

FRSD Distance Learning: 4th Grade May 18-22



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: jcleland@fernridge.k12.or.us 541-325-6215

Amanda Johnson: ajohnson2@fernridge.k12.or.us 541-833-0701

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

WEEKLY MESSAGE from grade level teams: Welcome to week 6 of learning from home!

"Don't let what you can't do, stop you from doing what you can do." -John Wooden

Monday - Day 1 5/18/2020	Tuesday - Day 2 5/19/2020	Wednesday- Day 3 5/20/2020	Thursday - Day 4 5/21/2020	Friday - Day 5 5/22/2020
<p>Math: 1st: Week 28 Day 1 Spiral Review 2nd: Module 6 Lesson 16, pg 75 in your work packet. Refer to "Math News" in your packet for objectives and concepts.</p> <p>*Extra: IXL U. Add and Subtract Decimals 1-3</p> <p>Reading: Read the Lesson 24 Vocabulary words and Owen & Mzee pgs 712-727 in Journey's book.</p> <p>*Extra: Respond to Text to Self or Text to World prompt on pg. 735 in Journeys text</p> <p>Writing: After reading Owen & Mzee, brainstorm a response to the WRITE ABOUT READING prompt on page 731 in your Journey's book (PROMPT AND FINAL DRAFT PAGE ALSO IN THIS PACKET).</p> <p>PE Log 30 minutes of activity</p> <p>*Extra: IXL K. Government 2 (State Government)</p> <p>*Anything titled "Extra" is an option! It does not have to be completed!</p>	<p>Math: 1st: Week 28 Day 2, Spiral Review 2nd: Module 7 Lesson 1, pg 4 in your work packet.</p> <p>*Extra: IXL N. Measurement 4-16</p> <p>Reading: Complete pgs. 315, 316, and 319 of the reading materials in your packet. (Refer to Journeys Text page 736-737 for grammar supports)</p> <p>*Extra: Read <i>Sea Sanctuary</i> on pgs. 732-733. *Extra: Edit and revise Text to Self or Text to World prompt from Monday.</p> <p>Writing: Write a rough draft of a response to the Write About Reading prompt on page 731 in your Journeys book. Refer to Owen & Mzee in Journeys to help.</p> <p>PE Log 30 minutes of activity</p> <p>*Extra: Learn facts about Oregon, Oregon's wildlife, history, geography, and how Oregon got its name. Write down 5 facts you learned. https://kids.nationalgeographic.com/explore/states/oregon/</p>	<p>Math: 1st: Week 28 Day 3, Spiral Review 2nd: Complete entire Rocket Math Multiplication Sheet</p> <p>*Extra: IXL N. Measurement 4-16</p> <p>Reading: Read Dig Deeper pgs. 728-729 Reread Owen & Mzee on pgs. 717-727 in Journeys text, and complete pages 313-314 of the reading materials in your packet.</p> <p>*Extra: Respond to Text to Text prompt and make a Venn Diagram by yourself on pg. 735 in writing.</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. 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.</p> <p>PE Log 30 minutes of activity</p> <p>*Extra: Watch a video on PBS about Oregon. Write at least 5 facts you learned and share with family and your teacher. https://www.pbslearningmedia.org/resource/0b8380d9-13b6-4211-871c-064fcd055e61/great-sates-oregon/</p>	<p>Math: 1st: Week 28 Day 4, Spiral Review 2nd: Module 7 Lesson 2, pg 9 in your work packet.</p> <p>*Extra: IXL N. Measurement 4-16</p> <p>Reading: Complete pgs. 318, 320, and 321 of your reading materials in your packet. (Refer to Journeys Text page 736-737 for grammar supports).</p> <p>*Extra: Edit and revise your Text to Text response from Wednesday.</p> <p>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.</p> <p>PE Log 30 minutes of activity</p> <p>*Extra: Using the facts you have learned about Oregon, create a brochure, a poster, Google Slides, or Powerpoint presentation. (Ask your teacher if you aren't familiar with Google Slides and Powerpoint.)</p>	<p>Math: 1st: Week 28 Assessment, Spiral Review 2nd: Complete entire Rocket Math Division Sheet</p> <p>*Extra: IXL E. Division 6-16</p> <p>Reading: Reread <i>Dig Deeper</i> on pgs. 728-729 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 to Self or Text to World response(s).</p> <p>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.</p> <p>PE Log 30 minutes of activity</p> <p>*Extra: Continue the presentation from Day 4 and share it with your family and teacher. (Ask your teacher if you aren't familiar with Google Slides and Powerpoint.)</p>

Math Focus: Solve word problems involving money. Convert units of length, weight, and capacity to solve measurement problems.

Reading Focus: Compare and contrast characters of a story. Analyze and evaluate elements of a story. State facts vs opinions.

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 VCCCV, or Vowel-Consonant-Consonant-Consonant-Vowel patterns) 1. hundred 2. supply 3. single 4. middle 5. explain 6. surprise 7. pilgrim 8. sandwich 9. instead 10. complete 11. monster 12. settle 13. Address 14. farther 15. sample 16. although 17. turtle 18. athlete 19. orchard 20. kingdom

Vocabulary: 1. bond 2. suffered 3. intruder 4. companion 5. enclosure 6. inseparable 7. charged 8. chief 9. exhausted 10. affection

One lucky
winner!

CATCH[®]
COORDINATED APPROACH TO CHILD HEALTH

Make your
own route!

Virtual 3k Family Fun Walk/Run

Take a
Picture!



Do it
Anytime!

WHEN:

May 30th or 31st, anytime and anywhere you choose to make your 3K route (1.86 miles)

Details:

- Wear your CATCH shirt if you have one.
- Pick a number & print a Race Bib (optional)
- Walk/run 3K with the family.
- Take a finished picture & send it to the contact below.

CONTACT:

Jennie Herbert

jherbert@fernridge.k12.or.us

Billie Perrier

bperrier@fernridge.k12.or.us

We thought that it would be fun to try and do something together as a community, while we are all apart.

We would love to see your family participate! All you have to do is walk/run a 3k on May 30th or 31st, and then send a picture to one of the emails listed. We will compile a Virtual 3K Video with the pictures and share it on Facebook.

We will enter each family that participates in a drawing for a free one year family pass to Willamalane Parks and Recreation. We will draw and post live after the 31st.

Need help with a route? Use one of these free apps: Map My Run or Footpath

Picture Deadline is May 31st 8:00pm, if you give permission to post on social media.



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. 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

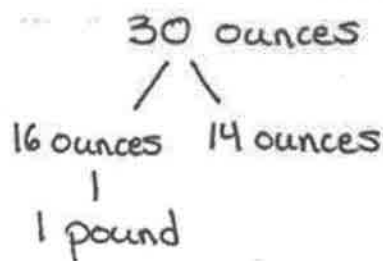
Family Walk
 Jog Around The House
 Badminton
 Family Hike
 HIIT Workout (YouTube)
 Cosmic Kids Yoga (YouTube)
 Jump Rope
 Cup Stacking
 Bike Ride/ Scooter Ride
 Beach Body for Kids(online)
 Fit Boost Activity (online)
 Hopscotch
 Relay races

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

Exploring Measurement with Multiplication

In this final module of Grade 4, students build their competencies in measurement as they relate multiplication to the conversion of measurement units. Throughout the module, students explore multiple strategies for solving measurement problems involving unit conversion.



A number bond decomposes 30 ounces to make a mixed unit of 1 pound 14 ounces

Pounds	Ounces
1	16
2	32
3	48
4	64
5	80
6	96
7	112
8	128
9	144
10	160

A pound-ounce conversion table like those students create and use in Module 7

What Came Before this Module:

Students explored decimal numbers and their relationship to decimal fractions. They learned to express a given quantity in both fraction and decimal forms and compared decimal numbers using the place value chart.

New Terms in this Module:

Customary system of measurement: measurement system used in the United States that includes such units as yards, pounds, and gallons

Customary unit: e.g., foot, ounce, quart

Cup (c): customary unit of measure for liquid volume

Gallon (gal): customary unit of measure for liquid volume

Metric system of measurement: base ten system of measurement used internationally that includes such units as meters, kilograms, and liters

Metric unit: e.g., kilometer, gram, milliliter

Ounce (oz): customary unit of measure for weight

Pint (pt): customary unit of measure for liquid volume

Pound (lb): customary unit of measure for weight

Quart (qt): customary unit of measure for liquid volume

+ How You Can Help at Home:

- As often as possible, notice and discuss customary units like ounces and pounds with your student (in the grocery store, at home, etc.).
- Review time by asking questions such as “How many more minutes until the next hour?” or “How many hours until the next day?”

Key Common Core Standards:

- Use the four operations with whole numbers to solve problems.**
 - Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.
 - Multiply or divide to solve word problems involving multiplicative comparison.
 - Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations.
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**
 - Know relative sizes of measurement units within one system of units.
 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.

Measurement Conversion Chart

Length	
Standard 1 mile = 5,280 feet 1 mile = 1,760 yards 1 yard = 3 feet 1 foot = 12 inches	Metric 1 kilometer = 1,000 meters 1 meter = 100 centimeters 1 centimeter = 10 millimeters 1 meter = 1,000 millimeters
Capacity	
Standard 1 gallon = 4 quarts 1 quart = 2 pints 1 pint = 2 cups 1 cup = 8 fluid ounces	Metric 1 liter = 1,000 milliliters
Mass and Weight	
Standard 1 ton = 2,000 pounds 1 pound = 16 ounces	Metric 1 kilogram = 1,000 grams 1 gram = 1,000 milligrams

Name _____

Day 1

If $\frac{4}{5} = 4 \times (\frac{1}{5})$,
then
 $\frac{7}{3} = \square \times (\frac{\square}{\square})$.

Uri shared $\frac{6}{8}$ of his orange with his friend and ate the rest. How much of the orange did Uri eat?

$9 \times \frac{3}{4} =$

Write the decimal.

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

Day 2

Start at 4. Create a pattern that multiplies each number by 4. Stop when you have 5 numbers.

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

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

Round 188,206 to the nearest thousand.

$\frac{7}{12} - \frac{5}{12} =$

Day 3

Shelby needs $\frac{4}{8}$ of a cup of oatmeal for each batch of cookies she is baking. If she wants to bake 7 batches of cookies, how much oatmeal will she need?

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

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

$0.76 \bigcirc 0.67$

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

Day 4

Kevin has 244 marshmallows. He drops 16. If 9 people share the remaining marshmallows, how many will each person get?

Decompose $\frac{3}{10}$ in two ways.
A. $\frac{\square}{10} + \frac{\square}{10} + \frac{\square}{10} = \frac{3}{10}$
B. $\frac{\square}{10} + \frac{\square}{10} = \frac{3}{10}$

Write the equation.

Colby has 8 gems. Evan has 3 times as many gems as Colby. How many gems does Evan have?

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

Name _____

Date _____

Use the RDW process to solve. Write your answer as a decimal, in a statement. Don't forget to show your work.

1. Maria has 2 dollars, 3 dimes, and 4 pennies. Lisa has 1 dollar and 5 quarters. How much money do the two girls have in all?

2. Meiling needs 5 dollars 35 cents to buy a ticket to a show. In her wallet, she finds 2 dollar bills, 11 dimes, and 5 pennies. How much more money does Meiling need to buy the ticket?

3. Joe has 5 dimes and 4 pennies. Jamal has 2 dollars, 4 dimes, and 5 pennies. Jimmy has 6 dollars and 4 dimes. They want to put their money together to buy a book that costs \$10.00. Do they have enough? If not, how much more do they need?

$$1 \text{ yard} = 3 \text{ feet} \quad 1 \text{ foot} = 12 \text{ inches}$$

Name _____

Date _____

1. Complete the tables.

a.

Yards	Feet
1	
2	
3	
5	
10	

b.

Feet	Inches
1	
2	
5	
10	
15	

c.

Yards	Inches
1	
3	
6	
10	
12	

2. Solve.

a. 2 yards 2 inches = _____ inches

b. 9 yards 10 inches = _____ inches

c. 4 yards 2 feet = _____ feet

d. 13 yards 1 foot = _____ feet

e. 17 feet 2 inches = _____ inches

f. 11 yards 1 foot = _____ feet

g. 15 yards 2 feet = _____ feet

h. 5 yards 2 feet = _____ inches

3. Ally has a piece of string that is 6 yards 2 feet long. How many inches of string does she have? Write your answer as a statement. Don't forget to show your work.

Name _____ Date _____

Suffixes *-ed, -ly*

Owen and Mzee
Vocabulary Strategies:
Suffixes *-ed, -ly*

wrapped	frequently	displayed	exhausted
normally	naturally	fairly	suffered

1–8 Complete each sentence using a word from the box.

1. It snows _____ in cold places like Alaska.
2. I would not _____ be so excited, but today is my birthday.
3. It is important to divide a treat _____ so that everyone gets the same amount.
4. After running ten miles, she was _____.
5. During the spelling bee, he _____ the embarrassment of being on stage.
6. The books were _____ in the store window.
7. The actor read his lines very _____.
8. _____ in a warm coat, I went out into the cold December snow.

Name _____ Date _____

Words with VCCCV Pattern

Basic 1–12. Write the Basic Word that belongs in each group.

1. example, model, _____
2. stock, inventory, _____
3. describe, clarify, _____
4. locate, live, _____
5. traveler, seeker, _____
6. beast, creature, _____
7. empire, monarchy, _____
8. midpoint, halfway, _____
9. lone, solo, _____
10. sportsperson, player, _____
11. finish, conclude, _____
12. in place of, rather than, _____

Challenge 13–15. Write an e-mail message to your friend telling about an art exhibit you have seen—perhaps at an art museum, an art fair, or a school art exhibit. Use three Challenge Words. Write on a separate sheet of paper.

Owen and Mzee
Spelling: Words with
VCCCV Pattern

Spelling Words

1. hundred
2. supply
3. single
4. middle
5. explain
6. surprise
7. pilgrim
8. sandwich
9. instead
10. complete
11. monster
12. settle
13. address
14. farther
15. sample
16. although
17. turtle
18. athlete
19. orchard
20. kingdom

Challenge

fortress
instant
exclaim
mattress
sculptor

Name _____ Date _____

Commas with Direct Speech and Names

When you write, use a comma to set off the name of a person addressed directly and to set off introductory words such as *yes*, *no*, and *well*.

Yolanda, can you tell me about the giant tortoise?

Well, the giant tortoise eats both plants and animals. I wonder, Mr. Scorzo, if a tortoise is the same as a turtle?

Thinking Questions

Does the sentence include an introductory word or the name of a person being addressed? Does the quotation include words that tell who is speaking?

1–5. Write the sentences correctly. Add commas where they are needed.

1. Yes giant tortoises sleep inside their shells.

2. Randy have you ever picked up a tortoise?

3. No I would be afraid it might bite me.

4. These animals cannot walk fast Brenda though their legs are strong.

5. Well their legs have to hold up those very heavy shells.

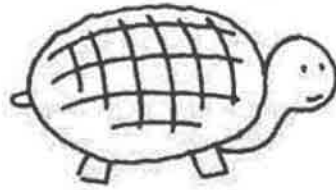
Name _____ Date _____



Owen & Mzee
Independent Reading

Owen & Mzee

Trip to Haller Park



You are a scientist visiting Haller Park to find out more about hippos and tortoises. Take a close look at the following pages: 720 (to find out about where Owen lives), 722 (to find out what the animals eat and how they behave), 724 (for facts about tortoises and hippos).

Based on what you have read, write field notes about your observations. Remember that you are a scientist, so you want to focus on facts. What do you observe?

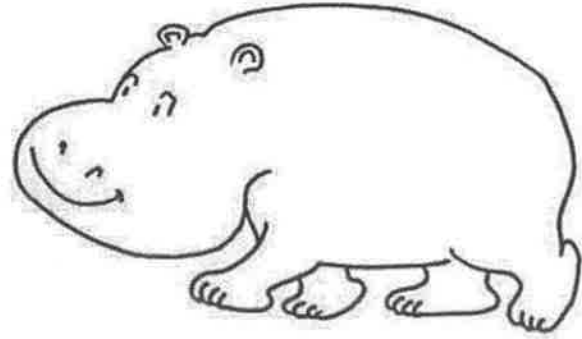
A large rectangular area for writing field notes, enclosed by a dashed border. The area contains ten horizontal lines for writing. On the right side of the writing area, there is a vertical column of ten decorative elements, each consisting of a curved line with a small circle at its end, resembling a stylized 'G' or a hook.

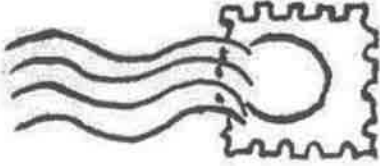
Lesson 24
READER'S NOTEBOOK

Name _____ Date _____

Owen & Mzee
Independent Reading

You focused on the facts—now how about your opinion? Your friends are not sure if they want to make the long trip to Haller Park to see Owen and Mzee. Should they visit? Why or why not? Write a postcard to a friend. Explain why Haller Park is—or is not—a great place to visit!



<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
---	---

1 gallon (gal.) = 4 quarts 1 quart (qt.) = 2 pints 1 pint (pt.) = 2 cups (c.)

1 Liter (L) = 1000 milliliters (mL)

Name _____

Date _____

Use the RDW process to solve Problems 1–3. Write your answer as a statement. Don't forget to show your work.

- Dawn needs to pour 3 gallons of water into her fish tank. She only has a 1-cup measuring cup. How many cups of water should she put in the tank?
- Julia has 4 gallons 2 quarts of water. Ally needs the same amount of water but only has 12 quarts. How much more water does Ally need?
- Sean drank 2 liters of water today, which was 280 milliliters more than he drank yesterday. How much water did he drink yesterday?

4. Complete the tables.

a.

Gallons	Quarts
1	
2	
4	
12	
15	

b.

Quarts	Pints
1	
2	
6	
10	
16	

Name _____ Date _____

Proofreading for Spelling

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

This is a story about a rare hawksbill tirtle whose adress is Hanauma Bay Nature Preserve in Hawaii. The turtle was seen with a hook caught in its left flipper. Everyone assumed the turtle would die so it was a surprize when a scuba diver spotted it swimming farthur out in the bay. Divers were able to rescue the hawksbill, although the vet's X-ray showed a sengle rusty fishing hook embedded in the animal. The vet decided to cut away as much of the hook as possible instead of removing it. After the hawksbill was treated with antibiotics, it was released back into Hanauma Bay with "HB" painted on its shell. Several hundrid people visit the bay daily. Some will bring a sandwitch and fruit from a nearby orcherd. They hope to catch a glimpse of "HB" swimming in the midle of the bay.

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

Spelling Words

1. hundred
2. supply
3. single
4. middle
5. explain
6. surprise
7. pilgrim
8. sandwich
9. instead
10. complete
11. monster
12. settle
13. address
14. farther
15. sample
16. although
17. turtle
18. athlete
19. orchard
20. kingdom

Challenge

- fortress
instant
exclaim
mattress
sculptor

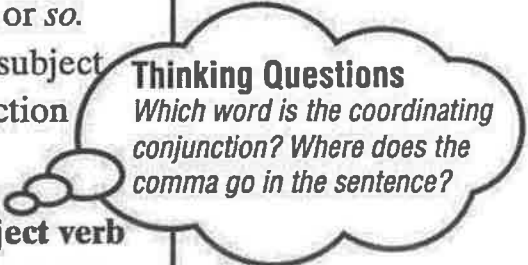
Name _____ Date _____

Commas in Compound Sentences

Owen and Mzee
Grammar:
Commas

A **compound sentence** joins two complete ideas using a coordinating conjunction such as *and*, *but*, *or*, or *so*. Each half of a compound sentence has its own subject and predicate. Use a comma before the conjunction in a compound sentence.

subject	verb		subject	verb
<u>Hippopotamuses</u>	<u>live</u>	in lakes and rivers,	but	<u>they</u> <u>graze</u>
on land every day.				



1–3. Join each pair of sentences using the conjunction in parentheses (). Be sure your compound sentence has a comma before the conjunction.

1. Hippos graze for hours each evening. They eat up to 150 pounds of food a day. (and)

2. Hippos have eyes, ears, and nose on the top of their heads. They can keep most of their body underwater. (so)

3. Hippos cannot sweat. They keep cool in the mud and water. (but)

Name _____ Date _____

Owen and Mzee
Grammar: Commas

More Uses of Commas

Use a comma to separate the words in a series.

We saw tortoises, hippopotamuses, and birds.

There are sea lions, sea otters, fur seals, and elephant seals at the zoo.

Use a comma between a date and a year.

Today is May 4, 2013.

Use a comma between a city and a state.

I live in Glendale, Arizona.

Thinking Questions

How are commas used to separate items in a series?

How are commas used in dates and place names?

1–4. Add commas where they are needed. Write the sentence correctly on the line.

1. My report on the marine sanctuary is due on December 12 2014.

2. People who drill dump or dig up the sea floor are not allowed in the sanctuary.

3. The sanctuary is located in Monterey California.

4. A layer of fat a thick coat of fur and a dry spot in the sun all help sea mammals to stay warm.



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

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

$2 \overline{)16}$ $3 \overline{)18}$ $7 \overline{)21}$ $6 \overline{)54}$ $6 \overline{)6}$ $7 \overline{)42}$ $9 \overline{)63}$ $4 \overline{)28}$ $8 \overline{)72}$ $5 \overline{)20}$

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

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

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

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

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

$8 \overline{)64}$ $6 \overline{)48}$ $2 \overline{)16}$ $6 \overline{)12}$ $2 \overline{)2}$ $3 \overline{)27}$ $5 \overline{)15}$ $3 \overline{)18}$ $9 \overline{)36}$ $4 \overline{)32}$

$9 \overline{)36}$ $5 \overline{)10}$ $7 \overline{)35}$ $9 \overline{)45}$ $2 \overline{)8}$ $4 \overline{)16}$ $2 \overline{)14}$ $3 \overline{)27}$ $6 \overline{)30}$ $7 \overline{)28}$

Answer as many problems as you can in 2 minutes.

See how many problems you can complete in two minutes, then finish the rest!

Name _____

<p>1. Write <, >, or = to make the statement true.</p> $\frac{2}{12} \bigcirc \frac{1}{2}$	<p>2. $\frac{5}{6} - \frac{1}{6} =$</p>
<p>3. Write <, >, or = to make the statement true.</p> $0.89 \bigcirc 0.98$	<p>4. Decompose $\frac{4}{6}$ in two ways.</p> <p>A. $\frac{\square}{6} + \frac{\square}{6} = \frac{4}{6}$</p> <p>B. $\frac{\square}{6} + \frac{\square}{6} = \frac{4}{6}$</p>
<p>5. Wallace needs $\frac{7}{10}$ of a cup of pecans to make one pecan pie. If Wallace wants to make 4 pecan pies, how many cups of pecans will he need?</p>	<p>6. $3\frac{5}{8} - 2\frac{1}{8} =$</p>
<p>7. $8 \times \frac{1}{6} =$</p>	<p>8. Nicole washed $\frac{4}{10}$ of a bag of potatoes. She left the rest in a basket outside. What amount of potatoes did Nicole leave outside?</p>
<p>9. If $\frac{4}{5} = 4 \times (\frac{1}{5})$, then $\frac{10}{6} = \square \times (\frac{\square}{\square})$.</p>	<p>10. Write the decimal.</p> $\frac{36}{100} = \underline{\hspace{2cm}}$

Comprehension

Answer Numbers 1 through 10. Base your answers on the article "Owen & Mzee."

- 1 According to Dr. Paula, how would wild hippos treat Owen DIFFERENTLY from another wild hippo?
- A They would welcome him because he is strong.
 - B They would care for him because he is young and helpless.
 - C They would ignore him because he is friends with a tortoise.
 - D They would attack him because they would think he is an intruder.
- 2 How is Owen's enclosure at Haller Park similar to a hippo's natural habitat?
- F They both have mud.
 - G They both have waves.
 - H They both have tortoises.
 - I They both have caregivers.
- 3 What does the word *scrambled* bring to mind in the text below?
- As soon as the ropes that held him were untied, Owen scrambled from the truck . . .**
- A regret and sorrow
 - B speed and urgency
 - C calm and happiness
 - D grace and friendliness
- 4 Before Owen came to Haller Park, how were he and Mzee ALIKE?
- F Both were alone.
 - G Both were friendly.
 - H Both were stranded.
 - I Both were raised by people.
- 5 What does the word *hissed* mean in the sentence below?
- He hissed at Owen and crawled away.**
- A feared
 - B surprised
 - C ran quickly toward
 - D made a warning sound
- 6 Which text from the article is a fact?
- F "Harder to explain is the affection that Mzee seems to show for Owen."
 - G "Or perhaps it was Mzee's protective presence that helped Owen feel calm."
 - H "As the weeks went on, Owen and Mzee spent more and more time together."
 - I "But it was clear that the bond between Owen and Mzee was helping the baby Hippo . . ."

Name _____ Date _____

Owen & Mzee
Comprehension

- 7 What does the word *snuggled* mean in the sentence below?

When the park workers checked on them in the morning, Owen was snuggled up against Mzee.

- (A) cuddled
- (B) distrusted
- (C) forced
- (D) noticed

- 8 Which sentence below is an opinion?

- (F) Owen and Mzee trust each other.
- (G) Mzee means “wise old man” in Swahili.
- (H) Dr. Paula Kahumbu is the manager of Haller Park.
- (I) Bushbucks and vervet monkeys live in Owen’s enclosure.

- 9 How did the author organize the ideas in the sentences below?

An old, slow tortoise like Mzee can never protect Owen the way a fierce mother hippo could. But since Mzee’s color and rounded shape are similar to a hippo’s, it’s possible that to Owen, Mzee looks like the hippo mother he needs.

- (A) by comparison and contrast
- (B) by order of importance
- (C) in time order
- (D) by location

- 10 At the end of the article, how is Owen DIFFERENT than he was at the beginning?

- (F) He is less trusting of other hippos.
- (G) He is more like a tortoise.
- (H) He seems smarter.
- (I) He seems happier.

Mark Student Reading Level:

___ Independent ___ Instructional ___ Listening



CATCH 4th Grade Survey (Spring 2020)

School: _____

Gender: Male / Female

Age: _____ years

Part 1: What activities did you do?

Instructions: Please read the questions carefully and check the box that best fits your answer for each question.

1. Last week, which days did you go to physical education (PE) or gym classes?

- | | | |
|----------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> No days | <input type="checkbox"/> Tuesday | <input type="checkbox"/> Thursday |
| <input type="checkbox"/> Monday | <input type="checkbox"/> Wednesday | <input type="checkbox"/> Friday |

2. Do you currently take part in any organized physical activities or take lessons, either before or after school? Examples are: martial arts, dance, gymnastics, or tennis?

- Yes No



3. Yesterday, how many hours did you watch TV, DVDs, or movies?

- | | |
|---|--|
| <input type="checkbox"/> I did not watch TV yesterday | <input type="checkbox"/> 2 hours |
| <input type="checkbox"/> Less than 1 hour | <input type="checkbox"/> 3 hours |
| <input type="checkbox"/> 1 hour | <input type="checkbox"/> 4 hours or more |



4. Yesterday, how much time did you spend on the computer, video game system (like X-box or Playstation), cell phone, or tablet to use the internet or play video games before or after school?

- | | |
|--|--|
| <input type="checkbox"/> I did not do that yesterday | <input type="checkbox"/> 2 hours |
| <input type="checkbox"/> Less than 1 hour | <input type="checkbox"/> 3 hours |
| <input type="checkbox"/> 1 hour | <input type="checkbox"/> 4 hours or more |



5. I walk or ride my bike to school.

Never or Almost Never

Sometimes

Always or Almost Always

6. I walk or ride my bike from school.

Never or Almost Never

Sometimes

Always or Almost Always

7. Below, check the days last week you exercised or did an activity that made your heart beat fast and made you breathe hard for **at least 30 minutes**?

Examples are: basketball, soccer, running or jogging, fast dancing, swimming, bicycling, jumping rope, trampoline, hockey, fast skating, or rollerblading.

I didn't do any exercise last week that made my heart beat fast for 30 minutes

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



8. Below, check the days you play outdoors for at least 30 minutes?

Do not count outdoor play during school hours.

I didn't play outdoors last week.

Monday

Tuesday

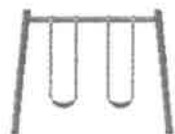
Wednesday

Thursday

Friday

Saturday

Sunday



Part 2 – What did you eat yesterday?

Instructions: Please read the questions carefully and check the box that best fits your answer for each question.

1. Yesterday, did you eat French fries or chips?

Chips are potato chips, tortilla chips, Cheetos®, corn chips, or other snack chips.



- No, I didn't eat any French fries or chips yesterday.
- Yes, I ate French fries or chips **1 time** yesterday.
- Yes, I ate French fries or chips **2 times** yesterday.
- Yes, I ate French fries or chips **3 or more times** yesterday.

2. Yesterday, did you eat any vegetables?

*Vegetables are all cooked and uncooked vegetables; salads; and boiled, baked and mashed potatoes. **Do not count French fries or chips.***



- No, I didn't eat any vegetables yesterday.
- Yes, I ate vegetables **1 time** yesterday.
- Yes, I ate vegetables **2 times** yesterday.
- Yes, I ate vegetables **3 times** yesterday.
- Yes, I ate vegetables **4 times** yesterday.
- Yes, I ate vegetables **5 or more times** yesterday.

3. Yesterday, did you eat beans such as pinto beans, baked beans, kidney beans, refried beans, or pork and beans? **Do not count green beans.**

- No, I didn't eat any beans yesterday.
- Yes, I ate beans **1 time** yesterday.
- Yes, I ate beans **2 times** yesterday.
- Yes, I ate beans **3 or more times** yesterday.

4. Yesterday, did you eat fruit? Do not count juice.



- No, I didn't eat any fruit yesterday.
- Yes, I ate fruit **1 time** yesterday.
- Yes, I ate fruit **2 times** yesterday.

- Yes, I ate fruit **3 times** yesterday.
 - Yes, I ate fruit **4 times** yesterday.
 - Yes, I ate fruit **5 or more times** yesterday.
-

5. Yesterday, did you drink any regular sodas or soft drinks?

- No, I didn't drink any sodas or soft drinks yesterday.
 - Yes, I drank sodas or soft drinks **1 time** yesterday.
 - Yes, I drank sodas or soft drinks **2 times** yesterday.
 - Yes, I drank sodas or soft drinks **3 or more times** yesterday.
-

6. Yesterday, did you eat a frozen dessert?

A frozen dessert is a cold, sweet food like ice cream, frozen yogurt, or Popsicle.

- No, I didn't eat any frozen dessert yesterday.
- Yes, I ate a frozen dessert **1 time** yesterday.

- Yes, I ate a frozen dessert **2 times** yesterday.
 - Yes, I ate a frozen dessert **3 or more times** yesterday.
-

7. Yesterday, did you eat sweet rolls, doughnuts, cookies, brownies, pies, or cake?



- No, I didn't eat any those yesterday.
- Yes, I ate one of those **1 time** yesterday.

- Yes, I ate one of those **2 times** yesterday.
 - Yes, I ate one of those **3 or more times** yesterday.
-

8. Yesterday, did you eat breakfast?

Yes

No

Part 3 – Which food is better for your health?

Instructions: Circle one of the two foods that you think is better for your health.

1.



Beans



Macaroni and cheese

2.



White bread



Whole-grain bread

3.



1% low-fat or skim
(fat-free) milk



Whole milk

4.



Popcorn with butter



Popcorn without butter

Part 4 – How sure are you?

Instructions: Please read each question carefully and check the box that best fits your answer.

1. How sure are you that you can be physically active (or exercise) most days?

- Very sure
- A little sure
- Not very sure

2. How sure are you that you can make healthy food choices?

- Very sure
- A little sure
- Not very sure

Part 5 – What do you think?

Instructions: Please read each question carefully and check the box that best fits your answer.

		Never or almost never	Sometimes	Always or almost always
1.	I think most of my friends want me to be active when we play.			
2.	My friends and I have fun when we're active when we play together.			
3.	My teachers tell me to eat lots of fruits and vegetables.			
4.	My teachers tell me to drink water instead of a soft drink (soda).			
5.	My teachers tell me to eat whole-grain bread instead of white bread.			
6.	My teachers tell me to eat breakfast every morning.			
7.	I think my friends want me to drink water instead of a soft drink (soda).			
8.	I think my friends want me to eat breakfast every morning.			

Part 6 – What do you know about CATCH?

Instructions: Please read the questions carefully and check the box that best fits your answer for each question.

1. Did you do CATCH lessons in your classroom this year?

- Yes No I have never heard of CATCH
-

2. What is the CATCH Program?

- Throwing and catching program
 Bike safety program
 Program that teaches kids to eat healthy and play every day
 I don't know what the CATCH Program is
-

3. Which of the following is a GO food?

- French toast Green beans without butter
 Pepperoni I have never heard of GO food
-

4. Which of the following is a WHOA food?

- Brown rice Chocolate doughnuts
 2% milk I have never heard of WHOA food
-

5. Which one of the following is a CATCH character?

- Cap'n Crunch Freshness Fanatic Hearty Heart
 VeggieMan I don't know

Thank you!