FRSD Distance Learning: 4th Grade May 11

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 5 of learning from home!**

Yesterday is history. Tomorrow is a mystery. Today is a gift. That's why we call it 'The Present'. -Eleanor Roosevelt

Monday - Day 1 5/11/2020	Tuesday - Day 2 5/12/2020	Wednesday- Day 3 5/13/2020	Thursday - Day 4 5/14/2020	Friday - Day 5 5/15/2020
Math: 1st: **Week 27 Day 1** Spiral Review 2nd: Module 6 **Lesson 13, pg 63** in your work packet. Refer to "Math News"in your packet for objectives and concepts. *Extra: IXL T.Decimals 7-17 **Reading:** Read the **Lesson 23 Vocabulary words** and ***The Everliving Tree: The Life and Times of a Coast Redwood* pgs 680-699** in Journey's book. *Extra: Respond to Text to Self or Text to World prompt on pg. 707 in Journeys text **Writing:** After reading ***The Everliving Tree: The Life and Times of a Coast Redwood***, brainstorm a response to the ***WRITE ABOUT READING*** prompt on **page 703** in your Journey's book **(PROMPT AND FINAL DRAFT PAGE ALSO IN THIS PACKET).** **PE** Log 30 minutes of activity *Extra: Go for a walk (with adult permission) and identify trees in these different stages of the life cycle: seed, seedling, mature tree, flower, fruit. Draw a diagram of the life cycle of a tree in those stages. ***Anything titled "Extra" is an option! It does not have to be completed!**	**Math:** 1st: **Week 27 Day 2**, Spiral Review 2nd: Module 6 **Lesson 14, pg 67** in your work packet. *Extra: IXL T.Decimals 7-17 **Reading:** Complete **pgs. 303, 304, and 307** of the reading materials in your **packet**. (Refer to Journeys Text page 708-709 for grammar supports) *Extra: Read *Towering Trees* on pages 704-706. *Extra: Edit and revise Text to Self or Text to World prompt from Monday. **Writing:** Write a **rough draft** of a response to the **Write About Reading** prompt on page **703** in your Journeys book. Refer to page 667 for information about domain specific vocabulary. You can use your glossary in Journeys to help. **PE** Log 30 minutes of activity *Extra: How Biodiverse is your backyard? See how many types of plants and animals you can find with this fun outdoor activity. Keep track in in a notebook or with paper and pencil: https://www.sciencebuddies.org/stem-activities/phyla-biodiversity	**Math:** 1st: **Week 27 Day 3**, Spiral Review 2nd: Complete **entire Rocket Math Multiplication Sheet** *Extra: IXL D.Multiplication 1-10 **Reading:** Read **Dig Deeper pgs. 700-701** Reread ***I The Everliving Tree: the Life and Times of a Coast Redwood* pgs 680-699** in Journeys text, and complete **pages 301-302** of the reading materials in your **packet**. *Extra: Respond to Text to Text prompt on pg. 707 in writing. **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. Don't forget to start with an introduction and end with a conclusion. You may use dictionary.com if you do not have access to a dictionary. **PE** Log 30 minutes of activity *Extra: What is the difference between a Redwood Tree and a Giant Sequoia? Watch this video and create a Venn Diagram to compare and contrast the two trees. Go to: https://www.youtube.com/watch?v=Hmhb2vmEnvA	**Math:** 1st: **Week 27 Day 4,** Spiral Review 2nd: Module 6 **Lesson 15, pg 71** in your work packet. *Extra: IXL T.Decimals 7-17 **Reading:** Complete **pgs. 306, 308, and 310** of your reading materials in your **packet.** (Refer to Journeys Text page 708-709 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. Don't forget to start with an introduction and end with a conclusion.You may use dictionary.com if you do not have access to a dictionary. **PE** Log 30 minutes of activity *Extra: Learn about Oregon's State Symbols at: https://sos.oregon.gov/blue-book/Pages/explore/symbols1.aspx Next, take a quiz to test your learning! Go to: https://sos.oregon.gov/blue-book/Pages/fun-games.aspx	**Math:** 1st: **Week 27 Assessment**, Spiral Review 2nd: Complete **entire Rocket Math Division** Sheet *Extra: IXL E.Division 6-16 **Reading:**Reread Text Structure and Similes on page 701 in text. Complete Weekly **Comprehension Test pages 17-18** in packet, questions 1-10. Use Journeys text for support and to reread as needed. *Extra: Create your final draft of your Text to Text Text to Self or Text to World response(s). **Writing:** Re-write a **final draft (page in your packet)**, and add an illustration to your final product of your writing or write a final draft using Google Docs and share with your teacher and someone in your family. **PE** Log 30 minutes of activity *Extra: Build a bird nest! Use materials from your yard to try out building a bird nest. Go to: https://www.sciencebuddies.org/stem-activities/build-bird-nest Abandoned Bird Nest Dissection Video: :https://www.youtube.com/watch?v=y3KgsFdtgjo Hummingbird building a nest! Notice how it uses its beak to help: https://www.youtube.com/watch?v=KpDCQBPPTFM

Math Focus: Add and solve word problems using decimals and measurement. Express money amounts given in various forms as decimal numbers.
Reading Focus:I can use graphic features such as diagrams, maps, symbols and timelines to further understand the text. Monitor and Clarify . I can monitor and clarify to help understand confusing text as I read.
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. I can organize my writing to include an introduction, body and conclusion.
Spelling words: (Words with VCCV, or Vowel-Consonant-Consonant-Vowel patterns)1. poster 2. secret 3. whether 4. author 5.rocket 6. bushel 7. agree 8. bucket 9. ticket 10.declare 11. chicken 12. clothing 13. apron14. whiskers 15. degree 16. gather 17. achieve 18. rather 19. bracket 20. machine
Vocabulary:1. resource 2. dence 3. evaporate 4. shallow 5. moisture 6. civilized 7. continent 8. opportunities 9.customs 10. independent

MATH NEWS

Grade 4, Module 6, Topic D

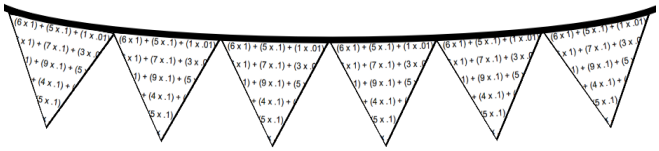
LAFAYETTE PARISH SCHOOL SYSTEM

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.

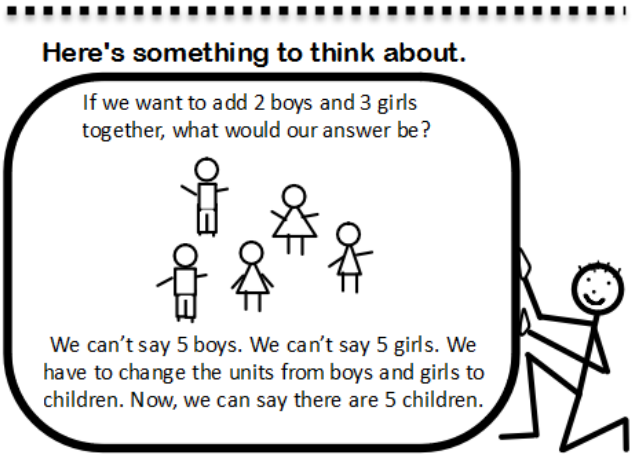


Focus Area ▸ Topic D: *Addition with Tenths and Hundredths*

Words to Know:

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

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



This change of unit is an important concept for students to understand when adding tenths and hundredths. Even if those tenths and hundredths are written as decimal numbers, students will need to find common units. In doing so, the student demonstrates their conceptual understanding of decimals along with a solid grasp of what happens when decimals numbers are added together.

OBJECTIVES OF TOPIC D

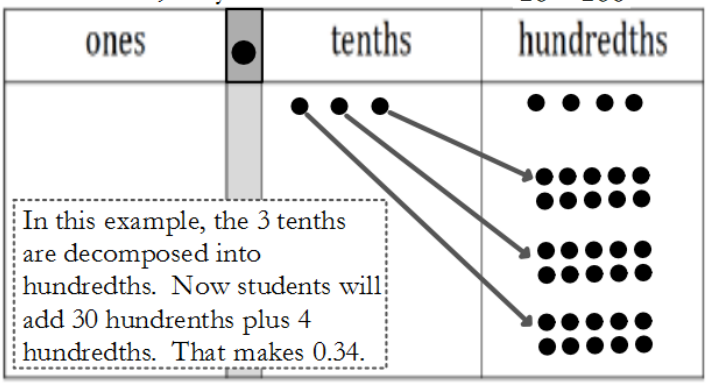
- Apply understanding of fraction equivalence to add tenths and hundredths.
- Add decimal numbers by converting to fraction form.
- Solve word problems involving the addition of measurements in decimal form.

Focus Area ▸ Topic D: *Addition with Tenths and Hundredths*

Addition of Decimals

Students will combine their work with addition of fractions and their work with decimals. They will decompose tenths using the area model and place value chart in order to add tenths and hundredths.

If students are asked to solve $0.3 + 0.04$, they should think of it as $\frac{3}{10} + \frac{4}{100}$.



Students also use multiplication to create equivalent fractions and express the sum in fraction form and as a decimal.

$$\frac{3}{10} = \frac{3 \times 10}{10 \times 10}$$

$$\frac{3}{10} + \frac{4}{100} = \frac{30}{100} + \frac{4}{100} = \frac{34}{100} = 0.34$$

Example Problem and Answer

Solve. Write your answer as a decimal.

$$\frac{9}{10} + \frac{42}{100}$$

$$\frac{9}{10} + \frac{42}{100} = \frac{90}{100} + \frac{42}{100} = \frac{132}{100} = 1.32$$

$\frac{9}{10}$ is renamed as $\frac{90}{100}$.

MATH NEWS

Grade 4, Module 6, Topic E

LAFAYETTE PARISH SCHOOL SYSTEM

4th Grade Math

Module 6: Decimal Fractions

Math Parent Letter

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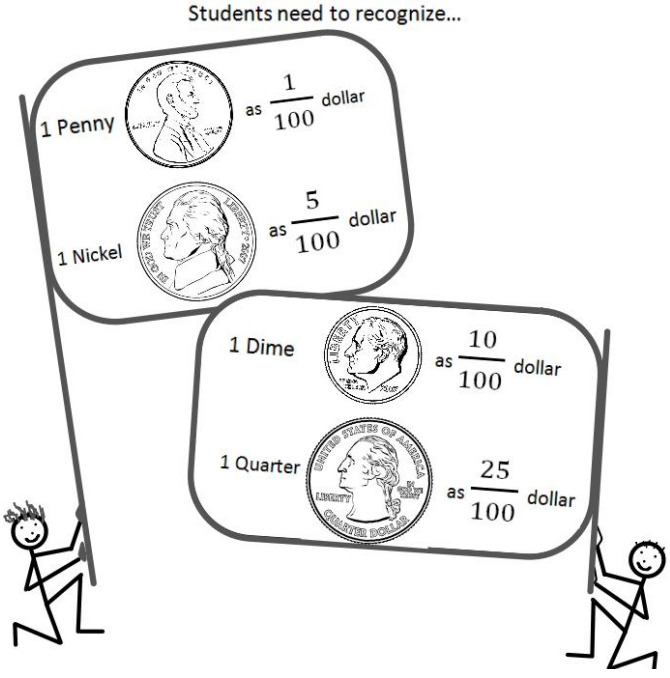
Focus Area ▸ Topic E: *Money Amounts as Decimal Numbers*

Words to Know:

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

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

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



OBJECTIVES OF TOPIC E

- Express money amounts given in various forms as decimal numbers.
- Solve word problems involving money.

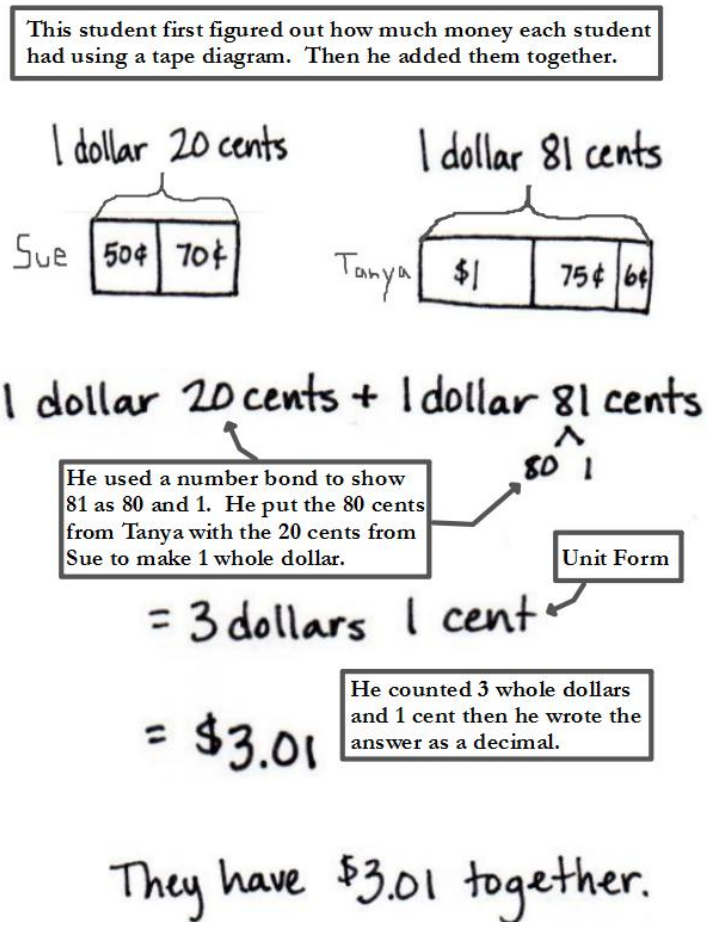
Focus Area ▸ Topic E: *Money Amounts as Decimal Numbers*

Decimals and Money

Students will use their understanding of tenths and hundredths to express money amounts in both fraction and decimal forms. They use this understanding to decompose varying configurations and forms of dollars, quarters, dimes, nickels, and pennies, and express each as a decimal fraction and decimal number. They solve word problems involving money using all four operations Addition and subtraction word problems are computed using dollars and cents in unit form. Multiplication and division word problems are computed using cents in unit form. All answers are converted from unit form into decimal form.

Example Problem and Answer

Sue has 2 quarters and 7 dimes. Tanya has 1 dollar, 3 quarters, and 6 pennies. How much money do they have together? Write your answer as a decimal.



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

Week #27

Name_____

Day 1

Write the decimal. $\frac{68}{100}$ = _____	$6\frac{3}{5} - 3\frac{1}{5}$ =
934 × 6 =	Write <, >, or = to make the statement true. 0.46 ◯ 0.32

Day 2

If $\frac{4}{5} = 4 \times (\frac{1}{5})$, then $\frac{2}{8} = \square \times (\frac{\square}{\square})$.	Connor ate $\frac{1}{4}$ of an apple. Orlando ate $\frac{1}{4}$ of the same apple. How much of the apple did Connor and Orlando eat in all?
3,744 ÷ 8 =	Write <, >, or = to make the statement true. $\frac{7}{10}$ ◯ $\frac{2}{3}$

Day 3

$6 \times \frac{2}{5}$ =	$\frac{2}{10} = \frac{\square}{100}$
April has 394 paper clips that she has to divide equally between 9 of her coworkers. How many paper clips will each coworker get from April? How many paper clips will be left?	$\frac{2}{6} - \frac{1}{6}$ =

Day 4

Mrs. Benson must give each child $\frac{2}{12}$ of a pizza. She is feeding 4 children, How much pizza does Mrs. Benson have to make?	$\frac{6}{10} + \frac{8}{100} = \frac{\square}{100}$
Write the number in expanded form. eight hundred forty thousand three	Decompose $\frac{4}{8}$ in two ways. A. $\frac{\square}{8} + \frac{\square}{8} = \frac{4}{8}$ B. $\frac{\square}{8} + \frac{\square}{8} = \frac{4}{8}$

Name _____ Date _____

1. Solve. Convert tenths to hundredths before finding the sum. Rewrite the complete number sentence in decimal form. Problems 1(a) and 1(b) are partially completed for you.

a. $5\frac{2}{10}+\frac{7}{100}=5\frac{20}{100}+\frac{7}{100}=5\frac{27}{100}$ 5.2 + 0.07 = 5.27 This is example is done for you. *Remember to convert the tenths to hundredths, before adding.	b. $5\frac{2}{10}+3\frac{7}{100}=8\frac{20}{100}+\frac{7}{100}=$ _____
c. $6\frac{5}{10}+\frac{1}{100}$	d. $6\frac{\mathbf{5}}{\mathbf{10}}+7\frac{1}{100}$

2. Solve. Then, rewrite the complete number sentence in decimal form.

a. $4\frac{9}{10}+5\frac{10}{100}$	b. $8\frac{7}{10}+2\frac{65}{100}$
c. $7\frac{3}{10}+6\frac{87}{100}$	d. $5\frac{48}{100}+7\frac{8}{10}$

Write the answer as a statement. Remember to show your work. You can use a strategy like RDW (Read, Draw, Write.)

Name _____ Date _____

1. The snowfall in Year 1 was 2.03 meters. The snowfall in Year 2 was 1.6 meters. How many total meters of snow fell in Years 1 and 2?

2. A deli sliced 22.6 kilograms of roast beef one week and 13.54 kilograms the next. How many total kilograms of roast beef did the deli slice in the two weeks?

Name _____ Date _____

Prefixes *pre-*, *inter-*, *ex-*

prearrange	interact	intermingle	ex-mayor
precaution	international	exceed	intercontinental

Each sentence shows a word in parentheses with the prefix *pre-*, *inter-*, or *ex-* in parentheses. Use each word in parentheses and your own words to complete each sentence.

1. (prearrange) I will call you to

_____

2. (precaution) Buckling your safety belt in the car is

_____

3. (interact) When you go to a new school,

_____

4. (international) The world-famous film actor was

_____

5. (intermingle) Because he's shy, he doesn't like it when

_____

6. (exceed) I know that your work will

_____

7. (ex-mayor) When the election comes,

_____

8. (intercontinental) The family traveled from North America to South America

_____

Name _____ Date _____

Words with the VCCV Pattern

Basic 1–10. Write the Basic Word that each sentence describes.

1. No one else knows this.
   _____
2. Cats and dogs have these.
   _____
3. You buy this to see a movie in the theater.
   _____
4. Someone who writes a book is called this.
   _____
5. You can hang this on a wall for decoration.
   _____
6. You can put sand in this at the beach.
   _____
7. People travel into outer space using this.
   _____
8. This is a type of food to eat.
   _____
9. This protects your clothes when you cook.
   _____
10. This is to pick things up and put in one place.
    _____

Challenge 11–14. You have been invited to a friend's party, but you can't attend because you're going to your family reunion that day. Write a letter to your friend explaining why you can't attend the party. Use four Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. poster
2. secret
3. whether
4. author
5. rocket
6. bushel
7. agree
8. bucket
9. ticket
10. declare
11. chicken
12. clothing
13. apron
14. whiskers
15. degree
16. gather
17. achieve
18. rather
19. bracket
20. machine

Challenge
regret
nephew
method
decline
vibrate

Name _____ Date _____

End of Sentence Punctuation

Different kinds of sentences end with different punctuation marks.

Kind of Sentence	End Punctuation	Example
statement or command	period (.)	Look at this tree. It is more than 500 years old.
question	question mark (?)	Have you ever planted a tree?
exclamation	exclamation mark (!)	What a remarkable life!

1–7. Write the appropriate end mark at the end of each sentence.

1. Many animals live in and on trees ____

2. Do they harm the tree they call home ____

3. For the most part, they do not ____

4. However, some insect pests can kill a tree ____

5. What a spectacular leap that squirrel made ____

6. Look at the top branch of that tree ____

7. Is that a squirrel's nest I see ____

8–11. Rewrite the sentences on the lines. Use capital letters and end marks correctly.

our class is planting trees in the park today can you help us bring a shovel with you we are excited about this project

Rocket Math Multiplication Two-Minute Test 3

Name _____

Complete as many as you can in two minutes. Then finish the rest!

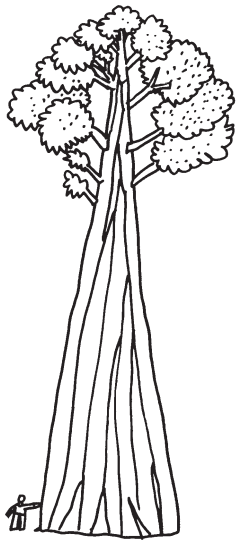
7 × 7	5 × 8	9 × 7	3 × 3	8 × 2	2 × 2	3 × 9	7 × 3	8 × 8	4 × 4
5 × 3	2 × 6	0 × 5	7 × 9	2 × 7	9 × 2	9 × 8	5 × 8	7 × 5	4 × 5
8 × 3	9 × 6	4 × 9	5 × 9	3 × 1	3 × 7	6 × 4	2 × 8	6 × 3	9 × 6
6 × 8	5 × 5	1 × 3	2 × 2	3 × 3	5 × 0	9 × 7	3 × 5	9 × 4	4 × 8
6 × 5	4 × 2	7 × 8	6 × 7	2 × 9	8 × 8	3 × 6	5 × 9	7 × 7	8 × 5
8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

Answer as many problems as you can in 2 minutes.

Name _____ Date _____

Reader's Guide

The Ever-Living Tree: The Life and Times of a Coast Redwood



Draw the Idea

Compare the events in the selection "The Ever-Living Tree: The Life and Times of a Coast Redwood."

Turn to page 687. Read the paragraph marked with the icon for Alexander the Great. What is the paragraph mainly about? How does the map help you understand the text?

Read the next paragraph on page 687 marked with the icon for the sequoia tree. What is the paragraph mainly about? What do the layers of the tree show?

How are the main ideas of each section similar?

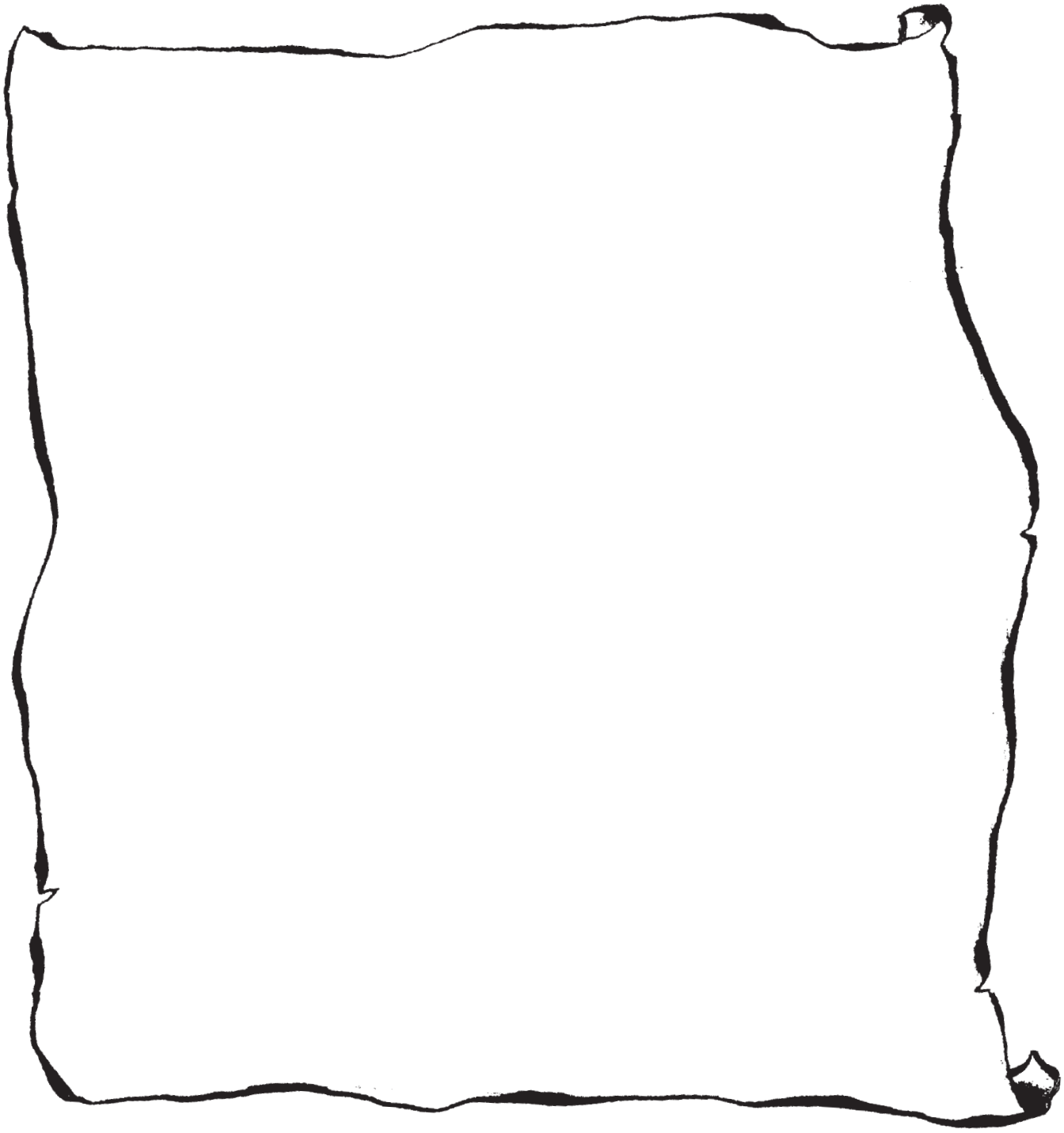
Why might the author have structured the text this way putting these ideas together?

Name _____ Date _____

The Ever-Living Tree: The Life and Times of a Coast Redwood

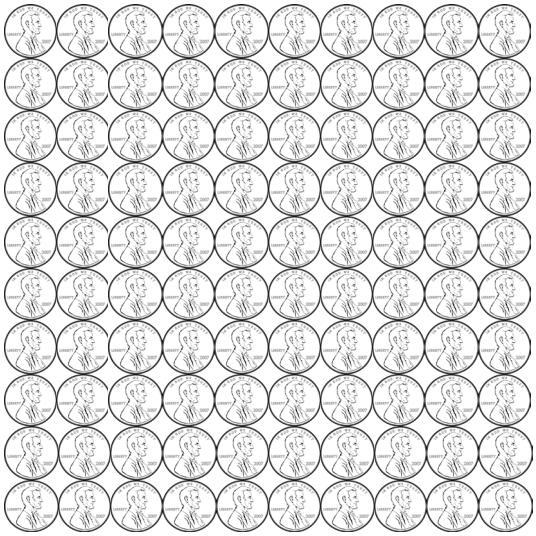
Independent Reading

Reread page 688. How are the ideas of the two sections similar? Draw a picture of the Great Wall of China. Use at least one label to show the idea shared between the sections.



A few examples have been completed for you.

Name _____ Date _____



1. 100 pennies = $___._____ 100¢ = $\frac{\quad}{100}$ dollar
2. 1 penny = **$ 0.01** 1¢ = $\frac{1}{100}$ dollar
3. 3 pennies = $___._____ 3¢ = $\frac{\quad}{100}$ dollar
4. 20 pennies = $___._____ 20¢ = $\frac{\quad}{100}$ dollar
5. 37 pennies = $___._____ 37¢ = $\frac{\quad}{100}$ dollar

6. 10 dimes = $___._____ 100¢ = $\frac{\quad}{10}$ dollar
7. 2 dimes = $ 0.20 20¢ = $\frac{2}{10}$ dollar
8. 4 dimes = $___._____ 40¢ = $\frac{\quad}{10}$ dollar
9. 6 dimes = $___._____ 60¢ = $\frac{\quad}{10}$ dollar
10. 9 dimes = $___._____ 90¢ = $\frac{\quad}{10}$ dollar

11. 3 quarters = $ 0.75 75¢ = $\frac{75}{100}$ dollar
12. 2 quarters = $___._____ 50¢ = $\frac{\quad}{100}$ dollar
13. 4 quarters = $___._____ 100¢ = $\frac{\quad}{100}$ dollar
14. 1 quarter = $___._____ 25¢ = $\frac{\quad}{100}$ dollar

Name _____ Date _____

The Ever-Living Tree
Spelling: Words with the VCCV Pattern

Proofreading for Spelling

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

In 1903, Colonel Charles Young was ordered to take his troops to Sequoia National Park. He would rathar have stayed in San Francisco, where the temperature rarely registered a degre under 45 in the winter. But whehter or not he wanted to go, he had to agre to the U.S. Army orders. Traveling on horseback for 16 days, Young and his troopers arrived in Sequoia. They brought clotheng and food. To make sure there was enough to eat, each man had to gathar a bushal of fruit and fill a buket with water. The supplies were so heavy the braket on the shelf broke. The men had no mashine to fix it. Hammer and nails would do. Young and his men were able to acheive their goal of making the wagon road long enough for people to be able to get to the park. Colonel Young, the first African-American superintendent of a national park, could deklare his work a success.

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

Spelling Words

1. poster
2. secret
3. whether
4. author
5. rocket
6. bushel
7. agree
8. bucket
9. ticket
10. declare
11. chicken
12. clothing
13. apron
14. whiskers
15. degree
16. gather
17. achieve
18. rather
19. bracket
20. machine

Challenge
regret
nephew
method
decline
vibrate

Name _____ Date _____

Capital Letters and Punctuation in Quotations

Use capital letters and punctuation to write direct quotations correctly. Always capitalize the first word of a quotation. Use a comma to separate a quotation from the words that tell who is speaking. Put punctuation inside the last quotation marks.

When a quotation starts a sentence, put a comma at the end of a statement. Use the usual end punctuation for questions and exclamations.

direct quotations
Angela exlaimed, "What a big tree!"
"The redwood is a unique tree," Jee agreed.
"Do you think we can climb it?" asked Angela.

Thinking Questions
What kind of sentence is this quotation? Does the quotation come first or last in the sentence?

1–5. Write the quotations correctly.

1. shall we look for something to eat the woodpecker asked

_____

2. the chipmunk asked do you see any acorns

_____

3. bugs sound good to me said the woodpecker.

_____

4. the chipmunk exclaimed that sounds absolutely awful

_____

5. most birds eat worms and bugs said the woodpecker

_____

Name _____ Date _____

Ordering Adjectives

Adjectives tell *which one*, *what kind*, or *how many* about a noun or pronoun.

What kind? **Giant** trees may produce tiny seeds.
Which one? **That** huge tree is a redwood.
How many? **Numerous** redwoods were cut down.

When several adjectives describe one noun or pronoun, put them in order by category.

Number or Article	Opinion	Size, shape, age, color	Material	Purpose	Noun
The	beautiful	oval			brooch
One		ancient	gold		coin
Six	talented	young		basketball	players

1–3. Complete each sentence with adjectives that answer the question in parentheses ( ).

1. (what kind?) The little tree spread its _____ roots far out.
2. (how many?) For _____ years, the tree remained small.
3. (which one?) _____ tree is the tallest tree in the forest.

4–5. Choose <u>three</u> adjectives to describe each noun below. Be sure to put the adjectives in the correct order.

4. _____ bark
5. _____ needles

Rocket Math Division Two-Minute Test 3

Name _____

Complete as many as you can in two minutes. Then finish the rest!

2)16	3)18	7)21	6)54	6)6	7)42	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
7)63	4)4	3)6	4)24	4)20	2)10	3)9	6)42	8)56	5)45
3)18	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
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)24	5)15	3)18	9)36	4)32
9)36	5)15	7)35	9)45	2)8	4)16	2)14	3)27	6)24	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

Answer as many problems as you can in 2 minutes.

Final Copy (use notebook paper for rough draft) OR
Rough Draft (if you type Final Copy in Google Docs and share with your teacher)

Name_____ Date_____

Lesson 23-The Ever Living Tree

Write About Reading- pg. 703

What did you enjoy most about the selection? Was the author's choice to tell the story of humans along with the story of the redwood a good one? **(2 questions)**

Write two paragraphs that explain your opinions about the text. Include reasons for your opinions and details that support your reasons.

- In the first paragraph, state what you liked most about the selection. Give two reasons why.
- In the second paragraph, state your opinion about the structure of the selection. Give one or two reasons for your opinion.
- Don't forget to indent, capitalize, and add punctuation.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name_____

Week #27 Assessment

1. $\frac{3}{10} = \frac{\square}{100}$

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

0.95 ◯ 0.99

3. $4\frac{7}{10} - 3\frac{3}{10} =$

4. Mr. Lang must give each child $\frac{4}{6}$ of a cup of juice. How much juice does Mr. Lang have to buy for 4 children?

5. Decompose $\frac{6}{8}$ in two ways.

A. $\frac{\square}{8} + \frac{\square}{8} = \frac{6}{8}$

B. $\frac{\square}{8} + \frac{\square}{8} = \frac{6}{8}$

6. $3 \times \frac{3}{10} =$

7. $\frac{4}{6} - \frac{2}{6} =$

8. If $\frac{4}{5} = 4 \times (\frac{1}{5})$, then $\frac{2}{4} = \square \times (\frac{\square}{\square})$.

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

$\frac{3}{10}$ ◯ $\frac{2}{5}$

10. Write the decimal.

$\frac{29}{100} =$ _____

Name _____ Date _____

Comprehension

Answer Numbers 1 through 10. Base your answers on the article "The Ever-Living Tree."

1. What does the timeline in the article show?

   Ⓐ all the events that occurred before the coast redwood grew

   Ⓑ major world events that were occurring while the coast redwood grew

   Ⓒ how the coast redwood compared to other trees over thousands of years

   Ⓓ only the important events that occurred in Europe while the dinosaurs were alive

2. Why does the author include icons in the article?

   Ⓕ to show different types of trees

   Ⓖ to compare the past with the present

   Ⓗ to show what plants need in order to grow

   Ⓘ to indicate human events and redwood events

3. How does the author organize the ideas in the sentences below?

   Time passed and the new tree grew quickly. It spread its shallow roots far out under the floor of the forest. Its bark grew thicker.

   Ⓐ by sequence of events

   Ⓑ by order of importance

   Ⓒ by problem and solution

   Ⓓ by comparison and contrast

4. Why does the author include a map in the article?

   Ⓕ to show Columbus's route to the New World

   Ⓖ to show where Alexander's ancient empire was

   Ⓗ to show where redwoods grow around the world

   Ⓘ to show where the African kingdom of Kanem was

5. Which sentence below contains a simile?

   Ⓐ "They stretched their webs wherever they could."

   Ⓑ "The older sapwood became the heartwood of the tree."

   Ⓒ "The outside of the tree looked like an apartment house for spiders."

   Ⓓ "Dozens of trapping spiders looked for spaces up and down the thick, uneven bark of the tree."

Name _____ Date _____

6 What does the diagram in the article help the reader understand?

- Ⓕ the parts of a glacier
- Ⓖ the parts of a catapult
- Ⓗ the parts of a redwood tree
- Ⓘ the parts of a mountain range

7 Which of these phrases from the article does NOT help you understand the sequence of events?

- Ⓐ "Years went by"
- Ⓑ "Time went on"
- Ⓒ "until the late fifth century"
- Ⓓ "Almost nine thousand miles southeast"

8 Which sentence from the article contains a simile?

- Ⓕ "Its new rings of wood grew closer together like pages of a book."
- Ⓖ "Another, smaller fire swept through the forest, clearing away loose brush …."
- Ⓗ "Its twisted roots sent root crown sprouts up … encircling the tree in a fairy circle."
- Ⓘ "Dense fibers in the tree snuffed out the flames again before there was any danger."

9 In the timeline and the text, what does the icon of a ship stand for?

- Ⓐ Europeans' movement to Asia for trade
- Ⓑ Christopher Columbus's voyage to North America
- Ⓒ the shipping of redwood lumber across the Pacific Ocean
- Ⓓ the transplanting of redwood saplings from Europe to North America

10 Which of these events in the life of the coast redwood happened LAST?

- Ⓕ The sapwood layer developed to carry water and nutrients.
- Ⓖ A new tree began to grow up near the redwood's broken trunk.
- Ⓗ The heartwood layer formed to help the tree stand straight and tall.
- Ⓘ The tree grew to a height of 250 feet and measured 50 feet around the bottom.

Mark Student Reading Level:

____ Independent ____ Instructional ____ Listening

STOP