



# Fourth Grade

(4)

## **WEEK #2**

English Language Arts

Math


Social Studies

Science

Physical Education & VAPA

## Lesson 18

## Using a Dictionary or Glossary

 **Introduction** There are many places you can look to find information about words. A dictionary and a glossary are two kinds of references you can use.

- A **dictionary** lists words in alphabetical order. Each entry has an entry word, the pronunciation, the part of speech, and the meanings of the word.

**break** (brāk) *v.* **1.** to smash **2.** to disobey **3.** to do better than: *Ina broke the record for the high jump.* *n.* **4.** time off **5.** luck **break into** **1.** to disturb **2.** to start to do suddenly **3.** to start a new job: *He broke into acting.*

The pronunciation uses special symbols to show how to say the word.

The part of speech is abbreviated. Here it is *v.* for verb.

When there is more than one meaning, each definition is numbered.

- A **glossary** is a kind of dictionary often found at the back of a book. It lists important words from the book in alphabetical order. It gives the meaning of each word as it is used in that book.

**carry** (kār'ē) **1.** to move **2.** to hold **carry on** **1.** to continue **2.** to act excitedly

Sometimes a sample sentence helps make the meaning of a word or phrase clearer.

 **Guided Practice**

**Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.**

**HINT** To find the right meaning of a word or phrase, read all the definitions first. Decide which meaning makes the most sense in the sentence.

Hank Aaron broke into major league baseball in the 1950s. A big break came for him in 1954 when he replaced an injured player. Aaron's talent helped him break Babe Ruth's record of 714 home runs. When Aaron hit his 715th home run, his fans broke into cheers. Aaron carried on hitting home runs until he retired in 1976.

## Independent Practice

Use the dictionary entries to answer numbers 1–4.

**material** (mə tîr' ē əl) *n.* **1.** fabric or cloth **2.** ideas and facts used in writing something *adj.* **3.** made of matter **4.** having great meaning or effect

- 1** Which definition matches how material is used in this sentence?

Hank Aaron had few material goods growing up, but his parents gave him love and encouragement.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

**hammer** (hăm' ər) *n.* **1.** a tool used for pounding objects, such as nails **2.** a part of a piano *v.* **3.** to hit hard **4.** to join with nails

- 2** Which definition matches how hammer is used in this sentence?

His skill at hammering baseballs helped Aaron become a successful baseball player.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

**stand** (stănd) *n.* **1.** a display area **2.** an opinion or a position on an issue *v.* **3.** to be on one's feet **4.** to endure, put up with **stand for** **1.** to represent, be a symbol of **2.** to allow **3.** to believe in and support: *He stands for equality.* **4.** an abbreviation for

- 3** Which definition matches how stand is used in this sentence?

Aaron could stand a lot of pressure, too.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

- 4** Which definition matches how stand for is used in this sentence?

Hank Aaron stands for the talent, hard work, and courage that make an athlete great.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

# Lesson 17

## Understanding Vocabulary in Literary Texts



### Learning Target



**Figuring out the meanings of unfamiliar words and phrases in a literary text, including words about other traditional stories, helps you understand the text.**

- ▶ **Read** A story, poem, or play may include a word or phrase you don't know. Try using **context clues** to help you figure out its meaning. Synonyms, antonyms, and other sentences surrounding it often suggest the meaning of an unknown word or phrase.

At times, an unknown word may **allude to**, or mention, a well-known person or place from **mythology**. These ancient stories describe human behavior or beliefs, and authors refer to them to make a special point. To understand an author's meaning, you must learn about those **significant**, or important, characters.

**Read the story below. What are the meanings of *odyssey* and *locate*?**

### The Search

As I strolled home after a day of fun, I realized I'd lost my best baseball cap. So I went searching everywhere for it. My odyssey took me far and wide and finally back home. Despite my long journey, I'd failed to locate it, that is, until I sat down. It had been in my back pocket all along!



► **Think** How can context clues help you learn the meanings of unknown words and phrases? Complete the chart below to show what you have figured out about the meanings of odyssey and locate.

Unknown Word	Context	Possible Meaning	Clues
odyssey	<p style="text-align: center;">“My odyssey took me far and wide . . .”</p>		
locate			

- **Talk** Share your chart with a partner.
- Did your possible meanings agree?
  - Which context clues did you use?
  - Reread the “The Search.” How does knowing the meanings of these two words help you better understand the passage?



**Academic Talk**

Use these words and phrases to talk about the text.

- **context clues**
- **allude to**
- **mythology**
- **significant**



- 1 As the annual school track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. No longer would I be satisfied with second place, however. Dissatisfied, I planned to win this year, and I couldn't think about anything else. I became obsessed with beating Anna. My thoughts focused on one goal all the time—winning. Naturally, I did more than just think. I practiced my starts daily, and I ran and ran and ran.
- 2 On the day of the race, I was eager to compete, and by the time we gathered at the starting line, I was really pumped. BAM—the starting gun fired and we were off! Anna and I quickly sprinted ahead of the other racers. When we shot across the finish line, I wasn't even certain who'd won at first. Then I heard the announcer—it was me!
- 3 Still breathing hard, Anna rushed over, smiling, and shook my hand. "You were great!" she declared. "Good race!" Right then, I realized that I'd been looking at the situation all wrong. Before, I'd been thinking of Anna as if she were some powerful enemy out to destroy me. But Anna wasn't my nemesis<sup>1</sup> at all; she had no urge to crush me. In fact, she had given me an opportunity to become a better sprinter than I ever would have been without her.

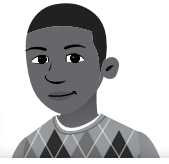
### Close Reader Habits

**Circle** unfamiliar words and phrases. **Underline** phrases that give you clues to the word meanings.

<sup>1</sup>**nemesis:** a powerful rival; from the Greek goddess who punished overconfidence

## Explore

### How do context clues help you figure out the meaning of unfamiliar words in "Out to Win"?



Context clues can appear before or after the sentence having an unfamiliar word.

#### Think

- 1 Complete the chart below to show what you have figured out about the meanings of the words.

Unknown Word	Context	Possible Meaning	Clues
<i>dissatisfied</i>			
<i>obsessed</i>			
<i>nemesis</i>			

#### Talk

- 2 Explain the meaning of the word opportunity (paragraph 3). What context clues help you understand what the word means?


**HINT** Reread paragraph 3 to find all the clues to the meaning of opportunity.

#### Write

- 3 **Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word. Use the space provided on page 276 to write your response.

## Lesson 19

# Similes and Metaphors

 **Introduction** Authors sometimes help readers imagine what one thing is like by comparing it to something else. Comparisons can help readers picture what is being described by showing how two things are alike in some way.

- A **simile** makes a comparison using the word *like* or *as*. Look at these similes. The dog's paws are compared to dinner plates. His bark is compared to thunder.

Simile	What It Means
Alicia's dog, Ollie, has <i>paws as big as dinner plates</i> .	Ollie has very big paws.
His <i>bark sounds like thunder</i> .	Ollie has a loud bark.

- A **metaphor** makes a comparison without using the word *like* or *as*. In this metaphor, the dog's size is compared to a mountain.

Metaphor	What It Means
<i>Ollie is a mountain of a dog.</i>	Ollie is a very large dog.

## Guided Practice

Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor.

**HINT** After you find the two things being compared, ask yourself, *How are they the same?* Use your answer to figure out what each simile or metaphor means.

- 1 Ollie's mouth was a trap that held a giant stick.

\_\_\_\_\_

- 2 Ollie leapt toward Alicia like a clumsy ballerina.

\_\_\_\_\_

- 3 Ollie raced past Alicia like a strong wind.

\_\_\_\_\_

- 4 Suddenly, Ollie was a freight train racing into the house.

\_\_\_\_\_



## Independent Practice

For numbers 1–5, read each sentence. Then choose the correct meaning of the underlined simile or metaphor.

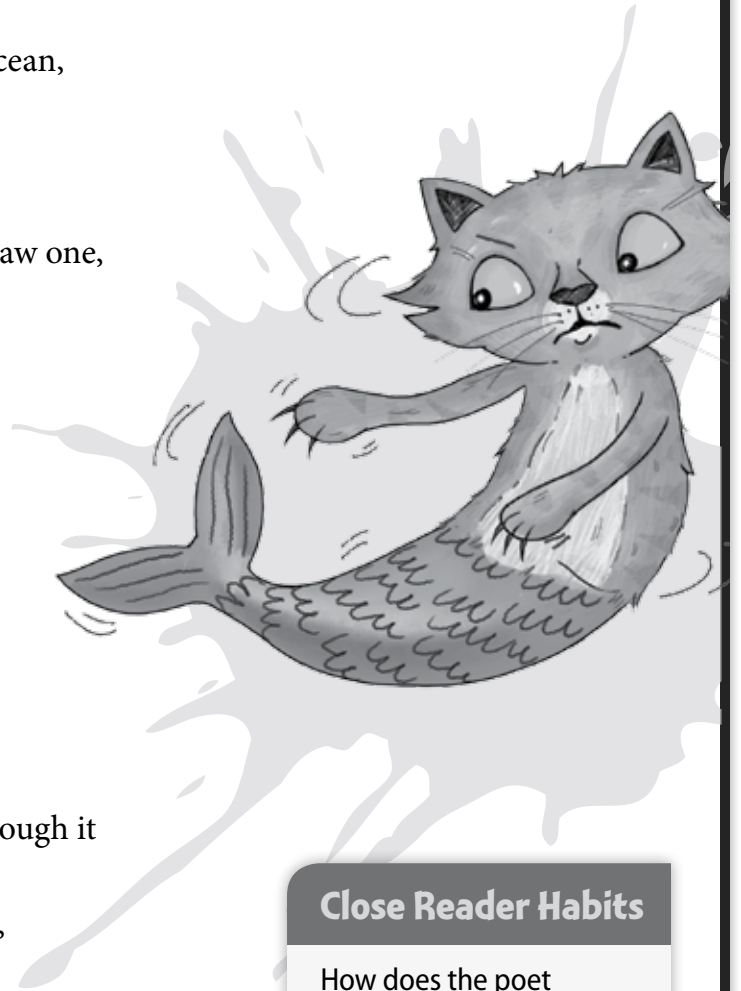
- 1** The stick in Ollie’s mouth was a sword, knocking over one object after another.
- A** The stick was heavy.
  - B** The stick was dangerous.
  - C** Ollie was dangerous.
  - D** The stick was made of metal.
- 2** The plates on the table became flying saucers that Alicia had to dodge.
- A** Flying saucers came from outer space.
  - B** Alicia had to play dodge ball.
  - C** Alicia had to fly across the kitchen.
  - D** Plates flew through the air.
- 3** Salad covered the floor like a large blanket.
- A** The salad was warm.
  - B** The salad tasted awful.
  - C** There was a large blanket on the floor.
  - D** A layer of salad covered the floor.
- 4** The floor was as sticky as glue.
- A** Glue covered the floor.
  - B** The floor was a glue stick.
  - C** The floor was very sticky.
  - D** Glue made the floor sticky.
- 5** Alicia was a whirlwind as she cleaned up the mess.
- A** Alicia spun wildly.
  - B** Alicia worked quickly.
  - C** Alicia was getting tired.
  - D** Alicia was breathing hard.



# The Catfish

by Oliver Herford, *The Book of Humorous Verse*

- 1 The saddest fish that swims the briny ocean,  
The Catfish I bewail.  
I cannot even think without emotion  
Of his distressful tail.
- 5 When with my pencil once I tried to draw one,  
(I dare not show it here)  
Mayhap it is because I never saw one,  
The picture looked so queer.  
I vision him half feline<sup>1</sup> and half fishy,
- 10 A paradox in twins,  
Unmixable as vitriol and vichy<sup>2</sup>—  
A thing of fur and fins.  
A feline Tantalus, forever chasing  
His fishy self to rend;
- 15 His finny self forever self-effacing  
In circles without end.  
This tale may have a Moral running through it  
As Aesop had in his;  
If so, dear reader, you are welcome to it,
- 20 If you know what it is!



## Close Reader Habits

How does the poet describe the catfish?  
Reread the poem.  
**Underline** words and phrases that explain how he imagines a catfish to look.

<sup>1</sup>**feline:** catlike

<sup>2</sup>**vitriol and vichy:** an acid and an old word for mineral water; they are dangerous to mix



If a phrase mentions a character from mythology, you may need to look beyond the text to find information about it.

► **Think** Use what you learned from reading the lyric poem to respond to the following questions.

- 1 In the poem, one word has this definition: “to cry out in sadness or pain.” Underline the word that **best** fits the definition in the following lines from “The Catfish.”

The saddest fish that swims the briny ocean,  
The Catfish I bewail,  
I cannot even think without emotion  
Of his distressful tail.

- 2 Read these lines from the poem.

I vision him half feline and half fishy,  
A paradox in twins,  
Unmixable as vitriol and vichy—

What is the meaning of paradox as it is used in the poem?

- A a creature with parts that don't seem to go together
- B a furry fish with a brother that looks just like him
- C a scaly cat that is confused and spins around
- D a make-believe animal that has two different heads

► **Talk**

- 3 Reread lines 13–14. Tantalus is a criminal in a Greek myth. He is punished by keeping delicious food and drink forever just out of his reach. Why does the poet describe the catfish as a “feline Tantalus”? Use the chart on page 277 to organize your ideas about the poem.

►  **Write**

- 4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a “feline Tantalus.” Use the space provided on page 277 to write your response.

**HINT** Think of what you know about a cat's usual reaction to a fish.

# The Catfish

**3 Use the chart below to organize your ideas.**

Unknown Word	Context in Poem	Possible Meaning	Clues



**Write** Use the space below to write your answer to the question on page 275.

**4 Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a “feline Tantalus.”

**HINT** Think of what you know about a cat’s usual reaction to a fish.

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**WORDS TO KNOW**

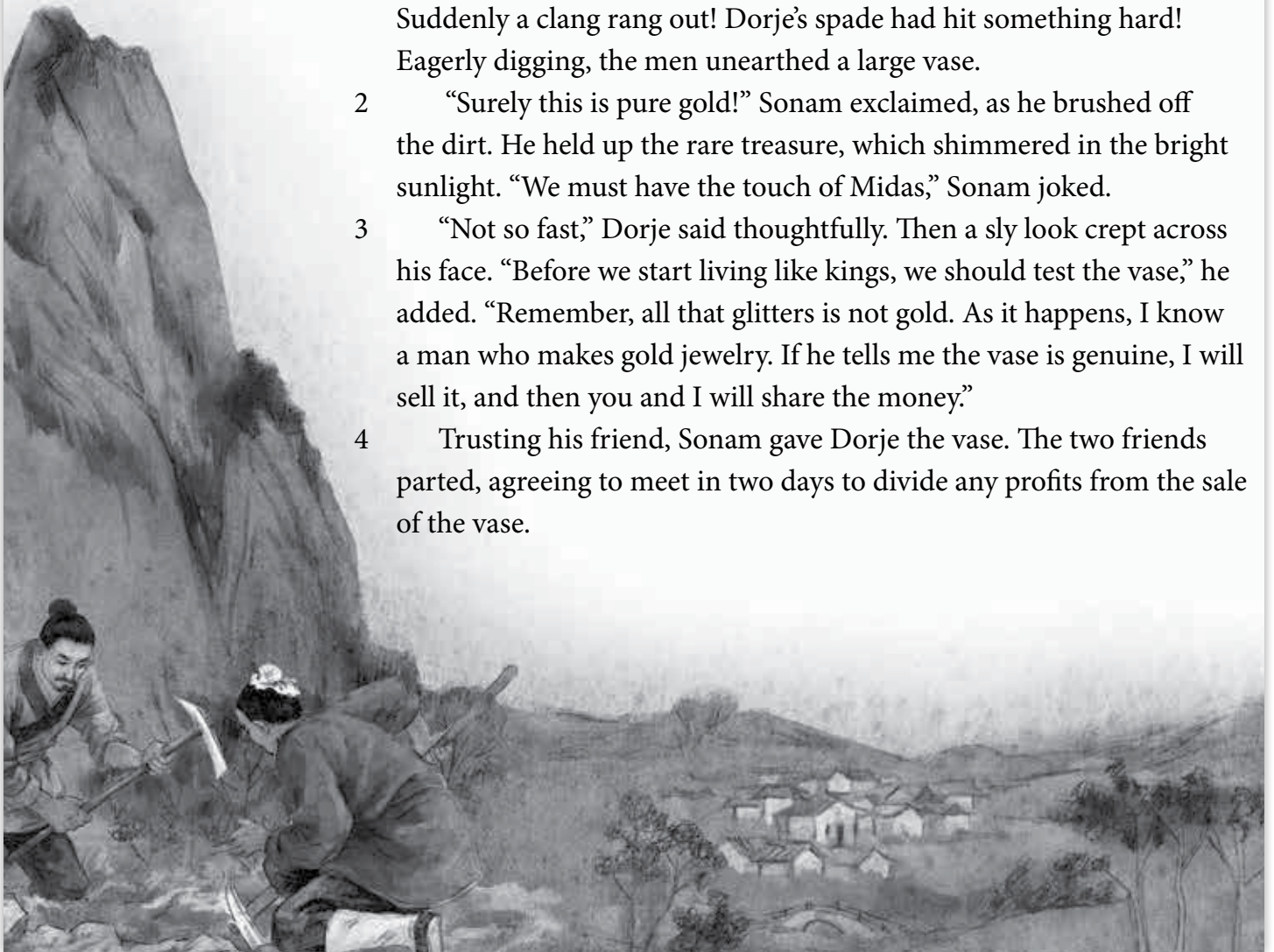
As you read, look inside, around, and beyond these words to figure out what they mean.

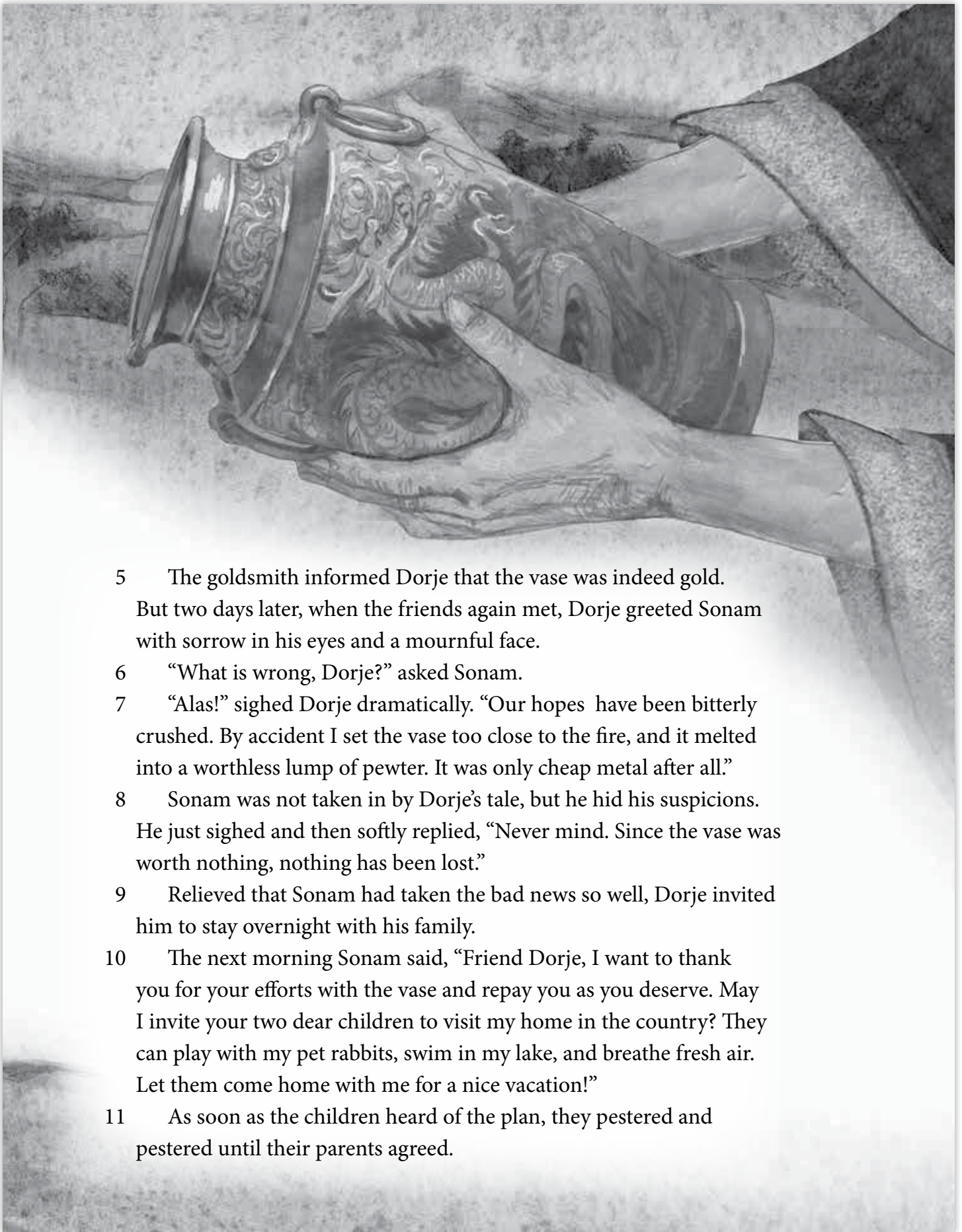
- **genuine**
- **recent**
- **pardon**

# A Golden Vase and Two Bright Monkeys

adapted from a Tibetan folktale

- 1 Long ago in Tibet, two friends named Dorje and Sonam hiked through the mountains looking to find a rare plant root used in medicines. They searched and dug for most of the day, with no results. Suddenly a clang rang out! Dorje's spade had hit something hard! Eagerly digging, the men unearthed a large vase.
- 2 "Surely this is pure gold!" Sonam exclaimed, as he brushed off the dirt. He held up the rare treasure, which shimmered in the bright sunlight. "We must have the touch of Midas," Sonam joked.
- 3 "Not so fast," Dorje said thoughtfully. Then a sly look crept across his face. "Before we start living like kings, we should test the vase," he added. "Remember, all that glitters is not gold. As it happens, I know a man who makes gold jewelry. If he tells me the vase is genuine, I will sell it, and then you and I will share the money."
- 4 Trusting his friend, Sonam gave Dorje the vase. The two friends parted, agreeing to meet in two days to divide any profits from the sale of the vase.





5 The goldsmith informed Dorje that the vase was indeed gold. But two days later, when the friends again met, Dorje greeted Sonam with sorrow in his eyes and a mournful face.

6 “What is wrong, Dorje?” asked Sonam.

7 “Alas!” sighed Dorje dramatically. “Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all.”

8 Sonam was not taken in by Dorje’s tale, but he hid his suspicions. He just sighed and then softly replied, “Never mind. Since the vase was worth nothing, nothing has been lost.”

9 Relieved that Sonam had taken the bad news so well, Dorje invited him to stay overnight with his family.

10 The next morning Sonam said, “Friend Dorje, I want to thank you for your efforts with the vase and repay you as you deserve. May I invite your two dear children to visit my home in the country? They can play with my pet rabbits, swim in my lake, and breathe fresh air. Let them come home with me for a nice vacation!”

11 As soon as the children heard of the plan, they pestered and pestered until their parents agreed.



12 Soon Sonam set off for home with the children for company. Eventually they came to a place called Monkey Hill, the home of many wild monkeys. Sonam captured two young creatures and put them in a small cage. “We will take these little fellows home as pets. You can play with them if you treat them kindly,” he explained. “I will name a monkey after each of you, we’ll teach them tricks, and they will be your twins!”

13 Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing at the way the monkeys mimicked whatever the children did.

14 Then came the last day of vacation. Sonam gave each child a basket and shooed them outside. “Walk up the mountain to gather berries and fruits,” he said. “We will surprise your father with a tasty treat before you return home.”

15 Then Sonam waited. Hearing Dorje approach, he sat down with the monkeys. Holding each one gently, he put on a tragic face.

16 “What is wrong, my friend?” asked Dorje.

17 “Alas!” sighed Sonam. “These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!”

18 Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje’s children jumped, walked, and even smiled, just as they had been taught. At first, Dorje was speechless. “H-h-how can this be?” he sputtered. “Is such a thing even possible?”

19 “It was a freak accident,” Sonam replied. “After all, strange things do happen from time to time. Why, I know of a recent case in which a gold vase was turned into cheap metal.” Then a twinkle crept into his eyes.

20 “Oh!” was all Dorje could say at first. Then a look of shame and relief spread over his face. “Now I understand, my friend,” he said. “Keeping the money for the vase was dishonest. I will gladly hand over what I owe you, if you will pardon my foolish greed.”

21 Just then, Dorje’s children ran in and hugged their father. All was gradually forgiven, and Sonam and Dorje remained friends for life.

22 Dorje would often retell the tale of the bright monkeys. And he would always end by saying, “I learned a valuable lesson that day. As you know, a true friend is a treasure greater than gold.”



**Think** Use what you learned from reading the folktale to respond to the following questions.

- 1** In Greek mythology, King Midas was granted the power to turn any object into gold simply by touching it. Why did the author use the phrase “the touch of Midas” in paragraph 2?
- A** to show that Dorje and Sonam have Midas-like powers because they turned the vase they found into gold
  - B** to compare Dorje and Sonam’s good fortune in finding the vase to Midas’s ability to make gold
  - C** to show that Sonam is well educated, while Dorje is unfamiliar with the story of King Midas
  - D** to compare Dorje and Sonam’s rare golden treasure to similar treasures owned by rich kings like Midas
- 2** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

What is the **best** meaning of the word pewter in paragraph 7?

- A** a metal that shines like gold
- B** a metal that is soft and melts easily
- C** a metal that is not costly
- D** a metal that is not useful

**Part B**

Underline **two** story details that support the answer to Part A.

“Alas!” sighed Dorje dramatically. “Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all.”

3 This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

What is the meaning of the word mimicked as it is used in paragraph 13 of “A Golden Vase and Two Bright Monkeys”?

- A tried
- B watched
- C found
- D copied

**Part B**

Circle **one** word in the paragraph below that helps the reader understand the meaning of mimicked.

Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing . . . .

4 In the paragraphs 17 and 18 shown below from the story, one word has the following definition: “to change completely in appearance or structure.” Underline the word that **best** fits the definition.

“Alas!” sighed Sonam. “These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!”

Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje’s children jumped, walked, and even smiled, just as they had been taught.



## Write

- 5 Short Response** Paragraph 19 of the passage uses the phrase “freak accident.” Explain what the phrase means as it is used in the passage. Support your possible meaning with context clues and details from the text.

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## Learning Target

**In this lesson, you learned how to use context clues to figure out the meanings of unknown words and phrases. Explain how this will help you better understand a story or poem.**

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# Tools for Instruction

## Identify Word Roots

Word analysis is fairly straightforward when words break apart into clearly recognizable base words and affixes. However, a meaningful unit is often a word root—a letter group that conveys meaning but cannot stand alone, such as *rupt* in *disrupt*. Learning how word roots contribute to word meaning will help students understand more words as they read. These skills are especially important as students begin to read increasingly sophisticated content-area texts.

### Step by Step 30–45 minutes

#### 1 Introduce and explain word roots.

- Display the following words, and draw attention to the shared root *tele* by underlining it.

television    telephone    telescope

- Explain that *tele* is a word root. *Word roots* are parts of words that have meaning but cannot stand alone as complete words. They are used to form other words.
- Say, *The word root tele means “at a distance.” How does the meaning of tele relate to the meaning of each of these words?* (Sample responses: television shows things from a distance; telephones allow people to talk over distances; telescopes help people see things from a distance.)

#### 2 Model interpreting word roots and word meanings.

- Display a group of familiar words with a shared root, along with the **Word Roots Chart** (page 3).

vision    visitor    invisible    visibility

- Model how to use known meanings to figure out the meaning of unknown words. Say, *I know vision is the ability to see, and a visitor goes to see someone or something. If something is invisible, no one can see it. Visibility—what could that mean? The other words had something to do with seeing, so I think visibility has to do with being able to see clearly—how easy it is to see something.*
- Identify the word root *vis* and its meaning “to see.” Underline *vis* in each word. Then record your thinking in a word roots chart.

Word	Word Meaning	Word Root	Word Root Meaning
vision	the act of seeing	vis	to see
visitor	someone who goes to see someone or something	vis	to see
invisible	something that cannot be seen	vis	to see
visibility	how easily something can be seen	vis	to see

## Multiplying a Three-Digit Number by a One-Digit Number

Name: \_\_\_\_\_

**Find the product.**

**1**  $500 \times 4 =$  \_\_\_\_\_

$501 \times 4 =$  \_\_\_\_\_

$506 \times 4 =$  \_\_\_\_\_

**2**  $300 \times 2 =$  \_\_\_\_\_

$299 \times 2 =$  \_\_\_\_\_

$298 \times 2 =$  \_\_\_\_\_

**3**  $400 \times 3 =$  \_\_\_\_\_

$405 \times 3 =$  \_\_\_\_\_

$410 \times 3 =$  \_\_\_\_\_

**4**  $499 \times 6 =$  \_\_\_\_\_

**5**  $706 \times 3 =$  \_\_\_\_\_

**6**  $195 \times 5 =$  \_\_\_\_\_

**7** What pattern do you notice in problem 2? How could it help you solve a problem such as  $297 \times 2$ ?

**8** Choose problem 4, 5, or 6. Explain how you could check your answer.

## Multiplying a Four-Digit Number by a One-Digit Number

Name: \_\_\_\_\_

**Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.**

**1**  $8,491 \times 2 =$  \_\_\_\_\_

**2**  $6,148 \times 4 =$  \_\_\_\_\_

**3**  $7,062 \times 5 =$  \_\_\_\_\_

**4**  $4,362 \times 5 =$  \_\_\_\_\_

**5**  $1,789 \times 8 =$  \_\_\_\_\_

**6**  $2,206 \times 9 =$  \_\_\_\_\_

**7**  $7,218 \times 4 =$  \_\_\_\_\_

**8**  $9,821 \times 3 =$  \_\_\_\_\_

**9**  $4,762 \times 6 =$  \_\_\_\_\_

**10**  $6,739 \times 6 =$  \_\_\_\_\_

**11**  $7,964 \times 4 =$  \_\_\_\_\_

**12**  $3,618 \times 7 =$  \_\_\_\_\_

**13** What strategies did you use to solve the problems? Explain.

# Multiplying by Two-Digit Numbers

Name: \_\_\_\_\_

Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers
$14 \times 17$	<del>2,380</del> 238 Estimate: $14 \times 20 = 280$
$15 \times 19$	285
$21 \times 18$	3,078
$16 \times 13$	28

Multiplication Problems	Student Answers
$13 \times 31$	403
$18 \times 17$	3,056
$21 \times 15$	3,015
$12 \times 22$	2,604

**1** How does estimating a multiplication problem help you know if an answer is reasonable?



Use a strategy of your choice to solve each problem.

- 1** There are 5 times as many tulips as rose bushes in a garden. There are 15 tulips. How many rose bushes are in the garden?

There are \_\_\_\_\_ rose bushes in the garden.

- 2** Kelly has 2 times as many quarters as dimes. She has 18 quarters. How many dimes does she have?

Kelly has \_\_\_\_\_ dimes.

- 3** There are 18 blueberries in a bowl. There are 3 times as many blueberries as strawberries in the bowl. How many strawberries are in the bowl?

There are \_\_\_\_\_ strawberries in the bowl.

- 4** Amanda swims for 16 minutes. This is 4 times as many minutes as Julio swims. How many minutes does Julio swim?

Julio swims \_\_\_\_\_ minutes.

- 5** A tile pattern has 6 times as many white squares as gray squares. There are 48 white tiles in the pattern. How many gray tiles are there?

There are \_\_\_\_\_ gray tiles in the pattern.

- 6** Leah has 3 times as many country songs as she has pop songs on her MP3 player. She has 27 country songs. How many pop songs does Leah have?

Leah has \_\_\_\_\_ pop songs.

- 7** Erik sees 42 stars in the sky on Tuesday night. This is 7 times as many stars as he sees on Monday night. How many stars does Erik see on Monday night?

Erik sees \_\_\_\_\_ stars on Monday night.

- 8** Lucas spends 72 minutes cleaning his room. This is 8 times as long as it takes him to wash the dishes. How long does it take Lucas to wash the dishes?

It takes Lucas \_\_\_\_\_ minutes to wash the dishes.

- 9** Write and solve a word problem for this equation:  $6 \times n = 54$

## Dividing with Arrays and Area Models

Name: \_\_\_\_\_

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $606 \div 2 =$  \_\_\_\_\_

2  $606 \div 3 =$  \_\_\_\_\_

3  $903 \div 3 =$  \_\_\_\_\_

4  $408 \div 8 =$  \_\_\_\_\_

5  $243 \div 3 =$  \_\_\_\_\_

6  $721 \div 7 =$  \_\_\_\_\_

7  $545 \div 5 =$  \_\_\_\_\_

8  $488 \div 8 =$  \_\_\_\_\_

9  $816 \div 4 =$  \_\_\_\_\_

10  $728 \div 8 =$  \_\_\_\_\_

11  $459 \div 9 =$  \_\_\_\_\_

12  $366 \div 6 =$  \_\_\_\_\_

13 What strategies did you use to solve the problems?

14 Explain how to use multiplication to check your answer to problem 10.

### Answers

91	303	61	202	204	109
81	51	301	103	51	61

# HOME/SCHOOL CONNECTION

## INVESTIGATION 1: THE FORCE

### MAGNETS AT HOME

How are permanent magnets used around your home?

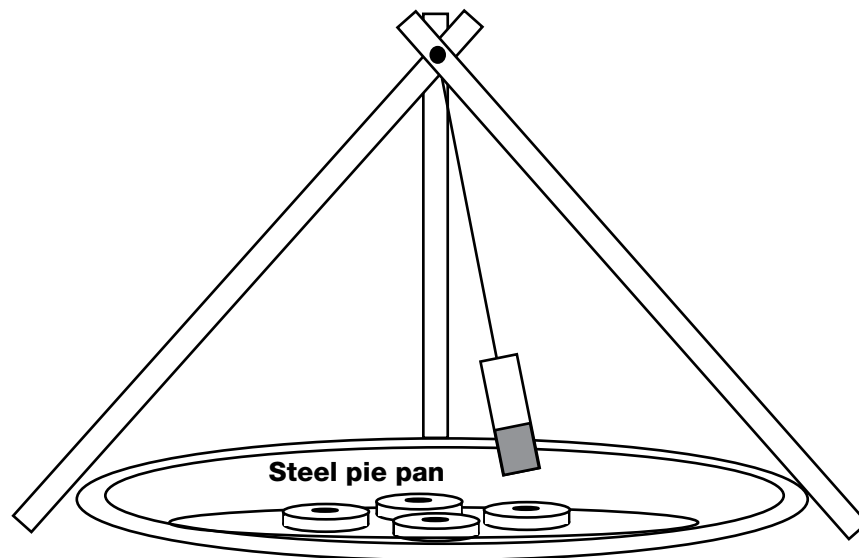
Places to check for magnets:

- Compasses
- Note holders on the refrigerator
- Cabinet and refrigerator door closers
- Toolboxes

Can you think of another way to use magnets around the house?

Can you invent a magnet game?

Talk over some ideas with your family and try some games out if you can. Draw a picture of your invention to share with the class. Write a paragraph explaining what your invention does.



**Swinging magnet game**

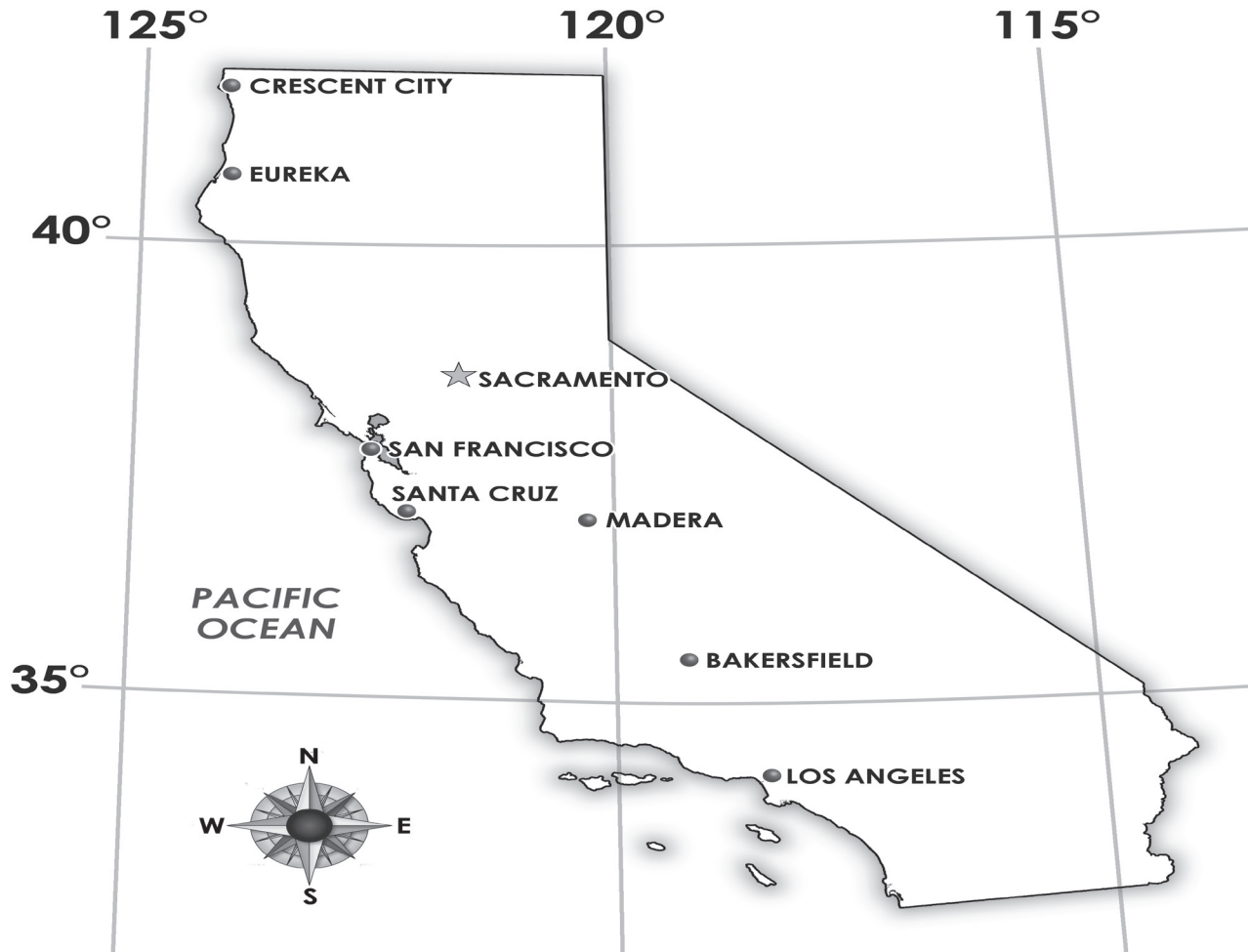
Name: \_\_\_\_\_

Date: \_\_\_\_\_

California Studies Weekly

Quarter 1, Week 2

## Map Skills: Latitude and Longitude



- Which city is found at about 36°N, 119°W? \_\_\_\_\_
- Which city is found at about 37°N, 123°W? \_\_\_\_\_
- Which city is found at about 37°N, 120°W? \_\_\_\_\_
- Which city is found at about 41°N, 124°W? \_\_\_\_\_
- What are the closest latitude and longitude coordinates of Los Angeles?  
\_\_\_\_\_
- What are the closet latitude and longitude coordinates of Crescent City?  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

California Studies Weekly

Quarter 1, Week 4

## California Resources Scramble

---

Unscramble the resource that goes with the clue provided.

1. Element mined and used in soaps, medicine, fertilizer, glass and ceramics.  
*obrno* \_\_\_\_\_
2. Fruit grown to produce wine. *pgrsae* \_\_\_\_\_
3. In the Central Valley, this resource allows California to be the country's top farming state. *iols* \_\_\_\_\_
4. The Mountain Region has huge forests that provide this natural resource for products such as fences, furniture and paper. *ulmbre* \_\_\_\_\_
5. In the Pacific Coast Region, this most important natural resource is used for fishing, tourism and shipbuilding industries. *oneca* \_\_\_\_\_
6. Much of this natural resource comes from the Mountain Region and is brought to the southern portion of the state by dams and reservoirs.  
*eatwr* \_\_\_\_\_
7. This strange fish is found in the Pacific Ocean and has both eyes on one side of its head. *btlhuai* \_\_\_\_\_
8. This precious metal is found in California along with other resources such as natural gas, oil, soda ash and salt. *dgol* \_\_\_\_\_
9. Along with land, forests, minerals and water, these animals of the region are also an important natural resource. *fdilwlie* \_\_\_\_\_
10. Some specialty crops such as olives, artichokes, pomegranates, pistachios and this fruit grow in California. *wkii* \_\_\_\_\_

## **F.I.T.T.**

- Frequency (how often) - exercise 3 times a week
- Intensity (how hard) - your heart rate should be between 120-160 beats per minute.
  - Level 1-little exertion; little perspiration
  - Level 2-able to speak without gasping; increase in heart rate
  - Level 3-sweating, breathing heavily; increase in heart rate
- Time (how long) - 20-30 minutes of continuous aerobic activity
- Type (what) - walking, running, jump roping, push ups, sit ups, planks, workout video, etc

**Please practice social distancing when participating outside in fitness activities.**

## **Physical Activity Log Instructions**

How to fill out the log:

- Write the date
- Write in the type of activity
- Write in the total number of minutes you were active
- Write in the intensity level
  - Level 1-little exertion; little perspiration
  - Level 2-able to speak without gasping; increase in heart rate
  - Level 3-sweating, breathing heavily; increase in heart rate

<b>Date</b>	<b>Activity</b>	<b>Number of Minutes</b>	<b>Intensity Level</b>

# Dance



Since ancient times, people have danced. Cave and rock paintings from as far back as 3300 B.C. show people dancing. People have danced for ritual, for celebration, and also just for fun!

Every culture has its own dance styles, and its own reasons for dancing. In ancient Greece, citizens would dance to honor gods and celebrate events. Ancient Egyptian women danced at funerals to express sadness. It was around Renaissance times that dance became something that people did for enjoyment.

In the 1600s, King Louis XIV of France enjoyed ballet, which helped make it popular with the public. Pretty soon, people were going to the theater to watch people dance, and it became into a true performing art. Now, there are all different styles of dance, from jazz to tap to hip-hop to salsa...and that's just in the Western world. All over the globe, there are countless styles of dancing, and countless reasons for it.

**Make up a dance to a favorite song. Draw each step in the boxes below.**

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**Now make up a dance that tells a story. Pick a favorite book or a famous fairy tale.**

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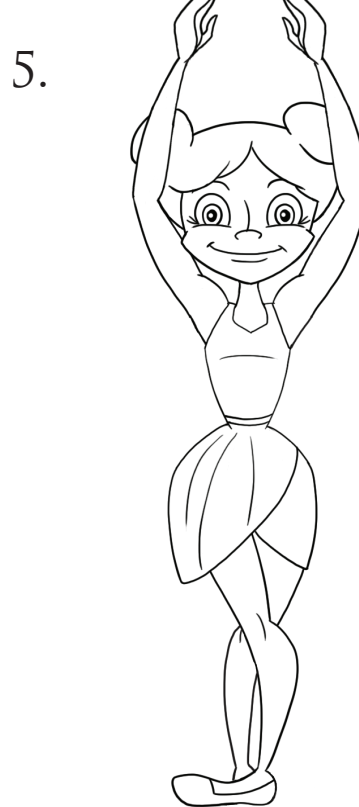
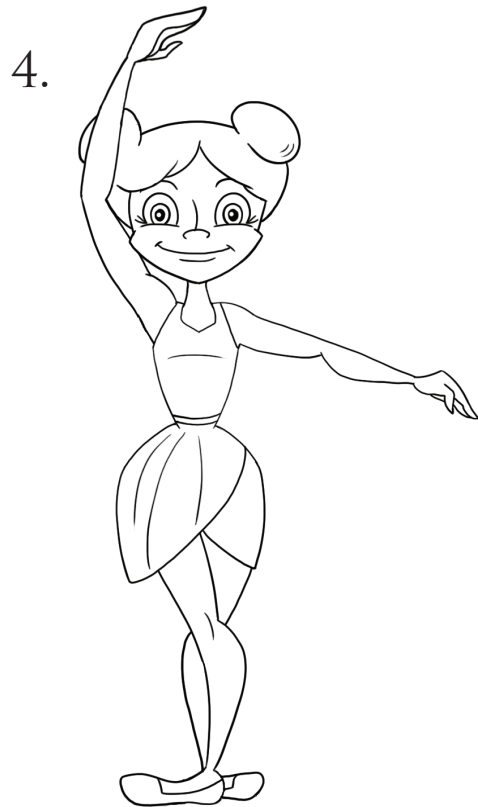
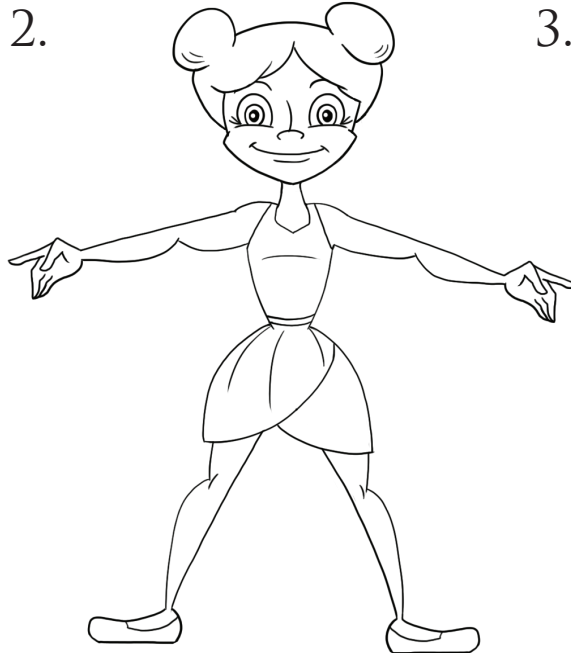
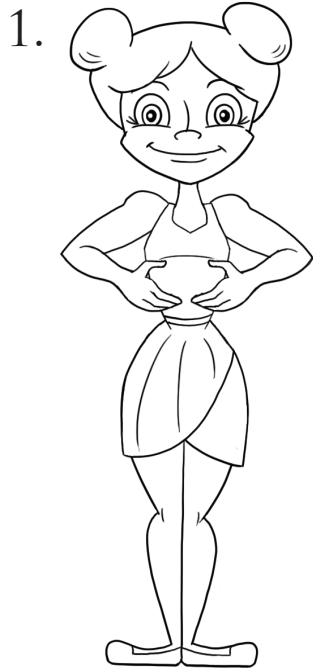


# BALLET



# BALLET

Keep all text and illustrations within the 0.5" margin.





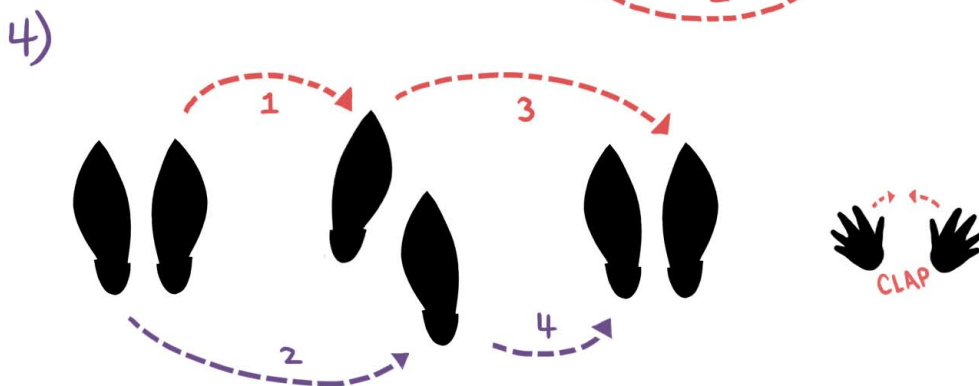
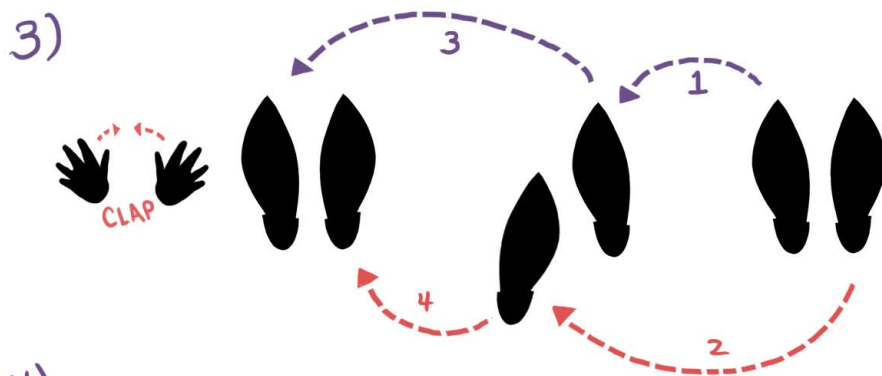
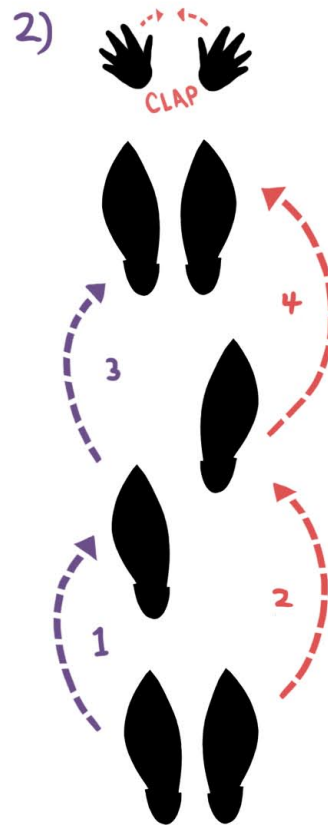
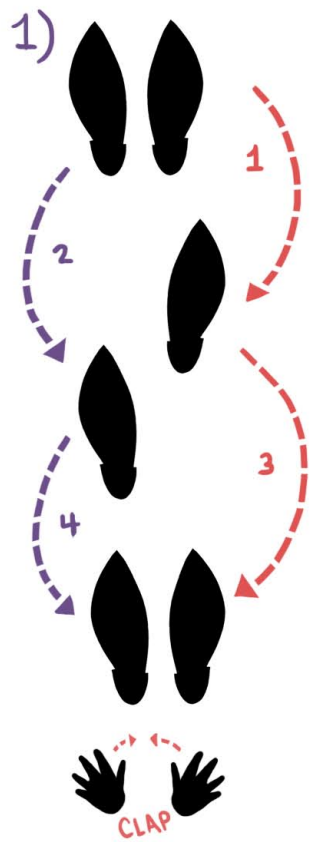
DANCES FROM HISTORY



DISCO DANCE

# CALIFORNIA HUSTLE

CIRCA 1970



# Stand-Up



Stand-up is a kind of comedy where a person gets up on stage and tells jokes straight to an audience. Stand-up comedy started in the music halls of Britain and on the vaudeville stages of America. Comedy acts were by far the most popular kinds of acts in those shows, and the emcee, or host, would tell jokes to warm up the audience.

Stand-up comedy was at its peak in the '60s, '70s, and '80s. Some of the most famous actors and comedians of all time, like Bill Cosby, Woody Allen, and Jerry Seinfeld, got their start in stand-up.

Stand-up comedy can be performed anywhere, for anyone – from paying ticketholders in a theater to guests in a coffee shop to soldiers overseas. The jokes in stand-up can be told in many different ways, but they almost always poke fun at everyday life.

There are many different ways to tell a joke in stand-up. Try coming up with a joke for each of the joke types below. Then perform it them for your friends and family!

A **monologue** (mon-o-log) is basically a funny story. A comedian will spend a minute or two talking about something funny that happened to him or her. (Psst...it doesn't have to be true!)

A **one-liner** is a short joke that is one or two sentences long.

**Physical comedy** (fizz-ick-al com-eh-dee) is acted out instead of told.

**Prop comedy** uses props, or items, in a funny way.

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Write a monologue about...*dealing with your brother, sister or other family member.*

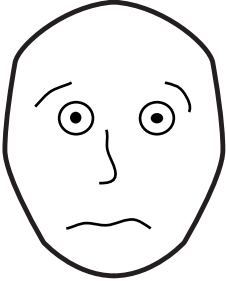
Write a one-liner about...*something you don't like.*

Do a physical joke about...*eating a school lunch.*

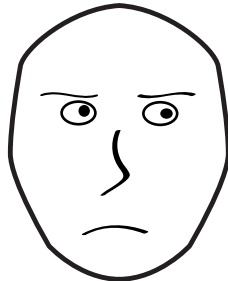
Do a prop joke about...*going to the dentist.*



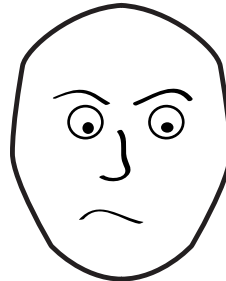
# FACIAL EXPRESSIONS: Our expressions tell people what we're feeling.



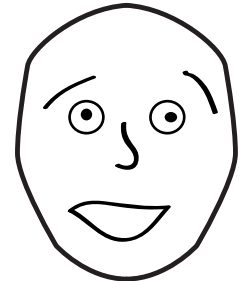
*Embarrassed*



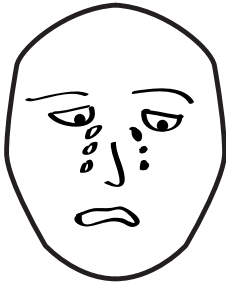
*Bored*



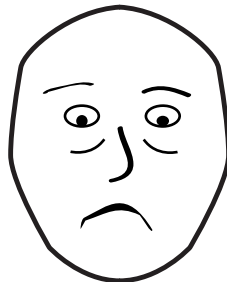
*Annoyed*



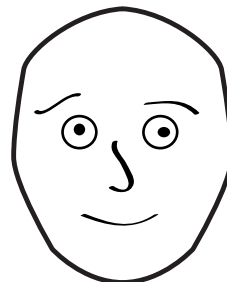
*Excited*



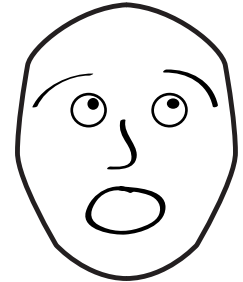
*Crying*



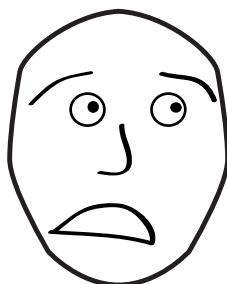
*Sad*



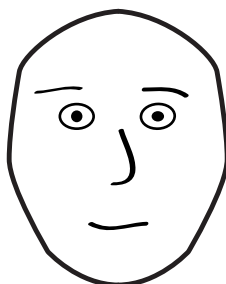
*Happy*



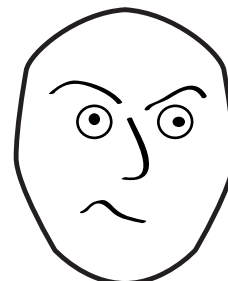
*Surprised*



*Scared*

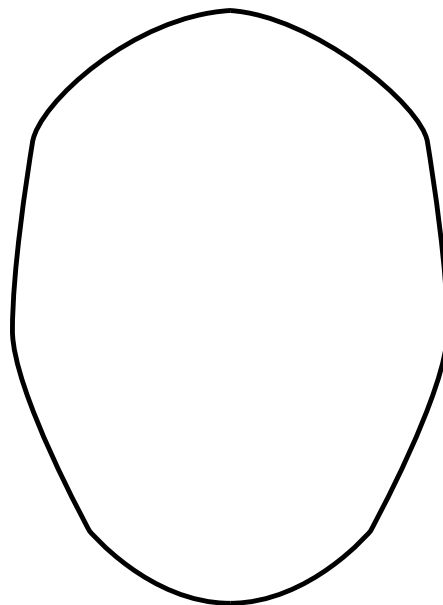
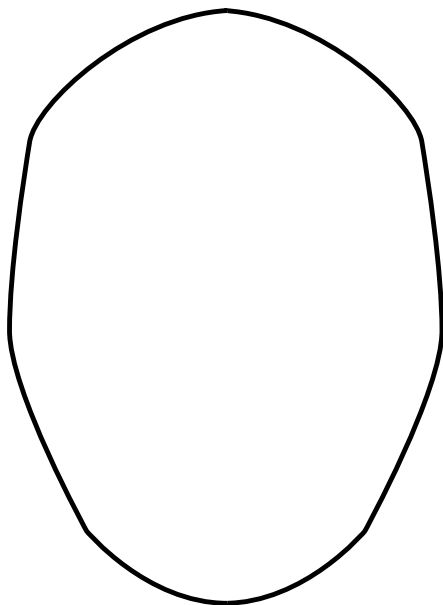
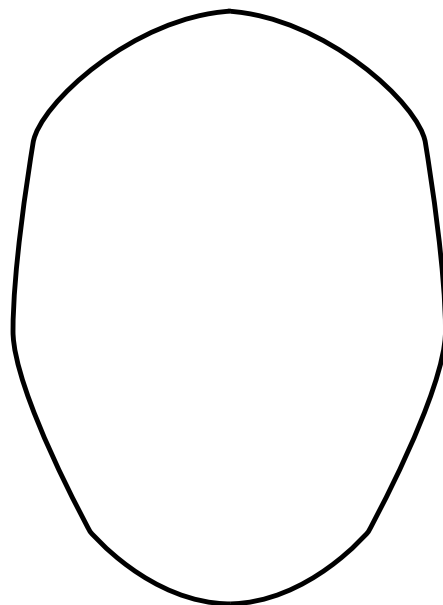
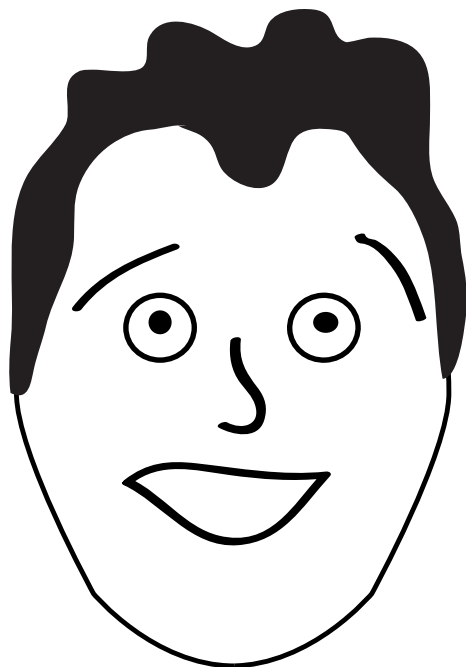


*Calm*



*Angry*

**F**ACIAL EXPRESSIONS: Use these empty heads to draw your own faces! Don't forget the eyebrows—they can be the most important part.



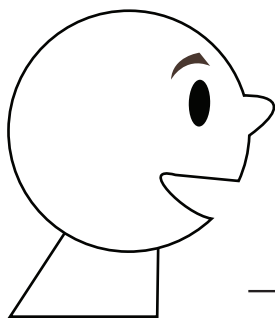
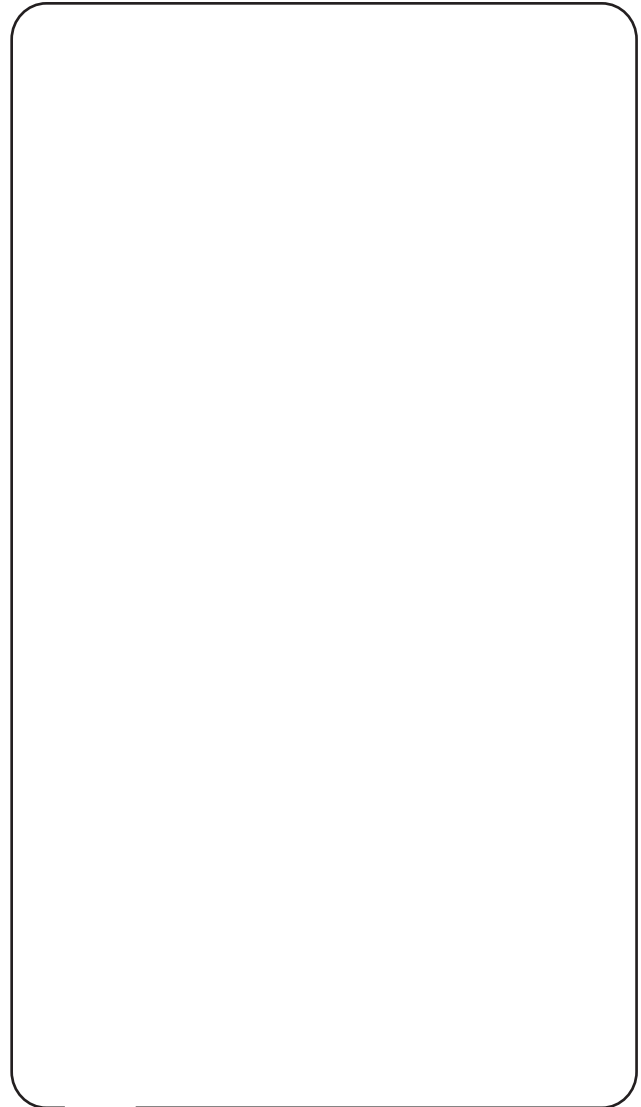
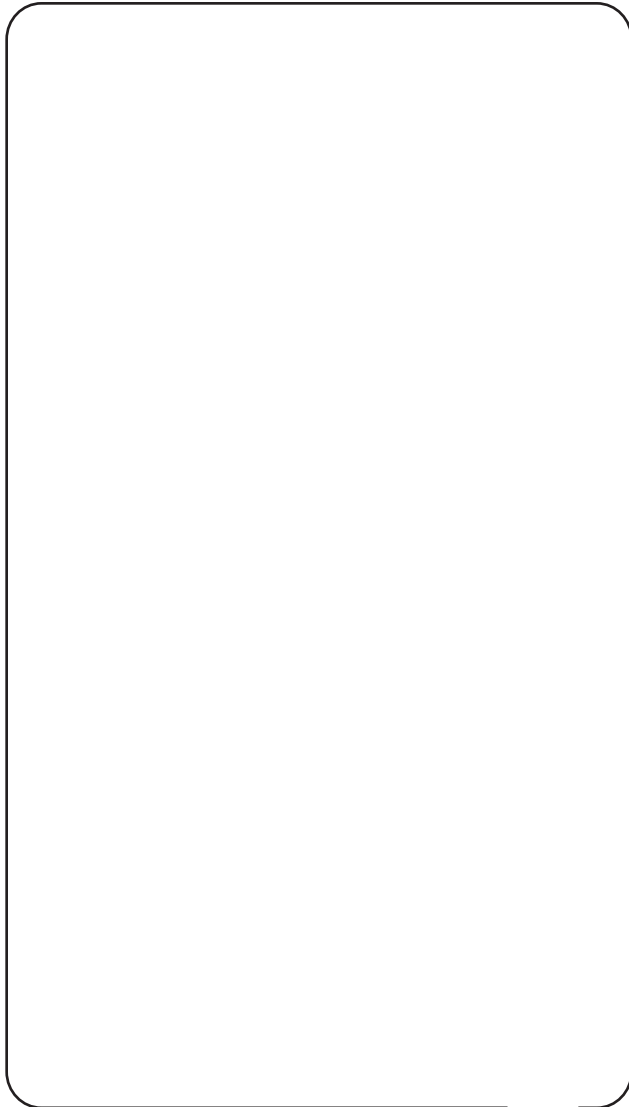
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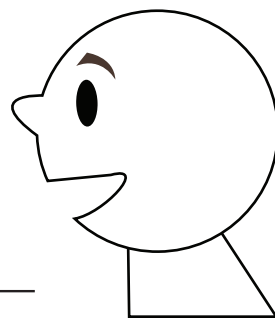
# Dialogue & Drama



Think about the personal narrative you are writing. Think about two characters in your narrative. Write words that they can say to each other in the speech bubbles below.



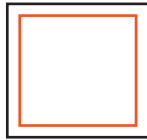

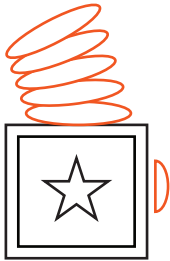
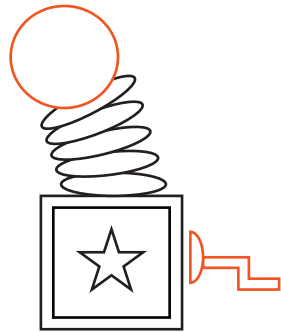
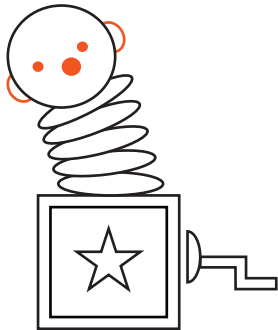
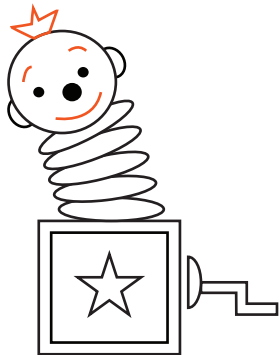
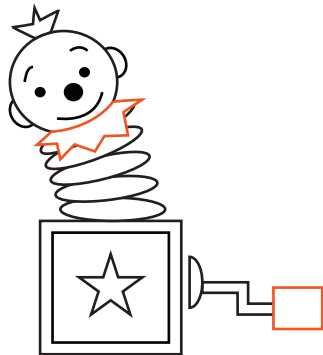
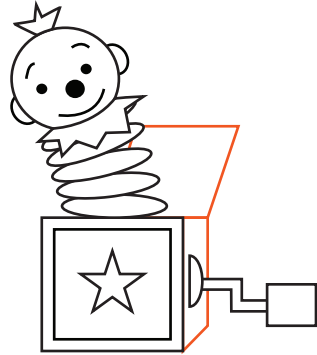
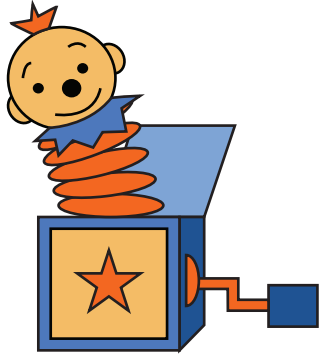
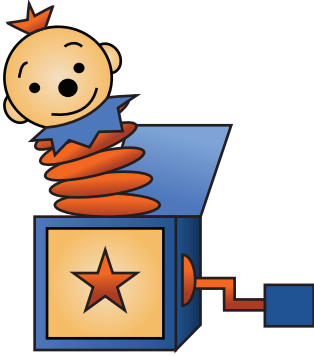
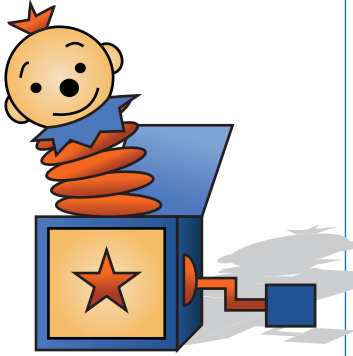
\_\_\_\_\_



\_\_\_\_\_



By combining simple shapes, we can create complex drawings. Let's draw a jack-in-the-box toy!

 <p>Start with a square and add a smaller square inside.</p>	 <p>Now add a star in the middle to decorate it.</p>	 <p>Draw the some ellipses and a half circle for the lever.</p>	 <p>Add a circle for the head and a zigzag shape for the lever.</p>
 <p>Now add circles for the face and half-circles for the ears.</p>	 <p>Add curves for the eyebrows and a puff of hair.</p>	 <p>Let's add the handle and a decoration below the neck.</p>	 <p>Now extend the box and add the cover.</p>
 <p>Add some colors!</p>	 <p>Use darker colors and lighter colors to shade him.</p>	 <p>Then add a little shadow.</p>	<p>Great job! You are done!</p>