

Summer Math Activities for Students Entering 4th Grade

1. In your journal show an array for both 6×4 and 8×3 .	2. In your journal show 12 pennies divided so that 4 are in each group.	3. What time is it now? What time will it be in $6\frac{1}{2}$ hours? What time was it 15 minutes ago? 18 minutes ago?	4. Practice division facts.	5. If the movie actually began at 7:05 and finished at 8:45, how much time elapsed? If you left home at 6:35 and returned at 9:05, how long were you out?	6. Survey 10 people about their favorite ice cream or popsicle flavor. Create a pictograph to show the results. Remember to use a key.	7. With your parent make a list of items to get at the grocery store. Estimate the cost. Add up the cost after you buy them. Calculate the difference.
8. Find the perimeter and area of your front or back door. Record and explain.	9. Name two fractions that are greater than $\frac{1}{2}$. Show you know these fractions are greater.	10. Draw a picture that only uses geometric shapes. Identify as many shapes as possible.	11. Write and solve a summer story problem for this number sentence. $37 + 178 =$	12. If you double your age, how old would you be? How old would you be if you tripled your age?	13. Make flash cards for the multiplication combinations you are working on. Practice!	14. List at least 5 different combinations of coins that would add up to 25 cents.
15. A truck driver needs to deliver 806 packages. In the morning he delivered 336 packages and in the afternoon he delivered 290 packages. How many more packages still need to be delivered?	16. List all of the multiplication equations to show how you could arrange 24 chairs.	17. If you get up at 7:30 and need to be at your friend's house at 8:15, how much time do you have to get ready if it takes you ten minutes to walk there?	18. Use a ruler to draw a 3 cm by 4 cm rectangle. Then find its perimeter. Now find its area. Be sure to label your answers. Now find the area and perimeter of a square that has sides that are 5 inches long.	19. Use the numbers 4, 5, 3, and 2 and any operations (addition, subtraction, multiplication, division) to create at least 10 story problems that all have different answers. Share them with a friend, sibling, or parent.	20. Write down your address. Add 256 to the number in your address. Then add 38 more.	21. Use the digits 2, 3, and 4 to make the largest and the smallest 3 digit numbers. Find the difference using a subtraction strategy.
22. Linda is going to have new flooring put in her bedroom. If her bedroom is 8 feet by 10 feet, how many square feet of flooring is needed? What is the perimeter of Linda's bedroom?	23. Ben has 6 square tiles. Each tile has a width of 8 inches. He lays the tiles down in a long row. What is the perimeter of the row of tiles?	24. The sum of two 2-digit numbers is 87. What could the two 2-digit numbers be?	25. Make the largest and the smallest numbers you can using 4, 1, 7, 8, 6, and 2. Find their difference and their sum.	26. If you rode your bike $\frac{1}{2}$ of a mile today and $\frac{1}{4}$ of a mile yesterday, which day did you go farther? Show how you know.	27. Practice multiplication and division facts.	28. You have traveled 138 miles. How far do you need to go if the total trip is 220 miles? Show your solution.

Summer Practice For Students Entering 4th Grade

Genry Graham Williams



Summer Practice For Students Entering 4th Grade:

The Summer Slide Karl Alexander, Sarah Pitcock, Matthew C. Boulay, 2016 This book is an authoritative examination of summer learning loss featuring original contributions by scholars and practitioners at the forefront of the movement to understand and stem the summer slide The contributors provide an up to date account of what research has to say about summer learning loss the conditions in low income children s homes and communities that impede learning over the summer months and best practices in summer programming with lessons on how to strengthen program evaluations The authors also show how information on program costs can be combined with student outcome data to inform future planning and establish program cost effectiveness This book will help policymakers school administrators and teachers in their efforts to close academic achievement gaps and improve outcomes for all students Book Features Empirical research on summer learning loss and efforts to counteract it Original contributions by leading authorities Practical guidance on best practices for implementing and evaluating strong summer programs Recommendations for using program evaluations more effectively to inform policy Contributors Emily Ackman Allison Atteberry Catherine Augustine Janice Aurini Amy Bohnert Geoffrey D Borman Claudia Buchmann Judy B Cheatham Barbara Condcliffe Dennis J Condron Scott Davies Douglas Downey Ean Fonseca Linda Goetze Kathryn Grant Amy Heard Michelle K Hosp James S Kim Heather Marshall Jennifer McCombs Andrew McEachin Dorothy McLeod Joseph J Merry Emily Milne Aaron M Pallas Sarah Pitcock Alex Schmidt Marc L Stein Paul von Hippel Thomas G White Doris Terry Williams Nicole Zarrett A comprehensive look at what s known about summer s impact on learning and achievement It is a wake up call to policymakers and educators alike Jane Stoddard Williams Chair Horizons National Provides the reader with everything they didn t know about summer learning loss and also provides information on everything we do know about eliminating summer learning loss Do your school a favor and read this book and then act upon what you have learned Richard Allington University of Tennessee [Information Engineering and Education Science](#) Dawei Zheng, 2015-04-30 This proceedings volume contains selected papers presented at the 2014 International Conference on Information Engineering and Education Science ICIEES 2014 held June 12 13 in Hong Kong China The objective of ICIEES 2014 was to provide a platform for researchers engineers academics as well as industry professionals from all over the world to

The Kids and GrampaT Jean Thibault Castagno, 2005-11-17 The Kids and GrampaT Here are 14 of the many stories written about The Kids and GrampaT by Jean Thibault Castagno a relative to some and a friend to others The settings are real and imaginary as are many of the events that unfold as one reads deeper into the tales of adventure The author has always had a vivid imagination and a curious mind These attributes together with her desire to please others and to encourage their reading skills combine nicely in tales of children and grownups playing and interacting together Castagno also writes stories for adults that are meant to be inspiring and hope fulfilling Castagno was raised on a farm in Coventry CT during World War II Her series of stories about those years can be found on the Coventry CT website She was the oldest of

five children Their mother worked very hard as can be expected when the father spends 12 hours a day at a war related factory job 40 miles distant The children were expected to help daily in tending to the animals the gardens and every Fall in harvesting the several acres of potatoes for sale to neighbors friends and the local food stores Castagno attended one room schools until 1943 when she and her 11 classmates transferred to either Manchester or Windham High Schools Castagno has worked at many jobs retail insurance and medical On her fiftieth birthday in 1980 she decided to attend the nearby community college She elected to study English because she thought she knew it and Spanish because she didn't This led to a six year program of part time studies and several honors degrees She completed her courses in 1986 and taught at Oxford Academy a private preparatory school for boys in Westbrook CT until her retirement

Looking in Classrooms Thomas L. Good, Alyson L. Lavigne, 2017-12-15 *Looking in Classrooms* uses educational psychological and social science theories and classroom based research to teach future classroom teachers about the complexities and demands of classroom instruction While maintaining the core approach of the first ten editions the book has been thoroughly revised and updated with new research based content on teacher evaluation self assessment and decision making special emphases on teaching students from diverse ethnic cultural class and gender identity contexts and rich suggestions for integrating technology into classroom instruction Widely considered to be the most comprehensive and authoritative source available on effective successful teaching *Looking in Classrooms* synthesizes the knowledge base on student motivation classroom management teacher expectations teacher effectiveness adaptive instruction for individual learners and informative observational techniques for enhancing teaching It addresses key topics in classroom instruction in an accessible fashion promoting easy interpretation and transfer to practice and articulates the roles of teacher centered pedagogy student centered instruction and project based learning in today's classroom Guided by durable historical knowledge as well as dynamic emerging conceptions of teaching this text is ideal for undergraduate teacher training programs and for masters level courses for teachers administrators and superintendents

The Educator-journal, 1902 **Student/pupil Accounting** John Fay Putnam, 1974

Touch Screen Tablets Touching Children's Lives Joanne Tarasuik, Gabrielle Strouse, Jordy Kaufman, 2018-02-28 Touch screen tablets have greatly expanded the technology accessible to preschoolers toddlers and even infants given that they do not require the fine motor skills required for using traditional computers Many parents and educators wish to make evidence based decisions regarding young children's technology use yet technological advancements continue to occur faster than researchers can keep up with Accordingly despite touch screen tablets entering society more than 5 years ago we are in the infancy of research concerning interactive media and children The topic has gained traction in the past couple of years For example theoretical papers have discussed how interactive media activities differ from physical toys and passive media Christakis 2014 and how educational apps development should utilise the four pillars of learning Hirsh Pasek et al 2015 Yet there has been little experimental research published on young children and touch screen use

Bridging the Literacy Achievement Gap, Grades 4-12 Dorothy S. Strickland, Donna E. Alvermann, 2004-05-26 This book addresses critical issues related to pre adolescent and adolescent literacy learners with a focus on closing the achievement gap Despite efforts by educators and policymakers during the past several decades certain groups of students primarily African American students English language learners and students from low income homes continue to underperform on commonly used measures of academic achievement Too often teachers and administrators lack both proper preparation and good ideas to confront these issues Advances in Computer Science and Engineering Dehuai Zeng, 2012-01-26 This book includes the proceedings of the second International Conference on Advances in Computer Science and Engineering CES 2012 which was held during January 13 14 2012 in Sanya China The papers in these proceedings of CES 2012 focus on the researchers advanced works in their fields of Computer Science and Engineering mainly organized in four topics 1 Software Engineering 2 Intelligent Computing 3 Computer Networks and 4 Artificial Intelligence Software Midland Schools, 1918 **Public Documents of the State of North Dakota, Being the Annual and Biennial Reports of Various Public Officers and Institutions to the Governor and Legislative Assembly, for the Fiscal Period Ending ...** North Dakota, 1910 Catalog - Eastern Illinois University Eastern Illinois University, 1940 Undergraduate Catalog ... with Announcements for ... Western Michigan University, 1929 **Walking After Midnight** Katy Hutchison, 2006-10-01 Many people who have been harmed or wronged often feel that to respond with non violence and forgiveness is to be weak As Katy Hutchison reveals here to forgive and seek reconciliation not only requires even more strength than a resort to force or retaliation but also ensures deeper more far reaching beneficial consequences for all concerned I am sure her remarkable story will serve as an inspiration to others by beset by grief and loss as she was The Dalai Lama On New Year s Eve 1997 Bob McIntosh left his family and friends at the dinner table to check on a disturbance at a neighbor s house He never came home Savagely beaten by an unknown assailant McIntosh died that night at a local hospital leaving behind his wife and twin four year olds While authorities searched for McIntosh s killer his wife author Katy Hutchison began the slow process of rebuilding a life for her children and herself Refusing to be defined by her husband s murder she moved to a different town pursued a new career and eventually remarried but with questions about her husband s death still unanswered the healing Hutchison longed for was slow in coming In the spring of 2002 authorities arrested a young man named Ryan Aldridge for the murder of Bob McIntosh On hearing the news Hutchison startled investigators by asking to meet the man who had killed her husband She didn t take satisfaction in seeing Aldridge in custody nor did she want to rail against him for the harm he had inflicted on her and her family Instead she wanted to learn from him why he had attacked McIntosh and what she could do to help stop incidents like it from happening again In a letter she sent to Aldridge after his arrest Hutchison offered this remarkable sentiment All I want for you is what you took from Bob a happy and productive life Walking After Midnight tells a story at turns devastating and triumphant a unique exploration of

one woman's courageous response to tragedy that challenges our expectations about grief and loss. It's an inspiring account of the power of forgiveness, compassion, and a different kind of justice. An excellent primer for handling loss with intelligence and dignity, an antidote to the endless cycles of violence that consume too many lives and too many countries. Frederic Luskin, Ph.D., author of *Forgive for Good* and director of the Stanford University Forgiveness Projects. A remarkable story of tragedy and transcendence. Not everyone who walks this road will make the choices Hutchison did, but all will recognize the intersections and obstacles she encounters along the way. And no one who reads this story can dismiss the authenticity and passion with which it is told. Howard Zehr, founding theorist of restorative justice, professor of restorative justice at the Center for Justice and Peacebuilding of Eastern Mennonite University and author of *Changing Lenses*. **The Carlisle Arrow**, 1914

Woodcock-Johnson IV Nancy Mather, Lynne E. Jaffe, 2016-01-26. Includes online access to new customizable WJ IV score tables, graphs, and forms for clinicians. Woodcock-Johnson IV Reports: Recommendations and Strategies offers psychologists, clinicians, and educators an essential resource for preparing and writing psychological and educational reports after administering the Woodcock-Johnson IV. Written by Drs. Nancy Mather and Lynne E. Jaffe, this text enhances comprehension and use of this instrument and its many interpretive features. This book offers helpful information for understanding and using the WJ IV scores, provides tips to facilitate interpretation of test results, and includes sample diagnostic reports of students with various educational needs from kindergarten to the postsecondary level. The book also provides a wide variety of recommendations for cognitive abilities, oral language, and the achievement areas of reading, written language, and mathematics. It also provides guidelines for evaluators and recommendations focused on special populations such as sensory impairments, autism, English Language Learners, and gifted and twice exceptional students, as well as recommendations for the use of assistive technology. The final section provides descriptions of the academic and behavioral strategies mentioned in the reports and recommendations. The unique access code included with each book allows access to downloadable, easy-to-customize score tables, graphs, and forms. This essential guide facilitates the use and interpretation of the WJ IV Tests of Cognitive Abilities, Tests of Oral Language, and Tests of Achievement. Explains scores and various interpretive features. Offers a variety of types of diagnostic reports. Provides a wide variety of educational recommendations and evidence-based strategies. *British Medical Journal*, 1885 **The Psychological Clinic**, 1919 Vols 1-12 include section Reviews and criticism The Ohio Teacher Genry Graham Williams, 1928 *The Lancet*, 1909

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