



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](#) . 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

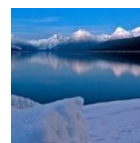
Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

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 6 – April 27 - 30

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

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

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 6 del 27 de abril al 30 de abril

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

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

Firma de Padres _____ Fecha _____

Name _____

attain

dangling

hovering

triumph

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|-------------------------------|-------------|
| 1. succeed in reaching a goal | a. hovering |
| 2. victory | b. dangling |
| 3. floating above | c. triumph |
| 4. hanging from | d. attain |

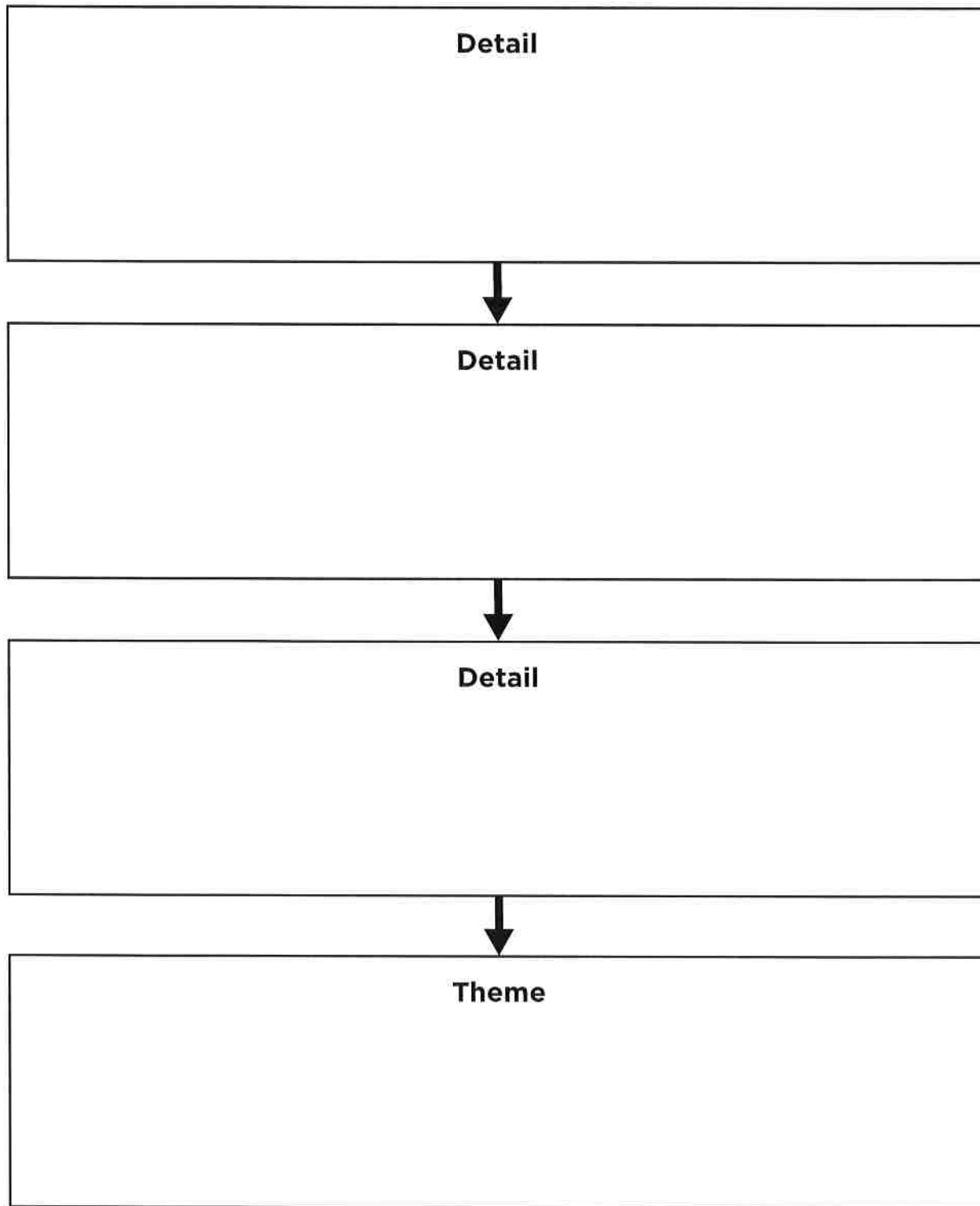
B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

5. _____

6. _____

Name _____

Read the selection. Complete the theme graphic organizer.



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Name _____

As you read the poem, ask yourself what message the author wants you to understand.

Spelling Bee

5 Letters trip over each other
 as they race to leave my mouth.
 12 My tongue lines them up in order
 19 as they march to the microphone:
 25 A-S-
 26 I am almost alone on the stage.
 33 One last kid sags with his head
 40 in his hands. He is mouthing
 46 each letter as I say it:
 52 C-E-N-
 53 The hours I have spent on the floor
 61 of my room with books
 66 in my lap like wounded birds and cramping
 74 wrists now seem worth it:
 79 D-A-
 80 There are lists of words
 85 scribbled in my cursive and spelled
 91 out in my parents' print
 96 on top of dictionaries and thesauruses:
 102 N-C-Y
 103 There is applause and I smile.
 109 I shake the seventh-grade boy's hand
 115 and whisper, "I'll meet you back
 121 here next year for a rematch."
 127 A-S-C-E-N-D-A-N-C-Y



Name _____

A. Reread the passage and answer the questions.

1. What is the story in this poem?

2. What is the theme, or lesson, that the writer wants you to learn from this poem?

3. How do you know what the theme of the poem is?

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

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

Name _____

The Principal's Office

“Ms. Lee will see you now,” the assistant said.
 I swallowed hard and opened the door.
I've really done it, I thought.
 As I stepped in, Ms. Lee looked up
 And took an envelope from her desk.
 “Daniel Birnbaum,” she began.
 “I just think that you ought to know”
 —my heart was pounding in my chest—
 “How proud we all are of your work.”
 Surprised, I saw the envelope read,
 “District Youth Robotics Team.”
 “You made the district team!” she said.
I've really done it! I thought.

Answer the questions about the text.

1. A narrative poem tells a story about a character. Who is this text about?

2. How does the main character feel for most of the text?

3. How many stanzas does this text have?

4. What words does the author repeat in the text?

Name _____

A **stanza** is two or more lines of poetry that together form a unit of the poem. Stanzas can be the same length and have a rhyme scheme, or vary in length and not rhyme.

Repetition is the use of repeated words and phrases in a poem. Poets use repetition for rhythmic effect and emphasis.

Read the lines of the narrative poem below. Then answer the questions.

*Letters trip over each other
as they race to leave my mouth.
My tongue lines them up in order
as they march to the microphone:
A-S-*

*I am almost alone on the stage.
One last kid sags with his head
in his hands. He is mouthing
each letter as I say it:
C-E-N-*

1. Are there stanzas in this part of the poem? If so, how many?

2. What kind of repetition do you see? Does the repetition affect the poem?

3. Write another stanza for this poem that includes repetition and the same number of lines.

Name _____

Denotation is the dictionary's definition of a word. **Connotation** is the feeling or idea associated with a word. Look at the word *scribbled* in the lines below.

There are lists of words
scribbled in my cursive and spelled
 out in my parents' print

A denotation of *scribbled* is "written," but the connotation is "written quickly or messily."

Read each passage. Write the connotation of the word in bold on the lines below.

1. Letters **trip** over each other as they race to leave my mouth.

2. One last kid **sags** with his head in his hands. He is mouthing each word as I say it:

3. My tongue lines them up in order as they **march** to the microphone:

Variant Vowel /ô//Frequently Confused Words

Name _____

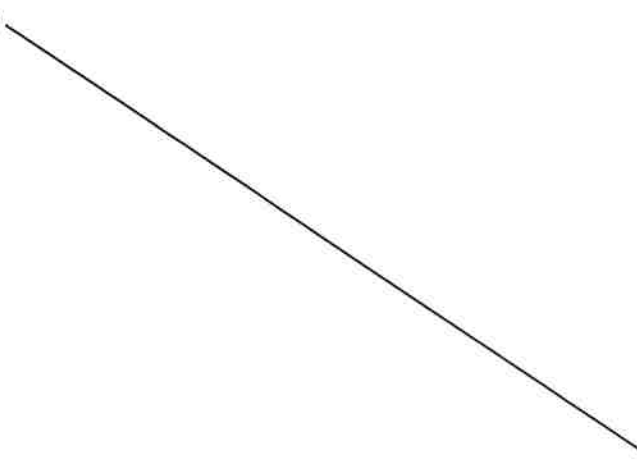
The letters *aw*, *au*, *alt*, *alk*, *all*, *wa*, and *ough* can stand for the variant vowel /ô/ found in the word *hawk*.

A. Read each sentence. Circle the word with the variant vowel /ô/ found in the word *hawk*. The first one has been done for you.

1. The roof of the house was made of (straw).
2. Did you alter the table setting?
3. The caller on the line is for you.
4. She was talking to her brother.
5. My father taught me how to tie my shoe.

Some words are often confused because they sound the same and have similar spelling patterns. These words have different meanings and spellings. Homophones are frequently confused for these reasons.

B. Draw a line to match the frequently confused words with their correct meanings. The first one has been done for you.

- | | |
|-----------|-----------------|
| 1. choose | but |
| 2. chose | his and her |
| 3. accept | not here |
| 4. except | picked |
| 5. their | take or receive |
| 6. there | select |
- 

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sensory details you can add.

Draft Model

I was nervous.

I waited to hear the election results.

The loudspeaker came on.

I was excited when I heard the principal say my name.

1. What sensory details would better describe the speaker's nervousness in the first line?
2. What sensory details would more clearly show how the speaker "waited" to hear the election results?
3. What does the loudspeaker sound like to the speaker?
4. What sensory details would better describe the speaker's excitement in the last line?

B. Now revise the draft by adding sensory details to help readers feel what the narrator is feeling.

Name _____

Alex wrote the stanzas below using text evidence from two different sources to respond to the prompt: *Write a narrative poem about taking a math test. Use sensory language and figurative language.*

Math Victory

Test day, it's here—I am ready, I know it.
Desk lids slamming, papers rustling
Classmates hurry to get ready.

All of a sudden, my heart pounds like a drum.
Oh no...my palms feel cold and clammy.
Do I remember my times tables? Fractions?

But wait—I studied, I practiced—I have this.
Calmly and easily I glide through each problem
A smile on my face—I was ready, I knew it!

Reread the passage. Follow the directions below.

1. **Circle** an example of sensory language in the first stanza.
 2. **Underline** a simile that Alex uses.
 3. **Draw a box** around an example of sensory language that shows how the narrator feels.
 4. **Write** a pronoun that Alex uses that's a homophone of its.
- _____

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

Name Answer Key

attain dangling hovering triumph

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | | |
|-------------------------------|------------------|-------------|
| 1. succeed in reaching a goal | ————— | a. hovering |
| 2. victory | ————— | b. dangling |
| 3. floating above | ————— | c. triumph |
| 4. hanging from | ————— | d. attain |

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own. Possible responses provided.

5. My little brother was *dangling* upside down from the swing set.

6. When we won the math competition, it was a real *triumph*!

Name _____ *Answer Key* _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. What is the story in this poem?

It is about a student winning a spelling bee.

2. What is the theme, or lesson, that the writer wants you to learn from this poem?

If you work hard, you can achieve your goals. The girl in the poem won the spelling bee over a seventh grader.

3. How do you know what the theme of the poem is?

The speaker says that she spent hours by herself in her room with books.
She wrote down lots of words to learn them. This helped her win the bee.

B. Work with a partner. Read the passage aloud. Pay attention to rate. 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 _____

*Answer key***The Principal's Office**

“Ms. Lee will see you now,” the assistant said.
 I swallowed hard and opened the door.
I've really done it, I thought.
 As I stepped in, Ms. Lee looked up
 And took an envelope from her desk.
 “Daniel Birnbaum,” she began.
 “I just think that you ought to know”
 —my heart was pounding in my chest—
 “How proud we all are of your work.”
 Surprised, I saw the envelope read,
 “District Youth Robotics Team.”
 “You made the district team!” she said.
I've really done it! I thought.

Answer the questions about the text.

1. A narrative poem tells a story about a character. Who is this text about?

Daniel Birnbaum

2. How does the main character feel for most of the text?

Possible response: nervous; scared

3. How many stanzas does this text have?

one

4. What words does the author repeat in the text?

“I've really done it.”

Name _____

Answer key

A **stanza** is two or more lines of poetry that together form a unit of the poem. Stanzas can be the same length and have a rhyme scheme, or vary in length and not rhyme.

Repetition is the use of repeated words and phrases in a poem. Poets use repetition for rhythmic effect and emphasis.

Read the lines of the narrative poem below. Then answer the questions.

*Letters trip over each other
as they race to leave my mouth.
My tongue lines them up in order
as they march to the microphone:*

A-S-

*I am almost alone on the stage.
One last kid sags with his head
in his hands. He is mouthing
each letter as I say it:*

C-E-N-

1. Are there stanzas in this part of the poem? If so, how many?

Yes; there are two stanzas.

2. What kind of repetition do you see? Does the repetition affect the poem?

There are letters at the end of the stanzas. They are spelling a word.

It adds suspense; it makes the reader wonder what the word could be.

3. Write another stanza for this poem that includes repetition and the same number of lines.

Answers will vary, but should include use of stanza and repetition.

Name _____

Answer Key

Denotation is the dictionary's definition of a word. **Connotation** is the feeling or idea associated with a word. Look at the word *scribbled* in the lines below.

There are lists of words
scribbled in my cursive and spelled
 out in my parents' print

A denotation of *scribbled* is "written," but the connotation is "written quickly or messily."

Read each passage. Write the connotation of the word in bold on the lines below.

1. Letters **trip** over each other as they race to leave my mouth.

jumble and mix together

2. One last kid **sags** with his head in his hands. He is mouthing each word as I say it:

looks sad and defeated

3. My tongue lines them up in order as they **march** to the microphone:

the words are coming out of her mouth in order

Name _____ *Answer Key* _____

The letters *aw, au, alt, alk, all, wa,* and *ough* can stand for the variant vowel /ô/ found in the word *hawk*.

A. Read each sentence. Circle the word with the variant vowel /ô/ found in the word *hawk*. The first one has been done for you.

1. The roof of the house was made of (straw).
2. Did you (alter) the table setting?
3. The (caller) on the line is for you.
4. She was (talking) to her brother.
5. My father (taught) me how to tie my shoe.

Some words are often confused because they sound the same and have similar spelling patterns. These words have different meanings and spellings. Homophones are frequently confused for these reasons.

B. Draw a line to match the frequently confused words with their correct meanings. The first one has been done for you.

- | | |
|-----------|-----------------|
| 1. choose | but |
| 2. chose | his and her |
| 3. accept | not here |
| 4. except | picked |
| 5. their | take or receive |
| 6. there | select |
-

Name _____

Answer Key

Alex wrote the stanzas below using text evidence from two different sources to respond to the prompt: *Write a narrative poem about taking a math test. Use sensory language and figurative language.*

Math Victory

Test day, it's here—I am ready, I know it.

Desk lids slamming, papers rustling

Classmates hurry to get ready.

All of a sudden, my heart pounds like a drum.

Oh no.. my palms feel cold and clammy.

Do I remember my times tables? Fractions?

But wait—I studied, I practiced—I have this.

Calmly and easily I glide through each problem

A smile on my face—I was ready, I knew it!

Reread the passage. Follow the directions below.

1. Circle an example of sensory language in the first stanza.
2. Underline a simile that Alex uses.
3. Draw a box around an example of sensory language that shows how the narrator feels.
4. Write a pronoun that Alex uses that's a homophone of its.

it's

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)

1.
$$\begin{array}{r} 28 \\ - 15 \\ \hline \end{array}$$

2. (Y) (N)

3. (Y) (N)

2. Calculate the product of 5 and 70.

4. (Y) (N)

5. (Y) (N)

3. $12 \div 4 =$ _____

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

4. $55 \div 5 =$ _____

9. (Y) (N)

10. (Y) (N)

5. What is the place value of 1 in 8,126?

6. $45 + 45 = 90 \times$

7. Would the unit of measure for the area of a hand be cm^2 or m^2 ?

80 _____



8. $\frac{1}{2}$ yard = _____ inches

9. A regular hexagon has:

_____ angles

_____ sides

_____ axes of symmetry

10. $\frac{1}{10}$ of 40 = 4, so $\frac{3}{10}$ of 40 = _____

____ / 10

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

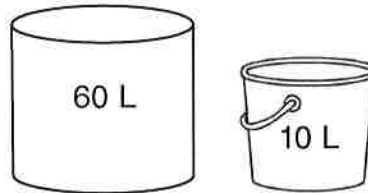
1. (Y) (N)

1. $28 - 17 =$ _____

7. How many buckets will it take to empty the tank?

2. (Y) (N)

2. Is 0.7 less than 0.59?



3. (Y) (N)

8. How many days are in November?

4. (Y) (N)

3. $42 \div 2 =$ _____

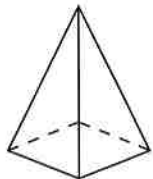
6. (Y) (N)

4. $21 \div 4 =$ _____

9. This pyramid has:

7. (Y) (N)

_____ faces



8. (Y) (N)

_____ vertices

9. (Y) (N)

5. What is the even number before 1,802?

A _____ for a base

10. (Y) (N)

6. Write the next two numbers in the pattern.

10. Joel's pencil was 13.2 cm long. Ming's pencil was 15.45 cm long. How much longer was Ming's pencil?

___ / 10

Total

0.6, 0.7, 0.8, _____, _____

NAME: _____

DIRECTIONS Solve each problem.

1.
$$\begin{array}{r} 46 \\ + 25 \\ \hline \end{array}$$

2. Write $\frac{1}{4}$ as a decimal.

3. $70 \div 7 =$ _____

4. $46 \div 6 =$ _____

5. What is the value of the tens place in 2,504?

6. When Amy walks, she covers 58 cm with each step. Complete the chart to find the distance she covers in 5 steps.

Step 1	Step 2	Step 3	Step 4	Step 5
58				

7. Which day of the week is New Year's Eve?

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			

8. 24 months = _____ years

9. What is another name for a right angle?

10. If you multiply me by 13, you get 52. What number am I?

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)

1.
$$\begin{array}{r} 36 \\ - 25 \\ \hline \end{array}$$

2. (Y) (N)

2. Write 0.71 as a fraction.

4. (Y) (N)

3. $24 \div 8 =$ _____

6. (Y) (N)

4. $8 \overline{)82}$

7. (Y) (N)

5. Is 2,567 greater than or less than 2,675?

9. (Y) (N)

6. $1,467 =$
 $1,000 +$ _____ $+ 60 + 7$

10. (Y) (N)

___ / 10

Total

7. How many 4 liter bottles can be filled with 36 liters of juice?

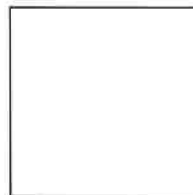
8. Circle the most likely length of a vacation.

7 days

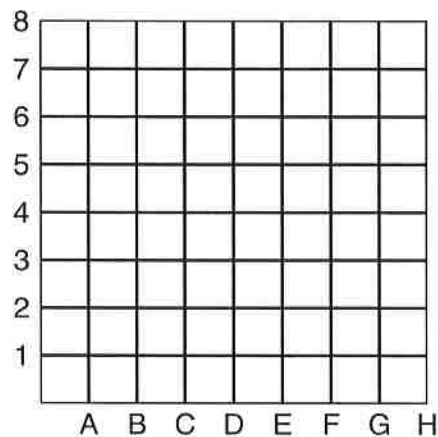
7 months

7 meters

9. Draw in the diagonals for the shape.



10. Draw a square on the coordinates (G,5).



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
- $\frac{1}{4}$

ANSWER KEY *(cont.)*

Day 160

- 39
- 30
- 75
- 11 R2
- 4,990
- 1
- 7 m²
- hour
- rectangular prism
- $\frac{1}{2}$

Day 161

- 43
- $\frac{25}{100}$ or $\frac{1}{4}$
- 7 R1
- 4
- 1,000 + 400 + 10 + 4
- $\frac{4}{100}$
- 20 mm
- 2
- 5
- Answers will vary.
Possibilities include:
12 + 13 - 10 - 4 - 1

Day 162

- 13
- 73%
- 19
- 5 R4
- thousands
- 27
- 24 cm
- 72
- yes
- 12 cookies

Day 163

- 42
- greater than
- 13 R5
- 8
- 4,700
- 10
- The clock should read 7:50;
10 to 8
- September, October,
November, December
- A square should be drawn.
- \$50

Day 164

- 34
- 45%
- 9
- 5
- 4,800
- 3
- 10 kg
- 31 days
- 25 books
- 792

Day 165

- 72
- yes
- 7
- 5
- 6 hundreds or 600
- 50¢, 75¢, \$1.00, \$1.25
- 80 mm
- 7
- A line of symmetry should
be drawn from vertex to
vertex or side to side.
- 50¢

Day 166

- 18
- 0.37
- 5
- 8 R3
- 3,000 + 10 + 4
- 660
- 40
- a minute
- a circle
- 17

Day 167

- 71
- 25
- 10 R2
- 10 R6
- 1,400
- 1
- January 1
- liter
- perpendicular lines
- 60

Day 168

- 11
- 62 squares should be
shaded.
- 10 R4
- 4
- 3,970
- 400
- 250 milliliters
- 240
- true
- 2 $\frac{1}{2}$ minutes

Day 169

- 53
- 30%
- 3
- 6
- no
- \$5.00; \$7.50; \$10.00;
Week 4
- December 31
- 30 cm
- A line should be drawn
from the can to the
cylinder.
- 50¢

Day 170

- 23
- 35%
- 5 R3
- 3 R10
- 1,280
- 2
- area
- 9:00 P.M.
- rotation
- 21

Born to Run?



the White House

Have you ever thought about what it would be like to be president of the United States?

You would get to live in the White House. You would invite your friends to huge dinner parties. You would ride in a limousine with bulletproof tires. You would fly in your own airplane known as *Air Force One*.

You would also be the most powerful leader in the world. You would meet with other leaders to try to solve many problems. You could help bring peace to the world.

Sounds pretty cool, right?

Before you dream about being president, though, you need to ask yourself this question: "Was I born in the United States?"

If you weren't, your dream ends there.

People say that in the United States any dream is possible. However, that is not true for the millions of Americans who were born outside this country.

The U.S. Constitution says that no American citizen born in another country can be president. The Founders believed the law would help keep the United States safe. The law was designed to keep other countries from putting a spy in charge of the U.S. government.

Orrin Hatch, a U.S. senator from Utah, thinks the law is outdated. He is pushing to change the law. He and many other citizens want all Americans to have the right to become president.

Should foreign-born Americans be allowed to run for president? Read both sides of the debate on the next page. Then decide for yourself.

Yes! Every American citizen should have the right to be president

If you have earned the right to be an American, you should have the full rights of an American. Your place of birth should not hold you back from becoming anything you want in this country.

Foreign-born U.S. citizens pay taxes. They also are allowed to vote.

In times of war, they are expected to serve in the armed forces. Any person willing to die for this country should also be allowed to hold its highest office.

The country's greatest strength is its people. Most U.S. citizens have their roots in other lands. Few people are truly native Americans.

The presidency law works against the United States. It keeps millions of loyal citizens out of the White House.

It's time the United States lived up to its promise as the land of opportunity for all. All citizens should be able to become president.

No! The U.S. president should be born on American soil

It's a bitter pill to swallow, but not all Americans are created equal.

The president is top dog. He or she must be completely loyal to the United States. A foreign-born president might have ties to his or her birth country. That could create conflicts with the job.

Arnold Schwarzenegger was born in Austria. He was elected governor of California in 2003,

but the presidency is a whole other story.

Americans might have less respect for a foreign-born president.

They might think that he or she does not understand them. That could make the president look weak. In turn, the country would look bad.

The Founding Fathers of our country were very wise. We should trust their judgment. It's not too much to ask immigrants to establish roots in this country before expecting to lead it. After all, an immigrant's U.S.-born child could become the president!

The job of president should be only for people born on U.S. soil.

Name: _____ Date: _____

1. According to the passage, why can Arnold Schwarzenegger be governor of California but not President of the United States?

- A. because he was born in Austria
- B. because he is not ready to be President
- C. because he is pushing to change the law
- D. because he doesn't get enough respect

2. Which of the following best describes the structure of this text?

- A. The author shows how American citizens born in another country pay taxes, vote, and serve in the armed forces and therefore should be able to become President of the United States.
- B. The author describes facts about the law requiring the president to be born in the United States, and then puts forth arguments for and against the law.
- C. The author shows how the President must be respected by all citizens and also totally loyal to the United States and therefore the President should be born in the United States.
- D. The author tells why it is good to be President, then describes how Orrin Hatch and other citizens want to change the law requiring the President to be born in the United States.

3. It can be inferred from the passage that

- A. a foreign-born President would not be loyal to the United States.
- B. many people are in favor of electing a foreign-born U.S. President.
- C. the next President of the United States will be foreign-born.
- D. the United States has never had a foreign-born President.

4. Read this sentence from the passage:

"The law was designed to keep other countries from putting a spy in charge of the U.S. government."

In this sentence the word **designed** means

- A. planned
- B. pictured
- C. discussed
- D. decided

5. This passage is mostly about

- A. whether the president of the United States needs to be native-born or not
- B. whether the president of the United States has the full rights of an American or not
- C. whether the president of the United States is the most powerful leader in the world or not
- D. whether the president of the United States is completely loyal to the United States or not

6. Why does the U.S. Constitution say that the president must be born a natural born citizen?

7. What can you infer from the argument that that the current presidency law "works against the United States [by keeping] millions of loyal citizens out of the White House"?

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

Some Americans are not natural born citizens of the United States _____ they cannot run for President.

- A. however
- B. although
- C. so
- D. but

1. According to the passage, why can Arnold Schwarzenegger be governor of California but not President of the United States?

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- B. because he is not ready to be President
- C. because he is pushing to change the law
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- D. whether the president of the United States is completely loyal to the United States or not

6. Why does the U.S. Constitution say that the president must be born a natural born citizen?

The U.S. Constitution says that the president must be born in the United States because the Founders believed this law would prevent another country from putting a spy in charge of the U.S. government. [paragraph #8]

7. What can you infer from the argument that that the current presidency law "works against the United States [by keeping] millions of loyal citizens out of the White House"?

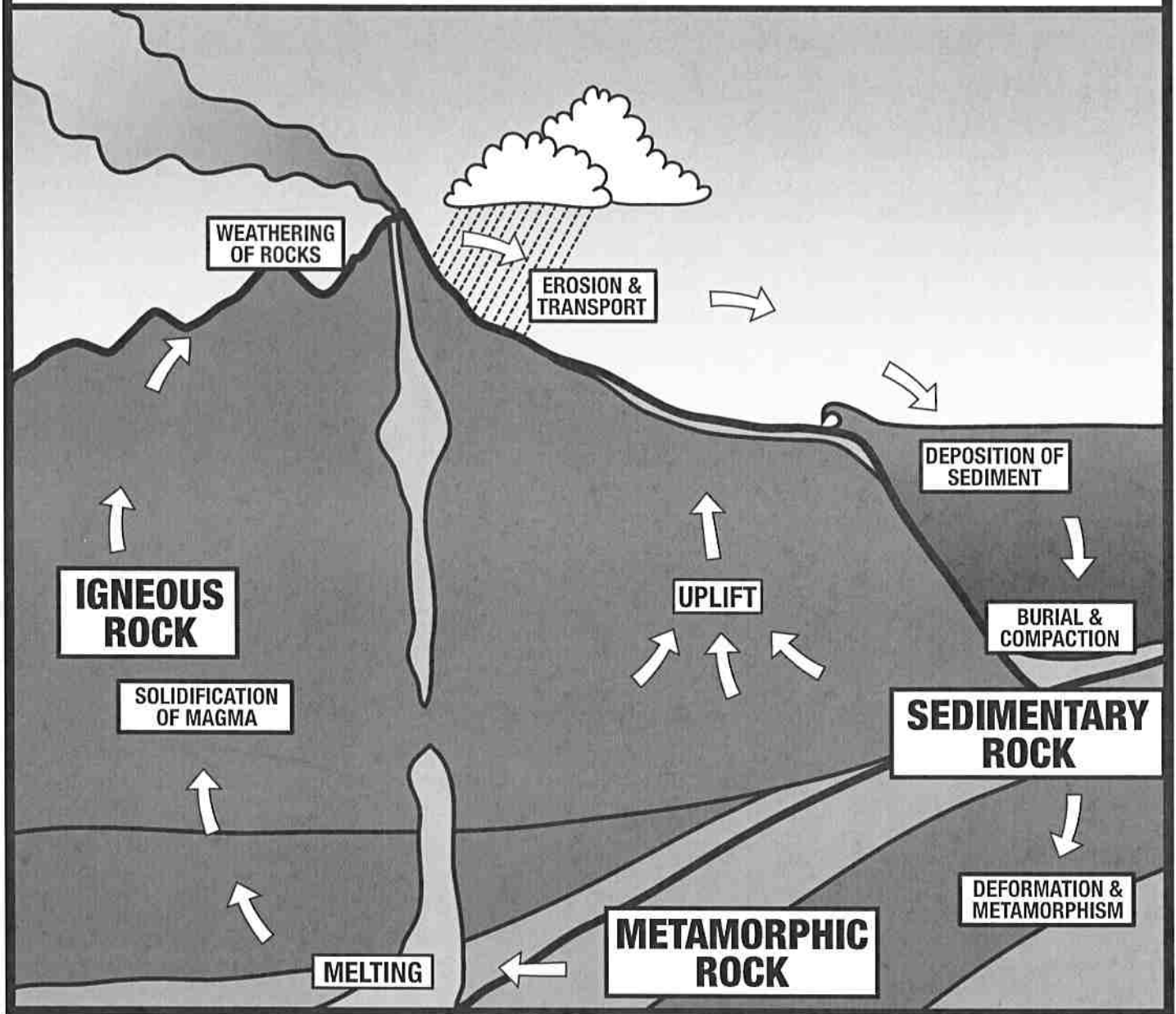
You can infer that someone who is born in another country and a U.S. citizen might make an excellent President, and that the current law harms the United States by not allowing that person to run for office. [paragraph #15]

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

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- A. however
- B. although
- C. so**
- D. but

All About The Rock Cycle



The rock cycle describes the change and movement of materials on and inside the Earth. The cycle is essentially a loop; stating that materials are neither created nor destroyed, they only change form when the environment changes. Sediments eroded from solid rocks are transported to a new location; in this diagram, the sediments are carried into the ocean where they settle and compact. Sedimentary rocks are created at the end of this stage. As the sedimentary rocks are buried deeper and deeper, heat and pressure cause physical or chemical changes in the rock, and they change to metamorphic rock. When the rock is pushed deep into the Earth, they can melt into magma. Once this magma solidifies, either inside the crust or after being expelled by a volcano, they change to igneous rocks. Eventually the rocks are worn down through weathering, and the process begins anew with the erosion and transport of the new sediments.

All About The Rock Cycle

On page two of this worksheet, you will answer questions based on the information you read on page one.

Circle the best answer.

1. The Nile river carries sediments to the ocean. Over time, the sediments are compressed as more sediments are deposited on top of them. Which type of rock will be formed?

- A.** Sedimentary
- B.** Metamorphic
- C.** Igneous

2. The volcano Kilauea on the big island of Hawai'i is erupting and lava is ejected from the volcano vent. The lava solidifies to form what type of rock?

- A.** Sedimentary
- B.** Metamorphic
- C.** Igneous

3. Off the coast of the Pacific Northwest in the United States, the Pacific plate is being pushed underneath the North American plate in a subduction zone, caused by plate tectonics. As the rock from the Pacific plate is pushed under the North American plate, it is subjected to high temperatures and pressures. Which rock will be created from this process?

- A.** Sedimentary
- B.** Metamorphic
- C.** Igneous

4. In the Arizona desert, a sudden rainstorm washes sand and sediment into the Colorado river, which eventually deposits the sediments into the ocean. This process is called:

- A.** Erosion & Transport
- B.** Deposition
- C.** Weathering

5. In the desert, wind picks up and carries fine particles of sand and dirt. As the wind blows against the rocks, the particles rub against the rocks and wear them down in a process called:

- A.** Weathering
- B.** Transport
- C.** Erosion

6. Which one of the following is NOT one of the three types of rock?

- A.** Sedimentary
- B.** Lava
- C.** Metamorphic
- D.** Igneous

7. True or False? Magma is lava that has been ejected from beneath the Earth's crust through a volcano.

- True
- False

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