

# Elm Street School

David Fredette, *Principal*

Steven LaFountain, *Assistant Principal*

Incoming Grade 4



Gardner Public Schools

www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

P: (978) 632-1673

F: (978) 632-4382

June 19, 2020

Dear Elm Street School Families,

Happy Summer! We have made it through the most trying of school years! We have appreciated all the support you have given your child during this challenging time. Summer is to be a fun and exciting time for students filled with a variety of outdoor activities and adventures. We understand that this year, summer may look different for many of our students. That being said, summer reading is more critical than ever as our students have missed direct instruction for over a quarter of the school year. Prior to the school closure, teachers and other educators identify summer learning loss or "summer slide" as a major challenge when starting off the new school year. The concept of the summer slide has been on researchers' radar since 1996. The study showed that kids lose significant knowledge in reading and math over summer break, which tends to have a snowball effect as they experience subsequent skill loss each year. Therefore, continued summer work is essential in retaining the skills already acquired.

This summer Elm Street School is going to have "an all grade level read". All students in each grade will be reading a book by Kate DiCamillo. The goal of a common text and author is to unite us as a grade level and school due to being apart for so long.

Titles by Grade level:

Entering Grade 2: *Bink and Gollie*

Entering Grade 3: *The Miraculous Journey of Edward Tulane*

Entering Grade 4: *Flora and Ulysses*

We realize not all students will be able to read this book independently. We encourage families to enjoy this book and read it together. In addition, read alouds can be found online for students to access through Google Classroom. Google Classroom access codes are listed below and will be available on July 1st. Each student is encouraged to complete the follow-up activities included in your packet. In addition to these activities, please refer to the attached calendars for July and August for additional learning opportunities. Please have your child return the packet to school during the first week of the new school year. Students who return a completed packet will receive a ticket to earn a special reward!

Again, we appreciate all of the academic support you are giving your child during these unprecedented times. We wish you a happy, healthy and safe summer!

Sincerely,

Elm Street School  
Faculty and Staff

## Google Classroom Codes

Grade 2- f4d5w4b

Grade 3- 6r3z6ls

Grade 4- k73crzv

Community • Appreciation • Responsibility • Excellence

# Elm Street School

David Fredette, *Principal*  
Steven Lafountain, *Assistant*



Gardner Public Schools

www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

P: (978) 632-1673

F: (978) 632-4382

Junio 19, 2020

¡Feliz Verano! ¡Hemos superado el año escolar más difícil! Apreciamos todo el apoyo que le han brindado a su hijo/a durante este momento difícil. El verano debe ser un momento divertido y emocionante para los estudiantes llenos de una variedad de actividades y aventuras al aire libre. Entendemos que este año, el verano puede ser diferente para muchos de nuestros estudiantes. Dicho esto, la lectura de verano es más crítica que nunca ya que nuestros estudiantes han perdido la instrucción directa durante más de un cuarto del año escolar. Antes del cierre de la escuela, los maestros y otros educadores identifican la pérdida de aprendizaje de verano o "tobogán de verano" como un desafío importante al comenzar el nuevo año escolar. El concepto de tobogán de verano ha estado en el radar de los investigadores desde 1996. El estudio mostró que los niños pierden un conocimiento significativo en lectura y matemáticas durante las vacaciones de verano, lo que tiende a tener un efecto de bola de nieve a medida que experimentan la pérdida de habilidades posteriores cada año. Por lo tanto, el trabajo continuo de verano es esencial para retener las habilidades ya adquiridas.

Este verano, la Escuela Elm Street tendrá "una lectura de todos los grados". Todos los estudiantes de cada grado leerán un libro de Kate DiCamillo. El objetivo de un texto y autor común es unirnos como nivel de grado y escuela debido a estar separados por tanto tiempo.

Títulos por nivel de Grado:

Entrando al Grado 2: Bink y Gollie

Entrando al Grado 3: El Viaje Milagroso de Edward Tulane

Entrando al Grado 4: Flora y Ulysses

Nos damos cuenta de que no todos los estudiantes podrán leer este libro de forma independiente. Alentamos a las familias a que disfruten ese libro y leerlo juntos. Además, se puede encontrar en voz alta en línea para que los estudiantes accedan a través de Salón Google. Los códigos de acceso al Salón Google se enumeran a continuación y estarán disponibles el 1 de Julio. Se alienta a cada estudiante a completar las actividades de seguimiento incluidas en su paquete. Además de estas actividades, consulte los calendarios adjunto para Julio y Agosto para obtener oportunidades de aprendizaje adicionales. Haga que su hijo/a devuelva el paquete a la escuela durante la primera semana del nuevo año escolar. ¡Los estudiantes que devuelvan un paquete completo recibirán un boleto para ganar una recompensa especial!

Nuevamente, apreciamos todo el apoyo académico que le está brindando a su hijo/a durante estos tiempos sin precedentes. ¡Les deseamos un verano feliz, saludable y seguro!

Sinceramente,

Escuela Elm Street  
Maestros y Personal

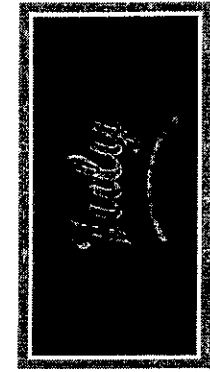
## Códigos de Salón Google

Grado 2 – f4d5w4b

Grado 3 – 6r3z6ls

Grado 4 – k73crzv

Community • Appreciation • Responsibility • Excellence



# Summer Math Calendar

## Going into Fourth Grade



Directions: Follow the daily activities to practice different math concepts. Feel free to extend any of the activities listed. When the work is completed, have a parent initial the box showing that you completed that activity. Give the calendar to your teacher on the first day of school.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Buy a small bag of M &amp; M's. Pour them into a jar. Estimate how many M &amp; M's are in the jar. Count the candy to see how close you are.</p> <p>Measure your height in inches. Measure the height of a parent. Write and solve an equation to determine how much taller your parent is than you.</p> <p>Determine what time it is now. What time will it be in one half hour from now? Forty- five minutes from now?</p> <p>Make a list (with products up to 100) of all the multiplication facts that are doubles (ex. <math>1 \times 1 = 1</math>).</p>	<p>Look at advertisements for cars in the newspaper. Choose a car you like and round the price to the nearest thousand.</p> <p>Create a time line for yesterday beginning at the time at which you woke up and ending at the time you went to bed. Include at least 8 events on your time line.</p> <p>Survey 10 people and ask them what their favorite animal is. Create a bar graph to show your results.</p> <p>Take turns rolling 3 dice with a partner. After each turn find the product of the 3 numbers. Record your products and add them together after each turn. The first person to reach 500 wins.</p>	<p>Using a restaurant menu, have each family member decide what he/she would order. Find the total cost of all the meals they chose.</p> <p>Gather 4 different boxes of food such as rice or cereal. Measure the width of each box in inches and centimeters. Which box is the thinnest? Which box is the widest?</p> <p>Roll two dice. Multiply the two numbers rolled and write an equation to show this. Repeat this 10 times.</p> <p>Write an equation showing how 12 cookies could be shared between 2, 3, 4, and 6 children.</p>	<p>Write the addition and subtraction fact families for the following sets of numbers: 3, 5, and 8 23, 9 and 14 7, 13, and 20</p> <p>Estimate the weight of a handful of coins. Weigh them to find their actual weight and calculate the difference between your estimate and the actual weight. Repeat this with other items.</p> <p>Flip a coin 10 times. Record how many times it landed on heads and tails. Multiply those two numbers together. Now have a friend do the same. Repeat this 4 times. The person with the highest product wins.</p> <p>See how many different ways you can divide 20 colored pencils or crayons equally. Write a division equation for each way you find.</p>	<p>Draw two cards from a deck of cards (number cards only). Find the sum and difference of the cards. Repeat this 10 times</p> <p>Go to the store with a parent. Record the time you arrive and the time you leave. How much time did you spend in the store?</p> <p>What is the greatest and the least number you can make using the digits 1, 4, 8, 2, 3 and 7? You may use each digit only once in a number.</p> <p>Count the number of windows and doors in your home. Determine if these numbers are odd or even.</p>

Name \_\_\_\_\_



# Summer Math Calendar

## Going into Fourth Grade

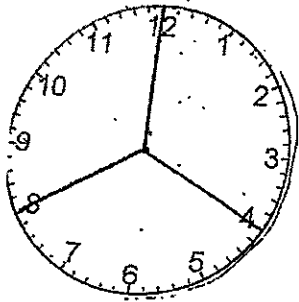


Directions: Follow the daily activities to practice different math concepts. Feel free to extend any of the activities listed. When the work is completed, have a parent initial the box showing that you completed that activity. Give the calendar to your teacher on the first day of school.

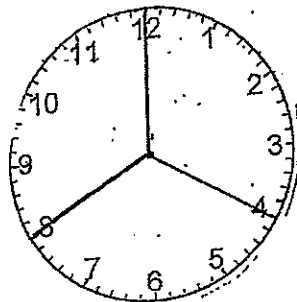
Monday	Tuesday	Wednesday	Thursday	Friday
Find the mean of the number of pages of your 3 favorite chapter books. (Hint: find the total number of pages and divide by the number of books.)	Count out fifty cards from a deck. See how many different ways you can divide them into equal groups. Write your division sentences on paper.	Have a multiplication bee with another family member using flash cards.	Roll two dice. Write the four multiplication and division fact family sentences that include these two numbers.	Weigh yourself on the scale. Multiply the number of pounds by your age.
Draw two shapes below. Color $\frac{1}{2}$ of each shape red. Color $\frac{1}{4}$ of each shape blue.	Find 10 items in your house that are less than one foot long. Estimate how many inches long each item is. Measure the items and find the difference between your estimates and the actual lengths of the items.	Go outside and gather as many rocks or pebbles as you can in 10 minutes. Count how many you have and multiply this number by 6 to see how many rocks you could gather in one hour (60 minutes).	Look in the newspaper to find out how many minutes long a movie you would like to see is. Multiply the number of minutes by 2. Determine how many hours and minutes this is.	Count the number of letters in each family member's names. Find the mean of these numbers by adding these numbers together and dividing by the number of names you used.
If your family ordered two pizzas for dinner and each pizza had 8 slices in it, how many pieces of pizza would each of your family members be able to have (they each must have the same number of pieces). What could you do with any left over pieces?	Using a small bag of pretzels, lay the pretzels out in even rows. (You may eat any leftovers.) Divide the total number of pretzels by the number of rows. Repeat this several times by making a different number of even rows.	Find a chapter book you want to read. If you were to read this book in exactly one week, how many pages would you have to read each day, if you read the same number of pages each day? Start reading the book today and see if you can finish it within seven days.	Count the money in your piggy bank or gather a handful of coins and determine the value. If you had to spend all of it within 5 days, how much money would you have to spend each day? (You must spend the same amount of money each day.)	Find out what the running speed in miles per hour of seven different animals is. Determine the median of these numbers. (Hint: list the speeds from least to greatest and find the number that is in the middle of the list.) Repeat this with other types of information.

# LEXIA Summer Vacation Challenge

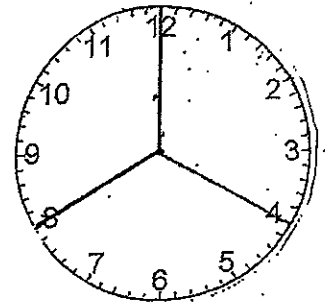
Name: \_\_\_\_\_ Grade for the Fall: \_\_\_\_\_



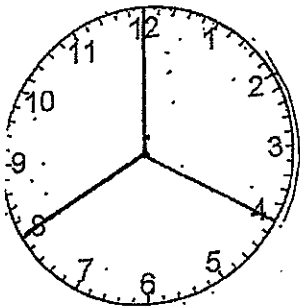
Week 1



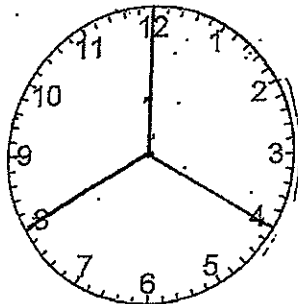
Week 2



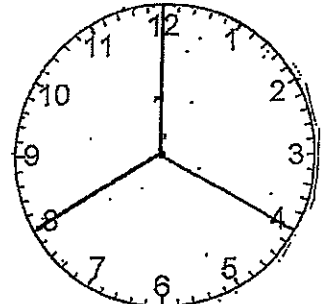
Week 3



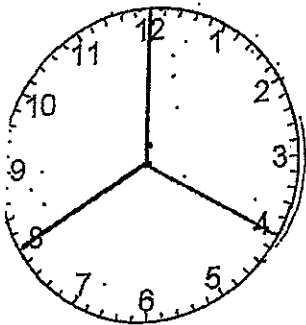
Week 4



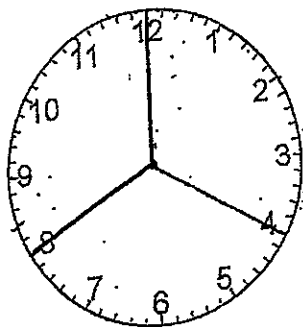
Week 5



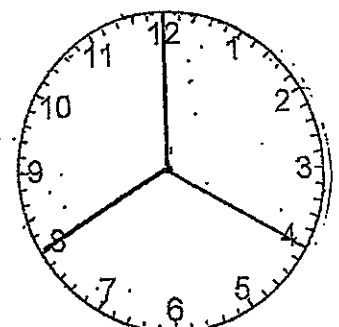
Week 6



Week 7



Week 8



Week 9

**LEXIA recommends 60 minutes a week by doing three 20 minutes sessions. Shade in each session on your clock and return it to your teacher after the summer break.**

**\*\*If you don't have access to LEXIA, please read for the 60 minutes!**



# Characters & Traits

For each character, list 4 traits. Then, give a brief description on why they are important to the story. The examples of character traits below are not necessarily the answers. They are thought starters.

*Examples of Character Traits -*

Friendly	Trustworthy
Selfish	Shy
Kind	Independent
Brave	Clumsy
Spoiled	Dishonest
Lucky	Fearful
Lazy	Grumpy
Bossy	Loving
Picky	Calm
Tidy	Respectful

# "FLORA AND ULYSSES"

*Characters and Traits*

CHARACTER	TRAITS	SIGNIFICANCE
Flora		
Ulysses		
Phyllis Buckman		
Tootie Tickman		
George Buckman		



# "FLORA AND ULYSSES"

## *One-Sentence Chapter Summaries*

In each box, write a one-sentence summary of each set of chapters. Focus on the main characters, setting, and plot of the selection.

Chapters 1 - 2

Chapters 3 - 4

Chapters 5 - 6

Chapters 7 - 8

Chapters 9 - 10

Chapters 11 - 12

Chapters 13 - 14

--

Chapters 15 - 16

--

Chapters 17 - 18

--

Chapters 19 - 20

--

Chapters 21 - 22

--

Chapters 23 - 24

--

Chapters 25 - 26

--

Chapters 27 - 28

--

Chapters 29 - 30

--

Chapters 31 - 32

Chapters 33 - 34

Chapters 35 - 36

Chapters 37 - 38

Chapters 39 - 40

Chapters 41 - 42

Chapters 43 - 44

Chapters 45 - 46

Chapters 47 - 48

Chapters 49 - 50

Chapters 51 - 52

Chapters 53 - 54

Chapters 55 - 56

Chapters 57 - 58

Chapters 59 - 60

Chapters 61 - 62

Chapters 63 - 65

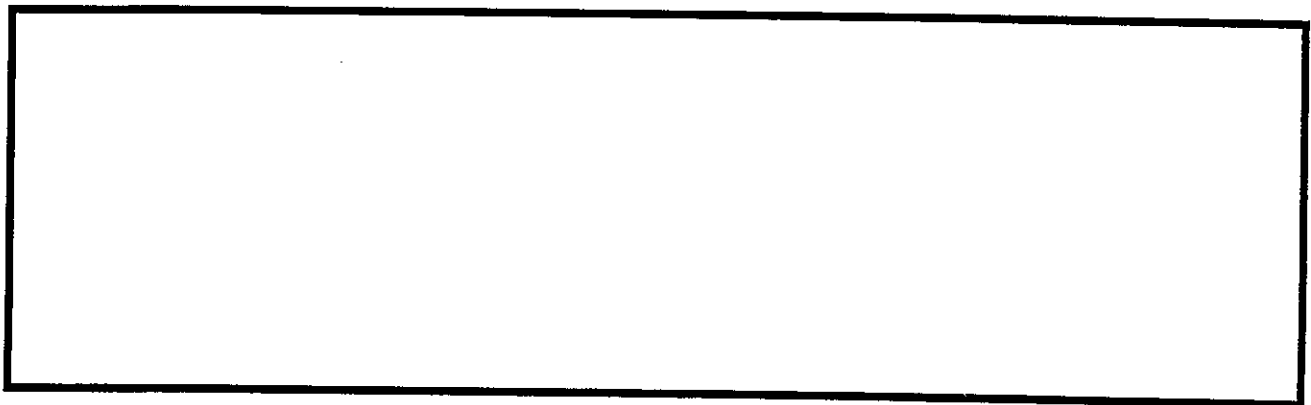
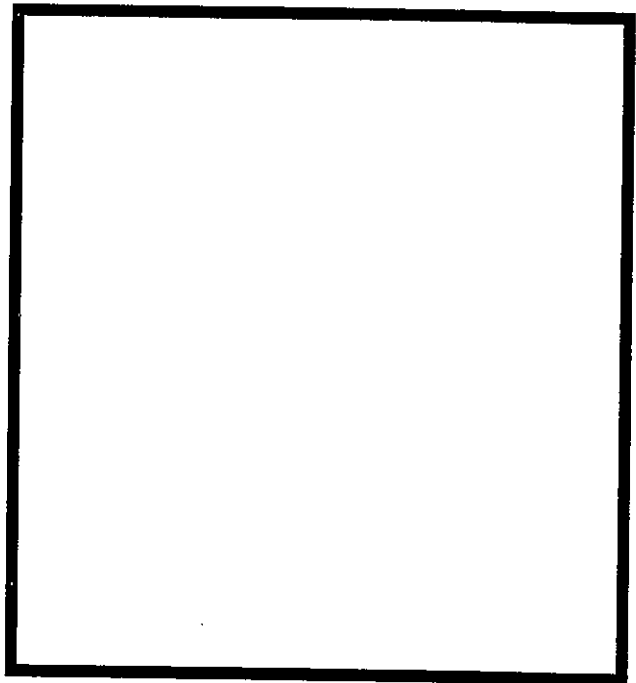
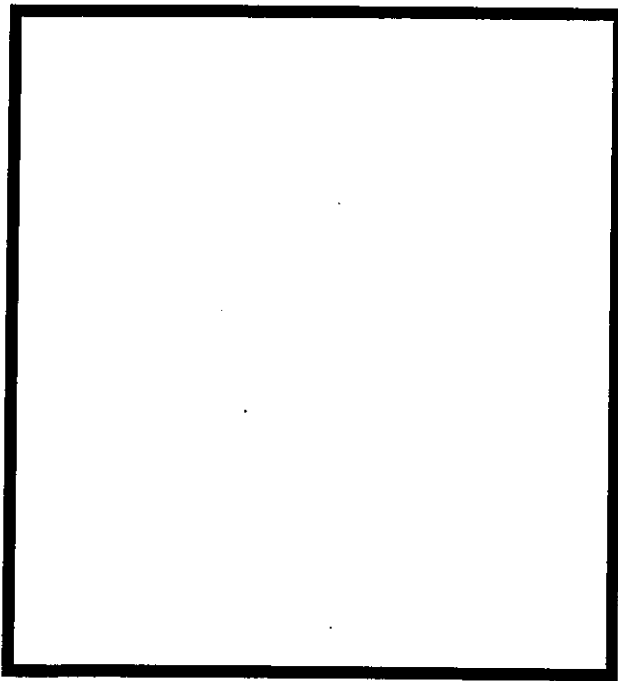
Chapters 66 - 68

# The Best Quotes of *“Flora and Ulysses”*

In the boxes below, write three of your favorite quotes from the book.

A quote should look like this:

“The miracle is you.” - Charlotte



On each of the triangles, write one theme of the story. Briefly explain how this is important to the story.



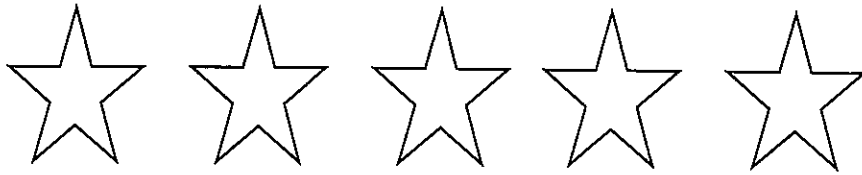
*"Flora and  
Ulysses"*  
**THEMES**

# "FLORA AND ULYSSES"

## Book Review

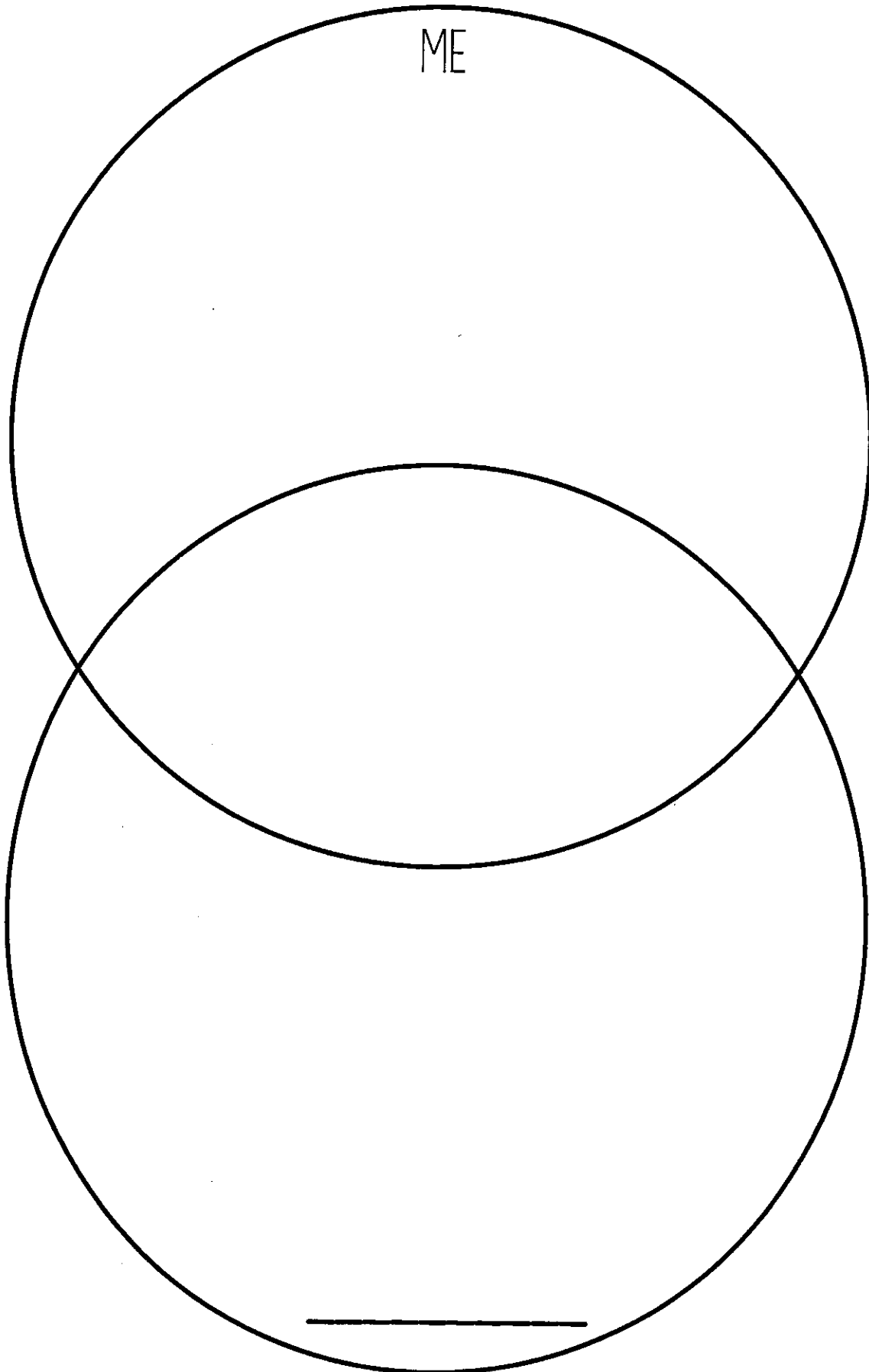
Rate this book and explain your reasons on whether you would recommend the book for others to read. Color in the number of stars you feel this book deserves. Write a short paragraph explaining your feelings on the book and give specific details on why you did or did not like this book.

1 Star = Terrible    2 Stars = Not Good    3 Stars = Just Okay  
4 Stars = Good    5 Stars = Excellent, Highly Recommend



A large rectangular box with a thick black border. At the top, there are five empty five-pointed stars. Below the stars are ten horizontal lines for writing a review.

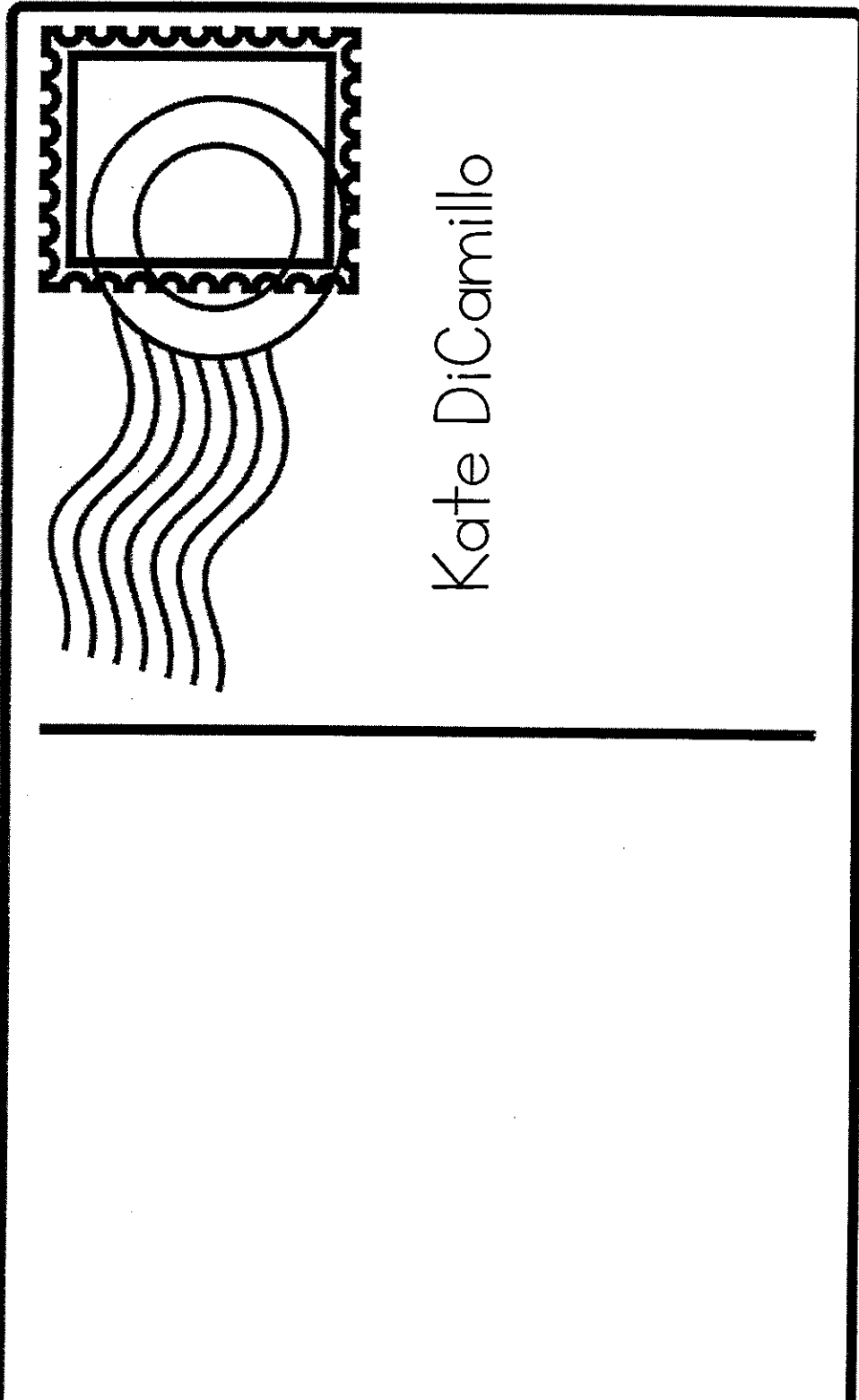
Compare and contrast elements of yourself and a character from "Flora and Ulysses". Write the character's name in the space provided. In the center, give examples of similarities.





# A QUICK NOTE to the Author

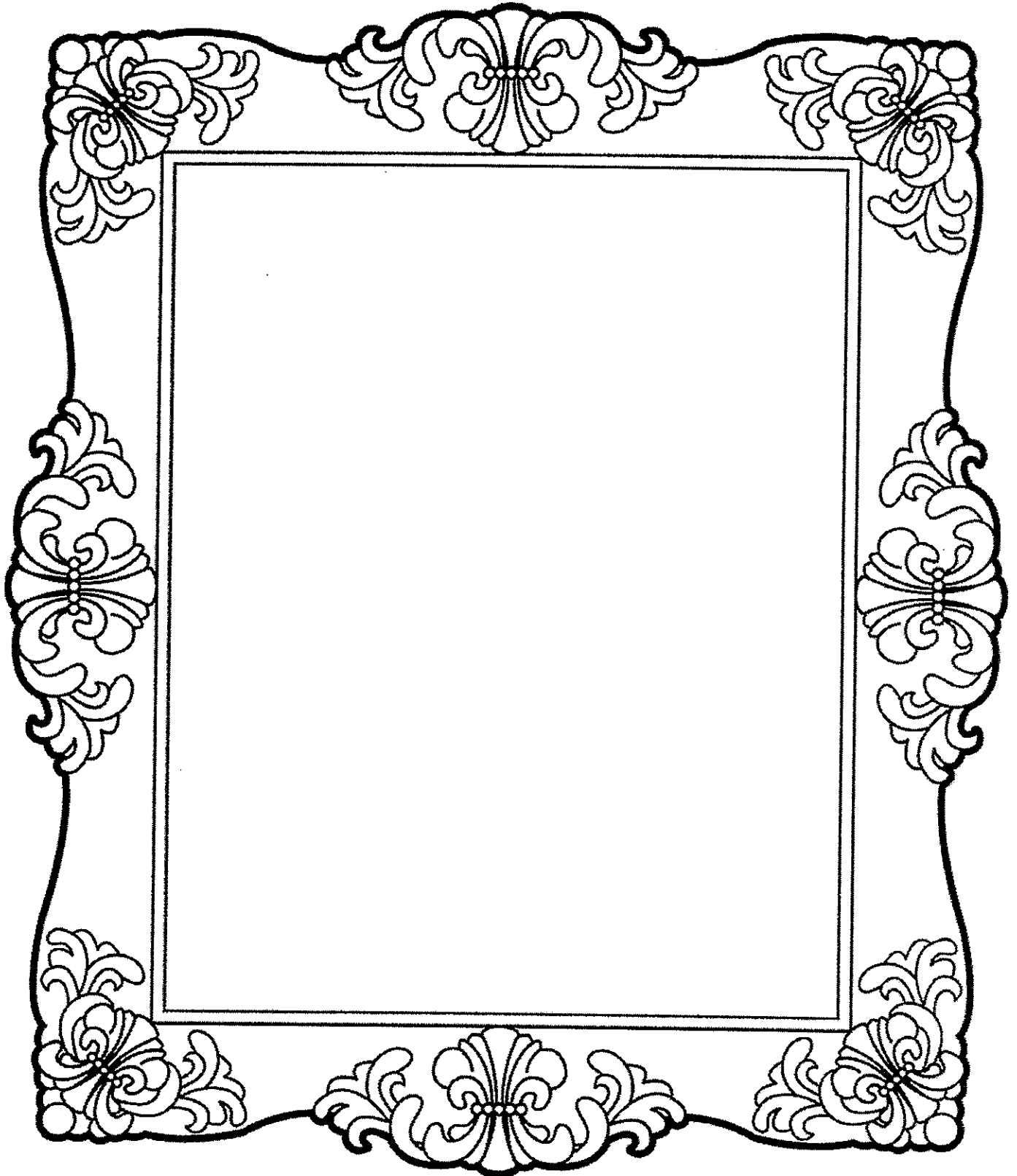
Ask the author 3 questions that were not answered by the time you read the end of the book. Write an address where you imagine the author is living or would have lived.



Kate DiCamillo

# MY FAVORITE SCENE

Illustrate your favorite scene from  
"Flora and Ulysses".



# The Sequel

Create a cover for a sequel of your book. If there is already a sequel, add another book to the series. Add a title to the cover along with your artwork.

