Week 4 Packet for Mr. Foxworth and Mrs. Leles

Student Name: _____ #_____

Teacher Name: _____

|	
Monday May 11	Math: Mixed Review Worksheet Read the story about Rebecca and her special dog Answer the 3 questions on the "Monday: Key Ideas .and Details" half page activity. Please use complete sentences. Read 30 min. in a book of your choice and record on the Reading Log
Tuesday May 12	Math: Division Facts (A) Answer the 3 questions on the "Tuesday: Key Craft and Structure" half page activity. Please use complete sentences. Social Studies: Bartering worksheet Read 30 min. in a book of your choice and record on the Reading Log
Wednesday May 13	Math: Lesson 3 Reteach (page 56) Answer the 2 questions on the "Wednesday: Integration of Knowledge and Ideas" half page activity. Please use complete sentences. Grammar: Pronouns and Contractions (It says "Test", but it's not a test. Just do your best.) Read 30 min. in a book of your choice and record on the Reading Log
Thursday May 14	Math: Mixed Review Worksheet Answer the 3 questions on the "Thursday: Mixed Skills Practice" half page activity. Please use complete sentences. Read 30 min. in a book of your choice and record on the Reading Log
Friday May 15	Math: Lesson 7 Enrich (page 15) Read 30 min. in a book of your choice and record on the Reading Log Write a summary of something you read this week on the bottom portion of the Reading Log

Have a great week, 4th graders!

Weekly Reading Log
Read for 30 minutes every day this week. Record what you read in the boxes below.

	Book Title	Pages Read
MONDAY Date:		
TUESDAY Date:		
WEDNESDAY Date:		
THURSDAY Date:		
FRIDAY Date:		

On Friday, pick something you read this week, and write a short summary below.

_____

_____

_____

_____

_____

_____

_____

_____

1.

$8\overline{)9\ 7\ 7}$ $9\overline{)8\ 5\ 4}$
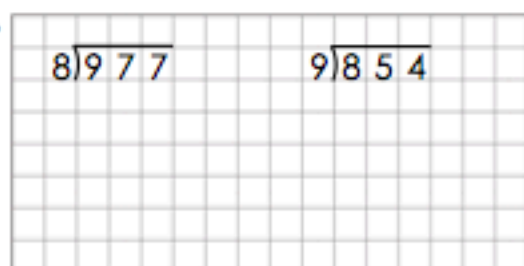
2. Compare the numbers.

897,789 $\bigcirc$ 876,002

256,976 $\bigcirc$ 265,988

3.

$\begin{array}{r} 27{,}697 \\ +\ 97{,}806 \\ \hline \end{array}$ $\begin{array}{r} 50{,}201 \\ -\ 46{,}875 \\ \hline \end{array}$

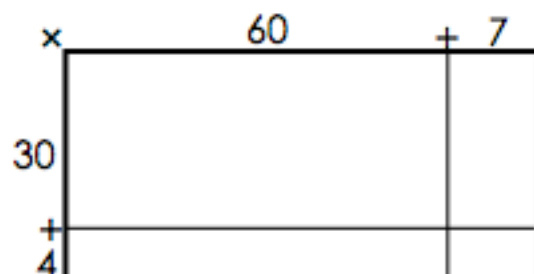**4.** Draw the next arrangement.

Describe the pattern:

_____

5.

1,903,513

Word Form:	
Expanded Form:	

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1. Solve. Shade in to represent.

$\dfrac{4}{12} = \dfrac{\square}{9}$

2. Solve. Shade in to represent.

$\dfrac{6}{10} + \dfrac{5}{10} =$

3. Solve 34×67

	60	+ 7
×		
30		
+		
4		

Answer = _____
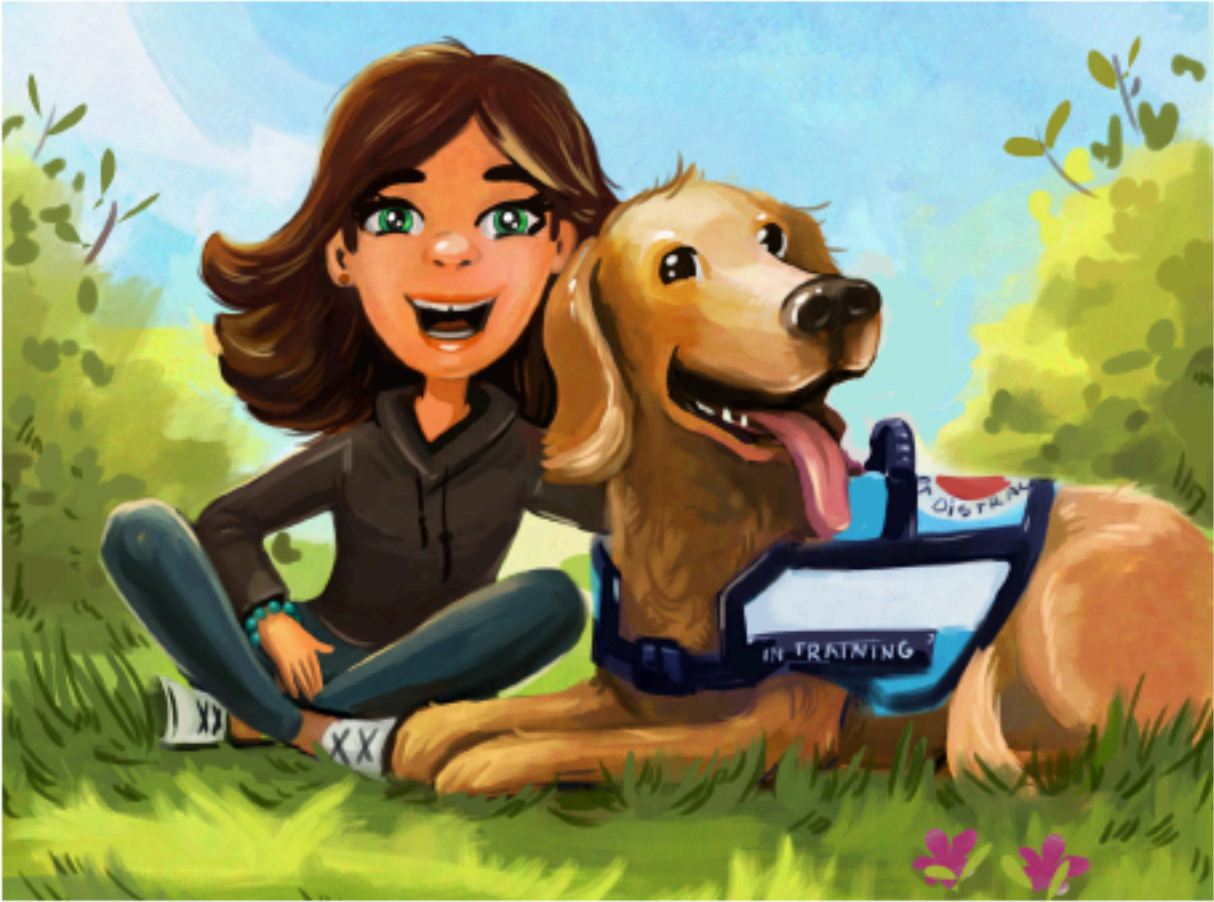
4. Distributive Property: Complete the problem.

$9 \times 35 = (9 \times \underline{\ \ \ }) + (9 \times \underline{\ \ \ })$

$9 \times 35 = \underline{\ \ \ } + \underline{\ \ \ }$

$9 \times 35 = \underline{\ \ \ }$

5. Solve and show your work.

For every lap Meg swims, Jin swims 3. If Jin swims 36 laps, how many laps did Meg swim?

Today, Mrs. Mayhew wrote "Welcome, Buddy!" on the whiteboard. Another new student in the middle of the year? We got one last week!

"What's Buddy like?" I asked Mrs. Mayhew.

"Focused and helpful, with shaggy hair and a big smile," she chuckled.

"Is Buddy a nickname or his real name?" Emmanuel asked.

"I believe it's his real name, but you'll have to ask Rebecca," Mrs. Mayhew declared.

"Rebecca?" several of us asked together. Rebecca was another new student who'd only come

last week and been out of school a lot. I didn't think we should ask Rebecca anything. "How would she know?" I asked in a bewildered voice.

"I'm going to let Rebecca explain that to you when she and Buddy get here," Mrs. Mayhew replied, but she couldn't be persuaded to divulge more.

Mrs. Mayhew started our day as usual, but I think everyone was distracted, waiting for Rebecca and the new kid to show up. I was a bit anxious with anticipation myself.

Just as we were about to get our math books out, the door opened, and a shaggy dog stuck his head in our classroom! There was a mad rush and a clamor as twenty-two students all started to rise from our seats and approach the visitor, but that's when Rebecca appeared. "Sorry we're late, Mrs. Mayhew," she said quietly. "Everyone wanted to see Buddy."

"Buddy??" all of my classmates cried. Buddy was a dog, not a new student!

"Is it Bring Your Dog to School Day or something?" I inquired enviously.

Mrs. Mayhew cleared her throat. "Class, everyone sit down and let Rebecca explain."

Rebecca looked pale and anxious as she stood in front of the class. Buddy sat down at her feet, and she rested her hand on his head. Instantly, she seemed to gain some strength and stood up straighter. "This is Buddy. He is a seizure alert dog, and he's with me because I have a seizure disorder. When I have a severe seizure, I can pass out without warning, and I can even get hurt worse from falling and hitting my head

or my face, but Buddy can tell when I'm getting close to having a seizure. Doctors think these dogs pick up on changes in my brain activity—things I would never notice. When he warns me, I can lie down in a safe place, and then the seizure is less severe and I don't have other complications. This dog is going to change my life," Rebecca smiled. She was the only one. All the rest of the kids in my class, including me, looked shocked, horrified, or sad. Poor Rebecca!

Rebecca was aware of our expressions, I guess, and I wondered if she'd seen them before on the faces of other students at her old school. Instead of dissolving into embarrassment by our reactions, she smiled confidently. "Don't feel sorry for me! I'm really fortunate that I have Buddy to help me. Lots of kids have medical issues that a dog can't help with, or their families can't afford or find a service dog. Buddy's gone through two years of special training that taught him how to detect oncoming seizures." As Rebecca spoke, she smiled down at Buddy, and he panted up at her, mouth open.

Mrs. Mayhew was right, I thought. *Buddy does have a big smile!* I raised my hand, and Mrs. Mayhew called on me. "I'm glad you have a dog that can help you. You said he's gone through a lot of training. Does he know he know any tricks?"

"Yes, but most of the things he can do are related to helping people. He can bring me a phone so I can call for help, or water so I can take my medicine."

"Does he come with you to school every day?" Carla called out.

"He goes everywhere with me now," Rebecca grinned. Then she pointed at the blue vest Buddy wore. "This is the part no one likes," she sighed. "Buddy's working even when he's just sitting next to me because he's always monitoring for signs of an impending seizure. You can't pet him when he's in the harness, which will be almost the whole time."

That made sense to me. I have a brother, and when he distracts me, I make mistakes. If we distracted Buddy and he made mistakes, Rebecca could get hurt. "We're supposed to keep our hands to ourselves anyway, and not touch classmates. Well, Buddy's the newest member of our class!"

"Well put, Alfonse!" Mrs. Mayhew praised my comment. "Everyone, let's make sure Buddy feels welcome by respecting his space and the work he's doing. Buddy, we're delighted you're here!"

MONDAY: Key Ideas and Details

1 Why is the class surprised when Mrs. Mayhew says that Rebecca will tell them about Buddy? **RL.4.1**

_____

_____

_____

2 What surprising event happened in the middle of the story? **RL.4.2**

_____

_____

_____

3 How does Rebecca feel about having a service dog? Use evidence from the text to support your answer. **RL.4.3**

_____

_____

_____

_____

_____

TUESDAY: Key Craft and Structure

1 What context clues help you understand the meaning of **anticipation** as used in paragraph 7? **RL.4.4**

_____

_____

_____

_____

_____

2 How does opening scene set readers up to be surprised by the events that occur in the middle of the story? **RL.4.5**

_____

_____

_____

_____

3 Who is the narrator in this story? Quote evidence from the text that identifies the narrator. **RL.4.6**

_____

_____

_____

1 How does the first illustration help you understand Rebecca and Buddy's relationship? **RL.4.7**

_____

_____

_____

_____

_____

_____

2 How does the second illustration of Buddy support information from the story? **RL.4.7**

_____

_____

_____

_____

_____

1 Summarize this story in three to four sentences. **RL.4.2**

_____

_____

_____

_____

2 Why does the author include the narrator's thoughts about his brother distracting him in this piece? **RL.4.1**

_____

_____

_____

_____

3 Why do you think students in the text looked sad or horrified when Rebecca explained about her issues? How would you feel if you heard your classmate had a similar issue? **RL.4.6**

_____

_____

_____

Division Facts (A)

Find each quotient.

$54 \div 6 =$	$32 \div 8 =$	$12 \div 3 =$	$15 \div 3 =$
$24 \div 3 =$	$40 \div 8 =$	$9 \div 3 =$	$24 \div 4 =$
$9 \div 1 =$	$6 \div 6 =$	$7 \div 1 =$	$5 \div 5 =$
$12 \div 6 =$	$28 \div 4 =$	$14 \div 2 =$	$54 \div 9 =$
$10 \div 5 =$	$56 \div 8 =$	$6 \div 1 =$	$7 \div 7 =$
$35 \div 7 =$	$27 \div 3 =$	$3 \div 1 =$	$16 \div 8 =$
$63 \div 7 =$	$4 \div 2 =$	$20 \div 5 =$	$40 \div 5 =$
$3 \div 3 =$	$42 \div 7 =$	$21 \div 7 =$	$6 \div 3 =$
$18 \div 3 =$	$45 \div 5 =$	$14 \div 7 =$	$36 \div 4 =$
$49 \div 7 =$	$56 \div 7 =$	$30 \div 5 =$	$28 \div 7 =$
$30 \div 6 =$	$25 \div 5 =$	$5 \div 1 =$	$8 \div 8 =$
$2 \div 1 =$	$72 \div 8 =$	$24 \div 6 =$	$48 \div 8 =$
$42 \div 6 =$	$18 \div 6 =$	$24 \div 8 =$	$21 \div 3 =$
$6 \div 2 =$	$12 \div 4 =$	$4 \div 4 =$	$15 \div 5 =$
$1 \div 1 =$	$64 \div 8 =$	$45 \div 9 =$	$8 \div 2 =$
$35 \div 5 =$	$36 \div 6 =$	$48 \div 6 =$	$10 \div 2 =$
$16 \div 4 =$	$20 \div 4 =$	$4 \div 1 =$	$8 \div 1 =$
$8 \div 4 =$	$16 \div 2 =$	$32 \div 4 =$	$63 \div 9 =$
$81 \div 9 =$	$36 \div 9 =$	$18 \div 2 =$	$72 \div 9 =$
$18 \div 9 =$	$2 \div 2 =$	$12 \div 2 =$	$9 \div 9 =$
$27 \div 9 =$	$18 \div 6 =$	$9 \div 3 =$	$54 \div 9 =$
$40 \div 5 =$	$24 \div 8 =$	$27 \div 9 =$	$72 \div 8 =$
$56 \div 8 =$	$2 \div 1 =$	$8 \div 8 =$	$12 \div 3 =$
$4 \div 1 =$	$20 \div 5 =$	$15 \div 5 =$	$10 \div 2 =$
$45 \div 5 =$	$16 \div 8 =$	$32 \div 4 =$	$18 \div 9 =$

Directions: Read the text, and answer the questions.

> A barter system is an old way of trading. People traded services or goods for other services and goods. It's a system of give and take. There is little or no money involved. Bartering requires trust.
>
> Bartering was helpful to the early pioneers. All their goods were made or grown at home. They bartered with their neighbors for items they needed but didn't have. They could bring their crops to the local market and trade for something they couldn't produce themselves.
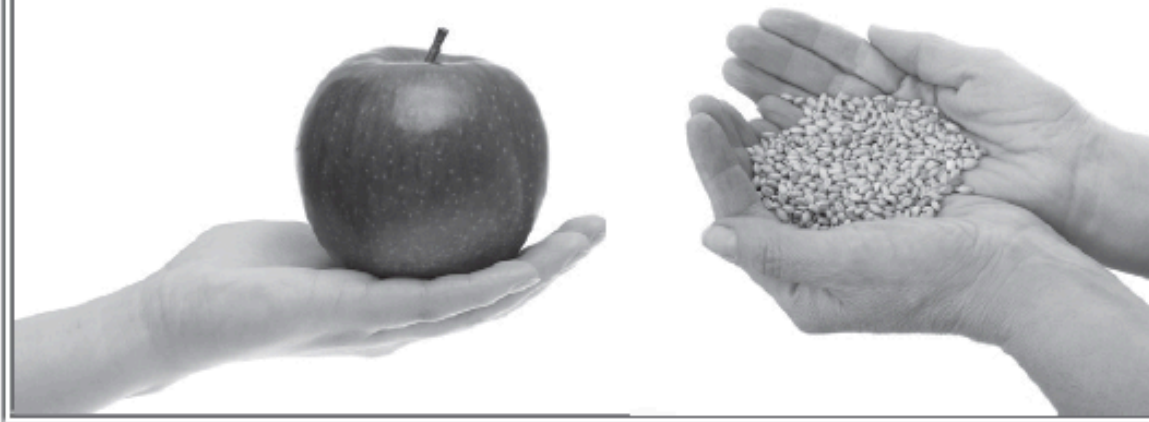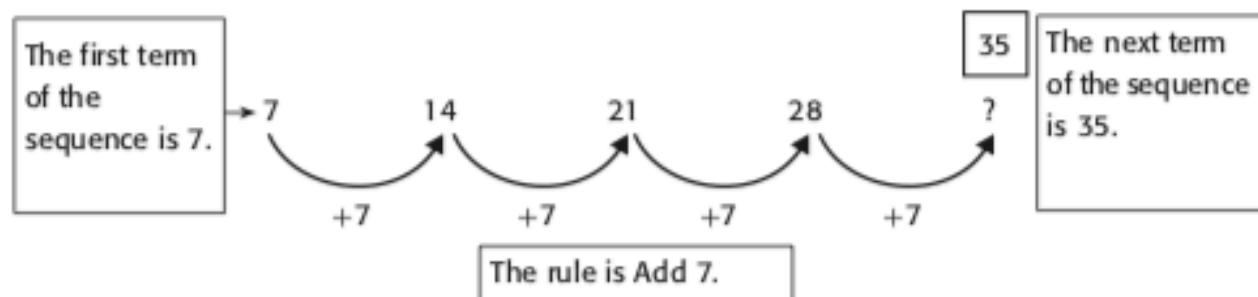

1. Which is NOT an example of bartering?
   a. trading a cookie for a chocolate bar
   b. borrowing a pencil
   c. trading a hat for a pair of mittens
   d. cleaning your room for extra computer time

2. Why was bartering helpful to the early pioneers?
   a. They needed money to buy what they needed.
   b. They didn't need money to get what they needed.
   c. They could take the items they needed.
   d. They could borrow the items they needed.

3. What do you need to make bartering successful?
   a. money
   b. a house
   c. a family
   d. trust

Lesson 3   Reteach

Sequences

A **sequence** is a pattern made up of numbers. Each number in a sequence is called a **term.** Look at the sequence below. What would the next term be?

| The first term of the sequence is 7. | 7 | 14 | 21 | 28 | ? | 35 | The next term of the sequence is 35. |

+7   +7   +7   +7

The rule is Add 7.

Extend each sequence by 2 terms.

1. Rule: Add 4

Sequence: 11, 15, _____, _____

2. Rule: Subtract 3

Sequence: 45, 42, _____, _____

3. Rule: Divide by 3

Sequence: 270, 90, _____, _____

4. Rule: Add 8

Sequence: 5, 13, _____, _____

5. Rule: Multiply by 2

Sequence: 4, 8, _____, _____

6. Rule: Subtract 10

Sequence: 75, 65, _____, _____

7. Rule: Add 6

Sequence: 50, 56, _____, _____

8. Rule: Multiply by 3

Sequence: 1, 3, _____, _____

Name

A. Write the pronoun that can replace the underlined word or words in each sentence.

1. The dog led the police to the suspect. _____

2. My sister told my brother to walk the dog. _____

3. Sally and her friend tried to give the cat a bath. _____

4. Fido had the ball in his mouth, but he wouldn't give the ball to me. _____

5. Edgar and I took his dog around the lake. He and I were both tired afterward. _____

6. If the cats don't stop scratching the couch, we'll have to keep the cats outside. _____

7. We saw our neighbors across the street. _____

8. I told my sister not to pet the cat. _____

B. Write the correct pronouns to complete these sentences.

9. I bought my cats some catnip, but _____ didn't like it.

10. Last year Bruiser was only a puppy, and now _____ weighs 100 pounds.

11. My sister didn't believe me when _____ told her how mean the dogcatcher was.

12. The Ungers' cat has lived with _____ for 16 years.

13. My friend Mary has both a dog and a cat, and _____ loves them both equally.

14. Gertrude has grown up and become a vet. Her family is proud of _____ .

15. We brought our cat Jane to the beach, but _____ stayed in the cage.

16. The dog has lived with _____ for many years.

1.

Factors
75:
77:
81:
90:
97:

2. Round **340,981** to the nearest...

100: _____

1,000: _____

10,000: _____

3.

$10 \times 10 = 100$

_____ $\times\ 10 = 1{,}000$

$100 \times$ _____ $= 10{,}000$

$100 \times$ _____ $= 1{,}000{,}000$

4. Complete the table.

Rule: _____

_____

IN	OUT
24	19
	15
16	11
	7

5. Define an equilateral triangle:

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1. Solve. Shade in to represent.

$\dfrac{6}{10} = \dfrac{\square}{5}$

2. Solve. Shade in to represent.

$\dfrac{11}{12} + \dfrac{5}{12} =$

3.

```
    5 9              3 9
  × 7 9            × 7 3
  _____          _____
+                +
  _____          _____
```

4. Commutative Property: Complete the problem.

$5 \times 8 =$ _____ $\times\ 5$

_____ = _____

5. Solve and show your work.

Layla bought 7 times as many pears as she did peaches. If she bought 9 peaches, how many pears did she buy?

Lesson 7 Enrich

Subtract Across Zeros

1. In 2001, Yosemite National Park introduced several new energy projects. How many years had passed since the park first became protected as public land in 1864?

   _____

2. The Space Needle in Seattle weighs 3,700 tons. The system that turns the top of the needle weighs 125 tons. What would the Space Needle weigh without the turning system?

   _____

3. In 1937, the first car drove across the Golden Gate Bridge. In 1985, the billionth car drove across the Golden Gate Bridge. How long did it take for one billion cars to cross the Golden Gate Bridge?

   _____

4. The United States accepted the Statue of Liberty as a gift from France in 1886. How many years old was the Statue of Liberty in 2010?

   _____

5. The Liberty Bell weighs about 2,100 pounds. Its clapper weighs about 45 pounds. How much more does the bell weigh than the clapper?

   _____