Hillcrest
Elementary School

4th Grade Home Packet

Paquete de 4to grado

MAY 2020/MAYO 2020

This packet includes activities for ELA
(Reading & Writing),
Math,
& Science.

Este paquete contiene actividades para
ELA (Lectura y Escritura),
Matematicas,
Y Ciencias.

SPECIALS CHOICE BOARD

Pick something from a different column each day! Be sure to do all areas over the course of the week (and P.E. is twice each week!).

Music	P.E. (Physical Education)	Art	STEM
Play a Rhythm Clapping game with a family member. You clap a rhythm and the family has to echo you. You can clap, pat, snap, use your voice or any other part of your body! Make it easy to start then more difficult as you go.	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds. Tabata Work Out Below: 1. Jumping Jacks- 20 seconds on 10 seconds off 2. High Knees- 20 seconds on 10 seconds off 3. Push-up- 20 seconds on 10 seconds off 4. crunches - 20 seconds on 10 seconds off 5. Squats- 20 seconds on 10 seconds off 6. Plank- 20 seconds on 10 seconds off 7. Mountain Climbers- 20 seconds on 10 seconds off	Choose something new from the attached "Art Everyday List!" Do one every day!	Making Triangles You will need: 9 Pencils, or Pens, or Sticks, or Toothpicks. Anything straight. How many triangles can you make with those 9 sticks?
Make an instrument using recycling items. Ideas: -Make drums using cans and canisters. -Make a horn using toilet paper rolls or paper towel rolls -Make a string instrument using box and string or rubber bands	• Grab an invisible jump rope. Jump rope for 30 seconds • Find someone to play 10 games of rock paper scissor with.Winner picks an exercise for both of you to do. • Dance to your favorite song	Choose something new from the attached "Art Everyday List!" Do one every day!	Money Tower You will need: Coins, as many as you can find. Stack the coins as tall as you can. When it falls, count how much was your tower worth? See More on the Back -->

Sing the song "Count on Me" by Bruno Mars with your family. You can find the words and music on YouTube! What do the lyrics mean to you?	Create Your Own Game/Activity Grab materials you have around your house. Try to limit your equipment to 3-5 items.	Choose something new from the attached "Art Everyday List!" Do one every day!	Longest Paper Plate Challenge: You will need a paper plate and scissors. How can you make the paper plate into one long piece without glue or tape? When finished, measure your plate to see how long it is.
Use household items as instruments to play along with a song you like. Send your teacher a recording if you like! klester@peekskillschools.org akramer@peekskillschools.org	Perform this Warm-Up x 3 Jumping Jack 30 Seconds 10 Second Break Wall Sit 30 Seconds 10 Second Break ABC Push-Ups 10 Second Break	Choose something new from the attached "Art Everyday List!" Do one every day!	
Sing the song "Try Everything" from the movie ZOOTOPIA. You can find the music and words on YouTube! Do the words inspire you to take more risks? Does it give you more confidence?	Couch Potato -Did you know?? Here is what you do: 1. Choose a show 2. Watch it 3. During each commercial break do an exercise. Here is your workout: Commercial #1 – Incline Push Ups (feet on the couch, hands on the floor) Commercial #2 – Jumping Jacks Commercial #3 – Stretch any muscles Commercial #4 – Mountain Climbers Commercial #5 – Sit ups (Chest touches your knees) Commercial #6 – Run in Place	Choose something new from the attached "Art Everyday List!" Do one every day!	
Listen to the jazz song, "Sing, Sing, Sing" by Benny Goodman. Write down how it makes you feel. Did you dance or sing along?	Pillow Case Race All you need are some family members and pillow cases. Create 2 lines 10 feet apart.Use the pillowcase as a sack & jump to the line across from you	Choose something new from the attached "Art Everyday List!" Do one every day!	

Dibujando un día de Hillcrest: 4to y 5to grado Sra. Coleman
4th Google code: zz52qez
5th Google code: fycuana

29 Dibuja uno de tus profesores.	**30** Dibuja un animal, una persona y una comida con bigote.	**31** Dibuja tu casa.	**32** Dibuja a tu familia.	**33** Dibuja tu recuerdo más feliz.	**34** Dibuja tu comida favorita.	**35** Dibuja un autorretrato.
36 Dibuja tu juguete favorito.	**37** Dibuja un paisaje.	**38** Dibuja tu sueño.	**39** Dibuja algo que te haga feliz.	**40** Dibuja algo usando solo tu color favorito.	**41** Dibuja cómo te sientes.	**42** Dibuja una persona con cara de animal.
43 Dibuja un mapa del tesoro.	**44** Dibuja lo que ves a través de tu ventana.	**45** Haz un dibujo del interior de tu estómago y de toda la comida que contiene después de una gran comida.	**46** Dibuja un nuevo invento.	**47** Dibuja tu lista de deseos de cumpleaños.	**48** Dibuja un bosque y los animales salvajes que viven en él.	**49** Dibuja animales que solo salen de noche.
50 Dibuja el océano y todos los animales que viven en él.	**51** Dibuja algo al revés.	**52** Dibuja un monstruo.	**53** Dibuja el cielo si estaba hecho de comida.	**54** Dibujar un ojo.	**55** Dibuja un desierto y todos los animales que viven en él.	**56** ¡Dibuja tu primer día de regreso a Hillcrest!

Instrucciones: ¡Tómese quince minutos al día para relajarse y usar su imaginación! Use cualquier material que tenga, ¡sea creativo! Si desea compartir sus creaciones, ¡puede enviarme una foto a **tcoleman@peekskillschools.org!**

Hillcrest Daily Art Prompts: 4th and 5th Grade Ms. Coleman

4th Google code: zz52qez

5th Google code: fycuana

29 Draw one of your teachers.	**30** Draw an animal, a person and a food with a moustache.	**31** Draw your home.	**32** Draw your family.	**33** Draw your happiest memory.	**34** Draw your favorite food.	**35** Draw a self portrait.
36 Draw your favorite toy.	**37** Draw a landscape.	**38** Draw your dream.	**39** Draw something that makes you happy.	**40** Draw something using only your favorite color.	**41** Draw how you feel.	**42** Draw a person with an animal face.
43 Draw a treasure map.	**44** Draw what you see through your window.	**45** Draw a picture of the inside of your stomach and all the food in it after a big meal.	**46** Draw a new invention.	**47** Draw your birthday wish list.	**48** Draw a forest and the wild animals that live in it.	**49** Draw animals that only come out at night.
50 Draw the ocean and all of the animals that live in it.	**51** Draw something upside down.	**52** Draw a monster.	**53** Draw the sky if it was made out of food.	**54** Draw an eye.	**55** Draw a desert and all the animals that live in it.	**56** Draw your first day back to Hillcrest!

Directions: Take fifteen minutes a day to relax and use your imagination! Use any materials you have -- get creative! If you'd like to share your creations, you may send me a picture at **tcoleman@peekskillschools.org!**

ELA Packet
Phase **Three**
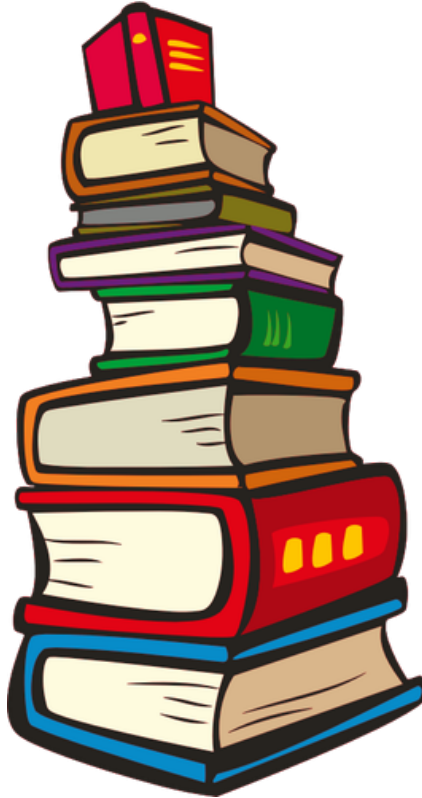
- Days 1-5-Reading and Answering Multiple Choice
- Days 6-10-Reading and Writing Responses
- Days 11-15-Reading, Answering Multiple Choice and Journaling
- Days 16-20- Reading, Answering Multiple Choice and Writing an Extended Essay

In addition to this packet, please read independently for <u>20-30 minutes each day</u>.

Phase 3-Day <u>One</u>

<u>Our Objectives</u>

- <u>Content Objective</u>: Readers notice characters develop throughout a story.

- <u>Language Objective</u>: We will read and use multiple choice strategies to prove our knowledge of character development.

<u>Our Support Charts</u>
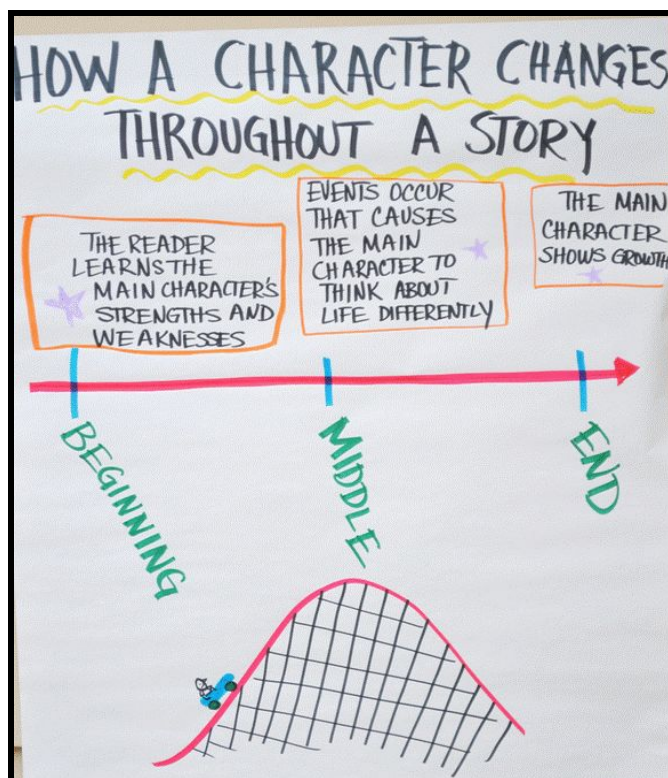
When you are finished reading the objectives and looking over the "support charts", please read the following passages and answer the questions that follow.

Sailing Toward America

Emily looked back at her homeland as the ship drifted out of the harbor. She wiped away her tears. "Will I ever see the green hills of Ireland again?" she wondered. She turned and buried her face into her mother's scratchy woolen coat and sobbed.

"Darlin'," her father said, patting her arm. "Don't worry. I hear the streets in America are paved with gold." He gave her a wink and kissed her on the forehead.

Emily's mother looked straight ahead. "Remember, you'll be living with Briney and Bristy. You and your cousins can meet your troubles together," she said firmly.

Emily felt a little better when she thought of her Uncle Emerald's family. Living with them would make the move easier. It would be like the old days when they all lived in Ireland, but now they would have enough food. Emily and her twin cousins were ten years old, so they would be in the same grade at school. That could be fun.

"So, how many days until we get to New York?" Emily asked with a smile.

1) Circle the statement that BEST describes how Emily changes from the beginning to the end of the story.

   A) She discovers that her life will be better than it was in Ireland.

   B) She learns that the most important thing is to obey the rules.

   C) She realizes that she must leave her home to find happiness.

   D) She is frightened to leave and does not want to go to New York.

The Science Expert

"Zander is joining the science club," Janice said. Megan sighed. She liked the science club, but now with Zander there, she wasn't sure she'd speak up any more. Zander always had to be the science expert, and he always had to show how smart he was.

That afternoon, the science club held its first meeting. Janice read the year's topics aloud and, of course, Zander followed with new facts for each topic. When he tried to sound like a college professor, his words buzzed like a bug in Megan's ears.

After the meeting, the club members walked out together, talking about soccer practice. Megan noticed that the annoying buzzing had stopped. She looked at Zander. He walked silently along with his head down. "What's up, Zander?" Megan asked.

"Oh, I've just never played any sports before," he said. "Sometimes I'd like to, though," he added softly.

Megan paused. "Could everyone be unsure sometime, even Zander?" she thought. "Let's play some soccer later," she offered, tossing him a ball. "I'm a pretty good coach!"

1) Circle the statement that describes how Meghan changes from the beginning of the story to the end?

   A) At first, she was excited to have Zander in the science club, but then she became angry.

   B) In the beginning, she was annoyed with Zander. In the end, she feels empathy for him.

   C) Meghan felt annoyed from the beginning to the end of the story about Zander.

   D) At first she felt enraged that Zander joined the science club, but then she was elated that he had joined.

Phase 3-Day __Two__

Our Objectives

- **Content Objective**: Students will know the difference between character feelings and character traits.

- **Language Objective**: We will read short passages and infer character traits.

Our Support Chart

When you are finished reading the objectives and looking over the "support chart", please read the following passages and answer the questions that follow.

Undersea Adventure

Maggie and younger brother Tad were going on an undersea voyage. Maggie had entered her science project in a contest and won first prize. She was allowed to bring a friend, but Tad had begged to go.

Now they were inside a research submarine going to the Mariana Trench! Maggie wanted to ask questions of the young researcher who was their guide, but Tad kept interrupting. "What's this? What's that? What does this thing do?" Tad was interested in everything. The guide couldn't keep up with his eager questions.

"The Mariana Trench is the deepest part of the ocean," Tad yelled. "The deepest place on *Earth*!"

Maggie and the guide exchanged smiles. "He knows that, Tad," Maggie said gently. "He's a scientist. We should listen to him a little, too. Yes, my brother is pretty intelligent," Maggie said, putting her arm around skinny Tad.

"Aren't you the one who won the contest?" asked the guide.

"Actually, I am," she smiled.

1) What does the story reveal about Maggie?

    A) She is an intelligent person.
    B) She is a patient person.
    C) She is a selfish person.
    D) She is an organized person.

2) What are 3 character traits that BEST describe Tad?

    A) Determined
    B) Impatient
    C) Eager
    D) Patient

Phase 3-Day <u>Three</u>

<u>Our Objectives</u>

- **<u>Content Objective</u>**: Students will know that **theme** is an underlying message or the big idea of a story.

- **<u>Language Objective</u>**: We will read short passages and determine the theme of the story.
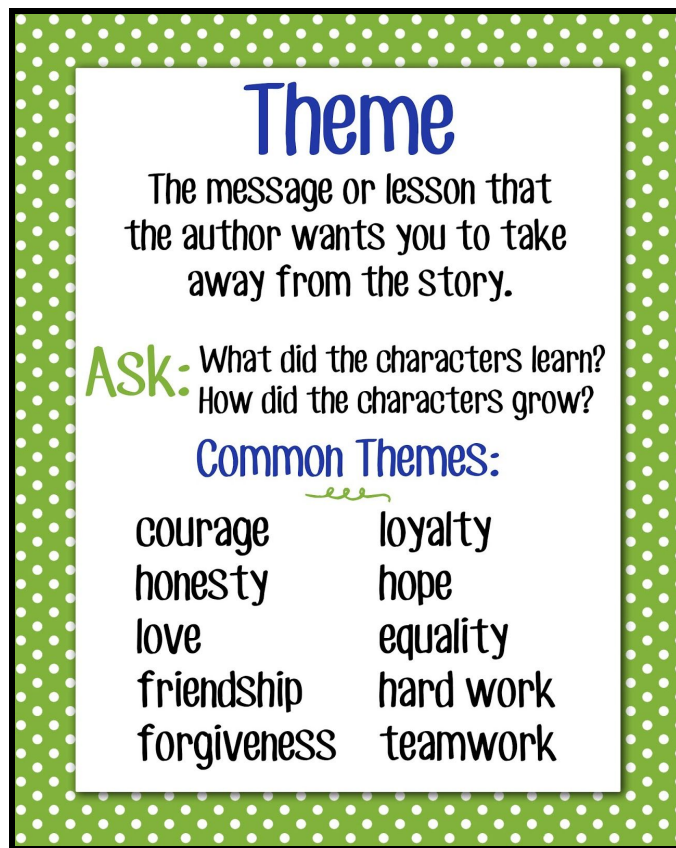
<u>Our Support Chart</u>

When you are finished reading the objectives and looking over the "support chart", please read the following passages and answer the questions that follow.

Trevor's dad tapped his shoulder. "This is the last time I am telling you. The bus will be here in ten minutes. If you miss it and I have to drive you to school, you lose computer privileges for one week."

Trevor had been hitting the snooze button on his alarm clock for the last 30 minutes. He had it all figured out, though. When his dad came in with his regular "final warning," he would get up, get dressed, brush his teeth, and grab a granola bar on his way out the door.

Everything was going as planned...until he got to the door and his backpack was not there. He looked everywhere for it, scrambling more and more with each passing minute. Then he heard the dreaded sound – the bus was coming up the street.

The bus came and went with Trevor still looking for his backpack. As soon as it rumbled down his street, Trevor found it.

Trevor looked at his dad, who shrugged as if to say, *This is your own fault, you know*.

1) What is the theme of the story?

    a) Always hit the snooze button.

    b) Parents are always right.

    c) Being unorganized equals success.

    d) It is not effective to procrastinate.

Josie was upset with herself. When she started the test, she was nervous that everything she had studied would slip from her mind. Therefore, she had only skimmed the directions. Because she did not read the directions thoroughly, she missed the fact that there was a second step to be completed for every question. When Mr. Baxter returned the test, Josie was shocked to see that she had earned a failing grade on it. She answered every single question correctly, but had simply failed to do the second task! This was the first time she had ever failed a test. Before Josie knew it, she was in tears.

Josie's teacher pulled her into the hall to console her. "Josie, don't beat yourself up about this. It's good that you care, but you need to remember that it's just one test. You're not going to fail the class because of your grade on this one test. Besides, I figure everyone has a bad day every now and the so I always drop each student's lowest score when figuring grades."

Josie brightened a bit. "Well, I guess I should be glad it happened in your class then. This will make me read the directions carefully from now on.

1) What is the theme of the story?

    a) It is always important to read directions.

    b) You shouldn't study for tests.

    c) Josie's teacher is nice.

    d) You should cry to get good grades

Phase 3-Day **Four**

Our Objectives

- **Content Objective**: Students will know how to distinguish between the main idea and theme of a story.

- **Language Objective**: We will read a short passage and infer the theme of the story.

Our Support Chart

When you are finished reading the objectives and looking over the "support chart", please read the following passages and answer the questions that follow.

Amazing, Enormous, Extinct Animals

When people think of the largest creatures to ever walk the Earth, they often think of dinosaurs. Yet, other giants existed long before and after the dinosaurs.

The first giant creatures on Earth were ocean invertebrates, or animals without spines. They first appeared nearly 480 million years ago. One of the largest was a giant shrimp-like creature. It ate plankton. Its body grew to be nearly 2.1 meters (7.0 ft.) long!

Giant insects also lived before dinosaurs. Scientists believe that prehistoric insects grew so large because there was more oxygen in the atmosphere. Huge dragonfly-like creatures that lived around 300 million years ago ruled the skies. They had wingspans over half a meter (1.6 ft.) wide!

Mammals began to thrive after the extinction of dinosaurs. One of the largest-known mammals was a massive, hornless, rhino-like creature weighing about 13,600 kilograms (15 tons)! Yet, it feasted only on plants. Scientists suggest that once dinosaurs were extinct, mammals no longer needed to compete with dinosaurs for plants to eat. With more food available and no competition for it, some mammals grew to be enormous.

1) What is the main idea of this passage?

a) It is mainly about extinct dinosaurs.

b) It is mainly about huge dragonflies.

c) It is mainly about how ocean invertebrates lived in the ocean.

d) It is mainly about extinct giant animals and insects that existed.

2) Which sentence BEST states the main idea of the passage "Amazing, Enormous, Extinct Animals"?

a) Yet, other giants existed long before and after the dinosaurs.

b) Mammals began to thrive after the extinction of dinosaurs.

c) Some mammals grew to be enormous.

d) Giant insects lived before the dinosaurs.

Phase 3-Day <u>Five</u>

<u>Our Objectives</u>

- **<u>Content Objective</u>**: Students will know the many effects setting has on a story.

- **<u>Language Objective</u>**: We will read a short passage and determine how the setting impacts the story.

<u>Our Support Chart</u>
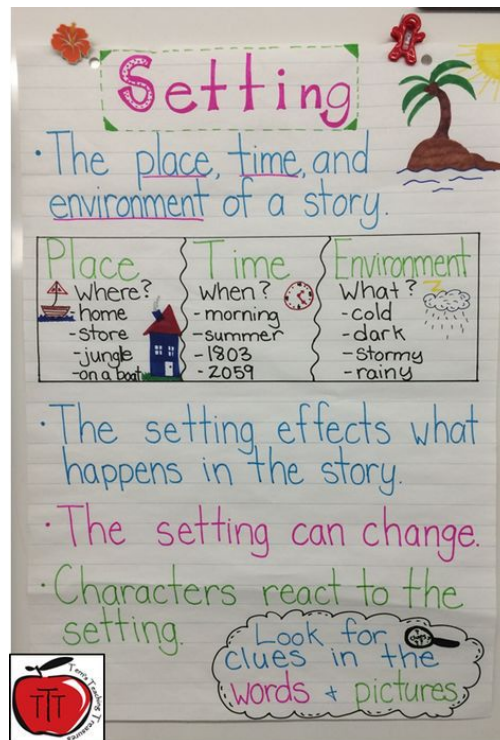
When you are finished reading the objectives and looking over the "support chart", please read the following passages and answer the questions that follow.

A New Life Out West

It was the 1870s and Jesse's family had just arrived in the Dakota Territory after selling their farm in New York. Each morning, Jesse looked out at miles of prairie. And each morning, he felt like he lived in another world. He longed for the activity in his old home town and missed his friends back home.

Unlike Jesse, Pa saw hope in the empty landscape. He believed the open prairie offered endless opportunity for their family. Pa would point to a barren field and smile, joyfully talking about what they could grow there. However, Jesse's doubts about the move only grew during the first winter. Snowstorms kept them indoors most of the time. Yet, Pa happily worked through the freezing cold when he could. Jesse's mood grew dark along with the shorter days. But in the spring, the weather took a turn for the better.

Jesse and Pa worked hard planting their first crops. Jesse found the soil rich and easy to work with. Over time, Jesse even began to enjoy the quiet, clear nights.

"Good soil, fresh air, and a fine home," Jesse said. Pa nodded in agreement. "Maybe this move wasn't so bad after all."

1) Which 2 phrases show how the setting effected Jesse at the beginning of the story?

   a) Jesse looked out at miles of prairie

   b) Jesse's mood grew dark along with the shorter days

   c) He longed for the activity in his old home town

   d) Jesse's family had just arrived to the Dakota Territory

2) The details about the setting are important to the story because they...

   a) explain why Jesse was concerned about the move.

   b) show why the soil is so great for growing crops.

   c) explain why everyone is so excited about the move out West.

   d) show how Pa is miserable about the move.

Phase 3 - Day **Six**

Today's Objectives

- **Content Objective**: Writers will be able to describe a character.

- **Language Objective**: by reading and analyzing the character's actions and dialogue.

Directions for Day 6:

1) Read the story, "Just a Dream" by Chris Van Allsburg.
2) AFTER you have read the story, respond to the prompt in Box 1 below.

"Just a Dream" by Chris Van Allsburg

As usual, Walter stopped at the bakery on his way home from school. He bought one large jelly-filled doughnut. He took the pastry from its bag, eating quickly as he walked along. He licked the red jelly from his fingers. Then he crumpled up the empty bag and threw it at a fire hydrant.

At home Walter saw Rose, the little girl next door, watering a tree that had just been planted. "It's my birthday present," she said proudly. Walter couldn't understand why anyone would want a tree for a present. His own birthday was just a few days away, "And I'm not getting some dumb plant," he told Rose.

After dinner Walter took out the trash. Three cans stood next to the garage. One was for bottles, one for cans, and one for everything else. As usual, Walter dumped everything into one can. He was too busy to sort through garbage, especially when there was something good on television.

The show that Walter was so eager to watch was about a boy who lived in the future. The boy flew around in a tiny airplane that he parked on the roof of his house. He had a robot and a small machine that could make any kind of food with the push of a button.

Walter went to bed wishing he lived in the future. He couldn't wait to have his own tiny plane, a robot to take out the trash, and a machine that could make jelly doughnuts by the thousands. When he fell asleep, his wish came true. That night Walter's bed traveled to . . . the future.

Walter woke up in the middle of a huge dump. A bulldozer was pushing a heap of bulging trash bags toward him. "Stop!" he yelled.

The man driving the bulldozer put his machine in neutral. "Oh, sorry," he said. "Didn't see you."

Walter looked at the distant mountains of trash and saw half-buried houses. "Do people live here?" he asked.

"Not anymore," answered the man.

A few feet from the bed was a rusty old street sign that read FLORAL AVENUE. "Oh no," gasped Walter. He lived on Floral Avenue.

The driver revved up his bulldozer. "Well," he shouted, "back to work!"

Walter pulled the covers over his head. This can't be the future, he thought. I'm sure it's just a dream. He went back to sleep. But not for long . . . Walter's bed returned to the present. He was safe in his room again, but he felt terrible. The future he'd seen was not what he'd expected. Robots and little airplanes didn't seem very important now. He looked out his window at the trees and lawns in the early morning light, then jumped out of bed.

He ran outside and down the block, still in his pajamas. He found the empty jelly doughnut bag he'd thrown at the fire hydrant the day before. Then Walter went back home and, before the sun came up, sorted all the trash by the garage.

A few days later, on Walter's birthday, all his friends came over for cake and ice cream. They loved his new toys: the laser gun set, electric yo-yo, and inflatable dinosaurs. "My best present," Walter told them, "is outside." Then he showed them the gift that he'd picked out that morning—a tree.

After the party, Walter and his dad planted the birthday present. When he went to bed, Walter looked out his window. He could see his tree and the tree Rose had planted on her birthday. He liked the way they looked, side by side. Then he went to sleep, but not for long, because that night Walter's bed took him away again.

When Walter woke up, his bed was standing in the shade of two tall trees. The sky was blue. Laundry hanging from a clothesline flapped in the breeze. A man pushed an old motorless lawn mower. This isn't the future, Walter thought. It's the past.

"Good morning," the man said. "You've found a nice place to sleep."

"Yes, I have," Walter agreed. There was something very peaceful about the huge trees next to his bed.

The man looked up at the rustling leaves. "My great-grandmother planted one of these trees," he said, "when she was a little girl."

Walter looked up at the leaves too, and realized where his bed had taken him. This was the future, after all, a different kind of future. There were still no robots or tiny airplanes. There weren't even any clothes dryers or gas-powered lawn mowers. Walter lay back and smiled. "I like it here," he told the man, then drifted off to sleep in the shade of the two giant trees—the trees he and Rose had planted so many years ago.

SEE WRITING PROMPT ON NEXT PAGE

Box 1 – <u>Writing Prompt</u>

Based on Walter's actions and dialogue, how would you describe his character? Explain!

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Phase 3 - Day **Seven**

Today's Objectives

- **Content Objective:** Writers will be able to describe the character's traits at the beginning of the story.

- **Language Objective**: by reading and analyzing a section of the story "Just a Dream" and writing about the character at the beginning based on their actions and dialogue.

Directions for Day 7:
1) Read an excerpt from the story, which can be found in BOX 2.
2) Underline OR highlight the sentences or words that show dialogue or actions that describe Walter.
3) AFTER you have read this excerpt, RESPOND to the prompt in BOX 3.

Box 2- Excerpt from "Just A Dream"

As usual, Walter stopped at the bakery on his way home from school. He bought one large jelly-filled doughnut. He took the pastry from its bag, eating quickly as he walked along. He licked the red jelly from his fingers. Then he crumpled up the empty bag and threw it at a fire hydrant.

At home Walter saw Rose, the little girl next door, watering a tree that had just been planted. "It's my birthday present," she said proudly. Walter couldn't understand why anyone would want a tree for a present. His own birthday was just a few days away, "And I'm not getting some dumb plant," he told Rose.

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The show that Walter was so eager to watch was about a boy who lived in the future. The boy flew around in a tiny airplane that he parked on the roof of his house. He had a robot and a small machine that could make any kind of food with the push of a button.

Day 7 continued

Box 3– Writing Prompt

Describe Walter in the beginning of the story. Explain using specific details from the text.

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Phase 3 - Day **Eight**

Today's Objectives

- **Content Objective:** Writers will be able to describe the character's traits at the end of the story.

- **Language Objective**: by reading and analyzing a section of the story "Just a Dream" and writing about the character at the end based on their actions and dialogue.

Directions for Day 8:
1) Read an excerpt from the story, which can be found in BOX 4.
2) Underline OR highlight the sentences or words that show dialogue or actions that describe Walter.
3) AFTER you have read this excerpt, RESPOND to the prompt in BOX 5.

Box 4- Excerpt from "Just A Dream"

He ran outside and down the block, still in his pajamas. He found the empty jelly doughnut bag he'd thrown at the fire hydrant the day before. Then Walter went back home and, before the sun came up, sorted all the trash by the garage.

A few days later, on Walter's birthday, all his friends came over for cake and ice cream. They loved his new toys: the laser gun set, electric yo-yo, and inflatable dinosaurs. "My best present," Walter told them, "is outside." Then he showed them the gift that he'd picked out that morning—a tree.

After the party, Walter and his dad planted the birthday present. When he went to bed, Walter looked out his window. He could see his tree and the tree Rose had planted on her birthday. He liked the way they looked, side by side. Then he went to sleep, but not for long, because that night Walter's bed took him away again.

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Walter looked up at the leaves too, and realized where his bed had taken him. This was the future, after all, a different kind of future. There were still no robots or tiny airplanes. There weren't even any clothes dryers or gas-powered lawn mowers. Walter lay back and smiled. "I like it here," he told the man, then drifted off to sleep in the shade of the two giant trees—the trees he and Rose had planted so many years ago.

Day 8 continued

<u>Box 5– Writing Prompt</u>

Describe Walter at the end of the story. Explain using specific details from the text.

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Phase 3 - Day <u>Nine</u>

<u>**Today's Objectives**</u>

- <u>**Content Objective:**</u> Writers will be able to describe the event that caused the character to change.

- <u>**Language Objective**</u>: by reading and analyzing a section of the story "Just a Dream" and writing about the events that caused the character to change.

<u>**Directions for Day 9:**</u>
1. Read an excerpt from the story, which can be found in BOX 6.
2. Underline OR highlight the sentences or words that signal to you that the character is **changing.**
3. AFTER you have read this excerpt, RESPOND to the prompt in BOX 7.

Box- 6 Excerpt from "Just a Dream"

     Walter went to bed wishing he lived in the future. He couldn't wait to have his own tiny plane, a robot to take out the trash, and a machine that could make jelly doughnuts by the thousands. When he fell asleep, his wish came true. That night Walter's bed traveled to . . . the future.

     Walter woke up in the middle of a huge dump. A bulldozer was pushing a heap of bulging trash bags toward him. "Stop!" he yelled.
     The man driving the bulldozer put his machine in neutral. "Oh, sorry," he said. "Didn't see you."
     Walter looked at the distant mountains of trash and saw half-buried houses. "Do people live here?" he asked.
     "Not anymore," answered the man.
     A few feet from the bed was a rusty old street sign that read FLORAL AVENUE. "Oh no," gasped Walter. He lived on Floral Avenue.
     The driver revved up his bulldozer. "Well," he shouted, "back to work!"

     Walter pulled the covers over his head. This can't be the future, he thought. I'm sure it's just a dream. He went back to sleep. But not for long . . . Walter's bed returned to the present. He was safe in his room again, but he felt terrible. The future he'd seen was not what he'd expected. Robots and little airplanes didn't seem very important now. He looked out his window at the trees and lawns in the early morning light, then jumped out of bed.

Box 7 - Writing Prompt

It takes a BIG event for a character to change! What events caused Walter to change in "Just a Dream?" Explain!

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Phase 3 - Day <u>Ten</u>

<u>Today's Objectives</u>

- **<u>Content Objective</u>**: Writers will be able to write an essay

- **<u>Language Objective</u>**: by synthesizing and turning their ideas into an essay that includes an introduction, body paragraphs and a conclusion.

<u>Directions for Day 10:</u>

1) Reread "Just a Dream" by Chris Van Alllsburg.
2) Reread your responses to the question prompts that you answered on DAYS 7, 8 and 9. These responses will help you plan and organize your essay!
3) Respond to the prompt in BOX 8. Your response should be written in essay format and it should include an introduction, 2 body paragraphs and a conclusion.

Box 8 - Essay

In "Just a Dream" by Chris Van Allsburg, how did the main character Walter change from the beginning to the end of the story?

In your response, be sure to

- Describe Walter in the beginning of the story.
- Describe Walter at the end of the story.
- Use details from the text to support your response.

Day 10 Continued

Box 8 – Essay Continued

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Phase 3-Day 11: Reading

DIRECTIONS Read the text and then answer the questions.

SCORE

Rachel searched through her closet for her favorite pair of jeans. Then, she remembered that she had spilled some ketchup on them two days ago. They hadn't been washed yet, and Rachel wanted to wear them the next day. She flopped moodily onto her bed, wondering what else she could wear. Just then, her older brother, Alan, paused as he passed her door.

"What's the matter?" he asked.

"My favorite pair of jeans is dirty and I want to wear them tomorrow. It's annoying!" Rachel said.

"Maybe I can help. If I teach you how to do laundry, you can wash your jeans today and they'll be ready for tomorrow," Alan said. "It's not hard."

"Thanks, Alan!" Rachel said. "Laundry room, here we come!"

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

1. What is the setting?

Ⓐ school

Ⓑ a restaurant

Ⓒ a house

Ⓓ several different locations

4. Another word for *annoying* is

Ⓐ frightening.

Ⓑ irritating.

Ⓒ joyful.

Ⓓ sorry.

____/5
Total

2. What is the character's problem?

Ⓐ ketchup

Ⓑ not being able to wear something

Ⓒ the loss of her pet turtle

Ⓓ an injured leg

5. *Laundry room, here we come!* indicates that Rachel is _____ about learning to do laundry.

Ⓐ enthusiastic

Ⓑ upset

Ⓒ surprised

Ⓓ scared

3. Which is the suffix in *moodily*?

Ⓐ –odd

Ⓑ mood–

Ⓒ –dily

Ⓓ –ly

Phase 3-Day 11:
Journal Activity

In today's story, you read about a girl that faced challenges in her everyday activities. Over the past month, we have also faced challenges. In the space provided below, jot down some challenges you have faced. You can come up with a list of challenges or tell me a story about one particular incident that was a challenge for you.

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Phase 3-Day 12 Reading

DIRECTIONS Read the text and then answer the questions.

Rachel's brother, Alan, was teaching her how to do laundry.

"It's easy to do laundry. First, adjust the washer settings and choose the water temperature," Alan explained. "Cold water helps keep colors bright."

After Rachel set the washer to cold, Alan continued. "Now, you have to set the washer for a small load because you only have one thing to wash."

Rachel set the washer for a small load. Then, Alan said, "Now, put your clothes in and close the washer door. Add some laundry soap, then press the start button. When the washer is finished, we'll put your jeans in the dryer."

Alan was right. Laundry was a piece of cake!

SCORE

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

___ / 5
Total

1. This text is

Ⓐ all about soap.

Ⓑ a fictional story about doing laundry.

Ⓒ a detailed account of professional laundry services.

Ⓓ about Alan teaching Rachel how to cook.

2. What does cold water help to do?

Ⓐ keep colors bright

Ⓑ prevent clothes from ripping

Ⓒ create more bubbles

Ⓓ wash clothes faster

3. The word *bright* has

Ⓐ a short vowel.

Ⓑ a long vowel.

Ⓒ a silent vowel.

Ⓓ no vowel.

4. *Easy* and *difficult* are

Ⓐ rhymes.

Ⓑ synonyms.

Ⓒ antonyms.

Ⓓ similes.

5. *Laundry was a piece of cake* is an example of

Ⓐ an onomatopoeia.

Ⓑ an allusion.

Ⓒ hyperbole.

Ⓓ a metaphor.

Phase 3- Day 12:

Journal Activity

Today you read a story about a little girl who learned something new. I know you have learned a lot of new things since you have been home. Write a list of all of the things you have learned or journal about one particular thing you loved learning.

_____

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Phase 3- Day 13 Reading

DIRECTIONS Read the text and then answer the questions.

SCORE

Rachel had a surprise for her parents. Her older brother, Alan, had taught her how to do laundry. Now, she could do laundry without any help. One night, Rachel's parents went out to dinner to celebrate their anniversary. As soon as they had gone, Rachel gathered up a pile of dirty towels. She was just putting the towels in the washer when Mom came back in.

"You startled me!" Rachel gasped. "I thought you left!"

"I forgot my cell phone," her mom said. "What are you doing?"

"Alan taught me how to do laundry, and I wanted to surprise you."

"You sure surprised me. What a fabulous anniversary gift!" her mom said.

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

___ / 5
Total

1. What is Rachel's surprise for her parents' anniversary?

- Ⓐ She cleans up her room.
- Ⓑ She does laundry.
- Ⓒ She makes dinner.
- Ⓓ She buys new towels.

2. What is the problem?

- Ⓐ Mom comes home before Rachel finished doing laundry.
- Ⓑ Rachel doesn't know how to do laundry.
- Ⓒ Rachel can't think of how to surprise her parents.
- Ⓓ Mom doesn't want Rachel to do laundry.

3. What is the root word in *gathered*?

- Ⓐ *there*
- Ⓑ *gather*
- Ⓒ *her*
- Ⓓ *ather*

4. A synonym for *fabulous* is

- Ⓐ wonderful.
- Ⓑ huge.
- Ⓒ expensive.
- Ⓓ funny.

5. Which shows Rachel is surprised?

- Ⓐ said
- Ⓑ gasped
- Ⓒ surprise
- Ⓓ gathered

Phase 3-Day 13: Journal Activity

> You just read a short story about a little girl who wanted to surprise her parents by doing a helpful chore at her house. What are you doing at home to be helpful? Think about your everyday life. How are you a helpful participant in your household?

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Phase 3-Day 14 Reading

NAME:_____ DATE:_____

Read the text and then answer the questions.

SCORE

Do you like to go on vacations? Vacations can be relaxing and a lot of fun. You can travel to new places, try new things, and meet new people. But did you know that vacations are good for you? It's true—vacations allow you to rest, and rest is very important because it keeps you healthy. Rest supports your body and your mind by helping you think better and by improving your mood. Vacations provide more than just rest, though. They also allow you to jump, run, swim, and play. Being active is very good for you. When you move your body, you help your body stay healthy. Vacations also let you do things you enjoy. When you do things you enjoy doing, you feel happy, and feeling happy is good for you. So take a vacation!

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

4. Ⓨ Ⓝ

1. Which title best fits the text?

- Ⓐ The Importance of Vacations
- Ⓑ Vacation Destinations
- Ⓒ Relaxing at Work
- Ⓓ Good and Bad Moods

4. Which words are synonyms?

- Ⓐ *rest* and *active*
- Ⓑ *mood* and *move*
- Ⓒ *also* and *allow*
- Ⓓ *rest* and *relax*

5. Ⓨ Ⓝ

2. What is the main idea?

- Ⓐ Being active is healthy.
- Ⓑ Vacations are good for you.
- Ⓒ Rest helps you think better.
- Ⓓ Vacations are a lot of fun.

5. *Being active is very good for you* should be interpreted

- Ⓐ literally.
- Ⓑ figuratively.
- Ⓒ slowly.
- Ⓓ metaphorically.

___ / 5

Total

3. Which is the suffix in *vacation*?

- Ⓐ *–on*
- Ⓑ *vacate–*
- Ⓒ *–tion*
- Ⓓ *vaca–*

Phase 3-Day 14:
Journal Activity

We have all been in our homes for a couple months now. I know lately I have been daydreaming a lot about going on a trip. If you could go anywhere, where would it be and why? I think I'd like to go to a waterpark in the nice warm sun.

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Phase 3-Day 15 Reading

DIRECTIONS Read the text and then answer the questions.

SCORE

"I'm going to ride bikes with Eva. I'll be back for dinner," Grace promised Dad.

"Aren't you going to Debbie's birthday party this afternoon?" Dad asked.

Grace looked at the kitchen clock. It was already two o'clock, and the party started at three! She had forgotten all about Debbie's party! "Oh, no!" Grace moaned. "I promised Eva I'd ride bikes with her, and I promised Debbie I'd go to her party! What am I going to do? I can't be in both places."

"If Eva is also invited to the party, then you both can go," suggested Dad.

"Hey, that's a good idea. Maybe Debbie invited Eva, too."

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

1. Which of the following is an appropriate title for this text?

- Ⓐ Can't Ride a Bike
- Ⓑ One Thing at a Time
- Ⓒ Too Many Promises
- Ⓓ No Friends for Debbie

2. What is Dad's solution to Grace's problem?

- Ⓐ Grace can stay home.
- Ⓑ Grace can call Debbie and tell her she can't come to the party.
- Ⓒ Grace can call Eva and tell her she can't ride bikes.
- Ⓓ Grace and Eva can go to the party together.

3. *I'm* is a contraction of

- Ⓐ *I* and *am*.
- Ⓑ *I* and *will*.
- Ⓒ *I* and *would*.
- Ⓓ *I* and *have*.

4. Which word or phrase is **not** a synonym for *suggested*?

- Ⓐ mentioned
- Ⓑ gained height
- Ⓒ offered advice
- Ⓓ recommended

5. Which of the following is **not** used in the text?

- Ⓐ imagery
- Ⓑ dialogue
- Ⓒ pronouns
- Ⓓ contractions

___ / 5

Total

Phase 3-Day 15:
Journal Activity

In this story you read about a girl who had a dilemma about hanging out with her friends. We haven't been able to hang out with our loved ones in quite some time. Today, you should write about how, in this time of quarantine, you have been keeping in touch with loved ones.

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Phase 3-Day 16 Reading

NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

Fires can be dangerous, which is why fire safety is important. Here are some things you can do to be prepared and keep your home safe:

- Always cook with an adult.
- Don't play in the kitchen.
- Keep towels and flammables (FLAM-uh-buhlz) away from the stove, fireplaces, and heaters.
- Never place clothes or flammables on a lamp.
- Don't plug too many items into an electrical outlet.
- Never play with matches or lighters.

1. ⓎⓃ

2. ⓎⓃ

3. ⓎⓃ

4. ⓎⓃ

5. ⓎⓃ

___ / 5
Total

1. What does the first sentence tell the reader about the text?

- Ⓐ This is about the best ways to start fires.
- Ⓑ This is about how to heat things without using fire.
- Ⓒ This is about tragedies that occurred because of fires.
- Ⓓ This is about how to be safe when around fires.

2. What is the main idea?

- Ⓐ Adults should do the cooking.
- Ⓑ Do not play with matches or lighters.
- Ⓒ There are things you can do to be safe and prevent fires.
- Ⓓ Fires are very dangerous.

3. The word *flammables* has

- Ⓐ one syllable.
- Ⓑ two syllables.
- Ⓒ three syllables.
- Ⓓ none of the above

4. An antonym of *always* is

- Ⓐ never.
- Ⓑ don't.
- Ⓒ away.
- Ⓓ from.

5. What is the author's purpose?

- Ⓐ to instruct
- Ⓑ to scare
- Ⓒ to entertain
- Ⓓ to persuade

Phase 3-Day 17 Reading

NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

One of the most important things your family can do to stay safe is to take good care of the smoke alarms in your home. Smoke alarms warn your family if there is a fire. Then, there is time to call the fire department and get to safety. You can help smoke alarms do their jobs. Every month, tell your parents to test the smoke alarms to be sure they are working properly. It is also important to change the batteries in your smoke alarms. The batteries should be changed every year. You can remind your parents to do that, too. Just a few minutes each month and new batteries each year can make a big difference in fire safety!

SCORE

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

___ / 5
Total

1. What does the first sentence tell the reader about the text?

Ⓐ It is about home safety.

Ⓑ It is about why smoke alarms should be tested.

Ⓒ It is about how to change a smoke-alarm battery.

Ⓓ It is about taking care of smoke alarms.

2. Which summary is **not** based on information from the text?

Ⓐ Change the batteries in your smoke alarm every two years.

Ⓑ Changing the batteries in smoke alarms can make a big difference.

Ⓒ You should remind an adult to check that the smoke alarms in your home work properly.

Ⓓ Change the batteries in your smoke alarm every year.

3. Which word part in *properly* is the suffix?

Ⓐ –ly

Ⓑ proper

Ⓒ prop–

Ⓓ pro–

4. A synonym for *properly* is

Ⓐ important.

Ⓑ safety.

Ⓒ should.

Ⓓ correctly.

5. Which word best describes the tone?

Ⓐ frightened

Ⓑ comical

Ⓒ serious

Ⓓ informal

Phase 3-Day 18 Reading

NAME:_____ DATE:_____

DIRECTIONS   Read the text and then answer the questions.

SCORE

How do fires start? All fires need three things in order to burn: oxygen, fuel, and a heat source. Just about anything that can burn can be fuel. But some things such as wood and cloth burn more easily than others. Things that burn easily should be stored carefully so there won't be a fire. But fires also need a source of heat. Lamps, matches, lighters, and stoves are all sources of heat. Fires cannot burn unless they have oxygen, fuel, and heat. So if you keep things that burn easily away from sources of heat, you can prevent fires.

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

1. What is the text about?

Ⓐ The text is about putting out fires.

Ⓑ The text is about the history of fires.

Ⓒ The text is about how fires start.

Ⓓ The text is about dangerous fires.

3. Which is the suffix in *easily*?

Ⓐ –*ly*

Ⓑ *easi*–

Ⓒ *easy*

Ⓓ –*ily*

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

2. Which are **not** sources of heat?

Ⓐ stoves

Ⓑ lamps

Ⓒ matches

Ⓓ oxygen

4. What is the author's purpose?

Ⓐ to entertain

Ⓑ to persuade readers to start fires

Ⓒ to convince readers to become firefighters

Ⓓ to inform readers about fire safety

___ / 5

Total

5. In which point of view is the text written?

Ⓐ first person

Ⓑ second person

Ⓒ third person

Ⓓ none of the above

NAME:_____ **DATE:**_____

THE LIFE OF A FIREFIGHTER

Would you like to be a firefighter? What do firefighters do? They put out fires. They save people. They visit schools to talk about fire safety. Firefighters do all of the above things. They do a lot of other things, too.

When a fire starts, firefighters get there fast. They work fast, too. That is because firefighters practice. It is not easy to put out fires. Firefighters have to act fast so they can put a fire out right away. They also have to work as a team. Everyone on the team has to know what to do. That takes practice. So firefighters practice together so that they will be ready for the next fire. They also learn new ways to put out fires and other new things to help them do their jobs. Then, they practice those new skills.

Firefighters help people who are hurt. When people get hurt, firefighters often get to the scene first. Firefighters know how to give first aid. Firefighters are trained to give special kinds of first aid.

Firefighters do their jobs best if they are in good shape. They also do their jobs best if their trucks and tools are clean and ready to use. So, firefighters take good care of their bodies. They also take care of their trucks and tools. They stay fit and healthy. They exercise. They also clean and fix their gear and their tools. That way, when there is a fire, all of the gear works the way it should.

The more people know about fire safety, the safer people are. Firefighters teach people about fire safety. They teach people how to prevent fires and what to do if there is a fire. Some firefighters visit schools. Other firefighters talk about fire safety on the radio and TV. Fires are dangerous and can be scary. But firefighters are there to help keep people safe.

Phase 3-Day 19:Questions

NAME:_____ DATE:_____

DIRECTIONS Read "The Life of a Firefighter" and then answer the questions.

SCORE

1. Which alternative title does **not** fit the text?

- (A) A Firefighter's Job
- (B) What Firefighters Do
- (C) How to Become a Firefighter
- (D) Firefighters: At Work

2. A reader would most likely read the text to

- (A) learn more about how to put out fires.
- (B) be informed about fire safety.
- (C) be entertained by a fictional story about fire.
- (D) learn more about firefighters.

3. Which of the following do firefighters **not** do?

- (A) save people
- (B) put out fires
- (C) visit schools to talk about fire safety
- (D) arrest people

4. When do firefighters do their jobs best?

- (A) when they are in good shape
- (B) when they are sleepy
- (C) when they are loud
- (D) when they are dirty

5. Knowing about _____ would help the reader understand the text.

- (A) first aid
- (B) teamwork
- (C) health and fitness
- (D) all of the above

6. Which statement about firefighters is **not** true?

- (A) Firefighters take care of their bodies and their gear.
- (B) Firefighters know first aid.
- (C) Firefighters do not work as a team.
- (D) Firefighters teach people about fire safety.

1. (Y)(N)

2. (Y)(N)

3. (Y)(N)

4. (Y)(N)

5. (Y)(N)

6. (Y)(N)

___/6
Total

Phase 3-Day 20: Writing

NAME:_____ **DATE:**_____

DIRECTIONS Reread "The Life of a Firefighter." Then, read the prompt and respond on the lines below.

Think about what it is like to be a firefighter. Would you want to be a firefighter? Why or why not?

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Phase 3:
4th Grade Math Packet
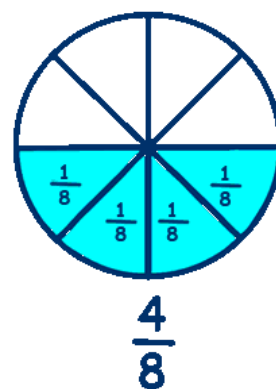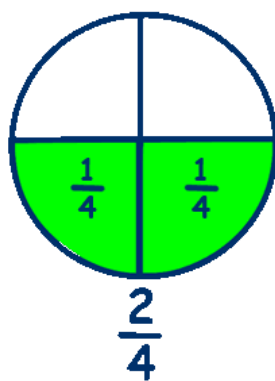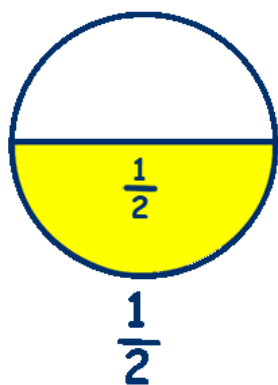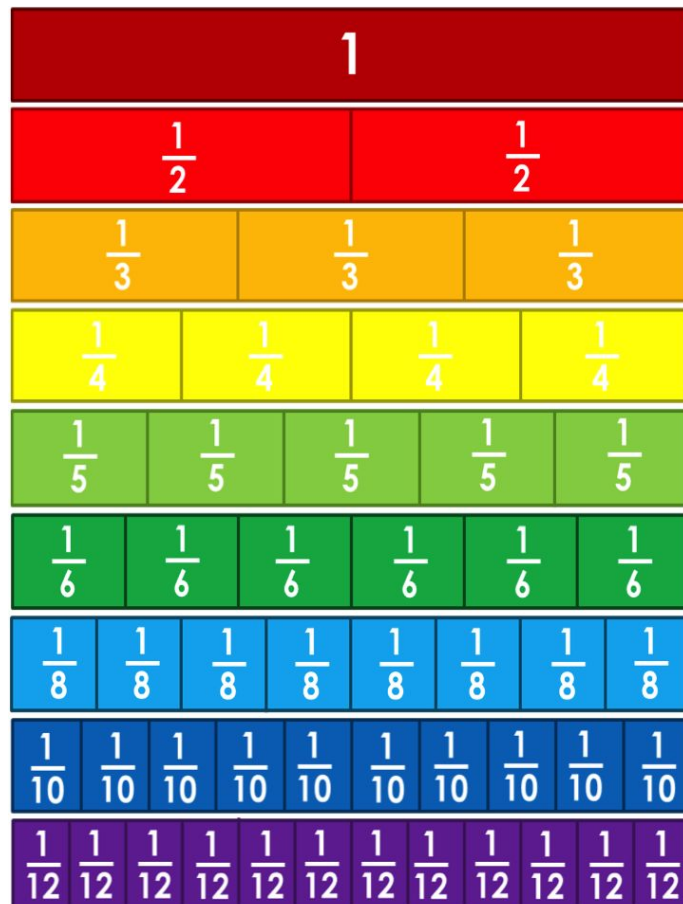
Fase 3:
Paquete de Matemáticas
de 4to Grado
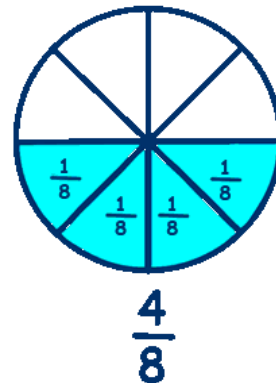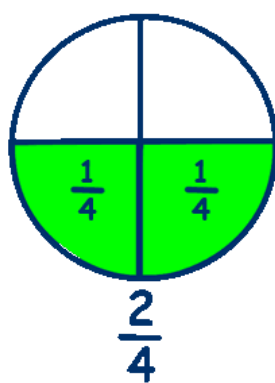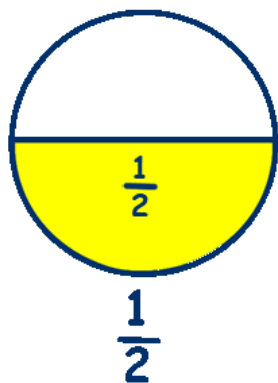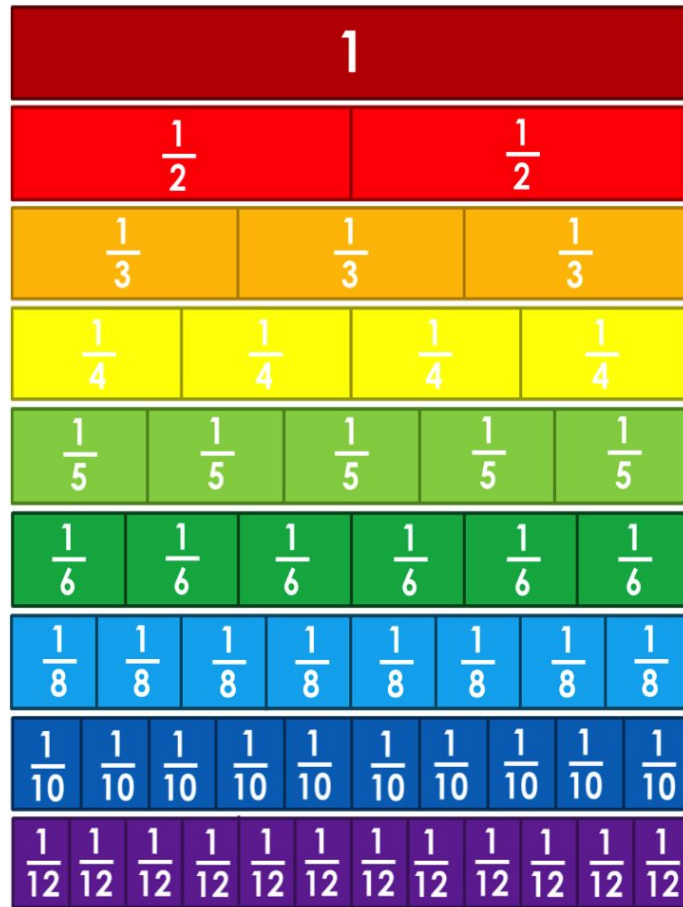
4th Grade Math Packet Directions

In this packet you will learn about fractions. Each day you will have a page with a fraction lesson and some helpful charts/diagrams. You will also complete one page of math problems for each lesson.

Continue practicing your multiplication facts too!

Contact your teacher if you need some help with the math work.

Try your best!
We miss you!!!

Instrucciones del paquete de matemáticas de 4to grado

En este paquete aprenderás sobre fracciones. Cada día tendrás una página con una lección de fracciones y algunos diagramas para ayudarte.. También completarán una página de problemas matemáticos para cada lección.

¡Continúa practicando tus tablas de multiplicación también!

Puedes contactar a tu maestro/a si necesitas ayuda con el trabajo de matemáticas.

¡Haz lo mejor que puedas!
¡¡¡Te extrañamos!!!

4th Grade Math
Day 1

Day 1: Finding equivalent fractions by using diagrams.

Content Objective: We will know how to find equivalent fractions.
Language Objective: We will partition diagrams to find equivalent fractions.

Use the chart(s) to help you complete your math work.
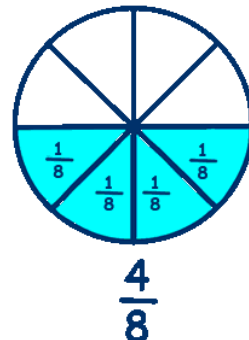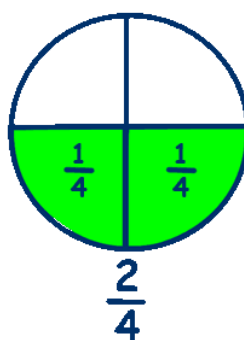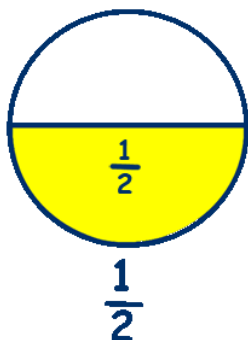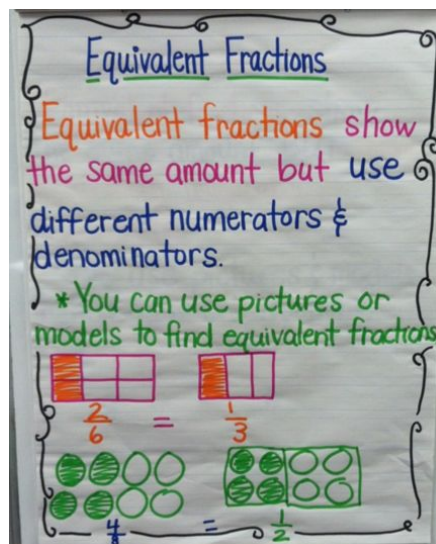
4to Grado-Matemáticas
Día 1

Día 1 Tema: Encontrar fracciones equivalentes usando diagramas

<u>**Objetivo del Contenido:**</u> Sabremos cómo encontrar fracciones equivalentes.

<u>**Objetivo del lenguaje:**</u> Partiremos diagramas para encontrar fracciones equivalentes.

Use los diagramas para ayudarlo a completar su trabajo de matemáticas.
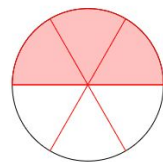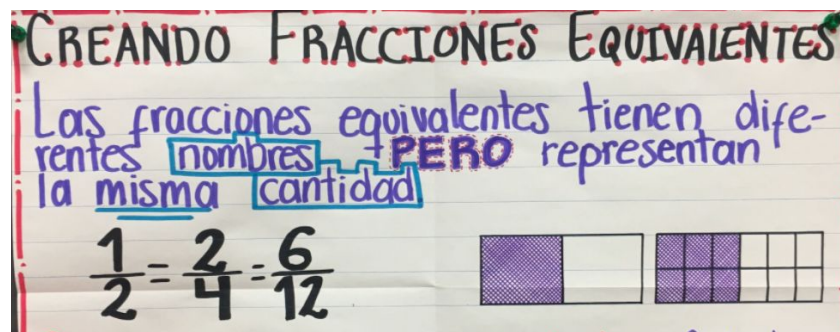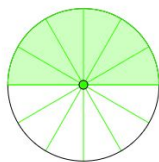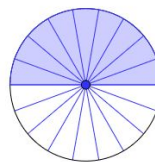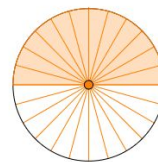
Ryan folded a sheet of paper to make 12 equal-sized sections. He shaded 2 sections, as shown below.
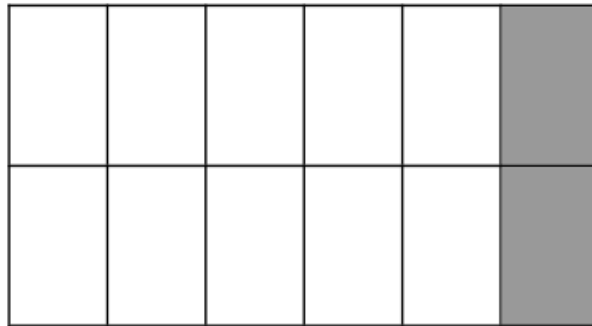
Which fraction is equivalent to the one represented by the shaded part of the sheet of paper?

A $\frac{1}{12}$ **B** $\frac{1}{6}$ **C** $\frac{1}{5}$ **D** $\frac{6}{5}$

3.   Answer to Question 1 (respuesta a la pregunta 1) *   1 point

Mark only one oval.

◯ A

◯ B

◯ C

◯ D

The model below is shaded to represent a fraction.

Which figure is shaded to show a fraction equivalent to the model?

A

B

C

D
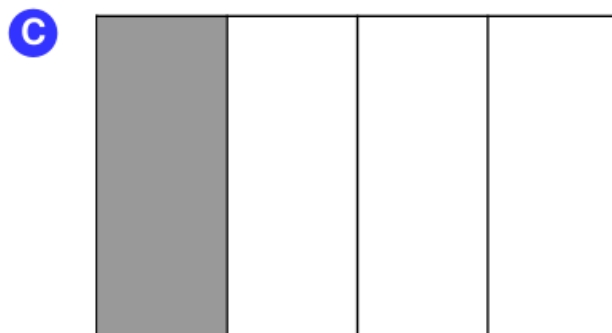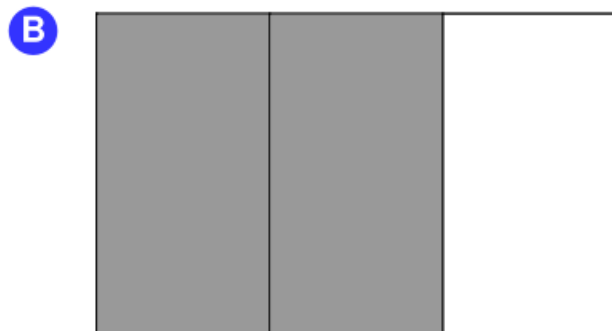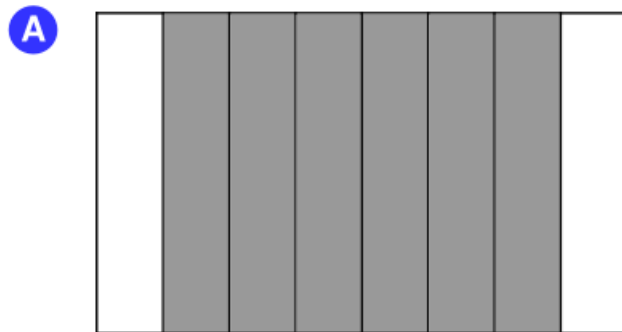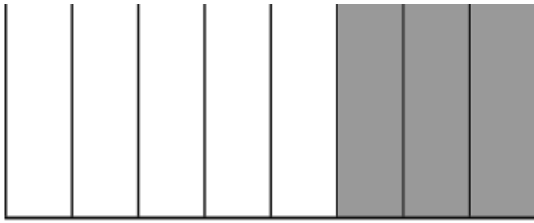
4. Answer to Question 2 (respuesta a la pregunta 2) *   1 point

   Mark only one oval.

   ◯ A

   ◯ B

   ◯ C

   ◯ D

Question 3

The models below are shaded to represent equivalent fractions.
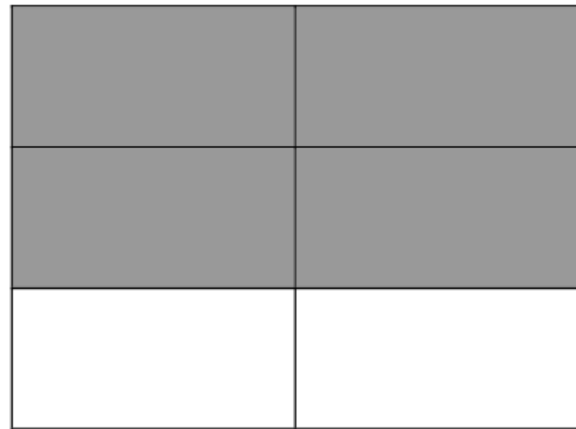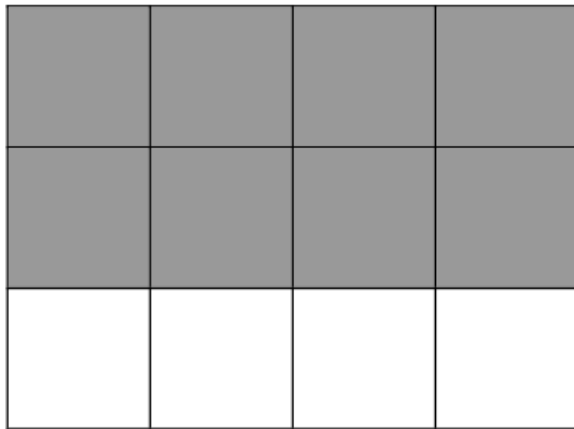
Which fraction is equivalent to the fractions shown by the models?

A $\frac{2}{3}$ **B** $\frac{4}{8}$ **C** $\frac{6}{10}$ **D** $\frac{9}{12}$

5. Answer to Question 3 (respuesta a la pregunta 3) *   1 point

Mark only one oval.

$\bigcirc$ A

$\bigcirc$ B

$\bigcirc$ C

$\bigcirc$ D

Question 4 (Pregunta 4)

Which model is shaded to represent a fraction equivalent to $\frac{1}{2}$?
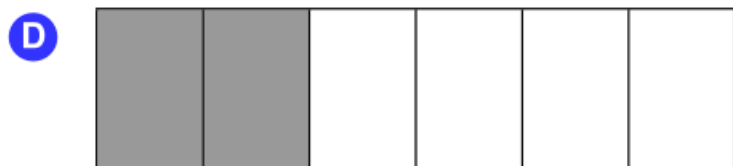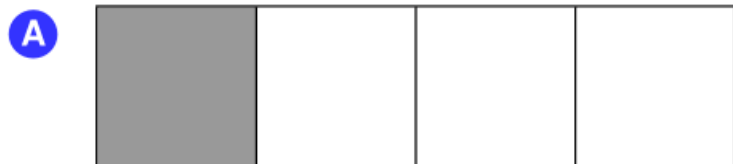
(A)

(B)

(C)

(D)

6. Answer to Question 4 (respuesta a la pregunta 4) * 1 point

Mark only one oval.

- A
- B
- C
- D

4th Grade Math
Day 2

Day 2: Finding equivalent fractions with multiplication strategies.

<u>Content Objective</u>: We will use multiplication to find equivalent fractions
<u>Language Objective</u>: We will multiply to find equivalent fractions

Use the chart(s) to help you complete your math work.
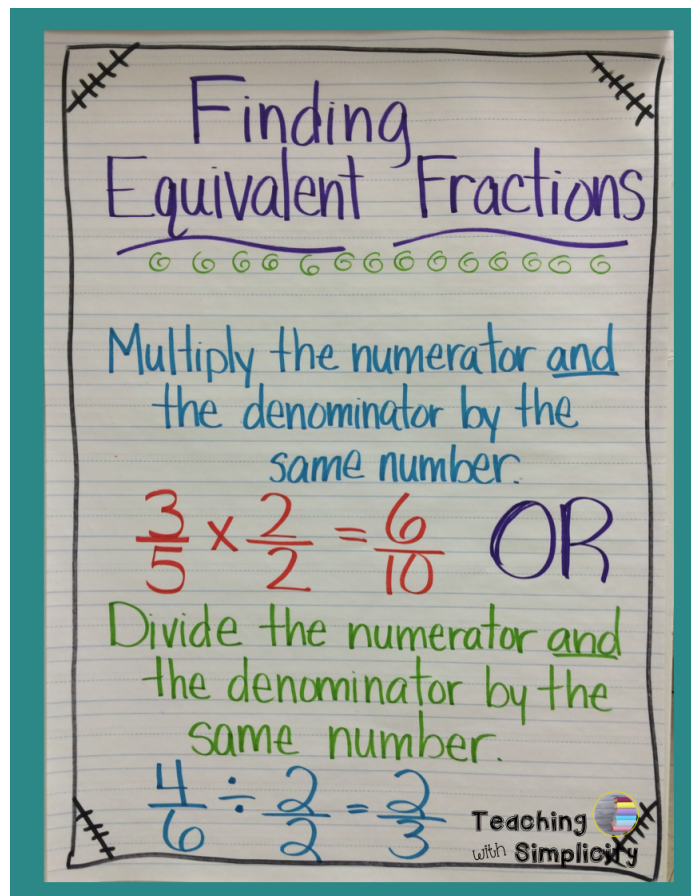
4to Grado-Matemáticas
Día 2

Día 2: Encontrar fracciones equivalentes con estrategias de multiplicación

Objetivo del Contenido: Usaremos la multiplicación para encontrar fracciones equivalentes.
Objetivo del Lenguaje: Multiplicaremos para encontrar fracciones equivalentes

Use los diagramas para ayudarlo a completar su trabajo de matemáticas.

Cómo hacer fracciones equivalentes

Multiplica numerador y denominador por el mismo número

$$\frac{2}{4} \xrightarrow[\text{x 3}]{\text{x 3}} = \frac{6}{12}$$

O

Divide numerador y denominador por el mismo número

$$\frac{24}{32} \xrightarrow[\text{: 8}]{\text{: 8}} = \frac{3}{4}$$

Students shaded the shapes below to represent fractions.
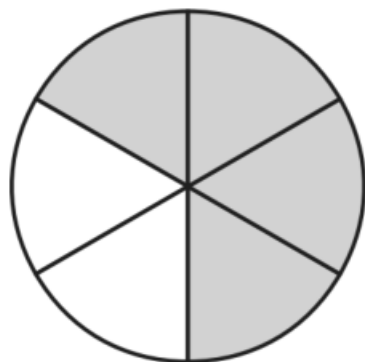
Britney
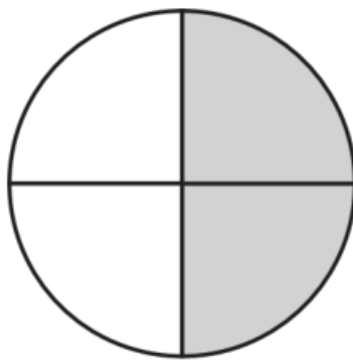
Keisha
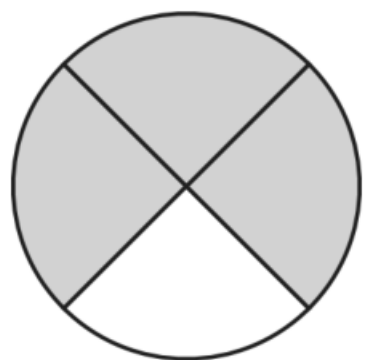
Ivan
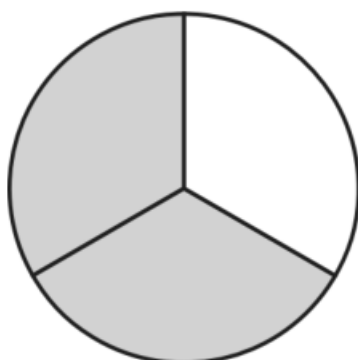
Walter

Which two students' shapes represent equivalent fractions?

Ⓐ   Britney's fraction is equivalent to Walter's fraction.

Ⓑ   Keisha's fraction is equivalent to Walter's fraction.

Ⓒ   Ivan's fraction is equivalent to Keisha's fraction.

Ⓓ   Ivan's fraction is equivalent to Britney's fraction.

3. Answer to Question 1 (respuesta a la pregunta 1) *   1 point

Mark only one oval.

⬭ A

⬭ B

⬭ C

⬭ D

The model below is shaded to represent a fraction.

1
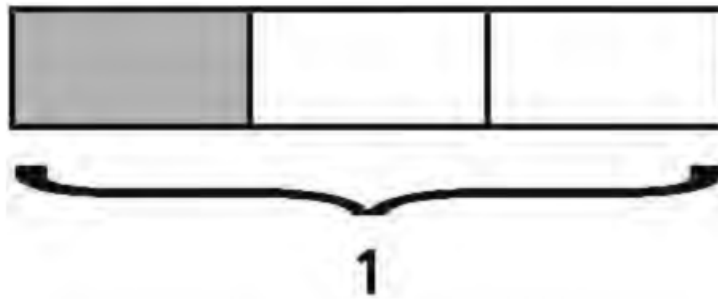
Which model shows an equivalent fraction?
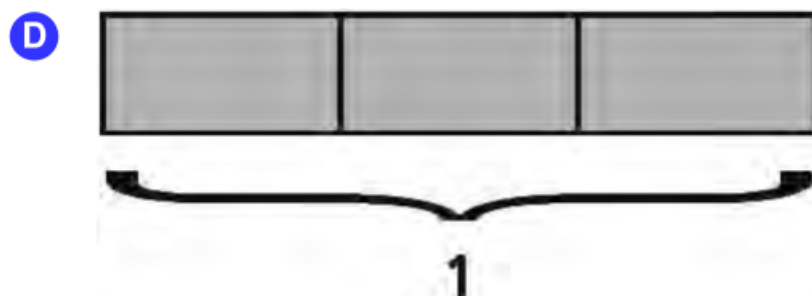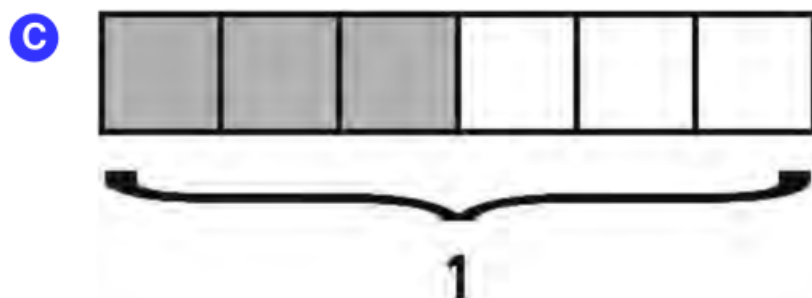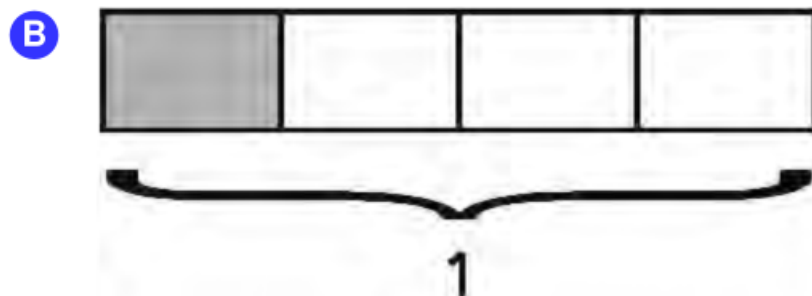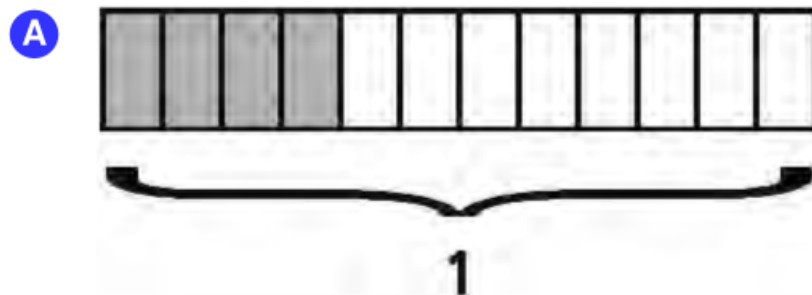
A

1

B

1

C

1

D

1

4. Answer to Question 2 (respuesta a la pregunta 2) *   1 point

Mark only one oval.

A

B

C

D

Question 3 (pregunta 3)

Which model is shaded to represent a fraction that is equivalent to $\frac{9}{12}$?
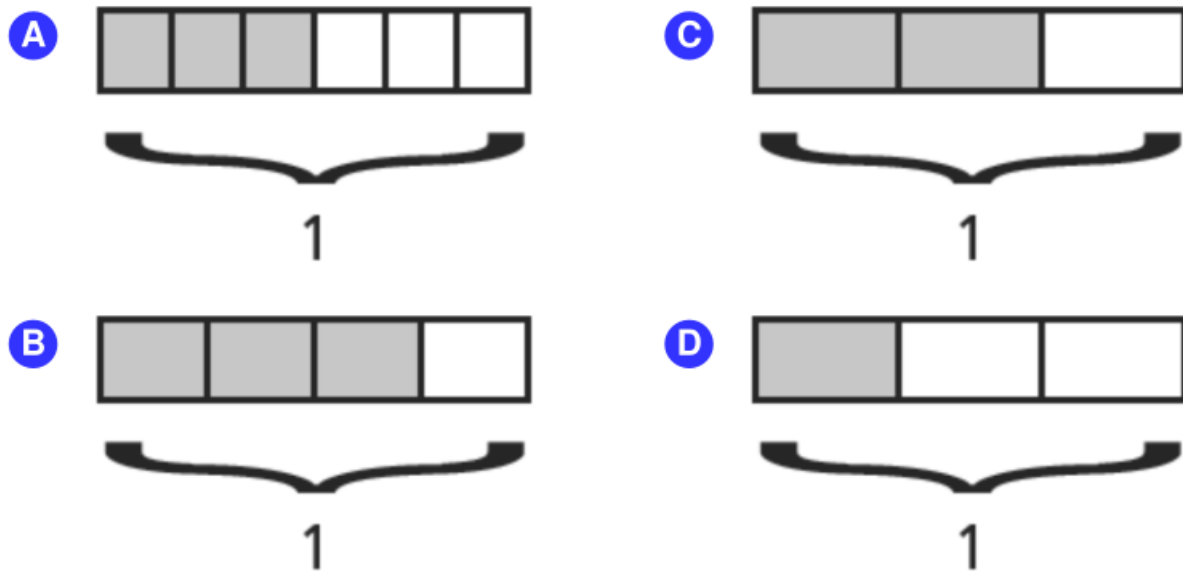
5. Answer to Question 3 (respuesta a la pregunta 3) *   1 point

Mark only one oval.

A

B

C

D

Question 4 (pregunta 4)

Tom shaded the figure below to model a fraction.

Which figure models an equivalent fraction?

A
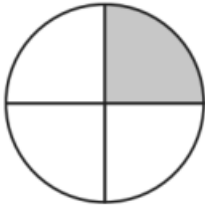
C
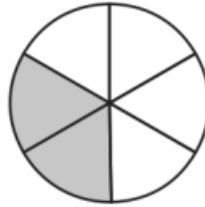
B
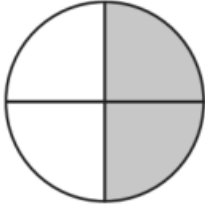
D
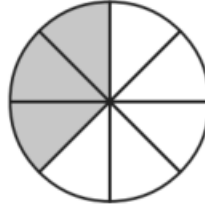
6.   Answer to Question 4 (respuesta a la pregunta 4) *   1 point

Mark only one oval.

A

B

C

D

Question 5 (pregunta 5)

The model below is shaded to represent a fraction.
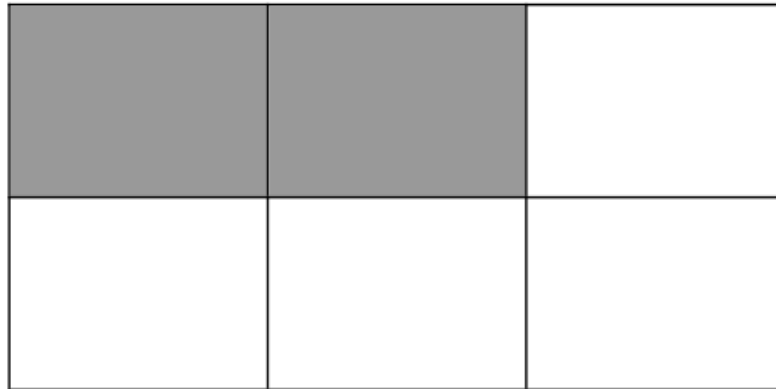
Which fraction is equivalent to the one represented by the model?

A $\frac{1}{6}$ **B** $\frac{1}{3}$ **C** $\frac{2}{4}$ **D** $\frac{2}{3}$

7. Answer to Question 5 (respuesta a la pregunta 5) *   1 point

*Mark only one oval.*

○ A

○ B

○ C

○ D

4th Grade Math
Day 3

Day 3: Comparing fractions by looking at the VALUE of the denominator.

Content Objective: We will compare fractions by the value of the denominator.
Language Objective: We will compare fractions by determining the denominator.
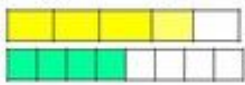
Use the chart(s) to help you complete your math work.

Comparing Fractions
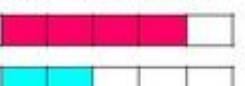
If the two fractions have the same **numerator**, look at the denominators. The SMALLER the denominator, the larger the **pieces**.

$$\frac{4}{5} > \frac{4}{8}$$

If the two fractions have the same **denominator**, look at the numerators. The LARGER the numerator, the larger the part.

$$\frac{4}{5} > \frac{2}{5}$$

Comparing Fractions

* If both your DENOMINATORS are the same...

$$\frac{1}{4} < \frac{3}{4}$$

The alligator eats the **greater** numerator!

* If both your NUMERATORS are the same...

$$\frac{3}{4} > \frac{3}{8}$$

The alligator eats the **smaller** denominator!

4to Grado-Matemáticas
Día 3

Día 3: Comparación de fracciones observando el VALOR del denominador

<u>**Objetivo del Contenido:**</u> Compararemos fracciones por el valor del denominador.
<u>**Objetivo del Lenguaje:**</u> Compararemos las fracciones determinando el denominador.
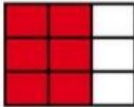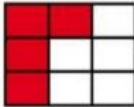
Use los diagramas para ayudarlo a completar su trabajo de matemáticas.

Comparación de fracciones

- Cuando dos o más fracciones tienen igual denominador es mayor la que tiene el numerador mayor.
- Cuando dos o más fracciones tienen igual numerador es mayor la que tiene el denominador menor.
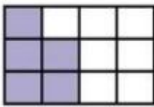
Observa en cada pareja la fracción que representa la parte coloreada.
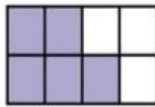
$$\frac{6}{9} \qquad \frac{4}{9} \qquad\qquad \frac{5}{12} \qquad \frac{5}{8}$$

Tiene más parte coloreada la primera figura.
$$\frac{6}{9} > \frac{4}{9}$$

Tiene más parte coloreada la segunda figura.
$$\frac{5}{8} > \frac{5}{12}$$

$$\frac{1}{4} < \frac{3}{4} \qquad\qquad \frac{3}{4} > \frac{3}{8}$$
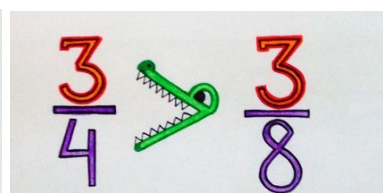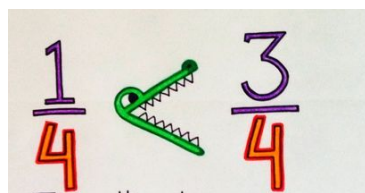
Question 1 (pregunta 1)

Which fraction goes into the blank to make the number sentence true?

$$\frac{2}{3} < \underline{\quad?\quad}$$

A $\frac{1}{6}$ **B** $\frac{3}{6}$ **C** $\frac{3}{5}$ **D** $\frac{3}{4}$

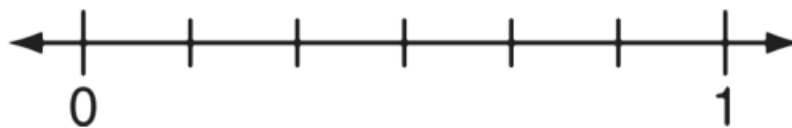3. Answer to Question 1 (respuesta a la pregunta 1) *   1 point

Mark only one oval.

⬭ A

⬭ B

⬭ C

⬭ D

Question 2 (pregunta 2)

Rowan has 3 pieces of yarn, as described below.

- a red piece of yarn that is $\frac{3}{4}$ foot long

- a yellow piece of yarn that is $\frac{6}{8}$ foot long

- a blue piece of yarn that is $\frac{4}{12}$ foot long

Which number sentence correctly compares the lengths of 2 of these pieces of yarn?

A $\frac{3}{4} < \frac{3}{6}$ **B** $\frac{4}{12} < \frac{3}{4}$ **C** $\frac{3}{4} > \frac{6}{8}$ **D** $\frac{4}{12} > \frac{6}{8}$

4. Answer to Question 2 (respuesta a la pregunta 2) *   1 point

Mark only one oval.

- ◯ A
- ◯ B
- ◯ C
- ◯ D

Question 3 (pregunta 3)

Which number sentence is true?

A $\frac{3}{8} < \frac{1}{4}$ **B** $\frac{1}{2} < \frac{3}{6}$ **C** $\frac{3}{5} = \frac{8}{10}$ **D** $\frac{2}{3} = \frac{4}{6}$

5. Answer to Question 3 (respuesta a la pregunta 3) *   1 point
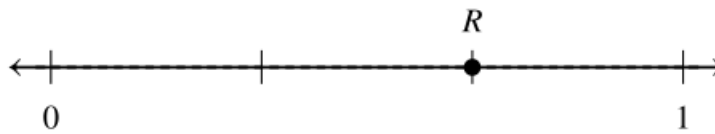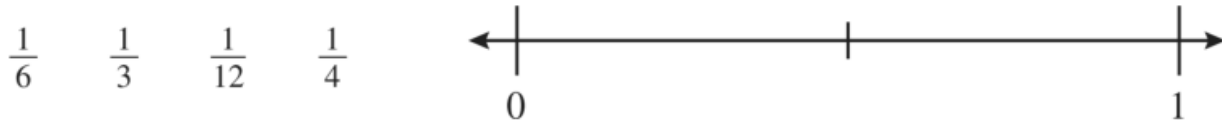
Mark only one oval.

- ◯ A
- ◯ B
- ◯ C
- ◯ D

Carter shaded the two same-sized models below to represent the fractions $\frac{2}{3}$ and $\frac{8}{12}$.
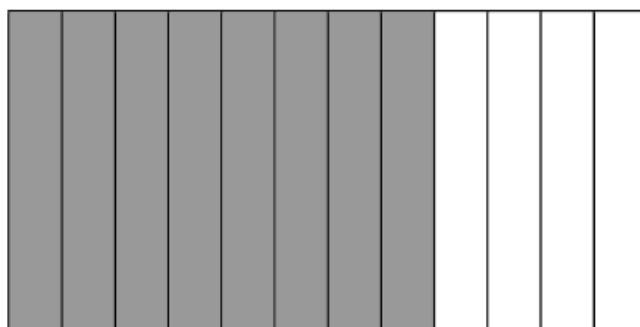
Carter believed that $\frac{2}{3}$ equivalent to $\frac{8}{12}$. Why is he correct or incorrect?

A He is incorrect because the numerator and denominator are different in $\frac{2}{3}$ and $\frac{8}{12}$.

B He is incorrect because the numerator and denominator in $\frac{8}{12}$ are greater than in $\frac{2}{3}$.

C He is correct because adding the same number to the numerator and denominator in $\frac{2}{3}$ equals $\frac{8}{12}$.

D He is correct because multiplying the numerator and denominator in $\frac{2}{3}$ by the same number equals $\frac{8}{12}$.

6. Answer to Question 4 (respuesta a la pregunta 4) *   1 point

Mark only one oval.

- ◯ A Él es incorrecto porque el numerador y el denominador son diferentes en 2/3 y 8/12.
- ◯ B Él es incorrecto porque el numerador y el denominador en 8/12 es mayor que 2/3.
- ◯ C Tiene razón porque sumar el mismo número al numerador y al denominador en 2/3 es igual a 8/12.
- ◯ D Tiene razón porque multiplicar el numerador y el denominador en 2/3 por el mismo número es igual a 8/12.

Question 5 (pregunta 5)

Which fraction below can be placed in the box to make the statement true?

$$\boxed{} > \frac{3}{4}$$

Ⓐ $\frac{2}{6}$ **Ⓑ** $\frac{5}{12}$ **Ⓒ** $\frac{1}{2}$ **Ⓓ** $\frac{5}{6}$

7. Answer to Question 5 (respuesta a la pregunta 5) *   1 point

Mark only one oval.

- ◯ A
- ◯ B
- ◯ C
- ◯ D

4th Grade Math
Day 4

Day 4: Comparing fractions less than one whole
by looking at a number line.

Content Objective: We will compare fractions that are less than 1 whole.

Language Objective: We will compare fractions that are less than 1 whole by using a number line.

Use the chart(s) to help you complete your math work.
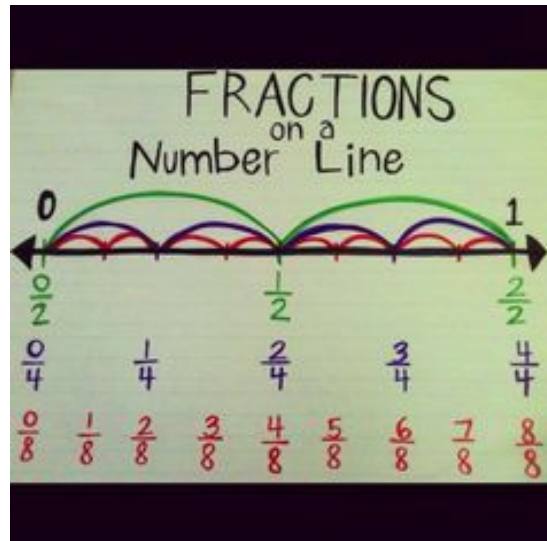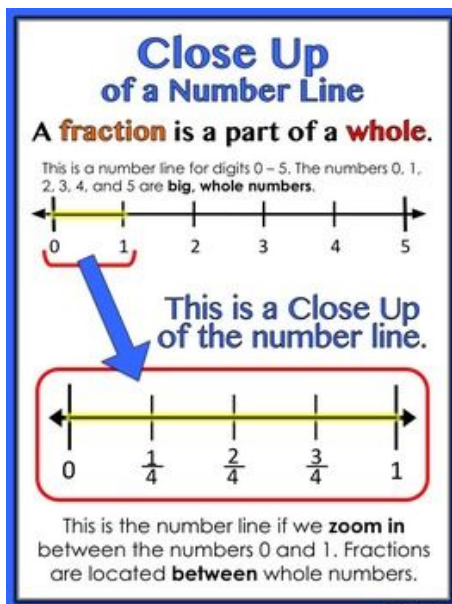
1/4 < 3/4   3/4 > 2/4   1/2 > 1/8   4/4 > 6/8   2/4 = 4/8

4to Grado-Matemáticas
Día 4

Día 4: Comparando fracciones
mirando una recta numérica menor que un entero

Objetivo del Contenido: Compararemos fracciones menores de un entero.
Objetivo del Lenguaje: Compararemos fracciones que son menores que un entero usando una recta numérica.

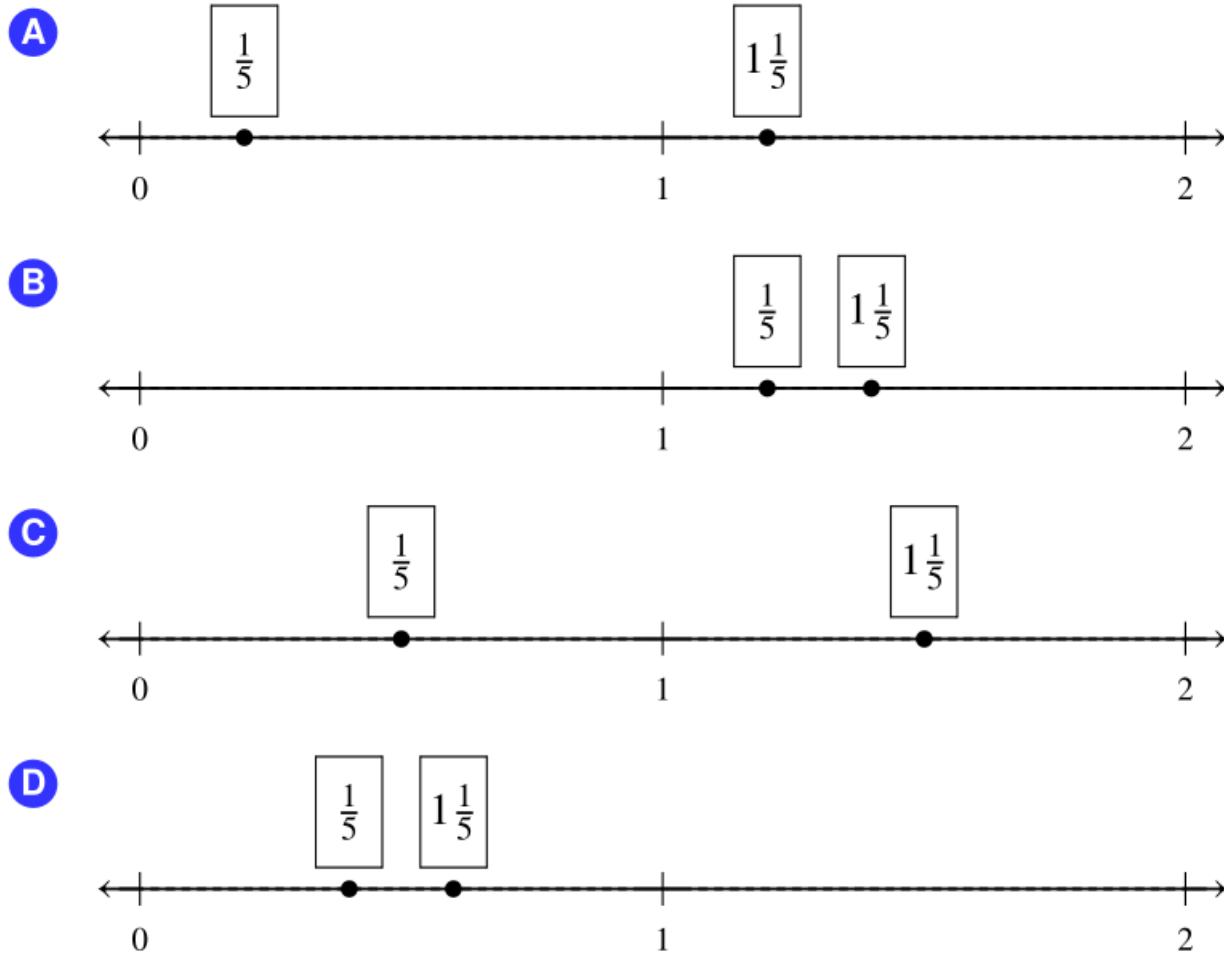Use los diagramas para ayudarlo a completar su trabajo de matemáticas.

⅓ < ⅔   ⅚ > ⅙

Question 1 (pregunta 1)

Which fraction is greater than $\frac{1}{2}$?
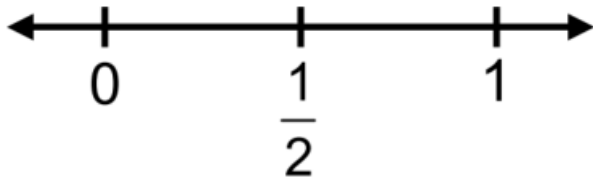
(A) $\frac{1}{6}$ (B) $\frac{2}{6}$ (C) $\frac{3}{6}$ (D) $\frac{4}{6}$

3. Answer to Question 1 (respuesta a la pregunta 1) *   1 point

Mark only one oval.

○ A

○ B

○ C

○ D

Question 2 (pregunta 2)

You may use the number line below to answer this question.

Which fractions are in order from least to greatest?

(A) $\frac{1}{2}, \frac{2}{3}, \frac{2}{6}$ (B) $\frac{1}{2}, \frac{2}{6}, \frac{2}{3}$ (C) $\frac{2}{6}, \frac{2}{3}, \frac{1}{2}$ (D) $\frac{2}{6}, \frac{1}{2}, \frac{2}{3}$

4. Answer to Question 2 (respuesta a la pregunta 2) *   1 point

Mark only one oval.

○ A

○ B

○ C

○ D

Question 3 (pregunta 3)

Which fraction represents the location of point R on the number line below?

A $\frac{1}{3}$ **B** $\frac{2}{4}$ **C** $\frac{2}{3}$ **D** $\frac{3}{4}$

5. Answer to Question 3 (respuesta a la pregunta 3) *   1 point

Mark only one oval.

○ A

○ B

○ C

○ D

Question 4 (pregunta 4)

The picture below shows four fractions and a number line. Wilson's homework is to place a point on the number line for the location of each of the fractions.

$\frac{1}{6}$ $\frac{1}{3}$ $\frac{1}{12}$ $\frac{1}{4}$

0   1

If Wilson places the fractions correctly, which fraction will be closest to 0 on the number line?

A $\frac{1}{6}$ **B** $\frac{1}{3}$ **C** $\frac{1}{12}$ **D** $\frac{1}{4}$

6.   Answer to Question 4 (respuesta a la pregunta 4) *   1 point

Mark only one oval.

○ A

○ B

○ C

○ D

On the number lines shown below, points Y and Z represent fractions that are equivalent to the fraction represented by point X.
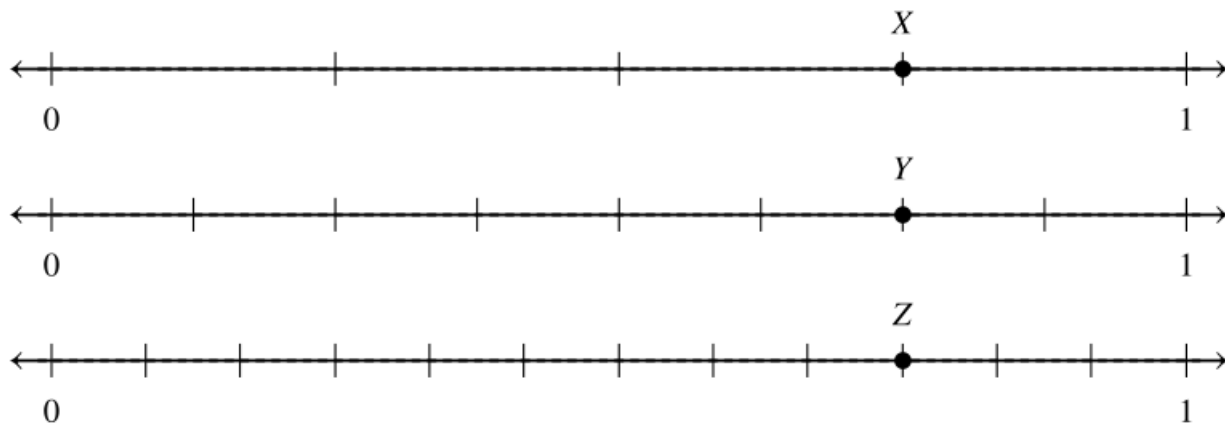
Which fractions do points Y and Z represent on the number lines?

A   Point Y represents $\frac{4}{6}$ and point Z represents $\frac{8}{12}$.

B   Point Y represents $\frac{4}{6}$ and point Z represents $\frac{9}{12}$.

C   Point Y represents $\frac{6}{8}$ and point Z represents $\frac{8}{12}$.

D   Point Y represents $\frac{6}{8}$ and point Z represents $\frac{9}{12}$.

7.   Answer to Question 5 (respuesta a la pregunta 5) *   1 point

Mark only one oval.

⬭ A (El punto Y representa 4/6 y el punto Z representa 8/12)

⬭ B (El punto Y representa 4/6 y el punto Z representa 9/12)

⬭ C (El punto Y representa 6/8 y el punto Z representa 8/12)

⬭ D (El punto Y representa 6/8 y el punto Z representa 9/12)

4th Grade Math
Day 5

Day 5: Comparing fractions greater than one whole using a number line.

<u>Content Objective:</u> We will compare fractions that are greater than 1 whole.
<u>Language Objective:</u> We will plot fractions that are greater than 1 whole on a number line.

Use the chart(s) to help you complete your math work.
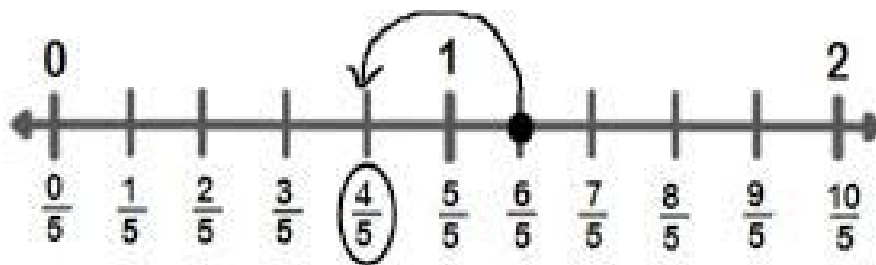
4/5 is **less than** 6/5,   4/5 **<** 6/5

6/5 is **greater than** 4/5, 6/5 **>** 4/5

4to grado-Matemáticas
Día 5

Objetivo del Contenido: Compararemos fracciones que son mayores que 1 entero.
Objetivo del Lenguaje: Trazaremos fracciones que sean mayores que 1 entero en una recta numérica.

Use la recta numérica para ayudarlo a completar su trabajo de matemáticas.
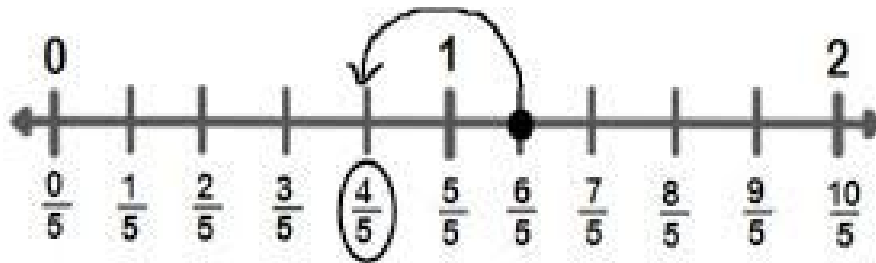
4/5 es **menor que** 6/5,   4/5 **<** 6/5

6/5 es **mayor que** 4/5,   6/5 **>** 4/5

Devon is practicing writing fractions on a number line. Which number line shows the fractions in the correct locations?

A

$\frac{1}{5}$ $1\frac{1}{5}$

0   1   2

B

$\frac{1}{5}$ $1\frac{1}{5}$

0   1   2

C

$\frac{1}{5}$ $1\frac{1}{5}$

0   1   2

D

$\frac{1}{5}$ $1\frac{1}{5}$

0   1   2

3. Answer to Question 1 (respuesta a la pregunta 1) *   1 point

Mark only one oval.

A

B

C

D

Question 2 (pregunta 2)

Which letter on the number line below represents a fraction equivalent to $\frac{4}{6}$?
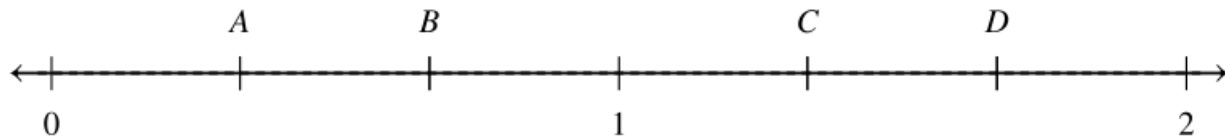
A   A   **B**   B   **C**   C   **D**   D

4.   Answer to Question 2 (respuesta a la pregunta 2) *   1 point

Mark only one oval.

- A
- B
- C
- D

Question 3 (pregunta 3)

John used his computer $4\frac{1}{8}$ hours on Monday, $4\frac{1}{4}$ hours on Wednesday and $3\frac{7}{8}$ hours on Friday. Which list shows these days in order from the *greatest* to *least* amount of computer time?

A   Monday, Wednesday, Friday

B   Wednesday, Monday, Friday

C   Friday, Wednesday, Monday

D   Wednesday, Friday, Monday

5. Answer to Question 3 (respuesta a la pregunta 3) *   1 point

Mark only one oval.

   ⬭ A

   ⬭ B

   ⬭ C

   ⬭ D

4th Grade Math
Day 6

Day 6: Adding Fractions with common denominators.

<u>Content Objective:</u> We will be able to add fractions with common denominators
<u>Language Objective:</u> We will find the sum of fractions that have the same denominators

Use the chart(s) to help you complete your math work.

LG: I can add fractions with **LIKE** denominators

1. **Add** the numerators
2. **Keep** the denominators the **same**
3. **Simplify/Reduce** (if possible)

Numeric: $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

Area Model: $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

Number Line: $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

$\frac{0}{5}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{4}{5}$ $\frac{5}{5}$
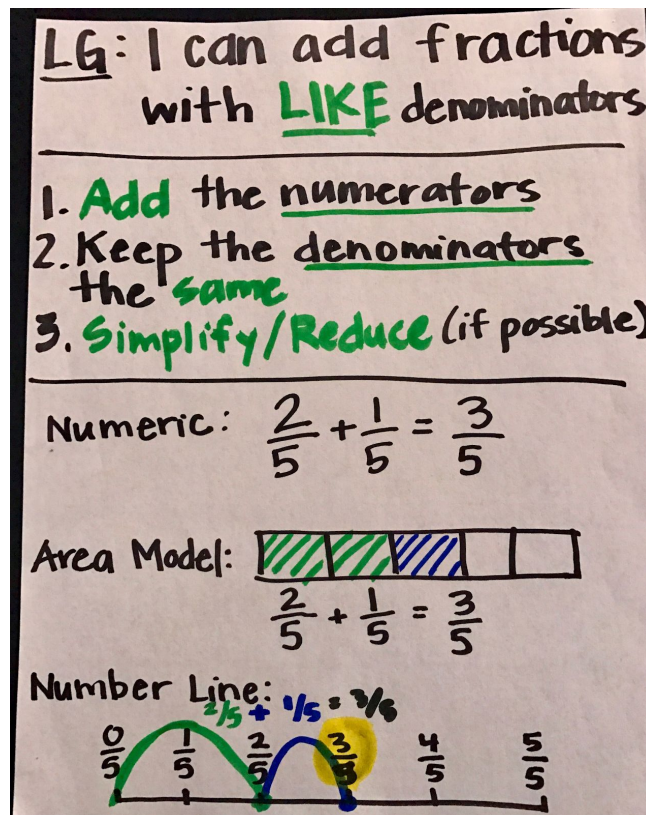
4to Grado-Matemáticas
Día 6

Día 6: Sumar fracciones con denominadores comunes.

Objetivo del Contenido: Sumaremos fracciones con denominadores comunes

Objetivo del Lenguaje: Encontraremos la suma de fracciones que tienen los mismos denominadores

Use los diagramas para ayudarlo a completar su trabajo de matemáticas.
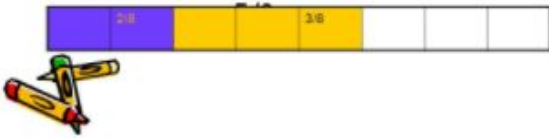
Day 6: Adding Fractions(Día 6: Sumar fracciones)

Question 1 (pregunta 1)

Which expression represents the amount of the fraction strip below that is shaded?
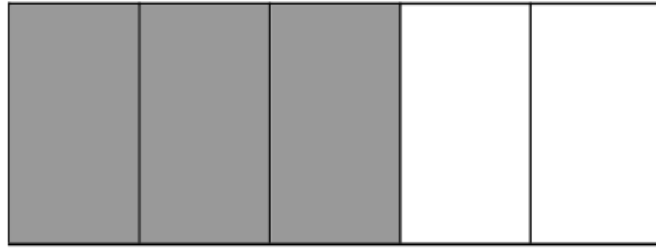
A $\frac{1}{5} + \frac{1}{5}$

C $\frac{3}{5} + \frac{3}{5} + \frac{3}{5}$

B $\frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

D $\frac{3}{5} + \frac{2}{5}$

1. Answers #1 (respuestas #1)

   Mark only one oval.

   ○ A

   ○ B

   ○ C

   ○ D

Question 2 (pregunta 2)

Which expression has the same value as $\frac{7}{12}$?

A $\frac{2}{12} + \frac{3}{12} + \frac{3}{12}$

C $\frac{2}{12} + \frac{1}{12} + \frac{2}{12} + \frac{1}{12}$

B $\frac{7}{12} + \frac{7}{12} + \frac{7}{12}$

D $\frac{2}{12} + \frac{1}{12} + \frac{2}{12} + \frac{2}{12}$

2. Answers #2 (respuestas #2)

Mark only one oval.

A

B

C

D

Question 3 (pregunta 3)

The shaded parts of the fraction strips below represent two fractions.

What is the sum of the two fractions?

A $\frac{3}{12}$

B $\frac{9}{24}$

C $\frac{9}{12}$

D $\frac{15}{12}$
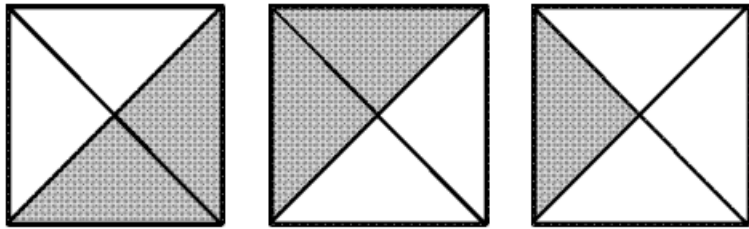
3. Answers #3 (respuestas #3)

Mark only one oval.

- A
- B
- C
- D

Question 4 (pregunta 4)

At a restaurant, $\frac{1}{6}$ of a whole apple pie was served. What fraction of the pie was *left*?

A $\frac{1}{6}$ **B** $\frac{2}{6}$ **C** $\frac{4}{6}$ **D** $\frac{5}{6}$

4. Answers #4 (respuestas #4)

Mark only one oval.

- A
- B
- C
- D

Question 5 (pregunta 5)

Leo wrote $\frac{2}{10}$ of the songs for a concert. Kim wrote $\frac{3}{10}$ of the songs for the same concert. What fraction of the total number of songs for the concert did Leo and Kim write?

A $\frac{1}{2}$ **B** $\frac{1}{4}$ **C** $\frac{1}{5}$ **D** $\frac{1}{10}$

5. Answers #5 (respuestas #5)

Mark only one oval.

- A
- B
- C
- D

4th Grade Math
Day 7

Day 7: Adding fractions.

<u>Content Objective:</u> We will be able to add fractions
<u>Language Objective:</u> We will find the sum of fractions

Use the chart(s) to help you complete your math work.

Strategy 1:

$$1 + \frac{3}{7} = \frac{1}{1} \times \frac{3}{7}$$

$$= \frac{7 + 3}{7}$$

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

$$= 1\frac{3}{7}$$

$$7\overline{)10}$$
$$\frac{7}{3}$$

Strategy 2:

$$1 + 3/7$$

$$7/7 + 3/7$$

$$= 10/7$$

$$10/7 = 1\,3/7$$

4to Grado-Matemáticas
Día 7

Día 7: Sumando fracciones

<u>**Objetivo de contenido:**</u> Sumaremos fracciones mayores que un entero

<u>**Objetivo del lenguaje:**</u> Encontraremos la suma de fracciones que son mayores que un entero

Use los diagramas para ayudarlo a completar su trabajo de matemáticas.

Estrategia 1:

$$1 + \frac{3}{7} = \frac{1}{1} \times \frac{3}{7}$$

$$= \frac{7+3}{7}$$

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

$$= 1\frac{3}{7}$$

Estrategia 2:

$1 + 3/7$

$7/7 + 3/7$

$= 10/7$
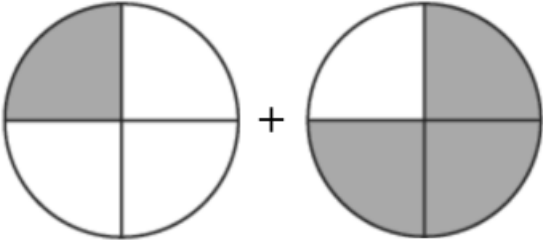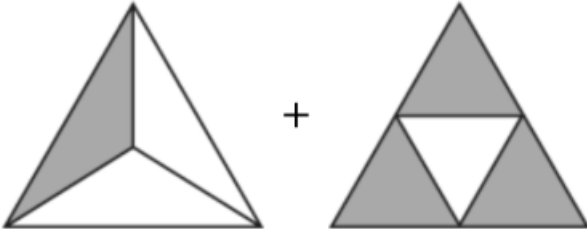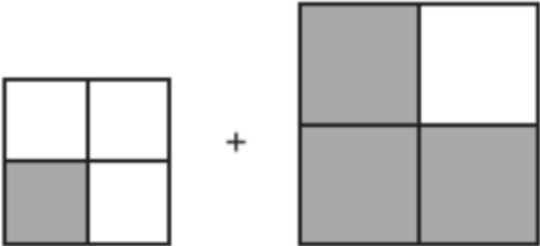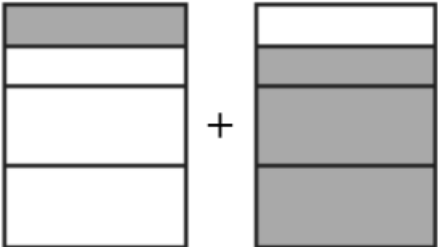
$10/7 = 1 3/7$

Day 7: Adding Fractions less than one whole (Día 7: Sumar fracciones menores que un entero)

Question 1 (pregunta 1)

Which fraction model correctly shows $\frac{1}{4} + \frac{3}{4}$?

A

B

C

D

1. Answers #1 (respuestas #1)

   Mark only one oval.

   ◯ A

   ◯ B

   ◯ C

   ◯ D

Question 2 (pregunta 2)

The three models below are each shaded to represent a different fraction.
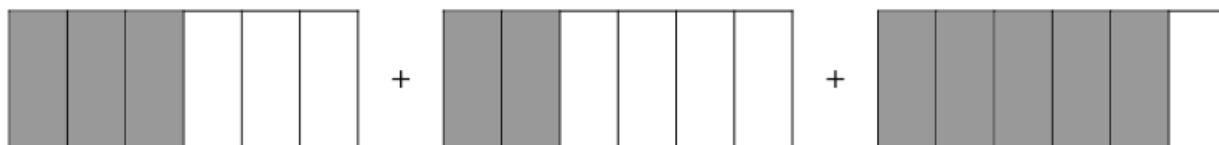
What is the sum of the fractions represented by the shaded parts of the models?

A $\frac{10}{18}$ **B** $\frac{8}{10}$ **C** $\frac{10}{8}$ **D** $\frac{10}{6}$

2. Answers #2 (respuestas #2)

   Mark only one oval.

   ◯ A

   ◯ B

   ◯ C

   ◯ D

Question 3 (pregunta 3)

Matt drew these square designs on his paper.

Then Matt wrote a fraction for the shaded part of each square.
What is the sum of the three fractions?

A $\frac{5}{12}$ **B** $\frac{5}{7}$ **C** $\frac{5}{4}$ **D** $\frac{7}{5}$

3. Answers #3 (respuestas #3)

Mark only one oval.

◯ A

◯ B

◯ C

◯ D

Question 4 (pregunta 4),

What is the sum shown in the diagram?

A $3\frac{1}{3}$ **B** $3\frac{2}{3}$ **C** $4\frac{1}{3}$ **D** $4\frac{2}{3}$

4. Answers #4 (repuestas #4)

Mark only one oval.

⬭ A

⬭ B

⬭ C

⬭ D

Google Forms

4th Grade Math
Day 8

Day 8: Subtracting fractions with like denominators

Content Objective: We will subtract fractions with like denominators.
Language Objective: We will subtract fractions less than a whole who have like denominators using the area model.

Use the chart(s) to help you complete your math work.
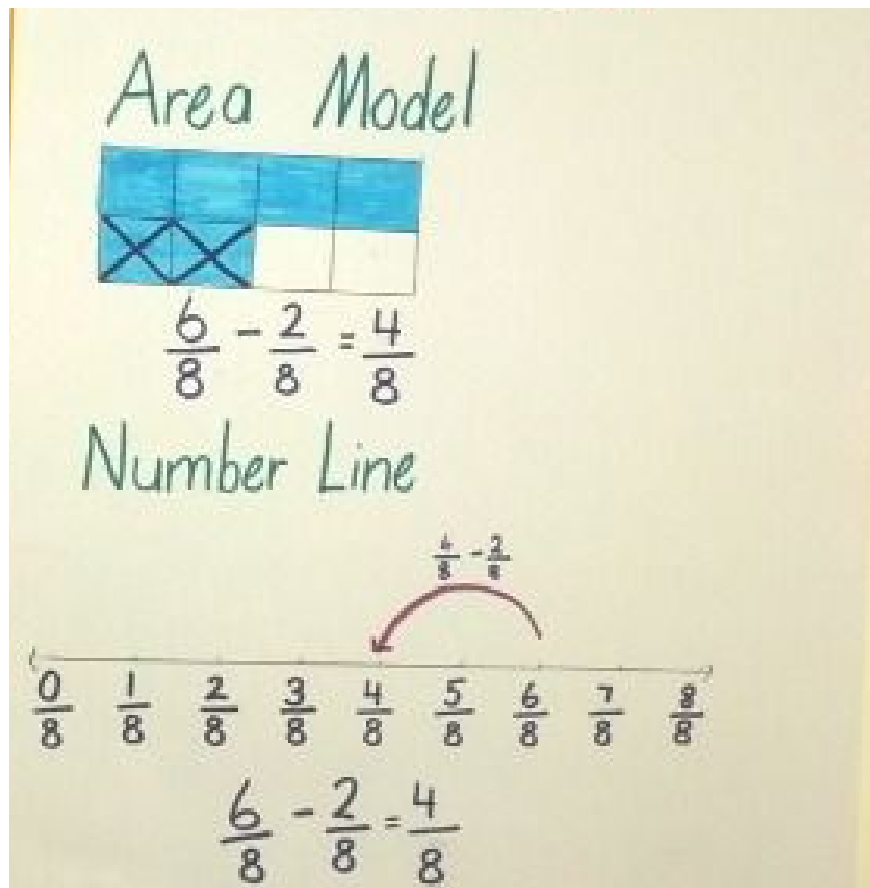
4to Grado-Matemáticas
Día 8

Día 8: Restar fracciones con denominadores comunes

<u>Objetivo del Contenido:</u> Restaremos fracciones con denominadores comunes.
<u>Objetivo del Lenguaje:</u> Restaremos fracciones menores que un entero que tienen denominadores en común usando el modelo de área.

Use los gráficos para ayudarlo a completar su trabajo de matemáticas.
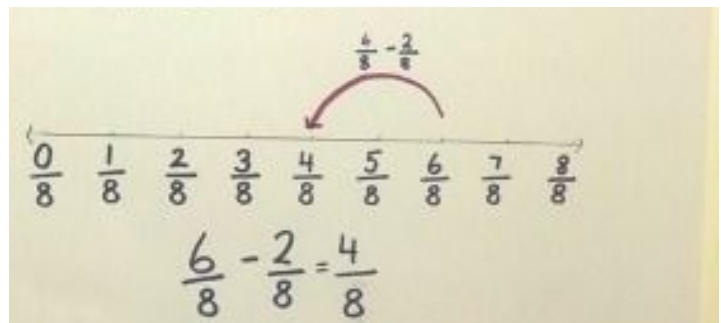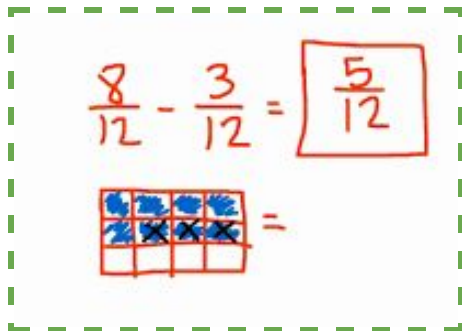
Day 8: Subtract Fractions (Día 8: restar fracciones)

Which expression is equivalent to $\frac{7}{10} - \frac{2}{10}$?

A $\frac{2}{10} + \frac{3}{10}$ **B** $\frac{5}{10} + \frac{4}{10}$ **C** $\frac{1}{5} + \frac{4}{5}$ **D** $\frac{3}{6} + \frac{2}{4}$

1. Answers #1 (respuestas #1)

Mark only one oval.

- A
- B
- C
- D

Question 2 (pregunta 2)

What is the difference?

$$\frac{5}{6} - \frac{4}{6} =$$

A $\frac{1}{6}$ **B** $\frac{1}{3}$ **C** $\frac{1}{2}$ **D** $\frac{5}{6}$
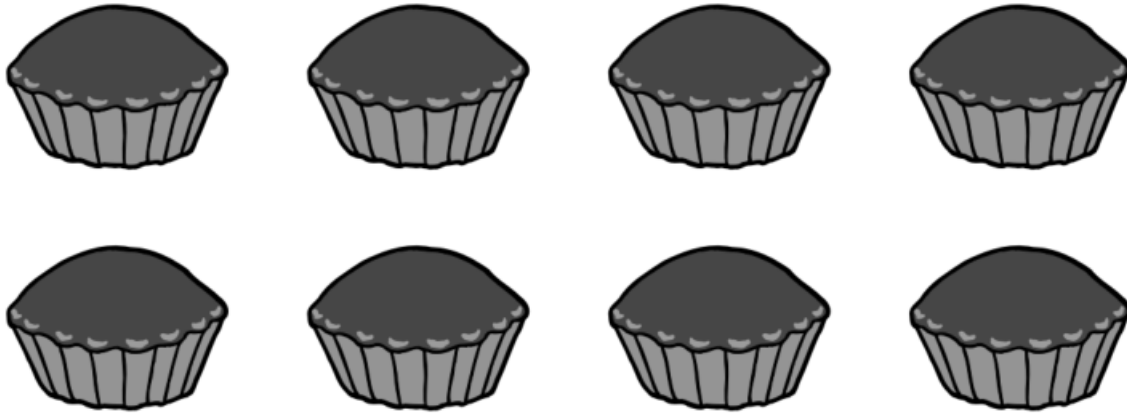
2. Answers #2 (respuestas #2)

Mark only one oval.

- A
- B
- C
- D

Question 3 (pregunta 3)

What is the solution to the equation?

$$\frac{3}{5} - \frac{2}{5} =$$

A 0

B $\frac{1}{5}$

C 1

D $\frac{5}{5}$

3. Answers #3 (respuestas #3)

Mark only one oval.

- A
- B
- C
- D

Question 4 (pregunta 4)

Which fraction is equal to the difference of: $\frac{6}{8} - \frac{4}{8}$?

A $\frac{2}{4}$

B $\frac{2}{6}$

C $\frac{2}{8}$

D $\frac{2}{0}$

4. Answers #4 (respuestas #4)

Mark only one oval.

- ○ A
- ○ B
- ○ C
- ○ D

Question 5

Marta picked $\frac{4}{8}$ cup of blueberries. Her sister picked $\frac{3}{8}$ cup of blueberries. They used $\frac{6}{8}$ cup of all the blueberries they picked to make muffins. What was the amount, in cups, left of the blueberries they picked?

5. Answers #5 (respuestas #5)

_____

Question 6 (pregunta 6)

Mick and Jackie buy a large sandwich to share. They each eat $\frac{2}{5}$ of the sandwich.

How much of the sandwich is remaining?

6. Answers #6 (respuestas #6)

_____

4th Grade Math
Day 9

Day 9: Subtracting fractions.

<u>Content Objective:</u> We will subtract and simplify fractions
<u>Language Objective:</u> We will be able to subtract fractions, and then simplify the answer to find an equivalent fraction.

Use the chart(s) to help you complete your math work.

Adding & Subtraction of Fractions
- adding & subtracting
Whole Number and Fractions

Multiply by 8 to get the common denominator.

$$4 - \frac{3}{8} = \frac{4 \text{ x 8}}{1 \text{ x 8}} - \frac{3}{8}$$

$$= \frac{32}{8} - \frac{3}{8}$$

$$= \frac{29}{8}$$

$$= 3\frac{5}{8}$$

Whole Number

Denominator

3
8) 29
-24
Numerator 5

Simplifying Fractions — Divide by Common Factors

$$\frac{12 \div 6}{18 \div 6} = \frac{2}{3}$$

Simplifying = equivalent fraction

4to Grado-Matemáticas
Día 9

Día 9: Restando fracciones mayores que un entero

Objetivo del Contenido: Restaremos fracciones que sean mayores que un entero
Objetivo del Lenguaje: Podremos restar fracciones y luego simplificar la respuesta para encontrar una fracción equivalente.

Use los diagramas para ayudarlo a completar su trabajo de matemáticas.

** Simplificar = fracción

$$\frac{12 \div 6}{18 \div 6} = \frac{2}{3}$$

equivalente **

$$4 - \frac{3}{8} = \frac{4 \times 8}{1 \times 8} - \frac{3}{8}$$

Multiplicar por 8 para coger un denominador común

$$= \frac{32}{8} - \frac{3}{8}$$

$$= \frac{29}{8}$$

$$= 3\frac{5}{8}$$

Numero entero

denominador

$$8 \overline{\smash{)}29} \atop {-24} \atop {5}$$

numerador

Day 9: Subtract Fractions less than a whole (Día 9: restar fracciones menores que un entero)

Question 1 (pregunta 1)

Ming and Andrew made a cake and cut it into 8 equal pieces. They gave 3 pieces to Susan. What fraction of the cake is left?

A $\frac{7}{8}$ **B** $\frac{5}{8}$ **C** $\frac{3}{8}$ **D** $\frac{1}{8}$

1. Answers #2 (respuestas #2)
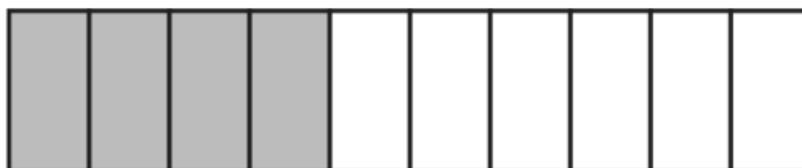
   Mark only one oval.

   ◯ A
   ◯ B
   ◯ C
   ◯ D

Question 2 (pregunta 2)

Jason has 8 cupcakes.

He eats $\frac{1}{8}$ of the cupcakes and gives $\frac{2}{8}$ of the cupcakes to his friends. What fraction of the cupcakes are left?

(A) $\frac{1}{8}$ (B) $\frac{3}{8}$ (C) $\frac{5}{8}$ (D) $\frac{3}{5}$

2. Answers #2 (respuestas #2)

Mark only one oval.

◯ A

◯ B

◯ C

◯ D

Question 3 (pregunta 3)

Simplify: $\frac{11}{4} - \frac{3}{4}$

(A) $\frac{4}{1}$ (B) $\frac{8}{1}$ (C) 1   (D) 2

3. Answers #3 (respuestas #3)

Mark only one oval.

- A
- B
- C
- D

Question 4 (pregunta 4)

Simplify: $\dfrac{7}{6} - \dfrac{3}{6}$

A $\dfrac{2}{3}$ **B** $\dfrac{4}{7}$ **C** $\dfrac{6}{3}$ **D** 4

4. Answers #4 (respuestas #4)

Mark only one oval.

- A
- B
- C
- D

*Question 5 (pregunta 5)

Sandy needs 2 cups of cream for her dessert. She only has $1\frac{1}{2}$ cups of cream. How much more does she need?

A $2\frac{1}{2}$ cups   **B** $1\frac{1}{2}$ cups   **C** 1 cup   **D** $\frac{1}{2}$ cup

5. Answers #5 (respuestas #5)

Mark only one oval.

- ◯ A
- ◯ B
- ◯ C
- ◯ D

4th Grade Math
Day 10

Day 10: Adding and subtracting fractions to solve word problems

<u>Content Objective:</u> We will solve word problems by adding and subtracting fractions.

<u>Language Objective:</u> We will be able to solve word problems by using strategies that we have learned to add and subtract fraction.

Use the chart(s) to help you complete your math work.

4to Grado-Matemáticas
Día 10

Día 10: Sumar y restar fracciones para resolver problemas escritos

Objetivo del contenido: Resolveremos problemas escritos sumando y restando fracciones.

Objetivo del lenguaje: Podremos resolver problemas escritos usando estrategias que hemos aprendido para sumar y restar fracciones.

Use los diagramas para ayudarlo a completar su trabajo de matemáticas.

SUMAR +

$$\frac{2}{8} + \frac{5}{8} = \frac{7}{8}$$

$$\frac{2}{5} + \frac{3}{5} + \frac{1}{5}$$

$$= \frac{5}{5} + \frac{1}{5} = 1 + \frac{1}{5}$$

$$= \underline{1\frac{1}{5}}$$

RESTAR −

$$\frac{4}{6} - \frac{3}{6} = \frac{1}{6}$$
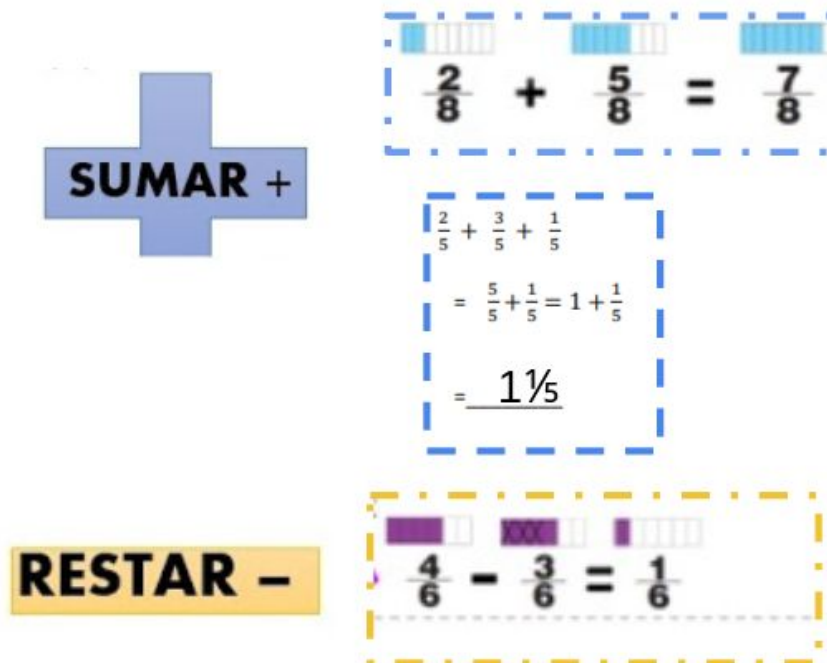
Day 10: Add/Subtract Fraction Word Problems (Day 10: Sumar/restar fracciones en problemas escritos)

Question 1 (pregunta 1)

Jay and Ben shared a pizza. Jay ate $\frac{5}{8}$ of the pizza, and Ben ate the remainder of the pizza. How much more of the pizza did Jay eat than Ben?

A $\frac{2}{8}$ **B** $\frac{3}{8}$ **C** $\frac{4}{8}$ **D** $\frac{8}{8}$

1. Answers #1 (respuestas #1)

   Mark only one oval.

   ⬭ A

   ⬭ B

   ⬭ C

   ⬭ D

Question 2 (pregunta #2)

Natasha and Evan are each writing a 5-page essay. Natasha completed $\frac{3}{5}$ of her essay in the morning and $\frac{2}{5}$ of her essay in the afternoon. Evan completed $\frac{4}{5}$ of his essay after school. How much more of the total essay did Natasha complete than Evan?

A $\frac{1}{5}$ **B** $\frac{2}{5}$ **C** $\frac{4}{5}$ **D** $\frac{9}{5}$

2. Answers #2 (respuestas #2)

Mark only one oval.

○ A

○ B

○ C

○ D

Question 3 (pregunta #3)

Scott and Julio made fraction bars that are the same size. Scott shaded $\frac{7}{10}$ of his fraction bar and Julio shaded $\frac{4}{10}$ of his fraction bar, as shown below.

Scott's Fraction Bar

Julio's Fraction Bar

Which fraction shows how much more Scott shaded than Julio?

A $\frac{3}{20}$ **B** $\frac{3}{10}$ **C** $\frac{11}{10}$ **D** $\frac{11}{20}$

3. Answers #3 (respuestas #3)

Mark only one oval.

- ◯ A
- ◯ B
- ◯ C
- ◯ D

Question 4 (pregunta 4)

A snowmachine has $\frac{2}{10}$ of a gallon of gas in its gas tank. The rider adds $\frac{7}{10}$ of a gallon of gas to the tank. How much gas is now in the snowmachine's gas tank?

A $\frac{5}{20}$ gallon   **C** $\frac{5}{10}$ gallon

B $\frac{9}{20}$ gallon   **D** $\frac{9}{10}$ gallon

4. Answers #4 (respuestas #4)

Mark only one oval.

- ◯ A
- ◯ B
- ◯ C
- ◯ D

Quincy's mom had a group of bananas. Quincy ate $\frac{2}{5}$ of the bananas and Tom ate $\frac{3}{5}$ of the bananas.

Which fraction describes how much more of the bananas Tom ate than Quincy?

A $\frac{1}{5}$ **B** $\frac{2}{5}$ **C** $\frac{3}{5}$ **D** $\frac{5}{5}$

5. Answers #5(respuestas #5)

Mark only one oval.

- A
- B
- C
- D

Pat made the cakes shown below for a bake sale.

Chocolate Cake   **Vanilla Cake**

She sold $\frac{9}{10}$ of the chocolate cake and $\frac{6}{10}$ of the vanilla cake.

Which of the following fractions shows how much more chocolate cake was sold than vanilla cake?

A $\frac{2}{10}$ **B** $\frac{3}{10}$ **C** $\frac{4}{10}$ **D** $\frac{5}{10}$

6.   Answers #6 (respuestas #6)

Mark only one oval.

◯ A

◯ B

◯ C

◯ D

Stephen bought $\frac{2}{4}$ yard of red material and $\frac{3}{4}$ yard of blue material to design a flag. How many total yards of material did Stephen buy?

A $\frac{5}{8}$ **B** $\frac{6}{8}$ **C** $\frac{5}{4}$ **D** $\frac{6}{4}$

7. Answers #7 (respuestas #7)

Mark only one oval.

- ⬭ A
- ⬭ B
- ⬭ C
- ⬭ D

4th Grade Math
Day 11

Day 11: Converting improper fractions to mixed numbers.

<u>Content Objective:</u> We will convert improper fractions to mixed numbers
<u>Language Objective:</u> We will be able to change an improper fraction to a mixed number

Use the chart(s) to help you complete your math work.

Making Improper Fractions into Mixed Numbers

*the line between the numerator and denominator equals division.

Therefore: $\frac{11}{3} = 3\overline{)11}^{3R2} = 3\frac{2}{3}$

*the denominator remains the same.

← OR
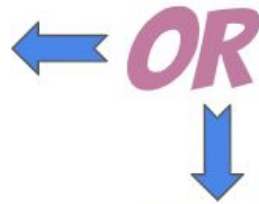
Changing Mixed Numbers to Improper Fractions

$2\frac{2}{3}$

$\frac{3}{3}$ $\frac{3}{3}$ $\frac{3}{3}+\frac{3}{3}+\frac{2}{3} = \frac{8}{3}$

① Change the whole number to fraction form.

② Add the numerators as normal. The denominator stays the same.

4to Grado-Matemáticas
Día 11

Día 11: Convertir fracciones impropias a números mixtos.

Objetivo del contenido: Convertiremos fracciones impropias a números mixtos
Objetivo del lenguaje: Vamos a cambiar una fracción impropia a un número mixto

Use los diagramas para ayudarlo a completar su trabajo de matemáticas.

PROPIAS

SON AQUELLAS EN LAS QUE EL NUMERADOR ES MENOR QUE EL DENOMINADOR.

$$\frac{2}{5} \quad \frac{1}{3} \quad \frac{9}{10}$$

IMPROPIAS

SON AQUELLAS EN LAS QUE EL NUMERADOR ES MAYOR O IGUAL QUE EL DENOMINADOR.

$$\frac{8}{8} \quad \frac{7}{5} \quad \frac{13}{10}$$

MIXTAS

SON AQUELLAS QUE ESTÁN COMPUESTAS POR UNA PARTE ENTERA Y UNA FRACCIÓN.

$$1\frac{2}{7} \quad 4\frac{1}{5}$$

Day 11: Converting Improper to Mixed Numbers (Día 11: Conversión de números impropios a números mixtos)

What mixed number equals $\frac{7}{4}$?

A $4\frac{3}{4}$ **B** $4\frac{1}{4}$ **C** $3\frac{1}{4}$ **D** $1\frac{3}{4}$

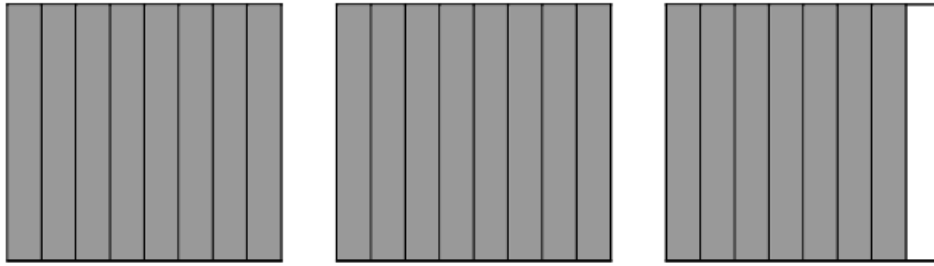1. Answers (respuestas) #1

   Mark only one oval.

   ◯ A

   ◯ B

   ◯ C

   ◯ D

Question (pregunta 2)

What mixed number is equivalent to $\frac{27}{4}$

A $6\frac{1}{4}$ **B** $6\frac{3}{4}$ **C** $7\frac{1}{4}$ **D** $7\frac{3}{4}$
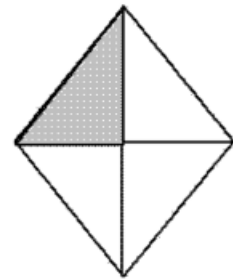
2. Answers (respuestas) #2

Mark only one oval.

- ○ A
- ○ B
- ○ C
- ○ D

Question (pregunta) 3

The diagram below shows three boxes divided into sections.
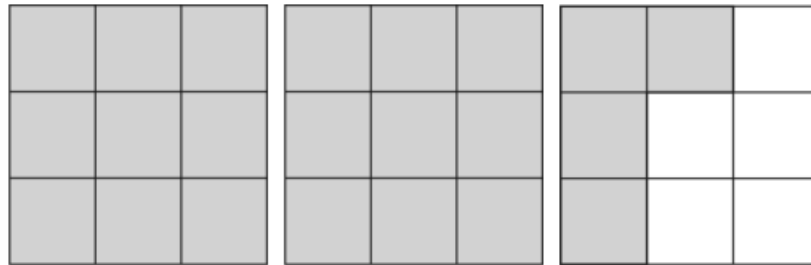
Which number represents the total *shaded* area of all three boxes?

A $\dfrac{4}{5}$ **B** $\dfrac{4}{6}$ **C** $2\dfrac{4}{9}$ **D** $2\dfrac{4}{6}$

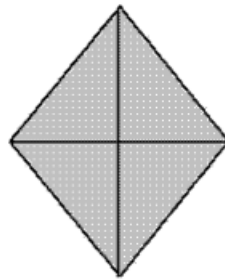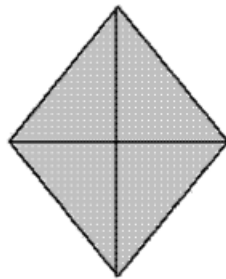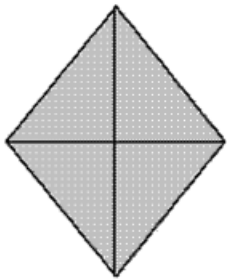3. Answers (respuestas) #3

Mark only one oval.

- ○ A
- ○ B
- ○ C
- ○ D

Which mixed number shows how much is shaded?
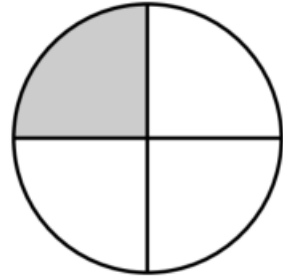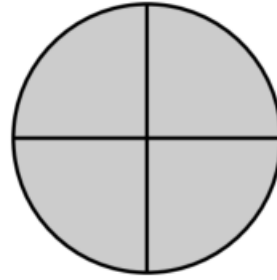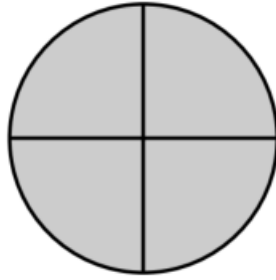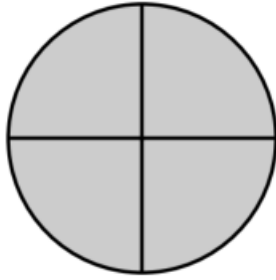
A 3   **B** $4\frac{3}{4}$ **C** $3\frac{1}{4}$ **D** $4\frac{1}{4}$

4. Answers (respuestas) #4

Mark only one oval.

- ○ A
- ○ B
- ○ C
- ○ D

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4th Grade Math
Day 12

Day 12: Converting mixed numbers to improper fractions.

<u>Content Objective:</u> We will convert mixed numbers to improper fractions.
<u>Language Objective:</u> We will be able to change a mixed number to an improper fraction using multiplication and addition.

Use the chart(s) to help you complete your math work.

4to Grado-Matemáticas
Día 12

Día 12: Convertir números mixtos a fracciones impropias.

Objetivo del contenido: Convertiremos números mixtos a fracciones impropias.
Objetivo del lenguaje: Podremos cambiar un número mixto a una fracción impropia usando multiplicación y la suma.

Use el diagrama para ayudarlo a completar su trabajo de matemáticas.

$$4\frac{3}{5} = \frac{23}{5}$$

MULTIPLICAR
↓
SUMAR
↓
DENOMINADOR
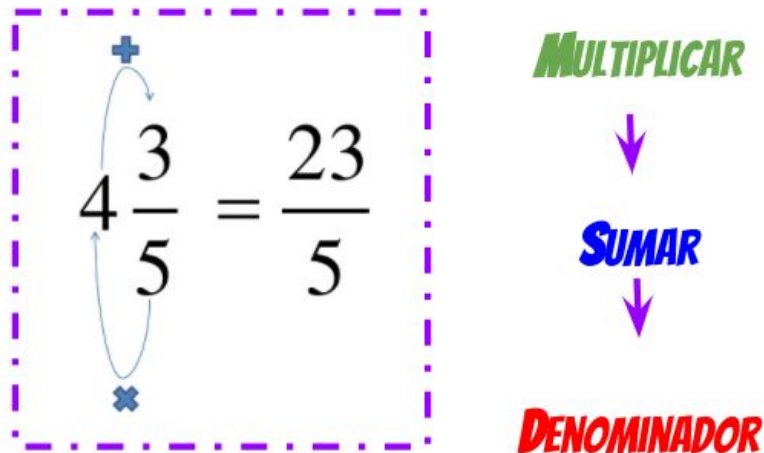
Day 12: Mixed Numbers to Improper Fractions (Día 12: números mixtos a fracciones impropias)

Question (pregunta) 1

What improper fraction is equivalent to $2\frac{3}{5}$?

A $\frac{6}{5}$ **B** $\frac{13}{5}$ **C** $\frac{21}{5}$ **D** $\frac{23}{5}$

1. Answers (respuestas) # 1

   Mark only one oval.

   - A
   - B
   - C
   - D

Question (pregunta) 2

The model below shows $2\frac{7}{8}$ shaded.

Which improper fraction is equivalent to $2\frac{7}{8}$?

A $\frac{23}{8}$ **B** $\frac{16}{8}$ **C** $\frac{14}{8}$ **D** $\frac{22}{8}$

2. Answers (respuestas) # 2

Mark only one oval.

- A
- B
- C
- D

Question (pregunta) 3

Which fraction has the same value as the shaded part of the model below?

A $\frac{20}{4}$ **B** $\frac{18}{4}$ **C** $\frac{6}{4}$ **D** $\frac{5}{4}$

3. Answers (respuestas) # 3

Mark only one oval.

- A
- B
- C
- D

Question (pregunta) 4

The model is shaded to show which fraction?

A $\frac{4}{13}$ **B** $\frac{3}{16}$ **C** $\frac{13}{4}$ **D** $\frac{13}{3}$

4. Answers (respuestas) # 4

Mark only one oval.

- A
- B
- C
- D

The model below shows $3\frac{2}{3}$ shaded.
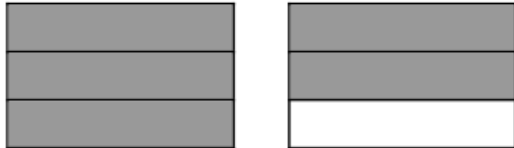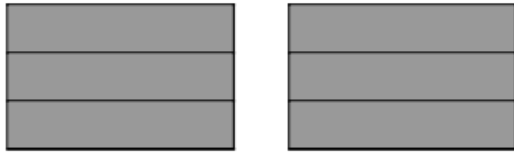
Which improper fraction is equivalent to $3\frac{2}{3}$?

A $\frac{11}{9}$ **B** $\frac{11}{3}$ **C** $\frac{9}{3}$ **D** $\frac{18}{3}$

5. Answers (respuestas) # 5

Mark only one oval.

○ A

○ B

○ C

○ D

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4th Grade Math
Day 13

Day 13: Adding mixed numbers.

<u>Content Objective:</u> We will add mixed numbers.
<u>Language Objective:</u> We will be able to add mixed numbers vertically.

Use the chart(s) to help you complete your math work.

4to Grado-Matemáticas
Día 13

__Objetivo del contenido:__ Sumaremos números mixtos
__Objetivo del lenguaje:__ Podremos sumar números mixtos verticalmente

Use los diagramas para ayudarlo a completar su trabajo de matemáticas.

Suma el número entero, después las fracciones

$$3\tfrac{4}{6}$$
$$+4\tfrac{5}{6}$$
$$7\tfrac{9}{6} \qquad \tfrac{9}{6} = \tfrac{6}{6} + \tfrac{3}{6} = 1\tfrac{3}{6}$$
$$7 + 1\tfrac{3}{6} = 8\tfrac{3}{6} \;{}^{\div 2}_{\div 2} = \boxed{8\tfrac{1}{2}}$$

$$2\tfrac{3}{7} + 4\tfrac{1}{7}$$
$$\downarrow \qquad\qquad \downarrow$$
$$\tfrac{17}{7} + \tfrac{29}{7} =$$

$$\tfrac{46}{7} = 6\tfrac{4}{7}$$

Day 13: Adding Mixed Numbers (Día 13: Sumar números mixtos)

Question (pregunta) 1

What value can replace the question mark to make the statement true?

$$3\tfrac{2}{8} + \underline{\ ?\ } = 7\tfrac{1}{8}$$

A $3\tfrac{1}{8}$ **B** $3\tfrac{7}{8}$ **C** $4\tfrac{1}{8}$ **D** $4\tfrac{7}{8}$

1. Answers (respuestas) # 1

Mark only one oval.

A

B

C

D

Question (pregunta) 2

What is $8\tfrac{3}{5} + 8\tfrac{1}{5}$?

A $8\tfrac{4}{10}$ **B** $8\tfrac{4}{5}$ **C** $16\tfrac{4}{10}$ **D** $16\tfrac{4}{5}$

2. Answers (respuestas) # 2

Mark only one oval.

- ◯ A
- ◯ B
- ◯ C
- ◯ D

Question (pregunta) 3

$$2\frac{1}{6}$$
$$+\ 3\frac{4}{6}$$

A $6\frac{5}{6}$ **B** $5\frac{5}{6}$ **C** $5\frac{5}{12}$ **D** $1\frac{1}{2}$

3. Answers (respuestas) # 3

Mark only one oval.

- ◯ A
- ◯ B
- ◯ C
- ◯ D

Question (pregunta) 4

What is the sum shown in the diagram?
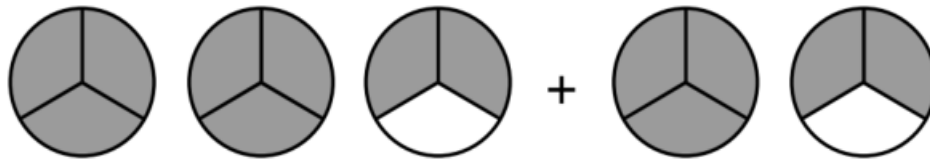
A $3\frac{1}{3}$ **B** $3\frac{2}{3}$ **C** $4\frac{1}{3}$ **D** $4\frac{2}{3}$

4.   Answers (respuestas) # 4

Mark only one oval.

- ○ A
- ○ B
- ○ C
- ○ D

Question (pregunta) 5

Anthony's dresser is $5\frac{1}{8}$ inches taller than Edgar's. If Edgar's dresser is $33\frac{3}{8}$ inches tall, then how tall is Anthony's?

A $28\frac{1}{4}$ inches   **C** $6\frac{1}{8}$ inches

B $16\frac{1}{2}$ inches   **D** $38\frac{1}{2}$ inches

5. Answers (respuestas) # 5

Mark only one oval.

- ◯ A
- ◯ B
- ◯ C
- ◯ D

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4th Grade Math
Day 14

Day 14: Subtracting mixed numbers.

Content Objective: We will subtract mixed numbers.
Language Objective: We will be able to subtract mixed numbers to find the difference.

Use the chart(s) to help you complete your math work

4to Grado-Matemáticas
Día 14

<u>Objetivo del contenido:</u> Restaremos números mixtos
<u>Objetivo del lenguaje:</u> Restaremos números mixtos para encontrar la diferencia

Use los diagramas para ayudarlo a completar su trabajo de matemáticas.

$$1 - \frac{3}{4}$$

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

$$6\frac{2}{8} = \frac{50}{8}$$

$$4\frac{5}{8} = \frac{37}{8}$$

$$8\overline{)13} \quad \frac{5}{8}$$

Day 14: Subtracting Mixed Numbers

Question (pregunta) 1

Subtract ($-$)

$$14\tfrac{5}{8}$$
$$-\ \ 6\tfrac{5}{8}$$

A $8\tfrac{5}{24}$ **B** $21\tfrac{11}{24}$ **C** 8 **D** $7\tfrac{19}{24}$

1. Answers (repuestas) #1

Mark only one oval.

- ( ) A
- ( ) B
- ( ) C
- ( ) D

Question (pregunta) 2

What is the difference between $2\tfrac{3}{8}$ and $1\tfrac{5}{8}$?

A $\tfrac{3}{8}$ **B** $\tfrac{6}{8}$ **C** $\tfrac{8}{8}$ **D** $1\tfrac{2}{8}$

2. Answers (repuestas) # 2

   Mark only one oval.

   ◯ A

   ◯ B

   ◯ C

   ◯ D

Question (pregunta) 3

Subtract $(-)$

$$\begin{array}{r} 11 \\ - \ 1\frac{2}{3} \\ \hline \end{array}$$

A $9\frac{1}{3}$ **B** $9\frac{2}{3}$ **C** $10\frac{1}{3}$ **D** $10\frac{2}{3}$

3. Answers (repuestas) #3

   Mark only one oval.

   ◯ A

   ◯ B

   ◯ C

   ◯ D

Question (pregunta) 4

To make a repair, Jane needs a piece of wood that is $7\frac{1}{8}$ inches long. She has a piece of wood that is $12\frac{5}{8}$ inches long. How many inches of wood needs to be cut off so she has exactly $7\frac{1}{8}$ inches remaining?

A $4\frac{4}{8}$ **B** 5 **C** $5\frac{4}{8}$ **D** $5\frac{6}{8}$

4. Answers (repuestas) #4

Mark only one oval.

- A
- B
- C
- D

Question (pregunta) 5

Jan spent $3\frac{3}{4}$ hours doing homework last week. She spent $5\frac{1}{4}$ hours doing homework this week. How many more hours did Jan spend on homework this week than last week?

A $\frac{1}{4}$ hour   **C** $1\frac{1}{4}$ hours

B $\frac{1}{2}$ hour   **D** $1\frac{1}{2}$ hours

5. Answers (repuestas) # 5

Mark only one oval.

A

B

C

D

Google Forms

4th Grade Math
Day 15

Day 15: Adding and subtracting mixed numbers in word problems

Content Objective: We will solve word problems by adding and subtracting fractions.

Language Objective: We will be able to solve word problems by adding and subtracting fractions.

Use the chart(s) to help you complete your math work.

4to Grado-Matemáticas
Día 15

Día 15: Sumar y restar números mixtos en problemas escritos

Objetivo del contenido: Resolveremos problemas escritos sumando y restando fracciones

Objetivo del lenguaje: Podremos resolver problemas escritos sumando y restando fracciones

Use el diagrama para ayudarlo a completar su trabajo de matemáticas.

SUMAR +

$$2\frac{3}{7} + 4\frac{1}{7}$$

$$\frac{17}{7} + \frac{29}{7} =$$

$$\frac{46}{7} = 6\frac{4}{7}$$

RESTAR –

$$1 - \frac{3}{4}$$

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

Day 15: Add/Subtract Mixed Numbers (Día 15: sumar / restar números mixtos)

Question (pregunta) 1

Becky works at a candy store. On display is $4\frac{2}{5}$ pounds of chocolate fudge, $2\frac{3}{5}$ pounds of rocky road fudge, and $3\frac{4}{5}$ pounds of maple walnut fudge. How much more chocolate fudge than maple walnut fudge is on display?

A $1\frac{3}{5}$ lbs   **B** $1\frac{2}{5}$ lbs   **C** $1\frac{1}{5}$ lbs   **D** $\frac{3}{5}$ lbs

1. Answers (repuestas) # 1

   Mark only one oval.

   ◯ A

   ◯ B

   ◯ C

   ◯ D

Question (pregunta) 2

For his birthday, Keith received two packages in the mail. One package weighed $2\frac{3}{8}$ pounds and another package weighed $3\frac{5}{8}$ pounds. What is the total weight of the two packages received by Keith?

A $1\frac{3}{8}$ pounds   **C**   6 pounds

B $5\frac{1}{4}$ pounds   **D**   7 pounds

2.   Answers (repuestas) # 2

Mark only one oval.

◯ A
◯ B
◯ C
◯ D

Question (pregunta) 3

There are two walking paths in a scenic wooded area. Highlands Trail is $8\frac{1}{5}$ miles long. Discovery Trail is $5\frac{4}{5}$ miles long.

How much longer is Highlands Trail than Discovery Trail?

A $13\frac{4}{25}$ miles   **C**   14 miles

B $3\frac{3}{5}$ miles   **D** $2\frac{2}{5}$ miles

3. Answers (repuestas) # 3

   Mark only one oval.

   ◯ A

   ◯ B

   ◯ C

   ◯ D

Question (pregunta) 4

On Saturday night the Gonzalez family ate $1\frac{2}{3}$ pizzas. On Sunday they ate another $1\frac{2}{3}$ pizzas. How much did they eat on Saturday and Sunday altogether?

A $2\frac{1}{3}$ pizzas   **C** $5\frac{1}{3}$ pizzas

B $2\frac{2}{3}$ pizzas   **D** none of these

4. Answers (repuestas) # 4

   Mark only one oval.

   ◯ A

   ◯ B

   ◯ C

   ◯ D

Janet is making a batch of cookies. If the recipe calls for 2 cups of sugar and she only has $1\frac{3}{4}$ cups, how much sugar must she borrow?

A $\frac{1}{2}$ cup **B** $\frac{1}{4}$ cup **C** $\frac{1}{8}$ cup **D** $\frac{1}{10}$ cup

5. Answers (repuestas) # 5

Mark only one oval.

A

B

C

D

Question (pregunta) 6

Becky and James have a total of $4\frac{2}{8}$ feet of yarn. Becky has $1\frac{5}{8}$ feet of yarn.

How many feet of yarn does James have?

A $2\frac{5}{8}$ **B** $2\frac{7}{8}$ **C** $3\frac{3}{8}$ **D** $3\frac{5}{8}$

6. Answers (repuestas) # 6

   Mark only one oval.

   ⬭ A

   ⬭ B

   ⬭ C

   ⬭ D

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4th Grade Math
Day 16

Day 16: Multiplying a fraction by a whole number.

<u>Content Objective:</u> We will multiply a fraction by a whole number.
<u>Language Objective:</u> We will be able to find the **product** by multiplying a fraction by a whole number using different strategies.
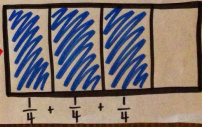
Use the chart(s) to help you complete your math work.
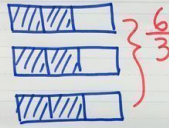
4to Grado-Matemáticas
Día 16

Día 16: Multiplicar una fracción por un número entero.

Objetivo del contenido: Multiplicaremos una fracción por un número entero.
Objetivo del lenguaje: Encontraremos el **producto** multiplicando una fracción por un número entero usando diferentes estrategias.

Use los diagramas para ayudarlo a completar su trabajo de matemáticas.

Multiplicamos una fracción por un número

- Multiplicamos $\frac{4}{9}$ por 2.
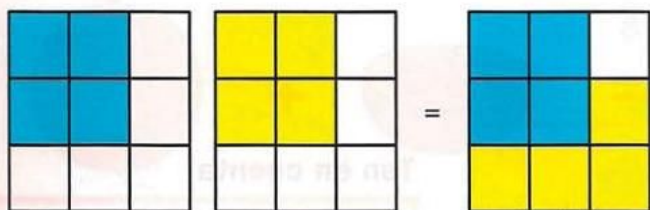
$$\frac{4}{9} + \frac{4}{9} = \frac{4}{9} \times 2 \quad = \quad \frac{8}{9}$$

$$\frac{4}{9} \times 2 = \frac{4 \times 2}{9} = \frac{8}{9}$$

- Multiplicamos $\frac{2}{5}$ por 3.
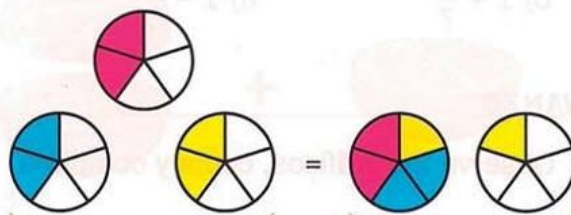
$$\frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{2}{5} \times 3 = \quad \frac{6}{5}$$

$$\frac{2}{5} \times 3 = \frac{2 \times 3}{5} = \frac{6}{5}$$

Para multiplicar una fracción por un número entero, se multiplica el numerador por el número y se deja el mismo denominador.

Which model represents $3 \times \frac{1}{2}$?

A

B

C

D

1. Answers (resputestas) # 1

   Mark only one oval.

   ○ A

   ○ B

   ○ C

   ○ D
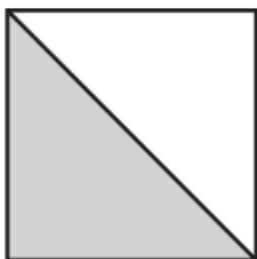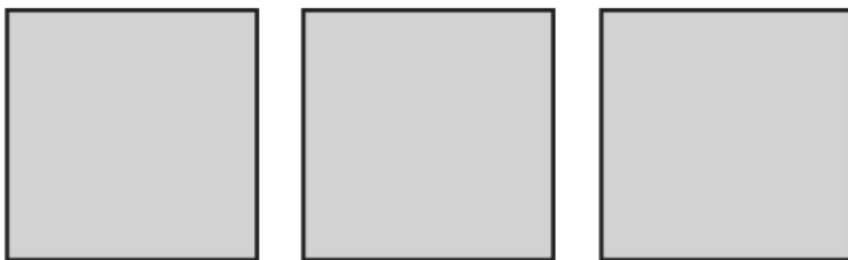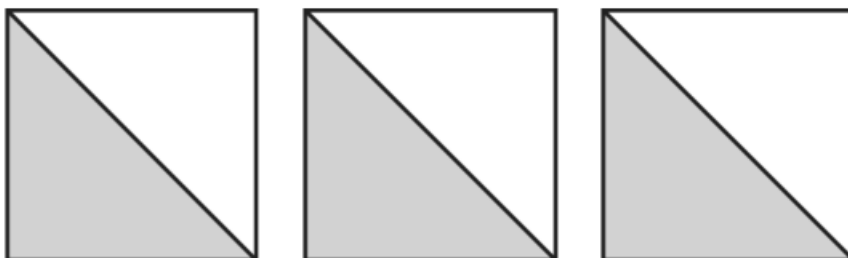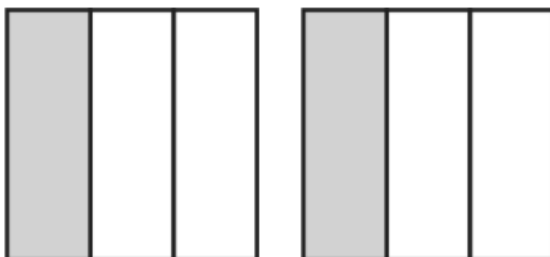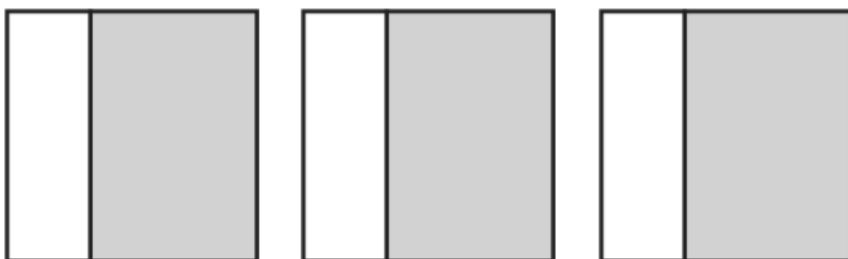
Question (pregunta) 2

Which number could be placed in the blank to make the equation true?

$$6 \times \frac{5}{6} = \underline{\quad ? \quad} \times \frac{1}{6}$$

A 5   B 11   C 30   D 36

2. Answers (resputestas) # 2

   Mark only one oval.

   ○ A

   ○ B

   ○ C

   ○ D

Which multiplication sentence can be used to calculate the total shaded area shown in the model below?
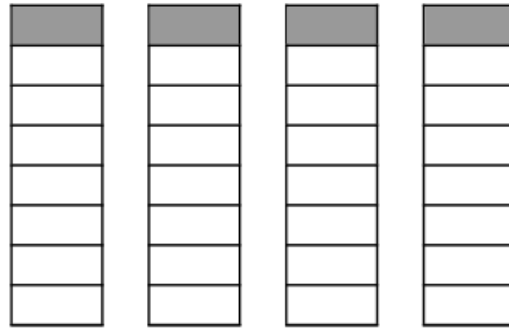
A $4 \times \frac{1}{8} = $ _?_

C $4 \times \frac{1}{6} = $ _?_

B $8 \times \frac{1}{4} = $ _?_

D $6 \times \frac{1}{4} = $ _?_

3. Answers (resputestas) # 3

Mark only one oval.

A

B

C

D

The fraction model below represents 6 whole units.
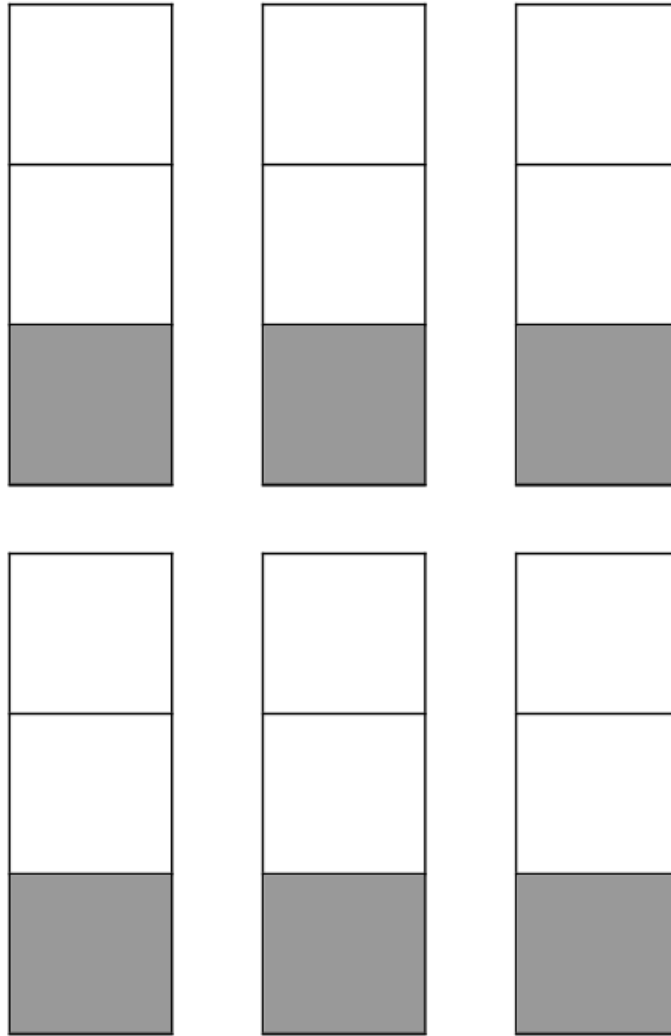
Which number sentence represents the amount of the fraction model that is shaded?

A $6 \times \frac{1}{2} =$ ___?___

C $3 \times \frac{1}{6} =$ ___?___

B $6 \times \frac{1}{3} =$ ___?___

D $3 \times \frac{1}{2} =$ ___?___

4. Answers (resputestas) # 4

Mark only one oval.

A

B

C

D

Question 5

Which expression has the same value as $7 \times \frac{3}{4}$?

A $21 \times \frac{3}{4}$ B $21 \times \frac{3}{28}$ C $21 \times \frac{1}{4}$ D $21 \times \frac{1}{28}$

5. Answers (resputestas) # 5

Mark only one oval.

A

B

C

D

4th Grade Math
Day 17

Day 17: Multiplying a fraction by a whole number.

<u>Content Objective:</u> We will multiply a fraction by a whole number.
<u>Language Objective:</u> We will be able to find the product by multiplying a fraction by a whole number by using a visual model.

Use the chart(s) to help you complete your math work.
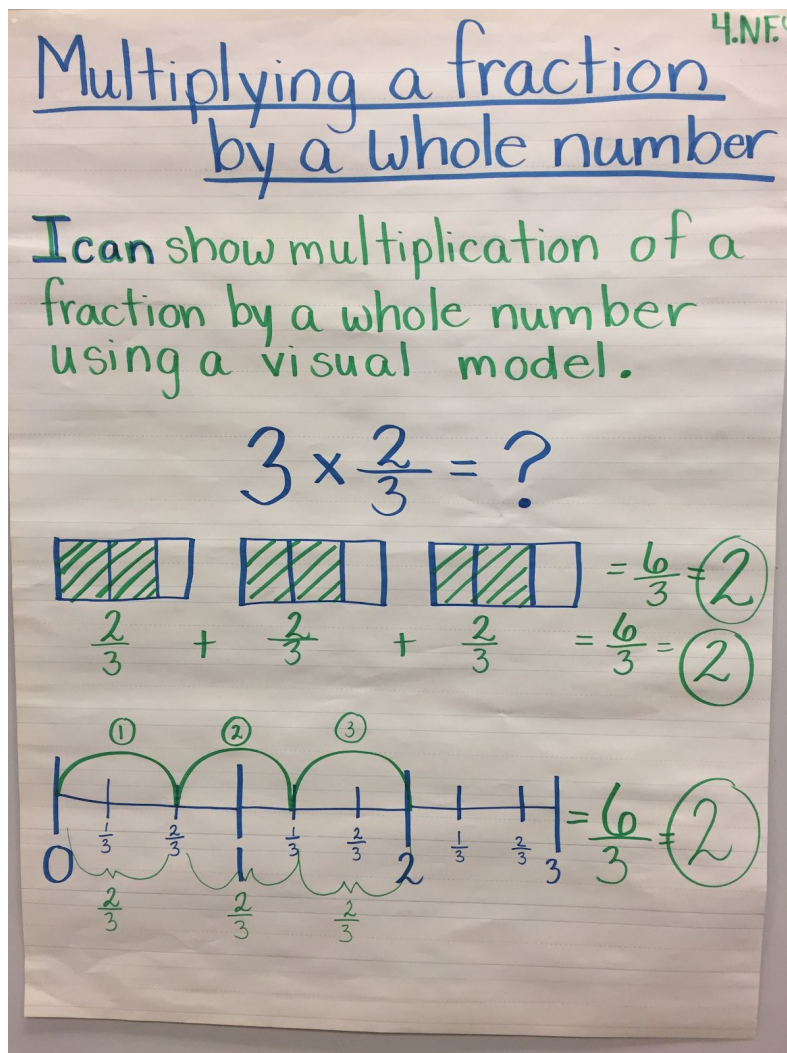
4to Grado-Matemáticas
Día 17

Día 17: Multiplicar una fracción por un número entero

Objetivo del contenido: Multiplicaremos una fracción por un número entero.
Objetivo del lenguaje: Encontraremos el producto multiplicando una fracción por un número entero utilizando un modelo visual.

Use el diagrama para ayudarlo a completar su trabajo de matemáticas.
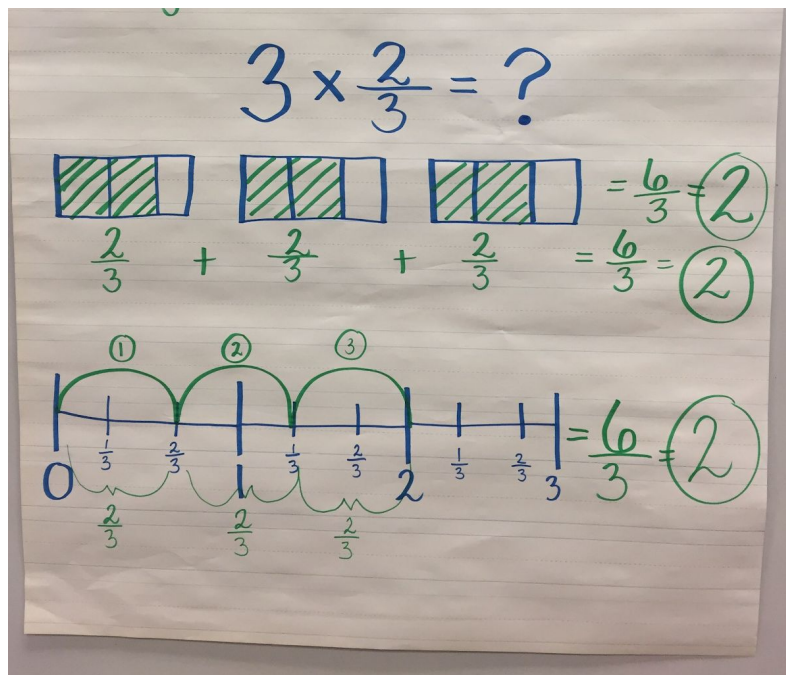
In which model could the shaded parts represent $4 \times \frac{1}{3}$?

A

B

C

D

1. Answers (respuestas) #1

Mark only one oval.

- A
- B
- C
- D
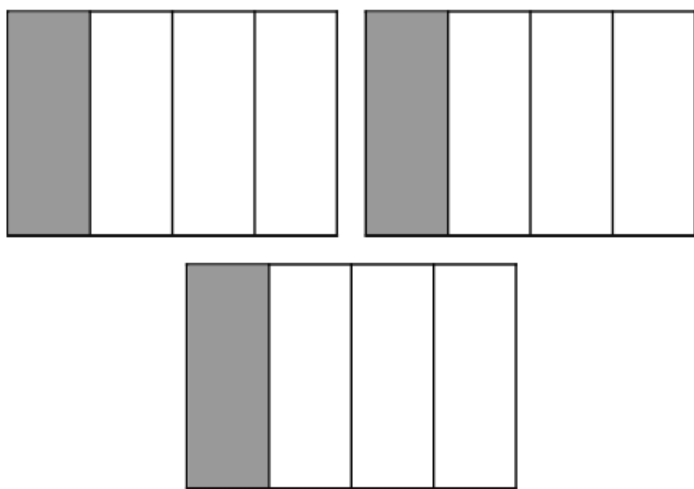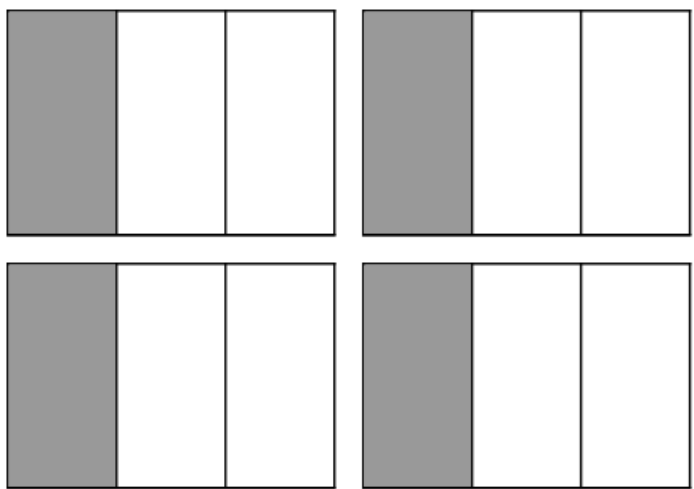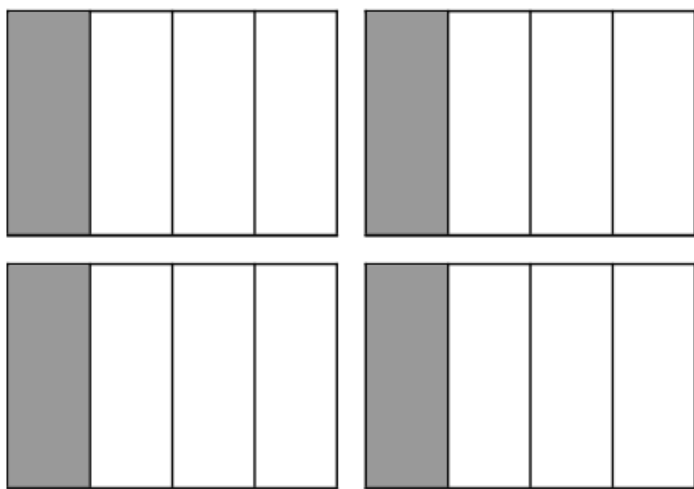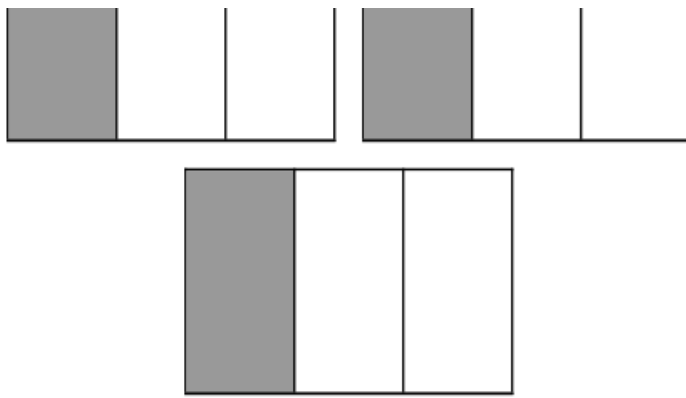
Question (pregunta) 2

Rose uses instant lemonade powder to make 7 pitchers of lemonade. She uses $\frac{2}{8}$ cup of powder for each pitcher. What is the total amount of powder that Rose uses?

A $\frac{2}{56}$ cups   B $\frac{14}{56}$ cups   C $\frac{9}{8}$ cups   D $\frac{14}{8}$ cups

2. Answers (respuestas) #2

Mark only one oval.

- A
- B
- C
- D

Jason makes aprons. The shaded part below represents the fraction of a yard of fabric he uses for each apron.

How many yards of fabric, in all, will Jason need to make 14 aprons?

A $4\frac{2}{3}$ **B** $9\frac{1}{3}$ **C** $13\frac{1}{3}$ **D** $14\frac{2}{3}$

3. Answers (respuestas) # 3

Mark only one oval.

- A
- B
- C
- D

Question(pregunta) 4

Melina walked $\frac{9}{12}$ mile each day for 5 days. What was the total distance, in miles, she walked in the 5 days?

A $\frac{9}{60}$ **B** $\frac{45}{60}$ **C** $\frac{14}{12}$ **D** $\frac{45}{12}$

4. Answers (respuestas) #4

Mark only one oval.

- A
- B
- C
- D

Question(pregunta) 5

Tatum walks her dog $\frac{2}{3}$ mile every day after school. How many miles does she walk her dog in 5 days?

A $\frac{7}{3}$ **B** $\frac{10}{3}$ **C** $\frac{2}{15}$ **D** $\frac{10}{15}$

5. Answers (respuestas) #5

Mark only one oval.

- A
- B
- C
- D

4th Grade Math
Day 18

Day 18: Problem solving using a fractional line plot less than a whole.

<u>Content Objective:</u> We will solve problems using a fractional line plot less than a whole.

<u>Language Objective:</u> We will be able to use a fractional line plot to solve problems.

Use the chart(s) to help you complete your math work.

For homework during a stormy night, all the students in a school were asked to place a cup outside and collect the rainwater at their house. They then brought the water in to school the next day. The graph displays the amount of rainwater, in cups, that each class gathered.

Rainwater Gathered

Number of Classes

$$\begin{array}{ccccccccc}
& & & & & & X & & \\
& & & & & X & X & & \\
& & & X & & X & X & & \\
& X & & X & & X & X & & \\
X & X & X & X & X & X & & \\
\end{array}$$

| 0 | $\frac{1}{8}$ | $\frac{1}{4}$ | $\frac{3}{8}$ | $\frac{1}{2}$ | $\frac{5}{8}$ | $\frac{3}{4}$ | $\frac{7}{8}$ | 1 |

Amount of Rainwater
(in cups)
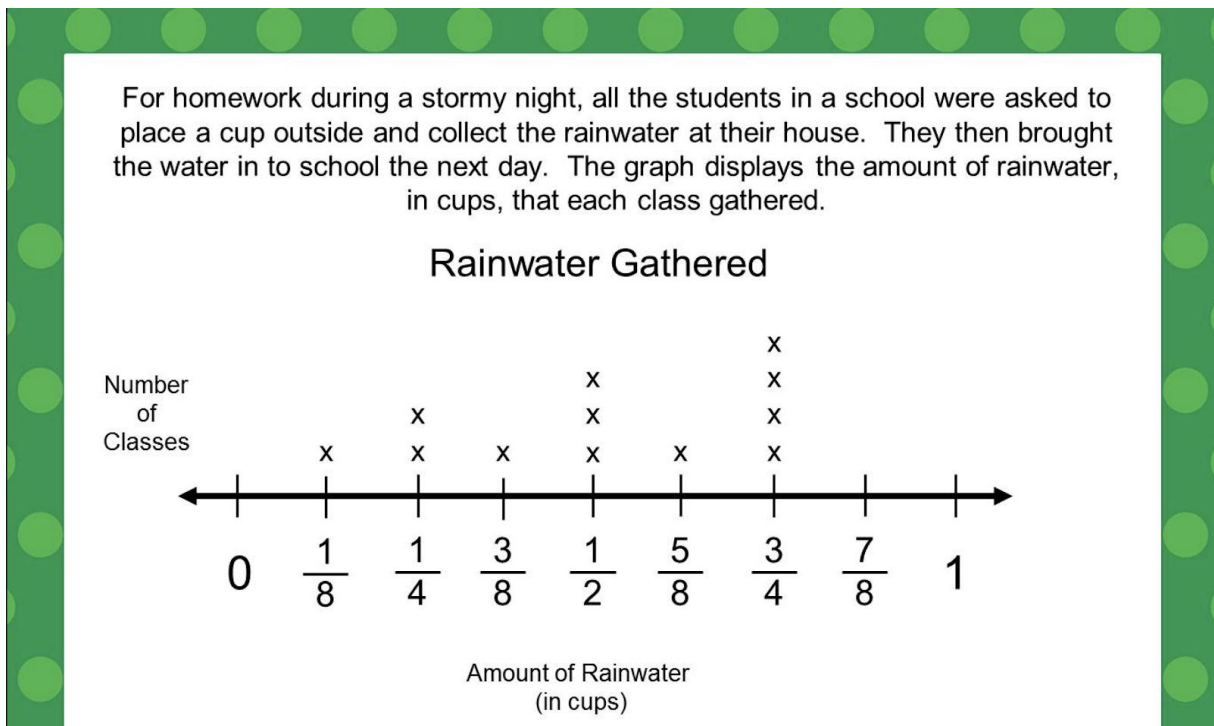
4to Grado-Matemáticas
Día 18

Día 18:Resolviendo problemas utilizando una gráfica de línea menor que un entero

__Objetivo del contenido:__ Resolveremos problemas usando una línea fraccionaria menor que un entero

__Objetivo del lenguaje:__ Podremos usar una diagrama lineal de fracciones para resolver problemas

Use la gráfica para ayudarlo a completar su trabajo de matemáticas.

De tarea en una noche tormentosa, se les pidió a los estudiantes en una escuela que coloquen una vaso fuera de sus casas y colecten el agua de lluvia en sus casa. Luego la llevaron a la escuela el próximo día. La gráfica muestra la cantidad de agua de lluvia en tazas que cada clase recolectó.

AGUA DE LLUVIA (EN TAZAS)
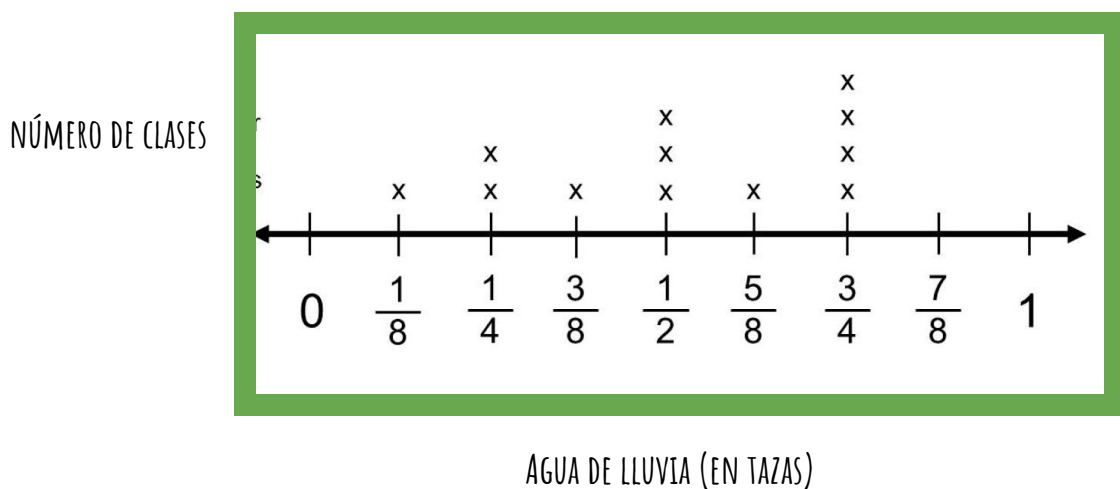
For a science project, Joseph recorded the amount of rainfall each day for 2 weeks. The table below shows his data.

RAINFALL FOR TWO WEEKS

Inches of Rainfall	0	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{3}{4}$	1
Number of Days	3	3	2	4	2

Which line plot correctly displays Joseph's data?

A

RAINFALL FOR TWO WEEKS

```
                                              X
  X             X                   X         X
  X             X         X         X         X
  X             X         X         X         X
  +-------------+---------+---------+---------+
  0                       1                   1
                          2
```
Rainfall (inches)

B

RAINFALL FOR TWO WEEKS
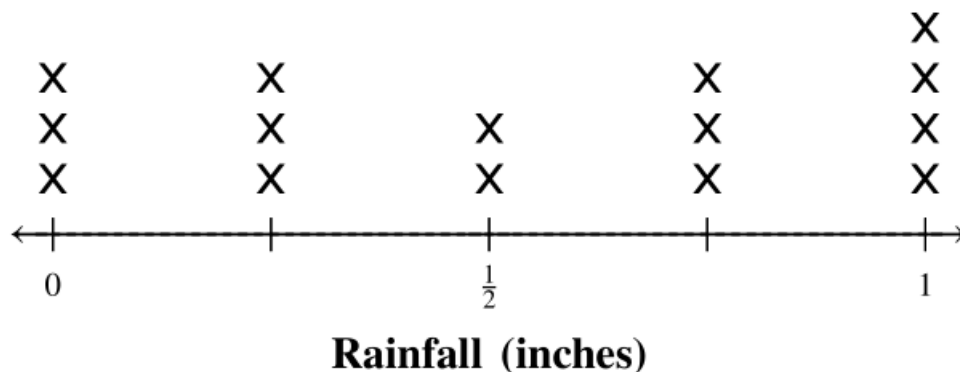
```
                X
                X                   X
  X             X         X         X         X
  X             X         X         X         X
  +-------------+---------+---------+---------+
  0                       1                   1
                          2
```
Rainfall (inches)
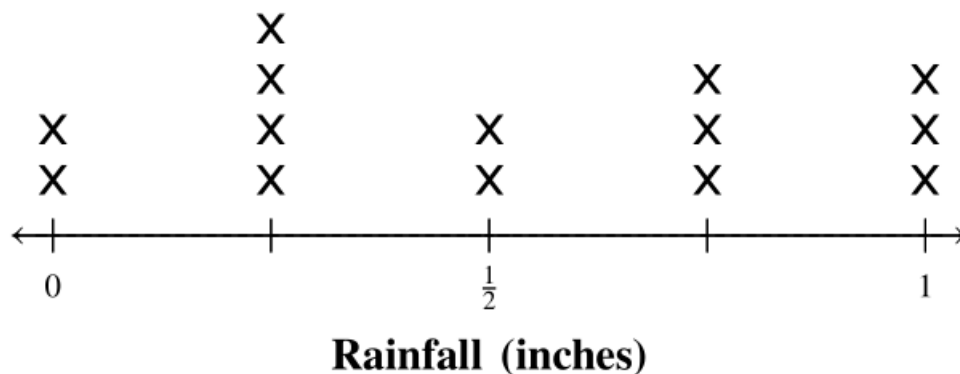
C

RAINFALL FOR TWO WEEKS

```
                                    X
  X             X                   X
  X             X         X         X         X
  X             X         X         X         X
  +-------------+---------+---------+---------+
  0                       1                   1
```
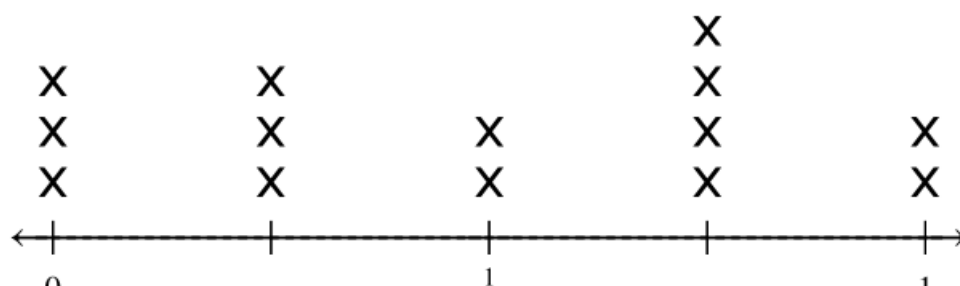
D

RAINFALL FOR TWO WEEKS

```
                                                          X
                              X            X            X
      X            X          X            X            X
      X            X          X            X            X
    ←─┼──────────────┼──────────┼──────────────┼──────────┼──→
      0                        ½                          1
```
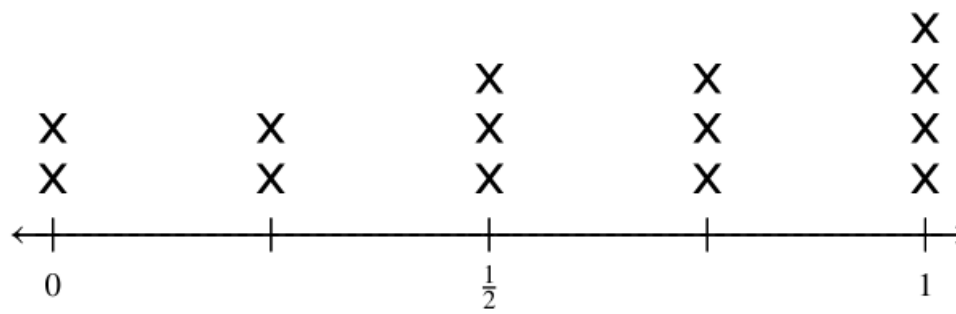
Rainfall (inches)

1. Answers (respuestas) #1

   Mark only one oval.

   ◯ A

   ◯ B

   ◯ C

   ◯ D

Andrew is growing tomato plants in his garden. The line plot below shows the height of each tomato plant on Wednesday.

HEIGHTS OF TOMATO PLANTS

```
                    X
                    X         X
        X           X         X
        X           X         X
        X           X         X
 ←+-------+---------+---------+-------+→
  0       1         1         3       1
          4         2         4
```
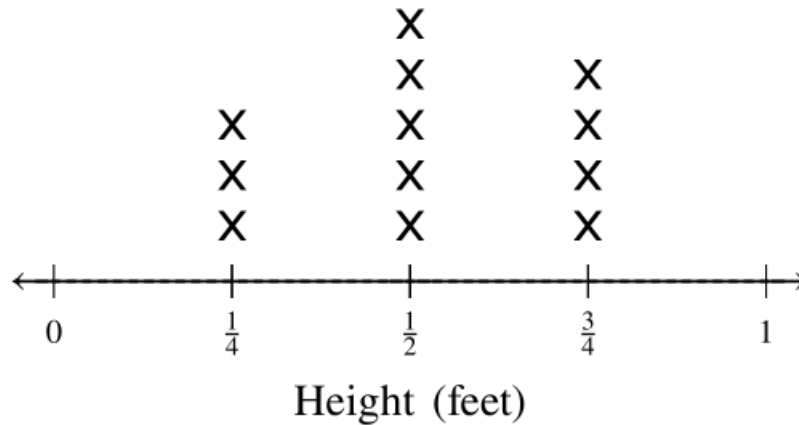
Height (feet)

What was the difference in height between the tallest plant and the shortest plant?

A $\frac{1}{4}$ foot   **B** $\frac{2}{4}$ foot   **C** $\frac{3}{4}$ foot   **D** $\frac{4}{4}$ foot

2. Answers (respuestas) # 2

Mark only one oval.
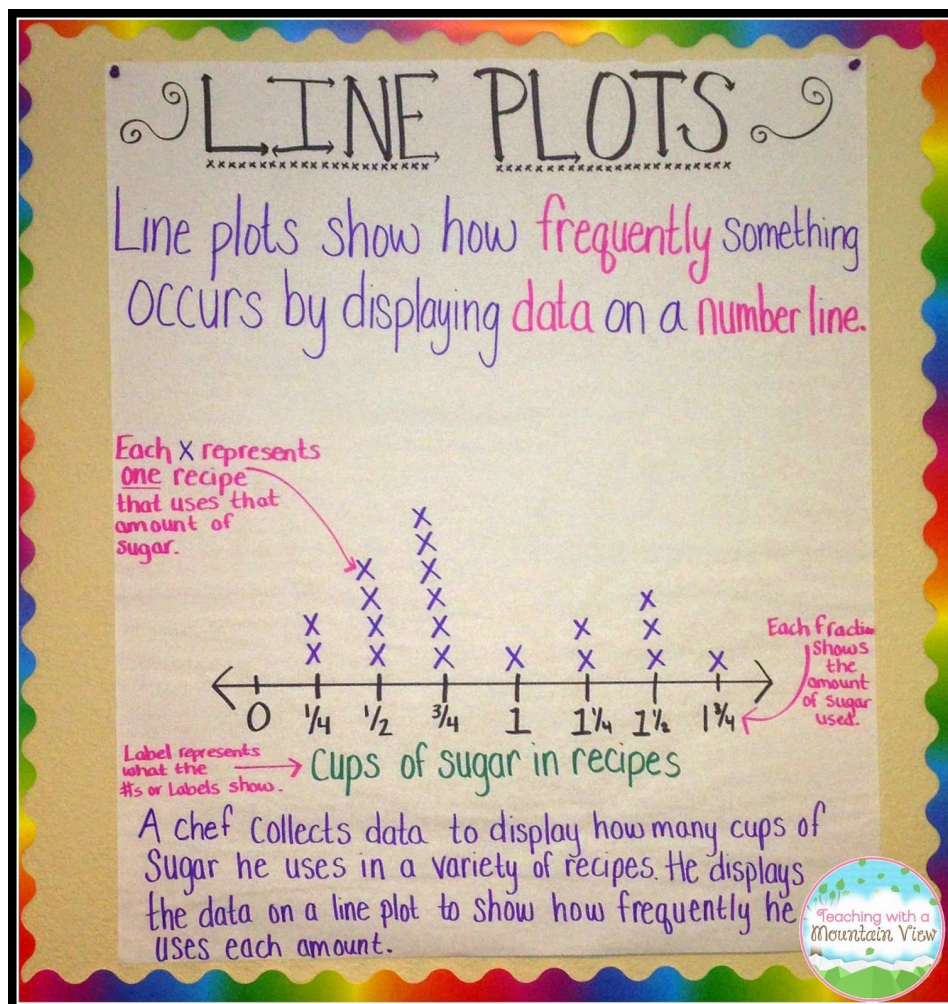
- ( ) A
- ( ) B
- ( ) C
- ( ) D

4th Grade Math
Day 19

Day 19: Problem solving using a fractional line plot greater than a whole.

Content Objective: We will solve problems using a fractional line plot greater than a whole.

Language Objective: We will be able to use a fractional line plot to solve problems.

Use the chart(s) to help you complete your math work.

4to Grado Matemáticas
Día 19

Día 19:Resolviendo problemas utilizando una gráfica de línea mayor que un entero

<u>**Objetivo del contenido:**</u> Resolveremos problemas usando una línea fraccionaria mayor que un entero

<u>**Objetivo del lenguaje:**</u> Podremos usar una diagrama lineal de fracciones para resolver problemas

Use la gráfica para ayudarlo a completar su trabajo de matemáticas.

Cada X representa

un estudiante
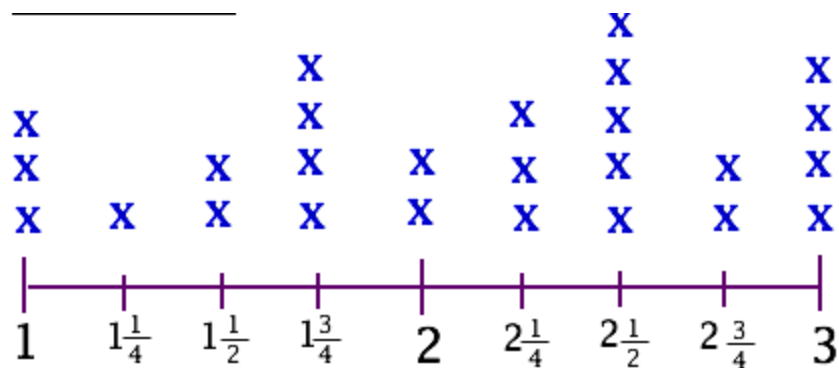
Horas dedicadas a la lectura

Una línea fraccionaria muestra la cantidad de veces o que tan frecuente algo ocurre mostrando la información en una línea numérica

Day 19: Line Plots Greater Than One (Día 19: diagramas de líneas mayores que un entero)

Question (pregunta) 1

Once a week, students in a classroom measure the heights of the tomato plants they planted in the school garden. The line plot below shows the heights of the plants at the end of the second week.

PLANT HEIGHTS
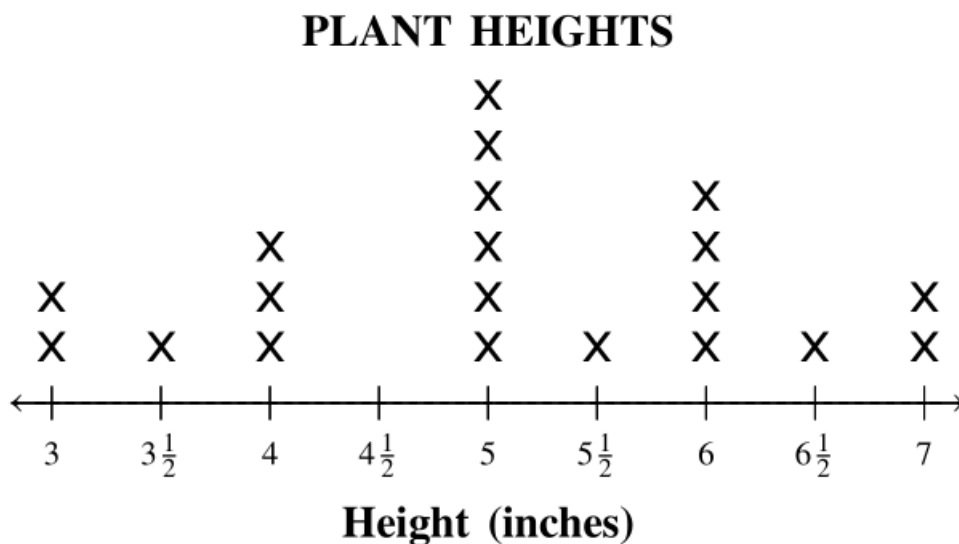
Height (inches)

Based on the line plot, how many plants have a height greater than $4\frac{1}{2}$ inches?

A 0 **B** 6 **C** 14 **D** 20

1. Answers (respuestas) #1

Mark only one oval.

- ○ A
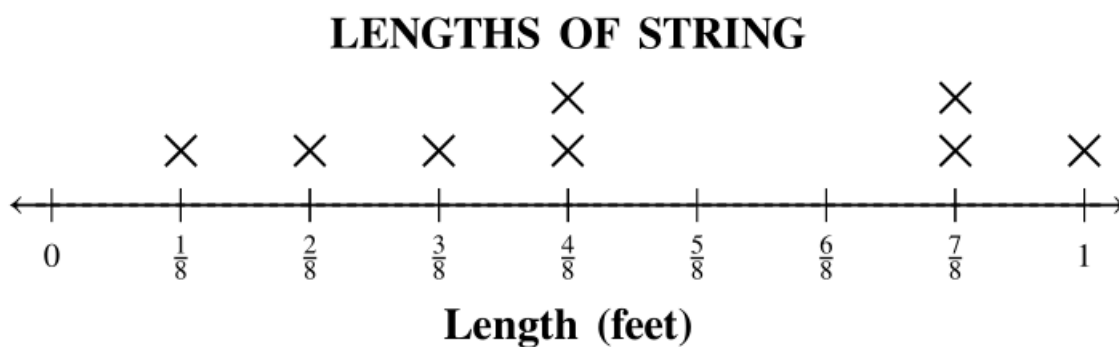- ○ B
- ○ C
- ○ D

Question (pregunta) 2

The line plot below shows the lengths of string Mario used for an art project.

LENGTHS OF STRING

Length (feet)

What was the total length, in feet, of string that Mario used?

A $\frac{25}{8}$ **B** $\frac{36}{8}$ **C** $\frac{48}{8}$ **D** $\frac{64}{8}$

2. Answers (respuestas) #2

Mark only one oval.

- ○ A
- ○ B
- ○ C
- ○ D

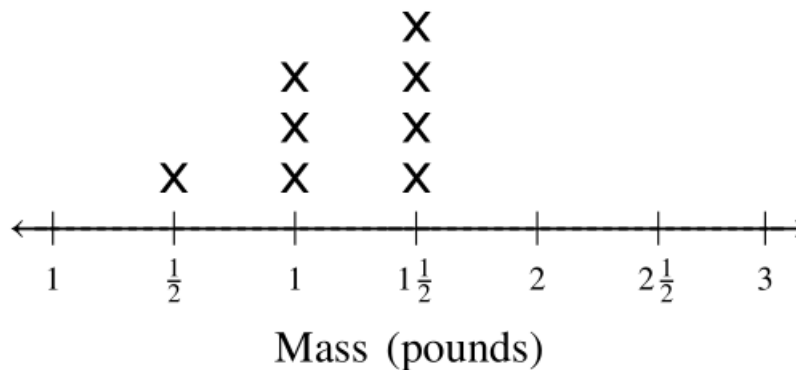Ellen has several bags with different masses of trail mix, as shown in the table below.

BAGS OF TRAIL MIX

Mass of Bag (pounds)	Number of Bags
$2\frac{1}{2}$	1
$1\frac{1}{2}$	3
$\frac{1}{2}$	4

Which line plot represents the data in the table?

A

BAGS OF TRAIL MIX
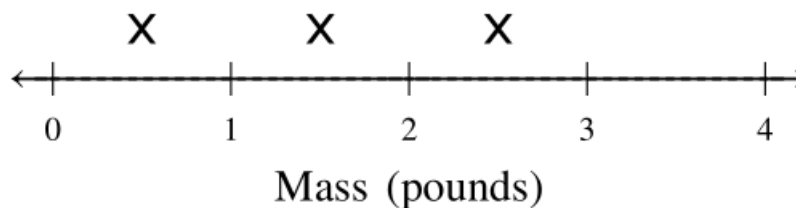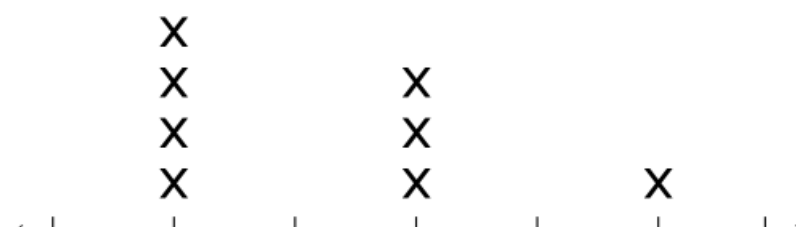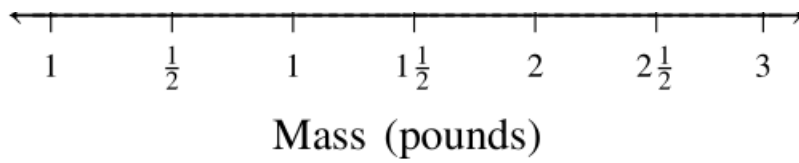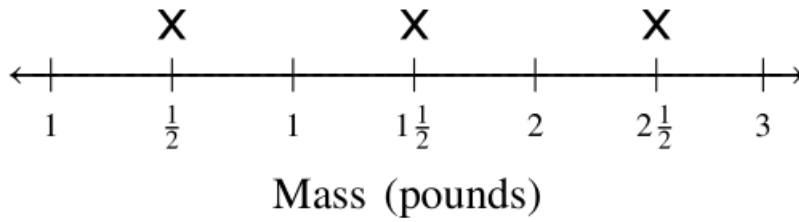
```
                        X
              X         X
              X         X
        X     X         X
  ←+-----+-----+-----+-----+-----+-----+→
   1     ½     1    1½     2    2½     3
```
Mass (pounds)

B

BAGS OF TRAIL MIX

```
        X          X          X
  ←+---------+---------+---------+---------+→
   0         1         2         3         4
```
Mass (pounds)

C

BAGS OF TRAIL MIX

```
  X
  X          X
  X          X
  X          X                X
  ←-+----+----+----+----+----+----+→
```

```
 ←┬───┬───┬───┬───┬───┬───┬→
  1   ½   1   1½  2   2½  3
```

Mass (pounds)

D   **BAGS OF TRAIL MIX**

```
        X           X           X
 ←┬───┬───┬───┬───┬───┬───┬→
  1   ½   1   1½  2   2½  3
```

Mass (pounds)

3.   Answers (respuestas) #3

Mark only one oval.

   ◯ A

   ◯ B

   ◯ C

   ◯ D

4th Grade Math
Day 20

Day 20: Fraction review

Content Objective: We will review fractions.
Language Objective: We will be able to use all strategies that we have learned to solve fraction equations.

Use the chart(s) to help you complete your math work.

4to Grado-Matemáticas
Día 20
Día 20: Repaso de fracciones

Objetivo del contenido: Repasaremos fracciones

Objetivo del lenguaje: Podremos usar todas las estrategias que hemos aprendido para resolver ecuaciones de fracciones.

Use los diagramas para ayudarlo a completar su trabajo de matemáticas.

Repaso de fracciones

A) Partes de una fracción

NUMERADOR → $\frac{3}{4}$ ← DENOMINADOR

INDICA EL NÚMERO DE PARTES QUE SE TOMAN DEL ENTERO.

INDICA EL NÚMERO DE PARTES EN QUE SE DIVIDE LA UNIDAD O EL ENTERO.

$2\frac{3}{4}$
→ Número Mixto
→ Númerador
→ Dénominador
→ Parte Fraccional
→ Parte Entera

Representar Fracciones

Recta Numérica	Modelo pictórico
$\frac{3}{4}$	
Conjunto de objetos	Diagrama de tiras

COMPARAR FRACCIONES

En fracciones con el **mismo numerador** es **MAYOR** la que tenga el **denominador** menor.

En fracciones con el **mismo denominador** es **MAYOR** la que tenga el **numerador** mayor

$\frac{2}{5} > \frac{2}{8}$

$\frac{5}{8} > \frac{2}{8}$

CONVERTIR FRACCIONES MIXTAS A IMPROPIAS

$3\frac{1}{5} \rightarrow \frac{16}{5}$

Para **sumar** o **restar** fracciones con igual denominador se suman o se restan los numeradores y se deja el mismo denominador

$$\frac{7}{3} + \frac{5}{3} = \frac{7+5}{3} = \frac{12}{3}$$

$$\frac{7}{3} - \frac{5}{3} = \frac{7-5}{3} = \frac{2}{3}$$

Day 20: Fraction Review (Día 20: Repaso de fracciones)

Question (pregunta) 1

Which fraction model has a shaded area equivalent to $\frac{3}{12}$?

A

B

C

D

1. Answers (respuestas) # 1

    Mark only one oval.

    ◯ A

    ◯ B

    ◯ C

    ◯ D

Question (pregunta) 2

Which comparison is true?

A $\frac{2}{3} = \frac{8}{12}$ **B** $\frac{4}{9} = \frac{8}{9}$ **C** $\frac{3}{4} > \frac{9}{10}$ **D** $\frac{2}{4} > \frac{2}{3}$

2. Answers (respuestas) #2

    Mark only one oval.

    ◯ A

    ◯ B

    ◯ C

    ◯ D

Question (pregunta) 3

Which expression has a value of $\frac{4}{5}$?

A $\frac{1}{5} + \frac{1}{5} + \frac{2}{5}$ **C** $\frac{2}{5} + \frac{3}{5}$

B $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ **D** $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

3. Answers (respuestas) #3

Mark only one oval.

- ( ) A
- ( ) B
- ( ) C
- ( ) D

Question (pregunta) 4

The pictures below show three cakes. Part of each cake has sprinkles on it.

Suppose all the parts with sprinkles were put on a big tray. How many cakes with sprinkles would be on the tray?

A $1\frac{1}{4}$ **B** $1\frac{1}{2}$ **C** $1\frac{1}{5}$ **D** $1\frac{3}{4}$

4. Answers (respuestas) #4

Mark only one oval.

- ( ) A
- ( ) B
- ( ) C
- ( ) D

Question (pregunta) 5

Simplify: $\dfrac{11}{4} - \dfrac{3}{4}$

A $\dfrac{4}{1}$ **B** 1   **C** 2   **D** 8

5.   Answers (respuestas) # 5

Mark only one oval.

- A
- B
- C
- D

Question (pregunta) 6

As a community service project, two elementary schools painted a mural. Harmony Elementary School completed $56\frac{1}{7}$ feet of the mural. Pleasant Valley Elementary School completed $32\frac{6}{7}$ feet of the mural.

How many more feet of the mural did Harmony Elementary complete than Pleasant Valley Elementary?

A $24\frac{5}{7}$ feet   **C** 24 feet

B $23\frac{5}{7}$ feet   **D** $23\frac{2}{7}$ feet

6. Answers (respuestas) # 6

Mark only one oval.

- ◯ A
- ◯ B
- ◯ C
- ◯ D

Samantha used fraction models to multiply $5 \times \dfrac{3}{8}$.

$\dfrac{3}{8}$ $\dfrac{3}{8}$ $\dfrac{3}{8}$

$\dfrac{3}{8}$ $\dfrac{3}{8}$

Which of these shows the product?

A

B

C

D

7. Answers (respuestas) #7

Mark only one oval.

- A
- B
- C
- D

Question (pregunta) 8

Evander saw the fraction models.

To describe the shaded areas he wrote an expression.

$$\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4}$$

Which of these expressions can also be used to describe the shaded areas?

A $5 \times \frac{3}{4}$ **B** $3 \times \frac{1}{4}$ **C** $5 \times \frac{1}{2}$ **D** $4 \times \frac{3}{4}$

8. Answers (respuestas) #8

Mark only one oval.

- A
- B
- C
- D

Question 9

Use the data below to answer the following question(s).

The Fire Place is a store that sells firewood. The unit of measure to describe an amount of wood is called a cord. The store kept track of the cords of firewood sold during one week and recorded the information in the line plot.

Firewood Sales (cords)

Which size cord of wood was sold most?

A $\frac{1}{4}$ cord **B** $\frac{3}{8}$ cord **C** $\frac{5}{8}$ cord **D** $\frac{3}{4}$ cord

9. Answers (respuestas) #9

○ A

○ B

○ C

○ D

Question (pregunta) 10

Jackie and her mother measured the lengths of different pasta varieties. They recorded the results in the line plot.

Pasta Length (feet)

If the pasta were laid out, end to end, what is the total length?

Ⓐ $5\frac{1}{6}$ feet   Ⓑ $5\frac{5}{6}$ feet   Ⓒ $6\frac{1}{6}$ feet   Ⓓ $6\frac{1}{2}$ feet

10. Answers (respuestas) #10

Mark only one oval.

○ A

○ B

○ C

○ D

Day 20: Fraction Review (Día 20: Repaso de fracciones)

Question (pregunta) 1

Which fraction model has a shaded area equivalent to $\frac{3}{12}$?

A

B

C

D

1. Answers (respuestas) # 1

   Mark only one oval.

   ○ A

   ○ B

   ○ C

   ○ D

Question (pregunta) 2

Which comparison is true?

A $\frac{2}{3} = \frac{8}{12}$ **B** $\frac{4}{9} = \frac{8}{9}$ **C** $\frac{3}{4} > \frac{9}{10}$ **D** $\frac{2}{4} > \frac{2}{3}$

2. Answers (respuestas) #2

   Mark only one oval.

   ○ A

   ○ B

   ○ C

   ○ D

Question (pregunta) 3

Which expression has a value of $\frac{4}{5}$?

A $\frac{1}{5} + \frac{1}{5} + \frac{2}{5}$ **C** $\frac{2}{5} + \frac{3}{5}$

B $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ **D** $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

3. Answers (respuestas) #3

Mark only one oval.

◯ A
◯ B
◯ C
◯ D

Question (pregunta) 4

The pictures below show three cakes. Part of each cake has sprinkles on it.

Suppose all the parts with sprinkles were put on a big tray. How many cakes with sprinkles would be on the tray?

A $1\frac{1}{4}$ **B** $1\frac{1}{2}$ **C** $1\frac{1}{5}$ **D** $1\frac{3}{4}$

4. Answers (respuestas) #4

Mark only one oval.

◯ A
◯ B
◯ C
◯ D

Question (pregunta) 5

Simplify: $\dfrac{11}{4} - \dfrac{3}{4}$

A $\dfrac{4}{1}$ **B** 1   **C** 2   **D** 8

5.   Answers (respuestas) # 5

Mark only one oval.

◯ A

◯ B

◯ C

◯ D

Question (pregunta) 6

As a community service project, two elementary schools painted a mural. Harmony Elementary School completed $56\frac{1}{7}$ feet of the mural. Pleasant Valley Elementary School completed $32\frac{6}{7}$ feet of the mural.

How many more feet of the mural did Harmony Elementary complete than Pleasant Valley Elementary?

A $24\frac{5}{7}$ feet   **C** 24 feet

B $23\frac{5}{7}$ feet   **D** $23\frac{2}{7}$ feet

6. Answers (respuestas) # 6

Mark only one oval.

A

B

C

D

Samantha used fraction models to multiply $5 \times \dfrac{3}{8}$.

$\dfrac{3}{8}$ $\dfrac{3}{8}$ $\dfrac{3}{8}$

$\dfrac{3}{8}$ $\dfrac{3}{8}$

Which of these shows the product?

A

B

C

D

7. Answers (respuestas) #7

Mark only one oval.

- ◯ A
- ◯ B
- ◯ C
- ◯ D

Question (pregunta) 8

Evander saw the fraction models.

To describe the shaded areas he wrote an expression.

$$\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4}$$

Which of these expressions can also be used to describe the shaded areas?

A $5 \times \dfrac{3}{4}$ **B** $3 \times \dfrac{1}{4}$ **C** $5 \times \dfrac{1}{2}$ **D** $4 \times \dfrac{3}{4}$

8. Answers (respuestas) #8

Mark only one oval.

○ A

○ B

○ C

○ D

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Use the data below to answer the following question(s).

The Fire Place is a store that sells firewood. The unit of measure to describe an amount of wood is called a cord. The store kept track of the cords of firewood sold during one week and recorded the information in the line plot.

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Which size cord of wood was sold most?

A $\frac{1}{4}$ cord   **B** $\frac{3}{8}$ cord   **C** $\frac{5}{8}$ cord   **D** $\frac{3}{4}$ cord

9. Answers (respuestas) #9

Mark only one oval.

- A
- B
- C
- D

Question (pregunta) 10

Jackie and her mother measured the lengths of different pasta varieties. They recorded the results in the line plot.

Pasta Length (feet)
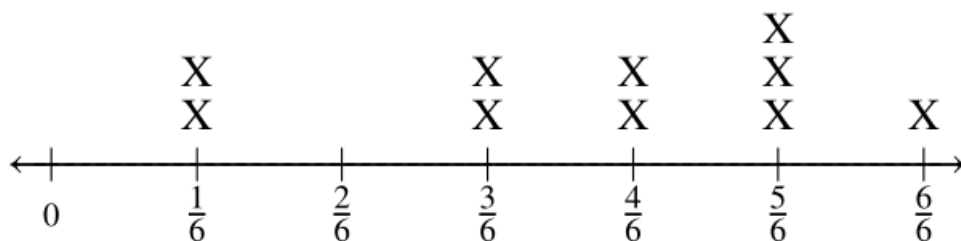
If the pasta were laid out, end to end, what is the total length?

Ⓐ $5\frac{1}{6}$ feet   Ⓑ $5\frac{5}{6}$ feet   Ⓒ $6\frac{1}{6}$ feet   Ⓓ $6\frac{1}{2}$ feet

10. Answers (respuestas) #10

Mark only one oval.

- A
- B
- C
- D

Phase 3
4th Grade Math Websites- Fractions

Equivalent fractions- area model

https://www.youtube.com/watch?v=N1X0vf5PUz4

Equivalent fractions-multiplication

https://www.khanacademy.org/math/arithmetic-home/arith-review-fractions/visualizing-equiv-frac/v/equivalent-fractions

Comparing fractions

https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-comparing-fractions/v/fractions-with-like-denominators-numerators

Comparing fractions with a number line- less than 1

https://www.khanacademy.org/math/cc-third-grade-math/equivalent-fractions-and-comparing-fractions/imp-comparing-fractions/v/comparing-fractions-visually-and-on-number-line

Comparing fractions with a number line- more than 1

https://www.khanacademy.org/math/4th-engage-ny/engage-4th-module-5/4th-module-5-topic-c/v/comparing-fractions-on-a-number-line

Adding Fractions (common denominators)

https://youtu.be/EJjnEau6aeI

Adding Fractions (common denominators)

https://www.youtube.com/watch?v=MlFEfbQJDuw

Subtracting Fractions (common denominators)

https://www.youtube.com/watch?v=v1TX7Kth1JY

Subtracting Fractions (common denominators)

https://www.youtube.com/watch?v=UbUdyE1_b9g&feature=youtu.be

Add/Sub. fractions in word problems

https://youtu.be/5r2FYszC_sU (addition)

https://youtu.be/0njioQqIxKY (sub)

Converting improper fractions to mixed numbers

https://www.youtube.com/watch?v=GpumUOiGS6Q

Converting mixed numbers to improper fractions

https://www.youtube.com/watch?v=TrutPJf9GmQ

Adding mixed numbers

https://www.khanacademy.org/math/cc-fourth-grade-math/imp-fractions-2/imp-adding-and-subtracting-mixed-numbers/v/adding-mixed-numbers-with-like-denominators

Subtracting mixed numbers

https://www.khanacademy.org/math/arithmetic-home/arith-review-fractions/add-sub-mixed-numbers/v/subtracting-mixed-numbers-with-like-denominators

Add/Sub. mixed numbers in word problems

https://www.youtube.com/watch?v=F0EOkIFAyN4

Multiplying a fraction by a whole number

https://www.youtube.com/watch?v=HiNrFT280_Y

Problem solving using a fractional line plot less than a whole

https://www.youtube.com/watch?v=pWz4e73b7t0

Problem solving using a fractional line plot more than a whole

https://www.youtube.com/watch?v=nn00N62tnp0

SCIENCE
Phase Three Packet

SIMPLE MACHINES

Read **a couple articles a week** and learn some cool facts about **simple machines**. When you have finished reading the articles, there are multiple choice questions where you can check your knowledge. We are so proud of all of the work you are doing at home! Keep up the great work!

We miss you!
From, Your Fourth Grade Teachers

Simple Machines Overview

Space crafts, computers, and automobiles are some of the objects that come to mind when we think about machines. Would a broom, nutcracker, or a wheelbarrow also be called a machine? A machine is a device that helps us do work. Machines allow us to do more work than just using muscle power alone. Machines make doing work easier. A broom, nutcracker, and wheelbarrow make work easier, therefore they are machines - simple machines. All machines, no matter how complicated, are made of some combination of the six simple machines: lever, inclined plane, pulley, wedge, screw, and the wheel/axle. These simple machines were all invented in ancient times. Leonardo da Vinci, who lived in Italy during the 15th century, left drawings showing levers, screws and pulleys. The Greek scientist, Archimedes, (287 - 212 BC), developed war machines that used pulleys, levers, wedges, and screws. These six simple machines have been helping people throughout the centuries to make our lives easier today.

1. A <u>machine</u> is a device to help us do work.
    a. True
    b. False

2. Simple machines are:
    a. Levers, ball, string
    b. Wedges, screws, pulleys
    c. Pulleys, Bicycle, lights

3. Name a simple machine that you use everyday?
    a. Spoon
    b. Tooth paste
    c. Tissue

__Friction__

Whenever objects roll or slide across a surface, there is a force called **friction** that causes the moving object to slow down and stop. **Friction** is the resistance between two objects when they move or rub against each other. The amount of friction depends on many things: the shape of the object (round, flat), whether it is smooth or

rough, and the surface that it moves on (**rough** - dirt, sandpaper or **smooth**- ice, glass, oil). Generally, if the object has a rough surface, the friction is stronger and the moving object will stop moving more quickly. If the surface is smooth, the friction is less and the object will take longer to stop. Friction can produce heat. You can feel the heat of friction when you rub your hands together quickly. We can overcome friction by using fluids or lubricants. Water, lotions and oils are examples of lubricants. Friction can be both beneficial (good) and detrimental (bad). It is beneficial when it is used to stop a car (brakes, tires on the road), helps us to walk and run (sneakers on a gym floor), allows us to hold on to our pens when writing and our baseball bats when playing ball. Friction is detrimental when it causes an object to wear out (bald tires, worn out sneaker soles). It also produces unwanted heat which can make work harder to perform.

Questions Day 2

1. The resistance between two objects when they move or rub against each other is called_____.
   a. Force
   b. Friction
   c. Gravity
2. How can we reduce or overcome friction?
   a. Adding fluids
   b. Adding sand
   c. Make it heavier
3. Friction is both beneficial and detrimental.
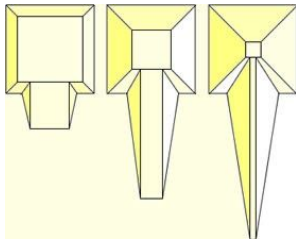   a. True
   b. False

The Lever

The lever is one of the oldest tools known to humankind. It is a simple machine that enables a person to do things that would otherwise be very difficult such as moving or lifting heavy loads, loosening tight bolts, or breaking materials. The lever is a bar that rests on a support called a fulcrum. The lever can change the direction of force (effort) and change the size of the force. The tradeoff in using a lever is that you have to move the weight a greater distance, but less force is needed. The resistance or load (if an object is to be lifted) can be at any point on the lever and the force can be applied to any point on the lever. By using a lever, you can move or lift a heavy weight with less effort. Levers can be used in many different ways. Seesaws, nutcrackers and brooms are different types of levers. The function and location of the fulcrum, the load, and the effort, are different in each way that the lever is used. You can use a seesaw as a lever to lift a heavy friend up into the air. You cannot do this without the lever. Try cracking a nut with your bare hands. It's very difficult or almost impossible. If you use a nutcracker, it becomes much easier to crack the hard shell. Is it easier to kneel on the floor to pick up the dust from an area, or use a broom? The broom will allow you to stand straight up, and use small movements with your hands to gather up the dust. When the fulcrum is between the load and the force, it is known as a "first class lever." The man is the force. The weight is the load or resistance. The fulcrum is between the force and the load. When the load is between the force and fulcrum, the lever is known as a second class lever. A nutcracker is an example of a second class lever. The hand is the force. The nut is the resistance. The end of the nutcracker is the fulcrum. A broom is an example of a third class lever. The force (the hand that pushes the broom) is in the middle. The resistance is the dirt on the floor, and the fulcrum is the top of the broom handle.

1. Is a broom considered a lever?
    a. Yes
    b. No

2. By using a lever you can
    a. Lift *heavy* weight with *more* effort
    b. Lift *light* weight with *less* effort
    c. Lift heavy weight with less effort.

Inclined Planes

Ancient Egypt is most famous for its great pyramids. These pyramids were used as burial tombs for the Pharaohs who were the leaders. Egypt's largest pyramid, the Great Pyramid, was built around 2600 BC. It was approximately 147 meters (481 feet) high, and each side of its base was 230 meters (756 feet) long. This would be equivalent today to the size of two and one half football fields. The Egyptians used simple machines to build the pyramids. They used the lever, the wedge, and the inclined plane. They did not know about the pulley, the screw, or the wheel and axle at the time the pyramids were built. (They did, however, use large logs as rollers.) How were the Egyptians able to build the pyramids with so few tools? Pyramid builders used ramps as levers to move the giant stone blocks from level to level. As the pyramid rose higher, the workers built the ramps higher. Stones were hauled up ramps on sledges, which are rectangular platforms that are able to slide over many surfaces. These sledges were inclined planes, one of the six simple machines. Before the pyramid builders could begin their work, they needed to first remove stone from quarries. They split the large slabs of stone by inserting wooden wedges into natural cracks in the rock, soaking the wedges with water (water swells and expands the wood). This made the cracks larger, enabling the rocks to break free. The stones used weighed thousands of pounds and if it were not for the use of simple machines, this amazing feat of engineering could never have happened!

Questions Day 4

1. What is an example of an inclined plane?
   a. Ladder
   b. Ramp
   c. Swing
2. How do inclined planes help people long ago?
   a. Climb higher
   b. Split large stone
   c. Get water

Wedge It!

A wedge is a simple machine made from an inclined plane. It is usually made of wood or metal that tapers to a thin edge. Wedges are used to split or cut an object or raise an object. Nearly all cutting machines make use of the wedge (scissors, saws, knives, axes and nails). Think of the wedge as an inclined plane standing on its narrow end. A fairly weak force, applied to the wide end, will produce a strong force pushing out on the sides. We can use a wedge to cut and shape material to make things we use in our everyday lives (chairs, doors, statues, etc.). A shovel is acting as a wedge as it cuts through the snow. A knife cuts into a piece of meat, and a fork helps us lift the meat. Both are acting as a wedge. Even our front teeth work as wedges! People in the Stone Ages used stone wedges and axes to split logs. They drove the wedges into cracks in the logs, using rocks and hammers. Mammoths and other larger animals were cut apart by razor sharp knives (wedges). Some stone knives and axes found in Ethiopia are estimated to be about two million years old!
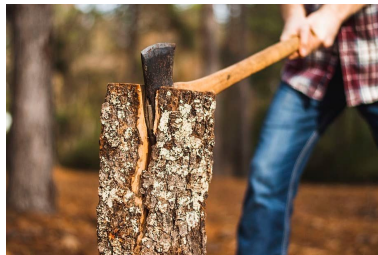
Questions Day 5
1. Our front teeth act as wedges.
   a. True
   b. False
2. A fork is not a wedge.
   a. True
   b. False
3. People in the Stone Age use wedges to
   a. Hold open doors
   b. Cut up animals

Wheel and Axle

About six thousand years ago someone thought about cutting a slice of tree trunk and attaching it to a pole. Alas, the wheel was invented! Before the wheel was invented, heavy loads were dragged along the ground. Much energy was needed to overcome the friction, and damage was also done to the object being dragged. The Egyptians used rollers made from tree trunks to move heavy stones needed to build their monuments. A great step forward was to make a wheel that was fixed to its axle by having a pole attached to it, so that the axle would also turn. The wheel and axle help reduce friction. It increases force or changes the speed and direction of a force. Examples of a wheel and axle are: doorknob, pencil sharpeners, grocery carts, yo-yo's, ferris wheel, a jar with a lid, wagons, and roller skates. The waterwheel is another example of a wheel and axle. It has been used since ancient times. In this waterwheel, the water's weight on the blades of the wheel causes the wheel to turn. The axle is connected to a millstone to grind grain, or to work pumps or other machinery. A form of the waterwheel is now used to make electricity in hydroelectric power plants.
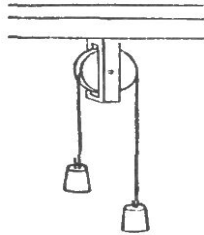
Questions Day 6

1. A jar lid is an example of the wheel and axle.
    a. True
    b. False
2. A doorknob is an example of
    a. Lever
    b. Pulley
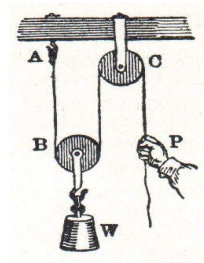   c. Wedge
    d. Wheel and Axle

Pulleys

The first known pulleys appeared during the 8th century BC, in battle scenes. They were probably used to hoist buckets over the walls of a fort. The Greek engineer, Archimedes, used a group of pulleys to launch a ship, pulling it from dry dock to the ocean, in 212 BC. A pulley is a simple machine that helps in the lifting of a load. It consists of a wheel with a grove all around the rim, into which one can fit a rope or steel cable. If you attach a load t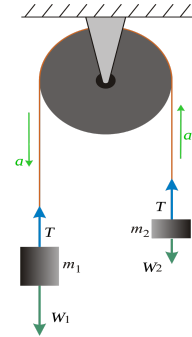o one end of the rope, you can lift it by pulling at the other end. Pulleys can be fixed or moveable. A fixed pulley stays in one position. The load to be lifted (the resistance) is at one end of the rope and the effort or pull to lift is at the other end. The advantage of a fixed pulley in lifting a load is that it is easier to pull down toward the pull of gravity on a rope than it is to pull up on it. The pulley at the top of a flagpole is an example of a fixed pulley. With a moveable pulley, the pulley moves along the rope with the object being lifted or pulled. One end of the rope is attached to a fixed support above the load, and a person can pull up on the other end. Moveable pulleys multiply the force of a person's pull, reducing the force needed to lift a load. This system therefore requires less effort to lift or pull an object.

Simple Fixed Pulley.

Questions

1. What are two types of pulleys?
   a. Fixed pulley/ multiple pulley
   b. Suspended pulley/ Fixed pulley
   c. Fixed pulley/Moveable pulley

2. The advantage of a fixed pulley is that you are pulling toward gravity.
   a. True
   b. False

3. An example of a pulley is
   a. A swing
   b. Flag pole
   c. doorknob

Pulleys at Work!

Pulleys are used in many devices that we use everyday. Two common examples are the elevator and the escalator. Elevator An elevator uses only one pulley at the top of the elevator shaft. A cable runs from the top of the elevator, over the pulley wheel, past a guide, and down the other side. There it is attached to a counterweight. The idea is that the counterweight just about balances the elevator and its passengers. So the motor, which turns the pulley to raise or lower the elevator, only has to lift the difference in weight between the elevator and the counterweight. Escalator An escalator looks much more complicated than an elevator, but it uses the same idea. The stairs on which you stand run on rails. At the top they turn upside down, then they go back to the bottom. The stairs going down balance the stairs going up. So the motor driving the big-toothed pulley has to lift only the people, not the stairs as well.

Questions
1. Is an escalator considered a pulley?
    a. Yes
    b. No
2. Counterweights are used to balance the elevator and its passengers
    a. True
    b. False
3. Only an escalator is a pulley, not an elevator.
    a. True
    b. False