

Meet the teacher

Mrs. Saucier

WELCOME

Dear Students and Families,



Welcome to 4th Grade! I am so excited to begin this school year with you and cannot wait to get to know each of you.

CONTACT

saucier@stjosephbristol.org

ALL ABOUT ME

My name is Mrs. Saucier, and this is my 10th year teaching. Teaching is truly my passion, and I love helping students learn, grow, and discover their strengths. I live in Bristol with my husband, Mr. Saucier, and our two dogs:

-  **Lucky**, our playful Black Lab
-  **Trooper**, our protective German Shepherd

My Promise to You

I believe every student can succeed when they feel safe, supported, and encouraged. In our classroom, we will:

- ★ Work hard and do our best
- ★ Learn from mistakes
- ★ Show kindness and respect
- ★ Celebrate our successes
- ★ Grow together as a classroom family

Families

Thank you for sharing your child with me this year. I look forward to partnering with you to help your child have a successful and memorable 4th-grade experience.

My door is always open, and I am excited to work together throughout the year!

THESE ARE A FEW OF MY FAVORITE THINGS..

- ★ I LOVE all things Disney!
- ★ Reese's Peanut Butter Cups are my favorite treat.
- ★ I enjoy reading, learning new things, and spending time with family and friends.

Reading

Dear 4th Grade Students and Families,

I wanted to provide you with information about the summer reading reports for 4th grade. Our whole class will be reading "*Fudge-a-Mania*" by Judy Blume, and each student will also select a "just right" book of their choice for an individual project. **All templates are attached.**

1. Standard Book Report with Fudge- a-Mania

Students can write a summary of the book, discuss the main characters, plot, setting, and themes, and share their personal opinions and reflections.

I have attached vocabulary you might run into during the story as well to help.

Book 2: "Just Right" Book (Individual Choice)

For their "just right" book, students will select a book of their choice that is appropriate for their reading level. They will then choose **ONE** of the following project options to share their understanding and enjoyment of the book:

1. Sandwich Book Report

Students can create a "sandwich" book report, where each layer of the sandwich represents different elements of the book such as characters, setting, plot summary, favorite part, etc.

OR

2. Cereal Box Project

Students can design a cereal box based on their chosen book, including a summary on the back of the box, character profiles on the sides, and illustrations or images related to the story.

Both projects aim to encourage creativity, critical thinking, and engagement with the chosen book.

I believe empowering students with the freedom to choose their educational path fosters ownership, engagement, and a deeper sense of responsibility toward their learning journey.

If you have any questions or concerns, please feel free to contact me.

Wishing you and your family a wonderful and enriching summer break filled with exciting reading adventures!

Warm regards,

Mrs. Saucier

4th Grade Book Report

***Please select a fiction book as the focus of this book report.**

Your Name: _____

Title of Book You Read: _____

Author: _____

Please answer in complete sentences. Attach a piece of loose leaf paper if you need more room to write.

Setting: (Where does the story take place?)

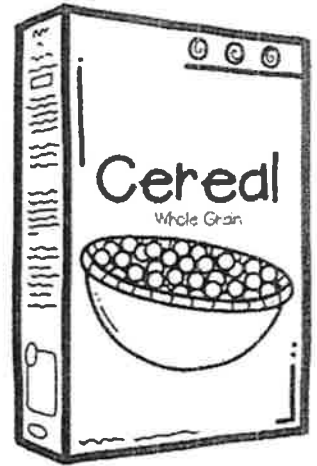
Main Characters: (Describe them in a few sentences each.)

Describe the main events in the story.

Cereal Box Book Report

STUDENT GUIDE

Have you read a great book lately? Do you like cereal? Are you ready to create the world's most interesting book report? It's time for Cereal Box Book Reports! Using an empty cereal box, create your report following these directions:



Entire Box: Cover the entire box with a large sheet of white or light-colored paper. Neatly wrapping it like a present is a good approach.

Front of Box: Think of a name for your new cereal that is closely related to your book. For example, for the book The Lightning Thief, you could name your cereal "Lightning-O's." Design the front of your box to be colorful and attractive. It should show what the cereal looks like and should also include a picture of a related prize. For "Lightning-O's," the prize might be a pen in the shape of a lightning bolt.

Back of Box: Every fun box of cereal has a game or puzzle on the back! Your cereal also needs one. Design and include a puzzle, word scramble, maze, crossword, or any other fun activity on the back of your box. Make sure it completely relates to your book.

Right Side: Neatly write a summary on the sheet provided. Cut and glue onto the right side of the box. Add some color, if you would like!

Left Side: All cereal boxes have a list of ingredients. Great books also have necessary ingredients, including a setting and main characters. Complete the Ingredients panel on the provided sheet. Cut and glue onto the left side of the box.

Top of Box: Fill out the information on the provided sheet. Would you rate your book as a 1-star (pretty awful) or a 5-star (the best you've ever read) story? Color in the appropriate number of stars. Cut and paste this panel onto the top of your box.

Top of Box: Fill out, cut, and paste to the top of your cereal box.

Title of Book: _____

Author: _____

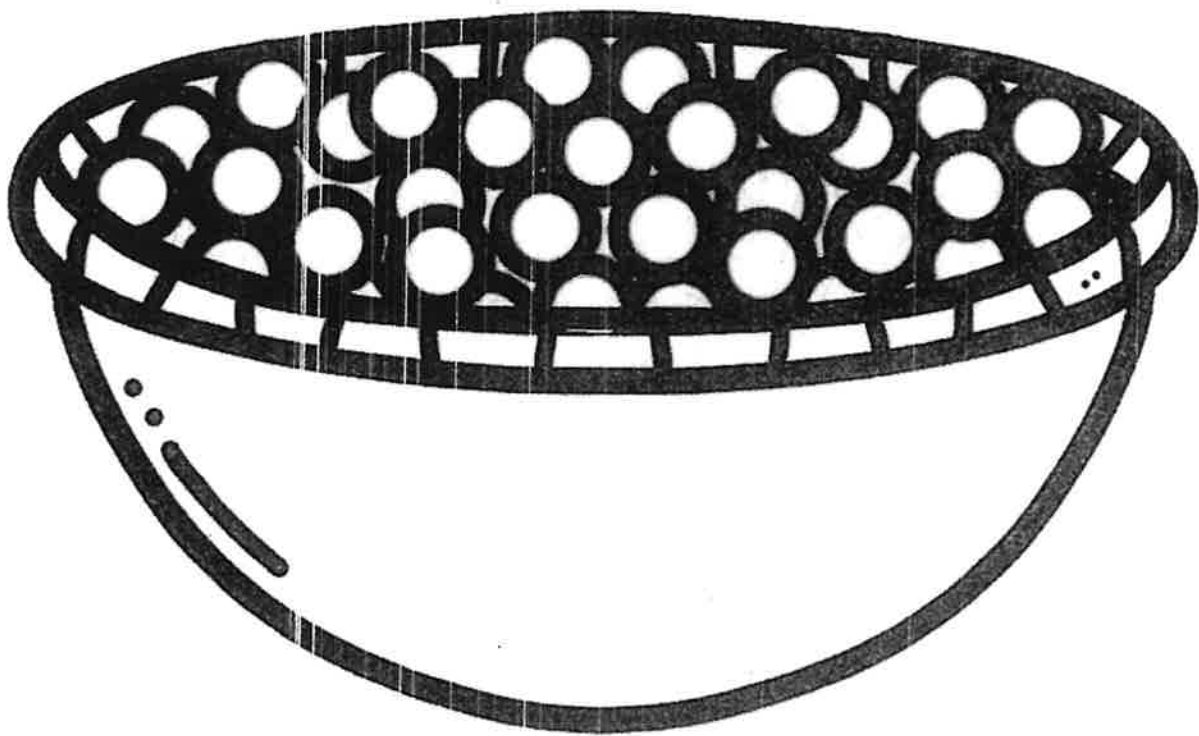
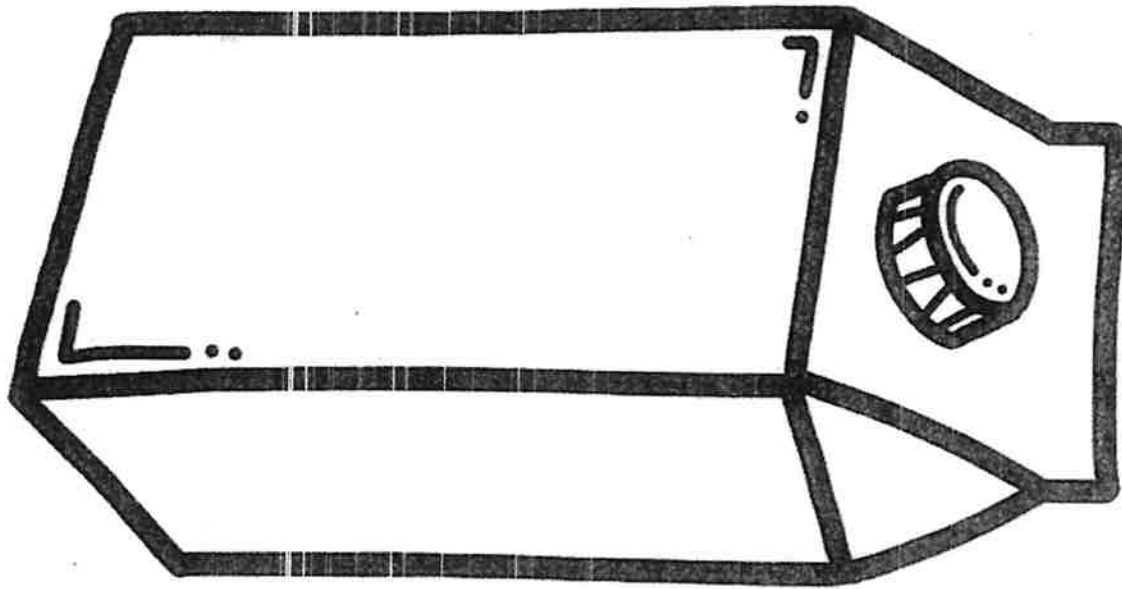
of Pages: _____ Rating: 

Right Side of Box: Write a summary that describes only the main events, including the problem and solution, of the book. Remember to use descriptive words that make the reader want to know more! Then cut and paste to the right side of your cereal box.

Summary: _____

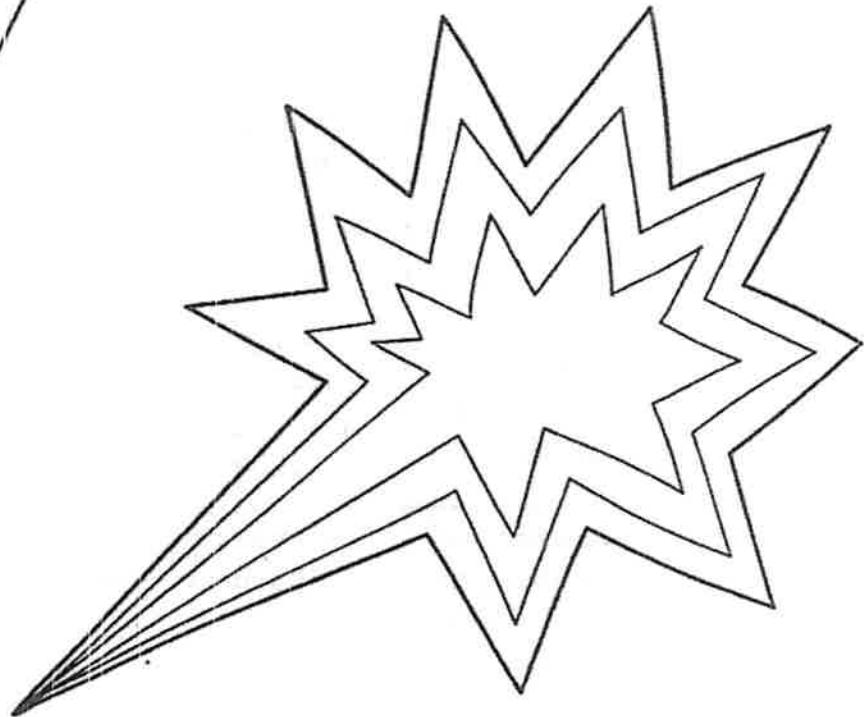
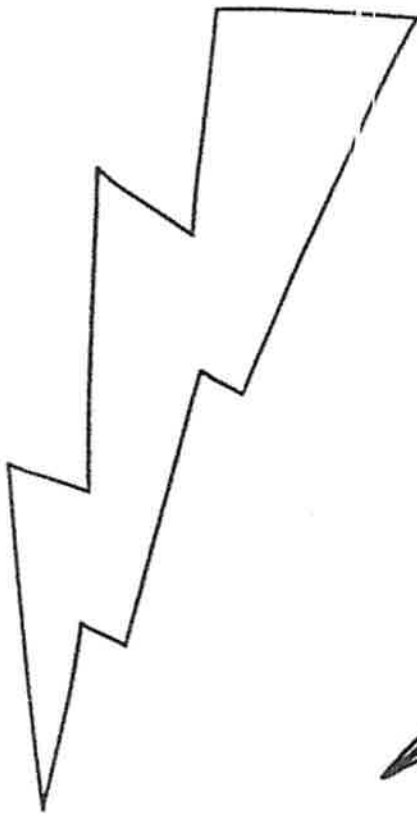
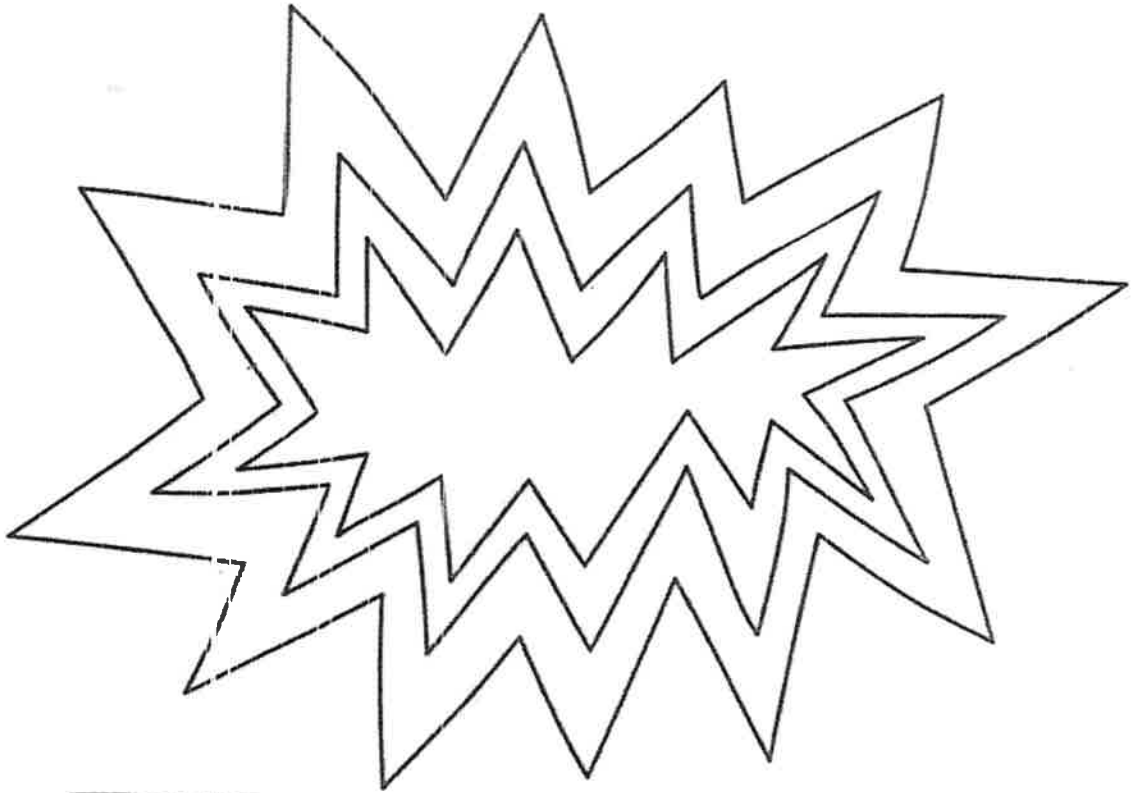
Extra Accent Pieces

Use these extra accent pieces to help decorate your box, if desired.



Extra Accent Pieces

Use these extra accent pieces to help decorate your box, if desired.



Cereal Box Book Report Scoring Rubric

Name: _____

Date: _____

	4 Exceeds Expectations	3 Meets Expectations	2 Partly Meets Expectations	1 Does Not Meet Expectations
Left Side of Box Ingredients	Includes all characters and setting using complete sentences. The setting is described in great detail.	Includes most characters and most items are written in complete sentences. The setting includes some details.	Includes some characters and setting, but are minimally described.	Does not include characters or setting. Descriptions are not provided.
Right Side of Box Summary	The main problem and solution are clearly stated with good detail.	The main problem and solution are provided with some detail.	The main problem and solution are included without detail.	The summary does not describe the main problem or the solution.
Top of Box Brief Book Description	All book elements are included.	Most book elements are included.	Some book elements are included.	No book elements are included.
Front of Box Title	Name of cereal and picture are closely related to title of book.	Name of cereal and picture are related to title of the book.	Name of cereal or picture are not related to title of the book.	Does not include name of cereal or picture.
Back of Box Game	The game and/or puzzle is detailed and strongly connected to the book.	The game and/or puzzle is somewhat detailed and connected to the book.	The game and/or puzzle lack detail but show some connection to the book.	The game and/or puzzle are not detailed and not clearly connected to the book.

Cereal Box Book Report Scoring Rubric

PAGE 2

	4 Exceeds Expectations	3 Meets Expectations	2 Partly Meets Expectations	1 Does not Meet Expectations
Prize	Prize offered is directly related to the story. Originality and creativity is evident.	Prize offered is related to the story. Originality and creativity is somewhat evident.	Prize offered shows minimal connection to the story. Originality and creativity is minimal.	Prize offered does not show any connections to the story. It is not original or creative.
Neatness/ Creativity	The box is completely and attractively covered with paper. All items are written or drawn neatly. The box looks appealing enough to buy the cereal brand!	The cereal box is covered with paper. Most items are written or drawn neatly. The box looks attractive.	The cereal box is mostly covered with paper. Some items are not neatly written or illustrated.	The cereal box is partly covered with paper. Most writing and illustrations are sloppy and hard to read.
Total Points				

Sandwich Book Report

Top Bread Layer:

Color this layer of your sandwich
light brown and color the olive green.
Cut this template out along the solid black lines.

Title: _____

Author: _____

Genre: _____

Name: _____ **Date:** _____

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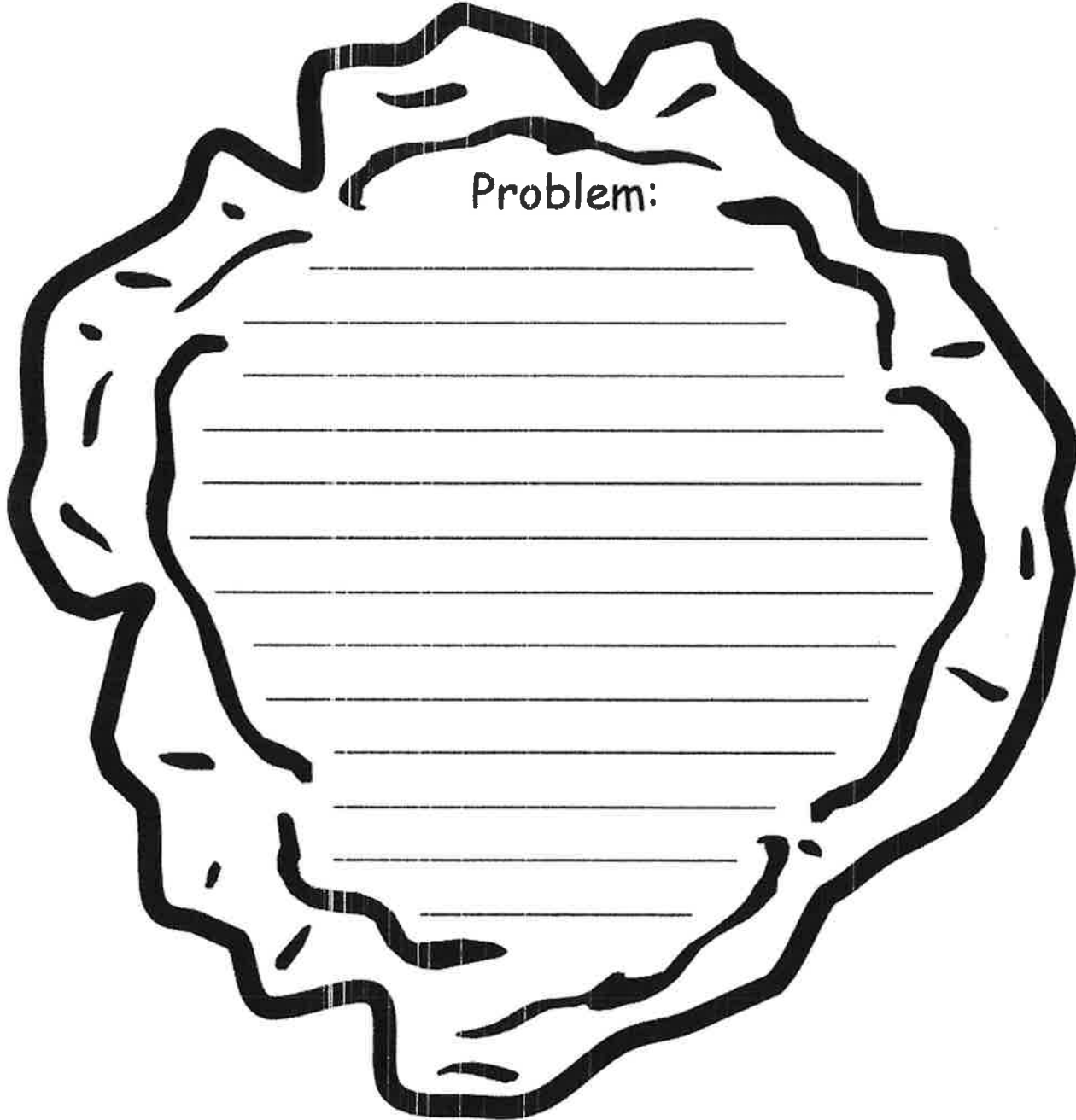
Draw and color a picture in the box above.

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Sandwich Book Report

Lettuce Layer:

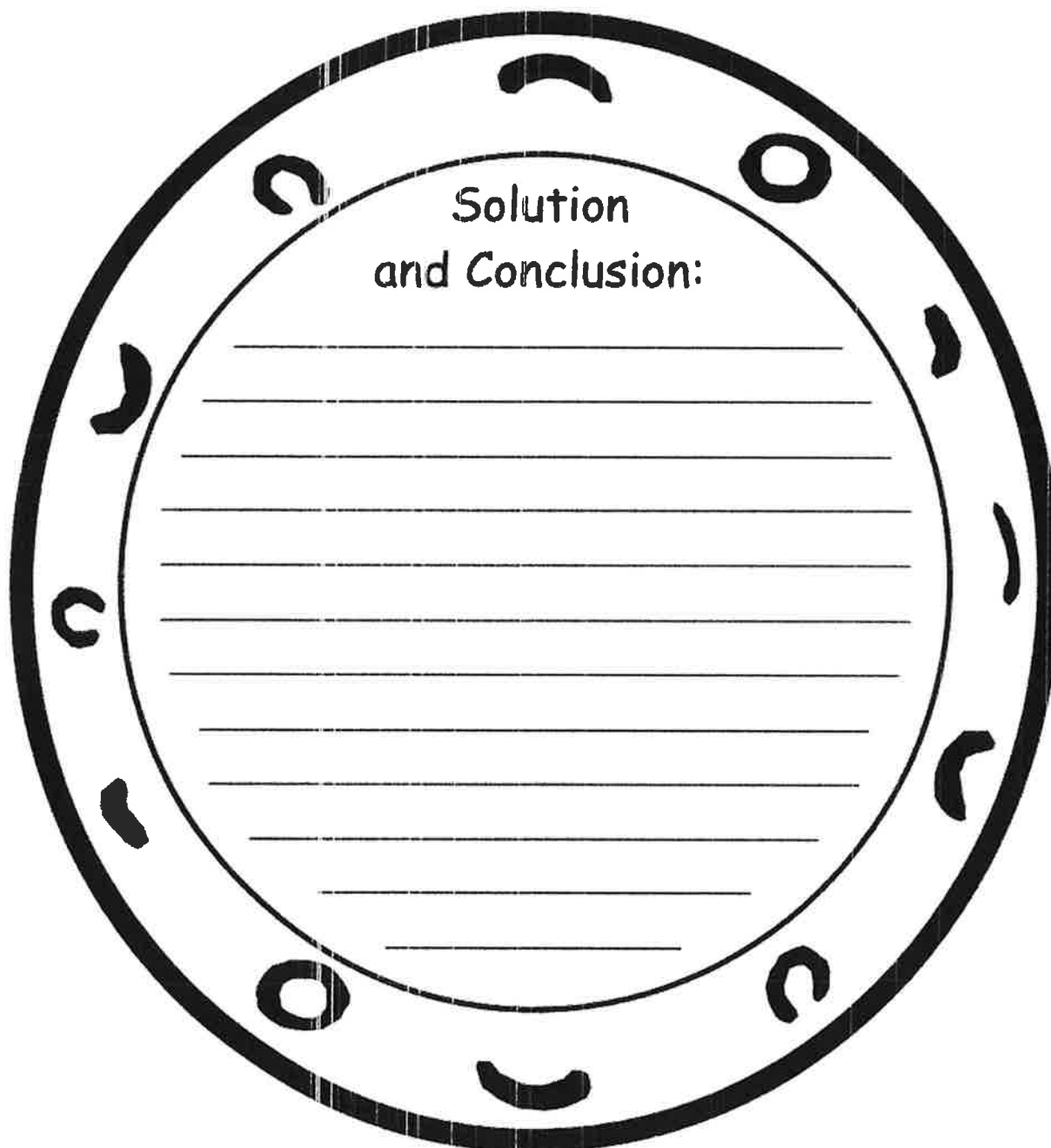
Color this layer of your sandwich green.
Cut this template out along the solid black lines.



Sandwich Book Report

Meat Layer:

Color this layer of your sandwich brown.
Cut this template out along the solid black lines.



Sandwich Book Report

Bottom Bread Layer:

Color this layer of your sandwich light brown.
Cut this template out along the solid black lines.

My Favorite Part:

Draw and color a picture of your favorite part of the book in the box above.























Sandwich Book Report

Grading Rubric:

Name: _____

Date: _____

		Excellent	Very Good	Good	Developing
Setting and Characters	I have described when and where the story takes place and introduced the main and minor characters.	4 	3 	2 	1 
Problem and Story Climax	I have described the main problem and the point of greatest interest or suspense, in the story.	4 	3 	2 	1 
Solution, Conclusion, and Favorite Part	I described how the main character solved the problem, the ending, and my favorite part of the story.	4 	3 	2 	1 
Proofreading and Editing	I have proofread and edited my writing for grammar, spelling, capitalization, and punctuation errors.	4 	3 	2 	1 
Final Presentation and Effort	I have used my neatest handwriting and my best effort to draw my pictures and color my sandwich book report.	4 	3 	2 	1 
Student	Shade in the face for each section for the score that you feel you have earned.	Total Points:	Comments: _____ _____ _____		
Teacher	Circle the number in each section for the score that the student earned.	Total Points:	Comments: _____ _____ _____		

Dear Incoming Fourth Grade Families,

Welcome to Fourth Grade! I am excited to have your child join us for a year of learning, growth, and new adventures.

To help students maintain and strengthen their math skills over the summer, I have provided a Summer Math Packet. Completing the packet will help students review important concepts from third grade and prepare for the new skills they will learn in fourth grade.

Summer Math Packet Expectations

- Complete the packet throughout the summer rather than all at once.
- Encourage your child to work independently as much as possible.
- Show all work and do their best on each problem.
- If your child gets stuck, remind them to try their best and move on.

Returning the Packet

Please have your child bring the completed packet to school on the first day of fourth grade. I will check the packet and use it to help identify areas where students may need additional support or review.

Tips for Summer Math Success

- Practice multiplication and division facts.
- Play math games.
- Measure while cooking or baking.
- Use money to calculate costs and change.
- Look for real-world opportunities to solve math problems.

Thank you for supporting your child's learning during the summer months. I appreciate your partnership and look forward to a wonderful year together!

Have a safe, relaxing, and enjoyable summer!

Sincerely,

Mrs. Saucier

Summer Math Packet for Students Entering 4th Grade**Mid-Year Review****Test Prep****Multiple Choice****Fill in the circle next to the correct answer.**

- In the number 6,592, the digit 5 is in the _____ place. (Lesson 1.2)
 (A) ones (B) tens
 (C) hundreds (D) thousands
- Which number is 1,000 more than 1,629? (Lesson 1.3)
 (A) 629 (B) 1,619
 (C) 1,729 (D) 2,629
- Estimate the sum of 342 and 525. Use front-end estimation. (Lesson 2.5)
 (A) $300 + 500 = 800$ (B) $300 + 530 = 830$
 (C) $340 + 500 = 840$ (D) $340 + 530 = 870$
- Estimate the difference between 828 and 535.
Use rounding to the nearest hundred. (Lesson 2.4)
 (A) $900 - 500 = 400$
 (B) $800 - 500 = 300$
 (C) $900 - 600 = 300$
 (D) $800 - 600 = 200$

5. $0 \times 9 = \underline{\hspace{2cm}}$ (Lesson 6.1)

(A) 0

(B) 9

(C) 90

(D) 900

6. To find the answer to $38 + 48$, You can add 50 to _____
(Lesson 2.1)

(A) 38, then add 2

(B) 38, then subtract 2

(C) 48, then add 2

(D) 48, then subtract 2

7. What is the missing digit? (Lesson 3.3)

$$\begin{array}{r} 5, 3 \quad 2 \quad \square \\ + 3, 6 \quad \square \quad 4 \\ \hline \square, 0 \quad 2 \quad 3 \end{array}$$

(A) 1

(B) 2

(C) 5

(D) 9

8. There are four numbers on a whiteboard:

1,390, 1,125, 1,580, and 1,625.

The difference between two of the numbers is 235.

What are the two numbers? (Lesson 4.3)

(A) 1,580 and 1,390

(B) 1,625 and 1,390

(C) 1,390 and 1,125

(D) 1,580 and 1,125

Name: _____

Date: _____

17. What is the value of the digit 5 in the number 5,631? (Lesson 1.2)

18. Use the digits below to make three 3-digit odd numbers and three 3-digit even numbers. Do not repeat the same digits in a number.
(Lesson 8.3)

1 8 2 3 9 4 7

Odd numbers: _____

Even numbers: _____

19. Add $1,850 + 59$. (Lesson 3.2)

20. $70 \times 4 = ?$ (Lesson 7.1)

21. In $59 \div 2$, the quotient is _____, and the remainder is _____.
(Lesson 8.2)

- 22.** Shaun takes 300 photographs at the zoo.
Sheena takes twice as many photographs as Shaun.
How many photographs do they take in all? (Lesson 9.1)

_____ photos

- 23.** Shannon has 78 animal stickers.
She has three times as many animal stickers as her brother, Ryan.
How many animal stickers does Ryan have? (Lesson 9.3)

_____ paperclips

- 24.** The sum of two numbers is 1,500.
The difference between these two numbers is 300.
Find these two numbers from the numbers provided. (Lessons 3.2 and 4.1)

1,200 600 300 700 800 900

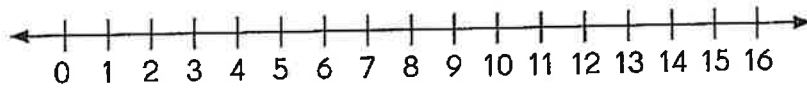
- 25.** Caroline packs some glue sticks into 8 bags.
She has 12 glue sticks left over.
If there are 25 glue sticks in each bag, how many
glue sticks did she have at first? (Lessons 7.3 and 3.1)

Name: _____

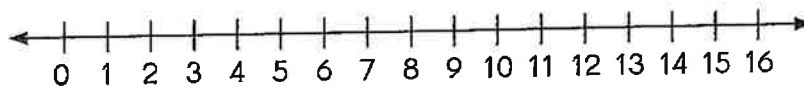
Date: _____

- 26.** What is the product of $1 \times 7 \times 2$?
Use the number lines to help you. (Lessons 6.1 and 6.2)

$$1 \times 7 \times 2 = 1 \times \underline{\hspace{2cm}}$$
$$= \underline{\hspace{2cm}}$$



$$1 \times 7 \times 2 = \underline{\hspace{2cm}} \times 2$$
$$= \underline{\hspace{2cm}}$$



So, $1 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \times 2$

$$= \underline{\hspace{2cm}}$$

27. Find the sum of 938 and 8,163. (Lesson 3.3)

28. Find the difference between 6,215 and 8,356. (Lesson 4.3)

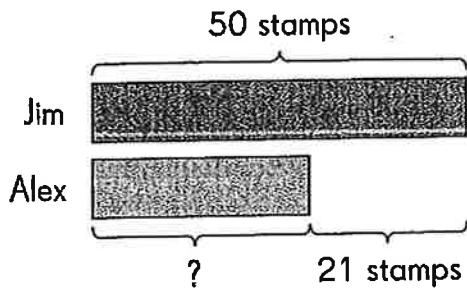
29. Find the product of 154 and 4. (Lesson 7.3)

30. Use the digits below to form two 2-digit numbers.
Each number has a remainder of 1 when divided by 4. (Lesson 8.2)

1 3 7 9

31. Find the difference between $45 \div 5$ and 5×7 . (Lessons 4.3, 6.3, and 7.1)

32. Use the model, How many stamps does Alex have? (Lesson 5.1)



_____ stamps

33. A craft store sells 1,124 fewer pieces of red art paper than blue art paper. It sells 2,317 pieces of red art paper. How many pieces of red and blue art paper does the craft store sell? (Lessons 3.3 and 4.3)

_____ pieces

34. Ngu walks 250 feet. She walks 65 feet more than Pauline. How far does Pauline walk? (Lesson 4.3)

_____ feet

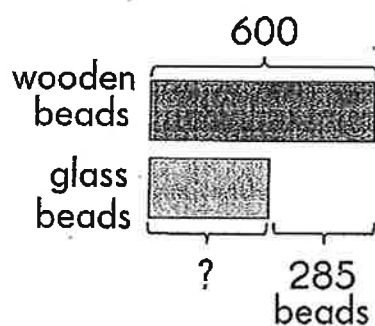
35. Oomi makes 4 necklaces. She uses 156 beads for each necklace. How many beads does she use in all? (Lesson 7.3)

_____ beads

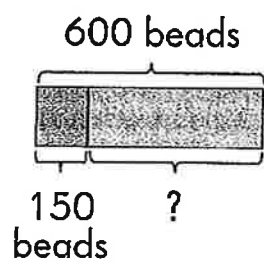
Extended Response

Solve. Show your work.

- 36.** Jolene has 600 wooden beads.
She has 285 fewer glass beads than wooden beads.
a. How many glass beads does Jolene have?



- b.** How many wooden beads does she have if she uses 150 of them to make necklaces?



Name: _____

Date: _____

- 37.** Company A gets 3,700 hits on their website.
Company B gets 450 fewer hits than Company A.
- a.** How many hits does Company B get?

- b.** How many hits do both companies get in all?

- 38.** Noah swims 80 laps in 5 days.
He swims the same number of laps every day.
- a.** How many laps does he swim in a day?

- b.** How many laps does he swim in 4 days?

Name: _____

Date: _____

- 39.** Jose has 88 stickers.
He puts 4 stickers on each bookmark.
He gives all his bookmarks away to his friends.
Each friend receives 2 bookmarks.
- a. How many bookmarks does he put stickers on?
- b. How many friends does he have?

- 40.** A factory delivers 5 containers of pottery to a store.
Each container has 162 pieces of pottery.
The store owner discovers 24 pieces of pottery are broken.
How many pieces of pottery are not broken?

End-of-Year Review

Test Prep

Multiple Choice

Fill in the circle next to the correct answer.

1. John spends \$1.35 on bus fare and \$2.50 on food each day. How much does he spend in two days? (Lesson 10.1)

(A) \$3.85 (B) \$6.60
(C) \$6.70 (D) \$7.70

2. Paige jogs around a 400-meter track 3 times a day. What is the distance she jogs each day? (Lesson 11.2)

(A) 400 m (B) 1 km 200 m
(C) 1 km 400 m (D) 10 km 200 m

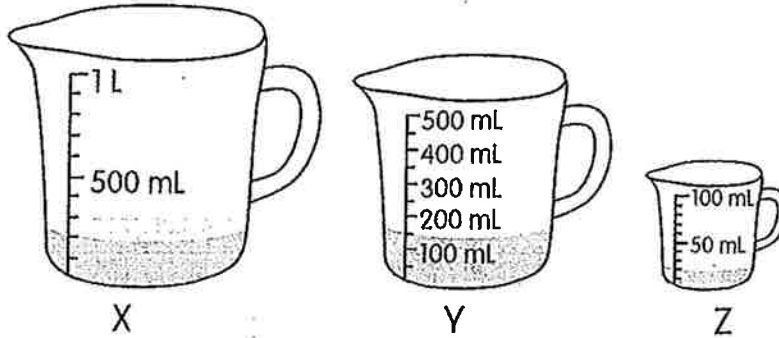
3. Which mass is not the same as the others? (Lesson 11.3)

(A) 7,220 g (B) 7,022 g
(C) 7,000 g + 22 g (D) 7 kg 22 g

4. Which is incorrect? (Lesson 14.3)

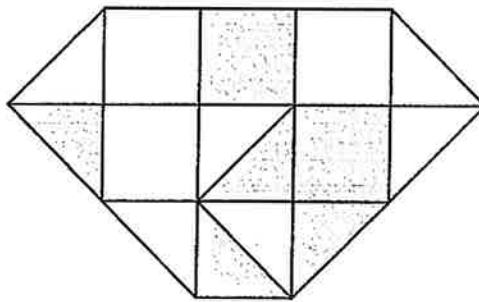
(A) $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$ (B) $\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$
(C) $\frac{2}{3} = \frac{4}{6} = \frac{6}{12}$ (D) $\frac{2}{2} = \frac{4}{4} = \frac{11}{11}$

5. Look at the measuring cups. (Lesson 11.4)



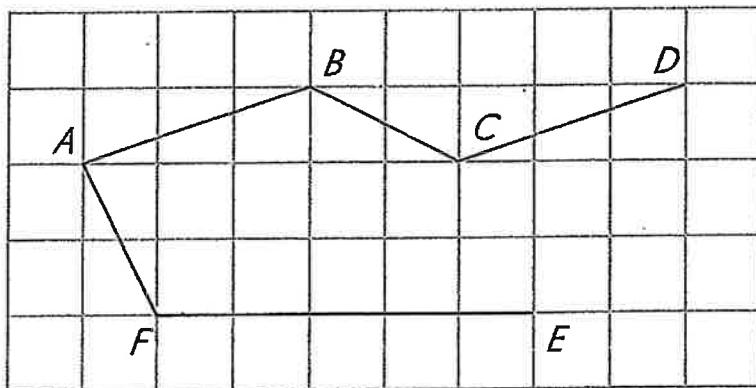
Which is correct?

- (A) There is 500 milliliters more water in X than Y.
 (B) There is a total of 1,500 milliliters of water in X and Y.
 (C) Z contains 180 milliliters less water than X.
 (D) The difference in the volume of water in Y and Z is 170 milliliters.
6. What fraction of the figure is shaded? (Lesson 14.1)



- (A) $\frac{1}{5}$ (B) $\frac{2}{5}$
 (C) $\frac{6}{13}$ (D) $\frac{2}{3}$

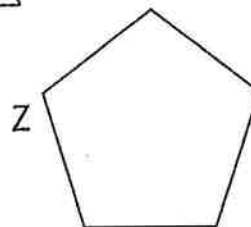
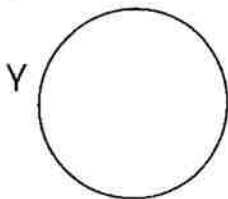
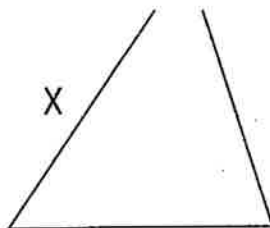
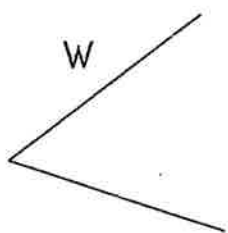
7. Look at the line segments. (Lesson 17.6)



Which line segments are parallel?

- (A) Segments AB and AF (B) Segments BC and EF
 (C) Segments AF and BC (D) Segments AB and CD

8. Which is a polygon? (Lesson 18.1)

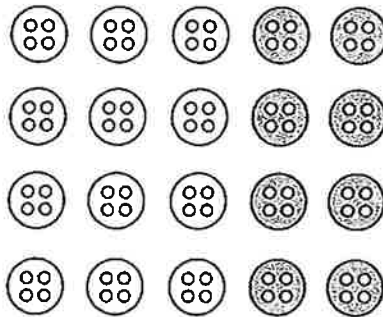


- (A) Figure W (B) Figure X
 (C) Figure Y (D) Figure Z

9. Which tarts weigh the same? (Lesson 15.2)

Tarts	Weight
Lemon	2 pounds
Blueberry	3 pounds
Strawberry	24 ounces
Peach	32 ounces

- (A) Lemon and Strawberry
 (B) Lemon and Peach
 (C) Blueberry and Strawberry
 (D) Blueberry and Peach
10. 8 of the 20 buttons in a box are gray.
 The rest are white.
 What fraction of the buttons are white? (Lesson 14.6)



- (A) $\frac{2}{5}$ (B) $\frac{3}{5}$
 (C) $\frac{4}{5}$ (D) $\frac{3}{7}$

Short Answer

Read the questions carefully. Write your answers in the space provided.

11. Order the fractions from greatest to least. (Lesson 14.4)

$$\frac{1}{4}, \frac{7}{8}, \frac{3}{4}$$

12. String A is 28 inches long. String B is 4 feet long.
Which is longer? (Lesson 15.1)

String _____

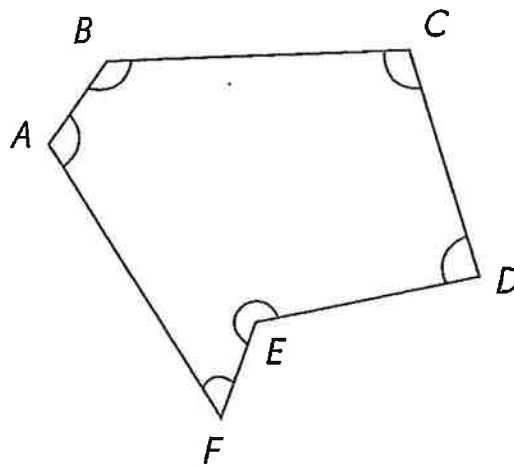
13. George starts on his science project at 8:25 A.M. He finishes at 10:10 A.M. How long did he take? (Lesson 16.5)

_____ h _____ min

14. Mrs. Freeman puts 3 cups of lemon juice in a punch bowl. She adds 6 pints of water. How many cups of liquid are there in total? (Lesson 15.3)

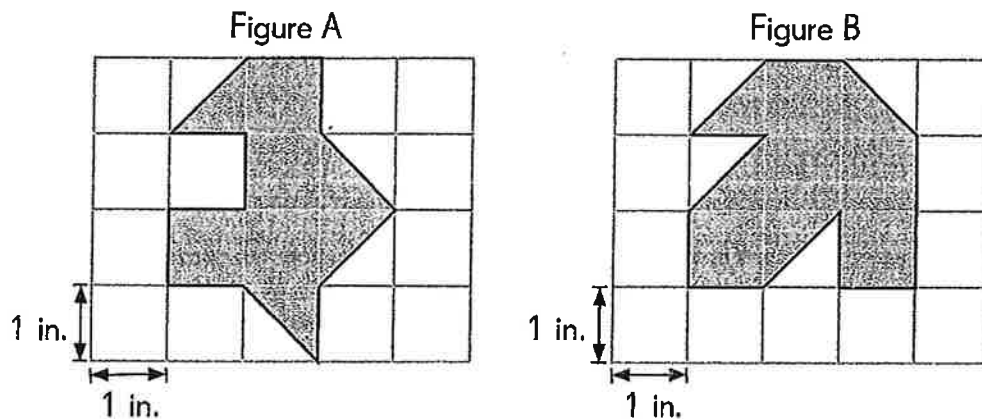
_____ cups

15. Which angles in the figure are less than a right angle? (Lesson 17.3)



Angles _____ and _____

Look at the figures to answer Exercises 16 and 17. (Lesson 19.4)



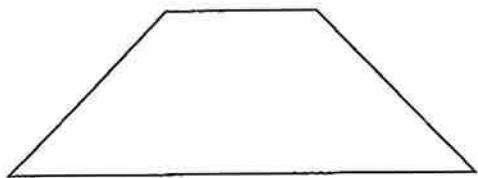
16. Which figure has a greater area?

Figure _____

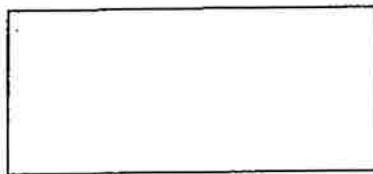
17. How much greater?

_____ in.²

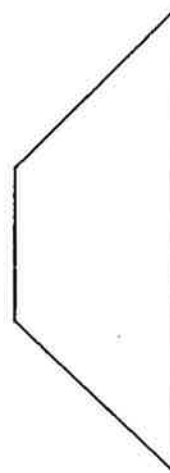
18. Which figures are congruent? (Lesson 18.2)



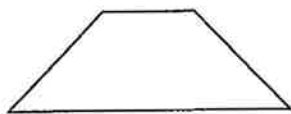
A



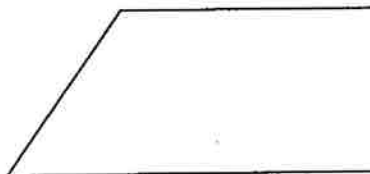
B



C



D

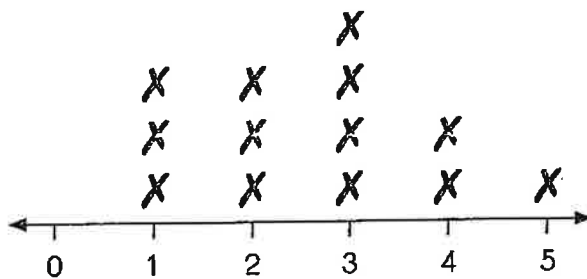


E

Figures _____ and _____

Look at the line plot to answer Exercises 19 and 20.

Beth surveyed her friends on the number of books they read last week. She drew a line plot to show her data. (Lesson 13.3)



Number of Books Read Last Week

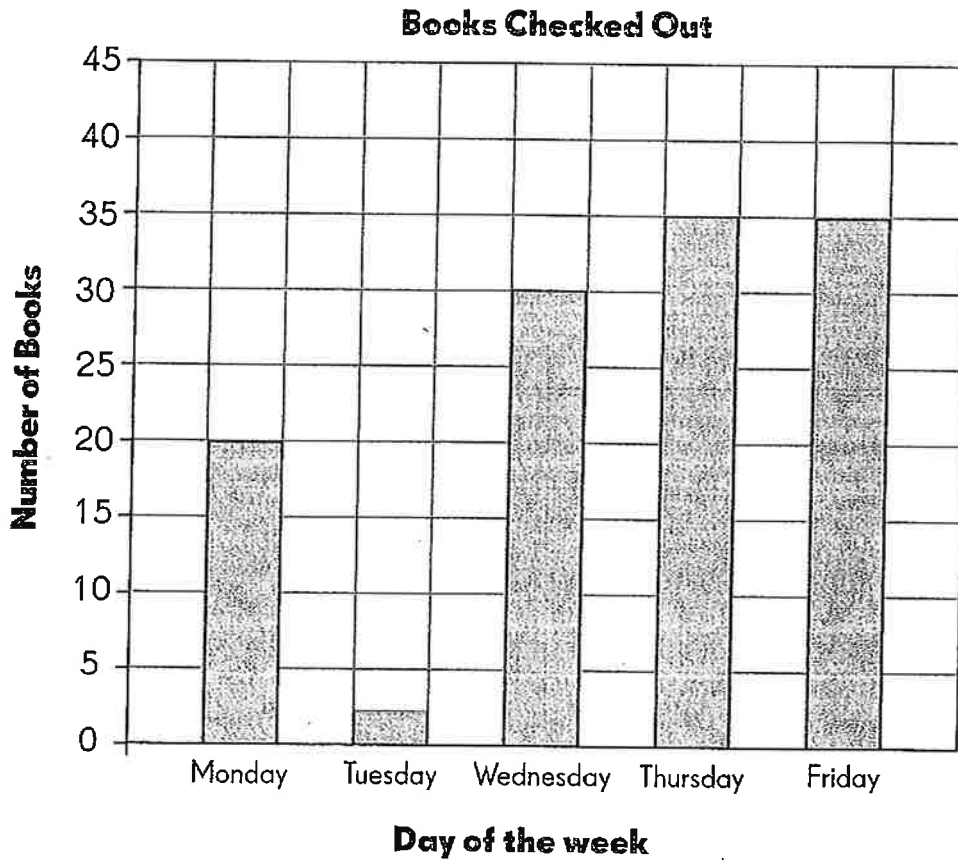
19. How many friends did she survey?

20. How many friends read more than three books last week?

Extended Response

The table and the bar graph show the number of books checked out of a library over five days. Some of the bars on the bar graph were incorrectly drawn.

Books Checked Out	
Monday	20
Tuesday	25
Wednesday	30
Thursday	35
Friday	40



Name: _____

Date: _____

Look at the table and bar graph to answer Exercises 21 to 26.

21. Complete the bar graph for Tuesday.

22. One bar on the bar graph was incorrectly drawn for one of the days. On which day is it?

23. Show the correct number of books checked out for that day in the bar graph.

24. How many books were checked out during that week?

_____ books

25. On which day was the number of books checked out twice as many as Monday?

26. Look at the number of books checked out from Monday to Friday. What is the pattern?
