Journey to
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Learning
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DASSPOR
B United
- Jane
FOR AT HOME
LEARNING
4 th Grade
Student's Name:
School:
•Teacher:

Dear Richland One Families,

Thank you for your support, patience, and flexibility during what has proven to be a time marked with immense uncertainty. You truly are what makes our school district R1Strong!

In this packet, you will find learning activities for your child. In the "Everyday Learning" section, you will find learning activities that students should complete each school day. These include activities such as reading daily, writing about what was read, and practicing math fluency. Activities in the "Daily Learning Assignments" section are labeled by the day number. Your child's teachers may contact you regarding additional assignments. In that case, the teachers' assignments should be completed first, and the assignments in this packet should be completed as time permits. Students should be able to complete some of the assignments independently; however, there will be some assignments that require your support. While we expect students to work hard each day, they may or may not complete all of the listed assignments. Children may return to a previous day's work to complete any missed assignments, or they may move ahead if they have completed assignments quickly. To allow for all students to work at their own pace, we have planned for more assignments than are needed at this time. Furthermore, if your child qualifies for accommodations through either an IEP or 504, please connect with the teacher or other service provider to ensure accommodations are provided.

In the coming days, additional learning activities will be posted to the Richland One website (www.richlandone.org) as well as on our Richland One Television Channel (ROTV). You may contact your child's teacher for assistance using the already established communication protocol. Additionally, teachers will continue to provide office hours daily from 9:30 a.m. – 11:00 a.m. and 1:00 p.m. – 2:30 p.m.

In closing, we hope that you and your family are able to stay healthy and safe. If you have questions, please do not hesitate to reach out to your child's teacher and/or principal.

Office of Elementary Education

Teaching and Learning Division

Everyday Learning Activities

Your child should complete the following activities each school day.



English Language Arts	Math
Read for 30 minutes each day. Students may choose to read a book, magazine, newspaper, recipe, and any other reading material.	Practice your multiplication facts. You can use cut up paper or index cards to study facts daily.
log for the Superintendent's Book Club.	
Parents, choose two (2) questions from the Questions to Ask About Reading pages (located later in the packet) to ask your child during and/or after they have read each day. They can answer orally or written.	Complete daily Problem of the Day (located later in the packet).
Write about what you have read by choosing one of the included questions (see Questions to Ask About Reading) in a journal.	
Select 1-2 affixes from the Prefix-Suffix-Root List (located later in the packet). Create word lists using the chosen affixes. Record the word lists in a journal. Use the words in your writing when appropriate.	Write your own math problem about the skill you are working on.
Complete Lexia Core 5 lessons if you access to a device and the internet.	Complete Dreambox assignments if you access to a device and the internet.

V

Questions to Ask About Reading—Fiction/Literary

Parents, <u>choose two (2) questions</u> to ask your child during and/or after they have read each day. They can answer orally or written.

Students, **<u>choose one question</u>** below to answer in writing about your reading.

Meaning and Context				
 <u>Characters</u> How does conflict cause characters to change in order to move towards resolution? How does the character resolve the conflict? (RL8) What is keeping the character working towards resolution? What is motivating the character? (RL8) 	 Setting How does the setting impact the plot (the big events and the problem-solution)? (RL8) How do the illustrations emphasize the setting? (RL8) 			
 Plot Explain how the character's actions contribute to the development of the plot. (RL8) What problem is the character facing and how does the character react to the problem? (RL8) 	 Ineme How was the theme developed across the text (beginning, middle and end)? (RL6) What key details support the development of the theme?(RL6) Remember, the theme is the life lesson the story is teaching. 			
Language, Cra	ft and Structure			
 Author's Craft How did the author use words, phrases, and conventions to shape meaning (i.e., rhythm, repetition, simile, metaphor, onomatopoeia, alliteration, idioms, personification)? (RL9) How does the author use words and phrases to create mood? (RL9) How does the author use words and phrases to emphasize aspects of a character or setting? (RL9) 	 Author's Purpose/Perspective Why did the author write this story? Was it to entertain, to inform, to persuade? Explain your answer. (RL11) Whose point of view am I hearing (1st or 3rd person)? Explain your answer. (RL11) Compare and contrast the reader's point of view to that of the narrator or character. (RL11) 			

Questions to Ask About Reading—Nonfiction/Informational

Parents, <u>choose two (2) questions</u> to ask your child during and/or after they have read each day. They can answer orally or written.

Students, **<u>choose one question</u>** below to answer in writing about your reading.

Meaning and Context			
 Predictions/Inferences What predictions can you make? Cite text evidence to support your answer. (RI5) What inferences can you make? Cite text evidence to support your answer. (RI5) 	 Central or Main Idea/Key Details Summarize using key details to support the central idea. What is this text mostly about? (RI6) 		
Language, Crat	t and Structure		
 Author's Craft/Text Features How did the author use words, phrases, illustrations, and photographs to shape meaning? (RI8) How did the author use text features (appendices, timelines, maps, charts, index, headings, bullets, and captions) to shape meaning? (RI8) Explain the relationship between the text features and the text. (RI8) 	 Author's Purpose/Perspective What is the author's purpose (to inform, explain, or describe)? (RI10) How is one's own perspective different from the author? (RI10) 		
 Text Structure What text structure did the author use and how does it contribute to meaning? (RI11) Sequential order Cause and effect Compare and contrast Problem-Solution Question-Answer How did the author use reasons and evidence to support particular points?(RI11) 			

4TH GRADE PREFIX-SUFFIX-ROOT LIST

(Generally, prefixes and suffixes change the meanings of roots, but it is usually the suffix that denotes the part of speech.)

Affixes are added to the beginning or end of a word to create a new word with a new meaning.

Prefix	Suffix	Definition	Examples	Origin
	-ful	full of	beautiful, painful	Anglo-Saxon
	-less	without	careless, helpless	Anglo-Saxon
	- <i>y</i>	characterized by/ like	cloudy, fishy	Anglo-Saxon
	-ly	characteristic of	badly, friendly, quickly	Anglo-Saxon
under-		too little/ below	underfed, underground	Anglo-Saxon
over-		too much/ above	overdone, overhead	Anglo-Saxon
non-		not	nonfat, nonsense	Latin
pre-		before	preplan, pretest	Latin
bi-		two	bicycle, binocular	Latin
tri-		three	tricycle, triangle	Latin/ Greek
quad-		four	quadrilateral, quadrant	Latin
oct-		eight	octagon, octopus	Latin/ Greek
	-ion, -ation, -sion, -tion	act of/ state of/ result of	attention, vision, invitation	Anglo-Saxon
	-ness	condition/ state of	darkness, fairness	Anglo-Saxon
	-ly	characteristic of	badly, friendly, quickly	Anglo-Saxon
	-ment		act/ process	enjoyment, replacement
	-er, -or	one who/ that which	baker, boxer, conductor, survivor	Latin



Date	Book Title	Author	# Of pages read

Traveling through the World Wide Web ...

Use the resources below to access books or for <u>additional practice</u> if a device and internet is available.









Storyline Online

ReadWorks[®]

Flocabulary newseld

Contact your teacher if you do not have login information for any of the above resources.



4th Grade Math Reference Sheet

This reference sheet is designed to help with most math assignments in this packet. Refer to this resource as needed.

Symbols					
imes multiply	° degre	ee(s)	ÂB	line AB	
÷ divide	⊥ is per	pendicular to	AB	ray AB	
= equals	is para	allel to	ĀB	line segment	AB
> greater than	A point	Α	∠ABC	angle ABC	
< less than	*		8 8 8		
	Mo	ney			
¢ cent or cents	1 penny = 1¢	or \$0.01	1 quarte	r = 25¢ or \$0.2	25
\$ dollar or dollars	1 nickel = 5¢ d	or \$0.05	1 dollar	1 dollar (\$) = 100¢ or \$1.00	
	1 dime = 10¢	or \$0.10			
	Ler	nath			_
Metric			Custor	nary	
1 centimeter (cm) = 10 millimeters (mm) 1 foot		1 foot (ft) = 12 inches (in.)			
1 meter (m) = 100 centimeters 1 yard		1 yard (yd) =	= 3 feet		
1 kilometer (km) = 1,000 meters 1 mile (mi) = 1,760 yards					
Mass		1	Сара	sity	
111035			Met	ric	
1 kilogram (kg) = 1,000 grams (g)		1 liter (L) $=$ 1.000 milliliters (mL)			(ml)
Weight		1 liter (L) = 1,000 milliliters (mL)			(IIIL)
(And And And And And And And And And And		Customary			
1 pound (lb) =	= 16 ounces (oz)		1 pint (pt) =	2 cups (c)	etere
1 ton (T)	= 2,000 pounds	MLK	1 quart (qt) =	= 2 pints	nce Shee
			1 gallon (gal) = 4 quarts	ă
					A 2 2

4th Grade Math Reference Sheet, cont...



Problems of the	Day 1 4.NSBT.6
Day Flease Complete the appropriate problem of the day.	Which of the following is equal to $520 \div 5$? A. $(500 \div 5) - (20 \div 5)$ B. $(500 \div 5) + (200 \div 5)$ C. $(500 \div 5) + (20 \div 5)$ D. $(500 \div 5) - (200 \div 5)$ Explain how you know using words, pictures, and/or numbers.
Day 2 4.NSF.5	Day 3 4.ATO.4
What is the sum of the fractions below?	Which list shows all the factor pairs of 32?
+ $A. \frac{91}{110}$ $B. \frac{91}{100}$ $C. \frac{46}{110}$ $D. \frac{46}{100}$ Explain how you know using words, pictures, and/or numbers.	A. 1 and 32, 2 and 16, 4 and 8, 6 and 6 B. 1 and 32, 2 and 16, 4 and 8 C. 1 and 32, 2 and 16, 4 and 8, 6 and 7 D. 1 and 32, 2 and 16, 4 and 9 Explain how you know using words, pictures, and/or numbers.
Day 4 4.G.4	Day 5 4.MDA.3
Which of the lines is a line of symmetry for the heart? A) JK Only B) JK and NO C) NO only D)LM Explain how you know using words, pictures, and/or numbers.	 Chris builds a rectangular sandbox with a length of 23 feet. He knows the perimeter of the sandbox is 88 feet. What is the width of Chris's rectangular sandbox? A. 21 feet B. 42 feet C. 46 feet D. 65 feet Explain how you know using words, pictures, and/or numbers.

Problems of the	Day 6	4.NSBT.2
Day	A newspaper company sold 23, <u>179</u> ,912 newspapers in on	e month.
	 What is the name of the period of the underlined digits? A. Units B. Thousands C. Millions D. Billions Explain how you know using words, pictur and/or numbers. 	
Please complete the appropriate problem of the day.		
Day 74.NSF.2Lisa needs yard of fabric to cover a bench.Which amount of fabric is greater han $\frac{3}{-}$ ya dA. y a dB. $\frac{2}{-}$ yardC. $\frac{1}{2}$ yardD. $\frac{5}{-6}$ yardExplain how you know using words, pictures, and/or numbers.	Day 8 Ken has 4 pencils. Joey has pencils as Ken has. Which ed to find the number of pencils $($ A. $4 \times 4 = 16$ B. $4 + 4 = 8$ C. $4 \times 4 \times 4 \times 4 = 256$ D. $4 + 4 + 4 + 4 = 12$ Explain how you know usin and/or numbers.	4.ATO.2 4 times as many quation can be used Joey has?
Day 9 4.G.2	Day 10	4.MDA.3
Which shape has 4 sides and 2 sets of parallel sides?	Tony bought a 2-liter bottle of How many milliliters of soda of A. 2,000 B. 200 C. 1,000 D. 100 Explain how you know usin and/or numbers.	soda for his guests. did Tony buy? ng words, pictures,

Problems of the	Day 11 4.NSBT.1			
Day	The chart below tells the lengths of six different rivers from around the world. Use the lengths to complete the activities below the chart.			
Please complete the appropriate problem of the day.	Name of riverNileColumbiaMekongDanubeVolgaAmazonLength in miles4,132 miles1,450 miles2,705 miles1,795 miles3,645 miles3,976 milesWhich length below has a 6 that is 100 times greater than the 6 in the Amazon's River length?A.26,175 milesA.26,175 milesB.9,602 milesC.64,582 milesD.6,419 miles\Explain how you know using words, pictures, and/or numbers.Amazon			
Day 12 4.NSF.5 Choose the correct picture that represents each fraction and find the sum. $\frac{7}{10} + \frac{9}{100} =$	Day 13 4.ATO.5 The first four terms of a shape pattern are shown below.			
A. B. C. D. E. Explain how you know using words, pictures, and/or numbers.	What is the 7th term in the pattern? A. B. C. D. Explain how you know using words, pictures, and/or numbers.			
Day 14 4.G.1	Day 15 4.MDA.6			
Which of the labels below represents a ray in the picture below?	Olivia has three classes after lunch. The table shows her schedule in the afternoon.			
× M Part	Time Subject			
	12:30 PM -1:15 PM Art			
A. M C. RQS	1:15 PM -2:15 PM Reading			
B. QP D. XY	2:15 PM - 3:15 PM Math How much time does Olivia spend in class after lunch?			
Explain how you know using words, pictures, and/or numbers.	Explain how you know using words, pictures, and/or numbers.			

Problems of the	Day 16 4.NSBT.6
Desce complete the appropriate	Solve 605÷3. Find the missing partial quotients. Then find the total quotient. $3) 605 \ A \\ -600 \ B \\ + \\ 2 \ C \ R \ D$ Choose from the number bank below. 20 200 21 1 201 2
problem of the day.	Explain how you know using words, pictures, and/or numbers.
Day 17 4.NSF.1 The fractions in these models are equivalent.	Day 18 4.ATO.4
Use the fractions in the models to complete the equation. $ \begin{array}{c} \hline x & 2 \\ x & 2 \end{array} $ Explain how you know using words, pictures, and/or numbers.	Place the numbers into the correct column. Prime Composite Neither 1 2 3 5 7 9 12 Explain how you know using words, pictures, and/or numbers. 1
Day 19 4.G.4 Select the pair of shapes in which both have at least 1 pair of parallel sides and at least 2 lines of symmetry. A. B. D.	 Day 20 4.MDA.6 An angle is measured with the protractor below. Select all the statements that are true based on the picture. A. The angle in the picture is a right angle. B. The measure of the angle in the picture is 75°. C. The measure of the angle in the picture is 105°. D. The angle in the picture is an acute angle.
Explain how you know using words, pictures, and/or numbers.	Explain how you know using words, pictures, and/or numbers.

Problems of the	Day 21		4.NSBT	.1
Dav	The digit 5 appears twice in this num		e in this number.	
	7 , <u>5(</u> 5)1			
	Which stateme number?	ent is true ab	bout the digits in this	S
	A. The circled 5 underlined 5. B. The underline	has 100 time ed 5 and the 0	es the value of the circled 5 are both 5. T	hey
	are equal in v C. The underline	value. ed 5 has 10 ti	mes the value of the	2
Please complete the appropriate problem of the day.	circled 5. D. The underlined 5 has 100 times the value of the circled 5.			ł
	Explain how y and/or numbe	vou know u ers.	sing words, pictu	res,
Day 22 4.NSF.4	Day 23		4.AT().5
Mary has 3 hair ribbons that are each $\frac{1}{8}$ of a foot long. What is the total length of all 3 ribbons?	Look at the pattern.			
Explain how you know using words, pictures, and/or numbers.	 Figure 2 Figure 3 Figure 4 If this pattern keeps going, how many plus signs would Figure 6 have? Explain how you know using words, pictures 			
	and/or numbe	ers.		
Day 24 4.G.1	Day 25		4.MD*	4.6
Look at all the shapes below. Which shapes have perpendicular line segments?	Complete the t measurements	able with the	e correct	
	^	Aeters 1	Centimeters ?	
S. T. U. V.		5	?	
		9	?	
Explain how you know using words, pictures, and/or numbers.	Explain how y and/or numbe	vou know u ers.	sing words, pictu	res,

Problems of the	Day 26 4.NSBT.1
Day	What is the relationship between the value of the 2 in the square and the value of the 2 in the circle in the number below?
Diasco completo the appropriate	 5, 1 44 A. The value of the 4 in the circle is 10 times greater than the value of the 4 in the square. B. The value of the 4 in the circle is 100 times the value of the 4 in the square. C. The value of the 4 in the square is 1 times the value of the 4 in the circle. D. The value of the 4 in the square is 10 times the value of the 4 in the circle.
problem of the day.	Explain how you know using words, pictures, and/or numbers.
Day 27 4.NSF.7	Day 28 4.ATO.5
	Which list shows all the factor pairs of 28?
Model 1 Model 2	A. 1 and 28, 2 and 14, 4 and 7 B. 1 and 28, 2 and 14, 3 and 8 C. 1 and 28, 2 and 14, 4 and 7, 6 and 8 D. 1 and 28, 2 and 14, 3 and 8, 4 and 7
Write a comparison statement for the 2 given models using >, <, or =.	Explain how you know using words, pictures, and/or numbers.
Explain how you know using words, pictures, and/or numbers.	
Day 29 4.G.1	Day 30 4.MDA.6
How many sets of parallel line segments	Look at the diagram below.
make up the figure below?	Which of the following angles measure greater than 30° and less than 100° in the diagram above? Circle all that apply.
	∠LOH ∠KOH ∠NOL ∠MON ∠HOJ
Explain how you know using words, pictures, and/or numbers.	Explain how you know using words, pictures, and/or numbers.

RASSPORT PASSPORT	· · · y 1
ELA	Math
<u>I</u> a	can:
 I can ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. I can determine how the author uses words and phrases to shape and clarify meaning. I can apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. I can use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context. I can read independently for sustained periods of time to build stamina. 	 ✓ I can convert yards to feet. ✓ I can multiply by 9.
<u>Assignment</u>	<u>Checklists:</u>
 Read the passage and answer the questions. Complete word study activity. Read for 30 minutes and write a response. 	 Complete Converting Length worksheet. Complete Multiplying by 9 worksheet. Complete Problem of the Day #1.

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3D PRINTING AIDS ANIMALS



Sometimes animals are so badly injured that regular medicine cannot help them. Animal lovers can still come to the rescue, though. In Brazil, a group of them use medicine and computer technology to create artificial body parts. Three-dimensional (3D) printing can create all sorts of objects, from a vase to a toy truck. The Brazil team used 3D printing to help a badly burned tortoise. A forest fire had destroyed 85 percent of her shell—something a tortoise can't survive without. The group nicknamed the tortoise Freddy. Together, they gave her another chance at life.

First they took photos of Freddy and of a healthy tortoise with a complete shell. Then they used a computer program to design a new shell that would fit her exactly. A 3D printer created the new plastic shell. It was made in three parts and fit together like a puzzle. The finished shell was attached to Freddy's body. Later, an artist painted the shell so that it resembled a real one. Freddy now lives with the veterinarian who helped save her life.

Do You Know?

3D printing takes a lot of plastic. Now three Canadian students have invented the ProtoCycler. It's a device that turns waste plastic such as bottles into the plastic that can be used in a 3D printer.

Tortoise Shell, Take Two



O After the fire, Freddy's shell was nearly gone. O The team of Matheus Rabello, Paulo Miamoto, Roberto Fecchio, Cicero Moraes, Sergio Camargo, and Rodrigo Rabello fit together the parts of her plastic shell. O The new shell fit well, but the white plastic was not a natural look. O Artist Yuri Caldera hand-painted the shell to resemble a she design from nature. The results are amazing!





www.modimon.s.com

ke sure to write 1. Close Reading Questions		? What details are	e creating artificial 3	passage with 4.	ink the author chose 5	c? What in the text 6.	g something. 7	lems. Would you say 8	y? houghts on their efforts Extension Activity	www.reodingo-z.com
le questions on the following page. I sentences.	1. What is this passage about?	 What technology was used to help the torts included about this technology? 	 In the first paragraph, the author states they body parts. What details help readers unde and what does it reference in the passage? 	 Why do you think the author chose to start this first sentence? 	What does the ProtoCycler do? Why do you to include the information about the ProtoC	 What is the author's point of view on this makes you say that? 	 Innovation is a new idea or a new way of c What innovation is mentioned in this pass 	 Ingenuity is cleverness or skill in solving F the team used ingenuity in this situation? 	What can result from innovation and inge Write a letter to the Brazil team sharing yo in regard to innovation and ingenuity.	Reading A-Z
Answer th in comple	Read 1 3D Printing vids Animals	Read 1 3D Printing vids Animals	Read 2 80 Printing ids Animals	Cead 2 SD Printing ids Animals	tead 2 to Printing ids Animals	Read 3 3D Printing Aids Animals	Read 3 3D Printing Aids Animals	Read 3 3D Printing Aids Animals	C Extension Activity 3D Printing Aids Animals	All display and an a

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Digraph creator. Using the onsets and rimes, create as many words as

Writing about Readin Based on the type of text you read, choose a question to respression your independent reading from the Questions to Ask About R	Writing about Readin Vor independent reading from the Questions to Ask About R Vor independent reading from the Questions to Ask About R	Th Th H H <td< th=""><th>Onsets Onsets </th><th>Onsets Onsets Sh 5 Th F T H Rimes Amout Reading alke in ick ot ug est our base to start you read, choose a question to reap particle start you read, choose a question to reap und sentences using the words that you've Perform the Questions to Akt About R und sentences using the words that you've Perform the Questions to Akt About R und sentences using the words that you've Perform the Questions to Akt About R</th><th>δ</th><th>)</th><th>ond to about eading pages.</th><th>) -</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></td<>	Onsets Onsets 	Onsets Onsets Sh 5 Th F T H Rimes Amout Reading alke in ick ot ug est our base to start you read, choose a question to reap particle start you read, choose a question to reap und sentences using the words that you've Perform the Questions to Akt About R und sentences using the words that you've Perform the Questions to Akt About R und sentences using the words that you've Perform the Questions to Akt About R	δ)	ond to about eading pages.) -							
•		Th Th H H Index that you've	Onsets	Sheets Onsets FI T FI T H T H T H T And the set of the s	Writing about Readin)	Based on the type of text you read, choose a question to resp vour independent reading from the Questions to Ask About R								

Conversion Table

Fill in the blanks in the conversion table. Note: To convert from a larger unit to a

smaller unit, <u>multiply</u>. See an example below.

Complete the table.

<u>Example</u> : 2 yard 2 x 3 =	ds = ft 6 feet
5 yards	ft
4 yards	ft
6 feet	in
5 feet	in
9 feet	in
10 yards	ft



Name:



Super Teacher Worksheets - www.superteacherworksheets.com

PASSPORT	
ELA	Math
<u>I c</u>	<u>can:</u>
 I can ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. I can determine how the author uses words and phrases to shape and clarify meaning. I can read independently for sustained periods of time to build stamina. 	 ✓ I can convert measurements within a single system of measurement (feet to inches). ✓ I can multiply a 2-digit- number by 1-digit number.
<u>Assignment</u>	Checklists:
 Read the passage and answer the questions. Read for 30 minutes and write a response. 	 Complete Problem of the Day #2. Complete Conversion Table from feet to inches. Complete Equal Values worksheet.



better in school? Studies show that students who hear have worked really hard at this!" Which student does One teacher praises a student by saying the words of the second teacher will do better. Those "You're so smart!" Another teacher says, "You must students are learning that their effort is important

students were told that they had worked hard at a task. They worked even harder the next time. The first group of students was learning that they had a set amount of at a task. They didn't try very hard the next time. Other is called a fixed mindset. The second group was learning skill. They didn't think they could do any better. This Psychologists looked at what grade school students praise. Some students were told that they were good mindset believe that the brain can grow; people can that they could do better if they kept trying. This is called a growth mindset. People who have a growth did after they were given different types of verbal do better and learn

new skills. If they can be successful. work hard, they

C Learning A-Z Al rights reterved.



abey supar cool

a pathway to success.

vears. She believes that when teachers and parents been studying young students for more than forty praise a student's learning strategies, it becomes person to use the term growth mindset. She has

Carol Dweck is a psychologist and the first

A Mindset Pioneer

How can teachers and parents help students succeed? be told how they can do better. Teachers, parents, and intelligence or talent. When students fail, they should They can focus primarily on effort and not simply on ability. When students succeed, teachers and parents should praise the actual work put forth rather than students need to value effort, not intelligence

Dellers o	жите 📷	EFFORT	HALLENGES	FEEDBACK	SETBACKS	man a much mer
Fixed Mindset	Things you are born with that cannot change	Something to avoid- could show lack of skill	Things to avoid— in case you aren't good enough	Something negative	Discouraging things that happen out of your control	c
Growth Mindset	Things you can grow and improve with hard work	Something important— leads to success	Things that help you leam	Something to learn from	Helpful things you can learn from	Rendir

this cobs to issues com/cuberal; comos cob

		Close Reading Questions
Answe	Close Reading Questions r the questions on the following page. Make sure to write	1
	piere serirences.	2.
Read The Growth Mindset	1. What is a fixed mindset?	
Read 1 The Growth Mindset	2. What is a growth mindset?	Э.
Read 1 The Growth Mindset	According to the passage, how can teachers and parents help students succeed?	4.
Read 2 The Growth Mindset	 What does the word <i>effort</i> mean? Why is it important to focus on a student's effort rather than his or her ability? 	5.
Read 2 The Growth Mindset	5. How does the chart inform readers about the differences between fixed mindset and growth mindset?	
Read 3 The Growth Mindset	6. How might a teacher or parent praise students to build their growth mindset? Why is this type of praise important?	
Read 3 The Growth Mindset	 How might having a growth mindset help students reach their goals? How might having a fixed mindset limit students from reaching their goals? 	
Read 3 The Growth Mindset	8. Why are people with a growth mindset more successful?	8
Extens Activit The Growth Mindset	W Do you agree with author's point of view on growth mindset? W Write a paragraph explaining whether or not you agree with author's point of view. Use examples from the text to support your answer.	Extension Activity



Name:

Feet and Inches

Memorize this: There are 12 inches in a foot.

Compete the table. Then, use the table to answer the questions below.

	1 foot	2 feet	3 feet	4 feet	5 feet
	12 inches				
1.	Which is longe	er: 2 feet or 28 inc	hes?		
2.	Which is less: 4		s		
3.	How many inc	hes are in 5 feet?			
4.	James is five fe 53 inches tall.	eet tall. Caroline Who is taller?	is		
5.	Marley caugh feet three inch inches long wo	t a fish that was tw nes long. How mo as her fish?	wo any		
6.	Arnold is four f many inches to	eet, six inches tall all is Arnold?	. How		
7.	Peter measure It was 32 inche less than three	ed the width of his es wide. Is the frid e feet wide?	refrigerator. ge more or 		



Solve all the problems in both sets of boxes. Each answer in the top boxes matches an answer in the bottom boxes. Discover the answer to the question above by writing each word from the top set of boxes in the box below with the matching answer. One example has been done for you.

82 × 3= 246	25 x 5=	44 × 6=	74 × 3=	22 × 8=
IF	BUT	IT	IT	FIND
18 × 8=	33 × 3=	51 × 2=	69 × 7=	84 × 5=
IT	IF	AGAIN	YOU	BILL
58 × 5=	30 × 3=	80 × 3=	16 × 4=	70 × 3=
FOLD	DOUBLE	YOU'LL	YOU	INCREASES
24 × 9=	19 × 5=	48 × 1=	78 × 2=	15 × 3=
UP	OPEN	THE	YOU	FIVE-DOLLAR

11 × 9=	8 × 8=	29 × 10=	12 × 4=	5 x 9=
60 × 7=	500 - 17=	45 × 2=	259 - 37=	150 - 25=
41 × 6= 246	39 × 4=	70 + 25=	12 × 12=	72 × 3=
if				
17 × 6=	60 × 4=	44 × 4=	66 × 4=	42 × 5=
				•

	ASSPORT	
		AA
	ELA	Math
	<u>I c</u>	<u>can:</u>
 ✓ I ca que tex with con ✓ I ca wor ✓ I ca det unk ✓ I ca lett ✓ I ca lett syll aff mul ✓ I ca 	In ask and answer inferential stions to analyze meaning beyond the t; refer to details and examples nin a text to support inferences and clusions. In determine how the author uses ds and phrases to shape and clarify ining. In apply a range of strategies to ermine the meaning of known, nown, and multiple meaning words, ases, and jargon; acquire and use eral academic and domain-specific abulary. In use combined knowledge of all er- sound correspondences, abication patterns, base words, and ixes to read accurately unfamiliar tisyllabic words in context. In read independently for sustained iods of time to build stamina.	 I can write lengths using equivalent metric units.
	Assignment	<u>Checklists:</u>
□ Re th □ Co ac Re	ad the passage and answer e questions. mplete word study tivity. ad for 30 minutes and	 Complete Problem of the Day #3. Complete Metric Units of Length worksheet. Complete Multiplication Math • Riddle worksheet.

Kids Should H	ave Cell (LOSE READ	Cheating is unfair and does not help students learn. Bull- hurts classmates. Studies show that younger students a	llying
Phones in S	ichool	more likely to be bullied if they have cell phones. However, researchers have found that most parents	s and
Cell phones have become of devices in the past half centur	one of the most useful	teachers want students to have phones. It's important for parents and children to be able to keep in touch. Teach	for
only one use—calling someon really minicomputers that all	ne. Today's smartphones are	like using phones during lessons because students are interested and pay closer attention.	e more
at once. People can send texts take pictures and videos, and	and emails, listen to music,	Many teachers feel that the benefits outweigh the problems if students learn to use the phones correctly.	
Cell phones are perfect for learning in school. For		Teachers and parents can teach kids to use cell phones in a safe way that helps them learn new things. In class	. s s
example, students can find information on the Internet,		phones should be silent and used only for lessons. Stud should also track time spent on their phones and avoid	udents
solve math problems, and		using them too much. Students should be allowed to u	use
share notes. They can use the calendars and alarms for	An average person unlocks a smartphone about 110 times each day.	cell phones in school. Setting good ground rules can improve learning for everyone.	
reminders about homework, J Thev can even share ideas on	projects, and tests. social media.	Students' Opinions on Phone Use in Class	
Some schools don't allow o	cell phones because they	Scarce: Pranon School School School	- 7

and will need to be reminded to put down their phones. think the phones can distract students from their work. recess playing games or using social media. Kids could Some teachers worry that students won't pay attention They also worry that students will spend lunches and miss out on quality time spent with friends.

Teachers and parents also worry about students using phones to cheat on tests or to bully others.

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		Close Reading Questions
Answer the c in complete	Close Reading Questions questions on the following page. Make sure to write sentences.	
Read Kids Should Have Cell Phones in School	 What main point is this passage making? 	
Read (Kids Should Have Cell Phones in School	According to the passage, how can students use cell phones in school?	ń
Read Kids Should Have Cell Phones in School	3. Why don't some schools allow students to have cell phones?	4.
Read 2 Kids Should Have Cell Phones in School	 What is the purpose of this text? How does the structure of this passage support that purpose? 	5.
Read 2 Kids Should Have Cell Phones in School	5. How do the pie charts support the author's purpose?	
Read 3 Kids Should Have Cell Phones in School	What value does the author gain in telling readers what researchers have found and how teachers and parents feel about cell phones at school?	
Read 3 Kids Should Have Cell Phones in School	 Ts the author successful in persuading readers that cell phones should be used at school? Can you think of any other arguments against kids having cell phones at school? 	7.
Extension Activity Kids Should Have Cell Phones in School	Do you agree that students should have cell phones in school? Write a persuasive letter to your principal convincing him or her of your opinion. Include details from the text to support your opinion.	
		Extension Activity

Read each word. Identify the type of syllable of the underlined syllable. Write the word in the correct column.

Me <u>chan</u> ic	<u>De</u> vote	Tele <u>scope</u>	<u>Mar</u> ket	<u>Wheel</u> chair	Pineap <u>ple</u>
<u>Cal</u> endar Intelli <u>gent</u>		Mag <u>nif</u> icent	<u>Chem</u> ical	<u>De</u> tergent	Ab <u>so</u> lute
lmi <u>ta</u> tion	<u>l</u> dentity	Pene <u>trate</u>	<u>Trade</u> mark	Micro <u>phone</u>	<u>Lime</u> light
Free <u>way</u>	<u>Key</u> board	Enter <u>tain</u>	Disa <u>greed</u>	<u>Par</u> ticipate	Passen <u>ger</u>
Land <u>mark</u>	In <u>ter</u> sect	Rat <u>tle</u> snake	Quadru <u>ple</u>	Resem <u>ble</u>	Motorcy <u>cle</u>

AP.010.SS		Syllable Sort
closed syllables	open syllables	vowel-consonant-e syllables
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
vowel pair syllables	r-controlled syllables	consonant-le syllables
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
ó	6	6
7	7	7
	8	8

Think about two meanings for each word. Write two sentences showing two different meanings.

sh Two sentences showing two different meanings					
Homograp	tire	well	stable	liquq	
Two sentences showing two different meanings					
Homograph	p. I		counter	match	





Show and Grow I can do it!

Find the equivalent length.

 1. $8 \text{ km} = __m \text{ m}$ 2. $7 \text{ m} = __c \text{ m}$

 3. $5 \text{ cm} = __m \text{ mm}$ 4. $6 \text{ km} = __c \text{ m}$

Day 3

Name:

2-Digit by I-Digit Multiplication

The Animal that Jumps Higher Than a House

Find the products. Then, solve the riddle by matching the letters to the blank lines below. 88 Е 25 Μ 32 51 А 76 S Ι 2 - 7 8 4 4 х х х × С 19 А 27 Н 31 U 33 Ν 78 5 <u>× 5</u> x 9 <u>× 8</u> ____3 А 16 Ο 40 Ν 65 Т 22 Ν 43 <u>x 2</u> <u>x 5</u> <u>× 3</u> <u>× 4</u> <u>x 6</u> S 87 U 56 J 43 Y 65 Ρ 33 <u>× 8</u> <u>× 8</u> <u>x 9</u> <u>x 5</u> <u>× 6</u> U 27 S 37 Е 50 Е 45 24 А <u>x 3</u> <u>x 9</u> <u>x 5</u> <u>x 6</u> <u>× 7</u> С В 15 А 93 Μ 54 87 **9**1 L 9 <u>x 8</u> <u>x 6</u> <u>× 2</u> <u>× 7</u> X

What animal can jump higher than a house?											
	135	195	325	3	04	234	408	108	837	637	
	90	50	95	32	448		250				
	279	200	243	696	270	352	_	696	168	258	88
	387	264	224	198							
CEP PASSPORT	у4										
--	--										
ELA	Math										
<u> </u>	<u>can:</u>										
 ✓ I can read independently for sustained periods of time to build stamina. 	 ✓ I can explain the relationship between pounds and ounces. ✓ I can convert pounds to ounces. 										
Assignmen	<u>t Checklists:</u>										
 Complete word study activity. Read for 30 minutes and write a response. 	 Complete Pounds 2 Ounces worksheet. Complete Multiplication Tic Tac Toe worksheet. Complete Problem of the Day #4. 										





- 2. Mr. Wilson picked 6 pounds of cherries from his tree. How many ounces of cherries did
- One of my tennis shoes weighs 2 pounds. How many total ounces are both tennis shoes?
- 4. Justin's dog weighs 4 pounds, how many ounces does his dog weigh? _____

Directions: Complete the Table.

altogether?

he pick?

Pounds	1 lbs.	2 lbs.	3lbs	4 lbs.	5 lbs.	6 lbs.	7 lbs.
Ounces	16 oz.				80 oz.		

Name: **Multiplication Tic-Tac-Toe** Solve each multiplication problem. Then, write X or O over the corresponding numbers on the tic-tac-toe board. If you get three in a row, draw a line through it. <u>x3</u> <u>x 5</u> <u>x 8</u> <u>x2</u> <u>x 4</u> <u>x7</u> <u>x 1</u> <u>x 6</u> <u>x9</u> <u>x 2</u> <u>x 5</u> <u>x 8</u> <u>x 6</u> <u>x9</u> <u>x1</u> <u>x 4</u> <u>x7</u> <u>x3</u> <u>x 6</u> <u>x1</u> <u>x 2</u> <u>x 5</u> <u>x3</u> <u>x 8</u> <u>x7</u> <u>x9</u> <u>x4</u>

y 5
Math
<u>an:</u>
✓ I can review math concepts and skills.
<u>Checklists:</u>
 Complete Maintaining Math. Finish up any uncompleted work. Work on Dreambox, if internet is available. Complete Problem of the Day

for the second s

Practice Test

Grade 4

Practice Test

foday you will read the following passage. Read this passage carefully to gather information to answer questions and write an essay.

Excerpt from Pirate Ships and Flags by Robert Charles

Introduction

took gold, silver, and jewels. They also took fine fabrics, spices, grain, coffee, Pirates were robbers. They did their dirty deeds at sea. They attacked ships carrying treasure. They even went ashore to attack villages. They and tea.

depended on the part of the world they came from. It also depended on the Pirate ships came in many sizes and shapes. The type of ship used by pirates 2 The success of a pirate attack often depended on the ship they used. period of time in which the pirates operated.

Pirate Ships of the Caribbean

pirates looking to plunder ships carrying gold and silver. These unruly pirates S Probably the pirates we know the most about are the pirates of the Caribbean Sea. The islands of the Caribbean were perfect hideouts for attacked many Spanish ships passing by the islands.

4 The pirates of the Caribbean islands. Therefore, they did not need large ships. These pirates These smaller boats were fast ketches to attack other ships. shore and sailed among the preferred to use sloops and Instead, they stuck close to and easy to move around. did not sail the high seas.



The Caribbean Sea

main body of the ship. Triangular sails were rigged to the bowsprit. These Ketches also had a long pointed pole extending forward from the bow. It center of the deck. A smaller mast rose from the back section of the deck. was called a bowsprit. The bowsprit on some ketches was as long as the Solution to the second seco sails increased the ketch's speed.

behind the ship, the crew would raise the mainsail, and the wind would push the ketch in different directions. The ketch's variety of sails made it a versatile the ship through the water. Sails rigged to the back mast were used to move O The mainmast held a large square mainsail. If the wind blew from sailing ship.

Pirate Flags

the crew of ships about to be attacked. Some flags carried scarier messages sometimes pirates were sneakier. They would sail a friendly flag first. Then than others. For example, an all-red flag signaled certain death. However, when they got close to the ship they were attacking, they would raise the Pirate ships flew flags to warn other ships that they were about to be attacked and that they should surrender. Flags were used to strike fear in pirate flag.

skull and two crossed swords, or crossbones. It told crew members on a ship It a start of the set-known pirate flag was the Jolly Roger. It was decorated with a being attacked to surrender without a fight or face death.

2 of 6

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1 of 6

le 4 Part A	5. Part A
hat reason does the author give to port the point that the pirates of the ribbean did not use large ships to carry	Which of the following statements describe a mainmast? Choose all that apply. Some were as long as the main hody
t attacks? These did not feed confident in their	of the ship
I ney ala not reel confident in their ability to pilot large ships.	 B) rose from the rear section of the deck C) had a large square sail attached to it
They did not have the necessary materials to build large ships.	 had triangular sails attached to it most from the conter of the deck
They did not need large ships because they did not sail the high seas.	 had sails that helped the ship change
They did not realize that large ships	direction
would be better for carrying out attacks.	Part B Which of the following statements describe
rt B	a back mast? Choose all that apply.
hich <u>two</u> details from the text <u>best</u> poort the correct reason identified	Some were as long as the main body of the ship
Part A?	B rose from the rear section of the deck
"we know the most about"	 had a large square sail attached to it had triangular sails attached to it
"looking to plunder ships" "carrvina aold and silver"	© rose from the center of the deck
"unruly pirates attacked"	(E) had sails that helped the ship change direction
"stuck close to shore"	
"sailed among the islands"	Part C Which of the following statements describe a bowsprit? Choose all that apply.
	(A) some were as long as the main body of the ship
	B rose from the rear section of the deck
	 bad a large square sail attached to it had triangular sails attached to it
	(E) rose from the center of the deck
	(E) had sails that helped the ship change direction
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Grade

Practice Test

4. Par

by showing the area of the Caribbean

most pirate attacks started from

contribute to a reader's understanding 2. Look at the map. How might the map

> paragraph 1: Pirates were robbers. They did their dirty deeds at sea. They attacked ships carrying treasure. They even went ashore to

1. Read the following sentences from

Grade 4

of the passage?

by identifying what Caribbean islands

On the basis of these text details, which inference can be drawn regarding the

attack villages.

had the most treasure for pirates

to steal

by showing some of the Caribbean

0

islands that pirates sailed among

- \triangleleft
 - 0
- 0
- 0

took to get from Hispaniola to South

America

The author has no particular opinion

The author thinks pirates are

0

on pirates.

misunderstood.

The author has a negative view of

0

pirates.

0

(A) The author has a positive view of

pirates.

author's point of view on pirates?

by showing the route that pirates

0

3. What two types of boats did the pirates of the Caribbean Sea prefer to use to attack ships,

and why?

3 of 6

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6. Part A

In the second sentence of paragraph 7, what does the word **strike** mean?

- (A) to hit in an extremely forceful manner
- to signify by making a particular sound
- to make someone feel a sudden, strong emotion
- to participate in a surprise military attack
 atta

Part B

Which word from the paragraph is a clue that helps readers understand the meaning of **strike**?

- Iriendly
- B sneakier
- © signaled
 - D fear

7. Part A

Which statement <u>best</u> describes the overall main idea of the section "Pirate Flags"?

- Of all the flags used by pirates to warn of attack, the Jolly Roger was the best known.
- (B) Pirates used a variety of flags to send messages to ships that they planned to attack.
- C Pirates used a wide range of methods to trick the members of a ship's crew.
 - When pirates got close enough to a ship to attack it, they replaced the friendly flag with a pirate flag.

Part B

Which <u>two</u> key details support the correct main idea from Part A?

- When pirates got close enough to a ship to attack it, they replaced the friendly flag with a pirate flag.
 - B The Jolly Roger flag was decorated with a skull and two crossed swords, or crossbones.
- Pirates sometimes tricked the crew of a ship by first sailing a friendly flag.
 - An all-red pirate flag sent a terrifying message to a ship's crew: certain death.





5 of 6

Maintaining SC Ready Math Skills

Directions: Explain why you chose your answer for each question. **Number Sense and Base Ten**

1. The table below shows the number of baseball tickets sold at a stadium in the years 2001 through 2004. Write the digits in the millions period in 2001.

Baseball Tickets Sold

Year	2001	2002	2003	2004
Number of Tickets	1,790,112	2,088,165	2,240,198	2,209,871

Algebraic Thinking and Operations

- 2. What rule is being used in the pattern below? Explain how you know.

 - A. add 1B. multiply 4C. multiply 2D. add 2

Number Sense and Operations-Fractions

3. Judy and Gregg are playing a game with fractions. They have to draw their own cards for each fraction. Whoever has the larger fraction wins both cards. Draw the fraction for each of the cards below. **Explain who wins this round**.



Measurement and Data Analysis

4. This drawing shows several angles on a protractor. Which angle appears to be a right angle? Explain your thinking.



4. G. 2

5. What kind of angle is shown in the picture of the web? Explain how you know.



#1

E ASSPORT	y 6
ELA	Math
<u>I</u> c	an:
 I can ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. I can determine how the author uses words and phrases to shape and clarify meaning. I can apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. I can use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context. I can read independently for sustained periods of time to build stamina. 	 I can apply the area and perimeter formulas for rectangles. I can explain the area formula. I can explain the perimeter formula.
Assignment	<u>Checklists:</u>
 Read the passage and answer the questions. Complete word study activity. Read for 30 minutes and write a response. 	 Complete perimeter worksheet. Complete area worksheet. Completer Problem of the Day #6.



The song of the Himalayan forest thrush (left) was a clue that it might be a different species. The forest thrush looks and acts a little differently from its cousin the alpine thrush (right).

To Find a New Species Listen Carefully

Scientists recently discovered a new species of bird in the mountains of India and China. The bird is a type of thrush that looks very similar to another kind of thrush that lives in the same area. No one realized it was a different species until now.

What gave the new species away was its song. Scientists noticed that the thrushes in the mountain forests sang differently than the ones living in the open. They also noticed that the forest birds are more shy and fly away as soon as people approach them.

Photo credits: Page 1: © Coag Breisbedühlenghalteiding com; page 2: © FLPA-Harri Taaretti'nge foootsch bedoground: © zonel/86e6t/Thirebotch

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Further study revealed that the two species have small differences in their bodies. The forest thrushes have longer beaks as well as shorter legs and tails. These changes show how they have adapted to living in the forest and moving through the trees.

Tests showed that both kinds of birds came from a single species of thrush that lived millions of years ago. Because they live in a slightly **Do You Know?** different habitat, the birds in the trees slowly became disconted described and

Now scientists are one step closer to discovering all the species on Earth.

Evidence suggests that millions

and animals living on Earth.

more remain to be discovered.

Scientists have already discovered, described, and named more than one million different species of plants

a different species over time.



Close Reading Questions									ension Activity	
Close Reading Questions a questions on the following page. Make sure to write te sentences.	 What two species of birds does the author discuss in the passage, and how do they compare? 	2. What are the two different habitats, or areas, that the birds live in? 3 .	 The author uses the word <i>species</i> frequently is the passage. What does it mean? 4. 	 Why are the words <i>listen carefully</i> in the title important? 	 What does the map show? Why is it important for readers to understand where the different species live? 	 How did scientists know that the forest thrushes were shyer than their alpine counterparts? Why might a shy animal want to be in the trees instead of out in the open? 	7. Why might the song of the forest thrush sound different from the song of the alpine thrush? 7	8. Why is it important for animals to adapt to their environment? 8.	What is the connection between how a species looks, how it behaves, and where it lives? Make a poster that shows and describes this connection.	Rédding A-Z
Answer th in comple	Read 1 To Find a New Species, Listen Carefully	Read T To Find a New Species, Listen Carefully	Read 2 To Find a New Species, Listen Carefully	Read 2 To Find a New Species, Listen Carefully	Read 2 To Find a New Species, Listen Carefully	Read 3 To Find a New Species, Listen Carefully	Read 3 To Find a New Species, Listen Carefully	Read 3 To Find a New Species, Listen Carefully	C Extension Activity To Find a New Species, Listen Carefully	© Learning A-2. All rights reserved

Create words using the syllable bank and the directions under each portion of the equation. Choose five of the words you created and write five sentences on a separate sheet of paper.



Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the *Questions to Ask About Reading* pages.

Perimeter is the distance around a figure. To find the perimeter of a rectangle, add the lengths of the 4 sides OR use the formula below.





Find the perimeter of the rectangle.







 $A = \ell \times w$ Formula for area of a rectangle

Find the area of the rectangle.





	ELA		Math
	<u>I c</u>	an:	
✓ ✓ ✓	I can ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. I can determine how the author uses words and phrases to shape and clarify meaning. I can read independently for sustained periods of time to build stamina.	✓	I can evaluate area and perimeter problems.
	<u>Assignment</u>	Ch	<u>ecklists:</u>
	Read the passage and answer the questions. Read for 30 minutes and write a response.		Complete Problem of the Day #7. Complete You Be the Judge activity. Complete Multiplication Math Riddle.

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)

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>

000 8 0.0 mg ç,



Fidget Forgiveness

Dear Mrs. Mason,

I know my fidget spinner hit Janelle's desk and ruined her science project. It was an accident. Everyone just wanted to see how far it would fly.

ason and Ben have to wear glasses. And Kelly has a stress ball. My friend Corey has a spinner to help him focus and Lots of kids have special things for school. My friends relax. He said his parents and teachers thought this was little antsy, too-just like him. Mom told me it's because of all the sugar in my cereal. My spinner helps me relax Puffs. Plus, Corey says he's glad to have some company. good for him. You should know that sometimes I get a and sit still, especially after my third bowl of Rainbow It kind of takes the heat off him.

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mastering some fidget spinner tricks. I discovered I was a natural. Corey taught me a trick where I flip my fidget still spinning. It took days of constant practice to get it spinner in the air and catch it with my knee while it's My spinner also helps me feel better about myself. I thought I was pretty uncoordinated until I started right. I'm dedicated.

later with the homework that I missed during the week I was mastering the trick. She's just taking a little more Janelle says she is not mad. She says the robot only took her a week to make. I even asked her to help me time than I thought to get back to me.

Could I please have my fidget spinner back now, Mrs. Mason? Please?

Sincerely, Noah



<u>፝ኇዿኇፚ፞ኇፚጜጜኇዹ፟ኇፚኇፚኇፚጜፚኇዹ፟ፚጜፚኇዹ፟ኇፚኇፚጜፚኇዹ፟ፚጜፚኇ</u>ፚኇፚኇፚፙ www.readinga-z.com

Answer the in complete	Close Reading Questions questions on the following page. Make sure to write sentences.	Close Reading Questions
Read 1 Fidget Forgiveness	 How does Janelle's science project get ruined? How does Janelle respond? 	2.
Read 1 Fidget Forgiveness	Why does Noah say he needs to use the fidget spinner?	
Read 2 Fidget Forgiveness	3. Why does the author title this passage "Fidget Forgiveness"?	Э.
Read 2 Fidget Forgiveness	 Why does the author mention Jason, Ben, and Kelly in the second paragraph? 	4.
Read 3 Fidget Forgiveness	On the basis of the information in the passage, what is the intended purpose of a fidget spinner?	
Read 3 Fidget Forgiveness	What do the following sentences from the passage mean, and why do you think the author included them: "Plus, Corey says he's glad to have some company. It kind of takes the heat off him."?	ń
Read 3 Fidget Forgiveness	Do you think Mrs. Mason should have taken Noah's fidget spinner away after the science project accident?	.9
Extension Activity Fidget Forgiveness	Should fidget spinners be allowed in schools? Make a list of pros and cons for allowing fidget spinners in schools. Then, write a persuasive letter to your principal explaining and defending your opinion.	7.
Olearing A.2 All right rearred.	Rédding A-Z	Extension Activity

W	riting about Reading
Based on the type your independent	e of text you read, choose a question to respond to about t reading from the Questions to Ask About Reading pages.

Use a formula to find the area and perimeter of a rectangle.

Evaluate each problem below. Justify all answers.



YOU BE THE TEACHER Newton

says the area of the rectangle is 33 square meters. Descartes says the area is 33 meters. Who is correct? Explain.



The Invisible Man Goes to the Doctor

Multiply to find the products. Then, solve the riddle by matching the letters to the blank lines at the bottom of the page.

0	134 <u>× 5</u>	0	223 <u>× 6</u>	Ι	413 <u>× 8</u>	G	976 <u>× 9</u>	Т	287 <u>× 4</u>
S	908 <u>× 2</u>	Т	232 <u>× 5</u>	R	44 <u>× 7</u>	E	622 <u>× 8</u>	Н	107 <u>× 7</u>
Ν	567 <u>× 3</u>	S	400 <u>× 4</u>	E	67 <u>× 3</u>	R	444 <u>× 4</u>	R	500 <u>× 7</u>
Ν	28 <u>x 4</u>	Ι	349 <u>× 8</u>	\sim	987 <u>× 0</u>	Y	987 <u>× </u>	U	546 <u>× 2</u>
A	756 <u>× 9</u>	Y	28 <u>× 2</u>	С	600 <u>× 3</u>	0	510 <u>× 6</u>		



	y 8
ELA	Math
<u> </u>	<u>can:</u>
 I can ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. I can determine how the author uses words and phrases to shape and clarify meaning. I can apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. I can read independently for sustained periods of time to build stamina. 	✓ I can convert units of length within the metric system.
<u>Assignmen</u>	<u>t Checklists:</u>
 Read the passage and answer the questions. Complete word study activity. Read for 30 minutes and write a response. 	 Complete Converting Length worksheet. Complete Problem of the Day #8. Complete Multiplying Tens worksheet.



An Artist's Vision

Joel squinted through his camera at a flower. He focused until the flower looked sharp in the viewfinder.

Click.

"What color does this flower look like to you?" Joel asked his sister.

"Blue," Marnie replied.

"Really?" Joel asked. "What if it doesn't look blue to me?"

Marnie rolled her eyes. "Everyone knows that's blue," she replied.

"What if my 'blue' looks like what you call 'green' instead? We both think it's blue, but how can we really tell?"

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Marnie looked at him blankly. "It's the same color as the sky," she said. At his visit to the eye doctor yesterday, Joel had stared at a paper with different-colored, spotted blobs. The colors were supposed to be a pattern, like a number, but Joel couldn't see it. Joel looked at his house. The hedges along the front cast dark shadows across the lawn. The dark windows of the house contrasted starkly with the bright walls. Joel lifted his camera, then paused.

He wondered about how he saw colors and how others did. He wondered about how he saw the world and how others did. He switched his camera to black and white, and pressed down the shutter.



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2

			Close Reading Questions
Answer † in compl	the qu lete se	Close Reading Questions estions on the following page. Make sure to write sntences.	1.
An Artist's Vision	1	What color does Marnie say the flower is? Does Joel agree? What does this exchange make Joel wonder?	2.
Read () An Artist's Vision	2	. What happened at Joel's visit to the eye doctor?	э.
An Artist's Vision	e,	. What is the last thing Joel does in the passage?	4.
An Artist's Vision	4	What is implied when someone rolls their eyes? Why do you think the author mentioned that Marnie rolled her eyes at Joel?	
Read 2 An Artist's Vision	uń	What words are used to describe how Joel sees the front of his house? How does this description compare to the illustrations?	5.
Read 3 An Artist's Vision	ò	. How would you describe Joel's thoughts and feelings throughout the passage?	.9
Read 3 An Artist's Vision	2	The last paragraph states, "[Joel] wondered about how he saw colors and how others did. He wondered about how he saw the world and how others did." What is the author suggesting with these two sentences?	7.
Read 3 An Artist's Vision	80	. How is the camera a tool for Joel? Explain.	
Extensio Activity An Artist's Vision	u	What does the final action symbolize? Write a journal entry as Joel that explains his experience on that day and why he switched his camera to black and white.	
Oleaning A-2 All right rei	bened	Reading A-Z	Extension Activity

Add an inflectional ending to each of the words. Use the formula word + inflection = new word. Look at the example below.



Inflections				
s or es	ed	er	ing	est

Words					
Нарру	Modify	Decay	Demolish	Harness	
Enthrall	Crunch	Proof	Clear	Narrow	
Leaf	Half	Puff	Вох	Stun	
Trim	Admire	Experience	Close	Omit	

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.



Day 8

Metric units of length: kilometers, meters, centimeters and millimeters

Grade 4 Measurement Worksheet

Note: 1 kilometer (km) = 1,000 meter (m) 1 m = 100 centimeters (cm) = 1,000 millimeters (mm)

Convert to the units shown:

1.	54 m = _		cm	2.	55 m = _		cm
3.	69 m = _		cm	4.	63 m = _		mm
5.	53 cm =		mm	6.	30 m = _		cm
7.	47 m = _		mm	8.	71 cm =		mm
9.	44 cm =		mm	10.	45 m = _		cm
Example: 54 m = cm $54 \times 100 =$ 54 m = 5,400 cm							

Day 8

Multiply Tens by Tens

Directions: Find the products.

1.	90 × 20	=2	30 ×	10 =	3.	70 × 70 =	
4.	60 × 50	=5	90 ×	30 =	6.	90 × 20 =	
7.	20 × 70	=8	50 ×	40 =	9.	3 × 60 =	
10.	60 × 60	= 11	^{1.} 80 ×	50 =	12.	20 × 20 =	
13.	70 × 40	=14	4. 40 ×	10 =	15.	70 × 60 =	

Think About it. Did you notice a pattern in multiplying a ten by a ten? If so, explain.

ELA	Math
✓ I can read independently for sustained periods of time to build stamina.	✓ I can solve problems with 2- digit multiplication.
Assignmen	t Checklists:
Read for 30 minutes and write a response.	 Complete Problem of the Day # 9. Complete Problem Solving worksheet. Complete multiplication Factors and Products worksheet.

Writing about Reading
Based on the type of text you read, choose a question to respond to about

Problem Solving: Multiplication with Two-Digit Numbers

Example A store receives a shipment of 4 boxes of snacks. Each box is 2 feet long and contains 24 bags. Each bag has 21 ounces of snacks. How many total ounces of snacks are in the shipment?

Understand the Problem

What do you know?	What do you need to find?

Make a Plan

How will you solve?

Solve

Step 1: How many packages are in the box?	Step 2: How many ounces are in the shipment?

Day 9

Multiplication: Factors and Products Find the missing products and factors to <u>complete</u> each chart correctly. Reference each chart for examples.



Hint: In the charts with missing factors, you'll notice some of the products lined up in rows or columns. Use your knowledge of common factors to help you see how these products are related.

RASSPORT	y 10 [°]
ELA	Math
<u>I c</u>	an:
 ✓ I can read and respond according to task and purpose to become self- directed, critical readers and thinkers. ✓ I can read independently for sustained periods of time to build stamina. 	 ✓ I can review math skills and concepts.
<u>Assignment</u>	Checklists:
 Complete ReadyTest. Read for 30 minutes and write a response. Work on Lexia, if internet is available. 	 Complete Problem of the Day #10. Complete Maintaining Math. Finish up any uncomplete work. Work on Dreambox, if internet is evailable

Practice Test

Today you will read the following passage. Read this passage carefully to gather information to answer questions and write an essay.

Excerpt from Razor and the Wolves by John Perritano

Razor was starting to wonder if he would make it home alive. Uncle Ted had taken a nasty spill down a gully as the pair hiked out of Anderson Pass. The fall smashed Uncle Ted's cell phone to bits, and the battery in Razor's phone was dead. Razor's GPS—he never left home without it—was still working, but a lot of good it did. Finding the way out wasn't the problem—moving Uncle Ted was.

The fall had knocked Razor's uncle unconscious. His head had a huge, bloody gash and a bump the size of an egg. His leg was probably broken. To make matters worse, Razor saw that the skies were darkening around the West Fork Glacier. It was going to be a long, cold night.

S Yup, Razor thought, I'm in trouble.

Razor was supposed to have been back in town hours ago, fixing up the old motorcycle he and Jake had found a week earlier.

•

"Where is that slacker?" Jake asked, frustrated. His golden retriever, Molly, was the only one in the garage. "He's late. Razor's never late." Molly yawned and rolled over. She covered her eyes with her big brown paws and drifted off to sleep. One hour late turned into two hours. Two turned into five. Jake knew something was wrong. He phoned Razor but just got his voice mail. He tried Uncle Ted's cell. That didn't work, either. Jake tried to keep himself busy. He carefully cleaned the mud and dirt from inside the motorcycle's cylinders. He drained whatever oil there was from the crankcase. As he worked, Jake listened to his dad's old radio, which was tucked on a shelf near some rusty paint cans. When the news came on, Jake heard that a storm with high winds and snow was barreling in. The weather in this part of Alaska was unpredictable in April. Jake thought for a moment.

Grade 4

® "C'mon Molly, let's call Callahan."

Jake and Molly raced into the house, where Jake dialed Vince Callahan at Search and Rescue. "Don't worry, Jake," Callahan said. "They're only five hours late. If they're not back by the time the storm blows through, we'll head up there." As Callahan talked, Jake could hear the alarm go off in the Search and Rescue center. "I gotta go, Jake," Callahan said hurriedly. "A tour bus just overturned on the Park Road. Dozens of people are injured. We have to get up there fast."

What about Razor?" Jake asked.

"Don't worry, son. We'll be up there soon enough. Right now I have to go." Jake hung up. He looked out the window and saw the sky darken to a menacing gray. Jake couldn't wait for Callahan. He'd have to find Razor on his own.

But how?



 5. Part A Which statement accurately describes how the setting influences a story event? (a) The storm destroys Uncle Ted's cell phone, preventing Razor from calling for help. (b) The rugged Alaskan ground causes Uncle Ted to fall and hurt himself while hiking. (c) The severe storm prevents Vince Callahan from sending a team to look for Razor. (d) The storm destroys Razor's GPS, which keeps him from finding his way to safety. Part B Which <u>two</u> details from the story support the correct answer to Part A? 	 (a) the weather in this part of Alaska was unpredictable (b) a storm with high winds and snow was barreling in (c) the skies were darkening around the West Fork Glacier (d) the battery in Razor's phone was dead (e) the pair hiked out of Anderson Pass (f) taken a nasty spill down a gully 	6 www.readyheate-2.com
 4. Part A Which of the following statements describe Razor? Choose <u>all</u> that apply. (a) has a golden retriever named Molly (b) has a golden retriever named Molly (c) is concerned about his friend's whereabouts (c) is concerned about his friend's whereabouts (c) is concerned about the friend's storm (c) is trapped outside as a storm approaches (c) has a golden retriever named Molly 	 (B) faces the problem of moving his injured uncle (C) is concerned about his friend's whereabouts (D) talks to Vince Callahan about the storm (E) recently discovered an old motorcycle (F) is trapped outside as a storm approaches 	 Q Learning A-2 All rights reserved.
Razor faces. Include three details from the	 3. Read the following excerpt from the passage: "Where is that slacker?" Jake passage: "Where is that slacker?" Jake asked, frustrated. His golden retriever, Molly, was the only one in the garage. <u>He's late</u>. <u>Razor's never late</u>. What do the underlined sentences suggest about Jake? Pick <u>two</u> choices. (a) Jake thinks that Razor is lazy. (b) Jake thinks that Razor is lazy. (c) Jake believes that Razor will arrive soon. (d) Jake thinks that Razor is trying to trick him. (f) Jake thinks that Razor's lateness is unusual. 	of 6 www.readytest-2.com
1. Write a brief summary of the problem that story.	 2. Part A What does the word gully mean in paragraph 1? (a) a small valley or trench (b) a flat stretch of land (c) a broken bone (c) smashed (c) battery 	2 Bearning A-2. All rights reserved.

Practice Test

Grade 4

Practice Test

Write a b story.

Grade 4

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- 6. Why doesn't Vince Callahan immediately send a team to search for Razor after Jake's phone call?
- A He believes there are no approaching storms in the area.
- He does not think that Jake is being truthful about Razor's whereabouts. 0
- send out a search-and-rescue team. He does not have the authority to 0
- been gone long enough for it to be He does not think that Razor has worrisome. 0

7. Part A

Which two words describe Jake?

- Omforting
 A
 Comforting
 Comforti
 - B worried
- © stubborn D rushed

Part B

Which detail does not support the correct description from Part A?

- voicemail. He tried Uncle Ted's cell. A He phoned Razor but just got his
 - "Right now I have to go." 0
- "Don't worry, son. We'll be up there "He's late. Razor's never late."
 "Don't worry, son. We'll be up soon enough."

8. Part A

Which two words describe Vince Callahan?

- A comforting B worried
- © stubborn © rushed

Part B

Which two details support the correct descriptions from Part A?

- voicemail. He tried Uncle Ted's cell. A He phoned Razor but just got his
- "Right now I have to go." 0
- C "He's late. Razor's never late."
- "Don't worry, son. We'll be up there soon enough." 0



Writing about Reading

your independent reading from the Generic Questions about Reading pages. Based on the type of text you read, choose a question to respond to about



5 of 6

Day 10

Maintaining SC Ready Math Skills

Directions: Explain why you chose your answer for each question. **Number Sense and Base Ten**

1. In the year 2000, there were 173,670 people in Texas who walked to work every day. Which answer choice has the same value as 173,670?

A. 100,000 + 7,000 + 300 + 600 + 70**B.** 10,000 + 7,000 + 300 + 600 + 70**C.** 100,000 + 70,000 + 3,000 + 600 + 70**D.** 10,000 + 70 + 3 + 600 + 70

Algebraic Thinking and Operations

2. Natalia drew the following pattern of hearts in her notebook. If Natalia continues this pattern, draw the arrangement of hearts that will come next?



Number Sense and Operations-Fractions

3. Write the fraction and decimal for the figure below.

Fraction ____ Decimal ____

Measurement and Data Analysis

4. We went to the movies at 7:30. The movie was over at 10:30. How long did the movie last? **Show your thinking**.

Geometry

5. Look at the angle and the top of the party hat?



About how many degrees is the top of the party hat? Explain. A. 90° B. 45° C. 100° D. 180° #2

the second secon	<u>11</u>
ELA	Math
<u>I c</u>	<u>an:</u>
 ✓ I can read closely and find answers explicitly in text. ✓ I can use the details and examples in the text to explain or infer meaning. ✓ I can identify and determine the meaning of words with affixes. ✓ I can read independently for sustained periods of time to build stamina. 	 ✓ I can identify points, lines, line segments, and rays. ✓ I can name points, lines, line segments, and rays. ✓ I can draw points, lines, line segments, and rays
Assignment	<u>Checklists:</u>
 Read the passage and answer the questions. Complete word study activity. Read for 30 minutes and write a response. 	 Complete Problem of the Day #11. Complete the points, line segments. and rays worksheets. Complete the Multiplication by 7's worksheet.
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5

Chew on These Bubble Gum Facts!

By Lydia Lukidis

Here is a riddle for you. What tastes good, is fun to chew, but can't be swallowed? You guessed it, bubble gum! People love to chew gum. In fact, people around the world have been chewing gum for thousands of years. But have you ever wondered how gum is made?



You may not believe this, but gum comes from trees. Ancient Greeks chewed something called resin. They got it from the bark of mastic trees. Ancient Mayans, who lived in South America, used something different. They chewed chicle. Chicle is very rubbery. It is made from the sap of the sapodilla tree. The indigenous people of North America chewed the sap from spruce trees.

In 1871, the chemist Thomas Adams created chewing gum made out of chicle. He manufactured it. That means he used machines to make a lot of gum. Then he sold it to many people. The good thing about chicle was that it did not melt when you chewed it. Instead, it got softer the more it was chewed.

Chicle was used to make gum for many years. Then in 1928, Walter Diemer invented modern bubble gum. The first bubble gum was pink. Diemer called it "Dubble Bubble." Today, pink is still the most popular color for bubble gum. But chicle is no longer needed to make gum. Chemists figured out ways to create artificial gum. Everything could be made in a lab. Chemists discovered other things too. For example, they figured out how to make the gum's taste last longer. That made people happy!

But people who chew gum need to remember something. Gum is not meant to be

	Ì	au an Thoco Bribblo Grim Eactel
swallowed. When we eat food, it is digested in our bodies. That keeps us healthy.	,	by Lydia Lukidis
However, our bodies cannot digest gum. Some people believe the gum sticks together in our stamach and blacks everything. Others even believe that gum stays there for seven		According to the information you read in the article.
years. This is not true. If you swallow gum, it will just come out when you go to the		 Gum was first invented by Thomas Adams in 1871.
balhroom.		 Walter Diemer called his modern day bubble gum, "Hubba Bubba." People in ancient fimes, such as the Greeks and the Mayans, chewed
There are many ingredients in today's bubble gum. There is sugar, corn syrup,		different types of tree sap as a form of gum. d. Modern day bubble gum only has one or two ingredients in it.
softeners, flavoring, and latex. The latex makes the gum stretch. That way, you can blow	•	le chicelle still i second the receive Parishedia en rec's "Mitru or taken rec's"
bubbles.	i	
Speaking of bubbles, do you know who blew the biggest bubble in the world?		
According to the Guinness Bock of World Records, Chad Fell from the United States did. In		
2004, he blew a bubble 20 inches wide and he didn't even use his hands! That's prefty		
impressive. You can also practice blowing big bubbles. But be prepared to get some gum		
sticking to your face once the bubble pops!	ġ	based on the information in the anicle, what ala Unad reliao r
		 He made bubble gum out of resin.
		b. He manufactured chewing gum made out of chicle.
		 He invented modern bubble gum in a lab.
		d. He blew a 20 inch bubble in 2004.
	4	A myth is a popular belief that isn't true. What are two myths about bubble gum that some people believe?
		2
	só	What ingredient in modern day bubble gum makes it stretch?
		Super Reacher Worksheeth - www.upedsacherworksheeth.com

Name:

A suffix is added to a root word to change the meaning of the word.

Draw a line from the suffix to its meaning. Hint: If you're stuck, think of a word you know that ends with that suffix.

1.	-able	more than
2.	-ful or -full	characteristic or way of being
3.	-less	the most
4.	-у	action or state
5.	-ly	believes or does
6.	-ment	characterized by/inclined to
7.	-er	worthy of, able to
8.	-est	without
9.	-ness	full of
10.	-ist	is like

Add a suffix to each root word so it matches the new definition.

Root words]	Suffixes				
most	art	beauty	cost		–ful	–ist	-ly
very pretty a person who makes art							

expensive _____

almost totally _____

Circle the words with suffixes in the paragraph below.

You don't have to be a botanist to grow your own food! The warmest time of year is best for planting some seeds, while others can only grow when planted during colder times. Some plants, like tomatoes, become droopy if you don't water them daily. You must make sure the soil has just the right amount of wetness for each type of plant. Gardening can be difficult, but the right knowledge can make it easier.

•	Writing about Reading
	Based on the type of text you read, choose a question to respond to about your independent reading from the <i>Questions to Ask About Reading</i> pages.
•	•

Name_

Learning Target: Identify and draw points, lines, line segments, and rays.

Success Criteria:

- I can identify points, lines, line segments, and rays.
- I can name points, lines, line segments, and rays.
- I can draw points, lines, line segments, and rays.



Math Day 11

Explore and Grow

Use a straightedge to connect the dots A through Z. Describe the picture you make. How many points do you connect? How many line segments do you make?



Structure Draw your own connect-the-dots picture on another sheet of paper. Have your partner use a straightedge to connect the dots to make your picture. How many points did your partner connect? How many line segments did your partner make?

Chapter 13 | Lesson 1

D Big Ideas Learning, LLO

Think and Grow: Points, Lines, Line Segments, and Rays

Definition	Example	Name	Say
A point is an exact location in space.	А •		"point A"
A line is a straight path of points that goes on without end in both directions.	C D	21 OJ	"line CD" "line DC"
A line segment is a part of a line that includes two endpoints and all of the points between them.	F G	FG GF	"line segment FG" "line segment GF"
A ray is a part of a line that has one endpoint and goes on without end in one direction.	P Q	₽Q	"ray PQ"

Example Draw and label \vec{ST} . Example Draw and label IM. Why isn't there another name for ST? ST is a ĪM is a Another name for \overline{LM} is

Show and Grow I can do it!

1. Name the figure shown. Write how to say the name.



- 2. Draw and label two points P and Q on the line shown.
- 3. Draw and label XY. What is another name for $\dot{X}\dot{Y}$?

Name.

Apply and Grow: Practice

Name the figure shown. Write how to say the name.



shown. Explain why this is not possible.

been the second	y 12
ELA	Math
Ιc	an:
 ✓ I can read closely and find answers explicitly in text. ✓ I can use the details and examples in the text to explain or infer meaning. ✓ I can read independently for sustained periods of time to build stamina. 	 ✓ I can identify angles as right, straight, acute, or obtuse. ✓ I can name angles. ✓ I can draw angles.
Assignment	<u>Checklists:</u>
 Read the passage and answer the questions. Read for 30 minutes and write a response. 	 Complete Problem of the Day #12. Complete the Multiplication by 7's worksheet. Complete the identifying and drawing angles worksheets.

KK

ReadWorks

The Farmer, the Snake, and the Eggs and Bacon

The Farmer, the Snake, and the Eggs and Bacon

by Vinnie Rotondaro



The farmer woke up just as the sun crested his windowsill. Rays of light poured over his face. His eyelids cracked open.

The farmer lifted his rough, powerful hands to his face and began to rub away the last of his dreams. Yawning, he pushed himself up onto his bottom and shook his head. His hair was a mess. He swung his legs off the bed, rose to his feet, straightened out his body and shot his arms into the air, stretching this way and that. It was time to start the day. He had a mean hunger that morning. Truth be told, the farmer had a mean hunger every morning. Farm work is hard work, and for this farmer, like any other, breakfast was the most mportant meal of the day. "It's like putting a big old log on the fire," he often said about the meal. "You get that one big log on, get it burning real hard, and that fire will keep going all day long." That's how the farmer viewed breakfast. Eat something healthy, and eat much of it.

What should I eat this morning?" the farmer thought to himself.

He thought and thought, rubbing his chin with those rough, powerful hands of his. Then it hit

Gently of a start Handmanes, inc. All right rese

нiц.

"Ah," he said. "Eggs and bacon."

The farmer didn't always eat eggs and bacon. Too many eggs and too much bacon too often isn't a healthy way to start one's day. But eaten every now and again it is a great way to get a healthy dose of protein, which is especially useful when one has much work to do - as the farmer often did.

"Yes," the farmer said to himself. "Today I will treat myself."

He was giddy at that thought. There was nothing better in the farmer's estimation than two farm fresh eggs cooked over-easy and laid atop some bacon strips. The sight of it, the smell of it, the taste of it - the whole of it just gave the farmer that good and happy feeling. It filled him with love for life. The bacon had been curing for some time in a shed outside his kitchen, and was ready to go. The eggs were another matter. The farmer would have to go to the chicken coop to collect them. So that's what he decided he would do.

The farmer slipped on his overalls and laced up his boots and put on a broad, round-rimmed leather hat. He combed down his bristly beard and pulled his long, stringy hair back into a ponytail, and walked out the door. The chicken coop was a short distance away from the farmhouse, down past the pigpen and the garden.

"I'll be picking some of you," the farmer thought as he passed the lettuce patch. "And some of you," he thought passing the tomatoes. "And you I already have," he thought, passing the pigs. But something seemed off when he neared the chicken coop. The chickens were making a fuss, clucking and flapping and swirling about all together in a corner of the coop. Usually they were relaxed, but this morning, no, they weren't relaxed. Something was wrong.

The farmer grew suspicious, and when he got closer, he saw what was wrong. A big, black, mean-looking snake had snuck into the coop.

"A snake, great," the farmer thought. "Okay, let's get to solving this problem."

"I'll need to find a long stick," he thought. "Preferably with a hook on the end of it."

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The farmer was almost put in a bad mood by the turn of events, but he tried hard to keep a	ReadWorks' The Farmer, the Snake, and the Eggs and Bacon - Comprehension Questions
positive attitude - to keep that love of life coursing through him. He darted off to the woods	
and spent a couple of minutes rummaging around through the brush. Then he found it - the	Name: Date:
perfect stick, long, strong and hooked at the end.	1. Which of the following meals was most important for the farmer?
"Eureka!" he exclaimed.	A. brunch
	B. breakfast
The farmer ran back to the chicken coop with the stick in hand. He opened the door to the	C. dinner
coop and poked at the snake. He was far away enough not to risk getting bitten, and it hissed	D. lunch
and stabbed its head out, showing its tangs.	
The farmer poked at it again, and this time, when it shot its head out he started pulling the	What problem did the farmer encounter when he went to get eggs from the chicken coop?
post of its body around with the provincing and on the state. Socioning back with the part, the pulled that shake plumb out of the chicken coop and then whacked the shake on the butt.	A. The snake in the coop had eaten all the eggs.
	B. A snake had snuck into the coop and he needed to get the snake out.
"Get outa here you stupid snake!" he yelled.	C. The chickens had not laid any eggs so he could not make his breakfast.
The farmer shook his head in disbelief. "The things I have to go through to get some eggs and	D. He couldn't find a stick with a hook at the end.
bacon," he thought.	Read the following sentence: "The farmer was almost put in a bad mood by the turn
Then he thought about what lay in store for him, and his eyes opened wide with anticipation.	of events, but he tried hard to keep a positive attitude - to keep that love of life coursing through him."
He grabbed two eggs, darted back to the garden, picked some lettuce and a tomato and ran	
to the shed where he kept the cured bacon.	Based on this evidence, what conclusion can be made about the farmer's personality?
The food was bundled up high in his hands as he nudged the farmhouse door open with his	A. The farmer gets angry easily.
foot, and walking into the kitchen, he let it all fall out onto the big wooden cutting board he had	B. The farmer doesn't care about keeping a positive attitude.
by the stove.	C. The farmer is generally a positive person.
"Ready to roll!" the farmer said	D. The farmer is usually in a bad mood.
He washed the lettice and the tomator and conked up the bacon. When it was crispy he took	4. Why did the farmer need to eat a big, healthy breakfast?
it out of the pan and, using the leftover fat, he cooked up those eggs.	A. He only ate one meal a day so he made sure it was a big, healthy one.
	B. He had not eaten for days.
"Man!" the farmer said, laying the eggs overtop the bacon, alongside the lettuce and	C. He was going on a long trip and needed a lot of energy.
tomatoes. 'Man, does that preaktast look good!'	D. He needed a lot of energy to do the hard farm work.

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1	5	2
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The Farmer, the Snake, and the Eggs and Bacon - Comprehension Questions

What is this story mainly about?

- A. the importance of breakfast
- B. the recipe for eggs and bacon
- C. what a farmer does to prepare breakfast for himself
- D. how to get a snake out of a chicken coop

6. Read the following sentence: "The farmer lifted his rough, powerful hands to his face and began to rub away the last of his dreams."

What does the author mean when he writes that the farmer began to "rub away the last of his dreams"?

- A. The farmer was rubbing his face when he was sleeping.
- The farmer was dreaming that he was rubbing his face.
- C. The farmer felt like he was dreaming when he was awake.
- D. The farmer rubbed his face to wake up and begin his day.

Choose the answer that best completes the sentence below.

he was able to get it out. The farmer found a snake in the chicken coop A. because

- B. but
- C. 80
 - D. after

What did the farmer have to do in order to take the snake out of the chicken coop?

The Farmer, the Snake, and the Eggs and Bacon - Comprehension Questions	e farmer took to prepare his breakfast.	
ReadWorks	9. Describe the steps the f	

10. Should the farmer have gone through the trouble of treating himself to a breakfast of eggs and bacon? Use evidence from the text to support your answer.

	Writing about Reading
	Based on the type of text you read, choose a question to respond to about your independent reading from the <i>Questions to Ask About Reading</i> pages.
X	
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
	•

#### Think and Grow: Angles

Definition	Example	Name	Say
An <b>angle</b> is formed by two rays or line segments that have a common endpoint, called the <b>vertex</b> . The rays or line segments are the sides of the angle.		∠ABC ∠CBA ∠B	"angle ABC" "angle CBA" "angle B"

Angles can be either right, straight, acute, or obtuse.

	A right angle is an L-shaped angle.	A straight angle forms a straight line.	An acute angle is open less than a right angle.	An obtuse angle is open more than a right angle and less than a straight angle.	
	Example Wri Three names for	ite three names for the a the angle are _,, an	ngle and classify it.	царана и на	
	The angle opens	a righ	so, it is an	an a straight angle. angle.	
S	how and G	10W I can do it	<u>!</u>		
W	rite a name for th	ne angle and classify it.			
1.	Î		2. <del>&lt; ∗</del> X	Y Z	

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**3.**  $\angle$  *FGH* is acute. Draw and label the angle.

#### Name_

Apply and Grow: Practice

Write a name for the angle and classify it.



Draw and label the angle.

7. ∠XYZ is right.

8. ∠JKL is straight.

#### Multiplication by 7

Write the product for each multiplication fact. Then color according to the key at the bottom.



CEP PASSPORT	y 13
ELA	Math
Ī	<u>can:</u>
<ul> <li>✓ I can identify and determine the meaning of words with affixes.</li> <li>✓ I can read independently for sustained periods of time to build stamina.</li> </ul>	<ul> <li>✓ I can identify intersecting lines, parallel lines, and perpendicular lines.</li> <li>✓ I can draw intersecting lines, parallel lines, and perpendicular lines.</li> </ul>
Assignmen	t Checklists:
<ul> <li>Complete word study activity.</li> <li>Read for 30 minutes and write a response.</li> </ul>	<ul> <li>Complete Problem of the Day #13.</li> <li>Complete the Multiplication by 7's worksheet.</li> <li>Complete the Think and Grow Angle worksheet</li> </ul>

</l>

	Latin Suffixes: -ment
	The Latin suffix -ment changes many words from verbs into nouns. Example: Advertise (verb) — Advertisement (noun)
Direct	ions: Change the given word into a noun by adding the Latin suffix -ment. Then use the new word in a sentence.
1.	The word <u>amuse</u> is a verb. It means "to entertain or humor." Add the suffix -ment to make it a noun:
	Now use the new word in a sentence:
2.	The word <u>attach</u> is a verb. It means "to join together." Add the suffix -ment to make it a noun: Now use the new word in a sentence:
3.	The word <u>pay</u> is a verb. It means "to give money that is due for goods or services." Add the suffix -ment to make it a noun: Now use the new word in a sentence:
4.	The word <u>ship</u> is a verb. It means "to transport goods or people." Add the suffix -ment to make it a noun: Now use the new word in a sentence:



#### Think and Grow: Parallel and Perpendicular Lines

You can describe a pair of lines as intersecting, parallel, or perpendicular.

Definition	Example	Name	Say
Intersecting lines cross at exactly one point.		CD and EF intersect at point G.	"Line CD intersects line EF at point G."
Parallel lines never intersect. The symbol    means "is parallel to."	$\begin{array}{c} P & Q \\ \bullet & \bullet \\ \bullet \\ R & S \end{array}$	₽Q ∥ RS	"Line PQ is parallel to line RS."
Perpendicular lines intersect to form four right angles. The symbol ⊥ means "is perpendicular to."	Y $Z$ $Z$	₩x⊥₩ż	"Line WX is perpendicular to line YZ."
<ul> <li>Example Draw and lab given description.</li> <li>JK⊥LM</li> <li>JK and M intersect at po</li> </ul>	el the lines with the int <i>P</i> .		

#### Show and Grow I can do it!

Draw and label the lines with the given description.

1.  $\overrightarrow{AB} \parallel \overrightarrow{CD}$ 2.  $\overrightarrow{RS}$  and  $\overrightarrow{TU}$ intersect at point V.

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#### Name.

#### Apply and Grow: Practice

Draw and label the lines with the given description.

3. MN⊥PQ

 $\overrightarrow{MN}$  and  $\overrightarrow{PQ}$  intersect at point R.



4.  $\overrightarrow{ST}$  and  $\overrightarrow{UV}$  intersect at point Z.



Use the figure.

5. Name a pair of lines that appear to be parallel.

- 6. Name two lines that are perpendicular.
- 7. Name two intersecting lines.
- Reasoning All perpendicular lines are also intersecting lines. Are all intersecting lines perpendicular? Explain.
- YOU BE THE TEACHER Your friend says that JN and KO are parallel because they do not cross. Is your friend correct? Explain.



В

F

D

(SPORT	
PASS	
ELA	Math
<u>I c</u>	<u>can:</u>
<ul> <li>✓ I can read closely and find answers explicitly in text.</li> <li>✓ I can use the details and examples in the text to explain or infer meaning.</li> <li>✓ I can read independently for sustained periods of time to build stamina.</li> </ul>	✓ I can make sense of problems and persevere in solving them.
Assignment	<u>Checklists:</u>
<ul> <li>Read the passage and answer the questions.</li> <li>Read for 30 minutes and write a response.</li> </ul>	<ul> <li>Complete Problem of the Day #14.</li> <li>Complete Making Road Task.</li> </ul>

ReadWorks' Field Trip	"We'll decide then," his mother said, while his father nodded.
Field Trip	Jeremy returned to his bed, furning. Even though it was sunny outside, he felt a black cloud hovering over his head, threatening stormy weather inside his brain and making him angry. But soon after he lay in bed, the medicine his mother had given him began working, and he fell action element right area.
	When Jeremy amove, his room was bathed in darkness. Outside his window it was dark, too. What time was it? Had he slept through the day? Was it the next day? Was it the middle of the night? Jeremy was completely confused. "Mom!" he called out.
The contract	Jeremy's dad walked into his room with a smile on his face, and wearing his hiking shoes. "Champ! You're awake," he said.
	"What time is it? Did I miss everything?"
	Jeremy's dad put a hand on his forehead and checked for a temperature. Nothing. "Not at all, in fact, you're just in time for your field trip. If you're feeling better, that is."
a restriction	Jeremy jumped out of bed, stretched, and did a little dance. His energy was back. "I'm feeling fine," he said.
The With the State of the state	"Great. Now put on a sweater and lace up your shoes and follow me."
Later a second and a second for the second second	Jeremy checked the time as he was getting dressed. 8:05 p.m. It didn't make any sense. Where could he possibly be going with his father so late in the day? Surely the museum was closed, and Mr. Connolly had gone home. But Jeremy didn't slow down. He dressed and met
Jaremy couldn't helieve his luck. The mornion of his 6th crade field trin to the Rose Center for	his father in the living room, where he was sitting with a man he had never met before, and a peanut butter and jelly sandwich, his favorite.
Earth and Space at the Museum of Natural History, he fell ill. "This can't be," he thought. "Science is my favorite subject, and I'm not going to be able to go to the Museum with Mr. Connolly and my friends?" He pleaded with his parents to let him go to school anyway, but	"I have a surprise for you," his father said. "Jeremy, meet Professor Helfand. He is a professor of astronomy at Columbia University, where they have an observatory. Do you know what an observatory is?"
mery were minimum uten removal. The source you rest at norme, the source you age better, mis mother said. "Don't be so hard on yourself, champ," his father said. "We can always go another time."	Jeremy nodded. "Mr. Connolly described them to us in class when we began the chapter on planetary science. It's a viewing tower from where you can observe the planets and galaxies
"I won't be with Mr. Connolly and my science class if I go another time," Jeremy protested. "It won't be the same."	through high-powered telescopes, track their movements, and study their behavior." Jeremy was talking so fast, he could barely chew on his sandwich.
"It won't be the same if you're feeling ill at the museum either," his mother said, trying to reason with him. "Now take this medicine and go lie back down."	"That's absolutely right," Professor Helfand said, impressed. "And because your missed your field trip this morning, we're going to pay a little visit to the observatory tonight so that you can have a field trip of your own."

Jeremy closed his eyes as he swallowed the white tablet with a gulp of water. "What if I feel better before the field trip begins?"

# ReadWorks

Jeremy couldn't believe his ears. "I'm ready!" he shouted at his dad

"Not so fast, champ. Finish your sandwich, and then we'll go. You haven't eaten anything all day, remember?"

"I can't believe I slept all day-but this is the best night of my life!" Jeremy said with a laugh.

Jeremy, his dad, and Professor Helfand took the subway to Columbia University, where they walked to the Physics Building and took the elevator to the top floor. There were many rooms with all kinds of computers, some big and others small, some that looked like really old machines and others that looked brand new. Most had notebooks next to them, which were filled with charts, numbers, even little drawings of orbits. Professor Helfand explained that each computer was connected to a specific telescope, and that there was one person in charge of each telescope, and observing the movement of one planet, or star. Jeremy noticed that some of the charts showed patterns: numbers that repeated, timings separated by exactly one hour. The professor showed him that the repeating numbers were distances between planets, or between planets and their moons, or distances between stars, and showed him how the orbits of these planetary bodies created patterns of collective behavior. "Because of gravitational forces," he said, "the planets and their moons have fixed orbits, and so they end up being the same distance from each other every so often. Once we have enough of these numbers written down, and have been tracking these planets' trajectories for enough time, we can create models that predict where these planets, and their moons, are going to be one month from now, or one year from now-how far from each other, how far from planet Earth, our moon and our sun." "I keep forgetting that there is more than one sun in the universe," Jeremy said after a pause. "How many suns are there?"

"That's a great question, and not one that we have the answer to," Professor Helfand replied. "What we know so far is that planet Earth, and the seven other planets in our solar system, are part of the Milky Way galaxy, which is one of many galaxies in the universe. The farther we can see with our telescopes, and the more patterns and behaviors we can predict and detect of all the celestial bodies we know so far, the more galaxies we can discover, and the more suns we can identify. But it's going to take a lot of work to get there."

"How exciting," Jeremy said, marveling at the possibilities of discovery in front of them.

Jeremy's father called Jeremy over to the central observation deck, where an enormous telescope had been set up and positioned on a specific constellation in the sky. "Can you identify it?" his father asked him.

# ReadWorks

Field Trip

"I think so. The Big Dipper?"

"Absolutely right!" Professor Helfand said. "It's part of one of the brightest constellations we can see, called Ursa Major. Here's a little trick about Ursa Major and the North Star. See the two stars on the extreme right, at the bottom of the constellation?" Jeremy looked carefully into the telescope and trained his eyes slowly to the right, where the handle of Big Dipper sank downwards and turned into a trapezoid. "Yes, I see the base of the constellation," he said.

"Perfect. Now, imagine a line connecting those two stars-they're called Merak and Dubheand extend it all the way up into the top of the lens." Jeremy imagined a bright white line connecting the two stars, and stretching past them. It felt like he was connecting the dots in an art book from 2nd grade, only this was way cooler. "O-k-a-y,' he said slowly. He could feel his father's hands on his shoulders, keeping him steady.

"What do you see, champ?" his father asked.

Jeremy stared into the lens, trying to stay focused. "Oh!" he shouted. "I think I see another star, but it looks bigger than all the others! Is it really a star?" Jeremy squirmed with excitement. "Well done," Professor Helfand said. "You just located the North Star in our humongous sky. You know, Jeremy, maybe when you're older, you can join our team and help us look for more constellations and galaxies in the sky. There's so much out there that we have no idea about. Would you be interested?"

Jeremy thought about Mr. Connolly and his friends walking around the Rose Center and playing with the kiddie exhibits, while he stood here at the top of the world, looking deep into the sky. "I can't wait," he said, with a smile on his face as bright as a hundred suns.

the second s	Field Works [®]
Name: 4 Why door loromy mice the field trin with his science close?	5. What is the story mostly about?
	A. The many things Jeremy leams on his trip to the observatory
A. because his dad wants him to stay home	R The day Jeremy stave out home because he is sick
B. because science is his least favorite subject	
C. because he is sick	C. How Professor Helfand became interested in astronomy
D. because he wanted to go to an observatory instead	D. Jeremy's field trip to the Rose Center
2. One problem is that Jeremy is upset that he's missing his field trip. How does his	6. "Not so fast champ. Finish your sandwich, and then we'll go. You haven't eaten
father solve this problem?	anything all day, remember?"
A. He shows Jeremy how to use a telescope at home.	Why might the author have included the above sentence?
B. He arranges a night visit to an observatory at Columbia University.	A. to point out how difficult it is to eat when you feel sick
C. He asks Mr. Connolly to postpone the trip.	B. to show how strict Jeremy's dad is
D. He drives Jeremy to the Rose Center later in the day to meet his class.	C. to show the reader what kind of food Jeremy likes
3. Which of the following statements best supports the conclusion that Jeremy thinks	D. to illustrate how excited Jeremy is
discovery is an exciting part of science?	7. Choose the answer that best completes the sentence below.
A. Jeremy asks Professor Helfand "how many suns are there?" B. Jeremy refers to the night as the best night of his life.	Jeremy gets too sick for his field trip and learns what it might be like to be a real scientist.
O. He is any marine cannot yo to use house content. D. Jeremy was "marveling at the possibilities of discovery in front of them."	A. consequently
4. At the end of the story Jeremy refers to the exhibits on the field trip as "kiddie" exhibits What does this surgest he feels?	B. previously C. on the other hand
A. He is only interested in astronomy if he can use a talecome	D. In particular
A. The is only interessed in astronomy in the carries a terescope. B. He feels that science is a subject for little kids.	8. Jeremy wants to be a scientist when he gets older.
C. He's lost his interest in space because he missed the field trip to the museum and ended up at the conservatory.	Use evidence from the text to support this statement.
D. He has learned something he considers more grown up and useful at the conservatory than he would have on his field trip.	



Date _____

#### Making Roads Task

#### Part One:

The map below shows three towns (A, B, and C).

A ● B ● C

- 1) Draw three roads that connect the 3 towns. The roads should include 1 line, 1 line segment, and 1 ray.
- 2) Make a town D so that the road between A and D is perpendicular to the road between C and D.
- 3) Make 2 more towns (E and F) and connect the towns with 1 line and 1 ray. One of the roads should be parallel to another road that you already have.

#### Part Two:

If you were in charge of the road system, and wanted to leave open the possibility of building more towns in the future, should most of your roads be line segments, lines, or rays?

bay	y 15
ELA	Math
<u>I c</u>	an:
<ul> <li>✓ I can read and respond according to task and purpose to become a self- directed, critical reader and thinker.</li> <li>✓ I can read independently for sustained periods of time to build stamina.</li> </ul>	<ul> <li>✓ I can review math concepts and skills.</li> </ul>
<u>Assignment</u>	Checklists:
<ul> <li>Complete ReadyTest.</li> <li>Read for 30 minutes and write a response.</li> <li>Work on Lexia, if internet is available.</li> </ul>	<ul> <li>Complete Problem of the Day #15.</li> <li>Complete Maintaining Math.</li> <li>Finish up any incomplete work.</li> <li>Work on Dreambox, if internet is available.</li> </ul>

Excerpt from Mysteries of Flight by Lisa Trumbauer	pair of wings toward the front and a pair of shorter wings near the rear. The
ce Off	plane abo hau two properiets that were unvertibly a single engine.
Throughout history, the question of how to fly, of how to soar through sky like a bird, has intrigued and mystified people. After all, if birds can why can't humans? Some people even made wings that resembled those a bird and attached them to their arms. Flapping their arms wildly, they on discovered that homemade wings were not the key to human flight.	Orville Wright stretched out on his stomach upon the lower wing and fired up the engine. As the propellers turned and the plane moved forward on two small wheels, Wilbur ran alongside, holding a wing to steady the plane. Within moments, the machine was airborne. To their delight, the invention was a success. They made three more successful flights that day, thouch none leaded more than a minute.
Then, in 1783, someone found a way to fly. In that year, two brothers -rance figured out that hot air was lighter than cool air. If they filled a nt balloon with hot air, the warmer air inside the balloon would rise above : cooler air surrounding it. Ingenious! With this discovery, the brothers	<ul> <li>The Wright brothers continued to modify and experiment with their flying machines. Other people also worked with the Wright brothers' incredible design, hoping to build bigger, quicker, and better flyers.</li> </ul>
ceeded to create the first hot-air balloon—and the first successful attempt ilght.	Over the years that followed, airplanes became more complex and advanced. Even so, all airplanes, no matter how different in size or form, had
Over the next few decades, people continued to experiment with ious methods of aviation. Slowly, these flying machines began to resemble at would one day evolve into the modern airplane.	some of the same basic parts that were on the Wright brothers' first plane— engines and wings.
e Brothers Are Wright Orville and Wilbur Wright were not scientists. In fact, the contraption y knew the most about was the bicycle. But, like so many others before m, Orville and Wilbur also were intrigued with the prospect of being e to fly.	
The Wright brothers wanted to build a plane that could take off from earth and keep itself flying through the air. They believed that the newly ented gasoline engine would be a key component to their dream of a ng machine.	Wilbur watches as Orville makes the first flight.

Grade 4

**Practice Test** 

overlooking the Atlantic Ocean. The strange-looking contraption had a long

It was on December 17, 1903, when the Wright brothers pulled their newly created flying machine, called Flyer, onto a North Carolina field

Today you will read two passages. Read these sources carefully to gather information to answer questions and write an essay.

# Excerpt from Mysteries of Flight by Lisa Trumbauer

#### Take

the s fly, w of a soon •

# The

1 of 7

Practice Test	Grade 4	Practice Test
itences from paragraph 1: tory, the question of how soar through the sky like	<ol> <li>Part A According to the passage, which of the following was not a way that people tried</li> </ol>	<b>5. Part A</b> Which <u>two</u> details show causes for the hot-air balloon having a successful flight?
igued and mystified people. s can fly, why can't humans?	to fl <i>y?</i> ④ hot-air balloons	A how to soar through the sky like a bird has intrigued people
use of the phrase "intrigued suggest? Pick <u>two</u> choices.	<ul> <li>bomemade wings</li> <li>cars with gasoline engines</li> </ul>	<ul> <li>bot air is lighter than cool air</li> <li>has two propellers, two long wings,</li> </ul>
something that only birds	<ul> <li>airplanes</li> </ul>	and two shorter wings (D) uses a gasoline-powered engine
nted to fly, but they did not	Part B Which sentence suggests that some early attempts at flight were unsuccessful?	<ul> <li>warm air inside something will rise above cooler air around it</li> </ul>
ere jealous of birds' ability to fly was interecting but	Some people even made wings that resembled those of a bird and	Part B Which <u>two</u> details show causes for the <i>Flyer</i> having a successful flight?
etely understood.	B Flapping their arms wildly, they soon	<ul> <li>how to soar through the sky like a bird</li> </ul>
ught that flying was easy. more advanced than	discovered that homemade wings were not the key to human flight.	has intrigued people (B) hot air is lighter than cool air
the time.	With this discovery, the brothers	O has two propellers, two long wings,
are important enough summary of <i>Mysteries of</i> <u>all</u> that apply.	proceeded to create the first hot- air balloon—and the first successful attempt at flight. ① Thev believed that the newlv invented	and two shorter wings
ole experimented with ways imans fly.	gasoline engine would be a key component to their dream of a flying	adove cooler all around it
alongside, holding a wing he plane.	machine.	
t brothers created a lasting airplanes, one that includes d wings.		
birds soaring through		
he engine was invented. Wilbur Wright were not		

## ĉ

#### to fly, of how to 2. Read these sen Throughout hist a bird, has intri After all, if birds

(A) the order of events related to flying

machines

What is the overall structure of this

1. Part A

Grade 4

passage?

a comparison of different kinds of

0

C the causes and effects of creating

airplanes

flying machines

① the problems with the first flying machines and how the problems

were solved

What does the and mystified"

- A Flying was
   A could do.
- People wan know how. 0
- Humans we to fly. 0
- not comple The ability 0

Which two phrases help show the

Part B

structure from Part A?

After all

- People thoug
   Birds were m
  - humans at
- 3. Which events a to include in a Flight? Choose

E) on December 17, 1903 E though none lasted

O With this discovery

Why notThen, in 1783

- A Some peop to make hu
- Wilbur ran to steady th 0
- The Wright model for a 0
  - engines and
    - People see the sky. 0
- The gasolin
  - Drville and scientists.





4 of 7

#### Grade 4

#### 6. Part A

What is the main idea of "The Brothers Are Wright" section?

- The Wright brothers' ideas about flight were correct and helped inspire future human flight.
- The Wright brothers had great ideas about flight, but they were not always successful.
- On December 17, 1903, the Wright brothers successfully flew their first flying machine.
  - The Wright brothers had to work together to get the *Flyer* off the ground.

# Practice Test

# 6. Part B

Which <u>two</u> details support the main idea of "The Brothers Are Wright" section?

- (A) But, like so many others before them, Orville and Wilbur also were intrigued with the prospect of being able to fly.
  - (B) It was on December 17, 1903, when the Wright brothers pulled their newly created flying machine, called *Flyer*, onto a North Carolina field overlooking the Atlantic Ocean.
- C The strange-looking contraption had a long pair of wings toward the front and a pair of shorter wings near the
- rear. Crville Wright stretched out on his stomach upon the lower wing and fired up the engine.
- ① Other people also worked with the Wright brothers' incredible design, hoping to build bigger, quicker, and better flyers.
- E Even so, all airplanes, no matter how different in size or form, had some of the same basic parts that were on the Wright brothers' first plane—engines and wings.

### Grade 4

**Practice Test** 





Day 15

#### **Maintaining SC Ready Math Skills**

#### **Directions:** Explain why you chose your answer for each question. **Number Sense and Base Ten**

1. There were 265,312 people in Texas who walked to work every day. Express the amount two different ways.

#### **Algebraic Thinking and Operations**

2. Natalia drew the following pattern of hearts in her notebook. If Natalia continues this pattern, draw the arrangement of hearts that will come in the fifth position ?



#### **Number Sense and Operations-Fractions**

3. Write the fraction and decimal for the figure below.

Fraction Decimal

#### **Measurement and Data Analysis**

4. We went to the movies at 7:30. The movie lasted 3 hours and 37 minutes. What time did we leave the movies?

#### Geometry

5. Which of the triangles below is a right triangle? Explain why.



#### #3

