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GRADES

3 to 4

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Encouraging Summer Reading

Literacy is the single most important skill that your child needs to be successful in school. The following list includes ideas for ways that you can help your child discover the great adventures of reading!

- Establish a time for reading each day. Ask your child about what he or she is reading. Try to relate the material to a summer event or to another book.
- Let your child see you reading for enjoyment. Talk about the great things that you discover when you read.
- Create a summer reading list. Choose books from the reading list (pages ix–x) or head to the library and explore. To choose a book, ask your child to read any page aloud. If he or she does not know more than a few words on the page, the book may be too difficult.
- Read newspaper and magazine articles, recipes, menus, maps, and street signs on a daily basis to show your child the importance of reading for information.
- Read a nonfiction book from the reading list that gives a secondhand account of an event or of a person's life, such as *Who Is Jane Goodall?* or *The Boy Who Loved Math*. Then, search at the library or online to find a firsthand or eyewitness account of the same events. How are the two accounts the same? How are they different?
- Choose a nonfiction book to read or reread with your child. Then, have him or her pretend to be a TV reporter, sharing the “news” of the book you read. Encourage your child to relate details and events from the story in the report.
- Make up stories. This is especially fun to do in the car, on camping trips, or while waiting at the airport. Encourage your child to tell a story with a beginning, a middle, and an end. Or, have your child start a story and let other family members build on it.
- Encourage your child to join a summer reading club at the library or a local bookstore. Your child may enjoy talking to other children about the books that he or she has read.
- At the library, challenge your child to find examples of different types of texts, including poems, plays, biographies, and myths from different cultures. Can he or she point out similarities and differences?



Summer Reading List

The summer reading list includes fiction and nonfiction titles. Experts recommend that students entering the fourth grade read for at least 20 to 30 minutes each day. Ask your child questions about the story to reinforce comprehension.

Decide on an amount of daily reading time for each month. You may want to write the time on the Monthly Goals page at the beginning of each section in this book.

Fiction

Ackerman, Karen
The Night Crossing

Baylor, Byrd
The Table Where Rich People Sit

Blume, Judy
Tales of a Fourth Grade Nothing

Catling, Patrick Skene
The Chocolate Touch

Cleary, Beverly
Beezus and Ramona
Ralph S. Mouse
Ramona Quimby, Age 8

Dahl, Roald
Fantastic Mr. Fox
James and the Giant Peach

Danziger, Paula
Amber Brown Is Not a Crayon

DeJong, Meindert
The Wheel on the School

Dowell, Frances O’Roark
Phineas L. MacGuire . . . Erupts!:
The First Experiment

Eager, Edward
Half Magic

Frasier, Debra
Miss Alaineus: A Vocabulary Disaster

Gaiman, Neil
Fortunately, the Milk

George, Jessica Day
Dragon Slippers

Graff, Lisa
The Thing About Georgie

Gregory, Kristiana
Across the Wide and Lonesome Prairie:
The Oregon Trail Diary of Hattie
Campbell, 1847

Griffin, Judith Berry
Phoebe the Spy

Lobel, Arnold
Fables

MacDonald, Betty
Mrs. Piggle-Wiggle

MacLachlan, Patricia
White Fur Flying

Summer Reading List (continued)

Fiction (continued)

McKay, Hilary
Lulu and the Dog from the Sea

Pennypacker, Sara
Clementine

Ringgold, Faith
Tar Beach

Schotter, Roni
The Boy Who Loved Words

Seuss, Dr.
Oh, the Places You'll Go!

Spyri, Johanna
Heidi

Steig, William
Dominic

Tapia, Jeff
Hippomobile!

Van Allsburg, Chris
The Garden of Abdul Gasazi

Waters, Kate
*Samuel Eaton's Day: A Day in the Life
of a Pilgrim Boy*
*Sarah Morton's Day: A Day in the Life
of a Pilgrim Girl*

Nonfiction

Bial, Raymond
A Handful of Dirt

Cherry, Lynne
A River Ran Wild

Edwards, Roberta
Who Is Jane Goodall?

Heiligman, Deborah
*The Boy Who Loved Math: The Improbable
Life of Paul Erdos*

Locker, Thomas
Cloud Dance

Low, William
Old Penn Station

Murawski, Darlyne A.
Spiders and Their Webs

Pratt, Kristin Joy
A Walk in the Rainforest

Rockwell, Anne
*Why Are the Ice Caps Melting?: The
Dangers of Global Warming*

St. George, Judith
So You Want to Be President?

Stewart, Melissa
Feathers: Not Just for Flying

Trumbore, Cindy
Parrots Over Puerto Rico



Monthly Goals

A goal is something that you want to accomplish. Sometimes, reaching a goal can be hard work!

Think of three goals to set for yourself this month. For example, you may want to read for 20 minutes each day. Write your goals on the lines and review them with an adult.

Place a sticker next to each goal that you complete. Feel proud that you have met your goals!

1. _____ PLACE
STICKER
HERE
2. _____ PLACE
STICKER
HERE
3. _____ PLACE
STICKER
HERE

Word List

The following words are used in this section. They are good words for you to know. Read each word. Use a dictionary to look up each word that you do not know. Then, write two sentences. Use a word from the word list in each sentence.

briefly
bronze
concentrate
design
displayed

exhibition
glacier
league
relief
representing

1. _____

2. _____

SECTION I

Introduction to Flexibility

This section includes fitness and character development activities that focus on flexibility. These activities are designed to get you moving and thinking about building your physical fitness and your character.

Physical Flexibility

For many people, being flexible means easily doing everyday tasks, such as bending to tie a shoe. Tasks like this can be hard for people who do not stretch often.

Stretching will make your muscles more flexible. It can also improve your balance and coordination.

You probably stretch every day without realizing it. Do you ever reach for a dropped pencil or a box of cereal on the top shelf? If you do, then you are stretching. Try to improve your flexibility this summer. Set a stretching goal. For example, you might stretch every day until you can touch your toes.

Flexibility of Character

It is good to have a flexible body. It is also good to be mentally flexible. This means being open to change.

It can be upsetting when things do not go your way. Can you think of a time when an unexpected event ruined your plans? For example, a family trip to the zoo was canceled because the car had a flat tire. Unexpected events happen sometimes. How you react to those events often affects the outcome. Arm yourself with the tools to be flexible. Have realistic expectations. Find ways to make bad situations better. Look for good things that may come from disappointing events.

You can be mentally flexible by showing respect to other people. Sharing and accepting the differences of other people are also ways to be mentally flexible. This character trait gets easier with practice. Over the summer, practice and use your mental flexibility often.

Solve each word problem.

1. Don is picking apples. He puts 36 apples in each box. How many apples does he put in 9 boxes?	2. Miss Brown has 25 students in her class. She wants to make 5 equal teams for a relay race. How many students will be on each team?
3. Zack has saved \$9.00 toward buying a new ball. He will get \$3.00 today from his father. How much more money will he need to buy the \$19.95 ball?	4. Jenna saves 867 pennies in May, 942 in June, and 716 in July. How much does she save in these three months?

Read each group of related words. Write two more related words for each group.

EXAMPLE:

robin, owl, pigeon	quail	pheasant
5. peaches, apples, pears		
6. spoon, bowl, cup		
7. lake, pond, river		
8. branches, sticks, wood		
9. lemonade, water, milk		
10. dollar, dime, penny		
11. carrot, celery, cucumber		
12. dress, shoes, skirt		
13. tennis, golf, racquetball		

DAY 1

Read the passage. Then, answer the questions.

Glaciers

A glacier is a large, thick mass of ice. It forms when snow hardens into ice over a long period of time. It might not look like it, but glaciers can move. Glaciers usually move slowly. If a lot of ice melts at once, a glacier may **surge** forward, or move suddenly. Most glaciers are found in Antarctica (the continent at the South Pole) or in Greenland (a country near the North Pole). Areas with glaciers receive a lot of snowfall in the winter and have cool summers. Most glaciers are located in the mountains where few people live. Occasionally, glaciers can cause flooding in cities and towns. Falling ice from glaciers may block the path of people hiking on trails farther down the mountain. Icebergs are large, floating pieces of ice that have broken off from glaciers. Icebergs can cause problems for ships at sea.

14. What is the main idea of this passage?
- A. Icebergs can be dangerous to ships.
 - B. Glaciers are large masses of ice found mainly in the mountains.
 - C. People usually live far away from glaciers.
15. How does a glacier form? _____
- _____
16. What does the word *surge* mean in this passage?
- A. move forward suddenly
 - B. freeze into ice
 - C. break off from an iceberg
17. Where are most glaciers located? _____
18. What is the weather like where glaciers are found? _____
19. What effects can glaciers have on humans? _____
- _____

FACTOID: Glaciers store about 75% of Earth's freshwater.