



**NEW FOUNDATIONS  
CHARTER SCHOOL**  
A Caring Community of Learners

Incoming grade

**4**

Dear Parents and Guardians,

At New Foundations Charter School we believe it is important and necessary for students to practice their math and reading skills over the summer. In order for students to be successful in the next school year, they must retain their comprehension of mathematical concepts and basic facts, as well as maintain their love of reading. We know families tend to be busy over the summer, and we want our students to have fun! As a result, we have designed our summer work to be meaningful as well as flexible enough to be completed by their due dates. *Please note that the due date of all summer work is the first day of school.*

The summer assignments vary by grade level, so please be sure to read through the attached letter(s) and directions from the teacher(s). In general, the goals of the summer assignments are as follows:

- To help maintain and improve comprehension, fluency and critical thinking
- To build student confidence in mathematics
- To emphasize the importance of math in our students' lives now and in the future
- To encourage recreational reading for all readers of all abilities
- To help maintain and improve comprehension, fluency, and critical thinking
- To generate and maintain interests in reading
- To emphasize the importance and value of reading for pleasure

Remember, you can foster your child's number sense by pointing out and interacting with examples around the house such as clocks, loose change and even cereal boxes. A quick math fact or skip counting game can be a fun way to fill time anywhere! You can also take time to read with your child regardless of grade level. Reading as a family is a rewarding and valuable activity!

Thank you for supporting our Summer Reading and Math Programs. Attached you will find your child's NFCS Summer Math and Reading assignments, in addition to some great ideas to keep learning about music, technology, foreign language, art, and even keeping fit over the summer! Please remember that these assignments are due in to your child's teacher on the first day of school.

Sincerely,

Ms. Shira Woolf Cohen, Principal

**PLEASE COMPLETE, DETACH AND RETURN THE PORTION BELOW TO ACKNOWLEDGE YOUR RECEIPT OF THIS LETTER AND THE SUMMER MATH AND READING ASSIGNMENTS**

Child's Name \_\_\_\_\_ Class \_\_\_\_\_

- I have read the letter regarding the NFCS Summer Math and Reading Programs
- I have reviewed the Summer Math and Reading Assignments
- I understand that the assignments are due the first day of school

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

June, 2018

Dear Parents and Guardians of Incoming Fourth Graders,

This year has certainly been an exciting and successful one, but now it is time to prepare for the summer months ahead. Family outings, summer camp, trips to historical sites, and time in the swimming pool are probably on more than a few people's minds. However, this does not mean that all learning comes to a halt. We definitely do not want to break the momentum of learning that has taken place this year!

The New Foundations Charter School Summer Reading Program is in full swing. The teachers and administrators have developed this year's summer reading program with your child in mind. This year's summer reading list includes a wide variety of choices for your child. Please guide your child in selecting books that are not only interesting to them, but also closely match a reading level that is "just right." Your child should be able to complete two required book assignments on their own, with minimal support from you. We do ask, however, that you make sure your child is completing quality work. Extra copies of the summer reading list/assignments are available online through Mrs. Shanks's website.

[www.nfcsonline.org](http://www.nfcsonline.org)

Click on Staff and scroll down to K-5 Teachers

Click on Mrs. Shanks's teacher link and look for Summer Reading Packet on the left hand side under "Announcements & Upcoming Events"

*For a successful summer reading experience --*

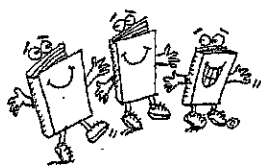
1. **Ask** any questions concerning the assignment before the last day of school.
2. **Assist** your child in selecting the appropriate titles for summer reading.
3. **Guide** your child – make sure they read carefully, budget their time, and produce quality work.
4. **Remember** that projects are due to your child's homeroom teacher on the 1st day of 4<sup>th</sup> grade.

Thank you!

*The Fourth Grade Team,  
Mrs. Shanks, Mr. Uhl, and Mrs. Imes*

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## Summer Reading for Incoming Fourth Graders



Choose any one book from this book list.

Complete **a cereal box project - based on that book.**

The project is due to your teacher on the **1<sup>st</sup> day of school.**

The students will also **orally** present their cereal box projects in class as part of their grade.

Parents and children are encouraged to read each book summary below. Please consider subject matter, genre, and interest level when selecting that “just right book” with your child. Some books may contain mature content. There are many websites that can assist you in learning more about these books. A simple Google search can help.



### Heroes in Training (Series)

Ages: 9-11 After pulling a magical thunderbolt from a stone, ten-year old Zeus, along with some fellow young Olympians, embark on the adventure of a lifetime in this thrilling chapter-book series!



Geronimo Stilton

### Geronimo Stilton (Series)

Ages: 7-10 What series is hotter than boiling cheese fondue, smoother than a cheddar cheesecake, and more delicious than a mozzarella milkshake? Find out!



Judy Moody

### Judy Moody (Series) by Megan McDonald

Ages: 6-10 Meet Judy Moody, a third grader with plenty of attitude and a mood to fit every occasion. This delightful series is loaded with laughs and moments of wisdom as readers follow Judy through her oddball adventures.



### Goddess Girls (Series) by Joan Holub & Suzanne Winters

Ages: 8-12 In the Goddess Girls series, classic Greek mythology gets a contemporary twist as four best friends—Athena, Persephone, Aphrodite, and Artemis—navigate friendship, first crushes, and adventure at Mount Olympus Academy, where Zeus is principal and teachers include Mr. Cyclops.



### I Survived (series) by Lauren Tarshis

Ages 9-12. Each book in the series tells a terrifying and thrilling story from history, through the eyes of a boy who lived to tell the tale.



### **(Series) Books by Beverly Cleary**

Ages 9-12 Generations of children have grown up with Ramona Quimby, Henry Huggins, Ralph Mouse, and all of their friends, families, and assorted pets.



### **Magic Tree House Series by Mary Pope Osbourne**

Ages 6-9. This children's series follows the adventures of Jack and Annie, two children who are magically transported to historical settings through the use of a mysterious tree house. Enlisted to help Morgan Le Fay --- a powerful enchantress --- they set out to solve problems and puzzles from throughout history.



### **A-Z Mysteries by Ron Roy**

A to Z Mysteries series is a wholesome, funny bunch of sleuthing stories that have just enough twists to keep readers interested, and enough clues that readers can solve the mystery before Dink, Josh, and Ruth Rose. The kids are always trying to help others and do the right thing,

# SUMMER READING PROJECT FOR INCOMING FOURTH GRADERS -

## CEREAL BOX REPORT

### Assignment

**DUE DATE:** 1<sup>st</sup> day of school

You are to read a **fictional** book of your choice and create a report on the book as directed below. The book must be from the NFCS summer reading list for incoming fourth graders.

The report is a cereal-box report. These are the directions:

1. Read a **fictional** story from the NFCS summer reading list.
2. Cover an empty cereal box with colored paper (all four sides **including** the top flaps of the cereal box). Include the following on your design -

**FRONT:** the title of the book, its author, the illustrator, the publisher, the copyright date, your name, a sentence that describes the book, and an illustration.

**BACK:** a picture/drawing that represents an important scene from the book.

**SIDES:** the main characters, the setting, the problem, and the solution.

**INSIDE:** three small objects that represent important parts of the book.

**\*Graphics may be computer generated or drawn.**  
**Project may be handwritten or typed.**

This project cannot be done in one night. Please start working on it soon after you read your book. A little effort each week will produce a beautiful report.

\*\*\*\*\*Please read attached rubric for the grading criteria.\*\*\*\*\*

New Foundations Charter School  
Cereal Box Report Rubric

Student's Name: \_\_\_\_\_

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

Book Title: \_\_\_\_\_

**Criteria:**

Following Directions (30 points) \_\_\_\_\_

Required Elements (30 points) \_\_\_\_\_

Graphics Clarity & Text Neatness (20 points) \_\_\_\_\_

Originality & Organization (10 points) \_\_\_\_\_

Spelling & Grammar (10 points) \_\_\_\_\_

**Total Points:** \_\_\_\_\_

**Teacher Comments:**

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Parent Signature: \_\_\_\_\_

## Summer Math Reinforcement Packet 2018

Dear Parents/Guardians of Incoming Fourth Graders,

It is time to prepare for the summer months ahead. We want students to review their math facts this summer and provide us with a sample of their thinking/writing skills through a written response. The summer math work includes: two open ended/constructed response questions, a minimum of ten hours of online practice, and a home activity for students to practice their multiplication facts 0-12.

The two websites for reinforcement of math skills are:

[www.snappymaths.com](http://www.snappymaths.com) At the top pick a math skill. After choosing a math skill, you can select a game or activity to play. There are also worksheets available to print.

[www.caamath.com](http://www.caamath.com) At the top pick "Third" or "Fourth" grade. Choose any of the activities like multiplication then select the "play" option toward the top of the screen.

Log sheets are included to record the activity, amount of time, and a parent signature. Students are required to spend a minimum of ten hours on math activities during summer break. The log sheets are due on the first day of school.

Home activity you can play:

Take a deck of cards and remove the face cards (kings, queens, jacks). Aces are one. Divide the cards evenly among 2 players. Each player flips over a card. The first one to add the 2 numbers correctly wins the cards. After going through the pile of cards, the player with the most cards wins. You can do a multiplication version also.

Open Ended/Constructed Response

Students are expected to complete two open ended/constructed response questions. An associated rubric is included to ensure they know what is expected from them. Both response questions are due on the first day of school along with the log sheets.

To assist you in working with your child during the summer, we have included grade level expectations so you know what skills need to be practiced for the upcoming school year. As a reminder practicing multiplication (up to 12) and division facts are very important!

Thank you!

The Fourth Grade Team

Mrs. Shanks, Mr. Uhl, and Mrs. Imes

## Grade Level Expectations in Mathematics

When entering fourth grade this is what your child should already know:

1. Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.
2. Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.
3. Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).
4. Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).
5. Demonstrate that when a whole or set is partitioned into  $y$  equal parts, the fraction  $1/y$  represents 1 part of the whole and/or the fraction  $x/y$  represents  $x$  equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).
6. Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).
7. Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator). *Example 1:  $1/2 = 2/4$  Example 2:  $4/6 = 2/3$*
8. Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8). *Example 1: Express 3 in the form  $3 = 3/1$ . Example 2: Recognize that  $6/1 = 6$ .*
9. Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols  $>$ ,  $=$ , or  $<$ , and/or justify the conclusions.
10. Interpret and/or describe products of whole numbers (up to and including  $10 \times 10$ ). *Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as  $5 \times 7$ .*
11. Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10). *Example 1: Interpret  $48 \div 8$  as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of shares when 48 objects are partitioned into equal shares of 8 objects each.*
12. Use multiplication (up to and including  $10 \times 10$ ) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.
13. Determine the unknown whole number in a multiplication (up to and including  $10 \times 10$ ) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. *Example: Determine the unknown number that makes an equation true.*
14. Apply the commutative property of multiplication (not identification or definition of the property).
15. Apply the associative property of multiplication (not identification or definition of the property).
16. Interpret and/or model division as a multiplication equation with an unknown factor. *Example: Find  $32 \div 8$  by solving  $8 \times ? = 32$ .*
17. Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.
18. Represent two-step word problems using equations with a symbol standing for the unknown. Limit to problems with whole numbers and having whole-number answers.
19. Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers.
20. Solve two-step equations using order of operations (equation is explicitly stated with no grouping symbols).



21. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations. *Example 1: Observe that 4 times a number is always even.*
22. Create or match a story to a given combination of symbols (+, −, ×, ÷, <, >, and =) and numbers.
23. Identify the missing symbol (+, −, ×, ÷, <, >, and =) that makes a number sentence true.
24. Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category. *Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides.*
25. Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.
26. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *Example 1: Partition a shape into 4 parts with equal areas.*
27. Tell, show, and/or write time (analog) to the nearest minute.
28. Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).
29. Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).
30. Add, subtract, multiply, and divide to solve one step word problems involving masses or liquid volumes that are given in the same units.
31. Use a ruler to measure lengths to the nearest quarter inch or centimeter.
32. Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than \$5.00.
33. Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, and dollar).
34. Round amounts of money to the nearest dollar.
35. Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).
36. Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). *Example 1: (One-step) "Which category is the largest?"*
37. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.
38. Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables. *Example: Convert a tally chart to a bar graph.*
39. Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).
40. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
41. Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.

Name \_\_\_\_\_

### Summer Math Activity Log

Activity	Time in hours	Parent Signature

Students are required to spend a minimum of ten hours on math activities during summer break.

Name \_\_\_\_\_

## Summer Math Activity Log

Activity	Time in hours	Parent Signature

Students are required to spend a minimum of ten hours on math activities during summer break.

# MATHEMATICS

## FIRST OPEN-ENDED ITEM

A.1

1 Lucy has the money shown below to go shopping.



### Part A

What is the total amount of money Lucy has?

ANSWER BOX:

\$ \_\_\_\_\_

### Part B

Lucy bought a hair clip for \$2.48. Draw a circle around each bill and coin Lucy needs to pay the exact amount for the clip.



GO TO THE NEXT PAGE TO FINISH THE QUESTION.

## MATHEMATICS

1. *Continued.* Please refer to the previous page for task explanation.

### Part C

Lucy next bought a snack for \$0.89. She gave the clerk \$1.00. The cashier gave Lucy her change in coins. **DRAW** a circle around the coins that the cashier could have given Lucy.



**EXPLAIN** the steps you used to choose the coins for the correct change.

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# MATHEMATICS

## ITEM-SPECIFIC SCORING GUIDELINE

This item will be reported under Category A, Numbers and Operations.

### Assessment Anchor:

A.1–Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

### Specific Eligible Content addressed by this item:

A.1.3.1–Count a collection of bills and coins less than \$5.00 (penny, nickel, dime, quarter, dollar).  
Money may be represented as 15 cents, 15¢, or \$0.15.

A.1.3.2–Compare total values of combinations of coins less than \$5.00 (penny, nickel, dime, quarter, dollar).

A.1.3.3–Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, dollar).

### Scoring Guide:

Score	In response to this item, the student—
4	demonstrates a thorough understanding of counting and comparing a collection of bills and coins and making change by correctly solving problems and clearly explaining procedures.
3	demonstrates a general understanding of counting and comparing a collection of bills and coins and making change with only minor errors or omissions.
2	demonstrates a partial understanding of counting and comparing a collection of bills and coins and making change by correctly performing a significant portion of the required task.
1	demonstrates minimal understanding of counting and comparing a collection of bills and coins and making change.
0	The response has given no correct answer and insufficient evidence to demonstrate any understanding of the mathematical concepts and procedures as required by the task. Response may show only information copied from the question.
Non-scorable	BLK (blank)... Blank, entirely erased, or written refusal to respond OT.....Off task IL..... Illegible LOE.....Response in a language other than English

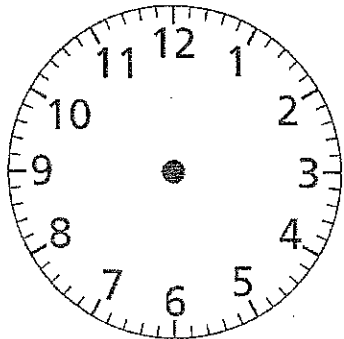
MATHEMATICS

SECOND OPEN-ENDED ITEM

2 Ben woke up at 7:00 A.M.

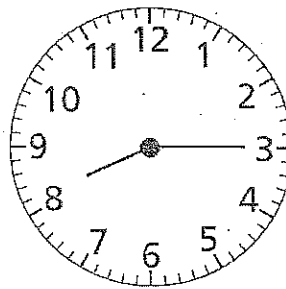
Part A

DRAW hands on the clock labeled **Woke Up** to show 7:00 A.M.



Woke Up

Ben left his house at the time shown on the clock labeled **Left House**.



Left House

Part B

What time did Ben leave the house?

**ANSWER BOX:**

\_\_\_\_\_ A.M.

GO TO THE NEXT PAGE TO FINISH THE QUESTION.

## MATHEMATICS

2. *Continued.* Please refer to the previous page for task explanation.

### **Part C**

How much time passed between when Ben woke up and when Ben left the house?

<b>PUT</b> your answer in the <b>ANSWER BOX</b> .	
<b>EXPLAIN</b> the steps you used to find the length of time.	
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<b>ANSWER BOX:</b> <hr/>	<hr/> <hr/>



# MATHEMATICS

## ITEM-SPECIFIC SCORING GUIDELINE

This item will be reported under Category B, Measurement.

### Assessment Anchor:

B.1– Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems, and processes of measurement.

### Specific Eligible Content addressed by this item:

B.1.1.1– Tell/show time (analog) to the minute.

B.1.1.2– Find elapsed time to increments of 5 minutes (limited to 2 adjacent hours).

### Scoring Guide:

Score	In response to this item, the student—
4	demonstrates a thorough understanding of telling and showing time on an analog clock and finding elapsed time by correctly solving problems and clearly explaining procedures.
3	demonstrates a general understanding of telling and showing time on an analog clock and finding elapsed time with only minor errors or omissions.
2	demonstrates a partial understanding of telling and showing time on an analog clock and finding elapsed time by correctly performing a significant portion of the required task.
1	demonstrates minimal understanding of telling and showing time on an analog clock and finding elapsed time.
0	The response has given no correct answer and insufficient evidence to demonstrate any understanding of the mathematical concepts and procedures as required by the task. Response may show only information copied from the question.
Non-scorable	BLK (blank)... Blank, entirely erased, or written refusal to respond OT..... Off task IL..... Illegible LOE..... Response in a language other than English