4th Grade

UCPS
UNION COUNTY PUBLIC SCHOOLS

Supplemental Resources May 18 - June 5

May 18, 2020

Hello Parents,

Thank you for all of your hard work in helping to finish this school year with your child. We know many of you are balancing your own work requirements from home while helping to teach your children. We truly appreciate your partnership. In this final packet, you will find work for May 18th- June 5th. The packet is organized by week with a heading to divide each week. A choice board has been added for art, music, and P.E. We hope you will find these changes helpful. Your child's teacher will be providing activities to close out the school year for the last two days, June 8th and 9th.

Please remember, while we encourage engagement in the activities, they continue to be optional and completed work will **not** need to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Recursos Suplementarios Mayo 18 - Junio 5

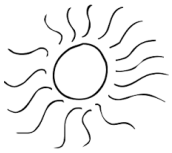
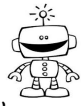
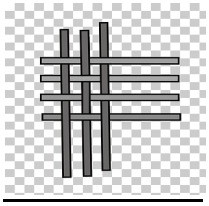
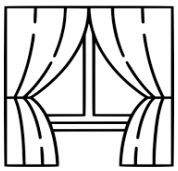
Estimados padres,

Gracias por todo su arduo trabajo ayudando a que su hijo termine este año escolar. Sabemos que muchos de ustedes están balanceando sus propios requisitos de trabajo desde casa, mientras ayudan a enseñar a sus hijos. Apreciamos su colaboración. En este paquete final, encontrará trabajo para las semanas del 18 de Mayo al 5 de Junio. El paquete está organizado por semanas, con un encabezado para dividir cada semana. Se ha agregado un tablero de opciones para arte, música y educación física. Esperamos que estos cambios sean útiles. El maestro de su hijo le proporcionará actividades para cerrar el año escolar durante los últimos dos días, 8 y 9 de Junio.

Por favor recuerde, si bien alentamos la participación en las actividades, estas continúan siendo opcionales y el trabajo que complete no debe ser devuelto a la escuela para su calificación o crédito. Si necesita más recursos, consulte el Portal familiar de UCPS EmpowerED en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

Manténgase seguro y saludable!

3 - 5 ART CHOICE BOARD

CREATE IT!  Brighten someone's day by making and sharing with them some awesome artwork!	**LOOK & RECORD IT!!** Take a look. Do you have any art in your house? Is the artwork two-dimensional or three-dimensional? Make a list with 2D and 3D at the top. Talley what you see. BONUS: Can you identify what process was used to create it? Is it a painting, drawing, photograph or sculpture?	**IMAGINE IT!!**  Think of a chore you wish you had help with. Now think about the future. Could you invent a robot that could do this chore for you? Draw this robot or create it out of recycled materials!
IMAGINE IT  Listen to your favorite song. Draw a picture inspired by the music!	**SHARE IT!**  Draw a few different types of lines on your paper. Pass to a partner so they can finish the drawing up creatively inspired by your original lines! .	**PLAN & DESIGN IT!**  Choose a shape. Repeatedly draw the shape over and over to create an interesting design! Color it!
DRAW IT!  Gather together 3-5 interesting items from around your house. Set them up on a flat surface. Now draw a still life of these objects. For example, it could be a collection of toys, cups, or even your shoes!	**PLAN & DESIGn IT!** Create a weaving from cut up magazines and junk mail. Cut up strips of paper and weave with an over under pattern! 	**DRAW IT!**  Look out your window. Draw a landscape of the view that you see. Now do a drawing, from your imagination, of where you would like to be!

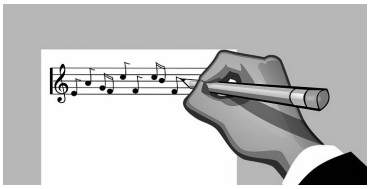
Clip Art Resources provided by: http://clipart-library.com/ uihere.com/

ART ACTIVITY SPACE

*(Use this page for your **Art Choice Board** writing/drawing activities.)*

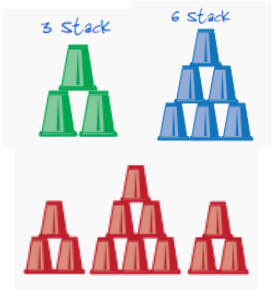
Music Choice Board

Grades 3-5

Find a song that features an orchestra playing. Name all the instruments that you can hear. (Try YouTube or a local classical radio station such as WDAV 89.9) 	Find materials in your home that can be used to create notes. You need stems and heads. Ex. a pencil and a bouncy ball can be used to make a quarter note. Can you create an eight-beat rhythm pattern using these notes?	Compose your own song that describes the activities you are doing each day, or you can take a familiar song and change the lyrics to describe your day. 
Create an instrument out of recycled materials (like bottles, cans, boxes) Use your "new" instrument to play along with one of your favorite songs. 	Practice saying the phrase "boots and cats" using different voices and tempos. Wow, you're a great beat boxer! 	How many songs can you name that start with the letter A? Compete with a friend or family member trying to name songs that start with each letter of the alphabet. 
Choreograph your own TikTok style dance (do not actually post to Tiktok). Use any song you like and come up with your own dance moves. Remember, TikToks have to be less than 60 seconds.	Close your eyes and listen to the music of a movie or video game. How does the music help to tell the story of the scene? Does it change the "mood" of the video if you mute the sound? Write a letter to your teacher about what you notice!	Play Freeze Dance with your family! 

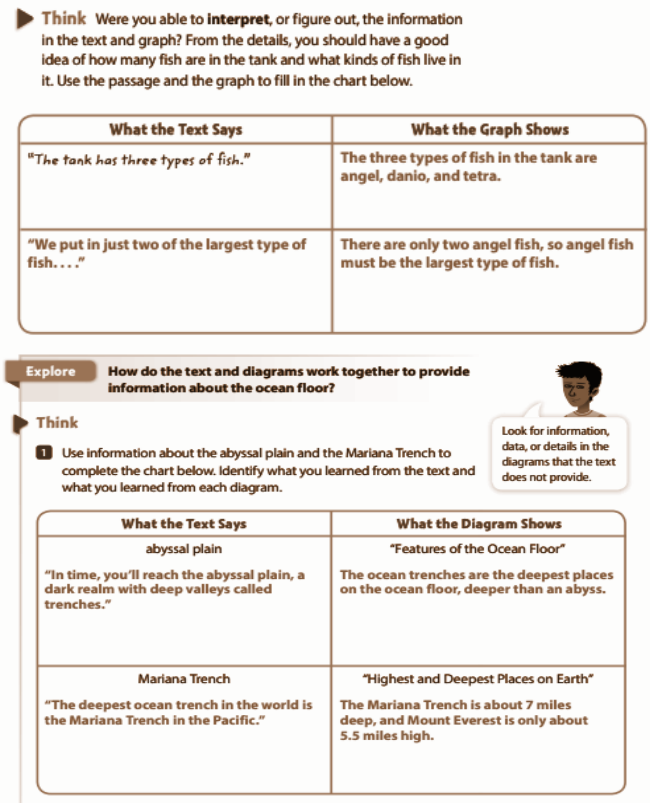
*(Use this page for your **Music Choice Board** writing activities)*

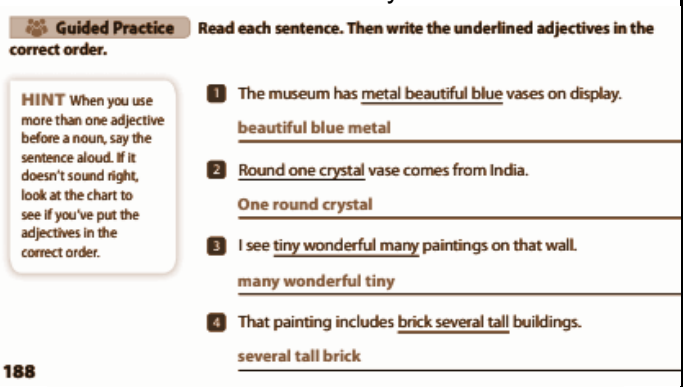
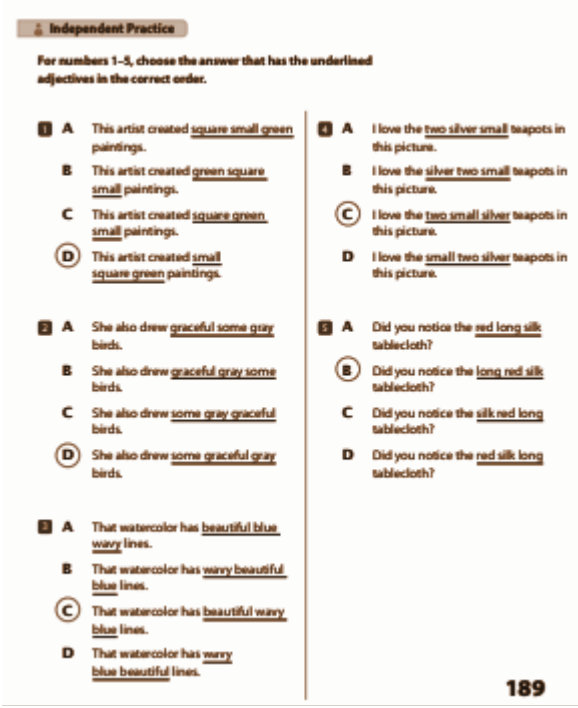
3rd - 5th Grade Physical Education Choice Board

Improve It Day 1: Walk 9 Minutes, Jog 1 Minute Day 2: Walk 8, Jog 2 Day 3: Walk 7, Jog 3 Day 4: Walk 6, Jog 4 Day 5: Walk 5, Jog 5 Challenge: Complete more than once each day.	**Make It** Create these three cup towers and then make your own.  Challenge: See how fast you can upstack it and downstack it. Speed Stack - Teacher Guide	**Play It** Create a target at your house (i.e: water bottle, milk jug, cup) and see how many times you can knock the object down from 15 steps away with a ball (frisbee, sock ball). Challenge: Increase the distance to see how far away you can still knock the object down from.
Ask It Ask each member of your family what their favorite sport is and create a bar graph to show your results.	**Breathe It** Complete the following poses for 30 seconds each.  www.freepngclipart.com	**Complete It** Complete the following workout 3x. 10 Jumping Jacks 5 Star Jumps 10 Sit-ups 10 Scissor Jumps 30 Second Plank 30 Side to Side Jumps
Family Game Play a game with your family. Examples: Board Game, Outside Game, Inside Game	**Eat It** Eat a meal with your family that includes at least three different food groups.  choosemyplate.gov	**Create It** Create your own game, don't forget the rules. Take a picture and have your parents share it by email to your school or on social media.

Supplemental Print Lessons
Week of May 18-22

Grade: 4th **Subject: Language Arts** **Week of: May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT
RI 4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	**Reading:** Complete iReady Lesson 22- *Interpreting Visual Information* and the supporting activities. (pages 354-357)	Answer Key:  **Think** Were you able to **interpret**, or figure out, the information in the text and graph? From the details, you should have a good idea of how many fish are in the tank and what kinds of fish live in it. Use the passage and the graph to fill in the chart below. **What the Text Says** / **What the Graph Shows** "The tank has three types of fish." — The three types of fish in the tank are angel, danio, and tetra. "We put in just two of the largest type of fish. . . ." — There are only two angel fish, so angel fish must be the largest type of fish. **Explore** How do the text and diagrams work together to provide information about the ocean floor? **Think** 1 Use information about the abyssal plain and the Mariana Trench to complete the chart below. Identify what you learned from the text and what you learned from each diagram. Look for information, data, or details in the diagrams that the text does not provide. **What the Text Says** / **What the Diagram Shows** abyssal plain — "Features of the Ocean Floor" "In time, you'll reach the abyssal plain, a dark realm with deep valleys called trenches." — The ocean trenches are the deepest places on the ocean floor, deeper than an abyss. Mariana Trench — "Highest and Deepest Places on Earth" "The deepest ocean trench in the world is the Mariana Trench in the Pacific." — The Mariana Trench is about 7 miles deep, and Mount Everest is only about 5.5 miles high.
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**Writing:** Return to the box and bullets chart from last week with your child. This box and bullet structure will now be drafted into a paragraph. Model how to use the reasons and evidence provided in the box and bullets organizer to create a paragraph by following the guide under Lesson Support. Example: Playing soccer at recess is a fun activity because it is a team sport, I can practice and learn new skills, and most of all, because it is great exercise. One reason that playing soccer at recess is a fun activity is because it is a team sport. For example, everyone has an equal chance to play, there are different positions for people to play, and players have to help and support one another to	**Box and Bullets Example (Week of May 11th)** **Thesis:** Playing soccer at recess is a fun activity. **Reasons:** 1. Soccer is a team sport • Everyone has an equal chance to play • There are different positions for people to play • Players have to help and support one another to win the game 2. I can practice and learn new skills • • • 3. It's great exercise • • •

	win the game. Another reason playing soccer at recess is a fun activity is that … (continue with reason 2 and 3).	(Thesis statement) because (reason 1), (reason 2), and most of all, because (reason 3). • One reason that (thesis statement) is that (reason 1). For example, (evidence a), (evidence b), and (evidence c). • Another reason that (thesis statement) is that (reason 2). For example, (evidence a), (evidence b), and (evidence c). • Although (thesis statement) because (reason 1) and because (reason 2), especially (thesis statement) because (reason 3). For example, (evidence a), (evidence b), and (evidence c).
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.	**Word Study:** Complete iReady Lesson 4 - Order of Adjectives (page 188-189)	Answer Key:  **Guided Practice** **Read each sentence. Then write the underlined adjectives in the correct order.** **HINT** When you use more than one adjective before a noun, say the sentence aloud. If it doesn't sound right, look at the chart to see if you've put the adjectives in the correct order. 1 The museum has metal beautiful blue vases on display. beautiful blue metal 2 Round one crystal vase comes from India. One round crystal 3 I see tiny wonderful many paintings on that wall. many wonderful tiny 4 That painting includes brick several tall buildings. several tall brick 188  **Independent Practice** **For numbers 1–5, choose the answer that has the underlined adjectives in the correct order.** 1 A This artist created square small green paintings. B This artist created green square small paintings. C This artist created square green small paintings. (D) This artist created small square green paintings. 2 A She also drew graceful some gray birds. B She also drew graceful gray some birds. C She also drew some gray graceful birds. (D) She also drew some graceful gray birds. 3 A That watercolor has beautiful blue wavy lines. B That watercolor has wavy beautiful blue lines. (C) That watercolor has beautiful wavy blue lines. D That watercolor has wavy blue beautiful lines. 4 A I love the two silver small teapots in this picture. B I love the silver two small teapots in this picture. (C) I love the two small silver teapots in this picture. D I love the small two silver teapots in this picture. 5 A Did you notice the red long silk tablecloth? (B) Did you notice the long red silk tablecloth? C Did you notice the silk red long tablecloth? D Did you notice the red silk long tablecloth? 189

NCSCS RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Lesson 22
Interpreting Visual Information

Learning Target

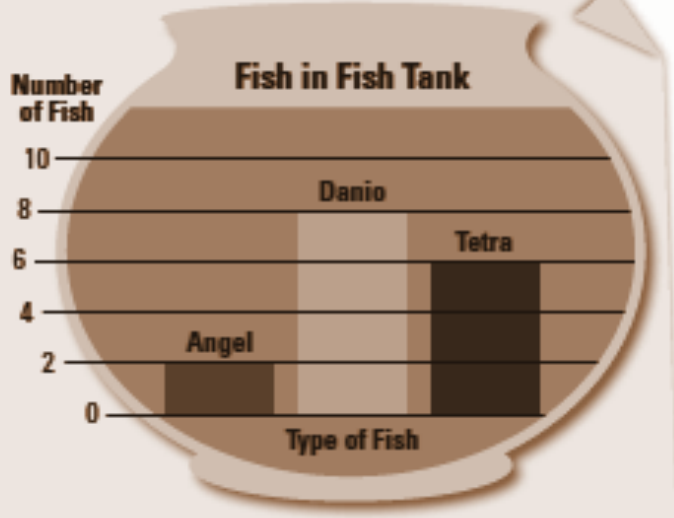
By figuring out information that is shown in charts or other visuals, you will gain a clearer understanding of a topic in an informational text.

Read While reading informational texts, you often see photos, **diagrams,** and **time lines**. These **visuals** explain ideas about a topic that words alone cannot. You also might see **graphs** with **quantitative** information in the form of numbers or other data.

If you come across a special text feature, figure out its purpose. Ask yourself: What information does it give? How does it work together with text details to add to your understanding of the topic?

Read the text, and study the bar graph. Figure out how the graph helps you understand the text.

A few months ago, I helped my science teacher set up a fish tank. The tank has three types of fish. We put in just two of the largest type of fish and many of the smaller types of fish. The tank is large enough to follow this rule: Each fish needs about one gallon of water to be healthy.



Think Were you able to **interpret**, or figure out, the information in the text and graph? From the details, you should have a good idea of how many fish are in the tank and what kinds of fish live in it. Use the passage and the graph to fill in the chart below.

What the Text Says	What the Graph Shows
"The tank has three types of fish."	

Talk Compare the information in your charts. What inference can you draw about the minimum number of gallons the tank should hold? Use information from the text and the graph. Draw a picture of the fish in the tank to help you answer.

Academic Talk

Use these words to talk about the text.

- **diagrams**
- **time lines**
- **visuals**
- **graphs**
- **quantitative**
- **interpret**

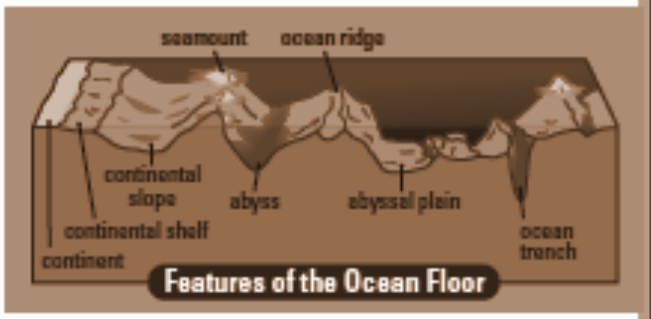
Read

Genre: Science Article

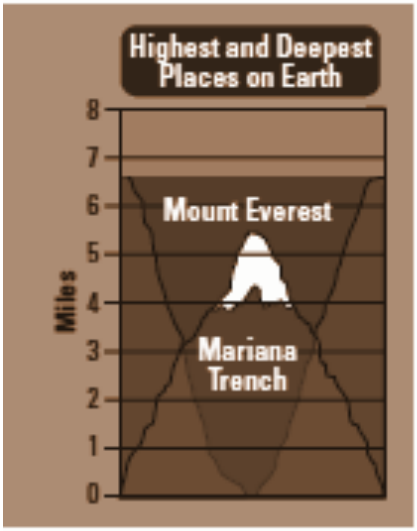
Features of the Ocean Floor

by Connie Rather

1 Picture this: You're in a submarine right next to a continent. Looking down, you see a part of the ocean floor called the **continental shelf**. Now, head out to sea. The ocean floor drops away to form the **continental slope**. You might pass through a range of **seamounts**, or volcanoes rising from the ocean floor. In time, you'll reach the **abyssal plain**, a dark realm with deep valleys called **trenches**. Finally, you might encounter long, snakelike **ocean ridges** that rise from the ocean floor. They connect to form a long chain of underwater mountains around the planet.



Features of the Ocean Floor



2 The deepest ocean trench in the world is the Mariana Trench in the Pacific. It is one of the most difficult places to reach on Earth. It is so deep that if Mount Everest, one of the tallest mountains in the world, were picked up and put at the bottom of the trench, the mountain would still be covered with water!

Close Reader Habits

Study the diagrams as you reread the text. **Circle** the title of each diagram. Think of how the title connects the diagram to the text.

Explore **How do the text and diagrams work together to provide information about the ocean floor?**

Look for information, data, or details in the diagrams that the text does not provide.

Think

1 Use information about the abyssal plain and the Mariana Trench to complete the chart below. Identify what you learned from the text and what you learned from each diagram.

What the Text Says	What the Diagram Shows
abyssal plain	"Features of the Ocean Floor"
Mariana Trench	"Highest and Deepest Places on Earth"

Talk

2 Share your chart with a partner. What information came from the text, the "Features of the Ocean Floor" diagram, and the "Highest and Deepest Places on Earth" graph? Why do you think the author presented certain information visually rather than in words?

Write

3 **Short Response** How do the diagram, graph, and text work together to give you information about the Mariana Trench? Use evidence from each to support your response. Use the space provided on page 360 to write your response.

HINT Make sure to clearly state where your evidence comes from, the text or a diagram.

Lesson 4

Order of Adjectives

L.4.1d: Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

Introduction An **adjective** is a word that describes a noun or a pronoun. Some adjectives describe by telling what kind or how many.

- Sometimes more than one adjective describes a noun or a pronoun.

> We saw **three interesting wooden** statues at the museum.

- Notice how the adjective *three* comes before *interesting* and *wooden*. When you use more than one adjective, it is important to place them in a certain order. Put the different kinds of adjectives in the order shown in this chart, going from left to right.

Number	Opinion	Size	Shape	Color	Material
three	pretty	huge	oval	green	leather
several	cute	tall	round	yellow	plastic

- Look at this example.

> There are ~~square two huge~~ **two huge square** murals near the exit.

Guided Practice **Read each sentence. Then write the underlined adjectives in the correct order.**

HINT When you use more than one adjective before a noun, say the sentence aloud. If it doesn't sound right, look at the chart to see if you've put the adjectives in the correct order.

1. The museum has metal beautiful blue vases on display.

   _____

2. Round one crystal vase comes from India.

   _____

3. I see tiny wonderful many paintings on that wall.

   _____

4. That painting includes brick several tall buildings.

   _____

Independent Practice

For numbers 1–5, choose the answer that has the underlined adjectives in the correct order.

1 **A** This artist created square small green paintings.

B This artist created green square small paintings.

C This artist created square green small paintings.

D This artist created small square green paintings.

2 **A** She also drew graceful some gray birds.

B She also drew graceful gray some birds.

C She also drew some gray graceful birds.

D She also drew some graceful gray birds.

3 **A** That watercolor has beautiful blue wavy lines.

B That watercolor has wavy beautiful blue lines.

C That watercolor has beautiful wavy blue lines.

D That watercolor has wavy blue beautiful lines.

4 **A** I love the two silver small teapots in this picture.

B I love the silver two small teapots in this picture.

C I love the two small silver teapots in this picture.

D I love the small two silver teapots in this picture.

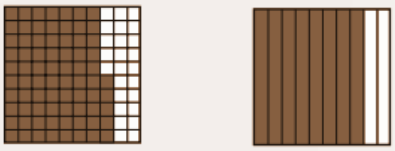
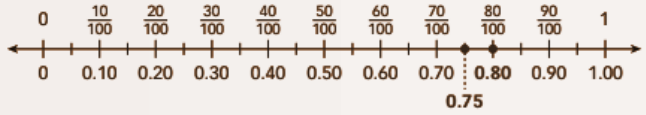
5 **A** Did you notice the red long silk tablecloth?

B Did you notice the long red silk tablecloth?

C Did you notice the silk red long tablecloth?

D Did you notice the red silk long tablecloth?

Grade: 4th **Subject: Math** **Week of: May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.	Part 1: Compare Decimals to Hundreds (see lesson below) A model can help your child compare decimals when one decimal is in tenths and the other decimal is in hundredths. The models show 0.75 and 0.8.  0.75 seventy-five hundredths 0.8 eight tenths A greater area is shaded for 0.8 than for 0.75, so 0.8 is greater than 0.75. The number line shows 0.75 and 0.80.  0 $\frac{10}{100}$ $\frac{20}{100}$ $\frac{30}{100}$ $\frac{40}{100}$ $\frac{50}{100}$ $\frac{60}{100}$ $\frac{70}{100}$ $\frac{80}{100}$ $\frac{90}{100}$ 1 0 0.10 0.20 0.30 0.40 0.50 0.60 0.70 **0.80** 0.90 1.00 **0.75** A number farther to the right on a number line is greater than a number to the left. Your child can also use a place-value chart to compare decimals in tenths and hundredths. 8 tenths equals 80 hundredths. $\frac{8}{10} = \frac{80}{100}$ | Ones	.	Tenths	Hundredths | |---|---|---|---| | 0 | . | 7 | 5 | | 0 | . | 8 | 0 | The place-value chart shows that eighty hundredths, or eight tenths, is greater than seventy-five hundredths. Compare the digits in the tenths place: $8 > 7$. $0.80 > 0.75$ and $0.8 > 0.75$ Part 2: Compare Hundredths Decimals Additional Lesson for Practice (optional)	10 x 10 Arrays (see lesson below) Part 2: Compare Hundredths Decimals - Additional Lesson Practice (optional) *answer key provided
4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.	Compare Tenths and Hundredths Decimals (see lesson below).	*answer key provided

Tools for Instruction

Compare Decimals to Hundredths

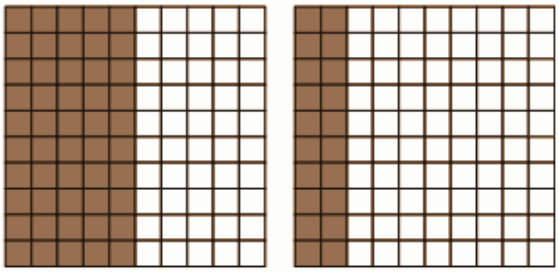
Objective Use models, place-value, and fraction equivalents to compare decimals to hundredths.	**Materials** for each student: 2 copies of **10 × 10 Arrays** (page 3)

Comparing decimals is much like comparing whole numbers since the basis is the base-ten system. This activity uses models to develop reasoning skills to compare the sizes of decimal numbers to hundredths, while reinforcing the connection between decimals and fractions. Be sure students read decimals using the terms *tenths* and *hundredths,* not "point two" for "two tenths," for instance. The reasoning skills students develop will allow them later to compare decimals beyond two decimal places and decimals greater than 1 without models.

Step by Step 20–30 minutes

1 Compare decimals with models.

- Give the student a copy of **10 × 10 Arrays** (page 3). Review the idea that one row represents $\frac{1}{10}$ or 0.1 and that one square represents $\frac{1}{100}$ or 0.01.
- Write "0.5 ? 0.2" on the board. First have the student read both numbers aloud and then shade a pair of arrays to model each, labeling it with the appropriate decimal. Ask: *Is 0.5 is greater or less than 0.2?* Lead the student to write $0.5 > 0.2$ along with the equivalent fractional comparison: $\frac{5}{10} > \frac{2}{10}$.



0.5 0.2

- Write "0.04 ? 0.08" on the board. Again, have the student read, model, and compare the decimals with a written expression in both decimal and fraction form. ($0.04 < 0.08$, $\frac{4}{100} < \frac{8}{100}$)
- Write "0.07 ? 0.7" on the board. Have the student model each in a pair of arrays, and then make a verbal comparison. Write "$0.07 < 0.7$" on the board and discuss the value of each number, reinforcing the idea that a hundredth is less than a tenth, so 7 hundredths is less than 7 tenths. Guide students to see that $\frac{7}{100} < \frac{7}{10}$, $\frac{7}{100} < \frac{70}{100}$, and $0.07 < 0.70$.
- Write "0.47 ? 0.42" on the board. Have the student model, write, and read a statement comparing the two numbers, and then explain the reasoning used. ($0.47 > 0.42$) Ask the student to write the equivalent comparison using fractions. ($\frac{47}{100} > \frac{42}{100}$)

2 Compare decimals without a model.

- Ask the student to compare 0.3 and 0.1 without using a model. Encourage him to use knowledge of place value. Have the student write the comparison statements in both decimal and fraction forms. ($0.3 > 0.1$, $\frac{3}{10} > \frac{1}{10}$)
- Ask the student to verbally compare 0.49 and 0.61, explaining the reasoning used. Then have the student write the comparison statements in both decimal and fraction form. ($0.49 < 0.61$; $\frac{49}{100} < \frac{61}{100}$)
- Continue with 0.25 and 0.26 and 0.6 and 0.09. ($0.25 < 0.26$, $\frac{25}{100} < \frac{26}{100}$, $0.6 > 0.09$, $\frac{60}{100} > \frac{9}{100}$)

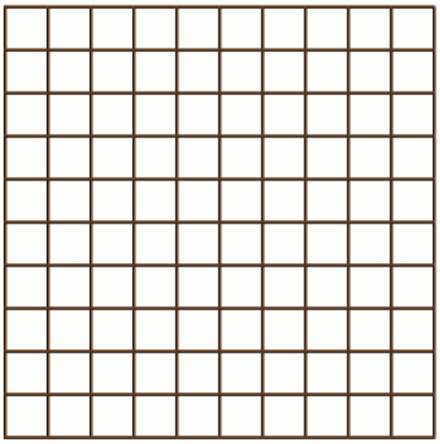
Check for Understanding

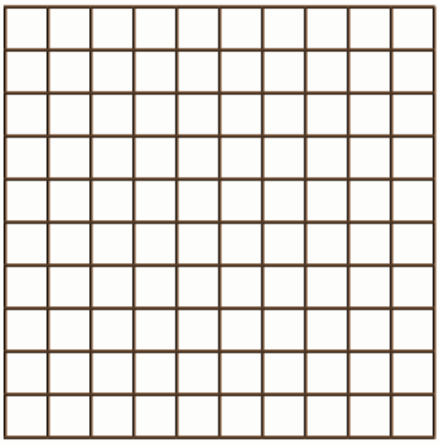
Ask the student to read and write a mathematical sentence comparing 0.35 and 0.16 as both decimals and fractions. Then have the student explain his reasoning. ($0.35 > 0.16$, $\frac{35}{100} > \frac{16}{100}$)

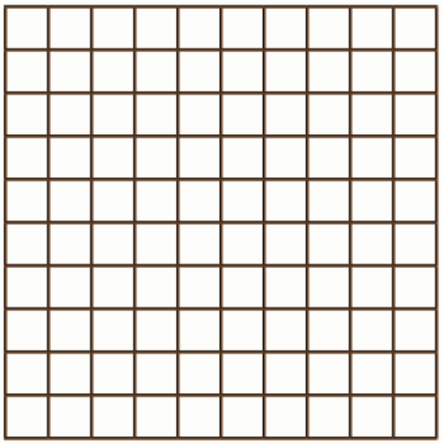
For the student who struggles, use the chart below to help pinpoint where extra help may be needed.

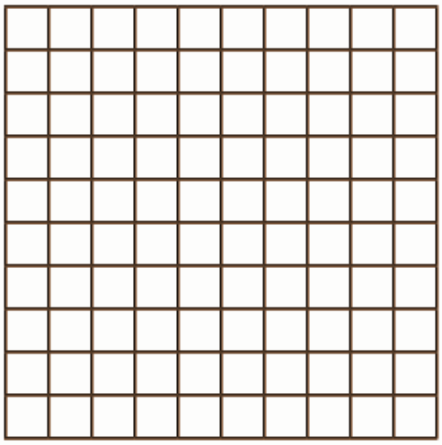
If you observe...	the student...	Then try...
the student uses the wrong comparison symbol but correctly verbalizes the comparison	may have trouble remembering which symbol makes which comparison.	showing the student a number line and point out that the left arrow (<) at the end points to lesser numbers, and the right arrow (>) points to the greater numbers.
the student uses the wrong denominator in the fractions	may be incorrectly reading the decimal.	having the student write the decimals in a place-value chart. Discuss the idea that a decimal is read based on the right-most (least) place value.
the student makes the wrong comparison between the numbers	may be comparing the numbers from right to left instead of left to right.	using a place-value chart to emphasize that decimals, like whole numbers, are compared starting at the greatest place value.

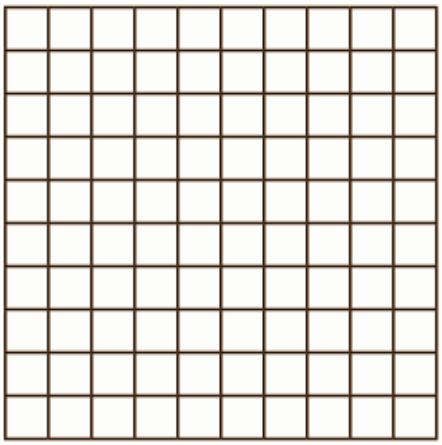
10 × 10 Arrays

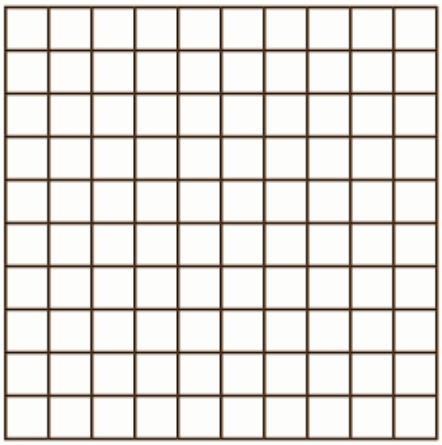












Optional Additional Practice to Support Learning

Lesson 21

Name: _____

Compare Hundredths Decimals

Study the example problem showing how to compare hundredths decimals to solve a problem. Then solve problems 1–7.

Example

Jacob bought an apple and a pear. The apple weighs 0.33 of a pound. The pear weighs 0.35 of a pound. Which piece of fruit weighs less?

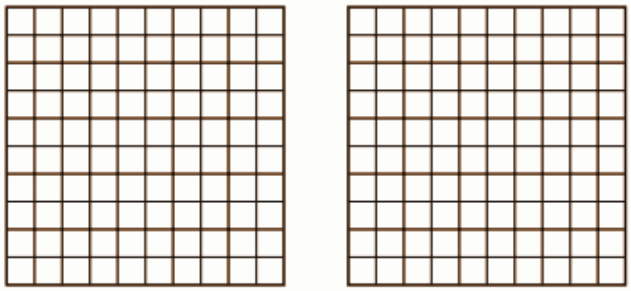
Write equivalent fractions.
The denominators are the same.
Compare numerators. $33 < 35$.

$0.33 < 0.35$
The apple weighs less than the pear.

$0.33 = \frac{33}{100}$ $0.35 = \frac{35}{100}$

same denominator

1 Shade and label the models below to show 0.33 and 0.35.

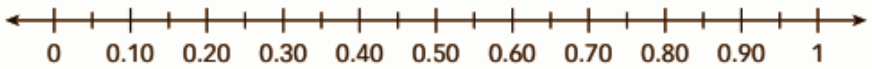


_____ _____

2 Explain how the models show which decimal is less. _____

_____

3 Mark and label 0.33 and 0.35 on the number line.



4 Explain how the number line shows which decimal is less. _____

Solve.

5 Use the digits in the tiles below to create decimals that make each inequality true.

0	1	2	3	4	5

a. $0.21 > 0.2\square$

b. $0.46 < 0.\square 6$

c. $0.99 < \square.00$

d. $0.7\square > 0.7\square$

6 Write the symbol (>, <, =) that makes each statement below true.

a. 0.85 ___ 0.82

b. 0.09 ___ 0.10

c. 0.45 ___ 0.54

d. 1.10 ___ 1.01

e. 0.30 ___ 0.3

7 Ryder bought 0.75 pound of turkey and 0.57 pound of cheese. Did he buy more turkey or cheese?

Show your work.

Solution: _____

Answer Key: Compare Hundredths Decimals

Compare Hundredths Decimals

Study the example problem showing how to compare hundredths decimals to solve a problem. Then solve problems 1–7.

Example

Jacob bought an apple and a pear. The apple weighs 0.33 of a pound. The pear weighs 0.35 of a pound. Which piece of fruit weighs less?

Write equivalent fractions. $0.33 = \frac{33}{100}$ $0.35 = \frac{35}{100}$

The denominators are the same.

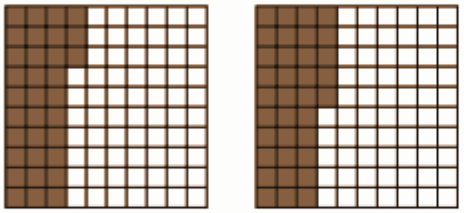
Compare numerators. $33 < 35$.

$0.33 < 0.35$

The apple weighs less than the pear.

same denominator

B 1 Shade and label the models below to show 0.33 and 0.35.

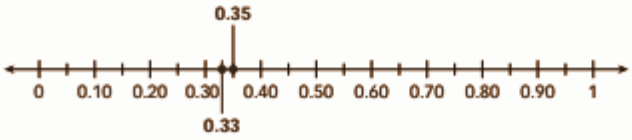


Possible shading shown.

0.33 0.35

M 2 Explain how the models show which decimal is less. **Possible answer: The models show fewer squares shaded for 0.33 than for 0.35, so 0.33 < 0.35.**

B 3 Mark and label 0.33 and 0.35 on the number line.



M 4 Explain how the number line shows which decimal is less. **Possible answer: 0.33 is farther left than 0.35, so it is less than 0.35.**

Solve.

C 5 Use the digits in the tiles below to create decimals that make each inequality true.

0	1	2	3	4	5

a. $0.21 > 0.2\boxed{0}$

b. $0.46 < 0.\boxed{5}6$

c. $0.99 < \boxed{1}.00$

d. $0.7\boxed{3} > 0.7\boxed{2}$

Answers may vary for c. and d. Possible answers shown. For c., digits 1, 2, 3, 4, or 5 are correct. For d., the first digit written should be greater than the second digit.

M 6 Write the symbol (>, <, =) that makes each statement below true.

a. 0.85 ___>___ 0.82

b. 0.09 ___<___ 0.10

c. 0.45 ___<___ 0.54

d. 1.10 ___>___ 1.01

e. 0.30 ___=___ 0.3

M 7 Ryder bought 0.75 pound of turkey and 0.57 pound of cheese. Did he buy more turkey or cheese?

Show your work.

Possible work:

$0.75 = \frac{75}{100}$ and $0.57 = \frac{57}{100}$

$\frac{75}{100}$ is greater than $\frac{57}{100}$, so $0.75 > 0.57$.

Students might use hundredths models, a place-value chart, or other model to solve the problem.

Solution: **turkey; $0.75 > 0.57$**

Name: _____

Compare Tenths and Hundredths Decimals

Study the example problem showing how to compare tenths and hundredths decimals. Then solve problems 1–6.

Example

Colin lives 0.6 mile from school and 0.65 mile from the park. Which place is closer to his home?

Write each decimal as an equivalent fraction. $0.6 = \frac{6}{10}$ $0.65 = \frac{65}{100}$

Write the tenths fraction as a hundredths fraction. $\frac{6}{10} = \frac{60}{100}$

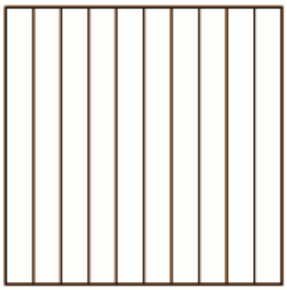
Compare hundredths fractions. $\frac{60}{100} < \frac{65}{100}$

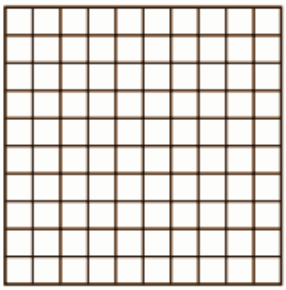
$0.6 < 0.65$

The school is closer to his home.

Lucas bought 0.6 pound of fish and 0.85 pound of shrimp to make a stew.

1 Shade the models below to compare 0.6 and 0.85.





2 Write a symbol to compare the decimals. 0.6 ____ 0.85

3 Did Lucas buy more fish or shrimp?
Use equivalent fractions to explain your answer.

_____

_____

Solve.

4 Compare 0.2 and 0.25 using >, =, or <. Use equivalent fractions to explain your answer.

5 Compare 0.09 and 0.1 using >, =, or <. Use a place-value chart to explain your answer.

Ones	.	Tenths	Hundredths
	.		
	.		

6 Write the decimals 1.00, 0.20, and 0.03 in the place-value chart below. Which number is the greatest? Which number is the least? Use equivalent fractions to explain.

Ones	.	Tenths	Hundredths
	.		
	.		
	.		

Answer Key: Compare Tenths and Hundredths Decimals

Lesson 21

Name: _____

Compare Tenths and Hundredths Decimals

Study the example problem showing how to compare tenths and hundredths decimals. Then solve problems 1–6.

Example

Colin lives 0.6 mile from school and 0.65 mile from the park. Which place is closer to his home?

Write each decimal as an equivalent fraction. $0.6 = \frac{6}{10}$ $0.65 = \frac{65}{100}$

Write the tenths fraction as a hundredths fraction. $\frac{6}{10} = \frac{60}{100}$

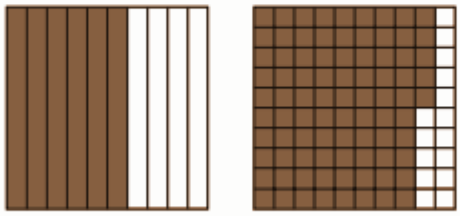
Compare hundredths fractions. $\frac{60}{100} < \frac{65}{100}$

$0.6 < 0.65$

The school is closer to his home.

Lucas bought 0.6 pound of fish and 0.85 pound of shrimp to make a stew.

B 1 Shade the models below to compare 0.6 and 0.85.



Possible shading shown. Six tenths and 85 hundredths should be shaded.

B 2 Write a symbol to compare the decimals. 0.6 **<** 0.85

M 3 Did Lucas buy more fish or shrimp?
Use equivalent fractions to explain your answer.

Lucas bought more shrimp. Explanations will vary. Possible explanation:

$0.85 = \frac{85}{100}$ and $0.6 = \frac{60}{100}$. $\frac{85}{100} > \frac{60}{100}$, so 0.85 is greater than 0.6.

Solve.

M 4 Compare 0.2 and 0.25 using >, =, or <. Use equivalent fractions to explain your answer.

Explanations will vary. Possible explanation: $0.2 = \frac{2}{10}$ or $\frac{20}{100}$. $0.25 = \frac{25}{100}$. $\frac{20}{100} < \frac{25}{100}$ because $20 < 25$. So, $0.2 < 0.25$.

M 5 Compare 0.09 and 0.1 using >, =, or <. Use a place-value chart to explain your answer.

Ones	.	Tenths	Hundredths
0	.	0	9
0	.	1	

Explanations will vary. Possible explanation: Compare tenths. The tenths digits are different. 1 tenth is greater than 0 tenths. So, $0.1 > 0.09$.

C 6 Write the decimals 1.00, 0.20, and 0.03 in the place-value chart below. Which number is the greatest? Which number is the least? Use equivalent fractions to explain.

Ones	.	Tenths	Hundredths
1	.	0	0
0	.	2	0
0	.	0	3

Explanations will vary. Possible explanation: 1.00 is the greatest because 1 equals a whole. 0.2 and 0.03 are fractions of a whole. $1 = \frac{100}{100}$; $0.2 = \frac{2}{10} = \frac{20}{100}$; and $0.03 = \frac{3}{100}$. Compare the numerators of the three fractions. 100 is greater than 20; 20 is greater than 3. $\frac{3}{100}$ is the least, so 0.03 is the least.

Grade: 4th Grade **Subject: Science** **Week of: May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body	A. Have your child review carbohydrates from the previous learning.	A. Your child should be able to explain: ➢ They are found in fruits, grains, vegetables and milk products. ➢ Our body turns this food into sugar that gives us energy to grow and move. ➢ Simple carbohydrates (less healthy) are digested quicker and easier and are low in nutrients or are empty calorie foods. Some examples are pastries (cakes, cookies etc.), sodas, white rice, white bread and other white-flour foods. ➢ Complex carbohydrates (healthier) are digested slowly to give energy to the body for longer periods of time. Typically they are nutrient dense foods (full of vitamins and minerals and low in calories). Some examples are whole grains, fruits, vegetables, legumes (peanuts, all types of beans, lentils, etc.) If your child is struggling, have him/her look back at the list he/she created for his/her last lesson.
	B. Have your child look at the food cards from the sort Food/Non-Food. Ask him/her to find foods he/she thinks are good sources of protein. He/she can also tell you other foods that he/she thinks are proteins. a. Explain to your child what protein foods are. b. Now, create a list with your child of protein foods and sort them into two categories - high quality protein/low quality protein.	B. Your child may have pointed out peanut butter, salmon, and chicken. He/she might also say steak, pork chops, hamburgers, chicken nuggets. ➢ Protein foods are food that give your bodies the energy to get up and go—and keep going (sustained energy). Proteins also allow you to grow and maintain/keep a healthy body. ➢ There are two types of protein foods; high quality proteins (healthier) and low quality proteins (less healthy). ➢ High quality proteins are foods that your body can digest and use the protein to build tissue (small parts of your body). Some examples are eggs, salmon, white meat from poultry, soy, and nuts.

		➢ Low quality proteins are foods that your body has trouble digesting and the food does not give the body enough protein to build tissue for bones, skin, muscles etc. Sometimes they can also be full of saturated fat (you will learn about this in a future lesson). Some examples are regular sausages, hot dogs, and bacon; some luncheon meats such as regular bologna and salami.
	C. Have your child read the story and answer the questions on the sheet Backyard Grilling Party. Discuss his/her answers afterward to make sure there is no misunderstanding.	*Possible Answers to the Backyard Grilling Party* (1) What foods might Tony have in his cart? Explain how you know your choices are healthy or unhealthy. (Remember 3 are healthy & 2 are not) ○ Tony may have catfish, turkey breast cutlets and pork chops as his healthy choices. These foods are not full of fat and your body can use it for energy and growing tissue. The two foods he had to exchange could be hot dogs and bacon. These foods are unhealthy because they are harder for your body to get nutrients out of and they are full of fat. (2) What foods should replace the two unhealthy options? ○ Tony needs to exchange the hot dogs for turkey sausage and the bacon can be swapped for turkey bacon. The turkey options have less fat and are healthier. Our bodies can digest the protein to build tissue in our body.
	D. *Optional extension* - Your child can explore your food pantry and fridge to see what foods he/she can find that are high quality protein or low-quality protein.	

Backyard Grilling Party

Tony and his family are having a party. Each person in Tony's family was asked to bring food for the party. Tony is in charge of bringing the protein to grill. He has never been in charge of bringing the protein before so he is a little nervous.

While Tony is in the middle of shopping for the party, he remembers that his family has been trying to eat health. As he looks into his shopping cart, he sees 5 different proteins. Three of them are healthy proteins that he can bring to the party but he needs to exchange (swap out) the other two foods for healthier options.

(1) What foods might Tony have in his cart? Explain how you know the choices are healthy or unhealthy. (Remember, three are healthy and two are not.)

(2) What foods should replace the two unhealthy options? (Each protein needs to be different.)

STANDARD	ACTIVITY	LESSON SUPPORT
4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body	A. Have your child review carbohydrates and proteins from previous learning.	A. Your child should be able to explain: ➢ There are two types of carbohydrates and two types of proteins. ➢ Simple carbohydrates are digested quicker and easier and are low in nutrients or are empty calorie foods. Some examples are pastries (cakes, cookies etc.), sodas, white rice, white bread and other white-flour foods. ➢ Complex carbohydrates are digested slowly to give energy to the body for longer periods of time. Typically, they are nutrient dense foods. Some examples are whole grains, fruits, vegetables, legumes (peanuts, all types of beans, lentils, etc.) ➢ High quality proteins are foods that your body can digest and use the protein to build tissue (small parts of your body). Some examples are eggs, salmon, white meat from poultry, soy, and nuts. ➢ Low quality proteins are foods that your body has trouble digesting and the food does not give the body enough protein to build tissue for bones, skin, muscles etc.
	B. Explain what fats are to your child.	B Your child should know the word fat but might not know what fats are when talking about food. ➢ Fats are important for energy, to absorb vitamins, and to protect your heart and brain health. ➢ There are different types of fats. (this lesson will focus on two saturated and unsaturated.) ➢ Saturated fats - are unhealthy fats because they raise your body's cholesterol (fat found in your

		blood). Some examples are chicken skin, butter, ice cream, and whole milk. ➢ <u>Unsaturated fats</u> - healthy fats that can lower your cholesterol. Some examples are avocados, olives, nuts, tofu, and sunflower seeds.
	C. Have your child complete the Good Fats Bad Fats sheet. Then, discuss low fat options for some of the items such as low-fat ice cream, 2% milk, light whipped cream.	C. Answers for the Good Fats Bad Fats sheet 
	D. *<u>Optional extension</u>* - Your child can explore your food pantry and fridge to see what foods he/she can find that are saturated fats and unsaturated fats. Food labels have this information on them.	

Good Fats Bad Fats

Directions - Cross out the foods that have saturated fat (bad fats) and put a check on the foods that have unsaturated fat (good fats).

Walnuts 	avocado 	butter 	Whole milk 
Olives 	Mayonnaise 	Olive oil 	Low fat cheese 
Eggs 	Ice cream 	Potato chips 	Whipped cream 

Grade: 4th Grade **Subject: Social Studies** **Week of: May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-colonial period through Reconstruction. Primary Focus: North Carolina and the Civil War	This week, your child will continue their learning about North Carolina and the Civil War by learning about a significant battle fought in our state: The Battle of Bentonville. Have your child read through the script below, or get family members to join in and act out the different parts! When your child has finished reading the play, have them respond to the prompt in the "Lesson Support" column.	Student Writing Response: Imagine yourself fighting as a soldier in the Battle of Bentonville. Write a diary entry describing what this battle would have been like for you as a soldier and describe the events that occurred.

Reporting Live from the Battle of Bentonville!

Characters:

Reporter 1
Reporter 2
Jane Smith
Thomas Stone
Bradley Fisher

SCENE

{The Battle of Bentonville has just ended and a local news broadcast is beginning. Two reporters are sitting at a news broadcast table as the scene begins.}

Reporter 1: Good evening everyone. Breaking News! The Battle of Bentonville has just ended! That's right, this three day battle has reportedly ended with the Confederate troops retreating and the Union declaring a clear victory.

Reporter 2: It is really incredible! After what started off being a shaky start for both sides, it looks like the Union has won this key battle here in North Carolina.

Reporter 1: Let's now go live to our Civil War reporter, Jane Smith, who is standing at the site of the Battle of Bentonville. Jane can you hear me? (*Jane Smith enters and appears off to the side pretending to be on the battlefield.)*

Jane Smith: Hi! Yes I can hear you! (*sounding frazzled and with a look of exhaustion on her face)*

Reporter 2: Jane, can you tell our viewers what you have witnessed over the past few days? We know it has been a very suspenseful battle.

Jane Smith: Yes it has! I have been camped out here near the battlefield ever since it began three days ago on March 19, 1865. There have been so many attempts by both sides to win this battle, I didn't know who would win until the very end!

Reporter 1: What do you mean Jane?

Jane Smith: Well, I knew prior to this battle starting that General Sherman of the Union Army was marching 60,000 men towards Goldsboro, NC. We knew that these 60,000 men were marching in two separate groups. When General Joseph Johnston of the Confederate Army heard this, he decided to send 21,000 troops to the small town of Bentonville, where I am standing right now, to try and stop the first group of Union soldiers marching towards Goldsboro.

Reporter 2: Did it work?

Jane Smith: Well, on the morning of March 19th, Union soldiers first engaged in fighting with the confederate soldiers but then quickly retreated. The Union soldiers then decided to advance towards the Confederate army again, believing falsely that most of the Confederate soldiers in North Carolina were stationed near Raleigh. This was a big mistake!

Reporter 1: It sounds like it! What were the next choices the Union army made?

Jane Smith: Well, the Union was forced to retreat again! The Confederate soldier lines looked like waves in an ocean, they were restless! For some reason though, the Confederate soldiers chose not to take advantage of the confusion of the Union army at this point. Instead they only focused on fighting the front lines of the Union army when they should have focused on the gaps within the Union soldier lines.

Reporter 2: Sounds like a big mistake! Is this when the Confederate soldiers started to fall behind?

Jane Smith: That's a good question! But for the past few days, it seemed like a repeated pattern of the Union advancing on the Confederate Army and then retreating. Or the Confederate Army advancing on the Union Army and then retreating. This happened over and over again for days!

Reporter 1: So tell me, how did the Union ended up winning this battle?

Jane Smith: Eventually the Confederate Army became outnumbered and they chose to withdraw from the battle, surrendering to the Union. The fighting has lasted for three days straight! So I am sure that both sides are relieved to be done fighting for now.

Reporter 2: I hear that you have two soldiers nearby that want to say something. Can you bring them on camera so we can interview them?

Jane Smith: I sure can! (*Confederate soldier enters the scene and stands next to Jane.)* This is Thomas Stone of the Confederate Army who has survived this battle.

Reporter 1: Mr. Stone, would you like to share your thoughts on this battle with our viewers?

Thomas Stone: (*Looking exhausted and hopeless)* This is one of the hardest battles I have ever fought in. We have been fighting this war now for close to four years, and everyone is exhausted! We certainly hoped we could stop Sherman's men from making it to Goldsboro, but we were outnumbered. I worry that we may be close to the Confederacy totally surrendering to the Union forces. (*Exits off stage)*

Reporter 2: It sounds like this battle has really predicted what might happen for the remainder of this war. Thanks for sharing Mr. Stone. Jane, you also have a Union soldier that would like to share his thoughts, correct?

Jane Smith: *(Now standing next to a Union soldier)* Yes, this is Bradley Fisher who fought for the Union army during the Battle here at Bentonville. Bradley, go ahead and tell us what your thoughts are now that this battle is over.

Bradley Fisher: I was definitely worried at the beginning that we might lose this battle. We originally underestimated how many confederate troops there were. However, once the second

round of men arrived and 60,000 of us were now marching towards Goldsboro the Confederates were outnumbered. I am so glad we can declare victory! (*exits off stage)*

Reporter 1: Jane, this battle seems like such a whirlwind! Thanks for letting our viewers hear from soldiers who actually fought in it. Before we let you go, can you tell us why this battle is so important?

Jane: This is the largest Civil War battle that has ever occured on North Carolina soil. Not to mention the amount of soldiers that we lost in just three short days! Over 4,000 men have died! (*Exits stage)*

Reporter 2: That is outrageous, Jane!

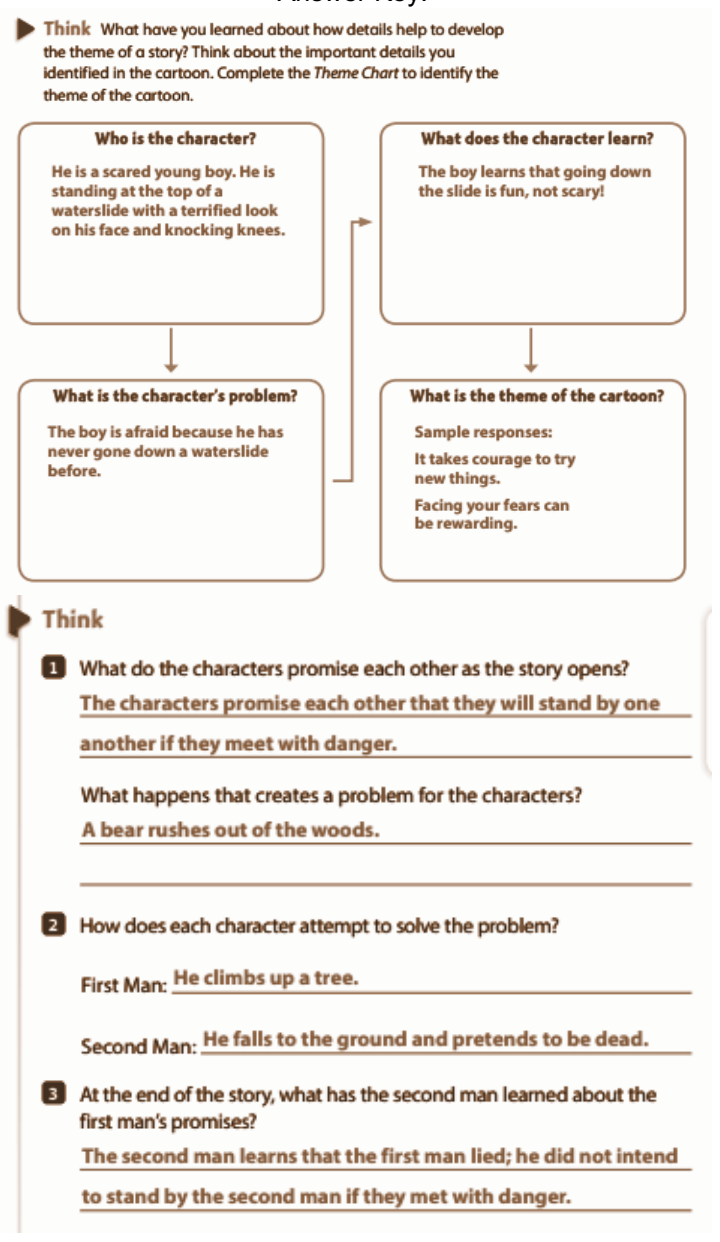
Reporter 1: That is all we have for you today folks. The Battle of Bentonville is officially over and the Union have declared victory in this battle. We can only wait and see how the rest of this war will play out. Tune in next time as we continue our coverage of the Civil War.

END SCENE

Supplemental Print Lessons
Week of May 26-29

Monday, May 25th is a holiday

Grade: 4th **Subject: Language Arts** **Week of: May 26th**

STANDARD	ACTIVITY	LESSON SUPPORT
RL4.2 Determine a theme of a **story**, drama, or poem from details in the text; summarize the text.	**Reading:** Complete iReady Lesson 9- Determining the Theme of a Story and the supporting activities. (pages 134-137)	Answer Key: 

NCSCS RL.4.2 Determine a theme of a story, . . . from details in the text. . . .

Lesson 9
Determining the Theme of a Story

Learning Target

Using details in the text to identify the theme of a story will help you understand the story's important message, or lesson.

Read Most story authors want to share an important message or lesson about people or life called the **theme**. Normally, authors do not state the theme directly. Instead, they expect their readers to **infer** the theme from what happens in the story.

To figure out the theme of a story, look for details that show what the characters do, say, think, and feel. Think about how the characters solve their problems and what can be learned from their experiences.

Read the cartoon below. Find details that help you figure out the theme shown in the cartoon.

Think What have you learned about how details help to develop the theme of a story? Think about the important details you identified in the cartoon. Complete the *Theme Chart* to identify the theme of the cartoon.

Who is the character?

What does the character learn?

What is the character's problem?

What is the theme of the cartoon?

Talk Share your chart with a partner.

- Which details about the character did you include?
- How did each of you describe what the boy learned?
- Did you agree about the theme of the cartoon?

Academic Talk

Use these words to talk about the text.

- **theme**
- **infer**

Read

Genre: Fable

The Two Travelers

adapted from a fable by Aesop

1 Two men planned a trip that would take them through wild, lonely country. They promised that if they met with danger they would stand by each other.

2 "To the end!" said the first man.

3 "To the end!" said the second man.

4 They traveled only a short distance when a bear rushed out of the woods at them. The first man, as soon as he saw the bear, rushed to a tree and climbed it as quickly as he could. The other man, who was slower to see the bear, realized he had no time to escape. He fell to the ground, pretending to be dead.

5 The bear came over to the man on the ground. The animal sniffed and smelled the traveler. The bear put his face right up to the man's ear. But the man held his breath and soon, losing interest, the bear walked away.

6 When the bear was safely out of sight, the first traveler slid down the tree and walked over to his companion, who was now sitting by the side of the road.

7 "Well, that was a close one, wasn't it?" the first man said. "What did that bear say when he had his mouth to your ear?"

8 "It's no secret," growled the second man. "He said I should never again believe anything said by a coward like you!"

Close Reader Habits

Underline words and phrases that tell you about the thoughts and feelings the second man has about the story events.

Explore **How do the details about the story characters and events help to develop the theme in "The Two Travelers"?**

What happens in the story? How do characters act and feel? These questions will help you figure out the theme.

Think

1 What do the characters promise each other as the story opens?

_____

_____

What happens that creates a problem for the characters?

_____

_____

2 How does each character attempt to solve the problem?

First Man: _____

Second Man: _____

3 At the end of the story, what has the second man learned about the first man's promises?

_____

_____

Talk

4 Discuss story details that develop the theme of "The Two Travelers." How do the story events, especially the ending, help to reveal the author's lesson about life?

Write

5 **Short Response** Describe a theme of "The Two Travelers." Include details about the story events and characters' actions that helped you infer the theme, or the author's life lesson. Use the space provided on page 140 to write your response.

HINT Focus on what the characters do and what they say.

Grade: 4th **Subject: Math** **Week of: May 26th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.	Compare Decimals (see lesson below)	*answer key provided
4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.	Compare Decimals Ready Center 4.39 (see lesson below) Optional Activity/Extension: Greater Than and Less Than Ready Center Activity 4.40	Compare Decimals: ● Recording Sheet ● Grid Paper Square Greater Than and Less Than (optional activity) Materials needed: ● 6 Game Markers in one color ● 6 Game Markers in a different color ● Recording Sheet and Board (provided) *answer key(s) provided

Name: _____

Compare Decimals

Solve the problems.

1 Which decimal is less than 0.35?

A 0.5 **C** 0.36

B 0.29 **D** 0.53

2 Which is the greatest—0.19, 1.00, 0.91, or 0.02?

A 0.02 **C** 0.91

B 0.19 **D** 1.00

Sadie chose **B** as the correct answer. How did she get that answer?

_____

_____

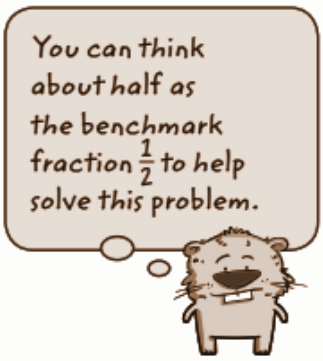
_____

_____

3 Classify each decimal below as less than half, equal to half, or greater than half, by writing each decimal in the correct column of the chart.

0.05 0.52 0.25 0.48 0.9 0.50 0.6 1.05

Less than Half	Equal to Half	Greater than Half



Solve.

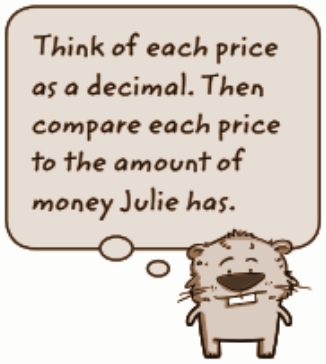
4 Milk costs $0.50 and juice costs $0.55. Which costs less, milk or juice?

Show your work.

Solution: _____

5 Julie has 2 dollars to spend on lunch. A slice of pizza is $2.25. A sandwich is $2. A bowl of soup is $1.95. What can Julie buy for lunch? Explain your answer.

Show your work.



Solution: _____

_____

Answer Key: Compare Decimals

Compare Decimals

Solve the problems.

B

1 Which decimal is less than 0.35?

A 0.5
C 0.36
(B) 0.29
D 0.53

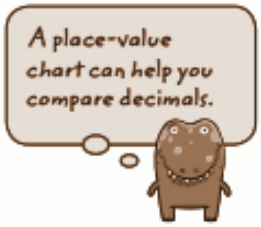
M

2 Which is the greatest—0.19, 1.00, 0.91, or 0.02?

A 0.02
C 0.91
B 0.19
(D) 1.00

Sadie chose **B** as the correct answer. How did she get that answer?

Possible answer: She compared the digits in the hundredths place without first looking at the digits in the ones or tenths place.

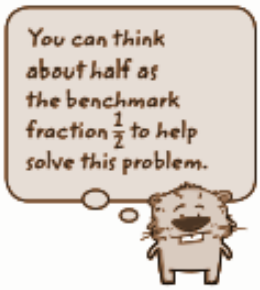


M

3 Classify each decimal below as less than half, equal to half, or greater than half, by writing each decimal in the correct column of the chart.

0.05 0.52 0.25 0.48 0.9 0.50 0.6 1.05

Less than Half	Equal to Half	Greater than Half
0.05 0.25 0.48	0.50	0.52 0.6 0.9 1.05



Solve.

M

4 Milk costs \$0.50 and juice costs \$0.55. Which costs less, milk or juice?

Show your work.

Possible work shown. Students might shade a model, draw a number line, or write equivalent fractions to solve the problem.

$0.50 = \frac{50}{100}$

$0.55 = \frac{55}{100}$

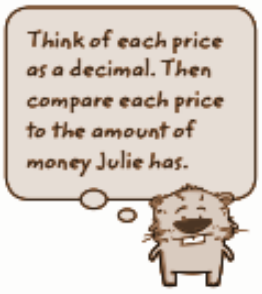
$\frac{50}{100} < \frac{55}{100}$

Ones	.	Tenths	Hundredths
0	.	5	0
0	.	5	5

Solution: **Milk costs less because \$0.50 < \$0.55.**

C

5 Julie has 2 dollars to spend on lunch. A slice of pizza is \$2.25. A sandwich is \$2. A bowl of soup is \$1.95. What can Julie buy for lunch? Explain your answer.



Show your work. **Possible work shown.**

Pizza $2.25 = \frac{225}{100}$

Sandwich $2 = \frac{200}{100}$

Soup $1.95 = \frac{195}{100}$

2 dollars $= 2.00 = \frac{200}{100}$

Price of pizza is greater than 2 dollars, $\frac{225}{100} > \frac{200}{100}$.

Price of a sandwich is equal to 2 dollars, $\frac{200}{100} = \frac{200}{100}$.

Price of soup is less than 2 dollars, $\frac{195}{100} < \frac{200}{100}$.

Solution: **Julie can buy a bowl of soup or a sandwich. The price of soup, \$1.95, is less than \$2. The price of a sandwich, \$2, is equal to \$2.**

Comparing Decimals

What You Need

- grid paper (square)
- Recording Sheet

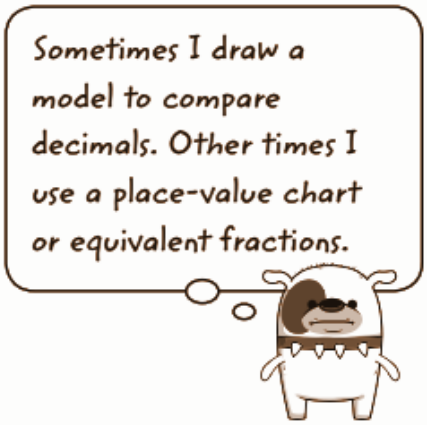
Check Understanding

Write <, =, or > to compare the decimals and explain your answer.

0.5 _____ 0.53

What You Do

1. Take turns. Choose a pair of decimals on the **Recording Sheet.**
2. Use any method to compare the decimals. Use the grid paper if making decimal models to compare. Explain your answer to your partner.
3. Your partner uses a different method to check your work.
4. If your work is correct, you score 1 point, and write <, =, or > on the **Recording Sheet.** If it is incorrect, your turn ends.
5. The player with the greater number of points after four rounds wins. If there is a tie, the player who compared the greatest decimal wins.



Go Further!

Write three different expressions comparing two decimals using <, =, or > such as 0.51 > 0.15. Your partner tells whether each expression is true or false. Check your partner's work.

***Ready*® Center Activity 4.39 ★★ Recording Sheet**

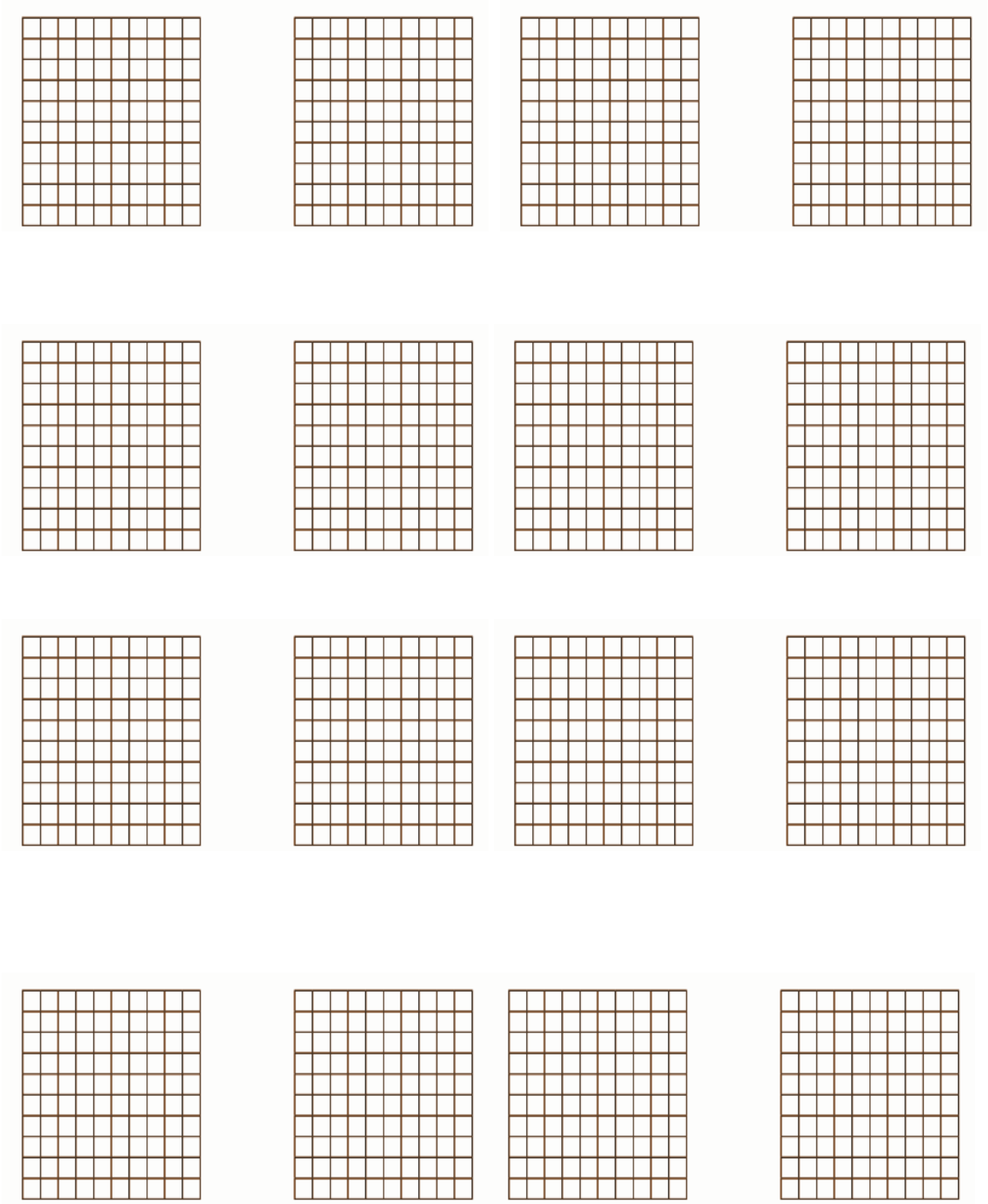
Partner A _____

Partner B _____

Comparing Decimals

0.02 _____ 0.1	0.73 _____ 0.37
9.90 _____ 9.9	0.8 _____ 0.3
0.49 _____ 0.4	5.63 _____ 5.68
0.79 _____ 0.9	3.6 _____ 3.60

Grid Paper (Square)



Answer Key: Comparing Decimals Ready Center Activity 4.39

★★ **Check Understanding**

$0.5 < 0.53$; Sample answer: 0.5 is equivalent 0.50. Because 0.50 is less than 0.53, 0.5 is less than 0.53.

Recording Sheet

Check students' models.

Row 1: $0.02 < 0.1$; $0.73 > 0.37$

Row 2: $9.90 = 9.9$; $0.8 > 0.3$

Row 3: $0.49 > 0.4$; $5.63 < 5.68$

Row 4: $0.79 < 0.9$; $3.6 = 3.60$

Greater Than and Less Than

What You Need

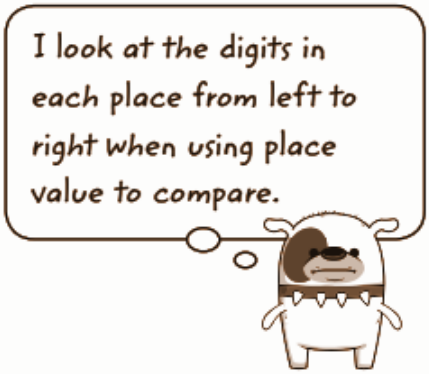
- 6 game markers in one color
- 6 game markers in a different color
- Recording Sheet and Game Board

Check Understanding

Write a decimal that is greater than 0.55 but less than 0.6. Explain your answer.

What You Do

1. Take turns. Choose a clue on the **Recording Sheet.**
2. Find a decimal on the **Game Board** that matches the clue. Use place value or equivalent fractions to justify your answer.
3. Your partner uses any method to check your work.
4. If you are correct, cover the decimal on the **Game Board** with a game marker. If you are not correct, your turn ends.
5. Play continues until every decimal on the **Game Board** is covered.
6. The player with the greater number of markers on the **Game Board** wins. If there is a tie, the player who marked the greatest decimal wins.



Go Further!

Write two numbers that are between 0.3 and 0.4. Exchange papers with your partner and check each other's work.

***Ready*® Center Activity 4.40 ★★** **Recording Sheet and Game Board**

Partner A _____

Partner B _____

greater than 0.2 but less than 0.5	greater than 0.52 but less than 0.64	greater than 0.1 but less than 0.14
greater than 0.84 but less than 0.9	greater than 0.05 but less than 0.08	greater than 0.1 but less than 0.3
greater than 0.5 but less than 0.53	greater than 0.65 but less than 0.73	greater than 0.65 but less than 0.71

0.07	**0.71**	**0.52**
0.68	**0.4**	**0.62**
0.12	**0.2**	**0.86**

Answer Key: Greater Than and Less Than Ready Center Activity 4.40

★★ **Check Understanding**

Sample answer: 0.57; 0.6 is equivalent to 0.60 so the decimal I need is between 0.55 and 0.60. 0.57 is greater than 0.55 and less than 0.6.

Recording Sheet

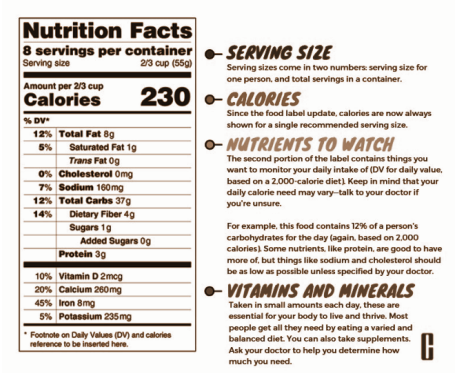
Row 1: 0.4; 0.62; 0.12

Row 2: 0.86; 0.07; 0.2

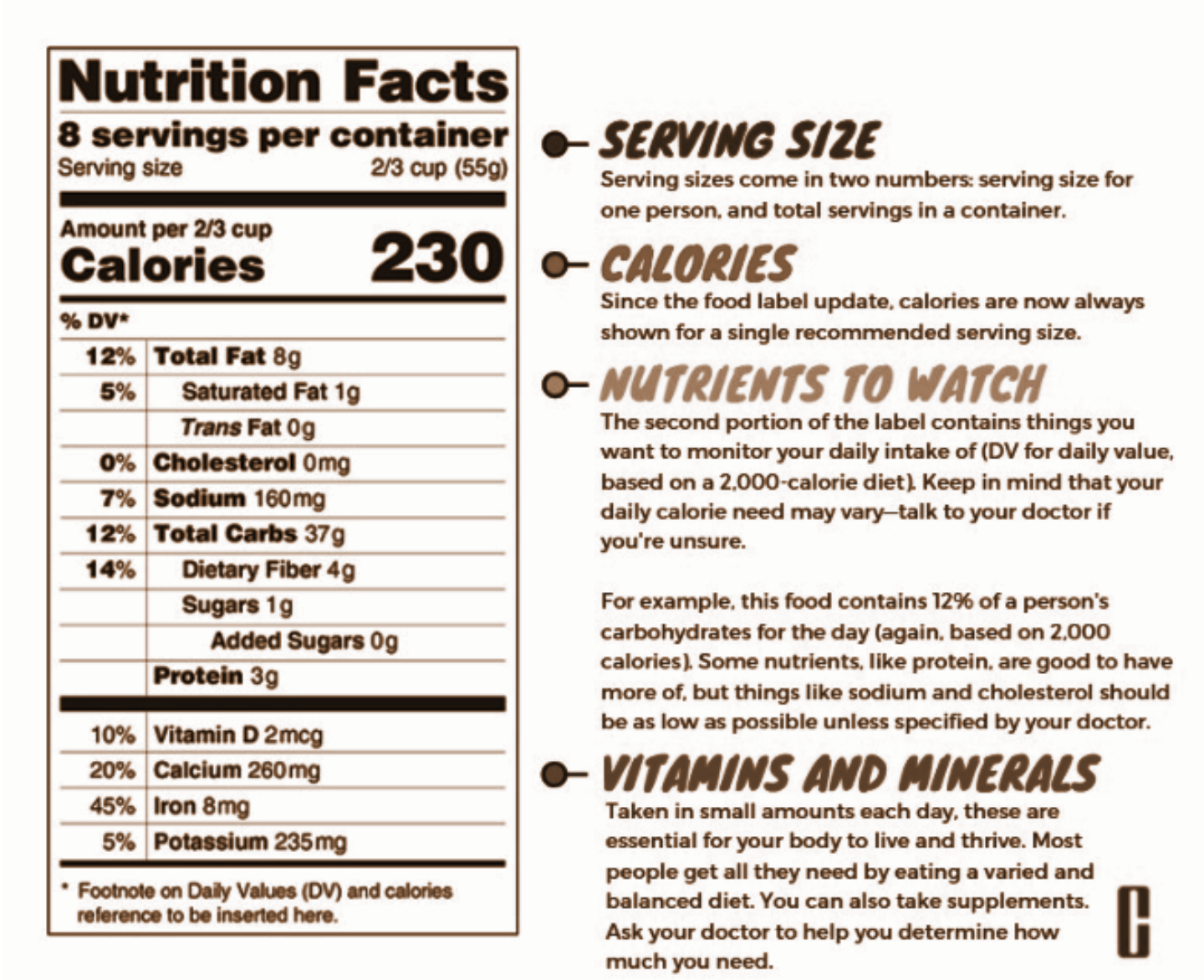
Row 3: 0.52; 0.71; 0.68

Grade: 4th **Subject: Science** **Week of: May 26th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body 4.L.2.2 Explain the role of vitamins, minerals and exercise in maintaining a healthy body	A. Have your child review fats by telling you about the differences between saturated fats and unsaturated fats.	A. Your child should be able to tell you: ➢ Fats are important for energy, to absorb vitamins, and to protect your heart and brain health. ➢ There are different types of fats (this lesson will focus on two saturated and unsaturated.) ➢ Saturated fats - are unhealthy fats because they raise your body's cholesterol (fat found in your blood). Some examples are chicken skin, butter, ice cream, and whole milk. ➢ Unsaturated fats - healthy fats that can lower your cholesterol. Some examples are avocados, olives, nuts, tofu, and sunflower seeds.
	B. Explain what vitamins and minerals are, how they help our body and what foods are full of them to your child.	B. Vitamins and minerals are found in most foods and are called micronutrients because our bodies need a small amount of them. ➢ Vitamins are a group of nutrients that are needed for normal growth, and development. There are 13 essential vitamins that are required for your body to work correctly. Some examples are Vitamin A, Vitamin C, Vitamin K, and Vitamin B1. ➢ Minerals are elements on the earth and in foods that our bodies need to develop and work normally. Some examples are sodium, potassium, chloride, calcium, phosphorus, magnesium, iron and sulfur.
	C. Have your child select 5 items from your food pantry that are in their original package with the	C. Reading food labels: ➢ Diagram enlarged in the packet

	nutrition label on it. a. Show your child how to read the food label. b. Now have your child fill out the Food Label Treasure Hunt in this packet. c. Once your child has completed the chart ask your child to put the foods in order from healthiest to least healthy. Have your child explain his/her thinking and write it on the bottom of the chart.	 ➢ Point out to your child that foods are not just proteins or carbohydrates, that foods contain many of these nutritional parts. Some foods are higher in one category than others. So, they fit into that food group/category. ➢ Some question to ask before your child writes: ○ Why do you think that ___ food is the healthiest? ○ What makes _____ food healthier than _____? ○ Why do you think ___ is the least healthy food?

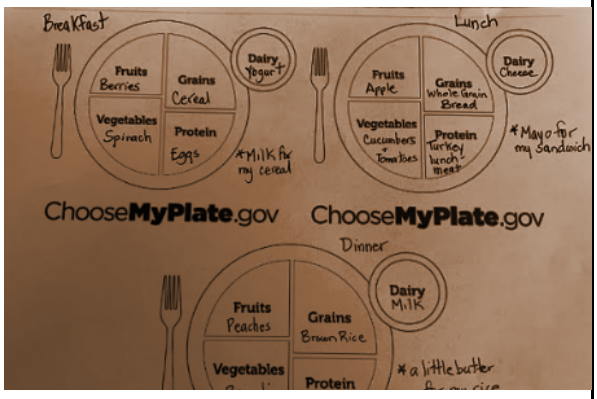
Reading Food Labels:



Food Label Treasure Hunt

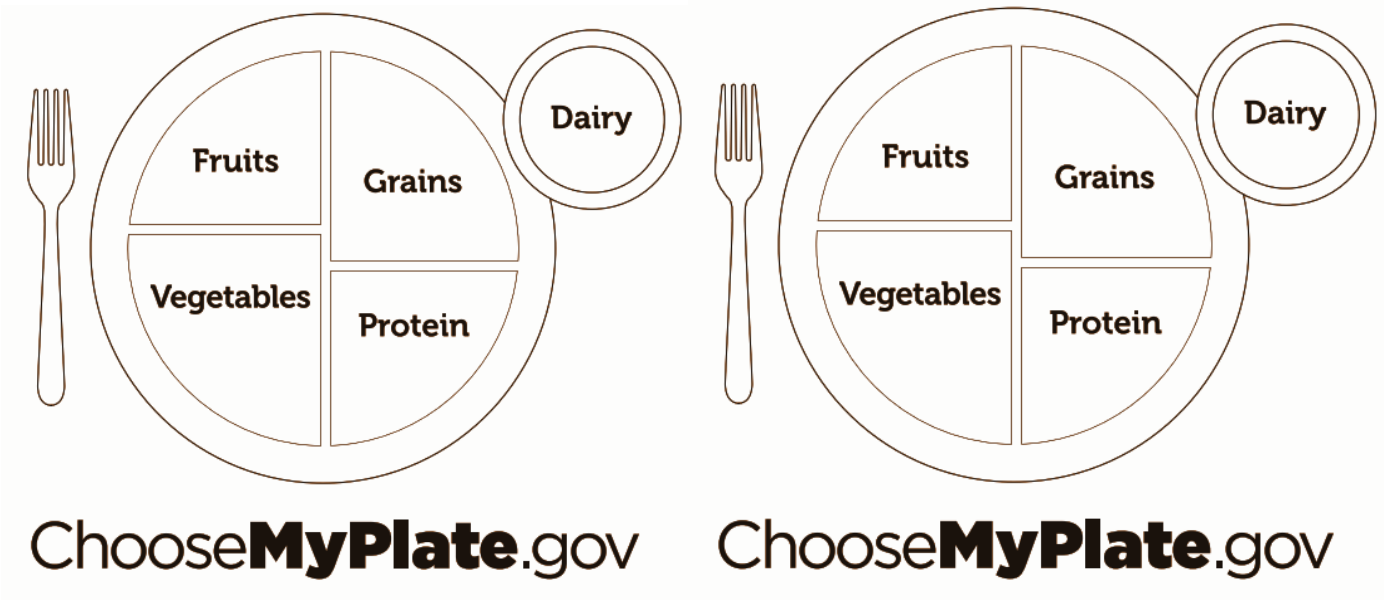
Food **(healthy or unhealthy)**	**Fats** **(Saturated/Unsaturated)**	**Carbohydrate**	**Protein**	**Vitamins**	**Mineral**
Ex -Pistachios = Healthy food	14 grams total Saturated = 1.5g Unsaturated = 11g	8 grams	6 grams	None	Calcium, Iron, Potassium, Sodium
1.					
2.					
3.					
4.					
5.					

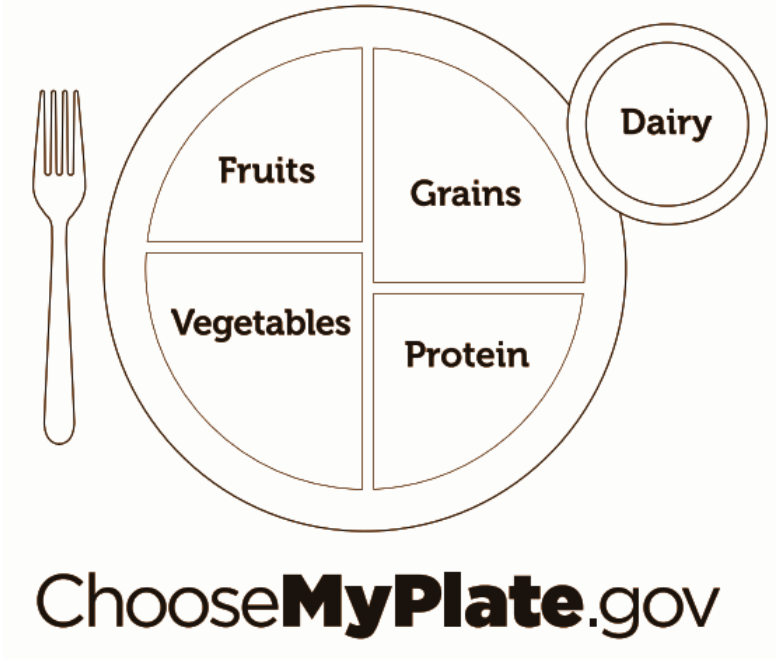
Grade: 4th **Subject: Science** **Week of: May 26th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body 4.L.2.2 Explain the role of vitamins, minerals and exercise in maintaining a healthy body	A. Have your child review all the information he/she has learning about food and nutrition so far in this unit. Pull out the food/nonfood sort done on Day 3. a. Ask your child if he/she would want to change the way the foods and non-foods were sorted. b. Talk about the different foods in the pictures.	A. Your child will be planning a full day of meals in this lesson. Have your child review all the information about: ➢ Food/Non-Foods ➢ Carbohydrates ➢ Proteins ➢ Fats ➢ Vitamins/Minerals ➢ Food Labels a. You might want to talk about the juice. It is high in sugar but has vitamins and minerals as well. Tell your child your thoughts on whether the vitamins and minerals cancel out the sugar.
	B. Have your child create a detailed meal plan for breakfast, lunch and dinner on the What to Eat? Sheet in the packet. a. Your child should think about healthy choices (not just his/her favorites), and each food group should have a food for each meal. Use one MyPlate picture for each meal of the day: breakfast, lunch, dinner. Your child may draw the foods or cut them out of a magazine or grocery store ad as well.	B. Encourage your child to think about choosing healthy options for the meals. He/She should have a balance of proteins, carbohydrates, fats, dairy, fruits and vegetables. 
	Optional: Have your child keep a food diary. He/She can write what he/she eats for a day or a week and think about what type of food choices they are making.	Some questions to help your child think about the food choices he/she is making: ➢ What food groups do you eat the most often? ➢ How healthy are the foods you are eating? ➢ What food group is missing from your food diary? ➢ How can you improve the healthiness of the food you are eating?

What to Eat?

Directions - Write the food you want to eat on each food group section of the plate. Think about healthy choices, not just your favorites. Each food group should have a food for each meal. Use one MyPlate picture for each meal of the day: breakfast, lunch, dinner and label each one. You may draw the foods or cut them out of a magazine or grocery store ad as well.





Grade: 4th **Subject: Social Studies** **Week of: May 26th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-colonial period through Reconstruction. Primary Focus: North Carolina and the Civil War	The debate over slavery was a major cause of the Civil War. This week, your child will have the opportunity to read a memoir from William Henry Singleton. By reading his memoir, there is a unique opportunity to gain new insight about what life was like for Singleton as a slave and what freedom felt like once he received it.	It is suggested that you read aloud William Henry Singleton's memoir to your child, pause to ask your child the discussion questions listed throughout the memoir to have reflection.

Memoir of William Henry Singleton

"I have lived through the greatest epoch in history, having been born on August 10, 1835 at Newbern, NC. That was not so many years ago, after the adoption of the Declaration of Independence and the willing of the Revolutionary War. But in the country of the Declaration of Independence I was born a slave, for I was a black man...For in the eyes of the law I was but a thing. I was bought and sold.

But I lived to see the institution of slavery into which I was born and of which I was for many years a victim pass away. I wore the uniform of those men in blue, who through four years of suffering wiped away with their blood the stain of slavery. I met, too, that great man who led those men as their great Commander-in- Chief; he shook hands with me, yes, talked to me. I can still see his sad, tired worn face as he talked to me that day.

Discussion Question: *What historical events has William Henry Singleton mentioned to this point? What does he say that gives you clues? (Example Answer: The Civil War- the text says "I wore the uniform of those men in blue")*

Comparing my position now, living in a good home, with my wife, with friends, respected in my community with the same rights that every other man has, those days of my boyhood seem like a dream. But folks who know my story like to hear me tell about those days, how we lived, and what we thought about, how we were treated. So, I recall for them for my friends and for other folk, who, though they do not know me, might like to hear a true story that may seem as strange to them as a fairy tale.

My master's estate was one of the largest in Craven County, North Carolina and he had more slaves than any others. The first thing I remember is playing on the plantation with my little brothers and with other slave children while the men and women were in the cotton, corn, and potato fields working during the day...One day when I was about four years old a strange man came to the central house where all of us children were and asked me if I liked candy. I told him yes. So, he gave me a striped stick of candy. Then he asked me if I liked him. I said yes, sir, because he had given me the candy. He asked me then how I would like to go and live with him. Of course I did not know him nor the colored woman he was with, but without saying anymore the man took me away with him and gave me to the strange woman who took me to Atlanta, Georgia and delivered me to a woman who had bought me….Such breaking up of families and parting of children from their parents was quite common in slavery days and was one of the things that caused much bitterness among the slaves and much suffering.

Most of the work done in the South those days was done by slaves. Slaves were ginners, that is, they knew how to run cotton gins; but they were carpenters, blacksmiths, ship carpenters, and farmers…. Young as I was when I was sold the first time...I had all I wanted to eat. Of course, I had hardly any clothes, but then I did not need many clothes to keep me warm. I did not have any bed to sleep on, simply slept on the dirt floor by the fireplace in the house like a little dog...One day when I was about seven years old my master sent me to run an errand…. I suddenly decided to run away, and I did. There on the streets I ran across an old colored man who asked me my name and what part of the country I was from and what my mother's name was...He pointed to the road that led to Newbern and said I might get a ride on the stage. "But don't tell anybody your name" he said "If they ask you your name, you don't know, and keep going"

Discussion Question: Why do you think the man William Henry Singleton just encountered told him to not tell anybody his name if they ask? (After your child has responded you may want to share with your child that if slaves shared their real name with someone they did not know, it could possibly cause them to be identified as a runaway slave. In these days, slaves could be returned back to their original owners if they were found. Slaves last names often came from their owners which made it easier to return slaves back to the plantations they escaped from.)

Luckily the first door I knocked at when I reached the Singleton plantation happened to be the door of my mother's house, but of course I did not know my mother, so when she opened the door and asked me what I wanted, I made my usual reply "I don't know". I did not know my mother, and she did not know me. She said "What do you want little boy?" I said "I am looking for my mother." Your mother?" "Yes, ma'am". Just then my older brother Hardy came to the door and said "Mama, that's Henry." My mother said "No it isn't, that child wouldn't know how to get back here alone like that. When he went from here he was nothing but a baby...My mother said "I won't believe it's Henry except that I can see a scar on the back of his neck where he was burned. If it is there now, I will believe it is Henry" But when I heard this I was afraid because I didn't know I had a scar there and I thought it was a trap to catch me. So, I ran,

but Hardy ran me down and my mother found the scar and then I was alright.... One Sunday morning, my mother and brothers went to a camp meeting and left me hiding in the cellar of their home. There were cracks in the cellar through which I could see out the doors. Looking out I saw there were some biscuits on a fence not far away. That was one of the tricks the masters had to catch slaves who were hiding. They would put food on the fences where a slave they suspected of being in hiding could see it in the hope that he would get hungry and venture out and take it and thus reveal himself. That is what happened to me and they sold me at that time to an overseer on the Plantation.

Discussion Question: Put yourself in William Henry Singleton's shoes for a moment. Reflect on all you have gone through up until this point. How would you feel if this is what happened to you? Why would you feel that way?

I do not mean by all this that our life was altogether bad. We had enough to eat and we had certain pleasures. It was a common thing for the slaves to have parties where the slaves from adjoining plantations came together and danced and sang and played. One of the worse features of slavery was that the slaves on a plantation were virtually in prison. They could not leave the plantations except with the consent of their masters.

(As an adult) I secured employment as the servant of Col. Leggett, I told the Colonel my story, but I found out later that my story was not believed and that they thought I had been sent by the rebels to secure information for them about Union troops...I was then hired at the A.M.E Zion church at Nebern and commenced to recruit a regiment of colored men. I secured the thousand men and they appointed me their colonel. It was one day at the General's headquarters A man pointed to another man who was talking to the general in an inner room and said, "Do you know that man in there?" I said, "No", he said "That is our President, Mr. Lincoln." In a few minutes the conference apparently ended and Mr. Lincoln and General Burnside came out. The general pointed me out and said "This is the fellow who got up a colored regiment" President Lincoln shook hands with me and said "It is a good thing. What do you want?" I said "I have a thousand men. We want to help fight to free our race. We want to know if you will take us into your service? He said "You have got good pluck. But I can't take you now because you are a contraband of war and not American citizens yet. But hold onto your society and there may be a chance for you". On January 1,1863 he signed the Emancipation Proclamation, which made me and all the rest of my race free. We could not be bought or sold anymore or made to work without pay.

I was appointed Sergeant of Company G, being the first colored man to be accepted into the federal service and the only colored man that furnished the government with a thousand men in the Civil War. My life since the war has been the ordinary life of the average man of my race. Shortly after the war ended I joined the A.M.E Zion church of New Haven and it was in that church that I learned to read...I became ambitious to learn all I could and so read as many books as I could and availed myself of the opportunities that presented themselves to educate myself.

Discussion Question: Out of the events that we just read about, which event in your opinion mattered the most to Singleton? Why did you choose this event? How do you know?

I have been extremely fortunate in my employers. From all I have received kind and considerate treatment, vastly different from the rough, sometimes brutal treatment I received from my slave masters. It is as different, in fact, as freedom from slavery. It is impossible, I think, for those who have always been free to realize the difference. Now I feel that I am part of the country, that I have an interest in its welfare and a responsibility to it. As a slave I was only property, something belonging to somebody else. I had nothing I could call my own. Now I am treated as a man. I am part of society. When election day comes I go to the polls and vote, and my vote counts as much as the vote of the richest or best educated man in the land. Think of it! I, who was once bought and sold...And it is not only I who have this privilege, but millions of other men of my race. Ah, we can truly say "Old things are passed away: Behold all things are become new."

I feel I am greatly indebted to the government and the American people for what they have done for me and my race. I cannot find words to express properly what I feel. But my heart is overflowing with gratitude, when I think of my situation and the situation of the people of my race now, and think of all the blessings we enjoy, compared with our former situation, I feel that as long as I live an honest life, do my work and conduct myself properly, I have the respect and good wishes of the community….It is a great thing to have lived to see this day come. It is great to feel that the people of my race understand something of the debt they owe this great country and are showing their appreciation by trying to be good citizens. God has been very good to me, I can read his book. America has been good to me. I am one of its citizens. There is no stain on the flag now"

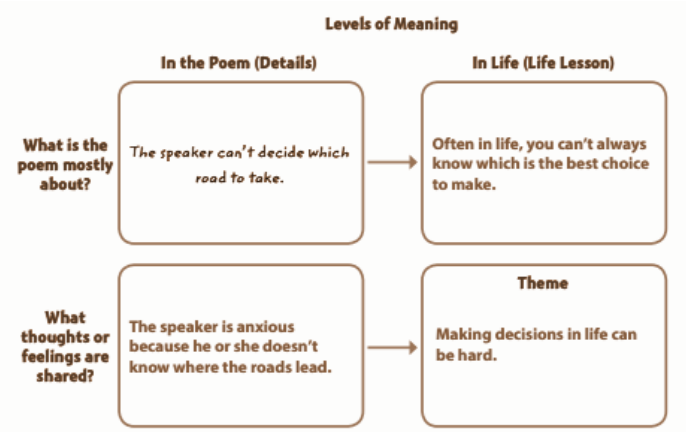
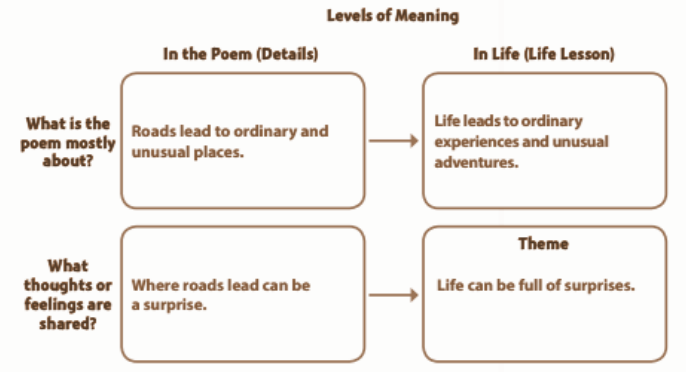
Discussion Question: Singleton ends his memoir by saying phrases such as, "I am greatly indebted to the government and the American people for what they have done for my race" and "My heart is overflowing with gratitude". Does it surprise you that he says these things considering the life he has lived? Why or why not?

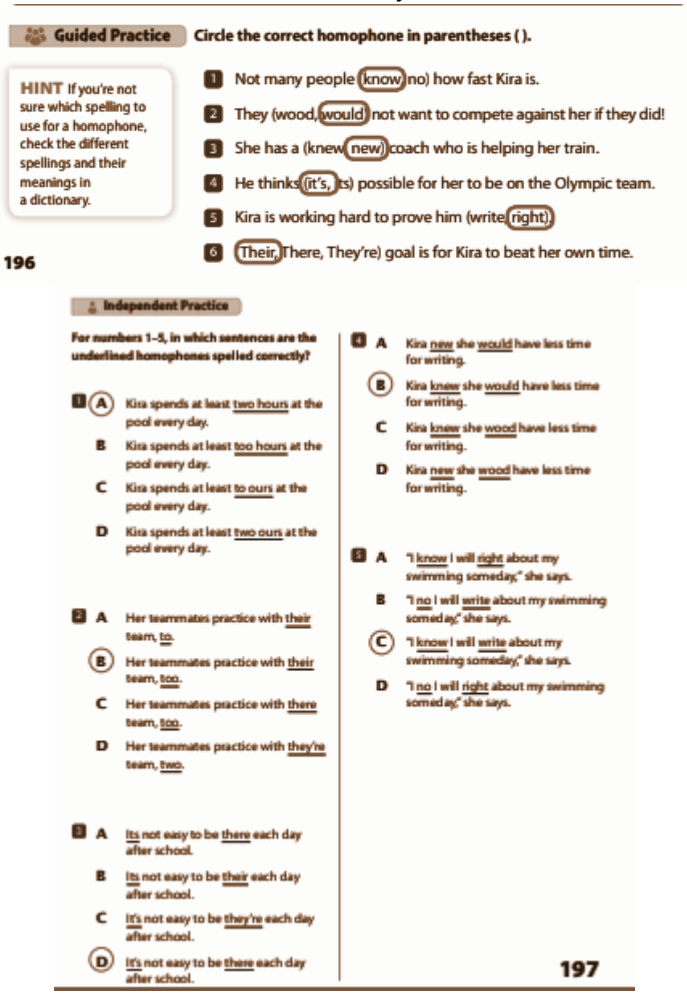
Discussion Question: In the last line of Singleton's memoir he says "There is no stain on the flag now". What does Singleton mean when he says this? How do you know?

Cited From: https://docsouth.unc.edu/neh/singleton/singleton.html

Supplemental Print Lessons
Week of June 1-5

Grade: 4th **Subject: Language Arts** **Week of: June 1st**

STANDARD	ACTIVITY	LESSON SUPPORT
RL4.2 Determine a theme of a story, drama, or **poem** from details in the text; summarize the text.	**Reading:** Complete iReady Lesson 10-Determining the Theme of a Poem and the supporting activities. (pages 148-151)	Answer Key:  **Levels of Meaning** **In the Poem (Details)** / **In Life (Life Lesson)** **What is the poem mostly about?** — *The speaker can't decide which road to take.* → Often in life, you can't always know which is the best choice to make. **What thoughts or feelings are shared?** — The speaker is anxious because he or she doesn't know where the roads lead. → **Theme**: Making decisions in life can be hard. **● Monitor Understanding** **If...** students struggle to connect details to a theme, **then...** make sure they understand the metaphorical connection between traveling on a road and life as an ongoing journey. • **What are roads for?** *(They are for helping you get from one place to another.)* • **How does the idea of getting from one place to another apply to life?** *(Guide students to compare the experiences they have as they go through life to places they might stop as they travel along a road.)* Invite students to draw a "road map" of a day in their lives. It could be an ordinary day or a special one like a birthday or holiday.  **Levels of Meaning** **In the Poem (Details)** / **In Life (Life Lesson)** **What is the poem mostly about?** — Roads lead to ordinary and unusual places. → Life leads to ordinary experiences and unusual adventures. **What thoughts or feelings are shared?** — Where roads lead can be a surprise. → **Theme**: Life can be full of surprises.
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with	**Writing:** This week, students will begin to write individual paragraphs for each reason while adding in personal experiences and examples. Return to the paragraph that was	Example: Playing soccer at recess is a fun activity because it is a team sport, I can practice and learn new skills, and most of all, because it is great exercise. One reason that playing soccer at recess is a fun activity

reasons and information.	written 2 weeks ago along with the box and bullets organizer. Brainstorm with your child about what personal experiences they have and why they believe so much in the thesis. Jot these examples down so they can be added to their writing.	is because it is a team sport. For example, everyone has an equal chance to play. **My friends and I even worked out a schedule so everyone would get equal playing time. Half of our class plays on Monday and then the others play on Tuesday.** There are also different positions for people to play. **I like to play goalie but it is also fun to be on the offence so I can run the ball down the field. Most importantly,** players have to help and support one another to win the game. **When I first started playing with my class I wasn't very good, but my team was very helpful and taught me a lot.** Another reason playing soccer at recess is a fun activity is that … **(continue with reason 2 and 3).**
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.	**Word Study:** Complete iReady Lesson 8 - Commonly Confused Words (page 188-189)	Answer Key:  **Guided Practice** Circle the correct homophone in parentheses ( ). HINT If you're not sure which spelling to use for a homophone, check the different spellings and their meanings in a dictionary. 1 Not many people (know, no) how fast Kira is. 2 They (wood, would) not want to compete against her if they did! 3 She has a (knew, new) coach who is helping her train. 4 He thinks (it's, its) possible for her to be on the Olympic team. 5 Kira is working hard to prove him (write, right). 6 (Their, There, They're) goal is for Kira to beat her own time. 196 **Independent Practice** For numbers 1–5, in which sentences are the underlined homophones spelled correctly? 1 (A) Kira spends at least two hours at the pool every day. B Kira spends at least too hours at the pool every day. C Kira spends at least to ours at the pool every day. D Kira spends at least two ours at the pool every day. 2 A Her teammates practice with their team, to. (B) Her teammates practice with their team, too. C Her teammates practice with there team, too. D Her teammates practice with they're team, two. 3 A Its not easy to be there each day after school. B Its not easy to be their each day after school. C It's not easy to be they're each day after school. (D) It's not easy to be there each day after school. 4 A Kira new she would have less time for writing. (B) Kira knew she would have less time for writing. C Kira knew she wood have less time for writing. D Kira new she wood have less time for writing. 5 A "I know I will right about my swimming someday," she says. B "I no I will write about my swimming someday," she says. (C) "I know I will write about my swimming someday," she says. D "I no I will right about my swimming someday," she says. 197

NCSCS RL.4.2 Determine a theme of a . . . poem from details in the text. . . .

Lesson 10
Determining the Theme of a Poem

Learning Target

Using details in a poem to determine its theme will help you develop a deeper understanding of the poet's ideas.

Read On one level, a poem may share a poet's thoughts and feelings about a simple experience. On another level, the poet's words suggest a deeper meaning, or the **theme** of the poem. A poet usually won't state the theme. Instead, *you* must connect the poem's details to a message about life and how to live it.

To discover the theme of a poem, think of what it mostly tells about and the ideas shared by the poet. Then dig deeper. Ask yourself: How do details in the poem connect to a larger life lesson?

Read the poem carefully. Think about how choosing a road to take is similar to making choices in life.

A Fork in the Road

The road down which to go,
I simply do not know.
How do I make up my mind
When I know not what I'll find?

Think Consider what you've learned so far about reading poetry. Then complete the chart to examine the levels of meaning in the **lyric poem** "A Fork in the Road."

Levels of Meaning

	In the Poem (Details)	In Life (Life Lesson)
What is the poem mostly about?	The speaker can't decide which road to take. →	
What thoughts or feelings are shared?	→	Theme

Talk Share your chart with a partner.

- How did each of you describe details in the poem and a lesson about life? Did you find similar connections?
- Did you agree on the thoughts and feelings the poet shared?
- What conclusions did you make about the theme?

Academic Talk

Use these words and phrases to talk about the text.

- **theme**
- **lyric poem**

Read

Genre: Lyric Poem

Roads

by Rachel Field, *Favorite Poems, Old and New*

A road might lead to anywhere,—
To harbor towns and quays,
Or to a witch's pointed house
Hidden by bristly trees.
It might lead past the tailor's door,
Where he sews with needle and thread,
Or by Miss Pim the milliner's,
With her hats for every head.
It might be a road to a great, dark cave
With treasure and gold piled high,
Or a road with a mountain tied to its end,
Blue-humped against the sky.
Oh, a road might lead you anywhere—
To Mexico or Maine.
But then, it might just fool you, and—
Lead you back home again!

Close Reader Habits

As you reread, **circle** phrases that show where a road may lead. Then think about why a road leading back home might be a surprise.

Explore **How do the details in the poem help you determine the theme, or life lesson, shared in "Roads"?**

Look for details about where roads—and life—may lead. The details will lead you to the theme.

Think

1 Complete the chart below by writing what the poem describes, what thoughts or feelings are shared, the life lesson, and the theme.

Levels of Meaning

	In the Poem (Details)	In Life (Life Lesson)
What is the poem mostly about?		
What thoughts or feelings are shared?		Theme

Talk

2 Explain how the descriptions about where the different roads lead relate to a theme about life. Take notes about your discussion.

Write

3 **Short Response** Explain why the descriptions of where roads may lead are important to the theme of "Roads." Consider how the poet's descriptions help you understand her message about life experiences. Use the space provided on page 154 to write your response.

HINT Before you begin, review your chart to recall details about the poem and the theme.

Lesson 8

Commonly Confused Words

L.4.1g: Correctly use frequently confused words (e.g., *to, too, two; there, their*).

Introduction **Homophones** are words that sound alike but have different meanings and spellings. Homophones are easy to confuse because they sound the same!

- Watch out for the homophones *two*, *too*, and *to* in your writing. The homophones *there*, *their*, and *they're* are also easy to confuse.

Word	Meaning	Example
two	"a number"	Kira is excited about two things.
too	"also"	She loves swimming, but she loves writing, too.
to	"in a certain direction"	She goes to the pool almost every day.
there	"in that place"	The swim team practices there.
their	"belonging to them"	They try to improve their speed.
they're	"contraction for *they are*"	Next week they're having a big meet.

- Learn the spellings and meanings of these homophones, too!

no "opposite of *yes*"	right "correct" or "opposite of *left*"
know "to be aware of"	write "to put down on paper"
it's "contraction for *it is*"	would "under a certain condition"
its "belonging to *it*"	wood "part of a tree"
hours "units of time"	new "opposite of *old*"
ours "belonging to *us*"	knew "past tense of *know*"

Guided Practice **Circle the correct homophone in parentheses ( ).**

HINT If you're not sure which spelling to use for a homophone, check the different spellings and their meanings in a dictionary.

1. Not many people (know, no) how fast Kira is.
2. They (wood, would) not want to compete against her if they did!
3. She has a (knew, new) coach who is helping her train.
4. He thinks (it's, its) possible for her to be on the Olympic team.
5. Kira is working hard to prove him (write, right).
6. (Their, There, They're) goal is for Kira to beat her own time.

Independent Practice

For numbers 1–5, in which sentences are the underlined homophones spelled correctly?

1 **A** Kira spends at least <u>two hours</u> at the pool every day.

B Kira spends at least <u>too hours</u> at the pool every day.

C Kira spends at least <u>to ours</u> at the pool every day.

D Kira spends at least <u>two ours</u> at the pool every day.

2 **A** Her teammates practice with <u>their</u> team, <u>to</u>.

B Her teammates practice with <u>their</u> team, <u>too</u>.

C Her teammates practice with <u>there</u> team, <u>too</u>.

D Her teammates practice with <u>they're</u> team, <u>two</u>.

3 **A** <u>Its</u> not easy to be <u>there</u> each day after school.

B <u>Its</u> not easy to be <u>their</u> each day after school.

C <u>It's</u> not easy to be <u>they're</u> each day after school.

D <u>It's</u> not easy to be <u>there</u> each day after school.

4 **A** Kira <u>new</u> she <u>would</u> have less time for writing.

B Kira <u>knew</u> she <u>would</u> have less time for writing.

C Kira <u>knew</u> she <u>wood</u> have less time for writing.

D Kira <u>new</u> she <u>wood</u> have less time for writing.

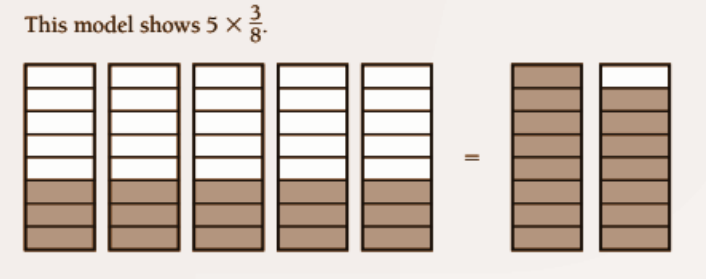
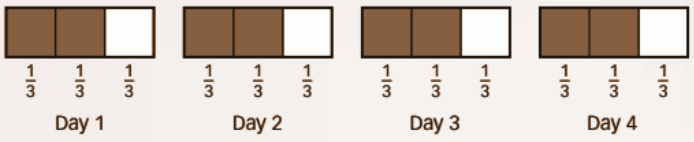
5 **A** "I <u>know</u> I will <u>right</u> about my swimming someday," she says.

B "I <u>no</u> I will <u>write</u> about my swimming someday," she says.

C "I <u>know</u> I will <u>write</u> about my swimming someday," she says.

D "I <u>no</u> I will <u>right</u> about my swimming someday," she says.

Grade: 4th **Subject: Math** **Week of: June 1st**

STANDARD	ACTIVITY	LESSON SUPPORT
4.NF.4 Multiply Fractions – Apply and extend previous understandings of multiplication to solve word problems involving multiplication of a fraction by a whole number.	Show Multiplying Fractions (see lesson below). Explain that multiplying fractions is finding the total number of equal-size parts in equal groups. Students can use a model to understand fraction multiplication.  You can see that there are 5 groups of $\frac{3}{8}$. There are $\frac{15}{8}$ in all. The denominator tells the number of equal-size parts in the whole. There are 8 equal-size parts in each whole. Your child can also think about repeated addition to understand fraction multiplication. Adding $\frac{3}{8}$ five times is the same as multiplying $5 \times \frac{3}{8}$. $\frac{3}{8} + \frac{3}{8} + \frac{3}{8} + \frac{3}{8} + \frac{3}{8} = \frac{15}{8}$ Have your child practice solving problems using this strategy.	Show Multiplying Fractions • Answer questions 1-5 • Answer key provided
4.NF.4 Multiply Fractions – Apply and extend previous understandings of multiplication to solve word problems involving multiplication of a fraction by a whole number.	Multiply Fractions (see lesson below) Your child might see a problem like this: Randy practiced guitar for $\frac{2}{3}$ of an hour on 4 days this week. How long did Randy practice this week? Using fraction strips can help your child solve this word problem. Each fraction strip below is divided into thirds and shows $\frac{2}{3}$, the length of time that Randy practiced each day.  	Answer key provided

	The fraction strips show $4 \times \frac{2}{3}$. The fraction strips show $\frac{8}{3}$. Your child can also write an equation to find how long Randy practiced. $4 \times \frac{2}{3} = \frac{8}{3}$ Then your child can check his or her answer by using repeated addition. $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{8}{3}$ hours The answer is that Randy practiced $\frac{8}{3}$, or $2\frac{2}{3}$, hours this week. Have your child practice solving problems using this strategy.	

Show Multiplying Fractions

Study how the example shows how to multiply fractions. Then solve problems 1-5

Example

Find $5 \times \frac{3}{4}$.

You can use repeated addition. $\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} = \frac{15}{4}$ $\frac{15}{4} = 3\frac{3}{4}$

You can draw a model.

$5 \times \frac{3}{4}$ $\frac{15}{4} = 3\frac{3}{4}$

$5 \times \frac{3}{4} = \frac{15}{4} = 3\frac{3}{4}$

1 Find $6 \times \frac{1}{4}$ using repeated addition.

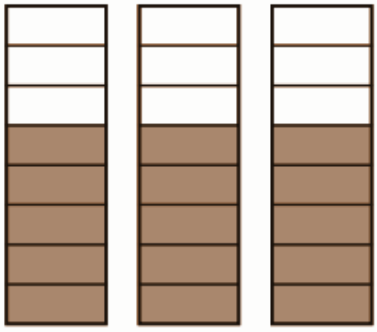
____ + ____ + ____ + ____ + ____ + ____ = ____

2 Draw a model to show $6 \times \frac{1}{4}$.

3 Use the digits 2 and 3 to complete two different multiplication problems with the same product as $6 \times \frac{1}{4}$.

$\square \times \frac{\square}{4}$ $\square \times \frac{\square}{4}$

4 Look at the model. Tell whether each expression shows the product of $3 \times \frac{5}{8}$.



a. $5 \times \frac{3}{8}$ ☐ Yes ☐ No

b. $\frac{5}{8} + \frac{5}{8} + \frac{5}{8}$ ☐ Yes ☐ No

c. $\frac{5}{8} \times \frac{5}{8} \times \frac{5}{8}$ ☐ Yes ☐ No

d. $15 \times \frac{1}{8}$ ☐ Yes ☐ No

5. Draw a model to show $3 \times \frac{4}{5}$.

Answer Key: Show Multiply Fractions

Lesson 17

Name: _____

Show Multiplying Fractions

Study how the example shows how to multiply fractions. Then solve problems 1–9.

Example

Find $5 \times \frac{3}{4}$.

You can use repeated addition. $\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} = \frac{15}{4}$ $\frac{15}{4} = 3\frac{3}{4}$

You can draw a model.

$5 \times \frac{3}{4}$ $\frac{15}{4} = 3\frac{3}{4}$

$5 \times \frac{3}{4} = \frac{15}{4} = 3\frac{3}{4}$

B 1 Find $6 \times \frac{1}{4}$ using repeated addition.

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

B 2 Draw a model to show $6 \times \frac{1}{4}$.

M 3 Use the digits 2 and 3 to complete two different multiplication problems with the same product as $6 \times \frac{1}{4}$.

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

M 4 Look at the model. Tell whether each expression shows the product of $3 \times \frac{5}{8}$.

a. $5 \times \frac{3}{8}$ ☒ Yes ☐ No

b. $\frac{5}{8} + \frac{5}{8} + \frac{5}{8}$ ☒ Yes ☐ No

c. $\frac{5}{8} \times \frac{5}{8} \times \frac{5}{8}$ ☐ Yes ☒ No

d. $15 \times \frac{1}{8}$ ☒ Yes ☐ No

5. Draw a model to show $3 \times \frac{4}{5}$.

Lesson 18

Multiply Fractions

Name: _____

Prerequisite: Model Fraction Multiplication

Study the example showing fraction multiplication with models. Then solve problems 1–10.

Example

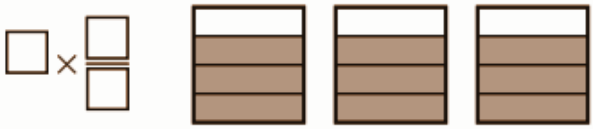
Find $4 \times \frac{2}{5}$.

$\frac{2}{5}$ $\frac{2}{5}$ $\frac{2}{5}$ $\frac{2}{5}$ $\frac{8}{5} = 1\frac{3}{5}$

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

$4 \times \frac{2}{5} = \frac{8}{5} = 1\frac{3}{5}$

1 Write the fraction multiplication problem that the model below shows.



2 Label the number line below and use it to show $7 \times \frac{1}{2}$.

3 Write $7 \times \frac{1}{2}$ as repeated addition.

____ + ____ + ____ + ____ + ____ + ____ + ____

4 Find $7 \times \frac{1}{2}$.

$7 \times \frac{1}{2} = \frac{\square}{\square} = \square\frac{\square}{\square}$

Solve.

5 Fill in the blanks to show different ways to write problems with the same product as $4 \times \frac{3}{8}$.

_____ $\times \frac{1}{8}$ $\quad 3 \times \frac{\square}{8}$

6 Draw a model to show $3 \times \frac{2}{6}$.

7 Look at the model you drew in problem 6. Write two different multiplication problems that have the same product.

_____ _____

8 Solve the multiplication problems you wrote in problem 7. Explain why they have the same product as $3 \times \frac{2}{6}$.

_____

_____

_____

Nadia made 4 loaves of bread. She used $\frac{3}{8}$ teaspoon of baking soda for each loaf.

9 Write a multiplication problem you could use to find how many teaspoons of baking soda Nadia used altogether.

_____

10 Solve the multiplication problem.

_____

Multiply Fractions

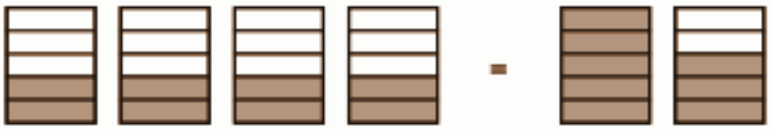
Name: _____

Prerequisite: Model Fraction Multiplication

Study the example showing fraction multiplication with models. Then solve problems 1–10.

Example

Find $4 \times \frac{2}{5}$.



$\frac{2}{5}$ $\frac{2}{5}$ $\frac{2}{5}$ $\frac{2}{5}$ $\frac{8}{5} = 1\frac{3}{5}$

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

$4 \times \frac{2}{5} = \frac{8}{5} = 1\frac{3}{5}$

B **1** Write the fraction multiplication problem that the model below shows.

$3 \times \frac{3}{4}$

M **2** Label the number line below and use it to show $7 \times \frac{1}{2}$.

M **3** Write $7 \times \frac{1}{2}$ as repeated addition.

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

M **4** Find $7 \times \frac{1}{2}$.

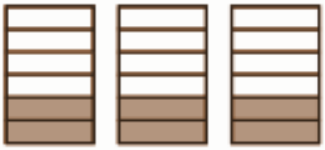
$7 \times \frac{1}{2} = \frac{7}{2} = 3\frac{1}{2}$

Solve.

M 5 Fill in the blanks to show different ways to write problems with the same product as $4 \times \frac{3}{8}$.

$\underline{12} \times \frac{1}{8}$ $\quad 3 \times \frac{\boxed{4}}{8}$

M 6 Draw a model to show $3 \times \frac{2}{6}$.



Possible model shown.

M 7 Look at the model you drew in problem 6. Write two different multiplication problems that have the same product.

$2 \times \frac{3}{6}$ $\qquad$ $6 \times \frac{1}{6}$

M 8 Solve the multiplication problems you wrote in problem 7. Explain why they have the same product as $3 \times \frac{2}{6}$.

$2 \times \frac{3}{6} = \frac{6}{6} = 1$ $\qquad$ $6 \times \frac{1}{6} = \frac{6}{6} = 1$

Possible explanation: They have the same product because they have the same number of sixths as $3 \times \frac{2}{6}$. They all have 6 sixths.

Nadia made 4 loaves of bread. She used $\frac{3}{8}$ teaspoon of baking soda for each loaf.

C 9 Write a multiplication problem you could use to find how many teaspoons of baking soda Nadia used altogether.

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

C 10 Solve the multiplication problem.

$4 \times \frac{3}{8} = \frac{12}{8} = 1\frac{4}{8}$

Grade: 4th **Subject: Science** **Week of: June 1st**

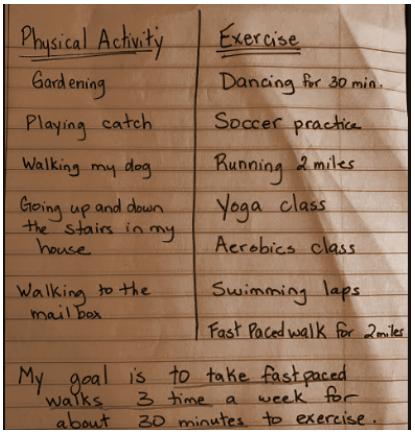
STANDARD	ACTIVITY	LESSON SUPPORT
4.L.2.2 Explain the role of vitamins, minerals and exercise in maintaining a healthy body	A. Review the meal planning your child did in the last lesson. Have your child look at the My Plate sheet from the previous lesson if needed.	A. Your child should be able to explain healthy options for meals. He/She should know there needs to be a balance of proteins, carbohydrates, fats, dairy, fruits and vegetables.
	B. Have your child take their pulse while sitting still and record that information on the Motivation to Move chart. a. Children (ages 8-15 years) should have a heart rate of 60 - 100 beats per minute in a resting position.	B. Finding and taking your pulse (heart rate) (either way will work, use the one that works best for your child). a. <u>From the neck</u> - i. Place your pointer and middle fingers on the side of your windpipe just below the jawbone. You may need to shift your fingers until you can easily feel your heart beating. ii. Count the pulses you feel for 15 seconds. iii. Multiply this number by 4 to obtain your heart rate. b. <u>From your wrist</u> - Place your pointer and middle fingers on the inside of your opposite wrist just below the thumb. i. Don't use your thumb to check your pulse, as the artery in your thumb can make it harder to count correctly. ii. Once you can feel your pulse, count how many beats you feel in 15 seconds. iii. Multiply this number by 4 to get your heart rate. For instance, 20 beats in 15 seconds equals a heart rate of 80 beats per minute (bpm).
	C. Explain to your child what exercise is and why exercise is important to keep a healthy body.	C. Exercise is movement that increases your heart rate and breathing rate. It should happen at least 3 times a week for 30 minutes. Exercise is important to keep a healthy body because: a. It increases your breathing and

<table>
<tr><td></td><td></td><td>heart strength.
b. It increases your muscle strength.
c. It improves your ability to stretch and be flexible.</td></tr>
<tr><td rowspan="2"></td><td>D. Have your child fill in the movement section of the Motivation to Move chart.
a. Now have your child do each movement and record his/her heart rate/pulse. It is important to take a 1-minute sitting break before each activity to calm your heart rate and breathing.

FYI - An exercising heart rate should be between 145-171 beats per minute for a child in 4th grade (bpm)</td><td>D. Help your child think of ways he/she moves to increase his/her heart rate/pulse.
➢ Some suggestions:
i. Walking around the block
ii. Swinging for 1 minute
iii. Jumping on a trampoline
iv. Running in place for 1 minute
v. 20 Jumping jacks
vi. Cleaning his/her room
vii. Dancing for 1 minute
➢ Have your child reflect on the heart rates he/she collected. Some questions to ask:
● Does one activity increase your heart rate more than another?
● Why do you think your heart rate increased so much?
● Why did you take a break in between each movement?
● What would have happened if you didn't take a break in between each movement?</td></tr>
<tr><td>E. Have your child finish filling out the Motivation to Move chart by thinking about the movements and answering the questions at the top of the column.</td><td>Possible Answer to the last two columns:
<table><tr><td>Does this movement increase your heart rate?</td><td>How much did you like the movement?
(add your own emoji faces as you rank the exercise)
1 - disliked  to 5 - loved it  </td></tr><tr><td>No</td><td>I like it when I am reading a good book but I can't do it all day.  </td></tr></table></td></tr>
</table>

Motivation to Move

Movement	Heart Rate	Does this movement increase your heart rate? (compare it to your sitting heart rate)	How much did you like the movement? (add your own emoji faces as you rank the exercise) 1 - disliked  to 5 - loved it 
Sitting Still	**75**	**No**	**I like it when I am reading a good book but I can't do it all day.** 

STANDARD	ACTIVITY	LESSON SUPPORT
4.L.2.2 Explain the role of vitamins, minerals and exercise in maintaining a healthy body	A. Have your child review what exercise is and why exercise is important.	A. Exercise is movement that increases your heart rate and breathing rate. It should happen at least 3 times a week for 30 minutes. Exercise is important to keep a healthy body because: a. It increases your breathing and heart strength. b. It increases your muscle strength. c. It improves your ability to stretch and be flexible.
	B. Have your child review the Motivation for Move chart from the last lesson. Ask your child if any of the movements he/she listed were real exercise.	B. Your child may say running or walking are exercised but not just for 1 minutes. Exercise needs to last at least 30 minutes. ➢ Explain to your child that there is a difference between physical activity (even day moving around) and exercise. ○ <u>Physical activity</u> - moving we do every day such as walking back and forth to the kitchen to get something to drink. ○ <u>Exercise</u> - is planned, and repeated movements that improve or keep our bodies healthy such as dribbling and shooting for basketball.
	C. Have your child create a list of physical activities and exercises on a piece of paper. Then write a goal to increase his/her exercise activity each week. a. The sentence frame that may help: My goal is to ___ ___ times a week for ____ minutes to exercise my body. <u>*Optional:*</u> Have your child keep track of how many times he/she completed this goal to see if he/she is meeting the goal or needs to change the goal.	C. To help your child come up with a list, ask him/her what things he/she does in PE class or during the day that is movement. *An example of the list of physical activities and exercises:* 

Grade: 4th **Subject: Social Studies** **Week of: June 1st**

STANDARD	ACTIVITY	LESSON SUPPORT
4.E.1.1- Understand the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship .	This week, your child will be learning about the economy in North Carolina. Have your child complete the "Financial Literacy Dictionary" activity below. Your child should define, draw a picture, and create a sentence for each word below. Answer Key: 1) **Profit** 2) **Supply** 3) **Demand** 4) **Scarcity** 5) **Entrepreneurship**	Support your child with examples related to each financial literacy term. Answer Key: **Profit**-- the amount of money made by a business that is more than the amount put in at the start or paid out as expenses. **Supply-**- the total amount of a specific good or service that is available to consumers **Demand** -- consumers' willingness and ability to consume a given good **Scarcity** -- the gap between limited resources and theoretically limitless wants **Entrepreneurship** -- someone who decides to create or run a business, even though he or she might lose some money

My Financial Literacy Dictionary

By: _____

Vocabulary Word:

Definition:

Picture:

Sentence:

Vocabulary Word: Definition: Picture: Sentence:	Vocabulary Word: Definition: Picture: Sentence:

Vocabulary Word: Definition: Picture: Sentence:	Vocabulary Word: Definition: Picture: Sentence: