**Fourth Grade Summer Reading List  
2016-2017**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of the book** | **Author** | **AR Level** | **Connection to**  **Instructional Curriculum Framework** |
| The Cricket in Times Square | George Selden | 4.9 | Immigration and cultural differences between rural and city living |
| The Fabled Fourth Graders of AESOP Elementary School | Candace Fleming | 4.0 | Collection of contemporary fables – identifying various types of genres |
| Drita, My Homegirl | Jenny Lombard | 4.3 | Immigration and cultural differences |
| The Gold Threaded Dress | Carolyn Marsden | 4.9 | Immigration and cultural differences |
| A Splash of Red: The Life and Art of Horace Pippin | Jennifer Bryant | 4.1 | *Nonfiction*  The life of an African American painter |

**\*Please attach each summer reading assignment to an 8.5 x 11 piece of construction paper.**

**Students will select two out of the five books to read and have a choice of completing the following assignments for each of the two books:**

**Choice A - Make up another beginning and ending for the story or event presented in your**

**book. Include pictures/drawings.**

**Choice B - You are a news reporter. Write a front page news story or a report live from your favorite**

**scene of the book.**

**Choice C – Complete the attached story map of the selected story.**

**All assignments due August 26, 2016**

**Summer Reading Assignment: Fourth Grade**

\*As you read your novel, **write** **underline/take** **notes** about important events in every chapter. Use the events to complete the Story Map. **All assignments due August 26, 2016**

**STORY MAP**

|  |  |
| --- | --- |
| NAME: | NAME: |
| DESCRIPTION: | DESCRIPTION: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TITLE: AUTHOR:** | | | | | |
| **MAIN CHARACTER(S**)\*IF THERE ARE MORE THAN 2 MAIN CHARACTERS WRITE THE INFORMATION ON A SEPARATE PIECE OF PAPER AND ATTACH IT TO THE  STORY MAP.  **SETTING** | | | | | |
|  | TIME: | | PLACE: | |  |
| **PROBLEM/CONFLICT: THE MAIN DILEMA THAT LED THE CHARACTERS TO ACT THE WAY THEY DO.** | | | | | |
|  | | | | | |
| **PLOT: LIST THE MAJOR SEQUENCE OF EVENTS IN ORDER…THE ACTION** | | | | | |
|  | BEGINNING | MIDDLE | | END |  |
|  | **SOLUTION/RESOLUTION:(HOW THE PROBLEM GETS SOLVED)** | | **THEME/AUTHOR’S MESSAGE: (WHAT DID YOU LEARN FROM THE**  **STORY? HOW SHOULD THE CHARACTERS AVOID THE PROBLEM IN THE FUTURE?)** | |  |

**Sunset Elementary School**

***Skills to Review Before Entering Grade 4***

**Writing**

 Writes informative/explanatory and opinion texts citing text evidence, introducing a topic, developing the topic with facts and details, and providing a concluding sentence.

 Writes narratives on real or imagined experiences using descriptive details and clear event sequences.

 Writes complete sentences with correct punctuation and grammar.

 Writes complete paragraphs using correct punctuation and grammar.

 Indents the first line of a paragraph.

 Writes legibly, using appropriate size of letters and spacing.

 Follows capitalization rules.

 Spells frequently misspelled words correctly and uses the correct homophone in context. *Ex:*

*their, they’re, and there.*

 Ensures subject-verb agreement in writing.

 Chooses words and phrases for effect.

**Reading/Language Arts**

 Reads a variety of text- fiction, fables, folktales, myths, articles, poems, etc.

 Describes characters in a story- their traits, motivations, feelings, and how actions affect the events in a story.

 Refers to parts of stories, dramas, and poems when writing or speaking. Use of words such as chapter, scene, and stanza.

 Compares and contrasts themes, settings, and plots of stories.

 Uses text features and search to locate information relevant to a topic.

 Determines the main idea of nonfiction text, retell the main details, and explain how they support the main idea.

 Decodes multi-syllable words. Decode words with common prefixes and suffixes as well as know their meanings.

 Reads on-level text with purpose and understanding, appropriate rate, and expression; and, Use context to confirm or self-correct word recognition and understanding.

**Mathematics**

 Solves multiplication problems fluently using factors from 0 to 12.

 Adds and subtracts large numbers fluently.

 Identifies and explains patterns in arithmetic.

 Understands and represents place value through the hundred thousands place.

 Subtracts with regrouping and zeros through the hundred thousands place.

 Recognizes and finds the perimeter of a geometric shape. Understand the difference between area and perimeter.

 Makes sense of word problems by using different strategies and persevere in solving them.

 Solves multi-step problems using multiplication, addition, and subtraction.

 Understands how to use a ruler to measure objects.

**Science**

 Identifies the steps of the scientific method.

 Recognizes that scientists use models to help understand and explain how things work.

 Raise questions about the natural world, investigate them individually or in teams, and generate possible explanations.

 Keep records, pictorial or simple charts and graphs, of investigations conducted.

 Make inferences based on observations.

 Communicate results with others.

 Identifies the Sun as a star that emits light energy and appears larger than others because it is the closest to Earth.

 Describes structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

 Classifies animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according

to their physical characteristics and behaviors.

**Organizational Skills/ Work Habits**

 Follows directions orally.

 Uses agenda properly- writing down all assignments and marking assignments once the student has completed them.

 Separates long-term assignments into smaller parts and use the agenda to plan and monitor progress.

 Organizes book bag and folders weekly.

 Monitors supplies and replenish as needed.

**Sunset Elementary**

**Fourth Grade Supply List**

**2016 - 2017**

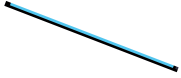
\*\*All supplies must be replenished as needed throughout the school year\*\*  
**\*NO ZUCA OR ROLLING BOOKBAGS\***

 2 packs of #2 pencils (4 sharpened must be kept at school at all times)

 1 pencil sharpener with cap for shavings

 1 pack of notebook filler paper

 2 erasers



 2 glue sticks

 2 yellow highlighters

 2 red pens

 1 pencil case- canvas style preferred – NO BOXES

 1 child safety scissors

 1 pack of colored pencils

 sheet protectors (Pack of 25)

 1 Plastic/vinyl duo-tang folder with prongs and pockets

 Small USB Drive

 1 composition notebook for Social Studies

 Headphones – labeled with child’s name in a sealed baggie

***Language Arts/ Reading:***

 1 ½” white hanging view binder

 1 pack of 5 tab dividers

 1 pack of index cards (5” x 8”)

 2 composition notebooks

 1 pack of Post- it Notes

***Math/ Science\*\*\*:***

 1 composition notebook

 One 2-subject notebook with pockets (Science and Science Inquiry)

 1 ruler (inches and centimeters)

 scotch tape

 mini stapler

 protractor

* Duo-tang folder with prongs and pockets

\*\*\* If your child goes to Pangea, please contact your child’s teacher as their supply list might be different from the one above.

**Wish List**

 White copy paper/ Colored copy paper

 12 X 18 Construction paper- all colors

 Dry- erase markers

 Expo White Board Cleaner

 1 container of Clorox wipes

 1 container of Baby wipes

 Sharpie Markers

 1 roll of paper towels

 1 box of baby wipes

 1 box of facial tissue

 Zip-lock bags- Large or Small

 1 bottle liquid hand soap – **not sanitizer**

 1 box band aids