

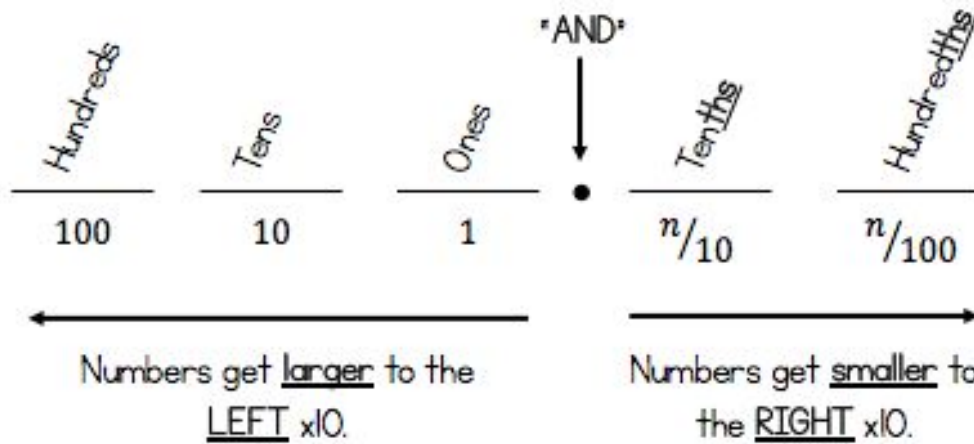
Distance Learning
Fourth Grade
Week 4

Week 4 Planner

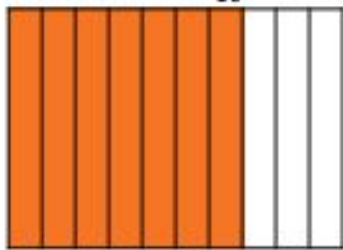
5/11-5/15	Monday	Tuesday	Wednesday	Thursday	Friday
Math: I can relate fractions to decimals	<ul style="list-style-type: none"> - Fractions to decimals sheet -Practice multiplication facts for 5 min - Practice division facts for 5 min - Math game or MobyMax/Prodigy 	<ul style="list-style-type: none"> -find the error decimals -Practice multiplication facts for 5 min -Practice division facts for 5 min -Math game or MobyMax/Prodigy 	<ul style="list-style-type: none"> -decimal power problems -Practice multiplication facts for 5 min -Practice division facts for 5 min -Math game or MobyMax/Prodigy 	<ul style="list-style-type: none"> -Mystery Picture with tenths - Practice multiplication facts for 5 min - Practice division facts - 5 min - Math game or MobyMax/Prodigy 	<ul style="list-style-type: none"> -Decimal Review - Practice multiplication facts for 5 min - Practice division facts for 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	<ul style="list-style-type: none"> -Reread sources "Can Animals Talk?" and "Sneaky Animal Signals" - Read 20-30 free choice 	<ul style="list-style-type: none"> -Ace outline for question #3 for animal sources - Read 20-30 free choice 	<ul style="list-style-type: none"> - Ace paragraph for #3 - Read 20-30 free choice 	<ul style="list-style-type: none"> - Read 20-30 free choice 	<ul style="list-style-type: none"> - Read 20-30 free choice
Writing: I can write an informational essay citing sources to explain my reasoning	Revise your rough draft	Rainbow edit your rough draft	Write Final Draft of informational article on how animals talk to other animals	Continue to complete Final Draft	Finish Final Draft
Science: I can describe how earthquakes affect earth's landforms	Throughout this week, complete the article series from earthquakes from Readworks.org		Mystery Science How do earthquakes happen?		

Decimals

A decimal is a number that represents a piece of a whole shown with a decimal point (•) and place values to the right of the decimal point.

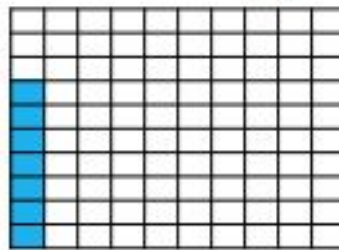


seven tenths = $\frac{7}{10} = 0.7$



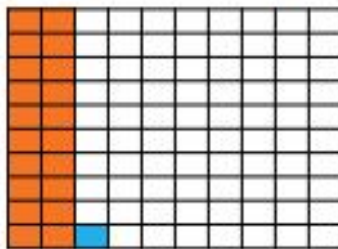
tenths 10 - one zero → one place value

seven hundredths = $\frac{7}{100} = 0.07$



hundredths 100 - two zeroes → two place values

twenty-one hundredths = $\frac{21}{100} = 0.21$



0.21
 ↙ ↘
 2 tenths 1 hundredth

More Examples:

sixty-seven hundredths = 0.67

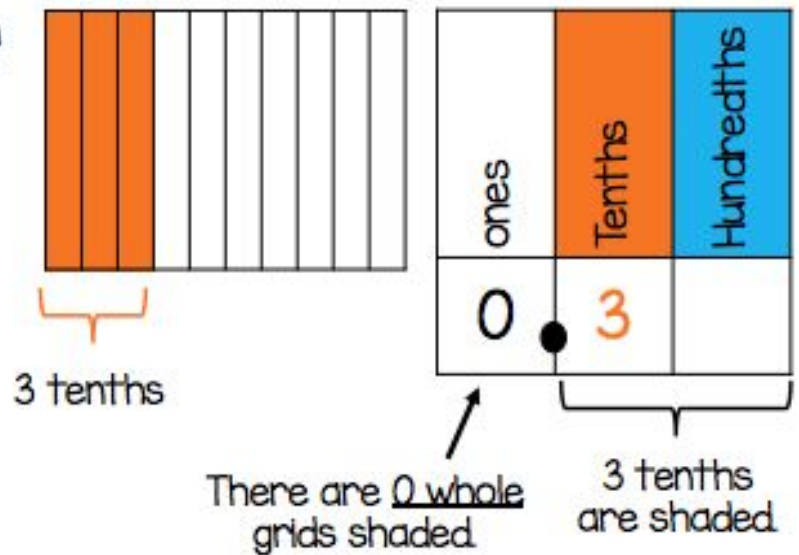
eight tenths = 0.8

six hundredths = 0.06

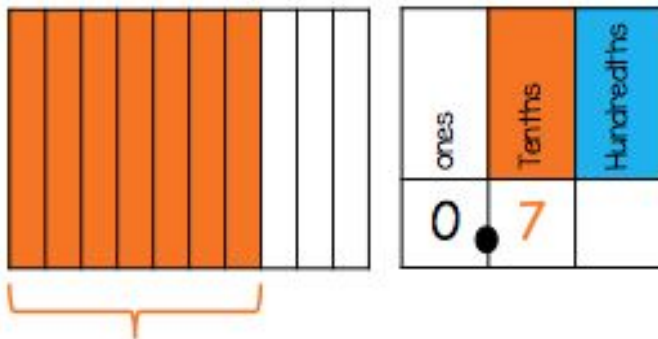
Decimals - Tenths

Model and write *three out of ten* as a decimal. Three tenths of the model is shaded.

- As a fraction, this is $\frac{3}{10}$.
- In words, this is three tenths.
- This is the same as 0.3

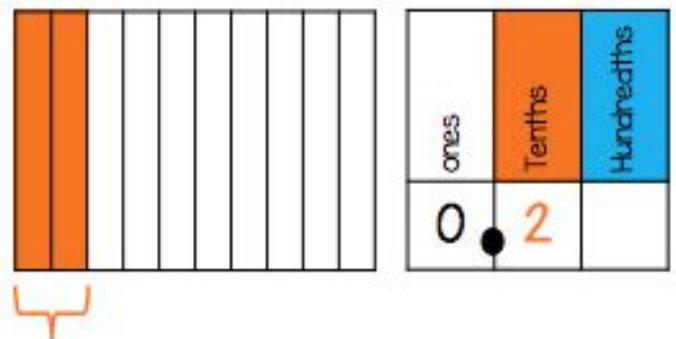


EXAMPLE 1: seven tenths



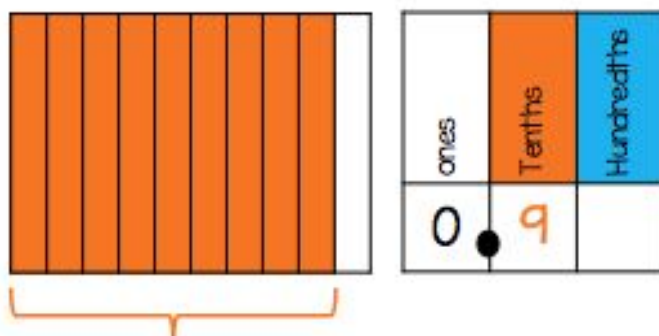
$$7 \text{ tenths} = \frac{7}{10} = 0.7$$

EXAMPLE 2: two out of ten



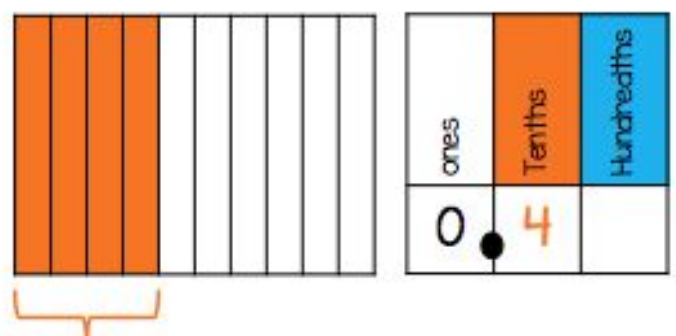
$$2 \text{ tenths} = \frac{2}{10} = 0.2$$

EXAMPLE 3: use words to describe 0.9



0.9 is nine out of ten, or 9 tenths.

EXAMPLE 4: Use words to describe 0.4

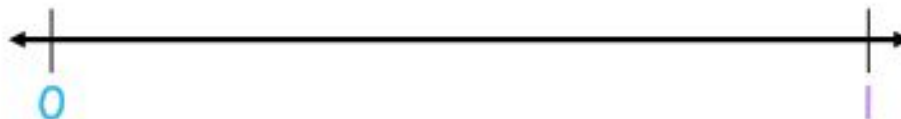


0.4 is four out of ten, or 4 tenths.

Decimals on a Number Line - Tenths

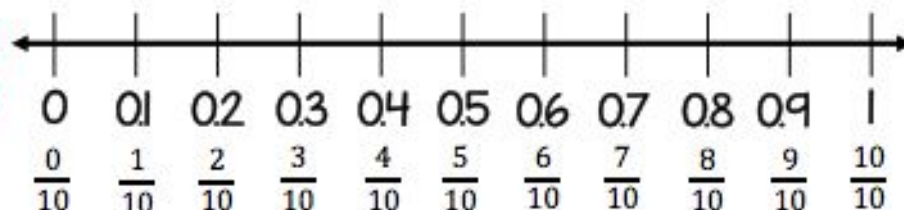
EXAMPLE 1: Label 0.6 on a number line.

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



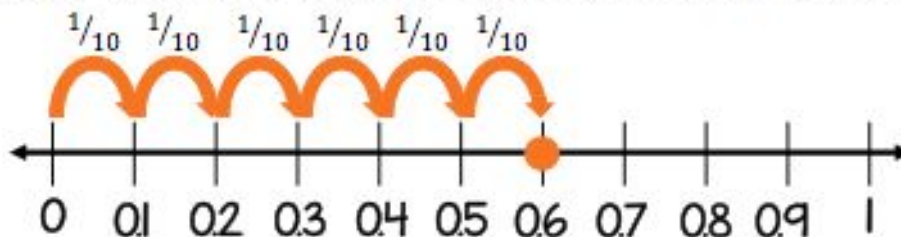
Step 2: **Partition** (divide) your number line.

Think:
The "6" in 0.6 is in the tenths place. So 0.6 is the same as $\frac{6}{10}$. That means I should partition each whole into 10 parts.



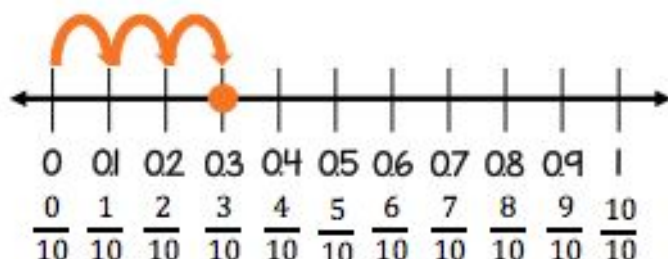
Step 3: **Label the decimal** on the number line by counting the spaces between the tick marks.

Remember: there are 10 parts in each whole, so each space is 0.1 or $\frac{1}{10}$.



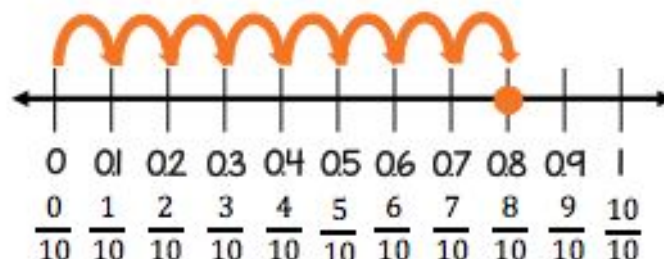
EXAMPLE 2: Label 0.3 on a number line.

Think: 0.3 is the same as $\frac{3}{10}$. That means I should partition each whole into 10 parts.



EXAMPLE 3: Label 0.8 on a number line.

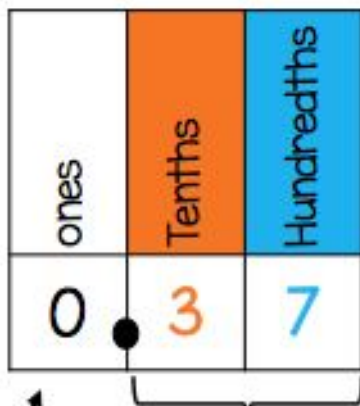
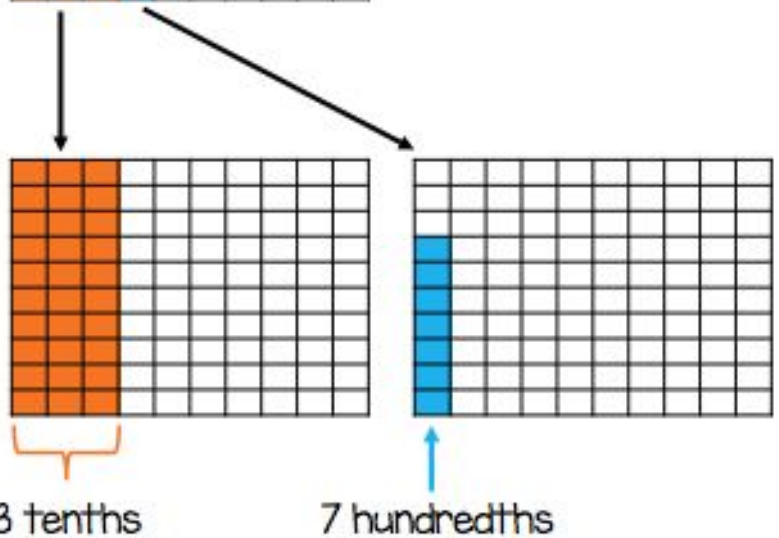
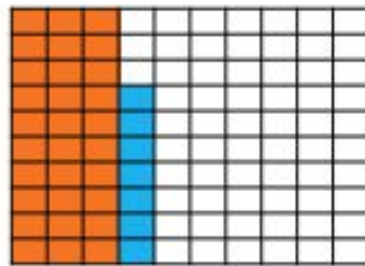
Think: 0.8 is the same as $\frac{8}{10}$. That means I should partition each whole into 10 parts.



Decimals - Hundredths

There are 37 squares shaded out of a total of 100 squares.

- As a fraction, this is $\frac{37}{100}$.
- In words, this is thirty-seven hundredths.
- This is the same as 3 tenths and 7 hundredths.

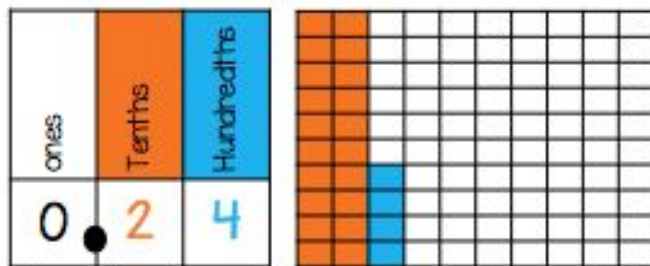


There are 0 whole grids shaded.

37 hundredths is 3 tenths and 7 hundredths.

EXAMPLE 1: 24 out of 100

- As a fraction, this is $\frac{24}{100}$.
- In words, this is twenty-four hundredths.
- This is the same as 2 tenths and 4 hundredths.

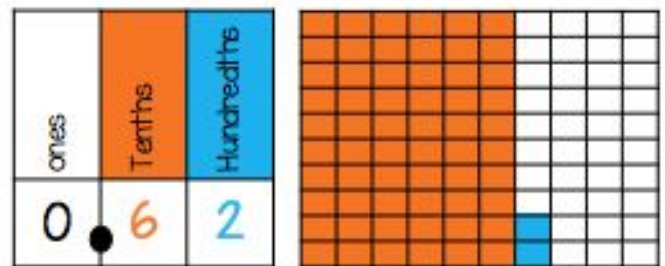


There are 0 whole grids shaded.

24 hundredths is 2 tenths and 4 hundredths.

EXAMPLE 2: 62 out of 100

- As a fraction, this is $\frac{62}{100}$.
- In words, this is sixty-two hundredths.
- This is the same as 6 tenths and 2 hundredths.



There are 0 whole grids shaded.

62 hundredths is 6 tenths and 2 hundredths.

Decimals on a Number Line - Hundredths

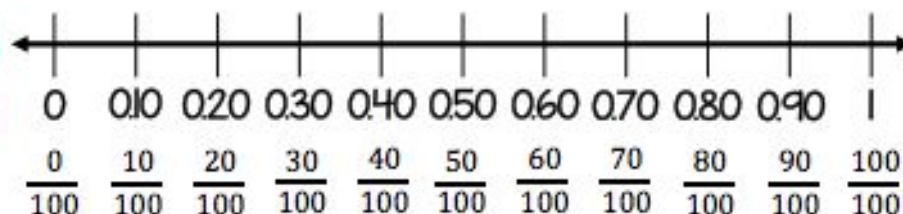
EXAMPLE 1: Label 0.45 on a number line.

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



Step 2: **Partition** (divide) your number line.

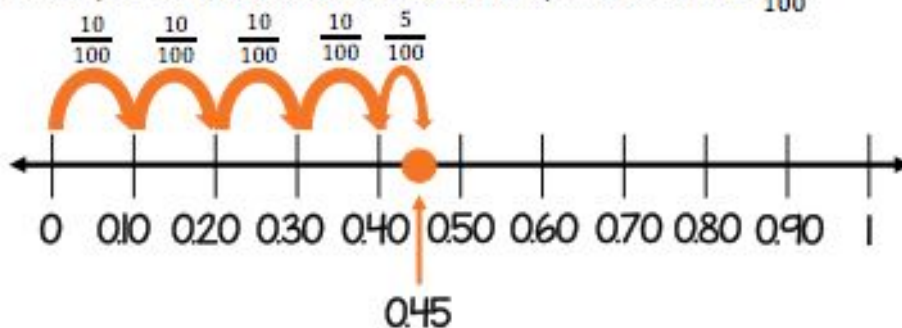
Think:
I know that $\frac{1}{10}$ is the same as $\frac{10}{100}$. I need ten $\frac{10}{100}$ to make one whole. That means I should partition each whole into **10 parts**.



Step 3: **Label the decimal** on the number line by counting the spaces between the tick marks.

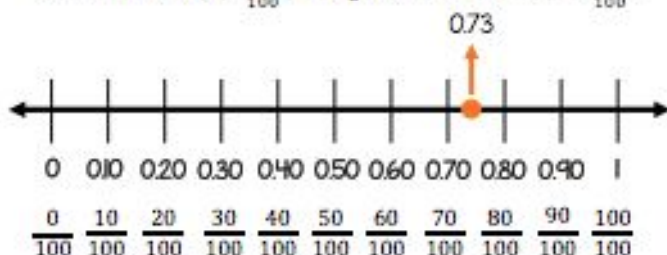
Remember: there are 10 parts in each whole, so each space is 0.10 or $\frac{10}{100}$.

Think:
0.45 is 45 hundredths, or 45 out of 100. So 0.45 is the same as $\frac{45}{100}$. That is halfway between $\frac{40}{100}$ and $\frac{50}{100}$, or between 0.40 and 0.50.



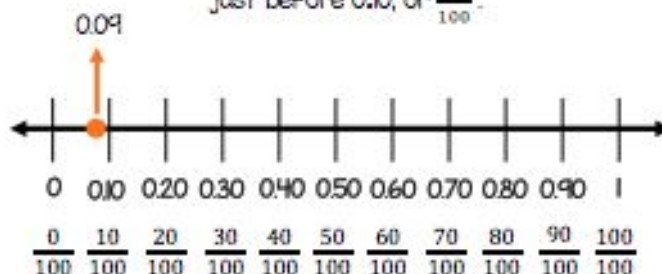
EXAMPLE 2: Label 0.73 on a number line.

Think: 0.73 is the same as $\frac{73}{100}$. That means it will be less than 0.80, or $\frac{80}{100}$, but greater than 0.70, or $\frac{70}{100}$.



EXAMPLE 3: Label 0.09 on a number line.

Think: 0.09 is the same as $\frac{9}{100}$. That means it will be just before 0.10, or $\frac{10}{100}$.



Real Life Connection - Decimals and Money

There are 100 cents in each dollar bill (\$1.00).



A quarter has a value of 25 cents.
 This is 25 out of 100 cents, which can
 be written as $\frac{25}{100}$ or \$0.25

A dime has a value of 10 cents.

This is 10 out of 100 cents, which can
 be written as $\frac{10}{100}$ or \$0.10



A nickel has a value of 5 cents.
 This is 5 out of 100 cents, which can
 be written as $\frac{5}{100}$ or \$0.05

A penny has a value of 1 cent.

This is 1 out of 100 cents, which can
 be written as $\frac{1}{100}$ or \$0.01



Write a decimal for each part of a dollar shown.

EXAMPLE 1



$25 + 15 + 1 = 41$ cents
 41 cents is 41 out of 100,
 or \$0.41

EXAMPLE 2

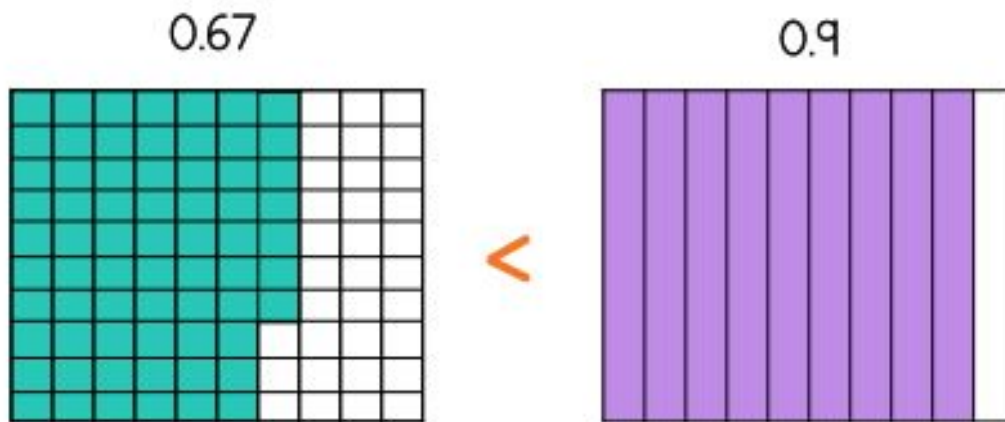


$60 + 10 + 3 = 73$ cents
 73 cents is 73 out of 100,
 or \$0.73

Comparing Decimals

1) Use a model

$$0.67 < 0.9$$



2) Use place value

Compare from the highest to lowest place value: ones → tenths → hundredths

$$1.53 > 0.76$$

Ones	Tenths	Hundredths
1	5	3
0	7	6

$$1.2 = 1.20$$

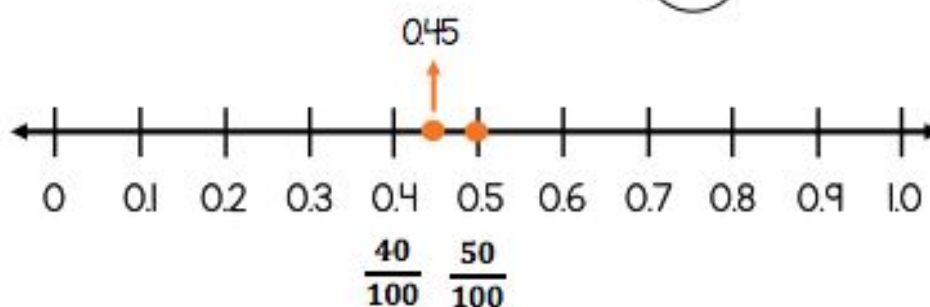
Ones ✓	Tenths ✓	Hundredths
1	2	0
1	2	0

$$1.09 < 1.90$$

Ones ✓	Tenths	Hundredths
1	0	9
1	9	0

3) Use a number line

$$0.5 > 0.45$$



DECIMALS AND FRACTIONS

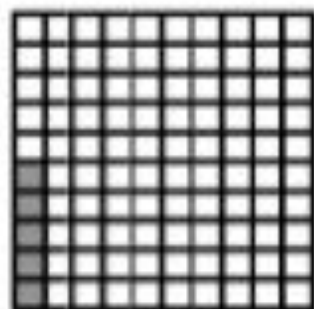
LEVEL 1

Name: _____ Date: _____

Read the directions to complete the tasks in each box.

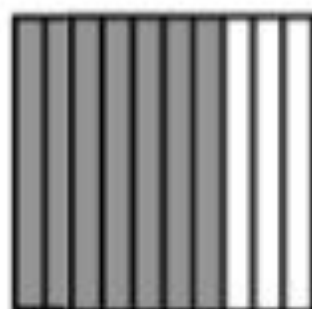
1. Rewrite the fraction as a decimal. Use the model to help you.

$$\frac{5}{100}$$



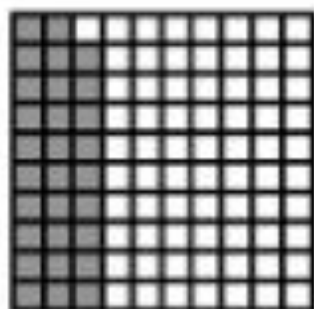
2. Rewrite the fraction as a decimal. Use the model to help you.

$$\frac{7}{10}$$



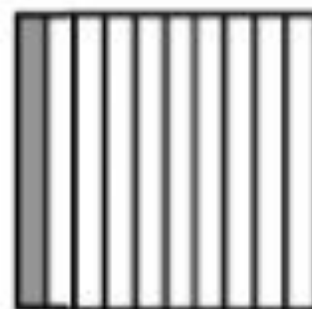
3. Rewrite the decimal as a fraction. Use the model to help you.

0.29



4. Rewrite the decimal as a fraction. Use the model to help you.

0.1



DECIMALS AND FRACTIONS

LEVEL 2

Name: _____ Date: _____

Read the directions to complete the tasks in each box.

1. Write each fraction as a decimal.

A.) $\frac{2}{10}$

B.) $\frac{92}{100}$

C.) $\frac{1}{100}$

2. Write each decimal as a fraction.

A.) 0.75

B.) 0.9

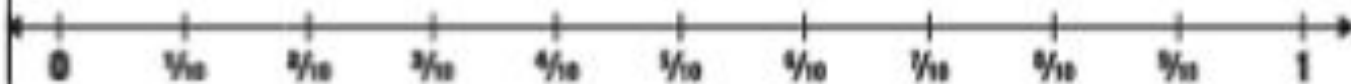
C.) eight hundredths

3. Write the following decimals as fractions. Then, find their approximate locations on the number line, and plot them.

A.) 0.63

B.) 0.89

C.) 0.18



4.NF.6

Find the Error

Name: _____ Date: _____

Directions: Analyze the student's work and answer shown below. Identify the error. Then correctly answer the question.

Write 0.07 into a fraction.

$$\frac{7}{10}$$

What did the student do wrong? Why do you think the student made this error?

Solve the problem correctly. Show all of your work.

Find the Error

Name: _____ Date: _____

Directions: Analyze the student's work and answer shown below. Identify the error. Then correctly answer the question.

Write 0.19 as a fraction.

$$1 \frac{9}{100}$$

What did the student do wrong? Why do you think the student made this error?

Solve the problem correctly. Show all of your work.

Find the Error

Name: _____ Date: _____

Directions: Analyze the student's work and answer shown below. Identify the error. Then correctly answer the question.

Compare the decimals using $<$, $>$, or $=$: 3.59 ____ 3.6

$3.59 > 3.6$ because 59 is more than 6.

What did the student do wrong? Why do you think the student made this error?

Solve the problem correctly. Explain your thinking.

Find the Error

Name: _____ Date: _____

Directions: Analyze the student's work and answer shown below. Identify the error. Then correctly answer the question.

Compare the decimals using $<$, $>$, or $=$: 17.5 _____ 17.05

$$17.5 = 17.05$$

What did the student do wrong? Why do you think the student made this error?

Solve the problem correctly. Explain your thinking.

Name:



POWER
PROBLEM
4.NF.5

A contemporary artist is creating a piece of art for his art show. $\frac{3}{10}$ of his painting is blue, $\frac{17}{100}$ is red, and 0.2 is black. The rest of his painting is yellow. Write a fraction that represents how much of his painting is yellow.

..



Name:



**POWER
PROBLEM
4.NF.5**

Select true or false for each statement:

- | | | |
|---------------------------------------|-------------------------------|--------------------------------|
| a.) $3/10$ is equivalent to 0.03 | <input type="checkbox"/> True | <input type="checkbox"/> False |
| b.) 1.23 is equivalent to $123/100$ | <input type="checkbox"/> True | <input type="checkbox"/> False |
| c.) 0.50 is equivalent to $5/100$ | <input type="checkbox"/> True | <input type="checkbox"/> False |
| d.) 0.7 is equivalent to $7/100$ | <input type="checkbox"/> True | <input type="checkbox"/> False |
| e.) 0.09 is equivalent to $9/10$ | <input type="checkbox"/> True | <input type="checkbox"/> False |



Name:



POWER
PROBLEM
4.NF.6

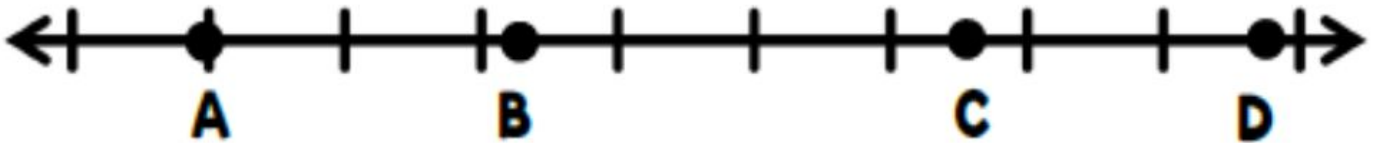
Create a number line showing the following numbers: 0.6, $\frac{20}{100}$, 0.09, and $\frac{3}{4}$.

Name:



**POWER
PROBLEM
4.NF.6**

Identify the fraction/decimal each point is referencing.



Emoji MYSTERY Picture #2

Convert each fraction to a decimal. Color each decimal to reveal the emoji!

purple: $\frac{2}{10} = \text{----}$ $\frac{6}{10} = \text{----}$ $\frac{1}{10} = \text{----}$ black: $\frac{5}{10} = \text{----}$ $\frac{7}{10} = \text{----}$
 yellow: $\frac{3}{10} = \text{----}$ $\frac{8}{10} = \text{----}$ $\frac{4}{10} = \text{----}$ pink: $\frac{9}{10} = \text{----}$ $\frac{10}{10} = \text{----}$

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0.2	0.1	0.6	0.6	0.2	0.6	0.1	0.2	0.2	0.6	0.6	0.6	0.1	0.2	0.6
0.6	0.2	0.1	0.1	0.6	0.8	0.4	0.8	0.3	0.4	0.1	0.2	0.2	0.6	0.1
0.6	0.2	0.6	0.4	0.8	0.3	0.3	0.4	0.4	0.3	0.8	0.4	0.6	0.6	0.2
0.6	0.1	0.8	0.3	0.8	0.3	0.3	0.4	0.3	0.4	0.8	0.3	0.4	0.1	0.6
0.6	0.2	0.4	0.3	0.4	0.4	0.8	0.8	0.8	0.4	0.3	0.4	0.3	0.2	0.1
0.2	0.3	0.8	0.8	0.3	0.7	0.4	0.3	0.8	0.5	0.4	0.8	0.3	0.4	0.6
0.2	0.4	0.8	0.3	0.4	0.5	0.8	0.4	0.8	0.7	0.4	0.8	0.8	0.8	0.2
0.1	0.3	0.3	0.3	0.4	0.8	0.8	0.3	0.3	0.3	0.8	0.4	0.3	0.4	0.2
0.2	0.4	0.8	0.8	0.7	0.4	0.8	0.4	0.4	0.4	0.5	0.4	0.3	0.3	0.1
0.1	0.4	0.3	0.8	0.3	0.5	0.4	0.3	0.4	0.7	0.9	0.4	0.8	0.8	0.6
0.2	0.6	0.4	0.4	0.4	0.8	0.5	0.5	0.7	1.0	1.0	0.3	0.3	0.6	0.6
0.6	0.1	0.8	0.3	0.3	0.8	0.3	0.4	0.4	0.9	0.9	0.4	0.8	0.1	0.2
0.6	0.1	0.2	0.4	0.4	0.8	0.3	0.8	0.3	0.4	0.8	0.8	0.2	0.2	0.1
0.2	0.6	0.2	0.1	0.6	0.8	0.8	0.4	0.3	0.4	0.6	0.6	0.2	0.2	0.6
0.2	0.6	0.1	0.6	0.2	0.1	0.6	0.6	0.2	0.2	0.6	0.6	0.1	0.1	0.6

Name _____ Date _____

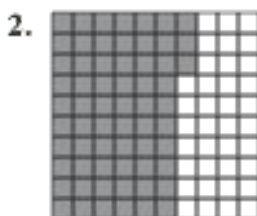
Chapter Test, Form 2B

Read each question carefully. Write the letter for your answers on the lines provided.

Use the model to write the shaded part as a decimal.



- A. 0.01 B. 0.1 C. 0.11 D. 0.9 1. _____



- F. 0.63 G. 0.60 H. 0.37 I. 0.36 2. _____

3. Which decimal represents the part of a dollar the coins show?



- A. 0.18 B. 0.28 C. 0.38 D. 0.48 3. _____

4. Write six tenths as a decimal.

- F. 6.0 G. 0.6 H. 0.16 I. 0.06 4. _____

5. Write ninety-five hundredths as a decimal.

- A. 95 B. 0.95 C. 0.905 D. 0.05 5. _____

6. Which number sentence is true?

- F. $0.09 = 0.9$ G. $0.6 > 0.63$ H. $0.72 < 0.27$ I. $0.8 = 0.80$ 6. _____

Add. Write the sum as a fraction and a decimal.

7. $\frac{2}{10} + \frac{6}{10} =$

- A. $\frac{4}{10}$; 0.4 B. $\frac{8}{100}$; 0.08 C. $\frac{8}{10}$; 0.08 D. $\frac{8}{10}$; 0.8 7. _____

Name _____ Date _____

Chapter Test, Form 2B *(continued)*

Read each question carefully. Write your answers on the lines provided.

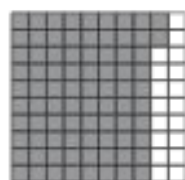
8. Rachel has 10 stickers. She gives 7 to her friend. What decimal shows the part of the stickers Rachel gave to her friend? 8. _____

A. 7 B. 0.7 C. 0.3 D. 0.07

9. Camden has 100 stuffed animals. Thirty-four are monkeys. What decimal shows the part of Camden's stuffed animals that are monkeys? 9. _____

F. 0.30 G. 0.34 H. 0.43 I. 43

10. Write a fraction and a decimal for the part of the model shaded.



10. _____

11. Sally walks 0.76 miles home from school. Jenny walks 0.74 miles home from school. Who walks farther? 11. _____

12. _____

12. List 0.65, 0.56, 0.6 in order from *least* to *greatest*.

For Exercises 13–15, use the following table.

Cost per Pound	
Vegetable	Cost (dollar)
Broccoli	0.25
Cauliflower	0.20
Green Beans	0.18
Snow Peas	0.32

13. _____

14. _____

15. _____

13. Which vegetable costs the most per pound? 16. _____

14. Which vegetable costs the least per pound? _____

15. Which costs more, cauliflower or broccoli? _____

16. Sara has 100 books. $\frac{36}{100}$ are biographies, $\frac{4}{10}$ are mysteries, and $\frac{24}{100}$ _____

are animal books. What part of her books are mysteries or animal books? Determine if there is extra or missing information. _____

Then solve. _____

Name _____

Games and Puzzles: Go Fish

Lesson
10-D

DIRECTIONS

- Choose one player to be the dealer.
- The dealer mixes up all the cards and gives you each 5 cards.
- The dealer places the remaining cards face down in a stack.
- Your goal is to match the decimal word with the decimal number. You might already have matches in your hand. When you have a match, place it beside you.
- Take turns going first. The first player looks at his or her cards and chooses one to match. Ask your partner for that card.
- If your partner *has* the match, he or she must give it to you. Lay down your match. Now, it's your partner's turn.
- If your partner *does not* have the match, he or she says, "Go Fish," and you draw another card. Then, it's your partner's turn.
- Continue to take turns.
- The player with the most matches, wins.

What You Need

- Go Fish Cards

Number of Players

2

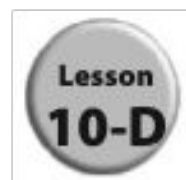
Example of a match:

one tenth

0.1

Name _____

Go Fish Cards



thirteen hundredths	fifty-two hundredths	0.07
four tenths	twenty-five hundredths	0.4
thirty-one hundredths	five hundredths	0.12
seven hundredths	four hundredths	0.04
seven tenths	0.31	0.05
twenty-one hundredths	0.7	0.52
twelve hundredths	0.21	0.25
eleven hundredths	0.13	0.11

Emoji MYSTERY Picture #4

Convert each decimal to a fraction. Color each fraction to reveal the emoji!

yellow: 0.3 = ____ 1.0 = ____ 0.7 = ____

orange: 0.4 = ____ 0.9 = ____ 0.2 = ____

pink: 0.5 = ____ 0.8 = ____ black: 0.6 = ____ 0.1 = ____

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$\frac{4}{10}$	$\frac{9}{10}$	$\frac{4}{10}$	$\frac{9}{10}$	$\frac{2}{10}$	$\frac{9}{10}$	$\frac{4}{10}$	$\frac{4}{10}$	$\frac{9}{10}$	$\frac{2}{10}$	$\frac{2}{10}$	$\frac{4}{10}$	$\frac{9}{10}$	$\frac{4}{10}$	$\frac{9}{10}$
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$\frac{2}{10}$	$\frac{9}{10}$	$\frac{4}{10}$	$\frac{7}{10}$	$\frac{3}{10}$	$\frac{3}{10}$	$\frac{10}{10}$	$\frac{10}{10}$	$\frac{7}{10}$	$\frac{10}{10}$	$\frac{3}{10}$	$\frac{3}{10}$	$\frac{9}{10}$	$\frac{9}{10}$	$\frac{9}{10}$
$\frac{2}{10}$	$\frac{2}{10}$	$\frac{7}{10}$	$\frac{3}{10}$	$\frac{7}{10}$	$\frac{1}{10}$	$\frac{6}{10}$	$\frac{3}{10}$	$\frac{1}{10}$	$\frac{6}{10}$	$\frac{3}{10}$	$\frac{3}{10}$	$\frac{7}{10}$	$\frac{4}{10}$	$\frac{4}{10}$
$\frac{4}{10}$	$\frac{4}{10}$	$\frac{3}{10}$	$\frac{10}{10}$	$\frac{6}{10}$	$\frac{10}{10}$	$\frac{10}{10}$	$\frac{7}{10}$	$\frac{7}{10}$	$\frac{10}{10}$	$\frac{1}{10}$	$\frac{7}{10}$	$\frac{10}{10}$	$\frac{4}{10}$	$\frac{4}{10}$
$\frac{9}{10}$	$\frac{10}{10}$	$\frac{3}{10}$	$\frac{10}{10}$				$\frac{3}{10}$				$\frac{3}{10}$	$\frac{7}{10}$	$\frac{3}{10}$	$\frac{2}{10}$
$\frac{9}{10}$	$\frac{7}{10}$	$\frac{7}{10}$	$\frac{3}{10}$		$\frac{1}{10}$		$\frac{7}{10}$		$\frac{6}{10}$		$\frac{10}{10}$	$\frac{3}{10}$	$\frac{7}{10}$	$\frac{4}{10}$
$\frac{4}{10}$	$\frac{3}{10}$	$\frac{10}{10}$	$\frac{7}{10}$				$\frac{10}{10}$				$\frac{7}{10}$	$\frac{7}{10}$	$\frac{7}{10}$	$\frac{4}{10}$
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$\frac{2}{10}$	$\frac{10}{10}$	$\frac{7}{10}$	$\frac{8}{10}$	$\frac{8}{10}$	$\frac{7}{10}$	$\frac{3}{10}$	$\frac{3}{10}$	$\frac{7}{10}$	$\frac{7}{10}$	$\frac{5}{10}$	$\frac{8}{10}$	$\frac{3}{10}$	$\frac{7}{10}$	$\frac{9}{10}$
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$\frac{2}{10}$	$\frac{4}{10}$	$\frac{3}{10}$	$\frac{7}{10}$	$\frac{3}{10}$	$\frac{7}{10}$	$\frac{10}{10}$	$\frac{3}{10}$	$\frac{3}{10}$	$\frac{10}{10}$	$\frac{10}{10}$	$\frac{10}{10}$	$\frac{10}{10}$	$\frac{2}{10}$	$\frac{4}{10}$
$\frac{4}{10}$	$\frac{9}{10}$	$\frac{9}{10}$	$\frac{7}{10}$	$\frac{7}{10}$	$\frac{3}{10}$	$\frac{10}{10}$	$\frac{7}{10}$	$\frac{7}{10}$	$\frac{7}{10}$	$\frac{3}{10}$	$\frac{3}{10}$	$\frac{9}{10}$	$\frac{9}{10}$	$\frac{2}{10}$
$\frac{2}{10}$	$\frac{9}{10}$	$\frac{4}{10}$	$\frac{9}{10}$	$\frac{2}{10}$	$\frac{7}{10}$	$\frac{3}{10}$	$\frac{3}{10}$	$\frac{7}{10}$	$\frac{10}{10}$	$\frac{2}{10}$	$\frac{2}{10}$	$\frac{4}{10}$	$\frac{4}{10}$	$\frac{4}{10}$
$\frac{4}{10}$	$\frac{2}{10}$	$\frac{4}{10}$	$\frac{9}{10}$	$\frac{2}{10}$	$\frac{4}{10}$	$\frac{9}{10}$	$\frac{9}{10}$	$\frac{4}{10}$	$\frac{4}{10}$	$\frac{9}{10}$	$\frac{9}{10}$	$\frac{2}{10}$	$\frac{9}{10}$	$\frac{9}{10}$

Source 1: Can Animals Talk?

People share thoughts and feelings using words. How about animals? Many people think that animals cannot communicate with each other. After all, only humans use words. However, we can also tell each other things without words. We wave our hands to 'say' hello and goodbye. We smile, frown and raise our eyebrows to share how we feel and what we think. Believe it or not, some animals can also tell each other many things without using words. Here are a few examples.

Animal Sounds

Animals do not use words or language, but they do make many kinds of sounds. These sounds tell other animals things they need to know. Robins find each other using chirps and songs. Cobras hiss warnings. Blue whales sing low, loud notes to call out to other whales. Scientists now understand that animal songs can vary depending on where each animal lives. So animals can have different accents!

Vervet monkeys warn other monkeys using special sounds. A "cough call" means danger overhead. When the monkeys hear the cough call, they take cover under bushes and look to the skies and hide from flying predators like eagles. But Vervet monkeys give a completely different warning sound if danger comes on land, such as an oncoming leopard.

Peacocks use their tail feathers to make special sounds, which are so low that human ears cannot hear them! But peahens (female peacocks) can hear them. When they hear tail feathers rustle, they come to see what all the noise is about.

Animal Gestures

Many animals communicate using body language. In Rwanda's Volcanoes National Park, gorillas beat their chests. Are they angry? No, they are happy and letting the other gorillas know how they feel. Dogs let people and other animals know they are happy by wagging their tails. Animals can also send warnings with body language. When cats arch their backs, they are saying, "Stay away!"

GRADE 4 UNIT 2

Many animals also reach out to express themselves. Chimpanzees help groom their friends. Using their hands, they pat their friends on the back and help keep their fur clean. Grooming leads to cooperation and sharing in the group. This sends the message that they are friends.

Even animals in the seas use touch to tell how they are feeling. Sea otters rub noses with each other. They may even touch noses with other animals like seals and sea lions! This “nosing around” signals play and trust.

So, can animals actually talk? The short answer is ‘no.’ Only humans can use words as language. However, animals communicate in many ways. The more we study animals, the more we learn about other methods of communication.

Source 2: Sneaky Animal Signals

Many animals communicate with sights and sounds. Dogs wag their tails. Chickens strut. Pigs grunt. Cats meow. But did you know that some animals can give and receive messages in ways we cannot? Some animals use their powers of touch, taste, and smell to send and receive signals that we can't even sense. How sneaky!

Charged with Feeling

Did you know that some types of fish use electricity to communicate? Some fish send electrical pulses that bounce back to them and tell them where good food is. Other fish, like sharks, for example, can feel the electrical signals of their prey. This way, they can “feel” where their food is. The electrical pulses are not dangerous. They are weak electrical signals that cannot hurt other animals or people. We can't even feel them. Electrical signaling is an ideal type of communication for animals that live in dark, unclear waters.

Chemical Tastes and Smells

Some animals can detect chemical cues that we can't sense at all. Snakes can use their special forked tongues to “taste” the scent of animals in the air. Snakes can tell which chemical cues belong to dangerous animals and which come from animals that would make a good dinner. Snakes have receptors in the roofs of their mouths that help them sense the chemical cues of animals nearby.

Have you ever smelled skunk spray? Skunks spray a stinky odor to protect themselves from predators like bears that otherwise would try to eat them! Some animals have scents they use to communicate that we can't detect at all. Have you ever seen a cat rub its head against something? It is marking its territory. Cats have scent glands near their mouths, on their foreheads, and at the base of their tails. They use these organs to mark territory and tell other cats to stay away. Insects communicate with scents, too. Some moths make special chemicals that other moths can sense to find them.

Many animals say things through songs, growls, and whistles. But it is amazing to know that some animals send signals that no one can hear. They can send these signals in daylight or the dark of night. They learn things this way. Animals have a lot to say. We just don't always understand how they say it. Scientists are working to learn more about animals and the incredible signals they use.

ACE the Answer, Superstar



Write the question

Explain what you have learned about how animals send messages.



(Restate the question and) Answer



Cite



Evidence



Analyze



Cite



Evidence



Analyze



Conclusion

Week 4 Monday Writing-Revision


Today's assignment is to revise your rough draft/outline from Week 3. Reread your rough draft/outline. Make sure that your writing is clear so readers can understand the information. You can print out your rough draft/outline and complete your revisions on the printed page. Another option is to revise directly on the page of your digital version of your rough draft.


Edit your rough draft/outline using the Rainbow Edit. You can print out your rough draft and complete the editing process on the printed page. Another option is to edit directly on the page of your digital version of your rough draft. Remember, you will not use the brown and pink sections in informational writing.

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 –  the punctuation at the end of every sentence. Add punctuation where it is missing.

Yellow –  the blank spot at the front of EACH indented paragraph


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

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

Purple –  **INTERESTING, EXCITING, JUICY, FABULOUS, FANCY, or SALSA** words.

There should be 4 each paragraph.

Brown–Place squiggle lines under figurative language. There should be 2 in each paragraph.

Pink–Draw a dialogue symbol  whenever a character expresses him/herself through thoughts or words. There should one piece of dialogue in each paragraph.

Science

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

Activity #1-Earthquakes

Log on to ReadWorks to read the articles. E-mail your teacher if you do not have your log-in information.

Activity #2-How Do Earthquakes Happen?

<https://bit.ly/3cW722z>