



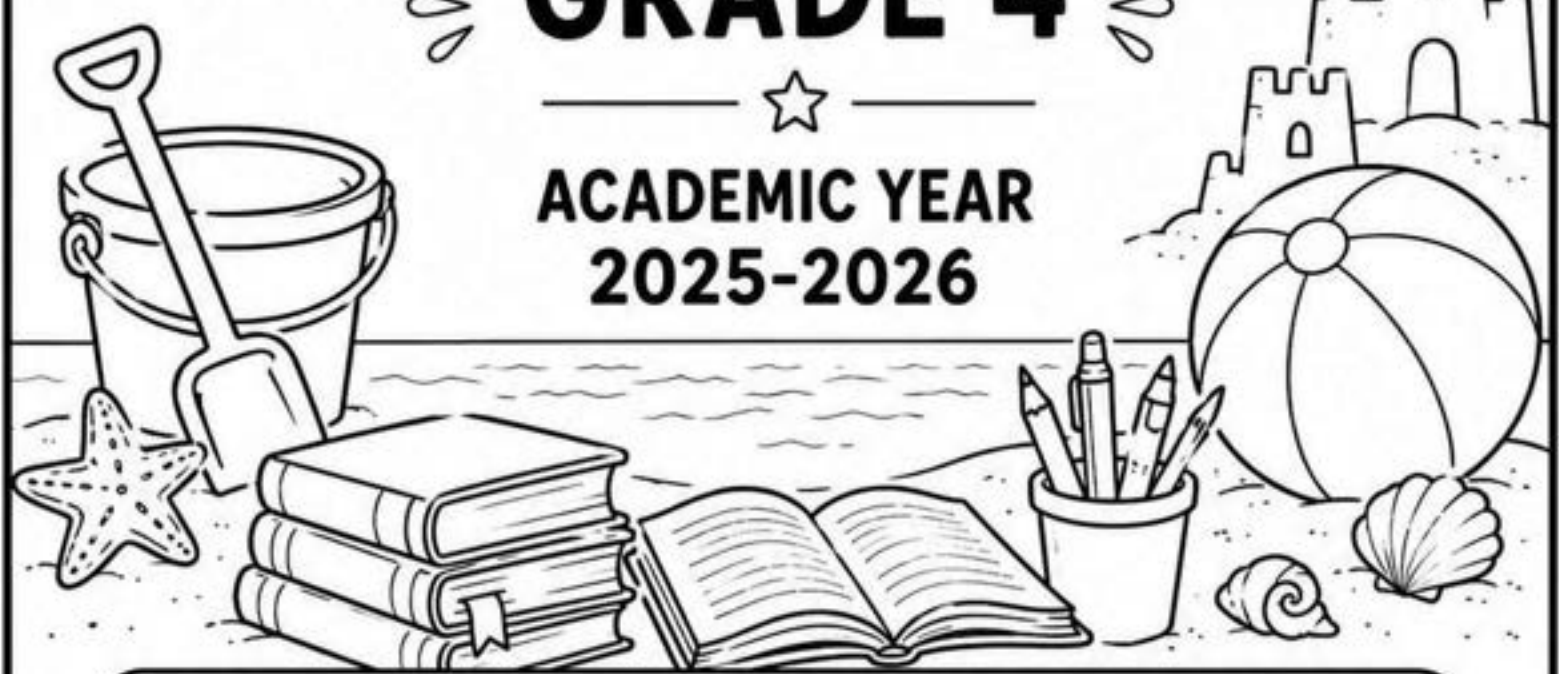
ENGLISH

Summer

PACKAGE

GRADE 4

★
ACADEMIC YEAR
2025-2026



Name: _____



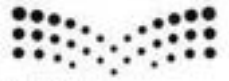


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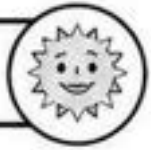


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Prefix Fun!



Name: _____

Date: _____

Have some prefix fun!
Create new words by
adding a prefix to the
beginning of the word.



prefix + root word = new word
super + hero = superhero

Use a PREFIX from the
box to make a new word.

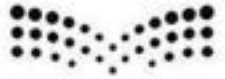
NEED HELP?

Use the box to find the meaning.
Each prefix only matches one word.

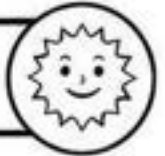
prefix +	root word =	new word
1.	sense	
2.	hero	
3.	fracture	
4.	figure	
5.	terrain	
6.	appear	
7.	connect	
8.	heat	
9.	view	
10.	impose	

PREFIX MEANINGS

prefix	meaning
super-	above
pre-	before
anti-	against
dis-	not, opposite of
micro-	small
sub-	under
inter-	between
non-	not
con-	with, together
re-	again



Advanced Grammar: Suffixes #2



Name: _____

Date: _____

A suffix is added to a root word to change the meaning of the word.

Draw a line from the suffix to its meaning. Hint: If you're stuck, think of a word you know that ends with that suffix.

- | | |
|------------------|--------------------------------|
| 1. -ment | characterized by/inclined to |
| 2. -ist | believes or does |
| 3. -y | characteristic or way of being |
| 4. -able | without |
| 5. -est | worthy of, able to |
| 6. -ful or -full | more than |
| 7. -ness | is like |
| 8. -ly | action or state |
| 9. -less | full of |
| 10. -er | the most |

Add a suffix to each root word so that it matches the new definition below.

Root words	Suffixes
part real bicycle hurt	-ist -ful -ly

A person who rides a bike _____ extremely _____

Something said in anger is _____ almost as much _____

Circle words with suffixes from the list above.

Under a sunless sky, It's impossible for a plant to make sugar. However, on a sunny day a plant is plenty capable of making sugar using carbon dioxide and water. Green plant cells are where the business of making sugar takes place. Extra sugar moves from the plant cells constantly along a highway of phloem tubes. It's along these pathways where water mixes successfully with water to form a sweet liquid called sap. If you've ever tasted maple syrup, then you probably know how delicious a byproduct of the sun can be!



Grammar Basics: Object Pronouns



Name: _____

Date: _____

A **pronoun** is a substitute for a noun. An **object pronoun** is the object of the sentence. For example:

Shelly put the pastries on cooling racks.

noun

Shelly put them on cooling racks.

pronoun

Select an **object pronoun** that could take the place of the noun in each sentence.

this	these	we	they	her	his
1. _____	Deliver the lunch order to Yan and Eric				
2. _____	Corey was excited to see the chocolate mousse cake.				
3. _____	Elaine, Rich, and I took our dog, Lana, to the dog park.				
4. _____	The Betty Bakers were once known for their tasty eclairs.				
5. _____	Harvelene brought Arthur's phone to the picnic.				
6. _____	"My knives aren't going to cut it," yelled Kathy.				
7. _____	Luxury cars and sport utility vehicles tend to be gas guzzlers.				
8. _____	Johanna and I love to sing in the shower.				
9. _____	Many new laws have changed the way people drive.				
10. _____	You can purchase the bowls on the shelf at the front counter.				



Adverb Detectives: Again!



Name: _____

Date: _____



The Descriptive Detectives: Again!

The Descriptive Detectives view a mystery as a story with the key-words and details missing. **Adverbs** are words that provide more information about verbs: how something is done or when it occurred.

Example: The salesperson of the town hybrid auto dealership, Ms. Greenlease, **exquisitely** displays luxury automobiles in her showroom. Ms. Greenlease **kindly** greets customers when they come in, except when she is completely involved in a phone conversation while drinking coffee.

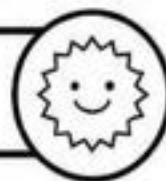
A hybrid SUV is missing from Ms. Greenlease's dealership! Below are adverbs and sentences from the detectives' descriptive report written after closely investigating the scene of the crime and interviewing Miss Greenlease. Match the appropriate adverb with the verb it would be best suited to describe.

1. promptly
2. excitedly
3. intentionally
4. longingly
5. quietly
6. loosely
7. hurriedly
8. slowly
9. discreetly
10. sadly

Ms. Greenlease noted that she _____ opened the auto dealership at 8:00 a.m.. _____, she parked the new 500 horsepower golden hybrid in the display window at the front of the store. Her cell phone then _____ vibrated within her pocket. Ms. Greenlease shared that she _____ answered it since it was her sister, who she was anxious to tell about the latests flagship hybrid high-performance models. As she was talking on the phone, she _____ put the keys for the new vehicle next to the _____ opened envelope that contained packaging material for the smartkey. Ms. Greenlease said she _____ stuffed the envelope into the lower left drawer of her desk. She then _____ described the new fleet of vehicles expected to arrive later that day, savoring all the details while finishing her coffee. She recalls _____ staring at the photograph of a fire-engine red coupe on her desk. At 9:00 a.m. she _____ strode back into the showroom to find there was no fresh coffee prepared and noticed that the new 500 horsepower golden hybrid smartkey was no longer on her desk! What did the Detectives deduce might have also been stuffed in the lower drawer of Ms. Greenlease's desk?



Identifying Abstract Nouns



Name: _____

Date: _____

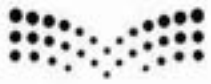


You know that nouns are persons, places, and things. Most of these nouns—like the tree in your front yard, your dog, or your Aunt Betty—can be seen, touched, heard, tasted or smelled. These are called **concrete nouns**. But there are many things that you can't see, touch, smell, hear or taste, like anger and joy. These are called **abstract nouns**.

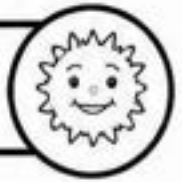
Is the noun something you can see, hear, touch, taste, or smell? If not then it is abstract. Circle only the abstract nouns.

Example: The ice cream attendant scooped gobs of vanilla while smiling with glee and spirit.

1. Clifford has been playing baseball for seventeen years.
2. Kevin's always interested in going to the latest noodle restaurant for lunch.
3. Nala, Elaine's dog, runs along the beach with joy.
4. She's really excited about her nephew's graduation ceremony next week.
5. Paris is known across the globe for its fashion sensibility.
6. The school year seems to get longer every year.
7. The thought of getting new shoes for a single event made her nervous.
8. Robin is filled with bliss while she practices yoga.
9. Jimmy's team looked happy after their win last Saturday.
10. Vivian plans the best birthday celebrations of anyone in the office!



Seasonal Homophones



Name: _____

Date: _____



Homophones are words that are spelled and pronounced the same, but have different meanings.



Read the definitions for each bolded word. Then write "a" or "b" for the corresponding definition that describes how the word is used in each sentence.

1. address

a. place of residence

b. to speak directly to

_____ Shelly purchased **address** stickers for her holiday cards.

_____ During elections, voters look to representatives to **address** their issues.

2. bat

a. baseball equipment

b. a kind of winged mammal

_____ Eli hoped he'd see a bat or two during his summer cave expedition.

_____ On opening day, Hazel struck out because her bat was too light.

3. flat

a. pressed very thin

b. an apartment

_____ Five new students rented our flat last Fall.

_____ I felt my stomach would never be flat again after the holiday meal.

4. match

a. to connect

b. an apartment

_____ We didn't have a match so we used the stove to light the candles.

_____ Her scarlet skirt and holly berries were a perfect match.

5. spring

a. the season after Winter

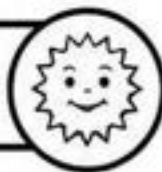
b. to pay for or buy

_____ As the Spring saying goes, "April showers, bring May flowers."

_____ For my graduation, I decided to spring for a new suit.



More Comparatives & Superlative Adjectives



Name: _____

Date: _____



A **comparative adjective** is used for comparing two people or things. A **superlative adjective** is used for comparing one person or thing with something else.

Adjective: big

Comparative: bigger

Superlative: biggest

1. Use the correct form of the adjective **"hard"** in the sentences below:

Marlan thought the quiz was _____, but found the end of semester exam to be much _____.

2. Use the correct form of the adjective **"filthy"** in the sentences below:

My Jeep was by far the _____ vehicle after the off-road event; there wasn't another Jeep _____.

3. Use the correct form of the adjective **"happy"** in the sentences below:

All of the children were _____ with their ice cream, but the child wearing a huge grin looked _____ of all!

4. Use the correct form of the adjective **"busy"** in the sentences below:

Sarah's much _____ in the afternoon than the morning but she tends to be pretty _____ all day long.

Challenge! (Hint: you'll need an auxiliary in a few of these!)

5. Use the correct form of the adjective _____ in the sentences below:

Rojella was _____ in the red dress and _____ in the purple one. However she looked _____ in the gold dress.



More Comparatives & Superlative Adjectives



Name: _____

Date: _____



A **comparative adjective** is used for comparing two people or things. A **superlative adjective** is used for comparing one person or thing with something else.

Adjective: big

Comparative: bigger

Superlative: biggest

1. Use the correct form of the adjective **"hard"** in the sentences below:

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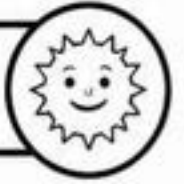
Challenge! (Hint: you'll need an auxiliary in a few of these!)

5. Use the correct form of the adjective _____ in the sentences below:

Rojella was _____ in the red dress and _____ in the purple one. However she looked _____ in the gold dress.



Synonyms & the Astronomer



Name: _____

Date: _____

Synonyms are words with the same or almost the same meaning.

Directions: Fill in the circle next to the synonym for the **bold** word in each sentence below.

1. "**Shut** the drapes while we look through the telescope," said the astronomer.

☐ stain

☐ close

☐ drop

☐ open

2. "It's **hard** to see the stars at night when there's light pollution," she said.

☐ easy

☐ difficult

☐ smart

☐ curly

3. "I think it's **false** that the universe is devoid of life," she continued.

☐ seasoned

☐ fast

☐ curious

☐ untrue

4. She began to **shout**, "Interstellar space is teeming with possibilities!"

☐ throw

☐ whisper

☐ tickle

☐ yell

5. She reached into her lunch **sack** and asked, "Do you know about the Hubble?"

☐ plate

☐ case

☐ bag

☐ train

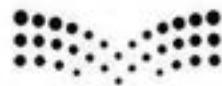
6. I replied, "**Under** your lunch, there's a nebulae image taken from the Hubble!"

☐ eat

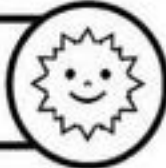
☐ below

☐ under

☐ hide



Getting Possessive with Apostrophes



Name: _____

Date: _____



Let's learn about how **apostrophes** show the correct possessive form of a noun.
Apostrophes are added to the end of a singular or plural noun to show possession.

Here are some examples:

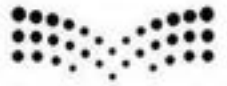
singular:	girl	+	's	=	girl's
plural:	girls	+	'	=	girls'

Add apostrophes to show the correct possessive form of the nouns.

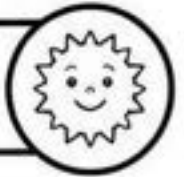
1.	It was Ms. Trevett birthday and everyone wanted a piece of her pizza.
2.	The class patience was wearing thin.
3.	Most of all, the boys appetites seemed to show through their enthusiasm.
4.	The students had prepared the surprise during their lunch period eating time.
5.	Someone said, "I see Ms. Trevett coming, but her shoes straps have come loose!"
6.	Everyone crouched quietly as the substitute break was almost over.
7.	"Can I have some of this pizza toppings?" someone asked.
8.	The doorknob turned and everyone energy exploded with love and appreciation.

Write a sentence using the correct possessive form of each noun.

1.	Principal Rees	
2.	Mr. Roos	
3.	Clarisse	
4.	Travis	



Subject and Predicate Practice



Name: _____

Date: _____



Every complete sentence has two parts: a **subject** and a **predicate**.

The **subject** is what or whom the sentence is about.

The **predicate** is the part that tells something about the subject.

Example:

Samantha bakes sweet potato pies every Thanksgiving.

subject

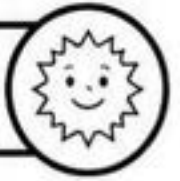
predicate

Identify the subject and the predicate in each sentence. Underline the subject once.

1.	Erin wears the cutest brown leather shoes to work.
2.	Our dual suspension mountain bikes have disc brakes.
3.	Emily is flying to Barcelona next February.
4.	The latest train leaves the station at 12:30 a.m.
5.	Kathy rides her bicycle during her morning commute.
6.	The concert begins after the parade passes through downtown.
7.	Kevin and Vivian brought gummy bears and caramel popcorn to the meeting.
8.	The barber shop is always full on Sundays.
9.	I was so happy to hear about my cousin's newborn child.
10.	Chewing gum was difficult to find at the hardware store.



Context Clue Matching



Name: _____

Date: _____

Directions: Use the context clues in each sentence to figure out the meaning of the word in parentheses. Then find the direct definition on the cards and write it on the line.

Definition Cards:

to bring in or put into	a person who watches	believe	a person who checks things out
items collected for review	to fall down	a large pile or mound	a thief

1. This summer, I have a feeling I'll be a (spectator) _____ to all the fun my friends will be having while I'm sitting on the sidelines.
2. Autumn sends kids back to school, like a (crook) _____ who's stashed summertime somewhere long forgotten.
3. I (suspect) _____ there will be good times during my trip to the amusement park.
4. My little sister will most likely spend her days looking for (specimens) _____ down at the creek behind our house.
5. When I return I'll have to (import) _____ my pictures into my online vacation journal.
6. After all-day long hikes, the only thing I want to do is (collapse) _____ onto my bed.
7. An (inspector) _____ came by the museum after the painting went missing.
8. After the barbecue there was a (heap) _____ of refuse because the trashcans had overflowed.



Reading for Comprehension: More Cause and Effect



Name: _____

Date: _____

Directions: Read the following passage and answer the questions that follow.

School ended last week and tomorrow we're buying our season tickets to the local amusement park! I told my brother that I was going to go every day this summer. I wanted to beat my record from last summer when I went every weekday. Every time I entered the park, I took a picture with a different costumed character. My camera was a little funky, but entirely reliable. It worked every time!

I kept the portraits in my online summer journal. I couldn't keep my mind from racing about all the new memories I was going to make with a trusted companion. All I needed to do was find my digital camera that my grandfather bought for me two years ago. When I found it, I couldn't believe my eyes.

The lens looked crusted over in dust and the camera case looked like it had water damage! The buttons couldn't be pushed down and nothing would turn on. I even couldn't open the memory card compartment as it felt it had been sealed by dried saltwater. I suspected that one of my brothers must have used my camera, damaged it, put it back and thought I might not have noticed. How could I not?! But I thought about something my grandfather used to say: "There's no need crying over spilled milk." Maybe it was time I ditched the idea of taking a camera with me. Nowadays my phone takes better pictures than that old camera ever did and it's more compact!

1. What was the trusted companion the narrator spoke of?

2. What new memories did the main character have in mind?

3. What made the "companion" so reliable?

4. Who did the main character suspect was involved in the mishap?

5. What do you think happened to the camera?



Idioms: Tell Us What You Think!



Name: _____

Date: _____

An Idiom is a saying that has a different meaning than the literal phrase.

Directions: Write what you think each Idiom in **bold** means. Then, check your answers and write the correct meanings as necessary.

1. There's no use starting a lemonade stand to make a million dollars. **You're barking up the wrong tree.**

2. Lily and Jasmine didn't want to **beat around the bush**, so they just told us who broke the vase.

3. His mom didn't believe he should go out to the movies after he had stayed home sick from school. She told him, "oh so you'd like to **have your cake and eat it too!**"

4. I was **caught up in the heat of the moment**. I apologize for yelling at you after you tipped my apple cart.

5. She told her to just **let sleeping dogs lie**. It wasn't worth going back into the long grocery line few discounted pennies.

6. You won't always **see eye to eye** with your friends. Sometimes you'll have disagreements.



Another Crazy Summer Story



Name: _____

Date: _____

Fill in this story with names of your summer friends and the correct parts of speech to come up with a fantastically original story. You never know; someday this experience could happen to you!

Soon after school was out, _____ and _____
(Name 1) (Name 2)

had plans to _____ on their summer vacation.
(verb)

_____ packed their _____
(Name 1) (noun)

and _____ packed their _____ and they
(Name 2) (noun)

were off!

_____ thought it might be a good idea to
(Name 2)

_____ but _____ had another idea.
(verb) (Name 1)

"Who would want to do that, when we could _____!"
(verb)

_____ beamed. Along their way, _____
(Name 1) (Name 2)

noticed a whole _____ of _____. It made
(noun) (noun)

_____ a little nervous.
(Name 2)

_____ suggested they _____ and
(Name 1) (verb)

_____.
(verb)



Writing - Realistic Fiction Essay



Name: _____

Date: _____

Realistic fiction is a made-up story that could really happen. It has real-life problems, characters, and events.

Directions: Choose one topic below and write a realistic fiction essay.

Choose One Topic

1. The Day I Got Lost

Write about a time you got lost somewhere. How did you feel? How did you solve the problem?

2. The Science Fair Surprise

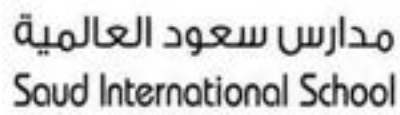
Write about a time you worked hard on a project and something surprising happened on science fair day.

3. A Pet for a Day

Write about a day when you took care of a pet. What went well? What was difficult? Would you want a pet of your own?

4. The Winning Team

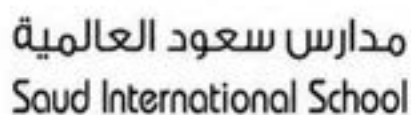
Write about a time your team had to work together to reach a goal. What challenges did you face? What did you learn?



Name: _____

Date: _____

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Date: _____

A persuasive letter is a letter you write to convince someone to agree with you or take action. You give reasons and examples to support your opinion.

Directions: Choose one topic below and write a persuasive letter.

Choose One Topic

1. More Recess Time

Write a letter to your principal persuading them to give students more recess time each day.

3. Plant More Trees

Write a letter to your city mayor
persuading them to plant more trees in
your neighborhood.

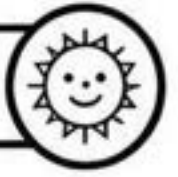
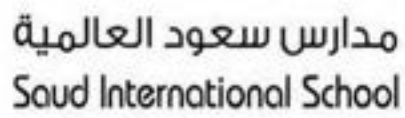
2. No More Junk Food at School

Write a letter to your school cafeteria manager persuading them to stop selling junk food and offer healthier choices.

4. Start a School Club

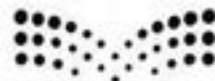
Write a letter to your school counselor persuading them to help start a club that you are passionate about.

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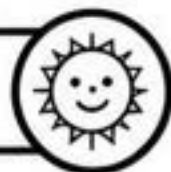


Date: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



The Mystery of Maple Street



Name: _____

Date: _____

Directions: Read the passage below carefully. Then, answer the questions on the next page.

Every Saturday morning, Sara and her best friend, Ben, rode their bikes all around their neighborhood. They explored side streets, waved to neighbors, and looked for new adventures. But one day, something caught their attention. A small, old house on Maple Street had a sign that read, "Maple House — Built in 1890." They had never noticed it before!

The house looked different from all the others. It had tall windows, a creaky porch, and vines growing along the fence. Most important, the curtains were always closed. Sara and Ben nicknamed it "The Mystery House." They wondered, *Who lived there? Why did no one ever come out?*

Curious, the friends decided to learn more. They asked their neighbor, Mrs. Lopez, who had lived on the street for more than twenty years. She smiled and said, "That house belonged to a kind teacher named Mr. Thomas. He loved books and gardens. After he passed away, his niece inherited the house, but she lives in another state. She visits once in a while."

Sara and Ben still wondered why the house looked so lonely. The next weekend, they saw a delivery truck stop in front of the house. A man carried boxes inside. Later that day, the curtains opened! An older lady stepped onto the porch and watered the plants. She waved at the kids, and they waved back!

Over the next few weeks, Sara and Ben got to know the lady, Mrs. Green. She loved to talk about Mr. Thomas and his garden. She showed them an old notebook he left behind. It had drawings of flowers and poems about nature. Sara and Ben helped her plant new flowers in the garden. The Mystery House was not so mysterious anymore.

From that day on, Maple Street felt a little brighter. Sara and Ben learned that sometimes the most mysterious places just need a little curiosity, kindness, and friendship to turn into something wonderful.



The Mystery of Maple Street



Name: _____

Date: _____

Directions: Read the passage on the previous page. Then, answer the questions below.

Part A: Multiple Choice

Circle the correct answer.

1. What caught Sara and Ben's attention on Maple Street?
A. A new park
B. A small, old house with a sign
C. A delivery truck
D. A tall tree
2. Why did Sara and Ben nickname the house "The Mystery House"?
A. It was painted a strange color.
B. The curtains were always closed.
C. It had a lot of vines.
D. It was very old.
3. Who gave Sara and Ben information about the house?
A. Mr. Thomas
B. Mrs. Green
C. Mrs. Lopez
D. The delivery man
4. What happened the next weekend?
A. Sara and Ben visited another state.
B. A delivery truck stopped at the house.
C. The house was sold.
D. Mr. Thomas returned.
5. What is the main idea of the passage?
A. An old house was built in 1890.
B. Curiosity and kindness can turn a mystery into a friendship.
C. Sara and Ben like to ride bikes.
D. Mrs. Lopez lives on Maple Street.

Part B: Open Ended

Answer the questions in complete sentences.

1. Why do you think the curtains of the house were always closed?

2. How did Sara and Ben feel when they first saw the house? How do you know?

3. What do you think Mr. Thomas was like?
Use details from the story to support your answer.

4. How did Sara and Ben show kindness to Mrs. Green?

5. What lesson did Sara and Ben learn by the end of the story?



SELF-EVALUATION



★ Look back. Be proud. Keep growing! ★

You've worked hard and learned so much!
Now it's time to think about your journey.
Be honest, be proud, and set new goals!



1. HOW DID I DO?

Color a star for each topic based on how confident you feel now!

TOPIC	Great!	Good	Still Learning
Prefix Fun	★	★	★
Advanced Grammar: Suffixes #2	★	★	★
Context Clues	★	★	★
Making Inferences	★	★	★
Summarizing	★	★	★
Fact and Opinion	★	★	★
Author's Purpose	★	★	★
Main Idea and Details	★	★	★
Figurative Language	★	★	★
Synonyms and Antonyms	★	★	★
Homophones	★	★	★
Parts of Speech	★	★	★
Compound Sentences	★	★	★
Quotation Marks	★	★	★
Commas in Sentences	★	★	★
Spelling Patterns	★	★	★
Reading Comprehension	★	★	★
Writing a Paragraph	★	★	★
Creative Writing	★	★	★
Summer Review	★	★	★

A NOTE TO MYSELF

Write something encouraging to yourself!



★ KEEP SHINING AND NEVER STOP LEARNING! ★

⇒ I DID MY BEST! 👍

2. MY FAVORITE PARTS!

What were your favorite activities or topics in this pack? Why?



3. I AM PROUD OF...

What are you most proud of accomplishing?



4. MY GOALS!

What do you want to improve next?
Write your goals.

1. _____
2. _____
3. _____



5. MY OVERALL RATING

How would you rate your overall experience with this English Summer Pack?



Excellent!



Good



Okay



Hard



Very Hard

⇒ Color your choice! ⇐



Student Signature: _____

Date: _____

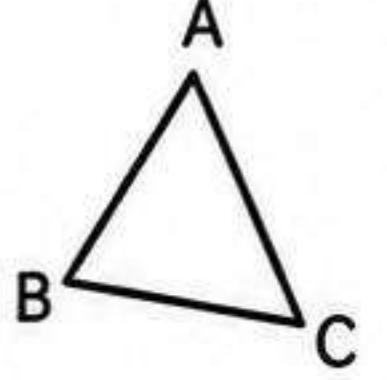




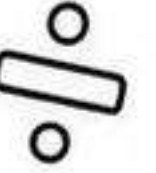
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GRADE 4

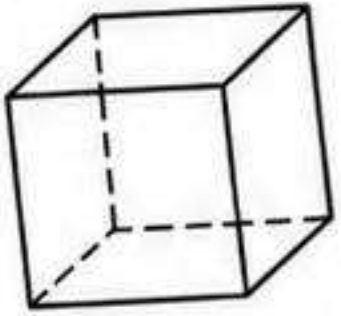


MATH

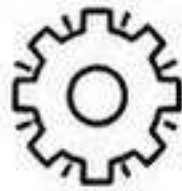


SUMMER PACK

2025 - 2026



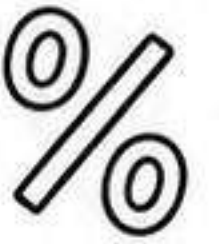
LEARN



PRACTICE

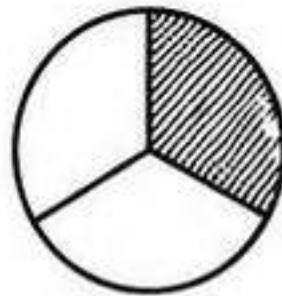


GROW

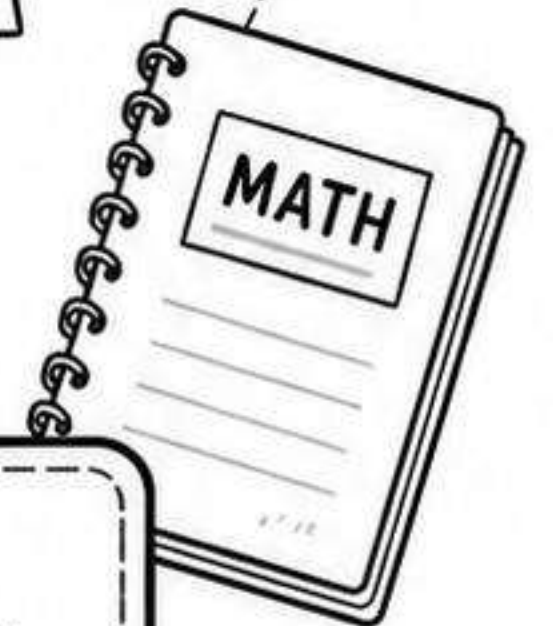
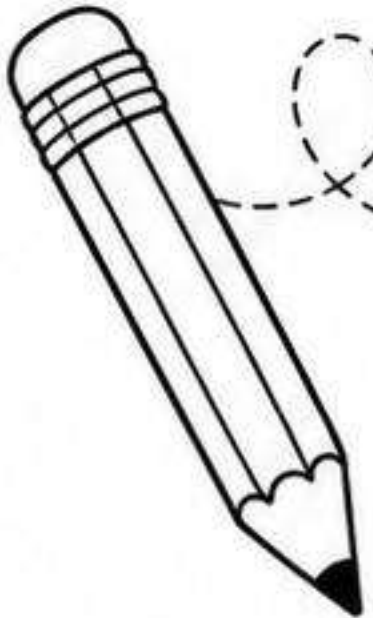


★ Make Math Your Superpower! ★

$$2 + 3 = 5$$



$$7 \times 6 = 42$$



Name:



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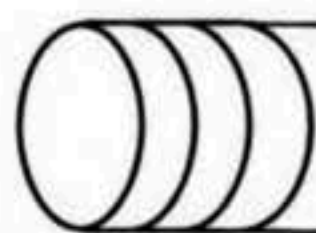
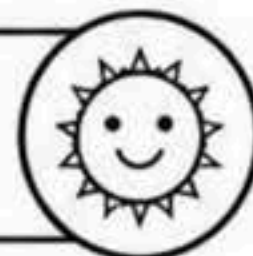
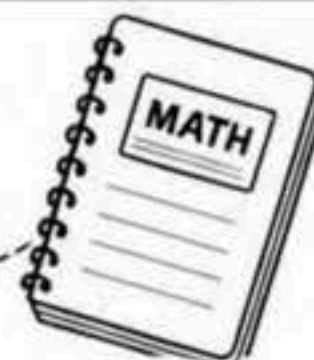
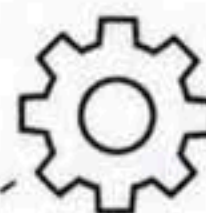
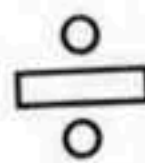
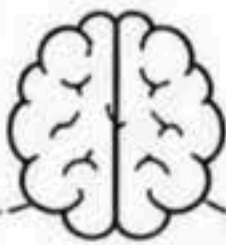
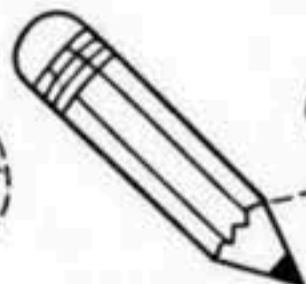
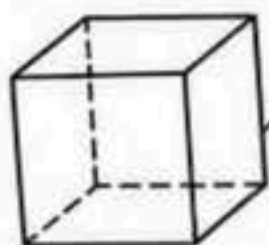
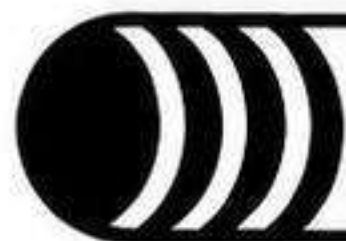


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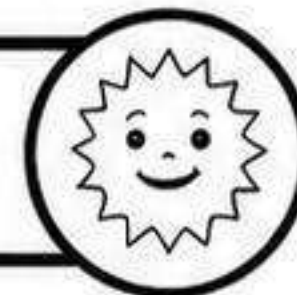


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6	Beachy Word Problems
7	Check Your Work: To Three-Digit Subtraction
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9	Which Numbers are Prime?
10	Multiply Two and Three-Digit Factors
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21	Calculating Area at the Zoo
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Place Value Scramble



Name: _____

Date: _____

Using the numbers in the number bank, create different six-digit numbers based on each of the place value clues below.

Number Bank

6 3 5 9 4 1

1. What is the smallest six-digit number you can make?

_____, _____

2. What is the largest six-digit number you can make?

_____, _____

3. What is the smallest six-digit number you can make that has 4 in the tens place?

_____, _____

4. What is the largest six-digit number you can make that has 1 in the thousands place?

_____, _____

5. What is the smallest six-digit number you can make that is divisible by five?

_____, _____

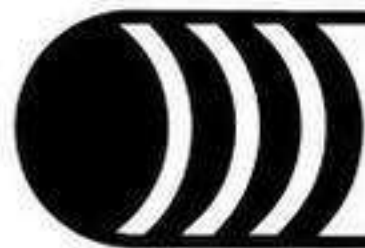
6. What is the largest six-digit number you can make that ends in an even number?

_____, _____

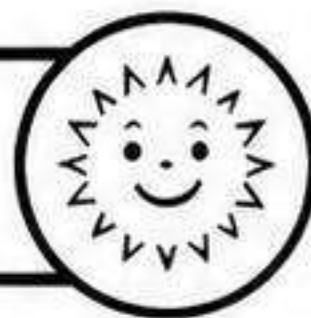
7. Use the number you wrote in problem 6 to answer the following questions.

a. Circle the digit in the ten thousands place.

b. Write the number in expanded form.

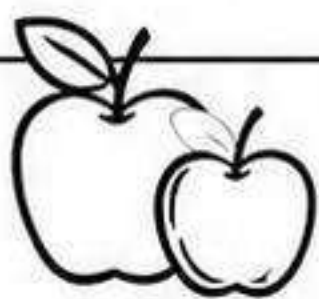


Place Value & Expanded Form



Name: _____

Date: _____



Fill in the missing numbers in the box.
Then write out the place values on the line provided.

1. $610 = \square + 10 + \square =$

Six hundreds, one ten.

2. $346 = \square + 40 + \square =$

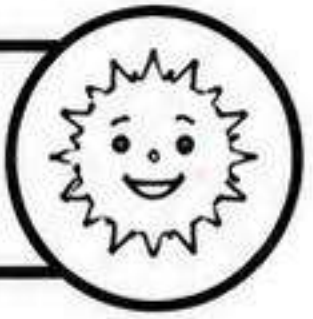
3. $967 = \square + \square + 7 =$

4. $5485 = 5000 + \square + \square + \square =$

5. $2094 = \square + 0 + 90 + \square =$

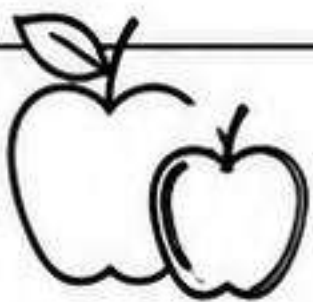


Place Value & Expanded Form



Name: _____

Date: _____



Fill in the missing numbers in the box.
Then write out the place values on the line provided.

6. $3912 = \square + 900 + \square + \square =$

7. $10,495 = 10,000 + \square + 90 + \square =$

8. $92,401 = \square + \square + \square + 1 =$

9. $668,935 = \square + \square + \square + \square + 30 + 5 =$

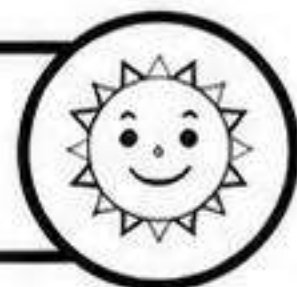
10. $304,598 = \square + \square + 500 + \square + 8 =$



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Place Value Number Challenge



Name: _____

Date: _____

Directions: Using the numbers in the number bank, create a six-digit number based on the clues given.

4	9	2	6	1	5
---	---	---	---	---	---

1. What is the smallest six-digit number you can make?

2. What is the largest six-digit number you can make?

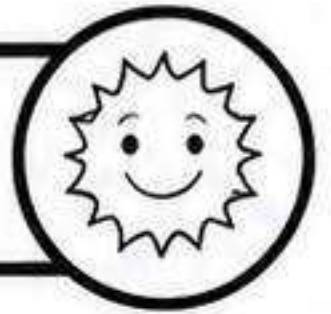
3. What is the smallest six-digit number you can make that has 6 in the ones place?

4. What is the largest six-digit number you can make that has 2 in the thousands place?

5. What is the smallest six-digit number you can make that ends in an even number ?



Beachy Word Problems



Name: _____

Date: _____

Solve the word problems. Be sure to show your work.

1. Peter and Prunella were collecting seashells on the beach. They found 193 sand dollars, 284 mussel shells, and 367 oyster shells. When they got home, they discovered that 54 sand dollars, 106 mussel shells, and 139 oyster shells were broken. How many of the shells were unbroken?



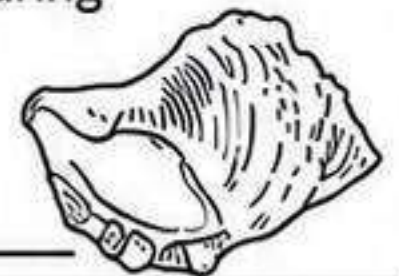
Answer: _____

2. Prunella gathered 5 baskets of shells. Each basket contained 50 shells. She gave 48 shells to Peter, 19 shells to her mother, and 72 shells to her cousin, Petunia. How many shells did Prunella have left?



Answer: _____

3. Last week, Peter found 241 sand dollars, 106 sea snail shells, and 82 mini conch shells. This week, he found 165 sand dollars, 319 sea snail shells, and 24 mini conch shells. During which week did Peter find more shells? How many more?



Answer: _____

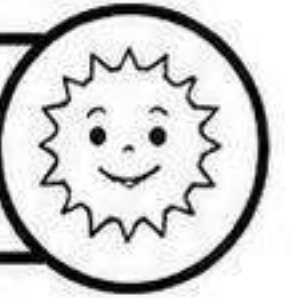
4. On Saturday morning, Peter and Prunella arrived at the annual beach clean up event at 9:00. They spent 53 minutes picking up trash and 27 minutes raking sand. If the event ends at 10:30, how many minutes do they have left to make signs that read "keep our beach clean"?



Answer: _____



Check Your Work: To Three-Digit Subtraction



Name: _____

Date: _____



Solve each subtraction problem below. Then add the differences to check your work.

1.

$$\begin{array}{r} 24 \\ - 5 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 5 \\ \hline 24 \end{array}$$

2.

$$\begin{array}{r} 95 \\ - 88 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 88 \\ \hline 95 \end{array}$$

3.

$$\begin{array}{r} 513 \\ - 423 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 423 \\ \hline 513 \end{array}$$

4.

$$\begin{array}{r} 81 \\ - 73 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 73 \\ \hline 81 \end{array}$$

5.

$$\begin{array}{r} 91 \\ - 34 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 34 \\ \hline 91 \end{array}$$

6.

$$\begin{array}{r} 74 \\ - 66 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 66 \\ \hline 74 \end{array}$$

7.

$$\begin{array}{r} 968 \\ - 920 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 920 \\ \hline 968 \end{array}$$

8.

$$\begin{array}{r} 94 \\ - 77 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 77 \\ \hline 94 \end{array}$$

9.

$$\begin{array}{r} 93 \\ - 56 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 56 \\ \hline 93 \end{array}$$

10.

$$\begin{array}{r} 107 \\ - 82 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 82 \\ \hline 107 \end{array}$$

11.

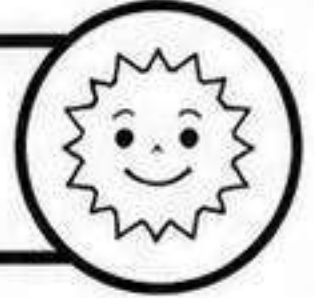
$$\begin{array}{r} 711 \\ - 618 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 618 \\ \hline 711 \end{array}$$

12.

$$\begin{array}{r} 71 \\ - 49 \\ \hline \square \end{array} \quad \begin{array}{r} \square \\ + 49 \\ \hline 71 \end{array}$$



Which Numbers are Prime?



Name: _____

Date: _____

Circle the prime numbers and add them together. Remember: A Prime Number is a number that is divisible only by one and itself.

17 21 13 7 1 3
5 9 11 14 18 2 17

TOTAL _____

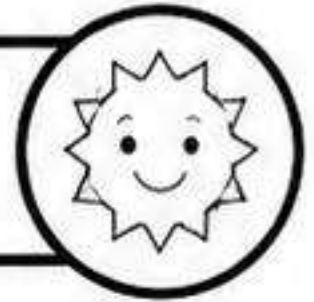
Is the total a prime number? _____

Solve the equations and circle the answers that are prime.

1	$14 + 5$	2	6×7	3	$30 + 2$
4	$37 - 28$	5	$54 + 9$	6	$8 + 19$
7	12×4	8	$11 + 56$	9	$25 - 8$
10	$49 + 7$	11	19×3	12	$102 - 5$
10	$15 + 23$	11	$60 - 17$	12	$128 + 4$



Multiply Two and Three-Digit Factors



Name: _____

Date: _____

324

$$\begin{array}{r} \text{Car} \text{ Car} \text{ Car} \text{ Car} \text{ Car} \text{ Car} \\ \text{Car} \text{ Car} \text{ Car} \text{ Car} \text{ Car} \text{ Car} \\ \text{Car} \text{ Car} \text{ Car} \text{ Car} \text{ Car} \text{ Car} \\ \times \text{Car} \text{ Car} \text{ Car} \text{ Car} \text{ Car} \\ \hline 5508 \end{array}$$

Multiply; regroup if needed.

324

Example: $\begin{array}{r} \times 17 \\ 2268 \\ + 3240 \\ \hline 5508 \end{array}$

A

$$\begin{array}{r} 118 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ \times 45 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ \times 61 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ \times 50 \\ \hline \end{array}$$

B

$$\begin{array}{r} 519 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 678 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 403 \\ \times 39 \\ \hline \end{array}$$

$$\begin{array}{r} 981 \\ \times 42 \\ \hline \end{array}$$

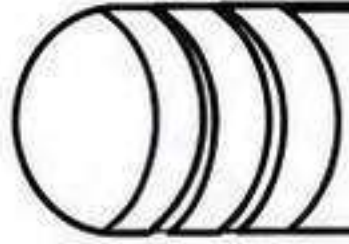
C

$$\begin{array}{r} 704 \\ \times 32 \\ \hline \end{array}$$

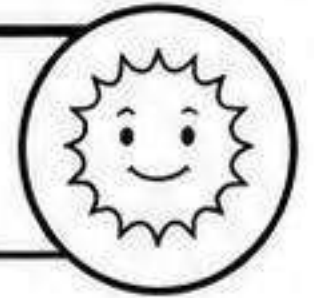
$$\begin{array}{r} 592 \\ \times 244 \\ \hline \end{array}$$

$$\begin{array}{r} 863 \\ \times 305 \\ \hline \end{array}$$

$$\begin{array}{r} 199 \\ \times 671 \\ \hline \end{array}$$



The Super Powers of Ten



Name: _____

Date: _____

Powers of ten are numbers that are divisible by 10.
Review the examples below, then solve the problems.



To multiply a whole number by a power of ten, count the number of zeros after the 1 and add the same number of zeros (or place values) to the end of the whole number you are multiplying.

$$\begin{aligned}0.52 \times 10 &= 5.2 \\0.37 \times 100 &= 37 \\0.048 \times 1,000 &= 48\end{aligned}$$

$$\begin{aligned}52 \times 10 &= 520 \\37 \times 100 &= 3,700 \\4 \times 1,000 &= 4,000\end{aligned}$$

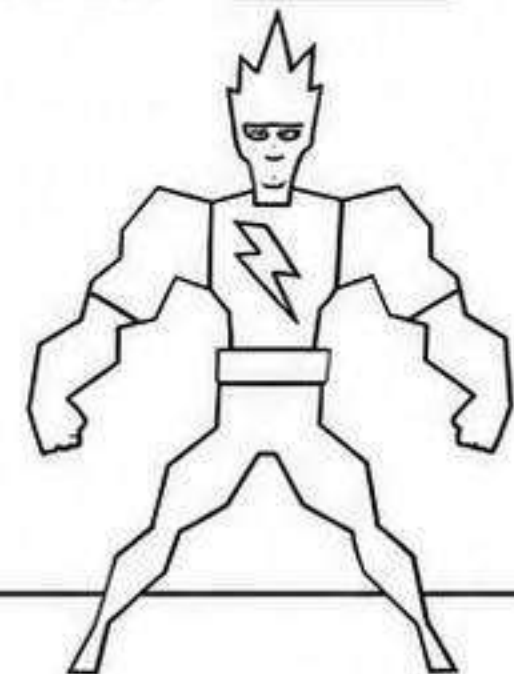
To multiply a decimal by a power of ten, move the decimal point one place to the RIGHT for each zero after the 1.

Multiply by the power of ten.

- 1) $0.45 \times 10 =$ _____
- 2) $81 \times 1,000 =$ _____
- 3) $0.216 \times 100 =$ _____
- 4) $1.07 \times 100 =$ _____
- 5) $973 \times 10 =$ _____
- 6) $0.75 \times 10,000 =$ _____
- 7) $63 \times 1,000 =$ _____
- 8) $0.059 \times 10 =$ _____
- 9) $1.048 \times 100 =$ _____

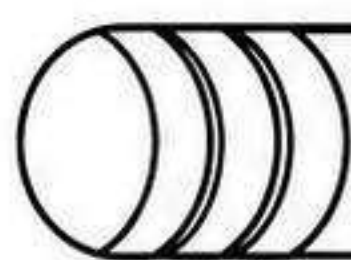
$$\begin{aligned}1.6 \div 10 &= 0.16 \\520 \div 10 &= 52 \\37 \div 100 &= 0.37 \\48 \div 1,000 &= 0.048\end{aligned}$$

To divide a number by a power of ten, move the decimal point LEFT as many places as there are zeros in power of ten. If there are not enough digits in the number you are dividing, you may add zeros.

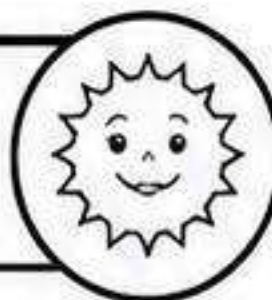


Divide by the power of ten.

- 10) $1.27 \div 10 =$ _____
- 11) $3,948 \div 100 =$ _____
- 12) $56 \div 1,000 =$ _____
- 13) $8 \div 10 =$ _____
- 14) $470.1 \div 100 =$ _____
- 15) $2.35 \div 1,000 =$ _____



Multiplication and the Associative Property



Name: _____

Date: _____

One of the multiplication properties is associative, which means you can group the factors in a multiplication equation differently and still get the same product.

$$A \times (B \times C) = (A \times B) \times C$$

Find the missing factor according to the associative property.

1. $5 \times (4 \times 3) = (5 \times 4) \times$

2. $7 \times (3 \times 6) = (7 \times 3) \times$

3. $(30 \times 5) \times 12 = (30 \times 12) \times$

Find the product of these numbers

4. $6 \times (3 \times 4) =$ $(6 \times 3) \times 4 =$

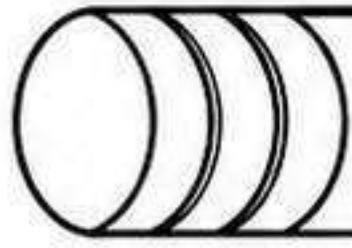
5. $10 \times (2 \times 5) = 10 \times$ $=$

6. $(10 \times 2) \times 5 =$ $\times 2 =$

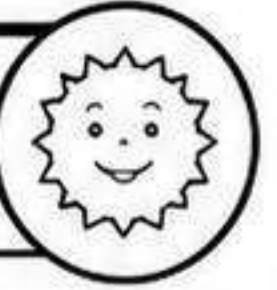
Think About It:

7. When you group the factors differently do you get a different product? Explain.

8. How could you change two out of three factors in an equation and still have the same product?



Multiplication and the Distributive Property



Name: _____

Date: _____

One of the multiplication properties is distributive, which means you can multiply a sum or difference by multiplying each number separately and then adding or subtracting the products.

$$A \times (B + C) = A \times B + A \times C$$

$$A \times (B - C) = A \times B - A \times C$$

Find the product.

1. $5 \times (4 + 3) = 5 \times (\underline{\quad}) = \underline{\quad}$

2. $(7 \times 3) + (7 \times 6) = (\underline{\quad}) + (\underline{\quad}) = \underline{\quad}$

3. $3 \times (15 - 12) = 3 \times (\underline{\quad}) = \underline{\quad}$

4. $(3 \times 15) - (3 \times 12) = (\underline{\quad}) - (\underline{\quad}) = \underline{\quad}$

Rewrite the equations. An example has been provided for you.

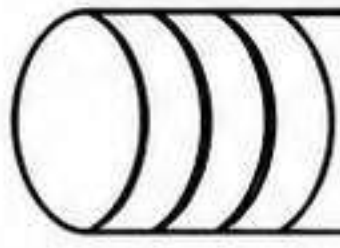
5. $6 \times (7 + 1) = (6 \times 7) + (6 \times 1)$
 $= (42) + (6)$
 $= 48$

6. $9 \times (5 + 3) = \underline{\hspace{2cm}}$
 $= \underline{\hspace{2cm}}$
 $= \underline{\hspace{2cm}}$

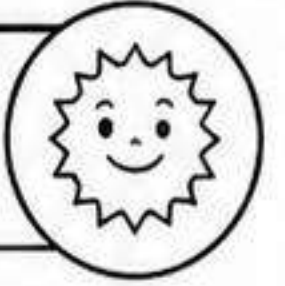
7. $10 \times (10 - 3) = \underline{\hspace{2cm}}$
 $= \underline{\hspace{2cm}}$
 $= \underline{\hspace{2cm}}$

Think About It:

How could you change two out of three factors in an equation and still have the same product?



Multiplication and the Commutative Property



Name: _____

Date: _____

One of the multiplication properties is commutative, which means that you can multiply numbers in any order and get the same product.

$$A \times B = B \times A$$

Find the missing number in the equations following the commutative property rule.
Then answer the questions below.

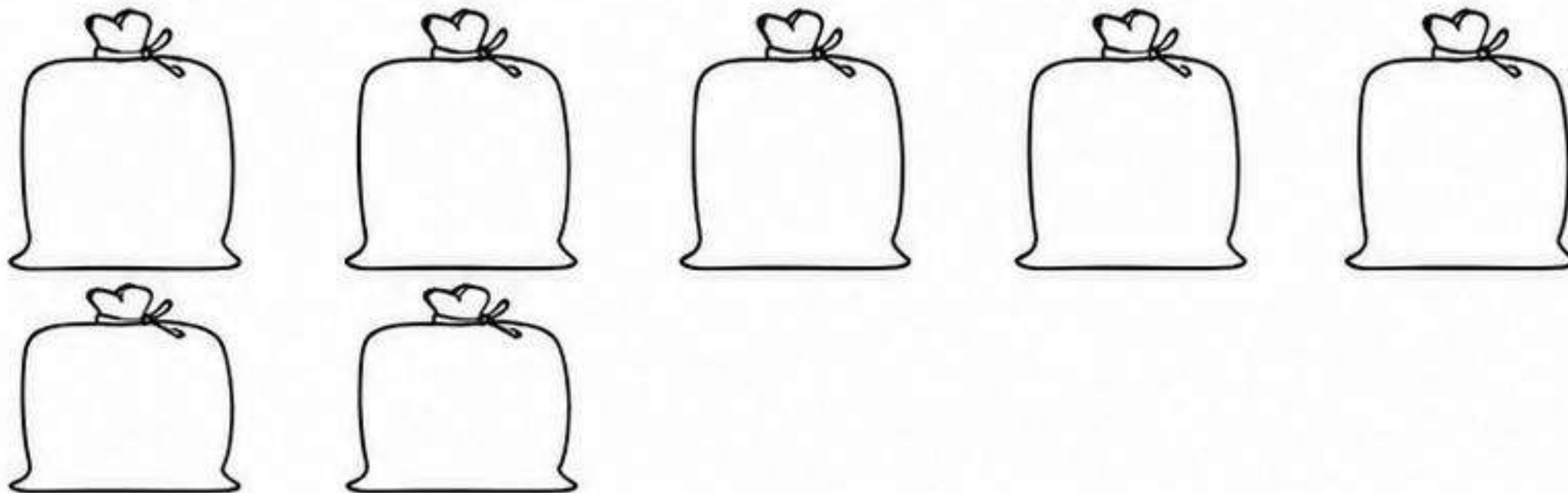
1. $5 \times 4 = 4 \times \square$

2. $7 \times 3 = 3 \times \square$

3. Jenny has five sacks of baby socks. Each bag contains eight socks. Draw the items in each bag. How many socks does Jenny have?

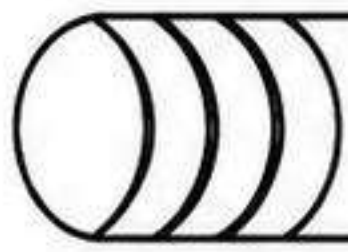


4. Raoul has seven sacks of baby mittens. Each sack contains four mittens. Draw the items in each bag. How many mittens does Raoul have?

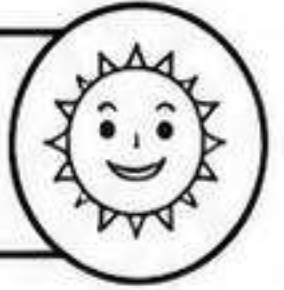


5. Write the multiplication equations for each Jenny and Raoul's baby clothes using the commutative property.

$$\begin{array}{l} ___ \times ___ = ___ \times ___ \\ ___ \times ___ = ___ \times ___ \end{array}$$



More Multiplying by Seven



Name: _____

Date: _____

Find the product.

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

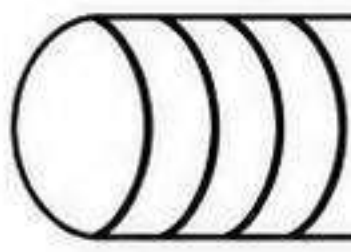
$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

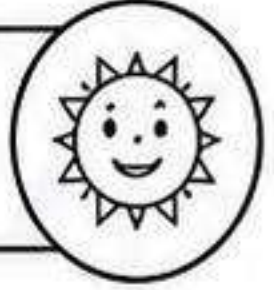
$$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$

Fill in the multiplication chart.

x	1	2	3	4	5	6	7	8	9	10
7										



More Multiplication Comparisons

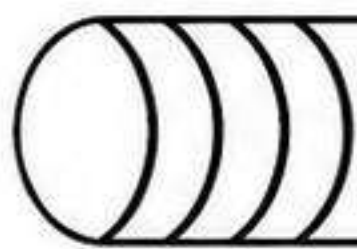


Name: _____

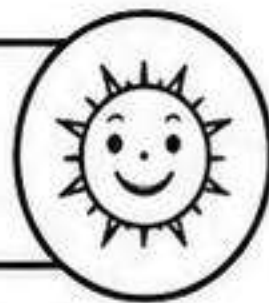
Date: _____

Directions: Test your multiplication skills by writing in the correct symbol: $>$, $<$ or $=$.

1. 13×0 2×1	2. 12×5 10×6	3. 5×5 6×4
4. 12×3 6×6	5. 4×3 5×2	6. 6×5 7×3
7. 6×9 7×8	8. 12×4 9×5	9. 8×3 6×4
10. 8×4 6×6	11. 5×4 9×2	12. 13×0 2×1
13. 9×5 7×8	14. 3×3 4×2	15. 11×6 7×9
16. 6×3 4×4	17. 5×2 7×1	18. 7×7 6×8
19. 10×5 7×6	20. 7×4 14×2	21. 9×4 5×8



More Fun Finding the Quotient



Name: _____

Date: _____

Division

Is the process of finding how many times one number will fit into another number. Division is the opposite, or inverse, operation of multiplication.

$$\begin{array}{ccc} 12 & \div & 2 = 6 \\ \swarrow & \downarrow & \searrow \\ \text{dividend} & \text{divisor} & \text{quotient} \end{array}$$

$$\begin{array}{r} \text{quotient} \\ 6 \\ 2 \overline{) 12} \\ \downarrow \\ \text{dividend} \end{array}$$

The number you are dividing is the **dividend**.

The number you are dividing by is the **divisor**.

The answer to a division problem is the **quotient**.

$$16 \div 2 = 8 \quad \left| \quad \begin{array}{r} 8 \\ 2 \overline{) 16} \end{array} \right. \rightarrow$$

Hint: Use your multiplication facts to help you find the answer.

$$2 \times ? = 16$$

The answer is **8**.

1. $14 \div 7 =$ $7 \overline{) 14}$

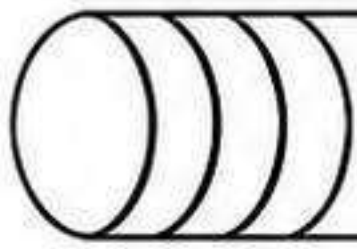
2. $15 \div 5 =$ $5 \overline{) 15}$

3. $12 \div 3 =$ $3 \overline{) 12}$

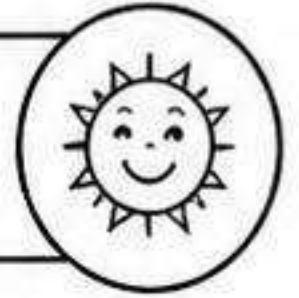
4. $18 \div 9 =$ $9 \overline{) 18}$

5. $10 \div 2 =$ $2 \overline{) 10}$

6. $21 \div 3 =$ $3 \overline{) 21}$



Division Riddle



Name: _____

Date: _____

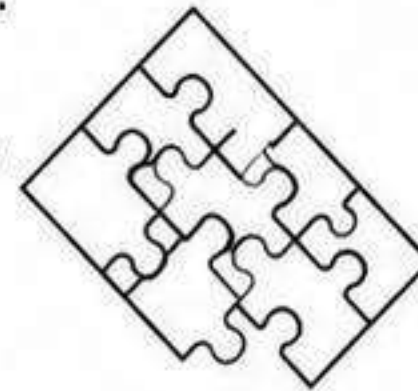
Solve each division problem. Then use the remainders for each problem to solve the riddle.

Hint: You will not use all the letters to solve the riddle.

***What goes up and
doesn't go back down?***

Example:

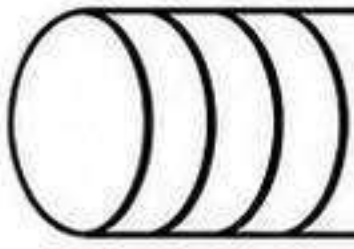
$$\begin{array}{r} 170 \text{ r}2 \\ 3 \overline{) 512} \\ \underline{- 3} \\ 21 \\ \underline{- 21} \\ 02 \end{array}$$



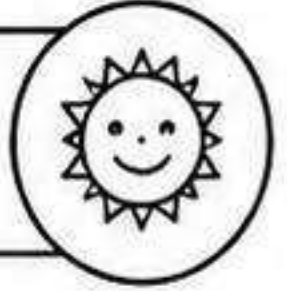
G $7 \overline{) 410}$	B $8 \overline{) 839}$	R $3 \overline{) 1551}$
O $5 \overline{) 671}$	Y $6 \overline{) 3299}$	U $9 \overline{) 258}$
N $9 \overline{) 341}$	E $8 \overline{) 594}$	A $4 \overline{) 1239}$

What goes up and doesn't go back down?

5 1 6 0 3 4 2

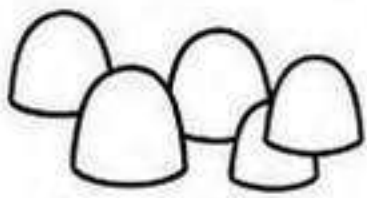


Sugar Coated Fractions



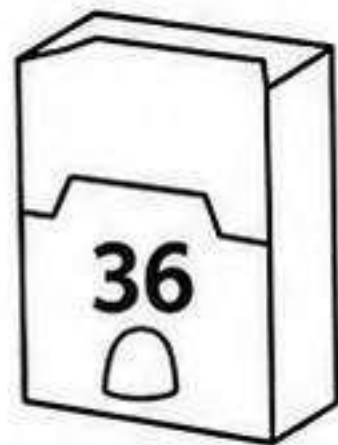
Name: _____

Date: _____

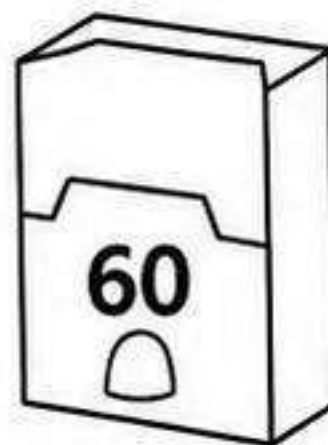
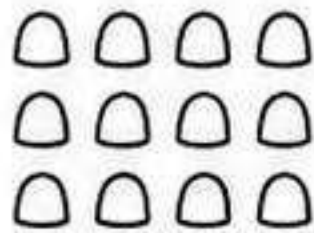


Fractions are everywhere, even in candy! Write a fraction that shows the ratio of colored candy for each problem, then simplify the fraction. Be sure to show your work.

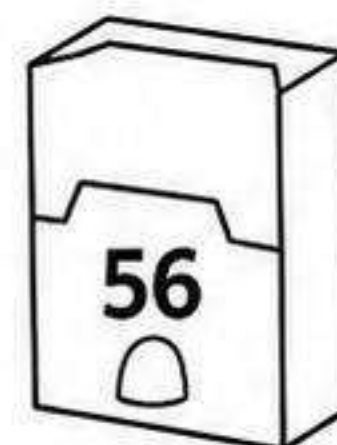
Gumdrops



12 red
gumdrops



15 blue
gumdrops



24 yellow
gumdrops

Example: $\frac{\text{red gumdrops}}{\text{total number gumdrops}} = \frac{12}{36} = \frac{12}{12 \times 3} = \frac{1}{3}$
Divide by a common factor to simplify

Sour Chews



7 green
sour
chews



8 purple
sour
chews



18 pink
sour
chews



16 orange
sour
chews

Lollipops



13 yellow
lollipops



21 red
lollipops

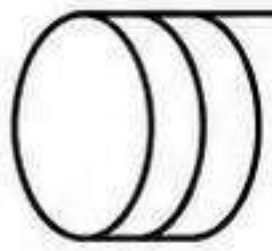


10 green
lollipops



26 purple
lollipops

Activity: With your own favorite colorful candy, find the fractions of each color in the bag.



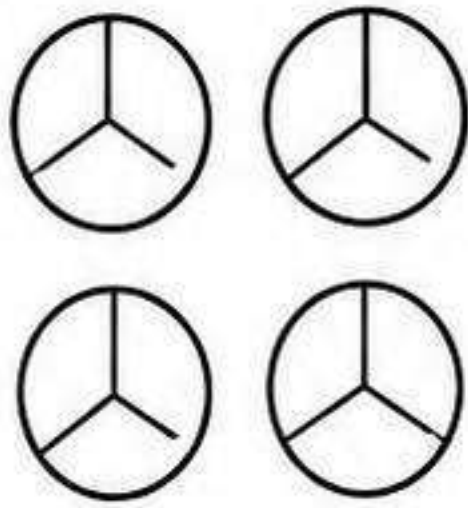
Feed The Kramsters! Review

Kramsters are very picky eaters. Feed each Kramster the correct number of pellets by converting the following improper fractions to mixed numbers. Color in the pellets to match each mixed number.



EXAMPLE:

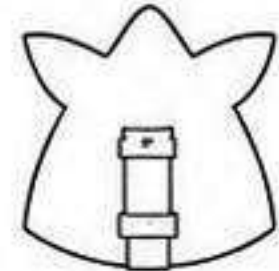
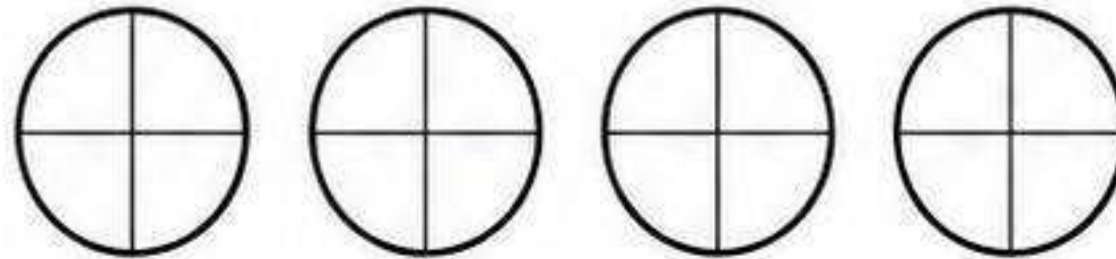
$$\frac{10}{3}$$



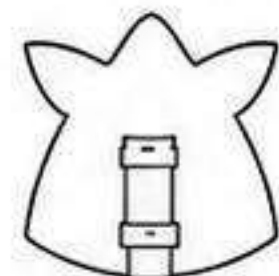
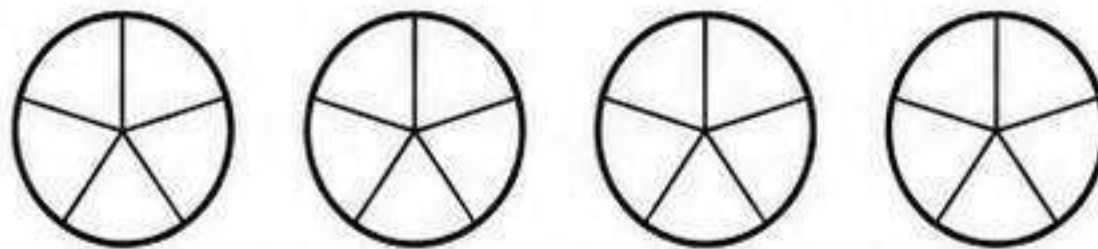
$$\rightarrow 3\frac{1}{3}$$



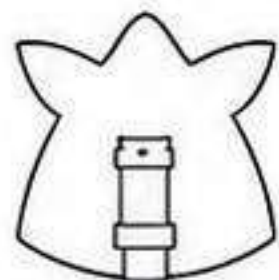
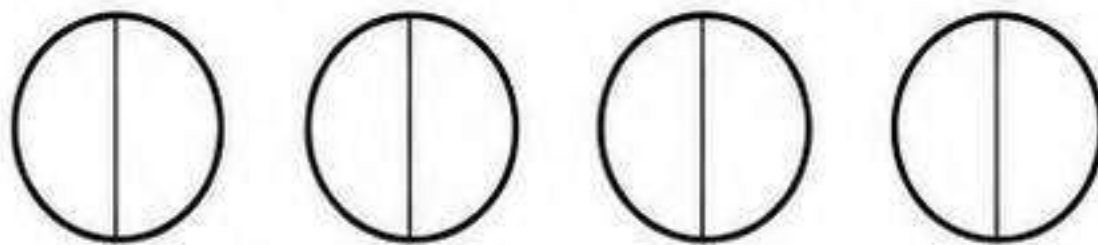
$$\frac{15}{4}$$



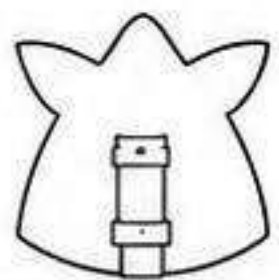
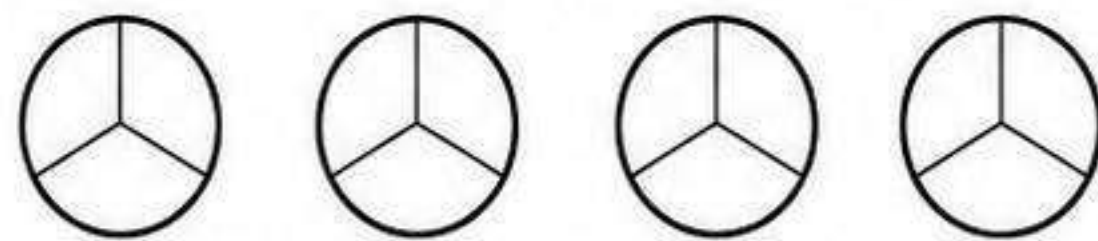
$$\frac{12}{5}$$



$$\frac{7}{2}$$

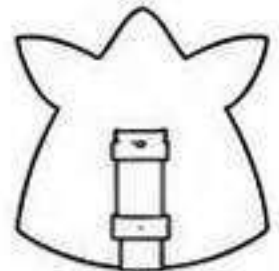
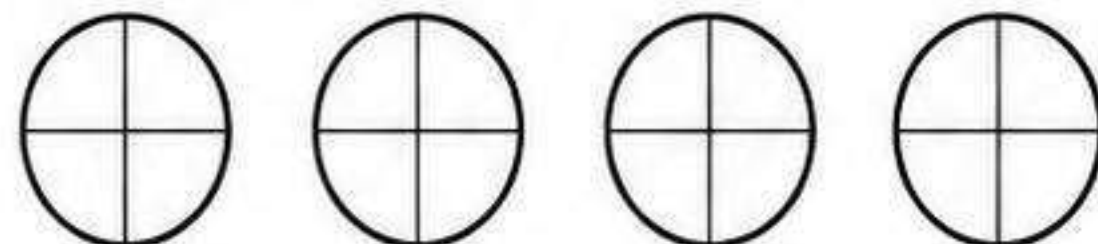


$$\frac{6}{3}$$



For the last one, shade in the pellets using your own outlines.

$$\frac{9}{4}$$





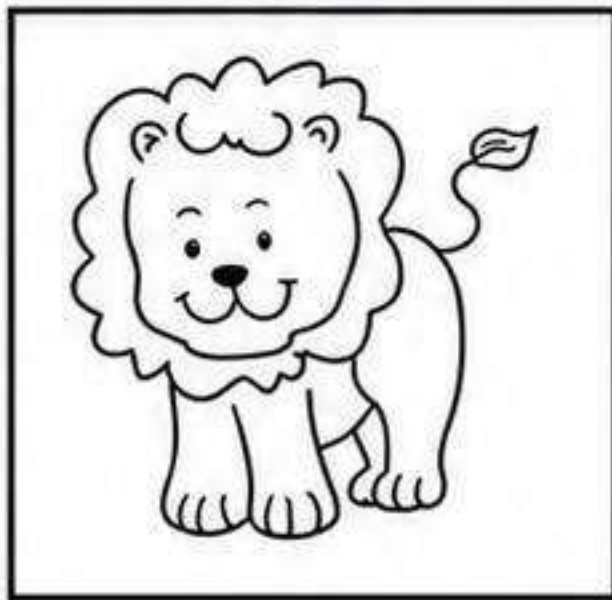
Calculating Area at the Zoo

Name: _____

Date: _____

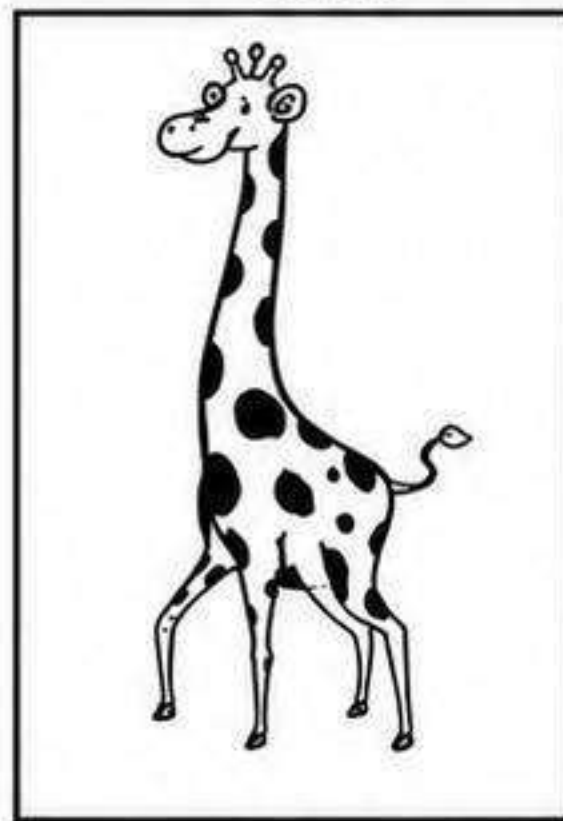
Find the area of each animal enclosure at the zoo. **Remember:** Area = Length x Width

53 ft.

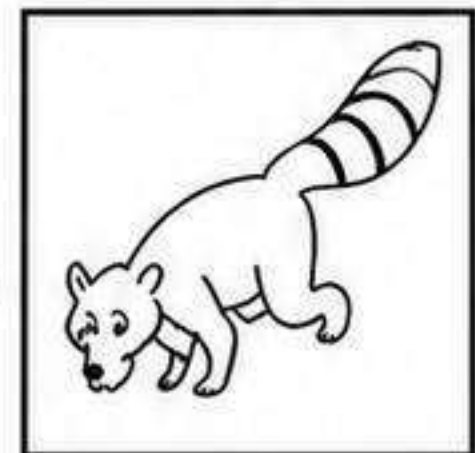


38 ft.

24 ft.

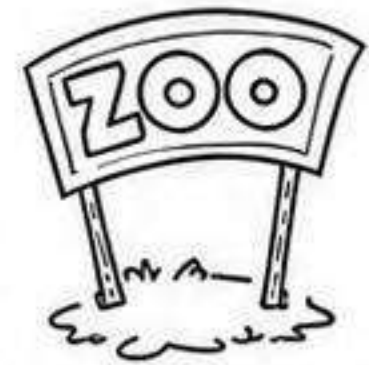


19 ft.

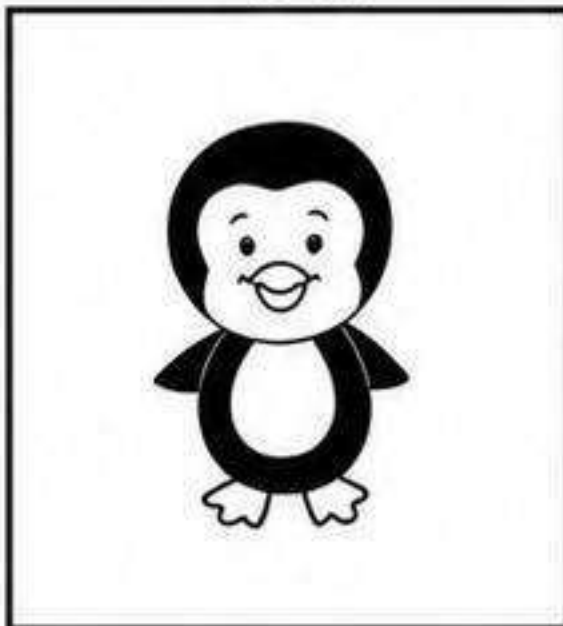


19 ft.

97 ft.

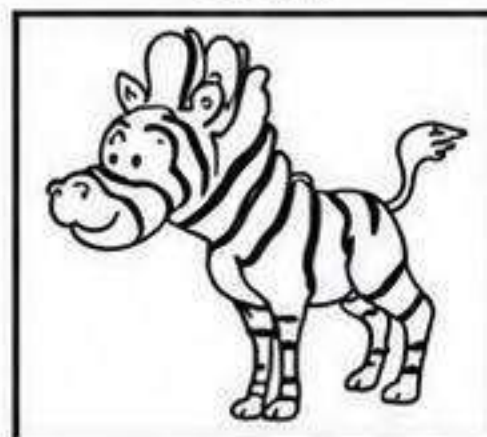


16 ft.



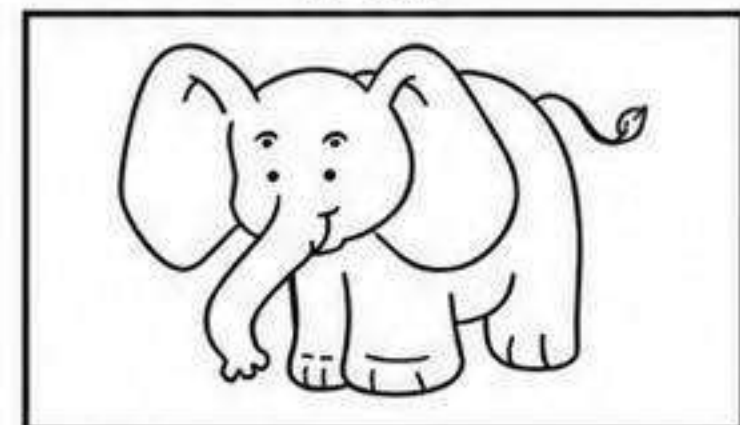
59 ft.

31 ft.



31 ft.

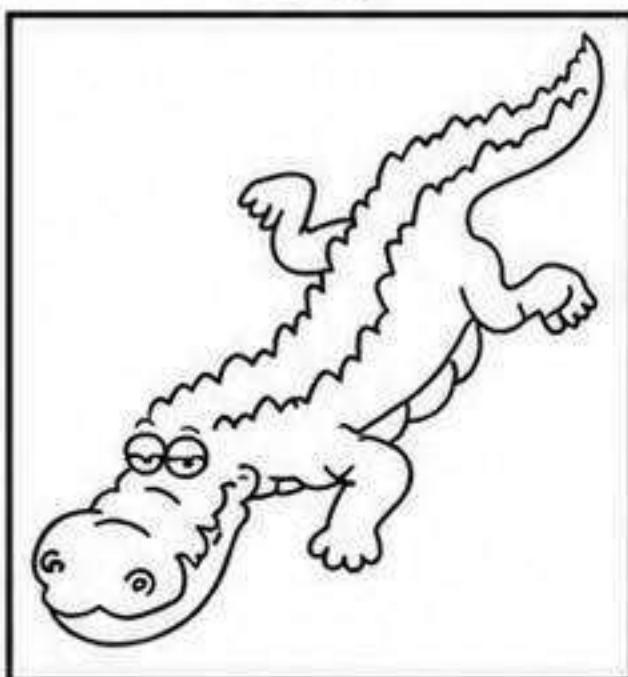
72 ft.



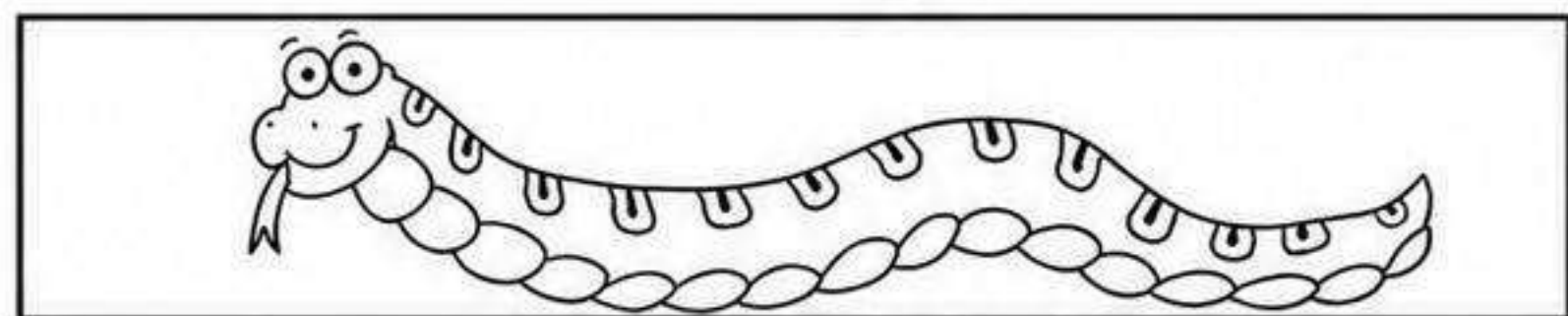
47 ft.

84 ft.

25 ft.

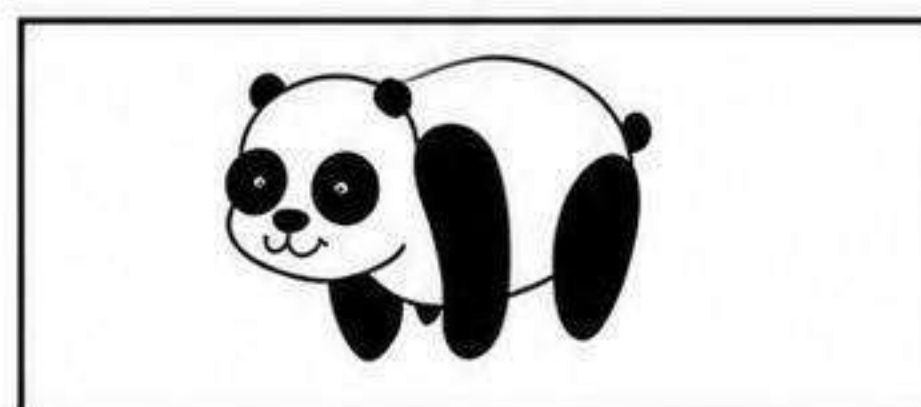


65 ft.

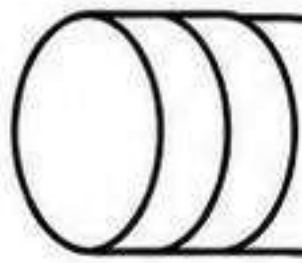


12 ft.

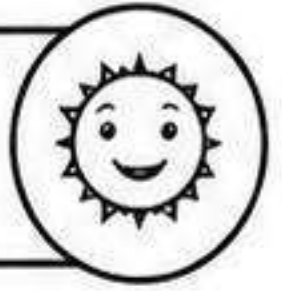
29 ft.



26 ft.



Geometry Basics: More Perimeters

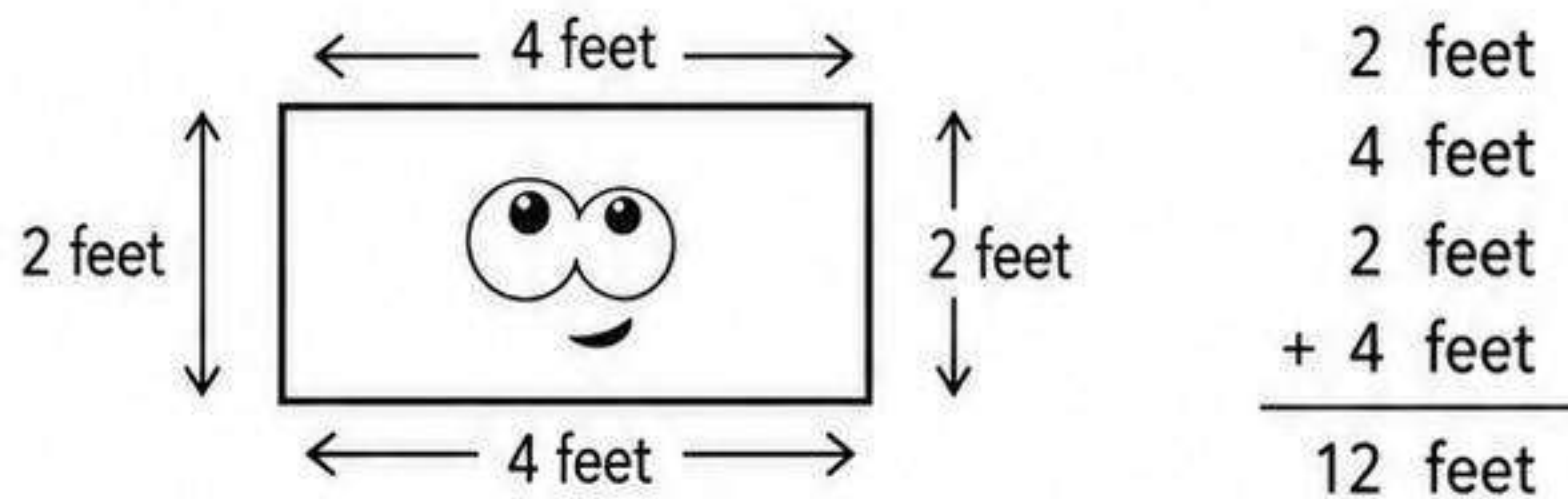


Name: _____

Date: _____

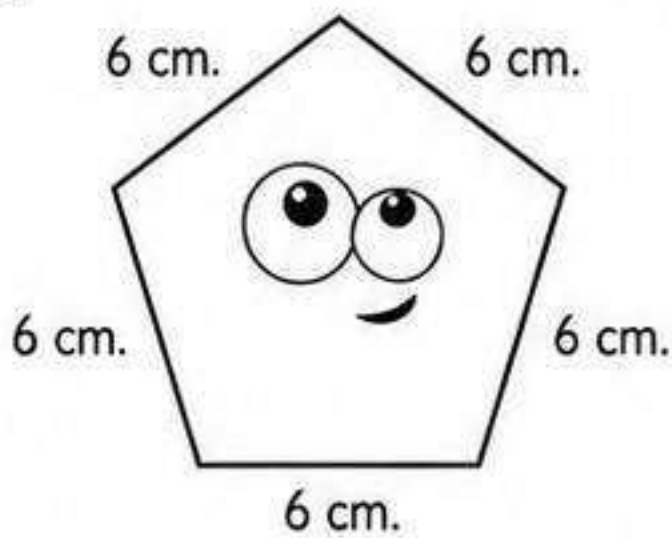
Geometry: Perimeter

The perimeter of a polygon is equal to the distance around it.



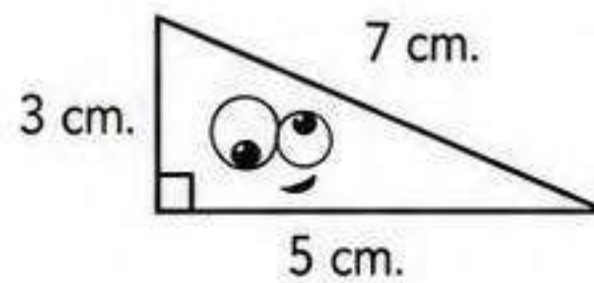
Directions: Calculate the perimeter for the following polygons.

1.



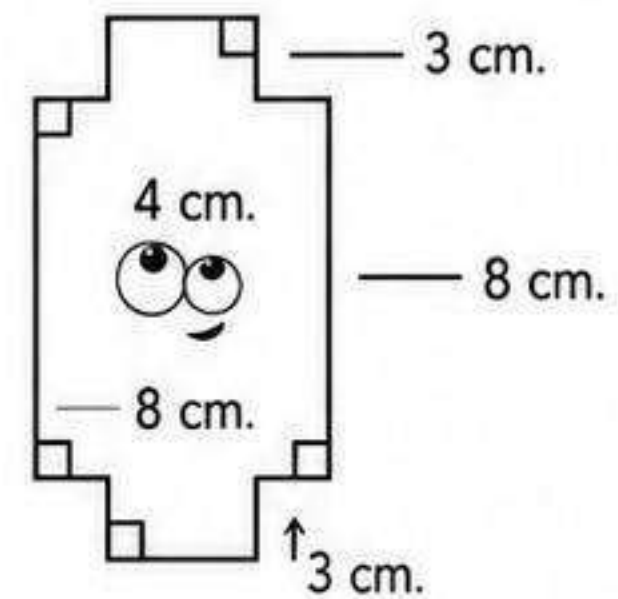
perimeter = _____ cm.

2.



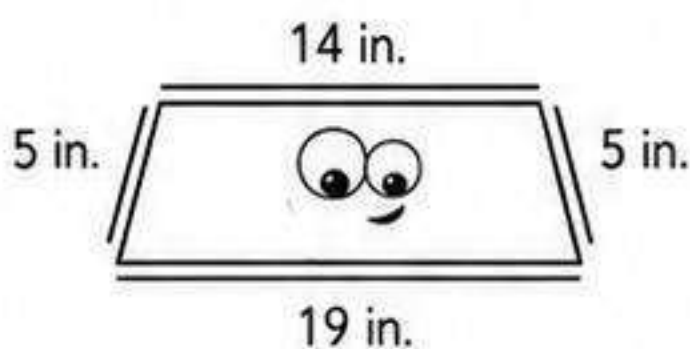
perimeter = _____ cm.

3.



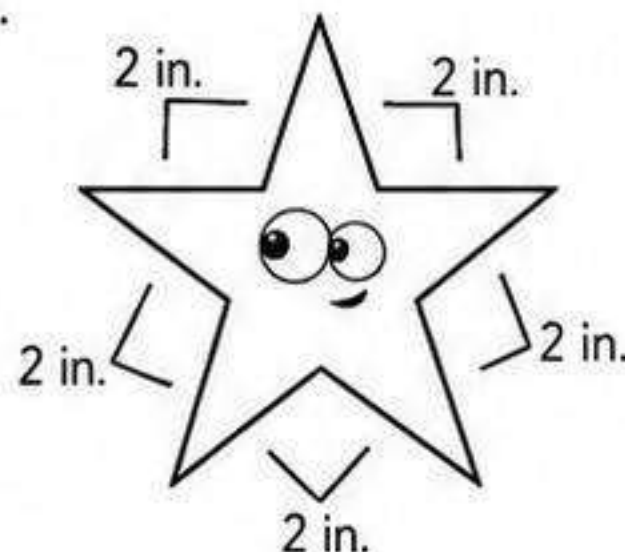
perimeter = _____ cm.

4.



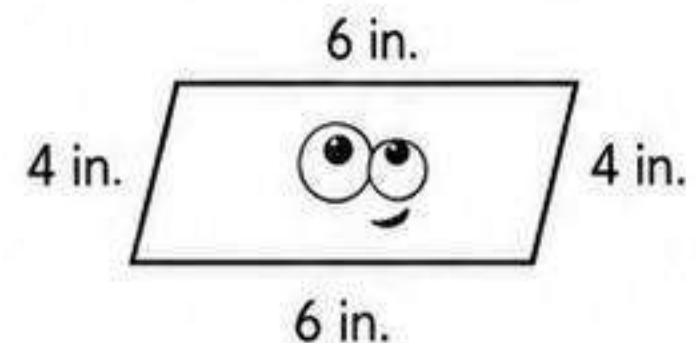
perimeter = _____ in.

5.

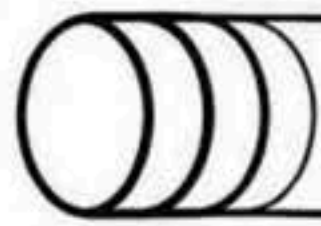


perimeter = _____ in.

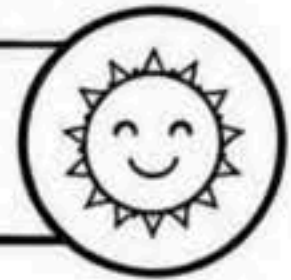
6.



perimeter = _____ in.



SELF REFLECTION



You did an awesome job working through this math booklet!
Take a moment to think about how you felt while solving each worksheet.
Shade the emoji that shows how you felt for each page.



Easy!
I understood everything!



Good!
I got it with little help.



Okay!
It was a bit challenging.



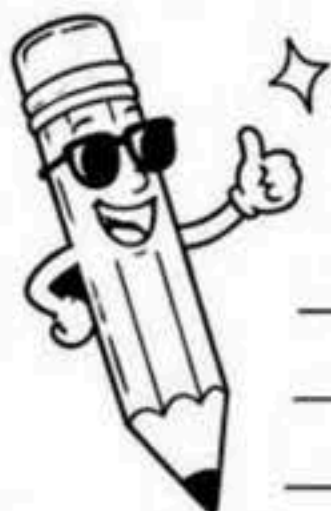
Hard!
I needed a lot of help.



Super Hard!
It was confusing and tricky.

HOW DID YOU FEEL?

Page	Worksheet Title	😊	🙂	😐	😞	😫	Page	Worksheet Title	😊	🙂	😐	😞	😫
3	Place Value Scramble	☐	☐	☐	☐	☐	13	Multiplication and the Distributive Property	☐	☐	☐	☐	☐
4	Place Value & Expanded Form	☐	☐	☐	☐	☐	14	Multiplication and the Commutative Property	☐	☐	☐	☐	☐
5	Place Value Number Challenge	☐	☐	☐	☐	☐	15	More Multiplying by Seven	☐	☐	☐	☐	☐
6	Beachy Word Problems	☐	☐	☐	☐	☐	16	More Multiplication Comparisons	☐	☐	☐	☐	☐
7	Check Your Work: Three-Digit Subtraction	☐	☐	☐	☐	☐	17	More Fun Finding the Quotient	☐	☐	☐	☐	☐
8	Check Your Work: Three-Digit Subtraction (Cont.)	☐	☐	☐	☐	☐	18	Division Riddle	☐	☐	☐	☐	☐
9	Which Numbers are Prime?	☐	☐	☐	☐	☐	19	Sugar Coated Fractions	☐	☐	☐	☐	☐
10	Multiply Two and Three-Digit Factors	☐	☐	☐	☐	☐	20	Feed the Kramsters! Review	☐	☐	☐	☐	☐
11	The Super Powers of Ten	☐	☐	☐	☐	☐	21	Calculating Area at the Zoo	☐	☐	☐	☐	☐
12	Multiplication and the Associative Property	☐	☐	☐	☐	☐	22	Geometry Basics: More Perimeters (Page 1)	☐	☐	☐	☐	☐
							23	Self Reflection	☐	☐	☐	☐	☐



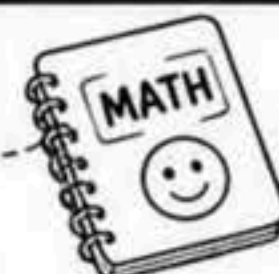
SUMMER REFLECTION



How was it to do math concepts this summer? What did you enjoy the most?
What was challenging? What are you proud of?



KEEP UP THE AMAZING WORK!





مدارس سعود العالمية
Saud International School



وزارة التعليم
Ministry of Education

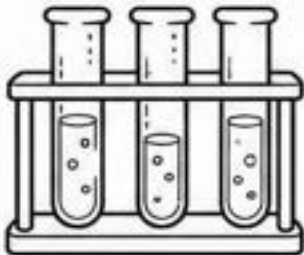


SUMMER PACKAGE



SCIENCE

ALL THE FUN EXPERIMENTS
TO EXPLORE, LEARN & GROW!



GRADE 4

ACADEMIC YEAR
2025 – 2026



NAME: _____



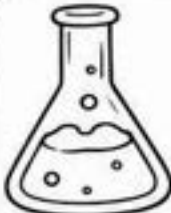
WELCOME FUTURE GRADE 5 SCIENTISTS!

Grade 4 Science Summer Package

Academic Year 2025–2026

 Congratulations on completing Grade 4!

 Are you ready for an exciting summer filled with **discovery, creativity, and hands-on science fun?**

 This summer, you will become a real scientist as you explore amazing experiments, build cool inventions, investigate nature, and discover how science works all around you. From launching marshmallows and growing plants to creating giant fingerprints and colorful flowers, every activity is designed to make learning exciting and unforgettable.

 Science is not just about reading books—it's about asking questions, testing ideas, making observations, and having **FUN!**

 So put on your scientist hat, grab your curiosity, and get ready to explore the wonderful world of science. 

 **Warning:** This booklet may cause excessive learning, creativity, laughter, and scientific discoveries!

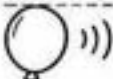
Let's begin our
SUMMER SCIENCE ADVENTURE!

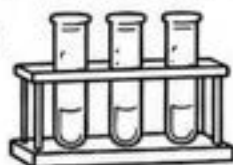


TABLE OF CONTENTS

EXPLORE. DISCOVER. LEARN. GROW!



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		Science Discovery Journal / My Experiment Checklist	16



1

MINI MARSHMALLOW LAUNCHER

Learn how to make a fun little mini marshmallow launcher with this super easy motion science experiment.

MATERIALS:

• Pool noodle



• Balloon



• Scissors



• Mini marshmallows



• Masking tape



INSTRUCTIONS:

1



Use the scissors to carefully cut an approximately 3-inch piece from one end of the pool noodle.

2



Tie a knot in the balloon as if you had just blown it up.

3



Cut the top end of the balloon.

4



Stretch the balloon over the piece of pool noodle. Center the knot over the hole in the center.

5



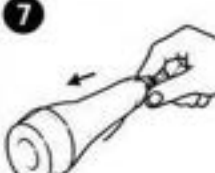
Once centered, use the tape to secure the balloon in place.

6



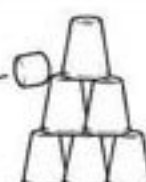
Put a mini marshmallow into the launcher.

7



Pull back the knot and launch the mini marshmallow.

8

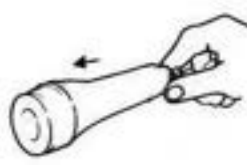


Set up some targets and have fun playing with your Mini Marshmallow Launcher!

HOW IT WORKS:



The balloon is elastic and will stretch easily. When you pull the balloon, and let it go, the balloon will return to its original shape. While doing so, it will carry the mini marshmallow with it and send it flying through the pool noodle.



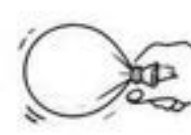
SCIENTIFIC EXPLANATION:



This experiment demonstrates how elastic potential energy stored in the stretched balloon changes into kinetic energy (motion energy) when the balloon is released. The moving air and the balloon push the marshmallow forward, launching it through the noodle.



Stretch (energy stored)



Release



Marshmallow flies out (energy in motion)

MAKE IT A SCIENCE PROJECT:



Use different sized balloons or other elastic material to see if the distance the mini marshmallow goes increases or decreases. Try different sized tubes. Try different sized marshmallows.



Try different sized balloons



Try different sized tubes



Try different sized marshmallows



BE CURIOUS!



ASK QUESTIONS!



HAVE FUN!



THINK LIKE A SCIENTIST!



2

SUPER SOUND POPPER

Learn how to make a fun and easy super sound popper in this sound science experiment.



MATERIALS:

- Cardboard tube



- Balloon



- Scissors



- Masking tape



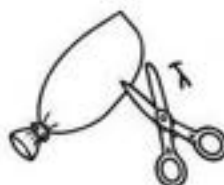
INSTRUCTIONS:

1



Tie a knot in the neck of the balloon as if you were trying to keep air inside.

2



Use the scissors to snip the other end off of the balloon.

3



Stretch the balloon over one end of the cardboard tube. Center the knot over the opening.

4



Use the masking tape to secure the balloon in place.

5



Pull back the knot and release to use your Super Sound Popper!



HOW IT WORKS:

The balloon is elastic. When pulled back and released, it will return to its original shape. While doing so, this makes a popping noise that is amplified (made louder) by the cardboard tube.



1. Pull back (stretch) energy stored



2. Release balloon snaps back



3. Sound is made and amplified by the tube



SCIENTIFIC EXPLANATION:

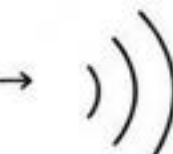
When the stretched balloon is released, its elastic potential energy changes into sound energy. The balloon vibrates quickly as it snaps back to its original shape. The cardboard tube acts like a sound amplifier by directing the vibrations and making the sound louder.



Elastic energy stored



Balloon vibrates when released



Sound waves are amplified by the tube

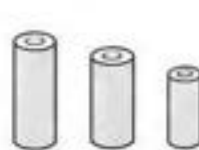


MAKE IT A SCIENCE PROJECT:

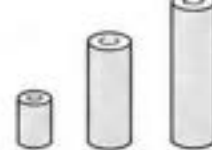
Do different sized balloons or other elastic materials change the volume or sound created by the Super Sound Popper? Do different sized tubes change the volume or sound? Does the length of the tube change the sound in any way?



Try different sized balloons or materials.



Try different sized tubes.



Try different tube lengths. Does length change the sound?



BE CURIOUS!



ASK QUESTIONS!



HAVE FUN!



THINK LIKE A SCIENTIST!



FRICTION FUN

Have fun exploring friction with this easy science experiment!



MATERIALS:

- Clear plastic bottle



- Funnel



- Rice



- Pencil



INSTRUCTIONS:

1

Place the funnel in the bottle.



2

Fill the bottle all the way with the rice.



3

Insert the pencil straight down into the bottle.



4

Try to lift the pencil.



5

If your pencil slips free, gently tap the bottle on a table to settle the rice around the pencil.



HOW IT WORKS:

The friction between the rice grains and pencil becomes so strong that you can lift the bottle without the pencil slipping free.

Friction between rice grains and pencil



Bottle lifts while pencil stays in place!

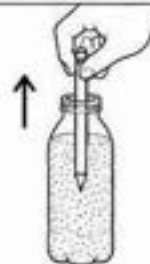


SCIENTIFIC EXPLANATION:

Friction is a force that resists motion when two surfaces rub against each other. In this experiment, the rice grains press against the pencil, creating friction. This friction is strong enough to hold the pencil in place when the bottle is lifted.



Rice grains press against the pencil, creating friction.



Friction holds the pencil in place while the bottle is lifted.

MAKE IT A SCIENCE PROJECT:



Try different items in the bottle to see if the friction is strong enough to hold onto the pencil. Try different sized bottles. Try items other than pencils in the bottle to see if they work.

Try different items:



Do they stay in place?

Try different sized bottles:



Does the size change the result?

Try other items besides pencils:



Do they work?



BE CURIOUS!



ASK QUESTIONS!



HAVE FUN!



THINK LIKE A SCIENTIST!



GIANT FINGERPRINT

Fingerprints are very small and hard to explore and investigate. In this fun little science experiment, you will use a balloon to expand your fingerprint to gigantic proportions so you can see the arches, whorls, loops and more.



MATERIALS:

- Balloon



- Ink pad



INSTRUCTIONS:

1

Stretch your balloon several times so it is easy to blow up.



2

Lay the balloon on the table and flatten an area big enough to fit a fingerprint making sure there are no creases in the balloon.



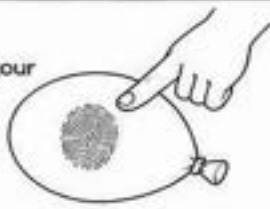
3

Press your finger into the ink.



4

Now press your inked finger onto the balloon.



5

Gently roll your finger to capture your entire fingerprint.



6

Blow up the balloon and tie it off.



7

Enjoy inspecting your Giant Fingerprint.



HOW IT WORKS:



When the balloon inflates, the image of your fingerprint stretches out and grows. This allows an opportunity to inspect your fingerprint.



SCIENTIFIC EXPLANATION:



A balloon is made of elastic material. When air is blown into the balloon, it stretches. Anything on the surface, like your fingerprint, also stretches proportionally, making the tiny ridges easier to see.



DETECTIVE SCIENCE CONNECTION



DID YOU KNOW?

Every person has unique fingerprints. No two people have exactly the same fingerprints—not even identical twins! Detectives and forensic scientists use fingerprints to help identify people and solve mysteries. When someone touches an object, tiny fingerprint patterns may be left behind. Scientists carefully collect and compare these prints to find out who touched the object.

FINGERPRINT PATTERNS

Look for these common patterns:

Loops

Lines curve around and exit on the same side.



Whorls

Circular or spiral-shaped patterns.



Arches

Lines enter from one side and exit the other side in a wave-like pattern.



DETECTIVE CHALLENGE

Look closely at your giant fingerprint and answer:

- ☐ Is your fingerprint a loop, whorl, or arch?
- ☐ Can you compare your fingerprint with a family member's?
- ☐ What similarities and differences do you notice?

INSPIRE SCIENCE CONNECTION

Fingerprints are examples of observable physical characteristics. Scientists use careful observation, comparison, and evidence to investigate and solve problems—just like detectives!

★ **Think Like a Scientist:** How can fingerprints help identify a person? Why do you think everyone's fingerprints are different?

MAKE IT A SCIENCE PROJECT:



Can you imprint other things on the balloon that enlarge in the same way as the fingerprint? Do other types of paints act in the same way as the ink?



Do they enlarge when the balloon is inflated?



BE CURIOUS!



ASK QUESTIONS!



HAVE FUN!



THINK LIKE A SCIENTIST!



5

CRAZY KAZOO

Make your own kazoo and create fun buzzing sounds with this quick and easy science experiment!



MATERIALS:

- Toilet paper roll



- Wax paper

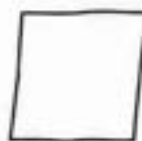


- Rubber band



INSTRUCTIONS:

- 1 Cut or tear a piece of wax paper big enough to cover the end of the toilet paper roll.



- 2 Use the rubber band to secure the wax paper over the end of the toilet paper roll.



- 3 Hum into your Crazy Kazoo and enjoy the cool and unique sound.



- 4 Practice humming songs with your Crazy Kazoo.



HOW IT WORKS:

The wax paper vibrates as you hum in the Crazy Kazoo to produce a cool buzzing sound.

Vibrating wax paper



SCIENTIFIC EXPLANATION:

Sound is a form of energy that travels in waves. When you hum into the Crazy Kazoo, your voice creates vibrations. These vibrations make the wax paper move back and forth very quickly.

As the wax paper vibrates, it pushes the air around it, creating sound waves that travel to your ears. The toilet paper roll helps direct and amplify the sound, making the buzzing noise louder and easier to hear.

THIS EXPERIMENT DEMONSTRATES THAT:

- ✓ Sound is produced by vibrations.
- ✓ Vibrating objects create sound waves.
- ✓ Different materials can change the way sound is produced and heard.

INSPIRE SCIENCE CONNECTION:

- Sound is caused by vibrations.
- Sound travels through matter such as air.
- Different materials vibrate differently, producing different sounds.



THINK LIKE A SCIENTIST:

- What is vibrating in your Crazy Kazoo?
- How does the wax paper change the sound of your voice?
- Would thicker or thinner paper make a different sound?
- Which material creates the loudest buzz?



SOUND INVESTIGATION:

Try different materials instead of wax paper:



Tissue paper



Parchment paper



Aluminum foil



Plastic wrap



Record your observations and decide which material produces the best sound! 🎵



MAKE IT A SCIENCE PROJECT:

- Try using different types of paper (tissue paper, parchment paper, aluminum foil).
- What happens if you use a thicker rubber band or more than one rubber band?
- Can you decorate your Crazy Kazoo? Does the design change the sound?
- Measure how loud your Crazy Kazoo is compared to a regular kazoo.



BE CURIOUS!



ASK QUESTIONS!



HAVE FUN!



THINK LIKE A SCIENTIST!





Make your own sundial and discover how the Sun's movement creates shadows that help us tell time!

MATERIALS:

- Straight stick about two feet long



- Small rocks or small seashells



- A watch



- Chalk (optional)



- Sand (optional)

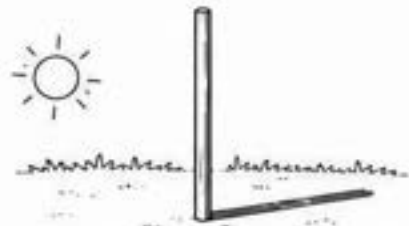


- Bucket (optional)

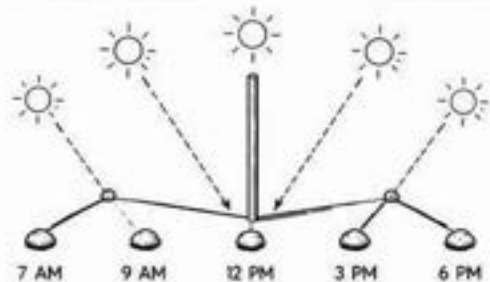


INSTRUCTIONS:

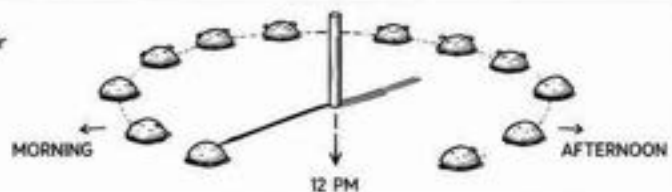
- 1 Find a sunny spot and push the stick vertically straight into the grass or earth. If your backyard doesn't have any grass or earth, fill a small bucket with sand and place your stick into the bucket.



- 2 Start in the morning when the sun is up. At 7:00 am use a small rock or seashell to mark where the shadow of your stick falls. Come back at 8:00am, 9:00am, 10:00am, and so on until there is no more daylight in the day. You may want to mark your pebbles with the time they were placed using chalk.



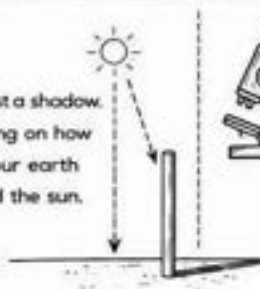
- 3 By the end of the day your sundial will be complete.



HOW IT WORKS:



The sun's light will make your long stick cast a shadow. The shadow will change its angle depending on how the sun's light is hitting the stick because our earth is constantly rotating and revolving around the sun.



SCIENTIFIC EXPLANATION:

Earth rotates on its axis once every 24 hours. As Earth rotates, the Sun appears to move across the sky from east to west. This causes the shadow of the stick to change direction and length throughout the day.

When the Sun is high in the sky (around noon), the shadow is shortest. In the morning and late afternoon, the Sun is lower in the sky, creating longer shadows.

INSPIRE SCIENCE CONNECTION:



- Earth's rotation causes the apparent movement of the Sun.
- Shadows change position and length based on the Sun's location.
- Sundials were one of the earliest ways people told time!

THINK LIKE A SCIENTIST!



- Why does the shadow point in a different direction as the day goes on?
- Why is the shadow shortest at noon?
- What would happen on a cloudy day?

EXTRA EXPERIMENTS:



- 1 Measure how long the shadow that is cast by the stick is. Measure it in winter and spring. Are the measurements different? Which season has the longer shadow?



Winter
(longer shadow)



Spring
(shorter shadow)

- 2 Make a second sundial after we reset our clocks each year. How are the two sundials similar? How are they different?



Before clock change



After clock change



BE CURIOUS!

• ASK QUESTIONS!

• HAVE FUN!

• THINK LIKE A SCIENTIST!



BALLOON SPEAKERS

Turn a simple balloon into a speaker and explore how sound travels!



MATERIALS:

- 1 Balloon



INSTRUCTIONS:

- 1 Blow up the balloon so that it is filled with air.



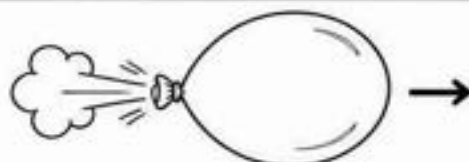
- 2 Hold the balloon up to your ear.



- 3 Lightly tap the other side of the balloon with your finger. Can you hear the sound well? Can you feel the vibrations?



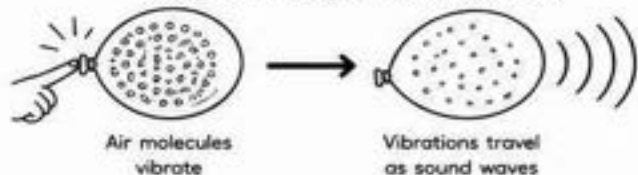
- 4 Now let go of the balloon. Which way does the air escape? Which direction does the balloon move in?



HOW IT WORKS:



When you blow into the balloon you are pushing air molecules into the balloon. They are forced into a small area so are very close together. These circumstances allow the air molecules to carry the sound waves better. That is why you can hear the tapping so easily. It's as if you built a speaker.



SCIENTIFIC EXPLANATION:



Sound is a form of energy that travels in waves through a medium (like air). When you tap the balloon, it vibrates. The air molecules inside the balloon are close together and can quickly pass those vibrations from molecule to molecule. This helps the sound waves travel clearly to your ear.

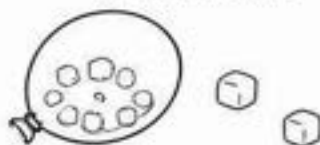
The balloon acts like a speaker because the stretched rubber surface and the air inside work together to carry and amplify the vibrations, making the sound easier to hear.

When you let go of the balloon, the air rushes out from the opening. The escaping air pushes the balloon in the opposite direction.

EXTRA EXPERIMENTS:



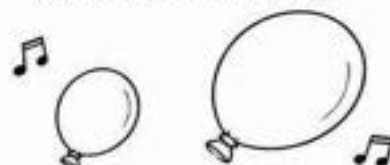
- 1 Add mini marshmallows to the balloon. Does it muffle the sound? Does it sound the same?



- 2 If you have access to a helium tank, fill the balloon up with that instead. Is helium a better conductor of sound than the air that you pushed into the balloon?



- 3 Can you hear different pitches based on how big or small the balloon is? Give it a try!



BE CURIOUS!



ASK QUESTIONS!



HAVE FUN!



THINK LIKE A SCIENTIST!



8

BLOSSOMING BEANS

Grow your own plant and watch it come to life!



MATERIALS:

- 1 pinto bean



- 1 Ziploc bag



- 1 paper towel



- Spray bottle for holding water



INSTRUCTIONS:

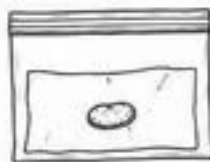
- 1 Dampen paper towel with spray bottle.



- 2 Place wet paper towel in Ziploc Bag.



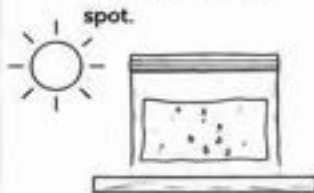
- 3 Place bean on top of wet paper towel.



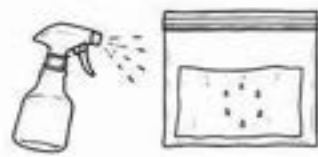
- 4 Close Ziploc Bag.



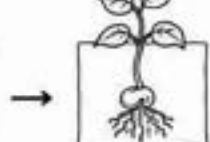
- 5 Place Ziploc Bag in a warm, sunny spot.



- 6 Add water to paper towel when it dries out.



- 7 Observe your plant growing in 3-5 days!



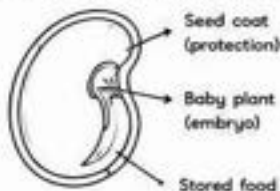
HOW IT WORKS:



What's going on? Germination! That means the plant is sprouting its roots. Awesome! Usually, you can't see the roots sprout when the seed is under soil, but since there is no soil in this experiment you can see the whole process.

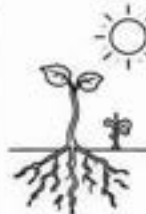
SCIENTIFIC EXPLANATION:

A bean seed is a living thing that contains a tiny plant inside. It needs three important things to grow: water, warmth, and air.



When the bean absorbs water, the seed coat softens and splits open. The baby plant starts to grow. First, the root (radicle) grows down to anchor the plant and absorb water. Then, the stem (plumule) grows up toward the light. The leaves (cotyledons) open and start making food for the plant. This amazing process is called germination!

INSPIRE SCIENCE CONNECTION:



- Plants start life from seeds.
- Seeds need water, warmth, and air to grow.
- Germination is the first step in a plant's life cycle.
- Observing and recording changes helps scientists understand how living things grow.



THINK LIKE A SCIENTIST!

- What do you think will happen next?
- Why do you think the root grows down and the shoot grows up?
- What would happen if the paper towel dries out completely?

EXTRA EXPERIMENTS:

- 1 Prepare two bean plants, but put one in a sunny area and one in a dark area. Observe their similarities and differences and chart them down.



Sunny Area



Dark Area

- 2 Chart your bean plant's growth each day using a ruler.



My Bean Plant Growth		
Day	Height	(cm)
1		
2		
3		
4		
5		

- 3 After 2 weeks, move your bean plant to some soil. Don't forget to water it and give it some sun!



BE CURIOUS!



ASK QUESTIONS!



HAVE FUN!



THINK LIKE A SCIENTIST!



Find out which spot will melt the chocolate the fastest!



MATERIALS:

- Bag of chocolate coins 
- Paper plates 
- Pen 
- Paper 
- A watch, clock, or timer 
- A clear plastic cup 
- Black construction paper or black marker 

INSTRUCTIONS:

- 1 Take the foil off of each chocolate coin you use for the experiment.



- 2 Place each chocolate coin on a separate paper plate.



- 3 Place paper plates in different spots, for example, one outside in the shade, one outside in the sun, one inside in a dark room, or one inside under a lamp. At each location, place up to 3 plates to see which melts the fastest:



1 white paper plate with just the chocolate coin



1 white paper plate, with a clear plastic cup over it, covering the coin to allow it to trap some heat



1 paper plate, with a black piece of construction paper, or color the plate black with a marker, to see if this absorbs more heat

- 4 Using your time keeping device, pen, and paper, record how long it takes the chocolate to melt in each situation. If it doesn't melt after 10 min of sitting, record that as well.



- 5 Compare your results and think about the conclusion to your results.



HOW IT WORKS:



At a certain temperature, some of your chocolate coins went through a physical change from a solid to a liquid. This process is called melting. Energy was added to the chocolate by either sunlight or heat and this energy caused the molecules that make up the solid chocolate to move about and spread out and become a liquid.



SOLID

HEAT
(ENERGY)



LIQUID

SCIENTIFIC EXPLANATION:



Chocolate melts when heat is added to it. Heat energy makes the particles (molecules) in the chocolate move faster. In a solid, the particles are close together and in fixed positions. As heat is added, the particles gain enough energy to break free from their fixed spots and slide past each other. This turns the solid chocolate into a liquid.

Different conditions (sunlight, shade, covering, color) change how much heat energy the chocolate receives and how fast it melts.

EXTRA EXPERIMENTS:

- 1 Use a thermometer to record the temperature of the different spots. Can you figure out what temperature chocolate starts to melt?



- 2 Try using other types of chocolate, for example, white or dark chocolate. Do the results change?



- 3 How long does chocolate take to melt in your mouth? What temperature is the human body? Does this help prove or disprove your hypothesis on what temperature chocolate melts at?



BE CURIOUS!



ASK QUESTIONS!



HAVE FUN!



THINK LIKE A SCIENTIST!



DYED FLOWERS

Discover how water travels through a plant!



MATERIALS:

- 3 White Carnations



- 3 Bottles of Food Coloring in Assorted Colors



- 3 Clear 16 oz Plastic Cups



- Water



- Scissors



INSTRUCTIONS:

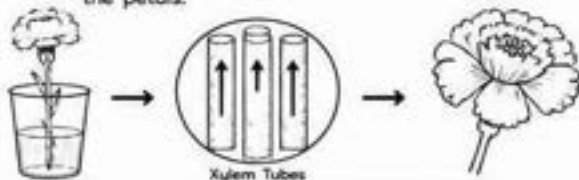
- 1 Fill each cup with water half way.
- 2 Add 3 drops of food coloring into each of the cups. Each cup should be a different color.
- 3 Carefully cut the end of each of the flower's stem.
- 4 Place each stem in a different colored water cup.
- 5 Wait one hour and observe your flowers' petals.
- 6 Wait one day and observe your flowers' petals.



HOW IT WORKS:



The Xylem of the flower works like an elevator and brings the water from the cup all the way up the plant's stem and into the plant's petals. When it brings the dyed water up it ends up dying the plant's petals. The Xylem is what allows the plant to get water from the roots all the way to the petals.



Xylem Tubes

SCIENTIFIC EXPLANATION:



Plants have special tubes in their stems called xylem. Xylem tubes act like straws or elevators. When a flower is placed in colored water, the water is absorbed at the bottom of the stem and travels up through the xylem tubes. The water carries the food coloring with it. When the colored water reaches the petals, it gets absorbed into the cells, changing the color of the petals.

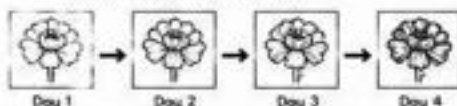
This shows how water moves through a plant and how important the xylem is for transporting water.

EXTRA EXPERIMENTS:

- 1 What happens if you try doing 5 drops of food coloring instead of 3 drops?



- 2 Keep a picture log of your flower. Take a picture each day, and see how many days does it take for your flower's petals to look the most saturated in color.



- 3 Try using other types of flowers. Do they work as well? Why do you think we suggested using white flowers?



BE CURIOUS!



ASK QUESTIONS!



HAVE FUN!



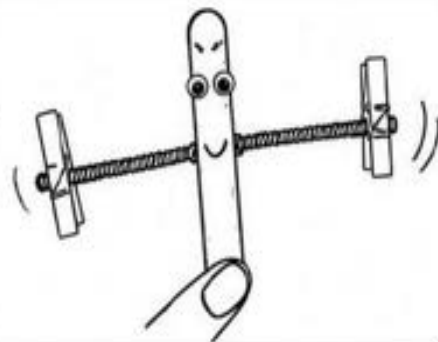
THINK LIKE A SCIENTIST!



11

BUILD YOUR OWN BALANCE BUDDY

Build a wobbly friend that balances on your finger and explore the laws of gravity!



MATERIALS:

- Popsicle stick



- Pipe cleaner



- 2 - Clothespins

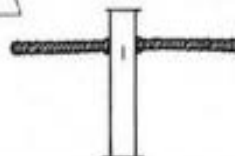


- Optional - Markers, googly eyes, etc.

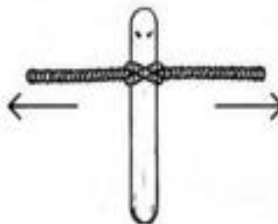


INSTRUCTIONS:

- 1 Center the pipe cleaner across one end of the popsicle stick.



- 2 Twist the pipe cleaner in a way that it will not slip off of the popsicle stick. Make sure the pipe cleaner is the same length on either side of the popsicle stick.



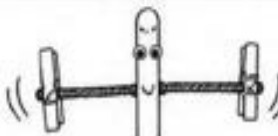
- 3 Attach one clothespin to each end of the pipe cleaner.



- 4 Test your Balance Buddy by placing it on the tip of your finger.



- 5 Optional - you can draw a face and decorate your Balance Buddy.

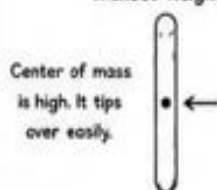


HOW IT WORKS:



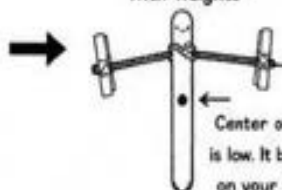
By adding the clothespins to the pipe cleaner, you move the popsicle's center of mass to the bottom of the popsicle stick.

Without Weights



Center of mass is high. It tips over easily.

With Weights



Center of mass is low. It balances on your finger!

The lower the center of mass, the easier it is to balance!
Gravity pulls downward on the weights, keeping the stick upright.

SCIENTIFIC EXPLANATION:



Your Balance Buddy demonstrates the concept of center of mass and gravity.

- The center of mass is the balance point of an object.
- When the center of mass is above the support point (your finger), the object tips over.
- When the center of mass is below the support point, gravity pulls the heavier weights down, keeping the object balanced and upright.

This is the same principle used by tightrope walkers, weebles, and many toys that always stand back up!



MAKE THIS A SCIENCE PROJECT:

Try these ideas and see what happens!

- ✓ Use a larger stick.
- ✓ Try different items for weights.
- ✓ Try longer pipe cleaners.
- ✓ Use more than one clothespin on each end.



Discover how sound waves help us "see" without our eyes!



MATERIALS:

- 2 Plastic cups



- String



- Tape or hole punch



- Objects to detect (books, boxes, or toys)



- Blindfold (optional)

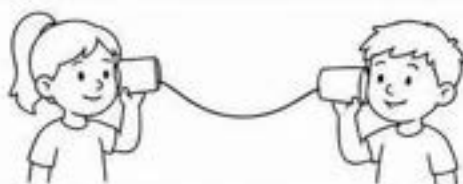


INSTRUCTIONS:

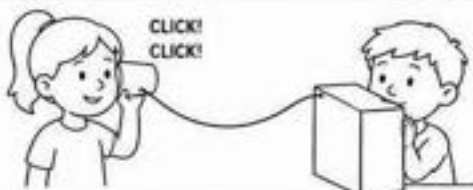
- 1 Poke a small hole in the bottom of each plastic cup. Thread one end of the string through each hole and tie a knot so it doesn't pull out.



- 2 Stand in an open space. Have a friend hold one cup to your ear while you hold the other cup.



- 3 Your friend moves around the room or hides behind objects. You make a clicking sound with your tongue or tap the cup with your finger.



- 4 Listen carefully! Can you tell if your friend is closer, farther, left, or right?



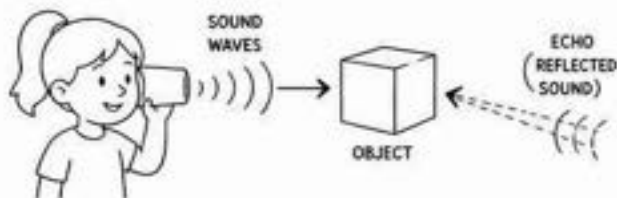
- 5 Try it with a blindfold on for an extra challenge!



HOW IT WORKS:



When you make a sound, it travels through the air in waves. When the sound waves hit an object, they bounce back (echo) to your ear. Your brain uses these echoes to figure out where things are, how far away they are, and what direction they're in. This is called echolocation!



SCIENTIFIC EXPLANATION:



Echolocation is used by animals like bats and dolphins. They make high-pitched sounds and listen for the echoes that bounce back. The time it takes for the echo to return tells them how far away an object is. The direction the echo comes from tells them which way to go.



Sound waves → hit object → bounce back → brain interprets the information!



MAKE THIS A SCIENCE PROJECT: Try these ideas and see what you discover!

- ✓ Try using different objects (soft, hard, big, small).
- ✓ Measure how far away you can detect an object.
- ✓ Try using different sounds (clap, snap, tap).
- ✓ See how walls, curtains, or pillows affect the echoes.
- ✓ Research other animals that use echolocation and how they use it in the wild!



BE CURIOUS!



ASK QUESTIONS!



HAVE FUN!



THINK LIKE A SCIENTIST!





SCIENCE DISCOVERY JOURNAL



MY EXPERIMENT CHECKLIST



SCIENTIST INSTRUCTIONS:

Great job completing your science experiments! After each experiment, record the date, write what you observed, and explain what you learned. Scientists keep careful records of their observations because discoveries begin with curiosity and careful thinking. Use this page to track your Summer Science Adventure!



✓	EXPERIMENT	DATE COMPLETED	MY FINDINGS / WHAT I OBSERVED
☐	1. Mini Marshmallow Launcher	___ / ___ / ___	_____
☐	2. Super Sound Popper	___ / ___ / ___	_____
☐	3. Friction Fun	___ / ___ / ___	_____
☐	4. Animal Track Cast	___ / ___ / ___	_____
☐	5. Giant Fingerprint	___ / ___ / ___	_____
☐	6. Crazy Kazoo	___ / ___ / ___	_____
☐	7. Sun Dial	___ / ___ / ___	_____
☐	8. Balloon Speakers	___ / ___ / ___	_____
☐	9. Blossoming Beans	___ / ___ / ___	_____
☐	10. Pot of Gold	___ / ___ / ___	_____
☐	11. Dyed Flowers	___ / ___ / ___	_____
☐	12. Balance Buddy	___ / ___ / ___	_____
☐	13. Echolocation Challenge	___ / ___ / ___	_____

★ MY FAVORITE EXPERIMENT ★

Experiment Name: _____

Why was it my favorite?



★ MY BIGGEST SCIENTIFIC DISCOVERY ★

Something surprising I learned this summer was:



FUTURE SCIENTIST REFLECTION ★



This summer I learned how to:

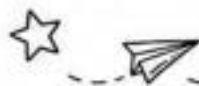
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|--|---|
| ☐ Ask questions | ☐ Solve problems |
| ☐ Make observations | ☐ Think like a scientist |
| ☐ Record data | ☐ Have fun while learning! |
| ☐ Test ideas | |



SCIENCE QUOTE

“The important thing is not to stop questioning. Curiosity is the spark that leads to discovery.”

— Albert Einstein



KEEP EXPLORING, KEEP DISCOVERING, KEEP WONDERING!

CONGRATULATIONS, FUTURE GRADE 5 SCIENTIST!

