

Distance Learning
Fourth Grade
Week 2

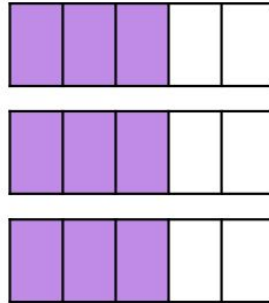
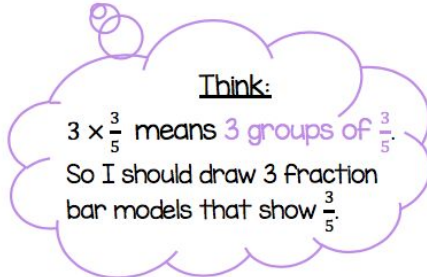
4/27-5/1	Monday	Tuesday	Wednesday	Thursday	Friday
Math: I can multiply a fraction by a whole number	<ul style="list-style-type: none"> - Multiplying by a whole number worksheet - Practice multiplication facts - 5 min - Practice division facts - 5 min - Math game or MobyMax/Prodigy 	<ul style="list-style-type: none"> - multiplying a fraction by a whole number worksheet (mm 617-618) - Practice multiplication facts - 5 min - Practice division facts - 5 min - Math game or MobyMax/Prodigy 	<ul style="list-style-type: none"> - multiplying a fraction by a whole number (mm enrichment) - Practice multiplication facts - 5 min - Practice division facts - 5 min - Math game or MobyMax/Prodigy 	<ul style="list-style-type: none"> - Chapter review #1-7 - Practice multiplication facts - 5 min - Practice division facts - 5 min - Math game or MobyMax/Prodigy 	<ul style="list-style-type: none"> - Chapter review #8-15 - Practice multiplication facts - 5 min - Practice division facts - 5 min - Math game or MobyMax/Prodigy
Reading: I can read a paired text and refer to and cite details in the text to answer questions	- Read 20-30 free choice Enrichment this week Paired Text Help Please and Visitors in the Woods	- Read 20-30 free choice	- Read 20-30 free choice	- Read 20-30 free choice	- Read 20-30 free choice
Writing: I can use descriptive language to show events in a narrative	Complete the film strip pictures for a beginning middle and end and the corresponding words, figurative language, and dialogue to match each section. Use the picture prompt to guide your story	Write the story for the film strip you created, remembering dialogue, figurative language, and to show, not tell, the events in the story. It should be a minimum of three paragraphs.	Complete the film strip pictures for a beginning middle and end and the corresponding words, figurative language, and dialogue to match each section. Use the picture prompt to guide your story	Write the story for the film strip you created, remembering dialogue, figurative language, and to show, not tell, the events in the story. It should be a minimum of three paragraphs.	Use this time to complete any tasks you were unable to complete earlier in the week.
Science: I can explain the advantages and disadvantages of wind power	Enrichment: Windpower		Enrichment: Where Does Energy Come From?		

Week 2 Notes

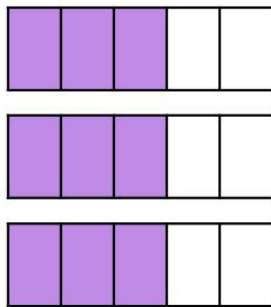
Multiplying Fractions by a Whole Number Strategy #: Use a Fraction Bar Model

EXAMPLE 1: $3 \times \frac{3}{5}$

STEP 1: Draw and shade in each fraction using fraction bar models.



STEP 2: Add the shaded fraction parts together. (This will be the numerator of your answer.) Write the numerator over the denominator (how many equal parts are in each whole).



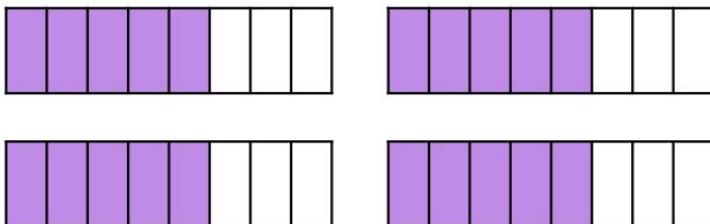
$$\frac{3 + 3 + 3}{5} = \frac{9}{5}$$

STEP 3: Rewrite as a mixed number if your answer is an improper fraction (if the numerator is greater than the denominator)

$$\frac{9}{5} = \frac{5}{5} + \frac{4}{5} = 1\frac{4}{5}$$

$$\text{So: } 3 \times \frac{3}{5} = \frac{9}{5} \text{ or } 1\frac{4}{5}$$

EXAMPLE 2: $4 \times \frac{5}{8}$



$$\frac{5+5+5+5}{8} = \frac{20}{8}$$

$$\frac{20}{8} = \frac{8}{8} + \frac{8}{8} + \frac{4}{8} = 2\frac{4}{8} \text{ or } 2\frac{1}{2}$$

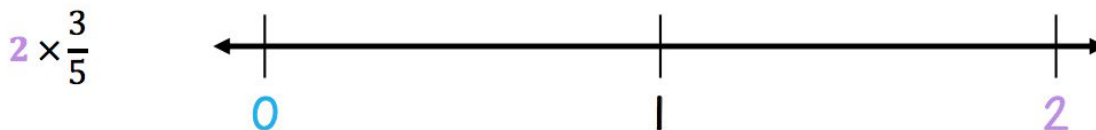
$$\text{So: } 4 \times \frac{5}{8} = \frac{20}{8} \text{ or } 2\frac{4}{8}$$

Week 2 Notes

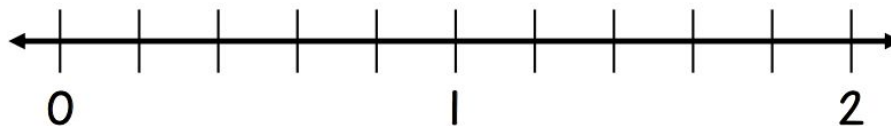
Multiplying Fractions by a Whole Number Strategy #2: Use a Number Line

EXAMPLE: $2 \times \frac{3}{5}$

Step 1: Draw a number line and label your endpoints. Your **first endpoint** should start at zero, and the **second endpoint** should be the whole number in the problem.



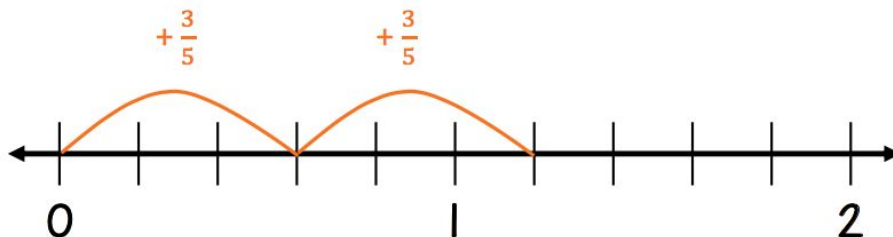
Step 2: **Partition** (divide) your number line (the **denominator** tells you how many parts there are in each whole).



$2 \times \frac{3}{5} \rightarrow$ Each whole should be partitioned into five parts, or fifths.

Step 3: Starting at zero, **"jump"** on the number line to find your answer. Write your answer as a mixed number and improper fraction.

Think:
 $2 \times \frac{3}{5}$ means 2 groups of $\frac{3}{5}$.
So I should **jump**, or add, $\frac{3}{5}$ on the number line **two times**.



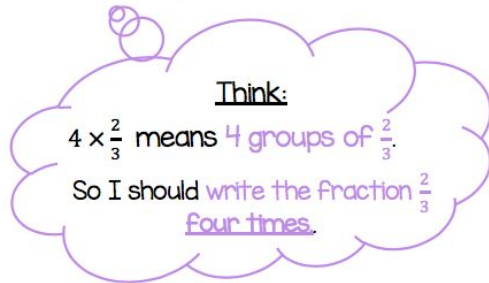
$$2 \times \frac{3}{5} = \frac{6}{5} \text{ or } 1\frac{1}{5}$$

Week 2 Notes

Multiplying Fractions by a Whole Number Strategy #3: Repeated Addition

EXAMPLE: $4 \times \frac{2}{3}$

Step 1: Rewrite the multiplication sentence using repeated addition. (**Remember:** multiplication is repeated addition!)

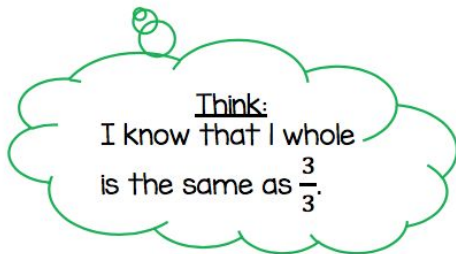


$$\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3}$$

Step 2: Add the **numerators** together.

$$\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} \quad \rightarrow \quad \frac{2+2+2+2}{3} = \frac{8}{3}$$

Step 3: Rewrite as a mixed number if your answer is an **improper fraction** (if the numerator is greater than the denominator).



$$\frac{8}{3} = \frac{3}{3} + \frac{3}{3} + \frac{2}{3} = 2\frac{2}{3}$$

So: $4 \times \frac{2}{3} = \frac{8}{3}$ or $2\frac{2}{3}$

EXAMPLE 2: $7 \times \frac{3}{4}$

EXAMPLE 3: $2 \times \frac{7}{8}$

$$\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} = \frac{21}{4} \text{ or } 5\frac{1}{4}$$

$$\frac{7}{8} + \frac{7}{8} = \frac{14}{8} \text{ or } 1\frac{6}{8} \text{ or } 1\frac{3}{4}$$

Week 2 Notes

Multiplying Fractions by a Whole Number

Strategy #4: Multiply the whole number with the numerator and put it over the denominator

$$\frac{\text{product}}{\text{denominator}}$$

EXAMPLE 1: $7 \times \frac{3}{6}$

STEP 1: Multiply the whole number by the numerator of the fraction.

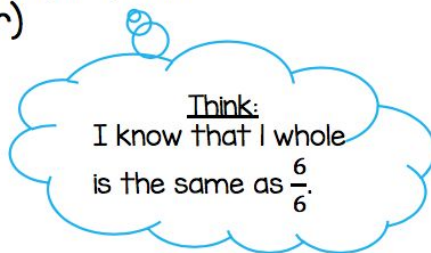
$$7 \times \frac{3}{6} \rightarrow \frac{7 \times 3}{6}$$

STEP 2: Write the product (whole number x numerator) over the denominator.

$$\frac{7 \times 3}{6} = \frac{21}{6}$$

STEP 3: Rewrite as a mixed number if the answer is an improper fraction (if the numerator is greater than the denominator)

$$\frac{21}{6} = \frac{6}{6} + \frac{6}{6} + \frac{6}{6} + \frac{3}{6} = 3\frac{3}{6} \text{ or } 3\frac{1}{2}$$



EXAMPLE 2: $9 \times \frac{2}{5}$

$$\frac{9 \times 2}{5} = \frac{18}{5} = \frac{5}{5} + \frac{5}{5} + \frac{5}{5} + \frac{3}{5} = 3\frac{3}{5}$$

EXAMPLE 3: $3 \times \frac{1}{7}$

$$\frac{3 \times 1}{7} = \frac{3}{7}$$

EXAMPLE 4: $6 \times \frac{4}{9}$

$$\frac{6 \times 4}{9} = \frac{24}{9} = \frac{9}{9} + \frac{9}{9} + \frac{6}{9} = 2\frac{6}{9} \text{ or } 2\frac{2}{3}$$

EXAMPLE 5: $2 \times \frac{1}{4}$

$$\frac{2 \times 1}{4} = \frac{2}{4} \text{ or } \frac{1}{2}$$

Week 2 Monday-Multiplying by a whole number worksheet

$$5 \times \frac{2}{3} =$$

Mrs. Newton brought in 36 cupcakes for a class party. One third of the cupcakes were chocolate. How many chocolate cupcakes did she bring?

$$8 \times \frac{3}{4} = \underline{\hspace{2cm}}$$

At a fudge shop, Tiana buys four pieces of fudge. Each piece weighs $\frac{1}{4}$ of a pound. How much fudge did Tiana purchase in all?

A. $9 \times \frac{2}{3} = \underline{\hspace{2cm}}$

B. $2 \times \frac{3}{8} = \underline{\hspace{2cm}}$

C. $5 \times \frac{1}{4} = \underline{\hspace{2cm}}$

Vanessa walks $\frac{3}{4}$ of a mile each day after school. How many miles does she walk after five days?

$$8 \times \frac{1}{2} =$$

$$6 \times \frac{4}{6} =$$

$$4 \times \frac{1}{3} =$$

There are 20 people waiting in line to ride the Ferris wheel. Three-fifths of the people waiting are children. How many children are waiting in line?

Create your own word problem that involved multiplying a fraction by a whole number.

MY Homework

Lesson 9

Multiply Fractions by Whole Numbers

Homework Helper



Need help? connectED.mcgraw-hill.com

Ms. Randall reads $\frac{1}{10}$ of a book to her class each day. What fraction of the book has Ms. Randall read to the class after 5 days? Find $5 \times \frac{1}{10}$.

Use repeated addition to write an equation.

$$\begin{aligned} 5 \times \frac{1}{10} &= \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} \\ &= \frac{5}{10} && \text{Add like fractions.} \\ &= \frac{1}{2} && \text{Simplify.} \end{aligned}$$

So, Ms. Randall has read $\frac{1}{2}$ of the book after 5 days.

Practice

Multiply.

1. $3 \times \frac{2}{5} =$ _____

2. $7 \times \frac{3}{4} =$ _____

3. $5 \times \frac{5}{6} =$ _____

4. $2 \times \frac{8}{10} =$ _____

5. $8 \times \frac{3}{10} =$ _____

6. $6 \times \frac{5}{8} =$ _____

Find each product. Identify the two whole numbers between which the product lies.

7. $5 \times \frac{7}{10} =$ _____

The product lies between _____ and _____.

8. $7 \times \frac{8}{10} =$ _____

The product lies between _____ and _____.

9. $3 \times \frac{3}{4} =$ _____

The product lies between _____ and _____.

10. $6 \times \frac{4}{5} =$ _____

The product lies between _____ and _____.



Problem Solving

11. **Mathematical PRACTICE** **Use Number Sense** Calvin's rug covers

$\frac{1}{8}$ of the floor space in his bedroom. How much floor space would be covered if Calvin had 4 rugs of that size? Write in simplest form.

12. Amy uses $\frac{2}{3}$ of a yard of fabric for each pillow she makes. How many yards of fabric will she need in order to make 8 pillows? Write in simplest form.
-

Test Practice

13. Sheila eats $\frac{3}{4}$ of a bag of baby carrots each week. How many bags of baby carrots does she eat in 6 weeks? Write in simplest form.

- (A) $4\frac{1}{2}$ bags
- (B) 3 bags
- (C) $2\frac{1}{4}$ bags
- (D) $1\frac{1}{2}$ bags

Lesson 9 Enrich*Multiply Fractions by Whole Numbers*

Garrett is on the cross country team. He trains by running different courses. Use the chart to answer the questions about how far Garrett runs.

Course	Distance
A	$\frac{3}{4}$ mile
B	$\frac{7}{8}$ mile
C	$\frac{9}{10}$ mile

- Garrett runs Course C 4 times in one week. How far does he run that week? _____
- Garrett runs Course B 8 times over two weeks. How far does Garrett run in all? _____
- Garrett runs 6 laps of Course A. How far does he run that day?

- Garrett runs Course A 3 times in one week and Course B 2 times in the same week. How far does he run that week?

- Garrett runs Course B 7 times. His friend Bruce runs the same course 5 times. How far do they run altogether?

- Over a month, Garrett runs Course A 7 times, Course B 9 times, and Course C 10 times. What is the total distance Garrett runs that month? _____

Chapter 9 Test

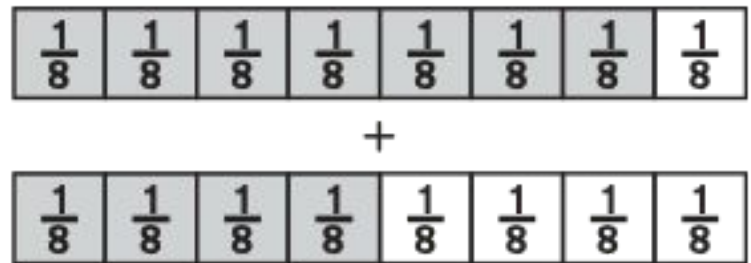
SCORE _____

1. Write an addition sentence for each model. Then find the sum.

Part A:



Part B:



Part C:



2. Which of the following is equivalent to $\frac{1}{2}$? Select all that apply.

- $\frac{5}{8} - \frac{1}{8}$
- $\frac{5}{16} + \frac{3}{16}$
- $\frac{11}{20} + \frac{3}{20}$
- $\frac{17}{20} - \frac{9}{20}$

Week 2 Thursday-Chapter Review #1-7

3. Sasha and Ali caught fish and weighed them before throwing them back into the water. Sasha's fish weighed $2\frac{2}{5}$ pounds. Ali's fish weighed $1\frac{4}{5}$ pounds. Draw a model that shows the total weight of both fish.

4. Draw a line between each pair of equivalent expressions.

$8 \times \frac{1}{3}$

$5 \times \frac{2}{7}$

$\frac{10}{7}$

$4 \times \frac{2}{5}$

$8 \times \frac{1}{5}$

$1\frac{1}{2}$

$9 \times \frac{1}{6}$

$2\frac{2}{3}$

ONLINE TESTING

On the actual test, you might be asked to click on objects to link them together. In this book, you will be asked to use a pencil to draw a line to show a link.

5. Rosa wrote these addition and subtraction sentences. Describe each mistake that Rosa committed. Correct the mistake. If the sentence is correct, write "Correct."

$\frac{3}{5} + \frac{2}{5} = \frac{5}{10}$

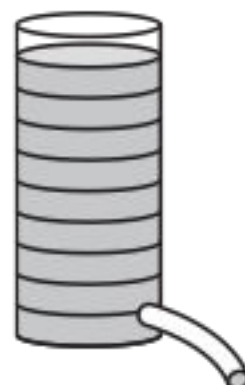
$\frac{5}{12} - \frac{1}{12} = \frac{1}{3}$

$\frac{3}{10} + \frac{3}{10} = \frac{2}{5}$

$\frac{11}{20} - \frac{3}{20} = \frac{2}{5}$

6. The water tank for Camp Utmost is almost full. The head camp counselor, needs to file a report with the water department if the tank gets down to half full.

Part A: What fraction of the tank is now filled? Explain how you found your answer.



Part B: How much more water needs to be drained out of the tank to cause the counselor to file a report with the water department?

Part C: The counselor needs to put the camp on emergency alert if the level gets down to $\frac{1}{5}$ full. From its starting level, how much more water would need to be drained out of the tank to cause an emergency alert to be issued?

7. Fill in the missing items to subtract $2\frac{3}{4}$ from $3\frac{1}{4}$. Simplify your answer.

$$3\frac{1}{4} = \frac{4}{4} + \frac{4}{4} + \boxed{} + \boxed{} = \frac{\boxed{}}{4} = \frac{\boxed{}}{4}$$

$$-2\frac{3}{4} = \boxed{} = \frac{\boxed{}}{4} = \frac{\boxed{}}{4}$$

$$= \boxed{}$$

Week 2 Friday-Chapter Review #8-15

8. Andrea and Rocky mixed $\frac{4}{8}$ cup of whole wheat flour with $\frac{8}{12}$ cup of rye flour. To find out how much flour they have in all, Rocky said, "We can just add the numerators of the fractions."

Part A: Is Rocky correct? Explain your answer.

Part B: Andrea had an idea. "Why don't we simplify both fractions. Then we will be able to add them." Is Andrea correct?

Part C: Simplify the two fractions. Are you now able to add the two fractions? If so, what sum do you get? If not, explain why the two fractions could not be added.

9. Draw a model to show the multiplication of $3 \times \frac{5}{8}$.

10. Select true or false for each statement.

- | True | False | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | $2\frac{4}{9} + 4\frac{8}{9} = 6\frac{1}{3}$ |
| <input type="checkbox"/> | <input type="checkbox"/> | $4\frac{4}{9} - 2\frac{8}{9} = 1\frac{5}{9}$ |
| <input type="checkbox"/> | <input type="checkbox"/> | $6\frac{7}{10} + 6\frac{7}{10} = 13\frac{2}{5}$ |
| <input type="checkbox"/> | <input type="checkbox"/> | $7\frac{7}{10} - 6\frac{9}{10} = 1\frac{8}{10}$ |

11. Draw a line between each pair of equivalent expressions.

$3\frac{2}{5} + 2\frac{2}{5}$

4

$3\frac{5}{6} + 3\frac{5}{6}$

$\frac{45}{8} + \frac{31}{8}$

$5\frac{5}{8} + 3\frac{7}{8}$

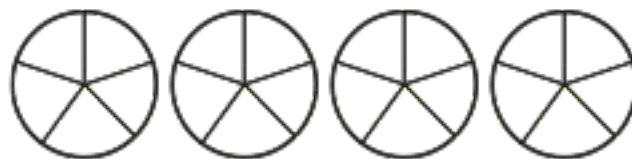
$\frac{29}{5}$

$2\frac{5}{12} + 1\frac{7}{12}$

$7\frac{2}{3}$

12. Joachim started the day with $3\frac{2}{5}$ gallons of paint. He used $1\frac{4}{5}$ gallons to paint the garage door. Then Joachim painted the shed. When he was done painting, Joachim had $\frac{2}{5}$ gallon of paint left. How much paint did Joachim use for the shed? Show how you got your answer.

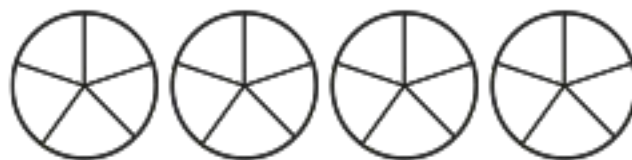
13. Use the models to find the sum of the two quantities. Fill in the boxes. Shade the circles and draw new circles if necessary.



Addend:

+

Addend:



Sum:

Week 2 Friday-Chapter Review #8-15

14. Mona swam back and forth across the Narrow River 8 times. The Narrow River measures $\frac{1}{5}$ of a mile across. Elise swam $\frac{2}{3}$ of the way across the Wide River that measures 5 miles across.

Part A: Which expressions show how far Mona swam? Select all that apply.

- $8 \times \frac{1}{5}$
- $16 \times \frac{1}{5}$
- $\frac{2}{5} \times 8$
- $\frac{2}{5} \times 16$

Part B: Which expressions show how far Elise swam? Select all that apply.

- $\frac{2}{3} \times 5$
- $10 \times \frac{1}{3}$
- $20 \times \frac{1}{3}$
- $10 \times \frac{2}{3}$

Part C: Who swam farther, Mona or Elise? Explain your answer.

15. The hike from Ducktown to Goose Mountain is $7\frac{4}{5}$ miles. Jim and Becky hiked $1\frac{2}{5}$ miles toward Goose Mountain. Then Jim forgot his water so they hiked back to Ducktown. Then Jim and Becky hiked all of the way to Goose Mountain.

Part A: Write an expression to show far Jim and Becky hiked in all.

Part B: Jim claims that he and Becky hiked more than 10 miles. Is Jim correct? Explain.

Math game-This can be played with a partner. This does not need to be submitted for credit

TIC TAC TOE *math style*

Fractions: D

Directions:

1. Choose a game to begin.
2. Decide who will be X and who will be O.
3. Take turns selecting a box and solving the equation inside the box.
4. Both partners solve the equation. If the player who chose the equation is correct, he or she can mark it with his or her X or O.
5. Continue until a player covers three boxes (horizontally, vertically, or diagonally) or all of the boxes are solved.
6. Repeat steps 1-5 with a new game.

$\frac{3}{4} \times 8 =$	$20 \times \frac{1}{2} =$	$\frac{1}{2} \times 4 =$
$5 \times \frac{1}{6} =$	$\frac{1}{3} \times 9 =$	$6 \times \frac{1}{3} =$
$\frac{1}{4} \times 16 =$	$\frac{1}{5} \times 15 =$	$10 \times \frac{1}{2} =$

$\frac{1}{3} \times 9 =$	$18 \times \frac{1}{2} =$	$12 \times \frac{2}{3} =$
$24 \times \frac{1}{4} =$	$\frac{1}{3} \times 6 =$	$9 \times \frac{2}{3} =$
$\frac{2}{3} \times 21 =$	$18 \times \frac{2}{3} =$	$\frac{1}{4} \times 8 =$
$16 \times \frac{1}{2} =$	$\frac{1}{4} \times 20 =$	$15 \times \frac{2}{3} =$
$\frac{2}{3} \times 6 =$	$12 \times \frac{1}{3} =$	$\frac{2}{5} \times 10 =$
$4 \times \frac{3}{4} =$	$\frac{1}{3} \times 3 =$	$2 \times \frac{5}{10} =$

Math game-This can be played with a partner. This does not need to be submitted for credit

MULTIPLYING WITH FRACTIONS

Directions: Take turns rolling one die and moving that many places. When you land on a space, solve the equation shown. Convert improper fractions into mixed numbers and whole numbers.

$$\frac{1}{2} \times 12 =$$

$$18 \times \frac{5}{6} =$$

$$\frac{1}{3} \times 24 =$$

$$\frac{3}{4} \times 8 =$$

$$\frac{1}{4} \times 8 =$$

$$3 \times \frac{1}{8} =$$

$$\frac{2}{3} \times 9 =$$

$$20 \times \frac{3}{5} =$$

$$10 \times \frac{1}{2} =$$

$$\frac{1}{2} \times 14 =$$

$$3 \times \frac{3}{8} =$$

$$\frac{3}{4} \times 20 =$$

$$\frac{1}{5} \times 20 =$$

$$28 \times \frac{1}{4} =$$

$$12 \times \frac{2}{3} =$$

$$\frac{1}{4} \times 16 =$$

$$8 \times \frac{2}{4} =$$

$$\frac{2}{5} \times 25 =$$

$$9 \times \frac{2}{6} =$$

$$8 \times \frac{1}{4} =$$

START

FINISH

Read the passage “Help, Please!” before answering Numbers 1 through 5.

Help, Please!

“I know what would taste really good right now,” Raccoon said. “A warm, yummy baked apple!” Raccoon headed for the apple tree, but the apples on the ground were rotten and mushy. She spotted juicy apples hanging from the tree overhead. Sadly, Raccoon’s old bones ached whenever she tried to climb trees.

Just then, Deer trotted past. “Deer, I’m so glad to see you,” said Raccoon. “I want to make a baked apple. Is there a possibility that you could reach up and pick one of those nice apples for me?”

But Deer was already nearly out of sight. “Sorry, Raccoon!” he called over his shoulder. “I’m late....”

Raccoon sighed, but just then Bear padded by. “Bear,” Raccoon said, “could you please reach up and pick one of those nice apples for me?”

“I’d be glad to, Raccoon,” Bear said, “but I need to save my energy because it’s almost time for my long winter nap.”

As Bear lumbered into the woods, Raccoon started up the tree, gripping the trunk painfully with her claws. She was creeping along a branch and was almost to the apples when her back paws slipped! Raccoon hung by her front paws until she finally managed to pull herself back up on the branch.



“Whew! I better get two apples,” Raccoon thought, “because I’m not doing this again!” Of course, holding two apples made it even harder to climb down. Raccoon fell the last few feet. She landed hard, but she wasn’t hurt.

Now Raccoon needed sticks and twigs to make a fire to bake the apples. She gathered the sticks she could see, but the pile was too small for a good fire. Just then, Rabbit tiptoed into the clearing and asked, “Why are you looking in the bushes, Raccoon?”

“I want to build a fire so I can bake some apples,” Raccoon explained.

“Could you help me find more sticks?” Her smile was full of friendliness.

“I can’t because I hurt my leg today,” Rabbit said, holding up one front leg in a sorrowful way. Then he hopped off, using all four legs, Raccoon noticed.

Next, Raccoon spotted Mouse in the bushes. “Mouse,” Raccoon begged, “would you help me gather sticks to make a fire? I want to bake some apples.”

“Oh,” Mouse whispered, “I’m so small that I couldn’t even carry a twig.” With that, Mouse scurried back into the bushes.

Then Bee buzzed by. Raccoon called, “Bee? Oh, never mind! You’re too small to be of any help.”

“Maybe not,” Bee told her. “My mom always told me you are only as small as your ideas. What do you need?”

Raccoon explained the situation. Bee smiled and said, “I might be too small to gather twigs, but I have some very nice honey to sweeten your apples!”

With renewed energy, Raccoon found enough twigs to make a small fire. Soon, Raccoon and Bee were contentedly feasting on sweet, warm baked apples. Deer, Bear, Rabbit, and Mouse watched hungrily from the bushes. They were not too busy, tired, or small to help eat the apples, but now Raccoon and Bee didn’t need help!

Week 2 Reading-Paired Text “Help, Please!”

Name: _____ Date: _____

Now answer Numbers 1 through 5. Base your answers on “Help, Please!”

- 1 Read the sentence from the passage.

“Is there a possibility that you could reach up and pick one of those nice apples for me?”

If *possible* means “able to happen,” what does possibility mean?

- (A) something that could happen
 - (B) something that has happened
 - (C) something that cannot happen
 - (D) something that needs to happen
- 2 This question has two parts. First, answer part A. Then, answer part B.

Part A: What is the theme of this passage?

- (A) Everyone needs friends.
- (B) Learn from your mistakes.
- (C) It takes a big idea to solve a problem.
- (D) If you do not help, do not expect a reward.

Part B: Which key detail supports the theme of the passage?

- (A) Raccoon needs twigs to make a fire.
- (B) Raccoon asks other animals to help her.
- (C) Only Raccoon and Bee share the apples.
- (D) On the way down, Raccoon falls out of the tree.

- 3 Read the sentence from the passage.

Her smile was full of friendliness.

Which word has the **same** root word as friendliness?

- (A) end
- (B) fried
- (C) friendly
- (D) happiness

- 4 Which evidence from the text **best** supports the theme? Pick **two** choices.

- (A) “Raccoon headed for the apple tree, but the apples on the ground were rotten and mushy.”
- (B) “‘Bear,’ Raccoon said, ‘could you please reach up and pick one of those nice apples for me?’”
- (C) “‘Whew! I better get two apples,’ Raccoon thought, ‘because I’m not doing this again!’”
- (D) “‘Mouse,’ Raccoon begged, ‘would you help me gather sticks to make a fire?’”
- (E) “Bee smiled and said, ‘I might be too small to gather twigs, but I have some very nice honey to sweeten your apples!’”
- (F) “They were not too busy, tired, or small to help eat the apples, but now Raccoon and Bee didn’t need help!”

Week 2 Reading-Paired Text “Help, Please!”

5 How does the text evidence below support the message of the passage? Write **two** statements from the box to complete the chart.

Text Evidence	How It Supports the Message of the Passage
“Soon, Raccoon and Bee were contentedly feasting on sweet, warm baked apples. Deer, Bear, Rabbit, and Mouse watched hungrily from the bushes.”	

- Statements:**
- It shows that Raccoon and Bee are very close friends.
 - It shows that Deer, Bear, Rabbit, and Mouse make a mistake.
 - It shows that baked apples taste better with honey.
 - It shows that Raccoon and Bee are rewarded for their hard work.
 - It shows that warm apples are difficult to make.
 - It shows that Deer, Bear, Rabbit, and Mouse cannot help Raccoon.

Read the passage “Visitors in the Woods” before answering Numbers 6 through 10.

Visitors in the Woods

Gwen and her father were spending the day in the state park a few miles from their house. Each time they saw an animal Gwen’s father would stop and lower his voice while they watched it. As they rounded a curve in the trail, they heard a scuffling sound in the woods.

About 100 feet ahead, a deer and her fawn cautiously stepped onto the trail. Gwen’s father immediately put his hand on her shoulder to prevent her from taking another step and whispered, “Look!”

“They are beautiful!” Gwen said softly.

The mother deer froze in her tracks and stared at them, almost as if she were eavesdropping and following their conversation. She also was paying close attention to her baby.



Gwen took a step toward the deer, but her father’s voice stopped her in her tracks. “Keep your distance, Gwen.” He continued speaking softly. “Don’t get too close or you’ll scare them.”

Gwen knew her father’s warning was logical, but she still wanted a better look at the deer. Would it really make a difference if she went a little closer? She was thinking of taking just one more step when she noticed that she was about to walk right on top of a jumble of twigs. The noise from the twigs would surely frighten the deer, so Gwen reacted by staying right where she was on the trail.

Just then, Gwen heard someone talking loudly behind them. It was a father and his son, who were laughing and joking around with each other. The mother deer watched them carefully and moved closer to her baby.

“Shhh,” Gwen’s father warned. “You’ll frighten the deer.”

“So what?” the father answered rudely as he rolled his eyes at Gwen’s father. “Look, there are a lot of people in the park today. It’s better to scare the deer away than have them on the trail while we’re hiking.” He spoke so loudly that Gwen thought he was deliberately trying to frighten the deer.

Sure enough, the mother bounded into the dense woods with the fawn at her heels. With her eyes full of longing, Gwen gazed after them wistfully. They had been so much fun to watch.

The father and son were completely unaffected by the incident. “They should be more careful when people are on the trail,” the father said.

“No,” replied Gwen’s father courageously. “It’s the other way around. The animals live here and we are the visitors.”

Now answer Numbers 6 through 10. Base your answers on “Visitors in the Woods.”

- 6 Read the sentence from the passage.

Gwen knew her father’s warning was logical, but she still wanted a better look at the deer.

What does the root word *logic* explain about a logical action?

- (A) It is easy.
- (B) It is quick.
- (C) It is dangerous.
- (D) It is reasonable.

- 7 This question has two parts. First, answer part A. Then, answer part B.

Part A: What is the theme of this passage?

- (A) People should respect animals that live in nature.
- (B) People should be quiet when animals are around.
- (C) Animals are more important than people.
- (D) It is important to spend time outdoors.

Part B: Which evidence from the text **best** supports the theme of the passage?

- (A) “About 100 feet ahead, a deer and her fawn cautiously stepped onto the trail.”
- (B) ““They are beautiful!” Gwen said softly.”
- (C) “It was a father and his son, who were laughing and joking around with each other.”
- (D) ““The animals live here and we are the visitors.””

GO ON →

- 8 Read the sentence from the passage.

He spoke so loudly that Gwen thought he was deliberately trying to frighten the deer.

Which word has the **same** root word as deliberately?

- (A) delicately
 - (B) deliberation
 - (C) lately
 - (D) rate
- 9 Type the two sentences that support the theme of the passage in the box below.

The mother deer froze in her tracks and stared at them, almost as if she were eavesdropping and following their conversation. She also was paying close attention to her baby.

Gwen took a step toward the deer, but her father’s voice stopped her in her tracks. “Keep your distance, Gwen.” He continued speaking softly. “Don’t get too close or you’ll scare them.”

- 10 How do the actions of Gwen’s father support the theme of the passage? Pick **two** choices.
- (A) He points out the deer to Gwen.
 - (B) He takes Gwen hiking in the park.
 - (C) He hears a scuffling noise on the trail.
 - (D) He tells the man not to frighten the deer.
 - (E) He lives only a few miles from the state park.
 - (F) He lowers his voice when animals are around.



ACE the Answer, Superstar

?

Write the question

A

(Restate the question and) Answer

C₁

Cite

E₁

Evidence

★

Analyze

C₂

Cite

E₂

Evidence

★

Analyze

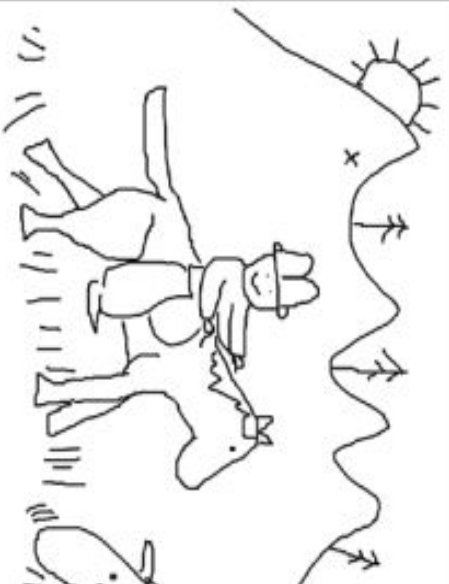
Conclusion

Beginning

Week 2 Writing-Example of narrative planning

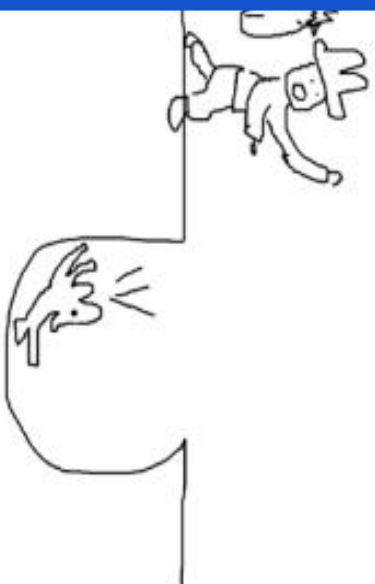
Middle

End



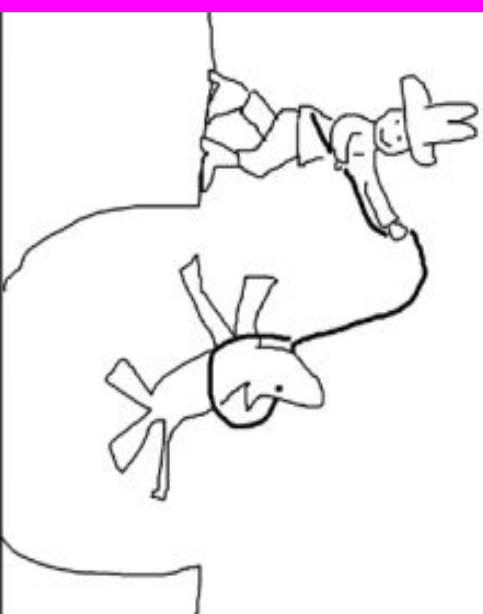
(S) majestic & dusty hot
 herding
 groze juicy

With hot kicking up and beads of sweat pouring down his face he galloped and shouted,
 "Hee-yah! Move, move!"



(T) Suddenly,
 loud screaming sound
 "Shot deep dark"

Startled yet prepared he yelled,
 "I'm coming you little whipper snapper!"



(T) Whoosh!
 Quickly
 brave
 threw
 frightens

As he pulled-up the baby he said,
 "You're safe. Now go find your mother."

Week 2 Writing-Example of final draft

The Kind Cowboy

The sun rose brightly on a hot summer day. Cowboy Carl was melting in the heat while he was herding cattle. He was as strong as an ox and was a brave cowboy with a caring, country heart. With sweat dripping down his face, he called, “Yee-haw! Giddy up! Move along lil’ darling!”

Suddenly, he heard a loud screeching moo echo through the ravine. Carl rushed to the edge and peered down carefully to see what the noise was. A baby calf was stuck at the bottom of the deep, dark, rocky crevice. “Hang in there Bessie,” he called. “Help is on the way!”




Quick as lightning, he grabbed his lasso and flung it down around the calf. “Yee-haw!” He pulled and pulled with all his strength. Slowly the calf was pulled to safety. “You’re safe now, Young’er. Let’s go find your mamma.” Together with the rest of the herd, Carl and the calf rode off in the heat to their final destination.

Week 2 Monday Writing-Picture prompt for narrative #1

tell this
story



Week 2 Monday Writing - planning #1

<p>S</p> <p>C</p> <p>→</p> 	<p>T</p> <p>C</p> <p>→</p> 	<p>T</p> <p>C</p> <p>→</p> 
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Rainbow Edit:

Every paragraph should be a RAINBOW after you check it over!

Red - Underline the capital letter in the **FIRST** word of each sentence. Also, **underline** the first letter of each proper noun. Slash through the capitals that should not be there.

Orange - Circle the punctuation at the end of every sentence. Add punctuation where it is missing.

Yellow - Arrow  the blank spot at the front of **EACH** indented paragraph

Green - Box transition words (first, then, next, last, etc.)




Blue - Triangle words that are misspelled. Use a dictionary to find the correct way to spell them. Add the word to your Resource section

Purple - Star  **INTERESTING, EXCITING, JUICY, FABULOUS, FANCY, or SALSA** words. There should be 4 each paragraph.

Week 2 Wednesday Writing-Picture prompt for narrative #2



Week 2 Wednesday Writing-Planning for narrative #2

<p>S</p> <p>C</p> <p>→</p> 	<p>T</p> <p>C</p> <p>→</p> 	<p>T</p> <p>C</p> <p>→</p> 
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Rainbow Edit:

Every paragraph should be a RAINBOW after you check it over!

Red - Underline the capital letter in the **FIRST** word of each sentence. Also, **underline** the first letter of each proper noun. Slash through the capitals that should not be there.

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Yellow - Arrow  the blank spot at the front of **EACH** indented paragraph

Green - Box transition words (first, then, next, last, etc.)

Blue - Triangle words that are misspelled. Use a dictionary to find the correct way to spell them. Add the word to your Resource section

Purple - Star  **INTERESTING, EXCITING, JUICY, FABULOUS, FANCY, or SALSA** words. There should be 4 each paragraph.

Science

*Enrichment activities are optional but can be completed for additional practice

Link to videos to watch in order to complete the science activities:

Activity #1-Wind Power

<https://www.twigsciencetools.com/video/wind-turbines-VVNFTIRXRTIwNTk5>

*Please read the transcripts on the following page if the link above does not work

Activity #2-Where does energy come from?

<https://bit.ly/3e8jLkc>

***Transcripts for the science video if you are not able to view it

Activity #1-Wind Power

People have used the power of the wind for over 2000 years.

The oldest windmills were built to pump water and grind grain.

But today we use the wind to turn much bigger structures called wind turbines.

Wind Turbines

Wind turbines can be up to 20 stories high. With blades the length of half a football field. The wind spins the turbine blades.

kinetic energy

This movement energy, known as kinetic energy, is transformed inside the turbine into electricity, which flows out along power cables to homes and work places.

There are benefits and drawbacks to using wind turbines for electricity. The biggest advantage is that the wind will never run out. The wind is a renewable energy source.

renewable energy source

Wind turbines don't produce harmful waste products, so they're an environmentally friendly type of energy.

They are also cheaper to maintain than fossil fuel power plants and they can be built offshore to save space on land.

It is because of these advantages that the world's wind-generated electricity supply has increased nearly 20 times in the last 10 years. But wind power does have some disadvantages.

Large wind farms can drastically change the look of the countryside.

The spinning blades can be dangerous for flying birds.

Modern turbines make very little noise, but in certain conditions their shadows cause a flickering effect that disturbs people living nearby. At the moment, wind turbines can't produce as much electricity as nuclear power or fossil fuels.

Today, a large coal power plant can power around five times as many homes as a large wind farm.

And if there's no wind they won't work at all.

But wind power has been important since ancient times and it is sure to be an even bigger energy source in the future.

There are benefits and drawbacks to using wind turbines to generate electricity.



What are the Advantages and Disadvantages of Wind Power?

You will watch a video about wind turbines, and then research, write and present a report on how efficient wind turbines are at generating energy.

You will use:

Digital

- [Wind Turbines video](#)

<https://www.twigsciencetools.com/video/wind-turbines-VVNFTIRXRTIwNTk5>

1. Think about the following questions.

- 1a.
 - Is wind power a renewable or nonrenewable energy source?

- 1b.
 - How do we get electricity from wind power?

- 1c.
 - Why might wind power be unreliable?

- 1d.
 - What are the disadvantages of wind power?



2. Play the [Wind Turbines video](#).

Answer the following questions in complete sentences.



- How tall are wind turbines?
- How do wind turbines work?
- What are the advantages of wind power?
- What are the disadvantages of wind power?



3. Imagine that you have been hired as an engineer working on a proposal to set up or not set up a new wind farm in your community.

Your job is to write a one page report assessing how efficient wind farms are at generating electrical energy. Then highlighting the advantages and disadvantages of wind power. The report should conclude with a recommendation as to whether building a wind farm is a good or bad idea.

- Paragraph 1—How wind farms work
- Paragraph 2—Advantages of wind power
- Paragraph 3—Disadvantages of wind power
- Paragraph 4—Recommendation