

Sample Pages from



Created *by* Teachers *for* Teachers and Students

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To Create a World ⁱⁿ which
Children Love to Learn!

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Table of Contents

Introduction

Welcome to <i>Kids Learn!</i>	4
Top 10 Things Your Fourth Grader Will Need to Know	5
Things to Do at Home.....	6
Things to Do in the Community	8
Suggested Vacation Reading.....	10
Vacation Reading Log.....	11
Websites and Apps for Parents and Kids.....	12

Weekly Activities for Students

Week 1.....	14
Week 2.....	25
Week 3.....	36
Week 4.....	47
Week 5.....	58
Week 6.....	69

Preparing Your Child for Assessments

Language Arts Assessment Practice.....	81
Mathematics Assessment Practice	89

Appendices

Completion Certificate.....	97
Answer Key.....	99
Writing Paper	105
Parent Survey	111

Welcome to Kids Learn!



Dear Family,

Welcome to *Kids Learn! Getting Ready for 4th Grade*. Fourth grade will be an exciting year, with plenty of new educational opportunities. For example, your child will learn how to write complex paragraphs, multiply and divide fractions, and compare decimals. Interesting new topics in science and social studies will keep students engaged in lessons at school as well.

Kids Learn! was designed to help solidify the concepts your child learned in third grade and help your child prepare for the year ahead. The activities are based on the Common Core State Standards and provide practice with essential skills for the grade level. Keeping the skills your child learned in third grade sharp while on break from school will help his or her fourth grade year get off to a great start. There is also a section at the end of the book that provides practice for standardized testing.

Keep these tips in mind as you work with your child through the *Kids Learn!* book:

- Set aside a **specific time each day** to work on the activities.
- **Complete one language arts and one mathematics page** each time your child works in the book rather than an entire week's worth of activity pages at one time.
- Keep all **practice sessions with your child positive and constructive**. If the mood becomes tense or if either of you gets frustrated, set the book aside and find another time for your child to practice.
- **Help your child understand each activity** and provide guidance as he or she works through each page.
- Encourage your child to do his or her best work and **compliment the effort that goes into learning**. Celebrate the completion of all the activities by filling in the certificate at the end of the book and displaying it in a special place.

Enjoy the time learning with your child during his or her vacation from school. Fourth grade will be here before you know it!

Things to Do at Home

To Develop Healthy Habits

- Make sure your child gets adequate exercise during the day. Three hours of exercise, spread out over the course of the day, will keep your child healthy and ensure that he or she will sleep well at night.
- Take time to set up a schedule with your child. Post the schedule for your child and other caregivers to review.
- Make homework a nightly priority. Everyone in the family can work quietly or read around the table during homework time.



To Practice Reading

- Make a list of things you want your child to do each day or week. Have your child read the list and provide simple rewards for following directions and completing the tasks.
- Press the mute button on the TV and turn on closed captioning. Have your child read the dialogue for his or her favorite TV show.
- Have your child read the entertainment section of the newspaper to gather ideas for a family activity for the weekend. Ask your child to plan when to leave, where to go, and what to do once you are there.



Things to Do in the Community (cont.)

To Practice Writing

- Give your child a notebook and pencil and ask him or her to record driving or walking directions as you travel to a local store. Help your child identify the street names and turning directions when you come to an intersection.
- At a park, have your child write down three rules that children should follow for each piece of playground equipment. Have your child share these rules with a younger sibling or neighbor.
- After watching a movie, have your child write a review of it that includes the main characters and sequence of events. Make sure to have your child note whether he or she would recommend the movie to a friend.



To Practice Math

- Have your child calculate how many cars can fit in a parking lot. Ask him or her to count the number of cars in each row and multiply that number by the number of rows in the lot.
- When ordering food at a restaurant, have your child determine the total cost of his or her meal. After paying for the meal, have your child practice counting the change to make sure it was given correctly.
- Have your child determine the amount of time that elapses during an outing or event. Record the beginning and ending times and have your child figure out the length of the event.



Let Me Tell You

Directions: Write a topic sentence for each paragraph below.



A *topic sentence* tells what a paragraph is all about.



1. There are lions and tigers in outdoor pens. Wild birds are flying in large, tree-filled cages. Also, a visitor at the zoo can see snakes and reptiles of many different sizes. My favorite thing to see at the zoo is the monkey that swings on a trapeze in a cage by the popcorn stand.

2. First, you must listen carefully in class. Next, you must study for your tests and quizzes. Finally, you must do all the homework the teacher assigns. If you follow these steps, good grades will be yours!

3. It starts slowly and then destroys everything in its way. It can ruin homes and land. It can kill people and animals. So before you strike a match, remember how dangerous fire can be.

Whole Numbers as Fractions

Directions: Write each whole number as a fraction.



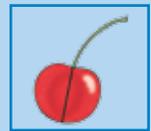
Whole numbers can be shown as fractions.

Example:

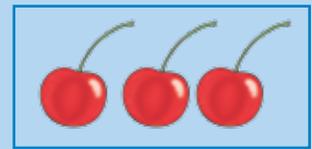
There is 1 cherry in the box. The fraction for 1 is $\frac{1}{1}$. The whole number is 1.



There are two halves in the box. The fraction for 2 halves is $\frac{2}{2}$. The whole number is 1.



There are 3 cherries in the box. The fraction for 3 wholes is $\frac{3}{1}$.
The numerator represents the number of parts, and the denominator shows the number of parts in a whole.



1. $\frac{4}{1}$

4. _____

2. _____

5. _____

3. _____

6. _____

Preparing Your Child for Assessments

Background for Parents

Many states have recently adopted the Common Core State Standards, a set of national educational standards in language arts and mathematics. These standards provide clear goals for learning in grades K–12 so that all students can gain the skills and knowledge they need to be successful. For more information on the Common Core State Standards, please visit www.corestandards.org.

Assessments that are aligned with the *Common Core State Standards* will replace other state end-of-year tests. These assessments include a variety of types of items. Some items ask students to select the correct option or options from a list. Other items ask students to give a written or numerical response. Students will also complete tasks that gauge their ability to bring together knowledge and skills across many standards.

Preparation Pages

The test preparation items on pages 81–95 provide sample test questions and tasks similar to those that may be found on next-generation assessments. Use the following tips to work through the assessment practice pages with your child:

- Work with your child as he or she completes the practice items so that you can address any questions as they arise.
- Help your child understand how to go about selecting answers or working through tasks.
- Use the Answer Key to check the answers together, and discuss any incorrect responses.
- Keep in mind that for the purposes of this practice, getting the correct answer is not as important as helping your child become comfortable with the test-taking format and process.

Language Arts Assessment Practice (cont.)

The Three Fishes

From *More Jataka Tales*, retold By Ellen C. Babbitt

Once upon a time, three fishes lived in a faraway river. They were named Thoughtful, Very-Thoughtful, and Thoughtless. One day, they left the wild country where no men lived. They came down the river to live near a town.

Very-Thoughtful said to the other two, “There is danger all about us here. Fishermen come to the river here. They use nets and lines to catch fish. Let us go back again to the wild country. Let us go back to where we used to live.” But the other two fishes were lazy and greedy. They kept putting off going from day to day.

But one day, Thoughtful and Thoughtless went swimming on ahead of Very-Thoughtful. They did not see the fisherman’s net and rushed into it. Very-Thoughtful saw them rush into the net.

“I must save them,” said Very-Thoughtful. He swam around the net. He splashed in the water in front of it. He looked like a fish that had broken through the net and gone up the river. Then he swam in back of the net and splashed about. He looked like a fish that had broken through and gone down the river.

The fisherman saw the splashing water. He thought the two fishes had broken through the net. He thought one had gone up the river, the other down. He pulled in the net by one corner.

This let the two fishes out of the net. Away they went to find Very-Thoughtful.

“You saved our lives, Very-Thoughtful,” they said. “Now we are willing to go back to the wild country.”

So back they all went to their old home. And they lived safely ever after.

6. Choose the sentence that **best** describes the main idea of the text.

- (A) Fish should not live near towns.
- (B) Don’t put off until tomorrow what you can do today.
- (C) Fish can escape from the thoughtless fisherman.
- (D) A fish in the net is better than one in the river.

Language Arts Assessment Practice (cont.)

7. Read the sentence and the directions that follow.

Very-Thoughtful said to the other two, “There is danger all about us here.”

Underline the sentences below that **best** support the statement.

Once upon a time, three fishes lived in a faraway river. They were named Thoughtful, Very-Thoughtful, and Thoughtless. One day, they left the wild country where no men lived. They came down the river to live near a town.

Very-Thoughtful said to the other two, “Fishermen come to the river here. They use nets and lines to catch fish. Let us go back again to the wild country. Let us go back to where we used to live.” But the other two fishes were lazy and greedy. They kept putting off going from day to day.

8. Read the sentence and the question that follows.

But one day, Thoughtful and Thoughtless went swimming on ahead of Very-Thoughtful. They did not see the fisherman’s net and rushed into it.

Using clues from the text, write the meaning of the word rushed below.
