



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](#)

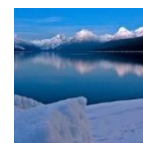
[Grand Canyon National Park](#)

[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 7 – May 4 – May 8

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning	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 7 del 4 de mayo al 8 de mayo

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning	Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexia	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexia	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 Lexia
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Name _____

bouquet	encircle	fussy	sparkles
emotion	express	portraits	whirl

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. paintings or photographs of a person | a. bouquet |
| 2. hard to please; picky | b. emotion |
| 3. a bunch of picked flowers | c. encircle |
| 4. shines and gives off light | d. express |
| 5. to turn or spin around rapidly | e. fussy |
| 6. a strong feeling, such as love or sorrow | f. portraits |
| 7. to say or show something | g. sparkles |
| 8. surround; form a circle around | h. whirl |

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

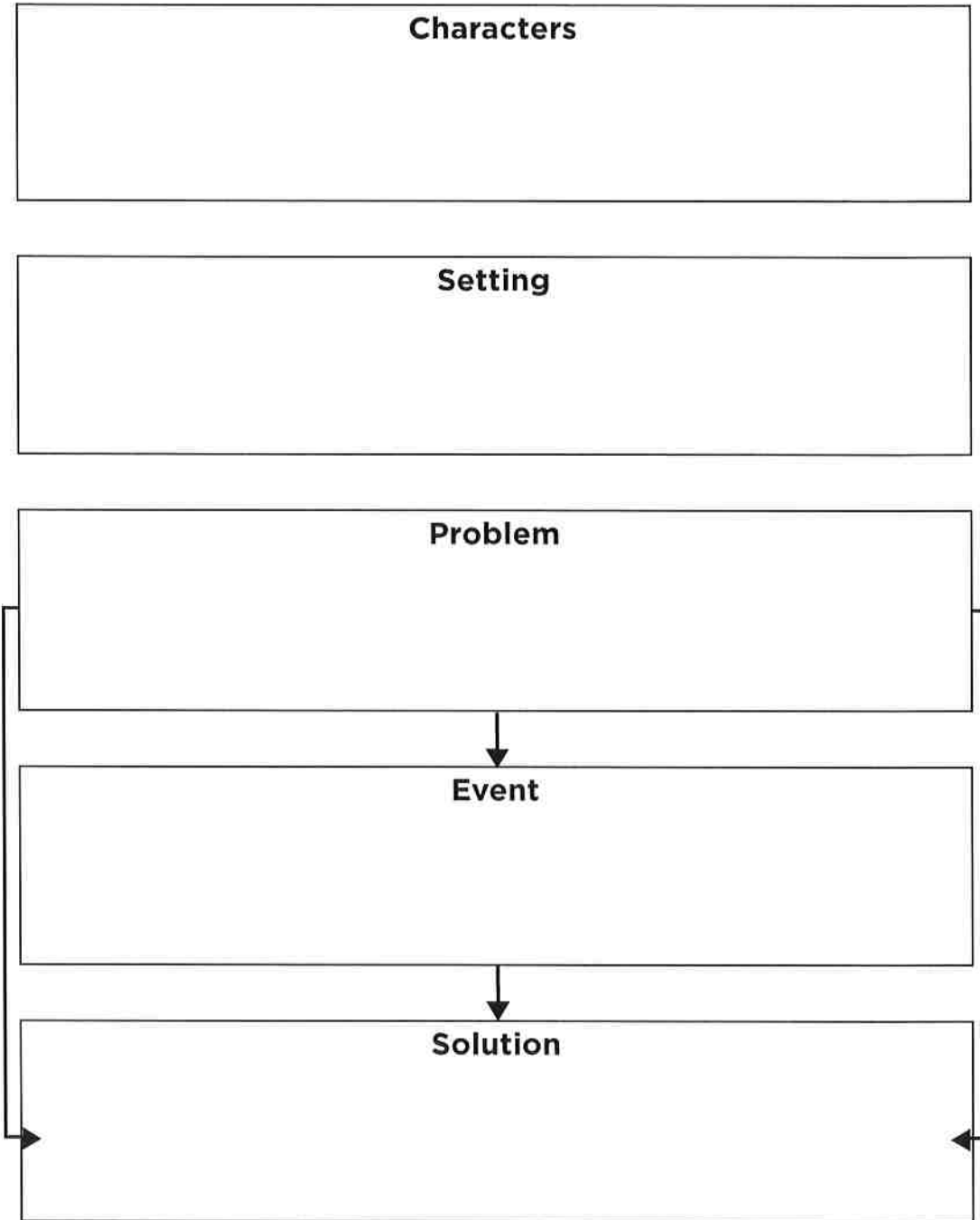
9. _____

10. _____

Comprehension: **Problem and Solution Graphic Organizer**

Name _____

Read the selection. Complete the problem and solution graphic organizer.



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Name _____

Read the passage. Use the visualize strategy to help you understand the story.

The Stray Dog

11 Kwan was in his neighborhood walking home from the bus stop
23 when a medium-size dog came running up to him. Kwan bent down
39 for a closer look. The dog was a big fluffy ball of dirt and had no
52 tags. Kwan's neighborhood was small and he knew no one had a dog
like this. There was no doubt about it. The dog was a stray.

65 The dog followed Kwan all the way to his front door. Kwan picked
78 up the dog and walked inside. The dog felt like a huge sack of marbles
93 in Kwan's arms as Kwan walked into the kitchen. His father was there
106 pouring orange juice into a glass. He took one look at Kwan and the
120 dog and nearly dropped the glass.

126 "You can't keep it, Kwan," his father said.

134 "I know, Dad," said Kwan, putting the dog down on the floor.
146 "But he's definitely a stray, and I really want to help him." The dog
160 immediately ran over to the kitchen door where Kwan's dad kept a
172 pair of running shoes. The dog took both shoes in his mouth and ran
186 back over to Kwan and plopped the shoes down in front of him. Just
200 then, Kwan's mom walked in.

205 "I guess he likes shoes," she said. "Why don't you take him
217 to Uncle Bae's and see if he wants the dog?" She looked at Kwan
231 pointedly and said, "He gets so few visitors." Kwan took the hint.

Name _____

“Okay, okay. I’ll go see Uncle Bae,” said Kwan. He grabbed an old belt from the closet to use as a leash and walked out the door.

Uncle Bae was Kwan’s least favorite relative. He was about as warm as a block of ice. He was never happy and would sometimes yell at Kwan for no good reason. As a young man, Uncle Bae had been in the army and had his vision severely damaged so that now he could barely see.

When Kwan reached his uncle’s house, he rang the bell.

“Come in!” his uncle called from inside the house. Kwan walked into the living room with the dog, saying, “Hi, Uncle Bae. It’s me, Kwan.” His uncle was sitting in an easy chair, frowning.

“This stray dog followed me home this afternoon and we thought you might like to keep him.” The dog walked right up to Uncle Bae and wagged his tail, as if he understood Kwan perfectly.

“What am I going to do with a dog?” said Uncle Bae angrily. “Get him out. But first, get me my shoes from my bedroom.”

Kwan looked at the dog knowingly and smiled. He walked the dog back into Uncle Bae’s bedroom and brought him to the pair of shoes. He took the leash off and the dog grabbed the shoes in his mouth and ran back to Uncle Bae. He plopped the shoes right in Uncle Bae’s lap. Uncle Bae’s face lit up like the sun. It was the first time in a while that Kwan had seen his uncle smile. He looked over at Kwan and said, “So? What should I name him?”



Name _____

A. Reread the passage and answer the questions.

1. What is the main problem Kwan faces in the story?

2. Reread paragraph 5. What does Kwan’s mom ask him to do?

3. Reread the last paragraph. What is the solution to Kwan’s problem?

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

A Change of Heart

“I’m tired of helping Eric with reading,” Jen told her father after school. “Sometimes he can be a real brat.”

Jen’s father smiled and said, “Ok. But before you quit, go into your room and see what your brother made for you.”

Jen went into her room. There on her bed was a little handmade book. It was titled “Best Sister.” It was about a boy who gets an “A” in reading and thanks his sister for it. Jen went back to her father. “Maybe I’ll read this book with Eric next,” she said.

Answer the questions about the text.

1. Realistic fiction has characters, settings and events that could exist in real life. How can you tell this is realistic fiction?

2. In what way is Jen like a character that could exist in real life?

3. When the author uses foreshadowing, he or she gives a clue about what will happen next. How does the author foreshadow that Jen will change her mind?

4. Why are the events in this story believable?

Name _____

A **simile** compares two things by using the word *like* or *as*. A **metaphor** compares two things without using *like* or *as*.

He was thirsty. His mouth felt as dry as the desert.

The underlined sentence above is a **simile** because it uses the word *as*. His mouth is being compared to a desert.

Read each passage. Write whether the phrase in bold is a simile or a metaphor. Then identify what is being compared.

1. Kwan bent down for a closer look. **The dog was a big fluffy ball of dirt** and had no tags.

Simile or metaphor? _____

What is being compared? _____

2. Kwan picked up the dog and walked inside. **The dog felt like a huge sack of marbles** in Kwan's arms as Kwan walked into the kitchen.

Simile or metaphor? _____

What is being compared? _____

3. He plopped the shoes right in Uncle Bae's lap. **Uncle Bae's face lit up like the sun.** It was the first time in a while that Kwan had seen his uncle smile.

Simile or metaphor? _____

What is being compared? _____

Name _____

Every syllable in a word has one vowel sound. When a syllable ends in a consonant, it is called a closed syllable. Most closed syllables have a short vowel sound. Words with two closed syllables are usually divided between the two consonants.

plas / tic

hid / den

rub / ber

A. Read each word. Divide the word into syllables. Write the syllables on the lines. The first one has been done for you.

- | | | |
|-----------|------------------------|------------------------|
| 1. dinner | _____ din _____ | _____ ner _____ |
| 2. member | _____ | _____ |
| 3. finger | _____ | _____ |
| 4. pillow | _____ | _____ |

A prefix is a group of letters that appears at the beginning of a word. A prefix can give clues to a word's meaning. Many English words have Latin prefixes.

- The Latin prefix *extra-* means "outside" or "beyond."
- The Latin prefix *inter-* means "between."

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B. Read each word. Underline the prefix and write it on the line. The first one has been done for you.

- | | |
|-----------------------------|---------------------------|
| 1. <u>inter</u> state _____ | 4. intermediate _____ |
| 2. extraordinary _____ | 5. extraterrestrial _____ |
| 3. interact _____ | 6. international _____ |

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can grab the reader's attention with a strong beginning.

Draft Model

Dad and I always help each other. Sometimes I help Dad in the kitchen. Other times, Dad helps me work on my bike or finish my homework.

1. How does the narrator help Dad in the kitchen?
2. How does Dad help with the bike?
3. How does Dad help with homework?
4. What opening sentence would introduce the topic and grab the reader's attention?

B. Now revise the draft by adding a strong beginning that introduces the topic clearly.

Name _____

Imani wrote the letter below using text evidence from two different stories to answer the prompt: *Write a letter from Luisa to Jana telling her how she felt when she heard how Jana helped the Ali family.*

Dear Jana,

I heard that you helped your friend's family who lost everything. It is so sad that the fire destroyed their home, but at least everyone is unhurt. Your plan to help was brilliant!

Last week, I organized a surprise birthday party for my mother. It was a dance party. Her fellow workers and customers all helped me. She was really surprised and was so happy that she even danced again. Mama has not danced in years. Yet, I feel that the happiness and excitement I gave my mother cannot compare to the generosity and kindness that you showed for Yasmin. The short poem you wrote helped your classmates understand what happened to Yasmin's family. I heard you collected not just clothes, but money, books, and a game player.

After hearing what you did for Yasmin, I know that she would do the same for you. I hope one day to have a friend as kind as you are.

Your friend,
Luisa

Reread the passage. Follow the directions below.

1. **Draw a circle** around the sentence in the opening that makes you want to read more about what Jana did for Yasmin.
 2. **Underline** an inference that Luisa makes about Yasmin.
 3. **Draw a box around** a detail that shows you Mama was happy.
 4. **Write** an example from the letter of an adjective that modifies a noun.
- _____

Name _____

Answer Key

bouquet	encircle	fussy	sparkles
emotion	express	portraits	whirl

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.

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| 1. paintings or photographs of a person | a. bouquet |
| 2. hard to please; picky | b. emotion |
| 3. a bunch of picked flowers | c. encircle |
| 4. shines and gives off light | d. express |
| 5. to turn or spin around rapidly | e. fussy |
| 6. a strong feeling, such as love or sorrow | f. portraits |
| 7. to say or show something | g. sparkles |
| 8. surround; form a circle around | h. whirl |

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

9. For my art projects, I like to use glitter because it *sparkles*.

10. My brother is very *fussy* about what he will agree to eat.

Name _____ *Answer Key*

A. Reread the passage and answer the questions.

Possible responses provided.

1. What is the main problem Kwan faces in the story?

A stray dog follows him home. He wants to help the dog, but he is not
sure how to do it since he knows he cannot keep the dog himself.

2. Reread paragraph 5. What does Kwan’s mom ask him to do?

She asks him to see if Uncle Bae wants the dog.

3. Reread the last paragraph. What is the solution to Kwan’s problem?

Uncle Bae decides to keep the dog.

B. Work with a partner. Read the passage aloud. Pay attention to expression. 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*

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Second Read		–		=	

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Name _____

Answer key

A **simile** compares two things by using the word *like* or *as*. A **metaphor** compares two things without using *like* or *as*.

He was thirsty. His mouth felt as dry as the desert.

The underlined sentence above is a **simile** because it uses the word *as*. His mouth is being compared to a desert.

Read each passage. Write whether the phrase in bold is a simile or a metaphor. Then identify what is being compared.

1. Kwan bent down for a closer look. **The dog was a big fluffy ball of dirt** and had no tags.

Simile or metaphor? metaphor

What is being compared? The dog is being compared to a ball of dirt.

2. Kwan picked up the dog and walked inside. **The dog felt like a huge sack of marbles** in Kwan's arms as Kwan walked into the kitchen.

Simile or metaphor? simile

What is being compared? The dog is being compared to a sack of marbles.

3. He plopped the shoes right in Uncle Bae's lap. **Uncle Bae's face lit up like the sun.** It was the first time in a while that Kwan had seen his uncle smile.

Simile or metaphor? simile

What is being compared? Uncle Bae's face is being compared to the sun.

Name _____ *Answer Key*

Every syllable in a word has one vowel sound. When a syllable ends in a consonant, it is called a closed syllable. Most closed syllables have a short vowel sound. Words with two closed syllables are usually divided between the two consonants.

plas / tic

hid / den

rub / ber

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- | | | |
|-----------|--|--|
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| 2. member | <u> </u> mem <u> </u> | <u> </u> ber <u> </u> |
| 3. finger | <u> </u> fin <u> </u> | <u> </u> ger <u> </u> |
| 4. pillow | <u> </u> pil <u> </u> | <u> </u> low <u> </u> |

A prefix is a group of letters that appears at the beginning of a word. A prefix can give clues to a word's meaning. Many English words have Latin prefixes.

- The Latin prefix *extra-* means "outside" or "beyond."
- The Latin prefix *inter-* means "between."

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B. Read each word. Underline the prefix and write it on the line. The first one has been done for you.

- | | |
|---------------------------------------|--|
| 1. <u>inter</u> state <u>inter</u> | 4. <u>inter</u> mediate <u>inter</u> |
| 2. <u>extra</u> ordinary <u>extra</u> | 5. <u>extra</u> terrestrial <u>extra</u> |
| 3. <u>inter</u> act <u>inter</u> | 6. <u>inter</u> national <u>inter</u> |

Name _____

Answer Key

Imani wrote the letter below using text evidence from two different stories to answer the prompt: *Write a letter from Luisa to Jana telling her how she felt when she heard how Jana helped the Ali family.*

Dear Jana,

I heard that you helped your friend's family who lost everything. It is so sad that the fire destroyed their home, but at least everyone is unhurt. Your plan to help was brilliant!

Last week, I organized a surprise birthday party for my mother. It was a dance party. Her fellow workers and customers all helped me. She was really surprised and was so happy that she even danced again. Mama has not danced in years. Yet, I feel that the happiness and excitement I gave my mother cannot compare to the generosity and kindness that you showed for Yasmin. The short poem you wrote helped your classmates understand what happened to Yasmin's family. I heard you collected not just clothes, but money, books, and a game player.

After hearing what you did for Yasmin, I know that she would do the same for you. I hope one day to have a friend as kind as you are.

Your friend,
Luisa

Reread the passage. Follow the directions below.

1. **Draw a circle** around the sentence in the opening that makes you want to read more about what Jana did for Yasmin.
2. **Underline** an inference that Luisa makes about Yasmin.
3. **Draw a box around** a detail that shows you Mama was happy.
4. **Write** an example from the letter of an adjective that modifies a noun.
short poem _____

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.

1.
$$\begin{array}{r} 29 \\ + 14 \\ \hline \end{array}$$

2. Write 25% as a fraction.

3. Calculate 71 divided by 10.

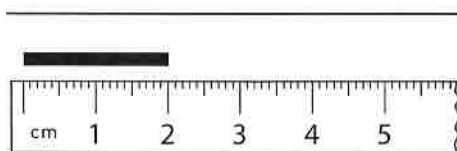
4. $24 \div 6 =$ _____

5. Write 1,414 in expanded notation.

6. Fill in the missing fraction.

$\frac{1}{100}, \frac{2}{100}, \frac{3}{100},$ _____, $\frac{5}{100}$

7. Write the length in millimeters.



8. 16 pints = _____ gallons

9. How many faces does a square pyramid have?

10. Use each of the five numbers once and any operations to solve the problem below.

$\boxed{10} \quad \boxed{13} \quad \boxed{1} \quad \boxed{4} \quad \boxed{12}$
 $\boxed{} \quad \boxed{} \quad \boxed{} \quad \boxed{} \quad \boxed{} = 10$

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)

$$\begin{array}{r} 1. \quad 26 \\ - 13 \\ \hline \end{array}$$

2. (Y) (N)

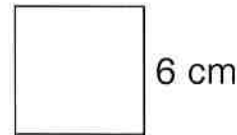
$$6. \quad 3 \times 3 = \frac{1}{3} \text{ of } \square$$

3. (Y) (N)

2. Write $\frac{73}{100}$ as a percentage.

7. Calculate the perimeter of a square with 6-cm sides.

4. (Y) (N)



5. (Y) (N)

$$3. \quad 95 \div 5 = \underline{\hspace{2cm}}$$

$$8. \quad 2 \text{ yards} = \underline{\hspace{2cm}} \text{ inches}$$

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

4. Divide 8 into 44.

9. Is a hexagon a plane shape or a solid?

9. (Y) (N)

10. (Y) (N)

5. What is the place value of 2 in 2,647?

10. Mom bakes 24 cookies for the soccer team. One-half of the cookies are eaten. How many are not eaten?

____ / 10

Total

NAME: _____

DIRECTIONS Solve each problem.

1. Calculate the sum of 25 and 17.

2. Is $\frac{4}{5}$ greater than, less than, or equal to $\frac{4}{50}$?

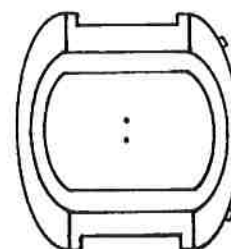
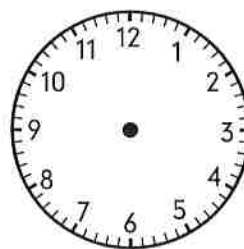
3. $83 \div 6 =$ _____

4. Calculate the quotient of 56 and 7.

5. Write four thousand seven hundred with numerals.

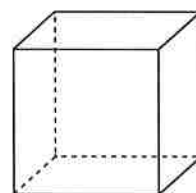
6. $100 \times 1 = 10 \times$

7. Show 7:50 on both clocks.



8. Which months are in the last third of the year?

9. Draw the front view.



10. You are saving for an mp3 player that costs \$75.00. Mom says she will help you by paying for $\frac{1}{3}$ of the cost of the player. How much do you still have to save?

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.

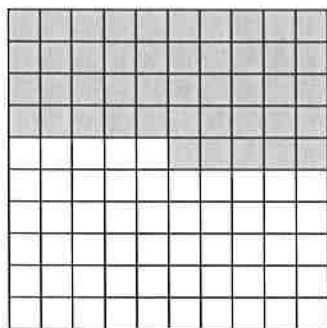
SCORE

1. (Y) (N)

1. $42 - 8 = \underline{\hspace{2cm}}$

2. (Y) (N)

2. What percent is shaded?



3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

3. Divide 63 into 7 equal groups.

7. (Y) (N)

8. (Y) (N)

4. $5 \overline{)25}$

9. (Y) (N)

5. What is the number after 4,799?

10. (Y) (N)

6. $\frac{1}{8}$ of 48 is $2 \times \square$

7. An empty wheelbarrow has a mass of 12 kg. How heavy is the load if the full wheelbarrow has a mass of 22 kg?

8. How many days are in May?

9. **Books Read in March**

Cathy			
Martin			
Jose			

= 5 books read

Cathy's goal is to read 10 more books in April than she read in March. What is her new book goal?

10. Add 4 hundreds, 3 tens, and 0 ones to 362.

____ / 10

Total

NAME: _____

DIRECTIONS Solve each problem.

1.
$$\begin{array}{r} 38 \\ + 34 \\ \hline \end{array}$$

2. Is 49 a square number?

3. $2 \overline{)14}$

4. $45 \div 9 =$ _____

5. What is the value of the hundreds place in 2,604?

6. Complete the chart to find the cost of 5 pens at 25¢ each.

1 Pen	2 Pens	3 Pens	4 Pens	5 Pens
25¢				

7. How many millimeters are there in 8 centimeters?

8. How many times in a year is the date the 31st?

9. Draw 1 line of symmetry.



10. A pound of ground beef costs \$2.00. You have a coupon for 25% off. How much will you save?

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 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

How can you estimate how many animals live in an ecosystem?

Scientists can figure out how many animals live in a large area by counting how many animals there are in small parts of the area and then **estimating**. The more small parts that they check, the better their estimate usually is.

- 1. Scatter two handfuls of cereal on a checkerboard.
Guess how many pieces are on the board.



- 2. Work with a partner. Determine a way to **estimate** the total number of pieces on the board.

Write your estimate.

Hint: Start with a small area.

- 3. Count all the pieces of cereal on the board.

Explain Your Results


- 4. Which was easiest: guessing, **estimating**, or counting?

.....

Which was most accurate?

- 5. **Infer** How do you think you could make your estimate more accurate?

.....

- 6.  **Infer** Why do you think scientists might want to know how many animals live in an ecosystem?

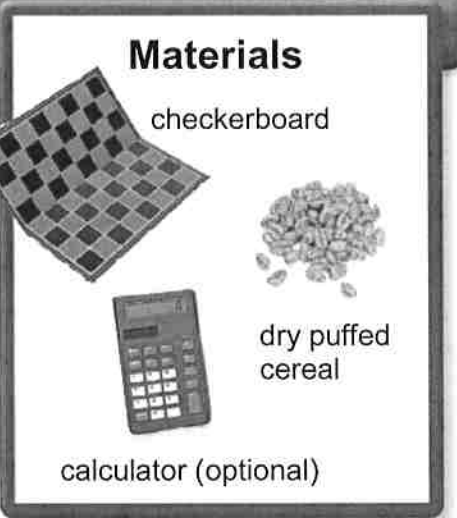
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Materials

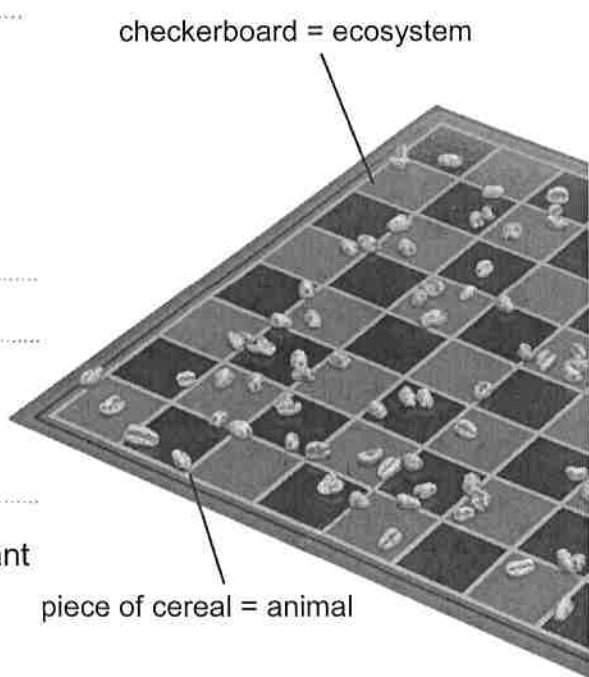
checkerboard

dry puffed cereal

calculator (optional)



Inquiry Skill Sometimes you can use math to help you make a good **estimate**.





The West is a region with many different landforms. A person could hike a mountain trail in the morning and then splash in the Pacific Ocean in the evening. The West has been shaped by volcanoes and earthquakes and mighty rivers that wind like ribbons through the region. The West includes the states of California, Oregon, Montana, Wyoming, Colorado, Utah, Nevada, Idaho, Washington, Alaska, and Hawaii.

Mountains of the West

From Alaska, through Canada, and on south through New Mexico, the Rocky Mountains form the largest mountain range in North America. They stretch more than 3,000 miles in length and more than 300 miles in width in some places.

The Rockies, as they are often called, rise up in steep peaks and form the western border of the Great Plains. Coming west from the east, they tower over the plain's flat lands.

West of the Rocky Mountains is another mountain range located in eastern California and western Nevada called the Sierra Nevada. Some of these mountains are more than 14,000 feet above sea level. Sea level is the height of the surface of the ocean.

Another mountain range, called the Cascades, extends from northern California up through Oregon and Washington. Mount Rainier, the tallest mountain in this range, is more than 14,400 feet above sea level.

The Rocky Mountains are made up of more than 100 smaller mountain ranges, such as the Elk Mountains in Colorado.

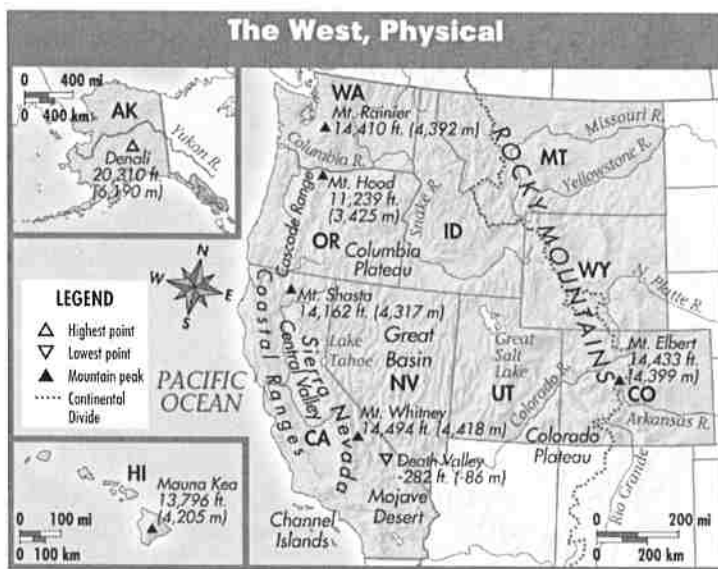


The Long Coast

The Pacific Coast is the land along the western border of the United States. This is where the land meets the Pacific Ocean. California, Oregon, Washington, and Alaska are the states that share this coastline.



Sea arches and sea stacks are unusual landforms that visitors can spot along the coast. A sea arch is formed by waves wearing away large rocks along a coast. Over time, the waves erode the middle of a rock to form an arch. As erosion continues, part of the arch may break. The pile of rocks that is left behind is called a sea stack.



1. **READING CHECK** Locate and circle the region's highest and lowest points.

Volcanoes

A **volcano** is an opening in the surface of Earth through which gas, ash, and lava are forced out. As hot lava flows from the volcano, it begins to cool and harden. More lava flows on top and begins to **accumulate**, creating land.

Hawaii formed from undersea eruptions millions of years ago. Eventually, the islands rose above the Pacific Ocean.

The Cascade Range, which spreads from northern California up through Oregon and Washington, has many volcanoes. Most of them are not erupting. However, Washington's Mount Saint Helens is an active volcano that erupted violently in 1980. Twenty-five years later, a reporter **recalled** what he had witnessed:

Primary Source

The next day ... I got my first view of the mountain. The summit was gone. Ash poured out of the new crater, climbing miles into the sky. Blue lightning flashed in the cloud. Downwind, for hundreds of miles, day turned to night. Schools were closed, roads were closed, airports were closed. . . . Ash fell like heavy snow.

— Howard Berkes, National Public Radio reporter, 2005

Geysers and Hot Springs

In Wyoming's Yellowstone National Park, more than 10,000 hot springs and hundreds of geysers attract tourists from around the globe. A **geyser** is a hot, underground spring that shoots steam and boiling water high into the air. The park's most famous geyser is Old Faithful, which erupts about every 60 to 110 minutes.

The geysers and hot springs of Yellowstone occur because groundwater there is heated by **magma**, or melted rock that is underneath Earth's surface. Pools of heated water that form are known as hot springs. Only when these pools of hot water erupt, such as Old Faithful does, are they called geysers.

Earthquakes

A fault is a break in Earth's crust that is created by the movement of giant blocks of Earth. These massive blocks sometimes overlap or slip past each other. When the blocks finally break free of each other, the energy that is released is an earthquake. There are a great number of faults in the West, especially along the coastline.

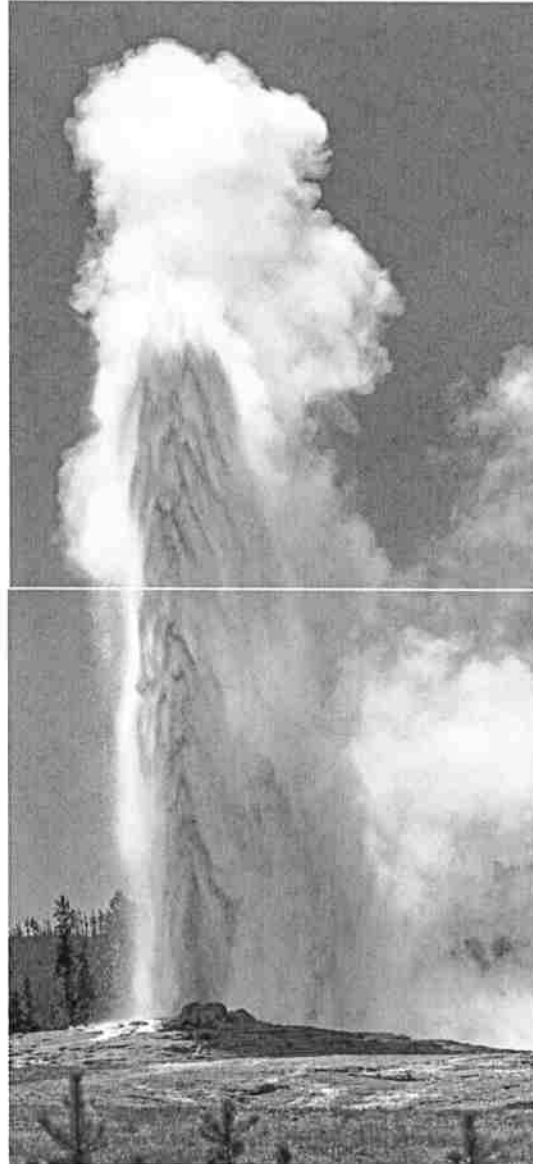
Earthquakes can cause terrible damage. Landslides of rocks, mud, snow, and ice can slide down mountains, knocking down forests and burying buildings. When huge blocks of Earth shift along the fault lines, roads, highways, and railroads can split apart. Buildings and bridges can collapse from the shaking.

In March 1964, an earthquake hit Prince William Sound in Alaska and created a number of tsunamis. A **tsunami** is a wall of water that can be 100 feet higher than an average wave. These enormous waves are dangerous when they crash along the shore.

2. READING CHECK Cause and Effect

Explain why the West is more likely to suffer an earthquake than other regions.

Notebook



During an eruption, Old Faithful can spray more than 8,000 gallons of water into the air in about five minutes.

Rivers and Lakes of the West

When people first settled in the West, they often made their homes near rivers, streams, and lakes. The main reason is that people and their animals needed water to survive. Another reason is that long ago, it was easier for people to travel and transport goods by water than by land.

One important western river is the Columbia, which begins its journey of more than 1,200 miles in the Rocky Mountains of Canada. It then winds south and west through Washington and Oregon before spilling into the Pacific Ocean. Over time, the river cut through rock to form the beautiful Columbia River Gorge, a deep valley that is set between mountains.

The many dams on the Columbia River and its tributaries, or the smaller rivers that flow into the Columbia, provide electricity for homes and businesses. The energy produced by this blocked water is a valuable resource in the region. However, the dams have not been good for the river's fish. The salmon population has decreased sharply since the dams were built. Scientists and other experts are studying the problem and looking for ways to solve it.


The Willamette River is an important river in Oregon that feeds into the Columbia. As the Willamette drains, the rich soil stays behind in the Willamette Valley. The soil provides ideal conditions to grow a variety of fruits and vegetables.



Many lakes in the West are freshwater lakes. Alaska has more than 3 million lakes. Lake Iliamna, about 200 miles southwest of Anchorage, is Alaska's largest lake.

Utah's Great Salt Lake is a saltwater lake. This lake is also known as a sump lake because it does not flow into another body of water. The Great Salt lake has an even higher salt content than the oceans. Rivers that feed into the lake carry small amounts of salt in their water. As the water evaporates, the salt is left behind and the lake becomes saltier.

3. **READING CHECK** **Compare and Contrast** Explain how a sump lake is different from other lakes.

 **Notebook**

Lesson 1 Check

4. Summarize Describe how the islands of Hawaii were formed.

Notebook

5. On your vacation to the West, you saw a sea arch, a landform created by wind and water. Write a postcard to a friend to describe the sea arch and how it was formed.

Notebook

6. Understand the **QUEST Connections** Why do you think pioneers would not have seen any dams when they journeyed west in the 1800s?

Notebook

Answer Key

1 A Varied Land

INTERACTIVITY
Participate in a class discussion to preview the content of the lesson.

Vocabulary
volcano
onyx
magma
tsunami


Academic Vocabulary
accumulate
recall

Delish The BIG Question
I will know that the land of the West is varied and sometimes reshaped by earthquakes and volcanoes.

Jumpstart Activity
In a group, pretend you are standing in or on a different landform of the West. One group at a time, stand up and describe what you "see."

The West is a region with many different landforms. A person could hike a mountain trail in the morning and then splash in the Pacific Ocean in the evening. The West has been shaped by volcanoes and earthquakes and mighty rivers that wind like ribbons through the region. The West includes the states of California, Oregon, Montana, Wyoming, Colorado, Utah, Nevada, Idaho, Washington, Alaska, and Hawaii.

The Rocky Mountains are made up of more than 100 smaller mountain ranges, such as the Elk Mountains in Colorado.



Chapter 9 • Region: The West

Mountains of the West

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Lesson 1 • A Varied Land 361

The West, Physical



1 Reading Check
Locate and circle the region's highest and lowest points.

Volcanoes

A **volcano** is an opening in the surface of Earth through which gas, ash, and lava are forced out. As hot lava flows from the volcano, it begins to cool and harden. More lava flows on top and begins to **accumulate**, creating lava.

Academic Vocabulary
accumulate • v., to build up
recall • v., to remember

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2 Reading Check Cause and Effect Explain why the West is more likely to suffer an earthquake than other regions.

It has many faults, especially along the coast.

Quest Connection

Highlight the names of rivers in the West.

Rivers and Lakes of the West

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3 Reading Check Compare and Contrast Explain how a sump lake is different from other lakes.

Possible answer: Sump lakes do not flow into other bodies of water.

Lesson 1 Check

INTERACTIVITY
Check your understanding of the key ideas of this lesson.

- Summarize Describe how the islands of Hawaii were formed.
Millions of years ago, volcanoes under the Pacific Ocean began to erupt. The hot lava cooled in the sea and built up. Over time, the lava rose above sea level and formed land.
- On your vacation to the West, you saw a sea arch, a landform created by wind and water. Write a postcard to a friend to describe the sea arch and how it was formed.
Possible answer: Dear Jenny, on our trip to the Pacific Coast, I saw a sea arch. These are rocks with holes in the center made by waves wearing away the rock.
- Understand the **Quest Connection** Why do you think pioneers would not have seen any dams when they journeyed west in the 1800s?
Dams were not yet built.