

FRSD Distance Learning: 4th Grade Week 2 (April 20-24)



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/>

Mirka Chen: mchen@fernridge.k12.or.us 971-238-6108

Jahnie Cleveland: jcleveland@fernridge.k12.or.us 541-325-6215

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Ruth Lewis: rlewis@fernridge.k12.or.us 541-913-5690

WEEKLY MESSAGE : Why did the banana go to the doctor? Because he wasn't PEELING well!

That is why you need to wash your hands and stay healthy! We miss you!! Also, if you need some math help, check out EMBARC.online, go to grade 4 module 6, and check out the resources!

Reading Focus: I can identify the main idea and details related to a topic. I can visualize details from the reading to further understand the main idea and details of the text.

Spelling words: (Words with VCCV pattern) 1. million 2. collect 3. lumber 4. pepper 5. plastic 6. borrow 7. support 8. thirty 9. perfect 10. attend 11. canyon 12. traffic 13. fortune 14. danger 15. soccer 16. engine 17. picture 18. survive 19. seldom 20. effort

Vocabulary: 1. territory 2. accompany 3. proposed 4. interpreter 5. duty 6. supplies 7. route 8. corps 9. clumsy 10. landmark

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.

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.

Monday 4/20/2020	Tuesday 4/21/2020	Wednesday 4/22/2020	Thursday 4/23/2020	Friday 4/24/2020
<p>Writing: After reading <u>Sacagawea</u>, <u>brainstorm</u> a response to the Write about Reading prompt on page 607 in your Journey's book.</p> <hr/> <p>Math: 1st: Week 24 Day 1 Spiral Review 2nd: Module 6 Lesson 4, pg 17 in your work packet. Refer to Math News for Topic B for objectives and concepts over next 2 weeks.</p> <hr/> <p>*Extra: IXL T.Decimals 1-6</p> <hr/> <p>Reading: Read the Lesson 20 Vocabulary words and <u>Sacagawea</u>, pgs 588-603 in Journey's book.</p> <hr/> <p>*Extra: Respond to Text to Self prompt on pg. 611 in Journeys text</p> <hr/> <p>PE Log 30 minutes of activity</p> <hr/> <p>*Extra: April 22, 2020 is the 50th anniversary of Earth Day. It is a great time to inspire others to take climate action to protect what all people need and love: clean air, clean water, and a liveable planet. So take the pledge and follow the link below! #myplanetpledge https://www.ecologyoudoors.org/myplanetmypledge</p>	<p>Writing: Write a rough draft of a response to the Write About Reading prompt on page 607 in your Journeys book. Remember to write 2 paragraphs! Use 2 or more of your vocabulary words in your writing! You can use your glossary in Journeys to help.</p> <hr/> <p>Math: 1st: Week 24 Day 2, Spiral Review 2nd: Module 6 Lesson 5, pg 22 in your work packet.</p> <hr/> <p>*Extra: IXL T.Decimals 1-6</p> <hr/> <p>Reading: Complete pages 243,244, and 247 of the reading materials in your packet. (Refer to Journeys Text page 612 for grammar supports) *Extra: Read Native American Poems on pgs. 608-610 in Journeys Text. *Extra:Edit and revise Text to Self prompt from Monday.</p> <hr/> <p>PE Log 30 minutes of activity</p> <hr/> <p>*Extra: Watch the following video, or click here, to learn about the Lewis and Clark Expedition. https://opb.pbslearningmedia.org/resource/pbs-world-explorers-lewis-and-clark/pbs-world-explorers-lewis-and-clark/#.XpTizC-z1QI</p>	<p>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.</p> <hr/> <p>Math: 1st: Week 24 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</p> <hr/> <p>Reading: Reread <u>Sacagawea</u>, starting on pgs 588-603 in Journeys text, and complete pages 241-242 of the reading materials in your packet. *Extra: Reread <i>Native American Nature Poetry</i> and respond to Text to Self prompt on pg. 611.</p> <hr/> <p>PE Log 30 minutes of activity</p> <hr/> <p>*Extra: Use the following link to print out a timeline, or create your own timeline, of the Lewis and Clark Expedition using online resources! https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-in-body/timeline.pdf</p>	<p>Writing: Complete your prompt for the week and finish editing and revising. Focus on writing 7-10 sentences for each paragraph, correct spelling, capital letters and punctuation. You may use dictionary.com if you do not have access to a dictionary.</p> <hr/> <p>Math: 1st: Week 24 Day 4, Spiral Review 2nd: Module 6 Lesson 6, pg 25 in your work packet.</p> <hr/> <p>*Extra: IXL T.Decimals1-6</p> <hr/> <p>Reading: Complete pgs. 246, 248 and 249 of your reading materials in your packet(Refer to Journeys Text page 612 for grammar supports).</p> <hr/> <p>*Extra: Edit and revise your Text to Text response from Wednesday.</p> <hr/> <p>PE Log 30 minutes of activity</p> <hr/> <p>*Extra: Click here to see if your packing smarts would survive the Lewis and Clark Expedition! Or go to the following web address: http://teacher.scholastic.com/activities/lewis-clark/quiz/index.asp</p>	<p>Writing: Re-write a final draft, and add an illustration to your final product of your writing and <u>share</u> with someone in your family.</p> <hr/> <p>Math: 1st: Week 24 Assessment, Spiral Review 2nd: Complete entire Rocket Math Division Sheet</p> <hr/> <p>*Extra: IXL E.Division 3-5, Try new long division topic after E 9: or type shortcut "YQL"</p> <hr/> <p>Reading: Complete Weekly Comprehension Test pages 18-19 in packet, questions 1-10</p> <hr/> <p>*Extra: Create your final draft of your Text to Text and/or Text to self response.</p> <hr/> <p>PE Log 30 minutes of activity</p> <hr/> <p>*Extra: Click here and become a reporter reporting on the Corps of Discovery Expedition! Or go to the following web address: http://teacher.scholastic.com/activities/lewis-clark/reporter1803/index.asp https://www.ecologyoudoors.org/myplanetmypledge</p> <hr/> <p>*Anything titled "Extra" is an option! It does not have to be completed!</p>

Name _____

Day 1

$$3\frac{5}{6} + 2\frac{3}{6} =$$

$$16,081 + 36,584 =$$

$$\frac{3}{6} + \frac{2}{6} =$$

$$34 \times 12 =$$

Day 2

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

$$\frac{3}{10} + \frac{3}{100} = \frac{\square}{100}$$

$$\frac{4}{12} - \frac{2}{12} =$$

Write the decimal.

$$\frac{7}{10} = \underline{\hspace{2cm}}$$

Day 3

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

$$\frac{5}{10} \bigcirc \frac{3}{6}$$

$$342 \div 6 =$$

Decompose $\frac{5}{10}$ in two ways.

A.
$$\frac{2}{10} + \frac{\square}{10} = \frac{5}{10}$$

B.
$$\frac{1}{10} + \frac{\square}{10} = \frac{5}{10}$$

The perimeter of a rectangular sandbox is 34 feet. If the length of the sandbox is 8 feet, what is the width of the sandbox?

Day 4

Write the decimal.

$$\frac{32}{100} = \underline{\hspace{2cm}}$$

The Rossi family ate $\frac{1}{3}$ of a cheese pizza and $\frac{2}{3}$ of a vegetarian pizza. How much total pizza did the Rossi family eat?

$$4,876 \times 6 =$$

$$\frac{\square}{10} = \frac{40}{100}$$

Name _____

1. $21 \times 31 =$	2. Write $<$, $>$, or $=$ to make the statement true. $\frac{3}{6} \bigcirc \frac{4}{8}$
3. $1,505 \div 5 =$	4. $\frac{3}{8} + \frac{3}{8} =$
5. Write the decimal. $\frac{14}{100} =$ _____	6. Decompose $\frac{3}{4}$ in two ways. A. $\frac{1}{4} + \frac{\square}{4} = \frac{3}{4}$ B. $\frac{1}{4} + \frac{\square}{4} + \frac{\square}{4} = \frac{3}{4}$
7. $\frac{1}{10} + \frac{6}{100} = \frac{\square}{100}$	8. $2\frac{7}{10} + 1\frac{4}{10} =$
9. $\frac{\square}{10} = \frac{70}{100}$	10. The Freeman family ate $\frac{2}{6}$ of a sausage pizza and $\frac{3}{6}$ of a cheese pizza. How much total pizza did the Freeman family eat?



Name _____

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

$7\overline{)63}$ $4\overline{)4}$ $3\overline{)6}$ $4\overline{)24}$ $4\overline{)20}$ $2\overline{)10}$ $3\overline{)9}$ $6\overline{)42}$ $8\overline{)56}$ $5\overline{)45}$

$3\overline{)21}$ $1\overline{)4}$ $9\overline{)72}$ $4\overline{)8}$ $6\overline{)12}$ $8\overline{)40}$ $6\overline{)30}$ $2\overline{)18}$ $3\overline{)15}$ $7\overline{)49}$

$8\overline{)48}$ $9\overline{)81}$ $6\overline{)18}$ $3\overline{)24}$ $4\overline{)32}$ $1\overline{)7}$ $2\overline{)6}$ $9\overline{)27}$ $7\overline{)14}$ $4\overline{)12}$

$2\overline{)16}$ $3\overline{)18}$ $7\overline{)21}$ $6\overline{)54}$ $6\overline{)6}$ $6\overline{)36}$ $9\overline{)63}$ $4\overline{)28}$ $8\overline{)72}$ $5\overline{)20}$

$8\overline{)32}$ $5\overline{)35}$ $6\overline{)36}$ $7\overline{)42}$ $6\overline{)48}$ $8\overline{)64}$ $7\overline{)56}$ $8\overline{)16}$ $2\overline{)4}$ $3\overline{)12}$

$9\overline{)36}$ $5\overline{)10}$ $7\overline{)35}$ $9\overline{)45}$ $2\overline{)8}$ $4\overline{)16}$ $2\overline{)14}$ $3\overline{)27}$ $6\overline{)54}$ $7\overline{)28}$

$5\overline{)30}$ $2\overline{)12}$ $3\overline{)21}$ $5\overline{)15}$ $4\overline{)36}$ $8\overline{)24}$ $6\overline{)24}$ $9\overline{)18}$ $7\overline{)7}$ $1\overline{)3}$

$5\overline{)25}$ $5\overline{)40}$ $8\overline{)8}$ $5\overline{)10}$ $1\overline{)2}$ $2\overline{)4}$ $5\overline{)10}$ $7\overline{)35}$ $9\overline{)63}$ $4\overline{)16}$

$5\overline{)20}$ $3\overline{)6}$ $2\overline{)10}$ $8\overline{)16}$ $9\overline{)18}$ $3\overline{)9}$ $7\overline{)42}$ $4\overline{)12}$ $9\overline{)27}$ $7\overline{)56}$

$8\overline{)64}$ $6\overline{)48}$ $2\overline{)16}$ $6\overline{)12}$ $2\overline{)2}$ $3\overline{)12}$ $5\overline{)15}$ $3\overline{)18}$ $9\overline{)36}$ $4\overline{)32}$

Answer as many problems as you can in 2 minutes.



MATH NEWS



LAFAYETTE
PARISH SCHOOL SYSTEM

Grade 4, Module 6, Topic B

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

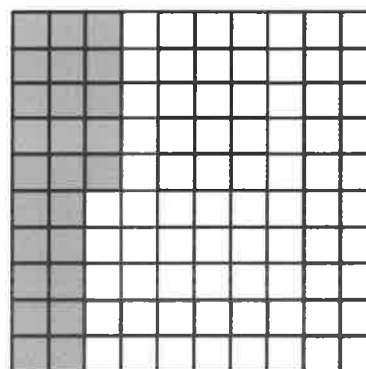
Example:

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

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

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

$$(1 \times 10) + (5 \times 1) + \left(4 \times \frac{1}{10}\right) + \left(3 \times \frac{1}{100}\right)$$

$$10 + 5 + \frac{4}{10} + \frac{3}{100}$$

Decimal expanded form

$$(1 \times 10) + (5 \times 1) + (4 \times 0.1) + (3 \times 0.01)$$

$$10 + 5 + 0.4 + 0.03$$

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.

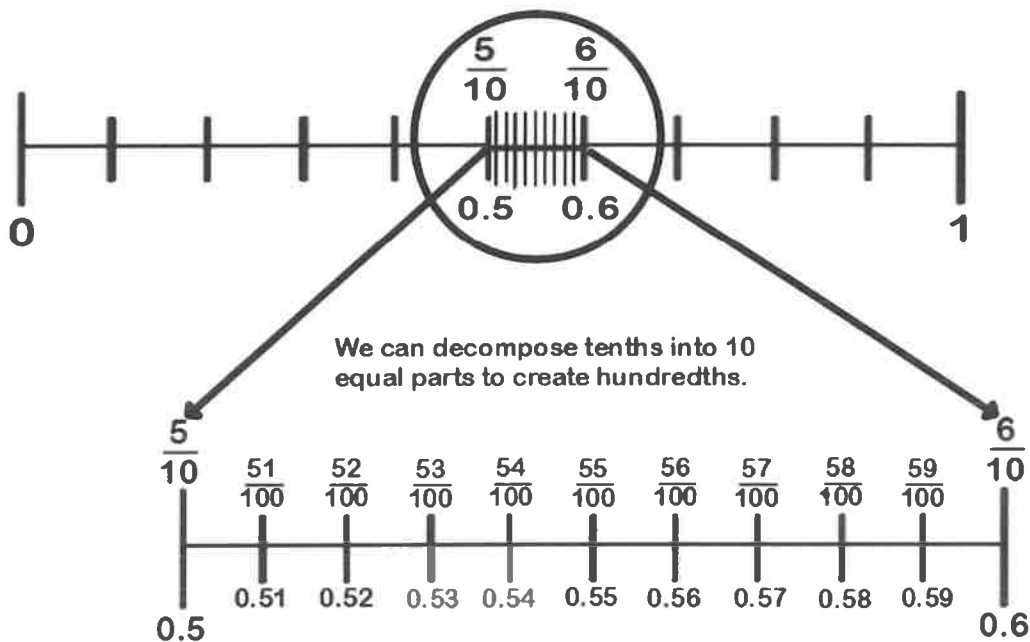
▶ Use the area model and number line to represent mixed numbers with units of ones, tenths, and hundredths in fraction and decimal forms.

▶ 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.

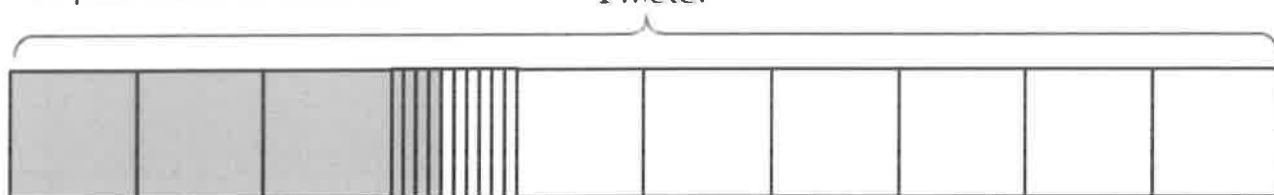
Exploring Hundredths

Students will learn to decompose tenths into 10 equal parts to create hundredths. In the example below, we can see that the space between 0.5 and 0.6 is separated into 10 equal parts. Those parts become hundredths.



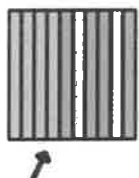
Example Problem and Answer

Use the model to add the shaded parts. Write a number bond with the total written in decimal form and the parts written as fractions.



Answer

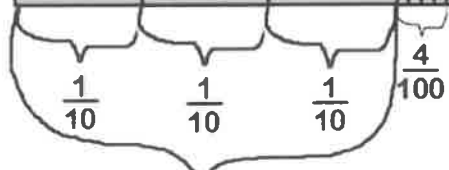
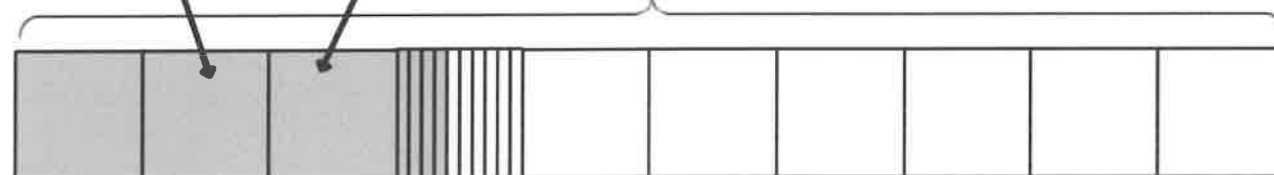
Each square represents 1 tenth of the whole meter because the whole meter was partitioned into 10 equal parts.



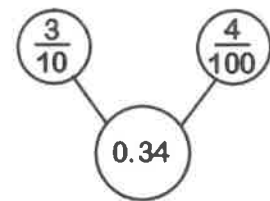
Each square can be partitioned into 10 equal parts. Each of these parts is 1 hundredth. There are 100 of these parts in the whole meter.

$$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \frac{3}{10} = \frac{30}{100}$$

That means that each 1 tenth square is equal to 10 hundredths.



So $\frac{3}{10} = \frac{30}{100}$ \rightarrow $\frac{3}{10} \text{ m} + \frac{4}{100} \text{ m} = \frac{34}{100} \text{ m} = 0.34 \text{ m}$

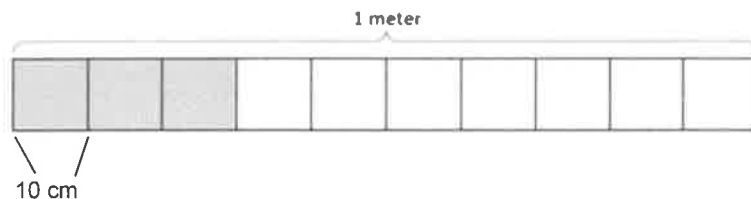


100 cm = 1 meter

Name _____

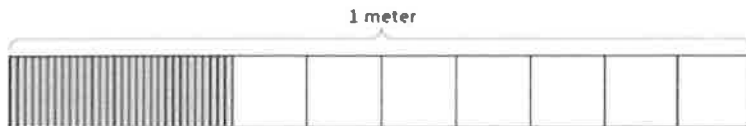
Date _____

1. a. What is the length of the shaded part of the meter stick in centimeters?



- b. What fraction of a meter is 3 centimeters?

- c. In fraction form, express the length of the shaded portion of the meter stick.



- d. In decimal form, express the length of the shaded portion of the meter stick.

- e. What fraction of a meter is 30 centimeters?

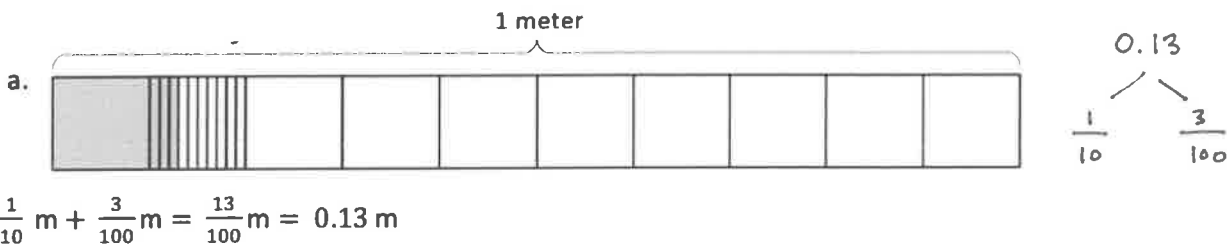
2. Fill in the blanks.

a. 5 tenths = ____ hundredths

b. $\frac{5}{10}$ m = $\frac{\quad}{100}$ m

c. $\frac{4}{10}$ m = $\frac{40}{\quad}$ m

3. Use the model to add the shaded parts as shown. Write a number bond with the total written in decimal form and the parts written as fractions. The first one has been done for you.



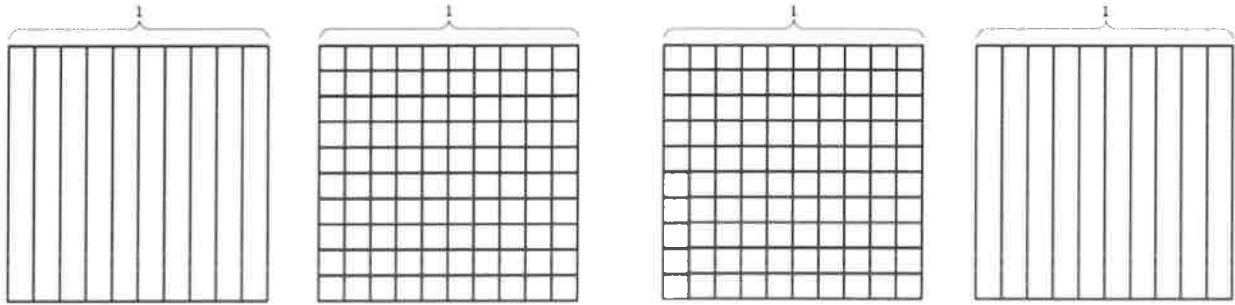
Remember to multiply the numerator and the denominator by **the same thing** when finding equivalent fractions!

Name _____ Date _____

1. Find the equivalent fraction using multiplication or division. Shade the area models to show the equivalency. Record it as a decimal.

a. $\frac{4 \times}{10 \times} = \frac{\quad}{100}$

b. $\frac{60 \div}{100 \div} = \frac{\quad}{10}$

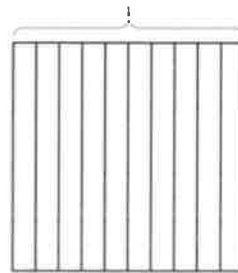


2. Complete the number sentences. Shade the equivalent amount on the area model, drawing horizontal lines to make hundredths.

a. 36 hundredths = _____ tenths + _____ hundredths

Decimal form: _____

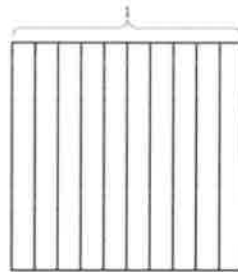
Fraction form: _____



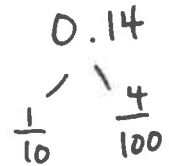
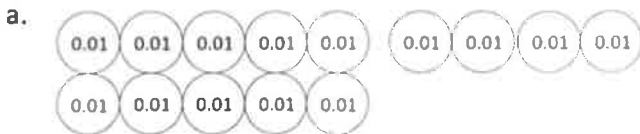
b. 82 hundredths = _____ tenths + _____ hundredths

Decimal form: _____

Fraction form: _____



3. Circle hundredths to compose as many tenths as you can. Complete the number sentences. Represent each with a number bond as shown.



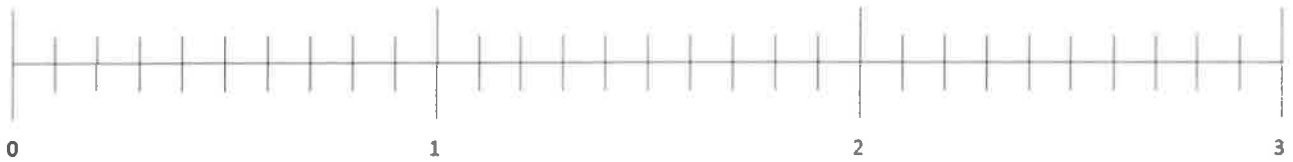
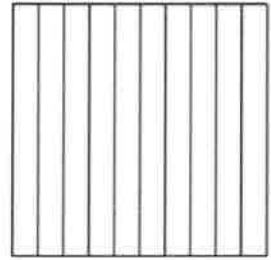
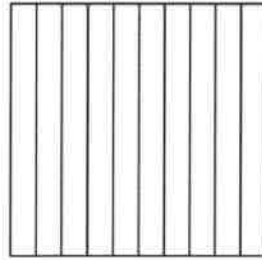
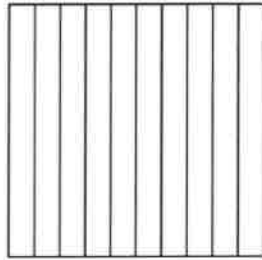
_____ hundredths = _____ tenth + _____ hundredths

Name _____

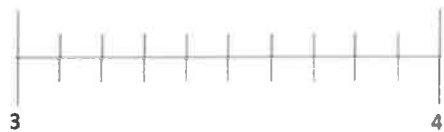
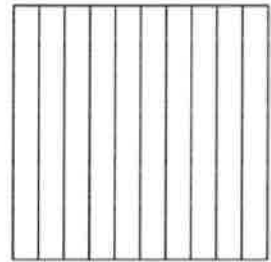
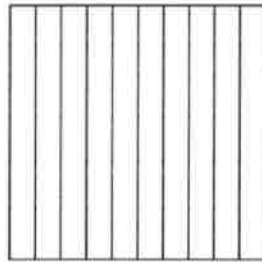
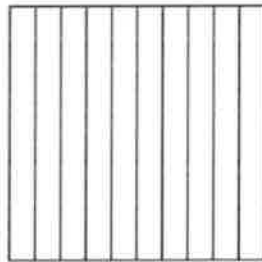
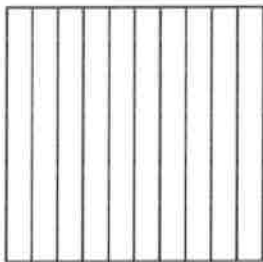
Date _____

1. Shade the area models to represent the number, drawing horizontal lines to make hundredths as needed. Locate the corresponding point on the number line. Label with a point, and record the mixed number as a decimal.

a. $2\frac{35}{100} = \underline{\hspace{1cm}}$



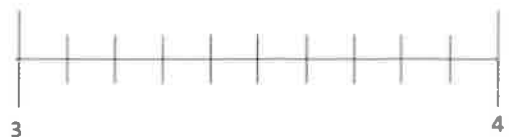
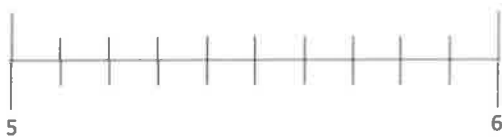
b. $3\frac{17}{100} = \underline{\hspace{1cm}}$



2. Estimate to locate the points on the number lines.

a. $5\frac{90}{100}$

b. $3\frac{25}{100}$





Sacagawea

Sacagawea's Journal

Review the events of Sacagawea's time with Lewis and Clark during the summer of 1805. Answer the questions below to help write a journal entry by Sacagawea.

Reread pages 592–593. When the boat carrying their supplies tipped, how was Sacagawea's reaction different from her husband's? What does this tell you about Sacagawea?

Reread pages 594–595. Why was traveling so difficult for Sacagawea and the explorers in June and July of 1805?

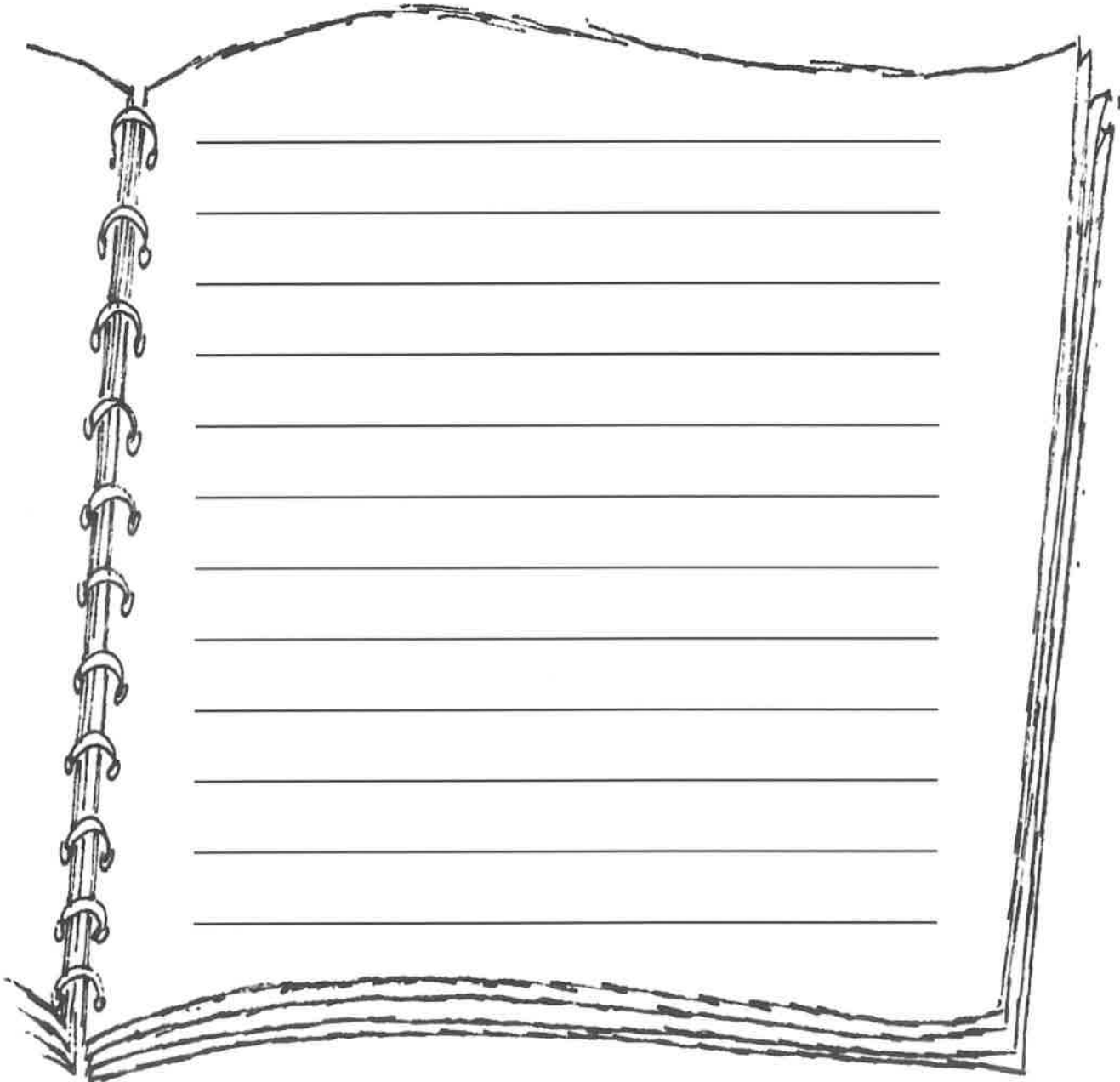
List two details that tell the difficulties Sacagawea and the explorers faced during the summer of 1805.

What did Sacagawea do when she saw her people, the Shoshone? How does this compare with the way she acted until this point?

Name _____ Date _____

Sacagawea
Independent Reading

Write Sacagawea's journal entry retelling the events of the summer of 1805. In the journal entry, infer what Sacagawea may have been feeling while she was traveling with Lewis and Clark using the details you found.



A hand-drawn illustration of a spiral-bound notebook. The notebook is open, showing several lined pages. The spiral binding is on the left side. The pages are ruled with horizontal lines. The drawing is done in a sketchy, artistic style with some shading and texture.

Name _____ Date _____

Shades of Meaning

Sacagawea
Vocabulary Strategies: Shades
of Meaning

Synonyms are words that have similar meanings. They do not mean exactly the same thing. Synonyms may give us different feelings about the subject. For example, if a boat is **winding** upstream, it is traveling that way somewhat slowly. However, if the boat is **wandering** upstream, the journey is even slower and less direct.

Circle the synonym that best fits the context for each sentence. On the line, write why you chose this word.

1. I love to read about explorers and imagine I'm along on their (wild, crazy) adventures.

2. Sacagawea made the (bold, brash) decision to join the Corps of Discovery.

3. The crew had not eaten for days and (yearned, wished) for a meal.

4. The Corps would never have made it to the Pacific without their (strong-willed, pig-headed) leaders.

5. Sacagawea became (important, invaluable) to the mission.

Name _____ Date _____

Words with VCCV Pattern

Sacagawea

Spelling: Words with
VCCV Pattern

Basic 1–10. Write the Basic Word that completes each analogy.

1. *Happily* is to *joyously* as *rarely* is to _____ .
2. *Shoe* is to *sneaker* as *spice* is to _____ .
3. *Omelet* is to *eggs* as *house* is to _____ .
4. *Give* is to *receive* as *lend* is to _____ .
5. *Puddle* is to *ocean* as *dollar* is to _____ .
6. *Quarterback* is to *football* as *goalie* is to _____ .
7. *Carpenter* is to *house* as *photographer* is to _____ .
8. *Mountain* is to *peak* as *ravine* is to _____ .
9. *Dentist* is to *teeth* as *mechanic* is to _____ .
10. *Safety* is to *security* as *peril* is to _____ .

Spelling Words

1. million
2. collect
3. lumber
4. pepper
5. plastic
6. borrow
7. support
8. thirty
9. perfect
10. attend
11. canyon
12. traffic
13. fortune
14. danger
15. soccer
16. engine
17. picture
18. survive
19. seldom
20. effort

Challenge

occur
venture
challenge
rascal
splendid

Challenge 11–14. Write an e-mail to a friend about a movie you have seen recently. Describe a scene that you liked. Use four Challenge Words. Write on a separate sheet of paper.

Name _____ Date _____

Proofreading for Spelling

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

On their trip west, Lewis and Clark hired a French trader for his knowledge of Indian languages. Then they discovered that the trader's wife, Sacagawea, gave the crew more language suport than the trader. She was perfec for the job. Sacagawea would atend meetings between the explorers and Indians to be the interpreter. Even though the group did not meet much trafic on the trail, Sacagawea did not have time to be lonely. She would walk down the canyonn to colleck any food she could find for the more than thirte men to eat. When Sacagawea found a bush with what seemed like a milion berries on it, she couldn't pickure a better forchun. Her extra effert helped the crew servive the long journey. Lewis and Clark owed a lot to Sacagawea.

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

Spelling Words

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Challenge

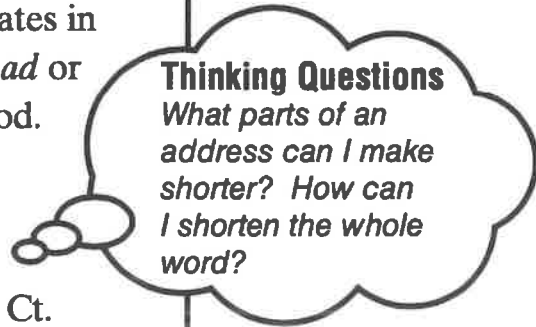
- occur
venture
challenge
rascal
splendid

Name _____ Date _____

Sacagawea
Grammar: Abbreviations

Abbreviations for Mailing Addresses

An **abbreviation** is a short form of a word. Use abbreviations when writing street names and states in a mailing address. Abbreviate words such as *road* or *avenue* with a capital letter and end with a period. Write both letters of state name abbreviations with capital letters and do not use periods.



Road	Rd.	Court	Ct.
Street	St.	Post Office	P.O.
Avenue	Ave.	Boulevard	Blvd.

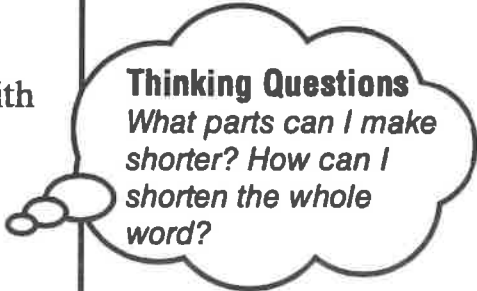
Write each mailing address using abbreviations.

Full Address	Abbreviated Address
1. Mister Pedro Saravia The Total Pet Supply Company 9302 Riverside Drive Toledo, Ohio 43601	
2. Miss Alexis Parker The Press Building 14 Paper Lane Seattle, Washington 98104	
3. Gregory Nulman President, Choice Restaurants Post Office Box 269 Brooklyn, New York 11216	

Abbreviations for Time and Measurement

An **abbreviation** is a short form of a word. The abbreviations for days and months begin with a capital letter and end with a period. Some other abbreviations for time and measurements begin with a lowercase letter and end with a period.

time	measurement
Wed., Aug. 26	165 mi., 4 yd.



1–10. Write these groups of words, using correct abbreviations.

1. 8,000 feet _____
2. 1 hour, 45 minutes _____
3. Tuesday, January 7, 1806 _____
4. Monday–Friday _____
5. 3 yards, 11 inches _____
6. April 30, 1803 _____
7. November 24, 2014 _____
8. Thursday, February 27, 1805 _____
9. 7 hours, 15 minutes _____
10. March 10, 1922 _____

Name _____ Date _____

Comprehension

Answer Numbers 1 through 10. Base your answers on the article “Sacagawea.”

1 Which detail BEST supports the main idea that Lewis and Clark were leading a large expedition?

- (A) They needed a guide to lead them.
- (B) They used a keelboat and two canoes.
- (C) They had forty men traveling with them.
- (D) They needed horses to cross the mountains.

2 Which detail supports the idea that it was too difficult for the Corps of Discovery to travel in the winter of 1804?

- (F) The explorers built a fort.
- (G) The Missouri River was muddy.
- (H) The Shoshone lived in the mountains.
- (I) Every member of the crew had a special skill.

3 Which phrase from the article does NOT help readers follow the sequence of events?

- (A) “On April 7, 1805”
- (B) “By the middle of July”
- (C) “Nearly two weeks later”
- (D) “Battered by hail, rain, and wind”

4 Which word in the sentence below is an example of onomatopoeia?

The crew built creaky, clumsy wagons to carry their boats and supplies.

- (J) carry
- (K) clumsy
- (L) creaky
- (M) crew

5 Which sentence from the article supports the idea that Sacagawea helped the crew?

- (A) “Sacagawea jumped up, threw her blanket over her brother, and wept.”
- (B) “Just a few minutes after drinking the mixture, Sacagawea gave birth to a baby boy.”
- (C) “As Sacagawea walked along the riverbank, she carried Pomp on her back, in a cradleboard or wrapped up snug in her shawl.”
- (D) “Sacagawea stayed calm and rescued the captains’ important things—journals, gunpowder, medicines, scientific instruments—every bundle she could reach.”

Name _____ Date _____

- 6 When did Sacagawea discover that the Shoshone chief was her brother?
- (F) before setting out for the Shoshone camp
 - (G) after the expedition left the Shoshone camp
 - (H) when an excited crowd greeted the explorers at the river
 - (I) while she was translating at a council with the Shoshones

- 7 Which sentence does NOT support the idea below?

The journey across the Rockies almost killed the explorers.

- (A) They didn't have enough to eat.
- (B) Their feet froze in the cold mountain air.
- (C) They mounted horses and left their boats behind.
- (D) The mountain paths were narrow and dangerous.

- 8 What did Sacagawea want to do BEFORE returning home to the Knife River Villages?

- (P) go to St. Louis
- (Q) visit her family
- (R) wait out the winter
- (I) see the Pacific Ocean

- 9 What is the main idea of this article?

- (A) Lewis and Clark made friends with the Shoshone people.
- (B) Lewis and Clark explored lands that doubled the size of our nation.
- (C) Sacagawea helped Lewis and Clark explore the route to the Pacific Ocean.
- (D) Sacagawea carried her baby on a cradleboard when she served as an interpreter.

- 10 How does the author organize the information in this article?

- (P) by describing causes and effects
- (Q) by telling about one person at a time
- (R) by telling the events in the order they happened
- (I) by comparing the Corps of Discovery to other expeditions

Mark Student Reading Level:

____ Independent ____ Instructional ____ Listening

Main Idea and Details, Text Structure, Onomatopoeia,
Anchor Text

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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
<i>Example Day</i>	<i>Warm-up 5 Minutes</i>	<i>Family Hike 25 Minutes</i>	<i>Cool Down 5 Minutes</i>	<i>35 Minutes</i>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Warm-up Routine

1. Jog around the house once or down the hall 5 times.
2. 5 push-ups
3. 10 squats
4. 15 second plank
5. 10 single foot hops on each leg

Cool Down Routine

1. Sit and Straddle your legs. Slowly reach for each foot and count to 10.
2. Stretch your arms across the front of your body, and count to 10 on each arm.
3. Butterfly legs stretch and count to 10.

Fitness Activity Choices

Family Walk
 Jog Around The House
 Badminton
 Family Hike
 HIIT Workout (YouTube)
 Cosmic Kids Yoga (YouTube)
 Jump Rope
 Cup Stacking

Tag Game
 Basketball Game
 Frisbee
 Yard Work
 Walk The Dog
 Soccer
 Zumba Kids (online)
 Build an Obstacle Course

Dance Party
 Croquet
 Play Catch
 Stack Wood
 Go Noodle (online)
 Wiffle Ball
 Jogging
 Build a Fort