

Grade 4

My Summer Learning Packet



4th Grade Summer Learning Packet

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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



COMPTON UNIFIED SCHOOL DISTRICT

Support Learning
at Home



MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

SUMMER LEARNING PACKETS

Our Common-Core aligned **Summer Learning Packets** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!



SUMMER ENRICHMENT



DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning
at Home



MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros *Paquetes de Aprendizaje de Verano* a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones.

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".

Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes.

Esperamos que tenga un descanso de verano relajante y saludable y esperamos ver a todos en agosto.

SERVICIOS EDUCATIVOS

TELÉFONO:
(310) 639-3165

SITIO WEB:
www.compton.k12.ca.us

PAQUETES DE APRENDIZAJE DE VERANO

Nuestros *paquetes de aprendizaje de verano* ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímelos a llevar libros de lectura a casa de la biblioteca de su salón de clases/biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.
















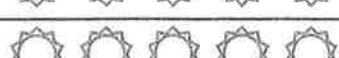
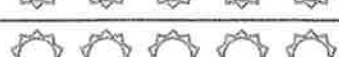





Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!

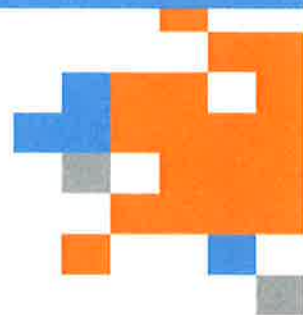
¡TENGAN UN AGRADABLE VERANO!



SUMMER ENRICHMENT

Summer Reading Log

NUMBER	TITLE	RATING
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		



Grade 4

ELA



Name _____

Read the passage. Use the ask and answer questions strategy to understand difficult parts of the text.

We the People

11 Ms. Quibble stood by the chalkboard in front of her fourth-grade
12 class. “Who can tell me why the American colonies wanted to
22 separate from England and become their own country?”

30 The class was quiet. Some students scribbled in their notebooks,
40 while others shuffled their feet. Finally, a single hand shot into the
52 air. Ms. Quibble adjusted her spectacles. “Yes, Kwan?”

60 “The colonists wanted to separate from England because they
69 wanted liberty,” Kwan said. “They felt that they didn’t have a voice in
82 the British government.”

85 “Very good!” Ms. Quibble said. “What was the name of the
96 document that declared the colonies’ freedom?”

102 Kwan was the only volunteer. “It was the Declaration of
112 Independence,” she said.

115 “Kwan, I can tell you will ace this test,” Ms. Quibble sounded
127 impressed. “I *highly* suggest that everyone else study during lunch.”

137 Sam Jones ran to catch up with Kwan after class. “How do you
150 know so much about history?” he asked.

157 “Oh, I’m studying for my naturalization exam. I’ve been
166 memorizing a lot about America, and as a result I’ve become sort of a
180 history buff,” she said.

184 “Your *what* exam?” Sam asked.

189 “It’s a test to become an American citizen,” Kwan said. “My
200 parents have been studying with me for months. We are so excited for
213 the chance to become citizens!”

Name _____

The Document that Launched a Country

Sam and Kwan sat together at lunch. They inspected a copy of the Constitution that was printed in their textbooks. Kwan explained that the Constitution sets the rules for the government. It also explains how the three branches of government work. The legislative branch makes laws, the executive branch makes sure laws are followed, and the judicial branch makes sure the laws make sense.

“All of the branches have checks and balances on each other,” Kwan said. “This is because no one branch should have complete power.”

Rights for All People

“I’m still not sure why a piece of paper from hundreds of years ago is still so important,” Sam said.

“Do you know the first three words of the Constitution, Sam?”

“We the people...”

“Right! The government of the United States is supposed to speak for all the people in every community. There are times when the government has needed to make a change or an addition to the Constitution. So, we can make special changes called *amendments*. The Bill of Rights is made up of the first ten amendments to the Constitution. Do you know what the Bill of Rights is?”

“I think it gives Americans freedoms, like the freedoms of speech and religion,” Sam said.

“Exactly! The Bill of Rights states the individual freedoms that American citizens have.”

“Good luck on the test today, Sam. I think you’re going to do great,” Kwan said and winked.



Tetra Images/Corbis

To amend the Constitution, both houses of Congress or three-fourths of the states must approve.

Name _____

A. Reread the passage and answer the questions.

1. What is the cause in the following sentence from the passage?

The colonists wanted to separate from England because they wanted liberty.

2. What is the effect in the following sentence from the passage?

The colonists wanted to separate from England because they wanted liberty.

3. What is a main example of cause and effect within the passage as a whole? Use text evidence to support your answer.

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

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

Name _____

A Talk with a State Representative

“I know that you your main responsibilities are writing bills and voting them into effect. Do you have any other responsibilities?” I asked the representative.

“Like every other representative, I serve on two **committees** (kuh•MIT•tees),” he told me. “A committee is a group of Congress members. They study a specific subject, like the military or education, and become experts on that subject. If a bill is written which will have an effect on the committee’s area of expertise, the committee studies the bill. Then it writes a report to the rest of Congress on the effects that the bill will have if it becomes law. Committees provide valuable advice about changes that should be made to bills before they are passed.”

Answer the questions about the text.

1. What genre text is this? How do you know?

2. List the text features included in this text and the purposes they serve.

3. Does the author express an opinion in this text? If so, what opinion?

4. Do you think that *committees* is the most important word in the text? Why or why not? If not, which word should be the key word?

Name _____

Identify a Latin root in each word below. Write the root and its meaning. Use a dictionary if needed. Next, use each word in a sentence.

1. memorizing: _____

2. scribbled: _____

3. inspected: _____

4. community: _____

5. naturalization: _____

6. spectacles: _____

Inflectional Endings/Vowel Team Syllables

Name _____

A. Read each sentence. Underline the verb with an *-ed* or *-ing* ending that is not spelled correctly. Then write the word correctly on the line.

1. I outwitted the magician, forceing him to reveal the trick. _____

2. The girl was skipping in place as the man strumed the guitar. _____

3. He realizeed that admitting his faults was not easy. _____

4. My model volcano exploded before I was done demonstrateing how it worked!

5. She was flagging down her friend when the gymnast flipped on the mat.

6. We are all appreciateing how long you endured in that challenge!

B. Read the words in the box below. Sort them in the chart based on how many vowel teams they have.

grounded listening raincoat freedom kitchen cookbook

NO Vowel Teams	ONE Vowel Team	TWO Vowel Teams
1. _____	3. _____	5. _____
2. _____	4. _____	6. _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about the topic sentence and the supporting sentences.

Draft Model

Schools have rules. Games have rules. There are rules in my home also. I have to clean my room once a week.

1. What is the topic of the draft model? What would be a clearer way to state it?

2. What words could you add to show how the supporting sentences relate to the main idea?

3. What other supporting sentences could you add to strengthen the text?

B. Now revise the draft by adding a topic sentence and supporting sentences to help readers learn more about the importance of rules.

Name _____

Malia wrote the paragraph below using text evidence from two different sources to answer the question: *In your opinion, can kids participate in our democracy?*

I think that kids can participate in our democracy even though they cannot vote. Only people over 18 years of age have the right to vote, according to "The Birth of American Democracy." However, kids can play a part in other ways, like influencing the legislative branch to pass laws. If children put enough pressure on members of government to do something, then change can really happen! For example, in *See How They Run*, a group of second graders proposed to the state legislature that the ladybug should be the official state insect. After the students worked hard promoting it, the governor signed it into law and the ladybug became the state insect. In addition, a group of children in New York started a group called Kids Against Pollution to raise money to help pay for the cleanup of toxic dump sites. After seven years, the state finally passed a law to clean up the toxic waste sites. This is why I believe kids are able to participate in our democracy.

Reread the passage. Follow the directions below.

1. **Underline** the text evidence that tells why kids cannot vote.
2. **Circle** an example of a transition word that links a supporting detail to Malia's opinion.
3. **Draw a box around** a detail that shows Kids Against Pollution was successful.
4. **I think that kids can participate in our democracy even though they cannot vote.**
Write the pronoun and antecedent that matches it in this sentence on the line.

Name _____

Read the passage. Use the make predictions strategy to predict what will happen later on in the text.

The Sheep in the Wilderness

12 After years under the harsh rule of a cruel shepherd, our herd
15 of sheep decided to take action. For weeks we had waited until the
18 shepherd had gone to bed so that we could plan our escape. Finally
21 the time came to make our move. Late one moonless night while the
24 shepherd and his dogs slept, our herd crept silently out of the pasture
27 and into the dark forest. Our excitement grew as we went deeper into
30 the forest. We had finally escaped!

33 But if life had been hard when we had to obey all of the shepherd's
36 rules, it got even harder once we were out on our own. Trouble came
39 when we needed to find a place to graze. Our group had come to a
42 fork in the path. "There's a wide, green pasture that way," an old gray
45 sheep said. She pointed to the path that led downhill. "I remember the
48 shepherd took us there once to graze. The grass was fresh and sweet,
51 and there was plenty for everyone."

54 "You've been blinded by your happy memories!" a younger brown
57 sheep said. "The shepherd took you to graze in that pasture. That
60 means he knows where it is. Besides, it's completely surrounded by
63 forest. If the shepherd comes looking for us, we'll never see him
66 coming." The sheep pointed to the other path. It led uphill. "If we
69 go up the mountain, there will be fewer trees. We can find a pasture
72 there. And if the shepherd comes looking for us, we'll see him before
75 he sees us."

Name _____

Each of the other sheep took the side of either the old gray sheep or the brown sheep. The herd argued for hours, but we never decided where we should graze. Finally, hungry and tired after so much arguing, we all lay down in the middle of the forest to sleep.

I was the last to fall asleep. I lay awake thinking about the argument. In the future, we couldn't argue over every important decision we needed to make. We needed one sheep who could hear the other sheep's ideas and decide what to do quickly.

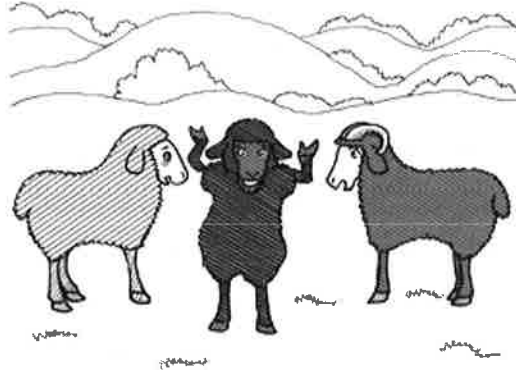
Otherwise we would waste our freedom by arguing all the time.

I'll suggest that we choose a leader, I thought as I fell asleep.

When the herd woke up the next morning, it wasn't long until they took up where they had left off and started arguing again over where to graze. I knew the argument

would end the same way it had ended last night. So I shouted, "Quiet, everyone!" The herd fell silent and looked at me. "We can't spend days arguing every time we need to make a decision," I began. "What we need to do is choose someone we trust to lead us. This sheep will listen to our ideas and make the most important decisions for us. We may not like every decision this sheep makes, but at least our voices will be heard. And if we choose a new sheep to lead us each month, that sheep can listen to other ideas that haven't been tried yet."

The herd liked my idea, so we set out to choose a leader. We collected brown leaves, green leaves, and red leaves. The sheep would vote by putting a brown leaf into a pile if they wanted the young brown sheep to lead, a green leaf if they wanted the old gray sheep, and a red leaf if they wanted me. Each sheep voted. When we counted the leaves, I had won the most votes!



Name _____

A. Reread the passage and answer the questions.

1. What kind of narrator tells the story? How do you know?

2. Is the narrator part of the story? What do we learn about the narrator in the first paragraph?

3. How would the story be different if it were told from another point of view?

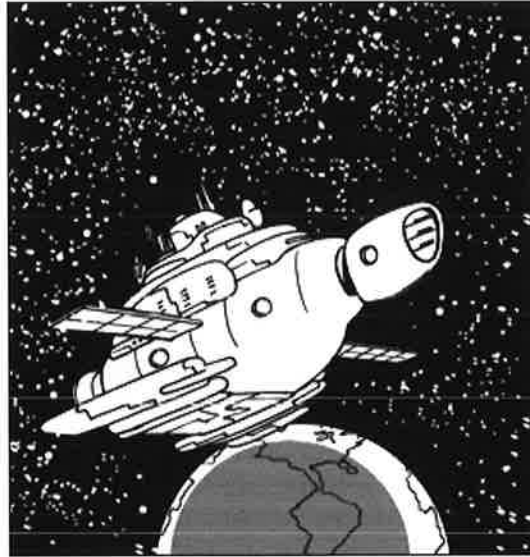
B. Work with a partner. Read the passage aloud. Pay attention to phrasing and expression. Stop after one minute. Fill out the chart.

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

Name _____

The *Aurora's* First Mission

Construction on the *Aurora* was completed in 2412. Over a mile in length, it was the finest space cruiser ever built. Its computer controlled the billions of instruments on board. Now, there were two finalists for ship captain. Dr. Yanic, the scientist who had designed the ship's computer, knew exactly how it worked, and could repair it. However, Admiral Clark, had been in the Galactic Navy and was an expert at running a ship.



Answer the questions about the text.

1. What genre text is this? What are the genre's characteristics?

2. What in this text specifically tells you what genre the text is?

3. Name the text feature and its purpose.

4. Could anything in this text happen in real life? Why or why not?

Inflectional Endings/*r*-Controlled Vowel Syllables

Name _____

A. Read each sentence. Circle the word with an inflectional ending. Then write the base word and the inflectional ending on the lines.

	Base Word	Inflectional Ending
1. The students got merrier when they heard about the field trip.	_____	_____
2. After the victory, he was the happiest he had ever been.	_____	_____
3. The speed of the race car varied throughout the day.	_____	_____
4. My brother was the dizziest after we all did cartwheels.	_____	_____
5. Dad is always jumpier after he has a few cups of coffee.	_____	_____
6. She has all the abilities to be a successful scientist.	_____	_____

B. Read each word. Draw a line to match each word with its *r*-controlled vowel. Then write the *r*-controlled vowel syllable on the line.

1. depart	or	_____
2. tornado	er	_____
3. reconfirm	ar	_____
4. occurred	ir	_____
5. rather	ur	_____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using dialogue to develop characters.

Draft Model

Today, I gave a speech at the rally. I talked about some of the changes I plan to make as mayor. I talked about improving our parks.

1. Where could dialogue be added to help bring the narrator to life?
2. What dialogue could be added to reveal exactly what the narrator is thinking?
3. What other details of the narrator's plans could be revealed through dialogue?

B. Now revise the draft by using dialogue to develop the main character in the story.

Name _____

Ricky used text evidence from two different sources to respond to the prompt: *Write an email from Ike LaRue to Florida State Senator Anthony C. Hill. Explain why Ike wants Senator Hill to reduce class sizes at dog obedience schools.*

Dear Senator Hill,

Thank you for passing a bill to reduce class sizes for Florida students. However, many Florida dogs are in large classes, too. We need you to help us! Dogs may not be able to vote, but their humans do. (My human, Mrs. LaRue loves to vote—almost as much as she loves me!)

We need your help in passing the following law: *No obedience school shall put more than four dogs in one class.* No one can learn how to protect their humans from dangerous criminals or rescue frozen travelers if they're crammed in a class with too many other barking, panting canines.

Not all dogs are suited for such noble work. Some just need a little training so they don't run off with the ball during a baseball game or juicy sausages from a butcher shop. All dogs can use some training—but they'll learn more when they're taught in small classes!

Signed,
Ike LaRue

Reread the passage. Follow the directions below.

1. Circle the part that explains why Ike is writing to Senator Hill.
 2. Draw a box around a detail that describes Ike's own behavior.
 3. Underline a detail that tells what Senator Hill did for Florida students.
 4. We need you to help us!
Write the subject and object pronouns in the sentence on the line.
-

Name _____

Read the passage. Use the make predictions strategy to help you make predictions about what will happen next.

Leonardo's Mechanical Knight

12 Leonardo scrambled out of bed early one clear spring day in 1464.
 19 He was excited to get out to the barn where he was working on his
 27 latest and greatest invention yet: a mechanical knight.

35 For months Leonardo had begged and pleaded with his father to get
 47 him a suit of armor. On April 15—Leonardo's twelfth birthday—he
 59 got his wish! He began working on the new invention in the barn that
 73 day. It wasn't long before the barn was overflowing with notes, tools,
 85 and equipment as he toiled away on the knight.

94 High atop a rickety ladder, Leonardo was deep in concentration.
 104 All his focus was on fixing the mechanical knight's arm, but it wasn't
 117 easy work. No matter what he did, the knight's arm refused to lift!
 130 Leonardo frowned and scowled at it.

136 "Leonardo!" yelled a voice. Startled, he lost his grip on the
 147 mechanical knight's arm, which fell toward the ground below.

156 "Oh no!" he exclaimed, losing his balance as he reached for the
 168 arm. The ladder teetered and shook under his feet, and he tumbled
 180 off it into a pile of hay. The mechanical knight's arm lay broken into
 194 several pieces on the ground.

199 His friend Albiera peered down at him. "Are you all right?"

210 "I'm fine," he said, as he got to his feet. He wasn't hurt, just upset
 225 that his mechanical knight was broken.

231 Albiera glanced at the knight with the missing arm, the stacks of
 243 notebooks, and the piles of papers. "What on earth are you doing in
 256 here?" she asked.

259 "I was working on a new invention, but it's not going so well."

Name _____

Albiera knew the best way to cheer Leonardo up was to get him talking about his favorite subject: science. She picked up the pieces of the mechanical knight's arm from the ground. "This looks interesting. Will you tell me about it?"

Sure enough, Leonardo's face lit up the way it always did when he was excited to share a new idea.

"Let me present my new invention: the mechanical knight!"

He cranked a handle behind the mechanical knight and stepped back to watch. Suddenly, the mechanical knight began to move all by itself! It turned its head from side to side as it opened and closed its metal mouth. The unbroken arm clicked and ticked as it rose high above the mechanical knight's head.



Albiera clapped and cheered.

"*Bravo!* That's amazing!"

"It's a simple system of pulleys and levers," he said in a humble voice, pointing to a drawing that was pinned to the wall.

"Don't be so modest. I've never seen anything like it before!"

"It's not finished yet. When it's completed, my mechanical knight will sit up, and maybe even walk, just as a human does."

"That would be quite an accomplishment, but I don't understand what you can do with a mechanical knight. What's the purpose of inventing a machine like this at all?" asked Albiera.

"There are so many reasons! Just think about it. Machines will go where people can't go. A mechanical person could explore the bottom of the sea or even the stars! There's so much we could learn from machines like the mechanical knight."

Albiera laughed. "You have such crazy ideas, Leonardo!"

"You never know," he said. "One day there might be a machine that helps people fly!"

Name _____

A. Reread the passage and answer the questions.

1. List two main characters from the story. For each character, write the pronoun or pronouns that the author uses to describe the character.

2. Does the narrator know what the characters are thinking and feeling? List examples from the text.

3. What is the narrator's point of view about machines? Cite evidence from the text.

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		–		=	

Name _____

Starting Work on the Brooklyn Bridge

I met the head of my work crew, Mr. Calloway, and he told me about the caissons on the bridge's foundations, where I'll be working.

"The caissons are locked chambers at the bottom of the river where workers dig down to the bedrock. The pay's good, but that's only because it's so dangerous down there," Mr. Calloway said.

"Dangerous? Because of flooding?" I asked.

"No, because the caissons are filled with high-pressure air to keep water from filling the work area," Mr. Calloway replied. "If you've been working in the caissons too long and come to the surface too fast, high air pressure can give you terrible pains. It's called caisson disease. It's killed two men since we started working in the caissons in 1870," Mr. Calloway explained.

Answer the questions about the text.

1. What genre is this text? How do you know?

2. In what important event is the narrator taking part?

3. Name the literary element included in the text and its purpose.

4. If you were to look up facts from this text, which do you think would be true? Which do you think would be fictional?

Name _____

Write a synonym for each of the words below. Then write a paragraph about a topic of your choosing that includes the words. Be sure to include synonyms as context clues that explain each word's meaning. When you are done writing, circle each word and underline its synonym.

1. pleaded: _____

2. concentration: _____

3. scowled: _____

4. equipment: _____

5. teetered: _____

6. modest: _____

Name _____

A. Read the two sentences below. Underline the words with the same vowel sound as *spoon*. Circle the words with the same vowel sound as *cube*. Draw a box around the words with the same vowel sound as *book*. Then sort the words below.

1. The radio should be muted when the crew is given private orders.
2. The crooked oak tree in my backyard has produced several huge acorns lately.

Vowel sound in <i>spoon</i>	Vowel sound in <i>cube</i>	Vowel sound in <i>book</i>
3. _____	5. _____	7. _____
4. _____	6. _____	8. _____

B. Read each sentence. Circle the word that has a consonant + *le* final syllable. Then write the consonant + *le* syllable on the line. Remember that an *le* syllable may also be spelled with a consonant + *al, el, il, or ol*.

1. The hero saved the damsel in distress just in time! _____
2. Be sure to gargle with this mouthwash to keep your teeth shiny and clean.

3. The ranger moved the cattle down the path and into the waiting pen.

4. Everyone in the house was extremely excited about their arrival. _____
5. "What is the capital of your home state?" asked my teacher. _____
6. The elegant woman carried a parasol with her wherever she went. _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about adding setting details to develop the plot.

Draft Model

I woke up and went downstairs for breakfast. My brother and I went swimming in the lake. Then we went to help our dad with the horses in the barn. After that, we all went inside to do household chores.

1. What details could be added to show when and where the story takes place?
2. What setting details could describe the lake?
3. How could you better describe the barn?
4. How could setting details be strengthened to help drive the plot of the story?

B. Now revise the draft by adding details about the setting to help develop the story's plot.

Name _____

Patrice wrote the dialogue below using text evidence from two different sources to respond to the prompt: *Write a dialogue between Mae and Gramps in which she tells him how the space program can help them on the farm.*

“Gramps, some of the things the astronauts use in space can help us here on the farm,” I said to him.

“Really? How do you figure that?” Gramps asked.

“Well,” I began, “I was reading that the material used in the astronauts’ space suits can be used as air cushion soles in shoes. Just think, Gramps, with those air cushion soles in your boots, your feet won’t be so sore at the end of the day!”

“Is that so?” he asked with a small amount of interest in his voice.

“Yes, and that’s not all. You know how we always have to put the watermelon on ice to keep it cold? Well, the astronauts have ways of keeping their foods safe from spoiling in all kinds of temperatures. And someday we’ll use that new technology to keep our food from spoiling!”

Now I see a smile forming on Gramp’s lips. “I reckon that’s something,” he said.

Reread the passage. Follow the directions below.

1. **Underline** the sentence that establishes the topic of the narrative.
2. **Draw a box** around the dialogue that shows that Mae has convinced Gramps that things from the space program can help him.
3. **Circle** one of the details from *The Moon Over Star* in the dialogue.
4. **Now I see a smile forming on Gramp’s lips.**
Rewrite the sentence above using the pronoun *she*.

Name _____

Read the passage. Use the ask and answer questions strategy to understand new information in the text.

Stars: Lights in the Night Sky

12 Long ago, people thought that the stars were lights attached to a
13 giant dome over Earth. The stars moved nightly across the sky.
16 As a result, it looked as if the dome were rotating around Earth. But
19 thanks to the work of astronomers, we now know that this isn't true.
22 Stars are actually huge, glowing balls of plasma. Some stars look like
25 little pinpricks. Most are incredibly far away and can't be seen with
28 the naked eye.
31

77 What's In a Star?

81 Stars are made of a mixture of plasmas, mostly hydrogen. As you
84 can imagine, a star's core is extremely hot. When a large amount of
87 pressure squeezes the star's hot center, the hydrogen changes into
90 helium. Lots of energy is produced during this process. As a result,
93 the star shines through the darkness of space.
96

100 When you look up at the stars, you may think that most of them
103 produce a white light. Look again. Stars generally lie on a color
106 spectrum. This range of colors goes from red to yellow to blue.
109 What does this mean? Well, blue stars are hotter. If you compare the
112 stars Betelgeuse (BEE-tehl-jooz) and Rigel (RIGH-jehl), you'll see
115 that Betelgeuse is reddish and Rigel is bluish. Rigel has the higher
118 core temperature.
121

Name _____

The Sun

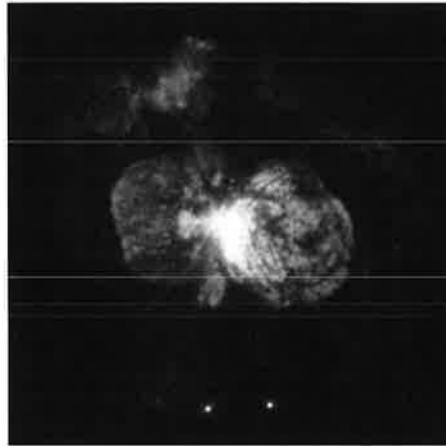
The sun is a star that defines the center of our solar system. It looks bigger than most other stars, but that's only because it's closer to Earth. The sun is actually an ordinary, midsize, middle-aged star. But the sun does a huge job for such a small star. It provides Earth with most of the energy it needs to support life. Without the sun, Earth would be an almost barren rock in space!

Turning Out the Lights

Stars don't last forever. After billions of years, a star will use up all its hydrogen. A smaller star simply stops shining. This will happen to the sun one day. Of course, this won't happen for billions of years.

A large star, however, ends in a big explosion. When a star does this it is called a supernova (soo-per-NO-va). After the explosion, the supernova's material gets crushed and stops shining. Especially large stars will then become much smaller objects called black holes. In a black hole, the crushed material becomes so dense that it develops a strong inward pull. This gravitational pull is strong enough to keep even light from escaping. To this day, astronomers still don't know what happens in a black hole.

The sun and other stars have fascinated astronomers for centuries. They light up the sky in the middle of the night, and they make life on Earth a reality. But stars have a life of their own. Next time you're out on a starry night, look up at the sky. Which star do you think might be the next supernova or black hole?



NASA, ESA, and the Hubble SM4 ERO Team

After a large star goes supernova, it may become a black hole.

Name _____

A. Reread the passage and answer the questions.

1. What causes a star to shine brightly through space?

2. What is the effect of the sun providing Earth with most of its energy?

3. What is the cause and effect of a black hole? Use text evidence to support your answer.

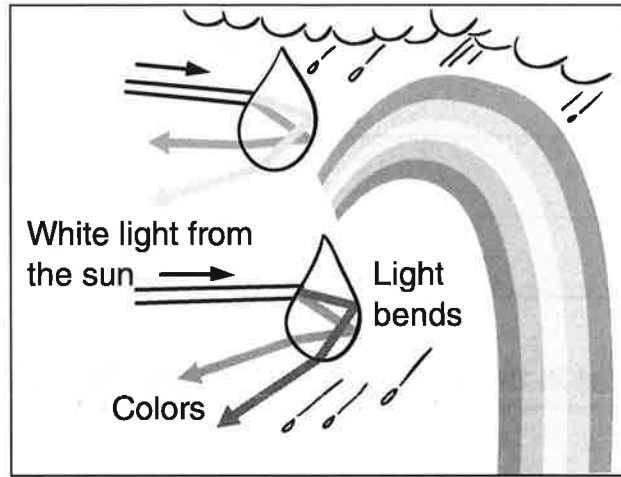
B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.

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

Name _____

How Rainbows Work

Have you ever used a prism? Drops of water in the air can act like prisms. When light passes into a raindrop, all of the colors in white light separate from one another. Some of the colors are **reflected** (ree•FLEC•ted), or bounced back, by the other side of the raindrop. Because the colors spread out at different angles, only one color from each raindrop reaches your eye. Since light passes through many raindrops at the same time, you can see all the colors of the rainbow.



Answer the questions about the text.

1. What genre text is this? How do you know?

2. Based on the genre of this text, what is its purpose?

3. List the text features and their purposes.

4. What feature might you add to this text to improve understanding?

Name _____

Use what you know about stars to write a paragraph with context clues. First write a definition for each of the words below. Then write a paragraph that includes the words. Be sure to include context clues that explain each word's meaning. When you are done writing, circle each word and underline its context clues.

1. core: _____

2. spectrum: _____

3. supernova: _____

4. gravitational: _____

Name _____

A. Read each sentence. Underline the word that has the same vowel sound found in *boy* or *cow*.

1. There are a thousand ways you can help me!
2. The coyotes are howling in the distant valley.
3. Let me show you the pictures from my voyage at sea.
4. My dad could be a bit of a grouch before breakfast.
5. After receiving the great news, they wanted to rejoice.

B. Read the definitions below. Then read each sentence. Underline the word with a Greek or Latin root. Write the meaning of the word based on the root.

The Greek root *graph* means “write.” The Latin root *spec* means “look.”
The Greek root *phon* means “sound.” The Latin root *aqua* means “water.”

1. The interesting specimen was studied for many months.

Meaning: _____

2. Some day I would like to read a biography of my favorite author.

Meaning: _____

3. A cacophony of noises was heard when the rack of pots fell in the kitchen.

Meaning: _____

4. There are many aquatic creatures that living in the pond.

Meaning: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using figurative language to help the reader visualize the text.

Draft Model

The night sky is dark. The stars twinkle high in the sky. Sometimes there are clouds in the sky. The stars are reflected in rivers and lakes.

1. What figurative language could be added to describe the night sky?
2. What figurative language could be used to describe the clouds?
3. What other figurative language could be used to help readers visualize the scene?

B. Now revise the draft by adding figurative language to help readers visualize the night sky.

Name _____

Jason used text evidence from *Why Does the Moon Change Shape?* and *“How It Came to Be”* to respond to the prompt: *Compare how the two sources explain daylight.*

Why Does the Moon Change Shape? is an informative text. “How It Came to Be” includes two myths. Both sources explain daylight but in very different ways.

In *Why Does the Moon Change Shape?* the author presents facts. Earth orbits, or moves around the Sun. Our planet also rotates, or spins, as it orbits. Daylight occurs when part of Earth faces the Sun.

The Greek myth, “Why the Sun Travels Across the Sky,” was written long ago. People didn’t have tools to study the sky, so they created myths to explain natural events. In this myth, Helios, a god, causes day and night. The myth describes, “rays of brilliant light” pouring from Helios’s crown as he climbed into the sky in a “shining” chariot with four horses. Helios and his chariot are as hot and bright as the Sun as they cross the sky.

One source presents facts, and the other tells a good story.

Reread the passage. Follow the directions below.

1. **Underline** a fact that explains why there is daylight.
 2. **Draw a box** around one of the words Jason uses to describe the Earth’s movement.
 3. **Circle** an example of a simile that Jason uses.
 4. **Write** one of the possessive pronouns Jason uses on the line.
-

Name _____

As you read the poem, ask yourself what message the author wants you to understand.

Spelling Bee

5 Letters trip over each other
 as they race to leave my mouth.
 12 My tongue lines them up in order
 19 as they march to the microphone:
 25 A-S-
 26 I am almost alone on the stage.
 33 One last kid sags with his head
 40 in his hands. He is mouthing
 46 each letter as I say it:
 52 C-E-N-
 53 The hours I have spent on the floor
 61 of my room with books
 66 in my lap like wounded birds and cramping
 74 wrists now seem worth it:
 79 D-A-
 80 There are lists of words
 85 scribbled in my cursive and spelled
 91 out in my parents' print
 96 on top of dictionaries and thesauruses:
 102 N-C-Y
 103 There is applause and I smile.
 109 I shake the seventh-grade boy's hand
 115 and whisper, "I'll meet you back
 121 here next year for a rematch."
 127 A-S-C-E-N-D-A-N-C-Y



Name _____

A. Reread the passage and answer the questions.

1. What is this poem about?

2. What is the theme of this poem?

3. What parts of the poem give you a clue to the theme?

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

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

Name _____

The Principal's Office

“Ms. Lee will see you now,” the assistant said.
 I swallowed hard and opened the door.
I've really done it, I thought.
 As I stepped in, Ms. Lee looked up
 And took an envelope from her desk.
 “Daniel Birnbaum,” she began.
 “I just think that you ought to know”
 —my heart was pounding in my chest—
 “How proud we all are of your work.”
 Surprised, I saw the envelope read,
 “District Youth Robotics Team.”
 “You made the district team!” she said.
I've really done it! I thought.

Answer the questions about the text.

1. What genre is this text? How can you tell?

2. Briefly summarize the text's events.

3. Who is the narrator in this text?

4. What words repeat? Why do you think the words repeat?

Name _____

A **stanza** is two or more lines of poetry that together form a unit of the poem. Stanzas can be the same length and have a rhyme scheme, or vary in length and not rhyme.

Repetition is the use of repeated words and phrases in a poem. Poets use repetition for rhythmic effect and emphasis.

Read the lines of the narrative poem below. Then answer the questions.

*Letters trip over each other
as they race to leave my mouth.
My tongue lines them up in order
as they march to the microphone:*

A-S-

*I am almost alone on the stage.
One last kid sags with his head
in his hands. He is mouthing
each letter as I say it:*

C-E-N-

1. How does the poet use stanzas as a part of the narrative in this poem?

2. What does the repetition in the poem do to the way you read it?

3. Choose a topic for a narrative poem. Write a short narrative poem including a stanza and repetition.

Name _____

Read each passage. Each word in bold has a different connotation in the poem than its usual denotation. Write the denotation and the connotation on the lines below.

1. Letters **trip** over each other as they race to leave my mouth.

Denotation: _____

Connotation: _____

2. One last kid **sags** with his head in his hands. He is mouthing each word as I say it:

Denotation: _____

Connotation: _____

3. My tongue lines them up in order as they **march** to the microphone:

Denotation: _____

Connotation: _____

Variant Vowel /ô//Frequently Confused Words

Name _____

A. Read the paragraph and underline the words with the variant vowel /ô/. Then list the words and circle their variant vowel spellings on the lines.

My mom and I pulled up to the sprawling house and parked the car. As we stepped inside, I halted and looked around at all the fancy wallpaper. This was quite a dress shop! My mother went to the desk and explained that I was here for my dress alteration. I was excited because this was my first time in a wedding! After the thoughtful lady helped me with the dress, I spun and laughed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. Read the words in the box. Use the words to correctly complete the sentences below.

to too your you're accept
except advice advise miner minor

1. When my mother sees my room, she will _____ me to clean it.
2. It was a _____ scrape and did not require a bandage.
3. I'll be happy when I finish my homework, and I can go to the mall, _____.
4. She did not _____ my excuse for being late.
5. Can I offer you some good _____?
6. Be sure to wear a jacket if _____ going outside.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sensory details you can add.

Draft Model

I was nervous.

I waited to hear the election results.

The loudspeaker came on.

I was excited when I heard the principal say my name.

1. What sensory details would better describe the speaker’s nervousness in the first line?
2. What sensory details would more clearly show how the speaker “waited” to hear the election results?
3. What does the loudspeaker sound like to the speaker?
4. What sensory details would better describe the speaker’s excitement in the last line?

B. Now revise the draft by adding sensory details to help readers feel what the narrator is feeling.

Name _____

Alex wrote the stanzas below using text evidence from two different sources to respond to the prompt: *Write a narrative poem about taking a math test. Use sensory language and figurative language.*

Math Victory

Test day, it's here—I am ready, I know it.
Desk lids slamming, papers rustling
Classmates hurry to get ready.

All of a sudden, my heart pounds like a drum.
Oh no...my palms feel cold and clammy.
Do I remember my times tables? Fractions?

But wait—I studied, I practiced—I have this.
Calmly and easily I glide through each problem
A smile on my face—I was ready, I knew it!

Reread the passage. Follow the directions below.

1. Circle an example of sensory language in the first stanza.
 2. Underline a simile that Alex uses.
 3. Draw a box around an example of sensory language that shows how the narrator feels.
 4. Write a pronoun that Alex uses that's a homophone of its.
-

over Bridge, Under Tunnel

by Lloyd Frank

- 1 Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.
- 2 Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.
- 3 Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar. Reread the article. **Underline** clues that help you figure out the meaning of the words.



Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

► **Think** Use what you learned from reading the science article to respond to the following questions.

1 What is the meaning of obstacles as it is used in paragraph 1 of the text?

- A things made below or above ground
- B things that slow or stop movement
- C things that help people travel
- D things built through mountains or over water

2 Underline **four** context clues in paragraph 2 that **best** help you understand the meaning of the word renowned.

A bridge is built over a body of water, a highway, or a railroad track. . . . Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.

► **Talk**

3 Discuss the meaning of the word subterranean as it is used in this sentence from paragraph 3:

It is hard to get a good view of a subterranean passage.

HINT Use a chart to organize your thoughts about context clues.

►  **Write**

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 19 to write your answer.

WORDS TO KNOW

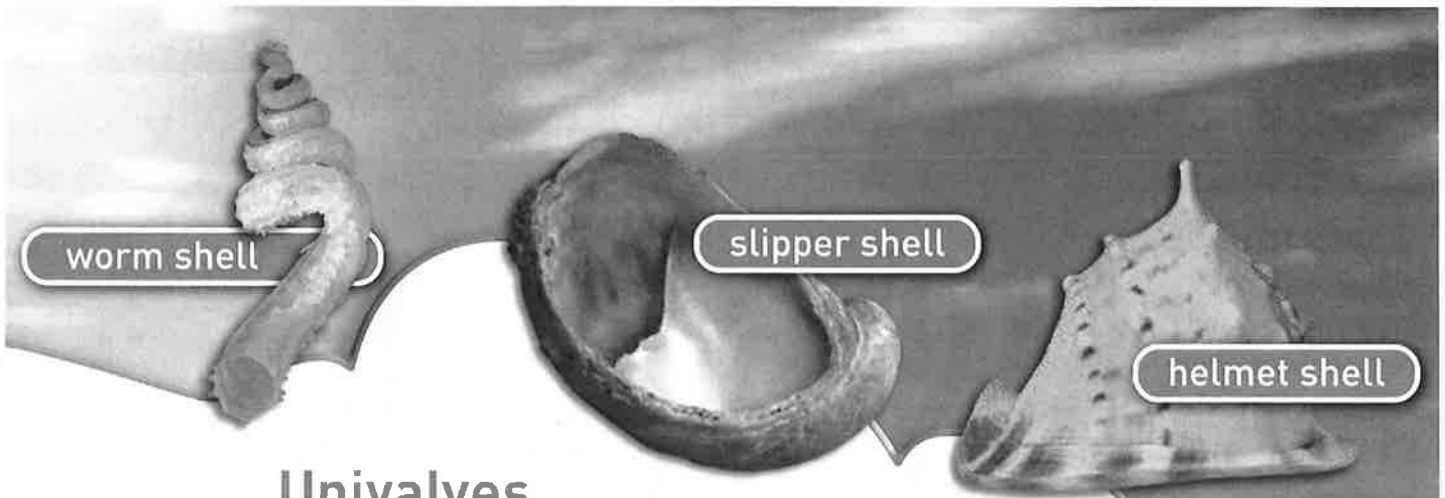
As you read, look inside, around, and beyond these words to figure out what they mean.

- **series**
- **hinged**
- **foreign**

Seashells

by Bela Moté

- 1 If you walk along the seashore, you will probably see many kinds of shells. Seashells were once the homes of live animals. The animals that live inside shells have soft bodies, so they need their shells to protect them from harm. Their shells save them from storms or predators such as starfish, birds, and otters. Shells also give the animals a shape. In that way, shells are like skeletons on the outside of the body. When the animals die, the shells remain.
- 2 Creatures with shells belong to a group of animals called **mollusks**. Not all mollusks have shells. Of the mollusks that do have shells, there are two main groups.



Univalves

- 3 More than three-quarters of all mollusks are **univalves**, a word that means “having a shell that is all one piece.” The shell is coiled, and inside the coil is the soft body of the mollusk. Many univalves are named for their appearance. Look at the examples above. Does the helmet shell remind you of a helmet? How about the worm and slipper shells?
- 4 Some univalves have small holes in their shells. Abalone shells have a series of holes. Water and wastes are expelled, or pushed out, through the holes. The inside of an abalone shell gleams with different rainbow colors. This iridescent substance is called mother-of-pearl.

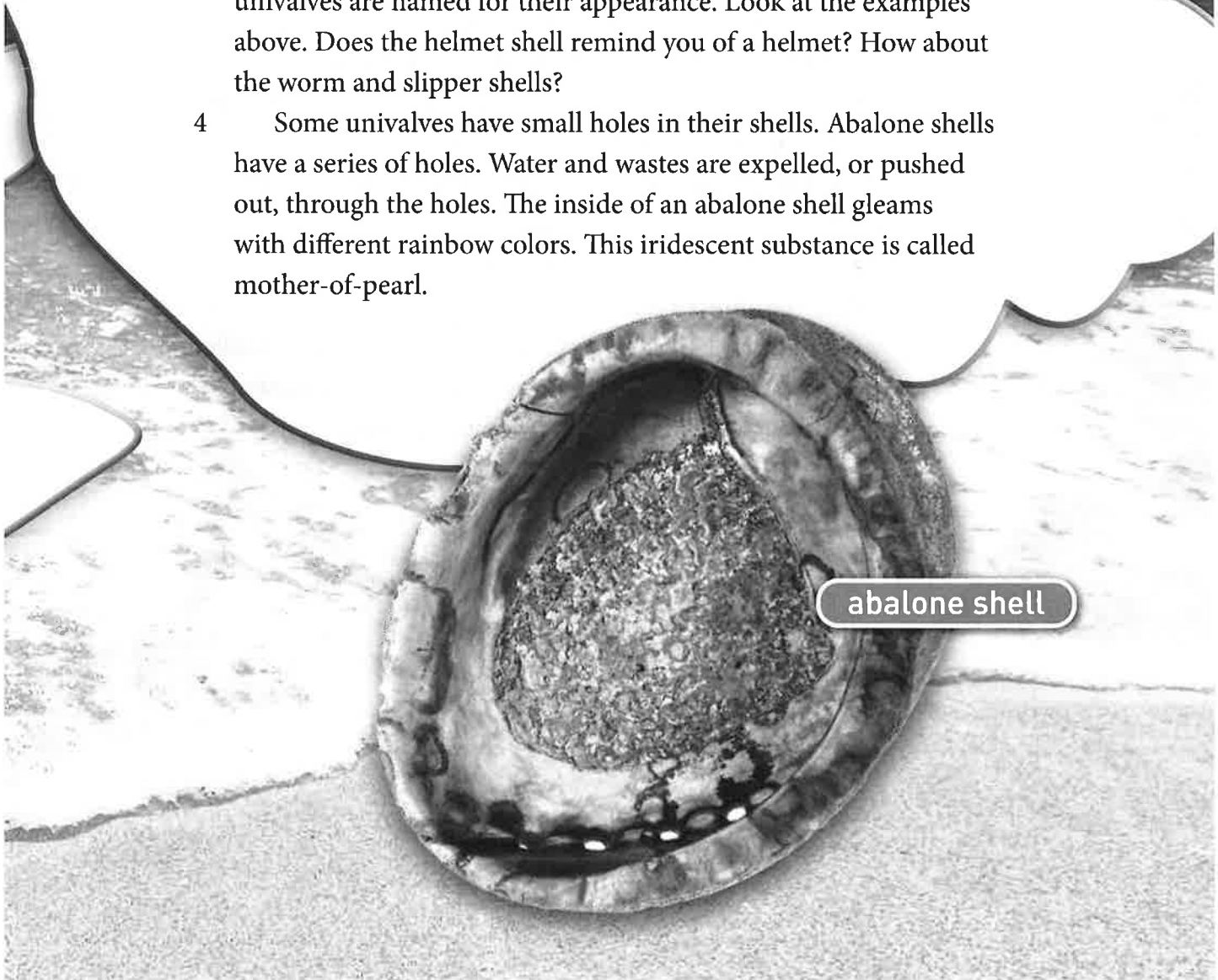


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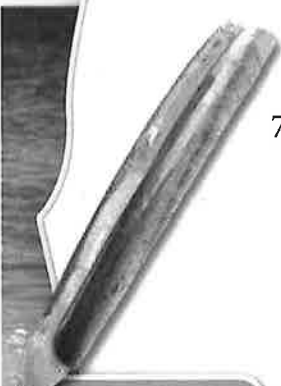
Bivalves

- 5 After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.
- 6 Many bivalves have names that reflect their appearance. A jackknife is a knife that folds into its own case. The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife. Are angel wing and kitten's paw fitting names for the shells shown here?
- 7 There are many different kinds of clams, from very small to very large. The giant clam is the largest bivalve. Some are four feet long and weigh 500 pounds. The giant clam even grows its own food. Tiny plants get caught in the clam. The plants get what they need from the clam, but eventually the clam eats the plants.
- 8 Another common bivalve is the oyster. All oysters can make pearls, but the pearl oyster makes the most beautiful ones. A pearl is an accident. A grain of sand or something else gets inside the oyster shell. An oyster is creating new shell material all the time. To protect itself from the foreign body, the oyster covers it with the same material that the oyster's shell is made of. The result is a pearl.

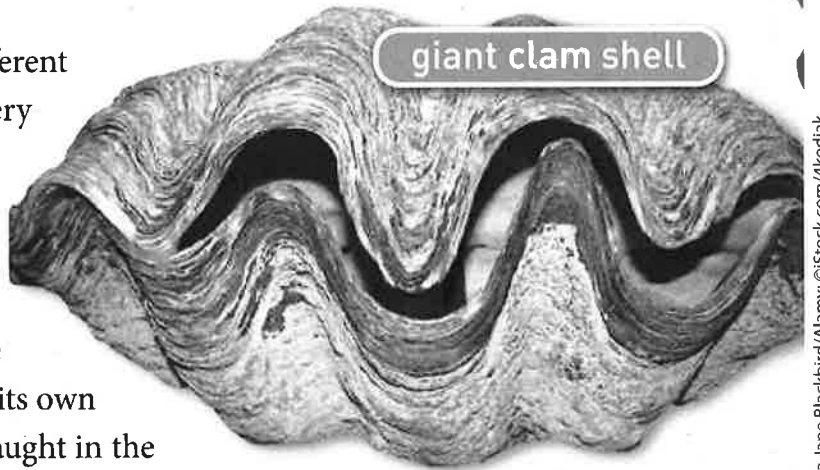


angel wing shell

kitten's paw shell



jackknife shell



giant clam shell



pearl oyster shell

Think Use what you learned from reading the science text to respond to the following questions.

1 Read the sentence from paragraph 1 in the passage.

Their shells save them from storms or predators such as starfish, birds, and otters.

What does the author suggest to the reader by using the word predators? Pick **two** choices.

- A** Predators can harm some animals.
- B** Predators need to find shelter from storms.
- C** An animal's shell helps protect it.
- D** All predators have skeletons.
- E** When the animal dies, the shell remains.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word iridescent as it is used in paragraph 4?

- A** not letting light through
- B** easy to notice or understand
- C** shining with many varying colors
- D** a small amount of something

Part B

Which phrase from the passage helps the reader understand the meaning of iridescent?

- A** "next largest group of mollusks"
- B** "have small holes in their shells"
- C** "the inside of an abalone shell"
- D** "gleams with different rainbow colors"

- 3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word bivalve as it is used in paragraph 5?

- A having a hard outer shell
- B having a shell with two pieces
- C having a soft outer shell
- D having a shell that is all one piece

Part B

Underline the **two** phrases in paragraph 5 that **best** support your answer in Part A.

After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

- 4 Read the sentence from the passage.

The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife.

What does the author tell the reader by using the word appropriate? Pick **two** choices.

- A Bivalves are the largest group of mollusks.
- B Jackknife describes the shape of the clam.
- C An angel wing is a good name for the clam.
- D Jackknife is a good name for the clam.
- E The clam looks like an open jackknife.
- F A jackknife folds into its own case.



Write

5 **Short Response** What does the author tell the reader by using the underlined word in the sentence below from paragraph 8? How do the details in the paragraph further develop this idea? Include **one** or more context clues from the text to support your response.

A pearl is an accident.

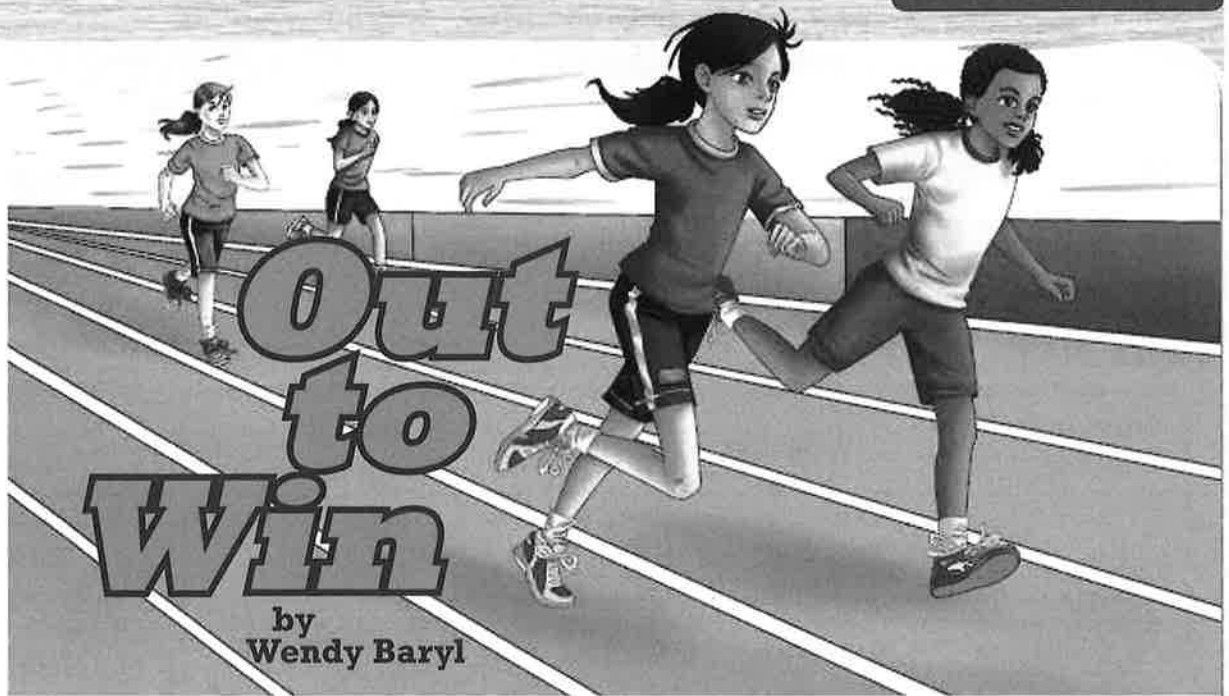
Handwriting lines for the short response.



Learning Target

In this lesson, you learned to use context clues to figure out the meaning of unfamiliar words or phrases. Explain how using context clues deepened your understanding of the text.

Handwriting lines for the learning target response.



- 1 As the annual school track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. No longer would I be satisfied with second place, however. Dissatisfied, I planned to win this year, and I couldn't think about anything else. I became obsessed with beating Anna. My thoughts focused on one goal all the time—winning. Naturally, I did more than just think. I practiced my starts daily, and I ran and ran and ran.
- 2 On the day of the race, I was eager to compete, and by the time we gathered at the starting line, I was really pumped. BAM—the starting gun fired and we were off! Anna and I quickly sprinted ahead of the other racers. When we shot across the finish line, I wasn't even certain who'd won at first. Then I heard the announcer—it was me!
- 3 Still breathing hard, Anna rushed over, smiling, and shook my hand. "You were great!" she declared. "Good race!" Right then, I realized that I'd been looking at the situation all wrong. Before, I'd been thinking of Anna as if she were some powerful enemy out to destroy me. But Anna wasn't my nemesis¹ at all; she had no urge to crush me. In fact, she had given me an opportunity to become a better sprinter than I ever would have been without her.

Close Reader Habits

Circle unfamiliar words and phrases. **Underline** phrases that give you clues to the word meanings.

¹**nemesis:** a powerful rival; from the Greek goddess who punished overconfidence

Explore

How do context clues help you figure out the meaning of unfamiliar words in "Out to Win"?



Context clues can appear before or after the sentence having an unfamiliar word.

Think

- 1 Complete the chart below to show what you have figured out about the meanings of the words.

Unknown Word	Context	Possible Meaning	Clues
dissatisfied			
obsessed			
nemesis			

Talk

- 2 Explain the meaning of the word opportunity (paragraph 3). What context clues help you understand what the word means?

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.

Write

- 3 **Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word. Use the space provided on page 36 to write your response.

The Catfish

by Oliver Herford, *The Book of Humorous Verse*

- 1 The saddest fish that swims the briny ocean,
The Catfish I bewail.
I cannot even think without emotion
Of his distressful tail.
- 5 When with my pencil once I tried to draw one,
(I dare not show it here)
Mayhap it is because I never saw one,
The picture looked so queer.
I vision him half feline¹ and half fishy,
- 10 A paradox in twins,
Unmixable as vitriol and vichy²—
A thing of fur and fins.
A feline Tantalus, forever chasing
His fishy self to rend;
- 15 His finny self forever self-effacing
In circles without end.
This tale may have a Moral running through it
As Aesop had in his;
If so, dear reader, you are welcome to it,
- 20 If you know what it is!



Close Reader Habits

How does the poet describe the catfish?
Reread the poem.
Underline words and phrases that explain how he imagines a catfish to look.

¹**feline:** catlike

²**vitriol and vichy:** an acid and an old word for mineral water; they are dangerous to mix

Think Use what you learned from reading the lyric poem to respond to the following questions.



If a phrase mentions a character from mythology, you may need to look beyond the text to find information about it.

- 1 In the poem, one word has this definition: “to cry out in sadness or pain.” Underline the word that **best** fits the definition in the following lines from “The Catfish.”

The saddest fish that swims the briny ocean,
The Catfish I bewail,
I cannot even think without emotion
Of his distressful tail.

- 2 Read these lines from the poem.

I vision him half feline and half fishy,
A paradox in twins,
Unmixable as vitriol and vichy—

What is the meaning of paradox as it is used in the poem?

- A a creature with parts that don't seem to go together
- B a furry fish with a brother that looks just like him
- C a scaly cat that is confused and spins around
- D a make-believe animal that has two different heads

Talk

- 3 Reread lines 13–14. Tantalus is a criminal in a Greek myth. He is punished by keeping delicious food and drink forever just out of his reach. Why does the poet describe the catfish as a “feline Tantalus”? Use the chart on page 39 to organize your ideas about the poem.

Write

- 4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a “feline Tantalus.” Use the space provided on page 39 to write your response.

HINT Think of what you know about a cat's usual reaction to a fish.

The Catfish

3 Use the chart below to organize your ideas.

Unknown Word	Context in Poem	Possible Meaning	Clues



Write Use the space below to write your answer to the question on page 38.

4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a "feline Tantalus."

HINT Think of what you know about a cat's usual reaction to a fish.

WORDS TO KNOW

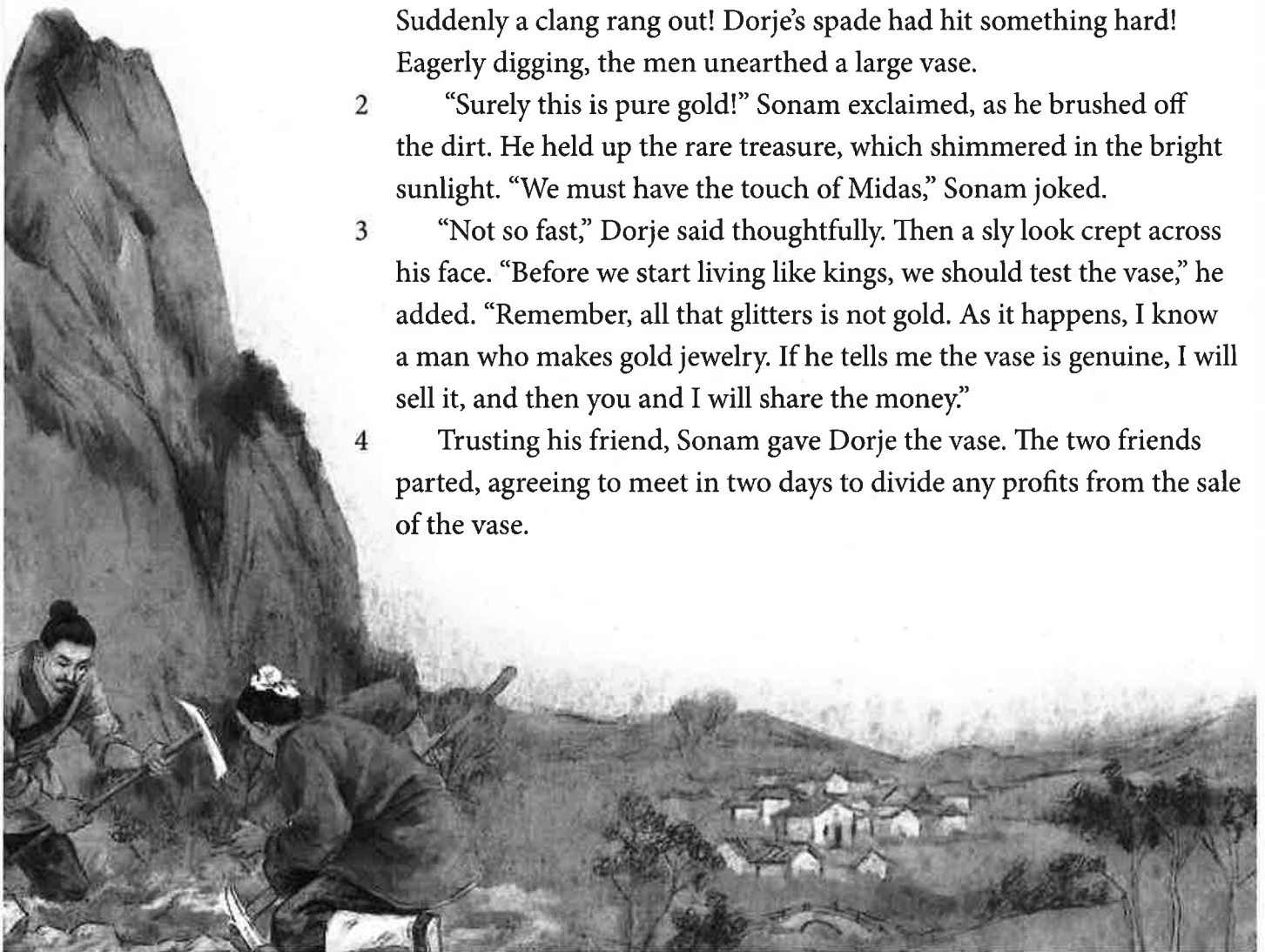
As you read, look inside, around, and beyond these words to figure out what they mean.

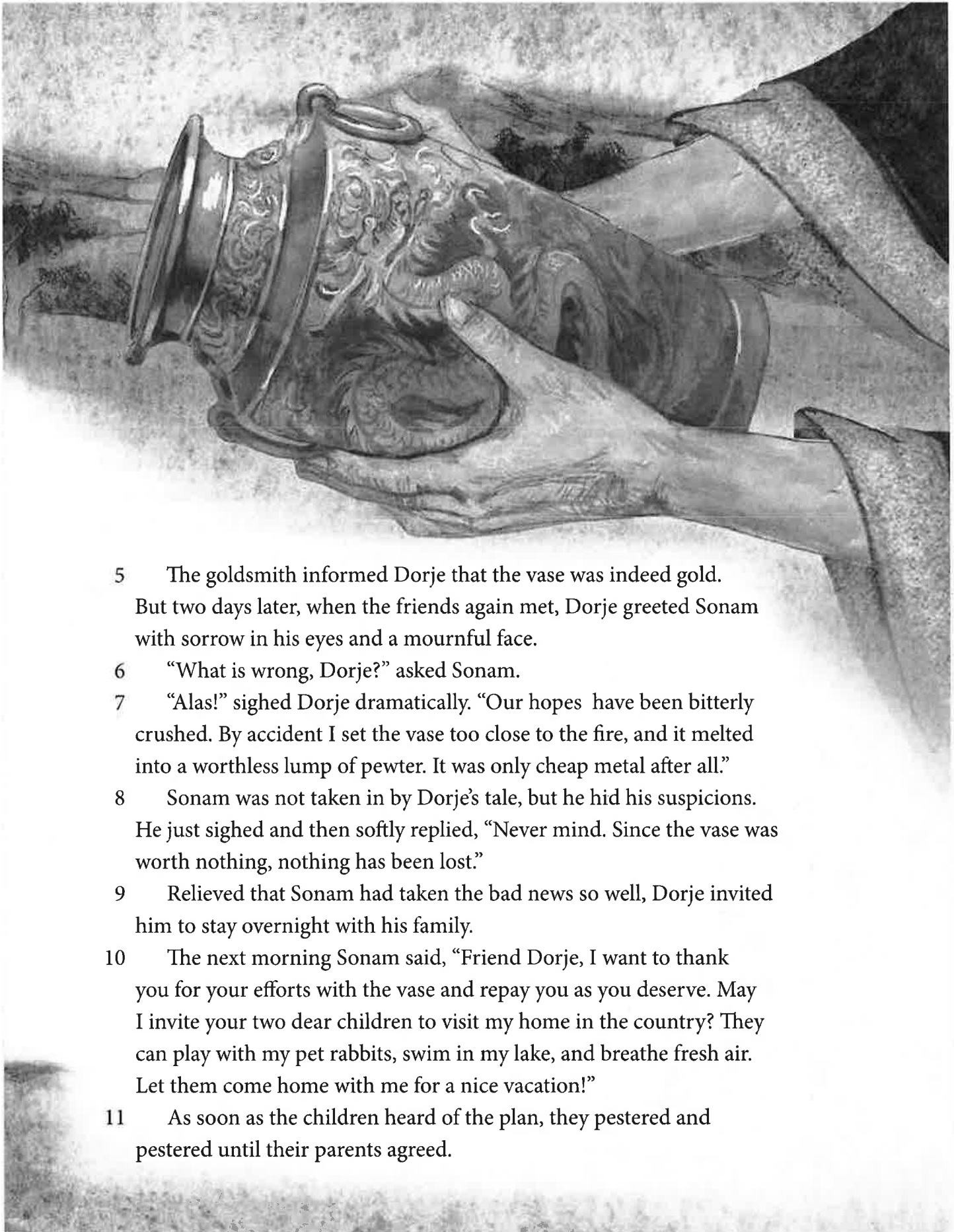
- **genuine**
- **recent**
- **pardon**

A Golden Vase and Two Bright Monkeys

adapted from a Tibetan folktale

- 1 Long ago in Tibet, two friends named Dorje and Sonam hiked through the mountains looking to find a rare plant root used in medicines. They searched and dug for most of the day, with no results. Suddenly a clang rang out! Dorje's spade had hit something hard! Eagerly digging, the men unearthed a large vase.
- 2 "Surely this is pure gold!" Sonam exclaimed, as he brushed off the dirt. He held up the rare treasure, which shimmered in the bright sunlight. "We must have the touch of Midas," Sonam joked.
- 3 "Not so fast," Dorje said thoughtfully. Then a sly look crept across his face. "Before we start living like kings, we should test the vase," he added. "Remember, all that glitters is not gold. As it happens, I know a man who makes gold jewelry. If he tells me the vase is genuine, I will sell it, and then you and I will share the money."
- 4 Trusting his friend, Sonam gave Dorje the vase. The two friends parted, agreeing to meet in two days to divide any profits from the sale of the vase.





- 5 The goldsmith informed Dorje that the vase was indeed gold. But two days later, when the friends again met, Dorje greeted Sonam with sorrow in his eyes and a mournful face.
- 6 “What is wrong, Dorje?” asked Sonam.
- 7 “Alas!” sighed Dorje dramatically. “Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all.”
- 8 Sonam was not taken in by Dorje’s tale, but he hid his suspicions. He just sighed and then softly replied, “Never mind. Since the vase was worth nothing, nothing has been lost.”
- 9 Relieved that Sonam had taken the bad news so well, Dorje invited him to stay overnight with his family.
- 10 The next morning Sonam said, “Friend Dorje, I want to thank you for your efforts with the vase and repay you as you deserve. May I invite your two dear children to visit my home in the country? They can play with my pet rabbits, swim in my lake, and breathe fresh air. Let them come home with me for a nice vacation!”
- 11 As soon as the children heard of the plan, they pestered and pestered until their parents agreed.



- 12 Soon Sonam set off for home with the children for company. Eventually they came to a place called Monkey Hill, the home of many wild monkeys. Sonam captured two young creatures and put them in a small cage. “We will take these little fellows home as pets. You can play with them if you treat them kindly,” he explained. “I will name a monkey after each of you, we’ll teach them tricks, and they will be your twins!”
- 13 Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing at the way the monkeys mimicked whatever the children did.
- 14 Then came the last day of vacation. Sonam gave each child a basket and shoed them outside. “Walk up the mountain to gather berries and fruits,” he said. “We will surprise your father with a tasty treat before you return home.”
- 15 Then Sonam waited. Hearing Dorje approach, he sat down with the monkeys. Holding each one gently, he put on a tragic face.
- 16 “What is wrong, my friend?” asked Dorje.
- 17 “Alas!” sighed Sonam. “These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!”
- 18 Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje’s children jumped, walked, and even smiled, just as they had been taught. At first, Dorje was speechless. “H-h-how can this be?” he sputtered. “Is such a thing even possible?”
- 19 “It was a freak accident,” Sonam replied. “After all, strange things do happen from time to time. Why, I know of a recent case in which a gold vase was turned into cheap metal.” Then a twinkle crept into his eyes.
- 20 “Oh!” was all Dorje could say at first. Then a look of shame and relief spread over his face. “Now I understand, my friend,” he said. “Keeping the money for the vase was dishonest. I will gladly hand over what I owe you, if you will pardon my foolish greed.”
- 21 Just then, Dorje’s children ran in and hugged their father. All was gradually forgiven, and Sonam and Dorje remained friends for life.
- 22 Dorje would often retell the tale of the bright monkeys. And he would always end by saying, “I learned a valuable lesson that day. As you know, a true friend is a treasure greater than gold.”

Think Use what you learned from reading the folktale to respond to the following questions.

- 1 In Greek mythology, King Midas was granted the power to turn any object into gold simply by touching it. Why did the author use the phrase “the touch of Midas” in paragraph 2?
- A to show that Dorje and Sonam have Midas-like powers because they turned the vase they found into gold
 - B to compare Dorje and Sonam’s good fortune in finding the vase to Midas’s ability to make gold
 - C to show that Sonam is well educated, while Dorje is unfamiliar with the story of King Midas
 - D to compare Dorje and Sonam’s rare golden treasure to similar treasures owned by rich kings like Midas

- 2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the word pewter in paragraph 7?

- A a metal that shines like gold
- B a metal that is soft and melts easily
- C a metal that is not costly
- D a metal that is not useful

Part B

Underline **two** story details that support the answer to Part A.

“Alas!” sighed Dorje dramatically. “Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all.”

- 3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word mimicked as it is used in paragraph 13 of "A Golden Vase and Two Bright Monkeys"?

- A tried
- B watched
- C found
- D copied

Part B

Circle **one** word in the paragraph below that helps the reader understand the meaning of mimicked.

Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing

- 4 In the paragraphs 17 and 18 shown below from the story, one word has the following definition: "to change completely in appearance or structure." Underline the word that **best** fits the definition.

"Alas!" sighed Sonam. "These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!"

Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje's children jumped, walked, and even smiled, just as they had been taught.

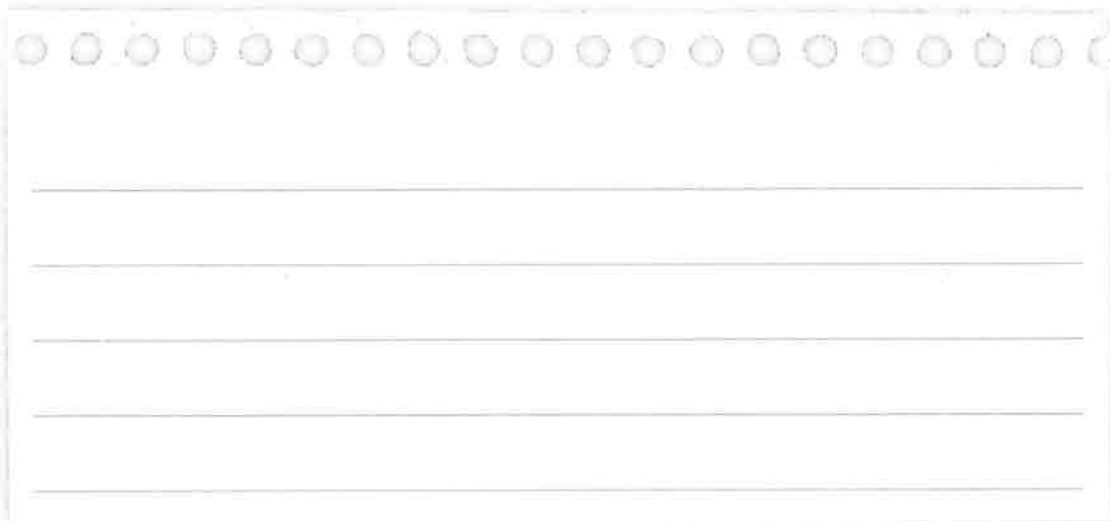
 Write

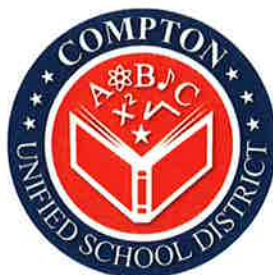
5 Short Response Paragraph 19 of the passage uses the phrase “freak accident.” Explain what the phrase means as it is used in the passage. Support your possible meaning with context clues and details from the text.



Learning Target

In this lesson, you learned how to use context clues to figure out the meanings of unknown words and phrases. Explain how this will help you better understand a story or poem.





Grade 4

MATH



Understanding of Place Value

Name: _____

Set A

- 1 Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 78,215 in expanded form and word form.

- 2 Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 540,632 in expanded form and word form.

Set B

- 3 Show different ways to make 25,302.

_____ thousands + _____ hundreds + _____ ones

_____ hundreds + _____ ones

_____ ones

- 4 Show different ways to make 708,496.

_____ hundred thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

Understanding of Place Value *continued*

Name: _____

Set B *continued*

5 Show different ways to make 492,623.

_____ ten thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ tens + _____ ones

_____ hundreds + _____ ones

6 Write 841,620 in three different ways.

7 Why do both of these show 27,974?

$20,000 + 7,000 + 900 + 70 + 4$

$27 \text{ thousands} + 97 \text{ tens} + 4 \text{ ones}$

Comparing Multi-Digit Numbers

Name: _____

Set A

Write the symbol that makes each statement true. Use $>$, $<$, or $=$.

1 $23,230$ _____ $2,323$ 2 $33,003$ _____ $33,030$ 3 $9,999$ _____ $10,000$

4 $40,404$ _____ $40,040$ 5 $52,177$ _____ $52,771$ 6 $421,073$ _____ $412,730$

Set B

7 Circle all the numbers that are less than 78,265.

78,000 79,000 70,000 80,000 78,200 78,300

8 Circle all the numbers that are less than 45,763.

46,000 40,000 50,000 45,700 45,800 45,000

9 Circle all the numbers that are greater than 108,427.

108,000 108,400 108,500 109,000 108,430 108,420

10 How did you solve problem 7?

Rounding Whole Numbers

Name: _____

Round each number to the nearest ten.

1 72

2 172

3 2,572

4 101,372

Round each number to the nearest hundred.

5 180

6 1,180

7 56,180

8 980

9 1,980

10 56,980

Round each number to the nearest thousand.

11 7,750

12 17,750

13 25,750

14 70,750

Round each number to the nearest ten thousand.

15 65,321

16 165,321

17 185,321

18 205,321

19 Round 307,451 to each place value given below.

to the nearest thousand: _____

to the nearest hundred: _____

to the nearest ten: _____

Using Strategies to Add

Name: _____

Add using different strategies.

$$\begin{array}{r} 1 \quad 4,000 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 4,010 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 4,121 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 3,000 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 2,999 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 2,990 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 5,020 \\ + 1,491 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 4,990 \\ + 1,491 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 4,950 \\ + 1,491 \\ \hline \end{array}$$

10 What strategies did you use to solve the problems? Explain.

11 Check your answer to problem 6 by solving it with a different strategy. Show your work.

Using the Standard Algorithm to Add Greater Numbers

Name: _____

Estimate the sum of each addition problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Addition Problems	Student Answers
$\begin{array}{r} 8,997 \\ + 2,301 \\ \hline \end{array}$	31,998 Estimate: 9,000 11,298 $\begin{array}{r} + 2,000 \\ \hline 11,000 \end{array}$
$\begin{array}{r} 23,411 \\ + 35,507 \\ \hline \end{array}$	12,918
$\begin{array}{r} 72,418 \\ + 41,291 \\ \hline \end{array}$	113,709
$\begin{array}{r} 67,802 \\ + 3,443 \\ \hline \end{array}$	10,225
$\begin{array}{r} 5,188 \\ + 9,024 \\ \hline \end{array}$	6,112

Using the Standard Algorithm to Add Greater Numbers *continued*

Name: _____

Addition Problems

$$\begin{array}{r} 21,822 \\ + 75,333 \\ \hline \end{array}$$

$$\begin{array}{r} 60,125 \\ + 69,205 \\ \hline \end{array}$$

$$\begin{array}{r} 4,899 \\ 5,224 \\ + 9,296 \\ \hline \end{array}$$

Student Answers

97,155

75,330

108,209

1 How does estimating an addition problem help you know if an answer is reasonable?

2 Can an answer be incorrect even if it looks reasonable? Explain.

Using Strategies to Subtract

Name: _____

Subtract.

$$\begin{array}{r} \text{1} \quad 4,003 \\ - \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - \quad 13 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - \quad 103 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - 1,103 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - 2,103 \\ \hline \end{array}$$

$$\begin{array}{r} \text{2} \quad 2,000 \\ - 1,999 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,990 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,985 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,500 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,490 \\ \hline \end{array}$$

$$\begin{array}{r} \text{3} \quad 3,007 \\ - \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - \quad 27 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - \quad 307 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - 1,307 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - 2,307 \\ \hline \end{array}$$

4 What strategy did you use to find the differences for problem 2? Explain.

5 How could you check your answer to one of the problems using another strategy?

Using the Standard Algorithm to Subtract Greater Numbers

Name: _____

Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.

1
$$\begin{array}{r} 95,217 \\ - 39,871 \\ \hline \end{array}$$

2
$$\begin{array}{r} 62,554 \\ - 31,618 \\ \hline \end{array}$$

3
$$\begin{array}{r} 92,023 \\ - 71,578 \\ \hline \end{array}$$

4
$$\begin{array}{r} 84,724 \\ - 43,951 \\ \hline \end{array}$$

5
$$\begin{array}{r} 56,417 \\ - 24,009 \\ \hline \end{array}$$

6
$$\begin{array}{r} 71,677 \\ - 13,197 \\ \hline \end{array}$$

7
$$\begin{array}{r} 99,902 \\ - 33,227 \\ \hline \end{array}$$

8
$$\begin{array}{r} 87,591 \\ - 46,280 \\ \hline \end{array}$$

9
$$\begin{array}{r} 90,434 \\ - 51,533 \\ \hline \end{array}$$

10
$$\begin{array}{r} 78,282 \\ - 40,983 \\ \hline \end{array}$$

11
$$\begin{array}{r} 71,731 \\ - 61,320 \\ \hline \end{array}$$

12
$$\begin{array}{r} 50,118 \\ - 18,306 \\ \hline \end{array}$$

13
$$\begin{array}{r} 86,496 \\ - 54,101 \\ \hline \end{array}$$

14
$$\begin{array}{r} 59,176 \\ - 17,222 \\ \hline \end{array}$$

15
$$\begin{array}{r} 89,971 \\ - 11,499 \\ \hline \end{array}$$

16 Use estimation and addition to check one of your answers. Show your work.

17 How does checking with addition compare with checking using estimation?

Multiplication in Word Problems

Name: _____

Use a strategy of your choice to solve each problem.

- 1** The library has 5 mystery books on a shelf. It has 4 times as many fiction books on another shelf. How many fiction books are on the shelf?

There are _____ fiction books on the shelf.

- 3** Violet has 3 markers. She has 6 times as many colored pencils as markers. How many colored pencils does she have?

Violet has _____ colored pencils.

- 5** Tasha used 8 tomatoes to make salsa. She used 4 times as many tomatoes to make sauce. How many tomatoes did Tasha use to make sauce?

Tasha used _____ tomatoes to make sauce.

- 7** There are 9 school buses in the parking lot. There are 6 times as many cars as school buses in the parking lot. How many cars are in the parking lot?

There are _____ cars in the parking lot.

- 2** Paul runs 2 laps around the gym. Carrie runs 6 times as many laps as Paul. How many laps does Carrie run?

Carrie runs _____ laps.

- 4** Owen draws 7 comics in April. He draws 3 times as many comics in May. How many comics does Owen draw in May?

Owen draws _____ comics in May.

- 6** There are 7 pear trees on a farm. There are 7 times as many apple trees as pear trees. How many apple trees are on the farm?

There are _____ apple trees.

- 8** There are 8 vases at an art show. There are 9 times as many paintings as vases at the art show. How many paintings are at the art show?

There are _____ paintings at the art show.

- 9** Write and solve a word problem for this equation: $5 \times 6 = ?$

Modeling Multi-Step Problems

Name: _____

Write an equation to represent each problem. Show your work.

- 1** The Lopez family goes to the movies. They buy 2 adult tickets for \$6 each and 3 child tickets for \$4 each. Write an equation to represent how much money the family spends on movie tickets, t .
- 2** Grace earns \$5 each time she walks her neighbor's dog. She walks the dog 5 times in one week. Then she spends \$7 on a book and \$9 on a building set. Write an equation to represent how much money Grace has left, m .
- 3** During the basketball game, Mika makes 3 baskets worth 2 points each, 2 baskets worth 3 points each, and 2 free throws worth 1 point each. Write an equation to represent how many points Mika scores, p .
- 4** Will has 20 pounds of apples. He makes 2 batches of applesauce that use 4 pounds each, one batch of apple butter that uses 6 pounds, and he uses 3 pounds to make juice. Write an equation to represent how many pounds of apples Will has left, p .
- 5** What strategies did you use to write an equation?
- 6** Is there another way you could write one of your equations? Could you write it as two equations? Explain.

Solving Multi-Step Problems

Name: _____

Write and solve an equation for each problem. Show your work.

- 1** Tasha spends 25 minutes reading on Wednesday night. She spends 17 more minutes reading on Thursday than she did on Wednesday. Write and solve an equation to find how many minutes Tasha spent reading on Wednesday and Thursday nights.

Tasha spent _____ minutes reading.

- 2** Erik has 2 bags of bird seed. One bag has 10 pounds of seed, and the other bag has 8 pounds of seed. He fills 7 bird feeders with 2 pounds each. Write and solve an equation to find how many pounds of bird seed are left.

There are _____ pounds left.

- 3** There are 15 boys and 19 girls in math club. The tables in Mrs. Miller's classroom seat 4 students each. Write and solve an equation to find how many tables Mrs. Miller will need.

Mrs. Miller will need _____ tables.

- 4** Frankie earns \$5 each time he babysits his little sister. He has saved \$30. Frankie wants to save \$52 to buy a new skateboard. Write and solve an equation to find how many more times Frankie will need to babysit.

Frankie will need to babysit _____ more times.

- 5** How can you estimate to check one of your answers? Show your work.

Multiplying a Three-Digit Number by a One-Digit Number

Name: _____

Find the product.

1 $500 \times 4 =$ _____

$501 \times 4 =$ _____

$506 \times 4 =$ _____

2 $300 \times 2 =$ _____

$299 \times 2 =$ _____

$298 \times 2 =$ _____

3 $400 \times 3 =$ _____

$405 \times 3 =$ _____

$410 \times 3 =$ _____

4 $499 \times 6 =$ _____

5 $706 \times 3 =$ _____

6 $195 \times 5 =$ _____

7 What pattern do you notice in problem 2? How could it help you solve a problem such as 297×2 ?

8 Choose problem 4, 5, or 6. Explain how you could check your answer.

Multiplying a Four-Digit Number by a One-Digit Number

Name: _____

Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.

1 $8,491 \times 2 =$ _____

2 $6,148 \times 4 =$ _____

3 $7,062 \times 5 =$ _____

4 $4,362 \times 5 =$ _____

5 $1,789 \times 8 =$ _____

6 $2,206 \times 9 =$ _____

7 $7,218 \times 4 =$ _____

8 $9,821 \times 3 =$ _____

9 $4,762 \times 6 =$ _____

10 $6,739 \times 6 =$ _____

11 $7,964 \times 4 =$ _____

12 $3,618 \times 7 =$ _____

13 What strategies did you use to solve the problems? Explain.

Multiplying by Two-Digit Numbers

Name: _____

Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers
14×17	2,380 238 Estimate: $14 \times 20 = 280$
15×19	285
21×18	3,078
16×13	28

Multiplying by Two-Digit Numbers *continued*

Name: _____

Multiplication Problems	Student Answers
13×31	403
18×17	3,056
21×15	3,015
12×22	2,604

1 How does estimating a multiplication problem help you know if an answer is reasonable?

Division in Word Problems

Name: _____

Use a strategy of your choice to solve each problem.

- 1 There are 5 times as many tulips as rose bushes in a garden. There are 15 tulips. How many rose bushes are in the garden?

There are _____ rose bushes in the garden.

- 2 Kelly has 2 times as many quarters as dimes. She has 18 quarters. How many dimes does she have?

Kelly has _____ dimes.

- 3 There are 18 blueberries in a bowl. There are 3 times as many blueberries as strawberries in the bowl. How many strawberries are in the bowl?

There are _____ strawberries in the bowl.

- 4 Amanda swims for 16 minutes. This is 4 times as many minutes as Julio swims. How many minutes does Julio swim?

Julio swims _____ minutes.

- 5 A tile pattern has 6 times as many white squares as gray squares. There are 48 white tiles in the pattern. How many gray tiles are there?

There are _____ gray tiles in the pattern.

- 6 Leah has 3 times as many country songs as she has pop songs on her MP3 player. She has 27 country songs. How many pop songs does Leah have?

Leah has _____ pop songs.

- 7 Erik sees 42 stars in the sky on Tuesday night. This is 7 times as many stars as he sees on Monday night. How many stars does Erik see on Monday night?

Erik sees _____ stars on Monday night.

- 8 Lucas spends 72 minutes cleaning his room. This is 8 times as long as it takes him to wash the dishes. How long does it take Lucas to wash the dishes?

It takes Lucas _____ minutes to wash the dishes.

- 9 Write and solve a word problem for this equation: $6 \times n = 54$

Dividing with Arrays and Area Models

Name: _____

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $606 \div 2 =$ _____

2 $606 \div 3 =$ _____

3 $903 \div 3 =$ _____

4 $408 \div 8 =$ _____

5 $243 \div 3 =$ _____

6 $721 \div 7 =$ _____

7 $545 \div 5 =$ _____

8 $488 \div 8 =$ _____

9 $816 \div 4 =$ _____

10 $728 \div 8 =$ _____

11 $459 \div 9 =$ _____

12 $366 \div 6 =$ _____

13 What strategies did you use to solve the problems?

14 Explain how to use multiplication to check your answer to problem 10.

Answers

91	303	61	202	204	109
81	51	301	103	51	61

Dividing with Estimation and Area Models

Name: _____

Check the student's answer by multiplying the quotient by the divisor and adding the remainder. If an answer is incorrect, cross out the answer and write the correct quotient, including the remainder.

Division Problems	Student Answers
$637 \div 4$	149 R 1 159 R 1 Check: $149 \times 4 = 596$ $596 + 1 = 597$
$139 \div 2$	69 R 1
$188 \div 5$	38 R 2
$344 \div 6$	57 R 3
$458 \div 9$	58 R 8
$222 \div 7$	31 R 5
$692 \div 8$	85 R 4
$479 \div 3$	169 R 2

Dividing with Estimation and Area Models *continued*

Name: _____

1 Write a word problem that could be solved by one of the problems.

2 Can an answer be incorrect even if it looks reasonable? Explain.

Dividing Four-Digit Numbers

Name: _____

**Estimate. Circle all the problems with quotients between 500 and 1,500.
Then find the exact quotients of only the problems you circled.**

1 $2,508 \div 4 =$ _____

2 $7,058 \div 9 =$ _____

3 $2,726 \div 9 =$ _____

4 $7,429 \div 5 =$ _____

5 $3,506 \div 9 =$ _____

6 $8,318 \div 8 =$ _____

7 $7,645 \div 2 =$ _____

8 $4,113 \div 4 =$ _____

9 $3,196 \div 5 =$ _____

10 $5,018 \div 7 =$ _____

11 $8,127 \div 6 =$ _____

12 $6,155 \div 3 =$ _____

13 What strategies did you use to estimate the quotients? Explain.

14 Check one of your answers by solving it with a different strategy. Show your work.

Understanding of Equivalent Fractions

Name: _____

Write the missing numbers in the boxes to make each equation true.

$$1 \quad \frac{2}{4} \times \frac{\square}{\square} = \frac{8}{16}$$

$$2 \quad \frac{2}{3} \times \frac{\square}{\square} = \frac{12}{18}$$

$$3 \quad \frac{5}{6} \times \frac{\square}{\square} = \frac{25}{30}$$

$$4 \quad \frac{2}{3} \times \frac{\square}{3} = \frac{6}{\square}$$

$$5 \quad \frac{3}{8} \times \frac{5}{\square} = \frac{15}{\square}$$

$$6 \quad \frac{5}{6} \times \frac{\square}{\square} = \frac{\square}{12}$$

$$7 \quad \frac{5}{\square} \times \frac{\square}{\square} = \frac{15}{24}$$

$$8 \quad \frac{2}{\square} \times \frac{4}{\square} = \frac{\square}{12}$$

$$9 \quad \frac{\square}{8} \times \frac{2}{\square} = \frac{\square}{16}$$

10 Which strategies did you use to solve the problems? Explain why.

Using Common Numerators and Denominators

Name: _____

Compare the fractions. Write $<$, $>$, or $=$.

1 $\frac{3}{4}$ ○ $\frac{3}{8}$

2 $\frac{2}{3}$ ○ $\frac{4}{5}$

3 $\frac{1}{5}$ ○ $\frac{2}{10}$

4 $\frac{2}{10}$ ○ $\frac{23}{100}$

5 $\frac{7}{8}$ ○ $\frac{3}{4}$

6 $\frac{7}{12}$ ○ $\frac{5}{6}$

7 $\frac{10}{12}$ ○ $\frac{5}{6}$

8 $\frac{53}{100}$ ○ $\frac{1}{2}$

9 $\frac{2}{8}$ ○ $\frac{9}{12}$

10 $\frac{1}{6}$ ○ $\frac{3}{12}$

11 $\frac{4}{5}$ ○ $\frac{77}{100}$

12 $\frac{1}{3}$ ○ $\frac{5}{12}$

13 $\frac{1}{4}$ ○ $\frac{2}{12}$

14 $\frac{9}{10}$ ○ $\frac{90}{100}$

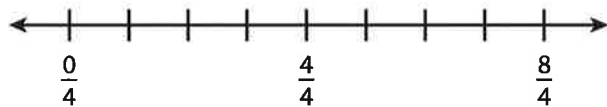
15 $\frac{2}{3}$ ○ $\frac{3}{6}$

16 Show a model you can use to check your answer to problem 12.

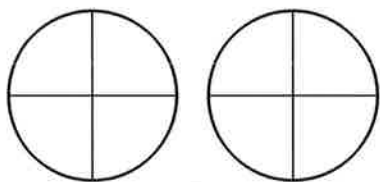
Understanding of Fraction Addition and Subtraction

Name: _____

- 1 Label the number line and use it to show $\frac{3}{4} + \frac{3}{4}$.

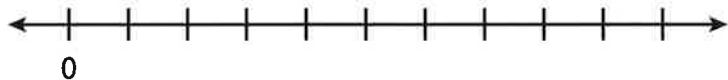


Shade the area model to show $\frac{3}{4} + \frac{3}{4}$.

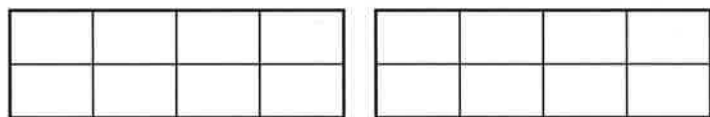


Write the sum. $\frac{3}{4} + \frac{3}{4} =$

- 2 Label the number line and use it to show $\frac{10}{8} - \frac{4}{8}$.



Show $\frac{10}{8} - \frac{4}{8}$ on the area model.



Write the difference. $\frac{10}{8} - \frac{4}{8} =$

Understanding of Fraction Addition and Subtraction *continued*

Name: _____

- 3** What type of model do you like best for showing fraction addition and subtraction? Explain why.

- 4** Compare subtracting $\frac{10}{8} - \frac{4}{8}$ to subtracting $10 - 4$. How are they alike?
How are they different?

Adding Fractions

Name: _____

Write the missing numbers in the boxes to make each addition problem true.

$$1 \quad \frac{1}{6} + \frac{4}{6} = \frac{\square}{6}$$

$$2 \quad \frac{1}{8} + \frac{4}{8} = \frac{\square}{\square}$$

$$3 \quad \frac{1}{10} + \frac{4}{10} = \frac{\square}{\square}$$

$$4 \quad \frac{4}{12} + \frac{\square}{\square} = \frac{7}{12}$$

$$5 \quad \frac{4}{6} + \frac{\square}{\square} = \frac{7}{6}$$

$$6 \quad \frac{4}{3} + \frac{\square}{\square} = \frac{7}{3}$$

$$7 \quad \frac{\square}{\square} + \frac{2}{4} = \frac{5}{4}$$

$$8 \quad \frac{\square}{\square} + \frac{2}{10} = \frac{5}{10}$$

$$9 \quad \frac{\square}{\square} + \frac{2}{8} = \frac{5}{8}$$

$$10 \quad \frac{\square}{6} + \frac{2}{6} = \frac{\square}{6}$$

$$11 \quad \frac{\square}{5} + \frac{1}{5} = \frac{\square}{5}$$

$$12 \quad \frac{4}{10} + \frac{\square}{10} = \frac{\square}{10}$$

13 Write a number from 1–12 in each box so that the addition problem is true.

$$\frac{\square}{12} + \frac{5}{\square} = \frac{\square}{12}$$

Subtracting Fractions

Name: _____

Solve each problem.

1 Sammy has $\frac{4}{5}$ of his art project left to paint. He paints $\frac{2}{5}$ of the project. What fraction of the project is left to paint?

2 Marianne has $\frac{6}{8}$ of a yard of green ribbon. She uses $\frac{3}{8}$ of a yard for a craft project. How much green ribbon is left?

3 Yuna plans to run 1 mile. She has run $\frac{7}{10}$ of a mile so far. What fraction of a mile does she have left to run?

4 Alex and Brady are helping to pack books into a box. Together they pack $\frac{7}{12}$ of the books. Alex packs $\frac{4}{12}$ of the books. What fraction of the books does Brady pack?

Subtracting Fractions *continued*

Name: _____

5 On Monday, Adam walks $\frac{3}{10}$ of a mile to the store and then $\frac{4}{10}$ of a mile to the park. How far does he walk in all?

6 Javier has $\frac{7}{8}$ of a cup of flour. He uses $\frac{3}{8}$ of a cup in a recipe. How much flour does Javier have left?

7 Shawna practices piano for $\frac{4}{6}$ of an hour and takes a break. Shawna then practices for $\frac{2}{6}$ of an hour more. How long does Shawna practice in all?

8 Kailee has finished $\frac{4}{5}$ of her math homework so far. What fraction of her math homework does she have left to finish?

9 Explain one way to check your work to problem 2.

Decomposing Fractions

Name: _____

Find three ways to decompose each fraction into a sum of other fractions with the same denominator.

1 $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \underline{\hspace{2cm}}$

$$\frac{3}{4} = \frac{2}{4} + \underline{\hspace{2cm}}$$

$$\frac{3}{4} = \frac{1}{4} + \underline{\hspace{2cm}}$$

2 $\frac{7}{8} = \frac{6}{8} + \underline{\hspace{2cm}}$

$$\frac{7}{8} = \frac{5}{8} + \underline{\hspace{2cm}}$$

$$\frac{7}{8} = \frac{4}{8} + \underline{\hspace{2cm}}$$

3 $\frac{6}{5} = \underline{\hspace{2cm}} + \frac{3}{5}$

$$\frac{6}{5} = \frac{2}{5} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{6}{5} = \frac{2}{5} + \frac{2}{5} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

4 $\frac{5}{6} = \underline{\hspace{2cm}} + \frac{3}{6}$

$$\frac{5}{6} = \frac{1}{6} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{5}{6} = \frac{1}{6} + \frac{1}{6} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

5 $\frac{9}{12} = \underline{\hspace{2cm}} + \frac{5}{12}$

$$\frac{9}{12} = \frac{3}{12} + \frac{3}{12} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{9}{12} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

6 $\frac{8}{10} = \underline{\hspace{2cm}} + \frac{4}{10}$

$$\frac{8}{10} = \frac{2}{10} + \frac{3}{10} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$\frac{8}{10} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

7 Describe your strategy for finding the missing numbers.



Certificate of Completion

This Award Is Presented to

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Signature _____

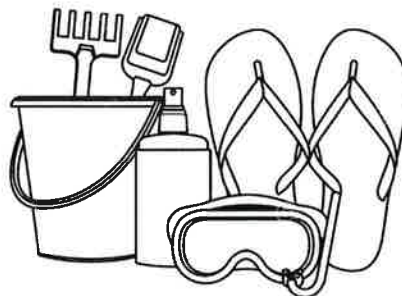
Date _____





Grade 4

Learning Packet Answer Key



4th Grade Summer Learning Packet

ANSWER KEY

Subject	Lesson
English Language Arts	<p>Week 1</p> <ul style="list-style-type: none"> ● Comprehension and Fluency: We the People (Possible Answers) <ol style="list-style-type: none"> 1. Colonists wanted liberty. 2. Colonists wanted to separate from England. 3. A main cause in the passage is that Kwan and her parents wanted to take the naturalization exam in order to become American citizens. The main effect is that Kwan has learned and memorized a lot about American history. She has become a history buff and answers all of the questions in class. ● Genre/Text Feature <ol style="list-style-type: none"> 1. Narrative nonfiction; it gives information about a subject by telling a story. 2. The boldface word shows an important concept in the text. The pronunciation tells how to say the key word correctly. 3. Possible Response: Yes; the author thinks that committees provide valuable advice. 4. Possible Response: No; I think the key word should be representative. The text is mostly about the responsibilities that have. ● Vocabulary Strategy: Latin Roots <p>Identify a Latin root in each word below. Write the root and its meaning. Use a dictionary if needed. Next, use each word in a sentence. Possible responses provided.</p> <ol style="list-style-type: none"> 1. memorizing: mem: to remember <hr/> Memorizing the spelling words helped me to do well on the quiz. <hr/> 2. scribbled: scrib: to write <hr/> In a hurry, I scribbled down next week's assignment in my folder. <hr/> 3. inspected: spect: look <hr/> He inspected the box of art supplies to make sure nothing was missing. <hr/> 4. community: commun: common <hr/> Knowing that they were all from Ireland really made the families feel like part of a community. <hr/> 5. naturalization: nat: to be from <hr/> People who want to become citizens take naturalization exams. <hr/> 6. spectacles: spect: look <hr/> My uncle has trouble seeing, so he has to wear spectacles when <hr/>

- **Inflectional Endings/Vowel Team Syllables**

A. Read each sentence. Underline the verb with an -ed or -ing ending that is not spelled correctly. Then write the word correctly on the line.

1. I outwitted the magician, forcing him to reveal the trick. forcing
2. The girl was skipping in place as the man strumed the guitar. strummed
3. He realizeed that admitting his faults was not easy. realized
4. My model volcano exploded before I was done demonstrateing how it worked!
demonstrating
5. She was flugging down her friend when the gymnast fliped on the mat.
flipped
6. We are all appreciateing how long you endured in that challenge!
appreciating

B. Read the words in the box below. Sort them in the chart based on how many vowel teams they have.

grounded listening raincoat freedom kitchen cookbook

NO Vowel Teams	ONE Vowel Team	TWO Vowel Teams
1. <u>listening</u>	3. <u>grounded</u>	5. <u>raincoat</u>
2. <u>kitchen</u>	4. <u>freedom</u>	6. <u>cookbook</u>

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- **Writing Traits: Organization** - Answers will vary.
- **Write to Sources**

I think that kids can participate in our democracy even though they cannot vote. Only people over 18 years of age have the right to vote, according to "The Birth of American Democracy." However, kids can play a part in other ways, like influencing the legislative branch to pass laws. If children put enough pressure on members of government to do something, then change can really happen! For example in *See How They Run*, a group of second graders proposed to the state legislature that the ladybug should be the official state insect. After the students worked hard promoting it, the governor signed it into law and the ladybug became the state insect. In addition, a group of children in New York started a group called Kids Against Pollution to raise money to help pay for the cleanup of toxic dump sites. After seven years, the state finally passed a law to clean up the toxic waste sites. This is why I believe kids are able to participate in our democracy.

4. they, kids

Week 2

● **Comprehension and Fluency: The Sheep in the Wilderness (Possible Responses)**

1. The story is told by a first-person narrator. The narrator uses words like “I” and “me” which tell me that it is first person.
2. The narrator is a sheep whose herd was ruled by a cruel shepherd until it escaped.
3. When a story is in the first person, it makes it much more personal. The reader feels like he or she is in the story. If the story were told in the third person, the reader would learn more about all the characters.

● **Genre/Visual Element**

1. fantasy; it includes characters, events, or settings that could not exist in real life
2. Possible response: The year 2412 tells that it is set in the future.
3. Illustration; it shows what the future space cruiser will look like.
4. Possible Response: Choosing between two leaders is from real life.

● **Vocabulary Strategy: Idioms**

1. carry out a plan
2. free of any supervision
3. chose a side in an argument
4. continued after a break
5. Writing: Answers will vary

● **Inflectional Endings/r-Controlled Vowel Syllables**

A. Read each sentence. Circle the word with an inflectional ending. Then write the base word and the inflectional ending on the lines.

	Base Word	Inflectional Ending
1. The students got <u>merrier</u> when they heard about the field trip.	<u>merry</u>	<u>er</u>
2. After the victory, he was the <u>happiest</u> he had ever been.	<u>happy</u>	<u>est</u>
3. The speed of the race car <u>varied</u> throughout the day.	<u>vary</u>	<u>ed</u>
4. My brother was the <u>dizziest</u> after we all did cartwheels.	<u>dizzy</u>	<u>est</u>
5. Dad is always <u>jumpier</u> after he has a few cups of coffee.	<u>jumpy</u>	<u>er</u>
6. She has all the <u>abilities</u> to be a successful scientist.	<u>ability</u>	<u>es</u>

B. Read each word. Draw a line to match each word with its r-controlled vowel. Then write the r-controlled vowel syllable on the line.

1. depart	or	<u>part</u>
2. tornado	er	<u>tor</u>
3. reconfirm	ar	<u>firm</u>
4. occurred	ir	<u>curred</u>
5. rather	ur	<u>er</u>

- **Writing Traits: Ideas** - Answers will vary.

- **Write to Sources**

Dear Senator Hill,

Thank you for passing a bill to reduce class sizes for Florida students. However, many Florida dogs are in large classes, too. (We need you to help us!) Dogs may not be able to vote, but their humans do. (My human, Mrs. LaRue loves to vote—almost as much as she loves me!)

We need your help in passing the following law: *No obedience school shall put more than four dogs in one class.* No one can learn how to protect their humans from dangerous criminals or rescue frozen travelers if they're crammed in a class with too many other barking, panting canines.

Not all dogs are suited for such noble work. Some just need a little training so they don't run off with the ball during a baseball game or juicy sausages from a butcher shop. All dogs can use some training—but they'll learn more when they're taught in small classes!

Signed,
Ike LaRue

4. Possible Answers: Subject: We; Object: us

Week 3

- **Comprehension and Fluency: Leonardo's Mechanical Knight (Possible Responses)**

1. Leonardo: he, him, his; Albiera: she
2. Yes. In paragraph 7, the narrator notes that Leonardo feels upset. In paragraph 10, the narrator notes that Albiera knows how to cheer up Leonardo.
3. The narrator believes that machines are important and will be very useful in the future. Leonardo expresses this point of view when he says, "A machine could explore the bottom of the sea or even the stars!"

- **Genre/Literary Element**

1. Historical Fiction; the author tells a story that takes place during a historical period.
2. The narrator is helping build the Brooklyn Bridge.
3. Dialogue; it lets you know more about the characters by telling you their exact words.
4. Possible response: I think that Mr. Calloway would be fictional, but the fact about work starting in 1870 would be true.

- **Vocabulary Strategy: Synonyms (Possible Responses)**

1. begged
2. focus
3. frowned
4. tools
5. shook
6. humble
7. Writing: Answers will vary.

• **Words with /ü/, /ū/, and /û// Consonant + le Syllables**

1. The radio should be muted when the crew is given private orders.
2. The crooked oak tree in my backyard has produced several huge acorns lately.

Vowel sound in <i>spoon</i>	Vowel sound in <i>cube</i>	Vowel sound in <i>book</i>
3. <u>crew</u>	5. <u>muted</u>	7. <u>should</u>
4. <u>produced</u>	6. <u>huge</u>	8. <u>crooked</u>

B. Read each sentence. Circle the word that has a consonant + le final syllable. Then write the consonant + le syllable on the line. Remember that an le syllable may also be spelled with a consonant + al, el, il, or ol.

1. The hero saved the damsel in distress just in time! sel
2. Be sure to gargle with this mouthwash to keep your teeth shiny and clean.
gle
3. The ranger moved the cattle down the path and into the waiting pen.
lle
4. Everyone in the house was extremely excited about their arrival. val
5. "What is the capital of your home state?" asked my teacher. tal
6. The elegant woman carried a parasol with her wherever she went. sol

• **Writing Traits: Ideas** - Answers will vary.

• **Write to Sources**

"Gramps, some of the things the astronauts use in space can help us here on the farm," I said to him.

"Really? How do you figure that?" Gramps asked.

"Well," I began, "I was reading that the material used in the astronauts' space suits can be used as air cushion soles in shoes. Just think, Gramps, with those air cushion soles in your boots, your feet won't be so sore at the end of the day!"

"Is that so?" he asked with a small amount of interest in his voice.

"Yes, and that's not all. You know how we always have to put the watermelon on ice to keep it cold? Well, the astronauts have ways of keeping their foods safe from spoiling in all kinds of temperatures. And someday we'll use that new technology to keep our food from spoiling!"

Now I see a smile forming on Gramp's lips. "I reckon that's something," he said.

4. Now she sees a smile forming on Gramp's lips.

Week 4

- **Comprehension and Fluency: Stars: Lights in the Night Sky (Possible Responses)**

1. A lot of pressure squeezes a star's hot center and changes hydrogen into helium. Lots of energy is produced during this process, causing a star to shine brightly.
2. The effect is that life is supported on Earth.
3. The cause of a black hole is when an especially large star explodes and produces crushed materials. The materials can become very dense. The effect of a black hole is a gravitational pull strong enough to keep even light from escaping.

- **Genre/Text Feature**

1. Expository text; it tells facts about rainbows.
2. Its purpose is to inform.
3. The boldface word identifies a concept; the pronunciation tells how to pronounce a key word; the diagram shows what the text describes.
4. Possible Response: I would add a chart showing how different colors at different angles reach the viewer's eye to make a complete rainbow.

- **Vocabulary Strategy: Context Clues (Possible Responses)**

1. the central part; center
2. bands of colors
3. star explosion
4. pull or force of gravity
5. Writing: Answers will vary.

- **Diphthongs /oi/ and /ou//Greek and Latin Roots**

1. There are a thousand ways you can help me!
2. The coyotes are howling in the distant valley.
3. Let me show you the pictures from my voyage at sea.
4. My dad could be a bit of a grouch before breakfast.
5. After receiving the great news, they wanted to rejoice.

B. Read the definitions below. Then read each sentence. Underline the word with a Greek or Latin root. Write the meaning of the word based on the root.

The Greek root *graph* means "write." The Latin root *spec* means "look."
The Greek root *phon* means "sound." The Latin root *aqua* means "water."

1. The interesting specimen was studied for many months.
Meaning: something that is looked at
2. Some day I would like to read a biography of my favorite author.
Meaning: written history of somebody's life
3. A cacophony of noises was heard when the rack of pots fell in the kitchen.
Meaning: a loud sound
4. There are many aquatic creatures that living in the pond.
Meaning: living in water

- **Writing Traits: Word Choice** -Answers will vary.

- **Write to Sources**

Why Does the Moon Change Shape? is an informative text. "How It Came to Be" includes two myths. Both sources explain daylight but in very different ways.

In *Why Does the Moon Change Shape?* the author presents facts. Earth orbits, or moves around the Sun. Our planet also rotates, or spins, as it orbits. Daylight occurs when part of Earth faces the Sun.

The Greek myth, "Why the Sun Travels Across the Sky," was written long ago. People didn't have tools to study the sky, so they created myths to explain natural events. In this myth, Helios, a god, causes day and night. The myth describes, "rays of brilliant light" pouring from Helios's crown as he climbed into the sky in a "shining" chariot with four horses. Helios and his chariot are as hot and bright as the Sun as they cross the sky.

One source presents facts, and the other tells a good story.

4. Possible answers: our, his

Week 5

- **Comprehension and Fluency: Spelling Bee (Possible Responses)**

1. It is about a girl who works very hard to win a spelling bee.
2. By working hard, anyone can accomplish any goal.
3. The narrator says, "the hours I have spent on the floor" and "there are lists of words scribbled in my cursive." This tells me that she has spent a long time working to accomplish her goal.

- **Genre/Literary Elements**

1. Narrative poem; it tells a story from a character's point of view.
2. The desk assistant tells Daniel the principal will see him. The principal tells Daniel that he made the robotics team. Daniel is proud and relieved.
3. The narrator is Daniel Birnbaum. The events are from his point of view.
4. "I've really done it" is repeated to show how the character's feelings change from nervous to proud during the narrative.

- **Literary Elements: Stanza and Repetition**

1. Each stanza tells a little bit of the story. The story grows the more you read of the poem.
2. It adds suspense, since you don't know what the word is that is being spelled. It reminds you that the poem is taking place during an event.
3. Answers will vary.

● **Vocabulary Strategy: Connotation and Denotation**

1. Letters **trip** over each other as they race to leave my mouth.

Denotation: fall over something

Connotation: jumble and mix together

2. One last kid **sags** with his head in his hands. He is mouthing each word as I say it:

Denotation: sink under a weight

Connotation: looks sad and defeated

3. My tongue lines them up in order as they **march** to the microphone:

Denotation: walk like you are in the military

Connotation: words spelled in order

● **Variant Vowel /ô// Frequently Confused Words**

A. Read the paragraph and underline the words with the variant vowel /ô/. Then list the words and circle their variant vowel spellings on the lines.

My mom and I pulled up to the sprawling house and parked the car. As we stepped inside, I halted and looked around at all the fancy wallpaper. This was quite a dress shop! My mother went to the desk and explained that I was here for my dress alteration. I was excited because this was my first time in a wedding! After the thoughtful lady helped me with the dress, I spun and laughed.

1. sprawling

4. alteration

2. halted

5. because

3. wallpaper

6. thoughtful

B. Read the words in the box. Use the words to correctly complete the sentences below.

to too your you're accept
except advice advise miner minor

1. When my mother sees my room, she will advise me to clean it.

2. It was a minor scrape and did not require a bandage.

3. I'll be happy when I finish my homework, and I can go to the mall, too.

4. She did not accept my excuse for being late.

5. Can I offer you some good advice?

6. Be sure to wear a jacket if you're going outside.

- **Writing Traits: Word Choice** - Answers will vary.
- **Write to Sources**

Math Victory

Test day, it's here—I am ready, I know it.

Desk lids slamming, papers rustling

Classmates hurry to get ready.

All of a sudden, my heart pounds like a drum.

Oh no...my palms feel cold and clammy

Do I remember my times tables? Fractions?

But wait—I studied, I practiced—I have this.

Calmly and easily I glide through each problem

A smile on my face—I was ready, I knew it!

4. it's

Week 6

- **Read "Over Bridge, Under Tunnel" and answer the questions.**

1. B
2. "Some are even famous", "This celebrated structure", "known for", "is best known"
- 3-4 Sample Response: Subterranean is used to describe tunnels, which tells us are passageways "under the ground." I used opposites to check my understanding.

- **Read "Seashells" and answer the questions.**

1. A, C
2. Part A: C Part B: D
3. Part A: B
Part B: "two parts of its shell", "find just one part of the shell"
4. B, D
5. Example Detail: The author is telling the reader that pearls are not made on purpose by an oyster. In the sentence after "A pearl is an accident," the author says that "a grain of sand or something else gets inside the oyster shell."

- **Read "Out to Win" and answer the questions. (Sample Answers)**

1. Unknown Word: Dissatisfied
2. Context: "Dissatisfied, I planned to win this year,...."
3. Possible Meaning: Displeased and frustrated
4. Clues: "No longer would I be satisfied with the second place, however."

- **Read "The Catfish" and answer the questions.**

1. bewail
2. A
3. Answers will vary
4. Because Tantalus was punished by having food and drink kept just out of his reach, a feline Tantalus must mean a cat that can't reach its food. In the poem, the poet imagines that a catfish has the head of a cat and the tail of a fish.

- Read "A Golden Vase and Two Bright Monkeys" and answer the questions.

1. B
2. Part A: C
Part B: "worthless lump", "It was only cheap metal"
3. Part A: D Part B: imitated
4. transformed

Set A

- 1 Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
	7	8	2	1	5

Write 78,215 in expanded form and word form.

70,000 + 8,000 + 200 + 10 + 5; seventy-eight thousand, two hundred fifteen

- 2 Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
5	4	0	6	3	2

Write 540,632 in expanded form and word form.

500,000 + 40,000 + 600 + 30 + 2; five hundred forty thousand, six hundred thirty-two

Set B

- 3 Show different ways to make 25,302.

25 thousands + 3 hundreds + 2 ones

253 hundreds + 2 ones

25,302 ones

- 4 Show different ways to make 708,496.

7 hundred thousands + 8 thousands + 4 hundreds +
9 tens + 6 ones

708 thousands + 4 hundreds + 9 tens + 6 ones

7,084 hundreds + 9 tens + 6 ones

Set B *continued*

- 5 Show different ways to make 492,623.

$$\underline{49} \text{ ten thousands} + \underline{2} \text{ thousands} + \underline{6} \text{ hundreds} +$$
$$\underline{2} \text{ tens} + \underline{3} \text{ ones}$$

$$\underline{492} \text{ thousands} + \underline{62} \text{ tens} + \underline{3} \text{ ones}$$

$$\underline{4,926} \text{ hundreds} + \underline{23} \text{ ones}$$

- 6 Write 841,620 in three different ways.

**Answers will vary. Possible answer: $800,000 + 40,000 + 1,000 + 600 + 20$;
 $841 \text{ thousands} + 620 \text{ ones}$; $\text{eight hundred forty-one thousand, six hundred twenty}$**

- 7 Why do both of these show 27,974?

$$20,000 + 7,000 + 900 + 70 + 4$$

$$27 \text{ thousands} + 97 \text{ tens} + 4 \text{ ones}$$

Answers will vary. Possible answer: If you add the expanded form, it has a sum of 27,974. If you add $27,000 + 970 + 4$, it also has a sum of 27,974.

Set A

Write the symbol that makes each statement true. Use $>$, $<$, or $=$.

1 $23,230 > 2,323$ 2 $33,003 < 33,030$ 3 $9,999 < 10,000$

4 $40,404 > 40,040$ 5 $52,177 < 52,771$ 6 $421,073 > 412,730$

Set B

7 Circle all the numbers that are less than 78,265.

78,000

79,000

70,000

80,000

78,200

78,300

8 Circle all the numbers that are less than 45,763.

46,000

40,000

50,000

45,700

45,800

45,000

9 Circle all the numbers that are greater than 108,427.

108,000

108,400

108,500

109,000

108,430

108,420

10 How did you solve problem 7?

Answers will vary.

Possible answer: I compared each number with 78,265. If the digits were the same in the ten-thousands place, I compared the digit to the right. I repeated this until I could tell if the number was less than 78,265.

Round each number to the nearest ten.

1 72

70

2 172

170

3 2,572

2,570

4 101,372

101,370

Round each number to the nearest hundred.

5 180

200

6 1,180

1,200

7 56,180

56,200

8 980

1,000

9 1,980

2,000

10 56,980

57,000

Round each number to the nearest thousand.

11 7,750

8,000

12 17,750

18,000

13 25,750

26,000

14 70,750

71,000

Round each number to the nearest ten thousand.

15 65,321

70,000

16 165,321

170,000

17 185,321

190,000

18 205,321

210,000

19 Round 307,451 to each place value given below.

to the nearest thousand: 307,000

to the nearest hundred: 307,500

to the nearest ten: 307,450

Add using different strategies.

$$\begin{array}{r} 1 \quad 4,000 \\ + 6,215 \\ \hline 10,215 \end{array}$$

$$\begin{array}{r} 2 \quad 4,010 \\ + 6,215 \\ \hline 10,225 \end{array}$$

$$\begin{array}{r} 3 \quad 4,121 \\ + 6,215 \\ \hline 10,336 \end{array}$$

$$\begin{array}{r} 4 \quad 3,000 \\ + 6,871 \\ \hline 9,871 \end{array}$$

$$\begin{array}{r} 5 \quad 2,999 \\ + 6,871 \\ \hline 9,870 \end{array}$$

$$\begin{array}{r} 6 \quad 2,990 \\ + 6,871 \\ \hline 9,861 \end{array}$$

$$\begin{array}{r} 7 \quad 5,020 \\ + 1,491 \\ \hline 6,511 \end{array}$$

$$\begin{array}{r} 8 \quad 4,990 \\ + 1,491 \\ \hline 6,481 \end{array}$$

$$\begin{array}{r} 9 \quad 4,950 \\ + 1,491 \\ \hline 6,441 \end{array}$$

10 What strategies did you use to solve the problems? Explain.

Answers will vary. Possible answer: In problem 5, I needed to add 1 less than 3,000. So I added 3,000 and then subtracted 1.

11 Check your answer to problem 6 by solving it with a different strategy. Show your work.

Answers will vary.

Estimate the sum of each addition problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Addition Problems	Student Answers	
$\begin{array}{r} 8,997 \\ + 2,301 \\ \hline \end{array}$	31,998 11,298	Estimate: 9,000 $\begin{array}{r} + 2,000 \\ \hline 11,000 \end{array}$
$\begin{array}{r} 23,411 \\ + 35,507 \\ \hline \end{array}$	12,918 58,918	Estimate: 23,000 $\begin{array}{r} + 36,000 \\ \hline 59,000 \end{array}$
$\begin{array}{r} 72,418 \\ + 41,291 \\ \hline \end{array}$	113,709	Estimate: 70,000 $\begin{array}{r} + 40,000 \\ \hline 110,000 \end{array}$
$\begin{array}{r} 67,802 \\ + 3,443 \\ \hline \end{array}$	10,225 71,245	Estimate: 68,000 $\begin{array}{r} + 3,000 \\ \hline 71,000 \end{array}$
$\begin{array}{r} 5,188 \\ + 9,024 \\ \hline \end{array}$	6,112 14,212	Estimate: 5,000 $\begin{array}{r} + 9,000 \\ \hline 14,000 \end{array}$

Addition Problems	Student Answers
$\begin{array}{r} 21,822 \\ + 75,333 \\ \hline \end{array}$	$\begin{array}{r} 97,155 \\ \text{Estimate: } 22,000 \\ + 75,000 \\ \hline 97,000 \end{array}$
$\begin{array}{r} 60,125 \\ + 69,205 \\ \hline \end{array}$	$\begin{array}{r} 75,330 \\ 129,330 \\ \text{Estimate: } 60,000 \\ + 69,000 \\ \hline 129,000 \end{array}$
$\begin{array}{r} 4,899 \\ 5,224 \\ + 9,296 \\ \hline \end{array}$	$\begin{array}{r} 108,209 \\ 19,419 \\ \text{Estimate: } 5,000 \\ 5,000 \\ + 9,000 \\ \hline 19,000 \end{array}$

1 How does estimating an addition problem help you know if an answer is reasonable?

Answers will vary. Possible answer: An estimate tells you an approximate answer. If your answer is very different from the estimate, then your answer may be incorrect.

2 Can an answer be incorrect even if it looks reasonable? Explain.

Answers will vary. Possible answer: Yes; it may be incorrect in the tens or ones place. The answer may be reasonable when compared with the estimate, but there may still be an addition error in one of the places.

Subtract.

$$\begin{array}{r} \text{1} \quad 4,003 \\ - \quad 3 \\ \hline 4,000 \end{array}$$

$$\begin{array}{r} 4,003 \\ - \quad 13 \\ \hline 3,990 \end{array}$$

$$\begin{array}{r} 4,003 \\ - \quad 103 \\ \hline 3,900 \end{array}$$

$$\begin{array}{r} 4,003 \\ - 1,103 \\ \hline 2,900 \end{array}$$

$$\begin{array}{r} 4,003 \\ - 2,103 \\ \hline 1,900 \end{array}$$

$$\begin{array}{r} \text{2} \quad 2,000 \\ - 1,999 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,990 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,985 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,500 \\ \hline 500 \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,490 \\ \hline 510 \end{array}$$

$$\begin{array}{r} \text{3} \quad 3,007 \\ - \quad 7 \\ \hline 3,000 \end{array}$$

$$\begin{array}{r} 3,007 \\ - \quad 27 \\ \hline 2,980 \end{array}$$

$$\begin{array}{r} 3,007 \\ - \quad 307 \\ \hline 2,700 \end{array}$$

$$\begin{array}{r} 3,007 \\ - 1,307 \\ \hline 1,700 \end{array}$$

$$\begin{array}{r} 3,007 \\ - 2,307 \\ \hline 700 \end{array}$$

- 4** What strategy did you use to find the differences for problem 2? Explain.

Answers will vary. Possible answer: I added on to the number being subtracted to get to 2,000.

- 5** How could you check your answer to one of the problems using another strategy?

Answers will vary.

Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.

$$\begin{array}{r} \textcircled{1} \quad 95,217 \\ - 39,871 \\ \hline 55,346 \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 62,554 \\ - 31,618 \\ \hline 30,936 \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 92,023 \\ - 71,578 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 84,724 \\ - 43,951 \\ \hline 40,773 \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 56,417 \\ - 24,009 \\ \hline 32,408 \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 71,677 \\ - 13,197 \\ \hline 58,480 \end{array}$$

$$\begin{array}{r} \textcircled{7} \quad 99,902 \\ - 33,227 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{8} \quad 87,591 \\ - 46,280 \\ \hline 41,311 \end{array}$$

$$\begin{array}{r} \textcircled{9} \quad 90,434 \\ - 51,533 \\ \hline 38,901 \end{array}$$

$$\begin{array}{r} \textcircled{10} \quad 78,282 \\ - 40,983 \\ \hline 37,299 \end{array}$$

$$\begin{array}{r} \textcircled{11} \quad 71,731 \\ - 61,320 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{12} \quad 50,118 \\ - 18,306 \\ \hline 31,812 \end{array}$$

$$\begin{array}{r} \textcircled{13} \quad 86,496 \\ - 54,101 \\ \hline 32,395 \end{array}$$

$$\begin{array}{r} \textcircled{14} \quad 59,176 \\ - 17,222 \\ \hline 41,954 \end{array}$$

$$\begin{array}{r} \textcircled{15} \quad 89,971 \\ - 11,499 \\ \hline \end{array}$$

16 Use estimation and addition to check one of your answers. Show your work.

Answers will vary.

17 How does checking with addition compare with checking using estimation?

Answers will vary. Possible answer: Addition takes longer, but will catch wrong answers that seem reasonable. Estimation only catches wrong answers that are unreasonable.

Use a strategy of your choice to solve each problem.

- 1 The library has 5 mystery books on a shelf. It has 4 times as many fiction books on another shelf. How many fiction books are on the shelf?

There are 20 fiction books on the shelf.

- 2 Paul runs 2 laps around the gym. Carrie runs 6 times as many laps as Paul. How many laps does Carrie run?

Carrie runs 12 laps.

- 3 Violet has 3 markers. She has 6 times as many colored pencils as markers. How many colored pencils does she have?

Violet has 18 colored pencils.

- 4 Owen draws 7 comics in April. He draws 3 times as many comics in May. How many comics does Owen draw in May?

Owen draws 21 comics in May.

- 5 Tasha used 8 tomatoes to make salsa. She used 4 times as many tomatoes to make sauce. How many tomatoes did Tasha use to make sauce?

Tasha used 32 tomatoes to make sauce.

- 6 There are 7 pear trees on a farm. There are 7 times as many apple trees as pear trees. How many apple trees are on the farm?

There are 49 apple trees.

- 7 There are 9 school buses in the parking lot. There are 6 times as many cars as school buses in the parking lot. How many cars are in the parking lot?

There are 54 cars in the parking lot.

- 8 There are 8 vases at an art show. There are 9 times as many paintings as vases at the art show. How many paintings are at the art show?

There are 72 paintings at the art show.

- 9 Write and solve a word problem for this equation: $5 \times 6 = ?$

Answers will vary. Possible answer: There are 6 brown hens. There are 5 times as many white hens as brown hens. How many white hens are there? There are 30 white hens.

Write an equation to represent each problem. Show your work. Possible equations shown.

- 1 The Lopez family goes to the movies. They buy 2 adult tickets for \$6 each and 3 child tickets for \$4 each. Write an equation to represent how much money the family spends on movie tickets, t .

$$t = (2 \times 6) + (3 \times 4)$$

- 2 Grace earns \$5 each time she walks her neighbor's dog. She walks the dog 5 times in one week. Then she spends \$7 on a book and \$9 on a building set. Write an equation to represent how much money Grace has left, m .

$$m = (5 \times 5) - (7 + 9)$$

- 3 During the basketball game, Mika makes 3 baskets worth 2 points each, 2 baskets worth 3 points each, and 2 free throws worth 1 point each. Write an equation to represent how many points Mika scores, p .

$$p = (3 \times 2) + (2 \times 3) + (2 \times 1)$$

- 4 Will has 20 pounds of apples. He makes 2 batches of applesauce that use 4 pounds each, one batch of apple butter that uses 6 pounds, and he uses 3 pounds to make juice. Write an equation to represent how many pounds of apples Will has left, p .

$$p = 20 - (2 \times 4) - 6 - 3$$

- 5 What strategies did you use to write an equation?

Answers will vary. Possible answer: I drew bar models.

- 6 Is there another way you could write one of your equations? Could you write it as two equations? Explain.

Answers will vary.

Write and solve an equation for each problem. Show your work. Possible equations shown.

- 1 Tasha spends 25 minutes reading on Wednesday night. She spends 17 more minutes reading on Thursday than she did on Wednesday. Write and solve an equation to find how many minutes Tasha spent reading on Wednesday and Thursday nights.

$$r = 25 + (25 + 17)$$

$$r = 25 + 42$$

$$r = 67$$

Tasha spent 67 minutes reading.

- 2 Erik has 2 bags of bird seed. One bag has 10 pounds of seed, and the other bag has 8 pounds of seed. He fills 7 bird feeders with 2 pounds each. Write and solve an equation to find how many pounds of bird seed are left.

$$b = (10 + 8) - (7 \times 2)$$

$$b = 18 - 14$$

$$b = 4$$

There are 4 pounds left.

- 3 There are 15 boys and 19 girls in math club. The tables in Mrs. Miller's classroom seat 4 students each. Write and solve an equation to find how many tables Mrs. Miller will need.

$$t = (15 + 19) \div 4$$

$$t = 34 \div 4$$

$$34 \div 4 = 8 \text{ R } 2$$

Mrs. Miller will need 9 tables.

- 4 Frankie earns \$5 each time he babysits his little sister. He has saved \$30. Frankie wants to save \$52 to buy a new skateboard. Write and solve an equation to find how many more times Frankie will need to babysit.

$$b = (52 - 30) \div 5$$

$$b = 22 \div 5$$

$$22 \div 5 = 4 \text{ R } 2$$

Frankie will need to babysit 5 more times.

- 5 How can you estimate to check one of your answers? Show your work.

Answers will vary.

Multiplying a Three-Digit Number by a One-Digit Number

Teacher Packet

Find the product.

1 $500 \times 4 = \underline{2,000}$

$501 \times 4 = \underline{2,004}$

$506 \times 4 = \underline{2,024}$

2 $300 \times 2 = \underline{600}$

$299 \times 2 = \underline{598}$

$298 \times 2 = \underline{596}$

3 $400 \times 3 = \underline{1,200}$

$405 \times 3 = \underline{1,215}$

$410 \times 3 = \underline{1,230}$

4 $499 \times 6 = \underline{2,994}$

5 $706 \times 3 = \underline{2,118}$

6 $195 \times 5 = \underline{975}$

- 7 What pattern do you notice in problem 2? How could it help you solve a problem such as 297×2 ?

Answers will vary. Possible answer: Each product is 2 less than the previous product. As one factor decreases by 1, the product decreases by 2×1 , or 2. To find 297×2 , you could multiply $300 \times 2 = 600$, then subtract 3×2 from the product. You subtract 3×2 because 297 is 3 less than 300.

- 8 Choose problem 4, 5, or 6. Explain how you could check your answer.

Answers will vary.

Multiplying a Four-Digit Number by a One-Digit Number

Teacher Packet

Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.

1 $8,491 \times 2 =$ _____

2 $6,148 \times 4 =$ 24,592

3 $7,062 \times 5 =$ _____

4 $4,362 \times 5 =$ 21,810

5 $1,789 \times 8 =$ _____

6 $2,206 \times 9 =$ 19,854

7 $7,218 \times 4 =$ 28,872

8 $9,821 \times 3 =$ 29,463

9 $4,762 \times 6 =$ 28,572

10 $6,739 \times 6 =$ _____

11 $7,964 \times 4 =$ 31,856

12 $3,618 \times 7 =$ 25,326

13 What strategies did you use to solve the problems? Explain.

Answers will vary. Possible answer: I rounded the greater number to the nearest thousand to estimate the product. Then I used place value to multiply.

Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers	
14×17	2,380 238	Estimate: $14 \times 20 = 280$
15×19	285	Estimate: $15 \times 20 = 300$
21×18	3,078 378	Estimate: $20 \times 18 = 360$
16×13	28 208	Estimate: $16 \times 10 = 160$

Multiplication Problems	Student Answers	
13×31	403	Estimate: $13 \times 30 = 390$
18×17	3,056 306	Estimate: $20 \times 20 = 400$
21×15	3,015 315	Estimate: $20 \times 15 = 300$
12×22	2,604 264	Estimate: $12 \times 20 = 240$

1 How does estimating a multiplication problem help you know if an answer is reasonable?

Answers will vary. Possible answer: If the answer is much greater or much less than the estimate, it tells you to check your work.

Use a strategy of your choice to solve each problem.

- 1 There are 5 times as many tulips as rose bushes in a garden. There are 15 tulips. How many rose bushes are in the garden?

There are 3 rose bushes in the garden.

- 3 There are 18 blueberries in a bowl. There are 3 times as many blueberries as strawberries in the bowl. How many strawberries are in the bowl?

There are 6 strawberries in the bowl.

- 5 A tile pattern has 6 times as many white squares as gray squares. There are 48 white tiles in the pattern. How many gray tiles are there?

There are 8 gray tiles in the pattern.

- 7 Erik sees 42 stars in the sky on Tuesday night. This is 7 times as many stars as he sees on Monday night. How many stars does Erik see on Monday night?

Erik sees 6 stars on Monday night.

- 2 Kelly has 2 times as many quarters as dimes. She has 18 quarters. How many dimes does she have?

Kelly has 9 dimes.

- 4 Amanda swims for 16 minutes. This is 4 times as many minutes as Julio swims. How many minutes does Julio swim?

Julio swims 4 minutes.

- 6 Leah has 3 times as many country songs as she has pop songs on her MP3 player. She has 27 country songs. How many pop songs does Leah have?

Leah has 9 pop songs.

- 8 Lucas spends 72 minutes cleaning his room. This is 8 times as long as it takes him to wash the dishes. How long does it take Lucas to wash the dishes?

It takes Lucas 9 minutes to wash the dishes.

- 9 Write and solve a word problem for this equation: $6 \times n = 54$

Answers will vary. Possible answer: Maggie has 6 times as many unicorn stickers as robot stickers. She has 54 unicorn stickers. How many robot stickers does Maggie have? Maggie has 9 robot stickers.

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $606 \div 2 = \underline{303}$ 2 $606 \div 3 = \underline{202}$ 3 $903 \div 3 = \underline{301}$

4 $408 \div 8 = \underline{51}$ 5 $243 \div 3 = \underline{81}$ 6 $721 \div 7 = \underline{103}$

7 $545 \div 5 = \underline{109}$ 8 $488 \div 8 = \underline{61}$ 9 $816 \div 4 = \underline{204}$

10 $728 \div 8 = \underline{91}$ 11 $459 \div 9 = \underline{51}$ 12 $366 \div 6 = \underline{61}$

13 What strategies did you use to solve the problems?

Answers will vary. Possible answer: I used an area model strategy, breaking the problem apart into smaller parts and using repeated subtraction.

14 Explain how to use multiplication to check your answer to problem 10.

Possible answer: Multiply $90 \times 8 = 720$ and $8 \times 1 = 8$. Then add: $720 + 8 = 728$

Answers

91	303	61	202	204	109
81	51	301	103	51	61

Check the student's answer by multiplying the quotient by the divisor and adding the remainder. If an answer is incorrect, cross out the answer and write the correct quotient, including the remainder.

Division Problems	Student Answers	
$637 \div 4$	149 R 1 159 R 1	Check: $149 \times 4 = 596$ $596 + 1 = 597$
$139 \div 2$	69 R 1	Check: $69 \times 2 = 138$ $138 + 1 = 139$
$188 \div 5$	38 R 2 37 R 3	Check: $38 \times 5 = 190$ $190 + 2 = 192$
$344 \div 6$	57 R 3 57 R 2	Check: $57 \times 6 = 342$ $342 + 3 = 345$
$458 \div 9$	58 R 8 50 R 8	Check: $58 \times 8 = 464$ $464 + 8 = 472$
$222 \div 7$	31 R 5	Check: $31 \times 7 = 217$ $217 + 5 = 222$
$692 \div 8$	85 R 4 86 R 4	Check: $85 \times 8 = 680$ $680 + 4 = 684$
$479 \div 3$	169 R 2 159 R 2	Check: $169 \times 3 = 507$ $507 + 2 = 509$

- 1** Write a word problem that could be solved by one of the problems.

Answers will vary. Possible answer: Micah has 188 rocks in his collection. He displays an equal amount of rocks on each of 5 shelves. How many rocks are on each shelf? Are there any rocks left over?

- 2** Can an answer be incorrect even if it looks reasonable? Explain.

Answers will vary. Possible answer: Yes. In these problems, the incorrect answers were close to the correct answers. You had to multiply to check to know if an answer was incorrect.

Estimate. Circle all the problems with quotients between 500 and 1,500.
Then find the exact quotients of only the problems you circled.

1 $2,508 \div 4 = \underline{627}$

2 $7,058 \div 9 = \underline{784 R 2}$

3 $2,726 \div 9 = \underline{\hspace{2cm}}$

4 $7,429 \div 5 = \underline{1,485 R 4}$

5 $3,506 \div 9 = \underline{\hspace{2cm}}$

6 $8,318 \div 8 = \underline{1,039 R 6}$

7 $7,645 \div 2 = \underline{\hspace{2cm}}$

8 $4,113 \div 4 = \underline{1,028 R 1}$

9 $3,196 \div 5 = \underline{639 R 1}$

10 $5,018 \div 7 = \underline{716 R 6}$

11 $8,127 \div 6 = \underline{1,354 R 3}$

12 $6,155 \div 3 = \underline{\hspace{2cm}}$

13 What strategies did you use to estimate the quotients? Explain.

Answers will vary. Possible answer: I rounded each dividend to the nearest hundred. Then used basic facts and place value to estimate the quotient.

14 Check one of your answers by solving it with a different strategy. Show your work.

Answers will vary.

Write the missing numbers in the boxes to make each equation true.

Possible answers are shown.

$$1 \quad \frac{2}{4} \times \frac{\boxed{4}}{\boxed{4}} = \frac{8}{16}$$

$$2 \quad \frac{2}{3} \times \frac{\boxed{6}}{\boxed{6}} = \frac{12}{18}$$

$$3 \quad \frac{5}{6} \times \frac{\boxed{5}}{\boxed{5}} = \frac{25}{30}$$

$$4 \quad \frac{2}{3} \times \frac{\boxed{3}}{3} = \frac{6}{\boxed{9}}$$

$$5 \quad \frac{3}{8} \times \frac{5}{\boxed{5}} = \frac{15}{\boxed{40}}$$

$$6 \quad \frac{5}{6} \times \frac{\boxed{2}}{\boxed{2}} = \frac{\boxed{10}}{12}$$

$$7 \quad \frac{5}{\boxed{8}} \times \frac{\boxed{3}}{\boxed{3}} = \frac{15}{24}$$

$$8 \quad \frac{2}{\boxed{3}} \times \frac{4}{\boxed{4}} = \frac{\boxed{8}}{12}$$

$$9 \quad \frac{\boxed{7}}{8} \times \frac{2}{\boxed{2}} = \frac{\boxed{14}}{16}$$

10 Which strategies did you use to solve the problems? Explain why.

Answers will vary. Possible answer: I looked at the numbers I was given. If I knew two numbers for the numerators I could use multiplication facts to figure out the third number, or apply the same strategy to the denominators. Then, since the second fraction should have the same numerator and denominator, I can use that information to fill in the other boxes.

Compare the fractions. Write $<$, $>$, or $=$.

1 $\frac{3}{4} > \frac{3}{8}$

2 $\frac{2}{3} < \frac{4}{5}$

3 $\frac{1}{5} = \frac{2}{10}$

4 $\frac{2}{10} < \frac{23}{100}$

5 $\frac{7}{8} > \frac{3}{4}$

6 $\frac{7}{12} < \frac{5}{6}$

7 $\frac{10}{12} = \frac{5}{6}$

8 $\frac{53}{100} > \frac{1}{2}$

9 $\frac{2}{8} < \frac{9}{12}$

10 $\frac{1}{6} < \frac{3}{12}$

11 $\frac{4}{5} > \frac{77}{100}$

12 $\frac{1}{3} < \frac{5}{12}$

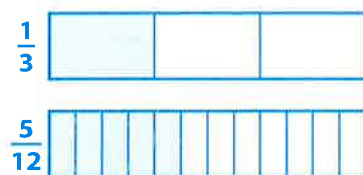
13 $\frac{1}{4} > \frac{2}{12}$

14 $\frac{9}{10} = \frac{90}{100}$

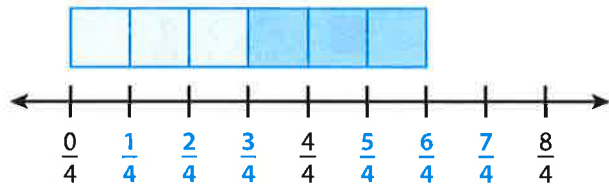
15 $\frac{2}{3} > \frac{3}{6}$

16 Show a model you can use to check your answer to problem 12.

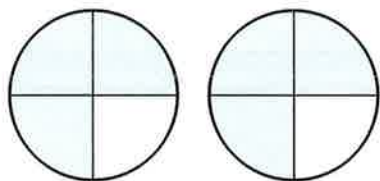
Answers will vary. Possible model:



- 1 Label the number line and use it to show $\frac{3}{4} + \frac{3}{4}$.

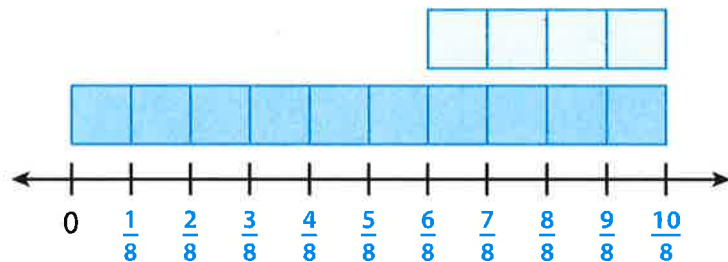


Shade the area model to show $\frac{3}{4} + \frac{3}{4}$. Possible shading is shown.

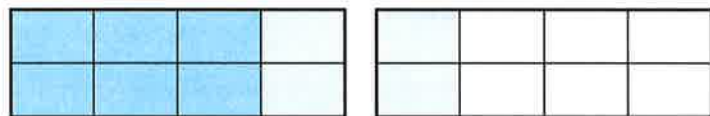


Write the sum. $\frac{3}{4} + \frac{3}{4} = \frac{6}{4}$

- 2 Label the number line and use it to show $\frac{10}{8} - \frac{4}{8}$.



Show $\frac{10}{8} - \frac{4}{8}$ on the area model. Possible answer:



Write the difference. $\frac{10}{8} - \frac{4}{8} = \frac{6}{8}$

- 3 What type of model do you like best for showing fraction addition and subtraction? Explain why.

Answers will vary. Possible answer: I liked using area models when the fractions were small, but I thought it was easier to show numbers greater than 1 on a number line.

- 4 Compare subtracting $\frac{10}{8} - \frac{4}{8}$ to subtracting $10 - 4$. How are they alike? How are they different?

Possible answer: They are alike because you are subtracting 4 units from 10 units. But with $\frac{10}{8} - \frac{4}{8}$, the units are eighths, and with $10 - 4$, the units are wholes.

Write the missing numbers in the boxes to make each addition problem true.

$$1 \quad \frac{1}{6} + \frac{4}{6} = \frac{\boxed{5}}{6}$$

$$2 \quad \frac{1}{8} + \frac{4}{8} = \frac{\boxed{5}}{\boxed{8}}$$

$$3 \quad \frac{1}{10} + \frac{4}{10} = \frac{\boxed{5}}{\boxed{10}}$$

$$4 \quad \frac{4}{12} + \frac{\boxed{3}}{\boxed{12}} = \frac{7}{12}$$

$$5 \quad \frac{4}{6} + \frac{\boxed{3}}{\boxed{6}} = \frac{7}{6}$$

$$6 \quad \frac{4}{3} + \frac{\boxed{3}}{\boxed{3}} = \frac{7}{3}$$

$$7 \quad \frac{\boxed{3}}{\boxed{4}} + \frac{2}{4} = \frac{5}{4}$$

$$8 \quad \frac{\boxed{3}}{\boxed{10}} + \frac{2}{10} = \frac{5}{10}$$

$$9 \quad \frac{\boxed{3}}{\boxed{8}} + \frac{2}{8} = \frac{5}{8}$$

Answers will vary. Possible answers:

$$10 \quad \frac{\boxed{2}}{6} + \frac{2}{6} = \frac{\boxed{4}}{6}$$

$$11 \quad \frac{\boxed{2}}{5} + \frac{1}{5} = \frac{\boxed{3}}{5}$$

$$12 \quad \frac{4}{10} + \frac{\boxed{2}}{10} = \frac{\boxed{6}}{10}$$

13 Write a number from 1–12 in each box so that the addition problem is true.

Answers will vary.
Possible answer:

$$\frac{\boxed{6}}{12} + \frac{5}{\boxed{12}} = \frac{\boxed{11}}{12}$$

Solve each problem.

- 1 Sammy has $\frac{4}{5}$ of his art project left to paint. He paints $\frac{2}{5}$ of the project. What fraction of the project is left to paint?
 $\frac{2}{5}$ of the project

- 2 Marianne has $\frac{6}{8}$ of a yard of green ribbon. She uses $\frac{3}{8}$ of a yard for a craft project. How much green ribbon is left?
 $\frac{3}{8}$ of a yard

- 3 Yuna plans to run 1 mile. She has run $\frac{7}{10}$ of a mile so far. What fraction of a mile does she have left to run?
 $\frac{3}{10}$ of a mile

- 4 Alex and Brady are helping to pack books into a box. Together they pack $\frac{7}{12}$ of the books. Alex packs $\frac{4}{12}$ of the books. What fraction of the books does Brady pack?
 $\frac{3}{12}$ of the books

- 5 On Monday, Adam walks $\frac{3}{10}$ of a mile to the store and then $\frac{4}{10}$ of a mile to the park. How far does he walk in all?

$\frac{7}{10}$ of a mile

- 6 Javier has $\frac{7}{8}$ of a cup of flour. He uses $\frac{3}{8}$ of a cup in a recipe. How much flour does Javier have left?

$\frac{4}{8}$ of a cup

- 7 Shawna practices piano for $\frac{4}{6}$ of an hour and takes a break. Shawna then practices for $\frac{2}{6}$ of an hour more. How long does Shawna practice in all?

1 hour

- 8 Kailee has finished $\frac{4}{5}$ of her math homework so far. What fraction of her math homework does she have left to finish?

$\frac{1}{5}$ of her math homework

- 9 Explain one way to check your work to problem 2.

Answers will vary. Possible answer: I can add $\frac{3}{8} + \frac{3}{8}$ and check that the sum is equal to $\frac{6}{8}$.

Find three ways to decompose each fraction into a sum of other fractions with the same denominator.

$$\begin{aligned} 1 \quad \frac{3}{4} &= \frac{1}{4} + \frac{1}{4} + \frac{1}{4} \\ \frac{3}{4} &= \frac{2}{4} + \frac{1}{4} \\ \frac{3}{4} &= \frac{1}{4} + \frac{2}{4} \end{aligned}$$

$$\begin{aligned} 2 \quad \frac{7}{8} &= \frac{6}{8} + \frac{1}{8} \\ \frac{7}{8} &= \frac{5}{8} + \frac{2}{8} \\ \frac{7}{8} &= \frac{4}{8} + \frac{3}{8} \end{aligned}$$

Answers will vary. Possible answers:

$$\begin{aligned} 3 \quad \frac{6}{5} &= \frac{3}{5} + \frac{3}{5} \\ \frac{6}{5} &= \frac{2}{5} + \frac{2}{5} + \frac{2}{5} \\ \frac{6}{5} &= \frac{2}{5} + \frac{2}{5} + \frac{1}{5} + \frac{1}{5} \end{aligned}$$

$$\begin{aligned} 4 \quad \frac{5}{6} &= \frac{2}{6} + \frac{3}{6} \\ \frac{5}{6} &= \frac{1}{6} + \frac{2}{6} + \frac{2}{6} \\ \frac{5}{6} &= \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} \end{aligned}$$

$$\begin{aligned} 5 \quad \frac{9}{12} &= \frac{4}{12} + \frac{5}{12} \\ \frac{9}{12} &= \frac{3}{12} + \frac{3}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} \\ \frac{9}{12} &= \frac{3}{12} + \frac{3}{12} + \frac{3}{12} \end{aligned}$$

$$\begin{aligned} 6 \quad \frac{8}{10} &= \frac{4}{10} + \frac{4}{10} \\ \frac{8}{10} &= \frac{2}{10} + \frac{3}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} \\ \frac{8}{10} &= \frac{3}{10} + \frac{3}{10} + \frac{2}{10} \end{aligned}$$

7 Describe your strategy for finding the missing numbers.

Possible answer: I thought about ways to make the numerator from smaller numbers. The denominator stays the same in each set of problems.