

# Distance Learning

## Week 2

Use this calendar to help keep yourself organized during our days of off-site learning. Each day, follow the schedule. Check off each item as you do it. Digital learning assignments can be completed online and printed while hard copies are available as well!

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Work</b>	<input type="checkbox"/> Week 16: Day 1	<input type="checkbox"/> Week 16: Day 2	<input type="checkbox"/> Week 16: Day 3	<input type="checkbox"/> Week 16: Day 4	<input type="checkbox"/> Week 16: Assessment
<b>Reading</b>	<input type="checkbox"/> Read 20 minutes <input type="checkbox"/> Complete Reading: ReadWorks: <i>The Magic Glasses</i> handout or digitally using Readworks.org	<input type="checkbox"/> Read 20 minutes <input type="checkbox"/> Answer multiple choice questions on <i>The Magic Glasses</i> handout or on Readworks.org	<input type="checkbox"/> Read 20 minutes <input type="checkbox"/> Write short answer to questions on <i>The Magic Glasses</i> handout or on Readworks.org	<input type="checkbox"/> Read 20 minutes <input type="checkbox"/> Write the new vocabulary word from the story in the 4 square page with definitions, picture and a sentence OR on Classkick.com	<input type="checkbox"/> Read 20 minutes <input type="checkbox"/> Complete Weekly Reading Log handwritten <b>or</b> digitally using Classkick
<b>Narrative Writing</b>  Write a story with dialogue (characters speaking)	<b>Practice Quotations</b> <input type="checkbox"/> Review 3 Rules for adding dialogue to your story <input type="checkbox"/> Complete Quotation mark sheet	<b>Narrative Graphic Organizer</b> (use examples to help fill out your sheet) <input type="checkbox"/> Create character and the setting <input type="checkbox"/> What is the problem? <input type="checkbox"/> How does it get worse? <input type="checkbox"/> How is it solved? <input type="checkbox"/> What did the character learn?	<b>Rough Draft</b> <input type="checkbox"/> Write a rough draft on paper or on Classkick.	<b>Edit Your Paper</b> <input type="checkbox"/> Use Narrative rubric to make sure you have checked off each part	<b>Final Draft</b> <input type="checkbox"/> Write your final on paper or on Classkick <input type="checkbox"/> Use Narrative rubric to make sure you have checked off each part
<b>Math</b>	<b>Dividing using Partial Quotients, Box Method or Grid Method</b> <input type="checkbox"/> Review notes and complete problems 32-37	<b>Dividing using Partial Quotients, Box Method or Grid Method</b> <input type="checkbox"/> Review notes and complete 38-43	<b>Greatest Common Factor</b> <input type="checkbox"/> Review notes and complete problems 44-51	<b>Least Common Multiple</b> <input type="checkbox"/> Review notes and complete problems multiplication 52-59	<b>Free Choice Day</b> My Math pages of your choice, review multiplication facts, <b>OR KHAN ACADEMY</b>  <a href="https://www.khanacademy.org/mission/cc-fourth-grade-math/task/5071690918936576">https://www.khanacademy.org/mission/cc-fourth-grade-math/task/5071690918936576</a>

Dear Parents/Guardians,

You may want to print this out as there is a great deal of information about the online learning websites below. We will be doing a variety of activities online. On this page, I have put the information you need to log onto each of the websites. We will use Classkick for Math and (Writing if you choose to), Readworks for Language Arts, Office 365 for Writing and Khan Academy for some of the Math. If you decide to continue to use the online learning, you may be required to print off a few things, most likely only the math. If you do not wish to turn them into the office when they are due, you can scan them and upload them to email to me.

### **CLASSKICK (Classkick.com)**

Is a platform that will allow us to keep our assignments organized and together. It saves automatically and is a platform similar to Google Chrome in that I give students the assignments, and they can respond directly on the platform. Just go to classkick.com, go to where it says "sign up, it's free" (you will do not need to sign up for an account) click on student and then enter the code. At the beginning of each week, I will send you a class code. You will use this class code and your child's first name only to sign in. Once you are into the program you will follow the directions on each slide.

For the first week the **code is BBAY43** or you can log in by clicking on the link.

<https://app.classkick.com/#/login/BBAY43>

**The second weeks code is** CYD G9H

<https://app.classkick.com/#/login/CYDG9H>

### **ReadWorks.org**

As part of the online learning, our class will be using the online platform ReadWorks, ([www.readworks.org](http://www.readworks.org)). Here's how it works: I have set up an account for our class and invited your child to join the class using a unique class code. Your child will only have access to ReadWorks through the account that is linked to my class account. They will not have a separate, personal account on ReadWorks. I will provide your child with assignments through ReadWorks. Assignments will include reading nonfiction and literary articles, learning vocabulary, answering multiple choice and written response questions, and engaging with other Readworks content and curriculum as assigned by me. Your child and I will be able to view their assignments and results.

## How to login to ReadWorks.org and get assignments

1. Have students go to [www.readworks.org/student](http://www.readworks.org/student)
2. Students enter class code **UALP43**
3. Your default password is **1234**

**Note:** Students can change their passwords when they log in, and you can change student passwords on this page. Once logged in, there are **Tabs** at the top that they can click on: **You can either read the passage or the Step Reads 1 or 2. You DO NOT have to read all of them, but only one.**

- **Passage:** This is the original 4<sup>th</sup> grade leveled reading. If you click the speaker, you can read along as they read it to you.
- **Step Reads:** (These are lower leveled reading.) They are the same as the Passage, but Step Read 1 is easier to read than the original passage and Step Read 2 is the easiest. If you click the speaker, you can read along as they read it to you.
- **Vocabulary:** You can also press the speaker to hear the words and definition read aloud to you.
- **Question Sets:** There are multiple choice and short answer questions. You can also press the speaker to hear the words and definition read aloud to you.

### Office 365

**(If you choose to do the opinion writing directly on the Classkick.com page, you do not need to have your child do the opinion writing on Office 365. It is whichever they feel comfortable with.)**

1. To access their online Office 365 account, they will need to go to the TUSD student homepage: <https://www.tracy.k12.ca.us/students>
2. They will click on the Office 365 link
3. Their login is: Their student [ID@student.tusd.net](mailto:ID@student.tusd.net)
4. Password is: Password1

Please contact me if the student does not remember their student number. Once they are finished, they can click share and enter my email (mbvasbinder@tusd.net)

## Khan Academy:

Due to the fact that we need to give the same type of curriculum for the online resources as the pick-up packets, we will be doing a review of math. However, if your child moves right through the review packet, they can go onto Khan Academy. From here, students will be able to review previous skills they've learned as well as progress farther at their own level. Some students that need additional practice at a skill, will have the opportunity to review it. Other students who need the challenge will be able to take it farther. This is the called: 4<sup>th</sup> Grade My Mission. **After you've created an account on Khan, you can go to:**

<https://www.khanacademy.org/mission/cc-fourth-grade-math/task/5071690918936576>

One of the tools I really like about Khan Academy are the 3 steps to take when working on a skill:

- **Learn:** Students can **Watch Videos** on each skill **AND** look at an **Information and Example Sheet**
- **Practice:** Students can practice what they learned after they watched the video read the and informational sheet
- **Quiz:** After the student feels confident in the skill, they can take the quiz. If they pass, they can move forward to a new skill.

If you have not signed up for Khan Academy yet, here is what you need to do. [Go to Khanacademy.org](https://www.khanacademy.org) I have created an account and assignments for each student.

- Go to Sign in, top right-hand corner and (don't start your own account)
- Then enter their first name and student id number with (no spaces). If they don't know their student ID number, please email me and I will send it to you
- Password is: Password!
- Then they will be sent to their dashboard
- Check the box to agree to the terms of Khan Academy
- Under their homepage, go to the left side where it says "My Stuff". Click on "Missions". This will allow them to go at their own pace at their own level.
- Or enter the link: <https://www.khanacademy.org/mission/cc-fourth-grade-math/task/5071690918936576>



Name \_\_\_\_\_

<b>Day 1</b>	$91 \times 17 =$	$754,326 - 561,268 =$	$576 \div 5 =$	$173,249 + 56,245 =$	<b>Day 2</b>
	<p>The area of a rectangular ice-skating rink is 900 square yards. If the length of the rink is 100 yards, what is the width of the rink?</p>	<p>Write the equation. Lucy rides her bike 20 kilometers every week. How many kilometers does Lucy ride her bike in 7 weeks?</p>	<p>Round 462,145 to the nearest ten.</p>	<p>A total of 419 students will attend Field Day. Mr. Wolf needs 4 ribbons for each student and 48 ribbons for the parents who will be helping. How many ribbons does Mr. Wolf need in all?</p>	
<b>Day 3</b>	<p>Start at 92. Create a pattern that adds 13 to each number. Stop when you have 5 numbers.</p>	$80 \div 8 =$	<p>Write the number in word form. 50,328</p>	<p>The perimeter of a sheet of paper is 38 centimeters. If the width of the paper is 8 centimeters, what is the length of the paper?</p>	<b>Day 4</b>
	$77 \times 80 =$	<p>The movie theater had 135 people in it. If the people split into 9 even groups to watch different movies, how many people will watch each movie?</p>	$140 \div 4 =$	$38 \times 24 =$	

# The Magic Glasses

by Rebecca White (Adapted by ReadWorks)



Violet had always worn glasses. She'd had them for as long as she could remember. She was ten years old. So maybe she'd been wearing glasses for ten years. Maybe she was born with glasses!

Violet couldn't see things that were far away from her. She also had trouble reading words that were close to her. Her eyesight was very poor.

Sometimes, while she was doing her homework in study hall, her glasses would fall down to the tip of her nose. One day, they fell off her face and landed on the floor.

Violet had to crawl on the floor and feel around with her hands to look for her glasses. Her teacher saw her doing this. "Violet, what's going on?" her teacher asked.

"I can't find my glasses," said Violet, shyly. The rest of the students looked up from their books. They started to laugh.

Finally, Violet found the brown glasses behind her desk. She quickly put them back onto her face. But they wouldn't stay on. They were broken.

She knew that if she said anything about her broken glasses, people would keep looking at her. She didn't want that. So she just held her glasses on her face with her finger and pretended to read.

That night at home, she told her mother that her glasses broke.

Violet's mother was a doctor and she worked a lot every day. When she came home, she was often too tired to do much, other than watch television with Violet. Violet's father didn't live with them, but Violet visited him on weekends. He lived in a nearby town and always took her to baseball games in the summer.

But it wasn't summer yet. Violet still had three months left of school. And that meant she had three more months of being made fun of because of her silly glasses.

Violet hated her glasses.

When she told her mother what had happened, her mother said, "We're going to have to get you new glasses."

The day after her glasses broke, Violet's mother took her to the eye doctor. They did all sorts of tests to see whether she needed a new prescription. A prescription for glasses measures how well a person can see. The tests showed that her eyes had gotten worse since the last time she'd been there. So the doctor gave her a prescription for stronger glasses. After that, it was time to pick out new glasses.

Violet looked into the shiny case that held all the glasses. There were boring, brown glasses and simple, black glasses. But there were also some pink and blue glasses. There were even some sparkly yellow ones.

"Mom, can I get those?" Violet said, pointing to the sparkly yellow glasses.

"No, you cannot. You can't wear something like that to school," said her mother.

"But..." said Violet.

"No 'buts.' You will get these ones right here," said her mother. She pointed to some round, gray glasses that Violet hadn't even seen.

Violet was sad that she couldn't get fun glasses. But there was no use in fighting with her mother. She was stuck with the gray glasses.

Still, Violet didn't want to put them on right away. Instead, she decided to frown all the way home.

The next day was a Saturday. It was raining hard. Violet's father was coming to take her to see a movie.

"You all ready, Bug?" her dad asked when he picked her up. He always called her Bug.

"Where are your glasses?" he asked.

"I got new ones," said Violet. She was worried that her father wouldn't like her new glasses. So she had put them in her backpack. She was going to wear them in the dark movie theater,

where she knew no one could see them.

"Well, where are they?" he said.

Violet did not want to make any trouble or cause a scene. So she reached into her bag and put on the round gray glasses. She did not like them, and hoped that she could get her dad to buy her new glasses.

On the way to the movie theater, she saw something very strange while looking through her new glasses. Far away, a small bird was smiling at her. It was flapping its wings and smiling.

*That can't be right*, she thought. Then she looked around. There were other birds making faces as well. A pigeon in a faraway tree looked as if he had smelled something gross. His face was all twisted up. Violet and her dad drove past the park. She saw a squirrel sneeze and rub his nose. Then it moved its lips as if to say, "Excuse me!"

She quickly pulled the glasses off of her face. She couldn't believe what she had seen.

"What's wrong?" asked her father.

Violet didn't want to say what she had seen. Those animals were acting like people! Were animals supposed to be so lively and animated? Were these magical glasses?

She didn't know. But one thing was for sure: she'd never seen such things before in her life. And she wanted to see more.

Slowly, she put the glasses back on. She was almost at the movie theater. She wanted to see as many squirrels, birds, and other little animals as she could before she got there.

She pushed her face up against the car window and stared outside. She saw a man walking his dog. The man was walking slowly. He was playing with his cell phone, and his white poodle was pulling hard on its leash. Violet looked at the dog. She was sure she saw it roll its eyes and shake its head.

"Hurry up!" she shouted at the man. "Your dog is getting bored!"

"Excuse me?" said her father. "Who are you yelling at?"

"Oh, no one," said Violet. Her new glasses were her little secret, for now. And she couldn't wait to look at the world through a new set of eyes!

**animated**                                  an     ·     i     ·     mat     ·     ed

### Advanced Definition

#### adjective

1. full of activity, spirit, or excitement.

*an animated way of speaking*

2. able to move as though alive.
3. containing figures or objects that appear to move.

*an animated film*

### Spanish cognate

*animado*: The Spanish word *animado* means animated.

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### These are some examples of how the word or forms of the word are used:

1. Mom hummed a few lines of the music she had on. I liked rock the best, and she liked musicals. But today was West Side Story, which I loved. I'd caught my mother in the middle of a very **animated** version of the song "Maria."
2. I noticed one very odd thing about 3-D TV. As much as the Black Eyed Peas-or the soccer players or the polar bears or any of the other things I watched-appeared to be in the room with me, they looked comically tiny, like **animated** dolls.
3. Knowing that it didn't really matter, I, of course, ended up going back home, much to my sister's delight. The lady with the dogs, the girl with the bike, the girl at the coffee shop and the old lady in the park all asked me where I had been. And I told them all **animatedly** of the search for myself that had brought me all the way back to the street I grew up on.
4. So, the researchers are trying to figure out all the different ways robots could move. They're basically in the middle of a very long brainstorming session. Once they realize what the options are, they can figure out which motions are best suited to which actions, and create a final model that will perform the best in all scenarios. In order to do this, they've built a computer program that simulates the growth and movement of several kinds of softbots. They can use **animated** tissue, muscle, and bone to build a large number of different kinds of softbots.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Violet visits the eye doctor after her glasses break. What happens when she visits the eye doctor?

- A. She refuses to do eye tests.
- B. She breaks her new pair of glasses.
- C. The doctor gives her medicine for her eyes.
- D. She gets a new pair of glasses.

2. When in the story does Violet want to wear her glasses?

- A. at the beginning of the story
- B. in the middle of the story
- C. at the end of the story
- D. at the beginning and the end of the story

3. Violet hated her old glasses.

What sentence from the story provides a clue about why Violet feels this way?

- A. "Violet couldn't see things that were far away from her, but she also had trouble reading."
- B. "Violet still had three months left of school, and that meant three more months of being made fun of because of her silly loose glasses."
- C. "It was raining hard, and Violet wouldn't have gone outside if her father weren't coming to take her to the movies."
- D. "Violet started to focus on the poodle, and she could have sworn she saw the pet roll its eyes and shake its head."

4. How does Violet feel about her glasses at the end of the story?

- A. angry
- B. excited
- C. upset
- D. sad

5. What is this story mainly about?

- A. a girl whose feelings about wearing glasses change after she gets a new pair that lets her see facial expressions on animals
- B. a girl who goes on a trip to the eye doctor with her mother and gets upset when she is not allowed to choose new glasses with sparkly yellow frames
- C. a pair of glasses that slide down to the tip of a girl's nose and finally break after falling off her face
- D. a pair of glasses that a girl has to hold against her face after she finds them lying broken on the floor behind her desk

6. Read the following sentences: "Violet had always worn glasses, for as long as she could remember. Being ten years old, it was possible she'd been wearing them for ten years. **Maybe she was born with glasses!**"

Why does the author write, "**Maybe she was born with glasses!**"

- A. The author is making a joke to show readers how long Violet feels like she has been wearing glasses.
- B. The author is describing what Violet felt like on the day that she was born to show readers how unhappy she is.
- C. The author is including a detail to help readers understand what it would be like to have the name "Violet."
- D. The author is providing a summary of all the events in the story to help readers keep track of them.

7. Choose the answer that best completes the sentence below.

Violet puts on her new glasses \_\_\_\_\_ her dad asks where they are.

- A. after
- B. although
- C. before
- D. like

**8.** What is the first strange thing Violet notices after she puts on her new glasses?

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**9.** At the end of the story, Violet cannot wait to explore the world through a new set of eyes. What does the author mean by "a new set of eyes"?

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**10.** Why is Violet excited to explore the world through a new set of eyes?

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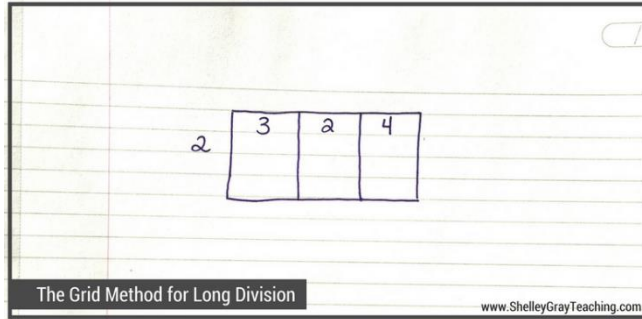
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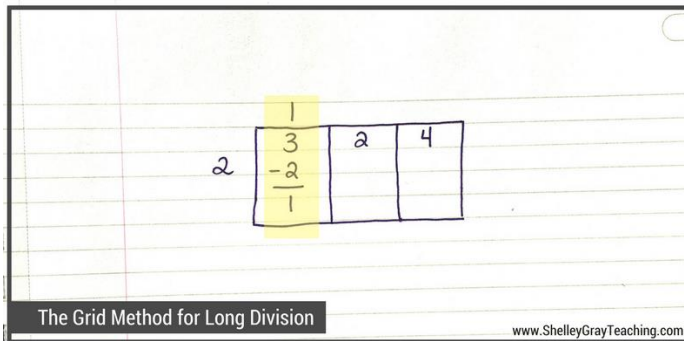


## Grid Method for Long Division

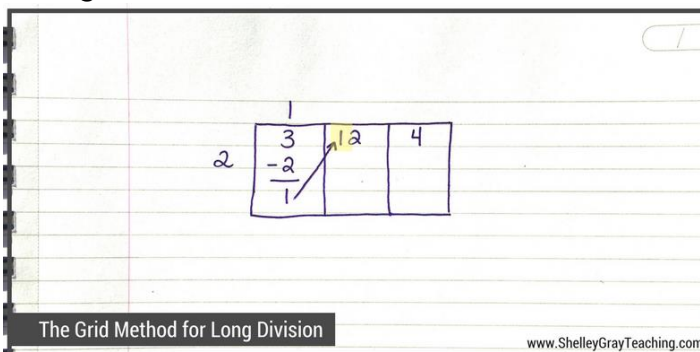
1. We draw a grid. The number of sections in the grid depends on the number of digits in our dividend. For this equation, our grid will have 3 sections. We write the digits from 324 inside the grid, and we write our divisor (2) on the left side.



2. Now we ask ourselves, "How many times can 2 go into 3?" The answer is 1, so we write a 1 on top of the grid. We now multiply  $1 \times 2$  to make 2 and take that 2 away from the 3. This leaves us with 1.



3. Now we bring that 1 over to the tens place of the next section on the grid. This gives us a 12 in the next section.



4. Now we ask ourselves, "How many times does 2 go into 12?" The answer is 6, so we write a 6 on top of the grid. Now we multiply  $6 \times 2$  to make 12, and take that 12 away from 12. This leaves us with 0.

The Grid Method for Long Division

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5. We carry that 0 over to the tens place of the next section on the grid. This doesn't affect that number, so we still have 4 in the next section.

The Grid Method for Long Division

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6. Now we ask ourselves, "How many times does 2 go into 4?" It goes 2 times, so we write a 2 on top of our grid. Now we multiply  $2 \times 2$  to make 4, and take that 4 away from the 4. We are left with 0, which means that we have no remainder.

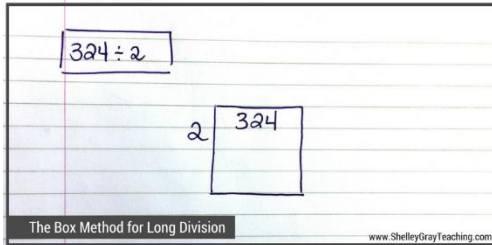
The Grid Method for Long Division

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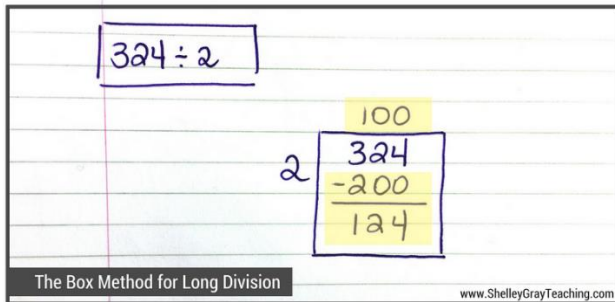
To find the final quotient, we simply list the digits from the top of the grid: 1, 6, 2. So  $324 \div 2 = 162$ .

## Box Method for Division

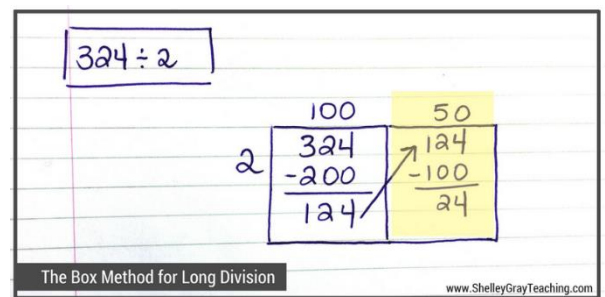
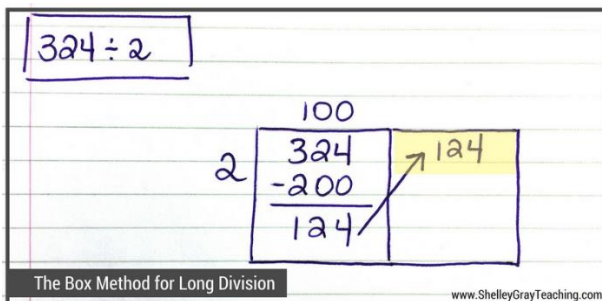
1. We draw a box. We write the dividend inside the box, and the divisor on the left side.



2. We want to figure out how many groups of 2 can be made from 324. We will do this in parts to make it easier. We could start by making 100 groups of 2, since we know that we have at least this many groups. So we multiply  $100 \times 2$  to make 200, and then take that 200 away from 324. Now we have 124 left.



3. We make another box and carry the 124 over to it. Now let's take away another easy multiply of 2. How about 50 groups of 2? We know that we can take out another 50 groups of 2 from 124.  $50 \times 2 = 100$ , so we take 100 from 124. Now we have 24 left.



4. We make another box and carry the 24 over to it. We know that 12 groups of 2 makes 24, so let's write a 12 on top and take away 24 from the 24. Now we end up with 0, so we know that we are finished our equation.

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5. Now we add the "parts" from the top of the boxes to find our quotient.  $100+50+12=162$ , so we know that  $324 \div 2 = 162$ .

The Box Method for Long Division www.ShelleyGrayTeaching.com

- 1) Using the divisor, think about a basic fact whose product is **close** to the dividend, **but not over**.
- 2) Write the factor in the first box on the right and multiply it by the divisor. Place the product underneath the dividend.
- 3) Subtract to find how much of the dividend remains.
- 4) With the remaining part of the dividend continue to find basic facts whose product is **close** to the dividend. (Steps 1-3)
- 5) Once the remaining dividend is less than the divisor, you can no longer divide it into equal groups. You might have a remainder, you might not.
- 6) Add up the partial quotients to get the total quotient.

Divisor	Dividend	Partial Quotients
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$\overline{) \phantom{0000}}$ <hr style="border: 1px solid black;"/>		<div style="border: 1px solid black; height: 40px; width: 100%;"></div>

Add to find total quotient

# Easy Multiplication for To help find Partial Quotient

Partial Quotients	Place into Partial Quotients column
_____	<b>1,000X</b> _____ = _____
_____	<b>100X</b> _____ = _____
_____	<b>50X</b> _____ = _____
_____	<b>20X</b> _____ = _____
_____	<b>10X</b> _____ = _____
_____	<b>5X</b> _____ = _____
<b>+</b> _____	<b>2X</b> _____ = _____

ADD PARTIAL PRODUCTS



Find each quotient. Check your answers using multiplication.

32.  $95 \div 6$

33.  $58 \div 2$

34.  $86 \div 3$

35.  $232 \div 4$

36.  $512 \div 7$

37.  $203 \div 8$

38.  $625 \div 5$

39.  $442 \div 9$

40.  $102 \div 3$

41.  $2,304 \div 6$

42.  $1,832 \div 7$

43.  $9,203 \div 8$

# Three rules for adding dialogue in your story

1. Place a **comma** after the word that tells you that people are saying something.
2. Put **quotation marks** before the first word someone says and after the **punctuation mark**.
3. **Capitalize** the first word that someone says.

Example:

The girl said, **"**You are a great friend.**"**

**"**We can't wait to play with you again,**"** cried Bella.



# Writing Dialogue

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1. Use quotation marks to show a character's exact words.

*"Where is the dog?" asked Jacob.*

---

2. Use a comma, an exclamation point, or a question mark at the end of the character's statement. Notice that the punctuation mark is inside the quotation marks.

*"I will look for the dog," said Jacob.*

*"Let's look for him!" Carlos yelled.*

*"Where do you think he went?" asked Niko.*

---

3. Begin the character's statement or question with a capital letter.

*"The dog ran away," said Niko.*

---

4. If the character's statement is divided, use a small letter to start the second part of the quotation.

*"The dog dashed out the door," explained Niko, "and he raced across the yard."*

---

5. If the character makes two or more statements (complete sentences), use a capital letter to begin each sentence.

*"I don't want him to get hurt," said Jacob. "Let's go find him."*

---

Name: \_\_\_\_\_

# Quotation Marks

Directions: Rewrite each sentence below. Add punctuation and quotation marks where needed. Fix any capitalization errors.

1. I would love to go to the park today begged Jackson.

\_\_\_\_\_

2. Dad replied you have to finish your homework.

\_\_\_\_\_

3. We are having spaghetti for dinner exclaimed Beth.

\_\_\_\_\_

4. Where are my car keys asked Mom.

\_\_\_\_\_

5. Billy replied chocolate ice cream is my absolute favorite!

\_\_\_\_\_

6. Turn off the video games yelled Mom.

\_\_\_\_\_

Bonus: Up to 6 points

While at the store said Dad remind me to get some cereal.

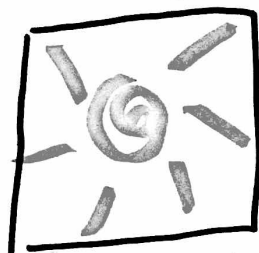
\_\_\_\_\_

# STORY STARTERS

## STEP #1

### ⑤ Setting

- Use 5 Senses to describe



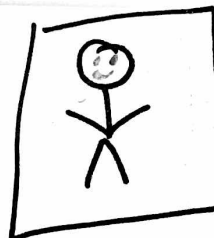
hot  
bright  
Sunny



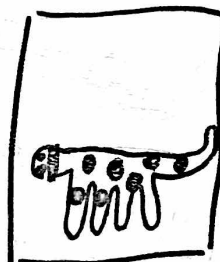
Cozy  
Warm  
Fun  
large

### ⑥ Character

- 5 Senses to describe



Silly  
honest  
quiet  
Curious



Scared  
Mean  
lonely  
Sneaky

## STEP #2

### ③ Faces a Problem

- Breaks something
- Loses something
- Gets stuck
- Gets hurt
- Gets tricked

or

### Needs or Wants

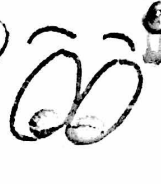
- a friend
- to learn
- an adventure
- to win
- to change
- to have fun
- to buy

① Setting

When?



Where?



In the humid days of summer...



On a cold, rainy night...



During a freezing winter storm...



One dark, stormy night...



Early one morning...



When fall turned into winter...



in the dark cave



deep in the jungle



Near the swimming pool



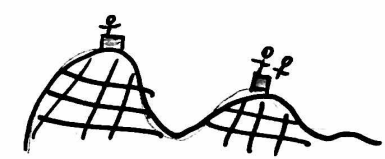
in the salty sea



on the rugged trails of the mountains



at the amusement park

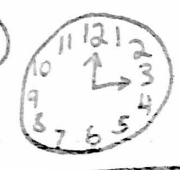


inside the crazy house



# TRANSITIONS

When?



Where?

Sound Effects

Meanwhile

In the deep...

Buzz

Quickly

Inside...

Knock, Knock

Suddenly

Around...

Near the...

Finally

Under...

Crunch

Soon

At the end of...

Splash

After awhile

Across the...

Screech

Later

Up in the sky...

Pitter Patter

Once

Off in the distance...

Ring

Shortly

Early the next day

Through...

Honk Honk

# Conclusion

(T)

Transition

From that day on...

Looking back...

In the end

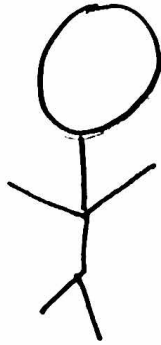
Once...

Since...

Forever after...

(C)

Character



I

(R)

Reflection

Wished  
learned

felt

realized

discovered

understood

thought

# Narrative Four Square Writing Organizer

What problem does the character have?

What does the character <sup>or</sup> need <sup>or</sup> want?

How do things get worse? (Use a transition)

Who:

Where:

How does the problem get solved?  
(Use a transition)

What does the character learn?

**Conclusion -**

Transition, Character, Reflection

## Greatest Common Factor

Factors are numbers that can be multiplied together to equal a given number.

To find the greatest common factor (GCF) of 2 or more numbers:

1. List all the factors of each number.
2. Find the largest number that is a factor of each number.

ex: find the GCF of 12 & 15

$$12 = 1 \times 12, 2 \times 6, 3 \times 4$$

$$12: 1, 2, 3, 4, 6, 12$$

$$15 = 1 \times 15, 3 \times 5$$

$$15: 1, 3, 5, 15$$

$$\boxed{\text{GCF} = 3}$$

## Least Common Multiple

Multiples are numbers that can be divided by a given number without a remainder.

To find the least common multiple (LCM) of 2 or more numbers:

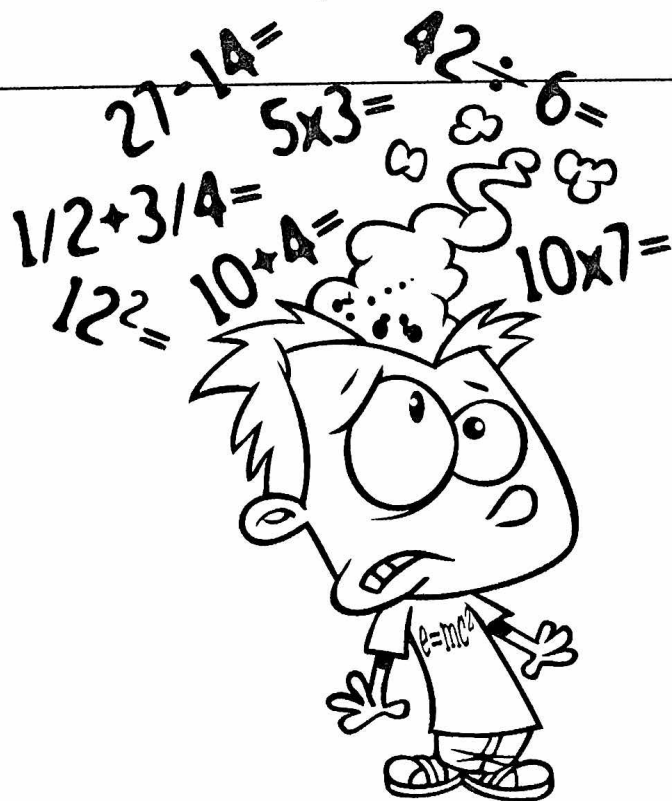
1. List the first several multiples of each number.
2. Find the smallest number that is a multiple of each number.

ex: find the LCM of 6 & 8

$$6: 6, 12, 18, 24, 30$$

$$8: 8, 16, 24, 32, 40$$

$$\boxed{\text{LCM} = 24}$$





Find the greatest common factor of each pair or group of numbers.

44. 20 & 15	45. 12 & 18	46. 24 & 30	47. 22 & 28
48. 20 & 40	49. 18 & 27	50. 6, 8, & 12	51. 12, 18, & 24

Find the least common multiple of each pair or group of numbers

52. 8 & 10	53. 9 & 6	54. 8 & 12	55. 7 & 8
56. 9 & 12	57. 10 & 15	58. 6, 9, & 12	59. 4, 6, & 10

Definition

Your OWN definition

Picture

Sentence

Definition

Your OWN definition

Picture

Sentence

Name \_\_\_\_\_

**Week #16 Assessment**

1. $87 \times 80 =$	2. $105 \div 8 =$
3. The perimeter of a deck is 30 feet. If the length of the deck is 10 feet, what is the width of the deck?	4. Nadia, Jimmy, and Terrance collected 769 stickers during the school year. They want to divide the stickers equally. They plan to give any leftover stickers to Vanessa. How many stickers will each person get?
5. In April, 287 people visited an amusement park. In May, 379 people visited the same amusement park. In June, twice as many people visited the amusement park as visited in April and May combined. How many people visited the amusement park in June?	6. $324,159 - 278,634 =$
7. The area of Brooke's vegetable garden is 40 square feet. If the width of the garden is 8 feet, what is the length of the garden?	8. $300 \div 30 =$
9. Write the number in word form.  503,208	10. Write the equation.  Kennedy earns \$8 each time she babysits her little sister Leslie. If Kennedy babysits Leslie 9 times, how much money will she earn?



# Key Proofreading Marks for 3<sup>rd</sup> - 6<sup>th</sup> Grade

Mark	Explanation	Examples
	Begin a new paragraph. Indent the paragraph.	¶ The space shuttle landed safely after its five-day voyage. It glided to a smooth, perfect halt.
	Add letters, words, or sentences.	My <sup>best</sup> friend eats lunch with me <sup>e</sup> every day.
	Add a comma.	Carlton, my Siamese cat has a mind of his own.
	Add quotation marks.	“Where do you want us to put the piano?” asked the gasping movers.
	Add a period.	Don't forget to put a period at the end of every statement.
	Take out words, sentences, and punctuation marks. Correct spelling.	We looked at and admired the model airplanes.
	Change a capital letter to a small letter.	We are studying about the Louisiana Purchase in History class.
	Change a small letter to a capital letter.	The Nile river in africa is the longest river in the world.
	Reverse letters or words.	To complete the task successfully, you must follow carefully the steps.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Narrative Writing Rubric

Topic: \_\_\_\_\_

1=Never 2=Rarely 3=Usually 4=Always

Topic	Expectation	Score
Setting	Introduced the reader to the story by describing a specific time and place	1 2 3 4
	Introduced and described a narrator and/ or characters	1 2 3 4
Characters	Included dialogue between the characters to enhance the plot.	1 2 3 4
	Used descriptive details to explain the events	1 2 3 4
	Organized events so that the plot flows naturally	1 2 3 4
Plot	Used a variety of transitional words or phrases	1 2 3 4
	Included a conclusion for the plot	1 2 3 4
	No grammatical or spelling errors	1 2 3 4
Mechanics	No punctuation or capitalization errors	1 2 3 4

Teacher Comments: \_\_\_\_\_

Total: 136