

Round 3 of e-Learning for April 22-May1

Below you will find a list of all learning activities for the next round of e-Learning. All activities are in the HR course in Canvas under Modules. **Students need to do their work on their laptops so it can be submitted daily to their teacher.** If internet is not an option, paper versions of the assignments or alternate assignments for IXLs are provided in this packet. **Again- the papers in this packet are for students who do not have internet access ONLY.** Parents or students will need to take photos of paper work and send it to the teacher through Class Dojo or email daily. If an alternate assignment is given for no technology, it will say (no technology option). Otherwise, it is the same assignment as in Canvas, just a paper copy. Teachers will hold Zoom learning sessions. Students should check their Inbox on Canvas daily for times and links.

Teacher emails:

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Schedule of Learning Activities (most assignments have a video lesson in Canvas):

Wednesday 4/22

- Math-Line Plots- Study Jams video and Practice sheet
- Reading- Read Works- "Up in the Air"
- Writing- Write an essay making Text-to-Self Connections to "Up in the Air"
- Science- How Light Travels- read notes and answer Review Questions

Thursday 4/23

- Math- Line Plots- Learnzillion video and Mastery Connect Practice or Practice sheet (no technology option)
- Reading- IXL- GG.1 & 2 Alphabetical Order or Task Cards (no technology option)
- Writing- IXL- OO.1 & 2 Adjectives or Practice sheet (no technology option)
- Science- Investigate Reflection, Refraction and Absorption

Friday 4/24

- Math- Create Your Own Line Plot
- Reading- Read Works- "The Disappearing Room"
- Writing- Write an essay making Text-to-Text Connections to "The Disappearing Room"
- Science- Translucent, Transparent and Opaque- read notes and complete review questions

Monday 4/27

- Math- Geometry- Read pdf file to learn about shapes/ Scavenger Hunt
- Reading- IXL- GG. 3&4 Alphabetical Order or Finish Task Cards (no technology option)
- Writing- IXL- OO.4 Ordering Adjectives or Practice sheet (no technology option)
- Science- Scavenger Hunt-Translucent, Transparent and Opaque

Tuesday 4/28

- Math- IXL- W.4&5 Geometry or Practice sheet (no technology option)
- Reading- Read Works- "The Secret of Cell Phones"
- Writing- Write an essay making Text-to-World Connections to "The Secret of Cell Phones"
- Science-Quizizz on Light and Color OR Quizizz sheet on Light and Color (no technology option)

Wednesday 4/29

- Math- Khan Academy video on Right, Acute, and Obtuse Angles/ Practice or Practice sheet (no technology option)
- Reading- IXL GG.5 &6 on Using Guide Words and Dictionary Entries or Practice sheet (no technology option)
- Writing- IXL OO.5 &6 Adverbs or Practice sheet (no technology option)
- Science- Sound Pretest- on Mastery Connect or paper (no technology option)

Thursday 4/30

- Math- IXL- Z.1 on Angles or Practice sheet (no technology option)
- Reading- Read Works-"The Pizza Café"
- Writing- Write a creative story with an animal as a narrator/main character.
- Science- Properties of Sound- read notes and answer review questions

Friday 5/1

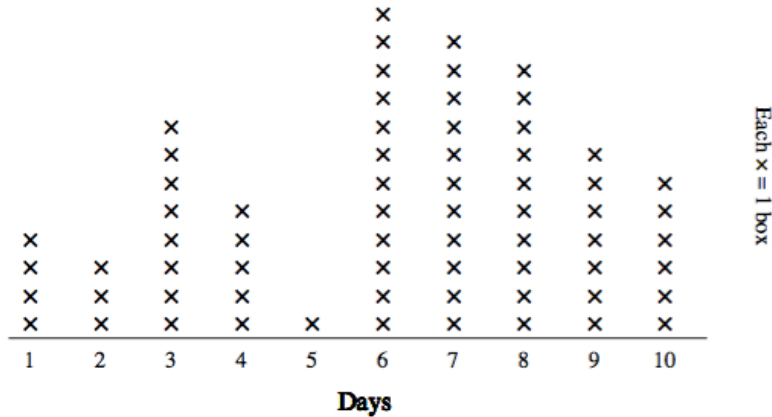
- Math-Geometric Lines Math Task
- Reading- IXL- GG. 7 & 8 Use Dictionary Definitions and Thesaurus Entries or Practice sheet (no technology option)
- Writing- IXL- OO.7 Relative Adverbs or Practice sheet (no technology option)
- Science- Investigate the Properties of Sounds- Water Chimes

Interpreting Line Plots

Name _____ Number _____

4.D.1.3 Solve one- and two-step problems using data in whole number, decimal, or fraction form in a frequency table and line plot.

Tom was selling boxes of chocolate candy for his school's fundraiser. He plotted the number of boxes he sold in the line plot below. Use his line plot to answer the questions.



- 1) How many boxes did he sell on day 8? A. 6 B. 8 C. 9 D. 10
- 2) Did he sell more boxes on day 7 or day 2? A. Day 7 B. Day 2
- 3) Did he sell fewer boxes on day 9 or day 6? A. Day 9 B. Day 6
- 4) How many days did he sell more than 3 boxes? A. 7 B. 8 C. 9 D. 10
- 5) How many days did he sell fewer than 7 boxes? A. 5 B. 4 C. 6 D. 7
- 6) What is the combined amount of boxes he sold on day 3 and on day 10?
 - A. 10 B. 14 C. 13 D. 15
- 7) He sold the greatest number of boxes on which day?
 - A. Day 6 B. Day 2 C. Day 7 D. Day 8
- 8) He sold the least amount of chocolate on which day?
 - A. Day 4 B. Day 2 C. Day 9 D. Day 5
- 9) Which days (if any) did he sell more than 8 boxes?
 - A. Days 3, 6, 7 B. Days 6, 7, 8 C. Days 7, 8, 10 D. Days 6 & 4
- 10) What is the difference in the number of boxes he sold on day 7 and the number he sold on day 5?
 - A. 10 B. 8 C. 11 D. 9

Up in the Air

by Daniel Scheffler



Kurt closed the door of his mother's car with great excitement. Today was the day he was finally going to be on a plane. For the first time in his life, he was going to actually soar through the skies and see the clouds from all the angles he had imagined since he was little.

"Are you excited my boy?" said Kurt's mother, Val, from the front of the car.

"I can't believe today's the day!" said Kurt.

"Believe it!" responded Kurt's older brother Joachim as he lifted his head from his mobile phone for just a second to speak to Kurt.

The car ride felt like forever, but that's because Kurt could not wait to get to the airport and see this adventure through. It felt like they were stuck in traffic for hours and all the cars were moving slowly just to drive Kurt crazy. But actually they arrived at the airport in just a few minutes.

Val parked their car in the underground parking lot and found a steel trolley to load the suitcases and the hatbox she always took with her on a journey. Joachim never helped with

anything, so Kurt knew he was the best man for the job. He helped his mother load the trolley neatly and pushed it towards the terminal building proudly.

It was bigger than Kurt thought it would be. It was a massive building filled with hundreds of people looking around and rushing to get to wherever they were going. He immediately felt the rush of energy as he walked towards the check-in desk.

He watched as Val took out their passports and gave them to the friendly lady on the other side of the desk. His mother asked Joachim to help lift the bags onto the scale so that they could get weighed and checked in. But he wasn't listening. Kurt gloated as he lifted the bags and put them on the designated scale. The check-in lady was overly friendly and appreciative of his help. He loved the feeling.

Val was handed some tickets and off they went to security. After what felt like a long wait in line, the security officer asked Kurt to empty his pockets and put his bag through the big X-ray scanner. Kurt had never done this before and felt a little nervous. It was such a big and scary machine that started beeping loudly as the elderly woman in front of him walked through.

Kurt started to feel more confident now as he walked through the machine. Not a beep. He waited for his family to come through security as he grabbed his bag. Suddenly, he saw the plane through the massive glass windows. It was huge! And it looked much bigger than what it looked like in his dreams.

Kurt ran down the ramp towards the gate. After a few minutes, the plane was ready for boarding. Everyone lined up and showed their tickets. Walking on a ramp down towards the plane, Kurt nearly tripped from all the excitement. And then he arrived, he was one foot away from the plane and finally feeling like a grown up who would fly all over the globe.

The air steward took his ticket and showed him down the aisle to his seat. Kurt ran ahead of his mother and brother and immediately sat down in his seat, buckling his seat belt. With his eyes firmly on the wing of the plane, he was waiting for everyone to sit down so that he could feel that weightlessness that everyone talks about at school when a plane takes off.

The plane started to move, and reversed slightly. Moving like a giant metal bird, the plane taxied towards the runway. Kurt clenched his mother's hand. The plane started to speed up, faster than Kurt has ever gone in his life in any car or boat. And then, as if by magic, the plane lifted off the ground. And Kurt knew this would be the first of many adventures that started this way.

Name: _____ Date: _____

1. What is Kurt doing for the first time in his life?

- A. traveling
- B. driving
- C. going on a trip with his mom and brother
- D. flying on a plane

2. What critical event happens at the end of the story?

- A. Kurt walks on a ramp towards the plane and nearly trips from all the excitement.
- B. Kurt goes through security at the airport for the first time.
- C. The plane lifts off the ground and Kurt experiences flying in a plane for the first time.
- D. Kurt, Val, and Joachim drive to the airport.

3. What evidence from the text suggests that Kurt may have been looking forward to being on a plane for a while?

- A. Kurt had dreams about planes.
- B. Kurt clenches his mother's hand when the plane taxis toward the runway.
- C. Kurt ran ahead of his mother and brother towards the plane.
- D. Kurt helped to lift the bags on the designated scale at the check-in desk.

4. Which statement best describes Kurt and Joachim?

- A. Neither Kurt nor Joachim is excited and eager about the trip.
- B. Kurt is very eager and respectful. Joachim is distant and not interested.
- C. Both Kurt and Joachim are very excited about the trip.
- D. Kurt is not eager and respectful. Joachim is helpful and excited.

5. What is this story mainly about?

- A. what airports are like
- B. Kurt's relationship with Joachim
- C. Kurt's experience on his first plane trip
- D. how large airplanes are

6. Read the following sentence: "The car ride felt like forever, but that's because Kurt could not wait to get to the airport and **see this adventure through**."

What does the phrase "**see this adventure through**" most nearly mean?

- A. look at the adventure from a distance
- B. complete the adventure
- C. look at the adventure through a window
- D. cancel the adventure

7. Choose the answer that best completes the sentence below.

_____ the plane taxied towards the runway, Kurt clenched his mother's hand.

- A. Therefore
- B. However
- C. So
- D. As

8. Describe Kurt's experience and how he felt as he went through security.

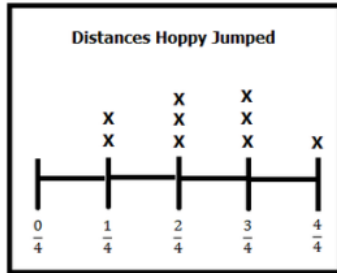
9. Explain how Kurt reacted when the plane started to move and then lift off the ground.

10. Explain which experience or experiences from the story most likely had the biggest impact on Kurt and his desire to go on more adventures.

Name:
Class:
Date:

Question #1

Mrs. Bobbitt's science class has a pet bunny named Hoppy. Each time Hoppy jumped, they recorded how far he jumped in yards. They recorded the results in a line plot.



How far did Hoppy jump if his two *shortest* jumps are added together?

- A $\frac{1}{4}$ of a yard
- B $\frac{2}{4}$ of a yard
- C $\frac{3}{4}$ of a yard
- D $\frac{4}{4}$ of a yard

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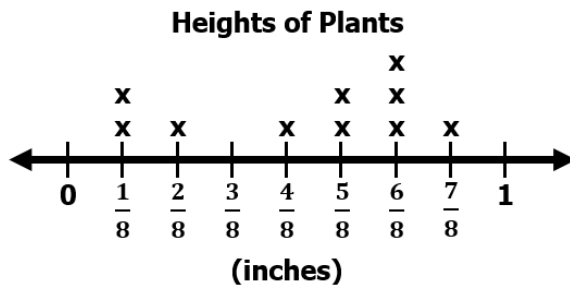
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4.MDA.4 Formative Assessment

Question #2

A scientist is studying the growth of plants. The scientist has 10 different kinds of plants and measures the height of each after growing for a week. The line plot shows the height, in inches, of each plant. Each x represents 1 plant.



What is the difference between the heights of the *tallest* and *shortest* plants?

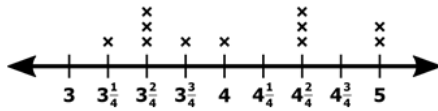
- A $\frac{1}{8}$ inch
- B $\frac{2}{8}$ inch
- C $\frac{5}{8}$ inch
- D $\frac{6}{8}$ inch

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Question #3

The line plot shows, in pounds, the weight of bags of apples.

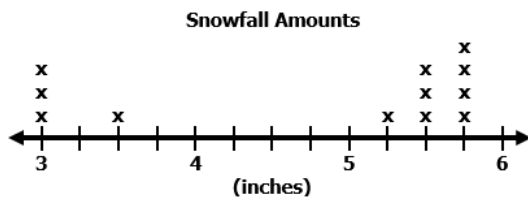


How many bags of apples are there with more than 4 pounds?

- A 2 bags of apples
- B 5 bags of apples
- C 6 bags of apples
- D 10 bags of apples

Question #4

The line plot shows the amount of snowfall, in inches, that a ski resort receives over a 12-week season. Each x represents 1 week.

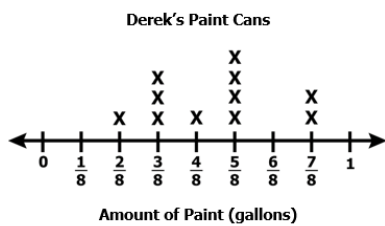


Based on the line plot, which statement is true?

- A It snows more than 5 inches in a week 9 times.
- B It snows less than 5 inches in a week 4 times.
- C The most amount of snow received in 1 week is $5\frac{1}{2}$ inches.
- D The least amount of snow received in 1 week is $3\frac{1}{2}$ inches.

Question #5

Derek has some gallon-sized paint cans in his garage. He opens each can and records the amount of paint inside using a fraction. He uses the data to create the line plot shown.



How many cans of paint are less than $\frac{4}{8}$ gallon full?

- A 1 can
- B 3 cans
- C 4 cans
- D 5 cans

4/23-Science Hands-On Investigation:

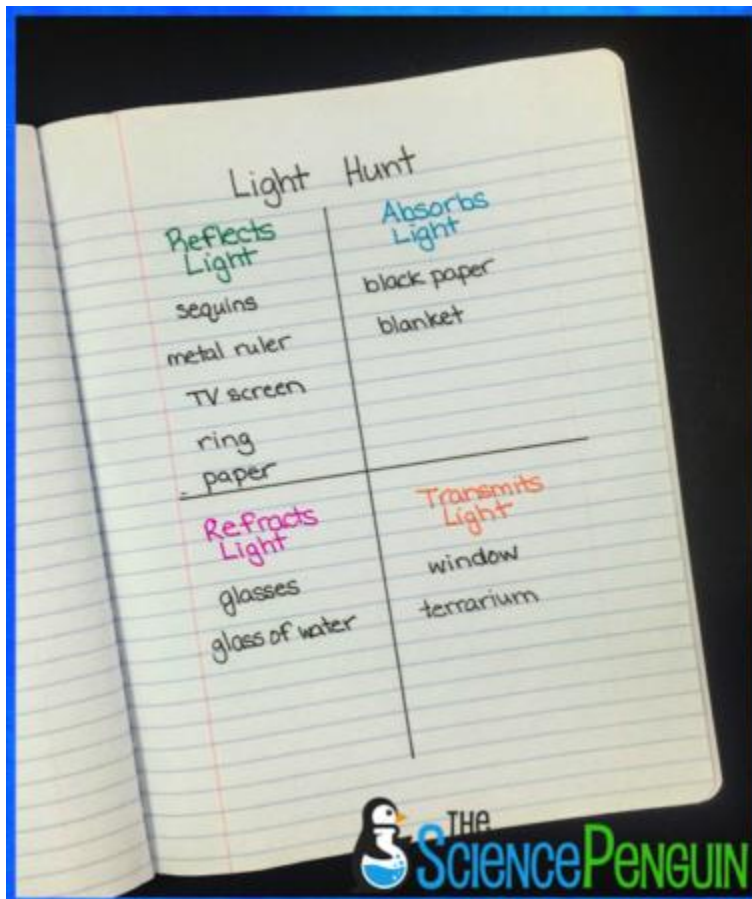
Station 1: Bending Light

- 1 clear plastic bowl or glass (deep enough to show refraction)
- 1 plastic ruler or pencil or popsicle stick or straw (or any straight object that can get wet)
- tap water (to fill the bowl or glass)

Fill the bowl or glass halfway with water. Place the ruler, pencil, popsicle stick, or straw in the glass. Observe what happens.

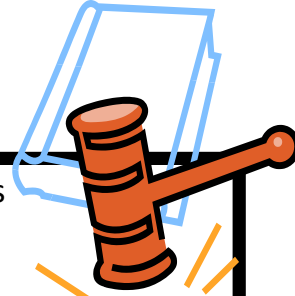
Station 2: **Go on a Light Hunt**

Look around the room to find examples of items (mediums) that reflect, refract, and absorb light. Use a flashlight to test them.



You can do a video and/ or take pictures of your investigations then upload to Canvas or send to your teacher. You should also write a reflection for each that is 3-5 sentences.

ALPHABETICAL Order Strategies



1. Place words in order according to the first letter of each word. Group words together that start with the same letter.
2. If you have words that begin with the same letter, look at the second letter. Cross off the first letter and see which of the second letters come first in the alphabet. ~~h~~ellow ~~h~~rake
3. If the first *and* second letters are the same, go to your third letter and so forth. ~~h~~eam ~~h~~eep
4. If you have words with the same letters but one word has extra letters on the end, use the phrase "nothing comes before something." ex. bat_ baton

Directions: Sort each pile of cards into alphabetical order according to the strategies above. Write the words in the boxes below. Highlight the guide words. Then circle the word that falls in between. This word would be on the same page as the guide words.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Example: life-light

1. library
2. life
3. lifesaver
4. light
5. lightning

Group 1 able-accept

1. _____
2. _____
3. _____
4. _____
5. _____

Group 2 burn-busy

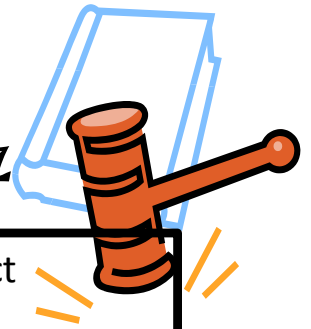
1. _____
2. _____
3. _____
4. _____
5. _____

Group 3 cold-collie

1. _____
2. _____
3. _____
4. _____
5. _____

Name _____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



Group 4 define-delete

1. _____
2. _____
3. _____
4. _____
5. _____

Group 5 editor-effect

1. _____
2. _____
3. _____
4. _____
5. _____

Group 6 fragile-freeway

1. _____
2. _____
3. _____
4. _____
5. _____

Group 7 ginger-glaze

1. _____
2. _____
3. _____
4. _____
5. _____

Group 8 hassle-haywire

1. _____
2. _____
3. _____
4. _____
5. _____

Group 9 inedible-infect

1. _____
2. _____
3. _____
4. _____
5. _____

1 able

2 burn

1 accept

2 busy

1 acrobat

2 bungle

1 abrupt

2 bypass

1 artsy

2 bush

3 cold

4 define

3 collie

4 delete

3 collar

4 deficient

3 collision

4 delay

3 coin

4 deliberate

5 editor

6 fragile

5 effect

6 freeway

5 edible

6 freezer

5 edge

6 fraction

5 eel

6 frazzle

7 ginger

8 hassle

7 glaze

8 haywire

7 gizzard

8 hay

7 glide

8 harvest

7 greasy

8 hazel

9 inedible

9 infect

9 indulge

9 infant

9 infection

Identifying Adjectives

Name: _____



Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.

Read the sentence. Circle the adjective. On the line after the sentence, write the noun that is being described.

1. The musician played an expensive guitar. _____ guitar
2. My boss invited me to a fancy dinner. _____
3. The furry dog made the girl sneeze. _____
4. The hungry man lived on the streets. _____
5. He was afraid to talk to the beautiful woman. _____
6. The perfume in the container is fragrant. _____
7. The shiny car caught his attention in the yard. _____
8. The homework in science was very difficult. _____
9. I didn't want to sit on the wet ground. _____
10. My uncle who lives in Detroit is elderly. _____
11. The professor taught a fascinating class. _____
12. Explorers came to America from foreign lands. _____
13. Her mother is an amazing cook! _____
14. The textbook for the class was heavy. _____
15. The elephant purchased by the zoo is enormous. _____
16. The adorable toddler smiled at her grandmother. _____
17. The valuable sculpture was donated to the museum. _____
18. The brown banana was used to make bread. _____

How Many, What Kind

Name: _____ Date: _____

Adjectives can help describe nouns by telling **how many** of or **what kind** of something they are.

Example:

After drinking a **power** shake, I feel like I could run **ten** miles.

The adjective **power** tells what kind of shake it is. The adjective **ten** tells the number of miles the speaker thinks he or she can run.

Write whether the underlined adjective tells *how many* or *what kind*.

(1) All the children ran to the window to find out what made the loud noise.

how many

(2) On a clear night, you can see thousands of stars without a telescope. _____

(3) Could you copy those three files to my pen drive? _____

(4) Those mystery books you ordered should arrive in a couple of days.

(5) The loud screeching was coming from the three monkeys in the tree.

(6) There are a few slices of sausage pizza left. _____

Fill in the blanks with the adjectives that follow each sentence.

(7) James had to take the _____ test _____ times before he passed. (*three, driving*)

(8) A _____ adventurers entered the _____ cave, never to be seen again. (*few, secret*)

(9) Patrick shops for _____ supplies _____ a year. (*art, twice*)

(10) The _____ alphabet uses only _____ letters. (*twelve, Hawaiian*)

Create Your Own Line Plot

You will need: ten objects, ruler, something to write on (paper, journal or whiteboard)

1. Choose ten objects from around the classroom that you can measure with your ruler.
2. Measure each object to the nearest $\frac{1}{2}$ inch.
3. Record your data in a table with the columns below:

Object	Length (to the nearest $\frac{1}{2}$ inch)
--------	--

4. Create a line plot to display your data. Don't forget to label the axis and include a title.
5. What was the length of all of your objects combined? Show your work.

The Disappearing Room

by ReadWorks



"Where'd you go?" asked Alejandro, with a tremble in his voice.

June coughed. She could taste dust in her mouth and felt a stinging on her knees. She could barely breathe after falling down the steps and onto the cold concrete.

"June, where are you?" called out Alejandro. The room was pitch black. He could hear his friend at the bottom of the steps, but in the darkness he could not see a thing. He turned around and pulled on the doorknob. The heavy, wooden door wouldn't budge.

"I'm ok," answered June. "I think I scraped my knees. Ouch! OK, I'm sure I scraped my knees. But everything else feels OK." June felt a tear in her eye, but tried very hard to hold it back. She worried about how frightened Alejandro was.

"I can't see *anything* in here!" exclaimed Alejandro, trying hard not to panic.

"I know. Me neither. Come down the steps, but don't hold onto the rail! That's why I fell. The rail stops halfway down."

As Alejandro slowly descended into the basement, June looked in every direction. She wondered why she couldn't make out any shapes. Even when her parents turned out every light in the apartment after bedtime, she could always make out the picture frames on her dresser. In this place, it was like her eyes were shut.

"I'm here," said Alejandro, interrupting her thoughts. He clasped June's hand and asked, "What now?"

June squinted and sighed. Then she noticed a bright speck in the corner of the room. A thin beam of light shot out from the speck. It pointed down to the floor and disappeared into the darkness.

"Do you see it?" asked Alejandro. Most of the room was still in darkness, but near that one spot of light, he could see what looked like chairs.

"Yeah!" confirmed June. She reached up towards the light. There was a curtain, covering a window. She opened it.

Alejandro and June covered their eyes. Their corner of the basement was flooded with light! Then, everything in the room became visible: the steps, the broken rail, the chairs, an old billiards table, and boxes and boxes of old newspapers.

"No luck with that door?" asked June.

Alejandro shook his head. June clambered onto a nearby chair and pushed at the window. It opened with a creak, and she pulled herself towards the opening.

"Let's get back to the party," she said with a smirk.

Name: _____ Date: _____

1. Where are June and Alejandro?

- A. in a very large bathroom
- B. in a very small closet
- C. in a very dark room
- D. in a very hot attic

2. June and Alejandro have a problem. The room they are in is too dark for them to see well. How do they solve this problem?

- A. They knock on a wooden door until somebody lets them out.
- B. They scream for help until somebody hears them.
- C. They climb up a staircase, holding tightly to the railing.
- D. They notice a little bit of light, and June opens a curtain.

3. June and Alejandro are scared.

What evidence from the story supports this statement?

- A. "Alejandro shook his head. June clambered onto a nearby chair and pushed at the window."
- B. "June felt a tear in her eye, but tried very hard to hold it back. She worried about how frightened Alejandro was."
- C. "'Do you see it?' asked Alejandro. Most of the room was still in darkness, but near that one spot of light, he could see what looked like chairs."
- D. "As Alejandro slowly descended into the basement, June looked in every direction. She wondered why she couldn't make out any shapes."

4. Why does June push at the window and pull herself toward its opening?

- A. She wants to get out of the room.
- B. She wants to stay in the room.
- C. She wants to make the room dark again.
- D. She wants Alejandro to try opening the door.

5. What is a theme of this story?

- A. Discovering a new place is lots of fun and can make your life better.
- B. Getting into a fight with a friend can help you work out your differences.
- C. Children in a dangerous situation should turn to an adult for help.
- D. People can get out of a scary situation if they do not give in to their fear.

6. Read the following sentences: "The room was **pitch black**. He could hear his friend at the bottom of the steps, but in the darkness he could not see a thing."

What does the phrase **pitch black** mean?

- A. completely black
- B. more gray than black
- C. mostly black with a few rays of light
- D. a black surface with lots of light shining on it

7. Choose the answer that best completes the sentence below.

June and Alejandro do not give up looking for a way out of the room _____ they are scared.

- A. finally
- B. moreover
- C. although
- D. specifically

8. What does June say after opening the window?

9. Why does June want to get back to the party?

10. How does June probably feel at the end of the story? Support your answer with evidence from the passage.

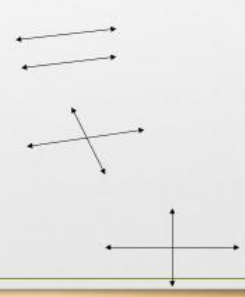
Geometry Power point

Geometry

- **Point**
- **Line**
- **Line segment**
- **Ray**
- **Plane**
- **Parallel lines**
- **Intersecting lines**
- **Angles**

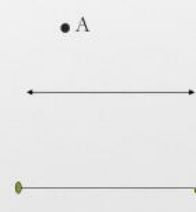
Geometry

- **Parallel Lines**
 - Lines do not intersect but are in the same plane
- **Intersecting Lines**
 - Lines meet at one point
- **Perpendicular Lines**
 - Lines form a right angle




Geometry

- **Point**
 - An exact location in space
- **Line**
 - An endless collection of points along a straight path
- **Line segment**
 - Part of a line that has two endpoints



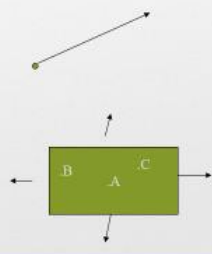
Angles

- An **angle** is formed when two rays have the same endpoint.
- This endpoint is called the **vertex**.
- The two rays that form the angle are called **sides**.



Geometry

- **Ray**
 - Part of a line that has one endpoint and extends endlessly in the other direction
- **Plane**
 - An endless, flat surface that is named by any three points not on the same line.

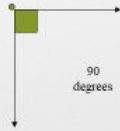


Angles

- There are four types of angles
 - **Right angle**
 - **Straight angle**
 - **Acute angle**
 - **Obtuse angle**

Right Angles

- Forms a square corner
- Forms a 90 degree angle.
- Use a corner of your index card to make sure you have a right angle



Obtuse Angles

- Form an angle that is **more** than a right angle
- Angle is **more** than 90 degrees



Straight Angle

- Forms a straight line
- Angle is 180 degrees
- Use the edge of your index card to make sure you have a straight angle.



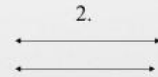
Review

Name each picture

- Ray



- Parallel lines



- Line



Acute Angles

- Forms an angle that is **less** than a right angle
- Angle is **less** than 90 degrees



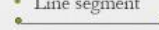
Review

Name each picture

- 4. Acute angle



- 5. Line segment



- 6. Point



4.27 Geometry Scavenger Hunt

Scavenger hunt!

Look for objects around your house that display the different geometrical terms.

Point, ray, line, line segment, perpendicular, parallel, intersecting lines, right, acute and obtuse angles.

Create a collage of pictures of the different geometrical terms. You can use magazines, newspapers, internet, or take pictures of objects around your home. You may also video record your pictures using the media recorders.

Label each of the pictures with its correct geometric term.

You may create a powerpoint presentation to represent your work as well.

Ordering adjectives

Grade 4 Adjectives Worksheet

Choose the correct order of adjectives. Write the letter on the line.

- A 1. A. five little kids
B. little five kids
2. A. a handsome, young man
B. a young, handsome man
3. A. full three boxes
B. three full boxes
4. A. American, large cars
B. large, American cars
5. A. four round, red tables
B. four red, round tables
6. A. Chinese, delicious food
B. delicious, Chinese food
7. A. a smelly, old, kitchen towel
B. an old, kitchen, smelly towel
8. A. a cool, new, red sports car
B. a new, red, cool sports car
9. A. two little, ugly pillows
B. two ugly, little pillows
10. A. a beautiful, Jamaican sunrise
B. a Jamaican, beautiful sunrise
11. A. a plaid, purple skirt
B. a purple, plaid skirt
12. A. eighteen soda, large bottles
B. eighteen large, soda bottles

Order of Adjectives:

- quantity / number
- quality / opinion
- size
- age
- shape
- condition
- color
- origin / material
- purpose



4/27 Science

Hands-On Investigation: Scavenger Hunt

Find the following around your house-

5 opaque items

3-4 transparent items

2 translucent items

Take pictures of the items and create a PowerPoint with 4 slides- title slide and one slide for each category (transparent, translucent, opaque). Slides should have the title and the pictures of your items. Submit to Canvas.

No Powerpoint? Take pictures and send to the teacher in an email or through Dojo. Be sure to tell what type of material each object represents (transparent, translucent, opaque).

Name: _____

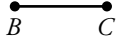
Points, Line Segments, Lines, and Rays

Point



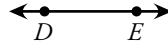
A **point** is pictured by a dot. It is named with a capital letter. This is point A .

Line Segment



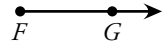
A **line segment** is a straight path between 2 points. This is line segment BC or CB . It is written \overline{BC} or \overline{CB} .

Line



A **line** is a straight path that goes on forever in **both** directions. This is line DE or ED . It is written \overleftrightarrow{DE} or \overleftrightarrow{ED} .

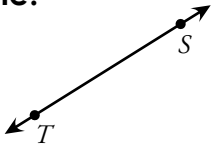
Ray



A **ray** is a straight path that goes on forever in **one** direction. This is ray FG . It is written \overrightarrow{FG} .

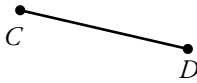
Write if each is a **point**, **line segment**, **line**, or **ray** and its name.

Example:



Line TS or ST \overleftrightarrow{TS} or \overleftrightarrow{ST}

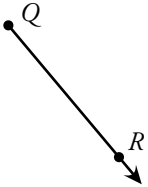
1.



2.



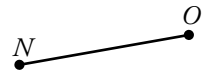
3.



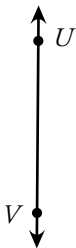
4.



5.



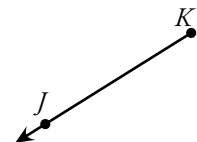
6.



7.



8.

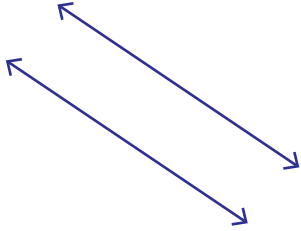


Multiple Choice

Sheet 1

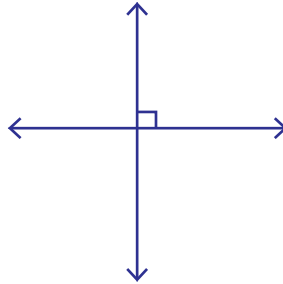
Identify each pair of lines as parallel, perpendicular or intersecting.

1)



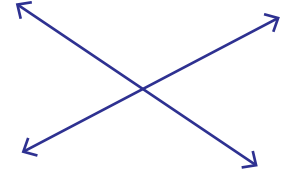
- a) intersecting lines
- b) parallel lines
- c) perpendicular lines

2)



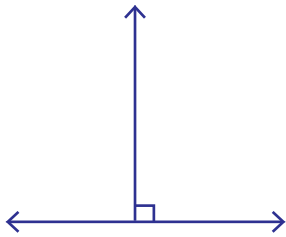
- a) intersecting lines
- b) parallel lines
- c) perpendicular lines

3)



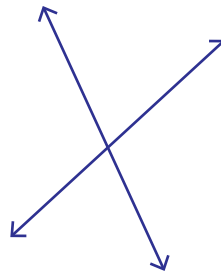
- a) intersecting lines
- b) parallel lines
- c) perpendicular lines

4)



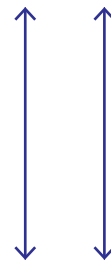
- a) intersecting lines
- b) parallel lines
- c) perpendicular lines

5)



- a) intersecting lines
- b) parallel lines
- c) perpendicular lines

6)



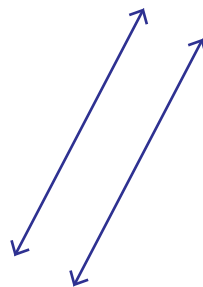
- a) intersecting lines
- b) parallel lines
- c) perpendicular lines

7)



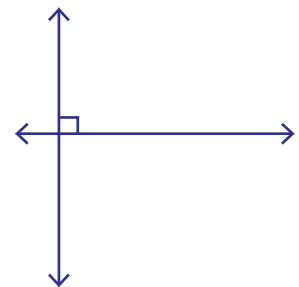
- a) intersecting lines
- b) parallel lines
- c) perpendicular lines

8)



- a) intersecting lines
- b) parallel lines
- c) perpendicular lines

9)



- a) intersecting lines
- b) parallel lines
- c) perpendicular lines

The Secret of Cell Phones

by R. Howard



Maria was very excited: her parents were finally going to buy her a cell phone. Most of her friends had already been given a cell phone and were able to talk all the time, even when they weren't in school. Their parents mostly got them for "emergencies." All of Maria's friends were very careful with their phones and didn't like to let other people (even Maria) play games or send text messages on their personal phones. Maria's parents relied on Maria's friends if they needed to get in touch with Maria and to make sure she got home all right after school if they were still at work.

Maria and her parents went to the electronics store one Saturday to pick out the phone. There were so many options to choose from: phones that flipped open, big chunky ones that looked very old, rectangular phones with touch screens, square phones with buttons, heavy phones

that had touch screens *and* buttons. Maria picked out one of the rectangular touch screen phones and immediately began to play with it, wondering at how it all worked, sliding her thumb from side to side to lock it.

When she got home, she immediately called her best friend Jennifer. "I got the phone!" she said. "What's your cell phone number?"

After inputting the number into the contacts list, Maria sent Jennifer a text message: "Look now we can text." It took a few moments for the message to go through. Once it did, and the two girls started talking via text message, Maria began to think about what was happening. How did the words that she typed into the keypad on her phone show up in the same exact way on Jennifer's phone? Jennifer lived almost five whole miles from Maria (they had counted the exact distance one summer). How did the words travel so far and so quickly?

Once Maria thought of these questions, so many others popped up in her head. For example, Maria's mom sent so many emails to Maria's grandmother, who lived in Florida. Mom attached pictures of Maria to most of the emails she sent to Grandma, since Maria didn't get to see Grandma very often. There was so much to think about with the pictures! First, how did the pictures get onto the computer from the camera in the first place? Second, how were the pictures able to be attached to the email? Lastly, how did each picture-with all the parts of Maria and whatever background Maria was standing in front of-go from the New York email to the Florida email? Maria knew all about using the different USB ports and clicking the right buttons to attach pictures, but now she wondered about how the data was actually sent from the camera to the computer to the email, and then from Mom's email to Grandma's email.

Maria decided to ask her parents about it later. It was all very confusing, especially when Maria thought back to the time period she was learning about in school, the late 1700s, when America was becoming the United States. For example, if the settlers had cell phones and computers and GPS, Paul Revere would not have needed to go horseback riding all over the colonies telling people that the British were coming. He could have just called someone in Boston to let him know what was going on.

Then Maria thought about making phone calls. When she was little, she and her cousins had made "telephones" out of empty tin cans and string. The vibrations of their voices had carried through the cans and onto the string so that the other person could hear the words from the other end of the line. But cell phones and telephones did not have any string attached to them -and you could call people hundreds of miles away and hear them perfectly. She called her cousins in Mexico all the time! How did they hear the words she said in New York if their

phones weren't connected? Sometimes she had to leave voice messages for her cousins, if they weren't able to come to the phone. That was also a strange thing: how did the words she said in one moment into a voice mailbox get saved until her cousins were ready to listen?

Maria knew that telephones and cell phones and computers were considered "high tech devices" that you had to buy in special stores. But how did they do what they did? How did they convert the words she said and the pictures her mom sent (Maria knew this stuff was called data) into the appropriate form that they were supposed to be in?

This was definitely something to ask her dad. In the meantime, Maria decided to send Jennifer a funny picture of herself and her dog Spotty.

Name: _____ Date: _____

1. What do Maria's parents buy her?

- A. a cell phone
- B. a computer
- C. a camera
- D. tin cans and string

2. What does the author describe in the story?

- A. how the main character uses text messaging on her cell phone to deal with an emergency at school
- B. how getting a cell phone changes the way the main character feels about her grandmother
- C. how one computer is able to send words and pictures to another computer far away
- D. how the main character gets a cell phone and then asks herself a series of questions

3. Maria has questions about how phones, email, and computers work.

What sentences from the passage support this statement?

- A. "Maria was very excited: her parents were finally going to buy her a cell phone. Most of her friends had already been given a cell phone and were able to talk all the time, even when they weren't in school."
- B. "Maria knew that telephones and cell phones and computers were considered 'high tech devices' that you had to buy in special stores. But how did they do what they did?"
- C. "Then Maria thought about making phone calls. When she was little, she and her cousins had made 'telephones' out of empty tin cans and string."
- D. "After inputting the number into the contacts list, Maria sent Jennifer a text message: 'Look now we can text.' It took a few moments for the message to go through."

4. What can be concluded about the string telephones Maria used when she was little and the phones without string she uses to call her cousins in Mexico?

- A. The string telephones and the phones Maria uses to call her cousins in Mexico work are made out of the same materials.
- B. Both the string telephones and the phones Maria uses to call her cousins in Mexico can be used to send text messages.
- C. The string telephones and the phones Maria uses to call her cousins in Mexico work for different reasons.
- D. Maria likes using string telephones more than she likes using the phones without string to call her cousins in Mexico.

5. What is this passage mainly about?

- A. a girl who asks herself questions about how phones, email, and computers work
- B. a girl who gets a cell phone and likes sending text messages more than calling people with it
- C. a computer that a family uses to send each other pictures because not all of them live in the same place
- D. a computer that could have helped Paul Revere warn colonists about the British if it been around in the 1700s

6. Read the following sentences: "Then Maria thought about making phone calls. When she was little, she and her cousins had made **'telephones'** out of empty tin cans and string."

Why does the author put the word **'telephones'** in quotation marks?

- A. to tell the reader that Maria is saying the word out loud to herself
- B. to let the reader know that the string telephones were not real telephones
- C. to convince the reader that telephones made out of tin cans and string are better than other telephones
- D. to show the reader how important the string telephones were to Maria as a child

7. Choose the answer that best completes the sentence below.

Maria asks questions about different "high tech devices," _____ cell phones and computers.

- A. such as
- B. finally
- C. instead
- D. in the end

8. What does Maria's mom often send to Maria's grandmother?

9. Name at least two different ways that Maria communicates with Jennifer in the story.

10. "The Secret of Cell Phones" describes various devices that Maria and her family use to communicate. Do Maria and her family need to use as many different devices as they do? Explain why or why not, using evidence from the passage.

4/29 Reading- Guide Words

Circle the correct answer.

Would you find the word **other** on a dictionary page with the following guide words?

odd - out

yes

no

Would you find the word **aid** on a dictionary page with the following guide words?

antenna - attack

yes

no

Which word would you find on a dictionary page with the following guide words?

forever - further

fig

fro

Which word would you find on a dictionary page with the following guide words?

odd - orange

operate

oblige

Would you find the word **frown** on a dictionary page with the following guide words?

fable - fuse

yes

no

Which word would you find on a dictionary page with the following guide words?

healthy - hoist

hiss

hang

Guide words are the first and last word on a dictionary page.

Would you find the word **bunk** on a dictionary page with the following guide words?

bulge - burst

yes

no

Would you find the word **larger** on a dictionary page with the following guide words?

lad - layer

yes

no

Would you find the word **slam** on a dictionary page with the following guide words?

sleep - slow

yes

no

Would you find the word **explore** on a dictionary page with the following guide words?

exert - extreme

yes

no

Would you find the word **cool** on a dictionary page with the following guide words?

conceal - cougar

yes

no

Would you find the word **quality** on a dictionary page with the following guide words?

quill - quotation

yes

no

Use Dictionary Entries

Circle or underline the correct part of the dictionary entry.

Select the **part of speech** in this dictionary entry.

set \set\ *verb setting, set* **1.** to change the controls of a machine: *Set the oven to bake for one hour.* **2.** to become hard: *The wet clay set after it baked in the sun.* **3.** (of the sun) to go down and disappear: *We watched the sun set over the ocean.*

Select the **first definition** in this dictionary entry.

serious \seer-ee-uhs\ *adjective more serious, most serious* **1.** very important: *Hunger is a serious problem in many parts of the world.* **2.** not joking; in earnest: *Tori trying to be funny, or is she serious?* **3.** very bad: *I have a cold, but it's nothing serious.*

Select the **first sample sentence** in this dictionary entry.

coat \koht\ *noun pl coats* **1.** a thick piece of clothing you wear over your other clothes to keep warm: *When it snows, I wear my long wool coat.* **2.** the hair or fur that covers an animal's body: *The dog's coat was tangled and matted.* **3.** a layer of something like paint: *This desk needs a fresh coat of paint.*

Select the **entry word** in this dictionary entry.

complete \kuhm-pleet\ *adjective more complete, most complete* **1.** having all of its parts and nothing missing: *Three cards are missing, so this isn't a complete deck.* **2.** finished: *I've finished writing my story, and now it's complete.* **3.** in every way; total: *The children didn't say a word and sat in complete silence.*

Select the **plural form of the entry word** in this dictionary entry.

course \kohrs, kawrs\ *noun pl courses* **1.** the direction something travels in: *A storm blew the ship off course.* **2.** a group of lessons; a class: *My sister is taking a course on French history.* **3.** a large piece of ground where people run races or play sports: *Please stay off the course during the race.*

Select the **pronunciation** in this dictionary entry.

stop \stop\ *verb stopping, stopped* **1.** to make someone or something stand still: *Ms. Ferguson stopped the car at the red light.* **2.** to no longer be moving: *We stopped at the peak to admire the view.* **3.** to change and no longer do something: *Please stop bothering me.*

Select the **part of speech** in this dictionary entry.

make \meyk\ *verb making, made* **1.** to create something: *Paula will make her dad a card for his birthday.* **2.** to cause something to happen: *We don't want to make you late for the party.* **3.** to force someone to do something: *The new law makes dog owners pick up after their pets in public parks.* **4.** (with up) to invent and say something that is not true: *Paula likes to make up stories about outer space.*

Select the **third sample sentence** in this dictionary entry.

force \fawrs, fohrs\ *noun pl forces* **1.** strength or power: *Ruben needed to use a lot of force to open the jar.* **2.** (in science) something that pushes or pulls an object: *Martha measured the force of the wind.* **3.** a group of people who work in one area together (such as police): *Ms. Shaffer plans to join the police force.*

Select the **first definition** in this dictionary entry.

court \kawrt, kohrt\ *noun pl courts* **1.** a piece of ground that is marked for people to play sports or games: *Paula dribbled the ball down the court.* **2.** a place where people are judged innocent or guilty of committing crimes: *The judge will hear the case in court.* **3.** a street closed at one end: *I live on Oak Tree Court.* **4.** the place where a king or queen governs: *The king's court was filled with beautiful paintings.*

Select the **second sample sentence** in this dictionary entry.

high \hahy\ *adjective higher, highest* **1.** very tall: *Their yard has a high fence all around it.* **2.** a large distance above the ground: *The airplane flew high in the sky.* **3.** having an elevated pitch: *The little girl sings in a high voice.*

Select the **pronunciation** in this dictionary entry.

order \awr-der\ *verb ordering, ordered* **1.** to tell someone that he or she must do something: *The judge ordered her to pay a fine.* **2.** to ask someone in a shop or store to prepare or get something for you: *Roger ordered a ham sandwich and some coleslaw.* **3.** to arrange things: *How should we order the books on the shelf?*

Select the **entry word** in this dictionary entry.

horn \hawrn\ *noun pl horns* **1.** a hard, pointed part on some animals' heads: *Most goats have two horns on top of their heads.* **2.** a musical instrument that you play by blowing: *Charlie practices his horn every day.* **3.** the part of a car that makes a loud noise: *The driver honked his horn at us.*

Select the **part of speech** in this dictionary entry.

point \point\ *noun pl points* **1.** a sharp or thin end of something: *The point of my pencil had dulled.* **2.** the most important part of a message: *What was the point of that long story?* **3.** a specific time or moment: *At that point, we'll have to paint the house again.* **4.** a unit of scoring in a game: *Brooke scored three points in the game.*

Select the **second definition** in this dictionary entry.

short \shawrt\ *adjective shorter, shortest* **1.** not tall: *There was a short fence around Mr. Herman's garden.* **2.** not long: *Danielle's hair used to be long, but she got it cut short.* **3.** not lasting very long: *It's just a short walk to the corner store.*

4/29 Science- Sound Pretest

Circle the correct answer for each question. This is just a pretest. If you do not know an answer, write IDK.

Which sound would *most likely* have the highest pitch?

- a lion's roar
- a dog's growl
- a man yelling
- a bird singing

Which pair of terms *best* describes volume of sound?

- high and low
- loud and soft
- loud and high
- soft and low

A student plans to conduct an experiment to study the effect of tension on the pitch of sound produced by an object. Which material can help the student perform the experiment?

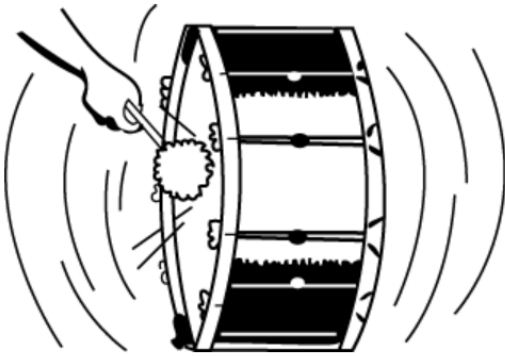
- plastic straw
- rubber string
- tuning fork
- wooden ruler

A student shakes a tin can that contains some coins. The coins hit against the walls of the can, making sounds.

How can the student *increase* the volume of these sounds?

- Decrease the number of coins in the tin can.
- Add water in the tin can along with the coins.
- Shake the tin can with more force than before.
- Cover the tin can with a blanket and then shake it.

A student beats a drum with a stick as shown in the image.



Another student beats the same drum with the same stick but with a greater force. How will the increased force affect the sound produced?

- The pitch of the sound will be higher.
- The pitch of the sound will be lower.
- The volume of the sound will increase.
- The volume of the sound will decrease.

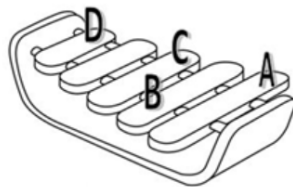
Ryan makes a wind instrument from a drinking straw, as shown.



If he cuts the straw in half, what will happen to the pitch of the sound?

- decreases
- increases
- remains the same
- no sound is produced

The image shows a type of musical instrument.



Which bar produces the *lowest* pitch?

- bar A
- bar B
- bar C
- bar D

Andrew stretches an elastic band across his fingers, plucks it with his other hand, and listens for pitch. He then stretches another elastic band that is twice as thick as the first one to the same length, plucks it, and listens for pitch.

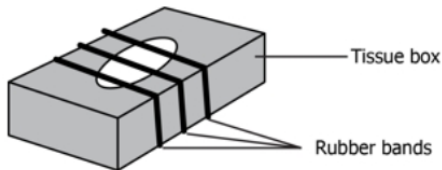
Which question is Andrew trying to answer by performing this activity?

- Does an elastic band produce heat when its thickness is increased?
- Does the length of an elastic band affect the pitch of sound produced by it
- Does it become more difficult to pluck an elastic band if its thickness is increased?
- Does the pitch of sound produced change with the thickness of the elastic band?

How does tightening the wires of a guitar to tune the instrument change its vibration and pitch?

- Tighter wires vibrate faster, making the pitch higher.
- Tighter wires vibrate slower, making the pitch higher.
- Tighter wires vibrate faster, making the pitch lower.
- Tighter wires vibrate slower, making the pitch lower.

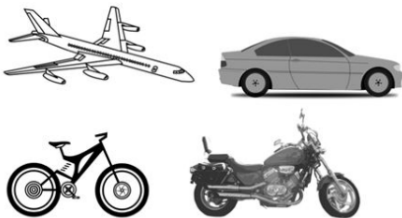
The diagram shows a rubber-band guitar made by a student. The student placed three rubber bands around an empty tissue box as shown.



What will happen when the student strums the rubber bands?

- The elastic bands will vibrate and will make a sound.
- The elastic bands will vibrate but there will be no sound.
- The elastic bands will not vibrate as their size increases with strumming.
- The elastic bands will not vibrate as no sound is produced with strumming.

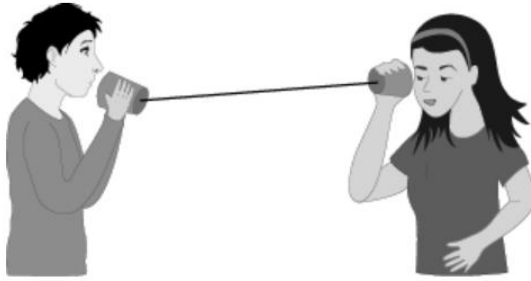
Four forms of transportation, a jet, a car, a bicycle, and a motorcycle are shown.



Which form of transportation will produce a soft sound and why?

- the jet because it flies high in the sky
- the car because people ride inside of it
- the bicycle because it does not have an engine
- the motorcycle because it is small

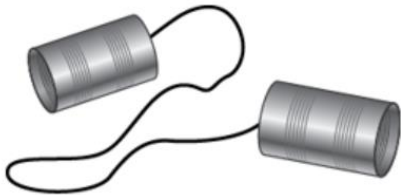
Two students make a string telephone using aluminum cans and a string. They try to communicate with each other by holding the string telephone stretched, as shown in the image.



One student notices that the other student's voice is unclear and difficult to hear. How can the students modify their string telephone so that the voices are clearer and louder?

- Put slack in the string.
- Use a thicker string.
- Use a thinner string.
- Increase the length of the string.

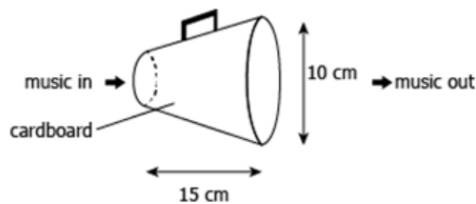
Two students make a device to talk from one end of a hallway to the other. When one student speaks into one can, the other student listens by keeping the other can on an ear.



What design modification would help the students transfer louder, clearer sounds?

- Loosen the string.
- Twist the string.
- Keep the string tight.
- Swing the string while talking.

A student designs a megaphone to help project music, as shown.



The student wants to improve the design to increase the loudness of the music coming out of the megaphone. Which variable should be tested to help the student improve the design?

- type of music played
- placement of the megaphone from the listener
- modification of the length and width of the megaphone
- color of the cardboard used



Identifying Adverbs

Directions: Circle the adverb. On the line, write whether the adverb tells **how**, **when**, or **where**.

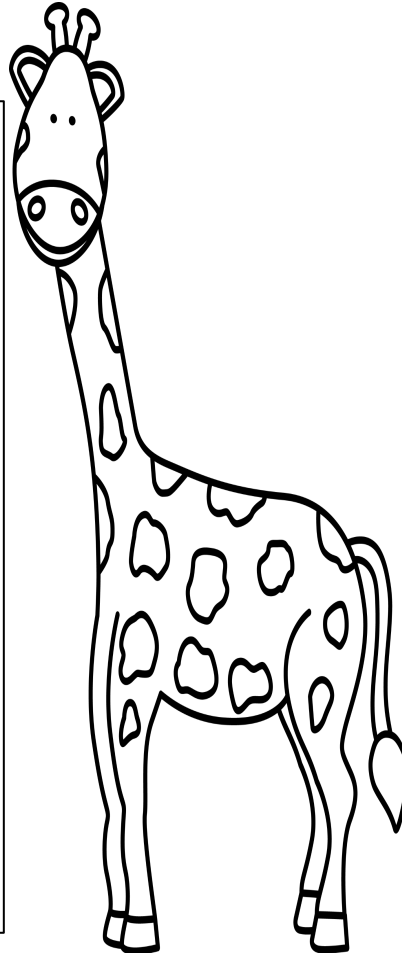
1. Ella quickly finished her homework. _____
2. We did our shopping yesterday. _____
3. The cat moves stealthily through the house. _____
4. The kite soared high in the sky. _____
5. The two girls danced gracefully. _____
6. We often stay up late on Saturdays. _____
7. He put the book inside the house. _____
8. We never eat fish on Sundays. _____
9. The boys recently made the team. _____
10. That couple is happily married. _____
11. She tells the story well. _____
12. Amelia loves Phoebe dearly. _____
13. Hannah sings the most beautifully of all. _____
14. Rhonda will occasionally eat ice cream. _____

Working with Guide Words #1

Write the words from the word bank on the correct dictionary page.

Word Bank:			
Polaroid	poach	poet	poke
poison	pokeweed	poise	pointless
polar bear	podium	plywood	point
pneumonia	pocket	poison ivy	podiatrist

ply / point



pointer / Polaroid

Types of Adverbs

An adverb gives more information about a verb in a sentence. Adverbs answer the questions how, how much, where, or when. Read each sentence below. Determine what kind of information the adverb is providing. Write the correct letter on the line.

A) how B) how much C) where D) when

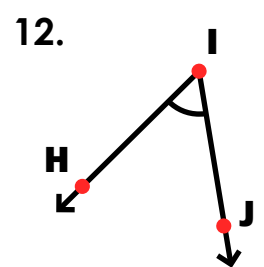
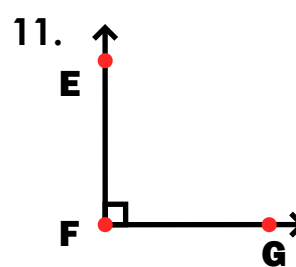
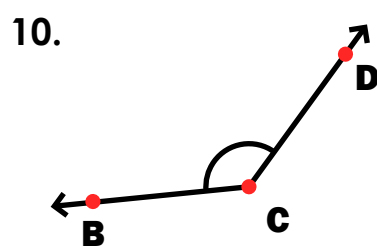
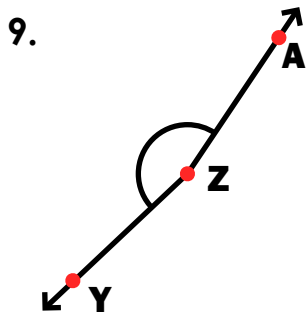
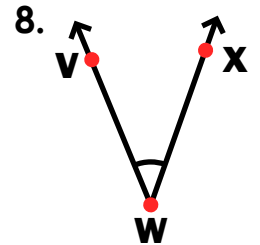
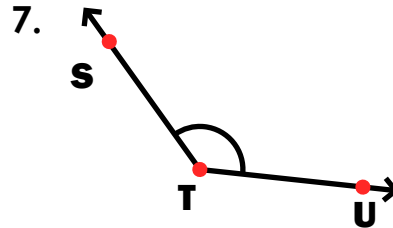
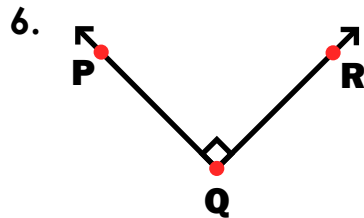
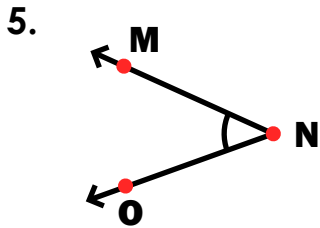
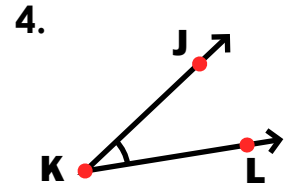
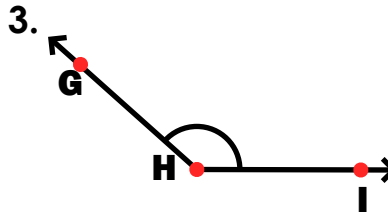
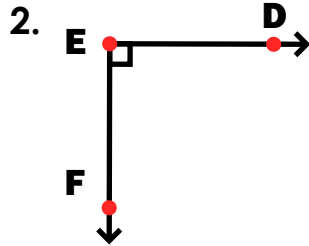
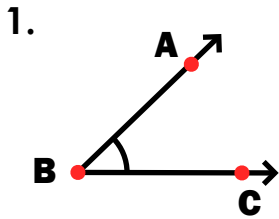
- _____ 1. The boy confessed reluctantly.
- _____ 2. The votes were counted yesterday.
- _____ 3. The U.S. team ran faster than the French.
- _____ 4. Fiona often reads on the school bus.
- _____ 5. Jane volunteered eagerly.
- _____ 6. The boat sailed away into the sunset.
- _____ 7. Tom called me back yesterday.
- _____ 8. Willa never studies, but she always gets good grades.
- _____ 9. Ann arrived early for her appointment and had to wait.
- _____ 10. We are going to cut the cake later.
- _____ 11. My daughter frequently gets nosebleeds.
- _____ 12. Karen is the only person that volunteered.
- _____ 13. We have finally eaten enough.
- _____ 14. The man sneered menacingly.



Name: _____

Three Types of Angles

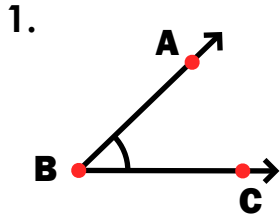
Label each angle as acute, obtuse, or right.



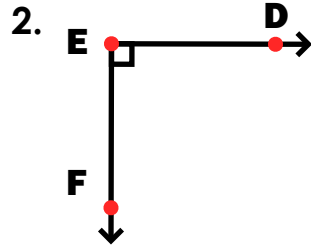
ANSWER KEY

Three Types of Angles

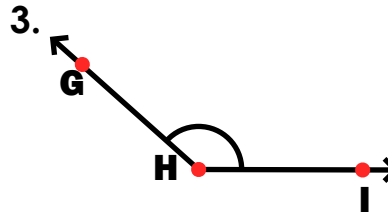
Label each angle as acute, obtuse, or right.



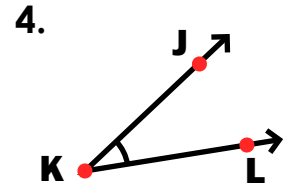
acute



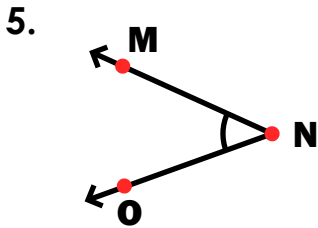
right



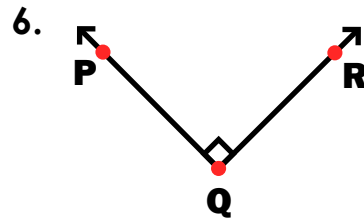
obtuse



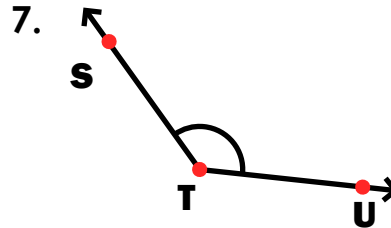
acute



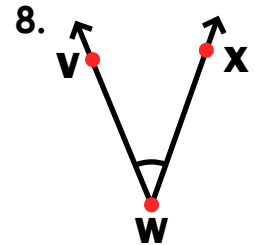
acute



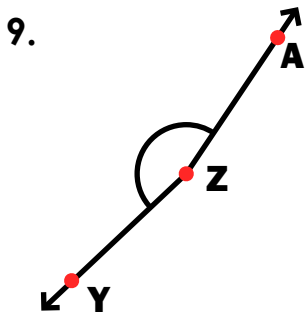
right



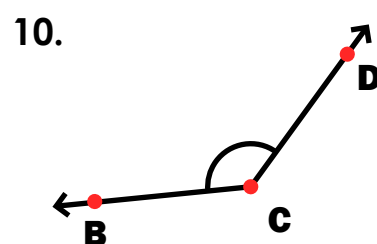
obtuse



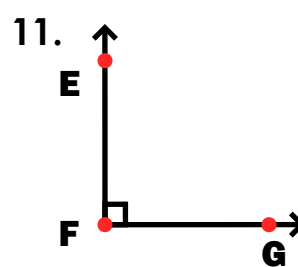
acute



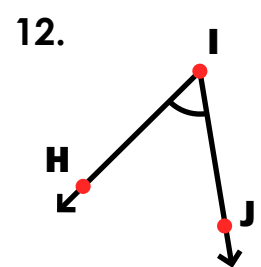
obtuse



obtuse



right

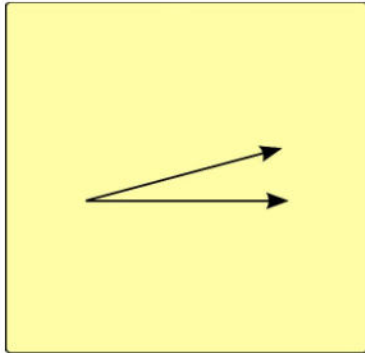


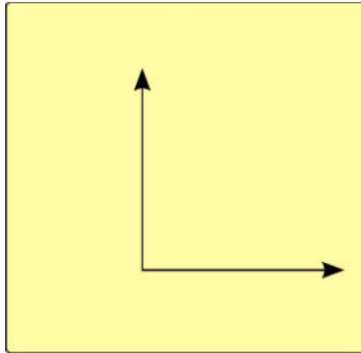
acute

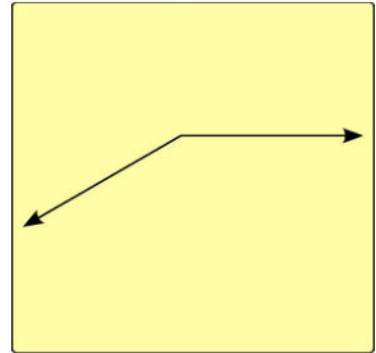


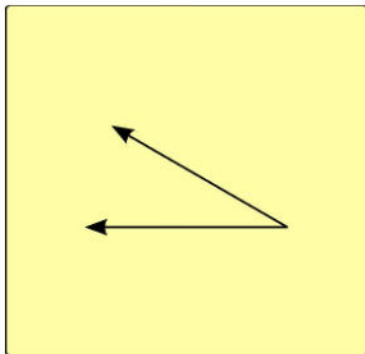
Name: _____

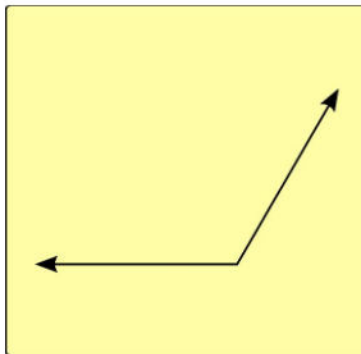
Label each angle as Right, Obtuse or Acute. Estimate or measure the angle.

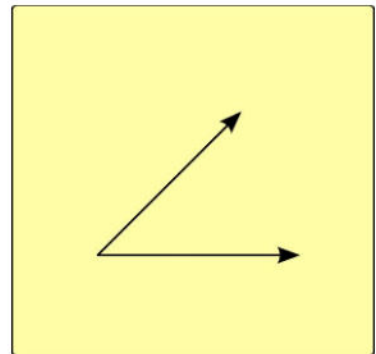


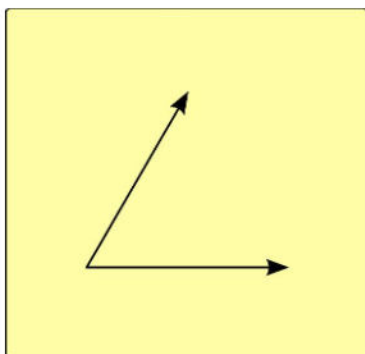


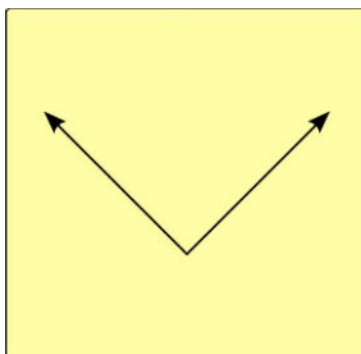


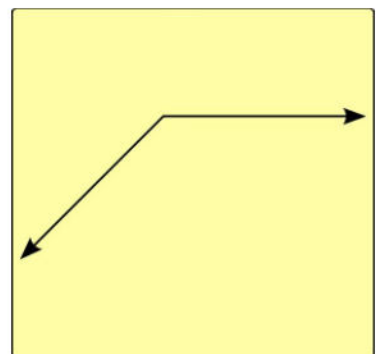












The Pizza Cafe

by ReadWorks

The nice lady with the floppy black hat would feed them bread at least twice a week. This was New York City, so there were plenty of crumbs to go around, too. Josie's favorite were bagel crumbs because they usually had seeds on them. Her best friend Mitch told her that the little white seeds were called "sess-a-mee seeds" and that the teeny black ones were "poppy seeds." Josie loved them all.

To be honest, though, she wasn't as crazy about the bread the lady would bring as the other pigeons seemed to be. She appreciated the lady's generosity, but the bread was always dry and out of an old package. Plus, it was white bread, and Josie found that she liked the darker breads the best—especially the ones with seeds in them.

She also liked the bits that came on top of those beautiful pizzas people were always eating outside at the café in the park. People ate other food there, too, but the pizzas were the most popular, and the most interesting to Josie. She'd sit on a branch above the tables and listen to the waitstaff describe the food to the customers.

The waiter Josie liked best was a thin young man who was quieter than the other waiters, who were always joking loudly with each other. He was quiet, that is, until he started talking about food. When he talked about food, his face would light up and his voice became excited.

"The roasted red peppers add a nice sweetness and smoky flavor to the pizza," he told one table, as Josie felt her tiny tummy grumble with hunger.

She learned about all types of cheeses and vegetables from listening to the waiter. Most pigeons didn't like cheese, but she loved it. Ricotta was her favorite. It was so soft and delicious. She learned about onions, spinach, and broccoli, and she learned how many different ways you could enjoy a tomato. There was the yummy tomato sauce that went right on the pizza, plus some pizzas had fresh slices of tomatoes or dried, roasted tomatoes on top. Josie thought it was all terrific.

How did she know it was terrific? Well, the pizzas at this restaurant were very, very big. They were so big that the customers almost always had extra pizza that they would leave behind on their plates. After they paid their check and got up to leave, and before the waiters came to clean the table, Josie would swoop down and grab what she could with her beak. It was usually just a pepper or a bite of crust. She would pick it up and fly it over to the sidewalk

behind the café, where she could enjoy it in peace.

One day, a menu from the café flew in front of Josie as she was chowing down on a piece of mushroom. It had fancy lettering that read "Park Café" at the top. Below the words "First Course" were a few salads. Below the words "Second Course" were mostly pastas. Below the word "Pizza" was, of course, a list of pizzas. Below the words "Main Course" were things like steak and quail.

Josie shook her feathers when she read this and decided if she had a restaurant, it would not serve anything like steak or quail. Then she realized that making her own restaurant wasn't such a bad idea. In fact, it was a great idea! She got to work the next morning, collecting crusts for her bread basket, vegetables for her salad, and spare bites for her main course—pizza.

Name: _____ Date: _____

1. What is Josie?

- A. a raccoon
- B. a pigeon
- C. a quail
- D. a cat

2. What is the plot of this story?

- A. A lady with a floppy black hat feeds bread to pigeons at least twice a week.
- B. After customers at the café get up to leave, Josie swoops down and grabs what food she can.
- C. Josie likes the waiter at the café who is quieter than the other waiters.
- D. A pigeon that loves to eat scraps of food decides to start her own restaurant.

3. Josie enjoys eating. What information in the story supports this conclusion?

- A. Mitch tells Josie that the teeny black seeds on bagel crumbs are called poppy seeds.
- B. The waiter Josie likes best is quieter than the other waiters.
- C. Josie does not like the bread brought by the lady with the hat as much as the other pigeons do.
- D. Josie loves dark bread, cheese, and tomatoes.

4. Based on the information in the story, why might the quietest waiter be Josie's favorite waiter?

- A. He shares her love of food.
- B. He always saves a piece of pizza for her.
- C. He is nicer to customers at the café than the other waiters are.
- D. He reminds her of the lady with the floppy black hat.

5. What is a theme of this story?

- A. Food can be a source of excitement and delight.
- B. If you are kind to other people, they will be kind to you.
- C. People often harm the environment without realizing it.
- D. If you are not careful about what you eat, you may get sick.

6. Read these sentences from the text.

The waiter Josie liked best was a thin young man who was quieter than the other waiters, who were always joking loudly with each other. He was quiet, that is, until he started talking about food. When he talked about food, his face would light up and his voice became excited.

What does the phrase "light up" mean here?

- A. suddenly look happy
- B. suddenly turn on
- C. slowly start to sweat
- D. slowly change color

7. Read this sentence from the text.

The waiter Josie liked best was a thin young man who was quieter than the other waiters, who were always joking loudly with each other.

Whom does the second "who" in this sentence refer to?

- A. "Josie"
- B. "the other waiters"
- C. "a thin young man"
- D. "the waiter"

8. What idea does Josie have near the end of the story?

9. Name three foods that Josie's restaurant will serve.

10. Why might Josie have chosen pizza as the main course for her restaurant? Support your answer with evidence from the text.

5/1 Reading- Use Dictionary Definitions

Circle the number of the definition that matches the word.

Look at this sentence:

Dad was about to **serve** dessert when he was interrupted by a phone call.

Select the definition of **serve** that the sentence uses.

serve \surv\ *verb* **serving, served** **1.** to prepare something for other people to use or eat: *Mrs. Moran always serves dinner at six o'clock.* **2.** to help other people: *The mayor promised to serve the people of the city.* **3.** to start a game (such as tennis) by hitting the ball: *Ronnie served the ball over the net.*

Look at this sentence:

What **form** of government did they have in ancient Athens?

Select the definition of **form** that the sentence uses.

form \fohrm\ *noun pl forms* **1.** a piece of paper that you fill out with information: *Please fill out this form and sign at the bottom.* **2.** the shape of something or someone: *Fred has a tall, slender form.* **3.** a type: *Walking is an easy form of exercise.*

Look at this sentence:

Baseball games **draw** a lot of people to Rockport Park.

Select the definition of **draw** that the sentence uses.

draw \draw\ *verb* **drawing, drew, drawn** **1.** to make a picture with pen, pencil, or crayon: *I like to draw pictures of horses.* **2.** to pull something up: *We draw water from our well twice a day.* **3.** to bring in or attract (people): *That diner draws a huge crowd every Friday.*

Look at this sentence:

The meat sauce at Betty's Diner is a little too **thin**.

Select the definition of **thin** that the sentence uses.

thin \thin\ *adjective* **thinner, thinnest** **1.** not thick or wide: *I wonder what's inside that thin package.* **2.** not heavy or fat: *All of the runners are thin and fit.* **3.** watery or runny: *The turkey gravy was too thin.*

Look at this sentence:

Did you **follow** the directions when you tried to put the table together?

Select the definition of **follow** that the sentence uses.

follow \fol-oh\ *verb* **following, followed** **1.** to go after someone: *He followed Sheng outside.* **2.** to go along a path or road: *We followed Route 66 into California.* **3.** to act in agreement with: *Please listen carefully and follow the directions.*

Look at this sentence:

Dad checks his **weight** and blood pressure every morning.

Select the definition of **weight** that the sentence uses.

weight \weyt\ *noun pl* **weights** **1.** how heavy something is: *The nurse measured my weight and height.* **2.** a piece of metal used to find out how heavy something else is: *Balance the weights on the scale.* **3.** a piece of heavy metal that some people lift to make their bodies strong: *Ms. McCoy is fit because she lifts weights.*

Look at this sentence:

Ms. Weber's **icy** look gave way to a warm smile when she recognized me.

Select the definition of **icy** that the sentence uses.

icy \ahy-see\ *adjective* **icier, iciest** **1.** very cold: *An icy glass of lemonade tastes great on a hot day.* **2.** slippery because it is covered with ice: *After the freezing rain, the roads were icy.* **3.** unfriendly: *The woman gave us an icy glare.*

Look at this sentence:

Our school's uniform is a white **top** and blue pants.

Select the definition of **top** that the sentence uses.

top \top\ *noun pl* **tops** **1.** the highest point of something: *Brenna climbed to the top of the tree.* **2.** the upper half or upper part of something: *The top of the desk is scratched.* **3.** a piece of clothing you wear over your chest and arms: *Should I wear the blue top or the white one?*

Reading- Use Thesaurus Entries- Put a check in the box of the correct answer

Look at this thesaurus entry:

irregular

Part of speech: *adjective*

Definition: not even

Synonyms: changing, choppy, different, unsteady

Which has more **irregular** edges?

a sheet of paper

a piece of bark

Look at this thesaurus entry:

motivate

Part of speech: *verb*

Definition: to move to action

Synonyms: compel, excite, inspire, spur, urge

How might you **motivate** people?

by giving a powerful speech

by renting them an apartment

Look at this thesaurus entry:

deliberate

Part of speech: *adjective*

Definition: on purpose

Synonyms: designed, intentional, planned, willful

Which is **deliberate**?

dropping a plate

scheduling a meeting

Look at this thesaurus entry:

perpetual

Part of speech: *adjective*

Definition: unending; occurring repeatedly

Synonyms: ceaseless, constant, continuous, nonstop, permanent

Which is **perpetual**?

ocean tides

a rock

Look at this thesaurus entry:

illustrious

Part of speech: *adjective*

Definition: having impressive skill or rank

Synonyms: celebrated, famous, popular, renowned, respected

Who is more likely to be described as **illustrious**?

a well-known scientist

an unknown author

Look at this thesaurus entry:

alibi

Part of speech: *noun*

Definition: a reason why someone could not have committed a criminal act

Synonyms: defense, excuse, explanation

Which is an example of an **alibi**?

witnessing a robbery and then reporting it

being in another state when a crime took place

Look at this thesaurus entry:

wan

Part of speech: *adjective*

Definition: appearing pale and ill

Synonyms: ashen, colorless, faint, ghostly, pale

Which might be described as **wan**?

a table

a face

Look at this thesaurus entry:

eternal

Part of speech: *adjective*

Definition: lasting forever

Synonyms: constant, endless, immortal, infinite, permanent, perpetual

Which is **eternal**?

something that never goes away

an important family event

5/1 Science- Investigate the Properties of Sound- Water Chimes

Below is an investigation to try about pitch. You don't have to have 8 glasses- 3 or 4 will do. Modify it as needed. You can do a video to show how it worked- just remember to explain in your video what is going on by TALKING. Or you can type a reflection of 3-5 sentences in the textbox to explain what happened. Once you are done, check out the Fun-damental on Sound in your assignments in Discovery Education.

Water Chimes

Materials

8 glasses
teaspoons
water

Directions

- Line up eight glasses of about the same size and shape.
- Fill the first glass about 1/8th full of water for the high note, the second glass should be 1/4 full, the third glass should be 3/8ths full for the next note, and so on.
- Each glass should sound like a note on the music scale (do, re, mi, fa, sol, la, ti, do). You may need to tune your music scale (add or remove water with teaspoon) until each note rings true.
- Have the children use a metal teaspoon to gently tap out the scale and any other melodies they know (Mary had a Little lamb, Twinkle Twinkle).



Hints for Water Chimes

- Don't use expensive crystal glasses to make water chimes.
- Add a bit a food coloring to help children identify which glass is which sound.
- Changing the amount of water will change the musical note. The amount of water in the glass changes the pitch of the sound wave.

Relative adverbs

Grade 4 Adverbs Worksheet

Fill in the blank with the correct relative adverb.

The First Day of School

Relative adverbs include:
when, where, why, how,
whatever, whenever
wherever.

Johnny wondered how he would survive the first day of school.

He was nervous _____ the bus pulled up at his house. He wasn't sure _____ his classroom was. _____ he got to school, he found his new teacher. She said he could sit _____ he wanted. She told the class, " _____ you get thirsty, you can get a drink from the fountain. _____ you get hungry, you can eat _____ snack you'd like." Johnny wasn't sure _____ he had been so nervous. The first day was much better than what he had imagined.



May 1, 2020:

Directions: Answer each question on a separate sheet of paper.

Task

Letters can be thought of as geometric figures.

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

- a.
How many line segments are needed to make the letter A? How many angles are there? Are they acute, obtuse, or right angles? Are any of the line segments perpendicular? Are any of the line segments parallel?
- b. We can build all of these letters from line segments and arcs of circles. Build all of the capital letters with the smallest number of "pieces," where each piece is either a line segment or an arc of a circle.
- c. Which letters have perpendicular line segments?
- d. Which letters have parallel line segments?
- e. Which letters have no line segments?
- f. Do any letters contain both parallel and perpendicular lines?
- g. What makes the lower case letters "i" and "j" different than all of the capital letters?

