

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

4TH GRADE WEEK 3 APRIL 6-APRIL 10

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INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA and Mathematics work for your students while they are at home. Each day is separated into the 2 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours ,
Mrs. Veronica Will

HELPFUL INFORMATION

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School
1006 West 10th Street
Erie, PA 16502

Leadership Team

Mr. Terry Lang, CEO: 814 812-0503
Mrs. Veronica Will, Principal: 814 873-5158
Mr. Aubrey Favors, HR: 814 812-3026
Mr. Kirk Paskell, Transportation: 814 566-0002
Mr. Homer Smith, PR: 814 392-3413
Mrs. Pearl Jeffries, Social Services: 814 722-5056

DIGITAL LESSON PACING GUIDE

ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions

Please see attached instructions for accessing this test-prep site.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

USA Test Prep Week 3 Assignments:

Math Assignments: *Math 4/6, Math 4/7, Math 4/8, Math 4/9, Math 4/10*

ELA Assignments: *ELA 4/6, ELA 4/7, ELA 4/8, ELA 4/9, ELA 4/10*

Science Assignments: *Science 4/6, Science 4/7, Science 4/8, Science 4/9, Science 4/10*

Khan Academy:

Don't forget to keep up on your assignments on khanacademy.org This is a great resource that brings an instructor to your house during this tough time! I will be looking at usage daily and be looking to give out some prizes each week! If you need your login still, please let me know!

Pacing Guide for Online Curriculum

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	<u>Lesson:</u> Unit 4 Lesson 6 Day 1 April 6	<u>Lesson:</u> Unit 4 Lesson 6 Day 2 April 7	<u>Lesson:</u> Unit 4 Lesson 6 Day 3 April 8	<u>Lesson:</u> Unit 4 Lesson 6 Day 4 April 9	<u>Lesson:</u> Unit 4 Lesson 6 Day 4 April 10
Math	<u>Lesson:</u> Chapter 8 Lesson 1 April 6	<u>Lesson:</u> Chapter 8 Lesson 2 April 7	<u>Lesson:</u> Chapter 8 Check My Progress April 8	<u>Lesson:</u> Chapter 8 Lesson 3 April 9	<u>Lesson:</u> Chapter 8 Lesson 4 April 10

ELA PRINT MATERIAL

Monday, April 6th

Unit 4 Lesson 6 Day 1

- Read Story
- Go over Spelling Words
- Go over Vocabulary Words
- Skills Practice Pg. 71-71

Tuesday, April 7th

Unit 4 Lesson 6 Day 2

- Reread Story
- Review Spelling Words
- Review Vocabulary Words
- Skills Practice Pg. 75-76

Wednesday, April 8th

Unit 4 Lesson 6 Day 3

- Read Story
- Review Spelling Words
- Review Vocabulary Words
- Skills Practice pg. 77-78
- Skills Practice pg. 79-80

Thursday, April 9th

Unit 4 Lesson 6 Day 4

- Read Story
- Review Spelling Words
- Review Vocabulary Words
- Skills Practice pg. 73-74

Friday, April 10th

Unit 4 Lesson 6 Day 5

- Reread Story
- Review Spelling Words
- Review Vocabulary Words
- Complete Assessment: Vocabulary, Comprehension, Analyzing the Selection

MATH PRINT MATERIALS

Monday, April 6th **Chapter 8 Lesson 1**

Homework Worksheet Lesson 1

Tuesday, April 7th

Chapter 8 Lesson 2

Homework Worksheet Lesson 2

Wednesday, April 8th

Chapter 8 Check My Progress

Check My Progress Worksheet

Thursday, April 9th

Chapter 8 Lesson 3

My Homework Worksheet Lesson 3

Friday, April 10th

Chapter 8 Lesson 4

Homework Worksheet Lesson 4

Reteach Worksheet Lesson 4

ADDITIONAL RESOURCES (EDUCATIONAL)

Included are a list of hand selected resources for students with internet to use at home.

Virtual Fieldtrips

https://docs.google.com/document/d/1SvldgTx9djKO6SjyvPDsoG1kgE3iExmi3qh2KRRku_w/mo bilebasic

VOOKS- storybooks brought to life

www.vooks.com/parent-resources

XtraMath- basic math facts

<https://xtramath.org/#/home/index>

GoNoodle

<https://www.gonoodle.com/>

ABCYa

<https://www.abcya.com/grades/3>

StudyJams

<http://studyjams.scholastic.com/studyjams/>

Genre Informational

Essential Questions

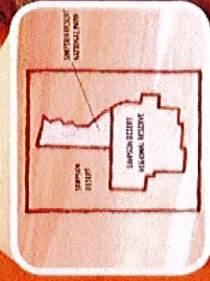
What animals can be found in warm habitats?
What adaptations are necessary to survive there?

Survival at 120 Above

by Debbie S. Miller
illustrated by Jon Van Zyle

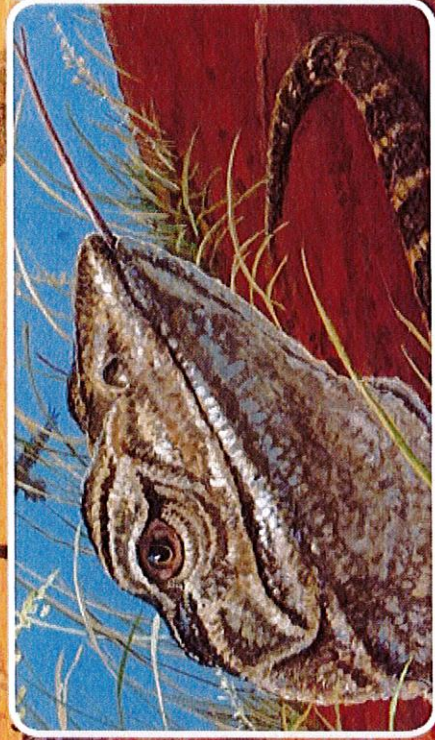
As the night sky melts away, the Simpson Desert horizon glows like a campfire. Creaking voices of crickets grow faint. The dawn air is dry and warm when the chiming wedgebill sings its five-note song, "Time to get up now . . . time to get up now."

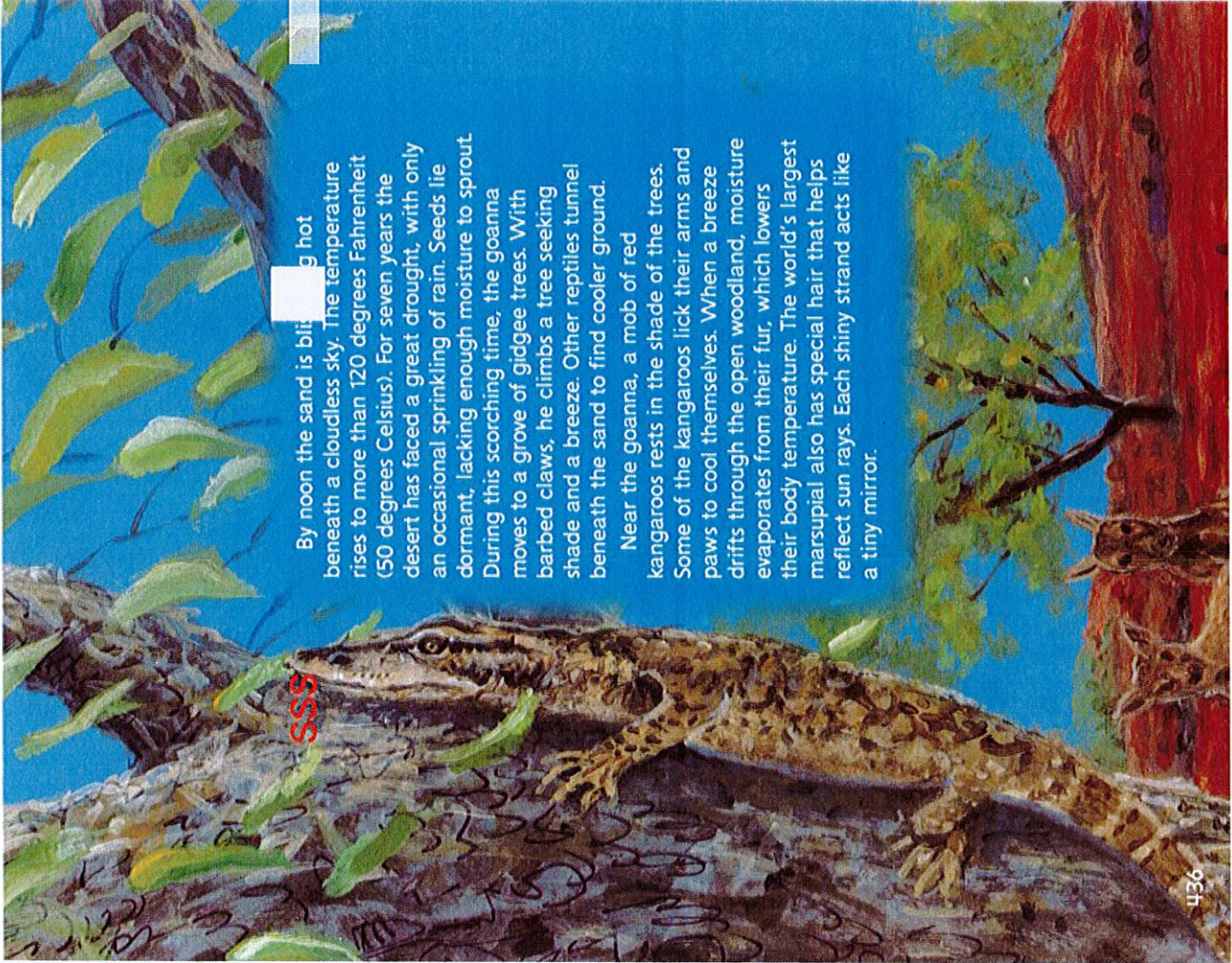
A brilliant sun peeks above the longest parallel sand dunes in the world. As soft as powder, the stunning sand is the color of a red brick. In early days, people called this arid land the "Great Ribbed Desert" because of the long, wind-shaped dunes that finger across Australia for hundreds of miles (hundreds of kilometers). This vast, rippled desert bakes beneath a dome of a forever-blue sky.



Reptiles stir. A sand goanna (go-AN-a) swaggers into the bright sunshine from an underground burrow. His 2-foot (61 centimeter)-long tail cuts S-turns into the velvety sand of the dune. A maze of black patterns decorates the tan skin of this large lizard. His camouflaged body blends in with the dry grasses of the spinifex. Many round humps of this needle-sharp grass cover the dunes.

The goanna's forked tongue explores the ground. Acting like a nose, the tongue discovers the scent and location of food or predators. A shiny emerald beetle scurries across the sand. Flicking his tongue, the goanna laps up a good meal of protein. Above him, a huge wedge-tailed eagle circles. The goanna detects the shadow of this predator with the tiny sensor eye on top of his head and immediately bolts into a clump of spinifex.





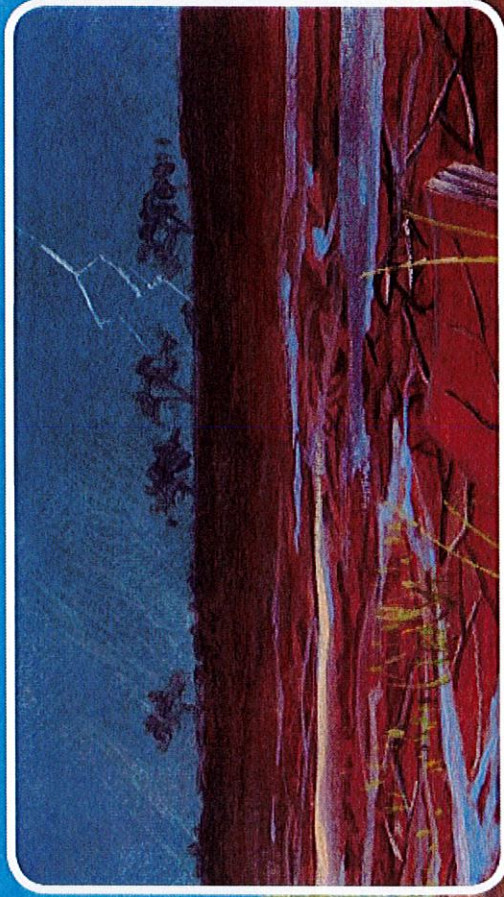
By noon the sand is blistering hot beneath a cloudless sky. The temperature rises to more than 120 degrees Fahrenheit (50 degrees Celsius). For seven years the desert has faced a great drought, with only an occasional sprinkling of rain. Seeds lie dormant, lacking enough moisture to sprout. During this scorching time, the goanna moves to a grove of gidgee trees. With barbed claws, he climbs a tree seeking shade and a breeze. Other reptiles tunnel beneath the sand to find cooler ground.

Near the goanna, a mob of red kangaroos rests in the shade of the trees. Some of the kangaroos lick their arms and paws to cool themselves. When a breeze drifts through the open woodland, moisture evaporates from their fur, which lowers their body temperature. The world's largest marsupial also has special hair that helps reflect sun rays. Each shiny strand acts like a tiny mirror.

In the afternoon, a blue wind signals a change in weather. Puffy clouds run across the sky with veils of rain streaming beneath them. These misty curtains of rain, known as virga, evaporate before reaching the ground due to rising heat. The scattered clouds bring cooler temperatures and a patchwork of shade to the red sand.

At last, a few drops reach the ground, then some sprinkles. Suddenly, as though someone turned on a faucet, the light drizzle changes to pouring rain. Each drop finds a home on a grain of sand, a leathery leaf, or the fur of a kangaroo. Withered roots welcome the rain like a dry kitchen sponge. Now the desert is really wet!

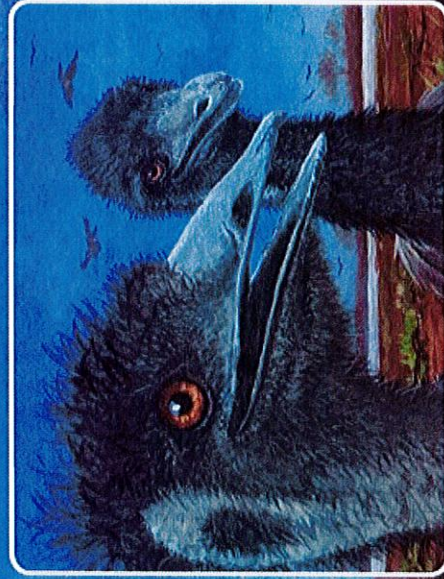
Parched creek beds turn into bubbling streams, fingering across the desert. Dry claypans, wrinkled with cracks, turn into swamps. Patient fairy-shrimp eggs hatch after baking in the dry clay for seven long years. Triops erupt from this new source of life. These minnow-like crustaceans grow domed shells that look like tiny horseshoe crabs. Rainbowfish squiggle up the meandering creeks, migrating to new ponds.



Bonk . . . bonk . . . bonk sounds like someone is playing a distant bongo. Filling her throat pouch with air, a female emu makes a drumming sound as she strides across the open woodland. She smells water.

This huge, flightless bird looks like a grass hut walking on scaly stilts. Like an ostrich, her round body is stacked with feathers. Well adapted to the heat, her loose, open feathers allow air to pass through them. They shade and cool her body. As she moves toward the distant water, her giant three-toed feet support her in the soft sand.

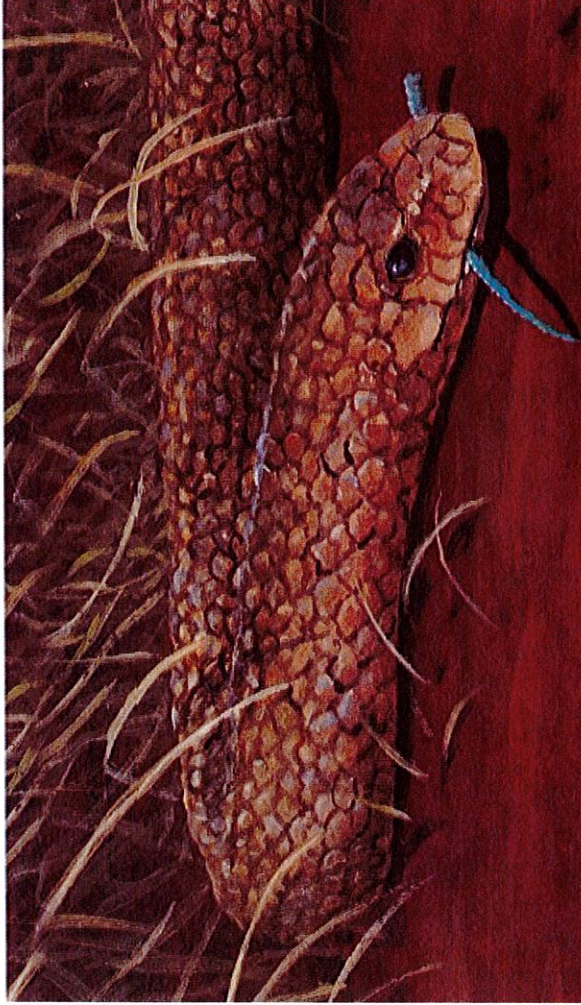
While emus saunter across the dunes, herons, pelicans, and other waterbirds fly overhead. Sensing the distant rain, these birds fly hundreds of miles from the coast to feast on the explosion of life in the desert swamps. It is a mystery how these birds sense the rain, sometimes from 1,000 miles (1,610 km) away.



Wearing a spiny coat [redacted], a thorny devil crawls slowly from his burrow. Only 8 inches (20 cm) long, this unique lizard looks like a miniature ankylosaurus dinosaur. The top of his body is completely covered with thorny spikes, protecting him from predators. Soon he discovers a highway of tiny black ants, his only food source. Thrusting out his sticky tongue, he devours the ants one by one. The thorny devil can eat as many as three thousand ants in one day.

Standing in a patch of wet sand, the thorny devil reveals his drinking secret. Through capillary action, this lizard can drink this water from his feet. The water moves upward along narrow grooves on the skin's surface from his toes, up his legs, to the corners of his mouth, similar to the way a plant drinks water from its roots.





A blue-tailed skink searches for a bright patch of sunshine. Darting across the sand, this striped lizard discovers a basking spot that offers a good lookout for possible predators. As the skink warms himself, a venomous western brown snake is slithering toward him.



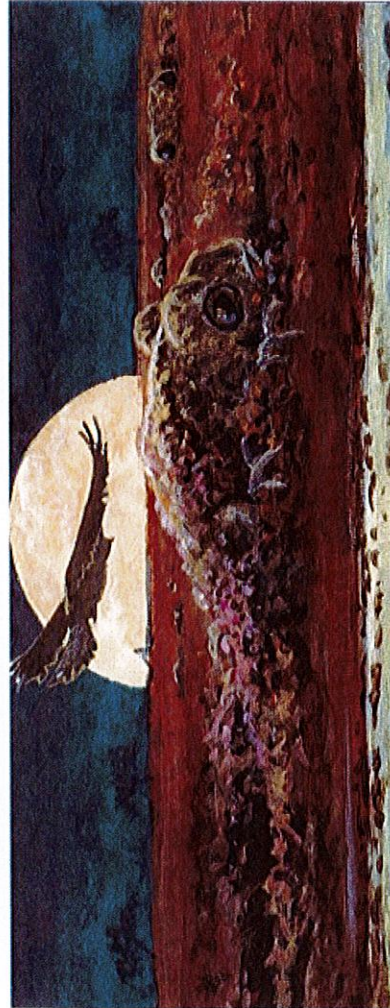
The well-camouflaged snake draws closer, curving through the grasses. Suddenly, the skink hears a rustling sound. Immediately he begins waving his blue tail. It looks like the lizard is performing a hula dance. Attracted by the movement, the snake's head races forward. Her gaping mouth tries to bite the dancing tail. Instantly, the end of the lizard's tail breaks off, and the skink dashes away into the safety of the spinifex. The skink will grow a new tail, a special adaptation for survival. Some lizards lose and regrow their tails several times during their lives.



As the sun slips below **h**orizon, a peach sky deepens to the shade of strawberries. The dunes begin to cool. An Australian raven closes the day with his moaning call: Ah . . . Ah . . . Ahhhhhhhhhhh. On cue, the voices of crickets loudly fill the air like thousands of castanets.

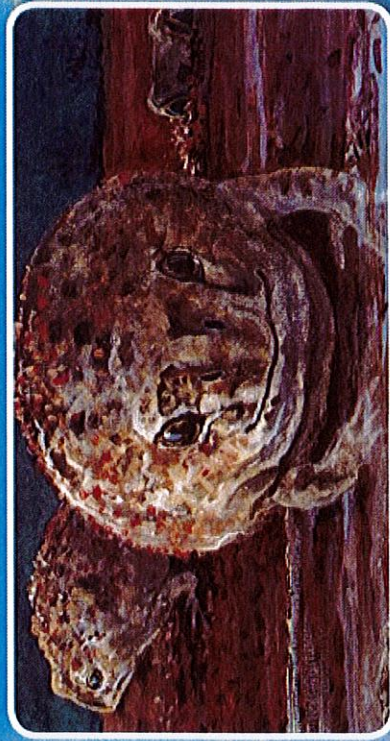
Nocturnal animals grow restless in their burrows. A brush-tailed mulgara (mul-GAR-uh) cautiously peeks out of an exit hole, sniffing the air. She smells the faint scent of a dingo, but no worries—the wild dog's tracks are several days old.

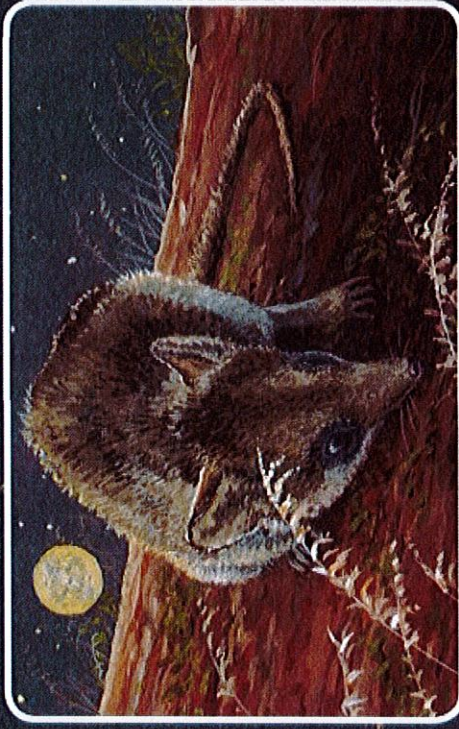
The mulgara has sensitive black eyes designed for night vision. In the soft moonlight, this predator detects a sandy inland mouse. The quick mulgara scampers along the trail of tiny round footprints. *Pounce!* She snatches the mouse as he feeds on some dried seeds. No longer hungry, the mulgara returns to her burrow. This hamster-size marsupial plays an important role in controlling rodents and keeping the diversity of desert life in balance.



Pockets of sand begin ve. Brown heads speckled with orange spots brush through the surface of the sand. After many dormant months of rest, known as estivation, desert spadefoot frogs explode from the ground. Near midnight, hundreds of these amphibians begin cooing for their mates near the edge of a pond.

The chorus of frogs attracts other animals. White wings suddenly flash through the darkness. A spotted nightjar cuts swiftly through the air. He dives at a frog, attempting to snatch her from the ground. The warty frog quickly protects herself by secreting a milky liquid from her poison glands through the skin of her neck. When the nightjar bites the frog, this sticky white goo acts like glue. The goo cements the mouth of the nightjar so he can't eat the frog. She's a superglue frog!



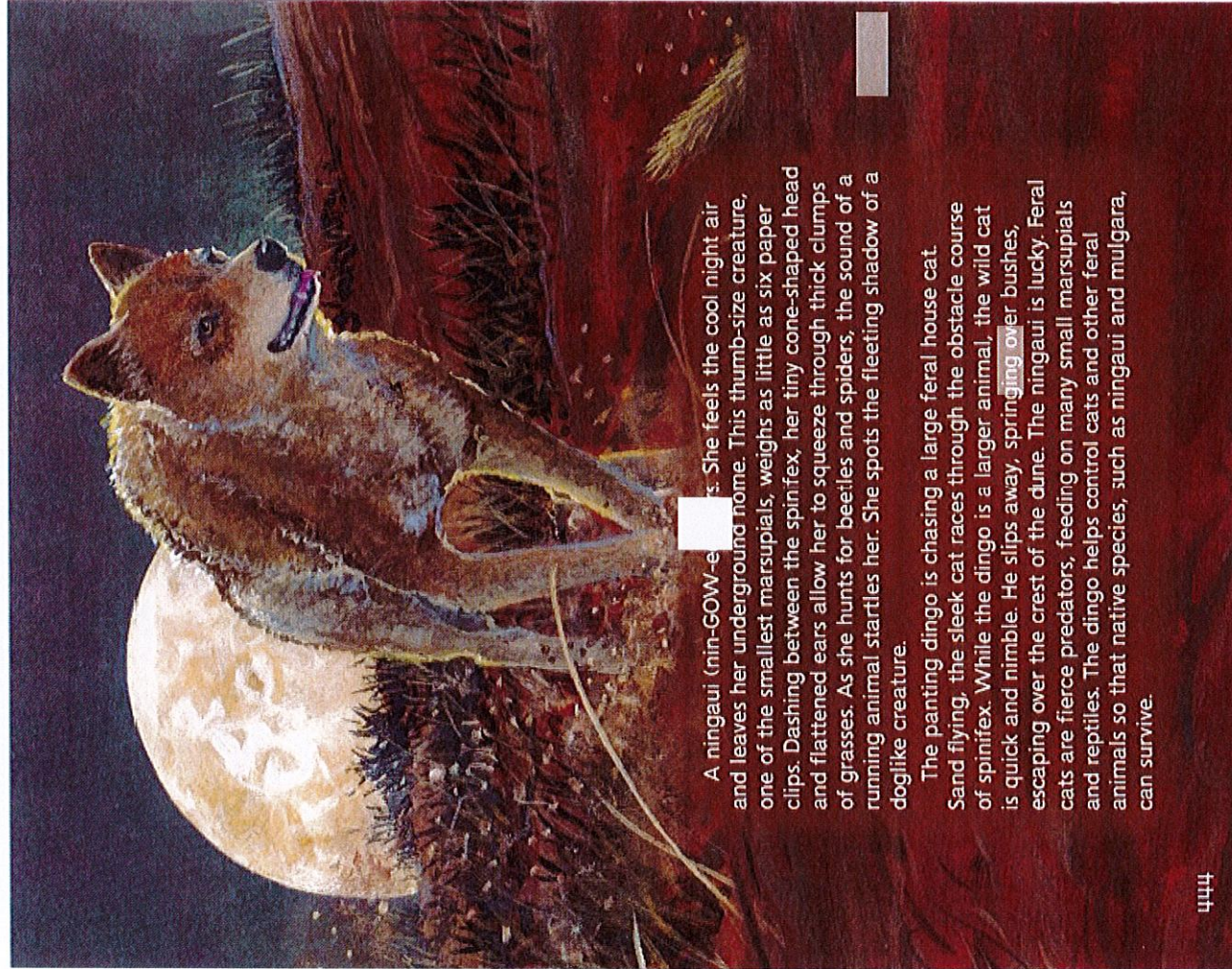


The moon casts soft light on new seedlings that will turn dust bowls into lush carpets of plants.

A mouse-size dunnart (DUN-art) senses the new moisture. He scurries beyond the spinifex that shields him. Dashing quickly, he is watchful for mulgaras and other lurking predators. His ink-black, beady eyes allow him to see clearly in the darkness. This nocturnal marsupial also has a keen sense of smell. The dunnart knows the scent of rain-soaked ground means there will be more plants and many invertebrates to feed on.

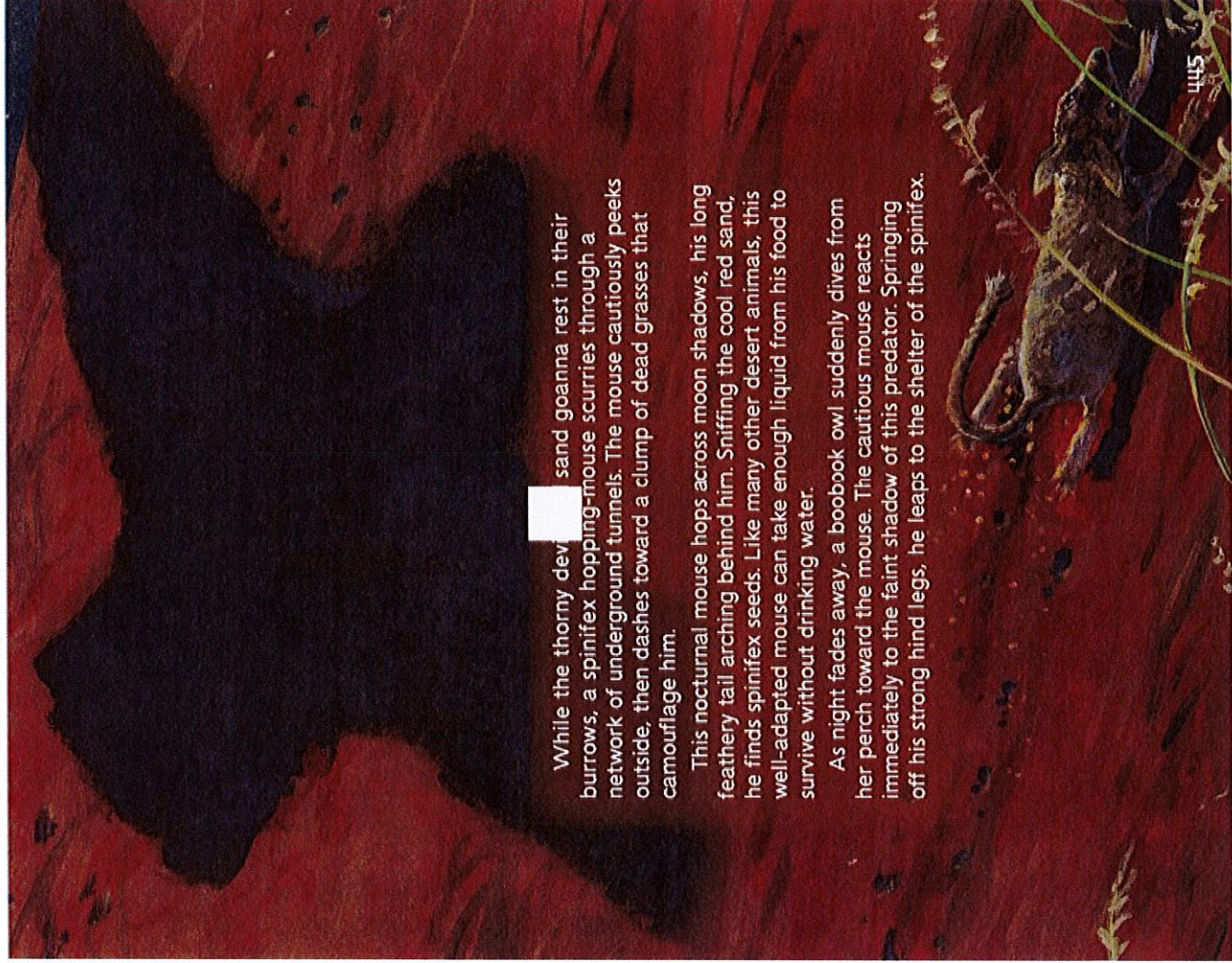
Tracing the scent, the dunnart zigzags through the maze of spinifex, scurrying mile after mile to reach the swamp area. Along the way he spots the sparkling eyes of a hefty spider. He races past an emu bush and catches this midnight snack. The dunnart absorbs enough water from spiders and other prey so that he can survive without drinking water.

Through the night he journeys. His tiny feet become swollen and blistered. By the time the dunnart reaches the swamp, he will have traveled nearly 2 miles (3.2 km) during one night. Given the dunnart's short 1-inch (2.5 cm) stride, this distance would be the equivalent of a human walking **20 miles (32.2 km) in one night!**



A ningau (nin-GOW-e) is a small, thumb-size creature and leaves her underground home. This thumb-size creature, one of the smallest marsupials, weighs as little as six paper clips. Dashing between the spinifex, her tiny cone-shaped head and flattened ears allow her to squeeze through thick clumps of grasses. As she hunts for beetles and spiders, the sound of a running animal startles her. She spots the fleeting shadow of a doglike creature.

The panting dingo is chasing a large feral house cat. Sand flying, the sleek cat races through the obstacle course of spinifex. While the dingo is a larger animal, the wild cat is quick and nimble. He slips away, springing over bushes, escaping over the crest of the dune. The ningau is lucky. Feral cats are fierce predators, feeding on many small marsupials and reptiles. The dingo helps control cats and other feral animals so that native species, such as ningau and mulgara, can survive.



While the thorny devil sand goanna rest in their burrows, a spinifex hopping-mouse scurries through a network of underground tunnels. The mouse cautiously peeks outside, then dashes toward a clump of dead grasses that camouflage him.

This nocturnal mouse hops across moon shadows, his long feathery tail arching behind him. Sniffing the cool red sand, he finds spinifex seeds. Like many other desert animals, this well-adapted mouse can take enough liquid from his food to survive without drinking water.

As night fades away, a boobook owl suddenly dives from her perch toward the mouse. The cautious mouse reacts immediately to the faint shadow of this predator. Springing off his strong hind legs, he leaps to the shelter of the spinifex.

At dawn, red kangaroos feed on fresh green shoots. They are most active during dusk and dawn when the temperatures are cooler. Creatures that like the twilight are crepuscular animals.

As one mother kangaroo grazes, her joey listens to a pair of Australian magpies singing their beautiful duet. Joining the magpies is a loud chorus of cooing frogs and creaking crickets.

Beyond the kangaroos a lone camel plods over the dune, leaving plate-size tracks in the sand. This one-humped dromedary camel can live for months without water, yet he smells the rain-fed swamp and marches toward it. Like other desert animals and plants, the camel will thrive on the gift of rain.





The desert is a sea of [redacted] and red in the early morning light. Like cresting waves, the dunes rise and fall above green swales and newly formed swamps. The endless ridges of red sand create a land similar to the wavy texture of corduroy.

The emus discover a swamp after traveling many miles. They kneel in the shallow water, splashing themselves with their stubby wings. Surrounding them are white-necked herons, avocets, and pink-eared ducks. These birds are feasting on the fairy shrimp, triops, and other aquatic invertebrates. The long seven-year drought is over. For a short time life will flourish in this vast and beautiful land of red.

The Story of Bollywood

Stories are part of every culture. They can be used for teaching. They can also help people remember their history. And some of them are just entertaining.

Long ago, most stories were shared by telling. Later, many of them were told through writing. About a hundred years ago, a new way to tell stories was born. These stories are told visually. They are movies!

Movies are made all over the world. Where do you think most of them are made? The United States is a good guess, but it's wrong. Half a world away, India makes more than a thousand movies each year.

The filmmaking industry in India is known as "Bollywood." The name is a mix of *Hollywood and Bombay*. Bombay was the old name for India's entertainment capital. Today, the city is called *Mumbai*, and it is where most of India's films are made.

Movies are a major part of Indian culture. Most of them aren't like American movies, though. In the United States, movies are classified into various categories. Comedy, drama, musical, and action are a few of the choices. But just one Bollywood movie includes all of those elements!

India is a diverse nation. More than a billion people live there, so movies need to appeal to a wide range of people. For this reason, Bollywood films are often called *masala* movies. *Masala* is a mixture made of a lot of different spices. It has a strong flavor. Indian movies have the same type of flavorful blend. They have elements of nearly all movie styles and feature lots of singing and dancing.

How are all of those ingredients combined in one movie? It helps that Bollywood films are long. Most American movies last about an hour and a half. Indian movies often have a running time of three hours or more. The audience is sure to get its money's worth at the theater!

Even the more serious, dramatic Bollywood films include a lot of singing and dancing. The music helps to convey the characters' emotions. A character's feeling of happiness isn't expressed with a simple smile. Rather, he or she will burst into song. Then, other characters join in, and the screen is filled with an explosion of singing, dancing, and bright colors.

In older Bollywood films, the dances were based on Indian folk dances. In today's films, the dance styles are more modern. Dances that Indian people participate in at weddings and parties are reflected on the big screen. This helps Indian audiences connect with the characters and their emotions.

Actors in Bollywood movies rarely do their own singing. Instead, professional singers called "playback singers" perform and record the songs for most movies. The actors then lip-synch to the recorded song. Some playback singers are very popular. Although they don't appear in the films, these singers attract many fans to the movies. Of course, many actors are big stars, too, with millions of fans in India and around the world.

If you watch an Indian movie, you will most likely need to read subtitles. Subtitles are captions shown at the bottom of a screen, and they translate the dialogue or narration in a movie. The thousand-plus Indian movies that are produced each year are made in more than 20 languages.

Surprisingly, although Bollywood produces a great number of films each year, it is challenging for many people to see the movies. This is because there's a shortage of screens for showing movies. Many older, single-screen theaters have closed. India is slowly making the transition to multiplex theaters, but the wait time for permits is quite long. Hopefully, one day the number of movie screens will match the tremendous supply of Bollywood movies!

The Chain of Hope

Tap tap tap. Ana turned around. “Hi, Dad,” she said. “Hold on. I’m almost done.” She typed a few more words and clicked *Send*. She pictured the e-mail zooming off to homes around the country.

Mr. Sanchez sat at the foot of Ana’s bed. “Is it official?” he asked.

Ana scooted her wheelchair back from the desk. “It’s official,” she replied. “I can’t believe it’s really happening. There will be 122 people participating in this event! We even have a name. It’s called the Chain of Hope. I really like the name. Each person who races is a link in the chain. I hope everyone can get a lot of sponsors. All the money will go toward the research of spinal cord injuries.”

“I’m proud of you,” said Mr. Sanchez. “Tomorrow Alex and I need to start training. I’m not sure either one of us is in good enough shape to bike beside you right now.”

Ana laughed and flexed her arm muscle. “You’re right, Dad. I’ve been practicing. The two of you will need to get into shape so you can keep up!”

The next two months flew by in a blur. Every day Ana came home from school and parked in front of the computer. There were so many plans to be made. She had to make sure everyone knew how far they would be racing. Each person would carry a silver chain on his or her leg of the race. Then he or she would hand the silver chain to the next person. A large map of the United States was tacked to the wall in Ana’s bedroom. She had traced each part of the route, from Maine to Washington. She used a red pen to mark the part she would do with her dad and brother. Ana was ready.

The night before the event was to kick off, Ana couldn’t sleep. One worry after another ran through her mind. The press would cover each stage of the event. So many things could go wrong! What if someone got hurt? What if someone couldn’t finish his or her section of the race? The weather might be awful. People might get lost. How had she gotten herself into this? It was sure to be a mess!

Ana couldn't take it any longer. She got out of bed and wheeled into her parents' bedroom. "Mom? Dad?" Ana whispered. "I can't sleep." Mrs. Sanchez got up and signaled for Ana to follow her into the kitchen. She listened while Ana shared her concerns.

"Why did you organize the Chain of Hope?" Mrs. Sanchez asked.

Ana sighed. "I want bring attention to spinal cord injuries. I want to support research for helping people with these injuries. And I want the world to see what people in wheelchairs can achieve."

"If things don't go perfectly, will that still happen?" asked Mrs. Sanchez.

Ana was quiet for a moment. Then she nodded.

"A few glitches might happen here and there," said Mrs. Sanchez. "It doesn't need to be perfect. The important thing is that you planned this wonderful event. You have a cause, and you took action."

A small dimple appeared when Ana grinned. "Thanks, Mom," she said. "You're right. I don't need it to be perfect. I just want it to be completed. I can't wait for a text message that the race has begun! And when my turn comes, I'll be ready."

Six weeks later, Ana, her dad, and her brother waited at the designated spot. Soon, they spotted a cyclist making his way toward them. He wore a silver chain around his neck. Ana yelled, "I see him! Get ready, guys!"

The cyclist coasted to a halt and greeted Ana and her family. "Ana," he said, "it is a real pleasure to meet you. I'm honored to have been part of your wonderful event." The cyclist removed the silver chain from his own neck and placed it gently around Ana's.

Ana shook the cyclist's hand. "Thank **you**," she said, "for being a link in the chain of hope." Then, with a round of applause and cheers from her friends, Ana set out to meet the next link in the chain.

Vocabulary

FOCUS Review the selection vocabulary words from “Survival at 120 Above.”

aquatic	nocturnal
blistering	saunter
equivalent	secreting
fleeting	sensor
meandering	surface
nimble	swiftly

PRACTICE Circle the correct word to complete each sentence.

1. The heat (nimble/sensor) on the machine can detect the temperature.
2. Kim (swiftly/fleeting) put out the fire with a bucket of water.
3. Most of the pond’s residents are fish, but there are some (aquatic/blistering) mammals here.
4. We just have time to (sensor/saunter) through the park before sunset.
5. Tad only saw the rare warbler for a few (fleeting/secreting) moments.
6. The (meandering/nimble) gymnast kept her balance on the narrow bar.
7. One kilometer is the (equivalent/surface) of one thousand meters.
8. The pancreas is known for (secreting/meandering) the hormone insulin into the bloodstream.
9. Many animals could not survive in the (nocturnal/blistering) heat of the desert.
10. The (saunter/surface) of the water was so smooth it looked like glass.

APPLY Read the clues below. Write the vocabulary word that best fits each clue.

11. I describe a graceful dancer.

12. I am how you move when you are not in a hurry.

13. I describe a bat out looking for insects at night.

14. I am something that is equal to something else.

15. I describe something moving fast.

16. I am how a curvy stream moves.

17. I describe something that might be too hot to touch.

18. I describe something growing near the water.

19. I am on the outside of something.

20. I am what your body's glands are doing.

Anansi and Turtle: A West African Folktale

Once there was very greedy spider named Anansi who was always tricking his fellow animals. Whether they were creatures of the land, sky, or sea, whether they were nocturnal or scurried under the blistering sun, Anansi had probably gotten the better of them. His schemes, of course, did not always work, but that didn't seem to stop him.

Anansi was quite a gardener, and one day he had picked some delicious yams to have for dinner. He spread them with honey secreted from some neighboring bees and roasted them over the fire. Anansi's stomach rumbled as he smelled his scrumptious meal. He couldn't wait to dig in!

Suddenly, Anansi spied Turtle meandering down the road to his house. "Oh, no," Anansi said with dismay, "what if Turtle wants to share my lovely, sweet yams. I cannot allow this. I must have them all to myself!"

Just as Anansi had predicted, Turtle asked him to spare some of his tasty treat. "I have been traveling all day, Anansi, and I am very tired and hungry," he added.

Anansi did not want to Turtle to think him rude, but he simply did *not* want to share his yams. An idea swiftly entered his head that sounded like one of his best schemes yet. "Yes, you must join me at the table, Turtle, but first you must go to the river and wash your dusty hands," he said.

So Turtle sauntered slowly to the water. In the meantime, Anansi gobbled as many of the yams as he could. When turtle returned, the meal was already half eaten. "Oh, Turtle," Anansi said with mock sorrow, "your hands are still dirty. You'll have to go back and wash them again." Turtle's claws were indeed muddy. He had cleaned them perfectly well, but had soiled them once again on the slow walk back. With a sigh, he turned around and headed once more for the river.

Turtle took every care to crawl through the grass on his second return. When he arrived at Anansi's house, he was squeaky clean and ready for dinner. But Anansi had just popped the last delicious morsel of yam into his mouth. "How fleeting this wonderful meal has been, Turtle," he said. "I am awfully sorry you did not make it in time."

Turtle did his best not to show his anger. He knew the smartest thing he could do was give the spider a taste of his own medicine. "I quite understand," he said with mock humility. "It is the thought that counts, after all. Why don't you come to my house for dinner tomorrow so I can return the favor?"

The next day, Anansi journeyed to Turtle's aquatic home to receive his free meal. If he had had a special sensor for deceit, he might have known that Turtle would have an equivalent trick up his sleeve. But Anansi, though crafty, was not the cleverest animal in the world. When Anansi arrived, he found that he could not dive down beneath the surface of the water to reach Turtle's table. His light and nimble frame was usually an asset, but not on this occasion. "I know! I'll put rocks in my jacket," he said to himself. "Then I will sink to the bottom and dine with Turtle."

When Anansi finally joined Turtle, he was delighted by the foods spread out on his table. Just as he reached for a bite, however, Turtle held up a claw. "Not so fast," he said. "It is not proper to wear a jacket at the dinner table. Please take yours off at once." Anansi complied and, quick as a wink, floated back to the top of the pond. Once again, his selfishness and trickery had not won the day!

FOCUS

Remember to **make inferences** about the people, animals, places, things, and events you read about in a nonfiction piece. When you make an inference, you understand something that is not directly stated by the author. To do this, consider what you already know along with certain details from the text. This will help you “read between the lines.”

PRACTICE Read the paragraph and answer the questions that follow.

My brother Josh is committed to his sport. He is always dribbling the orange ball up and down the driveway. He works on his passing, shooting, and defense by playing one-on-one games with Dad. And he practices free throws every evening until it’s too dark to see the net.

1. What does the writer tell you in these sentences?

2. Based on what you know, what kind of sport involves all these activities?

3. What inference can you make about Josh?

APPLY Read each paragraph. Write an inference you can make after reading the details. Then explain what text evidence and personal knowledge you used to make the inference.

4. Annie and I helped Aunt Terry make the most delicious dinner. After she mixed the dough, we waited with her while it rose. Then she let us knead it and roll it out into a large rectangle—big enough for the whole family. After she spread the sauce, we carefully sprinkled cheese all over the dough. We put it in the oven and soon the wonderful smell filled the house.

5. Mason stuck his toe in the water and took a deep breath to calm himself. He looked around the pool at the others and tried to remember that they were in the same situation. His instructor, Mr. Davidson, called everyone to the deep end. “This might be a bit scary,” he said, “but I think you are all ready for this today. Now let’s get in!”

6. Huong saw the robin again one minute later. It had returned to the corner of the yard where she had been knitting earlier. Quick as a flash, the bird picked up a small piece of yarn with its beak. Then it flew to the tree next door. The little creature made this journey repeatedly throughout the afternoon, each time carrying twigs, grasses, string, and other good building materials.

Survival at 120 Above

Vocabulary

Read each item carefully. Choose the correct answer.

1. What does *aquatic* mean?

- (A) having horns
- (B) growing slowly
- (C) living in water
- (D) becoming colder

2. What does the word *fleeting* mean in this sentence?

Janice had a *fleeting* look at the unusual bird.

- (A) brief
- (B) pleasant
- (C) remarkable
- (D) strange

3. The outside of something is called its

- (A) rising.
- (B) naughty.
- (C) powder.
- (D) surface.

4. Which word fits best in this sentence?

The scientist checked the _____ and recorded the results.

- (A) truant
- (B) sensor
- (C) spangle
- (D) vivid

5. If things are *equivalent*, they are

- (A) quilted.
- (B) rival.
- (C) equal.
- (D) valiant.

Survival at 120 Above (continued)

Comprehension

Read the items carefully and choose the correct answer.

You may look back at the selection to answer the questions.

1. The following question has two parts. First, answer **Part A** then **Part B**.

Part A What does a thorny devil use to drink?

- (A) its feet
- (B) its spines
- (C) its tongue
- (D) its tail

Part B Which sentence from the selection **best** supports your answer for **Part A**?

- (A) The top of his body is completely covered with thorny spikes, protecting him from predators.
- (B) Thrusting out his sticky tongue, he devours the ants one by one.
- (C) Through capillary action, this lizard can drink this water from his feet.
- (D) Her gaping mouth tries to the bite the dancing tail

2. Why did the author write this selection?

- (A) to entertain
- (B) to inform
- (C) to express an opinion
- (D) to persuade the reader

3. When are crepuscular animals most active?

- (A) midnight
- (B) noon
- (C) morning
- (D) twilight

4. Why are feral cats a threat?

- (A) They take over the burrows of other animals.
- (B) They drink too much water.
- (C) They eat too many native species.
- (D) They chase dingoes away.

Survival at 120 Above (continued)

Comprehension

5. What is a joey in the selection?

(A) a hunting bird

(C) a gooey frog

(B) a baby kangaroo

(D) a fish that migrates

6. Under each category, list the animals that belong in that category.

Bird

Lizard

Read the following items carefully. Use complete sentences to answer the questions.

7. Why doesn't a dunnart drink water?

8. What is an emu compared to in the selection?

9. What is the mystery in the selection?

10. What is virga?

Name _____ Date _____ Score _____

Survival at 120 Above (continued)

Analyzing the Selection

Read the item below. Write complete sentences for your answer. Support your answer with evidence from the selection.

Describe the different marsupials that are mentioned in the selection and compare them to one another.

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Name _____ Date _____

Check My Progress

(Lessons 1 through 2)

Find the factor pairs of each number.

1.

35

1.

2.

50

2.

3.

44

4.

64

3.

For Exercises 5–7, write *yes* or *no*.

5.

Is 36 a multiple of 4?

4.

6.

Is 28 a multiple of 8?

7.

Is 54 a multiple of 3?

5.

Tell whether each number is *prime*, *composite*,
or *neither*.

6.

8.

9

7.

9.

12

8.

10.

7

9.

10.

11.

21

11.

Solve.

12. Mrs. Higgins has 24 name tags for her students.

She is arranging them in an array on a desk. Find all the factor pairs of 24 to see what kind of arrays can be made.

12.

191

Grade 4 • Chapter 8 Fractions

Name _____

MY Homework

Lesson 2

Prime and Composite Numbers

Homework Helper



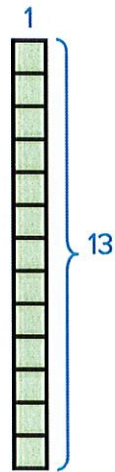
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Patrice is having a tea party. There will be 13 people at the tea party altogether. Can Patrice divide the chairs evenly among more than 1 table? Explain.

Find the factors of 13 and decide if 13 is a prime number, a composite number, or neither.

The factors of 13 are 1 and 13. So, 13 is a prime number.

Patrice cannot divide the chairs evenly among more than 1 table because 13 is a prime number.



Type of Number	Definition
prime number	a whole number with exactly two factors, 1 and itself (Examples: 17, 29, 41)
composite number	a whole number with more than two factors (Examples: 8, 30, 56)
neither prime nor composite	a number that has only one distinct factor (Example: 1)

Practice

Tell whether each number is *prime*, *composite*, or *neither*.

1. 16

2. 37

3. 50

4. 41

5. 1

6. 81

Tell whether each number is *prime*, *composite*, or *neither*.

7. 0 _____ 8. 11 _____ 9. 90 _____
10. 75 _____ 11. 53 _____ 12. 23 _____




Problem Solving

13. Colby has 16 jars of spices. He wants to arrange them in arrays. What arrays could he use to arrange them?

14. Winnie has 7 soccer trophies she wants to display in an array. How many different arrays are possible? Explain.



Brain Builders

15. **Mathematical PRACTICE**  **Keep Trying** There are 4 prime numbers between 10 and 20; 11, 13, 17, and 19. Are there always the same number of prime numbers between 2 consecutive multiples of 10? Explain.

16. Identify the smallest composite number that you can create by multiplying two different composite numbers.

Vocabulary Check



Draw a line to match the vocabulary term with its example.

17. prime number • 61
18. composite number • 21
19. **Test Practice** Which of the following is a prime number?
(A) 67 (C) 63
(B) 65 (D) 60

Name _____

MY Homework

Lesson 3

Hands On: Model Equivalent Fractions

Homework Helper



Need help? connectED.mcgraw-hill.com

Determine whether $\frac{1}{2}$ is equivalent to $\frac{3}{6}$.

One Way Use fraction tiles.

1 Model $\frac{1}{2}$.



2 Model $\frac{3}{6}$.



Line up three $\frac{1}{6}$ -fraction tiles below the $\frac{1}{2}$ -fraction tile.

It takes three $\frac{1}{6}$ -tiles, so the fraction is $\frac{3}{6}$.

Since they are the same length, the fractions are equivalent.

$$\text{So, } \frac{1}{2} = \frac{3}{6}.$$

Another Way Use number lines.

1 Divide the first number line into halves.



2 Divide the second number line into sixths.



3 Count the number of sixths that are in one half.

The number lines show that $\frac{1}{2}$ and $\frac{3}{6}$ are at the same point.

So, they are equivalent fractions.

Practice

Recognize whether the fractions are equivalent.
Write *yes* or *no*. Use fraction tiles or number lines.

1. $\frac{3}{5}$ and $\frac{6}{8}$

2. $\frac{4}{5}$ and $\frac{5}{6}$

3. $\frac{2}{4}$ and $\frac{6}{12}$

4. $\frac{2}{3}$ and $\frac{4}{6}$

5. $\frac{8}{12}$ and $\frac{4}{6}$

6. $\frac{5}{6}$ and $\frac{9}{10}$

Generate two equivalent fractions for each fraction. Use fraction tiles or number lines.


7. $\frac{1}{3}$

8. $\frac{8}{12}$

9. $\frac{3}{4}$



Problem Solving

10. **Mathematical PRACTICE**  **Justify Conclusions** Francie lives $\frac{1}{5}$ mile from the school. Jake lives $\frac{2}{10}$ mile from the school. Do they live the same distance from the school? Explain.

Vocabulary Check



Draw a line to match the vocabulary term with its example.

- | | |
|--------------------------|------------------------------------|
| 11. numerator | • $\frac{6}{10}$ and $\frac{3}{5}$ |
| 12. denominator | • the number 1 in $\frac{1}{4}$ |
| 13. equivalent fractions | • the number 4 in $\frac{1}{4}$ |

Name _____

Number and Operations — Fractions
4.NF.1, 4.NF.5

MY Homework

Lesson 4

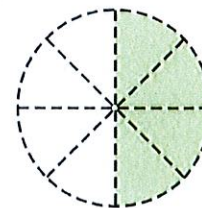
Equivalent Fractions

Homework Helper



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Write the fraction for the part that is shaded. Then find two equivalent fractions.



1 Find the fraction that represents the shaded part.

$\frac{4}{8}$ ← number of shaded parts

$\frac{4}{8}$ ← total number of parts

2 Find equivalent fractions.

Multiply the numerator and denominator by the same number, for example, 2.

$$\frac{4 \times 2}{8 \times 2} = \frac{8}{16}$$

Multiply the numerator and denominator by another number, for example, 3.

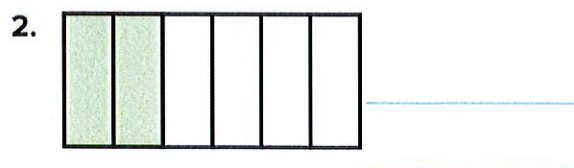
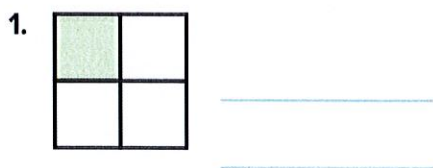
$$\frac{4 \times 3}{8 \times 3} = \frac{12}{24}$$

So, the fraction represented by the circle is $\frac{4}{8}$.

Two equivalent fractions are $\frac{8}{16}$ and $\frac{12}{24}$.

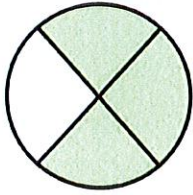
Practice

Write the fraction for the part that is shaded. Then find an equivalent fraction.

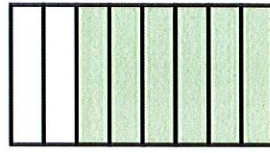


Write the fraction for the part that is shaded. Then find an equivalent fraction.

3.



4.



Find an equivalent fraction for each fraction.

5. $\frac{20}{100}$ _____

6. $\frac{2}{8}$ _____

7. $\frac{90}{100}$ _____

Algebra Find each unknown.

8. $\frac{6}{12} = \frac{x}{2}$

$x =$ _____

9. $\frac{3}{10} = \frac{x}{100}$

$x =$ _____

10. $\frac{5}{8} = \frac{10}{x}$

$x =$ _____



Brain Builders

11. **Mathematical PRACTICE 2 Use Number Sense** Janie has 12 pieces of fruit. Eight of the pieces of fruit are bananas. Write three fractions that describe the fraction of fruit that is bananas.

12. A box contains 4 red pencils and 6 black pencils. What fraction of the pencils are red? What fraction of pencils are black? Draw a model that shows the fraction of each color of pencil.

13. **Test Practice** Laura delivers newspapers. She spent $\frac{4}{12}$ of her savings on a new CD. Which equivalent fraction shows the amount Laura spent?

(A) $\frac{1}{9}$

(C) $\frac{2}{8}$

(B) $\frac{1}{3}$

(D) $\frac{2}{3}$

Name _____

MY Homework

Lesson 1

Factors and Multiples

Homework Helper



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Mr. Carlton has 12 pictures to put on the bulletin board in his classroom. List the factor pairs to find how many different ways Mr. Carlton can arrange the pictures in an array.

Think of multiplication equations that result in a product of 12.

$1 \times 12 = 12$ 1 and 12 are a factor pair of 12.

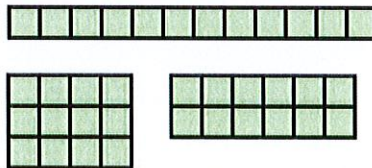
$2 \times 6 = 12$ 2 and 6 are a factor pair of 12.

$3 \times 4 = 12$ 3 and 4 are a factor pair of 12.

So, Mr. Carlton could arrange the 12 pictures in the following arrays: 1×12 , 2×6 , or 3×4 .

Check

Use models to show possible arrays. The arrays can also be turned the other way.



Practice

Find the factor pairs of each number.

1. 47

_____ and _____

2. 78

_____ and _____

_____ and _____

_____ and _____

_____ and _____

3. 65

_____ and _____

_____ and _____

Find the factor pairs of each number.

4. 56

_____ and _____
_____ and _____
_____ and _____
_____ and _____

5. 30

_____ and _____
_____ and _____
_____ and _____
_____ and _____

6. 71

_____ and _____

For Exercises 7–10, write *yes* or *no*.

7. Is 43 a multiple of 7? _____

8. Is 56 a multiple of 6? _____

9. Is 80 a multiple of 4? _____

10. Is 42 a multiple of 3? _____



Brain Builders

11. Mathematical PRACTICE

Model Math Janelle is selling lemonade. She has poured 36 cups of lemonade to display. How many different arrays could Janelle use to arrange the lemonade for display? Draw one possible array Janelle could use to display the cups.

Vocabulary Check



12. Write a definition for factor pairs. Then give an example.

13. **Test Practice** Lucas is counting by 8. Which of these numbers will he *not* say?

(A) 32

(C) 72

(B) 56

(D) 84

Lesson 4 Reteach

Equivalent Fractions

Equivalent Fractions

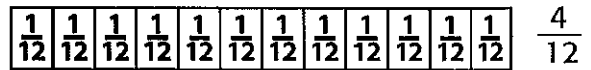
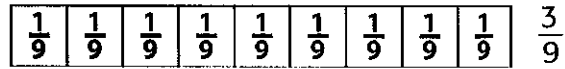
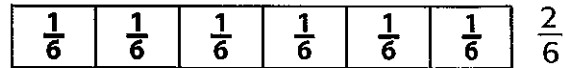
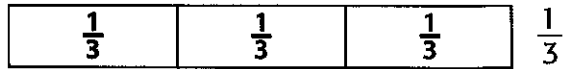
Equivalent fractions represent the same part. To find an equivalent fraction, multiply the numerator and denominator by the same number.

Find fractions equivalent to $\frac{1}{3}$.

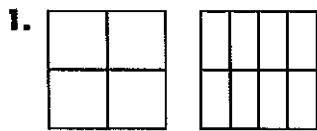
$$\frac{1 \times 2}{3 \times 2} = \frac{2}{6} \quad \frac{1 \times 3}{3 \times 3} = \frac{3}{9}$$

$$\frac{1 \times 4}{3 \times 4} = \frac{4}{12}$$

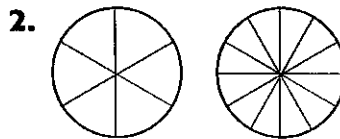
So, $\frac{1}{3}$, $\frac{2}{6}$, $\frac{3}{9}$, and $\frac{4}{12}$ are equivalent fractions.



Complete to find equivalent fractions.



$$\frac{3}{4} = \frac{\square}{8}$$



$$\frac{3}{6} = \frac{\square}{12}$$

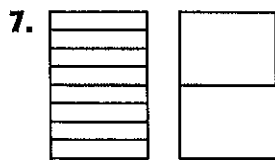


$$\frac{3}{5} = \frac{\square}{10}$$

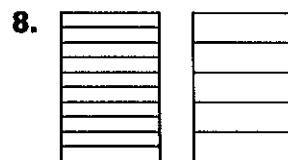
4. $\frac{3}{5} = \frac{3 \times \square}{5 \times \square} = \frac{\square}{\square}$

5. $\frac{3}{4} = \frac{3 \times \square}{4 \times \square} = \frac{\square}{\square}$

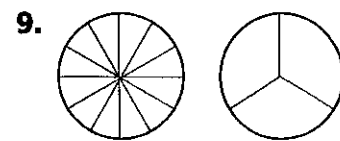
6. $\frac{3}{6} = \frac{3 \times \square}{6 \times \square} = \frac{\square}{\square}$



$$\frac{4}{8} = \underline{\hspace{2cm}}$$



$$\frac{2}{10} = \underline{\hspace{2cm}}$$



$$\frac{4}{12} = \underline{\hspace{2cm}}$$

One way: divide 104 by 8

$$\begin{array}{r} 13 \\ 8 \overline{) 104} \\ \underline{24} \\ 0 \end{array}$$

$$\begin{array}{r} -24 \\ -8 \end{array}$$

Reteach

1 and the number itself are factor pairs for any number.

104 can be divided evenly by 8, with no remainder. So, 104 is a multiple of 8.

You can count by 8

to get to 104, so 104 is a multiple of 8.

Another way: skip count by 8

8, 16, 24, 32, 40, 48, 56, 64, 72, 80,

Grade 4 • Chapter 8 Fractions

63

5. Is 81 a multiple of 9?

7. Is 24 a multiple of 7?

9. Is 37 a multiple of 6?

11. Is 45 a multiple of 9?

Is 32 a multiple of 6?

Is 98 a multiple of 7? Is 70 a multiple of 5? Is 64 a multiple of 9?

4.

6.

8.

10.

For exercises 4–11, write *yes* or *no*.

and

and

and and

and

and

3. 31

28

2.

1, 9

Find the factor pairs for each number.

88, 96, 104

Determine whether 104 is a multiple of 8.

So, the factor pairs for 18 are 1 and 18, 2 and 9, and 3 and 6.

1 and 18 are a factor pair of 18.

2 and 9 are a factor pair of 18.

3 and 6 are a factor pair of 18.

$$1 \times 18 = 18$$

$$2 \times 9 = 18$$

$$3 \times 6 = 18$$

Think of multiplication equations that result in a product of 18.

Find the factor pairs for 18.

Factors and Multiples

Lesson 1

Name _____ Date _____



Use the different sections of this letter to begin conversations with your child about what he or she is learning.

Big Idea: How do adaptations help plants and animals?

Ask your child how this week's reading selection helps him or her answer this question.

This week's reading selection: *Survival at 120 Above*

Summary: The Simpson Desert in Australia is home to reptiles, birds, mammals, amphibians, fish, and other animals that have adapted to the extreme desert habitat. Although many of the animals only venture out during cooler night temperatures, when rain finally falls after a seven-year drought, the habitat springs to life with animals in search of water.

► **DISCUSS** with your child different animals that live in the desert.

Vocabulary Read aloud a definition and ask your child to identify the correct vocabulary word.

sensor	<i>noun</i>	a device or structure that detects or senses heat, light, sound, motion, or pressure and then reacts to it in a particular way
blistering	<i>adjective</i>	very intense or severe
meandering	<i>adjective</i>	going along in a winding way
saunter	<i>verb</i>	to walk in a slow and relaxed manner
surface	<i>noun</i>	the outside of a thing
nocturnal	<i>adjective</i>	active at night
swiftly	<i>adverb</i>	in a quick manner
secreting	<i>verb</i>	to produce and release a chemical substance into the body
equivalent	<i>noun</i>	something that is equal
fleeting	<i>adjective</i>	passing very quickly; very brief
nimble	<i>adjective</i>	light and quick in movement
aquatic	<i>adjective</i>	growing or living in water

Spelling Practice these words with your child.

- | | | |
|-----------------|------------------|-------------------|
| 1. analogy | 8. cooperate | 15. inappropriate |
| 2. antibiotic | 9. dehydrate | 16. journalist |
| 3. audible | 10. encyclopedia | 17. misfortune |
| 4. auditorium | 11. forecast | 18. misunderstand |
| 5. biodiversity | 12. geologist | 19. mysterious |
| 6. cautious | 13. illegible | 20. optimist |
| 7. centimeter | 14. immature | |

Challenge

- | | | |
|---------------|----------------|--------------|
| 1. courageous | 2. coincidence | 3. impartial |
|---------------|----------------|--------------|

Language Arts

Writing: Your child will revise, edit, publish, and present his or her research report.

Grammar: Your child will review the concepts discussed throughout the unit, including conjunctions, possessive nouns and pronouns, verb tenses, and irregular verbs.

► **HAVE** your child practice presenting his or her research report to you. Remind him or her to speak clearly and to maintain eye contact.