



# 4<sup>th</sup> Grade Summer Homework

Greetings future fourth graders!

We are so excited to see you next school year! We are going to have so much fun in the fourth grade! Please enjoy yourself, your family, and friends over the summer.

In order to help you prepare for fourth grade, we have come up with a few assignments for you to complete over the summer. These assignments are due throughout your first week of school. Each assignment is attached with directions. Please remember to plan your projects based on their due date so that they are completed on time.

Also, attached is your supply list. While we realize that it isn't always possible to have your supplies ready for the first day of school, it would be great if you can bring in all supplies by then. Welcome aboard!

Warm Regards,  
The Fourth Grade Teachers

## To-Do Checklist

- Purchase School Supplies (Due: **First Day of School**)
- Motivation Board (Due: **First Day of School**)
- New York State Project (Due: **Second Day of School**)
- Summer Book Assignment (Due: **Second Day of School**)
- **SUGGESTED:** Summer Math Practice, Key Board Practice and Spelling Choice Board
- **OPTIONAL:** Bring Device and BYOD contract







# Bring Your Own Device (B.Y.O.D.) Initiative

Dear Fourth Grade Families,

As technology continues to change the world in which we live, technology has become an essential part of education here at Chelsea Prep. Technology use in our classrooms focuses on developing critical research skills, opportunities for communication, individual academic enrichment, and creative, learning-centered projects. Our focus is always on having the students create rather than consume content, all within a safe, supervised environment.

In past years, while we have striven to provide appropriate access to computers as an essential educational tool, technology use in the classroom has been less than seamless due to hardware limitations. With our school growing, we simply do not have access to enough computers to allow the students seamless access. The students are sometimes frustrated by our technological limitations, especially since the digital natives in our classrooms are often accustomed to having technology at their fingertips.

In an effort to nurture our digital learners and empower them to take control of their own learning, we are continuing B.Y.O.D. program from third grade to allow students to use personal technology devices while at school. Please see the FAQ below to learn more about B.Y.O.D.

Warm Regards,

The Fourth Grade Teachers



# Bring Your Own Device (B.Y.O.D.) Frequently Asked Questions

***Q: What type of device should my child bring?***

**A:** Our preference is that students bring a laptop; either PC, Apple, or Chromebook computers are fine. We feel that laptops are the gold standard for content creation, given that students can easily type, create web content, program, and edit digital content on laptops.

Tablet devices (e.g. iPads,) are our runner-up devices. While tablets have many wonderful uses, students are often less comfortable typing with on-screen keyboards, some websites do not work properly on tablets, and installing/updating software can be somewhat more complicated.

Students do NOT need a new device at school. A hand-me-down or refurbished laptop would be perfect! Our main technical requirements are that the devices can wirelessly connect to the internet (Wi-Fi enabled), ideally can hold a charge, and has access to Google. If you send in a device that is set up with administrative passwords, please provide the necessary information so that we can update and install software, and connect your device to the school's wireless network.

***Q: Where will the device "live"?***

**A:** The laptop/tablet (called the "device" here,) will remain at school for the duration of the school year. It is unwieldy for the students to bring their devices to and from school on a regular basis, (the devices weigh too much in their backpacks,) and if the devices travel back and forth, they are far more likely to break. Devices will return home at the end of the school year.

***Q: What will happen if my child does not bring a device to school?***

**A:** Providing a device for your child is NOT mandatory, and we completely understand that it is not possible for all families to send a device to school. We have many devices at school that will be available to students who do not bring in a laptop from home, and we will make every effort to ensure that all students have access to technology while at school, regardless of whether they have brought in their own device. B.Y.O.D. is intended to augment, not replace school-owned technology, and we hope that B.Y.O.D. will free up school-owned devices to allow greater access for everyone.

***Q: Who is responsible for the device?***

**A:** Ultimately, you (and your child) are responsible for the device that your child brings to school. Chelsea Prep is not liable for damaged, lost, or stolen devices. However, we understand that fourth graders cannot entirely manage their devices without teacher support. We will provide a secure storage solution (locked cabinet/closet) for all devices within the classroom, as well as basic technical support. We will teach students how to responsibly care for their devices. Both fourth grade teachers

have taught extensively with devices in their respective classrooms and have excellent track records in terms of the successful maintenance of classroom devices.

While the school is not legally responsible for B.Y.O.D. devices, as always, we teachers are responsible for how the devices are used by the students in the classroom, and we will teach appropriate digital citizenship. (Devices will join our school wireless network that enables safe, filtered web access.) Furthermore, we will make sure that all classroom technology use is purposeful and supports a rigorous curriculum that emphasizes critical thinking and social interactions.

# Bring Your Own Device Agreement Form

Name of child: \_\_\_\_\_ Class: \_\_\_\_\_

Please tick the boxes below to confirm you have read and accept the terms of this agreement.

1.  I give my child permission to bring in the device listed below for use in school.

Device 1: \_\_\_\_\_

Related accessories/peripherals: \_\_\_\_\_

2.  I understand that the school cannot refund or pay for repair or replacement of the device listed above, should it be lost, stolen, damaged or broken while in school.

3.  The device and any case or peripherals will be marked with my child's name.

4.  I will ensure that the device is "cleaned" of any non-educational media and software prior to my child bringing the device into school.

5.  I give permission for the school to join the device(s) to the school network in order to provide access to the Internet. I understand that, although this is filtered access, the school cannot be held responsible for any material that the child may access in school.

6.  I have discussed the 'BYOD' Acceptable Use Policy (on reverse) with my child and they have signed this agreement.

7.  My child will ensure that their device is not taken outside during lunch/recess and that they are placed in the secure storage area before leaving their classroom.

Signed: \_\_\_\_\_ (parent/guardian)

Signed: \_\_\_\_\_ (pupil)

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

## **Bring Your Own Device Acceptable Use Policy for Students**

- I will only access my own email or sites to which I belong using my own username and password.
- I will only use the device to support my learning.
- During 'No Device' tasks, I will make sure my device is turned off and stored safely and securely in the classroom.
- I will only digitally communicate with students in my class, or people my teacher have approved.
- Any messages or posts that I send online will be polite, responsible and respectful. I will proofread all of my work online so that I do not post work that has errors and typos.
- I will not give or post my home and school address, telephone number, last name, age, email address, or any other personal information unless my parent or teacher has given me permission. (I will double check that I have permission! This is important to stay safe on the Internet.)
- I will report any inappropriate or unpleasant material I encounter online to a trusted adult (teacher or parent) straight away.
- I understand that the school may check my device and will monitor my Internet use while my device is in school.
- I understand that the school may have to make some changes to network settings on my device to allow it access the Internet at school. The school may also install educational software onto my device as needed.
- I will not take my device outside of the classroom unless my teacher has given me permission.
- I will take care of my device when I have it in school, particularly when moving around the classroom or learning area. I will ensure that my device is left in the secure storage area in the classroom when I leave.

# Summer Math Practice

In third grade, you worked so hard to master many different math skills. It is essential that during the summer you take the time to revisit these skills and strategies to prepare you for fourth grade. Below are some suggestions to help you find resources to practice. Your accounts for **Freckle** should be up and running all summer long for your use. However, any type of math practice is helpful. Remember, a little bit each day can go a long way!

Suggested Apps	Suggested Websites
Splash Math (Game based math learning)	<a href="http://www.mangahigh.com">www.mangahigh.com</a>
MADS24 (Math 24 game)	<a href="http://www.funbrain.com">www.funbrain.com</a>
Arithmetick (Leveled number facts)	<a href="http://www.figurethis.org/index.html">http://www.figurethis.org/index.html</a>
Mathemagics (Mental Math Tricks)	<a href="http://www.mathplayground.com">www.mathplayground.com</a>
Math Evolve (Math game)	<a href="http://www.sumdog.com">www.sumdog.com</a>
Motion Math Zoom (Interactive Number Line)	<a href="http://www.khanacademy.org">www.khanacademy.org</a>
Doodle Numbers (Math puzzle games)	<a href="https://play.dreambox.com/login/sqsh/ps3cp">https://play.dreambox.com/login/sqsh/ps3cp</a>
Numbler Free (Number Scrabble)	
Marble Math (Game based math learning)	
Rocket Math (Number facts)	

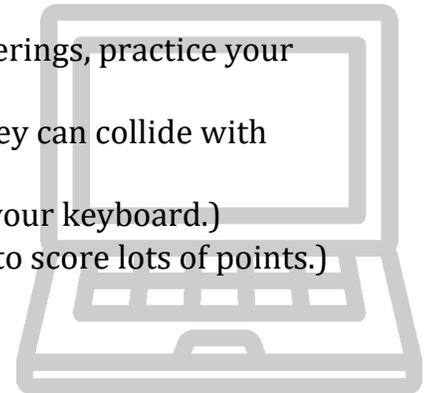
## • Optional Math Menu (attached)

- **Please study your Times Tables (1-12)!**
- Practice frequently and time yourself to make sure you are competent and ready for challenging math problems. Build your fluency by timing yourself as you solve.
- Keep working on solving **multi-step** word problems. Be sure when you give an answer, you can **explain** how you solved with **clarity**. Challenge yourself to a word problem each day!

# Summer Key Boarding Practice

Keyboarding - You will be typing a lot in fourth grade. This summer would be a wonderful time to brush up on your typing skills.

- Learn to type with the **BBC Dance Mat Typing Program**.
- Once you've learned all of the key positions and the correct fingerings, practice your skills with these games:
  - **Typing Defense** (Type the words on each asteroid before they can collide with Earth.)
  - **Key Krusher** (Type the incoming letters before they crush your keyboard.)
  - **Typing Arcanoid** (Type the green letters as fast as possible to score lots of points.)



# Summer Book Assignment

Reading over the summer reinforces reading skills and encourages children to become life-long learners. First, be sure you are reading books that are appropriate for fourth graders. If you are having difficulties finding books to read, please refer to the New York Public Library or **Book Wizard on the Scholastic Website!** After reading books of your choice, complete the activity below. Also, please remember to update your attached **reading logs**.

## Directions:

1.) Choose **one** of the books you have read, and show your understanding through the project found on the following page. Feel free to use your creativity, and do something fun! We encourage you to read many books (nonfiction too!), magazines, and newspapers during your break.

2.) Use the following template to make an **Amazon Listing Novel** for your summer reading book. Your **Amazon Listing Novel** should be created on a separate piece of paper (computer paper or designed on the computer!) All sections should be handwritten or typed and artwork should be original.







# Motivation Board

Due:  
(The First Day of School)

## What is a motivation board?

A motivation board is used to help clarify, concentrate, and maintain focus on a specific life goal. Literally, a motivation board is any sort of board or poster on which you show images that stand for or represent whatever you want to be in life, whatever you want to have in life, and whatever you want to do in life.

## What is the point?

People tend to be very busy and are constantly being distracted by the world around us. Making use of a motivation board has many uses or purposes. One way a motivation board will help you is to make your goals and wishes very clear. Another way it helps you is to keep your attention or focus on what you want to do. It can include all different kinds of things that you want for yourself.

## What do I put on it?

You can include many things on your motivation board. A quotation from a book, poem, or anywhere else that you might find one, can be meaningful to you and placed on your board. You may want to include pictures or photographs of things you want or things you aspire to be or have. Your goals may be written on your board. Ideas or questions you have can be included on the board. How you decorate and what you include on your motivation board is entirely up to you.

## What do I need?

The materials you need for this project are a piece of computer paper (please only send in an **8.5" by 11"** inch paper with images or pictures from the Internet, magazines, or newspapers, scissors, and glue or tape.

## Things to Think About

- Why did I choose each image or quotes for my motivation board?
- How will this board help motivate me?
- Can I explain why each item on my board is important to me?

## What do I do?

- Collect quotations and pictures of things that matter to you
- Organize and sort your pictures and quotations and display them on your board
- Create your motivation board by taping/gluing the images and quotes in a neat manner

# New York State Project

Due:

(The Second Day of School)

*As part of the 4<sup>th</sup> grade Common Core Standards, we are responsible for learning about the geography of New York and how it fits into the United States. Therefore, we will be embarking on a research project that will encompass exploring the geographical features of New York State.*

## Standards:

### Essential Questions:

*Why Does Geography Matter?*

**4.1 GEOGRAPHY OF NEW YORK STATE:** *New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State (Standard 3)*

### Geography 4.1a, 4.1b

- *Location of New York State in relation to other states (countries/ world/ bodies of water and mountain ranges)*

### Physical geographic features of New York State and New York City

- *Mountains (Adirondack, Appalachian, Catskill)*
- *Rivers (Allegheny, Bronx, Delaware, East, Genesee, Harlem, Hudson, Mohawk, Niagara, St. Lawrence, Susquehanna)*
- *Bays (Jamaica, Lower and Upper New York Bay, Great South)*

- *Location of New York State in relation to other states (countries/ world/ bodies of water and mountain ranges)*
- *Islands (Fire, Long Island, Manhattan, Roosevelt, Governors, Liberty, Staten Island)*
- *Lakes (Champlain, Erie, Finger, George, Ontario, Placid)*
- *Alleghany Plateau, Atlantic Ocean, Long Island Sound, Niagara Falls, Palisades, Tug Hill Plateau*

### Political Geographic Features of New York State and New York City

- *Borders (Canada, Connecticut, New Jersey, Massachusetts, Pennsylvania, Vermont)*
- *Major Cities (Albany, Buffalo, New York, Rochester, Syracuse, Yonkers)*
- *Boroughs (Bronx, Brooklyn, Manhattan, Queens, Staten Island)*
- *Climate of New York*
- *Vegetation of New York*
- *Topography of New York*



## Project Guidelines

Use these standards (left) to guide your research. Your final project needs to be reflective of an even understanding of how New York State's geography matters. Some basics you must include are:

- Drawing or a map of New York State
- Location of New York State in relation to the United States
- Description of physical features such as mountains, rivers, lakes
- Description of a major city of your choice and the capital city.
- Include fun facts

Please present your research as a **brochure** or **pamphlet**. Be creative and make it colorful. Rubric attached. Please complete this independently!



# Travel Brochure Rubric

	4	3	2	1
<b>Organization</b>	The brochure has excellent formatting and very well organized information.	The brochure has appropriate formatting and well-organized information.	The brochure has some organized information with random formatting.	The brochure's format and organization of material are confusing to the reader.
<b>Ideas</b>	The brochure communicates relevant information appropriately and effectively to the intended audience.	The brochure communicates relevant information appropriately to the intended audience.	The brochure communicates irrelevant information, or communicates inappropriately to the intended audience.	The brochure communicates irrelevant information, and communicates inappropriately to the intended audience.
<b>Conventions</b>	All of the writing is done in complete sentences.  Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences.  Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences.  Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences.  Most of the capitalization and punctuation are not correct throughout the brochure.
<b>Graphics</b>	The graphics go well with the text, and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying text or appear to be randomly chosen.

# Vocabulary Choice Menu

Please glue this in your Word Work Notebook – Each week you will be given 5-7 vocabulary words. For the assessment, you will be required to write the definition of each word **AND** write a meaningful sentence using each word; therefore, **Definition and Sentences** on the choice board are required weekly and should be the very first activities completed from the choice board. You may choose any of the other choices based on your preferences after completing the two aforementioned choices.

<p style="text-align: center;"><b>ACROSTIC POEM</b></p> <p>Choose a vocabulary word and write an acrostic poem that explains what the word means.</p>	<p style="text-align: center;"><b>DEFINITION*</b></p> <p>Write the meaning of all words.</p>	<p style="text-align: center;"><b>SENTENCES*</b></p> <p>Write a meaningful sentence using all words (be sure that the meaning of each word can be <i>Inferred</i>). <i>Multiple words can be used in ONE sentence.</i></p>
<p style="text-align: center;"><b>CROSSWORD PUZZLE</b></p> <p>Create a crossword puzzle using at least five words. Make sure to include the clues at the bottom. You must create your own clues.</p>	<p style="text-align: center;"><b>SIMILES</b></p> <p>Create a simile for six vocabulary words. A simile is a comparison of two things or ideas using "like" or "as". <i>Bonus for illustrations!</i></p>	<p style="text-align: center;"><b>RIDDLE ME</b></p> <p>Create a riddle for at least three vocabulary words. Your riddle must have a minimum of four lines, should be written in the first person, and the last line should be "What am I?". Be sure to include an answer key at the bottom of the page.</p>
<p style="text-align: center;"><b>LYRICAL ME</b></p> <p>Write a song or a creative story using at least three of the vocabulary words. Be sure to underline the words being used.</p>	<p style="text-align: center;"><b>EXEMPLARY MR. OR MS. SO AND SO...</b></p> <p>Write five of the vocabulary words in a list and opposite of each word, write the name of a person who exemplifies that word. For example, hilarious: Ms. Storms. obdurate: my little brother, Jayson</p>	<p style="text-align: center;"><b>A "HALLMARK" MOMENT</b></p> <p>Design a greeting card using at least three of your vocabulary words. Try to create a card that you think and believe someone would want to buy.</p>
<p style="text-align: center;"><b>SYNONYM &amp; ANTONYM</b></p> <p>Write the synonym and antonym for all words. Must include at least 3 for each vocabulary word.</p>	<p style="text-align: center;"><b>GETTING READY</b></p> <p>Have someone at home test you on the definitions of the words.</p>	<p style="text-align: center;"><b>STUDY</b></p> <p>Practice studying the definitions of each word and practice using the words in your conversations at home.</p>

# Fourth Grade Reading Sight Word List

the	boy	saw	many	don't	could
go	but	school	into	open	young
in	can't	she	number	though	family
is	car	some	people	four	talk
me	come	tell	brother	high	across
to	day	that	toward	between	next
can	do	them	hundred	under	also
it	down	there	first	story	sign
you	eat	they	water	present	color
see	friend	thing	question	watch	early
my	from	this	please	leave	put
said	fun	would	work	favorite	listen
have	girl	mouth	any	every	jump
get	give	us	does	earth	ride
not	good	up	because	eye	write
we	had	want	only	always	soon
and	has	when	very	both	know
like	before	why	great	paper	laugh
did	her	where	beautiful	often	found
run	here	what	large	until	about
for	him	went	move	children	done
was	his	who	again	night	drink
on	house	will	pull	carry	eight
at	how	with	father	once	hold
as	little	your	sentence	later	grow
of	look	were	through	without	long
if	made	or	follow	almost	never
are	make	one	even	being	kind
after	explain	frighten	different	example	hurt
all	now	use	picture	together	own
am	no	each	find	group	shall
animal	off	their	answer	important	warm
away	old	which	study	second	idea
be	out	these	learn	mother	walk
about	over	two	world	enough	city
best	play	been	add	really	pretty
big	ran	word	around	sometimes	think

# Fourth Grade Reading Sight Word List

white	piece	quickly	cried	except	
help	heard	quiet	repeat	terrible	
well	become	govern	huge	tongue	
won't	happen	government	invisible	umbrella	
myself	happy	season	thought	weather	
don't	remember	material	another	emphasize	
new	numeral	special	should	before	
buy	however	heavy	birthday	necessary	
use	money	cause	brought	destroy	
persuade	unit	forest	since	pleasure	
right	notice	edge	parade	strange	
which	field	third	nothing	practice	
wash	certain	month	yesterday	area	
draw	measure	square	several	usually	
bring	afternoon	suddenly	tomorrow	cover	
better	finally	perhaps	company	reason	
clean	front	center	rough	pencil	
full	correct	medium	remain	noise	
start	circle	general	guess	written	
show	ocean	believe	catch	travel	
toward	minute	receive	caught	figure	
water	decide	summer	touch	picnic	
point	course	energy	already	reply	
different	built	member	minute	possible	
sister	carefully	equipment	afraid	represent	
mountain	island	simple	everything	parent	
problem	surface	exercise	interest	produce	
without	machine	develop	person	neighbor	
leave	science	distance	strong	straight	
country	thousand	teacher	surprise	height	
body	cousin	record	behind	equal	
south	system	instruct	breakfast	compare	
during	uncle	instrument	wonderful	opinion	
whole	million	paragraph	certain	twice	
morning	describe	raise	circus	multiply	
voice	length	clothes	climb	mixture	
complete	probably	region	captain	subtraction	

## Fourth Grade Spelling Words

from [www.spelling-words-well](http://www.spelling-words-well.com)

against	agree	airport	alarm	alive
all right	alley	alphabet	although	always
angriest	angry	animal	answer	asleep
attack	aunt	banana	battle	beautiful
beauty	become	beggar	believe	belong
between	blanket	blood	bottle	bought
bounce	breath	bridge	broke	broken
brought	bubble	building	built	busy
button	buying	calf	camera	cardboard
caring	carrying	catch	center	certain
chance	charge	cheer	chicken	chief
choice	choose	chore	chose	circle
cities	clothing	coast	coin	comb
common	copy	corner	cottage	cotton
couch	cough	couldn't	couple	cousin
cover	crayon	crime	crooked	crow
crowd	crumb	curl	dairy	damage
danger	dawn	deaf	dear	death
decide	degree	deliver	didn't	dirty
disappear	dislike	divide	double	downstairs
drain	drawer	earlier	earn	earth
easier	eighty	either	electric	engine
enough	evening	except	faint	false
famous	fear	feather	felt	fever
few	fifth	fifty	final	follow
forever	forgive	forty	fourth	fright
fruit	gain	garden	gasoline	gather
gentle	giant	glance	gold	grandfather
grandmother	groceries	grown	guard	handsome
happiest	he'll	he's	health	heard
hiking	holiday	honey	honor	hospital

hour	however	howl	hundred	hungry
hurry	husband	important	interest	invite
jacket	jaw	judge	juice	kindness
kitchen	kneel	knight	libraries	library
listen	lonely	loyal	machine	mailbox
meant	medal	middle	mirror	mistake
moment	monkey	movement	neighbor	neither
nickel	ninety	ninth	no one	nobody
o'clock	obeyed	odd	office	often
paper	parent	paste	path	peaceful
pencil	perfect	picture	planet	playground
pleasing	police	powerful	proper	public
question	quiet	quilt	quit	quite
railroad	reach	ready	reason	remember
return	ridge	roast	roof	rough
round	ruler	safe	sauce	scrap
search	season	self	seventh	seventy
sharp	she'll	she's	shout	sidewalk
sigh	sign	simple	since	sink
sixth	sixty	sleeve	smooth	sneeze
soften	spare	special	squirrel	steal
steel	strange	studied	studying	style
suppose	tennis	thirty	thumb	tool
towel	tube	tuna	twenty	twice
uncle	understand	useful	useless	village
visit	wait	weather	weight	whenever
whether	wife	wonder	wood	world
worried	wrist	worse	wouldn't	written
yourself	zebra	zero	zipper	zoo