

 SCHOLASTIC

BETWEEN
GRADES
3&4

SUMMER EXPRESS™



VOCABULARY • GRAMMAR • WRITING • READING • MATH

 SCHOLASTIC

**BETWEEN
GRADES
3&4**

SUMMER EXPRESS

Summer Express (between grades 3 & 4) © Scholastic Teaching Resources

**NEW YORK • TORONTO • LONDON • AUCKLAND • SYDNEY
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Dear Parent:



Congratulations! You hold in your hands an exceptional educational tool that will give your child a head start into the coming school year.

Inside this book, you'll find one hundred practice pages that will help your child review and learn math, reading, writing, grammar, vocabulary, and so much more! *Summer Express* is divided into 10 weeks, with two practice pages for each day of the week, Monday to Friday. However, feel free to use the pages in any order that your child would like. Here are other features you'll find inside:

- A weekly **incentive chart** and **certificate** to motivate and reward your child for his or her efforts.
- Suggestions for fun, creative **learning activities** you can do with your child each week.
- A **recommended reading list** of age-appropriate books that you and your child can read throughout the summer.
- A **certificate of completion** to celebrate your child's accomplishments.

We hope you and your child will have a lot of fun as you work together to complete this workbook.

Enjoy!
The editors



Terrific Tips for Using This Book

1 Pick a good time for your child to work on the activities. You may want to do it around mid-morning, or early afternoon when your child is not too tired.



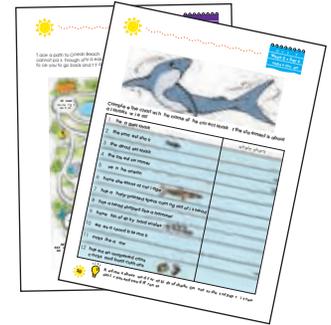
2 Make sure your child has all the supplies he or she needs, such as pencils and markers. Set aside a special place for your child to work.

3 At the beginning of each week, discuss with your child how many minutes a day he or she would like to read. Write the goal at the top of the incentive chart for the week. (We recommend that a child entering fourth grade read 20 to 25 minutes a day.)



4 Reward your child's efforts with the small stickers at the end of each day. As an added bonus, let him or her affix a large sticker at the bottom of the incentive chart for completing the activities each week.

5 Encourage your child to complete the worksheet, but don't force the issue. While you may want to ensure that your child succeeds, it's also important that your child maintain a positive and relaxed attitude toward school and learning.



6 After you've given your child a few minutes to look over the practice pages he or she will be working on, ask your child to tell you his or her plan of action: "Tell me about what we're doing on these pages." Hearing the explanation aloud can provide you with insight into your child's thinking processes. Can he or she complete the work independently? With guidance? If your child needs support from a family member, try offering choices regarding with whom he or she will be working. Providing choices is an approach that can help boost your child's confidence and help him or her feel more ownership of the work to be done.

7 When your child has finished the workbook, present him or her with the certificate of completion on page 143. Feel free to frame or laminate the certificate and display it on the wall for everyone to see. Your child will be so proud!





Skill-Building Activities for Any Time

The following activities are designed to complement the ten weeks of practice pages in this book. These activities don't take more than a few minutes to complete and are just a handful of ways in which you can enrich and enliven your child's learning. Use the activities to take advantage of the time you might ordinarily disregard—for example, standing in line or waiting at a bus stop. You'll be working to practice key skills and have fun together at the same time.

Finding Real-Life Connections

One of the reasons for schooling is to help children function out in the real world, to empower them with the abilities they'll truly need. So why not put those developing skills into action by enlisting your child's help with reading a map, following a recipe, checking grocery receipts, and so on. He or she can apply reading, writing, science, and math skills in important and practical ways, connecting what he or she is learning with everyday tasks.



An Eye for Patterns

A red-brick sidewalk, a beaded necklace, a Sunday newspaper—all show evidence of structure and organization. You can help your child recognize something's structure or organization by observing and talking about patterns they see. Your child will apply his or her developing ability to spot patterns across all school subject areas, including alphabet letter formation (writing), attributes of shapes and solids (geometry), and characteristics of narrative stories (reading). Being able to notice patterns is a skill shared by effective readers and writers, scientists, and mathematicians.



Journals as Learning Tools

Most of us associate journal writing with reading comprehension, but having your child keep a journal can help you keep up with his or her developing skills in other academic areas as well—from adding fractions to combining sentences. To get started, provide your child with several sheets of paper, folded in half, and stapled together. Explain that he or she will be writing and/or drawing in the journal to complement the practice pages completed each week. The journal is another tool you both can use to monitor progress of skills newly learned or practiced, or those that need improvement. Before moving on to another set of practice pages, take a few minutes to read and discuss that week's journal entries together.



Promote Reading at Home

- ◆ Let your child catch you in the act of reading for pleasure, whether you like reading science fiction novels or do-it-yourself magazines. Store them someplace that encourages you to read in front of your child and **demonstrate that reading is an activity you enjoy**. For example, locate your reading materials on the coffee table instead of your nightstand.
- ◆ Set aside a family reading time. By designating a reading time each week, your family is assured an opportunity to discuss with each other what you're reading. You can, for example, share a funny quote from an article. Or your child can tell you his or her favorite part of a story. The key is to **make a family tradition of reading and sharing books** of all kinds together.
- ◆ **Put together collections of reading materials** your child can access easily. Gather them in baskets or bins that you can place in the family room, the car, and your child's bedroom. You can refresh your child's library by borrowing materials from your community's library, buying used books, or swapping books and magazines with friends and neighbors.



Skills Review and Practice

Educators have established learning standards for math and language arts. Listed below are some of the important skills covered in *Summer Express* that will help your child review and prepare for the coming school year so that he or she is better prepared to meet these learning standards.

Math

Skills Your Child Will Review

- ◆ identifying fractions
- ◆ demonstrating knowledge of addition and subtraction facts
- ◆ adding 3-digit numbers without regrouping
- ◆ subtracting 2-digit numbers without regrouping
- ◆ identifying coin and dollar values; logic

Skills Your Child Will Practice to Prepare for Grade Four

- ◆ solving word problems
- ◆ matching equivalent fractions
- ◆ identifying numerators and denominators of fractions
- ◆ adding 4-digit numbers without regrouping
- ◆ adding and subtracting decimals
- ◆ demonstrating knowledge of multiplication facts
- ◆ multiplying 2-digit and 3-digit numbers; logic
- ◆ dividing with remainders
- ◆ adding simple fractions with like denominators
- ◆ finding area and perimeter (e.g., feet, yards)
- ◆ adding and subtracting decimals; money
- ◆ identifying attributes (e.g., angles, sides)
- ◆ reading and using data from a table and chart

Language Arts

Skills Your Child Will Review

- ◆ proofreading (e.g., meaning, spelling, sentence variety, and grammar)
- ◆ expanding and combining sentences
- ◆ using parts of speech in written compositions (e.g., common nouns, proper nouns, plural nouns, pronouns, present- and past-tense verbs, adjectives, prepositions)
- ◆ punctuating (e.g., possessives, quotation marks, contractions)
- ◆ writing in upper- and lowercase cursive letters
- ◆ writing cursive numerals 0–9
- ◆ demonstrating knowledge of level-appropriate reading vocabulary (e.g., homophones, synonyms, antonyms, prefixes [un-], compound words, analogies, word relationships)

Skills Your Child Will Practice to Prepare for Grade Four

- ◆ Using prewriting strategies (e.g., graphic organizers, outlines)
- ◆ writing for a purpose (e.g., a news story, expository paragraph, persuasive paragraph, descriptive paragraph)
- ◆ using topic sentences
- ◆ writing in paragraph form
- ◆ diagramming sentences to demonstrate understanding of parts of speech and sentence structures
- ◆ understanding an author's purpose for writing (e.g., to inform, persuade)
- ◆ recognizing and identifying literary devices (e.g., simile, metaphor)
- ◆ demonstrating knowledge of level-appropriate reading vocabulary (e.g., compound words, contractions, idioms, and so on)
- ◆ demonstrating knowledge of level-appropriate identification of root words (e.g., *pos*, *phon*, *photo*, *port*, *pop*)
- ◆ establishing a purpose for reading (e.g., standardized test taking)
- ◆ identifying story elements
- ◆ using graphic organizers to interpret information
- ◆ understanding different techniques convey messages (e.g., comics, advertising)



Helping Your Child Get Ready: Week 1



These are the skills your child will be working on this week.

Math

- addition/subtraction facts
- adding 3-digit numbers without regrouping

Reading

- making predictions

Writing

- combining sentences
- writing a newsletter

Vocabulary

- antonyms and synonyms

Grammar

- *your* and *you're*

Handwriting

- uppercase cursive letters

Here are some activities you and your child might enjoy.

Listen and Draw Describe an object, animal, or person to your child and ask him or her to draw it. How close does the drawing come to looking like the real thing? Then, ask him or her to describe something for you to draw.

Comic Order Build up your child's sequencing skills. Cut a comic strip into sections. Ask your child to put the strip in the correct order and to explain his or her thinking.

Make a Time Capsule Make a time capsule with your child. Ask him or her to think about what objects could be included in the capsule that will tell people in the future what your family and the time you are living in is like. Put all the items in a container and bury it. (A metal container will work best.)

My Summer Plan Suggest that your child come up with a plan to achieve a goal by the end of the summer. Help him or her map out a way to be successful. Periodically, check to see how he or she is progressing.

Your child might enjoy reading the following books:

Leonardo da Vinci
by Diane Stanley

The Mud Flat Mystery
by James Stevenson

Charlotte's Web
by E. B. White



Special Note: The activity for Day 3 of this week entails creating a mini-book. Have your child tear out the page along the perforation and cut along the dotted line. After he or she positions the two sections so the mini-book pages are in sequence, your child can staple and fold to form a book. Then he or she can complete all the puzzles in the mini-book.

's Incentive Chart: Week 1

Name Here _____

This week, I plan to read _____ minutes each day.

CHART YOUR PROGRESS HERE.

| Week 1 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  I read for... | | | | | |
| minutes | minutes | minutes | minutes | minutes | minutes |
| Put a sticker to show you completed each day's work. |  |  |  |  |  |

Congratulations!

Wow! You did a great job this week!



Place sticker here.

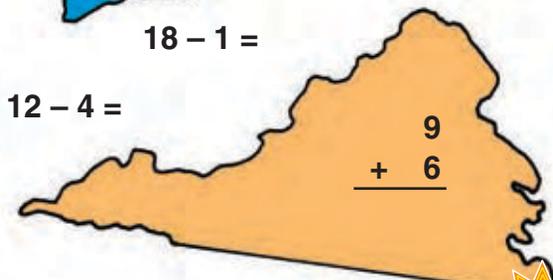
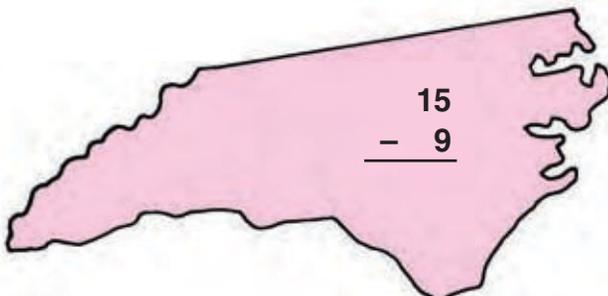
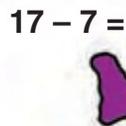
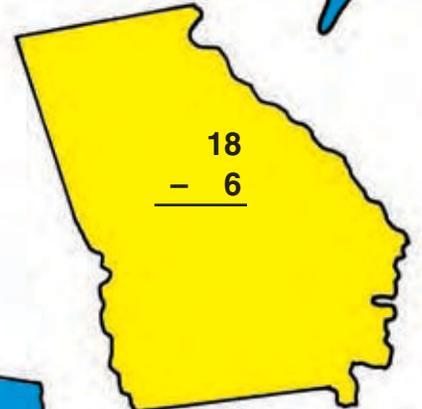
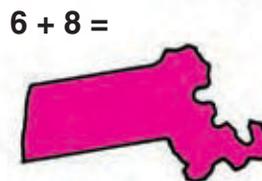
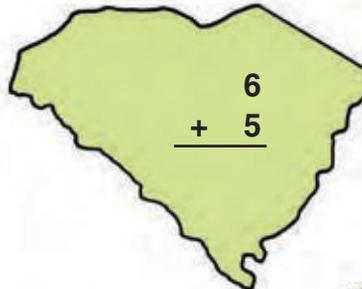
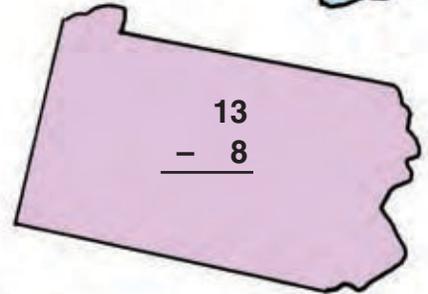
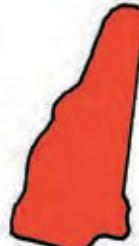
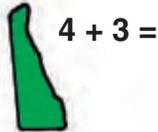
Parent or Caregiver's Signature _____



Great States

Add or subtract. Connect the matching answers to find each state's shape.

| | |
|----------------|------------|
| Delaware | $16 - 9 =$ |
| Massachusetts | $7 + 7 =$ |
| New Hampshire | $15 - 6 =$ |
| New York | $17 + 1 =$ |
| South Carolina | $14 - 3 =$ |
| Maryland | $15 - 2 =$ |
| Pennsylvania | $14 - 9 =$ |
| Connecticut | $12 + 5 =$ |
| Rhode Island | $7 + 3 =$ |
| North Carolina | $13 - 7 =$ |
| Georgia | $7 + 5 =$ |
| New Jersey | $14 - 6 =$ |
| Virginia | $7 + 8 =$ |





Grammar Cop

and the Education of Snow White



Snow White has left the seven dwarfs' cottage. She wants to explain her disappearance, but she doesn't really understand the difference between *your* and *you're*. Can you help Grammar Cop fill in the blanks?

Directions: The word *your* or *you're* belongs in each of the boxes. Choose the correct word and write it in.

Dear Dwarfs,

probably wondering why I left. I have to admit I have gotten tired of strange habits. It seems like if not sneezing, then sleeping or acting grumpy.

Also, it turned out that the prince wasn't for me. As I said to him, " really nice, but I don't want to sit around castle all day while off slaying dragons."

The other day, I took a good look in the mirror. Sure it said, " the fairest of them all." But it also said, "Plan for future. What about education? career?"

That was it. "Snow," I said, "say good-bye to dwarfs. going back to school."

I hope I haven't hurt feelings. I appreciate kindness. all very generous. But for now, on own.

friend,
Snow White

Remember these basic laws of *your* and *you're*:

- **Your**

Your is the possessive form of *you*. Use it when you are talking about something that belongs to the person with whom you are speaking. (Example: I really like **your** new jeans. Where did you get them?)

- **You're**

You're is a contraction of "you are." Here's a tip: Whenever you write *you're*, read over the sentence and substitute *you are* for *you're*. If the sentence makes sense, you've made the right choice. (Example: I always tell people that **you're** my best friend.)



Homer's Big Adventure



Use details from a story to help determine what will happen next. This is called making predictions.

Brian was in such a hurry to get to the school bus on time that he forgot to close the door on Homer's cage after he fed him. Homer T. Hamster knew this was his big chance. He crawled out of his cage and ran downstairs, careful to sneak past Brian's mother without being seen. He ducked through a hole in the screen door and stepped out into the great backyard.

"Yippee!" cried Homer, throwing his little arms into the air. "I'm free at last!" He zipped through the gate and down the alley. The first thing Homer saw was a huge, snarling German shepherd who thought it was fun to chase anything that could run. "R-r-ruff! R-r-ruff!" Homer scurried here and there only inches ahead of the dog. He barely escaped by hiding under a flowerpot. "Whew, that was close!" he thought. He waited there a while, shaking like a leaf.

Then he crept out into the alley again. He looked this way and that. The coast was clear, so he skipped happily along. He looked up just in time to see the big black tires of a pickup truck that was backing out of a driveway. He almost got squooshed! So, he darted quickly into someone's backyard where a boy was mowing the lawn. R-r-r-r-r! Homer had to jump out of the way again.

Back in the alley, he decided to rest somewhere that was safe. He crawled into a garbage dumpster and fell asleep. Later, he heard the sound of a big truck. He felt himself going high up into the air. The dumpster turned upside down, and the lid opened. Homer was falling. "Yikes!" screamed Homer. He had to think fast. He reached out and grabbed the side of the truck, holding on for dear life.

