

## Week 5 Packet for Mr. Foxworth and Mrs. Leles

Student Name: \_\_\_\_\_ # \_\_\_\_\_

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

Monday May 18	Math: Division (A) Read the selection about service animals. 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 19	Math: Multiply and Divide (A) Answer the 3 questions on the “Tuesday: Key Craft and Structure” half page activity. Please use complete sentences. Phonics: Changing y to i Read 30 min. in a book of your choice and record on the Reading Log.
Wednesday May 20	Math: 2-Digit by 2-Digit Multiplication (A) Answer the 2 questions on the “Wednesday: Integration of Knowledge and Ideas” half page activity. Please use complete sentences. Social Studies: Railroad worksheet Read 30 min. in a book of your choice and record on the Reading Log.
Thursday May 21	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 23	Math: Mixed Review Worksheet 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 summer, 4<sup>th</sup> 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.

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## Division (A)

Find each quotient and the remainder.

$$6 \overline{)1486}$$

$$8 \overline{)8006}$$

$$8 \overline{)4106}$$

$$1 \overline{)7080}$$

$$5 \overline{)1825}$$

$$6 \overline{)9309}$$

$$9 \overline{)1876}$$

$$9 \overline{)2061}$$

$$9 \overline{)5731}$$

$$7 \overline{)3636}$$

$$6 \overline{)4681}$$

$$1 \overline{)2216}$$

**disabilities** – conditions that limit people's ability to do things, such as moving, sensing, or thinking

**discrimination** – unfair treatment of a person or group based on race, gender, or other differences

**mobility** – the ability to move around easily and quickly

**distractions** – things that make it hard to think clearly or pay attention

Ten-year-old Joshua was born blind. Joshua has a special friend named Simon who helps him get around safely. Simon is Joshua's service dog. While Simon is a great companion, he's not a pet. He has been taught by human trainers to keep Joshua safe from traffic and other dangers. Simon also helps Joshua move around. He guides Joshua to avoid objects and lets him know about curbs and steps.

Animals help people in many different ways. However, service animals offer special kinds of help. What exactly are service animals? What kinds of jobs do they do? What kinds of animals can be service animals?

According to the US Department of Justice (DOJ), "Service animals are defined as dogs that are individually trained to do work or perform tasks for people with **disabilities**." The DOJ is involved with service animals because of the Americans with Disabilities Act (ADA). This law, which was passed in 1990, forbids "**discrimination** against individuals with

disabilities in all areas of public life." These areas include "jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else." New US rules passed in 2010 have added miniature ("mini") horses to the list of service animals. These animals can be in public places with their handler, even if other animals are not allowed.



Guidelines in some US states allow service animals besides dogs and mini horses. Outside the United States, rules about service animals differ from country to country.

Service animals are trained to help people with disabilities live more independent lives. Guide animals, like Simon, help people who are blind or have low vision. Hearing animals help people who are deaf or hard of hearing. Other service animals may help

wheelchair users or people who have other **mobility** challenges. In addition, people with certain other conditions may benefit from the help of a service animal. These conditions include seizures, allergies, and autism. A service animal helps and lives with one person.

Most any breed of dog can become a service dog. However, some breeds are better suited for this work than others. German shepherds and Labrador and



**A service dog opens a door for a wheelchair user.**




















golden retrievers are the most common breeds.

It may take two years of training before a service dog is ready to be placed with a person. These dogs are trained to pay close attention to their handler. They learn to tune out **distractions**. They also learn to perform special tasks related to the help their handler needs. They are never out of control. A special vest lets people know that these dogs are service animals and should not be petted. The training time for mini horses varies with the kind of service they will provide. Once a person and a service animal are matched, the person learns to work with and care for the animal.

Service animals are just one type of assistance animal. The following are *not* the same as service animals.



- Therapy animals are trained to help people other than their handler. They provide comfort and support to people in hospitals, schools, nursing homes, and other places.
- Comfort animals are also called emotional support animals. They provide affection and companionship to people with mental or emotional disabilities. They do not receive special training. A letter from a doctor is often required for a person to take a comfort animal into certain public places.
- Companion animals are pets. They are kept for companionship and are not always well trained.

		Service Animals	Therapy Animals	Comfort Animals
	Covered by ADA; can bring animal into public places			
	Must be able to deal with many different settings			
	May live with owner, even if the place has a "no pets" policy			
	Main purpose is comfort and companionship			
	Trained to help just one person			
	Provides comfort to many people			

Service animals are wonderful companions—and so much more. They help many people with disabilities deal with the challenges of everyday life. They provide comfort and build confidence. They also save lives. For many people, being partnered with a service animal is truly life-changing.

MONDAY: KEY IDEAS AND DETAILS

1 According to the article, what kinds of training do service dogs receive before they are matched with a person? **RI.4.1**

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2 Summarize the article from beginning to end in a few sentences. **RI.4.2**

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3 According to the article, what happened as a result of the Americans with Disabilities Act? **RI.4.3**

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TUESDAY: KEY CRAFT AND STRUCTURE

1 What does the word **distractions** mean? How is this word relevant to the topic of the article? **RI.4.4**

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2 How is the information in the article organized? **RI.4.5**

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3 How do the ADA quotations in paragraph 3 relate to service animals? **RI.4.6**

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WEDNESDAY: INTEGRATION OF KNOWLEDGE AND IDEAS

- 1** Name something you learned from the graphic that wasn't discussed in the article. **RI.4.7**

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- 2** What evidence in the article supports the author's claim that service animals help disabled people live more independent lives? **RI.4.8**

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THURSDAY: MIXED SKILLS PRACTICE

- 1** Why does the article mention miniature horses? **RI.4.1**

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- 2** Which breeds of dogs most commonly become service dogs? Why do you think this is so? **RI.4.1**

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- 3** Which kind of assistance animal is right for providing comfort to people in a homeless shelter? How do you know? **RI.4.7**

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Multiply and Divide (A)

Find each product or quotient.

4	8	5	80	2	2	9	100	30	1
$\times 1$	$\times 2$	$\div 5$	$\div 10$	$\times 4$	$\times 10$	$\div 9$	$\div 10$	$\div 10$	$\times 4$

3	9	5	72	6	24	18	9	10	4
$\times 4$	$\times 6$	$\times 2$	$\div 9$	$\times 10$	$\div 8$	$\div 3$	$\div 9$	$\times 10$	$\times 10$

2	8	1	81	6	4	60	20	5	20
$\times 2$	$\times 10$	$\times 1$	$\div 9$	$\div 2$	$\times 3$	$\div 6$	$\div 10$	$\div 5$	$\div 2$

16	2	6	8	45	25	36	5	8	3
$\div 2$	$\div 2$	$\div 2$	$\times 3$	$\div 5$	$\div 5$	$\div 9$	$\times 9$	$\times 1$	$\times 10$

3	1	32	45	8	6	10	10	12	6
$\times 3$	$\times 7$	$\div 8$	$\div 5$	$\times 5$	$\times 6$	$\times 1$	$\times 7$	$\div 6$	$\div 2$

8	18	2	3	6	24	7	45	56	8
$\times 7$	$\div 6$	$\times 9$	$\times 10$	$\div 6$	$\div 6$	$\div 1$	$\div 9$	$\div 7$	$\div 2$

40	16	9	1	12	32	36	36	9	7
$\div 10$	$\div 4$	$\times 9$	$\times 2$	$\div 4$	$\div 8$	$\div 4$	$\div 4$	$\times 4$	$\times 10$

2	36	5	4	28	1	56	5	3	45
$\times 4$	$\div 4$	$\div 1$	$\times 2$	$\div 4$	$\times 2$	$\div 7$	$\times 8$	$\times 8$	$\div 5$

8	24	4	3	3	3	9	63	40	6
$\div 8$	$\div 6$	$\times 4$	$\times 9$	$\times 1$	$\times 3$	$\times 7$	$\div 7$	$\div 8$	$\times 2$

2	8	6	8	5	60	2	2	36	45
$\times 4$	$\times 5$	$\times 2$	$\times 3$	$\times 2$	$\div 6$	$\times 1$	$\times 6$	$\div 6$	$\div 9$

Name \_\_\_\_\_

When words end in a consonant + *y*, you do two things to add endings like **-er** or **-ed**. First you change the *y* to *i*. Then you add the ending.

Change *y* to *i* and add the indicated ending to each word.  
Then write the new word in the blank.

lazy + er 1. \_\_\_\_\_

reply + ed 2. \_\_\_\_\_

worry + es 3. \_\_\_\_\_

happy + est 4. \_\_\_\_\_

empty + er 5. \_\_\_\_\_

family + es 6. \_\_\_\_\_

dizzy + est 7. \_\_\_\_\_

funny + er 8. \_\_\_\_\_

Follow the model and write four more words.

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_



## 2-Digit by 2-Digit Multiplication (A)

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

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

Calculate each product.

$$\begin{array}{r} 44 \\ \times 46 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ \times 19 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 49 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ \times 90 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ \times 55 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 63 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ \times 41 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \times 56 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ \times 88 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ \times 84 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ \times 25 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \times 57 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ \times 51 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ \times 45 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ \times 92 \\ \hline \end{array}$$

Score:    /20

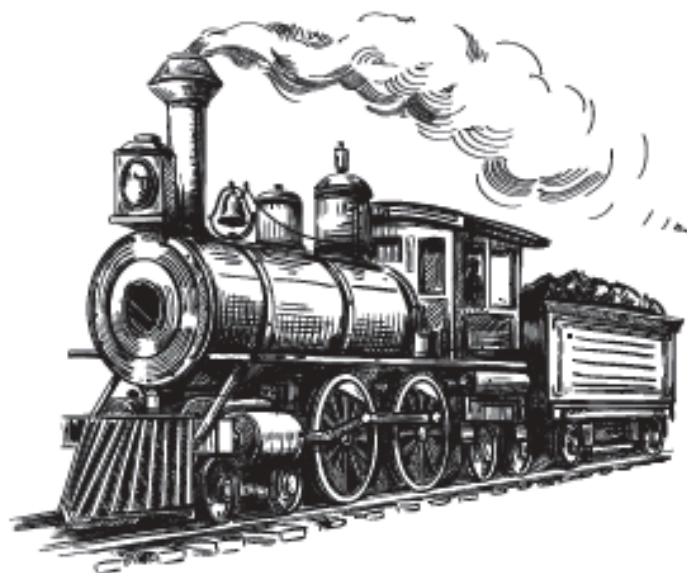
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and answer the questions.

Canals, roads, and railroad lines opened trade routes in the West. Settlers now had ways to get to a larger market for goods. They could grow crops and sell them for cash.

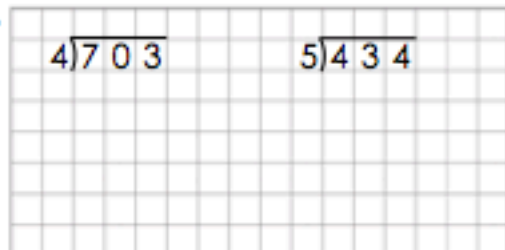
In the East, new inventions allowed factories to grow. Some people chose to work in the factories. These people then had incomes. That means they earned money for the work. They could use their income to buy things they needed and wanted.

Many merchants took advantage of the railroad lines. They traveled to the West and set up stores. They made money by bringing goods closer to the farmers.



1. Based on the text, what helped the settlers get to larger markets?
  - a. Merchants had goods to sell.
  - b. Factories had new inventions.
  - c. Canals, roads, and railroad lines opened trade routes.
  - d. The settlers grew crops for services.
2. What is an income?
  - a. The money you get paid for doing a job.
  - b. A new invention that is worth a lot of money.
  - c. Goods bought by the farmers.
  - d. Merchants who took advantage of the railroad lines.
3. What can people do with income? Circle all that apply.
  - a. They can buy eggs, butter, and bread.
  - b. They can buy shirts, hats, and shoes.
  - c. They can buy cows, pigs, and horses.
  - d. all the above

1.



2. Compare the numbers.

$$309,865 \bigcirc 320,033$$

$$728,926 \bigcirc 727,954$$

3.

$$\begin{array}{r} 208,738 \\ + 101,837 \\ \hline \end{array}$$

$$\begin{array}{r} 300,123 \\ - 37,999 \\ \hline \end{array}$$

4. Rewrite and solve.

$$4,079 - 2,192 =$$

5.

2,412,006

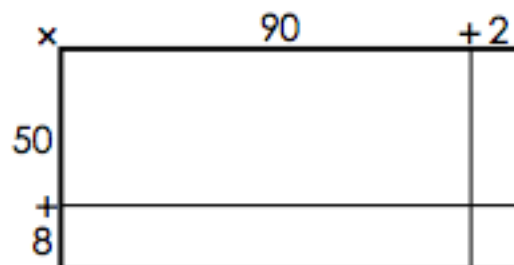
Word Form:

Expanded Form:

1. Solve. Shade in to represent.



2. Solve. Shade in to represent.

3. Solve  $58 \times 92$ 

Answer = \_\_\_\_\_

4. Associative Property:

Complete the problem.

$$2 \times (4 \times 10) = (2 \times \underline{\quad}) \times 10$$

$$2 \times \underline{\quad} = \underline{\quad} \times 10$$

$$\underline{\quad} = \underline{\quad}$$

5. Solve and show your work.

Jose has 4 times as many books as his brother. His brother has 15 books. How many books does Jose have?



1. **Factors**

79:

84:

89:

93:

98:

2. Round **876,289** to the nearest...

100: \_\_\_\_\_

1,000: \_\_\_\_\_

10,000: \_\_\_\_\_

3.  $90 \div 9 = 10$

\_\_\_\_\_  $\div 10 = 90$

$9,000 \div \text{_____} = 100$

$90,000 \div \text{_____} = 900$

4. Complete the table.

pt.	oz.
1	16
2	32
3	

Rule: \_\_\_\_\_

\_\_\_\_\_

5. Write **3,247,819** in expanded form.

1. Solve. Shade in to represent.

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

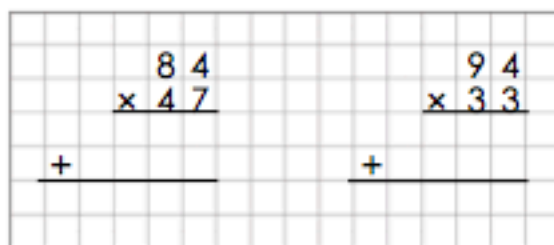


2. Solve. Shade in to represent.

$\frac{8}{12} + \frac{10}{12} =$



3.



4. Distributive Property:  
Complete the problem.

$6 \times 47 = (6 \times \text{_____}) + (6 \times \text{_____})$

$6 \times 47 = \text{_____} + \text{_____}$

$6 \times 47 = \text{_____}$

5. Solve and show your work.

There were 54 cookies on the counter. That is 3 times the number of cookies in the oven. How many cookies are in the oven?