

**Grade 4 At Home Packet**

Mrs. DeWalsche, Mrs. Williams, and Mr. Portner

**Monday, March 23:**

Quote of the day:

"Never give up on what you really want to do. The person with big dreams is more powerful than one with all the facts. " – Albert Einstein

- Silent reading – read for 20-30 minutes. Find a book at home or online.
- Writing – every Monday you will be given a prompt that you will work on each day during the week. You might want to work on 1 paragraph a day so that you can have a 5 paragraph essay completed by Friday.
  - "Teacher for a Day" prompt (Narrative Writing):  
Suppose you are the teacher of your class for one day. You may run the class your own way. Describe 3 activities you would use to help your students learn. Write about what happens on this day.
- Reading-
  - Pg. 36 Read A Childhood Dream and do activity at the bottom
  - Pg. 55-56 Spelling (suffixes)
  - Pg.91 Vocabulary
- Math-
  - Display the Digits worksheet
  - 2-5 Reteach and Practice pages
- Science – Grade 4 Twig Science: Module 1 – Egg Racers. Read this throughout the week!

**Tuesday, March 24:**

Quote of the day:

“Winning doesn’t always mean being first. Winning means you’re doing better than you’ve done before. ” – Bonnie Blair

- Silent reading – read for 20-30 minutes. Find a book at home or online.
- Writing – continue to work on prompt.
- Reading-
  - Pg. 57 Spelling
  - Pg. 93-94 Read Deer and answer the questions 1-3.
- Math –
  - Log on to Pearson (if you have access). Go to Assignments – complete the Daily Common Core Review 11-1 #1-3.
  - 11-1 Reteach and Practice pages
- Science – Grade 4 Twig Science: Module 1 – Egg Racers. Read this throughout the week!

**Wednesday, March 25:**

Quote of the day:

“You’re braver than you believe, and stronger than you seem, and smarter than you think.” – A.A. Milne/Christopher Robin

- Silent reading – read for 20-30 minutes. Find a book at home or online.
- Writing – continue to work on prompt.
- Reading-
  - Pg. 58 Spelling
  - Pg. 95-96 Read Nautilus and answer the questions 1-3.
  - Pg. 48 Grammar
- Math –
  - Log on to Pearson (if you have access). Go to Assignments – complete the Daily Common Core Review 11-1 #4-6.
  - 11-2 Reteach and Practice pages
- Science – Grade 4 Twig Science: Module 1 – Egg Racers. Read this throughout the week!

**Thursday, March 26:**

Quote of the day:

"In any moment of decision, the best thing you can do is the right thing. The worst thing you can do is nothing." – Theodore Roosevelt

- Silent reading – read for 20-30 minutes. Find a book at home or online.
- Writing – continue to work on prompt.
- Reading-
  - Pg. 59 Spelling
  - Pg. 51-53 Read Energy in the Ecosystem and answer the questions.
- Math –
  - Log on to Pearson (if you have access). Go to Assignments – complete the Daily Common Core Review 11-2 #1-3.
  - 1-4 Reteach and Practice pages
- Science – Grade 4 Twig Science: Module 1 – Egg Racers. Read this throughout the week!

**Friday, March 27:**

Quote of the day:

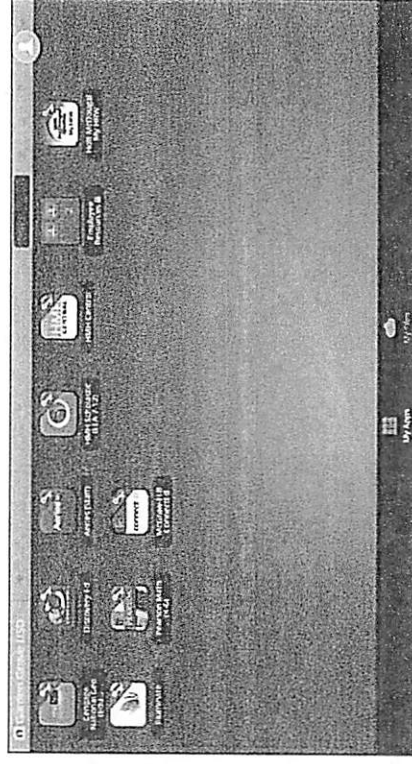
"Why fit in when you were born to stand out?" -Dr. Seuss

- Silent reading – read for 20-30 minutes. Find a book at home or online.
- Writing – finish your writing prompt today. Remember 5 paragraph essay should include introduction, 3 body paragraphs, and conclusion.
- Reading-
  - Pg. 98 Suffixes
  - Pg. 49 Grammar
- Math –
  - Log on to Pearson (if you have access). Go to Assignments – complete the Daily Common Core Review 11-2 #4-7.
  - 11-1 and 1-4 Quick Checks
- Science – Grade 4 Twig Science: Module 1 – Egg Racers. This assignment should be completed today.

Happy Friday! Hope your week went well. We still miss you! Stay safe and healthy!

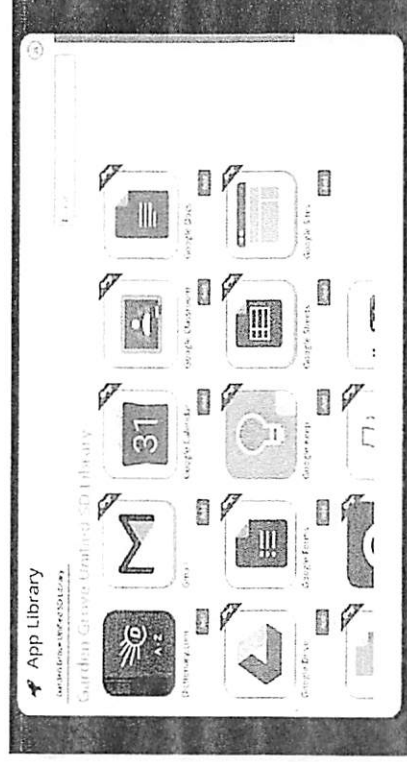
## 2. My Apps

The My Apps screen is where all of your online resources will be located. Enter your username and password once (if prompted) and ClassLink will remember it for you!



#### 4. App Library

The library contains many educational resources to choose from. Click the Plus (+) on the top left of the My Apps screen. Click Add on any app to place it on your My Apps screen.



# Narrative

## ■ Teacher for a Day

Suppose that you are the teacher of your class for one day. You may run the class your own way. Describe 3 activities you would use to help your students learn. Write about what happens on this day.

*Describe what you teach in your classroom.*

*Explain what kind of things happened.*

*Be sure to give complete details for each activity.*

22

Name \_\_\_\_\_

Suffixes

## A Childhood Dream

Wilbur and Orville Wright were obsessed with the idea of flying. When they were boys, their father gave them a flying toy. They found the toy irresistible and dreamed of the day when they could make a machine that would let them fly!

When Wilbur and Orville grew up, they became bicycle builders. There were countless bicycle shops all over town, but the Wright Brothers' shop was different. Not only were Wilbur and Orville building bicycles, but they were also experimenting with wings. They were going to figure out how to make a flying machine. Many people thought they were foolish, but the brothers were unstoppable.

Their first flying machine had a five-foot wingspan. It was too small and unstable to hold a person, but Wilbur and Orville knew that they would be able to use this model in the development of a machine that a person could fly.

Finally, in 1903, the Wright Brothers finished their first full-sized flying machine. They called it the Flyer. On December 17, 1903, the Wright Brothers were the first pilots when their Flyer took off from Kitty Hawk, North Carolina, and they flew successfully for 120 feet. Their flight only lasted 12 seconds, but the idea of human flight was now a reality.

The impossible childhood dream of Wilbur and Orville Wright had become real. They were the first aviators. They had made history, and their flying machine became a useful tool in developing the airplanes we use today.

**★ACTIVITY** Write a story about your own childhood dream. ★

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Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

- |                                  |                 |
|----------------------------------|-----------------|
| 1. _____                         | 1. sickly       |
| 2. _____                         | 2. hardly       |
| 3. _____                         | 3. quickly      |
| 4. _____                         | 4. slowly       |
| 5. _____                         | 5. carefully    |
| 6. _____                         | 6. wonderful    |
| 7. _____                         | 7. beautiful    |
| 8. _____                         | 8. graceful     |
| 9. _____                         | 9. spoonful     |
| 10. _____                        | 10. darkness    |
| 11. _____                        | 11. shapeless   |
| 12. _____                        | 12. ageless     |
| 13. _____                        | 13. illness     |
| 14. _____                        | 14. goodness    |
| 15. _____                        | 15. spotless    |
| 16. _____                        | 16. painless    |
| 17. _____                        | 17. weakness    |
| 18. _____                        | 18. darkest     |
| 19. _____                        | 19. clearest    |
| 20. _____                        | 20. thoughtful  |
| <b>Review Words</b> 21. _____    | 21. door        |
| 22. _____                        | 22. smart       |
| 23. _____                        | 23. argue       |
| <b>Challenge Words</b> 24. _____ | 24. brilliantly |
| 25. _____                        | 25. straightest |

Name \_\_\_\_\_

sickly	carefully	spoonful	illness	weakness
hardly	wonderful	darkness	goodness	darkest
quickly	beautiful	shapeless	spotless	clearest
slowly	graceful	ageless	painless	thoughtful

**Write the missing letters of a suffix to make a spelling word.  
Then write the spelling word on the line.**

1. shape \_\_\_\_\_
2. sick \_\_\_\_\_
3. weak \_\_\_\_\_
4. spoon \_\_\_\_\_
5. clear \_\_\_\_\_
6. beauti \_\_\_\_\_
7. quick \_\_\_\_\_
8. age \_\_\_\_\_
9. thought \_\_\_\_\_
10. dark \_\_\_\_\_
11. care \_\_\_\_\_
12. pain \_\_\_\_\_
13. slow \_\_\_\_\_
14. ill \_\_\_\_\_
15. grace \_\_\_\_\_
16. dark \_\_\_\_\_
17. hard \_\_\_\_\_
18. spot \_\_\_\_\_
19. good \_\_\_\_\_
20. wonder \_\_\_\_\_



Name \_\_\_\_\_

brittle

creative

descriptive

outstretched

Finish each sentence using the vocabulary word provided.

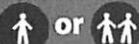
1. **(creative)** The artist is respected \_\_\_\_\_  
\_\_\_\_\_.
2. **(outstretched)** Before she made the amazing catch, \_\_\_\_\_  
\_\_\_\_\_.
3. **(descriptive)** I really like the author's writing because \_\_\_\_\_  
\_\_\_\_\_.
4. **(brittle)** The old newspaper I found in the attic \_\_\_\_\_  
\_\_\_\_\_.

# Display the Digits

0 1 2 3 4 5 6 7 8 9



## Get Started



Explain how to find each missing digit.  
Display each 0 – 9 tile exactly once.  
If you have a partner, take turns.

a. 
$$\begin{array}{r} 522 \\ - 138 \\ \hline 38\Box \end{array}$$

b. 
$$\begin{array}{r} 692 \\ - 123 \\ \hline 5\Box9 \end{array}$$

c. 
$$\begin{array}{r} 869 \\ - 650 \\ \hline \Box19 \end{array}$$

d. 
$$\begin{array}{r} 929 \\ - 427 \\ \hline 5\Box2 \end{array}$$

e. 
$$\begin{array}{r} 394 \\ - 246 \\ \hline 14\Box \end{array}$$

f. 
$$\begin{array}{r} 3,942 \\ - 1,035 \\ \hline 2,90\Box \end{array}$$

g. 
$$\begin{array}{r} 1,895 \\ - 739 \\ \hline 1,\Box56 \end{array}$$

h. 
$$\begin{array}{r} 4,391 \\ - 418 \\ \hline 3,\Box7\Box \end{array}$$

and

i. 
$$\begin{array}{r} 8,363 \\ - 2,489 \\ \hline \Box,874 \end{array}$$

If you have more time



Make a subtraction puzzle with missing digits.  
Ask your partner to display the answers with 0 – 9 tiles.

Name \_\_\_\_\_

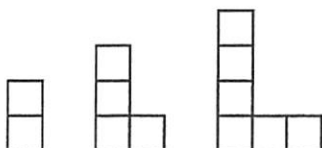
Reteaching

**2-5**

# Geometric Patterns

Like number patterns, geometric patterns can have figures that grow. To extend geometric patterns follow the same steps as you would for number patterns.

Below is a pattern of squares.



Number of Figure	1	2	3	4	5
Number of Squares	2	4	6		

## Step 1

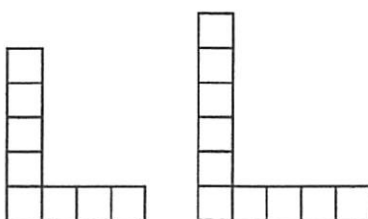
Look at the pattern.  
See how the figure has changed.

Each figure grows by  
1 square in height and  
1 square in width.

Each figure grows by  
2 squares.

## Step 2

Make the next two  
figures.



## Step 3

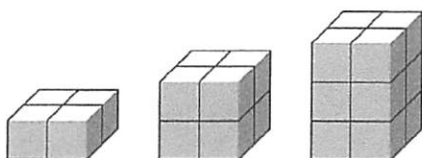
Fill in the table.

Number of Figure	1	2	3	4	5
Number of Squares	2	4	6	8	10

Draw the next two towers in the pattern. Use grid paper.  
Find the missing numbers in each table.

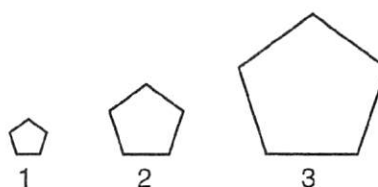
1.

Number of Stories	1	2	3	4	5
Number of Blocks	4	8	12		



2.

Length of Sides	1	2	3	4	5
Sum of All Sides	5	10	15		



**3. Number Sense** If there were 10 stories in Exercise 1,  
how many blocks would there be? Explain.

Name \_\_\_\_\_

Practice

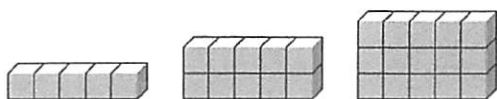
**2-5**

# Geometric Patterns

Draw the next two figures in the pattern.  
Find the missing numbers in each table.

1.

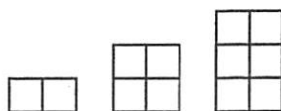
<b>Number of Stories</b>	1	2	3	4	5
<b>Number of Blocks</b>	5	10	15		



\_\_\_\_\_

2.

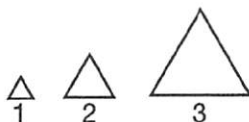
<b>Number of Stories</b>	1	2	3	4	5
<b>Number of Blocks</b>	2	4	6		



\_\_\_\_\_

3.

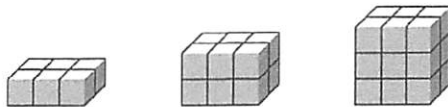
<b>Length of Each Side</b>	1	2	3	4	5
<b>Sum of All Sides</b>	3	6	9		



\_\_\_\_\_

4.

<b>Number of Stories</b>	1	2	3	4	5
<b>Number of Blocks</b>	6	12	18		



\_\_\_\_\_

5. **Explain It** Use Exercise 4. How could you find how many blocks there were in 20 stories? How many blocks would there be?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Which is a rule for the table below?

<b>In</b>	3	9	4	7
<b>Out</b>	7	13	8	11

- A** Add 4  
**B** Multiply 2  
**C** Multiply 4  
**D** Add 5

Name \_\_\_\_\_

sickly	carefully	spoonful	illness	weakness
hardly	wonderful	darkness	goodness	darkest
quickly	beautiful	shapeless	spotless	clearest
slowly	graceful	ageless	painless	thoughtful

**A. Write the spelling words that contain each suffix.**

**-ness**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**-ful**

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

**-ly**

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**-less**

16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_

**-est**

9. \_\_\_\_\_
10. \_\_\_\_\_

**-fully**

20. \_\_\_\_\_

**B. Compare the words *darkness* and *darkest*. How are they alike?  
How are they different?**

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Name \_\_\_\_\_

Read the poem. Check your understanding as you read by asking yourself how the speaker thinks and feels.

### Deer

6       The headlights turn their dark eyes  
7       green.

13       We see them sitting under trees  
22       at night, in my yard, like a photo of  
      a family.

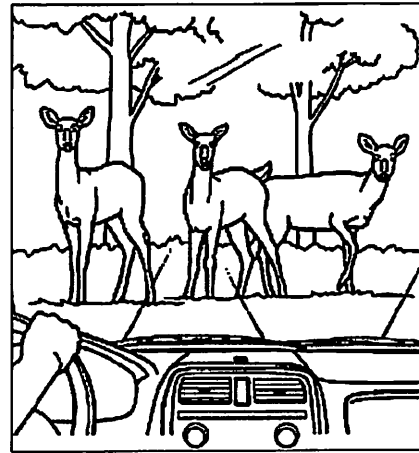
24       Then they dart away, their tails held  
31       high,  
32       six white arrows point at the sky.  
39       We don't even get to say good-bye.

47       Into the night they disappear,  
52       and though they move as quick as spears  
60       a little later they'll be back here.

67       Our lights go off, we're warm inside,  
74       they come out then, from where they hide.  
82       Their secret place is a point of pride.

90       Calm as ponds, they never fight,  
96       they stand and leave when the sky gets bright.  
105       But the question never sat quite right—

112       where do they go when it gets light?



Name \_\_\_\_\_

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

**1. What point of view is the poem told from?**

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**2. How do you know which point of view it is told from?**

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**3. What does the speaker think about the deer?**

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

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

Name \_\_\_\_\_

Reteaching

**11-1**

# Factors

When multiplying two numbers, you know that both numbers are factors of the product.

## Example 1

Find the factors of 24.

Factors      Product

$$\begin{array}{l} \downarrow \qquad \qquad \downarrow \\ 1 \times 24 = 24 \\ 2 \times 12 = 24 \\ 3 \times 8 = 24 \\ 4 \times 6 = 24 \end{array}$$

Factors of 24:

1, 2, 3, 4, 6, 8, 12, and 24

## Example 2

Find the factors of 16.

What two numbers multiply together to equal 16?

$$\begin{array}{l} 1 \times 16 = 16 \\ 2 \times 8 = 16 \\ 4 \times 4 = 16 \\ 8 \times 2 = 16 \\ 16 \times 1 = 16 \end{array}$$

Factors of 16: 1, 2, 4, 8, and 16

List all the factors of each number.

1. 18

\_\_\_\_\_

2. 21

\_\_\_\_\_

3. 11

\_\_\_\_\_

4. 14

\_\_\_\_\_

5. 23

\_\_\_\_\_

6. 33

\_\_\_\_\_

**7. Number Sense** Irene wants to list all of the factors for the number 42. She writes 2, 3, 6, 7, 14, 21, and 42. Is she correct? Explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Practice

**11-1**

## Factors

For 1 through 12, find all the factors of each number.

1. 54

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---

2. 17

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---

3. 28

---

---

4. 31

---

---

5. 44

---

---

6. 47

---

---

7. 77

---

---

8. 71

---

---

9. 65

---

---

10. 23

---

---

11. 57

---

---

12. 24

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13. Karl's mother buys 60 party favors to give out as gifts during Karl's birthday party. Which number of guests will NOT let her divide the party favors evenly among the guests?

A 12

B 15

C 20

D 25

14. **Writing to Explain** Mrs. Fisher has 91 watches on display at her store. She says she can arrange them into rows and columns without any watches left over. Mr. Fisher says that she can only make 1 row with all 91 watches. Who is right and why?

---

---

---

Name \_\_\_\_\_

sickly	carefully	spoonful	illness	weakness
hardly	wonderful	darkness	goodness	darkest
quickly	beautiful	shapeless	spotless	clearest
slowly	graceful	ageless	painless	thoughtful

**A. Write the spelling word that best completes each sentence.**

1. The road was \_\_\_\_\_ where there were no street lights.
2. The student \_\_\_\_\_ checked her test answers.
3. I had a \_\_\_\_\_ time at the lake and would like to go back!
4. My grandmother looks so young that people say she is \_\_\_\_\_.
5. I took a \_\_\_\_\_ of medicine and felt better.
6. The car moved so \_\_\_\_\_ that I thought we'd never get there.
7. The scrape on my knee was \_\_\_\_\_ and healed quickly.
8. The \_\_\_\_\_ model was known for her pretty face.
9. She gave me this for free out of the \_\_\_\_\_ of her heart.
10. The sky had no clouds and was the \_\_\_\_\_ I had ever seen it.

**B. Write the spelling word that matches each definition below.**

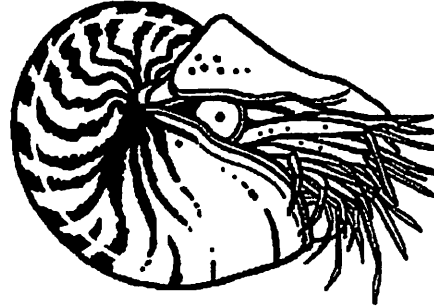
- |                               |                                   |
|-------------------------------|-----------------------------------|
| 11. lack of light _____       | 16. not healthy _____             |
| 12. perfectly clean<br>_____  | 17. elegant in form _____         |
| 13. lack of strength<br>_____ | 18. kind and considerate<br>_____ |
| 14. sickness _____            | 19. without form _____            |
| 15. barely _____              | 20. in a fast way _____           |

Name \_\_\_\_\_

**The Nautilus**

The strangest creature in the sea?  
Some say the eight-legged octopus.  
The oddest always seemed to me  
To be the baffling nautilus.

He peeks out from his spiral shell  
While sailing on a backward trip.  
He doesn't seem to know too well  
How best to steer his puzzling ship.



Answer the questions about the text.

1. What makes this poem a lyric poem?

\_\_\_\_\_

2. What is the rhyme scheme of this poem?

\_\_\_\_\_

3. What does the poet think about the nautilus?

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Meter** is the rhythm of syllables in a line of poetry. It is created by the arrangement of accented and unaccented syllables.

Words **rhyme** when their endings sound the same.

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

**Deer**

*Then they dart away, their tails held high,  
six white arrows point at the sky.*

*We don't even get to say good-bye.*

*Into the night they disappear,  
and though they move as quick as spears  
a little later they'll be back here.*

1. Find two examples of rhyme in the poem. Write them below.

\_\_\_\_\_

2. What kind of meter appears in the poem?

\_\_\_\_\_

3. How do the meter and rhyme affect the poem?

\_\_\_\_\_

\_\_\_\_\_

4. Write another stanza for this poem that includes meter and rhyme.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- Use a comma after an **introductory phrase** at the beginning of a sentence.
- An **appositive** is a noun that describes the noun that comes right before it. Appositives are separated from the rest of the sentence with a comma before and after it.
- **Interjections** express emotion and are often followed by an exclamation point.

Read each sentence. On the line, write whether the underlined word or words are a *phrase*, an *appositive*, or an *interjection*. Then rewrite the sentence using correct punctuation.

1. Eli a strong soccer player scored the most goals. \_\_\_\_\_  
\_\_\_\_\_
2. Once upon a time there was a beautiful princess. \_\_\_\_\_  
\_\_\_\_\_
3. The secretary a fast typist finished the letter quickly. \_\_\_\_\_  
\_\_\_\_\_
4. Ouch I stepped on something sharp. \_\_\_\_\_  
\_\_\_\_\_
5. At the end of the day I was tired and ready for bed. \_\_\_\_\_  
\_\_\_\_\_
6. Hey It was my turn in the game. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Reteaching

**11-2**

# Prime and Composite Numbers

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A **composite number** is a whole number greater than 1 that has more than two different factors. 15 has four different factors, 1, 3, 5, and 15, so 15 is a composite number.

A **prime number** is a whole number greater than 1 that has exactly two factors, itself and 1. 17 has exactly two factors, 1 and 17, so 17 is a prime number.

## Example 1

Is 7 a prime or composite number?

Find all the factors of 7.

Factors of 7: 1, 7

1 and 7 divide evenly into 7.

7 is a prime number because it only has two factors, the number itself and 1.

## Example 2

Is 6 a prime or composite number?

Find all the factors of 6.

Factors of 6: 1, 2, 3, 6

1, 2, 3, and 6 divide evenly into 6.

6 is a composite number because it has more than two factors.

---

Tell if the number is prime or composite.

1. 5

\_\_\_\_\_

2. 12

\_\_\_\_\_

3. 18

\_\_\_\_\_

4. 15

\_\_\_\_\_

5. 37

\_\_\_\_\_

6. 43

\_\_\_\_\_

Name \_\_\_\_\_

Practice

**11-2**

## Prime and Composite Numbers

In 1 through 16, write whether each number is prime or composite.

1. 81

2. 43

3. 572

4. 63

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. 53

6. 87

7. 3

8. 27

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. 88

10. 19

11. 69

12. 79

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. 3,235

14. 1,212

15. 57

16. 17

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17. Mr. Gerry's class has 19 students, Ms. Vernon's class has 21 students, and Mr. Singh's class has 23 students. Whose class has a composite number of students?

\_\_\_\_\_

18. Every prime number greater than 10 has a digit in the ones place that is included in which set of numbers below?

A 1, 3, 7, 9

C 0, 2, 4, 5, 6, 8

B 1, 3, 5, 9

D 1, 3, 7

19. **Writing to Explain** Marla says that every number in the nineties is composite. Jackie says that one number in the nineties is prime. Who is correct? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Underline the three misspelled words in each paragraph below.  
Write the words correctly on the lines.**

Red's grandmother had an illniss. Red didn't like the darknes of the woods around Grandmother's house, but she wanted to help Grandmother feel better. She quicklie ran through the woods to bring Grandmother a basket of food.

She was almost there when she saw a dark, shapelass figure ahead. She turned to run, but then she heard Grandmother calling her. Grandmother told Red that her weaknis had gone away and she had come to meet her. Then Grandmother thanked Red for the wonderfull basket of food.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

**Writing Activity**

**B. Tell your own tale about a favorite fairy tale character.  
Use at least four words from the spelling list.**

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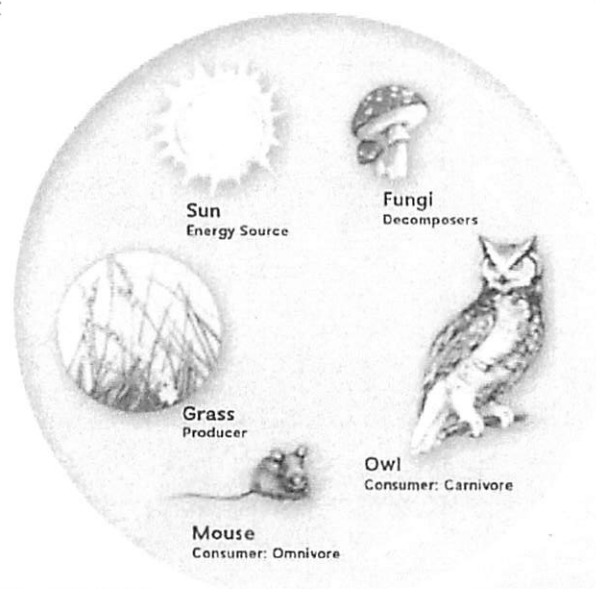
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# Energy in the Ecosystem

## Forest Food Chain

- 1 The forest food chain begins with organisms that make their own food. They are called *producers*. Grasses, trees, and other green plants are producers that feed forest animals. Organisms that cannot make their own food are known as *consumers*. Any animal that eats plants or plant products is a consumer. Some forest consumers, such as rabbits, are herbivores that eat only plants. Other mammals, such as voles and mice, are *omnivores*. They eat plants as well insects, worms, and grubs.
- 2 Higher up on the food chain are organisms that eat other consumers. In the forest, birds of prey such as owls, occupy this link in the chain. Owls are *carnivores*, which means they eat only other animals. Since owls cannot make their own food, they are also consumers in the food chain.



Reread and use the prompts to take notes in the text.

Underline two examples in paragraph 1 showing how the author helps you understand what the words in *italics* mean. Write those two ways here:

1. \_\_\_\_\_
2. \_\_\_\_\_



Talk with a partner about how the author uses both text and the diagram to explain the forest food chain. Add more examples from the text to the diagram.

## *Back to the Cycle*

- 3 Fungi play a different role in the food chain. They are decomposers. Decomposers recycle all the wastes and remains from plants and animals back into the ecosystem. The dead material becomes soil nutrients, which help plants grow. With sunlight and water, the cycle begins again.
- 4 When an owl eats a mouse or a vole, it digests the meat and organs of those animals. However, owls cannot digest fur, teeth, or bones. These are formed into oval pellets. The owl throws up these balls of fur and bone after every meal. Owl pellets are often found on the ground and around owl nesting places. They provide food and shelter for the moths, beetles and fungi.
- 5 If you are near a forest at night, listen carefully. Do you hear it?
- 6 "Who cooks for you? Who cooks for you all?"

Reread paragraph 3. Circle the words the author uses to help you understand how the food chain is like a cycle. Write them here:

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Reread paragraph 4. Talk about the steps in the forest food chain. Number the steps from 1 to 4 in the margin near each clue.

Why is "Back to the Cycle" a good title for this section? Use your annotations to support your response. Write it here:

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? How does the author use repetition to organize the information in this selection?



One call can be heard often from the forest. It sounds like, "Who cooks for you? Who cooks for you all?"

HOO HOO Hoo-hoo! HOO HOO Hoo awwww!



**Talk About It** Reread this excerpt from the selection. Then reread paragraphs 5 and 6 on page 52. With a partner, compare the texts.

**Cite Text Evidence** In the excerpt above, underline the sentence the author repeats. Find a clue that explains what both sentences mean. Circle it.

**Write** The author uses repetition to

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### QUICK TIP

When I reread, I analyze how the author uses repetition.

Name \_\_\_\_\_

Reteaching

1-4

## 3, 4, 6, 7, and 8 as Factors

You can use breaking apart to help find the product.

**Example** How many baseball cards do you have if you have 4 packages with 6 cards in each package?

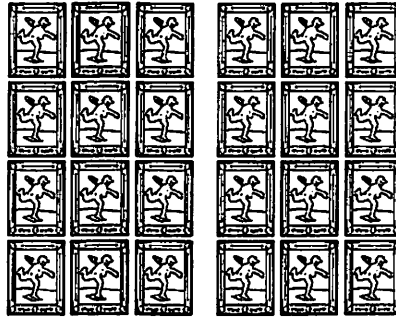
You need to find  $4 \times 6$ .

4 groups of 6 are the same as 4 groups of 3 plus 4 groups of 3.

$$4 \times 3 = 12$$

$$4 \times 3 = 12$$

$$\begin{aligned} 4 \times 6 &= (4 \times 3) + (4 \times 3) \\ &= 12 + 12 \\ &= 24 \end{aligned}$$



You have 24 baseball cards.

Use breaking apart to find each product.

1.  $3 \times 5 =$  \_\_\_\_\_

2.  $9 \times 4 =$  \_\_\_\_\_

3.  $6 \times 6 =$  \_\_\_\_\_

4.  $3 \times 7 =$  \_\_\_\_\_

5.  $5 \times 7 =$  \_\_\_\_\_

6.  $8 \times 4 =$  \_\_\_\_\_

7.  $6 \times 7 =$  \_\_\_\_\_

8.  $7 \times 8 =$  \_\_\_\_\_

Compare. Use  $<$ ,  $>$ , or  $=$  to fill in each  $\bigcirc$ .

9.  $7 \times 4 \bigcirc 7 \times 5$

10.  $6 \times 6 \bigcirc 3 \times 7$

11.  $8 \times 3 \bigcirc 3 \times 8$

12.  $9 \times 5 \bigcirc 12 \times 3$

13. **Number Sense** Explain how  $9 \times 4$  can help you find  $9 \times 8$ .

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Name \_\_\_\_\_

Practice

**1-4**

## 3, 4, 6, 7, and 8 as Factors

For 1 through 8, fill in each \_\_\_\_.

1.  $3 \times 10 = (2 \times 10) + (1 \times \underline{\quad})$
2.  $2 \times \underline{\quad} = (2 \times 5) + (2 \times 1)$
3.  $4 \times 7 = (4 \times \underline{\quad}) + (4 \times 2)$
4.  $11 \times 8 = (11 \times 5) + (11 \times \underline{\quad})$
5.  $3 \times 6 = (3 \times 1) + (3 \times \underline{\quad})$
6.  $6 \times 6 = (6 \times \underline{\quad}) + (6 \times 4)$
7.  $7 \times \underline{\quad} = (7 \times 4) + (7 \times 3)$
8.  $1 \times 8 = (1 \times \underline{\quad}) + (1 \times 3)$

For 9 through 20, use breaking apart to find each product.

9.  $5 \times 5$  \_\_\_\_
10.  $3 \times 6$  \_\_\_\_
11.  $4 \times 2$  \_\_\_\_
12.  $7 \times 3$  \_\_\_\_
13.  $7 \times 2$  \_\_\_\_
14.  $6 \times 6$  \_\_\_\_
15.  $7 \times 7$  \_\_\_\_
16.  $6 \times 7$  \_\_\_\_
17.  $8 \times 3$  \_\_\_\_
18.  $10 \times 6$  \_\_\_\_
19.  $6 \times 12$  \_\_\_\_
20.  $4 \times 6$  \_\_\_\_

For 21 through 29, compare using  $<$ ,  $>$ , or  $=$  to fill in each  $\bigcirc$ .

21.  $3 \times 4 \bigcirc 6 \times 1$
22.  $5 \times 8 \bigcirc 6 \times 7$
23.  $3 \times 6 \bigcirc 9 \times 2$
24.  $8 \times 4 \bigcirc 7 \times 4$
25.  $7 \times 5 \bigcirc 12 \times 3$
26.  $5 \times 6 \bigcirc 3 \times 10$
27.  $1 \times 8 \bigcirc 2 \times 3$
28.  $4 \times 5 \bigcirc 2 \times 10$
29.  $8 \times 6 \bigcirc 7 \times 7$

30. Candice has placed her seashells into 4 rows with 5 seashells in each row. How many seashells does she have? \_\_\_\_

31. A chessboard has 8 rows and 8 columns. Each row has 4 white squares and 4 black squares. Which expression below would give you the number of black squares on a chessboard?

**A**  $8 \times 8$

**B**  $8 \times 4$

**C**  $4 \times 4$

**D**  $8 + 8$

32. **Writing to Explain** Using the breaking apart method, what is the best way to multiply 8 by 7?

Name \_\_\_\_\_

**A. Read each sentence. Circle the word that has a suffix. Write the base word and the suffix on the lines.**

1. We had a great time listening to the classical music.

Base Word: \_\_\_\_\_ Suffix: \_\_\_\_\_

2. I could see the teacher walking up the steep stairs.

Base Word: \_\_\_\_\_ Suffix: \_\_\_\_\_

3. My dad thinks that your answer is acceptable.

Base Word: \_\_\_\_\_ Suffix: \_\_\_\_\_

4. A quality education is something that will always help you.

Base Word: \_\_\_\_\_ Suffix: \_\_\_\_\_

5. There is a visitor waiting for you downstairs.

Base Word: \_\_\_\_\_ Suffix: \_\_\_\_\_

**B. Read each word pair. Write the contraction on the line.**

- |                     |                    |
|---------------------|--------------------|
| 1. was not _____    | 5. we would _____  |
| 2. they are _____   | 6. were not _____  |
| 3. he will _____    | 7. has not _____   |
| 4. should not _____ | 8. they will _____ |

Name \_\_\_\_\_

- Sentences can be combined by using the word *and* to join two nouns in the subject or two nouns in the predicate. Leave out any words that repeat and make sure that subjects and verbs agree.
- **Introductory phrases** and **appositives** are punctuated with commas.
- **Interjections** express emotion and are often followed by an exclamation point.

**Rewrite the paragraphs below, correcting mistakes in punctuation.**

1. Long ago there was a woodcutter with three sons. The woodcutter a strong man would spend his day chopping trees. Meanwhile, his sons would argue the entire time he was gone. Then one day the woodcutter used a batch of twigs to show they were stronger when they were together as one. Ah the woodcutter's sons never fought again.

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2. Kids growing machines get taller and taller every year. This is because their bones are still growing. Like most people you probably think that we stop growing when we become adults. This is not true. Your nose and ears never stop growing. Wow although this is odd, it does explain why many older people have large noses and ears.

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Name \_\_\_\_\_

Quick Check

**11-1**

1. Sal has 13 stamps arranged in an array. Which of the following shows an array he could use?  
**A**  $13 \times 2$   
**B**  $1 \times 13$   
**C**  $2 \times 7$   
**D**  $3 \times 4$
2. Danna has 39 coins. She wants to display them in an array. Which of the following describes all of the arrays she can make?  
**A** 1 by 39  
**B** 3 by 13, 13 by 3  
**C** 1 by 39, 3 by 13  
**D** 1 by 39, 39 by 1, 3 by 13, 13 by 3
3. A store has 45 cans of soup. The store manager wants to display the soup in an array. Which of the following shows 3 ways the soup could be displayed?  
**A** 1 by 9, 9 by 5, 3 by 15  
**B** 15 by 3, 9 by 1, 5 by 9  
**C** 5 by 9, 3 by 15, 9 by 5  
**D** 45 by 1, 15 by 1, 9 by 1
4. **Writing to Explain** Mr. Deets is making an array to display 16 pictures. For each pair of different factors, there are two arrays he can make. How many different arrays can he make? Is the number odd or even? Explain.

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Name \_\_\_\_\_

Quick Check

**1-4**

1. Use breaking apart to identify the missing number.

$$3 \times 8 = (3 \times 4) + (3 \times \square)$$

- A 1
- B 2
- C 4
- D 6

2. Which is  $1 \times 4$  broken apart?

- A  $(1 \times 2) + (1 \times 1)$
- B  $(1 \times 1) + (1 \times 2)$
- C  $(1 \times 2) + (1 \times 2)$
- D  $(2 \times 1) + (2 \times 2)$

3. **Writing to Explain** Use a grid to show  $6 \times 7$  broken apart.

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# Grade 4 Twig Science

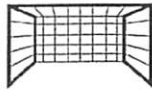
## Week 1

### Module 1: Egg Racers

This week you will read an exciting text and respond to some questions.

Directions	
Read the Prior-Knowledge Read-Aloud	"The Forces With Us"
Answer these questions after reading:	<ol style="list-style-type: none"><li>1. What are the main ideas?</li><li>2. What is something interesting that you learned?</li><li>3. What is something you are wondering about?</li></ol>

# The Forces with Us

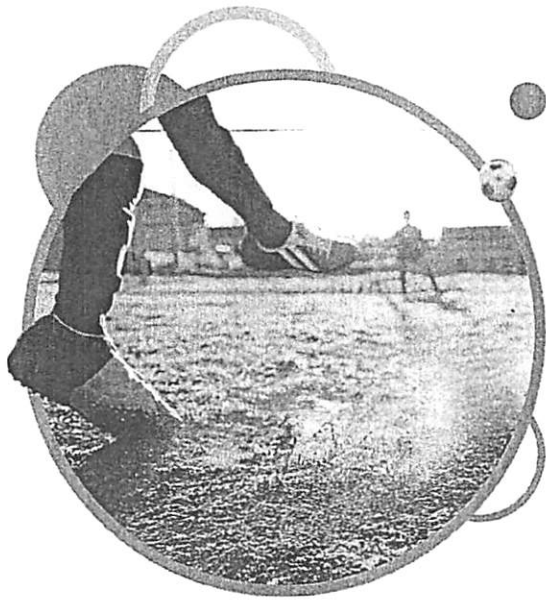


A push or a pull is what's known as a **force**. A force can make something move, and it can stop something from moving.

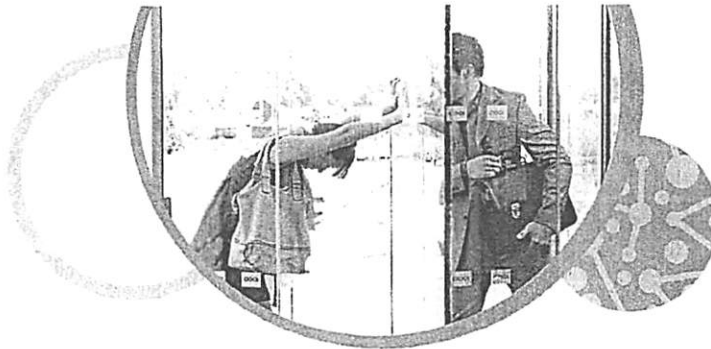
When you throw a flying disk, you use a push force to cause it to move through the air. Catching the flying disk would apply another push force—although this time, your hands are pushing back against the moving object. When you apply a force in the opposite direction to the one the flying disk was moving in, you can stop it from moving.



It's not just push forces that can move objects—pull forces can too. If you apply a pulling force to a door, the door opens, moving toward you. Now imagine that you're in the parking lot at the supermarket. Your shopping cart starts rolling away. How do you stop it? You reach out and pull the handle. This applies a force in the opposite direction to the one the cart was rolling in, so it slows down and stops. Now all your food is safe!



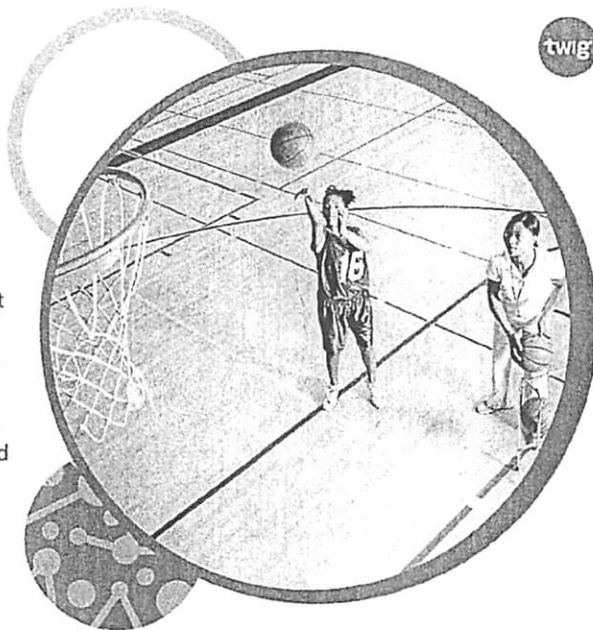
Forces can have different strengths. The bigger the force, the more effect it has on an object. If you give a soccer ball a gentle nudge with your foot, it won't go very far. But if you kick the ball as hard as you can, the ball will go faster and farther than it did when you nudged it. That's because your foot pushed the ball with more force. The same thing applies to pulling forces. If you pull a door open with all your strength, it'll open pretty fast—and it'll probably make a loud bang if it hits the wall, so it's best not to try it at home!



You might think that if an object is stationary, no push or pull forces are acting on it. Actually, a stationary object can have one or more forces pushing or pulling it—it's just that the forces are *balanced*. The effect of one force cancels out the effect of the other. Imagine you and your friend are pushing on either side of a door with the same force. The door doesn't move. Does this mean that no forces are acting

on it? Nope! It doesn't move because the two forces acting on either side of it are balanced—you and your friend are both pushing in opposite directions, but you're equally strong, so nothing happens. Now, if the person pushing the door shut applies more force than the person pushing it open, the door would close. The two forces would be *unbalanced* because they are of different strengths.

What about what happens when two moving objects run into each other? Imagine you and your friend are both practicing basketball. You each have your own ball in your hands and you're both shooting for the same hoop. If you shoot at the exact same time, and the balls collide in midair, what happens? In this case, each ball would apply a push force to the other, causing them both to change direction. It's pretty unlikely here that either of you would make a basket. Maybe you should take turns shooting!



## **At Home Learning - Digital Resources**

*Note: some of these free resources require a login. If you see a login button for Google, your child should be able to use their Google login.*

### **ClassLink**

Access GGUSD curriculum textbooks and resources Online. See attached instructions on how to log-in at home.

[portal.ggusd.us](https://portal.ggusd.us)

### **Orange County Department of Education**

These webpages have been curated by the Orange County Department of Education to help families transition from a learning in a classroom setting to an online learning environment.

<https://ocde.instructure.com/courses/224/pages/start-here>

### **Learning Heroes**

Resources from trusted organizations to help your child succeed in school.

<https://bealearninghero.org/learning-tools/students/>

### **Khan Academy**

Offers practice exercises and instructional videos in math, science, computer programming, history, art history, economics, and more that empower learners to study at their own pace.

<https://www.khanacademy.org/>

### **Splash Learn**

Personalized learning path for catching up, enrichment or practice of grade level standards.

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### **Design Squad Global**

Teaches kids about science and engineering through fun games and activities.

<https://pbskids.org/designsquad>

### **PBS KIDS**

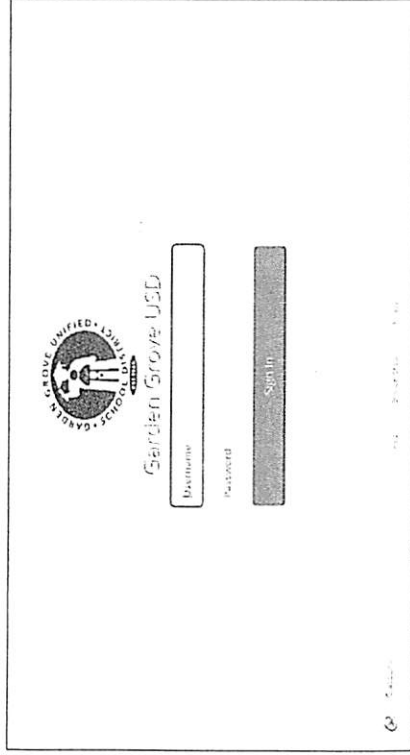
An educational site with games, videos, and quests featuring PBS television show characters that provide information on animals, math, habitats and other topics.

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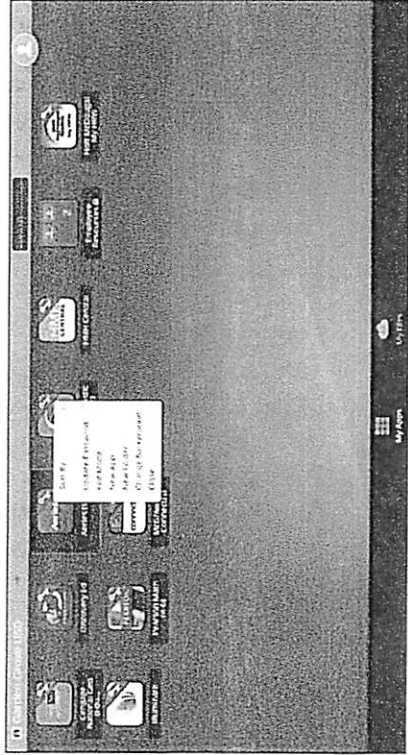
## 1. Sign In

Sign in by using your school login.



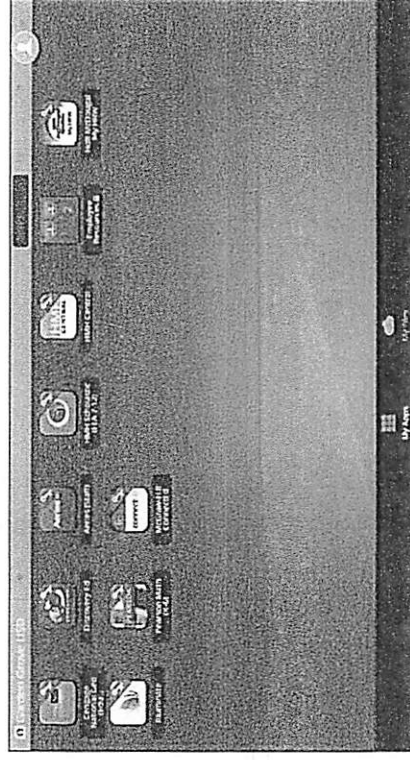
## 3. Update Password

Right click an app and choose 'Update Password' to update or change your stored username and passwords for your applications. This is if you have entered your username or password incorrectly or if something has changed/updated.



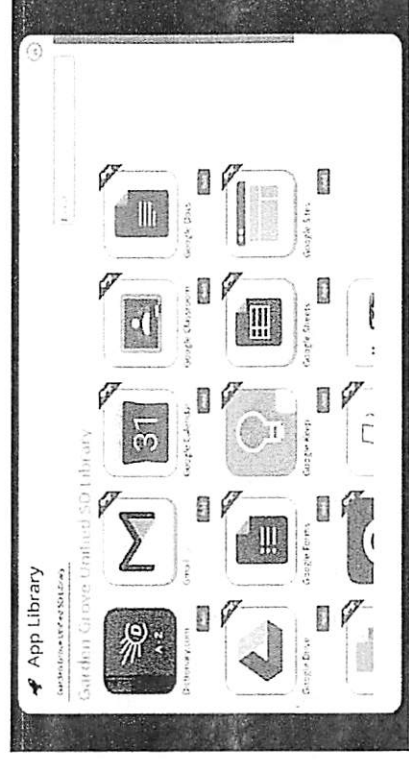
## 2. My Apps

The My Apps screen is where all of your online resources will be located. Enter your username and password once (if prompted) and ClassLink will remember it for you!



## 4. App Library

The library contains many educational resources to choose from. Click the Plus (+) on the top left of the My Apps screen. Click Add on any app to place it on your My Apps screen.





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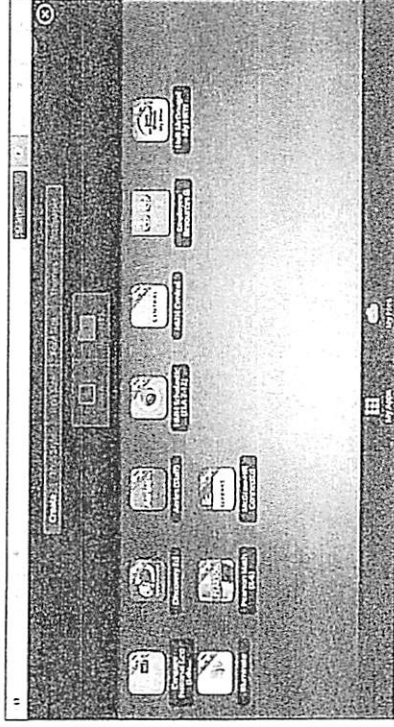
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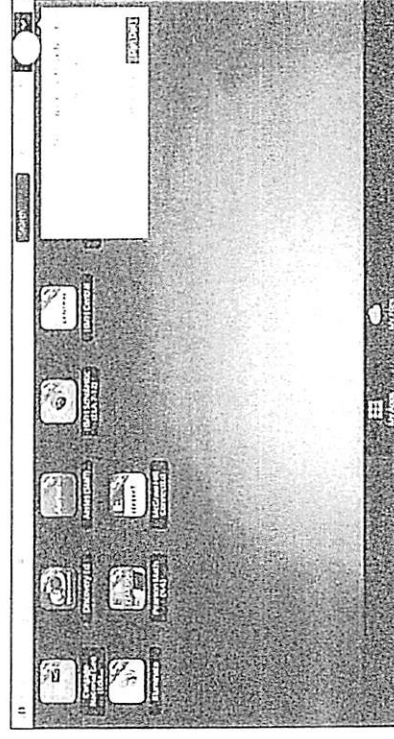
## 5. Edit Mode

To go into Edit Mode, click the paper and pencil symbol on the top right of your screen. While in Edit Mode, you can create folders and customize your My Apps screen.



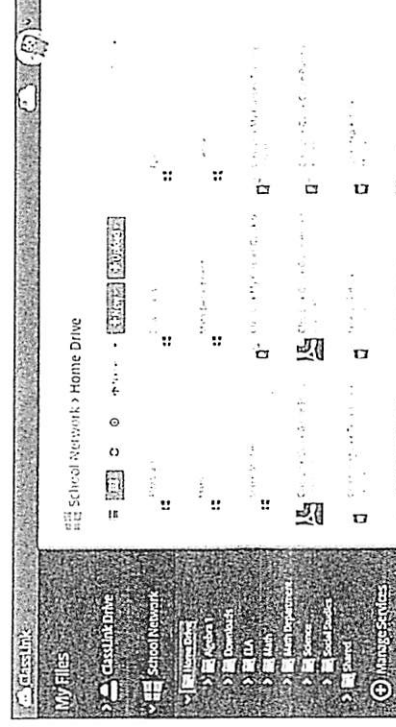
## 6. My Profile

Here is where you change your profile picture, themes & colors and access your password locker.



## 7. My Files

My Files > School Network allows you to access your school network drives from any device, any where, any time.



## 8. Cloud Services

My Files > Manage Services > Connect allows you to connect other Cloud Drives in ClassLink to access all of your files in one location!

