



**St. Pius X School
Grade 4
Summer Reading List 2016**

The **REQUIRED** reading for this summer is:

**"The Adventures of Peter Cottontail . . . with illus. by Harrison Cady.
Boston: Little, Brown & Co., 1914, c.1914. 120 pages."**

After reading the book, students should use a brown paper bag (as from the grocery store) and place items in the bag that go along with the story. On the first day of school, we will have our first "brown bag it" book report!



Other good books to enjoy
The Penderwicks
Boxcar Children

Hardy Boys/Nancy Drew Mysteries
Who Was Series (non-fiction)

Massachusetts Library System Summer Reading Theme: Every Hero Has a Story

You can access the list at <http://guides.masslibsystem.org/>

Also, check out the list for the Massachusetts Childrens Book Award program that starts in the Fall:

<https://www.salemstate.edu/mcba/>

Have a great summer reading!



Saint Pius X School
Grade 4
Supply List

- 2 boxes of Kleenex (prefer non-lotion)
- 2 rolls of paper towel
- 1 index card case
- 4 packages of 3x5 lined index cards
- clipboard
- supply of #2 pencils (box of 12)
- 4 pens: red, blue, green, black
- Glue stick
- box of crayons
- markers (10 count)
- colored pencils
- pencil box (5" x 8" style)
- yellow highlighter
- 1 – Three Ring Binder 1 ½ inch binder
- 1 – 2 pocket folder (style of your choice)
- 8 plain, 2 pocket folders (red, blue, yellow, green, purple, orange, brown)
- 2 Mead Journals
- 2 spiral bound notebooks
- protractor
- ruler (with both inches and centimeters)
- 1 copy of Saint Therese and the Roses, by Helen Walker Homan
- Recommended 1 flash drive on a narrow lanyard (Cruz)

Math

Summer math work should encompass the practice of math facts: addition, subtraction, multiplication facts on a DAILY BASIS. Use flash cards, or even better make flash cards, you can purchase an item called Math Gear, but the most important activity is to practice, practice, practice! Other areas to work on are money, measurement, time, including elapsed time, addition with regrouping, subtraction with regrouping, fractions, division and geometrical shapes.

Ideas for making math fun!

Have your child plan a meal and then create a grocery list including prices. Give them a budget to work with as they create their list. Take them shopping for the items and help them to be wise shoppers using a variety of store flyers to get the best product for their money.

Then, plan your trip to the store(s). How many miles from your home to the store? How long did it take? What route (roads) did you travel? How much gas did you use? Observe speed limit signs along the way. What do they mean in terms of distance travelled and time? If you are going to more than one store, what is the distance from one store to another? How long did that take? How many miles? At the end of the trip have your child determine how many miles were travelled, how much gas was used and how much was saved going from one store to another to get the "best" deal. Was doing all that travelling worth it?

Then, help your child make dinner from the menu they planned. Note: have your child write down all the steps to create the meal, then any mathematical concepts needed to create the meal. Did this involve division, fractions, etc to prepare the meal?

Planning a trip can also be a great way to help your child keep their skills alive. Plan where you are going how far away it is in terms of miles, hours, etc.

Have your child keep a journal on their mathematical experiences during the summer. I strongly urge you to have them write on a daily basis what the math experience for that day has been. Be descriptive and factual. Students should date their journal each day. Please bring to school on the first day.

These types of activities help students develop strong critical thinking skills, logical reasoning skills and a deep sense of how math is used outside of the typical classroom environment. In school students learn the concepts and skills needed for mathematical thinking, then, students learn to apply those skills to "real world" experiences.



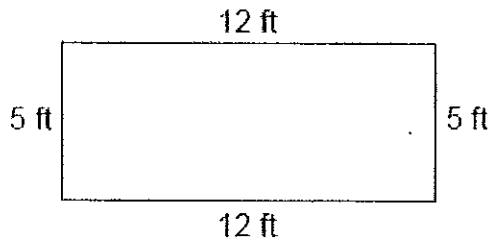
Mathematical thinking, where will IT take you?

Name: _____ Class: _____ Date: _____

___ A rectangular rug is 5 feet long and 6 feet wide. What is the area of the rug?

- a. 30 square feet
- b. 11 square feet
- c. 22 square feet
- d. 56 square feet

___ Linda is tiling her kitchen floor. The diagram shows the rectangular floor. Each tile has an area of 1 square foot. How many tiles are needed to cover the kitchen floor?



- a. 12
- b. 17
- c. 50
- d. 60

Name: _____ Class: _____ Date: _____

___ What is 12,375 rounded to the nearest hundred?

- a. 12,380
- b. 12,400
- c. 12,000
- d. 10,000

___ A fabric store sells 312 yards of red fabric and 448 yards of blue fabric. How many more yards of blue fabric are sold?

- a. 100
- b. 134
- c. 146
- d. 136

___ . Use a basic fact and patterns to find the missing product.

- 2 3 = 6
- 2 30 = 60
- 2 300 = 600
- 2 3,000 = ?

Which is the missing product?

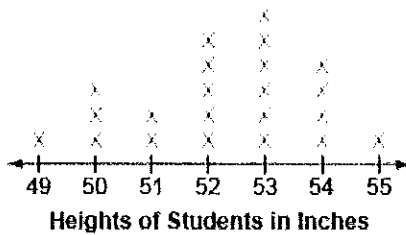
- a. 1,200
- b. 600
- c. 16,000
- d. 6,000

Name: _____ Class: _____ Date: _____

___ Each slice of bacon has 3 grams of protein. How many grams of protein are in 12 slices of bacon?

- a. 3 grams
- b. 15 grams
- c. 9 grams
- d. 36 grams

Use the line plot to answer the question.



___ What is the mode for the heights of the students?

- a. 49
- b. 52
- c. 53
- d. 55

Name: _____ Class: _____ Date: _____

Multiple Choice

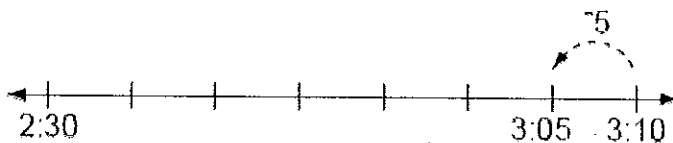
___ Tom has 20 apples. He puts 4 apples in each bag. How many bags does he use?

- a. 4
- b. 5
- c. 15
- d. 24

___ Which type of triangle has no sides of equal length?

- a. scalene triangle
- b. equilateral triangle
- c. isosceles triangle
- d. right triangle

___ Jed has a doctor's appointment at 3:10. It takes him 35 minutes to drive to the doctor's office. At what time should Jed leave home to get to the appointment on time? Use the number line to help.



- a. 2:30 PM.
- b. 2:35 PM.
- c. 2:45 PM.
- d. 3:45 PM.