

Ms. Knecht's 4th Grade Packet for Special Me....

**I am a hardworking student... because
one day I am going to be somebody....
Because, "I care!"**

Student's First & Last Name: _____

Student Number: _____

Date of Completion: _____

Due: April 6th, 2020

**Poem - "Walk With Them" - Good Reminder for Parents, Teachers, and
Fellow Students to Other Students.**

**If you see someone
falling behind,
WALK with them.**

**If you see someone
being ignored,
INCLUDE them.**

**If you see someone
is down,
LIFT them up.**

**Always remind
people of their
WORTH.**

Online Learning Student/Parent Check-Off List for Remote Learning
(and any or all paper/pencil assignments)

For Week of: March 30th through April 3rd, 2020 **Due Date:** _____ (see email for clarification)
Student Name: (First and Last) _____ **Student Number:** _____

| | | | |
|---|--|--|--|
| any assigned videos you like that involve Reading | | | |
| <p>Wednesday: Check mark as completed:</p> <p>___ Complete Kahn Academy: 5 Reading and 5 Math assignments (total 10);</p> <p>___ Complete the 1 Science (Inventors – Eli Whitney) passage and questions (Be prepared to complete the Venn Diagram – comparing the two inventors (See tomorrow’s other Inventor)</p> <p>___ -Complete 2 Math Pages You pick: watch a couple of Number Rock, or Floccabulary Math videos</p> | | | |
| <p>Thursday: Check mark as completed:</p> <p>___ I-Ready Math and Reading Assignments (5 of each, Reading and 5 Math= 10 total)</p> <p>___ Complete Science Inventor – Henry Ford passages, and complete Venn Diagram with similarities and differences between Eli Whitney and Henry Ford</p> <p>___ 2 Math worksheets</p> <p>___ -You pick: Watch a Floccabulary Reading</p> | | | |

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Student Name: (First and Last) _____ **Student Number:** _____

| | <u>Date Completed:</u> (additional assignments completed ahead of time, please list here as well) | <u>Student Signature:</u> | <u>Parent Signature:</u> |
|--|---|----------------------------------|---------------------------------|
| Spring Break Packet Due Date: 03/31/2020 | | | |
| Packet for Out of School Week due date: 04/3/2020 (revised, can turn in early if already completed on other packet due date) | | | |
| <u>Monday:</u> Check mark as completed: ___ Complete Kahn Academy: 5 Reading and 5 Math assignments (total 10); ___ Complete 2 Math Pages (you pick) ___ -You pick: watch a couple of Number Rock, or Flocabulary Math videos | | | |
| <u>Tuesdays:</u> Check mark as completed: ___ I-Ready Math and Reading Assignments (5 of each, Reading and 5 Math= 10 total) ___ Complete the 2 Social Studies' passages – "Mother Theresa", and "Ghandi" ___ 2 Math worksheets ___ -You pick: Watch a Flocabulary Reading and/or Science Video, or | | | |

Online Learning Student/Parent Check-Off List for Remote Learning
(and any or all paper/pencil assignments)

For Week of: March 30th through April 3rd, 2020 **Due Date:** _____ (see email for clarification)
Student Name: (First and Last) _____ **Student Number:** _____

| | | | |
|---|--|--|--|
| and/or Science Video, or any assigned videos you like that involve Reading | | | |
| <p>Friday: Check mark as completed:</p> <p><u> </u> 1-Ready Math and Reading Assignments (5 of each, Reading and 5 Math= 10 total)</p> <p><u> </u> Read and answer questions for "Stillness Comes", and "Alex and Judith"</p> <p><u> </u> 2 Math worksheets</p> <p><u> </u> -You pick: Watch a Flocabulary Reading and/or Science Video, or any assigned videos you like that involve Reading</p> | | | |
| <p>Saturday: (Optional) Read 2 chapters of a chapter book, and discuss the main idea, and the main two character's character traits with a friend/guardian/parent</p> | | | |

Reading

“Stillness Comes”

Lexile 550

¹Still
Silent
Darkness
Faintest breath of light
⁵Peeking above the horizon
Shimmering and calling to life
Movement. Like a snake they crawl to and fro
The early bird has finished his rounds
and is resting
¹⁰Warmth floods like a gentle river bursting forth
from its banks
From its summit, the life giver looks down
over the land and smiles.
Beneath him, life teems throughout the
¹⁵ fields and cities and homes.
The earth is parched and begs relief from
the overbearing rays
The early heat lingers; the people’s minds
long for respite
²⁰Laughing and running- we are free they
shout, free!
Movement. Like a mouse they dart to
and fro
With thankful hearts, we sit as a family
²⁵That last daily hour of your own
Eyes droop, mouths yawn
Snuggle in, hugs for all
The quiet moment
Before evening
³⁰And just then
Tomorrow
Comes

9. 3RL4: What do lines 1, 2, and 3 most likely describe?

- a. the rising of the sun
- b. the setting of the sun
- c. the rotation of the moon
- d. the very early morning

10. 3RL2: How do the details in the passage support your answer to number 9?

- a. They explain the way the moon looks during the crescent phase.
- b. They remind the reader of when the sun is high in the sky.
- c. They describe how quiet and dark it is before you wake up.
- d. They tell the story of the first sun and moon rising.

11. 3RL10: What time of the day is most likely shown by the last 2 lines of the poem?

- a. early morning
- b. afternoon
- c. late evening
- d. midnight

12. 3RL2: What details in the poem tell you that it is very hot outside?

- a. The quiet moment before evening
- b. life teems throughout the fields and cities
- c. Warmth floods like a gentle river
- d. The earth is parched and begs relief



Alex and Judith

Lexile 460

¹Alex: I am so frustrated with every adult in the world. My mom decides to move to a different city. Now I have to go to a new school. My dad hangs around the house all day. I wish he would get a job like other dads. My friends are too far away to see. Mom said I can see them on Saturdays. She promised we would go back at least once a month. We haven't gone back at all. I knew I shouldn't believe her.

²Judith: I was offered a really great job three months ago. I couldn't say no. My husband lost his job when his company closed down this past fall. We knew it was coming. We saved up a little money. I know Alex hasn't been back to see his friends. I feel bad about that. I should not have made a promise that I couldn't keep.

³Alex: I don't know why we had to move. You could have driven your car to work every day. It's not that far. You make more money now. You can pay for the gas with that money. I wanted to stay in school with my friends. It's not fair that you get to make these decisions.

⁴Judith: We talked about these decisions before I made them. I tried to give you time to say goodbye. I tried to give you time to get used to the idea of moving. I know how you feel. My parents made me change schools 3 times before fifth grade. It's hard, but it gets easier. I have been in your shoes before. You know, your dad wants to spend more time with you. He said he wants to help you meet some new people.

⁵Alex: I don't want to play baseball here.

⁶Judith: Why not? You've played since you were five years old.

⁷Alex: Because I don't want to play against my old friends. They are more important to me than anyone here.

⁸Judith: You haven't had a chance to play ball with the boys here. You will have a new team just like at your old school. You know ball players sometimes change teams. They form new friendships, and they're a part of a new team. Your dad will help coach your baseball team this year. We need you to open this door and try something new. If it's a bad idea, we can deal with it then.

⁹Alex: Grandma said I could stay with her. She said I could move here at the end of school. I'm still mad that you won't let me stay with her.

¹⁰Judith: Your grandma should not have told you that. We are a family. Families stick together. Even if things get hard, we don't give up.

¹¹Alex: Grandma is our family, too.



¹²Judith: You're right, she is. However, it was not her decision. We asked her how she felt about us moving here. She was scared, too, you know? She was afraid that she would miss us too much.

¹³Alex: She was right. We haven't gone back once.

¹⁴Judith: We are planning to go back. I talked to Grandma about spending the last week of March with her. You're right, though. We should drive up to my mom's house this weekend. You can see Kevin and Ty. Maybe I could spend some time catching up with Anna.

¹⁵Alex: Do you miss her?

¹⁶Judith: I do. I had to leave a lot of my friends behind just like you. I knew Anna for over 20 years.

¹⁷Alex: I hope we can go back this weekend. I can't promise that I'll like living here. I know I won't like it if I don't make friends. If I can see my old friends, I can see how they feel about playing against me in baseball. I know what type of pitches to throw, so they'll never hit a thing. That would be fun to watch them strike out. They know how to strike me out, too. I won't like that at all.

¹⁸Judith: You'll like seeing them regardless of who strikes out whom. If we have weekend games, we can let you spend the night with one of them. We could also have a couple of friends over like we did last year.

¹⁹Alex: I can live with that.

²⁰Dr. Smith: I think you both have listened well to each other today. Alex, I'm really happy to hear that you might play baseball here. It sounds like you are a good player. The boys here like to do many of the same things you like to do. Judith, I know how hard it is to work and be a mom at the same time. You also left behind friends that you should reconnect with again. I hope that when I see you again, you can tell me all about your trip back to your mother's house for the weekend.



1. 3RL6: If Alex were a real person, how would you describe his point of view?

- a. It is a child's point of view who is hearing about the story.
- b. It is an adult's point of view who is retelling the story.
- c. It is a child's point of view who is experiencing the story.
- d. It is an adult's point of view who is narrating the story.

2. 3RL5: Which answer choice best describes the structure of this passage?

- a. a conversation between 2 main people and a third person
- b. a play between three characters set in the past
- c. a poem of a mother and a father
- d. a fable between a mother and a son

3. 3RL5: Why does the author structure the passage this way?

- a. to show each person's thoughts and feelings
- b. to explain the lesson that each person needs to learn
- c. to create a picture of people sharing their learning
- d. to allow a group of students to act out the story

4. 3RL6: Which of the following students in Alex's school would most likely understand his point of view?

- a. Kevin: "I started school here last year. I've made lots of friends."
- b. Shrea: "My mom is in the military, and I only see her a few times a year."
- c. Emily: "This is my second school in a year. It was really hard to move to a new place."
- d. Tae: "I prefer to stay inside and read. I have one good friend who reads the same books I do."

5. 3RL6: This passage was written using Alex's and Judith's own words. How would the passage be different if a narrator told the story?

- a. It would share the personal feelings of only one of the characters.
- b. It would sound like an unseen person was telling the story instead of the characters telling it.
- c. There would be more description of the setting and the problems.
- d. The reader would be able to understand it better because it wouldn't jump back and forth.



6. 3RL4: What does the word “reconnect” suggest about Dr. Smith’s thoughts in paragraph 20?

- a. Dr. Smith believes that visiting old friends would make Alex miss them more.
- b. Dr. Smith hopes Alex will begin playing baseball and stop thinking about his friends.
- c. Dr. Smith thinks visiting Alex’s grandmother and Judith’s friends would be good.
- d. Dr. Smith wants to convince Judith to move back to her old city and Alex’s old team.

7. 3RL3: Which of Judith’s actions cause Alex to feel most angry and sad?

- a. when she asked him again why he didn’t want to play baseball
- b. that she did not take Alex to visit his friends as she promised
- c. making plans to visit her mother and Alex’s friends
- d. when she caused their father to lose his job

8. 3RL10: What event first led to the discussion you read in the passage?

- a. Judith taking a new job and moving her family
- b. Alex getting angry at Judith
- c. the family being forced to leave their home
- d. Alex’s dad getting a job in this new city

9. 3RL3: Alex says, “Do you miss her like I miss my friends?” in paragraph 15. How does this help you understand his thoughts?

- a. He wants to know if she misses his friends the way he does.
- b. He is trying to figure out if Judith is angry at him for moving.
- c. He wonders if Judith is having some of the same feelings that he has.
- d. He thinks that Dr. Smith blames him for having angry feelings.

10. 3RL10: Why doesn’t Alex want to play baseball in this new town?

- a. He knows that his old teammates will always win.
- b. There aren’t any positions open that he plays.
- c. The teams in this city play by different rules.
- d. He doesn’t want to play against his old teammates.



Alex and Judith

Lexile 460

11. 3RL1: What do you think Alex and Judith will do next?

- a. Judith will break this promise, and Alex will get angry again.
- b. They will most likely take Dr. Smith's advice on visiting their old friends.
- c. Alex will move in with his grandmother, and Judith will visit Anna.
- d. They will decide to stay home and plan to go another time.

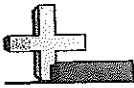
12. 3RL9: This passage is most similar to which type of writing?

- a. play
- b. historical fiction
- c. poetry
- d. fable



Math

(Do your times tables, too.)



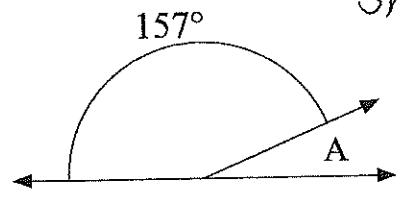
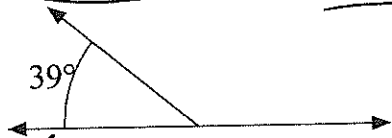
Straight angles are 180° ! Subtract from 180° the other angle,
 Finding Supplementary Angles Name: _____

Find the value of 'A' in the set of supplementary angles.

1) Check it!

Example: 2)

Easy Peasy!
Show your work!

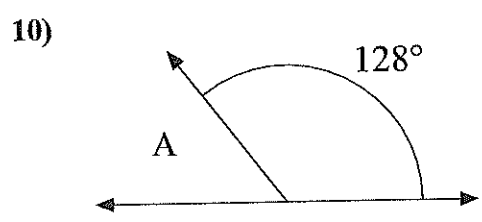
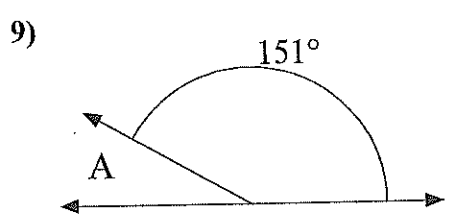
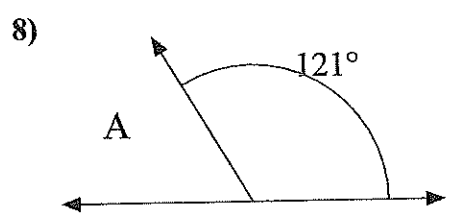
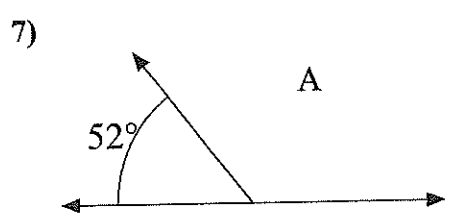
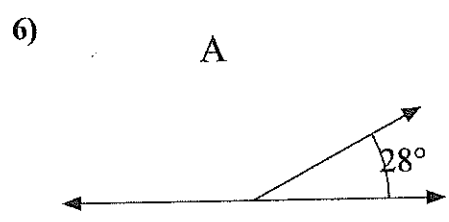
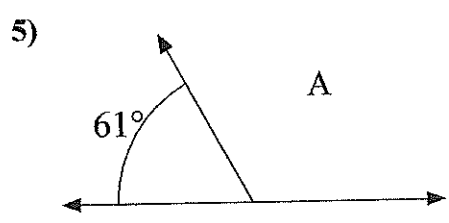
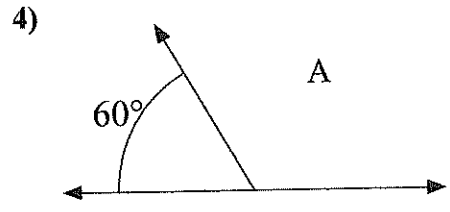
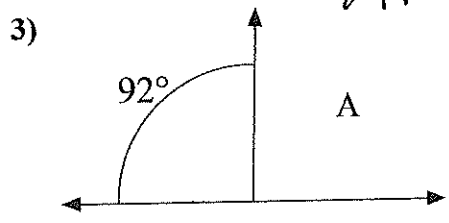


① 180°
 $- 39^\circ$
 $\hline 141^\circ$

② Check it by adding
 $141^\circ + 39^\circ = 180^\circ$

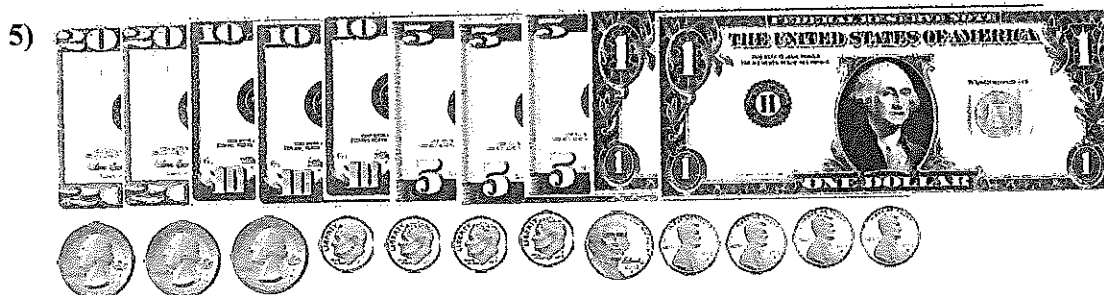
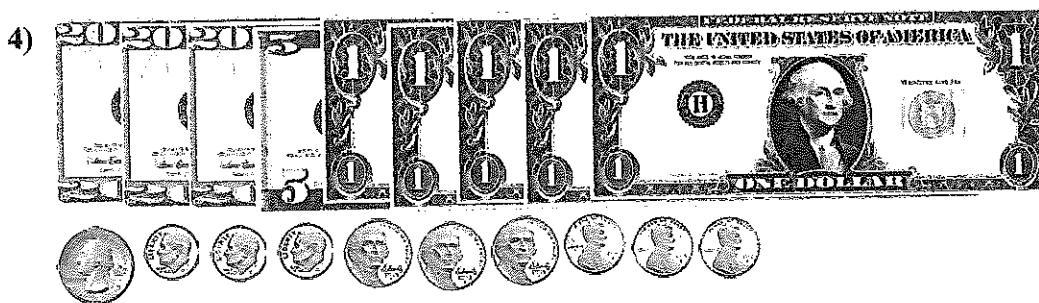
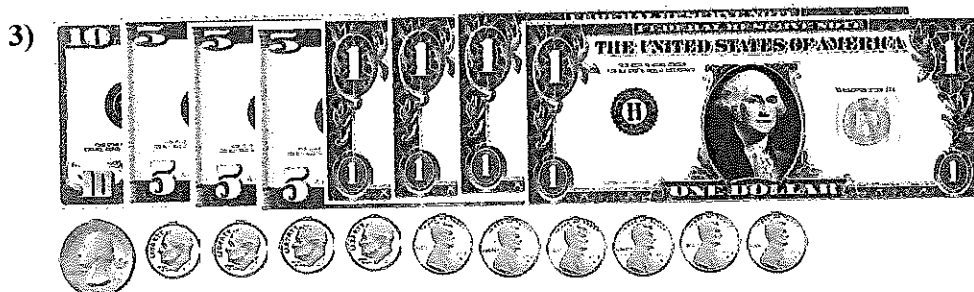
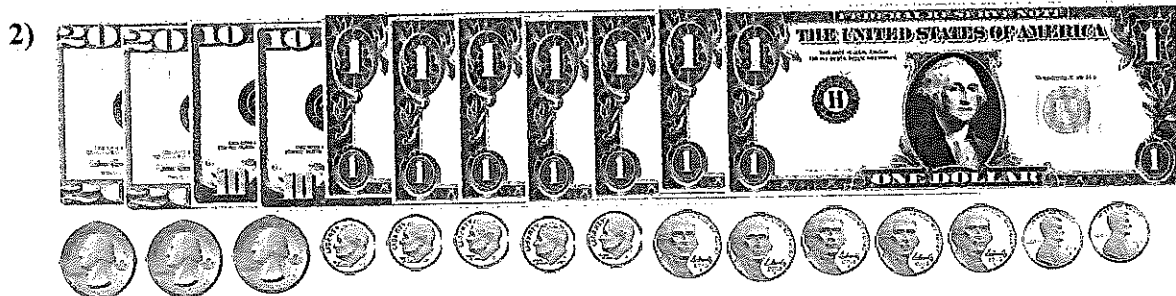
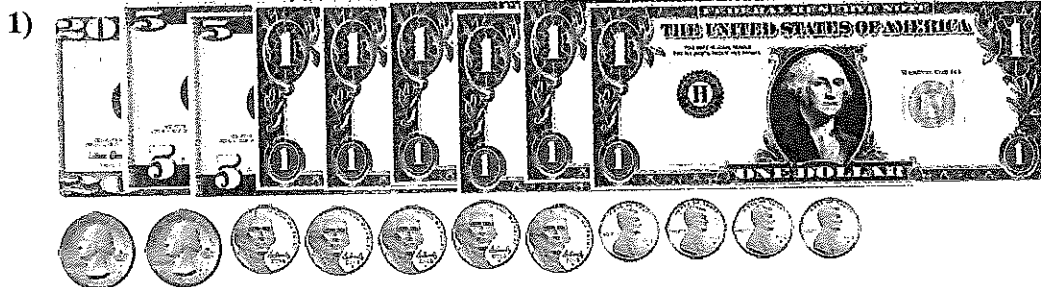
Answers

1. 141°
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____





Determine the amount of money shown.



Answers

1. _____

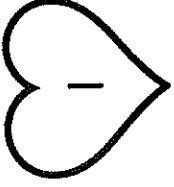
2. _____

3. _____

4. _____

5. _____

Date: _____ # _____



| | |
|----|--------|
| # | answer |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Name: _____

1 Find the sum:

$$\begin{array}{r} 7528 \\ + 4695 \\ \hline \end{array}$$

2 Find the difference:

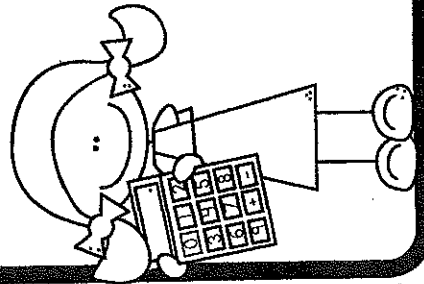
$$\begin{array}{r} 6154 \\ - 4795 \\ \hline \end{array}$$

3 Find the product:

$$37 \times 58 =$$

4 Find the quotient:

$$765 \div 9 =$$



5 What is the rule for this sequence?
25, 33, 41, 49, 57...

6 Is this number a prime or composite number?
13

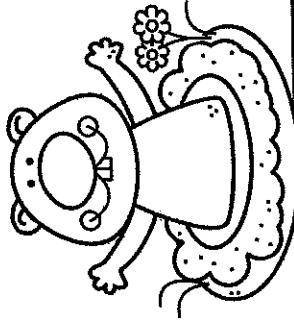
7 Draw a rectangle and partition it into 3 equal parts.

8 A football field is 120 yards long. How many feet are in 2 football fields?

9

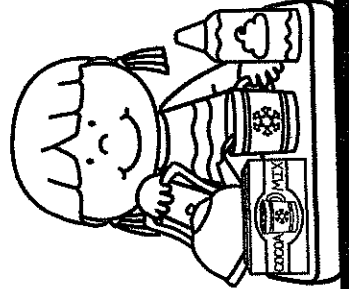
Write the missing numerators to make the fraction equivalent.

$$5 \frac{\square}{6} = \frac{\square}{12} = \frac{\square}{30}$$



10

Which unit of measure is most appropriate to measure a mug of hot cocoa.
quart or cup





Determine which letter best represents the volume.

Cup

A cup is about the amount of milk you get from the cafeteria.



Pint

A pint is about the amount you get in a large glass.
1 pint = 2 cups



Quart

A quart is about the amount you get in a large milk container.
1 quart = 2 pints



Gallon

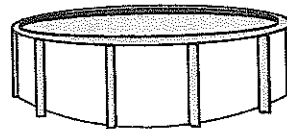
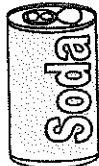
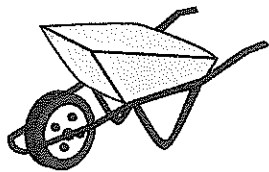
A gallon is the amount that comes in the large plastic container.
1 gallon = 4 quarts



- 1) Liquid a spoon holds
- A. Less than a cup
 - B. 1 Cup
 - C. 1 Quart
 - D. 1 Pint

- 2) Ink in a pen
- A. 2 Pints
 - B. 1 Quart
 - C. Less than a Cup
 - D. 1 Gallon

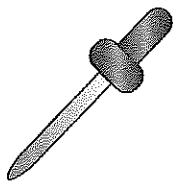
- 3) Cereal Bowl
- A. 4 Pints
 - B. 1 Pint
 - C. 2 Gallons
 - D. 0.5 Gallon



- 4) Sand a wheel barrow holds
- A. 8 Quarts
 - B. 1,000 Grams
 - C. 4 Cups
 - D. 45 Gallons

- 5) Soda in a can
- A. 4 Pints
 - B. 4 Cups
 - C. 1 Gallon
 - D. 1.5 Cups

- 6) Water in a pool
- A. 3,000 Gallons
 - B. 25 Cups
 - C. 5,000 Feet
 - D. 20 Gallons



- 7) Eyedropper holds
- A. 3 Gallons
 - B. 1 Pint
 - C. 1 Cup
 - D. Less than 1 Cup

- 8) Liquid in a tea cup
- A. 1 Cup
 - B. 1 Quart
 - C. 1 Pint
 - D. 1 Gallon

- 9) Liquid in a pitcher
- A. 8 Gallons
 - B. 2 Quarts
 - C. 1 Pint
 - D. 2 Cups

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Show your work

Date: _____ # _____



| | |
|----|--------|
| # | answer |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Name: _____

1 Find the sum:

$$\begin{array}{r} 3,794 \\ + 6,489 \\ \hline \end{array}$$

2 Find the difference:

$$\begin{array}{r} 6,247 \\ - 3,658 \\ \hline \end{array}$$

3 Find the product:

$$22 \times 57 =$$

4 Find the quotient:

$$672 \div 7 =$$

5 Is the second number a multiple of the first number?

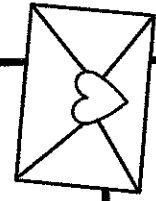
7

56

6 Use place value to multiply.

$$10 \times 300 =$$

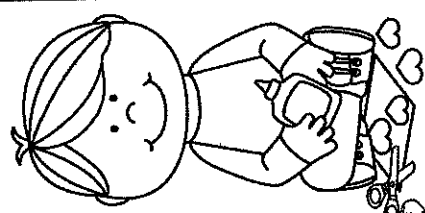
7 Draw a square and partition it into 6 equal parts.



8 Last year 8,360 people came to see punxsutawney phil on Groundhog Day. This year 6,498 came. How many people have watched in the last 2 years?

9

Reduce the fraction to the simplest form.



$$4 \frac{26}{13}$$

$$\frac{4}{26} \div 2 = \frac{2}{13}$$

Here you go. Memorize.

10

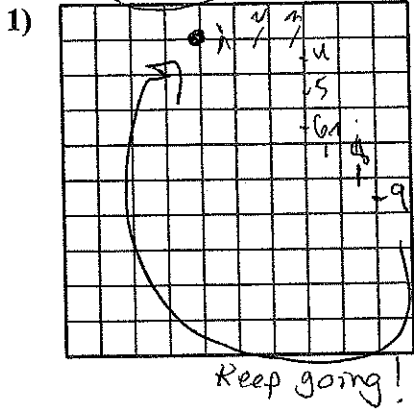
Use >, < or = to compare the measurements.

$$5 \text{ yd} \bigcirc 50 \text{ ft}$$

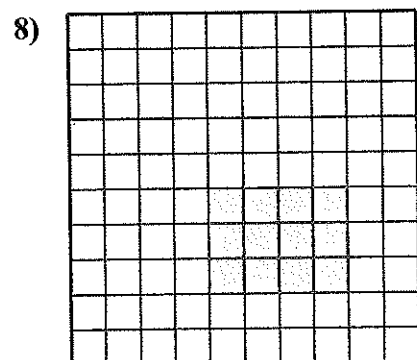
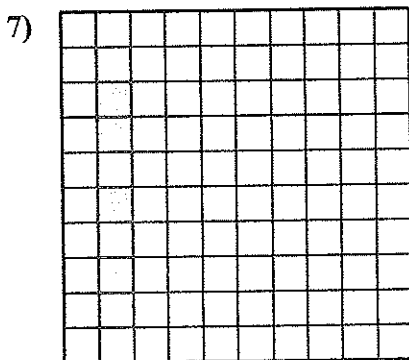
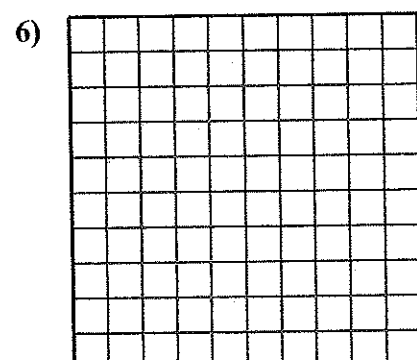
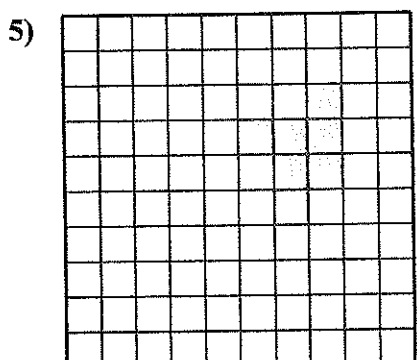
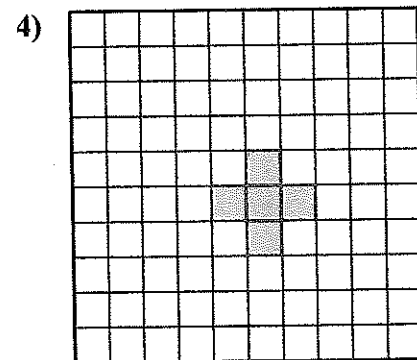
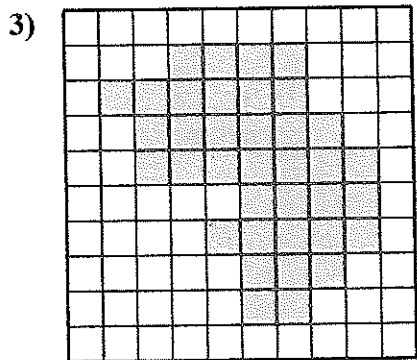
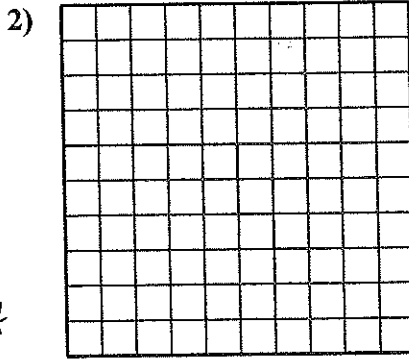
Think
 $3 \text{ ft} = 1 \text{ yd}$
 Hint: convert ~~30~~ yards to ft.
 Then: compare



Find the perimeter of each shaded section. Each block is 1 square unit (u).



Example:
Put slashes on all edges. Put a dot where you start.
Perimeter not area. guys
Keep going!

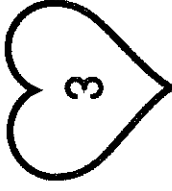


Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Name: _____

Date: _____ # _____



Show your work

1 Find the sum:

$$\begin{array}{r} 6685 \\ + 9648 \\ \hline \end{array}$$

2 Find the difference:

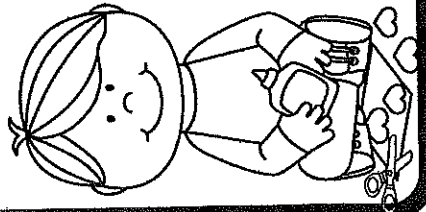
$$\begin{array}{r} 6537 \\ - 2749 \\ \hline \end{array}$$

3 Find the product:

$$92 \times 36 =$$

4 Find the quotient:

$$512 \div 8 =$$



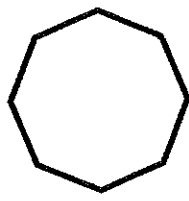
5 Write the sentence below as an equation.

4 groups of 5 is 20

6 Use place value to divide.

$$60 \div 10 =$$

7 partition the shape into 4 equal parts.



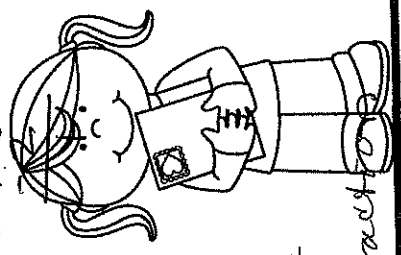
8 In 1887, Groundhog Day became an official event in Punxsutawney, PA. In what year did they celebrate the 75th Groundhog Day?

9 Write each improper fraction as a mixed number in simplest form.

Divide 2 | 3

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

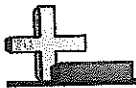
mixed number means a whole # and a fraction



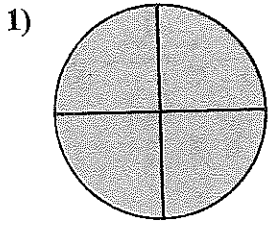
10 Write the equivalent measurement.

$$33 \text{ yd.} = \underline{\hspace{1cm}} \text{ ft.}$$

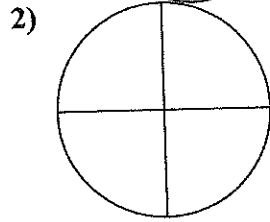
| # | answer |
|----|--------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |



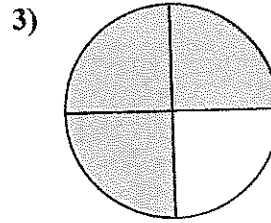
Determine which letter best describes the shaded portion.



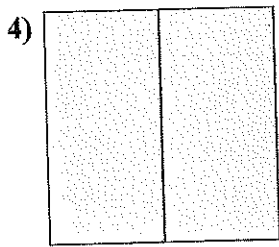
- A. Two Quarters
- B. Four Quarters
- C. One Quarter



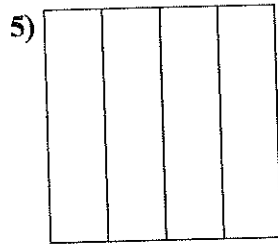
- A. Two Quarters
- B. One Quarter
- C. Three Quarters



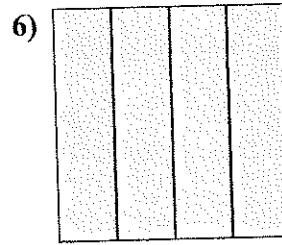
- A. Two Quarters
- B. One Quarter
- C. Three Quarters



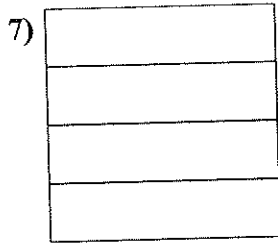
- A. Two Halves
- B. Two Quarters
- C. One Quarter



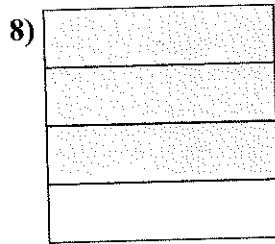
- A. Two Quarters
- B. One Quarter
- C. Three Quarters



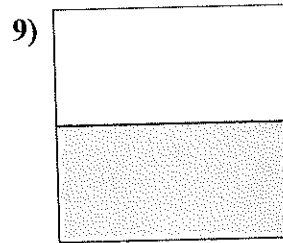
- A. Two Quarters
- B. Four-Fourths
- C. One Quarter



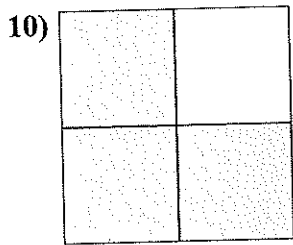
- A. Two Quarters
- B. One-Fourth
- C. Three Quarters



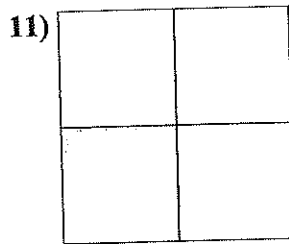
- A. Two Quarters
- B. Three-Fourths
- C. One Quarter



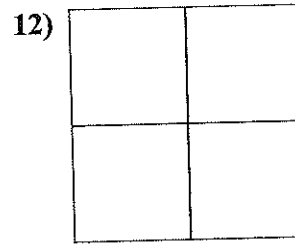
- A. One Quarter
- B. Three Quarters
- C. One Half



- A. One Quarter
- B. Three-Fourths
- C. Two Quarters



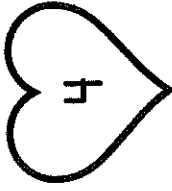
- A. Three Quarters
- B. Two Quarters
- C. One Quarter



- A. Four Quarters
- B. One Quarter
- C. Two Quarters

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



| # | answer |
|----|--------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Name: _____

1 Find the sum:

$$\begin{array}{r} 3,753 \\ + 5,658 \\ \hline \end{array}$$

2 Find the difference:

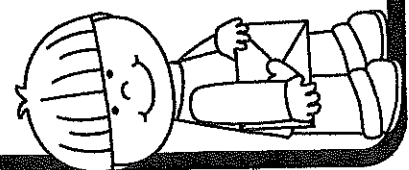
$$\begin{array}{r} 3,101 \\ - 2,436 \\ \hline \end{array}$$

3 Find the product:

$$19 \times 85 =$$

4 Find the quotient:

$$582 \div 6 =$$



5 Use the rule to continue the pattern.
start at 56;
subtract 5

56, __, __, __, __

6 Write the number in standard form.
2,000 + 10 + 8

7 What type of lines are shown?

8 In celebration of the Chinese New Year, students made Chinese Red Lanterns to drive off bad luck. Nine classes made 290 lanterns each. How many lanterns were made altogether?

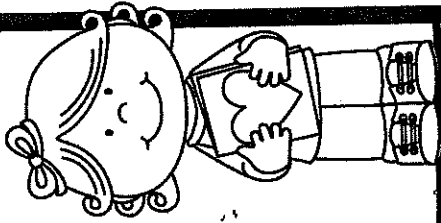
9 Write the mixed number as an improper fraction.

$$2\frac{1}{12}$$

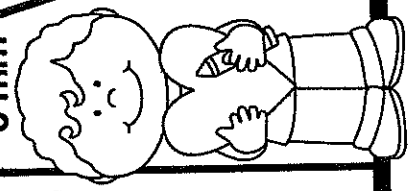
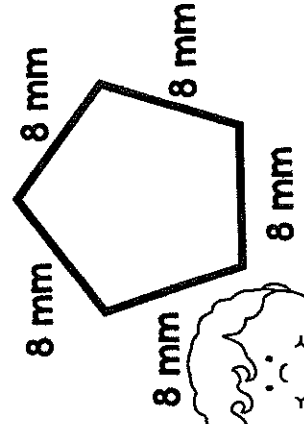
To do this:

$$\begin{array}{r} 2 \times 12 = 24 \\ + 1 \\ \hline 25 \\ \hline 12 \end{array}$$

12 keep the denominator



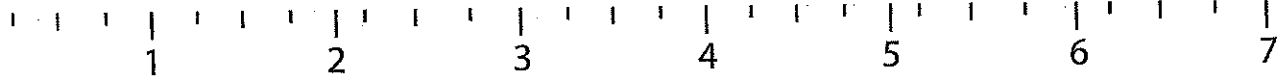
10 Find the perimeter.



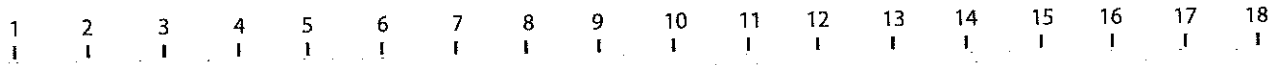
Inches and Centimeters

Use your own ruler - flip it for cm and inches

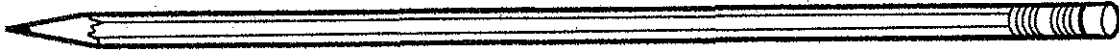
inches



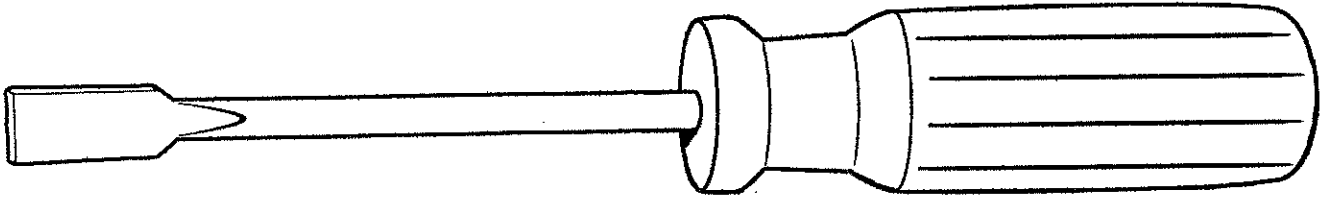
cm



Use a ruler to measure the objects below.



inches



inches



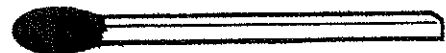
inches



centimeters



centimeters



centimeters

Name: _____

Show your work.

Date: _____ # _____

1 Find the sum:

$$\begin{array}{r} 8,793 \\ + 9,339 \\ \hline \end{array}$$

2 Find the difference:

$$\begin{array}{r} 7,316 \\ - 2,628 \\ \hline \end{array}$$

3 Find the product:

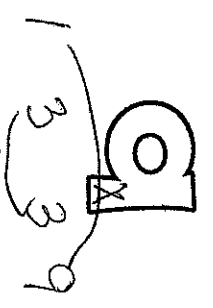
$$44 \times 77 =$$

4 Find the quotient:

$$322 \div 7 =$$

Show your work

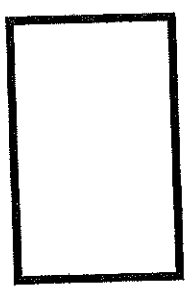
5 Find the factors of the number.



6 Write the number in expanded form.

Stretch it out
7,491

7 How many pairs of parallel lines does this shape have?

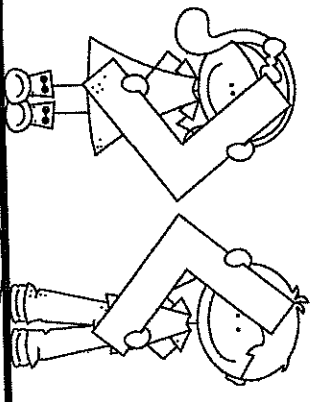


8 For the Sweetheart Dance the decorating committee distributed 108 roses equally to the tables. The dance hall held q tables. How many roses were placed on each table?

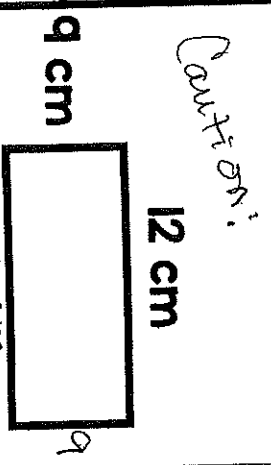
9 Which fraction is less?

$\frac{2}{5}$ or $\frac{1}{2}$

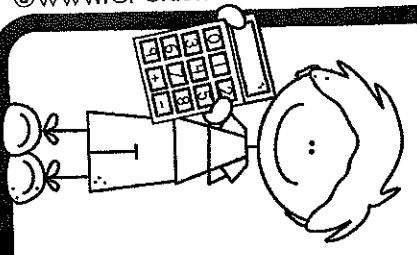
Hint: Draw pictures of pies.



10 Find the perimeter of the quadrilateral.



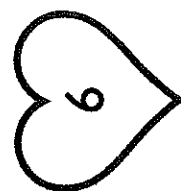
Caution!
Hint: Even though they only give you two measurements don't be fooled - it's perimeter.



| # | Answer |
|----|--------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Show your work

Date: _____ # _____



| # | answer |
|----|--------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Name: _____

1 Find the sum:

$$\begin{array}{r} 4,361 \\ + 7,759 \\ \hline \end{array}$$

2 Find the difference:

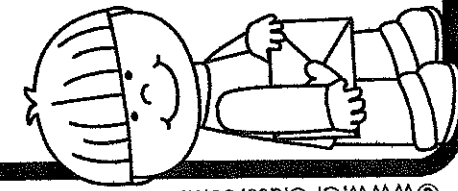
$$\begin{array}{r} 3,281 \\ - 2,593 \\ \hline \end{array}$$

3 Find the product:

$$69 \times 72 =$$

4 Find the quotient:

$$960 \div 64 =$$



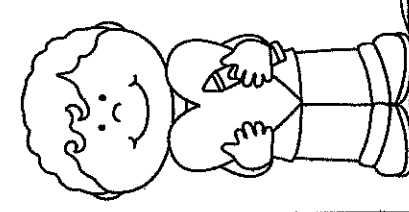
5 Write the multiples of 2 that are less than 10.

6 Use >, <, or = to compare the numbers.
6,851 ○ **6,815**

7 Draw an equilateral triangle and partition it into 4 equal parts.

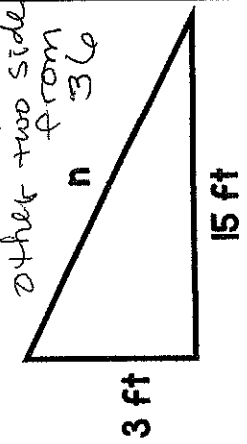
8 The Chinese New Year parade began at 9:15 a.m. The parade ended at 11:05 a.m. How long did the parade last?

9 Which fraction is greater? Draw pies.
 $\frac{4}{8}$ or $\frac{4}{5}$



10 The perimeter of the triangle is 36 feet. Find the missing length.

Hint: total is 36. So subtract the other two sides from 36.





Google it if you have to.

Identifying Solid Figures

Name: _____

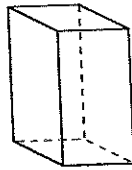
Determine which choice BEST describes the shape shown.

1)



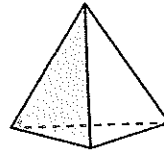
- A. Triangular Pyramid
- B. Cone
- C. Rectangular Prism
- D. Cylinder

2)



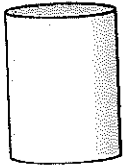
- A. Cone
- B. Rectangular Prism
- C. Triangular Pyramid
- D. Rectangular Pyramid

3)



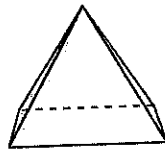
- A. Triangular Prism
- B. Cone
- C. Triangular Pyramid
- D. Sphere

4)



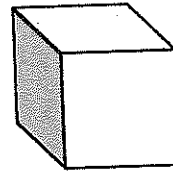
- A. Cylinder
- B. Triangular Prism
- C. Triangular Pyramid
- D. Rectangular Pyramid

5)



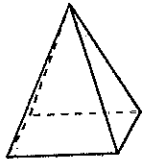
- A. Cone
- B. Rectangular Pyramid
- C. Sphere
- D. Cylinder

6)



- A. Cube
- B. Rectangular Prism
- C. Triangular Prism
- D. Cylinder

7)



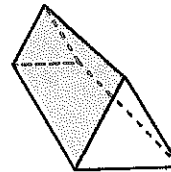
- A. Cone
- B. Rectangular Pyramid
- C. Sphere
- D. Rectangular Prism

8)



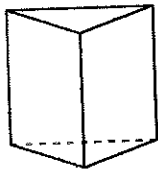
- A. Cone
- B. Rectangular Pyramid
- C. Triangular Pyramid
- D. Cube

9)



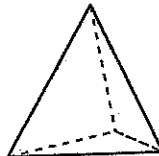
- A. Triangular Pyramid
- B. Sphere
- C. Triangular Prism
- D. Rectangular Pyramid

10)



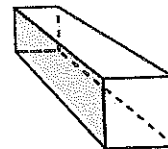
- A. Triangular Prism
- B. Sphere
- C. Cube
- D. Cone

11)



- A. Triangular Pyramid
- B. Triangular Prism
- C. Cylinder
- D. Cone

12)



- A. Triangular Prism
- B. Triangular Pyramid
- C. Rectangular Prism
- D. Cone

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

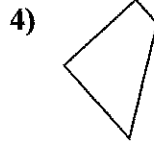
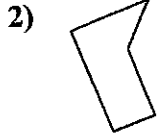


Make sure you slash the sides and get 4 sides

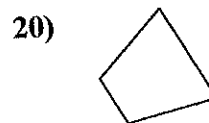
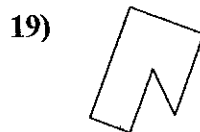
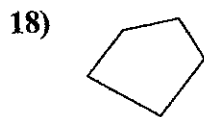
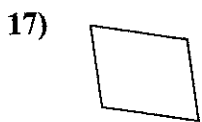
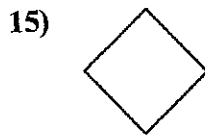
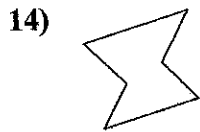
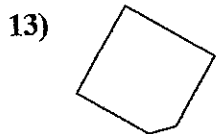
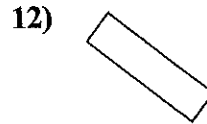
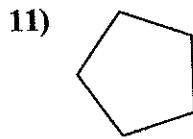
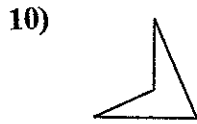
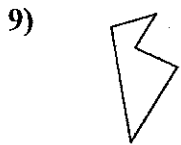
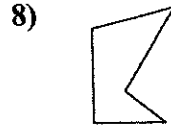
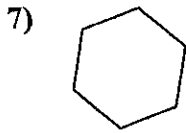
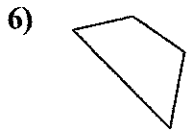
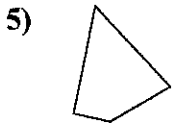
Identifying Quadrilaterals

Name: _____

Determine if the shape shown is a quadrilateral (yes) or not (no).



See 4 sides
quad means
four



Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

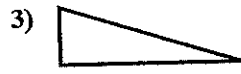
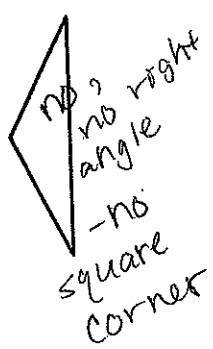
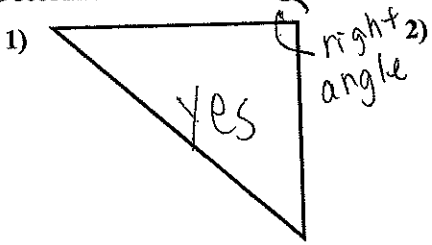


Identifying Right Triangles

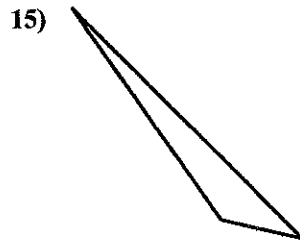
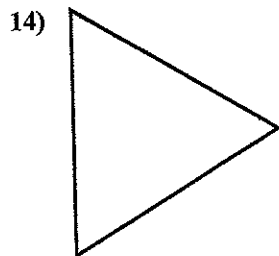
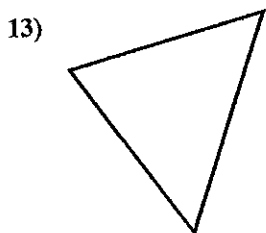
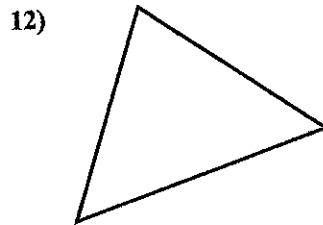
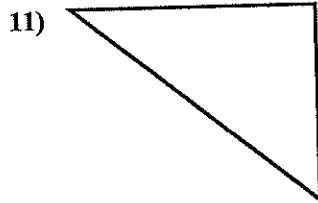
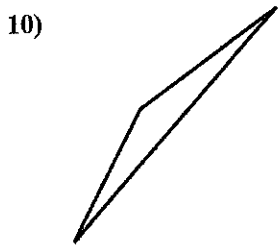
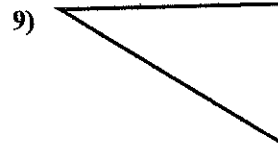
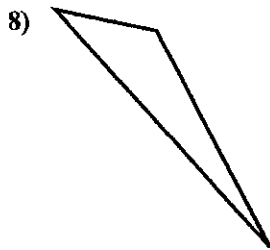
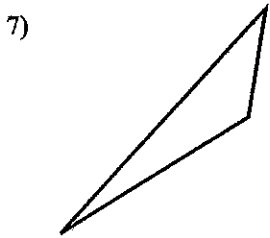
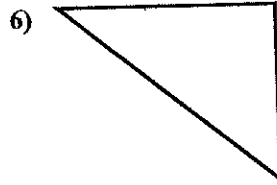
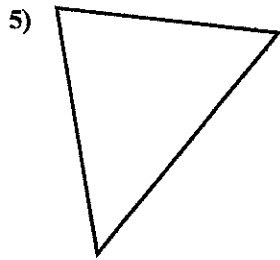
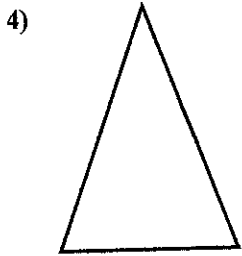
Name: _____

Determine if the triangle shown is a right triangle (yes) or not (no).

Answers



Hint:
Right triangles must have one 90° side -
"a corner of a square"



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____



Use the definitions!

Identifying Types of Triangles

Name: _____

Determine if each triangle is acute(A), obtuse(O) or right(R) and if it is an equilateral(E), isosceles(I) or scalene(S).

Acute Triangle:

All angles are less than 90° .

Obtuse Triangle:

One angle is greater than 90° .

Right Triangle:

One angle is 90° .

Equilateral Triangle:

3 equal sides. 3 equal angles.

Isosceles Triangle:

2 equal sides. 2 equal angles.

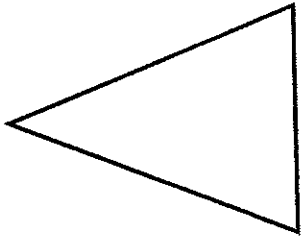
Scalene Triangle:

No equal sides. No equal angles.

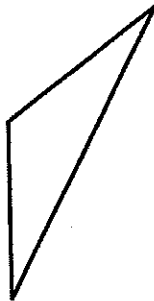
Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

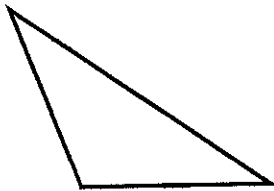
1)



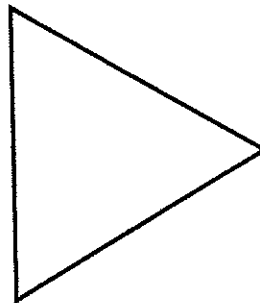
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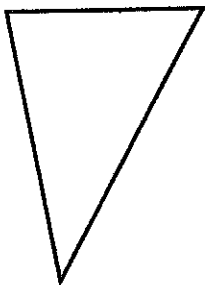
3)



4)



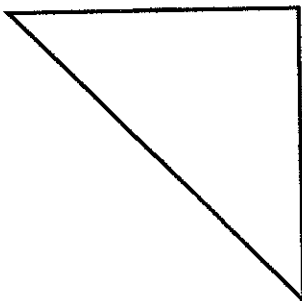
5)



6)



7)



8)



Name: _____ Date: _____

Please don't cut and paste, just write the number under the word.

Prime or Composite?

Cut and paste each number below under its correct category.

| Prime | Composite |
|---|--|
| <p>Rule: only factors are 1 and itself</p> <p>1 x 35 = 35 yes</p> | <p>more factors than 1 and itself.</p> |

| | | | | | | |
|----|----|----|----|----|----|----|
| 35 | 29 | 45 | 74 | 49 | 8 | 3 |
| 7 | 17 | 67 | 21 | 72 | 64 | 43 |



Determine which choice best answers each question.

- 1) Which choice best represents the length of a loaf of bread?
A. 31 kilometers
B. 31 millimeters
C. 31 centimeters
D. 31 meters
- 2) Which choice best represents the height of a flag pole?
A. 9 kilometers
B. 9 millimeters
C. 9 meters
D. 9 centimeters
- 3) Which choice best represents the height of an apple?
A. 10 centimeters
B. 10 millimeters
C. 10 kilometers
D. 10 meters
- 4) Which choice best represents the depth of a swimming pool?
A. 3 meters
B. 3 millimeters
C. 3 centimeters
D. 3 kilometers
- 5) Which choice best represents the height of a glue stick?
A. 8 meters
B. 8 kilometers
C. 8 millimeters
D. 8 centimeters
- 6) Which choice best represents the height of a recliner?
A. 1 millimeter
B. 1 meter
C. 1 kilometer
D. 1 centimeter
- 7) Which choice best represents the height of a 2 story home?
A. 12 kilometers
B. 12 millimeters
C. 12 centimeters
D. 12 meters
- 8) Which choice best represents the height of a dog?
A. 61 centimeters
B. 61 kilometers
C. 61 millimeters
D. 61 meters
- 9) Which choice best represents the length of a toothbrush?
A. 18 centimeters
B. 18 meters
C. 18 kilometers
D. 18 millimeters
- 10) Which choice best represents the length of a paperclip?
A. 25 millimeters
B. 25 meters
C. 25 centimeters
D. 25 kilometers
- 11) Which choice best represents the length of a dvd?
A. 10 kilometers
B. 10 meters
C. 10 millimeters
D. 10 centimeters
- 12) Which choice best represents the height an airplane flies?
A. 10 kilometers
B. 10 centimeters
C. 10 millimeters
D. 10 meters
- 13) Which choice best represents the height of a clothes dresser?
A. 1 millimeter
B. 1 meter
C. 1 kilometer
D. 1 centimeter
- 14) Which choice best represents the height of a bicycle?
A. 1 millimeter
B. 1 centimeter
C. 1 meter
D. 1 kilometer
- 15) Which choice best represents the height of a refrigerator?
A. 2 millimeters
B. 2 kilometers
C. 2 meters
D. 2 centimeters

Answers

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____

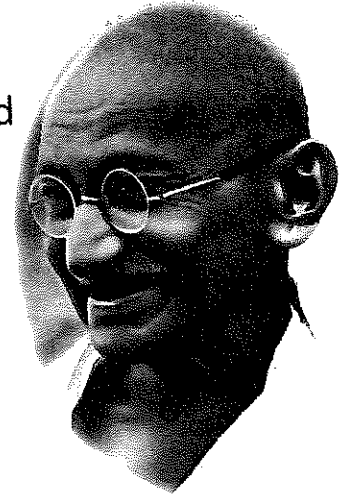
Social Studies

Gandhi

Anti-war and Civil Rights Activist

Mahatma Gandhi was a great leader of India who helped his people gain independence. He was famous for using non-violent protests as a way to influence change for his people.

Gandhi was born in 1869. He was a shy child and a little sneaky and mischievous which he later regretted. He married at age 13 – which was customary in that culture. He and his wife had four sons.



At age 18, Gandhi left India and went to London, England to study law. He met many young scholars and read many books – many of which set the foundation for his later beliefs. He successfully passed all of his exams and became a lawyer. He tried practicing law in India, but found he lacked confidence and understanding of Indian law, so he decided to work on a case in South Africa. This trip changed his life.

It was in South Africa where he faced discrimination and mistreatment. He was not allowed to sit in the comfortable seats on the train because of the color of his skin even though he paid for them. He argued with the officials and was thrown off the train. He found this type of discrimination was everywhere.

It was at this time that Gandhi's confidence grew. He no longer was shy. He found something to fight for and believe in. He worked for the next twenty years trying to improve the rights of Indians in South Africa. It was especially difficult at first because many of the white people who lived there resented him. He was hit with bricks, rotten eggs, and fists.

Although Gandhi was physically assaulted by the white people, he didn't fight back in the same way. He also taught his people not to fight in that way. He believed in something called "satyagraha" which means "truth force." He and his people would not follow unjust laws, but do so without anger, foul language, or violence. He felt those causing injustices would soon turn to the truth.

It took a long time for Gandhi's approach to work. In fact, he and his people were often jailed and beaten for being disobedient. But after seven years of protesting, many of the laws were changed to be more considerate of the Indian people. In all, he worked for over twenty years in South Africa protesting and changing laws to help his people live better lives with human dignity and rights.

Gandhi Continued

After 20 years in South Africa, Gandhi decided it was time to return to India. He returned a hero to the people of India. Gandhi needed time to get familiar with his homeland. He decided to live a simple life, eat basic food, and wear simple clothing. He traveled around India to get to know the people and the conditions in which they lived.

India was governed by the British and Gandhi saw and felt many injustices being forced upon the Indian people. He knew he had to take action - just like he did in South Africa - to free his people from those injustices. He would use again the "satyagraha" methods.

One of the first things he did was to protest how the British arrested and jailed the Indian people unjustly without any trial. Although he wanted peaceful protest, his people didn't fully understand the "satyagraha" and it turned violent. Many people on both sides were killed and Gandhi was jailed.

During his time in jail, Gandhi thought of a plan to help his Indian people. The British controlled all of the goods that the Indian people used. Gandhi wanted his people to be self-reliant and to make their own food and clothing. From that time on, the Indian people became very skilled at spinning yarn.

After Gandhi was released from jail, he started another protest against the British tax on salt. This started as a small march, but soon grew into a very large group. Many of Gandhi's people were beaten and arrested, but they didn't fight back this time. They continued to protest peacefully. Eventually, the British government met with Gandhi and made a deal with him to stop the protests.

Gandhi's biggest challenge happened between his own people. Huge disagreements occurred between two religious groups - the Hindus and the Muslims. The fighting became so bad, that the British decided to leave, but before they did they split the country. Hindus stayed in India and Muslims occupied Pakistan.

The fighting continued as the Muslims fled to Pakistan. Gandhi decided to stop eating as a way to influence them to stop the violence. The people knew their dear leader would die if he didn't eat, so both sides agreed on a peace plan.

There were some Hindu people that didn't like the peace plan and the separate country arrangement. One such Hindu, named Nathuram Godse, met with Gandhi, but then shot him three times and killed him. Gandhi's life ended, but his influence lived on. He was India's greatest leader and is known all over the world as a leader of peace.

Name:

Date:

Score:

QR Answers



Gandhi Questions

1. Read these sentences from paragraph 3 of the story.

... he decided to work on a case in South Africa. This trip changed his life.

In what way did the trip change Gandhi's life?

- (A) He was finally able to get his law degree.
 - (B) Gandhi found an important cause to peacefully fight for.
 - (C) He made many Indian friends that would last a lifetime.
 - (D) He became bitter from being beaten and jailed.
2. Gandhi believed in a force called "satyagraha." What makes this force so strong?
- (A) the power of the truth
 - (B) having many followers fight for what's right
 - (C) having the power to survive
 - (D) knowledge of the laws
3. Based on the text, what word best describes Gandhi?
- (A) cowardly (B) obedient (C) disciplined (D) selfish
4. Read this sentence from page 2, paragraph 4 of the story.
- Gandhi wanted his people to be self-reliant and to make their own food and clothing.*
- What would be an outcome of being self-reliant?
- (A) They would no longer need to grow food.
 - (B) The fighting would end between the religious groups.
 - (C) They would make a lot of money selling their goods.
 - (D) They could live without the need of British help.
5. What was Gandhi's biggest challenge?
- (A) finding a peaceful solution to religious differences
 - (B) stopping the tax on salt
 - (C) getting the British to leave India
 - (D) training the people of India to make their own clothing

Mother Teresa

Nobel Peace Prize Winning Catholic Missionary

Mother Teresa was a Catholic Missionary who founded the Missionaries of Charity program. This charity ran programs for the "poorest of the poor" including orphans and those with serious diseases. For her efforts, Mother Teresa won the Nobel Peace Prize in 1979.



Mother Teresa was born in 1910 in Macedonia. Her name at this time was Agnes Bojaxhim. Her father was a construction contractor and the family were devout Catholics. When Mother Teresa was only 8-years-old, her father suddenly became ill and died. Mother Teresa became very close to her mother who taught her to be kind and charitable to others.

The family was not wealthy, but Mother Teresa's mother often invited those who were poor to come and eat with the family. Because of the example of her mother, Mother Teresa became interested in helping others. She became fascinated by the stories of missionaries and their service. By the age of 12, Mother Teresa was convinced that she should devote her life to religious service.

Mother Teresa left home at age 18 and joined the Sisters of Loreto as a missionary. She never saw her mother or sister again. She learned English – the language used by the Sisters of Loreto to teach school children in India. Two years later, she took her first religious vows as a nun and chose the name Mary Teresa.

For the next several years, Mary Teresa worked with India's poorest girls and taught them geography and history. She dedicated herself to helping the girls get out of poverty by educating them at Saint Mary's School. Mary Teresa also took her final religious vows and took the title of "Mother" Teresa.

In 1944, Mother Teresa became the principal of Saint Mary's School. She worked tirelessly to help the girls learn important skills and positive character traits. She was an example of kindness and commitment to their education.

Two years later, in 1946, something dramatic happened. Mother Teresa was riding a train to attend a retreat when she claimed Christ spoke to her and told her to leave teaching and leave the poor girls she was helping. However, since she took an oath of obedience, she had to get permission to leave. It took over a year to finally get approval to pursue her new calling from God to help the poor while living among them.

Mother Teresa Continued

She began her new calling in 1948. She changed her clothing to a simple white cotton sari decorated with a blue border. This is the outfit she would always wear in public for the rest of her life. She left the school and took some medical training. Then she wandered the city with the simple goal of aiding the unwanted, unloved, and uncared for.

Although she began her new calling without any firm goals or plans, Mother Teresa soon took actions to help the city's poor. She convinced the government to donate an old building. She opened a school and established a home for the sick and dying. She founded a new congregation called the Missionaries of Charity - which began with only twelve members.

Soon her congregation grew and donations poured in from all around the world. Mother Teresa's charitable activities grew enormously. She opened a leper colony, an orphanage, a nursing home, a family clinic, and a bunch of mobile health clinics.

In 1965, Mother Teresa was visited by Pope John Paul VI and she and her group - the Missionaries of Charity - were presented the Decree of Praise. This recognition helped her congregation and efforts to grow even more - expanding to countries overseas.

For many years, Mother Teresa's efforts expanded and grew and she was recognized by many for her charitable work. Her greatest honor came in 1979 when Mother Teresa received the Nobel Peace Prize.

By the time of Mother Teresa's death in 1997, the Missionaries of Charity grew in number to over 4,000 and also included several thousand more volunteers and helpers. Her efforts were felt in over 100 countries on all seven continents.

Although Mother Teresa lived a life of service and charity, it didn't go without some criticism along the way. Some thought the medical training of her workers was lacking and the buildings were of poor condition. Some criticized Mother Teresa for not having proper medications available for the sick. Some thought the donations Mother Teresa received were used too much on missionary work instead of improving the conditions of her facilities. Nevertheless, the majority of those who knew Mother Teresa regarded her highly. She undoubtedly had a great impact on many people worldwide and is regarded one of the most influential promoters of peace, charity, and goodwill.

Name:

Date:

Score:

QR Answers



Mother Teresa Questions

1. Read this sentence from the last paragraph of page one.

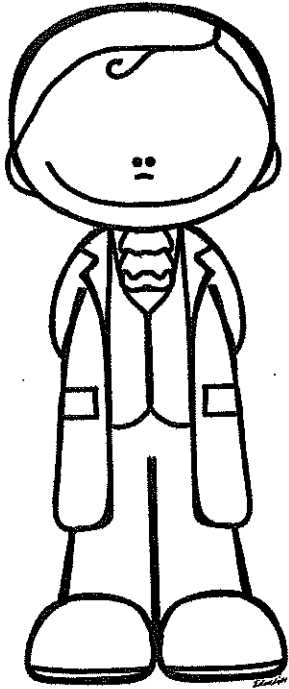
Mother Teresa was riding a train to attend a retreat when she claimed Christ spoke to her and told her to leave teaching and leave the poor girls she was helping.

What resulted from Mother Teresa leaving her job and mission at the school?

- (A) She no longer had the support of the people.
 - (B) She was no longer able to help poor girls.
 - (C) She no longer had money or a house to live in.
 - (D) She was able to help even more poor girls than before.
2. As a child, what greatly influenced Mother Teresa's attitude?
- (A) her mother's example of kindness and compassion
 - (B) the death of her father
 - (C) leaving home and learning English
 - (D) living on the streets
3. Based on the text, what word best describes Mother Teresa?
- (A) clever (B) greedy (C) caring (D) cheerful
4. In what way was the Pope's visit significant?
- (A) It brought in more volunteers and money.
 - (B) It converted more people to the Catholic Church.
 - (C) He awarded Mother Teresa the Nobel Peace Prize.
 - (D) He blessed Mother Teresa with health and a longer life.
5. Based on the text, why did Mother Teresa call her group the Missionaries of Charity?
- (A) They wanted charitable contributions from other people.
 - (B) Their goal was to teach and convert others to Catholicism.
 - (C) They had great love for other people and wanted to help them.
 - (D) They wanted to teach others how to do missionary work.

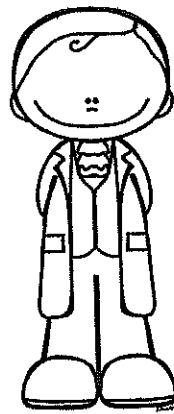
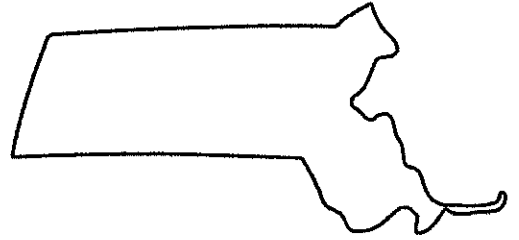
Science

Eli Whitney



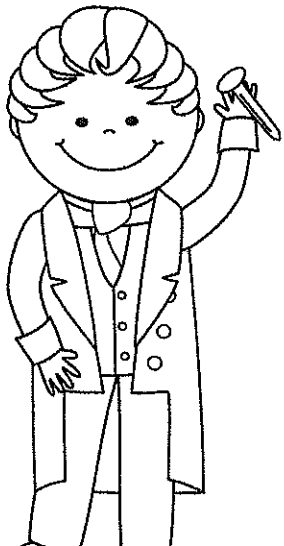
© Education to the Core

Eli Whitney was born on December 8th, 1765 in Westborough, Massachusetts. His parents were Eli and Elizabeth. His dad was a farmer. Eli had three brothers.



1

Eli was interested in how machines work. When Eli went to college, he made nails, because people needed them for war. He quickly learned about the needs of different groups of people. When he graduated college, he moved to South Carolina.



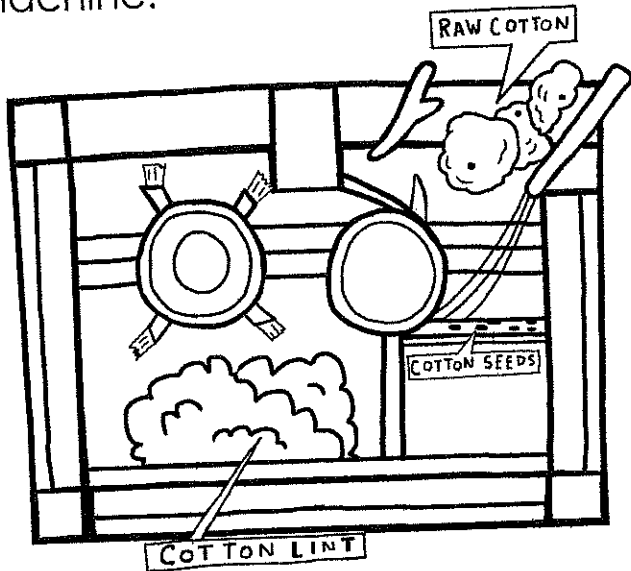
Growing cotton was very common in North Carolina. Eli noticed it took a long time to pick the seeds out of the cotton. Because it took a long time to separate seeds from cotton, he wanted to create a machine that separated the seeds quickly.



2

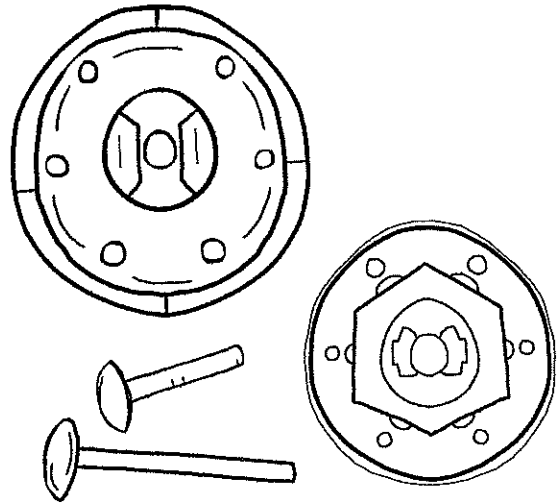
3

Eli Whitney invented the cotton gin to separate the seeds from the cotton fiber. He knew this invention would be popular, so he applied for a patent to protect his new machine.



4

Eli Whitney also invented interchangeable parts. Interchangeable parts are made so that if one part of a machine breaks, it can be replaced. It also helps to produce things more quickly.



5

Eli Whitney changed the way cotton was produced. Because of him, people thought differently about factory production. Eli passed away in 1825. Eli Whitney came up with many ideas and inventions that changed the way people live their lives.



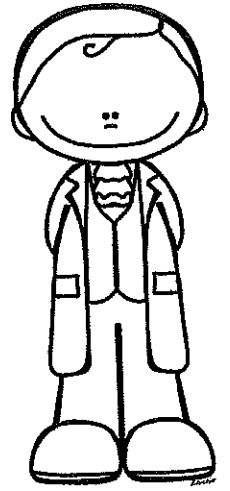
6

Eli Whitney Learning Reflection

Name _____ Date _____

Comprehension Check

Directions: Answer the following questions in complete sentences.



Eli
Whitney

1. Where was Eli Whitney born?

2. What did Eli Whitney do while he was attending college?

3. Which crop was popular in South Carolina when Eli moved there?

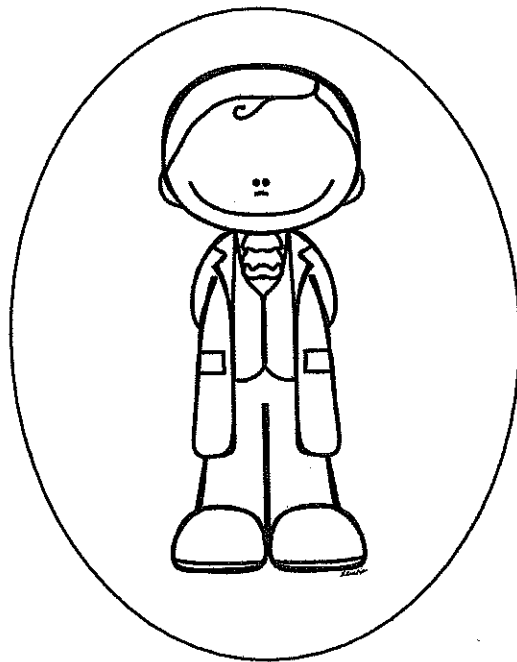
4. What did Eli invent, and what was it used for?

5. How was Eli's invention different?

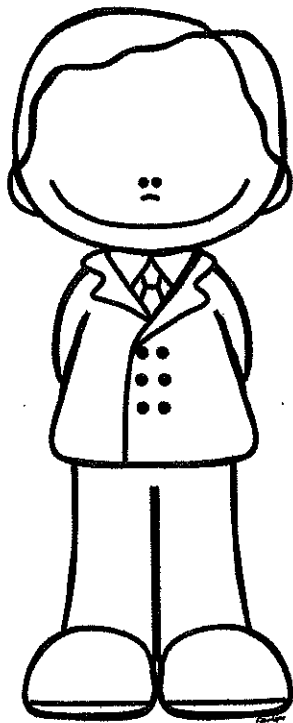
6. How did Eli's invention change the world?

Name _____ Date _____

Write down all the facts you learned about Eli Whitney.

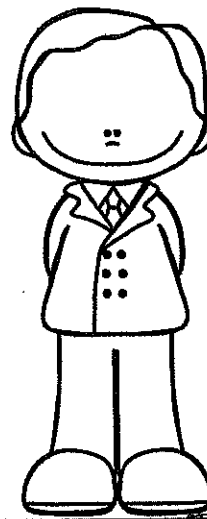


Henry Ford



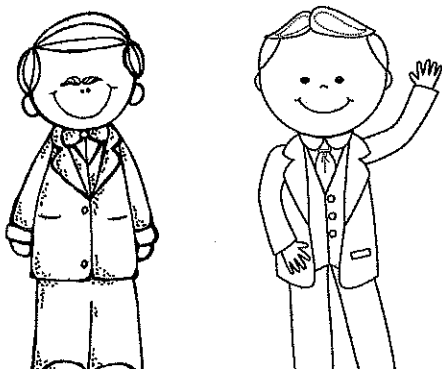
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Henry Ford was born in Dearborn, Michigan in 1863. His father owned a large farm. When Henry grew older, his father wanted him to take over the farm. Henry did not like farming. He liked to build things instead.



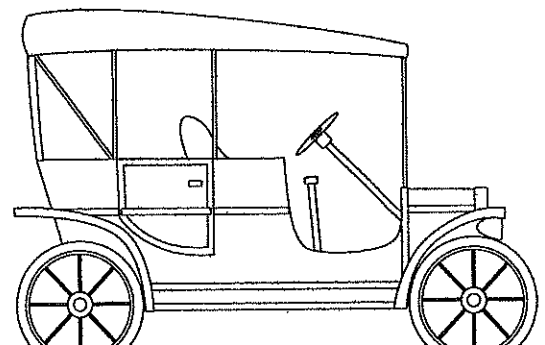
1

At age 16, Henry Ford left his family's farm for Detroit. He became an apprentice machinist and began to learn more about building big and small machines. Henry met Thomas Edison in Detroit. Together, they created a car company called the Detroit Automobile Company. They wanted to build fast cars.



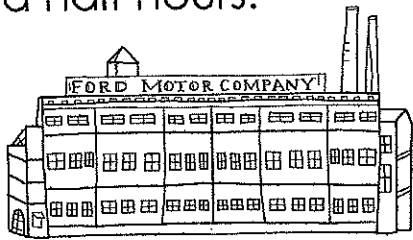
2

Henry invented a carriage that was powered by gas and did not need horses. He called this a quadricycle. He sold his invention but continued to work on building a bigger and better car. In 1903, Henry started the Ford Motor Company. One month later Henry designed the Ford Model A. This was the very first Ford car.



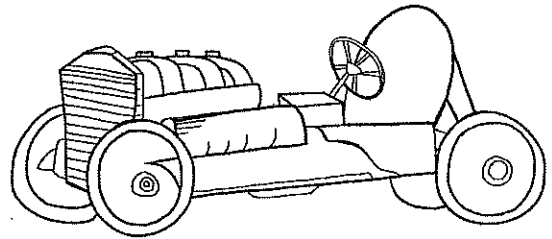
3

Henry wanted to make cars that everyone could afford. In 1908, he produced the Ford Model T. Everyone loved his car. It took a lot of time to build the Model T. Only three to four cars could be made each day. Henry started using the assembly line to speed production up. This allowed him to build more cars and to sell them at a lower price. By 1927, the Ford company could produce a new Model T in two and a half hours.



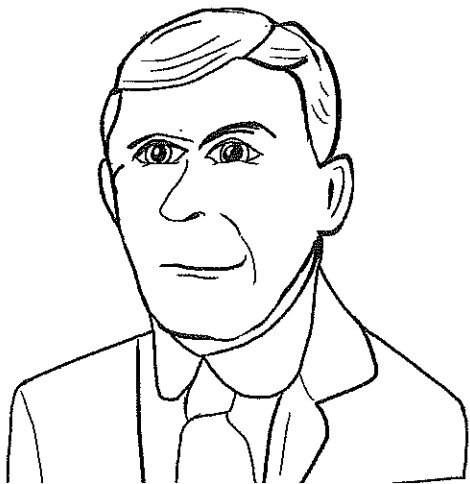
4

Henry Ford also liked to race cars. He built a race car called Sweepstakes. Sweepstakes beat the 1901 world record for racing speeds. It was a very fast car. When people saw how fast Sweepstakes could go, they wanted to buy Ford cars of their own.



5

Henry Ford changed the way that automobiles were made. He made it possible for car companies to build more cars at a cheaper price. This meant that everyone could have a car, not just people who were rich.



6

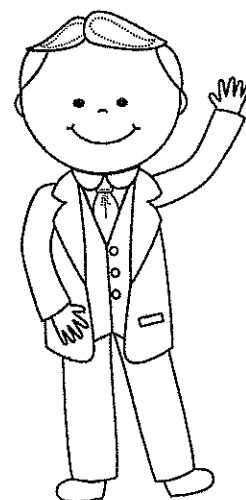
Henry Ford Learning Reflection

7

Name _____ Date _____

Comprehension Check

Directions: Answer the following questions in complete sentences.



Henry
Ford

1. Where did Henry Ford grow up?

2. What did Henry Ford and Thomas Edison do together?

3. What was Henry's first gas powered carriage called?

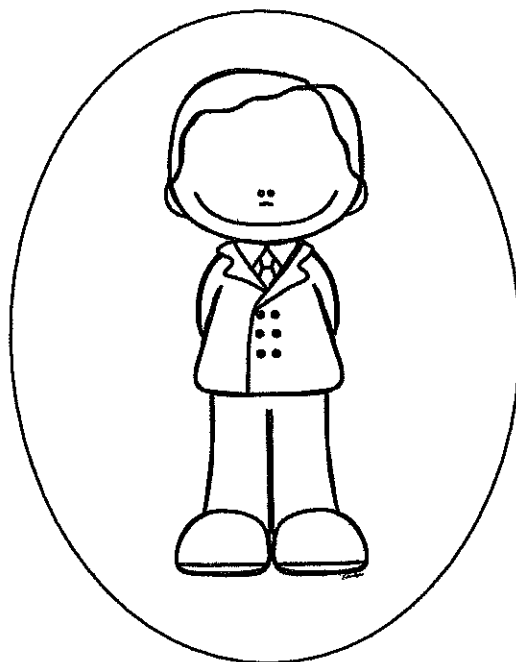
4. What was Henry's race car called?

5. How did Henry help car buyers?

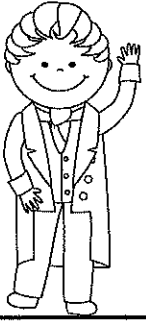
6. How did Henry's inventions change the world?

Name _____ Date _____

Write down all the facts you learned about Henry Ford.

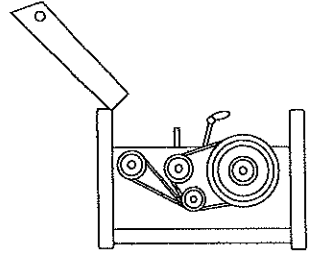


Name _____ Date _____



All About...

Eli Whitney



Who?

What?

When?

Where?

Why?

How?

Name _____

Date _____

Directions: Compare and contrast Eli Whitney with another influential person who has changed history.

