



Compton USD Learning Packet #3

Fourth Grade

Name _____

4th Grade Learning Packet

TABLE OF CONTENTS Week 4

Day	Lesson	Date Completed
1	Read "The Stray Dog" and do the comprehension questions and activities. Spelling: Closed Syllables	
	Complete Go Math lesson 9.7: Compare Decimals	
	Science: Read About Structure and Function	
2	Vocabulary Read "Sadie's Game" and answer the comprehension questions.	
	Complete the lesson, Fractions & Place Value Cards	
3	Do Practice pages 206-210 (Genre/Literary Element, Vocabulary Strategy: Similes and Metaphors, Closed Syllables, Writing Traits, Write to Sources)	
	Complete Go Math lesson 9.1: Relate Tenths & Decimals	
	Science: Read "Plant Structure: Plants also have structures that help them survive." and "Animal and Plant Structures: Each structure has a specific function."	
4	Making an Inference from Informational Text - Topic: Hurricane Regions	
	Complete Go Math lesson 9.2: Relate Hundredths & Decimals	
	Science: Read "Examples of the Structures and Functions of Living Things" and "Animal and Plant Structures Discussion Questions"	

Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

Read the passage. Use the visualize strategy to help you understand the story.

The Stray Dog

11 Kwan was in his neighborhood walking home from the bus stop
12 when a medium-size dog came running up to him. Kwan bent down
13 for a closer look. The dog was a big fluffy ball of dirt and had no
14 tags. Kwan's neighborhood was small and he knew no one had a dog
15 like this. There was no doubt about it. The dog was a stray.

16 The dog followed Kwan all the way to his front door. Kwan picked
17 up the dog and walked inside. The dog felt like a huge sack of marbles
18 in Kwan's arms as Kwan walked into the kitchen. His father was there
19 pouring orange juice into a glass. He took one look at Kwan and the
20 dog and nearly dropped the glass.

21 "You can't keep it, Kwan," his father said.

22 "I know, Dad," said Kwan, putting the dog down on the floor.

23 "But he's definitely a stray, and I really want to help him." The dog
24 immediately ran over to the kitchen door where Kwan's dad kept a
25 pair of running shoes. The dog took both shoes in his mouth and ran
26 back over to Kwan and plopped the shoes down in front of him. Just
27 then, Kwan's mom walked in.

28 "I guess he likes shoes," she said. "Why don't you take him
29 to Uncle Bae's and see if he wants the dog?" She looked at Kwan
30 pointedly and said, "He gets so few visitors." Kwan took the hint.

Name _____

“Okay, okay. I’ll go see Uncle Bae,” said Kwan. He grabbed an old belt from the closet to use as a leash and walked out the door.

Uncle Bae was Kwan’s least favorite relative. He was about as warm as a block of ice. He was never happy and would sometimes yell at Kwan for no good reason. As a young man, Uncle Bae had been in the army and had his vision severely damaged so that now he could barely see.

When Kwan reached his uncle’s house, he rang the bell.

“Come in!” his uncle called from inside the house. Kwan walked into the living room with the dog, saying, “Hi, Uncle Bae. It’s me, Kwan.” His uncle was sitting in an easy chair, frowning.



“This stray dog followed me home this afternoon and we thought you might like to keep him.” The dog walked right up to Uncle Bae and wagged his tail, as if he understood Kwan perfectly.

“What am I going to do with a dog?” said Uncle Bae angrily. “Get him out. But first, get me my shoes from my bedroom.”

Kwan looked at the dog knowingly and smiled. He walked the dog back into Uncle Bae’s bedroom and brought him to the pair of shoes. He took the leash off and the dog grabbed the shoes in his mouth and ran back to Uncle Bae. He plopped the shoes right in Uncle Bae’s lap. Uncle Bae’s face lit up like the sun. It was the first time in a while that Kwan had seen his uncle smile. He looked over at Kwan and said, “So? What should I name him?”

Name _____

A. Reread the passage and answer the questions.

1. What is the main problem Kwan faces in the story?

2. Reread paragraph 5. What does Kwan’s mom ask him to do?

3. Reread the last paragraph. What is the solution to Kwan’s problem?

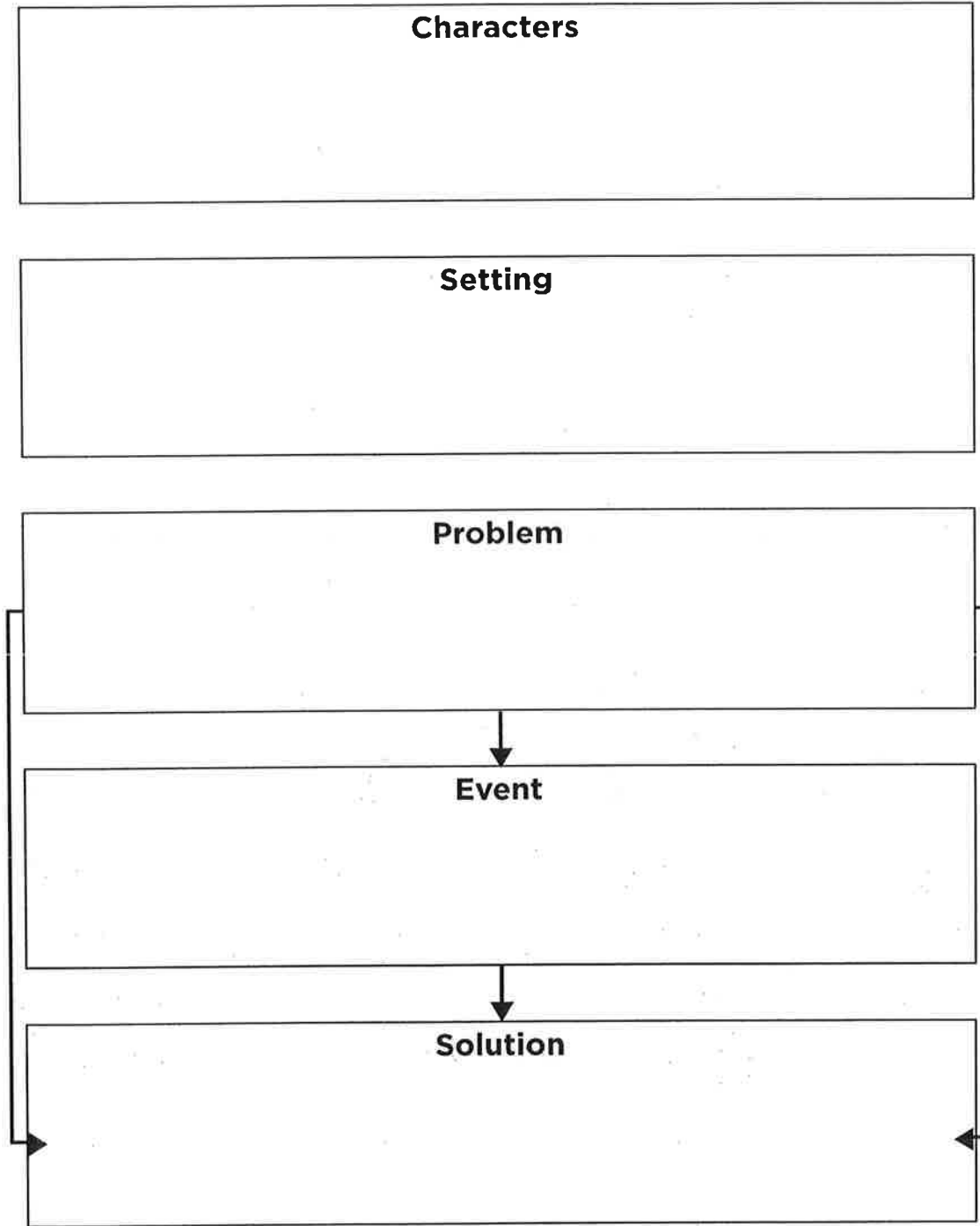
B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name _____

Read the selection. Complete the problem and solution graphic organizer.



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Name _____

blanket	foggy	planner	summer	traffic
blossom	fossil	plastic	swallow	welcome
dipper	member	rumbles	tablet	willow
distant	nodded	slender	thriller	witness

Fill in the missing letters to form a spelling word. Write the word on the line.

1. sle _____ er _____
2. tra _____ ic _____
3. fo _____ il _____
4. bla _____ et _____
5. wi _____ ow _____
6. pla _____ er _____
7. swa _____ ow _____
8. di _____ ant _____
9. we _____ ome _____
10. pla _____ ic _____
11. fo _____ y _____
12. thri _____ er _____
13. no _____ ed _____
14. su _____ er _____
15. ru _____ es _____
16. wi _____ ess _____
17. blo _____ om _____
18. ta _____ et _____
19. me _____ er _____
20. di _____ er _____

Name _____

blanket	foggy	planner	summer	traffic
blossom	fossil	plastic	swallow	welcome
dipper	member	rumbles	tablet	willow
distant	nodded	slender	thriller	witness

A. An *analogy* is a statement that compares sets of words. Write the spelling word to complete each analogy below.

1. *Builder* is to *maker* as *designer* is to _____.
2. *Curvy* is to *straight* as *clear* is to _____.
3. *Up* is to *down* as *goodbye* is to _____.
4. *Jet* is to *roars* as *truck* is to _____.
5. *Coat* is to *jacket* as *flower* is to _____.
6. *Empty* is to *full* as *near* is to _____.
7. *Dog* is to *poodle* as *tree* is to _____.
8. *Sea* is to *ocean* as *quilt* is to _____.

B. Write the spelling word that matches each definition below.

- | | |
|----------------------------------|-------------------------------------|
| 9. part of a group _____ | 15. thin _____ |
| 10. something to write on _____ | 16. a suspenseful story _____ |
| 11. a warm or hot season _____ | 17. moved head up and down _____ |
| 12. manmade material _____ | 18. many vehicles in one area _____ |
| 13. to move throat muscles _____ | 19. remains from the past _____ |
| 14. one who sees something _____ | 20. a cuplike scoop _____ |

Name _____

Compare Decimals



COMMON CORE STANDARDS—4.NF.7
Understand decimal notation for fractions,
and compare decimal fractions.

Compare. Write <, >, or =.

1. $0.35 \text{ } \langle \text{ } \text{ } \text{ } 0.53$

2. $0.6 \text{ } \bigcirc \text{ } 0.60$

3. $0.24 \text{ } \bigcirc \text{ } 0.31$

Think: 3 tenths is less
than 5 tenths.
So, $0.35 < 0.53$

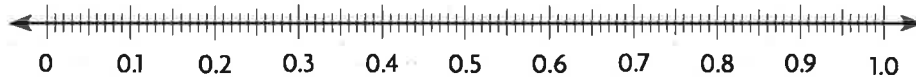
4. $0.94 \text{ } \bigcirc \text{ } 0.9$

5. $0.3 \text{ } \bigcirc \text{ } 0.32$

6. $0.45 \text{ } \bigcirc \text{ } 0.28$

7. $0.39 \text{ } \bigcirc \text{ } 0.93$

Use the number line to compare. Write true or false.



8. $0.8 > 0.78$

9. $0.4 > 0.84$

10. $0.7 < 0.70$

11. $0.4 > 0.04$

Compare. Write true or false.

12. $0.09 > 0.1$

13. $0.24 = 0.42$

14. $0.17 < 0.32$

15. $0.85 > 0.82$

Problem Solving

16. Kelly walks 0.7 mile to school. Mary walks 0.49 mile to school. Write an inequality using <, >, or = to compare the distances they walk to school.

17. Tyrone shades two decimal grids. He shades 0.03 of the squares on one grid blue. He shades 0.3 of another grid red. Which grid has the greater part shaded?

Lesson Check (4.NF.7)

1. Bob, Cal, and Pete each made a stack of baseball cards. Bob's stack was 0.2 meter high. Cal's stack was 0.24 meter high. Pete's stack was 0.18 meter high. Write a number sentence that compares Cal's stack of cards to Pete's stack of cards.
2. Three classmates spent money at the school supplies store. Mark spent 0.5 dollar, Andre spent 0.45 dollar, and Raquel spent 0.52 dollar. Write a number sentence that compares the money Andre spent to the money that Mark spent.

Spiral Review (4.NF.3c, 4.NF.4c, 4.NF.5)

3. Pedro has \$0.35 in his pocket. Alice has \$0.40 in her pocket. How much money do Pedro and Alice have altogether?
4. The measure 62 centimeters is equivalent to $\frac{62}{100}$ meter. What is this measure written as a decimal?
5. Joel has 24 sports trophies. Of the trophies, $\frac{1}{8}$ are soccer trophies. How many soccer trophies does Joel have?
6. Molly's jump rope is $6\frac{1}{3}$ feet long. Gail's jump rope is $4\frac{2}{3}$ feet long. How much longer is Molly's jump rope?

Read About Structure and Function

STRUCTURE OF LIVING THINGS DEFINITION

A *structure* is anything made up of parts held together. Plants and animals have many structures that help them survive. Some structures are internal, like the lungs, brain, or heart. Other structures are external, like skin, eyes, and claws. Some structures are unique, like the long neck of a giraffe. Other structures are more common, like a heart.

To better understand the structure and function of living things....

LET'S BREAK IT DOWN!

Animal Structure: All animals have structures that help them survive.

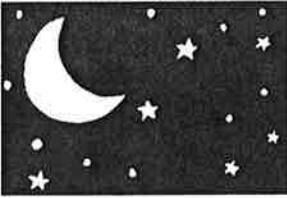




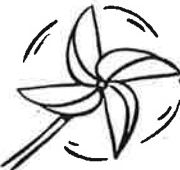
All animals have structures that help them survive in their environment. Some structures help animals find food, like the amazing eyesight of an eagle. Other animals have camouflage to help them hide from predators. Some structures are very unique to certain animals, like the water monitor lizard's long, forked tongue. They use it to smell and find food.



One special structure that insects have is their hard outer skeleton, called an *exoskeleton*. Exoskeletons are like wearing armor. It protects insects from predators and keeps insects from drying out. Exoskeletons can also have special structures on them, like the horns on some beetles that are used to compete with other beetles for mates.

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
sparkles	The moon <u>sparkles</u> in the night sky.	
bouquet	It is a beautiful <u>bouquet</u> of flowers.	
express	She likes to <u>express</u> her happiness by singing.	
fussy	The boy is being <u>fussy</u> and will not eat his dinner.	
portraits	<u>Portraits</u> of famous people are hanging on the wall.	
whirl	The pinwheel can <u>whirl</u> around and around.	

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Name _____

bouquet

encircle

fussy

sparkles

emotion

express

portraits

whirl

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|---|--------------|
| 1. paintings or photographs of a person | a. bouquet |
| 2. hard to please; picky | b. emotion |
| 3. a bunch of picked flowers | c. encircle |
| 4. shines and gives off light | d. express |
| 5. to turn or spin around rapidly | e. fussy |
| 6. a strong feeling, such as love or sorrow | f. portraits |
| 7. to say or show something | g. sparkles |
| 8. surround; form a circle around | h. whirl |

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

9. _____

10. _____

Unit 5 Week 1

SOURCE TITLE: Sadie's Game

LEXILE:

CCSS Shared Read

Genre • Realistic Fiction



Sadie's Game

Essential Question

In what ways do people show they care about each other?

Read how a brother shows that he cares about his little sister.

310

1. Claim 1, Target 2: Central Ideas, **Standard:** RL.4.2

Sadie looked up and saw her coach frowning. She searched sadly for her mother, expecting disappointment in her eyes, but instead she saw a wide smile. It was the same happy face she saw in portraits of her mother at home.

What is the main idea of the passage?

- Ⓐ Sadie's coach was disappointed with Sadie's mother.
- Ⓑ Sadie did not care that her coach was disappointed.
- Ⓒ Although the coach was disappointed, Sadie's mother loved and supported her.
- Ⓓ Sadie loves how her mother looks in photographs.

2. Claim 1, Target 1: Key Details, **Standard:** RL.4.1

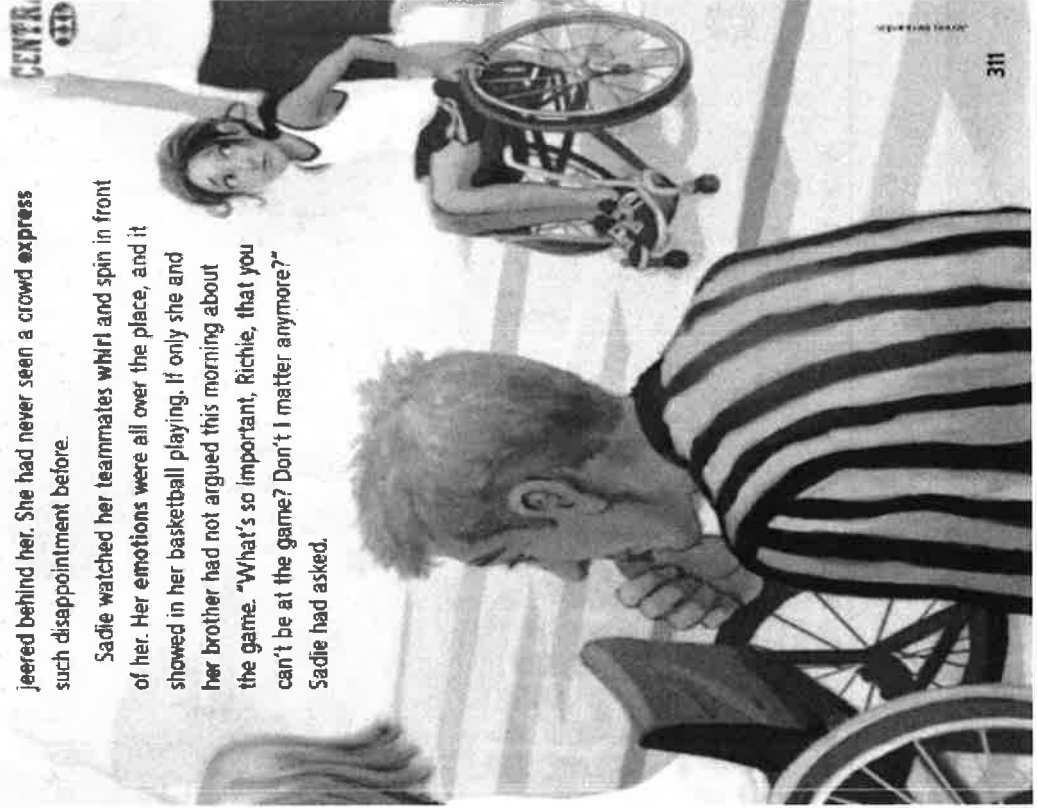
Choose **two** lines from the passage that **best** support the inference that Sadie is playing badly.

- Ⓐ Her coach waved her off the court for a substitution.
- Ⓑ If only her and her brother had not argued this morning.
- Ⓒ Sadie had already collided twice with another player's wheelchair.
- Ⓓ It was only the first quarter.



The referee's whistle went off like a shrieking bird, signaling Sadie's second foul of the game. It was only the first quarter, and Sadie had already collided twice with another player's wheelchair. Her coach waved her off the court for a substitution as the crowd shouted catcalls and jeered behind her. She had never seen a crowd **express** such disappointment before.

Sadie watched her teammates **whirl** and spin in front of her. Her emotions were all over the place, and it showed in her basketball playing. If only she and her brother had not argued this morning about the game. "What's so important, Richie, that you can't be at the game? Don't I matter anymore?" Sadie had asked.



3. Claim 1, Target 4: Reasoning and Evidence, **Standard:** RL.4.1

The following question has **two** parts. First, answer part A. Then, answer part B.

Part A

What conclusion can be drawn about Sadie and her brother Richie?

- Ⓐ Sadie did not matter at all to Richie.
- Ⓑ Richie frequently bothered Sadie and he was mean to her.
- Ⓒ Richie did not like basketball and Sadie did.
- Ⓓ Sadie and her brother had a close relationship.

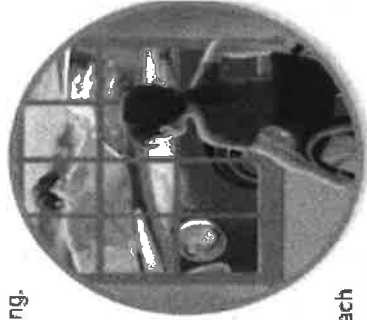
Part B

Which line from the passage **best** supports your answer in part A?

- Ⓐ He would coax and bully her until she got up.
- Ⓑ Richie was Sadie's whole world, and they both loved sports.
- Ⓒ He borrowed a wheelchair for himself.
- Ⓓ Richie preferred to hang out with his new friends.



Richie was Sadie's whole world, and they both loved sports, especially basketball. Sadie loved to play before her accident, and it was Richie who had taught her to play again afterward. There had been days when she did not want to get out of bed, and he would coax and bully her until she got up. He even borrowed a wheelchair himself to help her learn to play the game all over again. Together they would roll across the outdoor court, zipping, zooming, passing, and dribbling all day long.



But lately Richie preferred to hang out with his new high school friends. Sadie would watch through the window as Richie polished every little nook of his new car. He was as fussy as a mother cat cleaning her kittens. When he drove away, Sadie would keep staring out of the window, tears clouding her eyes.

Mama was her sun. Her arms would reach out and encircle her in a long, warm embrace. "Sadie," she would say, "your brother loves you. Even though he's got new priorities now, that doesn't mean he doesn't care." But Sadie felt hurt.

Sadie looked up and saw her coach frowning. She searched sadly for her mother, expecting disappointment in her eyes, but instead she saw a wide smile. It was the same happy face she saw in portraits of her mother at home. Sadie followed her mother's gaze to find Richie jogging toward her across the gym, holding a purple and white bouquet of flowers wrapped tightly with a ribbon. Richie's eyes sparkled, and his smile gleamed. He bowed to his sister and handed her the flowers as though she were a queen.

4. Claim 1, Target 3: Word Meaning, **Standard:** L.4.4a

Read the sentence from the passage.

Mama was her sun. Her arms would reach out and encircle her in a warm embrace.

What does the word encircle **most likely** mean?

- (A) to form a circle around
- (B) to rotate around in circles
- (C) to make a circle in the air with one's finger
- (D) to push oneself off a surface

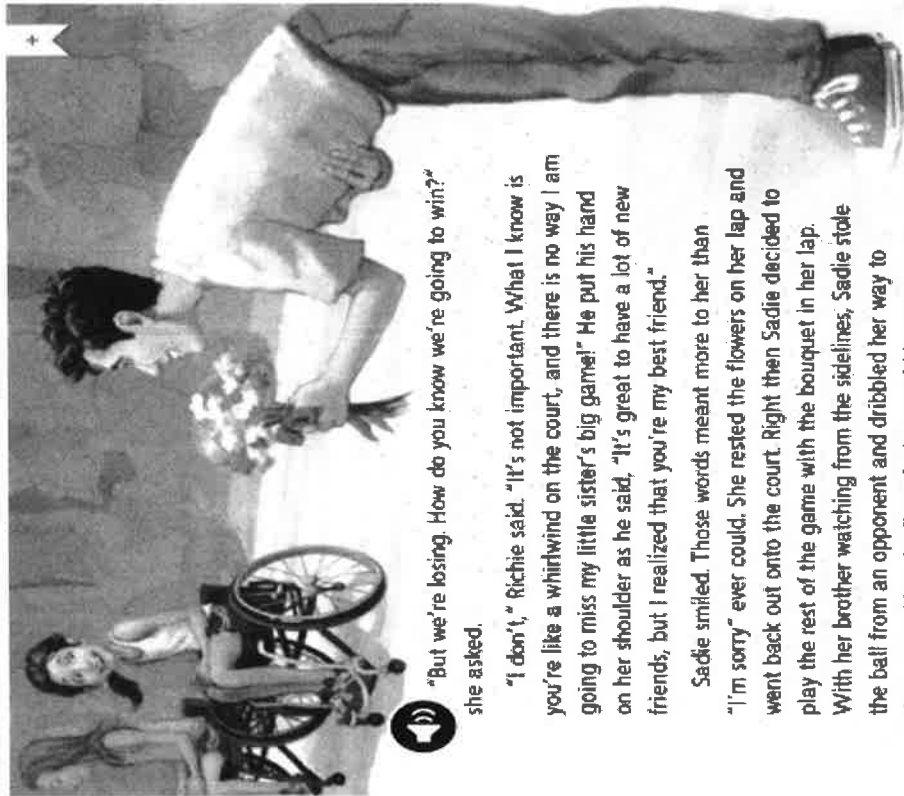
5. Claim 1, Target 5: Analysis within/across Texts, **Standard:** RL.4.3

Read the passage.

Richie polished every little nook of his new car. He was as fussy as a mother cat cleaning her kittens.

What does the passage show the reader about how Richie feels about his new car?

- (A) Richie only likes to clean his car, not drive it.
- (B) Richie would fuss at anyone who touched his car.
- (C) Richie was very particular about his car and he greatly valued it.
- (D) Richie did not care about his new at all.



"But we're losing. How do you know we're going to win?" she asked.

"I don't," Richie said. "It's not important. What I know is you're like a whirlwind on the court, and there is no way I am going to miss my little sister's big game!" He put his hand on her shoulder as he said, "It's great to have a lot of new friends, but I realized that you're my best friend."

Sadie smiled. Those words meant more to her than "I'm sorry" ever could. She rested the flowers on her lap and went back out onto the court. Right then Sadie decided to play the rest of the game with the bouquet in her lap. With her brother watching from the sidelines, Sadie stole the ball from an opponent and dribbled her way to the net, making the first of what would be many amazing shots for the team.



Make Connections

Talk about how Richie shows he cares about his little sister, Sadie. **ESSENTIAL QUESTION**

Whom do you care about in the same way that Richie cares about Sadie? Explain how you show you care. **TEXT TO SELF**



6. Claim 1, Target 6 Text Structures and Features, **Standard:** RL.4.5

Read the passage below.

With her brother watching from the sidelines, Sadie stole the ball from an opponent and dribbled her way to the net, making the first of what would be many amazing shots for the team.

Which of these best describes why the author ended the passage with these sentences. Choose **two** answers.

- A The author wants to inform the reader that Sadie became more motivated to win after she realized her brother was there to support her.
- B The author wants to inform the reader that Sadie's team won the game.
- C The author wants to explain how to steal a ball from an opponent.
- D The author wants to explain how Sadie began to play better once her brother arrived.

7. Claim 1, Target 7: Language Usage, **Standard:** L.4.5a

Read the sentence from the passage.

The referee's whistle went off like a shrieking bird, signaling Sadie's second foul of the game.

Why did the author most likely use the phrase like a shrieking bird?

- (A) To compare the referee to a bird.
- (B) To compare the high-pitched sound of the referee's whistle to the noise made by a loud bird .
- (C) To describe the soft melody of the whistle blowing
- (D) To describe how angry the coach was when Sadie fouled for the second time.

8. Claim 2, Target 9: Edit Clarify (conventions), **Standard:** L.4.2

Read the passage and the question that follows.

"Your brother loves you even though he's got knew priorities now, that doesn't mean he doesn't care."

Choose the underlined word that is incorrectly spelled.

- (A) knew
- (B) priorities
- (C) now
- (D) doesn't

9. Claim 2, Target 9: Edit Clarify (conventions), **Standard:** L.4.2

Which of the following sentences has no errors in punctuation?

- (A) But we're losing. How do you know we're going to win? She asked.
- (B) "But we're losing. How do you know we're going to win? She asked."
- (C) "But we're losing. How do you know we're going to win?" she asked.
- (D) "But we're losing." "How do you know we're going to win?" She asked.

10. Claim 1, Target 4 (TM3): Constructed Response, **Standard:** RL.4.1

How does Richie show that he cares about Sadie at the end of the story? Use key details from the passage to support and explain your answer.

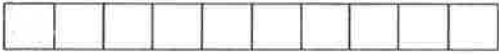

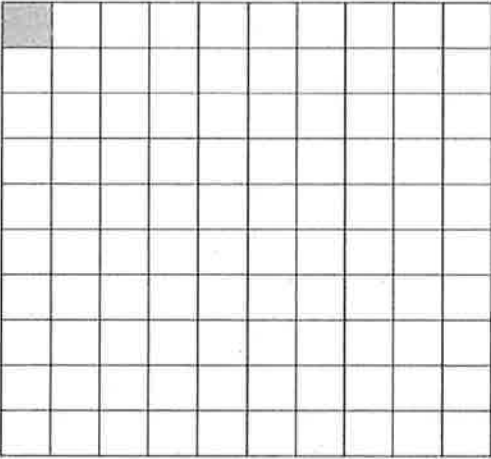
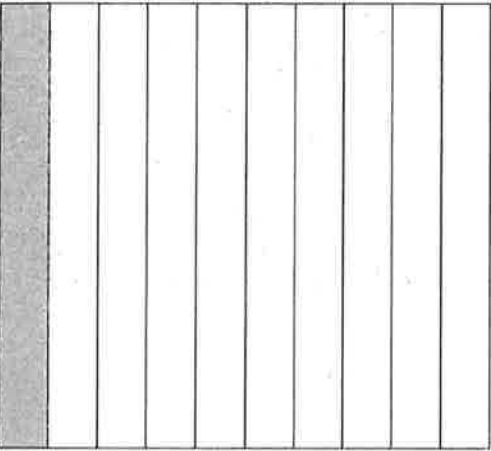
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Fractions and Place Value Cards

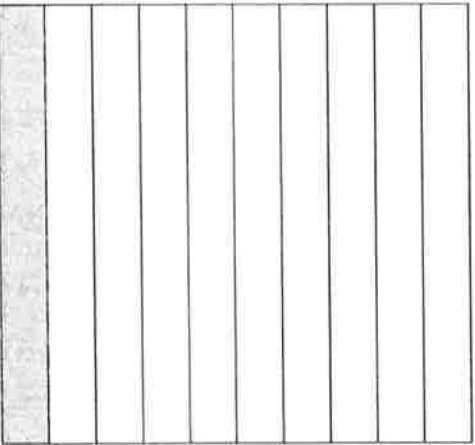
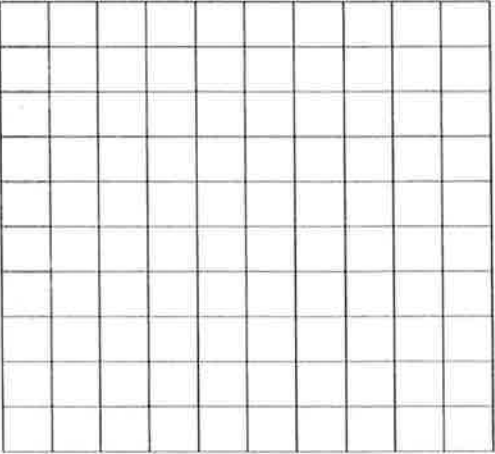
Part 1: Name the shaded part of the whole both with a fraction and in words. (Save the "Place Value" line for later.)

1. 	Fraction: _____ Words: _____ Place Value: _____
2. 	Fraction: _____ Words: _____ Place Value: _____
3. 	Fraction: _____ Words: _____ Place Value: _____
4. 	Fraction: _____ Words: _____ Place Value: _____

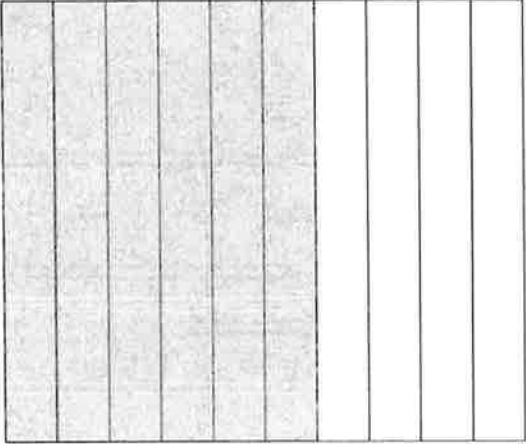
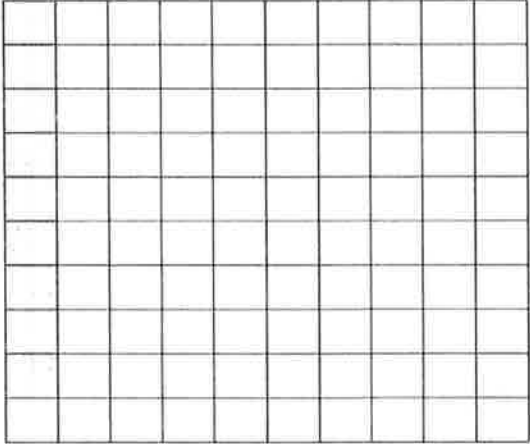


5.  & 

Fraction: _____ Words: _____ Place Value: _____

6.  & 

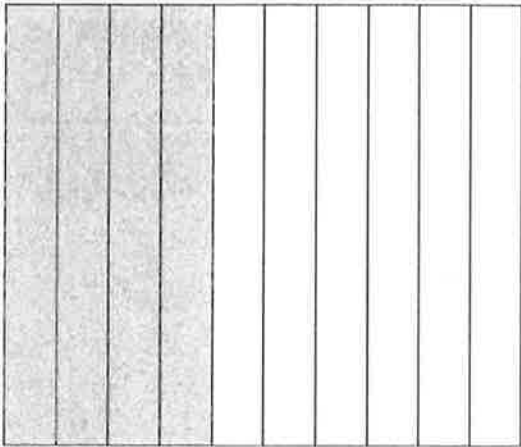
Fraction: _____ Words: _____ Place Value: _____

7.  & 

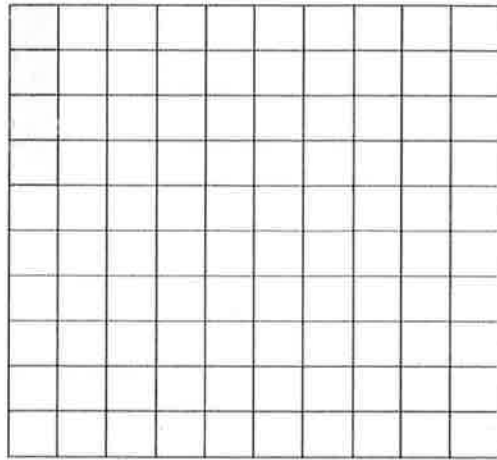
Fraction: _____ Words: _____ Place Value: _____



8.

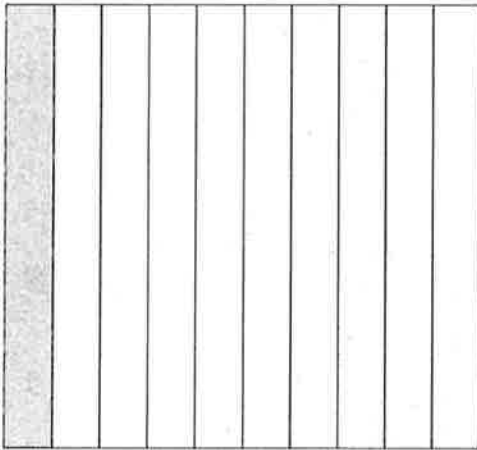


&

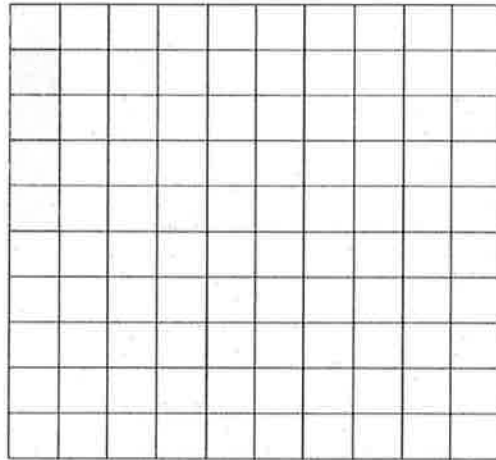


Fraction: _____ Words: _____ Place Value: _____

9.



&



Fraction: _____ Words: _____ Place Value: _____



Part 2: Extending the Place Value Chart

So far, you have been representing numbers that are part of a whole with a fraction.

We can also represent these numbers as decimals. When we have fractions

representing tenths $\frac{(\quad)}{10}$ and hundredths $\frac{(\quad)}{100}$, we call these decimal fractions and we

can record these numbers by extending the place value chart. Look at the chart below and find where the tenths and hundredths are.

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths
							●		

Place Value Cards to Represent Decimal Fractions

Note:

0.1 represents one-tenth

0.01 represents one-hundredth

Use your place value cards to play a game. When your teacher calls out a value, try to be the first to hold up that place value card.

Part 3: Writing the decimal fractions using place value

Go back to problems 1-9 and represent each fraction using the place value cards.

Record what the decimal fraction name looks like on the line that says "Place Value."



Grade 4 Decimal Place Value Cards

1	.0	0
2	.0	0
3	.0	0

4	.0	0
5	.0	0
6	.0	0

7	.0	0
8	.0	0
9	.0	0

.0	1
.0	2
.0	3

.0	4
.0	5
.0	6

.0	7
.0	8
.0	9

.1	.4	.7
.2	.5	.8
.3	.6	.9

Name _____

A Change of Heart

“I’m tired of helping Eric with reading,” Jen told her father after school. “Sometimes he can be a real brat.”

Jen’s father smiled and said, “Ok. But before you quit, go into your room and see what your brother made for you.”

Jen went into her room. There on her bed was a little handmade book. It was titled “Best Sister.” It was about a boy who gets an “A” in reading and thanks his sister for it. Jen went back to her father. “Maybe I’ll read this book with Eric next,” she said.

Answer the questions about the text.

1. Realistic fiction has characters, settings and events that could exist in real life. How can you tell this is realistic fiction?

2. In what way is Jen like a character that could exist in real life?

3. When the author uses foreshadowing, he or she gives a clue about what will happen next. How does the author foreshadow that Jen will change her mind?

4. Why are the events in this story believable?

Name _____

A **simile** compares two things by using the word *like* or *as*. A **metaphor** compares two things without using *like* or *as*.

He was thirsty. His mouth felt as dry as the desert.

The underlined sentence above is a **simile** because it uses the word *as*. His mouth is being compared to a desert.

Read each passage. Write whether the phrase in bold is a simile or a metaphor. Then identify what is being compared.

1. Kwan bent down for a closer look. **The dog was a big fluffy ball of dirt** and had no tags.

Simile or metaphor? _____

What is being compared? _____

2. Kwan picked up the dog and walked inside. **The dog felt like a huge sack of marbles** in Kwan's arms as Kwan walked into the kitchen.

Simile or metaphor? _____

What is being compared? _____

3. He plopped the shoes right in Uncle Bae's lap. **Uncle Bae's face lit up like the sun.** It was the first time in a while that Kwan had seen his uncle smile.

Simile or metaphor? _____

What is being compared? _____

Name _____

Every syllable in a word has one vowel sound. When a syllable ends in a consonant, it is called a closed syllable. Most closed syllables have a short vowel sound. Words with two closed syllables are usually divided between the two consonants.

plas / tic

hid / den

rub / ber

A. Read each word. Divide the word into syllables. Write the syllables on the lines. The first one has been done for you.

- | | | |
|-----------|-----------------------------|-----------------------------|
| 1. dinner | <u> din </u> | <u> ner </u> |
| 2. member | <u> </u> | <u> </u> |
| 3. finger | <u> </u> | <u> </u> |
| 4. pillow | <u> </u> | <u> </u> |

A prefix is a group of letters that appears at the beginning of a word. A prefix can give clues to a word's meaning. Many English words have Latin prefixes.

- The Latin prefix *extra-* means "outside" or "beyond."
- The Latin prefix *inter-* means "between."

B. Read each word. Underline the prefix and write it on the line. The first one has been done for you.

- | | |
|-----------------------------|---------------------------|
| 1. <u>inter</u> state _____ | 4. intermediate _____ |
| 2. extraordinary _____ | 5. extraterrestrial _____ |
| 3. interact _____ | 6. international _____ |

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can grab the reader’s attention with a strong beginning.

Draft Model

Dad and I always help each other. Sometimes I help Dad in the kitchen. Other times, Dad helps me work on my bike or finish my homework.

1. How does the narrator help Dad in the kitchen?
2. How does Dad help with the bike?
3. How does Dad help with homework?
4. What opening sentence would introduce the topic and grab the reader’s attention?

B. Now revise the draft by adding a strong beginning that introduces the topic clearly.

Name _____

Imani wrote the letter below using text evidence from two different stories to answer the prompt: *Write a letter from Luisa to Jana telling her how she felt when she heard how Jana helped the Ali family.*

Dear Jana,

I heard that you helped your friend's family who lost everything. It is so sad that the fire destroyed their home, but at least everyone is unhurt. Your plan to help was brilliant!

Last week, I organized a surprise birthday party for my mother. It was a dance party. Her fellow workers and customers all helped me. She was really surprised and was so happy that she even danced again. Mama has not danced in years. Yet, I feel that the happiness and excitement I gave my mother cannot compare to the generosity and kindness that you showed for Yasmin. The short poem you wrote helped your classmates understand what happened to Yasmin's family. I heard you collected not just clothes, but money, books, and a game player.

After hearing what you did for Yasmin, I know that she would do the same for you. I hope one day to have a friend as kind as you are.

Your friend,
Luisa

Reread the passage. Follow the directions below.

1. **Draw a circle** around the sentence in the opening that makes you want to read more about what Jana did for Yasmin.
2. **Underline** an inference that Luisa makes about Yasmin.
3. **Draw a box around** a detail that shows you Mama was happy.
4. **Write** an example from the letter of an adjective that modifies a noun.


Name _____

Relate Tenths and Decimals

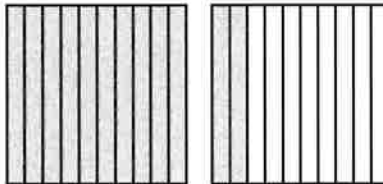



COMMON CORE STANDARD—4.NF.6
Understand decimal notation for fractions, and compare decimal fractions.

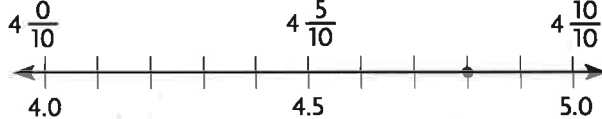
Write the fraction or mixed number and the decimal shown by the model.

1.  Think: The model is divided into 10 equal parts. Each part represents one tenth.

$\frac{6}{10}$; 0.6

2. 
-

3. 
-

4. 
-

Write the fraction or mixed number as a decimal.

5. $\frac{4}{10}$

6. $3\frac{1}{10}$

7. $\frac{7}{10}$

8. $6\frac{5}{10}$

9. $\frac{9}{10}$

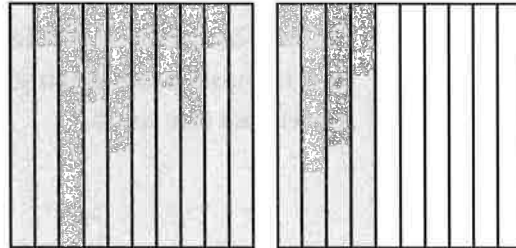
Problem Solving

10. There are 10 sports balls in the equipment closet. Three are kickballs. Write the portion of the balls that are kickballs as a fraction, as a decimal, and in word form.
-

11. Peyton has 2 pizzas. Each pizza is cut into 10 equal slices. She and her friends eat 14 slices. What part of the pizzas did they eat? Write your answer as a decimal.
-

Lesson Check (4.NF.6)

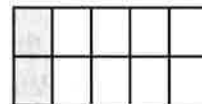
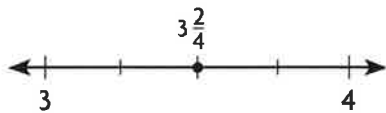
- Valerie has 10 CDs in her music case. Seven of the CDs are pop music CDs. What is this amount written as a decimal?
- What decimal amount is modeled below?



Spiral Review (4.OA.4, 4.NF.1, 4.NF.3b)

- Write one number that is a factor of 13.
- An art gallery has 18 paintings and 4 photographs displayed in equal rows on a wall, with the same number of each type of art in each row. What could be the number of rows?

- How do you write the mixed number shown as a fraction greater than 1?
- What fraction of this model, in simplest form, is shaded?

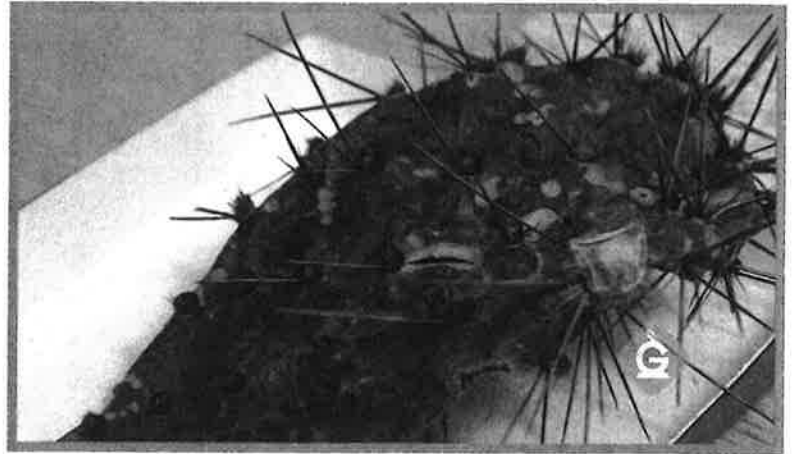


Plant Structure: Plants also have structures that help them survive.

Plants have different parts, like roots, stems, leaves, flowers, and fruit. These structures help them survive.

Some plants have really long roots that help the plant gather water from deep below the surface of the Earth.

Other plants have flowers that are the perfect shape for insects to visit and help with pollination.



Plants that live in really dry areas, like a desert, have special leaves. The spines on a cactus help protect it from animals that might try to eat the cactus in order to get the water stored inside.

Animal and Plant Structures: Each structure has a specific function.

Each plant and animal structure has a special purpose. When you think of elephants, you probably envision their long trunks and floppy ears. Both of those structures have a specific function that helps elephants survive. An elephant's trunk is a special structure that helps gather food. The big floppy ears help elephants hear noises that are far away.



Plant structures also have specific functions. Corn has special roots that help support the plant and keep it from falling over when fruit is growing on it.

Pine trees have leaves that look like needles instead of big and flat leaves like an oak tree. This helps them conserve water.



Assignment

Making an Inference from Informational Text

Topic: Hurricane Regions

Your Assignment:

*Read the research report below. What **inference** can be made about the author's opinion about living in a region where hurricanes can happen? (**What good guess can be made about the author's opinion about living in a region where hurricanes can happen based on what you read below?**) Use key details from the passage to support and explain your answer.*

The Effects of Hurricane Katrina on the People of New Orleans

In August 2005, one of the deadliest and most devastating hurricanes hit the city of New Orleans and the region around it. There were many disastrous effects of Hurricane Katrina on the people of New Orleans. The residents were not properly prepared for what could happen if a huge hurricane hit. It was the most expensive natural disaster in the history of the United States. It took many years for the city to recover.

As the hurricane approached the East coast of the United States, people in the area were warned to evacuate. This means that they were told to leave their homes and head

inland to where the hurricane would not pass through. Although many people did evacuate, a lot of people ignored the warnings and decided to stay in their homes. Because of this, almost two thousand people died as a result of Hurricane Katrina.

Even more people lost their homes. The levee system in New Orleans failed, and the parishes, or towns as they call them in New Orleans, were flooded. The water rose to historic levels. There was water damage and in some cases complete loss of the home due to the mold that resulted from the water. Families were separated because they could not go home. Many people were forced out into the streets with nowhere to go. The government used the city's football stadium to temporarily house the newly homeless people.

In addition to the loss of homes, many people in New Orleans lost their businesses. The tourist industry which is critical to New Orleans was devastated. Some people left New Orleans for other cities and other states to find jobs. It took many years for people to rebuild what they had lost.

Not only did people lose property, some people suffered from the violence that ensued due to shortages of necessities. Food and water were scarce, and thefts were a result. Sometimes the violence even escalated to murder. The effects of Hurricane Katrina were unprecedented, and they will never be forgotten by the people of New Orleans.

Stem Starters:

You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.

I infer that the author thinks...

The author thinks that...

I can tell that the author thinks...

Your Response:

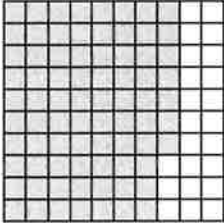
Name _____

Relate Hundredths and Decimals

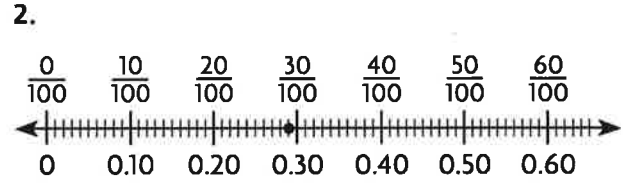


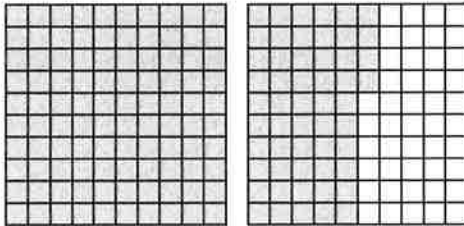
COMMON CORE STANDARD—4.NF.6
Understand decimal notation for fractions, and compare decimal fractions.

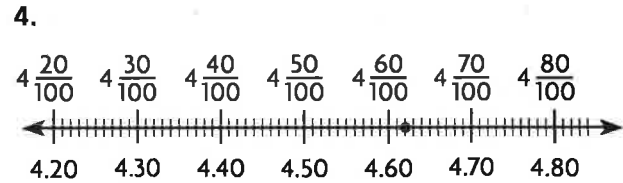
Write the fraction or mixed number and the decimal shown by the model.

1.  Think: The whole is divided into one hundred equal parts, so each part is one hundredth.

$$\frac{77}{100} = 0.77$$



3. 



Write the fraction or mixed number as a decimal.

5. $\frac{37}{100}$

6. $8\frac{11}{100}$

7. $\frac{98}{100}$

8. $25\frac{50}{100}$

9. $\frac{6}{100}$

Problem Solving

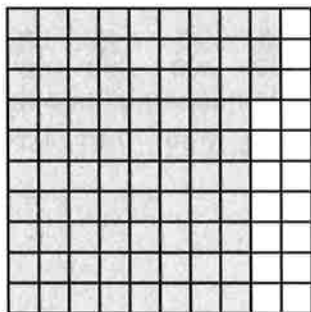


10. There are 100 pennies in a dollar. What fraction of a dollar is 61 pennies? Write it as a fraction, as a decimal, and in word form.

11. Kylee has collected 100 souvenir thimbles from different places she has visited with her family. Twenty of the thimbles are carved from wood. Write the fraction of thimbles that are wooden as a decimal.

Lesson Check (4.NF.6)

1. What decimal represents the shaded section of the model below?

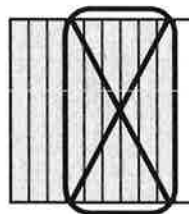


2. There were 100 questions on the unit test. Alondra answered 97 of the questions correctly. What decimal represents the fraction of questions Alondra answered correctly?

Spiral Review (4.OA.5, 4.NF.3b, 4.NF.3d, 4.NF.4c)

3. Write an expression that is equivalent to $\frac{7}{8}$.

4. What is $\frac{9}{10} - \frac{6}{10}$?



5. Misha used $\frac{1}{4}$ of a carton of 12 eggs to make an omelet. How many eggs did she use?

6. Kurt used the rule *add 4, subtract 1* to generate a pattern. The first term in his pattern is 5. Write a number that could be in Kurt's pattern.

EXAMPLES OF THE STRUCTURES & FUNCTIONS OF LIVING THINGS



Whip spiders capture prey with unique legs. The special claw-like grabbers are a specialized structure used for gathering food.



Geckos have the ability to stick to almost any surface. Scientists were inspired by the gecko to create a super sticky tape that is really strong but doesn't leave residue when it is taken off surfaces.



The "sea coconut" is the largest and heaviest seed in the world. These extra large seeds hold nutrients for the growing plant, and they also float so they can travel far across the ocean.

ANIMAL AND PLANT STRUCTURES VOCABULARY

Structure

Anything made up of a number of parts held together in a particular way.

Internal

Structures found on the inside of living things, such as the heart, lungs or brain.

Structures

External

Structures found on the outside of living things like skin, eyes and claws.

Structures

Also called a tailless whip scorpion, they are harmless to humans. They have eight legs but only six are used for walking. They are found in tropical regions worldwide and like to come out at night. They eat mostly insects and have many interesting internal and external structures discussed in the video.

Whip Spider

Exoskeleton

A type of skeleton found on the outside of a living thing that covers its body for protection. Common examples include ants, beetles and crabs. While an exoskeleton provides protection, it also needs to be shed for an animal to grow larger.

Endoskeleton

“Endo” means internal or within so an endoskeleton is a skeleton that is on the inside of a living thing. Humans and all mammals have endoskeletons. Bugs and beetles for example have exoskeletons.

ANIMAL AND PLANT STRUCTURES DISCUSSION QUESTIONS

What are some of the functions of Bob the Monitor Lizard’s claws?

Bob’s claws are used for digging, climbing and catching prey.

What structure gives the Monitor Lizard an enhanced sense of smell?

Bob the Monitor Lizard has a forked tongue, which enhances his sense of smell and helps him find prey. This is the same type of tongue a snake has. It is very sensitive to particles of matter in the air.

What are some of the structures and functions of the whip spider?

The whip spider has big arm-like jaws at the front of its body to help it catch prey. It also has a pair of very long thin legs covered in hairs that it uses to sense things in its environment.

What is an exoskeleton?

Exoskeletons are hard structures found on the outside of the body of some animals. Common examples include ants, beetles and crabs.

What is the function of the coloring on a butterfly wing?

Some butterfly wings are colored to look exactly like a leaf, which camouflages it and protects it from predators.



Compton USD

Learning Packet # 3

ELD

Fourth Grade

Name: _____

4th Grade-ELD Learning Packet

TABLE OF CONTENTS

Week 4





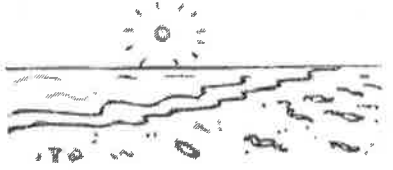

Day	Lesson	Date Completed
1	Vocabulary: Use the word from the box to answer each question. Then, use the word in a sentence.	
	Comprehension and Fluency: Read the literary passage: "Working on the Weather". Answer questions A (1-4) & B.	
2	Vocabulary: Homophones. Complete activities 1-3.	
	Comprehension and Fluency: Read the literary passage. Complete the Cause and Effect Graphic Organizer.	
3	Open syllables/Irregular Plurals: Read the explanation in the box. Then, complete sections A (questions 1-5) and B (questions 1-4)	
	Genre/Literary Element: Read the literary passage. Answer questions 1-4.	
4	Differentiated Texts: Read the literary passage. Respond to the text by reading and completing the sentence starters.	
5	Write to Two Sources: Read the passage. Then, follow the directions below.	

Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
<p>scuffed</p>	<p>The student <u>scuffed</u> at her friends who thought the quiz was difficult.</p>	
<p>prospector</p>	<p>A famous <u>prospector</u> found copper in these hills long ago.</p>	
<p>withered</p>	<p>The leaves <u>withered</u> because the plant did not get enough water.</p>	
<p>topple</p>	<p>The pitcher began to <u>topple</u> when I bumped into the table.</p>	
<p>shrivel</p>	<p>The seaweed on the beach began to dry out and <u>shrivel</u> in the sun.</p>	
<p>plunging</p>	<p>The birds are <u>plunging</u> into the ocean to catch fish.</p>	

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Name _____

Read the passage. Use the visualize strategy to make sure you understand what you read.

Working on the Weather

The summer of 1849 was very hot.

7 It was so hot that in the Midwest,
15 it is still called the Great Heat.
22 At the time, wagon trains carried
28 many people from the Midwest to
34 California where gold made people
39 rich. They had heard the weather
45 was beautiful all year.



49 One group was about to leave,
55 when Febold Feboldson came
59 along. He told the people how he
66 could fix the weather, and they decided to stay. It soon began to rain.

80 The problem was that because it was so hot, all the rain turned to
94 steam when it got close to the ground. The steam cooled off and soon
108 the land was covered in a thick fog. It was so thick that animals drank
123 water right out of the air! The fog blocked the sun so that it was dark.
139 Without light, the seeds could not grow.

146 Febold Feboldson quickly ordered some fog scissors from London,
155 a city where it is very foggy. He cut the fog out of the air in strips.
172 He laid the strips down on the roads so that they would not drown
186 the fields, which made the farmers glad. After a while, dust and dirt
199 covered the roads and buried the fog.

Name _____

A. Reread the passage and answer the questions.

1. What is one reason many people moved from the Midwest to California?

2. What caused one group to say they would stay?

3. Reread the second paragraph on the second page of the passage. Why were people mad?

4. What did Febold do to start the rain again?

B. Work with a partner. Read the passage aloud. Pay attention to intonation and phrasing. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Name _____

Homographs are words that are spelled the same but have different meanings and origins. Use context clues to help figure out the meaning of a homograph.

For example, the word *turn* can mean “to move in a circle or part of a circle.” It can also mean “to change in nature or condition.” Look at the sentence below.

The problem was that because it was so hot, all the rain **turned** to steam when it got close to the ground.

In this case, the underlined context clues help you to understand that *turn* means “to change in nature or condition.”

Read each sentence below. Use the underlined context clues to help you understand the meaning of each homograph in bold. Circle the letter of the correct definition of each homograph.

1. At the time, wagon **trains** carried many people from the Midwest to California where gold made people rich.
 - a. a series of vehicles going the same direction
 - b. to teach a skill over a period of time
2. The problem was that because it was so hot, all the rain turned to steam when it got close to the ground.
 - a. to shut or cover an opening
 - b. near or short distance away
3. Before long, the rain **began to fall!**
 - a. move downward
 - b. season of autumn

Name _____

For a while, it seemed as if the weather had been fixed in the Midwest. But, the next spring, the fog came leaking out of the ground. It turned country roads into rivers of mud!

The people were mad because they could not travel on the muddy roads. They begged Febold to help dry up the mud. So, Febold built a huge fan to blow away the fog and dry the roads. The sun began to shine brightly again, but for too long. It caused a long drought. There was just not enough rain, and crops began to die again! It was worse than before!



Febold was annoyed that it was so hard to work with this weather! He had to start the rain again, so he built the biggest bonfires anyone had ever seen. He wanted to get the fires really hot. Soon, water in the lakes began to evaporate and form clouds. Before long, the rain began to fall!

Once Febold started the rain, it rained again from time to time. But for a while, the people in the Midwest had nowhere to swim. There was no water in the lakes!

Comprehension: Cause and Effect Graphic Organizer

Name _____

Read the selection. Complete the cause-and-effect graphic organizer.

Cause	→	Effect
	→	
	→	
	→	
	→	

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Name _____

Every syllable in a word has one vowel sound. When a syllable ends in a vowel, it is called an open syllable. Open syllables have a long vowel sound. Words with an open first syllable are divided after the vowel.

ba / sic

fe / ver

tu / lip

A. Read the words in each row. Circle the word that has an open first syllable. The first one has been done for you.

1. dinner

 razor

pencil

2. spoken

 restful

napkin

3. paper

 under

tablet

4. market

 flower

return

5. cupcake

 music

printer

Certain nouns do not follow regular plural rules. These irregular plurals have their own rules. These rules include changing the vowel or vowels in the middle of the word, dropping and adding new word endings, and sometimes making no change at all.

B. Read each word in bold. Circle the letter that shows the correct plural of the word. The first one has been done for you.

1. man

 a. men

b. mans

2. hoof

 a. hoofs

b. hooves

3. tooth

 a. teeths

b. teeth

4. deer

 a. deer

b. deers

Name _____

The Mighty John Henry

Americans began to move west over one hundred years ago. Workers built a railroad leading to the West. John Henry was one of the workers on that railroad. He was the strongest man that ever lived.

The railroad had to pass through Big Bend Mountain. The boss wanted to use a powered drill. That drill would put John Henry out of work! So John Henry challenged the drill. He picked up two huge hammers in each hand. In 35 minutes, John Henry dug 15 feet. The machine only dug 9 feet. John Henry had saved the day!

Answer the questions about the text.

1. How can you tell this is a tall tale?

2. In what ways is John Henry a larger-than-life hero?

3. How does the author use hyperbole in the text?

4. Why does the author include details about how far John Henry dug and how far the machine dug?



Essential Question

What are some reasons people moved west?

Use Graphic Organizer 86 to take notes while you read.

Riding a Twister

Tall Tale

My brother and I did our chores together on our family farm in Kansas. While I gathered the eggs, Johnny plowed our fields. But he scoffed at the plows people used in the settlement. Instead he made his own plow with six tree trunks strapped together. "Now I can turn over the soil in all the territories before lunch," Johnny yelled. He **hollered** so loud the mountains shook.

Johnny **hauled** me on one shoulder and a huge log on his other shoulder for the five mile walk home along the **trail**. Since Johnny was so tall, he could see the land in all the settlements. "I love the wide open spaces in Kansas. Now our family finally has its own farm. I'm so glad we left the crowded city and moved west," Johnny hollered.

Suddenly a huge dark cloud filled the entire sky. "Why is that cloud shaped like a cone and turning like a giant spinning top?" I asked.

Johnny told me to hang on tight. "That cloud is a twister, little sister. I always

wanted to ride a twister, and now is my chance," Johnny hollered.

Johnny tossed his lasso around the twister and tightened the rope. The twister pulled back in anger, but Johnny refused to let go. We rode that bucking twister across all the territories. It took some time, but finally the twister was so tired that it gave up. Johnny and I then slid across a rainbow and landed in our farmyard in time for lunch!



Respond to the Text

Name _____

Read the text. Use the graphic organizer 86 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why Johnny likes his new home in Kansas.

Johnny likes his new home in Kansas because _____

2. Discuss why Johnny is glad that he and his family moved west.

Johnny is glad that he and his family moved west because _____

3. Explain what happens to Johnny and his sister after he tosses his lasso around the twister.

Write Work with a partner. Discuss your notes about "Riding a Twister." Then write your answer to the Essential Question.

What are some reasons people moved west?

One reason Johnny's family moved to the open spaces of Kansas was because

Another reason the family moved to the open spaces of Kansas was

Name _____

Gabriel used text evidence from two different sources to respond to the prompt: *Add an event to Apples to Oregon. Describe another challenge Delicious overcomes. Use one of the challenges described in "Westward Bound: Settling the American West."*

The snow was up to my eyeballs. Daddy and I were wading through it, trying to get through the mountain pass. Suddenly, the sound of a woman's wild laughter swirled through the snowflakes. It was that nasty, mean-spirited Old Woman Winter!

Daddy said, "I'm going to need your help, Delicious." Then he vanished.

The cold voice of Old Woman Winter cackled in my ear. "You beat Jack Frost, but you'll never beat me! Say good-bye to your father and precious fruit trees!"

There's no call for someone to be so mean. "Old Woman Winter, you have messed with the wrong gal!"

I jumped on a snowflake and rode it right up to Old Woman Winter. I grabbed her long icy hair and swung her around and around. When I let go, she went flying clean up to Canada.

I found Daddy, and we crossed the mountains without any more trouble.

Reread the passage. Follow the directions below.

1. **Circle** an example of hyperbole that Gabriel uses.
2. **Draw a box** around two sentences of different lengths that are next to each other.
3. **Underline** what Delicious did after she let go of Old Woman Winter.
4. **Write** two articles on the line that Gabriel uses in his story.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sentence types you can use.

Draft Model

Tall tales teach about life. Tall tales entertain. My grandmother tells me tall tales. I think tall tales are clever and fun to read, and I love tall tales.

1. How could you combine the first two sentences to make one longer sentence?

2. How could you rewrite the third sentence to provide more detail?

3. How could you rewrite the last sentence as two sentences to strengthen the narrator’s final point?

B. Now revise the draft by using different types of sentences to make it more interesting to read.

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