



**Jeddah Knowledge International School**

**SUMMER**



**PACK**



**Grade 4**

**SY 2020-2021**

## Grade Four Summer Review

### IXL Language

Students may practice language and math skills using IXL digital platform.



#### **Practicing:**

1. Log in to JKS Portal with your username and the password.
2. Click on the "IXL" tab from the list on the left-side.
3. Choose the grade level that your child currently completed.
4. Choose 'Language arts' or 'Math' depending on the subject you would like to practice.
5. Choose the skill that your child may wish to practice and provide encouragement to practice excelling in these skills.
6. The progress of your child can be accessed by clicking on the "Reports" tab. This will give full details of the practice and progress that has taken place. Please print out a report and have your child submit it to his/her teacher on the first day back to school.

**Note:** The cut-off date for IXL Practice is August 1<sup>st</sup>, 2021.

### Grade 4- Language Arts IXL Skills

#### Vocabulary

##### **Compound Words**

- Form and use compound words

##### **Homophones**

- Identify homophones

##### **Reference Skills**

- Order alphabetically based on the first two letters
- Use thesaurus entries

#### Grammar and Mechanics

##### **Sentences, fragments, and run-ons**

- Is the sentence declarative, interrogative, imperative, or exclamatory?
- Identify the simple subject or predicate of a sentence

##### **Nouns**

- Identify common and proper nouns
- Use regular plurals with -s, -es, -ies, and -ves
- Form and use irregular plurals

##### **Pronouns**

- Replace the noun with a pronoun

##### **Verb Types**

- Use action verbs

##### **Verbs Tense**

- Form and use the regular past tense
- Identify the irregular past tense
- Change the sentence to future tense

##### **Adjectives and Adverbs**

- Identify adjectives
- Order adjectives
- Identify adverbs
- Use relative adverbs

##### **Prepositions**

- Identify prepositional phrases
- Prepositions: review

##### **Formatting**

- Greetings and closings of letters


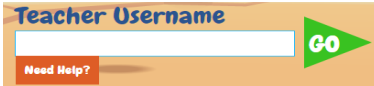
## Grade Four Summer Review

### Raz-Kids



Students may practice their Reading skills using the Raz-Kids digital platform.

**To access the reading platform, use the following steps;**

- 
- Log in at [www.raz-kids.com](http://www.raz-kids.com) and select.
- Enter their teacher's username. 
- Select your child's username and add their student password. Please note the password is the students' ID number found at the back of their ID card.

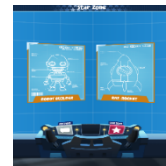
After they have logged in, the student needs to enter the '**Level Up**' rocket and select a book that they wish to read at their assigned reading level.



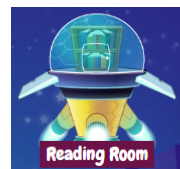
**Students must follow the following procedures to increase fluency:**

1. Listen to the story being read. (Click on the picture of the ear.)
2. Read the story aloud (Students record their reading and send it to their teacher; Click on the picture of the eye and then click the microphone at the top of the screen.)
3. Take a quiz. (Click on the picture of the question mark.)

After they have completed these steps, they can proceed to the next book. The teachers will be able to track each student and listen to their recordings. Students will earn stars to go into the incentive area "**Star Zone**" where they can customize their Raz Rocket and Raz Robot.



Students may enter the '**Reading Room**' to access additional books at different reading levels for extra research and reading practice.



Happy Reading!

JKS Administration

## Grade Four Summer Review

### Adjectives

**Adjectives are words that describe nouns.**

### Circle the adjectives in each sentence.

1. Do you like the white tiger or the black leopard the best?
2. Sara did an amazing routine on the balance beam today.
3. Kenan saw a small snake at the zoo.
4. There were huge snowflakes tickling their cold noses.
5. I got five chocolates and three lollipops from the supermarket.
6. I love the stuffed, purple elephant I got for Eid.
7. Three small cats were in our garden.
8. We ate the delicious cookies.
9. The crow had a yellow beak.
10. The sky was full of fluffy clouds.



## Grade Four Summer Review

### Verbs

#### Circle the verb in each sentence.

1. Maya presented well in her recital.
2. Erin baked a pie yesterday.
3. Please set the table for dinner now.
4. Alex bought a new CD with his allowance.
5. Bandar practices the trumpet every day.
6. Help Jude with those groceries please.
7. Abdulaziz mowed the lawn after school.
8. Abdullah hiked five miles on his camping trip.
9. Too much candy rots your teeth.
10. Clean your room please, Vicky.



## Grade Four Summer Review

### Verbs

#### Circle the correct irregular for each sentence.

1. Ahmed (did, done) really well on the last test.
2. Abdullah and Ibrahim (was, were) not at school today.
3. Rayan (drawed, drew) a wonderful picture of a racing car.
4. Jana's parrot (flied, flew) out of his cage.
5. Carlos (bayed, bought) a Lego set with his allowance.
6. I (knowed, knew) my times tables before Jesse.
7. Our teacher (rang, rung) the bell for quiet six times this morning.
8. Maria (drank, drunk) a lot of water after the race.
9. I (saw, seen) a woodpecker on my way to school.
10. There was gum (stuck, stick) to the bottom of my shoe.

## Grade Four Summer Review

### Helping Verb

#### List of Helping Verbs

am, are, is, was, were, be, being, been

have, has, had

shall, will

do, does, did

may, must, might

can, could, would, should

#### Circle the correct helping verb for each sentence.

1. We (is, am, are) playing softball on Saturday.
2. Grace (was, were) studying for an hour.
3. I (is, am, are) working on my science fair project.
4. My brother (is, am, are) going to be six years old tomorrow.
5. My sister (do, does) not listen to me.
6. I (do, does, did) go to Disneyland last year.
7. Ibrahim (have, has) always gotten good grades every term.
8. I (have, has, had) washed the dishes many times.
9. Abdullah (was, were) mowing the lawn when I got there.
10. My friend (have, has, had) left her homework in school.

## Grade Four Summer Review

### Adverbs

Adverbs usually describe or modify verbs.

### Circle the adverbs for each sentence.

1. Najla often practices her beam routine at gymnastics.
2. We went to the beach daily that summer.
3. Salman accidentally deleted three hours of homework with one click.
4. Fadl shouted angrily at his sister.
5. The children worked enthusiastically on their first art project.
6. We went to the beach yesterday.
7. The kayak was speeding wildly through the rapids.
8. The horse was galloping fast, and Noura was frightened.
9. My brother always picks on me.
10. We will be there soon.





## Grade Four Summer Review

### Subject Verb Agreement

#### Circle the correct verb in each sentence.

1. The children is/are going to the museum.
2. Sarah is/are going to be in fourth grade next year.
3. The grocery store was/were closed on Sunday.
4. Mr. and Mrs. Johnson is/are getting a new dog.
5. The cats has/have found a new home.
6. The construction workers was/were very loud!
7. Rayan do/does his chores when he is told.
8. My mom like/likes to cook.
9. There was/were lots of cars involved in the highway accident.
10. She is/are a great teacher!



## Grade Four Summer Review

### Nouns

- A common noun names any person, place, or thing.
- A proper noun names a particular person, place, or thing. Proper nouns begin with capital letters.

#### Write the names of five things you see in your bedroom.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Write the names of five people who you have read about.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Write the names of five places you have visited or read about.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Grade Four Summer Review

### Conjunctions

**Use the conjunction *and*, *but*, or *or* to combine each pair of sentences. Don't forget to use a comma.**

1. I want a new bike \_\_\_\_ I don't have enough money for one.
2. My family can't decide whether to go to San Francisco \_\_\_\_ Seattle for vacation this year.
3. Would you like a plain chocolate \_\_\_\_ a black forest cake for your birthday?
4. We're going to the movies \_\_\_\_ the museum during spring break.
5. My favorite flavors of ice cream are chocolate chip \_\_\_\_ strawberry.
6. Yusuf plays rugby \_\_\_\_ baseball.
7. Are you better at English \_\_\_\_ math?
8. You can come with us \_\_\_\_ you'll have to hurry.
9. Do you like dogs \_\_\_\_ cats best?
10. I have a sister \_\_\_\_ a brother.

## Grade Four Summer Review

### Contractions

Remember that a contraction is formed when you join two words to make a new word by leaving out some of the letters in the words.

**Example:** must + have = must've

should + not = shouldn't

### Write the contraction for the underlined words.

1. Do you think it is going to snow today? \_\_\_\_\_
2. I am going to visit my grandmother today. \_\_\_\_\_
3. I think he is really going to score a goal this time. \_\_\_\_\_
4. She has not learned to do a front flip. \_\_\_\_\_
5. On Tuesday we are going on a field trip. \_\_\_\_\_
6. I believe he will win the race this time. \_\_\_\_\_
7. Max and Joel have not finished their science project. \_\_\_\_\_
8. I wonder what they are up to this time. \_\_\_\_\_
9. It is not going to work. \_\_\_\_\_
10. Do you know what she is going to wear for Eid? \_\_\_\_\_

## Grade Four Summer Review

### Contractions

Remember that a contraction is formed when you join two words to make a new word by leaving out some of the letters in the words.

**Example:** must + have = must've  
should + not = shouldn't

### Form a contraction from the words given.

who + is = \_\_\_\_\_

might + have = \_\_\_\_\_

how + would = \_\_\_\_\_

we + will = \_\_\_\_\_

who + will = \_\_\_\_\_

has + not = \_\_\_\_\_

will + not = \_\_\_\_\_

were + not = \_\_\_\_\_

that + will = \_\_\_\_\_

they + have = \_\_\_\_\_

I + would = \_\_\_\_\_

does + not = \_\_\_\_\_

they + are = \_\_\_\_\_

I + am = \_\_\_\_\_



## Grade Four Summer Review

### A or An

Use 'a' if the next word begins with a consonant sound. Use 'an' if the next word begins with a vowel sound.

### Write a or an to complete each sentence.

1. We saw \_\_\_\_\_ elephant at the zoo.
2. Basma brought \_\_\_\_\_ apple to her teacher.
3. Our family stayed in \_\_\_\_\_ hotel on our vacation.
4. Yesterday I saw \_\_\_\_\_ ant hill.
5. Texas is \_\_\_\_\_ large state.
6. Please look that word up in \_\_\_\_\_ Spanish dictionary.
7. Jad will put on \_\_\_\_\_ old shirt before he begins to paint.
8. Jana will pull the toddler in \_\_\_\_\_ wagon.
9. I use \_\_\_\_\_ umbrella when it rains.
10. Mother placed the flowers in \_\_\_\_\_ vase.

## Grade Four Summer Review

### Types of Sentences

A **declarative sentence** is a sentence that tells something. It ends with a period.

An **interrogative sentence** is a sentence that asks something. It ends with a question mark.

An **imperative sentence** is a sentence that gives a command or makes a request. It ends with a period.

An **exclamatory sentence** is a sentence that shows strong feeling or surprise. It ends with an exclamation mark.

**Add the correct punctuation mark. Then write D if the sentence is declarative or I if the sentence is interrogative.**

1. How do Maha and Sarah know each other \_\_ \_\_\_\_\_
2. Mrs. Henry wrote a letter to Sarah \_\_ \_\_\_\_\_
3. What have you been up to \_\_ \_\_\_\_\_
4. We got out of school late \_\_ \_\_\_\_\_
5. I want to go with my friends \_\_ \_\_\_\_\_

**Write the correct end mark. Write I if the sentence is imperative and write E if the sentence is exclamatory.**

1. Take this note to your teacher \_\_ \_\_\_\_\_
2. What a strange message this is \_\_ \_\_\_\_\_
3. How exciting today is \_\_ \_\_\_\_\_
4. Read your book silently \_\_ \_\_\_\_\_
5. What a clever girl you are \_\_ \_\_\_\_\_

## Grade Four Summer Review

### Types of Sentences

#### Answer the following questions.

1. Sentences that ask a question are called:
  - a) exclamatory
  - b) declarative
  - c) interrogative
  - d) imperative
  
2. What type of sentence is this? Are you going to the dance?
  - a) exclamatory
  - b) declarative
  - c) interrogative
  - d) imperative
  
3. What type of sentence is this? Open your books to page 54.
  - a) exclamatory
  - b) declarative
  - c) interrogative
  - d) imperative
  
4. What type of sentence shows strong feeling?
  - a) exclamatory
  - b) declarative
  - c) interrogative
  - d) imperative
  
5. What type of sentence is this? Be quiet during Ms. Hanan's class.
  - a) exclamatory
  - b) declarative
  - c) interrogative
  - d) imperative





## Grade Four Summer Review

### Prepositions

**Write the prepositions in the box for the sentences below.**

1. Four friends meet in the city.
2. She could stand on her hands all day long.
3. Many people crowded around the strange thing.
4. Marya jumped from the diving board.
5. We saw many plants beneath the ocean.
6. Across the field ran several horses.

**Write the prepositional phrase in the box for each sentence.**

1. She finished the assignment without a mistake.
2. The frog leaped into the air.
3. They dug a tunnel through the snow.
4. All the children ran outside the house.
5. We heard the wind howling through the trees.

## Grade Four Summer Review

### Negatives

#### **Change a Positive Sentence to a Negative Sentence**

**A positive sentence has no negative words. A negative sentence has a negative word or phrase.** Common negative words and phrases include: **no, not, nobody, never, nothing, no one, nor, nowhere, none, cannot, isn't, didn't, won't, wasn't**, and any other contraction with **n't**.

You can turn a positive sentence into a negative sentence by adding a negative.

**Example: Positive sentence:** The teacher likes to sing.

**Negative sentence:** The teacher doesn't like to sing.

#### **Change each the positive sentence below into a negative one.**

1. The dog is in the backyard.

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2. He was at the library on Friday.

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3. She will dance in the play.

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4. The children were ready to go home.

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5. Hamza walked to the corner.

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6. I can read anything.

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7. The trees will fall over in a storm.

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8. They always want to play games.

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## Grade Four Summer Review

### Double Negatives in Sentences

Common negative words and phrases include: no, not, nobody, never, nothing, no one, nor, nowhere, none, cannot, isn't, didn't, won't, wasn't, and any other contraction with n't

A double negative is a sentence that has two negative words.

**Example:** I never saw nobody.

In the example there are two negative words: never and nobody.

Double negatives are incorrect in formal writing. A sentence should have only one negative. A correct way to write the sentence would be: I never saw anybody.

### Correct the double negatives in the sentences below.

1. He can't have no fun when his little brother is around.

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2. The dog doesn't bite nobody.

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3. We never ran nowhere as fast as we ran there.

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4. Grace won't talk to no one if she's in a bad mood.

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5. That old car isn't going nowhere.

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## Grade Four Summer Review

### I vs. Me

'I' is used as a subject of a sentence, meaning the person performing the action referred to. 'Me' is used as an object, that is, the person the action of the sentence is being done to.

### Fill in the blank with the best word: I or me.

1. It was \_\_\_\_\_ who swiped a few chocolate chip cookies, I confess.
2. \_\_\_\_\_ enjoy a good cup of coffee in the morning with my newspaper.
3. Whenever we played hide-and-seek as kids, you always found \_\_\_\_\_.
4. You and \_\_\_\_\_ need to catch up over lunch one day soon.
5. Can you put away those boxes for \_\_\_\_\_, please?
6. It makes \_\_\_\_\_ uneasy to think how close that storm came to the coast before blowing out to sea.
7. Dr. Baker thinks \_\_\_\_\_ should see a specialist about this sore knee.
8. There's my magazine, right where \_\_\_\_\_ had it last!

## Grade Four Summer Review

### Their, They're, and There

The words *their*, *they're*, and *there* are often confused. They sound the same, but they have entirely different meanings.

- *Their* is possessive, showing something that belongs to a group of people: they.
- *They're* is a contraction of the words *they are*. The apostrophe shows that the letter 'a' is missing.
- *There* is an adverb that shows a location or a pronoun that works at the beginning of a phrase or sentence.  
Tip:
- To know which word is correct, try the sentence using the words *they are*. If the sentence makes sense, then *they're* is the correct usage.
- If the sentence does not make sense, see if the sentence is speaking about something belonging to someone or something. In that case use *their*. If the sentence is talking about a location, use *there*.
- If the word is used with a form of the verb to be, such as *is*, *are*, *were* or *was*, you also use *there*.

**Read each sentence below. If *their*, *they're* or *there* is used correctly in the sentence, Circle right in the blank. If *their*, *they're* or *there* is not used correctly, circle wrong.**

- |   |                |
|---|----------------|
| 1. The band likes to play their original songs. | right<br>wrong |
| 2. No one likes there secrets told.             | right<br>wrong |
| 3. They're flying kites in the park.            | right<br>wrong |
| 4. Are they're any clowns at the party?         | right<br>wrong |
| 5. There is a monster in the closet.            | right<br>wrong |
| 6. The teacher wrote there ideas on the board.  | right<br>wrong |



## Grade Four Summer Review

### Their, They're, and There

In the blanks below, write the correct word: their, they're or there.

1. The family likes to eat \_\_\_\_\_ dinner early.
2. Do you know if \_\_\_\_\_ in the cafeteria?
3. If you go to New York City, you will see many tall buildings \_\_\_\_\_ .
4. Let me know when \_\_\_\_\_ ready to leave.
5. Everyone should be on \_\_\_\_\_ best behavior.
6. \_\_\_\_\_ the best neighbors in the world.
7. They will tell you if \_\_\_\_\_ are pieces missing.
8. My dogs often sleep in \_\_\_\_\_ doghouse.

## Grade Four Summer Review

### Reading Comprehension

#### A Good Friend



Kylie was the most popular girl in the class. Everyone wanted to be her friend. She was voted Class Captain. She was a Library Monitor. She was pretty. She was cool. She had *everything*. Sadly, she knew it, too. She really was a spoiled little brat. You could be her friend only if you could give something back. Like if you had great toys and let her play with them.

Angela wanted to be her friend. She wanted it more than anything else in the world. But Angela didn't have any good toys. Angela wasn't pretty. Angela had no chance of ever being Kylie's friend.

One afternoon, Angela was late leaving school. She was packing her bag when she thought she heard crying. She looked in the girl's change-room and found Kylie, sitting on the bench, sobbing. Angela sat down next to her. "What's the matter?" she asked.

Kylie looked up. Her face was red from crying. She looked a real mess. "No-thing," she said, between deep sobs.

Angela put an arm around Kylie. "Something's wrong," she said. "Why don't you tell me?"

Kylie wiped her nose with the back of her hand. "It's my friends," she said at last. "They told me today they didn't want to be friends with me anymore. They're all going to be friends with Samantha Potter. And they're going to vote for her to be the new Class Captain. What am I going to do?" "Well, I think if they're friends like that, you don't really need them," Angela said. "Oh, sure!" said Kylie. "Like you have heaps of friends, right?"

Angela took her arm back and folded her hands in her lap. "No," she said, "But I do pick my friends carefully. And I'll still be your friend if you want." "Really?" Kylie said, rubbing her eyes. "Even if no one else likes me?" "You bet," said Angela, smiling. "I'm very fussy about my friends!"

*Moral: A friend in need is a friend indeed.*



## Grade Four Summer Review

**Read and answer the questions in complete sentence.**

1. Who was the class Library Monitor?

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2. Describe Kylie.

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3. Where did Angela find Kylie?

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4. Why was Kylie crying?

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5. What reasons does the writer give you for saying Kylie “was a spoiled little brat?”

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6. How might Kylie have treated Angela before she lost all her friends?

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## Grade Four Summer Review

### Jojo, The Monkey



Jojo is a monkey  
A cute, tiny ape  
A monkey for a pet?  
What a huge mistake!

Our two daughters  
So sweet and fair  
Are missing great big  
Clumps of hair!

Oh my goodness!  
Jojo! STOP THAT!  
You can't go riding on the cat!

Boom! Bang! Crash!  
Our home is a disaster!  
Back to the pet shop,  
Faster! Faster!

Jojo we swapped  
For a fish named Bubble  
He eats and swims  
And is never any trouble.

## Grade Four Summer Review

**Read and answer the questions below.**

1. How many daughters are there?

- Ⓐ one
- Ⓑ two
- Ⓒ three

2. Which word does not describe Jojo?

- Ⓐ cute
- Ⓑ big
- Ⓒ monkey

3. What is the name of the fish?

- Ⓐ Cuddle
- Ⓑ Trouble
- Ⓒ Muddle
- Ⓓ Bubble

4. Why are the daughters missing hair?

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5. What did Jojo do to the cat?

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6. Where did Jojo the monkey come from?

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## Grade Four Summer Review

### The Growing Door



Sara's family was going to a new house. The house had a big kitchen. That made Mom happy. The new house didn't have much grass to cut. That made Dad happy. Sara's brothers Sam and Tom were happy too. The new house was next to a baseball field.

Sara looked outside. Two men were putting boxes in a truck. "You look so sad, Sara," said her mother. "We aren't going far. You'll still go to the same school. You'll still play with the same friends." "I know", said Sara. "But we will not have our Growing Door."

The Growing Door was a closet door. Every time Sam, Tom and Sara had a birthday, she would stand with her back to the door. Then Mom and Dad drew a line to show how tall she was.

Sara was not as old as Sam or Tom so her lines were not up as high as theirs. Mom said that her lines would catch up someday. Now that would never happen.

"Oh!" said Mom. "I almost forgot!" She got out her tools. She took the Growing Door down from the closet. Sara could not believe it. "Don't worry," said her mother. "We'll get a new door for the closet. I'll put it on before we leave. Now, let's have those men get this door."

## Grade Four Summer Review

**Read and answer the questions below.**

1. A closet is a ...

- Ⓐ place to play
- Ⓑ place to store things
- Ⓒ door going outside

2. Why do you think the yard having just a little grass made Dad  
h                    a                    p                    p                    y                    ?

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3. Why do you think the house having a big kitchen made mom  
h                    a                    p                    p                    y                    ?

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4. Why were Sara's lines not as tall as her brothers?

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5. From the story you can tell that Sara's mother is....

- Ⓐ not very nice.
- Ⓑ caring about Sara's feelings.
- Ⓒ sad about moving.

## Grade Four Summer Review

### **Writing: Fictional Narrative**

Stories have a beginning, a middle, and an end. Remember to use paragraphs to complete the story below. Your story should be at least **200-225 words**.



#### **A Weird Wake-up**

Today was the strangest day of Sam's whole life. When he woke up, it was raining inside his room! He went to the bathroom to brush his teeth and the toothpaste was black instead of white! Everything was the opposite. First, Sam put on his shoes. Then, he pulled his socks on over them, and...

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## Grade Four Summer Review

### Success Criteria for a Fictional Narrative

I can:			
<input type="checkbox"/> include a beginning, a middle, and an ending.			
<input type="checkbox"/> create a setting by writing about who, what, where, and when.			
<input type="checkbox"/> create a problem.			
<input type="checkbox"/> solve the problem.			
<input type="checkbox"/> include details and descriptions that relate to the main idea.			
<input type="checkbox"/> be creative.			
<input type="checkbox"/> include emotions using the Learner Profile attitudes.			
<input type="checkbox"/> write at least 150-175 words.			



# Grade Four Summer Review

## Writing: Compare and Contrast

Choose one of the topics below to write a Compare and Contrast essay. Describe the similarities and differences.



Your essay should be at least **200-225 words**.

- 1- Summer season vs Winter season
- 2- Superman or Batman
- 3- Watching a movie at home or going to the Cinema
- 4- Weekend vs Weekday activities

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## Grade Four Summer Review

### Success Criteria for a Compare and Contrast

I can:			
<input type="checkbox"/> include at least three likenesses.			
<input type="checkbox"/> include at least three differences.			
<input type="checkbox"/> use the transitional words: on the other hand, in contrast, while, however, etc.			
<input type="checkbox"/> sum up the main idea in my conclusion.			
<input type="checkbox"/> write at least 150-175 words.			

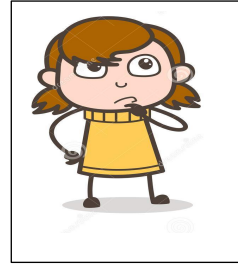


## Grade Four Summer Review

### **Writing: Personal Narrative**

Write a personal narrative about the most unforgettable day in your life. Your essay must have at least **200-225 words**.

Remember to use pronouns; *I, me, my, mine, us,* and *our*. Your narrative must have a beginning, middle, and ending.



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## Grade Four Summer Review

### Success Criteria for a Personal Narrative

I have:			
<input type="checkbox"/> written in the first person (I).			
<input type="checkbox"/> shared my personal thoughts, ideas, and experiences.			
<input type="checkbox"/> created a setting by writing about who, what, where, and when.			
<input type="checkbox"/> included sensory details and descriptions.			
<input type="checkbox"/> used adjectives, similes, metaphors, and onomatopoeia.			
<input type="checkbox"/> write at least 200-225 words.			





## Grade Four Summer Review

### Writing: Persuasive Essay

Write a persuasive essay convincing your classmates to not use social media.

Remember to give at least three reasons why social media can be bad for children. Your essay must have at least **200-225 words**.



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# Grade Four Summer Review

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## Grade Four Summer Review

### Success Criteria for a Persuasive Essay

I can:			
<input type="checkbox"/> write a good title.			
<input type="checkbox"/> write an introduction explaining what the argument/discussion is about.			
<input type="checkbox"/> give strong reasons to support my opinions.			
<input type="checkbox"/> include facts and examples to support my reasons.			
<input type="checkbox"/> write a conclusion which sums up the argument and a personal opinion.			
<input type="checkbox"/> use a range of connectives; e.g. while, because, when, furthermore, although, however, etc.			
<input type="checkbox"/> write at least 175-200 words.			