FRSD Distance Learning: 4th Grade- April 27

Fern Ridge SD 28J

Hello FRSD K-5 families! As we move forward with our new distance learning format, we hope to partner with you to make this transition as smooth as possible. We know that this is a stressful time for our students and we want to be sensitive to their (and your) needs. As such, at this time distance learning at the K-5 level is being rolled out slowly, with all of our families being considered.

A paper packet will be available via the links below, each Monday which will include a weekly lesson plan as well as work from both our ELA and Math curricula. Alternately, packets will be available for pickup on Mondays at the school. Teachers will be reaching out to you at least once weekly regarding the progress of your student in their classwork. Also available to families are the online supplemental resources linked to via the COVID-19 link on the FRSD webpage under "Supplemental Learning". Please reach out to your teacher with any questions, concerns, or feedback going forward. If the school closure is extended beyond the current timeline, we will reassess our plans as needed. Thank you for your continued partnership in your child's education!

Contact Information:
1. Teachers will be available from 8:00-4:00 each day.
2. If you are unable to reach a teacher for some reason, leave a message or send an email and they will get back to you within 24 hrs.
3. Please know that many of our teachers will be using Google Voice- this number may look unfamiliar when they call you

Differentiation/Extension/Supports:
1.   We understand that you may need to provide your child with extra support or extension activities during this time.
2.   If you are unable to access the online Differentiation/Extension document online, please communicate with your child's teacher for more ideas

FRSD Meal Plan:
1. FRSD is providing free meals (sack lunch & breakfast) to **anyone** 18 years or younger at the following locations in our community:
2. VES Parking Lot: Drive through from 11:00-12:30
3. There are 13 bus routes for meal delivery with a few stops per route. The stops/routes are listed here.

4. If you cannot make it to one of these locations and need meals delivered to your house please contact your school office by 8:00 AM of the day you need them delivered and let us know how many kids need a meal, your address and a phone number where you can be reached.

Stay Informed:
Please remember to check the Fern Ridge School District webpage for updates.
https://www.fernridge.k12.or.us/

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WEEKLY MESSAGE from grade level teams: **Welcome to week 3 of learning from home! We are so proud of all your hard work! Remember to reach out if you have any questions, we are here for you!!**

Monday - Day 1 4/27/2020	Tuesday - Day 2 4/28/2020	Wednesday-Day 3 4/29/2020	Thursday - Day 4 4/30/2020	Friday - Day 5 5/1/2020
Math: 1st: **Week 25 Day 1** Spiral Review 2nd: Module 6 **Lesson 7, pg 33** in your work packet. Refer to Math News for Topic B for objectives and concepts over next 2 weeks. *Extra: IXL T.Decimals 1-6 **Reading:** Read the **Lesson 21 Vocabulary words** and *The World According to Humphrey*, pgs 620-637 in Journey's book. *Extra: Respond to Text to Self prompt on pg. 645 in Journeys text **Writing:** After reading *The World According to Humphrey*, brainstorm a response to the *Write about Reading* prompt on page 641 in your Journey's book. **PE** Log 30 minutes of activity *Extra: On IXL, complete 1-5 of the topic J.Classification. Then draw an illustration of your favorite mammal/animal, and list the qualities that classify it as such.	**Math:** 1st: **Week 25 Day 2,** Spiral Review 2nd: Module 6 **Lesson 8, pg 38** in your work packet. *Extra: IXL T.Decimals 1-6 **Reading:** Complete **pgs. 279, 280, 283** of the reading materials in your **packet**. (Refer to Journeys Text page 646-647 for grammar supports) *Extra: Read "Make the Switch" on pgs. 642-644 in Journeys Text. *Extra: Edit and revise Text to Self prompt from Monday. **Writing:** Write a **rough draft** of a response to the **Write About Reading** prompt on page 641 in your Journeys book. Use 2 or more of your vocabulary words in your writing! You can use your glossary in Journeys to help. **PE** Log 30 minutes of activity *Extra: Go to the link below and read about 4 different mammals! Then compare and contrast 2 of them, using a venn diagram. If you don't remember what a venn diagram looks like, you may google an image of it to recreate it! https://kids.nationalgeographic.com/animals/mammals/	**Math:** 1st: **Week 25 Day 3**, Spiral Review 2nd: Complete **entire Rocket Math Multiplication Sheet** *Extra: IXL D.Multiplication 4-7, then try D14 multiply 3 digits by 1digit with area models **Reading:** Reread *The World According to Humphrey*, starting on **pgs 625 - 637** in Journeys text, and complete **pages 277-278** of the reading materials in your **packet**. *Extra: Reread "Make the Switch" and respond to Text to Text prompt on pg. 645. **Writing:** Complete your prompt **rough draft** for the week and begin **editing**. Focus on writing 7-10 sentences per paragraph, correct spelling, and make sure to use capital letters and end marks. You may use dictionary.com if you do not have access to a dictionary. **PE** Log 30 minutes of activity *Extra: On IXL, complete 1-4 of the topic O.Traits and Heredity. Then, list 5 traits you inherited from your parents.	**Math:** 1st: **Week 25 Day 4,** Spiral Review 2nd: Module 6 **Lesson 9, pg 43** in your work packet. *Extra: IXL T.Decimals1-6 **Reading:** Complete **pgs. 282, 284, 285** of your reading materials in your **packet.** (Refer to Journeys Text page 646-647 for grammar supports). *Extra: Edit and revise your Text to Text response from Wednesday. **Writing:** Complete your prompt for the week and finish **editing and revising**. Focus on writing 7-10 sentences in your paragraph, correct spelling, capital letters and punctuation. You may use dictionary.com if you do not have access to a dictionary. **PE** Log 30 minutes of activity *Extra: Go to the link below and learn some weird but true facts about animals, then google YOUR favorite animal and list 5 facts about it! https://kids.nationalgeographic.com/explore/adventure_pass/weird-but-true/animals/	**Math:** 1st: **Week 25 Assessment**, Spiral Review 2nd: Complete **entire Rocket Math Division** Sheet *Extra: IXL E.Division 3-5, Try new long division topic after E 9: or type shortcut "YQL" **Reading:** Complete Weekly **Comprehension Test pages 17-18** in packet, questions 1-10. Use Journeys text for support. *Extra: Create your final draft of your Text to Text and/or Text to self response(s). **Writing:** Re-write a **final draft**, and add an illustration to your final product of your writing and share with someone in your family. **PE** Log 30 minutes of activity *Extra: Search Craft TV - Origami on youtube or type in the link below, and try your hand at some fun and easy origami! https://www.youtube.com/channel/UCJME_um5k3Xr47bt4UGRGBg ***Anything titled "Extra" is an option! It does not have to be completed!**

Math Focus: "I can identify fractions with a denominator of tenths or hundredths, and rename them as a decimal, in numbers greater than and less than 1. I can model fractions and decimals with number lines, disks, and area models for tenths and hundredths.

Reading Focus: I can identify the story's theme, or lesson, by studying a character's thoughts, actions and changes over time. I can summarize, or retell, the story as I read to make sure I understand the text.

Writing Focus: I can write paragraph(s) that have a topic sentence, supporting details, and a conclusion with an indentation and correct spelling and punctuation.

Spelling words: (Words with VCV, or Vowel-Consonant-Vowel, pattern) 1. event 2. humor 3. Rapid 4. music 5. relief 6. planet 7. detail 8. unite 9. frozen

10. figure 11. siren 12. polite13. hotel 14. protest 15. punish 16. defend 17. relay 18. habit 19. student 20. moment

Vocabulary:1. appreciate 2. blaring 3. combination 4. promptly 5. introduce 6. nocturnal 7. feats 8. effort 9. suggest 10. Racket

MATH NEWS

4th Grade Math

Module 6: Decimal Fractions

Math Parent Letter

This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 6 of Eureka Math (Engage New York) covers decimal fractions.

Focus Area – Topic B: *Tenths and Hundredths*
Words to Know:

Decimal point - period used to separate the whole number part from the fractional part of a decimal number

Hundredth - place value unit such that 100 hundredths equals 1 one whole

Expanded form - addition sentence with the value of each digit written out

Example:

$$(2 \times 10) + (4 \times 1) + \left(5 \times \frac{1}{10}\right) + \left(9 \times \frac{1}{100}\right) = 24\frac{59}{100}$$

Decimal fraction - fraction with a denominator of 10, 100, 1,000, etc.

OBJECTIVES OF TOPIC B

▶ Use meters to model the decomposition of one whole into hundredths. Represent and count hundredths.

▶ Model the equivalence of tenths and hundredths using the area model and number disks.

▶ Use the area model and number line to represent mixed numbers with units of ones, tenths, and hundredths in fraction and decimal forms.

▶ Model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded form and on the place value chart.

▶ Use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units.

Focus Area Topic B: *Tenths and Hundredths*
Decimal Numbers and Area Models

Students relate hundredths to the area model as shown below.
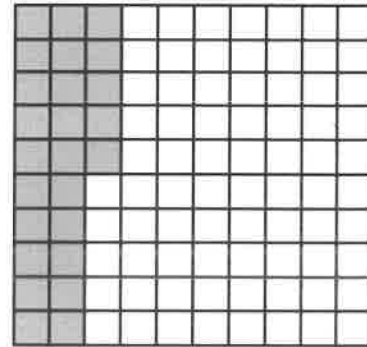
In this example, the area model is partitioned into 100 equal parts. 25 of the parts are shaded. So that's 25 hundredths.

$$25 \text{ hundredths} = \frac{25}{100} = 0.25$$

Decimals and Expanded Form

Decimal numbers to hundredths are modeled with disks and written on the place value chart whereby each digit's value is analyzed. The value of the total number is represented in both fraction and decimal expanded form as pictured below.

Write the number in expanded form, using both decimal and fraction notation.

$$15.43 = 15\frac{43}{100}$$

Fraction expanded form
$(1 \times 10) + (5 \times 1) + (4 \times \frac{1}{10}) + (3 \times \frac{1}{100})$
$10 \quad + \quad 5 \quad + \quad \frac{4}{10} \quad + \quad \frac{3}{100}$
Decimal expanded form
$(1 \times 10) + (5 \times 1) + (4 \times 0.1) + (3 \times 0.01)$
$10 \quad + \quad 5 \quad + \quad 0.4 \quad + \quad 0.03$

4ᵗʰ Grade Math

Module 6: Decimal Fractions

Math Parent Letter

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Focus Area ▶ Topic C: *Decimal Comparison*

Words to Know:

Decimal point - period used to separate the whole number part from the fractional part of a decimal number

Decimal number - number written using place value units that are powers of 10 such as tenth or hundredths

Tenth - place value unit such that 10 tenths equals 1 one whole

Hundredth - place value unit such that 100 hundredths equals 1 one whole

Comparing decimals– determining which decimal number is greater than the other and using symbols to express the comparison

- symbol for greater than   >
- symbol for less than   <
- symbol for equal to   =

OBJECTIVES OF TOPIC C

▶ Use the place value chart and metric measurement to compare decimals and answer comparison questions.
▶ Use area models and the number line to compare decimal numbers, and record comparisons using <, >, and =.
▶ Compare and order mixed numbers in various forms.

Focus Area ▶ Topic C: *Decimal Comparison*

Comparing Decimal Measures

Students compare pairs of decimal numbers representing lengths, masses, or volumes by recording them on the place value chart. They reason about the measurements using the terms longer than, shorter than, heavier than, lighter than, more than, or less than. Comparing decimals in the context of measurement supports their justifications of their conclusions and begins their work with comparison at a more concrete level.

Example Problem and Answer

Here the students are asked to compare the mass of a bag of candy and a bag of gum. They will write the measures in the place value chart. Students look at the chart, from left to right. In the tenths column, they can see that the candy bag is heavier. It has 4 tenths. The bag of gum has only 2 tenths so it is lighter.

Candy — 0.42 kg
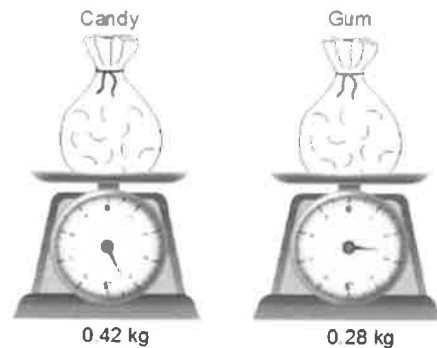
Gum — 0.28 kg

Express the mass of each item on the place value chart.

	ones (kilograms)	•	tenths	hundredths
Candy	0	.	4	2
Gum	0	.	2	8

Complete the statement below using the words **heavier than** or **lighter than** in your statement.

The bag of candy is ___heavier than___ the bag of gum.

Physical Education ACTIVITY LOG

Kindergarten - 5th Grade

Use this activity log to track your physical activity minutes for 1 week. Have an adult put their initials next to each day that you complete 30 - 60 minutes. Do the warm-up, pick a fitness activity from the list, and do the cool down. (An example day is done for you).

Day	Warm-up	Fitness Activity	Cool Down	Total
Example Day	Warm-up 5 Minutes	Family Hike 25 Minutes	Cool Down 5 Minutes	35 Minutes
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Warm-up Routine
1. Jog around the house once or down the hall 5 times.
2. Lunges around the house or down the hall 2 times
3. Jumping jacks in place 15 times.
4. Standing squats 10 times.

Cool Down Routine
1. Stand feet shoulder width apart. Bend the right leg and lean to the right. This works the inside of your leg. (10 seconds) Switch legs and bend the left leg and lean to the right. (10 seconds)
2. Look at the stretch picture. Sit down legs straight, bend the right leg so the bottom of the foot is facing and touching the inside inner thigh. Lean forward and touch your left foot slowly for 10 seconds, Switch legs and have the left leg bent and touching the right foot slowly for 10 seconds.
3. Arm circles on the side 10 times and reverse arm circles 10 times

Fitness Activity Choices

Family Walk	Tag Game	Dance Party
Jog Around The House	Basketball Game	Croquet
Badminton	Frisbee	Play Catch
Family Hike	Yard Work	Stack Wood
HIIT Workout (YouTube)	Walk The Dog	Go Noodle (online)
Cosmic Kids Yoga (YouTube)	Soccer	Wiffle Ball
Jump Rope	Zumba Kids (online)	Jogging
Cup Stacking	Build an Obstacle Course	Build a Fort
Bike Ride/ Scooter Ride	Outdoor Scavenger Hunt	Juggling
Beach Body for Kids(online)	Playworks at Home(online)	Bean Bag Toss Game
Fit Boost Activity (online)	Four Square	Wall Ball
Hopscotch	Chalk Obstacle Course on the sidewalk	
Relay races	Balloon Volleyball	Hackysack

Name_____

The mayor of Glenville Heights gave 3 flags to every person in his community. Glenville Heights has 1,298 people. How many flags did the mayor give away in all?

$$\frac{\square}{10} = \frac{20}{100}$$

$2,005 \times 5 =$

Ross ate $\frac{3}{10}$ of a pumpkin pie. Brady ate $\frac{6}{10}$ of the same pie. How much of the pie did Ross and Brady eat altogether?

$$\frac{3}{12} + \frac{5}{12} =$$

$875 \div 7 =$

Write <, >, or = to make the statement true.

$$\frac{3}{5} \bigcirc \frac{1}{2}$$

$20,000 \div 2,000 =$

$56,877 - 45,996 =$

$$\frac{9}{10} + \frac{9}{100} =$$

Jake's dog weighs 24 pounds. Liv's dog weighs 42 pounds. Jimmy's dog weighs twice as much as Jake's and Liv's dogs combined. How much does Jimmy's dog weigh?

Write the decimal.

$$\frac{54}{100} = \underline{\hspace{2cm}}$$

$$5\frac{4}{8} + \frac{2}{8} =$$

Write <, >, or = to make the statement true.

$98,509 \bigcirc 98,905$

Decompose $\frac{7}{10}$ in two ways.

A. $\frac{\square}{10} + \frac{\square}{10} = \frac{7}{10}$

B. $\frac{\square}{10} + \frac{\square}{10} = \frac{7}{10}$

Round 320,152 to the nearest ten.

Name _____   Date _____

1. Write a decimal number sentence to identify the total value of the place value disks.
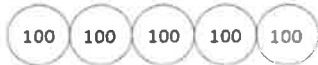
    a.

    | 10 | 10 | 10 | | 0.1 | 0.1 | 0.1 | 0.1 | | 0.01 | 0.01 |

        3 tens   4 tenths   2 hundredths

    _____ + _____ + _____ = _____

    b.

    | 100 | 100 | 100 | 100 | 100 | | 0.01 | 0.01 | 0.01 |

        4 hundreds   3 hundredths

    _____ + _____ = _____

2. Use the place value chart to answer the following questions. Express the value of the digit in unit form.

hundreds	tens	ones	.	tenths	hundredths
8	2	7	.	6	4

    a. The digit _____ is in the hundreds place. It has a value of _____.

    b. The digit _____ is in the tens place. It has a value of _____.

    c. The digit _____ is in the tenths place. It has a value of _____.

    d. The digit _____ is in the hundredths place. It has a value of _____.

hundreds	tens	ones	.	tenths	hundredths
3	4	5	.	1	9

    e. The digit _____ is in the hundreds place. It has a value of _____.

    f. The digit _____ is in the tens place. It has a value of _____.

   g. The digit _____ is in the tenths place. It has a value of _____.

    h. The digit _____ is in the hundredths place. It has a value of _____.

EUREKA MATH

Lesson 7: Model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded form and on the place value chart.

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Name _____ Date _____

1. Use the area model to represent $\frac{220}{100}$. Complete the number sentence.

   a. $\frac{220}{100}$ = _____ tenths = _____ ones _____ tenths = ___.___
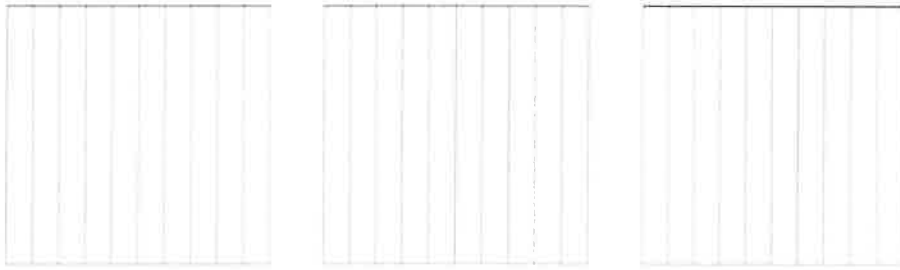
   b. In the space below, explain how you determined your answer to part (a).

2. Decompose the units to represent each number as hundredths.

   a. 1 = _____ hundredths

   b. 2 = _____ hundredths

   c. 1.3 = _____ hundredths

   d. 2.6 = _____ hundredths

   e. 10.3 = _____ hundredths

   f. 20.6 = _____ hundredths

3. Decompose the units to represent each number as tenths.

   a. 1 = _____ tenths

   b. 2 = _____ tenths

   c. 1.3 = _____ tenths

   d. 2.6 = _____ tenths

   e. 10.3 = _____ tenths

   f. 20.6 = _____ tenths

EUREKA
MATH

Lesson 8: Use understanding of fraction equivalence to investigate decimal
numbers on the place value chart expressed in different units.

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Lesson 21
READER'S NOTEBOOK

**The World According
to Humphrey**
Vocabulary Strategies:
Using Context

Using Context

| figure | might | cover | racket |
| block | corner | pet | combination |

Each sentence below contains a multiple-meaning word. Read each sentence. Fill in the circle next to the definition that fits the way the word is used in the sentence.

1. Alma was able to figure out a hard math problem.
   - ○ A. understand
   - ○ B. a shape

2. The two friends lived on the same block.
   - ○ A. get in the way of
   - ○ B. a section of a street

3. He used all his might to pick up the heavy box.
   - ○ A. maybe
   - ○ B. strength

4. I will put my desk in the corner of the room.
   - ○ A. place where two walls meet
   - ○ B. to trap

5. The music was a combination of rock and jazz styles.
   - ○ A. numbers used to open a lock
   - ○ B. a mix or blend of things

6. You should cover your head with a hat when it is cold.
   - ○ A. a blanket
   - ○ B. to put something on top of something else

7. My friend asked if he could pet my dog.
   - ○ A. stroke an animal
   - ○ B. an animal kept by humans

8. I left my racket at a friend's house.
   - ○ A. something used to play tennis
   - ○ B. a loud noise

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Words with VCV Pattern

Basic 1–10. Read the paragraph. Write the Basic Word that best replaces the underlined word or words in each sentence.

Moving to a new place was an (1) important occasion in my life. I was only a (2) person who studies when my family shot into space. We flew to the (3) heavenly body Zondora. The shuttle flight from Earth to Zondora was very (4) fast. We stayed in a hovering (5) resort. The workers there were (6) respectful and helpful. Zondora has large lava pits and (7) icy plains. It has a large shield to (8) protect against anything that could harm the planet. If the shield is threatened, a (9) device that makes a loud noise blares. The people (10) join together to keep Zondora safe.

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

Challenge 11–14. Your brother and your best friend are on opposing teams of a football game. Write a journal entry that tells how you cheered for both teams. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. event
2. humor
3. rapid
4. music
5. relief
6. planet
7. detail
8. unite
9. frozen
10. figure
11. siren
12. polite
13. hotel
14. protest
15. punish
16. defend
17. relay
18. habit
19. student
20. moment

Challenge
rumor
jealous
license
image
rival

Name _____ Date _____

Comparative Forms of Adjectives

A **comparative adjective** compares one person, place, or thing to another. To form a comparative adjective, you can usually add *-er* to the adjective. If the adjective ends in *y*, change the *y* to *i* before adding *-er*.

Thinking Questions
Are there two persons, places, or things being compared? Does the adjective end in -er or use more?

adjective	comparative adjective
Josh is <u>tall</u>.	Jacob is <u>taller</u> than Josh.
The weather is <u>dry</u> today.	The weather is <u>drier</u> today than yesterday.

1–4. Write the comparative form of the adjective in each sentence.

1. I think that spring feels (warm) _____ than winter.

2. My dog seems hungry, but your dog looks _____ .

3. Maddie is short, but Cindy is _____ .

4. Her song is lovely, but I think your song sounds _____ .

Some comparative adjectives are formed by adding the word *more*. Usually longer adjectives form the comparative this way.

Joe is <u>more polite</u> than Henry.

5–8. Write the comparative form of each adjective.

5. Sally felt (miserable) _____ when she knew she had the flu.

6. That company is (efficient) _____ than its competitor.

7. Will you feel (comfortable) _____ sitting here?

8. Tonight's dinner tastes (delicious) _____ than last night's.

Name_____ Date_____

Lesson 21- The World According to Humphrey
Write About Reading- pg. 641

Do you think the lesson the Thomas family learns after Humphrey unplugs the TV is an important lesson?

Write a paragraph expressing your opinion. Use text evidence from the story to support your ideas. End your paragraph with a concluding sentence that clearly restates your opinion.

- Be sure to describe in your paragraph the lesson that the family learns.
- Look for short, choppy sentences that you can combine.
- Don't forget to indent, capitalize, and add punctuation.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Rocket Math — Multiplication Two-Minute Test 1

See how many you can do. Then do the rest!

Name _____

6 ×8	5 ×5	1 ×3	2 ×2	3 ×3	5 ×0	9 ×7	3 ×5	9 ×4	4 ×8
6 ×5	4 ×2	7 ×8	6 ×7	2 ×9	8 ×8	3 ×6	5 ×9	7 ×7	8 ×5
8 ×7	9 ×9	7 ×6	3 ×7	6 ×9	4 ×4	8 ×9	6 ×4	9 ×3	2 ×8
7 ×1	6 ×6	5 ×7	8 ×3	0 ×2	4 ×5	9 ×8	7 ×4	4 ×6	3 ×2
2 ×5	6 ×2	3 ×4	4 ×9	6 ×3	8 ×7	8 ×4	5 ×6	7 ×2	4 ×3
9 ×5	3 ×8	6 ×7	1 ×6	2 ×3	5 ×2	8 ×6	7 ×5	6 ×6	7 ×8
4 ×0	7 ×9	5 ×4	8 ×9	4 ×7	3 ×1	5 ×5	7 ×6	9 ×9	2 ×4
7 ×7	5 ×8	9 ×7	3 ×3	8 ×2	2 ×2	3 ×9	7 ×3	8 ×8	4 ×4
5 ×3	2 ×6	0 ×5	7 ×9	2 ×7	9 ×2	9 ×8	5 ×8	7 ×5	4 ×5
8 ×3	9 ×6	4 ×9	5 ×9	3 ×1	3 ×7	6 ×4	2 ×8	6 ×3	9 ×6

Answer as many problems as you can in 2 minutes.

Name _____ Date _____

Lesson 21
READER'S NOTEBOOK

The World According
to Humphrey
Independent Reading

Reader's Guide

The World According to Humphrey

A. J.'s Proposal

A. J. may have learned more than what it is like to take care of a hamster for a weekend. Imagine that A. J. wants to tell what he learned about the harmful effects of watching too much television. Write a proposal in which A. J. tells his classmates why they should have a "Weekly TV-Free Night." First, answer the questions below.

Reread pages 628 and 632–633. How have A. J.'s nighttime activities changed?

_____

_____

_____

Look at the illustrations on pages 628 and 633. How does the family look in each illustration?

_____

_____

_____

How can too much television affect a family?

_____

_____

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Write A. J.'s proposal for a "Weekly TV-Free Night" to his fellow classmates. What might A. J. say about watching too much television based on what happened over the weekend? Give A. J.'s argument about why it would be good for everyone to turn off the television at least one night a week. Use details from the story to support A. J.'s argument.

I Propose a Weekly TV-Free Night

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name _____   Date _____

1. a. Examine the mass of each item as shown below on the 1-kilogram scales. Put an X over the items that are heavier than the volleyball

| 0.15 kg | 0.62 kg | 0.43 kg | 0.25 kg |
| Baseball | Basketball | Soccer Ball | Volleyball |

b. Express the mass of each item on the place value chart.

Mass of Sport Balls (kilograms)

Sport Balls	ones	.	tenths	hundredths
baseball				
volleyball				
basketball				
soccer ball				

c. Complete the statements below using the words *heavier than* or *lighter than* in your statements.

The soccer ball is _____ the baseball.

The volleyball is _____ the basketball.

Lesson 9:   Use the place value chart and metric measurement to compare
decimals and answer comparison questions.

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Proofreading for Spelling

The World According to Humphrey
Spelling: Words with VCV Pattern

Find the misspelled words and circle them. Write them correctly on the lines below.

What a releef to be back at school! If only I could talk, I would ask Mrs. Brisbane for a momint of her time to protes the weekend's arrangement at the Thomases' house. Don't get me wrong now. The family treated me nicely, and they did not punich me when water spilled inside my cage. They actually thought it was an exciting ivent ! Mr. Thomas thinks he has a great sense of humer , but here's a small deteil that I'll only share with Mrs. Brisbane: his jokes are the corniest on the planit. Mrs. Thomas is very pollite , but her taste in muzic is simply awful. She also has a very bad habet of serving frozin pizza that isn't cooked through. "Look at our little hamster go!" Mrs. Brisbane said. "He's running a relae race on his wheel. I think he's glad to be back."

Spelling Words
1. event
2. humor
3. rapid
4. music
5. relief
6. planet
7. detail
8. unite
9. frozen
10. fi gure
11. siren
12. polite
13. hotel
14. protest
15. punish
16. defend
17. relay
18. habit
19. student
20. moment

Challenge
rumor
jealous
license
image
rival

1. _____   8. _____
2. _____   9. _____
3. _____   10. _____
4. _____   11. _____
5. _____   12. _____
6. _____   13. _____
7. _____

Name _____ Date _____

Superlative Forms of Adjectives

When we use adjectives to compare more than two persons, places, or things, we use the superlative form of the adjective. To form a **superlative adjective,** add -*est* or write *most* before the adjective.

Thinking Questions
Are there more than two persons, places, or things being compared? Does the adjective end in -est or use most?

Adjective	Comparative	Superlative
happy	happier	happiest
complex	more complex	most complex

Emily is <u>luckier</u> than Mary, but Alyssa is the <u>luckiest</u> of all.

Without a map, Gregory is <u>more confused</u> than Lew, but Edwin is the <u>most confused</u>.

1–5. Write the correct form of the adjective in parentheses to complete the sentence.

1. A rose is pretty, but Tom thinks an orchid is (pretty)

   _____.

2. Susan says that of all the flowers, the peony is the (pretty)

   _____.

3. This tulip is the (bright) _____ shade of red I've ever seen.

4. Carrie told him that lavender smells (wonderful)

   _____.

5. Trees grow the (tall) _____ of all plants.

Comparative and Superlative Forms of Adverbs

Adverbs often work with verbs and tell how, when, or where an action happens. They are used with action verbs, and many end with -ly. A **comparative adverb** compares the action of two or more things. The word *more* is often used. A **superlative adverb** compares the action of more than two things. The word *most* is often used.

Adverb	Comparative	Superlative
slowly	more slowly	most slowly
soon	sooner	soonest
promptly	more promptly	most promptly

Thinking Questions
Does the adverb end in -ly? Is the word more *or* most *added?*

Use a comparative or superlative adverb for each blank below. Use the list on the right to help you complete the sentences.

1. Although many musicians were loud, Donald played the trumpet._____

2. Sarah could add numbers _____ than her brother.

3. Jerry ran _____ than his best friend.

4. Of all my friends, Carmin lives_____.

5. Marty worked _____ on the project than his partner.

6. Jeremy answered the question _____ of the three contestants.

louder
loudest
more quickly
most quickly
more completely
most completely
closer
closest
harder
hardest
faster
fastest

Rocket Math — Division Two-Minute Test 1

See how many you can do. Then do the rest!

7)63	4)4	3)6	4)24	4)20	2)10	3)9	6)42	8)56	5)45
3)21	1)4	9)72	4)8	6)12	8)40	6)30	2)18	3)15	7)49
8)48	9)81	6)18	3)24	4)32	1)7	2)6	9)27	7)14	4)12
2)16	3)18	7)21	6)54	6)6	6)36	9)63	4)28	8)72	5)20
8)32	5)35	6)36	7)42	6)48	8)64	7)56	8)16	2)4	3)12
9)36	5)10	7)35	9)45	2)8	4)16	2)14	3)27	6)54	7)28
5)30	2)12	3)21	5)15	4)36	8)24	6)24	9)18	7)7	1)3
5)25	5)40	8)8	5)10	1)2	2)4	5)10	7)35	9)63	4)16
5)20	3)6	2)10	8)16	9)18	3)9	7)42	4)12	9)27	7)56
8)64	6)48	2)16	6)12	2)2	3)12	5)15	3)18	9)36	4)32

Answer as many problems as you can in 2 minutes.

Name_____

1.
Ansley ate $\frac{3}{12}$ of a bag of popcorn. Erica ate $\frac{4}{12}$ of the same bag of popcorn. What fraction of the bag of popcorn did Ansley and Erica eat in all?

2.
$$\frac{\square}{10} = \frac{80}{100}$$

3.
$$3\frac{7}{12} + 4\frac{9}{12} =$$

4.
$$\frac{7}{10} + \frac{1}{100} = \frac{\square}{100}$$

5.
Decompose $\frac{4}{8}$ in two ways.

A. $\dfrac{\square}{8} + \dfrac{\square}{8} = \dfrac{4}{8}$

B. $\dfrac{\square}{8} + \dfrac{\square}{8} = \dfrac{4}{8}$

6. Write the decimal.

$$\frac{26}{100} = \underline{\hspace{2cm}}$$

7.
$$\frac{6}{8} + \frac{1}{8} =$$

8. Perry has 135 books. If they are in 3 boxes, how many books are in each box? How many books will he have left if he donates 1 box of books to the library?

9. Write <, >, or = to make the statement true.

$$\frac{2}{3} \bigcirc \frac{5}{8}$$

10. $40,000 \div 4,000 =$

4.OA.3, 4.NBT.1, 4.NF.2, 4.NF.3, 4.NF.5, 4.NF.6

Name _____ Date _____

Lesson 21
WEEKLY TESTS 21.4

The World According
to Humphrey
Comprehension

Comprehension

Answer Numbers 1 through 10. Base your answers on the passage "The World According to Humphrey."

1 Which phrase below BEST describes the narrator of this passage?

Ⓐ first person, A.J.

Ⓑ first-person, Humphrey

Ⓒ third-person, Mr. Thomas

Ⓓ third-person, not a story character

2 Why are the Thomases always yelling?

Ⓕ They do not hear well.

Ⓖ They stay in different parts of the house.

Ⓗ They cannot agree on which television shows to watch.

Ⓘ They cannot hear each other over the sound of the television.

3 What is funny about the sentences below?

Mostly, I like cartoon shows. Sometimes they have mice and rabbits and other interesting rodents, although I've never seen a hamster show. Yet.

Ⓐ It is not an accurate description of cartoons on TV.

Ⓑ It describes TV shows from an adult's point of view.

Ⓒ It describes TV shows from a hamster's point of view.

Ⓓ It describes the funniest scenes from some favorite cartoons.

4 What does the idiom *at the crack of dawn* mean in the text below?

At the crack of dawn, DeeLee tiptoed into the room. . . .

Ⓕ very late at night

Ⓖ as the clock struck noon

Ⓗ very early in the morning

Ⓘ as soon as the TV was turned on

5 What is Humphrey's Big Idea?

Ⓐ to finish a maze

Ⓑ to unplug the television

Ⓒ to escape from his cage

Ⓓ to watch a wrestling match

6 At first, how does everyone in the Thomas family feel when the television stops working?

Ⓕ curious

Ⓖ embarrassed

Ⓗ relieved

Ⓘ upset

7 What is the FIRST thing that happens after the television stops working?

    Ⓐ The Thomas family plays card games.

    Ⓑ The Thomas children go outside to play.

    Ⓒ Mr. and Mrs. Thomas tell the children stories.

    Ⓓ Garth comes over to help take care of Humphrey.

8 What does the idiom *get it over with* mean in the sentence below?

    "We'll clean his cage and get it over with."

    Ⓕ turn it upside down

    Ⓖ perform an activity twice

    Ⓗ enjoy an activity together

    Ⓘ complete an unpleasant task

9 What is one message that this passage conveys?

    Ⓐ Families should watch more TV.

    Ⓑ Students should do their best in school.

    Ⓒ Friends should work out their differences.

    Ⓓ You should learn about your friends' families.

10 What is the MAIN theme of the passage?

    Ⓕ Hamsters are smart and make great pets.

    Ⓖ No one should watch television while eating.

    Ⓗ Teachers should not send pets home from school.

    Ⓘ Families should spend more time doing things together.

Mark Student Reading Level:

____ Independent   ____ Instructional   ____ Listening

STOP