Health Related School Closure

Student Packet

Teacher Name: Friedman/Doud/Hanna/Balboa/Duran
              Bashkanji/ Varano/Nocella/Obeidallah/Troll

Grade Level: 4

Course: Mathematics/Language Arts/Science/Social Studies

School: CJR #9

Phase/Days: Phase 4   Days 31 - 40
Student Name:

Directions to the Student:

*Please check your Google Classroom every morning*

Mathematics

Directions for Ms. Friedman/ Ms. Doud/ Mrs. Hanna/Ms. Balboa/Mr. Bashkanji

In addition to completing one round of Successmaker please spend 10 minutes on www.webmathminute.com every day to practice math skills. Please choose a different mathematical operation each day. Please keep track of your time on the Digital Learning Tracker.

Here are the steps to access Web Math Minute website.

1. Type in the web address www.webmathminute.com
2. Click on the green circle in the center of the page that says Practice Online
3. Then choose a mathematical operation on the left either addition, subtraction, division, or multiplication
4. On the right Minimum should be set to 1, Maximum should be set to 12, Practice should be left blank, Questions should be set at 50 or above, Timer should be set to 1 to 3.
5. Then click on the green circle to the right that says START
6. The drill page will come up and you can practice all your facts. Once the time is up at the bottom of the page you can check your answers and see how well you did. After this click on START OVER at the bottom of the page and do another round!! Do as many rounds as you can in 10 minutes.

Day 31 through Day 35

*Success Maker – Complete one round. Use link on PPS website under Math Department*

*Multiplication Facts – In your math notebook or on paper please write the following multiplication facts (one times table a day) for the times tables 2, 3, 4, 5, and 6*

*Send 10 minutes on www.webmathminute.com*

*Complete and follow the directions for the math choice board. Complete Choice Board Assignment 1 (The directions are at the bottom of the choice board)*

Day 36 through Day 40

*Successmaker – Complete one round. Use link on PPS website under Math Department*

*Multiplication Facts – In your math notebook or on paper please write the following multiplication facts (one times table a day) for the times tables 7, 8, 9, 10, 11, and 12*

*Send 10 minutes on www.webmathminute.com*

*Complete and follow the directions for the math choice board. Complete Choice Board Assignment 2. (The directions are at the bottom of the choice board)*
**LANGUAGE ARTS**

*Directions for Mrs. Varano/Ms. Duran/Ms. Nocella*

EACH day select ONE journal from the choice board attached. Please try to write at least 5-6 complete sentences to answer the prompt. This can be done in your notebook OR on google classroom.

*Additional reading assignments, games and supplemental work can be found on google classroom and wonders online tools*

Day 31
1. Read through the Lesson 12 definitions and sample sentences on pages 122-123 in Wordly Wise and Complete pages-Exercise 12A pgs 124-125 Wordly Wise  
2. Pick one Journal prompt

Day 32
- Wordly Wise 12B pg 126 & pick 1 journal prompt
- Wordly wise 12C pg 127 Wordly Wise & pick 1 journal prompt

Day 33
- Wordly wise 12D pg 128 Wordly Wise & pick 1 journal prompt

Day 34
- Complete pages-Exercise 12E pgs 129-132 Wordly Wise & ONE journal prompt

Day 35
1. Read Communicating with Koko carefully- write a keyword from the definition of each boldfaced word next to the word. Complete questionS #1-7. When answering the questions to receive full credit for each question
   - Write a complete sentence 1 PT  
   - Use a vocabulary word in your answer 1PT  
   - Underline and Number where you found your answer for each question 1PT

Day 36
1. Read through the Lesson 13 definitions and sample sentences on pages 136-138 in Wordly Wise and complete pages- Exercise 13A pgs 138-139 Wordly Wise  
2. Pick one Journal prompt

Day 37
- Wordly wise 13B pg 140 Wordly Wise & pick 1 journal prompt
- Wordly wise 13C pg 141 Wordly Wise & pick 1 journal prompt

Day 38
- Wordly wise 13D pg 142 Wordly Wise & pick 1 journal prompt

Day 39
- Complete pages-Exercise 13E pgs 143-145 Wordly Wise & ONE journal prompt

Day 40
1. Read Anne Frank carefully- write a keyword from the definition of each boldfaced word next to the word in the text. Complete any 7 questions- see grading above

*Directions for Grade 4 Mrs. Obeidallah/Ms. Balboa Bil./ESL Student Directions*

EACH day select ONE journal from the Choice Board attached. Please try to write at least 3-4 complete sentences to answer the prompt. This can be done in your notebook OR on google classroom.

*Additional reading assignments, games and supplemental work can be found on google classroom and wonders online tools*

Day 31
1. Read through the Lesson 12 definitions and sample sentences on pages 122-123 in Wordly Wise and Complete pages-Exercise 12A pgs 124-125 Wordly Wise  
2. Pick one Journal prompt- Use sentence starters provided and illustrate (draw a picture).  
3. **Bilingual students who do not do Wordly Wise will read**" The Big Race” page 54-57 in your ELD Companion Worktext and complete questions 1&2 on pg. 57

Day 32
1. Complete Wordly wise 12B pg 126 Wordly Wise & pick 1 journal prompt
2. **Bilingual students who do not do Wordly Wise will answer questions in the ELD Companion worktext page 58.**

Day 33
1. Complete Wordly wise 12C pg 127 Wordly Wise & pick 1 journal prompt
2. Bilingual students who do not do Wordly Wise will do the exercise on page 59 in the ELD Companion Worktext.

Day 34
1. Wordly wise 12D pg 128 Wordly Wise & pick 1 journal prompt
2. If you do not do Wordly Wise, you will do page 61 in your ELD Companion Worktext.

Day 35
1. Complete pages-Exercise 12E pgs 129-132 Wordly Wise
2. If you don't do Wordly Wise, you will complete the vocabulary exercise pages 64&65 in your ELD Companion Worktext.

Day 36
1. Read through the Lesson 13 definitions and sample sentences on pages 136-138 in Wordly Wise and Complete pages-Exercise 13A pgs 138-139 Wordly Wise
2. Pick one Journal prompt
3. If you don't do Wordly Wise, you read “Dollars and SENSE” on pages 67-69 and answer questions 1-3 page 67 in your ELD Companion Worktext.

Day 37
1. Complete Wordly wise 13B pg 140 Wordly Wise & pick 1 journal prompt
2. If you don't do Wordly Wise, you will answer the questions on page 70 in your ELD Companion Worktext.

Day 38
1. Complete Wordly wise 13C pg 141 Wordly Wise & pick 1 journal prompt
2. If you don't do Wordly Wise, you will complete the exercise on page 71 in your ELD Companion Workbook.

Day 39
1. Wordly wise 13D pg 142 Wordly Wise & pick 1 journal prompt
2. If you don't do Wordly Wise, you will do page 73 in your ELD Companion Worktext.

Day 40
1. Complete pages-Exercise 13E pgs 143-145 Wordly Wise
2. Read Anne Frank carefully- write a keyword from the definition of each boldfaced word next to the word. Complete any 7 questions- see grading above
2. Pick one journal prompt to complete

Social Studies
Complete at least 4 choice board activities from the “Social Studies Choice Menu” worksheet. If you complete 5 choice boards, extra credit will be given to your overall project. You may complete these on a separate sheet of paper or on Google Docs. Please use the choice board rubric to help you complete your work.

Science
Complete at least 4 choice board activities from the “Science Choice Menu: Pollution” worksheet. If you complete 5 choice boards, extra credit will be given to your overall project. You may complete these on a separate sheet of paper or on Google Docs. Please use the choice board rubric to help you complete your work.
# Digital Learning Tracker

**Name** ___________________________  **Grade** ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Program Used (RAZ Kids, ALEKS, Successmaker, Achieve 3000, etc.)</th>
<th>Time Started</th>
<th>Time Ended</th>
<th>Topics Learned/Texts Read</th>
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# Tic-Tac-Toe Menu (Grade 4 Math)  Assignment 1

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<table>
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<tbody>
<tr>
<td>1. <strong>Fractions</strong>&lt;br&gt;Find three equivalent fractions for ( \frac{1}{2} ). Use <strong>visual models</strong> or <strong>number lines</strong> to support your answer.</td>
<td>2. <strong>Addition</strong>&lt;br&gt;With the help of a <strong>parent/guardian</strong> find the <strong>cost/sum</strong> (+) of 2 or more items recently purchased in your home.</td>
<td>3. <strong>Area</strong> ( A = L \times W )&lt;br&gt;With the help of a parent/guardian, use a tape measure to find the <strong>length</strong> (L) and <strong>width</strong> (W) of the kitchen in your house. Find the <strong>area</strong> in <strong>feet</strong>.</td>
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<tr>
<td>4. <strong>Perimeter</strong>&lt;br&gt;( P = L + L + W + W )&lt;br&gt;With the help of a parent/guardian, use a tape measure to find the <strong>length</strong> (L) and <strong>width</strong> (W) of a bedroom in your house. Find the <strong>perimeter</strong> in <strong>feet</strong>.</td>
<td>5. <strong>Division</strong> (solve for both equations). Use an <strong>area model</strong> (Hint: DMSBR).&lt;br&gt;a) ( 744 \div 6 = n )&lt;br&gt;b) ( 455 \div 7 = n )</td>
<td>6. <strong>Two-Step Word Problems</strong>&lt;br&gt;Create <strong>THREE</strong> two-step word problems and solve them. Use a <strong>variable</strong> for the unknown.&lt;br&gt;(Example: Sara has 24 pencils. She buys 8 more pencils and gives 4 friends the same amount of pencils. How many pencils does each friend get?)&lt;br&gt;Equation: ( (24 + 8) \div 4 = n )&lt;br&gt;Solution: ( n = 8 ) pencils for each friend</td>
</tr>
<tr>
<td>7. <strong>Multiplication</strong>&lt;br&gt;Create <strong>flashcards</strong> using index cards for <strong>two</strong> multiplication facts you have trouble memorizing. (examples of facts students generally struggle with are: x4, x6, x7, x8, x12)</td>
<td>8. <strong>Fractions on a Number Line</strong>&lt;br&gt;<strong>Draw</strong> and <strong>Label</strong> each fraction below on a separate number line: ( \frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \frac{4}{5}, \frac{5}{6} )</td>
<td>9. <strong>Multiplication</strong> (solve for both equations). Use an <strong>area model</strong> (Hint: EMA).&lt;br&gt;a) ( 36 \times 18 = n )&lt;br&gt;b) ( 42 \times 13 = n )</td>
</tr>
</tbody>
</table>

**Directions:** Choose **6 activities** from the above board. The goal is to complete **ALL OF THE BOXES**. Those of you that complete the whole board will receive extra points on a future quiz.

**I choose activities #_______, #_______, #_______, #_______, #_______, #_______**

**Name:** ___________________________________________  **Date:** _________________
<table>
<thead>
<tr>
<th>1. Fractions</th>
<th>2. Adding Fractions</th>
<th>3. Decompose Fractions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Make a poster of all that you know or have learned about a certain topic on fractions. Use equations, number lines and visual models. You may use construction paper.</strong> (Topic examples: equivalent fractions, adding fractions, subtracting fractions, decomposing fractions, multiplying fractions).</td>
<td><strong>Add the following mixed numbers. Use visual models. Write answers as mixed numbers.</strong></td>
<td><strong>Decompose 7/8 in five or more ways. Use visual models to model each equation.</strong></td>
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<tr>
<td></td>
<td>a) 3 ¾ + 2 ¼ =</td>
<td>a) 7/8 =</td>
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<td></td>
<td>b) 4 ½ + 1 ½ =</td>
<td>b) 7/8 =</td>
</tr>
<tr>
<td></td>
<td>c) 2 ⅗ + 4 ⅝ =</td>
<td>c) 7/8 =</td>
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<tr>
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<td>d) 7/8 =</td>
<td>d) 7/8 =</td>
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<td></td>
<td>e) 7/8 =</td>
<td>e) 7/8 =</td>
</tr>
<tr>
<td>4. 10ths and 100ths</td>
<td>5. Decimals</td>
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<tr>
<td><strong>Use pennies and dimes to find the sum (+) of three sets of coins: Find the sum in decimal and fraction form.</strong></td>
<td><strong>Draw a picture to compare (&gt; or &lt;) 0.8 □ 0.79</strong></td>
<td><strong>Ask a parent/guardian about the cost/price of 8 items in your home. Make a list and write the cost as a fraction or mixed number.</strong></td>
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<tr>
<td><strong>Example:</strong></td>
<td></td>
<td><strong>Example:</strong></td>
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<tr>
<td>5 pennies = 0.05 or 5/100 8 dimes = 0.80 or 80/100</td>
<td>0.8 □ 0.79</td>
<td>Potato Chips = $3.99 = 3 99/100</td>
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<tr>
<td>$0.05 + $0.80 = $0.85</td>
<td></td>
<td>Candy Bar = $0.50 = 50/100</td>
</tr>
<tr>
<td>5/100 + 80/100 = 85/100</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multiply and draw a visual model/number line for the following:</strong></td>
<td><strong>(use &gt; or = and draw a visual model for the following sets)</strong></td>
<td><strong>(regroup if necessary):</strong></td>
</tr>
<tr>
<td>a) 1/3 x 5 =</td>
<td>a) ½ □ ⅓</td>
<td>a) 5 ½ - 2 ⅜ =</td>
</tr>
<tr>
<td>b) 2/5 x 6 =</td>
<td>b) ⅗ □ ⅘</td>
<td>b) 6 ⅝ - 4 ⅗ =</td>
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<tr>
<td>c) 7/8 x 3 =</td>
<td>c) ¾ □ ⅔</td>
<td>c) 7 ¼ - 3 ⅓ =</td>
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<td></td>
<td></td>
<td>d) 8 ⅝ - ⅜ =</td>
</tr>
</tbody>
</table>

**Directions:** Choose 6 activities from the above board. The goal is to complete ALL OF THE BOXES. Those of you that complete the whole board will receive extra points on a future quiz.

**I choose activities #________, #________, #________, #________, #________, #________**

**Name: ____________________________**

**Date: _______**
Ms. Balboa’s Tic-Tac-Toe Menu (Grade 4) Assignment 1

<p>| | | |</p>
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</thead>
<tbody>
<tr>
<td>1. <strong>Fractions</strong></td>
<td>2. <strong>Addition</strong></td>
<td>3. <strong>Multiplication</strong></td>
</tr>
<tr>
<td>Find three equivalent fractions for ½. Use visual models or number lines to support your answer.</td>
<td>With the help of a parent/guardian find the cost/sum (+) of 2 or more items recently purchased in your home.</td>
<td>Create flashcards using index cards for two multiplication facts you have trouble memorizing. (Examples of facts students generally struggle with are: x4, x6, x7, x8, x12)</td>
</tr>
<tr>
<td><strong>Fracciones</strong></td>
<td><strong>Con la ayuda de un padre / tutor, encuentre el costo / suma (+) de 2 o más artículos comprados recientemente en su hogar.</strong></td>
<td><strong>Cree tarjetas con fichas para dos datos de multiplicación que tenga problemas para memorizar. (Ejemplos de hechos con los que los estudiantes generalmente luchan son: x4, x6, x7, x8, x12)</strong></td>
</tr>
<tr>
<td>Encuentra tres fracciones equivalentes para ½. Use modelos visuales o rectas numéricas para respaldar su respuesta.</td>
<td></td>
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<tr>
<td>4. <strong>Perimeter</strong></td>
<td>5. <strong>Division</strong></td>
<td>6. <strong>Two-Step Word Problems</strong></td>
</tr>
<tr>
<td>( P = L + L + W + W )</td>
<td>(solve for both equations). Use an area model (Hint: DMSBR).</td>
<td>Create THREE two-step word problems and solve them. Use a variable for the unknown.</td>
</tr>
<tr>
<td>With the help of a parent/guardian, use a tape measure to find the length (L) and width (W) of a bedroom in your house. Find the perimeter in feet.</td>
<td>a) 744 ÷ 6 = n</td>
<td>(Example: Sara has 24 pencils. She buys 8 more pencils and gives 4 friends the same amount of pencils. How many pencils does each friend get?)</td>
</tr>
<tr>
<td>Con la ayuda de un padre / tutor, use una cinta métrica para encontrar el largo (L) y el ancho (W) de una habitación en su casa. Encuentra el perímetro en pies.</td>
<td>b) 455 ÷ 7 = n</td>
<td>Equation: ( (24 + 8) ÷ 4 = n )</td>
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<td>División (resuelve ambas ecuaciones). Use un modelo de área (Sugerencia: DMSBR).</td>
<td>Solution: n = 8 pencils for each friend</td>
</tr>
<tr>
<td></td>
<td>a) 744 ÷ 6 = n</td>
<td>Problemas verbales de dos pasos</td>
</tr>
<tr>
<td></td>
<td>b) 455 ÷ 7 = n</td>
<td>Cree TRES problemas verbales de dos pasos y resuélvalos. Use una variable para lo desconocido.</td>
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<td></td>
<td>(Ejemplo: Sara tiene 24 lápices. Compra 8 lápices más y le da a 4 amigos la misma cantidad de lápices. ¿Cuántos lápices obtiene cada amiga?)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ecuación: ( (24 + 8) ÷ 4 = n )</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solución: n = 8 lápices para cada amiga</td>
</tr>
</tbody>
</table>

**Directions:** Choose 4 activities from the above board. The goal is to complete ALL OF THE BOXES. Those of you that complete the whole board will receive extra points on a future quiz.

**Elija 4 actividades de la tabla anterior. El objetivo es completar TODAS LAS CAJAS. Aquellos de ustedes que completen todo el tablero recibirán puntos extra en una prueba futura.**

**I choose activities # _________, # ________, # ________, # ________**

**Name: _____________________________ Date: ____________**
1. **Fractions**

Make a **poster** of all that you know or have learned about a certain topic on **fractions**. Use equations, number lines and visual models. You may use construction paper. (**Topic examples**: equivalent fractions, adding fractions, subtracting fractions, decomposing fractions, multiplying fractions).

1. **Fracciones**

Haga un póster de todo lo que sabe o ha aprendido sobre un determinado tema sobre fracciones. Usa ecuaciones, rectas numéricas y modelos visuales. Puedes usar papel de construcción. (Ejemplos de temas: fracciones equivalentes, sumar fracciones, restar fracciones, descomponer fracciones, multiplicar fracciones).

2. **Adding Fractions**

Add the following mixed numbers. Use **visual models**. Write answers as **mixed numbers**.

   a) $\frac{3}{4} + 2\frac{3}{4} = $

   b) $4\frac{1}{2} + 1\frac{1}{2} = $

   c) $2\frac{3}{5} + 4\frac{1}{5} = $

3. **Decompose Fractions**

Decompose $\frac{7}{8}$ in five or more ways. Use **visual models** to model each equation.

   a) $\frac{7}{8} = $

   b) $\frac{7}{8} = $

   c) $\frac{7}{8} = $

   d) $\frac{7}{8} = $

   e) $\frac{7}{8} = $

4. **Compare Fractions**  

(Use $>,$ $<$, or $=$ and draw a **visual model** for the following sets)

   a) $\frac{1}{2} \bigcirc \frac{1}{3}$

   b) $\frac{2}{5} \bigcirc \frac{5}{8}$

   c) $\frac{3}{4} \bigcirc \frac{2}{3}$

5. **Decimals**

Draw a picture to compare ($>$, $<$, $=$)

   $0.8 \bigcirc 0.79$

6. **Multiply Fractions by Whole Numbers**

Multiply and draw a **visual model/number line** for the following:

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

   b) $\frac{2}{5} \times 6 = $

   c) $\frac{7}{8} \times 3 = $

**Directions**: Choose 4 **activities** from the above board. The goal is to complete **ALL OF THE BOXES**. Those of you that complete the whole board will receive extra points on a future quiz.

Elija 4 actividades de la tabla anterior. El objetivo es completar **TODAS LAS CAJAS**. Aquellos de ustedes que completen todo el tablero recibirán puntos extra en una prueba futura.

I choose activities # ________, # ________, # ________, # ________

Name: __________________________________________ Date: ________________

Gracias, Ms. Balboa
# Tic-Tac-Toe Menu (Grade 4) Assignment 1

<table>
<thead>
<tr>
<th>1. Fractions</th>
<th>2. Addition</th>
<th>3. Area ((A = L \times W))</th>
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</thead>
<tbody>
<tr>
<td>Find <strong>three</strong> equivalent fractions for (\frac{1}{2}). Use <strong>visual models</strong> or <strong>number lines</strong> to support your answer.</td>
<td>With the help of a <strong>parent/guardian</strong>, find the cost/sum (+) of 2 or more items recently purchased in your home.</td>
<td>With the help of a parent/guardian, use a tape measure to find the <strong>length</strong> (L) and <strong>width</strong> (W) of the kitchen in your house. Find the area in feet.</td>
</tr>
</tbody>
</table>

|----------------|----------------------------------|-------------------|
| With the help of a parent/guardian, use a tape measure to find the **length** (L) and **width** (W) of a bedroom in your house. Find the perimeter in feet. | **a)** \(744 \div 6 = n\)  
**b)** \(455 \div 7 = n\)  

\[
\text{حل المعادتين}  
\text{استعمل مربع الطول المربع , وвойجت بالطول المربع}  
\text{وبعمق أنقاص النسب المعلومة}  
\text{فجاءة: DMSBR}  
\text{تتشاكل}  
\text{مضرب}  
\text{مربع}  
\text{أضلاع النسبي}  
\text{المربع}  
\text{الطول} + \text{الطول} + \text{العرض} + \text{العرض}  
\]  
| Create **THREE** two-step word problems and solve them. Use a **variable** for the unknown. | \[(24 + 8) \div 4 = n\]  

**Equation:** \[(24 + 8) \div 4 = n\]  

**Solution:** \(n = 8\) pencils for each friend | \[n = \frac{(24 + 8)}{4}\]  

**Equation:** \(2 + 4 = n\)  

**Solution:** \(n = 8\) pencils for each friend | \[n = \frac{(2 + 4)}{2}\]  

**Equation:** \(3 + 5 = n\)  

**Solution:** \(n = 8\) pencils for each friend | \[n = \frac{(3 + 5)}{2}\]  

**Equation:** \(2 + 4 = n\)  

**Solution:** \(n = 8\) pencils for each friend | \[n = \frac{(2 + 4)}{2}\]  

**Equation:** \(3 + 5 = n\)  

**Solution:** \(n = 8\) pencils for each friend | \[n = \frac{(3 + 5)}{2}\]
7. **Multiplication**

Create flashcards using index cards for two multiplication facts you have trouble memorizing. (Examples of facts students generally struggle with are: x4, x6, x7, x8, x12)

8. **Fractions on a Number Line**

Draw and label each fraction below on a separate number line:

\(\frac{1}{2}, \frac{1}{3}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}, \frac{7}{8}\)

9. **Multiplication** (solve for both equations). Use an area model (Hint: EMA).

a) \(36 \times 18 = n\)

b) \(42 \times 13 = n\)

---

**Directions:** Choose 7 activities from the above board. The goal is to complete ALL OF THE BOXES. Those of you that complete the whole board will receive extra points on a future quiz.

1 choose activities #_________, #_________, #_________, #_________, #_________, #_________, #_________

**Name:** ____________________________  **Date:** ____________

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**Tic-Tac-Toe Menu (Grade 4) Assignment 2**
1. Fractions

Make a poster of all that you know or have learned about a certain topic on fractions. Use equations, number lines, and visual models. You may use construction paper. (Topic examples: equivalent fractions, adding fractions, subtracting fractions, decomposing fractions, multiplying fractions).

2. Adding Fractions

Add the following mixed numbers. Use visual models. Write answers as mixed numbers.

a) $3 \frac{3}{4} + 2 \frac{3}{4} =
$

b) $4 \frac{1}{2} + 1 \frac{1}{2} =
$

c) $2 \frac{3}{5} + 4 \frac{3}{5} =
$

3. Decompose Fractions

Decompose $\frac{7}{8}$ in five or more ways. Use visual models to model each equation.

a) $\frac{7}{8} =
$

b) $\frac{7}{8} =
$

c) $\frac{7}{8} =
$

d) $\frac{7}{8} =
$

e) $\frac{7}{8} =
$

4. 10ths and 100ths

Use pennies and dimes to find the sum (+) of three sets of coins. Find the sum in decimal and fraction form.

Example:

5 pennies = 0.05 or 5/100
8 dimes = 0.80 or 80/100

$0.05 + 0.80 = 0.85
5/100 + 80/100 = 85/100

5. Decimals

Draw a picture to compare (> , < , =)

0.8 $\square$ 0.79

6. Decimals/Fractions

Ask a parent/guardian about the cost/price of 8 items in your home. Make a list and write the cost as a fraction or mixed number.

Example:

Potato Chips = $3.99 = 399/100
Candy Bar = $0.50 = 50/100

أسأل أصغر عن 8 أشياء
في منزلك وكم من كل شيء
أكمل لوني و أكتب الكلمة
كم عدد الكلمات في الكلية
عدد كلاء و ركز.
7. **Multiply Fractions by Whole Numbers**

Multiply and draw a visual model/number line for the following:

a) \( \frac{1}{3} \times 5 = \)

b) \( \frac{2}{5} \times 6 = \)

c) \( \frac{7}{8} \times 3 = \)

8. **Compare Fractions**

(Use \( >, <, \) or \( = \) and draw a visual model for the following sets)

a) \( \frac{1}{2} \bigcirc \frac{2}{3} \)

b) \( \frac{3}{5} \bigcirc \frac{5}{6} \)

c) \( \frac{2}{4} \bigcirc \frac{3}{8} \)

9. **Subtract the Fractions** (regroup if necessary):

a) \( 5 \frac{3}{8} - 2 \frac{1}{8} = \)

b) \( 6 \frac{2}{8} - 4 \frac{5}{8} = \)

c) \( 7 \frac{4}{8} - 3 \frac{1}{8} = \)

d) \( 8 \frac{7}{8} - \frac{3}{8} = \)

**Directions:** Choose 7 activities from the above board. The goal is to complete ALL OF THE BOXES. Those of you that complete the whole board will receive extra points on a future quiz.

I choose activities # _____ , # _____ , # _____ , # _____ , # _____

Name: _______________________________ Date: ____________
ELA Daily Writing Prompts

Choose 1 prompt to write about each day in your journal or on google classroom.

<table>
<thead>
<tr>
<th>What is your favorite thing about 4th grade?</th>
<th>Write about a time you did something that made you feel proud of yourself.</th>
<th>If you could have one superpower, what would it be? Why?</th>
<th>What is your favorite quality about yourself?</th>
<th>Do you prefer sports or video games? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write about a time you helped someone. How did it make you feel?</td>
<td>Do you think schools should give homework? Why or why not?</td>
<td>What is your favorite thing to do on the weekend?</td>
<td>What is the best movie you ever saw? What did you like about it?</td>
<td>What makes you feel good?</td>
</tr>
<tr>
<td>Write about a time you helped someone. How did it make you feel?</td>
<td>What is your favorite game? What do you like about it?</td>
<td>Have you ever received a gift you didn’t like? How did you react?</td>
<td>Is it hard to be friends with someone after having an argument? Why or why not?</td>
<td>How did you meet your best friend? How long have you known one another?</td>
</tr>
<tr>
<td>Do you consider yourself to be a patient person? Why or why not?</td>
<td>What is the best gift you ever received? What made it so special?</td>
<td>What is the hardest part of 4th grade?</td>
<td>What is your favorite thing to write about? How does writing make you feel?</td>
<td>What is your favorite thing about your family?</td>
</tr>
</tbody>
</table>

4 point grading rubric used for Phase 1 and 3 prompts will be used for daily prompts.
| Daily Writing Prompt |  |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| **What is your favorite thing about 4th grade?** | **Write about a time you did something that made you feel proud of yourself.** | **If you could have one superpower, what would it be? Why?** | **What is your favorite quality about yourself?** | **Do you prefer sports or video games? Why?** |
| *My Favorite thing about 4th grade is ______________ because____________* | *Text* | | **One thing I like about myself is____________ because_________** | **I like to play sports because_________ OR I prefer to play video games because_________** |
| **What makes you laugh? Two things that make me laugh are ____ and ____________.* | **Do you think schools should give homework? Why or why not?** | **What is your favorite thing to do on the weekend? One thing I like to do on the weekend is ______________** | **What is the best movie you ever saw? What did you like about it?** | **What makes you feel good? I feel happy when ______________. Why? ________** |
| **What is your favorite season? Why? My favorite season is ______________ because_____. This is what we do _____.** | **What is your favorite game? What do you like about it? My favorite game is _________. I like it because ______________** | **Have you ever received a gift you didn’t like? How did you react?** | **What is your favorite holiday? Why? My favorite holiday is ___________. It is my favorite because_________** | **What do you like to do in your free time? In my free time, I like to ___________. Choose one** |

4 point grading rubric used for Phase 1 and 3 prompts will be used for daily prompts.
**CHOICE MENU:**

**Directions:** We have been studying the causes of the American Revolution and you will use this knowledge for our next few assignments. Think back to the last few articles you read (if you cannot remember, they have been posted to our Google Classroom page) and **complete any 4.** If you complete 5, extra credit will be given to your overall project. You may complete these on a separate sheet of paper or in Google Docs.

| 1 | Create **10 interview questions** that you would ask Native Americans during the French and Indian War. |
| 2 | **Draw a picture** that explains King George III’s **Proclamation of 1763.**  
(This proclamation stated that colonists could not settle beyond the Proclamation Line. This line was along the Appalachian Mountains. King George III hoped that this would stop the Native Americans from attacking the colonists. It was also a way to keep him from having to spend more money to protect the colonists from the Native Americans.) |
| 3 | **Write a diary entry** from the point of view of **George Washington** explaining his feelings/thoughts before his march to conquer Fort Duquesne in July of 1755.  
(Remember, he lost to the French and the Native Americans.) |
| 4 | **Create an advertisement** from The Daughters of Liberty asking people to stop drinking British tea.  
(Similar to The Sons of Liberty, The Daughters of Liberty were a group that spoke out against and protested British taxes.) |
| 5 | **Create a Venn-diagram** comparing and contrasting **The Sugar Act** and **The Stamp Act.**  
Please have at least 5 differences and 5 similarities. |
| 6 | If The Sons of Liberty had a **soundtrack**, what would it be? Write down at least 5 songs that would make a great soundtrack for them. Explain why you chose each of these songs to represent the Sons of Liberty.  
(The Sons of Liberty spoke out against Britain and protested the taxes put on them by the British.) |
| 7 | Create a **comic strip** explaining **The Sugar Act.** Be sure to include all of the important people, reasons behind the act, and what happened after The Sugar Act was enforced.  
(Remember, The Sugar Act put tax on sugar and molasses that was imported into the colonies, increased taxes on coffee and indigo and made it illegal to trade with non-British suppliers.) |
| 8 | **Create a glossary** of at least 10 vocabulary words that relate to The American Revolution.  
(Remember, a glossary puts words in alphabetical order and includes definitions.) |
| 9 | Write one paragraph that explains whether or not you agree with **The Townshend Acts.** Use **RACE.**  
(Remember, The Townshend Acts made certain items very expensive for the colonists to buy in order for Britain to pay back their debts from the French and Indian War, pay for the British troops that were living in America and pay the salaries of Royal Officials.) |
**Directions:** We have been studying the causes of the American Revolution and you will use this knowledge for our next few assignments. Think back to the last few articles you read (if you cannot remember, they have been posted to our Google Classroom page) and **complete any 4.** If you complete 5, extra credit will be given to your overall project. You may complete these on a separate sheet of paper or in Google Docs.

<table>
<thead>
<tr>
<th><strong>1</strong></th>
<th><strong>2</strong></th>
<th><strong>3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create 10 interview questions that you would ask Native Americans during the French and Indian War</strong>&lt;br&gt;<em>Cree 5 preguntas de entrevista que le haría a los nativos americanos durante la Guerra de Francia e India-Ms. Balboa</em></td>
<td><strong>Draw a picture that explains King George III’s Proclamation of 1763.</strong>&lt;br&gt;(This proclamation stated that colonists could not settle beyond the Proclamation Line. This line was along the Appalachian Mountains. King George III hoped that this would stop the Native Americans from attacking the colonists. It was also a way to keep him from having to spend more money to protect the colonists from the Native Americans.)</td>
<td><strong>Write a diary entry from the point of view of George Washington explaining his feelings/thoughts before his march to conquer Fort Duquesne in July of 1755.</strong>&lt;br&gt;(Remember, he lost to the French and the Native Americans.)&lt;br&gt;<strong>Escriba una entrada en el diario desde el punto de vista de George Washington explicando sus sentimientos / pensamientos antes de su marcha para conquistar Fort Duquesne en julio de 1755.</strong>&lt;br&gt;(Recuerde, perdió contra los franceses y los nativos americanos)</td>
</tr>
<tr>
<td><strong>Create an advertisement from The Daughters of Liberty asking people to stop drinking British tea.</strong>&lt;br&gt;(Similar to The Sons of Liberty, The Daughters of Liberty were a group that spoke out against and protested British taxes.)</td>
<td><strong>Create a Venn-diagram comparing and contrasting The Sugar Act and The Stamp Act.</strong>&lt;br&gt;<em>Please have at least 4 differences and 4 similarities. Ms. Balboa</em></td>
<td><strong>If The Sons of Liberty had a soundtrack, what would it be?</strong> Write down at least 5 songs that would make a great soundtrack for them. Explain why you chose each of these songs to represent the Sons of Liberty.&lt;br&gt;(The Sons of Liberty spoke out against Britain and protested the taxes put on them by the British)</td>
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<td><strong>Create a comic strip explaining The Sugar Act.</strong> Be sure to include all of the important people, reasons behind the act, and what happened after The Sugar Act was enforced.&lt;br&gt;(Remember, The Sugar Act put tax on sugar and molasses that was imported into the colonies, increased taxes on coffee and indigo and made it illegal to trade with non-British suppliers.)</td>
<td><strong>Create a glossary of at least 10 vocabulary words that relate to The American Revolution.</strong>&lt;br&gt;(Remember, a glossary puts words in alphabetical order and includes definitions.)&lt;br&gt;<em>Cree un glosario de al menos 5-7 palabras de vocabulario relacionadas con la Revolución Americana.&lt;br&gt;(Recuerde, un glosario pone las palabras en orden alfabético e incluye definiciones). Ms. Balboa</em></td>
<td><strong>Write one paragraph that explains whether or not you agree with The Townshend Acts.</strong> Use RACE.&lt;br&gt;(Remember, The Townshend Acts made certain items very expensive for the colonists to buy in order for Britain to pay back their debts from the French and Indian War, pay for the British troops that were living in America and pay the salaries of Royal Officials)</td>
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| 1 | Create 10 interview questions that you would ask Native Americans during the French and Indian War. |
| 2 | Draw a picture that explains King George III’s Proclamation of 1763.  
(This proclamation stated that colonists could not settle beyond the Proclamation Line. This line was along the Appalachian Mountains. King George III hoped that this would stop the Native Americans from attacking the colonists. It was also a way to keep him from having to spend more money to protect the colonists from the Native Americans.) |
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(Remember, The Sugar Act put tax on sugar and molasses that was imported into the colonies, increased taxes on coffee and indigo and made it illegal to trade with non-British suppliers.) |
| 8 | Create a glossary of at least 10 vocabulary words that relate to The American Revolution.  
(Each word must be defined, and a short paragraph must be written about the reason for its importance.) |
| 9 | Write one paragraph that explains whether or not you agree with The Townshend Acts. Use RACE.  
(Write a paragraph to explain why you agree or disagree with the Townshend Acts.) |
Pollution

Choose 4 projects from the choice board to complete. If you complete 5, extra credit will be given to your overall project.

Project 1
Draw a picture that helps explain where pollution comes from.

Project 2
Create a week-long activity schedule to help decrease the amount of pollution in your school.

Project 3
Tap out a rhythm and explain how we can prevent pollution.

Project 4
Create a fill in the blank quiz. Include 5-7 questions that give a sentence and a single vocabulary word has been replaced with a blank. Include an answer key.

Project 5
Research the BP Gulf Oil Spill. Write a summary explaining this oil spill (think who, what, when, where, why).

Project 6
Write a story from the point of view of a plastic water bottle. The “main character” (the plastic water bottle) should describe what it was like to be thrown in the street and how it is now adding to the problem of pollution. Be creative with your story. Remember to include characters, a setting, a problem, a solution, and dialogue.

Project 7
https://www.youtube.com/watch?v=y1ObvXZDQN
Write a review about the video. Would you recommend this video? Why or why not?

Project 8
Write a play that explains how pollution affects our air or water sources. Be sure to write your play in the proper format used for drama.

Project 9
Use iMovie or PowerPoint to create a short presentation about pollution.

Project 10
Research the Great Pacific Garbage Patch. Write a summary explaining what it is, where it’s located, how it was created, and one SHOCKING fact you learned from your research.
Pollution

Science Choice Menu with Spanish Translation

Choose 4 projects from the choice board to complete. If you complete 5, extra credit will be given to your overall project.

Project 1
Draw a picture that helps explain where pollution comes from.

Project 2
Create a week-long activity schedule to help decrease the amount of pollution in your school.

Project 3
Tap out a rhythm and explain how we can prevent pollution.

Project 4
Create a fill in the blank quiz. Include 5-7 questions that give a sentence and a single vocabulary word has been replaced with a blank. Include an answer key.

Project 5
Research the BP Gulf Oil Spill. Write a summary explaining this oil spill (think who, what, when, where, why).

Project 6
Write an editorial about what we can do to prevent pollution in our neighborhoods.

Project 7
https://www.youtube.com/watch?v=y1ObvXZDNs
Write a review about the video. Would you recommend this video? Why or why not?

Project 8
Prepare a demonstration to illustrate and explain how pollution affects our air or water sources.

Project 9
Use iMovie or PowerPoint to create a short presentation about pollution.

Project 10
Research the Great Pacific Garbage Patch. Write a summary explaining what is, where it's located, how it was created, and one SHOCKING fact you learned from your research.

Quick link

Assemble a foldable using one of the provided templates. Show what you have learned using drawings and explanations. Use color to make the foldable eye-catching.

Create a fill in the blank quiz. Include 5-7 questions that give a sentence and a single vocabulary word has been replaced with a blank. Include an answer key.

Create a bar graph or a pictograph of the amount of common products that end up as pollution such as aluminum cans, plastic bottles, and paper trash.

Write a story from the point of view of a plastic water bottle. Be creative with your story. Remember to include a character, a setting, a problem, a solution, and dialogue.

Draw a picture that helps explain where pollution comes from.

Write a play that explains how pollution affects our air or water sources. Be sure to write your play in the proper format used for drama.

Write a review about the video. Would you recommend this video? Why or why not?

Quick link

Research the BP Gulf Oil Spill. Write a summary explaining this oil spill (think who, what, when, where, why).

Write an editorial about what we can do to prevent pollution in our neighborhoods.

Create a week-long activity schedule to help decrease the amount of pollution in your school.

Tap out a rhythm and explain how we can prevent pollution.

Create a fill in the blank quiz. Include 5-7 questions that give a sentence and a single vocabulary word has been replaced with a blank. Include an answer key.

Research the Great Pacific Garbage Patch. Write a summary explaining what is, where it's located, how it was created, and one SHOCKING fact you learned from your research.

Assemble a foldable using one of the provided templates. Show what you have learned using drawings and explanations. Use color to make the foldable eye-catching.

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Write a story from the point of view of a plastic water bottle. Be creative with your story. Remember to include a character, a setting, a problem, a solution, and dialogue.

Draw a picture that helps explain where pollution comes from.

Write a play that explains how pollution affects our air or water sources. Be sure to write your play in the proper format used for drama.

Write a review about the video. Would you recommend this video? Why or why not?
## CHOICE BOARD RUBRIC

This rubric will be used for both your SOCIAL STUDIES and SCIENCE choice boards

<table>
<thead>
<tr>
<th>Content and Accuracy</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>All activities completed relate to the choice board. It is easy for the teacher to identify which choice board options you chose.</td>
<td>Most of the activities completed relate to the choice board. At times it is difficult for the teacher to identify which choice board options were chosen.</td>
<td>Choice board activities completed may or may not relate to the choice board. It is very difficult for the teacher to identify which choice board options were chosen.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completeness</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 4 choice board options were completed.</td>
<td>One part of the choice board is missing or you have incomplete work.</td>
<td>More than one part of choice board is missing side or incomplete.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Neatness and Creativity</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>You worked hard and put forth a lot of effort and thought into your work. Your handwriting is neat and your work is original and organized.</td>
<td>You put some work and thought into your work, but you could have put forth a bit more effort. Your handwriting is usually neat and is mostly organized.</td>
<td>You may have rushed through your work to get it completed, but didn’t really put forth your best effort. Sometimes, your handwriting was sloppy and your work may be unorganized.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Project Score</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

**Teacher Comments:**

Name/HR:  
Date:  

Created by: Stanford’s Stellar Studies