

GreatHearts

Northern Oaks



Distance Learning Packet

May 4 - 8, 2020

4th grade

Ms. Ward

Mr. Grimes

Mr. Garrett

Ms. Lopez

Student Name: _____ Section: _____



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WEEKLY ASSIGNMENTS 5/4 - 5/8

<p>MUSIC (25 Minutes)</p>	<p>MUSIC Goal/Objective: The student will learn about ostinatos.</p> <p>Materials needed: Teacher's Notes, Ostinato Video, Ostinato Assignment Sheet</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read over the Teacher's Notes several times <input type="checkbox"/> (I) Watch Mrs.Trujillo's Ostinato Video for further explanation (optional) <input type="checkbox"/> (I) Sing the "Canoe Song" ("My paddle's keen & bright, flashing with silver. Follow the wild goose flight. Dip dip and swing!") <input type="checkbox"/> (I) Create your own ostinato (recurring rhythm) and beat it while singing the "Canoe Song" <input type="checkbox"/> (I) Complete the Ostinato Assignment Sheet <input type="checkbox"/> (I) Don't forget to use your best penmanship! <input type="checkbox"/> (I) Teach your family the "Canoe Song" and take turns creating ostinatos. <p>OSTINATO ASSIGNMENT SHEET DUE MONDAY: to Google Classroom or School</p>
<p>ART (25 Minutes)</p>	<p>ART Goal/Objective: Scholars of all ages -- no age limit :) will venture outside for Nature Observations.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Pencil, 1 marker (black or other dark color) ● Paper or sketchbook <input type="checkbox"/> Go outside and find a tree <ul style="list-style-type: none"> <input type="checkbox"/> Your tree's branches should be easy to see; your tree should not have a ton of leaves on it, covering the branches. <input type="checkbox"/> Follow the step-by-step instructions on the following page or watch the teacher video. <input type="checkbox"/> For an additional, simple and fun activity about positive and negative space see the following page. <p>DUE ON MONDAY</p>
<p>LATIN (25 Minutes)</p>	<p>LATIN Goal/Objective: Continue translating <i>Ī, Canis. Ī!</i></p> <p>Materials needed: (1) "W7 <i>Ī, Canis. Ī!</i>" vocabulary flashcards; (2) "W7 <i>Ī, Canis. Ī!</i>" translation worksheet; (3) "W7 Answer Key"</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Make "W7 <i>Ī, Canis. Ī!</i> flashcards: <ul style="list-style-type: none"> <input type="checkbox"/> Fold on the dotted vertical line <input type="checkbox"/> Cut along the dark horizontal lines <input type="checkbox"/> Glue blank sides together <input type="checkbox"/> KEEP THESE CARDS (do not turn them in) <input type="checkbox"/> You can practice on Quizlet <input type="checkbox"/> (I) Complete "W7 <i>Ī, Canis. Ī!</i> translation worksheet <input type="checkbox"/> (I) Check your work with "W7 Answer Key" or Guided Translation video

Specials Student Instruction Sheet

	<input type="checkbox"/> (I) Optional - Watch "The Pontifex Song" video and sing along DUE ON MONDAY
PE (25 Minutes)	PE Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets Materials needed: Bingo Sheet (included in packet), Optional P.E. challenge videos brought to you by: Coach Corcoran's Challenge Coach Walsh's Challenge Coach Wilson's Challenge Specific Instructions (I=independent; PA= Parent assistance): <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical)<input type="checkbox"/> Leap in the air and yell BINGO!<input type="checkbox"/> (I) OPTIONAL: Watch challenge videos. DUE ON MONDAY - Turn in Bingo Sheet digitally through Google classroom OR turn in to the school

Name: _____

Section: _____

Week 7 *Ī*, *Canis. Ī!*

Instructions

Translate the following pages from *Ī, Canis. Ī!* **Remember** that it means “he/she/it goes”, *eunt* means “they go”, and these words can have prefixes (e.g., *in* = in; *ex* = out)



Nunc nox est.

Trēs canēs habent convīvium in nave noctē.

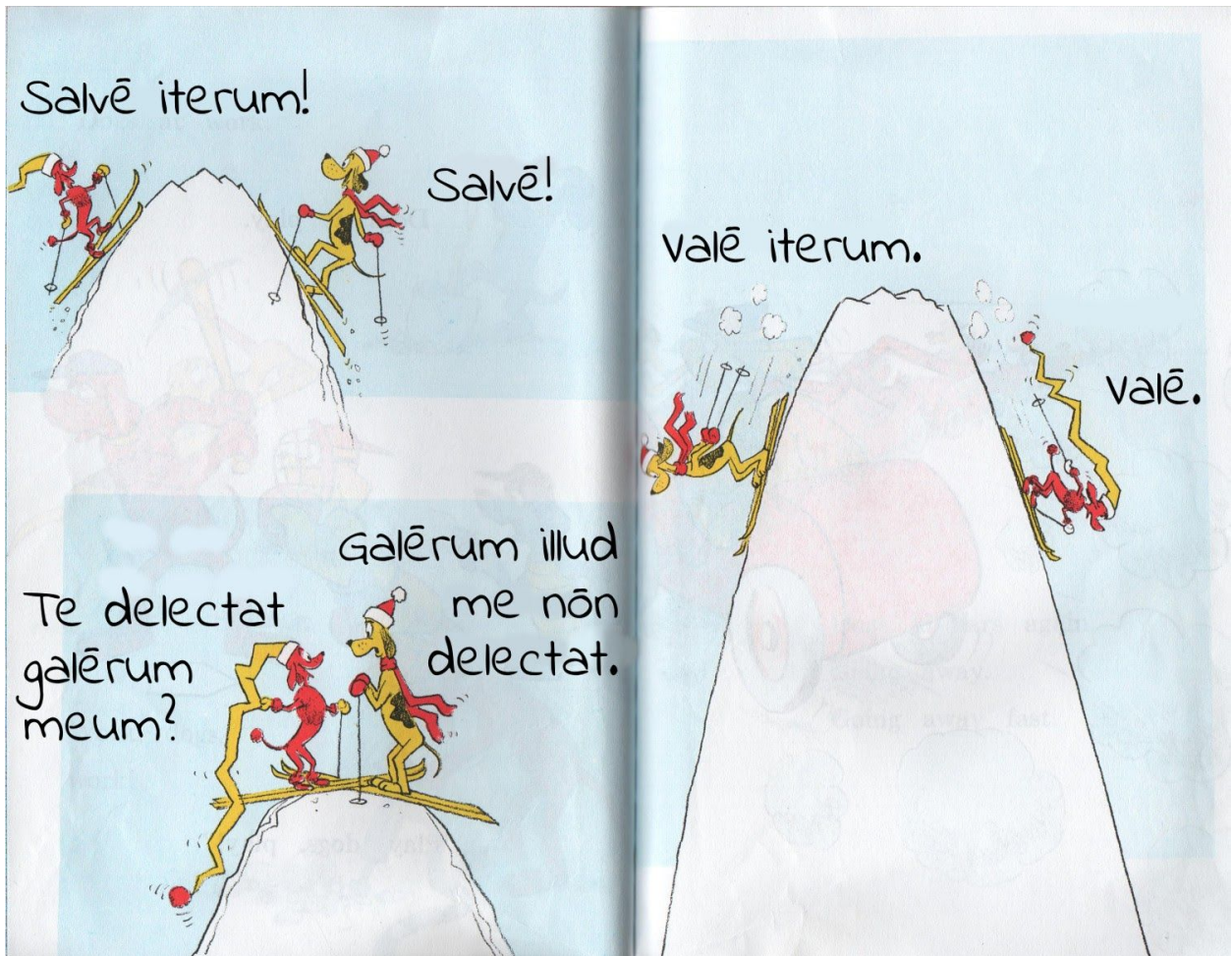


Canēs labōrant.

Labōrāte, canēs, labōrāte.

Canēs lūdunt.

Lūdite, canēs, lūdite.



Salvē iterum! Salvē!

Te dēlectat galērum meum?

Galērum illud me nōn dēlectat.

Valē iterum! Valē!

Name: _____

Section: _____



Canēs iterum sunt
in carrīs.

Abeunt.
Abeunt celeriter.

Canēs iterum sunt in carrīs.

Abeunt. Abeunt celeriter.

laboro



I work

ludo



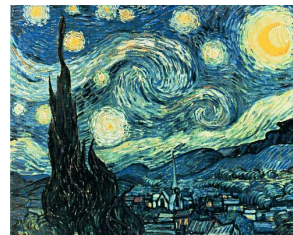
I play

nocte



at night (by night)

nox



night

nunc



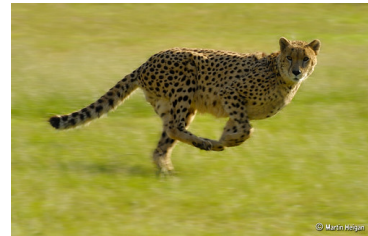
now

abeo



I go away

celeriter



quickly

convivium



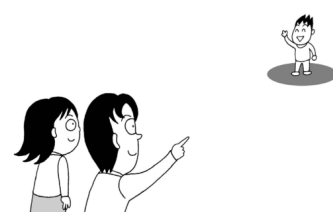
party

habeo



I have

illud



that

Ostinato Teacher's Notes

May 4th – 8th

W7

- An ostinato is a recurring rhythm.
- If you hear a pattern or repeating rhythm in the bass line of a song, you are hearing an ostinato. Many composers use ostinatos in their compositions.

The chant, “We will, we will rock you!” has an ostinato that we are all familiar with:

Ostinato: stomp, stomp, clap stomp, stomp, clap stomp, stomp, clap stomp, stomp, clap

- Try it for yourself; say the phrase and do the ostinato. Get your family to do it with you a few times.
- Now sing the “Canoe Song”. (“My paddle’s keen & bright. Flashing with silver. Follow the wild goose flight! Dip, dip and swing.”)
- Try different patterns (ostinatos). Do some feel/sound better than others?
- Play around with creating your own ostinato to the “Canoe Song”. Don’t forget you can use clapping, stomping, slapping your legs, or even beating a pot. You can also use a combination of them all.

Have fun creating!

Ostinato Assignment


May 4th – 8th


W7

Name: _____ Section # _____

Define "ostinato": An ostinato is a _____

Choose which pattern you think works best as an ostinato for "Canoe Song".
Circle your choice!

1. 
(ta ta)
(1 2)

2. 
(ta-di ta)
(1 & 2)


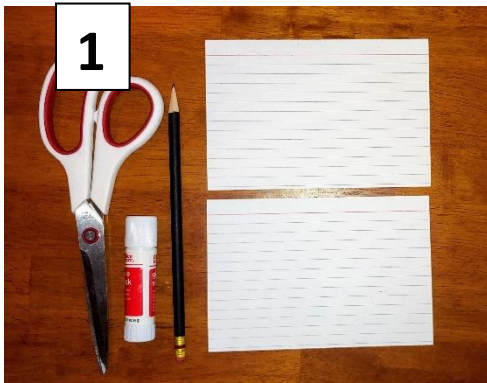
3. 
(ta-di ta-di)
(1 & 2 &)

Fig. 6.42 "Canoe Song" - Focus Song for Syncopation



My pad - dle's keen and bright flash - ing with sil - ver.
Fol - low the wild goose flight, dip, dip and swing.

How to Make a Viewfinder



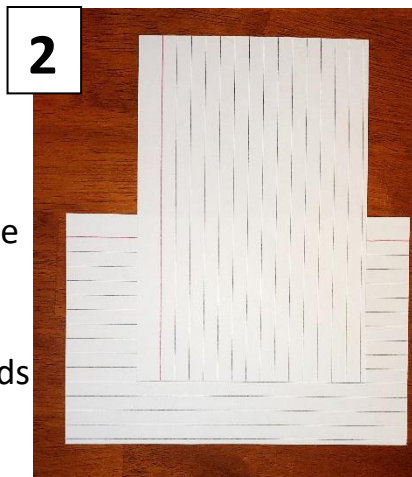
Materials needed:

Scissors

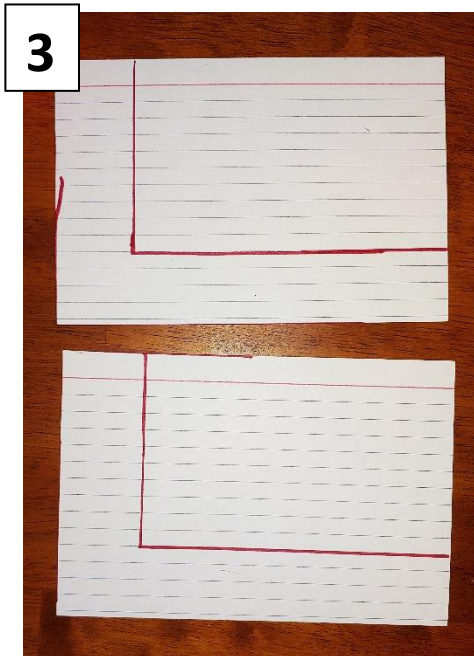
Tape or glue

Pencil

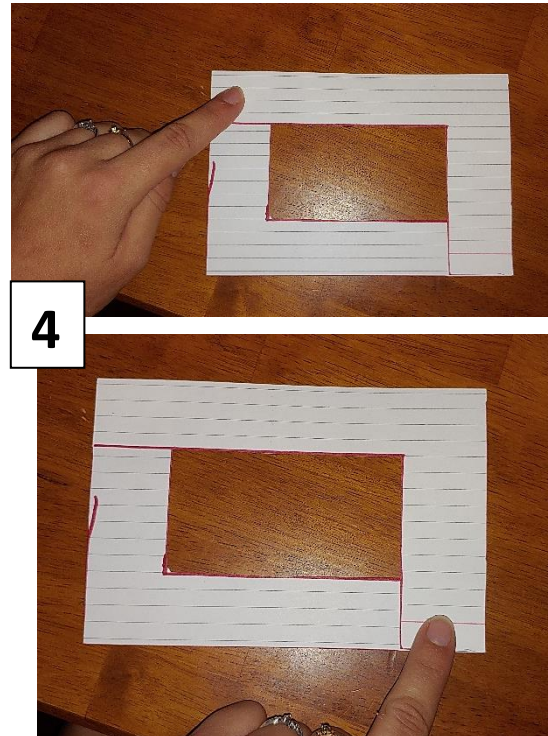
2 index cards



You can use one index card to draw straight lines on the other like this. I positioned my card about 2 fingers away from the edge on the left side, and 4 lines away from the bottom.



You are making an "L" shape on both index cards using the same measurements.



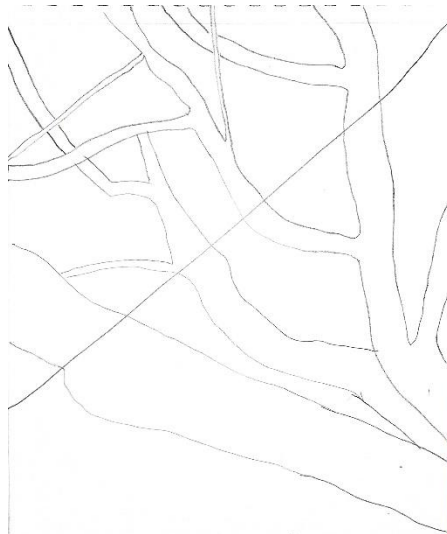
- You will cut along the lines you've drawn and you should end up with 2 "L" shaped pieces.
- Glue or tape them to each other in the spots indicated.

INSTRUCTIONS:

- Using your viewfinder, find a spot on the tree where different branches are visible and you can see the space between them well (example below).
 - Draw the branches using only contour lines (*contour line drawing: a drawing where you draw only the outline of an object, without any shading*)
 - Using your pencil, draw a line across your drawing (** look at step-by-step pictures **).
 - Using your marker, follow the step-by-step instructions below:
1. Draw the tree using a **CONTOUR LINE**. DO NOT draw the leaves. DO NOT shade anything in! Fight the urge!! :-)

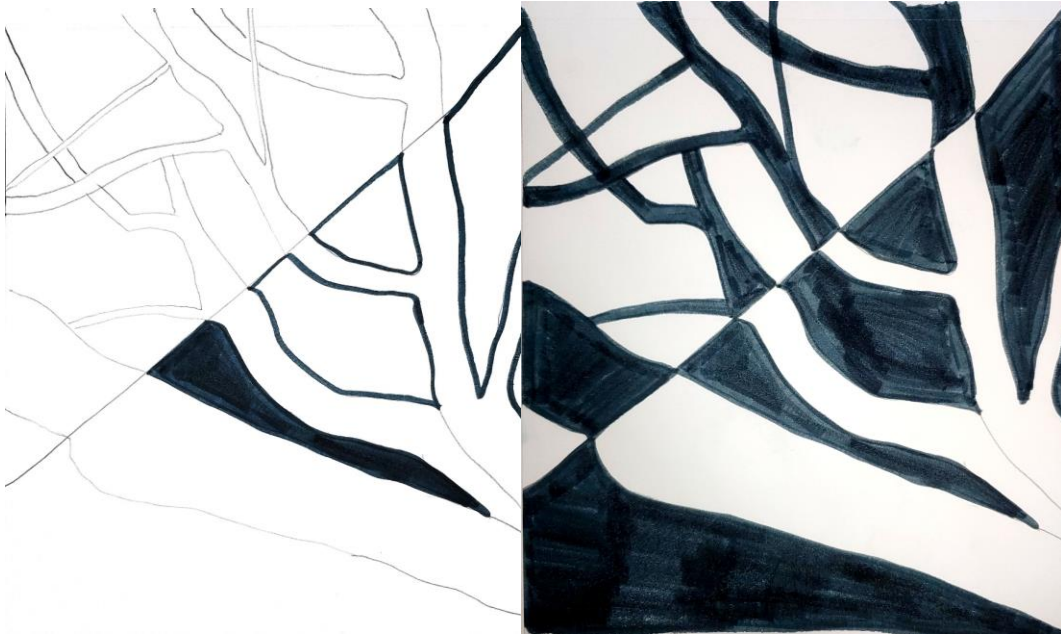


2. Using a ruler or a straight edge (piece of paper, magazine, etc.), draw a straight line (*it can be vertical, horizontal, or diagonal*) through your drawing. Like this:



INSTRUCTIONS:

3. Now, you are going to color in **ONLY** your **NEGATIVE SPACE** on one side, like this:



4. Now do the opposite on the other side: color in **ONLY** the **POSITIVE SPACE**.

5. Finished product



Picture used for reference

Physical Education BINGO



Student Name: _____

1 minute planks	35 squats	25 burpees	5 minutes jump rope	Swim in a river
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	Try holding a cup of water with your arm outstretched in front of you for 2 minutes.	Lie down outside and look at the sky (Don't look at the sun!!) 5 minutes	15 Lunges	10 Bridge Lifts Lie on your back with your knees bent and feet flat on the floor , slightly apart. ... Slowly push through your heels, lifting your hips off the floor until your body forms a straight line from knees to shoulders.
15 Squats	20 Knee Highs	 Free Space	Wall Sit for 30 seconds 5 times	Balance on one foot for 10 seconds then the other
10 High Jumps Squat down low and jump up as high as you can go	Crab walk down your hall and back	20 Scissor Jumps	Try a new fruit or veggie	Lay on your back with legs together in the air and spell Go Griffins!
Volley or bump a ball or balloon with a family member	Race a family member across the yard by: galloping, skipping, and running.	Play a game of leapfrog with a family member	Play an indoor or outdoor game of hide-and-seek	Play a game of kickball

*Complete 5 spaces for a BINGO and enter the date of completion.

*Turn this page in ON MONDAY digitally through Google classroom OR turn in to the school.

**Challenge: See if you can make more than 1 BINGO!

Daily Student Instruction Sheet - MONDAY

MONDAY – 5/4/20

ELA

Spalding (15 Minutes)

Literature (35 Minutes)

Grammar/Writing (Minutes)

Spalding

Goal/Objective: Students will learn 5 new words

Materials needed: [Spalding Sheet](#), Spalding notebook, and a pencil.

Specific Instructions: (I = Independent; PA = Parent Assisted)

- PA: Student will view [Monday Spalding Video](#) OR parent will dictate words, according to instructions on Spalding sheet.
- PA: Students will practice syllabifying and finger spelling the words and writing the words.
- PA: Students will also review the rules for the words.
- PA: Students will write each word with markings and rules a total of **two times**.

Literature

Goal/Objective: Students will continue reading their 5th and final Classic to Keep, *The Princess and the Goblin*, with fluency and comprehension. Students will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.

Materials needed: [The Princess and the Goblin: Chapter 12](#) and [Reading Log](#) (on cover page of Friday materials)

Specific Instructions: (I = Independent; PA = Parent Assisted)

- I/PA: Students will watch Literature Read-Aloud Video with Miss Ward (linked here: [Monday Literature Video](#)) with help for reading and understanding *The Princess and the Goblin* Chapter 12.
- I/PA: Students will read **Chapter 12** of *The Princess and the Goblin*. Parents may assist, if needed.
- Optional: Click to listen to the free **audiobook read-along**: [LibriVox](#).
- Track minutes read on Reading Log (in packet with Monday materials).

Grammar/Writing

Goal/Objective:

- Students will be introduced to Simile and be able to identify it in examples.

Daily Student Instruction Sheet - MONDAY

	<p><u>Materials needed:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> “What is a Simile?” Worksheet <input type="checkbox"/> Parent Answer Key via link: (Under “What is a Simile?” Box) <input type="checkbox"/> Optional “Simile” video via link: Monday Writing Video <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Students will read the notes on similes at beginning of worksheet. <input type="checkbox"/> (I) Students will complete the practice worksheet titled “What is a Simile?” <input type="checkbox"/> (PA) Parents will check students' work by using the answer key.
<p>MATH (Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Students will review equivalent fractions.</p> <p><u>Materials needed:</u> Review Notes. pg. 35 from Practice Book. Answer key and Math Video.</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will read notes, and view video <input type="checkbox"/> I: Complete pg. 35 from practice book. Students must show their work on the practice book page. <input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>Science (25 Minutes)</p>	<p><i>Science</i></p> <p><u>Goal/Objective:</u> Students will learn about food chains and food webs.</p> <p><u>Materials needed:</u> FOSS Science Reader pg. 209-211</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I, Video: Ecosystems Intro. <input type="checkbox"/> I, Students will: Read pg. 209-211 from FOSS Science Book <input type="checkbox"/> I, Students will: Answer comprehension questions 1-3 on page 215. Note: Students must answer Comprehension Questions in complete sentences, and in cursive. Example: What is a producer? Answer: A producer is an organism that makes its own food.
<p>Specials</p>	<p><i>Specials Assignments are no longer optional. Specials assignments will be graded.</i></p> <p><i>Please see the Specials Class Assignments at the beginning of this packet.</i></p> <p><i>You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.</i></p>

Daily Student Instruction Sheet - MONDAY

	<p><i>Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.</i></p>
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Monday Spalding Spelling List (20 min): Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

First, Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Determines the base word (and affix, if applicable) Shows syllables with fists and sounds with fingers Writes the word in syllables while saying it aloud Writes the markings and the rules that apply 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

After finishing the list of 5 words, have your child fold the paper so the words do not show.

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
dropped ³	I <u>dropped</u> my cookie on the floor.	r. 9, 28 Base word: drop Ending: "t"
drop	Do not <u>drop</u> your cookie on the floor.	Base word.
elegant	She wore an <u>elegant</u> dress to the party.	r. 4 Base word.
emperor	The <u>emperor</u> lived in the palace.	Base word.

Name _____

Date _____

What are Similes?



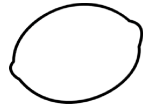
Similes are used to compare two things that are different in most ways but are the same in one, important way. The words "like" and "as" are used to compare the two things. Authors use similes to make their writing more interesting and descriptive.

Examples:

Lucy sings like a bird.



Sam's raincoat was as yellow as a lemon.



A. Read each simile. Then write the two words that are being compared in the blanks.

1. Maria was as graceful as a swan. _____ to _____
2. Lara's lips were as red as a cherry. _____ to _____
3. Tony ran like a cheetah. _____ to _____
4. The library was as quiet as a graveyard. _____ to _____
5. The kitten's fur was like velvet. _____ to _____
6. Dad's snoring was as loud as a freight train. _____ to _____
7. Mario's fingers were like icicles. _____ to _____
8. Jenna's scream was like a siren. _____ to _____

B. Complete each simile with a word from the box.

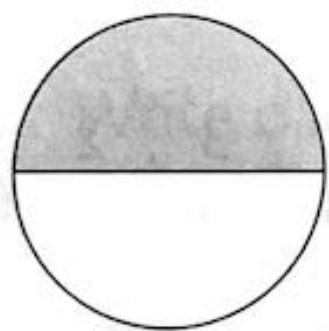
1. The dog was as black as _____.
2. Joanie was walking as slow as a _____.
3. Alaina's eyes were shining like the _____.
4. The clouds were like _____.
5. The man's voice was as loud as _____.
6. The crayons melted in the sun like _____.
7. Allan's feet were as big as _____.

thunder
marshmallows
turtle
boats
coal
ice cream
sun

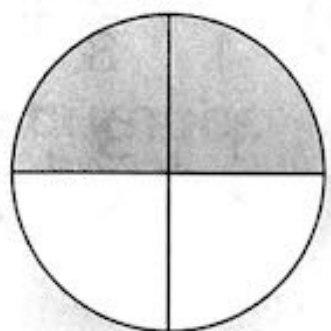
Unit 3 : Fractions

Friendly Notes

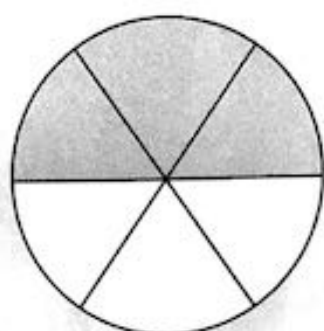
Equivalent Fractions



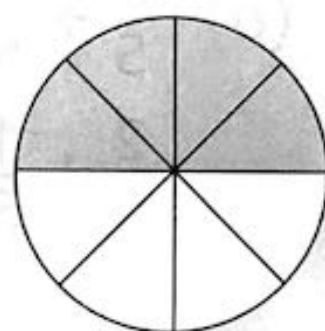
$$\frac{1}{2}$$



$$\frac{2}{4}$$



$$\frac{3}{6}$$



$$\frac{4}{8}$$

We can see that the size of each circle is the same.

We notice that half of each circle is shaded.

$$\text{So, } \frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}.$$

$\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$ and $\frac{4}{8}$ are called **equivalent fractions**.

$\frac{1}{2}$ is a fraction in its **simplest form**.

All the other fractions are $\frac{1}{2}$ when reduced to their simplest forms.

Name two equivalent fractions of $\frac{4}{12}$.

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

$$\frac{4}{12} \times 2 = \frac{8}{24}$$

We can divide or multiply the numerator and the denominator by the same number to get equivalent fractions.



Exercise 1 : Equivalent Fractions

1. Find the missing numerators.

$$(a) \frac{1}{4} = \frac{\square}{8}$$

$$(b) \frac{2}{5} = \frac{\square}{10}$$

$$(c) \frac{5}{6} = \frac{\square}{18}$$

$$(d) \frac{3}{8} = \frac{\square}{24}$$

$$(e) \frac{1}{2} = \frac{\square}{20}$$

$$(f) \frac{7}{9} = \frac{\square}{36}$$

2. Find the missing denominators.

$$(a) \frac{1}{3} = \frac{3}{\square}$$

$$(b) \frac{2}{3} = \frac{4}{\square}$$

$$(c) \frac{3}{4} = \frac{9}{\square}$$

$$(d) \frac{10}{25} = \frac{2}{\square}$$

$$(e) \frac{24}{30} = \frac{4}{\square}$$

$$(f) \frac{20}{28} = \frac{5}{\square}$$

3. Complete these equivalent fractions.

$$(a) \frac{1}{2} = \frac{\square}{6} = \frac{6}{\square} = \frac{\square}{18}$$

$$(b) \frac{3}{5} = \frac{9}{\square} = \frac{\square}{25} = \frac{24}{\square}$$

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 5/5/20

ELA

Spalding (15 Minutes)

Literature (Minutes)

Grammar/Writing (Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will learn 5 new words

Materials needed: ([Spalding Sheet](#)), Spalding notebook, and a pencil.

Specific Instructions: (I = Independent; PA = Parent Assisted)

- PA: Student will view [Tuesday Spalding Video](#) OR parent will dictate words, according to instructions on Spalding sheet.
- PA: Students will practice syllabating and finger spelling the words and writing the words.
- PA: Students will also review the rules for the words.
- PA: Students will write each word with markings and rules a total of **two times**.

Literature

Goal/Objective: Students will continue reading their 5th and final Classic to Keep, *The Princess and the Goblin*, with fluency and comprehension. Students will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.

Materials needed: [The Princess and the Goblin](#): Chapter 13 and [Reading Log](#) (on cover page of Friday materials)

Specific Instructions: (I = Independent; PA = Parent Assisted)

- I/PA: Students will watch Literature Read-Aloud Video with Miss Ward (linked here: [Tuesday Literature Video](#)) with help for reading and understanding *The Princess and the Goblin* Chapter 13.
- I/PA: Students will read **Chapter 13** of *The Princess and the Goblin*. Parents may assist, if needed.
- Optional: Click to listen to the free **audiobook read-along**: [LibriVox](#).
- Track minutes read on Reading Log (in packet with Monday materials).

Grammar/Writing

Goal/Objective:

- Students will practice their ability to identify a simile and complete the example sentences in the “Complete the Simile” worksheet.

Daily Student Instruction Sheet - TUESDAY

	<p><u>Materials needed:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> “Complete the Simile” Worksheet <input type="checkbox"/> Parent Answer Key (<i>Under “Complete the Simile” Box</i>) <input type="checkbox"/> Optional “Complete the Simile” video via link: Writing Tuesday Video <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Students will complete the practice worksheet titled “Complete the Simile.” <input type="checkbox"/> (PA) Parents will check students' work by using the answer key.
<p>MATH (Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Students will review equivalent fractions.</p> <p><u>Materials needed:</u> Review Notes.Equivalent Fractions Worksheet. Answer key and refer to Monday’s video if needed.</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will read notes, <input type="checkbox"/> I: Complete worksheet on equivalent fractions. <input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>Science (25 Minutes)</p>	<p><i>Science</i></p> <p><u>Goal/Objective:</u> Students will learn about food chains and food webs.</p> <p><u>Materials needed:</u> FOSS Science Reader pg. 212-215</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I, Video: Steve Irving: Producers <input type="checkbox"/> I, Students will: Read pg. 212-215 from FOSS Science Book <input type="checkbox"/> I, Students will: Answer comprehension questions 4-5 on page 215. Note:Students must answer Comprehension Questions in complete sentences, and in cursive. Example: What is a producer? Answer: A producer is an organism that makes its own food.
<p>Specials</p>	<p><i>Specials Assignments are no longer optional. Specials assignments will be graded.</i></p> <p><i>Please see the Specials Class Assignments at the beginning of this packet.</i></p> <p><i>You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.</i></p> <p><i>Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.</i></p>

Tuesday Spalding Spelling List (20 min): Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

First, Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Determines the base word (and affix, if applicable) Shows syllables with fists and sounds with fingers Writes the word in syllables while saying it aloud Writes the markings and the rules that apply 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

After finishing the list of 5 words, have your child fold the paper so the words do not show.

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
es tab lish ment	She works for a popular food <u>establishment</u> in town.	r. 13 Base word: establish Ending: ment
es tab lish ³ ed	The teacher <u>established</u> rules for her classroom.	r. 13, 28 Base word: establish Ending: "t"
es tab lish	I had to <u>establish</u> a Google Classroom for my students.	r. 13 Base word.

Name _____

Date _____

Complete the Simile



Simile examples:

The car seat was as hot as a frying pan.



The week-old bread was like a rock.



A. Finish each simile.

1. The kitten's teeth were as sharp as _____.
2. Tanya's eyes were as blue as _____.
3. The cookies were hard like _____.
4. Sally's hands were as sticky as _____.
5. Jason's hands were as dirty as _____.
6. The children were quiet like _____.
7. The quilt was as colorful as _____.
8. Her face was as pale as _____.

Illustrate
one of your similes

B. Use the two words in parentheses to make up your own similes. Remember to be sure your similes include either the word "as" or "like."

1. (cave, dark) _____
2. (boy, mean) _____
3. (eyes, glittered) _____
4. (children, loud) _____
5. (girl, silly) _____
6. (socks, smelled) _____

C. Write a simile about yourself.

Tuesday, May 5, Wk.7-D2 Assignment

Equivalent Fractions

$$1) \quad \frac{10}{14} = \frac{\quad}{7}$$

$$11) \quad \frac{10}{\quad} = \frac{2}{6}$$

$$2) \quad \frac{8}{\quad} = \frac{4}{9}$$

$$12) \quad \frac{4}{10} = \frac{\quad}{5}$$

$$3) \quad \frac{\quad}{5} = \frac{12}{15}$$

$$13) \quad \frac{5}{7} = \frac{\quad}{28}$$

$$4) \quad \frac{\quad}{15} = \frac{3}{5}$$

$$14) \quad \frac{\quad}{20} = \frac{1}{4}$$

$$5) \quad \frac{6}{10} = \frac{\quad}{5}$$

$$15) \quad \frac{4}{7} = \frac{\quad}{28}$$

$$6) \quad \frac{4}{5} = \frac{\quad}{30}$$

$$16) \quad \frac{\quad}{4} = \frac{9}{12}$$

$$7) \quad \frac{1}{4} = \frac{\quad}{8}$$

$$17) \quad \frac{12}{20} = \frac{\quad}{5}$$

$$8) \quad \frac{\quad}{30} = \frac{1}{6}$$

$$18) \quad \frac{\quad}{42} = \frac{3}{7}$$

$$9) \quad \frac{\quad}{5} = \frac{8}{10}$$

$$19) \quad \frac{3}{8} = \frac{\quad}{32}$$

$$10) \quad \frac{8}{20} = \frac{4}{\quad}$$

$$20) \quad \frac{1}{\quad} = \frac{3}{15}$$

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 5/6/20

ELA

Spalding (15 Minutes)

Literature (35 Minutes)

Grammar/Writing
(Minutes)

Spalding

Goal/Objective: Students will learn 5 new words

Materials needed: ([Spalding Sheet](#)), Spalding notebook, and a pencil.

Specific Instructions: (I = Independent; PA = Parent Assisted)

- PA:** Student will view [Wednesday Spalding Video](#) OR parent will dictate words, according to instructions on Spalding sheet.
- PA:** Students will practice syllabifying and finger spelling the words and writing the words.
- PA:** Students will also review the rules for the words.
- PA:** Students will write each word with markings and rules a total of **two times**.

Literature

Goal/Objective: Students will continue reading their 5th and final Classic to Keep, *The Princess and the Goblin*, with fluency and comprehension. Students will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.

Materials needed: [The Princess and the Goblin](#): Chapter 14 and [Reading Log](#) (on cover page of Friday materials)

Specific Instructions: (I = Independent; PA = Parent Assisted)

- I/PA:** Students will watch Literature Read-Aloud Video with Miss Ward (linked here: [Wednesday Literature Video](#)) with help for reading and understanding *The Princess and the Goblin* Chapter 14.
- I/PA:** Students will read **Chapter 14** of *The Princess and the Goblin*. Parents may assist, if needed.
- Optional: Click to listen to the free **audiobook read-along:** [LibriVox](#).
- Track minutes read on Reading Log (in packet with Monday materials).

Grammar/Writing

Goal/Objective:

- Students will continue to practice their ability to identify and correctly use a simile.

Daily Student Instruction Sheet - WEDNESDAY

	<p><u>Materials needed:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> “Writing Similes” Worksheet <input type="checkbox"/> Parent Answer Key (<i>Under “Writing Similes” Box</i>) <input type="checkbox"/> Optional “Writing Similes” video via link: Wednesday Writing Video <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Students will complete the practice worksheet titled “Writing Similes.” <input type="checkbox"/> (PA) Parents will check students' work by using the answer key.
<p>MATH (Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Students will review Fractions in Simplest Form..</p> <p><u>Materials needed:</u> Review Notes.Simplifying Fractions Worksheet. Answer key and Math Video.</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will read notes,and watch the video. <input type="checkbox"/> I: Complete worksheet on simplifying fractions. <input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>Science (25 Minutes)</p>	<p><i>Science</i></p> <p><u>Goal/Objective:</u> Students will learn about food chains and food webs.</p> <p><u>Materials needed:</u> FOSS Science Reader pg. 220</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I, Video: Steve Irving: Consumers <input type="checkbox"/> I, Students will: Read pg. 220-222 from FOSS Science Book <input type="checkbox"/> I, Students will: Answer comprehension questions 1-2 on page 223. Note:Students must answer Comprehension Questions in complete sentences, and in cursive. Example: What is a producer? Answer: A producer is an organism that makes its own food. <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p>
<p>Specials</p>	<p><i>Specials Assignments are no longer optional. Specials assignments will be graded.</i></p> <p><i>Please see the Specials Class Assignments at the beginning of this packet.</i></p> <p><i>You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.</i></p>

Daily Student Instruction Sheet - WEDNESDAY

	<p><i>Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.</i></p>
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Wednesday Spalding Spelling List (20 min): Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Determines the base word (and affix, if applicable) Shows syllables with fists and sounds with fingers Writes the word in syllables while saying it aloud Writes the markings and the rules that apply 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

After finishing the list of 5 words, have your child fold the paper so the words do not show.

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
ex cel lent	She was an <u>excellent</u> student.	r. 20, 2, 10 Base word.
ex celled	He <u>excelled</u> in all subject areas.	r. 20, 2, 10; 28 Base word.
ex cel	I tend to <u>excel</u> in athletics.	r. 20, 2 Base word.
gath er	He helped me <u>gather</u> the acorns.	Base word.
gen er al ly	I <u>generally</u> walk to school.	r. 3, 6 Base word: general Ending: ly Choose "ly" not "y" for ending when base word ends with /l/.

Name _____

Date _____

Writing Similes



Simile examples:

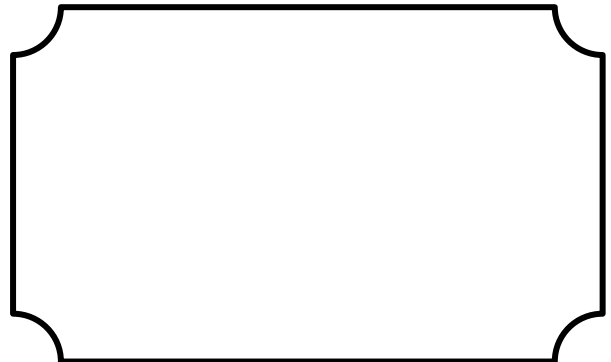
The car seat was as hot as a frying pan. *The week-old bread was like a rock.*

➔ Remember, a simile must contain the word "as" or "like."

A. Write a simile about each of the things listed below. Your simile does not have to contain those exact words. For example, for the beach, you could write a simile about sand, water, beach towels, shells etc.

1. a kitten _____
2. a book _____
3. a chicken _____
4. a yummy dessert _____
5. something beautiful _____
6. your shoes _____
7. a mountain _____
8. the beach _____
9. something hot _____
10. a large animal _____
11. something disgusting _____
12. someone you love _____

B. Illustrate two of your similes.



Wednesday, May 6, Wk.7-D3 Assignment

Reducing Fractions

1) $\frac{32}{56} =$ _____

11) $\frac{6}{12} =$ _____

2) $\frac{9}{72} =$ _____

12) $\frac{18}{36} =$ _____

3) $\frac{7}{21} =$ _____

13) $\frac{10}{18} =$ _____

4) $\frac{21}{28} =$ _____

14) $\frac{16}{32} =$ _____

5) $\frac{9}{15} =$ _____

15) $\frac{16}{24} =$ _____

6) $\frac{5}{10} =$ _____

16) $\frac{6}{12} =$ _____

7) $\frac{40}{72} =$ _____

17) $\frac{40}{60} =$ _____

8) $\frac{5}{25} =$ _____

18) $\frac{64}{80} =$ _____

9) $\frac{63}{90} =$ _____

19) $\frac{12}{18} =$ _____

10) $\frac{20}{50} =$ _____

20) $\frac{50}{60} =$ _____

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 5/7/20

ELA

Spalding (15 Minutes)

Literature (35 Minutes)

Grammar/Writing (Minutes)

Spalding

Goal/Objective: Students will learn 5 new words

Materials needed: ([Spalding Sheet](#)), Spalding notebook, and a pencil.

Specific Instructions: (I = Independent; PA = Parent Assisted)

- PA: Student will view [Thursday Spalding Video](#) OR parent will dictate words, according to instructions on Spalding sheet.
- PA: Students will practice syllabating and finger spelling the words and writing the words.
- PA: Students will also review the rules for the words.
- PA: Students will write each word with markings and rules a total of **two times**.

Literature

Goal/Objective: Students will continue reading their 5th and final Classic to Keep, *The Princess and the Goblin*, with fluency and comprehension. Students will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.

Materials needed: [The Princess and the Goblin: Chapter 15](#) and [Reading Log](#) (on cover page of Friday materials)

Specific Instructions: (I = Independent; PA = Parent Assisted)

- I/PA: Students will watch Literature Read-Aloud Video with Miss Ward (linked here: [Thursday Literature Video](#)) with help for reading and understanding *The Princess and the Goblin* Chapter 15.
- I/PA: Students will read **Chapter 15** of *The Princess and the Goblin*. Parents may assist, if needed.
- Optional: Click to listen to the free **audiobook read-along**: [LibriVox](#).
- Track minutes read on Reading Log (in packet with Monday materials).

Grammar/Writing

Goal/Objective:

- Students will continue to practice their ability to recognize and correctly use a simile.

Materials needed:

Daily Student Instruction Sheet - THURSDAY

	<ul style="list-style-type: none"> ❑ “Simile Mix & Match-Up” Worksheet ❑ Parent Answer Key (<i>This Worksheet is cut into 2 days - Under Similes Mix & Match-Up Boxes</i>): ❑ Optional “Simile Mix & Match-Up” video via link: Thursday Writing Video <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> ❑ (I) Students will complete the practice worksheet titled “Simile Mix & Match-Up.” ❑ (PA) Parents will check students' work by using the answer key.
<p>MATH (Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Students will review Fractions in Simplest Form..</p> <p><u>Materials needed:</u> Review Notes.Simplifying Fractions Worksheet. Answer key and refer to Math Video from Wednesday if needed.</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> ❑ I: Students will read notes, ❑ I: Complete worksheet on simplifying fractions. ❑ I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>Science (25 Minutes)</p>	<p><i>Science</i></p> <p><u>Goal/Objective:</u> Students will learn about food chains and food webs.</p> <p><u>Materials needed:</u> FOSS Science Reader pg. 223</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> ❑ <u>I, Students will:</u> Read pg. 223 from FOSS Science Book ❑ <u>I, Students will:</u> Answer comprehension question 3 on page 223. Note:Students must answer Comprehension Questions in complete sentences, and in cursive. Example: What is a producer? Answer: A producer is an organism that makes its own food. ❑ <u>I, Students will:</u> Review previous readings for graded review tomorrow.
<p>Specials</p>	<p><i>Specials Assignments are no longer optional. Specials assignments will be graded.</i></p> <p><i>Please see the Specials Class Assignments at the beginning of this packet.</i></p> <p><i>You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.</i></p>

Daily Student Instruction Sheet - THURSDAY

	<p><i>Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.</i></p>
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Thursday Spalding Spelling List (20 min): Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does:	Next: Child Does:	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Determines the base word (and affix, if applicable) Shows syllables with fists and sounds with fingers Writes the word in syllables while saying it aloud Writes the markings and the rules that apply 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

After finishing the list of 5 words, have your child fold the paper so the words do not show.

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
grate ³ ful	I am <u>grateful</u> for every one of you.	r. 22 Base word is "gratitude"- helps with the understanding of /a/ in the first syllable.
heir ²	He was the legal <u>heir</u> to the throne.	r. 12 Base word.
in her it	The prince is next to <u>inherit</u> the kingdom.	Base word. Do we use "ei" or "ie"? Why? Write "inherit" first to explain /h/ in "heir".
hoarse ⁵	His voice was <u>hoarse</u> .	Base word.
ice ⁴	The <u>ice</u> hung from the roof.	r. 5, 11, 2 Base word: ice Ending: icle Write base word "ice" without silent final "e" because "icle" starts with a vowel.

Thursday, May 7, Wk.7-D4 Assignment

Reducing Fractions

1) $\frac{36}{64} = \underline{\hspace{2cm}}$

11) $\frac{16}{64} = \underline{\hspace{2cm}}$

2) $\frac{52}{64} = \underline{\hspace{2cm}}$

12) $\frac{8}{16} = \underline{\hspace{2cm}}$

3) $\frac{46}{64} = \underline{\hspace{2cm}}$

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

4) $\frac{48}{64} = \underline{\hspace{2cm}}$

14) $\frac{20}{64} = \underline{\hspace{2cm}}$

5) $\frac{48}{64} = \underline{\hspace{2cm}}$

15) $\frac{60}{64} = \underline{\hspace{2cm}}$

6) $\frac{6}{64} = \underline{\hspace{2cm}}$

16) $\frac{16}{64} = \underline{\hspace{2cm}}$

7) $\frac{36}{64} = \underline{\hspace{2cm}}$

17) $\frac{30}{64} = \underline{\hspace{2cm}}$

8) $\frac{12}{64} = \underline{\hspace{2cm}}$

18) $\frac{56}{64} = \underline{\hspace{2cm}}$

9) $\frac{52}{64} = \underline{\hspace{2cm}}$

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

10) $\frac{16}{32} = \underline{\hspace{2cm}}$

20) $\frac{4}{32} = \underline{\hspace{2cm}}$

Name _____

Date _____

Similes Mix & Match



A. Create six similes by matching the beginning from the first box to the end in the second box. Make sure your similes make sense!

Katie's raincoat

The angry dragon

The little boy

The country road

The old car

My aunt Tilly

is as twisted as a pretzel.

was as frightened as a rabbit.

is as dented as a piñata.

is as sweet as sugar.

is as yellow as a lemon.

was as big as a house.

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

B. Now write six more similes, but this time mix up the parts to make silly similes.

Example: Katie's raincoat was as frightened as a rabbit.

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

GreatHearts

Northern Oaks



Answer Keys

May 4 - 8, 2020

4th grade

Please put your **full name** at the top of each assignment!

W7 I, Canis. I! Answer Key

Page 1

1. Nunc nox est. - Now it is night.
2. Trēs canēs habent convīvium in nave noctē. - Three dogs are having a party on a boat at night.

Page 2

1. Canēs labōrant. - Dogs are working.
2. Labōrāte, canēs, labōrāte. - Work, dogs, work.
3. Canēs lūdunt. - Dogs are playing.
4. Lūdite, canēs, lūdite. - Play, dogs, play.

Page 3

1. Salvē iterum! Salvē! - Hello again! Hello!
2. Te dēlectat galērum meum? - Do you like my hat? (Does my hat please you?)
3. Galērum illud me nōn dēlectat. - I do not like that hat. (That hat does not please me.)
4. Valē iterum. Valē. - Goodbye again. Goodbye.

Page 4

1. Canēs iterum sunt in carrīs. - Dogs are in cars again.
2. Abeunt. Abeunt celeriter. - They are going away. They are going away quickly.

Exercise 1 : Equivalent Fractions

1. Find the missing numerators.

$$(a) \frac{1}{4} = \frac{\boxed{2}}{8}$$

$$(b) \frac{2}{5} = \frac{\boxed{4}}{10}$$

$$(c) \frac{5}{6} = \frac{\boxed{15}}{18}$$

$$(d) \frac{3}{8} = \frac{\boxed{9}}{24}$$

$$(e) \frac{1}{2} = \frac{\boxed{10}}{20}$$

$$(f) \frac{7}{9} = \frac{\boxed{28}}{36}$$

2. Find the missing denominators.

$$(a) \frac{1}{3} = \frac{3}{\boxed{9}}$$

$$(b) \frac{2}{3} = \frac{4}{\boxed{6}}$$

$$(c) \frac{3}{4} = \frac{9}{\boxed{12}}$$

$$(d) \frac{10}{25} = \frac{2}{\boxed{5}}$$

$$(e) \frac{24}{30} = \frac{4}{\boxed{5}}$$

$$(f) \frac{20}{28} = \frac{5}{\boxed{7}}$$

3. Complete these equivalent fractions.

$$(a) \frac{1}{2} = \frac{\boxed{3}}{6} = \frac{6}{\boxed{12}} = \frac{\boxed{9}}{18}$$

$$(b) \frac{3}{5} = \frac{9}{\boxed{15}} = \frac{\boxed{15}}{25} = \frac{24}{\boxed{40}}$$

Tuesday, May 5- Answer Key

Equivalent Fractions

$$1) \quad \frac{10}{14} = \frac{5}{7}$$

$$2) \quad \frac{8}{18} = \frac{4}{9}$$

$$3) \quad \frac{4}{5} = \frac{12}{15}$$

$$4) \quad \frac{9}{15} = \frac{3}{5}$$

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

$$6) \quad \frac{4}{5} = \frac{24}{30}$$

$$7) \quad \frac{1}{4} = \frac{2}{8}$$

$$8) \quad \frac{5}{30} = \frac{1}{6}$$

$$9) \quad \frac{4}{5} = \frac{8}{10}$$

$$10) \quad \frac{8}{20} = \frac{4}{10}$$

$$11) \quad \frac{10}{30} = \frac{2}{6}$$

$$12) \quad \frac{4}{10} = \frac{2}{5}$$

$$13) \quad \frac{5}{7} = \frac{20}{28}$$

$$14) \quad \frac{5}{20} = \frac{1}{4}$$

$$15) \quad \frac{4}{7} = \frac{16}{28}$$

$$16) \quad \frac{3}{4} = \frac{9}{12}$$

$$17) \quad \frac{12}{20} = \frac{3}{5}$$

$$18) \quad \frac{18}{42} = \frac{3}{7}$$

$$19) \quad \frac{3}{8} = \frac{12}{32}$$

$$20) \quad \frac{1}{5} = \frac{3}{15}$$

Wednesday, May 6- Answer Key

Reducing Fractions

$$1) \frac{32}{56} = \frac{4}{7}$$

$$11) \frac{6}{12} = \frac{1}{2}$$

$$2) \frac{9}{72} = \frac{1}{8}$$

$$12) \frac{18}{36} = \frac{1}{2}$$

$$3) \frac{7}{21} = \frac{1}{3}$$

$$13) \frac{10}{18} = \frac{5}{9}$$

$$4) \frac{21}{28} = \frac{3}{4}$$

$$14) \frac{16}{32} = \frac{1}{2}$$

$$5) \frac{9}{15} = \frac{3}{5}$$

$$15) \frac{16}{24} = \frac{2}{3}$$

$$6) \frac{5}{10} = \frac{1}{2}$$

$$16) \frac{6}{12} = \frac{1}{2}$$

$$7) \frac{40}{72} = \frac{5}{9}$$

$$17) \frac{40}{60} = \frac{2}{3}$$

$$8) \frac{5}{25} = \frac{1}{5}$$

$$18) \frac{64}{80} = \frac{4}{5}$$

$$9) \frac{63}{90} = \frac{7}{10}$$

$$19) \frac{12}{18} = \frac{2}{3}$$

$$10) \frac{20}{50} = \frac{2}{5}$$

$$20) \frac{50}{60} = \frac{5}{6}$$

Thursday, May 7- Answer Key

Reducing Fractions

$$1) \quad \frac{36}{64} = \frac{9}{16}$$

$$11) \quad \frac{16}{64} = \frac{1}{4}$$

$$2) \quad \frac{52}{64} = \frac{13}{16}$$

$$12) \quad \frac{8}{16} = \frac{1}{2}$$

$$3) \quad \frac{46}{64} = \frac{23}{32}$$

$$13) \quad \frac{4}{8} = \frac{1}{2}$$

$$4) \quad \frac{48}{64} = \frac{3}{4}$$

$$14) \quad \frac{20}{64} = \frac{5}{16}$$

$$5) \quad \frac{48}{64} = \frac{3}{4}$$

$$15) \quad \frac{60}{64} = \frac{15}{16}$$

$$6) \quad \frac{6}{64} = \frac{3}{32}$$

$$16) \quad \frac{16}{64} = \frac{1}{4}$$

$$7) \quad \frac{36}{64} = \frac{9}{16}$$

$$17) \quad \frac{30}{64} = \frac{15}{32}$$

$$8) \quad \frac{12}{64} = \frac{3}{16}$$

$$18) \quad \frac{56}{64} = \frac{7}{8}$$

$$9) \quad \frac{52}{64} = \frac{13}{16}$$

$$19) \quad \frac{4}{8} = \frac{1}{2}$$

$$10) \quad \frac{16}{32} = \frac{1}{2}$$

$$20) \quad \frac{4}{32} = \frac{1}{8}$$

Answer Keys

What are Similes?

A.

- | | |
|----------------------------|----------------------------------|
| 1. Maria, swan | 5. fur, velvet |
| 2. Lips, cherry | 6. Dad's snoring, freight train. |
| 3. Tony's running, cheetah | 7. fingers, icicles |
| 4. library, graveyard | 8. scream, siren |

B.

- | | |
|-----------|-----------------|
| 1. coal | 4. marshmallows |
| 2. turtle | 5. thunder |
| 3. sun | 6. ice cream |
| | 7. boats |

Complete the Simile

A. Answers will vary. These are possible answers.

- | | |
|--------------|-----------------|
| 1. knives | 5. a mud puddle |
| 2. the ocean | 6. mice |
| 3. rocks | 7. a rainbow |
| 4. glue | 8. a ghost |

B. Answers will vary. These are possible answers.

1. The cave was as dark as a moonless night.
2. The boy was as mean as an alley cat.
3. Her eyes glittered like emeralds.
4. The children were as loud as a thunder storm.
5. The girl was as silly as a monkey
6. The dirty gym socks smelled like rotting meat.

C. Answers will vary.

Writing Similes

Answers will vary.

Similes Mix and Match

A.

1. Katie's raincoat is as yellow as a lemon.
2. The angry dragon was as big as a house.
3. The little boy was as frightened as a rabbit.
4. The old country road is as twisted as a pretzel.
5. The old car is as dented as a piñata.
6. My aunt Tilly is as sweet as sugar.

Similes Mix and Match (continued)

B. Answers will vary. These are possible answers.

1. Katie's raincoat is as big as a house.
2. The angry dragon is as sweet as sugar.
3. The little boy is as twisted as a pretzel.
4. The country road is as yellow as a raincoat.
5. The old car was as frightened as a rabbit.
6. My aunt Tilly is as dented as a piñata.

What are Metaphors?

1. Dad is grumpy in the morning.
2. My brother likes to stay up late.
3. The nurse was very nice.
4. Kenny eats a lot or Kenny is very dirty.
5. Our computer is very old.
6. Marcus knows a lot/is very smart.
7. The clouds were fluffy.
8. Justin's fingers were very cold.
9. Mandy's hair is tangled.
10. Grandma's pie is very good.
11. She could lose her temper at any time.
12. Her teeth were very white
13. The lake was still or the lake reflected.
14. The car was really hot inside.
15. My uncle never gets rid of anything.

Metaphor Practice

- | | | | |
|-------------|------------|--------------|------------|
| 1. diamonds | 4. oven | 7. bell | 10. music |
| 2. fox | 5. rock | 8. jello | 11. breeze |
| 3. glass | 6. volcano | 9. sandpaper | 12. bull |
- B. answers will vary

Verb-Based Metaphors

1. spinning, Carla had a lot of ideas.
2. blossomed, Maria did well and learned a lot at her new school.
3. changed, Andrew decided to do something different, again.
4. marched, Tony walked purposely to the front of the room.
5. threw, Joanie worked extremely hard without distraction.
6. crushed, Sonya was deeply saddened by the news.
7. dropped, Amber stopped being friends with her old friends.

Friday Graded Review: 5/4 - 5/8

Name: _____ Section: _____

GHNO Grade 4 Reading Log

Date	Title and Genre of Book	Brief Summary <i>use complete sentences</i>	Parent Initials
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Reading Log Score: ____/25

Daily Student Instruction Sheet - FRIDAY

FRIDAY – 5/8/20

ELA

Spalding
(Minutes)

Literature
(Minutes)

Grammar/Writing
(Minutes)

Spalding

Goal/Objective: Students will review all 17 of this week's words.

Materials needed: **Spalding Sheet**, notebook paper, and a pencil.

Specific Instructions: (I = Independent; PA = Parent Assisted)

- **PA:** Parent will dictate all 17 words, one at a time, to the student.
- **I:** Without parent assistance, students will independently write all 17 words one time each (without markings or rules).

Literature

Goal/Objective: Students will review and assess their understanding of *The Princess and the Goblin* (Chapters 12-15).

Materials needed: *The Princess and the Goblin* Chapter 12-15, Reading Log (in packet), videos from Miss Ward (optional), and Graded Review Worksheet.

Specific Instructions: (I = Independent; PA = Parent Assisted)

- ❑ **I: Using their books**, students will independently answer questions to assess their understanding and comprehension of Chapters 9-11 **(without parental assistance).**

Grammar/Writing

Goal/Objective: Students will correctly identify and define a Simile.

Materials needed: Week 6 Grammar/Writing Graded Review Worksheet, pencil, notes and materials from Week 6 (optional).

Specific Instructions (I=independent; PA= Parent assistance):

- ❑ **I:** Students will complete the worksheet independently. They may use their notes and previous worksheets for help.
- ❑ **I/PA:** Students may check work with parents using the answer key, if necessary.

MATH

(Minutes)

Math

Goal/Objective: Students will solve problems involving finding the missing numerator or denominator for equivalent fractions and simplifying fractions.

Daily Student Instruction Sheet - FRIDAY

	<p>Materials needed: GRADED REVIEW. (Notes. All workbook pages, textbook pages that were completed this week may be used for this graded review.)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I Students will complete the graded review and may use all of the above materials to help them on this assignment.
<p>Science (25 Minutes)</p>	<p>Science</p> <p>Goal/Objective: Students will answer questions regarding Food Chains and Food Webs</p> <p>Materials needed: GRADED REVIEW. All readings from this week may be used on this graded review.</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> I, Students will: Using their reading from the past four days, students will answer questions about food chains and food webs.<input type="checkbox"/> I, Video: After students have successfully completed their graded review, students can check out this fun, short video. You worked hard! You've earned it! Steve Irving: Fun!
<p>Specials</p>	<p><i>Specials Assignments are no longer optional. Specials assignments will be graded.</i></p> <p><i>Please see the Specials Class Assignments at the beginning of this packet.</i></p> <p><i>You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.</i></p> <p><i>Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.</i></p>

Friday, May 8, Wk.7-D5 Graded Review

Equivalent Fractions

$$1) \quad \frac{\quad}{5} = \frac{9}{15}$$

$$2) \quad \frac{4}{7} = \frac{\quad}{35}$$

$$3) \quad \frac{2}{4} = \frac{8}{\quad}$$

$$4) \quad \frac{1}{\quad} = \frac{2}{14}$$

$$5) \quad \frac{\quad}{6} = \frac{12}{24}$$

Reducing Fractions

$$6) \quad \frac{15}{24} = \underline{\quad}$$

$$7) \quad \frac{10}{45} = \underline{\quad}$$

$$8) \quad \frac{30}{42} = \underline{\quad}$$

$$9) \quad \frac{7}{14} = \underline{\quad}$$

$$10) \quad \frac{28}{35} = \underline{\quad}$$

Friday Spalding Spelling List (20 min): Instructions and an answer key are provided below.

Dictate the 20 review words (one at a time) to your child. For each word,

First: Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Writes the word 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

Student will write review words correctly one time each.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence
drop	Do not <u>drop</u> your cookie on the floor.
emperor	The <u>emperor</u> lived in the palace.
established	The teacher <u>established</u> rules for her classroom.
excelled	He <u>excelled</u> in all subject areas.
gather	He helped me <u>gather</u> the acorns.
heir	He was the legal <u>heir</u> to the throne.
hoarse	His voice was <u>hoarse</u> .
dropped	I <u>dropped</u> my cookie on the floor.

Word	Example sentence
elegant	She wore an <u>elegant</u> dress to the party.
establishment	She works for a popular food <u>establishment</u> in town.
establish	I had to <u>establish</u> a Google Classroom for my students.
excellent	She was an <u>excellent</u> student.
generally	I <u>generally</u> walk to school.
excel	I tend to <u>excel</u> in athletics.
grateful	I am <u>grateful</u> for every one of you.
inherit	The prince is next to <u>inherit</u> the kingdom.
icicle	The <u>icicle</u> hung from the roof.

Week 6 Graded Review: Friday, May 8
Grammar/Writing

Directions: Please follow the directions to answer the questions in both Part I and Part II. You may use your notes and materials from the week to help on your Graded Review.

Part I: For each question, choose which sentence is an example of a simile.

1. Which sentence is an example of a simile?
 - a) My backpack is as light as a feather.
 - b) The sun burned brightly.

2. Which sentence is an example of a simile?
 - a) The washing machine cleaned the clothes quickly.
 - b) The car screeched like a bird.

3. Which sentence is an example of a simile?
 - a) She was as excited as a puppy.
 - b) He was very tired when he went to bed.

Part II: *Fill in the correct definition for a simile:*

A simile is used to:

The words: _____ and _____ are used to compare the two things.

Week 6 Graded Review: Friday, May 8
Literature

Directions: Please choose the correct answer for each question. Each question will come from a separate chapter. You may use your books to find the correct answer.

1. Chapter 12: How does Curdie’s mother unwind or fix his ball of thread?
 - a) She cuts it up.
 - b) She asks Curdie’s father for help.
 - c) She says she “follows the thread.”

2. Chapter 13: Who did the “household animals” belong to?
 - a) The goblins
 - b) The miners
 - c) Curdie and Princess Irene

3. Chapter 14: When Princess Irene is lost, she sees a “great silvery globe” hanging in the air. This lamp gave her:
 - a) Friendship
 - b) Courage
 - c) Confusion

4. Chapter 15: Which part of her grandmother’s clothing “glimmered with the light of the Milky Way?”
 - a) Her dress
 - b) Her ring
 - c) Her slippers

5. Short Answer: ***Please answer the following question in complete sentences.***

What bright, silvery globe did Princess Irene see hanging in the night sky? How did her grandmother let her see it?

Name: _____

Number: _____

Date: _____

Week 7 Graded Review: Science

Food Chains and Food Webs

Organisms that make their own food are called _____. An example of this type of organism is _____.

Organisms that eat other organisms are _____.

There are three types of consumers:

- 1) _____ eat plants and plant parts.
- 2) _____ are animals that eat only animals.
- 3) _____ eat both plants and animals.

Provide an example of each of the three types of consumers.

- 1) _____
- 2) _____
- 3) _____

A _____ is an organism that breaks down plant and animal material into simple chemicals. An example of this type of organism is _____.

What is the difference between a food chain and a food web?

Bonus:

True or False: At the beginning of the food chain is a producer, and energy for producers comes from **grass**.