4th Grade

Week #2

Jacob's Problem

It was the first day of fifth grade and Jacob was a nervous wreck. He wasn't concerned about his classes or all the homework. Jacob was worried about learning his locker combination.

In 4th grade, everyone had a locker, but you didn't have to learn a combination. Fifth grade was different. Jacob was scared that he would be the only one who didn't know how to open his locker.

On Back to School Night, everyone came to the school to meet their teacher and find their classrooms. There was also time to practice opening your locker, so Jacob was determined to learn this skill before the first day of school.

When they arrived at Back to School Night, Jacob's mom headed to fill out all the paperwork, while Jacob went straight to his locker, armed with his combination. All around him, kids were opening their lockers on the first try and happily shouting to their friends about how easy it was. Jacob attempted to open his locker 4 times with no luck. He left Back to School night feeling defeated and even more worried about the first day of fifth grade.

The first day arrived and Jacob felt sick to his stomach. When he got off the bus and headed to his locker, he slowly pulled the combination out of this backpack and began turning the dial. He concentrated really hard and took his time. When he turned to the last number, he held his breath and lifted up the handle. He was shocked when the locker actually opened. He did it! He finally opened his locker with the combination.

"Maybe fifth grade won't be so hard after all," Jacob thought to himself.

PROVE IT!

Answer each question with text based evidence. Each response must have an evidence prompt included. Refer to your evidence bookmark for help.

1. What does it mean when it says "Jacob was a nervous wreck" ?

2. How was 4th grade different from 5th grade?

3. In your own words, describe what Back to School Night is.

4. Name the conflict in this text. How did the main character overcome it?

5. How does Jacob's attitude change throughout the story?

Name: Weekly Language Quiz Date:

1. L.4.4.B

Circle the word in which the prefix **im-** means *in.*

Import

Impossible

Impatient

2. L.4.4.A

What is the meaning of the underlined word? Underline the clues that helped you determine its meaning.

Sarah is a novice tennis player. She just had her first lesson yesterday.

_____

3. L.4.4.C

Circle the pronunciation of the word **address**. Underline the parts of speech.

address *(adres) noun.* **1.** the place where someone lives. *noun.* **2.** a formal speech delivered to an audience.

4. L.4.2.B

Which is the correct way to punctuate this direct quote from *Frindle?*

Mrs. Granger's, "Pride and joy," was the huge dictionary in the front of her classroom.

Mrs. Granger's "pride and joy" was the huge dictionary in the front of her classroom.

5. L.4.5.A

Are the underlined words a simile or a metaphor? Explain its meaning.

The soup is boiling lava.

_____

_____

6. L.4.5.B

What is the message of the proverb/adage?

The grass is always greener on the other side of the hill.

_____

_____

7. L.4.1.C

Which modal auxiliary verb would you use to indicate a *willingness* to help?

could, may, should, will

I _____ help my mother carry in the groceries from her car.

8. L.4.1.C

Which relative pronoun best completes the sentence?

which, who, whose, whom

The girl _____ made me this bracelet is my best friend.

© One Stop Teacher Shop

Weekly Language Quiz ANSWER KEY – Q3:2

1. L.4.4.B

Circle the word in which the prefix **im-** means *in.*

Import

Impossible

Impatient

2. L.4.4.A

What is the meaning of the underlined word? Underline the clues that helped you determine its meaning.

Sarah is a <u>novice</u> tennis player. She just had her first lesson yesterday

beginner, new

3. L.4.4.C

Circle the pronunciation of the word **address**. Underline the parts of speech.

address (*adres*) *noun.* **1.** the place where someone lives. *noun.* **2.** a formal speech delivered to an audience.

4. L.4.2.B

Which is the correct way to punctuate this direct quote from *Frindle?*

Mrs. Granger's, "Pride and joy," was the huge dictionary in the front of her classroom.

Mrs. Granger's "pride and joy" was the huge dictionary in the front of her classroom.

5. L.4.5.A

Are the underlined words a simile or a metaphor? Explain its meaning.

The soup is boiling lava.

Metaphor: The soup is very hot.

6. L.4.5.B

What is the message of the proverb/adage?

The grass is always greener on the other side of the fence.

People often think that others are better off than they are.

7. L.4.1.C

Which modal auxiliary verb would you use to indicate a *willingness* to help?

could, may, should, will

I _____ help my mother carry in the groceries from her car.

8. L.4.1.C

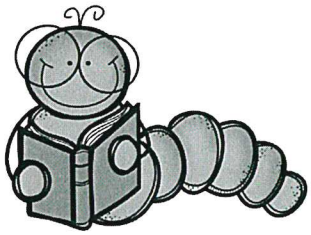
Which relative pronoun best completes the sentence?

which, who, whose, whom

The girl <u>who</u> made me this bracelet is my best friend.

© One Stop Teacher Shop

Grade _____



Name_____

Questioning Reading Log

Title of book: _____

Chapter/Pages:_____

Today I am focusing on: questioning

Is this book fiction or non-fiction? _____

Write an "I wonder... because..."sentence. _____

_____

_____

_____

Write a sentence using a question word (Who?, What?, When?, Where?, Why?, How?).

_____

_____

_____

Now try to answer one of your questions.

_____

_____

_____

© 2013 by Elissa Kruse

Sample Bio Poem

Amy

Funny, compassionate, curious, organized

Daughter of Paul and Kendra, sister of Owen

Lover of her brother, animals and pacifiers

Who feels happy, curious and frequently frustrated

Who needs hugs, soy milk and somebody fun to play with

Who gives smiles, love and shoes

Who fears loud noises, not seeing her mom, and the dark

Who would like to see the inside of the fridge, how things work and more time spent playing

Who dislikes getting her head wet, eggs and being told no

Who resides in Evansville

Smith

Bio Poem Brainstorming Boxes

Name _____

Person or Character _____

Adjectives that Describe Person	Who enjoys . . .
Who feels . . .	Who wonders . . .
Who fears . . .	Who cares about . . .
Who is able to . . .	Who dreams . . .

©2015 ~ Created by Laura Candler ~ Teaching Resources ~ www.lauracandler.com

Bio Poem Planning Page

First Name _____

3 Words That Describe You _____

Who enjoys _____

Who is able to _____

Who feels _____

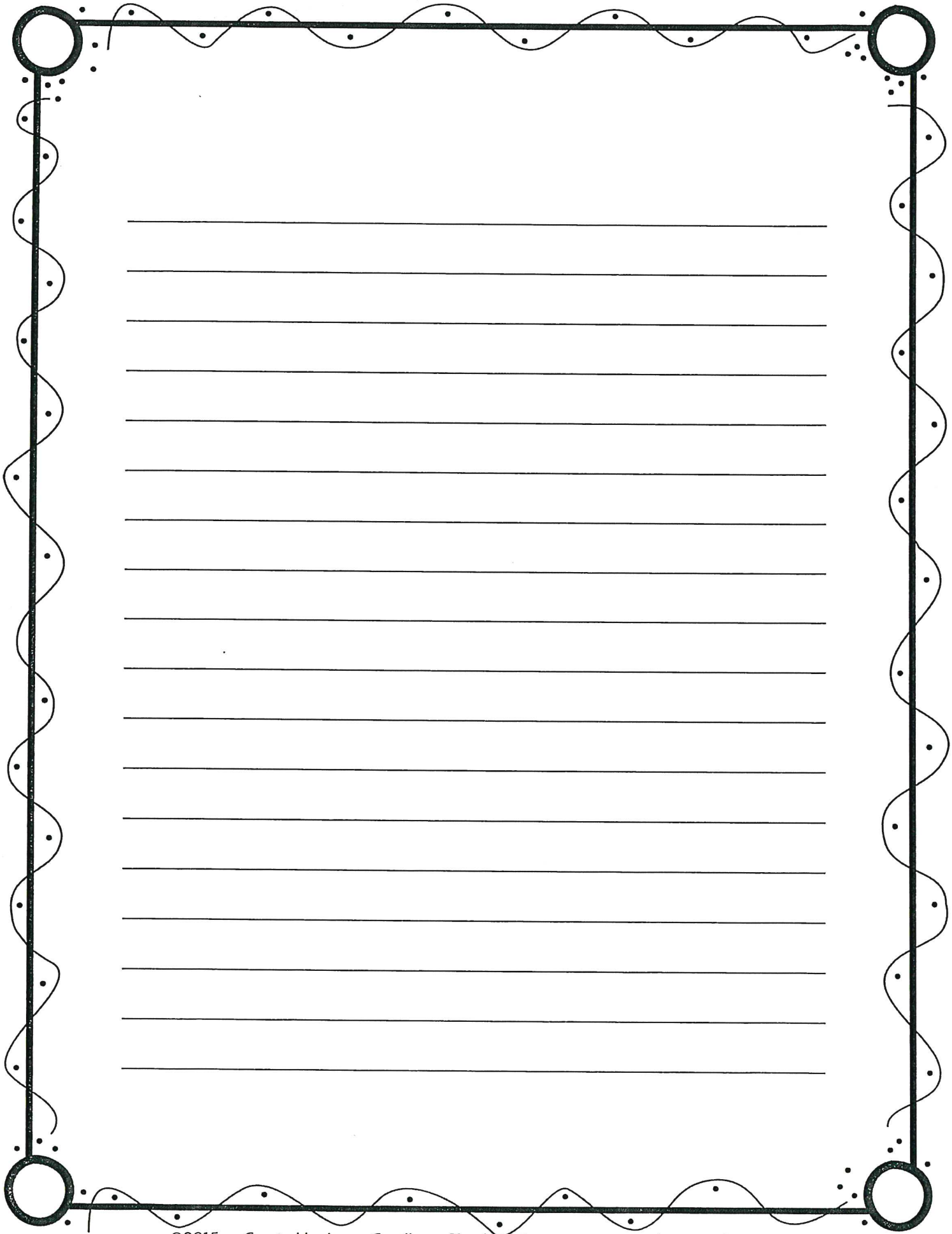
Who wonders _____

Who fears _____

Who cares about _____

Who dreams of _____

©2015 ~ Created by Laura Candler ~ Teaching Resources ~ www.lauracandler.com



©2015 ~ Created by Laura Candler ~ Teaching Resources ~ www.lauracandler.com

Draw a Shape that can Fit in the Category Listed

Name:_____ 3.G.1

pyramid	6 angles	8 angles
6 faces	2-dimensional	cube

I felt these problems were: ☐ Too easy ☐ Just right ☐ Too difficult

Draw a Shape that can Fit in the Category Listed

Name:_____ 3.G.1

rectangular prism	cube	four faces
5 angles	cone	oval

I felt these problems were: ☐ Too easy ☐ Just right ☐ Too difficult

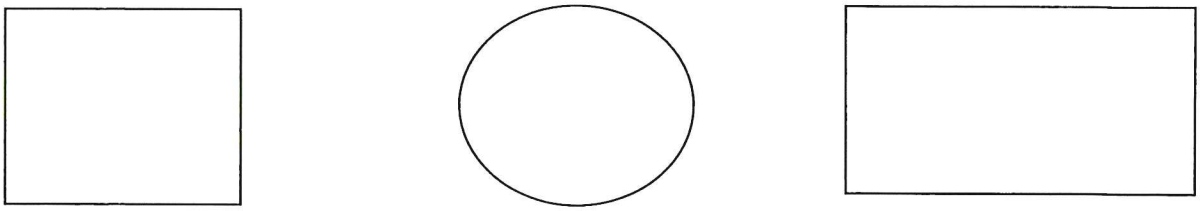
© Yvonne Crawford, 2014

Mixminder.com

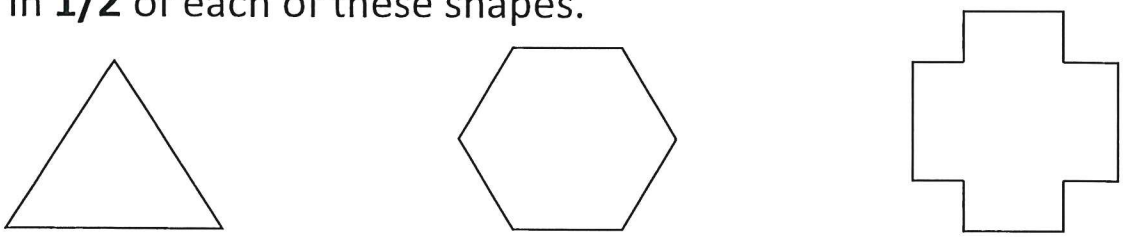
Fractions of Shapes

Name:_____ 3.G.2

Shade in **3/4** of each of these shapes.



Shade in **1/2** of each of these shapes.

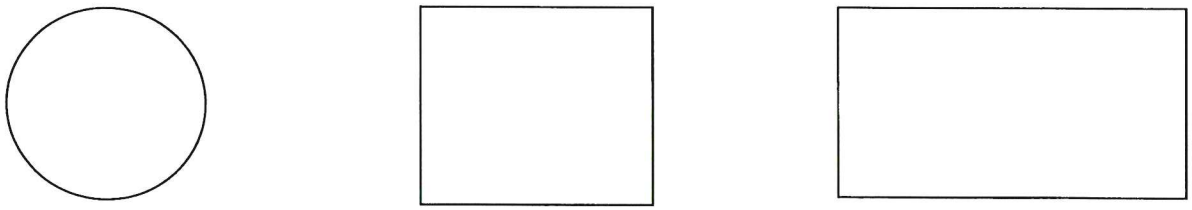


I felt these problems were: ☐ Too easy ☐ Just right ☐ Too difficult

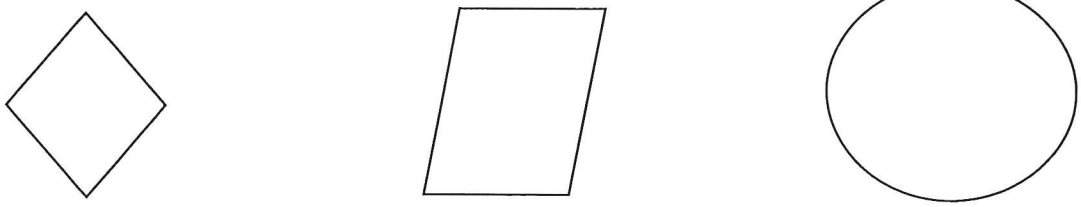
Fractions of Shapes

Name:_____ 3.G.2

Shade in **2/3** of each of these shapes.



Shade in **1/4** of each of these shapes.



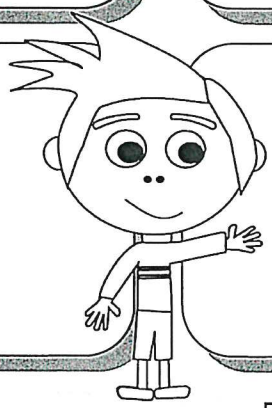
I felt these problems were: ☐ Too easy ☐ Just right ☐ Too difficult

© Yvonne Crawford, 2014

Round to the Nearest 100

Name:_____ 3.NBT.1

423	789	127
773	149	360

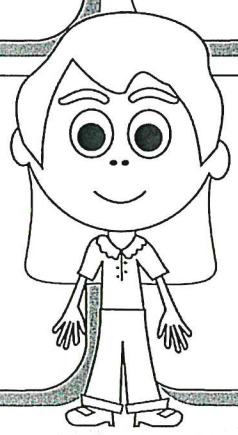


I felt these problems were: ☐ Too easy ☐ Just right ☐ Too difficult

Round to the Nearest 100

Name:_____ 3.NBT.1

376	741	320
263	190	605



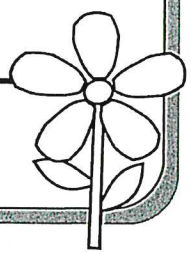
I felt these problems were: ☐ Too easy ☐ Just right ☐ Too difficult

© Yvonne Crawford, 2014

Multiplying by Multiples of 10

Name: _____ 3.NBT.3

20 x6 =	30 x5 =	10 x7 =
40 x4 =	50 x9 =	60 x8 =

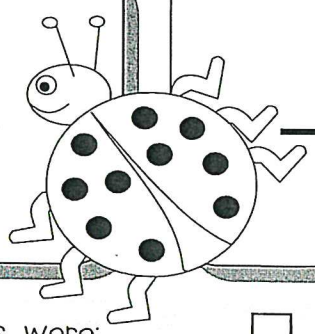


I felt these problems were: ☐ Too easy ☐ Just right ☐ Too difficult

Multiplying by Multiples of 10

Name: _____ 3.NBT.3

40 x7 =	90 x1 =	70 x2 =
50 x7 =	80 x3 =	30 x6 =

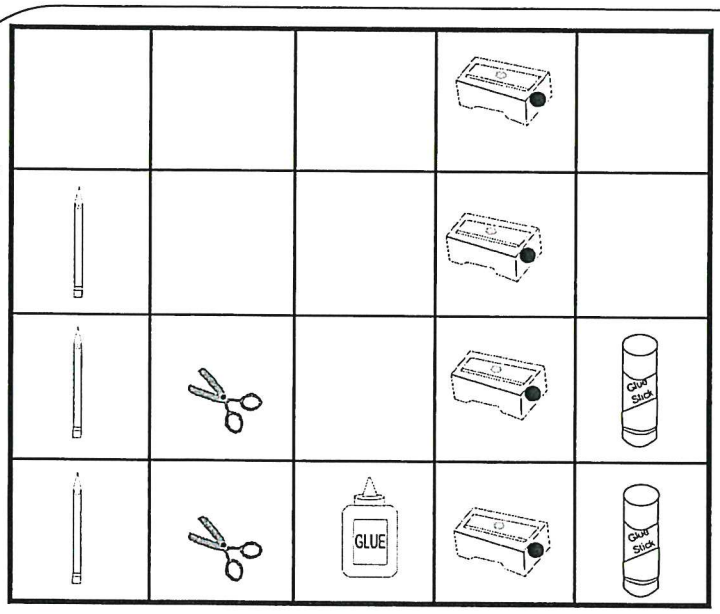


I felt these problems were: ☐ Too easy ☐ Just right ☐ Too diffi-

© Yvonne Crawford, 2014

Answer the Questions About the Graph

Name:_____ 3.MD.3

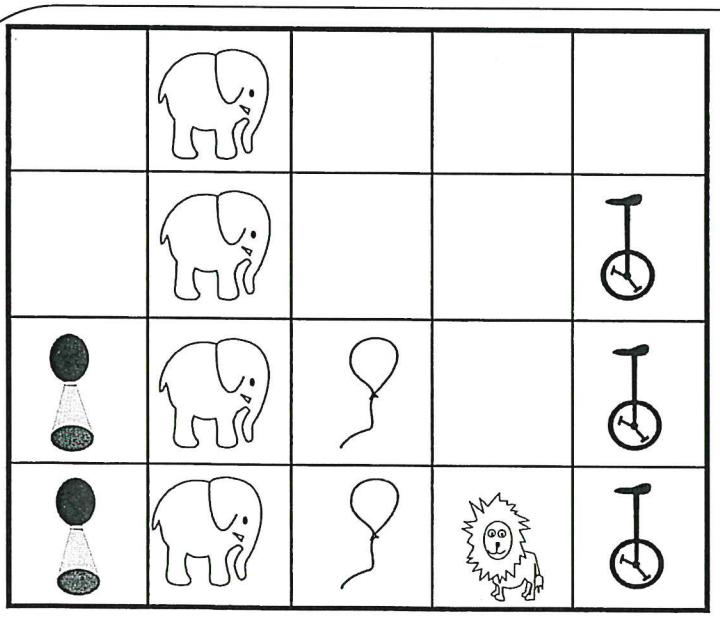


1. Which school supply is there the **most** of?
2. Which school supply is there the **least** of?
3. How many **pencils** are there?

I felt these problems were: ☐ Too easy ☐ Just right ☐ Too difficult

Answer the Questions About the Graph

Name:_____ 3.MD.3



1. Which circus item is there the **most** of?
2. Which circus item is there the **least** of?
3. How many **unicycles** are there?

I felt these problems were: ☐ Too easy ☐ Just right ☐ Too difficult

© Yvonne Crawford, 2014

Name: _____

Multiplication

Color the correct answer

1)	647	x	32	=	4384	7264	20704
2)	299	x	14	=	13566	4186	10486
3)	231	x	23	=	3243	5313	16813
4)	275	x	13	=	6565	2275	3575
5)	847	x	32	=	19744	27104	6944
6)	826	x	21	=	3696	17346	9156
7)	879	x	21	=	4389	18459	13629
8)	983	x	19	=	12787	7277	18677
9)	315	x	15	=	14025	4725	3825
10)	962	x	14	=	13468	1428	3948
11)	406	x	12	=	11592	11112	4872
12)	350	x	29	=	5800	24650	10150

© 2016 Marlon Dawas, Works by M.D.

Name: _____

Multiplication

Color the correct answer

1)	647	x	32	=	4384	7264	20704
2)	299	x	14	=	13566	4186	10486
3)	231	x	23	=	3243	5313	16813
4)	275	x	13	=	6565	2275	3575
5)	847	x	32	=	19744	27104	6944
6)	826	x	21	=	3696	17346	9156
7)	879	x	21	=	4389	18459	13629
8)	983	x	19	=	12787	7277	18677
9)	315	x	15	=	14025	4725	3825
10)	962	x	14	=	13468	1428	3948
11)	406	x	12	=	11592	11112	4872
12)	350	x	29	=	5800	24650	10150

© 2016 Marlon Dawas, Works by M.D.

Math Boxes

Lesson 5-4

DATE TIME

1 **a.** Decompose $\frac{3}{8}$ as the sum of unit fractions.

_____

b. Write a different equation to show $\frac{3}{8}$.

_____

SRB 125–127

2 A milk truck's tank holds about 6,300 gallons of milk. If the first dairy farmer has 948 gallons of milk to be picked up, about how many more gallons can the tank hold?

Show your work.

Answer: _____ gallons

How many quarts is that?

_____ quarts

SRB 196–197

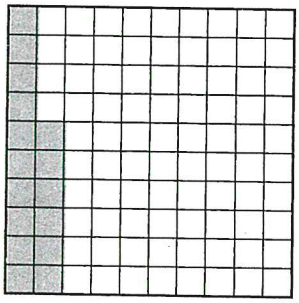
3 The school raffle raised $197 on Monday, $123 on Tuesday, $81 on Wednesday, and $56 on Thursday. How much money did the raffle raise on these days?

Show your work.

Answer: $ _____

SRB 82–89

4 Write the fraction, decimal, and words for the value shown.



Fraction: _____ Decimal: _____

Words: _____

SRB 150–151

5 Fill in the missing fractions.

a.

_____ _____ _____ _____

b.

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

SRB 135

Adding Tenths and Hundredths

Lesson 5-5

DATE TIME

Use what you know about equivalent fractions to add. Write an equation to show your work. SRB 166–168

1. 5 tenths + 27 hundredths

   Equation (in words): _____

2. 16 hundredths + 7 tenths

   Equation (in words): _____

3. $\frac{8}{100} + \frac{6}{10}$

   Equation: _____

4. $\frac{42}{100} + \frac{9}{10}$

   Equation: _____

5. $\frac{3}{10} + \frac{50}{100}$

   Equation: _____

6. $\frac{1}{10} + \frac{5}{100} + \frac{20}{10} + \frac{55}{100}$

   Equation: _____

7. $1\frac{2}{10} + 6\frac{35}{100}$

   Equation: _____

Try This

8. Ali shaded 0.4 of a hundreds grid. Tarun shaded 0.32 of the same grid. How much of the grid did they shade in all?

   Number model with unknown: _____

   Answer: _____ of the grid

   Explain how you got your answer.

   _____

   _____

   _____

   _____

Be A Factor

Materials

One deck of playing cards (remove Tens and face cards; Aces =1, Jokers= 0). One game board for each player. One score sheet for each player.

Rules and Play

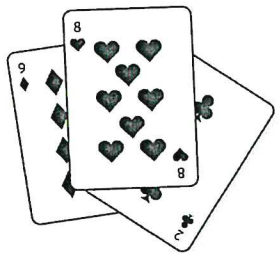
1. *Be a Factor* is a game for two to four players.

2. The object of the game is to collect the most cards. Cards are collected by playing a card that is a factor of 24 in the discard pile.

3. The dealer shuffles the cards and distributes three cards to each of the players.

4. The game begins by having one of the players draw a card. (S)he must then decide which card to discard from his/her hand. When a card is placed on the discard pile, the player must declare whether or not it is a factor of 24. If the card is a factor of 24, that player wins all the cards in the discard pile and another turn. If a player answers incorrectly and is challenged by an opponent, (s)he must pay back one card to the pack. If the discard is not a factor of 24, play passes to the next player. Players take turns in clockwise order.

5. It is important to note that players must explain why the card they play is a factor of 24 before they are allowed to remove cards from the discard pile. For example, if a player played an 8 on the discard pile, (s)he would need to say, "8 is a factor of 24 because 8 x 3= 24".



6. Play rotates clockwise until the pack is depleted or time is called.

7. The winner of the game is the player with the most cards.

Variations

- Allow players to remove sets of cards from the discard pile if the play is a factor of some number other than 24. For example, use 12, 18, etc.

- For advanced play, allow factors of combinations of numbers, such as 9 or 15, 24 or 9, etc.

© IPMG Publishing