

## FRSD Distance Learning: 4th Grade May 4



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](mailto:mchen@fernridge.k12.or.us) 971-238-6108

Jahnie Cleveland: [jcleland@fernridge.k12.or.us](mailto:jcleland@fernridge.k12.or.us) 541-325-6215

Amanda Johnson: [ajohnson2@fernridge.k12.or.us](mailto:ajohnson2@fernridge.k12.or.us) 541-833-0701

Ruth Lewis: [rlewis@fernridge.k12.or.us](mailto:rlewis@fernridge.k12.or.us) 541-913-5690

**WEEKLY MESSAGE from grade level teams: Welcome to week 4 of learning from home! We hope you are enjoying the sunshine and loving decimals as much as we do!**

Monday - Day 1 5/4/2020	Tuesday - Day 2 5/5/2020	Wednesday-Day 3 5/6/2020	Thursday - Day 4 5/7/2020	Friday - Day 5 5/8/2020
<p><b>Math:</b> 1st: <b>Week 26 Day 1</b> Spiral Review 2nd: Module 6 <b>Lesson 10, pg 49</b> in your work packet. Refer to "Math News" in your packet for objectives and concepts over next 2 weeks.</p> <p><b>*Extra:</b> IXL T.Decimals 7-17</p> <p><b>Reading:</b> Read the <b>Lesson 22 Vocabulary words</b> and <b><i>I Could Do That! Esther Morris Gets Women the Vote</i>, pgs 650-665</b> in Journey's book.</p> <p><b>*Extra:</b> Respond to Text to Self prompt on pg. 675 in Journeys text</p> <p><b>Writing:</b> After reading <b><i>I Could Do That! Esther Morris Gets Women the Vote</i></b>, brainstorm a response to the <b>Write about Reading</b> prompt on page 669 in your Journey's book.</p> <p><b>PE</b> Log 30 minutes of activity</p> <p><b>*Extra:</b> Watch the video from the link below, and then write a paragraph telling us about the 3 branches of government!</p> <p><a href="https://www.youtube.com/watch?v=tEPd98CbbMk">https://www.youtube.com/watch?v=tEPd98CbbMk</a></p>	<p><b>Math:</b> 1st: <b>Week 26 Day 2</b>, Spiral Review 2nd: Module 6 <b>Lesson 11, pg 54</b> in your work packet.</p> <p><b>*Extra:</b> IXL T.Decimals 7-17</p> <p><b>Reading:</b> Read <b><i>The Role of the Constitution</i></b> on pgs. 670-674 in Journeys Text. Complete <b>pgs. 291, 292, and 295</b> of the reading materials in your <b>packet</b>. (Refer to Journeys Text page 676-677 for grammar supports)</p> <p><b>*Extra:</b> Edit and revise Text to Self prompt from Monday.</p> <p><b>Writing:</b> Write a <b>rough draft</b> of a response to the <b>Write About Reading</b> prompt on page 669 in your Journeys book. Refer to page 667 for information about domain specific vocabulary. You can use your glossary in Journeys to help.</p> <p><b>PE</b> Log 30 minutes of activity</p> <p><b>*Extra:</b> Watch the video from the link below to learn more about Oregon's Government!</p> <p><a href="https://opb.pbslearningmedia.org/resource/great-states-oregon-government/video/">https://opb.pbslearningmedia.org/resource/great-states-oregon-government/video/</a></p>	<p><b>Math:</b> 1st: <b>Week 26 Day 3</b>, Spiral Review 2nd: Complete <b>entire Rocket Math Multiplication Sheet</b></p> <p><b>*Extra:</b> IXL D.Multiplication 1-10</p> <p><b>Reading:</b> Reread <b><i>I Could Do That! Esther Morris Gets Women the Vote</i></b>, starting on <b>pgs 654-665</b> in Journeys text, and complete <b>pages 289-290</b> of the reading materials in your <b>packet</b>.</p> <p><b>*Extra:</b> Respond to Text to Text prompt on pg. 675 in writing.</p> <p><b>Writing:</b> Complete your prompt <b>rough draft</b> for the week and begin <b>editing</b>. 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> <p><b>PE</b> Log 30 minutes of activity</p> <p><b>*Extra:</b> Watch the video from the link below, and write a paragraph explaining the process of how a bill becomes a law.</p> <p><a href="https://www.youtube.com/watch?v=tyeJ55o3Ei0">https://www.youtube.com/watch?v=tyeJ55o3Ei0</a></p>	<p><b>Math:</b> 1st: <b>Week 26 Day 4</b>, Spiral Review 2nd: Module 6 <b>Lesson 12, pg 58</b> in your work packet.</p> <p><b>*Extra:</b> IXL T.Decimals 7-17</p> <p><b>Reading:</b> Reread <b><i>The Role of the Constitution</i></b> in Journeys Text pages 670-674. Complete <b>pgs. 294, 296, 297</b> of your reading materials in your <b>packet</b>. (Refer to Journeys Text page 676-677 for grammar supports).</p> <p><b>*Extra:</b> Edit and revise your Text to Text response from Wednesday.</p> <p><b>Writing:</b> Complete your prompt for the week and finish <b>editing and revising</b>. Focus on writing 7-10 sentences in your paragraph, correct spelling, capital letters and punctuation. You may use dictionary.com if you do not have access to a dictionary.</p> <p><b>PE</b> Log 30 minutes of activity</p> <p><b>*Extra:</b> Go to the link below, and try your hand at drawing BOTH sides of the Oregon flag!</p> <p><a href="https://statesymbol.susa.org/symbol-official-item/oregon/state-flag/flag-oregon">https://statesymbol.susa.org/symbol-official-item/oregon/state-flag/flag-oregon</a></p>	<p><b>Math:</b> 1st: <b>Week 26 Assessment</b>, Spiral Review 2nd: Complete <b>entire Rocket Math Division Sheet</b></p> <p><b>*Extra:</b> IXL E.Division 6-16</p> <p><b>Reading:</b> Complete Weekly <b>Comprehension Test pages 17-18</b> in packet, questions 1-10. Use Journeys text for support.</p> <p><b>*Extra:</b> Create your final draft of your Text to Text and/or Text to self response(s).</p> <p><b>Writing:</b> Re-write a <b>final draft</b>, 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><b>PE</b> Log 30 minutes of activity</p> <p><b>*Extra:</b> Search Craft TV - Origami on youtube or type in the link below, and try your hand at some fun and easy origami!</p> <p><a href="https://www.youtube.com/channel/UCJME_um5k3Xr47bt4UGRGBg">https://www.youtube.com/channel/UCJME_um5k3Xr47bt4UGRGBg</a></p> <p><b>*Anything titled "Extra" is an option! It does not have to be completed!</b></p>

**Math Focus:** I can compare decimal values using area models and number lines. I can add 10ths and 100ths in both fraction and decimal forms.

**Reading Focus:** Cause and Effect: I can identify how an event can cause another event to happen (effect). Infer/Predict: I can make inferences by using text evidence to determine what is not stated directly to help understand the causes and effects in the story.

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

**Spelling words:** (Words with VCV, or Vowel-Consonant-Vowel, and VCCV patterns) 1. dentist 2. final 3. finish 4. narrow 5. shelter 6. ahead 7. corner 8. hollow 9. divide 10. famous 11. recent 12. silver 13. capture 14. cabin 15. dinner 16. minus 17. minute 18. value 19. reward 20. broken

**Vocabulary:** 1. politics 2. intelligent 3. disorderly 4. approve 5. polls 6. legislature 7. amendment 8. candidates 9. informed 10. denied



# MATH NEWS



LAFAYETTE  
PARISH SCHOOL SYSTEM

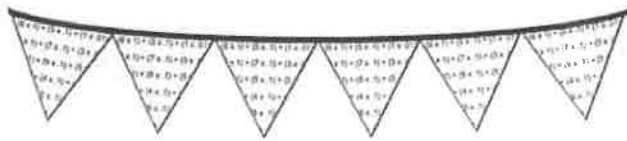
Grade 4, Module 6, Topic D

## 4<sup>th</sup> 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

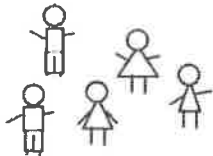
##### Words to Know:

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

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

#### Here's something to think about.

If we want to add 2 boys and 3 girls together, what would our answer be?



We can't say 5 boys. We can't say 5 girls. We have to change the units from boys and girls to children. Now, we can say there are 5 children.



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 decimal numbers are added together.

#### OBJECTIVES OF TOPIC D

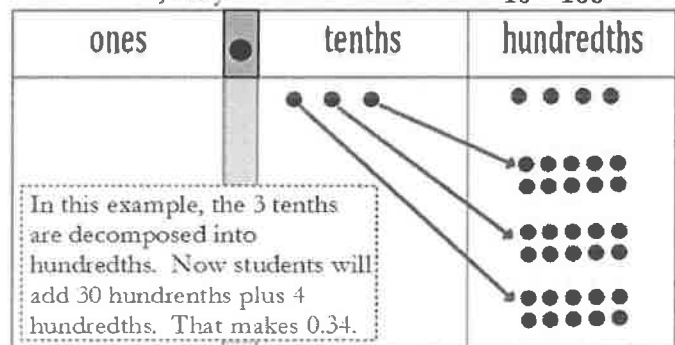
- ▶ Apply understanding of fraction equivalence to add tenths and hundredths.
- ▶ Add decimal numbers by converting to fraction form.
- ▶ Solve word problems involving the addition of measurements in decimal form.

#### 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.

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

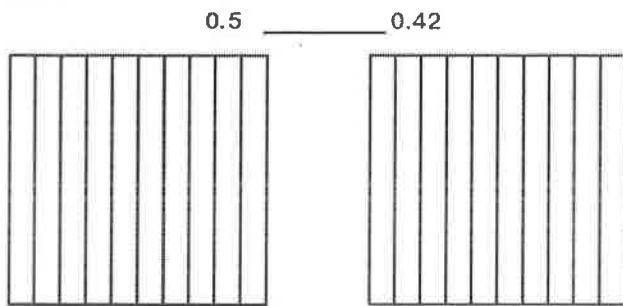
$$\frac{9}{10} + \frac{42}{100} = \frac{90}{100} + \frac{42}{100} = \frac{132}{100} = 1.32$$

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

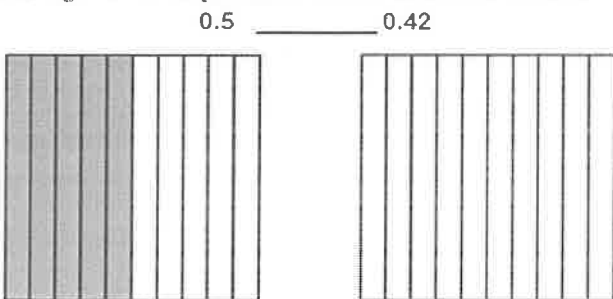
**Focus Area – Topic C: Decimal Comparison**  
**Decimal Comparison with Area Models**

Students will compare decimals using area models. This should help students overcome the common misconception that occurs when comparing numbers like 3 tenths and 28 hundredths. Students believe that 0.3 is less than 0.28 simply because it resembles the comparison of 3 ones and 28 ones.

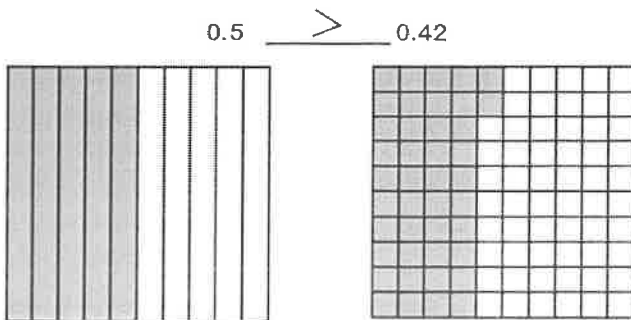
In this example, students will need to compare decimal numbers using the symbols  $<$ ,  $>$ , or  $=$ . They will represent the pairs of decimal numbers by shading in area models to match.



Students will begin by shading the first model to show 5 tenths. The model is partitioned into 10 equal parts. By shading in 5 of the parts, the student shows 0.5 shaded.

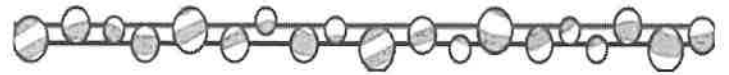


Students can then shade in 42 hundredths of the next model. However, the next model is divided into 10 parts, not 100 parts. Students will need to decompose the tenths into hundredths then shade to show 42 hundredths. Now students are ready to compare the decimal numbers using the symbols  $<$ ,  $>$ , or  $=$ .



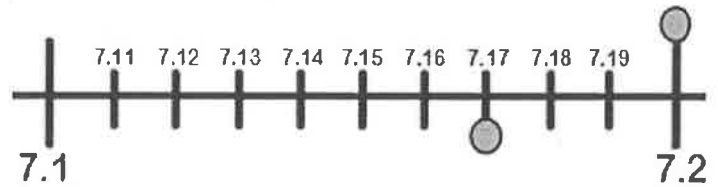
This process reinforces the idea that, in any comparison, one must consider the *size of the units*.

*Module 6: Decimal Fractions*



**Decimal Comparison using Number Lines**

Another strategy used to help students overcome misconceptions with decimals is the number line. Here students use the number line to justify their comparison of decimal numbers 7.17 and 7.2.



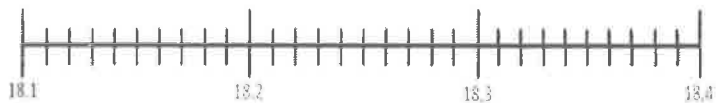
The space between 7 and 1 tenth on the line and 7 and 2 tenths can be decomposed into hundredths. Now, students can plot both locations and recognize that the location of 7.2 is farther down the number line than the location of 7.17. They can use this information to see that 7.17 is less than 7.2.

7.17      \_\_\_\_\_      <      7.2

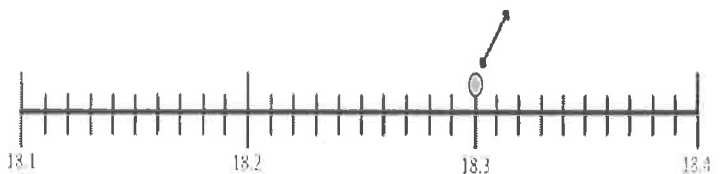
**Example Problem and Answer**

Locate and label the points for each of the decimal numbers on the number line. Fill in the blank with  $<$ ,  $>$ , or  $=$  to compare the decimal numbers.

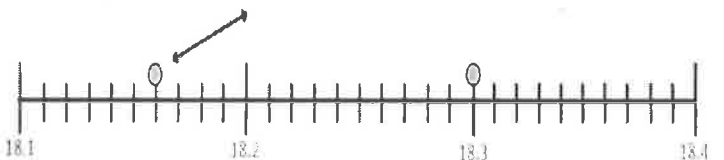
18.3      \_\_\_\_\_      18.16



In this example, students will mark 18 and 3 tenths with a dot.



Then they will mark 18 and 16 hundredths with a dot.



Students can see that the location of 18.3 is farther down the number line than the location of 18.16. Now they can compare the numbers.

18.3      \_\_\_\_\_      >      18.16



# 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

Name \_\_\_\_\_

Day 1

If  $\frac{4}{5} = 4 \times \left(\frac{1}{5}\right)$ ,

then  
 $\frac{4}{6} = \square \times \left(\frac{\square}{\square}\right)$ .

John eats  $\frac{4}{12}$  of a sandwich. Emma eats  $\frac{3}{12}$  of the same sandwich. How much more sandwich did John eat than Emma?

$3 \times \frac{2}{3} =$

$\frac{\square}{10} = \frac{50}{100}$

Day 2

List the factors of 90.

Is this number prime or composite?

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

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

Owen's bedroom has a perimeter of 46 feet. If the length of the bedroom is 11 feet, what is the width of the bedroom?

$\frac{3}{8} - \frac{1}{8} =$

Day 3

Each person at a party will eat  $\frac{2}{3}$  of a pound of turkey, and 8 people will be at the party. How many pounds of turkey will be needed?

$\frac{2}{10} + \frac{5}{100} = \frac{\square}{100}$

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

$0.2 \bigcirc 0.4$

Write the decimal.

$\frac{6}{100} = \underline{\hspace{2cm}}$

Day 4

$25,694 + 15,507 =$

Decompose  $\frac{9}{12}$  in two ways.

A.  $\frac{\square}{12} + \frac{\square}{12} = \frac{9}{12}$

B.  $\frac{\square}{12} + \frac{\square}{12} = \frac{9}{12}$

Write the equation.

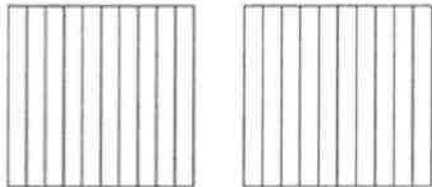
Vanessa has 10 stickers. Tara has 6 times as many stickers as Vanessa. How many stickers does Tara have?

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

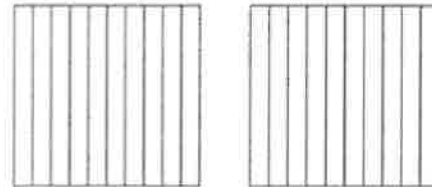
Name \_\_\_\_\_ Date \_\_\_\_\_

1. Shade the parts of the area models below, decomposing tenths as needed, to represent the pairs of decimal numbers. Fill in the blank with  $<$ ,  $>$ , or  $=$  to compare the decimal numbers.

a.  $0.19$  \_\_\_\_\_  $0.3$



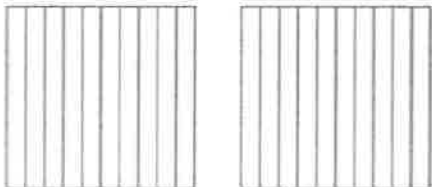
b.  $0.6$  \_\_\_\_\_  $0.06$



c.  $1.8$  \_\_\_\_\_  $1.53$

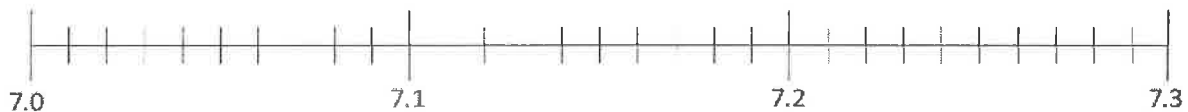


d.  $0.38$  \_\_\_\_\_  $0.7$



2. Locate and label the points for each of the decimal numbers on the number line. Fill in the blank with  $<$ ,  $>$ , or  $=$  to compare the decimal numbers.

a.  $7.2$  \_\_\_\_\_  $7.02$



b.  $18.19$  \_\_\_\_\_  $18.3$

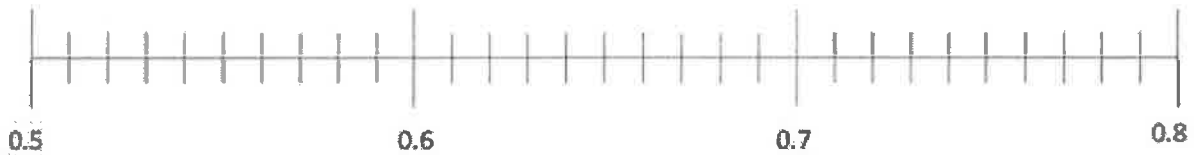


Name \_\_\_\_\_

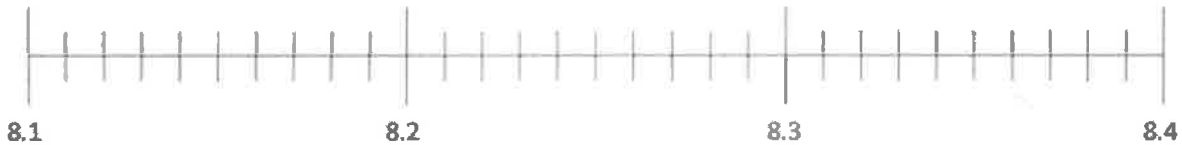
Date \_\_\_\_\_

1. Plot the following points on the number line using decimal form.

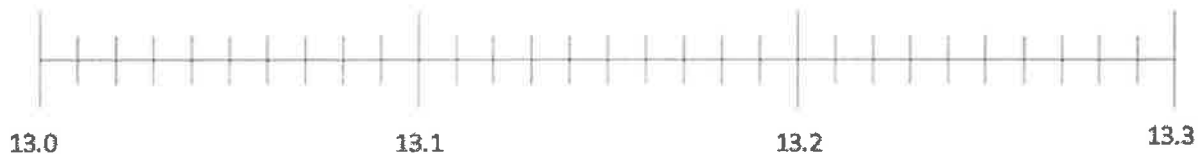
a.  $0.6$ ,  $\frac{5}{10}$ ,  $0.76$ ,  $\frac{79}{100}$ ,  $0.53$ ,  $\frac{67}{100}$



b. 8 ones and 15 hundredths,  $\frac{832}{100}$ ,  $8\frac{27}{100}$ ,  $\frac{82}{10}$ , 8.1



c.  $13\frac{12}{100}$ ,  $\frac{130}{10}$ , 13 ones and 3 tenths, 13.21,  $13\frac{3}{100}$





Name \_\_\_\_\_ Date \_\_\_\_\_

# Adages and Proverbs

**I Could Do That!**  
Vocabulary Strategies:  
Adages and Proverbs

**Underline the adage or proverb in each sentence. Then explain what it means in your own words.**

1. Esther realized it's never too late to right a wrong.

\_\_\_\_\_

2. When Esther wanted to get the right to vote, she knew that the longest journey starts with a single step.

\_\_\_\_\_

3. In the Wyoming Territory, Esther found that a woman's work is never done.

\_\_\_\_\_

4. Esther would not have listened to someone who said, "Don't rock the boat."

\_\_\_\_\_

5. For Esther, there was no time like the present for getting the right to vote.

\_\_\_\_\_

6. Esther seemed to believe that if at first you don't succeed, you should try again.

\_\_\_\_\_

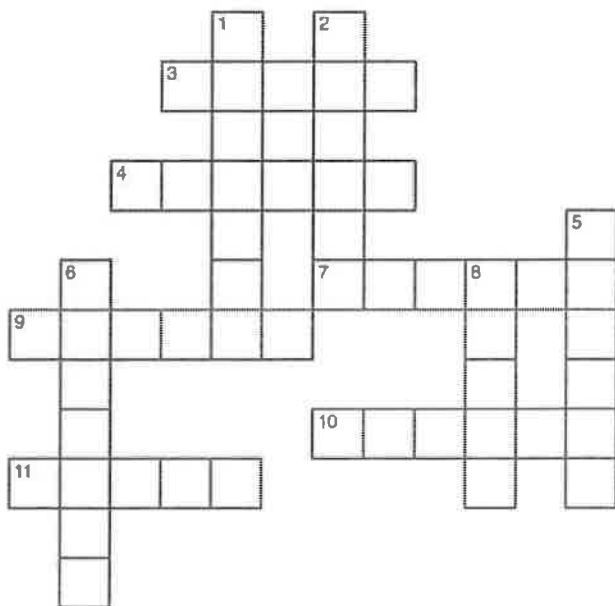
7. Esther proved that where there's a will, there's a way.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# VCCV and VCV Patterns

**Basic 1–11.** Complete the puzzle by writing the Basic Word for each clue.



## Spelling Words

1. dentist
2. final
3. finish
4. narrow
5. shelter
6. ahead
7. corner
8. hollow
9. divide
10. famous
11. recent
12. silver
13. capture
14. cabin
15. dinner
16. minus
17. minute
18. value
19. reward
20. broken

### Challenge

- decent  
secure  
standard  
frontier  
stampede

### Across

3. in front of
4. having a space or opening inside
7. shiny, white metal
9. something given in return for a worthy act
10. sixty seconds
11. in math, to take away from

### Down

1. something that protects or covers
2. very well known
5. not working properly
6. person qualified to treat people's teeth
8. to believe to be of worth

**Challenge 12–14.** You just watched a movie called "I Could Do That!" Describe a scene from the movie. Use three Challenge Words. Write on a separate sheet of paper.

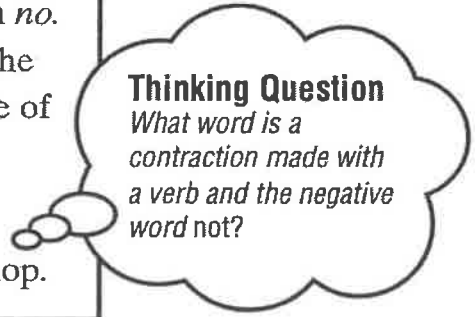
Name \_\_\_\_\_ Date \_\_\_\_\_

# Contractions with *not*

**I Could Do That!**  
Grammar: Negatives

A **negative** is a word that makes a sentence mean *no*. A negative contraction is made with a verb and the negative word *not*. An apostrophe takes the place of the letter *o* in each contraction with *not*.

**contraction with *not***  
Esther isn't at home, but she may be at the hat shop.



**1–8. Write the contraction for the underlined word or words in each sentence.**

1. There are not any blue hats in the window today.  
\_\_\_\_\_
2. This hat does not have a ribbon. \_\_\_\_\_
3. That small cowboy hat will not fit Mr. Fox's head.  
\_\_\_\_\_
4. There were not many customers today. \_\_\_\_\_
5. The seamstress cannot find her sewing needle.  
\_\_\_\_\_
6. Please do not sit on my hat. \_\_\_\_\_
7. Ms. Kelly did not buy the hat with red stripes.  
\_\_\_\_\_
8. Esther had not made a hat this large before. \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_



# I Could Do That! Esther Morris Gets Women the Vote

**I Could Do That!**  
**Esther Morris Gets**  
**Women the Vote**  
Independent Reading

## Interview with Mrs. Esther Morris

A reporter has come to interview Mrs. Esther Morris, the first woman to hold public office in America. Help complete the interview by answering the questions below.



Esther, your mother died when you were very young. What effect did your mother's death have on you?

Reread page 657 to give Esther's answer.



Why did you start your own business at such a young age?

Reread the first paragraph of page 658 to give Esther's answer.

**Lesson 22**

**READER'S NOTEBOOK**

**I Could Do That!  
Esther Morris Gets  
Women the Vote**

Independent Reading

Name \_\_\_\_\_ Date \_\_\_\_\_



After your husband's death, you moved to Illinois to reclaim his land. The law kept you from owning the land because you were a woman. What effect did this have on you?

Reread page 659. What effect might this have had on Esther?  
Use these answers to give Esther's response.

\_\_\_\_\_

\_\_\_\_\_



Why do you think it is important for women to have the same rights as men?

Think of Esther's character and the events of her life to help write her response.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Find the sum. Convert tenths to hundredths as needed. Write your answer as a decimal.

a.  $\frac{3}{10} + \frac{7}{100}$

b.  $\frac{16}{100} + \frac{5}{10}$

c.  $\frac{5}{10} + \frac{40}{100}$

d.  $\frac{20}{100} + \frac{8}{10}$

2. Solve. Write your answer as a decimal.

a.  $\frac{5}{10} + \frac{53}{100}$

b.  $\frac{27}{100} + \frac{8}{10}$

c.  $\frac{4}{10} + \frac{78}{100}$

d.  $\frac{98}{100} + \frac{7}{10}$

3. Cameron measured  $\frac{65}{100}$  inch of rainwater on the first day of April. On the second day of April, he measured  $\frac{83}{100}$  inch of rainwater. How many total inches of rainwater did Cameron measure on the first two days of April?

Name \_\_\_\_\_ Date \_\_\_\_\_

# Proofreading for Spelling

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

Susan B. Anthony was a famus woman at the end of the nineteenth century. In 1872, she broke the law by casting a vote in a presidential election. She knew that the resent Civil War had shown the valew of voting, a reaward that should be given to all people, not just men. She would devide her time between big cities and small towns. Susan wanted to captore the attention of women and convince them of their rights. Women would finich household chores early to host a tea or invite friends to diner just to discuss what Susan had to say. Susan would speak anywhere—a big meeting hall or a small kabin. Everywhere she went, there were crowds. Some women waited in line around the cornur for hours, while others stood along the nerrow hallways to catch Susan's finel words about civil and political rights.

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

## Spelling Words

1. dentist
2. final
3. finish
4. narrow
5. shelter
6. ahead
7. corner
8. hollow
9. divide
10. famous
11. recent
12. silver
13. capture
14. cabin
15. dinner
16. minus
17. minute
18. value
19. reward
20. broken

### Challenge

- decent
- secure
- standard
- frontier
- stampede



Name \_\_\_\_\_ Date \_\_\_\_\_

**I Could Do That!**  
Grammar: Negatives

# Using Negatives

The words *no, no one, nobody, none, nothing, nowhere,* and *never* are negatives. A contraction with a verb and the word *not* is also a negative. When making a negative statement, make sure to use just one negative.

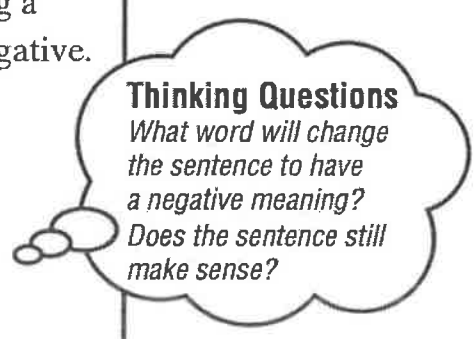
**positive**

I understand the candidates' opinions.

**negative**

I don't understand the candidates' opinions.

I understand none of the candidates' opinions.



**Thinking Questions**

*What word will change the sentence to have a negative meaning?*

*Does the sentence still make sense?*

**1–6. Use a negative to change the meaning of the sentence from positive to negative. Write the negative sentence on the line below.**

1. Anybody in the fifth grade can run for class president.

\_\_\_\_\_

2. Roger is running for class president.

\_\_\_\_\_

3. Tom has asked Roger if he can be his vice president.

\_\_\_\_\_

4. Myung-Yun always likes to help make campaign posters.

\_\_\_\_\_

5. Everyone is excited about the school elections this year.

\_\_\_\_\_

6. The class president can do something about all of the issues that bother students.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

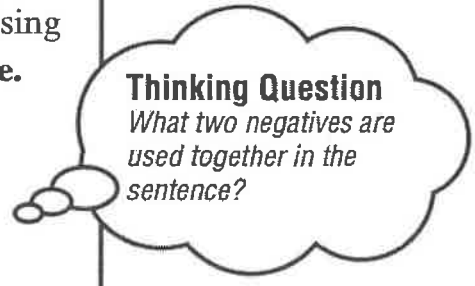
# Avoiding Double Negatives

**I Could Do That!**  
Grammar: Negatives

Words such as *not*, *no*, and *never* are negatives. Using two negatives together is called a **double negative**. Never use two negatives together in a sentence.

**double negative**  
My mother won't tell nobody how she voted.

**corrected sentences**  
My mother won't tell anybody how she voted.  
My mother will tell nobody how she voted.



**1–8. Write the correct word shown in parentheses to complete the sentence.**

1. There (is, isn't) no presidential candidate that my parents completely support. \_\_\_\_\_
2. That candidate hasn't said (anything, nothing) about the important issues. \_\_\_\_\_
3. He doesn't support (any, none) of the laws to help the environment. \_\_\_\_\_
4. Don't vote for (anyone, no one) without learning his or her political views. \_\_\_\_\_
5. Doesn't (anybody, nobody) agree with that candidate's views? \_\_\_\_\_
6. Isn't there (anywhere, nowhere) I can get better information about the candidates? \_\_\_\_\_
7. The voters (have, haven't) no choice but to support the new law. \_\_\_\_\_
8. This candidate (has, hasn't) never been honest with the voters. \_\_\_\_\_



# Rocket Math Division Two-Minute Test 2

Name \_\_\_\_\_

Complete as many as you can in two minutes, then finish the rest!

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

$8 \overline{)64} \quad 6 \overline{)48} \quad 2 \overline{)16} \quad 6 \overline{)12} \quad 2 \overline{)2} \quad 3 \overline{)24} \quad 5 \overline{)15} \quad 3 \overline{)18} \quad 9 \overline{)36} \quad 4 \overline{)32}$

$9 \overline{)36} \quad 5 \overline{)10} \quad 7 \overline{)35} \quad 9 \overline{)45} \quad 2 \overline{)8} \quad 4 \overline{)16} \quad 2 \overline{)14} \quad 3 \overline{)27} \quad 6 \overline{)24} \quad 7 \overline{)28}$

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

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

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

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

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

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

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



Answer as many problems as you can in 2 minutes.





Name \_\_\_\_\_

<p>1.</p> <p>If <math>\frac{4}{5} = 4 \times (\frac{1}{5})</math>, then <math>\frac{6}{10} = \square \times (\frac{\square}{\square})</math>.</p>	<p>2.</p> <p><math>2 \times \frac{4}{5} =</math></p>
<p>3.</p> <p>Each student needs <math>\frac{2}{5}</math> of a cup of play dough to build a house. How many cups of play dough are needed for 9 students?</p>	<p>4. Write &lt;, &gt;, or = to make the statement true.</p> <p>0.15 ○ 0.10</p>
<p>5. Write &lt;, &gt;, or = to make the statement true.</p> <p><math>\frac{3}{5}</math> ○ <math>\frac{2}{3}</math></p>	<p>6.</p> <p><math>\frac{3}{8} - \frac{1}{8} =</math></p>
<p>7.</p> <p>Decompose <math>\frac{5}{5}</math> in two ways.</p> <p>A. <math>\frac{\square}{5} + \frac{\square}{5} = \frac{5}{5}</math></p> <p>B. <math>\frac{\square}{5} + \frac{\square}{5} = \frac{5}{5}</math></p>	<p>8.</p> <p><math>4\frac{1}{6} - 3\frac{5}{6} =</math></p>
<p>9.</p> <p>Holly took <math>\frac{2}{8}</math> of a pan of brownies. Ivan took <math>\frac{5}{8}</math> of a pan of brownies. How much more of the pan of brownies did Ivan take than Holly?</p>	<p>10.</p> <p><math>\frac{\square}{10} = \frac{90}{100}</math></p>

# Comprehension

Answer Numbers 1 through 8. Base your answers on the article “I Could Do That!”

- 1 Why is “I Could Do That!” a good title for this article?
- (A) It expresses Esther’s determined attitude toward life.
  - (B) It conveys how people in the 1800s felt about women.
  - (C) It expresses the attitude of most women in the state of Wyoming.
  - (D) It conveys the spirit of the American antislavery movement of the 1800s.
- 2 Why did Esther decide to open her FIRST hat shop?
- (F) Her father told her that she could.
  - (G) Her husband was not able to earn enough money.
  - (H) Ladies wanted hats to match the dresses she made.
  - (I) She wanted to meet political candidates through their wives.
- 3 Why did Esther attend the meetings at the Baptist Church?
- (A) She did not believe that women should be able to vote.
  - (B) She did not believe that people should be kept as slaves.
  - (C) She did not believe that the United States should fight in a war.
  - (D) She did not believe that only men should be allowed to own land.
- 4 Why did Esther decide to move to Illinois?
- (F) to vote there
  - (G) to run for office there
  - (H) to live near her father
  - (I) to claim the land her husband owned
- 5 What does the word *proclamation* mean in the sentence below?
- One day, Esther read a proclamation tacked to a wall.**
- (A) news story
  - (B) advertisement
  - (C) personal notice
  - (D) official announcement
- 6 Why did Esther host a tea party in Wyoming?
- (F) to convince people to like her
  - (G) to convince people to shop in her store
  - (H) to convince voters to elect her to the office of judge
  - (I) to convince candidates to support voting rights for women

**I Could Do That!****Comprehension**

Name \_\_\_\_\_ Date \_\_\_\_\_

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

**“Then, would you, if elected, introduce a bill in the legislature that would allow women to vote?”**

- (A) proposal for a new law
- (B) statement of money owed
- (C) official order from the government
- (D) official announcement of an opportunity

- 8 How did Esther’s view of the world compare to that of most people around her?

- (F) Unlike most people, Esther believed that some causes were not worth fighting for.
- (G) Unlike most people, Esther believed change was a good idea and was possible.
- (H) Like Esther, most people were hopeful that changes could improve the lives of women.
- (I) Like most people, Esther believed that the traditional roles of men and women should be respected.

Use the articles “I Could Do That!” and “The Role of the Constitution” to answer Numbers 9 and 10.

- 9 How does “I Could Do That!” compare with “The Role of the Constitution”?

- (A) Both selections are told by a third-person narrator.
- (B) Both selections are told by a first-person narrator.
- (C) “I Could Do That!” is a firsthand account of the women’s movement, but “The Role of the Constitution” is a secondhand account.
- (D) “The Role of the Constitution” is a firsthand account of the women’s movement, but “I Could Do That!” is a secondhand account.

- 10 Which conclusion brings together information from BOTH articles?

- (F) The right to vote is not a useful right.
- (G) Women got the right to vote because of only one person.
- (H) The President is the leader of the executive branch of government.
- (I) American citizens who can vote can use this right to make changes to the government.

Mark Student Reading Level:

\_\_\_ Independent \_\_\_ Instructional \_\_\_ Listening

Cause and Effect, Conclusions and Generalizations,  
Domain-Specific Vocabulary, Anchor Text

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