4th Grade Materials for 4/20-6/3

Name: _____ **Teacher:** _____

Fourth Grade Reading

April 20th - May 1st

- Read “The History of Communication” and the timeline, “How Technology has Changed Communication”. You will want to read these passages a couple of times over the next 2 weeks.
- Pick 4 activities from the reading response choice board to complete in this 2 week period.
- Don’t forget to read at least 20 minutes a day out a book of your choice!

May 4th - May 15th

- Read “A New Language- Invented by Kids!” You will want to read this passage a couple of times over the next 2 weeks.
- Pick 4 activities that you haven’t already completed from the reading response choice board to complete in this 2 week period.
- Don’t forget to read at least 20 minutes a day out a book of your choice!

May 18th - June 3rd

- Read “Cooper’s Lesson”. You will want to read this story a couple of times over the next 2 weeks.
- Pick 4 activities that you haven’t already completed from the reading response choice board to complete in this 2 week period.
- Don’t forget to read at least 20 minutes a day out a book of your choice.

***Use the RACER model to provide detailed answers for the questions in the choice menu when applicable.**

Reading Response Choice Board (Pick 2 Activities Each Week)

Skill	Activity Choice	Activity Choice	Activity Choice
Key Ideas and Details: *CCSS.ELA-LITERACY.RI.4.1* Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Using details from the text, **A New Language-Invented by Kids!**, explain how children developed this new language	Based on the information provided in the timeline, what can you infer about the development of technology in the future? What details helped you to make this inference?	Choose one invention from **The History of Communication** and create an advertisement for it using details from the text.
CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	What is the main idea of **The History of Communication?** What are 2 supporting details?	Write a summary of **A New Language-Invented by Kids!.**	Write a short summary explaining what information we can learn from looking at the timeline, **How Technology has changed communication**.
CCSS.ELA-LITERACY.RL.4.3Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Pick a Character from **Cooper's Lesson** describe them using details from the text.	Draw a picture of the setting of **Cooper's Lesson**. Use details from the text to guide your drawing.	Draw a story map including the main events that take place in **Cooper's Lesson**.
Text Structure: *CCSS.ELA-LITERACY.RI.4.5* Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	How would you describe the overall text structure of **A New Language-Invented by Kids?**	Why was it helpful to present the information in **How Technology has changed communication** as a timeline?	Choose a section of a **History of communication**. What is the text structure used in this section? How does the structure help you to understand the main idea?
Integration of Knowledge and Ideas: *CCSS.ELA-LITERACY.RI.4.7* Interpret information presented visually, orally, or quantitatively and explain how the information contributes to understanding the text.	How does the diagram on page 322 of **The History of Communication** help you to better understand how satellites work?	Why do you think the author included a map on page 322 **A New Language-Invented by Kids?**	How does the information in the timeline support the text of **The History of Communication**?

April 20th - May 1st

Activity #1	**Activity #2**
Activity #3	**Activity #4**

May 4th - May 15th

Activity #1	**Activity #2**
Activity #3	**Activity #4**

May 18th - June 3rd

Activity #1	**Activity #2**
Activity #3	**Activity #4**

Fourth Grade Word Study

CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

April 20th - April 24th

- Using the attached list of word study words, pick 10 words to focus on this week.
- Choose 3 activities from the Word Study choice board to complete this week.

April 27th - May 1st

- Using the attached list of word study words, pick 10 new words to focus on this week.
- Choose 3 activities from the Word Study choice board to complete this week.

May 4th - May 8th

- Using the attached list of word study words, pick 10 new words to focus on this week.
- Choose 3 activities from the Word Study choice board to complete this week.

May 11th - May 15th

- Using the attached list of word study words, pick 10 new words to focus on this week.
- Choose 3 activities from the Word Study choice board to complete this week.

May 18th - May 22nd

- Using the attached list of word study words, pick 10 new words to focus on this week.
- Choose 3 activities from the Word Study choice board to complete this week.

May 25th - June 3rd

- Using the attached list of word study words, pick 10 new words to focus on this week.
- Choose 3 activities from the Word Study choice board to complete this week.

Fourth Grade Word Study List

sent	save	type	information	copy	consonant
phrase	wrote	key	symbols	case	method
broadcast	publication	blog	correspond	significantly	enabled
influence	proposed	plucked	transmitted	peak	patent
astonishment	gestures	linguist	instinct	practical	operation
inspect	liveliest	stammered	expectantly	demonstrated	immaculate
inference	synonym	antonym	plot	setting	character
analyze	anecdote	article	inform	prefix	point of view
author's craft	voice	story structure	cause	problem	effect
main idea	graphic feature	Text feature	root	suffix	central idea
detail	evidence	diagram	graphic	visual	media

Word Study Choice Board

Write each of this week's 10 words in a complete sentence.	Identify 5 words you do not know in one of this week's readings. Find the definition for each word.	Identify any prefixes or suffixes found in the vocabulary words.	Complete the Latin Roots (port and graph) Know It Show it page (attached)	Write a paragraph using at least ten words.
Divide each word into syllables.	Make a word search using ten of your words.	Complete the Prefixes (-il and -ir) Know it Show It page (attached)	Make your own list of words with the -il and -ir prefixes.	Sort your words into 2 or 3 categories.
Multisyllabic words Know It Show It page (attached)	Sort your words into long vowels and short vowels.	Make 2 sets of flashcards with your words and play memory with them.	Draw meaningful pictures for 10 of your words.	Complete the Unusual Spelling Patterns Know It Show It page (attached)
Create a comic strip using at least 10 words.	Complete the Prefixes(-in and -im) Know it Show It page (attached)	Make your own list of words with the -in and -im prefixes	Words with Silent Consonants Know It Show It page (attached)	Write a letter to someone. In your letter, you must use at least 5 of your words (underline each word).

April 20th - 24th

Activity #1
Activity #2
Activity #3

April 27th - May 1st

Activity #1
Activity #2
Activity #3

May 4th - May 8th

Activity #1
Activity #2
Activity #3

May 11th - May 15th

Activity #1
Activity #2
Activity #3

May 18th - May 22nd

Activity #1
Activity #2
Activity #3

May 25th - June 3rd

Activity #1
Activity #2
Activity #3

Fourth Grade Writing

While you are at home, we would like you to keep a journal. You are to make a journal entry at least twice a week. You can choose from activities on the writing choice board or you can choose what you want to write. Make sure that you use the writing checklist on the next page to see if you are writing like a fourth grader!

Writing Choice Board

Write about how life has been different the last few weeks.	Write your journal entry in 3rd person point of view.	What is the best communication invention? Share your opinion.	Interview a family member about the Covid-19 pandemic .
Interview your pet. Write what you think that would say if they could talk.	Make a comic for today's journal entry.	Write your teacher a letter about what you have been doing.	Write a letter to a friend that you miss seeing.
Write about what you are grateful for today.	What piece of communication technology could you not live without?	Write your journal entry in 1st person point of view.	If you could make up your own language what would it look like?
What do you like more: doing school work at home or doing school work at school? Why?	Research a topic and write about what you learned.	What are you doing to keep yourself busy during the day?	What do you miss about going to school? What do you enjoy about being home from school?

Fourth Grade Writing Checklist

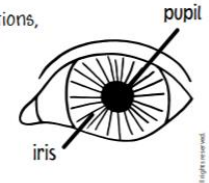
- ❑ Every sentence begins with a capital letter.
- ❑ All proper nouns (names) should be capitalized.
- ❑ The pronoun “I” is always capitalized.
- ❑ Proper use of conjunctions: and, but, or, so, because
- ❑ All sentences use homophones correctly. For example: to, too, two or there, their, and they’re.
- ❑ Use quotation marks when quoting another author or when using dialogue in your writing.
- ❑ Use your best handwriting with correct word and letter spacing
- ❑ Use correct spacing after punctuation when typing.

Informational Text

Informational text is nonfiction that gives facts about a topic.

Purpose: to **inform** about a **topic** or **central idea**

- includes details about the central idea such as facts, examples, and evidence
  The human eye is made up of more than 2 million parts!
- includes text features such as headings, captions, labels, lists, and **bold** or *italic* words
- includes graphic features such as charts, maps, diagrams, timelines, sidebars, photos, and illustrations
- is organized in a text structure such as sequence, compare and contrast, cause and effect, or problem and solution
- includes content-area words that relate to the topic
  vision, optical



Summarize

1. Find HEADINGS and subheadings.
2. Find MAIN IDEAS.
   - Remove unnecessary information.
   - Remove repeated information.
   - Replace lists with general wording.
3. WRITE short topic sentences.
4. COMBINE topic sentences into a short summary.

Make Inferences

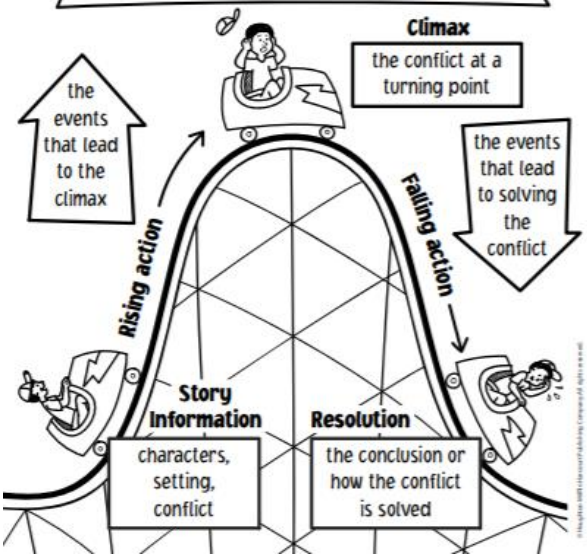
Authors may not tell everything in a text. Sometimes you have to make inferences to fill in the holes.

Use clues from the text plus what you know to make inferences.

Text Evidence + **Background Knowledge** = **understanding**

Plot

The plot of a story is made up of its characters, setting, and events.

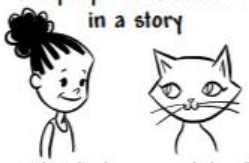


Literary Elements

Literary elements are the pieces that make up a story.

Characters:

the people and animals in a story



- What do they say and think?
- What do they do?
- What do other characters say and think about them?

Setting:

where and when the story takes place

Plot:

Conflict

the main problem that the characters face

Resolution

how the conflict or problem is solved

Events:

things that happen in a story

- to **change** a character
- to **affect** the mood
- to **build** the plot

TEXT FEATURES

Kinds of Type show emphasis or indicate a title.

Boldface

italic

CAPITAL LETTERS

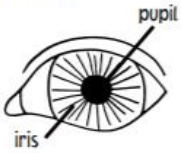
HEADINGS ⇩ name the topic of each section of text.

Subheadings ⇩ break down the topic into subtopics.

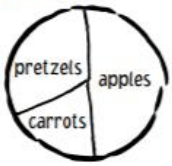
GRAPHIC FEATURES

Visuals such as diagrams, graphs, maps, charts, or illustrations help explain ideas in the text.

Diagrams are pictures with labels.

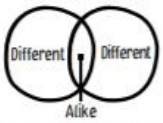


Charts organize information.



TEXT STRUCTURE

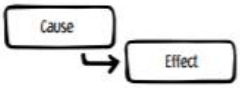
Comparison/ Contrast



Purpose: to describe how things are alike and different

Transition Words: *but, both, however, and*

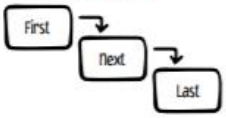
Cause/Effect



Purpose: to explain what happened and why it happened

Transition Words: *because, so, in order to, as a result*

Sequence



Purpose: to explain events in order

Transition Words: *before, first, next, then, last, after*

Problem/Solution

Purpose: to show a problem and how it is solved

Transition Words: *problem, solution, difficulty, the answer is*

AUTHOR'S CRAFT

Author's Craft is the language and technique a writer uses to

- **make his or her writing interesting.**
- **communicate ideas to the reader.**

Technique	What is it?	Example
Voice	the author's writing style that makes his or her writing unique	A writer uses certain words to show his or her style. An author's voice may change, depending on the genre of the text.
Mood	the emotions and feelings of the reader while reading a text	mystery = suspense or surprise fantasy = wonder or excitement article = serious or thoughtful
Anecdote	a short, funny, or interesting story related to a character or events	While on a school field trip, a teacher tells her students about a field trip she once took with her classmates.
Language	vocabulary, precise nouns, sensory words, and vivid verbs that make the text more interesting	Selma ate popcorn. ↓ Each kernel of the buttery popcorn crunched loudly in Selma's mouth.
Hyperbole	exaggerations that make things sound bigger, better, or more than what they truly are	That's a good idea. ↓ That's the best idea I have ever heard in my life!

Name _____

Multisyllabic Words

Read each sentence. Choose the three-syllable word that correctly completes the sentence. Write the word on the line. Then divide the word into syllables.

1. My sister loves that movie because it is the _____ .
scariest nicest cutest

2. Sasha likes to play the _____ in the school band.
trumpet flute clarinet

3. There is a famous _____ on the island.
mountain plateau volcano

4. Joe's favorite food is _____ and meatballs.
spaghetti pepperoni noodles

5. Junko's favorite school subject is _____ .
mathematics history geometry

6. Inez's father traveled to Spain for _____ .
vacation business health

7. It's raining, so Mom told me to take my _____ .
umbrella poncho raincoat

8. Smile, so the _____ can take your picture.
artist camera photographer

9. When is Carla going to the _____ ?
movies celebration festival

Name _____

Latin Roots *tele*, *port*, *graph*

The roots *tele*, *port*, and *graph* have Latin origins.
The meaning of the root *tele* is "at a distance."
The meaning of the root *port* is "to carry."
The meaning of the root *graph* is "to write."

Complete the chart with words that contain the roots *tele*, *port*, and *graph*.

tele	*port*	*graph*

Write a sentence each for three of the words in the chart.

Name _____

Prefixes *il–*, *ir–*

The prefix *il–* or *ir–* placed at the beginning of a word changes the meaning of the word to its opposite.

Complete the chart with words that contain the prefixes *il–* or *ir–*.

il–	*ir–*

Write a sentence each for three of the words in the chart.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

Words with Silent Consonants

Choose the correct word from the word box to complete each sentence. Underline the silent consonant in the word.

climb	wreath	gnarled	listen	knuckle
handsome	hasten	wrinkle	comb	yolk
calm	tomb	answer	honest	fetch
folktale	limb	half	plumber	kneel

1. The girl wore a beautiful _____ of flowers in her hair.
2. Our teacher read us a _____ from Germany.
3. When the sink was stopped up, we called a _____ .
4. The _____ old tree in the town square was a hundred years old.
5. Our group must _____ if we want to make the meeting.
6. A _____ is a handy thing to carry in a pocket.
7. The twins taught their dog, Sparky, to _____ .
8. An _____ person is worthy of respect.
9. George could not figure out the _____ to my riddle.
10. A leopard is able to _____ a tree.

Name _____

Prefixes in- and im-

The prefixes ***in-*** and ***im-*** mean "in" or "into." When a **prefix** is added to the beginning of a base word, it changes the meaning of the word.

Complete the chart with words that contain prefixes *in-* and *im-*.

in-	*im-*

Write a sentence for each word in the chart.

Name _____

Unusual Spelling Patterns

Read each sentence. Write the word from the box that best replaces the underlined word or words in each sentence. Underline the unusual spelling pattern. Circle the sound that the unusual spelling pattern makes.

research	unbelievable	unguarded	submarine
unpleasant	subtitle	unfortunate	untypical
recycle	disguise	rebuild	refuel

Sentence	Word	Sound
1. Jack's story was so outrageous that we began to laugh.	_____	/ē/ /ō/
2. The city will construct again the monument destroyed by the tornado.	_____	/ĭ/ /ŭ/
3. The diner's food was so yucky, we could not eat it.	_____	/ē/ /ē/
4. That behavior is not usual of that kind of animal.	_____	/ĭ/ /ĭ/
5. Wade was unrecognizable in his costume.	_____	/ĭ/ /ĭ/
6. The students had to look up information on the topic.	_____	/ər/ /ār/
7. The vehicle can travel underwater.	_____	/ā/ /ē/
8. The castle was left without protection.	_____	/ur/ /ār/
9. It was unlucky that I missed my plane.	_____	/ĭ/ /ē/
10. Many communities try to reuse certain materials, including paper, glass, plastic, and metal.	_____	/ĭ/ /ĭ/

The History of Communication

illustrations by Danny Schlitz

myNotes

myNotes

What Is Communication?

1 Communication is the sharing of ideas and information. People can share information through spoken and written words, by making and looking at images, and by making and listening to sounds. People can also communicate through gestures and facial expressions.

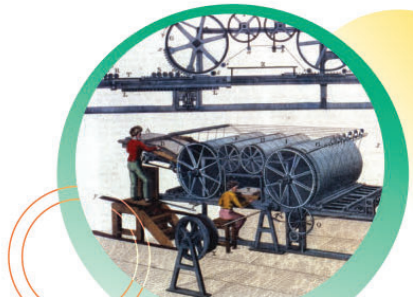
2 Over time, people have developed ways to share information with many people at once. Such methods of mass communication have included books, magazines, newspapers, television, radio, and, more recently, the Internet. Communication also takes place through sound recordings, motion pictures, and signs. Taken together, these tools allow people all over the world to communicate with one another.

The Printing Press

3 Between 1300 and 1600, a cultural movement called the Renaissance (rebirth) swept across Europe. The Renaissance was a period of great advancement in educational and artistic ideas, and it created a huge demand for books. Hand copying and block printing could not keep up with this demand.

4 In about 1440, a German inventor named Johannes (yoh-HAHN-uhs) Gutenberg developed a printing press that used movable type. Gutenberg made separate pieces of metal type for each letter of the alphabet. He assembled the pieces in a frame to form pages and applied ink to the type. The machine pressed the inked type against paper to print words.

This English engraving shows a steam-driven printing press from 1826.



Johannes Gutenberg

Newspapers are printed by the thousands, like these copies of the Houston Chronicle.

5 The Gutenberg press could print about 300 copies of a page daily. By 1500, there were more than 1,000 print shops in Europe, and several million books had been produced.

6 Printing quickly became an important communication tool. It significantly increased the production of religious texts. In addition, debates about social problems, religious beliefs, and government matters quickly appeared in print.

7 There were few changes to the printing press from Gutenberg's time until the 1800s. In 1811, a German named Friedrich König invented a steam-powered press that could print about 1,100 sheets per hour. In 1846, Richard Hoe of the United States invented a press that used rotating cylinders (revolving drums) to print 8,000 sheets per hour. Later models turned out as many as 20,000 sheets per hour.

8 The printing press is one of the most important inventions in history. It has enabled millions of people to receive knowledge through books, newspapers, magazines, and other printed formats.

significantly If something changes significantly, the change is great enough to be noticed or important.

enabled If you are enabled to do something, you are given a chance to do it.

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The Telegraph

9 By the mid-1800s, people could share ideas through books, newspapers, and other written texts. However, there was still no way for people to communicate quickly if they were located in two different places. This would begin to change with the arrival of the electric telegraph, which could send messages by using electric current traveling along wires.

10 In 1820, a Danish scientist named Hans Christian Oersted (UR-stehd) found that an electric current can cause a magnetized needle to move. This discovery led to the invention of the telegraph. In communication by telegraph, an operator would send a message by using a special device to vary the electric current flowing through the wires. When the amount of electricity changed, a device at the receiving end would convert the signals into a specific series of clicks. An operator would then decode these clicks into words, or a telegram.

11 A number of inventors created early telegraphic devices, but the American painter and inventor Samuel F. B. Morse is credited with making the first practical telegraph in 1837. Morse received a U.S. patent for it in 1840.

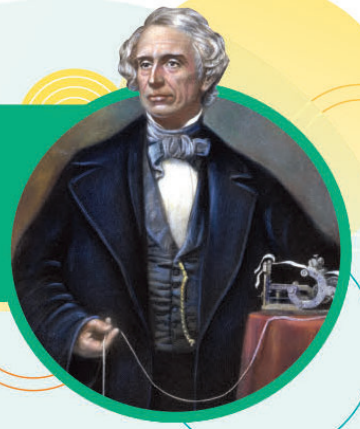
patent If you have a patent for an invention, you are the only one who is allowed to make or sell the invention.

However, Morse's invention built upon years of research and experiments by people who came before him.

12 The telegraph became an important way to send information quickly to different locations. Reporters used the telegraph to send stories to their newspapers. Armies on both sides of the American Civil War (1861–1865) also relied heavily on the invention. The number of telegrams sent in the United States reached its peak in 1929, when more than 200 million were transmitted.

peak A peak is the highest point of something.

transmitted If something is transmitted, it is sent electronically from one place to another.



Samuel F. B. Morse

13 Samuel F. B. Morse was born on April 27, 1791, in Massachusetts. He received the patent for the first successful electric telegraph in the United States in 1840. He also invented Morse code, a system of sending messages using short and long sounds combined in various ways.

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The Telephone

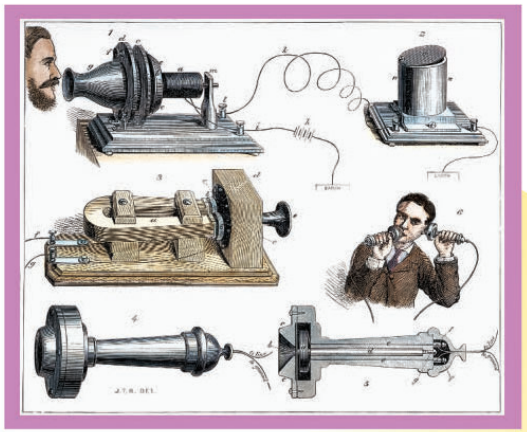
14 For most of the 1800s, there was no way for people at two distant locations to speak to each other directly. They could communicate only by sending letters or telegrams. But in the 1870s, a Scottish-born inventor named Alexander Graham Bell discovered a way to send people's voices across long distances.

15 In 1871, Bell arrived in Boston, Massachusetts, to become a teacher to people who were deaf. He performed experiments at night, working to improve the telegraph by creating a device that could send several telegraph messages over one wire at the same time.

16 On June 2, 1875, while conducting an experiment, Bell had a breakthrough. One of the metal reeds (thin pieces) on his device got stuck. Bell's assistant, Thomas Watson, plucked the reed to loosen it. In the other room, Bell heard the sound in his receiver.

plucked If something is plucked, it is pulled away from where it is.

Bell's telephone is shown here in illustrations from an English newspaper in 1877.



He realized that the vibrating reed had created changes to the electric current that passed through the wire. These changes were then reproduced in the receiver at the other end of the wire.

17 This discovery led to more experiments, and Bell received a patent for the first telephone on March 7, 1876. Three days later, he transmitted human speech over a telephone for the first time. In 1877, the Bell Telephone Company was founded. Within 10 years, there were more than 150,000 people who owned telephones in the United States.

18 Today, most people take the telephone for granted. With a worldwide network of telephone wires, it is easy for people to call someone in a different part of the world.

Alexander Graham Bell

19 Alexander Graham Bell (1847–1922) was born in Edinburgh, Scotland. His mother was a painter, and his father helped teach people who were deaf to speak. Bell also was an educator of deaf students, but he is best known as the inventor of the telephone.

20 Bell and his assistant, Thomas Watson, helped start telephone service in the United States. In 1877, Bell married Mabel Hubbard, one of his students, and they took the invention to England. But Bell did not stay in the telephone business. Instead, he preferred to continue his work with the deaf and to develop other inventions. Bell became a U.S. citizen in 1882.

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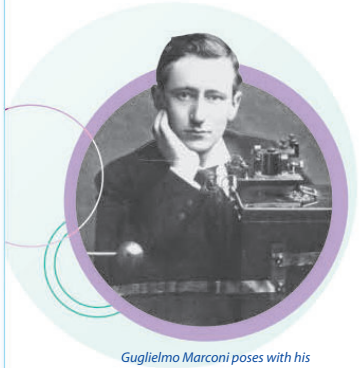
Radio

21 The telegraph and the telephone enabled people at distant locations to communicate with each other, but only if the locations were connected by wires. This began to change in the late 1800s, when scientists discovered ways to send radio signals through the air. The invention of the radio allowed people to communicate quickly between any two points on land, at sea, and, later, in the sky and in space.



Guglielmo Marconi poses with his wireless radio receiver in 1896.

22 The development of the radio began in the 1830s with an idea proposed separately by an American professor named Joseph Henry and a British scientist named Michael Faraday. Both Henry and Faraday proposed that an electric current in one wire could produce an electric current in another wire, even when the wires are not connected.

23 Though many people contributed to the radio's development, Nikola Tesla, an American inventor from Austria Hungary, is credited with its invention. In 1891, he invented the Tesla coil, an extremely important component (part) of radio transmitters.

24 In 1895, an Italian inventor named Guglielmo Marconi (goo-LYEHL-moh mahr-KOH-nee) sent radio signals more than a mile through the air in the form of telegraph code signals. In 1901, Marconi's equipment transmitted signals all the way across the Atlantic Ocean, from England to Canada. In 1906, a Canadian-born scientist named Reginald Fessenden first transmitted voice by radio.

proposed If you proposed an idea, you suggested that it was useful or true.

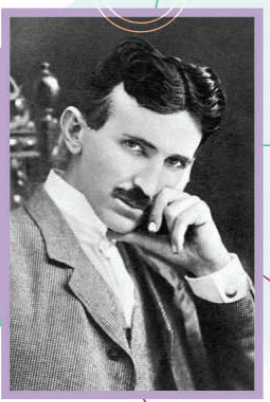
25 Radio broadcasting (programming) began on a large scale during the 1920s. Soon, families could gather in their living rooms to listen to comedies, adventure dramas, live music, variety shows, and other kinds of radio programming.

Families used to gather around the radio to listen to news, sports, and entertainment.

Nikola Tesla

26 Nikola Tesla (1856–1943) was born in Austria Hungary, in an area that is now part of Croatia. In 1884, Tesla left Europe for the United States. He worked for the inventor Thomas Edison but quit after one year.

27 Tesla became a pioneer in electrical technology, and he received more than 100 patents for a variety of inventions. His Tesla coil is still used in radio and television transmission today. Tesla's other achievements include groundbreaking work with X rays, radar, aircraft design, and neon and fluorescent lighting.



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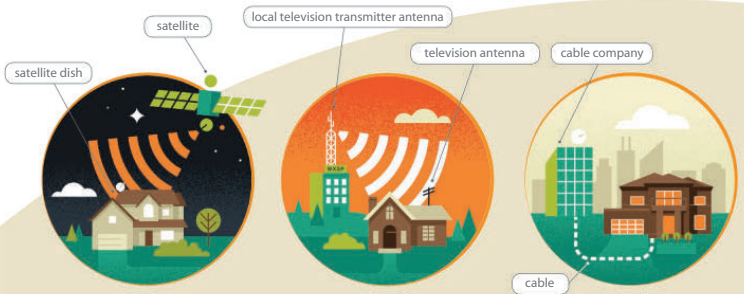
Television

28 By the early 1900s, when operators were first transmitting words by radio, many scientists had begun experimenting with the transmission of pictures. These experiments eventually led to the development of the television—a tremendously popular communication system that is used daily in nearly every corner of the world.

29 Many scientists contributed to the invention of television. Among them was Philo Farnsworth, an American scientist who created an electronic scanning system in 1922. This became a breakthrough in television technology.

Ways Television Signals Reach Homes



1 Satellites beam television signals to satellite dishes mounted outside homes.

2 Antennas on roofs or TV sets receive signals from local television stations.

3 Cable television signals are sent to homes through an underground cable.

30 Television works by changing pictures and sounds into electronic signals, which are then sent through the air. A television set receives these signals and turns them back into pictures and sounds.

31 As more families came to own television sets, TV programming began to influence people's attitudes and beliefs. By watching TV shows, viewers can see the latest fashions and hear the opinions of people with different backgrounds and beliefs. Through advertisements, people are encouraged to buy certain products. Television also plays a major role in how people learn about their government and select their leaders.

influence If you influence people, you use your power or ability to change what they think.

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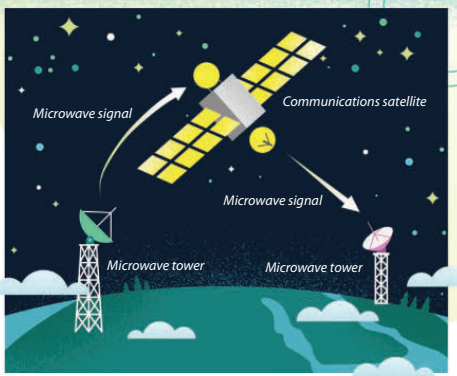

Communications satellites act as message relays as they orbit Earth.

The Satellite

32 A communications satellite is a type of satellite that receives radio, television, and other signals in space and relays (sends) them back to Earth.

33 Interestingly, a British science-fiction writer named Arthur C. Clarke is credited with inventing communications satellites. In an article published in 1945, Clarke described a satellite in orbit that could serve as an information relay station in the sky. This idea would turn out to be one of the greatest advances in modern communication.

34 Because a satellite is high above Earth, it can direct radio waves to any location within a large region. Without satellites, most radio transmissions could not reach far beyond the horizon (the distant, curved line where the land and sky appear to meet). Satellites can send messages to many places at once, and they offer instant service when radio links are needed quickly.

35 Early communications satellites were built to carry long-distance telephone calls. Satellites still perform this task today, providing

service in places where it is difficult to install telephone cables. Satellites also send telephone signals across oceans and to people in remote places. A ship's crew at sea, for instance, can talk to people anywhere in the world on mobile satellite phones.

36 Today, communications satellites also play a major role in television broadcasting. Satellites deliver programs to local cable TV companies or directly to homes. Satellite TV subscribers use dish-shaped antennas to receive hundreds of TV channels.

These large satellite dishes send and receive signals to and from space.

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The Internet

37 Computers first came into practical use in the mid-1900s. However, for many years, there was no way to link computers together to allow the sharing of information among them. Over the second half of the 1900s, the emergence of the Internet became one of the most important breakthroughs in the history of communication.

38 In the 1960s, the United States government's Department of Defense developed a network (interconnected system) of military and government computers. The network was intended to protect the information on those computers in case of a war or disaster. Soon, universities, corporations, and other organizations developed their own computer networks. Eventually, these networks joined with the government network to form the Internet. The word *Internet* means an interconnected network of networks.

39 The wider application, or use, of the Internet began in 1991. That year, a British computer scientist named Tim Berners-Lee developed the World Wide Web. The Web is made up of electronic addresses called Web sites, which contain Web pages that hold information. People can use the Web to access, or get to, an enormous range of documents, illustrations, sounds, and moving pictures. In many ways, the Web resembles a vast library of interconnected information. Programs called search engines help people sort through this huge amount of information to find what they want.

High-speed cables, cellular towers, and satellites can be used to connect a computer to the Internet.

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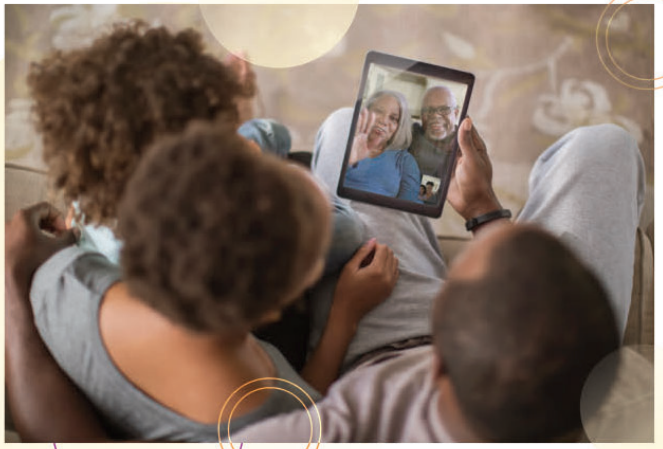


40 The Internet enables users of computers and similar devices to send and receive messages called e-mail, or electronic mail. Many people communicate over the Internet using instant messaging (IM). This feature enables two people to communicate through text messages that can be seen by both users as the messages are typed.

People can also see and speak to one another through microphones and cameras that are connected to the Internet.

41 New technologies continue to change the way people use the Internet. Handheld computers, cellular telephones, and tablets enable users to access the Internet from almost any location.

Short Read

How Technology Has Changed Communication

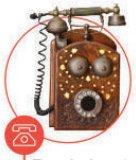
1. **Imagine it's 1866, and your family has just arrived in Houston, Texas, after a long trip by ship. Your grandmother in New York City is anxious to hear from you. So you pull out paper, a pen, and ink. You dip the pen nib in ink and write a letter by hand. You take it to the post office. It will travel on a ship that's leaving for New York City at the end of the week, and about 2,300 miles and weeks later, your letter will reach your grandmother!**
2. **Fast forward to the present. Your family has just arrived in Houston. You borrow your mom's cell phone and text, "We made it!" to your grandmother in New York City, along with a photo of the Houston skyline. She gets your message almost instantly and texts back, "Have fun! See you next week!"**

Timeline of Communications Technology

This timeline shows when important communication devices became popular in the United States.

1850s

The **telegraph** sent messages long distances over wires. Telegraph operators tapped out messages in Morse code, a system of dots and dashes that stand for letters.



1860s

Before the **typewriter**, people wrote letters and other documents by hand. The typewriter made writing a book or other lengthy publication much faster.

1870s

The **telephone** has been called the greatest invention of the 19th century. People no longer had to be in the same room to talk to one another!

1920s

In the 1920s, everyone wanted a **radio** for their living room. Families gathered around it to hear a news or entertainment broadcast.

1950s

After **television** was invented, people could see events as they happened. Television brought people together to witness important moments in history.

1970s

Personal computers changed the way people work by allowing users to store and share information over computer networks.

1980s

The first **mobile phones** allowed people to talk on the go. Starting in the 1990s, mobile phones, now known as cell (or cellular) phones, let people text, too.

1990s

When the **World Wide Web** came along, it was like a giant electronic information library. Later it grew to include online stores, cat videos, and just about anything else imaginable

Email, short for *electronic mail*, is a tool for sending documents and photos from computer to computer. It's a fast, easy way to correspond with people anywhere in the world.

2010s

People use **social media** to connect and communicate. Through blogs, websites, and apps, people share photos and information about their lives.

2000s

Smartphones are mini computers that allow users to email, search for information, buy things, listen to music, take photos and videos—and, yes, make phone calls.

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A New Language—Invented by Kids!

by Charnan Simon

myNotes

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1 It sounds like a fairy tale. Once upon a time, in a faraway country, there lived children who could neither hear nor speak.

2 Their lives were lonely, even in the midst of loving families. But one day an amazing thing happened. The silent children, as they were known, were brought together at a new school. They began to make signs with their hands. Faster and faster their hands flew.

3 As the grownups watched in astonishment, a new language was born.

The Silent Children

4 The best part about this fairy tale is that it's true. For many years, children who are deaf in the Latin American country of Nicaragua were kept hidden. They were not taught sign language or lipreading or how to write. They were truly children without language.

5 Then, in 1979, the Nicaraguan government set up two schools for them. When the children arrived, they couldn't understand their teachers.

astonishment If you look at something with astonishment, you feel very surprised by it.

gestures If you make gestures, you make movements with your hands or arms to share a message.

Instead, the children began to "talk" to each other with their hands. At first they shared just simple gestures. But soon they invented more and more signals, until they had their own gesture language.

In Our Own Words

6 Their early signing was pretty basic, like baby talk. But as new students arrived at the school, younger children learned from older students and added new signs of their own. The language became richer and more complex. Instead of speaking like two-year-olds and saying, for instance, "I go play," children with more signs could speak fluently—"OK, with Eduardo and Julia, we have enough kids to play soccer. If we hurry, we'll have time for a game before school starts."

7 Can you imagine inventing all the sign language you'd need to say all that?

8 Linguists from around the world were excited about what these Nicaraguan children had done. The children seemed to prove that humans have a natural instinct for language. But unless it is used, this instinct fades away and is eventually lost. For most of us, simply growing up surrounded by people speaking is enough to trigger language learning. For the Nicaraguan children, the trigger seemed to be meeting other children who spoke with hand gestures and who were eager to make friends.

9 Today, Nicaraguan Sign Language is an officially recognized language. It is unlike any other sign language in the world—and it was created entirely by deaf children.

Now that's a happy ending.

linguists Linguists are people who study languages and the way they are put together.
instinct An instinct is something you do or know naturally, without being taught.

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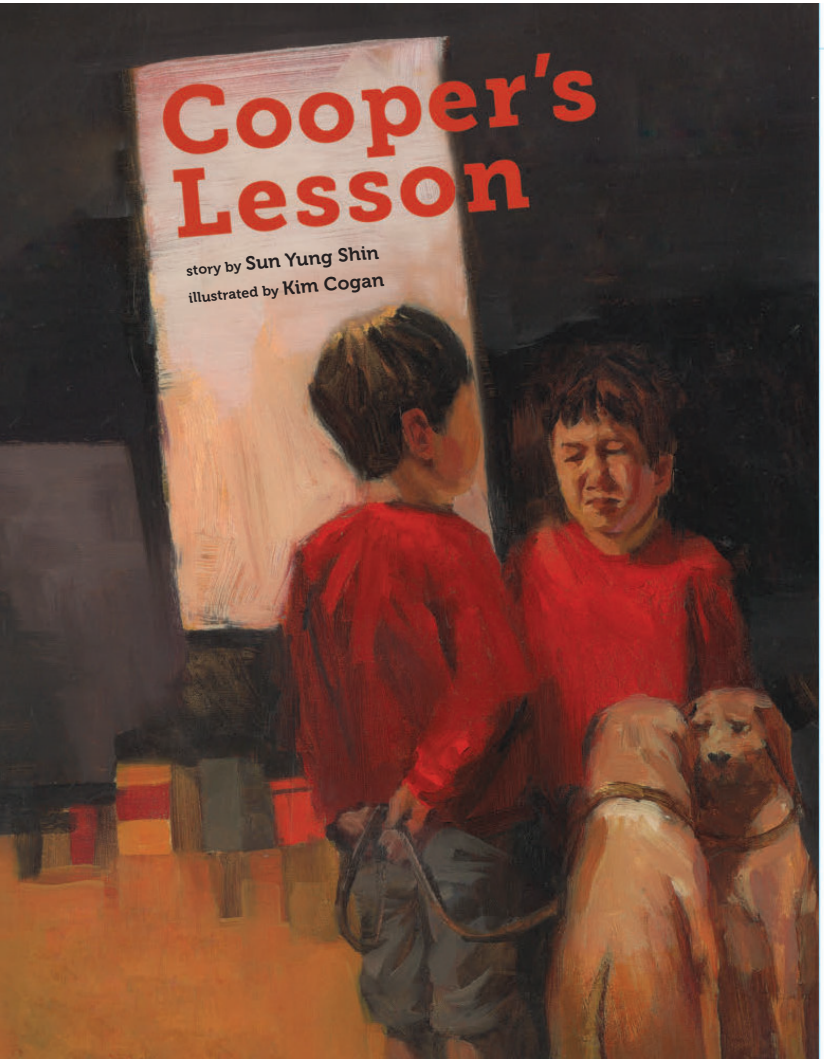
At the Escuelita de Bluefields ("Little School of Bluefields") in Nicaragua, students who are deaf and teachers communicate in a sign language invented by Nicaraguan children. In class and on the playground, these students use Nicaraguan Sign Language to share news and ideas. Written on the blackboard in SignWriting is their geography lessons. SignWriting is an alphabet used around the world to write down sign languages.



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Cooper's pocket felt heavy with his allowance. He leashed his dog, Catso, and laced his shoes.

"Be home by dinnertime!" called Cooper's dad.

"Cooper!" exclaimed his mom. "Could you pick up some ginger at Mr. Lee's store? *Kamsahamnida!*"

Cooper sighed. His mom always insisted on speaking only Korean to Mr. Lee, even though Cooper could barely follow along. Once, Mr. Lee had scolded him—in Korean—for not speaking Korean. Since then, Cooper felt funny every time he walked past the old man's store.

"Sure, Mom!" Cooper called over his shoulder, as he and Catso began their walk through the neighborhood.

A poster hung in the window of Mr. Lee's grocery store for a new Tae Kwon Do gym in the neighborhood. Both kids on the poster had black hair and yellow-brown skin.

Cooper studied his reflection in the window. Brown hair and some freckles. Grandmother Park always said, "Such white skin!" and Grandmother Daly always said, "What brown skin!" One cousin always teased him about being "half and half."

Cooper frowned. In the window, the stacked packages of powdered *insam* and bars of soap wrapped in red-and-white paper made a perfect miniature skyline.

He tied Catso's leash to a No Parking sign and went inside.

Inside, families filled the aisles, laughing and smiling. Mothers picked up vegetables to carefully inspect their leaves and roots, or gently squeezed round, sweet melons. Fathers examined the fish in the tank, searching out the largest and liveliest.

inspect If you inspect something, you look at it carefully to judge its quality.

liveliest The liveliest person or animal is the one that is the most active or full of energy.

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Cooper's ears were buzzing. He realized he had never been inside without his mother. *Everyone seems to belong here,* he thought.

One woman with a small, sleeping boy in her arms smiled at Cooper and said, "*An yong.*"

"Hello," Cooper stammered, blushing.

"*An yong ha se oh,*" he added quietly, but she was already out the door.

Cooper wandered past the boxes of green tea and packages of shrimp crackers, and stopped at a display of hairbrushes and barrettes.

Cooper remembered. The week before, he had gone outside to brush Catso. He had grabbed the first brush he could find—his mother's—and spent the next half-hour brushing Catso's coat to a glossy shine.

stammered If you stammered, you spoke with many pauses and repeated words.

17 The next morning, when Cooper left for school, his mother found her brush on the table in the hallway, full of Catso's brown and white fur.

18 "Cooper! My brush! Ruined!" cried his mom.

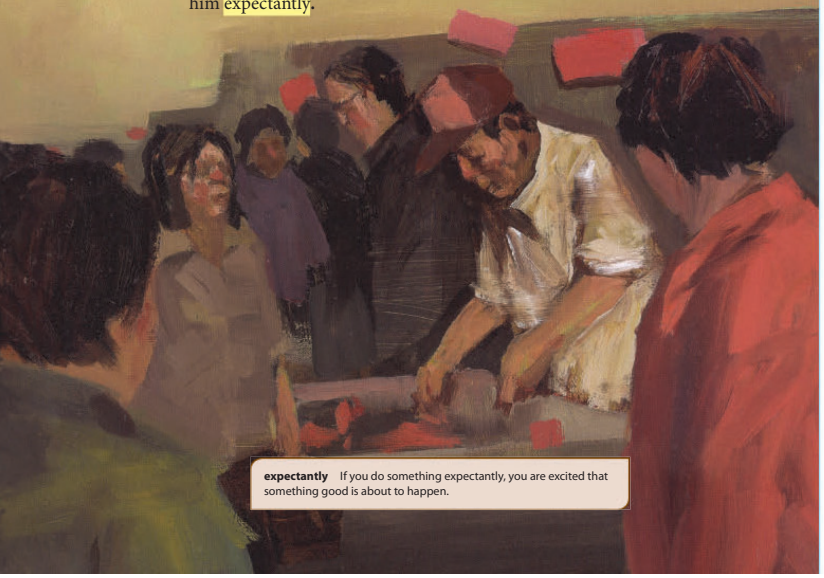
19 *I know—I'll buy her a new one with my allowance!* Cooper smiled to himself.

20 But Cooper's heart sank—even the smallest brush on display cost more than the three dollars in his pocket.

21 Mr. Lee called out to him from the register, but Mr. Lee's Korean was too quick for Cooper to catch.

22 Mr. Lee walked over to Cooper. *Is he laughing at me?* Cooper wondered. He wanted to answer back in Korean, English, anything, but his tongue lay as heavy and still in his mouth as a dead fish.

23 He was sorry that he had paid so little attention when his mother had tried to teach him Korean. Mr. Lee watched him expectantly.



expectantly If you do something expectantly, you are excited that something good is about to happen.

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24 "Uh . . . is this all you have?" Cooper finally squeaked out.

25 Mr. Lee frowned and said, "*Ye. Mullon imnida?*" When Cooper didn't answer, Mr. Lee shook his head and walked away.

26 The Korean writing on the cans and boxes seemed to dance off the labels. The aisles were closing in on him from all sides.

27 Cooper felt the money in his pocket. *Dumb, small allowance!*

28 He looked at Mr. Lee and thought to himself, *Why don't you speak English to me?* Cooper felt hot prickles under his skin.

29 Suddenly, Cooper's hand reached out and grabbed the biggest brush from the rack. As though in a dream, he turned and moved toward the door.

30 He was halfway outside when a firm hand gripped his shoulder.

31 "What do you have there?"

32 "Nothing," stammered Cooper, his eyes open wide. Since when could Mr. Lee speak English?

33 Mr. Lee took the brush from Cooper's hand.

34 "It—it was for my mother!"

35 Mr. Lee bent down to look at Cooper. "Would your mother want you to steal for her? Is that what she teaches you?"

36 "No . . . " said Cooper, blushing red to his ears.

37 "Any other 'nothings' in your pocket?" asked Mr. Lee. Cooper pulled his allowance from his pocket. Mr. Lee shook his head in disbelief. "Come with me," he sighed.

38 Mr. Lee handed Cooper a broom. "Do you know how to use one of these?" he asked. Cooper nodded, his voice nowhere to be found. He had never felt so ashamed in his entire life.

39 So Cooper swept. And swept. And swept some more.

40 After sweeping the day's dust into the trash bin, Cooper went and stood in front of Mr. Lee, unsure of what to say or do.

41 "Come back tomorrow, same time," said Mr. Lee, with a look that told Cooper he'd better return.

42 Cooper's stomach hurt as he thought about what to tell his mother. Would Mr. Lee call her before he got home?

43 Cooper closed the front door quietly behind him, but not quietly enough.

44 "Oh good, you're back! Cooper, we need that ginger, quick!" his mom called from the kitchen.

myNotes

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45 Visions of the afternoon—his too-small allowance, the hairbrush, the broom—flashed before him. "Oh no," he groaned, his chin dropping to his chest.

46 "You forgot? *Aigo!* What were you doing all this time?" asked his mom. Cooper wanted to apologize, but she had gone back to cooking. Once again, his tongue failed him. He would tell her about Mr. Lee and the hairbrush tomorrow.

47 The next day after school, Cooper dragged his feet to Mr. Lee's store.

48 Mr. Lee demonstrated how to place cans on the shelves so that the labels lined up perfectly. He spoke to Cooper first in Korean and then in English. Cooper tried it. Mr. Lee nodded silently, then walked away.

49 After he had placed the last can on the shelf, Cooper watched Mr. Lee chat with his customers at the register. Cooper realized suddenly that sometimes, if he paid very close attention, he could understand what they said.

50 On his way home, Cooper passed a leafy oak tree. *Namu.* The Korean word for *tree* rose in his mind, surprising him, like a fish breaking the surface of a calm pond.

demonstrated If you demonstrated something, you showed how it is used or done.

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51 By the end of the week, Cooper's feet no longer dragged as he walked to Mr. Lee's. He even caught himself whistling as he swept.

52 Mr. Lee approached. His tired face was gentle. He bent down to look Cooper in the eye and said, "So. Are you ready to tell me why you stole from me?"

53 "I don't know!" Cooper said, although then he felt that perhaps he did know. "I'm sorry. I thought you were laughing at me because I couldn't speak Korean. I got mad."

54 "I know how that feels, believe it or not," said Mr. Lee, "but stealing is still wrong."

55 "I know," said Cooper, his voice small.

56 "Oh good," said Mr. Lee. "Maybe there's hope for you yet."

57 Suddenly Mr. Lee motioned for Cooper to follow him to the register. He pulled a slim photo album from beneath the counter and opened it to a photo of a young man in a white coat next to a modern-looking building. The sign over the door was in bold Korean lettering.

58 Cooper's eyes widened. "Is that you?"

59 Mr. Lee nodded. "When I was a chemist in Korea, I had the neatest lab in the company."

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myNotes

60 "You were a chemist?"

61 "Yes. But when I came here, I had to start over with a new language."

62 "But English is easy!" Cooper blurted.

63 Mr. Lee laughed. "Yes . . . About as easy as Korean." Cooper blushed.

64 "Anyway, now I speak both. And now that I'm a citizen, I'm Korean and American, both."

65 "I guess I'm both too, but people ask me where I'm from all the time," said Cooper.

66 "What do you tell them?" asked Mr. Lee.

67 "That I'm from right here. But then they say, *No, where are your parents from?* Sometimes I feel like I can't really say I'm Korean if I can't speak the language. But they look at me funny if I say I'm American, even though I am." Cooper glanced back at the photo album. He wondered if people looked at Mr. Lee funny for saying he was Korean and American, too.

68 "People like things to be simple, easy to put in a box," sighed Mr. Lee.

69 "Sometimes I wish I were just one thing or another. It *would* be simpler," Cooper said.

70 "Oh? You want to be the same as everyone else, like the cans on this shelf, or those rows of frozen fish?"

71 Cooper wrinkled his nose. The bell on the door jingled. "There you are!" said a voice from behind Cooper.

72 "Mom! I was . . . here to get the ginger. I mean, *saenggang*," said Cooper, choosing a thick piece and fishing in his pocket for a dollar bill.

73 Cooper's mother looked surprised. Then she smiled and said, "Well, better late than never."

74 Cooper's mother turned to Mr. Lee and spoke in Korean.

75 Mr. Lee began to close the store. In English, he replied, "Thank you, I would be honored to join you for dinner. And perhaps on the way home Cooper can tell you why he's been here so much lately. Right, Cooper?" said Mr. Lee.

76 Cooper looked at his mom's curious face. He suddenly felt more grown-up than he ever had before.

77 They left the store and Cooper began, *"Igosul Hanguk-o-ro mworago malhamnikka?"—How do you say this in Korean?* Cooper's Korean felt awkward and funny in his own ears, but he worked hard to say exactly what he meant.

78 His mom looked at him, even more surprised. "Well, tell me what it is and we'll figure it out together," she said. Mr. Lee nodded.

79 The sun dipped behind them as they walked along, the soft sound of their languages mingling in the gentle evening air.

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Name _____ **Teacher** _____

Math Work Packet Outline

✔	**Week 4/20-4/24** Pick some activities from the Family Letter *Related Activities to Try at Home* Pages 275-276 to do this week.	
	Monday	Complete Student Practice Page # 274
	Tuesday	Complete Student Practice Page # 283
	Wednesday	Complete Student Practice Page # 324
	Thursday	Complete Student Practice Page # 332
	Friday	Complete Student Practice Page # 335

✔	**Week 4/28-5/1** Pick some activities from the Family Letter *Related Activities to Try at Home* Page 8 to do this week.	
	Tuesday	Complete Student Practice Page # 4
	Wednesday	Complete Student Practice Page # 27
	Thursday	Complete Student Practice Page # 46
	Friday	Complete Student Practice Page # 56

✔	**Week 5/4-5/8** Pick some activities from the Family Letter *Related Activities to Try at Home* Page 99 to do this week.	
	Monday	Complete Student Practice Page # 96
	Tuesday	Complete Student Practice Page # 98
	Wednesday	Complete Student Practice Page # 120
	Thursday	Complete Student Practice Page # 140
	Friday	Complete Student Practice Page # 145

✔	**Week 5/11-5/15** Pick some activities from the Family Letter *Related Activities to Try at Home* Page 353 to do this week.	
	Monday	Complete Student Practice Page # 343
	Tuesday	Complete Student Practice Page # 362
	Wednesday	Complete Student Practice Page # 367
	Thursday	Complete Student Practice Page # 379
	Friday	Complete Student Practice Page # 384

✔	**Week 5/18-5/22** Pick some activities from the Family Letter *Related Activities to Try at Home* Page 353 to do this week**.**	
	Monday	Complete Student Practice Page # 386
	Tuesday	Complete Student Practice Page # 398
	Wednesday	Complete Student Practice Page # 408
	Thursday	Complete Student Practice Page # 410
	Friday	Complete Student Practice Page # 414

✔	**Week 5/26-5/29** Pick some activities from the Family Letter *Related Activities to Try at Home* Page 441 to do this week	
	Tuesday	Complete Student Practice Page # 439
	Wednesday	Complete Student Practice Page # 460
	Thursday	Complete Student Practice Page # 490
	Friday	Complete Student Practice Page # 504

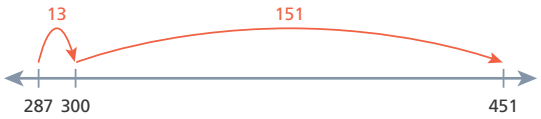
NAME DATE

About the Mathematics in This Unit

Dear Family,

Our class is starting a new addition and subtraction unit, *Large Numbers and Landmarks*. During this unit, students study place value in large numbers, and complete a final study of addition and subtraction strategies. Students are expected to leave Grade 4 using a variety of strategies, including the U.S. standard algorithms, to fluently solve multidigit addition and subtraction problems.

Throughout the unit, students work toward these goals:

Benchmark/Goal	Examples
Read, write, and compare numbers up to 1,000,000 and round them to any place.	68,094 Expanded form: 60,000 + 8,000 + 90 + 4 Words: sixty-eight thousand, ninety-four Rounded to nearest 10,000: 70,000 Rounded to nearest 1,000: 68,000 Rounded to nearest 100: 68,100 Rounded to nearest 10: 68,090
Fluently solve multidigit addition and subtraction problems using a variety of strategies including the U.S. standard algorithms.	451 − 287 = **Solution 1**  **Solution 2** 3 14 11 4 5 1 − 2 8 7 1 6 4

NAME DATE

About the Mathematics in This Unit

Benchmark/Goal	Examples
Use addition and subtraction to solve word problems involving measurement.	*Carmen flies from Los Angeles to Mexico City, which is 4,771 kilometers. From Mexico City she flies to Rio de Janeiro, which is 7,678 kilometers. How far does she fly altogether?*

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is important that children solve math problems accurately and efficiently in ways that make sense to them. At home, encourage your child to explain the math thinking that supports those solutions.

Please look for more information and activities about *Large Numbers and Landmarks* that will be sent home in the coming weeks.

NAME DATE

Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in this addition and subtraction unit, *Large Numbers and Landmarks*. You can use the activities to enrich your child's mathematical learning experience.

Making Sense of Large Numbers

With your child, look for large numbers in the newspaper, on packages, on signs, and around your home and neighborhood. Talk together and ask questions about the numbers. You might ask, "How much would the car cost if the salesperson offered a $2,500 discount?"

You might ask, "If 45,000 people went to the basketball game at Central Stadium last night, how many seats were empty?"

NAME DATE

Related Activities to Try at Home

Adding and Subtracting Distances

Find opportunities to give your child first-hand experiences with distances, such as the number of miles driven across town or on a long trip. If you drive, show your child the odometer on your car, and ask your child to help you figure out how far it is to the grocery store or the playing field. You might ask, "If we start at 24,538 miles, and when we get to the store the odometer reads 24,542, how far have we gone?"

How Did You Solve That?

Ask your child to tell you about how he or she is adding and subtracting. Show that you are interested in these approaches. Because these strategies may be unfamiliar to you, listen carefully to your child's explanation; you might even do a problem or two, using the new procedure. Let your child be the teacher!

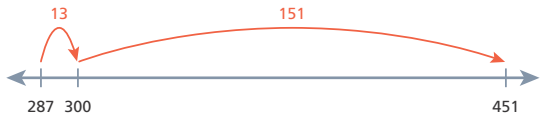
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una unidad sobre la suma y la resta llamada *Números grandes y números de referencia*. En esta unidad, los estudiantes estudiarán el valor de posición en números grandes y terminarán de estudiar las estrategias de suma y resta. Se espera que los estudiantes terminen el Grado 4 usando una variedad de estrategias, incluyendo los algoritmos convencionales, para resolver con fluidez problemas de suma y resta con varios dígitos.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Punto de referencia/Objetivo	Ejemplos
Leer, escribir y comparar números hasta 1,000,000 y redondearlos a cualquier lugar.	68,094 Forma desarrollada: 60,000 + 8,000 + 90 + 4 Palabras: sesenta y ocho mil noventa y cuatro Redondeado a la decena de millar más cercana: 70,000 Redondeado al millar más cercano: 68,000 Redondeado a la centena más cercana: 68,100 Redondeado a la decena más cercana: 68,090
Resolver con fluidez problemas de suma y resta con varios dígitos usando una variedad de estrategias, incluyendo los algoritmos convencionales.	451 − 287 = **Solución 1**  **Solución 2** 3 14 11 4 5 1 − 2 8 7 1 6 4

CARTA A LA FAMILIA

NOMBRE FECHA

Las matemáticas en esta unidad

Punto de referencia/Objetivo	Ejemplos
Usar la suma y la resta para resolver problemas verbales que conllevan medición.	Carmen vuela de Los Ángeles a la Ciudad de México, que está a 4,771 kilómetros. Desde la Ciudad de México, vuela hasta Río de Janeiro, que está a 7,678 kilómetros. ¿Qué distancia vuela en total?

En nuestra clase de matemáticas, los estudiantes discuten los problemas a fondo y se les pide que comenten sus ideas y soluciones. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente y de manera eficiente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique el razonamiento matemático que apoya esas soluciones.

Puede encontrar más información y actividades sobre *Números grandes y números de referencia* en los materiales que se enviarán al hogar en las próximas semanas.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de esta unidad sobre la suma y la resta, *Números grandes y números de referencia*. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Entender números grandes

Junto con su hijo(a), busquen números grandes en el periódico, en paquetes, en carteles, y en su casa y su vecindario. Hablen y hagan preguntas sobre los números. Puede preguntar: "¿Cuánto costará el carro si el vendedor ofrece un descuento de $2,500?".

Puede preguntar: "Si fueron 45,000 personas al partido de básquetbol de anoche en el Estadio Central, ¿cuántos asientos estaban vacíos?".

CARTA A LA FAMILIA

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Sumar y restar distancias

Busque oportunidades para brindar a su hijo(a) experiencias de primera mano con distancias, como la cantidad de millas que recorren en la ciudad o en un viaje largo. Si maneja, muestre a su hijo(a) el odómetro de su carro y pídale que lo ayude a calcular la distancia que hay hasta la tienda de abarrotes o hasta el campo de deportes. Puede preguntar: "Si empezamos con 24,538 millas y cuando llegamos a la tienda de abarrotes el odómetro indica 24,542, ¿qué distancia recorrimos?".

¿Cómo resolviste eso?

Pida a su hijo(a) que le explique cómo suma y resta. Muéstrele que está interesado en estos enfoques. Como estas estrategias pueden resultarle desconocidas, escuche con atención la explicación de su hijo(a). También puede intentar usar el nuevo procedimiento para resolver uno o dos problemas. ¡Deje que su hijo(a) sea el maestro!

NAME _____ DATE _____

How Do You Solve an Addition Problem?

To the student:

1. Solve this problem and show your solution:

   299 + 156 = _____

To the adult:

2. How would you solve this problem? Please record your solution. (If you solved the problem mentally, explain what you did.)

   299
   + 156

3. Is the way you solved Problem 2 the way you were taught to solve addition problems when you were in school? __YES __NO

   If not, show the way you were taught here:

   299
   + 156

NOTE

Students practice solving addition problems. Share with your child how you would solve the problem.

MWI **Addition Strategies**

NAME _____ DATE _____

Adding to 1,000

Fill in the missing number in each equation. Show how you found the missing number.

1. $1{,}000 = 635 + \_\_\_\_\_$

2. $$\begin{array}{r} 289 \\ +\ \_\_\_\_ \\ \hline 1{,}000 \end{array}$$

3. $\_\_\_\_\_ + 543 = 1{,}000$

NOTE

Students create addition problems that add to 1,000.
MWI **Place Value: Large Numbers**

NAME _____ DATE _____

Concert Tickets

Use the data about the number of concert tickets sold.

Holiday Rock Concert	413,125 tickets
Summer Jazz Concert	418,832 tickets

1 Write the number of tickets sold in expanded form.

Holiday Rock Concert: _____

_____

Summer Jazz Concert: _____

_____

2 Round the number of tickets sold to the nearest ten thousand.

Holiday Rock Concert: _____

Summer Jazz Concert: _____

3 Round the number of tickets sold to the nearest hundred thousand.

Holiday Rock Concert: _____

Summer Jazz Concert: _____

4 Compare the number of tickets sold. Use $<$, $>$, or $=$.

413,125 _____ 418,832

NOTE

Students use place-value understanding to write numbers in expanded form, round numbers, and compare numbers through 1,000,000.

MWI **Place Value: Large Numbers**

NAME _____ DATE _____

Practicing Addition and Subtraction

Solve the following problems using the U.S. standard algorithms for addition and subtraction.

1. 34,500 + 964 = _____

2. 34,573 − 1,255 = _____

3. 15,465 + 23,223 = _____

4. 18,247 − 11,405 = _____

Ongoing Review

5. A concert hall holds 12,655 people. 10,443 tickets were sold. How many tickets are left?

Ⓐ 2,212 Ⓑ 2,213 Ⓒ 2,222 Ⓓ 3,222

NOTE

Students practice solving addition and subtraction problems using the U.S. standard algorithms.
MWI **U.S. Standard Algorithm for Subtraction**

NAME _____ DATE _____

Addition and Subtraction Problems

Solve each of the following problems. Show your work clearly.

1. $9{,}124 + 4{,}279 =$ _____

2.
$$\begin{array}{r} 8{,}569 \\ -\ 2{,}895 \\ \hline \end{array}$$

3. $9{,}201 - 7{,}225 =$ _____

4. $4{,}550 + 8{,}872 =$ _____

NOTE

Students practice solving addition and subtraction problems.
MWI **Addition Strategies**

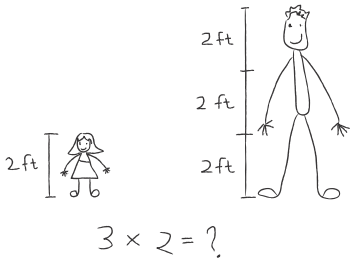
NAME DATE

About the Mathematics in This Unit

Dear Family,

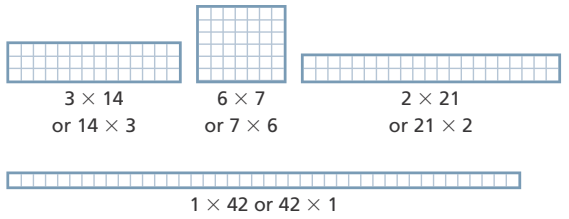
Our class is starting a new mathematics unit about multiplication. In this unit, students review multiplication facts and solve problems by using arrays, such as the examples below. They also solve problems about factors of a number and number relationships, such as this one: If 25 is a factor of 100, will 25 also be a factor of 300? How do you know? Students are introduced to multiplicative comparison problems.

Throughout the unit, students will be working toward these goals:

Benchmarks/Goals	Examples
Use multiplication to solve multiplicative comparison problems.	Franco's daughter is 2 feet tall. Franco is 3 times as tall as his daughter. How tall is he? 
Determine whether numbers up to 100 are prime or composite.	Is 49 prime or composite? How do you know? It is composite because 1 × 49 = 49 and 7 × 7 = 49 so 49 has more than 2 factors.

NAME DATE

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Find factors of numbers up to 100 and recognize multiples of single-digit numbers.	

Students will work on multiplication and division in two other Grade 4 units later this year. In these units, they solve problems with larger numbers and share a variety of solution strategies.

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is most important that children accurately and efficiently solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

Please look for more information and activities that will be sent home in the coming weeks.

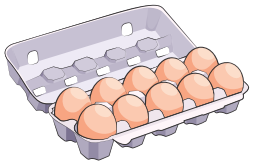
NAME DATE

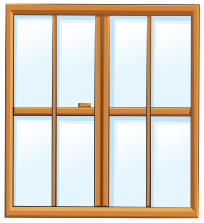
Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the unit **Arrays, Factors, and Multiplicative Comparison.** You can use these activities to enrich your child's mathematical learning experiences.

Array Search Look for items around your house or at the grocery store that are packaged or arranged in rectangular arrays: tiles on the floor, eggs in a carton, window panes, a six-pack of juice cans, and so on. Talk with your child about the dimensions (number of rows and columns), and discuss ways to figure out the total number of items.





Arranging Chairs Suppose you have 40 chairs. You want to arrange them into straight rows for an audience to watch a play. You need to arrange the chairs so that there will be the same number in every row. How many different ways could you do this? (What if you start with 50 chairs? 75? 72? 71?)

Modeling Multiplication Situations Encourage your child to help you solve multiplication situations that come up in your daily activities. While you shop, you might ask: How many juice boxes will we have if they come in packages of 3 and we buy 6 packages? At the park, you might ask: If there are 8 soccer teams in our town and each team has 11 players, how many kids play soccer?

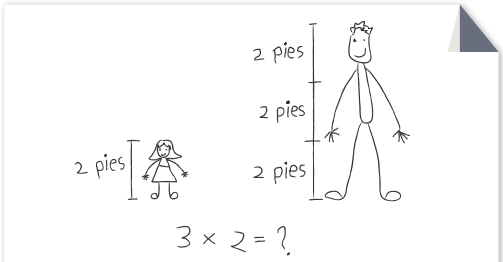
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

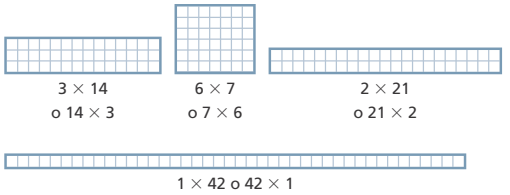
Nuestra clase va a comenzar una nueva unidad sobre la multiplicación. En esta unidad, los estudiantes repasarán las multiplicaciones y resolverán problemas usando matrices, como las de los ejemplos que están a continuación. También resolverán problemas sobre fracciones de un número y relaciones numéricas, como esta: Si 25 es un factor de 100, ¿será también un factor de 300? ¿Cómo lo sabes? Los estudiantes verán por primera vez los problemas de comparación multiplicativa.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Usar la multiplicación para resolver problemas de comparación multiplicativa.	La hija de Franco mide 2 pies de estatura. Franco mide el triple que su hija. ¿Cuánto mide? 
Determinar si los números hasta el 100 son primos o compuestos.	¿Es el 49 primo o compuesto? ¿Cómo lo sabes? Es compuesto, porque 1 × 49 = 49 y 7 × 7 = 49; por tanto, 49 tiene más de 2 factores.

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia/Objetivos	Ejemplos
Hallar factores de números hasta el 100 y reconocer múltiplos de números de un dígito.	

Los estudiantes trabajarán en la multiplicación en otras dos unidades del Grado 4 más adelante en el año. En estas unidades, resolverán problemas con números más grandes y comentarán varias estrategias de solución.

En nuestra clase de matemáticas, los estudiantes comentan los problemas a fondo y se les pide que comenten sus ideas y soluciones. Es muy importante que los estudiantes resuelvan problemas de matemáticas correctamente y de manera eficiente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando.

Puede encontrar más información y actividades en los materiales que se enviarán al hogar en las próximas semanas.

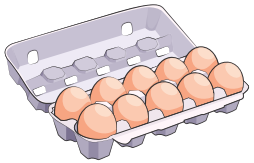
NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de la unidad **Matrices, factores y comparaciones multiplicativas.** Puede usar estas actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Búsqueda de matrices Busque objetos en su casa o en la tienda de abarrotes que estén empaquetados o dispuestos en matrices rectangulares: baldosas del piso, huevos en un cartón, cristales de una ventana, un paquete de seis latas de jugo, etcétera. Hable con su hijo(a) sobre las dimensiones (la cantidad de filas y columnas) y comente maneras de calcular la cantidad total de objetos.



Ordenar sillas Supongan que tienen 40 sillas. Quieren ordenarlas en filas rectas para que el público pueda ver una obra. Tienen que ordenar las sillas de manera que haya la misma cantidad de sillas en todas las filas. ¿De cuántas maneras diferentes pueden hacerlo? (¿Y si empiezan con 50 sillas? ¿Y con 75? ¿Y con 72? ¿Y con 71?)

Representar situaciones de multiplicación Pida a su hijo(a) que lo ayude a resolver situaciones de multiplicación que surjan en sus actividades diarias. Mientras hacen las compras, puede preguntar: ¿Cuántos envases de jugo tendremos si vienen en paquetes de 3 y compramos 6 paquetes? En el parque, puede preguntar: Si en nuestra ciudad hay 8 equipos de futbol y cada equipo tiene 11 jugadores, ¿cuántos niños juegan al futbol?

NAME _____ DATE _____

More Things That Come in Arrays

Find things at home that come in arrays. For each thing you find, fill in all four columns of the chart.

What Is It?	How Many in the Array?	Dimensions	Drawing of the Array

NOTE

Students are learning about arrays (rectangular arrangements of rows and columns) to help them understand multiplication. Help your child find arrays at home, such as the panes of glass in a window or a six-pack of cans (2 rows of 3).

MWI **Representing Multiplication with Arrays**

NAME _____ DATE _____

More Prime or Composite

Determine whether each number is prime or composite. Explain how you know.

1. Is 36 prime or composite? How do you know?

2. Is 7 prime or composite? How do you know?

3. Is 21 prime or composite? How do you know?

4. Is 23 prime or composite? How do you know?

5. Is 70 prime or composite? How do you know?

NOTE

Students determine whether numbers are prime or composite.
MWI **Prime and Composite Numbers**

NAME _____ DATE _____

Multiplying by Factors of 100

Solve each set of problems. Look for patterns that might help you.

1

$2 \times 50 =$ _____

$4 \times 50 =$ _____

$6 \times 50 =$ _____

2

$4 \times 25 =$ _____

$6 \times 25 =$ _____

$8 \times 25 =$ _____

3

_____ $\times 4 = 100$

_____ $\times 4 = 200$

_____ $\times 4 = 300$

4

$10 \times$ _____ $= 200$

$10 \times$ _____ $= 300$

$10 \times$ _____ $= 400$

5

$5 \times 20 =$ _____

$10 \times 20 =$ _____

$15 \times 20 =$ _____

6

_____ $\times 5 = 100$

_____ $\times 5 = 200$

_____ $\times 5 = 400$

NOTE

Students have been finding factors of 100, 200, and 300. Here, they solve multiplication problems that involve these factors.

MWI **Multiplication Cluster Problems**

NAME _____ DATE _____

How Many People Counted?

In these counting problems, each student said one number.

1. The students in Ms. Alonzo's class counted by 20s. The first student said 20, the second student said 40, and the third said 60. How many students counted to get to 300? _____
How do you know?

2. The students in Mr. Nelson's class counted by 15s. The first student said 15, the second student said 30, and the third said 45. How many students counted to get to 300? _____
How do you know?

3. The students in Ms. Weinberg's class counted by 25s. The first student said 25, the second student said 50, and the third student said 75.

   a. How many students counted to get to 300? _____
   How do you know?

   b. When the students in Ms. Weinberg's class counted by 25s, did anyone say the number 180? _____
   How do you know?

NOTE

Students find the multiples of a given number and solve multiplication problems.
MWI **Multiples: Counting Around the Class**

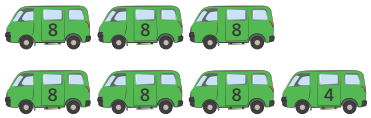
NAME DATE

About the Mathematics in This Unit

Dear Family,

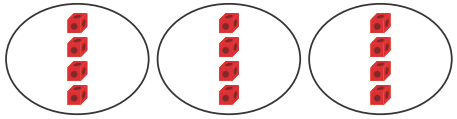
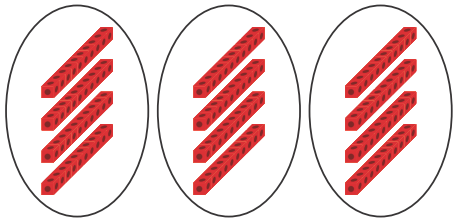
Our class is starting a new unit about multiplication and division called *Multiple Towers and Cluster Problems*. During this unit, students will build on the work they did in Unit 1. Students will be solving multiplication problems with 2-digit numbers, division word problems, and problems about multiples and number relationships.

Throughout the unit, students work toward these goals:

Benchmarks/Goals	Examples
Multiply 2-digit numbers by 1-digit and small 2-digit numbers (e.g., 12, 15, 20) using strategies that involve breaking the numbers apart.	37 × 6 37 = 30 + 7 6 × 30 and 6 × 7 6 × 37 = (6 × 30) + (6 × 7) 6 × 37 = 180 + 42 6 × 37 = 222
Solve division problems (2-digit and small 3-digit numbers divided by 1-digit numbers), including some that result in a remainder.	There are 52 people taking a trip. Each van holds 8 people. How many vans do they need? 52 ÷ 8 is 6 R4. They need 7 vans. 

NAME DATE

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Multiply a number by a multiple of 10.	3 × 4  3 × 40  3 × 40 = 3 × 4 × 10 = 12 × 10 = 120

Students will work on multiplication and division again later this year in Unit 7, when they will solve problems with larger numbers and share a variety of solution strategies.

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is most important that children accurately and efficiently solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

Please look for more information and activities about Unit 3 that will be sent home in the coming weeks.

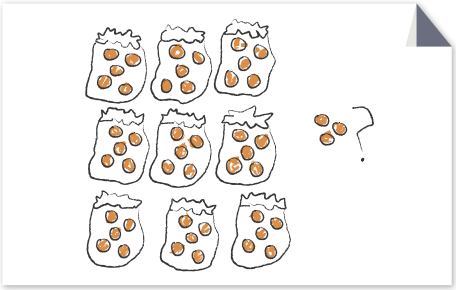
NAME DATE

Related Activities to Try at Home

Dear Family,

The activities described here are related to the mathematics in Unit 3. Use the activities to enrich your child's learning experience.

Modeling Division Situations At school, students are solving word problems that represent various types of division situations. Encourage your child to help you solve situations that come up in your daily activities. Here are some examples: "I baked a batch of 48 cookies for the bake sale. I need to put them into bags of 5. How many bags of 5 can I make? What can I do with the extra cookies?" "There are 180 players who will play baseball in teams of 9. How many teams can they make?"



How Did You Solve That? Ask your child to tell you about how he or she is multiplying and dividing. Show that you are interested in these approaches. Because these strategies may be unfamiliar to you, listen carefully to your child's explanation; you might even try to do a problem or two using the new procedure. Let your child be the teacher!

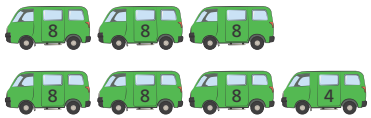
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

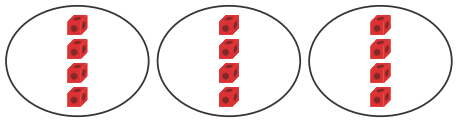
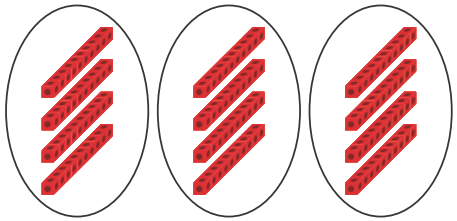
Nuestra clase va a comenzar una unidad sobre la multiplicación y la división llamada *Torres de múltiplos y problemas de agrupación.* En esta unidad, los estudiantes continuarán el trabajo que hicieron en la Unidad 1. Los estudiantes resolverán problemas de multiplicación con números de dos dígitos, problemas verbales de división y problemas sobre múltiplos y relaciones numéricas.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Multiplicar números de 2 dígitos por números de 1 dígito y números pequeños de 2 dígitos (p. ej., 12, 15, 20) usando estrategias que conllevan descomponer los números.	37 × 6 37 = 30 + 7 6 × 30 | 6 × 7 6 × 37 = (6 × 30) + (6 × 7) 6 × 37 = 180 + 42 6 × 37 = 222
Resolver problemas de división (números de 2 dígitos y números pequeños de 3 dígitos divididos por números de 1 dígito), incluyendo algunos que tienen residuo.	Hay 52 personas que harán un viaje. En cada microbús caben 8 personas. ¿Cuántos microbuses necesitarán? 52 ÷ 8 es 6 R4. Necesitarán 7 microbuses. 

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia/Objetivos	Ejemplos
Multiplicar un número por un múltiplo de 10.	3 × 4  3 × 40  3 × 40 = 3 × 4 × 10 = 12 × 10 = 120

Los estudiantes volverán a trabajar en la multiplicación y la división más adelante en el año, en la Unidad 7, cuando resolverán problemas con números más grandes y comentarán varias estrategias de solución.

En nuestra clase de matemáticas, los estudiantes analizan los problemas a fondo y se les pide que comenten sus ideas y soluciones. Es muy importante que los estudiantes resuelvan problemas de matemáticas correctamente y de manera eficiente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique su razonamiento matemático.

Puede encontrar más información y actividades de la Unidad 3 en los materiales que se enviarán al hogar en las próximas semanas.

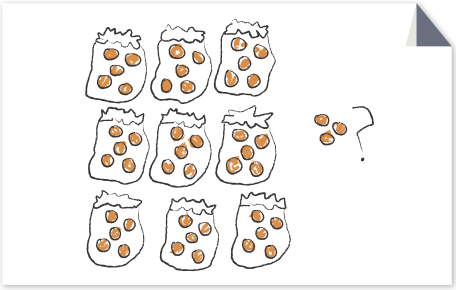
NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades descritas aquí se relacionan con los conceptos matemáticos de la Unidad 3. Use las actividades para enriquecer la experiencia de aprendizaje de su hijo(a).

Representar situaciones de división En la escuela, los estudiantes resuelven problemas verbales que representan varios tipos de situaciones de división. Pida a su hijo(a) que lo ayude a resolver situaciones que surjan en sus actividades diarias. Estos son algunos ejemplos: "Hice una tanda de 48 galletas para la venta de pasteles. Tengo que colocarlas en bolsas de 5. ¿Cuántas bolsas de 5 puedo preparar? ¿Qué puedo hacer con las galletas que me sobran?", "Hay 180 jugadores que jugarán al beisbol en equipos de 9. ¿Cuántos equipos pueden formar?".



¿Cómo resolviste eso? Pida a su hijo(a) que le explique cómo multiplica y divide. Muéstrele que está interesado en estos enfoques. Como estas estrategias pueden resultarle desconocidas, escuche con atención la explicación de su hijo(a); también puede intentar usar el nuevo procedimiento para resolver uno o dos problemas. ¡Deje que su hijo(a) sea el maestro!

NAME _____ DATE _____

Leg Riddles

Birds have 2 legs.
Hamsters have 4 legs.
Beetles have 6 legs.

1. There are 52 legs and they all belong to hamsters. How many hamsters are there?

2. There are 4 beetles, 5 hamsters, and 11 birds in the house. How many legs are there altogether?

3. There are 32 legs in the house. All the legs belong to birds, hamsters, and beetles. How many of each creature—birds, hamsters, and beetles—might be in the house?

   There are many possible answers. How many can you find? Use the table below to show different solutions to this problem.

Birds	Hamsters	Beetles

NOTE

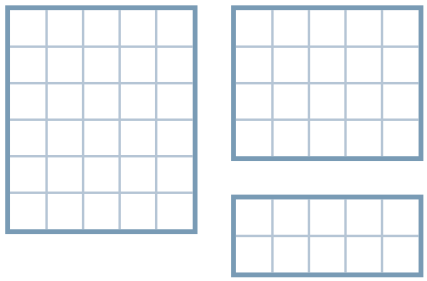
Students solve multiplication and division problems in story problem contexts.

NAME _____ DATE _____

Matching Arrays

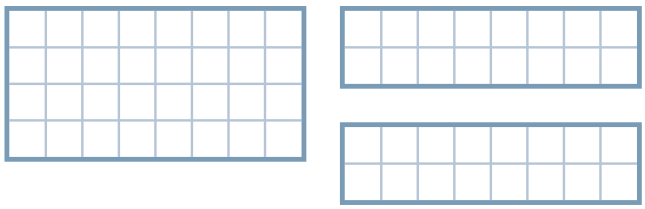
Complete the multiplication equation illustrated by each set of arrays.

1



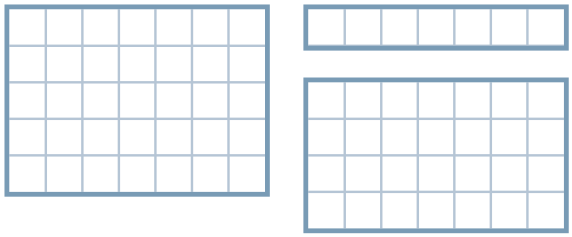
$6 \times 5 = (\_\_\_\_ \times 5) + (\_\_\_\_ \times 5)$

2



$4 \times \_\_\_\_ = (\_\_\_\_ \times \_\_\_\_) + (\_\_\_\_ \times \_\_\_\_)$

3



$\_\_\_\_ \times \_\_\_\_ = (\_\_\_\_ \times \_\_\_\_) + (\_\_\_\_ \times \_\_\_\_)$

4 Draw an array of your own choosing. Then draw two more arrays that together match your first array. Write a multiplication equation for your diagram.

NOTE

Students practice breaking apart multiplication problems to make them easier to solve.
MWI **Representing Multiplication with Arrays**

NAME _____ DATE _____

What's the Story?

Write a story for each division problem. Then solve it.

1. $45 \div 9$

2. $84 \div 7$

NOTE

Students practice writing and solving division story problems.
MWI **Division Situations**

NAME _____ DATE _____

Multiplying Groups of 10

Solve each pair of multiplication problems.

1 $8 \times 4 =$ _____ $8 \times 40 =$ _____	2 $6 \times 7 =$ _____ $6 \times 70 =$ _____
3 $9 \times 5 =$ _____ $90 \times 5 =$ _____	4 $12 \times 6 =$ _____ $120 \times 6 =$ _____
5 $15 \times 4 =$ _____ $15 \times 40 =$ _____	6 $5 \times 14 =$ _____ $50 \times 14 =$ _____
7 $11 \times 3 =$ _____ $11 \times 30 =$ _____	8 $40 \times 5 =$ _____ $400 \times 5 =$ _____

NOTE

Students are learning how multiplying one number in a multiplication problem by 10 affects the product. Here, they solve problems with numbers that are multiples of 10.

MWI **Multiplying Groups of 10**

NAME _____ DATE _____

Division Practice

Solve the problems. Use equations to show your thinking. You may also use arrays or pictures of groups.

1. A case of apple juice holds 78 cans. How many 6-packs of apple juice can the case hold?

2. Mr. Yamada's class has 18 students. If the class counts around by a number and ends with 90, what number did they count by?

3. $7\overline{)79}$

4. $112 \div 20$

5. There are 114 students in all of the fourth-grade classes combined. For Field Day, they need to make 9 teams. How many students will be on each team?

NOTE

Students practice solving division problems both with and without story contexts.
MWI **Remainders: What Do You Do With the Extras?**

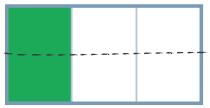
NAME DATE

About the Mathematics in This Unit

Dear Family,

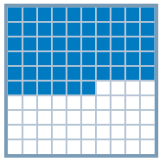
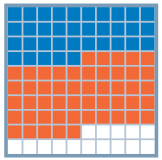
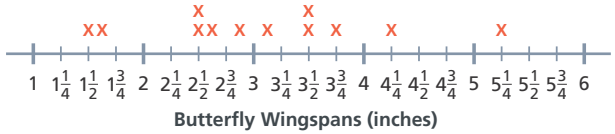
Our class is starting a new mathematics unit about fractions called *Fraction Cards and Decimal Grids.* During this unit, students represent halves, fourths, eighths, thirds, sixths, twelfths, fifths, and tenths; find equivalent fractions; and compare fractions. Students are introduced to decimal notation, represent decimals, and compare decimals. They begin computation with fractions: adding and subtracting fractions and multiplying fractions by whole numbers.

Throughout the unit, students work toward these goals:

Benchmark/Goal	Examples
Identify equivalent fractions and explain why they are equivalent.	$\frac{1}{3}=\frac{2}{6}$  I broke the thirds in half to make sixths. There are two sixths in $\frac{1}{3}$.
Compare fractions with like and unlike denominators.	Which is greater, $\frac{5}{6}$ or $\frac{3}{4}$? $\frac{5}{6} > \frac{3}{4}$ because $\frac{3}{4}$ is $\frac{1}{4}$ away from 1 and $\frac{5}{6}$ is only $\frac{1}{6}$ away from 1.
Add and subtract fractions and mixed numbers with like denominators.	Nadeem is walking to the park, which is $\frac{9}{10}$ of a mile away. He has walked $\frac{4}{10}$ of a mile. How much farther does Nadeem have to walk?
Multiply a fraction by a whole number.	Richard's recipe for chocolate chip cookies requires $\frac{1}{4}$ of a cup of sugar. He wants to make 6 batches of cookies. How much sugar does he need? $6 \times \frac{1}{4} =$ _____

NAME DATE

About the Mathematics in This Unit

Benchmark/Goal	Examples
Read, write, and compare decimals in tenths and hundredths.	 How much of the square is colored in? Decimal: .56 Fraction: $\frac{56}{100}$
Add tenths and hundredths.	 $\frac{35}{100} + \frac{5}{10} = \frac{85}{100}$ .35 + .5 = .85
Represent data on a line plot including fourths and eighths.	 Butterfly Wingspans (inches)

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is important that your child solve math problems in ways that make sense to him or her. At home, encourage your child to explain the math thinking that supports those solutions. Please look for more information and activities about *Fraction Cards and Decimal Grids* that will be sent home in the coming weeks.

NAME DATE

Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the unit *Fraction Cards and Decimal Grids*. You can use the activities to enrich your child's mathematical learning experience.

Fraction and Decimal Scavenger Hunt At school, students are working on understanding fractions and decimals. Be on the lookout for examples of fractions or decimal numbers in your world—in the kitchen, in a toolbox or a sewing kit, in grocery or hardware stores, or in magazines and newspapers. Take these opportunities to talk with your child about what the fraction or decimal means.

Fair Shares You can build on the work of this unit at home by capitalizing on everyday situations that involve fractions. Issues of fairness often offer good examples of fractions.

- After making a batch of brownies and giving away part of the batch to the neighbors, you want to divide what's left equally among 3 people.
  What is $\frac{1}{3}$ of 18 brownies?
  What if you want to divide it equally among 6 people?
  What is $\frac{1}{6}$ of 18 brownies?
- Three people are sharing a pizza: $\frac{1}{3}$ has mushrooms, $\frac{1}{3}$ has pepperoni, and $\frac{1}{3}$ has onions. What might the pizza look like?

Fractions in the Kitchen Cooking is another great way to learn about fractions. Ask your child questions such as, How can we measure $\frac{3}{4}$ cup? Look together at how the fractions appear on a measuring cup. Doubling recipes or cutting them in half can help your child understand relationships such as $\frac{1}{3}$ cup $+ \frac{1}{3}$ cup $= \frac{2}{3}$ cup or $2 \times \frac{1}{3}$ cup $= \frac{2}{3}$ cup.

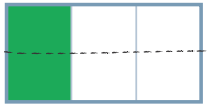
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad sobre las fracciones llamada *Tarjetas de fracciones y cuadrículas decimales.* En esta unidad, los estudiantes representarán medios, cuartos, octavos, tercios, sextos, doceavos, quintos y décimos; hallarán fracciones equivalentes y compararán fracciones. Se introducirá a los estudiantes a la notación decimal, la representación de números decimales y la comparación de números decimales. Comenzarán a hacer cálculos con fracciones: sumar y restar fracciones y multiplicar fracciones por números enteros.

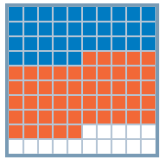
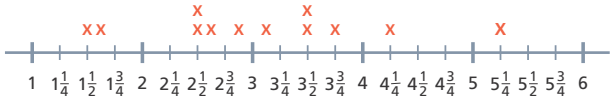
A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Punto de referencia/Objetivo	Ejemplos
Identificar fracciones equivalentes y explicar por qué son equivalentes.	$\frac{1}{3}=\frac{2}{6}$  Dividí los tercios por la mitad y obtuve sextos. Hay dos sextos en $\frac{1}{3}$.
Comparar fracciones con el mismo denominador y con distinto denominador.	¿Qué fracción es mayor: $\frac{5}{6}$ o $\frac{3}{4}$? $\frac{5}{6} > \frac{3}{4}$ porque $\frac{3}{4}$ está a $\frac{1}{4}$ del 1 y $\frac{5}{6}$ está a solo $\frac{1}{6}$ del 1.
Sumar y restar fracciones y números mixtos con el mismo denominador.	Nadeem camina hacia el parque, que está a $\frac{9}{10}$ de milla. Caminó $\frac{4}{10}$ de milla. ¿Cuánto le falta caminar?
Multiplicar una fracción por un número entero.	La receta de galletas con chispas de chocolate de Richard lleva $\frac{1}{4}$ de taza de azúcar. Quiere preparar 6 tandas de galletas. ¿Cuánto azúcar necesita? $6 \times \frac{1}{4} =$ _____

CARTA A LA FAMILIA

NOMBRE FECHA

Las matemáticas en esta unidad

Punto de referencia/ Objetivo	Ejemplos
Leer, escribir y comparar números decimales expresados en décimas y centésimas.	 ¿Qué parte del cuadrado está coloreada? Número decimal: .56 Fracción: $\frac{56}{100}$
Sumar décimas y centésimas.	 $\frac{35}{100} + \frac{5}{10} = \frac{85}{100}$ .35 + .5 = .85
Representar datos en un diagrama de puntos que incluya cuartos y octavos.	 1 $1\frac{1}{4}$ $1\frac{1}{2}$ $1\frac{3}{4}$ 2 $2\frac{1}{4}$ $2\frac{1}{2}$ $2\frac{3}{4}$ 3 $3\frac{1}{4}$ $3\frac{1}{2}$ $3\frac{3}{4}$ 4 $4\frac{1}{4}$ $4\frac{1}{2}$ $4\frac{3}{4}$ 5 $5\frac{1}{4}$ $5\frac{1}{2}$ $5\frac{3}{4}$ 6 **Envergaduras de mariposas (pulgadas)**

En nuestra clase de matemáticas, los estudiantes discuten los problemas a fondo y se les pide que comenten sus ideas y soluciones. Es importante que su hijo(a) resuelva problemas de matemáticas de la manera que prefiera. En su casa, pida a su hijo(a) que le explique el razonamiento matemático que apoya esas soluciones. Puede encontrar más información y actividades sobre *Tarjetas de fracciones y cuadrículas decimales* en los materiales que se enviarán al hogar en las próximas semanas.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de la unidad *Tarjetas de fracciones y cuadrículas decimales.* Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Búsqueda del tesoro de fracciones y números decimales En la escuela, los estudiantes trabajan para entender las fracciones y los números decimales. Esté atento a ejemplos de fracciones o números decimales en su mundo: en la cocina, en una caja de herramientas, en un equipo de costura, en tiendas de abarrotes o ferreterías, o en revistas y periódicos. Aproveche estas oportunidades para hablar con su hijo(a) sobre lo que significa la fracción o el número decimal.

Partes iguales Puede ampliar el trabajo de esta unidad en su casa aprovechando situaciones de la vida diaria que incluyen fracciones. Las cuestiones sobre repartir en partes iguales suelen ofrecer buenos ejemplos de fracciones.

- Después de preparar una tanda de *brownies* y regalar parte de la tanda a los vecinos, quieren repartir lo que queda por igual entre 3 personas.
  ¿Cuánto es $\frac{1}{3}$ de 18 *brownies*?
  ¿Y si quieren repartirlos por igual entre 6 personas?
  ¿Cuánto es $\frac{1}{6}$ de 18 *brownies*?
- Tres personas comparten una pizza. $\frac{1}{3}$ de la pizza tiene champiñones, $\frac{1}{3}$ tiene *pepperoni* y $\frac{1}{3}$ tiene cebolla. ¿Cómo podría ser la pizza?

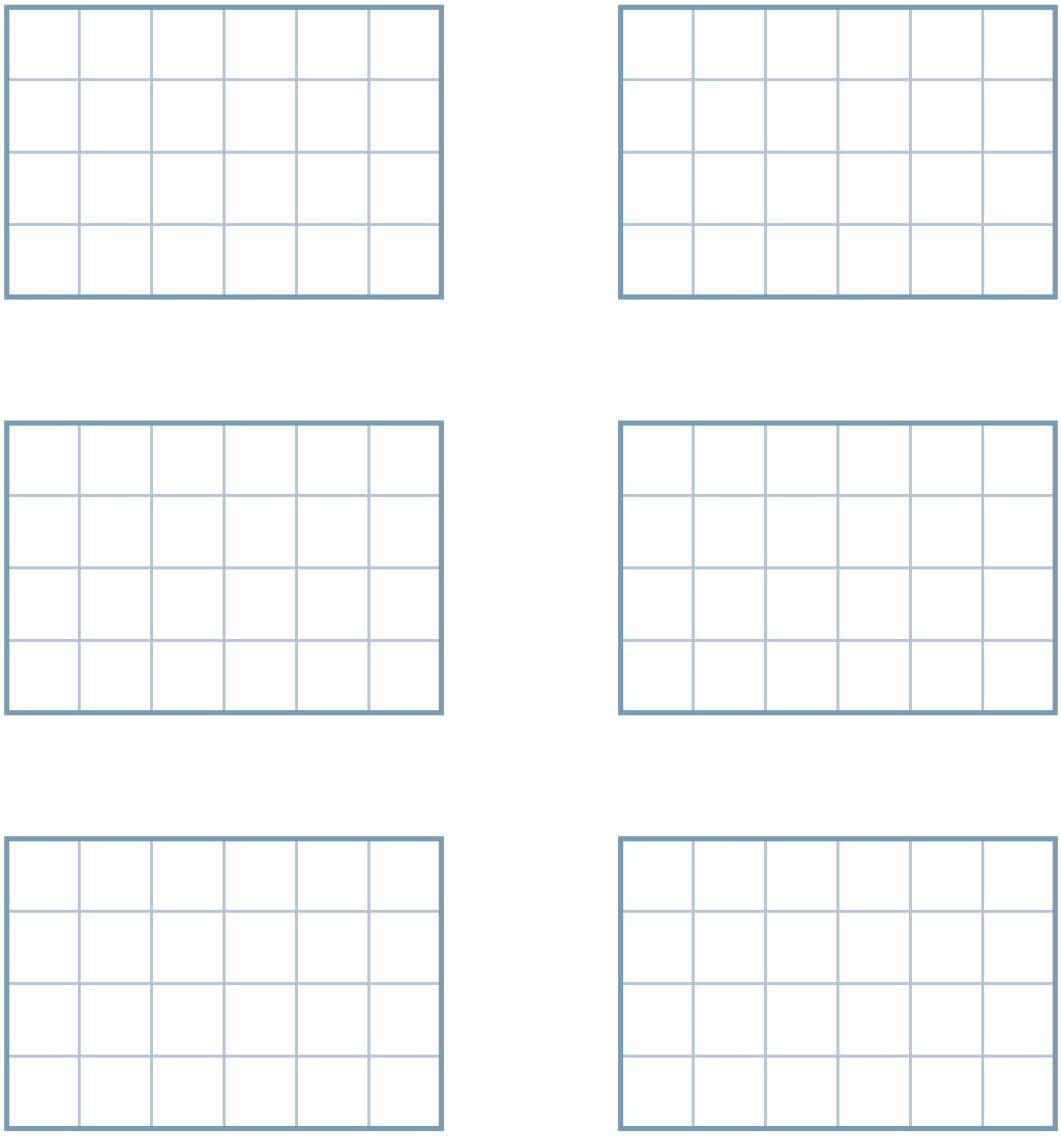
Fracciones en la cocina Cocinar es otra gran manera de aprender sobre fracciones. Haga a su hijo(a) preguntas como: "¿Cómo podemos medir $\frac{3}{4}$ de taza?". Miren juntos cómo aparecen las fracciones en una taza de medir. Duplicar recetas o reducirlas a la mitad puede ayudar a su hijo(a) a entender relaciones como $\frac{1}{3}$ de taza $+ \frac{1}{3}$ de taza $= \frac{2}{3}$ de taza o $2 \times \frac{1}{3}$ de taza $= \frac{2}{3}$ de taza.

NAME _____ DATE _____

Halves, Fourths, and Eighths

Shade in each fraction on one of the rectangles. Label the fraction on each rectangle.

$\frac{1}{4}$ $\frac{1}{2}$ $\frac{2}{2}$ $\frac{3}{4}$ $\frac{1}{8}$ $\frac{7}{8}$



NOTE

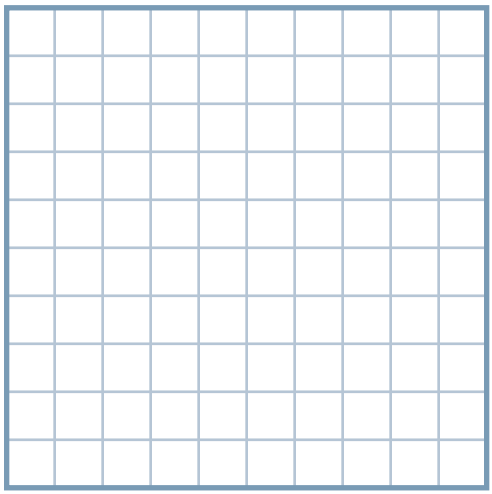
Students represent fractions on 4 × 6 rectangles.
MWI **Fractions of an Area**

NAME _____ DATE _____

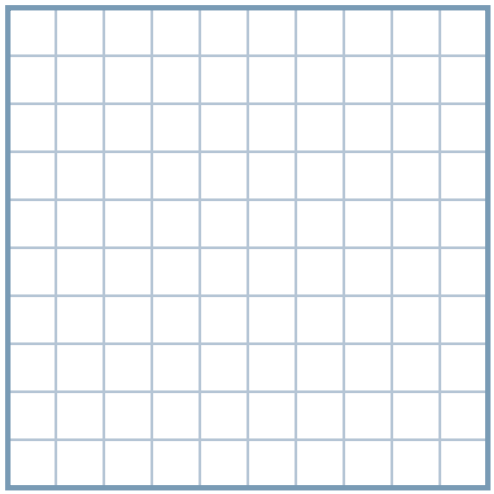
Showing Decimals on a 10 × 10 Square

Show the following decimal numbers on the squares below by shading in each amount. Each large square represents 1.

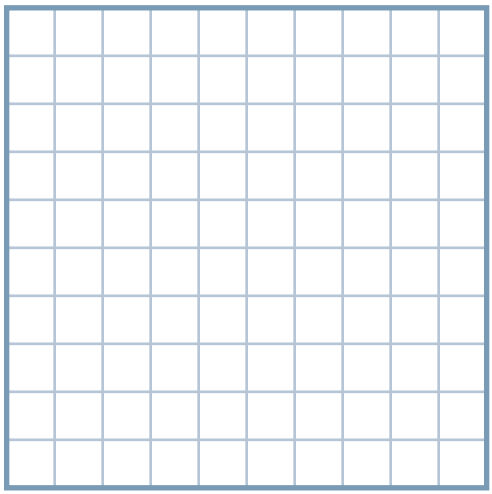
1. 0.7



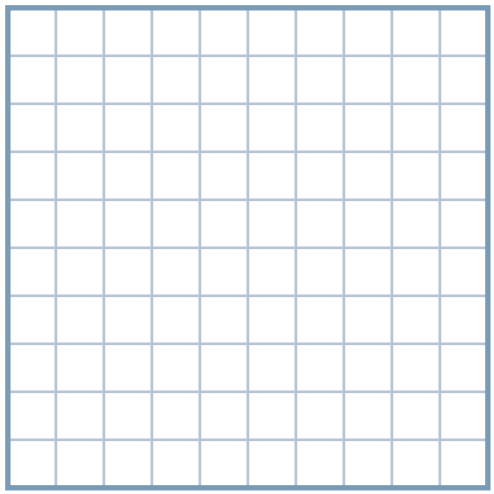
2. 0.75



3. 0.5



4. 0.38



NOTE

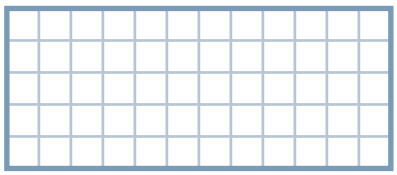
Students shade in squares to represent decimal numbers.
MWI **Representing Decimals**

NAME DATE

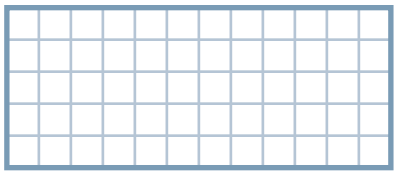
Are These Fractions Equivalent?

Decide whether the following fractions are equivalent or not. Explain or show how you know. You can use the rectangles to help you.

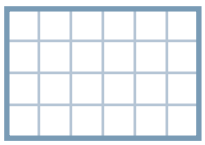
1. Does $\frac{2}{3} = \frac{8}{12}$?
How do you know?



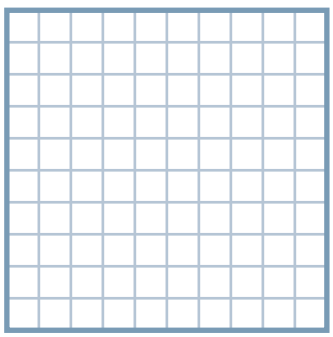
2. Does $\frac{2}{6} = \frac{5}{12}$?
How do you know?



3. Does $\frac{3}{6} = \frac{5}{8}$?
How do you know?



4. Does $\frac{4}{10} = \frac{2}{5}$?
How do you know?



NOTE

Students decide if a pair of fractions are equivalent and show their reasoning.
MWI **Generating Equivalent Fractions**

NAME _____ DATE _____

Fill-In Fractions

Fill in the box for each fraction so that it represents the amount stated for each box. The first fraction has been done for you.

1 Less than $\frac{1}{2}$

$\frac{3}{8}$ $\frac{3}{\square}$ $\frac{\square}{5}$

2 $\frac{1}{2}$

$\frac{\square}{4}$ $\frac{5}{\square}$ $\frac{\square}{12}$

3 Between $\frac{1}{2}$ and 1

$\frac{2}{\square}$ $\frac{\square}{6}$ $\frac{3}{\square}$

4 1

$\frac{\square}{3}$ $\frac{\square}{8}$ $\frac{2}{\square}$

5 Between 1 and $1\frac{1}{2}$

$\frac{\square}{8}$ $\frac{6}{\square}$ $\frac{5}{\square}$

6 More than $1\frac{1}{2}$

$\frac{5}{\square}$ $\frac{\square}{3}$ $\frac{4}{\square}$

NOTE

Students write fractions that are equal to or between landmarks.

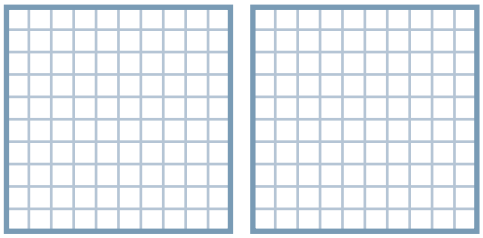
MWI **Fractional Parts**

NAME _____ DATE _____

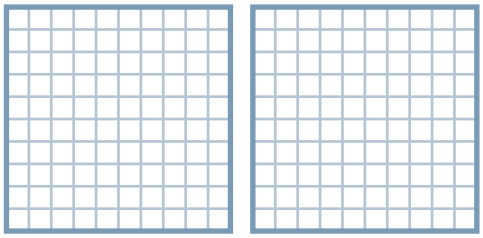
Comparing Decimals

Place a symbol (< or >) in the box to compare the decimals.
You can use the 10 × 10 squares to help you.

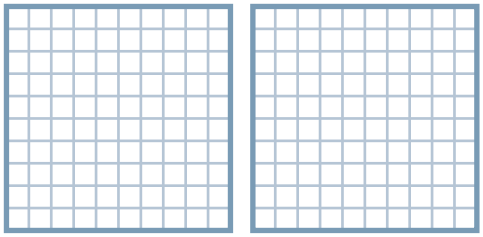
1. 0.37 ☐ 0.4



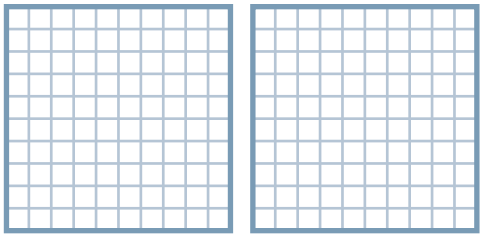
2. 0.9 ☐ 0.74



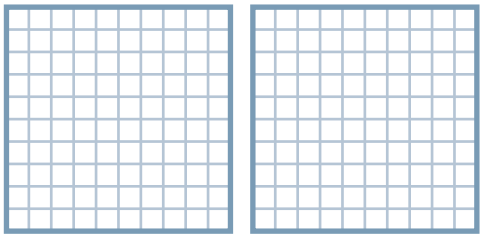
3. 0.91 ☐ 0.53



4. 0.46 ☐ 0.7



5. 0.65 ☐ 0.82



NOTE

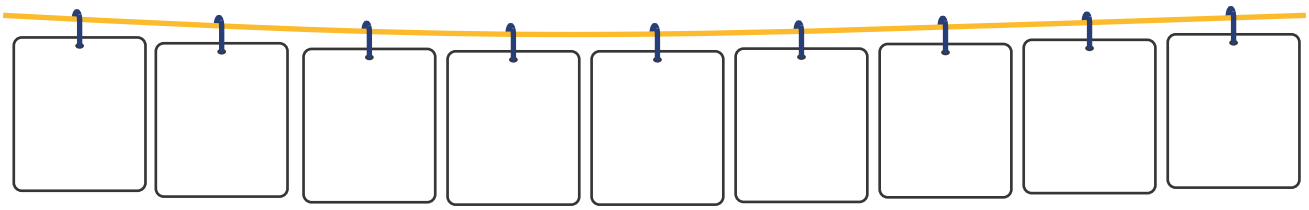
Students decide which of two decimals is greater.
MWI **Comparing Decimals**

NAME _____ DATE _____

Ordering Decimals

Put these decimals in order from least to greatest. Use the clothesline below to order them.

0.85	0.35	1.2
0.15	0.4	1.35
0.6	0.55	0.9



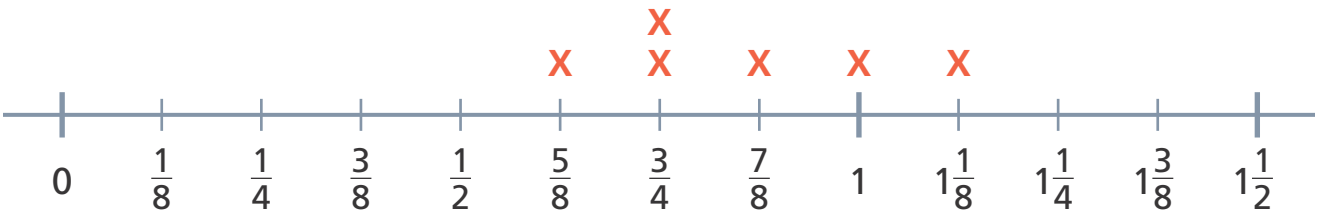
NOTE

Students put decimals in order from least to greatest.
MWI **Comparing Decimals**

NAME _____ DATE _____

Pepper's Puppies

Cheyenne's dog, Pepper, had puppies. Cheyenne recorded their weights on the line plot below.



Weights of Pepper's Puppies (pounds)

Solve each problem and show your work.

1. Two puppies weighed the same amount. What was the total weight of the two puppies?

2. How much more did the heaviest puppy weigh than the lightest puppy?

3. The heaviest puppy gained $\frac{4}{8}$ of a pound in its first month. How much did it weigh after the first month?

NOTE

Students solve addition and subtraction problems involving fractions and mixed numbers using data given on a line plot.

MWI **Adding and Subtracting Mixed Numbers**

NAME _____ DATE _____

Which Is More?

Place a symbol ($<$ or $>$) in the box to compare the decimals.
Explain how you figured out which is more.

1. 0.5 ☐ 0.45

2. 0.10 ☐ 0.01

3. 0.05 ☐ 0.5

NOTE

Students work with and compare some common decimals in order to decide which number is greater.

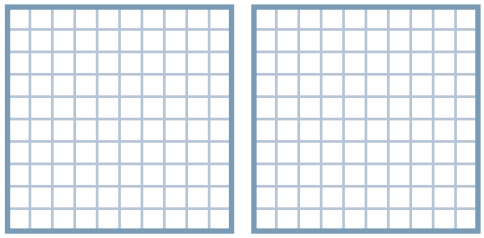
MWI **Comparing Decimals**

NAME _____ DATE _____

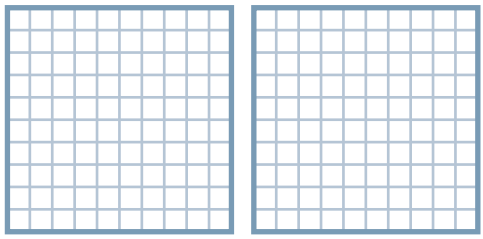
Adding Tenths and Hundredths

Solve each problem. Use the 10 × 10 squares to show your work.

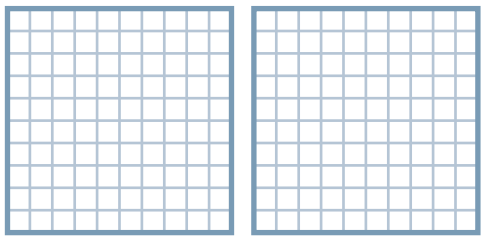
1. $\frac{24}{100} + \frac{5}{10} =$ _____



2. $\frac{52}{100} + \frac{65}{100} =$ _____



3. $\frac{8}{10} + \frac{48}{100} =$ _____



NOTE

Students represent and add tenths and hundredths.
MWI **Adding Tenths and Hundredths**

NAME _____ DATE _____

Multiplying Fractions

Solve each problem and show your solution.

1. Mr. Stein bikes to work. The round trip distance he bikes each day is $\frac{7}{8}$ of a mile. What is the total distance he bikes in 5 days?

2. Each week, Sabrina's cat eats $\frac{4}{5}$ of a bag of cat food. How many bags of cat food does her cat eat in 7 weeks?

3. $9 \times \frac{6}{8} =$ _____

4. $5 \times \frac{8}{12} =$ _____

NOTE

Students solve problems involving multiplication of fractions and whole numbers.
MWI **Multiplying Fractions by Whole Numbers**

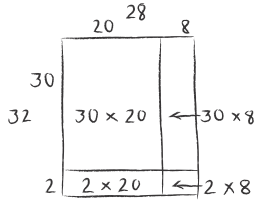
NAME DATE

About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about multiplication and division called *How Many Packages and Groups?*. In this unit, students build on the work they did in Unit 3. Students solve multiplication and division problems with larger numbers and share a variety of solution strategies.

Throughout the unit, students work toward these goals:

Benchmarks/Goals	Examples
Multiply two 2-digit numbers and up to a 4-digit number by a 1-digit number.	The Sunshine Fruit Company sells apples in boxes that hold 28 apples. Sam Brown ordered 32 boxes for his grocery store. How many apples does Mr. Brown have to sell?  32 × 28 30 × 20 = 600 2 × 20 = 40 30 × 8 = 240 2 × 8 = 16 600 + 40 + 240 + 16 = 896
Solve division problems with up to 4-digit dividends and 1-digit divisors.	1,004 children signed up to play in the Smith City youth basketball league. 8 children will be placed on each team. How many teams of 8 players will there be? 1,004 ÷ 8 8 × 100 = 800 (1,004 − 800 = 204) 8 × 20 = 160 (204 − 160 = 44) 8 × 5 = 40 100 + 20 + 5 = 125 125 teams with 4 left over players.

NAME DATE

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Solve measurement and conversion problems.	Amelia is running a 3-kilometer race. She has run 575 meters so far. How much farther does she need to run to finish the race? (There are 1,000 meters in a kilometer.)

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is most important that children accurately and efficiently solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

Please look for more information and activities about *How Many Packages and Groups?* that will be sent home in the coming weeks.

NAME DATE

Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the multiplication and division unit *How Many Packages and Groups?*. You can use the activities to enrich your child's mathematical learning experience.

Everyday Multiplication and Division Situations Think about when you use multiplication and division in your everyday life and enlist your child's help in solving these problems. Here are some examples:

- When you plan a family reunion for 45 people, you may need forks that come in packages of 8. How many packages do you need?
- As the coach of the school soccer team, you need to order drinks. There are 18 children on the team and 12 games during the season. Each child has 1 drink at each game. How many drinks does the school need to buy for the season? Ask your child to explain the strategies used to solve such problems.

How Did You Solve That? Encourage your child to explain his or her strategies for multiplying and dividing numbers. Students will be encouraged to develop more than one way to solve a problem and to use methods that are based on understanding numbers and their relationships. Some of these methods may not be the ones you learned in school, but you may recognize some of them as methods you use in your daily life. One of the most important things you can do is to show genuine interest in the ways your child solves problems, even if they are different from your own.

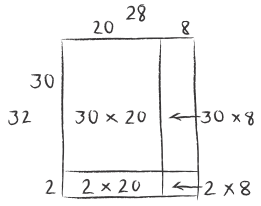
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una unidad sobre la multiplicación y la división llamada *¿Cuántos paquetes? ¿Cuántos grupos?* En esta unidad, los estudiantes ampliarán el trabajo que hicieron en la Unidad 3. Los estudiantes resolverán problemas de multiplicación y división con números más grandes y compartirán diferentes estrategias de solución.

A lo largo de la unidad, los estudiantes trabajarán para alcanzar los siguientes objetivos:

Puntos de referencia/ Objetivos	Ejemplos
Multiplicar dos números de 2 dígitos y un número de hasta 4 dígitos por un número de 1 dígito.	La Compañía de Frutas Sunshine vende manzanas en cajas que contienen 28 manzanas. Sam Brown compró 32 cajas para su tienda de abarrotes. ¿Cuántas manzanas tiene para vender el Sr. Brown?  32 × 28 30 × 20 = 600 2 × 20 = 40 30 × 8 = 240 2 × 8 = 16 600 + 40 + 240 + 16 = 896
Resolver problemas de división con dividendos de hasta 4 dígitos y divisores de 1 dígito.	1,004 estudiantes se inscribieron para jugar en la liga juvenil de básquetbol de Smith City. Se asignarán 8 estudiantes a cada equipo. ¿Cuántos equipos de 8 jugadores habrá? 1,004 ÷ 8 8 × 100 = 800 (1,004 − 800 = 204) 8 × 20 = 160 (204 − 160 = 44) 8 × 5 = 40 100 + 20 + 5 = 125 125 equipos con 4 jugadores sobrantes.

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia/ Objetivos	Ejemplos
Resolver problemas de medición y conversión.	Amelia corre una carrera de 3 kilómetros. Hasta ahora, ha corrido 575 metros. ¿Cuánto más necesita correr para terminar la carrera? (Hay 1,000 metros en 1 kilómetro).

En nuestra clase de matemáticas, los estudiantes discuten los problemas a fondo y se les pide que comenten sus ideas y soluciones. Es muy importante que los estudiantes resuelvan problemas de matemáticas correctamente y de manera eficiente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando.

Puede encontrar más información y actividades de *¿Cuántos paquetes? ¿Cuántos grupos?* en los materiales que se enviarán al hogar en las próximas semanas.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de la unidad sobre la multiplicación y la división llamada *¿Cuántos paquetes? ¿Cuántos grupos?* Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Situaciones de multiplicación y división de la vida diaria Piense en momentos en los que usa la multiplicación y la división en su vida diaria y pídale ayuda a su hijo(a) para resolver estos problemas. Estos son algunos ejemplos:

- Cuando planifican una reunión familiar para 45 personas, pueden necesitar tenedores que vienen en paquetes de 8. ¿Cuántos paquetes necesitan?
- Como entrenador del equipo de futbol de la escuela, necesita hacer pedidos de bebidas. Hay 18 estudiantes en el equipo y 12 partidos en la temporada. Cada estudiante bebe 1 bebida en cada partido. ¿Cuántas bebidas debe comprar la escuela para la temporada? Pida a su hijo(a) que le explique las estrategias que se usan para resolver esos problemas.

¿Cómo lo resolviste? Anime a su hijo(a) a que le explique sus estrategias para multiplicar y dividir números. Se animará a los estudiantes a desarrollar más de una manera de resolver un problema y a usar métodos basados en la comprensión de los números y sus relaciones. Algunos de estos métodos pueden ser diferentes de los que usted aprendió en la escuela, pero es posible que reconozca algunos de ellos como métodos que usa en su vida diaria. Una de las cosas más importantes que puede hacer es mostrar un interés genuino en las maneras en las que su hijo(a) resuelve los problemas, aunque sean diferentes de las que usted usa.

NAME _____ DATE _____

More or Less?

Without actually solving each problem, decide whether the answer to each problem is more or less than the landmark numbers below each problem. Answer "yes" or "no" on the line next to each question.

1 28×4

More than 100? _____

More than 200? _____

2 30×13

More than 300? _____

More than 600? _____

3 26×43

More than 500? _____

More than 1,000? _____

Less than 1,500? _____

4 Choose one of the problems above and make a close estimate. Write about how you made your estimate, including what numbers you used to help you estimate.

NOTE

Students practice estimation strategies that include rounding to landmark numbers and using what they know about multiplication facts and multiplying by a multiple of 10.
MWI **Strategies for Solving Multiplication Problems**

NAME _____ DATE _____

More Related Problems

Solve each pair of problems below. Show your solution for the second problem in each pair.

1 $14 \times 20 =$
$14 \times 19 =$

This is how I solved 14×19:

2 $30 \times 25 =$
$28 \times 25 =$

This is how I solved 28×25:

3 $35 \times 30 =$
$35 \times 29 =$

This is how I solved 35×29:

4 $50 \times 40 =$
$50 \times 38 =$

This is how I solved 50×38:

NOTE

Students practice solving problems in which one factor is 1 or 2 away from a multiple of 10. Sometimes it is helpful to solve problems like these by changing that factor to a nearby multiple of 10 and adjusting the answer.
MWI **Multiplication Cluster Problems**

NAME _____ DATE _____

Writing a Division Story Problem

1 Choose one of the division problems below and circle it. Write a story problem to go with it. Then solve the division problem, and show your solution. (You may do more than one problem if you have time.)

144 ÷ 8 135 ÷ 9 169 ÷ 13

Story problem:

Solution:

Ongoing Review

2 Richard had $6.47. He spent $4.28 on a poster. How much money does Richard have left?

Ⓐ $10.75 Ⓑ $2.29 Ⓒ $2.19 Ⓓ $1.19

NOTE

Students have been working on solving division problems with 2-digit and 3-digit dividends. It is often helpful to think of a division problem in a story context.

MWI **Division Situations**

NAME _____ DATE _____

Closest Estimate

Circle the closest estimate.

1	1,788 × 4 ≈	700	6,000	7,000
2	3,421 ÷ 6 ≈	500	600	700
3	2,109 × 5 ≈	10,000	12,000	100,000
4	1,770 × 8 ≈	10,000	12,000	14,000
5	5,738 ÷ 3 ≈	190	1,900	18,000
6	6,525 ÷ 9 ≈	700	800	900

NOTE

Students estimate products and quotients.
MWI **Place Value: Large Numbers**

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4th Grade Computer Science & Integrated Technology "Unplugged" Lessons!

Students can choose to do 1 or 2 items each week from the choice board below.

Computer Science & Integrated Technology	Innovative Designer	Digital Citizen	Creative Communicator	Computational Thinker
WEEK 1 April 20 – April 24	Fold a piece of paper different ways to see how to make it fall faster	Explain to a family member why it is important to have a secure password	Have a parent share about a favorite video game from their childhood	Draw and name as many computer parts as you can
WEEK 2 April 27 – May 1	Make something from empty paper towel or toilet paper rolls	Draw your own "digital footprint"	Write instructions to make a sandwich and let someone follow them exactly	Name the eight home row keys on a keyboard without looking
WEEK 3 May 4 – May 8	Make a blueprint of your house	Create a list of rules to help your family have device-free moments	Play a card game that involves numbers and letters and share how you might change the rules of the game	Learn about a computer scientist of your choice
WEEK 4 May 11 – May 15	Fix a broken toy (instead of throwing it away)	Share with a family member why it is important to not share private information online	Draw 20 circles and turn each into something (pizza, planets, wheels, etc.)	Play Checkers or Chess
WEEK 5 May 18 – May 22	Draw a picture using only triangles and rectangles	Visit the website www.commonsense.org/family-tips-on-privacy and learn something new online privacy	Find something in your house that you have to program or set up. Write about it, or draw a picture	Calculate how many books would reach your ceiling or fill your room
WEEK 6 May 25 – May 29	Watch an episode of "How Its Made" from the Science Channel	Create a "Digital Citizen SuperHero" and describe what they do to be an upstander and a super digital citizen!	Have a family member help you find the oldest item in your house and write a story about when the item was new.	Name one computer input device and one computer output device, and what they do

We all miss you and look forward to seeing you again!

Our contact information:

Bordewich Elementary: Mr. Crittenden - jcrittenden@carson.k12.nv.us
Empire Elementary: Mr. Koop - jakoop@carson.k12.nv.us
Fremont Elementary: Mr. Ellis - kellis@carson.k12.nv.us
Fritsch Elementary: Mrs. Waltz - iwaltz@carson.k12.nv.us
Mark Twain Elementary: Ms. Bobula - tbobula@carson.k12.nv.us
Seeliger Elementary: Mr. Dineen - ddineen@carson.k12.nv.us

Elementary PE Activity Calendar

Students: As we continue remote learning during this uncertain time, your PE teachers would like you to understand that one of our biggest goals in teaching is to get you to love movement and learning through movement. As we conclude this school year, please use this calendar below as a starting point, at least one time during the day, if not more, to be physically active. As you do these activities, please take this time to learn what you enjoy doing. This is a perfect time in your life to develop a love of physical activity. We want you to love it. So, please try different activities. Please create your own activity. Being physically active while being asked to stay at home is an important part of your overall health, both physically and mentally. We miss you, we think about you and we can't wait to see you again. Should you have any questions, please email your PE teacher listed below; we would be glad to help you in any way.
Parents, we encourage you to continue to email pictures of your children doing these activities as we truly miss their smiles.

INSTRUCTIONS: Choose at least one activity from each day. Check box when completed.
Below are the standards we are focusing on during this time. Please stay active and be safe.
Standards: 1.2.4 & 1.5.4 "Demonstrate safe practices while participating in physical activities."
Standards: 3.2.2 & 3.5.2 "Demonstrate healthy activity patterns by participating in physical activity."

Contact(s):
Fritsch Elementary: bhenry-herman@carson.k12.nv.us
Bordewich Elementary: lhurzel@carson.k12.nv.us
Mark Twain Elementary: ckaten@carson.k12.nv.us
Student Support Services: vmidboe@carson.k12.nv.us
Empire Elementary: mgardner@carson.k12.nv.us
Fremont Elementary: drand@carson.k12.nv.us
Seeliger Elementary: thornemann@carson.k12.nv.us

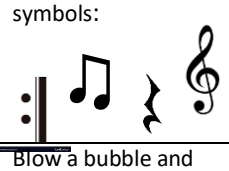
	Monday	Tuesday	Wednesday	Thursday	Friday
April 20-24	❑ Watch your favorite TV show, during commercials run in place. ❑ Crab walk to another room. ❑ Have a dance party to at least one song. ❑ Physical activity of your choice.	❑ How long can you balance on one leg? Try both sides. ❑ Go for a fifteen-minute walk. ❑ Jump rope thirty times, with or without a rope. ❑ Physical activity of your choice	❑ Create your own game. ❑ Thirty jumping jacks. ❑ Hold a plank as long as you can. ❑ Physical activity of your choice	❑ Read a book while doing a wall-sit. ❑ Take a walk. ❑ Perform daily stretches. ❑ Physical activity of your choice	❑ Walk straight lines, walk curved lines, and then walk backward. ❑ How many push-ups can you do? ❑ Complete a chore around the house. ❑ Physical activity of your choice
April 27 - May 1	❑ Do ten burpees. ❑ Play a vigorous game of hide and seek. ❑ Draw different formations of lines with chalk on your sidewalk/drive-way and balance on them. ❑ Physical activity of your choice	❑ Toss with a partner or self-toss an object (underhand). ❑ Do planks during commercials while watching your favorite show. ❑ Go outside for a walk and find five things that start with the first letter of your first name. ❑ Physical activity of your choice	❑ Jump side to side over an object or line. ❑ Crawl like a seal: lay on your stomach and use your arms to pull your body along. ❑ Bear crawl for 1-3 minutes. ❑ Physical activity of your choice	❑ 30 squats. ❑ Practice juggling with empty plastic bags; toss, toss, catch, catch. ❑ 20 front kicks, 3 times throughout the day. ❑ Physical activity of your choice	❑ Go for a walk and find three things that make you smile. ❑ Lunge to a destination and bear crawl back. ❑ Do as many wall push-ups as you can. Do three times throughout the day. ❑ Physical activity of your choice

	Monday	Tuesday	Wednesday	Thursday	Friday
May 4-8	❑ Play a game with your family. ❑ Play a song and make up a dance. ❑ Balance a book on your head and walk around the house. ❑ Physical activity of your choice	❑ 64 basketball jump shots with or without a ball. ❑ Make a ball out of a sock and play toss and catch. ❑ Skip around your house. ❑ Physical activity of your choice	❑ Have a sit-up or curl-up challenge with a partner. ❑ Roll a ball at an empty can and see how many times you can knock it over in a minute. ❑ Spell your first and last name while doing jumping jacks. ❑ Physical activity of your choice	❑ Have a plank challenge with a partner. ❑ Practice your bottle flip, outside preferred. ❑ Stand in front of a mirror and flex every muscle you can think of. ❑ Physical activity of your choice	❑ Stretch all your body parts. ❑ While laying on your back see how long you can keep your legs in the air. Legs straight and off the ground. ❑ Do three sets of twenty bicycle crunches in one day. ❑ Physical activity of your choice
May 11-15	❑ Dribble a ball for fifteen minutes. ❑ Juggle and/or kick a ball around with your feet. ❑ Go for a ten-minute walk. ❑ Physical activity of your choice	❑ Pretend hula hoop to a song. ❑ High knees or marches to a song. ❑ Hold a squat and/or wall-sit for as long as you can. Perform three times throughout the day. ❑ Physical activity of your choice	❑ How long can you hold your arms out in front of you? Perform three times. ❑ Balance on your various body parts. ❑ Rock-paper-scissors with a partner. The loser does 5 jumping jacks. Winner gets a drink. Play multiple rounds. ❑ Physical activity of your choice	❑ Jump over an object twenty times. ❑ Pretend there is a puddle in front of you. Practice jumping in it, over it, around it, etc. ❑ Throw sock balls into a laundry basket, repeat multiple times. ❑ Physical activity of your choice	❑ Make up a dance to a song. ❑ Make bubbles and chase them around the yard. ❑ Go on a ten-minute walk. ❑ Physical activity of your choice
May 18-22	❑ Have a scavenger hunt in your house. ❑ Go on a walk with your family. ❑ Volley a balloon. How many times can you keep it up? ❑ Physical activity of your choice	❑ Frog hop or leapfrog around your house. ❑ Flutter like a butterfly around your house. ❑ Crab walk around your house. ❑ Physical activity of your choice	❑ Set up your own obstacle course. ❑ Make a jump rope and jump. Try different supplies to make one. ❑ Get on some wheels (with your helmet) and cruise around safely. ❑ Physical activity of your choice	❑ Waddle like a penguin and swim like a fish. ❑ Jump from room to room. ❑ Show me your ninja moves. ❑ Physical activity of your choice	❑ Pop like popcorn and melt like a popsicle. ❑ Jungle yoga: stand like a lion, hang like a monkey, and sit like a panda. ❑ Pretend to be a PE teacher and make up a routine for someone. ❑ Physical activity of your choice

	Monday	Tuesday	Wednesday	Thursday	Friday
May 25-29	HOLIDAY Enjoy the break!	❑ Go for a walk. Time yourself how fast you can walk around your house. ❑ Bounce pass a ball with a partner. Dribble and toss the ball back and forth. ❑ Volley a ball or balloon with someone. ❑ Physical activity of your choice	❑ Google: "Minute to Win It" games and play one with your family. ❑ Go for a hike. ❑ Go for a walk and find 5 yellow things. ❑ Physical activity of your choice.	❑ Toss and catch a penny or other coin. ❑ Take a mindful minute. (i.e. breathing, relaxation, etc) ❑ Drink six cups of water today. ❑ Physical activity of your choice.	❑ Eat healthy today. ❑ Do bicep curls with a can or other items. ❑ How far can you roll a ball? Roll a ball 5 times as far as you can. ❑ Physical activity of your choice.
6/1 - 6/3	Physical activity that makes your heart beat fast.	Physical activity that makes you sweat.	Physical activity that makes you happy.		

4th Grade Music Lessons!

Students can choose to do 1 or 2 items each week from the choice board below.

M	U	S	I	C
WEEK 1 April 20 – April 24	Listen to a song and draw how it makes you feel.	Create a picture using the following music symbols: 	Improvise a rhythm by clapping a pattern as you keep with the beat of a song. Any song will work.	Read a book with a music theme. Examples include: *Never Play Music Right Next to the Zoo*, and *The Remarkable Farkle McBride*
WEEK 2 April 27 – May 1	Close your eyes and listen to music from a cartoon or movie. Can you tell what is happening with the music used? How does it make you feel?	Blow a bubble and follow it with your voice. (When the bubble rises in the air, your voice should rise, too!)	Find a piece of music with two sections (A and B) and create different dance moves for each section. Example: The Chicken Dance!	Sing a song in a loud voice. Sing a song in a soft voice. Which is your favorite?
WEEK 3 May 4 – May 8	Take a listening walk (inside or outside) and list all of the sound you hear around you. Then create a sound sequence. Example: Tweet, Tweet, Zoom, Woof!	Have someone read you a story. Add sound effects using your voice and household items.	Mirror Game: Find a partner and stand face to face. While gentle music plays, one of you move to the music. The other person copies their partners' moves, like a reflection.	Call a friend and hum the melody of a song that you have sung in music class. See if they can figure out the song.
WEEK 4 May 11 – May 15	Have a parent sing you a favorite song from their childhood.	Create a musical instrument out of household items (like cans, boxes, utensils, etc.). Experiment with the different sounds it makes and ways you can play it.	Put on some music and march, skip, or hop to the beat. Change your movement when the music changes.	Sing and Dance to your favorite song for your family or pets!
WEEK 5 May 18 – May 22	Make a Moodle: Choose a song to listen to. Draw a picture while you listen. Show your moodle to someone and have them guess what they think the song was about.	Find some things in your home that can be used as an instrument. CHALLENGE: Can you find instruments that you can hit, shake, or scrape?	Teach somebody your favorite dance moves!	Play an instrument you have, or an instrument you make, for your family or a pet.
WEEK 6 May 25 – May 29	Listen to a favorite song and describe it in as much detail as possible. How fast/slow and loud/soft is it? What instruments do you hear? What is it about?	Learn some Beat Boxing Skills. (Beat Boxing is percussion sounds using your mouth, lips, tongue, and voice.)	Practice singing a song. Move your hand to show where it goes higher, lower, or stays the same.	Put on a concert for your family, either singing or playing and instrument.

We all miss you and look forward to seeing you and making music again! If you need to contact your music teacher, below are our email addresses and links to additional music resources you can use if you want even more music fun!

Bordewich- Mr. Catron- acatron@carson.k12.nv.us **Empire**- Ms. Robinson- crobinson@carson.k12.nv.us

Fremont- Mrs. Van Orman- sreynolds@carson.k12.nv.us **Seeliger**- Mr. Van Orman- dvanorman@carson.k12.nv.us

Fritsch- Ms. Witkowski- nwitkowski@carson.k12.nv.us or you can reach her on Class Dojo

Mark Twain- Mrs. Bourne- cbourne@carson.k12.nv.us or visit her school webpage https://bit.ly/2Vfofga or her YouTube Channel "Bourne to Teach Music"

BAND INTEREST FORM

Student Name: _____

4th Grade Teacher: _____

Are you interested in BAND next year? Circle one.

YES **NO**

If you circled yes, rank the following instruments from 1 to 7 where 1 is the instrument you most want to learn and 7 is the instrument you least want to learn.

_____ Flute

_____ Clarinet

_____ Saxophone

_____ Trumpet

_____ Trombone

_____ Baritone

_____ Percussion

** All school instruments are available on a first come, first serve basis and are subject to availability.*

_____ YES, I would like my child to participate in band next year. I am aware of the **$75 instrument fee** if I do not already have my own instrument at home.

_____ NO, I do not want my child to participate in band next year. (If this is a financial issue, please reach out to your music teacher as there may be options to help with this!)

Parent/Guardian Signature: _____

Email Address: _____

You can return this form to your music teacher by email or when you return to school.

Bordewich- Mr. Catron- acatron@carson.k12.nv.us **Empire**- Ms. Robinson- crobinson@carson.k12.nv.us

Fremont- Mrs. Van Orman- sreynolds@carson.k12.nv.us **Seeliger**- Mr. Van Orman- dvanorman@carson.k12.nv.us

Fritsch- Ms. Witkowski- nwitkowski@carson.k12.nv.us

Mark Twain- Mrs. Bourne- cbourne@carson.k12.nv.us

Carson City School District
1402 West King Street,
Carson City, Nevada 89703
(775)-283-2000 Phone
(775)-283-2090 Fax
CarsonCitySchools.com

Greetings to our WONDERFUL CCSD Families!

I am including some resources that may be helpful for you as we go through this time of being at home together with our families while working on mobile learning. There are some resources on dealing with emotions we are all having, such as anxiety and negativity. I am also including resources for reading since reading and dialoguing about what we read is a great way to support positive family time as well as to ensure your child is growing as a reader. So, I am providing some of the resources our GATE teachers have created as well as resources I have created which hopefully will be a way we can provide resources regarding some of the best loved books to read at home during this time. I included lists of books starting with recommendations from our 3rd grade GATE teachers, but I also included a list of books from one of our amazing kindergarten teachers, Michelle Cacioppo, so you have resources that extend from kinder through middle school.

In terms of "Where" are these resources, the book list created by our GATE teachers and myself will be in the grade level packets distributed to families. In order to save money on copies, the rest of the resources will be under "GATE Resources" on our district webpage for accessing mobile resources. So, both digital resources and paper resources are available to you.

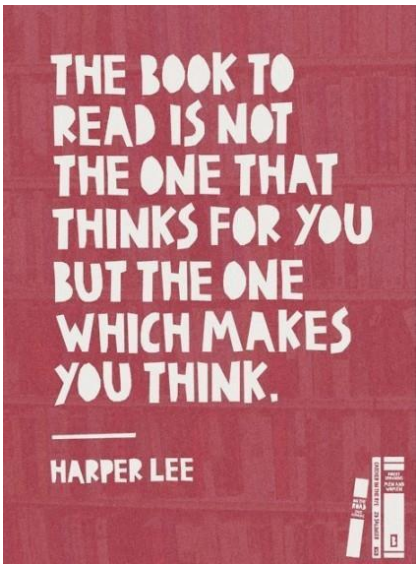
Stay safe, healthy, and happy reading☺!

Together in Education,

Joanna Kaiser
GATE Implementation Specialist, TOSA

Carson City School District's GATE Teachers

"Best Loved Books" List



Luonne Gerow, Fremont-3rd grade teacher

- **Charlotte's Web**
- **The One and Only Ivan**
- The BFG
- Lemonade War

Jana Raab, Fritsch-3rd grade teacher

- **The One and Only Ivan**
- **Charlotte's Web**
- The Green Book
- **I Survived Books**
- Cricket in Times Square
- Tales of a Fourth Grade Nothing
- Superfudge

Joanna Kaiser, GATE Implementation Specialist, 3rd grade teacher

- Because of Winne Dixie/**Charlotte's Web**
- The Miraculous Journey of Edward Tulane by Kate DiCamillo
- All Kate DiCamillo books
- Where the Red Fern Grows
- Summer of the Monkeys
- Fantastic Mr. Fox (all Roald Dahl books)
- Shiloh (and the Shiloh trilogy)
- Island of the Blue Dolphins
- Sarah, Plain, and Tall
- **Tales of a Fourth Grade Nothing**
- **Superfudge**
- **Percy Jackson and the Lightning Thief Series**
- **Harry Potter Series**
- **Chronicles of Narnia Series**

- **A Wrinkle in Time (Trilogy)**
- **I-Survived True Stories**
- Time for Kids Biographies-Theodore Roosevelt, Harriet Tubman, Jackie Robinson, Thomas Edison, Eleanor Roosevelt, Franklin D. Roosevelt, Benjamin Franklin, Henry Ford
- DK Readers: Thomas Edison, The Wright Brothers

Toni Nielsen, Seeliger-4th grade teacher

- Wonder
- Auggie and Me
- 365 Days of Wonder: Mr. Browne's Precepts (Wonder)
- Ugly…autobiography version of Wonder

Read Aloud ideas:

- What To Do with An Idea
- What To Do With A Chance
- What To Do With a Problem
- Rosie Revere Engineer
- The Most Magnificent Thing
- She Persisted
- Mistakes that Worked

Katrina Trautwein, Bordewich Bray-4th grade teacher

- The Wish Tree
- Out of My Mind
- The Secret Knowledge of Grown-ups
- Bridge to Terabithia

Stacie Brady, Mark Twain-5th grade teacher

- The Cay
- Artemis Fowl series
- **Chronicles of Narnia series**
- **Percy Jackson and all other Rick Riordan books**
- Redwall series
- Lord of the Rings/Hobbit series
- **The Giver**
- Frindle
- From the Mixed-Up Files of Mrs. Basil E. Frankweiler
- All books by EL Konigsburg
- **Harry Potter series**
- Hatchet
- Holes
- **I Survived Series**

Amy Jensen, Bordewich Bray-5th grade teacher

All of Stacie Brady's choices and…

- Among the Hidden

- The Rangers Apprentice (series)
- The Wednesday Wars

Susan Lowther, Seeliger-5th grade teacher

- **The Giver**
- The View from Saturday
- The Witch of Blackbird Pond

Greg Spriggs, EVMS-6th grade English teacher

- **A Wrinkle in Time**
- **Wonder**
- Schooled
- Hatchet
- **Where the Red Fern Grows**
- Treasure Island
- The Sword and the Circle: King Arthur and the Knights of the Round Table

Teneya Cramer, EVMS-7th and 8th grade English teacher

- **The Giver**
- The Outsiders
- **Wonder**
- The Book Thief
- The Diary of Anne Frank
- Bud, Not Buddy
- I am Malala
- Speak
- Refugee
- The House on Mango Street

Other Favorites:

Stargirl

A Long Walk to Water

Miracle's Boys

The Lions of Little Rock Millicent Min, Girl Genius Stanford

Wong Flunks Big Time

How do you make sure a book is at the right reading level?

1. Check out your child's MAP scores on the "Student Progress Report". This is easy for teachers to access, so if you don't have the report, ask your child's teacher.

2. Once you know which Lexile level range is right for your child, use this website to check books that are at the right level. https://fab.lexile.com/

3. Remember that we do not always choose books based on our Lexile level because sometimes we simply read a book for fun that may be in the "easy" range for our reading ability. So, make sure there is challenge, at the right Lexile level, but make sure you don't only stick to Lexile as a way to choose books.

Why is at-home reading essential to your child's success in school?

From Handbook of Reading Research, Volume IV

By fourth grade, Guthrie (2004) found that students reading at grade level engaged in an average of 60 minutes per day of reading during free time and homework and another 60 minutes per day during teacher-guided instruction. Fourth grade readers at the second grade level engaged in only 10 minutes per day of reading during free time and homework and spent only 20 in teacher-guided instruction. The amount of reading in these early years has been found to predict reading comprehension years later… Clearly, reading experience matters in developing fluent and strategic reading, but it is also likely to contribute to student's vocabulary, knowledge about the world, and understanding of features, and ways of engaging with, different kinds of written texts.