Dear Parents,

Our mission and commitment to nurturing the whole child tasks us with offering "experiences that inspire our students to love learning. We encourage them to think critically, communicate effectively, engage creatively, and collaborate purposefully. We provide the opportunities and resources that help our students develop independence and self-direction and extend their learning beyond the walls of the classroom as they grow intellectually, emotionally, physically, aesthetically, morally, and spiritually."

Towards this purpose, we hope that students will continue to grow these habits of mind throughout their summer. Following is a list of learning opportunities your child may want to pursue. These are not required and certainly nothing needs to be turned in; however, we wanted to provide you with some guidance and resources, so your children can continue on in their journeys of becoming lifelong learners.

1. Read
2. Tackle bigger thinking math problems that may take days and weeks to solve
3. Act in or direct a play, write a song, or choreograph a dance routine
4. Join or create a book club
5. Investigate numbers and patterns through games
6. Play outside
7. Create, tinker, and build
8. Write a short story, a poem, a how-to book, or a letter to the editor
9. Volunteer your time to help others
10. Read
11. Go to Code.org to continue to explore coding
12. Keep a journal of your summer experiences to record thoughts and wonderings
13. Create experiments to test out your ideas and questions
14. Practice an instrument
15. Use your Spanish throughout the summer to reinforce your language skills
16. Write a thank you note
17. Draw, paint, or sculpt
18. Read

Included are additional resources to help you support your children in their summer learning adventures. In addition, if you have a rising 5th grader, your child will have two additional invitations to learning (one for ISM and one for Humanities). These are not optional and will need to be turned in on the first day of school.

Have a wonderful summer!

Amy Darsey and Jen Tatasciore
LS Directors of Teaching and Learning
Dear Parents,

The Fourth Grade team has collaborated with the Lower School Librarians to compile the following list of book recommendations for your rising fifth-grader. This list of books is categorized by genre. In addition to their tried-and-true favorites, we encourage your child to branch out and try a few new genres over the summer.

If you are interested, we have also included a link that allows you to look up the level of these books to ensure that they are “just right” for your child. They can and should read books within and just outside of their band in order to continue developing and refining their decoding, fluency and comprehension skills. We have also included a list of comprehension questions and prompts that you can use to talk to your child about their reading. Along the same lines, there is a list of topics for jotting during and after reading.

As you know, continuing to read and write about reading over the summer will help to ensure that your child is off to a great start in fifth grade.

Book Level Websites:

https://www.booksource.com/

https://www.scholastic.com/teachers/bookwizard/

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<thead>
<tr>
<th><strong>Science Fiction</strong></th>
<th><strong>Graphic Novels</strong></th>
<th><strong>Non-Fiction</strong></th>
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<td>Applegate, Katherine. <em>The One and Only Ivan</em></td>
<td>Brown, Don. <em>Drowned City</em></td>
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<td>Edge, Christopher. <em>The Many Worlds of Albie Bright</em></td>
<td>Chanani, Nidhi. <em>Pashmina</em></td>
<td>Yousafzai, Malala. <em>I am Malala</em></td>
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<td>Martin, Laura. <em>The Ark Plan</em></td>
<td>Telgemeier, Raina. <em>Smile</em></td>
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<td>Philbrick, W. R. <em>The Big Dark</em></td>
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<td>Rex, Adam. <em>The True Meaning of Smekday</em></td>
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<tr>
<td>Fantasy</td>
<td>Fiction</td>
<td>GA Children’s Book Award Nominees</td>
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<tr>
<td>□ McMullan, Kate. <em>Dragon Slayers’ Academy Series</em></td>
<td>□ Kadohata, Cynthia. <em>Half a World Away</em></td>
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<tr>
<td>□ Meriano, Anna. <em>A Dash of Trouble</em></td>
<td>□ Lowry, Lois. <em>Number the Stars</em></td>
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<td>□ Norton, Mary. <em>The Borrowers</em></td>
<td>□ Pitchford, Dean. <em>Nickel Bay Nick</em></td>
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<td>□ Paolini, Christopher. <em>Eragon</em></td>
<td>□ Sarno, Melissa. <em>Just Under the Clouds</em></td>
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<td>□ Riley, James. <em>Story Thieves</em></td>
<td>□ Vanderpool, Claire. <em>Navigating Early</em></td>
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<tr>
<td>□ Riordan, Rick. <em>Percy Jackson Series</em></td>
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<tr>
<td>Mystery/Adventure</td>
<td>Classics</td>
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<tr>
<td>Grisham, John. <em>Theodore Boone: Kid Lawyer</em></td>
<td>Lewis, C. S. <em>The Lion, the Witch, and the Wardrobe</em></td>
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<tr>
<td>Snicket, Lemony. <em>Series of Unfortunate Events</em></td>
<td>Tolkien, J. R. R. <em>The Hobbit</em></td>
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<tr>
<td>Stewart, Trenton Lee. <em>The Mysterious Benedict Society</em></td>
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<td>Turnage, Sheila. <em>Three Times Lucky</em></td>
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<tr>
<td>Watson, Jude. <em>Loot: How to Steal a Fortune</em></td>
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Questions to Ask Your Child About Their Reading

**Literal Comprehension:**
- What are you envisioning the character to look like? The setting? This scene?
- What are you predicting? What in the text makes you think that?
- How is the time important in the story? Are there flashbacks?
- Who is telling the story? How does that influence it?
- How do you figure out words you don’t know?
- What is your character like? What are some of his/her traits?
- Can you retell the most important parts of the story?
- What is the problem in the story?
- How does what has happened so far relate to the part you’re reading now?

**Inferential Comprehension:**
- How has the character changed across the story? What has caused the changes?
- What has the character learned about life in the story?
- Can you tell me some examples from the text that support your idea?
- What does the character really want? What’s blocking him/her from getting it?
- Does the character act out of character? Why?
- What is this story really about?
- How is the (character, setting, theme, etc.) important in this story?
- Why do you think the author...
- How does what you know about the character affect how the character is acting? Talking? Thinking?
- What have the character’s actions, words, etc. shown you about the kind of character he or she is?
- What do you think about the issues in the story?

**Reading Strategies to Practice:**
- Questioning: Question the text and explain what is causing you to question it.
- Envisioning / Visualization: Describe in detail the “movie” in your mind.
- Predicting: Make a prediction and use specific text evidence to support WHY you think that.
- Inferring: Use the text and your background knowledge to explain what is happening that may not be written.
Prompts to Help Your Child Write About Their Reading

**Things I can jot about (fiction):**

- Character Desires ("My character REALLY wants... because...")
- Character Motivations ("My character does XXX because...")
- Complicated Characters ("My character is complicated because...")
- Small Actions and Deep Meaning ("XXX did XXX. This shows that... This may seem small, but really...")
- Character Changes and Cause ("My character changed in XXX way. This happened because XXX. This caused...")
- Story Theme with Text Evidence ("I think the theme of this story is XXX because on pages XX, XX, and XX it talks about...")
- Explanation Connection ("This scene/character/setting/part of the story relates to the whole story because...")
- Author's Craft ("The author chose to do XXX because...")
- Perspective ("This character feels/thinks the way he/she does because...")

**Things I can jot about (non-fiction):**

- What is the topic of this text?
- In your notebooks, write the main idea of each chunk of text. Label the main idea with the title of the chunk.
- Pick one of the main ideas above and create a boxes-and-bullets for that chunk of text. Write the main idea in a box and include at least three supporting details in bullets.
- After reading this text, what is a new idea that you have about the topic?
Human Calculator
2-4 players

Materials
Deck of cards (face cards are worth 11)

Object of the Game
The goal is to have the most cards at the end of the game.

How to Play
● Place the deck in the center of the playing surface. Decide together whether you will find the sum, product, or difference of numbers.
● Player 1 turns over two cards and immediately places them face up for all players to see.
● The first player to shout out the correct sum, product, or difference takes the two cards.
● Continue until all the cards are gone. The player with the most cards is the winner!

Factors Slap Jack
2-4 Players

Materials
Deck of cards with face cards removed

Object of the Game
The goal is to win all the cards by being the first to slap each factor as it is played.

How to Play
● Choose any composite number* up to 40 to be the target number for the game.
● Deal cards one at a time, face down, to each player until all the cards have been dealt. Without looking at any of the cards, each player puts their cards into a neat pile in front of them.
● To play, each player turns over a card and immediately places it face up in the middle of the table.
● When the card played is a factor of the target number, the first player to slap their hand down on the card takes it. They also take all the cards beneath it.
● The player winning these cards turns them face down, places them under their personal pile, and shuffles them to make a new, larger pile.
● If a player slaps at any card in the center that is not a factor of the target number, they must give one face down card to the other player(s).

* A composite number is any number that has more than two factors. *
**Multiplication Rock, Paper, Scissors**  
2 or 3 Players

**Materials**  - Your hands!

**Object of the Game**  
The goal is to get 10 points first.

**How to Play**
- This game starts off like “Rock, Paper, Scissors”. However, instead of displaying a rock, paper, or scissors symbol, you display a number from 2-10 with your fingers.
- The first player to correctly find the product of the two numbers gets a point.

**Example**  - Players 1 and 2 say “Rock, paper, scissors, SHOOT!” in unison. Player 1 shows three fingers and Player 2 shows five fingers, so they each try to find the product of 3x5 before the other person does. The first person to say 15 gets a point.

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**Sum/Difference/Product War**  
2-4 players

**Materials**  
Deck of cards (face cards are worth 11)

**Object of the Game**  
The goal is to have the most cards at the end of the game.

**How to Play**
- Shuffle the deck and place it in the center of the playing surface.
- Each player pulls two cards and finds the sum, difference, or product of their numbers.
- The player with the highest sum, difference, or product takes everyone’s cards.
- Continue until all the cards are gone. The player with the most cards is the winner!
Salute Directions

1. Player #1 and #2 each pick up a numbered card (any range of numbers works!), and without looking at it, place it on their foreheads. They can see what each other has, but they do not know which card they are holding.

2. Player #3 (who can see both cards) creates a number sentence using the two cards. For example, if Player #1 is holding a 6 and Player #2 is holding a 10, Player #3 says “The sum of 20 x 3 is the same sum as your numbers multiplied together”

3. Once Player #3 has said the problem, Players #1 and #2 each try to figure out what card he/she is holding. So, if the sum is 60, and Player #1 can see that Player #2 is holding a 10, he can perform a mental multiplication equation to figure out what he has (6 x 10 = 60). The first player to correctly state which card they are holding keeps both cards. The player with the most cards at the end of the game wins.

Greg Tang Math

Greg Tang Math is an online platform that has a variety of different games for your child to play to increase their mathematical fluency and number sense. We recommend the following games:

- Online Game- Num Tanga
- Online Game- Kakooma
- Teaching Game- Missing
- Teaching Game- Standard Algorithm
- Teaching Game- Satisfraction

Additional Resources:

- Reflex Math
- https://nzmaths.co.nz/home-school-partnership-numeracy-activities
**Room Design Challenge**

In a perfect world, how would your room look? Would you include an area rug, posters on the wall, or even a comfy couch? There is a lot that goes into planning out a space. Here are some steps to consider!

- **Brainstorm a list of furniture and objects that you’d love to have in your room.** Have you always wanted a human-sized lava lamp? What about a chair for your instrument? Go crazy brainstorming! We’ll talk about boundaries later.

- **What are the current measurements of your room?** Think: What are the length and width of the floor? How tall and long are your walls? What units of measurement should you use?

- **Within the boundaries of space, what objects might you have to cross off your list?** Along the same lines, what essentials will you definitely need? Highlight them.

- **Calculate the area of your floor.**

- **With adult supervision, research the objects that you’d like to include (essentials first!) and calculate the area of those objects.** On paper, create a rough sketch of where they might fit. *Pro Tip:* Try to draw objects with appropriate scale.

- **Repeat this process with your walls!**

Enjoy the creativity and calculation! You can make this as big or as small as you would like!
Plan a Family Dinner!

Pick a night this summer to plan, organize, and cook a dinner for your family! There is a lot that goes into making a meal for several people, so start early to give yourself enough time. Here are some steps to consider!

- Take a survey of who you will be cooking for to see what they would like to eat. Consider what kind of questions you will ask, how you will collect your data, and how you will analyze it to make the best dinner possible.

- Find some recipes that match the data you collect! Remember to think about how many people you're cooking for, and if you will need to make more or less of the serving size of the recipe.

- Make a list of ingredients you will need, and how much of each you will need to get.

- Ask an adult what your budget is for the meal. Take a trip to the grocery store with him or her to see what prices are like for the ingredients you need. Figure out what you'll need to buy, and how to make sure it fits within your budget.

- Make the meal! Remember to adjust any measurements if you're making more or less than the recipe says. Think about timing - how long each part will take so it can be ready at the right time. Make sure to have an adult to help with the stove and oven!
Looking for some extra summer fun activities?

Below are suggestions for additional activities that you can choose to incorporate into your family’s summer vacation.

**Family-to-Family Book Club** – Partner with another family and select a book to read together or at your own pace. You can meet in person or virtually to share meaningful discussions and experiences as you read along together. You can refer to the list of books we recommend or dive into another book of your choosing!

**Plan a Family Outing** – Have your child plan an adventurous outing for your family! This could be something as simple as a trip to the High Museum to see an exhibit or a road trip to a fun destination. Your child should be responsible for planning out all the logistics for this outing, including budgeting, travel, expenses, etc.

**Computation in Colored Chalk** – Who doesn’t love playing outside with chalk in the summer? Suggest that your child practice multiplication and divisions computation using colorful chalk outside!

**Summer Pen Pal** – Partner with a family member or friend who you won’t see very much this summer to create a memorable pen pal experience. This will help your child practice their writing, grammar, spelling, and mechanics skills while forming a meaningful connection with a peer!

**Local Library Summer Reading Challenge** – Check out your local library and participate in a summer reading challenge. Check out some of the books we recommend while you are at it.

Happy Reading and Problem Solving!
The Fourth Grade Team
Dear Rising 5th Graders,

We are excited to welcome you to 5th grade next year. To prepare you for your Integrated Science and Math and Humanities classes, we are asking you to complete and turn in the tasks below.

**Integrated Science and Math Task**

**1. Data Collection:**
Brainstorm ideas of how and what you might collect data on over the summer. Knowing that gathering information starts with a question, what are some of the wonderings you have that you could explore over the summer? How might you collect data and share that information with others?

**List your wonderings here:**

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Over a two week period, collect data on one of the ideas below.
- Frequency of rainfall
- Frequency of use of electronics

Show the data collected in a visual form and list questions you have about this data below.

**Visual:**

[Blank space for visualization]
Questions:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Humanities Tasks

1. Letter of Introduction:
We are asking you to write a letter of introduction. In your letter, please share some information about yourself and your identity. This letter will not be graded. It is a way for us to get to know all about who you are!

- Please write a 1-page response detailing the following information:
  - Describe who you are.
  - Describe what's important to you in your life.
    - Include such information as:
      - Hobbies: sports you play, activities you participate in, interests you have, etc
      - Family roles
      - Learning preferences
      - Neighborhoods
      - Cultural backgrounds

2. Character Identity Map:
We are also asking you to fill out the attached character identity map for the main character in one of the books you've read this summer. Please use the prompts provided in each of the circles.

Have a wonderful summer and we cannot wait to see you in August!

Your Fifth Grade Teachers
Main Character Identity Map

Please identify the different aspects of the character’s life that make up their identity in the book.

Book Title: ____________________________________________

Character Name: _______________________________________

Diagram:

- Age:
- Family Role:
- Hobbies:
- Activities:
- Physical Appearance:
- Geographic Location:
- Cultural Background:
- Gender: