

Hillcrest

Elementary School



4th Grade Home Packet

Paquete de 4to grado



This At–Home Activity Packet includes approximately 10 Reading/ELA lessons in it.

We recommend that your student complete one lesson each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons. Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

This At–Home Activity Packet also includes 23 sets of practice math problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

Este Paquete de actividades para el hogar incluye aproximadamente 10 lecciones.

Se recomienda que el estudiante complete una lección cada día.

La mayoría de las lecciones las pueden completar independientemente. Sin embargo, hay algunas lecciones que pueden requerir el apoyo de un adulto. Si no hay un adulto disponible, no hay por qué preocuparse. Simplemente pasen a la siguiente lección.

Anime a los estudiantes a que trabajen lo mejor que puedan con este contenido —¡lo más importante es que continúen trabajando en su lectura!

Este Paquete de actividades para el hogar también incluye un conjunto de 23 problemas prácticos que están alineados con importantes conceptos de matemáticas en los que sus estudiantes ya han trabajado durante este año.

Se recomienda que el estudiante complete una página de problemas de práctica cada día.

Anime al estudiante a hacer su mejor esfuerzo al trabajar en este contenido. Lo más importante es que continúe desarrollando sus habilidades y fluidez en matemáticas.

Printer Warning:

This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.



Grade 4 Reading

Student At-Home Activity Packet 1

This At-Home Activity Packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

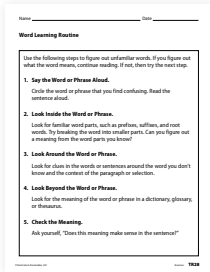
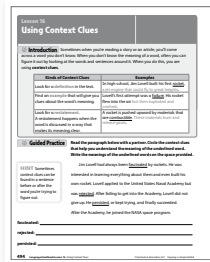
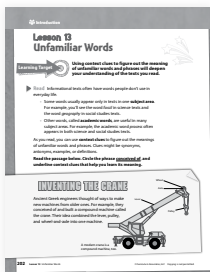
Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 4
Reading activities
included in this packet!

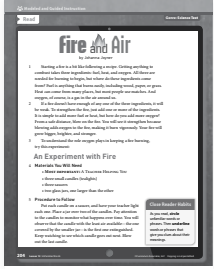
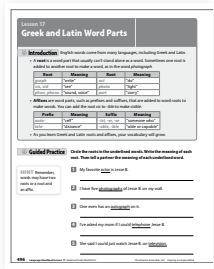
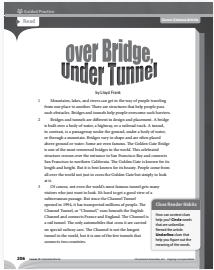


Grade 4 Reading Activities in Section 1

Lesson	Resource	Instructions	Page(s)
0	Grade 4, Ready Reading Word Learning Routine 	• Read the Word Learning Routine together. Keep it handy—you'll need it later!	10
1	Grade 4 Ready Language Handbook, Lesson 16 	• Read the Introduction. • Complete Guided Practice.	11–12
2	Grade 4 Ready Language Handbook, Lesson 16 	• Read the Introduction. • Complete Think exercise.	13–14

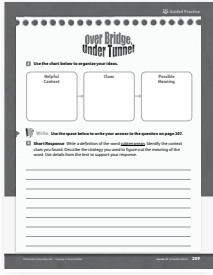
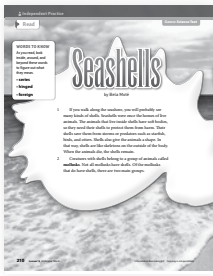
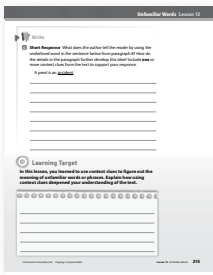
Section 1 Table of Contents

Grade 4 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
3	Grade 4, Ready Reading Lesson 13 Part 2 	• Read the passage “Fire and Air.” • Complete Modeled and Guided activities.	15–16
4	Grade 4 Ready Language Handbook, Lesson 17 	• Read the Introduction. • Complete Guided Practice.	17–18
5	Grade 4, Ready Reading Lesson 13, Part 3 	• Read “Over Bridge, Under Tunnel.” • Complete Think, Talk	19–20

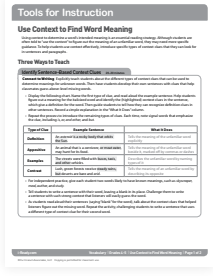
Section 1 Table of Contents

Grade 4 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
6	Grade 4, Ready Reading Lesson 13, Part 5 	• Reread the passage “Over Bridge, Under Tunnel.” • Complete the Writing activity.	21
7	Grade 4, Ready Reading Lesson 13, Part 6 	• Complete Independent Practice: “Seashells.”	22–26
8	Grade 4, Ready Reading Lesson 13, Part 7 	• Reread the “Seashells.” • Do the Writing activity.	22–24, 27

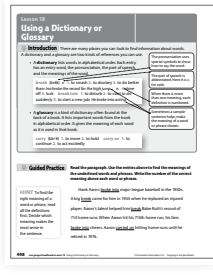
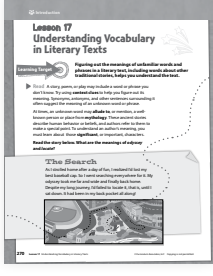
Section 1 Table of Contents

Grade 4 Reading Activities in Section 1 (Cont.)

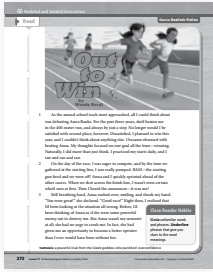
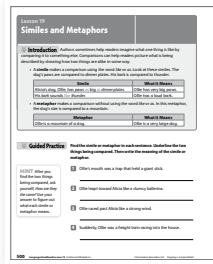
Lesson	Resource	Instructions	Page(s)
9	Tools for Instruction Use Context to Find Word Meaning 	Parent/Guardian: Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons.	28–29

Section 2 Table of Contents

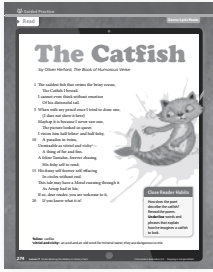
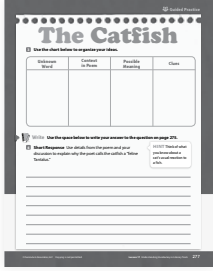
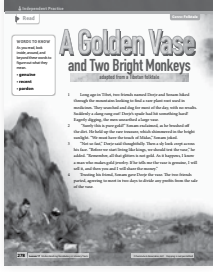
Grade 4 Reading Activities in Section 2

Lesson	Resource	Instructions	Page(s)
1	Grade 4 Ready Language Handbook, Lesson 18 	• Read the Word Learning Routine together. Keep it handy—you'll need it later!	30–31
2	Grade 4, Ready Reading Lesson 17, Part 1 	• Read the Introduction. • Complete Think exercise.	32–33

Grade 4 Reading Activities in Section 2 (Cont.)

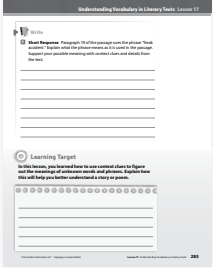
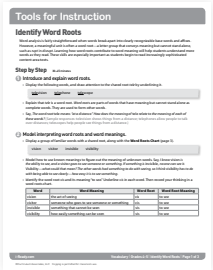
Lesson	Resource	Instructions	Page(s)
3	Grade 4, Ready Reading Lesson 17, Part 2 	• Read the passage “Out to Win.” • Complete Think and Talk.	34–35
4	Grade 4 Ready Language Handbook, Lesson 19 	• Read the Introduction. • Complete Guided Practice.	36–37
5	Grade 4, Ready Reading Lesson 17, Part 3 	• Reread the passage “Out to Win.” • Complete the Writing activity.	34, 38

Grade 4 Reading Activities in Section 2 (Cont.)

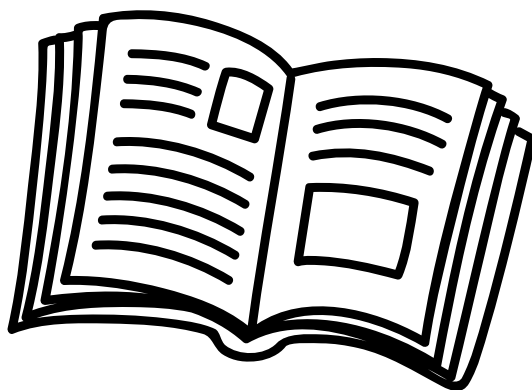
Lesson	Resource	Instructions	Page(s)
6	Grade 4, Ready Reading Lesson 17, Part 4 	• Read the passage “The Catfish.” • Complete Think activity.	39–40
7	Grade 4, Ready Reading Lesson 17, Part 5 	• Reread “The Catfish.” • Complete the Think and Write activities.	39, 41
8	Grade 4, Ready Reading Lesson 17, Part 6 	• Read the passage “A Golden Vase and Two Bright Monkeys.” • Complete the Think activity.	42–46

Section 2 Table of Contents

Grade 4 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Page(s)
9	Grade 4, Ready Reading Lesson 17 Part 7 	• Reread “A Golden Vase and Two Bright Monkeys.” • Complete the Write activity and the Learning Target.	42–44, 47
10	Tools for Instruction Use Context to Find Word Meaning 	Parent/Guardian: Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons.	48

Independent Reading!



See pages
49 and 50
of this
packet.



Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. Look Beyond the Word or Phrase.

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"

Lesson 16

Using Context Clues

 **Introduction** Sometimes when you're reading a story or an article, you'll come across a word you don't know. When you don't know the meaning of a word, often you can figure it out by looking at the words and sentences around it. When you do this, you are using **context clues**.

Kinds of Context Clues	Examples
Look for a definition in the text.	In high school, Jim Lovell built his first <u>rocket</u> , a jet engine that could fly to great heights.
Find an example that will give you clues about the word's meaning.	Lovell's first attempt was a <u>failure</u> . His rocket flew into the air but then exploded and crashed.
Look for a restatement . A restatement happens when the word is discussed in a way that makes its meaning clear.	A rocket is pushed upward by materials that are <u>combustible</u> . These materials burn and release gases.

Guided Practice

Read the paragraph below with a partner. Circle the context clues that help you understand the meaning of the underlined word. Write the meanings of the underlined words on the space provided.

HINT Sometimes context clues can be found in a sentence before or after the word you're trying to figure out.

Jim Lovell had always been fascinated by rockets. He was interested in learning everything about them and even built his own rocket. Lovell applied to the United States Naval Academy but was rejected. After failing to get into the Academy, Lovell did not give up. He persisted, or kept trying, and finally succeeded. After the Academy, he joined the NASA space program.

fascinated: _____

rejected: _____

persisted: _____

 Independent Practice

For numbers 1–4, use context clues to figure out the meaning of each underlined word.

NASA chose Lovell to command the *Apollo 13* space mission. Lovell was in charge of two men and of making all final decisions. After they were in space for a little more than two days, Lovell and his crew ran into trouble. One of the oxygen tanks blew up. The explosion caused a leak in another tank, and now there wouldn't be enough oxygen for a moon landing. Lovell and his crew had to return to Earth. Their safe return was due to Lovell's capable leadership.

1 What does the word command mean?

- A** to study
- B** to fly with others on
- C** to be at the head of
- D** to be part of

2 What words help you understand the meaning of command?

- A** "in charge of"
- B** "two men"
- C** "space mission"
- D** "chose Lovell"

3 What does the word explosion mean?

- A** a leak
- B** a bursting of something
- C** a lack of oxygen
- D** leaving outer space

4 What does the word capable suggest about Lovell as a leader?

- A** He is a gentle and patient leader.
- B** He is skillful at leading others.
- C** He is harsh to those he leads.
- D** He is weak when leading others.

Lesson 13

Unfamiliar Words



Learning Target



Using context clues to figure out the meaning of unfamiliar words and phrases will deepen your understanding of the texts you read.

► **Read** Informational texts often have words people don't use in everyday life.

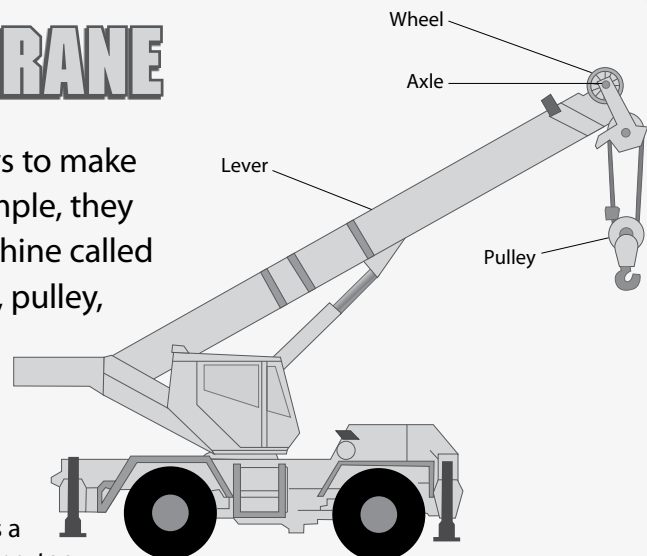
- Some words usually appear only in texts in one **subject area**. For example, you'll see the word *fossil* in science texts and the word *geography* in social studies texts.
- Other words, called **academic words**, are useful in many subject areas. For example, the academic word *process* often appears in both science and social studies texts.

As you read, you can use **context clues** to figure out the meanings of unfamiliar words and phrases. Clues might be synonyms, antonyms, examples, or definitions.

Read the passage below. Circle the phrase conceived of, and underline context clues that help you learn its meaning.

INVENTING THE CRANE

Ancient Greek engineers thought of ways to make new machines from older ones. For example, they conceived of and built a compound machine called the crane. Their idea combined the lever, pulley, and wheel-and-axle into one machine.



A modern crane is a compound machine, too.

- **Think** What have you learned about figuring out the meaning of unfamiliar words? Complete the chart below to figure out the meaning of the phrase conceived of as it is used in the passage. Then explain what the phrase most likely means.

Helpful Context	Clues	Possible Meaning

The meaning of the phrase: _____

- **Talk** Share your chart and meaning with a partner.
- Did you agree about the helpful context?
 - Did you agree about the meaning of the phrase?



Academic Talk

Use these phrases to talk about the text.

- **subject area**
- **academic words**
- **context clues**

Fire and Air

by Johanna Joyner

- 1 Starting a fire is a bit like following a recipe. Getting anything to combust takes three ingredients: fuel, heat, and oxygen. All three are needed for burning to begin, but where do these ingredients come from? Fuel is anything that burns easily, including wood, paper, or grass. Heat can come from many places, but most people use matches. And oxygen, of course, is a gas in the air around us.
- 2 If a fire doesn't have enough of any one of the three ingredients, it will be weak. To strengthen the fire, just add one or more of the ingredients. It is simple to add more fuel or heat, but how do you add more oxygen? From a safe distance, blow on the fire. You will see it strengthen because blowing adds oxygen to the fire, making it burn vigorously. Your fire will grow bigger, brighter, and stronger.
- 3 To understand the role oxygen plays in keeping a fire burning, try this experiment:

An Experiment with Fire

4 Materials You Will Need

- **MOST IMPORTANT:** A TEACHER HELPING YOU
- three small candles (tealights)
- three saucers
- two glass jars, one larger than the other

5 Procedure to Follow

Put each candle on a saucer, and have your teacher light each one. Place a jar over two of the candles. Pay attention to the candles to monitor what happens over time. You will observe that the candle with the least air available—the one covered by the smaller jar—is the first one extinguished. Keep watching to see which candle goes out next. Blow out the last candle.

Close Reader Habits

As you read, **circle** unfamiliar words or phrases. Then **underline** words or phrases that give you clues about their meanings.

Explore

How did context clues help you figure out the meaning of unfamiliar words in the science text?



A chart will help you identify the parts of the text that provide context clues.

Think

- 1 Complete the chart below. Write the helpful context and clues you used to figure out the meaning of each unfamiliar word.

Combust means:

Helpful Context	Clues	Possible Meaning
1. "Starting a fire is a bit like following a recipe. . ."		

Monitor means:

Helpful Context	Clues	Possible Meaning
1. "Pay attention to the candles. . ." 2. "... happens over time."	1. attention	

Talk

- 2 Explain how figuring out the meaning of unfamiliar words helped you understand the text. Which context clues were the most helpful? Why?



Write

- 3 **Short Response** Briefly explain how you figured out the meaning of combust and monitor. Use text details to support your answer. Use the space on page 208 to write your answer.

HINT Replace an unfamiliar word with its possible meaning to see if it makes sense.

Lesson 17

Greek and Latin Word Parts



Introduction

English words come from many languages, including Greek and Latin.

- A **root** is a word part that usually can't stand alone as a word. Sometimes one root is added to another root to make a word, as in the word *photograph*.

Root	Meaning	Root	Meaning
<i>graph</i>	"write"	<i>act</i>	"do"
<i>vis, vid</i>	"see"	<i>photo</i>	"light"
<i>phon, phono</i>	"sound, voice"	<i>port</i>	"carry"

- Affixes** are word parts, such as prefixes and suffixes, that are added to word roots to make words. You can add the root *vis* to *-ible* to make *visible*.

Prefix	Meaning	Suffix	Meaning
<i>auto-</i>	"self"	<i>-ist, -er, -or</i>	"someone who"
<i>tele-</i>	"distance"	<i>-able, -ible</i>	"able or capable"

- As you learn Greek and Latin roots and affixes, your vocabulary will grow.



Guided Practice

Circle the roots in the underlined words. Write the meaning of each root. Then tell a partner the meaning of each underlined word.

HINT Remember, words may have two roots or a root and an affix.

- 1 My favorite actor is Jesse B.

- 2 I have five photographs of Jesse B. on my wall.

- 3 One even has an autograph on it.

- 4 I've asked my mom if I could telephone Jesse B.

- 5 She said I could just watch Jesse B. on television.

Independent Practice

For numbers 1–4, read each sentence. Then answer the question.

- 1** I decided to compose a letter to Jesse B.

The prefix *com-* means “with,” and the root *poser* means “to put or set down.” What is the meaning of compose as used in the sentence?

- A** to think
- B** to write
- C** to talk
- D** to mail

- 2** Dear Jesse B., I just read a biography about you.

The prefix *bio-* means “life,” and the root *graph* means “write.” What is the meaning of biography as used in the sentence?

- A** writing about the life of an actor
- B** writing about someone else’s life
- C** writing about the beauty of life
- D** writing about how to live your life

- 3** Your life story inspires me and many other fans.

The prefix *in-* can mean “within,” and the root *spir* means “breathe.” What is the meaning of inspires as used in the sentence?

- A** causes people to become alive
- B** causes a heavy wind to blow
- C** causes people to faint
- D** causes strong lungs

- 4** I hear you are a very benevolent person, giving to many charities.

The prefix *bene-* means “well,” and the root *velle* means “wish.” What is the meaning of benevolent as used in the sentence?

- A** surrounded by good people
- B** showing good will to others
- C** liked by many good people
- D** hoping others are good

Over Bridge, Under Tunnel

by Lloyd Frank

- 1 Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.
- 2 Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.
- 3 Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar.

Reread the article.

Underline clues that help you figure out the meaning of the words.



Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

► **Think** Use what you learned from reading the science article to respond to the following questions.

1 What is the meaning of obstacles as it is used in paragraph 1 of the text?

- A things made below or above ground
- B things that slow or stop movement
- C things that help people travel
- D things built through mountains or over water

2 Underline **four** context clues in paragraph 2 that **best** help you understand the meaning of the word renowned.

A bridge is built over a body of water, a highway, or a railroad track. . . . Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.

► Talk

3 Discuss the meaning of the word subterranean as it is used in this sentence from paragraph 3:

It is hard to get a good view of a subterranean passage.

HINT Use a chart to organize your thoughts about context clues.

► Write

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 209 to write your answer.

over Bridge, Under Tunnel

3 Use the chart below to organize your ideas.

Helpful Context	Clues	Possible Meaning



Write Use the space below to write your answer to the question on page 207.

4 Short Response Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response.

WORDS TO KNOW

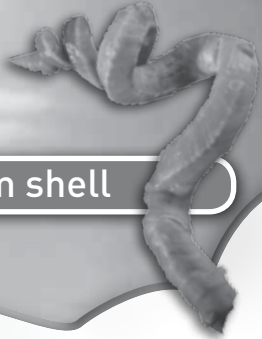
As you read, look inside, around, and beyond these words to figure out what they mean.

- **series**
- **hinged**
- **foreign**

Seashells

by Bela Moté

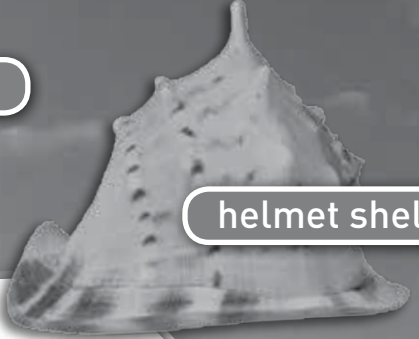
- 1 If you walk along the seashore, you will probably see many kinds of shells. Seashells were once the homes of live animals. The animals that live inside shells have soft bodies, so they need their shells to protect them from harm. Their shells save them from storms or predators such as starfish, birds, and otters. Shells also give the animals a shape. In that way, shells are like skeletons on the outside of the body. When the animals die, the shells remain.
- 2 Creatures with shells belong to a group of animals called **mollusks**. Not all mollusks have shells. Of the mollusks that do have shells, there are two main groups.



worm shell



slipper shell



helmet shell

Univalves

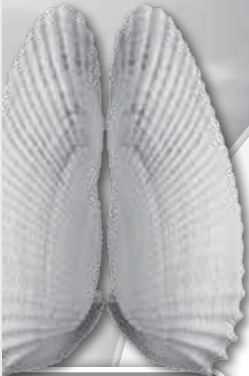
- 3 More than three-quarters of all mollusks are **univalves**, a word that means “having a shell that is all one piece.” The shell is coiled, and inside the coil is the soft body of the mollusk. Many univalves are named for their appearance. Look at the examples above. Does the helmet shell remind you of a helmet? How about the worm and slipper shells?
- 4 Some univalves have small holes in their shells. Abalone shells have a series of holes. Water and wastes are expelled, or pushed out, through the holes. The inside of an abalone shell gleams with different rainbow colors. This iridescent substance is called mother-of-pearl.



abalone shell

Bivalves

- 5 After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.
- 6 Many bivalves have names that reflect their appearance. A jackknife is a knife that folds into its own case. The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife. Are angel wing and kitten's paw fitting names for the shells shown here?
- 7 There are many different kinds of clams, from very small to very large. The giant clam is the largest bivalve. Some are four feet long and weigh 500 pounds. The giant clam even grows its own food. Tiny plants get caught in the clam. The plants get what they need from the clam, but eventually the clam eats the plants.
- 8 Another common bivalve is the oyster. All oysters can make pearls, but the pearl oyster makes the most beautiful ones. A pearl is an accident. A grain of sand or something else gets inside the oyster shell. An oyster is creating new shell material all the time. To protect itself from the foreign body, the oyster covers it with the same material that the oyster's shell is made of. The result is a pearl.

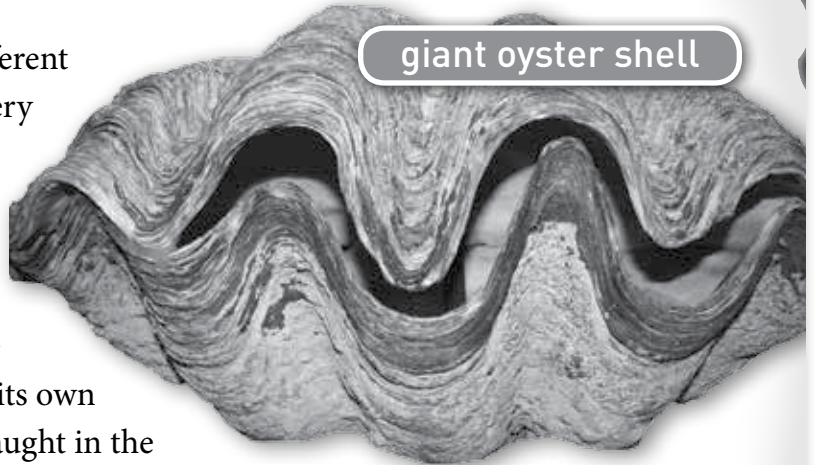


angel wing shell

kitten's paw shell



jackknife shell



giant oyster shell



pearl oyster shell

 **Think** Use what you learned from reading the science text to respond to the following questions.

- 1** Read the sentence from paragraph 1 in the passage.

Their shells save them from storms or predators such as starfish, birds, and otters.

What does the author suggest to the reader by using the word predators? Pick **two** choices.

- A** Predators can harm some animals.
- B** Predators need to find shelter from storms.
- C** An animal's shell helps protect it.
- D** All predators have skeletons.
- E** When the animal dies, the shell remains.

- 2** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word iridescent as it is used in paragraph 4?

- A** not letting light through
- B** easy to notice or understand
- C** shining with many varying colors
- D** a small amount of something

Part B

Which phrase from the passage helps the reader understand the meaning of iridescent?

- A** "next largest group of mollusks"
- B** "have small holes in their shells"
- C** "the inside of an abalone shell"
- D** "gleams with different rainbow colors"

- 3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word bivalve as it is used in paragraph 5?

- A having a hard outer shell
- B having a shell with two pieces
- C having a soft outer shell
- D having a shell that is all one piece

Part B

Underline the **two** phrases in paragraph 5 that **best** support your answer in Part A.

After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

- 4 Read the sentence from the passage.

The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife.

What does the author tell the reader by using the word appropriate? Pick **two** choices.

- A Bivalves are the largest group of mollusks.
- B Jackknife describes the shape of the clam.
- C An angel wing is a good name for the clam.
- D Jackknife is a good name for the clam.
- E The clam looks like an open jackknife.
- F A jackknife folds into its own case.

**Write**

- 5 Short Response** What does the author tell the reader by using the underlined word in the sentence below from paragraph 8? How do the details in the paragraph further develop this idea? Include **one** or more context clues from the text to support your response.

A pearl is an accident.

**Learning Target**

In this lesson, you learned to use context clues to figure out the meaning of unfamiliar words or phrases. Explain how using context clues deepened your understanding of the text.

Tools for Instruction

Use Context to Find Word Meaning

Using context to determine a word's intended meaning is an essential reading strategy. Although students are often told to "use the context" to figure out the meaning of an unfamiliar word, they may need more specific guidance. To help students use context effectively, introduce specific types of context clues that they can look for in sentences and paragraphs.

Three Ways to Teach

Identify Sentence-Based Context Clues 20–30 minutes

Connect to Writing Explicitly teach students about the different types of context clues that can be used to determine meanings for unknown words. Then have students develop their own sentences with clues that help classmates guess above-level missing words.

- Display the following chart. Name the first type of clue, and read aloud the example sentence. Help students figure out a meaning for the italicized word and identify the (highlighted) context clues in the sentence, which give a definition for the word. Then guide students to tell how they can recognize definition clues in other sentences. Record a simple explanation in the "What It Does" column.
- Repeat the process to introduce the remaining types of clues. Each time, note signal words that emphasize the clue, including *is*, *or*, *and*, *other*, and *but*.

Type of Clue	Example Sentence	What It Does
Definition	An <i>asteroid</i> is a rocky body that orbits the Sun.	Tells the meaning of the unfamiliar word explicitly
Appositive	An animal that is a <i>carnivore</i> , or meat eater, may hunt for its food.	Tells the meaning of the unfamiliar word beside it, marked off by commas or dashes
Examples	The streets were filled with buses, taxis, and other <i>vehicles</i> .	Describes the unfamiliar word by naming types of it
Contrast	Lush, green forests receive steady rains, but deserts are bare and <i>arid</i> .	Tells the meaning of an unfamiliar word by describing its opposite

- For independent practice, give each student two words likely to have known meanings, such as *skyscraper*, *meal*, *author*, and *study*.
- Tell students to write a sentence with their word, leaving a blank in its place. Challenge them to write a sentence with such strong context that listeners will easily guess the word.
- As students read aloud their sentences (saying "blank" for the word), talk about the context clues that helped listeners figure out the missing word. Repeat the activity, challenging students to write a sentence that uses a different type of context clue for their second word.

Identify Paragraph or Text-Based Context Clues 10–15 minutes

Explain that sometimes readers have to read the sentences before and after an unfamiliar word to determine its meaning. Choose a passage with a challenging, above-level word that is not defined in the same sentence but can be understood by rereading the paragraph. Display the paragraph with the word underlined, and model asking and answering questions such as these to determine the word's meaning:

- *What is this paragraph about?*
- *Do the sentences around the unfamiliar word describe it in a different way, by giving a synonym or example or by showing a contrast?*
- *Can I make an educated guess about what the word could mean?*
- *If I replace the word with what I think it might mean, does the sentence make sense with the topic or purpose of the paragraph?*

For independent practice, have partners choose another paragraph that includes one or two unfamiliar words. Have them use the questions above to search for context clues that will help them figure out the meaning of the unfamiliar words.

Use Multiple-Meaning Words to Highlight Context 10–15 minutes

- Explain to students that context clues can help readers clarify the intended meaning of a multiple-meaning word. Say, *Although looking up a word in a dictionary can be helpful, it can sometimes be hard to know which meaning was used in the text when a word has several definitions.*
- Display a list of multiple-meaning words. Then provide sentences using varied meanings for the words.

fan	The <u>fan</u> cheered for her team.	There was only a <u>fan</u> to keep us cool.
fry	The <u>fry</u> swim downstream right after hatching.	My dad will <u>fry</u> potatoes for dinner.
lap	I held the plate in my <u>lap</u> .	We ran one <u>lap</u> around the track.
strike	Watch the hammer <u>strike</u> the nail.	That pitch looks like a <u>strike</u> .

- Discuss how the context clues in each sentence clarify the intended meaning of the word. Provide independent practice by suggesting other multiple-meaning words and asking students to give oral sentences that make each of the word meanings clear. Then ask students to choose one word and draw each of its meanings.

Check for Understanding

If you observe...	Then try...
difficulty using context to define an unfamiliar word	confirming that students have sufficient background knowledge to understand the context. Ask students to briefly summarize the paragraph in their own words. Correct any misunderstandings, and proceed to model using the context to define the unfamiliar word.
errors in determining word meanings based on context	substituting students' definitions for the unfamiliar word, and verifying whether the inserted meaning makes sense.

Lesson 18

Using a Dictionary or Glossary

**Introduction**

There are many places you can look to find information about words. A dictionary and a glossary are two kinds of references you can use.

- A **dictionary** lists words in alphabetical order. Each entry has an entry word, the pronunciation, the part of speech, and the meanings of the word.

break (brāk) *v.* **1.** to smash **2.** to disobey **3.** to do better than: *Ina broke the record for the high jump.* *n.* **4.** time off **5.** luck **break into** **1.** to disturb **2.** to start to do suddenly **3.** to start a new job: *He broke into acting.*

The pronunciation uses special symbols to show how to say the word.

The part of speech is abbreviated. Here it is *v.* for verb.

When there is more than one meaning, each definition is numbered.

Sometimes a sample sentence helps make the meaning of a word or phrase clearer.

- A **glossary** is a kind of dictionary often found at the back of a book. It lists important words from the book in alphabetical order. It gives the meaning of each word as it is used in that book.

carry (kār'ē) **1.** to move **2.** to hold **carry on** **1.** to continue **2.** to act excitedly

**Guided Practice**

Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.

Hank Aaron broke into major league baseball in the 1950s.

A big break came for him in 1954 when he replaced an injured player. Aaron's talent helped him break Babe Ruth's record of 714 home runs. When Aaron hit his 715th home run, his fans broke into cheers. Aaron carried on hitting home runs until he retired in 1976.

HINT To find the right meaning of a word or phrase, read all the definitions first. Decide which meaning makes the most sense in the sentence.

Independent Practice

Use the dictionary entries to answer numbers 1–4.

material (mə tîr' ē əl) *n.* **1.** fabric or cloth **2.** ideas and facts used in writing something *adj.* **3.** made of matter **4.** having great meaning or effect

- 1** Which definition matches how material is used in this sentence?

Hank Aaron had few material goods growing up, but his parents gave him love and encouragement.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

hammer (hăm' ər) *n.* **1.** a tool used for pounding objects, such as nails **2.** a part of a piano *v.* **3.** to hit hard **4.** to join with nails

- 2** Which definition matches how hammer is used in this sentence?

His skill at hammering baseballs helped Aaron become a successful baseball player.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

stand (stănd) *n.* **1.** a display area **2.** an opinion or a position on an issue *v.* **3.** to be on one's feet **4.** to endure, put up with **stand for** **1.** to represent, be a symbol of **2.** to allow **3.** to believe in and support: *He stands for equality.* **4.** an abbreviation for

- 3** Which definition matches how stand is used in this sentence?

Aaron could stand a lot of pressure, too.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

- 4** Which definition matches how stand for is used in this sentence?

Hank Aaron stands for the talent, hard work, and courage that make an athlete great.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

Lesson 17

Understanding Vocabulary in Literary Texts



Learning Target



Figuring out the meanings of unfamiliar words and phrases in a literary text, including words about other traditional stories, helps you understand the text.

- **Read** A story, poem, or play may include a word or phrase you don't know. Try using **context clues** to help you figure out its meaning. Synonyms, antonyms, and other sentences surrounding it often suggest the meaning of an unknown word or phrase.

At times, an unknown word may **allude to**, or mention, a well-known person or place from **mythology**. These ancient stories describe human behavior or beliefs, and authors refer to them to make a special point. To understand an author's meaning, you must learn about those **significant**, or important, characters.

Read the story below. What are the meanings of *odyssey* and *locate*?

The Search

As I strolled home after a day of fun, I realized I'd lost my best baseball cap. So I went searching everywhere for it. My odyssey took me far and wide and finally back home. Despite my long journey, I'd failed to locate it, that is, until I sat down. It had been in my back pocket all along!



- **Think** How can context clues help you learn the meanings of unknown words and phrases? Complete the chart below to show what you have figured out about the meanings of odyssey and locate.

Unknown Word	Context	Possible Meaning	Clues
odyssey	"My odyssey took me far and wide . . ."		
locate			

- **Talk** Share your chart with a partner.
- Did your possible meanings agree?
 - Which context clues did you use?
 - Reread the "The Search." How does knowing the meanings of these two words help you better understand the passage?



Academic Talk

Use these words and phrases to talk about the text.

- **context clues**
- **allude to**
- **mythology**
- **significant**



- 1 As the annual school track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. No longer would I be satisfied with second place, however. Dissatisfied, I planned to win this year, and I couldn't think about anything else. I became obsessed with beating Anna. My thoughts focused on one goal all the time—winning. Naturally, I did more than just think. I practiced my starts daily, and I ran and ran and ran.
- 2 On the day of the race, I was eager to compete, and by the time we gathered at the starting line, I was really pumped. BAM—the starting gun fired and we were off! Anna and I quickly sprinted ahead of the other racers. When we shot across the finish line, I wasn't even certain who'd won at first. Then I heard the announcer—it was me!
- 3 Still breathing hard, Anna rushed over, smiling, and shook my hand. "You were great!" she declared. "Good race!" Right then, I realized that I'd been looking at the situation all wrong. Before, I'd been thinking of Anna as if she were some powerful enemy out to destroy me. But Anna wasn't my nemesis¹ at all; she had no urge to crush me. In fact, she had given me an opportunity to become a better sprinter than I ever would have been without her.

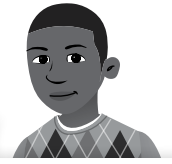
Close Reader Habits

Circle unfamiliar words and phrases. **Underline** phrases that give you clues to the word meanings.

¹**nemesis:** a powerful rival; from the Greek goddess who punished overconfidence

Explore

How do context clues help you figure out the meaning of unfamiliar words in "Out to Win"?



Context clues can appear before or after the sentence having an unfamiliar word.

Think

- 1 Complete the chart below to show what you have figured out about the meanings of the words.

Unknown Word	Context	Possible Meaning	Clues
dissatisfied			
obsessed			
nemesis			

Talk

- 2 Explain the meaning of the word opportunity (paragraph 3). What context clues help you understand what the word means?

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.

Write

- 3 **Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word. Use the space provided on page 276 to write your response.

Lesson 19

Similes and Metaphors

 **Introduction** Authors sometimes help readers imagine what one thing is like by comparing it to something else. Comparisons can help readers picture what is being described by showing how two things are alike in some way.

- A **simile** makes a comparison using the word *like* or *as*. Look at these similes. The dog's paws are compared to dinner plates. His bark is compared to thunder.

Simile	What It Means
Alicia's dog, Ollie, has <i>paws as big as dinner plates</i> .	Ollie has very big paws.
His <i>bark sounds like thunder</i> .	Ollie has a loud bark.

- A **metaphor** makes a comparison without using the word *like* or *as*. In this metaphor, the dog's size is compared to a mountain.

Metaphor	What It Means
<i>Ollie is a mountain of a dog.</i>	Ollie is a very large dog.

Guided Practice

Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor.

HINT After you find the two things being compared, ask yourself, *How are they the same?* Use your answer to figure out what each simile or metaphor means.

- 1** Ollie's mouth was a trap that held a giant stick.

- 2** Ollie leapt toward Alicia like a clumsy ballerina.

- 3** Ollie raced past Alicia like a strong wind.

- 4** Suddenly, Ollie was a freight train racing into the house.



Independent Practice

For numbers 1–5, read each sentence. Then choose the correct meaning of the underlined simile or metaphor.

- 1** The stick in Ollie’s mouth was a sword, knocking over one object after another.

 - A** The stick was heavy.
 - B** The stick was dangerous.
 - C** Ollie was dangerous.
 - D** The stick was made of metal.
- 2** The plates on the table became flying saucers that Alicia had to dodge.

 - A** Flying saucers came from outer space.
 - B** Alicia had to play dodge ball.
 - C** Alicia had to fly across the kitchen.
 - D** Plates flew through the air.
- 3** Salad covered the floor like a large blanket.

 - A** The salad was warm.
 - B** The salad tasted awful.
 - C** There was a large blanket on the floor.
 - D** A layer of salad covered the floor.
- 4** The floor was as sticky as glue.

 - A** Glue covered the floor.
 - B** The floor was a glue stick.
 - C** The floor was very sticky.
 - D** Glue made the floor sticky.
- 5** Alicia was a whirlwind as she cleaned up the mess.

 - A** Alicia spun wildly.
 - B** Alicia worked quickly.
 - C** Alicia was getting tired.
 - D** Alicia was breathing hard.



Write Use the space below to write your answer to the question on page 273.

Out to Win

- 3 Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word.

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.



Don't forget to check your writing.

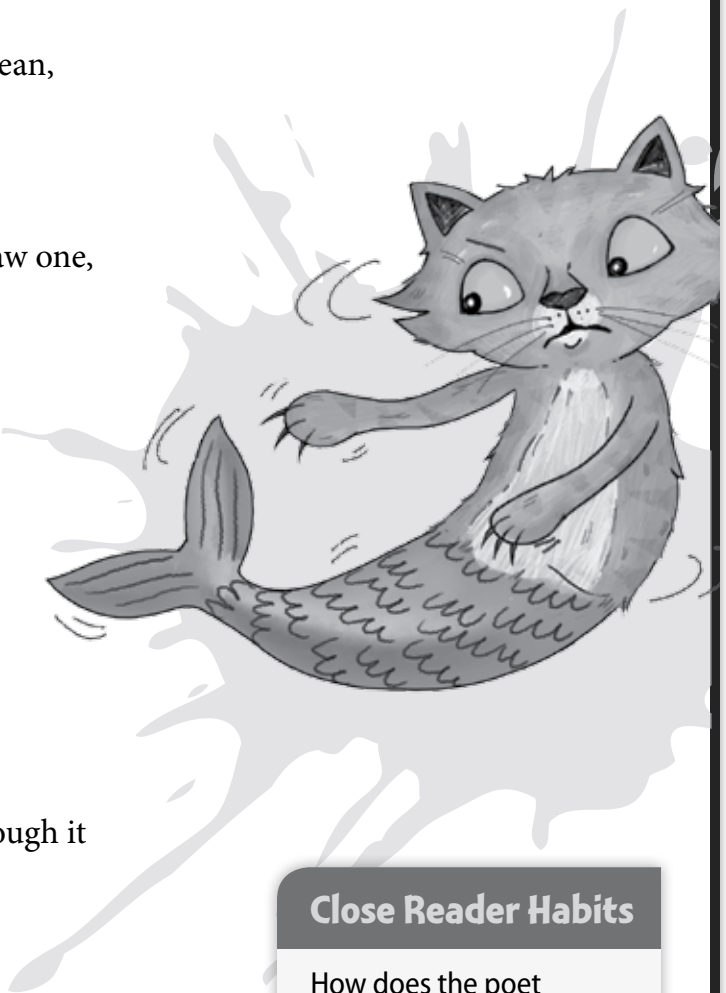
Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

The Catfish

by Oliver Herford, *The Book of Humorous Verse*

- 1 The saddest fish that swims the briny ocean,
The Catfish I bewail.
I cannot even think without emotion
Of his distressful tail.
- 5 When with my pencil once I tried to draw one,
(I dare not show it here)
Mayhap it is because I never saw one,
The picture looked so queer.
I vision him half feline¹ and half fishy,
- 10 A paradox in twins,
Unmixable as vitriol and vichy²—
A thing of fur and fins.
A feline Tantalus, forever chasing
His fishy self to rend;
- 15 His finny self forever self-effacing
In circles without end.
This tale may have a Moral running through it
As Aesop had in his;
If so, dear reader, you are welcome to it,
- 20 If you know what it is!



Close Reader Habits

How does the poet describe the catfish?

Reread the poem.

Underline words and phrases that explain how he imagines a catfish to look.

¹**feline:** catlike

²**vitriol and vichy:** an acid and an old word for mineral water; they are dangerous to mix



If a phrase mentions a character from mythology, you may need to look beyond the text to find information about it.

► **Think** Use what you learned from reading the lyric poem to respond to the following questions.

- 1 In the poem, one word has this definition: “to cry out in sadness or pain.” Underline the word that **best** fits the definition in the following lines from “The Catfish.”

The saddest fish that swims the briny ocean,
The Catfish I bewail,
I cannot even think without emotion
Of his distressful tail.

- 2 Read these lines from the poem.

I vision him half feline and half fishy,
A paradox in twins,
Unmixable as vitriol and vichy—

What is the meaning of paradox as it is used in the poem?

- A a creature with parts that don’t seem to go together
- B a furry fish with a brother that looks just like him
- C a scaly cat that is confused and spins around
- D a make-believe animal that has two different heads

► **Talk**

- 3 Reread lines 13–14. Tantalus is a criminal in a Greek myth. He is punished by keeping delicious food and drink forever just out of his reach. Why does the poet describe the catfish as a “feline Tantalus”? Use the chart on page 277 to organize your ideas about the poem.



Write

- 4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a “feline Tantalus.” Use the space provided on page 277 to write your response.

HINT Think of what you know about a cat’s usual reaction to a fish.

The Catfish

3 Use the chart below to organize your ideas.

Unknown Word	Context in Poem	Possible Meaning	Clues



Write Use the space below to write your answer to the question on page 275.

4 Short Response Use details from the poem and your discussion to explain why the poet calls the catfish a “feline Tantalus.”

HINT Think of what you know about a cat’s usual reaction to a fish.

WORDS TO KNOW

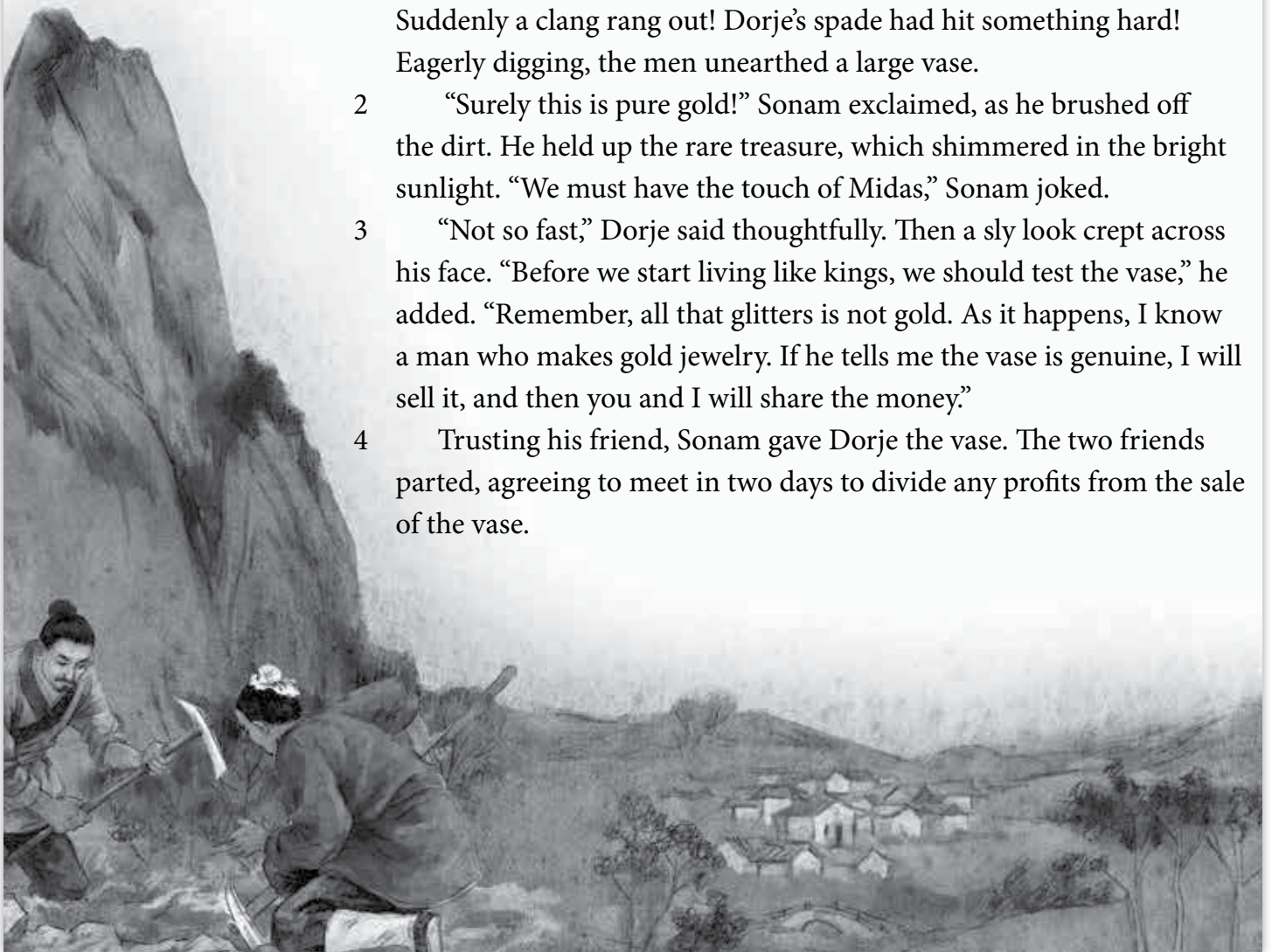
As you read, look inside, around, and beyond these words to figure out what they mean.

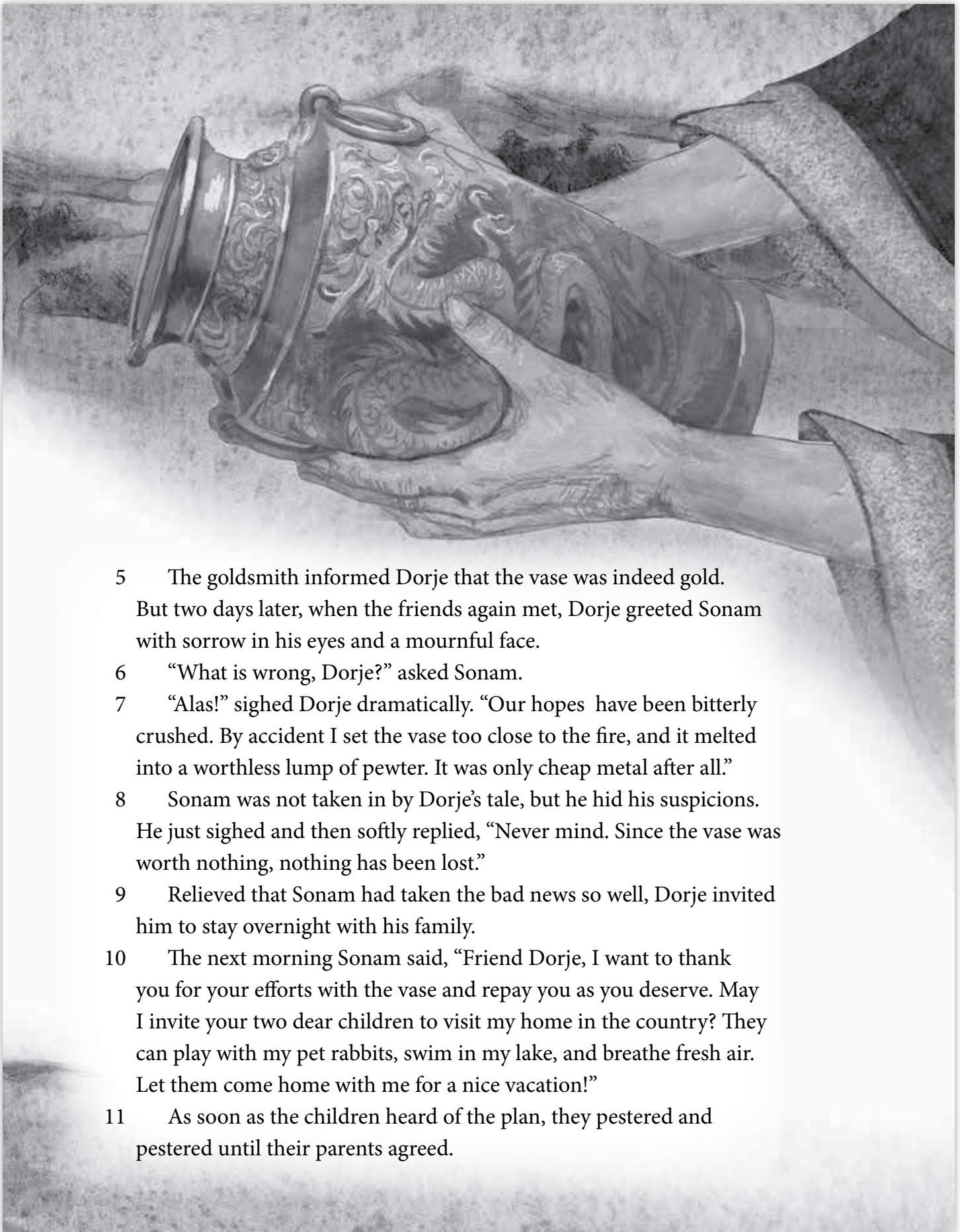
- **genuine**
- **recent**
- **pardon**

A Golden Vase and Two Bright Monkeys

adapted from a Tibetan folktale

- 1 Long ago in Tibet, two friends named Dorje and Sonam hiked through the mountains looking to find a rare plant root used in medicines. They searched and dug for most of the day, with no results. Suddenly a clang rang out! Dorje's spade had hit something hard! Eagerly digging, the men unearthed a large vase.
- 2 "Surely this is pure gold!" Sonam exclaimed, as he brushed off the dirt. He held up the rare treasure, which shimmered in the bright sunlight. "We must have the touch of Midas," Sonam joked.
- 3 "Not so fast," Dorje said thoughtfully. Then a sly look crept across his face. "Before we start living like kings, we should test the vase," he added. "Remember, all that glitters is not gold. As it happens, I know a man who makes gold jewelry. If he tells me the vase is genuine, I will sell it, and then you and I will share the money."
- 4 Trusting his friend, Sonam gave Dorje the vase. The two friends parted, agreeing to meet in two days to divide any profits from the sale of the vase.





5 The goldsmith informed Dorje that the vase was indeed gold.
But two days later, when the friends again met, Dorje greeted Sonam
with sorrow in his eyes and a mournful face.

6 “What is wrong, Dorje?” asked Sonam.

7 “Alas!” sighed Dorje dramatically. “Our hopes have been bitterly
crushed. By accident I set the vase too close to the fire, and it melted
into a worthless lump of pewter. It was only cheap metal after all.”

8 Sonam was not taken in by Dorje’s tale, but he hid his suspicions.
He just sighed and then softly replied, “Never mind. Since the vase was
worth nothing, nothing has been lost.”

9 Relieved that Sonam had taken the bad news so well, Dorje invited
him to stay overnight with his family.

10 The next morning Sonam said, “Friend Dorje, I want to thank
you for your efforts with the vase and repay you as you deserve. May
I invite your two dear children to visit my home in the country? They
can play with my pet rabbits, swim in my lake, and breathe fresh air.
Let them come home with me for a nice vacation!”

11 As soon as the children heard of the plan, they pestered and
pestered until their parents agreed.



- 12 Soon Sonam set off for home with the children for company. Eventually they came to a place called Monkey Hill, the home of many wild monkeys. Sonam captured two young creatures and put them in a small cage. “We will take these little fellows home as pets. You can play with them if you treat them kindly,” he explained. “I will name a monkey after each of you, we’ll teach them tricks, and they will be your twins!”
- 13 Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing at the way the monkeys mimicked whatever the children did.
- 14 Then came the last day of vacation. Sonam gave each child a basket and shooed them outside. “Walk up the mountain to gather berries and fruits,” he said. “We will surprise your father with a tasty treat before you return home.”
- 15 Then Sonam waited. Hearing Dorje approach, he sat down with the monkeys. Holding each one gently, he put on a tragic face.
- 16 “What is wrong, my friend?” asked Dorje.
- 17 “Alas!” sighed Sonam. “These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!”
- 18 Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje’s children jumped, walked, and even smiled, just as they had been taught. At first, Dorje was speechless. “H-h-how can this be?” he sputtered. “Is such a thing even possible?”
- 19 “It was a freak accident,” Sonam replied. “After all, strange things do happen from time to time. Why, I know of a recent case in which a gold vase was turned into cheap metal.” Then a twinkle crept into his eyes.
- 20 “Oh!” was all Dorje could say at first. Then a look of shame and relief spread over his face. “Now I understand, my friend,” he said. “Keeping the money for the vase was dishonest. I will gladly hand over what I owe you, if you will pardon my foolish greed.”
- 21 Just then, Dorje’s children ran in and hugged their father. All was gradually forgiven, and Sonam and Dorje remained friends for life.
- 22 Dorje would often retell the tale of the bright monkeys. And he would always end by saying, “I learned a valuable lesson that day. As you know, a true friend is a treasure greater than gold.”

 **Think** Use what you learned from reading the folktale to respond to the following questions.

- 1** In Greek mythology, King Midas was granted the power to turn any object into gold simply by touching it. Why did the author use the phrase “the touch of Midas” in paragraph 2?
- A** to show that Dorje and Sonam have Midas-like powers because they turned the vase they found into gold
 - B** to compare Dorje and Sonam’s good fortune in finding the vase to Midas’s ability to make gold
 - C** to show that Sonam is well educated, while Dorje is unfamiliar with the story of King Midas
 - D** to compare Dorje and Sonam’s rare golden treasure to similar treasures owned by rich kings like Midas

- 2** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the word pewter in paragraph 7?

- A** a metal that shines like gold
- B** a metal that is soft and melts easily
- C** a metal that is not costly
- D** a metal that is not useful

Part B

Underline **two** story details that support the answer to Part A.

“Alas!” sighed Dorje dramatically. “Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all.”

- 3** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word mimicked as it is used in paragraph 13 of “A Golden Vase and Two Bright Monkeys”?

- A** tried
- B** watched
- C** found
- D** copied

Part B

Circle **one** word in the paragraph below that helps the reader understand the meaning of mimicked.

Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing . . .

- 4** In the paragraphs 17 and 18 shown below from the story, one word has the following definition: “to change completely in appearance or structure.” Underline the word that **best** fits the definition.

“Alas!” sighed Sonam. “These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!”

Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje’s children jumped, walked, and even smiled, just as they had been taught.

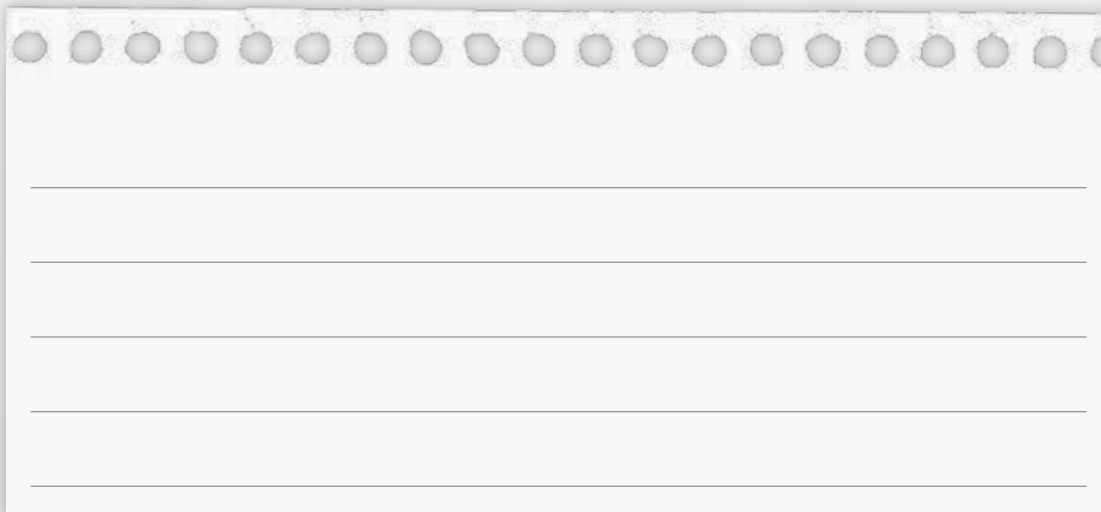
 Write

- 5 Short Response** Paragraph 19 of the passage uses the phrase “freak accident.” Explain what the phrase means as it is used in the passage. Support your possible meaning with context clues and details from the text.



Learning Target

In this lesson, you learned how to use context clues to figure out the meanings of unknown words and phrases. Explain how this will help you better understand a story or poem.



Tools for Instruction

Identify Word Roots

Word analysis is fairly straightforward when words break apart into clearly recognizable base words and affixes. However, a meaningful unit is often a word root—a letter group that conveys meaning but cannot stand alone, such as *rupt* in *disrupt*. Learning how word roots contribute to word meaning will help students understand more words as they read. These skills are especially important as students begin to read increasingly sophisticated content-area texts.

Step by Step 30–45 minutes

1 Introduce and explain word roots.

- Display the following words, and draw attention to the shared root *tele* by underlining it.

television telephone telescope

- Explain that *tele* is a word root. *Word roots* are parts of words that have meaning but cannot stand alone as complete words. They are used to form other words.
- Say, *The word root tele means “at a distance.” How does the meaning of tele relate to the meaning of each of these words?* (Sample responses: television shows things from a distance; telephones allow people to talk over distances; telescopes help people see things from a distance.)

2 Model interpreting word roots and word meanings.

- Display a group of familiar words with a shared root, along with the **Word Roots Chart** (page 3).

vision visitor invisible visibility

- Model how to use known meanings to figure out the meaning of unknown words. Say, *I know vision is the ability to see, and a visitor goes to see someone or something. If something is invisible, no one can see it. Visibility—what could that mean? The other words had something to do with seeing, so I think visibility has to do with being able to see clearly—how easy it is to see something.*
- Identify the word root *vis* and its meaning “to see.” Underline *vis* in each word. Then record your thinking in a word roots chart.

Word	Word Meaning	Word Root	Word Root Meaning
vision	the act of seeing	vis	to see
visitor	someone who goes to see someone or something	vis	to see
invisible	something that cannot be seen	vis	to see
visibility	how easily something can be seen	vis	to see

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.
Then, the character _____.

Ready | Reading Curriculum Associates, LLC 5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

Ready | Reading Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

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UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

Ready | Reading Curriculum Associates, LLC 16

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

Ready | Reading Curriculum Associates, LLC 32

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

Ready | Reading Curriculum Associates, LLC 33

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

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KNOWLEDGE BUILDING

What were you surprised to learn from the text?

Ready | Reading Curriculum Associates, LLC 40

ACADEMIC TALK

I'm curious about _____.

Ready | Reading Curriculum Associates, LLC 70

ACADEMIC TALK

Can you tell me more about _____?

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Tarjetas de discusión

TEXTOS LITERARIOS 

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

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5

TEXTOS LITERARIOS 

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

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11

TEXTOS LITERARIOS 

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

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14

TEXTOS INFORMATIVOS 

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

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16

ASIMILAR CONOCIMIENTOS 

¿Qué te ayuda a entender este texto?

Ahora sé _____.

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32

ASIMILAR CONOCIMIENTOS 

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

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33

ASIMILAR CONOCIMIENTOS 

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____.

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37

ASIMILAR CONOCIMIENTOS 

¿Qué aprendiste en el texto que te haya sorprendido?

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40

LENGUAJE ACADÉMICO 

Siento curiosidad por _____.

Ready | Reading ©Curriculum Associates, LLC

70

LENGUAJE ACADÉMICO 

¿Puedes decirme algo más sobre _____?

Ready | Reading ©Curriculum Associates, LLC

77



Grade 4 Mathematics

Student At-Home Activity Packet

This At-Home Activity Packet includes 23 sets of practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 4 Math
concepts covered in
this packet!



Grade 4 Math concepts covered in this packet

Concept	Practice	Fluency and Skills Practice
Understanding Place Value	1	Understanding of Place Value..... 3
	2	Comparing Multi-Digit Numbers..... 5
	3	Rounding Whole Numbers 6
Adding and Subtracting Whole Numbers	4	Using Strategies to Add 7
	5	Using the Standard Algorithm to Add Greater Numbers..... 8
	6	Using Strategies to Subtract..... 10
	7	Using the Standard Algorithm to Subtract Greater Numbers 11
Multiplying Whole Numbers	8	Multiplication in Word Problems 12
	9	Modeling Multi-Step Problems 13
	10	Solving Multi-Step Problems..... 14
	11	Multiplying a Three-Digit Number by a One-Digit Number 15
	12	Multiplying a Four-Digit Number by a One-Digit Number 16
	13	Multiplying by Two-Digit Numbers 17
Dividing Whole Numbers	14	Division in Word Problems..... 19
	15	Dividing with Arrays and Area Models 20
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Understanding Fractions	18	Understanding of Equivalent Fractions 24
	19	Using Common Numerators and Denominators 25
Adding and Subtracting Fractions	20	Understanding of Fraction Addition and Subtraction..... 26
	21	Adding Fractions 28
	22	Subtracting Fractions..... 29
	23	Decomposing Fractions..... 31

Understanding of Place Value

Name: _____

Set A

- 1** Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 78,215 in expanded form and word form.

- 2** Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 540,632 in expanded form and word form.

Set B

- 3** Show different ways to make 25,302.

_____ thousands + _____ hundreds + _____ ones

_____ hundreds + _____ ones

_____ ones

- 4** Show different ways to make 708,496.

_____ hundred thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

Set B *continued*

- 5** Show different ways to make 492,623.

_____ ten thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ tens + _____ ones

_____ hundreds + _____ ones

- 6** Write 841,620 in three different ways.

- 7** Why do both of these show 27,974?

$20,000 + 7,000 + 900 + 70 + 4$

$27 \text{ thousands} + 97 \text{ tens} + 4 \text{ ones}$

Comparing Multi-Digit Numbers

Name: _____

Set A

Write the symbol that makes each statement true. Use $>$, $<$, or $=$.

1 23,230 _____ 2,323 **2** 33,003 _____ 33,030 **3** 9,999 _____ 10,000

4 40,404 _____ 40,040 **5** 52,177 _____ 52,771 **6** 421,073 _____ 412,730

Set B

7 Circle all the numbers that are less than 78,265.

78,000 79,000 70,000 80,000 78,200 78,300

8 Circle all the numbers that are less than 45,763.

46,000 40,000 50,000 45,700 45,800 45,000

9 Circle all the numbers that are greater than 108,427.

108,000 108,400 108,500 109,000 108,430 108,420

10 How did you solve problem 7?

Rounding Whole Numbers

Name: _____

Round each number to the nearest ten.

1 72

2 172

3 2,572

4 101,372

Round each number to the nearest hundred.

5 180

6 1,180

7 56,180

8 980

9 1,980

10 56,980

Round each number to the nearest thousand.

11 7,750

12 17,750

13 25,750

14 70,750

Round each number to the nearest ten thousand.

15 65,321

16 165,321

17 185,321

18 205,321

19 Round 307,451 to each place value given below.

to the nearest thousand: _____

to the nearest hundred: _____

to the nearest ten: _____

Using Strategies to Add

Name: _____

Add using different strategies.

1 4,000
 + 6,215

2 4,010
 + 6,215

3 4,121
 + 6,215

4 3,000
 + 6,871

5 2,999
 + 6,871

6 2,990
 + 6,871

7 5,020
 + 1,491

8 4,990
 + 1,491

9 4,950
 + 1,491

10 What strategies did you use to solve the problems? Explain.

11 Check your answer to problem 6 by solving it with a different strategy. Show your work.

Using the Standard Algorithm to Add Greater Numbers

Name: _____

Estimate the sum of each addition problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Addition Problems	Student Answers
$\begin{array}{r} 8,997 \\ + 2,301 \\ \hline \end{array}$	31,998 Estimate: $\begin{array}{r} 9,000 \\ + 2,000 \\ \hline 11,000 \end{array}$ 11,298
$\begin{array}{r} 23,411 \\ + 35,507 \\ \hline \end{array}$	12,918
$\begin{array}{r} 72,418 \\ + 41,291 \\ \hline \end{array}$	113,709
$\begin{array}{r} 67,802 \\ + 3,443 \\ \hline \end{array}$	10,225
$\begin{array}{r} 5,188 \\ + 9,024 \\ \hline \end{array}$	6,112

Using the Standard Algorithm to Add Greater Numbers *continued*

Name: _____

Addition Problems	Student Answers
$\begin{array}{r} 21,822 \\ + 75,333 \\ \hline \end{array}$	$97,155$
$\begin{array}{r} 60,125 \\ + 69,205 \\ \hline \end{array}$	$75,330$
$\begin{array}{r} 4,899 \\ 5,224 \\ + 9,296 \\ \hline \end{array}$	$108,209$

1 How does estimating an addition problem help you know if an answer is reasonable?

2 Can an answer be incorrect even if it looks reasonable? Explain.

Using Strategies to Subtract

Name: _____

Subtract.

1 4,003
 — 3

4,003
— 13

4,003
— 103

4,003
— 1,103

4,003
— 2,103

2 2,000
 — 1,999

2,000
— 1,990

2,000
— 1,985

2,000
— 1,500

2,000
— 1,490

3 3,007
 — 7

3,007
— 27

3,007
— 307

3,007
— 1,307

3,007
— 2,307

4 What strategy did you use to find the differences for problem 2? Explain.

5 How could you check your answer to one of the problems using another strategy?

Using the Standard Algorithm to Subtract Greater Numbers

Name: _____

Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.

1 95,217
 – 39,871

2 62,554
 – 31,618

3 92,023
 – 71,578

4 84,724
 – 43,951

5 56,417
 – 24,009

6 71,677
 – 13,197

7 99,902
 – 33,227

8 87,591
 – 46,280

9 90,434
 – 51,533

10 78,282
 – 40,983

11 71,731
 – 61,320

12 50,118
 – 18,306

13 86,496
 – 54,101

14 59,176
 – 17,222

15 89,971
 – 11,499

16 Use estimation and addition to check one of your answers. Show your work.

17 How does checking with addition compare with checking using estimation?

Multiplication in Word Problems

Name: _____

Use a strategy of your choice to solve each problem.

- 1** The library has 5 mystery books on a shelf. It has 4 times as many fiction books on another shelf. How many fiction books are on the shelf?

There are _____ fiction books on the shelf.

- 2** Paul runs 2 laps around the gym. Carrie runs 6 times as many laps as Paul. How many laps does Carrie run?

Carrie runs _____ laps.

- 3** Violet has 3 markers. She has 6 times as many colored pencils as markers. How many colored pencils does she have?

Violet has _____ colored pencils.

- 4** Owen draws 7 comics in April. He draws 3 times as many comics in May. How many comics does Owen draw in May?

Owen draws _____ comics in May.

- 5** Tasha used 8 tomatoes to make salsa. She used 4 times as many tomatoes to make sauce. How many tomatoes did Tasha use to make sauce?

Tasha used _____ tomatoes to make sauce.

- 6** There are 7 pear trees on a farm. There are 7 times as many apple trees as pear trees. How many apple trees are on the farm?

There are _____ apple trees.

- 7** There are 9 school buses in the parking lot. There are 6 times as many cars as school buses in the parking lot. How many cars are in the parking lot?

There are _____ cars in the parking lot.

- 8** There are 8 vases at an art show. There are 9 times as many paintings as vases at the art show. How many paintings are at the art show?

There are _____ paintings at the art show.

- 9** Write and solve a word problem for this equation: $5 \times 6 = ?$

Modeling Multi-Step Problems

Name: _____

Write an equation to represent each problem. Show your work.

- 1** The Lopez family goes to the movies. They buy 2 adult tickets for \$6 each and 3 child tickets for \$4 each. Write an equation to represent how much money the family spends on movie tickets, t .
- 2** Grace earns \$5 each time she walks her neighbor's dog. She walks the dog 5 times in one week. Then she spends \$7 on a book and \$9 on a building set. Write an equation to represent how much money Grace has left, m .
- 3** During the basketball game, Mika makes 3 baskets worth 2 points each, 2 baskets worth 3 points each, and 2 free throws worth 1 point each. Write an equation to represent how many points Mika scores, p .
- 4** Will has 20 pounds of apples. He makes 2 batches of applesauce that use 4 pounds each, one batch of apple butter that uses 6 pounds, and he uses 3 pounds to make juice. Write an equation to represent how many pounds of apples Will has left, p .
- 5** What strategies did you use to write an equation?
- 6** Is there another way you could write one of your equations? Could you write it as two equations? Explain.

Write and solve an equation for each problem. Show your work.

- 1** Tasha spends 25 minutes reading on Wednesday night. She spends 17 more minutes reading on Thursday than she did on Wednesday. Write and solve an equation to find how many minutes Tasha spent reading on Wednesday and Thursday nights.

Tasha spent _____ minutes reading.

- 2** Erik has 2 bags of bird seed. One bag has 10 pounds of seed, and the other bag has 8 pounds of seed. He fills 7 bird feeders with 2 pounds each. Write and solve an equation to find how many pounds of bird seed are left.

There are _____ pounds left.

- 3** There are 15 boys and 19 girls in math club. The tables in Mrs. Miller's classroom seat 4 students each. Write and solve an equation to find how many tables Mrs. Miller will need.

Mrs. Miller will need _____ tables.

- 4** Frankie earns \$5 each time he babysits his little sister. He has saved \$30. Frankie wants to save \$52 to buy a new skateboard. Write and solve an equation to find how many more times Frankie will need to babysit.

Frankie will need to babysit _____ more times.

- 5** How can you estimate to check one of your answers? Show your work.

Multiplying a Three-Digit Number by a One-Digit Number

Name: _____

Find the product.

1 $500 \times 4 =$ _____

$501 \times 4 =$ _____

$506 \times 4 =$ _____

2 $300 \times 2 =$ _____

$299 \times 2 =$ _____

$298 \times 2 =$ _____

3 $400 \times 3 =$ _____

$405 \times 3 =$ _____

$410 \times 3 =$ _____

4 $499 \times 6 =$ _____

5 $706 \times 3 =$ _____

6 $195 \times 5 =$ _____

7 What pattern do you notice in problem 2? How could it help you solve a problem such as 297×2 ?

8 Choose problem 4, 5, or 6. Explain how you could check your answer.

Multiplying a Four-Digit Number by a One-Digit Number

Name: _____

Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.

1 $8,491 \times 2 =$ _____

2 $6,148 \times 4 =$ _____

3 $7,062 \times 5 =$ _____

4 $4,362 \times 5 =$ _____

5 $1,789 \times 8 =$ _____

6 $2,206 \times 9 =$ _____

7 $7,218 \times 4 =$ _____

8 $9,821 \times 3 =$ _____

9 $4,762 \times 6 =$ _____

10 $6,739 \times 6 =$ _____

11 $7,964 \times 4 =$ _____

12 $3,618 \times 7 =$ _____

13 What strategies did you use to solve the problems? Explain.

Multiplying by Two-Digit Numbers

Name: _____

Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers
14×17	2,380 238 Estimate: $14 \times 20 = 280$
15×19	285
21×18	3,078
16×13	28

Multiplying by Two-Digit Numbers *continued*

Name: _____

Multiplication Problems	Student Answers
13×31	403
18×17	3,056
21×15	3,015
12×22	2,604

- 1** How does estimating a multiplication problem help you know if an answer is reasonable?

Division in Word Problems

Name: _____

Use a strategy of your choice to solve each problem.

- 1** There are 5 times as many tulips as rose bushes in a garden. There are 15 tulips. How many rose bushes are in the garden?

There are _____ rose bushes in the garden.

- 2** Kelly has 2 times as many quarters as dimes. She has 18 quarters. How many dimes does she have?

Kelly has _____ dimes.

- 3** There are 18 blueberries in a bowl. There are 3 times as many blueberries as strawberries in the bowl. How many strawberries are in the bowl?

There are _____ strawberries in the bowl.

- 4** Amanda swims for 16 minutes. This is 4 times as many minutes as Julio swims. How many minutes does Julio swim?

Julio swims _____ minutes.

- 5** A tile pattern has 6 times as many white squares as gray squares. There are 48 white tiles in the pattern. How many gray tiles are there?

There are _____ gray tiles in the pattern.

- 6** Leah has 3 times as many country songs as she has pop songs on her MP3 player. She has 27 country songs. How many pop songs does Leah have?

Leah has _____ pop songs.

- 7** Erik sees 42 stars in the sky on Tuesday night. This is 7 times as many stars as he sees on Monday night. How many stars does Erik see on Monday night?

Erik sees _____ stars on Monday night.

- 8** Lucas spends 72 minutes cleaning his room. This is 8 times as long as it takes him to wash the dishes. How long does it take Lucas to wash the dishes?

It takes Lucas _____ minutes to wash the dishes.

- 9** Write and solve a word problem for this equation: $6 \times n = 54$

Dividing with Arrays and Area Models

Name: _____

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $606 \div 2 =$ _____

2 $606 \div 3 =$ _____

3 $903 \div 3 =$ _____

4 $408 \div 8 =$ _____

5 $243 \div 3 =$ _____

6 $721 \div 7 =$ _____

7 $545 \div 5 =$ _____

8 $488 \div 8 =$ _____

9 $816 \div 4 =$ _____

10 $728 \div 8 =$ _____

11 $459 \div 9 =$ _____

12 $366 \div 6 =$ _____

13 What strategies did you use to solve the problems?

14 Explain how to use multiplication to check your answer to problem 10.

Answers

91	303	61	202	204	109
81	51	301	103	51	61

Dividing with Estimation and Area Models

Name: _____

Check the student's answer by multiplying the quotient by the divisor and adding the remainder. If an answer is incorrect, cross out the answer and write the correct quotient, including the remainder.

Division Problems	Student Answers
$637 \div 4$	149 R 1 159 R 1 Check: $149 \times 4 = 596$ $596 + 1 = 597$
$139 \div 2$	69 R 1
$188 \div 5$	38 R 2
$344 \div 6$	57 R 3
$458 \div 9$	58 R 8
$222 \div 7$	31 R 5
$692 \div 8$	85 R 4
$479 \div 3$	169 R 2

Dividing with Estimation and Area Models *continued*

Name: _____

1 Write a word problem that could be solved by one of the problems.

2 Can an answer be incorrect even if it looks reasonable? Explain.

Dividing Four-Digit Numbers

Name: _____

**Estimate. Circle all the problems with quotients between 500 and 1,500.
Then find the exact quotients of only the problems you circled.**

1 $2,508 \div 4 =$ _____

2 $7,058 \div 9 =$ _____

3 $2,726 \div 9 =$ _____

4 $7,429 \div 5 =$ _____

5 $3,506 \div 9 =$ _____

6 $8,318 \div 8 =$ _____

7 $7,645 \div 2 =$ _____

8 $4,113 \div 4 =$ _____

9 $3,196 \div 5 =$ _____

10 $5,018 \div 7 =$ _____

11 $8,127 \div 6 =$ _____

12 $6,155 \div 3 =$ _____

13 What strategies did you use to estimate the quotients? Explain.

14 Check one of your answers by solving it with a different strategy. Show your work.

Understanding of Equivalent Fractions

Name: _____

Write the missing numbers in the boxes to make each equation true.

1 $\frac{2}{4} \times \frac{\boxed{}}{\boxed{}} = \frac{8}{16}$

2 $\frac{2}{3} \times \frac{\boxed{}}{\boxed{}} = \frac{12}{18}$

3 $\frac{5}{6} \times \frac{\boxed{}}{\boxed{}} = \frac{25}{30}$

4 $\frac{2}{3} \times \frac{\boxed{}}{3} = \frac{6}{\boxed{}}$

5 $\frac{3}{8} \times \frac{5}{\boxed{}} = \frac{15}{\boxed{}}$

6 $\frac{5}{6} \times \frac{\boxed{}}{\boxed{}} = \frac{\boxed{}}{12}$

7 $\frac{5}{\boxed{}} \times \frac{\boxed{}}{\boxed{}} = \frac{15}{24}$

8 $\frac{2}{\boxed{}} \times \frac{4}{\boxed{}} = \frac{\boxed{}}{12}$

9 $\frac{\boxed{}}{8} \times \frac{2}{\boxed{}} = \frac{\boxed{}}{16}$

10 Which strategies did you use to solve the problems? Explain why.

Using Common Numerators and Denominators

Name: _____

Compare the fractions. Write $<$, $>$, or $=$.

1 $\frac{3}{4}$ $\frac{3}{8}$

2 $\frac{2}{3}$ $\frac{4}{5}$

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

4 $\frac{2}{10}$ $\frac{23}{100}$

5 $\frac{7}{8}$ $\frac{3}{4}$

6 $\frac{7}{12}$ $\frac{5}{6}$

7 $\frac{10}{12}$ $\frac{5}{6}$

8 $\frac{53}{100}$ $\frac{1}{2}$

9 $\frac{2}{8}$ $\frac{9}{12}$

10 $\frac{1}{6}$ $\frac{3}{12}$

11 $\frac{4}{5}$ $\frac{77}{100}$

12 $\frac{1}{3}$ $\frac{5}{12}$

13 $\frac{1}{4}$ $\frac{2}{12}$

14 $\frac{9}{10}$ $\frac{90}{100}$

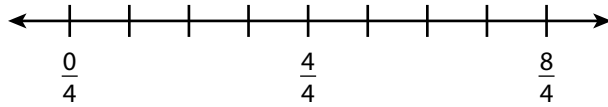
15 $\frac{2}{3}$ $\frac{3}{6}$

16 Show a model you can use to check your answer to problem 12.

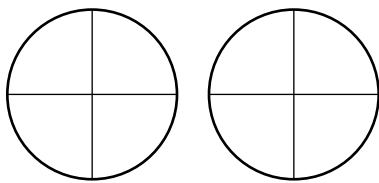
Understanding of Fraction Addition and Subtraction

Name: _____

- 1** Label the number line and use it to show $\frac{3}{4} + \frac{3}{4}$.

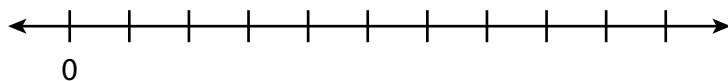


Shade the area model to show $\frac{3}{4} + \frac{3}{4}$.

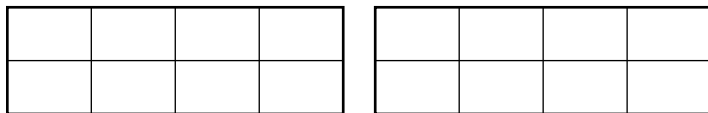


Write the sum. $\frac{3}{4} + \frac{3}{4} =$

- 2** Label the number line and use it to show $\frac{10}{8} - \frac{4}{8}$.



Show $\frac{10}{8} - \frac{4}{8}$ on the area model.



Write the difference. $\frac{10}{8} - \frac{4}{8} =$

Understanding of Fraction Addition and Subtraction *continued*

Name: _____

- 3** What type of model do you like best for showing fraction addition and subtraction? Explain why.

- 4** Compare subtracting $\frac{10}{8} - \frac{4}{8}$ to subtracting $10 - 4$. How are they alike?
How are they different?

Adding Fractions

Name: _____

Write the missing numbers in the boxes to make each addition problem true.

1 $\frac{1}{6} + \frac{4}{6} = \frac{\boxed{}}{6}$

2 $\frac{1}{8} + \frac{4}{8} = \frac{\boxed{}}{\boxed{}}$

3 $\frac{1}{10} + \frac{4}{10} = \frac{\boxed{}}{\boxed{}}$

4 $\frac{4}{12} + \frac{\boxed{}}{\boxed{}} = \frac{7}{12}$

5 $\frac{4}{6} + \frac{\boxed{}}{\boxed{}} = \frac{7}{6}$

6 $\frac{4}{3} + \frac{\boxed{}}{\boxed{}} = \frac{7}{3}$

7 $\frac{\boxed{}}{\boxed{}} + \frac{2}{4} = \frac{5}{4}$

8 $\frac{\boxed{}}{\boxed{}} + \frac{2}{10} = \frac{5}{10}$

9 $\frac{\boxed{}}{\boxed{}} + \frac{2}{8} = \frac{5}{8}$

10 $\frac{\boxed{}}{6} + \frac{2}{6} = \frac{\boxed{}}{6}$

11 $\frac{\boxed{}}{5} + \frac{1}{5} = \frac{\boxed{}}{5}$

12 $\frac{4}{10} + \frac{\boxed{}}{10} = \frac{\boxed{}}{10}$

13 Write a number from 1–12 in each box so that the addition problem is true.

$$\frac{\boxed{}}{12} + \frac{5}{\boxed{}} = \frac{\boxed{}}{12}$$

Subtracting Fractions

Name: _____

Solve each problem.

1 Sammy has $\frac{4}{5}$ of his art project left to paint. He paints $\frac{2}{5}$ of the project. What fraction of the project is left to paint?

2 Marianne has $\frac{6}{8}$ of a yard of green ribbon. She uses $\frac{3}{8}$ of a yard for a craft project. How much green ribbon is left?

3 Yuna plans to run 1 mile. She has run $\frac{7}{10}$ of a mile so far. What fraction of a mile does she have left to run?

4 Alex and Brady are helping to pack books into a box. Together they pack $\frac{7}{12}$ of the books. Alex packs $\frac{4}{12}$ of the books. What fraction of the books does Brady pack?

Subtracting Fractions *continued*

Name: _____

- 5** On Monday, Adam walks $\frac{3}{10}$ of a mile to the store and then $\frac{4}{10}$ of a mile to the park. How far does he walk in all?
- 6** Javier has $\frac{7}{8}$ of a cup of flour. He uses $\frac{3}{8}$ of a cup in a recipe. How much flour does Javier have left?
- 7** Shawna practices piano for $\frac{4}{6}$ of an hour and takes a break. Shawna then practices for $\frac{2}{6}$ of an hour more. How long does Shawna practice in all?
- 8** Kailee has finished $\frac{4}{5}$ of her math homework so far. What fraction of her math homework does she have left to finish?
- 9** Explain one way to check your work to problem 2.

Decomposing Fractions

Name: _____

Find three ways to decompose each fraction into a sum of other fractions with the same denominator.

1 $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \underline{\hspace{2cm}}$

$$\frac{3}{4} = \frac{2}{4} + \underline{\hspace{2cm}}$$

$$\frac{3}{4} = \frac{1}{4} + \underline{\hspace{2cm}}$$

2 $\frac{7}{8} = \frac{6}{8} + \underline{\hspace{2cm}}$

$$\frac{7}{8} = \frac{5}{8} + \underline{\hspace{2cm}}$$

$$\frac{7}{8} = \frac{4}{8} + \underline{\hspace{2cm}}$$

3 $\frac{6}{5} = \underline{\hspace{2cm}} + \frac{3}{5}$

$$\frac{6}{5} = \frac{2}{5} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{6}{5} = \frac{2}{5} + \frac{2}{5} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

4 $\frac{5}{6} = \underline{\hspace{2cm}} + \frac{3}{6}$

$$\frac{5}{6} = \frac{1}{6} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{5}{6} = \frac{1}{6} + \frac{1}{6} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

5 $\frac{9}{12} = \underline{\hspace{2cm}} + \frac{5}{12}$

$$\frac{9}{12} = \frac{3}{12} + \frac{3}{12} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{9}{12} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

6 $\frac{8}{10} = \underline{\hspace{2cm}} + \frac{4}{10}$

$$\frac{8}{10} = \frac{2}{10} + \frac{3}{10} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{8}{10} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

7 Describe your strategy for finding the missing numbers.