

ACS Annunciation Catholic School

KNOWLEDGE • FAITH • SERVICE

SUMMER LEARNING PACKET

4th Grade Science

LIFE SCIENCE:

MULTIPLE CHOICE:

1. Which of these does NOT describe learned behaviors?
 - a. something you were born knowing
 - b. something you were taught from watching others
 - c. something you figured out on your own
2. Which of these is NOT an example of an inherited trait?
 - a. animals migrating
 - b. animals hibernating
 - c. ability to speak a language
 - d. ability to make sounds
3. Which of these is matched correctly?
 - a. an animal's eye color: learned behavior
 - b. the shape of a plant's leaf: inherited trait
 - c. the number of fruit on a plant: inherited trait
 - d. a baby making noises: learned behavior
4. Which of these plant adaptations helps a plant survive in a dry desert environment?
 - a. showy leaves
 - b. tendrils
 - c. thick fleshy parts
 - d. large colorful flowers
5. The tendrils on this plant are an adaptation that helps the plant _____.
 - a. attract pollinators
 - b. climb to sunlight
 - c. conserve water
 - d. absorb moisture

6. This bird's adaptations help it to eat ____.

- a. fish b. small animals c. snakes d. seeds

7. Which of these best explains this bird's adaptations?

- a. Long beak for spearing fish, and long legs for wading
b. Long beak for crushing seeds, and long legs for wading
c. Long beak for spearing fish, and long legs for scratching
d. Long beak for tearing meat, and long legs for perching

8. Which of these is NOT needed for a plant to produce its own food?

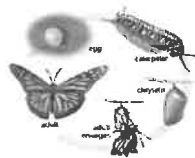
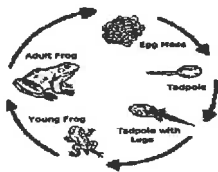
- a. carbon dioxide b. sunlight c. oxygen d. water

9. Which is the correct sequence of events in a plant's lifecycle?

- a. seed, seedling, flower, fruit
b. seed, leaves, fruit, flower
c. seed, flower, seedling, fruit
d. seed, seedling, fruit, flower

10. Which of the statements below is NOT true about a plant life cycle?

- a. Seeds are found inside of the protective fruit
b. Fruit develops from pollinated flowers
c. seeds are produced during the seedling stage
d. a seedling appears after germination



11. Which is similar about the life cycles of both organisms shown?

- a. the adult produces the offspring b. the adult turns into an egg
c. the adult has six legs d. the adult looks like the young

12. Which of these is the correct sequence of the butterfly lifecycle?

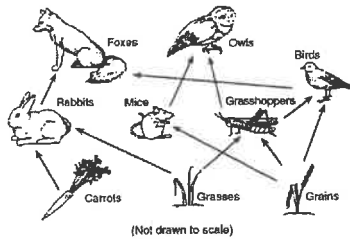
a. Adult-Larva-Pupa-Egg

b. Pupa-Adult-Larva-Egg

c. Egg-Larva-Adult-Pupa

d. Egg-Larva-Pupa-Adult

13. According to this food web, how might this ecosystem be effected if all the rabbits died?



a. The owl population would decrease.

b. The mice population would increase.

c. The carrot population would increase.

d. The carrot population would decrease

EARTH AND SPACE SCIENCE:

Fill in the blank.

14. The condition of the atmosphere each day is known as the _____.

a. temperature

b. weather

c. climate

d. Precipitation

15. The overall weather pattern in a certain area is called the _____.

a. temperature

b. weather

c. precipitation

d. climate

16. Select the moon phase that comes after a full moon.

a. Waning Gibbous Moon

b. Waning Crescent Moon

c. Waxing Crescent Moon

d. Waxing Gibbous Moon

17. How many phases does the moon go through?

a. Seven

b. Six

c. Five

d. Eight

18. This map shows Fire Island, which is off the coast of Long Island, New York. Fire Island has been studied since the 1800s, and using ariel photos and historical maps, the United States Geological Survey has been tracking both long-term and short-term changes to the island. This map is focused on long-term changes and identifies coastal shoreline changes from 1830 to 2007.

Using the legend and provided map describe a pattern that can be identified.



- a. The island is becoming wider over time.
- b. The island has had no changes over the years.
- c. The island has become shorter over the years.
- D. The island is becoming more narrow over time

19. This is a map of different active volcanoes in California and their hazard levels and zones.



Based on the map provided, what pattern can be identified with the location of the volcanoes?

- a. The most hazardous volcanoes are located in the southern part of the state.
- b. The most hazardous volcanoes are located in the western part of the state.
- c. The most hazardous volcanoes are located in the northern part of the state.
- d. There are no identifiable patterns on this map.

20. The moon is a natural _____ of Earth.

- a. comet
- b. axis
- c. satellite
- d. space probe

21. Select the order from smallest to largest.

- a. Sun, Milky Way, solar system, universe
- b. Sun, Milky Way, universe, solar system
- c. Sun, solar system, Milky Way, universe
- d. Sun, solar system, universe, Milky Way

22. Day and night is caused by the _____ of earth on its axis.

- a. revolution
- b. orbit
- c. Rotation

23. As the Earth travels around the sun, this tilt causes different areas of the Earth's surface to get different amounts of daylight at different times of the year. The angle of the Sun's rays to the surface also causes areas to have more or less of the Sun's energy. This causes the _____.

- a. months
- b. day and night
- c. seasons
- d. Year

24. Why do we have night and day?

- a. Earth's rotation
- b. Earth's revolution around the Sun
- c. The Sun rotating
- d. The moon block the sun

25. This type of cloud is thin, wispy, and made of ice crystals



- a. cumulus cloud
- b. stratus cloud
- c. cirrus cloud
- d. cumulonimbus cloud

26. What type of cloud is shown?



- a. Cumulus
- b. Cirrus
- c. Stratus

27. What is the order of the layers of the atmosphere, starting with the layer closest to Earth's surface?

- a. Stratosphere, Troposphere, Exosphere, Mesosphere, Thermosphere**
- b. Troposphere, Stratosphere, Mesosphere, Thermosphere, Exosphere**
- c. Troposphere, Stratosphere, Mesosphere, Exosphere, Thermosphere**
- d. Troposphere, Stratosphere, Thermosphere, Exosphere, Mesosphere**

28. Layer of the atmosphere most important to a meteorologist:

- a. troposphere**
- b. stratosphere**
- c. mesosphere**
- d. thermosphere**

29. Layer of the atmosphere where the ozone layer is located:

- a. troposphere**
- b. stratosphere**
- c. mesosphere**
- d. thermosphere**

30. Layer of the atmosphere furthest from Earth's surface:

- a. troposphere**
- b. exosphere**
- c. mesosphere**
- d. stratosphere**

31. Layer of the atmosphere that is the coldest:

- a. troposphere**
- b. stratosphere**
- c. mesosphere**
- d. Thermosphere**

32. What is an important role of the Ozone Layer?

- a. It protects the mesosphere from the Sun's harmful rays.**
- b. It protects the troposphere from the Sun's harmful rays.**
- c. It prevents floods, hurricanes, and other storms.**
- d. It prevents the thermosphere from becoming too warm**

33. Is the Moon bigger or small than the Earth?

- a. Bigger**
- b. Smaller**
- c. The same**

34. Why does the Moon have different phases?

- a. It follows the Sun around the Earth.**
- b. It moves around the Earth.**
- c. It moves around the Sun.**

35. Spinning of the Earth on its axis is called _____.



- a. rotation b. revolution c. orbit d. double axis

36. The EARTH REVOLVES around the:

- a. Sun b. Moon c. The Earth doesn't revolve d. The sun rotates

37. What does ROTATION mean?

- a. To SPIN b. To ORBIT or GO AROUND

38. What motion of the Earth takes 365 days?

- a. Rotation b. Tilting c. Revolution d. Spinning

39. Earth's rotation on its axis is what causes _____.

- a. seasons b. moon phases c. day and night d. Weather

40. About how long does it take the Moon to complete its cycle?

- a. 1 week b. 1 month c. 1 year

SUMMER LEARNING EXPERIENCE PACKETS

4th Grade Mathematics

VOCABULARY:

Write the best word that identify the given meaning of each number. Choose your answer from the given underlined words.

factor

plus

sum

addend

time

quotient

product

difference

estimate

combine

prime

- _____ 1. the arithmetic operation of summing
- _____ 2. the number obtained by division
- _____ 3. the number that remains after subtraction
- _____ 4. put or add together
- _____ 5. an arithmetic operation that is the inverse of division
- _____ 6. a quantity obtained by the addition of a group of numbers
- _____ 7. a quantity obtained by multiplication
- _____ 8. any of numbers that form a product when multiplied together
- _____ 9. a number that is combined with another number
- _____ 10. an approximate calculation of quantity or degree or worth

SUBTRACTION:

Three-digit Subtraction With Regrouping

Hundreds	Tens	Ones
	2	14
6	3	4
-	2	5
		8
		6

Ones Line:

More on the floor, go to next door.

So borrow a ten from 3 tens and now we get 14 ones.

Now subtract 8 tens from 14 tens to get 6 tens.

3 tens has lost a ten and there are only 2 tens now.

Hundreds	Tens	Ones
5	12	14
6	3	4
-	2	5
		8
3	7	6

Tens Line:

Again there are more on the floor,

go next door. Borrow a hundred from

6 hundreds. Now there are 12 tens (as there are 10 tens in a borrowed hundred).

Subtract 5 tens from 12 tens to get 7 tens.

6 hundreds have lost one hundred so there only 5 hundreds now.

Hundreds line:

There are more at the top, so no need to stop

Just subtract 2 hundreds from 5 hundreds

to get 3 hundreds.

ACTIVITY:

$$\begin{array}{r} 724 \\ -368 \\ \hline \end{array}$$

$$\begin{array}{r} 844 \\ -432 \\ \hline \end{array}$$

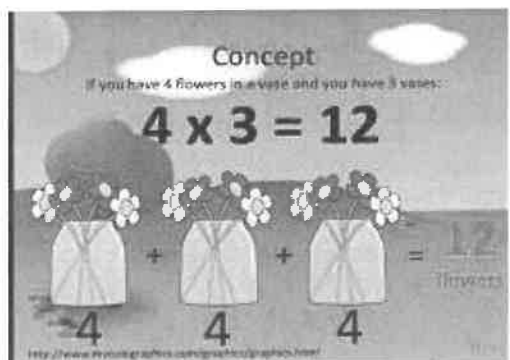
$$\begin{array}{r} 935 \\ -468 \\ \hline \end{array}$$

$$\begin{array}{r} 730 \\ -346 \\ \hline \end{array}$$

$$\begin{array}{r} 631 \\ -283 \\ \hline \end{array}$$

$$\begin{array}{r} 756 \\ -269 \\ \hline \end{array}$$

MULTIPLICATION:



Multiplication

$$\begin{array}{r} 232 \\ \times 23 \\ \hline 696 \\ +464 \\ \hline \end{array}$$

Steps.

- First multiply 232 by 3
- You will get 696
- Then multiply 232 by 2
- You will get 464 which should be written one place in.
- Add the two results
- The answer is 5336

ACTIVITY:

$$\begin{array}{r} 256 \\ \times 56 \\ \hline \end{array}$$

$$\begin{array}{r} 469 \\ \times 79 \\ \hline \end{array}$$

$$\begin{array}{r} 789 \\ \times 46 \\ \hline \end{array}$$

$$\begin{array}{r} 842 \\ \times 56 \\ \hline \end{array}$$

$$\begin{array}{r} 563 \\ \times 46 \\ \hline \end{array}$$

$$\begin{array}{r} 639 \\ \times 78 \\ \hline \end{array}$$

DIVISION:

Long Division

When we use long division, we work from left to right and with one digit at a time. Here is an example of how to find $948 \div 3$.

Start with the hundreds:

Divide 9 hundreds into 3 groups, which means 3 hundreds in each group. We write 3 in the hundreds place.

$$\begin{array}{r} 316 \\ 3 \overline{) 948} \\ \underline{- 9} \\ 4 \\ \underline{- 3} \\ 18 \\ \underline{- 18} \\ 0 \end{array}$$

← 3 groups of 3 (hundreds)
← 3 groups of 1 (ten)
← 3 groups of 6 (ones)

Now with the tens:

We can make 3 groups of 1 ten in 4 tens, so we write 1 in the tens place above the 4 of 948. Subtracting 3 tens from 4 tens, we have a remainder of 1 ten.

Then with the ones:

We know that 1 ten is 10 ones. Combining these with the 8 ones from 948, we have 18 ones. We can make 3 groups of 6, so we write 6 in the ones place.

ACTIVITY:

Give the quotient of the following numbers:

$5 \overline{) 843}$

$3 \overline{) 343}$

$2 \overline{) 734}$

$4 \overline{) 767}$

$3 \overline{) 882}$

$2 \overline{) 157}$

$8 \overline{) 283}$

$3 \overline{) 448}$

WORD PROBLEM:



A stadium has 10,500 seats and 8 VIP boxes. The stadium is divided into 12 equal sections: 2 premium sections and 10 standard sections. A seat at the premium section costs \$48 per game. A seat at the standard section costs \$27 per game.

1. How many seats are there in each section?
2. If there are 35 seats in each row, how many rows are in each section?
3. If all the seats in the premium section are sold out for a game, how much will the stadium get from those ticket sales?
4. There are 50 games in each season. A season pass costs \$2,040. A season pass holder can go to all the games and have a seat in the premium section. How much can a fan save by buying the season pass?
5. For the night game on Tuesday, 8,395 tickets were sold. How many tickets were left?
6. Write an equation using " x " and then solve the equation. Each VIP boxes can seat x people. If all the seats and VIP boxes are filled up, there are 10,628 audience in the stadium.

FRACTIONS VOCABULARY:

Match column A to column B the meaning of each word. Write the letter in space provided.

- | A. | B. |
|--|------------------------|
| _____ 1. the number above the line in a common fraction showing how many of the parts indicated by the denominator are taken | a. Mixed number |
| _____ 2. are those numbers that have more than two factors | b. numerator |
| _____ 3. a fraction in which the numerator is greater than the denominator | c. Equivalent fraction |
| _____ 4. It has exactly two factors, that is, 1 and the number itself | d. Composite number |
| _____ 5. is the part of a fraction that is below the line and that functions as the divisor of the numerator | e. Prime number |
| _____ 6. is a number consisting of a whole number and a proper fraction | f. denominator |
| _____ 7. fractions that represent the same value, even though they look different | g. Improper fraction |
| | h. simplest form |

FACTORS:

Factors

- Factors are the numbers you multiply together to get a product or a factor is a number that exactly divides another number without leaving a remainder.
- 12 can be written as the product of 2 x 6 or

2 and 6 are the factors of 12

$2 \times 6 = 12$

12 is the multiple of its factors 2 and 6

Find all the factor pairs.

6		
1	×	6
2	×	3
3	×	

Factors of 6: 1, 2, 3, 6

Activity: List all the factors of each number:

1. 86 = _____
2. 12 = _____
3. 60 = _____
4. 30 = _____
5. 90 = _____

EQUIVALENT FRACTIONS:

Definition

Equivalent Fraction A fraction with the same numerical value as another fraction but whose numerator and denominator are multiplied by a common factor.

Examples of equivalent fractions:

$$\begin{array}{l} \frac{1}{2} = \frac{2}{4} \rightarrow \frac{1 \cdot 2}{2 \cdot 2} \\ \frac{2}{3} = \frac{6}{9} \rightarrow \frac{2 \cdot 3}{3 \cdot 3} \end{array}$$

Divide top
and bottom by 3

$$\frac{6}{15} = \frac{6 \div 3}{15 \div 3} = \frac{2}{5}$$

ACTIVITY: Write the missing numerators to make the fractions equivalent.

Equivalent Fractions					
$\frac{1}{2}$	$\frac{2}{4}$	$\frac{4}{8}$	$\frac{1}{3}$	$\frac{3}{6}$	$\frac{4}{12}$
$\frac{1}{2} = \frac{\square}{4}$	$\frac{1}{3} = \frac{\square}{6}$	$\frac{2}{6} = \frac{\square}{12}$			
$\frac{1}{2} = \frac{\square}{8}$	$\frac{1}{3} = \frac{\square}{12}$	$\frac{2}{6} = \frac{\square}{3}$			
$\frac{2}{4} = \frac{\square}{8}$	$\frac{4}{8} = \frac{\square}{2}$	$\frac{4}{12} = \frac{\square}{3}$			
$\frac{2}{4} = \frac{\square}{2}$	$\frac{4}{8} = \frac{\square}{4}$	$\frac{4}{12} = \frac{\square}{6}$			

Equivalent Fractions	
$\frac{1}{4} = \frac{\square}{8}$	$\frac{1}{2} = \frac{\square}{4}$
$\frac{4}{6} = \frac{\square}{12}$	$\frac{2}{3} = \frac{\square}{6}$
$\frac{1}{2} = \frac{\square}{8}$	$\frac{2}{3} = \frac{\square}{12}$
$\frac{3}{6} = \frac{\square}{12}$	$\frac{1}{3} = \frac{\square}{6}$
$\frac{3}{4} = \frac{\square}{8}$	$\frac{5}{6} = \frac{\square}{12}$

COMPARING AND ORDERING FRACTIONS:

Definition

Comparing Fractions Determining if one fraction is greater than, less than, or equal to another fraction.

$$\frac{1}{2} < \frac{2}{3}$$

$$\frac{3}{4} > \frac{2}{3}$$

$$\frac{3}{6} = \frac{1}{2}$$

Comparing Fractions by Cross Multiply



$$\begin{array}{ccc} \frac{3}{2} & & \frac{5}{4} \\ & \swarrow \quad \searrow & \\ & \frac{3 \times 4 = 12}{} & \frac{5 \times 2 = 10}{} \\ & \swarrow \quad \searrow & \\ & \frac{2 \times 4 = 8}{} & \end{array}$$

$$12 > 10 \longrightarrow \frac{12}{8} > \frac{10}{8}$$

$$\therefore \frac{3}{2} > \frac{5}{4}$$

ACTIVITY:

Fraction Comparison using <, >, =

$\frac{1}{5} \square \frac{1}{4}$	$\frac{1}{5} \square \frac{1}{3}$
$\frac{2}{8} \square \frac{2}{6}$	$\frac{2}{3} \square \frac{2}{4}$
$\frac{1}{2} \square \frac{1}{7}$	$\frac{1}{8} \square \frac{1}{3}$
$\frac{2}{8} \square \frac{2}{3}$	$\frac{2}{8} \square \frac{2}{4}$

MIXED NUMBER AND IMPROPER FRACTION:

<p>Mixed Number →</p> <p>Improper Fraction</p> <p>Step 1: Add the whole number to the numerator.</p> $4 \frac{2}{3} = \frac{14}{3}$ <p>Step 2: Multiply the whole number and the denominator.</p>	<p>← Mixed Number</p> <p>Improper Fraction</p> <p>Step 1: Divide the numerator by the denominator.</p> $3 \overline{)14} = 4 \frac{2}{3}$ <p>Step 2: Write the quotient as the whole number and the remainder as the numerator.</p>
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ACTIVITY: Convert the following fractions:

Convert to an improper fraction	Convert to a mixed number
$2 \frac{2}{3} = \underline{\hspace{2cm}}$	$\frac{19}{2} = \underline{\hspace{2cm}}$
$5 \frac{1}{3} = \underline{\hspace{2cm}}$	$\frac{27}{7} = \underline{\hspace{2cm}}$
$2 \frac{3}{8} = \underline{\hspace{2cm}}$	$\frac{19}{8} = \underline{\hspace{2cm}}$
$1 \frac{4}{5} = \underline{\hspace{2cm}}$	$\frac{21}{4} = \underline{\hspace{2cm}}$
$2 \frac{7}{8} = \underline{\hspace{2cm}}$	$\frac{23}{8} = \underline{\hspace{2cm}}$
$4 \frac{3}{4} = \underline{\hspace{2cm}}$	$\frac{10}{7} = \underline{\hspace{2cm}}$

VOCABULARY:

Match the word in column A and its meaning in column B. Write the letter in the space provided.

A.

- _____ 1. polygon
- _____ 2. segment
- _____ 3. angle
- _____ 4. obtuse
- _____ 5. equation
- _____ 6. perimeter
- _____ 7. estimate
- _____ 8. parallel
- _____ 9. area
- _____ 10. equilateral
- _____ 11. perpendicular
- _____ 12. Intersecting
- _____ 13. equation
- _____ 14. Line
- _____ 15. Parallel

B.

- a. a polygon with four equal sides and four right angles
- b. a mathematical statement that two expressions are the same
- c. a group of symbols that make a mathematical statement
- d. an approximate calculation of quantity or degree or worth
- e. the space between two lines or planes that intersect
- f. the extent of a two-dimensional surface within a boundary
- g. a line enclosing a plane area
- h. having all sides of the same length
- i. crossed or intersected in the form of an X
- j. a length between two points
- k. one of several parts that fit with others to make a whole
- L. of an angle, between 90 and 180 degrees
- m. being everywhere equidistant and not intersecting
- n. intersecting at or forming right angles
- o. a closed plane figure bounded by straight sides

Summer Enrichment Instructions

Materials Needed:

- Notebook/journal (composition notebook, spiral, or loose-leaf paper that can be stapled into a book)
- Flashcards
- Computer
- Access to public library (see links below)
 - Maryland: <https://www.marylandlibraries.org/Pages/Maryland%20Libraries%20Home.aspx>
 - Virginia: <https://www.viriniapubliclibrary.info>
 - District of Columbia: <https://www.dclibrary.org>

Each rising scholar entering 3rd, 4th, and 5th grade will have the same tasks for each week. The only difference will be which class book each grade is assigned.

Reading Requirements:

You are required to read your assigned book, complete book review and complete a book report of your choice on that book. Your assigned book can be found on “Epic Books”. (<https://www.getepic.com/sign-in>) **Class code is SYS8700**. Book report choices are attached to this packet.

Grade 3: My Pet Slime Book 1 by Courtney Sheinmel

Grade 4: The Chocolate Touch by Patrick Skene Catling

Grade 5: The Milo and Jazz Mysteries: The Case of the Locked Box by Lewis B. Montgomery

In addition to your assigned class book, **you must read 30 min a day**. This can be a book of your choice, either from the library or a digital book from “Epic Books”.

Scholars should record the number of pages they’ve read on their reading log. The daily reading log will be used to record how many books you have read throughout the summer. The grade who reads the most will win a prize when school is back in session.

Writing Requirements:

Scholars are required to keep a journal. **Every day** you will choose from a prompt from the list (see attached) and write about it in your journal. Be sure to include the date and which number prompt you are responding to. **You have the option to do free writes as well.**

1. Your dog begins speaking in a human voice one morning.
2. The sky turns purple.
3. Your best friend's head turns into a mushroom.
4. Dinosaurs come back to earth.
5. You and your family rescue a turtle who was hit by a car and nurse him back to health.
6. You turn into a goldfish.
7. What would happen if you could turn any food into cotton candy?
8. Rain turns into soda.
9. Your family adopts a pet monkey.
10. The new kid at school wants to be your friend, but you're very shy.
11. You and your boy scout troop get lost in the middle of the forest.
12. Your parents tell you they'll give you \$20 if you eat your vegetables with every dinner. Do you do it?
13. Write about a special memory from your childhood.
14. What parent were you closest to? What are some of your favorite memories of spending time with them?
15. Write about yourself at age five.
16. Write about yourself at age ten.
17. What was your greatest dream when you were a child?
18. Write about your favorite childhood pet.
19. Get inspiration for your writing by thinking about a vacation you took as a child.
20. What would happen if you woke up one day and kids ruled the world?
21. Tell the story of a child who has just transferred to a new school.
22. Tell the story of a platypus.
23. Imagine running away with a group of your childhood best friends – where would you go?
24. Dream up your own imaginary world.
25. Children's books are known for their fun and creativity. What's the craziest, kookiest new breed of animal you can imagine?
26. Give advice to new parents.
27. Give advice to your younger self.

28. Imagine what it would be like to live in a world where instead of taking the school bus, you ride a dragon to classes!
29. Write about your favorite childhood game.
30. Tell the story of a family who decides to hire a new babysitter or nanny.
31. Your parents tell you one day that you're going to be a big sister – but you really like being the only child!
32. If the world could be any color, what would you want it to be?
33. If you could taste a specific flavor any time you ate something, what would you want it to be?
34. Describe a trip to the zoo with your class.
35. You and your best friends get to leave school to have lunch anywhere in town. Pizza, candy – anything! Tell the story of where you go.
36. Tell the story of your first time at summer camp.
37. Tell the story of your first time away from home.
38. What if we lived in a world where kids were treated like adults? And adults were treated like kids?
39. Take a spin at your very own Dr. Seuss-esque book and use rhymes to tell a kooky, crazy story!
40. You're in charge of babysitting your little sibling for the first time.
41. You decide to run away from home – what are some of the challenges that you face?
42. Picture a world where everything is upside down! What's life like for you?
43. Write a book advising children on how to overcome adversity.
44. Write a book advising children on how to be a good friend.
45. Write a book advising children on how to be a kind sibling.
46. Bobby the Bunny wants to make friends with a fox pup who recently lost its family.
47. A giraffe and an ostrich live together in a zoo, where they bond over similar neck characteristics and learn how to play one another's games.
48. A dragon wants to be loved and befriended, but every time he farts, fire erupts from his rear end.
49. Bruce the German Shepherd loves to run through the woods with his human. When he and his human get separated from one another, Bruce has to learn from his forest friends how to get back home.
50. Tell the story of the tooth fairy... Imagine that she just started her job and has to be trained.

Vocabulary Requirements:

Scholars are required to learn a new word **every other day** by using the word of the day feature on Britannica Dictionary website <https://www.britannica.com/dictionary/eb/word-of-the-day>

Every other day scholars should visit this website and use their flashcards to take note of the word of the day.

1. On the front of the flashcard, write down the word
2. On the back of the flashcard, write down the definition
3. Now that you know the definition, turn back to the front of the card and draw a picture to represent the word
4. Try to use the word in a conversation today

Name: _____

Date: _____

Book Review

Title: _____

Author: _____ Number of pages: _____

Summary

Describe the main events of the story.

Opinion and Why

Did you like the book? Why or why not?

Rating

★★★★★ = Excellent ★★★ = Good ★ = Not-so-good

Draw one to five stars in the box.

Name: _____

Reading Chart



Write down the number of minutes you read each day and the total for the week. If you met your goal for the week, place a sticker in the goal column.

My weekly goal: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total	Goal	Parent Initials
1.	_____	_____	_____	_____	_____	_____	_____	_____	●	_____
2.	_____	_____	_____	_____	_____	_____	_____	_____	●	_____
3.	_____	_____	_____	_____	_____	_____	_____	_____	●	_____
4.	_____	_____	_____	_____	_____	_____	_____	_____	●	_____

Choose 3 items that remind you of the book and bring them to school!

Make a poster about the book!

Design & illustrate a comic strip of your book!

Make a diorama!

BOOK PROJECT

Choice Board

Create a timeline of the events that happened in the book!

Write a book summary & dress like a character for your presentation!

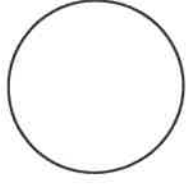
Design a t-shirt based on your book! Wear it on presentation day!

Illustrate a new cover for the book!

Name: _____

Date: _____

Final Score



Book Project Grading Rubric

	3	2	1
Book Title & Author	The student announced the title & author of the book AND brought the book to show the class.	The student announced the title & author of the book OR brought the book to show the class.	The student did not announce the title & author of the book or bring the book to show the class.
Summary	The student gave a thorough summary of the book, telling about what happens at the beginning, middle and end with a lot of key details.	The student gave a short summary of the book, telling about what happens at the beginning, middle and end but leaving out some key details.	The student is unable or does not attempt to explain what happens at the beginning, middle and end of the story.
Recommendation	The student explains what he or she liked/disliked about the book AND if they would recommend it to a friend.	The student explains what he or she liked/disliked about the book OR if they would recommend it to a friend.	The student does not explain what he or she liked/disliked about the book or if they would recommend it to a friend.
Effort	The student appears to have spent a lot of time planning and working on this project.	The student appears to have spent some or little time planning and working on the project.	The student appears to have spent little/no time planning and working on the project.