



Dear 3rd – 5th Grade Parents and Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete daily.



Reading (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access district resources such as [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*click library in top left corner*) and [Spanish story options](#) . Resources have both English and Spanish options available. Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



Writing (30 minutes)- if you have access to online resources, please visit [Scholastic Story Starters](#), [Story Jumpers](#) , or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story about their feelings, their thoughts about what they are reading, a letter, or an information piece about something on which they are an expert. Writing packet options are also available [here](#) for students to write about what they have read.



Math (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access Imagine Math. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#) and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



Social Studies (20 minutes) - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read articles and complete the quiz. Also visit [Education.com](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



Science (20 minutes)- if you have online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit [Optics for Kids](#) to learn about cool optical illusions and other activities. Visit [Ask a Biologist](#) for virtual field trips and activities. Science packet options are available [here](#).



Exercise (60 minutes a day) - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.

Estimados padres y tutores de 3º a 5º grado:

Mientras sus estudiantes están en casa, le pedimos que continúe colaborando con nosotros para garantizar aprendizaje. A continuación hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



Lectura (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*haga clic en la biblioteca en la esquina superior izquierda*) y [opciones de historias en español s](#). Los recursos tienen opciones disponibles en inglés y español. Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídeles que le cuenten de qué trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



Escritura (30 minutos)- si tienen acceso a recursos en línea favor de visitar a [Scholastic Story Starters](#), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia sobre sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta o una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura también están disponibles [aquí](#) para que los estudiantes escriban sobre lo que han leído.



Matemáticas (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Imagine Math. Una búsqueda de matemáticas se puede encontrar aquí [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#) y [Cool Math](#) para practicar y divertirse con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



Estudios Sociales (20 minutos) - si tiene acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a los recursos del distrito. También encontrará artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer artículos y completar el cuestionario. Visite también [Education.com](#), y [IXL](#) para actividades interactivas de estudios sociales. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










Ciencias (20 minutos)- - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Las opciones de paquetes de ciencias están disponibles [aquí](#).










Ejercicio (60 minutos al día): es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.









<p>Access these programs from Clever at https://www.clever.com/in/maywood89</p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access


If you need login assistance with login information, contact your teacher through [email](#).






Additional Resource Links






Reading	
	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
	https://www.thespanishexperiment.com/stories Children's stories in Spanish
	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
	https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	https://www.tweentribune.com/ Informational text at different grade levels
	https://stories.audible.com/start-listen Free audiobooks for PreK-High school students



Online Magazines	
	Time for Kids http://www.timeforkids.com
	Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish
	Highlights Kids https://www.highlightskids.com/
	Sport Illustrated Kids http://www.sikids.com
	National Geographic Kids http://kids.nationalgeographic.com



Writing	
	http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level
	https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

Math	
	https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers
	https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas
	https://www.khanacademy.org/math K-8 Practice early math through grade 8
	https://www.ixl.com/ K-8 Practice early math through grade 8
	https://www.mathgames.com/math-games.html K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	https://www.eia.gov/kids/ Information and games about energy
	https://www.optics4kids.org/illusions Optical illusions
	https://blockly.games/ Programming games for kids
	https://www.education.com/activity/social-studies/ Social Studies activities by grade level

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

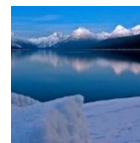
Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)
[Death Valley National Park](#)
[Denali National Park](#)
[Everglades National Park](#)
[Glacier National Park](#)
[Grand Canyon National Park](#)
[Great Smoky Mountain National Park](#)
[Redwood National and State Parks](#)
[Rocky Mountain National Park](#)
[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)
[San Diego Zoo](#)
[Animal Planet Live](#)
[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live
[Seattle Aquarium](#): YouTube virtual field trip and lesson
[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)
[Pompeii](#)
[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.
Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)
[Splash Mountain](#)
[Test Track](#)
[Expedition Everest](#)
[Rock n Roller Coaster](#)
[Soarin'](#)
[Seven Dwarfs Mine Train](#)
[Rise of the Resistance](#)
[Mickey and Minnie's Runaway Railway](#)
[Slinky Dog Dash](#)
[Millenium Falcon/ Smuggler's Run](#)



Student eLearning Activities Log Week 5 – April 21 - 24

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:		Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video	Imagine Math Reading packet Math packet Art project Science experiment Raz-Kids Lexia
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 5 del 21 de abril al 24 de abril

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:		Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexía	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	Imagine Math Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexía
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Name _____

rotates

crescent

sliver

astronomer

telescope

series

phases

specific

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

1. A ball that *rotates* bounces up and down.

2. A thin, pointed piece of wood that has been broken might be called a *sliver*.

3. A *crescent* is shaped in a curve, with a thin middle and wider ends.

4. Something that happens in *phases* happens in different stages.

5. An *astronomer* studies the oceans and sea life.

6. A *telescope* is an instrument that makes things that are close look smaller.

7. Someone who is very *specific* does not know what they want.

8. A set of books that follows a superhero's adventures might be called a *series*.

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Cause	→	Effect
	→	
	→	
	→	
	→	

Name _____

Read the passage. Use the ask and answer questions strategy to understand new information in the text.

Stars

12 Long ago, people thought that stars were lights on a big dome
25 over Earth. The stars seemed to move each night across the sky. As
39 a result, it looked as if the dome were turning around Earth. But now
53 we know that this is not true. Stars are big glowing balls of plasma.
65 Plasma is the fourth state of matter. Some stars look like small
specks. Most are far, far away and can't be seen with the naked eye.

79 What Is a Star?

83 Stars are made of many plasmas. One of them is hydrogen. As you
96 can imagine, a star's core is very hot. When lots of pressure squeezes
109 the star's hot center, the hydrogen turns into helium. Lots of energy is
122 then made. As a result, the star shines a bright light through space.

135 When you look up at the stars, you may think that most of them
149 give off a white light. Look again. Stars lie on a color spectrum. This
163 range of colors goes from red to yellow to blue. What does this mean?
177 Well, blue stars are hotter than the rest. Let's compare the two stars
190 Betelgeuse (BEE-tehl-jooz) and Rigel (RIGH-jehl). Betelgeuse is red
198 and Rigel is blue. The blue star has the higher core temperature.

Name _____

The Sun

The sun is a star that rests at the center of our solar system. It looks bigger than other stars. But that is only because it's closer to Earth. If you compare the true size of the sun to the size of other stars, you will find out that the sun is quite average. It is not as bright as many other stars. But the sun does a huge job for such a small star. It gives Earth most of the energy it needs to support life. Without the sun, Earth would be a mostly lifeless rock that floats in space!

Turning Out the Lights

Stars do not last forever. After billions of years, a star will use up all its hydrogen. A small star will then stop shining. This will happen to the sun one day. Of course, this won't happen for billions of years.

A large star, though, ends in an explosion. This explosion is called a supernova (soo-per-NO-va). Next, all of the star's material gets crushed. The star stops shining. Very large stars then become black holes. In a black hole, the crushed material gets so heavy that it makes a strong inward pull. This pull sucks in anything that gets near it. Even light can't escape it!

The sun and other stars have amazed astronomers for years. Stars light up the sky at night, and they make life on Earth possible. Look up at the sky on a clear night. What do you see?



NASA, ESA, and the Hubble SM4 ERO Team

After a large star goes supernova, it may become a black hole.

Name _____

A. Reread the passage and answer the questions.

1. A cause is why something happens. In the second paragraph, what causes a lot of energy to be made in a star's core?

2. An effect is what happens. In the second paragraph, what effect does the cause have on a star?

3. What is one example of a cause and an effect in paragraph 6?

B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.

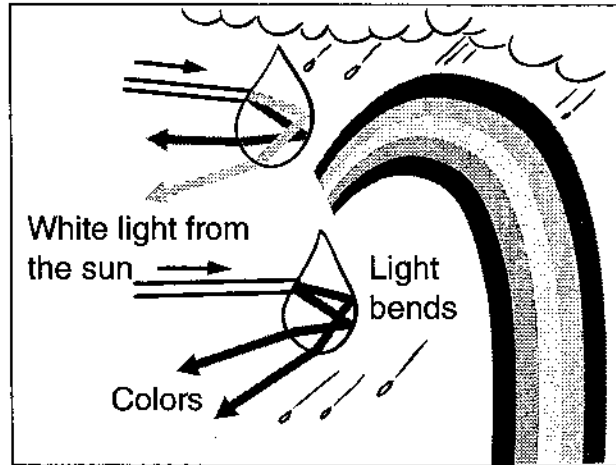
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name _____

How Rainbows Work

Have you ever used a prism? Drops of water in the air can act like prisms. First, light passes into a raindrop. Then all the colors that make up white light separate from one another. Some of these colors are **reflected** (ree•FLEC•ted), or bounced back, by the other side of the raindrop. The colors spread out at different angles. One color from each raindrop reaches your eye. Since light passes through many raindrops at the same time, you see all the colors of the rainbow.



Answer the questions about the text.

1. Expository text gives facts about a topic. How do you know this text is expository text?

2. What are the three text features included in this expository text?

3. How does the pronunciation help you understand the boldface word?

4. How does the diagram help you understand how a rainbow works?

Name _____

To figure out the meaning of an unfamiliar word, check the words or phrases near it for **context clues**. Look at the example of context clues in the sentences below. The underlined words explain that *dense* means “heavy, thick.”

After a star explodes, the crushed pieces can become very **dense**. The heavy, thick material can then form a black hole.

Read each passage below. Underline the context clues that help you understand the meaning of each word in bold. Then circle the letter of the best definition for each word.

1. Stars are made of many plasmas. One of them is hydrogen. As you can imagine, a star’s **core** is very hot. When lots of pressure squeezes the star’s hot center, the hydrogen turns into helium.
 - a. air surrounding the star
 - b. the outer layer
 - c. the central part

2. When you look up at the stars, you may think that most of them give off a white light. Look again. Stars lie on a color **spectrum**. This range of colors goes from red to yellow to blue.
 - a. range of colors
 - b. white lights
 - c. one solid color

3. In a black hole, the crushed material gets so heavy that it makes a strong **inward** pull. This pull sucks in anything that gets near it. Even light can’t escape it!
 - a. to keep in place
 - b. toward the inside or center
 - c. away from the center

Name _____

The /oi/ sound can be spelled with *oi* as in *coin* or with *oy* as in *toy*.
 The /ow/ sound can be spelled with *ow* as in *cow* or with *ou* as in *house*.

A. Read each sentence. Circle the word with the /oi/ sound found in *boy* or the /ow/ sound found in *cow*. The first one has been done for you.

1. I have no more coins in my pocket.
2. The men were loyal to their leader.
3. She could not hear the phone with all the noise.
4. There is only one cloud in the sky.
5. What is your favorite flower?

Many English words have Greek and Latin roots. These roots give clues to the word's meaning.

The Greek root *graph* means "write." The Greek root *phon* means "sound."
 The Latin root *spec* means "look." The Latin root *aqua* means "water."

B. Read each word. Draw a line from the word to its Greek or Latin root. The first one has been done for you.

- | | |
|--------------|-------|
| 1. biography | phon |
| 2. earphone | spec |
| 3. aquaplane | graph |
| 4. inspector | aqua |
| 5. telephone | |
-

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using figurative language to help the reader visualize the text.

Draft Model

The night sky is dark. The stars twinkle high in the sky. Sometimes there are clouds in the sky. The stars are reflected in rivers and lakes.

1. What figurative language could be added to describe the night sky?
2. What figurative language could be used to describe the clouds?
3. What other figurative language could be used to help readers visualize the scene?

B. Now revise the draft by adding figurative language to help readers visualize the night sky.

Name _____

Jason used text evidence from *Why Does the Moon Change Shape?* and "How It Came to Be" to respond to the prompt: *Compare how the two sources explain daylight.*

Why Does the Moon Change Shape? is an informative text. "How It Came to Be" includes two myths. Both sources explain daylight but in very different ways.

In *Why Does the Moon Change Shape?* the author presents facts. Earth orbits, or moves around the Sun. Our planet also rotates, or spins, as it orbits. Daylight occurs when part of Earth faces the Sun.

The Greek myth, "Why the Sun Travels Across the Sky," was written long ago. People didn't have tools to study the sky, so they created myths to explain natural events. In this myth, Helios, a god, causes day and night. The myth describes, "rays of brilliant light" pouring from Helios's crown as he climbed into the sky in a "shining" chariot with four horses. Helios and his chariot are as hot and bright as the Sun as they cross the sky.

One source presents facts, and the other tells a good story.

Reread the passage. Follow the directions below.

1. Underline a fact that explains why there is daylight.
 2. Draw a box around one of the words Jason uses to describe the Earth's movement.
 3. Circle an example of a simile that Jason uses.
 4. Write one of the possessive pronouns Jason uses on the line.
- _____

Name

Answer Key

rotates

crescent

sliver

astronomer

telescope

series

phases

specific

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement. Possible responses provided.

1. A ball that *rotates* bounces up and down.

False. A ball that *rotates* turns around on an axis.

2. A thin, pointed piece of wood that has been broken might be called a *sliver*.

True.

3. A *crescent* is shaped in a curve, with a thin middle and wider ends.

False. A *crescent* is curved, with a wider middle and tapered ends.

4. Something that happens in *phases* happens in different stages.

True.

5. An *astronomer* studies the oceans and sea life.

False. An *astronomer* studies the planets and stars.

6. A *telescope* is an instrument that makes things that are close look smaller.

False. A *telescope* is an instrument that makes distant objects look larger.

7. Someone who is very *specific* does not know what they want.

False. Someone who is very *specific* knows exactly what they want.

8. A set of books that follows a superhero's adventures might be called a *series*.

True.

Name _____

Answer Key**A. Reread the passage and answer the questions.**

Possible responses provided.

1. A cause is why something happens. In the second paragraph, what causes a lot of energy to be made in a star's core?

The energy is caused when a lot of pressure squeezes the star's hot

center and changes hydrogen into helium.

2. An effect is what happens. In the second paragraph, what effect does the cause have on a star?

The star shines a bright light through space.

3. What is one example of a cause and an effect in paragraph 6?

Cause: When a large star explodes, it's called a supernova. The star's

material becomes crushed and very heavy. Effect: A black hole forms

that has a strong inward pull that sucks in anything near it.

B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.

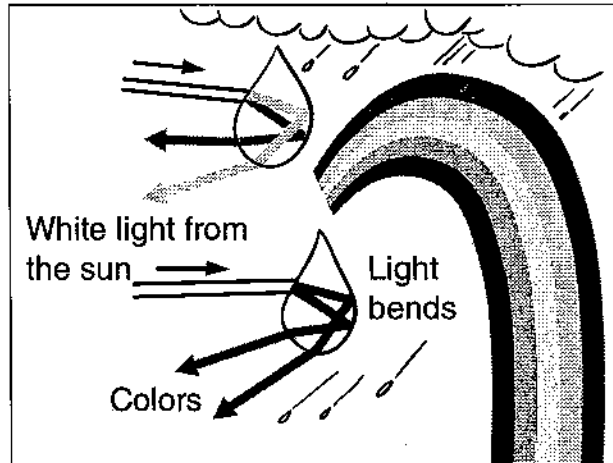
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Answer Key

How Rainbows Work

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Answer the questions about the text.

1. Expository text gives facts about a topic. How do you know this text is expository text?

It tells facts about rainbows.

2. What are the three text features included in this expository text?

diagram; boldface word; pronunciation

3. How does the pronunciation help you understand the boldface word?

It tells you how to say it correctly.

4. How does the diagram help you understand how a rainbow works?

Possible response: The diagram shows how light passes through a raindrop, separates into colors, and bounces one color back at the eye.

Name _____

Answer Key

To figure out the meaning of an unfamiliar word, check the words or phrases near it for **context clues**. Look at the example of context clues in the sentences below. The underlined words explain that *dense* means "heavy, thick."

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Read each passage below. Underline the context clues that help you understand the meaning of each word in bold. Then circle the letter of the best definition for each word.

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 - air surrounding the star
 - the outer layer
 - the central part
- When you look up at the stars, you may think that most of them give off a white light. Look again. Stars lie on a color **spectrum**. This range of colors goes from red to yellow to blue.
 - range of colors
 - white lights
 - one solid color
- In a black hole, the crushed material gets so heavy that it makes a strong **inward** pull. This pull sucks in anything that gets near it. Even light can't escape it!
 - to keep in place
 - toward the inside or center
 - away from the center

Name _____

Answer Key

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 The Latin root *spec* means "look." The Latin root *aqua* means "water."

B. Read each word. Draw a line from the word to its Greek or Latin root. The first one has been done for you.

- | | | |
|--------------|-------|-------|
| 1. biography | _____ | phon |
| 2. earphone | _____ | spec |
| 3. aquaplane | _____ | graph |
| 4. inspector | _____ | aqua |
| 5. telephone | _____ | |

Name

Answer Key

Jason used text evidence from *Why Does the Moon Change Shape?* and "How It Came to Be" to respond to the prompt: *Compare how the two sources explain daylight.*

Why Does the Moon Change Shape? is an informative text. "How It Came to Be" includes two myths. Both sources explain daylight but in very different ways.

In *Why Does the Moon Change Shape?* the author presents facts. Earth orbits, or moves around the Sun. Our planet also rotates or spins, as it orbits. Daylight occurs when part of Earth faces the Sun.

The Greek myth, "Why the Sun Travels Across the Sky," was written long ago. People didn't have tools to study the sky, so they created myths to explain natural events. In this myth, Helios, a god, causes day and night. The myth describes, "rays of brilliant light" pouring from Helios's crown as he climbed into the sky in a "shining" chariot with four horses. Helios and his chariot are as hot and bright as the Sun as they cross the sky.

One source presents facts, and the other tells a good story.

Reread the passage. Follow the directions below.

1. **Underline** a fact that explains why there is daylight.
2. **Draw a box** around one of the words Jason uses to describe the Earth's movement.
3. **Circle** an example of a simile that Jason uses.
4. **Write** one of the possessive pronouns Jason uses on the line.

Possible answers: our, his

HOW TO USE THIS BOOK

180 Days of Math for Fourth Grade offers teachers and parents a full page of mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every fourth-grade practice page provides 10 questions, each tied to a specific mathematical concept. Students are provided the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick, standards-based activities.

Question	Mathematics Concept	NCTM Standard
1	Addition or Subtraction	Understands meanings of operations such as addition and subtraction and how they relate to one another
2	Multiplication or Fractions, Decimals, Percents	Understands various meanings of multiplication; Recognizes and generates equivalent forms of fractions, decimals, and percents
3	Division	Understands various meanings of division; Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates
4		
5	Place Value or Number Sense	Understands representations of numbers, relationships among numbers, and number systems; Understands place-value structure of the base-ten number system
6	Algebra and Algebraic Thinking	Understands patterns, relations, and functions; Represents and analyzes patterns and functions, using words, tables, and graphs
7	Measurement	Applies appropriate techniques and formulas to determine measurements; Understands measurable attributes of objects and the units, systems, and processes of measurement
8		
9	Geometry or Data Analysis	Uses visualization and spatial reasoning to solve problems; Analyzes properties of two- and three-dimensional geometric shapes
10	Word/Logic Problem or Mathematical Reasoning	Solves problems that arise in mathematics and in other contexts

Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

$$\begin{array}{r} 1. \quad 68 \\ - 27 \\ \hline \end{array}$$

2. (Y) (N)

3. (Y) (N)

2. Is $\frac{1}{2}$ more than $\frac{1}{8}$?

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

$$3. \quad 9 \overline{)39}$$

7. (Y) (N)

8. (Y) (N)

$$4. \quad 91 \div 7 = \underline{\hspace{2cm}}$$

9. (Y) (N)

10. (Y) (N)

5. What is the value in the tens place in 3,827?

___ / 10

Total

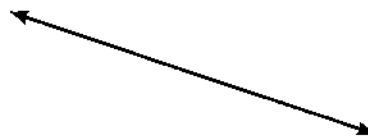
6. Fill in the missing number.

749, 742, _____, 728, 721

7. How many liters are in 6,000 milliliters?

8. ___ minutes = 360 seconds

9. Draw a line that is parallel to the line below.



10. A large can of green beans weighs 500 grams. How many cans of green beans weigh 2 kilograms?

NAME: _____

DIRECTIONS

Solve each problem.

1. $43 + 28 =$ _____

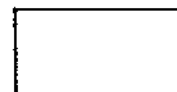
6. $245 = 200 +$ _____ $+ 5$

2. 50% of 10 is _____.

7. What is the date of the 3rd Sunday in December?

3. $60 \div 6 =$ _____

December						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4. Divide 40 into 10 equal groups.
_____8. How many days are in August?
_____5. Is 432 closer to 400 or 500?
_____9. Does this shape tessellate?
_____10. Halve 64, then add 12.
_____SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

____ / 10

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

___ / 10

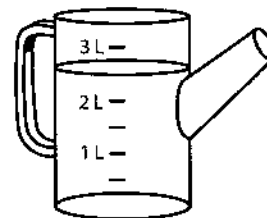
Total

1. $25 - 14 =$ _____

6. $10 \times 6 = 6 \times$

2. $\frac{1}{2}$ of 20 = _____

7. Record in liters: _____ L



3. $6 \overline{)54}$

8. _____ weeks = 2 years

4. How many 5s are in 15?

9. I have 2 circular bases and my other face is curved. What solid am I?

5. $1,000 + 600 + 30 + 2 =$

10. Richard can bounce a basketball 36 times in 2 minutes. How many times would you expect him to bounce the ball in 1 minute?

NAME: _____

DIRECTIONS

Solve each problem.

1.
$$\begin{array}{r} 18 \\ + 9 \\ \hline \end{array}$$

2. Is 0.6 greater than 0.59?

3. $8 \overline{)16}$

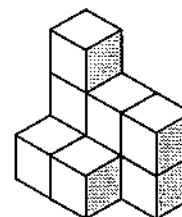
4. $68 \div 9 =$ _____

5. Write 7,490 in expanded notation.

6. Is 5×9 equal to $9 + 9 + 9 + 9 + 9 + 9$?

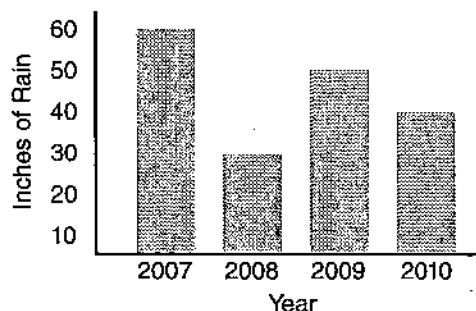
7. Which months are in the last quarter of the year?

8. Record the volume if the side of each cube is 5 cm.



9.

Total Rainfall

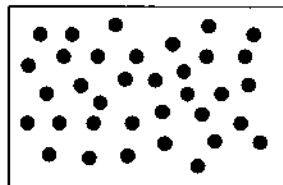


Half of the rain in 2008 fell in the month of January. How much did it rain in January?

10. Estimate the number of dots in the square. Then check by counting.

Estimate: _____

Actual Number: _____



SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

____ / 10

Total

ANSWER KEY *(cont.)*

Day 136

- 34
- 3
- 5
- 12 R1
- 7 hundreds or 700
- 0.75
- 1,250 mL
- 964 minutes
- 6 faces; 12 edges; a square base
- 5 pencils

Day 137

- 38
- yes
- 2
- 6 R5
- ones
- 3
- Monday
- ruler
- parallelogram or rhombus
- 48

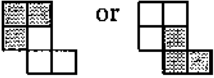
Day 138

- 15
- 20
- 9 R4
- 14 R5
- 4 digits
- 10
- 24
- 2
- yes
- left 4, down 5, right 2, down 2, right 6, up 3, left 2, up 4.

Day 139

- 42
- 5
- 5
- 4 R2
- 5,000
- 7
- 31; 31; 31
- 1
- translation
- 6 triangles should be colored yellow; 3 triangles should be colored blue.

Day 140

- 12
- 7, 14, 21
- 6 R1
- 4 R3
- odd
- 7
- cm²
- 840
- A square should be drawn.
- 

Day 141

- 58
- 2
- 7
- 22 R2
- Eight thousand, nine hundred thirty-one
- $\frac{8}{10}$
- 50 mm
- 4
- pentagon
- Answers will vary. Possibilities include: 13 - 10 + 12 + 4 + 1

Day 142

- 12
- \$5.50
- 5
- 9 R3
- 895
- 12, 18, 24, 30, 36, 36 sides
- 12 cm
- 2
- 5
- 264 times

Day 143

- 62
- yes
- 4
- 8 R4
- no
- 22
- The clocks should read 6:05.
- July
- false
- \$6.00

Day 144

- 31
- 10
- 6 R6
- 6 R5
- 7,501
- 4
- 750 g
- $4\frac{1}{4}$ inches or 4.25
- rectangle
- 45

Day 145

- 63
- 300
- 10 R2
- 6 R7
- $1,000 + 800 + 50 + 7$
- 1
- m³
- ruler
- yes
- 40,1; 20,2; 8,5; 10,4

Day 146

- 41
- yes
- 4 R3
- 13
- 2 tens or 20
- 735
- 6 liters
- 6
- A parallel line should be drawn.
- 4

Day 147

- 71
- 5
- 10
- 4
- 400
- 40
- December 21
- 31 days
- yes
- 44

ANSWER KEY *(cont.)*

Day 148

- 11
- 10
- 9
- 3 fives
- 1,632
- 10
- 2.5 or $2\frac{1}{2}$ liters
- 104
- cylinder
- 18 times

Day 149

- 27
- yes
- 2
- 7 R5
- $7,000 + 400 + 90$
- no
- October, November, December
- $1,125\text{ cm}^3$
- 15 inches
- Estimate: Answers will vary.
Actual Number: 35 dots

Day 150

- 13
- 350
- 3
- 11
- hundreds
- 1
- cm^2
- 18
- 6; 6; 6
- 12

Day 151

- 38
- \$3.75
- 4
- 4 R5
- 2,700
- 324
- 5.5 or $5\frac{1}{2}$ cm
- yardstick
- 4; 4
- 2 possible answers: Add 10 to get 50, 60; Multiply by 3, then 5 to get 120, 200

Day 152

- 39
- $\frac{81}{100}$
- 10
- 15 R2
- 3 digits
- 4
- 16 cm
- 96
- D should be circled.
- 153 cm

Day 153

- 44
- 15
- 2
- 9 R6
- nine thousand, fifty-eight
- 3
- The clocks should read 9:15.
- January
- 8 awards
- \$4.00

Day 154

- 2
- 68%
- 9
- 9 R3
- $2000 + 500 + 70 + 3$
- 3
- 2 kg
- 120
- A line of symmetry should be drawn from vertex to vertex or side to side.
- 1,330; 1,300; 1,000

Day 155

- 71
- 42
- 9
- 8
- 4,053
- 5
- yes
- 2
- 5 angles
- 6; 8; 10; 9

Day 156

- 11
- no
- 21
- 5 R1
- 1,800
- 0.9, 1.0
- 6 buckets
- 30 days
- 5 faces; 5 vertices; a square base
- 2.25 cm

Day 157

- 71
- 0.25
- 10
- 7 R4
- 0
- 116, 174, 232, 290; 290 cm
- Wednesday
- 2
- 90° angle
- 4

Day 158

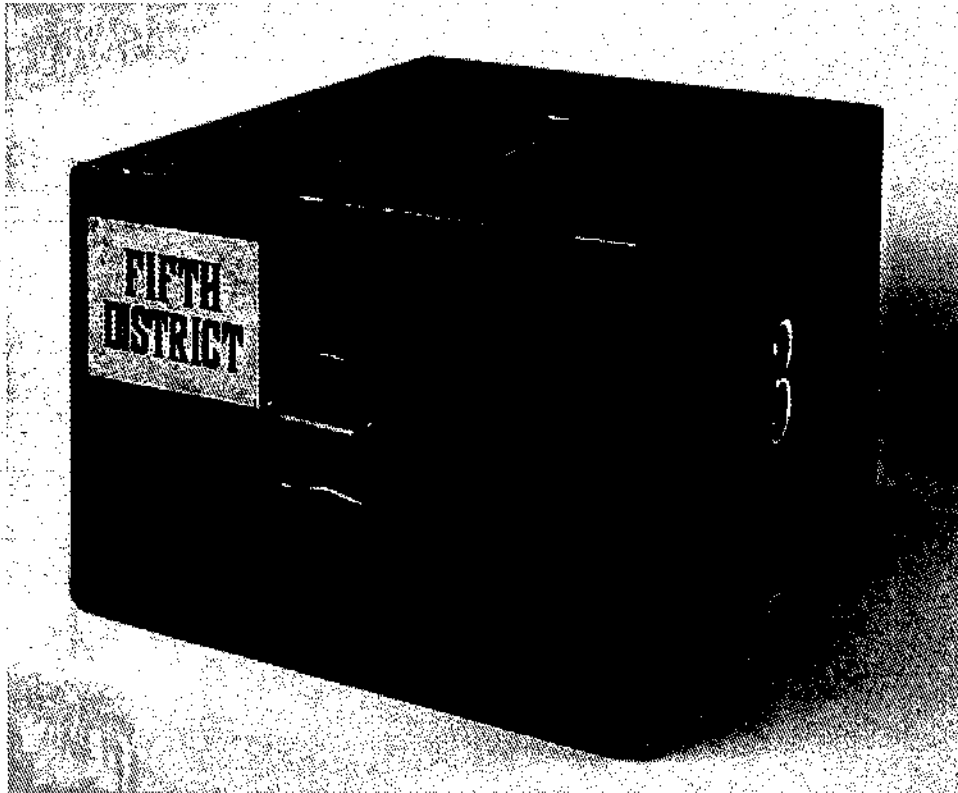
- 11
- $\frac{71}{100}$
- 3
- 10 R2
- 2,567 is less than 2, 675
- 400
- 9 bottles
- 7 days
- 2 diagonals should be drawn from vertex to vertex.
- A square should be drawn in (G,5).

Day 159

- 61
- 85 squares should be shaded.
- 15 R4
- 6 R1
- 1,056
- 2
- 365 days
- 1,000
- rotation
- $\frac{1}{4}$

The What and Who of Elections

by Ben's Guide to the U.S. Government



ballot box used in U.S., circa 1870

American citizens can choose their leaders, decide on their laws, or change their laws by voting. Citizens vote during an election. The winners of an election are called public servants and their job is to help make and carry out laws while in office. In the United States, elections are held for many public offices.

The people Americans elect for president, senators, and representatives are public servants and work for the federal government. The president is the Commander-in-Chief of the Armed Forces, while senators and representatives are members of Congress. They make decisions for the whole country by making or changing laws that affect everyone in the United States. These are all important jobs and that's why Americans vote for the people who will represent them.

In order to vote, you must be a U.S. citizen who is at least 18 years old. In most states, you must also register to vote. Every state has its own laws about registering, and it's important to

learn your state's rules before voting.

You may cast your vote in a booth at a polling place. You may also mail in your vote; this is called an absentee ballot. A group of people called election officials then count everyone's votes. Everyone has one vote and can only cast one ballot. That is why votes are so important.

This is the election process used by the United States to make sure that every citizen has a chance to take part in the government and help choose the people that will serve as their leaders.

Name: _____ Date: _____

1. What is voting?

- A. the process that public servants use to help make and carry out laws while in office
- B. the process that the president uses to make decisions for the whole country
- C. the process that U.S. citizens use to choose leaders, decide on laws, or change laws
- D. the process that states use to teach U.S. citizens about laws

2. What does the author describe in this text?

- A. how and why U.S. citizens vote for their leaders
- B. how and why people decide to become public servants
- C. how citizens in different states can register to vote
- D. how the process of voting has changed over time

3. Senators, representatives, and the president have very important and powerful jobs.

What evidence from the text best supports this conclusion?

- A. Senators, representatives, and the president are all elected by the public.
- B. Senators and representatives are members of Congress.
- C. They can make or change laws that affect everyone in the U.S.
- D. Senators, representatives, and the president are all public servants.

4. Based on the text, why might U.S. citizens decide to vote in an election?

- A. to make decisions for the whole country about important issues
- B. to become public servants and work for the federal government
- C. to prove that they are at least 18 years old
- D. to have a say in who represents them in the government

5. What is the main idea of this text?

- A. The process of voting in the U.S. has changed over time in many ways.
- B. Citizens of the U.S. vote during elections to choose the people that will serve as their leaders.
- C. In order to vote, you must be a U.S. citizen who is at least 18 years old and is registered to vote.
- D. The winners of an election are called public servants, and they help make and carry out laws.

6. Read this paragraph from the text.

"You may cast your vote in a booth at a polling place. You may also mail in your vote; this is called an absentee ballot. A group of people called election officials then count everyone's votes. Everyone has one vote and can only cast one ballot. That is why votes are so important."

Why might the author have used the words "you" and "your" in this paragraph about voting?

- A. to make readers feel like they can take part in the voting process
- B. to suggest that the author cannot take part in the voting process
- C. to force readers to make a choice between voting at polling place or mailing in their votes
- D. to make readers feel like the voting process does not have anything to do with them

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

Jobs of the president, senators, and representatives are all important jobs ____
Americans vote for the people who will represent them.

- A. before
- B. but
- C. even though
- D. so

8. The President is elected to be a public servant and work for the federal government. What are two other groups of people that are elected to work for the federal government?

9. The president, senators, and representatives make decisions for the whole country by doing what?

10. Why might it be important for citizens to vote for the people that will serve as their leaders? Support your answer with evidence from the text.

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- A. the process that public servants use to help make and carry out laws while in office
- B. the process that the president uses to make decisions for the whole country
- C. the process that U.S. citizens use to choose leaders, decide on laws, or change laws**
- D. the process that states use to teach U.S. citizens about laws

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- A. how and why U.S. citizens vote for their leaders**
- B. how and why people decide to become public servants
- C. how citizens in different states can register to vote
- D. how the process of voting has changed over time

3. Senators, representatives, and the president have very important and powerful jobs.

What evidence from the text best supports this conclusion?

- A. Senators, representatives, and the president are all elected by the public.
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- C. They can make or change laws that affect everyone in the U.S.**
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Americans vote for the people who will represent them.

A. before

B. but

C. even though

D. so

8. The President is elected to be a public servant and work for the federal government. What are two other groups of people that are elected to work for the federal government?

Suggested answer: Senators and representatives are elected to work for the federal government.

9. The president, senators, and representatives make decisions for the whole country by doing what?

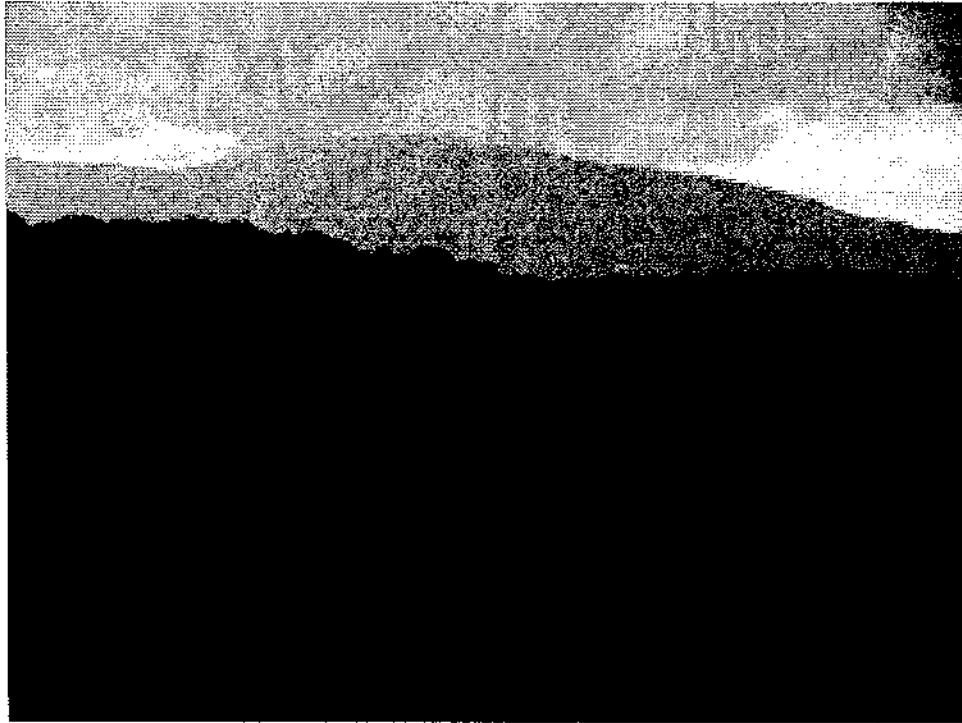
Suggested answer: They make decisions for the whole country by making or changing laws that affect everyone in the United States.

10. Why might it be important for citizens to vote for the people that will serve as their leaders? Support your answer with evidence from the text.

Suggested answer: Answers may vary slightly as long as they are supported by the text, and may resemble the following: It is important for citizens to vote for their leaders because they will be affected by the decisions that are made by the country's leaders. Voting allows citizens to choose the people who will represent them best as they make important decisions for the country.

A Plant Puzzle

by Josh Adler



Living things like plants, animals, and people need energy to survive and grow. People eat food for energy, but most plants use energy that they get from sunlight.

When you look at plants such as a tree, flower, or grass, what do you see?

You might notice their stems, trunks, branches, leaves, roots, or flowers, but how do they grow? What are they made from? How did the plant make those parts?

Life is a puzzle in many ways. People don't all agree on how life started or why it exists. Yet a simple way of thinking about how plants grow is to think of the plant itself as a piece of a larger puzzle.

Each plant is a part of its unique environment. Different environments could be oceans, forests, deserts, or cities. Each environment also has its own climate, which is partially based on how much sun and rain an area receives every year.

Since only certain plants grow in hot, cool, wet, or dry climates, each environment is made up

of different types of plant life. A desert may grow palm trees and cacti, while a forest may grow tall pines or oak trees.

In order for a plant to grow, it needs three very important puzzle pieces: water, carbon dioxide, and light. Plants use their roots to take in water from the ground. They use their leaves to take in sunlight and carbon dioxide from the air.

Plants use these three puzzle pieces to make their own food in a process called photosynthesis. Using the energy from the sun, plants convert water and carbon dioxide into sugar. This sugar feeds the plant's growth from a seedling into an adult. In the process, the plant releases oxygen into the air.

Another important piece to the growth of many plants is soil. Using their roots, plants take in nutrients from the soil that help them grow. Giving a plant a spot in clean soil is important to make sure it doesn't absorb anything harmful from the dirt.

Plants make their food from carbon dioxide, water and light. They use this food to grow stems, trunks, roots, branches, leaves, and flowers. Now when you look at a tree, flower, or even a blade of grass, you can see all the pieces of the plant and how the entire puzzle fits together.

Name: _____ Date: _____

1. Where do plants get their energy from?

- A. the moon
- B. sunlight
- C. their stem
- D. their roots

2. What does the passage describe?

- A. how plants make food using light, water, and carbon dioxide
- B. how plants make food using *only* water and light
- C. how plants make food using oxygen, sugar, and soil
- D. how plants make food using sugar, light, and water

3. The climate determines which plants can grow in a particular environment.

What evidence from the passage best supports this conclusion?

- A. "Each plant is a part of its unique environment. Different environments could be oceans, forests, deserts, or cities."
- B. "Each environment also has its own climate, which is partially based on how much sun and rain an area receives every year."
- C. "A desert may grow palm trees and cacti, while a forest may grow tall pines or oak trees."
- D. "Since only certain plants grow in hot, cool, wet, or dry climates, each environment is made up of different types of plant life."

4. What would happen to a plant if it grew in polluted soil?

- A. The plant would grow faster than in clean soil.
- B. The plant would grow the same as in clean soil.
- C. The plant would not be healthy and could die.
- D. The plant would absorb more nutrients from the soil.

5. What is this passage mostly about?

- A. how plants grow
- B. sunlight and water
- C. energy sources
- D. nutrients in soil

6. Read the following sentences: "Using their roots, plants take in nutrients from the soil that help them grow. Giving a plant a spot in clean soil is important to make sure it doesn't **absorb** anything harmful from the dirt."

As used in the passage, what does "**absorb**" most nearly mean?

- A. use something
- B. take something in
- C. go under something
- D. put something out

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

Different environments have different plants. _____, deserts have cacti and rainforests have ferns.

- A. However
- B. Finally
- C. Meanwhile
- D. For example

8. With what process does a plant make its own food?

9. What are the three puzzle pieces that a plant needs to grow?

10. Explain whether plants could make their own food without sunlight.

Answer Key

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- D. their roots

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- B. Finally
- C. Meanwhile
- D. For example**

8. With what process does a plant make its own food?

A plant makes its own food using a process called photosynthesis.

9. What are the three puzzle pieces that a plant needs to grow?

The three puzzle pieces a plant needs to grow are carbon dioxide, water, and light.

10. Explain whether plants could make their own food without sunlight.

Plants could not make their own food without sunlight, because they need the energy from the sun to convert water and carbon dioxide into sugar.