

ISD Grade Level: 4th Grade  
ISD Content: ELA  
Week: May 11 - May 15





# Work Page

# Weekly Reading Journal

May 11<sup>th</sup> - May 15<sup>th</sup>, 2020



Use the strategy of making inferences during reading to strengthen understanding.

## Log your reading!

## Express your reading!

Mon. 5/11	Book: _____ _____	What is my reading goal? _____ _____
	Circle: Fiction    Non- Fiction Pages Today: _____	What information did I gain reading today? _____ _____
Tues. 5/12	Book: _____ _____	What is my reading goal? _____ _____
	Circle: Fiction    Non- Fiction Pages Today: _____	What information did I gain reading today? _____ _____
Wed. 5/13	Book: _____ _____	What is my reading goal? _____ _____
	Circle: Fiction    Non- Fiction Pages Today: _____	What information did I gain reading today? _____ _____
Thurs. 5/14	Book: _____ _____	What is my reading goal? _____ _____
	Circle: Fiction    Non- Fiction Pages Today: _____	What information did I gain reading today? _____ _____
Fri. 5/15	Book: _____ _____	What is my reading goal? _____ _____
	Circle: Fiction    Non- Fiction Pages Today: _____	What information did I gain reading today? _____ _____

Reading Rating Try Again Some Questions Got It Rocked It

Reading Rating Try Again Some Questions Got It Rocked It

Reading Rating Try Again Some Questions Got It Rocked It

Reading Rating Try Again Some Questions Got It Rocked It

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?

\_\_\_\_\_

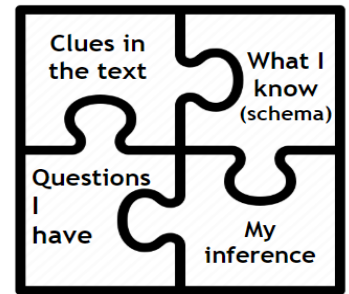
\_\_\_\_\_

\_\_\_\_\_

# Choice Board

## Weekly Reading Skill

May 11<sup>th</sup> – May 15<sup>th</sup>, 2020



### Making Inferences:

Great readers make inferences to help understand what's not said in the text by connecting it to what you do know and the clues in the text.

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

1

#### Picture Perfect

**While Reading:** stop on an illustration of your choosing.

**Before Reading that page:** use what you already know so far and the illustration to make an inference about what it says!

2

#### Inference Addition

**Before Reading:** Make a 3 column chart. Title them: What I know or schema, What the Text Says, and My Inference

**While Reading:** Pick a part of the story to pause at, and fill in the chart.

3

#### Title Thoughts

**While Reading:** Think about the title of your book.

**After Reading:** Write why you think the author chose that title. Use evidence from the text to support your answer.

4

#### Extra! Extra! Read All About It

**After Reading:** Write a newspaper article about what you read that would explain what is happening in your book.

Make sure to include evidence from the text, along with your inferences to explain your thinking.

5

Read aloud  
to someone  
at home!

6

#### Rhymes and Reason

As you read a poem or song lyrics, use your background knowledge to infer what the poem is about.

Figurative language is often used in these types of writing so the meaning can be implied instead of said outright.

7

#### Inference Investigation

**While Reading:** write down any questions, observations and inferences you come up with that will help you solve the mystery or predict the ending.

8

#### Inference Stems

**While Reading:** pause and use these thinking stems to make good inferences.

1. They said \_\_\_\_\_, so I think it means \_\_\_\_\_ because \_\_\_\_\_.
2. I read \_\_\_\_\_, so I infer \_\_\_\_\_ because it reminds me of \_\_\_\_\_.

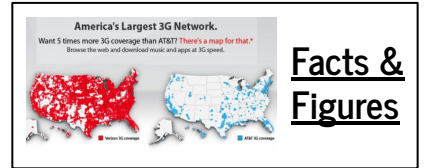
9

#### Idiom Inference

**Before Reading:** Make a 3 column chart. Title them: Common Idiom, Where and How Idiom Was Used, and Meaning of Idiom

**While Reading:** Pick out idioms, Then, fill in the chart using the skill of inferencing to find their meaning.

# Practice Page for May 11th



Use the examples above to help you match the definitions to the name of the advertising technique.

_____ SLOGAN	Repeating message, words, sounds, or images to reinforce the main point.
_____ REPETITION	The marketing practice of creating a name, symbol or design that identifies and differentiates a product from other products.
_____ BRANDING	A catchy phrase or series of words used to help consumers remember a company, brand or product.
_____ FACTS & FIGURES	Statistics and information are used to prove the superiority of the product.

What do you think is the best advertising technique that has a positive impact on consumers? Why?

-----

-----

Word Study, May 11th

## 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."

The root word: appear

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

1. nice/nicest

-----

-----

2. connect/disconnect

-----

-----

## Identify the Topic Sentence Review:

The topic sentence is the most important sentence of a paragraph. It states the main idea and introduces the reader to the topic.

**Directions: Choose the best topic sentence for each group of supporting sentences and circle the answer.**

1) \_\_\_\_\_. North Americans send cards for many occasions. They send cards to family and friends on birthdays and holidays. They also send thank-you cards, get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send them through the mail, but turning on the computer and sending cards over the Internet is also popular.

- A. a) Sending cards is very popular in North America.
- B. b) Birthday cards are the most popular kind of card.
- C. c) It is important to send thank-you cards.

2) \_\_\_\_\_. I enjoy summer sports like water skiing and baseball. The weather is usually sunny and hot, so I can go to the beach almost every day. Gardening is my hobby and I spend many summer days working in my garden. Unfortunately, the days pass too quickly in summer.

- A. a) I like to garden in summer.
- B. b) Summer is my favorite season.
- C. c) Summer is too short.

**Look at the following paragraph. Create a topic sentence that would go with the details that are provided.**

\_\_\_\_\_. I play basketball every weekend. My friends and I play it at recess and after school. My mom took me to a basketball game. I got to see Michael Jordan play. That was the greatest because basketball is my favorite game.

**Can you write a paragraph about recess using a topic sentence and three supporting detail sentences?**

---

---

---

---

---

---

---

---

---

---

# Practice Page for May 12th

Match the definitions to the name of the advertising technique.

_____ CELEBRITY ENDORSEMENTS	The suggest that you should join the crowd or be on the winning side by using a product—jump on the bandwagon!
_____ BANDWAGON	A jingle is a short song or tune used in advertising and for other commercial use.
_____ JINGLE	Involves celebrities or a well-known person using their social status or their fame to help promote a product.

What do you think is the best advertising technique that has a positive impact on consumers? Why?

-----  
-----

Word Study, May 12th

## Definitions

**Directions:** Read the definition and write down the spelling word that relates to the definition.

Answer Key	
intend	consent
indent	connect

1. to give permission or approval; agree (often followed by "to")

-----

2. to have in mind as something to do

-----

3. to begin to write or type farther from the left margin than the other lines

-----

4. to join together; link

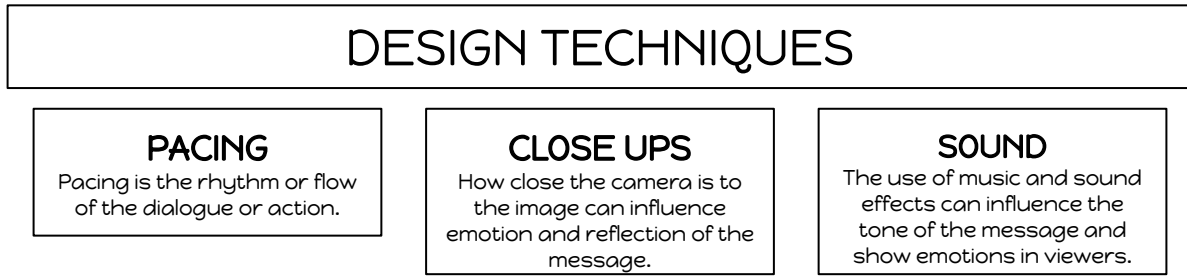
-----



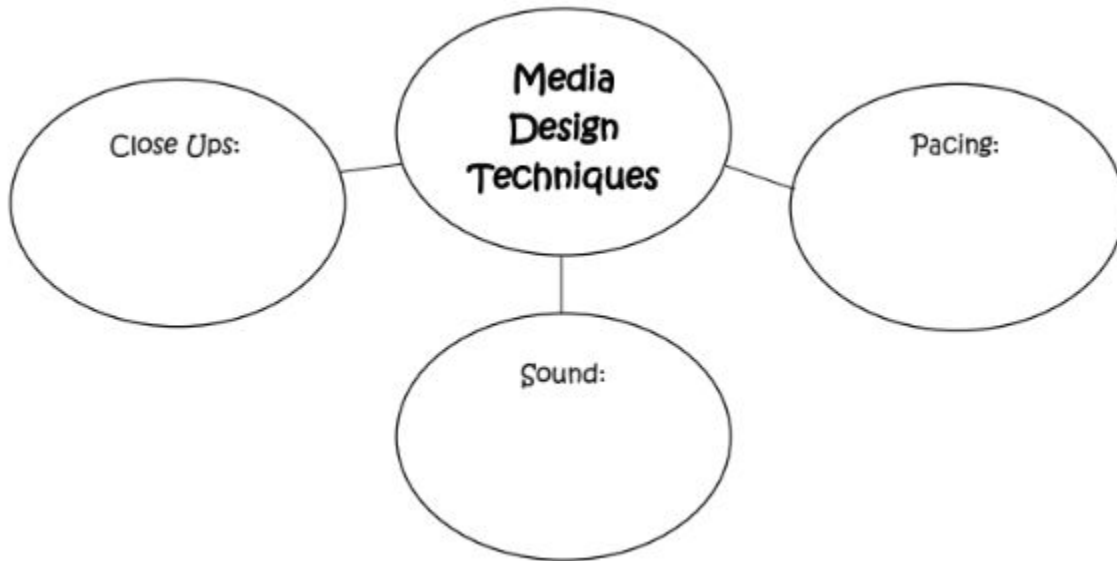


# Practice Page for May 13th

Advertisers use different design techniques to grab the attention of consumers. Below are three types of design techniques. Read about the techniques and then fill out the graphic organizer.



Give an example of how each design technique can influence the message to the audience.



Grammar, May 13th

## Interrogative Sentences

Select the best choice to complete the sentences blow: Identify whether the sentence is interrogative or declarative in the box next to sentence by putting an I or D.

1. \_\_\_\_\_ is your favorite superhero? 
  - a. What
  - b. Who
  - c. When
2. We have pizza for dinner every \_\_\_\_\_ 
  - a. night
  - b. night?
  - c. night.
3. Can I have another piece of \_\_\_\_\_ 
  - a. pie.
  - b. pie?
  - c. Pie
4. \_\_\_\_\_ did you go to bed last night? 
  - a. Who
  - b. When
  - c. What
5. Have you seen the new \_\_\_\_\_ 
  - a. movie.
  - b. movie
  - c. movie?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Transitional Words Worksheet (Sequencing Part 1)

When you write an essay, you need to use transition words in order to connect ideas together.

Sequence: **first, then, next, after that, thus, therefore, in conclusion, lastly, to conclude**

Directions: Read each sentence and use a transitional word to show sequence.

*Example A: I went to the restaurant. I sat next to my friend.*

*Answer: I went to the restaurant. Then, I sat next to my friend.*

1. Susan played basketball at the park. Susan walked home.

---

2. John and David went to the movies. They went to get ice cream.

---

3. The family went to the restaurant. The family went to watch a movie together.

---

4. First, Michael got in line for the movie. He walked inside to buy popcorn.

---

5. My mom told me about the great news. She told everyone else.

---

6. My brother couldn't finish his test on time. He got a low grade.

---

# Practice Page for May 14th

Formal vs Informal English; it all depends on audience and purpose. Read the following letter. Who is the letter addressed to? What type of writing should be used? Formal or informal? Rewrite the following letter with the correct form of English.

Dear Sir/Madam,

I am a graduate from menlo college. I got a degree in business and would now like to use it. Your company looks interesting. Can I come in for an interview? I have alot of experience from my schooling and extra cirriculers. I think I can help the company alot. Please respond to my email to let me know.

Thanks,

Max Oates

---

---

---

---

---

---

---

---

Grammar, May 14th

## Imperative Sentences

Imperative sentences give a command or request. Use the keyword below to practice writing an imperative sentence. **Example:** *basketball: Put the basketball away.*

1. Laundry:

---

2. Dishes:

---

3. Homework:

---

4. Sister:

---

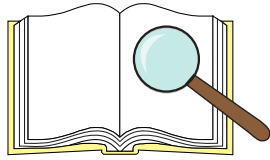
5. Friends:

---

6. Backpack:

---

# Pre-Read with Nonfiction Text Features



Nonfiction text features are the parts of a book that provide us with additional information and help us better comprehend a piece of text.

## Directions

✓ Select a nonfiction text of your choice. Complete the activity below before reading your text.  
(Examples: book, magazine article, newspaper article, reading comprehension passage)

✓ What if you can't find one of these text features in your book? Write a general response about how that text feature helps readers understand what a text is about.

<p>Write a list of the <b>text features</b> that you found in your text.</p>	<p>Find a <b>caption</b>. What does this caption describe?</p> <p>How do captions help readers understand a text?</p> <p>Page Number: _____</p>
<p>Find a <b>table, chart, or graph</b>. What information did you gather from this feature?</p> <p>Page Number: _____</p>	<p>Find an <b>illustration or picture</b>. How did this image help you to understand the topic of your text?</p> <p>Page Number: _____</p>
<p>Find a word (or phrase) written in <b>bold print</b> and write it on the line: _____</p> <p>Authors write words in darker print because they want the reader to pay extra attention to that information. What did you learn from the word that you found?</p> <p>Page Number: _____</p>	<p>Find a <b>heading</b>. Write the heading below.</p> <p>Based on the heading, what do you think the section will be about?</p> <p>Page Number: _____</p>



**Think about your prior knowledge!**

On the back of this page, make a list of the information that you already know about this topic.

# Practice Page for May 15th

A student is writing a report about a Famous Missourian. The student found a website containing biographies. Here is the webpage:



Where should the student click to find the most useful information to write their biography?	How does this text feature help the student better complete their research?
<p>A. People</p> <p>B. Subscribe to Newsletter</p> <p>C. Video</p> <p>D. Social Media Plug-ins</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

Grammar, May 15th

## Four Types of Sentences

Place the correct punctuation in the boxes at the end of each sentence. On the line, write whether the sentence is declarative (.), interrogative (?), imperative (!), or exclamatory (!).

- |  |           |
|--|-----------|
| 1. Did the door lock behind you <input type="checkbox"/>                       | 1. _____  |
| 2. Wow, I won the grand prize <input type="checkbox"/>                         | 2. _____  |
| 3. I wanted to get pizza, but my parents wanted sushi <input type="checkbox"/> | 3. _____  |
| 4. What is your school mascot <input type="checkbox"/>                         | 4. _____  |
| 5. How old are you <input type="checkbox"/>                                    | 5. _____  |
| 6. Chocolate can be dangerous for small animals <input type="checkbox"/>       | 6. _____  |
| 7. Shut the door on your way out <input type="checkbox"/>                      | 7. _____  |
| 8. Don't forget your backpack <input type="checkbox"/>                         | 8. _____  |
| 9. Watch out <input type="checkbox"/>  | 9. _____  |
| 10. The girls won the race <input type="checkbox"/>                            | 10. _____ |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Practice Writing a Conclusion

Read the text below. Then, follow the steps to write a conclusion.

What if you could make your own food anytime you wanted? First you would need to buy ingredients from a grocery store. But plants can make their own food using just three ingredients: carbon dioxide, water, and sunlight.

Plants use a process called photosynthesis to make their own food. This process takes place in the leaves of a plant. First, a chemical in the leaves called chlorophyll absorbs the sun's energy. Then, carbon dioxide from the air passes through small pores, or holes, in the leaves. Water, which is absorbed by the roots, is split into hydrogen and oxygen molecules. The plant uses the hydrogen and carbon dioxide to form glucose, which is the plant's food.

The process of photosynthesis keeps plants alive, but it helps humans too. After a plant has made glucose, it releases oxygen into the air. The plant doesn't need oxygen, but we do. Plants help keep our earth and atmosphere healthy by absorbing carbon dioxide and releasing clean oxygen.

### Steps to write a conclusion:

1. Read the introduction and underline the hook.
2. Read the body of the text and highlight one key word or phrase in each body paragraph that you would want a reader to remember.
3. Write a conclusion paragraph.
  - Briefly remind readers of the main facts from the body, without restating them in exact words.
  - Make a connection back to the hook in the introduction paragraph.
  - Add a memorable ending that will make a reader think more about the topic.

---

---

---

---

---

ISD Grade Level: 4th Grade  
ISD Content: Social Studies  
Week: May 11 - May 15





# Work Page



**Cost - Monday, May 11**

**Cost:** what you **give up** when you decide to do something

**Example:** Your mom’s birthday is on Friday. Your friend also wants you to come over and play. You skip your mom’s birthday party.

**Cost:** You missed time with your mom and got in trouble for not coming to her party.

**Directions:** Read the scenarios. Circle the letter next to the examples of the cost.

1. Allie plays with slime instead of watching her dog. What is the cost?
  - a. Her dog runs away
  - b. She has fun playing with slime
  
2. Derek gets \$40 for his birthday. He decides to spend the money on comic books instead of save for a remote control car. What is the cost?
  - a. He spent his money
  - b. He is closer to getting his car
  
3. Elijah skipped breakfast to play outside with his friends at the bus stop and now he is hungry and it isn’t close to lunch time. What is the cost?
  - a. He is hungry and has to wait until lunch to eat
  - b. He had fun with his friends

**Benefits-Tuesday, May 12**

**Benefit:** Money or non-money **gain** received because of an action taken or a decision made.

**Example:** You have a huge math test tomorrow. You decide to study for the test instead of watching tv. Your **benefit** is getting a good grade on your test because you studied!

**Directions:** Read the paragraphs and write down benefits of the choices Jake needs to make.

Hello my name is Jake. I am in the 4th grade at Sunnyview Elementary School. I have a problem and I am trying to figure out what to do. I have football practice on Tuesday nights. This week there is a HUGE math test on Wednesday. I think I know how to multiply pretty well but I could use some more practice.

I need to study to get a good grade. If I get a **Meets** my parents will let me get something from Walmart.

I also promised to be at every football practice so I can know all the plays for the football games.

**Write the benefits of Jake skipping football to study:** \_\_\_\_\_

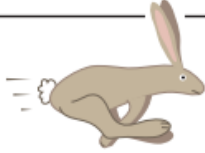
\_\_\_\_\_

**Write the benefits of Jake going to football practice instead of studying:** \_\_\_\_\_

\_\_\_\_\_

## Examples of Cost-Benefit Analysis -Wednesday, May 13

Cost-Benefit Analysis: Examining the advantages (benefits) and disadvantages (costs) of each option in arriving at a decision.



### **The Tortoise and the Hare** by Aesop



**A Hare was making fun of the Tortoise one day for being so slow. "Do you ever get anywhere?" he asked with a teasing laugh. "Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."** The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had agreed to act as judge, marked the distance and started the runners off. The Hare was soon far out of sight, and to make the Tortoise feel very deeply how silly it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up. The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his fastest, but he could not beat the Tortoise in time.

1. What is the cost of the Hare's decision to take a nap during the race?

---

---

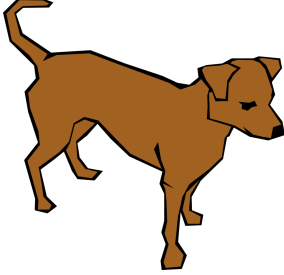
2. What are the benefits of the Tortoise's decision to continue the race at his pace?

---

---

**Cost-Benefit Analysis-Thursday, May 14 and Friday, May 15**

Mr. Hollinbeck is thinking about getting a dog. The table shows his cost-benefit analysis.

COSTS		BENEFITS
need to pay for vet, shots, food, collar, leash		companionship
time to take care of dog		exercise buddy
barking and chewing		traveling buddy

Complete table by adding two costs and two benefits of your own.

Based on his cost-benefit analysis, should Mr. Hollinbeck get a dog or not?

---

Explain your answer: Why should or shouldn't he get a dog?

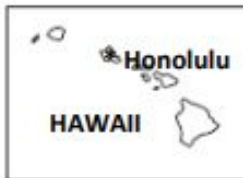
---

---

---

# West Region States & Capitals

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

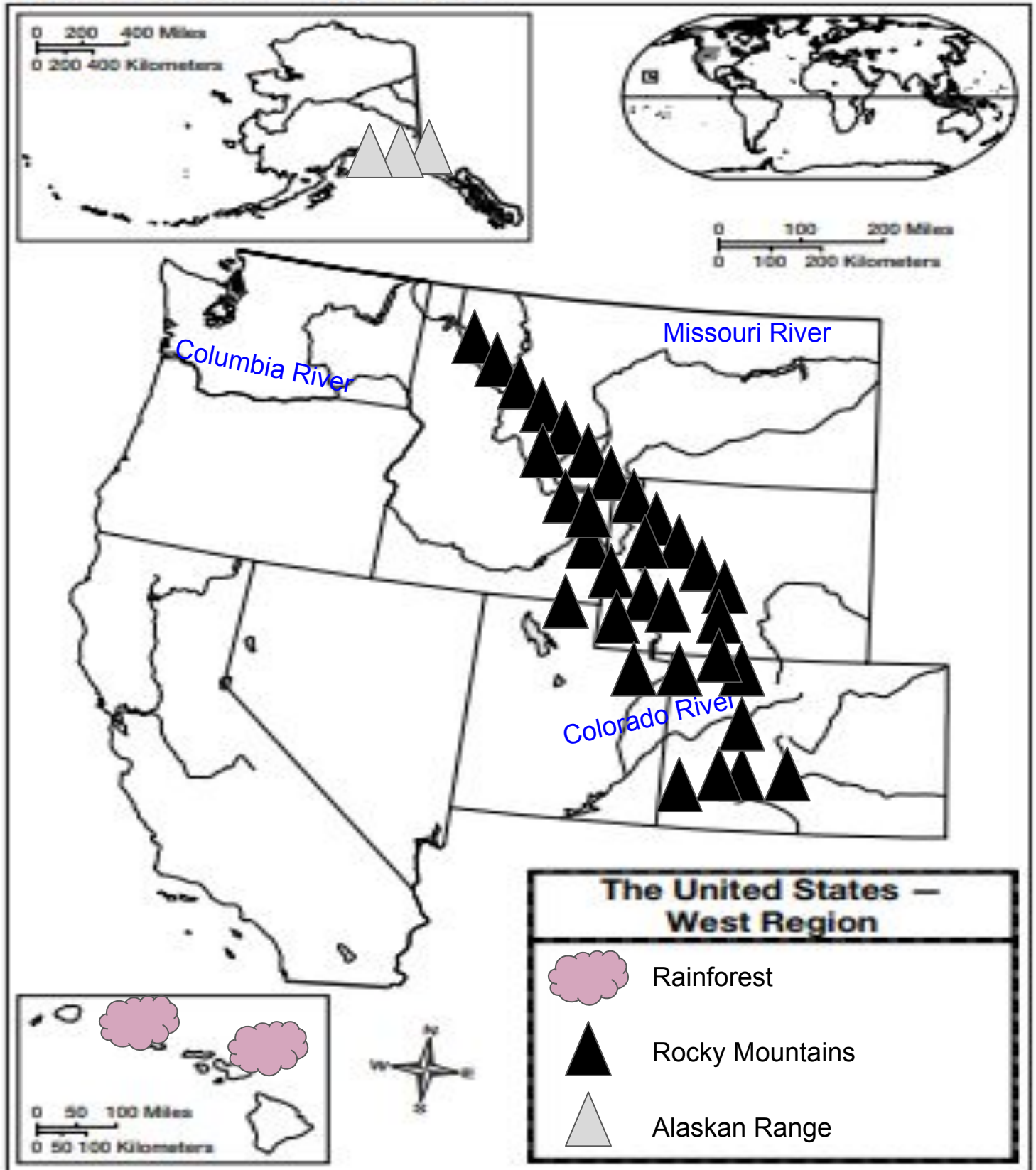


State	Abbreviation
Alaska	AK
Hawaii	HI
Washington	WA
Oregon	OR
California	CA
Idaho	ID
Nevada	NV
Montana	MT
Wyoming	WY
Utah	UT
Colorado	CO

# West Region Rivers & Landforms

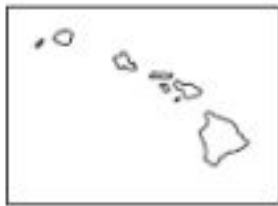
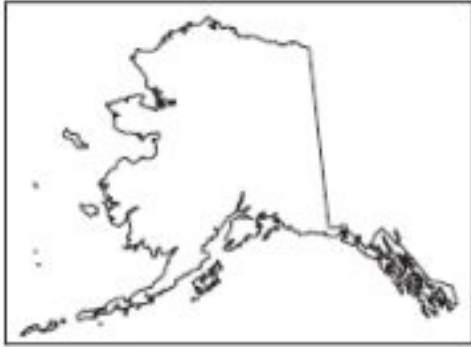
Use these maps to help you label and color the maps on the worksheets that follow.

The United States — West Region



# West Region States & Capitals

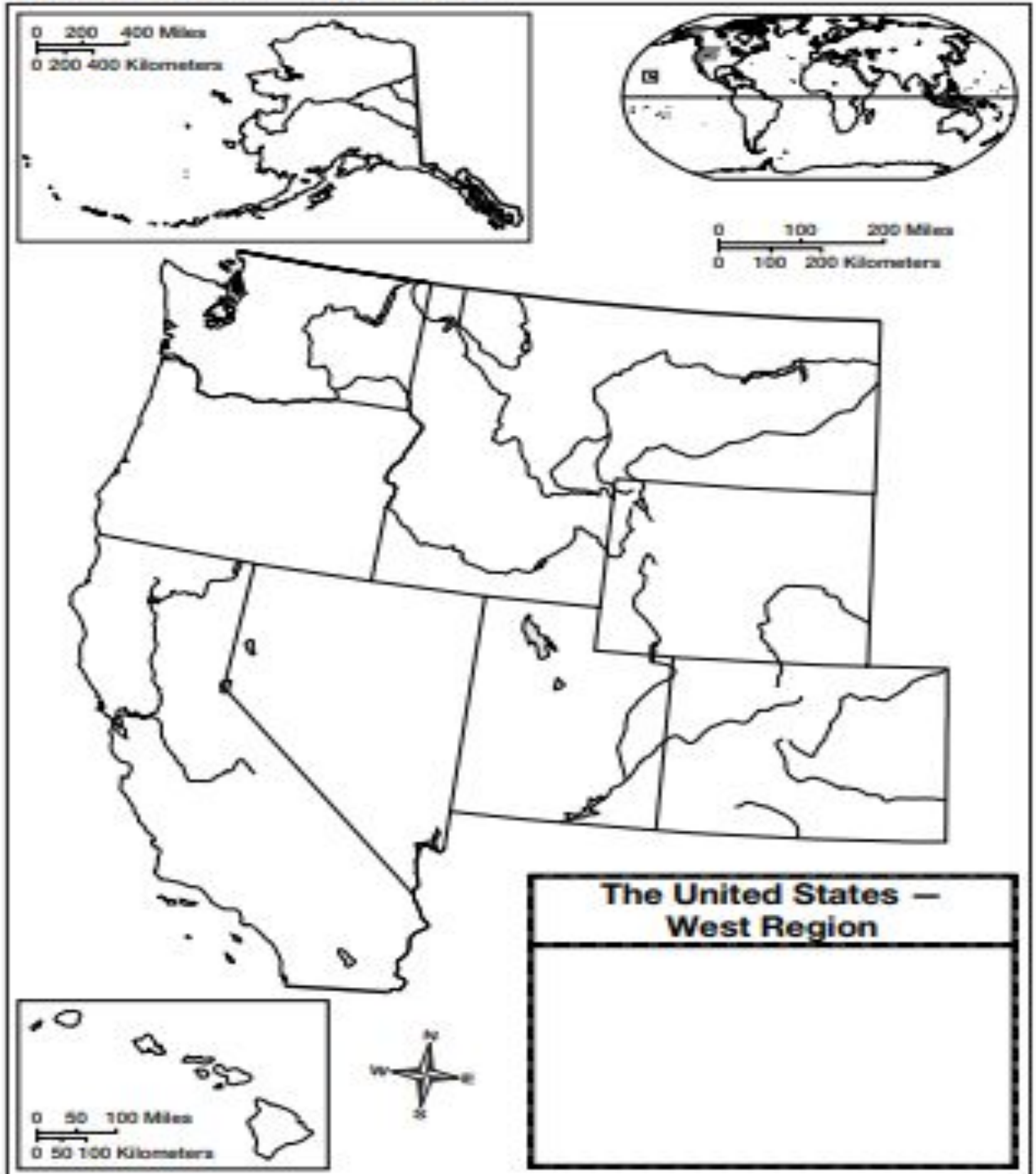
Use these maps to help you label and color the maps on the worksheets that follow.  
Don't forget to include the map key/legend!



# West Region Rivers & Landforms

Use these maps to help you label and color the maps on the worksheets that follow.  
. Don't forget to include a map key/legend!

**The United States — West Region**





# Work Page



ISD Grade Level: 4th Grade  
ISD Content: Math  
Week: May 11 - May 15



# Choice Board

## 4th Grade /Math

### Multiplying Fractions by a Whole Number

Fractions X whole #'s

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

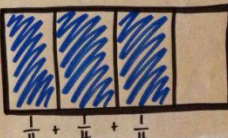
→ I've got one-fourth three times ←

REPEATED ADDITION:      PICTURES:

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

$\frac{3}{4}$  →

shaded



Core Lesson

$5 \times \frac{4}{5}$     5 groups of  $\frac{4}{5}$

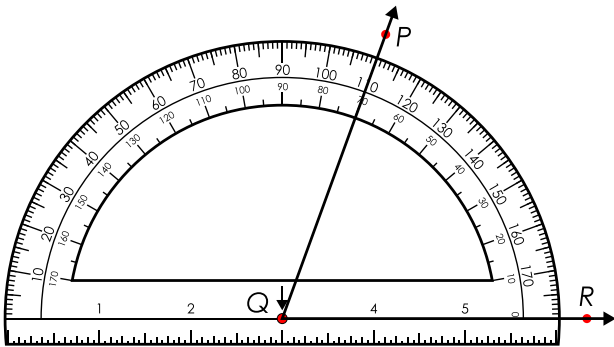


$\frac{4}{5} + \frac{4}{5} + \frac{4}{5} + \frac{4}{5} + \frac{4}{5} = \frac{20}{5}$

<p>Solve:</p> <p style="text-align: center;"><math>3 \times \frac{1}{2} =</math></p>	<p>What is the multiplication equation that goes with this repeated addition problem?</p> <p style="text-align: center;"><math>\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} =</math></p>	<p>Draw a model to represent and solve:</p> <p style="text-align: center;"><math>5 \times \frac{2}{3} =</math></p>
<p>Draw a model to represent and solve:</p> <p style="text-align: center;"><math>2 \times \frac{7}{8} =</math></p>	<p>Mason exercised for 5 hours last week. He played basketball for <math>\frac{1}{3}</math> of the time. How many hours did he play basketball?</p>	<p>Solve:</p> <p style="text-align: center;"><math>7 \times \frac{2}{3} =</math></p>
<p>A recipe for banana bread called for <math>\frac{3}{4}</math> tablespoon of butter. Selena was making 3 loaves of banana bread. How much butter did she need to make all 3 loaves?</p>	<p>Make up your own multiplication problem with a fraction and whole number. Solve your own problem.</p>	<p>Write out the repeated addition equation that goes with this multiplication equation and then solve:</p> <p style="text-align: center;"><math>6 \times \frac{3}{6} =</math></p>

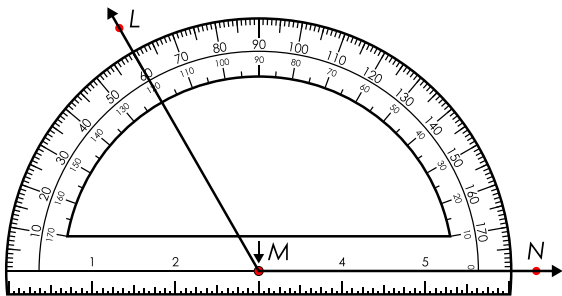
Name: \_\_\_\_\_

## Using a Protractor

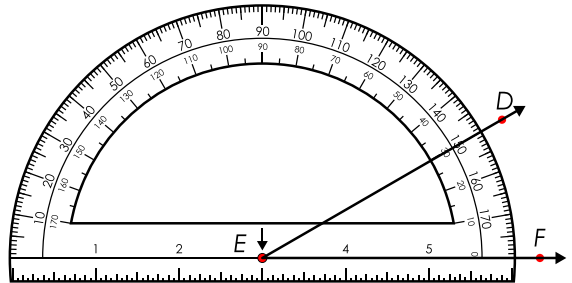


The protractor's arrow and pen hole is placed on the angle's vertex. The  $0^\circ$  line is placed over one side of the angle. Read the measure where the other leg of the angle intersects the protractor.

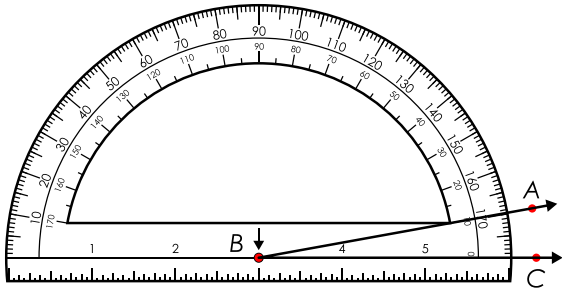
$\angle PQR$  measures  $70^\circ$ .



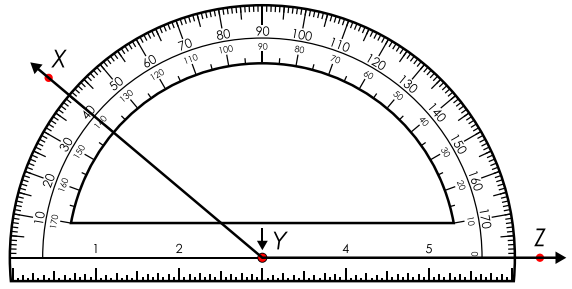
$\angle LMN =$  \_\_\_\_\_



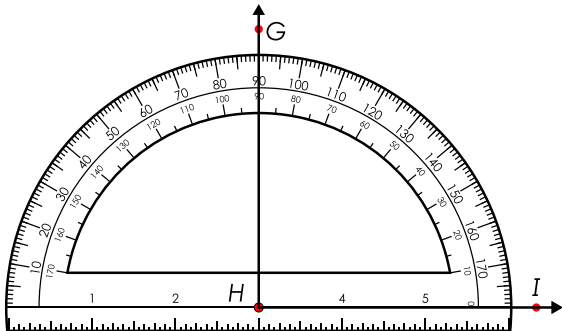
$\angle DEF =$  \_\_\_\_\_



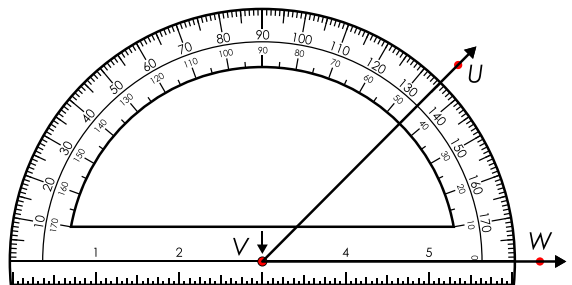
$\angle ABC =$  \_\_\_\_\_



$\angle XYZ =$  \_\_\_\_\_



$\angle GHI =$  \_\_\_\_\_



$\angle UVW =$  \_\_\_\_\_

# Number Sense & Word Problems

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

Bailey is baking cakes. She makes 348 pounds of batter. If each cake takes 4 pounds of batter, how many cakes can she make?

## 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**.

Bailey can make \_\_\_\_\_ cakes.

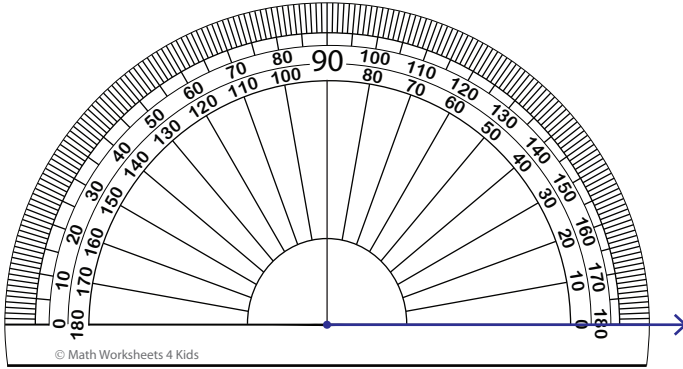
Name : \_\_\_\_\_

# Drawing Angles - 5° Increments

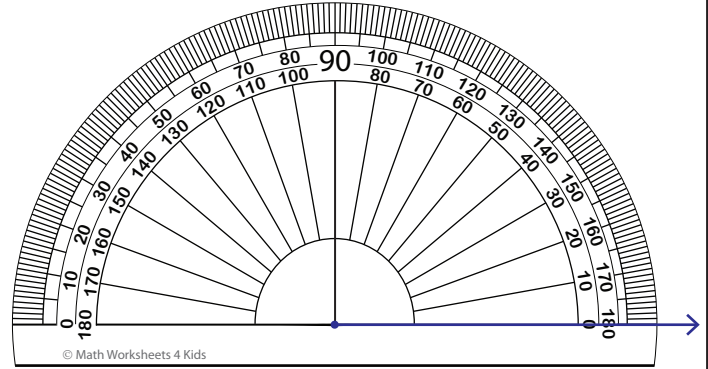
Sheet 1

Draw each angle using a protractor.

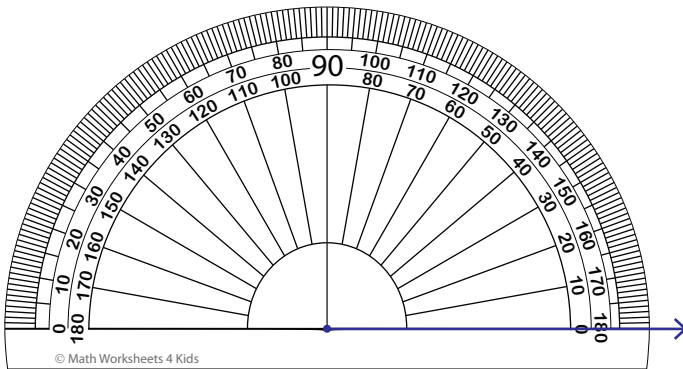
1) 70°



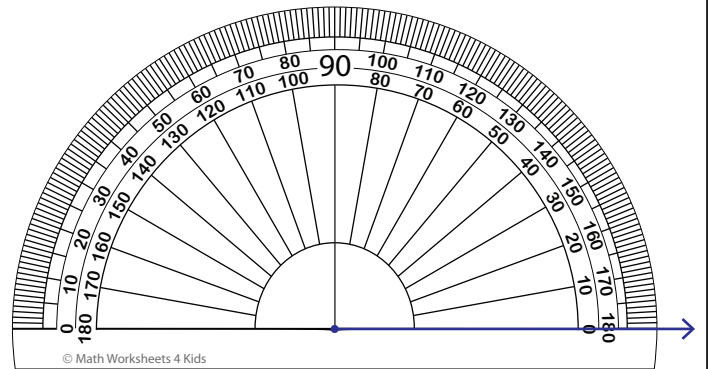
2) 125°



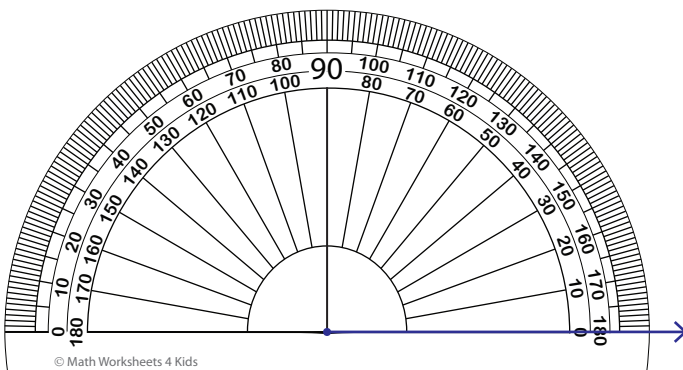
3) 155°



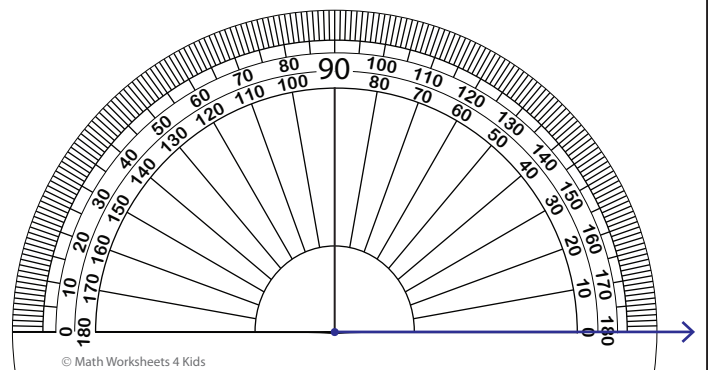
4) 30°



5) 65°



6) 140°



# Number Sense & Word Problems

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

Jared wanted to count how many hours he studied, per college class, this month. He has 5 classes and he studied a total of 250 hours. How many hours did he study, per class?

## 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**.

Jared studied \_\_\_\_\_  
hours per class



# Perimeters of squares and rectangles

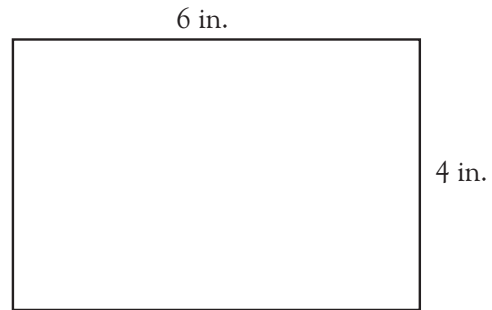
Find the perimeter of this rectangle.

To find the perimeter of a rectangle or a square, add the lengths of the four sides.

$$6 \text{ in.} + 6 \text{ in.} + 4 \text{ in.} + 4 \text{ in.} = 20 \text{ in.}$$

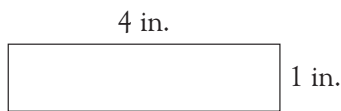
You can also do this with multiplication.

$$(2 \times 6) \text{ in.} + (2 \times 4) \text{ in.} \\ = 12 \text{ in.} + 8 \text{ in.} = 20 \text{ in.}$$

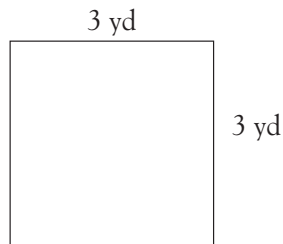


20 in.

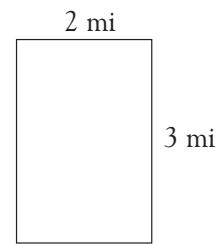
Find the perimeters of these rectangles and squares.



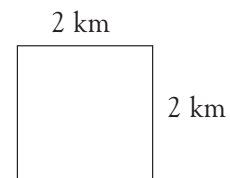
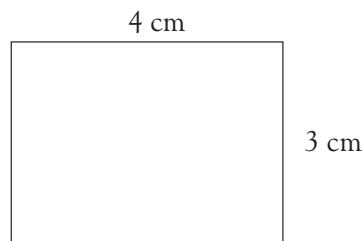
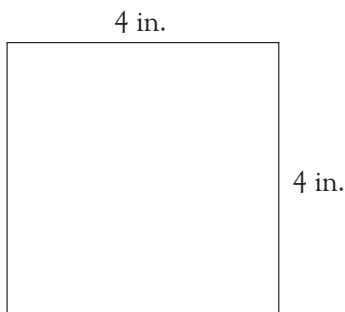
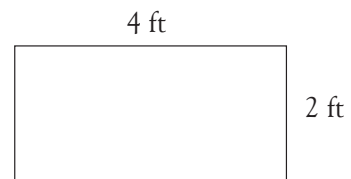
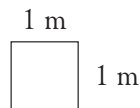
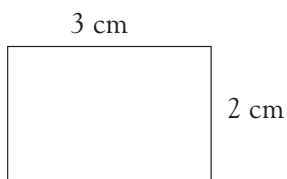
in.



yd



mi



# Number Sense & Word Problems

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

A school district was making lunches to deliver to families. A total of 3,027 meals were made. After lunches were made, they were delivered to 3 pick up locations. Each location received an equal amount of lunches. How many lunches were at each location?

## 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**.

There were \_\_\_\_\_ lunches at each location.

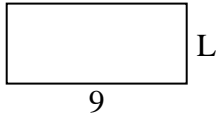




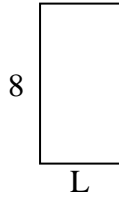
Determine the value of 'L'. Lengths are in cm (not to scale).

Answers

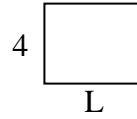
1) Perimeter = 26



2) Perimeter = 24



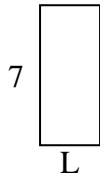
3) Perimeter = 18



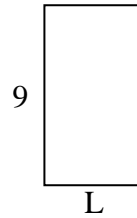
4) Perimeter = 22



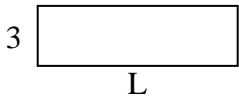
5) Perimeter = 20



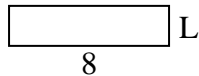
6) Perimeter = 28



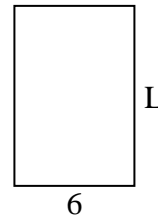
7) Perimeter = 26



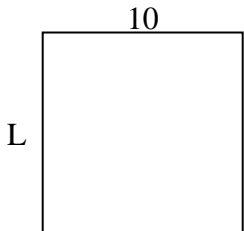
8) Perimeter = 20



9) Perimeter = 30



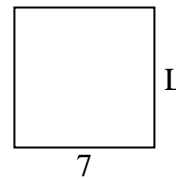
10) Perimeter = 40



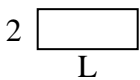
11) Perimeter = 28



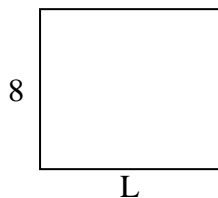
12) Perimeter = 28



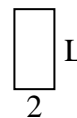
13) Perimeter = 14



14) Perimeter = 34



15) Perimeter = 12










1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_


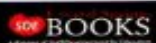
# Number Sense & Word Problems

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

A food company was making deliveries to grocery stores. On their truck they had a total of 4,232 cans of black beans. The food company delivered an equal amount of cans at 8 grocery stores. How many cans of black beans did each grocery store receive?

## 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**.

Each grocery store received \_\_\_\_\_ black beans.

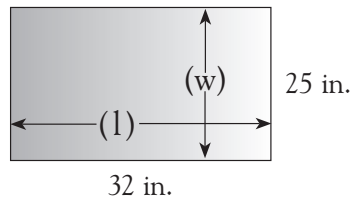
# Area of rectangles and squares



Find the area of this rectangle

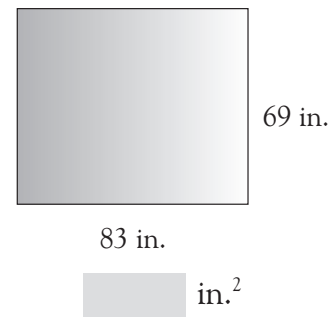
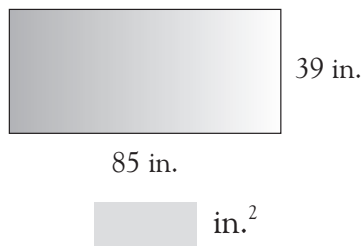
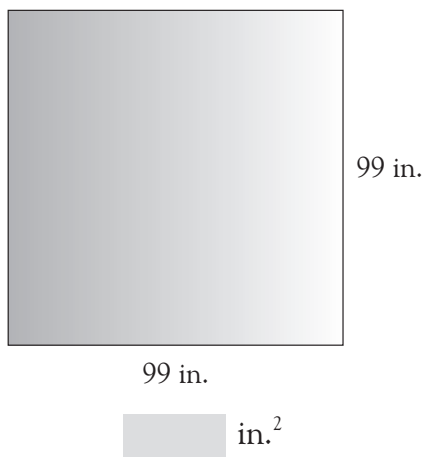
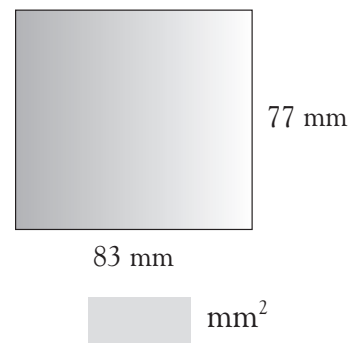
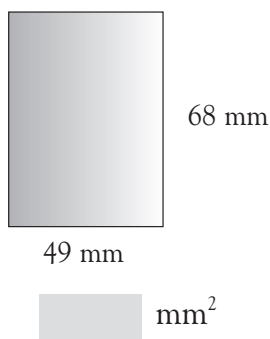
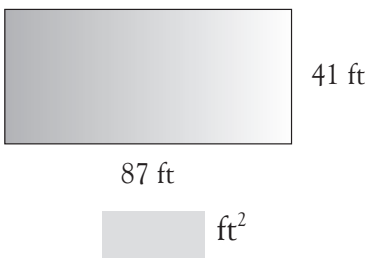
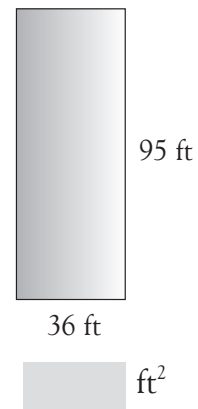
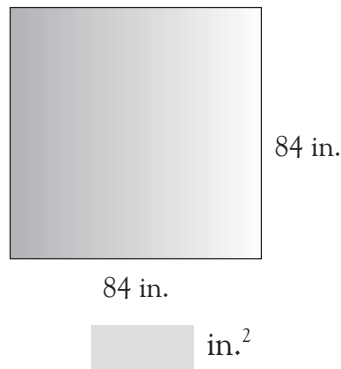
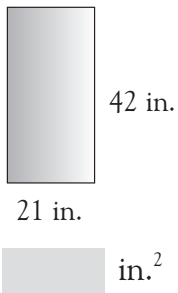
To find the area of a rectangle or square, we multiply length (l) by width (w).

Area =  $800 \text{ in.}^2$



$$\begin{array}{r} 1 \\ 32 \\ \times 25 \\ \hline 160 \\ + 640 \\ \hline 800 \text{ in.}^2 \end{array}$$

Find the area of these rectangles and squares.  
You may need to do your work on a separate sheet.



# Number Sense & Word Problems

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

There are 74 students in the 4th grade. There are 4 classrooms. How many students are in each classroom?

There are \_\_\_\_\_ students in each classroom.

## 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**.

Does each classroom have the same amount of students?

What is different about this division equation?



# Work Page



# Work Page

ISD Grade Level: 4th Grade  
ISD Content: Science  
Week: May 11 - May 15





# Work Page



# Design Energy Solutions



## Energy Transfer Engineering Problem

A group of students are working on an engineering project. They have to design a container that would slow down the transfer of heat. They each have different ideas about how to start the engineering process. This is what they said:

Georgie: *I think we need to start by identifying all the materials and resources we can use.*

Hal: *I think we need to start by defining the engineering problem.*

Martha: *I think we need to start by building a model.*

LaBron: *I think we need to start by brainstorming possible solutions.*

Who do you agree with the most? \_\_\_\_\_

Explain why you agree.

---

---

---

---

---

---

---

---



# Inquiry Activity

## It's Too Loud in Here!

Can you make a decision about which material does a better job of reducing sound transfer? You will explore how different materials affect the ability of sound to move from place to place.

**Make a Prediction** Which material do you think will best reduce sound energy transfer better: tissue paper, plastic bubble wrap, or thick cloth?


### Carry Out an Investigation

- 1 Observe each of the materials, and then set the four paper towel rolls in front of you.
- 2 One paper towel roll will be left empty. Set that roll off to the side.
- 3 Stuff tissue paper into one paper towel roll, filling it completely.
- 4 Fill the two remaining paper towel rolls. Put plastic bubble wrap in one and thick cloth in the other.
- 5 **Test Your Solution** Test your devices by placing the wind-up clock at one end of the paper towel roll while you listen at the other end. Start with the empty paper towel roll.
- 6 **Record Data** Record your observations about how well each material reduced the transfer of sound energy. Use the table on the next page.

### Materials:

1. Paper towel rolls (4) or toilet paper rolls
2. Tissue paper
3. Plastic Bubble Wrap
4. Thick cloth (wool or cloth)
5. Alarm (clock or phone)

\*If you do not have these materials, find materials that are similar or like these materials.

\*Remember, you're trying to find a material that will best reduce sound energy!

### Notes:

- Instead of a wind up clock, you can use a cell phone alarm.
- If you don't have the materials to do this experiment, talk it out with someone at home.
  - What do you think is going to happen?
  - Why do you think that? What other experiments or life experiences do you have that led you to your prediction?

Tube	Observation			
empty				
tissue paper				
plastic bubble wrap				
thick cloth				

If you used different materials, cross of the materials in this chart and write down the materials you did use.

### Communicate Information

1. Which material was best at reducing sound energy transfer?

---



---

2. How did your prediction compare with the results of your investigation?

---



---



---

3. How do you think this investigation relates to how engineers solve problems?

---



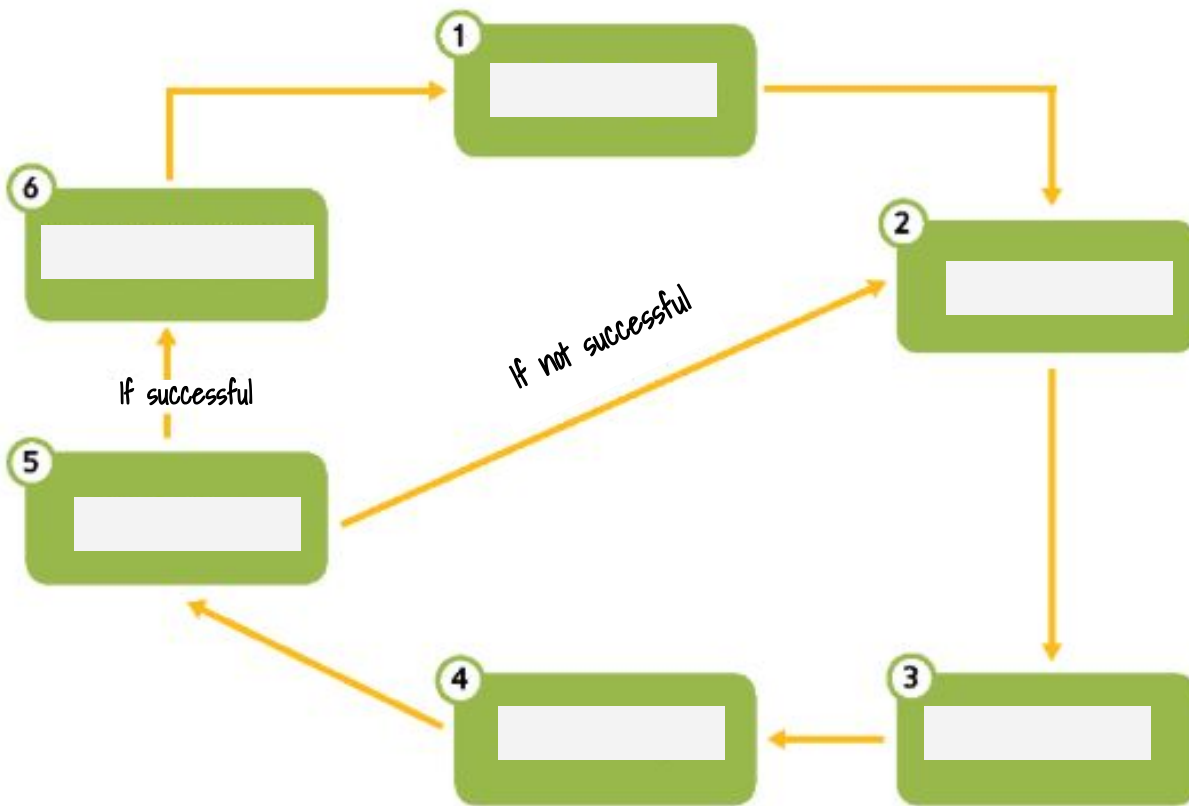
---



---

# Explain- What is the Design Process?

Use the Design Process steps in the word bank to complete the diagram of the design process. If you are unsure, think about what would make the most sense.



## Word Bank

Test prototype

Identify a problem

Choose a solution

Develop solutions

Make final design/record results

Build a prototype

## At Home Scenario:

Isabelle and Ireland were working on their virtual learning when they got distracted by Ireland's wobbly chair. The girls wanted to find a solution to their problem. The girls collected items around the house to help them: a coaster, a piece of paper, a loaf of bread, and a rubber duck. Using the design process, write down the process the girls should use to solve their problem and what you believe to be the best solution.

---

---

---

---

---

---

---

---



# Work Page



# Work Page



# Work Page



# Work Page





# Work Page



# Work Page