York Road 4th Grade E-Learning Packet

Week: April 2nd – 3rd

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Please check Canvas for additional assignments, practice, and videos to help you learn!

If you are experiencing difficulties with your device, please email helpdesk@rhmail.org or call 803-980-2016 between the hours of 8:30 a.m. – 3 p.m. on weekdays. You may also contact your child's teacher for assistance.

Day 1

- Math: Comparing fractions numbers 1-20. Division practice – please complete all problems WITHOUT a calculator.

- Reading: Read “In Danger of Extinction” and answer questions 1-5 in complete sentences.

- Writing: Write a poem about a room in your house. Use descriptive imagery and figures of speech to describe what the room looks like and how it makes you feel. Try to include at least 3 different types of figurative language. Challenge yourself to make it rhyme!

Write the Correct Comparison Symbol (>, < or =) in Each Box

1) $\frac{2}{6}$ ☐ $\frac{3}{5}$

2) $\frac{2}{4}$ ☐ $\frac{3}{5}$

3) $\frac{4}{9}$ ☐ $\frac{4}{6}$

4) $\frac{5}{10}$ ☐ $\frac{1}{4}$

5) $\frac{3}{9}$ ☐ $\frac{2}{3}$

6) $\frac{1}{2}$ ☐ $\frac{5}{9}$

7) $\frac{1}{2}$ ☐ $\frac{7}{9}$

8) $\frac{2}{8}$ ☐ $\frac{6}{7}$

9) $\frac{7}{9}$ ☐ $\frac{8}{9}$

10) $\frac{1}{7}$ ☐ $\frac{8}{10}$

11) $\frac{4}{10}$ ☐ $\frac{2}{4}$

12) $\frac{1}{5}$ ☐ $\frac{2}{6}$

13) $\frac{2}{3}$ ☐ $\frac{1}{2}$

14) $\frac{1}{2}$ ☐ $\frac{1}{4}$

15) $\frac{2}{4}$ ☐ $\frac{5}{7}$

16) $\frac{1}{6}$ ☐ $\frac{4}{5}$

17) $\frac{4}{5}$ ☐ $\frac{1}{3}$

18) $\frac{1}{3}$ ☐ $\frac{1}{2}$

19) $\frac{2}{7}$ ☐ $\frac{7}{8}$

20) $\frac{5}{9}$ ☐ $\frac{3}{5}$

6 ÷ 6 =	60 ÷ 12 =	35 ÷ 7 =	20 ÷ 2 =
56 ÷ 7 =	5 ÷ 5 =	30 ÷ 10 =	48 ÷ 12 =
24 ÷ 6 =	21 ÷ 7 =	45 ÷ 5 =	32 ÷ 4 =
72 ÷ 8 =	30 ÷ 5 =	36 ÷ 3 =	14 ÷ 2 =
18 ÷ 3 =	7 ÷ 7 =	45 ÷ 9 =	2 ÷ 1 =

In Danger of Extinction

Cross-Curricular Focus: Life Science

A species is the name for a group of animals that are alike, such as lions and tigers. If a species is endangered it means there are very few of those animals left in the world. If all the animals in a species die, the species becomes **extinct**. Those animals are gone forever.

Many species are protected. A protected species means governments have made laws against killing the animals.

The koala is close to being an endangered species. Interestingly, the koala is partly to blame for its decline. Koalas are too stubborn for their own good!

When you were younger, were you a picky eater? Did your parents have to force you to eat things that were good for you? Hopefully you listened to what they taught you and ate your dinner.

Koalas are picky eaters. They live in tall eucalyptus trees. Many of these trees are also called gum trees. Koalas eat the leaves of those trees. Since there are over 600 different types of eucalyptus trees, the koala should have no trouble finding food. But koalas are picky! They only want certain eucalyptus tree leaves to eat. Out of the 600 varieties of trees, koalas will only eat the leaves of about 120 kinds of eucalyptus tree. Some are even pickier than that. The koalas of a specific area will only eat about four or five kinds of eucalyptus leaves. They would rather starve than eat the other kinds. Now that's stubborn!

The biggest problem for koalas now is that the brush land in Australia is being cut down. Towns and cities are pushing farther into the brush. Since many koalas live there, they are losing their tree homes and the trees leaves that feed them.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What does it mean when an animal is **extinct**?

_____

_____

2) Imagine if you were like a koala and ate only one kind of food. What kind of food would it be?

_____

_____

3) What is another name for many gum trees?

_____

_____

4) Why do you think the koala is so picky?

_____

_____

5) What would you tell people to get them to stop cutting down the brush land where koalas live?

_____

_____

Day 2

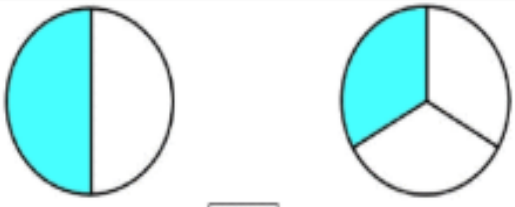
- Math: Comparing fractions with images, numbers 1-10. Ordering fractions numbers 1-4.

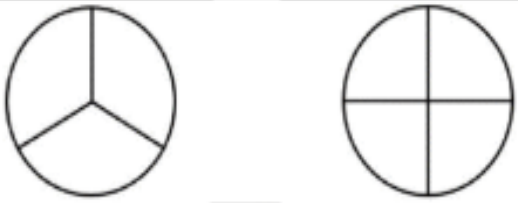
- Reading: Read *An Independent Nation* and answer questions 1-5.

- Writing: Complete the homophone worksheet by choosing the correct homophone and writing it in the blank to complete the sentence.

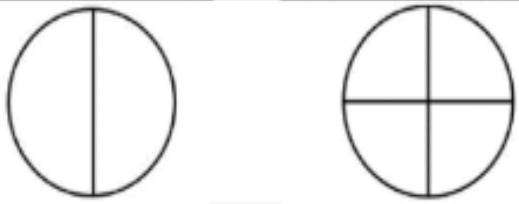
COMPARING FRACTIONS WITH DIAGRAMS SHEET 1

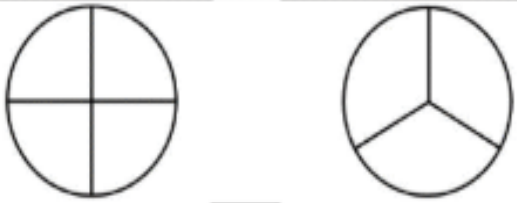
Shade the fraction diagrams and use the symbols >, < and = to show how the fractions compare. The first one is done for you.

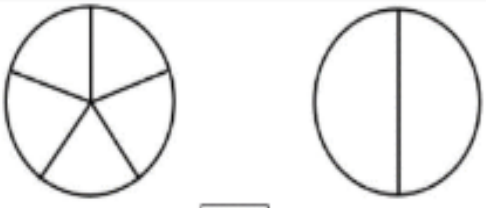
1)  $\frac{1}{2}$ > $\frac{1}{3}$

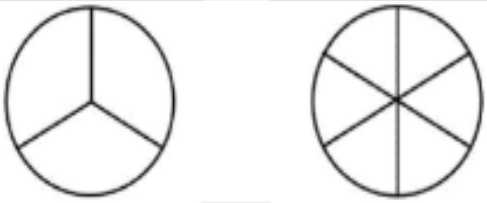
2)  $\frac{1}{3}$ ☐ $\frac{1}{4}$

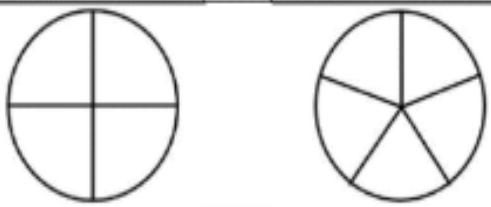
3)  $\frac{1}{5}$ ☐ $\frac{1}{3}$

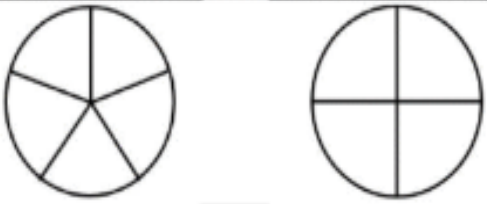
4)  $\frac{1}{2}$ ☐ $\frac{2}{4}$

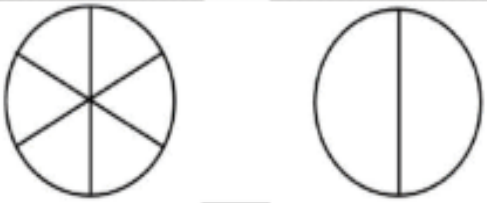
5)  $\frac{3}{4}$ ☐ $\frac{2}{3}$

6)  $\frac{2}{5}$ ☐ $\frac{1}{2}$

7)  $\frac{1}{3}$ ☐ $\frac{2}{6}$

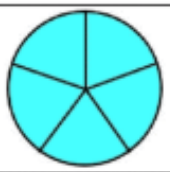
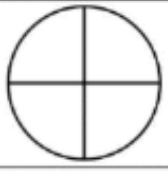
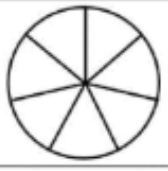
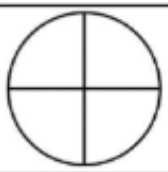
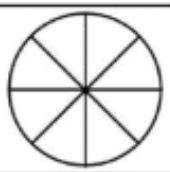
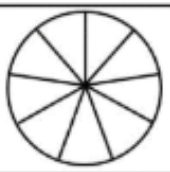
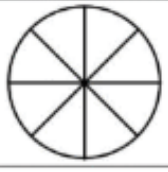
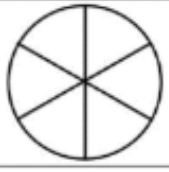
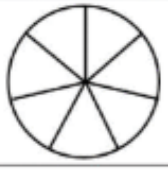
8)  $\frac{1}{4}$ ☐ $\frac{1}{5}$

9)  $\frac{3}{5}$ ☐ $\frac{3}{4}$

10)  $\frac{5}{6}$ ☐ $\frac{2}{2}$

ORDERING FRACTIONS WITH DIAGRAMS SHEET 1

Shade the fraction diagrams and then use the diagrams to put the four fractions in order from smallest to largest. The first one is done for you.

1) 	$\frac{1}{2}$		$\frac{3}{7}$		$\frac{5}{5}$		$\frac{1}{4}$
smallest				largest
$\frac{1}{4}$		$\frac{3}{7}$		$\frac{1}{2}$		$\frac{5}{5}$	
2) 	$\frac{4}{5}$		$\frac{3}{4}$		$\frac{1}{3}$		$\frac{1}{7}$
smallest				largest
___		___		___		___	
3) 	$\frac{2}{3}$		$\frac{1}{4}$		$\frac{7}{8}$		$\frac{4}{9}$
smallest				largest
___		___		___		___	
4) 	$\frac{3}{8}$		$\frac{5}{6}$		$\frac{1}{5}$		$\frac{2}{7}$
smallest				largest
___		___		___		___	

An Independent Nation

Cross-Curricular Focus: History/Social Sciences

Before the United States was a country, it was a group of English colonies. Until 1763, England didn't really bother the American colonists. The people handled their business the way they wanted. However, England had a lot of war debts to pay. Some of the money was owed because England had defended the colonies in the French and Indian War. Citizens who were living in England wanted taxes to be lowered. The king decided to take more control over the colonies to get the money to pay off the debts. He started a new tax for the colonies. After being left to make their own decisions for so long, some of the colonists did not want to give up control. They did not want to pay high taxes. They did not want to follow rules that didn't make sense to them. Colonists were not given a chance to participate in government decisions in England.

The colonists were divided. Loyalists wanted the colonies to stay part of England. Patriots wanted America to be **established** as an independent nation.

The Patriots decided that it was time to send a letter to the king. They wanted to make an official declaration, or statement, of **independence**. Thomas Jefferson wrote the group's ideas into a letter to King George III. Jefferson explained why the colonists believed they no longer had to listen to his authority. By signing the Declaration of Independence, the men were risking their lives if the colonies lost the war. They signed it anyway.

Fighting in the American Revolutionary War had already begun when Jefferson wrote the Declaration of Independence. After the war was over, there was still work to do. The job of uniting 13 separate colonies into one nation had to be done. It was a difficult process with lots of compromises. In 1781 the **Constitution** was written to describe the rights and responsibilities of the new government and its people.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What country did the American colonies belong to before the American Revolutionary War?

_____

_____

2) Why did King George III decided to take more control over the colonies than he had before?

_____

_____

3) Did all the colonists think that it was time to be independent from England? Explain.

_____

_____

4) Do you think you would have been willing to risk death by signing the declaration of independence? Why, or why not?

_____

_____

5) What are some rights and responsibilities you think citizens should have?

_____

_____

Choose the Correct Homophone

Name:_____

Recall that **homophones** are words that **sound the same**, but **have different meanings**. For example, a home can be for **sale**, while a boat can have a **sail.** The context of the word can help you decide which homophone should be used.

Complete each sentence by choosing the correct homophone and writing it in the blank.

1. After he was sick for several days, his face was _____(pail/pale).
2. She purchased a beautiful new gown _____(for/four) the dance.
3. Walking down the _____(I'll/aisle/isle) to get married can be scary.
4. Glass containers have been _____(band/banned) on the beach.
5. The baker systematically kneaded the _____(doe/dough) for the bread.
6. I'd rather receive my _____(male/mail) electronically than on paper.
7. He was considered _____(bald/bawled) because he had no hair.
8. We searched everywhere trying to _____(fined/find) our lost dog.
9. My favorite stringed instrument is the _____(base/bass) because it is so big.
10. The fight _____(scene/seen) in the movie was extremely exciting!
11. Though he was already tired, the farmer had to _____(so/sew/sow) the seeds.
12. Annabella sat on the bottom _____(stair/stare) without being noticed.
13. After running out of _____(flour/flower), the baker had to stop baking.
14. Fierce winds _____(blew/blue) all night during the thunderstorm.
15. Rover sat and scratched the place where the _____(flea/flee) bit him.
16. The government has the right to _____(sees/seas/seize) the stolen property.

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Day 1

- Math: Converting improper fractions to mixed numbers. Please read and work through the step by step instructions provided. Complete practice problems numbers 1 –14.

- Reading: Read “An Unlikely Parasite: The Mistletoe” and answer questions 1-9.

- Writing: Complete the “Misused Verbs” worksheet.

Name Date

HOW TO CONVERT IMPROPER FRACTIONS TO MIXED FRACTIONS

Frazer says "The important thing to remember when converting an improper fraction to a mixed fraction is that fractions represent division of the numerator by the denominator."

In other words:

$$\frac{\textit{numerator}}{\textit{denominator}} = \textit{numerator} \div \textit{denominator}$$

How to Convert an Improper Fraction to a Mixed Number

- Divide the numerator by the denominator.
- The integer (whole number) part of the answer gives you the number of ones.
- The remainder part of the answer gives you the fraction that you have left over.

Example 1 $\frac{23}{5} = 23 \div 5 = 4 \text{ r } 3 = 4\ \frac{3}{5}$

Example 2 $\frac{19}{7} = 19 \div 7 = 2 \text{ r } 5 = 2\ \frac{5}{7}$

Example 3 $\frac{27}{4} = 27 \div 4 = 6 \text{ r } 3 = 6\ \frac{3}{4}$

Name Date

CONVERT IMPROPER FRACTIONS TO MIXED NUMBERS SHEET 1

Convert these improper fractions into mixed numbers. The answers do not have to be in simplest form.

Example $\frac{23}{5} = 23 \div 5 = 4 \text{ r } 3 = 4\frac{3}{5}$

1) $\frac{5}{3} = 1\frac{\quad}{3}$ 2) $\frac{7}{2} = 3\frac{\quad}{2}$ 13) $\frac{13}{5} = 2\frac{\quad}{5}$ 4) $\frac{8}{3} = 2\frac{\quad}{3}$

5) $\frac{7}{4} =$ 6) $\frac{11}{5} =$ 7) $\frac{13}{3} =$ 8) $\frac{11}{2} =$

9) $\frac{16}{3} =$ 10) $\frac{14}{4} =$ 11) $\frac{19}{5} =$ 12) $\frac{17}{8} =$

1) $\frac{23}{10} =$ 14) $\frac{17}{6} =$ 15) $\frac{23}{4} =$ 16) $\frac{19}{9} =$

17) $\frac{22}{6} =$ 18) $\frac{31}{8} =$ 19) $\frac{26}{7} =$ 20) $\frac{31}{9} =$

21) $\frac{35}{4} =$ 22) $\frac{47}{10} =$ 23) $\frac{39}{6} =$ 24) $\frac{33}{4} =$

25) $\frac{52}{8} =$ 26) $\frac{46}{9} =$ 27) $\frac{51}{11} =$ 28) $\frac{43}{7} =$

An Unlikely Parasite: The Mistletoe

During the holidays, many people hang mistletoes over doorways. People share kisses under this evergreen plant. It is a popular Christmas tradition. But don't let the image of a romantic plant used during the happy times of the holidays fool you. In the forests where they're from, mistletoes can do some real damage. Let's take a look at how and why.

The mistletoe plant is evergreen. This means it has leaves that remain green throughout the year. It is also poisonous and has white berries and small, yellow flowers. The mistletoe lives on other plants, taking water and nutrients from these plants. For this reason, mistletoes are considered parasites.

Photograph of white mistletoe berries

The white berries of the mistletoes contain seeds. Some birds and mammals like to feed on these berries. When they do, the seeds may attach to the animal eating the berries. The animal may carry the seeds to another part of the tree or shrub. They may also carry the seeds to another plant altogether. The seeds start to grow roots that dig through the bark of the tree or shrub. The roots grow into the tissues of the plant they've taken over. That's how mistletoes take nutrients and water away from the host plants. Mistletoe can be hard to remove once it infects a plant. The best way to fight off a mistletoe infestation is to cut off the infected branch completely. If the mistletoe takes over more parts of the plant, it can start to weaken the plant and make it harder for it to grow.

As mistletoes grow in the trees, they become a thick mix of branches and stems. This big mass is sometimes called a "witch's broom." Some animals nest in these witches' brooms. These animals include chickadees, house wrens, and most Cooper's hawks.

1. The mistletoe plant is evergreen. What does this mean?

A. It has leaves that remain red throughout the year.

B. It has leaves that fall off throughout the year.

C. It has leaves that remain green throughout the year.

D. It takes water and nutrients away from other plants.

2. Mistletoes live on other plants. The text describes the effects of mistletoes on these plants. What is one of these effects?

A. They cause the plants to grow stronger.

B. They cause the plants to grow weaker.

C. They cause the plants to take in more water and nutrients.

D. They cause the plants to turn white.

3. Read the following sentences from the text.

> The white berries of the mistletoes contain seeds. Some birds and mammals like to feed on these berries. When they do, the seeds may attach to the animal eating the berries. The animal may carry the seeds to another part of the tree or shrub. They may also carry the seeds to another plant altogether. The seeds start to grow roots that dig through the bark of the tree or shrub. The roots grow into the tissues of the plant they've taken over. That's how mistletoes take nutrients and water away from the host plants.

What conclusion about some animals does this information best support?

A. Some animals can turn into parasites that infect plants.

B. Some animals can cause other animal species to die off.

C. Some animals grow weaker when they eat mistletoe berries.

D. Some animals help mistletoes infect other plants.

4. What is one positive effect mistletoes have on the ecosystems where they grow?

A. They take water and nutrients away from plants.

B. They have leaves that remain green throughout the year.

C. They provide food to some animals.

D. They have seeds which can grow roots into the barks of trees and shrubs.

5. What is the main idea of this text?

A. Mistletoes have leaves that stay green throughout the year,white berries, and small, yellow flowers.

B. Mistletoes become a thick mix of branches and stems as they grow on other plants.

C. During the holidays, many people hang mistletoes over doorways and kiss under these evergreen plants as a popular Christmas tradition.

D. Mistletoes are evergreen plants that can cause other plants they live on to become weak by taking nutrients and water from them.

6. Read the following sentences from the text.

"As mistletoes grow in the trees, they become a thick mix of branches and stems. This big mass is sometimes called a 'witch's broom.'"

Based on the text, why might this mass of branches and stems be called a witch's broom?

A. because it looks like a witch's broom

B. because it can help people fly like a witch's broom

C. because it can be used to clean floors like a witch's broom

D. because it is popular during Halloween like a witch's broom

7. Choose the answer that best completes this sentence.

The mistletoe lives on other plants, taking water and nutrients from these plants. _____, mistletoes are considered parasites.

A. Therefore

B. In addition

C. However

D. Meanwhile

8. As mistletoes grow in the trees, they become a thick mix of branches and stems. What nests in this big mass?

_____

_____

_____

9. How can parasites best be defined? Use information from the text to support your answer.

_____

_____

_____

Name: Key

Misused Verbs: There Is/There Are

Some verbs get no respect. They are constantly misused by both children and adults. You may hear someone say something like: "There is cookies, if you'd like some." What they should have said was: "**There are** cookies…" since cookies is plural. Many times the wrong form will sneak in as a contraction. Remember: "there's" is the short form of "there is" and should not be used with a plural noun. A contraction for "there are"does not exist. It would just be too hard to say, "there're," so we don't.

There are crackers.
There are pretzels.

There is a cake.
There's a cake.

Choose "is" or "are" for each sentence.

1. There ___are___ (is/are) flowers in the garden next door.
2. There _____ (is/are) a new rug on the floor.
3. There _____(is/are) eleven candles on the birthday cake.
4. There _____ (is/are) peanut butter in the cupboard.
5. There _____ (is/are) a sale on green beans today at the store.
6. There _____ (is/are) only three more chapters left to read!
7. There _____ (is/are) a newspaper sitting on the porch.
8. There _____ (is/are) several quarters on the table by the couch.
9. There _____ (is/are) two stray dogs running loose in the street.
10. There _____ (is/are) a lost cell phone on the desk in the office.
11. There _____ (is/are) three more months of school this year.
12. There _____ (is/are) a package of crayons for you so you can color.

Day 2

- Math: Converting improper fractions to mixed numbers. Please re- read and work through the step by step instructions provided for day 1. Complete practice problems numbers 15-28 for the day one worksheet.

- Reading: Read “Important People” and answer questions 1-9.

- Writing: Complete the Subject/Verb Agreement worksheet.

Important People

by Michael Stahl

The janitor is the person who helps keep the school clean. Every morning students come from all over and walk into the school building. A building can get dirty, especially when a lot of people go into it. The janitor sweeps and mops the floors so that the dirt brought in gets cleaned up.

The teacher is the person who runs the classroom. The teacher helps you learn about different topics and gives you assignments. If you don't understand something, you can ask the teacher for help.

The principal is the person who is in charge of the whole school. The principal is the leader of the school. The principal is in charge of all the teachers at the school. The principal is the

person whom parents call when they want to talk to someone about the school. The principal usually sets high expectations for the students and makes sure that learning is happening in the school.

American schools are in a city or town. The city or town has a leader, too. The leader is usually called the mayor. The mayor is in charge of running the government of the city or town. The mayor works with the people in the city or town and the other people in the government to fix the problems of the city or town. The mayor has a lot of responsibility.

An American city or town is located within a state. Just like a city or town has a leader, a state has a leader, too. The leader of a state is called the governor. An American state is a part of the United States. There are 50 states, and each one has a governor. The person who is the leader of the United States of America is called the president. There have been over forty presidents throughout the course of America's history. The first president of the United States of America was George Washington. Who is the current president?

1. Who are some of the people described in the passage?

A. lawyers, doctors, and bankers

B. singers, actors, and dancers

C. janitors, teachers, and principals

2. What does the passage list?

A. This passage lists some of the different jobs people have.

B. This passage lists the mayors of America's five largest cities.

C. This passage lists all the Presidents of the United States.

3. A janitor helps keep a school clean. A teacher helps students learn at school. A principal is in charge of all the teachers at a school.

What can be concluded from this information?

A. Principals often work with janitors but do not often work with teachers.

B. Many janitors want to become teachers, and many teachers want to become principals.

C. People can work in the same place and do different things.

4. Which job mentioned in the article is not a job that involves leadership?

A. janitor

B. principal

C. mayor

5. What is this passage mainly about?

A. the responsibilities of janitors and governors

B. different people and their jobs

C. how a janitor keeps a school clean

6. Read the following sentences: "The city or town has a leader, too. The **leader** is usually called the mayor. The mayor is in charge of running the government of the city of town."

What does the word "**leader**" mean above?

A. someone who helps children learn

B. someone who has power over other people

C. someone who does not get along with other people

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

The principal makes sure learning is happening in the school, _____, the principal is in charge of the teachers.

A. but

B. before

C. so

8. What is the leader of a city or town called?

_____

_____

_____

9. What are some of a mayor's responsibilities?

_____

_____

_____

Subject and Verb Agreement
Pick the Verb

Circle the correct verb for each sentence.

1. Maria walk / walks her dog every day.

2. The good students try / tries hard in class.

3. He always bake / bakes a cake for my birthday.

4. The elephants drink / drinks a lot of water.

5. It take / takes a special person to be a clown.

6. Our teacher write / writes a note if we make / makes an A.

7. The cows run / runs to the barn at feeding time.

8. She run / runs to school when she is late.

9. My cousins's mother often drive / drives them to the practice.

10. Our parents work / works at the same place.

Day 3

- Math: Converting improper fractions to mixed numbers, more practice. Please use the step by step directions from day 1 to help you. Please complete all of the odd numbered problems (#1,3,5,7, etc).

- Reading: Read “Learning on the Soccer Field” and answer questions 1-8.

- Writing: “Complete the Sentence or Fragment?” worksheet.

Name Date

CONVERT IMPROPER FRACTIONS TO MIXED NUMBERS SHEET 2

Convert these improper fractions into mixed numbers. Your answers should be in simplest form.

1) $\frac{15}{4} =$	2) $\frac{17}{6} =$	3) $\frac{13}{2} =$	4) $\frac{19}{5} =$
5) $\frac{24}{6} =$	6) $\frac{26}{5} =$	7) $\frac{33}{7} =$	8) $\frac{28}{8} =$
9) $\frac{26}{4} =$	10) $\frac{34}{9} =$	11) $\frac{39}{10} =$	12) $\frac{38}{3} =$
13) $\frac{44}{8} =$	14) $\frac{50}{6} =$	15) $\frac{51}{4} =$	16) $\frac{49}{7} =$
17) $\frac{53}{6} =$	18) $\frac{62}{10} =$	19) $\frac{56}{9} =$	20) $\frac{67}{11} =$
21) $\frac{58}{12} =$	22) $\frac{67}{9} =$	23) $\frac{73}{8} =$	24) $\frac{56}{4} =$
25) $\frac{84}{3} =$	26) $\frac{78}{9} =$	27) $\frac{76}{12} =$	28) $\frac{87}{10} =$
29) $\frac{79}{5} =$	30) $\frac{93}{12} =$	31) $\frac{87}{9} =$	32) $\frac{98}{15} =$

Learning on the Soccer Field

by ReadWorks

Gustavo's favorite sport is soccer. When he was only four years old, his older brother taught him how to kick the ball. At first Gustavo was never able to make the ball go where he wanted it to go. Now Gustavo is eight years old, and he has had a lot of practice. Gustavo's brother likes to kick the ball with his right foot. But Gustavo doesn't. Instead, he likes to kick it with his left foot so that it makes a loud sound - thwack! Gustavo calls it his lucky left foot. When Gustavo kicks the soccer ball hard with his left foot, he can make it fly into the goal.

Gustavo lives in Rio de Janeiro, one of the biggest cities in Brazil. Rio de Janeiro is on the beach and has very warm weather. All of Gustavo's friends love to play soccer when they get out of school. Today, there is a new boy at school. His name is Felipe, and he comes from Sao Paolo. Sao Paolo is another city in Brazil and has lots of tall buildings called skyscrapers.

After school, the boys invite Felipe to play soccer with them. Felipe says okay but looks very nervous.

As they walk to the soccer field, Gustavo asks Felipe, "What's wrong?" Felipe sighs and says, "I don't know how to play soccer. I tried once and everybody laughed at me." Gustavo pats Felipe on the shoulder. "That's alright," says Gustavo. "I used to be really bad too. You have to keep trying."

The game starts, and Gustavo moves to the front of the field. He plays the forward position and is always trying to score a goal on the other team. Gustavo feels happy every time he plays soccer and tonight he is playing even better than usual. He steals the ball from the other team and runs with it as fast as he can. Thwack! Gustavo kicks the ball with his lucky left foot and it flies through the sky into the goal. Everybody cheers and Gustavo feels like he is the king of the soccer field.

After the game, Gustavo and Felipe stay on the field to practice. Gustavo shows Felipe how he kicks with his lucky left foot. When Felipe tries to kick the ball, it goes in the wrong direction. Gustavo doesn't laugh at Felipe. Instead, he looks and sees that Felipe is kicking the wrong part of the ball with his foot. Gustavo shows Felipe where to kick the ball, and already Felipe is a little bit better. The rest of the week Gustavo and Felipe practice on the soccer field after the other boys leave. Felipe also practices kicking the ball before school. The next week Felipe scores his first goal, and Gustavo gives him a big high-five. Now Felipe looks forward to playing soccer every day, and Gustavo has a new friend.

1. What sport do Gustavo and Felipe play?

A. baseball

B. basketball

C. soccer

D. tennis

2. In this story, an effect is that Felipe gets better at soccer. What is the cause?

A. Felipe gets laughed at the first time he tries to play soccer.

B. Felipe practices kicking the soccer ball.

C. Felipe kicks the soccer ball with the wrong part of his foot.

D. Gustavo gives Felipe a big high-five.

3. Gustavo is good at soccer.

What evidence from the story supports this conclusion?

A. After a week of practice, Felipe scores his first goal and Gustavo gives him a big high-five.

B. During a soccer game, Gustavo steals the ball from the other team and kicks it into the goal.

C. When Gustavo's older brother taught him how to kick a soccer ball, Gustavo was never able to make it go where he wanted.

D. Gustavo lives in Rio de Janeiro, a big city in Brazil that has very warm weather.

4. How do Felipe's feelings about playing soccer change in the story?

A. He goes from feeling nervous to feeling excited.

B. He goes from feeling excited to feeling nervous.

C. He goes from feeling kind to feeling angry.

D. He goes from feeling angry to feeling kind.

5. What is a theme of this story?

A. Living somewhere with warm weather is a lot of fun.

B. Playing sports causes children to be mean to each other.

C. People should choose their friends carefully.

D. People can get better at something through practice.

6. Read the following sentences: "Gustavo's brother likes to kick the ball with his right foot. But Gustavo doesn't. Instead, he likes to kick it with his left foot so that it makes a loud sound - **thwack!**"

Why does the author write **thwack!** in the sentence above?

A. to give readers an idea of what the loud sound was

B. to show readers why Gustavo likes soccer so much

C. to make readers feel sorry for Gustavo

D. to help readers understand what going to school in Brazil is like

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

Felipe is nervous about playing soccer at first, _____ he looks forward to playing every day by the end of the story.

A. as a result

B. yet

C. like

D. so

8. What happens when Felipe tries to kick the soccer ball at first?

_____

_____

_____

Sentence or Fragment?

A **sentence** expresses a complete thought and includes a subject and predicate (also known as a verb). A **fragment** is an incomplete sentence. Decide if each phrase below is a sentence or a fragment and write S if you think it is a sentence or an F if you think it is a fragment.

S or F

1. Pam walked to school with Amy. _____
2. Shared his turtle with the class. _____
3. Cooked soup for her grandmother. _____
4. Ray stood in line for ice cream. _____
5. Rained all night. _____
6. The Smiths went on vacation. _____
7. Paul tied a knot. _____
8. Caught the ball for the third out. _____
9. Steven called Michael after dinner. _____
10. Left her lunch on the bus. _____

Day 4

- Math: Converting mixed numbers to improper fractions. Please read through the step by step instructions provided. Then work on problems 1-14.

- Reading: Read “Pluto: The Planet That Wasn’t” and answer questions 1 – 9.

- Writing: Complete the “Adding Transition Words” worksheet

Name Date

HOW TO CONVERT MIXED FRACTIONS TO IMPROPER FRACTIONS

Frazer says "You can convert a mixed fraction, or mixed number, into an improper fraction by following these two simple steps:

- Change the whole number part into a fraction by multiplying it by the denominator, then putting it over the denominator.
- Add on the fraction part of the mixed number by adding the two numerators.

Example 1 $3\frac{1}{5} = \frac{(3x5)+1}{5} = \frac{16}{5}$

Example 2 $5\frac{4}{7} = \frac{(5x7)+4}{7} = \frac{39}{7}$

Example 3 $9\frac{2}{3} = \frac{(9x3)+2}{3} = \frac{29}{3}$

Let's take a look at Example 1 visually. $3\frac{1}{5}$

1 whole	1 whole	1 whole	$\frac{1}{5}$

If we split each of the ones into fifths, we get:

$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

Which is the same as $\frac{5+5+5+1}{5}$ or $\frac{(3x5)+1}{5} = \frac{16}{5}$

Name Date

CONVERT MIXED NUMBERS TO IMPROPER FRACTIONS SHEET 1

Convert these mixed numbers into improper fractions. The answers do not have to be in simplest form.

Example $3\frac{1}{5} = \frac{(3\times5)+1}{5} = \frac{16}{5}$

1) $1\frac{1}{3} = \frac{\quad}{3}$

2) $2\frac{1}{2} = \frac{\quad}{2}$

3) $1\frac{3}{5} = \frac{\quad}{5}$

4) $2\frac{1}{4} = \frac{\quad}{4}$

5) $3\frac{1}{3} = \frac{\quad}{\quad}$

6) $1\frac{3}{4} = \frac{\quad}{\quad}$

7) $2\frac{1}{6} = \frac{\quad}{\quad}$

8) $4\frac{1}{2} = \frac{\quad}{\quad}$

9) $1\frac{5}{6} = \frac{\quad}{\quad}$

10) $2\frac{2}{5} = \frac{\quad}{\quad}$

11) $2\frac{1}{7} = \frac{\quad}{\quad}$

12) $1\frac{3}{8} = \frac{\quad}{\quad}$

13) $4\frac{1}{4} = \frac{\quad}{\quad}$

14) $5\frac{2}{3} = \frac{\quad}{\quad}$

15) $3\frac{4}{5} = \frac{\quad}{\quad}$

16) $6\frac{1}{3} = \frac{\quad}{\quad}$

17) $2\frac{7}{8} = \frac{\quad}{\quad}$

18) $3\frac{1}{9} = \frac{\quad}{\quad}$

19) $2\frac{5}{8} = \frac{\quad}{\quad}$

20) $8\frac{2}{5} = \frac{\quad}{\quad}$

21) $2\frac{4}{9} = \frac{\quad}{\quad}$

22) $4\frac{7}{10} = \frac{\quad}{\quad}$

23) $6\frac{2}{9} = \frac{\quad}{\quad}$

24) $3\frac{3}{7} = \frac{\quad}{\quad}$

25) $5\frac{5}{6} = \frac{\quad}{\quad}$

26) $3\frac{9}{10} = \frac{\quad}{\quad}$

27) $5\frac{6}{11} = \frac{\quad}{\quad}$

28) $4\frac{2}{15} = \frac{\quad}{\quad}$

Pluto: The Planet That Wasn't

NASA

Pluto

Poor Pluto!

It's bad enough to be the runt of the group, but to be told after 75 years that you're not even a member of the club - what an insult!

Pluto was first discovered in 1930. Until 2006, students were taught that it was the ninth and smallest planet in the solar system. Smaller than Earth's moon, it is not even as wide as the United States.

Pluto is made up almost entirely of rock and ice. It is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it. Pluto's full orbit around the sun lasts almost 250 Earth years!

But as small as it is, as cold as it is, as far from the sun as it is, for all those years it was considered the ninth planet of the solar system... until Eris came around.

Eris was discovered in 2005. It is about the same size as Pluto. And like Pluto, it is part of the Kuiper Belt, a ring of objects that circle the outer edge of the solar system.

After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto-but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

1. Pluto used to be considered a planet. Today, what is it considered to be?

A. It is considered to be a dwarf planet.

B. It is considered to be a star.

C. It is considered to be a comet.

D. It is considered to be an asteroid.

2. How does the text describe Pluto?

A. Pluto is made up entirely of ice, and it is bigger than Venus.

B. Pluto is made up entirely of rock and ice, and it is bigger than Earth's moon.

C. Pluto is made up entirely of gas, and it is bigger than Earth's moon.

D. Pluto is made up entirely of rock and ice, and it is smaller than Earth's moon.

3. Read these sentences from the text.

> After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?
>
> Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

Based on this information, what did the discovery of Eris make scientists do?

A. The discovery of Eris made scientists rethink the rules for what is counted as a star.

B. The discovery of Eris made scientists rethink the rules for what is counted as a dwarf planet.

C. The discovery of Eris made scientists rethink the rules for what is counted as a planet.

D. The discovery of Eris made scientists add more planets to the group of planets.

4. After Eris was discovered, scientists had to decide whether to count it as a planet. Why did this make them question whether Pluto should still be counted as a planet?

A. because Pluto and Eris are both space objects

B. because Pluto and Eris were discovered at the same time

C. because Pluto and Eris are very different

D. because Pluto and Eris are very similar

5. What is the main idea of this text?

A. Pluto was no longer considered a planet after the discovery of Eris made scientists come up with new rules for what is counted as a planet.

B. Pluto is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it.

C. Eris is about the same size as Pluto, and like Pluto, it is part of a ring of objects that circle the outer edge of the solar system.

D. Scientists come up with rules for what is counted as a planet and what is not.

6. Read these sentences from the text.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto-but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

What does the author mean by stating, "Maybe Pluto doesn't have it so bad after all"?

A. Even though Pluto is no longer counted as a planet, it is in a new group called dwarf planets.

B. Even though Pluto is no longer counted as a planet, it is one of the bigger dwarf planets.

C. Even though Pluto is no longer counted as a planet, it is still part of the ring of objects that circle the outer edge of the solar system.

D. Even though Pluto is now counted as a dwarf planet, it isn't alone as other space objects are counted as dwarf planets.

7. Choose the answer that best completes the sentence.

After scientists made new rules for what is counted as a planet, Pluto was no longer considered a planet. _____, the official list of planets in the solar system went from nine to eight.

A. Therefore
B. Although
C. On the other hand
D. Especially

8. According to the text, what were students taught about Pluto until 2006?

_____

_____

_____

9. What decisions did scientists have to make after Eris was discovered?

_____

_____

_____

Name: _____ Date: _____

Adding Transition Words

Directions: Read the story and answer the questions below.

Steps to Make Spaghetti

_____1_____ collect the ingredients. _____2_____ put water into the pot and turn on the stove. _____3_____ you wait, start cooking the sauce. When the water is boiling, put the noodles into the pot. _____4_____ ten minutes, drain the noodles with a colander. _____5_____, add the sauce and cheese.

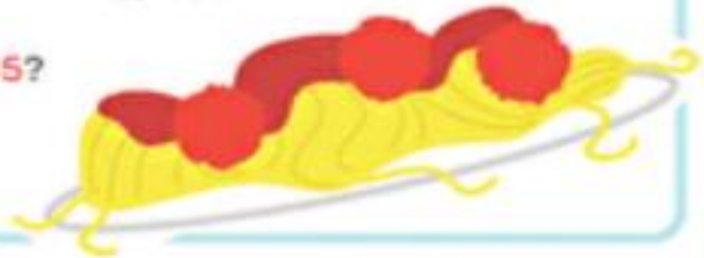
1) Which word fits best at #1?
A) Next
B) Finally
C) First

2) Which words could fit at #2?
A) Next or Then
B) First or Finally
C) Next or First

3) Which word fits best at #3?
A) Finally
B) While
C) Next

4) Which words could fit at #4?
A) After
B) While
C) Next

5) Which word fits best at #5?
A) Finally
B) While
C) First



Day 5

- Math: Converting mixed numbers to improper fractions. Please re-read through the step by step instructions provided for Day 4. Then work on problems 15-28 on the math worksheet for day 4.

- Reading: Read “The Big Hike” and answer questions 1-8.

- Writing: Complete the “Greek and Latin Roots” worksheet

The Big Hike

by ReadWorks

Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom. They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they

left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water. "Congratulations, Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.

1. In the story, Tamara goes on her first what?

A. bike ride

B. school trip

C. hike

D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?

A. Tamara wants to keep her mind off of how tired she feels.

B. Tamara wants to study the plants for a test at school.

C. Tamara wants to try to find a rabbit in the plants and bushes.

D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?

A. Tamara's mother talks about the other times the family has gone hiking.

B. Tamara hikes on a trail that is far away from the city where she lives.

C. Tamara and her family end up at a pool at the bottom of a waterfall.

D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?

A. Tamara dislikes her brother.

B. Tamara trusts her brother.

C. Tamara thinks her brother is cool.

D. Tamara doesn't trust her brother.

5. What is this story mostly about?

A. Tamara sees a rabbit on the trail.

B. Tamara has a picnic with her family.

C. Tamara goes on her first hike.

D. Tamara sees a waterfall and a pool.

6. Read the following sentences: "She saw a small and furry rabbit by the side of the trail. Tamara **gasped** with surprise, and the rabbit ran away at the sound."

As used in this sentence, what does the word "**gasped**" most nearly mean?

A. took in and let out a long breath to show boredom

B. said something quietly so that only one person would hear

C. said something very loudly because of anger

D. breathed in suddenly and loudly because of surprise or shock

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

Tamara gets tired after hiking for an hour, _____ she keeps hiking anyway.

A. but

B. so

C. after

D. like

8. How does Tamara feel when she wakes up?

_____

_____

_____

Greek and Latin Roots

Greek and Latin roots are parts of words that have meaning that contribute to the meaning of the whole word. For example, the root bi- means “two”. So when you see that root in a word like “bicycle”, you can make an educated guess that the meaning of “bicycle” is a cycle with two something… like wheels! Knowing and identifying Greek and Latin roots within words will help you decode new and unknown words and help build your vocabulary! Try to figure out the meaning of each root based on the word that it is in.

1. An auto**graph** is a person’s signature written in his or her own handwriting. What does the root **graph** mean?

a. write or draw b. pull or drag c. hear or listen

2. A tele**vis**ion is a machine that uses signals sent from far away to make pictures and sound people can watch. What does the root **vis** mean?

a. pull or drag b. rock or earth c. see or look at

3. A **tele**phone is a machine that can carry the sound of someone’s voice somewhere far away. What does the root **tele** mean?

a. far away b. write or draw c. measure

4. A **therm**ometer is a tool that measures heat or temperature. What does the root **therm** mean?

a. heat b. light c. measure

5. A tele**scope** is a tool that is sued to look at something that is far away, in outer space. What does the root **scope** mean?

a. write or draw b. look at or observe c. far away

6. **Geo**logy is the study of the biological, chemical, and physical history <u>of the earth</u>. What does the root **geo** mean?

a. write or draw b. earth or rock c. the study of something

<u>BONUS:</u>

Choose two of the words from above and use each of them in a sentence. Use what you know about their definition to make a creative sentence.

Sentence 1:

_____

_____

Sentence 2:

_____

_____