

4<sup>th</sup> Grade  
Week #3

Name:

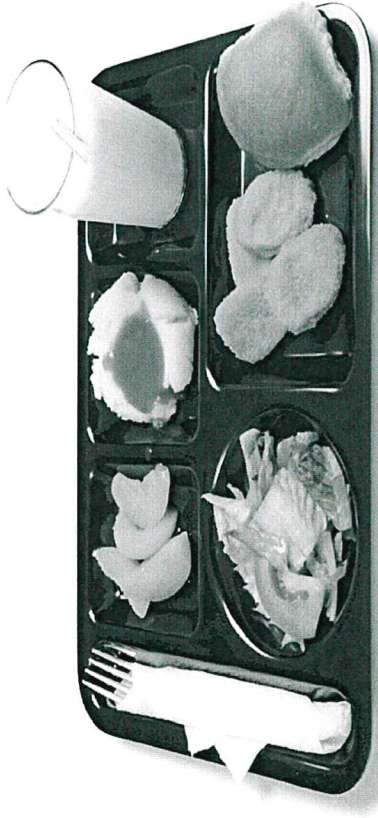
Weekly Language Quiz

Date:

<p>1. L.4.4.B</p> <p>Which word means <i>able to move</i>?</p> <p><b>attractive</b></p> <p><b>mobile</b></p> <p><b>reversible</b></p>	<p>2. L.4.5.C, L.4.3.A</p> <p>Which of these synonyms fits best in this sentence?</p> <p><b>noiseless, silent, quiet</b></p> <p>"Don't talk during the movie," my cousin said in a _____ whisper.</p>
<p>3. L.4.1.B</p> <p>Complete the sentence with the correct <b>progressive</b> past tense verb.</p> <p>My sister _____ (stir) the soup on the stove.</p>	<p>4. L.4.1.D</p> <p>Put the adjectives in the correct order in the sentence.</p> <p><b>red, six, plastic</b></p> <p>Beca stacked _____ cups into a pyramid.</p>
<p>5. L.4.5.B</p> <p>What is the meaning of the underlined idiom?</p> <p>That television will <u>cost me an arm and a leg</u>.</p> <p>_____</p>	<p>6. L.4.1.C</p> <p>Which modal auxiliary verb best completes this sentence?</p> <p><b>may, should, will</b></p> <p>That rumor _____ not be true, so don't gossip about it with other people.</p>
<p>7. L.4.1.C</p> <p>Which relative adverb best completes the sentence?</p> <p><b>where, when, why</b></p> <p>Wild pandas live in forests _____ bamboo grows.</p>	<p>8. L.4.4.B</p> <p>Fill in the blanks with the correct prefix.</p> <p><b>sub, super, trans</b></p> <p>The prefix _____ means <i>across, change</i>.</p> <p>The prefix _____ means <i>under, below, less than</i>.</p> <p>The prefix _____ means <i>above, over, beyond, greater than</i>.</p>

Weekly Language Quiz ANSWER KEY – Q3:3

<p>1. L.4.4.B</p> <p>Which word means <i>able to move</i>?</p> <p><b>attractive</b></p> <p><b>mobile</b></p> <p><b>reversible</b></p>	<p>2. L.4.5.C, L.4.3.A</p> <p>Which of these synonyms fits best in this sentence?</p> <p><b>noiseless, silent, quiet</b></p> <p>“Don’t talk during the movie,” my cousin said in a _____ whisper.</p>
<p>3. L.4.1.B</p> <p>Complete the sentence with the correct <b>progressive</b> past tense verb.</p> <p>My sister <u>was stirring</u> the soup on the stove.</p>	<p>4. L.4.1.D</p> <p>Put the adjectives in the correct order in the sentence.</p> <p><b>red, six, plastic</b></p> <p>Beca stacked <b>six red plastic</b> cups into a pyramid.</p>
<p>5. L.4.5.B</p> <p>What is the meaning of the underlined idiom?</p> <p>That television will <u>cost me an arm and a leg.</u></p> <p>is very expensive</p>	<p>6. L.4.1.C</p> <p>Which modal auxiliary verb best completes this sentence?</p> <p><b>may, should, will</b></p> <p>That rumor _____ not be true, so don’t gossip about it with other people.</p>
<p>7. L.4.1.C</p> <p>Which relative adverb best completes the sentence?</p> <p><b>where, when, why</b></p> <p>Wild pandas live in forests _____ bamboo grows.</p>	<p>8. L.4.4.B</p> <p>Fill in the blanks with the correct prefix.</p> <p><b>sub, super, trans</b></p> <p>The prefix <b>trans</b> means <i>across, change</i>.</p> <p>The prefix <b>sub</b> means <i>under, below, less than</i>.</p> <p>The prefix <b>super</b> means <i>above, over, beyond, greater than</i>.</p>



## The Chicken Nugget Bet

Justin was beyond excited for today's lunch. The menu read chicken nuggets and that was Justin's favorite school lunch. He loved to dunk them in honey mustard and savor each delicious bite. Justin talked all morning long about how many chicken nuggets he was going to eat.

"I'm going to buy extra and eat at least 20!" Justin told his friend, Chad.

Chad didn't believe Justin for a second. "You can't eat 20 chicken nuggets! You are only allowed 1 order of extra nuggets, so the most you'll get is 8. You couldn't eat 20 nuggets even if you had them."

Justin knew Chad was right, but he really wanted 20 nuggets.

"Okay, how about a bet? We'll get Jake, Will, and Brian to order extra and give them to me. If I eat all 20 nuggets, then you all will buy me extra nuggets every time we have them. If I can't eat all the nuggets, I'll do something for you guys. Deal?"

"Deal," agreed Justin.

Lunch time arrived and Justin was beside himself! As they sat down, all the boys handed over their extras to Justin.

"Don't let the teacher see," said Chad. "She'll make us take them back. Don't hand them to Justin all at once. Do it one at a time."

Justin quickly ate through his two orders, and happily accepted the next two from Will. He ate through those and moved onto the next. "This is going to be the easiest bet I've ever won," Justin thought to himself.

Everything was going along smoothly until he came to the last two nuggets. Justin had started to feel sick back on nugget #14. He didn't know how he could possibly eat these last two. He was about to quit when he looked up at his friends. He knew they would come up with something awful to make him do if he lost the bet.

Justin slowly ate the last two nuggets and pushed his tray away. His friends were shaking their heads in disbelief. They couldn't believe he had eaten all 20 chicken nuggets.

After that day in the lunchroom, chicken nuggets didn't hold a special place in Justin's heart. In fact, they turned out to be his least favorite lunchroom food.

## 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. Some of the characters in this story are sneaky. Name one character that this trait applies to and provide evidence that supports this.

\_\_\_\_\_

2. Why did Justin want to eat so many chicken nuggets?

\_\_\_\_\_

3. Paragraph five says "Justin was beside himself." What does this mean? Provide evidence from the text to support your answer.

\_\_\_\_\_

4. Describe how Justin's friends react when he eats all 20 nuggets.

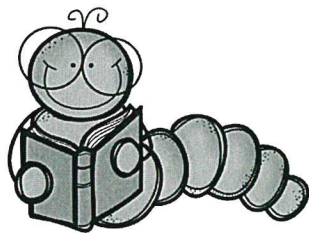
\_\_\_\_\_

5. Besides sneaky, describe Justin's attitude at any point in the story.

\_\_\_\_\_



Grade \_\_\_\_\_



Name \_\_\_\_\_

## Summarizing Fiction Reading Log for the week of \_\_\_\_\_

My reading goal for this week is \_\_\_\_\_

MONDAY

Title of book: \_\_\_\_\_

Chapter/Pages: \_\_\_\_\_

Today I am focusing on: summarizing fiction

Setting: \_\_\_\_\_

+ Characters: \_\_\_\_\_

+ Problem: \_\_\_\_\_

+ Solution: \_\_\_\_\_

= summary

TUESDAY

Title of book: \_\_\_\_\_

Chapter/Pages: \_\_\_\_\_

Today I am focusing on: summarizing fiction

Setting: \_\_\_\_\_

+ Characters: \_\_\_\_\_

+ Problem: \_\_\_\_\_

+ Solution: \_\_\_\_\_

= summary

WEDNESDAY

Title of book: \_\_\_\_\_  
 Chapter/Pages: \_\_\_\_\_  
 Today I am focusing on: summarizing fiction

Setting: _____ _____	_____ _____
+ Characters: _____ _____	_____ _____
+ Problem: _____ _____	_____ _____
+ Solution: _____ _____	_____ _____
= summary	

THURSDAY

Title of book: \_\_\_\_\_  
 Chapter/Pages: \_\_\_\_\_  
 Today I am focusing on: summarizing fiction

Setting: _____ _____	_____ _____
+ Characters: _____ _____	_____ _____
+ Problem: _____ _____	_____ _____
+ Solution: _____ _____	_____ _____
= summary	

FRIDAY

Title of book: \_\_\_\_\_  
 Chapter/Pages: \_\_\_\_\_  
 Today I am focusing on: summarizing fiction

Setting: _____ _____	_____ _____
+ Characters: _____ _____	_____ _____
+ Problem: _____ _____	_____ _____
+ Solution: _____ _____	_____ _____
= summary	

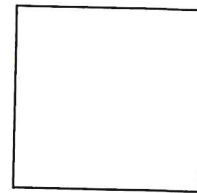
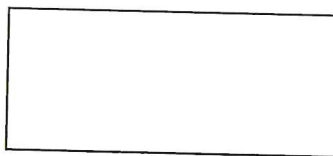
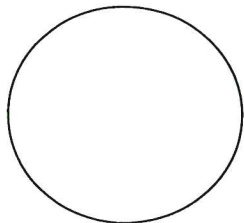
Did you meet your goal this week? Why? \_\_\_\_\_  
 \_\_\_\_\_

# Fractions of Shapes

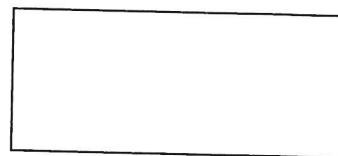
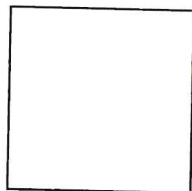
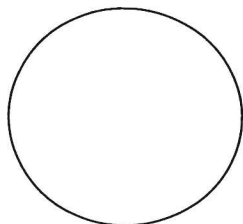
Name: \_\_\_\_\_

3.G.2

Shade in  $\frac{1}{5}$  of each of these shapes.



Shade in  $\frac{6}{8}$  of each of these shapes.



I felt these problems were:

☐

Too easy

☐

Just right

☐

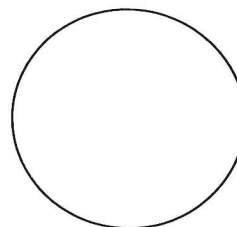
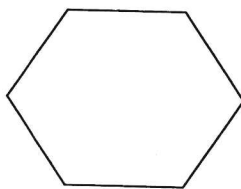
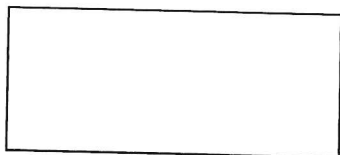
Too difficult

# Fractions of Shapes

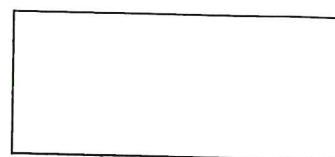
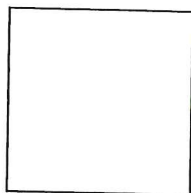
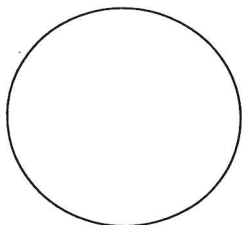
Name: \_\_\_\_\_

3.G.2

Shade in  $\frac{2}{6}$  of each of these shapes.



Shade in  $\frac{1}{8}$  of each of these shapes.



I felt these problems were:

☐

Too easy

☐

Just right

☐

Too difficult



# Divide these Numbers

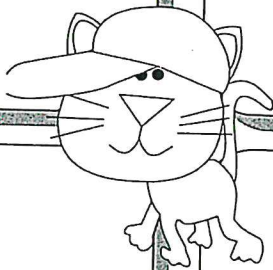
Name: \_\_\_\_\_

3.OA.7

$$63 \div 9 =$$

$$49 \div 7 =$$

$$8 \div 4 =$$



$$21 \div 3 =$$

$$40 \div 10 =$$

$$55 \div 5 =$$

I felt these problems were:

☐ Too easy

☐ Just right

☐ Too difficult

# Divide these Numbers

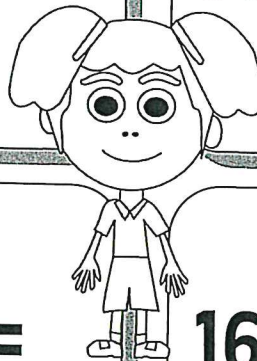
Name: \_\_\_\_\_

3.OA.7

$$72 \div 8 =$$

$$81 \div 9 =$$

$$30 \div 5 =$$



$$66 \div 6 =$$

$$30 \div 10 =$$

$$16 \div 4 =$$

I felt these problems were:

☐ Too easy

☐ Just right

☐ Too difficult



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

## Multiplication

Color the correct answer

1) 773 x 15 =

2) 315 x 13 =

3) 710 x 21 =

4) 174 x 14 =

5) 872 x 27 =

6) 615 x 31 =

7) 896 x 28 =

8) 834 x 12 =

9) 486 x 26 =

10) 863 x 15 =

11) 423 x 21 =

12) 385 x 19 =



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

## Multiplication

Color the correct answer

1) 773 x 15 =

2) 315 x 13 =

3) 710 x 21 =

4) 174 x 14 =

5) 872 x 27 =

6) 615 x 31 =

7) 896 x 28 =

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9) 486 x 26 =

10) 863 x 15 =

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12) 385 x 19 =



# Backpack Weights

Lesson 5-9

DATE

TIME

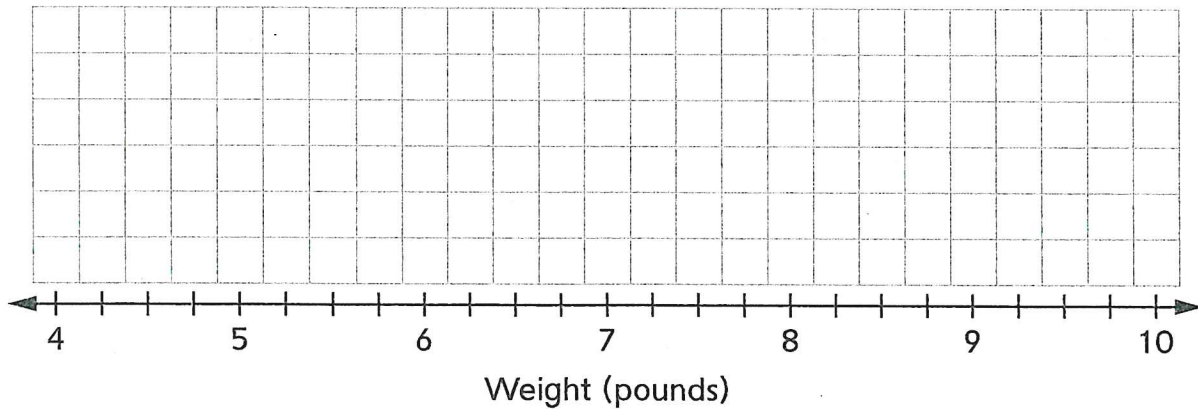
A fourth-grade class at Hillside Elementary School used a spring scale to weigh their full backpacks and recorded the weights to the nearest  $\frac{1}{4}$  pound.

SRB  
162-163,  
214-216

Backpack Weights (to the nearest $\frac{1}{4}$ pound)												
4	$6\frac{1}{2}$	$7\frac{1}{2}$	$4\frac{1}{2}$	$7\frac{1}{4}$	$5\frac{1}{4}$	$9\frac{1}{4}$	$6\frac{1}{2}$	$8\frac{3}{4}$	$9\frac{1}{2}$	$5\frac{3}{4}$	7	$7\frac{3}{4}$
$5\frac{3}{4}$	7	$7\frac{1}{4}$	$8\frac{1}{4}$	$6\frac{1}{4}$	$7\frac{3}{4}$	$9\frac{1}{4}$	$7\frac{1}{4}$	$4\frac{3}{4}$	$5\frac{1}{4}$	$5\frac{1}{4}$	$9\frac{3}{4}$	$7\frac{1}{4}$

Plot the data set on the line plot.

Backpack Weights



Use the completed line plot to answer the questions.

- How many students carry a backpack that weighs  $5\frac{1}{4}$  pounds?  
\_\_\_\_\_ students
- How many students carry a backpack that weighs more than  $7\frac{1}{2}$  pounds?  
\_\_\_\_\_ students
- How many students carry a backpack that weighs less than  $5\frac{3}{4}$  pounds?  
\_\_\_\_\_ students
- Which weight is carried by the greatest number of students?  
\_\_\_\_\_ pounds

# Head Sizes

## Lesson 5-9

DATE

TIME

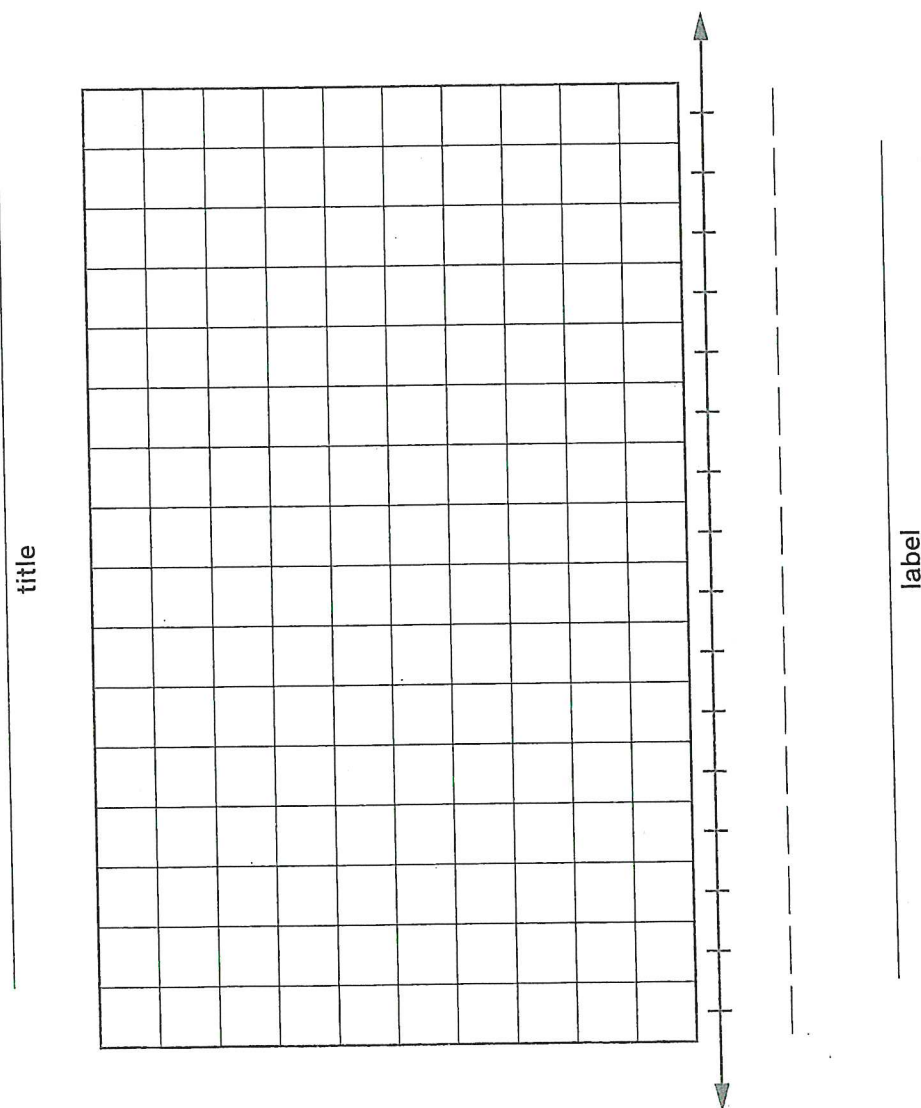
Collect data to display on a line plot.



- 1 Ask your partner to help you measure the distance around your head.
  - Wrap the tape measure once around your head at the longest point.
  - See where the tape touches the end tip of the tape measure.
  - Read the mark where the tape touches the end tip.
  - Read this length to the nearest  $\frac{1}{2}$  centimeter.

Record your head size: About \_\_\_\_\_ cm

- 2 Make a line plot of the head-size data for the class.





# Backpack Weights (continued)

## Lesson 5-9

DATE

TIME

- 5 To avoid back pain and other health problems, the heaviest weight a typical fourth grader should carry is between 7 and  $10\frac{1}{2}$  pounds. How many students carry backpacks that follow this guideline?
- \_\_\_\_\_ students
- 6 How much does the heaviest backpack weigh?
- \_\_\_\_\_ pounds
- 7 How much does the lightest backpack weigh?
- \_\_\_\_\_ pounds
- 8 What is the difference in weight between the heaviest and lightest backpacks?
- \_\_\_\_\_ pounds
- 9 What is the difference between the weight of the heaviest backpack and the weight carried by most students?
- \_\_\_\_\_ pounds
- 10 a. What is the combined weight of all of the backpacks weighing more than  $4\frac{1}{2}$  pounds and less than  $5\frac{1}{2}$  pounds?
- \_\_\_\_\_ pounds
- b. Is this more or less than the combined weight of the backpacks weighing more than 6 pounds and less than 7 pounds?
- \_\_\_\_\_
- c. How much more or less?
- \_\_\_\_\_ pounds

# Multiplicative Comparison

## Lesson 5-9

DATE

TIME



- 1 Granola bars come in two different-size packages. The large package has 18 granola bars, which is 3 times more than the number in the small package. How many granola bars are in the small package?

Equation with unknown: \_\_\_\_\_

Answer: \_\_\_\_\_ granola bars

- 2 Kate has two dogs, Mose and Milo. Mose weighs 6 times as much as Milo. Mose weighs 54 pounds. How much does Milo weigh?

Equation with unknown: \_\_\_\_\_

Answer: \_\_\_\_\_ pounds

- 3 Rachel and Trevor knit scarves. Rachel has 8 times as much yarn left over as Trevor. Rachel has 56 yards of yarn left. How much yarn does Trevor have left?

Equation with unknown: \_\_\_\_\_

Answer: \_\_\_\_\_ yards

- 4 Jamal and Marcia have blocks. Jamal has 350 blocks, which is 7 times more than Marcia has. How many blocks does Marcia have?

Equation with unknown: \_\_\_\_\_

Answer: \_\_\_\_\_ blocks

- 5 Patrick is buying crayons for his son, Nicholas. The large box, with 184 crayons, has 4 times as many crayons as the small box. How many crayons are in the small box?

Equation with unknown: \_\_\_\_\_

Answer: \_\_\_\_\_ crayons

- 6 Diane and Judy are saving pennies. Diane has saved 20 times as many pennies as Judy. Diane has saved 12,000 pennies. How many pennies has Judy saved?

Equation with unknown: \_\_\_\_\_

Answer: \_\_\_\_\_ pennies

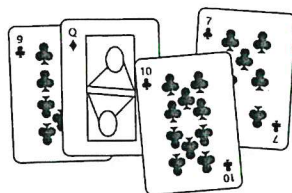


## Materials

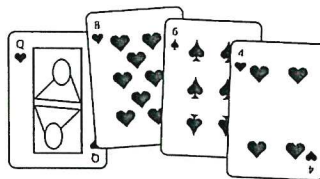
One deck of cards (Aces = 1, Jacks = 11, Queens = 12, Kings = 13).

## Rules and Play

1. *Slap Happy* is a game for two to four players.
2. The object of the game is to collect the most cards.
3. The dealer shuffles the cards and distributes all cards, one at a time, face down, to the players. All players must keep their cards face down in a pack.
4. The game begins by having each of the players simultaneously turn over one card from the top of their pack and place it face up in the center of the playing area. Each player must move his/her card from the top of the pack in an outward motion, this will give each player a fair chance of seeing all of the cards being played.
5. When a prime is played, the first player to slap the stack takes the prime and all cards below it. If none of the cards played are prime, players leave the exposed cards at the center of the table and continue turning over cards from their pack until a prime is drawn. The winner of each round must shuffle his/her cards before play is resumed. Two examples of a game in progress are shown below.



Stack may be slapped:  
7 is a prime number!



Stack may not be slapped:  
no numbers are prime!

6. On some occasions more than one player will pounce on a stack. When this occurs, the player whose hand is directly on top of the prime card wins the pile.
7. Play continues until one player has all the cards or until time is called. The winner of the game is the player with the most cards.

## Variations

- Consider having younger players slap the 5, 10, Jack, etc.
- Allow slapping the stack if the card is a factor or multiple of some number. For example, multiples of 2, 3, 4, etc.; factors of 9, 12, 15, 18, 24, etc.
- For advanced play, allow slapping if the card is a factor or multiple of two numbers. For example, 9 or 5, 9 or 6, etc.