Arvin Union School District

Independent Study Packet



Fourth Grade

10 Day Planner

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Arvin Union School District
Independent Study Packet

Dear Parents,

This is your guide for the days your child will be absent from school. This packet includes daily assignments for each day of absence involving all curriculum areas. You can assist your child by providing them with a quiet time every day to complete their daily assignments. Daily independent reading is included and is just as important as completing the pages in this packet. Each day, have your child check off the assignments completed on the activity tracker provided. Upon returning to school bring the completed activity tracker, with parent and student signatures, along with the work packet.

NOTE: The physical education activities may be replaced with vigorous exercise that is a part of your travels (e.g., hiking, swimming, horseback riding, skateboarding, bicycling, etc.) The important thing is to make sure your child is participating in daily activities that promote good health.

Dear Students,

You are required to do these assignments. All work must be completed to receive credit. It is best to complete the assignments on a daily basis as outlined on the activity tracker. Please keep all of your work together, and be prepared to have it checked when you return. These activities were chosen so that you can continue learning while you are absent and have fun at the same time. Please do both while you are away!

Arvin Union School District
Paquete de estudio independiente

Queridos padres,

Esta es su guía para los días que su hijo (a) estará ausente de la escuela. Este paquete incluye tareas diarias para cada día de ausencia que involucran todas las áreas del plan de estudios. Puede ayudar a su hijo proporcionándole un momento de tranquilidad todos los días para completar sus tareas diarias. Lectura independiente está incluida y es tan importante como completar las páginas de este paquete. Todos los días su hijo puede marque las tareas completadas en el rastreador de actividad provisto. Al regresar a la escuela, traiga el rastreador de actividad completo, con las firmas de el padre y estudiante, junto con el paquete de trabajo.

NOTA: Las actividades de educación física pueden reemplazarse con ejercicio vigoroso que sea parte de sus viajes (por ejemplo, senderismo, natación, equitación, patineta, bicicleta, etc.). Lo importante es asegurarse de que su hijo participe en las actividades diarias. que promueven la buena salud.

Queridos estudiantes,

Debes hacer estas tareas. Todo el trabajo debe completarse para recibir crédito. Es mejor completar las tareas diariamente como se describe en el rastreador de actividad. Mantenga todo su trabajo junto y prepárese para que lo revisen cuando regrese. Estas actividades fueron elegidas para que pueda continuar aprendiendo mientras está ausente y divertirse al mismo tiempo. ¡Por favor haz las dos cosas mientras estás fuera!

Week 1 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Week 2 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

classic warmup



neck tilts



neck rotations



torso rotations



chest expansions



side arm raises



arm rotations



arm cirles (wide)



side-to-side hops
feet together



side-to-side hops

Daily PE Activities

SPARTAN

LEVEL I 3 sets **LEVEL II** 5 sets **LEVEL III** 7 sets **REST** up to 2 minutes



20 squats



10 jump knee tucks



20 slow climbers



to failure push-ups



20sec elbow plank



40 lunges



10 sit-ups



10 leg raises



10 reverse crunches

Day 1 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

The Open Road pp. 4–5

Read aloud the selection together, alternating paragraphs.
• Together, draw an arrow from details mentioned in the text to matching entries on the timeline.
• Discuss information in the timeline that isn't mentioned in the text.

Day 1 Writing

Writing Prompt: How do you think the new "horseless carriages" changed our nation?

Grammar/Spelling: Punctuation for Effect

Day 1 Math

***Complete the following math pages:**

-What's My Number
-Read and Write Multi-digit Numbers
-Independent Practice
-Math Practice

Día 1 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.
El camino abierto págs. 4–5

Lean la selección juntos en voz alta, alternando parrafos.
• Juntos, dibujen una flecha desde los detalles mencionados en el texto hasta las entradas coincidentes en la línea de tiempo.

- *Discute la información en la linea de tiempo que no se menciona en el texto.*

Día 1 Escritura

Mensaje de escritura: ¿Cómo crees que los nuevos "carruajes sin caballos" cambiaron nuestra nación?

Gramática / Deletreo: Puntuación para tener efecto

Día 1 Matemáticas

*** Complete las siguientes páginas de matemáticas:**

-¿Cuál es mi número?
-Leer y escribir números de varios dígitos
-Práctica independiente
-Matemáticas Práctica

Short Read 1

Remember to annotate as you read.

Notes

The Open Road

by Monica Halpern

1 The first automobiles appeared in the 1890s. Powered by an electric motor instead of horses, they were called "horseless carriages." At that time, there were only 144 miles of paved roads in the nation. When people went for a drive, cars bounced along dirt tracks. Dust blew into their eyes, and mud splattered their clothes.

2 Not only were there few paved roads in those days, but there were no gas stations or road maps. The new motorcars broke down often. For this reason, people did not go far. The first cars were also extremely expensive. Few people could afford them, so there was little reason for the country to build interstate highways. For many, horse-drawn carriages or trains were still the best way to travel.

3 Then in 1908, Henry Ford introduced the Model T automobile. Unlike those before it, this car was affordable. Because it didn't cost much, many people bought it. As more people owned cars, the need for paved roads, gas stations, and new maps increased. As a result, the Model T helped change transportation.

"People can have the Model T in any color they want—so long as it's black." —Henry Ford



4 People with cars wanted to go places. They wanted to hit the open road and explore America. However, to do so they needed better roads. So in 1916 Congress passed the Federal-Aid Road Act. It made funds available to help states build two-lane interstate highways. Workers would build the new roads, creating new jobs.

5 Route 66 was one of the first good roads. In the 1920s it linked small towns and big cities from Chicago to Los Angeles. It stretched about 3,850 kilometers (2,400 miles) across two-thirds of the country. Local merchants built gas stations, motels, and all-night diners beside the highway. Some built special attractions for tourists. People came to see the sights. Others drove west to California seeking a better life. By the 1930s, truckers began transporting goods cross-country on Route 66. Many of these travelers bought gas and food and stayed in the motels along the highway. Route 66 became the perfect open road.

6 Today not much is left of Route 66. Other highways are bigger and faster. But travelers can still find road signs that show where America's oldest highway once stretched.



Notes

From roads to Highways

1908: Model Ts are mass produced.

1916: Congress passes the Federal-Aid Road Act.

1926: Route 66 is commissioned.

1937: Route 66 is finished.

1956: Federal-Aid Highway Act of 1956 establishes national Interstate Highway System.

1982: Interstate Highway System is completed.

Day 1 Writing

Name _____ Date _____

Punctuation for Effect

Use an exclamation point at the end of a statement that shows strong emotion, such as excitement, surprise, happiness, or fear. Use a period at the end of a statement that does not show strong emotion.

Not strong emotion: I entered a painting in the art contest.

Strong emotion: I couldn't believe that I won first prize**!**

Circle whether each statement shows strong emotion or not. Then write the appropriate end punctuation on the line.

1. We got so much snow yesterday ___

strong emotion not strong emotion

2. Marta went to get out the snow shovel ___

strong emotion not strong emotion

3. Oh no, I lost my wallet ___

strong emotion not strong emotion

4. I walked around the corner ___

strong emotion not strong emotion

5. I couldn't believe my eyes ___

strong emotion not strong emotion

6. Suddenly, a fierce dog came running at me ___

strong emotion not strong emotion

Day 1 Math

What's My Number?

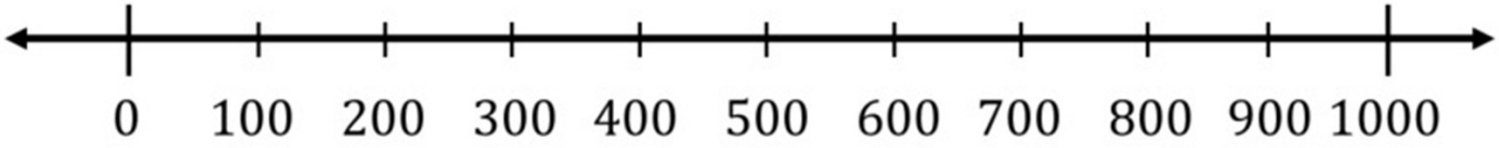
Task

a. Find a number greater than 0 and less than 1,000 that:

- Is closer to 500 than 0,

and

- Is closer to 200 than 500.



b. There are many correct answers to this problem. Describe all of the numbers that are correct

Day 1 Math

Read and Write Multi-digit Numbers

Draw the base ten blocks that go with these expanded numbers.

Example: 200 + 40 + 3 = 143



400 + 70 + 8 =

300 + 40 + 2 =

Complete the Chart

Standard Form	Word Form	Expanded Notation
345	Three Hundred Forty-Five	300 + 40 + 5
	One Thousand, Five Hundred Seventeen	
789		
		200 + 80 + 3

You have four digits: 3 8 1 5
Use all four of these digits to write the largest and the smallest number you can.

Day 1 Math

Independent Practice

Write each number in standard form.

5. *twenty-five thousand, four hundred eight* _____

6. *forty thousand, eight hundred eleven* _____

7. *seven hundred sixty-one thousand, three hundred fifty-six* _____

8. *five million, seven hundred sixty-two thousand, one hundred eleven*

_____

9. 600,000 + 80,000 + 4 _____

10. 20,000 + 900 + 70 + 6 _____

11. 9,000,000 + 200,000 + 1,000 + 500 + 2 _____

Write each number in expanded form and word form.

12. 485,830

Expanded Form:

_____

Word Form:

_____

_____

13. 3,029,251

Expanded Form:

_____

Word Form:

_____

_____

Day 1 Math

Draw a picture.

Solve and show work.

200,000 + 30,000 + 6,000 + 20

Use any strategy.

Write a story.

Day 2 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

The Open Road pp. 4–5
Ask your child to reread paragraph 5 aloud.
• Together, make up a conversation that two travelers might have in a diner on Route 66 in the 1920s.

Day 2 Writing

Writing Prompt: How do you know when you've succeeded at something?

Grammar/Spelling: Prepositional Phrases

Day 2 Math

***Complete the following math pages:**

-How old are you?
-Adding whole numbers
-Problem solving
-Math practice

Día 2 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

The Open Road pp. 4–5
Pídale a su hijo que vuelva a leer el párrafo 5 en voz alta.
• Juntos, inventen una conversación que dos viajeros podrían tener en un restaurante en Ruta 66 en la década de 1920.

Día 2 Escritura

Mensaje de escritura: ¿Cómo sabes cuándo has tenido éxito en algo?

Gramática / Deletreo: Prepositional Phrases

Día 2 Matemáticas

*** Complete las siguientes páginas de matemáticas:**
-¿Cuál es mi número?
-Leer y escribir números de varios dígitos
-Práctica independiente
-Matemáticas Práctica

Day 2 Writing

Name _____ Date _____

Prepositional Phrases

A prepositional phrase is a group of words that includes a preposition and a noun or pronoun along with any modifiers.

Prepositional phrases often answer questions such as **where**, **when**, **how**, or **how long**.

The book fell **behind the shelf.** Fix the torn poster **with tape.**

I called home **during halftime.** The war lasted **for six years.**

Underline the prepositional phrase in each sentence. Then circle the question that the prepositional phrase answers.

1. Marco studied his history notes before the test.

When? Where? How? How long?

2. The frightened kitten ran under the porch.

When? Where? How? How long?

3. I held the tiny kitten with great care.

When? Where? How? How long?

4. We picked up lots of broken branches after the storm.

When? Where? How? How long?

5. Sarah hiked for an hour.

When? Where? How? How long?

6. The extremely tired campers crawled into their tents.

When? Where? How? How long?

Day 2 Math

How old are you?

- State your answer in years.

- State your answer in seasons.

- State your answer in months.

- State your answer in weeks.

What date is it?

What number day of the year is it?

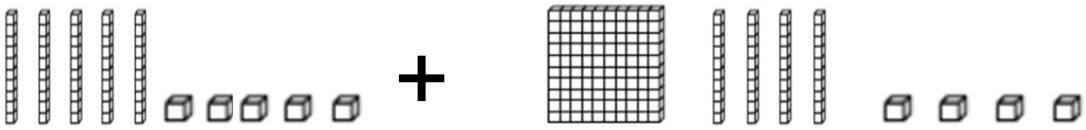
How many more days until January 1?

Day 2 Math

Adding Whole Numbers

Part 1: Write & solve the equation that goes with the base-10 addition problems.





Part 2: Solve these problems using the standard algorithm.

Find the sum: **14,576 + 15,032**	Find the sum: **46,576 + 34,236**

On Saturday 24,327 people went to a Giants game. On Sunday 28,512 people went to the game. How many people went to the game all together?

How is adding with base ten blocks similar to adding using the standard algorithm?

Day 2 Math

Problem Solving

Complete the expanded form.

3. Mathematical PRACTICE 1 **Check for Reasonableness**

91,765 = 90,000 + _____ + 700 + _____ + 5

4. 798,054 = 700,000 + _____ + _____ + 50 + 4

5. 5,925,020 = 5,000,000 + _____ + 20,000 + _____ + 20

6. 2,802,136 = _____ + 800,000 + _____ + 100 + 30 + _____

Vocabulary Check

Read each definition. Choose the correct word(s) to fill in the spaces.

expanded form	period
standard form	word form

7. the way of writing a number using words

_____

8. the usual way of writing a number, using digits

_____

9. the way of writing a number as the sum of the value of each digit

_____

10. each group of three digits on a place-value chart

_____

Test Practice

11. Which is the correct expanded form for 45,098?

Ⓐ 45,000 + 98

Ⓑ 4,000 + 5,000 + 9 + 8

Ⓒ 40,000 + 500 + 90 + 8

Ⓓ 40,000 + 5,000 + 90 + 8

Day 2 Math

Draw a picture.

Solve and show work.

300,000 + 80,000 + 400 + 6

Use any strategy.

Write a story.

Day 3 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

<u>Dust Bowl Refugees</u> pp. 6–7

Read aloud the first two pages of the selection together, alternating paragraphs. • Ask your child to locate clues in the text that explain what the word refugees means in the title.

Day 3 Writing

Writing Prompt: What can you do to prepare for a natural disaster?

Grammar/Spelling: <u>/ou/and/oi</u>

Day 3 Math

***Complete the following math pages:**

-Guess my Age Task
-Solve Multi-Step Problem
-Independent Practice
-Math practice

Día 3 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

Dust Bowl Refugees pp. 6–7

Lea en voz alta las dos primeras páginas de la selección juntas, alternando párrafos.
• Pídale a su hijo que busque pistas en el texto que expliquen lo que significa la palabra refugiados en el título.

Día 3 Escritura

Mensaje de escritura: ¿Qué puede hacer para prepararse para un desastre natural?

Gramática / Ortografía: /ou/and/oi

Día 3 Matemáticas

*** Complete las siguientes páginas de matemáticas:**
-Adivina mi edad Tarea
-Resolver problema de varios pasos
-Práctica independiente
- Práctica matemática

Short Read 2

Remember to annotate as you read.

Dust Bowl Refugees

1 Beginning in 1931, the Great Plains region began suffering from drought. After months without rain, soil that used to be fertile became arid and barren. Crops that were once lush soon wilted and died. Then heavy winds caused a series of dust storms to ravage the Midwest.

2 In 1933 alone there were around thirty-eight documented dust storms, or black blizzards. By 1934, the area seemed like a desert. Then on April 14, 1935, Black Sunday happened. Winds began to blow and the worst black blizzard hit. Skies filled with dust. Houses were buried under mounds of sediment. Families tied rope to each other as they tried to make it from their barns to their houses.

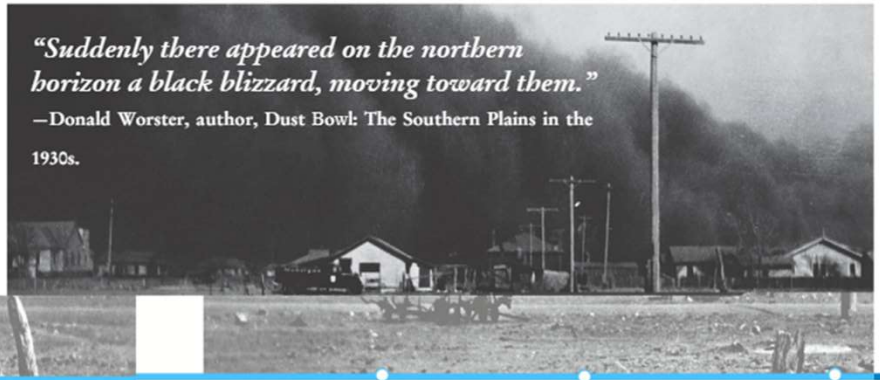
Notes

The storms were like blizzards, covering everything in their path with dust.



a family relocating to California

"The land just blew away; we had to go somewhere."
—Kansas preacher, June 1936



"Suddenly there appeared on the northern horizon a black blizzard, moving toward them."
—Donald Worster, author, Dust Bowl: The Southern Plains in the 1930s.

3 Finally, when the blizzard stopped, more than 400,000 people had lost their homes and farms. These "dust bowl refugees"— many of them from the hard-hit state of Oklahoma— had no choice but to flee the Great Plains and relocate. They packed their cars with whatever they could carry and left their old lives behind. Many hit the road and migrated to the Northwest, emigrating to California, Washington, or Oregon. They hoped the open roads would lead to a better life.

Notes

DUST BOWL TIME LINE

1931: Drought hits the Plains; crops die; dust storms begin.

1933: Number of dust storms increases to 38 in the year.

1934: Dust storms spread, affecting 27 states.

1935: On April 14, Black Sunday, the worst black blizzard occurs.

1938: Replowing of land, tree planting, and other conservation methods begin; drought continues.

1939: Rain comes in the fall, finally ending the drought.

Day 3 Writing

Name _____ Date _____

/ou/ and /oi/

account	brown	destroyed	pounded
boiling	county	outside	soil

Write the spelling word that best completes each sentence.

1. The carpenter _____ the nails into the wooden boards.

2. We planted the seeds in the garden's rich _____.

3. I put some money into my savings _____ each month.

4. In which _____ does your cousin live?

5. Our new puppy _____ one of Mom's shoes.

6. Once the water began _____, we put the pasta into the pot.

Write the spelling word that best completes each analogy.

7. Gray is to **black** as **beige** is to _____.

8. Cold is to **hot** as **freezing** is to _____.

9. Down is to **up** as _____ is to **inside**.

10. Built is to **created** as **demolished** is to _____.

Day 3 Math

Guess My Age Task

I met a man who said, “If you can guess my age, I will pay you one dollar for each year that I have lived. I will also give you two hints. If you take my age and divide it by any odd number greater than 1 and less than 9, you will get a remainder of 1. But if you take my age and divide it by any even number greater than 1 and less than 9, you will not get a remainder of 1.

How much money could you earn?

Explain your solution and how you know it is the only correct answer.

Day 3 Math

Solve Multi-Step Problem

During National Recycling Month, Mr. Yardley's class spent 4 weeks collecting empty cans to recycle.

Week	Week Number of Cans Collected
1	10,827
2	
3	10,522
4	20,011

During Week 2, the class collected 1,256 more cans than they did during Week 1. Find the total number of cans Mr. Yardley's class collected in 4 weeks.

Assess the reasonableness of your answer in (a) by estimating the total number of cans collected.

Day 3 Math

Independent Practice

Add. Estimate to check your work.

3. 8,346
+ 7,208

4. $23,824
+ $ 7,346

5. 82,828
+ 4,789

6. $37,178
+ $82,370

7. $693,782
+ $ 47,816

8. 743,980
+ 211,315

9. 254,671
+ 381,366

10. $15,789
+ $22,503

11. 56,772
+ 29,428

Add. Use the place-value chart to help set up the problem.

12. 17,599 + 72,682 = _____

	Thousands			Ones		
	hundreds	tens	ones	hundreds	tens	ones
+						

Day 3 Math

Draw a picture.

Solve and show work.

100,000 + 70,000 + 80 + 2

Use any strategy.

Write a story.

Day 4 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

Dust Bowl Refugees pp. 8–9

Reread aloud the last two pages of the selection, alternating paragraphs.
• **Ask** your child to circle phrases in the song that indicate that Guthrie and his family are moving from place to place.

Day 4 Writing

Writing Prompt: What is your favorite song and why? How does the song affect you?

Grammar/Spelling: /ou/and/oi

Day 4 Math

***Complete the following math pages:**

-Cattle Ranches
-Independent Practice
-Math practice

Día 4 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

Dust Bowl Refugees pp. 8–9

Vuelva a leer en voz alta las dos últimas páginas de la selección, alternando párrafos.
• Pídale a su hijo que circule frases en la canción que indiquen que Guthrie y su familia se están moviendo de un lugar a otro.

Día 4 Escritura

Mensaje de escritura: ¿Cuál es tu canción favorita y por qué? ¿Cómo te afecta la canción?

Gramática / Ortografía: /ou/and/oi

Día 4 Matemáticas

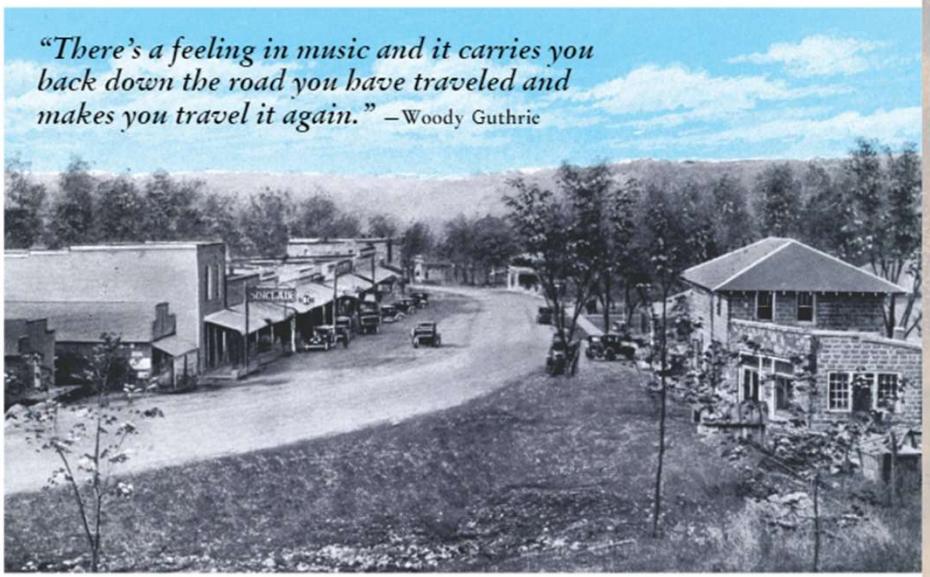
*** Complete las siguientes páginas de matemáticas:**
-Ranchos de ganado
-Práctica independiente
-Matemática práctica

Notes

Woody Guthrie (1912–1967)



Woody Guthrie was an American singer and songwriter. Like others from Oklahoma, when the dust bowl hit, Guthrie took to the road. He traveled Route 66 seeking work in order to support his family. He became one of the many "dust bowl refugees." Guthrie wrote about his experiences on the road. Guthrie's songs tell of life on the road and the hope for better times.



"Dust Bowl Refugee"

music and lyrics by Woody Guthrie

I'm a dust bowl refugee,
Just a dust bowl refugee,
From that dust bowl to the peach bowl,
Now that peach fuzz is a-killin' me.

'Cross the mountains to the sea,
Come the wife and kids and me.
It's a hot old dusty highway
For a dust bowl refugee.

Hard, it's always been that way,
Here today and on our way
Down that mountain, 'cross the desert,
Just a dust bowl refugee.

We are ramblers, so they say,
We are only here today,
Then we travel with the seasons,
We're the dust bowl refugees.

From the south land and the drought land,
Come the wife and kids and me,
And this old world is a hard world
For a dust bowl refugee.

Yes, we ramble and we roam
And the highway that's our home,
It's a never-ending highway
For a dust bowl refugee.

Yes, we wander and we work
In your crops and in your fruit,
Like the whirlwinds on the desert
That's the dust bowl refugees.

I'm a dust bowl refugee,
I'm a dust bowl refugee,
And I wonder will I always
Be a dust bowl refugee?

Notes

Day 4 Writing

/ou/ and /oi/

account	brown	destroyed	pounded
boiling	county	outside	soil

Write the spelling words for the given sound-spelling pattern.

Spelling words with */ou/* spelled *ou*

1. _____ **2.** _____

3. _____ **4.** _____

Spelling word with */ou/* spelled *ow*

5. _____

Spelling words with */oi/* spelled *oi*

6. _____ **7.** _____

Spelling word with */oi/* spelled *oy*

8. _____

Write the spelling word that matches each definition.

9. an area that is part of a state

_____

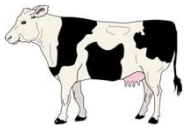
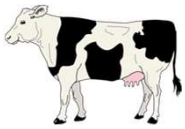
10. hit with force again and again

_____

11. dirt where plants grow

_____

Day 4 Math

 **Cattle Ranches** 

Below is a list of some cattle ranches and how many cows they each have.
List the ranches from least to most cows.

- Alcalá Ranch 31,985 cows
- Solano Ranch: 5,063 cows
- Paso Roble Ranch: 20,118 cows
- San Miguel Ranch : 24,000 cows
- Sunrise Ranch: 20,032 cows
- San Juan Ranch: 31,000 cows

Name of Ranch	Number of Cows

2. The owner of Solano Ranch wants exactly 20,000 cows on her ranch. She decides to buy cattle from three other ranches. No ranch can have less than 20,000 cows. Help the owner of Solano Ranch decide how many cows she needs to buy and from which ranches to by them from. **How many cows will each ranch have after she buys the cows from them?**

Day 4 Math

Independent Practice

Subtract. Use addition or estimation to check.

3. 8,845 − 627

4. $5,751 − $4,824

5. $8,327 − $5,709

6. 39,536 − 18,698

7. 847,311 − 562,530

8. 93,458 − 21,649

9. 78,215 − 56,827

10. $18,345 − $14,400

11. 629,843 − 216,954

Subtract. Use addition or estimation to check. Use the place-value chart to set up the problem.

12. 961,344 − 345,822 = _____

	Thousands			Ones		
	hundreds	tens	ones	hundreds	tens	ones
−						

13. Do you prefer to use addition or estimation to check? Explain.

_____

_____

Day 4 Math

Draw a picture.

Solve and show work.

21 x 13

Use any strategy.

Write a story.

Day 5 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

<u>Black Sunday: An Eyewitness Account</u> pp. 10

Invite your child to read aloud the selection.
• Together, **compare** Pauline Winkler Grey's eyewitness account of Black Sunday to the photo shown on page 6

Day 5 Writing

Writing Prompt: Using facts and details you learned from "the Open Road," Dust Bowl Refugees," and "Black Sunday," write a letter from the point of view of a "dust bowl refugee."

Day 5 Math

***Complete the following math pages:**

- People, Places , and Things
- Subtraction Breaking Apart
- Problem Solving
- Math practice

Día 5 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

Black Sunday: An Eyewitness Account pp. 10

Invite a su hijo a leer en voz alta la selección.
• Juntos, **comparen** el relato del testigo ocular de Pauline Winkler Grey sobre Black Sunday con la foto que se muestra en la página 6

Día 5 Escritura

Mensaje de escritura: Utilizando los hechos y detalles que aprendió de "the Open Road", Dust Bowl Refugees "y" Black Sunday ", escriba una carta desde el punto de vista de un" recipiente de polvo refugiado ".

Día 5 Matemáticas

*** Complete las siguientes páginas de matemáticas:**

- Personas, lugares y cosas
- Resta Rompiendo
- Resolución de problemas
- Práctica matemática

Word Study Read

Remember to annotate as you read.

Black Sunday: An Eyewitness Account

Notes

1 April 14, 1935, is the date of the worst dust storm in our nation's history, now known as Black Sunday. Pauline Winkler Grey, who lived with her husband in Meade County, Kansas, gives this first person account of what happened that day.

2 "By noon the radio gave warning that the barometer was falling rapidly; this was almost a sure sign that there would be a dust storm soon. . . .

3 "I rushed to the window. . . . On the south there was blue sky, golden sunlight and tranquility; on the north, there was a menacing curtain of boiling black dust. . . . It had the appearance of a mammoth waterfall in reverse—color as well as form. As the wall of dust and sand struck our house the sun was instantly blotted out completely. Gravel particles clattered against the windows and pounded down on the roof. We stood in our living room in pitch blackness. . . . Finally, we groped our way to the wall switch and turned on the light. . . . "

4 "When we flipped the switch again, we could see only a dark brown mass of soil pressed tightly against the outside of the glass. . . . Sometime before normal sunset time, the sun reappeared briefly. . . . The wind gradually subsided . . . but fine particles of wheat-land soil sifted down from the sky. . . . "

5 Pauline Winkler Grey and her husband were more fortunate than many others. Their home wasn't destroyed. Most important of all, they survived.

Day 5 Writing

Day 5 Math

People, Places, and Things

Governor Jerry Brown was born in 1938. How old will he be in 2020?

Equation	Open Number Line

The White House was completed in 1792. How old is it now?

Equation	Open Number Line

Day 5 Math

Subtraction Breaking Apart

Help Linde by choosing an expression that is the same as **853-283.**

A. 853-200-50-3

B. 853-20-800-3

C. 853-200-53-30

Example Subtract Breaking Apart:

410 - 302 =

400 - 300 - 2 =	
410 - 300 =	110
110 - 2 =	**108**

1. **143-79**

2. **357-156**

3. **251-92**

Day 5 Math

Problem Solving

Solve each problem by drawing a diagram.

1. Joseph has 3,124 pieces of paper in his classroom. Emily has 5,229 pieces of paper in her classroom. How many pieces of paper do they have in both classrooms?

_____

2. Brayden sold 2,306 tickets for a school raffle. Connor sold 1,523 tickets for a school raffle. How many more tickets did Brayden sell than Connor?

_____

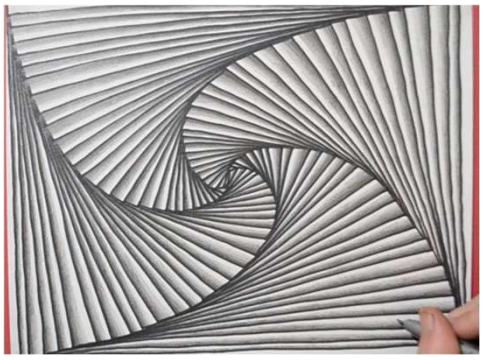
3. On Saturday, 5,395 people visited a museum. On Sunday, 3,118 people visited a museum. How many people visited altogether on Saturday and Sunday?

_____

My Work!

Day 1 Art

Materials: Pencil, paper, crayons or colored pencils, markers
Instructions: This week you will be using lines, colors and shapes to create different works of arts.
Designing with lines: Using just a pencil, recreate a line drawing like the one you see here. Use the whole page.



Day 2 Art

Designing using color: Take the same drawing you drew on day one and add color

Day 3 Art

Designing Design Shape: Use this colorful piece of art made out of shapes as an example to create your own work or art. Make sure you use geometric shapes with straight lines and organic shapes with curvy lines. Create your work of art using a pencil.



Day 4 Art

Designing using color: It is time to add color to your drawing from Day 3. Use crayons, markers, color pencils or a mixture of any to color your drawing.

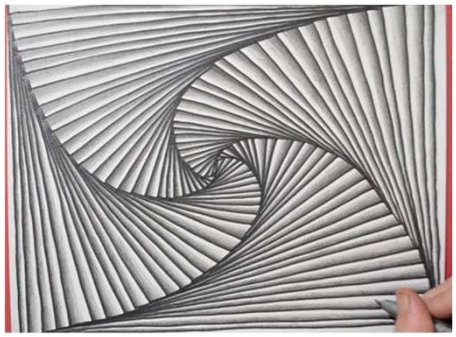
Day 5 Art

Designing: Now it is time to create your own masterpiece by using the elements of art: lines, shapes and color. We are only focusing on these three elements. Your drawing can be non-objective (weird looking with no particular focus) or objective (it looks like something or someone).



Dia 1 Arte

Materiales: Lapiz, papel, crayones o lápices de color, marcadores.
Instrucciones: Esta semana estarás usando líneas, colores y figuras para crear diferentes obras de arte.
Diseñando con Líneas: Usando un lápiz, recrea un dibujo de líneas come el que ves aquí. Usa toda la pagina. .



Dia 2 Arte

Diseñando Usando Color: Toma el mismo dibujo que dibujaste en el dia 1 y agregale color.

Dia 3 Arte

Diseñando Formas de Diseño
Utiliza esta obra de arte colorida hecha de formas como ejemplo para crear tu propia obra de arte. Asegurate de usar formas geométricas con líneas rectas y formas orgánicas con lineas en curva. Crea tu obra de arte usando un lápiz.



Dia 4 Arte

Diseñando con Color: Es tiempo de agregar color a tus dibujos del Dia 3. Usa crayones, marcadores, lápices de color o una combinación de colores para colorear tu dibujo.

Dia 5 Arte

Diseño: Ahora es tiempo de crear tu propia obra maestra utilizando los elementos del arte: líneas, formas, y color. Solo nos estamos enfocando en esto tres elementos. Tu dibujo puede ser no-objetivo (aspecto extraño y sin enfoque particular) u objetivo (se parece a algo o a alguien).



Day 6 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

Building the Transcontinental Railroad pp. 12–13

Read aloud the first two pages of the selection together, alternating paragraphs.
• **Discuss** the photo and caption on page 12.
• **Explain** that the name Tom Thumb refers to the train's small size, based on a fairy tale written in the 1600s about a boy the size of a man's thumb.

Day 6 Writing

Writing Prompt: Free Write. Write about anything that is on your mind.

Grammar/Spelling: Precise Language

Day 6 Math

***Complete the following math pages:**

- Threatened and Endangered
- Practice It
- Extended Facts
- Math practice

Día 6 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

Building the Transcontinental Railroad pp. 12–13

Lea en voz alta las dos primeras páginas de la selección juntas, alternando párrafos.
• **Discuta** la foto y el pie de foto en la página 12.
• **Explique** que el nombre Tom Thumb se refiere al pequeño tamaño del tren, basado en un cuento de hadas escrito en el siglo XVI sobre un niño del tamaño del pulgar de un hombre.

Día 6 Escritura

Mensaje de escritura: escritura libre. Escribe sobre cualquier cosa que tengas en mente.

Gramática / Ortografía: Precise Language

Día 6 Matemáticas

*** Complete las siguientes páginas de matemáticas:**

- Amenazado y en peligro de extinción
- Practícalo
- Hechos extendidos
- Práctica matemática

Extended Read 1

Remember to annotate as you read.

Notes

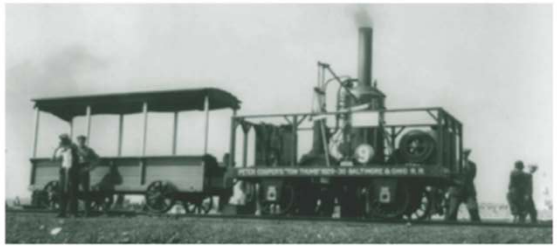
Building the Transcontinental Railroad

by Andrea Matthews

1 In 1830 the first railroad in the United States opened in Baltimore, and it had just 21 kilometers (13 miles) of track. Other railroad lines were built, mostly in the Northeast. Soon the East Coast was crisscrossed with train tracks, connecting cities.

2 By the 1850s, railroads were changing cities. For example, in 1850 Chicago had 30,000 people and one railroad. By 1856 the city had ten railroads, and by 1860 its population had tripled due to the rail system. The railroads affected everyday life and how people did business.

3 Farmers shipped corn and wheat through Chicago by rail. Factories were built, and their products were shipped to customers via the railroad. Hotels sprang up for visiting business travelers. New housing was built for the additional workers. Suburbs grew up around areas where people used the railroads to commute to work.

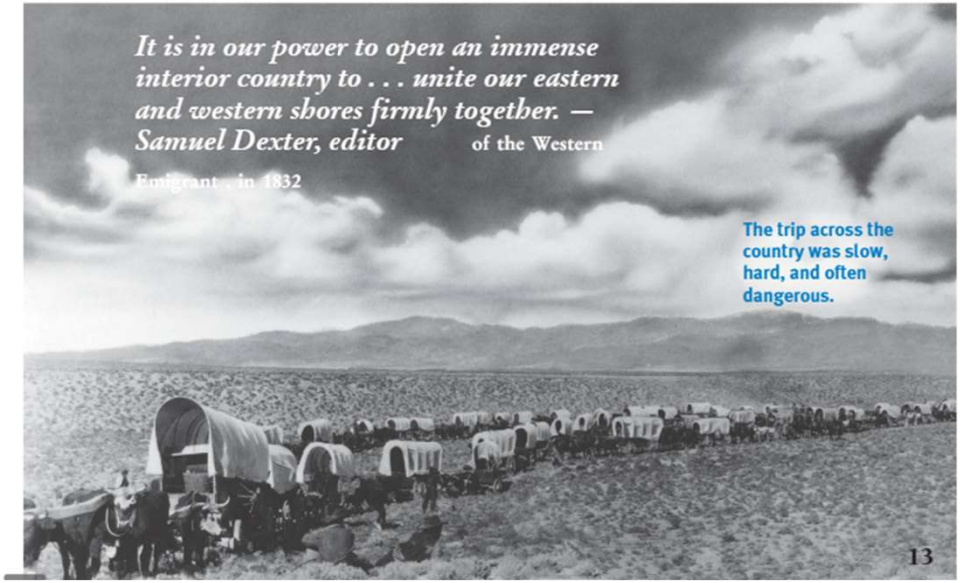


The first American steam locomotive, called the Tom Thumb, traveled at the speed of just 29 kilometers (18 miles) per hour.

4 A few dreamers wanted to expand the railroad to the lightly settled West, but there was little demand for it. Then gold was discovered in California in 1848. Word spread and people rushed there to look for gold. They found a place that had great weather and fine soil. Soon other people moved there to farm or start businesses.

5 Travelers crossed the plains in covered wagons or sailed around South America to reach California. Either way, the trip took four months or more. People wanted a better way to travel to the West. Also, farmers and business owners in the West needed a faster way to ship their goods east. Leaders began to talk about building a transcontinental railroad. Suddenly, the dreamers' idea of joining the eastern and western coasts together began to make sense.

Notes



The trip across the country was slow, hard, and often dangerous.

Day 6 Writing

Article

SAN ANTONIO, Texas (Achieve3000, January 24, 2019). Is there anything Justin Timberlake can't do? He sings, he dances, he acts, and he's funny. And as it turns out, he's also able to lift spirits. Timberlake proved that recently, when he paid a visit to Methodist Children's Hospital in San Antonio, Texas.



Photo credit: AP/Anthony McCartney/HCA Healthcare's Methodist Children's Hospital

Justin Timberlake spends time with a patient in his room during a visit to a children's hospital.

How did the hospital get one of the world's top stars to stop by? After all, JT (as his fans call him) may have a big heart, but he's very busy. Millions of people want to work with him, interview him, and meet him. And he can only be in one place at a time. Still, the hospital staff was determined to get Timberlake's attention. They thought that posting a video on YouTube might just do the trick. It did!

The video was posted just a few days before Timberlake was scheduled to hold a concert in San Antonio as part of a worldwide tour. They hoped to get the pop star to stop by the hospital while he was in town. In the video, some of the hospital's patients and staff dance to Timberlake's music and hold signs reading, "#JT See Me." Tens of thousands of people watched it. Apparently, Justin was one of them. He arrived at the hospital on January 18, 2019, the day before his show.

Here's why that was a big deal: Justin Timberlake is not *just* a pop star. In fact, there are few areas of entertainment where he hasn't ventured. Born in 1981, Timberlake first became known in the U.S. when he sang and danced on a kids' TV show called *The Mickey Mouse Club*. He was just 12 at the time! (By the way, *The Mickey Mouse Club* also starred the likes of Britney Spears and Christina Aguilera.) Then came the pop group 'N SYNC, whose singles sailed up the pop charts several times in the late 1990s and early 2000s. Timberlake was one of the group's most popular members. This helped him launch a successful solo music career in 2002. But JT wasn't content to stick with music. In 2007, he headed to Hollywood. There, he provided the voice of young King Arthur in the movie *Shrek the Third*. He also had an important role in 2010's *The Social Network*. The well-rounded star has also been known to show off his sense of humor on *The Tonight Show* and *Saturday Night Live*.

With such a varied résumé, it's no wonder why the kids at Methodist Children's Hospital were just a little bit starstruck when they met JT. Timberlake acted like a star, in the best possible way. He took time to spread a little magic just by being there. He offered hugs and posed for photos.

The kids who met Justin Timberlake won't soon forget the experience. Yes, it was a thrill. But it was also a reminder that there's a lot more to being a celebrity than fame and popularity.

The Associated Press contributed to this story.

What Do You Think?

What is your opinion of Justin Timberlake?

What choice would you have made about visiting the hospital if you were a big star like Justin Timberlake?

Name _____ Date _____

Precise Language

Use precise words and phrases to convey your ideas when you write. Precise language makes your writing clearer and more interesting because the reader is able to visualize what is being described.

Not Precise: The horse **ran** across the field.

Precise: The horse **galloped** across the field.

For each sentence, circle the words in ( ) that are more precise. Then write the complete sentence on the line.

1. Mr. Franklin (walked, trudged) along with the (enormous, big) box.

_____

_____

2. The child (howled, cried) when she dropped her (toy, fuzzy bear).

_____

_____

3. A snake will often (make a sound, hiss) to (warn, tell) others of its presence.

_____

_____

4. The (bad, destructive) tornado (went, ripped) through the town.

_____

_____

5. Butterflies (go, flutter) from plant to plant (looking for, seeking) food.

_____

_____

Day 6 Math

Threatened and Endangered

Task

Maned wolves are a threatened species that live in South America. People estimate that there are about 24,000 of them living in the wild.



The dhole (an Asian wild dog) is an endangered species that lives in Asia. People estimate there are ten times as many maned wolves as dholes living in the wild.



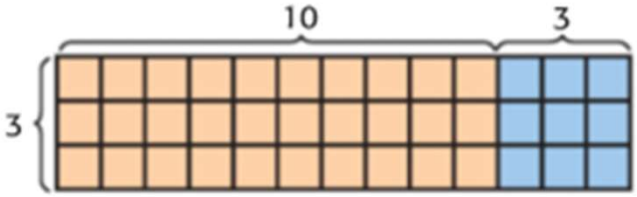
About how many dholes are there living in the wild?

Day 6 Math

Practice It

Draw an array to multiply.

3. $3 \times 13 =$ _____



$3 \times 10 = 30$

$3 \times 3 = 9$

$30 + 9 =$ _____

4. $4 \times 12 =$ _____

5. $1 \times 26 =$ _____

Draw an area model to multiply.

6. $3 \times 31 =$ _____

_____ + _____ = _____

7. $4 \times 22 =$ _____

_____ + _____ = _____

Algebra **Find each unknown number. Use an array or area model.**

8. $43 \times 2 = d$

$d =$ _____

9. $39 \times 1 = g$

$g =$ _____

Day 6 Math

Extended Facts

1. Daniel has 3 sets of colored pencils. Each set has 6 pencils.
How many pencils does Daniel have in all?
Draw an array model.

Write an equation.

2. Daniel's teacher has 3 boxes of colored pencils. Each box has 60 pencils.
How many pencils does Daniel's teacher have in all?
Draw an array model.

Write an equation.

Day 6 Math

Draw a picture.

Solve and show work.

23 x 15

Use any strategy.

Write a story.

Day 7 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

Building the Transcontinental Railroad pp. 14–15

Read aloud the next two pages of the selection together, alternating paragraphs.
• **Discuss** how the words incentive and competition are related to the sentence, “The company that got the farthest would make the most money.”

Day 7 Writing

Writing Prompt: What is your biggest goal? How will you achieve it?

Grammar/Spelling: Complete Sentences

Day 7 Math

***Complete the following math pages:**

- Comparing Money Made
- Multiply Using the Area Model
- Independent Practice
- Math practice

Día 7 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

Building the Transcontinental Railroad pp. 14–15

Lea en voz alta las dos páginas siguientes de la selección juntas, alternando párrafos.
• **Discuta** cómo las palabras incentivo y competencia se relacionan con la oración: "La compañía que obtuvo el mayor rendimiento ganaría más dinero".

Día 7 Escritura

Mensaje de escritura: ¿Cuál es su mayor objetivo? ¿Cómo lo lograrás?

Gramática / Ortografía: Complete Sentences

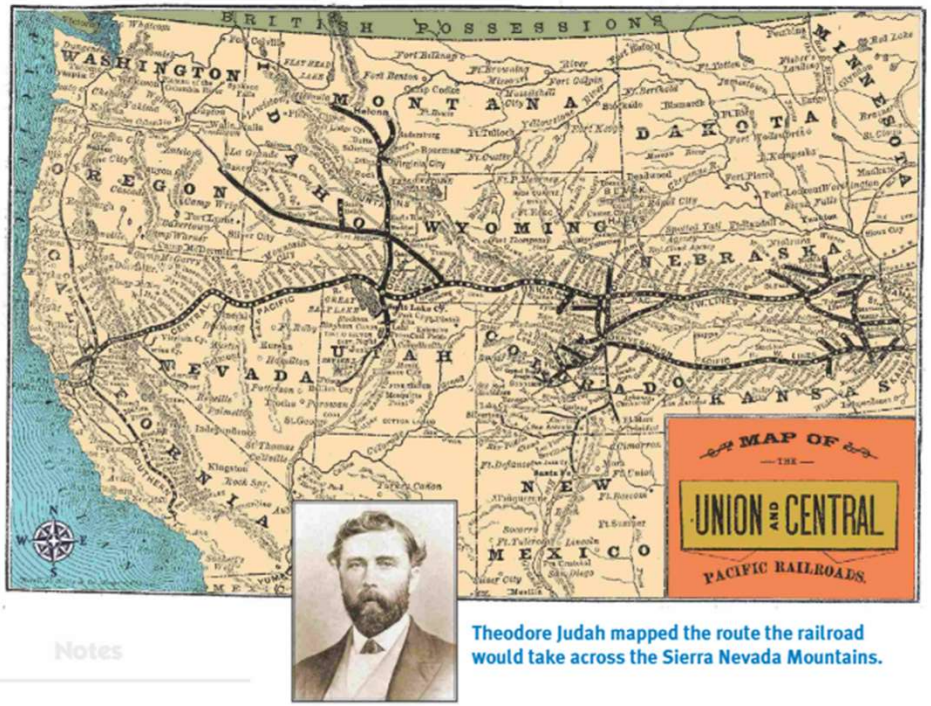
Día 7 Matemáticas

*** Complete las siguientes páginas de matemáticas:**

- Comparación de dinero hecho
- Multiplicar usando el modelo de área
- Práctica independiente
- Práctica matemática

"A great Railroad . . . connecting the Atlantic with the Pacific ocean . . . is the most magnificent project ever [imagined].

—Theodore Judah, 1857



Theodore Judah mapped the route the railroad would take across the Sierra Nevada Mountains.

Notes

6 Building a railroad across the country was a huge project. It would require money, a team of engineers, armies of workers, and a leader. Theodore Judah was a young engineer who had built railroads in the East. He believed that a transcontinental railroad could and should be built.

Notes

7 Judah went to Washington, D.C. to ask the government for land and money. He convinced President Abraham Lincoln to sign the Pacific Railroad Act of 1862. This plan set up two railroad companies. The Central Pacific Railroad Company would begin in California, laying track east. The Union Pacific Railroad Company would start at the Missouri River, laying track west. They would meet somewhere in the middle.

8 Each company would receive 6,400 (later doubled to 12,800) acres of land and $48,000 in government bonds for each mile of track built. The company that got the farthest would make the most money. The land and money proved a good incentive for each company to do its best to win. The Union Pacific seemed to have the easier job. It was building across flat land. The Central Pacific had to run track through the Sierra Nevada Mountains. Either way, the race was on.

9 At first, workers were asked to lay 1.6 km (1 mile) of track per day. Then the goal became 3.2 km (2 miles) per day. One day, the Union Pacific men began work at 3 a.m. and laid more than 13 km (8 miles) of track, making the competition fierce.

10 However, the Central Pacific team refused to be beaten. They announced that a special team of workers would lay 16 km (10 miles) of track per day. The men were promised four days' pay for one day of work. By 7 p.m. they had put down their tools, as they had laid 16.1 km (10 miles and 56 feet) of track.



This marker is near Promontory, Utah.

Day 7 Writing

Name _____ Date _____

Complete Sentences

A complete sentence contains a subject and a verb, and expresses a complete thought. A fragment is missing a subject, a verb, or both, and does not express a complete thought.

Sentence Fragment: The rock climber the avalanche.

Complete Sentence: The rock climber survived the avalanche.

Determine whether each sentence is a complete sentence or a fragment. If it is a complete sentence, write *CS* on the line. For a fragment, write what is missing on the line: *subject* or *verb*.

1. The clock in the old bell tower. _____

2. Our team won the championship. _____

3. Snow is predicted for tonight. _____

4. Worried about her spelling test. _____

5. Suddenly, started to rain. _____

Rewrite each pair of sentences, combining the two fragments to make one complete sentence.

6. The first people to explore the river. Discovered a waterfall.

_____

7. Yesterday, my best friend. Sprained his ankle.

_____

Day 7 Math

Comparing Money Raised

Task

a. Helen raised $12 for the food bank last year and she raised 6 times as much money this year. How much money did she raise this year?

b. Sandra raised $15 for the PTA and Nita raised $45. How many times as much money did Nita raise as compared to Sandra?

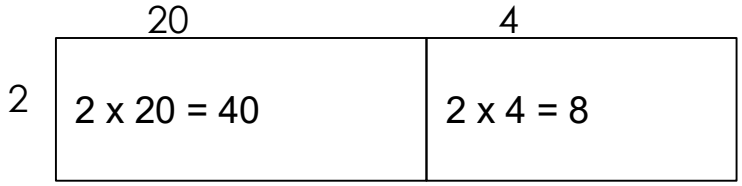
c. Luis raised $45 for the animal shelter, which was 3 times as much money as Anthony raised. How much money did Anthony raise?

Day 7 Math

Multiply using the area model.

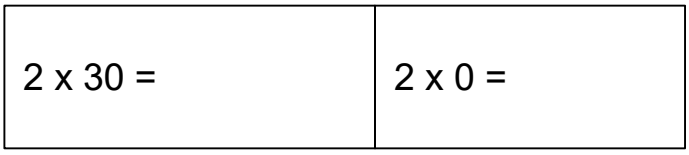
Ann's mom buys two helmets. Each helmet costs $24. How much does she spend on helmets?

Example: You need to find 2 x $24

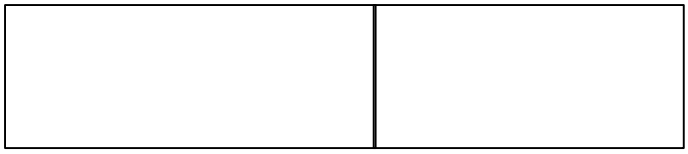


40 + 8 = **48**

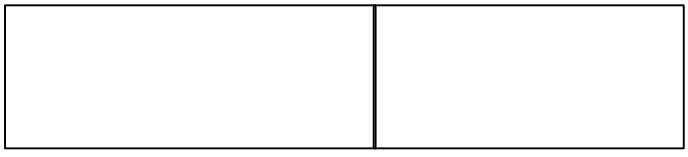
1. 30 x 2 =



2. 21 x 4 =



3. 86 x 1 =



Day 7 Math

Independent Practice

Multiply. Check for reasonableness.

5. 44 × 2 = ☐☐

6. 21 × 4 = ☐☐

7. 13 × 2 = ☐☐

8. 41 × 2 = ____

9. 12 × 3 = ____

10. 4 × 22 = ____

Algebra **Find each unknown number.**

11. 41 × 2 = *h*

h = ____

12. 12 × 3 = *j*

j = ____

13. 4 × 22 = *k*

k = ____

Day 7 Math

Draw a picture.

Solve and show work.

18 x 30

Use any strategy.

Write a story.

Day 8 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

Building the Transcontinental Railroad pp. 16–17

Read aloud the next two pages of the selection together.

• **Discuss** ways the railroad companies and the Plains Indians might have been able to compromise, or meet both their needs, if they had met to discuss their concerns.

Day 8 Writing

Writing Prompt: Describe a time where you had a conflict with a friend. How did you resolve it?

Grammar/Spelling: Prefixes trans-, pro-, sub-, super-, inter-

Day 8 Math

***Complete the following math pages:**

- Thousand and Millions of Fourth Graders
- Area Model connected to Partial Products Algorithm
- Independent Practice
- Math practice

Día 8 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

Building the Transcontinental Railroad pp. 16–17

Lea en voz alta las dos páginas siguientes de la selección juntas.
• **Discuta** las formas en que las compañías ferroviarias y los indios de las llanuras podrían haber podido comprometerse, o satisfacer ambas necesidades, si se hubieran reunido para discutir sus preocupaciones.

Día 8 Escritura

Mensaje de escritura: describa un momento en el que tuvo un conflicto con un amigo. ¿Cómo lo resolviste?

Gramática / Ortografía: Prefixes trans-, pro-, sub-, super-, inter-

Día 8 Matemáticas

*** Complete las siguientes páginas de matemáticas:**

- Mil y millones de alumnos de cuarto grado
- Modelo de área conectado al algoritmo de productos parciales
- Práctica independiente
- Práctica matemática

Notes

11 Who were these amazing workers? Many were immigrants glad to make two to four dollars per day. There were Irish, German, Chinese, and Swedish workers. Others were former enslaved laborers or ex-soldiers. At the project's peak, more than 30,000 workers helped to construct the railroad. They built tunnels through mountains, laid rail across deserts, and dug through snowstorms, mudslides, and avalanches. Nothing stopped progress.



Chinese workers, in traditional clothing, excavated the track bed of the Central Pacific Railroad.

12 The greatest contribution came from the more than 10,000 Chinese immigrants who worked to finish the railroad. In addition to laying track, they were often trained to use explosives. They used dynamite to blast train tunnels and lay track through the mountains. This was hazardous work. The worker was lowered down the cliff in a basket. He drilled a hole in the rock, inserted explosives, and lit them. Then the worker was quickly pulled back up the cliff before the blast.

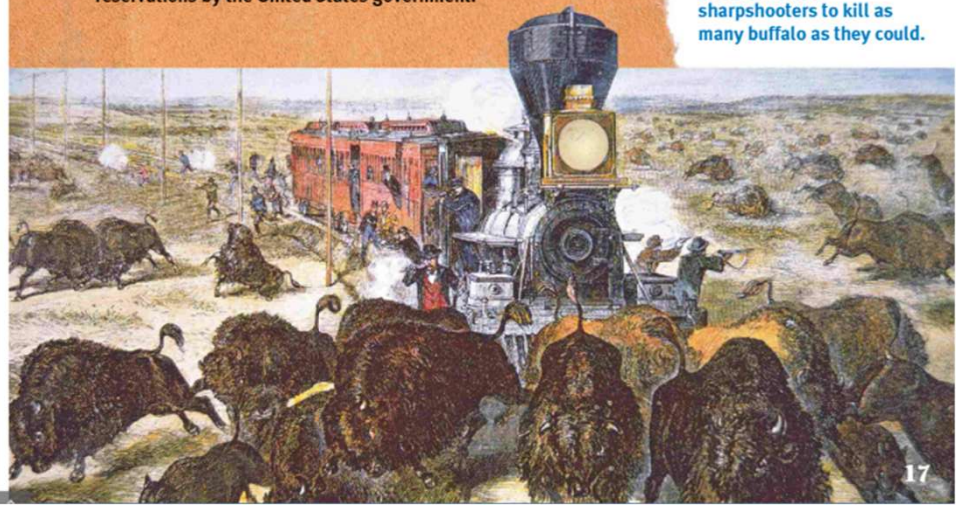


The Price of Progress

The progress of the railroad was not celebrated by all. The Plains Indians were opposed to workers laying track across their sacred land. The Sioux, Arapaho, Cheyenne, and other Plains nations had good reason. The land, and the American bison, or buffalo, that roamed the land were essential to their way of life.

The Plains Indians lived by hunting bison and other wild animals. Bison in particular provided the food and clothing the Native American tribes needed. At the time, enormous herds roamed the Plains. However, the bison damaged tracks and got in the way of the trains, so railroad workers were ordered to kill them.

This was not the only way the railroad was destroying the American Indian way of life. Some settlers were building new towns along the rail lines. To protect their homeland, some Native American war parties began to attack railroad workers and new settlers. In return, soldiers attacked both warring and peaceful Native American settlements. In the end, as a result of the bison's decline and the encroachment of white European settlers, the Plains nations could no longer sustain their way of life. Eventually, they were forced onto reservations by the United States government.



Railroads hired sharpshooters to kill as many buffalo as they could.

Day 8 Writing

Name _____ Date _____

Prefixes trans-, pro-, sub-, super-, inter-

interfered	proceeded	substituted	transcontinental
intervals	progress	superstars	transport

Write a spelling word for each clue.

1. took the place of

_____

2. across land

_____

3. meddled

_____

4. continued on

_____

5. extremely famous

_____

6. improvement

_____

7. time between events

_____

8. take from one place to another

_____

Fill in the boxes for the spelling word *progress*.

meaning	**sentence**
example	**related words** Synonyms: Antonym: Verb: Noun (in math):

progress

Day 8 Math

Thousands and Millions of Fourth Graders

Task

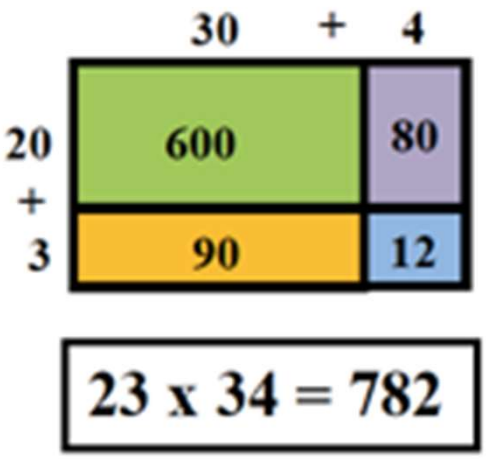
There are almost 40 thousand fourth graders in Mississippi and almost 400 thousand fourth graders in Texas. There are almost 4 million fourth graders in the United States.

We write 4 million as 4,000,000. How many times more fourth graders are there in Texas than in Mississippi? How many times more fourth graders are there in the United States than in Texas? Use the approximate populations listed above to solve.

There are about 4 thousand fourth graders in Washington, D.C. How many times more fourth graders are there in the United States than in Washington, D.C.?

Day 8 Math

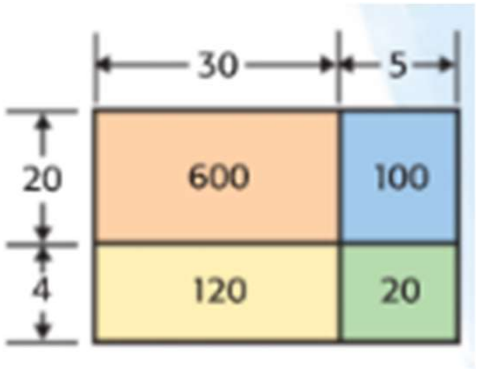
Area model connected to partial products algorithm.



$$\begin{array}{r} 34 \\ \times\ 23 \\ \hline 600 \\ 80 \\ 90 \\ +\ 12 \\ \hline 782 \end{array}$$

partial products

1. 35 x 24



1. $\begin{array}{r} 35 \\ \times\ 24 \\ \hline \square\square\square \\ +\ \square\square\square \\ \hline \square\square\square \end{array}$

Multiply the ones.

Multiply the tens.

Add.

35 x 24 =

The area models shows that
600 + 120 + 100 + 20 =_____.

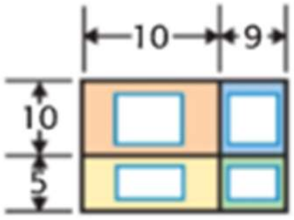
2. 29 x 56

Day 8 Math

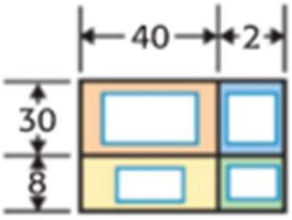
Independent Practice

Multiply. Use the area model to check.

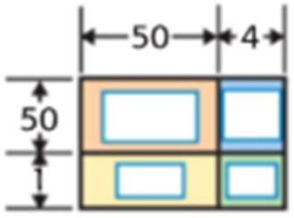
2. 19×15



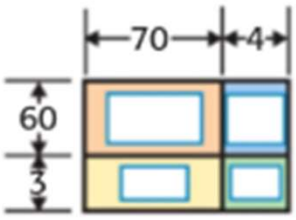
3. 42×38



4. 54×51



5. 74×63



Multiply.

6. 47×24

7. 64×46

8. $83 \times 67 =$ _____

9. $91 \times 78 =$ _____

Day 8 Math

Draw a picture.

Solve and show work.

302 - 75

Use any strategy.

Write a story.

Day 9 Reading

Read for 20 Minutes. Use a book of your own or an article from the end of this packet.

Building the Transcontinental Railroad pp. 18–19

Finish reading aloud the selection together. **Ask** your child to explain how the map, photos, and illustrations support the information in the text.

• Then **discuss** why the author included the quotes on pages 13, 14, and 18

Day 9 Writing

Writing Prompt: How does it make you feel when you successfully complete a big project? .

Grammar/Spelling: Prefixes trans-, pro-, sub-, super-, inter-

Day 9 Math

***Complete the following math pages:**

- Mental Division Strategy
- Find The Quotient
- MY Homework
- Math practice

Día 9 Lectura

Leer por 20 minutos. Use un libro propio o un artículo del final de este paquete.

Building the Transcontinental Railroad pp. 18–19

Termine de leer en voz alta la selección juntos. Pídale a su hijo que explique cómo el mapa, las fotos y las ilustraciones respaldan la información del texto.
• Luego **discuta** por qué el autor incluyó las citas en las páginas 13, 14 y 18

Día 9 Escritura

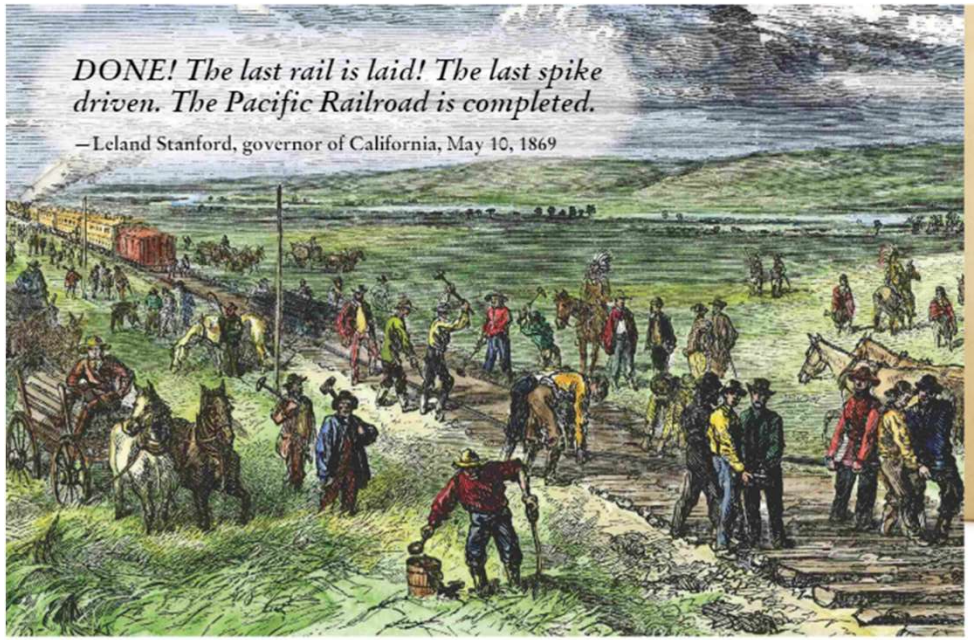
Mensaje de escritura: ¿Cómo te hace sentir cuando completas con éxito un gran proyecto? .

Gramática / Ortografía: Prefixes trans-, pro-, sub-, super-, inter-

Día 9 Matemáticas

*** Complete las siguientes páginas de matemáticas:**

- Estrategia de división mental
- Encuentra el cociente
- Mi tarea
- Práctica matemática



13 People had expected the transcontinental railroad to be completed in 1876. Instead, it was completed in 1869, seven years early. The two railroad companies that had laid the tracks agreed to meet to lay the last rail at Promontory Point, Utah, on May 10.

14 On the big day, hundreds of people gathered. The governor of California, Leland Stanford, drove in the golden spike that joined together the Central Pacific and Union Pacific railroads. The crowd cheered while bands played.

American Travelogue

In his book Roughing It (1872), American author Mark Twain describes his 1861 trip west before the railroad was built. He traveled by mule-drawn coach from St. Joseph, Missouri, to Carson City, Nevada, in only twenty-one days.

The coach shot from the station as if . . . from a cannon. . . . It was a fierce and furious gallop . . . till we reeled off ten or twelve miles. . . . So we flew along all day [until we] landed at Fort Kearney, fifty- six hours out from St. Joe—THREE HUNDRED MILES!

Twain later describes the railroad journey he took about ten years later.

At 4:20 p.m., Sunday, we rolled out of the station of Omaha, and started westward. . . . We sped along at the rate of thirty miles an hour,. . . . the fastest living we had ever experienced. . . . Our train. . . . rushed into the night. . . . Then to bed in luxurious couches. . . . and. . . . awoke the next morning. . . . three hundred miles from Omaha—fifteen hours and forty minutes out.

15 Less than a week after the last rail was laid, train service began. The trip from New York to San Francisco took about a week and cost far less than the long journeys by sea or across land. It cut the price of cross-country travel from $1,000 to $150, making the trip much more affordable for the public. As a result, more settlers rode the trains west on their way to building new homes, farms, and communities.

16 The transcontinental railroad changed the nation. By linking East with West, the railroad helped unite the nation. Americans began to feel they were citizens of the United States, not just members of their local community.

TRANSCONTINENTAL RAILROAD TIME LINE

1830: First steam locomotive, Tom Thumb, is built in Baltimore.

1848: Gold is discovered in California.

1860: Theodore Judah maps railroad route.

1862: President Lincoln signs the Pacific Railroad Act.

April 1869: Workers lay a record 16 km (10 miles) of track in one day.

May 1869: Transcontinental railroad is completed seven years early.

Notes

Day 9 Writing

Name _____ Date _____

Prefixes trans-, pro-, sub-, super-, inter-

interfered	proceeded	substituted	transcontinental
intervals	progress	superstars	transport

Write the spelling words for the given prefix.

Spelling words that begin with *inter-*

1. _____ **2.** _____

Spelling words that begin with *pro-*

3. _____ **4.** _____

Spelling words that begin with *sub-* or *super-*

5. _____ **6.** _____

Spelling words that begin with *trans-*

7. _____ **8.** _____

Write the spelling word that matches each clue.

9. switched one thing for another

_____

10. people who excel at what they do

_____

Day 9 Math

Mental Division Strategy

Task

Jillian says

I know that 20 times 7 is 140 and if I take away 2 sevens that leaves 126. So 126 ÷ 7 = 18.

a. Is Jillian's calculation correct? Explain.

b. Draw a picture showing Jillian's reasoning.

c. Use Jillian's method to find 222 ÷ 6.

Day 9 Math

Example 2

Find the quotient of 2,400 and 4.

Find 2,400 ÷ 4.

One Way **Use a multiplication pattern.**

$4 \times 6 = 24$ → $24 \div 4 = 6$

$4 \times 60 = 240$ → $240 \div 4 = 60$

$4 \times 600 = 2{,}400$ → $2{,}400 \div 4 =$ _____

Another Way **Use a basic fact and place value.**

$24 \div 4 = 6$ ← basic fact

$240 \div 4 = 60$ ← $240 = 10 \times 24$. So, $60 = 10 \times 6$.

$2{,}400 \div 4 =$ _____ ← $2{,}400 = 100 \times 24$. So, the quotient is 100 times as big as 6.

So, $2{,}400 \div 4 =$ _____.

Check

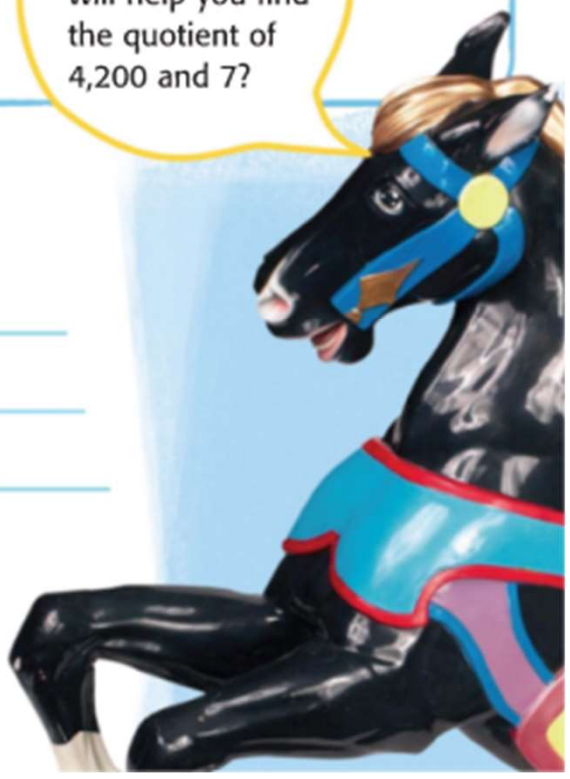
Use multiplication to check division.

$2{,}400 \div 4 =$ _____

_____ $\times 4 = 2{,}400$

Talk MATH

What basic fact will help you find the quotient of 4,200 and 7?



Guided Practice

Complete each set of patterns.

1. $12 \div 4 =$ _____

$120 \div 4 =$ _____

$1{,}200 \div 4 =$ _____

2. $36 \div 9 =$ _____

$360 \div 9 =$ _____

$3{,}600 \div 9 =$ _____

Divide. Use patterns and place value.

3. $\$400 \div 2 =$ _____

4. $1{,}600 \div 4 =$ _____

Day 9 Math

MY Homework

Lesson 1

Divide Multiples of 10, 100, and 1,000

Homework Helper

eHelp

Need help? connectED.mcgraw-hill.com

Find 2,700 ÷ 9.

The dividend, 2,700, is a multiple of 100. You can use a basic fact and place value to solve.

27 ÷ 9 = 3 ← This is the basic fact.

270 ÷ 9 = 30 ← See the pattern: 270 is 10 × 27, and 30 is 10 × 3.

2,700 ÷ 9 = 300 ← Continue the pattern: 2,700 is 100 × 27, and 300 is 100 × 3.

So, 2,700 ÷ 9 = 300.

Practice

Complete each set of patterns.

1. 24 ÷ 3 = _____

240 ÷ 3 = _____

2,400 ÷ 3 = _____

2. 32 ÷ 8 = _____

320 ÷ 8 = _____

3,200 ÷ 8 = _____

3. 45 ÷ 5 = _____

450 ÷ 5 = _____

4,500 ÷ 5 = _____

4. 56 ÷ 8 = _____

560 ÷ 8 = _____

5,600 ÷ 8 = _____

Divide. Use patterns and place value.

5. 1,000 ÷ 2 = _____

6. 500 ÷ 10 = _____

7. 300 ÷ 5 = _____

8. 2,100 ÷ 3 = _____

9. 7,200 ÷ 9 = _____

10. $2,000 ÷ 4 = _____

11. 4,200 ÷ 7 = _____

12. $2,400 ÷ 6 = _____

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Day 9 Math

Draw a picture.

Solve and show work.

270 ÷ 3

Use any strategy.

Write a story.

Word Study Read

Remember to annotate as you read.

The Pony Express

Notes

1 The Pony Express was a mail delivery service between Missouri and California. It was created to provide faster mail delivery to the West. Before then, the fastest way to transport mail was by stagecoach, which took twenty-five days.

2 A man named William Hepburn Russell came up with the idea for the new mail service. He hired around eighty young men to carry mail by horseback from St. Joseph, Missouri, to Sacramento, California. There were around 190 relay stations at 16-kilometer (10-mile) intervals where a rider changed horses before proceeding on. A rider ate and slept at home stations, spaced 80 to 160 km (50 to 100 miles) apart, after finishing his run. Then a new rider was substituted to continue the trip.

3 On April 3, 1860, the Pony Express began its first run. From the start, it was proclaimed a big success. The mail was delivered in ten days. That was great progress from twenty-five days by coach!

4 The Pony Express riders rode through blizzards and flooded rivers. Nothing interfered with delivering the mail. Stories and songs were written about their courage. Many riders became celebrities, the superstars of their day!

5 On October 24, 1861, the transcontinental telegraph lines were completed. Messages could be transmitted across the country in a few seconds. That was the end of the Pony Express, but we still remember it as one of the most exciting chapters in our history.

Day 10 Writing

Day 10 Math

Whole Number Division

1. At the school cafeteria, each student who ordered lunch gets 7 chicken nuggets. The cafeteria staff prepares for 500 students.

How many chicken nuggets does the cafeteria prepare altogether?

2. Jayna has fifty times as many stickers as her cousin. Jayna's cousin has 5 stickers.

How many stickers does Jayna have?

Day 10 Math

Independent Practice

Divide. Use multiplication to check.

3. $4\overline{)48}$

$$\begin{array}{r} 1\square \\ 4\overline{)48} \\ -\square \\ \hline \square 8 \\ -\ \square \\ \hline \square \end{array}$$

4. $5\overline{)53}$

$$\begin{array}{r} 1\square \text{ R } \square \\ 5\overline{)53} \\ -\square \\ \hline \square 3 \\ -\ \square \\ \hline \square \end{array}$$

5. $6\overline{)67}$

$$\begin{array}{r} \square\square \text{ R } \square \\ 6\overline{)67} \\ -\square \\ \hline \square 7 \\ -\ \square \\ \hline \square \end{array}$$

6. $3\overline{)33}$

7. $7\overline{)73}$

8. $9\overline{)96}$

9. $69 \div 3 =$ _____

10. $77 \div 3 =$ _____

11. $99 \div 4 =$ _____

Algebra **Use mental math to find the unknown.**

12. $x \div 2 = 12$

$x =$ _____

13. $48 \div 4 = y$

$y =$ _____

14. $75 \div 5 = s$

$s =$ _____

Day 10 Math

Draw a picture.

Solve and show work.

432 x 17

Use any strategy.

Write a story.

Day 6 Art

Shapes
What are shapes?
What are colors?
What are patterns?

Day 7 Art

Henri Matisse, French artist
Used vivid colors
Late in life he did cut-outs

Day 8 Art

Create your own rough draft of the Matisse inspired art project.

Day 9 Art

Create your shapes and see how you would insert them into the vase project.

Day 10 Art

Paste shapes into the VASE template, just like Matisse.
Do reflection page.

Día 6 Arte

Figuras
Qué son figuras?
Qué son colores?
Qué son los patrones?

Día 7 Arte

Henri Matisse, French artista
Usar colores vivos
Al final de sus vida hizo recortes

Día 8 Arte

Crea tu propio borrador del proyecto de arte inspirado en Matisse

Día 9 Arte

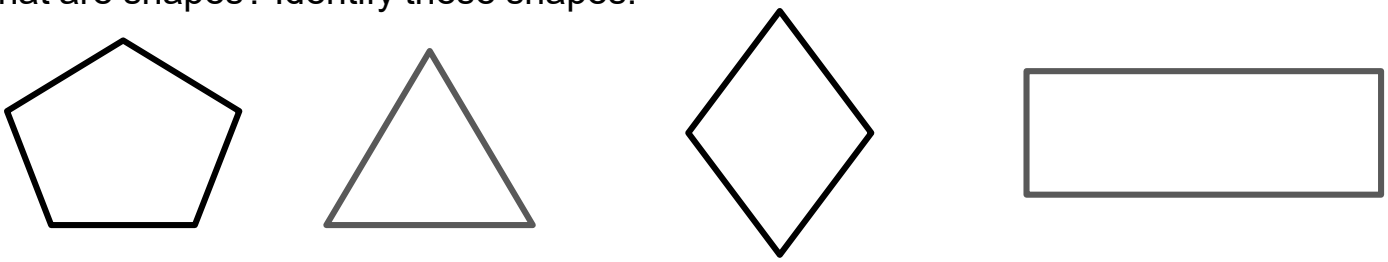
Crea sus formas y mira como las insertaría en el proyecto del florero.

Día 10 Arte

Pega las formas en la vase de plantilla al igual que Matisse.
Haz una página de reflexión.

INTRODUCTION-SHAPES

Shapes
What are shapes? Identify these shapes.



What is in your home that looks like these shapes? (point out 7 objects)

What are colors? Color is reflected light.

Find objects in your home or outside that are RED, BLUE, YELLOW, ORANGE, PURPLE

What are patterns? A pattern is a repeated design on paper or fabric.

Find objects in your home that have a pattern.



Draw 3 different shapes with three different patterns inside each shape. The patterns could be flowers, stars, etc…..

Artist Background and Works



This is Henri Matisse. What do you notice?
What do you wonder?

He was from France and liked to paint with very bright colors. He truly enjoyed the act of painting. His purpose for doing art was for others to be happy when they saw his compositions.
Late in life when he became ill he began to do paper cut-outs and made some of his most famous pieces during this time.
He was passionate about his painting.



Copy the pattern that you see here in this Cut-out composition.

What shapes do you see in this painting?

List the shapes that you see.



_____

_____

_____

_____

_____

Day 7

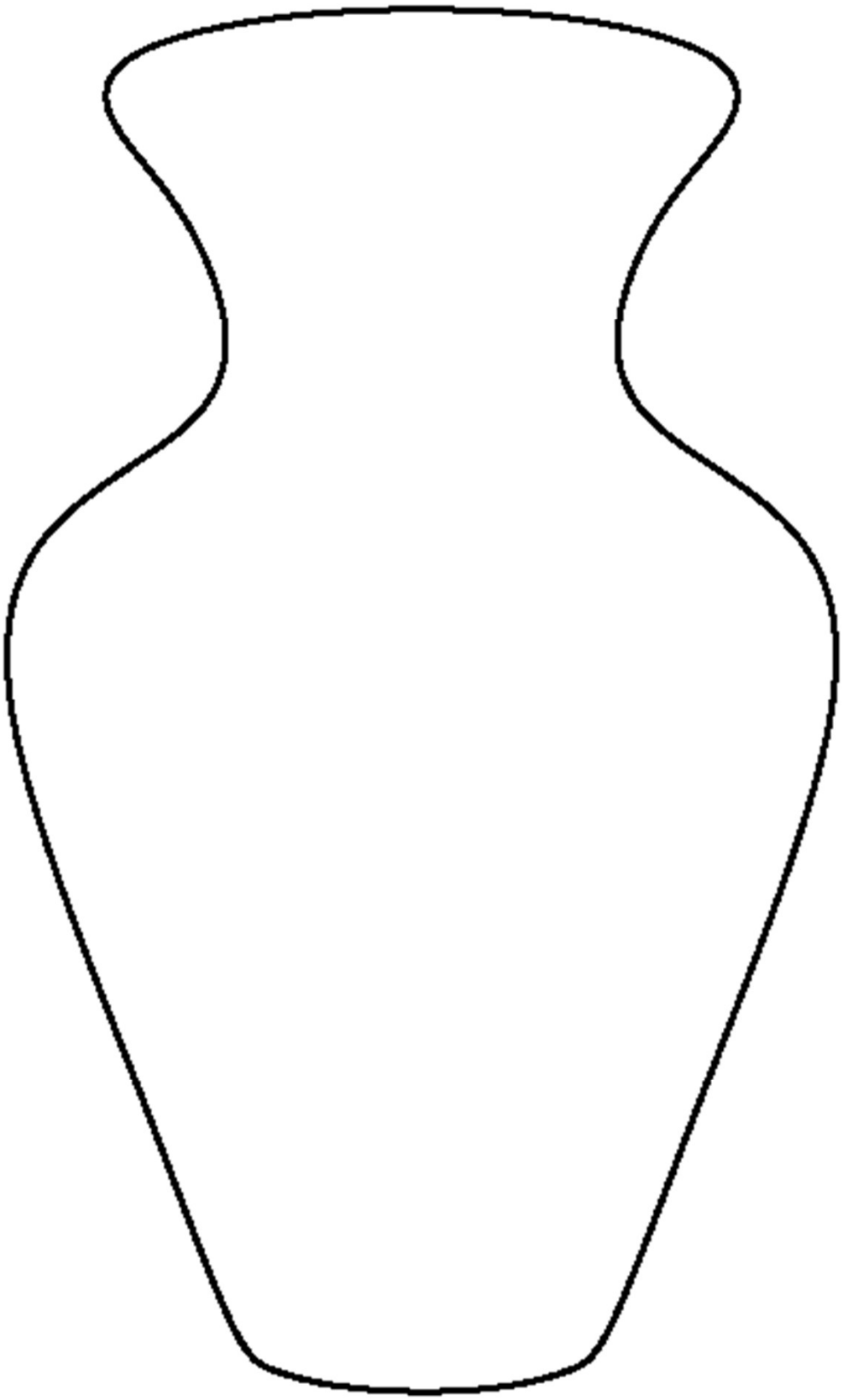
Rough draft

Draw a few creative shapes that are not the regular square, triangle and hexagon. Fill in with a pattern. Look at Matisse's work for inspiration.

Vase template

Name: _____

Fill in the vase with 4 different shapes and 2 different patterns. For 6th grade use 5 different shapes and 3 different patterns. Use color if you can.



Page Intentionally Left Blank

3-2-1 ⟶ ART!



Name:

Name of Project:



Three things I learned...

Two things I like about my work...



One thing I would change or do differently...



Dancing in the Street

Article



Credit for photo and all related images: Emilio Espejel/Associated Press

A ballerina dances in a Mexico City street while the light is red. She is part of a dance company that sends dancers to delight drivers with a bit of the arts while they wait in traffic.

MEXICO CITY, Mexico (Achieve3000, August 17, 2018). Remedios Rosas was walking down a street in Mexico City, Mexico, when she saw seven dancers tiptoe to the sidewalk. They were wearing tutus and had their chins held high. They joined people waiting to cross the road. When the light changed, music started. The dancers leaped into the street. They twirled and twisted in front of surprised drivers.

With the noise of traffic, the group danced to the tune of seven different songs.

Rosas ran home and brought back her two grandchildren to enjoy the street performances, which used music from ballet works like *Swan Lake* and *The Nutcracker* and Michael Jackson's "Rock With You." The sound system was a boombox plugged into an iPod.

"It's great for families that we have the opportunity to see [the performances] here on the street," the grandmother said.

The dancers are from a dance company called Ardentía. They began doing these street performances in July 2018. It was an attempt to brighten the days of drivers waiting at busy traffic lights. Each show lasts 58 seconds. That's how long it takes the traffic light to change.

The dancers have drawn the attention of many people. Some take pictures and videos. They all want to capture a story that keeps growing.

"We never thought this was going [to] have this kind of [power]," said Manuela Ospina Castro, who is one of the dancers. "Not only are people accepting it, but they need it. They need these kinds of activities to get closer to art."

Perched atop his bicycle, one man said he stopped when he came upon a performance. He stayed to watch the entire event.

But children are the most delighted. Daniela Jacqueline Luna, one of Rosas' grandchildren, said her favorite part of the performances is when dancers "move their feet."

One day, she said, she wants to become a ballet dancer.

Decoding Samaira Mehta

Article

SANTA CLARA, California (Achieve3000, April 25, 2019). When Google offered 11-year-old Samaira Mehta a job after she graduates college, she had to decline. It just didn't make sense for her to work for someone else—ever. After all, Samaira has board games to sell, workshops to conduct, speaking engagements to fulfill, a global mission to achieve, and, more immediately, 5th grade to attend.

Sorry, Google. This kid's got places to go and people to meet. And she probably always will.

Samaira, you see, is a computer programming whiz kid, a business mogul, and a go-getter who got going at an incredibly young age. Her career began not long after her techie dad taught her computer coding at age 6. Most kids that age are learning how to tell time. Samaira, however, was learning the computer language used to create apps, websites, and software. This is an exceptional accomplishment even for a super-smart kid from Silicon Valley, California, the techie capital of the world.



Photo credit: Yahoo

Samaira Mehta stands outside Google Headquarters in California, where she is scheduled to present a workshop about her board game.

Samaira took to coding like a rabbit takes to hopping, which is not an accidental comparison: Rabbits are her favorite animal. So when she decided to create a board game to teach kids how to code, she used rabbit tokens and called the game Coder Bunnyz. She was 8 years old at the time. In 2016, Samaira entered Coder Bunnyz in the ThinkTank Learning's PitchFest competition. She won the $2,500 second-place prize.

As luck would have it, the Cartoon Network was looking to profile inspiring real-life "Powerpuff Girls," three animated superheroes from one of the network's TV shows. After Samaira was featured in a video, her career took off.

With her dad's marketing help, Samaira went to work promoting Coder Bunnyz. Within a year, she appeared in news stories all over the world. Over $35,000 worth of Coder Bunnyz games sold on Amazon. And more than 300 schools and 240 libraries started using the game to teach kids coding. Soon, Samaira was conducting workshops on computer programming at Google, Intel, Microsoft, and other corporate giants in Silicon Valley.

So, what accounts for this kind of motivation and success in someone so young? Samaira's mother has the answer.

"I think there's a lot of passion and enthusiasm in this girl," she said. "And she wants to make a difference, and that is coming from the heart."

It's no wonder, then, that Samaira is determined to use her knowledge to make a positive global impact. She and her kid brother, Aadit, started an initiative called "Yes, 1 Billion Kids Can Code." Their aim is to teach coding and computational skills to one billion kids worldwide by 2030.

Samaira is convinced that learning these skills will enable kids of all backgrounds to stand on their own two feet, make something of themselves, and live a better life, no matter where they come from.

To achieve this goal, Samaira solicits contributions on her website and uses the money to send Coder Bunnyz games to schools around the world. She also conducts workshops wherever she can to teach kids how to play the game.

She is particularly interested in inspiring girls.

"I believe that girls are underrepresented, especially in this science and computer technology field," she said, like a real-life Powerpuff Girl on a mission.

And now that Coder Bunnyz has made its way around the world, Samaira has created a new board game called Coder Mindz. It does for artificial intelligence what Coder Bunnyz did for coding. The game teaches kids the basic principles and programming that enable computer systems to perform human-like tasks.

When she's not promoting her board games and conducting workshops, Samaira is in demand as a motivational speaker at high-profile events like Google's Diversity in Tech conference and the WorldWideWomen Girls' Festival.

So what does the future hold for this firecracker of a girl? The sky's the limit, especially since this expert coder seems to have decoded the secret of success.

Voice of America contributed to this story.

Video Credit: VOA



What Do You Think?

Explain why Samaira Mehta wanted to make coding games for kids.

What information would you use to support the view that Samaira is a "whiz kid"?

Article



Photo credit: AP/Matt Rourke

This cat heard somebody say something. But what did it hear—a word or name it recognizes, or just a sound?

TOKYO, Japan (Achieve3000, April 17, 2019). News flash: Cats and dogs have completely different styles. But you probably know that already. When you call Fido by his name, he's there in a flash. He licks and pants and makes you feel like the center of his universe. When you call Kitty by his name, he may have a vague look on his face that says, "Are you talking to me?" Then he loses interest.

So what accounts for the difference?

According to the sizable amount of research done on canines, dogs have been bred for thousands of years to obey and please us. So, they do. They're also able to recognize their names. They can learn hundreds of other words, too.

According to the limited research on felines, cats are much more reserved than dogs. That's partly because they haven't been taught to please humans as much. For a long time, cats' ability to tell their names from other words hadn't been tested scientifically.

That is, until now.

Atsuko Saito was determined to find out if felines are able—and willing—to know their names. Saito is a scientist at Sophia University in Tokyo. She and a team of researchers performed a series of experiments involving 78 cats across Japan.

Some were ordinary housecats that lived with a few other felines or with none at all. Others came from a "cat café." A cat café is a coffeeshop where customers can walk in off the street and play with the cats inside. (Pets aren't allowed in many Tokyo apartment buildings. That explains the rise of these coffeeshops.)

Saito and her assistants asked each of the pet owners to keep saying a list of nouns that sounded like their cats' names. Or they said the names of other cats that lived in the same house. At first, most of the felines reacted by moving their heads, ears, or tails when they heard a few nouns and names. But they gradually lost interest.

Cats will be cats.

Next, the owners were told to repeat the same list of nouns and add their cats' names at the end. Most of the cats idled through the now-familiar list. But they perked up big time at the sound of their own names. The researchers then had strangers say the nouns and names. Once again, the cats reacted to their own names. The reactions, however, were a little quieter than when their owners did the name-calling.

All the cats did this except the café cats. They couldn't tell their names from the names of the other cats. That might be because different customers say the cats' names differently.

And there you have it. For the most part, cats recognize their names. But Saito points out that there's no evidence that cats know the meaning of words or names, even their own. Instead, they've learned that when they hear that name, they get fed, petted, played with, scolded, or taken to the vet. So the sound becomes special, even if the cat doesn't really understand that it's his or her name.

Kristyn Vitale studies cat behavior and the cat-human bond at Oregon State University. She says the results of the study "make complete sense." Vitale has successfully trained cats to answer to verbal commands. But she agrees that the results of Saito's experiment don't mean that cats know what their names represent. It's more like being trained to recognize a sound, she said.

Monique Udell also studies animal behavior at Oregon State. She believes that the study shows "cats are paying attention to you, what you say and what you do, and they're learning from it."

So don't you worry, cat lovers. Kitty may not be as gushy and responsive as Fido, but that doesn't mean he loves you any less—or is a lick less cute.

The Associated Press contributed to this story.



What Do You Think?

What evidence supports the idea that cats are able to recognize their names?

What conclusions can you draw about cats?