

MEAD SCHOOL SUMMER PACKET FOR STUDENTS ENTERING GRADE 4

Reading Section 1

***For Reading Section 1:**

Students must read one book from the list of suggested authors, or authors they choose. Students must complete the list of attached questions for the book they read.

- Students should respond to the questions as thoroughly as possible. Responses can be typed or written neatly on white lined paper.
- The written reports must be turned in to the teacher by **Wednesday, September 5, 2007**.

***Students must also read and complete Reading Sections 2 and 3.**

Governor's Reading Challenge: Gov. Jodi Rell "challenges" students to read more than their school's required number of books each summer. Use the Governor's Reading Challenge journal to record all of the books your child reads.

Suggested Authors

Chris Van Allsburg
Judy Blume
Betsy Byers
Matt Christopher
Ann Nolan Clark
Beverly Cleary
Roald Dahl
Meindert DeJong
Phyllis Flowers
Jean C. George
Virginia Hamilton
Suzy Kline
E. I. Konigsburg
Joseph Krumboltz
Alan Kurzeil

Robert Lawson
Lois Lowry
Patricia MacLachlan
Ann M. Martin
Phyllis Reynolds Naylor
Gary Paulsen
Louis Sachar
Paul Showers
Donald J. Sobol
Elizabeth Speare
Mary Stolz
Phil Strong
Mildred D. Taylor
E. B. White
L. E. Wilder

Use these questions for FICTION only.

Student's Name: _____ Grade: _____

Name of book: _____

Author: _____

Use these questions if you read a *FICTION* book. You can type your responses or write neatly on white-lined paper. Be sure to answer all three questions.

1. Write a brief summary of the book.

In your summary be sure to answer:

- ***Who is the story about?***
- ***What is the most important thing that happened in the story?***
- ***Where does the story take place?***
- ***When does the story take place?***
- ***How do the characters solve their problems?***

2. Using information from the book, tell how your life is similar or different from the main character's life.

- ***Be sure you use specific events from the story to explain your answers. Don't just write, 'My life is the same because I am a girl/boy.' Instead, you must write about specific events in the story.***

3. Do you think the writer made the events in this book believable? Use details from the story to explain your answer.

- **If you write that the events are believable, give specific examples or events from the story to compare with real life. If you think it is not believable, be sure to write about the event you found unbelievable.**

* * See the rubric on the back to understand teacher expectations.

SCORING RUBRIC - FICTION

1. Write a brief summary of the book.
 - 3 Response effectively summarizes the book. Most of the main points are included. Information is relevant and specific or a mix of general and specific.
 - 2 Response marginally summarizes the book. Some of the main points are included. Some information is relevant and specific or a mix of general and specific.
 - 1 Response is unsatisfactory. Most of all information is incorrect, irrelevant or vague. Key points are omitted.
2. Using information from the book, tell how your life is similar or different from the main character's life.
 - 3 Response presents a reasonable explanation of how the student's life is similar or different from the main character's life. Response includes information directly from the text and/or makes reference to information from the story as well as the student's own experience as support.
 - 2 Response presents a marginal explanation of how the student's life is similar or different from the main character. Response includes general information or the student's own experience as support.
 - 1 Response is vague and/or irrelevant.
3. Do you think the writer made the events in this book believable? Use details from the story to explain your answer.
 - 3 Response presents a reasonable argument on one side or the other and supports it with information directly from the text and/or makes reference to information from the story.
 - 2 Response presents a mostly reasonable argument on one side or the other and supports it with general information.
OR
Response presents a reasonable argument with no support from the story.
 - 1 Response merely states "yes" or "no".
OR
Response is vague and/or irrelevant.

Use these questions for NON-FICTION only.

Student's Name: _____ Grade: _____

Name of book: _____

Author: _____

Use these questions if you read a NON-FICTION book. You can type your responses or write neatly on white-lined paper. Be sure to answer all three questions.

1. What could be another title for this book? Use details from the book to explain your choice.
 - ***Be sure you use specific facts from the book to explain your answers. Don't just write, 'I think this title is good because the story was about _____.'* Instead, you must write specific facts that support your new title.**
2. What do you think was the most important event/fact in the book? Use information from the book to explain your choice.
 - ***There are probably many important facts in your non-fiction book. Choose one of the facts that you find most interesting. Discuss that fact in detail. Write all you learned about that particular fact.***
3. Imagine you are going to write a letter to the author of your book.
 - ***Write two new things that you learned from the book. Write two things you did not understand or would like more information about.***

* * See the rubric on the back to understand teacher expectations.

SCORING RUBRIC - NON-FICTION

1. This book is called _____. What could be another title for it? Use details from the book to explain your choice.
 - 3 Response presents a reasonable or creative title that tells what the book is about and explains this title with specific, relevant details from the book.
 - 2 Response presents a title that is generally related to the book and explains it with general or specific details from the book.
OR
Response presents a reasonable or creative title that tells what the book is about but does not support it.
 - 1 Response is vague and/or irrelevant.

2. What do you think was the most important event/fact in the book? Use information from the book to explain your choice.
 - 3 Response identifies the information in the passage that was most important to the student and presents a reasonable argument for its importance.
Response includes a mix of specific and general information as support.
 - 2 Response identifies the information in the passage that was most important to the student but does not present an argument or support.
 - 1 Response is vague and/or irrelevant.

3. Imagine you are going to write a letter to the author of your book. Write two things you learned and two topics you would like to know more about.
 - 3 Response includes four reasonable statements that are written in good, complete sentences.
 - 2 Response includes two reasonable statements that are written in good, complete sentences.
 - 1 Response is vague and/or irrelevant.

Reading Section 2

Read this passage, then circle the correct responses to the questions.

Monica was looking for an unusual subject for science class “show and tell.” Her teacher gave her this article and said, “This subject may be the one you’re looking for.”

Clever Ways to Stay Alive



1. In the tropical rain forests of South America, animals have developed clever ways to stay alive. Many animals can hide from their enemies because they look like what is around them in their environment. Blending in with what is around them, they escape being seen by their enemies. In this way, they don't attract attention by being different. Being seen could mean being eaten. Examples of such animals are some butterflies that look like tree bark, and some large cats that have spots the colors of the sun-speckled forest floor. Also, there are butterflies that blend with the sky when they flutter their clear wings.
2. Other creatures in the rain forests make themselves look like something they aren't. They use surprise to give themselves time to escape should an enemy discover them. The silk moth is a good example of this kind of animal. The silk moth's wings are colored with browns and tans that help it blend with the tree trunks it sits on. If an enemy comes close to the moth, it spreads its front wings upward, showing two large, bright spots on its lower wings. These “eyespot” surprise the enemy who might stop for a moment or even be scared off. The enemy's hesitation gives the moth time to fly to safety. The pretty eyespots can save the moth.
3. Another example is some frogs in the rain forests that also have false eyes. They have markings hidden under their legs which look like snake eyes. When they sense danger, the frogs jump, making their fake eyes flash to surprise enemies and make them hesitate so the frogs can get away.
4. Also, the caterpillar of the sphinx moth has a scary trick. The caterpillar is about as large as a pencil. When in danger it pulls the front part of its body into the shape of a snake's head. An enemy will usually leave the caterpillar alone after spotting this swaying, triangle-shaped creature with big, false eyes.
5. Another way creatures in the rain forest stay alive is by being brightly colored. This makes them stand out from their surroundings and serves as a warning to enemies. Bright red, yellow and black insects are good examples of creatures who almost seem to draw attention to themselves. These insects feed on deadly

plants. The poisons they eat in turn make the insects themselves deadly. Enemies who eat the insects will become sick, and they soon learn to leave these creatures alone.

6. In addition to deadly insects, many brightly colored frogs in the rain forests produce poison that protects them from enemies. They move about in the open and do not hide their red, yellow or orange markings. Some of these frogs are called poison arrow frogs because humans use their poison on hunting arrows. However, a hunter must not touch the frog's skin. It could have enough poison to kill a person.
7. The South American tropical rain forests are filled with unusual creatures, some hunting, some hiding and some wearing bright colors. There are small creatures that look big, others that look as if they will bite and some whose colors serve as a warning. For the otherwise helpless creature, having the right covering at the right time could be a matter of life or death.

Circle the correct responses to the questions.

1. **The MAIN idea of this article is that**
 - a) different colors can be found in the rain forests.
 - b) the rain forests are very important.
 - c) some creatures protect themselves from enemies.
 - d) people should try to avoid dangerous frogs.
2. **In paragraph 1, the word environment means**
 - a) task.
 - b) concern.
 - c) surroundings.
 - d) desires.
3. **To explain ideas in the article, the writer uses MOSTLY**
 - a) questions.
 - b) pictures.
 - c) examples.
 - d) dates.
4. **The bright spots on the silk moth's wings frighten the moth's enemy because**
 - a) the enemy doesn't like bright colors.
 - b) they look like a poison arrow frog.
 - c) the enemy knows the moth tastes bad.
 - d) they look like part of a bigger animal.

5. **The clever ways listed in paragraphs 2 and 3 are MOST like humans'**
- a) shadow boxes.
 - b) weather balloons.
 - c) school homework.
 - d) Halloween costumes.
6. **As it is used in paragraph 2, the word hesitation means a**
- a) trap.
 - b) pause.
 - c) costume.
 - d) food.
7. **From the article, you can tell that the hunters who use poison from frogs PROBABLY believe that**
- a) frogs should be done away with.
 - b) caterpillars are scary animals.
 - c) natural materials can be used wisely.
 - d) people are more dangerous than animals.

Read the directions below. Write your answer.

8. **Imagine you are going to give a report on this article for your science class. List two important facts from the article you would want to include in your report.**

9. **Write two ideas from the article that show why coloring is important to animals.**

Reading Section 3

Circle the word that makes the best sense in the blank.

A fire company often has 16 members. Some are always on duty. They take turns. So the fire station is always open. It is open days. It is open nights. It is never 1. Firefighters even sleep there. They work hard during fires. They work hard between fires too. They work to be ready.

There is a lot to do between fires. Fire trucks get dirty at fires. They must be washed often. Then trucks are 2. The trucks are checked often too. They must have gas. They must have oil. The lights must work. The sirens must work too. Every part is checked. The trucks may need to be 3. Repairs are done at once. The trucks must be ready to roll. Fires spread fast. Every second counts.

Tools are also checked. Axes must be sharp. Hoses must be dry. Wet hoses rot. So wet hoses are hung up. They are hung in a tower. They hang straight down. Water runs out. The hoses dry. Hoses are checked for leaks too. Firefighters look for 4. Torn hoses cannot be used.

Clothes are kept ready too. Fire coats are hung on the truck. Helmets hang there too. The clothes are easy to reach. Firefighters can 5 quickly. That saves time.

The firefighters must also be ready. So they have fire drills. They go to a tall building. They put up ladders. They go up the ladders. They carry hoses. The hoses are big. They are heavy. So 6 is hard. But it must be done quickly. Speed counts. It may save lives.

The firefighters prepare another way. They study. They learn new ways to fight fires. Reading is part of their job. 7 help them. Films help them too. There is a lot to learn.

1. a) taxed
b) fenced
c) closed
d) heated
e) approached
2. a) clean
b) slow
c) loud
d) near
e) old
3. a) locked
b) shared
c) fixed
d) covered
e) followed
4. a) holes
b) pipes
c) stairs
d) windows
e) witnesses
5. a) eat
b) speak
c) search
d) dress
e) decide
6. a) seeing
b) driving
c) floating
d) shouting
e) climbing
7. a) Dogs
b) Ropes
c) Lamps
d) Books
e) Nets

Lakes are formed in many ways. For this reason, they come in many shapes. They come in many sizes.

Some lakes take shape after earthquakes. The earth is cracked open then. Some of the 8 are big. Water pours into them. The water comes from rain. It comes from snow. It comes from springs and rivers. Lakes start to form. At first there is little water in them. But in time the lakes are 9.

Other lakes are formed by dams. Dams are made in more than one way. Mud and earth may slide down a mountain. They land in a river. The water cannot flow past them. The river is 10. The water backs up. The river rises. It spills over its banks. The land is 11. Many lakes have been formed in this way.

Trees act as dams too. Storms knock them down. They may fall into a river. They float along. They reach a narrow place. There they get jammed. A large 12 starts to form. Soon it holds back the water. A lake takes shape.

People have made many lakes with dams. At one time, only small dams could be built. Now giant dams can be built. Some are 50 stories high. These dams are not made of wood. Wood is too weak. Something 13 is needed. Concrete is often used. Stones are used too. So are bricks. These dams hold back mighty rivers. Huge lakes form.

Water can be let out of these lakes. This is done when much rain falls. The lake could get too high then. Too much water could push against the dam. It would not be able to hold back the water. The 14 would be too great. The dam would crack. But this does not happen. The dam has gates. They are opened. Some water is let out. It goes into the river below. The lake is then at a safe level.

8. a) groups
b) camps
c) forests
d) breaks
e) hills
9. a) cleaned
b) crossed
c) filled
d) avoided
e) searched
10. a) named
b) mapped
c) spared
d) visited
e) blocked
11. a) sold
b) shaded
c) farmed
d) warmed
e) flooded
12. a) pile
b) park
c) wave
d) bush
e) cloud
13. a) newer
b) wider
c) flatter
d) cheaper
e) stronger
14. a) noise
b) force
c) expense
d) distance
e) heat

During the 1930's dark blizzards swept across the Great Plains of the United States. These storms were not made of snow. They were made of dust. Dust storms turned farms into deserts. They made life on the Great Plains hard.

Why did these dust storms occur? There were several 15. At one time, the Great Plains were covered with grass. The grass had strong, deep roots. These roots kept the earth in place. The soil was 16 down. But much of the grass was plowed up for farming. Crops were planted instead. The crops had shorter, weaker roots. They could not protect the soil. Thousands of farm animals grazed on the plains as well. So even more grass was 17. The soil was laid bare. Weather was another problem. From 1931 to 1938 almost no rain fell. The soil of the Great Plains turned to dust. The gentlest breeze could carry it away.

The first dust storms struck in 1934. They followed a pattern. Most hit between November and May. These 18 were the worst. The winds were strongest then. The storms picked up millions of tons of soil. They covered hundreds of square miles. They rose two miles into the sky. A single storm lasted up to four days.

The storms were fierce. The air grew black with dust. Lamps had to be lit in the daytime. Farm animals had to be led to shelter. They would be 19 otherwise. The dust blew in everywhere. Cars were ruined. So were tractors. Stores had to close. 20 had become too difficult. Store owners soon went out of business. So did farmers. The dust had killed their crops. Dust entered every home. It came in under doors. It came in around windows. It got into people's noses, mouths, and lungs. So even 21 was difficult. Life became so hard that many people moved away from what was now called the Dust Bowl.

15. a) towns
b) markets
c) attempts
d) reasons
e) products
16. a) wet
b) thrown
c) held
d) washed
e) cooled
17. a) shipped
b) allowed
c) examined
d) watered
e) destroyed
18. a) shocks
b) roads
c) sounds
d) months
e) creatures
19. a) lost
b) brushed
c) sold
d) counted
e) trained
20. a) Milking
b) Explaining
c) Sleeping
d) Changing
e) Shopping
21. a) loading
b) carrying
c) asking
d) breathing
e) finishing

Grade 4
Summer Math Session

1. There are 16 girls and 24 boys in the school chorus. How many children are in the chorus together?
 - a. 30
 - b. 40
 - c. 50
 - d. 60

2. Linda had 5 apples, 3 oranges and 6 peaches. Each piece of fruit cost 9¢. How many pieces of fruit did Linda have?
 - a. 5
 - b. 14
 - c. 15
 - d. 23

3. Joe needs to subtract 319 from 799. Which of the following would be BEST for Joe to use to ESTIMATE the difference?
 - a. $700 - 300$
 - b. $700 - 400$
 - c. $800 - 300$
 - d. $800 - 400$

4. Kelly bought a hat for \$27 and a sweater for \$32. ABOUT how much did she spend on the 2 items all together?
 - a. A little less than \$60
 - b. A little more than \$50
 - c. A little less than \$50
 - d. A little more than \$60

5. Bob wants to estimate the sum of \$8.05 and \$16.60. Show the whole numbers you would use to estimate this sum. Explain why you chose those numbers. Find the estimated sum.

6. Use estimation to solve each problem. Show the numbers you used.

$$386 - 223 = \underline{\hspace{15em}}$$

$$649 + 80 = \underline{\hspace{15em}}$$

$$767 + 356 = \underline{\hspace{15em}}$$

7. Write a story problem that could be solved using this number sentence: $5 \times 54 =$

8. There were 85 people in line for a movie. Later 10 MORE people joined the line. How many people were waiting in line then?

- a. 75
- b. 84
- c. 86
- d. 95

9. Which means the same as 385?

- a. $300 + 80 + 5$
- b. $30 + 800 + 5$
- c. $300 + 80 + 50$
- d. $3 + 8 + 5$

10. Which means the same as 2 tens and 18 ones?

- a. 28
- b. 38
- c. 318
- d. 2,018

11. In which number does the 8 have the LEAST value?

- a. 819
- b. 538
- c. 480
- d. 82

12. Mrs. Merlone baked 173 cupcakes on Saturday and 265 on Sunday. ABOUT how many cupcakes did she bake altogether?

- a. about 500
- b. more than 500
- c. less than 400
- d. about 400

13. Big Y sold 495 packages of skittles this week. They sold 712 packages of skittles last week. ABOUT how many more skittles did they sell last week than this week?

- a. more than 300
- b. less than 100
- c. about 200
- d. about 100

14. Sheila bought 38 golf balls on Monday. On Tuesday she bought 27 more golf balls. About how many golf balls did she buy altogether?

- a. a little more than 80
- b. a little more than 70
- c. a little less than 60
- d. a little less than 70

15. The table shows the results of Fran's tossing a 6-sided die.

number of die	number of results
1	3
2	10
3	5
4	2
5	6
6	4

- a. How many times did Fran toss the die? _____
- b. How many times did Fran toss a 3? _____
- c. Based on the results in the table, what is the probability of tossing a 3? _____
- d. If Fran tossed the die once, what would be the probability of tossing a 3? _____

16. The value of 564 would change by how much if the 6 were replaced by a 9?

- a. 3000
- b. 300
- c. 30
- d. 3

17. ABOUT how long is a new pencil?

- a. 7 inches
- b. 7 feet
- c. 7 yards
- d. 7 miles



18. How many angles does this shape have?

- a. 4
- b. 6
- c. 8
- d. 10

19. These numbers follow a pattern:

5, 9, 13, 17, _____, 25

Which number is missing from the pattern?

Write the number. _____

Then write a sentence that explains why you think that is the missing number.

20. Maria received a gift certificate for \$20 for her birthday. These are the items she wants to buy:

Rings \$2.00

Earrings \$3.00

Necklaces \$4.00

She wants to buy no more than 10 items and plans to buy at least one of each item. She must spend about \$20.00.

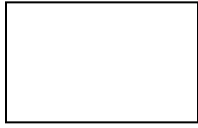
Fill in the chart below to show one list of items Maria could buy.

- Show how many of each item she should buy.
- Show the total cost.
- Show how you got your answer.

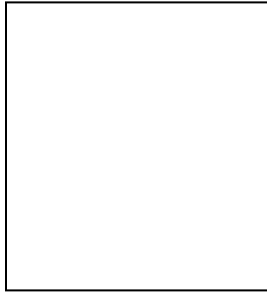
ITEMS	NUMBER BOUGHT	COST OF ITEMS
Rings		
Earrings		
Necklaces		
TOTAL COST:		

Show your work below.

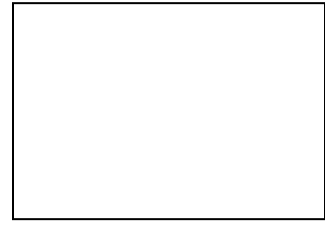
22. Rectangle A is 12 inches high.



A



B



C

- a. ABOUT how high is rectangle B? _____
- b. ABOUT how high is rectangle C? _____
- c. Explain how you figured out the height of rectangle C.
