

## **Grade 4 At Home Packet** Mrs. DeWalsche, Mrs. Williams, and Mr. Portner

Assignments to be completed at home:

### **Monday, March 16:**

Quote of the day:

"If you have good thoughts they will shine out of your face like sunbeams and you will always look lovely." – Roald Dahl

- 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.
  - "A Special Pet" prompt (Opinion Writing): Some people prefer dogs while some like cats as their pets. Other people prefer birds, snakes, fish, rabbits, pigs, horses, and other animals as their pets. What do you think would be the perfect pet to have? Choose a pet and convince the reader why it is the perfect pet. Give plenty of details and reasons with examples.
- Reading-
  - Pg. 13 Read A Boring Day and Making a Go Kart and complete activity at bottom of page.
  - Pg. 49-50 Spelling – r-controlled vowels/ar and or
  - Pg. 81 Vocabulary
- Math-
  - 3-3 Reteach and Practice pages
- Social Studies – Read & Do California's Shaky Ground. You will work on this throughout the week.

## **Tuesday, March 17: Happy St. Patrick's Day – wear green!**

Quote of the day:

“All your dreams can come true if you have the courage to pursue them” – Walt Disney

- Silent reading – read for 20-30 minutes. Find a book at home or online.
- Writing – continue to work on prompt.
- Reading-
  - Pg. 51 Spelling
  - Pg. 83-85 Read **The Birds** and do questions 1-3.
- Math-
  - Log on to Pearson (if you have access). Go to Assignments – complete the Daily Common Core Review 3-3 #1-3.
  - 3-4 Reteach and Practice pages
- Social Studies – Read & Do California's Shaky Ground. You will work on this throughout the week.

## **Wednesday, March 18:**

Quote of the day:

“Make each day your masterpiece.” – John Wooden

- Silent reading – read for 20-30 minutes. Find a book at home or online.
- Writing – continue to work on prompt.
- Reading-
  - Pg. 52 Spelling
  - Pg. 86 Read Giraffe Adaptations and answer questions 1-4
  - Pg. 41 Grammar
- Math –
  - Log on to Pearson (if you have access). Go to Assignments – complete the Daily Common Core Review 3-3 #4-6.
  - 4-3 Reteach and Practice pages
- Social Studies – Read & Do California's Shaky Ground. You will work on this throughout the week.

**Thursday, March 19:**

Quote of the day:

“To accomplish great things, we must not only act, but also dream, not only plan, but also believe.” – Anatole France

- Silent reading – read for 20-30 minutes. Find a book at home or online.
- Writing – continue to work on prompt.
- Reading-
  - Pg. 53 Spelling
  - Pg. 58-60 Read Anansi and the Birds and answer the questions
- Math –
  - Log on to Pearson (if you have access). Go to Assignments – complete the Daily Common Core Review 3-4 #1-3.
  - 4-5 Reteach and Practice pages
- Social Studies – Read & Do California’s Shaky Ground. You will work on this throughout the week.

**Friday, March 20:**

Quote of the day:

“It always seems impossible until it is done.” – Nelson Mandela

- 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. 88 Spelling
  - Pg. 44 Grammar
- Math –
  - Log on to Pearson (if you have access). Go to Assignments – complete the Daily Common Core Review 3-4 #4-6.
  - 4-3 and 4-5 Quick Checks
- Social Studies – Read & Do California’s Shaky Ground. This assignment should be completed today.

Have a great weekend! Your teachers miss you! Hope you are safe and healthy.

# OPINION

## ■ A Special Pet

Some people prefer dogs while some like cats as their pets. Other people prefer birds, snakes, fish, rabbits, pigs, horses or other animals as their pets. What do you think would be the perfect pet to have? Describe in your writing your ideas about a perfect pet. Give plenty of details so that the person reading your writing can visualize your perfect pet and know details about it.

*Explain why your pet is special.*

Name \_\_\_\_\_

### A Boring Day

Doris is bored. She has nothing to do. The sky is dark and the grass is wet so she cannot play sports in the park. She sits on the porch swing and watches the rain. She hears a dog barking in someone's yard. Doris's pals are not home. They cannot play. Doris has chores but she doesn't want to do them. She ignores doing her chores.

Then she gets an idea. She could spin around! That would be fun! So Doris starts to spin and spin. She spins so fast she cannot see. She holds her arms out to the side as she spins. She is a whirlwind! It is fun, but then Doris starts feeling dizzy. She needs to stop. Doris stops spinning and falls down. That was not a good idea. No more spinning for Doris!

### Making a Go-Cart

Bob and Dan are going to make a go-cart. It was Bob's idea to make it, but Dan has many things for building and is very handy. They got a plan for the go-cart from the hobby store. It is a chart and is hard to read, but Bob and Dan figure it out. They work on the go-cart all morning. Soon it is lunch time. Dan's mom made a spinach and cheese tart for lunch.

"You are not getting into mischief with that cart?" asks Dan's mom.

"No, Mom, of course not!" says Dan.

Bob and Dan eat and go back to the go-cart. It takes the rest of the day to put the parts together, but they finish! Bob and Dan can't wait for the weekend when they can try it.

☆**ACTIVITY** Write about what you do on boring days. ☆

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. dart      |
| 2. _____                         | 2. guard     |
| 3. _____                         | 3. award     |
| 4. _____                         | 4. backyard  |
| 5. _____                         | 5. argue     |
| 6. _____                         | 6. spark     |
| 7. _____                         | 7. target    |
| 8. _____                         | 8. smart     |
| 9. _____                         | 9. charge    |
| 10. _____                        | 10. carpet   |
| 11. _____                        | 11. warp     |
| 12. _____                        | 12. door     |
| 13. _____                        | 13. fort     |
| 14. _____                        | 14. morning  |
| 15. _____                        | 15. stork    |
| 16. _____                        | 16. cord     |
| 17. _____                        | 17. worn     |
| 18. _____                        | 18. stormy   |
| 19. _____                        | 19. core     |
| 20. _____                        | 20. bore     |
| <b>Review Words</b> 21. _____    | 21. screech  |
| 22. _____                        | 22. shrimp   |
| 23. _____                        | 23. throat   |
| <b>Challenge Words</b> 24. _____ | 24. charcoal |
| 25. _____                        | 25. forecast |

Spelling: *r*-Controlled Vowels /är/ and /ôr/

Name \_\_\_\_\_

dart	argue	charge	fort	worn
guard	spark	carpet	morning	stormy
award	target	warp	stork	core
backyard	smart	door	cord	bore

**A. Circle the spelling word in each row that rhymes with the word in bold type. Write the spelling word on the line.**

- |                    |         |         |         |       |
|--------------------|---------|---------|---------|-------|
| 1. <b>chore</b>    | door    | dare    | sort    | _____ |
| 2. <b>scarred</b>  | snared  | carted  | guard   | _____ |
| 3. <b>large</b>    | charge  | charm   | flag    | _____ |
| 4. <b>horn</b>     | word    | worn    | war     | _____ |
| 5. <b>fork</b>     | spook   | stork   | lark    | _____ |
| 6. <b>start</b>    | hard    | note    | dart    | _____ |
| 7. <b>aboard</b>   | award   | colored | apart   | _____ |
| 8. <b>four</b>     | first   | pair    | bore    | _____ |
| 9. <b>short</b>    | pour    | fort    | fit     | _____ |
| 10. <b>cart</b>    | smart   | smelled | port    | _____ |
| 11. <b>board</b>   | cord    | card    | crowed  | _____ |
| 12. <b>shark</b>   | stork   | clock   | spark   | _____ |
| 13. <b>pour</b>    | pair    | core    | cope    | _____ |
| 14. <b>warning</b> | morning | forty   | started | _____ |

**B. Write these spelling words in alphabetical order:**  
*carpet, argue, backyard, warp, stormy, target.*

- |           |           |           |
|-----------|-----------|-----------|
| 15. _____ | 17. _____ | 18. _____ |
| 16. _____ | 18. _____ | 20. _____ |

Name \_\_\_\_\_

pounce	prey	dribbles	poisonous
extraordinary	vibrations	camouflaged	predator

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

Cyril the snake was not like the other snakes in his family. He didn't like to hunt for his meals, so he wasn't much of a \_\_\_\_\_.

"I don't care to hunt and eat mice," he told his mother. "They are not my \_\_\_\_\_. They are my friends."

"We love to hunt mice!" said Cyril's brothers and sisters. "Cyril does not. His mouth waters at the thought of fruits and vegetables. He just \_\_\_\_\_ and drools when he sees a good salad."

Even though Cyril had teeth that could give a \_\_\_\_\_ bite and cause something harm, he never used them.

"Your brothers and sisters use their special coloring to be \_\_\_\_\_ and blend in with the brown grass and leaves," said his mother. "They shake their tails back and forth to cause \_\_\_\_\_ and make a rattling noise. This makes the mice frightened."

"I would never suddenly \_\_\_\_\_ on any mouse, big or small," said Cyril. "They are all my friends."

Because a friendly snake was so unusual to the mice, they all thought Cyril was an \_\_\_\_\_ friend.

Name \_\_\_\_\_

Reteaching

3-3

## Comparing Numbers

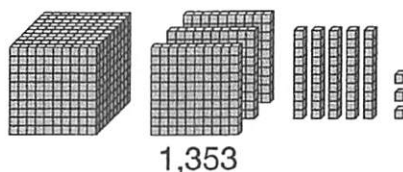
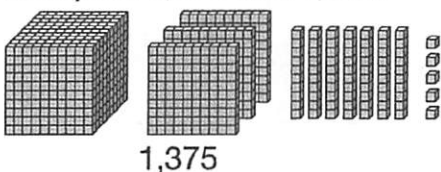
Use these symbols to compare numbers.

$<$  is less than

$>$  is greater than

$=$  is equal to

Compare 1,375 and 1,353.



Both have the same number of thousands and hundreds.

Compare the tens. 1,375 has more tens.

1,375 is greater than 1,353.

$$1,375 > 1,353$$

Compare the numbers. Use  $<$ ,  $>$ , or  $=$ .

1.  $36 \bigcirc 27$

2.  $278 \bigcirc 285$

3.  $692 \bigcirc 690$

4.  $1,842 \bigcirc 1,824$

5.  $4,669 \bigcirc 4,705$

6.  $7,305 \bigcirc 7,305$

7.  $1,100 \bigcirc 998$

8.  $5,436 \bigcirc 5,436$

9.  $2,323 \bigcirc 2,333$

10. **Number Sense** Write a 3-digit number that is greater than 699.

\_\_\_\_\_

11. Write a 4-digit number that is less than 2,340.

\_\_\_\_\_

12. **Writing to Explain** Every digit in 798 is greater than any digit in 4,325.  
Explain why 4,325 is greater than 798.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

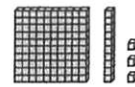
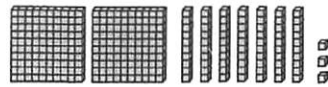
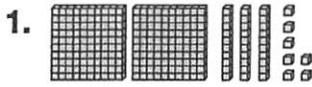
Name \_\_\_\_\_

Practice

**3-3**

# Comparing Numbers

Compare the numbers. Use  $<$ ,  $>$ , or  $=$ .



237 \_\_\_\_\_ 273

130 \_\_\_\_\_ 113

3. 725  739

4. 831  813

5. 926  926

6. 2,734  2,347

7. 4,827  2,583

8. 5,327  5,372

Use the table for 9 and 10.

9. Between which pair of cities is the distance the greatest?

**Distance in Miles**

New York, NY, to Rapid City, SD	1,701
Rapid City, SD, to Miami, FL	2,167
Miami, FL, to Seattle, WA	3,334
Portland, OR, to Little Rock, AR	2,217

10. Which distance is greater, from Rapid City to Miami or from Portland to Little Rock? Which digits did you use to compare?

**Number Sense** Write the missing digits to make each number sentence true.

11.  $7 \square 7 < 713$

12.  $5,8 \square 5 > 5,889$

13.  $3, \square 64 = 3,2 \square 4$

14. Which number sentence is true?

**A**  $4,375 > 4,722$

**C**  $5,106 = 5,160$

**B**  $6,372 > 6,327$

**D**  $7,095 < 795$

15. Which number is greater than 8,264?

**A** 8,246

**B** 8,255

**C** 6,842

**D** 8,295

T

Spelling: *r*-Controlled Vowels /är/ and /ör/

Name \_\_\_\_\_

stork	bore	guard	fort	warp
charge	spark	carpet	backyard	smart
award	cord	worn	dart	core
morning	door	stormy	target	argue

**A. Write the spelling words with the matching spelling patterns.**

***ore***

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

***or***

3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_

***oor***

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

***ar***

10. \_\_\_\_\_  
11. \_\_\_\_\_  
12. \_\_\_\_\_  
13. \_\_\_\_\_  
14. \_\_\_\_\_  
15. \_\_\_\_\_  
16. \_\_\_\_\_  
17. \_\_\_\_\_  
18. \_\_\_\_\_  
19. \_\_\_\_\_  
20. \_\_\_\_\_

Copyright © The McGraw-Hill Companies, Inc.

**B. Compare the words *award* and *warp*. How are they alike? How are they different?**

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

Name \_\_\_\_\_

Read the passage. Use the summarize strategy to write a brief statement about the main ideas.

## The Birds

Do you know why some birds have bright feathers? Have you ever wondered why some birds swim better than others? Different features have made life easier for birds. These are all physical adaptations birds have made in order to survive.

### The Web

Many birds that live near water spend a lot of their time in the water. These birds, called waterfowl, have webbed feet. Why is this helpful? Webbed feet are like the paddles on a boat, which help the waterfowl move through the water faster.

### Big Mouth

The shape of a bird's beak is useful for specific tasks. The spoonbill has a spoon-shaped beak. Why a spoon shape? This bird spends a lot of time in the water. The spoon shape helps the bird stir the water. The stirring causes little whirlpools. Small fish and insects get pulled into the whirlpools, making it easy for the bird to snap up a meal.

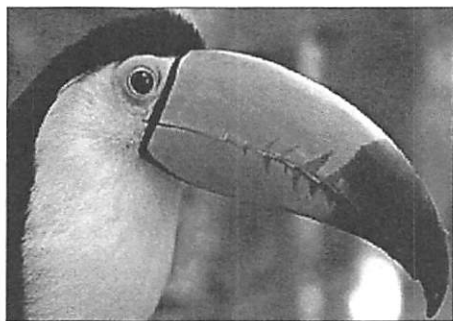
### Light as a Feather

It is not uncommon to see birds with pretty feathers. Feathers are for more than looking good, though. For the penguin, they do two things. The outer part of the feather is waterproof. This keeps the penguin dry. The inner part of the feather, called the down, traps air that keeps it warm. This is important since penguins don't fly. Instead, they swim in freezing water. Without waterproof feathers, they would be at a disadvantage.

Name \_\_\_\_\_

**True Colors**

Bright colors help some birds stand out. The golden pheasant has red, green, and gold feathers. The toucan's large beak can be many colors at once. Bright colors help these two birds get noticed. This attention helps them find a mate.



Ingram Publishing/SuperStock

The toucan's beak can be many colors.

There are some birds who are just the opposite. They do not want to be seen at all! The potoo has coloring that makes it look just like part of a tree. This camouflage helps the potoo avoid unwanted attention.

**Voices Carry**

Birds have different ways of talking. They have calls to find a mate, warn other birds, and to say "I live here!"

The killdeer has a special reason for one of its calls. This bird builds its nest on the ground. This can be unsafe. When a predator is too close to the nest, the killdeer gives a loud call. The bird hops around and pretends to be injured. This loud call and unusual act distract the predator. The predator will now go after the injured bird rather than look for the nest. When the predator gets too close the bird flies to safety, then to its nest. The killdeer's call and act help protect its nest.

The club-winged manakin has an interesting call, too. This bird uses its wings to "talk." It moves its feathers back and forth over one another. It can sound like a violin.

Birds have to adapt to their environments. Different environments require different features. Whether it's a certain way of moving, eating, or talking, various adaptations help birds to survive.

Copyright © McGraw-Hill Education

Name \_\_\_\_\_

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

**1. What is the main idea in the third paragraph?**

---



---

**2. What are the key details in the fourth paragraph?**

---



---



---

**3. How are these details connected?**

---



---

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

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

Name \_\_\_\_\_

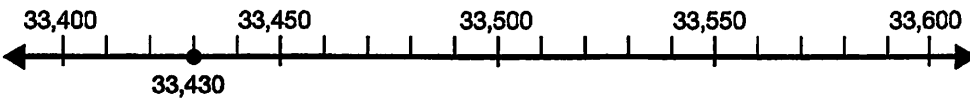
Reteaching

**3-4**

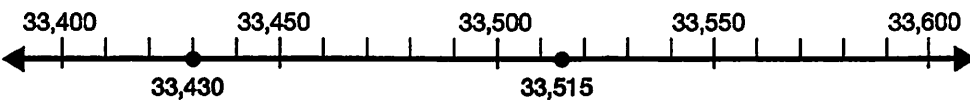
# Comparing Greater Numbers

You can use a number line to compare two numbers. Which is greater, 33,430 or 33,515?

**Step 1** Plot the first number on a number line:



**Step 2** Plot the second number on the same number line:



**Step 3** Compare the numbers. Remember, as you move to the right on a number line, the numbers increase.

Looking at the number line, 33,515 is to the right of 33,430.

So,  $33,515 > 33,430$ .

You can use place value to order numbers from greatest to least. Write the numbers, lining up places. Begin at the left and find the greatest digit. If necessary, continue comparing the other digits:

42,078	Continue comparing	Write from greatest to least
37,544	37,544	42,078
24,532	39,222	39,222
39,222	$39,222 > 37,544$	37,544
		24,532

Compare. Write  $>$  or  $<$  for each  $\bigcirc$ .

1.  $3,211 \bigcirc 4,221$

2.  $35,746 \bigcirc 35,645$

3.  $355,462 \bigcirc 535,845$

4. Order the numbers from greatest to least. 62,500 62,721 63,001 61,435

\_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_

5. **Number Sense** Write 3 numbers that are greater than 12,000, but less than 13,000.

\_\_\_\_\_

Name \_\_\_\_\_

Practice

**3-4**

## Comparing Greater Numbers

Compare. Write  $>$  or  $<$  for each  $\bigcirc$ .

1. 854,376  $\bigcirc$  845,763

2. 6,789  $\bigcirc$  9,876

3. 59,635  $\bigcirc$  59,536

4. 374,125  $\bigcirc$  743,225

Order the numbers from least to greatest.

5. 458,592   493,621   439,582

\_\_\_\_\_

6. **Number Sense** Write three numbers that are greater than 543,000 but less than 544,000.

\_\_\_\_\_

7. Put the states in order from the least populated to most populated state.

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

### The Five Least Populated States

State	Population (2010)
Alaska	721,523
North Dakota	675,905
South Dakota	819,761
Vermont	630,337
Wyoming	568,300

8. Which number has the greatest value?

**A** 865,437

**B** 826,911

**C** 853,812

**D** 862,391

9. **Writing to Explain** Tell how you could use a number line to determine which of two numbers is greater.

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

W

Spelling: *r*-Controlled Vowels /är/ and /ôr/

Name \_\_\_\_\_

dart	argue	charge	fort	worn
guard	spark	carpet	morning	stormy
award	target	warp	stork	core
backyard	smart	door	cord	bore

**A. An *analogy* is a statement that compares sets of words. Write the spelling word to complete each analogy below.**

1. *Dollar* is to *bill* as *prize* is to \_\_\_\_\_.
2. *Laugh* is to *cry* as *agree* is to \_\_\_\_\_.
3. *Eat* is to *dine* as *curve* is to \_\_\_\_\_.
4. *Begin* is to *end* as *excite* is to \_\_\_\_\_.
5. *Powerful* is to *strong* as *bright* is to \_\_\_\_\_.
6. *White* is to *black* as *new* is to \_\_\_\_\_.
7. *Jet* is to *plane* as *bull's-eye* is to \_\_\_\_\_.

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

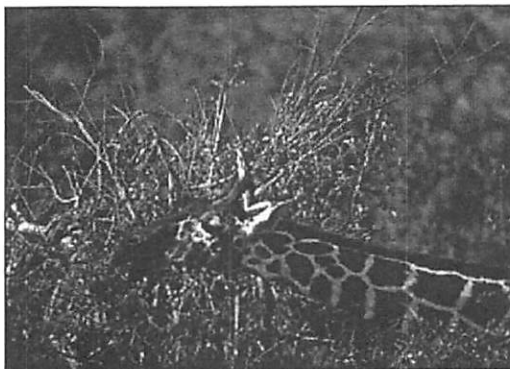
- |                               |                            |
|-------------------------------|----------------------------|
| 8. rug _____                  | 15. tiny fire _____        |
| 9. rope _____                 | 16. in an entrance _____   |
| 10. area behind a house _____ | 17. thrown in a game _____ |
| 11. place for soldiers _____  | 18. large bird _____       |
| 12. one who watches _____     | 19. center _____           |
| 13. rainy _____               | 20. electricity _____      |
| 14. dawn _____                |                            |

Copyright © The McGraw-Hill Companies, Inc.

Name \_\_\_\_\_

## Giraffes' Adaptations

Where giraffes live there are few kinds of plants for animals to eat. So giraffes' bodies have adapted to eat the plants that are available. Giraffes mainly eat the leaves of the acacia tree. The acacia tree's branches are hard and thorny, but the giraffe's long, flexible tongue allows it to reach around the thorns and pluck the leaves. Even if a thorny branch does get into a giraffe's mouth, it has thick saliva that coats the thorns and protects its mouth from cuts.



Creatas/PunchStock

The giraffe's flexible tongue reaches between the thorns to remove the leaves.

Answer the questions about the text.

1. How do you know this text is expository text?

---

---

2. What text features does the text include?

---

3. What is the heading? Give an example of the topic it introduces.

---

---

4. How do the caption and photo help you understand the text better?

---

---

Name \_\_\_\_\_

- A **possessive noun** shows ownership.
- When a possessive noun is used before another noun, it shows to what or whom that noun belongs.
- To form the possessive of a singular noun, add an **apostrophe** and an **-s** to the end of the noun.

**Read each sentence. Write the possessive form of the underlined singular noun.**

1. The family trip was cancelled because of the rain. \_\_\_\_\_
2. My mother went to the school fundraiser event. \_\_\_\_\_
3. The kite tail was missing, so we attached some ribbon. \_\_\_\_\_
4. Annie class is going on a field trip next week. \_\_\_\_\_
5. The television screen is old and not working well. \_\_\_\_\_
6. Grandma car needs to be taken to the auto repair shop. \_\_\_\_\_
7. The snake skin sheds from its body every few months. \_\_\_\_\_
8. I could not wait to watch America favorite pastime—baseball! \_\_\_\_\_
9. Does the photographer album show his best work? \_\_\_\_\_
10. My cousin mother is Aunt Sophie. \_\_\_\_\_



Name \_\_\_\_\_

Practice

**4-3**

# Adding Whole Numbers

Add.

$$\begin{array}{r} 1. \quad 486 \\ 875 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 4,334 \\ 4,948 \\ + 890 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 938 \\ 1,487 \\ + 8,947 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 7,226 \\ 1,587 \\ + 72,984 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 54,236 \\ 223 \\ + 7,856 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 80 \\ 960 \\ 4 \\ + 1,986 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 27,987 \\ 2,096 \\ 15,098 \\ + 7,945 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 8,738 \\ 5,234 \\ 836 \\ + 237 \\ \hline \end{array}$$

9. **Number Sense** Luke added  $429 + 699 + 314$  and got 950. Is this sum reasonable?

\_\_\_\_\_

10. What is the combined length of the three longest glaciers?

**World's Longest Glaciers**

Glacier	Length (miles)
Lambert-Fisher Ice Passage	320
Novaya Zemlya	260
Arctic Institute Ice Passage	225
Nimrod-Lennox-King	180

11. What is the total combined length of the four longest glaciers in the world?

\_\_\_\_\_

12. Which is the sum of  $3,774 + 8,276 + 102$ ?

**A** 1,251

**B** 12,152

**C** 13,052

**D** 102,152

13. **Writing to Explain** Leona added  $6,641 + 1,482 + 9,879$ . Should her answer be more than or less than 15,000?

\_\_\_\_\_

Th

Spelling: **r-Controlled Vowels /är/ and /ôr/**

Name \_\_\_\_\_

**A. Underline the six misspelled words in the paragraphs below. Write the words correctly on the lines.**

It was a stourmy night when Benjamin Franklin discovered electricity. Lightning hit the torget of his experiment and traveled down a kite string. Ben felt an incredible spaik when he touched the metal key tied there. Electricity!

No one could arrgue that electricity is not now an important part of our lives. Today, we use electricity to light our street, home, and even the backyad. It is necessary for many of the things we do from marning to night.

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

**Writing Activity**

**B. Write about how electricity has improved your life in some way. Use at least four words from the spelling list.**

---

---

---

---

---

---

---

---

---

---

## Anansi and the Birds



- 1 Anansi always welcomed a challenge. His attempts to fool merchants out of their riches and lions from their jungle thrones made for exciting adventures. Today he would show those haughty birds that he could fly with the best of them.
- 2 He begged a feather from every bird he could find to create his own pair of wings, and then he began to practice flying. Anansi's wings camouflaged him well, and he looked just like a bird.
- 3 "Hoot!" the old owl chided under the moon. "A spider is not meant for the sky. Why do you try to be something you are not?"
- 4 "Mind your business, owl," Anansi replied angrily. "You are a predator, so go hunt some mice!"
- 5 Anansi followed the birds to their feast on top of a mountain peak. He helped himself to their fare, shoving birds aside to get his fill. When he was full, he fell into a deep sleep.

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

Circle text evidence in paragraphs 1 and 2 that tells you about Anansi's character.



Reread paragraphs 3 and 4. Talk with a partner about the relationship between Anansi and the old owl. Underline the dialogue that helps you understand how they feel about each other.

Then reread paragraph 5. How does the author hint that something unpleasant might happen to Anansi? Draw a box around the clue. Write it here:

---

---



- 6 Angrily, the birds took back the feathers from his wings and then left, all except for one crow. When Anansi awoke, he realized what had happened and begged the crow to help him get down the mountain.
- 7 "Of course," the crow replied slyly as he shoved Anansi over a cliff.
- 8 "Aaaayeeee!" shouted Anansi. Unable to fly, he tumbled helplessly through the air.
- 9 The old owl appeared before him, asking, "Why didn't you listen, Anansi? You are not a bird!"
- 10 "Please help me, owl!" pleaded Anansi.
- 11 The owl urged Anansi, "Push in your belly!" When he did, threads of silk shot out behind him. The owl caught them and tied them to a high branch. Dangling by threads, Anansi realized the owl was right. From that day on, he stuck to spinning webs instead of trying to be something he was not.

Read paragraphs 6-9. Circle the words and phrases that describe how the birds feel about Anansi and what they did.



With a partner, read paragraphs 10 and 11. Talk about how the owl helps Anansi. Number the steps in the margin.

Then underline the sentence that tells how the spider feels about the owl now. Write text evidence here:

\_\_\_\_\_

\_\_\_\_\_

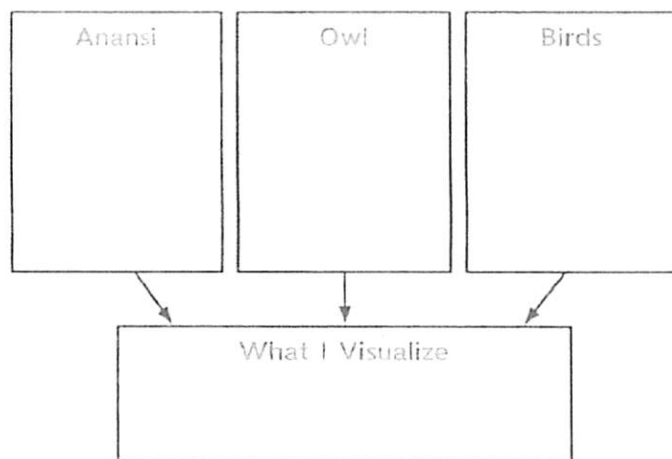


? How does the author help you visualize the characters' traits to help you understand the lesson Anansi learns?



**Talk About It** Reread the excerpt on page 58. Talk about each character and how it helps you understand what they do.

**Cite Text Evidence** What words and phrases help you identify each character's traits? Record text evidence.



**Write** The author helps me visualize the characters' traits to help me

---

---

---



**QUICK TIP**

When I reread, I can use how the author describes each character to help me understand what they do.

Name \_\_\_\_\_

Reteaching

**4-5**

# Subtracting Across Zeros

Here is how to subtract across zeros.

Find  $606 - 377$ .

Estimate:  $600 - 400 = 200$

Step 1	Step 2	Step 3	Step 4
$\begin{array}{r} 606 \\ - 377 \\ \hline \end{array}$	$\begin{array}{r} 510 \\ \cancel{606} \\ - 377 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 51016 \\ \cancel{606} \\ - 377 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 51016 \\ \cancel{606} \\ - 377 \\ \hline 229 \end{array}$
<p>You cannot subtract 7 ones from 6 ones, so you must regroup.</p>	<p>Since there is a zero in the tens place, you must regroup using the hundreds.</p> <p>Regroup 6 hundreds as 5 hundreds and 10 tens.</p>	<p>Regroup 10 tens and 6 ones as 9 tens and 16 ones.</p>	<p>Subtract.</p> $\begin{array}{r} 11 \\ 229 \\ + 377 \\ \hline 606 \end{array}$ <p>You can check your answer by using addition.</p>

Subtract.

1. 
$$\begin{array}{r} 707 \\ - 58 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 950 \\ - 47 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 800 \\ - 638 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 3,506 \\ - 866 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 4,507 \\ - 3,569 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 3,076 \\ - 1,466 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 8,106 \\ - 2,999 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 6,083 \\ - 1,492 \\ \hline \end{array}$$

9. **Reasonableness** Lexi subtracts 9,405 from 11,138. Should her answer be greater than or less than 2,000? Explain.
- \_\_\_\_\_
- \_\_\_\_\_

Name \_\_\_\_\_

Practice

**4-5**

## Subtracting Across Zeros

Subtract.

1. 
$$\begin{array}{r} 906 \\ - 45 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 3,091 \\ - 1,361 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 4,000 \\ - 2,557 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 800 \\ - 139 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 1,070 \\ - 593 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 8,904 \\ - 3,596 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 3,007 \\ - 2,366 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 523 \\ - 203 \\ \hline \end{array}$$

9.  $7,403 - 3,254$

10.  $5,067 - 2,987$

11.  $6,790 - 1,298$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. Robert set a goal to swim 1,000 laps in the local swimming pool during his summer break. Robert has currently finished 642 laps. How many more laps does he have to swim in order to meet his goal?

A 332

B 358

C 468

D 472

13. **Writing to Explain** If  $694 - 72 = \underline{\hspace{2cm}}$ , then  $622 + \underline{\hspace{2cm}} = 694$ . Explain the process of checking your work.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**r-Controlled Vowels/Suffixes**

Name \_\_\_\_\_

**A. Circle the word with the /är/ or /ôr/ sound to complete each sentence. The /är/ sound is found in the word *star*. The /ôr/ sound is found in the word *fort*.**

1. The boys saw a \_\_\_\_\_ on the roof of the house.  
hawk                      stork                      owl
2. The deck will \_\_\_\_\_ because of all the rain.  
warp                      break                      bend
3. I liked the new \_\_\_\_\_ that was in the bedroom.  
light                      chair                      carpet
4. It is always helpful to have \_\_\_\_\_ friends.  
kind                      smart                      many
5. They wanted to have the party in the \_\_\_\_\_.  
backyard                      evening                      basement

**B. The suffix *-ful* means "full of" or "having." The suffix *-less* means "without." Add the suffix to each word on the first line. Then write the meaning of each word on the second line.**

1. pity + less = \_\_\_\_\_
2. wonder + ful = \_\_\_\_\_
3. sense + less = \_\_\_\_\_
4. care + ful = \_\_\_\_\_
5. doubt + ful = \_\_\_\_\_
6. penny + less = \_\_\_\_\_

Name \_\_\_\_\_

- A **possessive noun** shows ownership.
- To form the possessive of a singular noun, add an **apostrophe** and an **-s** to the end of the noun.
- To form the possessive of a plural noun that ends in **s**, add only an apostrophe to the end of the noun.
- To form the possessive of a plural noun that does not end in **s**, add an apostrophe and an **-s** to the end of the noun.

**Rewrite the paragraphs below correcting mistakes in punctuating possessive nouns.**

1. Madisons school was having a food drive. Her sisters school was having a fundraiser. Both schools goals were to help victims of last months hurricane. The childrens parents helped them collect food and money to meet their goals.

---



---



---



---

2. Polar bears live difficult lives. A polar bears days are usually spent alone, unless a mother has cubs. Polar bears coats are very thick to help keep them warm when the areas temperature is below zero. It is not easy to be a polar bear!

---



---



---



---

Name \_\_\_\_\_

Quick Check

**4-3**

1. Juliana read 86 pages of her book last week. She read 58 pages of her book this week. How many pages of her book did she read in both weeks?

**A** 171  
**B** 144  
**C** 32  
**D** 28

2. The third, fourth, and fifth grades collected aluminum cans for the recycling drive as shown in the table below. How many cans did they collect altogether?

Grade	Number of Cans Collected
Third	1,488
Fourth	1,872
Fifth	2,087

**A** 3,360  
**B** 4,237  
**C** 5,407  
**D** 5,447

3. **Writing to Explain** Michael added the numbers  $3,428 + 5,125$ . His work is shown below. His answer is not correct. Explain what he did wrong. Then, correctly answer the problem.

$$\begin{array}{r} 3 \\ 3,428 \\ + 5,125 \\ \hline 8,571 \end{array}$$

---

---

---

Name \_\_\_\_\_

Quick Check

**4-5**

Circle the correct answer.

1.  $408 - 259$

A 149

B 151

C 249

D 251

2.  $1,097 - 768$

A 239

B 329

C 1,031

D 1,331

3.  $9,070 - 4,675$

A 4,395

B 4,415

C 5,275

D 5,605

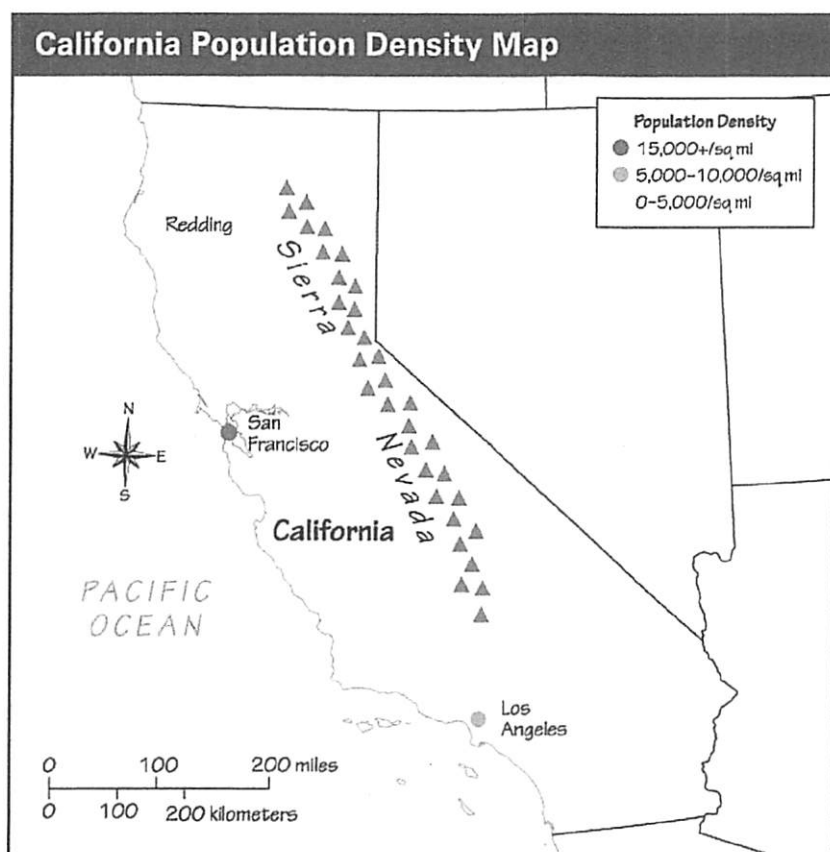
4. **Writing to Explain** Petulia needed to subtract 375 from 700.

Is her answer correct? If not, explain why and write the correct answer.

$$\begin{array}{r} 910 \\ 700 \\ -375 \\ \hline 425 \end{array}$$

---

---



History



Geography



## READ & DO

### California's Shaky Ground

California's mountains, valleys, coastline, and deserts took millions of years to form. Today, powerful forces are still at work. Sometimes the

landscape changes with short, sharp jolts. These movements—earthquakes—are part of our state's geography, too. What role have they played in the history of California?

What a day! The third game of the 1989 World Series was about to begin in San Francisco. And soldiers Diane and David Langdon were going to be part of it. They were marching in a ceremony before the baseball game.

The Langdons waited to march onto the field. Suddenly, the earth began to move, and so did the stands full of spectators!

“The concrete on the upper deck moved apart,” recalled Diane, “and you could see the sky on the other side.” The tall light towers swayed as David looked at the field. “It was moving like a wave, just like water.”

Then it was over. Said David, “Before panic could set in, it stopped, all within about 10 to 15 seconds.” Thankfully, nobody at the park was badly injured. People quickly made their way out of the stands. There would be no game that day, but each person there would have a story to tell. They could say they were at Candlestick Park when the earthquake hit.

The news from Candlestick Park was good, but in other parts of the San Francisco Bay Area, it was

grim. The earthquake caused widespread damage, injury, and death.

For a few San Franciscans, the events of October 17, 1989, must have triggered some frightening memories. These were the men and women who were old enough to remember what happened on April 18, 1906.

Witnesses from that day in 1906 told a tale similar to the one from Candlestick Park. The first sign of trouble was a deep rumbling sound, and then the ground began to move. "The solid earth took on the motions of an angry ocean," said one person who was there.

Buildings swayed, then fell. "We could not get on our feet," another witness remembered. "Big buildings were crumbling as one might crush a biscuit in one's hand."

As in 1989, the shaking ended quickly. However, it had been far more violent, damaging buildings across the city.

Sadly, the worst was yet to come. All across the city, broken gas lines started fires. Since water lines were also broken, there was no water available to fight the flames. The fire department was helpless.

The blazes raged for days, burning 500 blocks of the city to the ground. Hundreds, possibly

thousands, of people lost their lives. The tragedy left more than half the people in the city of 400,000 homeless.

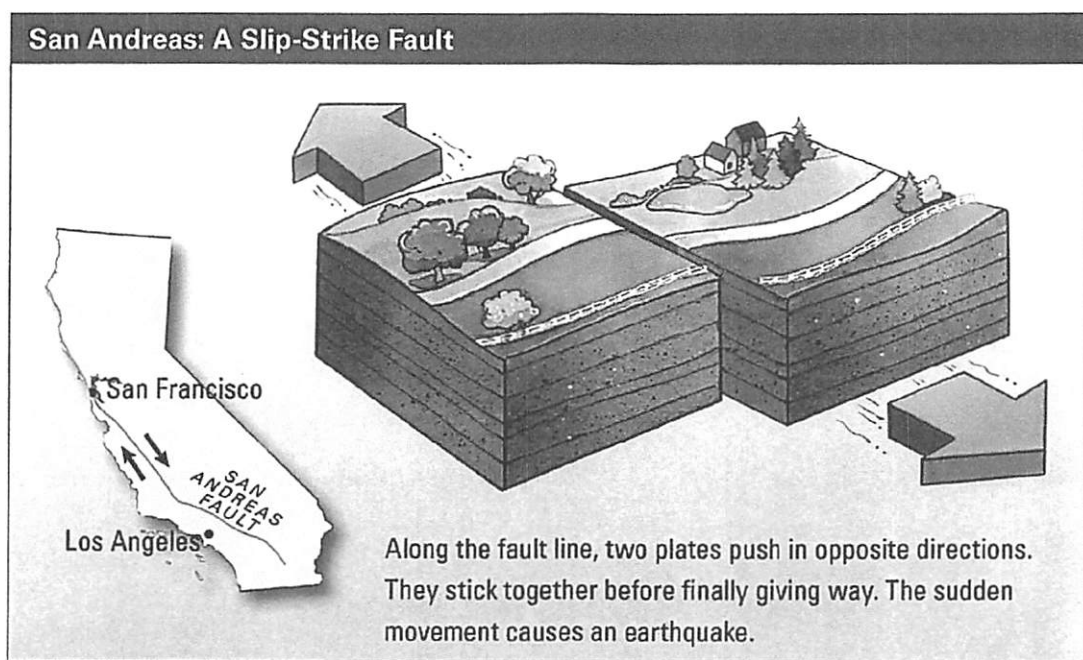


California's history is filled with stories like the ones you just read. Earthquakes have often occurred throughout the state of California.

Why do earthquakes happen? The Earth's outer surface is a thick layer of rock, called a crust. This crust is broken into many pieces, or plates, that actually move. The movement is very slow—just a few inches a year—but it causes the plates to push and grind against each other. This pushing and grinding is what causes earthquakes.

The place where two plates meet is called a **fault**. California has a major fault running through it called the San Andreas Fault. There are also a number of smaller faults that branch off of the San Andreas Fault.

You can see the fault in many places in California. In some places, lakes form in low spots the fault has created. Elsewhere, mountains form where the fault causes the crust to crumple and pile up on itself.



Thousands of earthquakes occur along the San Andreas Fault in California every year. Most are so small that nobody notices them. The big ones, however, have shaped our land and our history. And they are likely to be part of our state's future as well.

Californians know that more earthquakes are likely in our future. We do not look forward to the next quake, but we are getting ready for it since earthquakes are simply part of living in this state.

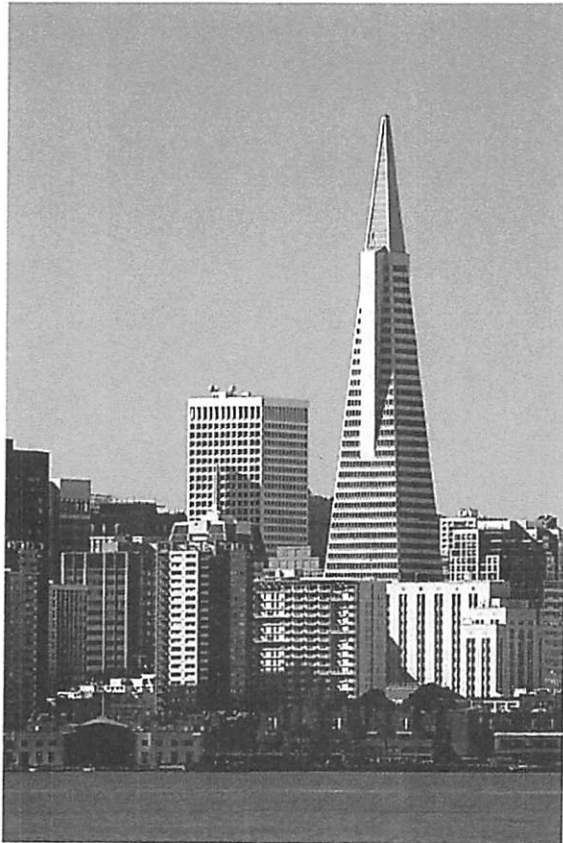
Scientists have learned a lot from the state's shaky past. They have studied the area's many earthquakes, so they know what happens to buildings when the earth starts to move.

Californians have used this knowledge to build safer buildings. Have you ever seen the Transamerica Pyramid in San Francisco? It is one of the city's landmarks and is an example of a building constructed to withstand earthquakes. It survived the 1989 quake in good shape.

People are preparing in other ways, too. Most Californians learn what to do during and after an earthquake. We often hold earthquake drills and collect supplies in case an earthquake strikes.

Earthquakes are part of our way of life. They shape our land as well as our buildings. We learn about earthquakes in school and in our communities. We even name sports teams after them.

Nobody is happy about the earthquake danger we live with. However, we accept the risk because it is a part of life in this beautiful state of mountains, valleys, coast, and desert. We have learned to stand tall on our shaky ground.



**Part 1** The phrases below describe two California earthquakes. They give details that paint a picture and take the reader into the scene. Put a check in the box next to each phrase when you see it in your reading.

- ☐ the earth began to move
- ☐ widespread damage
- ☐ deep rumbling sound
- ☐ shaking ended quickly
- ☐ buildings across the city lay in ruins

**Part 2** Suppose that you have lived through one of California's largest earthquakes. Use what you learned in the reading to complete the sentences below. Describe what happened in your own words, as if you were there.

During the earthquake, I saw . . .

During the earthquake, I heard . . .

After the earthquake, I saw . . .

After the earthquake, I felt . . .

**Part 3** Write a one-paragraph journal entry about the earthquake as if you lived through it. Tell what happened. Give details that paint a picture and take the reader into the scene. You may want to use sentences you wrote in Part 2. In your conclusion, explain why you will remember this event.

Use this rubric to check your paragraph. Make changes if you need to.

3	<ul style="list-style-type: none"> <li>• gives more than two details that paint a picture of the scene</li> <li>• tells in the conclusion why you will remember this event</li> <li>• has no errors in spelling or grammar</li> </ul>
2	<ul style="list-style-type: none"> <li>• gives one or two details that paint a picture of the scene</li> <li>• does not tell in the conclusion why you will remember this event</li> <li>• has few errors in spelling or grammar</li> </ul>
1	<ul style="list-style-type: none"> <li>• gives no details that paint a picture of the scene</li> <li>• has no conclusion</li> <li>• has many errors in spelling or grammar</li> </ul>