# Week #5 Fourth Grade Weekly Planner: May 18th - May 22nd

| | | | |
|---|---|---|---|
| **INDEPENDENT READING**<br>**20 min/day** | **Monday's Book Title:**<br><br>**Tuesday's Book Title:** | **Wednesday's Book Title:**<br><br>**Thursday's Book Title:** | **Friday's Book Title:**<br><br>***Parent initial to verify daily reading:***<br>_____ |
| **READING**<br>**Read Works**<br>**readworks.org**<br><br>**Class Codes**<br>**Fry: 75CQDL**<br><br>**Greer: 2AZZR4**<br><br>**LaCourse: 3CXAYF**<br><br>**Password: 1234** | **Read Works Article of the Day: "Water and the Earth"**<br>Each day, read one article and write at least two sentences of a response in the online Book of Knowledge or in your notebook. | **Read Works Articles: "Water and the Earth"**<br>☐ Monday's Book of Knowledge<br>☐ Tuesday Book of Knowledge<br>☐ Wednesday's Book of Knowledge<br>☐ Thursday's Book of Knowledge<br>☐ Friday's Book of Knowledge | **Read Works Text: "Grown Up"**<br>☐ Read the text in "Grown Up"<br>☐ Answered Questions |
| **MATH**<br><br>***Math Facts: 10 minutes**<br><br>***My Math: They don't have to finish everything each day, but do what they can in about 40 minutes.** | **Monday:**<br>☐ **Math Facts 10 min:** Xtra Math or flash cards<br>☐ **My Math Book**: Ch. 12 Lesson 6 pg. 807-812<br>**Tuesday:**<br>☐ **Math Facts 10 min:** Xtra Math or flash cards<br>☐ **My Math Book**: Review pg. 813-815 | **Wednesday:**<br>☐ **Math Facts 10 min:** Xtra Math or flash cards<br>☐ **My Math Book**: Am I Ready? pg. 687-688<br>**Thursday:**<br>☐ **Math Facts 10 min:** Xtra Math or flash cards<br>☐ **My Math Book**: Ch. 11 My Foldable The Page before pg697 | **Friday:**<br>☐ **Math Facts 10 min:** Xtra Math or flash cards<br>☐ **My Math Book**: Am I Ready? pg. 819-820<br><br>***Parent initial to verify Math Facts practiced each day:***<br>_____ |
| **WRITING**<br><br>**-Thoughtful writing**<br>**-Best spelling**<br>**-Proper capitalization and punctuation**<br>**-Title and Date**<br>**-At least ½ page each day in their notebook** | ☐ **Monday's Prompt:** *Write a summary about your favorite book you've read this year.*<br><br>☐ **Tuesday's Prompt:** *What are you hoping to do this summer?* | ☐ **Wednesday's Prompt:** *Write an opinion paragraph about your favorite holiday.*<br><br>☐ **Thursday's Prompt:** *Write an informative paragraph about the state of California.* | ☐ **Friday's Prompt:** *Write a conversation you would like to have with anyone from California's history.*<br><br>**Parent initial _____ to verify daily writing** |

| | | | |
|---|---|---|---|
| **SCIENCE**<br><br>**Science Studies Weekly** | ***Read all articles for:***<br><br>***Fry/Tito Week #6: To Protect and Conserve***<br><br>***Greer Week #10: Science and Medicine***<br><br>***LaCourse Week #5: Natural Disasters***<br><br>**Parent initial _____ to verify reading** | ☐ Crossword completed on the back of my studies weekly<br>☐ Checked my answers online at: studiesweekly.com or underlined my evidence in text | **Name of my favorite article:** |
| **SOCIAL STUDIES**<br><br>**California Studies Weekly** | ***Read all articles for:***<br><br>***Fry/Tito Week #33: California Industries***<br><br>***Greer Week #28: The Stagecoach, Pony Express and Telegraph***<br><br>***LaCourse Week #30: Immigrants Build California***<br><br>**Parent initial _____ to verify reading** | ☐ Crossword completed on the back of my studies weekly<br>☐ Checked my answers online at: studiesweekly.com or underlined my evidence in text | **Name of my favorite article:** |

**Submission of Work:** *Assignments can be turned in digitally to your teacher sooner, but the paper drop off is scheduled at our site for Friday, 5/8/20 and Friday, 5/15/20.*

**Submit** Logs & Products: Scan / photo /upload/or deliver to site

**Office Hours 11:00-1:00 Monday-Friday:** *Teachers have two hours scheduled every day for emails, phone calls, conference calls, and virtual experiences. If your student needs additional help, please reach out and we will find a way to help anytime.*

*Fry/Tito Contacts: sfry@tusd.net or atito@tusd.net or call/text (209) 426-0989*

*Greer Contact: cgreer@tusd.net or call/text (209) 624-0010*

*LaCourse Contact: jlacourse@tusd.net or call/text (209) 597-8683*

**Zoom Weekly Class Meetings:** *Teachers will email invitations for Zoom meetings. Please have students join these important meetings for guidance, collaboration, motivation, reflection, and sharing assignments virtually.*

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **11:00-11:30** | **Zoom: Weekly Kick Off** | | | | **Zoom: Reflection Day** |

# What's the Big Idea about Water?: The Amazing Water Molecule

By American Museum of Natural History

*This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.*

Image credits: courtesty of AMNH / C. Chesek; Eleanor Sterling: courtesy of AMNH; Eleanor Sterling: courtesy of AMNH.

*There is nothing in the world like water. Without it, our world would be a very different place. Water covers over two-thirds of Earth and makes all life possible. It shapes our planet's surface, carving canyons and moving continents. It works with the Sun's energy to control our climate. And it is essential to our survival, as well as for food, transportation, sanitation, and even power. We need to conserve and protect this precious resource.*

Water may not seem special. It's clear. It has no taste. It doesn't smell like anything. But if it couldn't do the things it does, life on Earth would not exist.

Water is a tiny molecule. It consists of three atoms: two of hydrogen and one of oxygen. Water molecules cling to each other because of a force called hydrogen bonding. It's the reason why water can do amazing things.

Water is a shape-shifter. It exists in three states on Earth: liquid, gas, and solid:


Photo Credit: https://www.flickr.com/photos/piper/70144228

- Liquid water is a jumbled bunch of water molecules. It comes out of our faucets, flows underground and in rivers and oceans, and forms clouds and fog in the air.
- When water molecules escape from liquid water and float into the air, they turn into an invisible gas called water vapor. The spaces between the molecules are much bigger than the molecules themselves.
- When water freezes into a solid, it does a strange thing: it floats! (Most other solids become denser and sink.) As ice forms, water molecules arrange themselves neatly in a crystal structure. The empty spaces between the molecules act as flotation devices—the way a life preserver holds you up.

Image credits: courtesy of NASA; Rosamond Kinzler: AMNH.

*The Earth is our home. So far, it's the only place that we know of that has life. Everywhere you look on Earth there is life. This is possible because Earth has lots of water. It's also just the right distance from the Sun. Some people call Earth the "Goldilocks planet." It's not too hot (like Venus), and not too cold (like Mars), it's just right!*

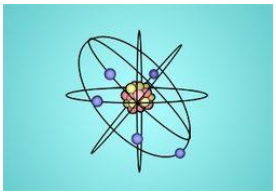


Image credits: Eric Hamilton.

*Look at all the things around you -- your computer, your finger, your desk, even the trees outside. They're all made of atoms. They're so tiny, it would take billions of them just to dot the "i" in the word "atomic"! Atoms are made of even smaller parts: a central nucleus made of protons and neutrons, and electrons that circle around the atom in special patterns called orbitals.*

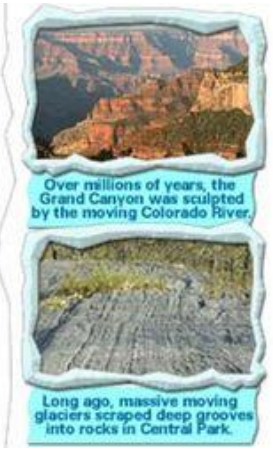
**Book of Knowledge**: Write 2 or 3 things you learned from the article. Use complete sentences!

# What's the Big Idea about Water? Water's Impact on the Earth

By American Museum of Natural History

*This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.*

### All Water on Earth Is Linked in a Vast Cycle

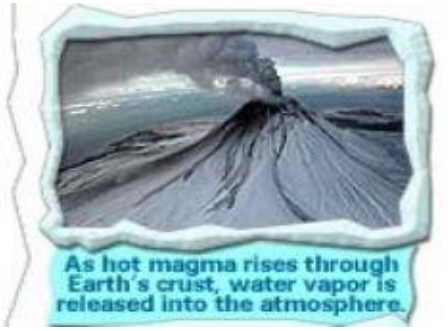



Earth's water is always in motion. It moves inside the planet, across its surface, and in the atmosphere above. Photo Credit: Coombs / USGS

Water in lakes, rivers, and oceans turns into vapor and moves into the air through evaporation. Plants draw water from the soil and return it to the air. Volcanoes release water vapor that was locked deep inside rocks. All that water rises and falls back to Earth as rain or snow. This water cycle repeats over and over.

Can you imagine how far the water in your shower has traveled? (Remember, it's been on Earth for over 4 billion years!) Where do you think it will go next?

## Water and Climate Are Connected in Many Ways




Climate is the average weather in a place, over a long time. Water, in its various forms (liquid, vapor, and ice), plays an important role in controlling climate.

*Photo Credit: NSF (top); V. Ryzin*

At the North and South poles, sea ice forms and melts with the seasons. When the ice melts, cold water sinks to the bottom of the ocean and circulates around the globe. Ocean currents also move warm water around the earth. When the warm water evaporates, it causes the atmosphere above it to warm. Water vapor, and other greenhouse gases in the atmosphere, hold in the sun's heat like a blanket. Together, these processes keep our planet from getting too hot or too cold.


## Water Shapes Our Planet

Water runs easily through your fingers. It may not feel powerful. But lots of water, acting over time, shapes the world around us.

Falling and running water erodes rocks, creating giant canyons. Rivers and streams move dirt that forms new land.

*Photo Credit: NPS Central Park (top); AMNH / T. Gaud*

**Book of Knowledge**: Write 2 or 3 things you learned from the article. Use complete sentences!

# Oceans, Rivers, and Lakes

By Linda Ruggieri

We live on a wet planet. In fact, most of the surface of Earth is covered with water.

*Oceans* are the largest bodies of water on Earth. A body of water is a part of Earth's surface covered with water. You probably know that ocean water is salty. Do you know why? It is mainly because rain brings salt from the land and into the ocean! Here is how that happens: Rain falls onto rocks. The rainwater breaks down salt and minerals from the rocks. The water mixes with the salt and minerals. Then it flows into the oceans.

Scientists have discovered two other sources of salty ocean water. Some salt comes from underwater volcanoes. Other salt spurts from heated vents on the ocean floor. Most ocean salt, however, starts on land.

*Lakes* are large bodies of water. They are surrounded by land. Lakes usually have fresh water, but some lakes have salt water. The Great Salt Lake in Utah is a saltwater lake. Lake water does not move from place to place.

*Rivers* are filled with fresh water that moves from one place to another. The water in rivers comes mostly from rain. Rivers usually flow into oceans.

*Streams* and *creeks* are also bodies of moving fresh water. They are smaller than rivers. Streams and creeks can come together and form larger streams or rivers.

**Book of Knowledge**: Write 2 or 3 things you learned from the article. Use complete sentences!

# What's the Big Idea about Water? Protecting Our Water

*This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.*

## Humans Put Water to Work

You've probably had a drink of water or washed your hands today. But people use water for so many other purposes, like cleaning stuff, transportation, and generating hydroelectric power. Just as nothing can live without water, not much can be made without it, from cotton candy to cotton T-shirts.

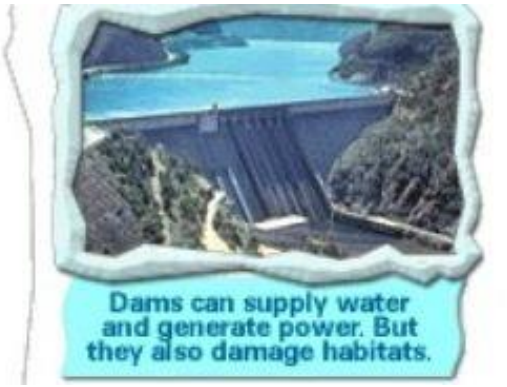



Photo Credit: BPA

Because water is so useful, most people live along coastlines, rivers, and lakes. Where fresh water is limited, people have used many technologies—like wells, dams, and canals—to store and move it.

Sometimes these technologies damage habitats. Other species have to compete with humans for water. This may help explain why so many creatures that live in fresh water are endangered.

We need to be smarter and more careful about how we use water in order to make sure that there's enough for all life on Earth.


Photo Credit: USDA (top); R. Friedman

## We Need to Take Care of the Water Planet

Water is precious. We can't get more. How do we make sure there is enough clean, fresh water to share with all living things?

Remember that every drop we use—or waste—continues through the water cycle. Stuff we put down the drain ends up in

someone—or something—else's water. Chemicals like fertilizers and pesticides pollute lakes and oceans, harming the organisms that live in them.

We need to protect swamps and riverbanks. These wetlands clean water naturally and provide important habitats for many wild birds, fish, and other species. People are working to restore damaged or lost wetlands.

We can use water more wisely. For example, it takes a lot of energy to produce bottled water, and not everyone recycles the plastic bottles. We can use less, too, in simple ways like drinking tap water and turning off the faucet while we brush our teeth.

Together, we can protect fresh water now and for the future.

**Book of Knowledge**: Write 2 or 3 things you learned from the article. Use complete sentences!

# What's the Big Idea about Water? Living Things & Ecosystems Need Water

*This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.*

## All Living Things Need Water

All living things, from tiny cyanobacteria to giant blue whales, need water to survive. Without water, life as we know it would not exist. And life exists wherever there is water.

All organisms, like animals and plants, use water: salty or fresh, hot or cold, plenty of water or almost no water at all. They are adapted to all kinds of habitats, from sizzling deserts to the freezing, pitch-dark ocean floor. The first living things appeared in the ocean nearly four billion years ago. Some, like our ancestors, adapted to life on land. Humans have figured out how to survive in swamps, deserts, and all kinds of habitats in between.

The ocean is still home to more kinds of life than anywhere else on the planet.

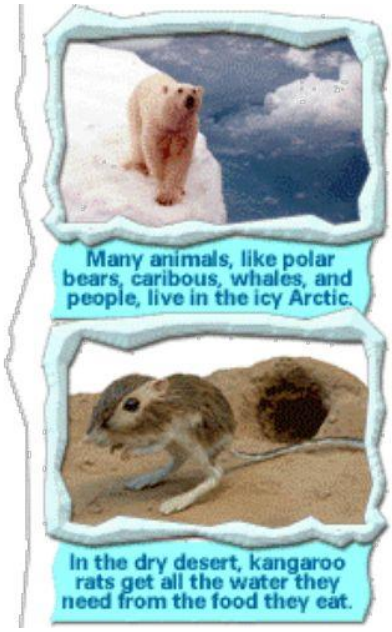



Photo Credit: NOAA (top); AMNH / R. Mickens (bottom)

## All Ecosystems Need Water

How much water is there on an island or a mountaintop? The answer determines what lives there, and how many of them.

An ecosystem is a community of living things, or species. Some ecosystems are very wet and others very dry, some with fresh water and others with salty water. Some ecosystems, like coral reefs, support lots of species, and others, like the dry Antarctic valleys, support very few.

**Book of Knowledge**: Write 2 or 3 things you learned from the article. Use complete sentences!

# Grown Up

I used to be a superhero,
Soaring high from tree to tree.
With a cape around my shoulders,
I was as happy as could be.

"Grow up," my brother said.

By four, I'd made a rocket ship.
It took me all the way to Mars.
It started out as a cardboard box,
Before I steered it to the stars.

"Grow up," my sister said.

At five, I could read and write
in every language ever heard.
The pictures gave me all I needed.
And crayon scrawls stood in for words.

"Grow up," my best friend said.

At six, I put my cape away.
At seven, a box was just a box.
By eight, I read and wrote with ease.
I could tell the time on clocks.

"You're growing up," my mother said.

I miss my cape. Sometimes I think
that boxes still could make cool forts.
But I have no time for make believe
I'm busy writing school reports.

I don't always like being grown up.

## Comprehension Questions

1. According to the passage, what did the child do at age six?

A. pretended to be a superhero
C. wrote school reports
B. put the cape away
D. made a rocket ship

2. Read the first stanza of the poem:

I used to be a superhero,

Soaring from tree to tree

With a cape around my shoulders

I was as happy as could be

As described in this stanza, what is the author trying to convey?

A. that climbing trees is easy for the child in the poem

B. why kids like to imagine they are superheroes

C. the magical world of pretend play

D. how tall trees seem to a small child

3. By the end of the poem, how do you think the child feels about growing up?

A. a little sad

B. bored

C. worried about the future

D. happy

4. Read the following sentence from the passage: “By eight, I read and wrote with ease.” In this sentence, the word ease means

A. humor

B. much trouble

C. crayons

D. little difficulty

5. The central idea of this poem is to show

A. that some kids never stop playing make-believe

B. the child’s skills at different ages

C. how tough growing up can be

D. who the child’s family and friends are

6. How does the author convey the passage of time in the poem?

7. What is the message of the poem? How does the writer use the cardboard box to convey that message?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence._____, the child in the poem thinks imaginatively by pretending to be a superhero.

A. Although

B. Like

C. After

D. For example

Name .....

Measurement and Data
4.MD.1, 4.MD.2
CCSS

# Solve Measurement Problems

**Lesson 6**

**ESSENTIAL QUESTION**

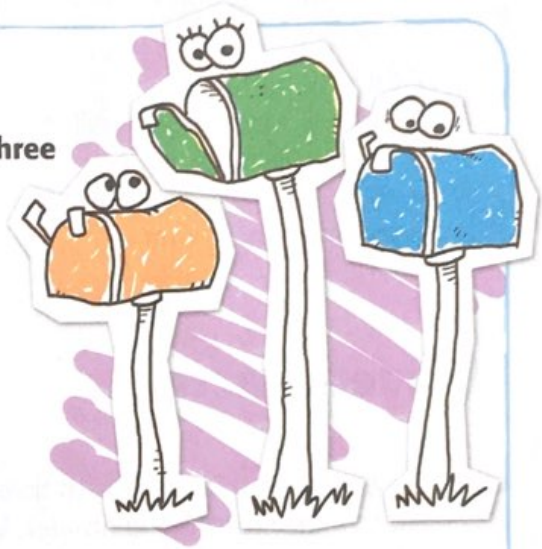
**How can conversion of measurements help me solve real-world problems?**

## Math in My World

Tools Tutor

### Example 1

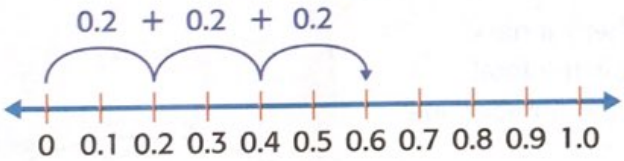
**Lauren lives 0.2 kilometer from Alex. Alex lives three times as far from Colin's house than Lauren's house. How far away does Alex live from Colin?**



Find $3 \times 0.2$.

You can use a number line to solve the problem.

Start at zero. Count by 0.2 three times.




$3 \times 0.2 = 0.6$

So, Alex lives _____ kilometer from Colin.

### Check

Convert 0.2 to a fraction. Then multiply the fraction by 3.

$0.2 = \textit{two tenths} = \frac{2}{10}$

$3 \times \frac{2}{10} = 3 \times \left(2 \times \frac{1}{10}\right)$ $\quad \frac{2}{10} = 2 \times \frac{1}{10}$

$= (3 \times 2) \times \frac{1}{10}$ Associative Property

$= 6 \times \frac{1}{10}$ Multiply. $3 \times 2 = 6$

$= \frac{6}{10}$ 6 groups of $\frac{1}{10}$ is $\frac{6}{10}$

Since $\frac{6}{10} = \textit{six tenths} = 0.6$, the answer is correct.

**Helpful Hint**
Think of $\frac{2}{10}$ as a multiple of $\frac{1}{10}$.

## Example 2

Tutor

**Javier poured 500 milliliters of lemon juice and 2 liters of water in a pitcher to make lemonade. How many milliliters of lemon juice and water did he pour into the pitcher in all?**

**1 Convert.**

Convert 2 liters to milliliters.

Since 1 liter = 1,000 milliliters, multiply the number of liters by 1,000.

$2 \times 1{,}000 = 2{,}000$

So, 2 liters = 2,000 milliliters.

**2 Add.**

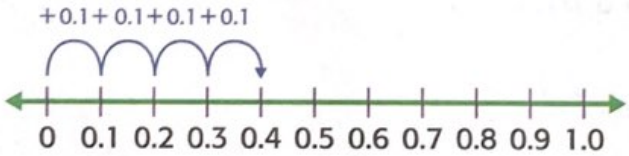
2,000 milliliters + 500 milliliters = 2,500 milliliters

So, Javier poured _____ milliliters of lemon juice and water into the pitcher.

## Guided Practice

Check

**1.** Evelyn is in a relay race with three other runners. Each runner runs 0.1 kilometer. What is the total distance run by all four runners? Use the number line.



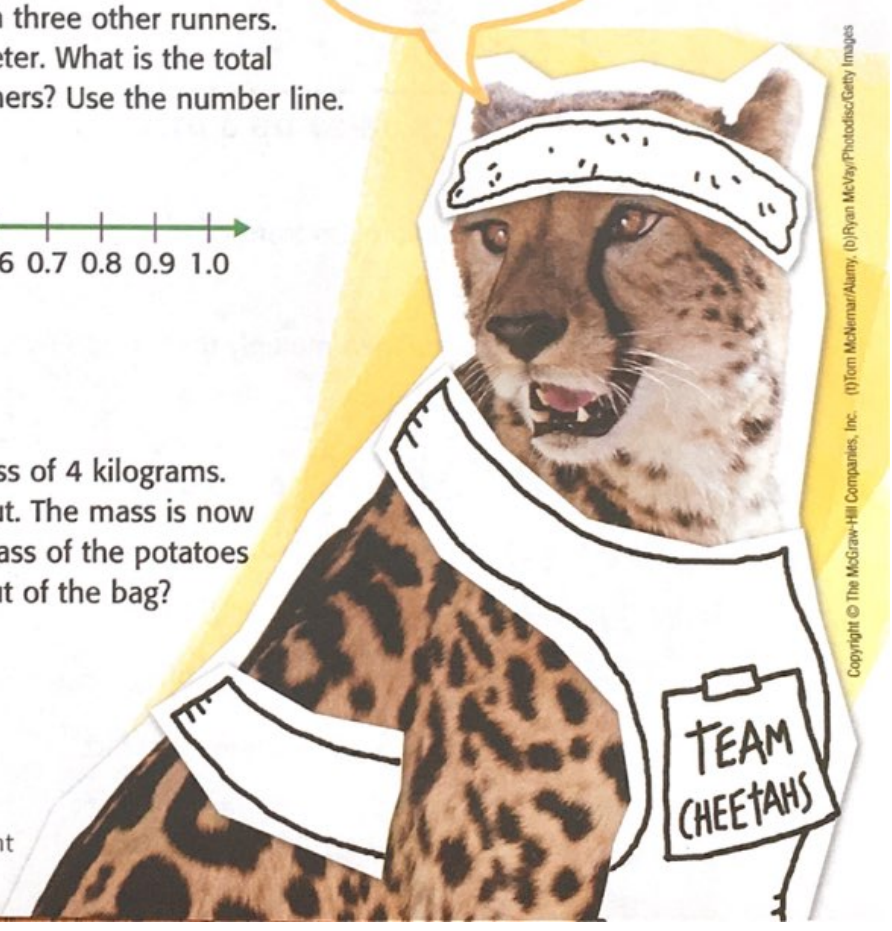

_____

**2.** A bag of potatoes has a mass of 4 kilograms. Some potatoes are taken out. The mass is now 2,305 grams. What is the mass of the potatoes in grams that were taken out of the bag?

_____

**Talk MATH**

Explain how you can check your answer for Exercise 1.

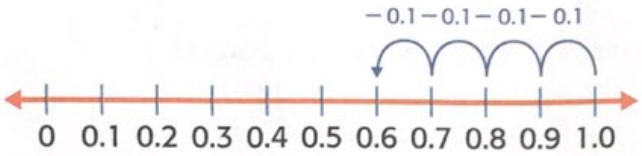


Name _____

CCSS

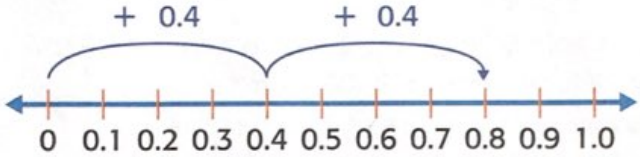
## Independent Practice

**3.** A ribbon is 1 meter long. Keira cut a piece of the ribbon. The piece she cut is 0.4 meter long. How long is the other piece? Use the number line.




_____

**4.** There are two books. Each has a mass of 0.4 kilogram. What is the total mass of the two books? Use the number line.




The total mass is _____.

**Convert to solve each problem. Draw a number line if needed.**

**5.** One insect is 47 millimeters long. Another insect is 3 centimeters long. What is the total length in millimeters of the insects?

_____

**6.** A table has a mass of 7 kilograms. A chair has a mass of 4,048 grams. What is the total mass in grams of the table and the chair?

_____

## Problem Solving

**7.** Cole has a plastic cup that has 125 milliliters of water in it. He drinks 37 milliliters of the water. How much water is left in the cup?

**8.** Mathematical PRACTICE 3 **Justify Conclusions** Sam had 0.3 of a dollar. Then he found four nickels and a penny. Does he have enough money to buy something that costs 50¢? Explain.

**9.** Each sports bag can hold 6 kilograms of equipment. The golf balls have a total mass of 3,402 grams. The hockey pucks have a total mass of 2,932 grams. How many sports bags will be needed to hold the equipment? Explain.

My Work!

## HOT Problems

**10.** Mathematical PRACTICE 2 **Use Symbols** Compare. Write <, >, or =.

3 L + 2,492 mL ◯ 2 L + 1,301 mL + 2,191 mL

**11.** **Building on the Essential Question** How do I know when it is necessary to convert units before solving a problem?

Name .....

Measurement and Data
4.MD.1, 4.MD.2
CCSS

# MY Homework

Lesson 6
Solve Measurement Problems

## Homework Helper

eHelp

Need help? connectED.mcgraw-hill.com

**Alfredo has a board that is 2 meters long. He needs 3 pieces that are each 50 centimeters long. How many centimeters of the original board will be left after he cuts the 3 pieces he needs?**

1. Convert the meters to centimeters. Meters are larger than centimeters, so you will multiply.
   2 meters × 100 = 200 centimeters

2. Multiply to find the total length of the 3 pieces Alfredo needs.
   3 × 50 centimeters = 150 centimeters

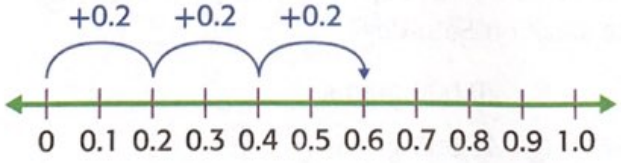
3. Subtract to find the new length of the original board.
   200 − 150 = 50 centimeters

So, Alfredo will have 50 centimeters left of the original board.

## Practice

1. Chloe buys 3 jars of peanut butter for the food drive. Each jar has a mass of 0.2 kilogram. What is the mass of all 3 jars of peanut butter? Use the number line.

_____



## Problem Solving

**2.** Aidan mixes 630 milliliters of blue paint with 2 liters of red paint to make purple paint. How many milliliters of purple paint does Aidan have?

**3.** Celine is knitting a scarf. The finished length will be 1.2 meters. So far she has knitted 0.8 meters. How many more meters does Celine need to knit? Draw a number line to solve.

**4.** Joanie's bag of trail mix has a mass of 0.75 kilogram. She and some friends eat 0.5 kilogram of the mix. How many kilograms of trail mix are left? Draw a number line to solve.

**5.** Mathematical PRACTICE 5 **Use Math Tools** Ross found 5 ladybugs. Each is 0.8 centimeter long. If he lays the ladybugs in a row, what is the total length in millimeters? Draw a number line to solve.

**6.** Lucas is riding his bike to the park which is 2 kilometers from his house. When he is one-fourth of the way to the park, it starts to rain. Lucas turns around and rides back home. How many meters did Lucas ride?

My Work!

## Test Practice

**7.** Grayson stacked 17 kilograms of firewood on Saturday and 15 kilograms of firewood on Sunday. How many more grams of firewood did he stack on Saturday?

Ⓐ 2,000 grams
Ⓑ 3,200 grams
Ⓒ 20,000 grams
Ⓓ 32,000 grams

# Review

Chapter 12

Metric Measurement

## Vocabulary Check

Vocab

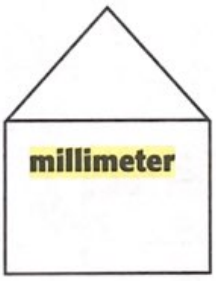
**Draw a line to the sentence that each vocabulary word completes.**

| | |
|---|---|
| **1. capacity** | • Centimeter, gram, and liter are all examples of units of measure from the _____. |
| **2. convert** | • _____ is the amount of liquid a container holds. |
| **3. mass** | • _____ is the measurement of a line between two points. |
| **4. metric system** | • When you change the unit of measure, you _____ measurements. |
| **5. length** | • The amount of matter that an object has is known as its _____. |

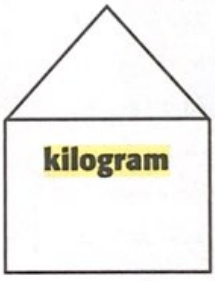
**Color the metric units of length red. Color the metric units of capacity blue. Color the metric units of mass green. Then write each abbreviation on the roof.**

**6.**

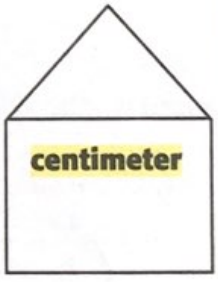

**7.**




**8.**



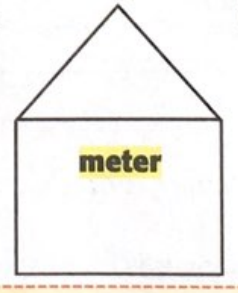

**9.**



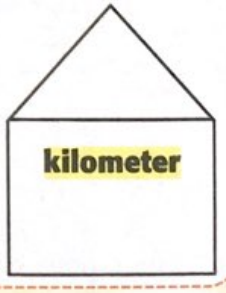

**10.**


**11.**


**12.**




**13.**



## Concept Check

**14.** Measure the width of the flower to the nearest centimeter.

Length: _____

**15.** Choose the best estimate for the length of a bottle of glue.

Ⓐ 15 millimeters

Ⓑ 15 centimeters

Ⓒ 15 meters

Ⓓ 15 kilometers


**16.** Circle the more reasonable estimate for the capacity of a bucket.

6 milliliters

6 liters

**17.** Circle the more reasonable estimate for the mass of a chair.

15 grams

15 kilograms

**Complete the conversion table.**

**18.**

| kilograms (kg) | grams (g) | (kg, g) |
|---|---|---|
| 12 | | |
| 14 | | |
| 16 | | |
| 18 | | |

**19.** How many times longer is one kilometer than one meter? _____

**20.** How many times longer is one centimeter than one millimeter? _____

Name _____

## Problem Solving

**21.** Carson has 0.21 of a dollar. How many different combinations of coins could he have?

_____

**22.** There are three picture frames. Each has a mass of 0.2 kilogram. What is the total mass of the three picture frames? Use the number line.


_____

**23.** Justin drank 1 liter of water during soccer practice. He drank 2,000 milliliters of water during the soccer game. How many milliliters of water did he drink during the practice and the game?

_____

**24.** Julian walked a distance of 2 meters. Keira walked a distance of 300 centimeters. Which distance is longer?

_____

_____

## Test Practice

**25.** Henry's water bottle has a capacity of 1 liter. What is the capacity of Henry's water bottle in milliliters?

Ⓐ 1 milliliter
Ⓑ 10 milliliters
Ⓒ 100 milliliters
Ⓓ 1,000 milliliters

My Work!

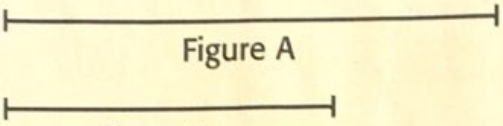
Name _____

# Am I Ready?

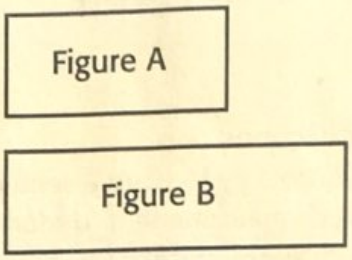
Check ← Go online to take the Readiness Quiz

**Circle the longer figure.**

**1.**




**2.**




**Multiply.**

**3.** $\begin{array}{r} 12 \\ \times\ 9 \\ \hline \end{array}$

**4.** $\begin{array}{r} 16 \\ \times\ 5 \\ \hline \end{array}$

**5.** $\begin{array}{r} 225 \\ \times\ 3 \\ \hline \end{array}$

**Add. Write in simplest form.**

**6.** $\frac{2}{10} + \frac{5}{10} =$ _____

**7.** $\frac{1}{4} + \frac{1}{4} =$ _____

**8.** $\frac{1}{6} + \frac{3}{6} =$ _____

**Write the time shown on each clock.**

**9.**

_____

**10.**

_____

**11.**

_____

**How Did I Do?**

**Shade the boxes to show the problems you answered correctly.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |

Name _____

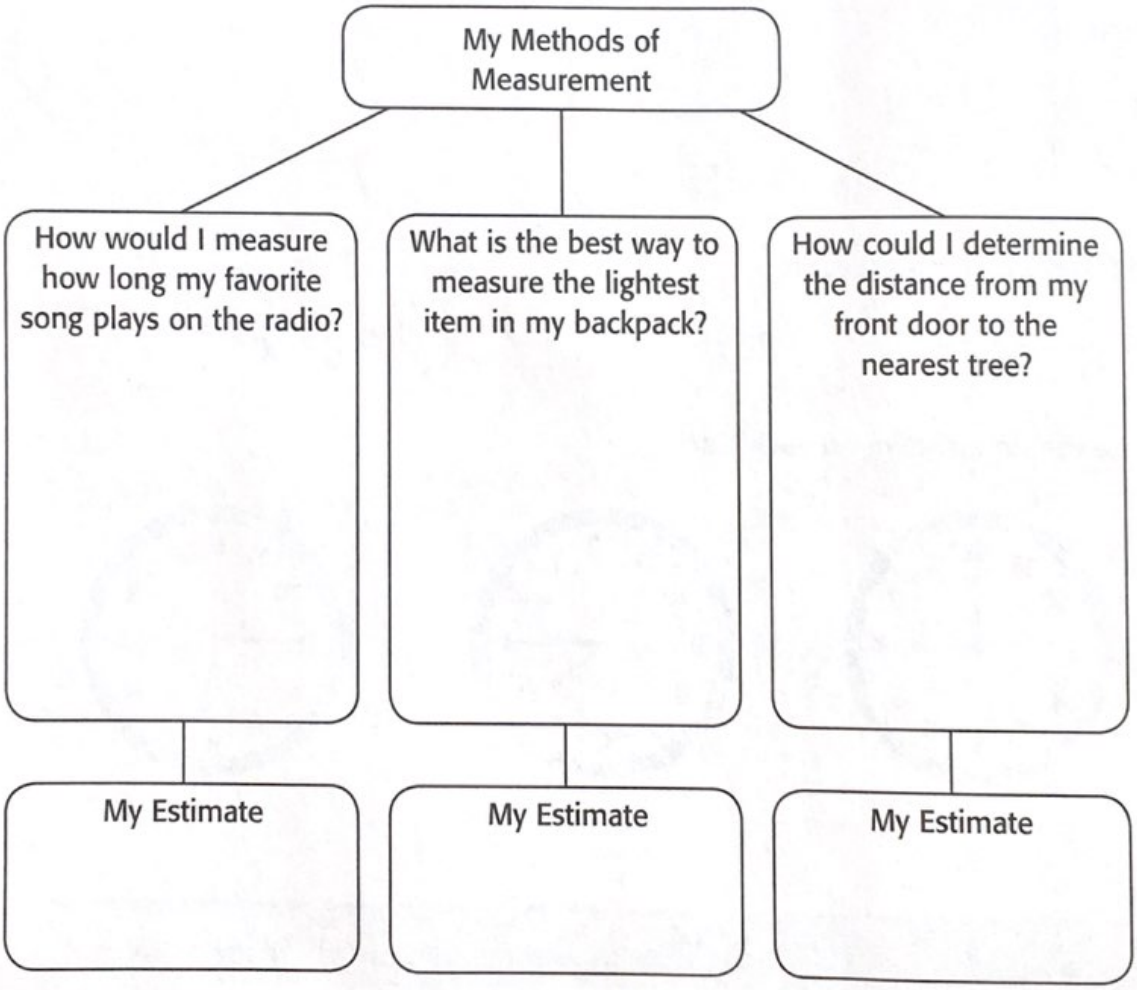
# MY Math Words

## Review Vocabulary

estimate length time weight

**Making Connections**

Use review vocabulary to write a sentence describing how you would find each measurement. Underline the word. Then provide an estimate for each question.



# MY Foldable

FOLDABLES Follow the steps on the back to make your Foldable.

# MY Customary Conversions

Weight
Length
Capacity



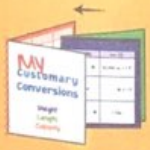
## Capacity

| | fluid ounce | cup (c) |
|---|---|---|
| fluid ounce (fl oz) | 1 fluid ounce | ___ fl oz = 1 c |
| cup (c) | 1 c = ___ fl oz | 1 cup |
| pint (pt) | 1 pt = 16 fl oz | 1 pt = ___ c |
| quart (qt) | 1 qt = 32 fl oz | ___ qt = 4 c |
| gallon (gal) | 1 gal = 128 fl oz | 1 gal = 16 c |

| pound (lb) | ton (T) |
|---|---|
| 16 oz = ___ lb | 32,000 oz = 1 T |
| 1 pound | _____ lb = 1 T |
| 1 T = _____ lb | 1 Ton |

FOLDABLES® Study Organizer

1 


2 


3 


## Weight

| | ounce (oz) |
|---|---|
| ounce (oz) | 1 ounce |
| pound (lb) | 1 lb = ___ oz |
| ton (T) | 1 T = 32,000 oz |

| pint (pt) | quart (qt) | gallon (gal) |
|---|---|---|
| 16 fl oz = 1 pt | 32 fl oz = 1 qt | 128 fl oz = 1 gal |
| ___ c = 1 pt | ___ c = 1 qt | ___ c = 1 gal |
| 1 pint | ___ pt = 1 qt | ___ pt = 1 gal |
| ___ qt = 2 pt | 1 quart | ___ qt = 1 gal |
| 1 gal = 8 pt | ___ gal = 4 qt | 1 gallon |

## Length

| | inch (in.) | foot (ft) | yard (yd) | mile (mi) |
|---|---|---|---|---|
| inch (in.) | 1 inch | 12 in. = ___ ft | ___ in. = 1 yd | 63,360 in. = 1 mi |
| foot (ft) | 1 ft = ___ in. | 1 foot | ___ ft = 1 yd | _____ ft = 1 mi |
| yard (yd) | ___ yd = 36 in. | ___ yd = 3 ft | 1 yard | 1,760 yd = 1 mi |
| mile (mi) | 1 mi = 63,360 in. | ___ mi = 5,280 ft | 1 mi = 1,760 yd | 1 mile |

Name _____

# Am I Ready?


← Go online to take the Readiness Quiz

**Draw an array to model each multiplication problem. Find the product.**

**1.** $4 \times 8 =$ _____

**2.** $7 \times 7 =$ _____

**3.** $3 \times 12 =$ _____

**4.** $10 \times 4 =$ _____

**5.** $9 \times 11 =$ _____

**6.** $4 \times 15 =$ _____

**7.** Cora is making a picture. It will be a square. How many sides are the same length?

_____

**How Did I Do?**

**Shade the boxes to show the problems you answered correctly.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

Name _____

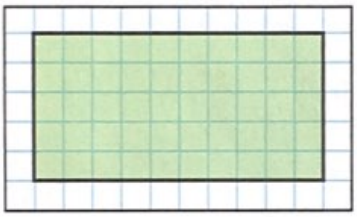
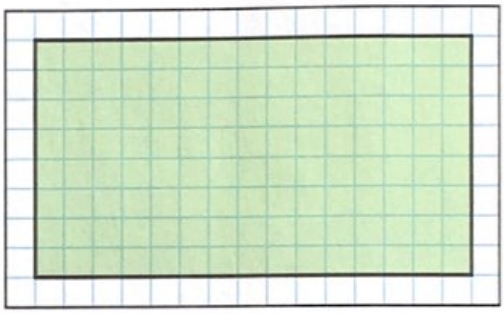
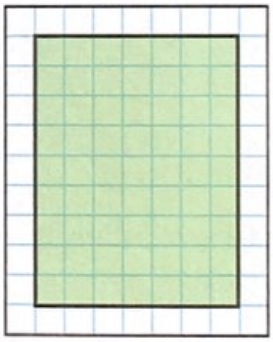
# MY Math Words

## Review Vocabulary

length product

**Making Connections**

Use the review vocabulary to complete the chart.

| | |
|---|---|
| Look at the array below. Write a multiplication problem to describe it. Then find the product.  | What number represents the length of this array?  |
| Draw an array that represents a product of 20. | Suppose the array below represented a figure. Describe this figure's sides.  |