



Getting ready for Grade Four!

The following summer math activities will enable your child to review math concepts and reinforce skills learned this year. Just a few minutes each day spent “thinking and talking math” will help reinforce the math that has been learned and begin to bridge the foundation for extending to the concepts that will be developed next year. The goal is for your child to have fun thinking and working collaboratively to communicate mathematical ideas. While your child is working, discuss the math concept being reinforced.

DOs and DON'Ts For Helping at Home

DO:

- Expect your child to work hard and be good at math.
- Ask “How did you get that?” “Can you show me another way to do that?” “Remember how you did ____, see if you can use that same strategy.”
- Encourage your child to stick with a task even if it seems challenging.
- If you see signs of frustration, suggest leaving the problem for a day or two and returning to it with fresh perspective at another point.
- Listen carefully to how your child is thinking about math.

DON'T:

- Try not to tell your child how to figure something out; he or she will learn much more by figuring it out for him or herself. You can always say, “Show me how you figured that out.” Then wait and listen and say, “Oh, that’s nifty. Here’s how I might figure it out. How are our strategies the same?”

DO ASK -- DON'T TELL

You can ask great questions without telling your child what to do!

In the beginning....

What do you know?

What do you need to find out? How might you begin?

What should you do first?

While working....

How can you organize your information?

Can you make a drawing to explain your thinking?

What would happen if...?

What do you need to do next?

Do you see any patterns? Any relationships?

Can you predict....?

Does this remind you of any other problems you've done?

Reflecting on Solutions...

Is your solution reasonable?

How did you arrive at your answer?

Can you convince me that your solution makes sense? What did you try that didn't work?

Responding...

Your response is as important as your initial question. Continue to discuss problems even after children have their answer. This will give your child a chance to clarify thinking and make more connections.

You can ask:

How do you know that your answer makes sense?

Do you know another way to solve this?

Do you think there is more than one answer? How could we find out?

We hope that you will enjoy the activities, extend them, create new ones and have fun!

August 11th-15th - Relax and prepare to return to school by:

- practicing counting from 1 to 1000, forwards and backwards
- adding and subtracting numbers within 500
- naming shapes, regular and irregular, you see all around you

- any other enjoyable math activities you've done this summer!

For Additional Practice

*Review challenging activities and log onto [IXL](#)

*Download the [24 Game App](#) for extra basic facts practice!!!

	Sunday	Monday	Tuesday	Wednesday	Thursday		
	JUNE						
1	2	3	4	5	6	7	
8	<p>9 Try a new game at www.funbrain.com Challenge yourself.</p>	<p>10 Read a math story on Raz-Kids OR get a menu from a restaurant or online and add up what it would cost for your family to eat there.</p>	<p>11 When rounding to the nearest ten, what is the smallest whole number that will round to 50? The largest? How many different whole numbers round to 50?</p>	<p>12 Compare the fractions below. Use the symbols $>$, $=$, or $<$ to record your comparisons. Draw a picture to illustrate your answer.</p> <p>$\frac{2}{6}$ and $\frac{5}{6}$</p> <p>$\frac{1}{2}$ and $\frac{1}{3}$</p>	<p>13 Draw a 10 centimeter number line that begins with 0 and ends with 1. Roll a die. Divide your number line into this number of equal segments. Label the segments. Explain your thinking.</p>	14	
15	<p>16 Rahaf made 56 cupcakes. She put 8 cupcakes into each box and sold the boxes for 3 QR each. How much money did Rahaf receive?</p>	<p>17 Write a story problem for the expression 9×3.</p>	<p>18 I am a number between 20 + 30. When you divide me into 6 equal groups, there is an even number in each group and 2 are left over. What number am I? Write your own division riddle.</p>	<p>19 Arrange the fractions in order, beginning with the least. Explain your answer with a picture.</p> <p>$\frac{1}{5}$, $\frac{1}{7}$, $\frac{1}{3}$</p>	<p>20 Use the numbers 3, 5, and 15 to write a multiplication number story. Write a related division story. Write a number sentence for each story.</p>	21	
22	<p>23 Find a newspaper or magazine and cut the articles or pictures out. Organize them by area from least to</p>	<p>24 Read a fraction/math story on Raz-Kids. Which is larger, $\frac{2}{3}$ or $\frac{3}{4}$?</p>	<p>25 Roll 2 dice and multiply to find the product. Record the products. Do this 25 times. Create a bar graph with the</p>	<p>26 Draw a picture of a quadrilateral. Draw a picture of a rhombus. How are they alike? How are they</p>	<p>27 Find 4 numbers larger than 1,000 in a newspaper or magazine. Put them in order from least to greatest. What</p>	28	

	greatest.	How do you know? Prove it.	results. What do you notice?	different?	is the difference between the smallest and the largest?	
29	30 Play concentration at www.illuminations.nctm.org Choose cards: fractions games: face down. Draw pictures that represent some fractions.					

	Sunday	Monday	Tuesday	Wednesday	Thursday		
	JULY						
		1 Write in expanded notation: 6,092	2 Round 867 to the nearest hundred.	3 Circle the number in the tens place. 7,652	4 Sam put 48 cupcakes into boxes. He put 6 in each box. How many boxes did he fill with cupcakes?	5	
6	7 The pizza palace sold 120 slices of pizza yesterday. Today it sold 94. How many fewer slices did it sell today?	8 When rounding to the nearest hundred, what is the smallest whole number that will round to 500? The largest? How many different whole numbers will round to 500?	9 Write a word problem whose answer is 22. Have someone solve the problem. Choose another answer and make up a problem.	10 There are 24 students in the class. $\frac{1}{4}$ of them are lined up. Use a model to show how many students are lined up?	11 Draw a visual model (picture) to show which fraction is larger. Use $>$, $<$, $=$ to compare them. $\frac{1}{3}$ _____ $\frac{1}{4}$	12	
13	14 Complete the number sentences: $(49 - 19) + 8 =$ $(56 - 14) \times 2 =$	15 Draw an array with 25 x's arranged in 5 columns.	16 Gather 3 store receipts. Find the total amount that was spent.	17 Create the largest number possible using the digits: 2, 5, 9, 7. What is the smallest number you can make?	18 What is the rule in this pattern? 3, 7, 11, 15, 19, 23 Make your own number pattern.	19	
20	21 Complete the number sentences: $(20 + 8) \div 2 =$	22 Draw a square. Divide the shape by drawing one diagonal. What two shapes do you now have?	23 Select ten items from a store flyer or an online ad and find the total cost of the items. Calculate how much	24 The product of two numbers is 30. The sum of the two numbers is less than 20. What might the two numbers	25 Write multiplication and division combinations for 6, 7, and 42. Can you write a word problem to go with these	26	

	$(9-6) \times 3 =$		Change you would receive from a one hundred Qatari Riyal note.	be? Show all possible solutions and explain your thinking.	equations?
27	28 Write 7,129 in expanded form.	29 Use rounding to estimate the product of the problem below. $36 \times 54 =$ _____	30 Are $\frac{3}{8}$ and $\frac{3}{4}$ equivalent fractions? How do you know?	31 Is 10 a prime number or a composite number. How do you know?	

	Sunday	Monday	Tuesday	Wednesday	Thursday	
	AUGUST					
					1 Ikhlas had 120 stamps. First, she gave her sister half of the stamps and then she used three to mail letters. How many stamps does Masha have left?	2
3	4 Draw a square, and then draw all lines of symmetry for that square.	5 There are 6 tables in Mrs. Potter's art classroom. There are 4 students sitting at each table. Each student has a box of 10 colored pencils. How many colored pencils are at each table? How many colored pencils in total?	6 Skip count by 5's starting at 1. What patterns do you notice? Explain why you think these patterns are happening.	7 Find all of the factors of 36.	8 Order the numbers from least to greatest: 13, 31, 3, 231, 23	9
10	11	12	13.	14	15	16
17	18 First Day of	19	20	21	22	23

	School					
24	25	26	27	28	29	30
31						

Math Book List

Pinczes, Elinor J.	A Remainder of One
Tang, Greg	The Best of Times: Math Strategies That Multiply
Cushman, Jean	Do You Wanna Bet? Your Chance to Find Out about Probability
Nagda, Ann Whitehead	Tiger Math: Learning to Graph from a Baby Tiger
Anno, Masaichiro	Anno's Mysterious Multiplying Jar
Tang, Greg	The Grapes of Math
Michelson, Richard	Ten Times Better
Adler, David A.	Shape Up! Fun With Triangles and Other Polygons Fraction Fun
Burns, Marilyn	The Greedy Triangle Spaghetti and Meatballs for All!: A Mathematical Story
Tompert, Ann	Grandfather Tang's Story: A Tale Told with Tangrams
McKissack, Patricia C.	A Million Fish ... More or Less
Schwartz, David M.	How Much Is a Million? On Beyond a Million An Amazing Math Journey Millions to Measure
Clement, Rod	Counting on Frank
Birch, David	The King's Chessboard



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أكاديمية الخور Qatar Academy
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Investing in students for a better future