SSO) page  [www.browardschools.com/sso](http://www.browardschools.com/sso)

Click the button "Register Now/Login" 

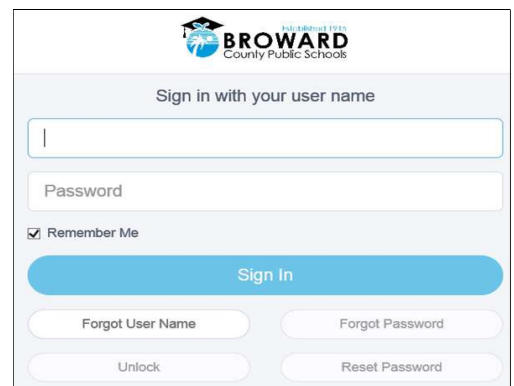


Enter your username and password on the Sign In page. 

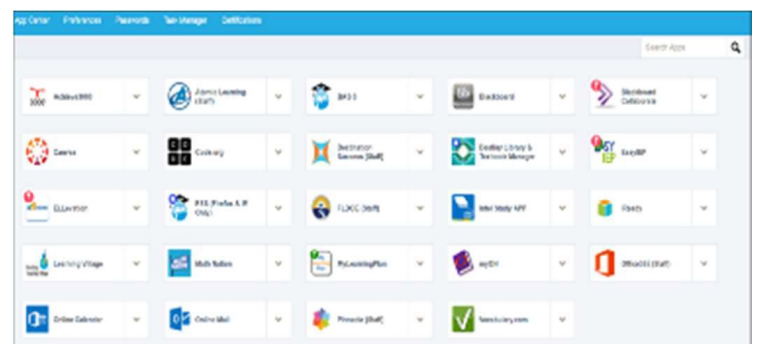
Username: Student ID (10 digit student number)

Password: Pmm/dd/yyyy (capital P followed by student birthdate)

Ex. P02/02/2010



Click on the **i-Ready** application 

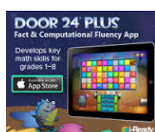


Once your student has logged into **i-Ready** and chosen a subject, please select this button to work on lessons in i-Ready:



Complete the **i-Ready** log before **July 20<sup>th</sup>**, after this date the system will not be available.

For extra math and vocabulary practice, try our FREE Apps.



Door 24 Plus  
Math Fluency



World's Worst Pet  
Vocabulary Development



Home Summer Log 2018 - Incoming 4<sup>th</sup> Grade  
Log in through Broward's Single Sign-On

Lessons located within:

	<b>Username:</b>	<b>Password:</b>		
Date	Lesson Name	Score % Go to: My Progress	Time on Task	Parent's Initials
<b>Reading</b>				
	Determine Word Meanings Using Context Clues			
	Building Word Knowledge: 4			
	Building Word Knowledge: 10			
	Synonyms and Antonyms			
	Prefixes and Suffixes			
	Find Main Ideas and Details			
	Compare and Contrast in Informational Text			
	Draw Conclusions and Make Inferences			
	Main Idea			
	Key Details			
	Summarize			
	Close Reading: Recounting Key Details			
<b>Mathematics</b>				
	Understand Fractions on a Number Line			
	Find Equivalent Fractions			
	Understand Comparing Fractions			
	Understand Place Value			
	Break Apart a Number to Multiply			
	Understand Division, Part 2			
	Measure Length and Plot Data on Line Plots			
	Add and Multiply to Find Area			
	Connect Area and Perimeter			
	Quadrilaterals			

\*Each lesson varies in time and a score will not be available until a student completes the lesson\*

1	2	3	4	5
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# Multiplication Facts 0 - 12

Five minute timed drill with 100 problems

- $4 \times 4 = \underline{\quad}$      $6 \times 3 = \underline{\quad}$      $7 \times 4 = \underline{\quad}$      $0 \times 0 = \underline{\quad}$      $2 \times 2 = \underline{\quad}$   
 $7 \times 1 = \underline{\quad}$      $5 \times 3 = \underline{\quad}$      $2 \times 1 = \underline{\quad}$      $10 \times 7 = \underline{\quad}$      $9 \times 1 = \underline{\quad}$   
 $8 \times 0 = \underline{\quad}$      $12 \times 6 = \underline{\quad}$      $11 \times 5 = \underline{\quad}$      $10 \times 8 = \underline{\quad}$      $3 \times 1 = \underline{\quad}$   
 $11 \times 9 = \underline{\quad}$      $5 \times 2 = \underline{\quad}$      $3 \times 3 = \underline{\quad}$      $12 \times 4 = \underline{\quad}$      $10 \times 1 = \underline{\quad}$   
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 $11 - 10 = \underline{\quad}$      $7 \times 0 = \underline{\quad}$      $6 \times 5 = \underline{\quad}$      $4 \times 0 = \underline{\quad}$      $12 \times 8 = \underline{\quad}$   
 $10 \times 6 = \underline{\quad}$      $6 \times 2 = \underline{\quad}$      $8 \times 8 = \underline{\quad}$      $10 \times 3 = \underline{\quad}$      $6 \times 6 = \underline{\quad}$   
 $12 \times 12 = \underline{\quad}$      $9 \times 8 = \underline{\quad}$      $5 \times 0 = \underline{\quad}$      $11 \times 3 = \underline{\quad}$      $9 \times 6 = \underline{\quad}$   
 $3 \times 2 = \underline{\quad}$      $11 \times 7 = \underline{\quad}$      $7 \times 2 = \underline{\quad}$      $2 \times 0 = \underline{\quad}$      $8 \times 4 = \underline{\quad}$   
 $11 \times 11 = \underline{\quad}$      $4 \times 2 = \underline{\quad}$      $10 \times 4 = \underline{\quad}$      $12 \times 3 = \underline{\quad}$      $7 \times 3 = \underline{\quad}$   
 $10 \times 5 = \underline{\quad}$      $9 \times 2 = \underline{\quad}$      $12 \times 5 = \underline{\quad}$      $9 \times 3 = \underline{\quad}$      $7 \times 6 = \underline{\quad}$   
 $12 \times 11 = \underline{\quad}$      $11 \times 0 = \underline{\quad}$      $10 \times 9 = \underline{\quad}$      $7 \times 7 = \underline{\quad}$      $1 \times 0 = \underline{\quad}$   
 $10 \times 0 = \underline{\quad}$      $9 \times 4 = \underline{\quad}$      $6 \times 4 = \underline{\quad}$      $8 \times 1 = \underline{\quad}$      $6 \times 0 = \underline{\quad}$   
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 $9 \times 5 = \underline{\quad}$      $8 \times 5 = \underline{\quad}$      $5 \times 1 = \underline{\quad}$      $9 \times 9 = \underline{\quad}$      $8 \times 6 = \underline{\quad}$   
 $5 \times 4 = \underline{\quad}$      $12 \times 9 = \underline{\quad}$      $11 \times 1 = \underline{\quad}$      $8 \times 2 = \underline{\quad}$      $5 \times 5 = \underline{\quad}$   
 $9 \times 9 = \underline{\quad}$      $12 \times 2 = \underline{\quad}$      $9 \times 0 = \underline{\quad}$      $10 \times 8 = \underline{\quad}$      $3 \times 0 = \underline{\quad}$   
 $12 \times 10 = \underline{\quad}$      $12 \times 9 = \underline{\quad}$      $12 \times 7 = \underline{\quad}$      $8 \times 7 = \underline{\quad}$      $1 \times 1 = \underline{\quad}$   
 $3 \times 8 = \underline{\quad}$      $2 \times 9 = \underline{\quad}$      $8 \times 3 = \underline{\quad}$      $7 \times 9 = \underline{\quad}$      $0 \times 6 = \underline{\quad}$

Minute Marker				
1	2	3	4	5

# Multiplication Facts 0 - 12

Five minute timed drill with 100 problems.

$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$
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$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$
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$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$
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$\begin{array}{r} 11 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$
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$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$
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$\begin{array}{r} 11 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$
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$\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$
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$\begin{array}{r} 11 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$
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$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$
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$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$
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Minute Marker				
1	2	3	4	5

# Multiplication Facts 0 - 12

Five minute timed drill with 100 problems

11	8	10	5	7	12	1	9	11	4
<u>× 1</u>	<u>× 5</u>	<u>× 9</u>	<u>× 0</u>	<u>× 4</u>	<u>× 8</u>	<u>× 0</u>	<u>× 5</u>	<u>× 6</u>	<u>× 2</u>

7	10	0	9	6	9	12	8	10	12
<u>× 6</u>	<u>× 5</u>	<u>× 0</u>	<u>× 3</u>	<u>× 3</u>	<u>× 1</u>	<u>× 11</u>	<u>× 8</u>	<u>× 7</u>	<u>× 0</u>

12	7	3	10	11	12	9	11	2	6
<u>× 9</u>	<u>× 3</u>	<u>× 2</u>	<u>× 0</u>	<u>× 10</u>	<u>× 6</u>	<u>× 9</u>	<u>× 9</u>	<u>× 1</u>	<u>× 5</u>

9	11	12	6	5	12	2	9	11	12
<u>× 4</u>	<u>× 8</u>	<u>× 5</u>	<u>× 1</u>	<u>× 4</u>	<u>× 3</u>	<u>× 0</u>	<u>× 2</u>	<u>× 7</u>	<u>× 4</u>

9	10	5	4	1	8	3	11	12	8
<u>× 8</u>	<u>× 6</u>	<u>× 3</u>	<u>× 8</u>	<u>× 1</u>	<u>× 6</u>	<u>× 3</u>	<u>× 4</u>	<u>× 10</u>	<u>× 0</u>

12	8	7	10	4	11	9	8	6	4
<u>× 1</u>	<u>× 3</u>	<u>× 5</u>	<u>× 4</u>	<u>× 1</u>	<u>× 3</u>	<u>× 6</u>	<u>× 2</u>	<u>× 6</u>	<u>× 3</u>

3	12	6	10	11	12	5	11	7	8
<u>× 9</u>	<u>× 7</u>	<u>× 4</u>	<u>× 3</u>	<u>× 5</u>	<u>× 12</u>	<u>× 2</u>	<u>× 0</u>	<u>× 2</u>	<u>× 4</u>

11	5	4	6	10	8	2	10	7	3
<u>× 11</u>	<u>× 9</u>	<u>× 0</u>	<u>× 8</u>	<u>× 2</u>	<u>× 7</u>	<u>× 2</u>	<u>× 2</u>	<u>× 1</u>	<u>× 0</u>

12	10	9	10	7	8	10	3	4	4
<u>× 2</u>	<u>× 1</u>	<u>× 7</u>	<u>× 8</u>	<u>× 0</u>	<u>× 9</u>	<u>× 10</u>	<u>× 1</u>	<u>× 7</u>	<u>× 4</u>

6	5	3	8	7	5	11	3	2	12
<u>× 0</u>	<u>× 5</u>	<u>× 7</u>	<u>× 1</u>	<u>× 7</u>	<u>× 6</u>	<u>× 9</u>	<u>× 9</u>	<u>× 5</u>	<u>× 6</u>

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

Date: \_\_\_\_\_

Per: \_\_\_\_\_

# Current Events

*Choose an article from the newspaper or an article found on a web site)*

**What happened? Summarize the story in YOUR OWN WORDS.  
(Who, what, where, when, why, and how?)**

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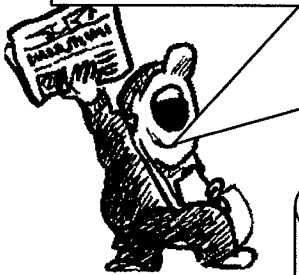
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**REACTION: Why is this important, why should we care?**

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**Write down 2 questions you have about your news story?**

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## Reading Response Menu

- Write a letter to the main character
- Write a letter to the author of the book asking at least 3 questions
- Write a letter from a character in 1 book to a character in another book
- Make up questions for discussion
- I noticed...
- I was confused...
- I was wondering...
- I disagree ...
- The best part of this chapter was ...
- I don't understand why...
- I thought it was funny when ...
- I believe ...
- Draw and color a picture of your favorite part and write a caption
- Design a different cover for the book
- Write a poem about the book as a whole or a character in the story
- Draw a setting in the story
- This reminded me of my own life because
- Compare and contrast your life with one of the characters in the story
- Describe how the main character has changed since the beginning of the book
- What does the author do to make you want to continue reading?
- I was surprised when ...
- I predict ...
- Rewrite the story from another character's point of view
- Write questions and pretend to have an interview with a character or author
- Create a travel brochure to the setting in your story
- Create a diorama based on the story you read
- Character Poster - Enlarge pictures of characters from the book or trace them. Add words around the character describing that character
- Make a time line of events in the story
- Make a list of words you found interesting in the story
- Design a cartoon based on the events in the book or as a sequel to the book
- Diary- Pretend you are a character in the book. Write a diary that a character might have kept during events that happened in the story



# Project # 1

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**Domain: Numbers and Operations-Fractions (NF)**

**3.NF.1.** Understand a fraction  $1/b$  as the quantity formed by 1 part when  $a$  whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

Draw a picture to illustrate each fraction.

Illustrate the fraction  **$1/2$**  below.

Illustrate the fraction  **$1/3$**  below.

Illustrate the fraction  **$3/4$**  below.

# Project #2

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**Domain: Number and Operations in Base Ten (NBT)**

**3.NBT.1.** Use place value understanding to round whole numbers to the nearest 10 or 100.

**Directions:** Write the numbers below in expanded form.

Example:

**A. 15,492**

$10,000 + 5,000 + 400 + 90 + 2$

**B. 156**

**C. 12,943**

**D. 57,846**

**E. 23,456**

# Project # 3

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**Domain: Operations and Algebraic Thinking (OA)**

**3.OA.1.** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$

**Directions:** Draw a picture of groups/sets of a number to represent the meaning of multiplication. Then, write the number sentence and the answer to go with the picture. Write the answer in a complete sentence.

**Example:** There are 5 pots (groups) of 2 flowers. How many flowers in all?



$5 \times 2 = 10$ . There are 10 flowers in all.

1) **There are 6 bags of candy. There are 3 pieces of candy in each bag. How many pieces of candy are there in all?**

2) **There are 15 children. Each child has 4 markers. How many markers are there in all?**

# Project # 4

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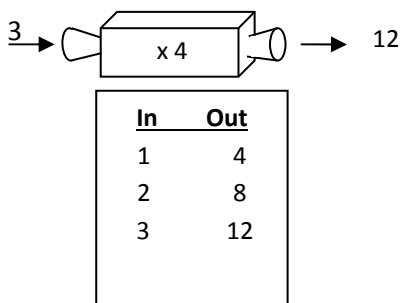
**Domain: Operations and Algebraic Thinking (OA)**

**3.OA.3.** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

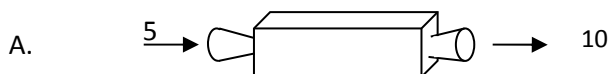
**3.OA.9.** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

**Directions:** Describe the pattern that is shown by the input/output machine. Write the pattern on the machine and then describe it in a complete sentence.

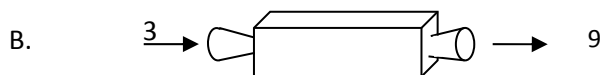
**Example:**



The pattern shown by the input/output machine is that each number is multiplied by 4 in the machine.



In	Out
2	4
3	6
4	8



In	Out
4	12
5	15
6	18

# Project # 5

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**Domain: Operations and Algebraic Thinking (OA)**

**3.OA.9.** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

**Directions:** Complete the pattern and then write a sentence describing the pattern.

A. 3, \_\_\_\_\_, 9, 12, 15, ...

B. 80, 72, 64, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, ...

C. 6, 16, 26, \_\_\_\_\_, 46, \_\_\_\_\_, ...

D. 12, \_\_\_\_\_, 36, \_\_\_\_\_, 60, 72, ...

# Project # 6

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## Domain: Operations and Algebraic Thinking (OA)

**3.OA.2.** Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .

**3.OA.9.** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

**Directions:** Use the pictures to help you fill out the chart following the pictures.

Example:

Picture



Stars	Number of Points
1	5
2	10
3	15
4	20

Picture



Triangles	Number of Points
1	3
2	
3	
4	
5	
6	

# Project # 7

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**Domain: Number and Operations in Base Ten (NBT)**

**3.NBT.2.** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Directions:** Solve the addition and subtraction problems below.

1)  $555 + 401 =$

2)  $333 + 211 =$

3)  $613 - 241 =$

4)  $524 - 201 =$

# Project # 8

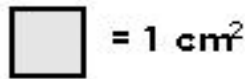
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**Domain: Measurement and Data (MD)**

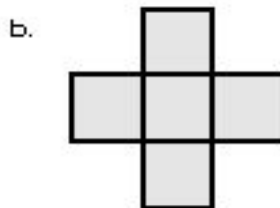
**3.MD.5.** Recognize area as an attribute of plane figures and understand concepts of area measurement.

- A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
- A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.

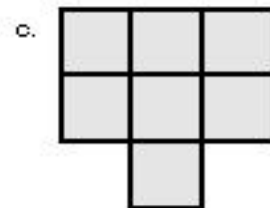
**Directions:** Find the area of each shape by counting the square centimeters ( $\text{cm}^2$ )



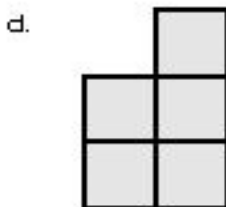
9  $\text{cm}^2$



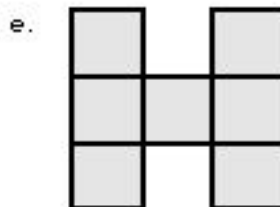
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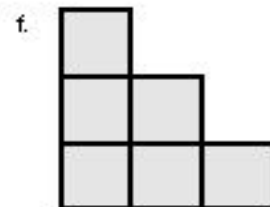
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Source: [www.superteacherworksheets.com](http://www.superteacherworksheets.com)



# Project #9

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**Domain: Operations and Algebraic Thinking (OA)**

**3.OA.3.** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.



**Directions:** Illustrate fair sharing through pictures.

A. Three sub sandwiches are shared among 2 friends. Each person gets  $1\frac{1}{2}$  sub sandwiches.

B. Three sub sandwiches are shared among 4 friends. Each person gets  $\frac{3}{4}$  of a sub sandwich.

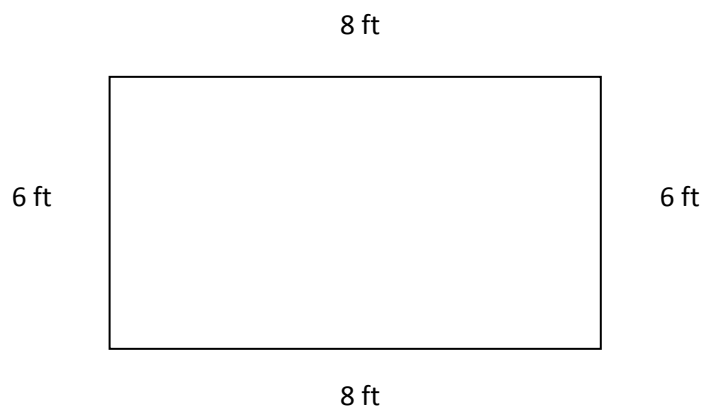
# Project # 10

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**Domain: Measurement and Data (MD)**

**3.MD.8.** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

**Directions:** Find the perimeter of the rectangle below. Remember you find the perimeter of shape by adding up the measurements of the all the sides ( $2W + 2L=P$ ). Show your work below.



# Project # 11

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**Strand:** Measurement

**3.MD.2.** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Directions: Use the word bank to fill in the blanks in the following story.

Word Bank

ruler   cup   scale   thermometer

I woke up on Tuesday morning and wanted some breakfast. I wanted  $\frac{1}{2}$  cup of milk in my cereal. I used a measuring \_\_\_\_\_ to find just the right amount of milk!

On Tuesday mornings I weigh myself. I use the bathroom \_\_\_\_\_. Then, part of my homework was to measure a line on my math paper. I found out the line was 6 inches long by using a \_\_\_\_\_.

Then, my mom wanted me to get dressed for school. But, she asked me to look at the temperature to make sure I wore clothes that were warm enough. I looked at the \_\_\_\_\_ and I found out it was 36 degrees Fahrenheit. I was definitely going to wear a warm sweater and coat.

# Project # 12

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**Domain: Measurement and Data (MD)**

**3.MD.3.** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

**Directions:** Use the chart below to answer the questions.



Name of Girl Scout	Kendra	Alex	Vivian	Karen	Krystal
Number of Boxes of Cookies Sold	23	36	50	23	41

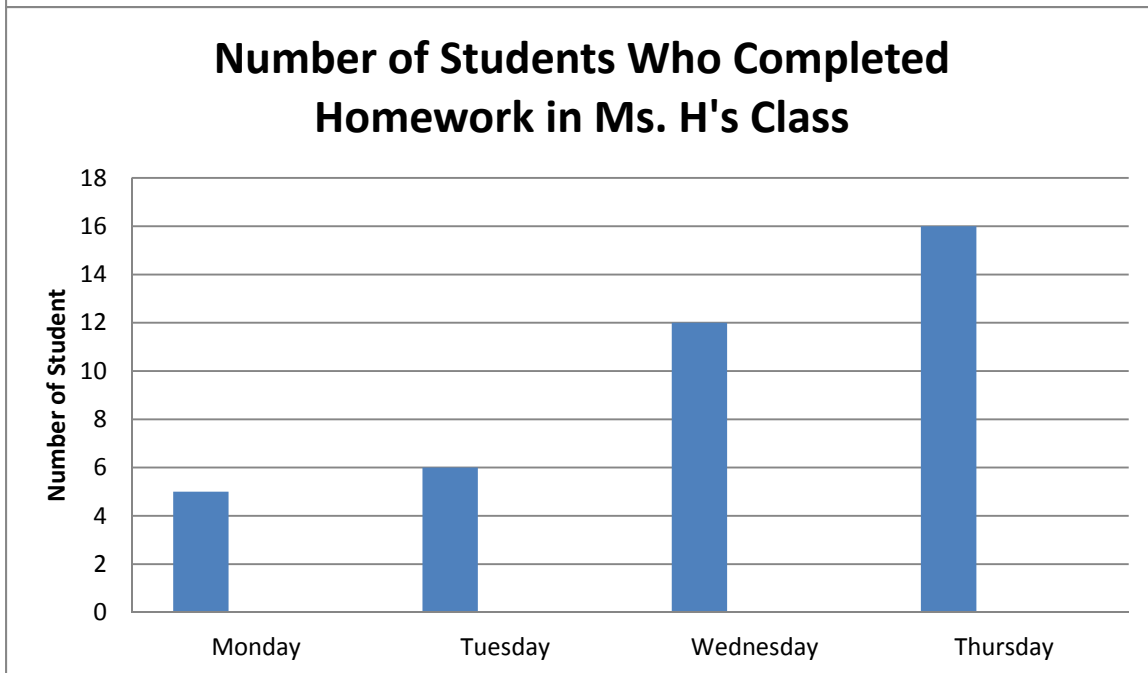
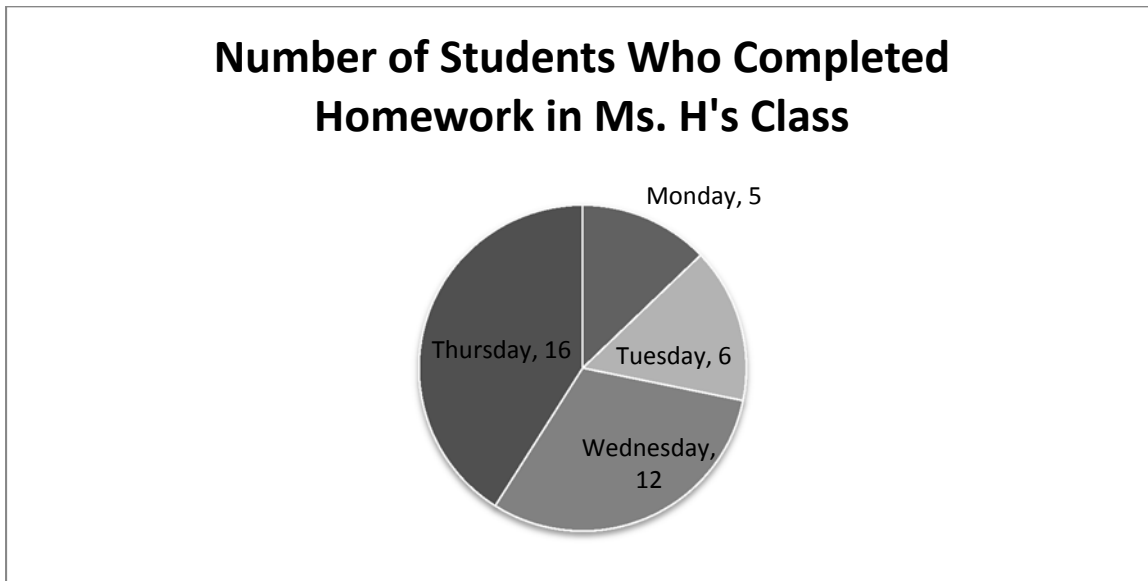
1. Who sold the least amount of boxes?
2. Who sold the most cookies?
3. What is the range of boxes of cookies sold? Find the range by subtracting the least number of cookies sold from the most number of cookies sold.
4. Is there a number that occurs more than once? The number you see the most often is called the mode.
5. List the number of cookies sold from least to greatest. Then, circle the number in the middle.

# Project # 13

## Domain: Measurement and Data (MD)

**3.MD.3.** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

**Directions:** Use the charts below to answer the questions on the following page.



# Project #13 (continued)

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There are two charts on the previous page. One is a circle graph and one is a bar graph. Both graphs show how many students in Ms. H's class handed in their homework from Monday through Thursday. Use the graphs to answer the following questions in complete sentences.

- 1. How many students handed in their homework on Monday?**
  
  
  
  
  
  
  
  
  
  
- 2. Which graph shows the information more clearly? Why?**
  
  
  
  
  
  
  
  
  
  
- 3. If you had a choice to show the data from Ms. H's class in a circle graph or a bar graph which would you choose? Why?**

# Project # 14

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**Domain: Measurement and Data (MD)**

**3.MD.3.** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

**Directions:** Use the table below to answer the following questions.



Major League Baseball Player	Number of Home Runs
Barry Bonds	762
Hank Aaron	755
Babe Ruth	714
Willie Mays	660
Ken Griffey, Jr.	630
Alex Rodriguez	617
Sammy Sosa	609
Jim Thome	590
Frank Robinson	586
Mark McGwire	583

1. Which baseball player had the most home runs?
2. How many baseball players on the chart had 600 or fewer home runs?
3. Which baseball player had 630 home runs?
4. Make a bar graph on a separate sheet of paper that shows each player and their total number of home runs.

# Project # 15

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**Domain: Measurement and Data (MD)**

**3.MD.1.** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

**Directions:** Read the poem below and use the information in the poem to answer the word problem.

## *Jimmy Jet*

by Shel Silverstein



I'll tell you the story of Jimmy Jet—  
And you know what I tell you is true.  
He loved to watch his TV set  
Almost as much as you.

He watched all day, he watched all night  
Till he grew pale and lean,  
From "The Early Show" to "The Late Late Show"  
And all the shows between.

He watched till his eyes were frozen wide,  
And his bottom grew into his chair.  
And his chin turned into a tuning dial,  
And antennae grew out of his hair.

**Word Problem:** About how many TV shows did Jimmy watch that day? Each show Jimmy watched was 30 minutes long. Jimmy woke up at 6:00 a.m. and went to bed at 12:00 a.m. Write a number sentence to solve the problem. Then, explain your answer in 2-3 complete sentences.



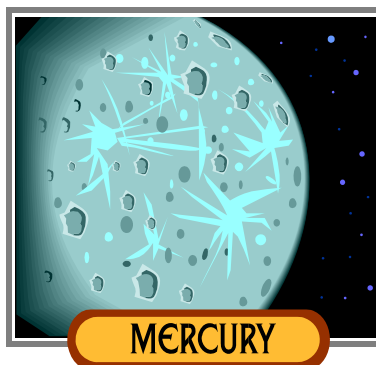
# Project # 16

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**Domain: Operations and Algebraic Thinking (OA)**

**3.OA.8.** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Directions:** Solve the word problem below using a number sentence. You may estimate your answer. Explain your answer in 2-3 complete sentences.



**Word Problem:**

A year on Mercury —one complete orbit around the Sun—takes only 88 of our Earth days. About how many Mercury years are in one Earth year? Remember an Earth year is 365 days. Write a number below to solve the problem. Then, explain your answer in two to three sentences.



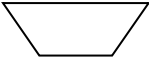
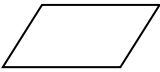

# Project # 17

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**Domain: Geometry (G)**

**3.G.1.** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

**Directions:** Fill in the blanks in the table below.

Shape Name	Shape	Number of Sides	Describe the Shape	Name one item in your home that has a similar shape
Polygons		4 or more	Closed figure whose sides are all line segments	
Quadrilateral			Polygon with 4 sides	
Trapezoid			Quadrilateral that has one pair of parallel sides	
Parallelogram			Quadrilateral with 2 pairs of parallel sides	
Rhombus			Parallelogram with four sides with equal length	

# Project # 18

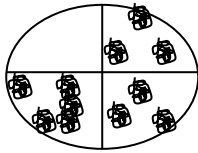
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**Domain: Numbers and Operations-Fractions (NF)**

**3.NF.1.** Understand a fraction  $1/b$  as the quantity formed by 1 part when  $a$  whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

**Directions:** Write the fractional part for each situation below.

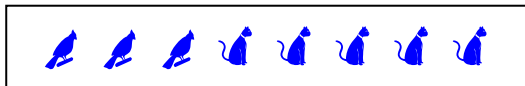
**Example: What fraction of the pizza has a mushroom topping?**



There are 4 pieces of pizza. 3 pieces have mushroom topping. Therefore  $\frac{3}{4}$  of the pizza has mushroom topping. The total number of parts is the bottom number, or denominator, of the fraction.

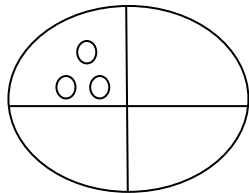
Now, use fractions to name part of a group or set.

1. There are eight animals in the group. 3 are birds. What fraction of the animals are birds?



Write the fraction here: \_\_\_\_\_

2. What fraction of the pizza below has pepperoni?



Write the fraction here: \_\_\_\_\_

# Project # 20

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## Domain: Geometry (G)

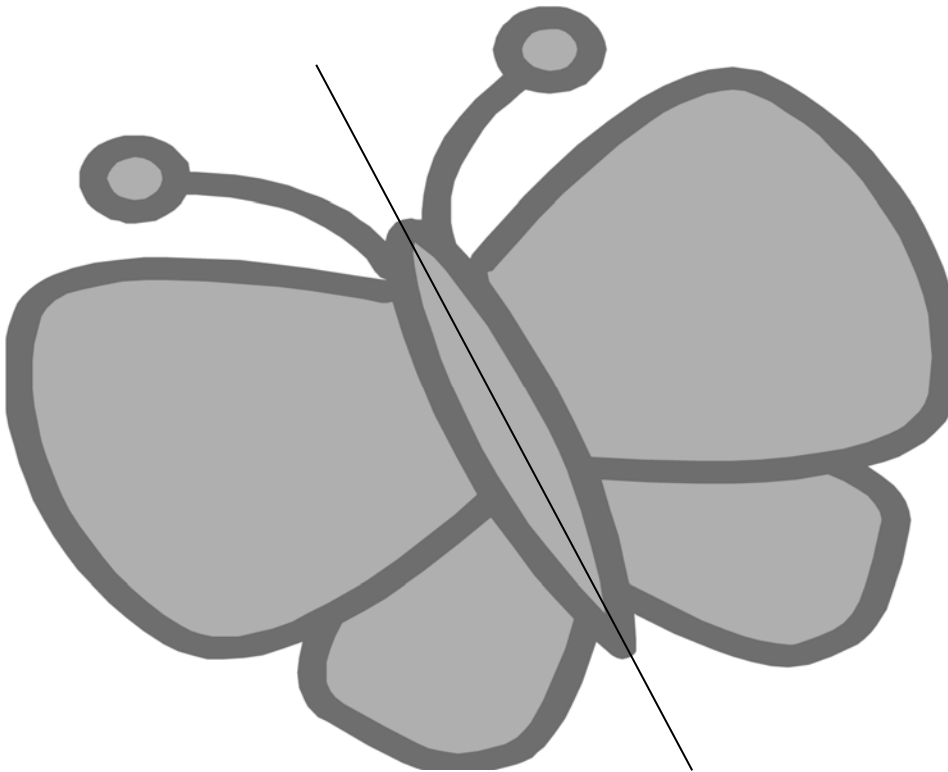
**4.G.3.** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry

**Directions:** Butterflies are one example of symmetry in nature. Butterflies are naturally symmetrical; their wings are a mirror image of each other. Color in the butterfly below to be symmetrical. Both sides of the butterfly should be the same.

Example:



Color in the butterfly below using a symmetrical pattern:



Read the passages “The Kettle That Would Not Walk” and “The Cheeses That Ran Away” and then answer Numbers 1 through 4.

## Passage 1: The Kettle That Would Not Walk

by Clifton Johnson

- 1        ONE day a man was getting ready to go to market, and his wife said to him, “Husband, we need a new iron kettle for the fireplace. Don’t fail to buy one.”
- 2        So the man bought a kettle at Nottingham and started for home. But the kettle was heavy, and his arm grew tired with carrying it and he set it down. While he was resting, he noticed that the kettle had three legs. “What a pity I did not see those legs before!” cried the man. “Here you have three legs and I have but two, and yet I have been carrying you. ‘Twere fairer [It seems more fair] that you had carried me. Well, you shall take me the rest of the way, at least.”
- 3        Then he seated himself in the kettle and said, “Now, go on,” but the kettle stood still and would not move.
- 4        “Ah!” said the man, “you are stubborn, are you? You want me to keep on carrying you, but I shall not. I will tell you the way and you can stay where you are until you get ready to follow me.”
- 5        So he told the kettle where he lived and how to get there, and off the man went. When he reached home, his wife asked him where the kettle was.
- 6        “Oh, it will be along,” he replied.
- 7        “What do you mean by that?” said she.
- 8        “Why,” said he, “the kettle I bought has three legs and was better able to walk here than I who have but two legs. Yet I never noticed it had legs until I was nearly here. Then I told it to walk the rest of the way itself, for I would carry it no farther.”
- 9        “Where did you leave it?” asked the wife.
- 10        “You need not be anxious,” responded the man. “I told it the way, and it will be along in good time, as I said before.”
- 11        “And where did you leave it?” again asked the wife.
- 12        “At Gotham bridge,” he replied.

- 13 She was not as sure as he was about its coming, and she hurried off to get it. When she brought it home, the man said, "I am glad you have it safe, Wife. I have been thinking while you were gone that it might have taken a notion to walk back to Nottingham if we had left it alone there in the road much longer."

"The Kettle That Would Not Walk" by Clifton Johnson. In the public domain.

## Passage 2: The Cheeses That Ran Away

by Clifton Johnson

- 14 THERE was a man of Gotham who filled a sack with cheeses and started off for Nottingham market to sell them. He carried the sack on his back, and when he became tired he sat down by the wayside to rest. Thus he went on until he reached the summit of the last hill he had to climb before he came to Nottingham bridge.
- 15 There he rested, and when he rose to continue his journey a cheese slipped out of the sack and rolled down the hill toward the bridge.
- 16 "Ah! Mr. Cheese," said the man, "so you can run to market alone, can you? I wish I had known that before. It would have saved me the trouble of carrying you. Well, then, if you can go to market alone, so can the other cheeses, and I will send them along after you."
- 17 So he laid down his sack, took out the cheeses, and one by one rolled them down the hill. As the last one spun down the road he shouted, "I charge you all to meet me at the market-place."
- 18 Some of the cheeses went into one bush, and some went into another bush, but the man did not notice that, and he trudged on cheerfully to the market expecting the cheeses would meet him there. All day long he loitered about the market, and as evening approached he began to inquire among his friends and neighbors and other men if they had seen his cheeses come to the market.
- 19 "Who should bring them?" asked one of the market-men.
- 20 "Nobody," replied the man of Gotham. "They would bring themselves. They know the way well enough."

"The Cheeses That Ran Away" by Clifton Johnson. In the public domain.

## FSA ELA Reading Practice Test Questions

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**Now answer Numbers 1 through 4. Base your answers on the passages “The Kettle That Would Not Walk” and “The Cheeses That Ran Away.”**

1. Fill in the circle **before** the sentence from Passage 2 that shows why the man believes that his cheeses can bring themselves to the market.
- 14    Ⓐ THERE was a man of Gotham who filled a sack with cheeses and started off for Nottingham market to sell them. Ⓑ He carried the sack on his back, and when he became tired he sat down by the wayside to rest. Ⓒ Thus he went on until he reached the summit of the last hill he had to climb before he came to Nottingham bridge.
- 15    Ⓓ There he rested, and when he rose to continue his journey a cheese slipped out of the sack and rolled down the hill toward the bridge.

## FSA ELA Reading Practice Test Questions

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

### Part A

Which sentence describes the man's feelings at the end of Passage 2?

- Ⓐ He is pleased with his decision.
- Ⓑ He is excited to be traveling for his work.
- Ⓒ He is angry that he has to go to the market.
- Ⓓ He is unhappy about his choices in the story.

### Part B

What happens in the passage because of the man's feelings in Part A?

- Ⓐ The man has nothing to sell at the market.
- Ⓑ The man arrives at the market well-rested.
- Ⓒ The man's cheeses get to the market on time.
- Ⓓ The man's cheeses become famous in the town.



## FSA ELA Reading Practice Test Questions

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3. What is the meaning of anxious as it is used in Passage 1?

10 “You need not be anxious,” responded the man. “I told it the way, and it will be along in good time, as I said before.”

- Ⓐ angry
- Ⓑ excited
- Ⓒ sad
- Ⓓ worried

## FSA ELA Reading Practice Test Questions

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4. What does paragraph 16 add to Passage 2?
- Ⓐ It tells where the story takes place.
  - Ⓑ It tells information about the main character's past.
  - Ⓒ It shows the lesson that can be learned from the story.
  - Ⓓ It shows the beginning of the main character's problem.

Read the passages "A Raft of Ants" and "Insect Farmers" and then answer Numbers 5 through 12.

## Passage 1: A Raft of Ants

by Dan Risch

- 1 Fire ants live deep underground. But what happens when heavy rains flood their cozy homes? The fiery red insects go marching out of the nest and onto the water. There, they make a raft of their own bodies.
- 2 Floating on the surface, the first ants that come out build the raft. A layer of ants spreads across the water. They hold on to one another, using their claws and jaws and sticky feet.
- 3 What a tangle of ants! But it's just what the ants need to save their colony from drowning. As the ants weave themselves together, they don't even get their antennae wet.
- 4 Once the raft is in place, one by one and two by two, more ants march out of the nest and onto the ant raft. They carry ant eggs, ant babies, and, of course, the queen. (Some ants may even pack a bit of food for the trip.)
- 5 Up and out the ants march until the entire nest of ants is on the raft. An average-sized nest is made up of 100,000 fire ants.
- 6 The floodwaters carry the raft away. Every once in a while, the bottom ants change places with the ants on top. Finally, the raft touches higher ground, where the colony can make a new nest. The ants have survived by sharing all of the work. Now that's teamwork!
- 7 One ant uses its jaws to hold on to another ant's leg.
- 8 They use claws and jaws and sticky feet!



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## Passage 2: Insect Farmers

by Paula Cushing

- 9        The farmer stepped back and surveyed her garden. It looked fine and healthy. A little more fertilizer here and there and her day's work would be done.
- 10       Her sisters were busy in another part of the garden gathering some of the crop to feed to the youngsters. Yes, nothing beats a good garden of young mushrooms.
- 11       You see, this is no ordinary farmer. She is a leaf-cutting ant.
- 12       I first saw leaf-cutting ants on a six-month visit to Panama. I had plenty of time to watch the ants because I lived and worked at a tropical research station on Barro Colorado Island in the Panama Canal area.
- 13       Barro Colorado became a biological reserve in 1923. Since then scientists from all over the world have gone there to study tropical plants and animals.

## Jungle Walks

- 14 There are no roads on the island, just nature trails cutting through the jungle. Nearly every time I walked out on the trails, I had to step over a marching column of leaf-cutting ants—they seemed to be everywhere!
- 15 At first, the marching columns looked like little pieces of leaves moving by themselves. But when I looked more closely, I saw that each piece of leaf was being carried by a reddish ant many times smaller than the leaf. The ants had cut the leaves with their scissorlike jaws and were carrying them back to their nests.
- 16 Leaf cutters don't eat the leaves. Rather, they use the leaves to raise their most important food, which is a particular kind of fungus. The ants take the leaves to special rooms in their underground nests. They cut the leaves into smaller pieces, chew the pieces until they are wet and spongy, and deposit them in their garden.
- 17 Then the ants transplant some fungus onto their fresh "leaf-soil." Sometimes they add fertilizer that they excrete from their abdomens.
- 18 Adult ants feed on this fungus as well as on sap. The fungus is also eaten by the larvae, which are the baby ants.
- 19 The fungus they grow is a type of mushroom. But the ants have been farming it for so long that it doesn't grow into anything that looks like regular mushrooms. Instead, it looks more like a mass of tiny double-headed lollipops.

## Ants, Big and Small

- 20 A leaf-cutter colony is made up of ants of different sizes. Large ants go out and gather the leaves. Smaller ants guard the big ants, cut up the leaves, tend the garden, and care for the eggs and larvae.
- 21 The biggest ant is the queen. Her main job is to lay eggs. All of the other ants in the colony are her daughters. They have many jobs, which they do by instinct, communicating with one another and their queen when necessary.
- 22 Of course, ants can't talk the way we can. Instead, the ants communicate through a chemical language. They pass around their chemical messages when they feed one another. Workers pass droplets of food to other workers (their sisters). They also feed larvae. Larvae sometimes feed their nurses. The queen feeds her daughters. And

## FSA ELA Reading Practice Test Questions

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workers feed their mom, the queen. An ant colony's chemical communication network is more complicated than our telephone lines.

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**Now answer Numbers 5 through 12. Base your answers on the passages "A Raft of Ants" and "Insect Farmers."**

5. What is one way fire ants use their claws and jaws during a flood? Use information from Passage 1 to support your answer.

Write your answer in the space provided below.

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## FSA ELA Reading Practice Test Questions

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6. What is the main idea of Passage 2?

- Ⓐ Leaf-cutting ants grow mushrooms using leaves as soil.
- Ⓑ Leaf-cutting ants work together to grow food for the entire colony.
- Ⓒ Leaf-cutting ants have scissorlike jaws that are used to cut leaves.
- Ⓓ Leaf-cutting ants have a queen who is the biggest ant in the colony.

7. What does the word weave mean as it is used in this sentence from Passage 1?

“As the ants weave themselves together, they don’t even get their antennae wet.” (paragraph 3)

- Ⓐ crowd
- Ⓑ float
- Ⓒ gather
- Ⓓ join



## FSA ELA Reading Practice Test Questions

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8. Which information can be found under the heading **Jungle Walks** in Passage 2?
- Ⓐ why the ants gather leaves
  - Ⓑ when the author first visited Panama
  - Ⓒ how the ants communicate with the queen
  - Ⓓ where the Barro Colorado reserve can be found

## FSA ELA Reading Practice Test Questions

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

### Part A

Based on the information in Passage 1, with which statement would the author agree?

- Ⓐ Rafts are too small to fit all of the ants from a colony.
- Ⓑ Smaller colonies may not live through a flood.
- Ⓒ The ants may not survive the journey without food.
- Ⓓ Building a raft is a clever way for the ants to survive.

### Part B

Which piece of evidence from Passage 1 supports your answer in Part A?

- Ⓐ "What a tangle of ants! But it's just what the ants need to save their colony from drowning." (paragraph 3)
- Ⓑ "Once the raft is in place, one by one and two by two, more ants march out of the nest and onto the ant raft." (paragraph 4)
- Ⓒ "They carry ant eggs, ant babies, and, of course, the queen. (Some ants may even pack a bit of food for the trip.)" (paragraph 4)
- Ⓓ "An average-sized nest is made up of 100,000 fire ants." (paragraph 5)

## FSA ELA Reading Practice Test Questions

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**10.** What does the reader understand using the information from Passage 1 and the illustration?

- Ⓐ how large an ant raft can be
- Ⓑ how many eggs can fit on the raft
- Ⓒ how the ant raft floats on top of the water
- Ⓓ how many ants are needed to make a raft

**11.** Select **two** reasons the author included paragraph 11 in Passage 2.

- Ⓐ to compare leaf-cutting ants to human farmers
- Ⓑ to describe how leaf-cutting ants grow their food
- Ⓒ to explain how leaf-cutting ants solve farming problems
- Ⓓ to show that the topic of the passage is leaf-cutting ants
- Ⓔ to describe the effect that leaf-cutting ants have on ordinary farms

## FSA ELA Reading Practice Test Questions

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**12.** How are Passages 1 and 2 alike?

- Ⓐ They describe how ants communicate.
- Ⓑ They describe how ants work as a team.
- Ⓒ They describe why ants have sticky feet.
- Ⓓ They describe why ants carry large leaves.

## FSA ELA Reading Practice Test Questions

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Choose the correct word or phrase to fill in each blank in the passage. For each blank, fill in the circle **before** the word or phrase that is correct.

**13.** Tomorrow was the spelling bee. Sam was nervous, so he asked his mom to help him practice. If he worked hard, he knew he could learn all of the \_\_\_\_\_ [  A word's  B words'  C wordes  D words ].

**14.** After school, Sam and his mom began to practice spelling. Sam \_\_\_\_\_ [  A frown  B frowned  C frowns  D frowning ] when he heard the first word: "muscle." He tried to sound it out. He carefully wrote down "mussel." His mom smiled but shook her head. Sam had gotten it wrong.

**15.** His mom explained the error, but Sam was upset. He didn't want to practice anymore. But then his mom did something strange. She made a silly, funny face. Sam was surprised, and \_\_\_\_\_ [  A she  B he  C I  D we ] started to laugh.