



PARENT RESOURCES AND KEYS

Grade 4

March 30th – April 3rd, 2020

Monday - Grammar / Composition Key

1. ^{person} Detective Barny found the stolen ^{thing} car near ^{place} Niagara Falls.
2. The city closed it for repairs and updates.
3. threw
4. After the oil spill, many sea creatures near the coast died.
5. The mother bear very closely guarded her cubs as they curiously explored the forest.

Monday Parent Resources

Monday/Tuesday - Literature

Chapter 3: The Lone Islands

Vocabulary:

- pattering: running with quick, light steps
- uninhabited: having no permanent residents
- turf: grassy ground
- had consented: had agreed or given permission
- jaw: scolding or boring talk
- bedraggled: soiled and worn
- wares: items offered for sale
- carrion: literally, dead decaying flesh; here used as an insult
- rigmarole: confused, meaningless talk
- disbursed: paid out
- made good: paid back
- languishing: suffering neglect
- hold: the cargo area of a ship, below the deck
- fief: land granted to a nobleman by his ruler

Expressions:

- “attached to the crown of Narnia” – under the rule of Narnia
- “acknowledge our over-lordship” – respect our authority
- “His Sufficiency” – a formal title for the governor of the islands
- “My liege” – a title showing respect and loyalty
- “vile traffic in man’s flesh” – the slave trade

Monday, March 30th KEY

DO NOW

Day 1

Show all work.

1. Round 543,873 to the nearest ten thousand.

$$543,873 = 540,000$$

2. $1,152 \div 6 = 192$

$$\begin{array}{r} 192 \\ 6 \overline{) 1152} \\ \underline{-6} \\ 55 \\ \underline{-54} \\ 12 \\ \underline{-12} \\ 0 \end{array}$$

3. The brown horse runs $\frac{3}{12}$ of a mile. The black horse runs $\frac{2}{6}$ of a mile. How many miles total do the black and brown horses run?

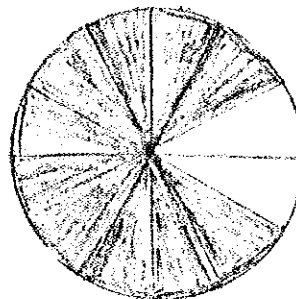
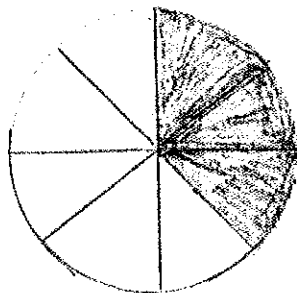
Expression: $\frac{3}{12} + \frac{2}{6}$

$$\frac{3}{12} + \frac{2}{6} = \frac{3}{12} + \frac{4}{12} = \frac{7}{12}$$

Black and brown horses run $\frac{7}{12}$ of a mile together.

4. Write $<$, $>$, or $=$ to make the statement true.

$$\frac{3}{8}$$



$$\frac{10}{12} = \frac{5}{6}$$

Addition / Fraction math fact
Math Sprints 4 **KEY**

418 A & B

Answer Sheet

First Half

1.	$\frac{2}{3}$	11.	$\frac{1}{2}$
2.	$\frac{2}{5}$	12.	$\frac{5}{8}$
3.	$\frac{1}{3}$	13.	$\frac{7}{8}$
4.	$\frac{3}{4}$	14.	$\frac{1}{1}$
5.	$\frac{1}{2}$	15.	$\frac{4}{7}$
6.	1	16.	$\frac{1}{2}$
7.	$\frac{1}{2}$	17.	$\frac{3}{16}$
8.	$\frac{1}{5}$	18.	$\frac{7}{9}$
9.	$\frac{3}{10}$	19.	$\frac{5}{6}$
10.	$\frac{4}{5}$	20.	$\frac{2}{4}$

- History key

1. Why were the steps and decisions of the new American government so important? (p. 8)

They set a precedent – this was the example the government would follow for years to come.

2. What is a precedent? (p. 8)

precedent – n. an example for future actions or decisions

3. What were the three executive departments, and what did they do (p. 10)? What did these departments later come to be called (p. 11)?

Dept. of State – help the president in his dealings with foreign countries

Dept. of War – in charge of defending the country

Dept. of Treasury – collect taxes, pay bills, and take care of the government's money

4. How many judges now sit on the Supreme Court? (circle the correct answer)

9

5. How did the new American government take care of the \$79 million in debt they had from the Revolutionary War?

c. Started a tax on imported products

Tuesday Parent Resources

Tuesday - Grammar / Composition Key

1. lady ladies
cup cups
hoof hooves

2. turn turned
close closed
run ran

3. We drove from Salt Lake City, Utah to San Diego, California, for we wanted to visit friends.

4. We visited our friends in Tucson, Arizona before returning home.

Tuesday, March 31st KEY

DO NOW - Day 2

Show all work

1. $13,954 + 5,268 = 19,222$

$$\begin{array}{r} 13,954 \\ + 5,268 \\ \hline 19,222 \end{array}$$

2. If $\frac{3}{10} = \frac{3}{100}$, then $\frac{8}{10} = \frac{80}{100}$

$$\frac{8}{10} \xrightarrow{\times 10} \frac{80}{100}$$

3. $\frac{7}{6} + \frac{3}{6} = \frac{10}{6} = \frac{14}{6}$
 $= \frac{7}{3}$

Answer in simplest form.

$$\frac{10}{6} = \frac{5}{3}$$

$$1\frac{4}{6} = 1\frac{2}{3}$$

4. The area of a rectangle is 1,176 square meters. The width of the rectangle is 21 meters. What is the length of the rectangle?

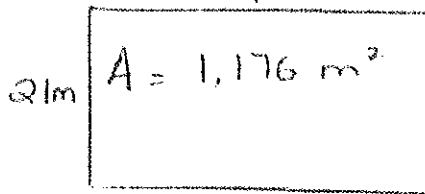
$$A = l \times w$$

$$1,176 = l \times 21$$

$$1,176 \div 21 = l$$

$$l = 56 \text{ m}$$

$$\begin{array}{r} 56 \\ 21 \overline{) 1176} \\ \underline{-105} \\ 126 \\ \underline{-126} \\ 0 \end{array}$$



Science Key:

On a *separate sheet of paper*, based on your reading and this diagram (above),
summarize/explain in your own words how cells make up a plant or animal organism.

(1-3 sentences)

Cells make up tissues, which make up organs, which make up organ systems, which make up an organism.

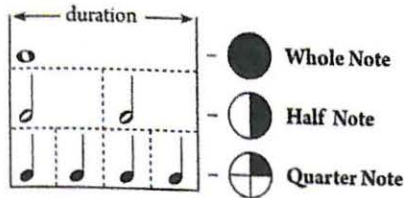
Answer key
Write your
score at the top

42 pts.

4th Grade
Week 2, Lesson 1 (Tues)

Note Values

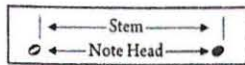
The **Note Value** is the duration or length of a note.



Two half notes equal the length of a whole note.

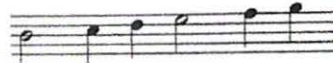
Two quarter notes equal the length of a half note.

Four quarter notes equal the length of a whole note.



Stems extend upward on the right side when the note is below the third line on the staff. The length of a stem is about $3\frac{1}{2}$ spaces.

Stems extend downward on the left side when the note is on or above the third line on the staff. The length of a stem is about $3\frac{1}{2}$ spaces.



Note: Whole notes do not have stems.

LESSON & ASSIGNMENT

STUDENT ASSIGNMENT

1. Fill in the blanks with the correct number.

- a) It takes 2 quarter notes (♩) to equal the length of one half note (♮).
 b) It takes 2 half notes (♮) to equal the length of one whole note (♩).
 c) It takes 4 quarter notes (♩) to equal the length of one whole note (♩).

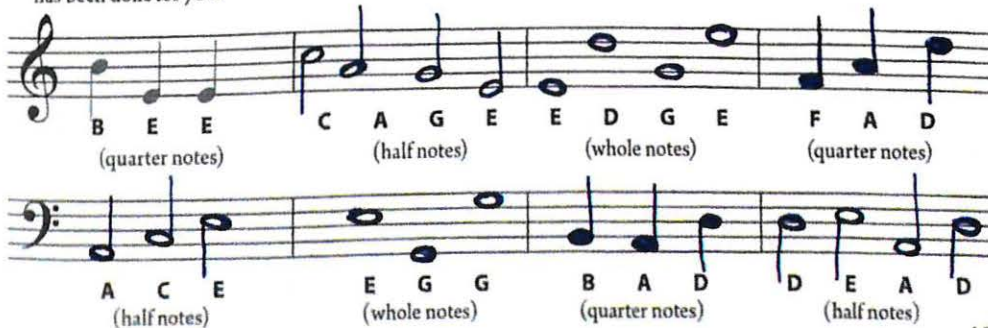
3 pts.

2. Add stems to the following note heads. Write the note name in the blank provided. The first one has been done for you.



15 pts.

3. Spell each word using the note value indicated. Be sure to check the clef and stem direction. The first one has been done for you.



24 pts.

Wednesday Parent Resources

Wednesday - Literature

- Why did Edmund advise against landing on Felimath? Why did the ship land there in spite of Edmund's advice? (*Edmund remembered that it was mostly uninhabited in his days and it still looked that way. They landed there in order to stretch their legs.*)
- Why didn't Caspian want to be known by the people? (*He thought it would make them unsafe since it is likely that the people had not heard of Narnia for some time. It was also likely that the people of Felimath would not acknowledge Caspian's position and authority over them.*)
- Explain what you think Lucy's description of Felimath as, "a nice kind of loneliness," means. (*Answers may vary, but it seems as though she meant that although it was lonely, it was also peaceful and calming.*)

Mathematics Key - Do Now, Day 3

Wednesday, April 1st KEY

DO NOW - Day 3

Show all work.

1. $681 \times 23 = 15,663$

$$\begin{array}{r} 681 \\ \times 23 \\ \hline 2043 \\ 13620 \\ \hline 15,663 \end{array}$$

2. $690 \div 4 = 172 R 2$

$$\begin{array}{r} 172 R 2 \\ 4 \overline{) 690} \\ \underline{-4} \\ 29 \\ \underline{-28} \\ 10 \\ \underline{-8} \\ 2 \end{array}$$

3. If $\frac{4}{10} + \frac{5}{100} = \frac{45}{100}$, then $\frac{7}{10} + \frac{7}{100} = \frac{77}{100}$

$$\begin{array}{r} \xrightarrow{\times 10} \\ \frac{7}{10} + \frac{7}{100} = \frac{70}{100} \\ \xrightarrow{\times 10} \end{array}$$

4. Decompose $\frac{3}{5}$ in two ways.

a) $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \frac{3}{5}$

b) $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

Mathematics Key - Math Sprint, Do Now, Day 3

Wednesday, April 1st

Key

1.	$1\frac{1}{3}$	1.	$\frac{3}{2}$
2.	$1\frac{1}{5}$	2.	$\frac{5}{4}$
3.	$1\frac{1}{9}$	3.	$\frac{7}{6}$
4.	$1\frac{1}{7}$	4.	$\frac{7}{4}$
5.	$1\frac{3}{5}$	5.	$\frac{11}{6}$
6.	$1\frac{4}{5}$	6.	$\frac{15}{8}$
7.	$1\frac{1}{4}$	7.	$\frac{9}{4}$
8.	$2\frac{2}{3}$	8.	$\frac{7}{3}$
9.	$3\frac{2}{3}$	9.	$\frac{8}{3}$
10.	$1\frac{1}{6}$	10.	$\frac{11}{4}$
11.	$1\frac{4}{5}$	11.	$\frac{12}{5}$
12.	$1\frac{3}{5}$	12.	$\frac{18}{7}$
13.	$2\frac{1}{5}$	13.	$\frac{17}{6}$
14.	$2\frac{2}{5}$	14.	$\frac{7}{2}$
15.	$2\frac{4}{5}$	15.	$\frac{16}{5}$

Science Key

From today's reading (see headings), explain in your own words what two main functions cells and tissues allow an animal organism to do. (one sentence)

Exchanging gases (breathing/respiration) and movement

Thursday Parent Resources

Thursday/Friday - Literature

Chapter 4: What Caspian Did There

Vocabulary

- trim: neat and in good order
- jetty: a landing wharf
- slovenly: untidy
- slouching: lazy
- postern: a side entrance
- gauntleted: gloved
- languid: weak, lacking force
- dandified: inappropriately dressed-up
- bilious: sickly or bad-natured
- cascade: a large quantity of falling items
- dossiers: files of papers
- sealing-wax: wax melted and used to seal envelopes
- consorts: companions
- abominable: disagreeable, unpleasant
- dominions: lands under the rule of a nation
- flogging: beating
- gaped: stared open-mouthed
- ingratiating: flattering, intended to win favor
- prudence: skill and good judgment
- sulky: gloomy
- galling: irritating
- flagon: a large bottle

Expressions:

- “on pain of our extreme displeasure” – at risk of making us angry
- “commission of inquiry” – a committee to investigate a complaint “ancient custom and usage” – traditions
- “tender years” - youth
- “agricultural laborer” – farm worker
- “Your life is forfeit” – you have committed a crime punishable by death

Thursday, April 2nd KEY

DO NOW - Day 4

Show all work.

1. $56 \times 22 = 1,232$

$$\begin{array}{r} \times \\ 56 \\ \times 22 \\ \hline 112 \\ + 1120 \\ \hline 1,232 \end{array}$$

2. If the fraction $\frac{26}{100}$ equals 0.26, then

$\frac{33}{100}$ equals 0.33.

3. $3\frac{3}{8} + 2\frac{5}{8} = 5 + \frac{8}{8}$
 $= 5 + 1$
 $= 6$

Answer in simplest form.

4. The perimeter of a rectangle is 60 meters. If the length of the rectangle is 14 meters, what is the width of the rectangle?

$P = (2 \times l) + (2 \times w)$

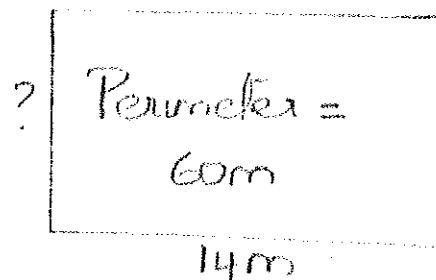
$60 = (2 \times 14) + (2 \times w)$

$60 = 28 + (2 \times w)$

$60 - 28 = 2 \times w$

$32 = 2 \times w$

$32 \div 2 = w$



Width = 16m

Science Key

1. What is the name of the system that controls breathing/exchanging gases?

_____ *respiratory* _____ system

2. What organ systems work together to allow an animal to move?

_____ *muscular (muscles)* _____ and _____ *bone* _____ systems

3. What causes muscles and bones to move?

_____ *nerves* _____

4. What is the name of the organ system that sends messages to the other parts of the body and back?

_____ *nervous* _____ system

Friday Parent Resources

Friday - Poetry

Wednesday Poetry KEY
Friday

Cargoes — goods and supplies
Carried on a ship
John Masefield

^{Ancient Ship with Oars}
Quinquireme of Nineveh from distant Ophir, (A)
Greek, Roman, Carthaginian
Ship City in Iraq a city in Arabian Peninsula
 Rowing home to haven in sunny Palestine, (B)
Israel
 With a cargo of ivory, (C)
Tusks
 And apes and peacocks, (D)
 Sandalwood, cedarwood, and sweet white wine, (E)

900 BC
Old Testament
(Items brought to King Solomon)

^{fragrant wood}
Stately Spanish galleon coming from the Isthmus, (A)
Multi Sail Ship a narrow strip of land
 Dipping through the Tropics by the palm-green shores, (B)
 With a cargo of diamonds, (C) 4 precious stones
clear
 2 Emeralds, 3 amethysts, (D)
green Purple
 4 Topazes, and cinnamon, and gold moidores, (B)
similar to a diamond gold coins c. 1640

1400's - 1600's AD
(think Spanish explorers)

Dirty British coaster with a salt-caked smoke stack,
 Butting through the Channel in the mad March days,
 With a cargo of Tyne coal,
 Road-rails, pig-lead,
 Firewood, iron-ware, and cheap tin trays.

*For use during at-home Spring 2020 instruction only

Name Key

Week #22 Assessment

1. Round 687.155 to the nearest ten.

$$687,155 = 687,160$$

2. $2,594 + 15,507 =$

$$\begin{array}{r} 15,507 \\ + 2,594 \\ \hline 18,101 \end{array}$$

3. If $\frac{16}{100}$ equals 0.16.

then $\frac{87}{100}$ equals 0.87.

4. If $\frac{1}{10} + \frac{1}{100} = \frac{11}{100}$, then $\frac{4}{10} + \frac{8}{100} = \frac{48}{100}$.

$$\frac{4}{10} + \frac{8}{100} = \frac{40}{100} + \frac{8}{100} = \frac{48}{100}$$

5. If $\frac{5}{10} = \frac{50}{100}$, then $\frac{9}{10} = \frac{90}{100}$.

$$\frac{9}{10} = \frac{90}{100}$$

6. Kayla runs $\frac{5}{10}$ of a mile, and Jason runs $\frac{4}{10}$ of a mile. How many miles total do Kayla and Jason run? Expression

Kayla and Jason ran $\frac{5}{10} + \frac{4}{10} = \frac{9}{10}$ of a mile.

$$\begin{aligned} 2\frac{4}{5} + 3\frac{2}{5} &= 5 + \frac{4}{5} + \frac{2}{5} \\ &= 5 + \frac{6}{5} \\ &= 5 + 1\frac{1}{5} = 6\frac{1}{5} \end{aligned}$$

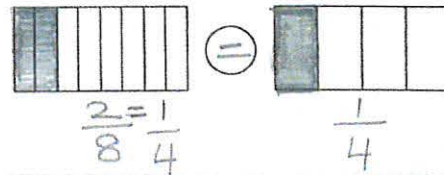
8. Decompose $\frac{4}{12}$ in two ways.

A. $\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} = \frac{4}{12}$

B. $\frac{2}{12} + \frac{2}{12} = \frac{4}{12}$

9. $\frac{1}{7} + \frac{2}{7} = \frac{3}{7}$

10. Write $<$, $>$, or $=$ to make the statement true.



Friday, April 3rd

KEY

KEN-KEN PUZZLES

3x3 grid

2- 3	1	5+ 2
3+ 1	2	3
2 2	2- 3	1

4x4 grid

3- 1	4	7+ 3	2 2
1- 2	3	1	3- 4
3	3+ 2	9+ 4	1
4 4	1	2	3

History key

Directions: Use the information on page 17-18 to fill in the areas about which Hamilton and Jefferson disagreed.

Hamilton

Jefferson

- | | |
|--|--------------------------------------|
| 1. manufacturing economy | 1. <i>farming</i> |
| 2. <i>large cities</i> | 2. small towns |
| 3. strong, energetic, central government | 3. <i>small government</i> |
| 4. <i>Government should be in the hands of the well-born and experienced</i> | 4. Ordinary people govern themselves |

To what did the disagreements between Hamilton and Jefferson lead (p. 18)?

led to the birth of political parties

What caused the Whiskey Rebellion? How did it end?

Farmers refused to pay the tax on whiskey; George Washington put on his uniform and led troops down to the farmers. No shots fired. Farmers gave up.

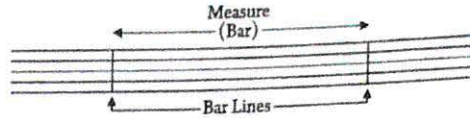
Answer key
Write your score
8 at the top

+ / 55

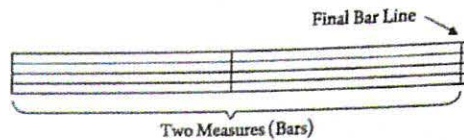
4th Grade
Week 2 Lesson 2
Fri

Measures & Bar Lines

Music on the staff is divided using **Bar Lines**. The space between two bar lines is called a **Measure** or a **Bar**.



The end of a piece of music is indicated by a **Final Bar Line**. It is made up of one thin and one thick bar line. This is sometimes called a final double bar line.



STUDENT ASSIGNMENT

1. Follow the instructions below to complete this exercise.



15 pts.

- a) How many measures are there in this staff? 4 1 pt
- b) How many bar lines are there in this staff, including the final bar line? 4 1 pt
- ✓ c) Draw two half notes on C in the 1st and 3rd measures. 4 pts
- ✓ d) Draw four quarter notes on G in the 2nd and 4th measures. 8 pts
- ✓ e) Circle the final bar line. 1 pt

2. Follow the instructions below to complete this exercise.



40 pts

- ✓ a) Draw a bass clef at the beginning of the staff above. 2 pt
- ✓ b) Divide the staff into four measures. Include a final bar line at the end. 4 pts.
- ✓ c) In each measure, draw four different quarter note pitches. (Double check the stem direction!) 16 pts.
- ✓ d) Write the letter name of each pitch below the staff. 16 pts.
- ✓ e) Draw a circle around the highest pitch you wrote. 1 pts.
- ✓ f) Draw a square around the lowest pitch you wrote. 1 pts.