

ISD Grade Level: 4th Grade  
ISD Content: ELA  
Week: May 4 – May 8





# Work Page

# Weekly Reading Journal


May 4<sup>th</sup> - May 8<sup>th</sup>, 2020



Use the strategy of determining importance during reading to strengthen understanding.

## Log your reading!

## Express your reading!

Mon. 5/4	Book: _____	What is my reading goal? _____
	_____	_____
	Circle: Fiction    Non- Fiction	What information did I gain reading today? _____
	Pages Today: _____	Reading Rating  Try Again  Some Questions  Got It  Rocked It
Tues. 5/5	Book: _____	What is my reading goal? _____
	_____	_____
	Circle: Fiction    Non- Fiction	What information did I gain reading today? _____
	Pages Today: _____	Reading Rating  Try Again  Some Questions  Got It  Rocked It
Wed. 5/6	Book: _____	What is my reading goal? _____
	_____	_____
	Circle: Fiction    Non- Fiction	What information did I gain reading today? _____
	Pages Today: _____	Reading Rating  Try Again  Some Questions  Got It  Rocked It
Thurs. 5/7	Book: _____	What is my reading goal? _____
	_____	_____
	Circle: Fiction    Non- Fiction	What information did I gain reading today? _____
	Pages Today: _____	Reading Rating  Try Again  Some Questions  Got It  Rocked It
Fri. 5/8	Book: _____	What is my reading goal? _____
	_____	_____
	Circle: Fiction    Non- Fiction	What information did I gain reading today? _____
	Pages Today: _____	Reading Rating  Try Again  Some Questions  Got It  Rocked It

What are some things that stood out to you during reading? What did you learn that was new?

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# Choice Board

## Weekly Reading Skill

May 4<sup>th</sup> – May 8<sup>th</sup>, 2020

### Making Connections:

finding links between new information learned while reading a text and your schema (Background Knowledge)

### Types of Connections

**Text to Self** - connections to your experiences

**Text to Text** - connections to other texts

**Text to World** - connections to things in world

**Text to Media** - Connections to songs, movies, TV

**-Pick 1-2 activities per day to complete to practice making connections.**

1

#### But First, Let Me Make a Selfie

As you read, pause and use these stem to make a text-to-self connection!

- 1: Something similar happened to me when \_\_\_\_.
- 2: I can relate to \_\_\_\_ because one time \_\_\_\_.

2

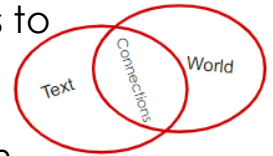
#### Bookmark Bonanza

Create a bookmark. On the front of the bookmark, draw/write something from your book. On the other side, draw/write something from a different text you made a connection to.

3

#### Venn the World

As you read, Make a Venn Diagram of how the text you are reading connects to the world you live in.



4

#### Cinematic Connections

As you read, think about the characters in the text.

1. Do they remind you of any characters in a movie or TV show?
2. Describe who they remind you of and why you made that connection.

5

Read aloud to someone at home!

6

#### Believe in Your Selfie

**While reading:** Create a list of character traits a character in your book is showing!

**After Reading:** Think of a time when you exhibited that character trait. Describe in detail what you did in that instance to show it! Share your connection with someone at home!

7

#### Letter to a Character

**While Reading:** Look for ways the characters are similar to characters in other texts.

**After Reading:** write a letter to one for the characters about the similarities you noticed.

8

#### Worldly Connections

As you read, pause and use these thinking stems to make Text-to-World Connections

- 1: I read \_\_\_\_, that reminds me of \_\_\_\_ in the real world.
- 2: \_\_\_\_ in history helped me understand \_\_\_\_ while I was reading.

9

#### Text Tunes

**While Reading:** think of songs that you can connect to the text.

**After Reading:** Make a playlist for your book. -Explain what connections the text has to the song.

Reading Comprehension--May 4th

Being Prepared While Camping

Before you head out the door for a camping trip, gather the appropriate supplies. If you are prepared for accidents, your camping trip will go off without a hitch. However, if you don't have the right gear, your camping trip may end more quickly than you hoped.

Sometimes weather moves rapidly. Rain can dampen your plans, your clothes, and your sleeping bag if you didn't pack a waterproof tarp to cover it with. If your gear is soaked, you'll likely need to pack up and head home.

A scraped knee is usually no problem, but a bloody knee with no band aids might cause you to trek to a gas station in search of a bandage.

Consider everything that might happen and plan well so that minor bumps in the road don't affect your entire camping experience!

- Read the passage and answer the questions.
1. Circle words that let you know the text structure used is Cause and Effect.
  2. Write another sentence written in the same structure that could be added to the text.  
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  3. Underline a sentence that describes what may happen if you are unprepared.

Word Study-- May 4th

Related Words

Related words are words that share a root word and meaning.

Example: On a cloudy day the sun will suddenly **appear** and then **disappear**.

**Directions:** Below, use the following two related words in a sentence. You may create two sentences if needed.

1. dive / diver

\_\_\_\_\_

\_\_\_\_\_

2. drive / driver

\_\_\_\_\_

\_\_\_\_\_

# Choosing a Research Topic and Creating a Research Question

- What would you like to know more about? Brainstorm a few ideas in the Brainstorm box below.
- Think of questions you could ask about that topic? These will help guide your research.
- Narrow it down to one question that you would like to answer through research.
- Use the examples in the top boxes to guide you as you come up with two more topics and at least 3 questions you could answer about that topic.

***Brainstorm:***

***Questions you have about the topic:***

<u>Example:</u>  BATS	<ul style="list-style-type: none"><li>• What do bats eat?</li><li>• Where do bats live?</li><li>• How do bats move in the night sky?</li><li>• <u>How do bats help forests?</u></li></ul>

## Reading Comprehension-- May 5th

### Fire Ban in Effect

During severe droughts, when fire danger is high due to an unusual lack of rain, many places will order a fire ban. A fire ban prohibits anyone from lighting fires, especially campfires, because the danger of them igniting an entire forest or grassland is large. While it may seem pointless to go camping with no campfire, there are a few things you can do instead. Be sure everyone in your group has a headlamp so they can see where they are going at night. Bring ready-to-eat meals that only require water—and not heat—to prepare. Prepare yourself for more mosquitos than usual, and bring plenty of bug spray. Pack layers of clothing so that you don't get too cold without the warmth of the fire. Instead of telling stories by the campfire, enjoy an evening of star-gazing. When it gets dark enough, turn off your head lamp, sit silently in the dark, and listen to all the sounds that nature has to offer. Camping without a campfire can still be enjoyable!

Problem:

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Solution:

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## Word Study-- May 5th

### Definitions

**Directions:** Read the definition and write the spelling word that matches the definition.

#### Word Bank

	pave	approve	
advise			diver

1. to cover with concrete, asphalt, stones, or some other material to make a flat surface \_\_\_\_\_
2. a person who works under water using special clothing and equipment for breathing \_\_\_\_\_
3. to give advice: recommend \_\_\_\_\_
4. to consider good or right \_\_\_\_\_

May 5th

# Writing

1. A student made a plan for a research report. Read the plan.

Research Report Plan

Topic: totem poles

Audience: fourth-grade students

Purpose: to inform

Research Question: What do the carvings on totem poles represent?

Which two sources would most likely have information for the report?

Choose **TWO** answers.

- a. A book called *Totem Poles of the Pacific Northwest*
- b. A television documentary about a tour of Oregon's totem poles
- c. A blog entry called "My Visit to a Totem Pole in Ontario, Canada"
- d. A magazine article titled "The Many Meanings of Totem Pole Designs"
- e. A link to a website called "Goodall's Wood Carvings-Authentic Totems"

2. A student is writing a report about what dogs should eat and how to keep them in shape. Read the paragraph headings from a source titled "*English Bulldogs.*"

Which paragraphs **most likely** have information for the report?

Choose **TWO** answers.

- a. Appearance
- b. Exercise and Health
- c. Diet
- d. Having a Bulldog as a Pet

# Practice Page for May 6th

## Buy Me Some Peanuts and Grilled Eel

The United States and Japan are separated by thousands of miles. But the two countries are united by a love of baseball. The game is played by the same rules in both countries. And each team has nine players. The ballgames even begin the same way. Fans stand up to hear their country's anthem and to listen for the players' names. Another similarity is that Japanese and American baseball seasons both last from April to the beginning of October. And in both countries, food is an important part of watching the game. You might munch on a hot dog in either Japan or the United States. But in Japan, you can also choose grilled eel, a Japanese ballpark favorite.

There are a few other differences as well. Only 144 games are played during the season in Japan, compared to 162 games for the season in the United States. And there are 30 American major league teams, but only 12 in Japan. The customs of fans are different, too. In Japan, the outfield seats are divided into two official cheering sections. Fans of the home team sit on one side. Fans of the visiting team sit on the other. The noise never stops! Drums beat, trumpets blow, and the fans sing or shout the same cheers. There is a special cheer for each player, and each team has its own song. But, unlike American fans, Japanese fans sit quietly when their team is not up to bat. Americans like to cheer and jeer through the whole game, no matter who is up to bat.

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- |  |   |
|--|---|
| 1. You know you are watching a baseball game in Japan, <i>not</i> in the United States, if _____ | 3. Unlike American baseball fans, Japanese fans _____ |
| Ⓐ the game takes place in June   | Ⓐ sit in a special cheering section                   |
| Ⓑ you cheer only when your team bats   | Ⓑ eat during a ballgame                               |
| Ⓒ you are eating a hot dog   | Ⓒ cheer for 30 different teams                        |
| Ⓓ there are nine players on a team   | Ⓓ listen for the players' names                       |

May 6th- Grammar

## Subjects and Predicates

**Directions:** Circle the subject and underline the predicates in the sentences below. *Reminder:* The subject of the sentence is the noun (person, place, or thing) doing the action in the sentence. The predicate is the verb (action) the subject is doing.

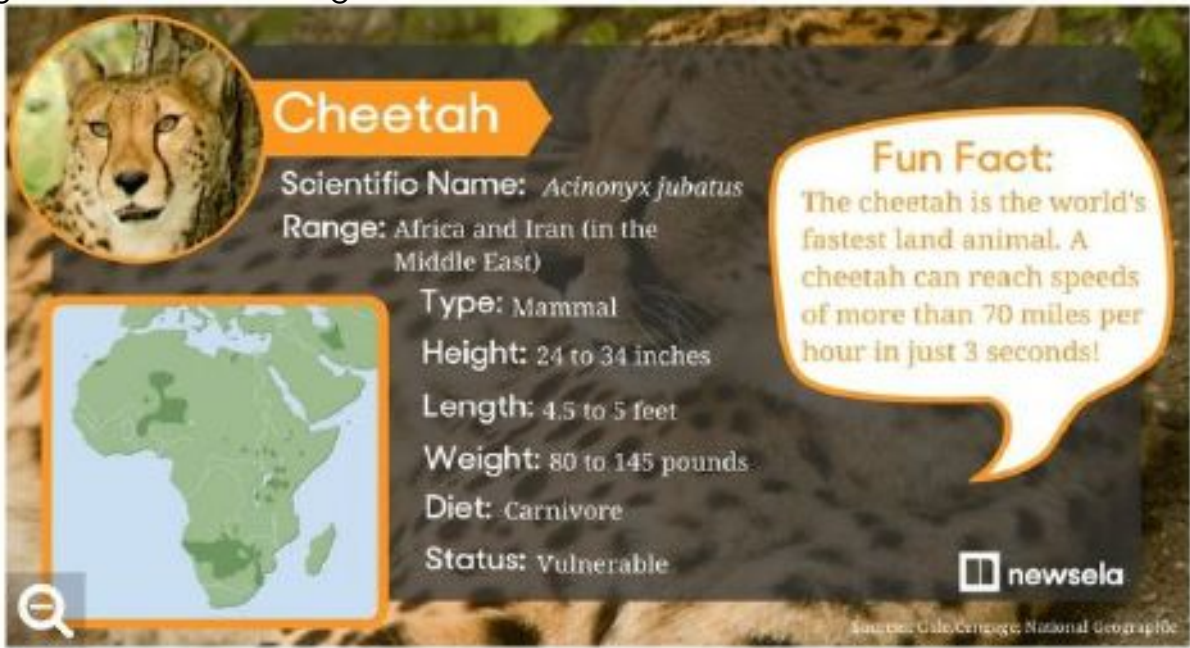
Example: Mallory wanted to go shopping for new school clothes.

1. The children waiting patiently for recess.
2. My birthday party had to be rescheduled because of the rain.
3. I went to my aunt's house for lunch.
4. Drew annoyed his sister by tapping his pencil on the car ride.
5. The boy delivers the newspaper in the morning.
6. The librarian dusted the bookshelves.
7. The doctor called her to schedule an appointment.
8. They carried their backpack upstairs.

## May 6th- Writing

Look at the image below and answer the question. Once you answer the question, write down your own research notes from the image.

A student is taking notes for a research report about the cheetah. The student found an image about this endangered animal and took notes.



What information can the student get from this image?

- a. It shows what plants cheetahs eat.
- b. It shows where most cheetahs live.
- c. It shows why cheetahs are in danger.
- d. It shows how many cheetahs are left.

Own Notes:

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# Practice Page for May 7th

## Building a Campfire

Sitting around a campfire is a classic summer camping tradition. Before you can tell scary stories, though, you will need to build your fire. Begin by gathering firewood from around your camp. In addition to wood, you will need other tinder-like pine needles, bark, or dead plants to help ignite the fire. Then, dig a small pit for your fire and build a ring of stone around it for maximum safety. Place your wood and tinder into the pit and start the fire using an ignition source such as a match. Once ignited, slightly blow on your flame to build heat. When you have a flame, use large pieces of firewood to build a teepee. Now sit back and relax in front of your roaring campfire!

1. Identify the text structure in this passage:

2. Circle three words that give you a clue about the text structure.

3. Use context clues to write a definition for the word "tinder"

4. Underline the sentence that tells you what to do after a fire is lit.

## May 7th- Grammar

### Compound Sentences

**Directions:** Find the sentence below that best combines the sentences into one complete sentence. Reminder: Compound sentences are two complete sentences joined together by a comma and a conjunction (for, and, nor, but, or, yet, so).

1. We took a long walk around the park. We had a picnic at the shelter.
  - a. We took a long walk around the park, and we went back to the shelter and had a picnic.
  - b. Walking long around the park, we had a picnic at the shelter.
  - c. We got back to the shelter, had a picnic, and took a long walk around the park.
  - d. A picnic back at the shelter is what we had after walk around the park.
2. Independence has many attractions. The Truman Library and the Truman Home are the most popular attractions.
  - a. Having many attractions, such as the Truman Library and Truman Home.
  - b. Many attractions has Independence the Truman Library and Truman Home.
  - c. The Truman Library and the Truman home have many attractions in the Independence area.
  - d. The Independence area has many popular attractions, but the Truman Library and Truman home are the most popular.
3. Jessica got sick. She could not go to the birthday party.
  - a. Having gotten sick could not go to the birthday party.
  - b. Jessica got sick, so she could not go to the birthday party.
  - c. Jessica got sick so she could not go to the birthday party.
  - d. Jessica got sick, or she could not go to the birthday party.

## TAKING NOTES FOR RESEARCH

Topic: BEETLES

Research Question: What are beetles?

Source: Beetles by Erin Sullivan

Page where information was found	Notes from the source
Example: 4	Example: Beetles are insects with wings that can fly.



### Beetle Basics

Like all insects, beetles have six legs and three body parts. Like many insects, beetles have wings and can fly. What makes beetles special is their forewings, called **elytra**. The elytra fold over the beetle's back to form a protective cover.

The scientific name for beetles, *Coleoptera*, describes this protective cover. It comes from the Greek words *coleos*, meaning "sheath" or "cover," and *pteron*, meaning "wing."

The elytra are one of the keys to the beetles' success. The wings work like armor to protect them from hungry **predators**. They also protect beetles from harsh climates. For example, the ironclad beetle lives in the hot deserts of North America. Its elytra are covered with a gray waxy substance that reflects light and keeps moisture in. In this way, the ironclad beetle can survive all the harsh conditions of the desert—glaring sun, hot temperatures, and lack of water.

- Read the passage
- Find three details that answer the research question, "What is a beetle?"
- Record the page number in the left column
- In your own words write down the information that you found about beetles.

# Practice Page for May 8th

## Picture Perfect Camping

If you have never been camping before, imagine a peaceful location surrounded by trees, a running brook, and the crunch of pine needles beneath your feet. Most camps have a fire pit, perfect for building a crackling fire and roasting marshmallows to layer with chocolate and graham crackers. Foldable camp chairs surround the fire, a comfortable place for families and friends to gather. A tent filled with sleeping bags is often set up, ready, and waiting for sleepy campers to rest their heads. You may even see a bag of food hanging from a tree above a picnic table, safe from the reach of nosy bears and other wild animals.

1) Identify the text structure used.

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2) Circle three things you may see at a campsite.

3) Explain how you know which text structure was used to write the article.

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4) Underline a sentence that describes NATURAL elements of a campsite.

## May 8th- Grammar

### Declarative Sentences

**Directions:** Create a compound declarative sentence using the two simple sentences listed. Make sure you use correct punctuation. Reminder: A declarative sentences are simply sentences that relay information. All declarative sentences end in a period.

1. I went to the store. My mom went to the bank.

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2. Sarah has two sisters. Sally has none.

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3. My dad likes ketchup. He does not like tomatoes.

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Create a declarative sentence using the subject and predicate listed below:

1. She/swam

---

2. I/chose

---

3. We/try

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## Nonfiction Text Features: Winter Olympics

**Text features** help a reader navigate the text. They give more information about the text.  
Examples: illustrations, photographs, captions, maps, charts, graphs, headings, table of contents

**Directions:** Read the passage and answer the questions that follow.

The Winter Olympics happen every four years. It is a major sporting event. It is a world-wide event. That means that people from all over the world compete in different events.

At the Olympics, the most talented athletes compete. They try to earn medals for themselves and their countries. They can earn Gold, Silver, or Bronze medals. Only three people in the event win a medal. People from all over the world watch the games on television. They cheer for the athletes from their country.

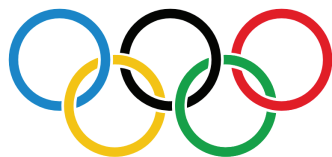
### Events

The sports included in the Winter Olympics have changed over the years. Some sports were only for men. In recent years, more women's events were added.

Some of the most popular events include ice hockey, figure skating, ski jumping, speed skating, and the bobsled races.

### Rings

The Olympic rings are used as a symbol for the Winter and Summer Olympic games. They include five rings that are connected. The ring colors are blue, black, red, yellow, and green. The colors were chosen because they can be found in flags from different countries around the world.



There are five rings that symbolize unity. There are five locations in the world that send athletes to the Olympic Games. There is one ring for each location. Athletes come from Africa, Asia, America, Australia, and Europe.

### Quick Facts

-The first Winter Olympics were held in France in 1924.

-There are four indoor events:

- hockey
- speed skating
- curling
- figure skating

-Some events are individual, and some are for teams.

-There is an opening and closing ceremony for each Olympic Games.

-Walt Disney was in charge of the opening and closing ceremonies in 1960.

1. What information does the side bar show?

2. Write a caption to go under the Olympic Rings illustration.

3. What do the headings tell the reader?

ISD Grade Level: 4th Grade  
ISD Content: Social Studies  
Week: May 4 – May 8



### **Capital Resources-Monday, May 4**

**Capital Resources:** Man-made items used to help produce other items. For example, a shovel is a capital resource that helps a farmer dig holes easily to plant seeds.

**Directions:** Look at the items below and place a checkmark on the line next to any word that is a capital resource.

1. \_\_\_\_\_ water

6. \_\_\_\_\_ pen

2. \_\_\_\_\_ bowl

7. \_\_\_\_\_ computer

3. \_\_\_\_\_ teacher

8. \_\_\_\_\_ bananas

4. \_\_\_\_\_ sugar

9. \_\_\_\_\_ doctor

5. \_\_\_\_\_ oven

10. \_\_\_\_\_ soil

### **Examples of Capital Resources-Tuesday, May 5**

**Directions:** Below are some examples of jobs. List the capital resources this person would use to make their job easier.

**Example-** Firefighter: a water hose, a ladder, a firetruck, a fireman's pole.

1. A baker: \_\_\_\_\_  
\_\_\_\_\_

2. A teacher \_\_\_\_\_  
\_\_\_\_\_

3. A custodian: \_\_\_\_\_  
\_\_\_\_\_

### Human Resources-Wednesday, May 6

**Human Resources:** workers who make goods and provides services

**Directions:** Look at the items below and place a checkmark on the line next a human resource.

- |                     |                        |
|---------------------|------------------------|
| 1. _____ dentist    | 6. _____ baker         |
| 2. _____ cookies    | 7. _____ grass         |
| 3. _____ computer   | 8. _____ spaghetti     |
| 4. _____ toothbrush | 9. _____ chef          |
| 5. _____ doctor     | 10. _____ truck driver |

### Examples of Human Resources-Thursday, May 7

**Directions:** Below are some job descriptions. List the human resource that would perform each job.

**Example-**protects our community, makes sure everyone is following the laws: Police officer

1. Feeds sheep cows, pigs, plants crops, uses a tractor to haul things:

\_\_\_\_\_

2. Manages children, creates activities, monitors children at play, grades papers:

\_\_\_\_\_

3. Bakes bread, makes cookies and cakes : \_\_\_\_\_

**Natural, Capital, and Human Resources-Friday, May 8**

**Directions:** Identify the human, natural, and capital resource in each picture.



The human resource is \_\_\_\_\_.

The capital resource is \_\_\_\_\_.

The natural resource is \_\_\_\_\_.



The human resource is \_\_\_\_\_.

The capital resource is \_\_\_\_\_.

The natural resource is \_\_\_\_\_.



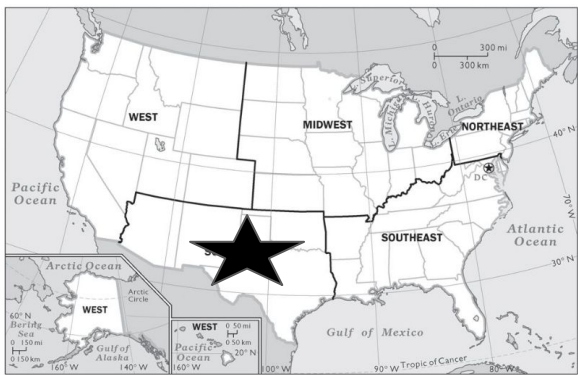
The human resource is \_\_\_\_\_.

The capital resource is \_\_\_\_\_.

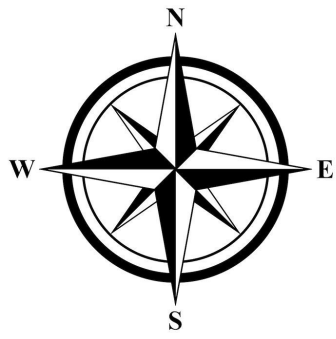
The natural resource is \_\_\_\_\_.

# Southwest Region States & Capitals

Use these maps to help you label the maps and answer the questions on the worksheets that follow.

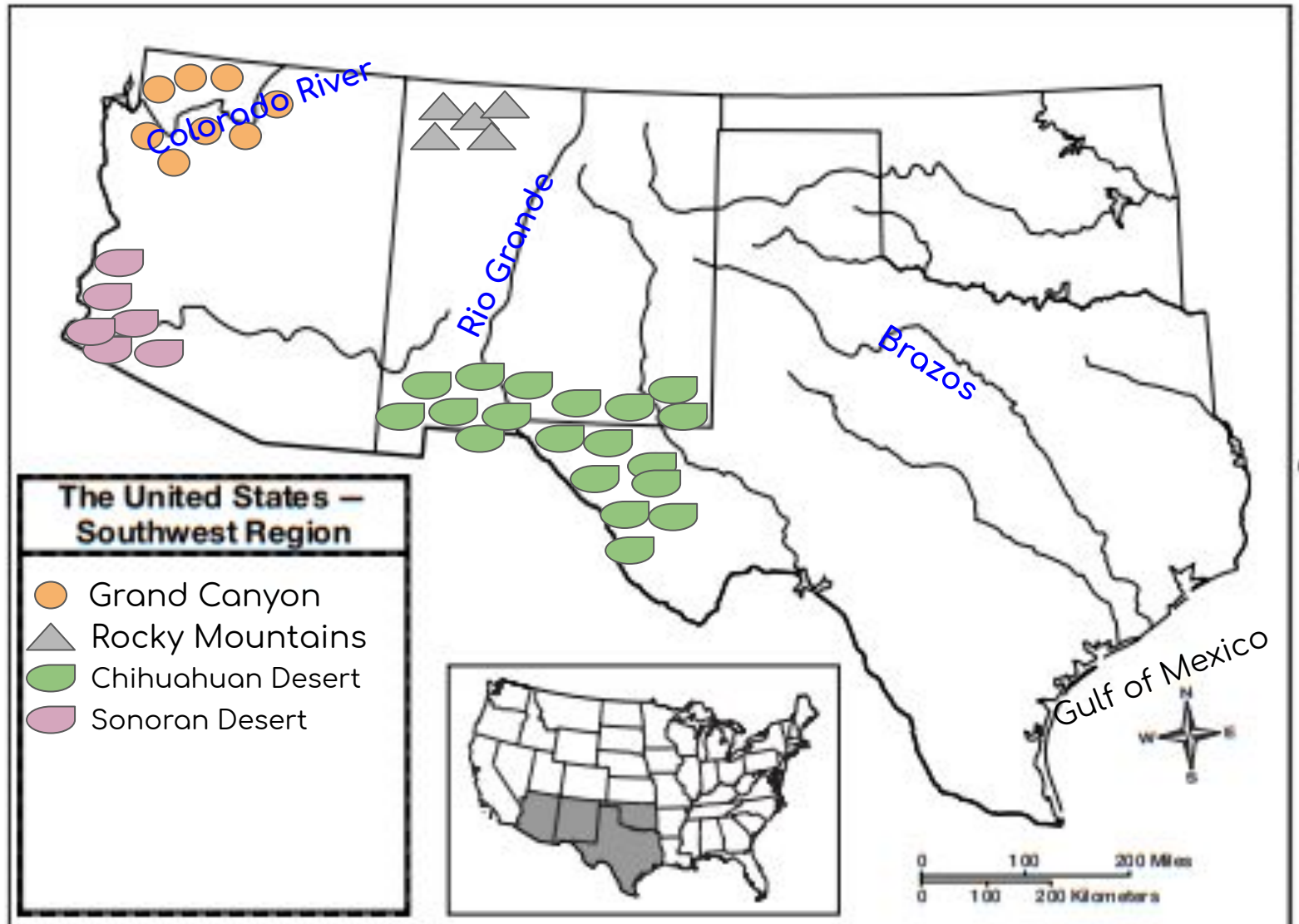


The United States — Southwest Region	
State	Capital
Oklahoma	Oklahoma City
Texas	Austin
New Mexico	Santa Fe
Arizona	Phoenix



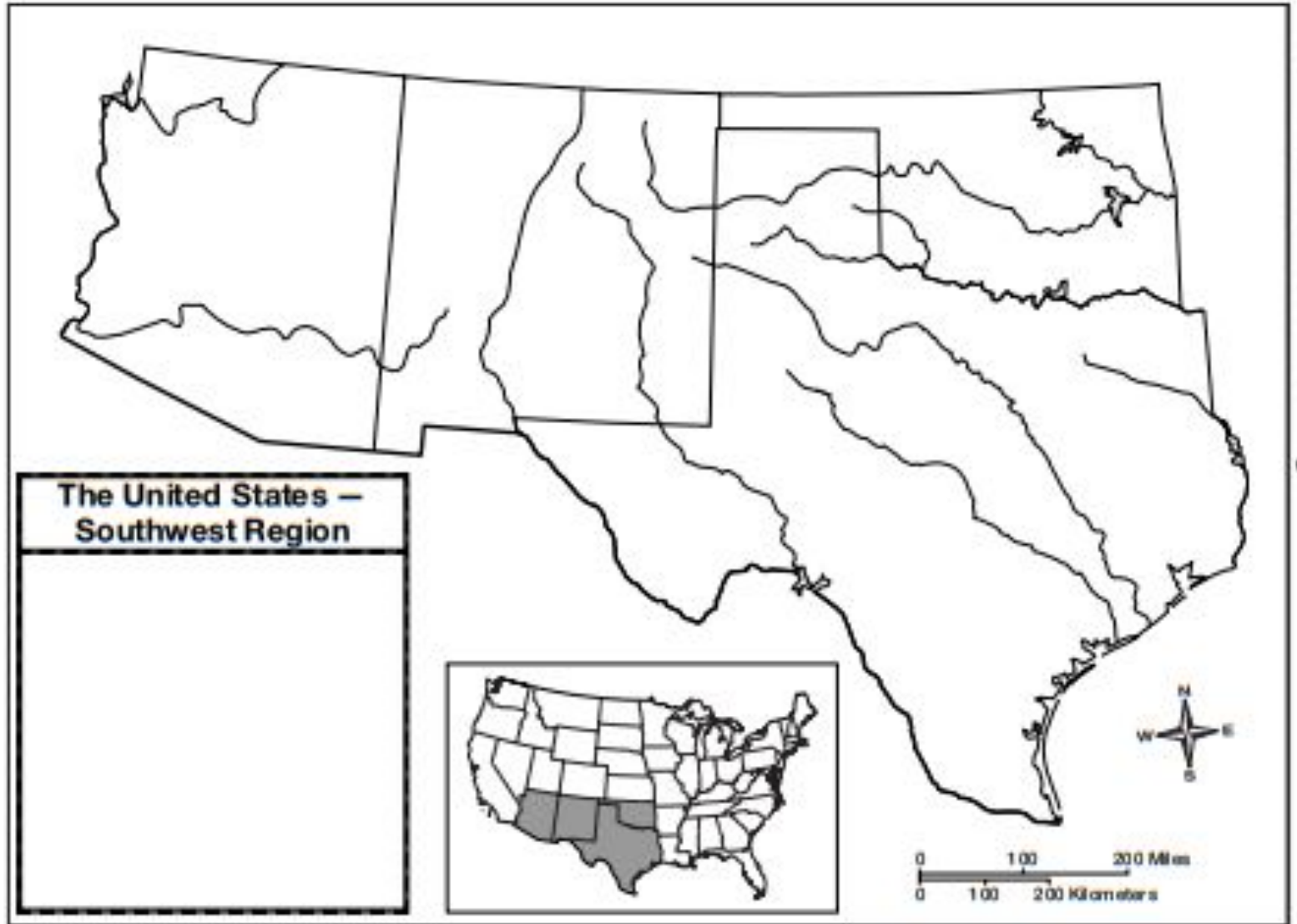
# Southwest Rivers & Landforms

Use these maps to help you label the maps and answer the questions on the worksheets that follow.



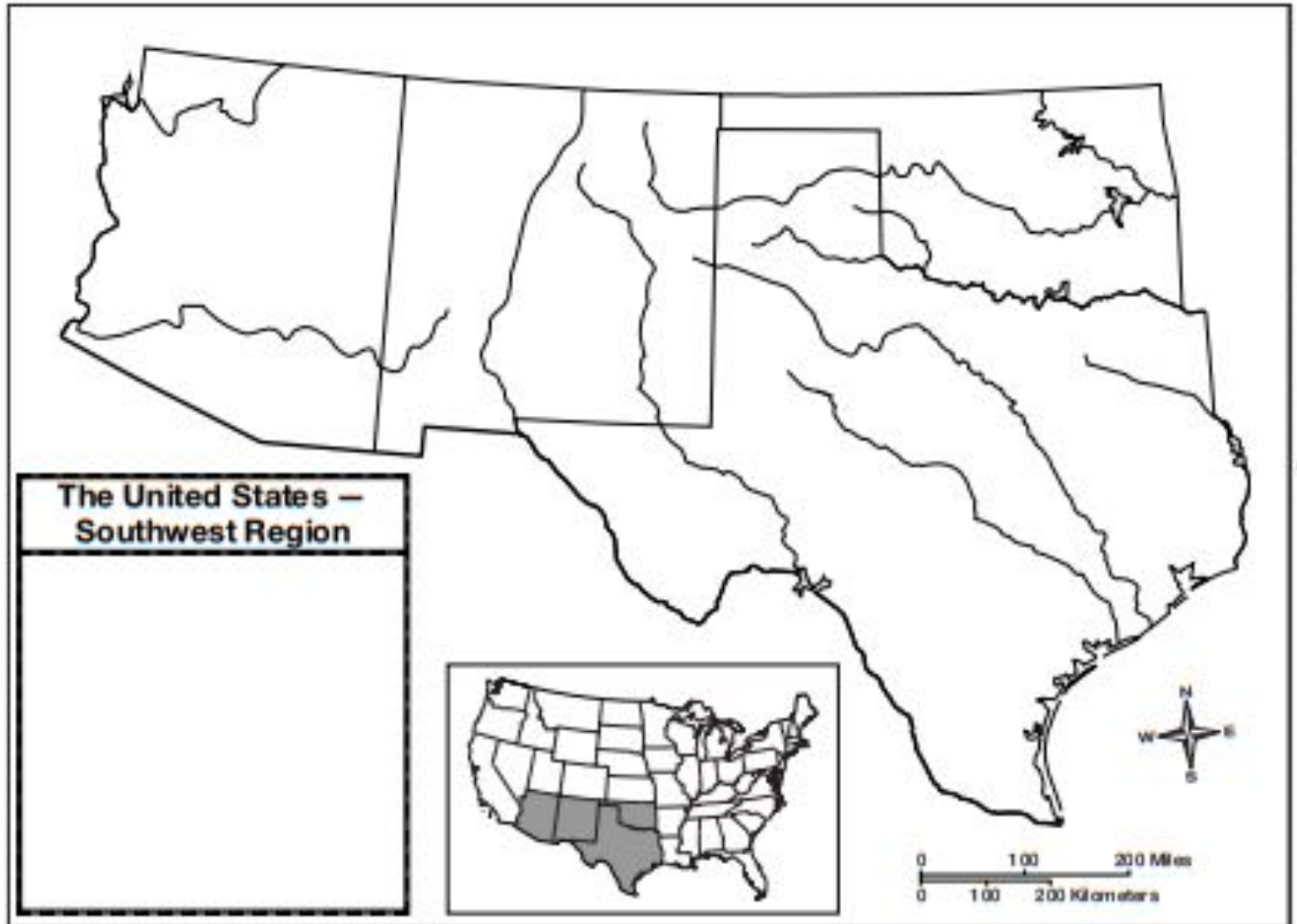
# Southwest States and Capitals

Label this map with the names of states and capitals of the southwest region.  
Don't forget to include the map key/legend!



# Southwest Rivers & Landforms

Label this map with the names of rivers and landforms in the southwest region.  
Don't forget to include a map key/legend!



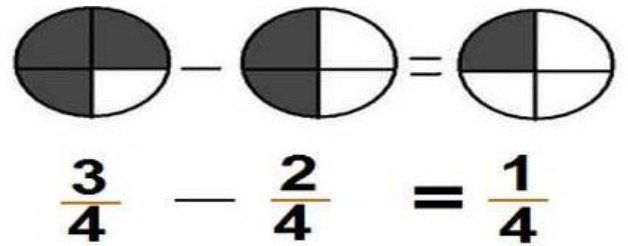
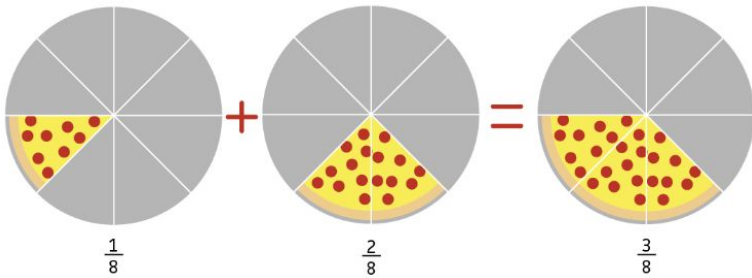
ISD Grade Level: 4th Grade  
ISD Content: Math  
Week: May 4 – May 8



# Choice Board

## 4th Grade /Math

### Adding and Subtracting Fractions



Decomposing  $\frac{5}{7}$  in multiple ways:  
 $\frac{5}{7} = \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7}$   
 $\frac{5}{7} = \frac{2}{7} + \frac{3}{7}$   
 $\frac{5}{7} = \frac{1}{7} + \frac{4}{7}$   
 $\frac{5}{7} = \frac{2}{7} + \frac{2}{7} + \frac{1}{7}$

$\frac{2}{6} + \frac{3}{6} =$	$8\frac{7}{9} - 5\frac{5}{9} =$	Draw a model to represent adding these fractions $\frac{3}{8} + \frac{4}{8} =$
$\frac{10}{12} - \frac{5}{12} =$	Decompose the fraction $\frac{8}{9}$ in multiple ways.	Draw a number line to represent subtracting these fractions $\frac{7}{10} - \frac{3}{10} =$
$2\frac{2}{4} + 7\frac{1}{4} =$	Decompose the mixed number $2\frac{1}{2}$ in multiple ways.	Add the fraction and mixed number together $\frac{4}{8} + 6\frac{2}{8} =$

# Protractor for May 4th-8th 4th Quarter lessons.

Directions: With scissors, cut out the protractor. You will need to cut out the white space in the middle of the protractor. If you do not have scissors, you can gently tear the protractor from the paper.

**Don't Forget!**

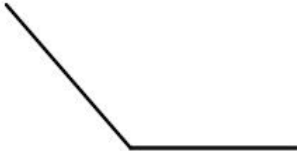
**Types of Angles**



Acute angles equal 0-89 degrees.

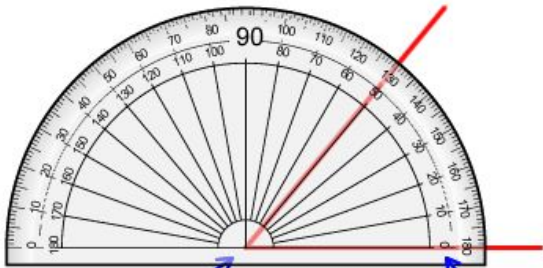


Right angles equal exactly 90 degrees.



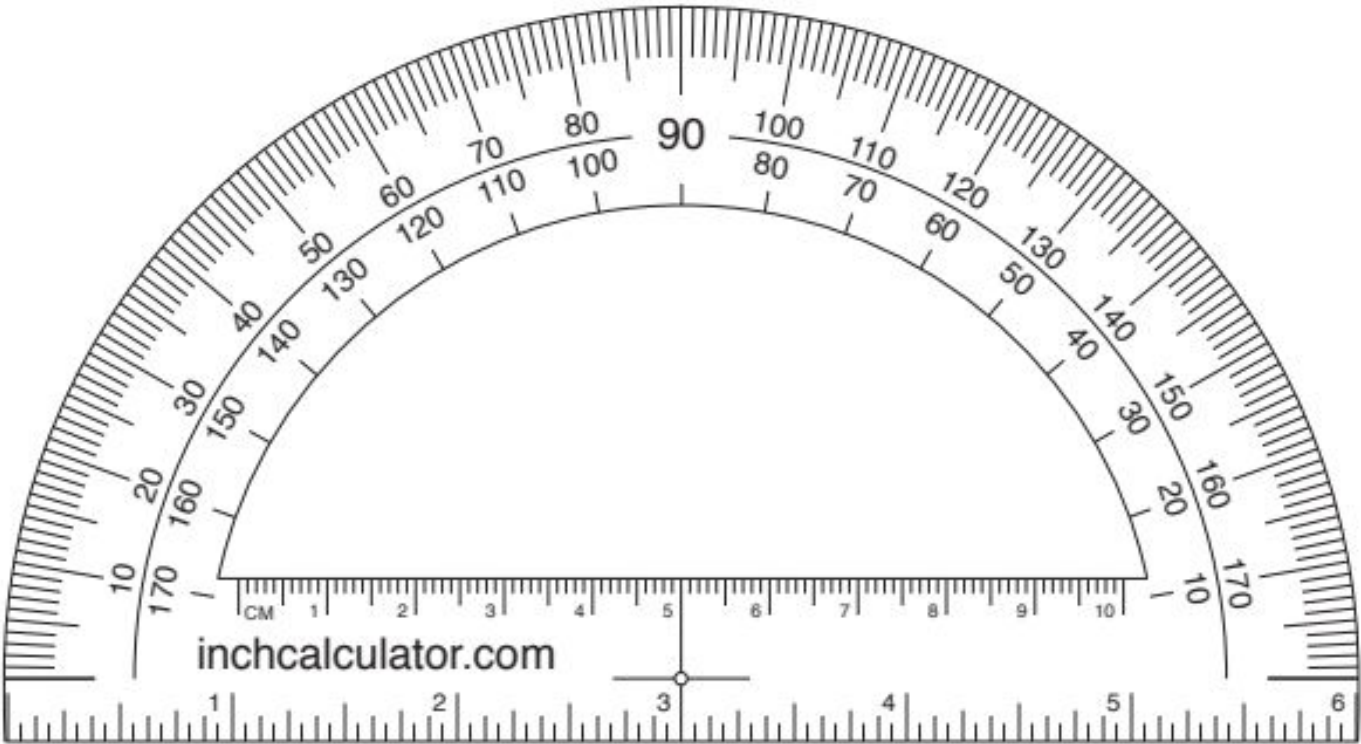
Obtuse angles equal 91-179 degrees.

Line up the bottom of the protractor with bottom line of the angle.



Don't forget to make sure the vertex of the angle is lined up with the center of the protractor.

Start at the zero and read up.



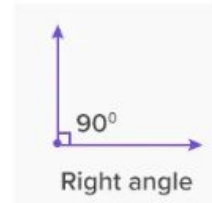
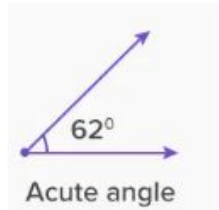


# Work Page

# Identifying Acute and Right Angles

An ACUTE angle is any angle that measures LESS than  $90^\circ$ .

A RIGHT angle is any angle that measures EXACTLY  $90^\circ$ .



1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

7.  $71^\circ$

\_\_\_\_\_

8.  $90^\circ$

\_\_\_\_\_

9.  $54^\circ$

\_\_\_\_\_

10.  $2^\circ$

\_\_\_\_\_





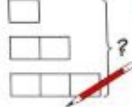


11. Draw your own acute angle:

12. Draw your own right angle:

# Number Sense & Word Problems

Use any multiplication strategy to solve the multiplication word problems below. Also, use the six steps for solving word problems to help you solve.

**Step-by-Step Model Drawing**

-  **1. Read** the entire problem.
-  **2. Rewrite** the question in sentence form, leaving a space for the answer.
-  **3. Determine who and/or what** is involved in the problem.
-  **4. Draw** the unit bar(s).
-  **5. Chunk** the problem, **adjust** the unit bars, and fill in the **question mark**.
-  **6. Correctly compute** and solve the problem.
-  **7. Write** the answer in the sentence, and make sure the answer makes **sense**.

**MathWithMeaning**  
Success the Singapore Way

**for BOOKS**  
A series of problem-solving word problems  
www.illustrative.com/wordproblems

Mason spent 1,643 hours a week playing Minecraft with his friends. His best friend down the street spent 3 times that amount playing the game. How many hours did Mason and his friend spend playing Minecraft altogether?

Part A: How many hours did Mason's friend spend playing Minecraft?

Mason's friend spent \_\_\_\_\_ hours playing Minecraft.

Part B: How many hours did Mason and his friend spend playing Minecraft altogether?

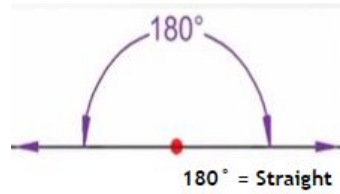
Mason and his friend spent \_\_\_\_\_ hours playing Minecraft.

# Identifying Obtuse and Straight Angles

An OBTUSE angle is any angle that measures MORE than  $90^\circ$  but less than  $180^\circ$ .



A STRAIGHT angle is any angle that measures EXACTLY  $180^\circ$ .




11. Draw your own obtuse angle:

12. Draw your own straight angle:


# Number Sense & Word Problems

Use any multiplication strategy to solve the multiplication word problems below. Also, use the six steps for solving word problems to help you solve.


## Step-by-Step Model Drawing




**1. Read** the entire problem.



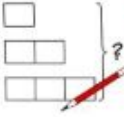
**2. Rewrite** the question in sentence form, leaving a space for the answer.




**3. Determine **who** and/or **what**** is involved in the problem.




**4. Draw** the unit bar(s).





**5. Chunk** the problem, **adjust** the unit bars, and fill in the **question mark**.



**6. Correctly **compute**** and solve the problem.



**7. Write** the answer in the sentence, and make sure the answer makes **sense**.



1. Te'von spent 52 hours a week practicing his skills on the football field. His teammate spent 4 times that amount practicing his own skills. How many hours did Te'von and his friend spend practicing their football skills altogether?

Part A: How many hours did Te'von's friend spend practicing his football skills?

Te'von's friend spent \_\_\_\_\_ hours practicing his football skills.

Part B: How many hours did Te'von and his friend spend practicing their football skills in a week?

Te'von and his friend spent \_\_\_\_\_ hours altogether practicing their football skills.

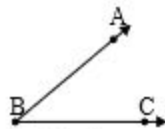
# Estimating Angles

Remember easily recognizable landmark angles like  $90^\circ$ ,  $180^\circ$ ,  $45^\circ$ , and  $135^\circ$



Choose the best estimate for each of the following angles

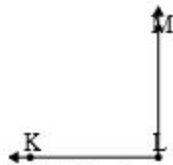
1.



Which choice best represents  $\angle ABC$ ?

- A.  $128^\circ$
- B.  $1^\circ$
- C.  $40^\circ$
- D.  $73^\circ$

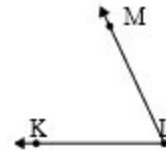
2.



Which choice best represents  $\angle KLM$ ?

- A.  $37^\circ$
- B.  $153^\circ$
- C.  $90^\circ$
- D.  $130^\circ$

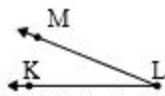
3.



Which choice best represents  $\angle KLM$ ?

- A.  $87^\circ$
- B.  $27^\circ$
- C.  $65^\circ$
- D.  $151^\circ$

4.



Which choice best represents  $\angle KLM$ ?

- A.  $147^\circ$
- B.  $22^\circ$
- C.  $50^\circ$
- D.  $177^\circ$

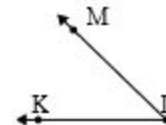
5.



Which choice best represents  $\angle ABC$ ?

- A.  $175^\circ$
- B.  $12^\circ$
- C.  $147^\circ$
- D.  $43^\circ$

6.




Which choice best represents  $\angle KLM$ ?

- A.  $168^\circ$
- B.  $44^\circ$
- C.  $112^\circ$
- D.  $83^\circ$


# Number Sense & Word Problems

Use any multiplication strategy to solve the multiplication word problems below. Also, use the six steps for solving word problems to help you solve.


### Step-by-Step Model Drawing




**1. Read** the entire problem.



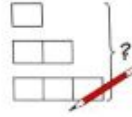
**2. Rewrite** the question in sentence form, leaving a space for the answer.




**3. Determine who and/or what** is involved in the problem.




**4. Draw** the unit bar(s).





**5. Chunk** the problem, **adjust** the unit bars, and fill in the **question mark**.



**6. Correctly compute** and solve the problem.



**7. Write** the answer in the sentence, and make sure the answer makes **sense**.



1. Shannon and her sister, Sally, collected rocks & pebbles on their daily walk through the park. At the end of the year, Shannon collected 527 rocks and pebbles. Sally collected 6 times as many rocks and pebbles. How many rocks and pebbles did the girls collect after a year?

Part A: How many rocks and pebbles did Sally collect?

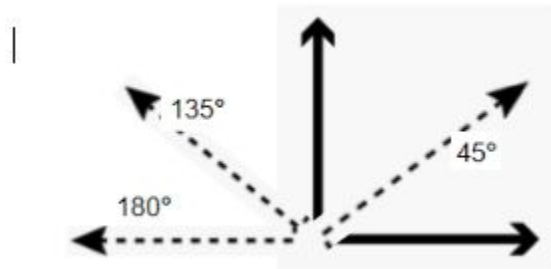
Sally collected \_\_\_\_\_ rocks and pebbles.

Part B: How many rocks and pebbles did Shannon and Sally collect altogether?

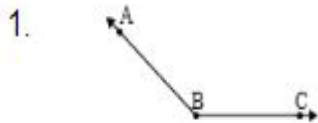
Shannon and Sally collected \_\_\_\_\_ rocks and pebbles altogether.

# Estimating Angles

Remember easily recognizable landmark angles like  $45^\circ$ ,  $90^\circ$ ,  $135^\circ$  and  $180^\circ$ .



Choose the best estimate for each of the following angles.



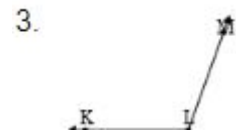
Which choice best represents  $\angle ABC$ ?

- A.  $30^\circ$
- B.  $138^\circ$
- C.  $96^\circ$
- D.  $65^\circ$



Which choice best represents  $\angle KLM$ ?

- A.  $129^\circ$
- B.  $46^\circ$
- C.  $97^\circ$
- D.  $74^\circ$



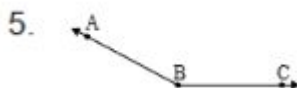
Which choice best represents  $\angle KLM$ ?

- A.  $156^\circ$
- B.  $16^\circ$
- C.  $69^\circ$
- D.  $110^\circ$



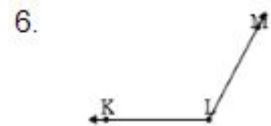
Which choice best represents  $\angle KLM$ ?

- A.  $103^\circ$
- B.  $11^\circ$
- C.  $180^\circ$
- D.  $128^\circ$



Which choice best represents  $\angle ABC$ ?

- A.  $5^\circ$
- B.  $90^\circ$
- C.  $62^\circ$
- D.  $152^\circ$




Which choice best represents  $\angle KLM$ ?

- A.  $142^\circ$
- B.  $118^\circ$
- C.  $42^\circ$
- D.  $85^\circ$


# Number Sense & Word Problems

Use any multiplication strategy to solve the multiplication word problems below. Also, use the six steps for solving word problems to help you solve.


## Step-by-Step Model Drawing




**1. Read** the entire problem.



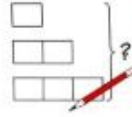
**2. Rewrite** the question in sentence form, leaving a space for the answer.




**3. Determine who and/or what** is involved in the problem.




**4. Draw** the unit bar(s).





**5. Chunk** the problem, **adjust** the unit bars, and fill in the **question mark**.



**6. Correctly compute** and solve the problem.



**7. Write** the answer in the sentence, and make sure the answer makes **sense**.



1. Price Chopper got a shipment of 23 cases of paper towels on Monday. Each case contained 12 paper towel rolls. The following Tuesday, Price Chopper got a shipment of 180 paper towel rolls. How many more rolls did Price Chopper receive on Monday than Tuesday?

Part A: How many paper towel rolls did Price Chopper receive on Monday?

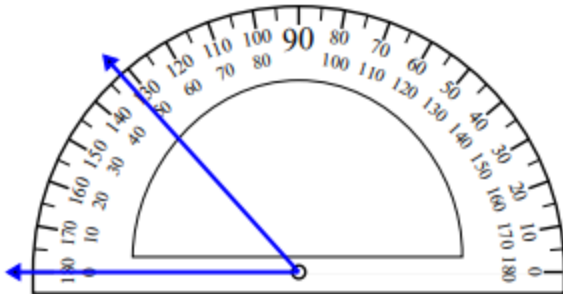
Price Chopper received \_\_\_\_\_ paper towel rolls on Monday.

Part B: How many more rolls did Price Chopper receive on Monday than Tuesday?

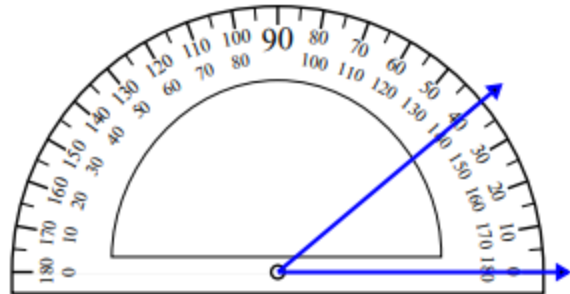
Price Chopper received \_\_\_\_\_ more paper towel rolls on Monday than Tuesday.

# Measuring Acute and Right Angles

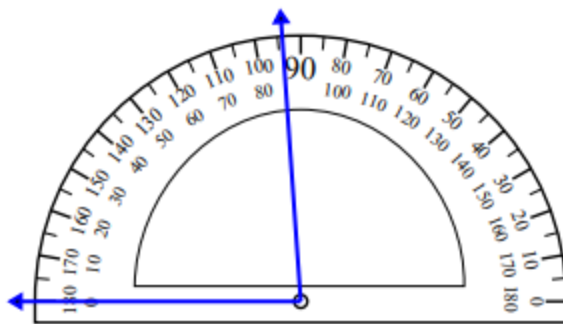
Using the protractors, find the measurement of the angles.



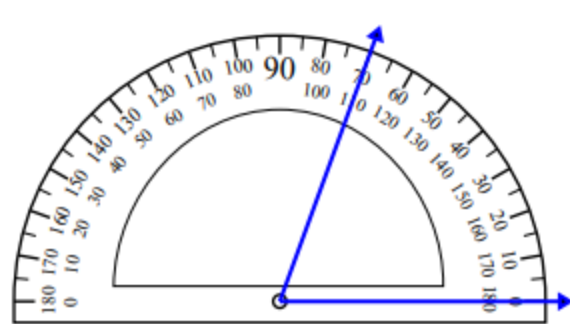
\_\_\_\_\_



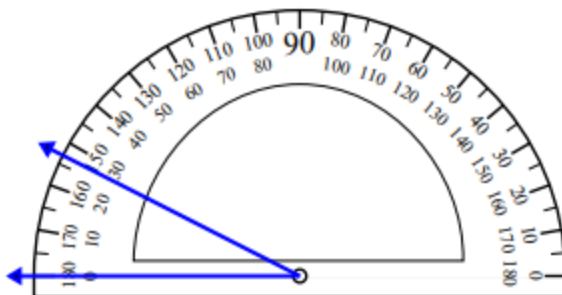
\_\_\_\_\_



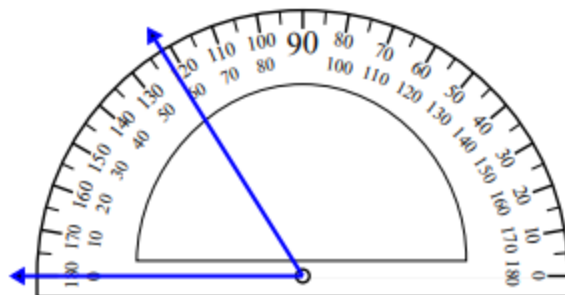
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_




\_\_\_\_\_


# Number Sense & Word Problems

Use any multiplication strategy to solve the multiplication word problems below. Also, use the six steps for solving word problems to help you solve.


## Step-by-Step Model Drawing




**1. Read** the entire problem.



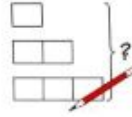
**2. Rewrite** the question in sentence form, leaving a space for the answer.




**3. Determine who and/or what** is involved in the problem.




**4. Draw** the unit bar(s).





**5. Chunk** the problem, **adjust** the unit bars, and fill in the **question mark**.



**6. Correctly compute** and solve the problem.



**7. Write** the answer in the sentence, and make sure the answer makes **sense**.



1. On Wednesday, 32 people signed up to volunteer at KC Pet Project. 15 times as many people signed up to volunteer at their KC Pet Project weekend event. How many more people signed up for the weekend event than Wednesday?

Part A:

Part B:

\_\_\_\_\_ more people signed up for the KC Pet Project's weekend event than on Wednesday.



# Work Page



# Work Page

ISD Grade Level: 4th Grade  
ISD Content: Science  
Week: May 4 – May 8





# Work Page

# EXPLORING : MAGNETS

Which of the following images do you think has magnetic properties?



FIND three more items in your house that you believe hold magnetic properties.

<b>1.</b>	<b>2.</b>	<b>3.</b>
-----------	-----------	-----------

EXPLAIN why you think they are magnetic.

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What do all of these items have in common?

---

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Before moving to the next page, what questions do you have about magnets?  
What are you still wondering about magnets?

# EVALUATE : ATTRACT vs REPEL

Two same poles - either two NORTH POLES or two SOUTH POLES - will REPEL each other.

Two different, or opposite poles - one NORTH POLE & one SOUTH POLE - will ATTRACT each other.

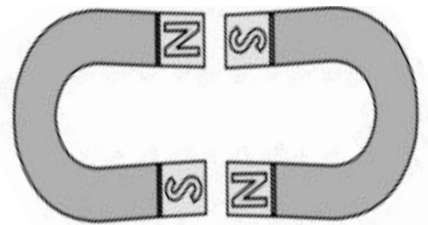
Determine whether each set of magnets will attract or repel each other.



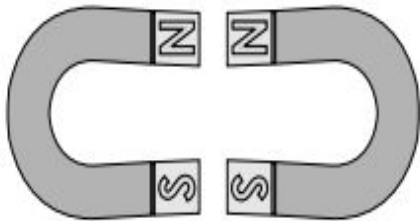
ATTRACT or REPEL



ATTRACT or REPEL



ATTRACT or REPEL



ATTRACT or REPEL



ATTRACT or REPEL

# EVALUATE : MAGNETIC vs NON-MAGNETIC

Now that you know all about magnets & how they work, find items in your house & categorize them as magnetic & non-magnetic.

MAGNETIC	NON-MAGNETIC

EXPLAIN why the objects you found as MAGNETIC are in fact magnetic.

---

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## ELECTROMAGNETS

Read through the information below, then answer the questions that follow.

An electromagnet is an electric circuit that produces a magnetic field. You can adjust a current to make its magnetic field stronger and weaker. The simplest electromagnet is a straight wire. However, this usually produces the weakest magnetic field. When you wrap a wire into a loop, you strengthen the magnetic field. Each loop you make creates a stronger electromagnet. The more loops you have, the stronger the magnetic field becomes. The fewer loops you create, the weaker the magnetic field becomes. However, any time you turn the circuit off completely, the magnetic field disappears altogether. If you want your circuit to increase its magnetic strength even more, you can add an iron rod to the inside of your coil. Without the rod, the magnetic field will weaken.

1. What are electromagnets?
2. How do coils change the magnetic field of a circuit?
3. What happens when you add an iron rod to a circuit?

## GENERATORS

Read through the information below, then answer the questions that follow.

Electricity and magnets can work together in many ways. Two very common ways are through motors and generators. A motor uses electricity and magnetism to produce motion. However, when you turn a axle of an electric motor by hand, you are rotating a wire coil in a magnetic field, producing an electric current in the wire.

When you use a motor to produce electricity, it creates a generator. A generator is a device that creates electric current by spinning an electric coil between the poles of a magnet. When motion turns the axle of a generator, the coil moves through the magnetic field, pushing on its electrons. This produces an electric current. Attaching wires to the loop allows the current to flow as the loop spins. Power plants are examples of large generators. As they produce electricity, it travels through the power lines to the electrical circuits in homes and other buildings.

1. In your own words, describe how a generator works.
2. How do power plants help us get electricity in our homes?



# Work Page



# Work Page



# Work Page



# Work Page



# Work Page